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FOR REAL PLUS

elementary

STUDENT'S BOOK & WORKBOOK



- Key grammar from accuracy to fluency
- Fully revised exams tasks
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Units 5&6

A2| KEY OBJECTIVES

GRAMMAR modal verbs: *can, could, may*; present simple v present continuous; *much / many / a little*, etc.

FUNCTIONS talking about permission and possibility, the present, quantity

VOCABULARY city travel; transport; shapes and materials; food; souvenirs

Happiness is...

WHAT IS HAPPINESS TO YOU?
WELL, IT MEANS DIFFERENT
THINGS TO DIFFERENT PEOPLE.

- ☐ ☐ learning a new song or guitar chord
- ☐ ☐ playing the latest computer game
- ☐ ☐ listening to my favourite music

- ☐ ☐ painting a picture
- ☐ ☐ buying new clothes
- ☐ ☐ getting text messages
- ☐ ☐ playing with my pet
- ☐ ☐ seeing a good film
- ☐ ☐ reading a great book
- ☐ ☐ writing my diary or blog
- ☐ ☐ going to a cool museum
- ☐ ☐ being with my family

- ☐ ☐ dancing all night
- ☐ ☐ going to a party
- ☐ ☐ scoring a goal
- ☐ ☐ sunbathing
- ☐ ☐ jogging

- ☐ ☐ hanging out with friends
- ☐ ☐ watching my team win
- ☐ ☐ eating a huge ice cream
- ☐ ☐ walking in the countryside
- ☐ ☐ chilling out in my bedroom
- ☐ ☐ getting good exam results

1 Look at the photos. What are the activities?

2 31 Listen and tick ☒ the activities the people say in the first column.

3 Read the text. Tick ☒ the six things which best describe your idea of happiness in the second column.

4a Write four sentences about you. Use these verbs.

Happiness is... reading... | playing... | going to... | being with... | talking to... | meeting... | having... | eating...

4b **PAIRWORK** Tell your partner your sentences.

Ask and answer questions about the activities.

Unit 5

Can you do it?

Unit objectives

Grammar modal verbs: *can, could, may* for ability, permission and possibility; *So can I. / Neither can I.*; present simple v present continuous

Functions talking about ability, permission and possibility; the present; travelling by Underground; understanding announcements

Vocabulary city travel; transport; shapes and materials

Warm up

1 Look at the photos on page 49 and answer the questions.

- 1 Where are Jack, Mia and Rose?
- 2 Who is talking on her phone?
- 3 What is the man's job?
- 4 Does he like the band's music?

Comprehension



2 Listen and read *Who's that girl?* Circle T (True) or F (False).

- 1 Jack wants Rose to hurry up with her phone call. T / F
- 2 There is a special night at the Zodiac every week for local bands. T / F
- 3 Harry doesn't watch demo tapes. T / F
- 4 The band have got their instruments with them. T / F
- 5 They perform for Harry in his office. T / F
- 6 Harry asks them to play at the Zodiac next Wednesday. T / F

Talking about permission & possibility

3 Study the rules and do the task.

Modal verbs: *can, could, may*

- ¹Use *can* to talk about ability.
You *can* sing quite well.
- ²Use *can, could* or *may* to ask for permission or help.
Only use *may* with the first person, *I* or *we*.
Can I see you tomorrow?
Could we play next week?
May we leave early?
- ³Use *can / can't* or *could / couldn't* to talk about possibilities.
I *can't* leave now.
We *could* see you later.
I *can't* come to the party.
Can you be there by 10 am?
- Use *can, may* or *could* in short answers.
Yes, you *can*. No, you *couldn't*. Yes, you *may*.

Underline the examples of *can, could* and *may* in the dialogue and decide if they are using rule 1, 2 or 3.

4a Write PE (permission), A (ability) or PO (possibility) next to each sentence.

- 1 Can I borrow your mobile phone?
- 2 Sam can swim twenty lengths of the swimming pool.
- 3 Can we watch TV now, please?
- 4 You can buy food and drink on this train.
- 5 Can you take photos with this mobile phone?
- 6 I can speak French quite well.
- 7 Can you tell me the time, please?
- 8 I'm sorry, I can't come to the party.

4b Write the words in the correct order.

- 1 can / we / Sara's / go / party / to
We can go to Sara's party.
- 2 come / in / I / may / ?
- 3 can't / sing / they
- 4 can't / room / dad's / we / work / in / my
- 5 help / you / me / work / my / could / with / ?
- 6 get / fish / you / in / restaurant / good / this / can

5a PAIRWORK Ask for and give permission or help for these things.

A Can I use your dictionary?

B Yes, of course.

A Can you help me carry this bag?

B Sure!

use your dictionary

help me carry this bag

use your phone

help me with my project

work on this table

help me download this game on my computer

5b Invent other situations.





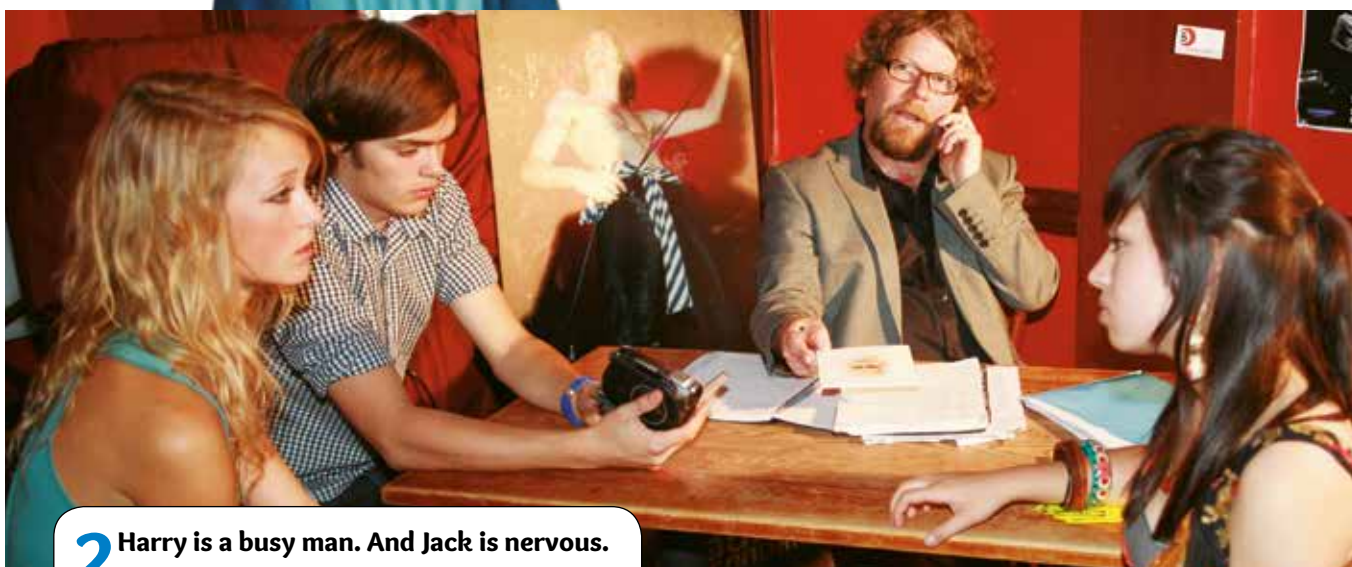
1 It's an important day. Jack, Mia and Rose have got a meeting with the manager of the Zodiac!

ROSE Hi guys.

MIA Hi Rose. How's things?

ROSE OK... Oh, I'm sorry. Can I take this call?

JACK Yeah, OK. But hurry up. Our meeting is in five minutes.



2 Harry is a busy man. And Jack is nervous.

HARRY Harry Lime speaking... What?... No, I can't change the date. We've got a contract. Yeah, bye. ...

Sorry about that. How can I help you?

JACK Well, you know you have a special night every month for local bands? Could we be one of the bands?

HARRY You're joking! You're very young. Can you perform in front of an audience?

JACK I think so. And we've got film of the band on this tape.

HARRY I don't watch demo tapes.

ROSE We could play a song for you now. We're very good.

MIA Rose, we haven't got our instruments with us.

ROSE Have you got a guitar and drums here, Mr Lime?

HARRY Yeah, they're in the studio.

ROSE May we use them?

HARRY Go ahead.

3 The band perform a song.

HARRY I'm impressed! You can play very well. Listen, one of my bands can't play next Wednesday. Can you do it?

JACK Yes, I can.

MIA So can I.

ROSE Me too!

HARRY Great. You've got your first gig.



How's things? guys hurry up
You're joking! Go ahead. I'm impressed.

Talking about the present

- 6a Read the messages. Then complete the information for Jack and Rose about a) their routine and b) their temporary situations.

Jack	Rose
	
▼ Routine does his homework	▼ Routine
▼ Temporary situation practising every day after school	▼ Temporary situation

- 6b PAIRWORK Talk about Jack and Rose.

- A Normally, Jack does his homework then watches TV every day.
 B But this week he's practising.

- 7a Read the sentences and do the task.

Present simple v present continuous

I **do** my homework.

I **'m writing** new songs.

Complete the rules with *simple, continuous, routines, happening*.

- Use the present _____ to talk about actions _____ at this moment and for temporary situations.
- Use the present _____ to talk about daily _____, what you like and don't like, and things that are always true.

- 7b Read the messages again. Underline examples of the present simple and the present continuous.



Guess what? That's right. You're so nosey!

- 8 ROLEPLAY Work in groups of four.

- Go to page 141 for your role cards.
- Before you start, choose A, B, C, D.
- Read your role card and memorise your new identity.



● Jack is online



Hi Marco – Life is very exciting at the moment. You know my normal week – I do my homework, I watch my favourite shows and listen to music in the evening, I often hang out with Charlie. And Mia and I practise our music at the weekend. Well, this week is different. I'm not watching TV and I'm not hanging out with Charlie. Why? Because I haven't got time! We're practising every day after school. And I'm writing new songs, too! Guess what? We've got a gig next week. That's right. Yellow Fish have got a real gig at a real club!!! I can't sleep at night. I'm really nervous!



Hey, Jack. That's fantastic! How's Rose? Is she happy in the band?



Yes, I think so. But she's always very busy. She does a lot of other things. She goes running every day (I don't understand it!). She always studies a lot. And she has two or three music lessons every week. And this week she's learning all our songs and going to all the rehearsals as well!



Wow! Is Rose cool? Do you fancy her?



Sorry, Marco. I can't write now. I've got a rehearsal with the band! PS You're so nosey!

Modal verbs: can, could, may

1 Complete the table with can, can't, or I.

Positive	I _____ speak French.
Negative	I _____ speak French.
Questions	_____ you speak French?
Short answers	Yes, _____. No, _____.

2 Write PE (permission or help), A (ability) or PO (possibility). Then translate the sentences.

- Could you show me how to play this song on the guitar? **PE**
- I can't swim very well.
- May I open the window?
- Mert's ill. He can't come to the concert.
- I can read this in English.
- May we come with you?
- Could you pass me the milk, please?
- You can get nice candles in that new shop.

3 Circle the correct word.

- My baby sister is crying because she *can't* / *couldn't* have a chocolate.
- May* / *Could* you help me with this bag?
- He *can* / *may* play tennis brilliantly. He's a champion.
- A Can they perform next week?
B Yes, they *do* / *can*.
- I've got my guitar. I *may* / *could* play some music now.
- A May I read your magazine?
B Yes, you *may* / *can*.

Can: agreeing & disagreeing

4 Study the table. Then write answers to agree or disagree with the sentences below.

	Agree	Disagree
I can ride a horse.	So can I.	I can't.
I can't play tennis.	Neither can I.	I can.

- I can balance a chair on my head.
So can I! / I can't!
- I can't go to parties during the week.
- I can ski very well.
- I can't play the clarinet.
- I can write five text messages in one minute.
- I can't always remember people's names.

Present simple v present continuous

5 Study the sentences. Match them with the correct use.

- ☐ I usually get up at seven.
- ☐ She's studying hard for the test next week.
- ☐ They're building a new multiplex.
- ☐ She doesn't like coffee.
- ☐ The earth revolves around the sun.

- Use the present continuous to talk about things happening at this moment and for temporary situations.
- Use the present simple to talk about daily routine, what you like or don't like, and things that are true.

6 Complete the dialogue with the correct form of the verbs in brackets.

- A They _____ (build) a new shopping centre near the airport.
B Near the airport? I _____ (not like) that idea.
A No? Why's that?
B Well there's a lot of traffic already. A lot of people _____ (drive) to the airport every day.
A I _____ (not agree). People _____ (go) by train to the airport, too.
B Hang on a minute. My phone _____ (ring). It's my boss.
A Right.
B Guess what? He _____ (wait) for me at the airport. Sorry, I have to go!

7 Complete the sentences with the correct form of the verbs in brackets so that they are true for you.

- I _____ jeans at the moment. (wear / not wear)
- I _____ to school every day. (walk / not walk)
- At my school, we _____ a lot of homework. (get / not get)
- The sun _____ today. (shine / not shine)
- I _____ my homework at the moment. (do / not do)
- I _____ watching reality shows on TV. (like / not like)

8 Look at the table and write sentences about the people.

	job	this summer
Susie	work in shop	travel in Australia
Pete	look after mum	have holiday with friends
Andres	clean offices	do volunteer work
Clara	teach guitar	play in orchestra
Lily	fly planes	walk in Himalayas

- Susie usually works in a shop, but this summer she's travelling in Australia.**

Real communication

Travelling around

FILE

Buying a ticket

- Can I have a ticket to...?
- Two singles to the centre, please.
- Can I have a single / day return to...?
- Can I have a Travelcard / an Oystercard, etc?
- Here you are.
- Cheers. / Thanks.

Asking for information / help

- Does this bus go to...?
- Can you tell me when to get off?
- Excuse me, where do I get off for...?
- Which line do I need to get to...?
- What time is the next train?
- Does this train go to...?

- Which platform does the train leave from?
- Is this train going to...?
- I'm sorry, I can't get through the barrier.



Vocabulary: city travel

1a Read the information leaflet and match the headings with the paragraphs.

Leaving the station | On the platform | On the train | Getting to the platform | Finding your way around | Buying tickets

London Underground

UNDERGROUND

The Tube: useful information

- 1 The Underground has ticket **zones** with different **fares**. You can buy different sorts of **tickets**, e.g. a **single**, a **return**, a One Day or Weekend **Travelcard**. The best value card is an **Oystercard**. In the **ticket hall** there is a **ticket office** but most people use the **ticket machines**. You can pay with coins, notes or a credit card.
- 2 Signs tell you the **direction** of the **trains**. Before you start, look at the **map** and check if your train is Northbound, Southbound, Eastbound or Westbound. The last station on your line is its **destination**.
- 3 On the **escalator** people stand on the right. They walk on the left side. Smoking isn't allowed in the stations.
- 4 On the **platform** stand behind the yellow lines. Look at the **displays** for the next train and its destination. Don't go onto the **railway line** because the rail is electrified. The announcement 'Mind the **gap**' warns people when they **get on** and **get off** the train. There is sometimes a big **gap** between the train and platform.
- 5 The announcement 'Stand **clear of the doors**' means the doors are about to close. Londoners usually read on the Underground or talk quietly. They don't make much eye contact or start conversations.
- 6 There are no **litter bins** on the stations so take your litter away with you. You need your ticket or Oystercard to get through the **barriers** so have it ready.

Tickets

Tickets and oyster

Cards, cash, pre-paid tickets and PAYG top up

1b Use the highlighted words to make an Underground travel mini-dictionary for a trip to London. Write a translation for each word.

RANDOM FACT

The most popular Tube trip for tourists is from Leicester Square to Covent Garden. But it's quicker to walk than go by Tube!

Understanding announcements

- 2 33 Listen to the announcements and match them with the pictures.



Vocabulary: transport



- 3a 34 **P** Jordan, Andy and Lawrence are travelling to Tate Modern. Listen and write two types of transport, A–H, for each dialogue. Which two types of transport aren't mentioned?

- | | |
|-------------|---------|
| A bike | E train |
| B on foot | F car |
| C boat | G plane |
| D motorbike | H coach |

DIALOGUE 1 It's 9 am. Jordan is at her sister Amy's house in Oxford.

☐ ☐

DIALOGUE 2 It's 11.45 am. Andy is at home in South London.

☐ ☐

DIALOGUE 3 It's 12.25 pm. Jordan is calling Lawrence on his mobile.

☐ ☐

- 3b Listen to the dialogues again. Who says these things? Write J (Jordan), A (Andy), L (Lawrence), Am (Amy) or D (Andy's dad).

- 1 ☐ How much is it by coach?
- 2 ☐ I'm on foot...
- 3 ☐ Could you give me a lift...?
- 4 ☐ It's ten pounds single and thirteen pounds return...
- 5 ☐ It's a regular ferry service...
- 6 ☐ There's a good cycle path...

WORD EXPANDER Two-wheeled vehicles

- *Bike* can be an abbreviation of *motorbike* or *bicycle*.
- *Mopeds* and *scooters* are motorbikes with small engines.
- Special types of bicycles include *mountain bike*, *racing bike* and *BMX bike*.

On the bus

- 4a 35 Listen and repeat the dialogues.

- 1 A Excuse me, does this bus go to Wimbledon?
B Yes, it does.
A Thanks.
- 2 A Can you tell me when to get off, please?
B Yes, of course.

- 4b **ROLEPLAY** Work in pairs.

- Act out the dialogues.
- Change the destinations and prices.

- 5 Read *Get into Culture* and do the task.

GET INTO CULTURE Bike-friendly cities

Cities around the world have a problem. Transport and traffic. So they are encouraging people to cycle – it's healthy, cheap, fast and environmentally friendly. Copenhagen, Denmark, is the world's number one bike city. Cycling is its top form of transport, and it's got more bikes than cars. Oregon is the top cycling city in the USA. For only \$2.50 you can rent a bike at one of its 100 stations. And Buenos Aires, Argentina, is proud of its free bicycle sharing system. What makes a place great for cyclists? It's what the city and the local community do that counts. A bike-friendly city is safe and organised, with a network of cycle lanes, easy and cheap bicycle rental, and lots of bike parking. Cycling becomes a normal part of daily life. So why not get on your bike?

Discuss the questions.

- Do you cycle? If not, why not?
- Why is cycling a positive thing?
- Is your town or city cycle friendly?
- What can your city do to improve life for cyclists?



WEIRD things people lose

What happens if you lose something in a bus, black cab or on a train in London?

It goes to the London Transport Lost Property Office, an office under Baker Street, near Madame Tussaud's.

What are the weirdest things found in the London Transport system?

- ▶ three dead snakes
- ▶ two human skulls
- ▶ £150,000 in two white supermarket bags
- ▶ a well-cared-for kitten in a cat box
- ▶ a baby in its baby buggy
- ▶ a 4-metre-long boat

How many items are lost each year?

About 133,000.

How many of the owners come to get their things?

About 60%.

How does the office get rid of the things?

There's an auction twice a month.

What are the most commonly lost items?

In order of frequency: cases and bags, books, clothes, handbags, purses and wallets, mobile phones, umbrellas, keys, glasses, jewellery, gloves.



Reading

1 Match the words with the photos in the text.

- | | |
|------------------------------------|-----------------------------------|
| ☐ skulls | ☐ snakes |
| ☐ a handbag | ☐ baby |
| ☐ jewellery | ☐ a kitten |
| ☐ keys | ☐ money |
| ☐ boat | |

2 Read the text. What do the numbers refer to?

- 1 four *a 4-metre long boat*
- 2 three
- 3 one hundred and fifty thousand
- 4 sixty
- 5 two
- 6 one hundred and thirty-three thousand

3 What fact do you think is incredible? funny? boring? surprising? disgusting?

Vocabulary: shapes and materials

4 36 Match the adjectives with the pictures. Then listen and check.

- a woolly f wooden
b cotton g cardboard
c paper h leather
d glass i metal
e plastic



WORD EXPANDER Adjectives

• Follow this order when there is more than one adjective. We don't usually use lots of adjectives at once!

QUANTITY	OPINION	SIZE	AGE	SHAPE	COLOUR	ORIGIN	MATERIAL	NOUN
a	lovely	large	new	round	blue	Chinese	glass	vase
some	horrible	big	old	square	pink	Spanish	plastic	sunglasses

Listening

SKILLS FOR LIFE Listening while looking

Always read the task carefully! It helps you predict the language. In this exercise there are people at a lost property office. So you can expect a description. Before you listen, look at the pictures. What is the difference between them? In this case, focus on size, age, materials, shape and colour. Notice any special features such as stickers before you listen.

5 37 Listen to the people at the Lost Property Office. Tick ☒ the things they describe.



Speaking and writing

6 Describe these things with three different types of adjectives in the correct order.

your pencil case | your shoes | your mobile phone
I've got a nice new red pencil case.

Pronunciation /e/ /æ/

7 38 Listen and repeat the words.

/e/ leather | red | pen | said | beg | well

/æ/ Spanish | bag | plastic | man | hand | bad

8 GAME Choose an object that you can see in the room. Then ask and answer questions.

A Are you wearing it?

B No, I'm not.

A Is it square?

B Yes, it is.

A Is it on the desk?

Unit 6

Too much chocolate!

Unit objectives

Grammar much / many / a lot of / a little / a few; (not) enough / too much / too many; uses of the -ing form; such / so

Function talking about quantity; emphasising opinions; asking for information

Vocabulary food; souvenirs

Warm up

- 1 39 Listen and complete the recipe opposite for a fruit smoothie.

Comprehension

- 2 40 Listen and read *Who's that girl?* Circle T (True) or F (False).

- Mia is making a milk drink. T / F
- She has got a pot of yoghurt. T / F
- She needs apples for the drink. T / F
- They've got a lot of milk. T / F
- Charlie decides he wants a smoothie. T / F
- Charlie puts a lot of chocolate on top. T / F

Talking about quantity

- 3 Study the sentences and do the tasks.

much / many / a lot of / a little / a few

You need **a lot of** fruit.

There are **a lot of** apples and **a few** bananas.

I don't need **many** bananas.

There isn't **much** yoghurt.

Put **a little** chocolate on top.

Complete the rule with **large** or **small**.

- Use **much**, **many** and **a lot of** for run on _____ quantity; use **a little** and **a few** for a _____ quantity.

Look at the sentences and complete the rules with **countable** and **uncountable**.

- Use **a lot of** in positive and negative sentences with countable and uncountable nouns.
- Use **much** in negative sentences and questions with _____ nouns.
- Use **many** in negative sentences and questions with _____ nouns.

(not) enough / too much / too many

One carton is **enough** yoghurt.

That's **too much** chocolate.

We've got **too many** peaches.

Look at the examples and complete the rules with **enough**, **much** and **many**.

- Use **enough** and **not** _____ with countable and uncountable nouns.
- Use **too** _____ with uncountable nouns and **too** _____ with countable nouns.

- 4 Circle the correct words.

- There aren't *much* / *many* boys in Jo's class.
- I can do it with *a little* / *a few* help from my friends.
- I always eat *too many* / *too much* ice cream.
- I need more milk. That's *not enough* / *enough*.
- I haven't got *much* / *many* time for you at the moment.
- Sue only runs *a little* / *a few* kilometres every day.

Vocabulary: food

- 5a **PAIRWORK** Complete the table with these words.

Check in your dictionary if necessary.

cheese | orange | potato | apple | yoghurt | lettuce | cod |
onion | sardine | pear | banana | carrot | courgette | peach |
beef | mushroom | egg | cabbage | lamb | milk | apricot |
prawn | butter | chicken | bacon | strawberry | tomato |
salmon | aubergine | sausage | red pepper | pork



Fruit	Vegetables	Meat	Fish	Dairy products

- 5b 41 Listen and check your answers to exercise 5a.

- 5c Find food items in the photo. Check words you don't know in the dictionary.



Charlie wants a cola, but Mia has other ideas.

CHARLIE Hey, Mia, what are you up to? Have you got a cola?

MIA Wait a minute. I'm a bit busy. I'm making a smoothie.

CHARLIE Cool. How do you do it?

MIA Well, you need a lot of fruit. Can you have a look in the fruit bowl?

CHARLIE Sure. There are a lot of apples and peaches, and a few bananas. Here you are.

MIA Stop, Charlie! Don't put all that fruit on the table! I don't want any apples and we've got too many peaches and bananas. Look at the recipe! I only need three peaches, and I don't need many bananas. One banana is enough.

CHARLIE What else?

MIA I need some yoghurt and some milk. Can you look in the fridge?

CHARLIE Erm... There isn't much yoghurt. There's only a small carton.

MIA That's OK. One carton is enough yoghurt. I don't need a lot. What about milk?

CHARLIE No problem. There are two litres.

MIA Great. So now I mix it all together... pour it out... and put a little chocolate on top.

CHARLIE Here, let me do it!

MIA No, that's too much chocolate!

CHARLIE You can't have too much chocolate. Can we drink them now?

MIA We? This isn't for you. You want a cola.

CHARLIE No way! I want a smoothie!



What are you up to?
Wait a minute.
No problem.
No way!

Emphasising opinions

6a Read the questionnaire and tick ☒ your answers.

6b Compare your results with a partner.

A PERFECT DAY

1 It's the morning of your perfect day. When do you get up?

- A Very early – there are such a lot of things to do.
- B At your normal time – that's OK!
- C At 10 o'clock – it's so lovely in bed!

2 It's the morning. Which of the following activities do you prefer?

- A Going shopping – there are such great shops!
- B Going to a big museum – it's so interesting!
- C Going for a walk in the countryside – it's so green and beautiful.



SCORE

MAINLY A – You're so busy. A perfect day for you has an early start and includes lots of fun activities with your friends.

MAINLY B – You have got a balanced life. A perfect day for you includes time with your family and friends, but also some time on your own.

MAINLY C – You like an easy life. A perfect day for you includes a lazy start and time spent with the people you love.

11 SUCH A PERFECT DAY,
FEED ANIMALS IN THE ZOO
THEN LATER, A MOVIE, TOO,
AND THEN HOME. 11

Well, Lou Reed sings that in his famous song.

But what's your idea of a perfect day?
Do our questionnaire and find out.

3 It's time for lunch. Where do you want to eat?

- A At a pizzeria with friends – it's such a noisy place!
- B At an expensive restaurant with a good friend – the food is so delicious!
- C At home with my family – it's so nice!

4 In the afternoon you go to the cinema. What type of film do you watch?

- A An action film – it's so exciting!
- B A love story – it's so romantic!
- C A comedy – it's so funny!

5 It's the evening of your perfect day. Which of the following do you prefer?

- A Having a party – you have such a lot of friends. It's great to get together.
- B Playing video games with a good friend – you always have such a good time together.
- C Sitting in a beautiful place with someone you love, watching the sun go down – it's so romantic!

7 Study the sentences and the rule. Find more examples in the questionnaire.

such / so

It's **so** lovely in bed!

You always have **such** a good time together.

- Use **such** or **so** in exclamations to strengthen what you want to say.

8 Complete the sentences with **so** or **such**.

- 1 The Greek islands are _____ beautiful.
- 2 James is _____ a good student.
- 3 You look _____ fantastic in that jacket.
- 4 There are _____ interesting programmes on TV tonight.
- 5 Learning a new language is _____ difficult.
- 6 Emma Watson is _____ a good actress.

much / many / a lot of / a little / a few

- 1 Study the sentences. Circle countable nouns. Underline uncountable nouns. Then complete the rules.**

There are only a few sandwiches left.

I don't drink much coffee.

There is a lot of salt in this meal.

Just a little sugar, please!

There aren't many biscuits in the cupboard.

What a lot of people!

- Use many and a few only in front of countable nouns.
- Use much and a little only in front of _____ nouns.
- Use _____ in front of countable and uncountable nouns.

- 2 Circle the correct quantity word or phrase.**

- 1 Can I have *a little / a few* ice cream, please?
- 2 I haven't got *much / many* text messages today.
- 3 Do you drink *many / a lot of* coffee, Zoe?
- 4 I've got *much / a few* good songs on my phone.
- 5 The museum closes at 5 pm. There isn't *much / many* time to look around.
- 6 Is £20 *a few / a lot of* money in euros?
- 7 Could you give me *a little / a few* information about the tour, please?
- 8 There aren't *much / many* people at this party.

(not) enough / too much / too many

- 3 Study the examples and complete the rules with *uncountable* or *countable*.**

There are too many things in the fridge. I can't close it!

There's too much milk. We can't drink it all!

I haven't got enough information or enough notes to do this homework.

- Use too many with _____ nouns.
- Use too much with _____ nouns.
- Use (not) enough with _____ and _____ nouns.

- 4 Complete the sentences with *too much*, *too many* or *enough*.**

- 1 **A** Is there _____ salt in the soup?
B Yes, it's perfect.
- 2 He can't hear the teacher because there's _____ noise in the classroom.
- 3 She can't decide what to wear because she's got _____ clothes.
- 4 I can't give you the job. You haven't got _____ experience.
- 5 I'm feeling sick. I had _____ hot dogs.
- 6 My mother thinks I spend _____ money on sweets.

such / so

- 5 Study the sentences and complete the rule with *such* or *so*.**

This is *such* a nice pair of boots!

And that *black* jacket is *so* cool!

These peaches are *so* good.

They're *such* fantastic musicians!

- Use _____ in front of adjectives that are not followed by a noun.
- Use _____ in front of an adjective + a singular or plural noun.

- 6 Complete the sentences with *such* or *so*.**

- 1 I'm _____ cold. Can I borrow your jacket?
- 2 This is _____ a good smoothie. Yum!
- 3 They're _____ sorry they can't come.
- 4 I'm _____ angry about my sister.
- 5 You make _____ delicious drinks!
- 6 This book is _____ funny.
- 7 He buys _____ expensive clothes.
- 8 I love this café. It's _____ nice.

Uses of the -ing form

- 7 Match the rules 1–4 with the sentences a–d.**

- Use the *-ing* form of the verb as a noun form in the following sentence types.

- 1 As the subject, at the beginning of a sentence.
- 2 After verbs of preference (*like, love, hate*, etc.) and other verbs including *stop, start, finish* and *mind*.
- 3 After the expressions *How about...?* and *What about...?*
- 4 After phrases ending in prepositions including *good at...*, *interested in...*, *keen on...*

- a ☐ How about going horse-riding this weekend?
- b ☐ Stop eating sweets in the car, please!
- c ☐ Corinne is very interested in learning the guitar.
- d ☐ Watching reality TV is my favourite entertainment.

- 8 Complete each sentence with a verb in the *-ing* form so that it is true for you.**

- 1 I'm good at _____.
- 2 I want to start _____.
- 3 (Make a suggestion to a friend) How about _____ this weekend?
- 4 I'm not very keen on _____.
- 5 _____ is my favourite sport.
- 6 My parents love _____.
- 7 (Make a suggestion about holidays) What about _____ this summer?
- 8 I can't stand _____.

Real communication

Visiting museums and galleries

FILE

Asking for information

- Excuse me, Where...
...are the toilets? / ...is the cloakroom? /
...is the café? / ...is the shop?
- Is there...
...a multimedia room / ...a café / ...an
audio tour / ...a wheelchair?
- May / Can I...
...take a photo / ...use my mobile
phone?
- How do I get to the...?
- Can you tell me where the ... is?



Directions inside a building

- on the left / right
- go left / right
- it's the first / second door on the
left / right
- basement / ground / first / second /
third floor, etc.
- take the lift
- go up / down the stairs
- go along that corridor

Buying in a gift shop

Customer

- I'd like... Can I have...?
- How much is...?
- Do you have a / any...?
- I'll have these.
- Can I pay for this / these?

Shop assistant

- I'll have a look.
- That'll be £...
- I'm sorry, but we haven't got
any ... at the moment.

Getting around a museum



- 1 **42 P Listen and complete the dialogues with these words.**

right | draw | left | ground | shop | photo |
toilets | second | through

- 1 **BENJAMIN** Excuse me. Where's the
1 _____?

WOMAN It's on the 2 _____ of the
cloakroom. Take the lift or the stairs to the
lower 3 _____ floor.

BENJAMIN Thanks a lot.

- 2 **MATT** Excuse me. May I take a 4 _____
of this?

MUSEUM ATTENDANT No, you can't. But
you can 5 _____ it.

MATT Ah, right. OK.

- 3 **BENJAMIN** Excuse me. Can you tell me where
the 6 _____ are, please?

MUSEUM ATTENDANT Sure. They're the
7 _____ door on the 8 _____
over there.

BENJAMIN Thanks very much.

- 4 **ELISE** Hey, there's Matt over there.

BENJAMIN But look at all the people!

ELISE Excuse me. Can we get 9 _____,
please? Thank you.

- 2 **ROLEPLAY Work in pairs.**

- Look at the map of a
museum and make
new dialogues.
- Use expressions from
the File.



Louvre, Paris



Vocabulary: souvenirs

3 43 Match the words and the pictures. Then listen and check.

- | | | |
|-------------|-----------|--------------------|
| a key ring | d pencil | g fridge magnets |
| b postcards | e eraser | h pencil sharpener |
| c mug | f T-shirt | |



1 ☐



2 ☐



3 ☐



4 ☐



5 ☐



6 ☐



7 ☐



8 ☐

4 **PAIRWORK** Do you like the souvenirs in the photos? Which cities do they come from? Do you buy souvenirs?

A I like the pencil. It's a nice colour. It's from Tate Modern in London.

B I often buy souvenirs when I visit a museum.

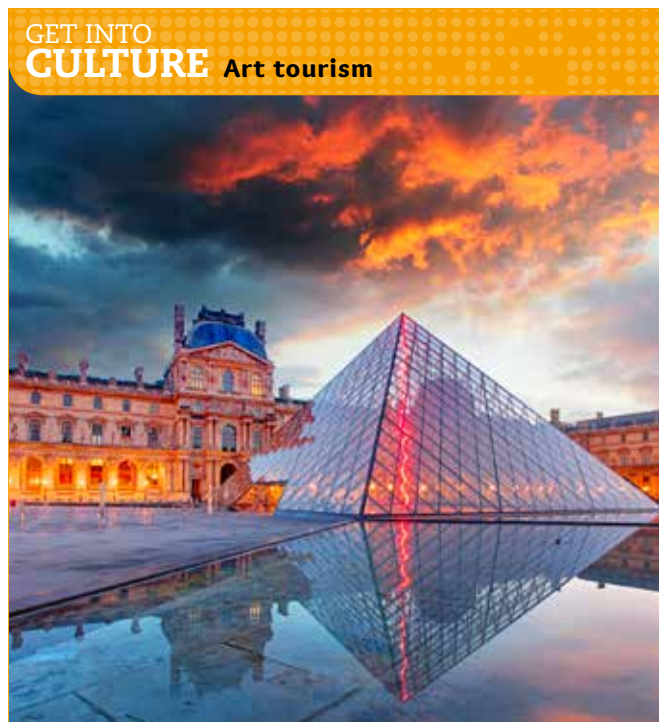
Shopping for small things

5 44 Listen and put the dialogue in order.

- ☐ **SHOP ASSISTANT** Is this mug yours as well?
- ☐ **SHOP ASSISTANT** Five postcards, the fridge magnets and two mugs. That'll be £23.50.
- ☐ **SHOP ASSISTANT** It's £6.50.
- ☐ **SHOP ASSISTANT** I can check ... I'm sorry, but we haven't got any at the moment.
- ☒ **ELISE** Excuse me. Have you got any more of these bags?
- ☐ **ELISE** Yes, but can you tell me how much the mug is?
- ☐ **ELISE** Oh, well. Never mind. Can I pay for these things, then?
- ☐ **ELISE** That's a good price. Hold on. I'll get another one.

6 **PAIRWORK** Act out the dialogues. Use the File and the photos of souvenirs.

7 Read *Get into Culture* and do the task.



People like going to art galleries. Which are the top five museums in the world? Here are the numbers in millions of visitors every year!

- 1 Louvre, Paris **7.5**
- 2 Metropolitan Museum of Art, New York **7**
- 3 British Museum, London **6.5**
- 4 National Gallery, London **6.25**
- 5 Vatican, Rome **6**

Discuss the questions.

- Do you like art?
- What sort of art do you like?



The Notting Hill Carnival

...where you can see amazing dancers, eat delicious food, listen to reggae and steel bands, and have a great time

This summer festival is a major tourist attraction. Notting Hill is only a small area in West London but two million people come from all over the world to have fun. The carnival's at the end of August each year, and the main days are Sunday and Bank Holiday Monday.

The festival started in the 1960s as a local West Indian event, but from a small procession through the streets of Notting Hill, it is now a huge multi-cultural arts festival. In fact, it is the largest street carnival in Europe. Only the Rio Carnival in Brazil is bigger. The carnival isn't only a Caribbean event, groups from many parts of the world take part including Bangladesh, Bulgaria and Afghanistan.

At the heart of the festival is a spectacular parade. The Carnival route is three miles long and hundreds of groups move along it. There's music, decorated floats, elaborate costumes and dancing. It's a very loud festival because there are about 40 static sound systems in the street playing reggae, soul, hip hop, funk, house and garage. In addition, there are stages where live artists from all over the world perform, but there's a lot more to the festival than just music. There are 300 food stalls selling exotic international food so you can't get hungry. There's theatre and arts and crafts, too.

You can sing and dance or you can just watch. But there's no need to be quiet. You can buy whistles and blow them to make lots of noise! The Notting Hill Carnival welcomes visitors and tourists. Its motto is 'Every spectator is a participant'.

Reading

- PAIRWORK** What festivals are there in the UK and in your country?
- Look at the photographs and the heading on page 62. What do you think the article is about?
- P** Read the article and answer the questions. Choose the correct answer (a, b, c or d).
 - How often does the carnival take place?
 - Every August
 - Every month
 - Every two years
 - Every three years
 - When is Notting Hill Carnival?
 - on Monday
 - on Sunday
 - on Saturday and Sunday
 - on Sunday and Monday
 - What is the origin of the carnival?
 - It was a small music festival.
 - It was a small Brazilian festival.
 - It was a small Bulgarian event.
 - It was a small West Indian event.
 - How big is the carnival?
 - bigger than the carnival in Rio
 - the biggest in Europe
 - the biggest in the world
 - bigger than the carnival in Bangladesh
 - What can you see in the parade?
 - a small procession
 - 300 food stalls
 - decorated floats, music and dancing
 - 40 static sound systems
 - Where can you listen to music at the carnival?
 - in the houses and garages
 - on live stages
 - at the discos
 - at one of the stalls

WORD EXPANDER Linking words

Use words like *and*, *but*, *because*, *so*, or to link ideas.
We give presents and cards, and even send emails.

Find linking words in the article on page 62.

- Read the article again and find words that are associated with the following.

Music and gigs: **sound system**

Carnivals and festivals: **procession, costumes**

SKILLS FOR LIFE Key words

Use your vocabulary notebook. When you read an article make a list of the words linked to the topic (see exercise 4).

Listening

- P** Listen to a radio phone-in about popular festivals. Circle the correct information in the table.

DIWALI THE FESTIVAL OF LIGHTS

Type of festival? religious music

When? September October November

How many days? five six seven

Special food? sweets and cakes curry and rice

Best bit? dancing lights food

Glastonbury FESTIVAL

Type of festival? religious music

When? June July August

How many days? two three four

Special food? yes no

Best bit? camping music dancing

- Report to the class about the festivals.

Pronunciation /ə/

- P** Listen and repeat the words. The underlined syllables are a very common short sound in English. Many words contain this sound.

1 September 3 Saturday 5 number

2 letter 4 dancer 6 listen

Speaking and writing

- 8a** Make some notes about your favourite festival or public holiday. Think about these things.

type of festival | when and how long | what happens |
 historical associations | food | decorations | costumes |
 music / dancing | fireworks | procession / parade | favourite
 thing

- 8b** **T** **GROUPWORK** Talk about festivals and holidays in your country.

A *My favourite time is Christmas because we have a big tree and lots of presents.*

- T** Use your notes from exercise 8a to write a website article. Try to use linking words.

FUNCTION	EXAMPLE	GRAMMAR
1 Talking about permission	Ben works in a bank.	Present continuous
2 Talking about the present	There are a few problems.	<i>much / many</i>
3 Talking about quantity	May I come in?	Modal verbs <i>can / may</i>
4 Emphasising opinions	The student is sending texts.	<i>A little / a few</i>
5 Talking about the present	I could get that train.	Present simple
6 Talking about quantity	Is there enough time?	<i>so / such</i>
7 Talking about possibility	I haven't got much water.	<i>(not) enough</i>
8 Talking about quantity	It's such a cold day.	Modal verb <i>could</i>
9 Talking about ability	She can sing.	Modal verb <i>can</i>

1 Match the function with the example and the grammar.

Grammar review

Galway Festival News

We interview young performance artists **Danny** and **Lisa** from Dublin. Their show, **Stopstart**, combines poetry, music and dance.

DANNY

We go to the same art college. We usually ¹**hang out / are hanging out** together during breaks, but at the moment we ²**study / are studying** different things. Lisa is currently doing a course in multimedia art and ³**I do / I'm doing** a film module. We both share the same passion for the performing arts.

LISA

We write about real life, just like my favourite writers. ⁴**Many / much** of my heroes are from the past, such as the poet Shelley. I admire ⁵**a little / a few** singer songwriters like Bob Dylan. But my true hero is Kate Tempest, a young poet, playwright and rapper. Her writing and performances are ⁶**so / such** good.

DANNY

Music is an essential part of our art. We use some rock, ⁷**a little / a few** folk music, and there are even ⁸**a little / a few** pieces of classical music! But our main style is hip hop and rap. Lisa ⁹**can / can't** play any musical instruments but I play the drums and guitar in our performances.

LISA

Dance can communicate both the rhythm and meaning of poetry. When Danny and I perform, we ¹⁰**use / uses** our voices and our bodies to express ideas and feelings.

LISA

We ¹¹**is / are** experimenting with video because we want to add visual impact. ¹²**I make / I'm making** a film to go with a poem about poverty. It's hard because I only have ¹³**a little / a few** time after classes.

DANNY

We usually ¹⁴**rehearse / are rehearsing** in my garage – it's ¹⁵**so / such** a great place. There isn't too ¹⁶**many / much** stuff, there aren't too ¹⁷**many / much** distractions, and there is ¹⁸**many / a lot of** space to move around. We can make a lot of noise, too, because it's a long way from the house.

LISA

We often perform at clubs, bookshops and festivals like this one. We've got a following on social media and our fan base ¹⁹**grows / is growing** fast. Live performances are fantastic because of the atmosphere.

DANNY

We'd like to be successful. Performance is our passion. But we ²⁰**can / can't** make enough money from poetry! So we are studying hard at college!

LISA

Sure!



2a Read the article and choose the correct words and phrases for each space.

2b Match the questions with the answers in the interview.

- 1 What do you write about?
- 2 Where do you rehearse?
- 3 What are your plans for the future?
- 4 How do you know each other?
- 5 Where does your music come from?
- 6 Could I come to your next performance?
- 7 Where do you perform?
- 8 Why is dance important to you?
- 9 What are you working on at the moment?

3 Find and underline examples of the grammar from exercise 1 in the article and the questions above.

Present tenses focus

4a **47** Listen to the conversations and identify where the people are.

- a) at a desk b) in the street c) at a family dinner
d) at a party e) in a café f) on a tennis court

4b Listen again and complete the sentences. Choose from the activities below. Use the correct tenses.

eat a pizza | visit her brother | go by bus | eat traditional food | come from Portugal | work in his family's restaurant | cycle to college | live in Brazil | play tennis | study for an exam | walk to college | work in a restaurant | live in Australia | go out with friends | play volleyball

- 1 Yusuf normally _____ in the UK. At the moment, he _____ in Australia.
- 2 Lisa always _____ on Fridays. Today she _____ with Daisy.
- 3 Marco usually _____ with friends on Saturday evenings. This evening he _____ at his grandmother's.
- 4 Leo normally _____ to college. Today he _____ because there is a bus strike.
- 5 Gabriela _____. At the moment, she _____ in London.
- 6 Sam usually _____ on Friday nights. This Friday he _____ on Monday.

Talking about your job

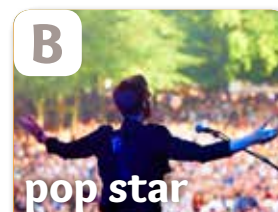
5 **ROLEPLAY** Work in groups of four to six.

- Each student takes one role below.
- Read your role card and think of information about your new identity. Be creative and funny!
- You are all at a party in a luxurious hotel in New York. Make conversation with each other.
- Try to continue your conversation for as long as you can by inventing new information. Mistakes are not important in this activity.



actor
Works on TV, in films and in the theatre.

Rehearsing with other famous actors for a new film at the moment



pop star
Sings and plays bass guitar in a band called Chaos

Touring Central and South America at the moment



model
Works for famous designers

Modelling for a famous designer label at the moment



plastic surgeon
Operates on people's faces to change their look

Working for a famous client at the moment (top secret)



artist
Creates very big installation art

Making an installation for a famous art gallery at the moment



sailor
Sails in races around the world

Visiting a famous friend at the moment

6 At class level discuss your performance in exercise 5. How can you improve any problem areas?

We still make mistakes with *is* and *are*.

Let's do some extra grammar practice.

We sometimes forget to use the auxiliary in questions.

Let's learn this simple rule: *Do*, *Does* or a question word introduce present simple questions.



Language check 5&6

Language I can now talk about permission and possibility / the present / quantity

1 Choose the correct words.

- 1 I've only got ____ lessons today.
a) much b) many c) a little d) a few
- 2 There aren't ____ trains to Moscow from here.
a) such b) so c) much d) many
- 3 Kurt doesn't like ____ sugar in his coffee.
a) too much b) enough c) too many d) some
- 4 She's interested in ____ Japanese.
a) learn b) learning c) to learn d) learns
- 5 ____ you help me with my homework, please?
a) May b) Do c) Are d) Could
- 6 You're only six but you ____ ride a bike!
a) can b) may c) could d) are
- 7 They ____ a new sports centre in the town.
a) build b) builds c) are building d) building
- 8 My dad usually ____ to work.
a) drive b) drives c) is driving d) can drive
- 9 'I love fruit smoothies.' '____.'
a) I do. b) I don't. c) Neither can I. d) So does I.
- 10 Katie makes notes in lessons and ____ does Nathan.
a) neither b) so c) such d) too

TOTAL: ____/10

Vocabulary I can now talk about city travel / transport / shapes and materials / food / souvenirs

2 Find the words to complete the table.

Transport	Materials	Souvenirs
gnduoerdnou <u>underground</u>	toctno c _____	erdifg natgem f _____ m _____
cacoh _____	robcradad c _____	mgu _____
bomktrioe m _____	helarte l _____	yke nrgi _____
elpan p _____	clstpai _____	_____

TOTAL: ____/10

Communication I can now use public transport / ask for directions / buy souvenirs

3 Complete the dialogues with the phrases.

can I take
where are
go down
how do I get
can you tell me
excuse me
how much is
in the basement
on the left
does this bus go

- 1 A ¹ _____ to Dublin, please?
B Yes, it does.
A ² _____ a return ticket, please?
B It's €12.
A Here you are. ³ _____ when we're in the city centre, please?
B Yes, of course.
- 2 A ⁴ _____, I'm a bit lost. ⁵ _____ to the Picasso exhibition?
B Take the lift to the second floor and it's ⁶ _____.
A Thank you. ⁷ _____ photos in here?
B No, you can't.
A Oh, OK. And ⁸ _____ the toilets, please?
B They're ⁹ _____. ¹⁰ _____ those stairs on the right.
A Thank you.

TOTAL: ____/10

4 Write a paragraph about the types of transport you/your family use to go:

- to school • to work • to the cinema • to your friend's house • on holiday

TOTAL: ____/10

TOTAL: ____/40