

OXFORD

oxford  
exam  
support



# Third Edition Solutions

Pre-Intermediate

Student's Book  
irlanguage

Tim Falla Paul A Davies

مجمع زبان ایرانیان



# Third Edition

# Solutions

Pre-Intermediate

Student's Book

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر بر خط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.

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

**Culture Bank p108**

1 The British 2 Robinson Crusoe 3 Screen exports 4 The English language  
5 British entrepreneurs 6 Alcatraz 7 Wall Street 8 Sherlock Holmes 9 Computer pioneers

**Vocabulary Builder p117 Grammar Builder and Reference p122**

**Extra Speaking Tasks p142**

**Listening** (1.01 = disk 1, track 1 / 2.01 = disk 2, track 1, etc.)

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

# I

## Introduction

### IA

#### Vocabulary

### Likes and dislikes

*I can talk about likes and dislikes.*



- 1 SPEAKING** Describe the photo. Where are the people? What are they doing?
- 2 1.02** Read and listen to the dialogue. Find the names of the people in the photo.
- Ryan Hi, Izzy. Can I sit here?  
 Izzy Yes, of course. This is Becky. She's new.  
 Ryan Hi, Becky. I'm Ryan, Izzy's brother.  
 Becky Hi. Nice to meet you!  
 Ryan Where are you from, Becky?  
 Becky I'm from London. I moved here two weeks ago.  
 Ryan I love London. I've got friends there. I sometimes visit them and we go skateboarding.  
 Izzy Do you like skateboarding, Becky?  
 Becky Not really. But I like ice skating.  
 Izzy Me too! Let's go ice skating after school.  
 Becky Great idea!  
 Ryan I'm not very keen on ice skating. What do you think of bowling?  
 Becky Bowling? I hate it.  
 Ryan Oh. Actually, I don't mind ice skating ...  
 Izzy There's the bell. I've got maths, then history.  
 Becky I've got PE now. I love PE! See you after school, Izzy!  
 Izzy Bye, Becky.  
 Ryan Yeah ... Bye ...

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

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

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

**Sports and hobbies**

board games  
drawing

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**School subjects**

drama  
IT (information technology)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Subjects**



**Hobbies**



➔ Vocabulary Builder Sports and hobbies: page 117

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

**Likes and dislikes**

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

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

**Student A:** Find out your partner's opinion of school subjects. Put them into groups A, B and C from exercise 6.

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

What do you think of PE?

I don't mind it.

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

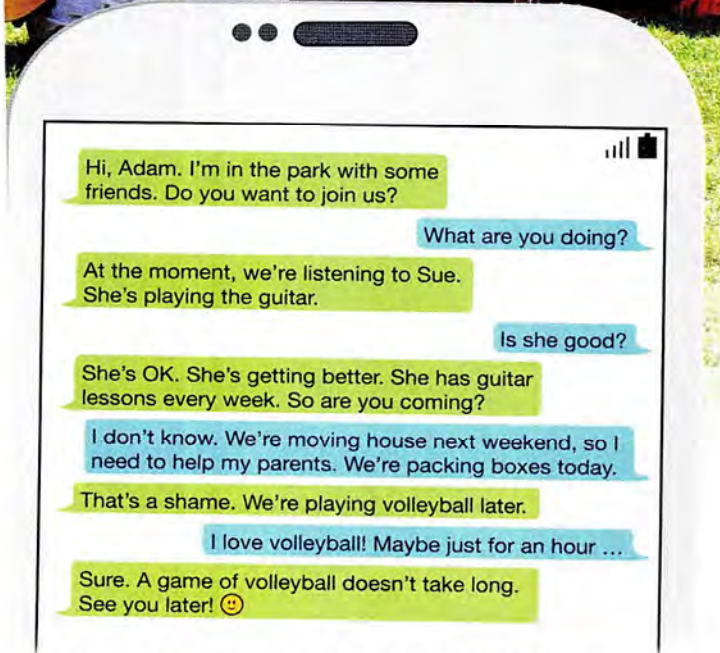
Do you like drawing?

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

Me too! Do you like ... ?

# Contrast: present simple and present continuous

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



1 Describe the photo. What are the people doing? Use the verbs below.

laugh play sit smile wear

The girl on the left is playing the guitar.

2 Read the messages above. Why does Adam change his mind about going to the park?

### LEARN THIS! Present tense contrast

We use:

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

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

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

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

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

➔ Grammar Builder IB page 122

6 **1.03** Complete the phone dialogue. Use the correct present simple or present continuous form of the verbs in brackets. Then listen and check.

- Toby Hi!
- Leia Hi, Toby. What <sup>1</sup>are you doing (you / do)?
- Toby I'm at the sports centre. I <sup>2</sup>\_\_\_\_\_ (wait) for Tom.
- Leia <sup>3</sup>\_\_\_\_\_ (you / go) swimming?
- Toby No, we <sup>4</sup>\_\_\_\_\_ (play) table tennis. We <sup>5</sup>\_\_\_\_\_ (play) every Saturday morning. But he's really late!
- Leia What <sup>6</sup>\_\_\_\_\_ (he / do)?
- Toby I <sup>7</sup>\_\_\_\_\_ (not know). He <sup>8</sup>\_\_\_\_\_ (not answer) his phone. Anyway, where are you?
- Leia I'm at the shopping centre, but I <sup>9</sup>\_\_\_\_\_ (not buy) anything today. I <sup>10</sup>\_\_\_\_\_ just \_\_\_\_\_ (look).
- Toby <sup>11</sup>\_\_\_\_\_ (you / like) table tennis?  
<sup>12</sup>\_\_\_\_\_ (you / want) to play?
- Leia Sure! But I <sup>13</sup>\_\_\_\_\_ (not wear) sports clothes.
- Toby <sup>14</sup>\_\_\_\_\_ (you / wear) trainers?
- Leia Yes, I am – with jeans and a T-shirt.
- Toby That's fine. You <sup>15</sup>\_\_\_\_\_ (not need) sports clothes. See you soon!

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

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

- 1 What do you usually do after school?
- 2 What are you doing after school today?
- 3 What do you usually do at the weekend?
- 4 What are you doing this weekend?
- 5 What do you usually do during the school holidays?
- 6 What are you doing next school holiday?

What do you usually do after school?

I listen to music at home.

# IC

## Vocabulary

### Describing people

I can describe people's appearance.



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

James Bond \_\_\_ Edward Cullen \_\_\_ Galadriel \_\_\_  
 Black Widow \_\_\_ Javert \_\_\_ Katniss Everdeen \_\_\_

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

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

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

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

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

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

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

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

➔ **Vocabulary Builder** Clothes: page 117

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

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

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

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

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

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

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

Is it Anna?

## Articles

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



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

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

**LEARN THIS!** Articles

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

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

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

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

**LOOK OUT!**

We do not use *the* when we make generalisations.  
 I don't like history. (~~the history~~ X)  
 I like playing basketball at school. (~~the basketball~~ X)

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

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

➔ Grammar Builder ID page 122

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

**LEARN THIS!** There is / are

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

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

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

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

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



# 1

## Feelings

### 1A

#### Vocabulary

### How do you feel?

*I can describe how people are feeling.*

#### Unit map

##### Vocabulary

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

##### Word Skills

Adjective endings  
How + adjective

##### Grammar

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

##### Listening Problems, problems!



##### Reading Painless



##### Speaking Narrating events



##### Writing A description of an event

##### Culture 1 The British



##### Vocabulary Builder page 117

##### Grammar Builder page 124

##### Grammar Reference page 125



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

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

Photo A watch match team lose

Photo B exam results pass marks

Photo C plane late luggage

Photo D school work difficult boring

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

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

The people in photo A look ...

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

A Positive feelings	B Negative feelings

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

## Can you read people's emotions?

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

1



**a** anxious

**b** delighted

**c** shocked

2



**a** bored

**b** proud

**c** suspicious

3



**a** ashamed

**b** embarrassed

**c** excited

4



**a** confused

**b** cross

**c** envious

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



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

anxious cross confused disappointed  
excited embarrassed proud suspicious

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

### RECYCLE! Present continuous

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

*Grace is making dinner (at this moment).*

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

*Look! Jack seems cross (at this moment).*

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

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

How does Speaker 1 feel and why?

He feels ... because he ...

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

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

**Modifying adverbs** a bit \_\_\_ a little bit 1 extremely \_\_\_  
rather \_\_\_ very \_\_\_

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

How do you feel when ...

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

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

How do you feel when ... ?

I feel excited, but a little bit anxious too.

## Past simple (affirmative)

I can use the past simple affirmative.

1 Is there a lottery in your country? Do you think it is a good idea to buy tickets? Why? / Why not?

2 Read the text. Are all lottery winners happy?



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

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

**LEARN THIS!** Past simple (affirmative)

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

➔ Grammar Builder 1B page 124

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

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

5 **1.06** Complete the text with the past simple form of the verbs in brackets. Then listen and check.

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

6 **SPEAKING** Work in pairs. What is your opinion of what happened to Alex Toth and Michael Carroll? Are their stories difficult to believe? Are they sad, funny, a warning?

7 Complete the sentences with the adjectives below and the past simple form of the verbs in brackets.

bored delighted disappointed embarrassed  
relieved suspicious upset

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

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

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

I was anxious because I had a music exam.

# 1C

## Listening

### Problems, problems!

*I can listen for gist.*



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

- 1** You borrowed a DVD from your friend but now you can't find it. Do you ...
  - tell your friend the truth as soon as possible?
  - say nothing and hope your friend forgets about it?
  - secretly buy a new copy of the DVD?
  - keep looking for the DVD but say nothing yet?

- 2** Your friend has stopped speaking to you and you don't know why. Do you ...
  - send a message asking what the problem is?
  - ask your other friends about it?
  - insist on talking face-to-face with your friend?
  - wait and see if the problem goes away?

- 3** You're friendly with a new student at school, but your old friends don't like him / her. Do you ...
  - stop spending time with the new student?
  - tell your old friends they aren't behaving well?
  - invite them all to your house so they can get to know one another?
  - continue to see them all, but separately?

#### Listening Strategy

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

- 3 1.07** Read the **Listening Strategy** above and the three summaries of a dialogue below. Then listen to the dialogue. Which is the best summary?
  - Zak refuses to go out with Tom because he's disappointed about his exam results.
  - Zak is anxious about his exams and decides not to go out with Tom.
  - Zak is relieved that his exams are six weeks away, and agrees to go out with Tom.

#### LEARN THIS! should

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

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

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

- 5 1.08** Listen to four dialogues. Match the dialogues (A–D) with the sentences below. There is one sentence that you do not need.

The person with a problem:

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

- 6 1.09** Listen again to dialogues B, C and D. Complete the collocations (1–8) with the verbs below.

give   have   make   make   take   take   tell   tell

#### Dialogue A

- make a plan
- take a break

#### Dialogue B

- \_\_\_ offence
- \_\_\_ somebody a call

#### Dialogue C

- \_\_\_ the truth
- \_\_\_ a word (with somebody)

#### Dialogue D

- \_\_\_ an excuse
- \_\_\_ a lie

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

A Say hello. Ask how B is.

B Tell A your problem.

A Say what B should do, in your opinion.

B Reject A's suggestion.

A Make another suggestion.

B Agree and thank A for the advice.

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

Hi! How are you?

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

## Past simple (negative and interrogative)

*I can use the past simple to describe events.*



- 1 **SPEAKING** Work in pairs. Say what you did last night.
- 2 **1.10** Read and listen to the video chat. Why did Anna not enjoy her evening at the cinema?



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

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

**LEARN THIS!** Past simple (negative and interrogative)

- a** We form the negative form of the past simple with <sup>1</sup> \_\_\_\_\_ and the infinitive without *to*.  
*I didn't go out last night.*
- b** We form the interrogative form of the past simple with <sup>2</sup> \_\_\_\_\_ and the infinitive without *to*.  
*Did Harry text you? Yes, he did. / No, he didn't.*
- c** We do not use *did* / *didn't* with the verbs <sup>3</sup> \_\_\_\_\_ or <sup>4</sup> \_\_\_\_\_.  
*Was Joe late for school? Yes, he was.*  
*Could you read when you were three? No, I couldn't.*

➔ Grammar Builder 1D page 124

- 4 Make the sentences negative.

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

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

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

**LEARN THIS!** Question words

*which why when where how how much / many / often*

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

*What are you listening to?*

- 6 Read the **Learn this!** box and copy the list of question words into your notebook. Find two more question words in the dialogue in exercise 2 and add them to your list. Find a question with a preposition at the end.
- 7 Complete the *yes / no* questions about your weekend. Use the past simple interrogative form of the verbs below. Then complete the follow-up questions using the question words.
- do do go play see watch**
- 1 Did you watch TV? What did you watch?  
 2 \_\_\_\_\_ out on Friday or Saturday evening?  
 Where \_\_\_\_\_ ?  
 3 \_\_\_\_\_ anyone on Saturday or Sunday?  
 Who \_\_\_\_\_ ?  
 4 \_\_\_\_\_ any homework? When \_\_\_\_\_ ?  
 5 \_\_\_\_\_ computer games? Which \_\_\_\_\_ ?  
 6 \_\_\_\_\_ any sport? What \_\_\_\_\_ ?

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

Did you watch TV?

Yes, I did.

What did you watch?

I watched a basketball match on Saturday night.

➔ Grammar Builder 1D page 124

## Adjective endings

I can use different adjective endings.

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

## Message in a bottle

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

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



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

### LEARN THIS! -ed / -ing adjectives

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

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

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

- Find all the -ed and -ing adjectives in the text in exercise 2. Which of the -ed adjectives does not have an -ing equivalent?
- DICTIONARY WORK** Use a dictionary to find -ed and -ing adjectives formed from the verbs below. Make a list in your notebook. Which verb does not form an -ing adjective?  
annoy   worry   disgust   exhaust   relieve  
satisfy   surprise
- Circle the correct forms to complete the sentences.
  - I don't like this film. It's **bored** / **boring**.
  - I don't find computer games very **excited** / **exciting**.
  - Don't be **frightened** / **frightening**. The dog won't bite.
  - I was **shocked** / **shocking** when I heard the news.
  - It's really **annoyed** / **annoying** when you interrupt.
  - Why are you looking so **worried** / **worrying**?
- Complete each pair of sentences with -ed and -ing adjectives formed from the verbs in brackets.

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

### LEARN THIS! How + adjective

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

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

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

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

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

I dropped my phone and it broke.

How annoying!

## Painless

I can understand a text about an unusual medical condition.

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

### Reading Strategy

When you do a matching task, follow these steps:

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

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

In which paragraph does the writer tell us ...

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

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

I found it surprising that ...

I found it interesting that ...

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

How How many When What Who Why

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

How did Ashlyn burn her hands?

She put her hands on a hot engine.

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

### Accidents and injuries

#### Verbs

burn / cut / hurt / <sup>1</sup>in \_\_\_\_\_ e yourself / your hand, etc.  
fall / <sup>2</sup>tr\_\_p / slip over <sup>3</sup>b \_\_\_\_\_ k your arm / finger, etc.  
bleed sprain your ankle / wrist hurt (e.g. *my leg hurts*)

#### Nouns and phrases

<sup>4</sup>bl \_\_\_\_\_ d a broken arm / finger, etc. <sup>5</sup>a b \_\_\_\_\_ se  
<sup>6</sup>a b \_\_\_\_\_ n a cut <sup>7</sup>an in \_\_\_\_\_ y a sprain pain

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

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

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

I broke my arm when I was six years old.



# A life without pain

1.12

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

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

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

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

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





## Narrating events

*I can relate and react to past events.*



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

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

be get learn leave love spend watch

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

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

Kirstie Really? That sounds like fun!

Laurie Yes, it was. I <sup>1</sup> \_\_\_\_\_ a new sport – bodyboarding.

Kirstie Wow! That sounds great!

Laurie Yes, I <sup>2</sup> \_\_\_\_\_ it. It was really exciting – and a bit frightening too!

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

Laurie Well, the second half of the holiday <sup>3</sup> \_\_\_\_\_ so good. I <sup>4</sup> \_\_\_\_\_ a stomach bug and <sup>5</sup> \_\_\_\_\_ nearly a week on the sofa.

Kirstie Oh dear! How awful!

Laurie I <sup>6</sup> \_\_\_\_\_ the house for days. I just <sup>7</sup> \_\_\_\_\_ DVDs. I was so bored!

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

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

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

### Speaking Strategy

Follow a simple structure for narrating events, for example:

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

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

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

#### Reacting and showing interest

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

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

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

I finally finished my science project.

Really? What a relief!

➔ **Vocabulary Builder** get: page 117

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

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

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

## A description of an event

I can describe an event.



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

bathroom fake spider play a prank put scare

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

childish clever cruel funny predictable

### Writing Strategy

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

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

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

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

### LEARN THIS! Phrasal verbs and register

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

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

#### Phrasal verbs and register

- a discover \_\_\_\_\_  
b recover from \_\_\_\_\_  
c examine \_\_\_\_\_  
d confess \_\_\_\_\_

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

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

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

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

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

- 6 Write your forum post.

### CHECK YOUR WORK

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

#### Teen Forums > General Chat > Pranks!

Monday 2nd 11:31 AM

Sarah B  
Moderator



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

Dave338



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

Kate44



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