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IA

Vocabulary

Holidays

I can talk about what I did in the school holidays.

Introduction



- 1 SPEAKING** Work in pairs. Look at the photo and ask and answer the questions.

- Do you know where it is?
- Have you been there? If so, did you have a good time?
- If you haven't been there, would you like to go? Why? / Why not?

- 2 1.02** Read and listen to the dialogue. Who had a more enjoyable holiday: Dave or Anna?

- Dave Hi, Anna. Did you have a good holiday?
 Anna Yes, it was great, thanks.
 Dave What did you get up to?
 Anna I went on a city break with my family.
 Dave Abroad?
 Anna No, we went to London.
 Dave Cool. Did you have a good time?
 Anna Yes, we visited the Tower of London and lots of museums. We went on a boat trip too.
 Dave Did you go on the London Eye?
 Anna No, it was too expensive. How was your holiday?
 Dave Not bad. But I didn't do much. We didn't go away. I hung out with my friends. We went to a music festival and we visited a theme park a couple of times.
 Anna Sounds fun.
 Dave Yes, it was OK. Just a shame the holidays weren't longer!

- 3 VOCABULARY** Look at the list of tourist attractions below. Then underline three more in the dialogue in exercise 2. How many more can you think of?

Tourist and visitor attractions aquarium castle cathedral church harbour market monument mosque museum national park old town opera house palace park restaurant ruins shopping district square statue theatre tower wildlife park

➔ **Vocabulary Builder** Describing visitor attractions: page 121

- 4 SPEAKING** Work in pairs. Ask and answer about the tourist attractions in exercise 3.

Do you like visiting museums?

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

Why? / Why not?

- 5 VOCABULARY** Complete the holiday activities with the words below.

the beach beach volleyball a bike
 a bike ride cards an excursion kayaking
 a castle mountain biking a theme park

Holiday activities

visit a museum / ¹_____ / a cathedral / ²_____

go shopping / swimming / cycling / ³_____ /
 abseiling / ⁴_____

go for a walk / for ⁵_____ / on ⁶_____ /
 on a boat trip

hire ⁷_____ / a kayak / a car / a boat

play table tennis / ⁸_____ / ⁹_____ /
 board games

lie on ¹⁰_____ eat out buy souvenirs sunbathe

- 6** Find three of the holiday activities from exercise 5 in the dialogue in exercise 2.

LEARN THIS! Past simple

The past simple of regular verbs ends in -ed.

We use *did* / *didn't* for the negative and interrogative forms of all verbs except *be*. We do not use *did* / *didn't* with modal verbs (*can*, *must*, etc.).

I didn't go away in the summer.

Did you visit your cousins? Yes, I did. / No, I didn't.

- 7** Read the **Learn this!** box. In the dialogue in exercise 2, underline examples of the following past simple forms:

- regular affirmative
- irregular affirmative
- negative
- interrogative

➔ **Grammar Builder I.1** page 126

- 8 SPEAKING** Work in pairs. Ask and answer about the holiday activities in exercise 5. Find three that you both did in the school holidays, and three that neither of you did. Give extra information in your answers where possible.

Did you go mountain biking?

No, I didn't. Did you?

Yes, I did. I went mountain biking with my family near Bristol.

- 9 SPEAKING** Work in pairs. Ask and answer about your summer holidays.

- What was the most enjoyable thing you did during the school holidays? Why?
- What was the least enjoyable thing you did? Why?

Present tense contrast

I can use different tenses to talk about the present and future.

- 1 **SPEAKING** Work in pairs. Find out a) when and where your partner usually does his / her homework and b) what type of homework he / she likes most and least.

- 2 **1.03** Read and listen to the dialogue. Why is Sue annoyed with Dan at the end?



Sue You aren't wearing your sports kit. P.E. starts in ten minutes.

Dan I haven't got my sports kit today.

Sue You're always forgetting things!

Dan Well, I don't like P.E., so I'm not feeling too sad about it.

Sue Sport is important. It makes you fit. What are you doing instead?

Dan Mr Harley is giving me some extra maths homework to do in the library.

Sue That's a shame. Mr Harley always gives us really difficult homework.

Dan I don't mind. I need to do some extra work. We have exams next week.

Sue I know. That's why we're revising together on Saturday. We arranged it last week.

Dan I don't remember that! Sorry! I'm going away on Saturday.

Sue Like I said ... you're always forgetting things!

Dan Let's revise when I get back on Sunday afternoon.

Sue Sorry, I can't. My parents are decorating the house at the moment and I have to help.

- 3 Look at the dialogue again. Which verbs are in the present simple? Which are in the present continuous? How many negative and interrogative forms are there?

- 4 Read the **Learn this!** box. Complete the rules (a–g) with the correct tenses: *present simple* or *present continuous*. Use the highlighted examples from the dialogue to help you.

LEARN THIS! Present simple and continuous

We use:

- a the _____ for habits and routines.
- b the _____ for something happening now or about now.
- c the _____ for describing annoying behaviour (with *always*).
- d the _____ for a permanent situation or fact.
- e the _____ for timetables and schedules (e.g. school timetables).
- f the _____ for future arrangements.
- g the _____ in future time clauses (starting with *when, as soon as, after, if, etc.*).

- 5 Compare sentence a with sentence b. How is the speaker's attitude different?

- a You always go shopping with Cathy at the weekend.
- b You're always going shopping with Cathy at the weekend.

LEARN THIS! Dynamic and state verbs

Dynamic verbs describe actions and can be used in the simple or continuous form. State verbs describe states or situations and are not usually used in continuous tenses. Common state verbs include:

believe belong hate know like love mean mind need prefer remember understand want

Some verbs can be used as either state or dynamic verbs, depending on their meaning.

Dynamic: *What are you thinking about?* (= mental activity)

State: *What do you think of this film?* (= opinion)

- 6 Read the **Learn this!** box. Find five state verbs in the dialogue in exercise 2. How do you know they are state verbs?

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- 7 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- 1 I _____ (meet) Jack in town later.
_____ (you / want) to come?
- 2 We usually _____ (walk) to school, but tomorrow we _____ (go) by bus.
- 3 I _____ (love) theme parks, but the tickets _____ (cost) a lot.
- 4 My friends _____ (not want) to play tennis because it _____ (rain).
- 5 _____ (you / enjoy) this film?
Or _____ (you / prefer) comedies?
- 6 I _____ (not believe) Ben's story.
He _____ (always / invent) things.
- 7 Why _____ (you / laugh)?
I _____ (not understand) the joke.
- 8 I _____ (catch) the train to London as soon as it _____ (arrive).

- 8 **SPEAKING** Work in pairs. Find out what your partner a) usually does at weekends and b) is doing this weekend. Use the words below or your own activities.

Social activities go for a bike ride go for a walk
go out for lunch go shopping go skateboarding
go to a café with friends go to a friend's house
listen to music meet friends in town
play basketball play table tennis
play video games watch TV / a DVD / a film

What do you usually do at weekends?

I usually meet friends in town.

What about this weekend?

On Saturday, I'm ...
On Sunday, I'm ...

Adjectives

I can form and use a variety of adjectives correctly.

- 1 SPEAKING** In pairs, describe the photo. Would you like to appear on stage in a theatre production? Why? / Why not?

- 2 1.04** Read and listen to the dialogue. Why does Mason change from feeling anxious to feeling terrified?

Ruby	So this is your first school show, Mason. Are you excited about it?
Mason	Yes, I am. But I'm anxious too. There's going to be a big audience!
Ruby	Don't worry. They're friendly!
Mason	I hope so. Where's Alex? He isn't here yet.
Ruby	That's strange. He's usually very punctual.
Mason	Maybe he's too frightened to come.
Ruby	Alex? No, it can't be that. He's a really confident person.
Miss Hart	Hello, Mason. I had a message from Alex. He's ill and can't perform tonight. He's very upset about it. Can you sing his song in the second half?
Mason	I know the song well, so maybe ...
Miss Hart	Thanks, Mason. That's brave of you. Don't worry, you'll be great.
Ruby	You've got your own song now. How exciting!
Mason	I know. But I'm terrified!

- 3 VOCABULARY** Look at the adjectives below. Underline five of them in the dialogue in exercise 2.

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

- 4 SPEAKING** Work in pairs. Ask and answer the questions.

- How do you think performers in a school show usually feel before a performance?
- How might they feel afterwards?
- Do you mind speaking in public? Why? / Why not?

- 5 1.05** Listen to the speakers. How is each person feeling? Choose from the adjectives in exercise 3.

- 6 SPEAKING** Choose four adjectives from exercise 3. Then find out when your partner last felt that way.

When did you last feel cross?

I felt cross when my sister broke my hairdryer.

- 7 VOCABULARY** Work in pairs. Look at the list of personality adjectives below. Then underline four more in the dialogue in exercise 2. How many other personality adjectives do you know?

Adjectives describing personality flexible hard-working honest kind loyal organised outgoing patient reliable sensitive shy



LOOK OUT!

- !** Adjectives ending in *-ed* usually describe a feeling, while similar adjectives ending in *-ing* describe something or somebody that causes the feeling.

This game is tiring. I'm tired.

It's an exciting competition. They're feeling excited.

- 8** Read the **Look out!** box. Complete the sentences with an *-ed* or *-ing* adjective formed from the verbs in brackets.

- The show wasn't great, but parts of it were very _____ (amuse).
- The singing and dancing were _____ (amaze).
- A few actors forgot their lines and looked quite _____ (embarrass).
- The final scenes were actually quite _____ (move).
- I was _____ (surprise) that it was over two hours long.
- I was a bit _____ (bore) by the end of it.
- My brother is really _____ (annoy). He's always going into my bedroom without permission.

LEARN THIS! Adjectives: negative prefixes

- 💡** Adjectives beginning with *un-*, *dis-*, or *im-* / *in-* / *il-* / *ir-* have a negative meaning.

unenthusiastic disorganised impatient

- 9** Read the **Learn this!** box. Which adjectives from exercise 7 can have a negative prefix? Use a dictionary to help you.

➡ **Vocabulary Builder** Adjective endings: page 121

- 10 SPEAKING** Work in pairs. Describe yourself to your partner using adjectives from exercise 7 (with or without negative prefixes). Include the modifying adverbs *a bit*, *quite* or *very* if necessary.

I think I'm quite hard-working, but I'm a bit disorganised.

I'm very loyal, but I'm a bit impatient.

Articles, *will* and *going to*

I can use articles and talk about plans and predictions.



1 SPEAKING Look at the photo in pairs. Is this an activity you enjoy? Why? / Why not?

2 In pairs, read the dialogue and decide whether each gap should be *a / an, the* or *no article*. Write your answers.

- Leah What are you up to at ¹ _____ weekend, Toby?
 Toby I'm going to go for ² _____ bike ride on Saturday. Do you fancy coming too?
 Leah I can't, I'm afraid. I'm going to help my dad with some gardening. We're going to do some work for a neighbour.
 Toby That doesn't sound like ³ _____ best way to spend your weekend. Gardening is ⁴ _____ hard work! And according to the forecast, ⁵ _____ weather isn't going to be good.
 Leah I know. But ⁶ _____ neighbour is going to pay us for it. And my dad's ⁷ _____ gardener, so he's got all the right tools.
 Toby Really? I'll come and help you. I mean, if that's OK with you and your dad ...
 Leah Sure. We'll share ⁸ _____ money with you: £10 ⁹ _____ hour. But what about ¹⁰ _____ bike ride?
 Toby I'll go on Sunday instead. The weather will probably be better then. Do you want to come?
 Leah Yes, please. I love ¹¹ _____ bike rides. But let's go in ¹² _____ afternoon. I'll be exhausted when I wake up!

3 1.06 Listen and check your answers. When are Toby and Leah going to do the activity in the photo?

4 Study the use of articles in the dialogue. Complete the **Learn this!** box with *a / an, the* or *no article*.

LEARN THIS! Articles

- a** We use ¹ _____ when we mention something for the first time and ² _____ when we mention it again.
b We use ³ _____ when it is clear what we are talking about, when there is only one of something, and in superlatives.
c We use ⁴ _____ to say what someone's job is.
d We use ⁵ _____ when we make generalisations.
e We use ⁶ _____ to mean 'per' or 'in each'.
f There are set phrases which do not follow a rule.
 go to school at ⁷ _____ weekend watch TV
 go to the cinema in ⁸ _____ morning / afternoon
 on Monday listen to the radio

5 Complete the sentences with *a / an, the* or *no article*. Use rules **a-f** in the **Learn this!** box to explain your answers.

- My mum is _____ violin teacher. In fact, she's _____ only violin teacher in our town.
- If you like _____ tennis, there's _____ sports centre next to _____ town hall. You can hire courts for £5 _____ hour.
- I love _____ Chinese food and there's _____ great Chinese restaurant near my house.
- _____ student in my class is having _____ party on _____ Saturday. I can't go to _____ party because I'm going to _____ theatre.
- My brother, who is _____ accountant with one of _____ largest companies in London, earns £100 _____ hour.
- If you're hungry, there's _____ sandwich in _____ fridge.

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LEARN THIS! *will* and *going to*

- a** For predictions, we use:
 1 *going to* when it is based on what we can see or hear.
 2 *will* when it is based on what we know or is a guess.
b For plans, we use:
 1 *going to* when we have already decided what to do.
 2 *will* when we are deciding what to do as we speak.
c For offers and promises, we use *will*.

6 Read the **Learn this!** box. Then underline an example of each of the uses of *will* and *going to* in the dialogue in exercise 2.

7 Complete the sentences with the correct form of *will* or *going to* and the verbs in brackets. Write which rule in the **Learn this!** box you are following.

- That train _____ (not stop) here – it's going too fast. _____
- 'We _____ (spend) the weekend in Paris.' ' Lucky you. You _____ (have) a great time!' _____
- 'Help! I _____ (drop) one of these boxes.' 'Don't worry. I _____ (take) one for you.' _____
- I _____ (go) into town this afternoon. But I _____ (not be) late home, I promise. _____
- ' _____ (you / invite) Max to your party?' 'Yes, but he _____ (not come). He never goes to parties.' _____

► Grammar Builder I.4 page 127

8 Write sentences about these plans and predictions. Use *will* and *going to*. Use the list of social activities in exercise 8 on page 5 to help you.

- two things you plan to do this evening
I'm going to watch TV this evening. I'm also ...
- two things you definitely aren't going to do this evening
- two things you think you will do next summer
- two things you don't think you will do next summer

9 SPEAKING Work in pairs. Take turns to tell your partner about your plans from exercise 8. Are any of them the same?