

“
**Be who
you are.**
”



Look at the photo and discuss the questions.

- 1 Can you think of three words that describe your personality?
- 2 Do you behave differently in different situations? Think about:
 - with your family.
 - with your friends.
 - at school.
 - with strangers.

Identity

READING

topic: identities
skill: matching information
task: multiple matching

GRAMMAR

talking about the present:
present simple and present continuous
adverbs of frequency, time phrases

VOCABULARY

personality adjectives
adjective + preposition
collocations

LISTENING

topic: cities
skill: understanding agreement and disagreement
task: multiple choice

SPEAKING

topic: giving personal information
skill: giving reasons and examples
task: introductions – social interaction

WRITING

topic: a personal profile
skill: getting started, reacting, finishing
task: email

SWITCH ON

video: no more boys and girls
project: prepare a presentation

1 Identity

READING

Power up

1 Work in pairs. Read the instructions about how to make an identity box. Look at pictures A–C and answer the questions.

- 1 What is an identity box?
- 2 What kind of person do you think owns each box? Why?
- 3 What does each box show?

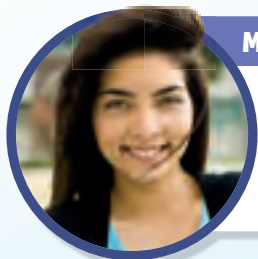
How to make your own identity box

Find a box you love and put things in it to show who you are. Take a photo of your box to show to your friends or put on your profile.



Read on

2 Read about the five people below. Find the key words in each profile. What hobbies does each person have?



MARLA

1

I live with my family in São Paulo – a huge city! I'm learning how to play the guitar at the moment. I feel really happy when I hang out with my friends after school.



SANDIP

2

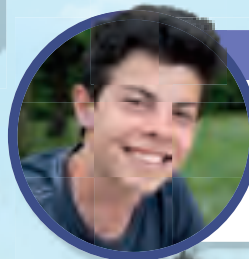
I live in a village near the mountains with my parents and all my cousins. I spend a lot of time outdoors but I also like reading at home. I want to be an author.



SANDRA

3

I live in the city with all my brothers and sisters. We're very musical – we always fight about who gets to play! We go to a lot of shows. We're taking part in a TV programme.



PAOLO

4

I'm living with my grandma by the sea this summer but I go back home every weekend. I love being outdoors and I do lots of sports.



COCO

5

I know everyone because I live in a very small village. I like cooking for my family. I travel a lot and I'm a member of several clubs. I like organising people.

3 Read the exam tip and complete the tasks.

exam tip: multiple matching

Make sure **all** the information matches, not just some of it.

What do we know about Marla in Ex 2? Choose the correct information.

- 1 city / village
- 2 likes music / sports
- 3 likes being alone / with friends

Read descriptions B, C and G below. Find all the information that matches Marla's profile. Which box belongs to her?

4 **e** Read the descriptions of identity boxes below. Match the identity boxes (A–H) with the people in Ex 2 (2–5).

5 Find words or phrases in the descriptions that have these meanings.

- 1 an area of land between hills and mountains:
- 2 spend time with:
- 3 small sticky papers with words or pictures on them:
- 4 the area behind the main thing that you are looking at:
- 5 a person that belongs to an organisation:

Sum up

6 Work in pairs. Cover the descriptions. What did the students put in their boxes? Why?

Coco: she put a saucepan in her identity box because she likes cooking.

Sandip: he put the book in his box because he wants to be an author.

Speak up

7 Plan your identity box. Work in pairs and discuss these things.

- 1 Choose five things to put in your box. Why did you choose them?
- 2 What objects, photographs, music, etc. would you choose to show your life? Think about these things.
 - your family
 - your hobbies
 - where you live

IDENTITY BOXES

We found these boxes. Whose are they?

- A** This box is a paper box. In it there is a photo of a family and eight children. They are standing near a house at the bottom of a valley. There is also a pair of walking boots and a book with the title 'How to Write'.
- B** This box is a big silver box with a lot of patterns on it. Inside there's a photo of a girl. There is a CD by a pop group and a photograph of someone playing the guitar. There is also a small model of the Eiffel Tower.
- C** This box is painted with lots of colours. Inside there's a programme for the theatre, a page from an entertainment guide and a photo of several boys and girls. They are walking on a bridge in a big city and one boy is holding a guitar.
- D** This is a wooden box with a recipe book and a wooden spoon inside. There's a picture of a girl standing next to a woman on a TV show. The box also contains a pair of new tennis shoes.
- E** This is a very messy box. Inside the box there is a picture of a family at the seaside in swimsuits. There are also several shells and a mirror. There's a book called 'Teach Yourself to Play Guitar' and a picture of a boat.
- F** This box has got stickers of different places all over it. Inside there's a photo of some little houses around a square and there is a river nearby. There's a small saucepan and a diary with lots of timetables and notes in it.

- G** This box has been painted with pictures of skyscrapers and huge buildings. There's a CD of a pop singer and a card with the address of a music teacher. There's a photo of a large group of students, all laughing together in a park.
- H** This is a very big box. It has a basketball in it and a photo of a boy with a surfboard and an old lady smiling. There's another photo of a football team on a bus with mountains in the background.



GRAMMAR

1 Read the grammar box and complete the examples with the correct form of these verbs.

go like spend take part want

explore grammar

↪ p126

talking about the present

present simple

We use the present simple:

A for permanent states.

I **live** in a village in the mountains.

B for habits and repeated actions.

Every week, I **1** to drama classes.

I **2** a lot of time outdoors.

present continuous

We use the present continuous:

A for actions that are happening now.

We're **talking** to her on a video call now.

B for actions that are happening around now.

I'm **learning** the guitar at the moment.

We **3** in a TV show.

present simple and present continuous

We can contrast regular or permanent activities with activities happening now, today or around this time.

I'm **living** with my grandma this summer but I **go** back home every weekend.

stative verbs

Some verbs don't often use the continuous form: *feel, hate, hear, know, like, love, see, think, understand, want.*

I **feel** really happy when I hang out with my friends.

I **4** reading at home.

I **5** to be an author.

2 1.1 Watch or listen to people talking about their lives. Read the questions (A–C). Which ones does each speaker (1–11) answer? Some speakers may answer more than one question.

A What are you doing at the moment that's different to what you usually do?

.....'

B What do you usually do in the evenings?

.....'

C What do you do in your spare time?

.....'

3 1.2 Watch or listen again and complete the sentences.

- 1 On Tuesdays I a commercial dance class.
- 2 In the evenings I sport, such as tennis or football.
- 3 I usually my dinner.
- 4 I my friend's cat because her and her family are on holiday.
- 5 As it's the winter season, I hockey every Friday night for my local club.
- 6 I a film a day to learn more about acting styles.
- 7 At the moment I hard for my exams that I have in, like, the next couple of months.
- 8 I a lot more dancing because I've got a dance competition, a choreographics competition, coming up.

4 Complete the conversation with the present simple or present continuous form of the verbs in brackets.



Hi, Tamsin. How are you?

I'm fine. What **1** (you/do) at the moment?



Well, it's five o'clock in the afternoon in Argentina. I **2** (sit) outside.

Lucky you! It's ten o'clock at night here! What time **3** (your classes/finish)?



School **4** (end) at two o'clock. That's why I **5** (relax) now!

My school day **6** (start) at nine o'clock and it **7** (not finish) until five o'clock.



8 (you/study) now?

Yes, I am. I **9** (do) my English homework but I'm fed up with it!



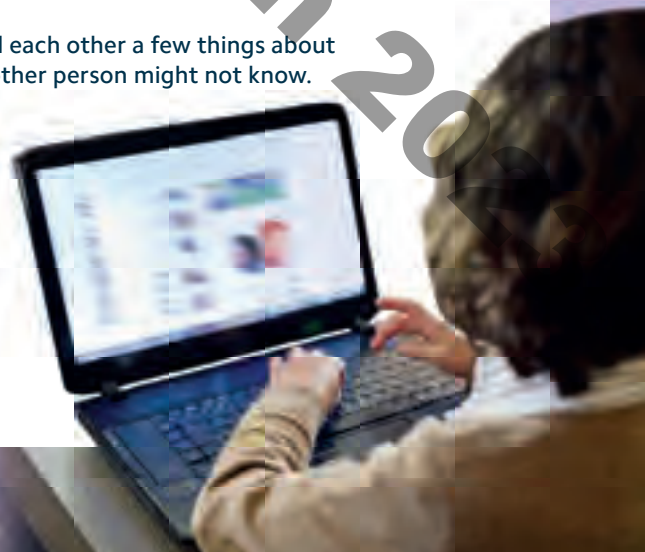
Never mind. At least you **10** (practise) your English now!

Speak up

5 Work in pairs and tell each other a few things about yourselves that the other person might not know.

My favourite food is cereal.

I'm learning to play the drums at the moment.



VOCABULARY

personality adjectives

1 Match these adjectives with their meanings.

- A clever confident funny lively sporty
 B bossy lazy noisy rude
 C calm serious shy

Someone who:

- always tells other people what to do is
- doesn't like working is
- is happy and active is
- makes loud sounds in an annoying way is
- speaks or behaves in a way that isn't polite is
- makes people laugh is
- is intelligent is
- believes he/she can do things well is
- likes activities such as ball games or team games is
- thinks about things a lot and doesn't laugh much is
- is often nervous with people they don't know is
- is relaxed and not angry is

2 Look at the adjectives in Ex 1 again. Answer the questions.

- Why do you think they are organised in different groups?
- Can you add any more words to any of the groups?

3 Choose the correct words to complete the conversation.

- A: Hi, Ella. What are you doing?
 B: Nothing. I'm staying at home today.
 A: You're so ¹bossy / lazy! Come on, there's a baseball game at the park.
 B: You know I'm not very ²rude / sporty, Matt. I'm staying here.
 A: Ella, you should go out. It's bad to stay inside all day.
 B: Stop being so ³bossy / clever. I need to relax and be ⁴calm / shy for my exams next week.
 A: All right. Take it easy! Are you feeling ⁵confident / serious about the exams?
 B: Yes, I am. But I need to revise. Now go to the park and leave me alone.
 A: OK, but don't be ⁶clever / rude!
 B: Sorry, Matt!

4  1.3 Listen and check your answers.

explore language

adjective + preposition collocations

Some common adjective + preposition collocations are: *good/brilliant at, bad/terrible at, bored/fed up with, excited about, interested in, afraid/frightened of, keen on.*


We use adjective + preposition + noun.

She's also **interested in languages.**


I'm **fed up with this song.**

Remember: you can use some *-ing* forms as nouns.

Jake's brilliant **at cooking.**

5  Read the language box and then the article. For each question, choose the correct answer.

How personalities develop



If you're a teenager, you know that the way you behave and feel in different social situations changes as you get older. So, you might be interested ¹..... a new study about how teenagers' personalities develop. From about thirteen years old, it becomes more important to ²..... in a way that means other people will like you. Also, we start to become ³..... on, and more serious about, our work and study. We become good at ⁴..... rules and we want to complete tasks that we started much more than when we did when were younger. The big question in the study was whether our friends affect our ⁵..... towards others. The results show we choose to hang out with people who are like us, but that does not mean we change because of them. In fact, we stay the same – we just choose friends who are ⁶..... to us!

- | | | | |
|-----------------|-------------|--------------|---------|
| 1 A at | B with | C in | D for |
| 2 A appear | B try | C act | D stay |
| 3 A prepared | B active | C careful | D keen |
| 4 A achieving | B following | C keeping | D doing |
| 5 A performance | B behaviour | C activities | D ways |
| 6 A matching | B similar | C same | D like |

Speak up

6 Work in groups. Ask questions using the collocations in the language box. Can you find someone for every adjective?

Are you good at playing the guitar?

LISTENING

Power up

1 Think about a city you know. How does it make you feel? Why? Use these words to help you.

excited happy interested pleased relaxed stressed

2 Work in pairs and compare your answers.

Listen up

3 Work in pairs and read the questions (1–6). Decide if each question is asking you to listen for an agreement (A), a suggestion (S) or feelings (F). Then find the key words in the options.

1 You will hear two friends talking about the weather in their city. What do they agree about?

- A The **bad weather** makes them **feel sad**.
- B They like the changes in the seasons.
- C The weather makes it hard to live in their city.

2 You will hear two friends talking about moving. How does the girl feel about moving to a new city?

- A amazed at how friendly the people are
- B happy about the different people she can meet
- C surprised by the variety of things to do

3 You will hear two friends talking about cities they want to visit. Which opinion do they share?

- A Istanbul has a great history.
- B Paris is romantic.
- C Singapore is exciting.

4 You will hear a grandfather talking to his granddaughter about changes in their city. How does he feel about the change?

- A He is pleased the city is easier to live in.
- B He enjoys the greater variety of people.
- C He is happy about the new buildings.

5 You will hear two friends comparing the city and the country. They agree that the city makes them

- A more friendly.
- B more serious.
- C more relaxed.

6 You will hear two friends talking about travelling in their city. What advice does the girl give?


- A The train is the fastest way to travel.
- B Walking is a good way to see new things in the city.
- C Travelling on the bus allows you to spend your time better.

4 Read the exam tip and complete the task.

exam tip: multiple choice (short texts)

Decide if you're listening for agreement or disagreement. You may need to listen for agreement words/phrases (e.g. *yeah, me too, it's true ...*) or disagreement words/phrases (e.g. *not sure, hm ..., but*).

Look at the questions in Ex 3. In which conversations do you expect to hear the phrases above?

5  1.4 Listen to the conversations. For each question in Ex 3, choose the correct answer.

6  1.5 Listen again and check your answers.

7 Read the grammar box and choose the correct words to complete the rules.

explore grammar

↪ p126

adverbs of frequency, time phrases

Adverbs of frequency go **1before / after** the verb *be*.

*I hate autumn – it's **always** so windy.*

Adverbs of frequency go **2before / after** other main verbs.

*My brother **usually** stays up late at weekends.*

Other time expressions usually go **3at the end / in the middle** of a sentence.

*I meet up with my friends **at the weekend**.*

8 Put the words in the correct order to make sentences.

- 1 we can see / once a month / a full moon
- 2 it isn't / in June / usually / dark
- 3 in the river / I like swimming / now and then
- 4 Tom and I / once a week / go skating
- 5 often / it / rains / in the middle of the day
- 6 always / tired / am / on Friday evenings / I

9 Write true sentences about yourself using the prompts (1–6). Use one of these words or phrases in each sentence.

every week/weekend most days now and then often
once/twice/three times a year/week rarely usually

- | | |
|----------------------------|-----------------|
| 1 hang out with my friends | 4 watch a movie |
| 2 go on holiday | 5 study |
| 3 take part in a sport | 6 read a book |

Speak up

10 Work in pairs. Compare your sentences from Ex 9. How are you similar? How are you different?

SPEAKING

Power up

1 What answers would you give to these questions?

What's your:

- 1 name / family name / full name / surname?
- 2 first name / second name / middle name / nickname?

Speak up

2 Work in pairs. Take turns to ask for and give the information to complete the table. Spell any difficult words. Check that the information is correct.

How do you spell the town?

K-O-N-Y-A.

Personal information

| | |
|-----------|--|
| Name: | |
| Address: | |
| Town: | |
| Postcode: | |
| Email: | |

useful language

giving reasons and examples

because

one reason is (that)

as

for example

3 1.6 Listen to Elsa and Chen answering these interview questions. Who gives the best answers? Why?

- 1 Where do you live?
- 2 Where do you come from?

4 Work in pairs. How could the students in Ex 3 improve their answers? Think about information, descriptions and reasons they could add.

5 1.7 Listen to Elsa and Chen answering another interview question. Who gives the best answer this time? Why?

What do you enjoy doing in your free time?

6 Work in pairs. Read the useful language. How could the other student in Ex 5 improve their answer? Think about examples, opinions and reasons they could add.

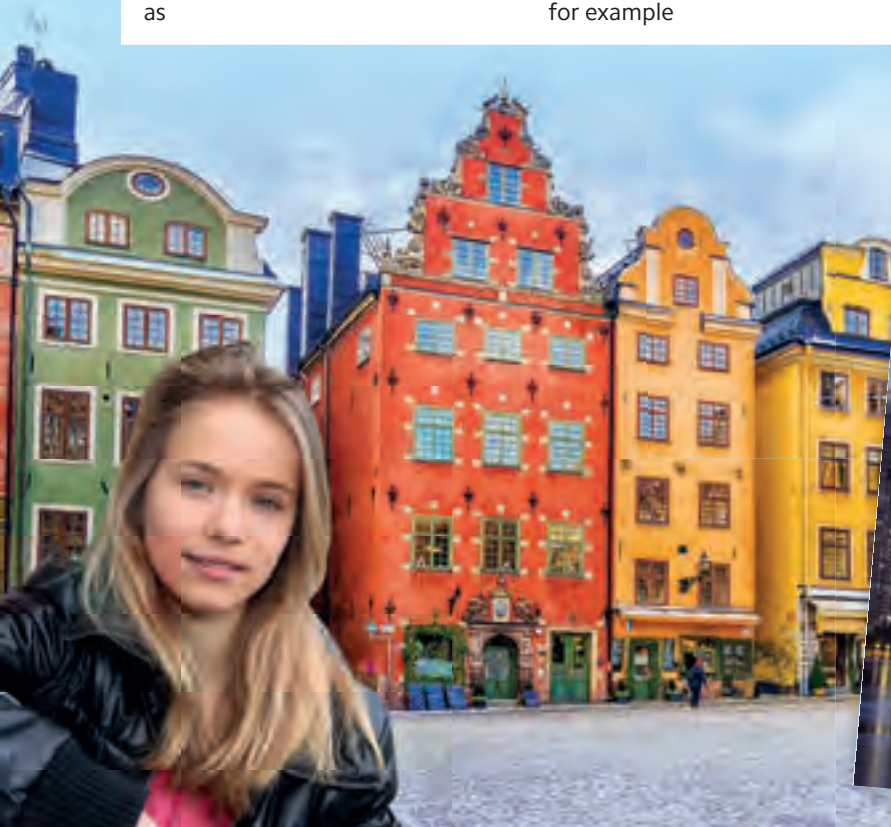
7 Work in pairs. Take turns to answer the questions in Ex 3 and 5.

8 Work in pairs. Student A, turn to page 156. Student B, turn to page 162. Follow the instructions.

Speaking extra

9 Work in pairs. Ask and answer the questions. Give reasons and/or examples.

- 1 How do you get to school every day?
- 2 What's your favourite subject?
- 3 What do you like doing at the weekend?
- 4 Who do you like to spend time with?



1 Identity

WRITING

Power up

1 Work in pairs. Take turns to talk about these things.

- 1 something you love
- 2 something you're interested in
- 3 something you're keen on
- 4 something you can't stand

I'm interested in pop music.

I don't like playing video games.



2 Read the advert and Sofia's notes. Then read Sofia's email below. Match the paragraphs of the email (1–4) with the notes (A–D).

Tell us about you!

Channel 1 is making a programme about life for young people around the world. We want to know more about you and the place you live. We will come and film you and your family.

For this programme, you can be 14–17, so lots of teenagers can take part!

We want to know what you are like and what kind of things you enjoy.

Why should we choose you?

Send us your profile in an email.

A tell them

B talk about my personality

C say what

D give a reason

From: Sofia

Hi,

- 1 I'm Sofia Pérez. I'm fifteen and I come from Colombia. My life is quite unusual because we live near the beach. There aren't many people here, so my family is very important to me.
- 2 Some people think I'm quite shy but, in fact, I'm a confident person. For example, I'm good at making friends.
- 3 We have a lot of horses, so I'm also keen on horse-riding. I usually ride on the beach every morning. Also, it's great having barbecues and we love telling stories in the evenings!
- 4 Choose me because I'm a typical teenager but I live in a very different place. Not many people have this kind of lifestyle these days.

I hope to hear from you!

Sofia

3 Read the language box. Find four phrases with 'quite' and 'very' in Sofia's email.

explore language

quite and very

We can use *quite* and *very* before adjectives. We use *very* to make an adjective stronger and *quite* to make an adjective less strong.

He's **very** funny. I'm **quite** lazy.

If there is an article (*a/an*) before the adjective, then *very* goes after the article but *quite* goes before the article.

It's **a very** good film. It was **quite an** interesting story.

We don't use *quite* or *very* with extreme adjectives (e.g. *mad*, *passionate*, *furious*, *terrified*).

I was **very** terrified! My mum was **quite** furious!

Plan on

4 Complete Jakob's notes with these phrases.

a very old quite an exciting quite interested very funny very keen on

- 1 I'm from Krakow in Poland. There are a lot of things to do here. It's city.
- 2 My grandparents live in part of the city. I know a lot of Warsaw's history.
- 3 I'm not maths. I'm not very keen on science.
- 4 I'm in acting. I like singing. I don't enjoy dancing.
- 5 Choose me. I'm a person. I can make you laugh.

5 Join the sentences in Ex 4 with 'and', 'but', 'or', 'because' or 'so'.

game on

Work in pairs. Close your books. Make a list of all the adjective + preposition collocations you remember from this unit. Take turns to say an adjective. Your partner has to give the correct preposition. You each get one point for each correct preposition.

Write on

6 Read the advert in Ex 2 again. Think about what you can say about yourself. Follow these steps to plan your email.

- 1 Make notes for each point you need to write about. Use Sofia's email in Ex 2 to help you.
- 2 Think about your descriptions. Think about adjectives and the language you can use to make them stronger or less strong.
- 3 Work in pairs and check your ideas.

7 Read the exam tip and complete the task.

exam tip: email

↪ p150

Make sure you write about **all** the content points (for example, where you live, what you enjoy, what you are like and why they should choose you). Always give some extra information about each point.

Look at your notes in Ex 6. Have you included all the points? What extra information can you add for each point?

8 **e** Write your email in about 100 words.

Improve it

9 Work in pairs. Read your partner's email and make notes about these points. Then talk about how you can improve your email.

- 1 Did your partner write about all four points?
- 2 Does each point have extra information?
- 3 Did your partner use 'quite' and 'very'?



INDEPENDENT LEARNING

Think about your learning

- 1 Look at the ways you can assess your own work. Do you prefer any of these ways of looking back at your work? Why?
 - 1 looking back at what I did well
 - 2 thinking about what I can do better
 - 3 checking my work with my classmates
 - 4 making a plan for improving
- 2 Work in pairs. Do you think it is important to assess your own work? Why/Why not? How is that different to getting feedback from the teacher or your classmates?
- 3 Work in the same pairs. Compare your answers to Ex 1 and discuss these questions.
 - 1 What kind of things can I check in my work?
 - 2 How can I know what I did well and where I need more practice?
 - 3 When is it helpful to get feedback from my classmates?
- 4 Work in pairs again. What can you do after you have checked your work yourself or with a classmate? What things can you plan to do to help you practise or improve? Make a list of ideas together.
 - redo my work
 - find extra activities to practise
- 5 Complete the sentences.

1 I like to assess my own work because

2 I find it difficult to assess my own work because

3 I can ask a classmate to help me assess my

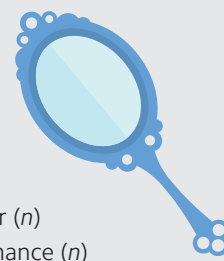
SWITCH ON

No more boys and girls

- 1 Work in pairs and answer the questions.
 - 1 When you were a young child, what did you want to be when you grew up? What job did you want to do?
 - 2 What were your favourite toys when you were younger?
- 2 Watch the clip. What's the main thing that the children have learnt by the end of the experiment?
- 3 Watch again. Are these sentences true (T) or false (F)?
 - 1 Scientists agree that boys' and girls' brains are different. T / F
 - 2 When they're young, girls are just as strong as boys. T / F
 - 3 Javid gives the girls a teddy bear, and the boys a robot. T / F
 - 4 At the end of the experiment the boys' behaviour is worse. T / F
 - 5 At the end of the experiment the girls' self-confidence has improved. T / F

Project

- 4 Work in groups to prepare a presentation on how a new school in your area can be more gender-neutral. Follow these steps.
 - 1 Work in groups. Discuss how these things could be more gender-neutral. Then try to come up with some ideas of your own.
 - classrooms and school environment
 - classes
 - school uniform
 - after school activities
 - 2 In your groups, present your ideas to the class. Make notes on the other groups' presentations.
 - 3 Have an open discussion as a class. Agree on a list of changes that you would like to make at school.



UNIT CHECK

Wordlist

Personality adjectives

bossy
calm
clever
confident
funny
lazy
lively
noisy
rude
serious
shy
sporty

Adjective + preposition collocations

afraid of
bad at
bored with
brilliant at
excited about
fed up with
frightened of
good at
interested in
keen on
terrible at

Adjectives for emotions

happy
pleased
relaxed
stressed

Other

achieve (v)
active (adj)
activity (n)
appear (v)
background (n)
behaviour (n)
follow (v)
hang out with (v)
keep (v)
matching (adj)

member (n)
performance (n)
same (adj)
similar (adj)
stay (v)
try (v)
valley (n)
way (n)

Extra

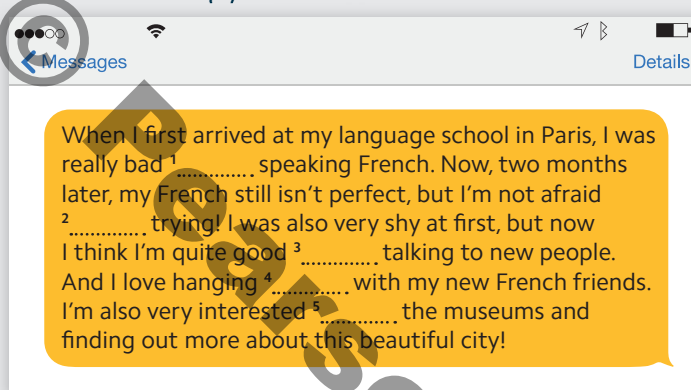
fight (v)
friendly (adj)
identity (n)
mirror (n)
saucepan (n)
shell (n)
sticker (n)

Vocabulary

1 Choose the correct answers to complete the sentences.

- You're so! Stop telling me what to do.
A serious B clever C bossy D lively
- My cousin's very He always gets good marks in his school exams.
A shy B clever C sporty D bossy
- Rebecca doesn't speak to many people at parties. She's not very
A confident B funny C rude D quiet
- My cousins are very They never help my aunt do jobs in the house.
A noisy B calm C lazy D sporty
- My brother loves telling jokes, but they're never very!
A confident B calm C lazy D funny
- Why are you always so? Come on, smile!
A serious B lively C noisy D bossy
- Helen never says 'please' and 'thank you'. She's very
A lively B rude C confident D shy
- Our family is very We often go swimming or cycling at the weekend.
A funny B sporty C lively D lazy
- My dad's always very He never gets angry!
A calm B lazy C bossy D lively
- She's very , so it wasn't easy for her to make new friends when she first moved here.
A sporty B lively C clever D shy

2 Complete the text message with prepositions. Use the wordlist to help you.



3 1.8 Complete the conversation with Adjective + preposition collocations from the wordlist. Listen and check your answers.

- A: I'm really ¹ the school trip.
B: Me too. I'm ² school at the moment – I need a day off!
A: Yes, me too. I seem to be ³ most of my subjects this year.
B: That's rubbish! You're not ⁴ maths, and you're ⁵ science – you get great marks!
A: Well, science is the only thing I'm ⁶
B: This school trip will be great for you then – it's the National Science Museum!

UNIT CHECK

Review

1 Choose the correct words to complete the sentences.

- 1 Alice **thinks / is thinking** of travelling to South America this summer.
- 2 Manu **doesn't see / isn't seeing** his friends every day after school.
- 3 **Do you understand / Are you understanding** the exercise?
- 4 I **look / am looking** for my camera but I just can't see it anywhere.
- 5 We **don't enjoy / aren't enjoying** going to the beach when there are lots of people.
- 6 Oh no! **It's raining / It rains** and I haven't got my coat.
- 7 Katie's quiet. **Does she play / Is she playing** a game on the computer?
- 8 The Year 7 students **learn / are learning** French this year.
- 9 Kevin **gets / is getting** ready for his birthday party – he's very excited!
- 10 I **don't know / I'm not knowing** where Kelly is. Why don't you call her?

2 Put the words in the correct order to make sentences.

- 1 play / now and then / Mark and Hannah / volleyball
- 2 after school / play / three times a week / I / sport
- 3 get up early / I / at the weekend / usually
- 4 go / my friends and I / once a month / to the cinema
- 5 go / once a year / on holiday / we
- 6 goes / Anna / most weekends / shopping
- 7 have lunch / always / we / on Sundays / with our friends
- 8 go / never / on weekdays / I / to bed late
- 9 late / Chris / is / for school / often
- 10 my dad / work / on Fridays / finishes / at 4.00

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

- 1 Neil isn't at school today. He (not feel) very well.
- 2 I (not ride) my bike every day.
- 3 My sister (have) blonde hair and blue eyes.
- 4 That smells really nice! What (you/cook)?
- 5 Amy and Sarah (want) to go on holiday to Italy or Spain.
- 6 Harry (live) with his grandparents while his parents are decorating their house.
- 7 I (not understand) this maths problem.
- 8 Adam and Chris (listen) to some music on their phone at the moment.
- 9 Hurry up! Your friends (wait) for you downstairs!
- 10 We (not go) to the cinema very often.

4 1.9 Choose the correct sentence in each pair. Listen and check your answers.

- 1 **A** What? Why are you laughing? What's so funny?
B What? Why do you laugh? What's so funny?
- 2 **A** Do you visit always your grandparents at the weekend?
B Do you always visit your grandparents at the weekend?
- 3 **A** Jason doesn't want to come with us today.
B Jason isn't wanting to come with us today.
- 4 **A** Can you stop that noise? I try to revise for my test.
B Can you stop that noise? I'm trying to revise for my test.
- 5 **A** I don't think that's a very good idea.
B I'm not thinking that's a very good idea.
- 6 **A** What happened? Why does Ella cry?
B What happened? Why is Ella crying?

5 Read the advert and for each question, write the correct answer. Write one word for each gap.

A new kind of club

Do you want to do something different after school? Many of you play sports or learn music but we think it's time to start a new club ¹..... helps other people. There are many younger children at the moment who ²..... trying to read but find it difficult. Are you interested ³..... helping them? We hope so!

We are looking for students who would like to do this. Just spend one hour ⁴..... Wednesdays and read with the children – it's easy! After the 'class', we are ⁵..... to have some juice and biscuits and chat. We start next Wednesday in Room 312 at 4 p.m.

At ⁶..... moment we are still organising all the chairs and tables we need. Come along and help us!



6 Write a paragraph about how you do and don't enjoy spending your free time.