

Carolyn Barraclough, Suzanne Gaynor



# Wider World NL



 Pearson

STUDENTS' BOOK

3

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# 3



## The taste test



3.1

### VOCABULARY Food and drink

I can talk about food and drink.

#### VOCABULARY

Food and drink | Flavours |  
Describing food

#### GRAMMAR

Present Perfect with *ever, never, just, already, yet, for* and *since* |  
Present Perfect and Past Simple

#### Grammar: I've heard it's funny



#### Speaking: What can I get you?



#### BBC Culture: Indian food Liverpool style



Workbook p. 40

BBC VOX POPs

EXAM TIME 1 > p. 130

CLIL 2 > p. 140

#### 1 CLASS VOTE Which is your favourite meal of the day? Why?

breakfast lunch dinner supper snack

#### 2 1.48 Study the Vocabulary A box. Listen and see if you can find the items you hear in the picture.

#### Vocabulary A Food and drink

beef bread rolls cheese chewing gum chilli cream crisps  
cucumber flour fruit juice garlic grapes honey ice cream  
lemonade lettuce nuts peach pear pineapple smoothie  
tuna yoghurt

#### 3 1.49 Match the sentences with the people in the picture. Complete the sentences with words from the Vocabulary A box then listen and check.

- \_\_\_ This person has got a shopping list. She is looking for chilli, cream and some \_\_\_\_\_.
- \_\_\_ These people want to buy \_\_\_\_\_, honey, yoghurt and \_\_\_\_\_.
- \_\_\_ The shop assistant is near the \_\_\_\_\_, grapes and \_\_\_\_\_.
- \_\_\_ The grandmother wants lettuce, \_\_\_\_\_ and some \_\_\_\_\_.
- \_\_\_ The child is looking at the fruit juice and \_\_\_\_\_.
- \_\_\_ The man is buying \_\_\_\_\_, beef and \_\_\_\_\_.

#### 4 Match the words from the Vocabulary A box with the correct sign.

FRUIT

VEGETABLES, SALAD  
AND HERBS

*peach*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ *lettuce*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

MEAT AND FISH

DAIRY

CEREALS

*beef*, \_\_\_\_\_ *cheese*, \_\_\_\_\_, \_\_\_\_\_ *bread rolls*, \_\_\_\_\_

SWEETS AND SNACKS

DRINKS

*ice cream*, *chewing gum*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ *fruit juice*, \_\_\_\_\_, \_\_\_\_\_

5 **I KNOW!** Work in groups. How many words can you add to each category in Exercise 4 in one minute? Compare your ideas with the class.

6 **1.50** In pairs, use the words from the Vocabulary B box to discuss the ice cream flavours. Which is your favourite flavour?



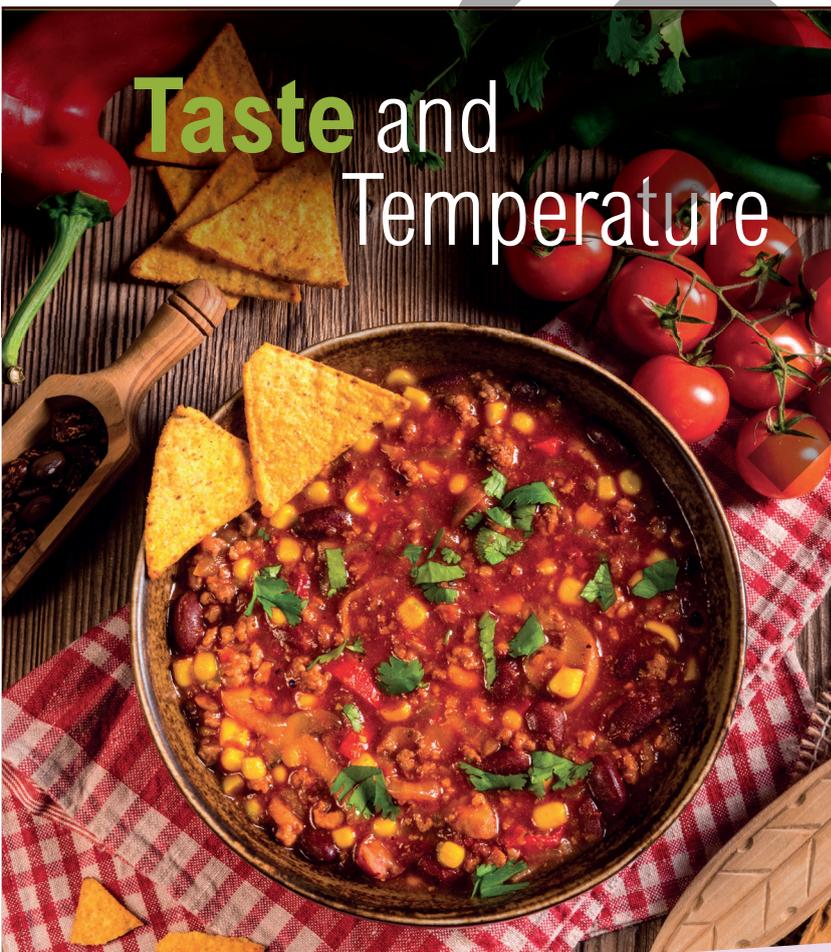
Vocabulary B	Flavours
chocolate	coconut
coconut	coffee
coffee	lemon
lemon	melon
melon	mint
mint	strawberry
strawberry	vanilla
vanilla	

These words can be used as adjectives or nouns.  
*I like strawberries.* [noun]  
*I like strawberry ice cream.* [adjective]

*I think the white ice cream is vanilla.  
 Yes, or maybe it's ...*

7 **1.51** Complete the text with the words below. Listen and check. Can you think of other kinds of food that makes your mouth feel hot or cold when you eat them?

beef chilli coffee dishes drink ~~ice cream~~ mint taste



# Taste and Temperature

People usually enjoy <sup>1</sup>ice cream in the summer because it is cold, in the same way they enjoy hot tea or <sup>2</sup>\_\_\_\_\_ in the winter. But did you notice that some food is not really hot or cold but makes you feel like that? For example, in some hot countries <sup>3</sup>\_\_\_\_\_ lemonade is very popular. It's a cool, refreshing <sup>4</sup>\_\_\_\_\_. But does this herb really make your mouth cold?

When you <sup>5</sup>\_\_\_\_\_ mint flavours, your mouth sends a message to your brain: 'Hey, that feels cold!' In fact, it's a 'trick' because the temperature in your mouth doesn't change. Spicy <sup>6</sup>\_\_\_\_\_ do the opposite, they make you feel hot. Take chilli con carne, for example — a famous Mexican dish with meat — usually <sup>7</sup>\_\_\_\_\_ and beans, served with rice. <sup>8</sup>\_\_\_\_\_ doesn't really make you hot. But it makes you FEEL hot.



8 **1.52** Listen to three questions from a food quiz. Did you guess the answers?

9 In pairs, follow the instructions.

- Choose a food that you like.
- Find or think of 2–4 facts about this food.
- Write your facts but DON'T write the answer.
- Swap clues with another pair and guess the food.





# 3.2

## GRAMMAR Present Perfect with *ever, never, just, already* and *yet*

I can use the Present Perfect with *ever, never, just, already* and *yet*.



**VIDEO I'VE HEARD IT'S FUNNY**

Tommo: I've never seen so much food.  
 Alisha: Ah, smell that pizza!  
 Alisha: Yes, I've already had some! This market is great for Chinese food, too. Have you ever eaten noodles?  
 Tommo: Yes, I have. Dad's cooked them at home.  
 Alisha: Tommo, look! That's Oliver Jenkins, the famous TV chef. Have you seen his programme?  
 Tommo: No, but I've heard it's funny.  
 Alisha: Perhaps he's brought some nice food?  
 Tommo: Well, he's just opened an ice cream shop. Let's go and see. Perhaps we can try some.  
 Alisha: Look. There's cheeseburger flavour or chilli or pea-and-mint. He's used weird flavours!  
 Tommo: You bet!  
 Alisha: I hate peas, but cheeseburger flavour sounds OK. What about you?  
 Tommo: I haven't decided yet ... What's it like?  
 Alisha: Yuck! That's disgusting. Hang on, let's try another. Mmhh, chilli. Now, that's the best ice cream I've ever eaten!

**You bet! Yuck! Hang on.** **OUT of class**

### 1 CLASS VOTE Which strange food would you like to try?

- cheeseburger ice cream
- pizza with bananas
- cucumber and garlic smoothie

### 2 3.1 1.53 Watch or listen and answer the questions.

- Where are Tommo and Alisha?
- Who is Oliver Jenkins?
- What type of shop does Oliver Jenkins have?
- What flavour ice cream does Alisha try first?

### 3 Study the Grammar box. Find more examples of the Present Perfect in the dialogue.

Grammar	Present Perfect
	Have you <b>ever tried</b> pizza with banana? I've <b>never eaten</b> so much food. He's <b>just made</b> a new TV programme. I've <b>already tried</b> it. I <b>haven't finished yet</b> . Have you <b>done</b> it <b>yet</b> ?

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### 4 Complete the sentences and questions with the correct form of the words in brackets.

- Alisha **has already eaten** (already/eat) some pizza.
- \_\_\_\_\_ Tommo \_\_\_\_\_ (ever/cook) noodles at home?
- Alisha and Tommo \_\_\_\_\_ (just/see) Oliver Jenkins.
- Tommo \_\_\_\_\_ (never/watch) Oliver Jenkins on TV.
- Tommo \_\_\_\_\_ (not have) pea-and-mint ice cream yet.
- \_\_\_\_\_ Alisha and Tommo \_\_\_\_\_ (try) all the ice cream yet?

### 5 1.54 Complete the text with the Present Perfect form of the verb in brackets. Listen and check.

Hi Ed,  
 Sorry I <sup>1</sup> \_\_\_\_\_ (not call) you. I <sup>2</sup> \_\_\_\_\_ (have) a bad cold and I <sup>3</sup> \_\_\_\_\_ (not speak) to anyone.  
<sup>4</sup> \_\_\_\_\_ (you/decide) about the summer yet? I hope I can come and see you. A new pizza restaurant <sup>5</sup> \_\_\_\_\_ (just/open) in town. My friends <sup>6</sup> \_\_\_\_\_ (already/try) it. The speciality is pizza with banana on it! I <sup>7</sup> \_\_\_\_\_ (never/have) that before but I'd like to try it.  
 Speak soon,  
 Dan

### 6 [VOX POPS 3.2] Write about a place where you like to eat with friends.



- What's it called?
- Who have you been there with?
- What food have you tried?

*It's called Marco's and I've been there with ...*



### 3.3

## READING and VOCABULARY A cookery TV show

I can find specific detail in an article and use *make* and *do* accurately.

**1 CLASS VOTE** Do you watch cookery programmes? Where do you watch them: on TV or online?

**2** Read the title and the first paragraph of the article. What does the title refer to?

- a Martha's cookery class at school.
- b Martha's experience on a TV show.

**3** **1.55** Read the article. Choose the correct answers.

- 1 Why can't Martha go out with her friends tonight?
  - a She wants to study at home.
  - b She wants to upload some photos on Twitter.
  - c She wants to bake more cupcakes.
  - d She wants to relax at home.
- 2 Why has Martha chosen to study Food Technology?
  - a Because she wants to avoid disasters in the kitchen.
  - b Because she loves all kinds of science.
  - c Because she wants to discover what happens when you cook food.
  - d Because it goes well with Maths and Chemistry.

- 3 What happened during the school cookery competition?
  - a Martha got angry with the other students.
  - b Martha had a disaster with her cake.
  - c The other students left and went home.
  - d Martha's oven gloves caught fire.

- 4 Why are the people in Martha's family so important?
  - a They go and watch every show.
  - b They can help Martha to stay calm.
  - c They tell her when she's making mistakes.
  - d They help her with her schoolwork.



## 'I have loved every minute of it!'

She's done her homework but there's no time for 17-year-old Martha to relax with friends tonight. Martha is the youngest contestant in a national cooking competition, *The Great British Bake Off*, and she's got to practise for the next show. Every week she has to impress the judges with different recipes. Next week it's cupcakes. She's already made 24 cakes today, but she hasn't finished yet. Since her first appearance on the show, Martha has posted messages and photos on Twitter. Her profile says: 'I only have friends because I make good cake. Seriously.' So when did this passion begin?

Martha started baking when she was about seven years old. She often made a mess in the kitchen and the results weren't always good. At school she made a decision to study Maths, Chemistry and Food Technology because she says, 'I've always loved food but I've never understood the science behind it.' It hasn't always been easy. Martha has had a few disasters, and once she set her oven gloves on fire during a school cooking competition and the whole building was evacuated. But the judges announced that Martha was one of the winners. She was very happy!

What about Martha's family? Her parents have watched her on TV every week. They know that the competition is getting tough and that Martha is tired. Martha wants to do her best and hates making mistakes so it's important that they keep her calm. Her granddad, James, is incredibly proud that she has made time for both her schoolwork and the TV show. They're all enjoying the competition although, as Martha says with a smile, 'We have all put on a bit of weight!'

**4 WORD BUILDING** Find nouns from the verbs below in the text. In pairs, make sentences with each noun.

- |                 |               |
|-----------------|---------------|
| 1 contest _____ | 4 build _____ |
| 2 compete _____ | 5 win _____   |
| 3 appear _____  | 6 weigh _____ |

**5 WORD FRIENDS** Find the phrases in the text. Write *make* or *do* in the correct place in the box.

### Word Friends *make and do*

_____ :	a cake (cakes)	a decision	time	a mess	mistakes
_____ :	(my/your/his/her) homework	my/you/his/her best			

**6** Read the text again. Answer the questions.

- 1 Has Martha done her homework?
- 2 What type of cakes has Martha made today?
- 3 Where did Martha make a mess when she was a child?
- 4 What did Martha make a decision to do at school?
- 5 What has Martha made time for during the competition?



I can talk about duration of time, and be general and specific about experiences.

- CLASS VOTE** What's your favourite flavour for a fruit juice or smoothie?
- 1.56** Read the text. In pairs, answer the questions.

## The best drink ever!



We've been in Rio since yesterday afternoon. I'm so excited! My parents are from Brazil but we haven't visited the country many times. The plane tickets are very expensive! We didn't want to go sightseeing yesterday, but we went to the beach. My favourite thing in Rio is the juice bars on every street corner. I've never seen so much fruit!

The owner of one juice bar, Rodrigo, has lived in Rio for many years. His father opened Rio's first juice bar in 1958. Many other juice bars have opened since then. I found out that there are 146 different types of fruit in Brazil! Some of them are very unusual. Have you ever heard of cashew apple? It looks like a red apple, but the cashew nut grows at the top of the fruit. I've just tried it. It's amazing.

Amanda

- What surprises Amanda about Rio?
  - How many types of fruit are there in Brazil?
  - What drink did Amanda try?
- 3 Study the Grammar box. Which set of words and phrases do we use with *for*? Which do we use with *since*?**
- A: two o'clock   yesterday   Monday  
last weekend   1958
- B: five minutes   a few hours   a long time  
two weeks   three years

### Grammar Present Perfect and Past Simple

#### Present Perfect with *for* and *since*

I've lived in Rio **for** many years. (a period of time)  
They've had this bar **since** 1970. (a point in time)

#### Present Perfect and Past Simple

We've **been** to Sao Paolo.  
We **went** to Sao Paolo in 2012.  
**Have** you **ever drunk** a mango smoothie?  
**Did** you **like** it?

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- Make sentences in the Present Perfect using *for* or *since*.
  - I / not / have / a chocolate bar / a month.  
*I haven't had a chocolate bar for a month.*
  - My family / own / this café / 2010.
  - We / not eat / any food / breakfast time.
  - This cookery programme / be / on TV / a few months.
  - Have / you / see / the cookery teacher / last lesson?
  - They / be / at the juice bar / half an hour.
- Find more examples in the text of the Present Perfect and Past Simple.
- 1.57** Complete the dialogue with the Present Perfect and Past Simple forms. Listen and check.
 

Mia: <sup>1</sup> **Have** you had any fruit juice yet today?  
Miguel: No, I <sup>2</sup> \_\_\_\_\_ had any yet, but I'd like some now.  
Mia: <sup>3</sup> \_\_\_\_\_ you ever tried sugar apple juice?  
Miguel: Yes, I <sup>4</sup> \_\_\_\_\_ some yesterday. Sugar apples look like pears! They're very good for you.  
Mia: <sup>5</sup> \_\_\_\_\_ you like it?  
Miguel: Yes, I <sup>6</sup> \_\_\_\_\_. Why don't you try some?  
Mia: Yeah. I'd love to try it. Where <sup>7</sup> \_\_\_\_\_ you buy it?  
Miguel: At the juice bar on the beach.

- Write questions in the Present Perfect and Past Simple. In pairs, ask and answer the questions.

Start with a general question with *ever* (Present Perfect):

- Have you ever eaten ... ?
- Have you ever drunk ... ?

Then ask about details (Past Simple):

- When did you try it?
- Did you like it?
- What was it like?

And  
YOU



### 3.5

## LISTENING and VOCABULARY *A dream cake*

I can identify specific detail in speech and describe food.

**1 CLASS VOTE** Is it important to have a special cake on your birthday? Compare your ideas with the class. Vote Yes or No.

**2** **1.58** Study the Vocabulary box using a dictionary. Choose the correct option. Listen and check.

Vocabulary	Describing food
bitter bland delicious dry fresh rich	
sour spicy stale sweet tasty	

- I like chilli popcorn because it's so *spicy / stale*.
- These cupcakes aren't very tasty, they're quite *sweet / bland*.
- I love this fruit juice, it's really *dry / delicious*.
- This cake has icing and a filling with butter, so it's very *rich / bitter*.
- This milk has been in the sun too long, it tastes *sour / fresh*.
- This bread is old, I think it's *stale / bitter*.

**3** **1.59** Listen to Gianni talking about a very special cake. Mark the sentences T (true) or F (false).

- Gianni saw the cake in New York.
- The cake took a week to make.
- The baker didn't make the cake in his shop.
- The cake weighed around 70 kilos.
- Gianni didn't like the cake at all.

**4** Look at the text. In pairs, decide what kind of information is missing from gaps 1-6: words or numbers?



Is it a car? Is it a robot? No ... it's a cake!

**5** **1.60** Listen to information about how to enter the competition. Complete the text in Exercise 4.

- 6** **[VOX POPS 3.3]** In pairs, describe the best cake you've ever had. Ask and answer the questions:
- What did it look like?
  - What did it taste like?
  - What flavour was it?
  - Who made it?



# WIN

## Your *Dream Cake* from *Benny's Bakery!*

Send us a photo or drawing of your ideal cake! We will make the best cake and send it to you.

- Email address: benny@\_\_\_\_\_ .com
- Usual cost of cake: \$ \_\_\_\_\_
- Choose a flavour: chocolate, \_\_\_\_\_ or vanilla
- Don't forget! Tell us your \_\_\_\_\_ .
- Closing date of competition: Friday, January \_\_\_\_\_
- Other prizes for five runners up: 12 \_\_\_\_\_





3.6

## SPEAKING Ordering food

I can order food in a café or restaurant.

# Annie's Café

eat in or take away!

Homemade tomato soup and roll  
Toasted cheese sandwich  
Salad with tuna or cheese  
Chocolate cupcakes  
A selection of biscuits

Today's speciality: green cake!  
ALSO Why not try a smoothie?  
Melon-and-mango or  
banana-and-strawberry  
OR our homemade lemonade!



- CLASS VOTE** What would you like from the menu?
- 3.4 1.61 In pairs, discuss what you think green cake is. Watch or listen and check.
- 1.61 Read and listen to the dialogue. What do Dan, Alisha, Tommo and Skye order?

### VIDEO WHAT CAN I GET YOU?

**Annie:** Hi! Take a seat and I'll get you the menus. Here you are. Now what can I get you to drink?

**Alisha:** I'll have an apple juice, please.

**Dan:** Just water for me, thanks.

**Tommo:** Could I have a melon-and-mango smoothie, please?

**Annie:** Of course. Are you ready to order?

**Alisha:** Nearly. That green cake looks interesting. What's in it?

**Annie:** Green tea and yoghurt. It's quite sweet.

**Tommo:** Mmhh. I'd like that, please.

**Alisha:** Me too.

**Dan:** Um, I don't fancy cake today. I'll have a toasted cheese sandwich, please.

**Annie:** So that's one toasted sandwich and two slices of cake.

**Tommo, Dan and Alisha:** Thanks.

**Skye:** Hi, guys. Sorry I'm late.

**Tommo:** We've just ordered. What do you want?

**Skye:** It's OK. I'll get it. Excuse me. Can I have a hot chocolate, please?

**Annie:** Of course. Would you like anything to eat?

**Skye:** Not for me, thanks.

Hi, guys. I'll get it!  
I don't fancy (cake today).

**OUT** of  
class

- Study the Speaking box. Match questions 1–5 with answers a–e.

### Speaking Ordering food

#### Customer

I'll have ... / I'd like a ... / a slice of ...  
Excuse me, can/could I have ...  
Just ... for me, please.  
Not for me, thanks.

#### Waiter

Take a seat and I'll get you the menu.  
What would you like to drink?  
Are you ready to order?  
Would you like anything to eat?  
Can I get you something?  
Here you are.

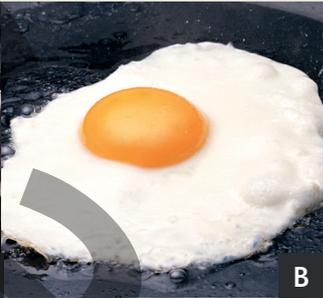
- Are you ready to order?
  - What's in it?
  - What soup do you have?
  - What can I get you to drink?
  - Would you like anything to eat?
- Homemade tomato.
  - I'll have a cola, please.
  - Nearly.
  - Not for me, thanks.
  - It's just fruit and yoghurt.

- In pairs or small groups, use the Speaking box to order food from the menu in Exercise 1.

**And  
YOU**

I can write an email to a friend.

- CLASS VOTE** What food would you have at a party with friends?
- 1.62** Study the Vocabulary box using a dictionary. Match the words with the pictures.

Vocabulary	Cooking verbs
boil chop fry mix slice	
	
	
	

- Use the words in the Vocabulary box to make sentences about two types of food.  
*You can boil potatoes and peas.*
- Read Alisha's email. Does it mention your ideas from Exercise 1?

**PARTY TIME**

Hi,

Thanks for getting in touch. It was great to hear about your school trip. The photos were awesome.

Tommo and I have just finished our exams and we've decided to have a party tomorrow on his boat! He's bought lots of yummy food, including sausages and cheese. I'm making my famous chicken salad. It's really easy. First, I fry the chicken and boil some eggs. Then I slice them. After that, I chop tomatoes into small pieces and mix everything together with some mayonnaise. I can't tell you how good it is!

Anyway, I was wondering if you'd like to come. We're asking everybody to bring some fruit or some juice because we want to make smoothies of different flavours.

Let me know if you can make it.

Alisha

- Read the text again. Order the information as it appears in the text.
  - Alisha talks about what's happening in her life now.
  - Alisha invites her friend and asks her friend to do something.
  - Alisha thanks her friend and comments on her friend's news.
  - Alisha asks her friend to reply to the invitation.
- Look at the Writing box. Underline the sentences that are in the text in Exercise 4.

### Writing Email to a friend

#### Starting your email

How are things?  
Great to hear from you.  
Thanks for getting in touch.

#### Responding to news

It was great to hear about your school trip.  
I can't wait to hear more about it.

#### Giving your news

Tommo and I have just finished our exams.  
We've decided to have a party.  
I'm making a cake for the party.

#### Explain why you're writing

Anyway / By the way, I was wondering if you'd like to come.  
I'm writing to ask if you'd like to come to the party.

#### Ending your email

Let me know if you can make it.  
See you soon.  
Bye for now.

### Writing Time

- Write an email to a friend. Follow the instructions below:

- thank your friend for his/her email and comment on his/her news
- explain that you're having a party and describe what food you're making
- invite your friend and suggest something he/she can make for it

#### TIPS

- It's important to use the correct style when you write to a friend.
- Use different tenses and don't forget contractions. They make your email sound friendly and informal.

appearance /ə'piərəns/  
 baker /'beɪkə/  
 beef /bi:f/  
 bitter /'bɪtə/  
 bland /blænd/  
 boil /bɔɪl/  
 bread roll /'bred rəʊl/  
 breakfast /'brekfəst/  
 building /'bɪldɪŋ/  
 cheese /tʃi:z/  
 chef /ʃef/  
 chewing gum /'tʃu:ɪŋ ɡʌm/  
 chicken /'tʃɪkɪn/  
 chilli /'tʃɪli/  
 chocolate /'tʃɒklɪt/  
 chop /tʃɒp/  
 coconut /'kəʊkənʌt/  
 coffee /'kɒfi/  
 competition /kəmpe'tɪʃn/  
 contestant /kən'testənt/  
 cook /kʊk/  
 cookery class /'kʊkəri klɑ:s/  
 cookery teacher /'kʊkəri ,tɪ:tʃə/  
 cream /kri:m/  
 crisps /krɪspz/  
 cucumber /'kju:kʌmbə/  
 cupcake /'kʌpkɛɪk/  
 dairy /'deəri/  
 delicious /dɪ'lɪʃəs/  
 dinner /'dɪnə/  
 dish /dɪʃ/  
 dry /draɪ/  
 egg /eg/  
 enter /'entə/  
 filling /'fɪlɪŋ/  
 fish /fɪʃ/  
 flavour /'flɛvə/

flour /flaʊə/  
 Food Technology /'fʊ:d tek,nɒlədʒi/  
 fresh /frefʃ/  
 fruit /fru:t/  
 fruit juice /'fru:t dʒu:s/  
 fry /fraɪ/  
 garlic /'gɑ:lɪk/  
 grapes /greɪps/  
 herbs /hɜ:bz/  
 homemade /,həʊm'meɪd/  
 honey /'hʌni/  
 ice cream /,aɪs 'kri:m/  
 icing /'aɪsɪŋ/  
 lemon /'lemən/  
 lemonade /,lemə'neɪd/  
 lettuce /'letɪs/  
 lunch /lʌntʃ/  
 mango /'mæŋɡəʊ/  
 mayonnaise /,meɪə'neɪz/  
 meal /mi:l/  
 meat /mi:t/  
 melon /'melən/  
 mint /mɪnt/  
 mix /mɪks/  
 noodles /'nu:dlz/  
 nuts /nʌts/  
 order /'ɔ:də/  
 oven gloves /'ʌvən ɡlʌvz/  
 pea /pi:/  
 peach /pi:tʃ/  
 pear /peə/  
 pineapple /'paɪnæpl/  
 popcorn /'pɒpkɔ:n/  
 recipe /'resəpi/  
 refreshing /rɪ'frefʃɪŋ/  
 rice /raɪs/  
 rich /rɪtʃ/

salad /'sæləd/  
 sausage /'sɔ:sɪdʒ/  
 serve /sɜ:v/  
 shopping list /'ʃɒpɪŋ lɪst/  
 slice /slaɪs/  
 smoothie /'smu:ði/  
 snack /snæk/  
 soup /su:p/  
 sour /saʊə/  
 speciality /,speʃi'æləti/  
 spicy /'speɪsi/  
 stale /steɪl/  
 strawberry /'strɔ:bəri/  
 supper /'sʌpə/  
 sweet /swi:t/  
 sweets /swi:ts/  
 taste /teɪst/  
 tasty /'teɪsti/  
 tea /ti:/  
 try /traɪ/  
 tuna /'tju:nə/  
 vanilla /və'nɪlə/  
 vegetables /'vedʒtəblz/  
 waiter /'weɪtə/  
 weight /weɪt/  
 winner /'wɪnə/  
 yoghurt /'jɒɡət/

WORD FRIENDS

- make a cake (cakes)
- make a decision
- make a mess
- make mistakes
- make time
- do my/your/his/her homework
- do my/your/his/her best
- put on weight

VOCABULARY IN ACTION

- 1 Use the wordlist to find:
  - 1 four drinks: **fruit juice**, ...
  - 2 four types of main meal or small meal: **breakfast**, ...
  - 3 ten adjectives to describe food: **bitter**, ...
  - 4 four actions you do when you're cooking: **boil**, ...
  - 5 four people: **contestant**, ...
- 2 Use the wordlist to find the opposites of the words below.
  - 1 disgusting **delicious**
  - 2 loser \_\_\_\_\_
  - 3 sweet \_\_\_\_\_
  - 4 spicy \_\_\_\_\_
  - 5 fresh \_\_\_\_\_

- 3 In pairs, ask your partner about the spelling of one word in each category in Exercise 1 or 2.

How do you spell tasty? It's T-A-S-T-Y.

- 4  **1.63 PRONUNCIATION** Listen to the underlined vowels in each word and repeat.

/ə/  
 vanilla cucumber breakfast mayonnaise  
 flavour competition

- 5 In pairs, find more words in the wordlist with the /ə/ sound.

# Revision

## VOCABULARY

1 Write the correct word for each definition.

- This person takes part in a competition. **c o n t e s t a n t**
- This is a type of meat. **b** \_\_\_\_\_
- This is a synonym for tasty. **d** \_\_\_\_\_
- These are small, round fruit and can be green, red, or black. **g** \_\_\_\_\_
- You do this to cook food in very hot water. **b** \_\_\_\_\_

2 In pairs, complete the questions. Then ask and answer the questions in pairs. Make your own food quiz.



## QUIZ Favourite foods beginning with 's'

- Some people like garlic and chilli with everything! Do you like **spicy** food?
- You have two slices of bread and butter and you want to make a s\_\_\_\_\_. What filling do you like?
- You're buying a s\_\_\_\_\_ in a juice bar. What flavour do you choose?
- You'd love something s\_\_\_\_\_ to eat, like cake. What do you want?
- Your family is having a nice, healthy, green s\_\_\_\_\_ for dinner. What do you put in it?

3 Complete the sentences with **make** or **do**.

- I often **make** cakes for my friends.
- I never \_\_\_\_\_ mistakes in English lessons.
- I listen to music when I \_\_\_\_\_ my homework.
- I always tidy up when I \_\_\_\_\_ a mess.
- I \_\_\_\_\_ my best to eat healthy food.

## GRAMMAR

4 Complete the dialogue with the words below.

already yet just for since

- Ana: Hi, Mum! Have you made my birthday cake <sup>1</sup>**yet**?
- Mum: Yes, I've <sup>2</sup>\_\_\_\_\_ taken it out of the oven. It's still warm.
- Ana: Brilliant! We haven't had cake <sup>3</sup>\_\_\_\_\_ ages! It looks amazing. What about the rest of the food? Is there any pizza?
- Mum: Yes, everything's ready for the party. Go and look.
- Ana: Oh, you've <sup>4</sup>\_\_\_\_\_ put all the food on the table. Thanks, Mum.
- Mum: I'm glad you like it. I've been in the kitchen <sup>5</sup>\_\_\_\_\_ midday!

5 Write five questions using one word or phrase from each column.

Have/Has Did	your mum/dad	ever been in a competition?
	you	go to the supermarket last weekend?
	your brother/sister	ever made a cake?
	your friends	cook dinner yesterday?
	your teacher	ever had a picnic or a barbecue outside?
	your parents	take the family to a restaurant last year?
	your grandparents	ever eaten too much at a party?

*Did you cook dinner yesterday?*

6 In pairs, ask and answer your questions from Exercise 5.

*Did you cook dinner yesterday?*

*No, I didn't cook yesterday, but I've cooked dinner a few times.*

## SPEAKING

7 In pairs, role play the situation. Follow the instructions.

Student A, you are a waiter. Ask the customer

- to take a seat, and offer to get the menu.
- if he/she is ready to order food.
- what he/she would like to drink.

Student B, you are a customer. Make your order from the menu on page 144.

## DICTIONATION

8  1.64 Listen, then listen again and write down what you hear.

# What do the British really eat?



## Popular food in the UK

Most people think that food in Britain is all about fish and chips, chip butties or afternoon tea, but that's not the whole story. There are so many different cultures in the UK that you have a huge choice of flavours and cuisines to choose from.

- 1 Indian food has been the country's favourite for years. Every town has at least one Indian restaurant. People even say that the national dish is now *chicken tikka masala*, a spicy curry usually served with rice or Indian bread called naan. It's delicious!
- 2 American food is everywhere. There's not only McDonald's now, but new gourmet burger restaurants like Five Guys. American food is popular because the recipes are very familiar to British people – hot dogs, fried chicken, pepperoni pizza, nachos and BBQ ribs are all big favourites.
- 3 People have a passion for fresh and healthy food these days and that's why Japanese food is popular. It's also easy to eat as a takeaway meal. Young people now prefer to eat sushi at lunchtime to the traditional British sandwich, although some still have problems with chopsticks!

Do you want to try more international food? Then check out the amazing Zaza Bazaar in Bristol! It opened in 2011 and has become one of the most popular places to eat in the city. It's also the biggest restaurant; they can serve over 1,000 people and have food from everywhere – Vietnam, Italy, China, Thailand, as well as Britain's three favourites, of course!

### GLOSSARY

**chopstick** (n) a pair of thin sticks used for eating in China and Japan

**cuisine** (n) style of cooking typical of a country or region

**gourmet** (adj) (of food) high quality

## EXPLORE

### 1 In pairs, ask and answer the questions.

- 1 What do people like eating in your country?
- 2 What are your favourite dishes?
- 3 What do you think British people really eat?

### 2 Read the article. Mark the sentences T (true) or F (false). Then check your answers to question 3 in Exercise 1.

- 1  People have the wrong idea about food in the UK.
- 2  It's easy to find an Indian restaurant in the UK.
- 3  American food is not very varied.
- 4  A lot of people eat sushi for their evening meal.
- 5  Zaza Bazaar doesn't serve Indian food.

### 3 According to the article, why is each food particularly popular? Match types of food 1-3 with adjectives a-c.

- |            |             |
|------------|-------------|
| 1 American | a practical |
| 2 Japanese | b tasty     |
| 3 Indian   | c familiar  |

## EXPLORE MORE

### 4 3.5 Watch Part 1 of the video and answer the questions.

- 1 Who are Anjum and Lynn?
- 2 What type of food are they cooking?

### 5 3.5 Watch again. Choose the correct option.

- 1 Kerala is in *northern* / *southern* India.
- 2 Anjum and Lynn go to the market to *raise money for charity* / *help the community*.
- 3 Keralan food is *heavy and spicy* / *light and healthy*.
- 4 It's *easy* / *difficult* to find the ingredients for Keralan dishes in Liverpool.

### 6 Tick the three dishes that Anjum and Lynn are going to make.

- 1  coconut curry with pepper
- 2  coconut chicken with ginger
- 3  spicy salmon wraps
- 4  rice and salmon wraps
- 5  rice noodles
- 6  vegetable noodles

### 7 Which of the three dishes would you like to try? Why?

*I'd like to try the first dish because I love coconut.*

### 8 3.6 Watch Part 2 of the video. Answer the questions.

- 1 Does Anjum like Lynn's cooking?
- 2 How many people visit Liverpool's farmers' market?
- 3 Do the people at the market buy Lynn's food immediately?
- 4 Do they sell all the food?

### 9 Have you ever cooked for a lot of people? Or have you ever helped out in the kitchen? What did you do?

*I once helped my mum cook dinner for six.*

## YOU EXPLORE

### 10 **CULTURE PROJECT** In groups, prepare a survey based on the question: 'What do people really eat in your town?'

- 1 Prepare a questionnaire. Include local and international dishes (e.g. pizza, burgers).
- 2 Give the questionnaire to friends and family. Then collect the results.
- 3 Report your results to the class.

## VOCABULARY

## 1 R Complete the sentences.

- 0 John can't cook. He can't even b **oil** an egg!
- 1 Can I have some more, soup?  
It's d \_\_\_\_\_!
- 2 To make chips, you f \_\_ potatoes in oil.
- 3 Is there any flavour of ice cream other than  
v \_\_\_\_\_?
- 4 I'd love to be in a TV cooking  
c \_\_\_\_\_!
- 5 C \_\_\_ the onion into small pieces and add it  
to the pan.
- 6 S \_\_\_\_\_ some bread for the sandwiches,  
please.

## 2 T1 In your notebook, write pairs of words that belong to the same category. Then write the category.

beef bread rolls chicken chocolate cream  
crisps cucumber flour fruit juice grapes  
lettuce peach smoothie yoghurt

Words Category  
**grapes, peach** **fruit**

## 3 T1 Find and correct the mistakes in the sentences. Change only one word in each sentence.

- 0 Babies love bitter food. **sweet**
- 1 No chilli con carne for me, please. I don't like bland food. \_\_\_\_\_
- 2 Susan did a mistake: she used sugar instead of salt. \_\_\_\_\_
- 3 What taste of ice cream would you like? \_\_\_\_\_
- 4 The fish is very stale. We caught it an hour ago! \_\_\_\_\_
- 5 I put garlic in my tea because it's as sweet as sugar. \_\_\_\_\_
- 6 Amanda did her good but her food was terrible, to be honest.

## 4 T2 Write the words in your notebook.

Find a word ...

- 0 that describes a cake with lots of butter, cream, eggs and chocolate. **rich**
- 1 that describes what a lemon tastes like.
- 2 for a very hot spice.
- 3 that describes food that is very nice to eat.
- 4 for a fruit that is brown, hard and hairy on the outside and white on the inside.
- 5 for a drink that makes you feel more awake.

## GRAMMAR

## 5 R Tick the correct sentence in each pair.

- 0 a) We've just come back from school. ✓  
b) We've come back two minutes ago.
- 1 a) George has never been fishing.  
b) George has ever been fishing.
- 2 a) They've lived here since nine years.  
b) They've lived here for nine years.
- 3 a) Wait! The film hasn't finished yet.  
b) Wait! The film didn't finish yet.
- 4 a) She made tomato soup last week.  
b) She has made tomato soup last week.
- 5 a) I've known him since we were six years old.  
b) I know him since we were six years old.
- 6 a) What have you done on Saturday?  
b) What did you do on Saturday?

## 6 T1 Write sentences about you and/or people you know. Use the Present Perfect.

- 0 never / eat  
**I've never eaten kangaroo meat.**
- 1 just / buy / new jeans
- 2 already / see / this film
- 3 ride / a motorbike / since ...
- 4 not go / to bed / yet
- 5 never / watch / a cooking competition
- 6 have / the same school bag / for ...

## 7 T1 Rewrite the sentences using the words in bold.

- 0 David has been here since eight o'clock.  
**at eight o'clock**  
**David came here at eight o'clock.**
- 1 I made breakfast half an hour ago. **already**
- 2 This shop has been here for 100 years. **since**
- 3 I haven't seen him today. **yesterday**
- 4 They started working in the cake shop in 2002. **for**
- 5 She has been in hospital for a week. **since**
- 6 I sold my old bike a few minutes ago. **just**
- 7 Have you met Jack before? **at Val's party**

## 8 I Write an imaginary interview with a famous person.

- Ask about their achievements and experiences in general using the Present Perfect.
- Ask for details using the Past Simple.

STEP IT UP 3

VOCABULARY

1 T1 What do the idioms in bold have in common? Match the idioms with their definitions A–G.

- 0 C When John learned that he was the winner, he **went nuts!** He started screaming and dancing.
- 1 \_\_\_ I don't need any help. Cooking for twelve people **is a piece of cake** for me.
- 2 \_\_\_ Stop trying to **butter me up!** I'm not going to lend you my best jacket!
- 3 \_\_\_ You **can't have your cake and eat it!** If you don't want to get up early, we'll leave without you.
- 4 \_\_\_ Sam and I aren't friends. To be honest, she's **not my cup of tea**.
- 5 \_\_\_ I know you **have a lot on your plate** at the moment, but please help me paint my room!
- 6 \_\_\_ When his mum finds out he lied to her, he's going to **be in hot water**.

- A to be very busy
- B to be able to do one thing or another, but not both
- C to become very excited or very angry
- D to be in trouble because you have done something wrong
- E to be very easy to do
- F to say nice things to someone to make them do something
- G to not be the kind of person or thing you like

2 T2 Describe situations 1–6 using the idioms in exercise 1.

- 0 Bob: 'George, you're the cleverest person in the office. You're the best, really. No one can do this project except you.'  
**Bob is buttering George up.**
- 1 Nadia: 'I go to ballet and drama classes after school. I also study Spanish and Chinese.'
- 2 James: 'I told Mum and Dad I'd be back at 8 p.m. It's now 9 p.m. and I'm still waiting for the bus.'
- 3 Cat: 'I want to go out and enjoy myself all weekend but I also want to get an A in the exam.'
- 4 Victor: 'I don't watch romantic comedies. They're silly!'
- 5 Lisa: 'I'm not worried about my driving test tomorrow. My teacher says I'm a very good driver.'
- 6 Nick: 'Give me back my phone! Don't you ever take my things again without asking! Do you hear me?'

3 I Look up as many idioms as you can with the words below or words that come from them. Write the meaning and an example sentence for each idiom.

- cheese • egg • butter • bean • potato

GRAMMAR

4 R Put the time expressions below in the correct group. Which time expressions have a similar meaning? Add other time expressions you already know.

- a long time ago all my life lately recently
- so far the day after the day before
- the other day until now up to now

Past Simple: **a long time ago**, \_\_\_\_\_  
Also: **last week**, \_\_\_\_\_

Present Perfect: **all my life**, \_\_\_\_\_  
Also: **just**, \_\_\_\_\_

5 T2 Complete the sentences using your imagination. Use the correct tense for the time expression.

- 0 **He has lived in this village** all his life.
- 1 \_\_\_\_\_ this tree a long time ago.
- 2 \_\_\_\_\_ your password recently?
- 3 \_\_\_\_\_ the answer so far.
- 4 \_\_\_\_\_ the day before the wedding.
- 5 \_\_\_\_\_ tea the other day.
- 6 \_\_\_\_\_ an accident up to now.

6 T2 Complete the email with suitable time expressions. Use expressions from exercise 4 where possible.

Hi Nick,

How are you? I hope you had a lovely Christmas! Your email about what you've done (or not done) <sup>0</sup>**this year** was so much fun to read! You asked for my news, so here it is.

I've wanted to learn how to play the electric guitar <sup>1</sup>\_\_\_\_\_, so I started having lessons <sup>2</sup>\_\_\_\_\_. Unfortunately, I haven't made much progress <sup>3</sup>\_\_\_\_\_ although I'm trying. <sup>4</sup>\_\_\_\_\_ my music teacher told me there are some very good after school sports activities – is he trying to tell me something?

I can't recommend any new films because I haven't been to the cinema <sup>5</sup>\_\_\_\_\_ – no, wait, I took my baby sister, Lizzie, to see a kids' film <sup>6</sup>\_\_\_\_\_ her birthday (that was <sup>7</sup>\_\_\_\_\_ – her birthday's in June!). Anyway, she had so many sweets that she was ill. I've <sup>8</sup>\_\_\_\_\_ told my mum – she still thinks Lizzie had a stomach bug!

## Exam Strategies

## Answering questions (part 1)

## Open questions

## Looking for specific information

- 1** Bij sommige vragen moet je op zoek gaan naar specifieke informatie uit de tekst, bijvoorbeeld: zoek voorbeelden van, schrijf het nummer van de alinea waarin je de informatie kunt vinden op, of geef het woord/ de uitdrukking met dezelfde betekenis als in de tekst.

Lees de vragen eerst zorgvuldig door. Zorg dat je goed begrijpt wat er van je verlangd wordt, zodat je er zeker van bent dat je de vragen correct kunt beantwoorden. Onderstreep de signaalwoorden, zodat je je kunt concentreren op de juiste informatie.

**Use the strategy:** Lees de vraag op pagina 45D. Bij welke vraag moet je op zoek naar specifieke informatie? Wat zijn de signaalwoorden?

## Explaining the meaning of a word or sentence

- 2** Voor dit type vraag moet je uitleggen wat een woord of zin betekent in relatie tot de tekst. Of je moet vertellen naar wie/ wat het woord of de zin verwijst. Scan de tekst voor aanwijzingen die je gaan helpen. Houd je antwoorden kort en vermeld alleen essentiële informatie.

**Use the strategy:** Lees vraag 4 op pagina 45D. Onderstreep de woorden/uitdrukkingen die je kunnen helpen de vraag te beantwoorden.

## Multiple-choice questions

Finding the main point of a paragraph  
Understanding the author's intention

- 3** Om deze vraagsoort te beantwoorden, lees je eerst de antwoordmogelijkheden zorgvuldig door en onderstreep je de signaalwoorden. Vergelijk de beweringen met de tekst. Ga op zoek naar aanwijzingen in de tekst die deze beweringen ondersteunen of weerleggen.

Net als bij multiplechoicevragen streep je eerst de overduidelijk foute antwoorden weg; als je de mogelijke antwoorden kunt terugbrengen naar drie, of nog beter twee, heb je meer kans om het juiste antwoord te geven.

**Use the strategy:** Lees vraag 2 door.

Onderstreep de signaalwoorden in de antwoordmogelijkheden. Zoek in alinea 2 naar aanwijzingen die de vier beweringen in de antwoordmogelijkheden bevestigen of verwerpen.

## Relationship between paragraphs

- 4** Voor deze vraagsoort moet je op zoek gaan naar de manier waarop twee alinea's met elkaar verbonden zijn. Om deze vraag te beantwoorden, moet je op zoek gaan naar aanwijzingen die laten zien hoe de alinea's verbonden zijn. Bijvoorbeeld: alinea B kan uitleg geven of uitweiden over of een voorbeeld geven van een onderwerp in alinea A. Aan de andere kant kan de alinea ook een tegenargument geven, de andere kant van het onderwerp belichten of uitleggen waarom een bewering in alinea A ongeldig is.

**Use the strategy:** Lees vraag 3. Lees alinea 3. Wat is de hoofdgedachte? Lees alinea 4. Op welke van de genoemde manieren zijn alinea 4 en 3 met elkaar verbonden?

**\*Glossary**

blame	de schuld geven	kudos	een pluim
demonise	demoniseren	manure	mest
deplete	uitputten	pesticide	verdelgingsmiddel
fertilise	bemesten	rear	fokken
free-range	scharrel	relish	niet graag zien
get-out-of-jail-free card	vrijbrief	saviour	redder
		strike (struck) a chord	een gevoelige snaar raken

## Exam Practice

## Veganuary is huge. But is it really as simple as animal foods bad, plant foods good?

- <sup>1</sup> Choosing a healthy and environmentally aware diet is a modern problem. Well-intentioned people are puzzled. Should we pick 'plant-based chicken pieces' that come from a factory in Holland, or grass-fed British lamb? Which is the better choice for both personal and planetary health? If the Veganuary campaign has \*struck a chord with you, your choice should be a no-brainer: fake, factory meat is clearly preferable to the real thing. No animals were killed for it, so it must surely be a benefit for the planet. If it's vegan, it must be green and healthy, right?
- <sup>2</sup> Supermarkets and global food manufacturers have enthusiastically embraced Veganuary. Fast-food enterprises, formerly seen as the enemies of public health and the environment, have re-defined themselves as their \*saviours. McDonald's was celebrated when it launched its first vegan Veggie Dippers meal: nuggets that contain around 40 ingredients, many of which can't be found in any domestic kitchen, served with chips and a soft drink. And although Greggs hasn't made public the ingredient composition of its new vegan 'steak' bake, this hasn't stopped it earning extensive \*kudos for the product. Just when ultra-processed food manufacturers were being condemned for the health damage their products cause, the plant-based push has given them a \*get-out-of-jail-free card.
- <sup>3</sup> It's a pity that the public food conversation has become so binary: animal foods bad, plant foods good. Whether it comes from the plant or animal kingdom is irrelevant, what really matters is how that food is produced. Though some animal foods are factory farmed in a way that harms animals and the environment, not all animal products are equally damaging.
- <sup>4</sup> Indeed, \*free-range farm animals \*fertilise the soil, and the fields they graze on soak up surplus water and prevent soil erosion. This is quite different from \*rearing animals indoors, using methods that contribute to deforestation and water pollution. Where the \*manure from farm animals builds soil fertility, \*pesticides and fertilisers sprayed on intensively-grown plant crops have \*depleted it. Without fertile soil, vegans and omnivores alike go hungry. As farmers put it: it's not the cow, but the how.
- <sup>5</sup> But, in a process fuelled by the media, our consciousness has been flooded with documentaries based on worst-case environmental and animal welfare scenarios. Thoughtful viewers who want to eat ethically but are unfamiliar with the mechanics of food production can't be \*blamed for thinking these pictures represent all animal production. Yet not all meat, eggs and dairy products come from factory farming; 52% of the eggs we buy in the UK, for example, are free range.
- <sup>6</sup> These days it's fashionable to praise plant foods as the secret to personal and planetary health. But we seem to have forgotten that plant foods, too, can be either badly produced or well produced. Take almond milk, for example. Your pint of plant milk was almost certainly manufactured from almonds grown in California, where farmers use a chemical cocktail of insecticide and fungicides that kills off millions of honeybees every year. Might organic British cow's milk be a more responsible choice?
- <sup>7</sup> As long as we \*demonise animal foods and praise plant foods, any prospect of a natural food supply is destroyed. We are left to depend for nutrition on the techno-food corporations that see a little green V and the word 'plant' as a formula for mega profits through ultra-processing. I for one don't \*relish that.

Joanna Blythman

- 1** Paragraph 1 mentions 'fake, factory meat'. Find three examples of this type of food in the text.
- 2** Wat is het doel van de schrijver in alinea 2?
- A Het publiek dringend verzoeken bepaalde voedselwaren niet te nuttigen.  
 B Aantonen dat grote voedingsbedrijven tegenwoordig gezonde opties aanbieden.  
 C De ironie belichten tussen de intenties van Veganuary en de effecten.  
 D Haar verontwaardiging uitdrukken over wat men laat gebeuren.
- 3** How does paragraph 4 relate to paragraph 3?
- A Alinea 4 legt uit hoe alle manieren van voedselproductie schadelijk zijn.  
 B Alinea 4 illustreert de hoofdgedachte van alinea 3.  
 C Alinea 4 ondersteunt de bewering in de eerste zin van alinea 3.  
 D Alinea 4 bewijst waarom de beweringen in alinea 3 fout zijn.
- 4** What is the meaning of the last sentence in paragraph 4? Answer in English or Dutch.
- 5** What point does the author make in paragraph 5?
- A It is the public's fault for not being better informed.  
 B The public should be prepared for the worst.  
 C It is good that the media are trying to warn people about food production practices.  
 D People make important choices without knowing the full picture.
- 6** '... we demonise animal foods and praise plant foods ...' (paragraph 7) Where else in the text does the author say the same thing in other words?

**3.2 Present Perfect with *ever, never, just, already* and *yet***

The Present Perfect form is *have/has* and the past participle. For regular verbs, the past participle is the same as the Past Simple form. Many past participles are irregular (see page 127).

We use the Present Perfect to talk about:

- life experience up to now with *ever* (in questions) and *never* (in negatives).  
Have you **ever eaten** pizza with bananas?  
I've **never been** to this restaurant.
- actions that finished a short time ago with *just*.  
I'm not hungry. I've **just had** a sandwich.
- actions that are (or are expected to be) completed by now with *already* (in affirmative sentences) and *yet* (in negatives and questions).  
I've **already cooked** lunch.  
I **haven't cooked** lunch **yet**.  
Have you **cooked** lunch **yet**?

**1 Complete the sentences with the correct form of the words in brackets.**

- 1 We can eat pizza now! The delivery \_\_\_\_\_ (just / arrive).
- 2 Joshua \_\_\_\_\_ (already / wash) the dishes so we can relax.
- 3 A: \_\_\_\_\_ (the kids / have lunch / yet)?  
B: No, they \_\_\_\_\_.
- 4 A: \_\_\_\_\_ (you / do the shopping / yet)?  
B: Yes, I \_\_\_\_\_ (just / return) from the shops.
- 5 These almond biscuits are absolutely amazing!  
I \_\_\_\_\_ (never / eat) better ones!
- 6 We are still working on a cookery project for school and we \_\_\_\_\_ (not finish / yet).

**2 In pairs, ask and answer questions about the things listed below. Use *ever*.**

	YOU	YOUR PARTNER
try snails		
watch a horror film		
make a cake		
cook a family dinner		

Have you ever tried snails? Yes, I have.

**3 You are preparing a party with your friend. Write them a note to say what you have already done and what you haven't done yet.**

Hi, Mark! I've already bought some crisps and nuts, but I haven't bought any soft drinks yet ...

**3.4 Present Perfect with *for* and *since*; Present Perfect and Past Simple**

**Present Perfect with *for* and *since***

We use the Present Perfect with *for* and *since* to describe an unfinished action that started in the past and still continues.

Use *for* with:

a week / a month / a year / ages, etc.

They **have owned** this restaurant **for** two years.

Use *since* with:

2012 / March / last Tuesday / the day we met, etc.

I've **had** this dishwasher **since** February.

**Present Perfect and Past Simple**

Use the Past Simple in sentences with a reference to a specific time in the past.

I **went** to this pizzeria **last Sunday**.

Use the Present Perfect to talk about life experiences up to now.

I've **been** to this pizzeria. It's really nice.

We use the Present Perfect with times and dates when we want to say how long something has lasted (*for* how long or *since* when).

I've **known** my best friend for ten years.

**1 Complete the sentences with *since* or *for*.**

- 1 I've lived in this house \_\_\_\_\_ I was born.
- 2 I've known him \_\_\_\_\_ ten years.
- 3 I've had this furniture \_\_\_\_\_ two months.
- 4 I've haven't seen him \_\_\_\_\_ yesterday.

**2 Write sentences from the prompts.**

- 1 Maria / get / her mobile phone / for Christmas / two years ago.
- 2 She / win / her skis in a skiing competition / last year.
- 3 She / make / her jumper herself / last winter.
- 4 She / find / her favourite book in a park / three weeks ago.

Maria got her mobile phone for Christmas two years ago.

**3 Write how long Maria has had her favourite things, using *since* or *for*.**

Maria has had her mobile phone since Christmas two years ago.

## Unit 2b Past Simple and Past Continuous

We gebruiken the Past Simple en the Past Continuous samen in een zin om uit te drukken dat een activiteit aan de gang is wanneer iets anders gebeurt. We gebruiken the Past Continuous voor de lange activiteit en the Past Simple voor de korte activiteit of de activiteit die de langere activiteit onderbreekt.

Paul **was walking** home when he **met** Andrea.

Wanneer je the Past Simple en the Past Continuous samen in één zin gebruikt, gebruik je vaak *when* en *while*. We gebruiken *while* in het zinsdeel met the Past Continuous en *when* in het zinsdeel met the Past Simple. Let op hoe de komma wordt gebruikt.

**While** they **were swimming**, they **saw** a shark.  
They **saw** a shark **while** they **were swimming**.

They **were swimming** **when** they saw a shark.

**When** they saw a shark, they **were swimming**.

### 1 Choose the correct option.

- 0 I was in the bath *while* / *when* the phone rang.
- 1 *While* / *When* my family and I were having dinner, the lights went out.
- 2 *While* / *When* the sun came out after the rain, a rainbow appeared.
- 3 My friend called me *while* / *when* I was doing my homework.
- 4 Were you listening to the teacher *while* / *when* she explained the exercise?
- 5 *When* / *While* I went into the kitchen, our cat was eating the burgers on the table.
- 6 *While* / *When* they were walking along the beach, they saw some dolphins.

### 2 Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.

- 0 Molly **was running** (run) to catch the bus when she **tripped** (trip) and **fell** (fall).
- 1 When Brian \_\_\_\_\_ (leave) for school in the morning, it \_\_\_\_\_ (not rain).
- 2 While we \_\_\_\_\_ (make) dinner, Mum and Dad \_\_\_\_\_ (arrive) home from work.
- 3 The teacher \_\_\_\_\_ (mark) the tests while the students \_\_\_\_\_ (work) on their projects.
- 4 What \_\_\_\_\_ (you / do) when the earthquake \_\_\_\_\_ (happen)?
- 5 When the phone \_\_\_\_\_ (ring), I \_\_\_\_\_ (sleep).
- 6 While we \_\_\_\_\_ (look for) mushrooms in the forest, we \_\_\_\_\_ (see) a deer.

### 3 Complete the text with the Past Simple or Past Continuous form of the verbs in brackets.

Esme <sup>0</sup>**woke up** (wake up) early on Saturday morning. It was a beautiful day. The sun <sup>1</sup>\_\_\_\_\_ (shine) and the birds <sup>2</sup>\_\_\_\_\_ (sing). Esme <sup>3</sup>\_\_\_\_\_ (jump) out of bed, <sup>4</sup>\_\_\_\_\_ (get) dressed and <sup>5</sup>\_\_\_\_\_ (run) downstairs. She <sup>6</sup>\_\_\_\_\_ (can) smell something delicious. Her dad <sup>7</sup>\_\_\_\_\_ (make) breakfast: fried eggs. 'Good morning, Dad!' she <sup>8</sup>\_\_\_\_\_ (say). 'Where's Mum?' 'Mum <sup>9</sup>\_\_\_\_\_ (go) to the shops while you <sup>10</sup>\_\_\_\_\_ (sleep). We haven't got any bacon. She'll be back soon.'

## Unit 3 Present Perfect and Past Simple

We gebruiken the Present Perfect:

- om te spreken over ervaringen die je tot aan dit moment hebt meegemaakt. (Vaak gebruik je de woorden *ever* en *never*)

**Have** you **ever eaten** mango ice cream?

Some people **have never cooked** a meal in their lives!

- om te spreken over een activiteit die in het verleden begon en doorloopt tot in het heden; vaak gebruik je hierbij *for* en *since*.

Ian and I **have known** each other **for** years.

They **have lived** in this house **since** 1990.

- samen met *just*, *already* en *yet*.

Miss Jones isn't here. She's **just left** the office.

It's only seven o'clock but I've **already had** breakfast.

**Have** they **finished** their homework **yet**?

- We gebruiken the Past Simple voor een activiteit die in het verleden begon en is geëindigd. We geven meestal aan wanneer het plaatsvond, bijvoorbeeld met woorden als: *yesterday*, *yesterday morning*, *last month*, *five days ago*, *in 2010*, *when I was young*.

He **won** a gold medal **in 2016**.

### 1 Tick the sentences that describe a life experience.

- 0 I've visited the UK many times. I love it there! ✓
- 1 We saw a very interesting film last night.
- 2 Tim's never ridden a horse.
- 3 You've been to Hawaii, Dave. Tell us about it.
- 4 My parents opened their shop in 2018.
- 5 Have you ever tasted such delicious fruit?

**2 Underline the time expressions. Then choose the correct option.**

- 0 Potatoes came / have come to Europe about 550 years ago.
- 1 Mum made / has made a chicken curry for dinner yesterday. It's my favourite dish!
- 2 I just finished / have just finished my breakfast.
- 3 The children never went / have never been to an Indian restaurant, but I'm sure they'll love the food.
- 4 I didn't see / haven't seen Alice since the summer.
- 5 I was / have been only three years old when my grandfather died.
- 6 Has Anna ever told / Did Anna ever tell you about her holiday in the USA?
- 7 I only slept / have only slept for four hours last night, so I'm tired this morning.
- 8 The scientist is only 28 years old, but she already made / has already made a number of important discoveries.

**3 Complete the dialogue with the Past Simple or Present Perfect form of the verbs in brackets.**

- Olivia:** Hi George. Where <sup>0</sup>have you been (you / be)? I <sup>1</sup>\_\_\_\_\_ (not see) you for ages!
- George:** Hi Olivia. I <sup>2</sup>\_\_\_\_\_ (just / return) from my holiday.
- Olivia:** Really? When <sup>3</sup>\_\_\_\_\_ (you / get) back?
- George:** Yesterday!
- Olivia:** <sup>4</sup>\_\_\_\_\_ (you / have) a good time?
- George:** Yes, it <sup>5</sup>\_\_\_\_\_ (be) great. What about you? What <sup>6</sup>\_\_\_\_\_ (you / do) so far this summer?
- Olivia:** I <sup>7</sup>\_\_\_\_\_ (not do) anything exciting. I <sup>8</sup>\_\_\_\_\_ (go) to the beach a few times last week. You're lucky. I <sup>9</sup>\_\_\_\_\_ (not travel) much yet, but I'd love to.
- George:** Well, I <sup>10</sup>\_\_\_\_\_ (already / decide) where I'm going next year: New Zealand!

**Unit 4 (a) few, (a) little**

We gebruiken *a few* en *few* met telbare zelfstandige naamwoorden om hoeveelheden te beschrijven.

There are **a few** good **films** on TV this week.

We gebruiken *a little* en *little* met niet-telbare zelfstandige naamwoorden.

Can I have **a little milk** in my coffee?

*A few* en *a little* hebben een positieve betekenis.

Ze betekenen een paar of een (klein) aantal.

*Few* en *little* hebben een negatieve betekenis.

We gebruiken ze om te benadrukken dat er erg weinig van iets is.

I've got **a few** good **ideas** for a short story.

Would you like to hear them?

He's got **few** good **ideas**, so he finds it difficult to write interesting stories.

Are you thirsty? There's **a little orange juice** in the fridge.

We can't make a cake. There's very **little sugar** left in the packet.

**1 Choose the correct option.**

- 0 I bought a few / a little apples from the market.
- 1 I had a few / a little money, so I bought a pair of trainers.
- 2 I'm hungry. I hope there's a few / a little food left over from dinner.
- 3 Have you got a few / a little minutes? I'd like to talk to you.
- 4 Few / Little people don't mind waiting in queues.
- 5 There's very few / little water in the river. I hope it rains soon!
- 6 There are very few / little days left before school starts again, so enjoy them!
- 7 I'm only taking a few / a little clothes with me on holiday.
- 8 Some adults need very few / little sleep, just four or five hours a night.

Formal letters

- 1 What is a formal letter? Have you ever had to write one?
- 2 Work in pairs. Why do people write formal letters? Match the types of formal letter 1–3 with the letters A–C.
- 1 a letter of application \_\_\_\_\_
- 2 a letter of request \_\_\_\_\_
- 3 a letter of complaint \_\_\_\_\_

A

1 23 Lark Close  
Saltby  
East Yorkshire  
HZ99 2AP  
email: ColeA14@unet.com

Date → 6 May 2020

2 Sound and Vision Stores  
42 Broad Walk  
Saltby  
HZ99 9PQ

Dear Sir/Madam, ← Greeting

3 I am writing to express my dissatisfaction with the service I received at your shop.

4 On 4 May, I bought a *Big Boom X2* Bluetooth speaker because the assistant assured me that the sound quality was excellent. However, when I went home, I found that the sound quality was not good at all. When I returned the speaker to the shop, the assistant said that I could not get a refund because the item was not faulty.

As you can understand, I am not at all happy about this. I believe that you should allow me to return the item and give me a refund because I was given incorrect information about the product.

5 I am looking forward to receiving your answer, ←

6 Yours faithfully,  
Adrian Cole ← Your signature  
Adrian Cole ← Your name in print

What you would like to happen next

B

14 Heather Street  
Middleton  
EV4 8BD

3 June 2020

Helping Hands  
5 Berry Avenue  
Middleton  
EV4 3DF

Dear Sir/Madam,

I recently read an information leaflet about the Helping Hands organisation on a noticeboard at my school and I am interested in working as a volunteer.

I could help by doing the shopping for elderly people at weekends and also by taking their dogs for a walk. I believe I would be a suitable volunteer as I already do these jobs for an elderly neighbour who lives on his own. I can attend an interview on any day that is convenient for you and I can start work immediately.

Please let me know if there is anything else you would like to know about me.

I am looking forward to your answer.

Yours faithfully,  
Mario Lowe

C

9 Bernhard Lane  
Farthingham  
KJ1 1UH

29 September 2020

Barnes Drama Academy  
123 Lakeside Close  
Farthingham  
KJ1 4BG

Dear Mr Barnes,

I am interested in attending the drama workshops you advertised on 3rd June in the *Barkley Community Magazine* and I would like to ask for some additional information.

The advertisement mentioned that there are separate workshops for younger teens (aged 11–15) and older teens (aged 16–19). I am 15 years and nine months old and I would like to ask if I could attend the workshop for older teens.

I would also appreciate it if you could let me know the dates and times of the workshop.

Thank you for taking the time to read my letter.

Yours sincerely,  
Lucy Wilson

**3 Study the layout of letter A. Match 1–6 with a–f.**

- a reason for writing \_\_\_\_\_
- b sign off \_\_\_\_\_
- c recipient's address \_\_\_\_\_
- d closing sentence \_\_\_\_\_
- e sender's address 1
- f details \_\_\_\_\_

**4 Look at letters A–C again. Tick (✓) the correct advice for writing a formal letter. Correct the advice that is wrong.**

- 0 Say what you want clearly. ✓
- 1 The main body of your letter should have only one paragraph.
- 2 You do not have to be polite.
- 3 Do not use direct questions.
- 4 Use short forms, e.g. *I'm, we've got*.
- 5 Use passive verbs where possible.
- 6 Do not use informal language, e.g. say *I like music* NOT *I'm into music*.
- 7 Be chatty and make jokes.

**5 Put a cross next to the sentences that are unsuitable for a formal letter. Then say why they are unsuitable.**

- 0 Can I come for an interview on Monday afternoon? ✗ *direct question*
- 1 Maybe you should do something about it.
- 2 I worked as a shop assistant last summer, so I have the right experience.
- 3 I would appreciate it if you could let me know as soon as possible.
- 4 I'm 15 years old and I've got a bike I can use.
- 5 I expect you to exchange the faulty item with a new one.
- 6 Your shop sells complete rubbish!

**6 Check the meaning of the words below in a dictionary if necessary. Then use them to complete the sentences.**

appreciate attend disappointed enquire  
expect qualified unable

- 0 I would like to **attend** the evening classes.
- 1 I would \_\_\_\_\_ it if you could give me some more information.
- 2 I am \_\_\_\_\_ to do this job because I can speak three foreign languages.
- 3 I \_\_\_\_\_ you to replace the lost order.
- 4 I was very \_\_\_\_\_ with the answer I received.
- 5 I am writing to \_\_\_\_\_ about the event.
- 6 I am \_\_\_\_\_ to work on Saturdays.

**7 Study the box below. Find expressions from the box in letters A–C.**

**Formal letters**

**Greetings**

*Dear Sir/Madam,*  
*Dear Sir or Madam,*  
*Dear Mr/Ms Barnes,*

**Paragraph 1: Reason for writing**

*I am writing to complain about ...*  
*I am writing to express my dissatisfaction with ...*  
*I am writing to ask about / ask for / ask you to / enquire about ...*  
*I am interested in ... / I am interested in finding out more about ...*  
*I am writing to apply for ... / I am interested in the position/job of ...*

**Paragraphs 2–4: Main body**

Letter of complaint

- Give details about the problem.
- Say what you would like the recipient to do.

Letter of request

- Request 1
- Request 2 (if necessary)

Letter of application

- Give information about you, your qualifications, etc.
- Offer to give additional information.

**Closing sentence**

*I am looking forward to your reply / hearing from you soon.*  
*Thank you (in advance) for your help / for taking the trouble/time to ...*

**Sign off**

*Yours faithfully,* (if you start with *Dear Sir/Madam*)  
*Yours sincerely,* (if you start with *Mr/Ms Brown*)

**8 Write two different formal letters. Choose from a letter of complaint, a request or a letter of application. You can use the topics below or use your own ideas.**

A letter of complaint: You recently bought an item from a shop but it was faulty.

A letter of request: You want to join an after-school club that is advertised on the school noticeboard. You want to find out more about it.

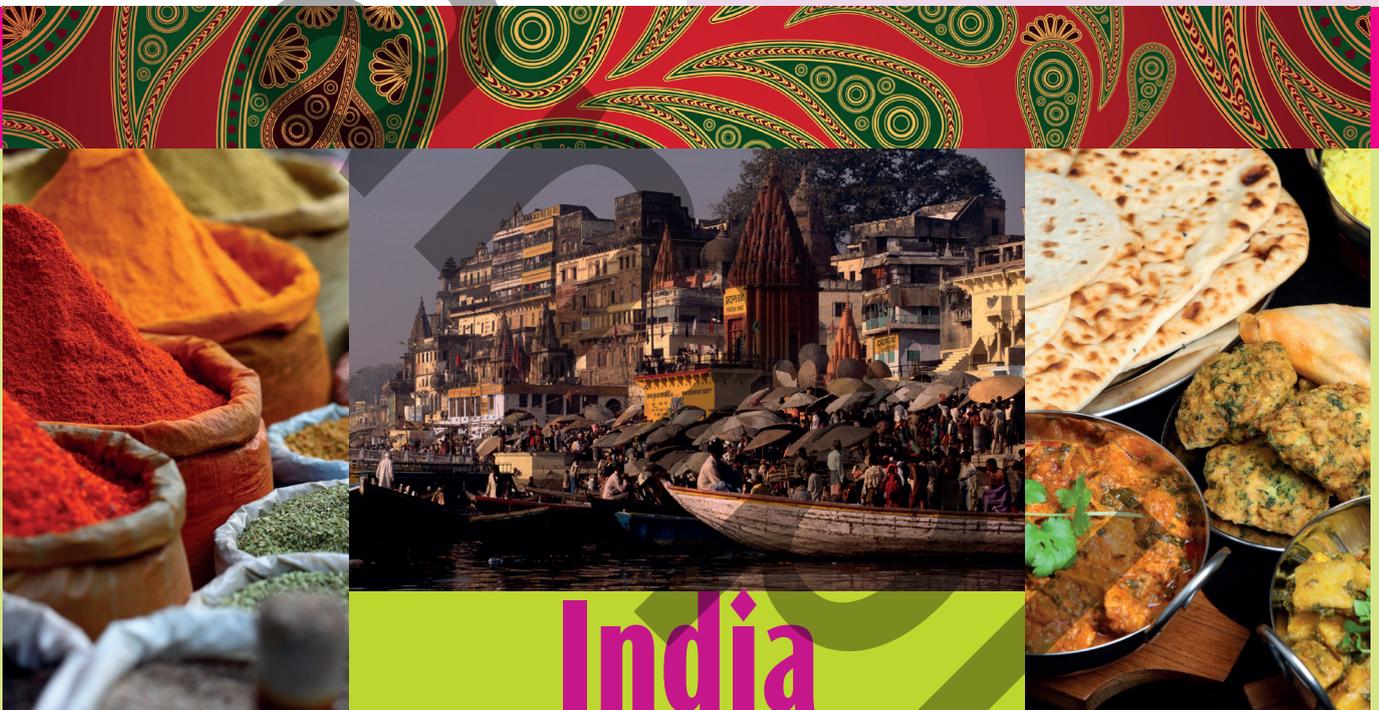
A letter of application: You want to apply for a volunteer job at an animal rescue centre.



- 1** Read about India. How many people live in India?
- 2** Read about India again. Answer the questions.
  - 1 Which is the largest city in India?
  - 2 Which two languages are the most important in India?
  - 3 Why is 1947 an important date in India's history?
  - 4 Which two religions do most Indians practise?
  - 5 What can you find in most Indian food?

- 3** In pairs, answer the questions.
  - 1 Do people speak different languages in your country?
  - 2 Which religions are important in your country?
  - 3 What food is popular in your country?
- 4** Write a short paragraph about your country. Use your answers to Exercise 3 and the India examples to help you.

And  
YOU



## India

India is the second largest country in Asia and the largest in South Asia. More than 1.2 billion people live in India and it has the second largest population in the world. Its capital and largest city is New Delhi. Other big cities are Mumbai, Kolkata and Bangalore.

### Languages

India has many different cultures and people speak over 1,600 languages and dialects there. The official language of India is Standard Hindi, but English is also very important in business and education. The reason for this is that India was part of the British Empire. It became independent in 1947. Other important languages are Bengali, Telugu, Marathi, Tamil, Urdu, Gujarati and Punjabi.

### Religion

In India, religion is very important. India is the home of two major world religions: Hinduism and Buddhism. Nearly 80% of the population of India practise Hinduism, but today only 0.8% of the population practise Buddhism. Another important religion is Islam – about 14% of Indians are Muslims. In fact, India has the second largest population of Muslims in the world after Indonesia.

### Food

Indian food varies from place to place and different cultures have different cuisines. Indians eat a lot of rice and most Indians use spices in their food. The most important spices are pepper, chilli pepper, black mustard seed, cumin, turmeric, ginger and coriander.

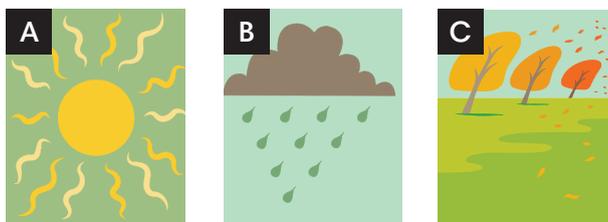
**1**  **3.34** There are seven questions in this part. For each question, choose the correct answer A, B or C.

**Tip:** Remember you will hear each recording twice, so you have time to check your answers.

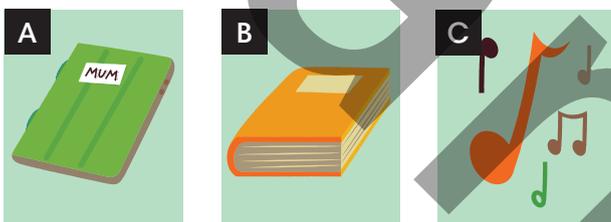
**Example:** Which film do they want to see?



**4** What was the weather like yesterday?



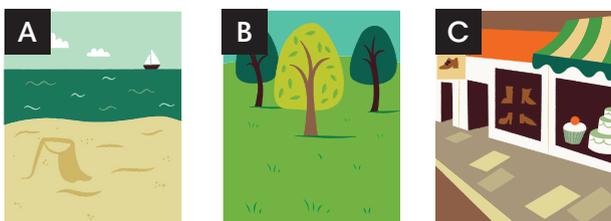
**1** What does the girl want to buy for her mum's birthday?



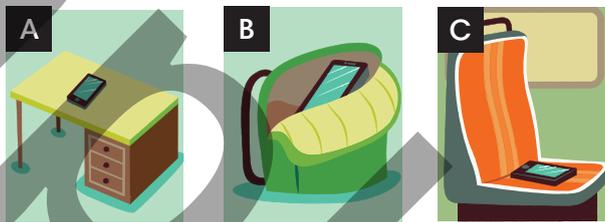
**5** What did the boy make for dinner?



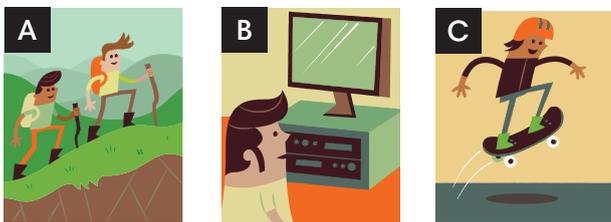
**2** What is the view from the girl's window?



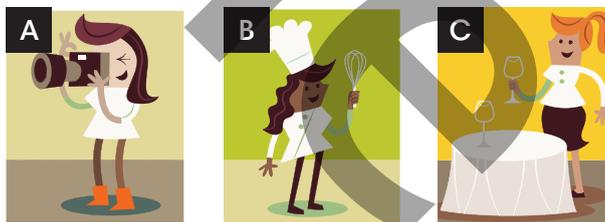
**6** Where is the boy's phone?



**3** What did the boy do at the weekend?



**7** What is the boy's sister's job?



**2**  **3.35** You will hear a teacher talking about a school trip to a science exhibition. Complete the gaps with the missing information.

**VISIT TO SCIENCE EXHIBITION**

Day of trip: <sup>1</sup> \_\_\_\_\_

Name of exhibition: <sup>2</sup> \_\_\_\_\_

Exhibition is also going to: <sup>3</sup> \_\_\_\_\_

You can have a conversation with a robot called: <sup>4</sup> \_\_\_\_\_

The trip will begin at: <sup>5</sup> \_\_\_\_\_

Students should take: <sup>6</sup> \_\_\_\_\_

**3**  **3.36** You will hear a conversation between a girl, Kelly, and a boy, Dan, about a TV documentary called *All Change!* Decide if each sentence is correct or incorrect. If correct, choose the letter A for YES. If incorrect, choose the letter B for NO.

	YES	NO
1 Dan enjoyed the documentary last night.	A	B
2 Kelly agrees with Dan about the number of environmental documentaries on television.	A	B
3 Kelly and Dan both go skiing regularly.	A	B
4 One of Dan's friends was once near an avalanche.	A	B
5 Kelly and Dan agree about the importance of documentaries like these.	A	B
6 Dan is persuaded to watch the next documentary in the series.	A	B

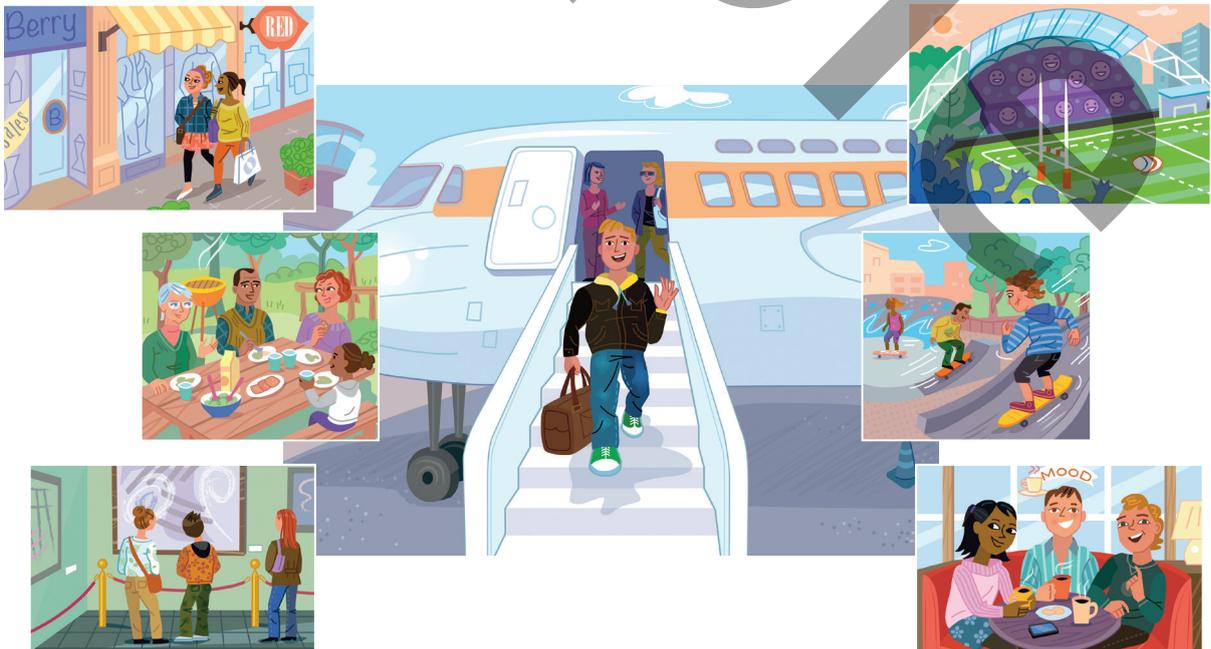
**1** Students A and B, choose **TWO** questions to ask your partner.

- Tell us about your English teacher.
- What's your favourite season? Why?
- What do you do in your free time?
- What's your favourite meal?

**2** Work in pairs. Look at the picture and do the task together.

**Tip:** Talk about all the pictures first before you decide which is best.

A friend from another country is coming to stay with you. Talk together about the activities you could do with him on his first Saturday afternoon, and then decide which is best.



- 3** Work in pairs. Take turns to tell your partner about a photograph. Your photographs will be of people eating meals.

**Tip:** Describe everything you can see in the photograph: the people, their clothes, the place and the things you can see there.

**Student A**

It's your turn first. Look at the photograph and tell Student B what you can see in it.



**Student B**

Tell Student A what you can see in the photograph.



- 4** Work in pairs. Talk to each other about the sort of meals you like to have and where you like to eat them.

**Tip:** This should be a conversation, so remember to ask your partner questions to give them a chance to say something.

## Art from technology

When people think about sculpture, they usually think about statues made of materials like stone, metal, wood or even ice! Sculptors use special tools to make these with their hands. Sometimes they make casts of their sculptures. They fill the casts with hot metal to make bronze sculptures.

Today there is a new and interesting type of sculpture. Technology is progressing very fast and is changing many parts of our lives – even art! 3D printers are becoming very important for manufacturing, making things like machine parts and furniture, and also in fashion, making shoes, accessories, and even clothes. Now artists are also using them to create sculptures.

First the artist makes a digital model on the computer. Then the 3D printer prints it out. They print layers of material to build up the object. This is called an 'additive process' because it adds different layers of different shapes. They can make very fine pieces like tiny flowers and insects, and big, colourful, modern pieces – from life-size statues of people to huge dinosaurs! They print big statues in sections. To make bronze sculptures, they make casts from the printed objects.

It's even possible to have 3D printed selfies! We can have small statues of ourselves on our wedding cake or we can have small models of our whole family on our desk. Nearly everything is possible with 3D printing today.



**1** Do you have a favourite sculpture? What do you know about it? Tell the class.

**2** Read the article. Answer the questions.

- 1 What materials do sculptors often use?
- 2 How do they make bronze sculptures?
- 3 What sort of things do 3D printers usually create?
- 4 What is the first step in 3D printer sculpture?
- 5 What is the next step called? Why?
- 6 What can some people put on their wedding cakes?

**3** What new information did you learn from the text? What was the most interesting part? Discuss in pairs.

**4** Read the text about 3D printing and art. Do you think this is a good idea? Why? / Why not? Discuss in pairs.

One artist, Cosmo Wenman, wants to digitally scan famous sculptures from museums all over the world and put the files online. His idea is that everyone can print out their own copies on a 3D printer. He wants these sculptures to belong to everyone.

**5** Look at the photos. Which of these sculptures would you like to create with a 3D printer? Discuss in pairs.



**6 PROJECT** Use the internet to find out about an artist who uses 3D printing. Make notes about the things below.

- his/her nationality and experience
- the types of sculpture he/she makes
- any other interesting information

**7 PROJECT** Write a paragraph about the artist. Add pictures.

## Unit 1 Lesson 1.5 Exercise 2

### ANSWER KEY

**Mostly As:** You're obviously busy with other things in life, and that's great. Have fun and enjoy real time with your friends!

**Mostly Bs:** You know it's there when you need it, but technology isn't the most important thing in your life.

**Mostly Cs:** You're internet crazy! You love going online and checking messages from friends. Make sure you take time to do other things, too.

## Unit 7 Lesson 7.1 Exercise 7

### ANSWER KEY

**Mostly As:** You don't like big crowds and are probably happy on your own. You know how to be a good friend to a few special people.

**Mostly Bs:** You love having lots of friends. You give your opinion honestly, and you don't mind if other people agree. You are happiest when you're busy and in a crowd.

**Mostly Cs:** You know how to get a balance. You can have fun when you want, but you're not afraid to do things on your own.

## Unit 9 Revision SPEAKING Exercise 5

**Personal details:** Selma, 14

**From:** Mexico

**Been to the UK before?**

No, this is the first time.

**Interests:** football, art, food

**While in the UK, would like to ...**

go to Madame Tussauds and to a football match!



## Unit 3 Revision SPEAKING Exercise 7

### MENU

#### Food

**Pizza with cheese and tomato**

**Chicken salad**

**Fresh bread rolls with tuna or cheese**

**Ice cream — any flavour!**

#### Drinks

**Fruit juice Smoothies**

**Coffee Tea Water**

## Unit 8 Revision SPEAKING Exercise 7

**A:** Your parents want you to stay with your cousins for the summer. You don't want to.

**B:** Your teacher says you must study more for your exams, but you want to do more sport.

**Personal details:** Tomek, 16

**From:** Poland

**Been to the UK before?**

Yes, once.

**Interests:** nature and animals, handball

**While in the UK, would like to ...**

go to London Zoo, and eat fish and chips!



**Personal details:** Angelina, 15

**From:** France

**Been to the UK before?**

Yes, three times.

**Interests:** photography, old films, acting

**While in the UK, would like to ...**

see some musicals at the theatre; improve my accent



**Personal details:** Selim, 15

**From:** Turkey

**Been to the UK before?**

No, this is the first time.

**Interests:** football, history, architecture

**While in the UK, would like to ...**

visit Stonehenge and go to a football match

