

1 It's my life

Grammar Present simple | Adverbs of frequency
can / can't

Vocabulary Family | Everyday activities

Challenge Find out what you've got in common

Interaction Meeting new people

Writing A personal description

READING

1 Complete these sentences about you.

I've got ... I like ... I play ... I'm interested in ...
I'm good at ...

2 Tell your partner your sentences. What have you got in common?

I'm good at tennis.

Me too!

3 Read the profile and make notes about Jacob.

Name

City

Home

Family

Pets

Interests and activities

Name: *Jacob Rossi*

Home Friends Photos Messages Privacy settings

My profile by Jacob Rossi

Over 7 billion people live in the world and everyone is different. Answer the questions and tell us about you!

Where do you live?

I live in Chicago. It's the USA's third city. It's on Lake Michigan and there are 33 beaches!

What neighborhood do you live in?

We live in Hollywood Park.

Do you live in an apartment?

No, I don't. We live in a house with a big old tree in the front yard.

Have you got any brothers or sisters?

Yes, I have. I've got a sister. I'm the youngest.

Where do your parents work?

They both work in the business district in an office.

Have you got a pet?

Yes, I've got a dog called Jackson. He's crazy. He likes cats!

Do you play a musical instrument?

Yes, I do. I play the drums. My parents hate it!

What's your favourite free time activity?

I like going to the Millennium Park in the heart of the city.

What do you like best about your city?

The Chicago White Sox! They're my favourite baseball team. I go to the home games with my dad.

Can you tell me an interesting fact about you?

I don't like computer games! I prefer a good book.

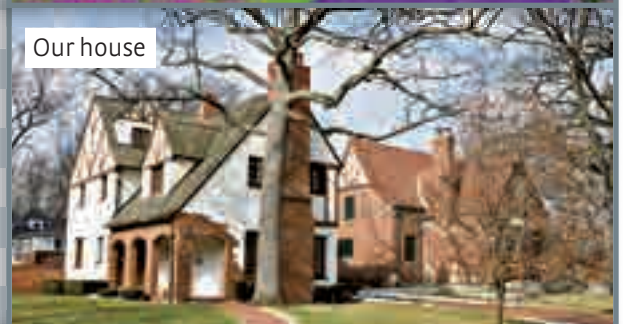
My family



Millennium Park



Our house



The White Sox





VOCABULARY Family

- 4 Read the profile again and decide if the sentences are true or false.
- Jacob's got two sisters. *false*
 - His family lives in a house.
 - Jacob's dog likes cats.
 - His parents like his drums.
 - The Millennium Park isn't in the centre of Chicago.
 - Jacob prefers books to computer games.

- 5 Look at Word Zone and find the missing words in the profile.

WORD ZONE

British and American English

	
flat	1...
garden	2...
lift	elevator
neighbourhood	3...
shop	store

- 6 Listen and complete the table.



	Tobias	Anni
country	1...	2...
age	3...	4...
family	5...	6...
city	7...	8...

- 7 Write sentences about Tobias and Anni.
Tobias is thirteen years old.
- 8 In pairs, ask and answer the questions from Jacob's profile.

Where do you live? *I live in Alicante.*

- 9 Look at the family tree and complete Mia's blog with the names. Then listen and check.

Hi guys. Lots of you ask me questions about my family – so here's my family tree!

```

    graph TD
      WF[William + Flora] --- DH[Dan + Helen]
      WF --- MR[Max + Rachel]
      DH --- LN[Lucia + Noah]
      DH --- M[Mia  
(That's me!)]
      MR --- NNA[Natalie - Nick - Andrew]
      LN --- Maria
    
```




I've got one **brother**, ¹ *Noah*. His **wife's** name is ² And I'm an **aunt**, isn't that cool! ³ ... is an **only child** and she's the best **niece** in the world! My **parents** are OK, too. Actually, ⁴ ... is my **stepfather** – he's my **mum's** second **husband**. I've got three **cousins**. ⁵ ... works in London and she's like a friend, really. My **grandparents** are still alive – my **grandma** ⁶ ... plays the piano every day. She's really good!

- 10 Look again at Mia's family tree. Who are these people?
- Helen's **husband**
 - Max's **nephew**
 - Flora's **son**
 - William's **grandsons**
 - Noah and Lucia's **daughter**
 - Maria's **great-grandparents**
 - Dan and Helen's **children**
 - Mia's **uncle**

- 11 Read the Study Skill. Then complete the table with the red family words in exercises 9 and 10. Add any extra words that you know.

STUDY SKILL Recording vocabulary by topic

Record new words and expressions in topic groups. It's a good way to remember vocabulary.

		
<i>dad</i>	<i>mum</i>	<i>parents</i>

- 12 Draw your family tree. Then write a description of your family.

My aunt Amelia lives in ...

- 13 Ask and answer questions about your family.

How many cousins have you got?

Have you got any great-grandparents?

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

I go to work by bus.

We live in New York.

I speak German.

He works in a bank.

She washes her car every weekend.

I don't work in the city centre.

He doesn't study Science.

Do you live in London? No, I don't.

Does she have any cousins? Yes, she does.

Grammar reference page 113

1 Complete the text with the affirmative or negative form of the verbs.

come cook eat go have got
live stay study swim work

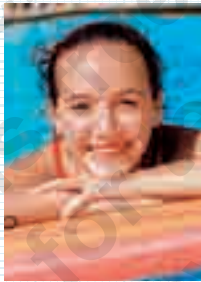
ABOUT ME

My name's Laura. I'm thirteen and I ¹ *come*

from Seville. I ² ... two brothers. My eldest brother Javier is nineteen and he ³ ... at the University of Seville. My other brother Hugo is only four, so he ⁴ ... to school. My grandma ⁵ ... with us in our flat, and my parents of course!

My favourite time of year is the summer. My parents ⁶ ... during August, so we ⁷ ... in our house in the mountains.

There's a pool, but we ⁸ ... during the afternoon because it's really hot. In the evening, my dad ⁹ ... some amazing meals and we ¹⁰ ... dinner together outside.



2 Correct the sentences about Laura's family.

- Laura lives in Madrid.
Laura doesn't live in Madrid. She lives in Seville.
- Javier studies at secondary school.
- Laura's family have got a house in Seville.
- They stay in their house in the mountains in winter.
- They swim in the afternoons.
- Laura's mum cooks all the meals.

PRONUNCIATION Third person -s

3 Listen and repeat the sentences.

- My grandma lives with us.
- My dad cooks amazing meals.
- The film finishes at nine o'clock.

More practice? page 147



4 Write the questions. Then write true short answers.

- you / get up early at the weekend
Do you get up early at the weekend? No, I don't.
- your family / go to the mountains in summer
- you / help to cook dinner at home
- your cousins / visit you every weekend
- your best friend / like sunbathing
- your parents / work in the afternoon

5 Complete the interview with the question words. There are two words you don't need.

what time where when how
why who ~~what~~ how often

The 60-second Interview

1 What do you do?

I'm a video games tester. I check new games for problems.

2 ... your office?

It's in a modern glass building in the centre of Manchester.

3 ... with?

I work in a small team with three other testers – James, Paolo and Holly.

4 ... start work?

At about eleven o'clock in the morning.

5 ... start so late?

Because I don't finish until late – sometimes after midnight. It's a tiring job and I need a lot of sleep.

6 ... spend your free time?

I don't have a lot of free time! I like walking in the countryside at weekends, because I'm inside all week.



6 Write a paragraph about someone in your family. Use affirmative and negative forms. Include two false sentences.

My (cousin Dan) is ... He/She studies ...
He/She's got ... In his/her free time, ...
He/She lives ... He/She doesn't ...

7 Read your paragraph to your partner. Then ask questions to find which sentences are false. Find the correct information.

Does Dan study architecture?

No, he doesn't.

Ah! What does he study?

He studies history.

LISTENING

Understand an interview with a teenager about his new life



1 In pairs, look at the photos and pictures in exercise 2. What do you think the listening is about?

2 Listen and choose the correct answer.

1 Where is Alberto from?



2 Who is in his family?



3 What sport does Alberto do at school?



4 What instrument does Alberto play?



5 What pet has he got?



3 Listen again and answer these questions.

- 1 What does Alberto's father do?
- 2 How old is his brother?
- 3 What does Alberto like about the winter?
- 4 What does he eat at home?
- 5 What pets have his brother and sister got?

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

FACE 2 FACE

- No worries.
- Sure!
- I mean


Dialogues page 146

5 Work in pairs and choose the correct answers in the quiz.


What do you know about **CANADA?**

- 1 Canada is the **biggest** / **2nd biggest** / **3rd biggest** country in the world.
- 2 The population of Canada is about **35 million** / **55 million** / **75 million**.
- 3 The capital of Canada is **Vancouver** / **Ottawa** / **Toronto**.
- 4 Canada has got two official languages, English and **Portuguese** / **Spanish** / **French**.
- 5 The Canadian Head of State is **the British Queen** or **King** / **the US President** / **the French President**.
- 6 **Justin Bieber** / **Eminem** / **Lady Gaga** is a famous Canadian singer.

6 Listen. Are your answers correct?

1  Look at the title of the article. What do you know about life in the UK? Discuss the questions in pairs.

- What time do people get up in the UK?
- What time do they have dinner? What do they eat?
- What do they do in the evening?
- What sports do they do?
- Where do they go on holiday?

2  Read the article quickly and find the answers to the questions in exercise 1.

Feature

MEET the SMITHS

(an average British family)

There are 62 million people in the UK, and there are 17 million families. Let's meet an average UK family, David and Susan Smith, and their two children, Jack and Emily. They eat the most common food in the UK, they get up at the most common time, and they even have the most common names. But there's one unusual thing about them – they don't exist!

The family wakes up at 6.57am. Both David and Susan work, and they go to work by car. Susan usually leaves work first. They have dinner at 5.54pm. They are all very busy, so they only eat together three evenings a week. What's for dinner? Well, they eat spaghetti bolognaise on Monday, chicken pie on Wednesday and often have take-away fish and chips on Friday. They spend £88 a week in the supermarket, but they throw away 15% of their food. In the evening, each person watches TV for over two hours. The family's favourite programme is

Dr Who, a popular time-travelling Science Fiction character. The whole family goes to bed at 10.39pm.

Jack and Emily go online for 1.5 hours a day and spend £12 on their mobile phones each month. They enjoy sport – Jack plays football, and Emily's favourite sport is netball. The Smiths occasionally go out as a family (once a month), and they spend £15 a week on computer games, DVDs and the cinema. They have two holidays each year, usually in the UK. The Smiths say that they're happy, but they sometimes have arguments (about twice a week)!



3 Read the article and answer the questions.

- 1 What time do the Smiths have dinner?
They have dinner at 5.54pm.
- 2 What do they eat on Wednesday?
- 3 How much food do they throw away?
- 4 What time do they go to bed?
- 5 How long do Jack and Emily spend online a day?
- 6 Where do they go on holiday?
- 7 What is unusual about the Smiths?

4 Copy and complete the table.

How often do the Smiths ... ?	
have dinner together	1 <i>three times a week</i>
eat Spaghetti Bolognaise	2 ...
go out as a family	3 ...
go on holiday	4 ...
have arguments	5 ...

5 Look at *Word Zone* and find the phrasal verbs in the article.

WORD ZONE

Phrasal verbs (1)
Phasal verbs consist of a verb and a preposition. They are very common in English.

1 *get up* 3 t... a...
2 w... u... 4 g... o...

6 Make notes about a typical family in your region.

gets up at ... popular evening activities

typical breakfast typical dinner

goes to bed at ... activities as a family

holidays arguments typical sports

7 Discuss the differences between a typical family in your region and a typical British family. Use your notes from exercise 6.

Netball isn't a popular sport for girls here.

British people have dinner very early. We eat at ...

8 Complete the expressions with the words below. Which activities can you see in the photos?

do get go have

MY DAILY LIFE

meet friends 7 ... lunch
1 *go* online brush your teeth
2 ... a snack 8 ... the housework
3 ... ready for bed 9 ... dinner
4 ... a shower 10 ... to the cinema
visit relatives 11 ... breakfast
5 ... dressed 12 ... sport
6 ... your homework 13 ... to school

9 Write eight sentences to describe a typical day in your home.

We get up at six o'clock.
I have breakfast with my sister and my mum.

10 How often do you do the activities? Copy and complete the table.

I do this every day.	1 ...
I do this once or twice a week.	2 ...
I do this once or twice a month.	3 ...
I never do this.	4 ...

11 In pairs, ask and answer questions about your everyday activities.

How often do you brush your teeth? *Three times a day.*

Adverbs of frequency

always hardly ever never not often
occasionally often rarely sometimes
usually

We use adverbs of frequency to talk about how often we do things.

I often cycle to school.

I sometimes take out the rubbish.

My granddad rarely goes to the cinema.

I don't often get up late.

We never eat pork.

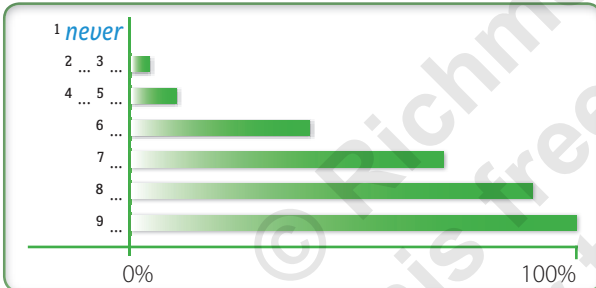
We hardly ever go to the cinema.

With *be*, we put the adverb after the verb.

I'm always late.

Grammar reference page 113

1 Complete the table with adverbs of frequency.



2 Put the words in order to make sentences.

- at school / usually / we / have lunch
We usually have lunch at school.
- hardly ever / music / listen to / my parents
- do / in the evening / always / my homework / I
- go swimming / doesn't / very often / Rosie
- never / my brother / the housework / does
- tired / often / is / on Monday morning / Lisa

3 How well do you know your partner? Write five sentences about him/her including an adverb of frequency.

Carla always eats paella on Friday.

4 Tell your partner your ideas. Are you correct?

Carla, you always eat paella on Friday.

That isn't true! I sometimes eat other things on Friday.

We use *can* to talk about ability and possibility.

ABILITY *I can play football.*

POSSIBILITY *You can buy stamps in this shop.*

Use *can* + infinitive without *to*.

He can swim.

I can't (cannot) swim.

Can you swim?

Grammar reference page 113

5 Complete the dialogue with *can* or *can't* and the verbs in brackets. Then listen and check.

Sam: Your English is great, Erika!

Erika: Thanks.

Sam: ¹ *Can* most Dutch people *speak* German too? (speak)

Erika: Yes, they ² ... We get a lot of TV programmes from the UK and Germany. And Dutch is similar to English and German, so we ³ ... them easily. (learn)

Sam: So you ⁴ ... English and German. Any other languages? (speak)

Erika: Not really. I ⁵ ... a few words in Italian like *Ciao*, but I ⁶ ... a conversation. (say, have)

Sam: My mum is Italian. We speak it at home.

Erika: Oh, great! ⁷ ... you ... me some? (teach)

Sam: Sure. I ⁸ ... it now – I've got a Maths lesson. But we ⁹ ... later if you like. (do, practise)

Erika: That sounds great!



PRONUNCIATION *can* and *can't*



6 Listen. How are *can* and *can't* pronounced in each sentence? Then listen again and repeat.

- Jo can play the guitar.
- Molly can't dance.
- Can you swim? Yes, I can.
- Can you speak Russian? No, I can't.

7 Ask and answer questions with *can*.

- play tennis
- cook
- count backwards in English
- play chess
- ride a horse
- speak Portuguese
- do karate
- juggle
- ski
- play the piano

Can you play tennis?

No, I can't. But I can play table tennis.

CHALLENGE

Find out what you've got in common

PREPARATION

- 1 Look at the topics below and write five words or expressions connected with each topic.



DO THE CHALLENGE

- 2 Copy the questionnaire and complete questions 2–8. Be imaginative! Use the words and topics in exercise 1 to help you. Then write answers for you.

MY LIFE QUESTIONNAIRE		Me	Name 1	Name 2
1	What time do you go to bed on Saturday?			
2	How often do you ... ?			
3	Can you ... ?			
4	When do you ... ?			
5	Where do you usually ... ?			
6	What time ... ?			
7	Does your ... ?			
8	Can your ... ?			

- 3 Work in groups of 3. Interview the other students in your group and write their answers.
- 4 Compare your answers. What have you got in common?

What time do you go to bed on Saturday, Ben?

I usually go to bed at midnight on Saturday. What about you, Sara?

FOLLOW UP

- 5 Change groups. Tell your new group some facts about the other students. Don't forget the third person -s in the present simple.

Simon writes a blog every day.

Rosa usually goes to Menorca on holiday.

- 6 Write a paragraph about the life of one of your classmates.

Alicia goes to bed at eleven o'clock at the weekend.

INTERACTION

Meeting new people

 Express yourself**Greetings**

Hello. Hi! Good morning.

Good afternoon. Good evening.

Asking how people are

How are you? How are things?

Very well, thanks. Great. Good. I'm fine. OK.

Not bad. I feel awful. I don't feel very well, actually.

And you? How about you?

Introducing people

Hi, I'm Hello. My name's

This is Do you know ... ?


Nice to meet you. Pleased to meet you. You too.

Saying goodbye

Goodbye. Bye. Good night. See you. See you later.

It was great to meet you.


AT A LANGUAGE SCHOOL

- 1  Look at the photo. Where are the people? What are they saying? Listen and check your ideas.



- 2  Listen again and complete the sentences.

- 1 David lives in 3 Lily is from
2 Leon is from 4 Leon's ... lives in Stuttgart.

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

- 4 Look at the expressions for Greetings and Saying goodbye. What do people usually say in these situations?

- 1 Friends when they meet *Hello. Hi!*
2 Friends when they say goodbye
3 Teacher to class at the start of a lesson
4 Class and teacher at the end of a lesson
5 TV newsreader at the start and end of a programme

PHONE NUMBERS

- 5  Listen to the end of the conversation and correct the mobile numbers.

Leon
07781 99850

David
0034 89 49902

- 6 Study the box. Then write three phone numbers and ask and answer questions about them.

Phone numbers

44 double four
0 zero or 'o'

What's your phone number?


It's 0554 653 2219

YOUR TURN TO SPEAK

- 7 Copy the card and invent a new identity.

Name _____
Country _____
City _____
Phone number _____



- 8  You're at a Language School party. Work in small groups. Use your new identity from exercise 7.

- Introduce yourself to another student.
- Swap information about yourselves. Try to keep the conversation going!
- Introduce that person to another student.
- Arrange to meet later. Note their contact information.
- Say goodbye.

1 Look at Hanna's message on a website and decide which paragraph refers to the following topics.

A free time B my family C school D hobbies

INTERPAL
SEARCH
FORUMS
CHAT



Hanna
Denmark





Hi everyone!

- 1** My name's Hanna and I'm from Denmark. I'm 13 years old and I live in Copenhagen with my parents. I haven't got any brothers or sisters.
- 2** My school is near my house so I usually walk there with my friends. My favourite subjects are Drama and Art. I also like English, but I don't like Maths or Science.
- 3** My favourite hobby is dancing. I have classes twice a week and I practise every day. I sometimes enter competitions and occasionally I win!
- 4** In my free time, I like shopping and going out with my friends. I spend a lot of time on the computer but I don't watch TV very often. I don't play an instrument, or sing, but I love listening to music.

I would love to chat to people from all over the world, so please send me a message soon!

Hanna

2 Read the message again and answer the questions.

- 1 Where does Hanna come from?
She comes from Denmark.
- 2 Has she got any brothers or sisters?
- 3 Why does she walk to school?
- 4 How often does she go to dance classes?
- 5 What does she do occasionally?
- 6 Can she play the guitar?
- 7 Does she watch a lot of TV?
- 8 Why did Hanna write this message?

3 Find the conjunctions *and, but, or, so* and *also* in Hanna's message. Then match the conjunctions with their use.

1–E

- | | |
|--------|--|
| 1 and | A links two contrasting ideas |
| 2 but | B links a reason and consequence |
| 3 or | C links ideas in a negative sentence |
| 4 so | D comes after the subject and gives more information |
| 5 also | E links ideas in a positive sentence |

4 Complete the sentences with the conjunctions.

also and but or so

- 1 He speaks Spanish. He ... speaks Catalan and French.
- 2 I don't play the guitar ... the drums.
- 3 I've got a brother ... I haven't got a sister.
- 4 I want to be good at the piano ... I practise every day.
- 5 My favourite sports are football ... volleyball.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

5 Decide the topics you want to include.

age town/city family free time friends hobbies and interests pets schools

6 Decide which topics you want in each paragraph. Write some notes for each paragraph.

Paragraph 1
age – 12
family – parents, brother

WRITE NOW

7 Write your message.

- 1 Use Hanna's message as a model.
Hi ...!
My name's ...
- 2 Use your paragraph notes from exercise 6.
- 3 Use the conjunctions *and, but, or, so* and *also* if you can.

CHECK AND CORRECT

8 Check and correct your message.

- 1 Check that the conjunctions are correct.
- 2 In pairs, swap your messages and check each other's work.

SPEAKING

Spelling

- 1 Listen and write the surnames.
- 2 Write the first names. Why are the people famous?
- 3 Write down five more famous names. In pairs, spell the surnames.

i ABOUT THE EXAM

At the beginning of the test, the examiner asks you some simple questions. You need to spell your surname and then give some information about yourself.

Giving personal information

- 4 Match the examiner's questions 1–7 with the student's answers A–G below.

TASK



- A I've got two brothers and a sister. My brothers love football and computer games and my sister and I like music. My sister plays the piano and I play the violin.
- B Yes, I do. It's one of my favourite subjects.
- C I love going on the internet and chatting to my friends. Sometimes we go shopping together, or we go to the cinema.

- D García.
- E I live in a flat in the city centre. It's near my school and it's near a park. There are three bedrooms and a big living room where we watch TV.
- F I'm from Buenos Aires.
- G G. A. R. C. I. A.



TIP

The questions are not difficult, so try to relax. Sometimes the examiner doesn't ask a question, but says 'Tell me about ...'. Try to make 2 or 3 sentences on the topic if you can.

NOW YOUR TURN

- 5 Think about your own answers to the examiner's questions for two minutes. Then in pairs, ask and answer the questions.



LISTENING COMPREHENSION

Classroom instruction

- 1 Listen to two short talks. Which sentence best summarizes each talk?

Talk 1

- A The volleyball players are thanking their coach.
- B The volleyball team has won a competition.

Talk 2

- A The teacher is explaining how to do the Science experiment.
- B The teacher is explaining the homework.

- 2 Read the question and answer choices A–D. Then listen to talk 1 again. Match the incorrect choices with the reasons that they are incorrect.

What is the subject of the announcement?

- A There is a new coach coming to the school.
- B The volleyball team has won a competition. ✓
- C There will be no school on Saturday.
- D There will be no volleyball next year.

Reason 1: the talk is about how successful the volleyball team has been this year, but it doesn't mention next year.

Reason 2: the teacher congratulates the coach, but doesn't mention a new coach.

Reason 3: Saturday is mentioned because the volleyball team became champions on Saturday, but the teacher doesn't say that there will be no school.

- 3 Read the question and answer choices A–D. Then listen to talk 2 again. Give your own reasons why choices B, C and D are incorrect.

What is the teacher explaining?

- A How to do a Science experiment. ✓
- B Why students should drink milk.
- C How to make vinegar.
- D Who is coming to the next class.

i ABOUT THE TEST

In the Listening Comprehension section, you will hear a teacher talking to students. Each short talk is followed by one question with four answer choices. You choose the best answer A, B, C, or D. You will hear each talk only once.

NOW YOUR TURN

- 4 Read the *Tip*. Then do the *Task*. Listen and answer the question.

TIP

The question may ask about *purpose*, for example: *What is the purpose of the announcement?* the correct answer will be the main idea of the talk, and not a specific detail.

TASK



What is the purpose of the teacher's announcement?

- A To tell students to do their homework for tomorrow.
- B To invite them on a school trip.
- C To give them information about the city of Brampton.
- D To remind them about the planned trip.

IDEAS

'There are good ideas and bad ideas,' thinks Ruby. 'And this is a bad idea.'

On Saturdays, Ruby usually reads or paints at home. She often goes out and takes unusual photos of things in her town. Sometimes she even makes short films and uploads them onto her website. But today, on this cold, sunny Saturday in April, Ruby is running up a mountain. OK, it's a very small mountain. But Ruby doesn't like mountains. And she hates running.

Ruby and her friends are raising money for a charity. They want to help schools in Africa buy new computers. And yes, Ruby knows it's a good idea to raise money for charity. But running? Up a mountain? That is simply terrible.

Ruby stops, closes her eyes and holds her head in her hands. She feels terrible. She is out of breath, her chest is burning and her legs hurt. 'Next time, ... next time I can sell a picture ... or clean cars ... give away all my money ... anything! But I'm never, never doing this again!'

She sits down on a rock. The air is cold and her breath forms small white clouds. The sun is shining brightly in a clear blue sky. She takes her sunglasses out of her bag and looks up the side of the mountain. She can just see her friends and their teacher in the distance. They are all good runners. Then she looks around. There aren't any other people, but there are lots of sheep. They all have their heads down and are chewing grass. There is an old wooden cart and an orange nylon rope under a tree. It isn't a beautiful scene, she thinks, but it's interesting. She takes a photo on her mobile phone. Then she hears a strange noise. It's like a cough. What is it? She looks ... but can't see anything. She listens ... but doesn't hear the sound again.

'Oh well,' she thinks. 'I can't sit here all day.'

So she stands up, puts her sunglasses away, takes a deep breath, and starts running again ...

But quite soon the weather changes. A grey mist suddenly covers the sky. And now Ruby finds herself running through the wet grey air. She hears a voice.

'Hey, Ruby! Is that you?'

Her friend Nick is sitting next to the path.

'Hi, Nick! Are you tired, too?'

'No, it's my leg. It really hurts.'

'Can't you run?'

'Run?' says Nick. 'I can't even walk!'

Ruby is secretly happy but she tries not to show it. Now she can stop running and help Nick!

'And there's no signal up here,' Nick adds, 'so I can't phone for help.'



'So let's call for help,' says Ruby.

They shout 'Help!' again and again, but the only reply is silence. And now the mist is surrounding them in thick grey clouds, and the world is slowly disappearing around them.

'This is serious, Ruby. What can we do?'

'Maybe I can help you walk?' she suggests. She tries to help Nick to his feet but he cries out in pain.

'Sorry!' she says quickly. Nick sits back down on the rock.

'Right, well, I can't run after the others, they're too far away, so ...'

Ruby looks inside her bag, finds her sunglasses, and puts them on.

'Are you crazy?' Nick says.

'I know it looks a bit mad, but sunglasses help you see in the mist.'

'Are you sure?'

'I'm positive.'

Ruby thinks and thinks, and then has an idea.

'Wait here, Nick. I'll be back in 10 minutes.'

'Where are you going?'

'Trust me.'

And Ruby runs down the mountain.

20 minutes later, Nick hears a creaking sound. Then he sees Ruby looking very hot and tired and pulling an old cart.



'There are good ideas and bad ideas,' thinks Ruby. And this 'is a good idea.'

It's late on Sunday morning. Ruby usually does her school work, but today she is eating toast, drinking fresh orange juice and listening to the radio. In bed!

BEEP!

It's another message. Her phone is full of messages from friends, family and even teachers. Ruby is a hero. Pegasus is, too. Later on she can post her film of him on the web. But for now ... she lies back in her bed, closes her eyes, and smiles.

Martyn Hobbs

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

- 1 Where is the girl?
- 2 How does she feel?
- 3 What is she doing?
- 4 Why is she doing it?

2 Check you understand the following words.

charity donkey mist nylon rope out of breath
pain sunglasses a wooden cart

3 Why do you think the things in exercise 2 are important in the story? Compare your ideas with a partner.

4 Read the whole story and see if you were right.

5 Read the story again and put the events from the story in order.

Ruby ...

- A ... takes a photo.
- B ... hears Nick call out.
- C ... sees the donkey.
- D ... uses her sunglasses to see in the mist.
- E ... films on her mobile.
- F ... sees her friends on the mountainside.
- G ... and Nick call for help.
- H ... hears the donkey for the first time.

6 In pairs, discuss the questions.

- 1 How does Ruby feel at the start of the story? Why?
- 2 How does Ruby feel at the end of the story? Why?
- 3 Is she happier at the beginning or end of the story? Why?
- 4 Ruby has some good ideas in the story. What are they?
- 5 Do you like the title of the story? Can you think of a different one?

'Get on, Nick! It's your taxi!'

She helps him onto the cart, and then starts the long journey back down the mountain. But it's hard work, too hard. She stops after a few minutes.

'I guess I eat too much,' says Nick.

Ruby looks back at him and smiles weakly.

'I don't do enough exercise. That's for sure.'

Then they hear a noise in the mist like a cough.

'Hey, who's there?' Ruby calls out.

Ruby can't see a thing at first. But then a shape walks towards them. Is it a horse? No, it's too small. It's a donkey! It stands next to her and makes the funny noise again.

'He looks friendly,' says Nick.

'Maybe he can help. Nick, keep him company. I'll be back in five minutes!'

'Where are you going now?' asks Nick, confused.

Ten minutes later, a donkey is walking down a mountain path. It is tied to an old cart by an orange nylon rope. In the cart is Nick, rubbing his leg but smiling. Ruby walks next to the donkey, talking to him the whole time.

'Come on, Pegasus! You're doing a great job!'

Then she points her mobile at the donkey and starts filming.



FACE 2 FACE

UNIT 1 Page 11

No worries! Sure! I mean

- Alberto:** The big difference is the weather. ..., in Mexico, the weather is usually quite warm, or really hot!
- Daisy:** Do you play ice hockey?
Alberto: ... love it. I practise at lunchtime and after school.
- Daisy:** Thanks Alberto.
Alberto: ...

UNIT 2 Page 21

What a goal! a type of I see

- Molly:** To score a goal, you hit the ball with a mallet. A mallet is ... long hammer.
- Molly:** And you can't hit another person with your mallet!
Lewis: ...
- Lewis:** McCarthy is very close to the goal – he's lifting his mallet – ...

UNIT 3 Page 31

Hang on! It's awesome! That's right.

- Louie:** How many slices of bread has a normal sandwich got?
Dylan: Two, of course.
Louie: ...
- Dylan:** Do I put the third slice of bread on top?
Louie: ... We want to add some mayonnaise first.
- Louie:** What do you think?
Dylan: ...

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

UNIT 4 Page 43

Guess what? Really? You poor thing!

- Poppy:** We were there for ten days. It was great. But we had a terrible journey home.
Andy: ... Why was it so bad?
- Poppy:** We arrived in Italy the next day. ... We couldn't get on a train because they were all full!
- Poppy:** Our journey took over 60 hours! And it cost lots of money, too!
Andy: ...

UNIT 5 Page 53

No way! I'm not into Science. That sounds cool.

- Dad:** There are strange smells, you feel water in the air, and your seats move! It's like being an astronaut!
Connor: ...
- Holly:** Dinosaurs are more exciting than mummies.
Connor: ... Mummies are fantastic.
- Dad:** There are three cafés at the Science Museum, too.
Holly: ...
Dad: But the Science Museum is amazing!

UNIT 6 Page 63

I'm impressed. I couldn't believe it. I'm not sure.

- Police officer:** Did you see the car? What type was it?
Billy: ... A Ford, maybe.
- James:** I was walking along the road when I heard footsteps behind me. Then somebody pushed me in the back and I fell over. ...
- Police officer:** You took a photo?
Ethan: Yeah. Of the licence plate on the car.
Police officer: ... Well done, Ethan.

Pronunciation

UNIT 7 Page 75

actually Believe it or not It was a nightmare!

- 1 **Maria:** And you're 25, Josh?
Josh: I'm 24 ...
- 2 **Maria:** Have you had any bad moments in your career so far?
Josh: Yes, we have. It was at the Glastonbury Festival. It was the summer, but it rained the whole time. ...
- 3 **Ricky:** We played some songs at Josh's house – in his dad's garage.
Josh: ..., we still practise there!

UNIT 8 Page 85

Come on. I haven't got a clue! you know

- 1 **Maria:** What do you think, Sophie?
Sophie: ...
- 2 **Maria:** And is it dangerous?
Ben: No, not really. But ..., you have to be careful.
- 3 **Nick:** You have one more question.
Sophie: Um, I don't know what to ask.
Nick: ... I have to hurry you.

UNIT 9 Page 95

You are so wrong That sounds fun! You won't regret it!

- 1 **Evan:** A carnival in an old market town? That doesn't sound very exciting!
Jess: ..., Evan! I think it's one of the best summer festivals in the UK.
- 2 **Jess:** Then two days later, there's going to be the amazing Confetti Battle.
Evan: The Confetti Battle? ...
Jess: It is!
- 3 **Jess:** Go to Carnival in Devizes. ...

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 rules above. Then listen and repeat the sounds and words in the table below.**

/s/	/z/	/ɪz/
helps likes	lives plays	misses closes

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

tries reaches works ends watches travels tastes
looks rises needs smells walks cleans washes
decides waits fixes stops

- 3 **Listen, check your answers and repeat the words.**

UNIT 2 -ing and -ink

- 1 **Listen and repeat these sounds and words.**

/ɪŋ/ evening sting wrong
/ɪŋg/ longer bangle finger
/ɪŋk/ bank sink think

- 2 **Say the words out loud. How do you pronounce the letters in blue? Then listen and check.**

singer thing angry long uncle single
dongle rink ring thank link hungry