

# Hey There!



## Workbook



PEARSON  
Longman



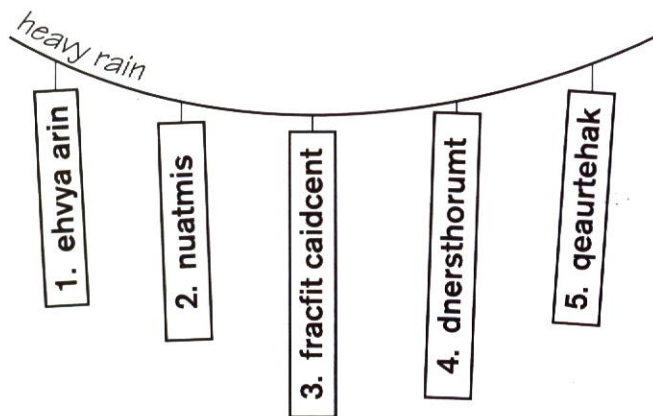
# Workbook

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## Vocabulary

- 1** Unscramble the letters to form the words for disasters and accidents.



- 2** Now use the words in Exercise 1 to complete the sentences.

1. Last night I was afraid when it started to rain: I am always afraid of lightning during a heavy rain.
2. The hotels on the beaches were swept away by the \_\_\_\_\_.
3. The \_\_\_\_\_ destroyed hundreds of buildings.
4. The \_\_\_\_\_ caused floods, so the roads by the river had to be closed.
5. The bus driver did not get hurt in the \_\_\_\_\_, but some of the passengers had to go to a hospital.



- 3** Complete the sentences with words from the box.

- volunteers
- rescue
- accident
- evacuated
- destroy
- panic

1. Ambulances usually are quick to get to the scene of an accident.
2. The soldiers \_\_\_\_\_ the town after the earthquake.
3. When there is a disaster, many \_\_\_\_\_ come to help the victims.
4. When the fire broke out, people inside the building started to \_\_\_\_\_.
5. Heavy rain can \_\_\_\_\_ parts of a city after a few hours.
6. New York firefighters helped to \_\_\_\_\_ many people on 9/11.

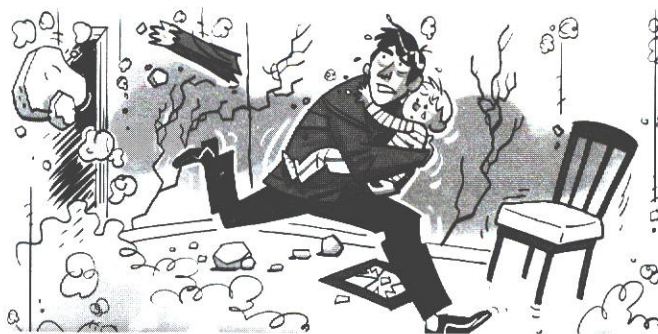
- 4** Read the stories below. What disaster are the people talking about?

"I was on the fifth floor, and suddenly everything started to shake and glass began falling," said Carolina Montero, 37, a bank official. "People got extremely nervous."

"I was diving with my friends. It was a beautiful day. My best friend decided to stay on the boat to sunbathe," said Linda Jameson. "I put on my gear, jumped in the water, and started exploring the deep ocean. When I came back, the world was different: I could not find the boat, and I never saw my friend again."

## Reading

- 1  16 Read along as you listen.  
Underline Claire's definition of a hero.



## Heroes

We often read in the newspaper about people whom the media have called "heroes," or we see people performing heroic acts on TV. We think they are special. But if you talk to those who have been called "heroes," they'll tell you that they're as normal as you and me. The only difference is that they have been given the opportunity to be heroic.

- 5 I think heroes can be anybody. They can be people who live ordinary lives. They go to work or to school every day. Perhaps some of them don't have much money, and they struggle every day. Or maybe some of them have serious personal problems. But when faced with a situation where they have to think quickly and decide whether to save another person's life and risk their own in the process, they do so without hesitation.
- 10 People like these are what I consider heroes.

My hero is my cousin. He had an accident a few years ago when he was very young. He can't walk very well. I admire my cousin because of his positive attitude. Everything he does is more difficult than for the rest of us. But my cousin never complains. He seems to always be happy. He never seems to get angry or depressed. He always sees the bright side

15 of life. That's why I consider my cousin a hero.

Are you a hero? Are you sitting next to a hero at this very moment?

Claire Wilson



- 2 Write *T* for *True* or *F* for *False*.

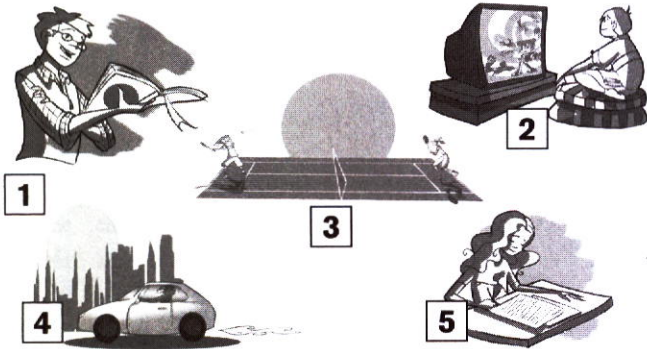
- T 1. There are a lot of articles about heroes in newspapers and on TV.
- \_\_\_ 2. Ordinary people can be heroes.
- \_\_\_ 3. Some heroes have personal problems.
- \_\_\_ 4. Claire's hero is her brother.
- \_\_\_ 5. Claire's cousin can't walk well.
- \_\_\_ 6. He often gets angry about his situation.
- \_\_\_ 7. You or your classmate could be a hero.

- 3 Find words from the text that mean the same as these words and expressions.

- |                           |               |
|---------------------------|---------------|
| 1. brave (line 2)         | <u>heroic</u> |
| 2. chance (line 4)        | _____         |
| 3. normal (line 5)        | _____         |
| 4. maybe (line 6)         | _____         |
| 5. take a chance (line 9) | _____         |
| 6. look up to (line 12)   | _____         |
| 7. sad (line 14)          | _____         |

# Grammar

**1** What were these people doing at 4 o'clock yesterday?



1. Will was reading (read) poetry.
2. Nick \_\_\_\_\_ (watch) TV.
3. Jean and Jacky \_\_\_\_\_ (play) tennis.
4. Rose \_\_\_\_\_ (drive) to work.
5. Dana \_\_\_\_\_ (write) a letter.

**2** Write sentences in the present continuous. Use the cues.

1. Tricia / not draw / in class / (read)  
Tricia wasn't drawing in class. She was reading.
2. The children not play / on beach / (swim)  
\_\_\_\_\_
3. You / not listen to me / (talk)  
\_\_\_\_\_
4. My parents / not sit in garden / (work)  
\_\_\_\_\_
5. Jack / not laugh / (cry)  
\_\_\_\_\_

**3** Complete the sentences with words from the box.

- was reading
- was going up
- died
- broke
- was fighting
- sent
- exploded
- was playing
- was writing
- fell

1. Isaac Newton was reading a book when an apple fell on his head.
2. Mozart \_\_\_\_\_ the *Requiem* when he \_\_\_\_\_.
3. Ronaldo \_\_\_\_\_ soccer when he \_\_\_\_\_ his ankle.
4. The Challenger \_\_\_\_\_ into the sky when it \_\_\_\_\_.
5. Nelson Mandela \_\_\_\_\_ for people's rights when they \_\_\_\_\_ him to prison.

**4** a) Complete the paragraph with either the simple past or the past continuous.

Last year, something very strange  
<sup>1</sup> happened (happen) to my neighbor.  
 She <sup>2</sup> \_\_\_\_\_ (drive) to work when suddenly she <sup>3</sup> \_\_\_\_\_ (see) a light in the sky. She <sup>4</sup> \_\_\_\_\_ (stop) to look at it. The light was very bright and it <sup>5</sup> \_\_\_\_\_ (not move). She <sup>6</sup> \_\_\_\_\_ (get) out of the car. She <sup>7</sup> \_\_\_\_\_ (walk) towards it when it <sup>8</sup> \_\_\_\_\_ (fly) away quietly! She <sup>9</sup> \_\_\_\_\_ (call) the police, but they <sup>10</sup> \_\_\_\_\_ (not believe) her. They probably <sup>11</sup> \_\_\_\_\_ (think) she was crazy!


b) Read the answers in parentheses. Write questions for the answers.

- What / your neighbor / see / ?  
What did your neighbor see in the sky? (A light.)
- What / she / do / ? \_\_\_\_\_  
when she saw the light in the sky? (Driving to work.)
- Light / moving / ?  
\_\_\_\_\_? (No, it wasn't.)
- What / she / do / ?  
\_\_\_\_\_ when the light flew away? (Walking towards it.)
- Who / she / call / ?  
\_\_\_\_\_? (The police.)
- What / police / think / ?  
\_\_\_\_\_? (That she was crazy!)


5 Correct the sentences below.

- It rained when the accident happened.  
It was raining when the accident happened.
- Jane biked home when she was meeting Damian.  
\_\_\_\_\_
- The airplane was landing when it was hitting the building and exploded.  
\_\_\_\_\_
- The children slept when the tsunami was hitting the hotel.  
\_\_\_\_\_

## Listening

1  17 Listen to Will and Sheryl talk about a hero. Circle the picture that shows what happened.



2  18 Listen again. Put a check next to the things mentioned in the conversation.

- The name of the hero
- The time of day
- The woman's friends
- A helicopter
- The weather
- A boat
- Dai's age

3 Answer these questions.

- Where did Will hear about Dai?  
He heard about Dai on TV.
- What was the woman doing when Dai saved her life?  
\_\_\_\_\_
- What did Dai hear when he was walking along the beach?  
\_\_\_\_\_
- Could the woman swim?  
\_\_\_\_\_
- What was the weather like?  
\_\_\_\_\_
- How old is Dai?  
\_\_\_\_\_

# Writing

**1 Put the sentences in the correct order to complete the story about Dai.**

- a. He immediately took off his jacket and dove into the sea.
- b. He saw a woman in the water.
- c. Dai was walking on the beach when he heard people shouting.
- d. Dai saved the woman's life.
- e. Her friends were standing on a rock.
- f. He is eighty-five years old.

**2 Read the text. Match the different parts of the text with the boxes (a - e). Underline them in different colors.**

**a** The result of the action

**b** The hero's name

**c** A comment

**d** What was happening when another action started

**e** What the hero did

My hero's name is John. He is one of our neighbors. He saved a baby from a burning house. The baby was sleeping upstairs when the fire started. John ran into the house and went upstairs to the baby's bedroom. He took the baby in his arms and then dropped the baby from the bedroom window into his mother's arms. The baby was OK. It was an incredible but true story!



**3 Now invent a story about a hero. Write it in your notebook. Use these guide questions to help you.**

- What's the hero's name?
- What did he/she do?
- What was happening when the hero did his or her heroic action?
- What happened then?
- What was the result?

# 5 Self-assessment

Show what you can do!

## 1 I can describe a hero.

1. A hero is brave.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## 2 I can talk about accidents and disasters.

1. A tsunami destroyed the town.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## 3 I can ask about what people were doing.

1. What were you doing at 7:00?
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## 4 I can use the past continuous.

1. At 7:00 yesterday I was having breakfast.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



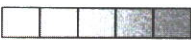
## 5 I can talk about interrupted events.

1. I was studying when the phone rang.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## 6 I can talk about my hero.

1. Nelson Mandela fought for African people's rights.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



Now add up the total number of check marks (✓) and mark them on the scale. Circle the word below your total score.



NEED MORE PRACTICE

OK

GOOD

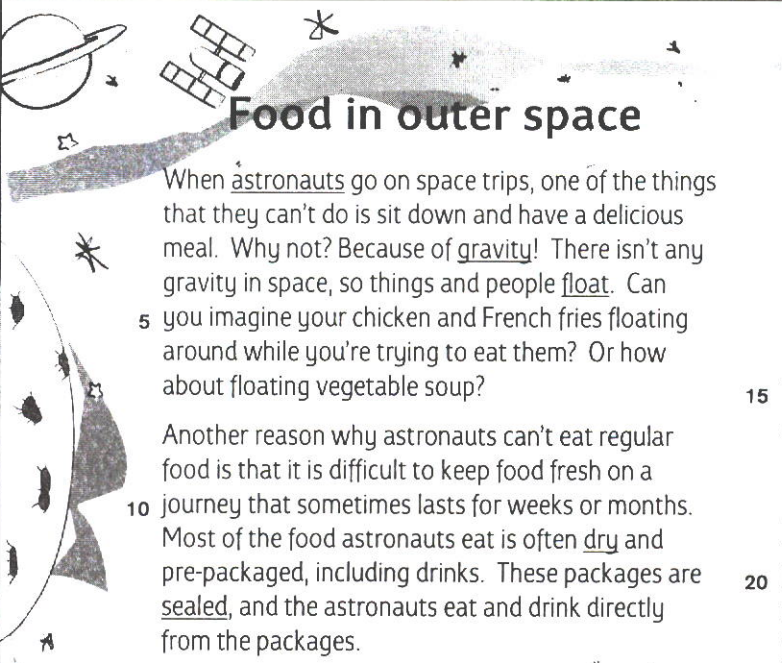
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## Reading

1  19 Read along as you listen. What's the article about? Circle the topic.


- The problems astronauts have in space.
- How astronauts eat in space.
- Restaurants astronauts go to when they return.



### Food in outer space

When astronauts go on space trips, one of the things that they can't do is sit down and have a delicious meal. Why not? Because of gravity! There isn't any gravity in space, so things and people float. Can you imagine your chicken and French fries floating around while you're trying to eat them? Or how about floating vegetable soup?

Another reason why astronauts can't eat regular food is that it is difficult to keep food fresh on a journey that sometimes lasts for weeks or months. Most of the food astronauts eat is often dry and pre-packaged, including drinks. These packages are sealed, and the astronauts eat and drink directly from the packages.



15 There are some things they can eat that are not sealed in a container – pizza for example (if the pieces don't float away!) and chocolate.

Astronauts probably think about food a lot during their journey into space. It is not difficult to imagine how astronauts feel about their first meal back on Earth or their first visit to a restaurant after a long journey from outer space.

20

2 Answer the questions. Give short answers.

- Do astronauts have delicious meals in space? No, they don't.
- Is there any gravity in the cabin of a spacecraft? No, there isn't.
- Is it easy to keep food fresh in space? \_\_\_\_\_
- Is the food in space fresh? \_\_\_\_\_
- Are the food and drink in packages? Yes, they are.
- Can astronauts eat pizza and chocolate in space? Yes, they can.

3 Match the underlined words in the text with these definitions.

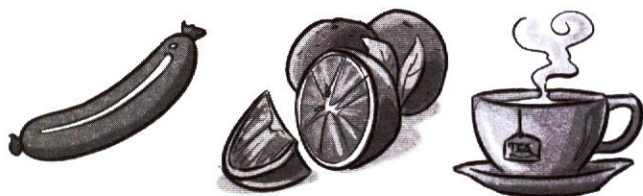
- the force that pulls things down (line 3) gravity
- not wet (line 11) \_\_\_\_\_
- closed tightly (line 13) \_\_\_\_\_
- be up in the air (line 4) \_\_\_\_\_
- people who travel in space (line 1) \_\_\_\_\_
- trip (line 19) \_\_\_\_\_

# Grammar

## 1 Write the nouns in the correct columns.

- tea
- oranges
- sausage
- cookies
- rice
- eggs
- bread
- chocolate
- onions
- milk
- potato
- carrot
- sugar
- sandwich
- banana
- vegetables
- apple
- tomatoes
- cake
- soup
- hamburgers

Count nouns		Noncount nouns
singular	plural	
<i>sausage</i>	<i>oranges</i>	<i>tea</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



## 2 a) Complete the sentences with *much*, *many*, or *a lot of*.

- There are a lot of calories in chocolate.
- There isn't \_\_\_\_\_ food in the refrigerator.
- Do you take \_\_\_\_\_ sugar in your coffee?
- I drink \_\_\_\_\_ mineral water.
- There are so \_\_\_\_\_ cookies in the kitchen.

## b) Complete the questions with *How much?* or *How many?*

- How much sugar do you take in your coffee?
- \_\_\_\_\_ eggs do you need to make an omelette for four?
- \_\_\_\_\_ meals do you have a day?
- \_\_\_\_\_ salt do you put on your food?
- \_\_\_\_\_ chocolate bars can I have?

## 3 Put the words in order to make sentences.

- cookies / you / how / do / many / want / ?  
How many cookies do you want?
- eat / I / vegetables / a lot of  
\_\_\_\_\_
- many / in / there / calories / aren't / onions  
\_\_\_\_\_
- much / do / how / sugar / you / in your coffee / take?  
\_\_\_\_\_

## 4 Complete the sentences with the correct auxiliary (*have* or *has*) to form the present perfect.

- She \_\_\_\_\_ never eaten sushi.
- I \_\_\_\_\_ (not) eaten yet.
- They \_\_\_\_\_ finished eating their breakfast.
- \_\_\_\_\_ he tried fried insects?
- Bob and Clara \_\_\_\_\_ read all of the Harry Potter books.

## Listening

### 5 Complete the chart.

INFINITIVE	PAST FORM	PAST PARTICIPLE
go		
	rode	
		written
eat		
	met	
		cut
see		
		had

### 6 Write sentences in the present perfect. Use the cues.

**Example:** They / never / perform / movie / before

*They have never performed in a movie before.*

- Helen / see / *High School Musical* / ten times  
\_\_\_\_\_
- you / meet / famous person?  
\_\_\_\_\_
- My friends / not / study / yet / for the test  
\_\_\_\_\_
- My parents / eat / different kinds / food  
\_\_\_\_\_
- you / read / her e-mail?  
\_\_\_\_\_
- My sister Joan / visit / many places / around the world  
\_\_\_\_\_

### 1 Listen to the conversation between Jim and his children. Put a check next to the different types of restaurants they mention.



JIM KATE BEN

- |               |                                     |              |                          |
|---------------|-------------------------------------|--------------|--------------------------|
| 1. Indian     | <input checked="" type="checkbox"/> | 4. Japanese  | <input type="checkbox"/> |
| 2. Chinese    | <input type="checkbox"/>            | 5. Italian   | <input type="checkbox"/> |
| 3. vegetarian | <input type="checkbox"/>            | 6. fast food | <input type="checkbox"/> |

### 2 Circle the correct answer.

- Why do they want to go out to dinner?  
 a. Because they want to celebrate.  
 b. Because it's Jim's birthday.
- What does Jim think about Indian food?  
 a. He likes it but it's a little hot.  
 b. He doesn't like it – it's too hot.
- What does Kate say about sashimi?  
 a. It's not good.  
 b. It's raw fish.
- What does Ben say about sashimi?  
 a. He'll try.  
 b. He can't swallow it.
- What does Jim think about Italian food?  
 a. He loves it.  
 b. It's generally pasta and pizza.
- What does Jim want to order in the Italian restaurant?  
 a. A large piece of chocolate cake.  
 b. Chocolate ice cream.

# Writing

**1** Complete the definitions with the words in the box.

- chop
- boil
- add
- fry
- peel

1. To chop is to cut into small pieces.
2. To \_\_\_\_\_ is to remove the outside of a piece of fruit or a vegetable.
3. To \_\_\_\_\_ is to cook in very hot water.
4. To \_\_\_\_\_ is to cook in very hot oil.
5. To \_\_\_\_\_ is to put in another ingredient.

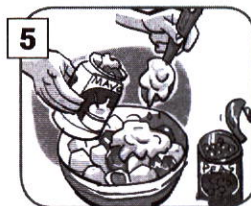
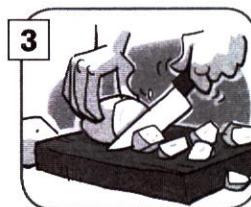
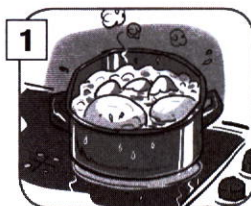
**2** Put the recipe for marmalade in order.



- a. Mix well.
- b. Next, chop them into small pieces.
- c. Put the mixture into a saucepan and boil for about two hours.
- d. Finally, put the mixture in a cold place for 24 hours.
- e. First, take some big, juicy oranges and peel them.
- f. Then put the pieces into a bowl and add a lot of sugar.

**3** Write a recipe for potato salad. Use the pictures and the words in the box to help you.

- peel
- chop
- mayonnaise
- peas
- bowl
- put
- potatoes
- boil
- mix
- add
- eggs
- ingredients



First, boil the potatoes. \_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 6 Self-assessment

Show what you can do!

**1** I can name different foods.

1. salad
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**2** I can describe foods.

1. These chips are salty!
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**3** I can talk about quantity.

1. There is a lot of rice, but there isn't much fish.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**4** I can talk about things I have done.

1. I have eaten raw fish.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**5** I can use verbs for preparing food.

1. Boil a pot of water.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**6** I can ask questions using the present perfect

1. Have you ever eaten raw meat?
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



Now add up the total number of check marks (✓) and mark them on the scale. Circle the word below your total score.



NEED MORE PRACTICE

OK

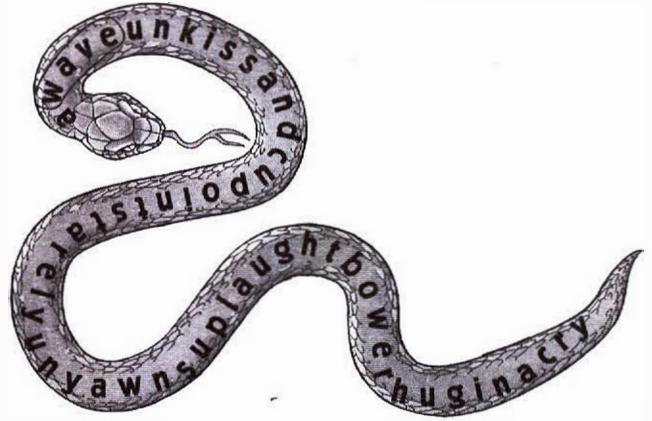
GOOD

EXCELLENT

## Vocabulary

**1** Circle the verbs in the snake. Then write them below.

- |                |          |
|----------------|----------|
| 1. <u>wave</u> | 6. _____ |
| 2. _____       | 7. _____ |
| 3. _____       | 8. _____ |
| 4. _____       | 9. _____ |
| 5. _____       |          |



**2** Complete the sentences with a verb from Exercise 1.

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1. You <u>stare</u> with your eyes. | 6. You _____ with your body.    |
| 2. You _____ with your hand.        | 7. You _____ with your mouth.   |
| 3. You _____ with your lips.        | 8. You _____ when you're sad.   |
| 4. You _____ with your finger.      | 9. You _____ when you're happy. |
| 5. You _____ with your arms.        |                                 |

**3** Match column A to column B.

- |                                |                                     |
|--------------------------------|-------------------------------------|
| <b>A</b>                       | <b>B</b>                            |
| 1. In Japanese movies          | a. when she sees me.                |
| 2. We waved to our friends     | b. when they score a goal.          |
| 3. It's rude                   | c. to show me where she lived.      |
| 4. My grandmother kisses me    | d. people bow a lot.                |
| 5. Soccer players hug          | e. to stare at people.              |
| 6. Joanne pointed at the house | f. when the train left the station. |



**4** Complete the sentences with an appropriate verb.

- I always yawn when I'm tired and when I'm bored.
- I \_\_\_\_\_ when I see sad movies.
- Please don't make me \_\_\_\_\_ during class today!
- When we do judo, we always \_\_\_\_\_ before we start.
- Oh look! There's Dale – \_\_\_\_\_ to him!
- I know you think Sally is the most beautiful girl in the school, but don't \_\_\_\_\_ at her!

## Reading

- 1**  **21** Read along as you listen.  
Circle the best title for the story.

- A Happy Romance
- Hard Times
- Impossible Love



I started to work when I was twelve years old, as a maid in Hill House, a large mansion near my home. In my first job, I worked in the kitchen. I never saw my employers, Lord and Lady Madderly. When I was fifteen, I became a lady's maid to their oldest daughter, Margaret. Lady Margaret was sixteen, so we were more or less the same age. I had to bring breakfast to Lady Margaret's room, prepare her bath, and help her dress. I had to call her "Miss" and I had to always be polite. Lady Margaret was very nice to me, but we never became friends.

I had a problem while I was working in the Hill House. After all these years, I still think about it. Margaret's brother, Henry, was a little older than me - about two years older I think. He was kind and good to me, and he was always laughing. But Henry really liked me. He told me he wanted to marry me. In the beginning, we were happy. We talked a lot. One day we were walking together. Margaret saw us. She was very angry, of course, and told her parents.

The next morning, Henry didn't come to see me as he always used to do. In the afternoon my father came to pick me up and take me back home. My parents never asked me about what happened. I never saw Henry again.

- 2** Choose the correct answer.

- How old was the girl when she started to work as a maid?
  - Twelve.
  - Sixteen.
- What did she have to do when she was a lady's maid?
  - Help Margaret at home.
  - Help Margaret at work.
- How did the girl treat Margaret?
  - With respect.
  - In a friendly way.
- How old was Henry?
  - Fifteen.
  - Seventeen.

- How did Margaret feel when Henry and the girl were walking together?
  - Angry.
  - Sad.
- How did the story end?
  - Henry married the girl.
  - The girl never saw Henry again.

- 3** Look at the underlined words or expressions in the text. Match them with the definitions.

- become a husband or wife marry
- approximately \_\_\_\_\_
- friendly and nice \_\_\_\_\_
- big house \_\_\_\_\_
- mother and father \_\_\_\_\_
- paid helper in a house \_\_\_\_\_

# Grammar

## 1 Write questions and short answers.

### SCHOOL RULES

1. Be polite to your teachers and classmates.
2. Be punctual.
3. Do not eat, drink, or chew gum in class.
4. Do not run in the halls.
5. Behave well on the school buses.
6. Do not bring cell phones to school.

1. have to / be polite?  
*Do we have to be polite?*  
*Yes, we do.*
2. have to / be punctual?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. can / eat / in class?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. can / run / halls?  
 \_\_\_\_\_  
 \_\_\_\_\_
5. have to / behave well / school buses?  
 \_\_\_\_\_  
 \_\_\_\_\_

## 2 Write questions and short answers.

1. I / ride bike / to school? (No)  
*Can I ride my bike to school?*  
*No, you can't.*
2. we / eat / in class? (No)  
 \_\_\_\_\_  
 \_\_\_\_\_

3. my sister / go home early? (Yes)  
 \_\_\_\_\_  
 \_\_\_\_\_
4. they / watch a DVD? (No)  
 \_\_\_\_\_  
 \_\_\_\_\_
5. he / use your computer? (Yes)  
 \_\_\_\_\_  
 \_\_\_\_\_

## 3 You are at the zoo. Circle the correct option.

1. You *have to* / *should* wear a hat on a hot day.
2. You *have to* / *can* bring in food.
3. You *must* / *can* be with an adult if you're under 13.
4. You *can* / *can't* ride on the elephants.
5. You *shouldn't* / *have to* go near the cages.



#### 4 Write questions.

1. I / have to / clean / room?  
*Do I have to clean my room?* \_\_\_\_\_
2. we / can / go / Marie's party?  
\_\_\_\_\_
3. they / have to / finish / homework?  
\_\_\_\_\_
4. we / should / write / Luke / today?  
\_\_\_\_\_
5. Tom / have to / study / every day?  
\_\_\_\_\_
6. he / have to / read / book?  
\_\_\_\_\_
7. children / have to / take off / shoes?  
\_\_\_\_\_
8. Jane / can / take / car?  
\_\_\_\_\_

#### 5 Match the problem with the advice. Then complete with *should* or *shouldn't*.

1. I didn't pass my English exam.
  2. I always forget my books.
  3. My brother is getting fat.
  4. Ruth often misses the school bus.
- a. You \_\_\_\_\_ prepare your school things before going to bed.
  - b. She \_\_\_\_\_ get up so late.
  - c. He \_\_\_\_\_ eat so much.
  - d. You \_\_\_\_\_ study harder.

## Listening



#### 1 22 Listen to Joanne and her daughter, Sheila, talk about school. Put a check next to the words they mention.

- |            |                                     |             |                          |
|------------|-------------------------------------|-------------|--------------------------|
| 1. rules   | <input checked="" type="checkbox"/> | 4. homework | <input type="checkbox"/> |
| 2. uniform | <input type="checkbox"/>            | 5. Sunday   | <input type="checkbox"/> |
| 3. bus     | <input type="checkbox"/>            | 6. party    | <input type="checkbox"/> |

#### 2 Write *T* for *True* or *F* for *False*.

- T   1. Sheila's school had more rules than Joanne's.
- \_\_\_\_\_ 2. Sheila's school uniform was blue.
- \_\_\_\_\_ 3. Joanne and her classmates had to sit down when a teacher came in.
- \_\_\_\_\_ 4. They had to stand by the door if they were late.

#### 3 23 Listen again. Then complete the statements.

1. We \_\_\_\_\_ uniforms every single day.
2. We \_\_\_\_\_ when our teacher entered the classroom.
3. And the length of our skirts \_\_\_\_\_ several inches below the knee.
4. And we couldn't talk in class. We \_\_\_\_\_ our hands if we wanted to say something.
5. If we came in late, we \_\_\_\_\_.

# Writing

**1 a) Put these sentences in the correct order.**

- a. Every morning of the festival, people run in front of bulls through the middle of the town to the bullring.
- b. *Los Sanfermines* is a famous bull festival.
- c. Men wear white clothes and a red scarf around their necks.
- d. The festival is from July 7th to July 14th in Pamplona, in the north of Spain.

**b) Now write the sentences to form a paragraph.**

Los Sanfermines is a famous bull festival.

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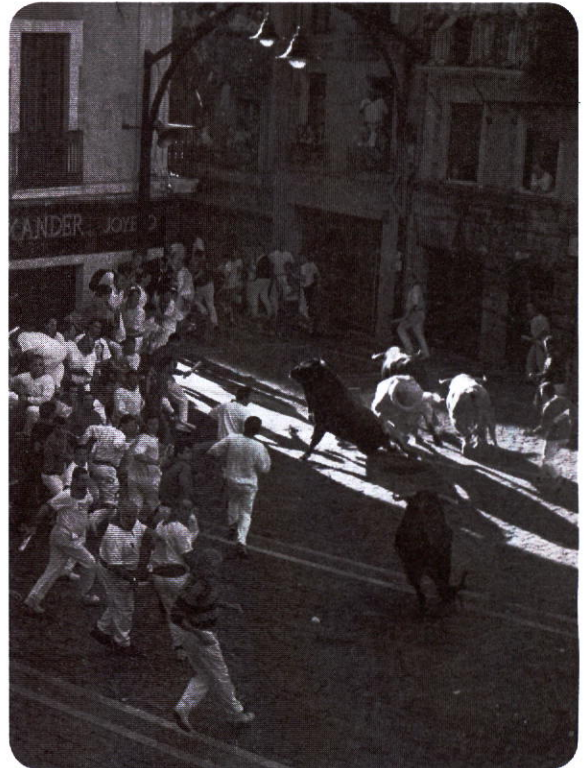
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**2 Give some advice to a friend about Los Sanfermines.**

- 1. wear / red scarf  
You should wear a red scarf.
- 2. take / white clothes  
\_\_\_\_\_
- 3. be careful / bulls  
\_\_\_\_\_
- 4. eat too much / before you run  
\_\_\_\_\_

**3 Write about a famous festival. Use these questions to help you with ideas.**

- What is the name of the festival?
- Where and when is it?
- What do people do? (Mention one or two things.)
- Give advice to tourists. (Use *should* or *shouldn't*.)

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# 7 Self-assessment

Show what you can do!

**1** I can talk about polite behavior.

1. *It is rude to stare at people.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**2** I can ask about obligations.

1. *Does he have to wash the dishes?*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**3** I can talk about my obligations.

1. *We have to respect our teachers.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**4** I can give advice.

1. *You should rest.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**5** I can ask for permission.

1. *Can I use your camera?*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**6** I can use polite language.

1. *No, thanks.*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Now add up the total number of check marks (✓) and mark them on the scale. Circle the word below your total score.

NEED MORE PRACTICE

OK

GOOD

EXCELLENT

## Vocabulary

**1** a) Where do these people normally work? Write the words in the correct columns.

- movie director • musician • clown
- comedian • poet • artist
- magician • acrobat • writer
- composer • juggler • actor

Circus	Theater, movies, or TV	At home
	<i>movie director</i>	

**b) Complete the definitions with words from Exercise 1a.**

- A magician is a person who does magic tricks.
- A(n) \_\_\_\_\_ tells jokes or acts in comedies.
- A(n) \_\_\_\_\_ throws several things into the air and catches them again.
- A(n) \_\_\_\_\_ directs a movie.
- A(n) \_\_\_\_\_ plays a musical instrument.
- A(n) \_\_\_\_\_ does complicated and sometimes dangerous gymnastics.
- A(n) \_\_\_\_\_ paints pictures.
- A(n) \_\_\_\_\_ writes poetry.
- A(n) \_\_\_\_\_ is a comical character with a red nose.

**2** a) Write the adjectives.

Noun	Adjective
music	<sup>1</sup> <i>musical</i>
art	2
magic	3
comedy	4
poetry	5

**b) Circle the correct answer.**

- Picasso was incredibly *artist* / *artistic* when he was a child.
- Poetry* / *Poet* is very difficult to write.
- I would like to play an instrument, but I'm not very *musician* / *musical*.
- My cousin is very funny – he wants to be a *comical* / *comedian*.
- I love *magic* / *magician* tricks.
- Everybody likes *music* / *musical*.
- A *magician* / *magic* performs incredible tricks.

**3** Match the two parts to complete the sentences.

- When you juggle
  - The clown mimed a story
  - The magician did lots of tricks
  - I think it's dangerous
  - Card tricks are the first thing
- a. to be an acrobat.  
 b. like pulling a rabbit out of a hat!  
 c. you have to throw things in the air.  
 d. a magician learns.  
 e. and the audience understood.

## Reading

1  24 Read along as you listen. Match the headings to the paragraphs.

a. Roman theater

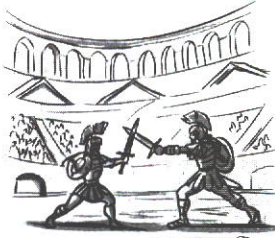
b. Shakespeare

c. Greek theater

### The History of Theater

1 Theater probably began with ancient religious festivals. During these religious festivals, there were usually performers performing in honor of the gods or the emperors. People from all walks of life came to watch the performers.

The first people to build theaters were the Greeks, who built the first theater more than 3,000 years ago. In these theaters, people gathered to watch plays – tragedies or comedies – written by great Greek playwrights.



2 Like the Greeks, the Romans also loved the theater. They liked musicals and performances where actors wore masks and colorful clothes made especially for the stage. Roman stage plays always had a lot of action – usually fights between opponents. There were even huge battles on stage using a lot of actors.

3 The English are another group of people, who had a big influence on the development of the theater. The most famous English playwright is William Shakespeare. He wrote, directed, and acted in more than thirty plays when he lived in London in the 1580s through the 1590s.

Shakespearean plays continue to be popular. Both Hollywood and Broadway have had their own versions of such famous Shakespearean plays as *Hamlet*, *Macbeth*, *Romeo and Juliet*, and many others.

Indeed, stage plays and stage performances will continue to be a major form of entertainment for years to come.



2 Answer the questions. Write short answers.

- Did theater begin with religious festivals? Yes, it did.
- Did the Greeks watch only tragedies? \_\_\_\_\_
- Did the Romans build the first theaters? \_\_\_\_\_
- Were musicals popular in the Roman theater? \_\_\_\_\_
- Did the Romans use masks and colorful costumes? \_\_\_\_\_
- Did Shakespeare live in the seventeenth century? \_\_\_\_\_
- Do people like Shakespeare's plays today? \_\_\_\_\_

3 Match the underlined words in the text with these definitions.

- stories for the theater plays
- big fights \_\_\_\_\_
- person who writes plays \_\_\_\_\_
- competitors or enemies \_\_\_\_\_
- important \_\_\_\_\_
- of many colors \_\_\_\_\_
- position in society \_\_\_\_\_

# Grammar

**1 Put the words in order to make sentences.**

- going to / a teacher / be / I'm  
I'm going to be a teacher.
- work / we are / as clowns / going to  
\_\_\_\_\_
- a doctor / I'm / be / going to  
\_\_\_\_\_
- is / my sister / going to / a firefighter / be  
\_\_\_\_\_
- are / travel / going to / in space / Nathan and Matthew  
\_\_\_\_\_
- going to / study / I'm / history  
\_\_\_\_\_

**2 Complete the sentences with the correct forms of the verbs.**

- If you don't take (not take) vitamins, you won't grow (not grow).
- If you \_\_\_\_\_ (put) any more salt in that soup, it \_\_\_\_\_ (be) too salty.
- Emma \_\_\_\_\_ (not speak) to you again if you \_\_\_\_\_ (tell) anyone her secret!
- If they \_\_\_\_\_ (give) me the money, I \_\_\_\_\_ (get) the tickets.
- I \_\_\_\_\_ (ask for) ice if you \_\_\_\_\_ (want) some in your Coke.
- If you \_\_\_\_\_ (not study) tonight, you \_\_\_\_\_ (not go) to Marian's party.

**3 Complete the sentences with will or won't.**

- I will be fourteen in June.
- \_\_\_\_\_ there be many people at Mark's party?
- I'm sorry. It's too late. You \_\_\_\_\_ catch the bus.
- This time next month, I \_\_\_\_\_ be in Florida.
- The teacher's sick. She \_\_\_\_\_ be in class today.
- Do you think you \_\_\_\_\_ be famous?

**4 Complete the text with will or won't and the verbs in parentheses.**



I love art and I think I <sup>1</sup> will be (be) a professional artist. I'm good at painting so I'm going to study art in college.

College <sup>2</sup> \_\_\_\_\_ (be) quite difficult, and I <sup>3</sup> \_\_\_\_\_ (have to) work hard. I <sup>4</sup> \_\_\_\_\_ (not have) much time for parties. Or maybe I will! I <sup>5</sup> \_\_\_\_\_ (have) to get inspiration from somewhere!

**5 Complete the dialogue with words from the box.**

- |                         |                     |
|-------------------------|---------------------|
| • it'll probably rain   | • I'm not taking    |
| • <u>are you taking</u> | • We're going       |
| • We're going to have   | • I'm going to take |
| • it won't rain         | • I'm going to      |

ANABEL: What clothes <sup>1</sup> are you taking to Cannon Beach?

MAURA: Well, I'm staying there only for a weekend, so <sup>2</sup> \_\_\_\_\_ a lot of clothes.

ANABEL: My dad says <sup>3</sup> \_\_\_\_\_, so <sup>4</sup> \_\_\_\_\_ a raincoat.

MAURA: Don't worry – <sup>5</sup> \_\_\_\_\_ much. <sup>6</sup> \_\_\_\_\_ a great time!

ANABEL: Yes! <sup>7</sup> \_\_\_\_\_ to a great club on Saturday evening.

MAURA: Are we? If we are, <sup>8</sup> \_\_\_\_\_ buy some new jeans then.

**6 Write three plans and two predictions from Exercise 5 in the correct column.**

**Plans**

- I'm not taking a lot of clothes.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_


**Prediction**

- \_\_\_\_\_
- \_\_\_\_\_


## Listening



**1**  **25 Listen to the interview. What instrument does Saul play?**

**2**  **26 Listen again and answer the questions.**

- How old is Saul? He's fourteen.
- What instrument does he play?  
\_\_\_\_\_
- Where is Saul going to play solo?  
\_\_\_\_\_
- Where is the annual music festival going to be? \_\_\_\_\_
- Is he going to be a professional musician in the future? \_\_\_\_\_
- What will he be? \_\_\_\_\_

**3**  **27 Listen to the conversation. Complete the answers.**

- A:** And you are the soloist as well.  
**B:** Yes, \_\_\_\_\_ in a concert in New York next week!
- A:** Really? And you write music as well, don't you?  
**B:** Yes, I do. \_\_\_\_\_ for the annual Spring concert in May.
- A:** \_\_\_\_\_ you \_\_\_\_\_ to be a musician?  
**B:** No, I don't think \_\_\_\_\_.
- A:** A biologist! Really!  
**B:** But \_\_\_\_\_, and \_\_\_\_\_!

# Writing

**1** Match the headings in the box with the different parts of the description.



- description of the picture
- comment about size / colors / light
- final comment
- why you like it
- name of picture and artist

1. My favorite painting is *Las Meninas* by Velázquez.  
name of picture and artist
2. I like it because it's very interesting.  
 \_\_\_\_\_
3. In the foreground there's a dog. In the background there is a mirror with a reflection of the king and queen. In the middle there are other people: some children and a Velázquez painting.  
 \_\_\_\_\_
4. The painting is big and the colors are dark.  
 \_\_\_\_\_
5. I think it's very beautiful.  
 \_\_\_\_\_

**2** Make notes about this picture. Use the words from the box to help you.



- fantastic
- strange
- flower
- fire
- enormous
- violent
- horrible
- figures
- sad
- soldier
- black
- gray
- modern
- horse
- bull
- big
- white
- different

Name of picture and artist:

Guernica, Picasso

Do you like it? Why or why not?

\_\_\_\_\_

Description: (in the foreground / background, in the middle, on the left / right)

\_\_\_\_\_

A comment about the picture in general:

\_\_\_\_\_

Final comment:

\_\_\_\_\_

**3** Write the description in your notebook.

# 8 Self-assessment

Show what you can do!

**1** I can name different artists.

1. magician
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**2** I can say what some artists do.

1. A magician does magic tricks.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**3** I can talk about plans and intentions.

1. I'm going to learn French this year.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**4** I can use the present continuous to express future plans.

1. I'm leaving early today.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**5** I can talk about conditions.

1. If it rains, I'll stay at home.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**6** I can try to predict the future.

1. A lot of people will speak English.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



Now add up the total number of check marks (✓) and mark them on the scale. Circle the word below your total score.



NEED MORE PRACTICE

OK

GOOD

EXCELLENT

# > Audioscript

## Unit 5

### Listening, page 33

**W = Will S = Sheryl**

- W:** Did you hear about that hero in Wales? Dai Efans, I think his name is.
- S:** No. Why is he a hero?
- W:** Because he saved a woman from drowning. The woman was standing on a rock fishing and she fell over.
- S:** And what happened?
- W:** Well, Dai was walking along the beach when he heard people shouting. He looked at where people were pointing to. He saw a woman struggling in the ocean. Her friends were standing up on the edge of a rock, where they had been fishing. Dai knew instantly that the woman couldn't swim.
- S:** So, what did he do?
- W:** He took his jacket off and dove into the water. The weather was bad, and the water was cold and rough. The waves were huge. None of these stopped Dai. He swam toward the woman and saved her life!
- F:** Wow. That was brave.
- W:** But the most incredible thing is that Dai is eighty-five years old!

## Unit 6

### Listening, page 39

**D = Dad G = Girl B = Boy**

- D:** Kids, I just got a promotion. Let's celebrate. How about going out for dinner tonight? Go tell Mom.
- G:** Cool! Let's go to a really nice place.
- B:** Yeah. Like a nice Indian restaurant. Do you like Indian food, Dad?
- D:** Uh, I'm not into hot food. Indian food is generally hot, right? And I'm not a fan of curry.
- B:** Not all Indian food is hot, Dad.
- G:** Let's go to a restaurant that we all like. Japanese? Mom and Dad both like sashimi.
- B:** What's sashimi?
- G:** Raw fish!
- B:** I think I'll pass. I don't think I can swallow raw fish. Dad, you like Italian food, don't you?
- D:** Sure, I do. I love the desserts.
- B:** Me, too.
- D:** Italian then? I think I'll order a nice, big piece of chocolate cake for dessert. I can't wait.

- G:** Dad, calories, remember? You're watching your weight?
- D:** Me? Watch my weight? No way!
- B:** She's saying you're fat, Dad.
- G:** No, I'm not. I'm just reminding Dad that at his age, he should watch what he eats.
- B:** Now, she's saying you're old, Dad.
- D:** I'll eat now and worry later. Let's go.

## Unit 7

### Listening, page 45

**J = Joanne (Mom) S = Sheila (daughter)**

- S:** I hate my school! There are too many rules!
- J:** Try my old school. We had way more rules than you will ever have at yours.
- S:** Nothing can be worse than my school, Mom. What rules did you have at your school?
- J:** We had to stand up when our teacher entered the classroom and say "Good morning, Ms. so and so" in unison! We had to wear uniforms every single day. And it was a really bad uniform – a gray skirt and a white blouse for the girls, and for the boys, black pants, a white shirt with a gray vest, and a tie! Yikes.
- S:** Sounds really strict!
- J:** Oh yes. And the length of our skirts had to have the exact measurement – several inches below the knee.
- S:** Really?
- J:** And we couldn't talk in class. We had to raise our hands if we wanted to say something.
- S:** No way!
- J:** Oh yes. And if we came in late, we had to stand by the door for the rest of the period.
- S:** That's terrible! My school isn't that bad. We just have to be quiet during class and do our homework every day.
- J:** That's not so bad, is it?
- S:** Not as bad as your school.
- J:** I didn't think so.

## Unit 8

### Listening, page 51

**I = Interviewer S = Saul**

- I:** Hi, Saul. You're a member of an orchestra. What instrument do you play?

- S:** The clarinet.
- I:** And I hear you're the youngest orchestra member! How do you feel being a kid among adults?
- S:** It's really not a big deal. They don't treat me differently. We're all musicians.
- I:** And you are the soloist as well.
- S:** Yes, I'm going to play solo in a concert in New York next week!
- I:** That's impressive!
- S:** And next week we're going to perform at the annual music festival in Montréal, Canada.
- I:** Really? And you write music as well, don't you?
- S:** Yes, I do. I'm going to write some music for the annual Spring concert in May.
- I:** And what about your future? Are you going to continue to be a musician?
- S:** I don't think I'm going to be a professional musician. I want to be a biologist. So I'll have to study for that.
- I:** A biologist. Really!
- S:** But I'll always love music, and I'll always play the clarinet!
- I:** I'm sure you will.



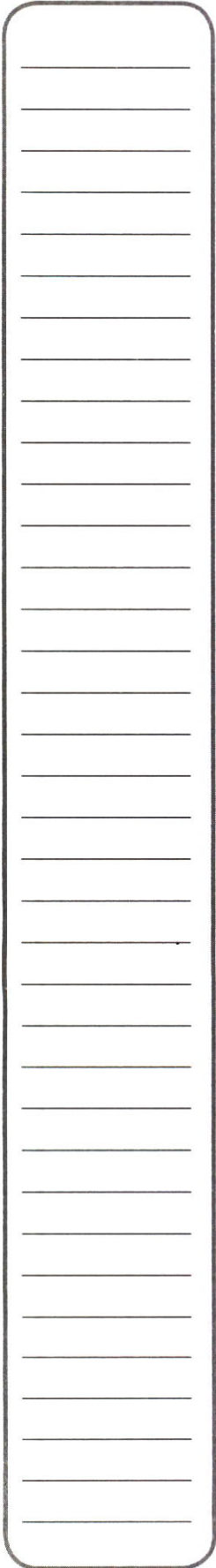
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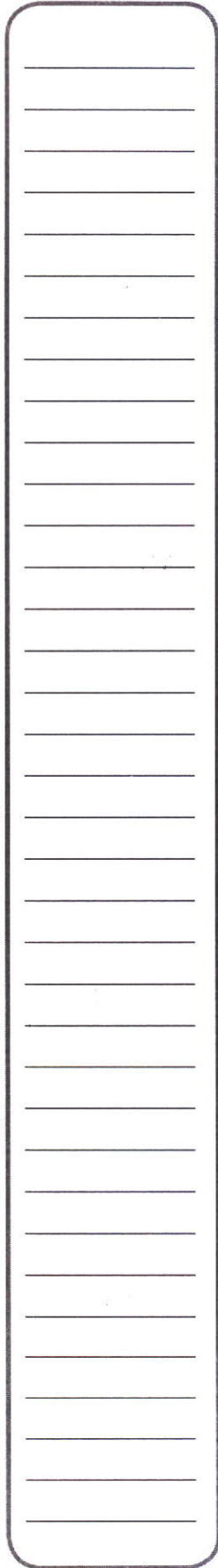
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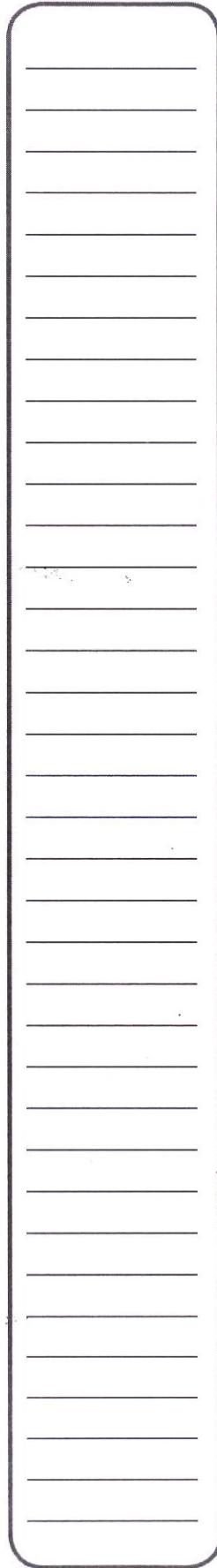
# > My vocabulary notes



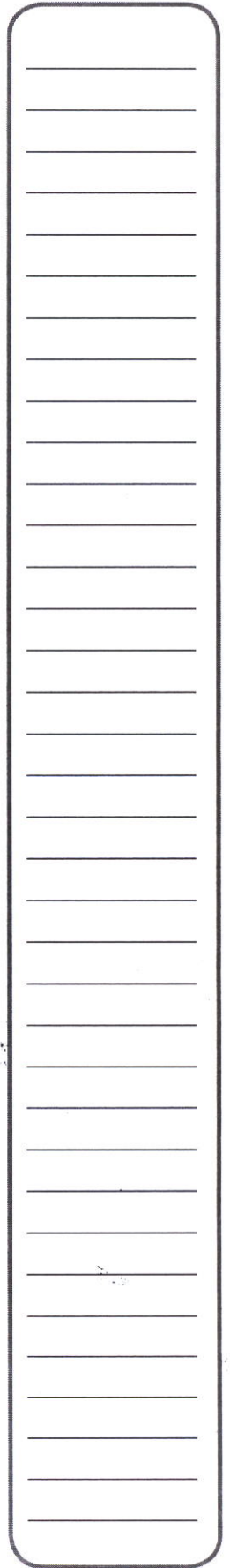
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