

OXFORD

oxford
exam
support

Third Edition Solutions

Elementary

Student's Book

www.ZabanBook.com
زبان بوک

Tim Falla Paul A Davies



www.ZabanBook.com

Third Edition Solutions

Elementary

Student's Book

www.ZabanBook.com
زبان بوک

Tim Falla Paul A Davies

OXFORD
UNIVERSITY PRESS

I

Introduction

IA

Vocabulary

Personal information

I can exchange basic personal information.



- 1 Complete the questions in the dialogue with the phrases below.

are you from do you spell old are you your name

Woman Hello. Welcome to Europa Language School!

Kadir Thank you!

Woman What's ¹ _____?

Kadir Kadir Demir.

Woman How ² _____ that?

Kadir K-A-D-I-R, Kadir. D-E-M-I-R, Demir.

Woman Thank you. Where ³ _____?

Kadir I'm from Turkey.

Woman And how ⁴ _____, Kadir?

Kadir I'm eighteen.

Woman Great! Thank you. You're in room 53.

Kadir Thanks. See you later!

- 2 **1.02** Listen and check your answers. Then listen and repeat the dialogue.

- 3 **1.03** Listen and repeat the alphabet. What sound do the blue letters share?

abcdefghijklmnopqrstuvwxyz

- 4 Now put the red letters into the correct category below, depending on the sound they share.

1 b, c, ...

2 f, l, ...

- 5 **SPEAKING** Work in groups or as a class. Think of a famous person and start spelling his or her name. Who can guess the person first?

T-A-Y-...

Taylor Swift!

- 6 **1.04** **VOCABULARY** Listen and repeat the numbers (1–50). Then say the numbers backwards (50–1) around the class.

50

49

48

47

➔ **Vocabulary Builder** Numbers and ordinals: page 117

- 7 **1.05** Listen to two dialogues. Complete the table with the names and ages of the four speakers.

Name	Age
1 Antoine	
2	
3	
4	

- 8 **1.05** **VOCABULARY** Which country are the students in exercise 7 from? Listen again and match them with countries from the list below.

Countries Argentina Australia Brazil Canada China Croatia the Czech Republic Egypt France Germany Greece Hungary India Italy Japan Mexico Poland Russia Slovakia Spain Turkey the UK Ukraine the USA
Antoine is from France.

- 9 **SPEAKING** Work in pairs. Test your partner's spelling of the countries in exercise 8.

How do you spell 'Spain'?

S-P-A-I-N. How do you spell ... ?

- 10 Answer the questions about the countries in exercise 8.

- Which are in Europe?
- Which are in Asia?
- Which are in North and South America?
- Which are English-speaking countries?
- Which are near your own country?

- 11 Work in pairs. Invent a new identity for yourself. Choose a new name, a new nationality and a different age.

- 12 **SPEAKING** Work in pairs. Find out your partner's information. Ask and answer questions from the dialogue in exercise 1.

What's your name?

It's ...

How do you spell that?

be and have got

I can use be and have got.

1 **1.06** Read and listen to the dialogue. How old is Joanna's sister?

Max Have you got a brother?

Joanna No, I haven't. But I've got a sister. Here's a photo of us. I'm on the right.



Max Are you twins?

Joanna Yes, we are, but we aren't identical. Emma's got black hair, like me, but she hasn't got brown eyes.

Max Is that your dog in the photo?

Joanna Yes, it is. She's called Rosie. Rosie is Emma's dog, really.

Max How old is she?

Joanna She's sixteen, of course.

Max That's very old for a dog!

Joanna No, Emma's sixteen. Rosie is six.

2 Find all the examples of **be** in the dialogue in exercise 1. Complete the **Learn this!** box. Use short forms.

LEARN THIS! be

Affirmative

I¹ _____
he / she / it² _____
you / we / they are

Interrogative

am I?
⁴ _____ he / she / it?
⁵ _____ you / we / they?

Negative

I'm not
he / she / it isn't
you / we / they³ _____

Short answers

Yes, I am. / No, I'm not.
Yes, he / she / it⁶ _____.
No, he / she / it isn't.
Yes, you / we / they⁷ _____.
No, you / we / they aren't.

3 Write two sentences with the verb **be**, one affirmative and one negative. Which is true for you? Which is false? Write T or F.

- We _____ at school.
We are at school. T We aren't at school. F
- My teacher _____ very tall.
- I _____ 16 years old.
- My friends _____ all girls.
- It _____ very cold today.
- My friends and I _____ in an English lesson.

4 **SPEAKING** Complete the questions with the correct form of the verb **be**. Then ask and answer the questions in pairs.

- _____ you hungry?
- _____ our teacher male?
- _____ we at school?
- _____ your friends all at this school?
- _____ you eighteen years old?
- _____ I from the UK?

Are you hungry?

Yes, I am. / No, I'm not.

➔ Grammar Builder IB page 122

5 Complete the **Learn this!** box. Use short forms. Use the dialogue in exercise 1 to help you. What are the long forms?

LEARN THIS! have got

We use **have got** to talk about possessions and family members.

Affirmative

I / you / we / they¹ _____ got
he / she / it² _____ got

Negative

I / you / we / they haven't got
he / she / it³ _____ got

Interrogative

⁴ _____ I / you / we / they got?
Has he / she / it got?

Short answers

Yes, I have. / No, I⁵ _____.
Yes, he / she / it has. No, he / she / it hasn't.
Yes, you / we / they have. No, you / we / they haven't.

6 Complete the sentences with the correct form of **have got**, affirmative or negative. Make them true for you.

- I _____ two brothers.
- We _____ a maths lesson next.
- Our teacher _____ short hair.
- I _____ blue eyes.
- Our teachers _____ a big teachers' room.

7 **1.07** Listen. Tick the things that Joe and Amy have got.

	Joe	Amy	You	Your partner
a pet				
a skateboard				
a bike				
a smartphone				
a laptop				
a watch				

8 Write sentences about Joe using the information in the table in exercise 7. Use the correct form of **have got**.

Joe's got ... He hasn't got ...

9 **SPEAKING** Complete the column for you in exercise 7. Then ask and answer in pairs and complete the column for your partner.

Have you got ... ?

10 **SPEAKING** Tell the class about your partner.

Marianne hasn't got a pet.

➔ Grammar Builder IB page 122



1 **1.08** Read and listen to the dialogue. What is Alfie's opinion of the girl in the photo? What is Rose's opinion?

Alfie Let's stop and listen. This is a great song.
 Rose Hmm. She isn't very good. She can't sing.
 Alfie She can play the guitar really well. And her voice isn't bad.
 Rose I can't hear the words.
 Alfie But she's really young. She's only fourteen or fifteen. Can you play the guitar like that?
 Rose No, I can't. But I can play the piano. Come on, let's go.
 Alfie No, wait.
 Rose What's the problem?
 Alfie I can't find my money. Can I borrow £1, please?
 Rose For her? Really? Oh, OK.

2 Read the Learn this! box. Find an affirmative, negative and interrogative form of *can* in the dialogue in exercise 1.

LEARN THIS! can

- a We use *can* to talk about ability.
- b The form of *can* is the same for all persons (I, you, he, she, we, etc.).
Affirmative: I can play football.
Negative: They can't hear you.
Interrogative: Can you dance? Yes, I can. / No, I can't.
- c We also use *can* to ask for permission.
 Can I use your phone? Yes, you can. / No, you can't.

3 Complete the sentences about the dialogue in exercise 1. Use the affirmative or negative form of *can*.

- 1 The girl ____ play the guitar well.
- 2 Rose ____ hear the words of the song.
- 3 Rose ____ play the guitar.
- 4 Rose ____ play the piano.
- 5 Alfie ____ find his money.

4 **SPEAKING** Work in pairs. Ask permission to do the things below. Use *Can I ... ?*

borrow your pencil use your dictionary ask a question
 share your book copy your answer

Can I borrow ... ?

Yes, you can. / No, you can't.

► Grammar Builder IC page 122

5 **VOCABULARY** Complete the list of musical instruments. The missing words are in the dialogue in exercise 1. Then check the meaning of all the words.

Instruments clarinet drums flute g_____ keyboard p_____ saxophone trumpet violin

6 **1.09** Listen and identify the instruments.

- | | |
|------------|---------|
| 1 clarinet | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | |

► Vocabulary Builder Musical instruments: page 117

7 **VOCABULARY** Check the meaning of the verbs below. Match four of them with pictures 1–4.

Action verbs dance play basketball / football / tennis
 play the drums / clarinet ride a bike / a horse skate
 skateboard sing ski speak Chinese / French / Spanish
 swim



8 Write a questionnaire about ability for your partner. Write six questions with *can*. Choose verbs from exercise 7 and include one musical instrument from exercise 5.

- 1 Can you play the violin?
- 2 Can you ... ?

9 **SPEAKING** Work in pairs. Do your questionnaires. Make a note of your partner's answers.

Can you play the violin?

No, I can't.

10 **SPEAKING** Tell the class about your partner.

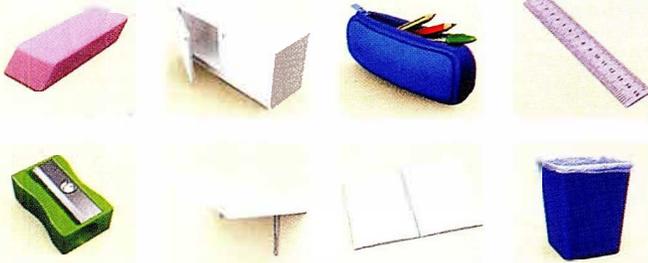
Mina can't play the violin. She can ...

Articles: *the, a / an, some; this / that / these / those*

I can use articles and this, that, these and those correctly.

- 1 VOCABULARY** Match the pictures with eight of the words below. Check the meaning of all the words.

In the classroom bin blackboard calculator chair computer cupboard desk eraser exercise book interactive whiteboard pen pencil pencil case pencil sharpener ruler schoolbag shelf



- 2** **1.10** Read and listen to the dialogue. Where is Olivia's pencil case?

Charlie Have you got a pencil and an eraser?

Olivia I've got a pencil, but I haven't got an eraser. The pencil is on my desk.

Charlie Thanks. Have you got a coloured pen?

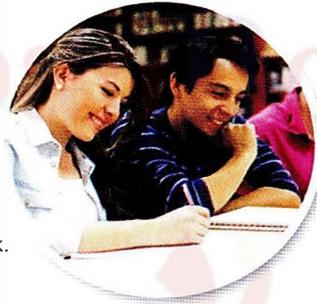
Olivia No, but I've got some coloured pencils.

Charlie What colours?

Olivia Red, blue, green, brown – lots of colours. They're in my pencil case.

Charlie Is that your pencil case?

Olivia No. That's Jemma's. My pencil case is in my schoolbag. Hang on. ... Oh, no! It's at home. Sorry.



- 3** Read the **Learn this!** box. Underline all the examples of *a / an, some* and *the* in the dialogue in exercise 2.

LEARN THIS! Articles

- a** The definite article is *the*. We can use it with singular and plural nouns.
the chair the books
- b** The indefinite article is *a*, or *an* if the noun begins with a vowel sound. We only use it with singular nouns.
a pen an exam
- c** We can use *some* with plural nouns when we don't know, or we don't want to say, exactly how many.
I've got a pen and some pencils.
- d** We use *a / an* and *some* when we mention things for the first time.
I've got a skateboard and some rollerblades.
- e** We use *the* when we mention them again.
I've got a skateboard and some rollerblades. The skateboard is red and the rollerblades are blue.

- 4 SPEAKING** Work in pairs. Ask and answer questions about the things in exercise 1. Use *a* or *an*.

Have you got a pen in your schoolbag?

Yes, I have. / No, I haven't.

Have we got an interactive whiteboard in our classroom?

Yes, we have. / No, we haven't.

➔ Grammar Builder ID page 122

- 5** Put *a, an* or *some* in front of the nouns.

- 1 ___ address 5 ___ eye 9 ___ cat
2 ___ pens 6 ___ blue pencils 10 ___ photos
3 ___ old car 7 ___ rollerblades 11 ___ watch
4 ___ dogs 8 ___ teachers 12 ___ skateboard

- 6** Complete the sentences with *a, an, some* or *the*.

- 1 I've got ___ red pen and ___ green pen. ___ red pen is on my desk. ___ green pen is in my pencil case.
2 We've got ___ exams next week. ___ first exam is maths, ___ second is history and ___ third is science.
3 My mum's got ___ orange Fiat and my dad's got ___ blue Renault. ___ Fiat is new, but ___ Renault is very old.
4 I've got ___ CDs and ___ DVDs, but I can't play ___ DVDs because my DVD player is broken.
5 We've got ___ cat, ___ dog and ___ mice. ___ cat's name is Sooty and ___ dog's name is Freddy.

LEARN THIS! *this / that / these / those*

We use *this* (singular) and *these* (plural) for things that are close to us, and *that* (singular) and *those* (plural) for things that are further away.

this chair these books that cat those dogs

- 7** Read the **Learn this!** box. Find an example of *this, that, these* or *those* in the dialogue in exercise 2.

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



Are these your coloured pencils?

Yes, they are. Is this your ... ?

➔ Grammar Builder ID page 122

1

Family and friends

Unit map

● **Vocabulary**

Family members
Adjectives and prepositions
Housework
Describing people
Personality adjectives

● **Word Skills**

Singular and plural nouns

● **Grammar**

Present simple (affirmative)
Present simple (negative and interrogative)

● **Listening** Spelling and pronunciation



● **Reading** Sibling rivalry



● **Speaking** Describing people



● **Writing** A personal profile

● **Culture 1** The Royal Family



● **Vocabulary Builder** page 117

● **Grammar Builder** page 124

● **Grammar Reference** page 125

1A

Vocabulary

Family

I can talk about family members.



- 1 1.11 **VOCABULARY** Work in pairs. Put the family members below into three groups: a) female b) male c) male or female. Then listen and check.

Family members aunt brother child/children cousin daughter father (dad) grandchild/grandchildren granddaughter grandfather (grandad) grandmother (grandma) grandparent grandson husband mother (mum) nephew niece parent sister son uncle wife

LEARN THIS! Possessive 's

- a We add 's to a name or noun to show possession or a family relationship.
my cousin's husband
- b We just add an apostrophe (') to plural nouns ending in -s.
my parents' friends (but his children's school)

- 2 Read the **Learn this!** box. Then complete the sentences, adding possessive 's and the correct family member.

- 1 Harry is Tom's son.
- 2 Martin is Tom _____.
- 3 Nathan and Rosie are Sophie _____.
- 4 Harry is Liz _____.
- 5 Lisa is Mia _____.
- 6 Clare and Liz are Jessica _____.
- 7 Poppy, Harry and Mia are Rosie _____.

➔ **Grammar Builder 1A** page 124

- 3 1.12 Listen and check your answers to exercise 2.
- 4 Work in pairs. Write four more sentences like the ones in exercise 2.

LOOK OUT!

- a** We add **-in-law** for relationships from a marriage.
father-in-law = your husband's father / your wife's father
brother-in-law = your sister's husband / your wife's brother
- b** We add **step** for relationships from a remarriage.
stepmother = your father's wife
stepsister = your stepfather's daughter / your stepmother's daughter
- c** We add **great** to refer to the generation before.
great-grandfather = your mother's grandfather / your father's grandfather
great-uncle = your mother's uncle / your father's uncle

- 5 1.13 Read the Look out! box. Then listen to a dialogue about Ella's family photo. Complete the sentence with the correct family member: a, b or c.

This family photo includes Ella's ...
 a stepmother b great-grandmother c brother-in-law



RECYCLE! have got

We use *have got* to talk about possessions and family members.

I've got three stepsisters. *Have you got* a brother?

The third person singular form is *has got / hasn't got*.

She's got two cousins. *He hasn't got* a sister.

Has he got a stepsister? Yes, *he has.* / No, *he hasn't.*

- 6 Read the Recycle! box. Then complete the questions about Ella's family. Use the correct form of *have got*.

- 1 ____ Ella's grandfather ____ a sister?
- 2 ____ Ella's great-aunt ____ children?
- 3 ____ Ella's sister ____ a husband?
- 4 ____ Bruno and Maria ____ children?
- 5 ____ Ella ____ four nieces?
- 6 ____ Ella's parents ____ a son?

- 7 1.13 Listen again. Answer the questions in exercise 6.

- 8 Complete the quiz with words from exercise 1. Then do the quiz in pairs.

Famous families

1

**Who is this man?
Is he Beyoncé's ...**

a c _____?

b h _____?

c b _____?

2

These girls have got a famous f _____. Who is he?

a Will Smith

b Jay Z

c Barack Obama

3

What is the relationship between these two Hollywood stars – Jon Voight and Angelina Jolie?

a uncle and _____

b father and _____

c _____ and wife

4

**What relationship is this man to Queen Elizabeth II?
Is he ...**

a her s ____?

b her n _____?

c her g _____?

- 9 **SPEAKING** Work in pairs. Find out if your partner has got ...

- | | |
|--------------------|-----------------------|
| 1 a stepbrother | 4 a great-uncle |
| 2 cousins | 5 a great-grandmother |
| 3 a brother-in-law | 6 a step-grandfather |

- 10 **SPEAKING** If the answer is 'yes', find out more information (for example, name and age).

Have you got a stepbrother?

↓

Yes, I have.

↓

What's his name?

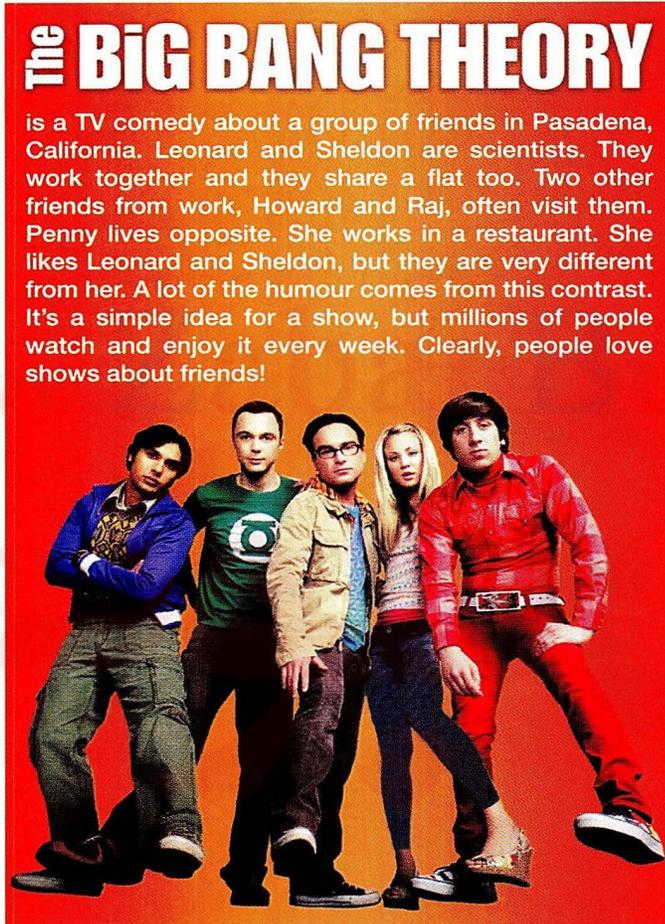
↓

How old is he?

Present simple (affirmative)

I can use the present simple affirmative correctly.

- Look at the photo below. Do you know this TV show? Can you name any of the characters?
- Read the text. Then answer the questions.
 - Which characters in the show work together?
 - Which characters live together?
 - Can you name any other TV shows about friends?



The BIG BANG THEORY

is a TV comedy about a group of friends in Pasadena, California. Leonard and Sheldon are scientists. They work together and they share a flat too. Two other friends from work, Howard and Raj, often visit them. Penny lives opposite. She works in a restaurant. She likes Leonard and Sheldon, but they are very different from her. A lot of the humour comes from this contrast. It's a simple idea for a show, but millions of people watch and enjoy it every week. Clearly, people love shows about friends!

- Complete the sentences about *The Big Bang Theory*. Use the present simple affirmative form of the verbs below.

like live visit watch work

- Millions of people _____ the show regularly.
- Sheldon _____ in a flat with Leonard.
- Raj and Howard _____ with Sheldon and Leonard.
- Raj and Howard _____ Sheldon and Leonard regularly.
- In general, people _____ shows about groups of friends.

LOOK OUT!

a Some verbs change spelling when you add -s for the third person singular form.

I go she goes
you watch he watches
they study she studies

b The verb *have* is irregular.

we have it has

- Read the **Look out!** box. Then complete the text with the present simple affirmative form of the verbs in brackets.

My stepsister Rose is a scientist and she ¹ _____ (love) her job. She ² _____ (work) at a university in California – she ³ _____ (study) stars and black holes. Rose isn't American, but she really ⁴ _____ (like) her life in California. Every weekend, she ⁵ _____ (go) to the beach. She ⁶ _____ (meet) friends there and they ⁷ _____ (go) surfing together. Rose ⁸ _____ (share) an apartment with one of her friends, Madison. Madison ⁹ _____ (work) in a restaurant and she's often at work in the evening. On those evenings, Rose ¹⁰ _____ (watch) DVDs in the apartment or she ¹¹ _____ (have) dinner with friends in town.

➔ Grammar Builder 1B page 124

LEARN THIS! Present simple (affirmative)

We use the present simple to talk about:

- something that happens regularly, always or never.
- a fact that is always true.

- Read the **Learn this!** box. Then complete the table below. The missing words are in the text in exercise 2.

Present simple affirmative

I work.	We work.
You work.	You work.
He / She / It ¹ _____.	They ² _____.

- Find all the other examples of the present simple in the text in exercise 2. Which ones end in -s? Why?

- 1.14 PRONUNCIATION** Listen and repeat these third person singular verb forms. Pay attention to the sound of the endings.

A: /z/ or /s/ knows loves visits works

B: /ɪz/ finishes washes uses

- 1.15 PRONUNCIATION** Listen and repeat these third person singular verb forms. Do they have ending A or B?

comes dances goes likes lives shares

teaches watches

- SPEAKING** Work in pairs. Think of a TV show about a group of friends or a family. Tell your partner three facts about the show. Use verbs from this lesson. Can your partner identify it?

The main characters are X and Y ... They live in ...

X loves school and she studies a lot. But Y ...

Spelling and pronunciation

I can distinguish between words with very similar sounds in them.



1 **SPEAKING** Look at the photo of the Radford family. What is the relationship between the people, do you think?

2 Read the text and answer the questions.

- 1 What is Noel's job?
- 2 How many people live in the Radford family home?

A DAY IN THE LIFE OF THE RADFORD FAMILY!

Sue and Noel Radford live in a very big house in Morecambe in the north of England. The house is big because they've got nineteen children! Their oldest child is 28, and the youngest is just a baby.

The day starts at 4 a.m. when Noel, a baker, goes to work. Two hours later, he comes home and he wakes up the children. Sue prepares breakfast and makes twelve packed lunches! After breakfast, Noel takes the children to school – in a minibus! Noel goes back to the bakery with his eldest daughter, Sophie. She works there too. Then Sue starts on the housework. She loads the dishwasher, cleans the house and does the washing (nine times a day!). After lunch she goes to the supermarket and she does the ironing. When Noel gets home at 5 p.m., he cooks dinner and the children set the table. After dinner, Sue helps the children with their homework. The day ends at 10 p.m. when all the children go to bed.

3 **SPEAKING** Would you like to have a very large family? Why? / Why not?

4 **VOCABULARY** Find seven of the housework activities below in the text in exercise 2.

Housework clean the house cook dinner
do the ironing do the washing go to the supermarket
load / unload the dishwasher set the table
tidy my bedroom wash the dishes

Listening Strategy 1

In English, you cannot always predict how a word sounds by looking at the spelling. Learning how words are pronounced will allow you to understand them when you hear them.

5 **1.16** Read **Listening Strategy 1**. Which **red** vowel sound in each group of words is different? Listen and check.

- | | | | |
|----------------|---------|----------|-----------|
| 1 a school | b too | c look | d cool |
| 2 a grandson | b class | c father | d grandma |
| 3 a wife | b China | c Italy | d like |
| 4 a go | b son | c photo | d hello |
| 5 a eat | b meat | c seat | d great |
| 6 a university | b uncle | c mum | d Hungary |

Listening Strategy 2

Some words sound similar but have very different meanings. Being able to detect the small difference in pronunciation will help you to understand them when you hear them. Use the context to help you too.

6 **1.17** Read **Listening Strategy 2**. Then listen and repeat the words. Which word in each pair do you hear first? Pay attention to the different vowel sounds.

- | | | |
|-----------|------------|---------------|
| 1 men man | 3 far for | 5 live leave |
| 2 cap cup | 4 wet wait | 6 match March |

7 **1.18** Listen. Which word from exercise 6 does each sentence include? Which other words help you decide?

8 **1.19** Listen to Ryan and Joanna talking about housework. Are the sentences true or false? Write T or F. Then correct the false ones.

- 1 Ryan thinks that his bedroom is tidy. ___
- 2 Joanna tidies her bedroom. ___
- 3 Ryan hasn't got time to tidy his bedroom every day. ___
- 4 Joanna's family shares the housework. ___
- 5 Joanna and Ryan like housework more than homework. ___
- 6 Joanna has got exams at the moment. ___

9 **1.20** Read these sentences from the conversation in exercise 8. How are the **red** sounds pronounced? Listen and check.

- 1 I tidy my bedroom.
- 2 My mum **does** the washing.
- 3 He's got ex**ams** at the moment.
- 4 He goes to the **supermarket too**.

10 **SPEAKING** Work in pairs. Tell your partner about housework in your home. Use phrases from exercise 4. Note down what your partner says.

I tidy my bedroom and set the table.

My dad cleans the house.

11 **SPEAKING** Tell the class about your partner.

Zak tidies his bedroom and sets the table.

Present simple (negative and interrogative)

I can ask questions about facts and everyday events.



1 SPEAKING Look at the photo. Who are the people, do you think? What are they fighting over?

2 **1.21** Read and listen to the dialogue. Check your ideas from exercise 1.

Sarah What's this on TV?

Jake I don't know. It's a sitcom, I think. It's really funny.

Tom But Sarah and I want to watch the football! It's Barcelona against Chelsea.

Jake I don't like football.

Sarah But I hate sitcoms! And Tom **doesn't** like sitcoms either.

Jake Do you want to record the football, then?

Sarah No, I don't! We want to watch it live! Give me the remote!

Jake No! Get off!

3 Read the dialogue again. Study the highlighted forms. Complete the examples in the **Learn this!** box.

LEARN THIS! Present simple (negative and interrogative)

a We form the present simple negative with *don't* or *doesn't* and the infinitive of the verb without *to*.

I ¹ _____ play football.

She ² _____ play football.

b We form the present simple interrogative with *do* or *does* and the infinitive of the verb without *to*. We form short answers with *do/does/don't/doesn't*.

³ _____ you play football?

Yes, I do. / No, I ⁴ _____.

Does he play football? Yes, he does. / No, he doesn't.

4 Make these sentences negative.

1 My aunt works in London.

My aunt *doesn't* work in London.

2 I like rap music.

3 My cousins Emma and Zoe speak Spanish.

4 My stepbrother Nick plays in a volleyball team.

5 Joe and I walk to school.

6 You study Chinese.

5 Write the words in the correct order to make questions. You need to add *Do* or *Does*.

1 live / you / the school / near ?

2 football / your best friend / like ?

3 both work / your parents ?

4 on Friday evenings / you / go out / and your friends ?

5 wear / jeans / you / to school ?

6 SPEAKING Work in pairs. Ask and answer the questions in exercise 5.

Do you live near the school?

Yes, I do. / No, I don't.

7 Write true sentences about yourself. Use the present simple affirmative or negative and the phrases below.

1 get up early on Saturdays

I *don't get up early* on Saturdays.

2 play ice hockey

I play ...

3 walk to school every day

4 use computers at school

5 watch TV every evening

6 argue a lot with my friends

7 speak French

8 like dancing

9 do a lot of homework at weekends

8 SPEAKING Work in pairs. Ask and answer questions using the phrases in exercise 7. Make a note of the answers.

Do you get up early on Saturdays?

No, I don't. Do you get up early on Saturdays?

Yes, I do.

9 SPEAKING Tell the class about your partner. Use the notes you made in exercise 8.

Claudia *doesn't* get up early on Saturdays.

Singular and plural nouns

I can form the plural of a range of regular and irregular nouns.

- 1 **SPEAKING** Work in pairs. Who are the people in the photo on the right? What do you know about them?

Posh and Becks

THE BECKHAMS are a famous family from Britain. Becks is the nickname of David Beckham, ex-footballer of Manchester United, Real Madrid and England. Posh is the nickname of his wife, Victoria, a member of the girl-band the Spice Girls.

Victoria is called 'Posh' because she loves posh, expensive clothes. She says she really likes sunglasses too, because it's easy to look cool in them! Now she is a fashion designer. Her company makes very expensive dresses, accessories and jewellery, but also ordinary clothes like jeans and jackets.

David doesn't play football now, but he owns a football team in Miami, Florida. David has got 32 tattoos! He says they are all about the people in his life, his wife and children. David Beckham is a hero to many English football fans.

The Beckhams do a lot of work for charities and they appear a lot on television. They have got four children. Their sons are Brooklyn, Romeo and Cruz, and their daughter is called Harper. The boys are footballers too, and hope to play for England one day.



- 4 **DICTIONARY WORK** Look at the dictionary entry. How does it show the plural form of the noun?

baby /'beibi/ *noun* (plural **babies**) a very young child:
She's going to have a baby. ◊ a baby boy ◊ a baby girl

- 5 What is the plural form of these nouns? Use a dictionary to help you.

- | | |
|-----------------|----------------|
| 1 uncle _____ | 6 life _____ |
| 2 address _____ | 7 lady _____ |
| 3 day _____ | 8 tooth _____ |
| 4 video _____ | 9 mother _____ |
| 5 match _____ | 10 knife _____ |

LOOK OUT!

- ! a Some nouns are always plural (e.g. *scissors, trousers*).
b Some nouns have no plural form. We call these uncountable nouns (e.g. *homework, information, luggage, help, advice*).

- 6 Read the **Look out!** box. Match the nouns highlighted in blue in the text with point a or point b.
- 7 There are mistakes in some of these sentences. Find them and correct them.
- 1 My jeans is very old.
 - 2 Put the knives and forks on the table.
 - 3 I love babies.
 - 4 I'd like some informations about trains.
 - 5 Can I see some photoes of your family?
 - 6 I've got two watches.
 - 7 She's got very big feets.
 - 8 I've got lots of homeworks this evening.
- 8 Work in pairs. Write three questions about the Beckhams. Do not show your partner.
- Is David Beckham American?
- 9 **SPEAKING** Work in pairs. Cover the text. Then ask and answer the questions.

Is David Beckham American?

No, he isn't. He's British.

- 2 Read the text. Which family member is missing from the photo?
- 3 Read the **Learn this!** box. Match the nouns highlighted in orange in the text with one of the rules (a–g). Give the singular and plural forms of each noun.

LEARN THIS! Singular and plural forms

- a To make the plural of most nouns we add -s.
brother → *brothers*
- b If the noun ends in -s, -sh, -ch, -z, or -x, we add -es.
bus → *buses* *class* → *classes* *dish* → *dishes*
church → *churches* *watch* → *watches* *box* → *boxes*
- c If the noun ends in -o, we add -s or sometimes -es.
photo → *photos* *potato* → *potatoes*
- d If the noun ends in a consonant + -y, we change -y to -ies.
party → *parties*
- e If the noun ends in a vowel + -y, we add -s.
holiday → *holidays*
- f If the noun ends in -f or -fe, we change -f or -fe to -ves.
shelf → *shelves*
- g Some nouns have irregular plural forms.
foot → *feet* *man* → *men* *woman* → *women*

Sibling rivalry

I can understand a text about brothers and sisters.

- 1 **SPEAKING** Work in pairs. Read the quotations at the start of the text. Which are true for you or your partner?

The first one is true for me.
I argue a lot with my brother!

The second / third / fourth one is / isn't true for me. I ...

Reading Strategy

When you want to know if a sentence fits a gap, read the sentences before and after the gap as well as the sentence itself, and ask yourself these questions:

- Does it make sense?
- Does it fit grammatically? (Think about tense, pronouns, singular and plural, *this / that*, etc.)
- Does it match the topic of the paragraph?

- 2 Read the **Reading Strategy**. Then match gaps (1–4) in the text with sentences (A–E). Use the questions in the **Strategy** to check that the sentences fit. There is one extra sentence which does not fit any of the gaps.

- A According to the website, the answer is: around the age of 25.
B But other brothers and sisters get on well from an early age.
C We get on well – and we don't argue.
D Give your brother or sister some time alone when they need it.
E Most teenagers have a difficult relationship with their brothers and sisters.

- 3 Read and listen to the complete text. Check your answers to exercise 2.

- 4 Work in pairs. Choose the best summary of the text: a, b or c. What is wrong with the other summaries?

- a A lot of teenagers do not get on well with their brothers and sisters. However, the relationship is usually good when they are adults.
b Some teenagers get on well with their brothers and sisters. These people usually get on well when they are adults too.
c A lot of teenagers do not get on well with their brothers and sisters. The relationship is usually bad when they are adults too, because people don't change.

LEARN THIS! Adjectives and prepositions

Some adjectives are followed by certain prepositions. Sometimes, more than one preposition is possible.

*excited about famous for frightened of
good at pleased about / with similar to*



- 5 **VOCABULARY** Read the **Learn this!** box. Then look at the highlighted adjectives in the text. What prepositions follow them? Complete the table.

Adjectives and prepositions

1 angry _____	4 keen _____
2 different _____	5 proud _____
3 interested _____	6 worried _____

- 6 **SPEAKING** Interview a classmate who has a brother or sister. Complete these questions with the correct prepositions. Then ask and answer the questions. Give examples.

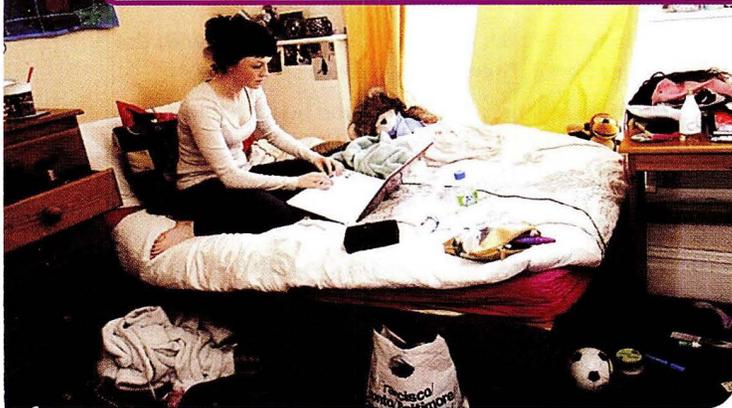
- 1 Are you similar to your brother or sister?
- 2 Are you interested in the same things?
- 3 Are you good at the same school subjects?
- 4 Are you keen on the same TV programmes?
- 5 Are your brother or sister's hobbies different from yours?

Are you similar to your
brother or sister?

Yes, I am. / No, I'm not.

do, make, have, take, bring

I can use do, make, have, take and bring.



- 1 **SPEAKING** Describe the photo. How often do you tidy and clean your bedroom?
- 2 **4.09** Read and listen to three teenagers talking about household chores. Who helps most with the housework: Marvin, Harriet, or James? Who helps least?

@Marvin How do I help round the house? I'm afraid I don't do much housework, actually. I occasionally do the hoovering, but I have to do a lot of homework every evening. It takes ages, so I haven't got time for much housework.

@Harriet My mum is a single parent, so my sister Emma and I try to help her with the housework. We make our beds every morning. Then after we've had breakfast, I usually do the washing up. At the weekend, Emma often does the cleaning while mum and I take the bus into town and do the shopping.

@James I do my best to help with the housework, but it's difficult to find the time. I tidy my bedroom once a week and I sometimes take the rubbish out or help mum to make the dinner. My brother, Max, has a lot of arguments with our parents about housework. He does nothing to help.

- 3 **VOCABULARY** Look at all the red collocations with do, make, have and take in the texts. Use them to complete the gaps below.

do ¹housework ²the hoovering ³_____

⁴_____ ⁵_____ ⁶_____

⁷_____ ⁸_____ / something the washing somebody a favour

make ⁹_____ / breakfast / lunch ¹⁰_____

a mistake friends a phone call an appointment

have ¹¹_____ ¹²_____ a shower a drink

a party a rest a conversation

take ¹³_____ ¹⁴_____ ¹⁵_____

a photo an exam medicine / a pill somebody's advice

- 4 Circle the correct verbs to complete the sentences.

- Can you **take** / **make** a photo of us, please?
- I've **had** / **made** lots of friends at my new school.
- If you're tired, **have** / **make** a rest.
- Can you **take** / **do** me a favour?
- I have to **take** / **make** three exams next week.
- Don't just stand there! **Do** / **Make** something!
- Kate **did** / **made** a lot of spelling mistakes in her essay.
- Would you like to **have** / **do** a game of chess?
- If you're thirsty, **have** / **take** a drink.
- I've got a headache. I'm going to **do** / **take** an aspirin.

LOOK OUT! bring and take

The verbs *bring* and *take* both mean 'to move or carry something / somebody with you when you go somewhere'. However, we use:

a *bring* when the direction of travel is towards the speaker:

Please bring me a glass of water.

b *take* when the direction of travel is away from the speaker:

Don't forget to take your homework to school.

- 5 Read the Look out! box. Then complete the sentences with *bring* and *take*.

- Can you _____ me into town? I've missed the bus.
- 'Don't forget to _____ your P.E. kit to school tomorrow.'
- I'll _____ you a burger from the takeaway, if you like.
- _____ a hat and gloves with you when you go out. It's very cold.
- Please _____ some food and drink to my BBQ.
- Please _____ this book to Mrs Smith in the teacher's room.

- 6 **SPEAKING** Work in pairs. Take turns to ask and answer questions about some of the household chores in the table in exercise 3. Try to give extra information. Make a note of your partner's answers.

Do you ever do the washing up?

Yes, I do. I sometimes do the washing up after dinner. / No, I don't. I hate washing up!

- 7 **SPEAKING** Tell the class about your partner.

Matthew sometimes does the washing up after dinner. / He never does the washing up. He hates it.

6 Answer the questions.

- 1 Why is part of the journey to Palmerston very dangerous?
- 2 How many buildings are on the main road in Palmerston?
- 3 How often do the islanders usually receive supplies?
- 4 What problems do the islanders experience with internet and mobile phone signals?
- 5 How has the number of people living on the island changed in the past five decades?

7 VOCABULARY Match the two halves of the collocations below. They are all in the text.

- | | |
|-------------|-------------|
| 1 tropical | a beaches |
| 2 sandy | b life |
| 3 basic | c neighbour |
| 4 next-door | d time |
| 5 daily | e island |
| 6 free | f supplies |

8 SPEAKING Work in pairs. Try to include vocabulary from exercise 7 in your role-play.

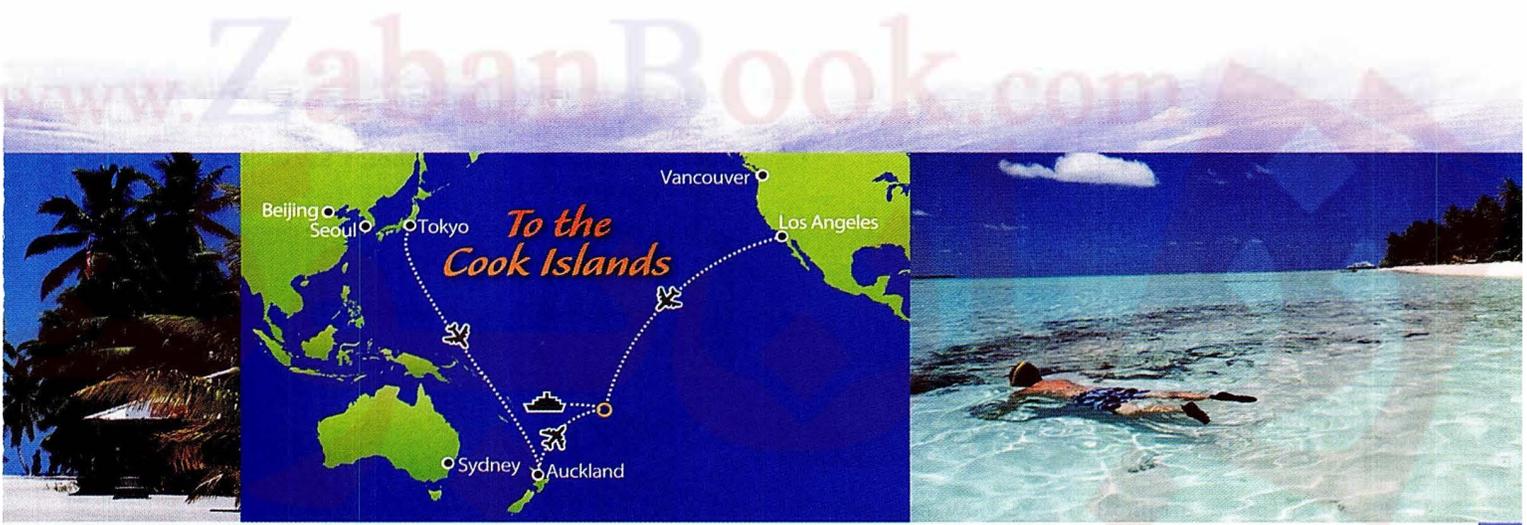
Student A Imagine you live on Palmerston. Talk to Student B about your daily life there.

Student B You live in a big city. Compare your daily life with Student A. Talk about:

- daily routine
- food and drink
- entertainment (sport, hobbies, etc.)

In the morning I get up at nine o'clock and walk along the beach to school.

Really? I catch the bus to school.



It is one of the hardest places in the world to visit. First, you have to fly to Tahiti, an island in the South Pacific Ocean. Then you have to travel by boat – for nine days! During that time, you hardly ever see another boat or plane. And the final part of the journey is the most dangerous, because of the rocks. Over the years, they have caused hundreds of boats to sink. You can still see some of the wrecks on the beaches. But finally, you arrive at the tiny tropical island of Palmerston, part of the Cook Islands. ¹ _____ The islanders love visitors and look after them well.

The island is very beautiful, with white sandy beaches and clear blue water. There are no cars. The main road in Palmerston is only about a hundred metres long and is made of sand, with only about six buildings. There is a small school, but there are no shops. The families on Palmerston don't use money in their daily lives. ² _____ When you run out of rice, you ask your next-door neighbour. They only use money to buy things from other countries.

A ship visits the island twice a year and brings basic supplies, like rice and fuel. The islanders need money to pay for this, so they catch and freeze fish. ³ _____ But sometimes the ship doesn't come. Recently, eighteen months passed without a visit from the ship. But

that wasn't a problem: they could eat coconuts and fish.

These days, the islanders access the internet for one or two hours a day and they can even get a mobile phone signal – sometimes. But everyday experiences, like a visit to the dentist, can be a problem because the island is so remote. The nearest dentist is on Rarotonga, the capital of the Cook Islands. ⁴ _____ And when the dentist has finished, you sometimes have to wait six months for a boat home!

Some of the islanders love the remoteness and think their home is paradise, but others have decided to leave. In the past 50 years, the population of Palmerston has dropped from 300 to just 62. About 20 of these are children. Their life is very happy and relaxed, but as they get older, some of them want a university education. ⁵ _____ They often plan to come home again after their studies – but in reality, they rarely return.

But, for the people who stay on the island, daily life is easy. Nobody works very hard and there is a lot of free time. In the evenings, children swim in the beautiful blue ocean or play volleyball on the beach. The adults watch TV (there is one TV on the island) or chat. There is a policeman on Palmerston, but there isn't any crime, so he makes musical instruments instead!

Photo comparison

I can compare two photos.



2



- 1 **SPEAKING** Look at the photos above. How many pieces of furniture and household items can you identify?

I can see a chest of drawers in the second photo.

- 2 **VOCABULARY** Find four pairs of opposites in the list of adjectives to describe rooms. Which adjectives would you use to describe the rooms in exercise 1?

Adjectives to describe rooms bright comfortable cosy
dark large relaxing small tidy uncomfortable untidy

►► **Vocabulary Builder** Adjectives to describe rooms: page 121

Speaking Strategy

In a photo comparison task remember to:

- compare the photos, pointing out any obvious similarities and differences.
- describe the people in the photos and say what they are doing.
- give your opinion and / or speculate about the people and situation.

- 3 **4.11** Read the **Speaking Strategy**. Then listen to two students comparing and contrasting photos 1 and 2. Which student followed the advice better? Give reasons for your opinion.

- 4 **4.11 KEY PHRASES** Check the meaning of the phrases. Then listen again. Which phrases did the students use?

Comparing and contrasting

The first photo shows ..., whereas the second photo shows ...
In the first photo ..., but in the second photo ...

You can see ... in both photos.

Both photos show ...

Speculating

It looks as if ...

I would say that ...

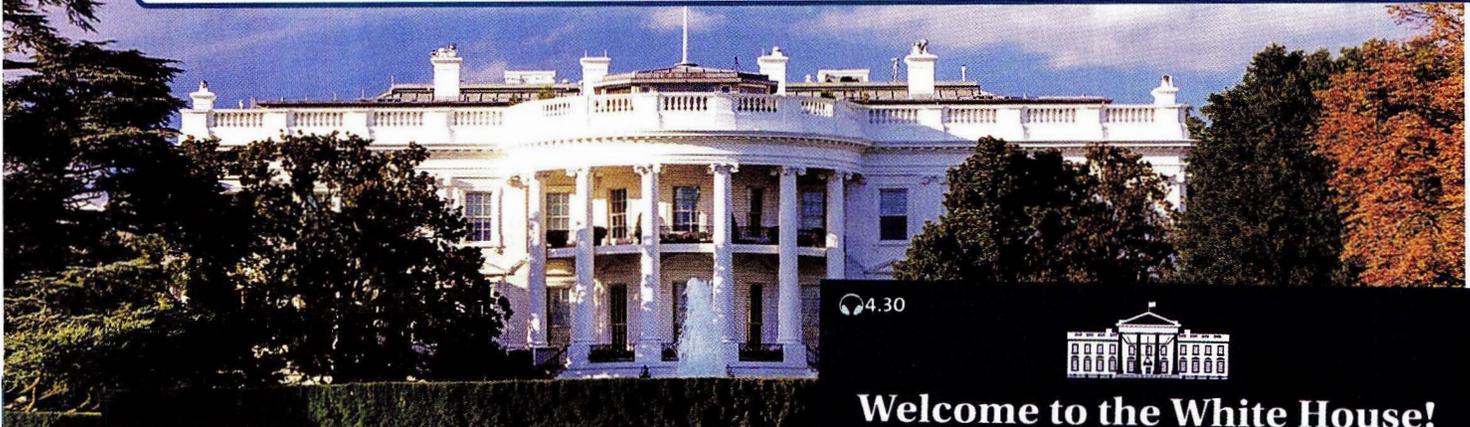
I think ... probably ...

Perhaps he / she / it / they ...

They look (+ adjective) He / She / It looks (+ adjective)

- 5 **SPEAKING** Work in pairs. Student A: Look at the two photos below. Student B: Look at the photos on page 142. Compare and contrast the photos. Say which living room you prefer and why.





4.30



Welcome to the White House!

In 1789, George Washington became the first President ¹ _____ the United States. Two years later, he chose this place to build the President's house. Unfortunately, Washington died before ² _____ house was ready, so the first person to live there was the second President, John Adams. He moved ³ _____ the house with his wife, Abigail, in 1800. Since then, every President has lived there.

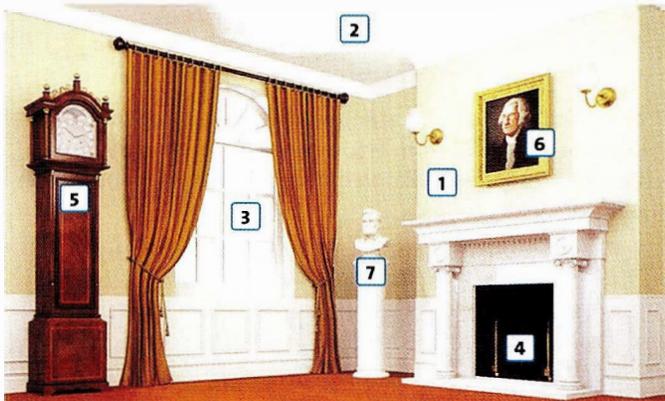
Over the years, there have been many changes. The British set fire to the house in 1814 during a war between the two countries. Three years ⁴ _____, President Monroe organised the repairs. In 1901, President Roosevelt named the house the 'White House' and the next year, he started a programme to modernise it. This included building a new part of the house: the West Wing. ⁵ _____ 1909, William Taft created the Oval Office in the West Wing, and this has been the President's office since then.

The White House has 132 rooms, 35 bathrooms, eight staircases, three lifts, a swimming pool, a tennis court, a jogging track and a private cinema. It receives 30,000 visitors ⁶ _____ week. While it is the home of the US president and his (or her) family, the White House is also a museum of American history.

- SPEAKING** Work in pairs or small groups. Who lives in this building? In which country and city is it?
- USE OF ENGLISH** Read the White House information sheet. Choose the correct words to complete the text.

1 a of	b at	c for
2 a a	b some	c the
3 a in	b into	c onto
4 a more	b later	c then
5 a At	b On	c In
6 a a	b the	c one
- Read through the information again and answer the questions.
 - Who decided where to build the White House?
 - Who was the first President to live in the White House?
 - When did people start calling it the White House?
 - How long has the Oval Office been the President's office?
 - What sports facilities has the White House got?
 - How many people visit the White House each week?
- VOCABULARY** Match the words below with 1-7 in the picture.

ceiling clock fireplace painting statue wall window



- 4.31** Listen to the tour guide. In what order do they visit these rooms?

the Cabinet Room the Oval Office the Roosevelt Room the secretary's office
- 4.31** Listen again. Answer the questions.
 - What is the 'Fish Room' now called?
 - Who changed the name of the room?
 - Where does the President meet with his staff?
 - Which room is next to the Oval Office?
 - Why does the tour guide mention the clock in the Oval Office?
 - Who chooses the paintings for the Oval Office?
- SPEAKING** Work in pairs. Imagine you can build a dream home. Read the questions and discuss your ideas.
 - Where is it?
 - How many rooms has it got?
 - What different rooms has it got?
 - What do the rooms contain?
- INTERNET RESEARCH** Find out about a famous state building in your country. How old is it? Who lived or worked there in the past? Who lives or works there now? Can the public visit? Write a fact file.

Introduction

IA Numbers and ordinals

1 **SPEAKING** Say the odd numbers 1–49 around the class. Then say the even numbers 2–50.

one, three, five ...

two, four, six ...

2 **4.32** Listen and read the ordinals in the **Learn this!** box.

LEARN THIS! Ordinal numbers and dates

1st first 2nd second 3rd third 4th fourth 5th fifth
6th sixth 7th seventh 8th eighth 9th ninth 10th tenth
12th twelfth 20th twentieth 22nd twenty-second
31st thirty-first
1st July = 'the first of July'

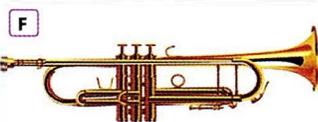
3 **SPEAKING** Say these dates.

- | | | |
|-----------------|-----------------|----------------|
| 1 2nd June | 4 12th February | 7 3rd January |
| 2 22nd November | 5 21st April | 8 23rd July |
| 3 5th August | 6 19th October | 9 6th December |

IC Musical instruments

4 Match the pictures with eight of the words below.

bass guitar cello clarinet drums flute
guitar / electric guitar keyboard oboe organ piano
saxophone trombone trumpet violin



5 Which instruments from exercise 4 do you usually find ...

- 1 in a pop or rock group? 2 in an orchestra?

Unit 1

1G Describing people

1 Complete the **Learn this!** box with the adjectives below. Check the meaning of all the words.

attractive a beard curly eyes long hair
medium height slim

LEARN THIS! Describing people

She's tall / short / ¹ _____.
He's ² _____ / medium weight / overweight.
She's good-looking / ³ _____.
He's got ⁴ _____ / a moustache / glasses.
She's got blue / brown / green / dark ⁵ _____.
He's got ⁶ _____ / medium-length / short hair.
She's got fair / brown / red / grey / dark ⁷ _____.
She's got straight / ⁸ _____ / wavy hair.

2 Write short descriptions of the people in each photo.

A



B



3 Write four sentences that describe you, your friends or your family. Describe two or more features (eye, hair, height, build, etc.) of the person in each sentence.

1H Personality adjectives

4 Put the personality adjectives below into the correct group: a) positive or b) negative.

brave creative friendly hard-working honest lazy
mean moody patient polite rude selfish sensible

positive

negative

5 Circle the best adjective to complete the sentences.

- A lazy / mean person hates hard work.
- A friendly / sensible person usually makes good decisions.
- An honest / A hard-working person does not tell lies.
- A brave / polite person does not get scared easily.
- A moody / selfish person does not think about other people.
- A patient / creative person does not get angry about waiting.

3B Present continuous

1 Write the *-ing* forms of these verbs. ➔ 3.2

- | | |
|-----------------------|--------------|
| 1 sing <u>singing</u> | 5 have _____ |
| 2 take _____ | 6 chat _____ |
| 3 rain _____ | 7 wear _____ |
| 4 wait _____ | 8 do _____ |

2 Complete the sentences. Use the affirmative of *be* and an *-ing* form from exercise 1. ➔ 3.1, 3.2, 3.3

- My parents *are* waiting for the bus.
- We can't play tennis outside. It _____.
- My cousins _____ their homework at the moment.
- I can't hear the TV. My parents _____ to their friends.
- Can I phone you in five minutes? I _____ dinner.
- Smile! Grandma _____ a photo of you.
- What's that noise? My sister _____ in the shower!
- I _____ a coat – but I still feel cold.

3 Correct the information in these sentences. Replace the underlined verbs with the verbs in brackets. Follow the example. ➔ 3.1, 3.2, 3.3

- Jack and Sarah are skateboarding. (skate)
Jack and Sarah aren't skateboarding. They're skating.
- Those dogs are fighting. (play)
- The bus is arriving. (leave)
- My uncle is playing football. (watch)
- My aunt is doing aerobics. (dance)
- I'm playing a game on my phone. (write an email)

4 Complete the phone conversation. Use the interrogative form of the present continuous and short answers. ➔ 3.1, 3.2, 3.3

- Alice Hi, Edward. Where are you?
Edward I'm at home. What (you / do) ¹ _____?
Alice Not much. I'm at a café in town.
Edward (you / have) ² _____ lunch?
Alice No, ³ _____. Just a drink. I'm waiting for Freddie and Julia.
Edward Really? (they / plan) ⁴ _____ to meet you at the café?
Alice Yes, ⁵ _____.
Edward That's strange. Because they're here with me!
Alice At your house? What (they / do) ⁶ _____ there?
Edward We're playing computer games.
Alice Which game (you / play) ⁷ _____?
Edward *Prophets of Doom 3*.
Alice I love that game! (you / have) ⁸ _____ fun?
Edward Yes, we ⁹ _____. You should come and play.
Alice OK! Thanks! See you soon!

5 SPEAKING Ask and answer in pairs using the present continuous. Choose from the prompts below. ➔ 3.1, 3.2, 3.3

- wear – trainers / boots / a T-shirt / socks / a dark top
 - sit – near the door / near the window / near the board
 - use – a pen / a pencil / your phone / a tablet
- Are you wearing trainers? Yes, I am. / No, I'm not.

3D Contrast: present simple and present continuous

6 Complete one sentence in each pair with the present simple and one with the present continuous. Use the verb in brackets. ➔ 3.4

- (have)
 - _____ you _____ a good time?
 - _____ you _____ a shower every day?
- (not wear)
 - Today I _____ jeans.
 - Wendy _____ jeans to school.
- (stop)
 - This bus always _____ in the town centre.
 - Look. I think the rain _____.

7 Complete the conversation with the verbs below. Use the present simple and the present continuous. ➔ 3.4, 3.5

do not joke like look for think want wear

- Alison What ¹ _____ you _____?
Jake I ² _____ a jacket and a tie. They're here in my wardrobe, but I can't see them.
Alison But you never ³ _____ smart clothes. Why ⁴ _____ you _____ to wear a jacket and tie?
Jake It's my cousin's wedding this afternoon.
Alison Really!?
Jake Yes. I ⁵ _____! Ah, here they are.
⁶ _____ you _____ them?
Alison Yes, I do. I ⁷ _____ they're really nice!

3G Present continuous for future arrangements

8 Complete the conversation with the verbs in brackets. Use the present continuous. ➔ 3.6

- Tom What ¹ _____ you _____ (do) this weekend?
Joanna Nothing much. What about you?
Tom I ² _____ (go) to Mark's house on Friday. Do you want to join us?
Joanna I ³ _____ (visit) my grandparents on Friday. What about Saturday morning?
Tom I ⁴ _____ (not do) anything then.
Joanna I ⁵ _____ (meet) Catherine and Emma. We ⁶ _____ (have) breakfast in a café. Why don't you come along?
Tom Thanks. I'd love to. What time?
Joanna We ⁷ _____ (meet) at the station at nine.
Tom OK. See you there.

Unit 2

SPEAKING Work in pairs. Student B: Look at the timetable below. Student A: Look at the timetable on page 19. Imagine this is your timetable for Monday and Tuesday. Ask and answer questions about the missing lessons.

	Monday	Tuesday
8.20		Geography
9.05	French	
09.50–10.30	BREAK	
10.30		English
11.15	Biology	
12.05–1.00	LUNCH	
1.00		I.C.T.
1.50	Physics	

What do we have at five past nine on Monday?

French.

Unit 4

SPEAKING Work in pairs. Student B: Look at the picture below. Student A: Look at the picture on page 42. Find three differences between the pictures. Ask and answer using *Is there ... ? / Are there ... ?*

Is there any cereal?

No, there isn't.

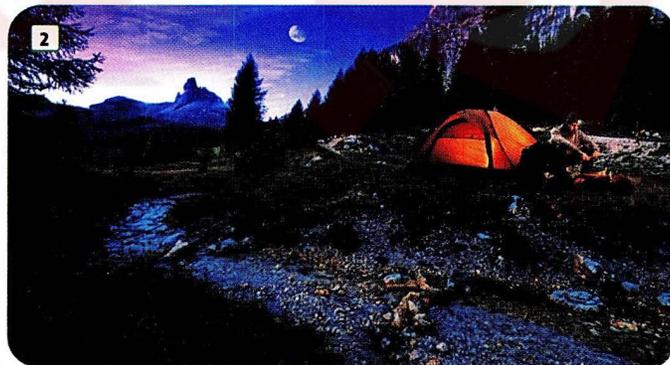
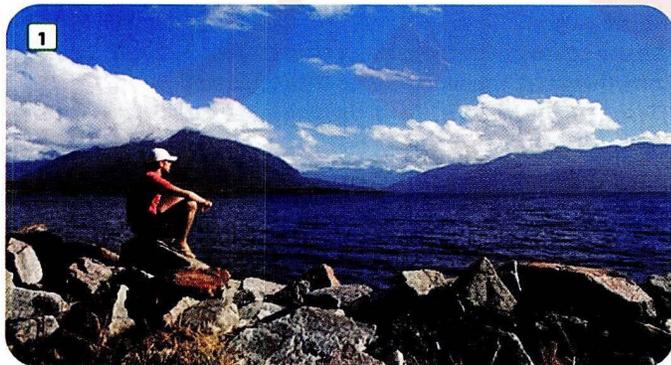
Are there ... ?



Unit 6

Work in pairs. Choose one photo each. Decide what vocabulary from exercises 2, 4 and 7 on page 70 you need to describe it.

SPEAKING Describe one of the photos to your partner. Use words and phrases from lesson 6G and follow the advice in the Strategy box.



Unit 9

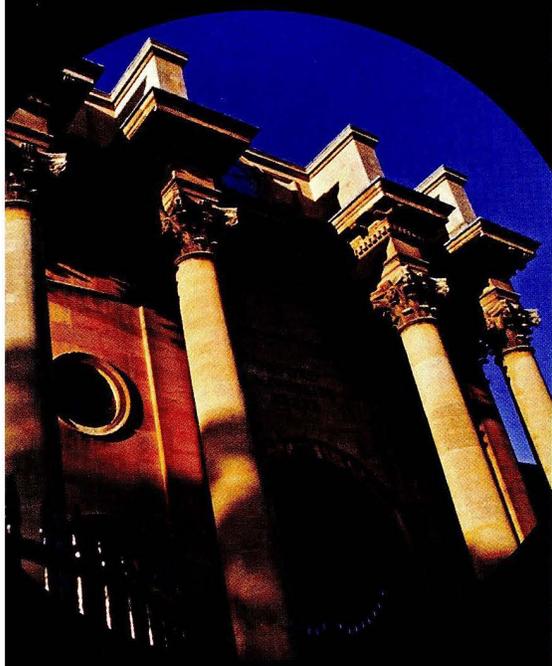
SPEAKING Work in pairs. Student B: Look at the two photos below. Student A: Look at the photos on page 104. Compare and contrast the photos. Say which living room you prefer and why.



Oxford University Press is the world's authority on the English language.

As part of the University of Oxford, we are committed to furthering English learning worldwide.

We continuously bring together our experience, expertise and research to create resources such as this one, helping millions of learners of English achieve their potential.



Third Edition Solutions

Leading the way to success

With 100% new content, the third edition of Oxford's best-selling Secondary course offers the tried and trusted Solutions methodology alongside fresh material that will spark your students' interest and drive them to succeed.

- **Motivate** every student with diverse topics and support to help them reach their goals.
- **Activate** language and develop confident communicators with a NEW comprehensive listening syllabus and NEW Word Skills lessons.
- **Achieve** success in class, in exams and beyond with thorough exam practice and projects for developing real world skills.

FOR STUDENTS

- + • Student's Book
- Workbook with audio available online
- e-Book Student's Book
- e-Book Workbook
- Student's Website (www.oup.com/elt/solutions)



FOR TEACHERS

- + • Teacher's Pack
- Class Audio CDs
- Course Tests
- Course DVD
- Classroom Presentation Tool
- Teacher's Website (www.oup.com/elt/teacher/solutions)

www.ZabanBook.com

زبان بوک

OXFORD
UNIVERSITY PRESS

www.oup.com/elt

ISBN 978-0-19-456183-9



9 780194 561839

OXFORD

oxford
exam
support

www.ZabanBook.com

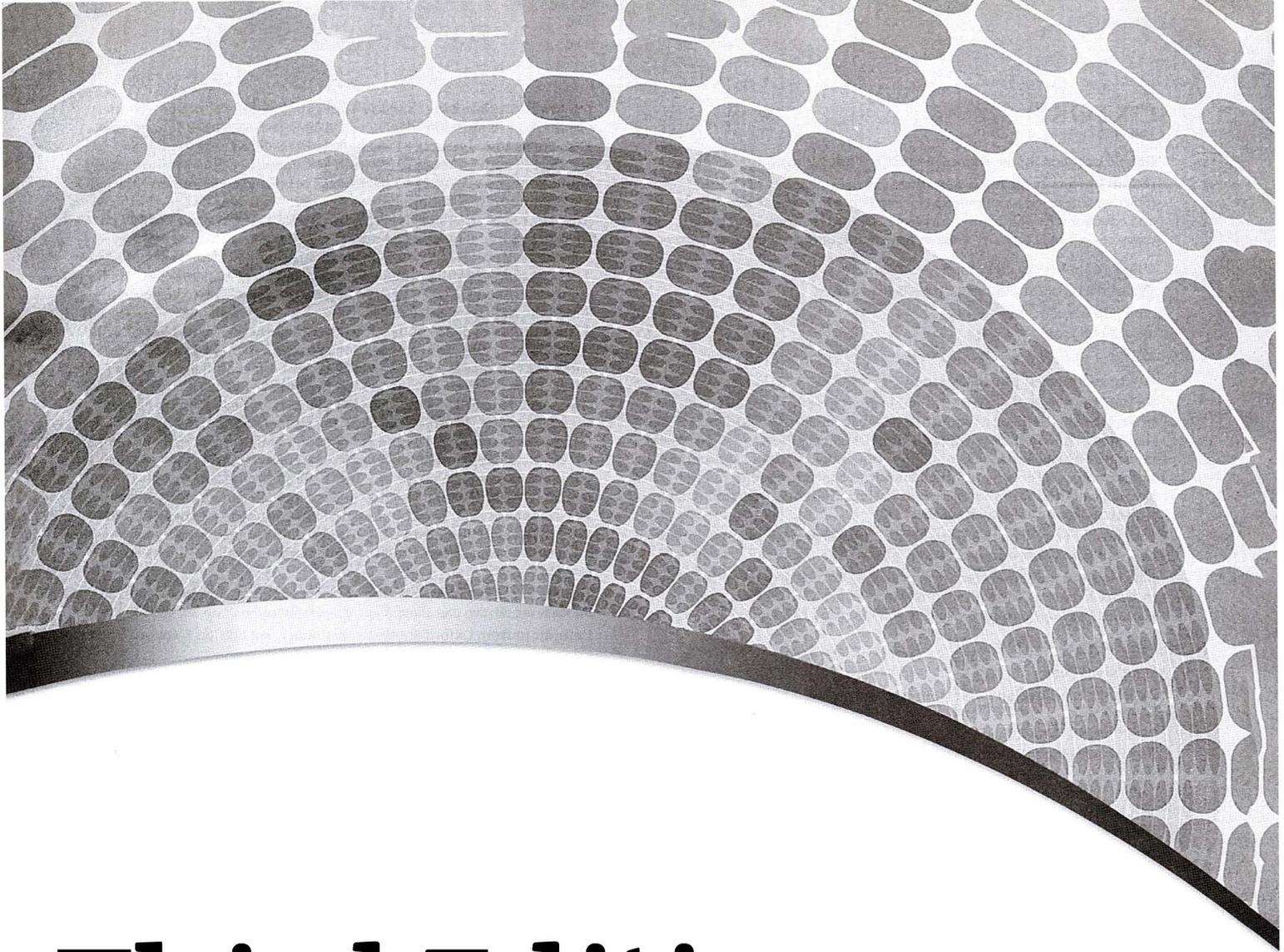
زبان بوک

Third Edition Solutions

Elementary

Workbook

Tim Falla Paul A Davies



Third Edition

Solutions

Elementary

Workbook

www.ZabanBook.com
زبان بوک

OXFORD
UNIVERSITY PRESS

m Falla Paul A Davies

I

Introduction

Vocabulary

A

Personal information

I can exchange basic personal information.

www.ZabanBook.com

زبان بک

1 Put the words in the correct order to make questions. Then write true answers.

1 name / what's / your

_____?
Answer: _____

2 that / spell / you / how / do

_____?
Answer: _____

3 old / you / how / are

_____?
Answer: _____

4 you / from / where / are

_____?
Answer: _____

2 Find fourteen countries in the wordsearch and write them below.

P	O	L	A	N	D	J	D	E	G	R	O
X	A	W	C	F	R	A	N	C	E	T	L
B	R	A	Z	I	L	P	E	R	R	T	L
E	G	K	E	Q	U	A	P	O	M	U	N
S	E	J	C	W	Z	N	I	A	A	R	I
G	N	U	A	A	N	D	Y	T	N	K	A
I	T	A	L	Y	I	A	X	I	Y	E	Y
M	I	I	N	O	A	U	L	A	K	Y	O
L	N	S	H	U	N	G	A	R	Y	S	P
U	A	S	P	A	I	N	O	I	A	D	I
K	A	R	I	T	Y	R	U	S	S	I	A
D	U	K	R	A	I	N	E	U	Y	C	N

- | | |
|-----------|----------------|
| 1 A _____ | 8 J _____ |
| 2 B _____ | 9 P _____ |
| 3 C _____ | 10 R _____ |
| 4 F _____ | 11 S _____ |
| 5 G _____ | 12 T _____ |
| 6 H _____ | 13 U _____ |
| 7 I _____ | 14 the U _____ |

3 1.02 Listen. Write the names of the people and the countries they are from.

- Viktória is from Hungary.
- _____ is from _____.

4 1.03 Listen and write the letters and numbers.



1 This car is a Volvo



2 This phone is an _____



3 This aircraft is a _____



4 This road is the _____ in England.



5 This motorbike is a _____



6 This is an _____ laptop.

be and have got

I can use be and have got.

1 Write affirmative or negative sentences with the correct form of the verb **be**.

- 1 they / cousins ✗
They aren't cousins.
- 2 she / from Croatia ✗

- 3 you / at school ✓

- 4 I / a student ✓

- 5 we / hungry ✗

- 6 you / on holiday ✗

- 7 I / 27 years old ✗

- 8 he / from Spain ✗

2 Put the words in the correct order to make questions. Then write short answers.

- 1 seventeen / are / you
_____ ?
_____ ✗
- 2 they / from / Britain / are
_____ ?
_____ ✓
- 3 cold / today / it / is
_____ ?
_____ ✗
- 4 in / we / an English lesson / are
_____ ?
_____ ✓
- 5 she / is / very tall
_____ ?
_____ ✗

3 Write true sentences. Use the affirmative or negative form of **have got**.

- 1 I _____ a bike.
- 2 We _____ computers in all our classrooms.
- 3 My best friend _____ brown eyes.
- 4 My parents _____ two cars.
- 5 I _____ a pet.
- 6 My teacher _____ black hair.

4 Look at the table. Write questions and short answers with the correct form of **have got**.

	Liam	Zoe
a skateboard	✓	✗
a smartphone	✓	✓
a dictionary	✗	✓
a bike	✗	✗

- 1 Liam / a skateboard?
_____ ?
_____ .
- 2 Zoe / a skateboard?
_____ ?
_____ .
- 3 Liam and Zoe / smartphones?
_____ ?
_____ .
- 4 Liam / a dictionary?
_____ ?
_____ .
- 5 Liam and Zoe / bikes?
_____ ?
_____ .

5 Complete the email to a penfriend. Use **be** and **have got**, affirmative, negative and interrogative.

To: lucy@email.com

Hi Lucy,

My name ¹ _____ Emily. I ² _____ seventeen years old. How old ³ _____ you?

My home town is Bristol, in England. But I ⁴ _____ English – I'm American. My parents ⁵ _____ from California. I ⁶ _____ lots of cousins in the USA. Where ⁷ _____ you from?

This ⁸ _____ a photo of me. I ⁹ _____ brown hair and blue eyes. I ¹⁰ _____ a brother – his name is Jake, and he ¹¹ _____ blue eyes too – but I ¹² _____ a sister. And we ¹³ _____ a cat called Charlie. He ¹⁴ _____ a year old and very friendly. ¹⁵ _____ you ¹⁶ _____ any brothers and sisters?

Write soon!

Emily



Talking about ability and asking for permission

I can talk about ability and ask for permission.

1 Label the instruments with the words below.

clarinet drums flute guitar piano saxophone trumpet violin



1 _____



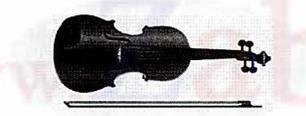
2 _____



3 _____



4 _____



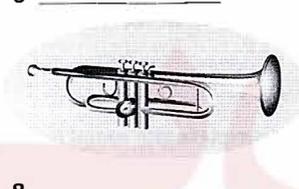
5 _____



6 _____



7 _____



8 _____

2 Look at the table. Then write sentences with *can* or *can't*.

Ted	✓	✓	✗	✗
Marie	✗	✓	✗	✓
Mason	✗	✓	✓	✓
Sophie	✓	✓	✗	✓

- Ted / the violin
Ted can't play the violin.
- Marie / Chinese

- Mason / a bike

- Ted and Sophie / football

- Marie and Sophie / the violin

- Ted / Chinese

3 Write questions with *Can ... ?* and the information in brackets. Then write answers using the table in exercise 2.

- (Ted / football) Can Ted play football? Yes, he can.
- (Marie / violin) _____

- (Sophie and Mason / bike) _____

- (Marie and Mason / Chinese) _____

- (Mason / football) _____

4 Put the words in the correct order to ask for permission. Then add them to the correct mini-dialogues (1–6).

- question / ask / I / can / a Can I ask a question?
- borrow / pencil / can / a / I _____?
- book / share / I / your / can _____?
- copy / answer / I / can / your _____?
- use / dictionary / can / your / I _____?
- borrow / can / I / £1 _____?

- A Can I ask a question?
B Yes, of course. What is it?
- A Write your name here, please.
B OK. _____
- A Have you got money for the bus?
B No, I haven't. _____
- A I don't understand question 3.
B No, you can't! _____
- A Turn to page 56.
B Oh no! My book is at home. _____
- A How do you spell 'clarinet'?
B I'm not sure. _____

5 Write true sentences about your abilities using *can* / *can't* and the verbs in brackets.

- (swim) I can swim. / I can't swim.
- (sing) _____
- (dance) _____
- (ski) _____
- (ride a horse) _____
- (speak French) _____

6 Now write five sentences about what your friends and family can or can't do.

- My friend Adam can speak Russian.
- _____
- _____
- _____
- _____
- _____

Articles: *the, a / an, some; this / that / these / those*

I can use articles and this, that, these and those correctly.

1 Complete the classroom words with *a, e, i, o* and *u*. Then write *a, an* or *some* in front of the nouns.

- 1 ___ b ___ n
- 2 ___ bl ___ ckb ___ rd
- 3 ___ c ___ lc ___ l ___ t ___ r
- 4 ___ ch ___ rs
- 5 ___ c ___ mp ___ t ___ r
- 6 ___ c ___ pb ___ rds
- 7 ___ d ___ sk
- 8 ___ ___ r ___ s ___ r
- 9 ___ ___ x ___ rc ___ s ___ b ___ k
- 10 ___ ___ nt ___ r ___ ct ___ v ___ wh ___ t ___ b ___ rd
- 11 ___ p ___ n
- 12 ___ p ___ nc ___ ls
- 13 ___ p ___ nc ___ l ___ c ___ s ___
- 14 ___ p ___ nc ___ l ___ sh ___ rp ___ n ___ r
- 15 ___ r ___ l ___ rs
- 16 ___ sch ___ lb ___ g
- 17 ___ sh ___ lv ___ s

2 Complete the sentences with *a, an, some* or *the*.



- 1 I've got _____ pens in my pencil case. I've also got _____ eraser and _____ pencil. _____ pencil case is in my schoolbag.
- 2 I've got _____ exams next week. There's _____ maths exam on Monday and _____ geography exam on Tuesday. I think _____ maths exam is really difficult!
- 3 There are _____ good films on TV tonight. There's _____ horror film and _____ science fiction film. _____ science fiction film is at 7 p. m. and _____ horror film is at 9 p. m.
- 4 My dad has got _____ motorbike and my mum has got _____ old car. _____ motorbike is red and _____ car is blue.
- 5 I've got _____ photos of my family on my phone. But I can't see them because _____ phone is broken.

3 There are one or two mistakes with articles in each sentence. Circle the mistakes and rewrite the sentences correctly.

- 1 I've got a cat and a dog. A cat is called Jimmy and the dog is called Rex.
I've got a cat and a dog. The cat is called Jimmy and the dog is called Rex.
- 2 There's a elephant and the giraffes at our local zoo.

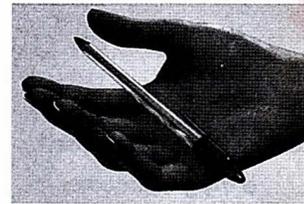
- 3 We've got some apple tree in our garden. It's very beautiful.

- 4 I've got some phone and an MP3 player. I've got the phone with me, but an MP3 player is at home.

- 5 There are a exercise books and some dictionary on my table.

4 Write sentences about the pictures. Use *this, that, these* and *those* and the words below.

book calculator pen pencil school bag shoe



1 This is a pen.

2 _____



3 _____

4 _____



5 _____

6 _____

1

Family and friends

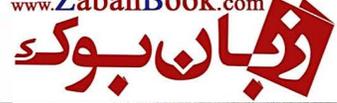
Vocabulary

A

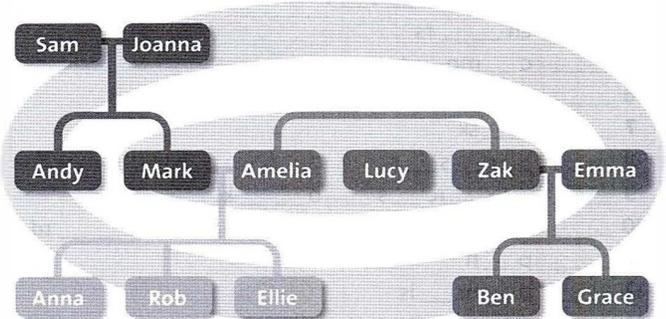
Family

I can talk about family members.

www.ZabanBook.com



5 Look at the family tree. Write sentences about the people in brackets.



1 Complete the sentences with the correct family member from the words below.

cousins granddaughter grandfather grandparents
grandson nephew niece sister uncle

- 1 My son's son is my grandson.
- 2 My dad's brother is my _____.
- 3 My mum's father and mother are my _____.
- 4 My parents' daughter is my _____.
- 5 My father's father is my _____.
- 6 My father's sister's children are my _____.
- 7 My brother's daughter is my _____.
- 8 My daughter's daughter is my _____.
- 9 My sister's son is my _____.

2 Complete three more sentences like those in exercise 1.

- 1 My _____ is my grandmother.
- 2 My _____ is my aunt.
- 3 My _____ are my nieces.

3 Add the apostrophes in the correct places. Then choose the correct answer, a or b.

- 1 My mothers new husband is my _____.
a father-in-law b stepfather
- 2 My sisters husband is my _____.
a brother-in-law b stepbrother
- 3 My sons wife is my _____.
a son-in-law b daughter-in-law
- 4 My fathers wifes daughter is my _____.
a sister-in-law b stepsister

4 Look at the apostrophes. Tick the correct sentence (a or b).

- 1 a My children's dog is at their uncle's house.
b My childrens' dog is at their uncles' house.
- 2 a That is my wifes' sister's car.
b That is my wife's sister's car.
- 3 a My nephew's mother is my brothers' wife.
b My nephews' mother is my brother's wife.

- 1 (Mark / Andy) Mark is Andy's brother.
- 2 (Ben / Anna) _____
- 3 (Joanna / Rob) _____
- 4 (Mark / Ben) _____
- 5 (Rob / Lucy) _____
- 6 (Zak / Emma) _____
- 7 (Sam / Andy) _____
- 8 (Amelia / Ellie) _____
- 9 (Anna / Ellie) _____
- 10 (Sam / Rob) _____

6 **1.04** Listen to a girl and boy talking about a photo of the family in exercise 5. What is the girl's name? Use the family tree to help you.

She is _____.

7 **1.04** Listen again. Which four members of the family from exercise 5 are in the photo? Label them.



8 Write sentences about three members of your own family.

I've got a sister. Her name is Olivia.

- 1 _____
- 2 _____
- 3 _____

2

School days

Vocabulary

A

Daily routine

I can describe my daily routine at school and at home.

www.ZabanBook.com



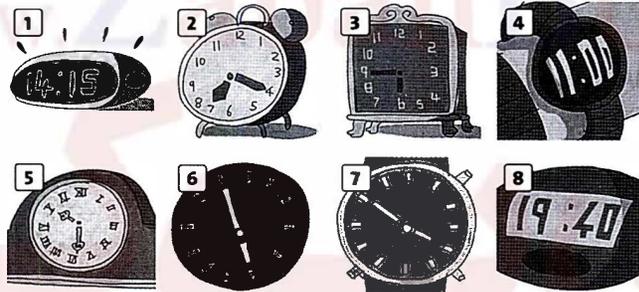
1 Complete the phrases with the verbs below.

arrive get go have (x3) leave wake

- 1 _____ up
- 2 _____ dressed
- 3 _____ breakfast
- 4 _____ at school
- 5 _____ lunch
- 6 _____ school
- 7 _____ dinner
- 8 _____ to bed

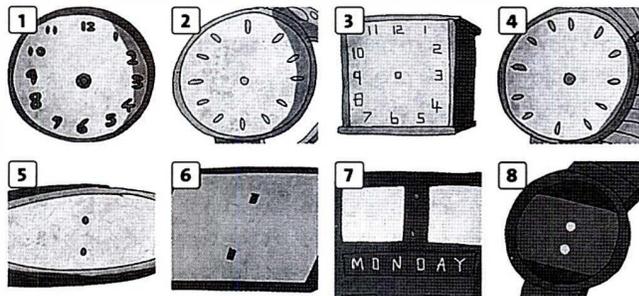
2 Look at the pictures and label the times. Use the phrases in the table.

one, two ... twelve o'clock		
five / ten / quarter / twenty / twenty-five	to / past	one, two, three, four, ... ten, eleven, twelve
half	past	



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

3 **1.10** Listen and draw the times on the clocks.

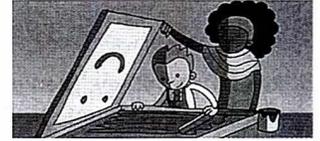


4 Choose five verbs from exercise 1. Write sentences saying what time you do these activities on a normal school day.

- 1 I wake up at half past seven.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

5 Label the lessons with six of the school subjects below.

art and design biology chemistry economics English
French geography German history I.C.T. maths music
P.E. physics R.E.



6 **1.11** Listen. What lesson is it? Choose four other subjects from exercise 5.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

7 Write your school timetable for Monday. Include the times for each lesson and your breaks.

Time	Lesson

8 Answer the questions about your timetable in exercise 7.

- 1 Do you have English on Monday? _____
- 2 What time is your first lesson? _____
- 3 What time is your last lesson? _____
- 4 How many breaks do you have? _____
- 5 Do you enjoy this day? Why? / Why not? _____

Prepositions of time

I can use a variety of prepositions of time.

1 Complete the rules. Use *in*, *on* and *at*.

- We use _____ with months (e.g. *May*).
- We use _____ with times (e.g. *one o'clock*).
- We use _____ with parts of the day (e.g. *the afternoon*).
- We use _____ with days (e.g. *Monday*).
- We use _____ with years (e.g. *2015*).
- We use _____ with celebrations (e.g. *New Year*).
- We use _____ with festival days (e.g. *Children's Day*).
- We use _____ with dates (e.g. *20 March*).
- We use _____ with seasons (e.g. *autumn*).
- We use _____ with *night* and *the weekend*.

2 Complete the text with the correct prepositions: *in*, *on* and *at*.

HOME EDUCATION

Liam Brown lives with his mum on a small island in Scotland. They live a long way from a town, so Liam doesn't go to school. His mum teaches him at home.

'I have lessons from Monday to Thursday. Mum lets me sleep until nine in the morning and we start lessons ¹ _____ ten, after breakfast. The kitchen is my classroom and the kitchen table is my desk! We have a break at 11.30. During the break Mum lets me play computer games! My mum always gives me homework. I usually do it before dinner. ² _____ Fridays we travel to a city and visit museums and art galleries. I don't meet other children very often so I also go to a badminton club there ³ _____ the afternoon. ⁴ _____ the weekend I don't have lessons. ⁵ _____ Saturday mornings I play tennis with my dad or we sometimes go walking. I study all the usual subjects and I take national exams. My next exams are next year. I think they're ⁶ _____ June. I have the normal school holidays in the summer, and I don't have school ⁷ _____ 20 September – that's my birthday!'

3 In the text in exercise 2, underline examples of the prepositions below.

after before during from...to until

4 Complete the sentences with prepositions from exercise 3.

- In our school, lunch break is _____ 12.30 _____ 1.30.
- Lessons finish at four. _____ that, I usually go to a school club.
- We have to study six subjects _____ we are sixteen. After that we can choose subjects.
- I always do my homework _____ dinner. After dinner I watch TV and play computer games.
- We can't use mobile phones _____ lessons.

5 Underline the mistakes with prepositions in these sentences. Rewrite the sentences correctly.

- I don't go to school in Sunday. ✗

- I like to play football during the weekend. ✗

- Do you give people presents at New Year's Day? ✗

- I do my homework on the evening. ✗

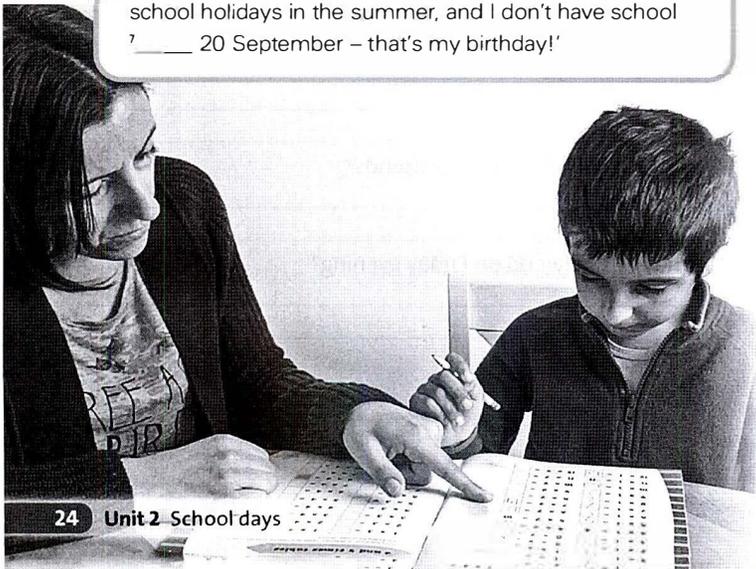
- The supermarket is open to six o'clock. ✗

- I often go to the beach on the summer. ✗

VOCAB BOOST!

When you learn new words or phrases, say them out loud four or five times. This will help you to remember them.

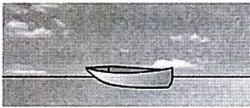
on Sunday, on Sunday, on Sunday, on Sunday
in June, in June, in June, in June
at two o'clock, at two o'clock, at two o'clock, at two o'clock

6 Read the *Vocab boost!* box. Choose four phrases that include prepositions of time from this page and repeat each one four times.

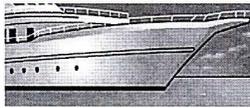
Revision: Student's Book page 24

1 Look at the pictures and complete the labels with the adjectives below.

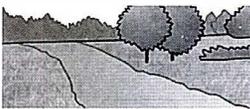
dangerous dry large narrow safe small wet wide



1 a _____
boat



2 a _____
boat



3 a _____
path



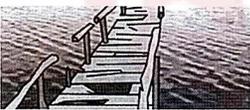
4 a _____
path



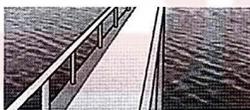
5 a _____
rope



6 a _____
rope



7 a _____
bridge



8 a _____
bridge

2 Read the texts opposite. What is unusual about the schools?

Reading Strategy

When you match sentences to texts, make sure the whole sentence matches the information in the text. Do not just look for one or two words that are in the text and the sentence.

3 Read the Reading Strategy. Then match the sentences (a–g) with the texts (1–3). Write 1, 2 or 3 in each box.

Which text talks about ...

- a two different schools?
- b a school without a teacher?
- c a school not in Scotland?
- d a school with more than one student?
- e a head teacher with an easy job?
- f a teacher who plays games at lunchtime?
- g a region without a shop?

SMALL is beautiful?

1 Scoraig, a small region in the north of Scotland, needs a new teacher for its primary school. It's a very beautiful place, but nobody wants to work there. It's a real problem for the local council! So why can't they find a teacher? Well, perhaps one reason is the isolated location. You can't drive to Scoraig; you have to walk along a narrow, four-kilometre path next to the sea or take a boat. The region does not have a shop or a post office, and every home has to find its own supply of water and electricity. The school itself is small – very small. In fact, only five children go there! But those five children need a teacher, so the council hopes to find one soon.

2 Rum and Canna are two very small islands near the west coast of Scotland. Rum has about 40 inhabitants and Canna only has twelve. Each island has a small primary school and the same head teacher is in charge of both schools. At the moment, the head teacher does not have a difficult job because the schools have no students! So why do the islands need a head teacher for their schools? According to the local council, the answer is simple: 'Things can change. We need schools for tomorrow's children.' So for now, the head teacher's job is safe.

3 Budaixi Primary School is in an isolated region of central China. It is difficult to find jobs here, so a lot of families leave the region and move to big cities. Because of this, the schools in the region are often very small. Budaixi Primary School only has one student. Her name is Xianzi and she is six years old. Her teacher, Mr Guo, teaches her maths and Chinese. Because Xianzi is the only child at the school, she can't play games with other children at lunchtime – so Mr Guo plays with her. They enjoy table tennis and basketball. Then it is time for lessons again. And of course, Xianzi is always top of the class!



1 Look at the pictures. Complete the sentences with *should* or *shouldn't* and the verbs below.

answer go (x2) sit swim wear



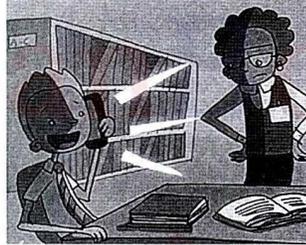
1 He _____
down.



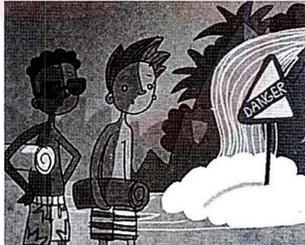
2 She _____
to bed.



3 She _____
her helmet.



4 He _____
his phone.



5 They _____
in this river.



6 They _____
inside.

2 Put the words in the correct order to make sentences giving advice. Use *should* or *shouldn't*.

- (that / you / sandwich / eat) You shouldn't eat that sandwich. It's a week old!
- (go / we / park / the / to) _____
_____ . It's a beautiful day.
- (go / you / now / home) _____
_____ . Your dinner is ready.
- (homework / my / I / finish) _____
_____ . I have to give it to the teacher tomorrow.
- (road / in / skateboard / you / the) _____
_____ . It's dangerous.
- (music / we / to / listen) _____
_____ . My dad needs to sleep.

3 Complete the dialogue with the words below.

course do problem right see something tell that

Beth Hi, Leo. Can I ask your advice about ¹_____ ?

Leo Yes, of ²_____ . What's the
³_____ ?

Beth Well, I'm worried about my schoolwork.

Leo Really? But you're good at every subject!

Beth But I have to work in my parents' shop at weekends. So it's really difficult to do my homework.

Leo Yes, I ⁴_____ .

Beth What do you think I should ⁵_____ ?

Leo You should talk to your mum and dad. You should
⁶_____ them how you feel.

Beth Should I say I can't work at the shop?

Leo No, you shouldn't do ⁷_____ . They need your help. But perhaps you can just work there in the mornings.

Beth Yes, you're ⁸_____ . Thanks, Leo.

4 **1.16** Listen to three dialogues. Complete the summaries with the words below.

angry brother parents sad show
teacher team words worried

- The girl is _____ with her _____.
The boy says that she should talk to her _____.
- The boy is _____ about the school _____.
The girl says that he should practise his _____ with her.
- The girl is _____ because she is not in a sports _____.
The boy says that she should talk to the _____.

5 Read about these problems. What do you think the people should do? Write one piece of advice for each person.

- Jack:** 'I'm always tired. But I can't go to bed early because I share a bedroom with my brother.'

- Sarah:** 'I can't study at weekends because we always have visitors. I'm worried about my exams!'

- Freya:** 'I'm embarrassed about my bike. It's really old and it's a bit small for me.'

6 Now act out a dialogue to give advice using your ideas from exercise 5.

Listening

- 1  2.26 Listen to six speakers talking about what they use their smartphones for. Match speakers 1–6 with sentences A–G. There is one extra sentence.

Speaker 1 Speaker 4
 Speaker 2 Speaker 5
 Speaker 3 Speaker 6

- A He/She watches videos.
 B He/She uses it to get directions.
 C He/She makes arrangements to meet friends.
 D He/She reads the news.
 E He/She sends and receives emails.
 F He/She listens to music.
 G He/She makes phone calls.

Speaking

- 2 Work in pairs. Student A describes photo A. Student B describes photo B.



The dangers of losing a smartphone

1 Today's mobile phones are like small computers. They contain important information about your life, your family, your friends and your money. If you lose your smartphone, you are leaving your life story open for other people to read. And not everyone who finds a phone is honest.



Reading

- 3 Read the article. Choose the correct answer. Why are the other answers wrong?

- 1 Why is it worse to lose your mobile phone today than it was in the past?
 a Because people are more dishonest.
 b Because smartphones have more information on them.
 c Because people often download books onto their phones.
 d Because smartphones are more expensive.
- 2 The article is about an experiment
 a in the USA.
 b using five different smartphones.
 c by some computer experts.
 d in 50 different cities.

Listening

- 1  2.27 Listen to a radio programme about a tour of Buckingham Palace. Choose the correct answers.
- The tour includes
 - all of the rooms except the bathrooms.
 - the nineteen State Rooms in the palace.
 - all of the rooms in the palace.
 - all of the rooms except the State Rooms.
 - Finley's favourite thing on the tour is
 - a piece of furniture.
 - a beautiful carpet.
 - an old staircase.
 - a famous painting.
 - Today, the palace often serves dinners for a lot of people in
 - the Ballroom.
 - the Music Room.
 - one of the drawing rooms.
 - the Throne Room.
 - A photographer took a photo of Prince William in the Throne Room just after
 - he was born.
 - he started school.
 - he finished university.
 - he got married.
 - What did one of the Kings of England do in the garden of the palace?
 - He swam in the lake.
 - He planted a lot of trees and flowers.
 - He played tennis.
 - He drank tea there every afternoon.

Speaking

- 2 Work in pairs. Look at the photos and follow the instructions.



- Student A. Compare and contrast photos A and B.
- Student B. Compare and contrast photos C and D.

Reading

- 3 Read the three texts and choose the best answers.

- What is the aim of the first text?
 - To recommend places to visit in Warsaw.
 - To give directions to Keret House.
 - To describe an unusual house.
 - To explain how builders built the house.
- What does the writer like about the house?
 - It has a nice name.
 - It's in a good location.
 - It has the right number of rooms.
 - It's very light inside.
- Where do you think the second text is from?
 - A book about the history of Wales.
 - A tourist information leaflet.
 - An online encyclopedia.
 - A website about decorating small houses.

 World's narrowest house

Most people walk straight past Keret House in Warsaw, because it's so narrow. The house measures only 92 cm at its narrowest point and 152 cm at its widest and it fits nicely in the space between the two much larger buildings on either side. Polish architect Jakub Szczesny designed the house and Israeli writer and filmmaker Etgar Keret gave it its name because he was the first person to live in it. There are two floors with one bedroom, a bathroom, a kitchen and a living area, and there's a ladder to go upstairs. The house has two windows, which are always closed, but what is great is that the glass walls and white interior mean that the rooms are nice and bright.

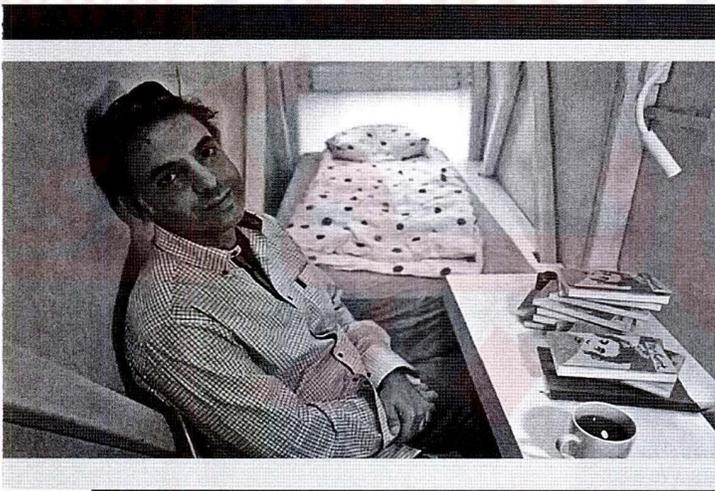
 UK's smallest house

The smallest house in the UK is in the pretty town of Conwy in North Wales. It's easy to find because it's the only red house in a line of white ones by the sea. The house is only 3.1 m high and 1.8 m wide, but it has two floors. A fisherman called Robert Jones was the last person to live there in 1900. He was nearly 2 m tall, so he couldn't stand up inside and he had to move out after a few years. Today the house is part of Conwy's history and it's very popular with tourists. It's too dangerous



for visitors to go upstairs, but they can see everything they need to from the ground. So, if you're in the area this summer, why not come and visit?

- 4 Apart from its size, how is the smallest house different from the other houses around it?
- It's got a downstairs and an upstairs.
 - It's a fisherman's house.
 - It's a different colour.
 - It's near the coast.
- 5 What's the writer's aim in the third text?
- To give details about the history of the house.
 - To describe the area around the house.
 - To encourage people to visit the country.
 - To explain what the house looks like.
- 6 What does the house on the rock have in common with the other two houses?
- There's only one floor.
 - It isn't very large.
 - There aren't any neighbours.
 - It has a separate bedroom.



▼ The wettest house

In the middle of the River Drina in Serbia, there's a house that stands on a rock. It's near the village of Bajina Bašta and it's a popular attraction for visitors these days. Back in 1968, a group of young swimmers were in the river when they needed somewhere to rest. They found the rock and went there every day. Soon, they wanted somewhere more comfortable, so they lay some wood on the rock. Next, they started to build some walls to protect themselves from the sun. The following year, they came back to the area with a project to build a small house there. The house has only one room, but it has stood on the rock for around fifty years now.



Grammar and vocabulary

- 4 Choose the correct answers.

An unusual house

Tokyo is one of the most crowded cities in the world. Some people say that the population ¹ more than 14 million by 2020. All of these people need some form of ², so the houses are usually very small. Sometimes more than one family lives in the same house, which can be very ³. Recently, ⁴ architect Sou Fujimoto ⁵ a way to build a bigger house in a small space. His latest achievement is the NA House – a thin building, which is ⁶ than normal houses, so there is more space. Fujimoto has ⁷ designed some very unusual houses and the NA House is no different. The house is made of glass, so you can see everything inside. Everybody knows when the couple who live there are ⁸ housework. When they ⁹ have dinner, you can see them cooking in the kitchen. The only time you can't see inside is at night when the couple ¹⁰ the lights and close the curtains.

- | | | |
|-------------------|-----------------|------------------|
| 1 a is | b will be | c was |
| 2 a accommodation | b accommodate | c accommodations |
| 3 a remote | b uncomfortable | c untidy |
| 4 a Japan | b Japans | c Japanese |
| 5 a finds | b has found | c have found |
| 6 a taller | b more tall | c tallest |
| 7 a yet | b just | c already |
| 8 a doing | b making | c taking |
| 9 a going to | b will | c are going to |
| 10 a log off | b turn off | c turn up |

Writing

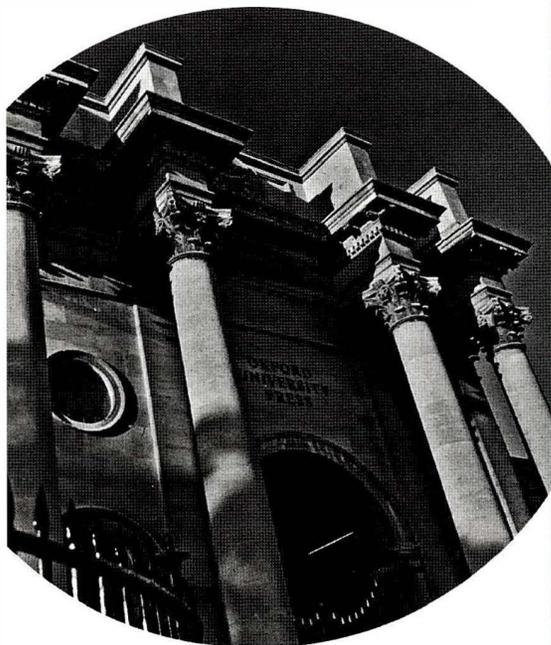
- 5 Imagine that you've just moved house. Write an informal letter to a friend. Include information about:

- how you felt when you got your friend's letter.
- news about your move.
- a description of your new house.
- a suggestion for your friend to visit.

Oxford University Press
is the world's authority
on the English language.

As part of the University of
Oxford, we are committed to
furthering English language
learning worldwide.

We continuously bring
together our experience,
expertise and research to
create resources such as
this one, helping millions of
learners of English to achieve
their potential.



Third Edition Solutions

Leading the way to success

With 100% new content, the third edition of Oxford's best-selling Secondary course offers the tried and trusted Solutions methodology alongside fresh material that will spark your students' interest and drive them to succeed.

MOTIVATE • ACTIVATE • ACHIEVE

+ The Workbook provides lesson by lesson practice of the language and skills taught in the Student's Book.

- **Unit Reviews** with **Self-checks** promote learner development
- **Cumulative Reviews** recycle language
- **Exam Skills Trainers** prepare and practise for exams
- **Functions Bank** and **Writing Bank** build confident communicators
- **Wordlist** consolidates language learning

Download the **Workbook Audio**:
www.oup.com/elt/solutions

www.ZabanBook.com
زبان بوک

OXFORD
UNIVERSITY PRESS

www.oup.com/elt

ISBN 978-0-19-456186-0



9 780194 561860