

# 7 Short messages on cards and notes

Can do respond to an event in writing

- 1 a** Do you ever send cards to people? Why? What sort of messages do you write inside the cards?
- b** Match the situations (1–8) with one of the messages (A–E).

- A** *Get well soon*
- B** **Congratulations!**
- C** Thank you
- D** **Good luck!**
- E** **Happy Birthday!**

- Your cousin starts a new job next week.
- Your friend's wedding is on Saturday.
- A colleague retires at the end of this week.
- Your uncle gave you a present.
- Your best friend is twenty-one tomorrow.
- Your aunt is in hospital.
- Your sister had a baby.
- You stayed for a weekend at somebody's house.

- 2** Read the messages (a–h) and match them with the situations in exercise 1b.

- a** *It's wonderful news about your new baby - I'm really pleased for you and wish you all the best for the future.*
- b** *Have a great birthday! I hope you get lots of lovely presents.*
- c** *Thank you very much for the present - I love it!*
- d** *I'm sorry to hear that you aren't well. I hope you get better soon.*
- e** *I hope everything goes well in your new job.*
- f** *Congratulations on your happy day and all the best for many happy years together.*
- g** *Thank you for a lovely weekend - I had a really good time and I look forward to seeing you again soon.*
- h** *We hope that you enjoy your retirement.*

- 3 a** Look at the How to... box and complete the exercise.

### How to... use punctuation (3): dashes and exclamation marks

We often use dashes (–) and exclamation marks (!) in informal writing (cards, emails, notes, etc.). Match the punctuation marks with when we use them.

- We use this at the end of a sentence when something is surprising, exciting or interesting. \_\_\_\_
- We use this to join two pieces of information in the same sentence. \_\_\_\_

- b** Choose the correct underlined punctuation marks.

- Thank you for the present you sent me ./ – It's fantastic !./.
- Clare had a baby ./ – he's got blue eyes and blond hair.
- That's a fantastic result. Congratulations ./!
- It's my birthday and I'm having a party ./! Can you come?

- c** Decide where to put the dash in the sentences.

- Thanks for the present it's just what I wanted.
- I'm really pleased you got the job good luck!
- Enjoy your trip send me a postcard!
- I'm sorry I missed your birthday I was on holiday.

- 4** Find the phrases in the box in the messages in exercise 2 and use them to complete the sentences.

I hope    I'm really pleased    I'm sorry

- Good luck! \_\_\_\_\_ you pass the exam next week.
- \_\_\_\_\_ to hear that you are ill.
- \_\_\_\_\_ to hear about your new baby. Does she look like you?
- Happy Birthday! \_\_\_\_\_ you have a fantastic party!
- \_\_\_\_\_ you can't come to the party.

- 5 a** Look at the four situations.

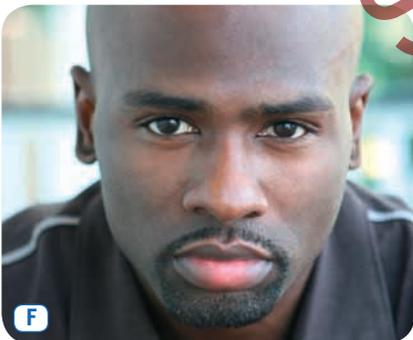
- Your cousin is taking an important exam.
- It is your aunt's fiftieth birthday next week.
- Your teacher is ill in hospital.
- Your best friend's wedding is next month.

- You want to send cards to these people. Choose a suitable message for each person from exercise 1 (A–E).
- Think about what you want to write inside each card and underline phrases on this page.

- b** Now write the cards.

# People

# 7



## Lead-in

**1 a** Complete the descriptions of the people in the photos with letters A–G.

- 1 \_\_\_\_\_ has got blue eyes.
- 2 \_\_\_\_\_ has got long fair hair.
- 3 \_\_\_\_\_ has got dark skin.
- 4 \_\_\_\_\_ has got short grey hair.
- 5 \_\_\_\_\_ has got a beard.
- 6 \_\_\_\_\_ is slim.
- 7 \_\_\_\_\_ is young.
- 8 \_\_\_\_\_ is bald.
- 9 \_\_\_\_\_ is tall.
- 10 \_\_\_\_\_ is short.
- 11 \_\_\_\_\_ wears glasses.
- 12 \_\_\_\_\_ has got a moustache.

**b**  2.01 Listen and compare your answers.

**2 a** Look at the people in the photos. Find someone you think looks ...

- 1 pretty    2 friendly    3 unfriendly    4 handsome

**b** Compare your answers with a partner.

**3** Work in pairs.

Student A: describe a person from the photos.

*This person's got dark hair and wears glasses. She looks friendly.*

Student B: find the person.

# 7.1 Finders keepers!

Grammar articles

Can do understand and tell a simple story

## Girls solve jigsaw puzzle and become rich!



One morning last year, schoolgirls Rachel Aumann and Maisie Balley set off for school as usual. Halfway there, they picked up a tiny piece of paper from the ground.

5 When they looked at it, they saw that the piece of paper was part of a banknote. They noticed some other pieces of banknotes on the ground, but where did they come from? Then Rachel and Maisie noticed a bag in a rubbish bin. They pulled out the bag from the bin and checked it – it had

10 thousands of pieces of banknotes in it. The two 12-year-olds went to school and told their teachers. Then, after school, they took the bag to the police station and handed in the money.

The police kept the money for six months. During that time

15 no one asked for it, so the police gave back the money to the girls. For the next few months the girls, with Rachel's stepfather Peter, spent time every evening matching the numbers on the pieces, and they put together a lot of the banknotes. They now have £1,200 in £10 notes, but they

20 think there's another £800 in the pieces of £5 and £20 notes. Whose money was it? The girls have no idea, but they're happy that it belongs to them now! Rachel wants to keep her money for when she goes to university, but Maisie wants to go shopping right now!

### Reading

- 1 Look at the headline and the photo. What is a jigsaw puzzle?
- 2 Read the text. What was the jigsaw puzzle?
- 3 Read the text again. Put the events in the correct order.
  - a The police returned the pieces of banknotes to the girls.
  - b They went to school.
  - c They handed the pieces of banknotes in to the police.
  - d They saw a bag in a bin, with thousands of pieces of banknotes in it.
  - e The girls noticed a piece of paper and picked it up.
  - f The girls now have £1,200.
  - g Rachel and Maisie were on their way to school.
  - h The girls matched the pieces of £10 notes.

- 4 Look at the Lifelong learning box. Read the tip and complete the exercise.

### Understanding a story

! When you read a story, these steps can help you understand it:

- 1 identify the main events
- 2 find the meaning of new words
- 3 understand the details

You can try to work out the meaning of new words. Look at this example, with *set off* (line 3):

Is *set off* a noun, verb or adjective? *verb*  
Which words come before it? *Rachel and Maisie*  
Which words come after it? *for school*  
Can you guess the meaning? *went to, left home*

Now work out the meaning of these words:

- 1 *ground* (line 7)
- 2 *told* (line 11)
- 3 *belongs to* (line 22)

Lifelong learning

- 5 What did you think of the story? Choose two or three adjectives and tell your partner. Why did you choose these adjectives?

boring different exciting great horrible  
interesting nice unusual

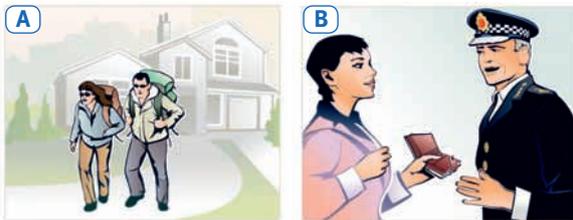
## Vocabulary | phrasal verbs

- 6 a Some verbs have two parts. Read the text again and find the missing words.

set *off*

- 1 pick \_\_\_\_\_ 3 pull \_\_\_\_\_ 5 give \_\_\_\_\_  
2 look \_\_\_\_\_ 4 hand \_\_\_\_\_ 6 put \_\_\_\_\_

- b Write the verbs from exercise 6a under the correct picture.



- c Complete the sentences using some of the verbs and the pictures in exercises 6a and b.

- 1 \_\_\_\_\_ that burger. It's huge!  
2 Can I \_\_\_\_\_ this wallet?  
3 I always \_\_\_\_\_ rubbish from the ground.  
4 Here's some glue. We can \_\_\_\_\_ the pieces and glue them.  
5 Kevin and Mary \_\_\_\_\_ very early yesterday morning.

## Grammar | articles

- 7 a Look at the sentences from the text, then complete the sentences in the Active grammar box with *a/an* or *the*.

*They picked up a tiny piece of paper ... they saw that the piece of paper was part of a banknote.*

*Rachel and Maisie noticed a bag in a rubbish bin. They pulled out the bag from the bin ...*

### Active grammar

We use *a/an* and *the* in different ways. When we talk about something for the first time, we put \_\_\_\_\_ before the noun. When we mention it again, we put \_\_\_\_\_ before the noun.

see Reference page 77

- b Choose the correct word in *italics*.

- 1 The girls went to *a/the* school in Brighton. *A/The* schools for 11 to 18-year-olds.  
2 They took *a/the* bag from *a/the* rubbish bin. *A/The* bag was full of banknotes. We don't know why *a/the* bag was in *a/the* bin.  
3 There was *a/the* story like this in the newspaper last week, but *a/the* story was about two boys.

- 8 a Complete the story with *a/an* or *the*.

“One day last year my friend and I were on our way to work when we heard (1) \_\_\_\_\_ sound. It was (2) \_\_\_\_\_ sound of an unhappy child, and we noticed (3) \_\_\_\_\_ little boy outside (4) \_\_\_\_\_ house on the other side of the road. We spoke to (5) \_\_\_\_\_ boy and he told us that he went to school without his homework, so he came home to get it but his mother and father were out. His mother had (6) \_\_\_\_\_ mobile phone with her, but when we called it, (7) \_\_\_\_\_ phone was off. Then we asked the little boy for his father's number, but he didn't know it, so we told him to go back to school and tell his teacher. During the conversation, (8) \_\_\_\_\_ little boy's mother arrived. We went into (9) \_\_\_\_\_ house with her and she gave us (10) \_\_\_\_\_ cup of tea, and then we went to work. We were an hour late!”

- b Work in pairs. Retell the story in your own words.

## Speaking

- 9 a Work in pairs to tell a story.

Student A: look at page 129.

Student B: look at page 131.

- b Do you have an interesting story to tell other students?

# 7.2 The girl from ...

Grammar pronoun *one/ones*

Can do describe people and understand descriptions

## Reading

- 1** Marianne is twenty-two. She comes from New Zealand, but is at university in Brazil. Work in pairs and discuss the questions.
- Where is the beach in the photo?
  - What is the connection between Marianne and the beach, do you think?
- 2 a** Read the email and check your answers to exercise 1. Then answer the questions.
- What did Marianne do a month ago?
  - Who does she live with now?
  - What does she do in the afternoon?

To: Carol  
Cc:  
Subject: How are you?

Hi Carol

**A** Thanks for your email about all my friends in New Zealand!

**B** Everything's fine here. I arrived in Rio de Janeiro a month ago to start my course and then I moved in with my host family. They live in a big apartment near the beach in Ipanema.

**C** The family is very nice. Mr and Mrs Silva are middle-aged and very friendly. They've got three children. Tina's my age, she's got dark hair and she's pretty. She's tall, like me. João is the middle one; he's fifteen. He's quite short and he's very tanned from playing football in the sun! Carlos is the young one. He's lovely, and he laughs all the time, but he isn't very slim.

**D** Every morning I go to college. The classes are really interesting, especially the literature ones. I usually go to the beach in the afternoon. The beach here is beautiful and the sea is warm. There's a really handsome man on the beach. He watches me every day. He looks nice but, as you know, I'm quite shy - so I don't look at him!

**E** Write to me soon and tell me all your news.

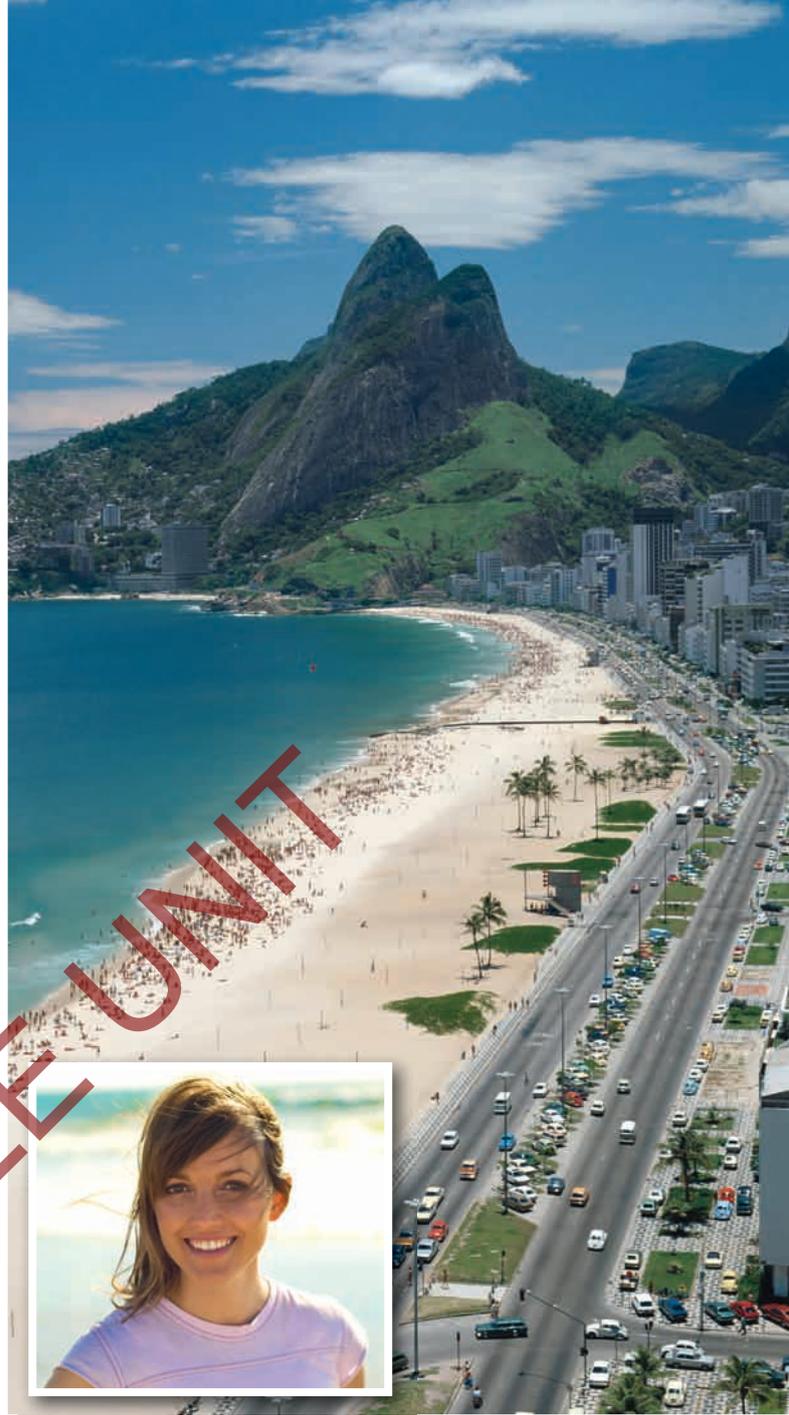
Love  
Marianne

**b** Match the statements with paragraphs A–E.

- Marianne describes her host family.  C
- She asks Carol to do something.
- She thanks Carol.
- She describes what she does.
- She writes about where she lives.

**c** Read the email again. Match the people with the adjectives.

- |                        |                         |
|------------------------|-------------------------|
| 1 Mr and Mrs Silva     | a tanned, short         |
| 2 Tina                 | b handsome, nice        |
| 3 João                 | c friendly, middle-aged |
| 4 Carlos               | d dark, pretty          |
| 5 the man on the beach | e tall, shy             |
| 6 Marianne             | f young, not very slim  |



- 3** Look at the Lifelong learning box. Read the tip and complete the exercise.

### Opposite adjectives

! A good way to remember adjectives is in pairs with opposite meanings.

*old – young*

Find adjectives in exercise 2c with the opposite meaning.

pale – *tanned*

- fair – \_\_\_\_\_
- confident – \_\_\_\_\_
- horrible – \_\_\_\_\_
- unattractive – \_\_\_\_\_ / \_\_\_\_\_
- tall – \_\_\_\_\_

Lifelong learning

## Vocabulary | adjectives (4): people

- 4 a** Put the adjectives from exercises 2c and 3 in the correct column(s).

Appearance					Age	Personality
body	face	skin	hair	height		
		<i>tanned</i>				

- b** Can you add any more adjectives to the table?
- c** Complete the How to... box with these words: *appearance, personality* and *age*.

### How to... describe people

- (1) \_\_\_\_\_ : *he's the young one, she's middle-aged*
- (2) \_\_\_\_\_ : *she's got dark hair, he's quite short, he looks nice*
- (3) \_\_\_\_\_ : *he's lovely, they're very friendly*

- d** When we describe someone's personality we often give an example of the things they do:

*He's lovely, and he laughs all the time.*

In pairs, think of an example of what people with these personalities do. Think about people you know.

confident   friendly   horrible   nice   shy  
unfriendly

## Grammar | pronoun *one/ones*

- 5 a** Read the sentences in the Active grammar box and match the underlined words with the meanings (a-d). Then choose the correct words in *italics*.

### Active grammar

- They've got three children ... João is the middle one.*
- The classes are really interesting, especially the literature ones.*

a) classes   b) class   c) children   d) child

- We use *one* to replace *singular/plural* nouns when we write them a second time.
- We use *ones* to replace *singular/plural* nouns when we write them a second time.

- b** Replace the underlined words in these sentences with *one* or *ones*.

- I don't like green pens. Do you have any red pens?
- Did you buy a cheap watch or an expensive watch?
- Don't get that DVD. I've got that DVD at home.
- Do you want a pizza? Those cheese pizzas look nice.

- c** Read this paragraph. Find four more words you can change to *one* (or *ones*).

“When I was a child I lived in three different houses. The first house was lovely. The second house was quite small, but it was in a nice location. The third house wasn't very nice but there were six bedrooms. I used the bedroom on the second floor. The other bedrooms were on the first floor.”

## Listening

- 6 a**  2.02 Listen to Marianne talking to her friend about the man on the beach and look at the photos. Which man is Marianne talking about?



- b** Listen again. How does she describe him? Make notes.

*He's really friendly.*

## Speaking

- 7 a** Work in pairs. Describe one of the other men in the photos. Can your partner guess which one it is? *He's ... He looks ... He's got ...*

- b** Think of someone in your class, or a famous person. Describe him/her to your partner but don't say his/her name. Can your partner guess the person?

# 7.3 Special days

Grammar possessive pronouns

Can do understand and use dates and months

## Reading and listening

- 1 a** Do you have any special holidays in your country? When are they? Do you give presents? What do you give?
- b** Read the text quickly and find the names of three special days.

## Special gifts and special days

In many countries there is a tradition of giving gifts on special days during the year. For example, in China parents give their children money on New Year's Day. They put the money in small red envelopes called 'Lai-See'. Red is the colour of good luck.

Russians give presents to their wives, mothers and sisters on International Women's Day. That's on 8<sup>th</sup> March. They usually give candy, chocolates or beautiful yellow flowers called mimosas. People often give flowers to their mothers on Mother's Day. That's a special day in many countries, but it isn't on the same day. In most European countries it's on the second Sunday of May, but in Spain and Portugal it's on the first Sunday in May.

The Japanese have an interesting tradition of giving presents in the middle of the year. The present is called 'Ochugen' and people give it on 15<sup>th</sup> July. They usually give gifts of food or sweets to people that help them during the year.



**c** Read the text again and answer the questions.

- When is Mother's Day in Spain?
- What do Japanese people give on 15<sup>th</sup> July?
- What colour are mimosa flowers?
- Why do Chinese people put presents in red envelopes?



- 2 a** 2.03 Listen to Heather talk about two special days in Canada. Tick (✓) the activities she talks about.

	Canada Day	Halloween
people dress up in costumes	<input type="checkbox"/>	<input type="checkbox"/>
there is a parade	<input type="checkbox"/>	<input type="checkbox"/>
people give children candy	<input type="checkbox"/>	<input type="checkbox"/>
everyone has the day off work	<input type="checkbox"/>	<input type="checkbox"/>
children play 'trick or treat'	<input type="checkbox"/>	<input type="checkbox"/>

**b** Now match some of the activities with the photos.

**c** Do you have special days like these in your country? What do people do?

## Vocabulary | ordinal numbers and months

- 3 a** Read the text again and look at audioscript 2.03 on page 142 to fill in the red lines in the table. Then complete the black lines.

1 <sup>st</sup> _____	6 <sup>th</sup> _____	11 <sup>th</sup> _____	20 <sup>th</sup> <i>twentieth</i>
2 <sup>nd</sup> _____	7 <sup>th</sup> _____	_____ <i>twelfth</i>	22 <sup>nd</sup> <i>twenty-second</i>
3 <sup>rd</sup> <i>third</i>	_____ <i>eighth</i>	13 <sup>th</sup> _____	30 <sup>th</sup> _____
4 <sup>th</sup> <i>fourth</i>	_____ <i>ninth</i>	14 <sup>th</sup> <i>fourteenth</i>	31 <sup>st</sup> _____
5 <sup>th</sup> <i>fifth</i>	10 <sup>th</sup> _____	_____ <i>fifteenth</i>	

- b** 2.04 Listen and check your answers. Then repeat.

- 4** Choose the correct words in *italics*.
- 1 My birthday is on the *first/one* of October.
  - 2 Our new house has got *three/third* bedrooms.
  - 3 In Greece, Mother's Day is on the *second/two* of February.
  - 4 This is my *three/third* holiday this year!
  - 5 It's Lucy's *nine/ninth* birthday on Saturday.

- 5 a** Find the names of three months in the text in exercise 1b.
- b** Number the months in the correct order (1–12).
- September  August  October  April   
 March  December  February  July   
 January  May  November  June

**c** Work in pairs. Say these dates.

25<sup>th</sup> July    14<sup>th</sup> August    11<sup>th</sup> October  
 3<sup>rd</sup> January 1911    21.4.99    31.12.2010

**d** In pairs, ask and answer these questions.

- 1 When is your birthday?
- 2 What dates are holidays in your country?

## Grammar | possessive pronouns

- 6 a** Jane has got some presents for her friends. Match the words in the box with the pictures.

clock  A    diary     DVDs     handbag   
 trainers     umbrella



**b** 2.05 Jane went to work this morning. Her husband phoned and asked about the presents. Listen and match the presents with the people.

Davy: \_\_\_\_\_ Tara: \_\_\_\_\_  
 Jane's parents: \_\_\_\_\_ Gordon: \_\_\_\_\_

- 7 a** Look at the sentences. Match the underlined words (1–2) with the meanings (a–b).

- 1 A: The trainers. Are they Davy's?  
 B: Yes, the trainers are his.
  - 2 A: There's an umbrella on the table.  
 B: It's ours!
- a it belongs to us     b they belong to him

- b** Look at the audioscript on page 142 and complete the Active grammar box.

### Active grammar

Possessive adjectives	Possessive pronouns
<i>my</i>	_____
<i>his</i>	_____
<i>her</i>	_____
<i>its</i>	<i>its</i>
<i>our</i>	_____
<i>your</i>	_____
<i>their</i>	_____

see Reference page 77

- 8** Rewrite the sentences. Use a possessive pronoun (and a verb if necessary) to replace the phrases in *italics*.

These aren't my CDs, they *belong to Jane*.

*These aren't my CDs, they're hers.*

- 1 Excuse me. Is this *your bag*?
- 2 Use the blue pen; the red one *belongs to me*.
- 3 Is this *Maria's watch*?
- 4 The house next to the church *belonged to them*.
- 5 Are these sandwiches *for us*?
- 6 That wasn't her phone number, it was *John's*.
- 7 They weren't our dogs, they were *Bob and Jo's*.
- 8 *Does this belong to your brother*?

## Pronunciation | /θ/

- 9 a** 2.06 Listen to the *th* sound /θ/ in the word *birthday*. Is it the same as the sound in *brother* or *bathroom*?

**b** 2.07 Listen. Underline the word you hear.

- |        |       |         |        |
|--------|-------|---------|--------|
| 1 free | three | 4 first | thirst |
| 2 sink | think | 5 tree  | three  |
| 3 sick | thick |         |        |

**c** 2.08 Listen. Do you hear the sound /θ/? Tick (✓) for yes, cross (✗) for no. Listen and repeat.

- 1  2  3  4  5  6  7  8

see Pronunciation bank page 139

## Speaking

- 10** Talk to your classmates. Find a student/students with:

- 1 a birthday in the same month as yours.
- 2 the first and last birthdays of the year.
- 3 a birthday this month.
- 4 a birthday next month.
- 5 a birthday last month.



## Articles

We use *a/an* (see Unit 1, Reference page 17) when we talk about something for the first time.

*There's **a** theatre in our town.*

*I know **a** really good dentist.*

*Julie's got **a** lovely little dog.*

We use *the* when we talk about the thing/person again.

*Some really good actors work in **the** theatre.*

*He's **the** dentist my parents go to.*

*She takes **the** dog to work with her every day!*

## Phrasal verbs

Some verbs in English have two or three parts, usually a verb and a preposition. These verbs are very common. The phrasal verbs in Unit 7 are *look at*, *give back*, *hand in*, *pull out*, *put together*, *set off* and *pick up*.

Other phrasal verbs in Units 1–6 are *find out*, *get up* (Unit 2) and *look after* (Unit 6).

*I **handed in** my homework late this week.*

*Umut **gets up** at 5 a.m. to go to work.*

## Pronoun one/ones

We use *one* or *ones* to avoid repeating a noun. Use *one* after *this*, *that* or an adjective.

A: *Do you want the black pen or the blue **one**?*

B: *That **one** over there – the blue **one**.*

Use *ones* to replace plural nouns. Use *ones* after *these*, *those* or an adjective.

A: *Did you buy the brown shoes or the black **ones**?*

B: *I bought the black **ones**.*

A: *Great. Those **ones** are really nice.*

## Possessive pronouns

Possessive pronouns show who something belongs to. We use possessive pronouns in the place of a possessive adjective and a noun. (See also page 17.)

*This is **my** coat. = This is **mine**.*

Subject pronoun	Possessive adjectives	Possessive pronouns
<i>I</i>	<i>my</i>	<i>mine</i>
<i>he</i>	<i>his</i>	<i>his</i>
<i>she</i>	<i>her</i>	<i>hers</i>
<i>it</i>	<i>its</i>	<i>its</i>
<i>we</i>	<i>our</i>	<i>ours</i>
<i>you</i>	<i>your</i>	<i>yours</i>
<i>they</i>	<i>their</i>	<i>theirs</i>

*That book **is** John's (book).*

*That book **is** for John.*

*That book **belongs to** John.*

*= That book **is** his.*

## Ordinal numbers

We use these numbers with nouns and when we talk about dates.

*My **first** child was a boy.*

*The **third** of September/September the **third**.*

We can write dates in different ways.

3 September    3<sup>rd</sup> September    September 3<sup>rd</sup>

1	first	18	eighteenth
2	second	19	nineteenth
3	third	20	twentieth
4	fourth	21	twenty-first
5	fifth	22	twenty-second
6	sixth	23	twenty-third
7	seventh	24	twenty-fourth
8	eighth	30	thirtieth
9	ninth	31	thirty-first
10	tenth	40	fortieth
11	eleventh	50	fiftieth
12	twelfth	60	sixtieth
13	thirteenth	70	seventieth
14	fourteenth	80	eightieth
15	fifteenth	90	ninetieth
16	sixteenth	100	one hundredth
17	seventeenth		

We often write ordinal numbers like this:

first = 1<sup>st</sup>    second = 2<sup>nd</sup>    third = 3<sup>rd</sup>    fourth = 4<sup>th</sup>  
fifth = 5<sup>th</sup>, etc.

## Key vocabulary

### Describing words

#### Appearance

*Body* (not very) short/slim/tall

*Skin* dark fair pale tanned

*Hair* dark fair grey long short bald\*

\*We say *He's bald*, not *He's got bald hair*.

*Age* middle-aged old young

*Opinion* attractive handsome pretty

*Others* has got a beard/moustache

has got blue eyes    wears glasses

#### Personality

confident friendly horrible lovely nice shy

unfriendly

#### Months

January February March April May June

July August September October November

December



ACTIVE BOOK

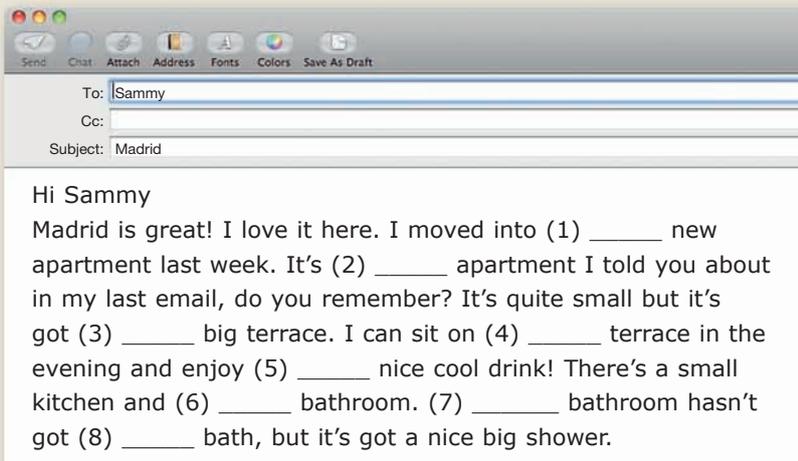
Listen to these words.



see Writing bank page 133

# 7 Review and practice

1 Complete the gaps with *a/an* or *the*.



2 Use a word from Box A and a word from Box B to complete the sentences.

Box A hand give look pick put set

Box B at back in off together up

Please **hand in** your completed forms to the tour guide.

- Can you \_\_\_\_\_ the pieces of the broken vase? It's my favourite one!
- \_\_\_\_\_ your rubbish, please. Don't leave it on the floor.
- Can you \_\_\_\_\_ my dictionary? I want to finish my homework.
- A: I don't know the answer.  
B: \_\_\_\_\_ your grammar book for help.
- We always \_\_\_\_\_ early but there are a lot of cars on the roads at weekends, so we're often late.

3 Read the dialogue. Find seven words you can change to *one* or *ones*.

- A: There are so many sofas here, Philip. Which sofas do you like? *ones*  
B: Well, I like the brown sofa. *one*  
A: No, it's ugly. What about the red sofa?  
B: It's OK.  
A: Fine. Now, chairs. Do you like modern chairs?  
B: Yes. I like those big chairs in the corner.  
A: The metal chairs?  
B: Yes.  
A: Yes, they're quite nice. But how about this chair?  
B: No, I don't like that chair. It isn't very attractive.  
A: Well, I don't like this shop. Let's go to a different shop.

4 Match questions 1–7 with the questions (a–h) with the same meaning.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1 Does this bag belong to you?     | a Are these ours?                 |
| 2 Is this his?                     | b Is this hers?                   |
| 3 Is this Mary's MP3 player?       | c Is this mine?                   |
| 4 Are these our letters?           | d Do these books belong to them?  |
| 5 Are these theirs?                | e Is this yours?                  |
| 6 Is this present for me?          | f Is this ours?                   |
| 7 Are these mine or yours?         | g Are these my keys or your keys? |
| 8 Does this umbrella belong to us? | h Does this belong to Mr McBride? |

5 Complete the sentences with ordinal numbers. The numbers in the box are clues.

1 8 9 16 18 25

Abraham Lincoln was the **sixteenth** president of the United States.

- August is the \_\_\_\_\_ month of the year.
- Christmas Day is on the \_\_\_\_\_ of December.
- Neil Armstrong was the \_\_\_\_\_ man on the Moon.
- British people can vote after their \_\_\_\_\_ birthday.
- The \_\_\_\_\_ series of *Friends* was the last one.

6 Match the people with the descriptions. Be careful, two of the descriptions do not match the photos.



- She's old and she's got grey hair.
- He's bald and middle-aged.
- She's young and slim and she's got fair hair.
- He's short. He's got grey hair and a beard.
- She's old and she isn't very slim; she's got dark hair.
- He's tall and he's got dark hair and a beard.



A



B



C



D

## Lead-in

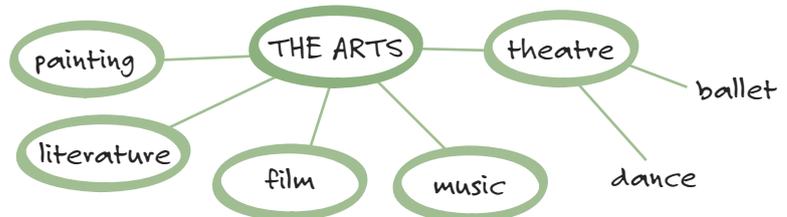
**1 a** Put the letters in the correct order. Then match the art forms to the photos.

- |                  |                    |
|------------------|--------------------|
| 1 SCIUUM _____ □ | 3 RETHEAT _____ □  |
| 2 MILF _____ □   | 4 ANIGNIPT _____ □ |

**b** Look at the words and phrases in the box. In pairs, name one example of each.

ballet cartoon classical music comedy dance horror literature modern art novels opera painting plays poetry rock music

**2 a** Copy the word map and add the words and phrases from the box in exercise 1. Then compare your answers with a partner.



**b** 2.20 Listen to Ailsa and Amber doing exercise 2a. Do you agree with their decisions?

**c** Add more words to your word map if you can.

**3** Work in groups. Discuss the questions. What or who is your favourite ...

- film? • book? • play? • opera or ballet? • classical composer? • poem?
- painting? • group or singer?

# 9.1 Making news

Grammar comparison of adjectives

Can do make comparisons between things and people

## Reading

1 Work in pairs and discuss the questions.

- 1 What's in the news today?
- 2 How do you usually get the news?

2 a Match the photos (1–5) with the names of the news sources in the table.

	fast	easy	detailed	exciting	cheap	convenient
Newspapers			✓			
The radio						
The TV						
The Internet						
Mobile phone						

b Read the text quickly. Which news sources do the people like?

*Fuad likes newspapers and ...*

c Read the text again and tick (✓) the correct adjectives in the table in exercise 2a.

## Vocabulary | news sources

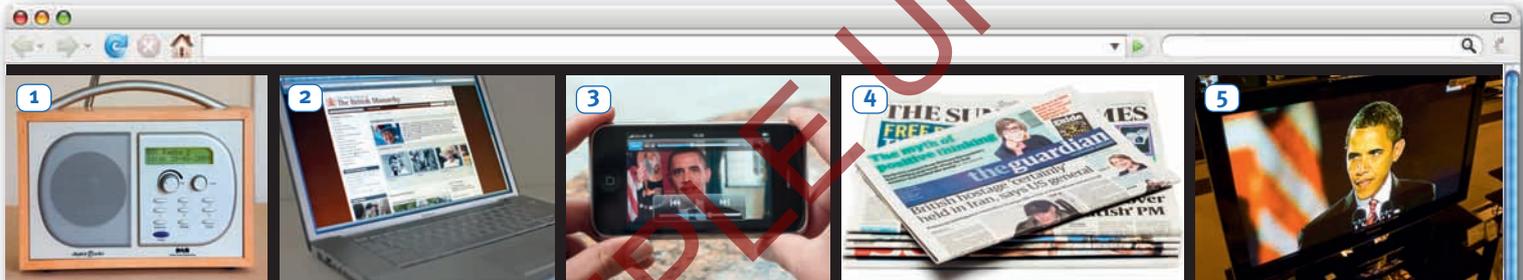
3 a Complete the phrases with verbs from the box.

go listen to read  
read use watch

- 1 \_\_\_\_\_ a blog
- 2 \_\_\_\_\_ a news programme
- 3 \_\_\_\_\_ newspapers
- 4 \_\_\_\_\_ online
- 5 \_\_\_\_\_ the radio
- 6 \_\_\_\_\_ Twitter

b Work in pairs and discuss the questions.

- 1 Do you read (or write) a blog?
- 2 How often do you go online?
- 3 Do you use Twitter?



## Is the Internet today's news source?

• 37 percent of Americans regularly go online for news, especially when the news is important: 70 percent used the Internet during the last presidential election.

• 34 percent read a newspaper or listen to the radio.  
• 29 percent watch a daily news programme on TV.

Are you surprised? Why is Internet news so popular? Have your say here.

It isn't the same in my country – we don't all have computers, so we read newspapers or listen to the radio. I think they're great – newspapers are detailed and give you a lot of information, and the radio is convenient – you can listen to it while you're driving, in bed, even in the bath. They're easy ways to get news – easier than using a computer, and of course they're cheaper than computers!

*Fuad*

I believe the Internet is taking away TV's audience. In my opinion, the Internet is better than TV because it's faster, and it's quite detailed. You can go online to look at news stories or read a blog. TV is better than the Internet for some things, I agree, and I watch a news programme every day. TV is more exciting than some other news sources because it's visual. I think TV news feels more realistic than newspapers or radio news for that reason.

*Katie*

No – this is all wrong! TV, newspapers, computers ... they're all old-fashioned. I get my news on my mobile phone – the main news stories, sports news, film news. I also use Twitter a lot – that's how I found out about that plane crash on the Hudson River, before the TV or Internet had the story! Mobiles are really fast now, and convenient, because I have my phone with me all the time.

*Magnus*

## Grammar | comparison of adjectives

- 4 Look at the underlined words in the text and complete the Active grammar box.

### Active grammar

Adjective	Comparative
<u>fast</u>	<u>faster</u> than
<u>easy</u>	_____ than
<u>realistic</u>	_____ than
<u>exciting</u>	_____ than
<u>good</u>	_____ than
<u>bad</u>	<u>worse</u> than

Write comparative adjectives next to the rules.

- Add *-er* to adjectives with one syllable only: *faster*
- With adjectives that end in *-y*, remove the *-y* and add *-ier*: \_\_\_\_\_
- With longer adjectives, we use *more* before the adjective: \_\_\_\_\_
- Some adjectives have irregular comparatives: \_\_\_\_\_

see Reference page 97

## Pronunciation | /ə/ in comparatives

- 5 a 2.21 Listen to these phrases and underline the syllables with /ə/. Listen again and repeat.

- easier than                      3 colder than
- faster than                      4 healthier than

b Write sentences comparing these things. Then read your sentences to a partner. Do you agree with each other?

- Iceland/Egypt/cold      3 fruit/chocolate/healthy
- maths/English/easy      4 a Ferrari/a Fiat/fast

see Pronunciation bank page 140

- 6 Make sentences using the comparative form of these adjectives: *good*, *useful*, *exciting*, *interesting*, *modern*. Give your own opinion.

Newspapers	are		
Mobile phones			
The radio	is	<u>more exciting</u>	than ...
The TV			
The Internet			

*The TV is more exciting than newspapers.*

## Listening and speaking

- 7 a 2.22 Listen to Nick and Petra talking about news. Who thinks the following? Write N (Nick) or P (Petra).

- The number of Americans using the Internet is amazing.
- The same number of people use the Internet for news in the UK and the US.
- Younger people use the Internet.
- Newspapers are better than other news sources.

b Listen again and complete the sentences in the How to... box. Use audioscript 2.22 on page 143 to help you.

### How to... give your opinion

Ask for an opinion	: What do you think of ... ? : Do you (1) _____ (that) ... ?
Give a positive opinion	: I (2) _____ (that) ... / : I (3) _____ (that) ... : I find it / that (amazing)!
Give a negative opinion	: I (4) _____ think (that) ... : I don't (5) _____ it (surprising).
Use an 'opinion' phrase	: In (6) _____ opinion, (it's better) ...

- 8 In pairs, talk about the topics in 1–4 below. Give your opinion and ask your partner's opinion. Use adjectives from the box to make comparisons.

bad cheap exciting expensive fast  
good interesting lively modern noisy  
popular relaxing

- entertainment: TV, cinema, theatre, concerts
  - music: pop, classical, rock, opera
  - sports: football, tennis, motor racing, athletics
  - books: novels, poetry, plays, history books
- A: *What do you think of rock music?*  
B: *I don't like it. I think it's noisy. I like classical music because it's more relaxing than rock music.*  
A: *Really? I don't think so. In my opinion, rock music is more exciting.*

# 9.2 Movie magic

Grammar superlative adjectives

Can do compare one thing with several others



A



C



B



D

## Vocabulary | films

- 1 a Match the films in the photos with the types of film in the box.

an action/adventure film a cartoon  
 a comedy a documentary  
 a horror film a love story a musical  
 a science fiction film a thriller

A = \_\_\_\_ B = \_\_\_\_ C = \_\_\_\_ D = \_\_\_\_

b Think of one film of each type in the box.

*The Indiana Jones films are action films.*

c Which of the types of film are/can be ...

- sad? • exciting? • violent? • clever?
- funny? • scary? • romantic?
- happy? • interesting?

- 2 What types of films do you like/not like? Why? Use the adjectives in exercise 1c and others.

*I don't like horror films because they're usually scary and violent.*

## Listening

- 3 a 2.23 Listen to an interview and match the films with the opinions.

*An Inconvenient Truth*  *Casino Royale*  *Chicago*   
*Little Miss Sunshine*  *No Country for Old Men*   
*Slumdog Millionaire*  *The Lives of Others*

- 1 the best film in the last ten years
- 2 the most exciting film
- 3 the biggest surprise
- 4 the best foreign film
- 5 the most violent film
- 6 the funniest film
- 7 the freshest musical for a long time

b Listen again and correct the mistakes about the films.

- 1 A lot of people think the *Harry Potter* series were the best films.
- 2 In Mariela's opinion, *Casino Royale* has the best photography.
- 3 *An Inconvenient Truth* is a thriller.
- 4 Javier Bardem played a good man in *No Country for Old Men*.
- 5 Mariela loves musicals.

**c** Match the words with their meaning.

- |                   |   |
|-------------------|---|
| 1 bad guy/villain | a a famous prize in the film world          |
| 2 Oscar           | b the person an actor plays in a film       |
| 3 scene           | c a person who talks or writes about films  |
| 4 character       | d part of a film or play                    |
| 5 film critic     | e an unpleasant or violent person in a film |

**4** Do you know the films Mariela talked about? What do you think of them?

## Grammar | superlative adjectives

**5 a** Look at this sentence. Choose the best ending, 1, 2 or 3.

*It was the best film in the last ten years.*

It was ...

- better than some of the other films.
- better than all of the other films.
- worse than all of the other films.

**b** Complete the table in the Active grammar box with superlative adjectives from exercise 3a. Then choose the correct words in *italics*.

### Active grammar

Adjective	Superlative
<i>bad</i>	the <i>worst</i>
<i>big</i>	the <i>biggest</i>
<i>exciting</i>	the _____
<i>fresh</i>	the _____
<i>funny</i>	the _____
<i>good</i>	the _____
<i>violent</i>	the _____

To make the superlative, we add *-est/-er* to one-syllable adjectives and we put *more/most* before longer adjectives.

see Reference page 97

**6 a** Complete these sentences with superlatives.

Harrison Ford is \_\_\_\_\_ (exciting) film star.

Harrison Ford is *the most exciting* film star.

- Owen Wilson is \_\_\_\_\_ (funny) actor.
- Johnny Depp is \_\_\_\_\_ (scary) actor these days.
- Meryl Streep is \_\_\_\_\_ (good) actress.
- Brad Pitt is \_\_\_\_\_ (handsome) star.
- Angelina Jolie is \_\_\_\_\_ (beautiful) actress.
- Tom Hanks is \_\_\_\_\_ (romantic) actor.

**b** Change the sentences to give your opinion.

*I think that Daniel Craig is the most exciting film star.*

## Reading and speaking

**7** Work in groups of three. Read some facts about films. Then ask and answer questions to complete this table.

longest film	
most expensive film	
earliest film with sound	
most successful cartoon	
richest film star	
youngest Oscar winner	
most romantic love story	
scariest horror film	
worst villain in a film	

Student A: read the text on page 130.

Student B: read the text on page 131.

Student C: read the text below.

A: *What's the longest film?*

B: *It's The Cure for Insomnia. It's 87 hours long!*

## Movie madness

The youngest Oscar winner is Tatum O'Neal. She won the Oscar for her part in *Paper Moon*, a film from 1973. In the film, she played opposite her real father, Ryan O'Neal. She didn't win the Oscar for Best Actor, but the one for Best Supporting Actor.

Obviously, different people find different types of film scary, but many people agree that the scariest film is *Psycho*, by Alfred Hitchcock, from 1960. A young actress called Janet Leigh played the main character – this was the first film where the main character died only a short way into the film!

Cartoons are always popular. The most successful cartoon ever was *Shrek 2*. It made \$129 million in its first five days! Before that, the most successful cartoon was *Finding Nemo*.

**8** Work in pairs and discuss these questions.

- How many films in exercise 7 do you know?
- What do you think is ...
  - the best film ever?
  - the most exciting action film?
  - the most romantic love story?
  - the funniest comedy?
  - the scariest horror film?
  - the most boring film?

# 9.3 Popular culture

Grammar like/love/hate/prefer

Can do talk about personal preferences

B



## Art or Vandalism?

In the year 2000 strange paintings appeared on the sides of buildings in Bristol and London. These weren't drawings by bored teenagers; they were funny and very artistic. But who was the artist? Nobody knew.

Over the next few years more and more of these amazing pictures appeared. Usually, people hate graffiti: they think it is ugly and unattractive, just a form of vandalism. And of course it's illegal. But this work was different. Some of the paintings were funny, some were frightening, but they were always interesting and original.

Some people said the artist was called 'Banksy'. But who was Banksy? It became a huge mystery and several newspapers tried to find out Banksy's real identity. It was fantastic publicity for the artist and his work became famous in America and Australia. In 2007 a gallery in London sold one of his wall paintings for \$576,000. In 2009 Bristol City Art Gallery organised an exhibition of his work. More than 300,000 visitors came to the exhibition. But nobody knew Banksy's real name, not even the manager of the gallery. Of course, some people think it is shocking that paintings on the sides of buildings can be 'art'. But these days almost anything is art!

A



C



D



E



### Reading

1 Look at the photos. What can you see? Which of these things do you think is art?

2 a Read the article quickly and match it with one of the photos.

b Read the text again and decide if these statements are true (T) or false (F).

- 1 Banksy did his first wall painting in 2007.
- 2 His paintings are sometimes scary.
- 3 People can't buy Banksy's paintings.
- 4 Nobody knows Banksy's real name.
- 5 Everybody agrees that Banksy's work is art.

c Find the words in the text and match them with their meanings.

- |              |                                      |
|--------------|--------------------------------------|
| 1 graffiti   | a show where you can see paintings   |
| 2 vandalism  | b pictures and words on walls        |
| 3 illegal    | c bad, very surprising               |
| 4 original   | d damaging buildings or other things |
| 5 exhibition | e new, different from other things   |
| 6 shocking   | f not allowed                        |

3 Look at the photos and discuss the questions.

- 1 Do you think Banksy's paintings are art or vandalism? Why?
- 2 The text says these days almost anything is art. Do you agree? Can you think of any examples?
- 3 Art is part of our culture. What other things do you think are part of popular culture?

## Listening

**4 a** 2.24 Listen to Jenny and Serge. Match two of the photos with their conversation.

**b** Listen again and write J (Jenny) or S (Serge). Who ...

- 1 doesn't like going to exhibitions?
- 2 prefers traditional paintings to modern ones?
- 3 hates listening to kids singing?
- 4 loves *Pop Star Search*?
- 5 prefers watching films?

## Pronunciation | yes/no questions

**5 a** 2.25 Listen to the questions from Jenny and Serge's conversation. Does the voice go up (↗) or down (↘) at the end?

- 1 Is it expensive?      2 Is he famous?

**b** 2.26 Listen and write (↗) or (↘), then repeat.

- 1 Is it nice?                      4 It's boring.
- 2 It's lovely.                      5 Are we late?
- 3 Is it interesting?              6 Does she know?

**c** Make questions. Practise them in pairs.

it/expensive      *Is it expensive?*

he/know          *Does he know?*

- 1 it/cheap                      3 she/smoke
- 2 it/new                         4 they/work

see *Pronunciation bank page 140*

## Grammar | like/love/hate/prefer

**6** Look at the answers to exercise 4b. Tick (✓) the correct statements in the Active grammar box. Then choose the correct option to complete the examples.

### Active grammar

- 1 After *like/love/hate/prefer* we can use:
  - a a noun.
  - b the infinitive of a verb without *to* (e.g. *buy*).
  - c the *-ing* form (e.g. *buying*).

*We don't like go/going to art galleries.*

*'Do you prefer pop music to rap music?'*

*'No, I prefer listening/listen to rap music.'*

2 We use *prefer* for something we like:

- a more than another thing.
- b the same as another thing.

*I prefer classical music than/to pop.*

see *Reference page 97*

**7 a** What do you like? In pairs, ask and answer questions.

- 1 go/museums?
- 2 listen/rap music?
- 3 watch/TV talent shows?
- 4 go/modern art exhibitions?
- 5 watch/TV documentaries?

A: *Do you like going to museums?*

B: *No, I don't. I hate going to museums.*

**b** Which do you prefer? Ask and answer questions.

- 1 go to restaurants/eat at home?
- 2 watch DVDs/go to the cinema?
- 3 read books/listen to music?

A: *Do you prefer going to restaurants to eating at home?*

B: *No, I prefer eating at home.*

**c** Look at audioscript 2.24 on page 144 and complete the How to... box.

### How to... talk about preferences

Say what you like or dislike : I (1) \_\_\_\_\_ his work. ☹  
: I (2) \_\_\_\_\_ listening to those stupid kids singing. ☹

Say you like one thing more than another thing : I (3) \_\_\_\_\_ traditional paintings to modern ones.  
: I (4) \_\_\_\_\_ watching films or documentaries.  
: I like serious programmes  
: (5) \_\_\_\_\_ than talent shows.

Ask someone their opinion : Do you like ... ?  
: What do you think about ... ?

## Speaking

**8 a** Work in pairs or groups and discuss the questions.

- 1 Do you prefer modern or traditional art?
- 2 Do you like these things or not?
  - watching the news      • going to operas
  - reading magazines      • listening to jazz
- 3 Look at the photos in exercise 1. Which ones do you prefer? Why?

*I like ... more than ... because ...*

**b** Talk to your classmates and find out how many students prefer:

- 1 visiting museums to going to concerts.
- 2 watching films to watching documentaries.
- 3 romantic films to action films.
- 4 modern art to traditional art.

*Do you prefer visiting museums to going to concerts?*

# 9 Communication

Can do make and respond to suggestions



**1 a** What do you usually do on Saturdays? Make a list with a partner.

**b** 2.27 Listen to these friends and tick (✓) the things they talk about in the boxes in column 1. What do they decide to do?

	1	2
go to a football match	<input type="checkbox"/>	<input type="checkbox"/>
go bowling	<input type="checkbox"/>	<input type="checkbox"/>
go to the cinema	<input type="checkbox"/>	<input type="checkbox"/>
see a band	<input type="checkbox"/>	<input type="checkbox"/>
have dinner	<input type="checkbox"/>	<input type="checkbox"/>
go shopping	<input type="checkbox"/>	<input type="checkbox"/>

**c** What order do they talk about the things in? Number the boxes you ticked in column 2.

**2** Listen again and complete the How to... box. Use audioscript 2.27 on page 144 to help you.

## How to... make and respond to suggestions

Make suggestions	: What shall we do at the weekend? : How about going (1) ____ ? : What about (2) ____ for dinner? : Why (3) ____ we ____ and watch that?
Respond to suggestions	: That's a (4) ____ ! : That sounds (5) ____ ! : I don't (6) ____ so. : I (7) ____ really like Thai food.
Decide what to do	: Let's (8) ____ at the station.

**1**

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**3 a** Look at the list of places to spend an evening with a friend. Match four of them with the adverts.

- |                       |                    |
|-----------------------|--------------------|
| a the theatre         | f the cinema       |
| b a smart restaurant  | g a nightclub      |
| c a shopping centre   | h a rock concert   |
| d the bowling alley   | i a football match |
| e a classical concert | j an opera         |

**b** Work in pairs and make suggestions.

A: *How about going to the nightclub?*

B: *I don't think so. I'm very tired.*

**4 a** Which activities from exercise 3a do you prefer? Rank them in order 1–10 (1 is your favourite).

**b** In pairs, compare your lists. Ask about your partner's list and explain your preferences.

*My number 1 is 'a classical concert' because I prefer classical music to other types of music.*

**5** Work in groups to organise an evening out.

- 1 Ask about your classmates' preferences and find something you all like.
- 2 Talk about the things you can do in your area and make suggestions for tomorrow evening.
- 3 Agree a plan for your evening and arrange a time and place to meet.

## Comparison of adjectives

We use comparative adjectives to compare two or more things.

We use *than* to introduce the second noun in a comparative sentence.

*This book is **more interesting than** his first book.*

*This house is **bigger than** my old house.*

*The blue shoes are **more expensive than** the black ones.*

This is how we form comparative adjectives:

Regular one-syllable adjectives	add <i>-er</i>	<i>old</i> → <b>older</b> <i>cheap</i> → <b>cheaper</b> <i>new</i> → <b>newer</b>
Longer adjectives	put <i>more</i> before adjective	<i>interesting</i> → <b>more interesting</b> <i>comfortable</i> → <b>more comfortable</b>
Two-syllable adjectives that end in <i>-y</i>	remove <i>-y</i> and add <i>-ier</i>	<i>funny</i> → <b>funnier</b> <i>busy</i> → <b>busier</b>
Irregular adjectives	<i>good</i> <i>bad</i>	<i>better</i> <i>worse</i>

## Superlative adjectives

We use superlative adjectives to compare one thing with all the others in a group.

*This house is **the biggest** in the street.*

*The blue shoes are **the most expensive**.*

We usually use *the* before a superlative:

*This is **the most interesting** book about mountain climbing in the library.*

This is how we form superlative adjectives:

Regular one-syllable adjectives	add <i>-est</i>	<i>old</i> → <b>the oldest</b> <i>new</i> → <b>the newest</b>
Longer adjectives	put <i>most</i> before adjective	<i>interesting</i> → <b>the most interesting</b> <i>comfortable</i> → <b>the most comfortable</b>
Two-syllable adjectives that end in <i>-y</i>	remove <i>-y</i> and add <i>-iest</i>	<i>funny</i> → <b>the funniest</b> <i>busy</i> → <b>the busiest</b>
Irregular adjectives	<i>good</i> <i>bad</i>	<i>the best</i> <i>the worst</i>

## Spelling rules

Add *-r/-st* to adjectives that end in *-e*:

*nice* → **nicer/nicest**

*large* → **larger/largest**

With adjectives that end in consonant + *-y*, remove *-y* and add *-ier/-iest*:

*busy* → **busier/busiest**

*heavy* → **heavier/heaviest**

With adjectives that end in a short vowel + consonant, repeat the consonant and add *-er/-est*:

*thin* → **thinner/thinnest**

*big* → **bigger/biggest**

## like/love/hate/prefer

We use *like/love/hate/prefer* with a noun (e.g. *tea, the cinema*) or the *-ing* form of another verb to discuss likes and preferences.

*I **love the theatre** but my friends **prefer going** to the cinema.*

We use *prefer* to talk about something we like more than another thing or things.

*She **prefers tea (to coffee)**.* = She likes coffee but she really loves tea.

*I **prefer tea to coffee**. I **prefer drinking tea**.*

We use *to*, not *than*, after *prefer*.

*She **prefers Mozart to Beethoven**.*

## Key vocabulary

### The arts

modern/traditional art painting

Performance arts: ballet, classical music, dance, film, opera, rap music, rock music, theatre

TV: documentary, talent show

Literature: novel, play, poetry  
exhibition graffiti

### Films

bad guy character film critic Oscar scene villain

### Genres:

an action/adventure film a cartoon

a comedy a documentary a horror film

a love story a musical

a science fiction film a thriller



Listen to these words.

ACTIVE BOOK



see Writing bank page 135

# 9 Review and practice

**1** Complete the paragraph with the comparative form of the adjectives in brackets.



Alan and Russell are brothers, but they look different. Alan is **younger** (young) than Russell. He is also (1) \_\_\_\_\_ (tall) and (2) \_\_\_\_\_ (handsome) than his brother. Alan is (3) \_\_\_\_\_ (fit) than Russell. Russell is (4) \_\_\_\_\_ (fat) than Alan but he is also (5) \_\_\_\_\_ (happy) than his brother. Alan has (6) \_\_\_\_\_ (dark) skin than Russell and Russell has (7) \_\_\_\_\_ (short) hair than his brother.

**2** Complete the table with the comparative and superlative forms of the adjectives.

Adjective	Comparative	Superlative
1 realistic	<i>more realistic</i>	<i>the most realistic</i>
2 bad		
3 beautiful		
4 busy		
5 dry		
6 fit		
7 good		
8 informal		
9 noisy		
10 private		

**3 a** Match 1–8 with a–h.

- |                              |                           |
|------------------------------|---------------------------|
| 1 deep/freshwater lake       | a Kilimanjaro             |
| 2 high/mountain in Africa    | b the Great Wall of China |
| 3 large/museum in the world  | c Edvard Grieg            |
| 4 old/national flag          | d the Bugatti Veyron      |
| 5 big/structure in the world | e the Hermitage           |
| 6 famous/Norwegian composer  | f Lake Baikal             |
| 7 scary/film                 | g Denmark's               |
| 8 expensive/car              | h Psycho                  |

**b** Write sentences about exercise 3a using superlative adjectives.

*Lake Baikal is the deepest freshwater lake.*

**4** Find the mistakes in each sentence and write the correction.

Lucinda doesn't like tennis, she prefers ~~play~~ golf. *playing*

- I like the radio but my children prefer to watching television.
- We love read adventure books.
- Isabel likes romantic films than science fiction ones.
- Some people hate live in the country.
- The bus is very slow so I prefer drive my car to work.
- I like more playing the guitar than listening to CDs.
- Dario likes swimming to sunbathing.
- My husband really likes cook Indian food.

**5** What type of art are these items?

*Toy Story* a cartoon

- Hamlet*
- The Mona Lisa*
- The Four Seasons*
- Carmen*
- Scream*
- Anna Karenina*
- Tchaikovsky's *Swan Lake*
- Queen's *Bohemian Rhapsody*

**6** Match the speech bubbles with a film genre.

action film   comedy   horror film  
love story   musical   science fiction

**1**

That was great!  
I laughed so much!

**2**

I didn't like the end of the film.  
It was really scary.

**3**

It wasn't very realistic. I mean, little green men ...

**4**

That was so exciting, especially the part where James Bond skis down the mountain.

**5**

It was very sad when the man left the woman ...

**6**

I liked the story but I thought the songs were awful.

# Contents

UNIT		Can do	Grammar
<b>7</b> <b>People</b> p 69–78	<b>7.1 Finders keepers!</b>	Understand and tell a simple story	Articles
	<b>7.2 The girl from ...</b>	Describe people and understand descriptions	Pronoun <i>one/ones</i>
	<b>7.3 Special days</b>	Understand and use dates and months	Possessive pronouns
	<b>Communication</b> p 76 <b>Writing bank</b> p 133	Identify a person from a simple description Respond to an event in writing	<b>How to...</b> ask about appearance and personality <b>How to...</b> use punctuation (3): dashes and exclamation marks
<b>8</b> <b>Seasons</b> p 79–88	<b>8.1 Festivals around the world</b>	Describe what people are doing now	Present Continuous
	<b>8.2 You are what you wear</b>	Talk about what you wear	Position of adjectives
	<b>8.3 Changing weather</b>	Talk about the weather	Present Simple and Present Continuous
	<b>Communication</b> p 86 <b>Writing bank</b> p 134	Describe problems and ask for solutions Write a postcard	<b>How to...</b> describe problems and ask for solutions <b>How to...</b> make your writing more interesting
<b>9</b> <b>Culture</b> p 89–98	<b>9.1 Making news</b>	Make comparisons between things and people	Comparison of adjectives
	<b>9.2 Movie magic</b>	Compare one thing with several others	Superlative adjectives
	<b>9.3 Popular culture</b>	Talk about personal preferences	<i>like/love/hate/prefer</i>
	<b>Communication</b> p 96 <b>Writing bank</b> p 135	Make and respond to suggestions Write a short biography	<b>How to...</b> make and respond to suggestions <b>How to...</b> use paragraphs
<b>10</b> <b>Journeys</b> p 99–108	<b>10.1 Cycle city</b>	Book a train ticket	<i>-ing</i> form as noun
	<b>10.2 Experiences</b>	Describe personal experiences	Present Perfect with <i>been</i> : <i>I/we/you/they</i>
	<b>10.3 Adventurers!</b>	Talk about other people's experiences	Present Perfect: <i>he/she/it</i>
	<b>Communication</b> p 106 <b>Writing bank</b> p 136	Give and follow simple directions Write a description of an event	<b>How to...</b> ask for and give directions <b>How to...</b> join sentences (4): <i>first, later, in the end</i>
<b>11</b> <b>Learning</b> p 109–118	<b>11.1 Rules of the road</b>	Understand signs and rules	<i>can/can't, have to/don't have to</i>
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	<b>Communication</b> p 116 <b>Writing bank</b> p 137	Check instructions and information Write a message for an online message board	<b>How to...</b> check information and ask for repetition <b>How to...</b> use pronouns (2)
<b>12</b> <b>Ambitions</b> p 119–128	<b>12.1 One world</b>	Talk about intentions	<i>be going to</i>
	<b>12.2 Fame and fortune</b>	Explain the reasons for your actions/plans	Infinitive of purpose Revision of <i>be going to</i>
	<b>12.3 Extreme challenges</b>	Talk about likes, dislikes and ambitions	<i>like</i> and <i>would like</i>
	<b>Communication</b> p 126 <b>Writing bank</b> p 138	Ask about and discuss plans Write a thank you letter	<b>How to...</b> ask about and talk about plans and ambitions <b>How to...</b> use punctuation (4): apostrophes
<b>Communication activities</b> p 129–132		<b>Writing bank</b> p 133–138	<b>Pronunciation bank</b> p 139–140

Vocabulary	Speaking and Pronunciation	Listening and Reading
Phrasal verbs	Information gap: a story	R Girls solve jigsaw puzzle and become rich!
Adjectives (4): people	<b>How to...</b> describe people	R An email home L A new friend
Ordinal numbers and months	/θ/ Find someone who ...	L and R Special gifts and special days L Whose gifts?
<b>Reference</b> p 77, <b>Review and Practice</b> p 78		
	Sentence stress <b>How to...</b> describe a picture	L Festivals around the world L Describing a picture
Clothes	Quiz: What kind of dresser are you?	R Street fashion
The weather	/ɒ/ and /əʊ/	R Extreme weather
<b>Reference</b> p 87, <b>Review and Practice</b> p 88		
News sources	/ə/ in comparatives <b>How to...</b> give your opinion	R Is the Internet today's news source? L The best news source
Films	Discussion: films	L A radio discussion about films L Movie madness
	Yes/no questions <b>How to...</b> talk about preferences	R Art or vandalism? L Modern art or traditional art?
<b>Reference</b> p 97, <b>Review and Practice</b> p 98		
Transport	<b>How to...</b> book a train ticket Roleplay: booking a ticket	L and R Commuters around the world L Booking a train ticket
	/ɪ/ Have you ...	L and R An adventure
Activities	Long and short vowels Personal experiences	L A TV chat show
<b>Reference</b> p 107, <b>Review and Practice</b> p 108		
	/f/ and /v/	R Traffic school L Driving in Britain L Life in America
Schools and subjects New technology	Intonation of <i>wh-</i> questions	L Schools and educational experiences R Teachers together
Education		L and R Lifelong learning L A phone call to enrol on a course
<b>Reference</b> p 117, <b>Review and Practice</b> p 118		
Geography Future time	Sentence stress, /ə/ Find someone who's going to ...	R No more continents? L Planning a trip
	Rhymes	L Everyone wants to be famous L Fame
	/aɪ/ and /eɪ/	L and R Charity Champions
<b>Reference</b> p 127, <b>Review and Practice</b> p 128		
<b>Irregular verb table</b> p 141		
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