



1

All about me!

READING

Giving personal information

Part 2

- 1 Mark's class teacher wants all her students to find e-pals on the internet – students they can write to in schools in other countries. Read what Mark says about himself.

Hi everyone! My name's Mark and I've just had my 14th birthday. I'm living in France at the moment, but I'm originally from Canada – we moved here two years ago when I started at high school. I'm not great at maths, but I still enjoy it – although what I like best is art. I love drawing at home, and using my computer in my room for playing games or contacting friends. I enjoy writing songs on my guitar, too. I'd like to perform with my friends one day! I'm not keen on doing sport, though – lots of my friends play football, but not me. I'm quite a tidy person – I haven't got many books, but I always put them away on the shelves. And people say I'm very friendly, too! I always chat to people when I take our dog for a walk.



- 2 Complete the information about Mark.

Name: Mark Age?

From? School?

Favourite lesson?

What does he like doing in his free time?

What sort of person is he?

- 3 Look at the pictures below. Which is Mark's room, do you think – A or B?
 Give reasons for your answer.

I think ... is Mark's room, because ... I don't think it's ... because ...



- 4 Read information about three possible e-pals for Mark. Underline details which match Mark's description in Exercise 1.

- Tom likes sending emails and playing computer games, and wants to talk about sport with his e-pal. He'd also like to find someone who loves reading lots of different books.
- Cris is looking for someone who's lived in a different country. He'd also like his e-pal to have similar interests to his of writing music and being a member of a band.
- Sam wants to write to someone who's just changed schools, as he has. He also wants to find someone who is friendly and likes animals.

Exam task

The teacher of the Canadian class below wants her students to find e-pals to write to in a school in Australia.

Below there are descriptions of eight Australian e-pals.

Decide which e-pal would be the most suitable for the following class members.

For questions 1–5, mark the correct letter (A–H) on your answer sheet.

1		Shona likes writing stories and drawing pictures to go with them, and wants to exchange her work with her e-pal. She'd also like to find someone who enjoys sport, as she does.
2		Ryan has recently moved to Canada and is looking for someone who's also lived in a different country. He'd also like his e-pal to share his interest of making model vehicles, and spending time outdoors.
3		Connie wants to write to someone who's just changed schools, as she has. She also enjoys learning about science at school, and has lots of pets at home.
4		Robert loves watersports and wants to write to someone with the same interest. He also writes and performs his own songs at his school, and would like to send some of his songs to his e-pal.
5		Sandra wants an e-pal who's also keen on acting, as she has already been on some TV shows. She'd also like to learn how to make food from Australia.

Exam tip

Classmates' requirements must match the e-pals' details exactly.



- A** Hello! I'm **Sacha** and I live right near the sea, so windsurfing's very popular here, but I prefer more creative activities. I really enjoy art at school, and I can send you some pictures I've done. I keep animals at home, too – I've got six rabbits!
- C** Hi! I'm **Alex**, and I haven't been in Australia long – I was brought up in the US. We're living in the city centre now but I miss the open spaces around our farm where we lived before. I still find time for my hobby, though – building small remote-control cars and driving them through the park.
- E** I'm called **Charlie**, and I love singing in front of an audience! I'm always in all the musicals at my school – see our website! I'd love to hear some of your music too! My other interests are swimming and sailing – my home's near a beach so I spend every weekend there.
- G** I'm **Matty** and I've always lived in the same house, so my room's full of things I've drawn or built! I enjoy making models of radio-controlled cars and then driving them in the garden. It's helped my science studies a lot – that's my favourite subject now!
- B** Hi, I'm **Jude**, and I've just arrived in Australia, so I spend a lot of time watching TV, especially music and drama programmes. I've got a good singing voice, and I've even recorded songs myself! Listen to them on our school website!
- D** My name's **Bailey**, and I'm really interested in cooking – I've got lots of recipes I can share with you. I also enjoy being on stage. I've been in lots of plays and even one or two on television, so write to me if those are your interests too.
- F** I'm **Jo** and I really enjoy school. I'm good at volleyball and tennis, and I'm in the school team. I enjoy reading too, especially anything written by people my age. At the moment I'm spending lots of time doing cartoons, too. I'll send you some!
- H** Hi, I'm **Ray** and I love where I'm studying now. I came here from my primary school last year. There's lots more chance to study biology, which I like. I belong to a cookery club and I love animals too – I've got a dog and a cat at home!



1

LISTENING

Being at school

Part 4

1 Put the words about places in a school under the best heading.

~~history~~ office tennis courts swimming pool
 maths canteen biology hall reception
 languages geography science lab
 football pitch library IT

Subjects	Sports facilities	Rooms
history		

2 Work in pairs. Use the words in Exercise 1 to describe your school.

3 02 Listen to Sarah talking about her first school. Decide if she liked (☺) or disliked (☹) each place. Tick (✓) the correct boxes.

	☺	☹
canteen		✓
gym		
playground		
swimming pool		
art room		
science lab		
garden		
Sarah's classroom		

4 Listen to Sarah again. Are these sentences correct or incorrect?

- Sarah enjoyed lessons in the science lab.
- Sarah's classroom was painted a dark colour.
- If Sarah worked hard, she could go for a swim in the summer.

5 Match the verbs in the box with the phrases about being at school.

eat work hand in wear ~~attend~~ get
 go to pass play perform go on arrive

- ~~attend~~ classes each day on stage
 hard homework on time
 good grades school trips
 a uniform every day exams
 football for the team a packed lunch
 an after-school club late for school

6 03 Listen to Sarah talking about the rules at her school. Are these sentences correct or incorrect?

- Sarah wears a uniform.
- Sarah arrives at school on time.
- Sarah plays football.

7 Work in pairs. How do you have to behave at your school? Tell your partner if you like or dislike the rules. Use some of the phrases in Exercise 5 and *have to, don't have to*.

We have to be at school by 8.20 a.m.
 I don't have to get up that early!

Exam task

Exam tip

Read through the sentences first, then listen carefully for the opinions of the speakers.

04 Look at the six sentences for this part.

You will hear a conversation between a boy, Jake, and a girl, Holly, about a new hall at their school. Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

- | | YES | NO |
|---|----------------------------|----------------------------|
| 1 Jake found it difficult to imagine the new hall before he saw it. | A <input type="checkbox"/> | B <input type="checkbox"/> |
| 2 Jake and Holly agree that their old school hall needed replacing. | A <input type="checkbox"/> | B <input type="checkbox"/> |
| 3 Holly was sorry to see part of their sports field used for building. | A <input type="checkbox"/> | B <input type="checkbox"/> |
| 4 Holly is positive about the environmentally-friendly heating in the hall. | A <input type="checkbox"/> | B <input type="checkbox"/> |
| 5 Jake is looking forward to a classical music concert in the hall. | A <input type="checkbox"/> | B <input type="checkbox"/> |
| 6 They both want to get involved in a future event in the hall. | A <input type="checkbox"/> | B <input type="checkbox"/> |



1

SPEAKING

Part 1

1 Match the two halves of questions about school, then ask and answer with your partner.

- | | |
|------------|---------------------------------------|
| 1 Where | a enjoy learning English? |
| 2 How | b did you start at your school? |
| 3 What | c is your school? |
| 4 Do you | d got a swimming pool at your school? |
| 5 Have you | e do you get to school every day? |
| 6 Are you | f speak more than two languages? |
| 7 When | g happy at school? |
| 8 Can you | h is your favourite subject? |

2 How do you say these letters?

A C G I B E J W Y P

3 Work in pairs. Take turns to spell out these names.

- 1 S-M-I-T-H 2 J-O-H-N-S-O-N 3 W-Y-A-T-T 4 G-O-R-D-O-N

05 Now listen and check your answers.

4 06 Listen and write down the names you hear.

5 Work in pairs. Spell out the following. Write down what your partner says.

- a your surname
 b your best friend's surname
 c the name of your street
 d the name of your favourite shop

6 Match the examiner's questions with a short answer from A. Then find a longer answer from B that develops what you want to say.

Question

- Do you like English?
- Where do you live?
- Tell us about your English teacher.
- What do you enjoy doing in the evening?
- Tell us about your family.

A

There are three of us.
 Watching TV.
 Yes.
 Italy.
 Her name's Tina.

B

She's young and friendly and she makes us laugh!
 My mum's a nurse and my dad works in an office.
 In a small town called Chiavari.
 The grammar is difficult, though.
 My favourite programmes are music shows.

7 Look at the beginnings of some answers for Speaking Part 1 questions. How could you develop them?

- I'm from
- At the moment, I'm studying
- I live
- In my spare time I
- In my family there are
- Last Saturday I

Exam task

07 Listen to the examiner's questions and answer when your teacher pauses the recording.

Exam tip

To get good marks in the Speaking Test, you need to develop your answers as much as you can.



GRAMMAR

Present simple & present continuous

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1 Look at what Mark and Sarah say, then complete rules 1–3 with these phrases.

things that are happening now the present continuous
 routines – things we do every day

Mark: I haven't got many books, but I always **put** them away on the shelves.

Sarah: We **go** to school from 8 a.m. to 2.30 p.m. every day.

Mark: I'm **writing** an essay about France at the moment.

Mark: I **come** from Canada but I'm **living** in France now because my father's working here.

- 1 We use the **present simple** to talk about
- 2 We use the **present continuous** to talk about
- 3 To talk about something that is **temporary** we use

2 Read Amy's diary for today. Cross out the incorrect verb forms.

At the moment (0) ~~I write~~ / I'm writing this diary.
 (1) I sit / I'm sitting on my bed and (2) watch / watching TV too. It's my favourite programme – Pop Stuff!
 (3) I watch / I'm watching it every Friday evening at 6.00, after (4) I get / I'm getting home from swimming club.
 I've got a drink, so (5) I try / I'm trying to drink that and
 (6) I write / I'm writing at the same time – it's not easy!
 (7) Mum cooks / Mum's cooking the dinner – she's just said it'll be ready soon. It'll probably be a big family dinner with roast chicken – (8) she usually makes / she's usually making that every Friday as
 (9) she never has / she's never having time during the week. Anyway,
 (10) we work and study / we're working and studying so hard at the moment that we're hardly ever all at home at the same time!



3 Now talk with your partner. What's happening now in her house, according to Amy? What happens regularly?

What about you? Think of some things that a) you do regularly b) you're doing now.

4 **G** Exam candidates often make mistakes with the present simple and present continuous. Correct the mistakes in these sentences.

- 1 ~~I write~~ to you to answer your letter. I'm writing
- 2 We are planing to see a new film this evening.
- 3 I am wanting to see that film too.
- 4 I'm having exams every day at school.
- 5 My favourite present is a detective book – I'm loving the story.

-ing forms

G Page 78

5 Put the verbs about liking or disliking in the correct column. Then complete the table below with the correct prepositions.

~~enjoy~~ like ~~hate~~ don't mind
 quite like can't stand dislike
 love look forward

+ 😊	- ☹️
enjoy	hate

good at
 afraid
 interested
 look forward
 worried
 fond

6 Complete the sentences with the correct form of the verbs in brackets. Which sentences also need a preposition?

- 1 I really enjoy (go) swimming. It's great fun!
- 2 I'm not looking forward (get) my homework back – I'm sure it was wrong.
- 3 My brother's interested (learn) to fly – he wants to be a pilot.
- 4 I hate (cycle) in the rain – it's awful!
- 5 I'm quite good (make) cakes – I'll make you one!
- 6 My sister's worried (fail) her exams, but I know she'll do well.



READING

Part 5

1 Choose the correct word to complete the sentences.

- Because / Although* I enjoy school, I look forward to going every day.
- If / Unless* I'm ill, I hardly ever miss a day at school.
- Despite / If* it's raining, we won't have our sports lesson outside.
- I bought a ticket for the bus. *However, / So* I decided to go with my friend by bike instead.
- Although / Because* I didn't eat much at lunchtime, I wasn't hungry in the afternoon.
- Despite / Although* the cold weather, I still wanted to walk home from school.

2 Complete the sentences with a connecting word from Exercise 1.

- Peter is going away on holiday, he can't come to the school party.
- we haven't got a gym, our school is really nice.
- I bought a new calculator for the maths exam., the questions were easy so I didn't use it.
- I'm late for the tennis lesson, please don't wait for me.

Exam task

Read the text below and choose the correct word for each space.

For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.

School in 15th century England

How different was life for school children in Tudor England, (0) 400 years ago? The biggest difference is that not many children (1) had the chance to go to school. Those that went were mainly boys (2) rich families could afford to pay the fees. Girls were (3) kept at home to help with housework or sent out to work to (4) some money. They weren't (5) to go to school.

At school, boys often had to speak in Latin. There were very few books, so each pupil read from a wooden board (6) They attended school six days a week, and teachers were very (7) – boys were punished if they broke the school (8) When boys left school, they could go to university, with some boys as (9) as fourteen attending classes. (10), at that time there were only two universities – Oxford and Cambridge.

- | | | | |
|-----------------------|--------------------|--------------------|-------------------|
| 0 A over | B above | C across | D round |
| 1 A even | B never | C just | D only |
| 2 A who | B which | C whose | D what |
| 3 A neither | B or | C such | D either |
| 4 A collect | B bring | C earn | D win |
| 5 A approved | B allowed | C agreed | D admitted |
| 6 A altogether | B meanwhile | C otherwise | D instead |
| 7 A heavy | B strict | C annoyed | D exact |
| 8 A rules | B duties | C laws | D orders |
| 9 A soon | B small | C early | D young |
| 10 A Although | B However | C Despite | D Because |

3 Work in pairs. Would you like to go to a school like the one in the text? Why? / Why not?

4 From what you have learned from the text, how was life in Tudor England different from life in your country nowadays?

1 WRITING

Part 2

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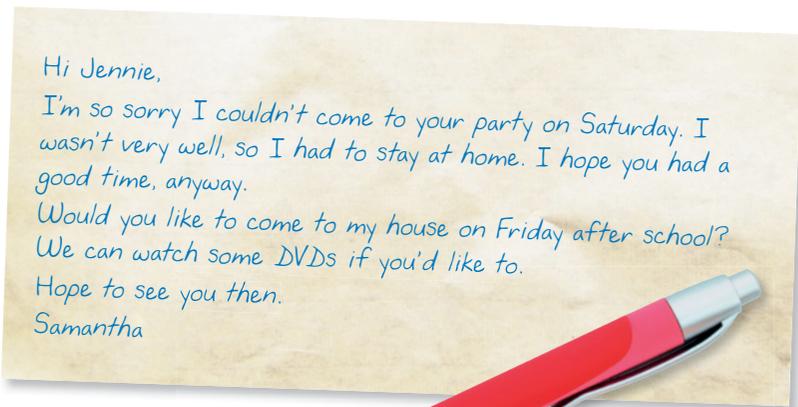
Notes & emails

1 Look at the note and answer the questions.

- 1 Who is the note to?
- 2 Who is it from?

2 Circle two more verbs that describe what the writer is doing in the note.

persuading thanking apologising
 explaining suggesting warning
 inviting describing advising



3 Write the phrases Samantha uses to express the verbs in Exercise 2.

Apologising.. *I'm sorry I couldn't come..*

4 What is the speaker doing in each sentence? Use the verbs from Exercise 2.

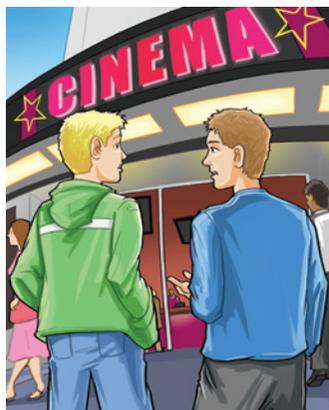
- 1 Please help me with my homework! You will? Great! *persuading.*
- 2 It was really kind of you to send me a present on my birthday.
- 3 I wouldn't go into town today if I were you – it's really crowded!
- 4 My new bicycle's red with silver wheels – it's really fast!
- 5 Be careful on your bike! The roads are really slippery!
- 6 Let's meet at the shopping centre at 6.00, shall we?
- 7 I'm so sorry I was late yesterday.
- 8 Would you like to come shopping with me?
- 9 I was late because I had to help my mum before I left.

5 Work in pairs. Imagine you have to write two notes. Use the sentences and pictures to decide what you could write in your note. Use the words in brackets to help you.

A I'm sorry I couldn't meet you yesterday but ...



(explain why)



(invite your friend)

B I went shopping yesterday, and I bought ...



(describe your skateboard)



(suggest where to meet)

Linking words

6 Rewrite the sentences using *and*, *but*, *so* and *because*.



- 1 I was tired. I'd played football all day.
I was tired because I'd played football all day.
- 2 I arrived home. I opened the door.
- 3 I shouted hello. No one was at home.
- 4 I was hungry. I made myself a sandwich.
- 5 My sandwich wasn't very nice. I'd put lots of salt in it.
- 6 I wanted to make toast. I'd used all the bread.

7 Complete the sentences with a suitable linking word.

- 1 I didn't feel well I went straight to bed when I got home.
- 2 I got onto my bike cycled into town.
- 3 I have to do my homework tonight it's due in tomorrow.
- 4 I remember putting my mobile into my bag now it's not there!
- 5 I didn't have any money, I still went into town.
- 6 the rain, we enjoyed our game of football.

Beginnings & endings

8 Look at the possible ways of starting and finishing emails or notes. Then write a short note to the people below.

Hi Elsa!	See you soon
Dear Jan	Lots of love
Hello Ben	Bye for now
Gina,	Best wishes

- 1 Explain to your teacher that you will be absent from class.
- 2 Ask your friend if you can have your sunglasses back.

Punctuation

Exam tip

It's important when you're writing to put in some punctuation. Remember to use full stops and commas. ✓

9 Look at the note Jennie has written to her friend Robyn. Add the missing capital letters, full stops and question marks.

Hi Robyn,
 I'm sorry, but I can't come to the cinema tomorrow I have to go to the dentist I'd forgotten all about it until my mum reminded me I don't think I'll be home in time for the film my appointment's at two o'clock and the film starts at three, doesn't it maybe we could go on Saturday instead what do you think let me know see you soon, Jennie

Exam task

You have just bought a new poster to put on the wall of your room.

Write a note to your friend Jan.

In your note, you should:

- tell Jan where you bought the poster
- describe the poster
- suggest when Jan could come and see it.

Write 35–45 words.

Exam tip

Remember to think about who you are writing to and how you will start and finish your note. Don't forget to check that you have included all three points and written the right number of words. ✓

2 Winning & losing

READING

Sport



Part 3

- How many Olympic sports can you name?
- Write the missing words.



Noun (person)	Noun	Adjective
(1)	championship	–
athlete	(2)	athletic
(3)	competition	(4)

- Complete the sentences with the correct form of a word from Exercise 2.
 - Some of the best ath..... come from Jamaica.
 - This year the golf champ..... was in Scotland.
 - You have to be a very comp..... person to succeed in sport.
 - I don't like sports. I'm not very ath.....

Exam task

Look at sentences 1 and 2 below about BMX biking.
 Read the first part of the text on page 15 to decide if each sentence is correct or incorrect.
 If it is correct, tick **A**. If it is not correct, tick **B**.

- BMX biking was invented by children. **A** **B**
- In the beginning, BMX riders rode their bikes on tracks used by motocross racers. **A** **B**

Exam tip

When the text is divided into sections, it's sometimes easier to read the first two or three questions and then find the answer by reading the first section of the text. Continue in this way with the other questions.



The History of BMX Biking

How it started

BMX biking began in the late 1960s in southern California. It's based on the sport of motocross, which dates back to 1924 and involves racing motorbikes across rough tracks. It started when children began to copy motocross riders by racing their bikes on tracks which they built themselves. This new form of bike racing was named bicycle motocross, or BMX.

Now do the rest of the task. Decide if each sentence is correct or incorrect.

- 3 *On Any Sunday* was a film about the first BMX race.
- 4 The Schwinn Sting-Ray was the favourite model of BMX riders to begin with.
- 5 More BMX bikes were sold than any other type of bike in the USA in the early 1970s.
- 6 There were races for different age groups at the first BMX world championships.
- 7 Boys and girls competed against each other at the first BMX world championships.
- 8 There were only male BMX competitors at the Beijing Olympics.
- 9 BMX freestyle started because BMX riders wanted new challenges.
- 10 Freestyle soon became more popular than racing.

Popularity

In July 1971, a movie about motocross called *On Any Sunday* came out. At the start of the film a group of kids from California are shown riding their bicycles as if they were riding motorbikes. This helped to make BMX biking more popular. Soon BMX races attracted hundreds of riders.

BMX Bikes

In the late 1960s and early 1970s, the most famous BMX bike was the Schwinn Sting-Ray; this was the bike every young rider wanted to own. At this time 70 per cent of all bicycle sales in the USA were either the Sting-Ray or similar models. By the mid 1970s BMX design had improved a lot and there were many new models to choose from. But the bikes all had the same sized wheels and usually only one brake.

World Competition

In 1977, the American Bicycle Association was formed to organise the competitions and to make the rules. The sport was also becoming popular in other parts of the world, particularly in Europe. The first BMX world championship was held in Indianapolis, USA, in 1978. Most of the 165 competitors were teenagers, but there were also children competing in special races for the under 8s and under 12s. There were separate races for boys and girls. There weren't many nationalities present at this competition; apart from Americans there were only a few riders from Australia, Japan and Venezuela.

Since that time the number of races for adults has grown very quickly, but BMX racing didn't become a full Olympic sport until the 2008 Summer Olympics in Beijing. Maris Stromberg from Latvia won the first ever Olympic men's gold medal for BMX racing and Anne-Caroline Chausson from France became the first women's champion.

Freestyle

As the popularity of BMX grew, riders were constantly testing the limits of their bikes. BMX wasn't just about racing any more. Riders began to take their bikes to skateboard parks and started performing tricks and jumps. This became known as 'freestyle' and riders soon began to practise this as much as racing.

- 4 Work in pairs. Discuss these questions.
 - 1 How popular is BMX biking where you live?
 - 2 How are BMX bikes different from other bikes?
 - 3 Have you ever tried / Would you like to try BMX racing?