



<b>Grammar</b>	Present simple affirmative & negative Present simple questions
<b>Vocabulary</b>	Likes & dislikes   Free time activities
<b>Challenge</b>	Find out about people's likes and dislikes
<b>Interaction</b>	Greetings & introductions
<b>Writing</b>	A personal profile

## READING

1 Write down the names of some songs, singers or groups you know in English.

2  Work with a partner and discuss these questions.

- Are any of your answers the same?
- Are any of your songs, singers or groups very famous?
- Are they your favourite songs, singers or groups?
- Can you sing any of the songs?

3  Read the message board and find each person's favourite singer or group.

*Adriano's favourite groups are ...*



# Music

## AND YOU

**Today's message board topic:** What's your favourite music? And your favourite way to listen?

I'm into rock music. My favourite groups are Mayday Parade and Red Hot Chili Peppers. They're both famous American bands. I listen to music all the time when I'm at home and when I walk to school. I don't listen to it when I'm in lessons, of course! I download a lot of music, but I've got a record player and a collection of vinyl records, too. They're old-fashioned, but they're cool. I like the ones in bright colours best! **Adriano**



I usually wear my headphones and listen to tracks on my mobile. I've got new green headphones. They're big, but they aren't expensive. My sister loves One Direction and she goes to a lot of their concerts, but I don't like them. She likes pop music and I prefer hip hop. The Black Eyed Peas are really good, but Brazilian hip hop is the best. **Jessica**



I enjoy dance music and I love breakdancing. I'm not very good, but it's fun. I use online music sites and I watch a lot of music videos on my phone. I copy dance moves from friends or from videos. I practise in my room and I want to be in a video one day. My favourite track ever is *Happy* by Pharrell Williams. I think the music video is great. It's a really happy song and I always dance when I hear it! **Kolya**



VOCABULARY Likes & dislikes

4 Read the message board again and decide if the sentences are true or false.

- 1 Adriano loves rock music.
- 2 He doesn't like old-fashioned things.
- 3 Jessica has got a phone.
- 4 She likes the same music as her sister.
- 5 Kolya listens to music on a computer or laptop.
- 6 His favourite song hasn't got a music video.

5 Read the sentences and find the person.

- 1 This person talks about a family member.
- 2 This person knows what they want in the future.
- 3 This person likes American bands.
- 4 This person talks about friends.

6 Read **Word Zone**. Then find opposite adjectives 1–6 in the message board.

**WORD ZONE**

**Adjectives**

Adjectives describe things. In English, they never have a plural form.  
*new red headphones*  
 NOT *news reds headphones*

sad	1 <i>happy</i>	small	4 ...
awful	2 ...	modern	5 ...
uncool	3 ...	cheap	6 ...

7 Copy the table. Then listen to Lorena and tick the sentences she says.

	Lorena	You
I use online music sites.		
I watch a lot of videos on my phone.		
I like hip hop music.		
I listen to tracks on my mobile.		
I've got small earphones.		

8 Now tick the sentences that are true for you. Compare your answers with a partner and report back to the class.

Luke uses online music sites.

We both watch videos on our phones.

9 Read the speech bubbles. Then listen and match comments 1–5 with replies A–E.

1 I **love** this website.

2 I **enjoy** dancing.

3 I'm not **keen** on this programme.

4 I **can't stand** romantic movies.

5 This song's **fantastic**.

A I think it's **horrible**.

B Me too. I **like** all the funny videos.

C It's my **favourite**.

D Same for me, but I'm not **into** this band.

E I **hate** them too.

10 Look at the **red** expressions in exercise 9. Decide if they describe *likes* or *dislikes*. Which are the strongest?

11 Write some sentences about things that you like and don't like. Use the ideas below.

*I'm really keen on basketball.*

- films
- actors
- sports
- sports people
- bands
- TV programmes
- games
- websites
- singers

12 In pairs, discuss your ideas.

I think Chelsea are fantastic.

Yes, I like them too.

We use the present simple to talk about regular actions, such as habits and routines.

We also use it to describe permanent situations and facts.

*I **get** home from school at four o'clock.*

*We **live** in Rio de Janeiro.*

*My brother **works** in a café.*

*My sister **studies** dance and drama.*

*I **don't like** rock music.*

*She **doesn't go** to my school.*

Grammar reference page 113

- 1 Complete the text with the correct form of the verb in brackets.

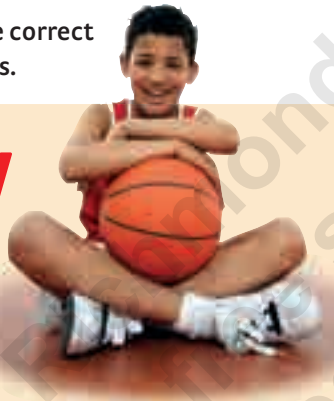
## My day

by Jack Newton

On school days, I <sup>1</sup> ... (get) up at seven o'clock.

I have breakfast in the kitchen, but I'm very quiet because my older brother Zach is asleep. I <sup>2</sup> ... (go) to school. Zach <sup>3</sup> ... (get) up at 2pm, but he isn't lazy. He has his breakfast at 3pm and then he <sup>4</sup> ... (watch) TV.

I <sup>5</sup> ... (arrive) home at 4pm so we usually have some free time together. Sometimes we <sup>6</sup> ... (play) basketball in the park. Then Zach <sup>7</sup> ... (leave) the house and goes to work. What's his job? He's a DJ. So he <sup>8</sup> ... (work) at night and then he <sup>9</sup> ... (come) home at about 5am. He's very tired then, so he <sup>10</sup> ... (go) to bed!



- 2 Write sentences about Jack and Zach.

- Zach / not get up / at 7am
- Jack / have / breakfast in the kitchen
- Jack / not watch TV / after breakfast
- Zach / not study / at university
- Jack and Zach / sometimes play / basketball in the park
- Jack and Zach / not work / all day

- 3 Correct the negative sentences in exercise 2.

- Zach **doesn't get up** at 7am. Jack gets up at 7am.*

### PRONUNCIATION Third person -s

- 4 Listen and repeat.

- | /s/     | /z/     | /ɪz/      |
|---------|---------|-----------|
| 1 likes | 3 goes  | 5 watches |
| 2 hates | 4 reads | 6 teaches |

More practice? page 147

- 5 Listen and write five sentences about Maria's family on Friday evenings. Use the words below.

*On Friday evenings, Maria's mum goes to dance lessons.*

her mum her dad her sister Joanna she we

play work go stay at home watch

restaurant dance lessons films

volleyball my friend's house

- 6 Write sentences about what you and your family do in your free time. Use the ideas below or your own ideas.

*On Saturday evenings, I go to my friend's house.*

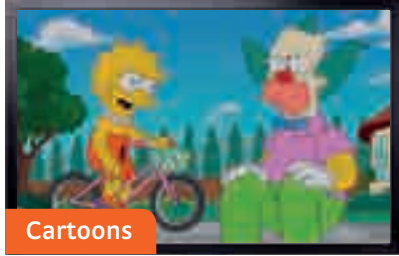
Friday	mornings	play (games, sport, etc)
Saturday	afternoons	go to (cinema, friend's house, park, etc)
Sunday	evenings	have (karate training, music lessons, etc)

- 7 In pairs, read your sentences to each other. Then tell the class about your partner's family.

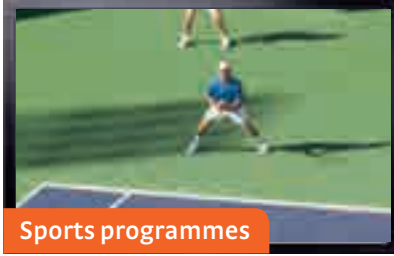
*On Saturday evenings, Sam stays at home with his family.*

LISTENING

Understand a dialogue about TV programmes



Cartoons



Sports programmes



Talent shows



Documentaries



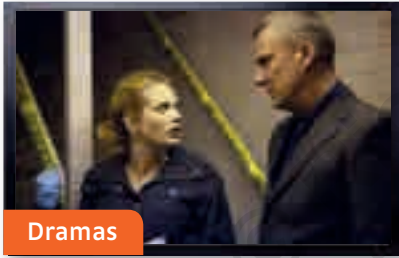
Movies



Reality TV shows



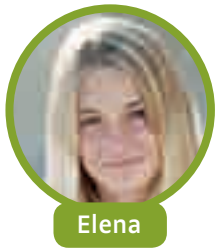
Comedies



Dramas

1 In pairs, look at the TV screens. Think of an example of each kind of programme in your country.

2 Listen to five people talking about TV. Match the names to the type of TV programme they talk about.



- A movies
- B cartoons
- C dramas
- D reality TV shows
- E sports programmes
- F comedies
- G documentaries
- H talent shows

3 Listen again and decide if the sentences are true or false.

- 1 Elena's favourite programme is *The Simpsons*.
- 2 Mandy likes the programme she talks about.
- 3 Karl's favourite time is Saturday evening.
- 4 Matt likes animals.
- 5 Leila watches a lot of TV.

4 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- your turn
- I agree

● Go ahead

Dialogues page 146

5 In pairs, discuss the questions.

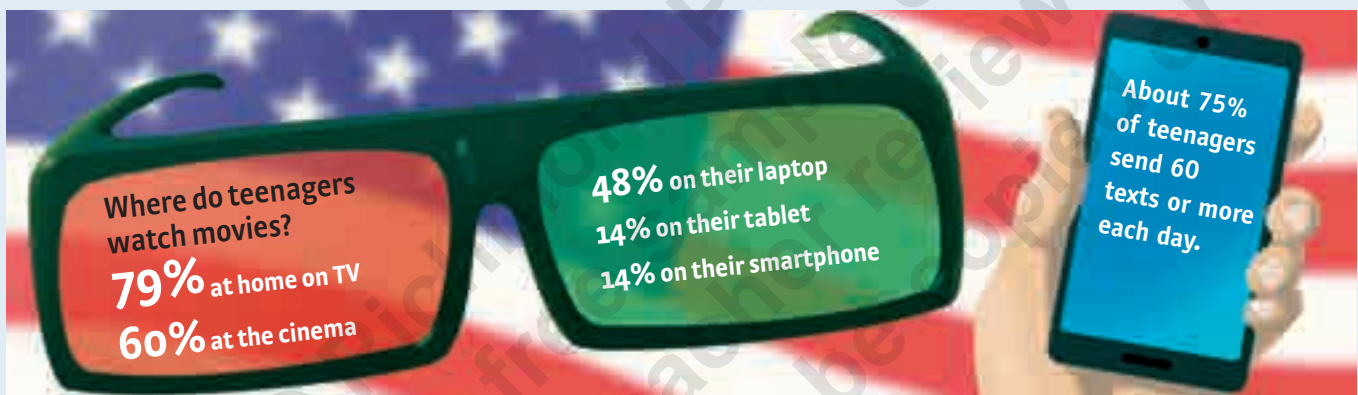


## READING

- In pairs, discuss these questions. Are your answers the same?
  - Do you send a lot of texts each day? How many? Which of you sends the most?
  - Where do you watch films? On TV? At the cinema? Or somewhere else?
- Find the information in each picture on the questionnaire below. Is it true for you?
- Read the questionnaire quickly and match the pictures to two of the questions.

## The Quick Questionnaire

Welcome to the Quick Questionnaire. We've got information about teenagers in the US. But are young people in other countries the same or do they like different things?



We want to find out about other countries, so we're waiting for your answers!



Please introduce yourself to us:

Hi, I'm Matheus, I'm 12 and I'm from Brazil.

How do you spend your free time?

I like reading and drawing, but I don't think this is typical!

What sport do you like best?

- a football      c Formula 1 racing  
b tennis        d something else

My answer is a, football. I don't go to many matches, but I watch it on TV, and I play football for my school team.

How many text messages do you send each day?

- a 0-20    b 20-40    c 40-60    d 60+

I don't know how many messages I send! I don't send very many. I think it's answer a.

Do you play games online? Choose an answer.

- a Yes, I play lots of different games.  
b Yes, I play two or three of my favourite games.  
c No, I don't play games online.

I enjoy games, but I don't play lots of different games. I've got two or three favourite games, so my answer is b. My friends like the same games so it's fun.

What is your favourite place to watch films? Choose ONE answer.

- a at home on TV  
b at the cinema  
c on a laptop  
d on a tablet  
e on a smartphone

I don't like watching movies at home. I love going to the movies with my friends.

**Thank you!**

VOCABULARY

Free time activities

4 Read the questionnaire again. Decide if the sentences are true, false or not mentioned.

- 1 In his free time, Matheus reads and draws pictures.
- 2 Matheus goes to football matches with his dad.
- 3 He doesn't play games online.
- 4 He sends about 20 text messages a week.
- 5 He goes to the cinema with his family.

5 Complete these sentences about Matheus.

- 1 Matheus lives ...
- 2 Matheus's favourite sport is ...
- 3 He plays football ...
- 4 Matheus doesn't send ...
- 5 Matheus watches films ...
- 6 He doesn't play ...

6 Read *Word Zone*. Then find more examples of *-ing* forms in the questionnaire. How many can you find?

WORD ZONE

**-ing forms**

We can add *-ing* onto verbs. We can use this form like a noun.

*I love movies.*

*I love singing.*

*Football is my favourite sport.*

*Swimming is my favourite sport.*

7 Write your answers to the questions in the questionnaire.

*In my free time, I draw cartoons. I collect cartoon pictures, too.*

8 Ask and answer the questions with a partner. Are your answers the same or different?

*Our hobbies are different.*

*I draw cartoons, but you do a lot of sports.*

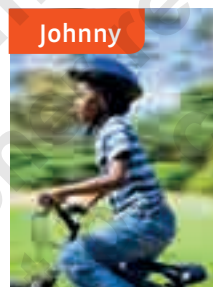
9 Complete the expressions below with the verbs in the box.

go go for go to have play

1 ...	a run a walk a bike ride a swim
2 ...	basketball football computer games a musical instrument
3 ...	the cinema the beach the park the gym
4 ...	shopping swimming skateboarding bowling
5 ...	a sleepover a party a barbecue a picnic

10 Look at the photos and write sentences about the people you can see.

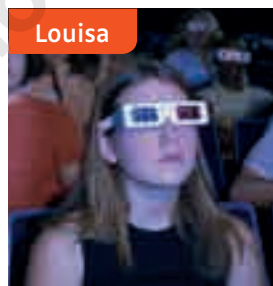
*At the weekend, Johnny likes going for a bike ride.*



Johnny



Hiro



Louisa



Delia, David and Lisa



Ray



Emma and Ivo

11 Write five sentences about activities you like. Then compare your answers with a partner.

*At the weekend, I like going to the beach. What about you?*

*Yes, I like that, too.*

*No. I prefer going skateboarding.*

We use *do* or *does* to make questions in the present simple.

**Do you play** basketball at school? Yes, I **do**.

**Do you go** for a run on the beach? No, I **don't**.

**Do they walk** to school? Yes, they **do**.

**Does she collect** vinyl records? No, she **doesn't**.

We can use question words before *do* or *does* when we want more information.

**What films do you like?**


**Where does your brother go** to school?

Question words include

*who, when, where, which, why, what, how*

Grammar reference page 113

### PRONUNCIATION *do* and *does*

1  Listen. How are *do* and *does* pronounced in each sentence? Listen again and repeat.



- Does he like action movies?
- Do you buy tickets online?
- When does the film start?

2 Put the words in the correct order and add *do* or *does* to make questions.

- go / to the cinema / your family / all together / ?  
*Do your family go to the cinema all together?*
- a barbecue / have / you / when the weather is nice / ?
- your friend / play / a musical instrument / ?
- having / like / you and your friends / sleepovers / ?
- see / you / at the cinema / many films / ?
- for walks or bike rides / your best friend / go / ?

3  In pairs, ask and answer the questions in exercise 2.

*Do your family go to the cinema all together?*

*No, we don't.*

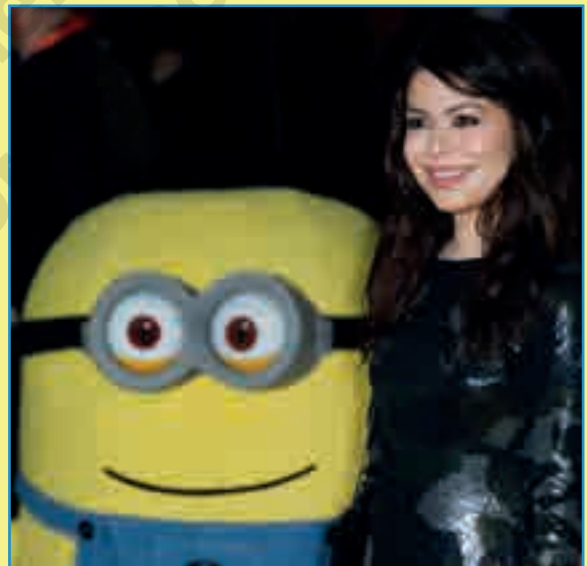
4 Complete the questions. Use the question words in the box and *do / does* or *is / are*.


How much ~~What~~ Where Which Who Why

- ... the time? *What's the time?*
- ... it cost?
- ... one ... you like best?
- ... your sister go to a different school?
- ... you want to sit?
- ... the main actors in this film?

5 Complete the interview with a question word and the words in brackets.

- ... film ... best?** (you / like)  
I love *Despicable Me 2*. It's a fantastic animation film.
- ... it's a good film?** (you / think)  
Because it's very funny. I love the minions. They're small and yellow and cute!  
Miranda Cosgrove is in it too. She's my favourite actor.
- ... character ... ?** (Miranda / play)  
She plays the voice of Margo, the little girl with glasses.
- I know Miranda is from the US. ... ?** (she / live)  
She's from California.  
She lives in Los Angeles.



6  In pairs, ask and answer questions about your favourite actor.

- who / your favourite actor
- where / he or she from
- how old / he or she
- which films / he or she act in
- what characters / he or she play
- why / you like him or her

# CHALLENGE

Find out about people's likes and dislikes

1

## PREPARATION

- Look at the photos. Write your opinion about each photo.

*I love shopping.*

*I'm not into football.*

*I enjoy going on rollercoasters.*



## DO THE CHALLENGE

- Copy and complete the questionnaire below with your opinions on the photos in exercise 1.



- Work as a class. Find students who have the same opinion as you about the things in exercise 1. Follow the instructions.

- Ask different classmates questions beginning *What do you think about ...?*
- Say if your opinion is the same, or different.
- If a student has the same opinion as you, write their name in the form.
- If a student has a different opinion, don't write their name. But ask them a new question.
- Try to talk to lots of different students.

*Tom, what do you think about shopping?*

*I'm the same!*

*I can't stand it.*

*Tara, what do you think about football?*

*Oh, really? I hate it!*

*I love it!*

## FOLLOW UP

- Work in pairs. Tell your partner about the other people in the class.

*Tom and Sam love football.*

*That's interesting. And Sam isn't into basketball.*



## INTERACTION

## Greetings &amp; introductions

 Express yourself

## Saying hello

Hello.  
Hi. Hey.  
Good morning.

## Asking how people are

How are you? And you?  
Very well, thanks.  
Fine, thanks.  
OK. Not bad.

## Introducing people

This is (my friend) ...  
Nice to meet you.  
Pleased to meet you.  
You too.

## Saying goodbye

Goodbye. Bye.  
See you.  
Good night.

## WELCOME TO THE UK

- 1  Look at the picture. Where are the people? Why are they there?



- 2  Listen and answer the questions.


- 1 Where is Hannah's flight from?
- 2 What is the name of Jessica's father?
- 3 What is her mother's name?
- 4 Who is Josh?

## IN THE MORNING



- 3  Listen and decide if the sentences are true or false.

- 1 Jessica is an exchange student.
- 2 Eric is in the same class as Jessica at school.
- 3 Hannah's favourite band is Haim.
- 4 Eric doesn't like Bruce Springsteen.

- 4  Look at *Express yourself*. Then listen again and note the expressions you hear.

- 5 Look at the expressions below and write *Formal* or *Informal*.

- 1 Good morning. *Formal*
- 2 Hello, Mr Jackson.
- 3 See you.
- 4 Not bad.
- 5 Pleased to meet you.

## YOUR TURN TO SPEAK


- 6 Imagine you are an exchange student like Jessica. Write the following information about you.

Name

Country

City

Age

- 7  It is your first day at your new school. Work in small groups. Follow the instructions below.

- Introduce yourself to another student.
- Ask and answer questions.
- Introduce that person to another student.
- Use expressions from *Express yourself*.

1 Read Adrianna's profile quickly and complete the information about her.

Age:  
Country:  
Favourite singer:  
Outdoor hobbies:



## About Me

by Adrianna

### Personal facts

I'm twelve years old and I'm from Poland. I live in Lublin and I go to a big secondary school.

### Likes and dislikes

I like hanging out with my friends and we love having sleepovers. We sometimes talk for hours and we don't sleep!

I like listening to pop music on the radio. My favourite singer is Ed Sheeran. He's amazing and I love the song *I See Fire*. My brother listens to rap music, but I can't stand it. I think it's horrible!

### Free time and hobbies

In my free time, I enjoy playing games online. *Candy Crush Saga* is fantastic! I also love going for bike rides and I'm into skateboarding, so I go to the park every weekend.



2 Read the profile again and answer the questions.

- 1 Where does Adrianna live?
- 2 What does she do at sleepovers?
- 3 What type of music does she like?
- 4 What type of music doesn't she like?
- 5 What does she think of *Candy Crush Saga*?
- 6 Where does she go at the weekend?

3 Match the types of punctuation with the correct use. Find examples of the punctuation in the profile.

- |                    |   |
|--------------------|---|
| 1 Full stop .      | A when one or more letters are missing, or for possession                                     |
| 2 Comma ,          | B at the start of a sentence; for names of people, places, months and days of the week; for / |
| 3 Capital letter E | C for a small break between different parts of a sentence                                     |
| 4 Apostrophe ' D   | D at the end of a sentence  |

4 Write out these sentences with the correct punctuation.

- 1 my names eduardo and im from sao paulo in brazil
- 2 i like swimming but i dont go very often
- 3 we go to the beach on saturdays and sundays
- 4 my favourite group is coldplay they arent american theyre british

## YOUR TURN TO WRITE

### PLAN BEFORE YOU WRITE

5 Look at the headings. Think of two or three things about you for each heading. Make notes.

- personal facts
- likes and dislikes
- free time and hobbies

### WRITE NOW

6 Write your profile.

- 1 Use Adrianna's profile as a model.
- 2 Use your notes from exercise 5.
- 3 Use full stops, capital letters, commas and apostrophes correctly.

### CHECK AND CORRECT

- 1 Check that the punctuation is correct.
- 2 In pairs, swap your profiles and check each other's work.

## SPEAKING

### Asking for and giving factual information

#### i ABOUT THE EXAM

In this part of the test, you speak to your partner. The examiner gives you each a card. Candidate A gets a card with some information about a course, a shop, a museum, a party, etc. Candidate B gets a card with prompts to make questions. (There will be *yes/no* questions and *wh*-questions.) B asks the questions and A answers them. Afterwards, the examiner gives B an information card and A a question card, and you do the activity again.

- 1 Read *About the exam*. Then make questions about a music shop from these prompts.

#### Music shop

- 1 where / shop ?
- 2 shop open / Sunday ?
- 3 what / sell ?
- 4 how much / music books ?
- 5 what / phone number ?
- 6 what time / open ?
- 7 café / shop ?

- 2 Listen to two people asking and answering the questions in exercise 1. Write the answers.

#### TIP

Speak to your partner, not the examiner. Ask full questions and give full answers – don't read single words from the card. If you don't understand, say: 'Can you repeat that, please?' or 'Can you speak more slowly, please?'

#### NOW YOUR TURN

- 3 Read the *Tip*. Then do the *Task*. Work in pairs and follow the instructions below.

Decide who is Candidate A and who is Candidate B.  
Candidate A: Look at the information about a rock school.

Candidate B: You don't know anything about the rock school, so ask A some questions about it. Use the prompts on your card to help you.

Now B, ask A your questions about the rock school, and A, you answer them.

- 4 Work in pairs and discuss these questions.

Candidate B: How easy was it to make questions from the prompts?

Candidate A: How easy was it to find the right information to answer the questions?

Did you have any problems understanding each other? If so, what did you do?

## TASK

#### Candidate A

### ROCK SCHOOL

326 Green Lane  
Brighton

Learn to play the guitar,  
drums or keyboards!

Adults: £25 an hour,  
Students: £18 an hour

Lessons on weekday  
evenings and Saturday  
afternoon

[www.rockschool.com](http://www.rockschool.com)



#### Candidate B

### ROCK SCHOOL

- where / school ?
- which instruments /  
learn / play ?
- how much / classes ?
- classes at the  
weekend ?
- website ?



## WRITING

### Editing

#### i ABOUT THE TEST

In the Writing section, you will read a paragraph that has four errors in it. Then you will correct the errors. You will have two-and-a-half minutes to read the paragraph and correct the errors.

#### TIP 1

In this section, there are often errors connected with agreement. Think about agreement connected with **person** (e.g. *Jack and Tom are friends. **They** play football together.*) and **number** (*Tom goes to school with Jack. **They go** to school together. Are **these** your shoes?*).

#### 1 Read *About the test* and *Tip 1*. Then correct the errors highlighted in sentences 1–6.

- 1 Wendy and I like rap music. **They** go to concerts together sometimes.
- 2 Lucy **like** swimming and dancing.
- 3 **These** is my mom.
- 4 My sister and brother get up at 6:30 a.m. **She** go to school at 7:00 a.m.
- 5 Why **is** you sad?
- 6 Do you like **this** T-shirts?

#### 2 In pairs, check your answers to exercise 1. Explain why the highlighted words are wrong.

#### TIP 2

Also think about agreement connected with **gender** (*Jack lives with **his** mom*), and **case** (*Do you like **him**? – not “he” or “his”*).

#### 3 Read *Tip 2*. Then choose the correct option in sentences 1–6.

- 1 Lucy goes swimming with **his / her** brother.
- 2 I like hanging out with **my / me** friends.
- 3 Rashib and Cara are in the same class. This is **our / their** classroom.
- 4 My dad isn't at home today, so you can't speak to **he / him**.
- 5 Do you like computer games? Yes, I love **it / them**.
- 6 Where does John keep **his / her** bike?

#### 4 In pairs, check your answers to exercise 3. Explain why the other options are wrong.

## NOW YOUR TURN

### 5 Now do the *Task*.

#### TASK



This paragraph contains some errors. The errors are highlighted in yellow. You must correct each error without changing the meaning of the paragraph. You will have two minutes and 30 seconds to make all the corrections.

Most Amish people live in the northeastern part of the United States. They usually live in large family groups or communities. Most Amish children **doesn't** go to “typical” schools – **we** go to an Amish school. After school, they don't watch TV programs or funny videos. The children **helps** in their community. The boys usually help their fathers in the fields. They look after their animals. The girls usually help **hers** mothers do the cooking or the housework.

# THE NEW BOY

A boy is cycling down a high street on a warm September morning. He's wearing a sweater and his new second-hand school jacket, but he feels cold. He looks at the shops – the fast food restaurants, the supermarkets, the charity shops – they are all similar but different to the shops he knows. Even the sun is strange and new here. It is low in the sky and hurts his eyes. He starts thinking about his home town and remembers his road and the tree outside his house and – 'Hey, look out!'

Joseph stops suddenly. The driver of a car is red-faced and angry.

'You're on the wrong side of the road, mate!'

'S... sorry,' Joseph says.

'Just be careful,' says the man, and he drives away.

Joseph shakes his head. It's a bad start to the day.

Ten minutes later, Joseph is riding through the park when he hears a strange sound. His bicycle wobbles and he nearly falls off. He examines his front wheel. There's a piece of broken glass in the tyre.

'Oh no, I don't want to be late,' he thinks, 'not today.'

At 8.25, Joseph finally pushes his bike through the school gates. A small group of students are looking at him.

'Who's that?' one asks.

'I don't know. He looks like a new boy.'

'He's got a really old bike!'

They laugh. Then a bell rings.

'Hurry up!' one of them says, a tall fair-haired boy. 'Lessons start in a few minutes!'

The friends run into the school entrance. Joseph stands alone in the playground. He looks up at the building and feels very small and nervous. He doesn't want to go in. He wants to go home. But he has no choice.

The first lesson is History. Mr Andrews, the teacher, talks about British kings and queens but Joseph doesn't know the names. Mr Andrews speaks quickly, too, and it's hard for Joseph to follow him. Suddenly he asks Joseph a question and Joseph doesn't understand it. The fair-haired boy says something and some students laugh.

'Stop talking, Lucas,' says Mr Andrews.

'OK, sir!' says Lucas, smiling.

Mr Andrews repeats the question but Joseph still doesn't know what to say.

'Don't worry, Joseph. I know this is all new for you.'

Maths is next – it's one of Joseph's favourite subjects –



then English. The class read a play out loud. Joseph tries to follow it but it's difficult. In the end, he just listens to the sounds. His eyes move to the window. Outside a wind is blowing the leaves from the trees and some clouds are racing across the sky. He watches them come and go ...

After a horrible lunch, Joseph walks around the playing field. Students are standing in groups, chatting and looking at their phones. Some of them are playing football. He checks his phone. There's a message from his sister, Rebecca.

'How's your new school? Hope you're having a great day!'

He can't tell her the truth.

'All OK,' he texts. But it isn't. The bell rings in the distance. It isn't OK at all.

'Bonjour, Joseph. Bienvenue à la leçon. Comment ça va?'

'Très bien, merci,' says Joseph.

Lucas stops drawing in his exercise book and looks up. He sees the new boy sitting at the front of the class. He is having a conversation with Ms Piau, the French teacher. Ms Piau really is French, and she isn't talking to him the way she normally talks to the class. They are talking the way people talk in their own language. Then the new boy smiles and they both laugh.

Maxie puts up her hand.

'Yes, Maxie?' says Ms Piau.

'Miss, what are you talking about?'



'We're talking about Joseph's first weeks here in the UK.'  
 'Is he from France, Miss?' asks Lucas.  
 'No, Lucas. French is his second language. You can ask him some questions. OK, Joseph?'  
 'Oui,' says Joseph.  
 'Where are you from, Joseph?' asks Lucas.  
 'Thank you, Lucas. But this time, ask your question in French.'

The last lesson of the day is Geography. Joseph loves learning about places: countries, cities, towns and villages; rivers, mountains and deserts.

'Today, I want you to work in pairs and do a project about one of the world's great rivers,' says Mr Weller.

The class start moving into pairs. Joseph doesn't have anyone to work with.

'Lucas, can you work with Joseph, please?'

Lucas gets up and sits next to Joseph.

'I don't know anything about the world's great rivers,' he says.

'Don't worry,' says Joseph. 'I can help you.'

At the end of the lesson, Mr Weller looks at their project on the Congo River.

'Well done, boys. That's fantastic.'

'Thank you, sir,' says Lucas.

Joseph is pushing his bicycle across the playground when he hears a familiar voice.

'Hey, Joseph!'

He turns.

'Have you got a problem with your bike?'

'Yes.'

'Do you want a hand?'

'Sorry?'

'Can I help you fix your bike?' asks Lucas.

'What? Oh, yes, please,' says Joseph.

'Come on then. I love fixing bikes.'

Lucas bends down and studies the wheel.

'Yes,' thinks Joseph, 'I can send a new text to my sister now. Everything really is OK.'

*Martyn Hobbs*

**1** In pairs, look at the picture and answer the questions.

- 1 Where is the boy?
- 2 What is he doing?
- 3 How do you think he feels?
- 4 Why are the students laughing?

**2** Check you understand the following words and expressions.

accent familiar fix out loud second-hand tyre wheel wobble

**3** In pairs, discuss what you think happens in the story. Make notes.

**4** Now read the story and see if you are right.

**5** Read the story again and answer the questions.

- 1 What is Joseph doing at the beginning of the story?
- 2 Why is the car driver angry?
- 3 Why do the friends laugh at Joseph in the playground?
- 4 How does Joseph feel at lunchtime?
- 5 Why does he enjoy the French lesson?
- 6 How does Joseph help Lucas in the Maths lesson?
- 7 Why is Mr Weller surprised?

**6** In pairs, discuss the questions.

- 1 How does Joseph feel at the start of the story? Why?
- 2 Joseph finds some things different from his own country. What are they?
- 3 How does Joseph feel at the end of the story? Why?



## FACE 2 FACE

### UNIT 1 Page 11

your turn Go ahead I agree

- Presenter:** Cheer up, Mandy! OK, now Karl, ...
- Karl:** You can have some snacks and drinks. And if there isn't a film on TV, you can find one online. Perfect!  
**Presenter:** ... , Karl! Matt, what do you think?
- Presenter:** Leila is on the line. ... , Leila!  
**Leila:** I don't watch TV every day. I do lots of other things, for example I like sports and I do a lot of running.

### UNIT 2 Page 21

Of course! what else? Well

- Presenter:** So, many schools have about a thousand students or more. What about Pine Ridge?  
**Lily:** ... , it isn't a big school. There are about 60 students!
- Lily:** Um, ... We haven't got many teachers but our classes are small, too.
- Presenter:** Let's ask one more person. Amanda, do you like it here at Pine Ridge?  
**Amanda:** Me? ... I love it and I really enjoy the language lessons.

### UNIT 3 Page 31

Welcome to What a great idea! are you having fun?

- Eren:** Hi, my name's Eren. ... our celebrations. I'm reporting to you from Bursa in Turkey.
- Eren:** This year, Maria is here. She's twelve and she's from Portugal, and she's staying with my family. So, Maria, ...
- Eren:** The children can give their ideas to the people in charge and everyone listens to them. ...

- Put the expressions into the dialogues.
- Listen and check.

### UNIT 4 Page 43

What's the plan? Cool! What about

- Liam:** Shopping! That's boring. ... going to the Burj Khalifa?  
**Shelley:** Mum doesn't like heights.
- Mum:** So, today's our last day. ...  
**Liam:** Shall we go to the hotel pool?
- Mum:** Let's go to the mall, then. There are lots of interesting things to do. We can watch the sharks in the big aquarium there.  
**Liam:** Sharks? ...

### UNIT 5 Page 53

you know what? So At last!

- Casey:** Hello?  
**Mom:** ... Hi Casey!
- Casey:** The sea is much warmer in Florida! Surfing wasn't easy but I enjoyed it. And ... Mike can swim and he can surf, too! He's really good.
- Mom:** ... did you have a good time?  
**Casey:** Yes, today was a perfect day!

### UNIT 6 Page 63

Excuse me? right? Really?

- Man:** So the Aztecs had twelve months in a year just like us, ...  
**Guide:** No, they didn't. There were 18 months in an Aztec year.
- Guide:** The best way to travel was by water. So the Aztecs made canals.  
**Woman:** ... The Aztecs made canals? I didn't know that.
- Man:** ...  
**Guide:** Yes, sir?  
**Man:** I have a question. How many people lived in Tenochtitlán?

# Pronunciation

## UNIT 7 Page 75

**Gross! Hang on Don't be silly!**

- 1 **Guide:** Can you guess their name? I'll give you a clue: they're named after some fruit.  
**Boy:** ... , I know. Strawberry frogs?  
**Guide:** No, actually they're called tomato frogs!
- 2 **Girl:** It's a tortoise! It says here it's called a pancake tortoise!  
**Boy:** Does it eat pancakes?  
**Girl:** ... It's quite flat, like a pancake.
- 3 **Guide:** Lizards are really like snakes with legs. They have small heads and long bodies and tails.  
**Girl:** ... Look at its tongue!

## UNIT 8 Page 85

**Wow! Have a good trip I'm looking forward to**

- 1 **Boy:** I'm going to Australia. We're staying on Bondi Beach!  
**Teacher:** ...
- 2 **Girl:** ... going home, but I'll miss you all.
- 3 **Teacher:** Well, that was interesting. ... everyone and have a great summer. See you all next year!

## UNIT 9 Page 95

**Have a look. Can I help you? I see**

- 1 **Assistant:** ...  
**Jacob:** Yes, I'm looking for a present.
- 2 **Jacob:** Where are the new games?  
**Assistant:** They're on this shelf over here. ...
- 3 **Assistant:** The age range is a problem. You mustn't give that to children under twelve.  
**Jacob:** Yes, ...

## UNIT 1 Third person -s

There are three ways of pronouncing -s or -es endings:

/s/ when words end in these unvoiced sounds: /p/ /f/ /k/ /t/

/z/ when words end in voiced sounds, including vowels

/ɪz/ when words end in these sounds: /s/ /ʃ/ /tʃ/ /z/ /ʒ/

- 1 **Read the box above. Then listen and repeat the sounds and words in the table below.**

/s/	/z/	/ɪz/
gets drops	listens needs	watches reaches

- 2 **Copy the table in exercise 1. Then listen and write the words in the correct column.**

plays picks gives asks finds remembers washes  
 hates looks kisses hopes catches laughs dances  
 carries answers

- 3 **Listen and check. Then listen and repeat.**

## UNIT 2 can and can't

There are two ways of pronouncing *can*:

- 1 **Unstressed:** /kən/ when we use it in affirmative sentences and questions.

*I can play chess.*

*What instrument can you play?*

- 2 **Stressed:** /kæn/ when we use it in short answers.

*Yes, I can.*

We always pronounce *can't* /kɑ:nt/.

- 1 **Read the box above. Then listen and repeat.**

**Unstressed:** Can you speak French?

**Stressed:** Yes, I **can**.

**Stressed:** I **can't** speak German.

- 2 **Read the dialogue out loud. How do you pronounce *can* and *can't* in each line?**

**Ben:** Can you play the piano?

**Kelly:** Yes, I can. How about you?

**Ben:** No, I can't play any instruments.

**Kelly:** Can your brother play the violin?

**Ben:** No he can't, but he can play the guitar.

- 3 **Listen and check. Then listen and repeat.**