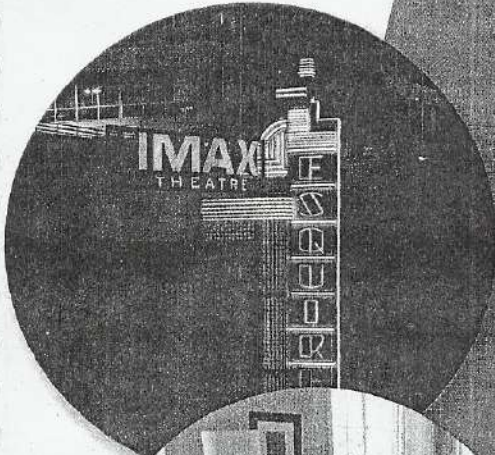


2<sup>nd</sup> edition

# What's Up?



# 2

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ALWAYS LEARNING

PEARSON

# What's Up?

# 2

Student's Book + Workbook

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Listening & Speaking

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page 71

# > Welcome to What's up?

## 1 Read about Tzu-Lee.

Hi! I'm Tzu-Lee. Today is Sunday and I'm at home, listening to music. Last week I was on holiday on the beach! I had a great time. I swam in the sea and went out with friends.

School starts tomorrow. At school, my favourite subject is Science. My best friend is Jack. He's generous and friendly.

I've got two brothers and I live with my family in a flat in the city. There is a shopping centre opposite our block. I often go there on Saturdays to look at the shops or see a film.

My favourite animal is black and white. It isn't aggressive. It's a bear, but it doesn't hibernate. Can you guess the animal? Yes! It's the panda bear and we must protect it because it's in danger.

Next Friday is my birthday. It's my favourite special day because my friends and grandparents come home and give me presents!



## 2 Find in the text:

1. A school subject: *Science* ..
2. A family member: .....
3. A word to describe personality: .....
4. An animal: .....
5. A word to describe animals: .....
6. A verb for things animals do: .....
7. A day of the week: .....
8. A place in a town: .....
9. An activity we can do in a town: .....
10. A holiday activity: .....
11. A special day: .....
12. An activity we do on special days: .....

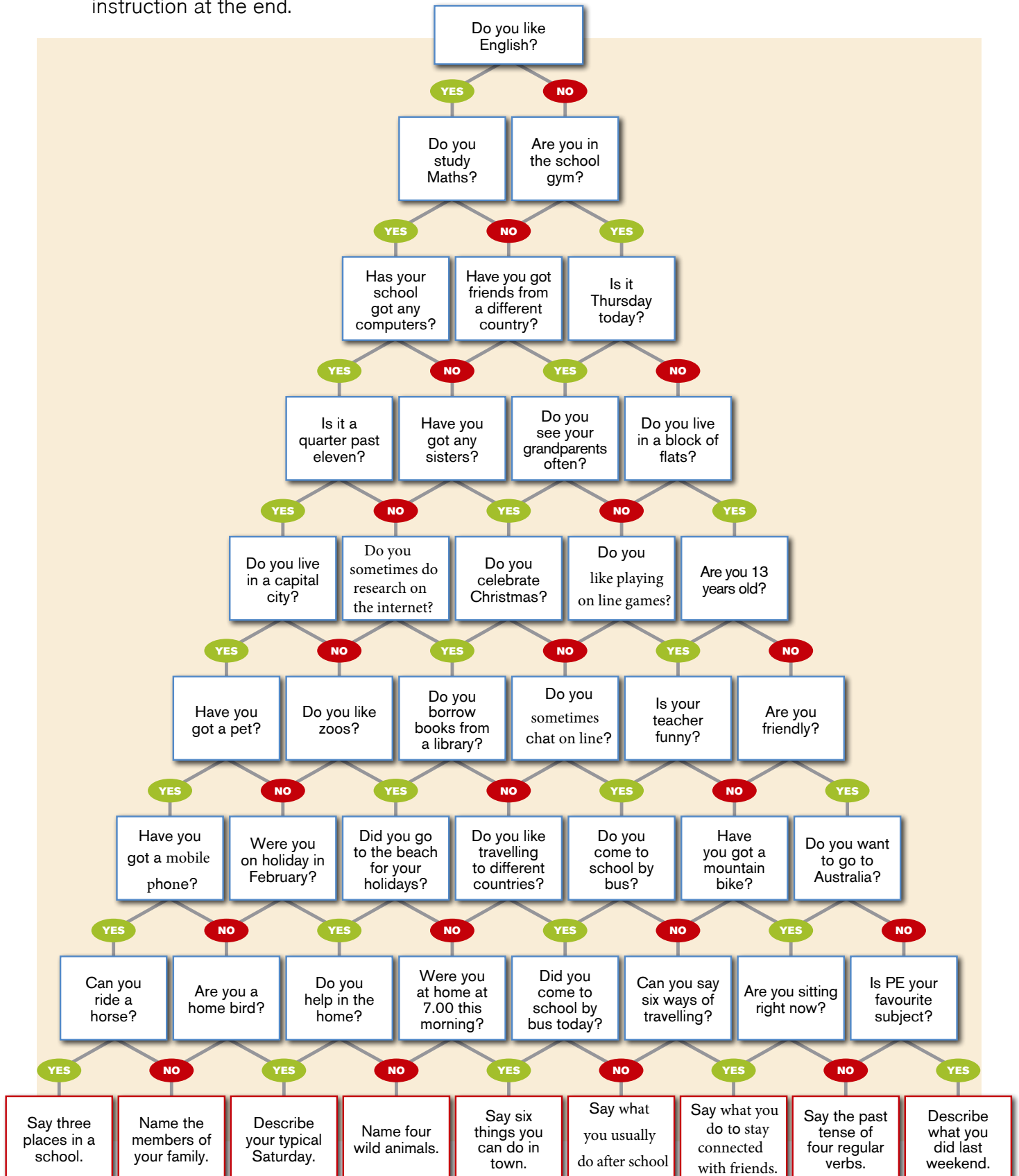
## 3 In pairs, add two words or phrases to each category.

- a. *Maths* .....
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....
- g. ....
- h. ....
- i. ....
- j. ....
- k. ....
- l. ....

## Question puzzle

### 7 Do the question puzzle with a partner.

In pairs student A asks student B the questions. Then student B asks student A. Follow the instruction at the end.



**4 Find out about Jack. Match the questions (1-10) to the answers (a-j).**

1  e What do you usually do on your birthday?

2  Where did you go on holidays?

3  What are you doing right now?

4  What do you usually do after school?

5  What's your favourite school subject?

6  Have you got any brothers or sisters?

7  Where do you live?

8  What's your favourite place in town?

9  How do you come to school?

10  Do you like snakes?

a. I do my home work and chat on line.

b. I'm listening to my MP3 player.

c. Maths.

d. I went to the mountains.

e. I go out with friends and have fun.

f. I live in a house in the suburbs.

g. Yes. I've got a brother.

h. No, I don't. Some are poisonous!

i. The games shop.

j. By bus.

**5 Now find out about your partner. Take turns asking and answering the questions in Exercise 4.**

**6 Look at the references. In your notebook, complete the text with information about yourself.**

**References**

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. your name                    | 9. family member(s)            |
| 2. day of the week              | 10. place where you live       |
| 3. What are you doing?          | 11. shop or place in town      |
| 4. past time expression         | 12. activity you do            |
| 5. holiday activity             | 13. an animal                  |
| 6. school subject               | 14. word to describe an animal |
| 7. your friend's name           | 15. special day                |
| 8. word to describe personality | 16. activity you do            |

I'm <sup>1</sup> \_\_\_\_\_. Today is <sup>2</sup> \_\_\_\_\_ and right now I'm <sup>3</sup> \_\_\_\_\_.  
<sup>4</sup> \_\_\_\_\_ I was on holiday! I had a good time. I <sup>5</sup> \_\_\_\_\_.  
 At school, my favourite subject is <sup>6</sup> \_\_\_\_\_. My best friend is <sup>7</sup> \_\_\_\_\_. He / She's <sup>8</sup> \_\_\_\_\_.  
 I live with <sup>9</sup> \_\_\_\_\_ in <sup>10</sup> \_\_\_\_\_. There is a <sup>11</sup> \_\_\_\_\_ near my home. I sometimes go there to <sup>12</sup> \_\_\_\_\_.  
 My favourite animal is the <sup>13</sup> \_\_\_\_\_. I like it because it is <sup>14</sup> \_\_\_\_\_.  
 My favourite special day is <sup>15</sup> \_\_\_\_\_. I like it because on this day I <sup>16</sup> \_\_\_\_\_.

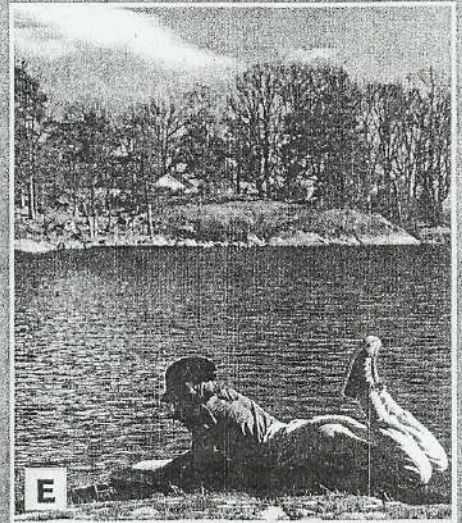
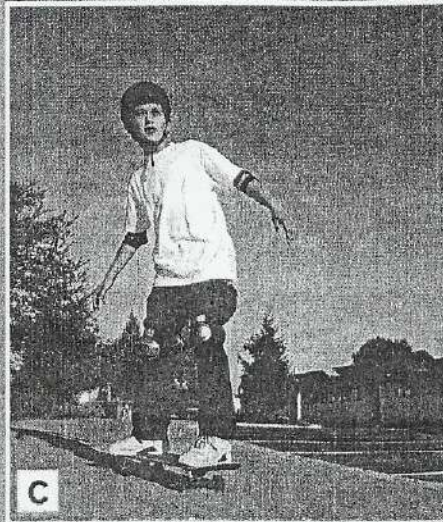
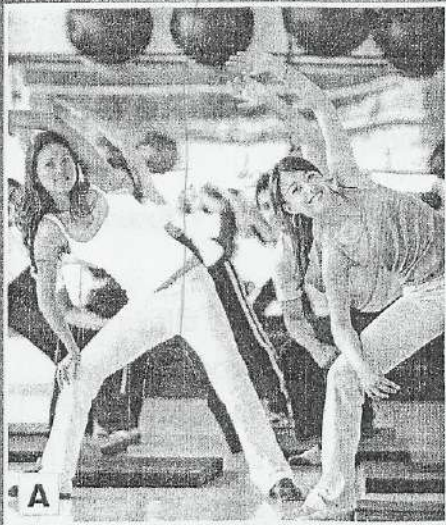
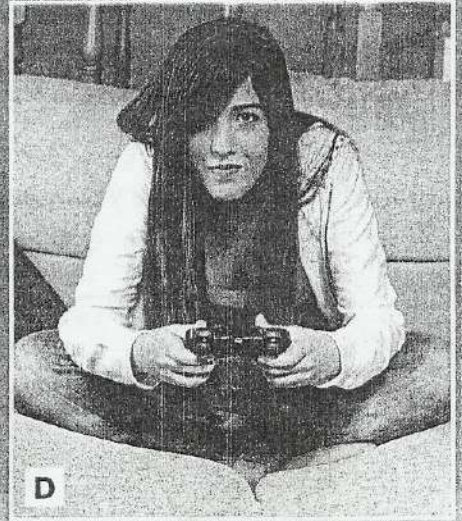
# 1 | Free time

## Unit goals

- Talk about free time activities
- Say what you like doing
- Say how often you do things
- Discuss after-school clubs
- Ask and answer about school activities
- Design a poster

## Final task

- Share your likes and dislikes



1 Which of these activities can you see in the photos? Do you do any of them?

- cycling • an aerobics class • football • video games
- reading • skateboarding • swimming • martial arts

2 Do you have enough free time? How do you spend it?

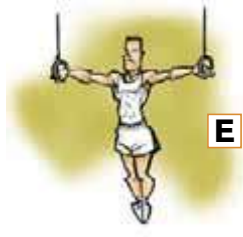
- I watch TV.  I listen to music.  I sleep.
- I hang around.  I download music.  I get a tan.
- I chat on MSN.  I go out with friends.  I play an instrument.

# 1 Vocabulary

## Free time activities

1 Match the activities to the pictures.

- gymnastics     karate     athletics  
 photography     chess     pottery  
 table tennis     skateboarding



## Play, do or go?

2 a) Read the rules.

- play** + ball games and board games  
**go** + activities that end in -ing  
**do** + other activities

b) Now, write the activities in the correct column.

- football    • swimming    • karate  
 • photography    • pottery    • chess  
 • table tennis    • basketball    • skiing  
 • skateboarding    • athletics    • cycling

Play	Go	Do
football...	swimming...	karate...

## Describing activities

3 Classify the expressions: + (positive) and - (negative).

- It's boring.     It's very difficult.      
 It's fun.     It's good exercise.      
 It's relaxing.     It's interesting.      
 It's creative.     It's very expensive.      
 It's dangerous.     It's aggressive.      
 It's easy.     It's good for self-defence.

4 Interview a classmate.

*Example:* A: Do you do karate?

B: No, I don't.

A: Why not?

B: I don't like it. I think it's aggressive.

5 Write sentences about yourself and your partner.

*Example:* I play basketball. I like it because it's fun.  
David does karate.  
He thinks...

1 Look at the picture and the title of the article. What do you think it is about?

ON-THE-STREET  
INTERVIEW



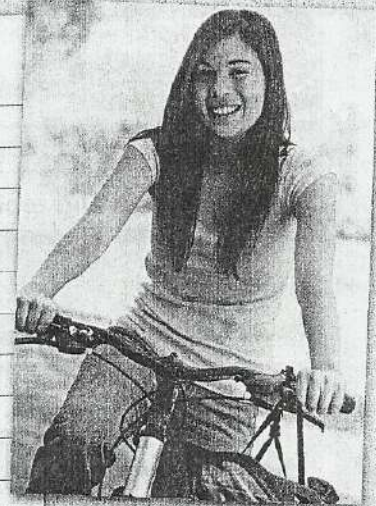
## Do you exercise in your free time?

Exercise is good for the body and mind. It helps you stay healthy and feel good. It gives you energy and makes you feel happy. Scientists say exercise also helps you age well. With so many benefits, why not try it? Our reporters asked people of different ages what they do. This is what we learnt from Samantha, John and Lillian.

**SAMANTHA (14):** Well, I get a lot of homework so I don't have much free time, but I exercise once or twice a week. I sometimes go cycling in the park. And at my best friends' home, we sometimes play *Wii Fit Plus!*

**JOHN (65):** We have lots of free time and there are many activities for pensioners in our town. On Mondays we go dancing. On Tuesdays we do gymnastics. On Thursdays we go swimming, and on Fridays we play chess. It's not a bad life.

**LILLIAN (44):** I don't have much free time because I'm a working mum. At weekends I like spending time with my kids. We go bowling or cycling if the weather's nice. I like walking, too, but the children say it's boring.



Do you exercise every day? You can exercise by doing things you like. Find an activity that is right for you. Football? Cycling? Dancing? Interest is very important. Start right away and keep it up!

2 Read the on-the-street interview. Complete the sentences.

1. .... has lots of free time.
2. .... and .... don't have much free time.
3. .... exercises on Saturdays or Sundays.
4. .... exercises one or two days per week.
5. .... exercises at weekdays.
6. .... doesn't work.
7. .... works every day.
8. .... gets a lot of homework.

3 Underline all the free time activities included in the text. How many are there?

4 Look at the text again. Answer the questions.

1. Why is exercise good for you?
2. Why is it important to find an activity you like?

5 Discuss.

- What free time activities do you like?
- Do you exercise in your free time?

# 1 Grammar

## Present simple

Study and complete the table.

Affirmative	Negative	Questions and short answers
I <b>play</b> table tennis.	I ..... football.	<b>Do</b> we <b>play</b> sports? Yes, we ..... .
He ..... tennis.	He <b>doesn't play</b> rugby.	..... he <b>do</b> judo? Yes, he <b>does</b> .
You ..... chess.	You <b>don't play</b> tennis.	<b>Do</b> you ..... football? No, you ..... .
She <b>plays</b> basketball.	She ..... volleyball.	..... she <b>do</b> pottery? No, she <b>doesn't</b> .

(See Grammar Reference 1, Extra Practice book, p. 2)

### Pronunciation

3<sup>rd</sup> person /ɪz/



Listen and repeat.

He *uses*.

She *practises*.

### 1 Listen and repeat.

1. He washes.
2. She teaches.
3. She kisses.
4. He watches.

### 2 a) Complete the sentences with the present simple.

- play    • watch    • eat    • chat
- do    • go    • have    • listen

*Example:* 1. I play table tennis.

1. I ..... table tennis.
2. We ..... (not) dancing on Mondays.
3. She ..... (not) a lot of free time.
4. He ..... fruit for breakfast.
5. We ..... karate on Fridays.
6. They ..... (not) TV in the evening.
7. You ..... on MSN all day!
8. She ..... to music on the bus.

b) In your notebook, write six sentences using the verbs in the box.

### 3 a) Write questions.

*Example:* 1. What time does she get up?

1. What time / she get up?
2. she / eat / cereal for breakfast?
3. Which bus / she catch?
4. When / lessons / start?
5. she / like / Spanish?
6. Where / she / have lunch?
7. What / they / do / after school?

b) Read the text and answer the questions in Exercise 3 a).

*Example:* 1. She gets up at quarter to eight.

I get up at quarter to eight. I have toast for breakfast. Then, I catch the number twelve bus to school. Lessons start at 9 o'clock. My favourite subject is Spanish. I have lunch in the school canteen. After school I go to a school club with my friends.



c) In your notebook, write a paragraph about what you do every day.



# 1 Listening and Speaking




## Discuss after-school clubs

1 a) Answer the questions.

1. Do you know what a school club is?
2. Are there any clubs at your school?
3. Are you a member? Why / why not?

b) Look at the picture. What clubs are there at this school?

2 a)  Listen to Jack and Tzu-Lee. Answer these questions.

1. Does Jack like after-school clubs? Why / why not?
2. What clubs do they decide to join?

## Ask and answer about school activities

### 3 Listen and complete.

JACK: How often do you do pottery?

JENNY: <sup>1</sup>..... a week. On Mondays and Wednesdays.

JACK: Where do you do it?

JENNY: I do it at the youth <sup>2</sup>.....

JACK: Who do you do it with?

JENNY: With Sophie and Anna.

JACK: Are you good at it?

JENNY: Not <sup>3</sup>..... I can make nice bowls.

JACK: Why do you like it?

JENNY: Because it's <sup>4</sup>..... and <sup>5</sup>.....

### 4 Ask your partner.

1. What activities do you do?
2. How often do you do / go / play ... ?
3. Where do you do it?
4. Who do you do it with?
5. Are you good at it?
6. Why do you like it?

### 5 Pairwork.

Student A: turn to page 71.

Student B: turn to page 73.

### 6 In pairs, think of an interesting after-school activity.

- What is the activity?
- When is it?
- Where is it?
- What do you need?
- How much is it?

*Example: It's a juggling club. It's on Tuesdays from 5 to 7 pm in the school gym. You need some juggling balls. It's free!*

### b) Listen again and complete the table.

Name of club	Day	Time
riding	Wednesday	5 o'clock
...	...	...

## Design a poster

- 1 Look at the posters and complete the chart.

**A**

**Girls' Football TEAM**

Come and join us in the school playground!

Wednesdays and Fridays at 4.30pm.  
Bring football boots and shorts!

For more information contact Claire  
(Year 6 room 11)

**It's FUN & FREE !**

**B**

You must pay \$2 every time to come to our club.

We meet every Wednesday at 5 o'clock in the afternoon in the computer room. This is a new school club for people who like computer games. You can bring your favourite games to play. If you want more information please find Bonny. Bonny is in year 5 and her classroom is room 10.

## Writing rule

A poster must be attractive.

- Include a good picture or catchy title.
- Use fonts of different sizes and colours.

It must be simple, clear and easy to understand.

- Make it short so people can read it in 10 or 15 seconds.
- Make sure people can read it from 1 or 2 metres away.

- 2 a) Do these sentences refer to poster A or B?

1. Sentences are long.
2. It is easy to find the information.
3. Verbs are in the imperative form.
4. The name of the activity is first.
5. It doesn't have a catchy title.
6. There are exclamation marks to attract attention.
7. The design is not very colourful.
8. Some words are in capital letters to attract attention.

- b) Which poster follows the *Writing rule* above?

- 3 Design a poster for a school club. Follow these guidelines.

- Use short sentences.
- Use exclamation marks and capital letters to attract attention.
- Use the imperative form.
- Include a colourful drawing or photo.
- Order the information logically: activity, where, when (days and times), equipment, contact information, cost.

	Poster A	Poster B
Activity		
Place		
Day(s) and time		
Contact information		
Cost		
Equipment		



# Share your likes and dislikes

- 1 a) Choose two free time activities you like and one you don't like. (You can find lists of activities on pages 7 and 8.) Write them in the blue boxes.
- b) Think of reasons why you like/don't like them. Write them in the green boxes.

**SPORTS ACTIVITIES**

*cycling*  
*bowling*  
*playing basketball*  
*playing football*  
*skateboarding*  
*athletics*  
*swimming*  
*other: .....*

**SOCIAL ACTIVITIES**

*going dancing*  
*hanging around with friends*  
*going to the club*  
*chatting on MSN*  
*going to the cinema*  
*drama*  
*other: .....*

**PERSONAL ACTIVITIES**

*watching TV*  
*downloading music*  
*playing video games*  
*taking photographs*  
*reading*  
*doing pottery*  
*other: .....*

c) In the orange boxes, write notes about where / when / how often / with whom you do the activities you like.

I like  and . I don't like .

↓

↓

↓

↓

↓

2 Use the diagram as a guide to write a paragraph about the free time activities you like and dislike.



Post your message on a *Wallwisher* wall. Read your partners' posts. Find someone with similar interests.

OR



Write a note and put it up in your classroom. Read your partners' notes. Find someone with similar interests.

# 1 Self-assessment

## Show what you can do!

**Assessment scale:** 1 tick (✓) = Need more practice  
5 ticks (✓) = Very well

### 1 I can talk about the things I do every day.

*I always get up at half past seven.*.....

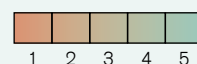
1. ....
2. ....
3. ....
4. ....
5. ....



### 4 I can talk about how often I do things.

*I go to the cinema three times a month.*.....

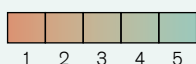
1. ....
2. ....
3. ....
4. ....
5. ....



### 2 I can say what free time activities I like and give reasons.

*I like running. It's good exercise.*.....

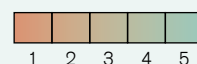
1. ....
2. ....
3. ....
4. ....
5. ....



### 5 I can ask questions about how often people do things.

*How often do you take guitar lessons?*.....

1. ....
2. ....
3. ....
4. ....
5. ....



### 3 I can say what free time activities I don't like and give reasons.

*I don't like chess. It's boring.*.....

1. ....
2. ....
3. ....
4. ....
5. ....



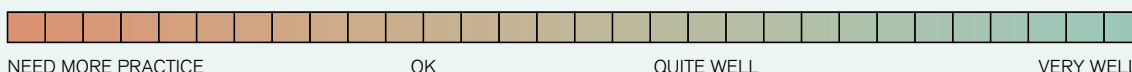
### 6 I can ask questions about free time activities.

*Where do you do pottery?*.....

1. *What*.....
2. *Where*.....
3. *When*.....
4. *How much*.....
5. *Why*.....



Now add up the total number of ticks (✓) and mark them on the scale. How well did you do?



# 2 | At home

## Unit goals

- Describe homes and rooms in a house
- Say what chores you do
- Compare things and places
- Talk about plans and intentions
- Discuss the future of homes
- Talk about your plans for the future
- Describe an ideal room

## Final task

- Compare plans for dream houses



D



A



C



E



B

1 Match five words to the photos.

- |                                      |                                       |                                  |
|--------------------------------------|---------------------------------------|----------------------------------|
| <input type="checkbox"/> living room | <input type="checkbox"/> kitchen      | <input type="checkbox"/> bedroom |
| <input type="checkbox"/> garage      | <input type="checkbox"/> laundry room | <input type="checkbox"/> garden  |
| <input type="checkbox"/> bathroom    | <input type="checkbox"/> dining room  | <input type="checkbox"/> hall    |

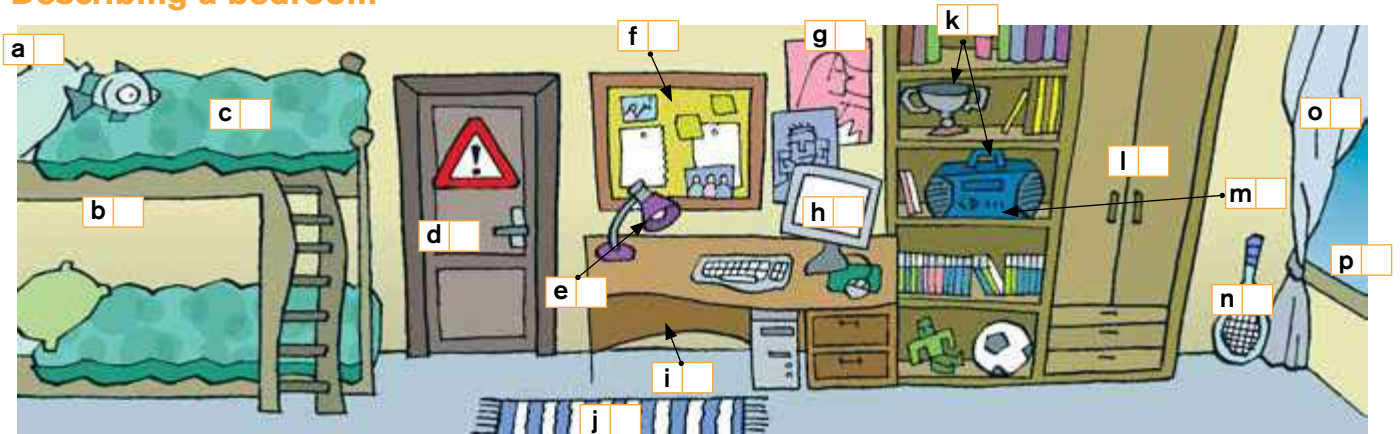
2 In which rooms do you usually find these objects?

- |                   |              |            |         |          |
|-------------------|--------------|------------|---------|----------|
| • microwave       | • television | • bed      | • sofa  | • bath   |
| • washing machine | • wardrobe   | • cooker   | • chair | • fridge |
| • laundry basket  | • cupboard   | • armchair | • table | • toilet |

3 Do you live in a house or in a flat?

## 2 Vocabulary

### Describing a bedroom



#### 1 a) Find these things in the picture.

- |              |                 |
|--------------|-----------------|
| 1. pillows   | 9. notice board |
| 2. wardrobe  | 10. curtain     |
| 3. shelves   | 11. racket      |
| 4. posters   | 12. desk        |
| 5. duvets    | 13. rug         |
| 6. computer  | 14. door        |
| 7. bunk beds | 15. lamp        |
| 8. CD player | 16. window      |

#### b) Match the adjectives (1-5) to their opposites (a-e).

- |                  |                  |
|------------------|------------------|
| 1. neat and tidy | a. messy         |
| 2. big           | b. uncomfortable |
| 3. clean         | c. modern        |
| 4. old           | d. dirty         |
| 5. comfortable   | e. small         |

#### c) Use some of the words in a) and b) to say why you think this is a boy's or a girl's bedroom. Start like this:

*I think it's a boy's / girl's bedroom because ...*

#### 2 Memory game. Take turns asking and answering questions about the picture.

**Example:** A: What colour are the duvets?  
 B: They are green.  
 A: Where is the ball?  
 B: It's on the bottom shelf.

### Chores in the house

#### 3 a) Match the verbs (1-8) to the nouns (a-h).

**Example:** 1. wash the dishes

- |                 |                 |
|-----------------|-----------------|
| 1. wash         | a. the floor    |
| 2. iron         | b. your bed     |
| 3. feed         | c. your room    |
| 4. lay/clear    | d. the pets     |
| 5. tidy         | e. the rubbish  |
| 6. make         | f. your clothes |
| 7. Hoover/sweep | g. the table    |
| 8. take out     | h. the dishes   |

#### b) Mime a house chore for your partner to guess.

**Example:** A: What am I doing?  
 B: You're washing the dishes.

#### 4 Describe what you do or don't do to help in the home. Use the present and past tenses.

**Example:** I sometimes wash the dishes. Yesterday I made my bed. I don't iron my clothes.

1 Look at the photo and the title of the quiz. What do you think a home bird is?

2 Take the quiz.

**Are you a home bird?**

Take this quiz and find out!

**1. It's Sunday afternoon. What are your plans?**

- a. Watch a DVD at home with the family.
- b. Invite a friend to come to your house.
- c. Meet some friends and go to the cinema.

**2. It's dinner time. Someone in the kitchen shouts, 'Please come and help.'**

- a. You say, 'Sorry, but I'm watching *The Simpsons*.'
- b. You jump up and run to the kitchen.
- c. You suddenly decide you must go to the bathroom.

**3. Your great aunt and uncle are coming for lunch tomorrow. What do you think?**

- a. Great! I really like them.
- b. Great! Last time they came they gave me \$20.
- c. Oh no! I hope they leave early. I want to go out after lunch.

**4. Your parents telephone. They are going to be late home. It's lunchtime and you're very hungry.**

- a. You look in the fridge and make a sandwich.
- b. You cook something nice.
- c. You find some biscuits and/or crisps in the cupboard.

**5. You're going to bed. Where do you put your dirty clothes?**

- a. On your bedroom floor.
- b. Outside your bedroom door.
- c. In the laundry basket.

**6. Someone says, 'Who's going to take the rubbish out?' You say ...**

- a. 'I did it yesterday.'
- b. 'I'm sorry, but I've got a lot of homework.'
- c. 'Me, it's my turn.'

**7. Describe your bedroom.**

- a. It doesn't smell of roses and it's rather messy, but it has a lot of character.
- b. It's very neat and tidy. Everything is in the correct place, but it hasn't got a lot of character.
- c. It is a place where you sleep. You don't spend any time there.

**Add up your score**

1. a=3	b=2	c=1	5. a=1	b=2	c=3
2. a=1	b=3	c=2	6. a=1	b=2	c=3
3. a=3	b=2	c=1	7. a=1	b=3	c=2
4. a=2	b=3	c=1			

**Now read your results!**

**7 - 11** Friends are great, but your family is important, too. Try to help more in the house.

**12 - 16** You divide your time between your family and friends. But sometimes you're a bit lazy. Try a bit harder.

**17 - 21** You really are a home bird! Go out more with your friends – sometimes it's fun!

**3 Discuss.**

Do you agree with the results of your quiz? Why / Why not? Give examples of the things you do / don't do to support your view.

## 2 Grammar

### Comparative and superlative form of adjectives

#### Comparative form

The yellow rug is **smaller than** the red rug.  
The red rug is **more expensive than** the yellow rug.

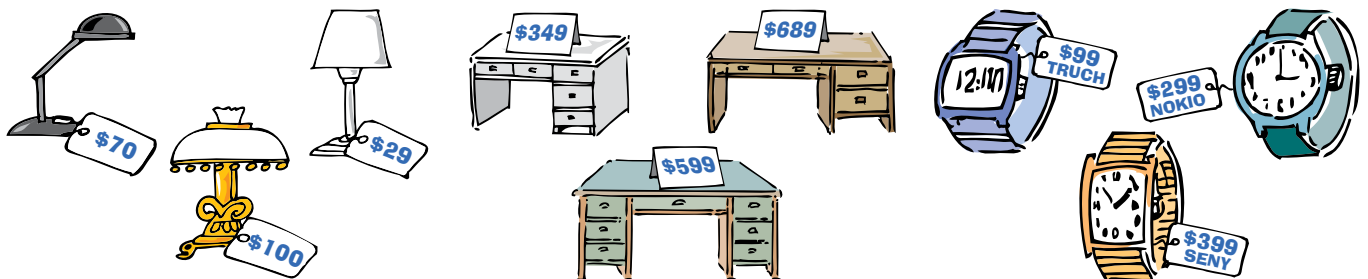


#### Superlative form

The yellow rug is **the smallest** of the three.  
The blue rug is **the most expensive** of all.



(See Grammar Reference 2, Extra Practice book, p. 6)



### Irregular adjectives

#### Comparative

good **better**

bad **worse**

#### Superlative

**best**

**worst**

#### 1 Complete the sentences with the comparative form of the adjectives.

- The bronze lamp is ..... the white lamp. (old)
- The black lamp is ..... the white lamp. (modern)
- The small desk is ..... the big desk. (cheap)
- The big desk is ..... the small desk. (comfortable)
- The Seny watch is ..... the Truch watch. (good)
- The Truch watch is ..... the Seny watch. (bad)

#### 2 Complete the sentences with the superlative form of the adjectives.

- The black lamp is ..... of the three. (modern)
- The bronze lamp is ..... of all. (old)
- The big desk is ..... of all. (comfortable)
- The Seny watch is ..... of the three. (good)
- The Truch watch is ..... ! (bad)

#### 3 Choose a lamp, a desk and a watch for your bedroom. Use the adjectives in the box to explain your reasons.

- comfortable
- expensive
- uncomfortable
- cheap
- modern
- small
- nice
- big
- old

**Example:** *I'd like to buy the white lamp. I think it is the nicest of the three.*

**The future with going to**

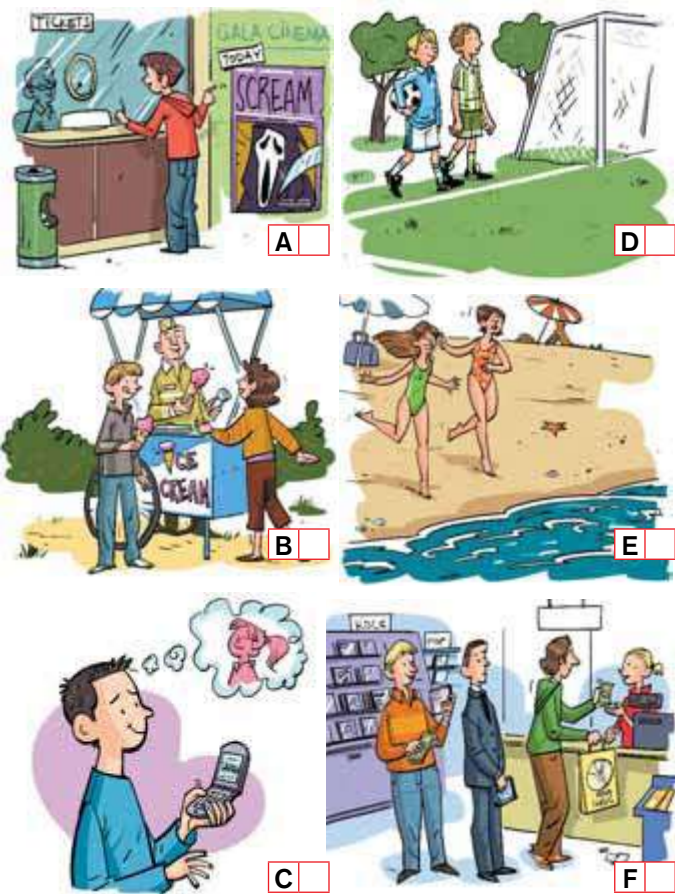
Study and complete the table.

Affirmative	Negative	Questions
I'm <b>going to</b> do it.	I'm not ..... <b>to</b> do it.	..... I <b>going to</b> do it?
He's ..... <b>to</b> do it.	He ..... <b>going to</b> do it.	<b>Is he going</b> ..... do it?
We're <b>going</b> ..... do it.	We <b>aren't going</b> ..... do it.	..... we <b>going to</b> do it?

(See Grammar Reference 2, Extra Practice book, p. 6)

**4 a) Match the verbs (1-6) to the pictures (a-f).**

- 1. phone his friend
- 2. see a horror film
- 3. play football
- 4. buy a CD
- 5. have a swim
- 6. buy an ice cream



**b) Write sentences about what the people are going to do.**

*Example:* A. He's going to see a horror film.

**5 a) Complete the rap.**

- clean      • help      • wash      • tidy
- Hoover      • iron      • take

I'm going to <sup>1</sup> ..... my mum,  
 She's the best in town,  
 I'm going to <sup>2</sup> ..... the house till  
 I fall right down.  
 I'm going to <sup>3</sup> ..... the floor,  
 I'm going to <sup>4</sup> ..... the dishes,  
 I'm going to <sup>5</sup> ..... the clothes  
 exactly like she wishes.  
 I'm going to <sup>6</sup> ..... out the rubbish  
 every single day,  
 But I'm not going to <sup>7</sup> ..... my  
 room whatever she may say.

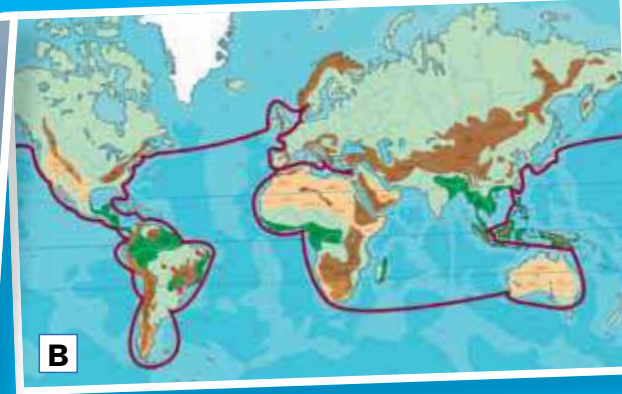
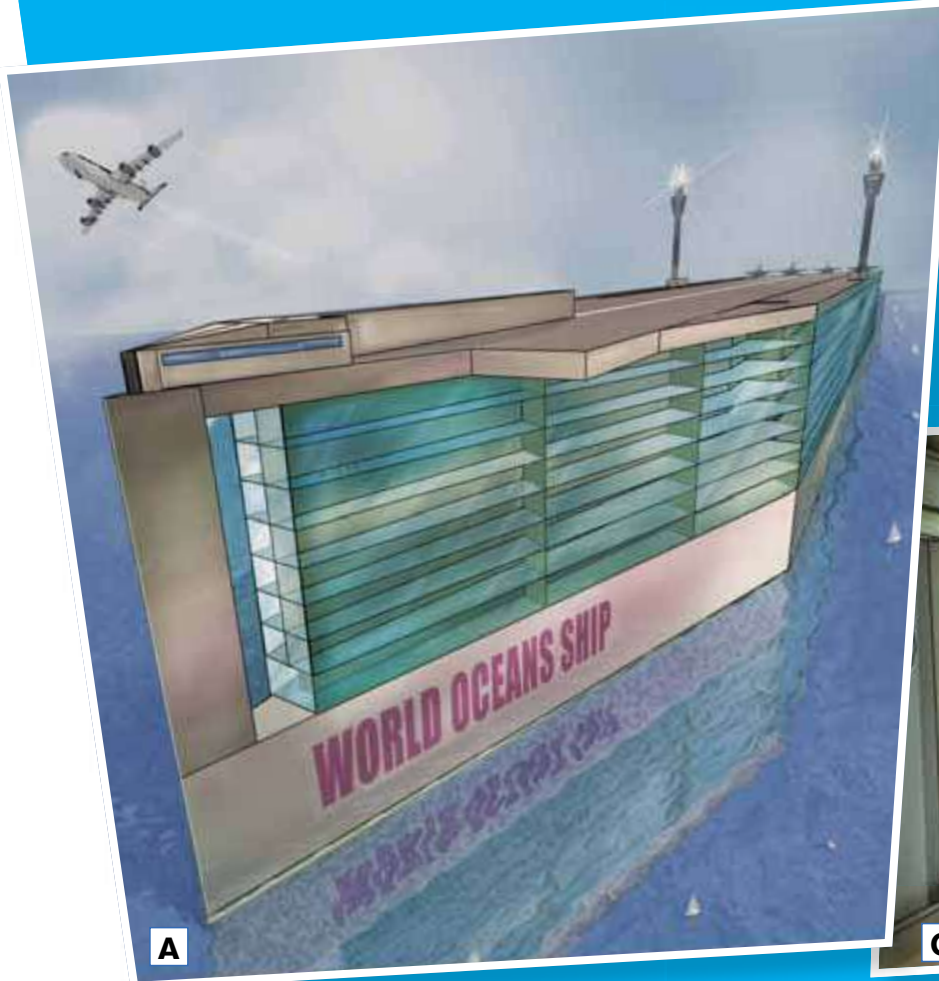
**b) Listen and check. Then practise the rap together.**

**6 Ask your partner questions about what he / she's going to do when he / she's 18. Use these verbs.**

- leave home      • go to university
- get a job      • travel

*Example:* Are you going to leave home?

## 2 Listening and Speaking



### Discuss the future of homes

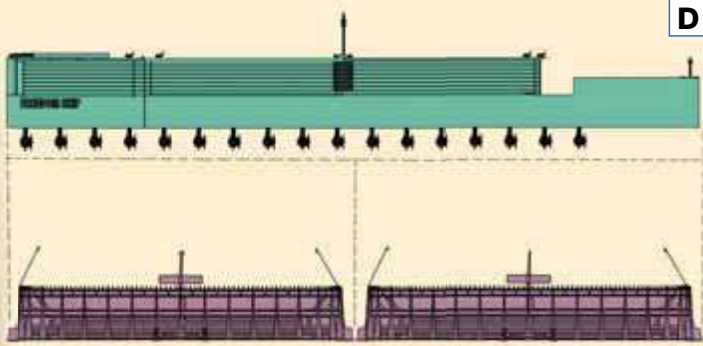
1 Look at the pictures. Describe them.

2  Listen to a documentary. Put the images in order.

1.       3.       5.   
 2.       4.

3  Listen again. Choose the correct option.

1. In the future, cities are going to be more ... .  
 a. crowded                      b. dangerous
2. Engineers are working on projects to build cities ... .  
 a. on islands                      b. at sea
3. World Oceans Ship is going to have ... decks.  
 a. twenty-five                      b. thirty-five
4. It is a project for a ... .  
 a. cruise ship                      b. city at sea
5. It is going to circle the globe every ... years.  
 a. two                                  b. three
6. All residential units are going to have ... .  
 a. two bathrooms                      b. a kitchen
7. Economy units are going to be ... than residential units.  
 a. more comfortable                      b. smaller
8. The narrator says floating cities are ... .  
 a. probably going to exist                      b. only a dream



D



E

- 4 Answer in your notebook. Then compare your answers in small groups.**
1. Do you think floating cities are an attractive place to live? Why / Why not?
  2. Are they ever going to exist? Explain your view.
  3. If sea levels rise, where do you think people are going to live?

## Talk about your plans for the future

- 5**  **Listen to two friends. Tick the topics they talk about.**

- |            |                    |
|------------|--------------------|
| a. travel  | e. vacations       |
| b. money   | f. home            |
| c. work    | g. getting married |
| d. studies | h. free time       |

- 6**  **Listen again. Complete the conversation.**

JULIA: What are you going to do when you finish <sup>1</sup>..... ?

CARL: I'm going to <sup>2</sup>..... around the world. I want to visit new <sup>3</sup>..... and learn <sup>4</sup>.....

JULIA: Are you going to do a <sup>5</sup>..... course?

CARL: No, I'm going to work. I want to work in a <sup>6</sup>.....

JULIA: Really? <sup>7</sup>..... ?

CARL: I don't know. I'm going to travel, so I'm going to choose the <sup>8</sup>..... place to live!

JULIA: And are you going to <sup>9</sup>..... ?

CARL: Well, I'm probably not going to marry until I'm <sup>10</sup>.....

- 7** **Make up a similar conversation with your partner. Use your own ideas and some of the topics in Exercise 5.**

- 8** **Pairwork.**

**Student A:** turn to page 71.

**Student B:** turn to page 73.

## 2 Writing

### Describe an ideal room

#### Writing rule

Use adjectives to make a description more interesting.

- Use adjectives before nouns.  
I've got a **red sofa**.
- Use adjectives after the verb *to be*.  
The sofa **is big** and **comfortable**.



1 Read Brian's description of his ideal room and say why you like / don't like it.

2 a) List the things in Brian's ideal room in the blue column.


b) In the yellow column write the adjectives Brian uses to describe them.

#### My ideal room

I'm going to describe my ideal room. It's a bedroom. It's very big with lots of windows. There is an enormous television and DVD player and a rack for all my DVDs. In front of the TV there is a comfortable sofa-bed with lots of cushions. There is also a modern desk with a rocket lamp on it. I can sit here and study or use my computer when I want. I've got the latest computer games in a cupboard next to my desk. There are lots of posters on the walls of my favourite bands and singers like Melendi and The Sunday Drivers. There are coloured lights around the room. It's a great place to be.

Brian

3 Write a description of your ideal room. Follow this plan.

1. Imagine the room and the objects in it.
2. Draw a plan and label it.
3. Think of an adjective to describe each thing: *comfortable* chair, *enormous* bed, ...

4 Show your description to your partner. Find the similarities and differences.



Have you got a website?

Yes, it's behind the cooker.



# Compare plans for dream houses

1 You are going to plan your dream house. First choose a place to live.



2 Now tick some of the boxes in the chart.

- |  |  |   |   |
|--|--|---|---|
| <p><b>a)</b> My house is going to be:</p> <p><input type="checkbox"/> modern</p> <p><input type="checkbox"/> enormous</p> <p><input type="checkbox"/> small but nice</p> <p><input type="checkbox"/> comfortable</p> | <p><b>b)</b> It is going to have:</p> <p><input type="checkbox"/> a garden</p> <p><input type="checkbox"/> three or more rooms</p> <p><input type="checkbox"/> a big kitchen</p> <p><input type="checkbox"/> a balcony</p> | <p><b>c)</b> It is also going to have:</p> <p><input type="checkbox"/> a LED TV</p> <p><input type="checkbox"/> a home theatre</p> <p><input type="checkbox"/> a washing machine</p> <p><input type="checkbox"/> an intelligent robot</p> | <p><b>d)</b> Robots are going to:</p> <p><input type="checkbox"/> Hoover the floor</p> <p><input type="checkbox"/> make the beds</p> <p><input type="checkbox"/> clean the bathrooms</p> <p><input type="checkbox"/> take out the rubbish</p> |
|--|--|---|---|

3 To finish planning your dream house, make a mind map about it. Use ideas from the chart and your imagination!



Use *CmapTools* to make your mind map. Join a partner. Look at each other's mind maps and compare your houses.

OR



Draw your mind map on paper. Join a partner. Look at each other's mind maps and compare your houses.

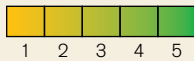
# 2 Self-assessment

## Show what you can do!

**Assessment scale:** 1 tick (✓) = Need more practice  
5 ticks (✓) = Very well

**1** I can name objects and rooms in a house.

*bed*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



**2** I can say the chores I or other people do.

*I always tidy my room.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



**3** I can compare two or more things.

*My desk is tidier than my brother's desk. It's the tidiest in the house.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



**4** I can talk about my or other people's decisions and intentions.

*I'm going to study a lot this year.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



**5** I can make, accept and refuse invitations.

*Would you like to come to my house? Yes, good idea.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....

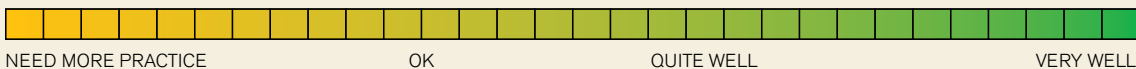


**6** I can describe a room in my house.

*Our kitchen is very big and it has got lots of windows.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



Now add up the total number of ticks (✓) and mark them on the scale. How well did you do?



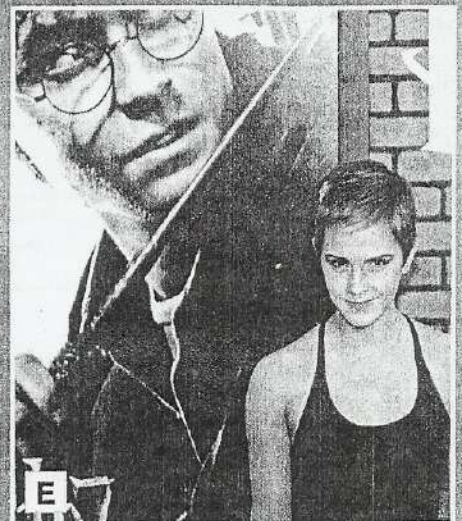
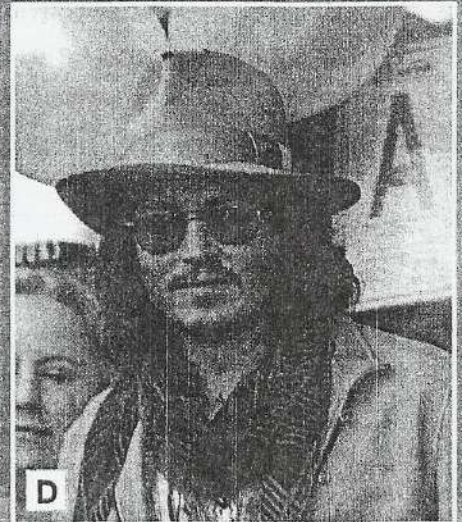
# 3 Cinema

## Unit goals

- Describe different types of films
- Talk about people in the film industry
- Talk about past experiences
- Discuss special effects
- Explain why you enjoyed or didn't enjoy a film
- Describe your favourite film

## Final task

- Discuss a film



- 1 Describe the photos. Who / what can you see?
- 2 Answer with a partner.
  - What is an Imax cinema? What is special about it?
  - What type of film are the children watching? How do you know?
  - What films has Johnny Depp starred in? Do you like any of them?
  - How many *Harry Potter* films are there? What role does Emma Watson play in them?

# 3 Vocabulary

## Types of films

1 With a partner, write the name of a film for each type.

- a comedy:  
.....
- a historical film:  
.....
- a horror film:  
.....
- a musical:  
.....
- a romantic film:  
.....
- a science fiction film:  
.....
- a thriller:  
.....
- an action film:  
.....
- an animated film:  
.....



2 What types of films do you like? Why?

## People in the film industry

3 Match these words to the definitions.

- character
- stars
- producer
- director
- extras
- audience

1. A ..... is a fictional person in a film.
2. The ..... have very small parts in a film.
3. A ..... finds the money to make a film.
4. The ..... directs the actors in a film.
5. The ..... are the most famous actors in a film.
6. The ..... watch the film.

4 Complete with words from Exercise 3.

1. Steven Spielberg is a famous film .....
2. Last year we were ..... We appeared for two seconds in the film!
3. The film had lots of Hollywood ..... but the ..... didn't like it.
4. My favourite ..... in *Shrek* was the talking donkey. He was really funny.

## Words to describe a film

5 Read the words and give an example of each.

	+	-
the acting	great	poor
the ending	surprising	sad
the special effects	amazing	bad
the music	really good	awful
the costumes	excellent	horrible
the story	interesting	boring

Example: In *Titanic* the acting is great.

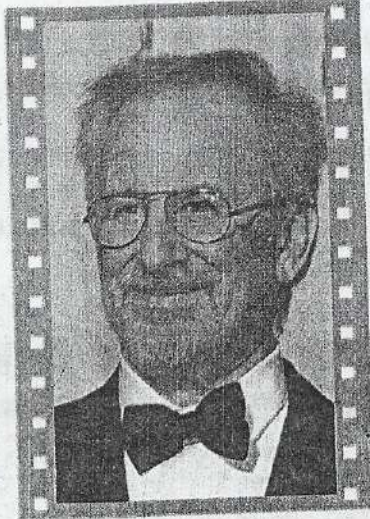
What do you know about Steven Spielberg? Can you name any of the films he directed?

# STEVEN SPIELBERG

many, Steven Spielberg is the most successful filmmaker of all time. Born on December 18, 1947, he grew up with his parents and three sisters in Ohio and other North American states.

As a child, he was never interested in studies. His true interest was in filmmaking and he used his family video camera to record all kinds of scenes and to make amateur films. He sometimes watched them in his home and charged his sisters. His sisters sold popcorn. He was a child of great imagination and he liked to impress his younger sisters with special effects and props he made at home.

When he was 12, Spielberg made his first film. When he was 16, he made a two-hour science fiction film about an encounter with aliens. His father rented a local theater to show the film and in one night he got back the 100 dollars he had spent making it.



D He applied to film school twice but he was not admitted because his secondary school grades were not high enough. He decided to get a job at Universal Studios and began his career working there, where he directed several films and TV series. His first big hit was *Jaws* (1975), a horror film about a huge killer shark. It made him a multi-millionaire, and after that Spielberg could do whatever he wanted. Then came such great films as *Close Encounters of the Third Kind* (1977), the *Indiana Jones* trilogy (1981-1989, with a fourth part in 2008), *E.T.: The Extraterrestrial* (1982), *Schindler's List* (1993), *Jurassic Park* (1993) and its sequel (1997) and *War Horse* (2011).

E Today Spielberg is a billionaire, but he is still a modest, private person. He enjoys a happy family life with his second wife, Cate Capshaw, the three children they had together, the two children they adopted, and the two children they have from their previous marriages.

Read Steven Spielberg's biography. Match the titles to the paragraphs A-E.

- Home-made films
- Early days
- A filmmaker in his teens
- The personal life of a wealthy man
- A successful career

3 Look at the text again. Answer.

1. Where and when was Steven Spielberg born?
2. Was he a good student? Why / Why not?
3. What did he use to make his first films?
4. Why didn't he go to film school?
5. Why was *Jaws* so important in his career?
6. How many people does he live with?

4 Discuss.

- What events from Spielberg's life surprised you? Explain.
- Did Spielberg receive support from his family? Give examples from the text to explain your view.

# 3 Grammar

## Past simple - to be

Study and complete the table.

Affirmative	Negative	Questions	Short answers
I <b>was</b> in the front row.	I <b>wasn't</b> in the back row.	<b>Was</b> he there?	Yes, he ..... / No, he <b>wasn't</b> .
You ..... at the cinema.	You <b>weren't</b> at home.	..... it boring?	Yes, it <b>was</b> . / No, it .....
They <b>were</b> fantastic.	They ..... bad.	<b>Were</b> we late?	Yes, we ..... / No, we <b>weren't</b> .

## Past simple - regular and irregular verbs

Affirmative	Negative	Questions	Short answers
I <b>acted</b> in a comedy.	I <b>didn't</b> ..... in a musical.	<b>Did</b> he <b>watch</b> a film?	Yes, he .... / No, he <b>didn't</b> .
She <b>liked</b> the acting.	She <b>didn't like</b> the ending.	..... they <b>buy</b> a ticket?	Yes, they <b>did</b> . / No, they ....
You <b>went</b> to the cinema.	You ..... <b>go</b> to the theatre.		

(See Grammar Reference 3, Extra Practice book, p. 10)

### 1 Complete the sentences.

• was (x5) • wasn't • were • weren't

- A: Where <sup>1</sup> ..... you last night?  
 B: I <sup>2</sup> ..... at the cinema.  
 A: What <sup>3</sup> ..... the film?  
 B: It <sup>4</sup> ..... that new horror film. It <sup>5</sup> ..... scary but we <sup>6</sup> ..... frightened.  
 A: <sup>7</sup> ..... Tzu-Lee with you?  
 B: No, she <sup>8</sup> .....

### 3 a) Circle the regular verbs.

- |         |          |          |
|---------|----------|----------|
| 1. rent | 5. sit   | 9. think |
| 2. have | 6. go    | 10. make |
| 3. give | 7. know  | 11. want |
| 4. see  | 8. watch | 12. buy  |

### b) Match the irregular verbs to their past form.

- |                            |         |                            |      |                            |      |
|----------------------------|---------|----------------------------|------|----------------------------|------|
| <input type="checkbox"/> a | bought  | <input type="checkbox"/> d | made | <input type="checkbox"/> g | went |
| <input type="checkbox"/> b | thought | <input type="checkbox"/> e | gave | <input type="checkbox"/> h | knew |
| <input type="checkbox"/> c | saw     | <input type="checkbox"/> f | had  | <input type="checkbox"/> i | sat  |

### c) Complete the sentences with the past form of the verbs.

- We ..... (want) to see a good film.
- She ..... (see) an action film.
- He ..... (give) me two tickets for the cinema.
- They ..... (rent) a DVD.
- We ..... (watch) a video.
- We ..... (have) dinner after the film.
- She ..... (sit) in the front row.
- You ..... (buy) some popcorn.

## Pronunciation

### Regular past tenses



Listen and repeat.

/ɪd/	/t/	/d/
wanted	watched	lived

### 2 Listen and classify the verbs.



/ɪd/	/t/	/d/
.....	.....	.....

- 4 Think about the last time you went to the cinema and correct the underlined sections, if necessary.

Example: 1. I didn't see a thriller. I saw an action film.

- I saw a thriller.
- I went to a cinema near my home.
- I went with my father.
- The film was long and boring.
- It was about life in the future.
- The ticket cost \$10.
- I sat in the front row.
- After the film, we had an ice cream.

- 5 Read the conversations and complete the questions and answers.

a)

A: Look at these posters.

B: Wow! They're great!

A: Where <sup>1</sup>..... you get them?

B: My brother gave them to me. He works in a cinema.

A: How many <sup>2</sup>..... he <sup>3</sup>..... you?

B: He gave me three. Do you want one?

A: Yes. Thanks!

b)

A: <sup>4</sup>..... buy tickets for the concert?

B: Yes, we did.

A: <sup>5</sup>..... they expensive?

B: No, they weren't. They <sup>6</sup>..... \$20.

A: How many tickets <sup>7</sup>.....

B: We bought four.

### Prepositions of time

in 2004/March

on Friday/22<sup>nd</sup> June

in the morning/afternoon/evening

at 8 o'clock/night/midnight

(See Grammar Reference 3, Extra Practice book, p. 11)

- 6 Complete the sentences.

- The film came out ..... Thursday.
- It is about life ..... 2020.
- We can see it tomorrow ..... the evening.
- It starts ..... 6.00 and finishes ..... 8.00.

### Past time expressions

I saw that film <b>two</b>	<b>days</b>	<b>ago.</b>
	<b>weeks</b>	
	<b>months</b>	
	<b>years</b>	

I went to the cinema	<b>yesterday.</b>
	<b>yesterday morning.</b>
	<b>last week/month.</b>
	<b>last night/year.</b>

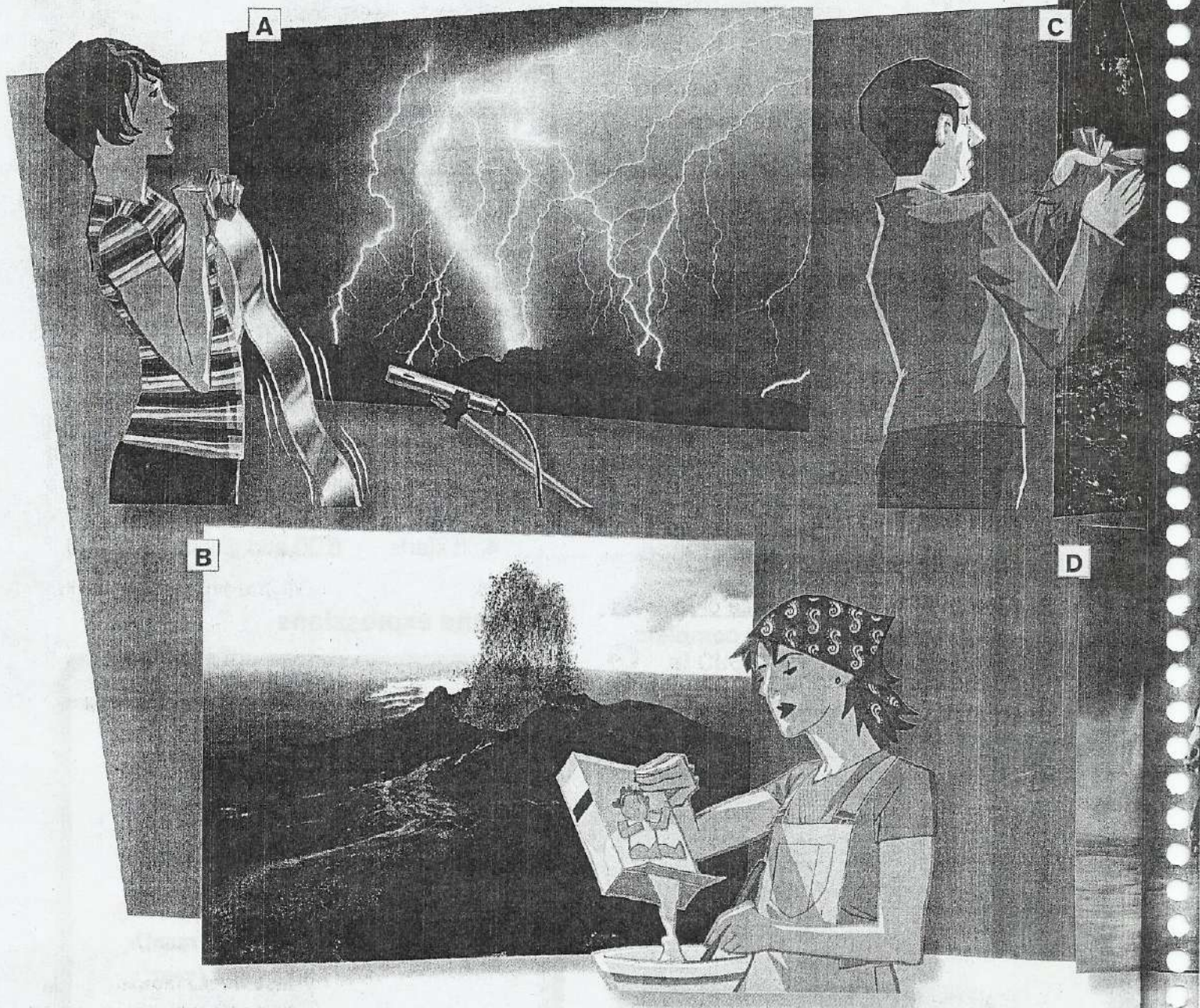
(See Grammar Reference 3, Extra Practice book, p. 11)

- 7 Complete the sentences with true information about yourself. Use *ago*.

Example: 1. I started school  
three hours ago.

- I started school .....
- I woke up .....
- I last went on holiday .....
- I saw a good film .....

### 3 Listening and Speaking




#### Discuss special effects


1 a) Find these things in the pictures.

- coconuts       baby cereals  
 a sheet of metal       a paper bag

b) What do they have in common?


2  Listen to an interview about special effects. Put the images in order.

1.       3.   
 2.       4.


3  Listen again. True or false?

1. Special effects were always expensive.   
 2. *The Matrix* cost millions of dollars to make.   
 3. Today directors often use computers to make special effects.   
 4. In the past, they used a limited number of objects to make them.   
 5. Coconuts did not sound like real horses.


## Explain why you enjoyed or didn't enjoy a film

5 a)  Listen and answer.

1. Where did Jack and Danny go?
2. What kind of film did they see?
3. Do they have the same opinion of the film?

b)  Listen again. Write 'J' (Jack) or 'D' (Danny) in the boxes.

1. He laughed during the film.
2. He thought the film was boring.
3. He ate all the popcorn.
4. He thought the acting was fantastic.
5. He couldn't see the screen.
6. There was a tall man in front of him.
7. He doesn't want to see an action film.

c)  Listen one more time. Which of these expressions do you hear?

1. It was brilliant!
2. I thought it was really great!
3. I didn't like it at all.
4. It was really funny!
5. I really liked the film.
6. There were lots of big stars in it.
7. The acting was fantastic.
8. The special effects were very good.

6. The sheet of metal made the sound of a real storm.
7. Today directors never use homemade sound effects.
8. A paper shopping bag makes the sound of leaves that move in the wind.

4 Think of a film you saw. Were the special effects good? Explain.

6 Think about the last film you saw. Tell your partner about it. Explain why you enjoyed / didn't enjoy it.

7 Pairwork.

Student A: turn to page 71.

Student B: turn to page 73.

# 4 Writing

## Describe your favourite film

### Spelling

#### Words often confused

The cat licked **its** face.  
It's a good film.

### 1 Check the meaning of these words.

- a. I saw the film **there**.

b. **There** were only two films I wanted to see.

c. **Their** father was driving the car.

d. **They're** watching a good film on TV.
- a. **Two** is a number.

b. I want **to go to** the cinema.

c. I want a book **too**.
- a. **Where** are the tickets?

b. You **were** late.

### 2 Correct the mistakes (1-12) in the text.

- My favourite film is 'Lord of the Rings'.
- I read the books and really loved them. <sup>1</sup> Their so exciting and easy <sup>2</sup> too read. When I went <sup>3</sup> too see the film I was surprised. The characters <sup>4</sup> where as I imagined them - especially Gollum - and the special effects were amazing. 'Lord of the Rings' has everything: romance, adventure, action and mystery <sup>5</sup> to. <sup>6</sup> Its brilliant!
- The acting was fantastic. Liv Tyler and Orlando Bloom are <sup>7</sup> to of my favourite actors. <sup>8</sup> They're were lots of other actors, but I can't remember all <sup>9</sup> there names.
- <sup>10</sup> Its a story about the search for a magic ring and <sup>11</sup> its full of adventure and action. I have the DVD <sup>12</sup> to so I often watch it at home.
- The ending is very exciting, but I can't tell you what happens ... watch the film and find out!

### 3 Match the headings (a-e) to the paragraphs (1-5).

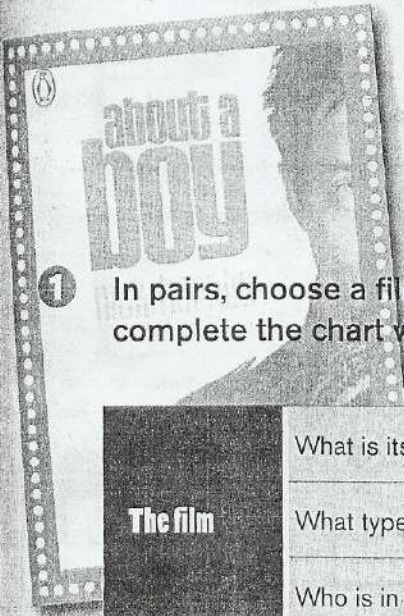
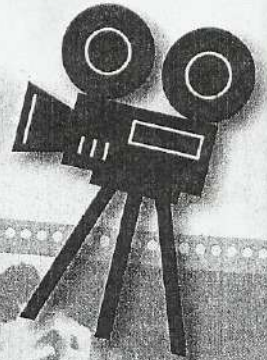
- Why he likes it
- The story
- The acting
- The ending
- The name of the film

### 4 Write about your favourite film.

My favourite film is ... I like it because ... The actors are ... and the characters are ... It's a story about ... The ending is ...



# Discuss a film



1 In pairs, choose a film you have both seen. Then, individually, complete the chart with notes.

<b>The film</b>	What is its title?	
	What type of film is it?	
	Who is in it?	

<b>The story</b>	What was it about?	
	What happened in your favourite scene?	
	Who was your favourite character? Why?	

<b>Your opinion</b>	Acting	
	Music	
	Special effects	
	Costumes	
	Ending	

<b>Your score</b>	☆☆☆☆		
-------------------	------	--	--

2 Discuss the film with your partner. Exchange opinions and information about where, when and how many times you saw it.



Log on to MSN and chat online. Ask and answer questions about the film. Do you agree on your opinion of it?

OR



Join your partner and talk about the film. Ask and answer questions about it. Do you agree on your opinion of it?

# Puzzle Time

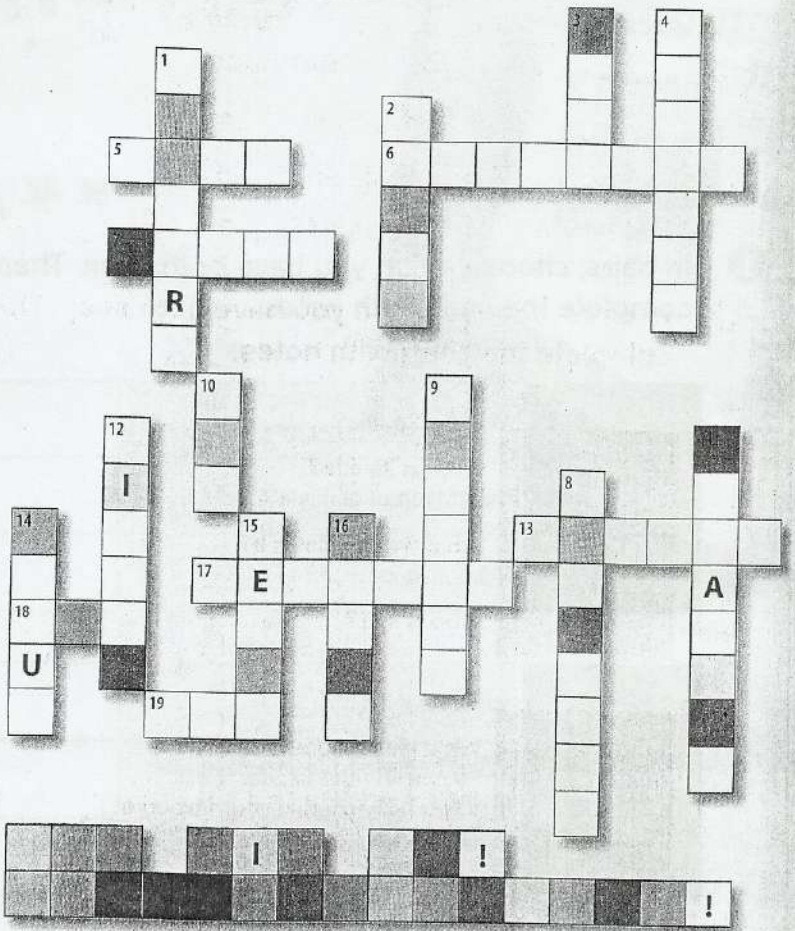
Discover the secret message!

Across →

- 5. He ..... gymnastics on Mondays.
- 6. They watch a film in the cinema.
- 7. The opposite of *always*.
- 13. The opposite of *quietly*.
- 17. She likes fashion and she ..... clothes.
- 18. Not boring.
- 19. The pizza is ready. Can you ..... the table, please?

Down ↓

- 1. He likes to help in the house and he always ..... the floor.
- 2. The opposite of *well*.
- 3. My mother always asks me to ..... out the rubbish.
- 4. The opposite of *slowly*.
- 8. Actors wear these clothes.
- 9. I like ..... fiction films.
- 10. Pilots ..... planes.
- 11. I like doing pottery. It makes me feel calm. It's .....!



- 12. I love horses and I love to go .....
- 14. Very bad.
- 15. Not clean and tidy.
- 16. Not clean.

Find

the right path to discover seven hidden sentences.  
Always move forward. You can't move backwards!

We	castles	are	tidy	than	houses.
Old	like	to	bigger	his	room.
He's	going	eating	in	that	exam.
They	went	to	for	an	restaurant.
I'm	not	studying	the	cinema	yesterday.
Karate	you	good	exercise	cat	you.
Can	is	feed	the	for	please?

# I'm a believer



## by Smash Mouth

<b>Origin of name</b>	American football term to describe strategy.
<b>From</b>	San Jose, California, USA.
<b>Band members</b>	Steve – vocals; Kevin – drums; Greg – guitar; Paul – bass.
<b>Formed</b>	1994.
<b>Musical style</b>	Ska, rock and punk.
<b>Soundtracks</b>	<i>Digimon, Mystery Men and Shrek.</i>

**A** What nationality is the band?

What sport influenced their name?

When did Smash Mouth begin playing?

How many movies have Smash Mouth's music?

**B** My phrase book

I'm in love. ....  
I'm a believer. ....

**C** Glossary

fairy tales	
out to get me	<i>quería herirme</i>
disappointment	
haunt	
a trace of doubt	
pain	

**D**  Listen and complete the song.

1 I thought <sup>1</sup> ..... was  
Only true in fairy tales  
Meant for someone else  
But not for <sup>2</sup> .....  
Love was out to get me  
That's the way it seems  
Disappointment haunted  
All my <sup>3</sup> .....

Chorus

2 And then I saw her <sup>4</sup> .....  
Now I'm a believer  
Not a trace  
Of doubt in my mind  
I'm in <sup>5</sup> .....  
I'm a believer  
I couldn't leave <sup>6</sup> .....  
If I tried

3 I thought love was  
More or less a given <sup>7</sup> .....  
But the more I gave the less  
I got, oh yeah  
What's the use in trying  
All you get is pain  
When I wanted <sup>8</sup> .....  
I got <sup>9</sup> .....

Chorus

4 And then I saw her <sup>10</sup> .....  
Now I'm a believer  
Not a trace  
Of doubt in my mind  
I'm in <sup>11</sup> .....  
I'm a believer  
I couldn't leave <sup>12</sup> .....  
If I tried

5 What's the use in trying  
All you get is pain  
When I wanted <sup>13</sup> .....  
I got <sup>14</sup> .....

Chorus

**E** What does the singer say about love?

- a. Love can only hurt you.
- b. Love only exists in fairy stories.
- c. He didn't believe in love, but now he does.

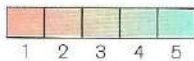
# 3 Self-assessment

Show what you can do!

**Assessment scale:** 1 tick (✓) = Need more practice  
5 ticks (✓) = Very well

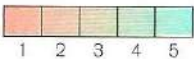
1 I can name different types of films.

- science fiction* .....
1. ....
  2. ....
  3. ....
  4. ....
  5. ....



2 I can name things and places in a cinema.

- popcorn* .....
1. ....
  2. ....
  3. ....
  4. ....
  5. ....



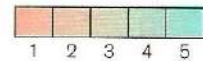
3 I can give my opinion of films.

- I thought the acting was excellent.* .....
1. ....
  2. ....
  3. ....
  4. ....
  5. ....



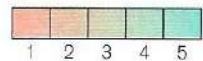
4 I can say what happened at specific moments in the past.

- That film came out in 2004.* .....
1. ....
  2. ....
  3. ....
  4. ....
  5. ....



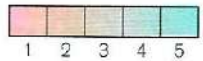
5 I can ask and answer questions with *was/were*.

- Was the acting good? / Yes, it was.* .....
1. ....
  2. ....
  3. ....
  4. ....
  5. ....



6 I can ask and answer questions about the past.

- Did he like the film? Yes. He did. What film did she see? She saw an action film.* .....
1. ....
  2. ....
  3. ....
  4. ....
  5. ....



Now add up the total number of ticks (✓) and mark them on the scale. How well did you do?



NEED MORE PRACTICE

OK

QUITE WELL

VERY WELL

# 4 | Say 'please'!

## Unit goals

- Talk about good and bad manners
- Discuss customs in different cultures
- Give commands and advice
- Describe actions
- Make polite requests
- Tell an anecdote
- Hold polite conversations
- Write a travel brochure

## Final task

- Create a culture quiz



- 1** What do you think the people in the photos are doing? Find people who are saying 'please', 'thank you', 'hello' and 'I'm sorry'.
- 2** Think of two situations when you usually say 'please', 'thank you', 'hello' and 'I'm sorry'. Share them with the class.

# 4 Vocabulary

## Greeting people

1 Complete with the correct verb.

1 shake hands



2 bow



3 wave



4 kiss



5 hug



6 smile



- In judo, you ..... to show respect to your opponent.
- In many countries, people ..... when they meet someone new.
- Gorillas and bears often ..... each other.
- Another way to say 'goodbye' is to ..... your hand.
- People ..... when they are happy.
- Children usually ..... their parents to say 'hello' and 'goodbye'.

## Describing actions

2 a) Match opposites.

- |              |                   |
|--------------|-------------------|
| 1. quietly   | a. impatiently    |
| 2. slowly    | b. badly          |
| 3. carefully | c. loudly         |
| 4. well      | d. rudely         |
| 5. patiently | e. quickly / fast |
| 6. politely  | f. carelessly     |

b) Use adverbs from Exercise 2 a) and verbs from the box to make four true sentences about people you know.

- |         |         |        |
|---------|---------|--------|
| • drive | • dance | • sing |
| • speak | • walk  | • run  |
| • paint | • ask   | • wait |

*Example: My brother runs very quickly. My friend Gloria can dance really well.*

## Good and bad manners

3 a) Rate these examples of good and bad manners.

	OK	Rude	Very rude
a. To call teachers by their first name.			
b. To point at someone.			
c. To speak quietly in class.			
d. To arrive fifteen minutes late for an appointment.			
e. To use your mobile phone in a public place.			
f. To laugh loudly in a restaurant.			
g. To interrupt when people are speaking.			
h. To wait patiently for your turn.			
i. To shout in class.			

b) Work in pairs. Discuss the examples in Exercise 3 a).

*Example: I think it's very rude to shout in class.*

- 1 Look at the newspaper article. Find: a) the section it appears in, b) its title and c) its author.

TRAVEL TIPS FOR HAPPY TRIPS



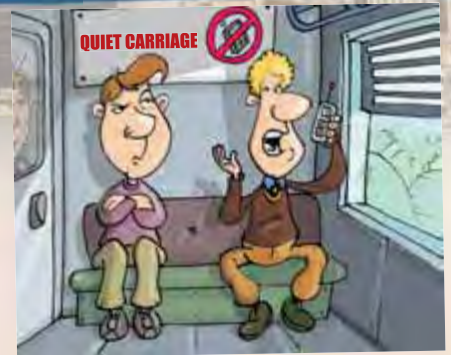
# Do it the local way

By Anton Weston

Are you planning a visit to a foreign country? Some knowledge of the native language is very important. But that's not all. Learning about the local culture is important too. Here are some examples of interesting local customs.



- Imagine you are in China and you go for dinner in someone's home. You eat everything on your plate and your host gives you more. Why is this? Because eating everything on your plate indicates you are still hungry and you want more!
- In Japan, you should take your shoes off before entering someone's home and then leave them at the door. This is a very old Japanese tradition to keep homes clean. You should remember to do it because it shows respect to your host.
- In England, people are very polite. They always say 'please', 'thank you' and 'I'm sorry'. They are also very quiet. In public places, they never speak loudly or make a lot of noise. This is why children are not allowed in some restaurants. And on most



trains, there are quiet carriages where travellers shouldn't answer mobile phone calls.

- In France, you should shake hands when you meet someone for the first time. Friends and relatives kiss each other on the cheek – once on the left and once on the right.

So learn before you go to communicate effectively and avoid problems. And enjoy an additional benefit – when you learn about other cultures, you learn more about yourself!

2 Read the article. True or false?

1. In China, you should never eat all the food on your plate.
2. In Japan, you should clean your shoes before entering someone's home.
3. In England, people say 'please' and 'thank you' very frequently.
4. In England, people make a lot of noise in restaurants.
5. In England, you shouldn't use your mobile phone on quiet carriages.
6. In France, relatives kiss each other twice.

3 Work in pairs. Compare the customs in the article with the customs in your culture. Complete the chart.

Other cultures	My culture
<i>In China, eating everything on your plate indicates you want more.</i>	<i>In my culture, ...</i>

4 Discuss.

- The title of the article is *Do it the local way*. Why did the author use this title?
- "Learning about other cultures opens your mind to new ways of doing things." Do you agree? Explain.

# 4 Grammar

## Imperative - commands and requests

### Affirmative

**Be** polite.  
Please **call** me Jane.

### Negative

**Don't be** rude.  
**Don't close** the door.

(See Grammar Reference 4, Extra Practice book, p. 14)

## Should / shouldn't - advice

### Affirmative

You **should** always **say** 'please' and 'thank you'.

### Negative

You **shouldn't talk** with your mouth full.

### Questions

**Should** you **shake** hands or **bow** in Japan?

(See Grammar Reference 4, Extra Practice book, p. 14)

- 1** Use the verbs in the box to complete the classroom rules. Add *Don't* if necessary.

• turn      • say      • forget  
• show      • shout      • do  
• be      • ask

- ..... your mobile off.
- ..... late to class.
- ..... you are sorry when necessary.
- ..... respect to your teacher.
- ..... your best.
- ..... for permission to leave the room.
- ..... to say 'thank you'.
- ..... in class.

- 2** a) Work in pairs. Write four more classroom rules.

b) Share your rules with the class.  
Vote on the six most important rules.

- 3** Match the problem and the advice.

- I know I'm going to fail my exam next week.
  - I'm in love with Beth but she never looks at me.
  - I've got a toothache.
- a. You should forget her.
- b. You should see a dentist.
- c. Don't worry. You should just do your best.

- 4** Write some advice for these problems.

*Example:* 1. You should go to the hairdresser's.

- I don't like my hair.
- All my friends have a mobile phone except me.
- My parents don't give me enough pocket money.
- I don't want to go to the party. I haven't got anything nice to wear.
- I get really bored on Sundays, I don't know what to do.
- The French teacher speaks so fast. I can't understand him.

## Adverbs of manner

Speak **clearly**. Listen **carefully**.

We often form adverbs from adjectives:

careful → **carefully**

happy → **happily**

But pay attention!

good → **well**

fast → **fast**

(See *Grammar Reference 4*, Extra Practice book, p. 14)

## Can / could - polite requests

### Questions

**Can** I use your mobile?

**Could** you open the window?

### Short answers

**Sure. / Yes, of course.**

When you say 'no', give a reason:

**I'm sorry. It has no battery.**

**I'm sorry. I'm really cold.**

(See *Grammar Reference 4*, Extra Practice book, p. 14)

### 5 Complete the sentences with adverbs formed from the adjectives in the box.

- slow
- polite
- good
- clear
- happy
- careful



1. When she saw the present, she smiled .....
2. My grandmother is very old. She walks very .....
3. He speaks quickly but ..... so I can understand everything he says.
4. You should drive slowly and ..... or you will have an accident.
5. When someone asks you a question, you should answer .....
6. He studied hard and he did ..... on his geography test.

### 6 Write questions and answers.

1. I use / your camera?  
sorry / it / not working well
2. you / help me?  
yes / but / please wait a minute
3. you / tell me the time?  
sure / 10:30
4. you / drop me at the station?  
sorry / I / not going that way

## Pronunciation

### Polite intonation



#### Listen and repeat.

A: Excuse me. Could you tell me the time, please?

B: Yes. It's five to ten.

## 4 Listening and Speaking



### Tell an anecdote

**1** Look at the picture. What can you see?

**2**  Read the thought balloons. Listen. What is Rita thinking?

**A**

**B**

**C**

**3**  Listen again. Answer the questions.

1. Where was Rita staying?
2. What did she offer to do?
3. Was Madame Monsigny happy or upset when she came back?
4. What was special about the cheese?

**4** Work with a partner. Tell Rita's story.

Rita was staying with <sup>1</sup>..... . She offered to <sup>2</sup>..... . First she <sup>3</sup>..... . Then she <sup>4</sup>..... . Next she <sup>5</sup>..... because it was smelly. When Madame Monsigny <sup>6</sup>..... she wasn't very <sup>7</sup>..... . The cheese was <sup>8</sup>..... and it was <sup>9</sup>..... .




**5** a) Imagine Madame Monsigny is back, Rita is in the kitchen and the blue cheese is still on the table. For a happy ending, what should Rita say?

1. 'There is some blue, smelly cheese on the table. It's really disgusting!'
2. 'This cheese is old and smelly. Put it in the rubbish bin!'
3. 'There is a piece of smelly cheese on the table. Can I put it in the rubbish bin?'

**b) Explain your choice.**

## Hold polite conversations

**6** a)  Listen to two dialogues. Which dialogue is formal? Which one is informal?

b)  Listen again. Complete the dialogues.

1. A: <sup>1</sup>....., my name's Mr Brown.  
How do you do?

B: <sup>2</sup>..... do you do? I'm Emma Jenkins.

A: Pleased to <sup>3</sup>..... you Emma.

2. A: <sup>4</sup>....., I'm Felicity.

B: Hi Felicity, I'm Paul.

A: Oh, hi Paul, <sup>5</sup>..... to meet you.

B: How are you <sup>6</sup>..... ?

**7** a)  Listen to these dialogues.

1. A: Would you like any more to eat?

B: No thanks, I'm full.

2. A: You're standing on my foot.

B: Oh, I'm very sorry.

3. A: Could I have a sandwich, please?

B: Yes, of course.

4. A: Do you want anything to drink?

B: No thank you, I'm fine.

**b) Practise the dialogues in pairs with polite intonation.**

**8** **Pairwork.**

Student A: turn to page 72.

Student B: turn to page 74.

## 4 Writing

### Write a travel brochure

**1** Read the brochure. Use these phrases and sentences to complete it.

- You should also bring some insect repellent
- there are some things you should know
- travel wisely
- You shouldn't miss the Edinburgh festival
- You should try 'haggis'
- you should go to the Highlands
- Don't forget to bring a raincoat

## DISCOVER SCOTLAND!

**Tips to** <sup>1</sup>...

Scotland is a beautiful country. It has wonderful countryside and lovely cities such as Edinburgh. To make the most of your visit, <sup>2</sup>...

Scotland doesn't have the best weather in the world. In winter it is cold and wet and in summer it is also often wet. <sup>3</sup>... The humidity attracts little insects called midges. <sup>4</sup>...

Do you like to eat well? In Scotland the food is simple but tasty. There is a lot of fish and a thick soup called Scotch broth. <sup>5</sup>... It's a traditional dish made from a sheep's stomach!

There are many places to visit. If you have to choose one place, <sup>6</sup>... It is a land of natural beauty with its high mountains, fantastic lakes, ancient forests and old historical castles.

In the summer there are a lot of cultural events. <sup>7</sup>... It's a fantastic arts celebration for people of all ages.



**2** Which topics does the brochure give information about?

- cultural events
- weather
- accommodation
- food
- sport
- local money
- places to visit
- shopping

### Writing rule

**In a text giving tips for tourists:**

- Write an introductory paragraph to give general information about the place.
- Write a paragraph for each of the topics you want to give tips about.

**To give tips:**

- Use *should* / *shouldn't*.
- Use the imperative.

**3** You are going to write a travel brochure.

**a) Choose a place to write about.**

**b) Use these words to write the introduction.**

... is a *beautiful / interesting / unusual country / region*. It has fantastic *countryside / beaches / mountains / rivers* and wonderful *cities / towns / villages / monuments* such as ... . To make the most of your trip, there are some things you should know.

**c) Choose topics from Exercise 2 and write the rest of the text.**

# Create a culture quiz



- 1 a) Take the quiz and find out how much you know about habits round the world.

www.customsaroundtheworld.com/quiz

- In which country do they move the head up and down to say 'no'?
  - Bulgaria
  - Thailand
  - Ireland
- What should you say in England?
  - Tell me the way to the station.
  - What's the way to the station?
  - Could you please tell me the way to the station?
- Where do people sometimes sit on the floor to eat?
  - Ireland
  - Austria
  - Japan
- In which country is it rude to touch someone on the head?
  - Iraq
  - Finland
  - Thailand
- What do two Japanese people do when they meet?
  - They wave to each other.
  - They bow.
  - They kiss each other.
- You are in a restaurant in England. The best thing to do is ...
  - to turn your mobile off or set in on vibrate.
  - to answer calls and speak loudly.
  - to let your mobile ring and not answer.
- Where is it usual for men to hug each other?
  - Scotland
  - Turkey
  - Holland
- In Saudi Arabia what should you not serve with food?
  - Wine
  - Bread
  - Water

SEND

b)  Listen and check.

c) Check your score.

- 7-8** Well done! You're ready to travel the world. Have a good trip!
- 4-6** Not bad. You can go but be very careful you don't offend anyone.
- 1-3** Sorry but you're a danger to the world. You should stay at home.

- 2 In pairs, create a culture quiz containing eight questions about places and habits around the world.



Go to [www.surveymonkey.com](http://www.surveymonkey.com) and create your quiz. Then send your survey's link to another pair by email so they can take your quiz.

OR



Write your quiz on paper. Then join another pair, exchange quizzes and discuss the answers.

# 4 Self-assessment

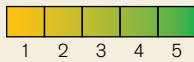
## Show what you can do!

**Assessment scale:** 1 tick (✓) = Need more practice  
5 ticks (✓) = Very well

### 1 I can talk about good and bad manners.

*It is rude to shout in class.* .....

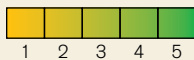
1. ....
2. ....
3. ....
4. ....
5. ....



### 2 I can discuss customs in different cultures.

*In Japan, people take off their shoes when they enter their homes.* .....

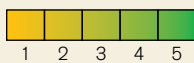
1. ....
2. ....
3. ....
4. ....
5. ....



### 3 I can give commands.

*Turn off your mobile phone.* .....

1. ....
2. ....
3. ....
4. ....
5. ....



### 4 I can give advice.

*You should answer politely.* .....

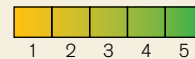
1. ....
2. ....
3. ....
4. ....
5. ....



### 5 I can make polite requests.

*Could I use your computer?* .....

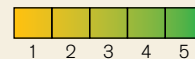
1. ....
2. ....
3. ....
4. ....
5. ....



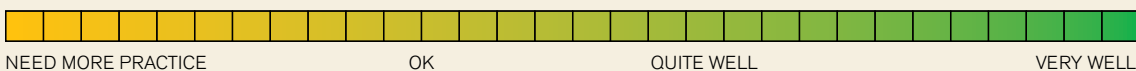
### 6 I can describe actions.

*My father drives carefully.* .....

1. ....
2. ....
3. ....
4. ....
5. ....



Now add up the total number of ticks (✓) and mark them on the scale. How well did you do?



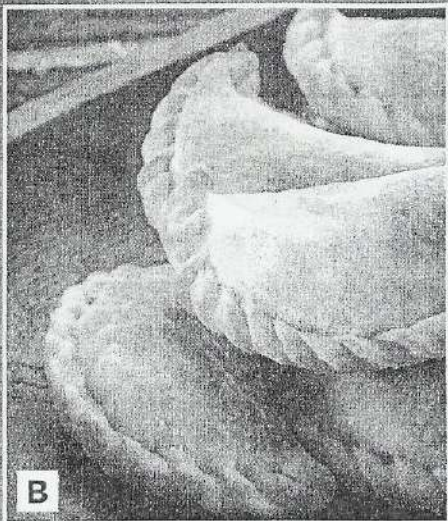
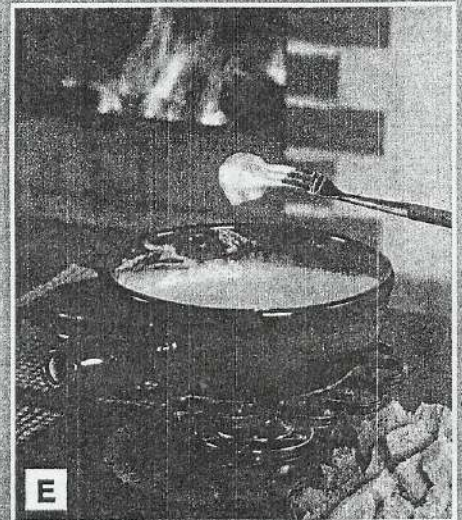
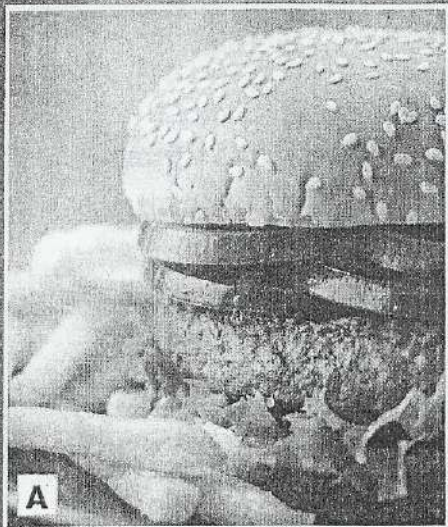
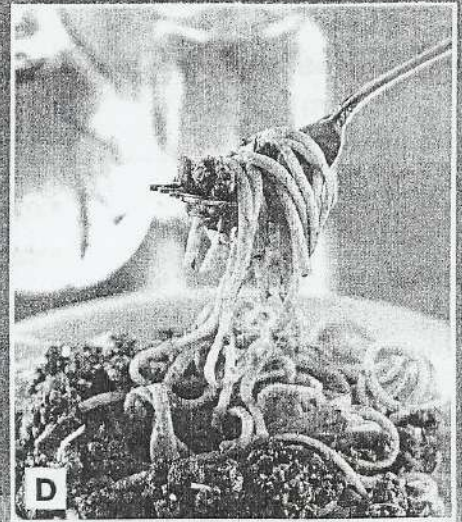
# 5 | Delicious!

## Unit goals

- Talk about food
- Express quantity
- Talk about future plans
- Talk about plans for a picnic
- Make plans to go out
- Write a recipe

## Final task

- Discuss: How healthy is your diet?



1 Match the names of the dishes to the photos.

- spaghetti       hamburger and chips       chop suey  
 fondue       empanadas

2 What countries do the dishes in the photos come from?


3 What food is typical in your country or region? Do you sometimes eat it?

# 5 Vocabulary

## Food

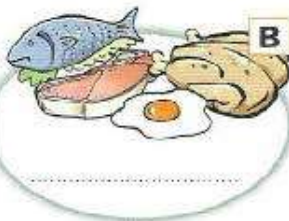
1 Label each group with a food category from the box.

- fruit
- dairy products
- vegetables
- meat and eggs
- seasonings
- grains

**A** 


- milk
- yoghurt
- butter
- cheese

.....

**B** 


- fish
- beef
- chicken
- eggs

.....

**C** 

- apples
- oranges
- bananas
- strawberries

.....

**D** 

- carrots
- lettuce
- tomatoes
- onions
- potatoes

.....

**E** 

- salt
- popper
- oil and vinegar
- mayonnaise

.....


**F** 


- pasta
- bread
- cereals
- rice


.....


## Quick meals


2 Look at these quick meals. Say what food from Exercise 1 you need to make them.

**1**  chips

**2**  omelette

**3**  sandwich

**4**  spaghetti


**5**  fruit salad

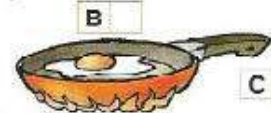
.....

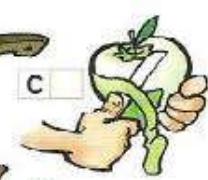
## Verbs in the kitchen


3 Match the verbs to the pictures.


- 1. chop
- 2. boil
- 3. add
- 4. fry
- 5. mix
- 6. peel
- 7. stir

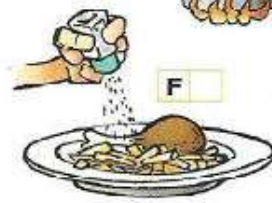
**A** 


**B** 

**C** 

**D** 

**E** 

**F** 

**G** 

4 Which meals in Exercise 2 can you prepare with these recipes?

1. ....
- Chop the potatoes.
  - Fry until golden brown.
  - Add salt.
2. ....
- Peel the bananas and apples.
  - Chop them.
  - Add the strawberries.
  - Mix.

1 Look at the blog post. Who wrote it? What is it about?

**food**

## Tasting food around the world

Posted by Austin Cobb on Wednesday, 9 November, 2011

Hi. I'm a travel writer and photographer. I really like my job because it takes me all over the world. I think half the fun of travelling is visiting new places and the other half is enjoying new food!

When I travel, my favourite meal is breakfast. I'm fascinated by the various ways in which different cultures choose to begin each day. There is a choice for every taste – yoghurt, fruit, cheese and cucumber in Greece, meat pie in Australia, coffee, toast and croissants in Argentina, or rice and fish in Japan. And out of all the breakfast options, I love the traditional English breakfast. It consists of toast, eggs, bacon, tomatoes, beans, sausages and mushrooms – the most varied choice to renew your energy and keep you going all day.

And then, after a hard day's work, comes a relaxing dinner. I like eating out at traditional restaurants where I can listen to local music and eat typical food. And what can you have for dinner in countries around the world? Just about everything. In the last few years, I tried ravioli and lasagne in Italy, escargot (snails) in France, cobra in China, and a few bugs in African and Asian countries. I ate some roasted ants in Nigeria and lots of fried grasshoppers in Thailand. Sounds disgusting? Well, what is disgusting for you is delicious for someone else. Every culture has its special customs. There's no accounting for taste!

Comment      Share on Facebook      Follow me on Twitter

2 Read the blog post. Use this sentence as a guide to express what Cobb says about the food in each photo.

In [country], you can have [food] for [meal].

3 Look at the post again. Answer.

1. According to Cobb, why is travelling fun?
2. What are the advantages of the typical English breakfast?
3. Where does Cobb usually have dinner when he travels? Why?
4. What food did he try in Nigeria?
5. Does he think that some people eat disgusting food?

4 Discuss.

- Why is breakfast important? What do you usually have for breakfast? Do you sometimes skip it?
- Why do you think people around the world eat different foods?
- Cobb says, 'There's no accounting for taste.' What does this mean?

# 5 Grammar

## Countable and uncountable nouns

### Countable nouns

singular plural  
apple apples

### Uncountable nouns

milk

(See Grammar Reference 5, Extra Practice book, p. 18)

### 1 Countable or uncountable?

- |            |            |                |
|------------|------------|----------------|
| 1. tomato  | 6. orange  | 11. biscuit    |
| 2. bread   | 7. cheese  | 12. hamburger  |
| 3. yoghurt | 8. chip    | 13. vegetable  |
| 4. egg     | 9. pasta   | 14. strawberry |
| 5. fish    | 10. banana | 15. chocolate  |

## Expressing quantity

### Countable nouns

There is **an** orange.  
There are **some / a lot of** oranges.  
There aren't **any / many** oranges.

### Uncountable nouns

There is **some / a lot of** rice.  
There isn't **any / much** rice.

(See Grammar Reference 5, Extra Practice book, p. 18)

### 2 Look at the picture below and choose the right option.

1. There are *a lot of / some* tomatoes.
2. There are *a lot of / some* strawberries.
3. There aren't *any / many* apples.
4. There is *a / some* basket.
5. There is *some / much* lettuce.

## Asking about quantity

### Countable nouns

**How many** eggs are there?  
There are **some / a lot**.  
Are there **any** eggs?  
Yes, there are. / No, there aren't.

### Uncountable nouns

**How much** rice is there?  
There is **some / a lot**.  
Is there **any** rice?  
Yes, there is. / No, there isn't.

(See Grammar Reference 5, Extra Practice book, p. 18)

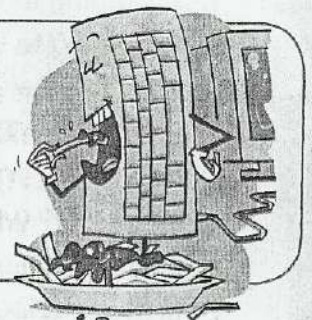
### 3 Complete the questions with *how much, how many* and *any*.

1. Do you eat ... vegetables? Yes, some.
2. ... fish do the English eat? A lot!
3. ... hamburgers did you have? Two.
4. Is there ... cheese in the fridge? Yes, there is.
5. Do the Chinese eat ... rice? Yes, a lot!
6. ... sugar do you take in your tea? Just one teaspoon.
7. ... apples are there in the bowl? Three.
8. Are there ... strawberries? No, there aren't. Let's buy some.



What do computers eat when they are hungry?

They eat chips!



**Present continuous - future plans**

**Affirmative**

We're **giving** a party at home.

**Negative**

We **aren't going** out tomorrow.

**Interrogative**

**Is** Melanie **coming**? Yes, she **is**./ No, she **isn't**.  
What **are** you **doing** on Saturday? **I'm going** shopping.

(See Grammar Reference 5, Extra Practice book, p. 18)

**4 Study the box and complete the rules.**

1. We can use the present continuous to talk about ...
2. To form the present continuous, we use *am / is / are + ...*
3. We can use time expressions with the present continuous. Examples: ... and ...

**5 a) This is a busy week for Tzu-Lee. Read her diary.**



- 19**  
Monday Piano 6.00
- 20**  
Tuesday Dentist 4.00
- 21**  
Wednesday Mom works late, cook dinner!
- 22**  
Thursday Shopping with Mom, buy gift for Dad
- 23**  
Friday Go to Brenda's 4.30
- 24**  
Saturday Dad's surprise birthday party!
- 25**  
Sunday Lunch with Grandma

**b) Complete. Use affirmative, negative and interrogative forms.**

Example: 1. Tzu-Lee is taking piano lessons on Monday.

1. Tzu-Lee ... piano lessons on Monday.
2. She ... to the dentist on Tuesday.
3. Her mother ... dinner on Wednesday.
4. Tzu-Lee and her mother ... shopping on Thursday.
5. They ... a surprise party on Sunday.
6. Tzu-Lee ... to a friend's house on Friday.
7. What ... Tzu-Lee ... on Sunday?  
She ... lunch with her grandmother.

**6 a) Complete your diary. Write your plans for next week.**

Monday

Tuesday

Wednesday

Thursday

Friday

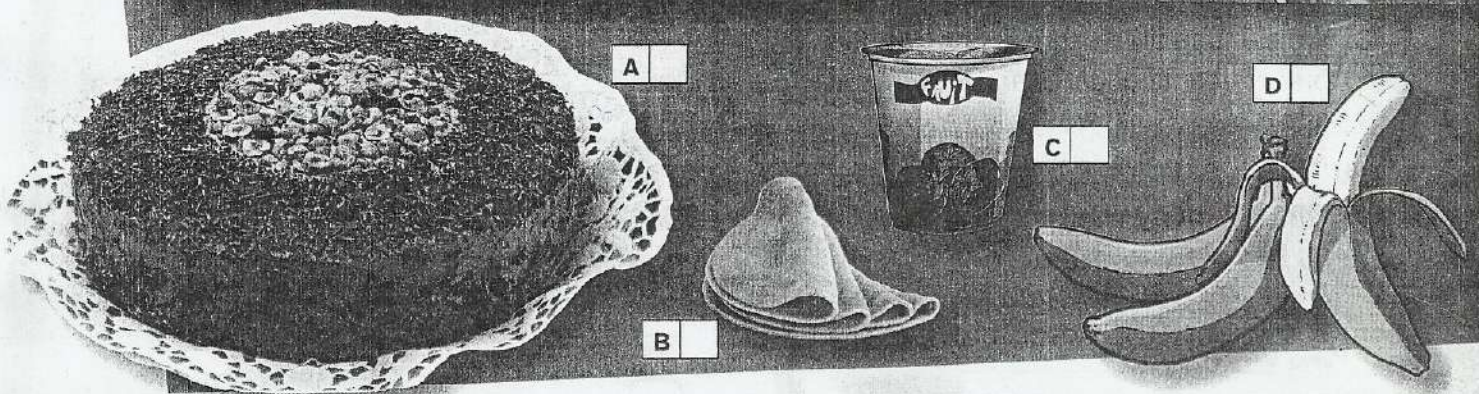
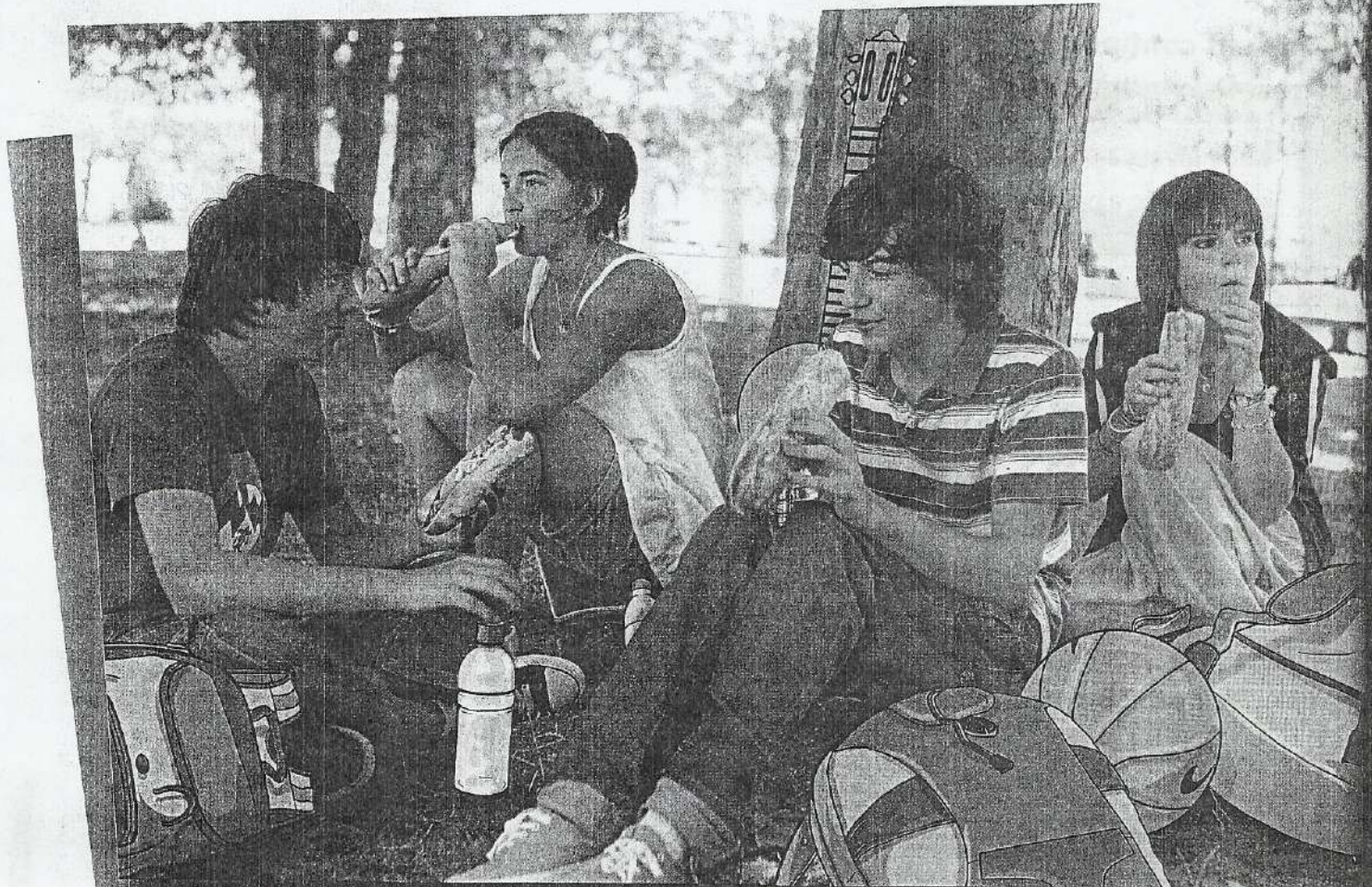
Saturday

Sunday

**b) In your notebook, write sentences about your plans.**


**c) Tell your partner about them.**

## 5 Listening and Speaking




### Talk about plans for a picnic


- 1 Look at the pictures and answer.
1. What food can you see?
  2. What kind of food do you eat when you go on a picnic?

- 2  Liz and Max are talking about a picnic. Listen and tick what they are talking about.


- the activities that they can do
- the people who are coming
- the ideal place for their picnic
- the food that they are taking

- 3  Listen again. Look at the pictures and tick the food they talk about.

Make plans to go out

5 a)  Listen and complete the chart.

	Conversation 1	Conversation 2
What?		
Where?		
When?		

b)  Listen again. Complete the conversations.

Conversation 1

A: What are you <sup>1</sup>..... on <sup>2</sup>..... ?

B: I'm not doing anything <sup>3</sup>..... .  
And you?

A: I'm <sup>4</sup>..... cycling with Lucy.  
Would you like to <sup>5</sup>..... ?

B: Sure. <sup>6</sup>..... are you going?

A: To the park.

Conversation 2

A: Would you <sup>7</sup>..... to <sup>8</sup>.....  
a film?

B: Sounds <sup>9</sup>..... . We could go to  
the cinemas in the <sup>10</sup>..... centre.

A: Good idea. What <sup>11</sup>..... Friday?

B: I <sup>12</sup>..... on Friday. I'm <sup>13</sup>.....  
shopping with my <sup>14</sup>..... .


A: Can you go on <sup>15</sup>..... ?

B: Yes. <sup>16</sup>..... !

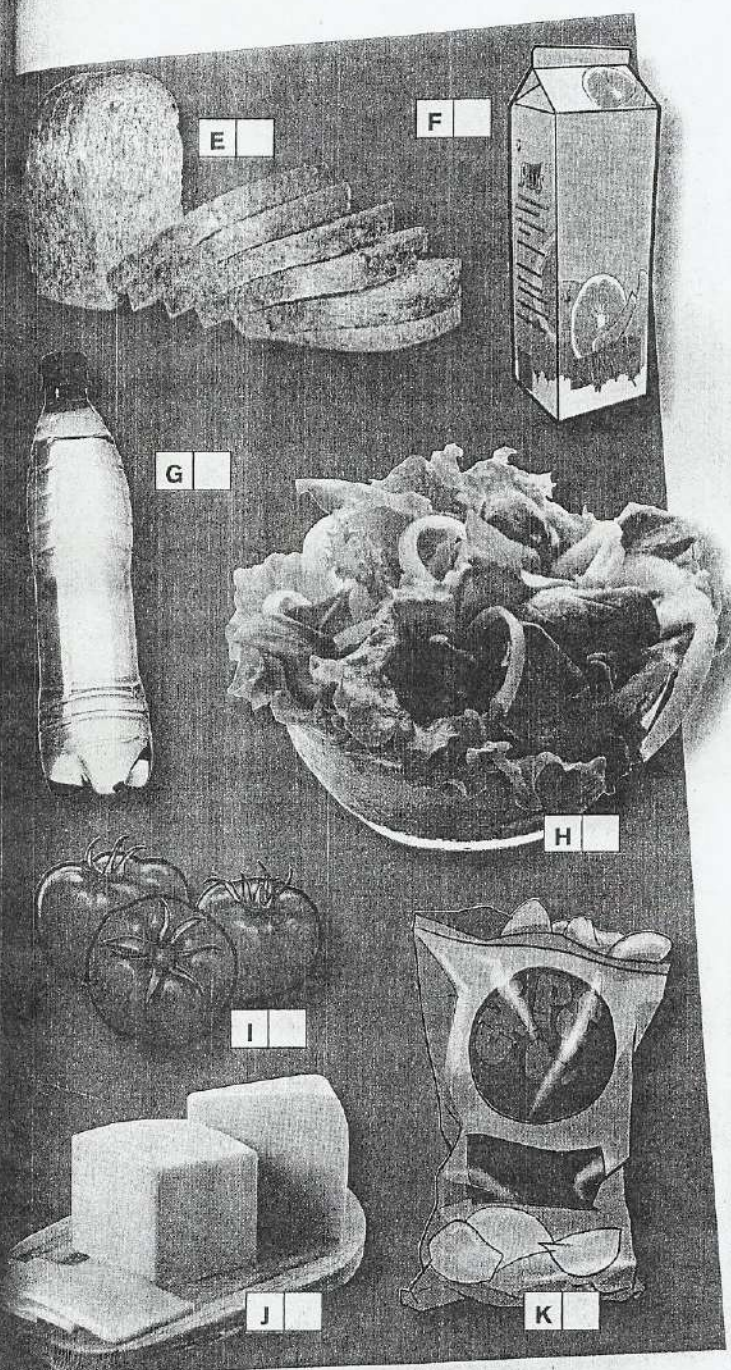
6 Pairwork.

Student A: turn to page 72.

Student B: turn to page 74.

4  Listen one more time. Complete the sentences.

- Liz is going on a picnic on .....
- Max can come because .....
- Tony is taking some ....., ..... and .....
- Liz is taking some ..... and .....
- Melanie is taking some ..... and .....
- Melanie likes to eat ..... food.
- In Max's fridge there isn't any ..... and there aren't any .....
- Liz thinks there is no picnic without .....
- Max thinks there is no picnic without .....



**Write a recipe**

**Writing a recipe**

When you write a recipe:

- start a new line for each step.
- use the imperative. (*Fry the meat. Boil the water.*)
- use abbreviations to express quantities:
  - kg = kilos
  - l = litres
  - g = grams
  - tbsp = tablespoons

- 1 Read the recipe and answer the questions.

**Bubble and squeak**

A typical British dish for a cold day

For 4 people:

- 450 g potatoes
- 450 g green vegetables (any combination)
- 3-4 tbsp milk
- salt and pepper
- 4-5 tbsp oil

First peel and chop the potatoes. Boil for 15-20 minutes.

Then chop the vegetables. Boil for 10 minutes.

Mix the potatoes and the vegetables with milk, salt and pepper.

Fry the potatoes and the vegetables in oil until brown and crispy.

1. How many people does it serve?
2. What are the ingredients?
3. How long do you boil the potatoes for?
4. How long do you boil the vegetables for?

- 2 a) Put this recipe into the correct order.



**Spaghetti Bolognese**

- a. Add the tomatoes and the salt and pepper. Cook for 20 minutes.
- b. Cook the spaghetti in boiling water for 10-15 minutes.
- c. Fry the meat in olive oil. When brown, add the onion and carrots. Fry for 10 minutes.
- d. Mix the spaghetti with the bolognese sauce.
- e. Chop the onion and carrots.

- b) Listen and check.

- 3 Write your favourite recipe. Use the recipe in Exercise 1 to help you.


# DISCUSS:

## How healthy is your diet?

1 Work in pairs. Complete the words in the box. Then write the foods in the correct group.

a_pp/_es	ch__col__te	nu__s and bea__s	c__rr__ts	mayo__a__ise
ch__c__en	m__l__	str__wberr__s	i__e cr__m	tom__t__es
m__t	spin__ch	bu__er	o__l	c__ee__e
p__tato__s	br__d	f__s__	y__g__urt	m__rgar__ne
b__n__n__s	e__gs	ri__e	cer__ls	p__st__

**Grains**




---



---



---

**Fruits**

apples




---




---



---

**Protein foods**




---



---



---

**Vegetables**

---



---



---

**Dairy**

---



---



---

**Oils**

---



---



---

2 To stay healthy, you should eat food from all groups. Study the examples of daily recommendations and complete the chart.

Food group	Examples of recommended daily portions	Your portions	Your opinion
Grains	3 slices of bread + 1 cup of cereal + 1 cup of rice or pasta		
Vegetables	2 cups		
Fruits	1 or 2 cups		
Dairy	1 cup of milk + 1 yoghurt + some cheese		
Protein foods	1 beef steak + ½ chicken breast + 1 fish steak + some nuts and beans		
Oils	5 tablespoons		

3 Work in pairs. Take turns asking and answering questions about your diet.



Write a post about your diet. Use *I eat a lot of / some ... / I don't eat a lot of / any ...*. Publish it on your classroom website. Read your partner's posts and make recommendations. Use *You should / shouldn't ...*



Join a partner. Take turns asking and answering questions about your diet. Use *How much / many ... do you eat? Do you eat a lot of / any ... ?* Make recommendations. Use *You should / shouldn't ...*

# 5 Self-assessment

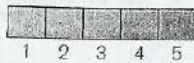
## Show what you can do!

**Assessment scale:** 1 tick (✓) = Need more practice  
5 ticks (✓) = Very well

1 I can group food into categories.

*meat: beef, chicken, fish* .....

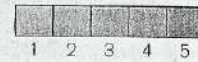
1. ....
2. ....
3. ....
4. ....
5. ....



4 I can ask questions about food.

*How much cheese is there?* .....

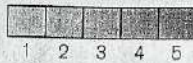
1. ....
2. ....
3. ....
4. ....
5. ....



2 I can list steps from a recipe.

*Chop the potatoes.* .....

1. ....
2. ....
3. ....
4. ....
5. ....



5 I can talk about future plans.

*I'm going to the club on Saturday.* .....

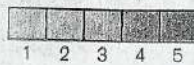
1. ....
2. ....
3. ....
4. ....
5. ....



3 I can describe what I eat / don't eat.

*I eat a lot of / don't eat any* .....

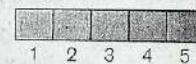
- vegetables.* .....
1. ....
  2. ....
  3. ....
  4. ....
  5. ....



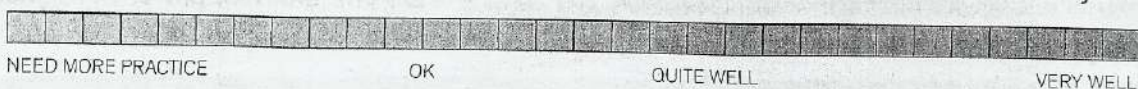
6 I can ask about future plans.

*When are you going to the club?* .....

1. ....
2. ....
3. ....
4. ....
5. ....



Now add up the total number of ticks (✓) and mark them on the scale. How well did you do?



# 6 | Talents

## Unit goals

- Talk about talents
- Explain the purpose of actions
- Talk about the past, the present and the future
- Interview a performer
- Organise a school show
- Describe a picture

## Final task

- Carry out an interview on talents and abilities



**1** Which of these people can you see in the photos?

- |                                   |  |                                 |
|-----------------------------------|--|---------------------------------|
| <input type="checkbox"/> acrobat  | <input type="checkbox"/> magician      | <input type="checkbox"/> artist |
| <input type="checkbox"/> musician | <input type="checkbox"/> ballet dancer | <input type="checkbox"/> singer |

**2** Answer

1. Which of these forms of art do you like?
2. Which don't you like?
3. Which art would you like to learn? Why?

# 6 Vocabulary

## Talents

1 a) Match the words to the pictures.

- tell a joke
- juggle balls
- design clothes
- do a card trick
- draw a cartoon
- animals / people



b) Say what the people in the pictures are doing.

*Example: A. She's juggling.*

c) Can you do any of the activities in a)? Can you do any other activities?

*Example: I can play the electric guitar.*

## Word building

2 Complete the tables.

Noun (thing)	Adjective	Noun (person)
art	artistic	1 .....
magic	magic	2 .....
3 .....	musical	musician

Noun (thing)	Verb	Noun (person)
design	4 .....	designer
invention	invent	5 .....
6 .....	sing	singer

## Pronunciation

### Word stress



Listen to the stress.

music  
invent

musician  
invention

3 Listen and circle the stressed syllable in each word.

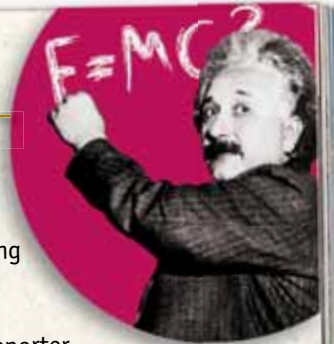
1. magic, magician
2. design, designer
3. artist, artistic

4 Complete the sentences with words from exercises 1 and 2.

1. A ... sings songs.
2. A cartoonist draws ... .
3. A ... does magic tricks.
4. My sister ... clothes.
5. A comedian ... jokes.
6. An ... makes works of art.
7. My brother can ... four balls in the air.
8. A ... plays music.
9. I can ... good card tricks.

1 Look at the man in the photo. Who is he? What do you know about him?

## What's behind a genius?



Albert Einstein is, without a doubt, the greatest scientist of the 20<sup>th</sup> century. His famous theory of relativity explained some of the mysteries of the universe and transformed how we understand nature and the cosmos. Today, more than a century after his birth in 1879, we are still exploring his world. Now, who was Albert Einstein? What else do we know about him?

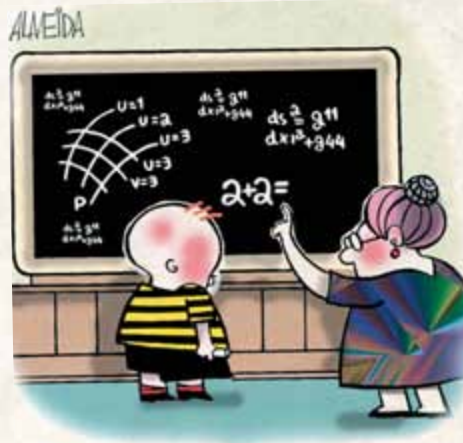
As a child, Einstein was slow in learning how to speak and he did not speak fluently until he was nine. His parents were deeply worried, but they also realized their son had other talents. He was very good at Maths and could solve difficult mathematical problems. He was also a great musician who started playing the violin when he was only six. From a very early age, Einstein showed an interest

in science. When his father gave him a compass at the age of five, he was fascinated by the needle that always pointed north. He knew that the needle was not magic. There was an invisible force that moved it, and Einstein was determined to discover it.

As a scientist, Einstein thought that imagination and creativity

were more important than learning things by heart. An American reporter once asked him, 'What is the speed of light?' 'I don't know,' he replied. 'I never remember information that I can easily find in books.'

Einstein was a genius, but he was also a funny, modest man. When he moved into a new office at work, he asked, 'Can I have a desk, a chair, some pens and a large bin to throw away all my mistakes?' Another time, Einstein was with his neighbour, a five-year-old boy. They were good friends and the boy liked asking him questions. One day the boy asked him, 'Did you go to the toilet this morning?' Einstein laughed and said, 'At last, a question I can answer!'



"EINSTEIN!!! Stop fooling around and pay attention!"

2 Read the article. Tick Einstein's talents.

1. speak fluently from an early age
2. solve mathematical problems
3. play music
4. learn things by heart
5. tell jokes
6. answer all kinds of questions

3 True or false? Find information to support your answer.

1. Einstein was born in the 20<sup>th</sup> century.
2. He showed very little interest in his father's gift.
3. He thought mistakes are part of the learning process.
4. He didn't have a sense of humour.

4 Discuss.

Is there anything you admire about Albert Einstein? Explain.

## Infinitive of purpose

Why did he go to university?  
**To study** physics and **become** a teacher.

(See Grammar Reference 6, Extra Practice book, p. 22)

### 1 Complete the answers with the verbs in the box. Use the infinitive.

- have                      • say                      • buy
- run                         • see

**Example:** *Why do you want to travel?  
 To see the world.*

1. Why do you want to travel?  
 ..... the world.
2. Why do you want to work?  
 ..... my own money.
3. Why did you go to the shopping centre?  
 ..... a jacket.
4. Why are you phoning Jason?  
 ..... 'Happy birthday!'
5. Why is he training so hard?  
 ..... a marathon.

### 2 In your notebook, rewrite the sentences using the infinitive of purpose.

**Example:** *1. Einstein took music lessons to learn how to play the violin.*

1. Einstein took music lessons because he wanted to learn how to play the violin.
2. He asked for a bin because he wanted to throw away his mistakes.
3. He told jokes because he wanted to have fun.
4. He studied the compass because he wanted to discover its secret.
5. He went to university because he wanted to become a teacher.

## Indefinite pronouns

### Affirmative

He invented **something**.  
 He works with **someone**.

### Negative

He didn't invent **anything**.  
 He doesn't work with **anyone**.

### Questions

Did he invent **something/anything**?  
 Does he work with **someone/anyone**?

(See Grammar Reference 6, Extra Practice book, p. 22)

### 3 Complete with indefinite pronouns. If two words are possible, choose one.

**Example:** *There is something I admire about Einstein.*

1. There is ..... I admire about Einstein.
2. I don't understand ..... !
3. Is there ..... in the kitchen? I can hear a noise.
4. Did you talk to ..... about it?
5. I found ..... in my pocket.
6. I have ..... to tell you.
7. There isn't ..... in your bag.
8. I heard the bell. Is there ..... at the door?

### 4 Write past simple sentences. Complete the blanks with indefinite pronouns. Use the infinitive of purpose.

**Example:** *She phoned me to tell me something.*

1. She / phone / me / tell / me / ...
2. They / not / say / ... / about the trip / give / her / a surprise
3. He / go / shopping centre / buy / ...
4. I / not / buy / ... / save / money
5. She / go / café / meet / ...

## Review

Affirmative	Negative	Questions	Short answers
<b>Present continuous</b> She <b>'s doing</b> a trick.	She <b>isn't doing</b> a trick.	<b>Is</b> she <b>doing</b> a trick?	Yes, she <b>is</b> ./No, she <b>isn't</b> .
<b>Present simple</b> He <b>speaks</b> clearly.	He <b>doesn't speak</b> clearly.	<b>Does</b> he <b>speak</b> clearly?	Yes, he <b>does</b> ./No, he <b>doesn't</b> .
<b>Past simple</b> They <b>went</b> on holiday.	They <b>didn't go</b> on holiday.	<b>Did</b> they <b>go</b> on holiday?	Yes, they <b>did</b> ./No, they <b>didn't</b> .
<b>Going to - future</b> We <b>'re going</b> to meet.	We <b>aren't going</b> to meet.	<b>Are</b> we <b>going</b> to meet?	Yes, we <b>are</b> ./No, we <b>aren't</b> .

(See Grammar Reference 6, Extra Practice book, p. 22)

**5 a) Complete with the present continuous.**

1. Tzu-Lee ..... (read) her plans for next week.
2. On Monday, she ..... (go) to the club.
3. On Tuesday, she ..... (not / have) a test.
4. .... she ..... (wear) her school uniform? - Yes, she .....

**b) Look at the sentences in a) again. In the boxes, write 'P' for present and 'F' for future.**

**6 Complete with the present simple.**

1. Melanie ..... (like) acrobatics and she ..... (want) to be an acrobat one day.
2. She ..... (go) to the gym only once a week because she ..... (not / have) much free time.
3. At the gym, she ..... (do) acrobatics and she also ..... (learn) how to juggle balls.
4. .... she ..... (enjoy) her lessons? - Yes, she ..... !

**7 Complete with the past simple.**

1. Mozart ..... (learn) how to play the piano when he ..... (be) six.
2. In 1594, Shakespeare ..... (not / write) *Hamlet*. He ..... (write) the famous love story *Romeo and Juliet*.
3. .... Beethoven ..... (play) the violin? - No, he ..... He ..... (play) the piano.
4. Isaac Newton ..... (go) to the University of Cambridge. He ..... (discover) the force of gravity in 1687.

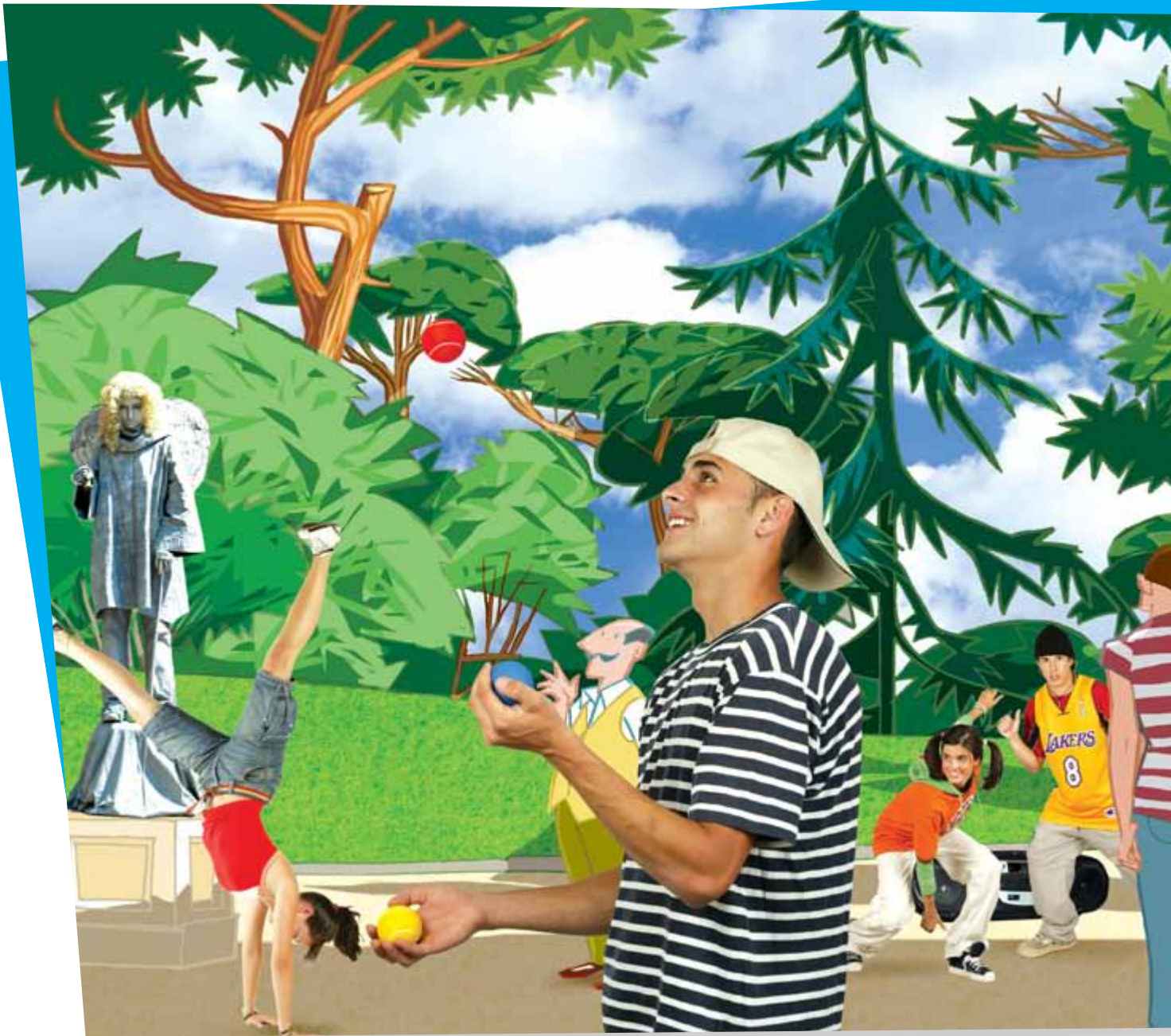
**8 a) Write an affirmative and a negative sentence for each picture. Use going to.**




1. he / not play football  
he / play tennis
2. they / not cook dinner  
they / watch TV

**b) Write a question for each picture. Use going to.**


## 6 Listening and Speaking




### Interview a performer

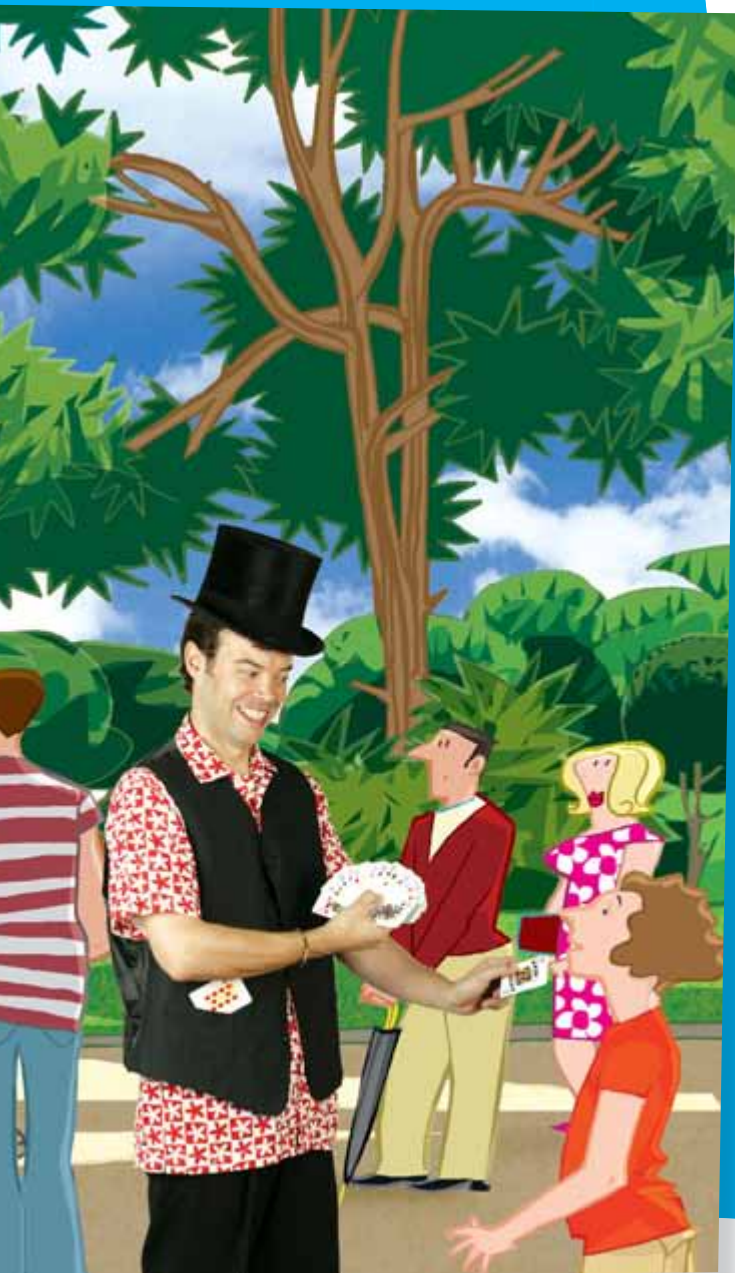
- 1**  Listen to Part 1 of a radio programme. Number the activities as you hear them.

- a. sit on a bench and enjoy the sunshine
- b. walk around
- c. have a picnic
- d. watch talented artists and performers
- e. find a quiet place to read

- 2**  Listen again. Tick the words you hear. Which artists can you see in the picture?

- |                 |                          |                  |                          |
|-----------------|--------------------------|------------------|--------------------------|
| • musicians     | <input type="checkbox"/> | • dancers        | <input type="checkbox"/> |
| • cartoonists   | <input type="checkbox"/> | • singers        | <input type="checkbox"/> |
| • acrobats      | <input type="checkbox"/> | • street statues | <input type="checkbox"/> |
| • break dancers | <input type="checkbox"/> | • jugglers       | <input type="checkbox"/> |
| • comedians     | <input type="checkbox"/> |                  |                          |


- 3**  Listen one more time. Why do artists and street performers come to Green Park?



**4**  **Listen to Part 2. True or false?**

1. Kevin started juggling five years ago.
2. He got some juggling balls for Christmas.
3. Juggling two balls with two hands is not juggling.
4. Juggling two balls with one hand is not juggling.
5. The juggling record is fourteen objects.
6. He can juggle six things.

**Organise a school show**

**5**  **Listen to Tzu-Lee and Jack talking about a school show. Answer.**

1. Who is organising the school show?
2. What did Tzu-Lee see?
3. Does Jack like school shows?
4. Is Tzu-Lee going to do anything? What?
5. In the end Jack decides he is going to do something. What is it?

**6** **a) Form groups of 4-6. Decide the details of a school show.**

When/Where is the show going to be?

Why are we going to do it?

(Jack), are you going to do anything?

(Kate), what are you going to do?

I want to do something but I don't know what.

Why don't you (do a card trick)?

I don't want to do anything.

**b) Tell the class about your school show.**

*Example: We're going to do our school show in September to celebrate the beginning of spring. We're going to do it in the playground. Kate is going to tell jokes. Jack doesn't want to do anything.*

**7** **Pairwork.**

Student A: turn to page 72.

Student B: turn to page 74.

## 6 Writing

### Describe a picture

#### 1 a) Read these two descriptions.



1

A famous artist painted this but I can't remember his name. You can see people singing, people dancing, people playing instruments, people looking at the people dancing. There are dancers and musicians. They are in a theatre. There is a man wearing a hat and coat. My mum likes this painting.

2

The artist Georges Seurat painted 'The Can-Can'. In the foreground we can see the orchestra. The musicians are playing instruments. Next to the orchestra there is a man. He is wearing a hat and coat and he is watching the dancers. On the stage, behind the orchestra, there are people dancing the Can-Can. In the background we can see the lights. The colours are not very bright but I think it's a beautiful painting.

#### b) Which description:

1. repeats the word 'people' five times?
2. uses expressions of place?
3. tells us the name of the artist and the painting?
4. doesn't describe the colours?
5. tells us the opinion of the writer's mother?
6. organises the information logically?
7. tells us the writer's opinion?

### Writing rule

When you describe a picture you use:

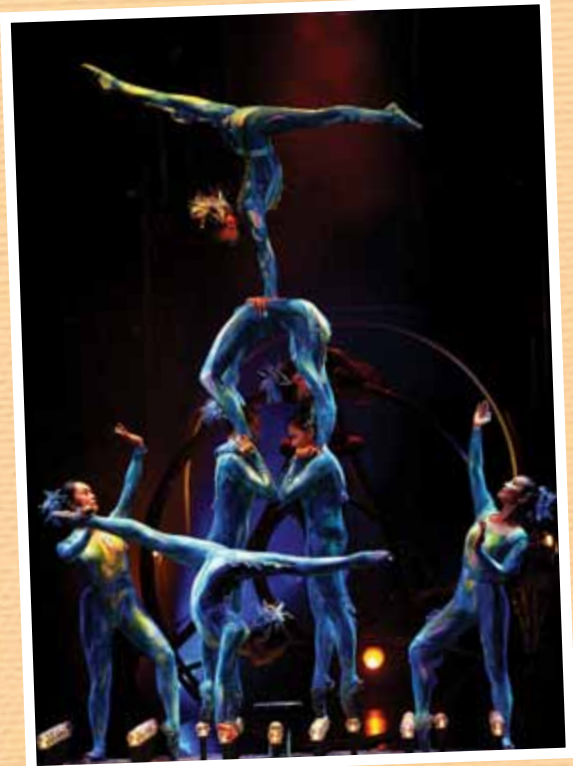
- expressions / prepositions of place  
*in front of, behind, next to, on, in the foreground, in the background*
- *there is / there are*
- the present continuous

2

Find the expressions of place in the description.

3

Now complete the description of this photo.



This is a photo of the Cirque du Soleil – the Circus of the Sun. In the foreground we can see <sup>1</sup>... . He / She / They is / are <sup>2</sup>... . In front of the <sup>3</sup>... we can see <sup>4</sup>... . In the background we can see <sup>5</sup>... . They are <sup>6</sup>... . The colours are <sup>7</sup>... . I think it's a <sup>8</sup>... photo.

# Carry out an interview on talents and abilities

**1 What are you good at? Tick what you can do.**

- |                      |                          |                          |                          |                          |                          |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| tell jokes           | <input type="checkbox"/> | do card / magic tricks   | <input type="checkbox"/> | sing well                | <input type="checkbox"/> |
| juggle balls         | <input type="checkbox"/> | draw cartoons / graffiti | <input type="checkbox"/> | play an instrument       | <input type="checkbox"/> |
| design something     | <input type="checkbox"/> | imitate someone          | <input type="checkbox"/> | compose music            | <input type="checkbox"/> |
| play an instrument   | <input type="checkbox"/> | invent something         | <input type="checkbox"/> | do acrobatics            | <input type="checkbox"/> |
| write stories /poems | <input type="checkbox"/> | paint pictures           | <input type="checkbox"/> | speak a foreign language | <input type="checkbox"/> |
| dance well           | <input type="checkbox"/> | perform                  | <input type="checkbox"/> | play a sport             | <input type="checkbox"/> |
| other: .....         |                          |                          |                          |                          |                          |

**2 Choose one of the activities you ticked. Then look at the timeline and use the questions as a guide to write three paragraphs about it.**

**PAST**

- When did you start doing it?
- How old were you?
- Why did you start?
- Did anyone teach you?

**PRESENT**

- How often do you do it?
- Do you take classes?
- Why do you do it?
- Why do you like it?

**FUTURE**

- What are your plans for the future?
- Are you going to become professional? Why / Why not?

**3 Interview a partner about his / her talents or abilities. Use some of the questions in Exercise 2.**



Form groups of three and choose a group member to interview. Use a digital camera to make a video of the interview. Be creative! Use *Open Movie Editor* to edit it. Then show your video to your classmates.

OR
































Report to the class on the results of your interview.



# Play

# GET IT RIGHT!

You need a counter  for each player and a dice .

<h2>START</h2>	<p>7</p> <p>Say what you are doing right now.</p> 	<p>8</p>  <p>Go back two squares!</p>	<p>9</p> <p>Describe your bedroom.</p> 	<h2>FINISH</h2> 	
	<p>1</p> <p>Name two free time activities you like and say why.</p> 	<p>6</p> <p>Give an example of bad manners.</p> 	<p>10</p> <p>Say what you do to help at home.</p> 		<p>27</p> <p>Use 'anyone' in a question.</p> 
	<p>2</p>  <p>How often do you go out with your friends?</p>	<p>5</p> <p>Give an example of good manners.</p> 	<p>11</p> <p>What are you going to do today after school?</p> 		<p>26</p> <p>Your friend says 'I'm really hungry!' What do you say?</p> 
<p>3</p> <p>Relax and miss a go!</p> 	<p>4</p> 	<p>12</p> <p>Name five types of films.</p> 	<p>25</p> 		
<p>16</p> <p>What did you do yesterday?</p> 	<p>15</p>  <p>Where were you last weekend?</p>	<p>14</p> <p>Invite a friend to the cinema in two different ways.</p> 	<p>13</p> <p>Say why you liked / didn't like the last film you saw.</p> 	<p>24</p> <p>Describe a dish you like and name the ingredients.</p> 	
<p>17</p> <p>What does a comedian do?</p> 			<p>23</p> <p>Name four dairy products.</p> 		
<p>18</p> <p>Use 'carefully' in a sentence.</p> 	<p>19</p> <p>What does a musician do?</p> 	<p>20</p> <p>Name two talents Einstein had.</p> 	<p>21</p> <p>Use 'anything' in a sentence.</p> 	<p>22</p>  <p>Name four vegetables.</p>	

# POPROCKS

# and COKE



## by Green Day

<b>Original name</b>	Sweet Children
<b>Place of origin</b>	California USA
<b>Band members</b>	Billie Joe – guitar and vocals Mike Dirnt – bass Tre – drums
<b>Type of music</b>	Punk/Alternative

**A** What was the band's first name?  
.....

What nationality is the band?  
.....

How many people are there in the band?  
.....

What type of music do they play?  
.....

**B** **My phrase book**

Keep it in mind. ....

I'll be there. ....

I don't care./I don't mind. ....

I'll see you there. ....

**C** Glossary

poprocks		truth	verdad
wherever		amongst	
anywhere		lies	
dare			

**D**  Listen and complete the song.

1 Wherever you <sup>1</sup>.....  
You know I'll be there  
If you go <sup>2</sup>.....  
You know I'll be there  
I'll go anywhere  
So I'll see you there  
You place the <sup>3</sup>.....  
You know I'll be there  
You name the <sup>4</sup>.....  
You know I'll be there  
I'll go anywhere  
So I'll see you there

*Chorus*

2 I don't <sup>5</sup>..... if you don't mind  
I'll be there not far behind  
I will dare  
Keep in <sup>6</sup>.....  
I'll be there for you

3 <sup>7</sup>..... there's truth  
You know I'll be there  
Amongst the lies  
You know I'll be there  
I'll go anywhere  
So I'll <sup>8</sup>..... you there

*Chorus*

4 If you should <sup>9</sup>.....  
You know I'll be there  
To <sup>10</sup>..... the call  
You know I'll be there  
I'll go anywhere  
So I'll see you there

*Chorus*

**E** What does the singer say?

- a. I'm your friend, but I don't care.
- b. I'm a good friend, but you are not.
- c. I'll help you when you need me.

# 6 Self-assessment

## Show what you can do!

**Assessment scale:** 1 tick (✓) = Need more practice  
5 ticks (✓) = Very well

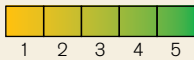
**1** I can name artists and the activities they do.

*Musicians compose music.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



**2** I can ask and answer about the purpose of actions.

*Why did you go to the shops?*.....  
*To buy something.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



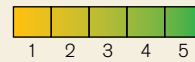
**3** I can ask and answer about what people are doing now.

*What are you doing?*.....  
*I'm imitating someone.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



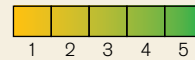
**4** I can ask and answer about what people usually do.

*Do you go to the gym? No, I don't.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



**5** I can ask and answer about what people did in the past.

*Did Einstein go to school?*.....  
*Yes, he did.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....

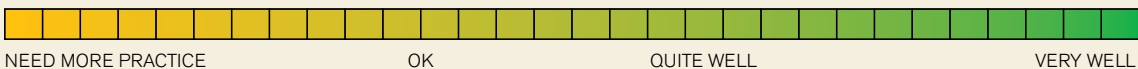


**6** I can ask and answer about people's intentions for the future.

*What is she going to do?*.....  
*She's going to stay at home.*.....  
1. ....  
2. ....  
3. ....  
4. ....  
5. ....



Now add up the total number of ticks (✓) and mark them on the scale. How well did you do?



NEED MORE PRACTICE

OK

QUITE WELL

VERY WELL

## Pairwork activities

activities

### Student A

#### Unit 1

Listening and Speaking, page 13.

**5** a) Ask your partner questions to complete this poster.

1. What is the club?
2. When do you meet?
3. Where do you meet?
4. What do I bring?
5. Who do I contact?
6. How much is it?

Join our ... Club!

We meet every <sup>2</sup> ... at <sup>3</sup> ... pm.

You can find us in the <sup>4</sup> ...

Bring your <sup>5</sup> ... !

For more information contact <sup>6</sup> ...

It's only <sup>7</sup> \$... a session.

**b) Answer your partner's questions.**

There is a new drama club on Thursdays at 4.15 in the school hall. Please bring old clothes. If you want to know more about the club please ask the Drama teacher, Mr Stage. The club is free for students but teachers must pay \$4.

#### Unit 2

Listening and Speaking, page 23.

**8** a) Ask your partner questions and complete the chart.

Vacation plans	
1. Where / go?	
2. Where / stay?	
3. What / do?	
4. Who / go with?	

**b) Use this information to answer your partner's questions about your vacation plans.**

1. Destination: the beach
2. Accommodation: a small hotel near the sea
3. Activities: go to the beach, go shopping
4. People travelling with you: your family

#### Unit 3

Listening and Speaking, page 33.

**7** a) This is your information.

You love horror movies, you hate historical movies, but you don't mind animated films. You can't go to the 22.45 session because it's too late.

### Royal Cinema

Times	Film
16.30	<i>Zombie</i>
18.15	<i>Alexander The Great</i>
20.30	<i>The Incredibles</i>
22.45	<i>Scary Movie 5</i>

**b) Talk to your partner and choose a film to see.**

## Pairwork activities

### Unit 4

Listening and Speaking, page 45.

#### 8 a) Say to your partner.

1. Could you open the window, please?
2. I want to save money for a trip.
3. Could I use your pen?
4. It's David's birthday tomorrow.

#### b) Listen to your partner. Answer with the correct option.

- a. Sure. But please speak quietly. The baby is sleeping.
- b. You should get virus protection.
- c. Yes, but please look after it.
- d. He should get a summer job in Britain.

### Unit 5

Listening and Speaking, page 55.

#### 6 a) Use these prompts to ask your partner questions and make plans to go out.

1. What / doing / Friday?
2. Saturday?
3. Would / like / go for a burger?

#### b) Use this information to answer your partner's questions.

Wednesday: gym

Thursday: not doing anything special

### Unit 6

Listening and Speaking, page 65.

#### 7 a) Say these sentences. Your partner will correct them.

1. Marian's going to be a singer.
2. We're having a test on Wednesday.
3. Leonardo Da Vinci painted *The Can-Can*.
4. Sandy designs clothes.
5. Our teachers are going to plan a show.

#### b) Listen and correct your partner. Complete the blanks and stress the word in bold.

*Example: 1. No, she doesn't. She studies **Chinese**.*

1. No, she . . . . She studies **Chinese**.
2. No, he . . . . He's having a party on **Friday**.
3. No, he . . . . He lived in **Austria**.
4. No, they . . . . They're going to be **acrobats**.
5. No, she . . . . She loves **techno** music.

## Pairwork activities

### Student B

#### Unit 1

Listening and Speaking, page 13.

**5** a) Answer your partner's questions.

There is a new pottery club on Mondays at 3.30 in the Art room. You don't need to bring anything with you – only your imagination. If you want to know more, then ask Mrs Turner, the Art teacher. You must pay \$2.50 every time you go to the club.

b) Ask your partner questions to complete this poster.

1. What is the club?
2. When do you meet?
3. Where do you meet?
4. What do I bring?
5. Who do I contact?
6. How much is it?

Join our ... Club!

We meet every <sup>2</sup> ... at <sup>3</sup> ... pm.

You can find us in the <sup>4</sup> ...

Bring your <sup>5</sup> ... !

For more information contact <sup>6</sup> ...

It's only <sup>7</sup> \$... a session.

#### Unit 2

Listening and Speaking, page 23.

**8** a) Use this information to answer your partner's questions about your vacation plans.

1. Destination: the mountains
2. Accommodation: a campsite
3. Activities: go hiking, go fishing
4. People travelling with you: two friends

b) Ask your partner questions and complete the chart.

Vacation plans	
1. Where / go?	
2. Where / stay?	
3. What / do?	
4. Who / go with?	

#### Unit 3

Listening and Speaking, page 33.

**7** a) This is your information.

You love animated films, you hate horror movies, but you don't mind historical movies. You can't go to the 16.30 session because it's too early.

### Royal Cinema

Times	Film
16.30	<i>Zombie</i>
18.15	<i>Alexander The Great</i>
20.30	<i>The Incredibles</i>
22.45	<i>Scary Movie 5</i>

b) Talk to your partner and choose a film to see.

## Pairwork activities

### Unit 4

Listening and Speaking, page 45.

**8** a) Listen to your partner. Answer with the correct option.

- a. You should buy him a present.
- b. You should get a job.
- c. I'm sorry but I'm a bit cold.
- d. I'm sorry. I'm using it.

b) Say to your partner.

1. Can I borrow your bike, please?
2. My brother wants to improve his English.
3. My computer is not working well.
4. Can I make a phone call?

### Unit 5

Listening and Speaking, page 55.

**6** a) Use this information to answer your partner's questions.

Friday: Sam's birthday party

Saturday: not doing anything special

b) Use these prompts to ask your partner questions and make plans to go out.

1. What / doing / Wednesday?
2. Thursday
3. Would / like / come home?

### Unit 6

Listening and Speaking, page 65.

**7** a) Listen and correct your partner. Complete the blanks and stress the word in bold.

*Example: 1. No, she isn't. She's going to be a dancer.*

1. No, she . . . . She's going to be a **dancer**.
2. No, we . . . . We're having a test on **Thursday**.
3. No, he . . . . He painted **Mona Lisa**.
4. No, she . . . . She designs **handbags**.
5. No, they . . . . They're going to plan a **party**.

b) Say these sentences. Your partner will correct them.

1. Denise studies Japanese.
2. Phillip's having a party on Saturday.
3. Mozart lived in Australia.
4. Sarah and John are going to be jugglers.
5. Joanna loves pop music.

W  
n  
n  
a  
t  
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u  
p  
o

Workbook

## Vocabulary

**1** Write the activities in the correct column. Then add some more to each column.

- hockey
- swimming
- judo
- photography
- pottery
- football
- athletics
- volleyball
- karate
- bowling
- ice-skating
- chess
- table tennis
- gymnastics
- basketball
- skateboarding

**play**

*hockey*.....

.....

.....

.....

.....

.....

.....

.....

**go**

*swimming*...

.....

.....

.....

.....

.....

.....

.....

**do**

*judo*.....

.....

.....

.....

.....

.....

.....

.....

**2** Put the words in order to find out what Jack and Tzu-Lee think about some free time activities.

1. Jack likes photography. He thinks it's C R E A T I V E. I E V C R A T E
2. He doesn't like athletics because it's \_\_\_\_\_. I B R O G N
3. He thinks reading is \_\_\_\_\_. N R T G I E T E I S N
4. He doesn't like chess because it's very \_\_\_\_\_. U T F I L F D C I



5. Tzu-Lee likes skiing but she doesn't do it because it's very \_\_\_\_\_. V X P N I E E S E
6. She wants to be an actress. She thinks drama is \_\_\_\_\_. N U F
7. She likes listening to music because it's \_\_\_\_\_. G X E L R N A I
8. She doesn't do karate because she thinks it's \_\_\_\_\_. G R A S V E G S I E

**3** Write sentences about the activities you do. Say why you do them.

1. *I do karate because it's fun.*.....
2. ....
3. ....
4. ....
5. ....
6. ....

# Reading

1 Read the text. Write the hobbies next to the names.

- a. Ivan .....
- b. Irina .....
- c. Mike .....



## Hobbies

**Ivan** is a fantastic chess player. When he was eight he was chess champion of his school. Now he is fifteen and only plays in his free time. He is a good student and wants to be an astronaut. He often plays chess with his younger sister, Irina.

**Irina** plays basketball. She is only thirteen but she is very tall – 1 metre 78 centimetres. The other players are seventeen and eighteen, so she is the baby of the team! She trains every day after school and she wants to be a professional. 'I want to play for the NBA!' she says.

**Mike** likes photography and has a new digital camera. It takes excellent photographs. He likes taking photos of people, usually his family and friends. He wants to be a professional photographer.



2 Read the text again and answer the questions.

1. When does Ivan play chess? *In his free time.* .....
2. Who plays chess with him? .....
3. How old is Irina? .....
4. When does she train? .....
5. What type of camera has Mike got? .....
6. What does he want to be in the future? .....

3 Match the words (1-5) to the definitions (a-e).

- |                   |   |                                 |
|-------------------|---|---------------------------------|
| 1. a player       | → | a. does something to earn money |
| 2. a champion     | → | b. travels in a spaceship       |
| 3. an astronaut   | → | c. plays a sport or game        |
| 4. a professional | → | d. takes photographs            |
| 5. a photographer | → | e. wins competitions            |

# Grammar

**1** Look at Ranjit's Sunday timetable.

Time	Activity	Frequency	Place
9.00	get up – have shower	***	bathroom
9.30	have breakfast	***	kitchen
10.00	play football	**	school
13.00	have lunch with family	** *	home restaurant
15.00	do homework	**	bedroom
19.00	have dinner	***	dining room
20.00	watch television	*	living room
22.00	go to bed	***	bedroom



always = \*\*\* usually = \*\* sometimes = \*

**2** a) Answer the questions. Use an adverb of frequency.

- |   |  |
|---|--|
| 1. What time does Ranjit get up?<br><i>He always gets up at nine o'clock.</i> ..... | 3. Where does he play football?<br>.....   |
| 2. Where does he have breakfast?<br>.....   | 4. When does he watch television?<br>..... |

**b) Write questions for the answers.**

- |  |   |
|--|---|
| 1. <i>What time does he play football?</i><br>At ten o'clock in the morning. | 3. ....?<br>At home or in a restaurant. |
| 2. ....?<br>At one o'clock in the afternoon.                                 | 4. ....?<br>In his bedroom.             |

**c) Write sentences about Ranjit. Use an adverb of frequency.**

- |   |   |
|---|---|
| 1. have dinner / seven o'clock<br><i>Ranjit always has dinner at seven o'clock.</i> ..... | 4. do homework / three o'clock<br>..... |
| 2. play football / school<br>.....  | 5. go to bed / ten o'clock<br>.....     |
| 3. have lunch / restaurant<br>.....   |   |

# Listening

- 3** a) Complete the chart with information about yourself. Use free time activities and expressions of frequency.

What do you do?	How often?
swimming	once a week

- b) Use the information in the chart to write sentences.

*I go swimming once a week.*.....  
 .....  
 .....  
 .....

- 4** Complete the questions.

JANEY: <sup>1</sup> *What do you like*... doing in your free time?  
 ADAM: I like playing football.  
 JANEY: <sup>2</sup> ..... play?  
 ADAM: About four times a week.  
 JANEY: WOW! <sup>3</sup> ..... do it?  
 ADAM: At the club. It's near my home.  
 JANEY: <sup>4</sup> ..... go?  
 ADAM: On Mondays and Wednesdays after school and on Saturday and Sunday mornings.  
 JANEY: And <sup>5</sup> ..... it so much?  
 ADAM: Because it's good exercise and it's fun!

- 1**  Listen to Brad. What is his after-school activity?



- a. He sings in a band.
- b. He plays in an orchestra.
- c. He presents a radio programme.

- 2**  Listen again and put the questions in order.

- a. What music do you choose?
- b. Anything else?
- c. How often are the programmes?
- d. What exactly do you do?
- e. Do you have interviews?
- f. How many other students participate?

- 3**  Listen one more time. True or false?

- 1. The programme is once a week.
- 2. He plays music he likes.
- 3. He interviews parents.
- 4. He writes the school news.
- 5. A lot of students participate in the programme.

# Writing

1 a) Underline the six spelling mistakes in the poster.



b) Write the words correctly.

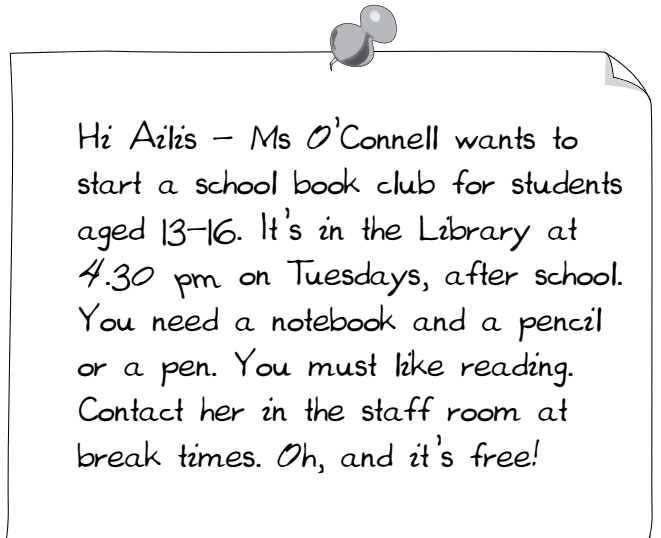
- 1. dancing.....
- 2. ....
- 3. ....
- 4. ....
- 5. ....
- 6. ....


2 Put the information about the chess club in the right place.


- £1 a month (for juice and biscuits)
- If you have a chess set – bring it!
- George Johnson.
- Chess Club.
- Monday evenings, 6 o'clock.
- Room 13.


What? Chess Club.....  
 Where? .....  
 When? .....  
 Equipment: .....  
 Contact: .....  
 Cost: .....

3 Read the note and put the information in the correct place on the poster.



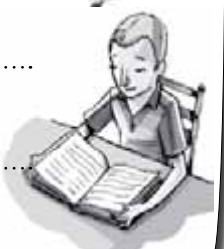
What? School book club..... 

Where? ..... 

When? ..... 

Equipment: .....

Contact: .....

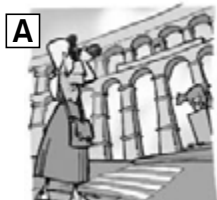
Cost: ..... 

4 Design your own poster for your favourite hobby or activity in your notebook.

# Self-check

## Vocabulary

1 What are these free time activities?














2 Complete with the correct form of *play, do or go*.

1. Andy ..... football on Saturdays.
2. Henry sometimes ..... jet-skiing at the weekend.
3. Does Alex ..... karate?
4. My mother ..... chess with my grandmother.
5. Do you want to ..... cycling tomorrow?
6. Do you ..... pottery?

3 Circle the correct word.

1. Painting is *creative* / *dangerous*.
2. Getting a tan is *expensive* / *relaxing*.
3. *Tae-kwon-do* / *Riding* is good for self-defence.
4. *Pottery* / *Cycling* is good exercise.
5. Taking photos is *fun* / *difficult*.

## Grammar

4 Complete the sentences with the present simple.

1. She ..... (have) lots of free time.
2. We ..... (go) riding in the summer.
3. They ..... (not go) bowling on sunny days.
4. He ..... (play) chess with his friend.

5 Write questions for these answers.

1. She does pottery on Wednesdays.
2. He likes painting in his free time.
3. They go cycling twice a week.
4. She likes volleyball because it's fun.
5. We go running in the park.

6 Rewrite the sentences. Put the words in capitals in the right place.

1. We do gym. TWICE A WEEK
2. They take good photos. SOMETIMES
3. They are late to school. NEVER
4. He goes skateboarding after school. ALWAYS
5. She gets up early. EVERY DAY

## English in use

7 Complete the sentences with information about yourself.

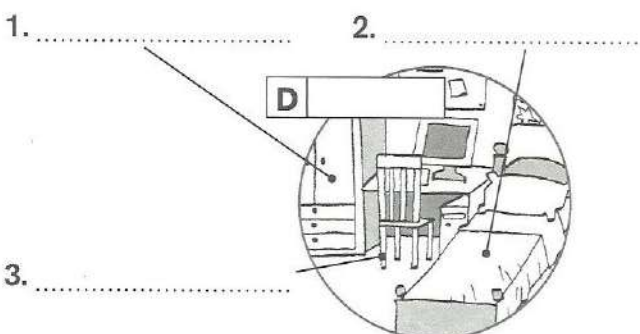
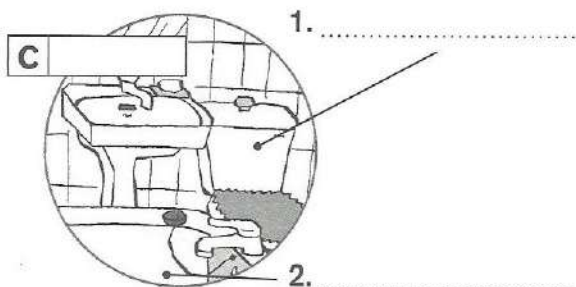
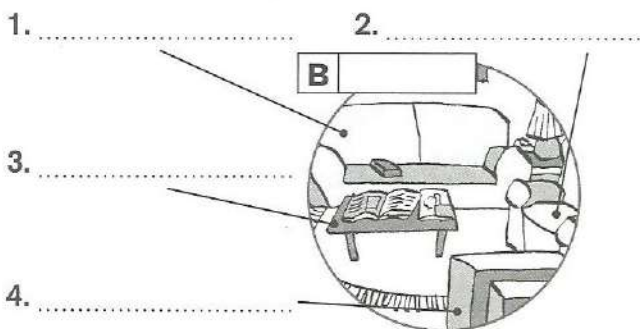
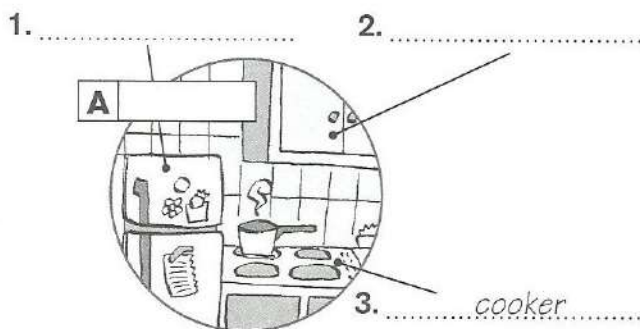
1. .... in my free time.
2. .... twice a week.
3. .... every day.
4. .... because it's boring.
5. .... because it's fun.

# At home

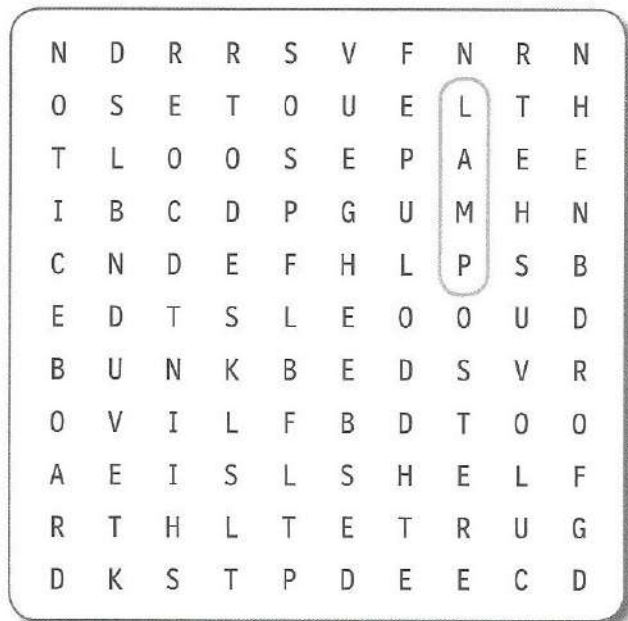
## Vocabulary

1 Label the rooms. Complete the word webs with the words in the box.

- cupboard    • sofa    • bath
- television    • toilet    • bed
- wardrobe    • cooker    • chair
- table    • armchair    • fridge



2 Find seven more household items → ↓.



3 Correct the sentences.

- feeding    • hoovering    • ironing
- making    • taking out    • laying

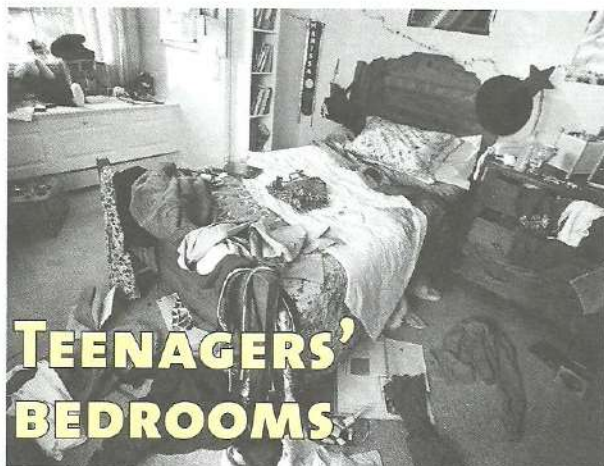
1. Alison is tidying the rubbish.  
*Alison is taking out the rubbish.* .....
2. Jack is washing his bed.  
.....
3. Lily is laying her clothes.  
.....
4. Sally is hoovering the table.  
.....
5. Nelly is ironing the pets.  
.....
6. Dan is making the floor.  
.....

4 Write the opposite adjectives.

1. neat and tidy .....
2. modern .....
3. clean .....
4. comfortable .....

## Reading

- 1 a) Read the letter. Is the writer happy or angry?



### Problem

My daughter is a typical teenager. She doesn't tidy her room. It smells horrible because she leaves old sandwiches and fruit on the floor and doesn't take the dirty dishes to the kitchen. She never does any jobs in the house. She never washes the dishes or hovers. And she never takes out the rubbish! When her grandparents visit she always says she's going out! What can I do?

#### b) Circle the correct answer.

- Who is the letter from?
  - A mother.
  - A daughter.
- What is the problem?
  - The daughter never helps at home.
  - The mother is very strict.
- What is the daughter's room like?
  - Neat and tidy.
  - Messy.
- When the grandparents visit, the daughter ...
  - goes out.
  - talks to them.

- 2 a) Read the answer to the problem.

### Tom's Answer

Talk seriously to your daughter but don't say 'It's my house and you must do what I say!'. Be strict but fair.

First tell her she must tidy her room every Saturday morning. If she says 'No' say, 'OK, but I am going to tidy your room tomorrow'. Most teenagers don't want their parents in their bedrooms!

Then say, 'I do the ironing, your father does the cooking and the shopping and your brother feeds the dog. What are you going to do? You can choose your job but you must do something.'

If her grandparents are coming on Sunday, ask her to spend an hour with them. Tell her they love her and want to see her and she can go out later.

#### b) True or false?

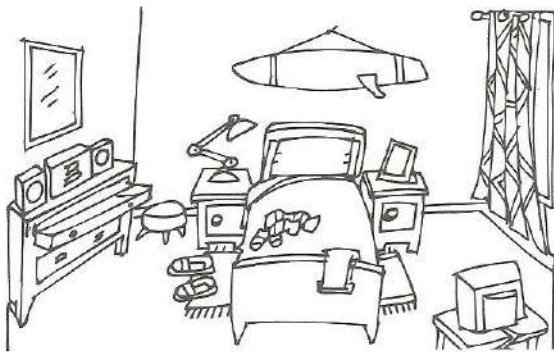
- Tom thinks the daughter must tidy her room once a week.
- He thinks the parents must tidy her room every Sunday.
- He says the mother must choose her daughter's job.
- He says the daughter can choose what job she wants to do.
- He thinks the daughter can talk to her grandparents when they come and then go out.

- 3 Read the letters again. Find eight chores in the house.

- tidy her room.*
- .....
- .....
- .....
- .....
- .....
- .....
- .....

# Grammar

**1** Look at the pictures and complete the sentences using comparative adjectives.



Sam's bedroom



Kim's bedroom

- Sam's bedroom is bigger than (big) Kim's.
- Kim's bedroom is ..... (tidy) Sam's.
- Sam's desk is ..... (modern) Kim's desk.
- Kim's lamp is ..... (old) Sam's lamp.
- Sam's bed is ..... (small) Kim's bed.

**2** Use the comparative form to explain which bedroom you prefer.

I prefer ..... bedroom because  
 .....  
 .....

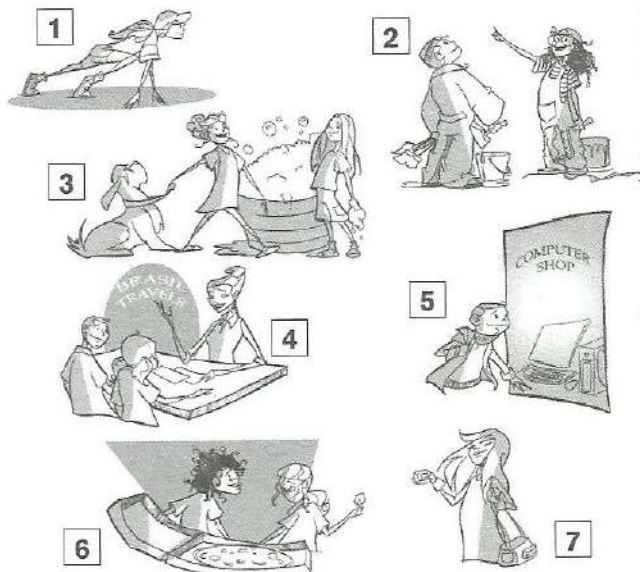
**3** Look at the chart and complete the sentences using superlative adjectives.

Phone	Length	Price
Nolio XJ	6 cm	€169
Whizzo L2	7 cm	€89
Sonitra 3W	8 cm	€179

- Nolio XJ is the smallest (small) model of the three.
- Sonitra 3W is ..... (expensive) model.
- Whizzo LZ is ..... (cheap) mobile phone.
- Sonitra 3W is ..... (big) of the three.
- I think Nolio XJ is ..... (good)!

**4** Use *going to* and the phrases in the box to complete the sentences about the pictures.

- run a race
- take a photograph
- bath the dog
- buy a computer
- go on holiday
- paint their bedroom
- eat a pizza



1. *Kandy's going to run a race.* .....
2. Nain and Harry .....
3. Dessie and Anna .....
4. Murray and Sarah .....
5. Sammy .....
6. Vanessa and Gemma .....
7. Sheila .....

**5 Write questions and answers about the future.**

1. you / tidy your room / this weekend?  
*'Are you going to tidy your room this weekend?' 'Yes, I am.'* .....
2. a friend / sleep at your house / on Saturday?  
.....
3. your family / move to a new house / next year?  
.....
4. your class / travel / to England / next year?  
.....
5. your teachers / give you lots of homework / this summer?  
.....
6. you / lay the table / this evening?  
.....

# Listening

**1 a) Match the people (1-3) to the houses (A-C).**



**b) Listen and check.**

**2 Listen again and write down the objects you hear.**

*microwave* .....

.....

.....

**3 Listen one more time and answer the questions.**

**Charles**

1. How many bedrooms does Charles have? *Six* .....
2. What is the kitchen like? .....
3. What does Freddie do? .....

**Janie and Josh**

4. How many rooms have they got? .....
5. Where do they sleep? .....
6. What is there on the walls? .....

**Mrs Betts**

7. Who does she live with? .....
8. Does she like modern technology? .....
9. Has she got a television? .....

## Writing

### 1 Correct these sentences.

1. I going to describe a room in my house.  
*I'm going to describe a room in my house.*.....
2. There is a kitchen modern.  
.....
3. There aren't some pictures on the wall.  
.....
4. There are also a desk next to the window.  
.....
5. I no like my bedroom.  
.....
6. Is a very old house.  
.....

### 2 Read the text and underline the adjectives.

My favourite room

I'm going to describe my favourite room. It's our kitchen! I love it because my family spends a lot of time here. We eat all our meals here. It's very big and has lots of windows. You can see our beautiful garden while you're eating. We've got a square table and six chairs. It's very modern too: there's a microwave, a dishwasher, an enormous fridge, a washing machine and lots of shelves and cupboards. There's a digital radio next to the fridge but we haven't got a TV in the kitchen. There are some black and white photos on the walls. Our kitchen is a great place to be!

### 3 Write a description of your bedroom. Use some of these adjectives.

- old • round • comfortable • small • big • messy • tidy • clean • dirty • modern

*I'm going to describe my bedroom...*.....  
 .....  
 .....  
 .....  
 .....  
 .....

# Self-check

## Vocabulary

### 1 Complete the sentences with these words.

- cupboards • fridge • table • wardrobe
- armchairs • chair • cooker

1. In Gloria's living-room there's a sofa, a ... where we eat and three ...
2. In Mandy's bedroom there's a bed, a ... and a ...
3. In Pete's kitchen there's a ..., a ... and lots of ...

### 2 Choose the correct option.

1. Jimmy's going to *iron* / *hoover* the floor after the party.
2. Tommy, can you *tidy* / *feed* the pets, please?
3. Derek is going to *wash* / *take out* the dishes after lunch.
4. Pam always *hoovers* / *lays* the table.
5. I *take out* / *make* the rubbish every night before bed.

### 3 Complete the text with these words.

- comfortable                      • modern
- great                                • enormous
- lots of

In my flat there are three bedrooms, a living-room, a bathroom, a small toilet and a kitchen. In the living-room there are two armchairs, a <sup>1</sup> ... sofa, an <sup>2</sup> ... television and a very <sup>3</sup> ... computer. I bought my computer last week. It's <sup>4</sup> ... ! There is another television in my brother's bedroom and he has got my old computer. He has <sup>5</sup> ... posters on his walls too.

## Grammar

### 4 Complete the sentences using comparative and superlative adjectives.

1. Our dining room is usually ..... (tidy) than the kitchen.
2. The living room is ..... (big) room in the house.
3. An armchair is ..... (comfortable) than a chair.
4. In my house there are three bedrooms and my bedroom is the ..... (small) of the three.

### 5 Write what the people are going to do in the summer.

1. Sue / learn to drive
2. Jill / work / in a hotel / in France
3. I / have a holiday / in Benidorm
4. We / visit our cousins / in Mexico
5. Albert and Gerald / study for exams

## English in use

### 6 Answer the questions with true information.

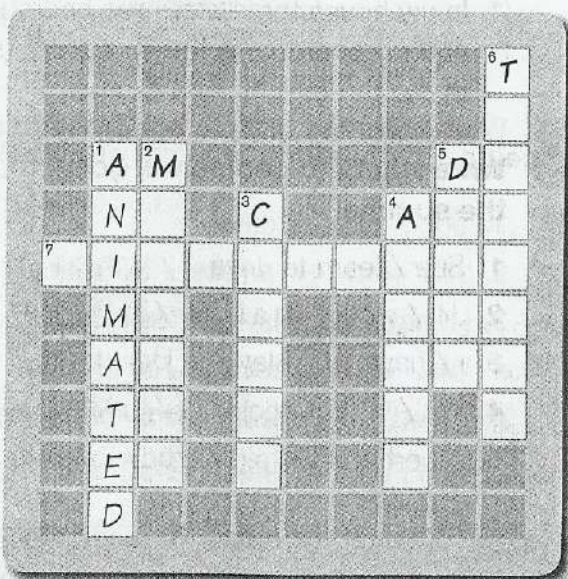
1. What have you got in your bedroom?  
.....
2. What is your favourite room in your house? Why?  
.....
3. What do you do to help in the home?  
.....
4. Which is the biggest room in your house?  
.....
5. Is your room tidier or messier than your parents' room?  
.....

# 3 Cinema

## Vocabulary

1 Complete the crossword. What type of film is number 7?

1. A film with characters made using a computer.
2. A film with songs.
3. A funny film.
4. A film with adventure, cars, police, etc.
5. A film with a tragic or sad story.
6. A film with lots of suspense.



2 Match the words (1-6) to the definitions (a-f).

1. star
2. director
3. part
4. extra
5. characters
6. Action!

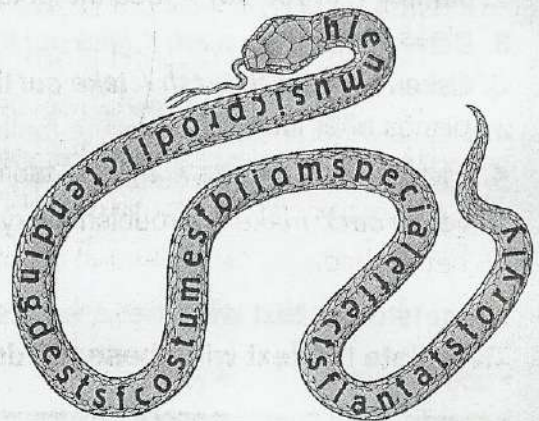
e

- a. role
- b. Start acting!
- c. actor with a very small part
- d. he/ she makes films
- e. very famous actor
- f. fictional people in a film

3 Complete the sentences with words from Exercise 3.

1. When the film director says 'Action!', the actors begin.
2. A ..... tells actors what to do.
3. Nicole Kidman is a very popular film .....
4. Some actors always play bad ....., Then it's difficult to play a good one!
5. My grandfather was an ..... in *Doctor Zhivago*.
6. A famous actor usually has the most important ..... in the film.

4 Find the cinema words.



1. *music* .....
2. ....
3. ....
4. ....
5. ....

5 Write + (positive) or - (negative) next to each adjective.

- |             |                          |        |                          |
|-------------|--------------------------|--------|--------------------------|
| amazing     | <input type="checkbox"/> | awful  | <input type="checkbox"/> |
| surprising  | <input type="checkbox"/> | sad    | <input type="checkbox"/> |
| horrible    | <input type="checkbox"/> | boring | <input type="checkbox"/> |
| interesting | <input type="checkbox"/> | great  | <input type="checkbox"/> |

# Reading

- 1 Read the text. What is it about?
- A famous group of comedy actors.
  - Comedy films.
  - A famous musical group.



The Marx Brothers are probably the most famous group of film comedians ever. They made their funniest films seventy years ago and they are still funny today.

5 There were five brothers at the beginning: Groucho, Chico, Harpo, Gummo and Zeppo, but Gummo and Zeppo decided to leave the group.

The three famous brothers were born in  
 10 New York at the end of the nineteenth century. Their parents were German immigrants and their father made clothes.

Groucho said that his father was not good at his job and his clients had one  
 15 trouser leg longer than the other! Their mother came from a musical family and the children all learnt to play instruments. They often did this in their films.

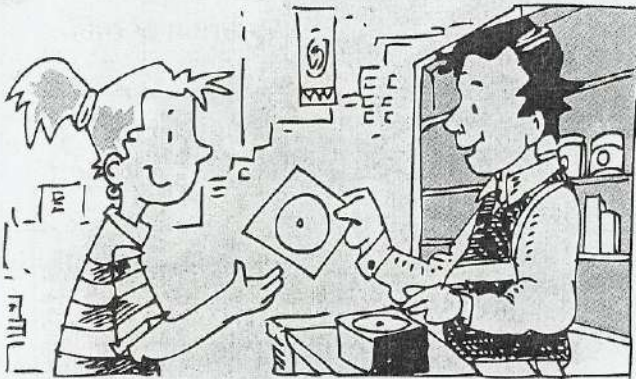
Groucho is the most famous brother with  
 20 his big moustache and funny walk. Harpo doesn't speak in the films and Chico always has problems. *A Night at the Opera*, *A Day at the Races* and *Duck Soup* are some of their best films. If you have the  
 25 opportunity to see one, don't miss it!

- 2 Circle the correct answer.
- The Marx Brothers made very funny / serious films.
  - The Marx Brothers were born in Europe / America.
  - They were born around 1890 / 1820.
  - Their father *made* / *didn't make* very good clothes.
  - Some of them* / *All of them* played musical instruments.
  - They *never* / *often* played instruments in their films.
  - The most famous brother is Groucho / Chico.
  - Harpo never *spoke* / *played music* in the films.

- 3 Find words or expressions that mean the same in the text.
- funny actors (line 2)  
 comedians
  - in the 1800s (line 10/11)
  - mother and father (line 11)
  - work (line 14)
  - hair under a man's nose (line 20)
  - difficulties (line 22)

# Grammar

**1** Complete the sentences with the past form of the verbs in the box.



- |        |        |         |
|--------|--------|---------|
| • give | • rent | • think |
| • see  | • make | • win   |

- Last night, I rented a DVD.
- Katie ..... me tickets for the new film at the Odeon.
- Hillary Swank ..... an Oscar for *Million Dollar Baby*.
- We ..... a good film on TV last night.
- I ..... *Crusaders* was a great film.
- They ..... *The Lord of the Rings* in New Zealand.

**2** a) Make these sentences negative.

- I knew about the Marx Brothers' films.  
I didn't know about the Marx Brothers' films.
- Barbara went to Susie's party.  
.....
- They thought the film was great.  
.....
- She sat in the back row.  
.....
- We bought some popcorn.  
.....

b) Write questions in the past.

- What / you / get / birthday  
What did you get for your birthday?
- you / go out / yesterday  
.....
- Where / Sally / have / birthday party  
.....
- What time / film / start  
.....
- How / you / meet / boyfriend  
.....
- they / walk / school / this morning  
.....

**3** Give short answers to the questions. Then write the correct answer.

- Did you see *Troy* on the television last night? (Star Wars)  
No, I didn't. I saw Star Wars.
- Did Miriam go to London yesterday? (Liverpool)  
.....
- Were you at school yesterday? (at home)  
.....
- Did they have a dog? (cat)  
.....
- Did Jeremy rent a DVD at the weekend? (video game)  
.....
- Did you buy tickets for a comedy? (horror film)  
.....

# Listening

**4** Use the past form of the verbs to complete the conversation.

JAMIE: Hi Sarah! <sup>1</sup> *Did you have...* (have) a good weekend?

SARAH: Yes! I <sup>2</sup> ..... (go) to the cinema with my sister.

JAMIE: What film <sup>3</sup> ..... (see)?

SARAH: Oh, ... a Disney film. Yes, well - my sister <sup>4</sup> ..... (want) to see it.

JAMIE: What <sup>5</sup> ..... (do) then?

SARAH: Linda and Kelly <sup>6</sup> ..... (come) round and we <sup>7</sup> ..... (listen) to music.

JAMIE: Why didn't you invite me?


SARAH: Sorry, Jamie. It <sup>8</sup> ..... (be) a girls' night!

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

- They made that film *in* 1980.
- The tickets are cheaper *on* Wednesday.
- The film started *at* 6.00 and we arrived *at* 6.15.
- Some cinemas are closed *at* the morning.
- We arrived home *at* night.
- The premiere is *on* 16<sup>th</sup> June.


**6** Answer the questions using *ago*.

- When did you get up?  
.....
- When did you have breakfast?  
.....
- When did you last go to the cinema?  
.....
- When did you last rent a DVD?  
.....


**1**  Listen to Joey and Louise. What are they talking about?



- Going to the cinema.
- Their favourite films.
- Their favourite actors.

**2**  Listen again and write *Joey* and / or *Louise* next to the films they like.

- action *Louise, Joey* .....
- thriller .....
- science fiction .....
- musicals .....
- romantic .....
- historical .....
- animation .....

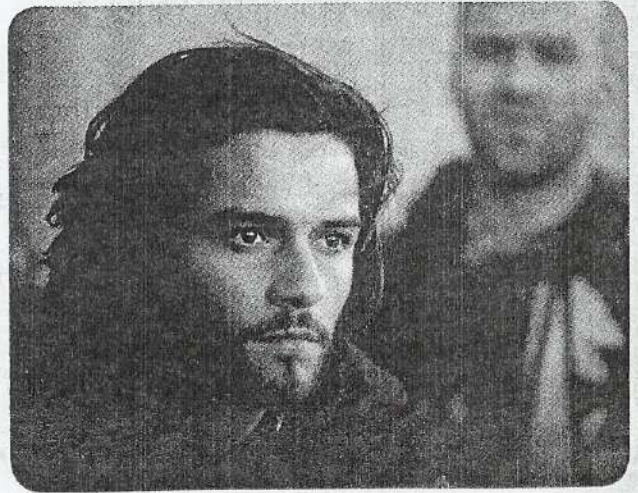
**3**  Listen one more time. True or false?

- Joey and Louise like going to the cinema.
- Louise saw *Riddick* and liked the special effects.
- Joey thinks musicals aren't realistic.
- Louise thought *Joan of Arc* was a horrible film.
- Joey thought *Gladiator* was awful.
- Joey's favourite films are cartoons.

## Writing

### 1 Circle the correct word.

1. I went *too* / to see Orlando Bloom's new film.
2. *There* / *Their* was a great film on at the cinema last week.
3. *It's* / *Its* an adventure story.
4. There are only *to* / *two* characters in the play.
5. *They're* / *There* not very good actors, are they?
6. The film was great and *its* / *it's* special effects were fantastic, *too* / *to*.
7. The special effects *where* / *were* amazing.



### 2 Find eight more spelling mistakes in the text and write the text again below.

Yesterday I sow *Scary Castle*. It was really exciting and the actin was great. It was about three poeple in a castle. They arrived in the middle of the nihgt and a lot of horrible things happened. In the end one of them dyed and the other two drouve away in there car.

Yesterday I saw

.....

.....

.....

.....

### 3 Put the sentences in the correct order.

- a. Its special effects were brilliant and the acting was fantastic.  
There were a lot of good characters in it.
- b. My favourite film when I was a child was *Titanic*.
- c. The ending was very sad. The ship sank and hundreds of people died.
- d. It's about a ship that hit an iceberg on a trip from England to America.
- e. I saw it for the first time when I was six.

### 4 Write in your notebook about a film you liked when you were a child. Use these guidelines to help you.

- What was the name of the film?
- When did you first see it?
- Why did you like it?
- What was it about?
- What was the ending?

# Self-check

## Vocabulary

1 Complete the sentences with these words.

- director    • stars    • audience
- producer    • character    • extras

1. The ..... finds the money to make the film.
2. The ..... have a very small part in a film.
3. The ..... watches a film.
4. A fictional person in a film is a .....
5. The ..... makes the film.
6. The main actors in a film are the .....

2 Choose the correct option.

1. You see the film on a .....  
 a. screen    b. seats    c. row
2. You can't see the film very well from the back .....  
 a. screen    b. drinks    c. row
3. Let's meet at the ..... and buy some popcorn before the film starts.  
 a. ticket office    b. seats    c. row
4. The ..... in this cinema are very comfortable.  
 a. screen    b. row    c. seats

## Grammar

3 Write the past simple affirmative form of these verbs.

- |               |                |
|---------------|----------------|
| 1. buy .....  | 5. watch ..... |
| 2. see .....  | 6. hit .....   |
| 3. have ..... | 7. make .....  |
| 4. give ..... | 8. think ..... |

4 Write these sentences in the past.

1. Matt doesn't like *Dracula*.
2. Tony goes to the cinema.
3. Is it a good film?
4. The costumes aren't good.
5. I don't like old films.
6. Do you have a ticket?

## Writing

5 Complete the conversation.

- went    • amazing    • did you go
- go    • liked    • Did you enjoy

MUM: What film <sup>1</sup> ..... to see, Danny? Who did you <sup>2</sup> ..... with?

DANNY: *Star Wars*. I <sup>3</sup> ..... with Alex and Chas.

MUM: <sup>4</sup> ..... it?

DANNY: Yes! The special effects were <sup>5</sup> .....

MUM: I'm glad you <sup>6</sup> ..... it.

## English in use

6 Put the verbs in the past form and complete the sentences with true information.

1. I ..... (go) to the cinema .....
2. I ..... (think) the film ..... (be) .....
3. I ..... (like) .....
4. I ..... (not like) .....
5. The acting ..... (be) .....
6. The special effects ..... (be) .....

# 4 Say 'please'!

## Vocabulary



### 1 Find the verbs and write them down.

1. wave .....
2. ....
3. ....
4. ....
5. ....
6. ....

### 2 Complete the sentences with a verb from Exercise 1.

1. You wave ..... with your hand.
2. You ..... your mother to say goodbye.
3. You ..... with your arms.
4. You ..... with your body.
5. You ..... hands to say hello.
6. You ..... when you're happy.

### 3 Match column A to column B.

#### A

1. In Japanese films
2. We waved to our friends
3. It is polite to smile
4. My grandmother kisses me
5. Football players hug
6. In formal situations

#### B

- a. when she sees me.
- b. when they score a goal.
- c. people shake hands when they meet.
- d. people bow a lot.
- e. when you say hello.
- f. when the train left the station.



### 4 Read the sentences. Look at the underlined words and write a word with opposite meaning.

1. Don't speak loudly. Please speak .....
2. Does she play .....? No, she plays really badly!
3. Don't walk so ..... . Let's walk more quickly or we're going to be late.
4. Did you wait there patiently? No, I didn't. I walked ..... up and down the corridor!
5. Does he drive carelessly? No, he doesn't. He drives very .....
6. He shouted rudely at me but I answered back .....

## Reading

### 1 Read the text. Choose a title.

- a. A Happy Romance
- b. Hard Times
- c. Impossible Love



I started work when I was twelve years old, as a maid in Hill house, a large mansion near my home. First I worked in the kitchen and I never saw Lord and Lady Madderly. Then, when I was fifteen, I became a lady's maid to their oldest daughter, Margaret. She was sixteen so we were more or less the same age. I brought her breakfast to her room, prepared her bath and helped her dress. Good manners were very important at the time. I always called her *Miss* and talked to her very politely. She was kind to me but we were never friends.



I had a problem when I was there and, after all these years, I still think about it. Margaret's brother, Henry, was a little older than me - about two years I think. He was in love with me and wanted to marry me. We always talked happily for hours and one day he kissed me. Margaret saw us and was very angry. She quickly told her parents and they were very angry too.

The next morning Henry wasn't there and in the afternoon my father came to take me back to my house. My parents didn't say much about it - they were just sad. I never saw Henry again.

*Rose Kent*

### 2 Choose the correct answer.

1. How old was Rose when she started to work as a maid?
  - a. Twelve.
  - b. Sixteen.
2. What did she do when she was a lady's maid?
  - a. She helped Margaret at home.
  - b. She helped Margaret at work.
3. How did Margaret treat Rose?
  - a. She treated her kindly.
  - b. She treated her rudely.
4. How old was Henry?
  - a. Fifteen.
  - b. Seventeen.
5. How did Margaret feel when Henry kissed Rose?
  - a. Angry.
  - b. Sad.
6. What did Margaret do?
  - a. She immediately told her parents.
  - b. She told her parents after some time.
7. What happened after that?
  - a. Rose stopped working at Hill House.
  - b. Rose started working in her parents' house.

## Grammar

- 1** Complete the school rules with the affirmative or negative imperative form of the verbs in the box.

• chew • behave • run • use  
• be • show • eat

**SCHOOL RULES**

1. *Show* ..... respect to your teachers and classmates.
2. .... punctual.
3. ...., drink or ..... gum in class.
4. .... in the corridors.
5. .... well on the school buses.
6. .... your mobile phone in class.

- 2** Match the problem with the advice. Then complete with *should* or *shouldn't*.

1. I didn't pass my English exam.
2. I always forget my books.
3. I find it very difficult to save money.
4. I often miss the school bus.
5. I'm really tired these days.
6. I've got a really bad cold.

- a. You ..... write a note in your diary.
- b. You ..... get up so late.
- c. You ..... study more.
- d. You ..... go to school today.
- e. You ..... spend so much money on clothes.
- f. You ..... try to get more sleep.

- 3** Complete the sentences with an adverb formed from the word in capital letters.

1. She did her homework very ..... QUICK
2. Sam didn't do ..... in Maths because he didn't study enough. GOOD
3. They waited ..... for instructions. PATIENT
4. You should read the text ..... before you answer the questions. CAREFUL
5. You shouldn't speak ..... in class. LOUD
6. During break time students don't speak ..... QUIET
7. She took her time and did her work ..... SLOW
8. The teacher was angry with Jenny because she answered back ..... RUDE

- 4** Circle the correct option.

1. She was very *happy* / *happily* when she received the gift.
2. This rule is not *clear* / *clearly*. Can you please tell me what it means?
3. He works *careless* / *carelessly* and makes many mistakes.
4. You should be *polite* / *politely* when you speak to a stranger.
5. The little boy smiled *happy* / *happily* at the lion.
6. The *hungry* / *hungrily* lion looked at the little boy's ice cream.
7. The boy's mother did not shout *angry* / *angrily* at the boy.

## Listening

**5** For each situation, write a polite request with *can* or *could* and a polite reply.

- You are very cold.  
YOU: *Can you turn the heater on?*.....  
YOUR MOTHER: *Sure.*.....
- You need a pen.  
YOU: .....  
A FRIEND: .....
- You want to ask a question.  
YOU: .....  
YOUR TEACHER: .....
- You need help with your homework.  
YOU: .....  
YOUR BROTHER: .....
- You want to do the exercise with a partner.  
YOU: .....  
YOUR TEACHER: .....
- You want to know the time.  
YOU: .....  
A CLASSMATE: .....



**1**  Listen to Joanne and her mother, Sheila. What is the conversation about?

- teachers and classrooms
- school rules
- birthday parties

**2**  Listen again. Choose the correct option.

- Sheila ... her uniform.
  - liked
  - didn't like
- At Sheila's school, when a teacher entered the classroom, all students quickly ... .
  - stood up
  - sat down
- Sheila said students had problems when they ... in class.
  - shouted
  - talked
- At Joanne's school students have problems when they ... .
  - behave badly
  - talk in class
- Joanne wants to go to ... .
  - a party
  - the cinema
- Joanne's mother says she can go if she ... .
  - behaves well
  - does her homework
- Joanne also wants to ... .
  - sleep at Gillian's house
  - invite Gillian to sleep at her house

# Writing

**1 a) Put these sentences about a famous Spanish festival in the correct order.**

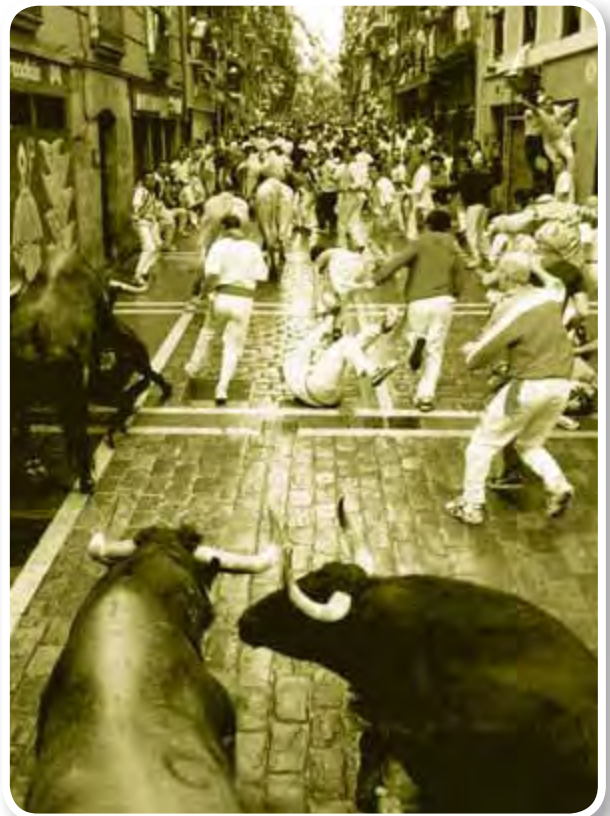
- a. Every morning people run in front of bulls through the middle of the town to the bullring.
- b. This festival is called *Los Sanfermines*.
- c. They wear white clothes and a red scarf around their neck.
- d. It is in Pamplona, in the north of Spain, from 7<sup>th</sup> – 14<sup>th</sup> July.

**b) Now write the text.**

*This festival is called Los Sanfermines.*.....  
 .....  
 .....  
 .....

**2 Give some advice to a friend about Los Sanfermines.**

- 1. wear / red scarf  
*You should wear a red scarf.*.....
- 2. take / white clothes  
 .....
- 3. be careful / bulls  
 .....
- 4. eat too much / before you run  
 .....



**3 Write about a famous festival in your region. Use these guidelines to help you.**

- What is the name of the festival?
- Where and when is it?
- What do people do? (one or two things)
- Give advice to a tourist (*You should / shouldn't*)

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

# Self-check

## Vocabulary

### 1 Complete the sentences.

- smile      • bow      • shake
- hug      • kiss      • wave

1. If you ....., it's because you're happy.
2. In Britain people ..... hands.
3. In France people ..... two or three times.
4. When I say goodbye, I ..... my hand.
5. Bears sometimes ..... each other.
6. People ..... when they meet a king.

### 2 Complete the sentences with adverbs formed from the words in the box.

- good      • loud      • polite
- careful      • quick      • patient

1. Read the question ..... before you answer it.
2. You should talk ..... to your teachers.
3. At school it is important to behave .....
4. People should wait ..... for their turn.
5. It is impolite to laugh ..... in a public place.
6. He ran ..... and won the race.

## Grammar

### 3 Complete the rules with the affirmative or negative imperative form of *do*, *interrupt*, *use* and *speak*.

1. .... your mobile phone in class.
2. .... people when they are speaking.
3. .... your work carefully.
4. .... quietly in public places.

### 4 Complete with *should* or *shouldn't*.

1. You ..... eat much before you go to bed.
2. You ..... do more exercise if you want to be healthier.
3. You ..... watch so much TV.
4. You ..... point at people.

## Writing

### 5 Choose the correct word.

1. He's a *good* / *well* student.
2. She speaks very *clear* / *clearly*.
3. They did their work *good* / *well*.
4. She waited *impatient* / *impatiently* for an answer.
5. The little child behaved *bad* / *badly*.

### 6 Write polite questions for these answers.

1. A: .....  
B: Sure. Here you are.
2. A: .....?  
B: I'm sorry. I'm using it right now.

## English in use








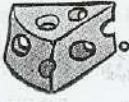

### 7 Use your own ideas to complete the sentences.

1. Don't ..... in class.
2. At home you should .....
3. When you're ill, you shouldn't .....
4. He ..... carefully.

# 5 Delicious!

## Vocabulary

1 Write the names of the food.






1.  chicken .....
2. .... 
3.  .....
4. .... 
5.  .....
6. .... 
7.  .....
8. .... 
9.  .....

2 Complete the text with the words in the box.

- |        |               |         |
|--------|---------------|---------|
| • cut  | • delicious   | • food  |
| • mix  | • fry         | • sugar |
| • love | • restaurants |         |

My favourite <sup>1</sup> food is Chinese. I <sup>2</sup> ..... rice. In Chinese <sup>3</sup> ....., they <sup>4</sup> ..... the vegetables and meat into small pieces and <sup>5</sup> ..... them in oil. The Chinese also <sup>6</sup> ..... different ingredients like <sup>7</sup> ..... and vinegar. You must try the chicken. It's <sup>8</sup> .....!

3 Complete the text with the words in the box.

1.  muebrgrah  
hamburger .....
2.  dasal  
.....
3.  temloete  
.....
4.  ebcehreusreg  
.....
5.  tufri sdaal  
.....

4 Complete the definitions with the words in the box.

- |        |        |        |
|--------|--------|--------|
| • chop | • boil | • add  |
| • fry  | • peel | • stir |

1. To chop is to cut into small pieces.
2. To ..... is to remove the outside of a piece of fruit or a vegetable.
3. To ..... is to cook in very hot water.
4. To ..... is to cook in very hot oil.
5. To ..... is to put in another ingredient.
6. To ..... is to move a liquid using a spoon.

# Reading

## 1 Read the text. What is it about?

- Having a delicious meal in space.
- Eating and drinking in space.
- Keeping food fresh in space.

### Astronauts

When astronauts go on space trips, they can't sit down and have a delicious meal. One of the reasons is gravity. There isn't any gravity so things and people float. Can you imagine your chicken and chips floating around in the cabin?

Another reason is that it is difficult to keep food fresh on a journey that can sometimes last for weeks or months. Some of the food is dry and it is all in packets, including the drinks. These packets are sealed so the food does not escape and the astronauts eat and drink directly from them.



There are some things they can eat normally – pizza for example (if the pieces don't float away!) and chocolate are easy to hold.

Astronauts probably think about food and drink a lot during their trip. It's not difficult to imagine their first meal at home or their first visit to a restaurant after a long journey!

## 2 Answer the questions. Write Yes or No.

- Do astronauts have delicious meals in space? *No*
- Is there any gravity in the cabin of a spacecraft? .....
- Is it easy to keep food fresh in space? .....
- Is all the food fresh? .....
- Is all the food and drink in packets? .....
- Can the astronauts eat anything with their hands? .....

## 3 Match the underlined words in the text with these definitions.

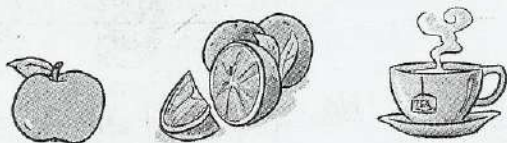
- recently prepared *fresh* .....
- without liquid .....
- a force of our planet Earth .....
- have in your hand .....
- closed (air or liquid can't get in or out) .....
- trip .....

# Grammar

1 Write the nouns in the correct column.

- tea
- chocolate
- banana
- oranges
- onions
- chips
- apple
- milk
- cereals
- biscuit
- potato
- tomatoes
- rice
- carrot
- pizza
- eggs
- sugar
- strawberries
- bread
- pasta

Countable		Uncountable
Singular	Plural	
apple.....	oranges.....	tea.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....



2 a) Complete the sentences with *some* or *any*.

1. There aren't any vegetables.
2. Let's buy ..... pizzas.
3. We haven't got ..... milk.
4. There are ..... strawberries.

b) Choose the right option.

1. He takes a lot of / *much* sugar in his coffee.
2. I don't drink *some* / *much* water.
3. There aren't *much* / *many* potatoes.
4. I eat *a lot of* / *much* biscuits.

c) Complete the questions with *How much?* or *How many?*

1. *How much*... sugar do you take in your coffee?
2. .... eggs do you need to make an omelette for four?
3. .... meals do you have a day?
4. .... salt do you put on your food?
5. .... chocolate bars can I have?

3 Put the words in order to make sentences.

1. biscuits / you / How / do / many / want / ?  
*How many biscuits do you want?*
2. eat / I / vegetables / a lot of  
.....
3. many / in / There / calories / aren't / onions  
.....
4. much / do / How / sugar / you / in your coffee / take?  
.....
5. don't / much / We / milk / drink  
.....

4 Complete with *any*, *some* and *a lot of*.

1. Italians eat ..... pasta.
2. I would like a sandwich. Is there ..... bread?
3. Are you going to the supermarket? Please buy ..... milk.
4. I love this menu. There are ..... varieties of pizza!
5. There isn't ..... sugar. We can't make a cake.
6. I want ..... Coke.

# Listening

**5** Complete the conversation with the words in the box.

- 'm not doing
- 'm meeting
- are you doing
- are you meeting


A: What <sup>1</sup> ..... tomorrow?  
 B: I <sup>2</sup> ..... anything special.  
 A: Would you like to go to the club?  
 I <sup>3</sup> ..... Kris there in the morning.  
 B: What time <sup>4</sup> .....?  
 A: At about 11:00.  
 B: OK. See you there.

**6** Complete with the correct form of the present continuous.

1. Melanie ..... (stay) at home this weekend.
2. We ..... (have) a test tomorrow.
3. Tony ..... (not / go) to the dentist on Tuesday.
4. They ..... (not / go) out this Friday.
5. .... you ..... (visit) your grandparents this Sunday?
6. What ..... she ..... (do) tomorrow?


**1** Match the two halves of the sentences.

- |               |                          |
|---------------|--------------------------|
| 1. Hot food   | <input type="checkbox"/> |
| 2. Raw food   | <input type="checkbox"/> |
| 3. Sweet food | <input type="checkbox"/> |
- a. is not cooked.  
 b. has a lot of sugar.  
 c. has strong spices.

**2**  Listen to Edward, Kate and their father, Jim. Tick (✓) the different types of restaurants they mention.



- |               |                                     |              |                          |
|---------------|-------------------------------------|--------------|--------------------------|
| 1. Indian     | <input checked="" type="checkbox"/> | 4. Japanese  | <input type="checkbox"/> |
| 2. Chinese    | <input type="checkbox"/>            | 5. Italian   | <input type="checkbox"/> |
| 3. Vegetarian | <input type="checkbox"/>            | 6. Fast food | <input type="checkbox"/> |

**3**  Listen again and circle the correct answer.

1. Why do they want to go out to dinner?  
 a. Because they want to celebrate.  
 b. Because it's Jim's birthday.
2. What does Jim think about Indian food?  
 a. He likes it but it's a little hot.  
 b. He doesn't like it - it's too hot.
3. What does Kate say about *sashimi*?  
 a. It's not good.      b. It's raw fish.
4. What does Jim say about eating in a Japanese restaurant?  
 a. He'll try *sashimi*.  
 b. He'll order something cooked.
5. What does Jim think about Italian food?  
 a. It's very simple.  
 b. It's generally pasta and pizza.
6. What does Jim want to order in the Italian restaurant?  
 a. A large piece of chocolate cake.  
 b. A chocolate ice cream.

# Writing

1 Cross out the word that can't complete the sentence.

1. Boil the *spaghetti / milk / oil*.
2. Peel the *lettuce / apples / potatoes*.
3. *Add / Mix / Stir* the vegetables.
4. Fry the *eggs / potatoes / milk*.
5. *Fry / Stir / Cook* the chicken.

2 Put the recipe for marmalade in order.



- a. Mix well.
- b. Next chop them into small pieces.
- c. Put the mixture into a saucepan and boil for about two hours.
- d. Finally, put the mixture in a cold place for 24 hours.
- e. First, take some big, juicy oranges and peel them.  1
- f. Then put the pieces into a bowl and add a lot of sugar.

3 Write a recipe for potato salad. Use the pictures and the words to help you.

- peel
- chop
- tomatoes
- peas
- bowl
- put
- potatoes
- boil
- mix
- add
- eggs
- ingredients
- saucepan
- mayonnaise



First, peel the potatoes and chop them.

.....

.....

.....

.....

.....

.....

.....

# Self-check

## Vocabulary

### 1 Choose the odd word out.

- |               |         |         |       |
|---------------|---------|---------|-------|
| 1. meat       | tomato  | chicken | fish  |
| 2. water      | sugar   | juice   | milk  |
| 3. banana     | orange  | rice    | apple |
| 4. mayonnaise | rice    | vinegar | oil   |
| 5. butter     | yoghurt | bread   | milk  |
| 6. bread      | cereals | salt    | pasta |

### 2 Choose the correct option. Then put the recipe in the correct order.

- a. *Chop / Mix* 1 kg of tomatoes, 1 onion and 2 carrots.
- b. *Mix / Boil* the Bolognese sauce with the spaghetti and enjoy it!
- c. Cook the spaghetti in *fry / boiling* water for about 10 minutes.
- d. *Chop / Fry* the meat in oil, add the onion and carrots and cook for 10 minutes.

## Grammar

### 3 Complete with *some* or *any*.

- I'd like ..... coffee.
- Are there ..... biscuits?
- We haven't got ..... rice.
- We can buy ..... sandwiches.

### 4 Complete with *much*, *many* or *a lot of*.

- Angus always puts ..... sugar in his coffee.
- Italians eat ..... pasta.
- How ..... milk do you put in your coffee, Bob?
- Have we got ..... potatoes?
- Do you eat ..... yoghurt?

- Caroline loves fruit but she doesn't eat ..... vegetables.

### 5 Complete the conversation.

- What ..... this weekend?
  - you are doing
  - do you do
  - are you doing
- I ..... shopping this Friday.
  - go
  - 'm going
  - went
- We ..... having the test tomorrow.
  - aren't having
  - is having
  - isn't having
- ..... a party?
  - They are giving
  - Do they giving
  - Are they giving

## Writing

### 6 Write a question for each answer.

- .....  
'No, there aren't!'
- .....  
'No, I'm not!'

## English in use

### 7 Answer the questions with true information. Give examples to explain your ideas.

- What do you eat? What don't you eat? Is your diet healthy?  
.....  
.....
- What happens if you don't eat the right food? What happens if you eat a lot of sweets?  
.....  
.....

# 6 Talents

## Vocabulary


### 1 Complete the verbs.

1.  t e / / jokes

2.  d / / / cartoons

3.  j / / / / balls

4.  d / / / / clothes

5.  d / magic tricks

6.  i / / / / animals

### 2 Complete the definitions with the words in the box.

- musician    • inventor    • juggler
- magician    • acrobat    • artist
- comedian

1. A(n) *magician* ..... is a person who does magic tricks.
2. A(n) ..... tells jokes or is very funny in a film.
3. A(n) ..... throws things into the air and catches them again.

4. A(n) ..... plays a musical instrument.
5. A(n) ..... does complicated and sometimes dangerous gymnastics.
6. A(n) ..... paints pictures.
7. A(n) ..... creates objects that did not exist before.

### 3 Classify the words in the box. Some words must go in two columns.

- invent    • artistic    • sing
- juggler    • design    • musical
- cartoon    • imitate    • designer
- music    • magic    • artist
- song    • invention    • draw

Noun	Verb	Adjective
.....	<i>invent</i> .....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

### 4 Circle the correct word.

1. Picasso was incredibly *artist* / *artistic* when he was a child.
2. I would like to play an instrument but I'm not very *musician* / *musical*.
3. I love *magic* / *magician* tricks.
4. Listen to my favourite *song* / *sing*.
5. I would like to do a course on fashion *design* / *designer*.
6. The ballpoint pen was a great *inventor* / *invention*.
7. Everybody likes *music* / *musical*.
8. A *magician* / *magic* has to prepare the tricks very well.

# Reading

**1**  **Read and listen to the text. Match the headings to the paragraphs.**

- a. Roman theatre       b. Shakespeare       c. Greek theatre

## Theatre

1. Theatre probably began with dancers celebrating religious festivals and people looking at them and enjoying it. But the first people to construct theatres were the Greeks and they did this a long time ago – about 3000 years in fact. The Greeks also wrote plays: tragedies, with sad endings, and comedies, with happy endings. To be an actor or a writer in ancient Greece was a very important job.



2. The Romans also liked the theatre and wrote different types of plays. They liked musicals and made masks and multicoloured clothes especially for the stage. They loved action plays with fights and even battles with a lot of actors. These plays were very popular with adults and children. In other countries the theatre was popular, too.

3. One of these countries was England. The most famous English dramatist was William Shakespeare. He wrote, directed and acted in more than thirty plays when he lived in London in the 1580s and '90s. These plays continue to be popular and people see them in theatres in many different countries. In Hollywood, Shakespeare's plays are often on screen and the most glamorous and famous actors want to act in *Hamlet*, *Macbeth* or *Romeo and Juliet*.



**2** **Answer the questions. Write Yes or No.**

1. Did theatre begin with religious festivals? .....
2. Did the Greeks like action and adventure? .....
3. Did the Romans build the first theatres? .....
4. Were musicals popular in the Roman theatre? .....
5. Did children go to the theatre in Rome? .....
6. Did Shakespeare live in the seventeenth century? .....
7. Do people like his plays today? .....
8. Are there any Hollywood films of Shakespeare's plays? .....

**3** **Match the underlined words in the text with the definitions.**

1. stories for the theatre  
.....
2. big fights  
.....
3. person who writes plays  
.....
4. elegant and attractive  
.....
5. of many colours  
.....
6. build  
.....

## Grammar

**1 Complete with the verbs in the box. Use the infinitive of purpose.**

- |             |          |
|-------------|----------|
| • make (x2) | • get    |
| • imitate   | • become |



- I'm going to buy some paint and brushes *to make* ..... lots of paintings.
- I'm going to study art ..... a professional artist.
- I'm going to paint a copy of the Mona Lisa ..... Leonardo Da Vinci.
- I'm going to sell my paintings ..... money.
- I'm going to visit museums ..... inspiration!

**2 Write purposes for these actions.**

- They want to go to the shops *to buy* ..... *some cheese* .....
- He went to the station .....
- She phoned her friend .....
- I'm reading the newspaper .....
- We go to the gym .....

**3 Circle the correct option.**

- A: Are you doing *anything* / *anyone* this weekend?  
B: No, I'm not doing *anything* / *something* special.
- A: Is there *someone* / *something* in the classroom?  
B: No, there isn't *anyone* / *someone*.
- A: I want to eat *something* / *anything* nice.  
B: Why don't we go out for dinner?

**4 a) Complete with the present continuous. Use short forms where possible.**

- A: What clothes ..... you ..... (take) to Córdoba?  
B: Well, it's only a weekend, so I ..... (not / take) much.
- A: ..... we ..... (have) the English test on Monday?  
B: No, we ..... (not / have) it on Monday. It's on Wednesday.
- A: Is Jaime in his bedroom? What ..... he ..... (do)?  
B: I think he ..... (watch) TV.
- A: ..... they ..... (go) out tomorrow?  
B: Yes, they ..... (visit) their grandparents.
- A: ..... you ..... (use) your computer? I must find some information.  
B: Yes, but I ..... just ..... (chat). You can have it.

**b) Tick the conversations that refer to the future.**

1.  2.  3.  4.  5.

## Listening



### 5 Complete with the correct form of the present simple or past simple.

- Jenny ..... (like) painting so she ..... (take) classes twice a week.
- Bob's mother ..... (do) acrobatics when she ..... (be) young. She ..... (work) in a circus for five years.
- ..... Kevin ..... (go) to music school every day? - No, he ..... He ..... (go) twice a week.
- What ..... Bell ..... (invent)? - I think he ..... (invent) the telephone.
- Some years ago, I ..... (not / like) dancing salsa, but now I ..... (love) it!

### 6 Write questions and answers using *going to*.

- Johnny / visit / Miriam? (Alice)  
*Is Johnny going to visit Miriam?*  
*No, he isn't going to visit Miriam.*  
*He's going to visit Alice.*
- you / learn / Chinese? (Japanese)  
 .....
- your parents / see / Romeo and Juliet? (Hamlet)  
 .....
- I / see / you / next week? (tomorrow)  
 .....
- Harry / play football / in the school team? (basketball)  
 .....

### 1 Listen to Saul talking about his music. What instrument does he play?

*He plays* .....

### 2 Listen again and answer the questions.

- How old is he? .....
- Is he a soloist? .....
- When did he start playing?  
 .....
- Does Saul write music? .....
- Is he going to be a professional musician in the future? .....
- What is he going to be? .....
- Is he going to play music in the future?  
 .....

### 3 Listen one more time and complete the future tenses.

- ..... solo in a concert in London next week.
- ..... some music for the orchestra to play at the Spring concert.
- I ..... a professional musician.
- Playing the clarinet ..... my hobby.
- But ..... music.

# Writing

**1** Match the headings in the box with the different parts of the description.



- description of the picture
- comment about size / colours / light
- final comment
- why you like it
- name of picture and artist

1. My favourite picture is *Las Meninas* by Velázquez.
2. I like it because it's very interesting and has a lot of figures.
3. In the foreground there's a dog. In the background there is a mirror with a reflection of the king and queen. In the middle there are other figures: some children and Velázquez painting.
4. It is enormous and the colours are very dark.
5. I think it's very beautiful.

1. *name of picture and artist*.....
2. ....
3. ....
4. ....
5. ....

**2** Make notes about this picture using the words from the box to help you.



- fantastic
- horrible
- modern
- strange
- figures
- horse
- flower
- sad
- bull
- fire
- soldier
- big
- enormous
- black
- white
- violent
- grey
- different

Name of picture and artist:  
*Guernica, Picasso*.....

Do you like it? Why (not)?  
.....  
.....

Description (in the foreground / background, in the middle, on the left / right):  
.....  
.....

A comment about the size / colours:  
.....  
.....

A final comment:  
.....  
.....

**3** Write the description in your notebook.

# Self-check

## Vocabulary

### 1 Complete the table.

Noun (person)	Noun (thing)	Verb	Adjective
magician	<sup>1</sup> <i>magic</i>	—	<sup>2</sup> .....
<sup>3</sup> .....	art	—	<sup>4</sup> .....
<sup>5</sup> .....	<sup>6</sup> .....	invent	—
designer	<sup>7</sup> .....	<sup>8</sup> .....	—
<sup>9</sup> .....	music	—	<sup>10</sup> .....
<sup>11</sup> .....	<sup>12</sup> .....	sing	—

### 2 Complete with words from Exercise 1.

- Renoir is my favourite ..... His paintings are really beautiful.
- Does he play the guitar or is he the band's .....
- She likes doing ..... She can make a rabbit disappear!
- Diana plays three instruments. She's very .....
- I can ..... clothes and handbags.
- What is the most important ..... in history? - The computer!

### 3 Describe what these people do.

- A comedian .....
- A cartoonist .....
- A juggler .....
- A magician .....

## Grammar

### 4 Complete with *someone*, *something*, *anyone* or *anything*. If two words are correct, choose one.

- Is there ..... in your house?
- There isn't ..... in the fridge.

- I want to tell you .....
- He didn't talk to ..... about it.
- ..... phoned. I think it was Mary.

### 5 Complete with the infinitive of purpose.

- She travelled to Spain .....
- I come to school .....
- He went to the city centre .....

### 6 Complete the sentences with the correct option.

- Marie ..... her bedroom next Saturday.  
a. paints    b. painted    c. is painting
- Pay attention, everybody. Bill ..... a card disappear.  
a. is going    b. makes    c. made  
to make
- Mozart ..... a lot of symphonies.  
a. composes    b. compose    c. composed
- She usually ..... classes on Thursday.  
a. takes    b. is taking    c. is going to  
take

### 7 Make these sentences negative and interrogative.

- She likes ballet.
- He told a good joke.
- They are performing in the street.
- He is going to be a singer.

## English in use

### 8 Answer.

- What do you usually do on Fridays?
- What did you do last Saturday?
- What are you doing this weekend?

# Quick check

## Indefinite pronouns

### Affirmative

There is *something* under your desk.  
I saw *someone* at the door.

### Negative

He couldn't find *anything*.  
She didn't go with *anyone*.

### Questions

Did he win *something* / *anything*?  
Are you going out with *someone* / *anyone*?

## How often...? and expressions of frequency

How often do you see Tom?

Every day / morning.

Once / Twice / Three times / Four times a day/week.

## Adverbs of frequency

I am *always* / *usually* / *often* / *sometimes* / *never* late for school. (to be + adverb)

I *always* / *usually* / *often* / *sometimes* / *never* watch TV. (adverb + other verb)

## Should / shouldn't

### Affirmative

You should wait for your turn.

### Negative

You shouldn't interrupt when people are speaking.

### Questions

Should I arrive early?

## Imperative

### Affirmative

Close your books.  
Answer the phone, please.

### Negative

Don't open that box.  
Please don't shout.

## Infinitive of purpose

Why do you want to work?

To save money and (to) buy a computer.

## Adverbs of manner

Drive carefully.

We often form adverbs from adjectives: careful

→ carefully

## Can / could

### Questions

Can I use your camera?  
Could you lend me a pencil?

### Short answers

Sure. / Yes, of course.  
When you say 'no', give a reason: I'm sorry. It's broken.

## Comparative form of adjectives

The white lamp is smaller than the black lamp.

The white lamp is more modern than the black lamp.

## Superlative form of adjectives

The red lamp is the smallest of the three.

The blue lamp is the most expensive of all.

## How many and How much - some, any, a lot of, many & much

### Plural countable nouns

How many biscuits are there? There are two / a lot.  
Are there any biscuits? Yes, there are. / No, there aren't.

There are some chips. / There are a lot of / many chips.

There aren't any apples. / There aren't many apples.

### Uncountable nouns

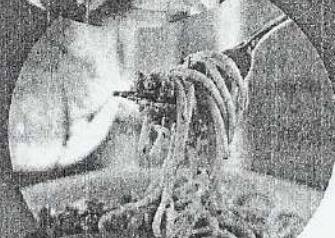
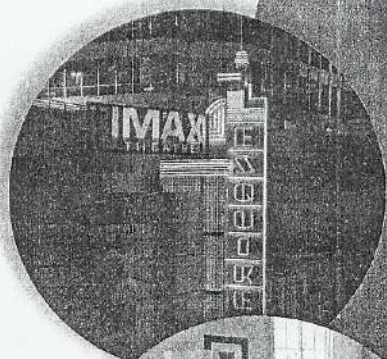
How much fish is there? There is some / a lot.  
Is there any fish? Yes, there is. / No, there isn't.

There is some rice. / There is a lot of rice.

There isn't any milk. / There isn't much milk.

2<sup>nd</sup> edition

# What's Up?



# 2

978-987-615-177-1

**Fast Finishers Activities**

2<sup>nd</sup> edition

# What's Up?

# 2

## Fast Finishers Activities

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# 1 Reading and Writing

## Solidarity

### > Read

#### 1 Who...?

- |  |                                |
|--|--------------------------------|
| 1 helps somebody living near his / her house | 3 receives help to help others |
| 2 uses an instrument to help others          | 4 helps people in the morning  |

Helping others can help you feel better. It can make your life meaningful and the world a better place. Some people enjoy helping others. They use their spare time to do things for people in need. In this website, we share some ideas.

"I go to school in the afternoon, so I have free time in the morning. I'm good at playing the guitar and I like singing. I visit children in hospital twice a week and sing for them. I love seeing their happy faces when they see me."  
Amanda, 14

"I'm a taxi driver and I don't have a fixed working schedule. Once a week, usually on Saturday afternoon, I take my neighbour Fernanda for a drive. She is 15, and she can't walk. I love hearing <sup>2</sup>her laugh when we drive around the town."  
Teresa, 26

"I don't have much free time because I have lessons both in the morning and in the afternoon. On Sundays, I play football with my friends. I don't like sleeping in the morning, so I visit some nice elderly people in a house near the club on Saturdays. I get up at 9:00, go to their place and read the news for <sup>1</sup>them. We talk for a while and I come back home happy."  
Joaquín, 12

"I'm quite old. I walk very slowly and I can't walk long distances. I can't drive. I'm retired but I'm always busy. I read books and record them for the blind. My grandson takes the CDs to <sup>3</sup>them. I help others and I help myself because I feel good doing <sup>4</sup>this."  
Augusto, 78

Do you have any more ideas? Send <sup>5</sup>us your message.

#### 2 Find words or expressions meaning:

- 1 Free \_\_\_\_\_
- 2 I do something well \_\_\_\_\_
- 3 Past the middle age \_\_\_\_\_

#### 3 What do the following words refer to?

- 1 them \_\_\_\_\_
- 2 her \_\_\_\_\_
- 3 them \_\_\_\_\_
- 4 this \_\_\_\_\_
- 5 us \_\_\_\_\_

#### > Write

#### 4 Write about something you like doing for other people.

- When do you do it?
- How do you feel?

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Two is enough

> Read

1 Read the article and suggest an alternative title for it.

Chinese family structure is experiencing a transition from "Extended family" (three generations living under the same roof) to DINK (Double Income - No Kids), a new choice that is popular with young couples. Pressure and competition at work and a high cost of life are the most important factors that influence their decisions. Another reason is that couples are starting their families at an older age.

Zhang, a 32-year-old secretary, and her husband Zhou, a 35-year-old engineer, are what we can call a DINK family.

They enjoy going out a lot, so having a baby is not in their plans. They also want to travel around the world and get a better position at work.

They live in a small flat in downtown Beijing. There is only one bedroom and a small living room with a kitchenette and a bathroom in their house. They don't have space for a baby



and they don't want to get a bigger flat. They work full time and spend very little time at home, so they share household chores. Zhang cooks dinner and Zhou lays the table. Zhang usually takes out the rubbish because she doesn't like to wash the dishes. Zhou does that. Together, they keep the flat tidy and clean. The first to arrive hovers the floor and they don't leave things in the wrong place. Their life is very well organised at the moment... but are they going to change their minds in the future?

2 Answer.

- 1 How many members are there in a DINK family?
- 2 Where are Zhang and Zhou from?
- 3 Why don't they want to have kids?
- 4 What is their flat like?
- 5 What does the husband do for the house?

3 Find the opposites.

- 1 wife \_\_\_\_\_
- 2 cooperation \_\_\_\_\_
- 3 part-time \_\_\_\_\_
- 4 messy \_\_\_\_\_
- 5 dirty \_\_\_\_\_

> Write

4 Imagine your family in the future. Describe it.

- Are you going to be a DINK family or do you want to have kids?
- Where are you going to live? Describe your future house.
- How are you going to organise house chores?

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### 3 Reading and Writing

#### Harry Potter: a case of resilience

##### > Read

##### 1 Read the text and choose the correct summary.

- a J.K. Rowling always wanted to be a successful writer. She studied at university, married, wrote popular books and always had an easy life.
- b J.K. Rowling had a difficult life, and she could change it thanks to good luck.
- c J.K. Rowling went to university, had a difficult life and could change it thanks to her imagination.

Movies are very glamorous, but sometimes they start in very strange places. In the case of the Harry Potter series they begin with the books by J.K. Rowling, and her life was not always glamorous! In June 2008, J.K. Rowling delivered her Commencement Address "*The Fringe Benefits of Failure, and the Importance of Imagination*" at the graduation ceremony at Harvard University. She started with a joke and then reflected on her own life experience. Her life was not easy, but she could find her way. She was born in a working-class family. Her parents were not wealthy, so they told her to take a vocational course. She needed to earn her living. But all she wanted was to write novels.

She entered Exeter University, but she wrote stories at the canteen and didn't go to all her classes. Finally, she graduated when she was 21 years old. Compared to other people, seven years after her graduation her life was a complete failure. She divorced, didn't have a job and had a daughter to educate. And she was poor! But failure was not bad for J.K. Rowling. It gave her the opportunity to start her writing career. She had nothing, so she did not risk anything. She discovered wonderful friends. She found a way to survive. Imagination helped her understand people better, and she used that to help refugees at Amnesty International, where she worked.

She understood that "we don't need magic to change the world, we carry all the power we need inside ourselves: we have the power to imagine better." J.K. Rowling took her daughter for a walk every evening. They stopped at cafés and she wrote Harry Potter while the little girl slept. In 1995, Rowling finished her manuscript of "Harry Potter and the Philosopher's Stone" and her life changed completely. Now she is the a world best-seller, one of the richest women in England, and the Harry Potter movies have millions of viewers. She is married again, too. Success came out of failure. She closed her speech saying: "As is a tale, so is life: not how long it is, but how good it is, is what matters."

##### 2 Read the text again and answer the questions.

- 1 Who is J.K. Rowling?
- 2 Were her parents rich?
- 3 Where did she study?
- 4 How old was she when she divorced?
- 5 Why wasn't failure bad for her?
- 6 When did she finish her first manuscript?
- 7 What is she doing at the moment?

##### 2 A "Commencement Address" is ...

- a a place
- b a letter
- c a speech

##### 3 "Fringe benefits" are ...

- a reduced benefits
- b additional benefits
- c unimportant benefits

##### 4 A "vocational course" ...

- a teaches a lot of theory
- b teaches how to do something
- c teaches where to do something

##### 3 Choose the correct option.

- 1 "Resilience" means the capacity ...
  - a to suffer bad experiences
  - b to recover from bad experiences
  - c to enjoy bad experiences

##### > Write

- 4 Write about a film you saw. Include the title and type of film and your favourite scene.

**Stress and you**

> **Read**

**1 Read the text. According to the author, are these sentences true or false?**

- 1 Stress is healthy.
- 2 There are many different sources of stress.
- 3 Eating well can fight stress.
- 4 Mistakes are useful.

**What is stress?**

Stress is the body's reaction to events. Our blood circulates fast and our arms and legs shake nervously. We have to stop this feeling or we might fall ill.

**What causes stress?**

School demands and parents' expectations. Extracurricular activities are also important sources of stress. Besides, problems with friends or dating failure can make us react stressfully. Family problems such as divorce or the death of a family member add to this feeling.

**How can we fight stress?**

A good way to face this process could be to keep a healthy diet, eat regularly and take time to eat calmly. To avoid behaving anxiously, we could learn how to breathe deeply and think positively. Also, practicing a hobby can be relaxing. And saying what we want or need politely can be really helpful. Learning that changes are a natural part of life, that mistakes help us to do things well in the future and that friends are always next to us when we need them is a good way to live comfortably. Believing in our potential and following our instinct can help us enjoy life and live healthily.

**2 Find adverbs in the text modifying the following actions:**

- 1 shake \_\_\_\_\_
- 2 eat \_\_\_\_\_
- 3 breathe \_\_\_\_\_
- 4 say things \_\_\_\_\_
- 5 live \_\_\_\_\_

**4 Complete the pieces of advice from the text with *should / shouldn't*.**

- 1 We \_\_\_\_\_ stop stress.
- 2 Parents \_\_\_\_\_ have too many expectations about their kids.
- 3 We \_\_\_\_\_ eat fast.
- 4 We \_\_\_\_\_ behave anxiously.
- 5 We \_\_\_\_\_ believe in our potential.

**3 Complete the orders with the corresponding verbs in the affirmative or negative form.**

- 1 \_\_\_\_\_ many extracurricular activities.
- 2 \_\_\_\_\_ positively.
- 3 \_\_\_\_\_ a hobby.
- 4 \_\_\_\_\_ good friends.

> **Write**

**5 Write a brochure welcoming a foreign exchange student to your school.**

- Describe the place: where it is, what it is like.
- Describe what students and teachers do there.
- Give some tips about the things they should / shouldn't do at school / in your town.

## 5 Reading and Writing

### What is vegetarianism?

#### > Read

#### 1 Read the text and decide if these sentences are true or false.

- 1 You can be a vegetarian and eat meat.
- 2 Lacto-vegetarians eat cheese and cream.
- 3 Ovo-vegetarians can't eat an omelette.
- 4 Labels on products describe the ingredients used to make them.

Vegetarians are people who don't eat dairy products or meat (red meat, poultry and seafood). Some very strict vegetarians don't eat animal-derived food either.

People choose vegetarianism for many different reasons, e.g. health, religious, aesthetic, economic, etc. That is why there are many varieties of diets. A *vegan* diet rejects all animal products. An *ovo-vegetarian* diet includes eggs but not dairy products, a *lacto-vegetarian* diet admits dairy products but not eggs, and an *ovo-lacto-vegetarian* diet includes both eggs and dairy products.

Some foods contain unfamiliar animal ingredients. Vegetarians say we should read the labels on products before we consume them.

Some people are not so strict and go on *semi-vegetarian* diets. They consume fish and poultry and only reject red meat. Still others follow a *pescetarian* diet, which includes fish but no meat.

According to the Vegetarian Society, a "real vegetarian diet" doesn't include any animal-derived product, not even eggs or milk.

Now you know all this, would you like to be a vegetarian?

#### 2 Read the text again and find phrases that explain why these people are vegetarian.

- 1 Maria says: "My skin is better now that I'm a vegetarian."
- 2 Indira asserts: "Cows are sacred. We can't eat their meat."
- 3 Gregory complains: "My doctor doesn't let me eat a good barbecue."
- 4 Eugenia comments: "Living alone has changed my eating habits. Vegetables are much cheaper than meat."

#### 3 Choose the correct option.

- 1 Strict vegetarians don't eat *much* / *any* animal-derived food.
- 2 People are vegetarians because of *some* / *many* reasons.
- 3 A pescetarian diet includes *a lot of* / *no* fish.
- 4 *Not many* / *Not much* people are "True Vegetarians".

#### > Write

#### 4 You are taking part in a marathon next month. Write about your diet:

- What should you eat?
- What can't you eat?
- How healthy is your regular diet? What are you changing?

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**Aimee Mullins: model and athlete**

> Read

**1 Read and tick Aimee's occupations.**

- |                                  |   |                                      |                                   |
|----------------------------------|---|--------------------------------------|-----------------------------------|
| teacher <input type="checkbox"/> | motivational speaker <input type="checkbox"/> | sportswoman <input type="checkbox"/> | reporter <input type="checkbox"/> |
| model <input type="checkbox"/>   | soccer player <input type="checkbox"/>        | designer <input type="checkbox"/>    | actress <input type="checkbox"/>  |

Aimee Mullins was born in Allentown, Pennsylvania, in 1976. She studied at Parkland High School in her hometown. Then, she graduated on history and diplomacy from Georgetown University in Washington D.C. After that, she won a place in the Foreign Affairs internship programme at the Pentagon. Aimee is also a sportswoman. All this could be similar to the life story of many other people. But she is not an ordinary woman: she doesn't have any lower legs. Doctors amputated them below the knee when she was one year old. But she never sat on a wheelchair, and learned how to walk on artificial limbs. She competed in the women's

track team at Georgetown University and at the 1996 Paralympics in Atlanta. In her class, she set unofficial world records in the 100-metres dash (15.77 seconds) and the long jump (11'41/2"). She can also ski and play baseball and soccer. She works as a model, too. "People Magazine" named her one of the most beautiful women in the world. She is a member of the L'Oreal Team together with Jennifer Lopez. She is also an actress, and appeared in *Cremaster* and in *World Trade Centre*, where she played the role of a reporter. She would like to be a Bond Girl. At the moment, she is a motivational speaker. She



compares prosthetic legs to eyeglasses and says: "In the same way that people wear designer eyeglasses, I have got designer legs" (she has got 12 pairs of prosthetic legs). She asserts that attitude is what can make a change. She is meeting people and talking to them to help them find "a silver lining in their clouds".

**2 What do the following numbers refer to?**

- 1976
- 100
- 12

**3 Answer.**

- 1 What did she study at Georgetown University?
- 2 Why did she work at The Pentagon?
- 3 What sports can she do?
- 4 Who does she work with at L'Oreal?
- 5 What would she like to do as an actress?
- 6 What is she doing at the moment?

**4 Choose the correct option.**

- 1 An "internship programme" is ...
  - a a programme to learn
  - b a programme to get in-service training
  - c a programme to teach in-service
- 2 "Prosthetic legs" are ...
  - a permanent legs
  - b artificial legs
  - c new legs

> Write

**5 Find out about someone who is special and write his / her biography.**

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2<sup>nd</sup> edition

# What's Up?



# 2

**Extra Practice**

ALWAYS LEARNING

PEARSON

2nd edition

# What's Up?

# 2

Extra Practice

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# 1 Grammar reference

## > Present simple

Affirmative	Negative	Questions	Short answers
I <b>run</b> fast.	I <b>don't run</b> fast.	<b>Do I run</b> fast?	Yes, I <b>do</b> . / No, I <b>don't</b> .
You <b>run</b> fast.	You <b>don't run</b> fast.	<b>Do you run</b> fast?	Yes, you <b>do</b> . / No, you <b>don't</b> .
He <b>runs</b> fast.	He <b>doesn't run</b> fast.	<b>Does he run</b> fast?	Yes, he <b>does</b> . / No, he <b>doesn't</b> .
She <b>runs</b> fast.	She <b>doesn't run</b> fast.	<b>Does she run</b> fast?	Yes, she <b>does</b> . / No, she <b>doesn't</b> .
It <b>runs</b> fast.	It <b>doesn't run</b> fast.	<b>Does it run</b> fast?	Yes, it <b>does</b> . / No, it <b>doesn't</b> .
We <b>run</b> fast.	We <b>don't run</b> fast.	<b>Do we run</b> fast?	Yes, we <b>do</b> . / No, we <b>don't</b> .
They <b>run</b> fast.	They <b>don't run</b> fast.	<b>Do they run</b> fast?	Yes, they <b>do</b> . / No, they <b>don't</b> .

## > Spelling rule for 3<sup>rd</sup> person singular

Most verbs	Verbs ending in -s, -x, -sh or -ch	Verbs go and do	Verbs ending in a consonant + -y
<b>verb + -s</b>	<b>verb + -es</b>	<b>verb + -es</b>	<b>change -y to -i + -es</b>
play plays chat chats	kiss kisses watch watches	do does go goes	carry carries hurry hurries

## > Wh- Questions

What **do** you **like** doing in your free time?  
 When **does** he **go** skateboarding?  
 How often **does** she **take** piano lessons?  
 Where **do** we **do** gymnastics?  
 Why **do** they **like** pottery?

### Remember!

I **don't** play chess. = I **do not** play chess.  
 He **doesn't** do judo. = He **does not** do judo.  
 He **doesn't** like skiing. NOT: He **doesn't like** skiing. / Does she play tennis? NOT: Does she **play** tennis?

## > Like + -ing

Use **like + -ing** to talk about the things you or other people like doing.

He **likes walking**.  
 They **like reading**.  
 Do you **like singing**?  
 What do you **like doing**?

## Present simple - use

- To talk about facts. *Cycling is good exercise.*
- To talk about things you do every day. *I get up at 7.00.*
- To talk about things you do on special occasions. *At weekends I go out with friends.*
- To talk about likes. *I like table tennis.*
- With adverbs of frequency and expressions of frequency to say how often you do something. *I sometimes play volleyball on the beach.*

## > Expressions of frequency

<b>every</b>	day	<b>once</b>	a day
	morning	<b>twice</b>	a week
	afternoon	<b>three times</b>	a month
	evening	<b>four times</b>	a year

## > Position of expressions of frequency

I do gymnastics **every day**.  
 She goes swimming **twice a week**.

**1 Circle the correct option to read about Andrew.**

My name <sup>1</sup>is / am Andrew. I <sup>2</sup>am / are a working student so I <sup>3</sup>don't have / doesn't have too much free time. I <sup>4</sup>study / studies ICT and I <sup>5</sup>works / work in an Internet café. My sister <sup>6</sup>work / works with me. She <sup>7</sup>am / is at the Internet café when I <sup>8</sup>goes / go to university. We <sup>9</sup>help / helps our parents because we <sup>10</sup>aren't / don't rich. My father <sup>11</sup>repairs / repair cars and my mum <sup>12</sup>sell / sells cosmetics. We <sup>13</sup>work / works hard, but we also <sup>14</sup>goes / go cycling every weekend. We <sup>15</sup>likes / like going out together!

**2 Ask questions about Andrew.**

- 1 What / his name?  
What's his name?
- 2 Have / free time?  
\_\_\_\_\_
- 3 What / study?  
\_\_\_\_\_
- 4 Where / work?  
\_\_\_\_\_
- 5 When / his sister at the Internet café?  
\_\_\_\_\_
- 6 Why / they help their parents?  
\_\_\_\_\_
- 7 What / father do?  
\_\_\_\_\_
- 8 What / mum sell?  
\_\_\_\_\_
- 9 When / go cycling?  
\_\_\_\_\_
- 10 What / they like?  
\_\_\_\_\_

**3 Match seven of the questions in Exercise 2 to the following answers.**

- a No, he doesn't.
- b Going out together.
- c Cosmetics.
- d When he is at university.
- e Because they aren't rich.
- f In an Internet café.
- g ICT.

**4 Put the sentences in order to know about Biljiana's routine.**

- a I have chocolate and a croissant for breakfast.
- b After dinner, I usually chat on MSN with my friends.
- c Then, my father drives me and my sister to school.
- d My favourite subject is Biology.
- e I like having dinner with mum and dad.
- f After school I do karate.
- g I get up at half past seven.
- h After that, I walk home.
- i I have lunch at the school canteen with my friends.
- j Lessons start at quarter to eight.

# 1 Grammar practice

5 How often...? Look at the chart and write sentences.

	always	twice a day	usually	three times a week	sometimes	once a month
Sally		phone her boyfriend	cycle to work	teach English		
Jeffrey and Joe	play table tennis				visit their cousins	go riding
My grandfather	dance tango	watch the news		play chess	wash his car	

1 Sally phones her boyfriend twice a day.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

6 How often do you do the following activities? Write a sentence.

1 clean your teeth

I always clean my teeth.

2 do your homework

\_\_\_\_\_

3 read a book

\_\_\_\_\_

4 meet your friends after school

\_\_\_\_\_

5 do sports

\_\_\_\_\_

6 listen to music

\_\_\_\_\_

7 go to the cinema

\_\_\_\_\_

8 watch TV

\_\_\_\_\_

7 Complete the interview.

You: <sup>1</sup> What do you do after school?

FRANK: I practise volleyball.

You: <sup>2</sup> \_\_\_\_\_ do you \_\_\_\_\_ ?

FRANK: At the school club.

You: <sup>3</sup> \_\_\_\_\_ you practise every day?

FRANK: No, <sup>4</sup> \_\_\_\_\_ .

You: <sup>5</sup> \_\_\_\_\_ do you practise?

FRANK: Three times a week.

You: <sup>6</sup> \_\_\_\_\_ must you pay?

FRANK: \$1,50 every time you come.

You: <sup>7</sup> \_\_\_\_\_ is your coach?

FRANK: Mr Atkins. <sup>8</sup> \_\_\_\_\_ very nice.

1 For each first part of an activity (1-10) find a second part (a-j).

- |          |            |
|----------|------------|
| 1 gym    | a graphy   |
| 2 volley | b ming     |
| 3 photo  | c boarding |
| 4 rid    | d ing      |
| 5 skate  | e letics   |
| 6 swim   | f nastics  |
| 7 pot    | g rate     |
| 8 ath    | h cling    |
| 9 ka     | i tery     |
| 10 cy    | j ball     |

2 Write the activities in Exercise 1 on the corresponding line.

- 1 Do: gymnastics
- 2 Play: \_\_\_\_\_
- 3 Go: \_\_\_\_\_

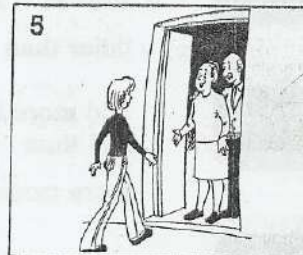
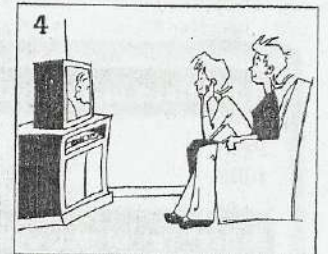
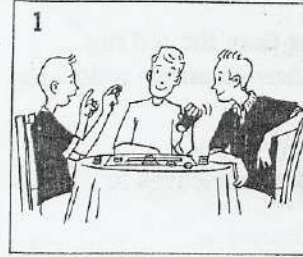
3 Match the pictures with the activities.



- a reading a magazine
- b fishing
- c playing chess
- d playing video games

- 1 playing chess
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

4 Match the verbs (1-6) with the people and things (a-f). Then, write complete sentences in your notebook.



- |             |                      |
|-------------|----------------------|
| 1 play      | a grandparents       |
| 2 listen to | b a letter           |
| 3 write     | c a board game       |
| 4 watch     | d the gym            |
| 5 visit     | e music on the radio |
| 6 go to     | f a film on TV       |

1 We like playing board games.

5 For each first part of a sentence (1-5) find a second part (a-e).

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1 I like chess,                    | <input checked="" type="checkbox"/> e |
| 2 She likes photography            | <input type="checkbox"/>              |
| 3 We don't like skiing             | <input type="checkbox"/>              |
| 4 They like pottery very much      | <input type="checkbox"/>              |
| 5 I don't like swimming very much, | <input type="checkbox"/>              |

- a because it's very interesting.
- b because it's dangerous.
- c because it's creative.
- d but it's relaxing.
- e but it's very difficult.

## 2 Grammar reference

### > Comparative form of adjectives

The yellow rug is **smaller than** the red rug.  
The red rug is **more expensive than** the yellow rug.

#### Use

Use the comparative form of adjectives to compare two things.

### > Superlative form of adjectives

The yellow rug is **the smallest** of the three.  
The blue rug is **the most** expensive of all.

#### Use

Use the superlative form of adjectives to compare three or more things.

#### Adjectives of one syllable

old  
nice

#### Comparative form

Add **-er** or **-r + than**

older **than**  
nicer **than**

#### Superlative form

Add **the + -est** or **-st**

**the oldest**  
**the nicest**

#### Adjectives of two syllables ending in -y

tidy

Change **-y** to **-i** and add **-er + than**

tidier **than**

Add **the** and change **-y** to **-i** and add **-est**

**the tidiest**

#### Adjectives of two or more syllables

modern

Add **more** before the adjective and **than** after the adjective

**more modern than**

Add **the most** before the adjective

**the most modern**

#### Irregular adjectives

good  
bad

**better than**  
**worse than**

**the best**  
**the worst**

### > Going to

#### Affirmative

I'm **going to get** a job.  
You're **going to get** a job.  
He's **going to get** a job.  
She's **going to get** a job.  
It's **going to drink** milk.  
We're **going to get** a job.  
They're **going to get** a job.

#### Negative

I'm **not going to study**.  
You **aren't going to study**.  
He **isn't going to study**.  
She **isn't going to study**.  
It **isn't going to play**.  
We **aren't going to study**.  
They **aren't going to study**.

#### Questions

**Am I going to work?**  
**Are you going to work?**  
**Is he going to work?**  
**Is she going to work?**  
**Is it going to sleep?**  
**Are we going to work?**  
**Are they going to work?**

#### Wh- Questions

What **are you going to do?**  
Where **is he going to work?**  
  
  
  
When **are they going to travel?**

### Going to - use

- To talk about decisions and intentions.  
*I'm going to clean my room.*
- To talk about plans.  
*I'm going to give a party.*

### > Invitations

**Do you want to**

come to my house?

Yes, OK.  
Yes, good idea.  
Yes, please.

**Would you like to**

I'm sorry, I can't.  
I don't think I can.

**1 Complete the chart.**

Adjective	Comparative	Superlative
long	<i>longer</i>	<i>longest</i>
big		
happy		
good		
important		

**2 Complete the sentences with one of the adjectives from Exercise 1 in the correct form.**

- The Amazon is the longest river in the world.
- Argentina is \_\_\_\_\_ than Bolivia.
- I think Liverpool is \_\_\_\_\_ than Arsenal, but Manchester United is the \_\_\_\_\_ team in the league.
- The \_\_\_\_\_ person in the film is the director.
- Sheila is the \_\_\_\_\_ girl in the class.

**3 a) Look at the information about the hotels.**

	Royal Hotel	Bluebird Hotel	Hilton Hotel
Distance to the beach	150 metres	75 metres	200 metres
Price	\$85	\$50	\$150
Big	50 rooms	100 rooms	75 rooms
Comfortable	☆☆☆	☆	☆☆☆☆

**b) Write sentences using the comparative and the superlative form of the adjectives in the box.**

<i>big</i>	<i>cheap</i>	<i>close</i>	<i>expensive</i>
	<i>small</i>	<i>comfortable</i>	

- The Hilton Hotel is more expensive than the Royal Hotel. The Bluebird Hotel is the cheapest.
- The Royal Hotel is \_\_\_\_\_ than the Hilton Hotel. The Bluebird Hotel is \_\_\_\_\_.
- The Royal Hotel is \_\_\_\_\_ than the Bluebird Hotel. The Hilton Hotel is \_\_\_\_\_.
- The Royal Hotel is \_\_\_\_\_ to the beach \_\_\_\_\_ the Hilton Hotel. The Bluebird Hotel is \_\_\_\_\_ to the beach.

**4 Look at the chart in Exercise 3 again. Complete the questions with the superlative form of the adjectives in brackets.**

- Which is the most expensive (expensive)?
- Which is \_\_\_\_\_ (big)?
- Which is \_\_\_\_\_ (comfortable)?

**5 Match the questions in Exercise 4 to the following answers.**

- a**  The Bluebird Hotel. It has 100 rooms.
- b**  The Hilton Hotel. It's a four-star hotel.
- c**  The Hilton Hotel. It costs \$150 per night.

## 2 Grammar practice

### 6 Write complete sentences about these future plans using *going to*.

- 1 she / go / beach / Saturday  
She's going to go to the beach on Saturday.
- 2 we / watch / film / tonight  
\_\_\_\_\_
- 3 they / play / football / tomorrow  
\_\_\_\_\_
- 4 I / meet / friends / later  
\_\_\_\_\_
- 5 Billy / have / barbecue / Sunday  
\_\_\_\_\_
- 6 Andy / not come / party / weekend  
\_\_\_\_\_
- 7 we / not leave / today  
\_\_\_\_\_
- 8 you / go / holiday / summer?  
\_\_\_\_\_
- 9 he / fly / to Ushuaia?  
\_\_\_\_\_

### 7 Complete the text with plans or intentions using the correct form of the verbs in brackets.

I've got a lot of things planned for this weekend. On Friday night I <sup>1</sup> am going to see (see) a film with some friends. We <sup>2</sup> \_\_\_\_\_ (watch) *Planet of the Apes*. Then, my best friend <sup>3</sup> \_\_\_\_\_ (stay) the night at my house. We <sup>4</sup> \_\_\_\_\_ (get up) early on Saturday and we <sup>5</sup> \_\_\_\_\_ (play) tennis. The match starts at 10.00. I <sup>6</sup> \_\_\_\_\_ (have) lunch at home and then I <sup>7</sup> \_\_\_\_\_ (go) shopping in the afternoon. In the evening we <sup>8</sup> \_\_\_\_\_ (have) a party. On Sunday I <sup>9</sup> \_\_\_\_\_ (rest) and I <sup>10</sup> \_\_\_\_\_ (do) my homework - write about my weekend!

### 8 Ask questions about Jenny's plans.

- 1 Where / go?  
\_\_\_\_\_
- 2 How / travel?  
\_\_\_\_\_
- 3 Who / go with?  
\_\_\_\_\_
- 4 Where / stay?  
\_\_\_\_\_
- 5 How long / stay?  
\_\_\_\_\_
- 6 What / do there?  
\_\_\_\_\_

### 9 Match questions in Exercise 8 to the following answers.

- |                                     |                          |
|-------------------------------------|--------------------------|
| a They're going to meet friends.    | <input type="checkbox"/> |
| b She's going to go to Mendoza.     | <input type="checkbox"/> |
| c A week.                           | <input type="checkbox"/> |
| d With her sisters.                 | <input type="checkbox"/> |
| e By car.                           | <input type="checkbox"/> |
| f They're going to stay at a hotel. | <input type="checkbox"/> |

### 10 What about you? What are you going to do...?

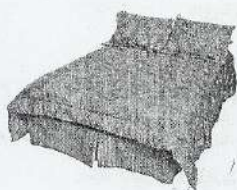
- 1 this evening for your mother  
\_\_\_\_\_
- 2 tomorrow morning at home  
\_\_\_\_\_
- 3 next Saturday with your friends  
\_\_\_\_\_
- 4 with your grandma / grandpa at the weekend  
\_\_\_\_\_
- 5 in December with your family or friends  
\_\_\_\_\_

1 Match the objects in the box with the pictures below.

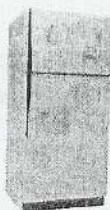
bed	chair	cooker
fridge	toilet	sofa



1 sofa                      4 \_\_\_\_\_



2 \_\_\_\_\_                      5 \_\_\_\_\_



3 \_\_\_\_\_                      6 \_\_\_\_\_

2 In what rooms in a house do you find the objects from Exercise 1? Choose from the box.

bathroom	bedroom	dining room
living room	kitchen	

1 living room  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

3 Rearrange the letters to form verbs for household chores.

1 kema                      make  
 2 vorohe                      \_\_\_\_\_  
 3 nior                      \_\_\_\_\_  
 4 yitd                      \_\_\_\_\_  
 5 kate tuo                      \_\_\_\_\_  
 6 od                      \_\_\_\_\_  
 7 shaw                      \_\_\_\_\_  
 8 lya                      \_\_\_\_\_  
 9 deef                      \_\_\_\_\_

4 Now use the verbs from Exercise 3 to complete the household chores. Use some verbs more than once.

1 make breakfast  
 2 \_\_\_\_\_ the car  
 3 \_\_\_\_\_ my room  
 4 \_\_\_\_\_ the floor  
 5 \_\_\_\_\_ the washing-up  
 6 \_\_\_\_\_ a shirt  
 7 \_\_\_\_\_ the table  
 8 \_\_\_\_\_ the dinner  
 9 \_\_\_\_\_ the rubbish  
 10 \_\_\_\_\_ my bed  
 11 \_\_\_\_\_ the dog

5 Find seven more adjectives in the word square. Look → ↓ ← ↑.

M	T	A	D	N	A	T	E	C	L	O	N	D
A	N	T	S	R	E	N	S	Y	E	H	S	A
S	E	N	M	E	L	C	Q	P	I	G	G	V
Y	A	E	M	D	B	E	G	J	L	O	P	U
E	S	T	W	O	W	C	R	U	L	L	A	S
U	N	C	O	M	F	O	R	T	A	B	L	E
O	L	W	O	J	B	M	D	P	M	I	C	H
D	E	N	T	R	W	F	S	J	S	G	U	M
V	R	P	A	K	B	O	J	B	J	R	L	A
W	A	D	R	Y	T	R	I	D	D	O	P	M
G	X	L	I	E	J	T	Q	B	M	I	C	D
H	M	O	L	L	G	A	I	G	T	S	C	N
C	P	E	R	K	O	B	D	M	R	P	T	O
B	O	E	V	I	S	N	E	P	X	E	D	S
T	W	Y	Y	S	S	E	M	L	C	B	U	S

### 3 Grammar reference

#### > Past simple – to be

Affirmative	Negative	Questions	Short answers
I <b>was</b> at the cinema.	I <b>wasn't</b> at home.	<b>Was</b> I there?	Yes, I <b>was</b> . / No, I <b>wasn't</b> .
You <b>were</b> at the cinema.	You <b>weren't</b> at home.	<b>Were</b> you there?	Yes, you <b>were</b> . / No, you <b>weren't</b> .
He <b>was</b> at the cinema.	He <b>wasn't</b> at home.	<b>Was</b> he there?	Yes, he <b>was</b> . / No, he <b>wasn't</b> .
She <b>was</b> at the cinema.	She <b>wasn't</b> at home.	<b>Was</b> she there?	Yes, she <b>was</b> . / No, she <b>wasn't</b> .
It <b>was</b> at the cinema.	It <b>wasn't</b> at home.	<b>Was</b> it there?	Yes, it <b>was</b> . / No, it <b>wasn't</b> .
We <b>were</b> at the cinema.	We <b>weren't</b> at home.	<b>Were</b> we there?	Yes, we <b>were</b> . / No, we <b>weren't</b> .
They <b>were</b> at the cinema.	They <b>weren't</b> at home.	<b>Were</b> they there?	Yes, they <b>were</b> . / No, they <b>weren't</b> .

#### Remember!

I **wasn't** there. = I **was not** there.

You **weren't** there. = You **were not** there.

#### Be careful!

Where **were** you?

(wh- word) (past of *to be*)

#### > Past simple – regular and irregular verbs

<b>Affirmative</b>		I / You / He / She / It / They / We	<b>acted</b> in a comedy. <b>went</b> to the cinema.
<b>Negative</b>		I / You / He / She / It / They / We	<b>didn't act</b> in a comedy. <b>didn't go</b> to the cinema.
<b>Questions</b>	<b>Did</b>	I / you / he / she / it / they / we	<b>act</b> in a comedy? <b>go</b> to the cinema?
<b>Short answers</b>	Yes, No,	I / you / he / she / it / they / we	<b>did</b> . <b>didn't</b> .

#### Remember!

I **didn't** like it. = I **did not** like it.

He **didn't** like it. NOT: He **didn't like** it.

He **didn't go**. NOT: He **didn't went**.

#### Remember!

There is no rule for Past simple forms of irregular verbs. They have to be learnt by heart.

#### > Spelling rule for the Past simple of regular verbs

Most verbs	Verbs ending in -e	One-syllable verbs ending in a vowel + a consonant	Verbs ending in a vowel + -y	Verbs ending in a consonant + -y
verb + <b>-ed</b>	verb + <b>-d</b>	verb with double consonant + <b>-ed</b>	verb + <b>-ed</b>	change <b>-y</b> to <b>-i</b> + <b>-ed</b>
want <b>wanted</b>	like <b>liked</b>	shop <b>shopped</b>	play <b>played</b>	study <b>studied</b>
watch <b>watched</b>	arrive <b>arrived</b>	chat <b>chatted</b>	enjoy <b>enjoyed</b>	hurry <b>hurried</b>

#### Past simple – use

• To talk about actions that started and ended in the past. *He went to the cinema. Now he's back at home.*

• With past time expressions. *I rented a good DVD last weekend.*

> Past time expressions

yesterday	
yesterday	morning
	afternoon
this morning	
last	year
	month
	week
	weekend
	summer
	April
	Monday
	night

> Prepositions of time

<b>on</b>	+	days of the week ( <i>on Friday</i> ) dates ( <i>on 12<sup>th</sup> June</i> )
<b>in</b>	+	months ( <i>in July</i> ) seasons ( <i>in summer</i> ) years ( <i>in 2008</i> )  <i>the morning</i> <i>the afternoon</i> <i>the evening</i>
<b>at</b>	+	time ( <i>at 9 o'clock</i> )  <i>midday</i> <i>midnight</i> <i>night</i>

**1** There was a crime yesterday. Look at Detective Watson's list and complete with the past form of the verb *to be*.

- The pensioner <sup>1</sup> was at the bar.
- The sons <sup>2</sup> \_\_\_\_\_ at University.
- The young lady <sup>3</sup> \_\_\_\_\_ at the shopping centre.
- They <sup>4</sup> \_\_\_\_\_ (not) the criminals.
- Where <sup>5</sup> \_\_\_\_\_ the secretary?
- <sup>6</sup> \_\_\_\_\_ she the murderer?
- There <sup>7</sup> \_\_\_\_\_ some fingerprints on the desk, but they <sup>8</sup> \_\_\_\_\_ (not) clear.

**2** What is the Past simple of the verbs in the box? Write them in the correct column.

<i>come</i>	<i>give</i>	<i>go</i>	<i>have</i>	<i>invite</i>	<i>know</i>
<i>like</i>	<i>make</i>	<i>start</i>	<i>walk</i>	<i>want</i>	<i>work</i>

Irregular past	Regular past
1 <u>came</u>	7 _____
2 _____	8 _____
3 _____	9 _____
4 _____	10 _____
5 _____	11 _____
6 _____	12 _____

**3** Some irregular verbs are similar in their Past simple forms. Write the past forms of the verbs in the box in the correct column.

<i>buy</i>	<i>drink</i>	<i>catch</i>	<i>sit</i>
<i>think</i>	<i>say</i>	<i>swim</i>	<i>see</i>

-a	-aid	-ought
<u>sat</u>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**4** Complete the sentences with some of the past forms from Exercise 3.

- 1 Mike and Beth sat in the back row.
- 2 Lisa was so thirsty that she \_\_\_\_\_ a litre of water.
- 3 On Tuesday, we \_\_\_\_\_ an action film.
- 4 We went to the shop and \_\_\_\_\_ some eggs.
- 5 'Go home,' she \_\_\_\_\_.
- 6 Ann went to the pool and \_\_\_\_\_ for an hour.
- 7 I \_\_\_\_\_ the special effects were amazing!

### 3 Grammar practice

5 Put the verbs in brackets in the Past simple form to know what the Kingstons did last Sunday.

Last Sunday the weather <sup>1</sup> was (be) warm and sunny. Mr Kingston <sup>2</sup> \_\_\_\_\_ (wake) up very early and <sup>3</sup> \_\_\_\_\_ (prepare) breakfast for the family. Mrs Kingston <sup>4</sup> \_\_\_\_\_ (be) really happy when she <sup>5</sup> \_\_\_\_\_ (see) the toasts and the hot coffee on the table. She <sup>6</sup> \_\_\_\_\_ (call) Meg and Gregg to the kitchen and the sleepy children <sup>7</sup> \_\_\_\_\_ (go) to join them. They all <sup>8</sup> \_\_\_\_\_ (have) breakfast together and Mr Kingston <sup>9</sup> \_\_\_\_\_ (invite) the family to have a different day. They <sup>10</sup> \_\_\_\_\_ (be) all very excited. Mr Kingston <sup>11</sup> \_\_\_\_\_ (drive) them to the river and <sup>12</sup> \_\_\_\_\_ (hire) a boat and some fishing rods. They <sup>13</sup> \_\_\_\_\_ (sail) up the river and the adventure <sup>14</sup> \_\_\_\_\_ (start). They <sup>15</sup> \_\_\_\_\_ (wait) for some time. Nothing <sup>16</sup> \_\_\_\_\_ (happen). Each minute <sup>17</sup> \_\_\_\_\_ (seem) an hour. Then, Mother's rod <sup>18</sup> \_\_\_\_\_ (move). She <sup>19</sup> \_\_\_\_\_ (catch) a big fish! That <sup>20</sup> \_\_\_\_\_ (be) a marvellous experience for the family.

7 Find questions for the following answers.

When	was	prepare?	Mr Kingston	go?	they	What	did
What	the weather	warm and sunny?	did	What	did	Where	Mother
did	Mrs Kingston	see	on the table?	up the river?	go	they	catch?
together?	do	all	they	did	What	did	How

1 When was the weather warm and sunny ?

On Sunday.

2 \_\_\_\_\_ ?

Breakfast.

3 \_\_\_\_\_ ?

Toasts and hot coffee.

4 \_\_\_\_\_ ?

They had breakfast.

6 Read the text again and correct the following information.

1 Last Sunday was rainy.  
No, it wasn't. It was warm and sunny.

2 Mr Kingston woke up late.  
\_\_\_\_\_

3 Mr Kingston prepared dinner.  
\_\_\_\_\_

4 Mrs Kingston was angry.  
\_\_\_\_\_

5 She saw a pizza on the table.  
\_\_\_\_\_

6 She called her mother.  
\_\_\_\_\_

7 Meg and Gregg were sad.  
\_\_\_\_\_

8 Mr Kingston drove his family to the park.  
\_\_\_\_\_

9 Mr Kingston hired a car.  
\_\_\_\_\_

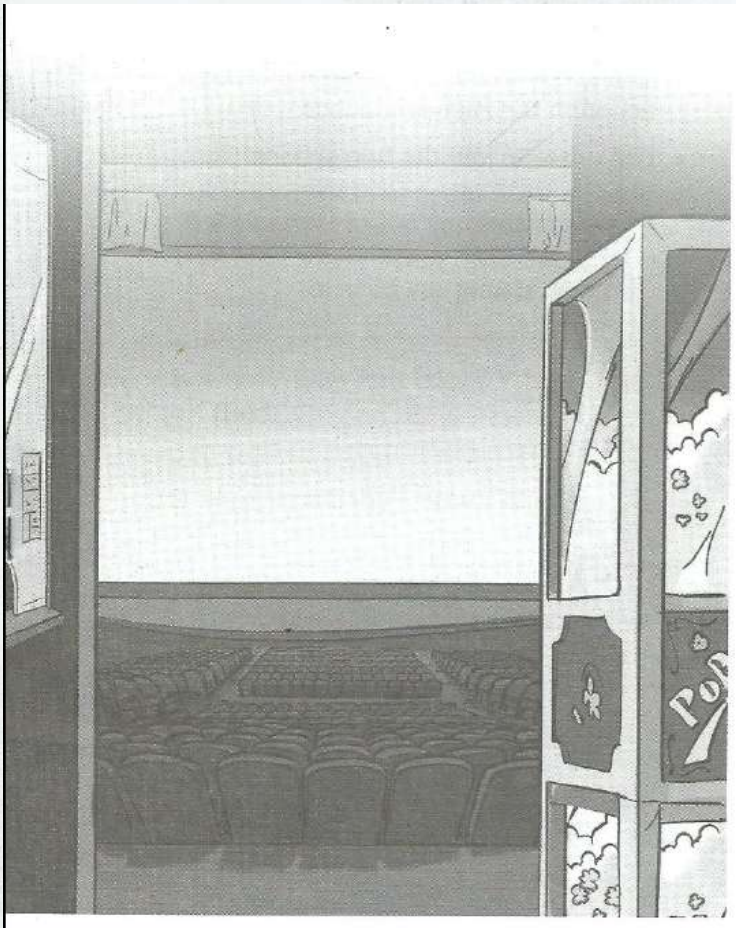
10 Gregg caught a fish.  
\_\_\_\_\_

**1 Find eleven more words connected with the cinema. Look → ↓ ←.**

C	O	M	E	D	Y	G	A	Y	V	B	N
H	M	D	F	D	F	S	C	O	F	I	D
A	U	D	I	E	N	C	E	M	I	F	I
R	S	H	B	T	H	R	I	L	L	E	R
A	I	S	K	R	Q	E	J	S	M	A	E
C	C	C	E	S	T	E	K	C	I	T	C
T	A	C	T	I	O	N	M	V	N	C	T
E	L	R	S	T	A	R	A	I	P	V	O
R	H	P	R	P	R	O	D	U	C	E	R

**2 Write the words in Exercise 1 in the correct column.**

Cinema	People	Types of films
<i>screen</i>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



**3 Classify the expressions: + (positive) and - (negative).**

- 1 The acting was awful.
- 2 It was brilliant!
- 3 The special effects weren't good.
- 4 It was really funny.
- 5 I really liked the film!
- 6 I thought it wasn't good at all.
- 7 There were lots of stars.

**4 Match the descriptions (1-5) to the types of films (a-e).**

- 1 It told the life of Martin Luther King.  e
- 2 There was a horrible monster.
- 3 Cars could fly.
- 4 The main character was a talking mouse.
- 5 A spy rescued a woman in danger.

- a Animated.
- b Science fiction.
- c Action.
- d Thriller.
- e Historical.

**5 Complete the words according to the definition.**

- 1 You buy the tickets there.  
*ticket office*
- 2 People watching the film.  
a \_\_\_\_\_
- 3 Fictional person in a film.  
c \_\_\_\_\_
- 4 They project the film on it.  
s \_\_\_\_\_
- 5 The most important actor in the film.  
s \_\_\_\_\_
- 6 People eat it in the cinema.  
p \_\_\_\_\_

## 4 Grammar reference

### > Imperative

#### Affirmative

**Close** your books.

**Answer** the phone, please.

#### Negative

**Don't open** that box.

Please **don't shout**.

### Imperative – use

- To give orders or commands. *Do exercise 5.*
- To make requests. *Please clean the board.*

### Pay attention

Use *please* to make polite requests.

Please turn the light on. = Turn the light on, please.

### > Should / shouldn't

#### Affirmative

You **should wait** for your turn.

#### Negative

You **shouldn't interrupt** when people are speaking.

#### Questions

**Should I arrive** early?

### Should / shouldn't – use

- To give advice. *You should drink some milk. You shouldn't skip breakfast.*
- To ask for advice. *Should I bow in Japan?*

### > Adverbs of manner

Speak **quietly**.

Drive **carefully**.

### Adverbs of manner – use

- To describe actions (verbs). *She walks quickly.*

### Remember!

We often form adverbs from adjectives.

careful → **carefully**

quick → **quickly**

bad → **badly**

Spelling changes are sometimes necessary.

happy → **happily**

Some adverbs are irregular.

good → **well**

fast → **fast**

### > Can / could

#### Questions

**Can I use** your camera?

**Could you lend** me a pencil?

#### Short answers

**Sure. / Yes, of course.**

When you say 'no', give a reason.

I'm sorry. It's broken.

I'm sorry. I've only got one.

### Can / could – use

- To ask for permission to do something. *Can I close the window?*
- To ask someone to do something for you. *Can you close the window?*

**1 Complete the rules for the first visit to a friend's house. Use the imperative in the affirmative or negative form.**

<i>forget</i>	<i>help</i>	<i>kiss</i>	<i>say</i>	<i>shake</i>
<i>shout</i>	<i>show</i>	<i>smile</i>	<i>use</i>	

- \_\_\_\_\_ to his / her parents when you say 'hello'.
- \_\_\_\_\_ his / her mother and \_\_\_\_\_ his / her father's hand.
- \_\_\_\_\_ respect to them.
- \_\_\_\_\_ when you speak to them.
- \_\_\_\_\_ your mobile while you have lunch.
- \_\_\_\_\_ you like the meal.
- \_\_\_\_\_ them to clear the table.
- \_\_\_\_\_ to say 'thank you' when you leave.

**2 Fill in the blanks with *should* / *shouldn't*.**

- It's very cold. You \_\_\_\_\_ wear a sweater.
- You've got a cold. You \_\_\_\_\_ go out. You \_\_\_\_\_ stay in bed.
- \_\_\_\_\_ we arrive at 10:00? The exam starts at 10:20.
- You \_\_\_\_\_ play video games at night. Then you can't wake up in the morning.
- Children \_\_\_\_\_ go to bed early.

**3 What should they do? Use phrases from the box to write sentences.**

<i>ask for permission</i>	<i>go to the bookstore</i>
<i>say you are sorry</i>	<i>study hard</i>
<i>take an aspirin</i>	

- María has an exam tomorrow.  
\_\_\_\_\_

- Alejandro wants to go out of the classroom.  
\_\_\_\_\_

- I have a headache.  
\_\_\_\_\_

- The children need a new English book.  
\_\_\_\_\_

- You can't help your sister with her homework.  
\_\_\_\_\_

**4 Complete the chart with the correct adjective or adverb of manner.**

good	1 _____
bad	2 _____
3 _____	friendly
4 _____	politely
rude	5 _____
careful	6 _____
7 _____	patiently

**5 Complete the sentences with words from the chart in Exercise 4.**

- Andrea speaks English very \_\_\_\_\_. She passed her exam with A.
- I enjoy the \_\_\_\_\_ atmosphere of my classroom. We all have a good time together.
- Brandon is \_\_\_\_\_. He always shouts in class.
- Open the box \_\_\_\_\_ because there is a fragile vase in it.
- Alfred is very \_\_\_\_\_. He can explain the same thing a hundred times.

## 4 Grammar practice

**6 Albert invited Josh to stay in his house. Josh is very untidy. Complete the list of things Josh should / shouldn't do.**

- 1 \_\_\_\_\_ leave drinks out of the fridge.
- 2 \_\_\_\_\_ wash your cup after you have coffee.
- 3 \_\_\_\_\_ leave the sugar pot open.
- 4 \_\_\_\_\_ dry the floor after you have a shower.
- 5 \_\_\_\_\_ leave your clothes on the floor.
- 6 \_\_\_\_\_ leave the toothpaste tube open.
- 7 \_\_\_\_\_ keep your books on the shelves.

**7 Add three more suggestions for Josh.**

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

**8 Complete the sentences with an adverb.**

- 1 He is very intelligent. He finishes the test \_\_\_\_\_.
- 2 Alex writes very \_\_\_\_\_, so his work is always tidy.
- 3 There are a lot of people in the queue, so we have to wait \_\_\_\_\_ for our turn.
- 4 My neighbour plays the guitar \_\_\_\_\_ so I can't sleep.
- 5 Speak \_\_\_\_\_, please. The baby is sleeping.

**9 Put the words in order.**

- 1 use / I / your mobile / can / ?  
\_\_\_\_\_
- 2 you / open / please / the door / could / ?  
\_\_\_\_\_
- 3 drive me home / you / please / could / ?  
\_\_\_\_\_
- 4 borrow / your pen / can / I / ?  
\_\_\_\_\_
- 5 repeat your question / you / could / please / ?  
\_\_\_\_\_

**10 Match the requests in Exercise 9 with the following answers.**

- |                                    |                          |
|------------------------------------|--------------------------|
| a I'm sorry. I don't have the key. | <input type="checkbox"/> |
| b Sure. Where are you from?        | <input type="checkbox"/> |
| c I'm sorry. I'm on foot today.    | <input type="checkbox"/> |
| d I'm sorry. It has no battery.    | <input type="checkbox"/> |
| e Sure. Here you are.              | <input type="checkbox"/> |

**11 Fill in the blanks with words from the box. There are three extra words.**

*bowed friendly happily happy never participated stayed strange strangely took off uncomfortable wonderful*

In 2008, Alex <sup>1</sup> \_\_\_\_\_ in an exchange programme. He <sup>2</sup> \_\_\_\_\_ with a Japanese host family. When he arrived at the house, he <sup>3</sup> \_\_\_\_\_ his shoes because that is a sign of respect. When they said hello, they all <sup>4</sup> \_\_\_\_\_. That is the Japanese tradition. They <sup>5</sup> \_\_\_\_\_ shake hands. It was a bit <sup>6</sup> \_\_\_\_\_ at the beginning and Alex was rather <sup>7</sup> \_\_\_\_\_. But now he remembers all those <sup>8</sup> \_\_\_\_\_ moments he spent with the Chikamatsu family. They were really <sup>9</sup> \_\_\_\_\_.

**1 Circle the incorrect words. Rewrite the sentences correctly.**

- 1 Children wave goodbye with their feet.
- 2 You speak loudly when the baby is sleeping.
- 3 Friends hug in very formal situations.
- 4 You never smile when you are happy.
- 5 In Argentina, mothers bow to say goodbye to their kids.
- 6 We walk very slowly when we are in a hurry.
- 7 There are many car accidents because people drive carefully.

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

**2 Find two verbs in each line.**

- 1 WBOAVEW \_\_\_\_\_
- 2 HSMUILEG \_\_\_\_\_
- 3 KSHISASKE \_\_\_\_\_

**3 Use words from Exercise 2 to complete the sentences. Make the necessary changes.**

- 1 In formal situations, people \_\_\_\_\_ hands to say 'hello'.
- 2 Sumo fighters \_\_\_\_\_ before they start the fight.
- 3 Magda is very nice. She always \_\_\_\_\_ and has good manners.
- 4 I love when my mom \_\_\_\_\_ me 'good night'.
- 5 The baby is learning to \_\_\_\_\_ 'goodbye' with his little hand.
- 6 Friends usually \_\_\_\_\_ when they meet after a long time.

**4 Complete the brochure for the Summer Language Institute with phrases a-h.**

- a be ready to eat whatever they offer
- b should accept different cultures
- c shouldn't be afraid of them
- d should prepare your own meals
- e shouldn't arrive late
- f should help with housework
- g live comfortably with a family
- h should tell them in advance

## Summer Language Institute

### Living with a British Family

Planning to study in England? Here we attach some tips to <sup>1</sup>\_\_\_\_\_.

- ✈ England is a multicultural country, so you <sup>2</sup>\_\_\_\_\_.
- ✈ Families from different cultures cook their traditional food. <sup>3</sup>\_\_\_\_\_.
- ✈ Most women work outside their homes, so they don't usually have time to cook. You <sup>4</sup>\_\_\_\_\_.
- ✈ British people love animals. They have pets at home. You <sup>5</sup>\_\_\_\_\_ because they are friendly and don't hurt you.
- ✈ British families eat earlier than in other countries. You <sup>6</sup>\_\_\_\_\_ and if you're not eating with them you <sup>7</sup>\_\_\_\_\_.
- ✈ British families don't usually have maids, so you <sup>8</sup>\_\_\_\_\_.

Enjoy your stay!

## 5 Grammar reference

### > Countable and uncountable nouns

#### Countable nouns

We can count them. They have a singular and a plural form.

*an apple*                      *two apples*  
*a sandwich*                    *three sandwiches*

#### Uncountable nouns

We can't count them. They don't have a plural form.

*rice, milk, cheese, water.*  
NOT: ~~a~~ rice, ~~two~~ milks, ~~three~~ cheeses.

To count them, we can say: **a packet of rice,**  
**a carton of milk, two pieces of cheese,**  
**a bottle of water.**

### > How many and How much - some, any, a lot of, many and much

#### Plural countable nouns

##### Questions and answers

**How many** eggs are there?  
There are two / **a lot**.

Are there **any** eggs?  
Yes, there are. / No, there aren't.

##### Affirmative

There are **some** potatoes.  
There are **a lot of** potatoes. = There are **many** potatoes.

##### Negative

There aren't **any** carrots.  
There aren't **many** carrots.

#### Uncountable nouns

**How much** butter is there?  
There is **some** / **a lot**.

Is there **any** butter?  
Yes, there is. / No, there isn't.

There is **some** cheese.  
There is **a lot of** cheese.

There isn't **any** milk.  
There isn't **much** milk.

### > Present continuous

#### Affirmative

We **are giving** a surprise party for Nancy.

#### Negative

We **aren't going** shopping tomorrow.

#### Interrogative

**Is** Jack **bringing** sandwiches?

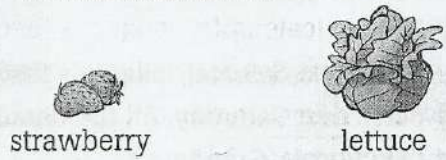
Yes, he **is**. / No, he **isn't**.

What **are** you **doing** on this weekend? **I'm staying** at home.

#### Present continuous - use

- To talk about future plans. *We're going out for lunch.*
- We can use future time expressions with the present continuous. *What are you doing tomorrow? She's visiting her grandmother on Sunday.*

**1 Write the following food items under the correct column.**



strawberry

lettuce



milk



tomato



salt



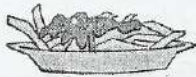
cheese



onion



rice



chip



pasta



yoghurt



banana



sandwich



bread



orange



egg

Countable	Uncountable
strawberry	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**2 Choose the correct option to fill in the blanks.**

1	much	many	any
2	a lot	many	not much
3	a lot	a lot of	much
4	some	many	much
5	any	a lot of	lot of
6	any	many	some
7	a lot	much	some
8	many	much	any
9	many	not many	not much
10	many	lot	a lot of
11	much	many	often
12	many	not much	not many

SANDRA: Hello Amanda. How slim you are!

AMANDA: I'm on a diet.

SANDRA: I see... How <sup>1</sup> much beef do you eat?

AMANDA: <sup>2</sup> \_\_\_\_\_. Just one or two steaks a week. I eat <sup>3</sup> \_\_\_\_\_ vegetables.

SANDRA: What about fruit? Do you eat <sup>4</sup> \_\_\_\_\_ fresh fruit?

AMANDA: Yes. I eat <sup>5</sup> \_\_\_\_\_ apples and pears. I love them.

SANDRA: Do you eat <sup>6</sup> \_\_\_\_\_ fish?

AMANDA: I eat <sup>7</sup> \_\_\_\_\_. Not much, because I don't like it very much.

SANDRA: Do you eat <sup>8</sup> \_\_\_\_\_ cereal bars?

AMANDA: No, <sup>9</sup> \_\_\_\_\_. Just some. And I drink <sup>10</sup> \_\_\_\_\_ water.

SANDRA: How <sup>11</sup> \_\_\_\_\_ sweets do you eat?

AMANDA: <sup>12</sup> \_\_\_\_\_. Just one before lunch and dinner.

SANDRA: I'll start my diet on Monday, Amanda.

## 5 Grammar practice

3 Alexia and her friends are going camping next Saturday. Look at her list and write sentences in the affirmative (✓), negative (X) and interrogative (?) about their plans.

- 1 Ana / drive her father's car. ✓  
\_\_\_\_\_
- 2 Pat and I / make the sandwiches. ✓  
\_\_\_\_\_
- 3 Alfred / put up the tent. ?  
\_\_\_\_\_
- 4 Martín / come. X  
\_\_\_\_\_
- 5 Julia and Frank / take chocolate bars. ?  
\_\_\_\_\_
- 6 Ana and Alfred / buy the drinks. X  
\_\_\_\_\_

4 Put the words in order to form sentences.

- 1 like / would / to come home / you /  
\_\_\_\_\_
- 2 are / the girls / at 8:00 / coming  
\_\_\_\_\_
- 3 what / next Saturday / you / doing / are  
\_\_\_\_\_
- 4 Megan and Sherry / videos / bringing / some / are  
\_\_\_\_\_
- 5 not / special / anything / I'm / doing  
\_\_\_\_\_
- 6 meeting / you / what time / are  
\_\_\_\_\_
- 7 there / OK. / I'll be  
\_\_\_\_\_

5 Put the sentences in Exercise 4 in order to form a dialogue.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 Put the verbs in brackets in the Present continuous.

We <sup>1</sup>\_\_\_\_\_ (celebrate) Joaquín's first birthday party next Saturday. All the details are ready. On Friday, Grandma <sup>2</sup>\_\_\_\_\_ (make) a big chocolate cake. On Saturday morning, Lucy and Jane <sup>3</sup>\_\_\_\_\_ (buy) the balloons. A lot of friends <sup>4</sup>\_\_\_\_\_ (come) to celebrate this important event.

7 Ask questions about the plans for the birthday party and answer them with the information in Exercise 6.

- 1 What / we / celebrate / next Saturday?  
\_\_\_\_\_
- 2 Who / make cake / for birthday party?  
\_\_\_\_\_
- 3 What / Lucy and Jane / do / Saturday morning?  
\_\_\_\_\_
- 4 How many / friends / come to celebrate?  
\_\_\_\_\_

8 Fill in the blanks with words from the box.

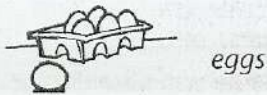
a any are going is bringing is coming is making many 'm borrowing
--

My friend Elena <sup>1</sup>\_\_\_\_\_ for lunch tomorrow. She is a vegetarian, so she doesn't eat <sup>2</sup>\_\_\_\_\_ meat or eggs. I don't know how to cook <sup>3</sup>\_\_\_\_\_ dishes, just two or three things. I <sup>4</sup>\_\_\_\_\_ Mom's cookery book to find <sup>5</sup>\_\_\_\_\_ good recipe. Luckily, Elena <sup>6</sup>\_\_\_\_\_ the dessert. She <sup>7</sup>\_\_\_\_\_ a fruit pudding. After lunch, we <sup>8</sup>\_\_\_\_\_ to the cinema. We will have a great time!

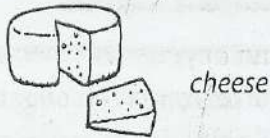
1 Order the letters to form verbs connected with food and cooking.

- 1 liob \_\_\_\_\_ *boil* \_\_\_\_\_
- 2 poch \_\_\_\_\_
- 3 xim \_\_\_\_\_
- 4 yir \_\_\_\_\_
- 5 rist \_\_\_\_\_
- 6 epel \_\_\_\_\_

2 Write the possible ways to prepare these foods. Use verbs from Exercise 1.



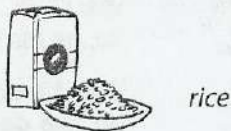
1 fry, boil



2 \_\_\_\_\_



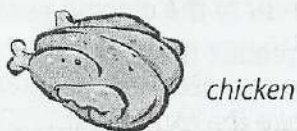
3 \_\_\_\_\_



4 \_\_\_\_\_

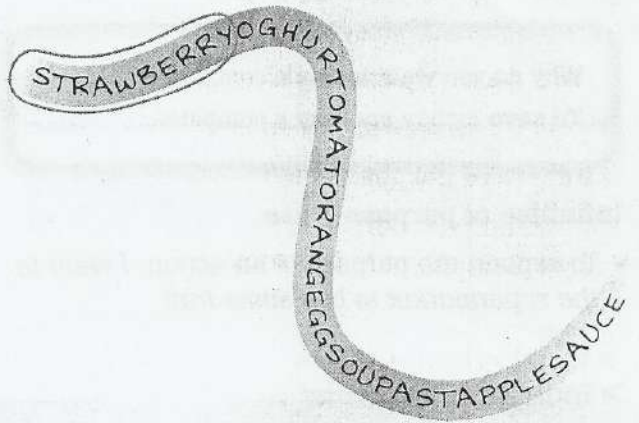


5 \_\_\_\_\_



6 \_\_\_\_\_

3 Find different food in the ribbon.



4 Write the foods in the box under the corresponding category.

eggs	cheese	onions	oranges
milk	lettuce	chicken	apples
pepper	bread	beef	butter
salt	fish	rice	potatoes

fruit

vegetables

grains

dairy products

seasonings

meat and eggs

## 6 Grammar reference

### > Infinitive of purpose

Why do you want to work?

To **save** money and **buy** a computer.

#### Remember!

When we use two infinitives, we do not normally repeat *to*. *To save money and (to) buy a computer.*

### Infinitive of purpose – use

- To explain the purpose of an action. *I went to the supermarket to buy some fruit.*
- To answer questions starting with *Why*. *Why do you want to travel? To see the world.*

### > Indefinite pronouns

#### Affirmative

There is **something** under your desk.

I saw **someone** at the door.

#### Negative

He couldn't find **anything**.

She didn't go with **anyone**.

#### Questions

Did he win **something/anything**?

Are you going out with **someone/anyone**?

### Indefinite pronouns – use

- Use *someone* and *anyone* for people.
- Use *something* and *anything* for things.
- Use *something* and *someone* with affirmative verbs.
- Use *anything* and *anyone* with negative verbs.
- Use *something / anything* or *someone / anyone* in questions.

#### Pay attention

someone = somebody    anyone = anybody

### > Tense review

#### Affirmative

#### Negative

#### Questions

#### Short answers

#### Present continuous

He's **playing** a game.

He **isn't playing** a game.

**Is he playing** a game?

Yes, he **is**. /  
No, he **isn't**.

#### Present simple

She **runs** fast.

She **doesn't run** fast.

**Does she run** fast?

Yes, she **does**. /  
No, she **doesn't**.

#### Past simple

They **bought** a TV.

They **didn't buy** a TV.

**Did they buy** a TV?

Yes, they **did**. /  
No, they **didn't**.

#### Going to

We're **going to take** the train.

We **aren't going to take** the train.

**Are we going to take** the train?

Yes, we **are**. /  
No, we **aren't**.

### Tense review – uses

- Use the present continuous to talk about activities that take place at the time of speaking. *I'm reading the grammar notes right now.*
- Use the present continuous to talk about future plans. *I'm going out with friends.*
- Use the present simple for likes and dislikes. *I like chocolate. He likes playing football.*
- Use the present simple for habits or routines. *I go to the club on Saturdays.*
- Use the past simple to talk about finished past actions. *I went to the cinema yesterday.*
- Use *going to* to predict the future. *Sea levels are going to rise.*
- Use *going to* to express plans or intentions. *I'm going to take the train. (plan) / I'm going to study hard. (intention)*

**1 Complete the sentences with the infinitive of purpose of the verbs in the box.**

become catch do get see

- 1 I'm going to the cinema \_\_\_\_\_ the new Harry Potter film.
- 2 Sally is studying painting \_\_\_\_\_ a famous painter.
- 3 The juggler throws balls in the air \_\_\_\_\_ them again.
- 4 I'd like to invent a robot \_\_\_\_\_ the house work.
- 5 They went to the station \_\_\_\_\_ the tickets.

**2 Complete with indefinite pronouns.**

- 1 Don't tell \_\_\_\_\_ about this. It's a secret.
- 2 Are you waiting for \_\_\_\_\_? You look impatient.
- 3 Is there \_\_\_\_\_ I can do for you?
- 4 \_\_\_\_\_ is asking for you at the door.
- 5 There is \_\_\_\_\_ I don't like about her, but I don't know exactly what it is.

**3 Put the words in order to form sentences. Write the verbs in the Present simple.**

- 1 not understand / I / exercise / this  
\_\_\_\_\_
- 2 like / in the shower / Jane / singing  
\_\_\_\_\_
- 3 Alfred / in the morning / do / never / gym  
\_\_\_\_\_
- 4 lessons / at 7:30 / on Mondays / start  
\_\_\_\_\_
- 5 you / not train / twice a week  
\_\_\_\_\_

**4 Write sentences in the Present continuous.**

- 1 Listen! The musician (play) the piano wonderfully.  
\_\_\_\_\_

- 2 I (travel) to England next week.  
\_\_\_\_\_

- 3 Francis and Henry (move) house tomorrow.  
\_\_\_\_\_

- 4 What you (do) in this photograph?  
\_\_\_\_\_

- 5 We (organise) a celebration at the moment.  
\_\_\_\_\_

**5 a) Read about Flavio's routine.**

Flavio is an acrobat. He gets up at 10:00 every day. He has a light breakfast and goes to the gym to train. He does many complicated gymnastics. He has a vegetarian lunch and sleeps for an hour. He drives to the circus at 7:00 to start the show at 8:00. He finishes late and cooks dinner to receive his friends.

**b) Yesterday was an ordinary day in Flavio's life. Write what he did. Make the necessary changes.**

Yesterday, Flavio....

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1 Complete the chart.

Noun (thing)	Noun (person)	Verb	Adjective
Invention	1 _____	2 _____	3 _____
Song	4 _____	5 _____	_____
6 _____	Musician	_____	7 _____
Juggle	8 _____	9 _____	10 _____
11 _____	artist	_____	12 _____
design	13 _____	14 _____	_____

2 Use the words in Exercise 1 to complete the following sentences.

- Mobile phones are a great \_\_\_\_\_.
- Michael Bubl  is a romantic \_\_\_\_\_.  
He \_\_\_\_\_ wonderfully.
- The Beatles' \_\_\_\_\_ is eternal.
- A street \_\_\_\_\_ made a nice portrait of my daughter's .
- There are \_\_\_\_\_ throwing balls in the air in many street corners.

3 Match the columns.

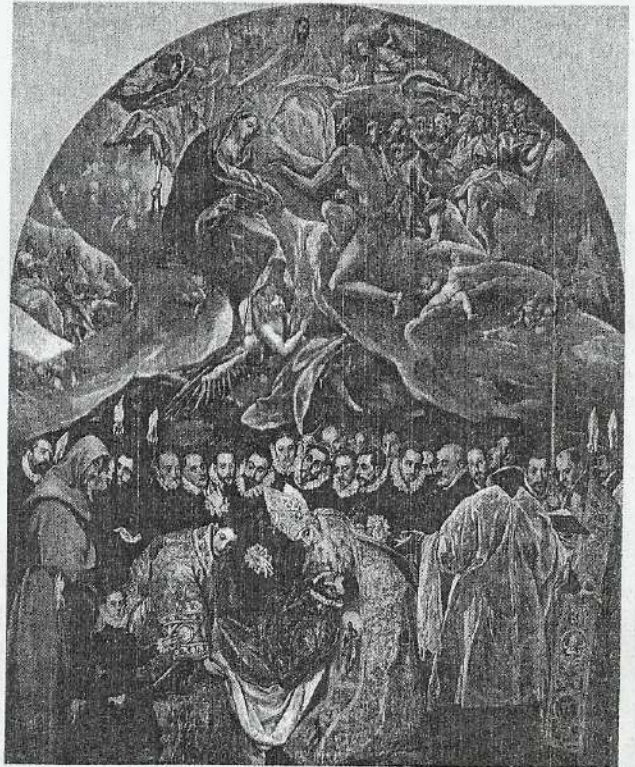
- |           |                |
|-----------|----------------|
| 1 Tell    | a instruments  |
| 2 Design  | b people       |
| 3 Draw    | c magic tricks |
| 4 Juggle  | d clothes      |
| 5 Do      | e jokes        |
| 6 Imitate | f balls        |
| 7 Play    | g portraits    |

4 Use the expressions in Exercise 3 to complete the following sentences.

- Musicians \_\_\_\_\_.
- Jugglers \_\_\_\_\_.
- Magicians \_\_\_\_\_.
- Comedians \_\_\_\_\_.

5 Fill in the blanks with words from the box.

enormous foreground masterpiece  
on the left painted painter painting  
perfection top to put



The Burial of Count Orgaz is a <sup>1</sup> \_\_\_\_\_ by El Greco, a famous Spanish <sup>2</sup> \_\_\_\_\_ who lived between 1541 and 1614.

This <sup>3</sup> \_\_\_\_\_ is in the church of Santo Tom  in Toledo, Spain. I love it because it is <sup>4</sup> \_\_\_\_\_ and full of details. It shows two different dimensions: on the <sup>5</sup> \_\_\_\_\_, at the bottom, we see death and at the <sup>6</sup> \_\_\_\_\_, eternal life. It gives a message of hope.

The child <sup>7</sup> \_\_\_\_\_ is El Greco's son and the man with a grey beard on the right is one of El Greco's friends.

This painting is famous for the <sup>8</sup> \_\_\_\_\_ of the hands El Greco <sup>9</sup> \_\_\_\_\_. Some people buy replicas of the Count's hands <sup>10</sup> \_\_\_\_\_ on their living room's walls.