Get Ready

1 Picture Dictionary pages 104–105. Look at the Key Words.

Key Words: Interests

chess computers computer games cycling fashion films horseriding music photography pottery reading singing swimming

2 Look at the photos. Match the people with their interests.

Ryan – computers, swimming

Emily – reading, photography

Jake – art, photography

Laura – animals, horse riding

Read the poster. Match the examples (a–d) with the activities (1–4).

a) Fun            c) Community
b) Achievement    d) Environment

3 Listen to the people. Complete the cards.

Come and take the FACE challenge!

Go on an expedition.
Start a new activity.
Clean up your city.
Help people in your area.

A programme for students and young people:

ACE

Name: Ryan Hillier
Age: 13
From: York
Interests: Computers, swimming and b)

Name: Emily Hillier
Age: 12
From: York
Interests: Swimming and d)

Name: Jake Samuels
Age: 14
From: York
Interests: Art, photography and a)

Name: Laura Ortiz
Age: 12
From: Rosario, Argentina
Interests: Animals, horse riding and c)

Listen again. Are the sentences true (T) or false (F)?

1. Cycling is Ryan’s favourite thing.
2. Emily is in a swimming club.
3. Jake’s grandparents are from Argentina.
4. Jake’s favourite thing is photography.
5. Laura and her family are in York for a year.
6. Laura’s favourite animals are dogs.

Work in pairs. Ask and answer questions about your interests.

A What are your interests?
B My interests are reading, photography and films.

Talk about your abilities and interests.

Read about talented young people.

Listen to an interview.

Complete a form.

Learn about can and question words.

The Challenge

A programme for students and young people:

Go on an expedition.
Start a new activity.
Clean up your city.
Help people in your area.
Meet Stefan, Carolina, Amy and Charlie. They are talented young people from different countries in the world. What can they do?

1 Stefan Ivanov is Russian. He is only seven years old but he can play chess. He can’t speak English but he can play chess with people in the USA on the Internet! He is a champion player.

2 Carolina Soto is called ‘Little Picasso’. Her pictures are in art galleries in New York and Paris. Carolina can’t draw but she can paint great pictures in different colours.

3 Amy Liu is from China. She is nine years old and she can play three musical instruments. What can she play? The piano, the violin and the cello. She’s a fantastic musician but she can’t act.

4 Charlie Harris is a disabled teenager from the UK. He can’t walk but he can play basketball. Can he play tennis, too? Yes, he can! He’s a fantastic player and he’s captain of his basketball team.
Skills for Life

Warm-up
1 Copy and complete the Word Builder with the nouns in the box.

- a bike
- chess
- Chinese
- a computer
- computer games
- English
- football
- the guitar
- the Internet
- a mobile phone
- a motorbike
- the piano
- social networking sites
- Spanish
- tennis

2 Read the questionnaire. Match the sections (1–5) with the photos (a–e).

Grammar: Question words
4 Match the questions (1–6) with the answers (a–f).

1 How old are you?
   a) Her name's Mrs Hill.
2 What can you do?
   b) One: English.
3 What's your name?
   c) I can play the guitar.
4 Where are you from?
   d) I'm thirteen.
5 Who is your teacher?
   e) Jake Samuels.
6 How many languages can you speak?
   f) I'm from York.

Pronunciation
5 Listen and repeat the questions.

Practice
6 Complete the questions in the quiz.

7 Now answer the questions. Check with a partner.

Skills Questionnaire
Monitor: Mel Franklin

Personal information
1 What's your name?
   Jake Samuels
2 How old are you?
   Thirteen
3 Where are you from?
   York
4 Who is your teacher?
   Mrs Hill

Computers
2 What can you do?
   a) use the Internet
   b) write emails
   c) use social networking sites

Arts
3 What can you do?
   a) paint and draw
   b) act
   c) dance
   d) sing
   e) play a musical instrument
   f) take photos

Languages
4 How many languages can you speak?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

Practical
5 What can you do?
   a) ride a bike
   b) ride a motorbike
   c) cook
   d) use a mobile phone
   e) read a map
   f) put up a tent

Listening
3 Listen to the interview with Jake. Complete the questionnaire with his answers.

4 Match the questions (1–6) with the answers (a–f).

1 How old are you?
2 What can you do?
3 What's your name?
4 Where are you from?
5 Who is your teacher?
6 How many languages can you speak?

5 Pronunciation
   Listen and repeat the questions.

Practice
6 Complete the questions in the quiz.

7 Now answer the questions. Check with a partner.

The FACE Challenge

1 Are the students on the FACE programme?
   a) Yes
   b) No

2 Is their monitor's name?
   a) Millie
   b) Helen
   c) Mel

3 Is Ryan?
   a) 13
   b) 14
   c) 15

4 Is Laura from?
   a) Portugal
   b) Argentina
   c) Spain

5 Can ride a horse in the group?
   a) Laura
   b) Ryan
   c) Jake

6 Can Emily do?
   a) ride a horse
   b) play an instrument
   c) sing

Your Turn

9 Work in pairs. Ask and answer questions from the Skills Questionnaire on page 18.

A Can you use Facebook?
   B Yes, I can.

Fast or Fiction?
Rory Blackwell from the UK can play 108 musical instruments at the same time.

Answer on page 111.
The First Meeting

Warm-up
1. Look at the poster and the photo of Jake, Emily, Ryan and Laura. Guess their favourite activities on the programme.

Reading and Listening
2. Read and listen to the dialogue. Check your guesses from Exercise 1.

Mel: Hi, I’m Mel. I’m from FACE, an activity programme for students.
Jake: What’s on the programme?
Mel: Sport, clubs, community work and a 25-km expedition!
Emily: This programme is brilliant. What are you interested in, Jake?
Jake: Me? The film classes. And you?
Emily: Erm, the dance club.
Ryan: Boring! Music’s not bad but dance?
Jake: Okay, Ryan, here’s one for you – making computer games.
Ryan: Computer games? Cool!
Emily: Not again! You’re mad about computers.
Ryan: Don’t listen to my sister, Jake. She’s silly!
Emily: And my brother is really boring!
Jake: Shh, you two! Who’s that girl?
Emily: Laura, she’s new.
Ryan: She’s pretty.
Jake: She’s really pretty.
Emily: Hey, Laura. Come and see this new activity programme.
Laura: Oh, hi. What activity programme?
Ryan: It’s called FACE … and I’m Ryan. Are you into computer games?
Laura: Er, no, I’m not. Computers are okay but I’m really into horse riding.
Jake: Film classes are interesting. Er, my name’s Jake.
Laura: Hi! Well, I’m interested in animals.

3. Look at the Key Words and classify them a), b) or c).

- Key Words: Opinion Adjectives
  - boring (a)
  - brilliant (b)
  - cool (c)
  - great (b)
  - interesting (b)
  - nice (b)
  - not bad (b)
  - okay (b)
  - pretty (c)
  - silly (c)

4. Write the opinion adjectives from the Key Words. Read the dialogue again and check.

Em: the programme
Ry: music club
La: computers

5. Look at the Key Expressions. Write six true sentences.

- I’m mad about computer games. They’re really cool. I’m not very interested in art. It’s boring.

- What are you interested in?
  - I’m interested in the film classes. I’m mad about computers.

6. Work in pairs. Use the Key Expressions to talk to your partner about these things.

- computers
- chess
- fashion
- classical music
- films
- dancing
- photography
- cooking
- languages

Your Challenge
Writing: A form
1. Complete the form (1–7) with answers (a–g).

<table>
<thead>
<tr>
<th>First name:</th>
<th>Surname:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: 14</td>
<td>Nationality: British</td>
</tr>
<tr>
<td>City/town: York</td>
<td>School: New City Academy</td>
</tr>
<tr>
<td>Teacher:</td>
<td></td>
</tr>
<tr>
<td>Skills:</td>
<td></td>
</tr>
<tr>
<td>Interests:</td>
<td></td>
</tr>
</tbody>
</table>

2. Copy and complete the form for you.

Speaking: Interview
1. Imagine you are on the FACE programme. Think of seven questions to ask new students.

- What’s your name?
- What are you interested in?
- Are you into computer games?
- Are you into painting?
- Are you interested in music?
- What are you interested in?
- What are you not interested in?


A: What’s your name?
B: My name’s Musa.
A: What’s your name?
B: His name’s Musa. He’s from ...
**Language Check**

1. Complete the words in the sentences.
   1. C _______ g ______ are great!
   2. P ______ o ______ y is very interesting.
   3. Her favourite thing is h ______ r ______.
   4. C _______ is my favourite game.
   5. My interests are s ______ and music.

2. Complete the sentences.
   6. She can _______ the piano.
   7. I can _______ a bike.
   8. My grandad can’t _______ the Internet.
   9. They can _______ chess.
   10. My sister can _______ Chinese.

3. Order the words in the sentences.
   11. you / draw and paint? / can
   12. can’t / a mobile phone / my grandma / use
   13. write / can / I / emails
   14. your brother / speak / can / English?
   15. do? / they / what / can
   16. the piano? / she / can / play
   17. a horse / I / ride / can’t
   18. languages / how many / speak? / you / can
   19. sing / they / and / dance / can
   20. swim / but / he / can’t ride / he can / a motorbike

4. Complete the questions with question words.
   21. _______ is your brother? He’s fifteen.
   22. _______ is my dictionary? It’s on the desk.
   23. _______ is your teacher? Mrs Jones.
   24. _______ people are in your class? Twenty-five.
   25. _______ is her name? Her name’s Annabel.

5. Complete the dialogue with the words in the box.
   **boring cool in interested into**

   A Are you _______ painting?
   B No, I’m not. It’s _______!
   I’m _______ in photography. Are you _______ films?
   A Yes, I am. They’re _______.

---

**Feedback**

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Check where you made mistakes.

<table>
<thead>
<tr>
<th>Wrong answers:</th>
<th>Look again at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–5</td>
<td>Get Ready – Key Words</td>
</tr>
<tr>
<td>6–10</td>
<td>Unit 2 – Word Builder</td>
</tr>
<tr>
<td>11–20</td>
<td>Unit 1 – Word Builder</td>
</tr>
<tr>
<td>21–25</td>
<td>Unit 2 – Grammar</td>
</tr>
<tr>
<td>26–30</td>
<td>Unit 3 – Key Expressions</td>
</tr>
</tbody>
</table>

- Now do the exercises in Language Check 1.

---

**Study help: Vocabulary books**

Make topic diagrams.

**Key Expressions**

Write this information for each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
<th>Example sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>painting</td>
<td>obraz</td>
<td>I’m into painting.</td>
</tr>
</tbody>
</table>

- Now choose a topic and make a diagram. Then write information for each word.
Module 4

- Talk about places and free time, and give directions.
- Read about where teenagers go, and a place to visit.
- Listen to a survey.
- Write a note with directions.
- Learn about adverbs of frequency, there is/there are, some and any.

Get Ready

1 Picture Dictionary page 108. Find examples of the Key Words in the photos.

Key Words: Places

- amusement park
- bowling alley
- cinema
- disco
- ice rink
- Internet café
- museum
- shop
- shopping centre
- skatepark
- snack bar
- sports centre
- swimming pool
- under-16s’ club
- water park
- zoo

2 Listen to three dialogues. Where are the people?

3 Work in pairs. Ask and answer these questions.

A Where do you go in your free time?
B I go to a bowling alley every weekend. It’s great.
1 Where do you go in your free time?
2 Do you go with your parents or friends?
3 Where are your favourite places in town?
4 What places don’t you like very much?
Free Time

Warm-up

1. What do you do in your free time? Tell the class.
   I read magazines and play computer games.

Reading and Listening

2. Listen and complete the text with the verbs in the box.

   go drink go have
   look ride surf visit watch

   

Reading Focus

Where do you hang out in your free time?

I usually go to the shopping centre with my friends. We drink beer and play basketball. We sometimes go to the cinema at weekends. That’s great but it’s very expensive.

Amy, 13, Scotland

It’s twenty minutes to walk to the city, so I hang out at the local park. It’s okay but I can’t go there after 7 p.m. It’s always full of students. They go to the Internet and chat online. They don’t buy much. It’s a bit boring, but we haven’t got a good under-16s’-club or sports centre in my area. We sometimes go to the cinema so I often watch DVDs at home.

Juanita, 12, Mexico

I live in a village and the bus service isn’t very good. I usually go for a walk after school. We haven’t got a skatepark and so we skate in the street. It can be dangerous and some adults tell us to stop. When I’m at home, I’m always in my bedroom. I hardly ever go to my friends’ houses or they hardly ever phone me.

Maddie, 13, New Zealand

I hang out near my house with other kids from my school. We go to the cinema and we skateboard. We haven’t got a good under-16s’-club or sports centre in my area. We’re quite lucky in my town. We’ve got a cinema, a sports centre and an ice rink. We’re quite lucky in my town. We’ve got a cinema, a sports centre and an ice rink. We’re quite lucky in my town. We’ve got a cinema, a sports centre and an ice rink. We’ve got a cinema, a sports centre and an ice rink.

James, 14, Canada

Grammar: Adverbs (1)

4. Complete the table with words from the text.

   Adverbs of frequency

   100% On Saturdays, I play basketball. 
   80% I go to the cinema at weekends. 
   60% I watch DVDs at home. 
   30% We go to the cinema at weekends. 
   5% I go out after school. 
   0% We go shopping on Sundays.

Practice

5. Use the words to make sentences. Are the sentences true (T) or false (F) for you?

   a) I arrive always / my friend / late
   b) I arrive always / my friend / late
   c) I arrive always / my friend / late
   d) I arrive always / my friend / late
   e) I arrive always / my friend / late

6. Think about your answers to this questionnaire. Then look at your score on page 111.

Your Turn

6. Think about your answers to this questionnaire. Then look at your score on page 111.

Are you an outdoor or indoor person?

How often...

1. do you go for a walk?
   a) never
   b) hardly ever
   c) sometimes
   d) often

2. do you stay in all weekend and play computer games?
   a) often
   b) sometimes
   c) hardly ever
   d) never

3. do you try a new sport?
   a) never
   b) hardly ever
   c) sometimes
   d) often

4. do you go camping?
   a) never
   b) hardly ever
   c) sometimes
   d) often

5. do you play in all day and watch DVDs?
   a) often
   b) sometimes
   c) hardly ever
   d) never

6. do you stay in and tidy your room?
   a) never
   b) hardly ever
   c) sometimes
   d) often

7. Work in pairs. Compare your answers. I hardly ever go for a walk. What about you?

8. Look at the Sentence Builder.

   My friends never listen to classical music. Teenagers are usually into fashion.

9. Use the words in the boxes and adverbs of frequency to write sentences.

   make nice food, sing opera, listen to classical music, write poems, run marathons.

   A My friends
   B Teenagers
   C Swiss people
   D Jamaican athletes
   E Italian people

   Italian people run marathons.
   Jamaican athletes write poems.
   My friends don’t leave the area around his house.
   Teenagers are usually into fashion.
   Swiss people are often good skiers.

   sentences. Do you agree?

   Work in pairs or groups. Read your sentences. Do you agree?

   A Swiss people are often good skiers. Teenagers are usually into fashion.
   B That’s true but Canadians are usually good skiers, too.

   10. Work in pairs or groups. Read your sentences. Do you agree?

   A Swiss people are often good skiers. Teenagers are usually into fashion.
   B That’s true but Canadians are usually good skiers, too.

   make nice food, sing opera, listen to classical music, write poems, run marathons.

   A My friends
   B Teenagers
   C Swiss people
   D Jamaican athletes
   E Italian people

   Italian people run marathons.
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   Italian people run marathons.
   Jamaican athletes write poems.
   My friends don’t leave the area around his house.
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   make nice food, sing opera, listen to classical music, write poems, run marathons.

   A My friends
   B Teenagers
   C Swiss people
   D Jamaican athletes
   E Italian people

   Italian people run marathons.
   Jamaican athletes write poems.
   My friends don’t leave the area around his house.
   Teenagers are usually into fashion.
   Swiss people are often good skiers.

   sentences. Do you agree?

   Work in pairs or groups. Read your sentences. Do you agree?

   A Swiss people are often good skiers. Teenagers are usually into fashion.
   B That’s true but Canadians are usually good skiers, too.
Warm-up
1 Read the information and match the photos with the correct part of the text.

2 Look at the Word Builder.

Word Builder
Find out about life in Viking times.
Talk to one of our Viking guides.

3 Complete the sentences with these verbs from the text.

find out  get in  listen to  put on  sit down  talk to

1 Put on your coat. It’s cold.
2 Please _____ the car now.
3 _____ at the table and finish your lunch.
4 Can I _____ you about my homework?
5 Use a dictionary to _____ the meaning of this word.
6 _____ the interview and answer the questions.

Reading and Listening
4 Read and listen to the conversation. Are these sentences true (T) or false (F)?

1 You can park your car at Jorvik.
2 People with walking difficulties can visit Jorvik.
3 You can have a snack and a drink at Jorvik.
4 It’s hard to find a place for lunch near Jorvik.

A Good morning, can I help you?
B Yes, please. I’d like some information about Jorvik Viking Centre. What activities are there?
A Well, there’s the tour of the Viking city – that’s very popular. And there are some exhibitions of Viking life and an interactive gallery.
B Great. I want to visit with a big group. Are there any parking spaces at Jorvik?
A No, there aren’t any parking spaces at the centre but there’s a car park five minutes away.
B Good. And is there a lift for visitors with wheelchairs?
A Yes, there is. And there’s wheelchair access to all parts of the centre.
B Great. One more question. Is there a restaurant?
A No, there isn’t a restaurant but there are lots of places to eat near Jorvik.
B Okay, thanks for your help.
A You’re welcome.

5 Read the dialogue again and complete the table with some or any.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>There’s a car park five minutes away.</td>
<td>There are 1 _____ exhibitions of Viking life.</td>
</tr>
<tr>
<td>There are 1 _____ exhibitions of Viking life.</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>There isn’t a restaurant.</td>
<td>There aren’t 2 _____ parking spaces at the centre.</td>
</tr>
<tr>
<td>There aren’t 2 _____ parking spaces at the centre.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a lift?</td>
<td>Yes, there is. No, there isn’t.</td>
</tr>
<tr>
<td>Are there 1 _____ parking spaces?</td>
<td>Yes, there are. No, there aren’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wh- Questions</th>
<th>What activities are there?</th>
</tr>
</thead>
</table>

Practice
6 Complete the sentences about Jorvik with is, isn’t, are, some or any.

1 There are 1 _____ exhibitions of Viking life.
2 ______ there a restaurant? No, there isn’t.
3 There aren’t 2 _____ parking spaces.
4 ______ there 1 _____ guides? Yes, there are.
5 There are 1 _____ great souvenirs in the shop.
6 There ______ a restaurant.
7 There ______ a lift.

7 Listen to a survey. Put ticks (✓) or crosses (✗) in the boxes.

8 Now write sentences about the places in Exercise 7.

There isn’t an amusement park.

Your Turn
9 Work in pairs. Ask and answer questions about your partner’s town/city.

A Is there an ice rink in your town?
B No, there isn’t.
A Are there any good shops?
B Yes, there are.

Fact or Fiction?
There are many descendants from Vikings in the area around London.
Answer on page 111.
**Warm-up**

1. **Picture Dictionary page 108. Look at the Key Words. What words are similar in your language?**

   - **Key Words:** Places
   - bank, car park, church, hospital, hotel, police station, post office, railway station, river, theatre, tourist information

2. **Work in pairs. Find examples of the places from the Key Words on the map.**
   - There is a railway station in square A1.

**Reading and Listening**

3. **Read and listen to the dialogue. Are the sentences true (T) or false (F)?**
   - 1. Laura doesn't like York very much. **T**
   - 2. The group want to go shopping. **T**
   - 3. Emily helps a tourist. **T**
   - 4. A girl gives them directions. **F**

   **Jake** So, Laura, what do you think of York?
   **Laura** The history of the city is amazing.
   **Emily** Well, this street is called The Shambles. It's a shopping street now but it's hundreds of years old.
   **Jake** Laura is interested in history, so what about Jorvik?
   **Laura** Jorvik? What's that?
   **Jake** It's a Viking centre. You travel back 1000 years to Viking times.

   **…**
   **Woman** Excuse me? Can you tell me how to get to the railway station, please?
   **Emily** Yes, sure. Go out of the Viking Centre and turn left into Coppergate. Cross the river into Bridge Street. Then turn right into George Hudson Street.
   **Woman** George Hudson Street?
   **Emily** Yes, that's right. Go past a car park into Rougier Street. Turn left and go down Station Road and the station is on the right.
   **Woman** On the right?
   **Emily** Yes, you can't miss it. It's opposite Station Road.
   **Woman** Thanks very much.
   **Emily** You're welcome.

4. **Picture Dictionary page 109. Look at the underlined Key Words in Exercise 3. Draw the woman's route on the map.**

5. **Work in pairs. Use the map of York. Use the Key Expressions and Key Words to give your partner directions from the railway station to another place on the map.**
   - Go out of the station, go down Station Road …

   **Key Expressions: Asking for and giving directions**
   - A. Can you tell me how to get to the bank, please?
   - B. Yes, sure. Go down this street and it's opposite the railway station.
   - A. The railway station?
   - B. Yes. You can't miss it.
   - A. Thanks very much.
   - B. You're welcome.

6. **Think of a place near your school. Write a note to a friend and give him/her directions – but don’t say the place!**
   - Go out of school and then turn …

7. **Work in pairs. Read each other's note. What place are the directions to?**

8. **Out and About**
   - Hi Laura,
   - Here are directions to our house: 1. get the 27 bus from school to the racecourse. Cross the main road 2. turn right. Go past the shops. 3. turn right into Westwood Terrace. Go down Westwood Terrace 4. turn left into Russell Street. Our house is number 25. You can't miss it!
   - See you tomorrow,
   - Emily

**Your Challenge**

**Writing: A note with directions**

1. **Look at the Sentence Builder.**

   **Sentence Builder**
   - First, go out of the shopping centre.
   - Go down Park Avenue and then turn right.
   - Go down Green Road to the shops. Then cross the road.

2. **Complete Emily's note to Laura with first, then or and then.**

   **Emily**
   - First, go out of the Viking Centre.
   - Then go down Coppergate. Cross the river into Bridge Street. Then turn right into George Hudson Street. Our house is number 25. You can't miss it!

3. **Think of a place near your school. Write a note to a friend and give him/her directions – but don’t say the place!**

4. **Work in pairs. Read each other's note. What place are the directions to?**
Warm-up

1 Work in pairs. Answer the questions.
2 How many subjects do you do at school?
3 How many different lessons do you have every day?
4 How often do you have exams?
5 How often do you do sport or physical education?
6 Do you use computers or the Internet at school?

Reading

2 Read about the people. Answer questions (1–3) from Exercise 1 for each person.
1 Marguerite does ten subjects

Marguerite Laure is from Cameroon. She gets up at five thirty and walks two kilometres to school. She has six lessons every day. She starts school at half past seven and she finishes at half past three. In the evening, Marguerite helps her mother at home, works in the fields and does her homework for an hour and a half. She studies ten subjects including three languages, French, English and German.

Jonathan Fonseca is from Guadalajara in Mexico. In his school, some students go to school in the morning and some students in the afternoon. Jonathan goes to school in the afternoon. Every day, he has seven lessons, from two o’clock to eight o’clock. In the morning, he does his homework for two or three hours and then visits friends. On school days, he arrives home at ten o’clock at night. Jonathan does nine subjects and his favourite subject is history.

Emma Lane doesn’t go to school. Her school, ‘The School of the Air’, is in Alice Springs in central Australia and she lives on a farm 800 kilometres away! Emma studies eight subjects and is in a ‘class’ of ten students. Every day, she has one thirty-minute lesson over the Internet and sometimes she has video lessons. She studies at home for five or six hours a day and she emails her homework to her teacher. Emma’s teacher sometimes flies to her farm and meets her. Emma sometimes goes to Alice Springs for classes or for a sports camp.

3 Read the texts again. Who …
1 doesn’t go to school? Carol
2 has lessons in the afternoons? Jonathan
3 studies three languages? Emma
4 likes history? Jonathan
5 does 2–3 hours of homework? Marguerite
6 starts school at 7.30? Carol
7 has lessons over the Internet? Emma
8 goes to sports camps? Jonathan

Listening

4 Listen to Mark’s description of his school day. Complete his timetable.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 Registration</td>
<td>9.05 Registration</td>
</tr>
<tr>
<td>9.15 English</td>
<td>9.45 English</td>
</tr>
<tr>
<td>10.05 Break</td>
<td>10.45 Break</td>
</tr>
<tr>
<td>10.50 Lunch</td>
<td>11.20 Lunch</td>
</tr>
<tr>
<td>11.10 Music</td>
<td>11.55 Music</td>
</tr>
<tr>
<td>12.00 Computer class</td>
<td>12.45 Computer class</td>
</tr>
<tr>
<td>12.45 Lunch</td>
<td>13.15 Lunch</td>
</tr>
<tr>
<td>13.30 Lunch</td>
<td>13.55 Lunch</td>
</tr>
<tr>
<td>14.25 Science</td>
<td>14.55 Science</td>
</tr>
<tr>
<td>15.15 Science</td>
<td>15.35 Science</td>
</tr>
<tr>
<td>16.00 School ends</td>
<td>16.15 School ends</td>
</tr>
</tbody>
</table>

5 Listen again. What subjects does Mark like?
Complete the list.
1 Great – he loves it:
2 Good – he likes it:
3 Okay – he doesn’t mind them:
4 Terrible – he hates them:

6 Listen closely Work in pairs. Say the words in the sentences. Then listen and repeat the complete sentences.
A Well B Mondays
A are B horrible
1 Well, Mondays are horrible.
2 I get the school bus at eight fifteen.
3 It arrives at school at about ten to nine.
4 My first class is English.
5 I can talk to my friends about the weekend.

7 Pronunciation Listen to the two sounds.
1 /ɪ/ this, it
2 /iː/ these, eat

List to these words. What are the sounds of the underlined letters – 1 or 2?
- teacher
- exam
- people
- evening
- history
- Internet
- read
- meet
- English
- think
- cinema
- magazine
- finish
- repeat
- email
- weekend

Our Ideal School Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00</td>
<td>Start school – have breakfast with friends at café</td>
</tr>
<tr>
<td>10.30</td>
<td>First lesson, music class (electric guitar)</td>
</tr>
<tr>
<td>12.45</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.00</td>
<td>Science</td>
</tr>
<tr>
<td>2.00</td>
<td>First lesson, English class (on the Internet)</td>
</tr>
<tr>
<td>3.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>4.00</td>
<td>Science, gym</td>
</tr>
<tr>
<td>3.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>4.00</td>
<td>Science, gym</td>
</tr>
<tr>
<td>3.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>4.00</td>
<td>Science, gym</td>
</tr>
<tr>
<td>3.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>4.00</td>
<td>Science, gym</td>
</tr>
<tr>
<td>3.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>4.00</td>
<td>Science, gym</td>
</tr>
<tr>
<td>3.00</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

Project

Work in groups. Write a timetable for your ideal school day (minimum seven lessons). Think about these things:
- important subjects: maths, your language, English
- breaks, lunch, sports and physical education
- textbooks, computers, the Internet, CDs, DVDs
Language Check

1 Where do you do these things? Write the places.
1 You watch films at the c _ _ _ _ _ _ _.
2 You have a snack in a s _ _ _ _ _ b _ _ _.
3 You skate at an i _ _ r _ _ _ _ _ _ _.
4 You play sports at a s _ _ _ _ _ _ c _ _ _ _ _ _ _.
5 You buy things at a s _ _ _ _ _ _ _.

2 Complete the sentences with the words in the box.

6 How can I find _______ the number of his house?
7 I usually talk _______ my friends on Skype.
8 Don’t put a jumper _______ – it’s 20 degrees C.
9 Sit _______ and do your homework, please.
10 I usually listen _______ music on my MP3 player.

3 Order the words in the sentences.

11 tidies / never / her / room / she
12 his / friends / he / on Friday / usually / meets
13 go / we / swimming / sometimes
14 has / piano class / always / he / a / on / Saturday
15 her / ever / hardly / visits / she / grandmother
16 play / often / we / football

4 Complete the letter with is, are, isn’t, aren’t, some or any.

Dear Miriam,
I’m your new pen friend. I live in Middleton.
It’s a really small village. There are _ _ shops and there _ _ a pub. But there _ _ places for young people – there _ _ a cinema! Write and tell me about your town. Is there a cinema? _ _ there any places for young people?
Write soon,
Clare

5 Complete the directions to the hotel with the words in the box.

Go _______ of the station and turn 24 _______. Go 25 _______ Market Street and 26 _______ the bridge. Go 27 _______ the cinema and then 28 _______ right. The hotel is 29 _______ the bank – you can’t 30 _______ it!

Feedback

Listen and check your answers to the Language Check. Write down your scores.
Look at the table. Check where you made mistakes.

Wrong answers: Look again at:
1–5 Get Ready – Key Words
6–10 Unit 11 – Word Builder
11–16 Unit 10 – Grammar
17–22 Unit 11 – Grammar
23–30 Unit 12 – Key Words/ Expressions

Now do the exercises in Language Check 4.

Study Help: Classroom Language 2
Ask for permission in English.

Andrea Can I close the window?
Jenny Yes, of course.
Dave Can I use your dictionary?
Alan I’m sorry, I haven’t got one.

Work in pairs. Take turns to ask your partner for permission.
• use your calculator
• use your mobile phone
• use your pen
• see your homework
• open the window
Get Ready

1 Look at the Key Words. What are the programmes in the photos?

Key Words: TV Programmes
- cartoon
- chat show
- documentary
- drama series
- film
- game show
- music programme
- news
- reality show
- sitcom
- soap
- sports programme

2 Work in pairs. Ask and answer these questions.
1 What kinds of TV programmes do you like?
2 What kinds of TV programmes don't you like?
3 What are your three favourite programmes at the moment?

3 Listen to four TV programmes. What are they?

4 Read the questionnaire. Check your score on page 111.

Are you a TV addict?

1 What do you do when you get up at the weekend?
   a) Read a book
   b) Turn on the TV
   c) Have breakfast and watch TV

2 What do you do on a summer evening when your favourite programme is on?
   a) Stay at home and watch it
   b) Go out and meet your friends
   c) Go out but record the programme

3 What would you like for your next birthday?
   a) A new flat-screen TV for your bedroom
   b) A new bike/skateboard/tennis racket
   c) DVD collection of your favourite TV programme

Module 8

- Talk about TV and film stars.
- Read a TV review and an interview with an actress.
- Listen to TV programmes.
- Write an invitation.
- Learn about comparatives and superlatives, and going to.
Warm-up

1. Copy and complete the table with information about the TV programmes you watched last week. Then tell the class.

I watched a film on Saturday evening. It was very bad!

<table>
<thead>
<tr>
<th>Number of hours</th>
<th>Good programme</th>
<th>Bad programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading

2. Look at the photos and read the TV review. Answer the questions.

1. Where was the cycling competition?
2. How much did the film Avatar cost?
3. Who was Aimee?
4. Where did the teenagers go on Challenge for Change?

TV Review

Avatar

Film on Channel 7.

This week's programme was a lot better than last week. The bands were more exciting and the songs were more interesting, too. The best singer on the show was Aimee. Her band didn't win but she had a better voice than the winner.

Reality TV

Challenge for Change, Channel 9.

This was an interesting programme about teenagers with problems. They went on an expedition across the desert and faced difficult challenges. At the end of the programme, they were all slimmer, fitter and happier!

3. Complete the Word Builder with -ing adjectives from the text.

Word Builder

amazed
bored
excited
interested

4. Write sentences with the -ing adjectives from the Word Builder about TV programmes you watched on TV yesterday.

I watched a film about space last night. It was very exciting!

Grammar: Comparatives and superlatives

5. Complete the table with comparatives and superlatives from the text.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>One syllable</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>faster</td>
<td>the fastest</td>
<td></td>
</tr>
<tr>
<td>long</td>
<td>longer</td>
<td>the longest</td>
<td></td>
</tr>
<tr>
<td>nice</td>
<td>better</td>
<td>the nicest</td>
<td></td>
</tr>
<tr>
<td>slim</td>
<td>slimmer</td>
<td>the slimmest</td>
<td></td>
</tr>
</tbody>
</table>

6. Choose the correct words.

a) We use comparatives to compare two / three people, places or things. We use that / than after a comparative adjective.
   - The second half of the chat show was _______ (interesting) than the first.
   - The young singer had a _______ (nice) voice than the winner.

b) We use superlatives to compare two / three or more people, places or things.
   - The last documentary in the series was _______ (good) than the others.
   - Children _______ (young) than twelve can’t watch this horror film.
   - The questions in the game show were _______ (easy) than in other competitions.
   - The new cartoon on Channel 6 was _______ (bad) than The Simpsons.

7. Complete the sentences with comparatives.

1. The second half of the chat show was _______ (interesting) than the first.
2. The young singer had a _______ (nice) voice than the winner.
3. The last documentary in the series was _______ (good) than the others.
4. Children _______ (young) than twelve can’t watch this horror film.
5. The questions in the game show were _______ (easy) than in other competitions.
6. The new cartoon on Channel 6 was _______ (bad) than The Simpsons.

8. Write questions with superlatives. Use the cues.

1. Who / funny / actor / in films?
2. Who / good / European football team?
3. What / exciting / game show / on TV?
4. What / bad / TV channel / for teenagers?
5. Who / young / actress / in films?
6. What / popular / programme / on TV?

9. Ask and answer the questions in Exercise 8 about your country.

Your Turn

10. Work in groups and compare actors.

1. Write the name of an actor/TV star on a piece of paper and put it on the desk.
2. Choose two pieces of paper. Compare the people using the adjectives in the box.

- attractive
- boring
- funny
- good
- interesting
- popular
- old
- slim
- tall

Ben Stiller is funnier than Jim Carrey.

11. What’s your opinion? Complete the sentences with superlatives. Then compare with a partner.

I think ...

1. the _______ (good) things on TV are ... 
2. the _______ (exciting) sport is ... 
3. the _______ (popular) singer in the world is ... 
4. the _______ (boring) programme on TV is ... 
5. the _______ (expensive) city in Europe is ... 
6. the _______ (safe) form of transport ... 
7. the _______ (bad) song of this year ... 
8. the _______ (fast) animal in the world ... 

Fact or Fiction?

Fact or Fiction?

A week in sport

It was a bad week for Manchester. The team won the competition in all the teams and they had the fastest times of all the cyclists. We had better results for our tennis players!

Are you a winner?

Change?

A cycling competition was held in Manchester. The teenagers went on an expedition across the desert and faced difficult challenges. At the end of the programme, they were all slimmer, fitter and happier!
A Chat Show

Warm-up

1 Work in pairs. Ask and answer the questions.
   1 Do you have chat shows in your country?
   2 Do you like watching them? Why/Why not?
   3 Who would you like to interview on a chat show?

2 Look at the photo. What do you know about the actress? Tell the class.

Emma Watson was in the Harry Potter films.

Reading

3 Read the interview with Emma Watson. Are these sentences true (T), false (F) or is there no information (NI)?
   1 Emma is making another Harry Potter film.
   2 Emma loved acting in the Harry Potter films.
   3 People Tree wants to make life better for people in poor countries.
   4 People Tree isn’t very environmentally friendly.
   5 Emma hasn’t got any plans for after university.
   6 Emma often sees the actor Daniel Radcliffe.

Grammar: going to

4 Complete the table with am, is, aren’t or isn’t.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>I</th>
<th>He/She/It</th>
<th>You/We/They</th>
<th>going to</th>
<th>go to university.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 going to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 going to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th>I</th>
<th>He/She/It</th>
<th>You/We/They</th>
<th>going to</th>
<th>worry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 going to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 going to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No Questions</th>
<th>Am</th>
<th>he/she/it</th>
<th>going to</th>
<th>be a designer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 going to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 going to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wh- Questions</th>
<th>am</th>
<th>he/she/it</th>
<th>going to</th>
<th>do next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 going to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 going to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice

5 Look at the cues. Write true sentences about the people in the interview. Use isn’t going to or aren’t going to.
   1 Emma / be a student
   2 Emma / go to university in the UK
   3 Emma / work / in fashion
   4 The workers / look after / the environment
   5 Emma and Daniel / make another film

Interview with...

Emma Watson

I Please welcome Emma Watson!
E Thank you.
I So, Emma, first question – are you going to be a fashion designer?
E No, I’m not. But I’m interested in fashion and in Fair Trade. People Tree is going to help workers in Bangladesh, India and Nepal. And the clothes aren’t going to damage the environment.
I Oh? That’s interesting.
E People Tree is a great company. It makes Fair Trade clothes. I helped with a range for teenagers.
I So, are you going to be a fashion designer?
E No, I’m not. But I’m interested in fashion and in Fair Trade. People Tree is going to help workers in Bangladesh, India and Nepal. And the clothes aren’t going to damage the environment.
I That’s brilliant. And who is going to buy the clothes?
E Young people who are into fashion! The clothes are comfortable and fun. We have a T-shirt with a message ’Please don’t panic, I’m organic’!
I And after university? What are you going to do then?
E I’m not sure. But I’m not going to worry about the future.
I Okay, and, sorry but just one more Harry Potter question … what is Harry, er, Daniel Radcliffe going to do next?
E I don’t know. Invite Daniel to the show and find out!
**Warm-up**

1. What is important for a good party? Number these things (1 = most important). Then tell the class.
   - food and drink
   - good music
   - your friends
   - the place
   - the time of day
   - a good DJ

   *Good music is the most important thing.*

**Reading and Listening**

2. Read and listen to the dialogue. Match the people with their plans for the summer.

   1. Ryan and Emma
   2. Jake
   3. Laura

   **Emily**
   I can’t believe it’s the end of the programme.

   **Laura**
   Oh, don’t say that. I’m going to go back to Argentina soon.

   **Emily**
   When are you going to be back in York?

   **Laura**
   I don’t know. I’m going to miss all of you.

   **Ryan**
   But you’re going to miss me the most.

   **Emily**
   What are you going to do in the summer?

   **Laura**
   I’m going to see my family, of course. But our summer is December, January and February. I’m going to be at home in winter! What about you?

   **Ryan**
   Emily and I are going to stay with our cousin in Bristol.

   **Jake**
   And I’m going to see my family in Jamaica.

   **Mel**
   Lucky you! Can I come, too?

   **All**
   Oh hi, Mel!

   **Mel**
   Hello, and congratulations! You passed FACE stage 1!

   **Laura**
   Why don’t we celebrate next week?

   **Ryan**
   Yeah, what about a trip to London? Would you like to see the capital?

   **Laura**
   I’d love to. Mel, do you want to come with us?

   **Mel**
   Sorry, I can’t. I’m going to be in meetings.

   **Laura**
   Oh, no.

   **Mel**
   But we can celebrate now. Let’s have a group photo.

   **Jake**
   Okay, say ‘Cheese’ everyone.

   **Mel**
   No, say ‘FACE’!

**Speaking**

3. Look at the Key Expressions.

   **Key Expressions: Invitations**

   **Would you like to see the capital?**
   
   **I’d love to.**

   **Do you want to come with us?**
   
   **Sorry, I can’t.**

4. Work in pairs. Use the Key Expressions to invite your partner to:
   - play a new computer game at your house
   - stay at your house for the weekend
   - go to the cinema
   - watch a DVD at your house
   - play basketball after school

**Your Challenge**

**Writing: An invitation**

1. Read the invitation and the reply.

   **From: Simon Jones**
   [SimonJones@internetserv.com]
   Hi, I’m going to have a birthday party at the youth club next Saturday night. Do you want to come? Text or email me.
   Simon

   **From: Chris Thomas**
   [christhomas@internetserv.com]
   That’s great. I’d love to. What time does it start? Can I bring some music?
   Chris

2. Write an invitation to a friend. Include the reply.

3. Work in pairs. Exchange or email invitations and reply to them.

**Speaking: A party roleplay**

1. Work in pairs. Imagine you meet a person at a party. Do these things:
   - Say hello and give your name.
     Hi, my name’s Adam. What’s your name?
   - Talk about plans for the holidays.
     Where are you going to go in the holidays? Ask and answer questions about hobbies.
     A: What are your hobbies and interests?
     B: I love films.
   - Invite the person to do a thing they are interested in (e.g. go to the cinema/play football/go dancing).
     A: Would you like to come to the cinema on Friday night?
     B: I’d love to.
Warm-up
1 How many Key Words can you see in the photos?

Key Words: Celebrations
bell cake decorations
dragon fireworks grape
taum parade present

Reading
2 Read the information. Which celebration is the most exciting? Why?
1 When did 1st January become New Year in Rome?
2 Why did the date change?
3 When is the Chinese New Year?
4 What dance is part of the Chinese New Year?
5 What do people put in their windows in Diwali?
6 Where do Japanese people put decorations at New Year?
7 Why do Japanese people laugh after midnight?
8 Why do people in Spain eat grapes at New Year?

New Year Celebrations

People all around the world celebrate the start of a new year. They do it at different times because their calendars are different.

The Romans celebrated New Year on the 1st March. Then, in 46BC, the date moved to 1st January when Julius Caesar changed the old lunar calendar to a new solar calendar. The Romans put up decorations in their homes and gave presents. Slaves and masters ate together.

The Chinese use a lunar calendar and their New Year is in January or February. Families put up paper decorations at home, have special meals and give presents. There are fireworks and big parades in the streets and people carry big paper dragons in the famous 'dragon dance'.

Hindus celebrate Diwali, the New Year Festival of Lights, after the end of the monsoon in October or November. People light small lamps and put them in their windows. They visit their friends and family and have a special meal. On the night of Diwali there are fireworks.

The Japanese New Year is on the 1st January. People buy decorations and put them on their doors and windows for good luck. Families make rice cakes and give presents of money and clothes. At midnight, Buddhist priests ring bells 108 times. Then Japanese people laugh – this brings them luck in the New Year.

At midnight on the 31st December, Spanish people eat twelve grapes – one grape for every month of the new year. Every grape brings good luck.

Listening
4 Listen to two descriptions of New Year’s Eve. Copy and complete the table.

<table>
<thead>
<tr>
<th>Weather</th>
<th>Special dinner</th>
<th>After dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td></td>
<td>at home</td>
</tr>
<tr>
<td>Australia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Listen closely. Listen to the first part of the description again. Complete the sentences with these words (a–g).

a) it’s more  
e) really love
b) It’s very  
f) it’s my
c) with our friends  
g) good fun
d) great time

1 Well, I ___________ New Year.
2 ___________ cold and it sometimes snows.
3 But I think that ___________ favourite time of year.
4 We usually have parties ___________.
5 ... and have ___________.
6 Here in Scotland ___________ important than Christmas really.
7 We have a ___________.

6 Listen again and repeat the sentences.

Pronunciation

Listen and put the words in the correct column.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<tr>
<td>adventure</td>
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<td>musician</td>
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<td>October</td>
<td>Portuguese</td>
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<tr>
<td>teenager</td>
<td>tomorrow</td>
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</tbody>
</table>

8 Listen again and check your answers. Then listen and repeat the words.

Speaking
9 Think about New Year’s Eve. Work in pairs. Ask and answer questions about what you eat and what you do.
A What’s the weather like?
B It’s usually cold. What do you have for dinner?
A We have ...
Language Check

1 Complete the words. They are all TV programmes.
   1 I watched an interesting nature d       about tigers.
   2 My favourite c       is The Simpsons.
   3 Did you see the nine o’clock n       last night? She’s great!
   4 Lady Gaga was on my favourite c       last night. She’s great!
   5 My favourite s       is EastEnders. It’s about people in the East of London.

2 Complete the sentences with -ed or -ing adjectives.
   6 The special effects were really       ! (amaze)
   7 The film wasn’t very       (interest).
   8 I was very       (bore).
   9 I am       in films and drama. (interest)
   10 She was very       because she won a prize on the game show. (excite)

3 Put the adjectives in the correct form – comparative or superlative.
   11 I think Kirsten Dunst is a       actress than Keira Knightley.
   12 The new cinema is in a       place than the old cinema.
   13 Johnny Depp is one of       stars in the world.

4 Complete the sentences about plans. Use the words in brackets and going to.
   18 What       (you / do) in the summer?
   19 They       (not / come) to the party.
   20 She       (study) very hard for the exams.
   21       (we / watch) a DVD tonight?
   22 I       (go) sightseeing in London this year.
   23       (she / stay) at home this summer?
   24 We       (not / go) to the beach tomorrow.
   25       (you / see) Mark later?

5 Complete each gap with one word.
   A       you like to go to the cinema on Friday?
   B Great. I’d       !
   C Do you       to go to the disco tomorrow?
   D I can’t. But I       go on Friday.

Study Help: Revising for exams

Use the following from this book to help you revise:

- Grammar Tables
- Key Words
- Word Builders
- Sentence Builders
- Key Expressions
- the Picture Dictionary

Now do these things:
- Find the most difficult text for you – read it again and check the vocabulary.
- Look at your writing. List your typical mistakes.
- Look at your scores from the Language Check. What grammar do you have problems with?