



Third Edition **Solutions**

Pre-Intermediate

Student's Book

Tim Falla Paul A Davies

OXFORD
UNIVERSITY PRESS

Unit	A Vocabulary	B Grammar	C Vocabulary	D Grammar
I Introduction	p4 Likes and dislikes Sports and hobbies (<i>basketball, drawing, etc.</i>) School subjects (<i>drama, maths, etc.</i>) Speaking: Discussing school subjects, sports and hobbies	p5 Contrast: present simple and present continuous Present tense contrast Vocabulary: Everyday activities (<i>go shopping, have a picnic, etc.</i>)	p6 Describing people Describing hair (<i>long red, etc.</i>) Speaking: Describing people	p7 Articles <i>there is / are</i> Vocabulary: In school (<i>canteen, classroom, etc.</i>)
Unit	A Vocabulary	B Grammar	C Listening	D Grammar
1 Feelings	p8 How do you feel? Adjectives to describe feelings (<i>anxious, delighted, etc.</i>) Modifying adverbs (<i>a bit, extremely, etc.</i>) Recycle: Present continuous and stative verbs 🔊 Identifying how people feel	p10 Past simple (affirmative)	p11 Problems, problems! Strategy: Listening for gist Grammar: <i>should</i> Speaking: Giving advice 🔊 Problems	p12 Past simple (negative and interrogative) Question words 🔊 A video chat
2 Adventure	p18 Landscapes Landscape: features (<i>cave, waterfall, etc.</i>) Landscape: adjectives (<i>narrow, steep, etc.</i>) Prepositions of movement and position Recycle: <i>There is</i> and <i>There are</i> for countable and uncountable nouns 🔊 Advertises for adventure holidays	p20 Past continuous	p21 Adrenaline junkies Strategy: Listening for key words and antonyms 🔊 Interview with a BASE jumper	p22 Contrast: past simple and past continuous <i>while / as</i> and <i>when</i> 🔊 Story
p28 Exam Skills Trainer 1 • Reading Multiple choice • Listening Multiple matching • Use of English Open cloze • Speaking Picture description				
3 On screen	p30 Films and TV programmes Films and TV programmes (<i>animation, musical, etc.</i>) Adjectives to describe films and TV programmes (<i>confusing, gripping, etc.</i>) Aspects of a film (<i>acting, characters, etc.</i>) Recycle: Omitting the definite article for generalisations 🔊 Dialogues about films 🔊 Identifying agreement and disagreement	p32 Quantity <i>some</i> and <i>any</i> <i>a few, a little, a lot of, (not) much / many, How much / many?</i>	p33 Advertising Strategy: Using the task to predict what you will hear 🔊 A TV advert	p34 <i>must, mustn't</i> and <i>needn't / don't have to</i> Speaking: Talking about game shows
4 Our planet	p40 Weather Weather nouns, verbs and adjectives (<i>cloudy, frost, etc.</i>) Describing temperature (<i>It's minus ten, It's below zero, etc.</i>) Speaking: Preparing and presenting a weather report Recycle: <i>a few, a little, (not) much / many, a lot of</i> 🔊 Weather reports	p42 Comparison Comparative adjectives <i>(not) as ... as, far / much + comparative forms</i>	p43 Eyewitness Strategy: Identifying the context Vocabulary: Natural disasters (<i>avalanche, mudslide, etc.</i>) 🔊 Interview with a survivor of a natural disaster	p44 Superlative adjectives, <i>too</i> and <i>enough</i> Superlative adjectives with <i>of</i> and <i>in</i>
p50 Exam Skills Trainer 2 • Reading True / false • Listening Multiple choice • Use of English Multiple-choice cloze • Speaking Picture comparison				
5 Ambition	p52 Jobs Jobs (1) (<i>architect, solicitor, etc.</i>) Describing jobs (<i>badly-paid, creative, etc.</i>) Work activities (<i>travel a lot, work alone, etc.</i>) Speaking: A questionnaire Recycle: Past simple affirmative and negative 🔊 Teens talking about summer jobs	p54 <i>will</i> and <i>going to</i> Using adverbs to make predictions more or less certain	p55 Changing jobs Strategy: Listening for markers and signposts Vocabulary: Jobs (2) (<i>builder, locksmith, etc.</i>) Key phrases: Signposting (<i>although, as I see it, etc.</i>) 🔊 Sean Aiken's 52 jobs	p56 First conditional
6 Tourism	p62 Worth a visit Visitor attractions (<i>aquarium, castle, etc.</i>) Describing visitor attractions (<i>cheap, touristy, etc.</i>) Speaking: Discussing visitor attractions Recycle: <i>will</i> and <i>going to</i> 🔊 A guided tour	p64 Present perfect <i>been</i> and <i>gone</i>	p65 Check your ticket! Strategy: Emphatic stress 🔊 A misunderstanding	p66 Contrast: past simple and present perfect contrast Finished-time expressions (<i>yesterday, last week, etc.</i>)
p72 Exam Skills Trainer 3 • Reading Missing sentences • Listening Multiple matching • Use of English Banked cloze • Speaking Situational role-play				
7 Money	p74 Spending power Numbers and currencies Shops and services (<i>bank, florist's, etc.</i>) Shopping (<i>bargain, discount, etc.</i>) Recycle: Present perfect with <i>ever</i> for asking about experiences 🔊 Dialogues in shops	p76 Second conditional	p77 Honesty pays Strategy: Reading the task to identify what to listen for Vocabulary: Verbs to do with money (<i>afford, borrow, etc.</i>) 🔊 A story about honesty 🔊 Talking about money	p78 Past perfect Use of English
8 Crime	p84 Crimes and criminals Crimes and criminals (<i>arson, smuggler, etc.</i>) Collocations: police work (<i>arrest a suspect, search an area, etc.</i>) Recycle: Comparatives and superlatives 🔊 News reports	p86 Reported speech (1) Pronouns and time expressions in reported speech	p87 A life of crime Strategy: Listening for paraphrase 🔊 Bonnie and Clyde	p88 Reported speech (2) <i>tell</i> and <i>say</i>
p94 Exam Skills Trainer 4 • Reading Multiple matching • Listening Multiple choice • Use of English Multiple-choice cloze • Speaking Picture comparison				
9 Science	p96 Gadgets Materials (<i>concrete, steel, etc.</i>) Describing technology (<i>curved, battery, etc.</i>) Recycle: Zero conditional 🔊 Gadget shop dialogues	p98 The passive (present simple and past simple) Adverbs with the passive	p99 Intentions of the speaker Strategy: Identifying speaker intention Vocabulary: Intentions (<i>apologise, recommend, etc.</i>) 🔊 Five monologues	p100 The passive (present perfect and future)
p106 Exam Skills Trainer 5 • Reading Short text multiple choice • Listening True / false • Use of English Word formation • Speaking Situational role-play				

E Word Skills	F Reading	G Speaking	H Writing
<p>p13 Adjective endings -ed and -ing adjectives Grammar: How + adjective for exclamations Dictionary work</p>	<p>p14 Painless A life without pain Strategy: Matching tasks Vocabulary: Accidents and injuries (<i>to bleed, to burn</i>, etc.)</p>	<p>p16 Narrating events Strategy: A structure for narrating events Key phrases: Reacting and showing interest 🔊 Summer activities</p>	<p>p17 A description of an event Strategy: Describing people's reactions to an event Phrasal verbs and register</p>
<p>p23 Word building Related verbs and nouns Dictionary work</p>	<p>p24 Lost at sea Strategy: Gapped sentence tasks Vocabulary: Extreme adjectives (<i>delicious, filthy</i>, etc.)</p>	<p>p26 Photo description Strategy: A structure for a photo description Key phrases: Describing a photo; Speculating about feelings 🔊 Photo descriptions</p>	<p>p27 An invitation Strategy: Using abbreviations and short forms Vocabulary: Outdoor activities (<i>abseiling</i>, etc.) Key phrases: Making suggestions</p>
<p>• Writing An email invitation</p>			
<p>p35 Negative adjective prefixes Dictionary work</p>	<p>p36 Video games and health Why video games are good for your health Strategy: Deciding whether multiple-choice questions are asking for gist or specific information Vocabulary: Verb + noun collocations (<i>cause concern, do research</i>, etc.)</p>	<p>p38 Reaching an agreement Strategy: Thinking of key words and phrases in English Key phrases: Expressing likes and dislikes; Expressing a preference; Reaching an agreement 🔊 Planning holiday activities</p>	<p>p39 An informal letter Making invitations (<i>Would you like to...?, How about...?</i>, etc.) Strategy: Writing an informal letter Vocabulary: Social activities (<i>go shopping, have a coffee</i>, etc.)</p>
<p>p45 Phrasal verbs Key phrases: Expressing opinions (<i>I think / don't think that ... , As I see it ...</i>, etc.), Agreeing and disagreeing Vocabulary: Environment: compound nouns (<i>climate change, sea levels</i>, etc.)</p>	<p>p46 Gliders in the storm A bumpy ride Strategy: Checking a gapped sentence task Vocabulary: Verbs of movement</p>	<p>p48 Photo comparison Strategy: A structure for a photo comparison Grammar: <i>must</i> and <i>can't</i> for making deductions Vocabulary: In the street (<i>bus stop, pavement</i>, etc.) Key phrases: Comparing and contrasting 🔊 Photo descriptions</p>	<p>p49 An article Strategy: Using paragraphs to structure your writing Key phrases: Presenting opinions and counter-arguments; Making an additional point (e.g. <i>Furthermore ... , Moreover ...</i>, etc.)</p>
<p>• Writing A message</p>			
<p>p57 Prefixes Single words vs hyphenated words Use of English</p>	<p>p58 Dream jobs The best jobs in the world ... probably Strategy: Completing a gap-fill text Vocabulary: Work-related collocations (<i>look for a job, take the day off</i>, etc.)</p>	<p>p60 Choosing a job Vocabulary: Personal qualities (<i>flexible, honest</i>, etc.) Strategy: Developing answers with more detail Key phrases: Making contrasts 🔊 Choosing a holiday job</p>	<p>p61 An application letter Strategy: Structuring a formal letter</p>
<p>p67 Compounds Compound nouns: noun + noun and adjective + noun Vocabulary: At an airport: compound nouns (<i>hand luggage, seat belt</i>, etc.)</p>	<p>p68 Holidays without parents Free at last? Strategy: Multiple-choice questions Vocabulary: Holidays: compound nouns (<i>campsite, suncream</i>, etc.)</p>	<p>p70 Planning a holiday Strategy: Asking for clarification Vocabulary: Tourist attractions (<i>carnival, square</i>, etc.) Key phrases: Making, accepting and declining suggestions; Expressing no preference</p>	<p>p71 A holiday blog Strategy: Informal omission of sentence subjects Vocabulary: Holiday activities (<i>go kayaking, hire a bike</i>, etc.)</p>
<p>• Writing A blog post</p>			
<p>p79 Verb + infinitive or -ing form Verb patterns Dictionary work</p>	<p>p80 Aaron Levie Box clever Strategy: Gapped sentence tasks Vocabulary: Business (<i>contract, funding</i>, etc.)</p>	<p>p82 Photo comparison and presentation Strategy: Using set phrases to structure a presentation Key phrases: Comparing similarities and differences; Structuring your speech</p>	<p>p83 An opinion essay Strategy: Varying your sentence structure</p>
<p>p89 Adjective suffixes Dictionary work Use of English</p>	<p>p90 An Australian murder mystery Who was the Somerton Man? Strategy: Predicting the answers to multiple-choice questions Vocabulary: Everyday items (<i>comb, matches</i>, etc.); Compound nouns (<i>a train ticket, chewing gum</i>, etc.)</p>	<p>p92 Photo description and comparison Strategy: Using a variety of phrases to introduce your opinions Key phrases: Expressing an opinion; Giving a tentative opinion; Making an additional point 🔊 Describing photos of crimes</p>	<p>p93 An email Strategy: Using sequencing words to move a narrative forward Key phrases: Sequencing phrases (<i>just then</i>, etc.) Use of English</p>
<p>• Writing An email</p>			
<p>p101 Verb + preposition Verbs which take more than one preposition Dictionary work</p>	<p>p102 Great inventions? Inventions the world forgot Strategy: <i>True/false/doesn't say</i> tasks Vocabulary: Noun endings (<i>invention, recording</i>, etc.)</p>	<p>p104 Making a complaint Strategy: Covering all points in the task and responding to the examiner Vocabulary: Gadgets (<i>e-book reader, tablet</i>, etc.); Parts of gadgets (<i>case, dial</i>, etc.) Key phrases: Making and dealing with complaints (<i>There's a problem with ... , Can you fix it?</i>, etc.) 🔊 Complaints</p>	<p>p105 A formal letter Strategy: Using conjunctions to make complex sentences Key phrases: Summing up (<i>On balance, I think ... , Overall, ... in my opinion</i>, etc.)</p>
<p>• Writing A formal letter</p>			

I

Introduction

IA

Vocabulary

Likes and dislikes

I can talk about likes and dislikes.



1 SPEAKING Describe the photo. Where are the people? What are they doing?

2 1.02 Read and listen to the dialogue. Find the names of the people in the photo.

- Ryan** Hi, Izzy. Can I sit here?
Izzy Yes, of course. This is Becky. She's new.
Ryan Hi, Becky. I'm Ryan, Izzy's brother.
Becky Hi. Nice to meet you!
Ryan Where are you from, Becky?
Becky I'm from London. I moved here two weeks ago.
Ryan I love London. I've got friends there. I sometimes visit them and we go skateboarding.
Izzy Do you like skateboarding, Becky?
Becky Not really. But I like ice skating.
Izzy Me too! Let's go ice skating after school.
Becky Great idea!
Ryan I'm not very keen on ice skating. What do you think of bowling?
Becky Bowling? I hate it.
Ryan Oh. Actually, I don't mind ice skating ...
Izzy There's the bell. I've got maths, then history.
Becky I've got PE now. I love PE! See you after school, Izzy!
Izzy Bye, Becky.
Ryan Yeah ... Bye ...

3 Are the sentences true or false? Write T or F.

- This is the first time Izzy and Ryan meet. ___
- This is the first time Becky and Ryan meet. ___
- Ryan sometimes goes skateboarding in London. ___
- Becky does not like skateboarding or bowling. ___
- Ryan and Becky agree to go ice skating after school. ___
- Izzy and Becky have got PE next. ___

4 VOCABULARY Add three words from the dialogue in exercise 2 to each list.

Sports and hobbies

board games
drawing

School subjects

drama
IT (information technology)

5 Work in pairs. How many more words can you add to the lists in exercise 4 in three minutes? Use the pictures below and your own ideas.

Subjects



Hobbies



➔ **Vocabulary Builder** Sports and hobbies: page 117

6 KEY PHRASES Label the phrases below A (*like*), B (*OK*) or C (*don't like*). Which phrases are in the dialogue in exercise 2?

Likes and dislikes

I can't stand ... ___ I love ... ___ ... isn't bad. ___
 I don't mind ... ___ I (quite) like ... ___ ... is great. ___
 I hate ... ___ I'm really keen on ... ___ ... is terrible. ___

7 SPEAKING Work in pairs, taking turns to be A and B.

Student A: Find out your partner's opinion of school subjects.

Put them into groups A, B and C from exercise 6.

Student B: Answer A's questions using phrases from exercise 6.

What do you think of PE?

I don't mind it.

8 SPEAKING Work in pairs. Try to find three sports or hobbies which you and your partner both like.

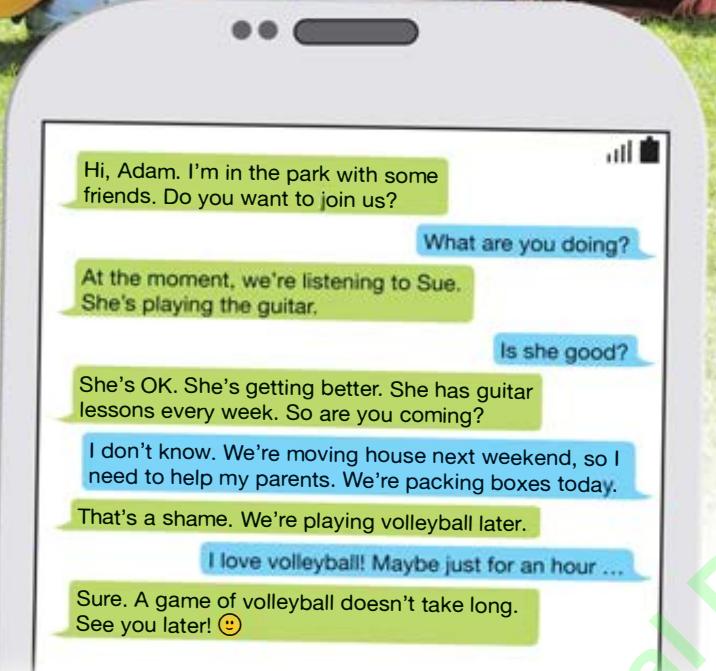
Do you like drawing?

No, I don't. But I like board games.

Me too! Do you like ... ?

Contrast: present simple and present continuous

I can distinguish the use of the present simple and present continuous.



- Describe the photo. What are the people doing? Use the verbs below.
laugh play sit smile wear
The girl on the left is playing the guitar.
- Read the messages above. Why does Adam change his mind about going to the park?

LEARN THIS! Present tense contrast

We use:

- the ¹present simple for something that happens regularly, always or never.
- the ²_____ for something happening at this moment.
- the ³_____ for something happening around this time.
- the ⁴_____ for stating a fact.
- the ⁵_____ with certain verbs that we do not usually use in continuous tenses: *believe, know, like, love, need, understand, want, etc.*
- the ⁶_____ for future arrangements.

- Find examples of the present simple and present continuous in the messages in exercise 2. Then read the **Learn this!** box and complete the rules.

- Match each example you found in the messages with the correct rule (a–f) in the **Learn this!** box.

- Work in pairs. Explain the difference between sentences a and b in each pair.

- I'm doing my homework after school.
 - I do my homework after school.
- Joe is learning to drive.
 - Many teenagers learn to drive when they are seventeen.
- Mark plays the guitar.
 - Mark is playing the guitar.
- We aren't going on holiday in August.
 - We don't go on holiday in August.

➔ Grammar Builder IB page 122

- 1.03 Complete the phone dialogue. Use the correct present simple or present continuous form of the verbs in brackets. Then listen and check.

Toby Hi!

Leia Hi, Toby. What ¹are you doing (you / do)?

Toby I'm at the sports centre. I ²_____ (wait) for Tom.

Leia ³_____ (you / go) swimming?

Toby No, we ⁴_____ (play) table tennis. We ⁵_____ (play) every Saturday morning. But he's really late!

Leia What ⁶_____ (he / do)?

Toby I ⁷_____ (not know). He ⁸_____ (not answer) his phone. Anyway, where are you?

Leia I'm at the shopping centre, but I ⁹_____ (not buy) anything today. I ¹⁰_____ just _____ (look).

Toby ¹¹_____ (you / like) table tennis?

Leia Sure! But I ¹³_____ (not wear) sports clothes.

Toby ¹⁴_____ (you / wear) trainers?

Leia Yes, I am – with jeans and a T-shirt.

Toby That's fine. You ¹⁵_____ (not need) sports clothes. See you soon!

- SPEAKING** Work in pairs. Ask and answer questions 1–6. Use the activities below or your own ideas.

Everyday activities do [my] homework go shopping go for a walk / a bike ride have a picnic listen to music play football / tennis / video games read a book visit friends / relatives watch a film / TV

- What do you usually do after school?
- What are you doing after school today?
- What do you usually do at the weekend?
- What are you doing this weekend?
- What do you usually do during the school holidays?
- What are you doing next school holiday?

What do you usually do after school?

I listen to music at home.

Describing people

I can describe people's appearance.



1 Look at the photos of famous film characters. Match them with the names below. What films do they appear in? Do you know who the actors are?

James Bond ___ Edward Cullen ___ Galadriel ___
 Black Widow ___ Javert ___ Katniss Everdeen ___

2 Match the sentence beginnings (1–4) with the endings (a–d). Then match the descriptions with four of the characters in exercise 1.

- 1 _____ has got long brown hair. She's wearing _____
- 2 _____ has got long wavy red hair. She's wearing _____
- 3 _____ has got short dark hair. He's wearing _____
- 4 _____ has got a beard and moustache. He's wearing _____

- a a black jacket and black trousers.
- b a brown jacket and a black T-shirt.
- c a coat and a hat.
- d a grey coat, a blue shirt and dark jeans.

3 **VOCABULARY** Add the adjectives below to the table. Note the order of the adjectives.

Describing hair black brown fair red long
 medium-length straight wavy

	length	style	colour	
He/She's got	short	curly	dark	hair.

4 Work in pairs. How many different items of clothing can you write down? Include all the ones in exercise 2. Put them into groups A and B below.

- A Top half jacket, shirt, ...
- B Bottom half trousers, shoes, ...

➔ **Vocabulary Builder** Clothes: page 117

5 In your notebook, write a description of the other two characters in exercise 1.

Galadriel has got ... She's wearing ...
 James Bond has got ... He's ...

6 **SPEAKING** Tell your partner what clothes you usually wear when:

- a you are at school.
- b you go out with friends.
- c you are relaxing at home.
- d you do sport.

When I'm at school, I usually wear ...

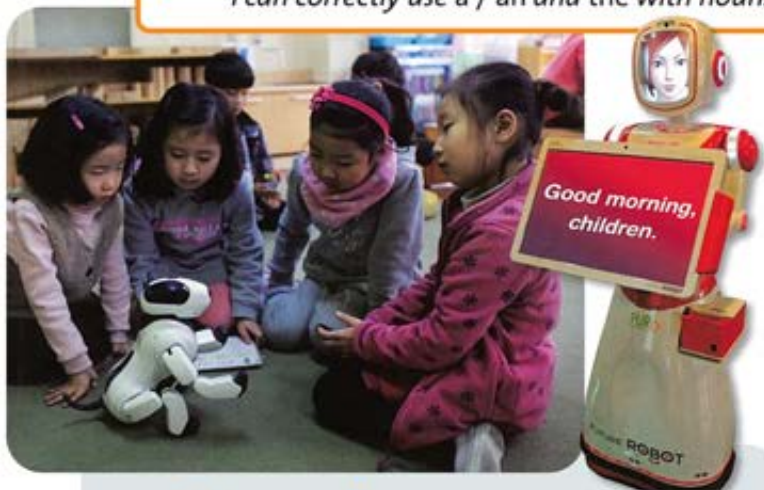
7 **SPEAKING** Work in pairs. Describe someone in the class. Can your partner guess who it is?

She's got curly fair hair and blue eyes. She's wearing a red sweatshirt, jeans and black trainers.

Is it Anna?

Articles

I can correctly use a / an and the with nouns.



This is a classroom in a primary school in South Korea. The classroom is very high-tech. There are some students on the floor. They are playing with a robot dog. Is there a teacher? Yes, there is, but the teacher is a robot! It is difficult to find English teachers in South Korea, so they are starting to use robots instead. The robot can speak, and correct pronunciation. Are the robots popular with the students? Chung Cha, the girl on the right, says, 'The robots are fun, but I think a real teacher is better. I hope robots don't replace teachers because I want to study languages at university and be an English teacher one day!'

- 1 Look at the photo of the classroom. What is unusual about it?
- 2 Read the text and check your ideas. Would you like to learn English in a classroom like this? Why? / Why not?

LEARN THIS! Articles

- a We use ¹_____ to talk about something for the first time.
There's an interactive whiteboard in our classroom.
- b We use ²_____ when we mention something again.
Our teacher often uses the interactive whiteboard.
- c We use ³_____ when it is clear what we are talking about, or when there is only one of something.
*We play basketball in the gym. (The gym at school)
The sun is shining.*
- d We use ⁴_____ to say what someone's job is.
My mum's a teacher.
- e Note these set phrases.
 - ⁵_____ : listen to the radio, go to the cinema, play the guitar
 - ⁶_____ : watch TV, listen to music, in / to bed, to / at / from school, at home / work, in hospital

- 3 Read the **Learn this!** box. Complete the rules with a / an, the, or no article (–).
- 4 Read the text in exercise 2 again. Match each of the highlighted words with a rule in the **Learn this!** box.

- 5 Complete the dialogue. Use a / an or the. Explain your choices.

- Martha I go to school near ¹the city centre.
 Jake Really? What's ²_____ name of ³_____ school?
 Martha St Mark's. It's ⁴_____ private school.
 Jake I know ⁵_____ girl who goes there. Alice Smith.
 Martha There's ⁶_____ Alice Smith in my class. I wonder if it's ⁷_____ same one.
 Jake She's got blue eyes, long wavy hair and ⁸_____ nice smile.
 Martha That's her! Which school do you go to?
 Jake Hadfield College.
 Martha Oh. My dad's ⁹_____ maths teacher there: John Chapman.
 Jake You're joking! He's my teacher!

LOOK OUT!

We do not use *the* when we make generalisations.

I don't like history. (the history X)

I like playing basketball at school. (the basketball X)

- 6 Read the **Look out!** box. Are the sentences below generalisations or not? Circle the correct words.

- 1 Dogs / The dogs are more intelligent than cats / the cats.
- 2 Weather / The weather is nice today.
- 3 Football / The football is more fun than volleyball / the volleyball.

➔ Grammar Builder ID page 122

- 7 Read the **Learn this!** box and complete the rules with *is* or *are*. Find one example of *there is* and one example of *there are* in the text in exercise 2.

LEARN THIS! There is / are

- a We use *There* ¹_____ with singular nouns.
There is a book on the desk.
- b We use *There* ²_____ with plural nouns.
There are twenty children in the class.
- c The short form of *There* ³_____ is *There's*. *There* ⁴_____ does not have a short form.

- 8 **VOCABULARY** Check the meaning of the words below. Which ones are in your classroom?

In school canteen classroom computer corridor desk gym hall interactive whiteboard laptop noticeboard playing field reception staff room textbook whiteboard

- 9 **SPEAKING** Imagine you are describing your school to a visitor. Talk about some of the places and things in exercise 8. Use *There is / are* and articles correctly.

There's a canteen and a gym. There are ...

1

Feelings

1A

Vocabulary

How do you feel?

I can describe how people are feeling.

Unit map

Vocabulary

Adjectives to describe feelings
Modifying adverbs
Accidents and injuries
Phrasal verbs and register

Word Skills

Adjective endings
How + adjective

Grammar

Past simple (affirmative, negative and interrogative)
Question words
should

Listening Problems, problems!



Reading Painless



Speaking Narrating events



Writing A description of an event

Culture 1 The British



Vocabulary Builder page 117

Grammar Builder page 124

Grammar Reference page 125



1 **1.04 SPEAKING** Look at the photos and answer the questions. Use the words below to help you answer question 2.

- How do you think these people are feeling?
- What is making them feel that way?

Photo A watch match team lose

Photo B exam results pass marks

Photo C plane late luggage

Photo D school work difficult boring

2 **1.04 VOCABULARY** Check the meaning of all the adjectives below. Can you match any of them with the photos in exercise 1?

Adjectives to describe feelings anxious ashamed bored confused cross delighted disappointed embarrassed envious excited frightened proud relieved shocked suspicious upset

The people in photo A look ...

3 Work in pairs. Put the adjectives in exercise 2 into categories A and B below. Do you know any other adjectives you could add to the categories?

A Positive feelings	B Negative feelings

4 In pairs, do the test below. Then check the answers at the bottom of the page. How many did you get right?

Can you read people's emotions?

For each photo, choose the adjective (a–c) that matches how the person is feeling.

1 **a** anxious
b delighted
c shocked

2 **a** bored
b proud
c suspicious

3 **a** ashamed
b embarrassed
c excited

4 **a** confused
b cross
c envious

5 Read the tweets and complete the hashtags with adjectives from exercise 2. Then compare your answers in pairs. More than one answer may be possible.



6 **1.05** Listen to five speakers. Match one adjective from the list below with each speaker (1–5). There are three extra adjectives.

anxious cross confused disappointed
excited embarrassed proud suspicious

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

RECYCLE! Present continuous

We use the present continuous for things happening as we speak.

Grace is making dinner (at this moment).

However, with verbs not used in continuous tenses (*believe, belong, hate, know, seem, etc.*), we use the present simple even for things happening now.

Look! Jack seems cross (at this moment).

7 **1.05** Read the **Recycle!** box. Then listen again and complete the sentences (a–e) with speakers 1–5 and the correct present tense form of the verbs in brackets.

- a Speaker _____ (not know) that a friend's exam result is bad.
- b Speaker _____ (not understand) why there aren't any buses.
- c Speaker _____ (lie) in bed at night and can hear voices.
- d Speaker _____ (have) a ticket for a really good concert.
- e Speaker _____ (make) a birthday cake for a friend who won't like it.

How does Speaker 1 feel and why?

He feels ... because he ...

8 In pairs, check your answers to exercises 6 and 7.

9 **VOCABULARY** Read the modifying adverbs below. Number them in order from weakest to strongest.

Modifying adverbs a bit _____ a little bit 1 extremely _____
rather _____ very _____

10 Write notes about how you usually feel in these situations. Sometimes you might need more than one adjective. Include modifying adverbs from exercise 9.

How do you feel when ...

- 1 you have an exam in ten minutes?
- 2 your exam finishes?
- 3 you see a large spider in your bedroom?
- 4 friends or family members are arguing?
- 5 you arrive at a party?
- 6 you can't sleep?

11 **SPEAKING** In pairs, take turns to ask and answer the questions in exercise 10.

How do you feel when ... ?

I feel excited, but a little bit anxious too.

1B

Grammar

Past simple (affirmative)

I can use the past simple affirmative.

- Is there a lottery in your country? Do you think it is a good idea to buy tickets? Why? / Why not?
- Read the text. Are all lottery winners happy?



Last weekend, somebody bought a lottery ticket, chose all the correct numbers and won millions. How lucky! Or maybe not. In the 1970s, scientists at the University of Illinois studied lottery winners and compared their levels of happiness with other people. The results were interesting. The winners felt delighted for a short time, but after that, their happiness returned to normal levels. A similar study by the University of California in 2008 gave the same results. They looked at lottery winners six months after their win and found completely normal levels of happiness. And for a few unlucky people, a huge lottery win was the start of major problems. Alex Toth, for example, won \$13 million in 1990. He stopped working, spent the money quickly and had terrible arguments with his family and friends.

- Read the **Learn this!** box. Find all the past simple forms in the text in exercise 2. Match them with rules a–d in the **Learn this!** box.

LEARN THIS! Past simple (affirmative)

- We form the past simple form of regular verbs by adding *-ed* to the infinitive.
want – wanted talk – talked
- There are some rules about spelling changes.
1 *drop – dropped* 2 *marry – married* 3 *move – moved*
- Some verbs have irregular past simple forms.
go – went begin – began leave – left take – took
- The past simple of the verb *be* has two forms, singular and plural.
be – was / were

➔ Grammar Builder 1B page 124

- Complete the sentences with regular and irregular past simple forms from exercise 3.

- She **won** millions of dollars on the lottery. She _____ all the money in only three years.
- I _____ my keys in the street. Luckily, I _____ them later.
- Our cousin _____ to university when he was only fifteen years old. He _____ maths there.
- My grandfather _____ my grandmother in 1965 and they _____ together until she died last year.
- I _____ home when I was nineteen and _____ to London.

- 1.06** Complete the text with the past simple form of the verbs in brackets. Then listen and check.

In 2002, nineteen-year-old British refuse collector Michael Carroll and his family ¹ _____ (be) delighted when he ² _____ (win) £9.7 million in the lottery. He ³ _____ (give) millions of pounds to charity and to friends and relatives. He also ⁴ _____ (spend) thousands on loud, all-night parties, and over the next few years, he ⁵ _____ (get) into trouble with the police several times. His wife Sandra ⁶ _____ (be) cross and upset and ⁷ _____ (decide) to leave. Soon, he ⁸ _____ (have) no money left, and in 2010, he ⁹ _____ (begin) work as a refuse collector again. 'I'm just glad it's over,' he ¹⁰ _____ (say).

- SPEAKING** Work in pairs. What is your opinion of what happened to Alex Toth and Michael Carroll? Are their stories difficult to believe? Are they sad, funny, a warning?
- Complete the sentences with the adjectives below and the past simple form of the verbs in brackets.

bored delighted disappointed embarrassed relieved suspicious upset

- Sandra Carroll **felt** (feel) **upset** when Michael **spent** (spend) all his money on parties.
- Spencer _____ (be) _____ when he _____ (drop) all his money on the floor of the shop.
- Bess _____ (be) _____ when she _____ (win) the essay competition.
- I _____ (feel) a bit _____ when the man _____ (say) he was a millionaire.
- We _____ (be) very _____ when the music _____ (stop) and everyone _____ (leave) the party.
- I _____ (get) a bit _____ because Dan _____ (talk) about his new girlfriend all evening.
- You _____ (be) extremely _____ when we _____ (find) your mobile phone behind the sofa.

- SPEAKING** Tell your partner about a time when you had these feelings. Use the past simple.

- | | | |
|------------|-----------|-----------|
| 1 anxious | 3 cross | 5 shocked |
| 2 confused | 4 excited | 6 upset |

I was anxious because I had a music exam.

1C

Listening

Problems, problems!

I can listen for gist.



- 1 SPEAKING** Describe the photo. What are the girls doing? How are they feeling? What do you think they are saying?
- 2 SPEAKING** In pairs, take turns to ask and answer the questions in the questionnaire. Are your answers the same?

1 You borrowed a DVD from your friend but now you can't find it. Do you ...

- tell your friend the truth as soon as possible?
- say nothing and hope your friend forgets about it?
- secretly buy a new copy of the DVD?
- keep looking for the DVD but say nothing yet?

2 Your friend has stopped speaking to you and you don't know why. Do you ...

- send a message asking what the problem is?
- ask your other friends about it?
- insist on talking face-to-face with your friend?
- wait and see if the problem goes away?

3 You're friendly with a new student at school, but your old friends don't like him / her. Do you ...

- stop spending time with the new student?
- tell your old friends they aren't behaving well?
- invite them all to your house so they can get to know one another?
- continue to see them all, but separately?

Listening Strategy

You do not have to understand every word in a listening task. Focus on the general meaning and try not to be distracted by words you do not understand.

- 1.07** Read the **Listening Strategy** above and the three summaries of a dialogue below. Then listen to the dialogue. Which is the best summary?
 - Zak refuses to go out with Tom because he's disappointed about his exam results.
 - Zak is anxious about his exams and decides not to go out with Tom.
 - Zak is relieved that his exams are six weeks away, and agrees to go out with Tom.

LEARN THIS! should

- We often use *I think ... + should*.
I think she should speak to her friend.
- For the negative, we use *I don't think ... + should* (NOT *I think + shouldn't*).
I don't think we should borrow more money.

- 4 SPEAKING** Read the **Learn this!** box. Then say what Zak should do. Use *I (don't) think ...* and the phrases below.
**calm down finish his revision plan stop revising
go out with Tom revise tomorrow phone Tom soon**

I think / don't think Zak should calm down.

- 1.08** Listen to four dialogues. Match the dialogues (A–D) with the sentences below. There is one sentence that you do not need.

The person with a problem:

- accepts an offer of help. ____
- does not follow the advice. ____
- is embarrassed to ask for advice. ____
- feels bad because a friend is cross. ____
- refuses an offer of help. ____

- 1.09** Listen again to dialogues B, C and D. Complete the collocations (1–8) with the verbs below.

give have make ~~make~~ take take tell tell

Dialogue A

- ~~make~~ a plan
- ~~take~~ a break

Dialogue B

- ____ offence
- ____ somebody a call

Dialogue C

- ____ the truth
- ____ a word (with somebody)

Dialogue D

- ____ an excuse
- ____ a lie

- 7 SPEAKING** In pairs, plan a dialogue using the prompts below. Choose a problem and two suggestions from exercise 2 or use your own ideas.

A Say hello. Ask how B is.

B Tell A your problem.

A Say what B should do, in your opinion.

B Reject A's suggestion.

A Make another suggestion.

B Agree and thank A for the advice.

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

Hi! How are you?

I'm OK. But I'm worried about something ...

Past simple (negative and interrogative)

I can use the past simple to describe events.

1 **SPEAKING** Work in pairs. Say what you did last night.

2 **1.10** Read and listen to the video chat. Why did Anna not enjoy her evening at the cinema?



- Sam Hi, Anna! Did you go out last night?
 Anna Yes, I went to the cinema.
 Sam Oh, really? Who did you go with?
 Anna My sister.
 Sam What did you see?
 Anna The new Jennifer Lawrence film.
 Sam Did you enjoy it?
 Anna No, it wasn't great. And I couldn't see the screen very well. The man in front of me was really tall, and he didn't stop talking to his girlfriend!
 Sam I hate that!
 Anna And that's not all. I lost my mobile! I think I dropped it in the cinema.

3 Read the **Learn this!** box. Complete the rules.

LEARN THIS! Past simple (negative and interrogative)

- a We form the negative form of the past simple with ¹ _____ and the infinitive without *to*.

I didn't go out last night.

- b We form the interrogative form of the past simple with ² _____ and the infinitive without *to*.

Did Harry text you? Yes, he did. / No, he didn't.

- c We do not use *did* / *didn't* with the verbs ³ _____ or ⁴ _____.

Was Joe late for school? Yes, he was.

Could you read when you were three? No, I couldn't.

➔ Grammar Builder 1D page 124

4 Make the sentences negative.

- I went shopping on Saturday.
I didn't go shopping on Saturday.
- I could walk when I was one year old.
- I walked home from school yesterday.
- My teacher gave us lots of homework last weekend.
- It was hot and sunny yesterday.
- I got up before seven o'clock this morning.

5 **1.11** Complete the second part of the dialogue. Use the past simple affirmative, negative or interrogative form of the verbs in brackets. Then listen and check.

- Sam You ¹ _____ (not leave) your mobile at the cinema. You ² _____ (lend) it to me, remember? I ³ _____ (not give) it back to you.
 Anna Yes, of course! Can you bring it to school tomorrow?
 Sam I'm really sorry, but I ⁴ _____ (leave) it on the bus yesterday evening.
 Anna Oh no! What ⁵ _____ (you / do)?
⁶ _____ (you / ring) the bus company?
 Sam Yes, I did, but they ⁷ _____ (not can) find it. It ⁸ _____ (not be) on the bus. Don't worry. I ⁹ _____ (phone) your number ...
 Anna ¹⁰ _____ (anyone / answer)?
 Sam Yes! Lucy, from our class.
 Anna Why ¹¹ _____ (she / have) my phone?
¹² _____ (she / be) on the bus with you?
 Sam Yes. She ¹³ _____ (pick) it up by mistake. She's bringing it to school tomorrow!

LEARN THIS! Question words

which why when where how how much / many / often

When a *Wh-* question includes a preposition, the preposition usually goes at the end.

What are you listening to?

6 Read the **Learn this!** box and copy the list of question words into your notebook. Find two more question words in the dialogue in exercise 2 and add them to your list. Find a question with a preposition at the end.

7 Complete the *yes / no* questions about your weekend. Use the past simple interrogative form of the verbs below. Then complete the follow-up questions using the question words.

do do go play see watch

- Did you watch TV? What did you watch?
- _____ out on Friday or Saturday evening?
Where _____?
- _____ anyone on Saturday or Sunday?
Who _____?
- _____ any homework? When _____?
- _____ computer games? Which _____?
- _____ any sport? What _____?

8 **SPEAKING** Work in pairs. Take turns to ask and answer the questions in exercise 7.

Did you watch TV?

Yes, I did.

What did you watch?

I watched a basketball match on Saturday night.

➔ Grammar Builder 1D page 124

Adjective endings

I can use different adjective endings.

- 1 SPEAKING** Look at the title of the text and the photo. What do you think the story is about?
- 2** Read the text. Who replied to Zoe's message? When did they reply, and from where?

Message in a bottle

In 1990, Zoe Lemon was on a ferry, sailing from Hull in England to Germany. She was going on holiday with her family. The journey was long and tiring and ten-year-old Zoe soon got bored. To pass the time, she decided to write a message in a bottle and drop it into the sea. 'It will be interesting if someone finds it,' she thought. Then she forgot about the bottle completely.

Twenty-three years later, she was amazed to get a reply from someone in the Netherlands. A man was walking on the beach and was surprised to find Zoe's bottle in the sand. He wrote to the address on the message, where Zoe's parents still live. Zoe was delighted, but it was also very moving for her to see her message again after twenty-three years, and she cried when she read it. 'It's astonishing that the bottle didn't break,' said Zoe. Her five-year-old son thinks it is all very exciting and wants to put a message in a bottle himself!



- 3 SPEAKING** Work in pairs. Imagine you are going to put a message in a bottle and drop it into the sea. What would you write? Tell the class.

LEARN THIS! -ed / -ing adjectives

- Many adjectives ending in ¹ _____ describe how people feel. Adjectives ending in ² _____ describe something which makes them feel that way. Pairs of -ed / -ing adjectives like these are formed from verbs, e.g. *disappoint*.
I'm disappointed. My exam result is disappointing.
- Sometimes the spelling changes.
worry (verb) – worried, worrying bore (verb) – bored, boring
- Not all -ed adjectives have -ing equivalents, e.g. *delighted, ashamed.*

- 4 DICTIONARY WORK** Read the dictionary entries and the **Learn this!** box. Complete rule a using -ed and -ing.

exhausted /ɪg'zɔ:stɪd/ *adj* very tired
exhausting /ɪg'zɔ:stɪŋ/ *adj* making sb very tired:
Teaching young children is exhausting work.

- 5** Find all the -ed and -ing adjectives in the text in exercise 2. Which of the -ed adjectives does not have an -ing equivalent?
- 6 DICTIONARY WORK** Use a dictionary to find -ed and -ing adjectives formed from the verbs below. Make a list in your notebook. Which verb does not form an -ing adjective?

annoy worry disgust exhaust relieve
 satisfy surprise

- 7** Circle the correct forms to complete the sentences.

- I don't like this film. It's **bored** / **boring**.
- I don't find computer games very **excited** / **exciting**.
- Don't be **frightened** / **frightening**. The dog won't bite.
- I was **shocked** / **shocking** when I heard the news.
- It's really **annoyed** / **annoying** when you interrupt.
- Why are you looking so **worried** / **worrying**?

- 8** Complete each pair of sentences with -ed and -ing adjectives formed from the verbs in brackets.

- I don't understand this map. It's very _____ . (confuse)
 - Can you help me with my maths? I'm _____ . (confuse)
- I was _____ when I fell over. (embarrass)
 - I hate it when my dad dances. It's so _____ ! (embarrass)
- That journey was very _____ . (tire)
 - I was _____ after a long day at school. (tire)
- Are you _____ in photography? (interest)
 - Which is the most _____ lesson in this unit? (interest)
- Yuck! This cheese smells _____ ! (disgust)
 - She was _____ by his bad behaviour. (disgust)

LEARN THIS! How + adjective

We often react to things we hear or see with *How* + adjective.
How boring! How disgusting! How wonderful!

- 9 SPEAKING** Read the **Learn this!** box. Then work in pairs.

Student A: Make a sentence using the past simple and the words below. Add your own ideas.

Student B: React to the sentence using *How* + an -ing adjective.

- I / drop / phone / and it / break
- My dad / dance / my birthday party
- My favourite football team / lose / the weekend
- I / get full marks / English exam
- I / see / a car crash / town centre

I dropped my phone and it broke.

How annoying!

I can understand a text about an unusual medical condition.

- 1 **SPEAKING** Look at the title of the text and the four warning signs (A–D). What is the connection? What do you think the text will be about?

Reading Strategy

When you do a matching task, follow these steps:

- 1 Read the text to get a general idea of the meaning. Do not worry if you do not understand every word.
- 2 Read the task and all the options carefully.
- 3 Read the paragraphs of the text carefully one by one and match them to the correct option.
- 4 Check that the extra options do not match with any of the paragraphs.

- 2 Read the **Reading Strategy**. Then read the text quickly to get a general idea of the meaning. Were your ideas in exercise 1 correct?
- 3 Read the text again. Match the questions below with paragraphs A–E of the text. There are two extra questions.

In which paragraph does the writer tell us ...

- 1 when doctors realised Ashlyn had a medical problem? ___
- 2 what causes her condition? ___
- 3 what happened when she burned her hands? ___
- 4 what scientists are doing to find a cure? ___
- 5 why some people die from this condition? ___
- 6 what treatment Ashlyn receives every day for her problem? ___
- 7 how school life for Ashlyn was unusual? ___

- 4 **SPEAKING** Work in pairs. Talk about information in the text that you found surprising or interesting.

I found it surprising that ...

I found it interesting that ...

- 5 Complete the questions using the question words below. Then take turns to ask and answer the questions in pairs.

How How many **When** **What** **Who** **Why**

- 1 **How** did Ashlyn burn her hands?
- 2 _____ was the doctor shocked when he saw Ashlyn's eye injury?
- 3 _____ people are born with this medical condition in the USA each year?
- 4 _____ watched Ashlyn carefully in the playground at school?
- 5 _____ did Ashlyn's story first appear in newspapers?
- 6 _____ is the cause of Ashlyn's medical condition?

How did Ashlyn burn her hands?

She put her hands on a hot engine.

- 6 **VOCABULARY** Find the words in the text to do with accidents and injuries and complete them below.

Accidents and injuries

Verbs

burn / cut / hurt / ¹in _____ e yourself / your hand, etc.
fall / ²tr_ _p / slip over ³b_ _ _ _ k your arm / finger, etc.
bleed sprain your ankle / wrist hurt (e.g. *my leg hurts*)

Nouns and phrases

⁴bl_ _ _ d a broken arm / finger, etc. ⁵a b_ _ _ _ se
⁶a b_ _ _ n a cut ⁷an in_ _ _ _ y a sprain pain

- 7 Match eight of the verbs from exercise 6 with the past simple affirmative forms below. Are they regular or irregular?

a bled *bleed (irregular)* e fell over _____
b broke _____ f hurt _____
c burned _____ g injured _____
d cut _____ h sprained _____

- 8 **SPEAKING** Work in pairs. Tell your partner about a time when you hurt or injured yourself. Use vocabulary from exercise 6.

I broke my arm when I was six years old.



A life without pain

1.12

A All children hurt themselves from time to time. But when thirteen-year-old Ashlyn Blocker was younger, she had more accidents and injuries than her friends. For example, she once put her hands on a very hot engine and got a serious burn. She only knew about it when she looked at her skin. She showed her parents and they took her straight to hospital. Ashlyn simply did not know when she injured herself.

B When Ashlyn was a baby, her parents knew she was different: she didn't cry. Then, when she was eight months old, they noticed there was some blood in her eye, so they took her to see a doctor. The doctor was shocked and confused when he looked at Ashlyn's eye: there was a serious cut. So why wasn't the baby girl upset? Why didn't she cry? The eye injury soon got better, but doctors realised that Ashlyn had a very unusual medical condition: she couldn't feel any pain.

C This condition is very rare: only about a hundred people a year in the USA are born with it, and many of them die because of it. Pain is a natural warning: when you're ill or injured, your body hurts and this tells you there's a problem. People who can't feel pain often die young because when they break a bone or have a problem with their heart, they just don't realise.

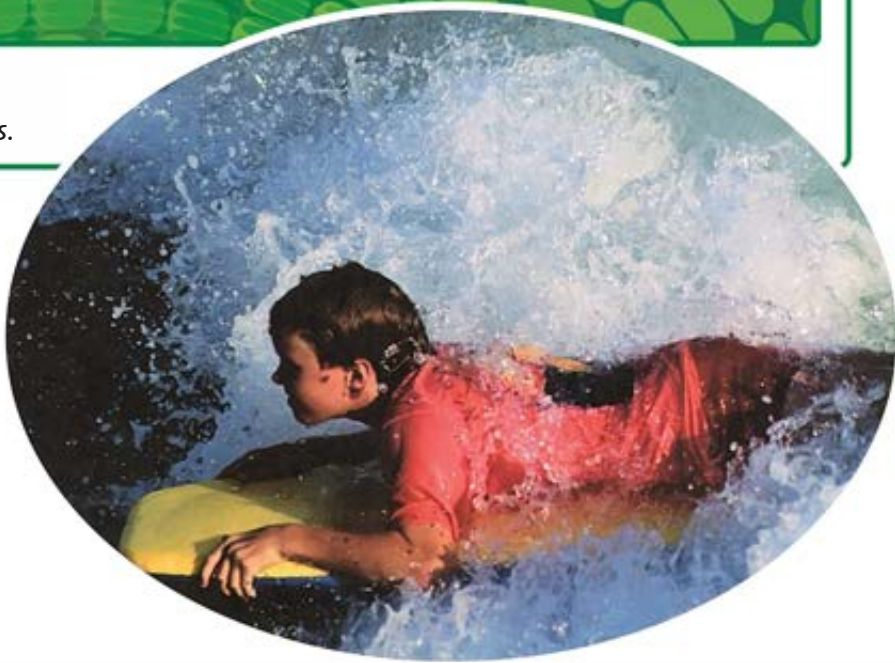
D The first few years of Ashlyn's life were very difficult. She often tripped and injured herself. Once, she broke her ankle and didn't know, so she didn't stop running. At school, Ashlyn needed a lot of attention to keep her safe. For example, in the playground, one teacher watched Ashlyn all the time. When other children fell over, the teachers could ask, 'Does it hurt?' But of course, with Ashlyn, it was not so simple, and the teachers had to search for cuts, bruises or other injuries.

E When she was five, Ashlyn's story appeared in newspapers. Then she had invitations to appear on TV shows and became well known. Scientists studied the causes of her condition and found it was a genetic disorder. For some reason, pain signals do not reach her brain. Unfortunately, at the moment, there is no hope of a cure. And as Ashlyn knows, a life without pain is both difficult and dangerous.



Narrating events

I can relate and react to past events.



1 Look at the photo. Do you know this sport?
How do you think it feels to do it?

2 Complete the dialogue with the correct affirmative or negative past simple form of the verbs below.

be get learn leave love spend watch

Kirstie Hi, Laurie. How are you? Tell me about your summer holiday!

Laurie Well, for the first three weeks, I was at a summer camp in Cornwall.

Kirstie Really? That sounds like fun!

Laurie Yes, it was. I ¹ _____ a new sport – bodyboarding.

Kirstie Wow! That sounds great!

Laurie Yes, I ² _____ it. It was really exciting – and a bit frightening too!

Kirstie I bet! What else did you get up to over the summer?

Laurie Well, the second half of the holiday ³ _____ so good. I ⁴ _____ a stomach bug and ⁵ _____ nearly a week on the sofa.

Kirstie Oh dear! How awful!

Laurie I ⁶ _____ the house for days. I just ⁷ _____ DVDs. I was so bored!

3 1.13 Listen and check your answers to exercise 2. Does the photo go with the first or second half of the dialogue? How do you know?

4 1.14 Listen to four girls talking about events over the summer. Match each speaker (1–4) with an event (a–e) and then circle the correct adjective to describe how she felt about it. There is one extra event.

- a Speaker ___ got sunburned.
She felt **depressed** / **embarrassed** / **worried**.
- b Speaker ___ ran a half marathon.
She felt **exhausted** / **proud** / **surprised**.
- c Speaker ___ got her exam results.
She felt **disappointed** / **relieved** / **upset**.
- d Speaker ___ took part in a dance competition.
She felt **bored** / **relaxed** / **suspicious**.
- e Speaker ___ visited her friend's new house.
She felt **envious** / **interested** / **shocked**.

Speaking Strategy

Follow a simple structure for narrating events, for example:

- 1 set the scene (where? when? who?)
- 2 say what happened
- 3 say how you (and / or others) felt about it

5 1.14 Read the **Speaking Strategy**. Then listen to speakers 1–4 again. Do they all follow the suggested structure?

6 **KEY PHRASES** Read the phrases for reacting and showing interest. Then find three more in the dialogue in exercise 2.

Reacting and showing interest

- You're joking / kidding!
- How boring / funny / frustrating / exciting / upsetting!
- That's amazing / exciting / worrying / shocking!
- That sounds great / terrible / annoying / terrifying!
- What a cool thing to do!
- Really? I'm so envious!
- Really? What a relief!
- That sounds like a nightmare!
- Oh no! What a disaster / shame!

7 **SPEAKING** Work in pairs. Take turns to say a sentence from the list below using the correct past simple form of the verbs in brackets. Your partner reacts with a suitable phrase from exercise 6.

- 1 I finally (finish) my science project.
- 2 I (learn) to play a new song on the guitar.
- 3 I (break) a bone in my foot.
- 4 I (drop) my dad's laptop.
- 5 I (fall) asleep at my cousin's wedding.

I finally finished my science project.

Really? What a relief!

► **Vocabulary Builder** get: page 117

8 Make notes about an event from the summer using points 1–3 below. You can use real information or your own ideas.

- 1 Set the scene (where? when? who?).
- 2 What happened?
- 3 How did you (and / or other people) feel?

9 **SPEAKING** Work in pairs. Use your notes from exercise 8 to take turns to tell your partner about the summer. When your partner is narrating, use phrases from exercise 6 to react appropriately.

A description of an event

I can describe an event.



- 1 **SPEAKING** Describe the photo. What is the boy planning to do? Use the words below to help you.

bathroom fake spider play a prank put scare

- 2 Read the descriptions of two events and check your ideas for exercise 1. What do you think of each prank? Use the adjectives below or your own ideas.

childish clever cruel funny predictable

Writing Strategy

When you write a description of an event, remember to say how you and other people felt at the time and how you all reacted to the events. This will make your anecdote come to life and engage the reader's interest.

- 3 Read the **Writing Strategy**. Match the adjectives below with people in the stories (A–D). Say when and why they felt that way.

amused angry (2 people) anxious
frightened guilty pleased (2 people)

- A Dave _____
B Dave's big sister _____
C Kate _____
D Kate's brother _____

LEARN THIS! Phrasal verbs and register

- a Phrasal verbs consist of a verb + one or two particles (e.g. *at, down, in, on*, etc.).
b Phrasal verbs are usually less formal than verbs with a similar meaning.
request – ask for discuss – talk about replace – put back

- 4 **VOCABULARY** Read the **Learn this!** box. Find four phrasal verbs in the forum posts that mean the same as words a–d.

Phrasal verbs and register

- a discover _____
b recover from _____
c examine _____
d confess _____

► **Vocabulary Builder** Phrasal verbs and register: page 117

You played a prank on a friend or family member. Write a forum post for an internet forum called 'Own Up!'

- Give a short description of the prank.
- Say how your friend or family member reacted.
- Describe your feelings at the time.
- Say whether you feel bad about it now, and why / why not.

- 5 Read the task above. Make notes using one of the ideas below, real information or your own ideas.

- put salt on someone's ice cream
- put a fake mouse in a kitchen cupboard
- glue some coins to the classroom floor

- 6 Write your forum post.

CHECK YOUR WORK

- Have you ...
- used adjectives to describe how people felt?
 - checked the spelling and grammar?

Teen Forums > General Chat > Pranks!

Monday 2nd 11:31 AM

Sarah_B
Moderator

Tell us about pranks you played on friends or family members!

Dave338

When I was about nine years old, I bought an enormous plastic spider from a joke shop. It looked very real and had really long legs. I couldn't wait to play a prank on my sister with it. One morning, I put it in the shower just before my big sister went into the bathroom. I waited outside the door. I heard a really loud scream and my sister ran out of the bathroom. I thought it was really funny, but for her it was a terrifying experience! When she found out that I put the spider there, she was really cross and chased me round the house. I feel bad about it now, because I didn't realise just how afraid of spiders my sister is. It took her ages to get over it because she was so shocked!

Kate44

Last February, I sent my brother a Valentine's card. He's quite shy and he didn't have a girlfriend. In the card, I wrote 'Be my Valentine! With love from ???' and I tried to disguise my handwriting. When he opened it, he looked carefully at the writing, and I thought for a moment he realised it was from me. But there was a girl in his class who he liked, and he thought the card was from her. He seemed really pleased about the card. In fact, he decided to ask her out, and now they're going out! Eventually, he mentioned the card to her and she said she didn't send it. He immediately suspected me, so I owned up. He was a bit cross, but he forgave me because of the happy ending.

2

Adventure

Unit map

Vocabulary

Landscape: features and adjectives
 Adjectives to describe adventure
 Extreme adjectives
 Sports equipment
 Outdoor activities

Word Skills

Word building

Grammar

Past continuous
 Past simple and past continuous

Listening

Adrenaline junkies



Reading

Lost at sea



Speaking

Photo description



Writing

An invitation

Culture 2

Robinson Crusoe



Vocabulary Builder

page 118

Grammar Builder

page 126

Grammar Reference

page 127

2A

Vocabulary

Landscapes

I can describe landscapes.

1 **SPEAKING** Look at the photos (A–E). Would you enjoy these activities? Why? / Why not?

2 **1.15 VOCABULARY** Match two or more of the nouns below with each photo (A–E). Then listen to the descriptions and check your answers.

Landscape: features cave cliff desert forest hill lake mountain ocean river rocks shore stream valley volcano waterfall

A _____

D _____

B _____

E _____

C _____

3 **VOCABULARY** Check the meanings of the adjectives below. Find three pairs of opposites.

Landscape: adjectives dark deep icy low narrow rocky shallow steep tall wide

4 Work in pairs. Match each adjective in exercise 3 with two or more nouns from exercise 2.

dark forest, dark cave, dark valley: deep ...



5 **1.16** Listen to four adverts. Match three of them with photos A–E.

1 ___ 2 ___ 3 ___ 4 ___

6 **1.16** Listen again. Complete the extracts (1–8) from the adverts using the prepositions below, nouns from exercise 2 and adjectives from exercise 3.

across along behind beside down inside near through under

- 1 Kayak across icy lakes and shallow rivers.
- 2 Your journey _____ mountains and deep _____.
- 3 Explore the _____ caves _____ the coast of Mexico.
- 4 After three days _____ the caves, the boat leaves the steep _____.
- 5 Stand _____ Lake Pinatubo, a lake _____ a _____.
- 6 A _____ lake formed, which soon became _____.
- 7 Kayak _____ narrow rivers _____ the trees.
- 8 Find dark _____ tall _____.

RECYCLE! *There is and There are*

We use *There's ...* for singular countable nouns and uncountable nouns. We use *There are ...* for plural nouns.

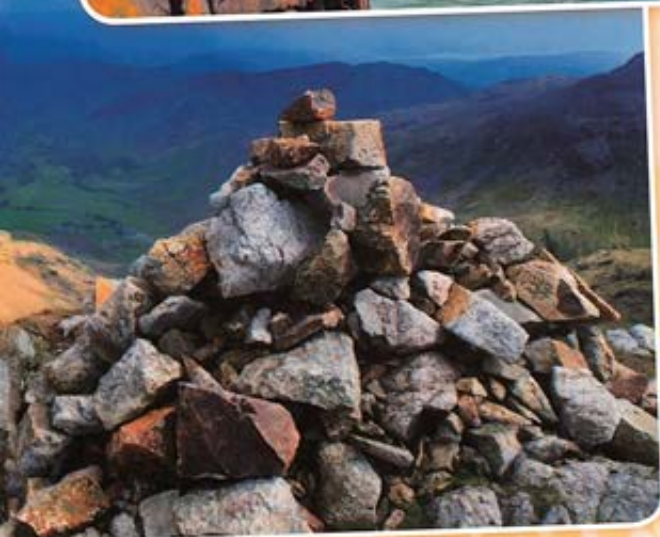
There's a forest. There are trees. There's (some) snow.

7 Read the **Recycle!** box. Complete the sentences below with *There's* or *There are* and match them with photos A–E. There is one extra photo.

- 1 _____ clear, blue water all around. ___
- 2 _____ grass in the valley and _____ also some trees. ___
- 3 _____ trees and bushes on both sides of the river. ___
- 4 _____ snow on the tops of the mountains. ___

8 **SPAKING** Work in pairs. Describe a typical landscape in your country. Use as much vocabulary from this lesson as you can, and remember to use *There's / There are* correctly. Your partner guesses the landscape you are describing.

There's a tall mountain ...



Past continuous

I can use the past continuous.

- 1 Read the opening paragraph of a story. Why does the narrator notice the tall man?



With my backpack in my hands, I stepped off the train onto the crowded platform. It was 7.30 in the evening. People were hurrying home. A mother and her two young children were sitting on a bench. The mother was talking to the boy, but he wasn't looking at her. The girl was singing quietly and playing with a toy. Around them, travellers were shouting greetings, waving goodbye, carrying heavy bags or running to catch trains. A very tall man was standing completely still near the exit. Why was he wearing summer clothes in this weather? And why was he looking straight at me?

- 2 Read the **Learn this!** box. Then find all the examples of the past continuous in the text in exercise 1.

LEARN THIS! Past continuous

- a We often use the past continuous to set the scene.
It was snowing. Two men were walking towards the house.
- b We use the past continuous to talk about an action that was in progress at a particular time.
At midnight, I was doing my homework.
- c When we use the past continuous with two or more actions, we do not need to repeat the subject (I, we, etc.) or was / were if the subject is the same.
We were sitting on the sofa and eating pizza.

➔ Grammar Builder 2B page 120

- 3 Complete the paragraph below with the past continuous form of the verbs in brackets. Do not repeat the subject or was / were if they are not necessary.

I left the hotel early the next morning. Already, the sun
1 _____ (shine) brightly and the temperature
2 _____ (rise). In the square, café owners
3 _____ (carry) tables outside. A dog 4 _____
(lie) on the pavement nearby, but it 5 _____ (not sleep).
Two teenage girls 6 _____ (sit) on a bench
7 _____ (share) headphones. What 8 _____
(they / listen) to?

- 4 **SPEAKING** Work in pairs. Ask and answer questions about the people in the texts in exercises 1 and 3.

What were they doing?

- | | |
|------------------------|---------------------|
| 1 the mother | 5 the tall man |
| 2 the boy | 6 the café owners |
| 3 the girl | 7 the dog |
| 4 the other travellers | 8 the teenage girls |

What was the mother doing?

She was ...

- 5 Imagine that yesterday you arrived in the centre of a new city. Write sentences in the past continuous to describe the scene. Use the words below or your own ideas.

A tourist was reading a book.

a tourist
some birds
two taxi drivers
a street vendor
a police officer
some schoolchildren
a shop owner
some workmen
some shoppers

stand / sit
argue / fight
take photos
eat / drink
talk on the phone
read a book / magazine
laugh / smile / sing
walk / run / ride a bike

- 6 Work in pairs. Swap the sentences you wrote in exercise 5. Choose three of your partner's sentences and write a question about each one using the past continuous.

A tourist was reading a book.

What book was the tourist reading?

- 7 **SPEAKING** Ask and answer the questions you wrote in exercise 6.

What book was the tourist reading?

A travel guide to the city.

- 8 Write the opening paragraph of a story. Use your ideas from exercise 5 and include the extra information from exercise 7.

- 9 **SPEAKING** Read your paragraph to the class. The class decides which is the best opening and why.



Third Edition

Solutions

Jangyeol Publications

Pre-Intermediate

Workbook

Tim Falla Paul A Davies

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2016

The moral rights of the author have been asserted

First published in 2016

2020 2019 2018

10 9 8 7 6 5 4

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

ISBN: 978 0 19 451059 2

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Back cover photograph: Oxford University Press building/David Fisher

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p.40 Extract from Oxford Bookworm Library Stage 4: *Gulliver's Travels* by Jonathan Swift, retold by Clare West. © Oxford University Press 2008. Reproduced by permission. p.69 Adapted extract from "Teenage trips: that first parent-free holiday" by Sam Wollaston, *The Guardian*, 12 June 2010. Copyright Guardian News & Media Ltd 2010. Reproduced by permission. p.116 Adapted extract from "Whoops! The 10 Greatest (Accidental) Inventions of All Time" by Sam Biddle, www.gizmodo.com, 26 August 2010. Reproduced by permission of Gawker Media.

Cover image by: Shutterstock (mosaic background design/Hakki Arslan).

Back cover photograph: Oxford University Press building/David Fisher

Illustrations by: Dylan Gibson pp.6, 8, 21, 24, 26, 42, 53, 80; Andy Parker pp.20, 31, 33, 36, 64, 66, 74, 86, 96, 99, 100, 102.

The publisher would like to thank the following for their kind permission to reproduce photographs and other copyright material: 123RF pp.35 (warning sign/Stefanina Hill), 67 (The Campanile, or Giotto Bell Tower, in Florence/emicristea), 80 (biology field trip/Ingemar Magnusson); Alamy Images pp.26 (wall climbing/David Kilpatrick), 69 (man camping in rain/Mikael Utterström), 88 (Barker family/Everett Collection Historical), 89 (jewellery shop after robbery/Roger Davies), 96 (cube teapot/shufu), 97 (Babbage Analytical Engine Computer/Chris Howes/Wild Places Photography), 97 (early computer/INTERFOTO), 100 (space elevator/Science Photo Library); Alamy Stock Photo pp.92 (house after burglary/Westend61 GmbH), 92 (cleaning up the remnants of the Clarence Road Convenience Store, looted in the 2011 riots/RichardBaker), 92 (woman photographing chaos after burglary/Westend61 GmbH), 92 (attempted jewellery shop robbery/Directphoto Collection); ColaLife p.101 (ColaLife/Mark X AidPod/Simon Berry); Corbis pp.22 (volcano boarding/Christian Heeb/JAI), 62 (helicopter dropping water on forest fire/Noah Berger/Reuters); Getty Images pp.6 (girl waiting for train/Caroline Purser), 22 (young woman rock climbing/ParkerDeen), 22 (kayaking down waterfall/Randy Lincks), 23 (great white shark fin/Martin Barraud), 26 (rock climbing on coast/James Martin), 27 (couple kayaking/Peter Cade), 27 (quad bike race/Glenn Frank), 27 (rock climber on rope/Tyler Stableford), 41 (Amelia Hempleman-Adams/Leon Neal), 43 (meteor in night sky/Michael Dunning), 45 (newswoman sitting at desk/DreamPictures), 46 (polar bear on melting ice/Erlend Kvalsvik), 57 (cleaning sewer pipe/Boris Horvat), 57 (fishing in Alaska/Jean-Erick Pasquier), 58 (coach talking to basketball players/KidStock), 58 (businesswoman and receptionist/Image Source), 79 (Warren Buffett/Bloomberg), 91 (D.B. Cooper sketch/Time Life Pictures), 91 (D.B. Cooper sketch/Bettmann), 109 (plastic spider in jar/Dave King), 110 (boy using laptop on bed/Claude Dagenais), 113 (white, dark and milk chocolate/Luka), 117 (tube of glue/The Washington Post); Kobal Collection p.56 (Avatar film still/Twentieth Century-Fox Film Corporation); Oxford University Press pp.27 (runners looking at map/Philip Lee Harvey), 32 (futuristic smartphone/Ocean), 43 (comet in space/Photodisc), 96 (sat nav/Image Source), 97 (tablet computer/Gareth Boden), 112 (job interview/Kzenon), 116 (microwave/D. Hurst); Press Association Images pp.13 (Alex Lenkei undergoing operation using hypnosis/PA Video/PA Archive), 25 (Steven Callahan/Pat Wellenbach/AP); Rex Features pp.78 (Tesco 'Homeplus' virtual shop in Seolleung metro station/Paul Brown), 117 (Aerofex Hoverbike/Aerofex); Rex Shutterstock p.48 (snow in New York/Sipa Press); Shutterstock

pp.4 (teens playing basketball/dotshock), 6 (businessman/George Dolgikh), 9 (twenty pound notes/stocksolutions), 9 (lottery ticket/Robert Lessmann), 11 (snowboarder jumping/Ipatov), 27 (kite surfing/EpicStockMedia), 27 (rock-climbing/Vixit), 27 (mountain biking/Ljupco Smokovski), 27 (young man on jet ski/EpicStockMedia), 32 (motorbike on display/Cherkas), 32 (chocolate ice cream/DUSAN ZIDAR), 35 (Japan earthquake/photopixel), 35 (phone/Wanchai Orsuk), 44 (volcano erupting/Pablo Hidalgo), 44 (cracked soil after drought/draganica), 47 (tornado aftermath/Alexey Stiop), 48 (Central Park, New York City/Gregory James Van Raalte), 48 (children jumping in puddle/Kuttelvaserova Stuchelova), 48 (snowball fight/Maridav), 57 (lumberjack cutting tree/Christian Delbert), 63 (mason worker/Dmitry Kalinovsky), 63 (businessman in restaurant/Jakub Zak), 65 (San Francisco tram/kropic1), 68 (Jet2 plane mid-air/Brendan Howard), 80 (open top bus/Peteri), 96 (speakers/VikaSuh), 103 (rental bikes, London/Deivukas999), 107 (school class looking at tablet/Syda Productions), 107 (primary school class/wavebreakmedia), 116 (stressed businesswoman/Syda Productions), 117 (velcro/Stocksnapper), 117 (jar of Play-Doh/dcwcreations); Vestergaard p.101 (life straw/Vestergaard).

Unit	A. Vocabulary	B. Grammar	C. Vocabulary	D. Grammar					
I Introduction	p4	Likes and dislikes	Contrast: present simple and present continuous	Describing people	Articles				
1 Feelings	p8	How do you feel?	Past simple (affirmative)	Problems, problems!	Past simple (negative and interrogative)	Adjective endings	A painless operation	Narrating events	A description of an event
Review 1	p16								
Exam Skills Trainer 1	p18	Reading: True / false / doesn't say Listening: Multiple choice Use of English: Open cloze Speaking: Role-play Writing: A description of an event							
2 Adventure	p20	Landscapes	Past continuous	Adrenaline junkies	Contrast: past simple and past continuous	Word building	Staying alive	Photo description	An invitation
Review 2	p28								
3 On Screen	p30	Films and TV programmes	Quantity	Advertising	<i>must, mustn't and needn't / don't have to</i>	Negative adjective prefixes	Disaster alert!	Reaching an agreement	An informal letter
Review 3	p38								
Exam Skills Trainer 2	p40	Reading: Missing sentences Listening: Multiple matching Use of English: Multiple-choice cloze Speaking: Role-play Writing: An invitation							
4 Our planet	p42	Weather	Comparison	Eyewitness	Superlative adjectives, <i>too</i> and <i>enough</i>	Phrasal verbs	Survival story	Photo comparison	An article
Review 4	p50								
5 Ambition	p52	Jobs	<i>will and going to</i>	Changing jobs	First conditional	Prefixes	The worst jobs in the world?	Choosing a job	An application letter
Review 5	p60								
Exam Skills Trainer 3	p62	Reading: Multiple matching Listening: Sentence completion (short answers) Use of English: Key word transformation Speaking: Photo comparison Writing: An application letter							
6 Tourism	p64	Worth a visit	Present perfect	Check your ticket!	Contrast: past simple and present perfect	Compounds	Holidays without parents	Planning a holiday	A holiday blog
Review 6	p72								
7 Money	p74	Spending power	Second conditional	Honesty pays	Past perfect	Verb + infinitive or <i>-ing</i> form	Billionaire lifestyle?	Photo comparison and presentation	An opinion essay
Review 7	p82								
Exam Skills Trainer 4	p84	Reading: Short text multiple choice Listening: True / false Use of English: Open cloze Speaking: Topic discussion (long turn) Writing: An opinion essay							
8 Crime	p86	Crimes and criminals	Reported speech (1)	A life of crime	Reported speech (2)	Adjective suffixes	A mysterious disappearance	Photo description and comparison	An email
Review 8	p94								
9 Science	p96	Gadgets	The passive (present simple and past simple)	Intentions of the speaker	The passive (present perfect and future)	Verb + preposition	Inventions that save lives	Making a complaint	A formal letter
Review 9	p104								
Exam Skills Trainer 5	p106	Reading: Multiple choice Listening: Multiple choice Use of English: Multiple-choice cloze Speaking: Photo comparison Writing: An article							
Cumulative Review 1	p108	(Units 1–1)							
Cumulative Review 2	p110	(Units 1–3)							
Cumulative Review 3	p112	(Units 1–5)							
Cumulative Review 4	p114	(Units 1–7)							
Cumulative Review 5	p116	(units 1–9)							
Writing Bank	p118	Functions Bank	p120	Wordlist	p122	Irregular verbs			

I

Introduction

Vocabulary

A

Likes and dislikes

I can talk about likes and dislikes.

- 1 Look at the pictures and complete the chart with the phrases below. Then complete sentences 1–5 with the information from the chart.

I love I don't like I don't mind I like I can't stand
I hate I'm really keen on













- I can't stand _____.
- I'm really keen on _____.
- _____ chess.
- _____ football.
- _____ video games.

- 2 Complete the dialogue with the phrases below. More than one answer may be possible.

can't stand hate don't mind quite like really keen love
terrible isn't bad is great

Kim So, are you excited about the start of school?

Dave No, I'm not really excited. I ¹ _____ school, but it's not my favourite thing in the world.

Kim We're very different. I ² _____ school! I really enjoy learning new things. What subjects do you like?

Dave I ³ _____ IT, because I'm interested in computers. And there's one subject I really enjoy – drama. I'm ⁴ _____ on drama. I think acting ⁵ _____.

Kim Really? We're very different that way too.

I ⁶ _____ drama. I just get too scared in front of people. What do you think of maths?

Dave I really don't like it. Actually, I ⁷ _____ maths! I just can't understand it. It's ⁸ _____!

Kim Different again! I like maths, and I enjoy science a lot too.

Dave OK, science ⁹ _____. It's actually kind of interesting.

Kim Well, I'm happy we agree on something ...

- 3 Read definitions 1–9 and match them with the activities below.



cycling volleyball chess ice hockey board games
basketball swimming drawing video games

- a game where you bounce a ball and try to throw it through a hoop _____
- making pictures with a pencil or pen _____
- exercising in water _____
- a game with 32 pieces on a board, including a king and queen _____
- games with pieces that you play on a table _____
- games you play on a computer or TV screen _____
- riding a bike _____
- a game you play on ice with a long stick _____
- a game where you hit a ball with your hands over a high net _____

Contrast: present simple and present continuous

I can distinguish the use of the present simple and present continuous.

1 Complete the dialogues with the correct present simple form of the verbs in brackets.

- 1 A: _____ (you / go) to the gym every day?
 B: No, I _____ (not go) every day.
 I _____ (go) three times a week.
- 2 A: _____ (Sam / study) at your school?
 B: No, he _____ (not study) there. He _____ (study) at a private school.
- 3 A: Does your mother _____ (teach) English?
 B: Yes, she does. She also _____ (teach) French and Spanish. She _____ (be) very good at languages.
- 4 A: _____ (your parents / work) in London?
 B: No, they don't. They both _____ (work) in Oxford.
- 5 A: _____ (you / practise) much before you perform a new play?
 B: Yes, we _____ (practise) for weeks before the first performance, and the director _____ (make) a lot of changes.

2 Complete the voice message with the correct present continuous form of the verbs in brackets.

Hi Steve! It's Sean. How are things? I hope you are well. ¹ _____ (you / have) a good time in Hull? I ² _____ (call) from my grandparents' house in Cornwall. My sister and I ³ _____ (stay) here for a couple of weeks, and we ⁴ _____ (enjoy) it a lot. I ⁵ _____ (plan) to study for my exams later, but now I ⁶ _____ (relax). I'm not totally lazy, though - I ⁷ _____ (run) every morning. Jake and I ⁸ _____ (think) about spending a month in Spain. Would you like to go with us? Let me know! Well, the sun ⁹ _____ (shine) so I think I'll go for a walk. Bye!

3 Match sentences a-f with the uses of the present tense (1-6).

- | | |
|--|--------------------------|
| 1 something that happens regularly | <input type="checkbox"/> |
| 2 verbs not used in continuous tenses | <input type="checkbox"/> |
| 3 something happening at this moment | <input type="checkbox"/> |
| 4 stating a fact or law | <input type="checkbox"/> |
| 5 something happening around this time | <input type="checkbox"/> |
| 6 a future plan | <input type="checkbox"/> |
- a I am leaving for London at 6 a.m. tomorrow.
 b The Earth goes around the sun.
 c I always play basketball on Saturdays.
 d They are spending a lot of time together these days.
 e I need some help with homework.
 f Look outside - it's snowing!

4 Complete the sentences with the correct present simple or present continuous form of the verbs in brackets.

- 1 Josh _____ at least one point in every game he plays. (score)
 2 I _____ that they will give Kate a place on the team. (believe)
 3 Susan _____ to finish her homework today. (try)
 4 My dad _____ Chinese food tonight. (cook)
 5 My brother loves books. He _____ a book every week. (read)
 6 I _____ all of my old *Friends* DVDs this week. (watch)
 7 Sam _____ before 7 a.m., even on Sundays. (get up)
 8 Look out of the window. A big storm _____! (come)
 9 Lisa usually _____ video games when she gets home. (play)
 10 I _____ what you're saying, but I don't agree with it. (understand)

5 Complete the email with the correct present simple or present continuous form of the verbs in brackets.

To: lauren@email.com

Hi Lauren

How ¹ _____ (be) everything? I hope you ² _____ (have) a great time at football camp this week. I ³ _____ (enjoy) my summer drama project. Every summer we ⁴ _____ (put on) a play by Shakespeare, and this year we ⁵ _____ (work) on *A Midsummer Night's Dream*. It's a great play because it ⁶ _____ (have) so many different roles. We ⁷ _____ (practise) about six hours a day and we're performing the play in public next week. I ⁸ _____ (try) very hard to learn my lines. I ⁹ _____ (play) two parts in the play, and sometimes I ¹⁰ _____ (forget) which part I'm playing! Anyway, I ¹¹ _____ (believe) it will be a great performance. My grandparents ¹² _____ (travel) from Leeds next week just to see me in the play. I know you ¹³ _____ (be) very busy at camp, but I ¹⁴ _____ (hope) to hear from you soon.

Take care!
 Daisy

Describing people

I can describe people's appearance.

1 Look at the pictures and describe the people's hair with the adjectives below. Make sure the adjectives are in the correct order.

curly dark fair long medium-length short straight wavy



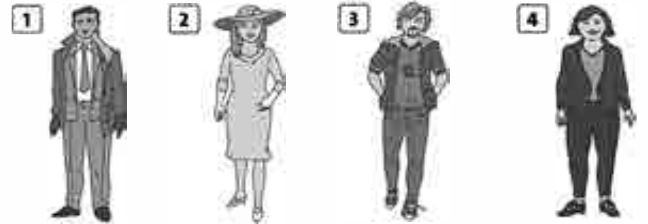
- 1 Maria's got _____ hair.
- 2 Tom's got _____ hair.
- 3 Alice's got _____ hair.
- 4 Sean's got _____ hair.
- 5 Lara's got _____ hair.
- 6 Alex's got _____ hair.

2 Match the words below with the descriptions.

boots dress coat gloves hoodie jeans socks T-shirt tie trainers

- 1 I wear them in winter to keep my feet warm and dry. _____
- 2 I wear it over my other clothes when it's very cold outside. _____
- 3 I wear them on my feet, inside my shoes. _____
- 4 Men often wear one around their necks when they go to work. _____
- 5 I wear these on my feet when I run or exercise. _____
- 6 It's like a jacket. It's very soft and warm, and it has a part to cover my head. _____
- 7 I wear these to cover my lower body. They are dark blue and very strong. _____
- 8 You can wear this short-sleeved top on its own or under a jumper. It sometimes has pictures or words on it. _____
- 9 I wear these to cover my hands when the weather is cold. _____
- 10 A woman wears this. It usually covers her from her shoulders to her knees. _____

3 Write short descriptions of the people. Describe their hair, facial hair and clothes.



1 _____

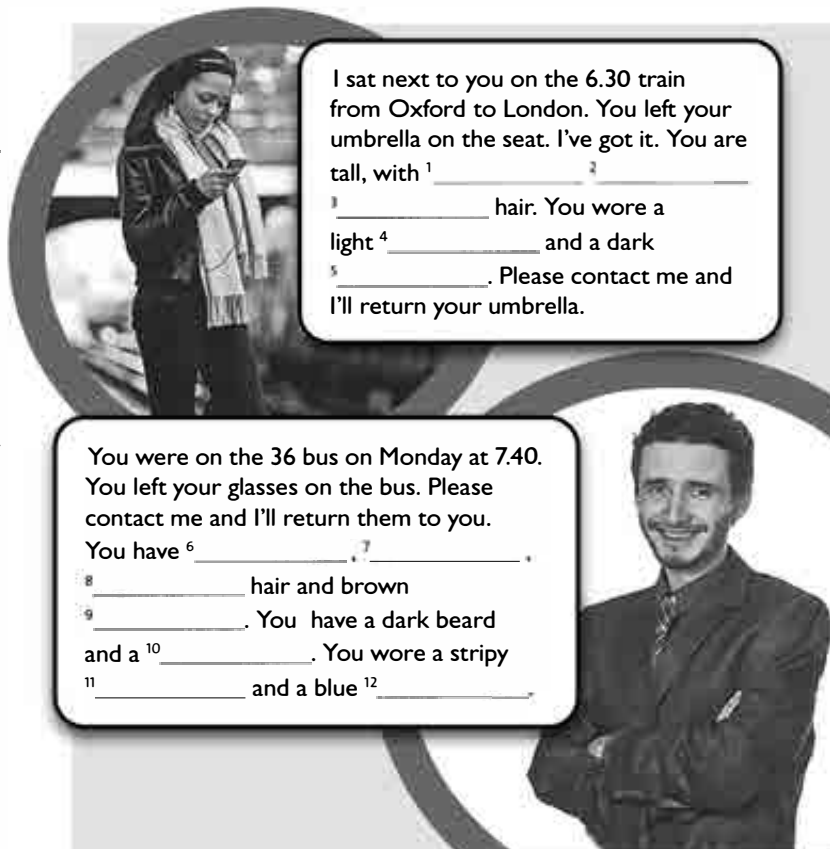
2 _____

3 _____

4 _____

4 Read the notices from a lost property website. Look at the photos and complete the descriptions.

brown dark eyes jacket long moustache scarf shirt short straight tie wavy



I sat next to you on the 6.30 train from Oxford to London. You left your umbrella on the seat. I've got it. You are tall, with ¹ _____ ² _____ ³ _____ hair. You wore a light ⁴ _____ and a dark ⁵ _____. Please contact me and I'll return your umbrella.

You were on the 36 bus on Monday at 7.40. You left your glasses on the bus. Please contact me and I'll return them to you. You have ⁶ _____, ⁷ _____, ⁸ _____ hair and brown ⁹ _____. You have a dark beard and a ¹⁰ _____. You wore a stripy ¹¹ _____ and a blue ¹² _____.

Articles

I can correctly use a / an and the with nouns.

1 Match sentences a–f with uses of the article or no article (1–6).

- 1 it is clear what we are talking about
- 2 saying what someone's job is
- 3 something mentioned for the first time
- 4 the only one of something
- 5 a generalisation
- 6 something mentioned for the second time

- a There is **a** strange man in our street.
- b Chad has a new car. **The** car is black and silver.
- c **The** moon is very bright tonight.
- d We meet in **the** café after school.
- e Gemma is **a** shop assistant.
- f I'm really interested in (–) science.

2 Complete the gaps with *the* or no article (–).

- 1 I enjoy walking in _____ rain – it's so peaceful.
- 2 Some young people don't see _____ point of studying _____ history.
- 3 I'll meet you at _____ railway station at 6 o'clock.
- 4 Do you like _____ action films?
- 5 I don't like to see _____ young children playing _____ violent sports like rugby.
- 6 It's likely I'll be late for _____ school tomorrow.
- 7 I love _____ food in this restaurant, but then I always enjoy _____ Italian food.
- 8 All over _____ world, _____ people have similar problems.

3 Complete the gaps with *a / an, the* or no article (–).

- 1 This is _____ school where I study English.
- 2 She has _____ nice car, but **she** wants a better one.
- 3 Do you watch _____ TV often?
- 4 There is _____ interesting article in _____ newspaper.
- 5 I want to go to _____ cinema this evening.
- 6 I like watching _____ baseball.
- 7 She is in _____ hospital because she had _____ accident.
- 8 Julie's mum is _____ doctor.
- 9 It is so nice to see _____ sun again!
- 10 Is it time to go to _____ bed already?

4 Complete the gaps with *a / an, the* or no article (–).

Hi Mason,

How are you? Are you enjoying ¹ _____ winter holidays? You asked about my school, so I'll tell you a bit about it. It's ² _____ very old building – they **built** ³ _____ 'new' part in 1930! It's very nice inside, though. ⁴ _____ classrooms are bright and clean, and some of them have interactive whiteboards. Of course, everyone wants to use ⁵ _____ classrooms with ⁶ _____ new whiteboards! We have lovely playing fields near the school, but there isn't ⁷ _____ swimming pool.

I looked up your school online, and it looks like ⁸ _____ very new building from ⁹ _____ photographs I saw. Do you like it there?

Write to me soon.

Best wishes,

Tom

5 Complete the sentences with *there is* or *there are*.

- 1 _____ three new students in our class.
- 2 _____ a great drama class at my school.
- 3 _____ about 50 laptops in our computer lab.
- 4 I think _____ a good film on at the cinema.
- 5 _____ only two shows I watch on TV.
- 6 _____ some really nice clothes in that shop.
- 7 Ethan, _____ a man here who wants to talk to you.
- 8 I know _____ an answer to this problem, but I can't find it.
- 9 _____ people from many different countries in London.
- 10 I want to go home. _____ a storm coming.

6 Find and correct the mistakes in the sentences.

- 1 It is **a** first day of school tomorrow. **X** *the*
- 2 They are three students from China in my class this year. **X** _____
- 3 I play in football team with classmates from my school. **X** _____
- 4 My dad leaves for the work at 7 a.m. every morning. **X** _____
- 5 Kelly's sister is an dancer. **X** _____
- 6 It is a great film on TV tonight. **X** _____
- 7 We have the great computer lab in our school. **X** _____
- 8 We have a new car. A car is very fast. **X** _____
- 9 I'm giving Maggie the CD of dance music for her birthday. **X** _____
- 10 I'm interested in the geography. It's my favourite subject. **X** _____

1

Feelings

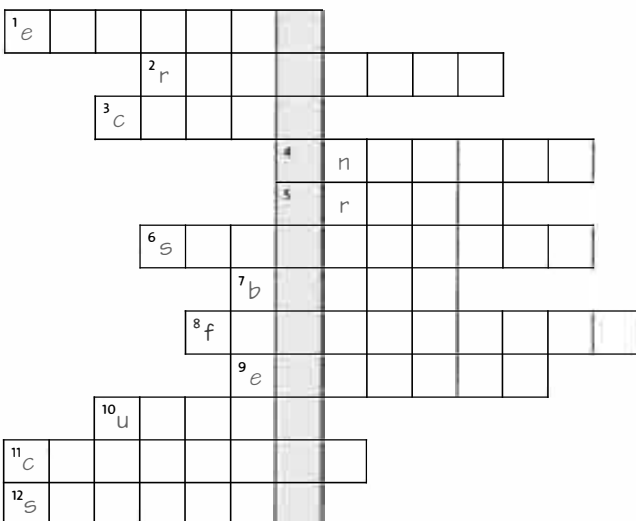
Vocabulary

A

How do you feel?

I can describe how people are feeling.

1 Look at the pictures and complete the puzzle with adjectives to describe feelings.



What is the mystery word? _____

2 Complete the modifying adverbs. Use *a, e, i, o, u* and *y*.



- 1 __xtr__m__l__
- 2 v__r__
- 3 r__th__r
- 4 __b__t
- 5 __l__ttl__b__t

3 Which adjective best describes each person's feelings? Use the adjectives below.

anxious delighted embarrassed frightened proud relieved **shocked** upset

- 1 The waiter was really rude to me when I asked for a glass of water. I was a bit *shocked*.
- 2 I got a new smartphone for my birthday. I was _____.
- 3 My dad started to sing at my party and all my friends saw him! I was really _____!
- 4 My little brother won a singing competition. I was very _____.
- 5 Our dog is very old and is really ill. I think he might die. We're very _____.
- 6 I've got a difficult, important exam tomorrow. I'm feeling a little bit _____.
- 7 I went on the tallest, fastest ride at the theme park. I was really _____.
- 8 I left my mobile on the bus, but someone found it. I was extremely _____.

4 1.02 Listen. How are the people feeling? Choose from the adjectives below. There are two extra adjectives.

ashamed cross delighted envious relieved suspicious

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

5 Complete the sentences with your own words.

- 1 I feel confused when _____.
- 2 I feel bored when _____.
- 3 I feel proud when _____.
- 4 I feel excited when _____.
- 5 I feel disappointed when _____.

Past simple (affirmative)

I can use the past simple affirmative.

1 Complete the sentences with the past simple affirmative form of the regular verbs below.

decide die drop look marry move stop
study talk want

- My dad _____ maths at university.
- We live in Oxford. We _____ here five years ago.
- Jason _____ at me and smiled.
- The train _____ at the station and we got off.
- Jenny _____ on the phone with her friend for over two hours!
- In the end, we _____ to go on holiday to Italy, not to France.
- The goalkeeper had the ball, but then he _____ it.
- My mum _____ my dad in 1988.
- I _____ to go to the shopping mall, but my mum said no.
- Sadly, my grandma _____ last year. She was 98.

2 Complete the sentences. Use the past simple affirmative form of the irregular verbs in brackets.

- Emma tried on a green dress and a blue dress in the clothes shop, and _____ (choose) the blue one.
- I _____ (find) £20 in the street last Saturday.
- We _____ (go) bowling yesterday evening.
- Somebody _____ (steal) my smartphone from my schoolbag.
- The film _____ (begin) at seven and finished at ten.
- It _____ (take) six hours to drive from London to Edinburgh.
- Hannah _____ (feel) relieved when she got her exam results.
- Tom and Matt _____ (be) upset that George didn't invite them to his party.
- We _____ (get) home at eight o'clock on Sunday.
- Millie _____ (spend) all her money on computer games.

3 Complete the texts with the past simple affirmative of the verbs in brackets.

Callie Rogers ¹ _____ (be) just sixteen when she ² _____ (win) the lottery in 2003. She ³ _____ (give) up her job as a shop assistant and ⁴ _____ (start) to spend her money. She ⁵ _____ (take) her family on expensive holidays, ⁶ _____ (invite) all her friends to big parties every weekend and ⁷ _____ (have) cosmetic surgery. Ten years later, she ⁸ _____ (have) just £2,000 left. But she's happy now. 'I ⁹ _____ (be) too young to win the lottery,' she ¹⁰ _____ (say).

4 Correct the verbs in sentences 1–5.

- We was at home last night. ~~X~~ _____
- I droped my phone on the floor. ~~X~~ _____
- I gived my brother a book for his birthday. ~~X~~ _____
- My sister studied maths at university. ~~X~~ _____
- I spended all my pocket money on sweets. ~~X~~ _____

5 Write five true sentences about what you did last weekend. Use past simple forms of the verbs below to help you, or your own ideas.

be get go have phone play study
take talk visit watch

- _____
- _____
- _____
- _____
- _____

Tom Crist ¹¹ _____ (get) a big surprise when he ¹² _____ (answer) his phone on 16 December 2013. He ¹³ _____ (be) a lottery winner, and the prize ¹⁴ _____ (be) enormous – \$40 million! He ¹⁵ _____ (decide) not to tell anyone about the win. He immediately ¹⁶ _____ (give) all the money to charities. 'I don't really need that money,' he ¹⁷ _____ (say). 'My wife ¹⁸ _____ (die) earlier in the year so I ¹⁹ _____ (choose) cancer charities that ²⁰ _____ (help) her.'

Problems, problems!

I can listen for gist.

Revision: Student's Book page 11

1 Choose the correct verb.

- We should **do** / **make** a plan for the weekend.
- Can you **have** / **tell** a word with your sister?
- You should **give** / **make** her a call and apologise.
- Don't **keep** / **take** offence. It was only a joke!
- I **made** / **took** an excuse and left the party early.
- Is it always wrong to **make** / **tell** a lie?
- I'm really tired. Can we **do** / **take** a break now?
- I nearly always **give** / **tell** the truth.

2 Complete the advice with *should* or *shouldn't* and the verbs below.

feel go invite listen look open spend tell

- 'It's really hot in here.' 'We *should open* a window.'
 - 'My ears are hurting.' 'You _____ to loud music so often.'
 - 'I think we're lost.' 'Yes. We _____ at a map.'
 - 'I only got 68% in my exam.' 'You _____ disappointed. That's a good mark!'
 - 'I really like the girl next door.' 'We _____ her to our party.'
 - 'Do you like Reece's new shirt?' 'No – but I don't think you _____ him that.'
 - 'My science project isn't very good.' 'Maybe you _____ more time on it.'
 - 'I don't feel well.' 'You _____ to bed early.'
- 3 Write advice for these problems. Use *I think* / *I don't think you should* ... and your own ideas.

- My best friend gave me a T-shirt for my birthday, but I hate it.

- I want to go to the cinema this weekend, but I haven't got any money.

- I borrowed a DVD from my friend, but I've lost it.

Listening Strategy

You do not have to understand every word in a listening task. Focus on the general meaning and try not to be distracted by words you do not understand.

4 **1.03** Read the Listening Strategy. Then listen to three short dialogues. For each one, choose the best summary of the general meaning (a or b).

- Ellie is upset because
 - she can't take part in the school show.
 - she can't go to a family wedding.
- Daisy is excited because
 - she likes seeing her cousin.
 - her cousin has got a present for her.
- James is worried because
 - he isn't ready for his music exam.
 - he can't finish his homework in time.

5 **1.04** Listen to four dialogues (A–D). Match the dialogues with sentences 1–5 below. There is one extra sentence.

The person with the problem:

- agrees that it is not necessary to tell the truth about it.
- agrees to follow the advice, but feels upset.
- asks for advice, but decides not to follow it.
- gets angry when their friend gives advice.
- does not get any advice from their friend.

6 **1.04** Listen again. Complete the missing words in these lines from the dialogues.

Dialogue A

1 I _____ what to do.

2 Oh dear – I _____ problem.

Dialogue B

3 You _____ very happy!

4 I _____ right, Daniel.

Dialogue C

5 Can I _____ something?

6 Just talk to him – _____ advice.

Dialogue D

7 I've got _____ with my Facebook page.

8 No, I _____ you should do that.

Past simple (negative and interrogative)

I can use the past simple to describe events.

1 Complete the sentences with the correct negative past simple form of the verbs in brackets.

- We _____ (get) to the hotel in time for dinner.
- Our team _____ (win) the last match of the season.
- It was a long film, but I _____ (feel) bored.
- They _____ (spend) all their money on holiday.
- My aunt _____ (be) at the family wedding last weekend.
- Our teacher _____ (give) us a lot of homework.
- It _____ (rain) at all last month.
- I enjoyed the film, but I _____ (can) understand all of the dialogue.

2 Complete the first part of each sentence with the correct past simple negative form.



- I *didn't go* skiing last winter, I went snowboarding.
- Einstein _____ in 1965, he *died* in 1955.
- The holidays _____ yesterday, they began last week.
- My *grandparents* _____ born in Russia, they were born in Germany.
- I _____ 'thirteen', I said 'thirty'.
- We _____ the first half of the match, but we saw the second half.
- At the age of five, I _____ ride a bike, but I could ski.
- It _____ warm yesterday, but it was sunny.

3 Make these sentences true for you. Use the past simple affirmative or negative form of the verbs in brackets.

- I _____ (can) swim when I was five.
- Last weekend, I _____ (do) a lot of homework.
- Five years ago, I _____ (be) a student at this school.
- Ten years ago, I _____ (live) in a different town.
- I _____ (make) my own breakfast this morning.
- I _____ (choose) the clothes I'm wearing now.
- Last night, I _____ (go) out with my friends.
- When I was six, I _____ (study) English.

4 Complete the dialogue with the question words below.

how often what when where which who why

- Mia** Hi, Henry. ¹ _____ did you do at the weekend?
Henry I went to the beach on Saturday.
Mia That's nice! ² _____ did you go with?
Henry Matt and Alex.
Mia Alex West? ³ _____ do you see him?
Henry Only two or three times a year. He doesn't live near here any more.
Mia ⁴ _____ does he live now?
Henry In London.
Mia Does he? ⁵ _____ part of London?
Henry I'm not sure. North London, I think.
Mia ⁶ _____ did he move?
Henry I think his mum got a new job. Anyway,
⁷ _____ did you last see him?
Mia Oh, about two years ago.

5 Put the words in order to make questions. Then write answers that are true for you.

- 1 homework / how much / last / did / you / night / do / ?

- 2 with / travel / did / to / school / you / who / today / ?

- 3 best / meet / where / you / did / friend / your / ?

- 4 first / teacher / who / your / was / English / ?

6 Read the sentences. Then write questions for the given answers.

- 1 Jack gave his old bike to his sister.

Q: What did Jack give his sister?

A: His old bike.

- 2 Sam had dinner early because he was hungry.

Q: _____ ?

A: He was hungry.

- 3 Mason and Tyler went to London together.

Q: _____ ?

A: He went with Tyler.

- 4 Grace listened to three Lady Gaga CDs.

Q: _____ ?

A: Three.

Adjective endings

I can use different adjective endings.

1 Circle the correct adjective.

- 1 Playing volleyball is fun, but it's **tired** / **tiring**.
- 2 This new computer game is **amazed** / **amazing**!
- 3 I was **astonished** / **astonishing** that we won the performance competition.
- 4 'I fell off my chair in the middle of a lesson.' 'How **embarrassed** / **embarrassing**!'
- 5 My grandma's stories are always **interested** / **interesting**.
- 6 I read a **shocked** / **shocking** report about smoking.
- 7 I wasn't **surprised** / **surprising** that he was late.
- 8 I was so **annoyed** / **annoying** about your comment!

2 Complete the text with the correct *-ed* or *-ing* adjective formed from the verbs in brackets.

A LONG WAY HOME

Saroo was born in Madhya Pradesh in India. His family were very poor, so when Saroo was just five, he and his brother Guddu found work on trains as cleaners. One day the boys went to work at a station 70 km from home. The job was very ¹ _____ (tire) for Saroo and he fell asleep at the station. He was so ² _____ (exhaust) that he slept for hours. When he woke up, Guddu was not there. Saroo was ³ _____ (shock) and ⁴ _____ (worry). He looked for his brother, but couldn't find him. It was a very ⁵ _____ (frighten) situation for a young child.

After two weeks, the police found Saroo, but he could not tell them where his home was - he was too ⁶ _____ (confuse) and he didn't know its name. In the end, the police decided he was officially lost and placed him with an adoption agency. An Australian family called Brierley took him to their home in Tasmania and he grew up with them.

As an adult, Saroo Brierley stayed in Australia, but he looked for his home town in India using the photos on Google Earth on his computer. It took months, but Saroo never got ⁷ _____ (bore) with looking. In the end, he found the town. He was ⁸ _____ (delight) and travelled there at once. When he saw his mother again for the first time in 25 years, it was a very ⁹ _____ (move) experience for both of them. Newspapers and TV stations became ¹⁰ _____ (interest) in Saroo's ¹¹ _____ (astonish) story and Saroo himself wrote a book about it in 2012.

3 Complete the sentences with *-ed* or *-ing* adjectives formed from the verbs below.

confuse disgust excite frighten move

- 1 'This milk has got black bits in it.' 'How _____ !'
- 2 We all cried at the end of the film - it was so _____ !
- 3 I enjoyed the book, but I **was** _____ about the ending. It didn't make sense.
- 4 I love watching football, it's so _____ !
- 5 I felt _____ because it was dark in the house and I was alone.

VOCAB BOOST!

When you learn a new word, make a note of other related words at the same time. This will help you expand your vocabulary more quickly.

New word: **disappoint** (verb)

Related words: **disappointed** / **disappointing** (adjectives), **disappointment** (noun)

Try to add examples. These will help you to remember the meanings.

- I always try not to **disappoint** my parents.
- I was **disappointed** with my exam results.
- The film was very **disappointing**.
- I didn't like the present, but I tried to hide my **disappointment**.

4 Read the *Vocab boost!* box. Choose ONE of the verbs below. Write down the related adjectives and noun, using a dictionary to help you. Then write example sentences.

amuse depress entertain relax satisfy

1 verb: _____

Example: _____

2 *-ed* adjective: _____

Example: _____

3 *-ing* adjective: _____

Example: _____

4 noun: _____

Example: _____

A painless operation

I can understand a text about a medical operation.

Revision: Student's Book page 14

1 Complete the table.

Accidents and injuries	
Noun / Phrase	Verb
1 blood	_____
2 a _____	burn yourself
3 a cut	_____ your finger
4 a _____	sprain your ankle
5 an injury	_____ yourself
6 a _____ arm	break your arm

2 Complete the sentences with the words below.

bruise fell over hurt hurts pain slipped

- I've got a big black _____ where I banged my arm.
- I've got a _____ in my shoulder.
- My finger _____.
- Joe _____ himself when he was playing football.
- My mum _____ on the ice and _____.

3 Read the text. Are the sentences true (T) or false (F)?

- Lenkei took about half an hour to hypnotise himself.
- Lenkei didn't speak during the operation.
- All the operations were successful.

It didn't hurt!

- In 2008, Alex Lenkei had a problem with the bone in his arm and he needed a serious operation. Normally, with an operation like that, the doctor gives the patient an anaesthetic so that he or she doesn't feel any pain. But Lenkei refused the anaesthetic. Instead, he hypnotised himself and simply told himself that he could not feel any pain. That took about thirty seconds. Then the operation started. According to Mr Lenkei, pain signals do not reach his brain when he is hypnotised.

- The doctor, David Llewellyn-Clerk, was a bit worried. He had to take some bone from Lenkei's arm. He watched Lenkei carefully during the operation, as he wasn't sure that Lenkei could feel no pain. 'I didn't think Mr Lenkei could hear us,' said Dr Llewellyn-Clerk, 'but half way through the operation, he said "How's it going?"' That's when the doctor realised that Lenkei was not in pain. The operation lasted 83 minutes.

- Mr Lenkei started hypnotising people when he was sixteen and is now an expert. It wasn't his first operation without anaesthetic. In 1996, a friend hypnotised him before a thirty-minute operation on his stomach. Both operations were successful, so Lenkei had a third operation without anaesthetic in 2013, this time on his ankle, which also went well.



Reading Strategy

When you do a matching task, follow these steps:

- Read the text to get a general idea of the meaning. Do not worry if you do not understand every word.
- Read the task and all the options carefully.
- Read the paragraphs of the text carefully one by one and match them to the correct option.
- Check that the extra options do not match any of the paragraphs.

4 Read the Reading Strategy. Then match the questions below with paragraphs 1–3 of the text. There is one extra question.

In which paragraph does the writer tell us ...

- when the first operation happened?
- why Lenkei needed an operation on his arm?
- what Lenkei did just before the operation on his arm?
- on what part of his body the third operation was?
- when Doctor Llewellyn-Clerk realised that Lenkei was not in pain?
- when Lenkei first hypnotised someone?
- what happens to pain signals in his body while he is hypnotised?
- when Lenkei had his second operation?
- how long the operation on his arm took?
- what the doctor did to Lenkei's arm during the operation?

Narrating events

I can relate and react to past events.

1 Put the words and punctuation marks in the correct order to make phrases for reacting and showing interest.

1 envious / I'm / so / really / ? / !

Really? I'm so envious!

2 sounds / that / terrifying / !

3 to / cool / a / what / do / thing / !

4 what / really / relief / a / ? / !

5 amazing / that's / !

6 like / sounds / nightmare / a / that / !

7 what / oh / shame / no / a / ! / !

8 kidding / you're / !

9 that / like / sounds / fun / !

10 upsetting / how / !

2 React to these sentences. Use phrases from exercise 1. More than one answer is possible for each sentence.

1 I lost my mobile phone!

2 I went scuba diving when I was on holiday.

3 I'm going to be on TV tonight!

4 I got a new moped for my birthday!

5 I left my wallet in a shop, but they returned it to me.

6 I got 95% in my French exam.

3 Read the forum post about an event and complete the notes.

littlehelen It was the last day of the summer holidays and I was at my friend Alice's house. She said, 'Everyone is wearing fancy dress to school tomorrow to raise money for charity.'

So the next day, I went to school in fancy dress. But it was a joke! No one was wearing fancy dress! I had to go home and change, and I missed the first two lessons.

I was very embarrassed, but Alice thought it was really funny and couldn't stop laughing. The teacher was a bit cross with me and Alice!

1 Set the scene.

Who? Helen, ... _____

Where? _____

When? _____

2 What happened?

Alice - said tomorrow - fancy dress

3 How did people feel?

Alice - amused - laughed _____

Helen - _____

Teacher - _____

Speaking Strategy

Follow a simple structure for narrating events. For example:

1 Set the scene (Where? When? Who?).

2 Say what happened.

3 Say how you (and / or others) felt about it.

4 Read the Speaking Strategy and the task. Then write notes.

Tell the story of an event that happened in the school holidays.

1 Set the scene.

Who? _____

Where? _____

When? _____

2 What happened?

3 How did you (and / or other people) feel? Think of at least three adjectives.

5 Now do the task using your notes from exercise 4.

A description of an event

I can describe an event.

Preparation

- 1 Rewrite the sentences. Replace the underlined verbs with the phrasal verbs below. Use the correct tense.
ask for find out get over look at own up put back talk about
- 1 She often borrows my clothes, but she never confesses to it.

- 2 I requested a seat by the window.

- 3 The police officer examined my passport carefully.

- 4 Are you discussing the World Cup?

- 5 I discovered where my brother hides his diary.

- 6 Please return my pen when you borrow it!

- 7 After his exams, he spent a day in bed just to recover from them.

Writing Strategy

When you write a description of an event, remember to say how you and other people felt at the time, and how you all reacted to the events. This will make your anecdote come to life and engage the reader's interest.

- 2 Read the Writing Strategy. Then complete the description using the adjectives below to describe the people's feelings.
guilty proud scared upset

Writing Guide

- 3 Read the task. Then make brief notes in the table below. Use one of the suggestions in the ideas box or your own idea.

You did something you feel bad about. Write a description of an event with the title 'Confession!'

- Give a short description of what you did.
- Say how you felt at the time.
- Describe how other people reacted.
- Explain why you feel bad about it now.

Notes
What did you do?
How did you feel at the time? Why?
How did other people feel? How did they react?
How do you feel about it now? Why?

Ideas

You feel bad because you:

- borrowed something without asking and broke it.
- told somebody a secret your friend told you.
- copied some homework from the internet.
- told somebody about a surprise party and spoiled the surprise.

- 4 Write your description. Use your notes from exercise 3.

CHECK YOUR WORK

Have you ...

- covered all four points in the task?
- included adjectives to describe feelings?
- checked your spelling and grammar?

Confession!

Joanne

I once bought a big plastic insect at a joke shop and put it inside my brother's lunch box in the morning. It looked disgusting! I told my friends about the prank – I was ¹ _____ of it! My brother didn't say anything about it after school. In fact, he didn't mention it for ages. Then one morning I found the same insect in my bowl of cereal at breakfast. I wasn't ² _____ at all – it was funny. But when I asked him how he felt when he found it in his lunch box, he didn't smile. In fact he looked a bit ³ _____. 'It was horrible,' he said. 'I screamed. Then everybody laughed at me.' When I heard that, I felt really ⁴ _____. I don't play tricks on my brother now!

Vocabulary

1 Complete the sentences with the words below.

anxious cross disappointed embarrassed
envious relieved

- Ted was very _____ before his exams, but in the end he got excellent marks.
- I'm so _____ to know that you're OK and that you didn't get hurt in the accident.
- I work all summer, so I'm _____ of people who can take the summer off.
- Sam was _____ that he didn't win the race, but he was happy that he took part in it.
- She was extremely _____ when she forgot the words to the song in front of hundreds of people.
- I'm sorry I was _____ with you. I had a very bad day.

Mark: / 6

2 Replace the underlined words in the sentences with the words below.

bored confused delighted excited
frightened suspicious

- She was scared when her car broke down on a lonely country road at night. _____
- I am really unsure about his instructions. Now I have no idea what to do! _____
- The film made us so uninterested that we went home before it finished. _____
- I'm very enthusiastic about studying abroad next year. _____
- Alice was very happy that so many of her friends called her on her birthday. _____
- I don't want to be unwilling to believe, but do you think Alan is telling the truth? _____

Mark: / 6

3 Complete the sentences with the correct form of the verbs below.

give have make take (x2) tell

- You look really tired! You should stop revising and _____ a break.
- To _____ the truth, I'm a bit bored with this TV programme.
- Do you think we could _____ a word with the teacher about our homework? I don't really understand it.
- Don't _____ offence at everything people say. It's better to ignore negative comments.
- We need to _____ a plan for the party next week, otherwise we won't be prepared.
- Can you _____ me a call tomorrow? I'll have more time to talk then.

Mark: / 6

4 Complete the sentences. Choose the correct verb and use the past simple.

- 'What happened to your hand? It's very red.'
'I _____ (bleed / burn) it while I was cooking.'
- 'Why is your ankle in a bandage?' 'I _____ (trip / sprain) it while I was playing football.'
- 'Why is your arm in a cast?' 'I _____ (fall over / injure) and _____ (break / burn) it while I was hiking.'
- 'What are you doing on the floor?' 'I _____ (slip / trip) over on some spilled water.'
- 'Why is there blood on your coat?' 'I _____ (cut / sprain) my hand this morning!'
- 'Your hand is all blue.' 'I know. I _____ (burn / hurt) it doing karate.'

Mark: / 6

5 Choose the correct answers.

- If you don't _____ help, how can people know you need it?
a ask for b find out c get over
- I know you're upset now, but I'm sure you'll _____ it in time.
a get on b get over c get back
- Did you _____ when the test is? I still don't know the date.
a talk about b ask for c find out
- I know he's embarrassed by what he did, but he needs to _____ his mistakes.
a see to b own up to c look at
- When you finish using my tablet, please could you _____ on my desk?
a put it back b take it back c get it over

Mark: / 5

Word Skills

6 Complete the email with the *-ed* or *-ing* form of the verbs in brackets.

✉ Hey Lisa!

How are things with you? We're having a great time in Greece. The islands are ¹ _____ (fascinate) and the weather is hot and sunny every day. To be honest, we were a little ² _____ (bore) at first because we weren't sure what to do, and it's ³ _____ (annoy) not to be able to talk to people in their own language or understand what they're saying. But then we met a group of people from Sweden who have lots of ideas for ⁴ _____ (excite) things to do every day. We went snorkelling today. We were ⁵ _____ (amaze) by the number of fish we saw, but then it was a bit ⁶ _____ (disgust) when we ate some of the same fish for lunch afterwards!

We're looking forward to seeing you in September.

Love
Anna

Mark: / 6

Review Unit 1

Grammar

7 Complete the dialogues with the past simple form of the verbs in brackets.

Jane Tim¹ _____ (tell) me about your holiday. Is it true you² _____ (go) to Spain?

Chris Yes! We³ _____ (have) a fantastic time. We⁴ _____ (visit) some amazing museums, and we⁵ _____ (have) some truly amazing food!

Mike I⁶ _____ (buy) a new tablet yesterday. Someone⁷ _____ (steal) my old one out of my bag.

Laura That's a shame! You⁸ _____ (report) the theft to the police, didn't you?

Mike No. I⁹ _____ (want) a new tablet anyway, and I actually¹⁰ _____ (spend) less on the new one than the old one.

Mark: / 10

8 Complete the dialogues with the correct negative or interrogative past simple form of the verbs in brackets.

1 A I¹ _____ (you / go) to the cinema last night?

B No, I² _____ (go) in the end. I got home from work so late that there³ _____ (be) enough time.

2 A They announced the winners of the art competition yesterday. I⁴ _____ (you / win) a prize?

B No, I⁵ _____ (win) anything, but I⁶ _____ (expect) to. I'm not very good at art.

3 A I⁷ _____ (David / tell) you his news when you spoke to him yesterday?

B No, he⁸ _____ (say) much – just hello and goodbye.

A Well, he⁹ _____ (pass) his exams. Maybe he¹⁰ _____ (want) you to know.

Mark: / 10

Use of English

9 Choose the correct answers.

Pain is not easy to control, and people with conditions that cause constant pain often have¹ _____ hard time – like Denise, for example. She worked as a nurse² _____ many years, and she also took part in sports³ _____ running, hiking and skiing. An old skiing injury annoyed her occasionally, but she⁴ _____ it. Then she began to have terrible headaches and she became unable to work⁵ _____ of the constant pain. She talked⁶ _____ her problem with several doctors, but she didn't⁷ _____ out exactly what the problem was. One of the most⁸ _____ things about this kind of problem is that people tell her it's 'all in her head' and that she should just⁹ _____ over it. Denise sometimes feels very¹⁰ _____, but she tries to stay optimistic and every day she finds new ways to cope with a problem that may never have a cure.

- | | | | | | |
|------|--------------|---|-------------|---|------------|
| 1 a | an extremely | b | an extreme | c | extremely |
| 2 a | from | b | since | c | for |
| 3 a | such | b | like | c | as |
| 4 a | ignores | b | is ignoring | c | ignored |
| 5 a | because | b | due | c | reason |
| 6 a | to | b | that | c | about |
| 7 a | look | b | find | c | search |
| 8 a | annoying | b | annoyed | c | annoy |
| 9 a | go | b | come | c | get |
| 10 a | discouraging | b | discouraged | c | discourage |

Mark: / 10

Total: / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can describe how people are feeling.			
I can use the past simple affirmative, negative and interrogative.			
I can listen for gist.			
I can use the past simple to describe events.			
I can use different adjective endings.			
I can understand a text about an unusual medical condition.			
I can relate and react to past events.			
I can write a description of an event.			

Reading

Strategy

Read the text all the way through first so that you get a good general understanding before you try to answer the questions.

1 Read the Strategy. Then read the text in exercise 2. Choose the best summary (a–c).

- a The text describes what teenagers believe makes them happy.
- b The text gives tips for teenagers about different ways to be happy.
- c The text gives some information about how young people feel.

2 Read the text again. Circle the correct answer: *True (T)*, *False (F)* or *Doesn't say (DS)*.

Happiness is ... ? Your survey says ...

So you're between the ages of thirteen and eighteen. What makes you happy? There have been lots of surveys about teenagers and happiness and they all come to different conclusions. Some surveys say that most young people are happiest when they spend time with their family. Others say it's when they're with friends. Some teenagers think that getting good marks at school and passing exams makes them happy and others feel that it's having a boyfriend or girlfriend that improves their lives. The problem is that there isn't just one thing that makes everyone happy. Happiness is something different for each of us, and what made us happy last week might not make us happy next week!

However, there are some things that can help improve our mood when we're feeling unhappy. Experts believe that exercise can make you a happier person – but how? Exercise releases chemicals in your brain that are related to a feeling of pleasure. Many people who exercise say that the more exercise they do, the more they want to do. Now we know why! In addition to this, exercise is also good for our physical health. So, if we know that we're doing something healthy, that should make us even happier!

There's another surprising idea to help make us happier. Although you might think that eating chocolate is bad for you, it seems that it is good to eat chocolate when we're feeling sad. According to some research, experts say that eating chocolate can make us feel happy. Of course it isn't healthy to eat too much, but chocolate releases chemicals in the same way that exercise does – and for some people it's easier and quicker than running several kilometres or working out in the gym!

It's also important to remember that we can't all be happy all the time. There are times in our lives when things are going well and we feel good. But we can also be happy for brief moments and we should value these as well. For example, perhaps you're sitting on a beach watching the sun on the water, with friends around you, and you feel happy. Remember that moment! Or maybe your dog does something silly that makes you laugh. Remember it! And when you feel sad, go for a run or eat some chocolate – you'll soon cheer up!


- 1 The surveys show that teenagers and parents have different ideas about happiness. T F DS
- 2 The things that make us happy never change. T F DS
- 3 The surveys show that teenagers who do exercise are happier. T F DS
- 4 When we feel depressed it's good to do something active. T F DS
- 5 Exercise and eating chocolate can produce similar results. T F DS
- 6 It's important to value even short moments of happiness. T F DS

Listening

Strategy

Read through the options in the task carefully before listening. Try to predict what kind of text you think you will hear: a conversation, an announcement, part of a talk, part of a radio show, an advert, a telephone message, etc. This will help you to better understand what the text is about.

3 Read the Strategy. Then read the questions and answers in exercise 4 and try to predict what types of text you are going to hear.

4  1.05 You will hear six texts twice. Choose the correct answer (A–D).

- 1 What is the speaker giving advice about?
 - A making life decisions
 - B studying for tests
 - C improving your work
 - D planning your time
- 2 What is true about Amy?
 - A She's leaving her family.
 - B She's starting work.
 - C She's leaving her home town.
 - D She's going on holiday.
- 3 The presenter is asking for opinions about
 - A a news story.
 - B a holiday.
 - C a charity.
 - D a new lottery.
- 4 What does Lucy do?
 - A give advice
 - B ask about an event
 - C recommend a style of music
 - D remind someone about an event
- 5 What is the speaker advertising?
 - A the best bands to see in August
 - B the range of food to buy at music events
 - C different places to make money in the summer
 - D the chance to work at a music festival

6 Who is the speaker?

- A a student discussing schoolwork
- B a teacher giving advice on a trip
- C a tour guide welcoming visitors
- D a weather presenter on television

Use of English

Strategy

Always read the text all the way through first, ignoring the gaps, to understand the general meaning.

5 Read the Strategy. Then quickly read through the text in exercise 6. What is the disadvantage of using electronic devices?

6 Read the text again and complete it with the correct words. Use only one word for each gap.

I'm sure that, like most people today, you have and regularly use a wide range of electronic devices – smartphones, tablets, laptops and so on. We rely on these ¹ _____ talk to our friends, get information, send pictures and videos and ² _____ lot more. But ³ _____ you ever think ⁴ _____ the dangers to your health of using these devices? It seems that more ⁵ _____ 60% of us listen to music that is too loud, and this can damage our ears. Some people text and message all ⁶ _____ time, which can cause problems with their fingers and thumbs. Also, because we regularly look ⁷ _____ small screens, we can sometimes get bad headaches and sore eyes. And people who use desktop computers every day at work can get very bad backs. Finally, there ⁸ _____ a horrible problem that experts call 'Text neck'. When we text, we look down at our phone, bending our necks. When we do this ⁹ _____ much, it can cause neck pain and even damage to the spine. Will this information stop us using electronic devices? Probably not. But it might make us think ¹⁰ _____ a moment before we pick up our phone or go online.

Speaking

Strategy

When you are doing a role-play task, remember to ask questions, make suggestions, and agree or disagree with your partner. Include all the information in the task.

7 Decide who is Student A and who is Student B. Read your own role in the exam task. Make a list of ideas and think about ways of suggesting them to your partner. Then do the role-play.

Student A

You and a friend want to go to see a new film together. Discuss what your friends have told you about the new films they've seen recently and decide which one to see with your friend. Tell your partner about a friend who saw a comedy.

Student B

You and a friend want to go to see a new film together. Discuss what your friends have told you about the new films they've seen recently and decide which one to see with your friend. Tell your partner about a friend who saw an action film.

Writing

Strategy

Read the question carefully and make sure you understand what type of text you need to write. Think carefully about how formal or informal your writing needs to be.

8 Read the Strategy. Then read the exam task and a student's answer. Underline words and phrases that show you that the email was written to a friend.

You have recently been on holiday with your family. Write an email about it to a friend in Britain. Include the following points:

- where you went
- how you got there
- something interesting you did
- how you felt when you got home
- an invitation to your friend to stay with you for the next school holiday.

Hi David,

How are things? I'm depressed! I went on holiday to the south of France with my family last week and I didn't want to come home! We had a brilliant time.

We travelled by plane to Marseille and then by coach to a seaside town. We stayed in a lovely hotel. It was right on the beach.

One day we went to a small restaurant and we had an amazing meal. We had loads of seafood – delicious! The restaurant was on a hill with a lovely view of the sea. It was really cool.

When we got home yesterday I started to get anxious about my school exams next week. I need to think about another holiday! So, why don't you come and stay with us in the summer? We can have a great time!

Write soon,
Katy

9 You have recently been to a music event with some friends. Write an email about it to a friend in Britain. Include the points below.

- type of event and its location
- the atmosphere at the event
- what you enjoyed most
- someone interesting you met
- a request to send you some new music he / she likes.

2

Adventure

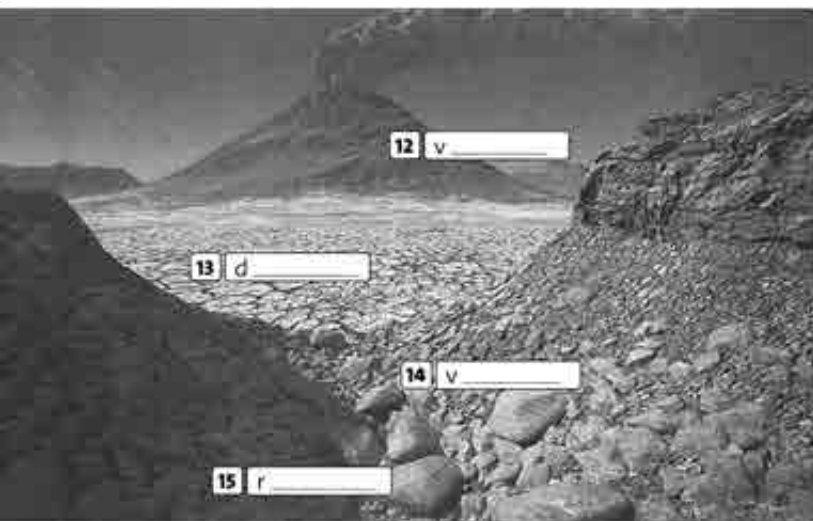
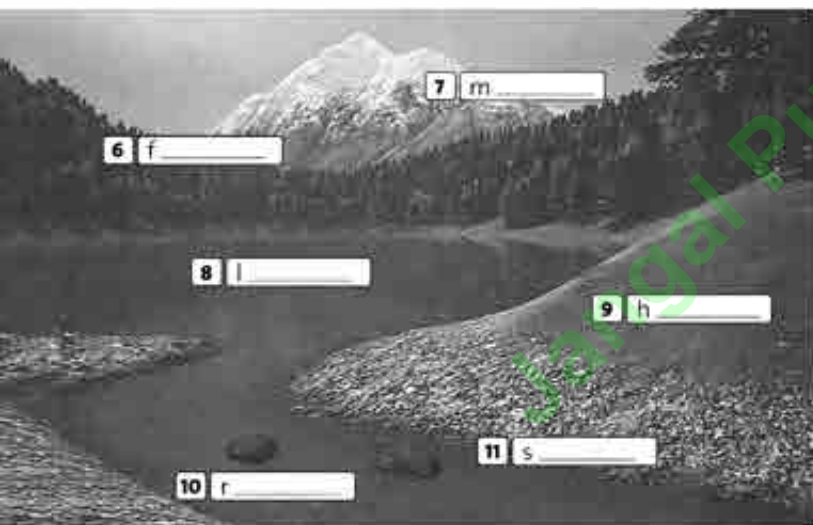
Vocabulary

A

Landscapes

I can describe landscapes.

1 Complete the labels.



2 Put the letters in order to make adjectives that describe landscapes. Then circle the landscape feature that can go with each adjective. Sometimes both are possible.

Landscape features	
Adjectives	Nouns
1 l a l t _____	river / <u>mountain</u>
2 c i y _____	stream / desert
3 r o w r a n _____	ocean / river
4 k a d r _____	cave / shore
5 w h o l s a l _____	lake / valley
6 o w l _____	ocean / waterfall
7 c y k o r _____	shore / forest
8 e d p e _____	ocean / waterfall
9 d i w e _____	river / hill
10 p e s t e _____	volcano / waterfall

3 **1.06** Listen and complete the quiz questions.

- In which country is the highest _____ in the world?
- What's the name of the _____ to the east of Africa?
- What's the name of the _____ that flows through London?
- In which country is _____ Baikal?
- What's the name of the _____ that run along the west coast of South America?
- In which country is the _____ Vesuvius?
- What's the name of the _____ in southern Africa?
- In which two continents is the Great Rift _____?
- Which famous American city is on the _____ of Lake Michigan?
- In which European country is the Black _____?

4 Answer the questions in exercise 3. Use the internet to help you.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____ and _____
- _____
- _____