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Third Edition **Solutions**

Pre-Intermediate

Student's Book

Tim Falla Paul A Davies



How to use your e-book

Third Edition **Solutions**

Pre-Intermediate

Student's Book

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Likes and dislikes

I can talk about likes and dislikes.



1 **SPEAKING** Describe the photo. Where are the people? What are they doing?

2 **102** Read and listen to the dialogue. Find the names of the people in the photo.

- Ryan Hi, Izzy. Can I sit here?
 Izzy Yes, of course. This is Becky. She's new.
 Ryan Hi, Becky. I'm Ryan, Izzy's brother.
 Becky Hi. Nice to meet you!
 Ryan Where are you from, Becky?
 Becky I'm from London. I moved here two weeks ago.
 Ryan I love London. I've got friends there. I sometimes visit them and we go skateboarding.
 Izzy Do you like skateboarding, Becky?
 Becky Not really. But I like ice skating.
 Izzy Me too! Let's go ice skating after school.
 Becky Great idea!
 Ryan I'm not very keen on ice skating. What do you think of bowling?
 Becky Bowling? I hate it.
 Ryan Oh. Actually, I don't mind ice skating ...
 Izzy There's the bell. I've got maths, then history.
 Becky I've got PE now. I love PE! See you after school, Izzy!
 Izzy Bye, Becky.
 Ryan Yeah ... Bye ...

3 Are the sentences true or false? Write T or F.

- This is the first time Izzy and Ryan meet. ____
- This is the first time Becky and Ryan meet. ____
- Ryan sometimes goes skateboarding in London. ____
- Becky does not like skateboarding or bowling. ____
- Ryan and Becky agree to go ice skating after school. ____
- Izzy and Becky have got PE next. ____

4 **VOCABULARY** Add three words from the dialogue in exercise 2 to each list.

Sports and hobbies

board games
drawing

School subjects

drama
IT (information technology)

5 Work in pairs. How many more words can you add to the lists in exercise 4 in three minutes? Use the pictures below and your own ideas.

Subjects



Hobbies



► **Vocabulary Builder** Sports and hobbies: page 117

6 **KEY PHRASES** Label the phrases below A (*like*), B (*OK*) or C (*don't like*). Which phrases are in the dialogue in exercise 2?

Likes and dislikes

I can't stand ... I love isn't bad. ...
 I don't mind ... I (quite) like is great. ...
 I hate ... I'm really keen on is terrible. ...

7 **SPEAKING** Work in pairs, taking turns to be A and B.

Student A: Find out your partner's opinion of school subjects. Put them into groups A, B and C from exercise 6.

Student B: Answer A's questions using phrases from exercise 6.

What do you think of PE?

I don't mind it.

8 **SPEAKING** Work in pairs. Try to find three sports or hobbies which you and your partner both like.

Do you like drawing?

No, I don't. But I like board games.

Me too! Do you like ... ?

Contrast: present simple and present continuous

I can distinguish the use of the present simple and present continuous.



Hi, Adam. I'm in the park with some friends. Do you want to join us?

What are you doing?

At the moment, we're listening to Sue. She's playing the guitar.

Is she good?

She's OK. She's getting better. She has guitar lessons every week. So are you coming?

I don't know. We're moving house next weekend, so I need to help my parents. We're packing boxes today.

That's a shame. We're playing volleyball later.

I love volleyball! Maybe just for an hour ...

Sure. A game of volleyball doesn't take long. See you later! 😊

1 Describe the photo. What are the people doing?

Use the verbs below.

laugh play sit smile wear

The girl on the left is playing the guitar.

2 Read the messages above. Why does Adam change his mind about going to the park?

LEARN THIS! Present tense contrast

We use:

- the **present simple** for something that happens regularly, always or never.
- the **present continuous** for something happening at this moment.
- the **present continuous** for something happening around this time.
- the **present simple** for stating a fact.
- the **present simple** with certain verbs that we do not usually use in continuous tenses: *believe, know, like, love, need, understand, want*, etc.
- the **present simple** for future arrangements.

3 Find examples of the present simple and present continuous in the messages in exercise 2. Then read the Learn this! box and complete the rules.

4 Match each example you found in the messages with the correct rule (a–f) in the Learn this! box.

5 Work in pairs. Explain the difference between sentences a and b in each pair.

- a I'm doing my homework after school.
b I do my homework after school.
- a Joe is learning to drive.
b Many teenagers learn to drive when they are seventeen.
- a Mark plays the guitar.
b Mark is playing the guitar.
- a We aren't going on holiday in August.
b We don't go on holiday in August.

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6 1.03 Complete the phone dialogue. Use the correct present simple or present continuous form of the verbs in brackets. Then listen and check.

- Toby Hi
Leia Hi, Toby. What ¹ are you doing (you / do)?
Toby I'm at the sports centre. I ² _____ (wait) for Tom.
Leia ³ _____ (you / go) swimming?
Toby No, we ⁴ _____ (play) table tennis. We ⁵ _____ (play) every Saturday morning. But he's really late!
Leia What ⁶ _____ (he / do)?
Toby I ⁷ _____ (not know). He ⁸ _____ (not answer) his phone. Anyway, where are you?
Leia I'm at the shopping centre, but I ⁹ _____ (not buy) anything today. I ¹⁰ _____ just _____ (look).
Toby ¹¹ _____ (you / like) table tennis?
¹² _____ (you / want) to play?
Leia Sure! But I ¹³ _____ (not wear) sports clothes.
Toby ¹⁴ _____ (you / wear) trainers?
Leia Yes, I am – with jeans and a T-shirt.
Toby That's fine. You ¹⁵ _____ (not need) sports clothes. See you soon!

7 SPEAKING Work in pairs. Ask and answer questions 1–6. Use the activities below or your own ideas.

Everyday activities do [my] homework go shopping go for a walk / a bike ride have a picnic listen to music play football / tennis / video games read a book visit friends / relatives watch a film / TV

- What do you usually do after school?
- What are you doing after school today?
- What do you usually do at the weekend?
- What are you doing this weekend?
- What do you usually do during the school holidays?
- What are you doing next school holiday?

What do you usually do after school?

I listen to music at home.

Describing people

I can describe people's appearance.



- 1 Look at the photos of famous film characters. Match them with the names below. What films do they appear in? Do you know who the actors are?

James Bond ____ Edward Cullen ____ Galadriel ____
 Black Widow ____ Javert ____ Katniss Everdeen ____

- 2 Match the sentence beginnings (1–4) with the endings (a–d). Then match the descriptions with four of the characters in exercise 1.

- 1 ____ has got long brown hair. She's wearing ____
 2 ____ has got long wavy red hair. She's wearing ____
 3 ____ has got short dark hair. He's wearing ____
 4 ____ has got a beard and moustache. He's wearing ____

- a a black jacket and black trousers.
 b a brown jacket and a black T-shirt.
 c a coat and a hat.
 d a grey coat, a blue shirt and dark jeans.

- 3 **VOCABULARY** Add the adjectives below to the table. Note the order of the adjectives.

Describing hair black brown fair red long
 medium-length straight wavy

	length	style	colour	
He/She's got	short	curly	dark	hair.

- 4 Work in pairs. How many different items of clothing can you write down? Include all the ones in exercise 2. Put them into groups A and B below.

A Top half jacket, shirt, ...
 B Bottom half trousers, shoes, ...

► **Vocabulary Builder** Clothes: page 117

- 5 In your notebook, write a description of the other two characters in exercise 1.

Galadriel has got ... She's wearing ...
 James Bond has got ... He's ...

- 6 **SPEAKING** Tell your partner what clothes you usually wear when:

- a you are at school.
 b you go out with friends.
 c you are relaxing at home.
 d you do sport.

When I'm at school, I usually wear ...

- 7 **SPEAKING** Work in pairs. Describe someone in the class. Can your partner guess who it is?

She's got curly fair hair and blue eyes. She's wearing a red sweatshirt, jeans and black trainers.

Is it Anna?

Articles

I can correctly use a / an and the with nouns.



This is a classroom in a primary school in South Korea. The classroom is very high-tech. There are some students on the floor. They are playing with a robot dog. Is there a teacher? Yes, there is, but the teacher is a robot! It is difficult to find English teachers in South Korea, so they are starting to use robots instead. The robot can speak, and correct pronunciation. Are the robots popular with the students? Chung Cha, the girl on the right, says, 'The robots are fun, but I think a real teacher is better. I hope robots don't replace teachers because I want to study languages at university and be an English teacher one day!'

- Look at the photo of the classroom. What is unusual about it?
- Read the text and check your ideas. Would you like to learn English in a classroom like this? Why? / Why not?

LEARN THIS! Articles

- We use ¹_____ to talk about something for the first time.
There's an interactive whiteboard in our classroom.
- We use ²_____ when we mention something again.
Our teacher often uses the interactive whiteboard.
- We use ³_____ when it is clear what we are talking about, or when there is only one of something.
*We play basketball in the gym. (The gym at school)
The sun is shining.*
- We use ⁴_____ to say what someone's job is.
My mum's a teacher.
- Note these set phrases.
 - ⁵_____ : listen to the radio, go to the cinema, play the guitar
 - ⁶_____ : watch TV, listen to music, in / to bed, to / at / from school, at home / work, in hospital

- Read the **Learn this!** box. Complete the rules with a / an, the, or no article (–).
- Read the text in exercise 2 again. Match each of the highlighted words with a rule in the **Learn this!** box.

- Complete the dialogue. Use a / an or the. Explain your choices.

- Martha I go to school near ¹the city centre.
 Jake Really? What's ²_____ name of ³_____ school?
 Martha St Mark's. It's ⁴_____ private school.
 Jake I know ⁵_____ girl who goes there. Alice Smith.
 Martha There's ⁶_____ Alice Smith in my class. I wonder if it's ⁷_____ same one.
 Jake She's got blue eyes, long wavy hair and ⁸_____ nice smile.
 Martha That's her! Which school do you go to?
 Jake Hadfield College.
 Martha Oh. My dad's ⁹_____ maths teacher there: John Chapman.
 Jake You're joking! He's my teacher!

LOOK OUT!

We do not use *the* when we make generalisations.

I don't like history. (the history X)

I like playing basketball at school. (the basketball X)

- Read the **Look out!** box. Are the sentences below generalisations or not? Circle the correct words.
 - Dogs / The dogs are more intelligent than cats / the cats.
 - Weather / The weather is nice today.
 - Football / The football is more fun than volleyball / the volleyball.
- Read the **Learn this!** box and complete the rules with *is* or *are*. Find one example of *there is* and one example of *there are* in the text in exercise 2.

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LEARN THIS! There is / are

- We use *There* ¹_____ with singular nouns.
There is a book on the desk.
- We use *There* ²_____ with plural nouns.
There are twenty children in the class.
- The short form of *There* ³_____ is *There's*. *There* ⁴_____ does not have a short form.

- VOCABULARY** Check the meaning of the words below. Which ones are in your classroom?

In school canteen classroom computer corridor
 desk gym hall interactive whiteboard
 laptop noticeboard playing field reception
 staff room textbook whiteboard

- SPEAKING** Imagine you are describing your school to a visitor. Talk about some of the places and things in exercise 8. Use *There is / are* and articles correctly.

There's a canteen and a gym. There are ...

1

Feelings

1A

Vocabulary

How do you feel?

I can describe how people are feeling.

Unit map

Vocabulary

Adjectives to describe feelings
Modifying adverbs
Accidents and injuries
Phrasal verbs and register

Word Skills

Adjective endings
How + adjective

Grammar

Past simple (affirmative, negative and interrogative)
Question words
should

Listening Problems, problems!



Reading Painless



Speaking Narrating events



Writing A description of an event

Culture 1 The British



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- 1 **SPEAKING** Look at the photos and answer the questions.
Use the words below to help you answer question 2.

- How do you think these people are feeling?
- What is making them feel that way?

Photo A watch match team lose

Photo B exam results pass marks

Photo C plane late luggage

Photo D school work difficult boring

- 2 **1.04 VOCABULARY** Check the meaning of all the adjectives below. Can you match any of them with the photos in exercise 1?

Adjectives to describe feelings anxious ashamed bored confused
cross delighted disappointed embarrassed envious excited
frightened proud relieved shocked suspicious upset

The people in photo A look ...

- 3 Work in pairs. Put the adjectives in exercise 2 into categories A and B below.
Do you know any other adjectives you could add to the categories?

A Positive feelings

--

B Negative feelings

--

- 4 In pairs, do the test below. Then check the answers at the bottom of the page. How many did you get right?

Can you read people's emotions?

For each photo, choose the adjective (a–c) that matches how the person is feeling.



- 5 Read the tweets and complete the hashtags with adjectives from exercise 2. Then compare your answers in pairs. More than one answer may be possible.



- 6 **1.05** Listen to five speakers. Match one adjective from the list below with each speaker (1–5). There are three extra adjectives.

anxious cross confused disappointed
excited embarrassed proud suspicious

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

RECYCLE! Present continuous

We use the present continuous for things happening as we speak.

Grace is making dinner (at this moment).

However, with verbs not used in continuous tenses (*believe, belong, hate, know, seem*, etc.), we use the present simple even for things happening now.

Look! Jack seems cross (at this moment).

- 7 **1.05** Read the **Recycle!** box. Then listen again and complete the sentences (a–e) with speakers 1–5 and the correct present tense form of the verbs in brackets.

- a Speaker _____ (not know) that a friend's exam result is bad.
b Speaker _____ (not understand) why there aren't any buses.
c Speaker _____ (lie) in bed at night and can hear voices.
d Speaker _____ (have) a ticket for a really good concert.
e Speaker _____ (make) a birthday cake for a friend who won't like it.

How does Speaker 1 feel and why?

He feels ... because he ...

- 8 In pairs, check your answers to exercises 6 and 7.
9 **VOCABULARY** Read the modifying adverbs below. Number them in order from weakest to strongest.

Modifying adverbs a bit _____ a little bit 1 extremely _____
rather _____ very _____

- 10 Write notes about how you usually feel in these situations. Sometimes you might need more than one adjective. Include modifying adverbs from exercise 9.

How do you feel when ...

- 1 you have an exam in ten minutes?
2 your exam finishes?
3 you see a large spider in your bedroom?
4 friends or family members are arguing?
5 you arrive at a party?
6 you can't sleep?

- 11 **SPEAKING** In pairs, take turns to ask and answer the questions in exercise 10.

How do you feel when ... ?

I feel excited, but a little bit anxious too.

Past simple (affirmative)

I can use the past simple affirmative.

1 Is there a lottery in your country? Do you think it is a good idea to buy tickets? Why? / Why not?

2 Read the text. Are all lottery winners happy?



Last weekend, somebody bought a lottery ticket, chose all the correct numbers and won millions. How lucky! Or maybe not. In the 1970s, scientists at the University of Illinois studied lottery winners and compared their levels of happiness with other people. The results were interesting. The winners felt delighted for a short time, but after that, their happiness returned to normal levels. A similar study by the University of California in 2008 gave the same results. They looked at lottery winners six months after their win and found completely normal levels of happiness. And for a few unlucky people, a huge lottery win was the start of major problems. Alex Toth, for example, won \$13 million in 1990. He stopped working, spent the money quickly and had terrible arguments with his family and friends.

3 Read the **Learn this!** box. Find all the past simple forms in the text in exercise 2. Match them with rules a–d in the **Learn this!** box.

LEARN THIS! Past simple (affirmative)

- a We form the past simple form of regular verbs by adding -ed to the infinitive.
want – wanted talk – talked
- b There are some rules about spelling changes.
1 drop – dropped 2 marry – married 3 move – moved
- c Some verbs have irregular past simple forms.
go – went begin – began leave – left take – took
- d The past simple of the verb *be* has two forms, singular and plural.
be – was / were

➡ Grammar Builder 1B page 124

4 Complete the sentences with regular and irregular past simple forms from exercise 3.

- She won millions of dollars on the lottery. She _____ all the money in only three years.
- I _____ my keys in the street. Luckily, I _____ them later.
- Our cousin _____ to university when he was only fifteen years old. He _____ maths there.
- My grandfather _____ my grandmother in 1965 and they _____ together until she died last year.
- I _____ home when I was nineteen and _____ to London.

5 **1.06** Complete the text with the past simple form of the verbs in brackets. Then listen and check.

In 2002, nineteen-year-old British refuse collector Michael Carroll and his family ¹ _____ (be) delighted when he ² _____ (win) £9.7 million in the lottery. He ³ _____ (give) millions of pounds to charity and to friends and relatives. He also ⁴ _____ (spend) thousands on loud, all-night parties, and over the next few years, he ⁵ _____ (get) into trouble with the police several times. His wife Sandra ⁶ _____ (be) cross and upset and ⁷ _____ (decide) to leave. Soon, he ⁸ _____ (have) no money left, and in 2010, he ⁹ _____ (begin) work as a refuse collector again. 'I'm just glad it's over,' he ¹⁰ _____ (say).

6 **SPEAKING** Work in pairs. What is your opinion of what happened to Alex Toth and Michael Carroll? Are their stories difficult to believe? Are they sad, funny, a warning?

7 Complete the sentences with the adjectives below and the past simple form of the verbs in brackets.

bored delighted disappointed embarrassed
relieved suspicious upset

- Sandra Carroll **felt** (feel) **upset** when Michael **spent** (spend) all his money on parties.
- Spencer _____ (be) _____ when he _____ (drop) all his money on the floor of the shop.
- Bess _____ (be) _____ when she _____ (win) the essay competition.
- I _____ (feel) a bit _____ when the man _____ (say) he was a millionaire.
- We _____ (be) very _____ when the music _____ (stop) and everyone _____ (leave) the party.
- I _____ (get) a bit _____ because Dan _____ (talk) about his new girlfriend all evening.
- You _____ (be) extremely _____ when we _____ (find) your mobile phone behind the sofa.

8 **SPEAKING** Tell your partner about a time when you had these feelings. Use the past simple.

- | | | |
|------------|-----------|-----------|
| 1 anxious | 3 cross | 5 shocked |
| 2 confused | 4 excited | 6 upset |

I was anxious because I had a music exam.

Problems, problems!

I can listen for gist.



1 SPEAKING Describe the photo. What are the girls doing? How are they feeling? What do you think they are saying?

2 SPEAKING In pairs, take turns to ask and answer the questions in the questionnaire. Are your answers the same?

1 You borrowed a DVD from your friend but now you can't find it. Do you ...

- a tell your friend the truth as soon as possible?
- b say nothing and hope your friend forgets about it?
- c secretly buy a new copy of the DVD?
- d keep looking for the DVD but say nothing yet?

2 Your friend has stopped speaking to you and you don't know why. Do you ...

- a send a message asking what the problem is?
- b ask your other friends about it?
- c insist on talking face-to-face with your friend?
- d wait and see if the problem goes away?

3 You're friendly with a new student at school, but your old friends don't like him / her. Do you ...

- a stop spending time with the new student?
- b tell your old friends they aren't behaving well?
- c invite them all to your house so they can get to know one another?
- d continue to see them all, but separately?

Listening Strategy

You do not have to understand every word in a listening task. Focus on the general meaning and try not to be distracted by words you do not understand.

3 1.07 Read the **Listening Strategy** above and the three summaries of a dialogue below. Then listen to the dialogue. Which is the best summary?

- a Zak refuses to go out with Tom because he's disappointed about his exam results.
- b Zak is anxious about his exams and decides not to go out with Tom.
- c Zak is relieved that his exams are six weeks away, and agrees to go out with Tom.

LEARN THIS! should

a We often use *I think ... + should*.

I think she should speak to her friend.

b For the negative, we use *I (don't) think ... + should* (NOT *I think + shouldn't*).

I don't think we should borrow more money.

4 SPEAKING Read the **Learn this!** box. Then say what Zak should do. Use *I (don't) think ...* and the phrases below.

calm down finish his revision plan stop revising
go out with Tom revise tomorrow phone Tom soon

I think / don't think Zak should calm down.

5 1.08 Listen to four dialogues. Match the dialogues (A–D) with the sentences below. There is one sentence that you do not need.

The person with a problem:

- 1 accepts an offer of help.
- 2 does not follow the advice.
- 3 is embarrassed to ask for advice.
- 4 feels bad because a friend is cross.
- 5 refuses an offer of help.

6 1.09 Listen again to dialogues B, C and D. Complete the collocations (1–8) with the verbs below.

give have make make take take tell tell

Dialogue A

1 make a plan

2 take a break

Dialogue B

3 an offence

4 somebody a call

Dialogue C

5 the truth

6 a word (with somebody)

Dialogue D

7 an excuse

8 a lie

7 SPEAKING In pairs, plan a dialogue using the prompts below. Choose a problem and two suggestions from exercise 2 or use your own ideas.

A Say hello. Ask how B is.

B Tell A your problem.

A Say what B should do, in your opinion.

B Reject A's suggestion.

A Make another suggestion.

B Agree and thank A for the advice.

8 SPEAKING Act out your dialogue to the class.

Hi! How are you?

I'm OK. But I'm worried about something ...

Past simple (negative and interrogative)

I can use the past simple to describe events.

1 SPEAKING Work in pairs. Say what you did last night.

2 1.10 Read and listen to the video chat. Why did Anna not enjoy her evening at the cinema?



- Sam Hi, Anna! Did you go out last night?
 Anna Yes, I went to the cinema.
 Sam Oh, really? Who did you go with?
 Anna My sister.
 Sam What did you see?
 Anna The new Jennifer Lawrence film.
 Sam Did you enjoy it?
 Anna No, it wasn't great. And I couldn't see the screen very well. The man in front of me was really tall, and he didn't stop talking to his girlfriend!
 Sam I hate that!
 Anna And that's not all. I lost my mobile! I think I dropped it in the cinema.

3 Read the Learn this! box. Complete the rules.

LEARN THIS! Past simple (negative and interrogative)

- a We form the negative form of the past simple with 1 _____ and the infinitive without to.
I didn't go out last night.
- b We form the interrogative form of the past simple with 2 _____ and the infinitive without to.
Did Harry text you? Yes, he did. / No, he didn't.
- c We do not use *did* / *didn't* with the verbs 3 _____ or 4 _____.
Was Joe late for school? Yes, he was.
Could you read when you were three? No, I couldn't.

➡ Grammar Builder 1D page 124

4 Make the sentences negative.

- I went shopping on Saturday.
I didn't go shopping on Saturday.
- I could walk when I was one year old.
- I walked home from school yesterday.
- My teacher gave us lots of homework last weekend.
- It was hot and sunny yesterday.
- I got up before seven o'clock this morning.

5 1.11 Complete the second part of the dialogue. Use the past simple affirmative, negative or interrogative form of the verbs in brackets. Then listen and check.

- Sam You 1 _____ (not leave) your mobile at the cinema. You 2 _____ (lend) it to me, remember? I 3 _____ (not give) it back to you.
- Anna Yes, of course! Can you bring it to school tomorrow?
- Sam I'm really sorry, but I 4 _____ (leave) it on the bus yesterday evening.
- Anna Oh no! What 5 _____ (you / do)?
 6 _____ (you / ring) the bus company?
- Sam Yes, I did, but they 7 _____ (not can) find it. It 8 _____ (not be) on the bus. Don't worry. I 9 _____ (phone) your number ...
- Anna 10 _____ (anyone / answer)?
- Sam Yes! Lucy, from our class.
- Anna Why 11 _____ (she / have) my phone?
 12 _____ (she / be) on the bus with you?
- Sam Yes. She 13 _____ (pick) it up by mistake. She's bringing it to school tomorrow!

LEARN THIS! Question words

which why when where how much / many / often

When a *Wh-* question includes a preposition, the preposition usually goes at the end.

What are you listening to?

6 Read the Learn this! box and copy the list of question words into your notebook. Find two more question words in the dialogue in exercise 2 and add them to your list. Find a question with a preposition at the end.

7 Complete the yes / no questions about your weekend. Use the past simple interrogative form of the verbs below. Then complete the follow-up questions using the question words.

do do go play see watch

- Did you watch TV? What did you watch?
 I _____ out on Friday or Saturday evening?
 Where _____?
- _____ anyone on Saturday or Sunday?
 Who _____?
- _____ any homework? When _____?
- _____ computer games? Which _____?
- _____ any sport? What _____?

8 SPEAKING Work in pairs. Take turns to ask and answer the questions in exercise 7.

Did you watch TV?

Yes, I did.

What did you watch?

I watched a basketball match on Saturday night.

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Adjective endings

I can use different adjective endings.

- 1 SPEAKING** Look at the title of the text and the photo. What do you think the story is about?
- Read the text. Who replied to Zoe's message? When did they reply, and from where?

Message in a bottle

In 1990, Zoe Lemon was on a ferry, sailing from Hull in England to Germany. She was going on holiday with her family. The journey was long and tiring and ten-year-old Zoe soon got bored. To pass the time, she decided to write a message in a bottle and drop it into the sea. 'It will be interesting if someone finds it,' she thought. Then she forgot about the bottle completely.

Twenty-three years later, she was amazed to get a reply from someone in the Netherlands. A man was walking on the beach and was surprised to find Zoe's bottle in the sand. He wrote to the address on the message, where Zoe's parents still live. Zoe was delighted, but it was also very moving for her to see her message again after twenty-three years, and she cried when she read it. 'It's astonishing that the bottle didn't break,' said Zoe. Her five-year-old son thinks it is all very exciting and wants to put a message in a bottle himself!



- 3 SPEAKING** Work in pairs. Imagine you are going to put a message in a bottle and drop it into the sea. What would you write? Tell the class.

LEARN THIS! -ed / -ing adjectives

- Many adjectives ending in ¹ _____ describe how people feel. Adjectives ending in ² _____ describe something which makes them feel that way. Pairs of -ed / -ing adjectives like these are formed from verbs, e.g. *disappoint*.
I'm disappointed. My exam result is disappointing.
- Sometimes the spelling changes.
worry (verb) – worried, worrying bore (verb) – bored, boring
- Not all -ed adjectives have -ing equivalents, e.g. *delighted, ashamed*.

- 4 DICTIONARY WORK** Read the dictionary entries and the **Learn this!** box. Complete rule a using -ed and -ing.

exhausted /ɪɡˈzɔːstɪd/ adj very tired
exhausting /ɪɡˈzɔːstɪŋ/ adj making sb very tired:
Teaching young children is exhausting work.

- Find all the -ed and -ing adjectives in the text in exercise 2. Which of the -ed adjectives does not have an -ing equivalent?
- 6 DICTIONARY WORK** Use a dictionary to find -ed and -ing adjectives formed from the verbs below. Make a list in your notebook. Which verb does not form an -ing adjective?
 annoy worry disgust exhaust relieve
 satisfy surprise
- Circle the correct forms to complete the sentences.
 - I don't like this film. It's **bored** / **boring**.
 - I don't find computer games very **excited** / **exciting**.
 - I don't be **frightened** / **frightening**. The dog won't bite.
 - I was **shocked** / **shocking** when I heard the news.
 - It's really **annoyed** / **annoying** when you interrupt.
 - Why are you looking so **worried** / **worrying**?
- Complete each pair of sentences with -ed and -ing adjectives formed from the verbs in brackets.
 - a I don't understand this map. It's very _____. (confuse)
 b Can you help me with my maths? I'm _____. (confuse)
 - a I was _____ when I fell over. (embarrass)
 b I hate it when my dad dances. It's so _____. (embarrass)
 - a That journey was very _____. (tire)
 b I was _____ after a long day at school. (tire)
 - a Are you _____ in photography? (interest)
 b Which is the most _____ lesson in this unit? (interest)
 - a Yuck! This cheese smells _____. (disgust)
 b She was _____ by his bad behaviour. (disgust)

LEARN THIS! How + adjective

We often react to things we hear or see with **How** + adjective.
How boring! How disgusting! How wonderful!

- 9 SPEAKING** Read the **Learn this!** box. Then work in pairs.

Student A: Make a sentence using the past simple and the words below. Add your own ideas.

Student B: React to the sentence using **How** + an -ing adjective.

- I / drop / phone / and it / break
- My dad / dance / my birthday party
- My favourite football team / lose / the weekend
- I / get full marks / English exam
- I / see / a car crash / town centre

I dropped my phone and it broke.

How annoying!

Painless

I can understand a text about an unusual medical condition.

- 1 **SPEAKING** Look at the title of the text and the four warning signs (A–D). What is the connection? What do you think the text will be about?

Reading Strategy

When you do a matching task, follow these steps:

- 1 Read the text to get a general idea of the meaning. Do not worry if you do not understand every word.
 - 2 Read the task and all the options carefully.
 - 3 Read the paragraphs of the text carefully one by one and match them to the correct option.
 - 4 Check that the extra options do not match with any of the paragraphs.
- 2 Read the **Reading Strategy**. Then read the text quickly to get a general idea of the meaning. Were your ideas in exercise 1 correct?

- 3 Read the text again. Match the questions below with paragraphs A–E of the text. There are two extra questions.

In which paragraph does the writer tell us ...

- 1 when doctors realised Ashlyn had a medical problem? ____
- 2 what causes her condition? ____
- 3 what happened when she burned her hands? ____
- 4 what scientists are doing to find a cure? ____
- 5 why some people die from this condition? ____
- 6 what treatment Ashlyn receives every day for her problem? ____
- 7 how school life for Ashlyn was unusual? ____

- 4 **SPEAKING** Work in pairs. Talk about information in the text that you found surprising or interesting.

I found it surprising that ...

I found it interesting that ...

- 5 Complete the questions using the question words below. Then take turns to ask and answer the questions in pairs.

How How many When What Who Why

- 1 How did Ashlyn burn her hands?
- 2 _____ was the doctor shocked when he saw Ashlyn's eye injury?
- 3 _____ people are born with this medical condition in the USA each year?
- 4 _____ watched Ashlyn carefully in the playground at school?
- 5 _____ did Ashlyn's story first appear in newspapers?
- 6 _____ is the cause of Ashlyn's medical condition?

How did Ashlyn burn her hands?

She put her hands on a hot engine.

- 6 **VOCABULARY** Find the words in the text to do with accidents and injuries and complete them below.

Accidents and injuries

Verbs

burn / cut / hurt / 'in _____ e yourself / your hand, etc.
fall / 'tr _____ p / slip over 'b _____ k your arm / finger, etc.
bleed sprain your ankle / wrist hurt (e.g. *my leg hurts*)

Nouns and phrases

'b _____ d a broken arm / finger, etc. 'a b _____ se
'a b _____ n a cut 'an _____ y a sprain pain

- 7 Match eight of the verbs from exercise 6 with the past simple affirmative forms below. Are they regular or irregular?

a bled <i>bled (irregular)</i>	e fell over _____
b broke _____	f hurt _____
c burned _____	g injured _____
d cut _____	h sprained _____

- 8 **SPEAKING** Work in pairs. Tell your partner about a time when you hurt or injured yourself. Use vocabulary from exercise 6.

I broke my arm when I was six years old.



A life without pain

1.12

A All children hurt themselves from time to time. But when thirteen-year-old Ashlyn Blocker was younger, she had more accidents and injuries than her friends. For example, she once put her hands on a very hot engine and got a serious burn. She only knew about it when she looked at her skin. She showed her parents and they took her straight to hospital. Ashlyn simply did not know when she injured herself.

B When Ashlyn was a baby, her parents knew she was different: she didn't cry. Then, when she was eight months old, they noticed there was some blood in her eye, so they took her to see a doctor. The doctor was shocked and confused when he looked at Ashlyn's eye: there was a serious cut. So why wasn't the baby girl upset? Why didn't she cry? The eye injury soon got better, but doctors realised that Ashlyn had a very unusual medical condition: she couldn't feel any pain.

C This condition is very rare: only about a hundred people a year in the USA are born with it, and many of them die because of it. Pain is a natural warning: when you're ill or injured, your body hurts and this tells you there's a problem. People who can't feel pain often die young because when they break a bone or have a problem with their heart, they just don't realise.

D The first few years of Ashlyn's life were very difficult. She often tripped and injured herself. Once, she broke her ankle and didn't know, so she didn't stop running. At school, Ashlyn needed a lot of attention to keep her safe. For example, in the playground, one teacher watched Ashlyn all the time. When other children fell over, the teachers could ask, 'Does it hurt?' But of course, with Ashlyn, it was not so simple, and the teachers had to search for cuts, bruises or other injuries.

E When she was five, Ashlyn's story appeared in newspapers. Then she had invitations to appear on TV shows and became well known. Scientists studied the causes of her condition and found it was a genetic disorder. For some reason, pain signals do not reach her brain. Unfortunately, at the moment, there is no hope of a cure. And as Ashlyn knows, a life without pain is both difficult and dangerous.

