



CAMBRIDGE



# PREPARE

STUDENT'S BOOK

# A2

LEVEL 2

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UNIT	VOCABULARY	GRAMMAR	READING
<b>0 GET STARTED!</b> page 10	Things in the classroom Numbers Dates	Verb <i>be</i> <i>there is / there are</i> <i>have got</i> <i>can</i> Present simple	
<b>1 SPORTS AND GAMES</b> page 14	Sports ə /ei/ and /aɪ/ Sports equipment	Adverbs of frequency	Teenblog: Sport Try these sports!
<b>2 THIS IS MY DAY</b> page 18	Daily routines Food ə The sound /ə/	Present continuous and simple	✔ Tell us about your day ...
<b>Culture</b> The Paralympic Games page 22			
<b>3 GREAT SOUNDS</b> page 24	Music Music phrases	<i>like, don't like, hate, love</i> + <i>-ing</i> ✔ Talking about music	Starting in the music business
<b>4 IT WAS AWESOME!</b> page 28	Adjectives Emotions	Past simple of <i>be</i> ə <i>was/were</i>	Activity days – latest reviews
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<b>6 WHAT A GREAT JOB!</b> page 40	Jobs ə Three-syllable words Work	Past simple: negatives and questions	50 weeks, 50 states, 50 different jobs ✔ Students at work!
<b>Culture</b> Saturday jobs page 44			
<b>7 AN EXCITING TRIP</b> page 46	Holidays (1) Holidays (2) ə Sounds and spelling	Past simple: irregular verbs	Crossing the world on a rickshaw to see the Olympics
<b>8 FAVOURITE PLACES</b> page 50	Bedroom furniture ə /ɜː/ and /ɔː/ Free-time activities	<i>someone, anyone</i> , etc. ✔ Signs, notices and messages	Everyone needs a favourite place Artists' favourite places to work
<b>Life Skills</b> Physical well-being: Safety at home page 54			
<b>Review 2</b> Units 5–8 page 56			
<b>9 CLOTHES AND FASHION</b> page 58	Clothes Materials ə Words beginning with /s/, /ʃ/, /tʃ/	Pronouns and determiners	What's your best buy? They're made of ... what?
<b>10 BUYING THINGS</b> page 62	Buying and selling Phrases with <i>for</i>	<i>some, any, a lot of, a few, a bit of</i> ə Weak forms: /ə/	What kind of shopper are you? Two young entrepreneurs to watch
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LISTENING	SPEAKING	WRITING	VIDEO
	Classroom language Ask and answer questions about personal details ☐ The alphabet		
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A description of a morning routine Interviews about getting up in the morning		A paragraph about your routine	
			▶ Paralympic athletes
A conversation about music and musical instruments A conversation about a music school ☐ Email addresses, phone numbers and names	✔ Giving opinions about music and musical instruments		▶ Great Sounds
Conversations about experiences ✔ Five short conversations		A description of a party	
An interview about a moment in history	Giving a presentation about a moment in history		
A conversation about work experience		A paragraph about work	▶ Jobs
			▶ Summer camp
A conversation about holidays A description of a journey	Telling a travel story		▶ Holidays
Descriptions of favourite places		A description of a favourite place	
Descriptions of unusual things to use to make clothes	Describing what someone is wearing		
✔ Five short conversations		A story about a problem buying something online	
			▶ Street fairs everywhere

UNIT	VOCABULARY	GRAMMAR	READING
<b>11 EATING OUT</b> page 68	Food (1) Food (2) ə/ʌ/ and /ɒ/	<i>as ... as</i> Comparative adjectives	Menus Street food around the world
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<b>Life Skills</b> ICT literacy: Writing a blog page 76			
<b>Review 3</b> Units 9–12 page 78			
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<b>14 GETTING AROUND TOWN</b> page 84	Places in town Compound nouns ə Compound nouns	Prepositions	A description of a town A trip to Edinburgh
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<b>15 MYSTERIES IN NATURE</b> page 90	Geographical features The weather	Past continuous ə Rising and falling intonation	Is the story real? Loch Ness
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<b>18 MAGAZINES AND BOOKS</b> page 106	Magazines <i>as, because, so and when</i>	Making suggestions ə Intonation	Read and Review
<b>Culture</b> British TV around the world page 110			
<b>19 SCHOOL CAN BE FUN!</b> page 112	Trip activities School collocations	<i>have to / don't have to</i> ə <i>have to / has to</i>	The flipped classroom – what's it all about?
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**Key to symbols:**

ə Pronunciation



A2 Key for Schools exam task



Video

LISTENING	SPEAKING	WRITING	VIDEO
A conversation about a street food festival	Ordering food		▶ Street foods
✔ A conversation about a new computer		✔ An email to a friend	▶ Technology
Conversations about health problems A conversation about a race	Giving advice		▶ Health problems
✔ A conversation about a visit to Edinburgh		An article about a city	
			▶ A view of Scotland
A story about looking for the Loch Ness monster	A story about a strange animal		
An interview about looking after pets		✔ A story	▶ Animals
A conversation about watching a football match A conversation about a talent show	Talking about TV programmes		
A conversation about a school magazine A review of a film		A review of a film, play or book	▶ Books we like
			▶ The world of British TV
✔ A talk about a school trip A description of a boarding school	Giving a presentation about your perfect school		▶ School life
A talk about a family tree Descriptions of families		✔ A description of your family	

# WELCOME TO PREPARE

## LEARN ABOUT THE FEATURES IN YOUR NEW STUDENT'S BOOK!

## PRONUNCIATION

Practise and improve your pronunciation

### 12 THE LATEST TECHNOLOGY

#### ABOUT YOU

1 Listen to the video, then ask and answer the questions in pairs.  
 a) What technology do you use?  
 b) How many hours a day do you spend online?  
 c) How often do you chat to your friends online?

#### VOCABULARY AND READING

- 1** Match the photos A-I to the words in the box.
- 2** Listen and check. Then repeat.
- 3** In small groups, ask and answer these questions.  
 1 How many things with screens are there in your house?  
 2 What are they, and how do you use them?  
 3 How many primary/secondary/games consoles are there? What do you do with your console?  
 4 How do you get a smartphone? If, what kind?
- 4** Read the facts about technology. Write A-F you know the information already, B if the information surprises you and if it surprises you. Then compare your answers with a partner.
- 5** In pairs, ask and answer the questions.  
 1 Which of the facts surprises you the most?  
 2 Which of the facts surprises you the most?

#### DID YOU KNOW...?

The most popular games console of all time is the PlayStation 2.

Having problems finding a laptop at the store on your smartphone, laptop or tablet before but in one of the new shops you can do. The New Lightshops you visit.

Small firms have the fastest internet in the world. That means it's the best place to watch a movie on your smartphone.

The world's largest and fastest console is the PlayStation 4. It can play up to 16 games at the same time.

AMD is probably the most widely used in the world. It began in 1969 and now has information on about 13 billion websites.

The world's largest and fastest console is the PlayStation 4. It can play up to 16 games at the same time.

Small firms have the fastest internet in the world. That means it's the best place to watch a movie on your smartphone.

The world's largest and fastest console is the PlayStation 4. It can play up to 16 games at the same time.

#### GRAMMAR Superlative adjectives

1 Look at the examples of superlative adjectives. Read and you know... on page 149 and find all the superlatives.  
 The fastest internet in the world. The most popular games console.

Short adjectives	Long adjectives
one syllable	two syllables ending in -y
add -est	double the last letter and add -est
quiet - quietest	dirty - dirtiest
big - biggest	use the most + adjective
	the most expensive

#### PRONUNCIATION

1 Listen and repeat the words. Then put them into the correct column of the table.

Regular	Irregular
biggest	the cheapest
the fastest	the most expensive
the quietest	the most exciting
the biggest	the most interesting
the most expensive	the most surprising
the most exciting	the most interesting
the most surprising	the most interesting

2 Listen again and check.

3 Look at the three mobile phones, in pairs, compare them. Use three of the adjectives in the box.

High Street's Galaxy	ShopSmart's Galaxy	Cloud's Galaxy
price	£200	£180
size	150 x 70 x 10 mm	130 x 70 x 12 mm
weight	150g	120g
display	4.5"	4.2"
camera	8MP	5MP
battery	2000mAh	1800mAh

4 Work with a partner. Go to page 124.

## ABOUT YOU

At the start of the unit, talk about you and your life



## The history of computers

around 2,700 BCE to today

**205 BCE**  
 The Antikythera Mechanism  
 In 1901, a group of people diving near the Greek island of Antikythera found this machine on the sea floor. For more than 2,000 years, no one understood what it was or how it worked. Scientists now say it was used to find out the positions of the sun, moon and stars. Many people call it 'the world's earliest computer'.

**1791-1871 and 1815-1852**  
 Charles Babbage and Ada Lovelace  
 The modern computer was Charles Babbage's idea. The machine he wanted to build, called a 'difference engine', was special because it had all the parts that a modern computer has. It could store information and was also a kind of program. Ada Lovelace was the first computer programmer. She had the idea for 'software' - a way of telling a computer to do different things.

**1940s**  
 Alan Turing  
 Alan Turing wasn't well known when he was alive, but he's now one of the most famous scientists of the 20th century. His ideas on computer science changed the world. He worked on the first digital computer - it was called 'Colossus', weighed 30 tonnes, and was as big as a large living room.

**From the 1950s**  
 Modern computers  
 From the 1950s, computers got smaller, faster and cheaper. Today, the world's mobile phones have more memory than the biggest early computers. And computers are getting better all the time. However, they are not perfect. One of the biggest problems in computer science. You can lose a lot of information when you get an email message. Be careful about what you download from the internet.

**TALKING POINTS**  
 Computers can now do a lot of clever things. But are they more intelligent than us? Why/Why not?

#### VOCABULARY Computers and the internet

- 1 Look at the article again and find the words in the box. Match them to the definitions.
- digital, download, machine, memory, store, software, virus
- 1 This has moving parts and helps humans to do work.  
 2 This is a part of a computer - it holds information.  
 3 This is a dangerous computer program.  
 4 You use this to make sure the computer keeps your work.  
 5 This describes cameras, computers and clocks that record information as bits of 1s.  
 6 The means to copy information from the internet onto your computer.  
 7 This is all the programs that make a computer do different things.
- 2 Match the verbs to the nouns. Then make sentences.
- buy, download, go, play, visit, watch
- books, clothes, games, the internet, music, online, videos, websites
- 3 I often visit online with my cousins.
- 4 Read the survey. Choose three or four questions and write two more of your own. Walk around the class asking your questions.

#### COMPUTER SURVEY

What sort of things do you download from the internet?

Do you know how to keep a virus from getting onto your computer?

How much memory has your phone got? Is it enough?

Do you ever forget to save your work?

How often do you chat to friends online?

#### LISTENING

- 1 Listen to and read the first part of the conversation and look at Question 2. Which is the correct answer: A, B or C? Why are the other two answers wrong?
- 2 Listen to the whole conversation. For each question, choose the correct answer.
- 1 Andy's dad bought him a new computer.  
 A. a year ago. B. a month ago. C. a week ago.
- 2 How much did it cost?  
 A. £150. B. £150. C. £2,000.
- 3 What does Andy want to buy for his computer?  
 A. a camera. B. a mouse. C. a printer.
- 4 Andy doesn't use his computer to...  
 A. do homework. B. chat to friends.  
 C. play games.
- 5 What does Andy like most about the computer?  
 A. the keyboard. B. the screen. C. the speakers.

#### WRITING

#### PREPARE TO WRITE

GET READY! Read the email from your friend Morgan. Why did Morgan write the email?

My laptop broke yesterday, and I need to get a new one. Tell me about your new computer. When did you get it? How much did it cost? What's the best thing about it? Best wishes, Morgan.

PLAN Think of an answer to each of Morgan's questions.

WRITE Write an email to Morgan with answers to all the questions. Begin your email with Hi Morgan, or Dear Morgan, and end it with See you soon, or Hope you're well, and your name. Write 20 words or more.

IMPROVE In pairs, read your email with your partner's. Check that all three questions have an answer. Give your partner some ideas to make their email better. Use your partner's advice and rewrite your email.

## EASY TO FIND EXAM TASKS

## PREPARE TO WRITE

Prepare, plan and check your writing

## TALKING POINTS

Say what you think about the topic in the unit

## VIDEO

Watch interviews with teenagers like you







# GET STARTED!



## VOCABULARY

### Things in the classroom

1 Match the words in the box to the letters A-P in the photo.

EP

bag    board    chair    coat  
 computer    door    exercise book  
 map    pencil case    pen  
 poster    rubber    ruler  
 teacher    textbook    window



Then listen, check and repeat.

## GRAMMAR

### Verb be

I am  
 he/she/it is  
 you/we/they are

1 What colour is each thing? Write five sentences. In pairs, ask and answer the questions.

A: *It's blue and white.*  
 B: *Is it the coat?*  
 A: *Yes, it is.*

### there is / there are

2 Look at the photo and read the sentences. Write yes or no.

- There's a rubber on the table. *yes*
- There are five students in the classroom.
- There's a red pencil case on the table.
- There's a blue bag on a chair.
- There's a computer near the window.
- There's a poster on the wall.
- There's a bag on the floor.



3 Look at the photo and listen to the questions. Complete the table with a tick (✓) for the right answers.

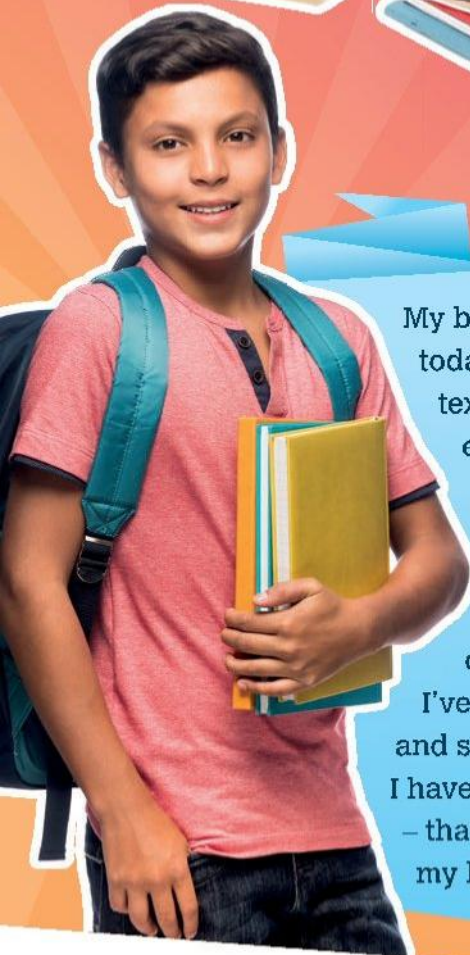
	Yes, there is.	Yes, there are.	No, there isn't.	No, there aren't.
1		✓		
2				
3				
4				
5				

4 Work with a partner. Student A, look around your classroom for 60 seconds, and then close your eyes. Student B, ask questions about the classroom.

B: *Is there a green bag under my desk?*  
 A: *Yes, there is. / No, there isn't.*  
 A: *Are there any coats near the door?*  
 B: *No, there aren't.*

have got

5 Read what Simon says. Tick (✓) the things he's got in his bag.



My bag's really heavy today! I've got three textbooks, four exercise books and my pencil case. I've also got a bottle of water because I've got football club after school. I've got a sandwich and some money too. I haven't got my phone – that's at home in my bedroom.

6 In pairs, ask and answer the questions.

- A: What have you got in your bag today?  
 B: I've got .....  
 A: Have you got a/an/any ..... in your bag today?  
 B: Yes, I have. / No, I haven't.

Write five sentences about your partner.

GRAMMAR REFERENCE AND PRACTICE PAGE 137

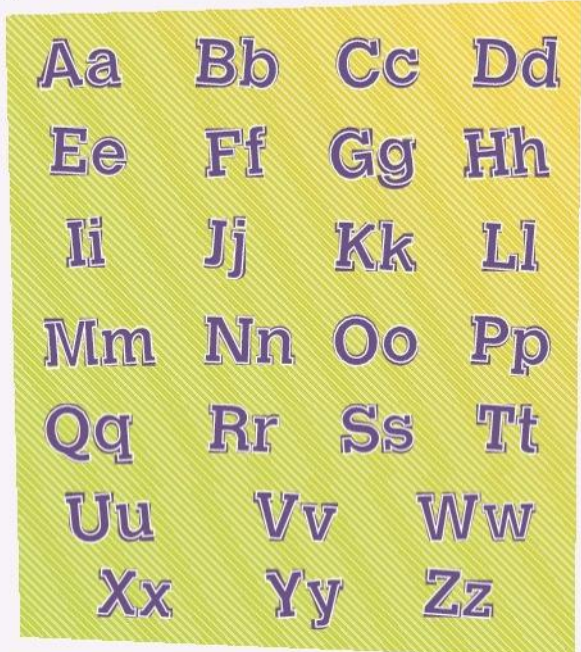
SPEAKING



PRONUNCIATION

The alphabet

1 Listen and repeat.



2 In pairs, read out the names of the letters and complete the table with the letters that sound the same. Two columns have no additional letters!

A	B	F	I	O	U	R
H	C					

Listen and check.

3 Complete questions 1-6 with the words in the box. Then match the questions to answers a-f.

- borrow mean page  
 repeat say spell

- I'm sorry, can you \_\_\_\_\_ that, please?
- How do you \_\_\_\_\_ *bonjour* in English?
- What \_\_\_\_\_ are we on?
- How do you \_\_\_\_\_ 'because'?
- Can I \_\_\_\_\_ your ruler?
- What does 'in pairs' \_\_\_\_\_?

- B-E-C-A-U-S-E.
- Sure, here you are.
- With your partner.
- I said, 'please do Exercise 3'.
- 19, I think.
- Hello.

# VOCABULARY

## Numbers



- 1** Listen and repeat.  
**2** Listen and choose the numbers you hear.

- a** 25      75      39  
**b** 13      30      70  
**c** 41      61      91  
**d** 14      16      40  
**e** 17      19      90  
**f** 15      50      80

## Dates

- 3** Say the months in the correct order.



- 4** Listen and write the dates.

When we say dates, we say *the* and *of*:  
 My birthday is on *the ninth of June*.  
 When we write dates, we don't write *the* or *of*:  
 My birthday is on *9<sup>th</sup> June*.

- 1** *1st March*

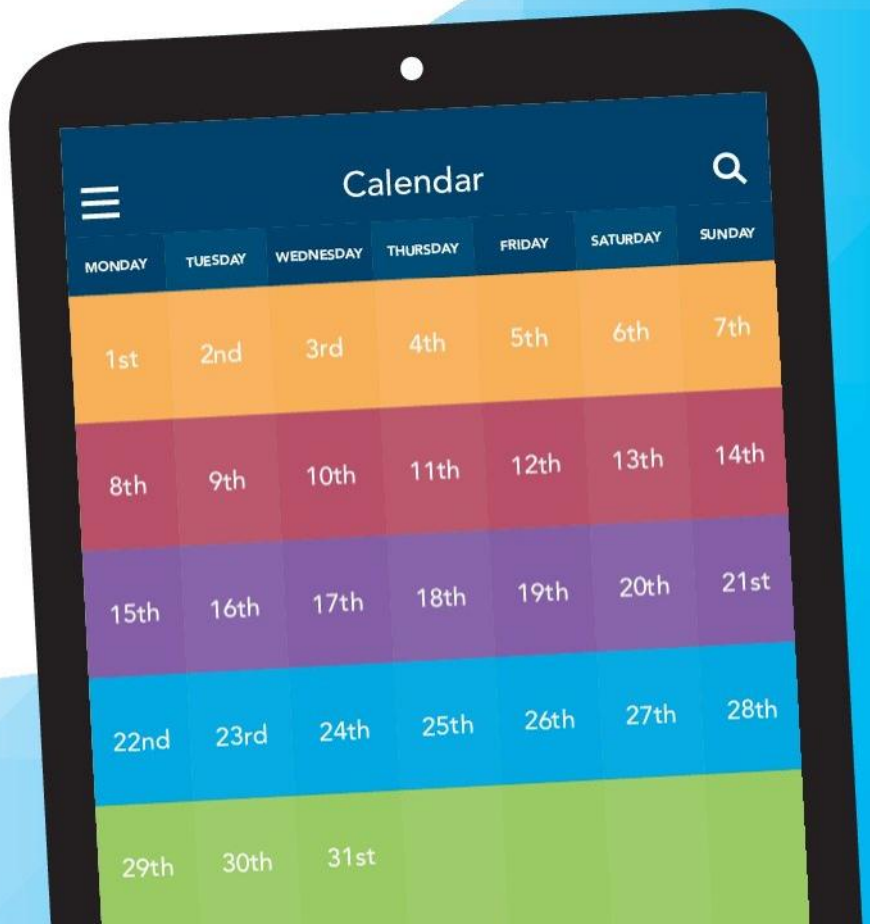
In pairs, compare your answers. Say the dates.

- 5** In small groups, ask and answer the questions.

- When / your birthday?
- What / today's date?
- When / your mum's/dad's birthday?

Write the dates of all the students in your group.

10      20      30      40  
 ten      twenty      thirty      forty  
 50      60      70      80  
 fifty      sixty      seventy      eighty  
 90      100  
 ninety      a hundred



# GRAMMAR *can*

1 Match the photos A-H to the words in the box.

draw a car    make a cake    play tennis  
ride a bike    run 5 km    speak three languages  
stand on your head    swim underwater



2 In pairs, ask and answer about the activities in Exercise 1.

Can you play tennis?

Yes, I can.

Can you swim under water?

No, I can't.

Now ask around the class. How many people can ...

- swim under water?
- speak three languages?
- ride a bike?
- play tennis?
- draw a car?

## Present simple

3 Read about the students and answer the questions. Use complete sentences.

- 1 Does Tyler like music?
- 2 How many brothers has Jason got?
- 3 What sport does Millie like?
- 4 Where does Tyler want to go?
- 5 What does Jason do every day?
- 6 When does Millie go shopping?



Hi, my name's Tyler.

I've got a brother and a sister. I like music and I love travelling. I want to go to China.



Hello, I'm Jason.

I haven't got any brothers or sisters. I like all sports and I play football every day.



Hello, my name's Millie.

I like swimming and I often go shopping with my sister on Saturday. I love sweets but I don't like ice cream.

4 Work with a partner. Ask and answer the questions.

0 / do sports every day?

A: *Do you do sports every day?*

B: *Yes, I do. I play tennis after school every day.*

- 1 What kind of music / like?
- 2 / like travelling?
- 3 / play football at school?
- 4 / like swimming?
- 5 What / favourite food?

Now tell the class.

*Manuela doesn't like swimming. She likes ...*

» GRAMMAR REFERENCE AND PRACTICE PAGE 138

## SPEAKING

1 Write questions to find out about your partner's ...

- age
- address
- phone number
- brothers and sisters
- favourite pop star
- favourite school subject

In pairs, ask and answer the questions. Then write sentences about your partner.

# 1

# SPORTS AND GAMES



## ABOUT YOU

Do you like basketball, football or tennis?  
Which sport do you prefer?  
Do you play any sports?



## VOCABULARY

## AND

## READING

### Sports

1 Match the pictures A–M to the words in the box.



do athletics	play badminton
do gymnastics	play baseball
go cycling	play hockey
go sailing	play rugby
go skating	play table tennis
go snowboarding	play volleyball
go surfing	



Listen and check. Then repeat.

2 In pairs, ask and answer the questions.

- Which of the sports do you do in teams (a group of people)? Which do you do alone (just one person)?
- Which of the sports can you do both in teams and alone?
- Which of these sports do *you* do?
- Do you prefer team sports or sports you do alone? Why?



## PRONUNCIATION

/eɪ/ and /aɪ/

3 Put the words into the correct column.

baseball    bike    fly    play  
riding    skating

/eɪ/ sailing

/aɪ/ cycling



Listen and check. Then repeat.

4 Read Sophie's and Ben's blogs. Who does their sport every week? Who can't do their sport where they live?

5 Read about Sophie and Ben again and answer the questions.

- How many women and girls do Sophie's sport?
- What does Sophie do at the weekend?
- What does Sophie want to do at Loughborough University?
- Where does Ben prefer to be?
- Why does Ben go snowboarding every day?
- Ben says he's 'goofy-foot'. What does 'goofy-foot' mean?

## TEENBLOG: SPORT

Post about you and your sport here.

### It's fun!

My sport is ... rugby! That's me in the photo. People think that rugby is for boys, but that's not true. More than 18,000 women and girls play rugby in England. My team always plays a match on Saturday or Sunday, and I usually go to practice games three times a week. It's hard work, but it's never boring! I'm 14 and I play for the U15s. That's the team for players under the age of 15. When I'm older, I want to go to the rugby summer camp at Loughborough University. My favourite player, Fran Matthews, went there and now she plays for the England national rugby team.

Posted by **Sophie White**



## GRAMMAR

### Adverbs of frequency

We use the present simple to talk about things we do often or every day.  
*I go snowboarding every day.*

#### 1 Look at these examples from the blogs. The adverbs of frequency are in purple.

My team **always** plays a match on Saturday or Sunday. It's **never** boring.  
It's **usually** quiet.  
I **often** go with my little sister and other young people.  
I **sometimes** go snowboarding with Mum.

Write the words in purple on the right place on the line.

0% 100%  
a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_ e \_\_\_\_\_

#### 2 Answer the questions.

- Which sentences in Exercise 1 have a present simple verb?
- Which sentences in Exercise 1 have the verb *be*?

#### 3 Choose the correct words to complete the rules.

In sentences with the verb *be*, we put the adverb of frequency *before / after* the verb.  
In sentences with the present simple, we put the adverb of frequency *before / after* the verb.

## Goofy-foot or regular?

I love the snow and the mountains. I feel at home there. I live in a city and there's no snow here, but in the holidays, I always go to the mountains with my family. I sometimes go snowboarding with Mum, but I often go with my little sister and other young people. Mum usually skis with my dad, and my sister and I like spending more time in the snow than they do. It's usually quiet. When we're in the mountains, I go snowboarding every day and I'm getting really good. I often think about the future – I want to be a famous snowboarder one day, like Max Parrot. Oh, and I'm *goofy-foot* – that means I put my right foot at the front of the board.

Posted by **Ben James**

#### 4 Read the examples and choose the correct words to complete the rules.

People don't **always** play sport in teams.  
Ben doesn't **usually** go snowboarding with his dad.  
Do you **sometimes** play volleyball with friends?  
Is rugby **often** dangerous?  
Football isn't **always** boring!

In negatives and questions with the present simple, we put the adverb of frequency *before / after* the main verb.  
In negatives and questions with the verb *be*, we put the adverb of frequency *before / after* the verb *be*.

### GRAMMAR REFERENCE AND PRACTICE PAGE 138

#### 5 Put the adverbs in the right place to complete the sentences and questions.

- I play hockey at school on Fridays. (usually)
- Sophie is tired after rugby matches. (often)
- People don't go sailing in teams. (always)
- My uncle and my dad play table tennis. (never)
- Is gymnastics dangerous? (sometimes)
- Do you go cycling? (often)

#### 6 Put the words in order to make sentences and questions and questions.

- often / school / plays / my friend / after / football  
*My friend often plays football after school.*
- welcome / sports / are / in / our / club / always / you
- Mondays / do / on / athletics / never / we
- skating / brother / she / go / her / usually / does / with / ?
- table tennis / students / not / often / do / school / play / at
- cycling / and / her sister / at / the weekend / sometimes / Lizzie / go /

#### 7 How often do you do the sports in Exercise 1 on page 14?

I never play rugby, but I often play volleyball. It's great fun. How about you?

I sometimes play rugby, and I often go cycling. It's never boring.

#### 8 In pairs, ask and answer the questions.

- What sports do you do?
- How often do you do them?
- Do you play sports at school?
- How often do you watch sports on TV?
- How often do you go to watch sports?
- Who are your favourite sports stars?

## READING

- 1 Look at the photos of the sports and games. What can you see?
- 2 Read the three texts and match them to the photos.



# TRY THESE SPORTS!

## 1 CYCLEBALL

This sport is like football on bikes. There are two teams. Each team has usually got two players. The bikes don't have any brakes to stop them. Players in each team try to hit the ball into the goal. They can use their bike or their heads to do this. The ball is quite heavy – it weighs half a kilogram. The winning team is the team with the most goals at the end of the game.

## 2 GILLI-DANDA

This is an ancient sport from India. The players use two things: one long stick, called a *danda* and a short egg-shaped bat, called a *gilli*. There are two teams. One player puts the *gilli* on the ground inside a small circle and hits it into the air with the *danda*. Then the player hits the *gilli* again and runs to touch a spot outside the circle to get a point.

## 3 OCTOPUSH

The sport is also called *underwater hockey*. There are two teams. Each team has got six players. Players swim underwater to play this game. They use small sticks and a puck. The puck is a little like a flat ball. It's heavy and weighs about a kilogram. Players try to push the puck along the bottom of a swimming pool into the other team's goal. The winning team is the team with the most goals at the end of the match.

- 3 Read the three texts again. Are the sentences right (✓) or wrong (X)?

- 1 There are always two players in a cycleball team.
- 2 The ball in cycleball is small and light.
- 3 Players in cycleball can't hit the ball with their hands.
- 4 *Gilli-danda* comes from India.
- 5 The stick and the bat in *gilli-danda* are the same size.
- 6 Players use a small ball in *gilli-danda*.
- 7 People play octopush in teams.
- 8 Players in octopush hit the ball, or puck, with their hands.
- 9 Players in octopush swim underwater to play their game.



### TALKING POINTS

Which of these sports do you want to try?

Do you have any sports like these in your country?





# 2

# THIS IS MY DAY



## ABOUT YOU

What time does your alarm go off on a school day?  
What do you do in the morning before you go to school?



▶▶▶ 0:03 / 4:05

## MY MORNING ROUTINE

11,345 views 1k ❤️ Share ↻



Maddie's mad life

FOLLOW



## VOCABULARY

AND

## LISTENING

### Daily routines

1 Match the photos to the phrases in the box.



- brush your hair
- clean your teeth
- leave the house
- put on your shoes
- check your messages
- get dressed
- prepare your school bag
- tidy your room
- have breakfast
- wake up



Listen and check. Then repeat.



2 Listen to Maddie talking about her morning routine. Number the photos in the order that you hear them.

3 Can you remember Maddie's routine? Complete the sentences with the times in the box. You don't need to use all the times.

6.00	6.30	6.45	6.50	7.00	7.10
7.15	7.30	7.40	8.00	8.10	

- 1 My alarm goes off at \_\_\_\_\_.
- 2 I get up at \_\_\_\_\_.
- 3 I clean my teeth at \_\_\_\_\_.
- 4 I get dressed at \_\_\_\_\_.
- 5 I prepare my school bag at \_\_\_\_\_.
- 6 I put my shoes on and leave home at \_\_\_\_\_.



Listen again and check.

4 In pairs or small groups, talk about your morning routine.

I wake up at seven o'clock.

I get dressed and then I have breakfast.

# GRAMMAR

## Present continuous and present simple

1 Look at the examples from the listening. Write *simple* or *continuous*.

Present \_\_\_\_\_

Today, I'm **talking** about my morning routine.

I'm **having** cereal with fruit **today**.

At the **moment**, I'm **wearing** my favourite T-shirt.

I'm **leaving** the house **now**.

I'm **not wearing** my uniform **today**.

Present \_\_\_\_\_

I **never have** a shower in the morning.

I **always check** my messages in the morning.

I **sometimes have** toast and butter.

I **usually wear** my uniform.

I **don't usually have** a shower in the morning.

2 Complete the rules with the underlined words.

We often use the **present simple** with words like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

We often use the **present continuous** with words like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

### GRAMMAR REFERENCE AND PRACTICE PAGE 139

3 Complete the sentences with the correct tense of the verbs in brackets.

0 I **'m shopping** (shop) at the moment. I can't talk.

1 My mum always \_\_\_\_\_ (cook) nice food.

2 The teachers usually \_\_\_\_\_ (give) us a lot of homework on Monday.

3 I \_\_\_\_\_ (stay) at home today. I \_\_\_\_\_ (not go) to school.

4 It's five o'clock now and I \_\_\_\_\_ (watch) TV with my sister.

5 What time \_\_\_\_\_ your dad usually \_\_\_\_\_ (get up) on a Sunday?

6 It's OK, Jack's \_\_\_\_\_ (not sleep) at the moment. You can go and talk to him.

4 Correct the mistakes in the sentences.

*is getting*



0 My cousin **gets** married today.

1 How are you? I write to you to give you some news.

2 What do you do at the moment?

3 My brother and I are not going swimming every day.

4 My mum is only working in the mornings.

5 We usually are eating a big breakfast on Sunday.

5 Make sentences with the present simple and present continuous. Use *usually* and *today* or *at the moment*.

0 walk to school / go by bus.

*I usually walk to school, but today I'm going by bus.*

1 have a sandwich for lunch / spaghetti

2 watch TV after school / do my homework

3 play football on Saturday / play tennis

4 get up at seven o'clock / eight o'clock

5 have a shower / have a bath

6 Put the words in order to make questions.

1 your / the / moment / friend / what / doing / is / at?

2 bed / do / go / you / what / usually / to / time?

3 school / do / get / home / how / from / you?

4 sitting / is / teacher / at / down / your / the / moment?

5 sun / today / shining / is / the?

6 day / do / every / get / at / same / up / the / time / you?

Now match the questions to the correct answer.

a No, it isn't.

d Yes, he is.

b 10 pm.

e She's sleeping.

c I walk.

f Yes, I do.

In pairs, ask and answer the questions.

7 Work in pairs. Student A, mime an activity in the box. Student B, guess what it is.

catch a bus    check your messages  
do some homework    go to sleep  
paint a picture    play football  
prepare lunch    put on your coat  
take a photo



Are you putting on your sunglasses?

No

Are you taking a photo?

Student A, when Student B guesses the activity, give more information:

*I go to a photography club every Friday. It starts at 7 pm. I go there by bus.*

Student B, ask more questions.



## READING

1 Read the texts once. Who starts school the earliest?

# Tell us about your day...

Three young people from around the world describe a typical school day

### A Onni – Finland

I get up at 8.00 am. For breakfast I have cereal and milk, with orange **juice**. After breakfast, I meet my friend, and we go to school together on the metro. Some days school starts at 9.00 but on other days at 10.00. We don't wear a uniform, and we call our teachers by their first name. We all get a free lunch at school – meat or fish with vegetables for the **main course** and fruit for **dessert**. School usually finishes at 2.45, and after that I go to music lessons or drama club. I have a **snack** in the evening before bed.

### B Diego – Mexico

I wake up at 6.00 am, have a shower and put on my uniform. My breakfast is coffee, with bread and cheese or avocado. At 7.00 am, it's time to go to school. Sometimes I walk, but often my mum drives me. Classes begin at 8.00 and finish at 2.30. After that, I have my art class. I have **lunch** at about 3.00, and then I do my homework. I do it till 6.00 or 7.00. After that, I go on the internet, or watch TV with my family. I have **dinner** at about 8.00.

### C Aban – Ghana

My mother wakes me and my sister up at 5.00 am. I water the plants in the garden, and my sister prepares the food for the evening meal. Then we put on our school uniforms and brush our teeth. We leave the house at 6.30 and buy **breakfast** on our way to school. Lessons are from 7.30 to 2.30 pm. Lunch is at school – today, it's rice and tomatoes. I like it, but my sister doesn't! After school I have my football class, and in the evening I watch TV before bed.

2 Read the texts again. For each question, write O (Onni), D (Diego) or A (Aban).

- Who says he uses the computer in the evening?
- Who can choose what he wears to school?
- Who doesn't have breakfast at home?
- Who goes to school by car?
- Who doesn't start school at the same time each day?
- Who does sport after school?
- Who has a hot drink in the morning?

### TALKING POINTS

Whose school day is like yours? Whose is different?  
Was any of the information surprising to you?

## VOCABULARY

### Food

1 Look at the texts and find these words.

- This is the first meal of the day. *breakfast*
- This is sweet and you have it at the end of the meal.
- You have this when you don't need a big meal.
- You have this meal in the middle of the day.
- This is a drink made from fruit.
- This is the last meal of the day.
- This is the largest or most important part of the meal.

2 Match the photos to the words in the box.



avocado bread cabbage cereal  
cheese cucumber fish fruit honey  
hot chocolate jam mango pasta toast  
tomatoes rice vegetables yoghurt



Listen and check. Then repeat.



3 Think of ten more food words. In pairs, compare your words. Then ask and answer these questions.

- 1 What's your favourite food? What don't you like?
- 2 What do you have for breakfast?
- 3 What time do you have dinner? What do you have?
- 4 What snacks do you have every day?



## PRONUNCIATION

The sound /ə/



4 Listen and repeat.

breakfast dinner vegetables



5 Listen and repeat. Circle the /ə/ sound in each word. One word has two /ə/ sounds. Which word is it?

pasta chocolate banana salad  
tomato yoghurt cucumber

## LISTENING

1 Read the poster. What do you think of these tips?



2 Listen to the radio show. You will hear a woman asking six students about getting up in the morning. Match each student to the correct tip. There is one tip you do not need.

Student 1	Tip A
Student 2	Tip B
Student 3	Tip C
Student 4	Tip D
Student 5	Tip E
Student 6	Tip F
	Tip G



3 Listen again and check. Then in small groups, discuss the questions.

- 1 Which of the tips do you think are useful? Which are not useful?
- 2 Can you think of other tips for getting up in the morning?
- 3 Is getting up in the morning easy or difficult for you?

# 7 tips to help you feel great in the morning!

A have a cold shower

B tidy your room

C let in the sun

D drink fruit juice

E move!

F use your brain!

G don't keep your alarm by your bed

## WRITING

### PREPARE TO WRITE

A paragraph about your routine

**GET READY** Read the three texts in Exercise 1 on page 20 again and find all the examples of *and*, *but* and *or*.

Choose the correct words to complete the sentences.

- 1 We don't get chocolate or crisps *or / but* at school.
- 2 I walk to school \_\_\_\_\_ my brother *but / or* gets the bus.
- 3 I eat lots of fruit \_\_\_\_\_ drink lots *and / or* of water.
- 4 I like staying up late \_\_\_\_\_ I can't *but / and* do that during the week.
- 5 I don't like carrots \_\_\_\_\_ tomatoes. *or / but*

**PLAN** Make notes about what you do and eat on a typical school day.

**WRITE** Write a paragraph about it. Look at your notes and the reading texts for ideas. Use *and*, *but* and *or* in your paragraph.

**REVIEW** In pairs, read your own text and your partner's. Check for mistakes. Give your partner two ideas to make their text better.

# CULTURE

## THE PARALYMPIC GAMES

1 In pairs, discuss the questions with your partner.

- 1 Do you like doing sports? What sports do you do?
- 2 Do you like watching sports on TV? What sports do you watch?
- 3 Do you usually watch the Olympic Games and the Paralympic Games?

2 Read the text in boxes 1–6 and match them to the sports in the photos. Write *SV* (sitting volleyball) or *WR* (wheelchair rugby).

3 Read the texts again and complete the table.

	Sitting volleyball	Wheelchair rugby
Where do you play?	1 _____	2 _____
What do they need?	a ball and a 3 _____	wheelchairs and a 4 _____
How many players are there on a team?	5 _____	6 _____
How many players from each team are on the court?	7 _____	8 _____

4 Find the words **highlighted** in the text and choose the correct meanings, a or b.

- 1 medal
  - a a type of ball
  - b a prize in a sports competition
- 2 wheelchair
  - a something people use when they can't walk
  - b something people use to stand on
- 3 court
  - a a place with seats
  - b an indoor or outdoor area for games
- 4 player
  - a a person in a wheelchair
  - b a person playing a game or sport
- 5 goal line
  - a a line you pass to get points
  - b the number of players on a team

### FACTFILE The Paralympic Games

The **International Paralympic Committee** website ([www.paralympic.org](http://www.paralympic.org)) tells us these facts:

**First official Paralympic Games:** 1960. They were held in Rome, Italy and there was a special opening and closing ceremony.

**Number of sports:** Around 25

**Celebrated:** Every two years. There are summer Games and winter Games.



## Paralympic SPORTS

The Paralympic Games take place every two years. There are winter Games and summer Games. Athletes with physical disabilities from different countries compete for gold, silver and bronze **medals**.

The Paralympic Games have a lot of different competitions for a lot of different sports. There are 22 sports in the summer Games and five sports in the winter Games.

Here's a description of two popular sports played in the Paralympic Games.



Wheelchair rugby



Sitting volleyball

**1** *WR* You play this sport on an indoor court. **Players** are in **wheelchairs**. They need a ball. They pass the ball from one person to another.

\_\_\_\_\_ You play this sport on a court inside. Players sit on the floor. They need a net and a ball. Teams need to hit the ball over the net in three turns using their arms.

**2**

**3** \_\_\_\_\_ Each team has six players on the **court**. Each team is on a different side of the net.

\_\_\_\_\_ There are 12 players on a team, but there are only four players on the court for each team at one time. For a goal, the team carries the ball over the opposite team's line and two wheels need to cross the line.

**4**

**5** \_\_\_\_\_ The net is lower than in the Olympic version. In the Olympic version, the players stand.

\_\_\_\_\_ The indoor court is smaller than in the game played outside. It is the same size as a basketball court. The **goal lines** are at the far ends of the court.

**6**

### TALKING POINTS

Which sport do you like best – sitting volleyball or wheelchair rugby. Why?

**5** Listen to an interview with Martha Dirksen about a Paralympic sport. What sport does she do?



Wheelchair basketball



Wheelchair tennis



Wheelchair rugby

**6** Listen again and answer the questions.

- 1 How old is Martha?
- 2 Where is the court?
- 3 What does she want to be in one day?
- 4 What has her sports hero got?
- 5 Where is David Wagner from?
- 6 Does Martha play tennis on Tuesdays?
- 7 Does Martha rest at weekends?

## PROJECT

An interview

Imagine you work for a radio station. In pairs, write interview questions to ask a Paralympic athlete.

- Find out:
  - Their name.
  - What sport they do.
  - Where they are from.
  - How many medals they have.
- Write three questions you can ask the athlete.
- Find information on a Paralympic athlete. Answer the questions.
- Tell the class what you found out.

# 3

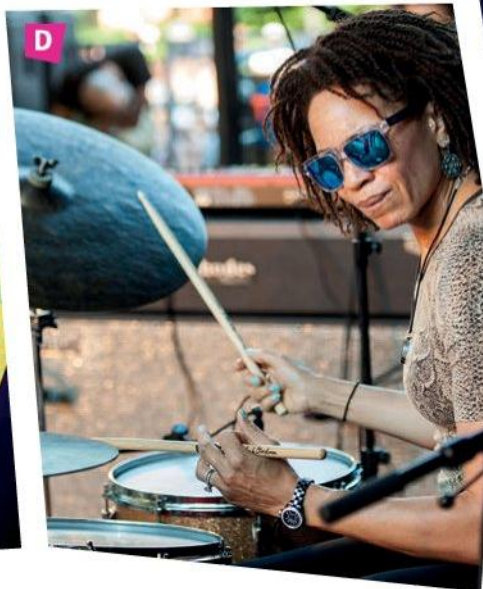
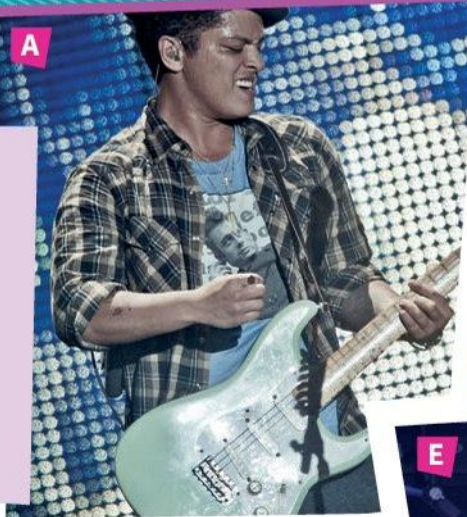
## GREAT SOUNDS



### ABOUT YOU

02 Watch the video then ask and answer the questions.

When do you listen to music?  
Where do you listen to music?  
Do you listen to music alone or with friends?  
Can you play any musical instruments? Which one(s)?



## VOCABULARY AND LISTENING

### Music

1 Look at the words in the box. Complete the table.



classical music   drums   electric guitar  
hip-hop   jazz   keyboard   opera  
piano   pop   rap   rock   saxophone  
soul   violin

Types of music	Musical instruments

2 Match the photos A-F to the musical instruments in Exercise 1.



Listen and check. Then repeat.

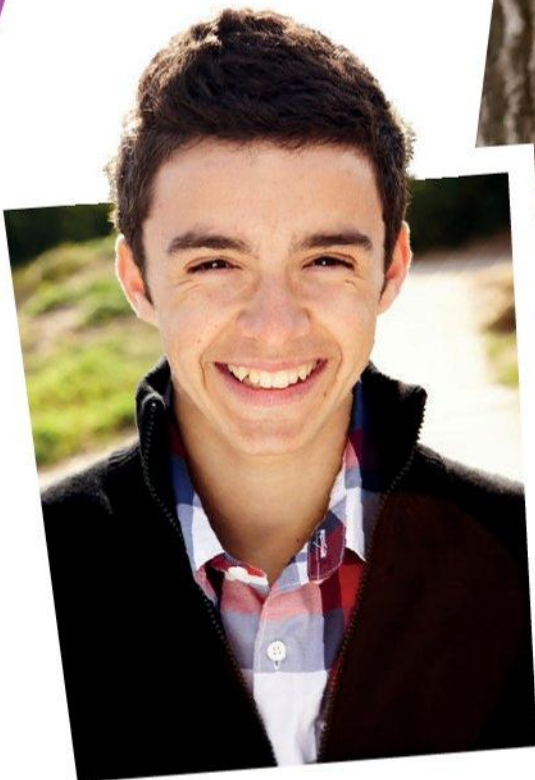


3 Listen to the different types of music. Match them to the types of music in Exercise 1.

4 What types of music do you think the people are playing in the photos?

5 Choose the correct word to complete the sentences.

- You usually need a lot of different instruments for *classical music* / *pop* and the pieces of music are often quite long.
- People sometimes use sticks when they play the *keyboard* / *drums*.
- There are different singers in *jazz* / *an opera*. It's a bit like a play with music and singing.
- In *rap* / *rock*, the artists don't really sing the words; they speak them.
- You put the *saxophone* / *violin* to your mouth to play it.
- A *piano* / *an electric guitar* is quite easy to carry around.



**6** Listen to Jason and Mia talking about music and musical instruments. Who can play:

- 1 the saxophone?
- 2 the electric guitar?
- 3 the keyboard?
- 4 the piano?

**7** Listen again. Are the sentences right (✓) or wrong (X)?

- 0 Mia likes the new album a lot. ✓
- 1 Mia often listens to jazz at home.
- 2 Jason likes opera.
- 3 Jason's sister plays in a rock group.
- 4 Jason thinks the violin is easy to play.
- 5 Mia likes the drums.

## GRAMMAR

**like, don't like, hate, love + -ing**

**1** Put the words in bold on the correct place (a-d).

- 1 I **don't like** listening to opera.
- 2 She **likes** playing classical music.
- 3 I **hate** playing the violin.
- 4 I **love** listening to rap.



a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_



Listen and check. Then repeat.

➤ **GRAMMAR REFERENCE AND PRACTICE PAGE 140**

**2** Look at the examples in the table. How does the verb change in the *-ing* form?

help → helping	write → writing	run → running

Now complete the table with the *-ing* form of these verbs in the correct columns.

choose	drive	get	learn	make
practise	ride	sing	sit	swim
win				

**3** Choose the correct words to complete the sentences.

- 1 I *like* / *hate* rock. It's too loud.
- 2 She *doesn't like* / *loves* playing the piano. She prefers the saxophone.
- 3 My mum *loves* / *hates* listening to opera. She often goes to watch it.
- 4 Lots of people *like* / *don't like* hip-hop, but I think it's great.

**4** Complete the sentences with the correct form of the verbs.



- 0 On Sundays, I like having lunch with my family. (have)
- 1 My dad likes \_\_\_\_\_ the news online. (read)
- 2 I really love \_\_\_\_\_ football with my brother. (play)
- 3 I love \_\_\_\_\_ to my friends' houses to play computer games. (go)
- 4 Everyone in our class likes \_\_\_\_\_ English. (learn)
- 5 Do you like \_\_\_\_\_ to music when you are doing your homework? (listen)

**5** In pairs, ask and answer the questions.



- 1 Do you listen to music?
- 2 What's your favourite type of music?
- 3 Who are your favourite musicians and what instruments do they play?
- 4 What's your favorite instrument?
- 5 Can students learn to play instruments at your school? Which ones?

## READING

1 Look at the photos. In pairs, ask and answer the questions.

- 1 Is it easy to become a famous musician?
- 2 How do people start in the music business?
- 3 How can the internet help people to become musicians?

2 Read the article quickly and match the teenagers' questions 1-3 to the advice A-C.



28

# STARTING IN THE MUSIC BUSINESS

DO YOU WANT TO PLAY IN A BAND, OR BECOME A FAMOUS SINGER OR SONGWRITER?

Read on to find out how!



Pete

1 I'm a singer-songwriter. I give concerts at a local club. Everyone likes listening to my music and wants to buy a CD. What can I do next?'



Shona

2 Hi, I play in a band with some friends from school. The others aren't serious about music, but I am. Help! Do I stay with the band or find other musicians to play with?



Spark

3 I'm 15 and a rapper. I record my songs and put them online. I get lots of hits! But I live in the countryside and there are no gigs here. It's too far for me to travel to the city. What can I do to become famous?

3 Are the sentences right (✓) or wrong (X)?

- 1 Pete sells CDs of his songs at his concerts.
- 2 Pete needs to make an album with a record company.
- 3 Shona is more interested in music than her friends are.
- 4 Shona needs to change school as soon as possible.
- 5 Spark lives a long way from the city.
- 6 Spark doesn't need to perform live for people to hear his music.



- A** Why not make a music video too? Then it doesn't matter where you live. Ask your parents or someone from school if it's okay, and they can show you how to do it. Then you can upload the video to a social network like YouTube or Instagram. That's how Shawn Mendes became famous!
- B** You already write and perform your own songs. Great! Next step: record an album using computer software and post it online. You don't need a record deal. College courses are a really useful way to learn how to do this, and can give you other ideas too. Ask at your school.
- C** Music is an important part of your life. Stay with your friends for the moment but think about going to a music school. These schools teach music and everything you need to know about becoming a musician. Talk to your parents about it. Good luck!



## TALKING POINTS

Are any of your friends musicians?  
Do any of your friends upload their music to the internet?  
Do you like listening to music on the internet?  
Which sites do you prefer?

## VOCABULARY

### Music phrases

1 Complete the sentences with the correct form of the words in the box.

EP

become a singer      become famous  
give a concert      go on tour  
make a music video      play in a band  
record an album      teach music

- 1 My dad can help me \_\_\_\_\_. Then I can upload it to Youtube.
- 2 My sister is a famous classical musician. She \_\_\_\_\_ in our town every summer.
- 3 Amy can't play an instrument, but she has a very good voice. She wants to \_\_\_\_\_.
- 4 Andy plays the drums well. He \_\_\_\_\_ with his friends on Saturdays at the music club.
- 5 We've got ten new songs and they're really good. Let's \_\_\_\_\_.
- 6 I really want to \_\_\_\_\_ one day and be on TV and play at big festivals.
- 7 My mum plays lots of instruments, and she \_\_\_\_\_ at our school.
- 8 When bands \_\_\_\_\_, they play concerts almost every night in lots of different places.

2 Read the article again. In pairs, answer the questions in your own words using information from the article.

- 0 Pete: 'What can I do next?'  
*I think you can record an album and play it to your friends.*
- 1 Shona: 'Do I stay with the band or find other musicians to play with?'
- 2 Spark: 'How can I become famous?'

2 In pairs, take it in turns.

- 1 Say your email address.
- 2 Say your phone number.
- 3 Spell your mother's or your father's first name.



3 Listen to the conversation. Shona is talking to her friend Emma about the music school. Complete the notes.



Music lessons are in the <sup>1</sup> _____
School lessons are in the <sup>2</sup> _____
Name of Music School: <sup>3</sup> _____
Phone number: <sup>4</sup> _____
Head's name: Ms <sup>5</sup> _____
Email address: <sup>6</sup> _____



Listen again and check.

## LISTENING



### PRONUNCIATION

#### Email addresses, phone numbers and names

For @ we say 'at'. For . we say 'dot'.  
For two numbers (77) we say 'double (seven)'.  
For two letters (bb) we say 'double (b)'.  
For the number 0 we say 'oh'.

1 In pairs, practise.

- 1 Say this email address:  
*school@musicpopcloud.com*
- 2 Say this phone number: *0451 256 337*
- 3 Spell this name: Joanna



Listen and check. Then repeat.

## SPEAKING

1 In pairs, take turns to ask and answer the questions.



- 1 Do you like different kinds of music?  
What are they?
- 2 Do you like different musical instruments?  
Which ones?
- 3 Do you think ...  
jazz is interesting?  
opera is exciting?  
classical music is boring?  
the saxophone is difficult to play?  
musical instruments are expensive?
- 4 Which of these different types of music do you like best?
- 5 Do you prefer listening to music at home or going to concerts? Why?
- 6 Which instrument would you like to play?

# 4

# IT WAS AWESOME!



## ABOUT YOU

What do you do to have fun with family and friends? Share your ideas with your classmates.

## VOCABULARY

AND

## LISTENING

### Adjectives

1 Look at the photos. Where are the people and what are they doing?

2 Listen and match the conversations to the photos.

Conversation 1 \_\_\_\_\_ Conversation 2 \_\_\_\_\_ Conversation 3 \_\_\_\_\_  
Conversation 4 \_\_\_\_\_ Conversation 5 \_\_\_\_\_ Conversation 6 \_\_\_\_\_

3 Listen again. How did the speakers feel about their experiences? Complete row A of the table with the conversation numbers.

4 Now complete row B of the table with the adjectives in the box.



amazing    awesome    brilliant    fantastic  
fine    great    horrible    lovely    OK  
perfect    really good    terrible    wonderful

		😞	😏	😊	😄
A	Conversation				1
B	Adjectives				<i>amazing</i>



Listen and check. Then repeat.

5 Choose the correct words to complete the conversations.

0 A: I'm not in the basketball team any more.

B: Oh no! That's *terrible* / *fantastic*!

1 A: I've got a new mobile phone.

B: Wow! That's *fine* / *brilliant*!

2 A: My sister's getting married.

B: That's *great* / *OK*!

3 A: Look at my lunch!

B: That's *horrible* / *excellent* – don't eat it!

4 A: Are you enjoying the film?

B: It's *OK* / *lovely*. It's not great.

5 A: I got top marks in my test.

B: That's *wonderful* / *terrible*, well done.

6 In pairs, practise the conversations. Then make some new conversations together.

# GRAMMAR

## Past simple of *be*

### 1 Look at the examples.

#### Positive

I **was** at my sister's wedding.  
We **were** at a barbecue near the beach.  
All the bands **were** fantastic.

#### Negative

The weather **wasn't** great.  
You **weren't** in class.

#### Questions and short answers

Where **were** you last night?  
How **was** the food?  
**Were** you at the football match? Yes, I **was**.  
**Was** it fun? No, it **wasn't**.

Now choose the correct words in the box to complete the rules about the past simple of *be*.

was    were    n't

- We use \_\_\_\_\_ with *I/he/she/it*.
- We use \_\_\_\_\_ with *you/we/they*.
- We add \_\_\_\_\_ to *was/were* to make negative sentences.
- We put \_\_\_\_\_ / \_\_\_\_\_ before the subject to make questions.

## GRAMMAR REFERENCE AND PRACTICE PAGE 141

### 2 Choose the correct words to complete the sentences.

- My school lunch *was / were* really nice yesterday.
- My brothers *was / were* late home this evening.
- That TV programme *wasn't / weren't* very good!
- We *wasn't / weren't* too tired after our walk.
- What *was / were* the time when you got home?
- How many people *was / were* on the school trip?

### 3 Correct the mistakes in the sentences.

-  *was*
- The weather **is** good yesterday.
  - All my friends **was** here on Saturday.
  - I like your new shoes! Are they expensive?
  - Yesterday I **were** at a friend's house.
  - The players **was** good and the weather **was** fine.
  - That is an awesome party last night!

### 4 Complete the conversation with *was/wasn't, were/weren't*.

**Suzy:** Hi Max. Where <sup>0</sup> *were* you yesterday afternoon? You <sup>1</sup> \_\_\_\_\_ at school.

**Max:** Oh hi Suzy. No, I <sup>2</sup> \_\_\_\_\_. I <sup>3</sup> \_\_\_\_\_ at a big athletics competition at the city sports club.

**Suzy:** Really? <sup>4</sup> \_\_\_\_\_ it fun?

**Max:** Yes, it <sup>5</sup> \_\_\_\_\_. It <sup>6</sup> \_\_\_\_\_ amazing! I <sup>7</sup> \_\_\_\_\_ the winner of the 800 m race!

**Suzy:** Fantastic! <sup>8</sup> \_\_\_\_\_ your parents there?

**Max:** No, they <sup>9</sup> \_\_\_\_\_. They <sup>10</sup> \_\_\_\_\_ at work. But my brother <sup>11</sup> \_\_\_\_\_ there with his video camera, so it <sup>12</sup> \_\_\_\_\_ fine!



## PRONUNCIATION

*was/were*



### 5 Listen to some sentences from the conversation and repeat them.

Now practise the conversation with your partner. Take turns to close your book and see if you can remember it.

### 6 Complete the questions with the words in the box. Then ask and answer the questions with a partner.

Was    Were    What was    What were  
When was    Where were    Who were

- \_\_\_\_\_ your dinner like last night?
- \_\_\_\_\_ your friend late this morning?
- \_\_\_\_\_ your teachers when you were six?
- \_\_\_\_\_ you on Saturday morning?
- \_\_\_\_\_ your favourite TV shows when you were little?
- \_\_\_\_\_ you in this class last year?
- \_\_\_\_\_ your last haircut?

Write three more questions to ask your partner. Tell the rest of the class the answers.



## READING

- 1 Read the reviews of the activity days. Three of the reviews have four stars and one has five stars. Which one do you think has five stars?



### Fun day!

I was very surprised to get this activity day for my birthday, but indoor skydiving was awesome! I can't wait to go again. Before the activity, there are lots of hand signals to learn, so you can communicate when you're flying in the wind tunnel. You can't speak in there! At first, I was worried about forgetting them, but it was fine. **Jade**

# ACTIVITY DAYS

LATEST REVIEWS

### Fantastic!

I'm really interested in cars, so this was an amazing day for me. I still can't believe that my first driving experience was in a Lamborghini and an Aston Martin! I've got a video of the whole thing. I'm glad about that, because on the day there's no time to look at the cars properly. As soon as you finish, the next driver gets in. I was a bit upset about that.

**Liam**



### Amazing trip!

This was my first time in a helicopter, and I was quite nervous. I wasn't sure I wanted to do it. But there was no need to be afraid – in fact, I was sorry when it was over! I was in the front seat and the view was fantastic. The only problem was that we were back on the ground after only ten minutes. **Mia**



### Really special!

What a brilliant afternoon! First, there was a talk about the history of chocolate. Then it was time for the best bit – making and decorating our own chocolates! The teachers were lovely and happy to help with any problems. There were photos to buy afterwards, but they were really expensive. I was angry about that. **Ethan**



- 2 Read the texts again and answer the questions with a phrase or short answer.

- 1 What does Liam like a lot?
- 2 What wasn't Liam able to do on his activity day?
- 3 Was Jade's activity day a present?
- 4 What wasn't possible in the wind tunnel?
- 5 What was Ethan's favourite part of the day?
- 6 Were the photos cheap?
- 7 Was Mia nervous after flying in a helicopter?
- 8 Was Mia's helicopter trip long or short?



### TALKING POINTS

Would you like to do an activity day?  
Which of these looks most fun?  
What sort of presents do you get for your birthday?  
What do you give other people?

## VOCABULARY

### Emotions

- 1 Look at the texts. Find and underline the words in the box. Match some of them to the emojis.

EP

afraid   angry   glad   happy   interested  
nervous   sorry   surprised   upset   worried



- 2 Choose the correct words to complete the sentences.

- 1 I'm so *sorry* / *afraid* you're not feeling well!
- 2 I'm *angry* / *nervous* about my piano exam tomorrow! I don't feel ready.
- 3 My little brother's crying. He's *upset* / *glad* because my mum isn't there.
- 4 I'm painting a picture at the moment, and I'm really *happy* / *surprised* with it.
- 5 My mum's *worried* / *interested* about my school work, but my teacher says it's fine.
- 6 I'm really *glad* / *angry* you're here at last! Why are you so late?

## LISTENING

1 Read questions 1–5 and look at the pictures. What can you see in each picture?

2 Listen to five short conversations. For each question, choose the correct picture (A, B or C).

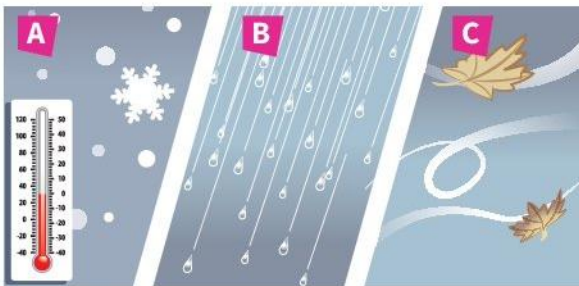
1 What was Bella happy with at the party?



2 Where is Kyle's ticket?



3 What was the weather like?



4 How much was the boy's T-shirt?



5 Where was the girl on Saturday?



## WRITING

### PREPARE TO WRITE

#### A description of a party

**GET READY** Read the text and answer these questions. Whose party was it? Where was it? What time was it? What food was at the party?

I was at my best friend's birthday party last month. Her name's Isabella and the party was at her house on 12th May, from 6 pm to 9 pm. It was a really big party. All her friends and family were there, and we were so excited about it. There was lots of food – pizza, salad and of course cake! It was all really nice. Isabella was nervous before the party, but she was fine when everyone was there. It was a really brilliant evening!

Now underline all the adjectives. Which describe the party and the food, and which describe how the people felt?

Put the adjectives in the correct place in the sentences.

- 1 There was some food at the party. (nice)
- 2 There were lots of people at the party. (happy)
- 3 This is music! (terrible)
- 4 Jake is a dancer. (brilliant)
- 5 I like going to parties. (big)

**PLAN** Make notes about a party you were at. Use the questions in *Get ready* to help you.

**WRITE** Write a paragraph about the party.

**IMPROVE** In pairs, read each other's paragraphs. Check for mistakes with *was/were* and adjectives. Give your partner two ideas to make their paragraph better. Use your partner's advice and rewrite your paragraph.



# Help me, Danny!

Send me your problems and I can give my **advice**.

1

Dear Danny,

I want to go to see a film tonight, but my best friend wants to play basketball. We always play basketball and I'm bored! What can I do?

Regards,  
Bored Best Friend

2

Dear Danny,

I have a problem. My best friend is often not nice to our maths teacher. She doesn't listen, she never does her homework and she says bad things about the teacher. I tell her to stop, but she gets angry with me. What can I do? Thanks for your help.

**Unhappy** Friend

A

Dear \_\_\_\_\_,

It's important for you and your sister to **agree** because you haven't got a lot of time. Make a list of good things about each present to help you decide. Then go shopping and choose the present together. Try to find a win-win solution.

**Enjoy** shopping and happy birthday to your brother! *Danny*

B

Dear \_\_\_\_\_,

This is often a problem with friends and family. You can talk to your friend and ask to do something different, or you can talk to your friend about how you feel. Maybe agree to **disagree**. In that **case**, go to the cinema alone or with another friend.

Good luck! *Danny*

3

Dear Danny,

It's my brother's birthday at the weekend. My sister wants to buy him a T-shirt, but I want to buy him a book. We have only £15 and only one day to go shopping. What do you think?

Birthday Brother

C

Dear \_\_\_\_\_,

I think it's a good idea to talk to your friend and tell her to stop. You can tell her that it's important to be good in class and that you don't like what she's doing. Is she finding maths difficult? Does your friend need help studying? Listen carefully to your friend to help her.

Enjoy your lessons at school!

Good luck! *Danny*



## TALKING POINTS

How about YOU? Are you organising a party for someone? Do you normally buy presents for your friends? Do you and your friends always agree? What do you do then?

## PROJECT

*Planning a surprise party*

In small groups, plan a party to surprise a friend.

- Think about:
  - who the party is for
  - when the party is
  - where the party is
  - what food and drink you want
  - what you need to do
  - what you need to buy
  - what music to play
  - what activities you can do at the party
- Design an invitation for your party.
- Present your invitation to the class.

# REVIEW 1 UNITS 1-4

## VOCABULARY

1 Match the sports equipment words to the photos.



ball    bat    racket    stick

Now match the equipment to these sports.

baseball    basketball    hockey    rugby  
table tennis    tennis    volleyball

2 Put the words into the correct column.

athletics    cereal    cheese  
classical music    cold meat    cycling  
dessert    dinner    drums    fish  
fruit    gymnastics    keyboard  
hip-hop    jazz    juice    opera  
piano    pop    rap    rice    rock  
sailing    saxophone    snowboarding  
soul    tomatoes    vegetables    violin

Food	Music	Sport

3 Complete the missing word in each sentence.

- Please can you p\_\_\_\_\_ your school bag after breakfast?
- I want to m\_\_\_\_\_ a music video with my brother.
- He likes cooking a\_\_\_\_\_. He doesn't like cooking with other people.
- That's a f\_\_\_\_\_ idea. I think it's really good.
- Do you always t\_\_\_\_\_ your bedroom at weekends?
- My sister is u\_\_\_\_\_ because she can't come to the party.
- Bands usually go on t\_\_\_\_\_ when they make a new album.
- That's b\_\_\_\_\_ news about the tennis match. Well done!
- I always get d\_\_\_\_\_ before breakfast.
- My brother doesn't like exams. He always gets very n\_\_\_\_\_.

## GRAMMAR

1 Choose the correct words to complete the sentences.

- I love *talk / talking* to my friend and I love *go / going* shopping with her too.
- I *sing / am singing* in the school hall on Fridays.
- The film *was / were* very exciting.
- In my free time, I *usually stay / stay usually* at home.
- That *is / was* a very good barbecue last Sunday.

2 Correct the mistakes in the sentences.

- I go often with my friends to the cinema.
- How are you? I write to you to give you some news.
- The weather amazing last month.
- I like go to school because I like my teachers.
- Yesterday is my birthday.

2 Put the words in order to make questions.

- your brothers / what / wake up / do / time / usually / ?  
*What time do your brothers usually wake up?*
- making / what / you / are / ?
- mum / the / does / play / guitar / your / ?
- play / you / Tuesday / do / tennis / every / ?
- your / you / at the moment / are / doing / homework / ?
- your / brother / playing / this morning / football / is / ?

3 Now match the questions to the answers. Then complete the answers with the verb in the correct tense.

- Yes, she \_\_\_\_\_ (play) it really well. She \_\_\_\_\_ (learn) a new song at the moment. It sounds great!
- They are sleeping (sleep) at the moment but they usually wake up (wake up) at seven.
- Yes, I am. I \_\_\_\_\_ (do) my maths. It's really difficult!
- No, he's with his friends. They \_\_\_\_\_ (watch) a film at Tom's house.
- Yes, I do, and I often \_\_\_\_\_ (play) on Saturdays as well.
- I \_\_\_\_\_ (make) my breakfast. I usually \_\_\_\_\_ (have) bread, but today I \_\_\_\_\_ (have) a bowl of cereal with fruit.

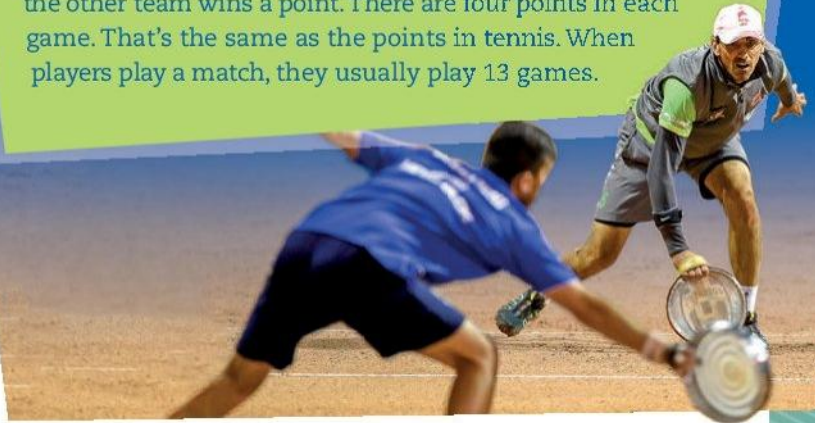
# Tamburello



Tamburello is a sport from the north of Italy. It is a very old sport. The first games were in the 16th century. Players can play the game inside or outside.

It's a team sport and there are usually three players in each team. Players hit the small tennis ball to players in the other team. But they don't use bats or rackets to hit the ball. They use tambourines. Have a look at the photo. Yes, the players have got tambourines in their hands. The Italian word for tambourine is *tamburello*. That's how the sport gets its name.

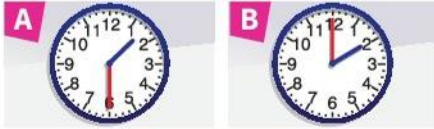
A player in one team hits the ball over the line to players in the other team. A player in the other team hits it back. When a player doesn't hit the ball or when the ball goes too far, the other team wins a point. There are four points in each game. That's the same as the points in tennis. When players play a match, they usually play 13 games.



## LISTENING

1 Listen to five short conversations. For each question, choose the correct picture.

1 What time do they agree to meet?



2 Which instrument does Mona need to practise tonight?



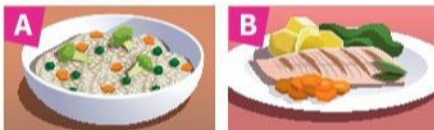
3 What is Finley's brother doing?



4 Where were they in the morning?



5 What does the girl want to have for dinner?



## READING

1 Read the text and answer the questions.

- Which country does the game come from?
- How old is the game?
- How many players are there in a game of *tamburello*?
- What do the players hit the ball with?
- How many games are there in a *tamburello* match?
- What two things in *tamburello* are like the game of tennis?

## SPEAKING

1 Put the words in order to make questions.

- name / your / what's / ?
- you / where / live / do / ?
- old / you / how / are / ?
- favourite / what's / sport / your / ?

Ask and answer the questions with your partner. Take turns to speak.

2 In pairs, talk about music. Take turns to speak.

- Let's talk about music. What kind of music do you listen to?
- When do you listen to music?
- Do you listen to music on your phone?
- Who is your favourite singer / favourite band?
- Tell me something about your singer / band.

# 5

# MOMENTS IN HISTORY

## VOCABULARY

AND

## READING

### Historical events

- 1 Look at the photos in the quiz. Can you name any of these people? Do you know, or can you guess, why they are famous?
- 2 Match the photos to the quiz questions.
- 3 Complete the quiz questions with the words in the box.

EP

climbed    crossed    died    opened  
 painted    played    published    received  
 recorded    travelled



### ABOUT YOU

What famous people do you know from history?  
 Why are they still famous today?  
 When and where were they born?

- 4 In pairs, do the quiz. Choose A, B or C.



- Listen and check.

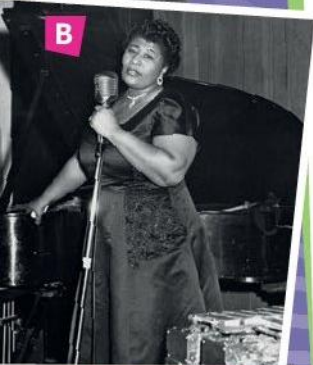
- 5 In pairs, Student A, name a photo. Student B, say what happened.

Student A: *Photo J*

Student B: *Cleopatra died.*



A



B



C



D

# Women in history



J



I



H



G



F

- 1 Cleopatra, Queen of Egypt and the last pharaoh, \_\_\_\_\_

A in 180 BCE.  
 B in 70 BCE.  
 C in 30 BCE.

- 2 Marie Curie \_\_\_\_\_ the Nobel Prize in chemistry

A in December 1911.  
 B in December 1925.  
 C in December 1950.

- 3 Valentina Tereshkova \_\_\_\_\_ into space

A on 12th August 1961.  
 B on 3rd April 1962.  
 C on 16th June 1963.

- 4 Amelia Earhart \_\_\_\_\_ the Atlantic Ocean, alone, by plane

A in 1932.  
 B in 1941.  
 C in 1950.

- 5 Coco Chanel \_\_\_\_\_ her first shop in Deauville, France

A in the 18th century.  
 B in the 19th century.  
 C in the 20th century.

- 6 Frida Kahlo \_\_\_\_\_ her self-portrait with parrots

A in 1920.  
 B in 1935.  
 C in 1941.

- 7 Serena Williams \_\_\_\_\_ her first match at Wimbledon

A in 1996.  
 B in 1998.  
 C in 2000.

- 8 Junko Tabei \_\_\_\_\_ Mount Everest

A on 16th May 1975.  
 B on 5th April 1977.  
 C on 12th May 1980.

- 9 J. K. Rowling \_\_\_\_\_ her first Harry Potter book

A in March 1985.  
 B in June 1997.  
 C in July 2004.

- 10 Ella Fitzgerald \_\_\_\_\_ her first song

A in 1928.  
 B in 1930.  
 C in 1936.

E



**1** Look at the answers to the quiz again. Complete the rules for *in* and *on*.

We use *in* / *on* for the date and the day.  
 \_\_\_\_\_ 12th August 1961 / \_\_\_\_\_ Tuesday.

We use *in* / *on* for months, years and centuries.  
 \_\_\_\_\_ January / \_\_\_\_\_ 2004 /  
 \_\_\_\_\_ the 20th century.

**2** In pairs, test your partner.

In 1998

Serena Williams played her first match at Wimbledon.

**Past simple: regular verbs**

**3** Read the sentences. Look at the letters in purple. What do we add to the verbs to make the past tense?

Ada Lovelace completed the first computer program in 1842.  
 NASA's Curiosity Mars Rover landed on Mars on 6th August 2012.

**4** Look at the verbs in the table. Write the past simple forms of the verbs in the box in the correct column.

clean    complete    cook    copy    enjoy    finish    help    invite    join    paint  
 phone    plan    play    prefer    study    want

climb → climbed <i>cleaned</i>	change → changed	carry → carried	stay → stayed	stop → stopped
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**GRAMMAR REFERENCE AND PRACTICE PAGE 142**

**5** Now complete the sentences with the past simple form of the verbs and *in* or *on*.

- I \_\_\_\_\_ (cook) dinner \_\_\_\_\_ Sunday.
- My mum \_\_\_\_\_ (study) history at university \_\_\_\_\_ 2001.
- My dad \_\_\_\_\_ (play) for Manchester United \_\_\_\_\_ September 1988.
- She \_\_\_\_\_ (invite) us to her 14th birthday party \_\_\_\_\_ 8th June.

**7** Choose the correct verb forms.

- I *like* / *liked* the competition because my sister was in the team.
- She *watches* / *watched* TV and likes playing on the computer.
- We really *want* / *wanted* to go to skiing last week, but there wasn't any snow.
- It *starts* / *started* to rain in the night. It was very noisy.
- I really *enjoy* / *enjoyed* the weekend. I don't want to go home tomorrow.
- The film was really great yesterday. I *like* / *liked* it.
- I *need* / *needed* a new coat. Can we go shopping this afternoon?

**8** Make six sentences about you using the past simple and *in* or *on*. Use the words in the box to help you.

climb    complete    cross    dance  
 finish    join    open    paint    play  
 record    reveal    start    visit

*This year we started school on 4th September.  
 I visited China with my family in 2013.*

**PRONUNCIATION** | Past simple -ed

**6** Listen to the -ed sounds. Sometimes we add another syllable when we say the -ed and sometimes we don't.

Put the verbs from the box in Exercise 4 into the correct column.

finished: ed is NOT an extra syllable	waited: ed IS an extra syllable
---------------------------------------	---------------------------------

Listen and check. Then repeat.

## READING

### 1 Look at the photos.

What do you know about London today?  
How was it different in the 17th century?  
Discuss your ideas with your partner.

### 2 Read the article and check your ideas from Exercise 1. Match the four photos A–D to paragraphs 1–4.

### 3 Choose the correct word to complete the sentences about the Great Fire of London.

- 1 London is *bigger* / *smaller* today than it was in the 17th century.
- 2 The fire started in a bread shop early on *Saturday morning* / *Sunday morning*.
- 3 A lot of people lived in houses made of *wood* / *stone*.
- 4 The houses burned *quickly* / *slowly*.
- 5 5th September was the *first* / *last* day of the fire.
- 6 The Tower of London is *more than* / *less than* 350 years old.
- 7 St Paul's Cathedral is a(n) *new* / *old* stone building.

# The Great Fire

**1** Saturday 1st September 1666 was a normal day in London. The city was smaller than it is today, but the little shops were busy and there were lots of people in the streets.

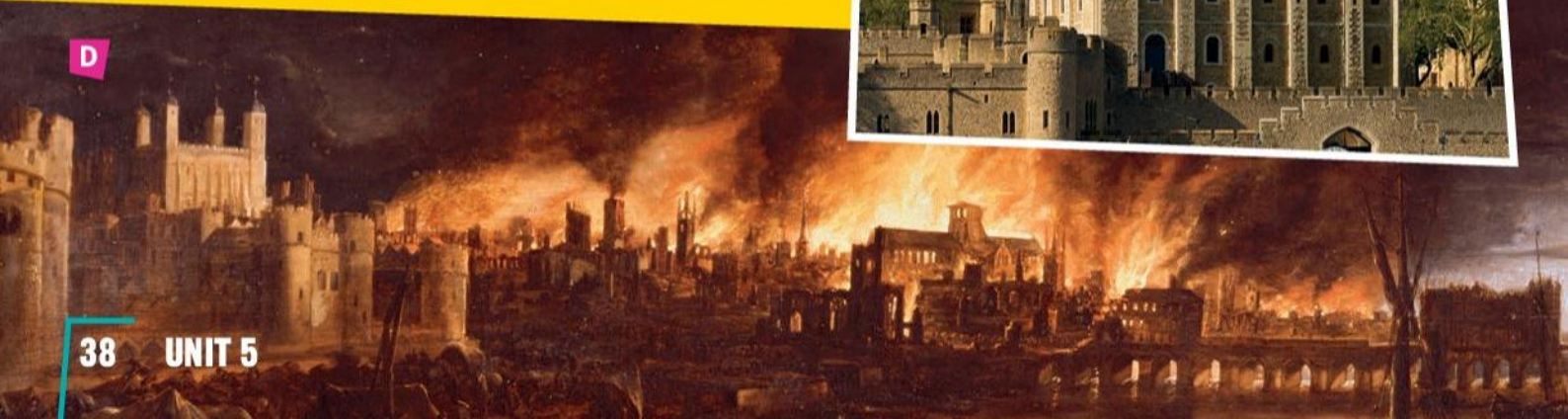
**2** Just after midnight that night, something happened in a bread shop in Pudding Lane to change everything. A small fire started in the building. Most people lived in small houses in those days. These houses were very close to each other. The floors at the bottom of the houses were made of stone, but the rest of the houses were made of wood. The fire moved first to the houses and shops on each side of the bread shop, jumping from roof to roof. The buildings started to burn, and the fire travelled quickly from house to house, from shop to shop and from street to street. The fire moved very fast through the buildings and burned for three days, from Sunday 2nd until Wednesday 5th September.

**3** After the fire, the buildings made of wood were not there anymore, but many churches and the famous castle, the Tower of London, were still there because they were made of stone.

**4** So the people of London decided to make new buildings of stone. You can still see many of those stone buildings from after the fire in London today. One of the most famous is a church. It's called St Paul's Cathedral.



D



## VOCABULARY

### Buildings

#### 1 Match the words in the box to the meanings.

EP

castle	cathedral	ceiling
church	floor	palace
square	stairs	statue

- This is on the top of a building and keeps out the sun and the rain.
- Someone important or rich, like a king or queen, lives in this very large house.
- This is a model of a person or an animal, made of wood or stone.
- This is a building that Christians use.
- You use these to go up or down to another part of a building.
- This is a very large building that Christians use.
- This is an open space in the centre of a town.
- We walk on this part of a room.
- This old stone building has large walls and towers.
- This part of a room is above our heads.

#### 2 Complete the table with the words from Exercise 1.

Places / things in a city	Parts of buildings

#### 3 Add other words that you know to the table.



### TALKING POINTS

Which of the places or things in a city in Exercise 1 are in your town?  
 Which buildings are made of stone?  
 Which buildings are made of wood?  
 Which do you think is better, a building made of stone or a building made of wood? Why?

## LISTENING



#### 1 Listen to the radio programme *Living History – I was there!*

Dave Brown is talking to Janet about a moment in history she remembers. What moment does Janet remember?



#### 2 Listen again. Are the sentences right (✓) or wrong (x)?

- Janet lived with her family in a house in Manchester.
- There were computers but no mobile phones in the 1960s.
- Black and white televisions only show black and white pictures.
- Janet's dad telephoned the shop to buy a colour television.
- Her dad and uncle carried it to the flat.
- The first programme they watched in colour was sport.

## SPEAKING

#### 1 Work in small groups. The Great Fire of London was an important moment in British history. Think of/find out about an important moment in the history of your country.

Talk about it and prepare a presentation. Use these questions to help you.

- What's the important moment?
- When was it?
- What happened?
- Why was it important?

#### 2 Tell the class about your moment in history.

Our important moment from history is \_\_\_\_\_.

It happened on (date) in (place).

These are some of the things that happened. There was ... and then ...

It was an important moment because ...

#### 3 In your groups, draw a timeline and put your events on the timeline.



# 6

# WHAT A GREAT JOB!



## ABOUT YOU

03 Watch the video and answer the questions about you.

What job do you want to do when you're older? Why?  
What job don't you want to do? Why not?



## VOCABULARY

## AND

## READING

### Jobs

1 Match the photos A–P to the words in the box.



actor    artist    cook    dentist  
engineer    factory worker    farmer  
manager    mechanic    model    nurse  
photographer    pilot    police officer  
shop assistant    sports coach



Listen and check. Then repeat.

2

Choose five of the jobs and write what the person does. Then work in small groups. Say your sentences and see if the other students can guess the job.

A: *This person helps you when you want to buy something.*  
B: *Is it a shop assistant?*

3

In groups, look at the adjectives in the box and discuss which jobs they apply to.

boring    difficult    easy    fun    interesting



## PRONUNCIATION

### Three-syllable words



4 Listen and repeat the words. Then put them into the correct column in the table.

afternoon	assistant	difficult
engineer	expensive	interesting
manager	mechanic	understand

0oo	o0o	oo0
	assistant	afternoon

5

Look at the title of the article and the photo. What do you think the article is about? Read it once to check your ideas.

# 50 weeks, states, different jobs

When Daniel Seddiqui was 26, he travelled around the USA for a year. He visited all 50 states and worked for a week in each one. He didn't use buses or planes – he travelled by car from job to job. He earned money for every job he did, but hotels were too expensive for him. He usually stayed in his boss's home, or with one of the other workers. 'People were very good to me,' says Daniel. 'They looked after me really well.'

But why did Daniel do this? And did he enjoy it? 'Yes, I did! I wanted to travel and learn about my country,' he says. 'And I wanted to try lots of different jobs.' Things weren't always easy for Daniel. In week 7, he worked as a farmer in Nebraska. 'The days were long, and I got really dirty,' he says. In week 38, he was a cook in a fish restaurant in Maryland. 'That was really hard! Often I didn't even have time to get a drink of water.'

Other jobs were fun. He worked in a theme park in Florida and as a model in North Carolina. He was a football coach in Alabama. In Alaska, he was a photographer. 'That was great. Alaska is a very beautiful place,' says Daniel.



6 In pairs, answer the questions.

Which jobs from Exercise 1 did Daniel do?  
Where did he do them?  
Why do you think he chose those jobs?  
Would you like to do any of these jobs?

# GRAMMAR

## Past simple: negatives and questions

1 Look at the examples in the table and complete the rules with *did* and *didn't*.

Negatives	Questions	Short answers
He <b>didn't use</b> buses or planes. I <b>didn't even have</b> time to get a drink of water.	Why <b>did</b> Daniel <b>do</b> this? <b>Did</b> he <b>enjoy</b> it?	Yes, he <b>did</b> No, he <b>didn't</b> .

We use \_\_\_\_\_ and the main verb in the infinitive in negative sentences.  
We use \_\_\_\_\_ and the main verb in the infinitive in questions.  
We use \_\_\_\_\_ or \_\_\_\_\_ and leave out the main verb in short answers.

### GRAMMAR REFERENCE AND PRACTICE PAGE 143

2 Match the questions to the answers.

- How many states did Daniel visit?
- How did Daniel travel from job to job?
- Why did Daniel stay in people's homes?
- Did Daniel like being a farmer in Nebraska?
- Did Daniel work at a theme park in Florida?
- What did Daniel do in Alaska?

- Because hotels were too expensive.
- He worked as a photographer.
- 50
- By car.
- No, he didn't.
- Yes, he did.

3 Tick (✓) the sentences that are true for you. Correct the ones that are wrong.

- I travelled to school by bus today.  
*I didn't travel to school by bus today. I walked to school.*
- I finished my homework at 6 pm last night.
- I cooked the dinner on Saturday.
- I texted ten friends yesterday.
- I painted a picture last week.
- I climbed a mountain during my last holiday.
- I watched a film on TV last night.

4 Find and correct the mistakes with the past simple.

- Did you enjoyed yourself on holiday?
- Tom don't talk to me for very long at the party.
- I didn't finished the history homework before the lesson.
- I really don't want to go to my dancing class yesterday.
- Did you remembered my birthday?

5 Make questions. Then ask and answer with a partner.

- What / learn about in the last lesson?  
*What did you learn about in the last lesson?*
- /play any sport last week?
- /visit anywhere interesting last month?
- Which school clubs / join last year?
- /answer a question in your last lesson?
- What date / start school this year?
- When / last travel to another country?



### Some more of Daniel's jobs

- Wedding planner, Las Vegas
- Mechanic, Detroit
- Factory worker, Pennsylvania
- Oil engineer, Texas
- Cheesemaker, Wisconsin
- Sugar maker, Vermont
- Fisherman, Maine



## READING

- 1 Read the article quickly. Where did Nina and Julia do work experience?

# STUDENTS AT WORK!

Nina and Julia are 14 years old and go to school in London. But they weren't at school last week – they were doing work experience. This is when young people spend a few days doing a job. They don't earn money, but they work hard and learn about the world of work. Nina's job was in a café and Julia worked for a TV company. We asked them to tell us all about it.

**Nina:** I was really happy about working in a café, because I'd like to be a cook one day. But I didn't do any cooking at all. Instead I served food and drinks to the customers, cleaned the tables and washed the floor. The café opened at 7 am and closed at 6 pm, but my working hours were 6 am to 2 pm. The staff were friendly, but we didn't have much time for talking. We were all really busy!

**Julia:** I worked in the office of a TV company. At first, I was upset about that. My plan was to work in a TV studio, not in an office. But the staff were all very nice to me, and I learned a lot about the business. I started at 10 am and finished at 6 pm. In the morning, I opened all the letters. Then I helped my boss with different jobs. Sometimes I answered the phone. Other times he asked me to use the computer to look for information he needed. I was often so busy that I only had ten minutes for lunch!

- 2 For each question, choose the correct answer.

- 1 From the introduction we learn that Nina and Julia  
**A** enjoyed their jobs.                      **B** worked in different places.                      **C** were sorry to go back to school.
- 2 What kind of work did Nina want to do at the café?  
**A** cleaning                                      **B** cooking                                      **C** serving food
- 3 What does Nina say about her working day?  
**A** It was very long.                      **B** It started too early.                      **C** There was a lot for her to do.
- 4 Why was Julia upset in the beginning?  
**A** She didn't want to work in an office.                      **B** She didn't like the people she worked with.                      **C** She didn't know anything about the TV business.
- 5 Julia often didn't have much time to  
**A** eat her midday meal.                      **B** answer the phone.                      **C** speak to her boss.



### TALKING POINTS

What do you think about students doing work experience? Is it a good idea? Why? / Why not? What sort of work experience would you like to do?

# VOCABULARY

## Work

1 Look at the article and find the words in the box. Then match them to sentences 1–6.

EP

boss office busy staff customers earn

- This means you're working hard and have lots to do.
- These people buy things in shops or cafés.
- When you have a job, this person tells you what to do.
- These people work for a business.
- There are usually desks, phones and computers in this place.
- This means 'get money for doing work'.

2 Write five sentences about Julia and Nina using the words in Exercise 1. In pairs, read your sentences. Say *Right*, *Wrong* or *We don't know!* to your partner's sentences.

Julia and Nina earned lots of money.

Wrong

Julia's boss was friendly.

We don't know!

# LISTENING

1 Listen to Joe talking about the job he did last week. Tick (✓) the correct picture (A, B or C).

0 Where did he work?



1 What did he do?



2 What time did he start?



3 How did he travel to work?



4 How did he get the job?



2 Listen and repeat.

That's brilliant! Congratulations! Wow!  
Oh no! That sounds boring. Really?

3 Work with a partner. One of you is Joe and the other is Joe's friend. Use phrases in Exercise 2 to make a conversation.

Where did you work?

I worked in the museum.

Wow! That's brilliant.

# WRITING



## PREPARE TO WRITE

A paragraph about work

**GET READY** Look at the article about Nina and Julia's work experience on page 42. Find examples of full stops (.), capital letters (A, B, C) and apostrophes ('').

**Full stops** – These are at the end of a sentence.

**Capital letters** – Use these after a full stop. Also use them for names, days of the week and months, and for the word 'I'.

**Apostrophes** – These are for contractions (*I've got*) and for possessives (*Jane's dog*).

Read the paragraph about a teenager's day at work. Add full stops, capital letters and apostrophes.

My friend sarahs got a job in a café in the centre of town the cafés called the silver fish and the managers name is bill on saturday, sarah started at 9.00 am she cleaned the floors and served customers after that she helped the cook make soup it was really busy but sarah enjoyed the day

**PLAN** Talk to someone you know who has a job. Ask them about what they did one day last week. Make notes using some or all of these verbs:

close enjoy finish open start  
stop travel use work

**WRITE** Write a paragraph about the person's day. Write about 50 words.

**IMPROVE** In pairs, read your paragraph and your partner's. Check for mistakes with punctuation.

# CULTURE

## SATURDAY JOBS

### FACTFILE

### Saturday jobs

In English-speaking countries, many teenagers have Saturday jobs. Having a Saturday job helps teenagers:

- ★ plan their time
- ★ meet new people
- ★ make some pocket money
- ★ learn new skills
- ★ learn the value of money

A



1

### JOB OFFER – Saturday mornings

Do you like animals? Do you like nature? Do you like walking? Do you want to earn some **pocket money**? Well, dog-walking is your dream job. And we pay well.

A small, family company is looking for young people to help **walk** dogs.

**WHEN:** 2 hours on Saturday mornings

**THE JOB:** Walk 2–3 small dogs

**WHERE:** Local parks

For more information, visit our *Doggie Walks* website.



1 Look at the photos. In pairs, discuss the questions.

- 1 What are the two jobs in the photos?
- 2 Do teenagers work for pocket money where you live? What jobs do they do?
- 3 What are some good things about being a dog-walker or doing a paper round?

2 Read the job offers. In pairs, discuss which one you think is the best.

3 Match the photos A and B to two of the job offers 1–3.

4 Read the job offers in Exercise 2 again. Answer the questions.

- 1 How many hours a week is the dog-walking job?
- 2 Is the dog-walking job for a company?
- 3 Where is the Saturday afternoon job?
- 4 How can you get more information about the Saturday afternoon job?
- 5 When is the paper round?
- 6 Where do you take the newspapers on the paper round?

5 Complete the sentences with the **highlighted** words in the job offers in Exercise 2.

JOB OFFER – Saturday mornings

You can earn some <sup>1</sup>\_\_\_\_\_.

You need to <sup>2</sup>\_\_\_\_\_ 2–3 small dogs.

Help Wanted – Saturday afternoons

You are <sup>3</sup>\_\_\_\_\_ for plants, pets and small jobs.

You need to <sup>4</sup>\_\_\_\_\_ the cats.

Extra pocket money?

The job is doing a <sup>5</sup>\_\_\_\_\_.

You need to be <sup>6</sup>\_\_\_\_\_.

B



2

**HELP  
WANTED**

## Saturday afternoons

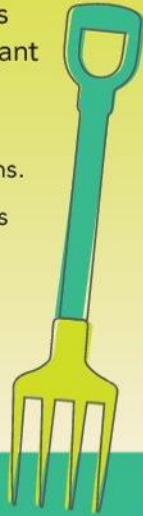
Are you free on Saturday afternoons over the school holidays? Do you want to earn some pocket money?

We are looking for a **responsible** person to help us at home on Saturday afternoons.

**WHEN:** 3–4 hours on Saturday afternoons

**THE JOB:**

- water house plants
- do simple garden jobs
- **feed** two cats
- clean bird cage
- help with small jobs around the house



For more information, send an email and tell us about you.

3

## EXTRA POCKET MONEY? DO A PAPER ROUND!

A small company is looking for young people aged 13–14 to do paper rounds.

**WHEN:** Monday to Saturdays. 1–2 hours in the morning.

**THE JOB:**

- > you need to take newspapers to people's homes and offices
- > you need to be **healthy**
- > it helps to have a bicycle
- > you need to get up early in the morning
- > you need to be responsible and leave newspapers on time

For more information about the job and the pay, send us an email and tell us about you and your experience.



**6** Listen to Olivia and her dad talking about Saturday jobs. Tick the correct answers.

1 Olivia has experience doing \_\_\_\_\_.



dog-walking



a paper round

2 Olivia has a \_\_\_\_\_ on Saturday mornings.



piano class



guitar class

**7** Listen again. Are the sentences right (✓) or wrong (X)?

- 1 Olivia wants a job on Saturday mornings.
- 2 Mrs Wilson hasn't got a garden.
- 3 Olivia sees a job offer in the newspaper.
- 4 The paper round job is in the centre of the town.
- 5 Mrs Wilson's son is a dog-walker.
- 6 Olivia walks the family dog.



### TALKING POINTS

Which job would you prefer? Why?

## PROJECT

A job offer

Work in small groups. Think of Saturday jobs. Write an offer for a job on Saturday mornings or Saturday afternoons.

- Think about the following:
  - what the job is
  - experience
  - morning or afternoon
  - number of hours
  - times
  - what you need to do
- Ask other groups questions about their job offers.
- Try to find someone from the other group for your Saturday job. Is anyone in the group a good person for the job? Why? / Why not?
- Tell the class about your job and who is/are a good person

# 7 AN EXCITING TRIP



A



## ABOUT YOU

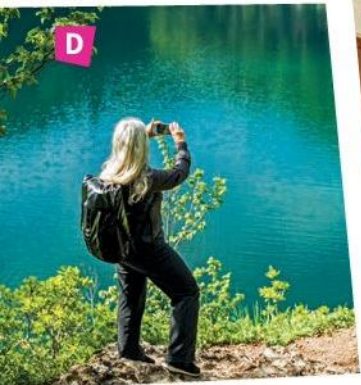
Where do people in your country like to go on holiday?  
Do you like busy holidays or quiet ones?



B



C



D



E



F



G



H

## VOCABULARY

AND

## LISTENING

### Holidays

1 Look at the photos. Match the activities to the words in the box.

EP

buy presents	do water sports
go camping	go sightseeing
lie on the beach	ride a bike
stay at a hotel	take photos



53

Listen and check. Then repeat.



54

2 Listen to Callum and Lottie talking about their holidays. Answer the questions.

- Where did Lottie go?
- Where did Callum go?
- Did they enjoy their holidays?



54

3 Listen again and look at the photos in Exercise 1. What activities did Callum and Lottie do? Write C or L for each picture.

4 Work in groups. Say what you like and don't like doing on holiday.

## GRAMMAR

### Past simple: irregular verbs

1 Read the sentences from Callum and Lottie's conversation and look at the **irregular past simple forms**. What verbs do they come from?

- My friend Annabel **came** with us. *come*
- We **swam** in the sea every day.
- We **lay** on the beach.
- We **did** lots of water sports.
- We **rode** our bikes.
- We **got up** late every day.
- We **had** a really good time.
- My parents **gave** me a new phone.
- I **took** hundreds of photos.
- I **went** to Istanbul, in Turkey.
- I **saw** some interesting places.
- I **bought** you a present.
- I only **ate** one sweet.
- We **could** walk to the beach in five minutes.

» GRAMMAR REFERENCE AND PRACTICE PAGE 144

2 Close your book and listen. You will hear the irregular past tense. Say the verb it comes from.

3 Complete Callum and Lottie's conversation. Use the words and phrases in the box.

Did x2    didn't    get up    take  
Yes, I did    got up    went

**Callum:** How was your summer holiday, Lottie?  
**Lottie:** It was brilliant! I \_\_\_\_\_ want to leave!  
**Callum:** \_\_\_\_\_ you \_\_\_\_\_ early every day?  
**Lottie:** Of course not! We \_\_\_\_\_ late and we \_\_\_\_\_ to bed late.  
**Callum:** \_\_\_\_\_ you \_\_\_\_\_ any photos?  
**Lottie:** \_\_\_\_\_. I took hundreds of them!

4 Make conversations. Use the verbs in brackets.

1  
\_\_\_\_\_ you \_\_\_\_\_ to the mountains for your holiday? (go)  
No, we \_\_\_\_\_. We \_\_\_\_\_ to the beach.

2  
\_\_\_\_\_ you \_\_\_\_\_ in the sea every day? (swim)  
Yes, we \_\_\_\_\_, and we also \_\_\_\_\_ in the pool.

3  
\_\_\_\_\_ you \_\_\_\_\_ any clothes? (buy)  
No, I \_\_\_\_\_. But I \_\_\_\_\_ a lot of presents.

4  
\_\_\_\_\_ you \_\_\_\_\_ a lot of ice cream? (eat)  
Yes, we \_\_\_\_\_! And we \_\_\_\_\_ a lot of sweets.

5  
\_\_\_\_\_ you \_\_\_\_\_ a good time? (have)  
Yes, we \_\_\_\_\_. We \_\_\_\_\_ a great time.

5 Write a holiday conversation. Use the conversations in Exercises 3 and 4 for ideas.

6 Correct the mistakes with the past simple.

- 0 My family and friends were there and they *gave* ~~gived~~ me a lot of presents.
- 1 Yesterday, I go with my dad to a football competition.
- 2 I went shopping and bough lots of presents.
- 3 I had a party and all my friends come to my house.
- 4 I was happy because I get a bag and a T-shirt for only £10!
- 5 My friend gives me some money to buy an ice cream.

7 Complete the email. Use the verbs in the box in the correct form.

be    buy    can    eat    go    have  
love    see    stay    take    visit

To: Su    Reply    Forward   

From: Lee

Subject: Holiday Plans

Hi guys!

I hope your holidays <sup>0</sup> were good.

I <sup>1</sup> \_\_\_\_\_ a great time in New York. It was a special holiday for my dad's 50th birthday. We <sup>2</sup> \_\_\_\_\_ at a nice hotel called Alberto's. We <sup>3</sup> \_\_\_\_\_ see lots of famous places from our bedroom window.

The food in New York was great. We <sup>4</sup> \_\_\_\_\_ in a different restaurant every night. My favourite restaurant was Chinese.

We did lots of sightseeing and <sup>5</sup> \_\_\_\_\_ some interesting museums. We <sup>6</sup> \_\_\_\_\_ to the Statue of Liberty and the Empire State Building. We also <sup>7</sup> \_\_\_\_\_ a show on Broadway. Of course, my mum <sup>8</sup> \_\_\_\_\_ the large shops. She <sup>9</sup> \_\_\_\_\_ new clothes for all of us. I <sup>10</sup> \_\_\_\_\_ lots of photos. They're all online now – have a look!

8 Write an email to a friend about your last holiday. Look at the text in Exercise 7 for ideas.

## ON A RICKSHAW TO SEE THE OLYMPICS



56

**W**hen Chen Guan Ming was a young man, he never travelled far from his farm in a small village in China. But now he is famous for following the Olympic Games around the world in his three-wheeled rickshaw. The story **began** in 2001, when he **heard** that the games were coming to Beijing. He **left** his village and cycled 90,000 km all over China, visiting 1,764 cities before finally arriving at the famous Bird's Nest Stadium.

Then, he decided to travel to London for the 2012 Olympics. In 2010, he packed his things into his rickshaw and began his journey. He **slept** in his rickshaw and sometimes worked for food and money. Finally, he got to France, and **caught** a ferry to Britain. He only travels by boat or plane when there's no other choice.

When he arrived in London, he **met** lots of tourists and **told** them his story. Some people didn't believe him. Then he showed them the stamps in his passport, and the photos of himself at places like the Eiffel Tower in Paris and Petronas Towers in Kuala Lumpur.

After the London Olympics, Chen left his rickshaw in the UK and caught a flight home to plan his next trip – to the Rio Olympics. In 2013, he **flew** back to London. He **put** his rickshaw on a ship to Canada, and he **took** a plane there. A friend **paid** for his flight ticket. Then, he **got on** his rickshaw and **rode** to Brazil through the US, Mexico and Central America. The journey took three years. He **had** an amazing time in Rio and **made** lots more friends.



### READING

- Look at the title of the article and the photos. Which countries do you think the man visited? Read the article quickly and check your ideas.
- Read the article about Chen Guan Ming and answer the questions.
  - What was Chen's job when he was young?
  - How far did he cycle to get to Beijing?
  - When did Chen leave home to go to London?
  - Did Chen go sightseeing during his journey?
  - Where did Chen go after the London Olympics?
  - Did Chen travel with his rickshaw to Canada?
- Look at the irregular past tenses in purple in the article. Write the infinitives.
- Do you know about any other long journeys? Would you like to do a journey like this?

### VOCABULARY Holidays

1 Match the photos A-I to the words in the box.

- EP
- |           |        |            |         |
|-----------|--------|------------|---------|
| airport   | coach  | ferry      | flight  |
| guidebook | map    | passport   | station |
| suitcase  | ticket | tour guide | tourist |

Listen and check. Then repeat.



**2** Look at the verbs in the box and find them in the article. Then complete the phrases using each verb once only.

EP

arrive    catch    get on / off    pack  
take    travel by

a photo    a long time    your things

1 \_\_\_\_\_

a train    a bus    a suitcase

2 \_\_\_\_\_

a bus    a train    car    bicycle

3 \_\_\_\_\_

a bicycle    a plane    train    bus

4 \_\_\_\_\_

at the airport    a train    a ferry

5 \_\_\_\_\_

in the city    a flight    a bus

6 \_\_\_\_\_

**3** In small groups, ask and answer the questions.

- Do you have a passport?
- What do you always pack when you go on holiday?
- Are guidebooks useful?
- How do you travel to school/the shops/your friend's house?
- When did you last travel on a ferry/coach/plane/train?



## PRONUNCIATION

Sounds and spelling

**4** Match the words with the same vowel sound.

met	group
caught	car
plane	catch
flew	work
coach	phone
map	station
journey	bought
passport	slept

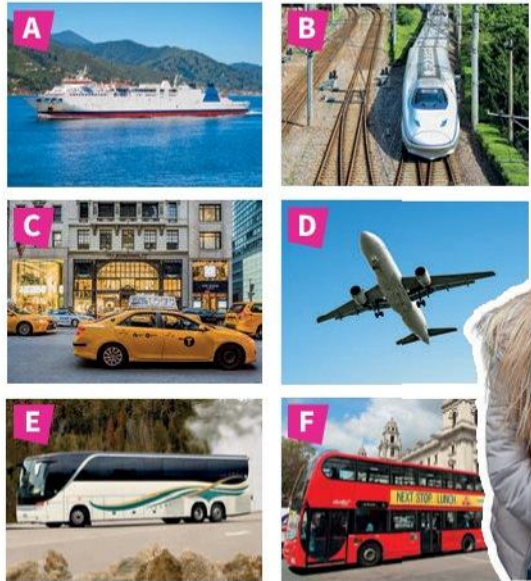
Listen and check.  
58



## LISTENING



**1** Listen to Marion talking about a journey. How did she travel? Number the photos in the order you hear them. There is one extra photo that you don't need.



**2** Work in pairs, compare your answers. Then listen again and check. Why does Marion say *It's funny ...* at the end of her story?



## TALKING POINTS

**05** Watch the video. Ask and answer the questions with a partner.

- Where did you go on your last holiday?
- What did you do there?
- What did you see?
- What did you eat?

## SPEAKING

**1** Work in pairs. Tell your partner a travel story.

Include this information in your story:

- When you went
- Where you went
- Who you went with
- How you travelled
- How long your journey took

### Useful words

This happened ... months/years ago.

First, we ...

Then we ...

We took a ... / We caught a ... / We went by bus/car.

Anyway ...

# 8

# FAVOURITE PLACES



## ABOUT YOU

What is your bedroom like?  
What do you do there?



## VOCABULARY

AND

## READING

### Bedroom furniture

1 Match the photos A-K to the words in the box.



armchair    blanket    bookshelf    carpet  
chest of drawers    cupboard    curtains  
cushion    lamp    mirror    photographs



Listen and check. Then repeat.



## PRONUNCIATION

/ɜ:/ and /ɔ:/



2 Listen to the sounds /ɜ:/ and /ɔ:/.

Look at the words in the box and put them in the correct column in the table.

bought    curtains    drawers  
first    floor    furniture    saw  
wall    were    work

/ɜ:/ bird

/ɔ:/ board

curtains

bought



Listen and check. Then repeat.

3 What do you have in your bedroom?

4 Read the article. Which of the things from Exercise 1 are NOT mentioned in Rebecca's article?

Everyone needs a

# FAVOURITE PLACE

by Rebecca Grant

**T**oday, I want to write about my favourite place.

It's by the window in my bedroom. I've got a dark red armchair and a blanket. My grandma made the blanket for me when I was little. Next to the chair is a bookshelf with my favourite books, and there's also a little chest of drawers. On top of it, there are some stones I collected from the beach. I've got a few photographs on one side of the window and a mirror on the other side. I've got curtains on my window, too.

Do you have a favourite place at home? Is it in your bedroom, or in the sitting room, or somewhere else? Maybe you don't have one, but you want to make somewhere you like special. Then here are a few ideas to help you create your special place.

1

Light is important in a room. Is there natural light or do you need a lamp?

2

You don't need a lot of furniture. A chair or an armchair is enough. Or you can put a few large cushions on the carpet in a corner. You don't really need anything else.

3

What colours do you like around you? Use something like cushions to give colour to your bed. Posters and blankets work well for colour too.

4

Now you can collect some favourite things to put in your special place.



Remember, no one is the same, so everyone's favourite place is different. Anyone can make their place special.



5 Read the article again. Are the sentences right (✓) or wrong (X)?

- 1 Rebecca has got three pieces of furniture in her favourite place.
- 2 Rebecca's photographs are next to the mirror.
- 3 She says it's nicer to have light from a window.
- 4 She has ideas for a favourite corner without any furniture.
- 5 She tells us the colour of one thing in her favourite place.
- 6 She says most people's favourite places are the same.

## GRAMMAR

*someone, anyone, etc.*

1 Look at the table. Match the words in 1–3 to a–c.

1	everyone someone	anyone no one	These words are about ... a a place. b a thing. c a person.
2	everywhere somewhere	anywhere nowhere	
3	everything something	anything nothing	

## GRAMMAR REFERENCE AND PRACTICE PAGE 145

2 Look at the article again. Find seven sentences or questions with the words in Exercise 1.

3 Complete the pronouns with *-thing*, *-one* or *-where*.

- 0 Did anyone come to your party?
- 1 Some \_\_\_\_\_ gave me these shoes. Do you like them?
- 2 There was \_\_\_\_\_ on the bookshelf. I looked.
- 3 Can you think of any \_\_\_\_\_ to go this afternoon?
- 4 I'm hungry but there's no \_\_\_\_\_ in the fridge!
- 5 She went some \_\_\_\_\_ hot for her holidays.
- 6 No \_\_\_\_\_ told me that you wrote stories!
- 7 I'd like some \_\_\_\_\_ to eat, please.
- 8 Every \_\_\_\_\_ in the class, except me, likes the colour blue.
- 9 No \_\_\_\_\_ in my house is a special place.

4 Complete the sentences with *anything*, *everything*, *nothing* or *something*.

- 1 Do you remember \_\_\_\_\_ about the film?
- 2 The bookshelf is empty. There is \_\_\_\_\_ on it.
- 3 It's very dark. I can't see \_\_\_\_\_.
- 4 I learn \_\_\_\_\_ new in English every day.
- 5 I don't need any help thanks. I can carry \_\_\_\_\_.

5 Correct the mistakes in these sentences.



*something*

- 0 Please tell me ~~anything~~ about your holiday.
- 1 I don't have something to do next weekend.
- 2 You don't need to bring nothing else.
- 3 You can write everything you like.
- 4 I can't see no one.
- 5 I want to buy anything at the supermarket.

6 For each question, choose the correct answer.



Bright's Department Store

Buy two cushions,  
**get another one free!**  
Today only.

NO ONE'S  
CHEAPER.

- A One cushion costs the same as two.
- B Other shops are more expensive than Bright's.
- C The shop is not open today.

2

To: Tim  
From: Jackie

Reply Forward

I didn't hear anything from Sally about our bike ride this afternoon. Did she call you? Are we still going? Let me know.

Why did Jackie write this email?

- A to invite Tim on a bike ride
- B to find out where Tim is today
- C to ask Tim what's happening later

3

Penny

It's about my party!  
I can only ask eight people, so not everyone can come. Please help me choose.

Anna

- A Anna only wants eight friends to come to her party.
- B All Anna's friends can come to her party.
- C Anna wants Penny to help her decide who to ask.

4

**Wanted**

**Desk lamp, 30–40 cm tall.**

Phone Jo any time after 6 pm.  
01632 960054

- A Jo doesn't need her desk lamp anymore.
- B Jo would like to buy a desk lamp from someone.
- C Jo can answer calls about her desk lamp during the day.

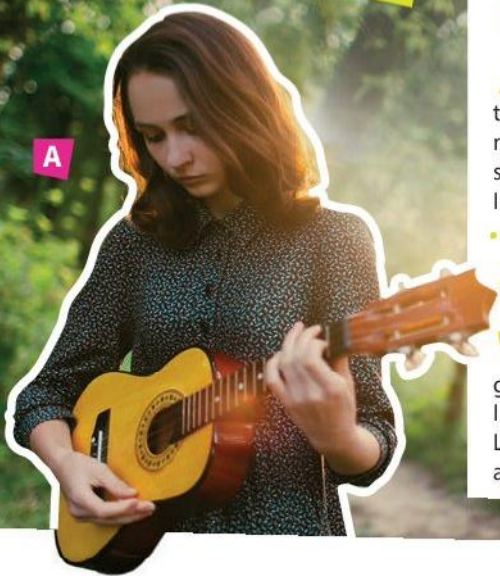
## READING

- 1 Look at the photos. In pairs, discuss the questions. What do you think these three people do? What do you think their favourite places are?
- 2 Read the article. Match the photos A–C to the artists in the article. What is each artist's favourite place?

# Artists' FAVOURITE PLACES



64



A



B



C

## 1 Gemma Blake, *painter*

Last summer, I spent four weeks on the north-west coast of Scotland in a little house by the sea. In the evenings, I sat by the open window and listened to the sound of the wind and the waves. It was wonderful. After breakfast, when I went out to paint and draw, I always had lots of ideas for pictures. Most days, I didn't see anyone except my neighbour. He was a fisherman. He really liked my work, and I sold him a drawing for his wall.

## 2 Susie Grey, *singer-songwriter*

I grew up in a small town in Canada. My grandma took me for walks and told me everything about the animals and plants there. When I was 19, I went to music school in Toronto. At first, I loved the big city. Then I started writing my own songs about, guess what, nature in and around my home town. So, five years ago, I moved back, and now I don't want to live anywhere else.

## 3 Paul Davidson, *dancer*

I started dancing when I was very young. It was hard work, but I was good, and I danced with famous companies in Russia, the USA and Europe. I didn't really have a home, so when I had enough money I bought a tiny flat in London. I love it there. The world of dance is busy and tiring, and it's great to be able to get back to my flat. I close the door, lie on my bed and listen to music.

- 3 Read the article again and answer the questions.

- 1 What did Gemma hear when she sat next to the open window?
- 2 What did she do in the mornings?
- 3 What did the fisherman buy from her?
- 4 What did Susie learn from her grandma?
- 5 Why and when did she move away from home?
- 6 What does she write songs about?
- 7 Why did Paul travel to so many countries?
- 8 What did he spend his money on?
- 9 What does he do when he gets home?



### TALKING POINTS

Where is your favourite place? Why? Describe it to your partner.

## VOCABULARY

### Free-time activities

- 1 Match the verbs in box A to the words and phrases in box B. The verbs can be used more than once.

EP

**A** draw    listen to    paint    play  
read    write

**B** a blog    computer games    a diary  
the drums    the guitar    magazines  
music    pictures    songs    stories

- 2 Write eight sentences using words from box A and box B in Exercise 1.

Give your sentences to your partner and check each other's.

*Everyone came to my place last night and we played computer games and listened to music.*

## LISTENING

**1** Listen to three teenagers, George, Abby and Jo, talking about their favourite places. Look at the photos A–C. Match the teenagers to their favourite places. Write the letters in column 1 of the table.

**2** Listen again. What do they like doing in their special places? Write the answers in column 2 of the table.



George

Abby

Jo

	1 Place	2 What they like doing there
George		
Abby		
Jo		



A



B

C



## WRITING



### PREPARE TO WRITE

#### A description of a favourite place

**GET READY** Read about Tom's favourite place.

- Where is it?
- What does he like doing there?

Read the text again and underline *because* and *so*. Think about how Tom uses these words to join ideas in a sentence.

My favourite place is the beach. I like going there in the afternoons because all my friends go there then. I like feeling the sand under my feet, so I take off my shoes and walk along the beach. I love the sound of the birds and the sound of the sea. It's amazing!



Now join these sentences using *so* or *because*.

- 1 I'm wearing my coat \_\_\_\_\_ it's very cold.
- 2 The bus didn't come on time, \_\_\_\_\_ we were late for school.
- 3 I was tired, \_\_\_\_\_ I went to bed.
- 4 Sorry, I can't come this evening \_\_\_\_\_ I've got lots of homework.

**PLAN** Make notes about your favourite place.

- Where is it?
- Why is it special for you?
- What do you have there?
- What do you like doing there?

**WRITE** Write a paragraph of about 50 words about your favourite place. Include *because* and *so* in your writing.

**IMPROVE** In pairs, read your own paragraph and your partner's. Check for mistakes.

Give your partner two ideas to make their text better. Use your partner's advice and rewrite your paragraph.

# LIFE SKILLS PHYSICAL WELL-BEING

## SAFETY AT HOME



### LIFE SKILLS

#### Safety at home

What is safety at home?

- Being careful with hot drinks or hot food
- Taking care with broken glass
- Never leaving things on stairs

### 1 Look at the signs and answer the questions.



- 1 What do you think each sign means?
- 2 Where can you see each sign?
- 3 What does a fire extinguisher do?

### 2 Look at the photos. Match the photos A-G to the words 1-7.

- |           |          |           |
|-----------|----------|-----------|
| 1 lighter | 4 heater | 6 stairs  |
| 2 rug     | 5 iron   | 7 matches |
| 3 knives  |          |           |



Talk about the things you have in your home. How can these things be dangerous?

### 3 Read the text quickly. Match the words in the box to the paragraphs. Do you follow these tips at home?

Burns    Cuts    Falls

## TIPS TO BE SAFE

## AT HOME



Homes are wonderful places. We can rest, study, play games and spend time with our friends and family in our homes, but there are dangers there too.

Here are some ideas to help keep safe and happy at home.



1

- > Be careful in the kitchen – hot food and hot drinks can burn you.
- > Cookers can be dangerous – take care.
- > Don't touch a hot iron or heater.
- > Be careful with matches and lighters.
- > It is a good idea to keep a fire extinguisher at home.

2

- > Don't leave books, bags, shoes or other things on the stairs.
- > Turn the light on when you use the stairs.
- > Don't run upstairs or downstairs.
- > Make sure rugs don't move.
- > Be careful when the floor is wet.
- > Don't stand on chairs or tables.



3

- > Use scissors and knives carefully.
- > Be careful with broken glass or mirrors.
- > Don't touch sharp, metal objects.



## WHAT TO DO IN AN EMERGENCY

Keep a list of emergency telephone numbers in a special place at home or on your mobile phone. Are you hurt? Ask a parent or teacher for help, or call the emergency services.



**4** Look at the text again. Then choose the correct answers to complete the sentences.

- 1 It's dangerous to \_\_\_\_\_ lighters and matches wrongly.  
a touch            b use            c have
- 2 Cookers get \_\_\_\_\_. You can burn yourself.  
a cold            b hot            c fire
- 3 It's a good idea to keep a \_\_\_\_\_ at home for emergencies.  
a lighter            b heater            c fire extinguisher
- 4 It's not a good idea to leave \_\_\_\_\_ on the stairs.  
a a rug            b shoes and books            c a desk
- 5 Be careful! You can \_\_\_\_\_ down the stairs.  
a burn yourself    b cut yourself    c fall
- 6 It's dangerous to play with \_\_\_\_\_ and scissors.  
a knives            b rugs            c glasses

**5** Match the **highlighted** words in the text to the meanings.

- |                     |  |
|---------------------|--|
| 1 iron              | a this cuts things easily                        |
| 2 heater            | b you use this on clothes                        |
| 3 rug               | c this warms the air                             |
| 4 sharp             | d you can see yourself in this                   |
| 5 mirror            | e this stops fires                               |
| 6 fire extinguisher | f a soft piece of material that covers the floor |



### TALKING POINTS

Do you think safety is important at home and at school? How can you make schools and homes safer?



**6** Listen to someone talking to a class at school and choose the correct answers.

- 1 Who is visiting the class?  
a a police officer    b a firefighter
- 2 What are the students learning to use?  
a the internet        b a fire extinguisher

**7** In pairs, try to remember the answers to these questions.

- 1 Why is it dangerous to use matches and lighters?
- 2 What can you do with a fire extinguisher?
- 3 Can hot soup be dangerous?
- 4 Why do you need to be careful with cookers, irons and heaters?
- 5 Is it a good idea to dry your clothes on heaters? Why / Why not?
- 6 What can you leave next to the phone or on your smartphone?



Listen again and check.



**8** Now listen again and choose the correct words.



### USEFUL LANGUAGE

- 1 It's not a *good / bad* idea to use lighters and matches without adults around.
- 2 You need to *use wrongly / be careful with* hot irons.
- 3 Some heaters and cookers *can burn you / put out* fires.
- 4 It's *good to have / Don't keep* emergency numbers next to the phone.

## PROJECT

A safety leaflet

In small groups, write a leaflet about safety at home.

- Choose a title for your leaflet.
- Think of some ways to stay safe at home.
- Find some pictures.
- Choose a good design.
- Put it all together.
- Present your leaflet to another group. Take turns.

# REVIEW 2 UNITS 5–8

## VOCABULARY

### 1 Choose the correct word to complete the sentences.

- 0 The *ferry* / plane arrived at the airport at ten thirty.
- 1 It's dark in here. Can you turn on the *lamp* / *pillow*?
- 2 Don't walk on the *ceiling* / *floor*. The paint is wet.
- 3 My dad's a *mechanic* / *farmer*. He keeps sheep and cows.
- 4 That's a beautiful *palace* / *statue* of two children.
- 5 I keep my *diary* / *passport* in my bag. I like to write in it every day.
- 6 It's very cold in here. Can you lend me a *carpet* / *blanket*?
- 7 There are lots of *bosses* / *customers* in the shop today. It's very busy.
- 8 We usually travel to London by *staff* / *coach*. It's cheaper than the train.

### 2 Match the verbs to the nouns.

- |         |              |
|---------|--------------|
| 1 ride  | a a blog     |
| 2 cross | b pictures   |
| 3 join  | c a bike     |
| 4 stay  | d a club     |
| 5 play  | e a match    |
| 6 write | f a river    |
| 7 draw  | g at a hotel |


### 3 Match the words in the box to the sentences.

blanket   building   cook   cupboard  
 map   office   ~~shop assistants~~   square  
 stairs   suitcase   tourists

- 0 These people help you in a shop. *shop assistants*
- 1 You can keep things in here.
- 2 You can find places in a city on this.
- 3 These are people on holiday.
- 4 Your school and your house are examples of this.
- 5 People work in this place.
- 6 This person does a job preparing food.
- 7 You can go up and down these.
- 8 You can pack your clothes in this.
- 9 This keeps you warm.
- 10 This is an open space in a town or city.

## GRAMMAR

### 1 Choose the correct words to complete the sentences.

- 0  Your birthday party was great. *Do* / *Did* everyone have a good time?
- 1 I went with my friends to the mountains and we *climb* / *climbed* the hill.
- 2 Yesterday was my birthday and I *had* / *got* a computer.
- 3 Please, can you bring *something* / *somewhere* to the picnic?

### 2 Correct the mistakes in the sentences.

- 5 Last summer, I went to the United States. Some days it was hot but on others it rain.
- 6 Today, we watched a football game but my sister don't like it very much.
- 7 At my party, I danced, singed and ate and drank a lot of things.
- 8 I didn't do nothing special.

### 2 Write the past simple of the verbs.

- 0 come     came
- 1 begin     \_\_\_\_\_
- 2 buy        \_\_\_\_\_
- 3 catch     \_\_\_\_\_
- 4 fly         \_\_\_\_\_
- 5 give        \_\_\_\_\_
- 6 meet       \_\_\_\_\_
- 7 sleep      \_\_\_\_\_
- 8 swim      \_\_\_\_\_
- 9 ride        \_\_\_\_\_
- 10 take      \_\_\_\_\_

### 3 Make sentences or questions about the past.

- 0 they / come / yesterday?  
*Did they come yesterday?*
- 1 I / not / see / that film / last night.
- 2 They / can / cycle / 50 km / in a day.
- 3 you / get / an email / this morning?
- 4 She / not / sleep / in a tent / on her holiday.
- 5 they / clean / their classroom / last week?
- 6 He / travel / to India / last winter.
- 7 We / not / stay / in a hotel / in London.
- 8 she / have / a computer / in her room?

## READING

1 For each question, choose the correct answer.

1

Petra

Munich's great! Yesterday, we did some shopping after we finished sightseeing. Today, we went to a lake to do water sports. How's your holiday going?

Bella



What did Bella do first?

- A sightseeing
- B water sports
- C shopping

2

**School trip to London, 26th June.**

Put your names here if you want to come.  
£25, including coach tickets and lunch.

Please pay Miss James by 28th May.

- A Students need to ask Miss James for information about the trip.
- B Students need to bring something for lunch on 26th June.
- C Students don't need to pay for the school trip until 28th May.

3



Why did Vicky write this message?

- A to say where Stella can catch the bus
- B to ask Stella for some help
- C to tell Stella how to get to the park

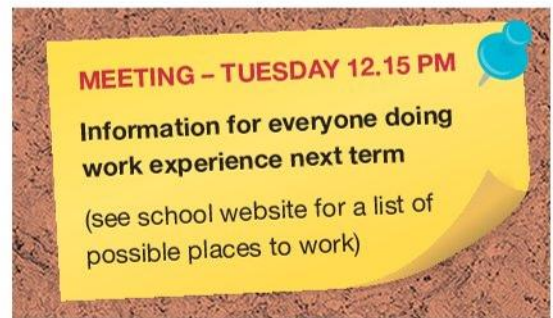
4

**Hilltop Hotel**

Swimming pool free for hotel guests – £5.00 for everyone else.

- A Everyone who wants to swim needs to pay £5.00.
- B Only hotel guests can use the swimming pool.
- C People staying here don't need to pay to swim.

5



This notice tells students

- A when they can find out about doing work experience.
- B about a change in the time of an important meeting.
- C to let the school know about their work experience plans.

6



What does Liam want to know?

- A what he should bring.
- B where they are going.
- C who is coming camping.

## SPEAKING

1 Put the words in order to make questions.

- 1 live / you / flat / house / or / a / do / in / a / ?
- 2 rooms / home / how / your / there / many / are / in / ?
- 3 you / do / brothers / sisters / and / have / how many / ?
- 4 big / bedroom / or / your / is / small / ?

In pairs, ask and answer the questions. Take turns to speak.

2 In pairs, talk about your room. Take turns to speak.

Tell me about your room.

The walls are white and the carpet is blue. There are some shelves with ...

# 9

# CLOTHES AND FASHION

## ABOUT YOU

What clothes do you like wearing in summer and in winter?  
 What are your favourite clothes? Why?  
 What colour are they?

## VOCABULARY AND READING

### Clothes

1 Match the photos of clothes A-L to the words in the box.

EP

boots cap gloves jumper  
 scarf socks suit  
 sunglasses swimming costume  
 swimming shorts tie trainers



69 Listen and check. Then repeat.

2 Look at the photos. Who is wearing **pale** yellow clothes and who is wearing **bright** yellow clothes?

EP



- Which clothes in Exercise 1 are:  
 bright red?      pale blue?      bright blue?  
 pale grey?      black and purple?      black?  
 pink?      pale green?
- Find pale and bright things in the classroom. Tell your partner.
- Read the blog and match the clothes A-L in Exercise 1 to the people.
- What are their best buys? Who doesn't have a best buy?
- Read the blog again and answer the questions.
  - When did Samuel get his boots?
  - Did Megan need the jumper for her holiday?
  - Why did Ed get a suit and tie?
  - How is Isaac's holiday different from Megan's?
  - Amelia bought a swimming costume. Who else got one?
- Think back over the last few months. What was your best buy? Tell your partner.

# WHAT'S YOUR BEST BUY?



Tell us about your cool clothes!

**Samuel08**

March 22 at 11.06



I just love clothes! My best buy last year was a pair of bright red boots. Cool! I wanted to get some like my brother's. His are green, but now I like mine best. I'm wearing them right now.

**Megan33**

March 22 at 12.30



I got my best buy yesterday! My parents bought me warm things for my skiing holiday – socks, gloves and a scarf. Then I saw an amazing black and purple jumper with pockets. I don't really need it, but I bought it anyway.

**Ed14**

March 22 at 13.13



Your clothes sound amazing! Mine are all so boring! Dad takes me shopping, and he buys me what *he* likes. Yuk. Last week he bought me a pale grey suit and a pale green tie for my cousin's wedding! They're just like his! Can you believe it! You're both so lucky.

**Isaac60**

March 22 at 13.25



Tell your dad it's great he wants to buy your clothes for you, but say *you* want to choose them sometimes. I got things for a holiday. I got pale blue swimming shorts and sunglasses. Oh, and black trainers – the best thing is a bright blue cap!

**Amelia55**

March 22 at 14.20



What great clothes – except the suit (sorry, Ed!). My sister and I always like the same clothes and our best buys last summer were swimming costumes! Mine is pink and hers is green. They look great!

## GRAMMAR

### Pronouns and determiners

1 Complete the sentences with the pronouns below.

hers his mine ours theirs yours

Determiners	Pronouns
They're <b>my</b> trainers.	They're <u>mine</u> .
Are they <b>your</b> swimming shorts?	Are they _____?
It's <b>his</b> jumper.	It's _____.
Are they <b>her</b> gloves?	Are they _____.
It's <b>its</b> blanket.	-
It's <b>our</b> clothes blog.	It's _____.
They're <b>their</b> swimming costumes.	They're _____.

### GRAMMAR REFERENCE AND PRACTICE PAGE 146

2 Find all the pronouns in the blog in Exercise 5.

3 Complete the sentences with pronouns.

- I'm sure those gloves are mine. I bought them yesterday.
- Hey you two, are these caps \_\_\_\_\_? I found them under the table.
- I hate going shopping for jackets with Ed. He doesn't like pockets on \_\_\_\_\_, but most jackets have them.
- Samuel bought red boots not green ones, so I don't think those green boots are \_\_\_\_\_.
- Megan and Isaac both love the colour grey, so I'm sure those grey scarves are \_\_\_\_\_.
- Are all these \_\_\_\_\_? We've got so many clothes!
- Excuse me. Are these sunglasses \_\_\_\_\_? I think you dropped them.

4 Correct the mistakes in the sentences.

- You can borrow me book.
- I think you can buy a pair of trainers like my.
- I like it because it colour is bright blue.
- The cap isn't my. It's my brother's.
- The clothes on the bed are all your.

5 Work in small groups. Ask and answer questions about the things you have on your desk. Use these words to help you.

Is this yours?  
Yes, it's mine.  
No, it isn't mine. It's his / hers / yours / theirs.  
It's long and thin and it's bright green. It's a crayon and you use it to draw and colour in.

Is this your textbook?

Yes, it's mine.

Are these pens yours?

No, they're not mine. They're hers.

## READING

- 1 Look at the photos A–E. Which item of clothing do you like the best? Why?
- 2 Read the article and match the photos A–E to the paragraphs 1–5.

THEY'RE MADE OF ...

# WHAT



Are you wearing a pair of leather boots? Is your jumper made of wool? Are your shorts made of cotton? Sorry, that's not cool! You need to wear clothes made of something else.

A



B



71

**1** What do you do with your old tin cans? Do you recycle them? What happens to them next? Well, some people use them to make clothes. This dress is made of metal from old food cans. It looks good, but maybe it's a bit noisy when you move.

**2** Cork comes from the outside of some trees in countries like Portugal and Spain. We usually find corks in the top of bottles, but you can use cork for other things too. Did you know you can use it to make clothes, handbags, hats and shoes? It's very popular in the big fashion houses.

**3** What do you do with your plastic knives and forks after your picnic? Do you recycle them? Do you collect them? Some people do. In fact, they make jewellery out of them. Can you believe it? This designer has made hers into an amazing hat.

**4** This dress won a prize in the yearly Toilet Paper Wedding Dress contest! You need a lot of toilet paper and, of course, you don't want to go out in the rain when you're wearing it.

**5** Everyone needs shoes and lots of people drive cars. When you change your car tyres, why not use the old ones to make ... shoes! They are easy and cheap to make, and they don't look bad.

D



E



C



- 3 Read the article again and choose the correct answer.

The article is about:

- a what to do with old clothes and jewellery.
- b making things to wear out of unusual things.
- c how to make cheap clothes and jewellery.

- 4 Now answer these questions.

- 1 What is the dress in photo B made of?
- 2 What can you make with cork?
- 3 What is the hat in photo A made of?
- 4 Why should you be careful when you wear the dress in photo C?
- 5 What are tyres usually used for?



### TALKING POINTS

Would you like to wear any of the clothes and jewellery from the article? Why? / Why not?

What do you do with your old clothes when you don't wear them anymore?

# VOCABULARY

## Materials

1 Match the photos A-F to the words in the box.

EP

cork    cotton    leather  
metal    plastic    wool



72 Listen and check. Then repeat.

2 Read the article on page 60 again. Find the words in exercise 1 and underline them.

3 What other unusual things can we use to make clothes, shoes or jewellery? What are your clothes and shoes made of?

*We can make shoes from plastic.  
My jeans and socks are made of cotton, my shoes are made of leather and my jumper is made of wool.*

## PRONUNCIATION

Words beginning with /s/, /ʃ/, /tʃ/

4 Look at the words and think about the first sound. Put the words into the correct columns.

change    cheese    chilli  
sea    shirt    shoes    shorts  
socks    suit

/s/ sick    /ʃ/ shower    /tʃ/ chair

73 Listen and check. Then repeat.

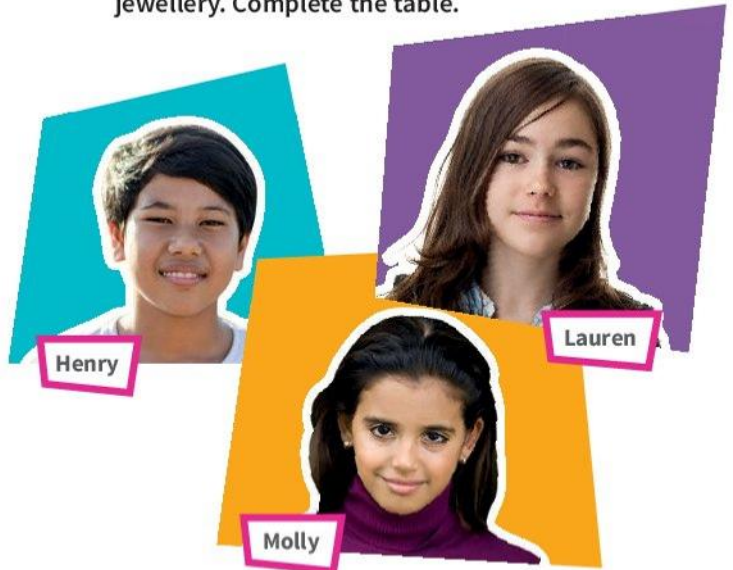
5 Now say this!

*She sees six socks and seven shirts in the suit shop.*

# LISTENING

74

1 Listen to three people talking about their ideas for unusual things to use to make clothes or jewellery. Complete the table.



	What is it?	What is it made of?
Henry		
Molly		
Lauren		

74

2 Listen again. Complete the sentence three times: once for Henry, once for Molly and once for Lauren. Choose *clothes* or *jewellery*.

**Henry:** It's a really good idea to make *clothes / jewellery* out of \_\_\_\_\_ because you've got \_\_\_\_\_ when you \_\_\_\_\_.

**Molly:** It's a really good idea to make *clothes / jewellery* out of \_\_\_\_\_ because you've got \_\_\_\_\_ when you \_\_\_\_\_.

**Lauren:** It's a really good idea to make *clothes / jewellery* out of \_\_\_\_\_ because you've got \_\_\_\_\_ when you \_\_\_\_\_.

3 In pairs, describe your idea for clothes made of unusual things.

It's a really good idea to ...

# SPEAKING

1 Work in pairs. You are at a fashion show. Take turns to describe what your partner is wearing, what colour the clothes are and what they are made of.

And this is Richard. Today he's wearing dark blue cotton trousers, bright red cotton socks and pale blue sandals made of cork. His shirt is ...

# 10 BUYING THINGS



## ABOUT YOU

Where do you do most of your shopping: online or in the shops? Which is better? What do you buy online and what do you buy in shops? Why?

## What kind of shopper are you?

Choose *yes* or *no* and find out.

## VOCABULARY AND READING

### Buying and selling

1 Match photos A–H to the words in the box.

bill cash discount price  
purse receipt sale wallet

75 Listen and check. Then repeat.

2 Do the shopping quiz. Do you agree with the statements? Choose *yes* or *no* for each sentence.

3 Now check your answers on page 124.

4 In pairs, discuss your answers. Which of you:

- 1 buys more online than in the shops?
- 2 sometimes checks the bill?
- 3 usually shops in the sales?
- 4 carries cash in their purse or wallet?
- 5 never asks shop assistants anything?
- 6 spends more on clothes than their friends?

5 Put the words from Exercise 1 into the correct columns.

Countable nouns (C)      Uncountable nouns (U)

1	I look at the price before I buy expensive things, like some shoes.	Yes / No
2	I'm not interested in any discounts. I want to buy the best.	Yes / No
3	I make sure I keep a few receipts from my shopping.	Yes / No
4	I don't buy much in the shops, only a few things a month.	Yes / No
5	I usually buy a lot of T-shirts and tops in the sales.	Yes / No
6	I often ask the shop assistant for some advice on what to buy.	Yes / No
7	I always check the bills when I eat in cafés or restaurants.	Yes / No
8	I never have any cash in my wallet or purse. I spend money quickly.	Yes / No
9	I don't buy CDs, but I share a lot of music with my friends.	Yes / No
10	I spend a bit of time every week looking at clothes online.	Yes / No

# GRAMMAR

*some, any, a lot of, a few, a bit of*

- 1** Read the sentences from the quiz. Then complete the rules with *countable*, *uncountable* or *countable and uncountable*.

I look at the price before I buy expensive things, like **some** shoes.

I often ask the shop assistant for **some** advice on what to buy.

I'm not interested in **any** discounts.

I never have **any** cash in my wallet or purse.

I usually buy **a lot of** clothes, like T-shirts and tops, in the sales.

I share **a lot of** music with my friends.

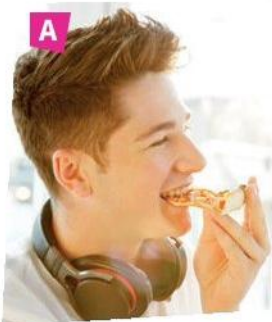
I make sure I keep **a few** receipts from my shopping.

I spend **a bit of** time looking at clothes online.

- 1 We use **some** in positive sentences with \_\_\_\_\_ nouns.
- 2 We use **any** in negative sentences with \_\_\_\_\_ nouns.
- 3 We use **a lot of** in positive sentences with \_\_\_\_\_ nouns.
- 4 We use **a few** in positive sentences with \_\_\_\_\_ nouns.
- 5 We use **a bit of** in positive sentences with \_\_\_\_\_ nouns.

## » GRAMMAR REFERENCE AND PRACTICE PAGE 147

- 2** Match the photos A-D to the sentences.



- 1 He's got **a bit of** pizza.
- 2 He's got **a few** books.
- 3 He's got **a lot of** pizza.
- 4 He's got **a lot of** books.

- 3** Look at the photos. Complete the sentences with *a bit of*, *a few* or *a lot of*.



- 1 There are \_\_\_\_\_ socks on the bed.
- 2 There's \_\_\_\_\_ cake left.
- 3 There are \_\_\_\_\_ eggs in the fridge.
- 4 There are \_\_\_\_\_ books on the shelf.
- 5 He's got \_\_\_\_\_ money in his wallet.
- 6 I only ate \_\_\_\_\_ breakfast this morning.



## PRONUNCIATION

Weak forms: /ə/



- 4** Listen and repeat.

- 1 Can I have a bit of your burger?
- 2 He took a few photos.
- 3 A lot of people came.

- 5** In pairs, take it in turns to read the answers from Exercise 3.



- 6** Correct the mistakes in the sentences.

- 1 Please can you bring a pencils for drawing.
- 2 I want to buy a clothes. Can you help me?
- 3 I'm phoning to tell you a few good news.
- 4 You only need to bring a shorts and a T-shirt.
- 5 I'm sorry, but I haven't got some cash.



- 7** Write six sentences about your shopping habits using *some*, *any*, *a lot of*, *a few* or *a bit of*.

In pairs, compare your sentences and check you are using the grammar correctly. Are any of your partner's statements true for you?

## READING

- 1 What ideas can you think of for an online business? Discuss your ideas with a partner.
- 2 Look at the photos of the two young business people. Read and complete the information:

1	2
NAME: .....	NAME: .....
COUNTRY: .....	COUNTRY: .....
NAME OF BUSINESS: .....	NAME OF BUSINESS: .....
TYPE OF BUSINESS: .....	TYPE OF BUSINESS: .....

# TWO YOUNG ENTREPRENEURS TO WATCH



**Cory Nieves**, or Mr Cory, is from the United States. He started his business when he was six years old because he was tired of getting the bus to school. He wanted to make some money to help his mum, Lisa, buy a car. First, Mr Cory sold hot chocolate in front of his home in New Jersey. He did well, and he began to sell other things too, like lemonade and cookies. Mr Cory and his mum tried a lot of different recipes for cookies. Then, one day they baked some perfect chocolate chip cookies. Now they bake a lot of different cookies and sell them on his website [mrcoryscookies.com](http://mrcoryscookies.com). You can also buy them from shops. The cookies are all natural, and Mr Cory and his mum still try the recipes at home before they sell them to customers. Mr Cory also works with organisations that help young people in the United States.



**Bella Tipping** is Australian. She got the idea for her website while she was on holiday with her family in the US, when she was 12 years old. Bella and her mum talked about their experience. Her mum said the vacation was great. When Bella didn't agree her mum was really surprised. Bella said a lot of things in the hotels and restaurants were for adults not children. The places didn't think about what children wanted or needed. So, Bella started her website called Kidzcatonz, where children can post their reviews of hotels and restaurants. Now, when families are planning their holidays and looking for places to stay and eat, they can look at the Kidzcatonz website first to see which places are best for children.



- 3 Read the articles again and answer the questions.

- 1 Why did Cory want his mum to buy a car?
- 2 What did Cory sell before he sold the cookies?
- 3 What kind of cookies did they make first?
- 4 What do Cory and his mum still do?
- 5 How old was Bella when she had the idea for Kidzcatonz?
- 6 What surprised Bella's mum after the holiday?
- 7 What was the problem with the hotels and restaurants?
- 8 How can families use Kidzcatonz?



### TALKING POINTS

Which do you think is a better idea: Mr Cory's Cookies or Kidzcatonz? Tell your partner.

## VOCABULARY

### Phrases with *for*

#### 1 Look at the sentences with *for*.

- EP** Cory sells his cookies **for just over a dollar each**.  
People often buy cookies **for parties**.  
People can order cookies online **for the next day**.  
Cory is well-known **for his website** Mr Cory's Cookies.  
What's British English **for 'cookies'**?

Match the **phrases with *for*** to the meanings:

- |                  |            |
|------------------|------------|
| 1 time           | 4 occasion |
| 2 the meaning of | 5 reason   |
| 3 payment        |            |

#### 2 Now match the two halves of the sentences.

- |                               |  |
|-------------------------------|--|
| 1 People don't pay            | a for 'vacation'?                          |
| 2 Australia is famous         | b for her 14th birthday.                   |
| 3 Let's book a table          | c for its beaches and amazing countryside. |
| 4 What's another word         | d for the information on Bella's website.  |
| 5 Bella went out with friends | e for lunch.                               |

#### 3 Complete the sentences. Use the words and phrases in the box.

entrepreneur   its tasty cookies   her birthday  
tomorrow   two pounds

- How many oranges can I buy for \_\_\_\_\_?
- I want to buy my sister some jewellery for \_\_\_\_\_.
- This shop is famous for \_\_\_\_\_.
- You need to do your English homework for \_\_\_\_\_, please.
- What's the word in your language for \_\_\_\_\_?

## LISTENING



#### 1 For each question, choose the correct answer.

- Two friends are talking at the shopping centre. Why is the boy at the shopping centre?  
**A** His computer's not working.  
**B** He wants to visit a new shop.  
**C** He always gets his shopping there.
- A boy, Adam, is talking about shopping. What did he buy?  
**A** some fruit  
**B** a dog  
**C** some bread
- A woman is talking to her daughter about a present for her son, Matt. What is the present?  
**A** something for Matt to wear  
**B** something that Matt asked for  
**C** something Matt needs for school
- Two friends are talking at one of the friend's houses. What is the boy doing?  
**A** He's reading his homework diary.  
**B** He's looking at websites.  
**C** He's doing his homework.
- A teacher is talking to the class about a school trip. What is he telling them to do?  
**A** get to school early  
**B** bring T-shirts  
**C** wear warm clothes

## WRITING



### PREPARE TO WRITE

#### A story

**GET READY** You're going to write a story about a problem you had buying something online, beginning with this sentence: *I wanted to buy a \_\_\_\_\_, so I looked on the internet. I found one on this fantastic website and ...*. Read the story about Chris and his jacket on page 124. Find and underline these words in the story: *after that, after (two weeks), (six days) later* and *finally*.

**PLAN** In your story, you tried to buy something online and there was a problem. Read the questions and make notes.

- |   |  |
|---|--|
| 1 What did you want to buy? Describe it and say why you liked it. | 4 What happened when it arrived? What was wrong with it? |
| 2 How did you buy it? Did you use cash?                           | 5 What did you do?                                       |
| 3 How long did it take to arrive?                                 | 6 What happened at the end of the story?                 |

**WRITE** Write your story in about 50 words. Try to link the events in your story with the words *after that, after, later* and *finally*. Start with the sentence in *Get ready*.

**IMPROVE** In pairs, read your own story and your partner's. Check for mistakes. Give your partner two ideas to make their story better. Use your partner's advice and rewrite your story.

# CULTURE

## SHOPPING

- 1 In pairs, discuss the questions with your partner.
  - 1 Is your home or school near a shopping centre, farmers' market or charity shop?
  - 2 How are small shops and shopping centres different?
- 2 Read about shopping in different countries. Where do you do your shopping?

### FACTFILE

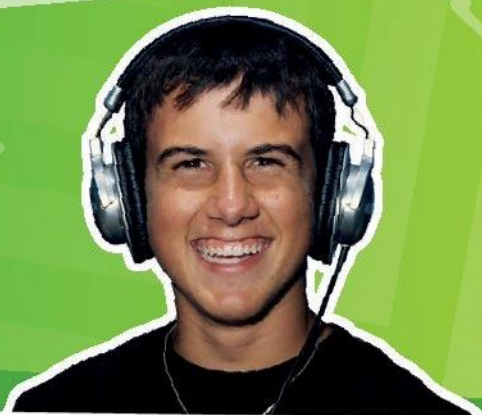
### Shopping

Shopping is an important part of people's lives. People often want to buy different things at good prices. In English-speaking countries, these types of shops are popular:

- ★ **Charity shops:** People give these shops clothes, books and other things they don't use or want anymore. These shops then sell these things to other people. Charity shops give the money they make to help others.
- ★ **Farmers' markets:** In these markets, farmers sell fruit, vegetables, cheese, honey and other local items.
- ★ **Shopping centres:** These are big, modern buildings with lots of shops and places to eat. In the United States, shopping centres are called 'malls'.

## SHOPPING SURVEY

We asked three teens in three different countries 'Where do you do your shopping?' Here are their answers.



**1** Mark, age 14  
Seattle, USA

**Where:** Northgate Mall, near Seattle  
**Why?** I shop at Northgate Mall because there are lots of different stores and places to eat. I like listening to music and there is an excellent choice of **technology** stores in the mall. I also like Northgate Mall because it is near my house and I can walk or cycle there. I don't have a lot of pocket money, but I don't mind because I can look at things in different shops and go **window shopping!**

**2** Karen, age 13  
Dublin, Ireland

**Where:** Charity shops on Camden Street, Dublin  
**Why?** I haven't got a lot of pocket money, so I need to shop carefully. Every **penny** counts! One way I save money is shopping at charity shops. I love going shopping in Dublin and I really love Camden Street. Some of the charity shops only have clothes people **donate**, but others have jewellery, other **accessories** and furniture.



**3** Darren, age 13  
Ta' Qali, Malta

**Where:** Farmers' Market near Mdina  
**Why?** I love cooking and sometimes I go with my mum and dad to the Ta' Qali Farmers' Market to get fresh fruit and vegetables. The food at the market is from **local** farms and my parents say the prices are great. We buy special Maltese honey at the Farmers' Market for making sweets. I have yoghurt, fruit and honey for breakfast every morning.



**3** Match the texts (1–3) in Exercise 2 to the photos (A–C).



**4** Read the texts again. Are the sentences right (✓) or wrong (X)?

- 1 There are not a lot of technology stores at the mall.
- 2 Mark walks or cycles to the mall.
- 3 Karen likes shopping in Camden Street in Dublin.
- 4 Charity shops only sell clothes.
- 5 The Farmers' Market in Ta' Qali sells food from local farms.
- 6 Darren likes eating honey and yoghurt in the morning.

**5** Complete the sentences with the **highlighted** words in the texts.

- 1 When I go to the centre of town, I love going \_\_\_\_\_. I don't buy anything but I look at lots of products.
- 2 I like buying \_\_\_\_\_ fruit and vegetables at the Farmers' Market. That way, I help small businesses and farmers from the area.
- 3 I'm taking some clothes to the charity shop to \_\_\_\_\_ them.
- 4 I love shopping for hats, scarves, sunglasses and other \_\_\_\_\_.
- 5 I need to save every \_\_\_\_\_ of my pocket money to buy a concert ticket next month.
- 6 I need a new phone. This afternoon my mum is taking me to a \_\_\_\_\_ store to see some different phones.



### TALKING POINTS

Do you ever shop at any of the places in the survey?  
Where is your favourite place to do your shopping? Why?



**6** Listen to Gemma talking to two people about shopping. Tick the correct answers.

- 1 Leo likes shopping ...
  - a at charity shops.
  - b at the Farmers' Market.
  - c at the shopping centre.
- 2 Gemma's mum likes shopping ...
  - a at charity shops.
  - b at the Farmers' Market.
  - c at the shopping centre.



**7** Listen again and match the two halves of the sentences.

- |                                 |   |
|---------------------------------|---|
| 1 Leo is ...                    | a window shopping at the shopping centre. |
| 2 Leo likes ...                 | b three times a week.                     |
| 3 Leo goes shopping ...         | c fruit and vegetables.                   |
| 4 Leo sometimes buys            | d music magazines.                        |
| 5 Gemma's mum goes shopping ... | e 13 years old.                           |
| 6 She likes ...                 | f cheese.                                 |
| 7 She always buys ...           | g the local products and the prices.      |
| 8 Gemma and her dad love ...    | h at weekends.                            |

## PROJECT

A survey

In small groups, prepare and carry out a shopping survey.

- Think of five or six questions for your shopping survey. Ask questions about:
  - Where people shop
  - Why they shop there
  - When they shop
  - What they buy
- Write down the shopping survey questions.
- Compare your questions with another group's questions.
- Ask members of a different group your questions and record the results.
- After school, ask two friends in another class or family members about where they shop.
- Tell the class what you found out.

# 11

# EATING OUT

## VOCABULARY

AND

## READING

### Food

1 Look at the restaurant advertisements. Match the things in the photos A–M to the words in the box.

EP

burger chicken legs cola cream fresh vegetables grapes lemonade mineral water  
pasta with tomato sauce mushroom salad soft drinks strawberry



### ABOUT YOU

How often do you eat out?

Which do you prefer – restaurant food or home-cooked food?

What is 'fast food'? Do you ever eat it?

**Pizza PALACE**

Come and have your party here in our party room – space for 30 people!

**Party Menu**

— PIZZAS —  
Cheese and tomato, Mushroom

or

— PASTA —  
with tomato sauce

•

— DESSERT —  
Ice cream, (vanilla, chocolate or strawberry) – eat as much you want!

•

— SOFT DRINKS —  
Orangeade, lemonade, cola

**PRICE £10.00 per person**

Call us six months before your party to book – we are very popular!  
**Birthday cake available.**

**EASY BURGERS**

Fantastic party room – 30 people

We play all your favourite music videos while you eat!

**PARTY MENU** PRICE £13.00 PER PERSON

**Main course**

Chicken legs  
Fresh vegetables or salad  
Burger  
Rice or chips

**DESSERT**

Fruit salad and cream  
Cheesecake

**DRINKS**

Fruit juice or lemonade  
Mineral water

**Our parties are very popular – book six months before your birthday.**

**ORDER OUR CHEF'S AMAZING BIRTHDAY CAKE.**

2 Complete the phrases with one or two food words from the food in the menus in Exercise 1.

a bowl of \_\_\_\_\_ a piece of \_\_\_\_\_  
a glass of \_\_\_\_\_ a slice of \_\_\_\_\_  
a bottle of \_\_\_\_\_ a plate of \_\_\_\_\_

3 Look at the menus in Exercise 1 again. In pairs, say which foods you like and don't like. Then say what you'd like to eat or drink right now!

I like salad.

Me too.

I want to eat a bowl of fruit salad now.

4 Read the advertisements again. Are the sentences right (✓) or wrong (X)?

- The party room at Pizza Palace is smaller than the one at Easy Burgers.
- You can watch something while you eat at Easy Burgers.
- The food at Easy Burgers looks healthier.
- Pizza Palace is more expensive than Easy Burgers.
- The menu at Easy Burgers is longer than the one at Pizza Palace.
- Easy Burgers and Pizza Palace are both popular.



## READING

- 1 Look at the title of the article and the photos. Where do you think the food in the photos comes from? Read the article quickly and compare your ideas with your partner's.



# STREET FOOD AROUND THE WORLD



1 In lots of countries around the world street food is very popular. In India, you can get different kinds of **curry** made with meat or with vegetables and lots of **chilli**. On the streets of Thailand, you can get fish soup, **omelettes**, rice or **noodles** and **grilled meat**. For dessert, you can have fried bananas, fresh fruit **pancakes** or Thai **sweets**. Mexico is famous for its wonderful tacos served with salsa made of green onions, cucumber and tomatoes. In Germany and Denmark, you can have meat served with bread and **fried onions**, and in France they serve lovely pancakes called **crêpes**. At the seaside in many countries, people eat **chips**, ice cream or **seafood**.

2 In many ways, street food is better than restaurant food. It's much cheaper, and you know it's fresh because you watch the chef prepare and cook it in front of you. It's also more fun to eat – you can use your hands and not worry about what the waiter thinks of you! People often buy and eat food outside at music festivals and at sports events like football matches. There are also street food festivals in many cities. People can try new food from around the world at these festivals.

- 2 Read the article again and answer the questions.

- 1 Which countries are famous for street food? What kind of street food do they have?
- 2 What three things does the writer like about street food?
- 3 At what sort of events do people eat street food?
- 4 What happens at street food festivals?

- 3 Do you agree with the writer that street food is better than restaurant food? Why / Why not?

## VOCABULARY Food

- 1 Match the photos A–J to the **words** in paragraph 1 in the article.

EP



## TALKING POINTS

07 Watch the video. Ask and answer the questions with a partner.

Would you like to try any of the street food in the photos? Why / Why not?

Which street foods do you have in your country?

What's your favourite street food?



## PRONUNCIATION

/ʌ/ and /ɒ/



2 Listen to the words in the box and repeat them. Listen to the sound of the underlined letters. Then put the words in the correct columns – /ʌ/ or /ɒ/.

coffee	cup	horrible
lovely	much	mushroom
omelette	one	onion
want	what	

/ʌ/	/ɒ/
cup	coffee



Listen and check. Then repeat.

## LISTENING



1 Listen to a boy speaking to his friend Nadia. What does he want Nadia to do?

**STREET FOOD FESTIVAL**

1 Date: 28th and 29th \_\_\_\_\_

2 WEBSITE: WWW. \_\_\_\_\_ .COM

3 Ticket prices: Adults: £10. Under 16s: £ \_\_\_\_\_

4 Times: \_\_\_\_\_ am to midnight

5 Address: Market Square on \_\_\_\_\_ Avenue

6 How to get there: Bus number \_\_\_\_\_ or \_\_\_\_\_

2 In pairs, practise saying these dates, prices, numbers and times. Write some more and test your partner.

3rd July	28th June	£8.50	£2.50
74	89	2 o'clock	11.30 am



3 Listen again and complete the notes.



## SPEAKING



1 Listen to a girl talking to a food seller at the street food festival. What does she order?

2 Complete the conversation from Exercise 1.

**Girl:** Excuse me, what are you selling?

**Seller:** It's called paella. It's from <sup>1</sup>\_\_\_\_\_. It's made with seafood, <sup>2</sup>\_\_\_\_\_, vegetables and <sup>3</sup>\_\_\_\_\_.

**Girl:** Oh. What's it like?

**Seller:** It's <sup>4</sup>\_\_\_\_\_! Would you like to try some?

**Girl:** Yes, please. How <sup>5</sup>\_\_\_\_\_ is it?

**Seller:** It's £4.50 for a small plate or <sup>6</sup>£ \_\_\_\_\_ for a large plate.

**Girl:** I'll have a small plate, please.

**Seller:** That's £4.50, please.

**Girl:** Here you <sup>7</sup>\_\_\_\_\_.

**Seller:** Thanks. I hope you <sup>8</sup>\_\_\_\_\_ it!



Listen again and check. Then in pairs, practise the conversation.

3 Work in pairs. Imagine you are at the street food festival. Student A, ask about and order the food in photos A–C. Student B, answer Student A's questions. Then swap roles and ask and answer about the food in photos D–F. Student A see page 126. Student B see page 125.



Barbecue



Aloo Tikki



Shish kebab



Yakisoba



Zapiekanka



Ponchiki



# 12 THE LATEST TECHNOLOGY

## ABOUT YOU

08 Watch the video, then ask and answer the questions in pairs.

- What technology do you use?
- How many hours a day do you spend online?
- How often do you chat to your friends online?

## VOCABULARY AND READING

### Technology

1 Match the photos A–L to the words in the box.

EP e-reader fitness tracker games console headphones keyboard laptop mouse printer screen smartphone speaker tablet

87 Listen and check. Then repeat.

2 In small groups, ask and answer these questions.

- How many things with screens are there in your home?
- What are they, and whose are they?
- How many printers/speakers/games consoles are there? Where are they in your house?
- Have you got a smartphone? If so, what kind?

3 Read the facts about technology. Write *K* if you *knew* the information already, *S* if the information *surprises* you and *W* if it *worries* you. Then compare your answers with a partner.

4 In pairs, ask and answer the questions.

- Which of the facts surprises you the most?
- Which of the facts worries you the most?



## DID YOU KNOW...?

The most popular games console of all time is the PlayStation 2.

Having problems falling asleep? Looking at the screen on your smartphone, laptop or tablet before bed is one of the worst things you can do. The blue light keeps you awake.

South Korea has the fastest internet in the world. That means it's the best place to watch a movie on your smartphone!

The world's earliest mouse was made of wood and had two wheels. You moved it with your hand.

IMDb is probably the oldest website on the internet. It began in 1990 and now has information on about 3.5 million movies.

Your keyboard is one of the dirtiest things in your home. Clean it often and wash your hands before you start typing!

Today, almost all of us have a smartphone for calling people or sending texts, and even the smallest ones are more powerful than the computers used to send Apollo 11 to the moon.

The world's largest and widest screen can show pictures up to 12 metres high and 50 metres across!

88

**1** Look at the examples of superlative adjectives. Read *Did you know ... ?* on page 72 again and find all the superlatives.

the **fastest** internet in the world      the **most popular** games console

Short adjectives				Long adjectives
one syllable	one syllable ending in e	two syllables ending in y	one syllable ending in vowel consonant	use <i>the most</i>
add <i>-est</i>	add <i>-st</i>	change y to <i>-iest</i>	double the last letter and add <i>-est</i>	use <i>the most</i> + adjective
quiet - <b>quietest</b>	nice - <b>nicest</b>	dirty - <b>dirtiest</b>	big - <b>biggest</b>	expensive - <b>the most expensive</b>

**GRAMMAR REFERENCE AND PRACTICE PAGE 149**

**2** Read the rules above and complete the table with comparatives and superlatives.

Adjective	Comparative	Superlative
<b>Regular</b>		
big	<i>bigger</i>	<i>the biggest</i>
famous	<i>more famous</i>	<i>the most famous</i>
early		
thin		
beautiful		
young		
<b>Irregular</b>		
good		
bad		

**3** Complete the sentences with the superlative form of the adjectives.

- My dad has the \_\_\_\_\_ (good) computer in our house.
- My laptop is the \_\_\_\_\_ (light) one you can buy.
- The \_\_\_\_\_ (popular) website among my friends is YouTube.
- This smartphone has the \_\_\_\_\_ (big) screen of all the ones in the shop. Do you like it?
- The \_\_\_\_\_ (bad) thing about my computer is the mouse. It doesn't work properly.
- My mum's phone is the \_\_\_\_\_ (old) one in our family.

**4** Correct the mistakes in the sentences.

- Football is the famous game in the world.
- The better time to come to my house is 5.30.
- The easier way to travel there is by bus.
- Wear the older clothes you've got to do this job.
- My room is the bigger in the house.

**PRONUNCIATION** Stress in superlatives

**5** Listen and repeat the words. Then put them into the correct column of the table.

the biggest      the cleverest  
 the friendliest      the most exciting  
 the most expensive      the nicest  
 the quickest      the worst

o0	o0o	o0oo	ooo0o
	<i>the biggest</i>		

Listen again and check.

**6** Look at the three mobile phones. In pairs, compare them. Use some of the adjectives in the box.

big/small      cheap/expensive      good/bad  
 heavy/light      thick/thin

**A:** *The High Star's battery is better than the Cloud 7's battery.*

**B:** *The Bluebird's battery is the worst.*

	High Star	Bluebird	Cloud 7
Price	£299	£355	£450
Size	115 x 58 x 9 mm	116 x 61 x 12 mm	135 x 67 x 17 mm
Weight	130 g	142 g	155 g
Easy to use	★★★★	★★★	★
Camera	★★	★★★★	★★★
Battery	★★	★	★★★

**7** Work with a partner. Go to page 124.

# The history OF COMPUTERS



205BCE

## The Antikythera Mechanism

In 1900, a group of people diving near the Greek island of Antikythera found this machine on the sea floor. For many years, no one understood what it was or how it worked. Scientists now say it was used to find out the positions of the sun, moon and stars. Many people call it the world's earliest 'computer'.

around 2,700 BCE to today

## The abacus

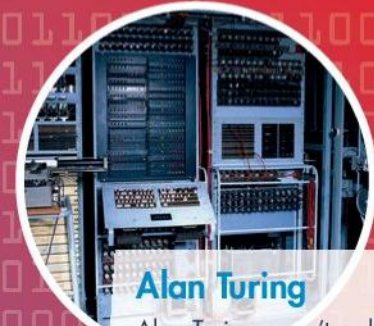
People still use abacuses today in many parts of the world, especially to teach maths to children. Of course, they are very different from modern computers, but the idea is the same – to answer difficult maths questions much more quickly than a human can.



1791–1871  
and 1815–1852

## Charles Babbage and Ada Lovelace

The modern computer was Charles Babbage's idea. The machine he wanted to build, called a 'difference engine', was special because it had all the parts that a modern computer has. It could save information and was also a kind of printer. Ada Lovelace was the first computer programmer. She had the idea for 'software' – a way of telling a computer to do different things.



1940s

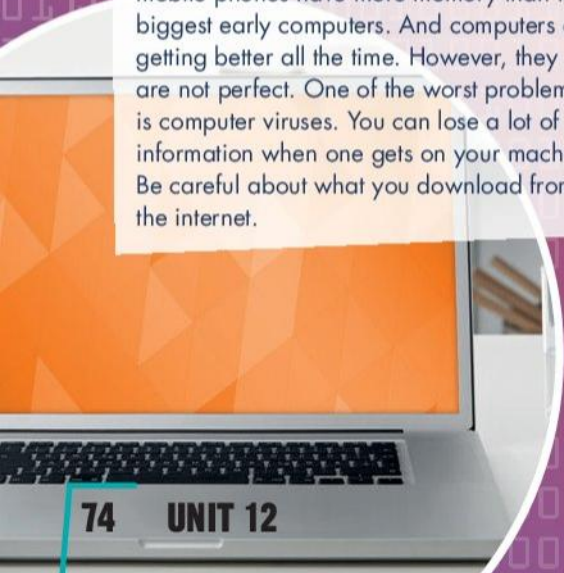
## Alan Turing

Alan Turing wasn't well known when he was alive, but he's now one of the most famous scientists of the 20th century. His ideas on computer science changed the world. He worked on the first digital computer – it was called Colossus, weighed 30 tonnes, and was as big as a large living room.

From the 1950s

## Modern computers

From the 1950s, computers got smaller, faster and cheaper. Today, the smallest mobile phones have more memory than the biggest early computers. And computers are getting better all the time. However, they are not perfect. One of the worst problems is computer viruses. You can lose a lot of information when one gets on your machine. Be careful about what you download from the internet.



## READING

- 1 Do you know the names of any early computers? Read the article once and check your ideas.
- 2 Complete the sentences with one or two words from the article.
  - 1 Some children use an abacus to learn how to do \_\_\_\_\_.
  - 2 Charles Babbage's computer had several different \_\_\_\_\_.
  - 3 The first person to program a computer was \_\_\_\_\_.
  - 4 Colossus was as big as a \_\_\_\_\_.
  - 5 Modern \_\_\_\_\_ are small but can do more than the biggest computers of the past.



## TALKING POINTS

Computers can now do a lot of clever things. But are they more intelligent than us? Why / Why not?

## VOCABULARY

### Computers and the internet

- 1 Look at the article again and find the words in the box. Match them to the definitions.

EP

digital    download    machine    memory  
save    software    virus

- This has moving parts and helps humans to do work.
- This is a part of a computer – it holds information.
- This is a dangerous computer program.
- You do this to make sure the computer keeps your work.
- This describes cameras, computers and clocks that record information as 0s or 1s.
- This means to copy information from the internet onto your computer.
- This is all the programs that make a computer do different things.

- 2 Match the verbs to the nouns. Then make sentences.

EP

buy	friends
chat	clothes
download	games
go	the internet
play	music
surf	online
visit	videos
watch	websites

*I often chat online with my cousins.*

- 3 Read the survey. Choose three or four questions and write two more of your own. Walk around the class asking your questions.

### COMPUTER SURVEY

- What sort of things do you download from the internet?
- Do you know how to stop a virus from getting onto your computer?
- How much memory has your phone got? Is it enough?
- Do you ever forget to save your work?
- How often do you chat to friends online?

- 4 Write some sentences about what you found out.

*Everybody downloads music and half the class downloads games from the internet.  
Four people sometimes forget to save their work.  
Most people chat to friends online every day.*

## LISTENING

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- 1 Listen to and read the first part of the conversation and look at Question 0. Which is the correct answer: A, B or C? Why are the other two answers wrong?

**Ella:** Nice new laptop Andy! When did you get it?

**Andy:** Yesterday. My old one broke a month ago, and last week Dad agreed to buy me this.

0 When did Andy get his new computer?

- A yesterday    B last week    C a month ago

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- 2 Listen to the whole conversation. For each question, choose the correct answer.

1 Andy's dad bought the computer from

- A a website.    B a shop.    C a friend.

2 How much did it cost?

- A £150    B £250    C £2,000

3 What does Andy want to buy for the computer?

- A a camera    B a mouse    C a printer

4 Andy doesn't use his computer to

- A do homework.    B chat to friends.

C play games.

5 What does Andy like most about the computer?

- A the keyboard    B the screen    C the speakers

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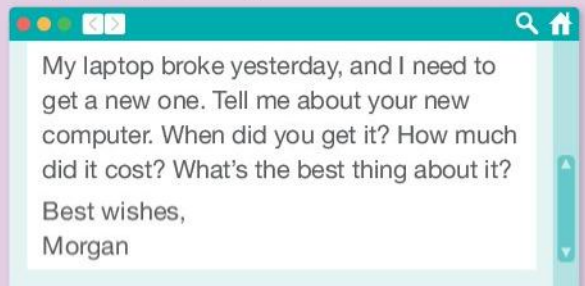
In pairs, compare your answers. Then listen again and check your answers.

## WRITING

### PREPARE TO WRITE

#### An email

**GET READY** Read the email from your friend Morgan. Why did Morgan write the email?



**PLAN** Think of an answer to each of Morgan's questions.

- WRITE** Write an email to Morgan with answers to all his questions. Begin your email with *Hi Morgan*, or *Dear Morgan*, and end it with *See you soon*, or *Best wishes*, and your name. Write 25 words or more.

**IMPROVE** In pairs, read your email and your partner's. Check that all three questions have an answer. Give your partner two ideas to make their email better. Use your partner's advice and rewrite your email.

# LIFE SKILLS ICT LITERACY

## WRITING A BLOG



### LIFE SKILLS

#### Writing a blog

A blog can help you:

- improve your computer skills
- organise your ideas
- share opinions and views with other people.

#### 1 Look at the sentences and answer the questions.

Great minds think alike.

We can learn a lot sharing our ideas, opinions and views.

There's a blog for everyone.

- 1 What do you think the sentences mean?
- 2 Do you agree with the sentences? Why? / Why not?
- 3 Do you have a blog? Do you know any bloggers?

#### 2 Look at the topics for blogs. Choose two topics you think are interesting. Share your ideas with a partner.

activities animals fashion food  
life experiences music  
special days and holidays sports travel

#### 3 Read the text quickly. Complete the article with the headings in the box. Is it easy to start a blog?

- A Stay safe!
- B Think about your readers
- C Have one day for writing

#### 4 Answer the questions.

- 1 What do you need to choose first?
- 2 Who do you need to think about?
- 3 What do platforms give you?
- 4 Before you put a blog post online, who looks at it?
- 5 Do you need to write posts every day?
- 6 What are some things we should not post online?

#### 5 Complete the sentences with the highlighted words from the text. There are some letters to help you.

- 1 I \_\_\_ o \_\_\_ o \_\_\_ a blog about sports.
- 2 Choose a topic you like and you find i \_\_\_ e \_\_\_ e \_\_\_ i \_\_\_.
- 3 To start a blog, you need to choose a p \_\_\_ a \_\_\_ o \_\_\_.
- 4 It is a good idea to write a \_\_\_ o \_\_\_ once a week.
- 5 You need to decide on your topic and \_\_\_ e \_\_\_ i \_\_\_, and think about your readers.
- 6 You need to be careful online. It is not safe to post p \_\_\_ s \_\_\_ a \_\_\_ e \_\_\_ i \_\_\_ like your address or phone number.



### TALKING POINTS

Do you think it's a good idea to start a blog? Why? / Why not?

Do you prefer reading a blog or reading a book?



#### 6 Listen to Katie and David talking about blogs. Choose the correct answers to complete the sentences.

- |                  |                      |
|------------------|----------------------|
| 1 They are at    | 2 Katie's blog is on |
| a Katie's house. | a dogs.              |
| b David's house. | b cats.              |
| c school.        | c music.             |



#### 7 Listen again. Are the sentences right (✓) or wrong (X)?

- 1 Katie's mum is at home.
- 2 Katie is in the living room.
- 3 Katie is studying for an exam.
- 4 Katie thinks starting a blog is difficult.
- 5 Katie likes music.
- 6 Katie wants to write a post about David's pets.

#### 8 Match the two halves of the sentences.



### USEFUL LANGUAGE

- 1 You're good at ...
  - 2 It isn't safe to ...
  - 3 Is your blog ...
  - 4 Ask people ...
  - 5 Do you want a lot of people ...
- a about music?  
b to follow your blog?  
c before you put photos of them online.  
d put personal information online.  
e using computers.

# DO YOU WANT TO START A BLOG?

Do you read or **follow** any blogs? What topics do you like to read about?

How about you? Have you got a blog? Why not? Now is a good time to start if your parents agree!

Follow these quick and easy steps to start your own blog.

## 1 Choose a topic for your blog

The first thing you need to do is choose a topic. What do you want to blog about? Your favourite sport, music or video games? Choose a topic you feel happy to talk about and find **interesting**. You've got a topic? Now choose a title and a **design** for your blog.

2 \_\_\_\_\_

Who's going to read your blog? Is your blog for your friends and family? Is it on a special topic you and your friends like? What is interesting about it?

## 3 Decide on a platform

There are different free platforms to start your blog. Most platforms give easy instructions on how to start. Some popular platforms are Blogger, Medium and WordPress. Take a look and decide!

## 4 Write a blog post

It can sometimes be difficult to write your first blog **post**. It's a good plan to share your ideas with close friends and family before you put your post online. Don't worry if you don't like what you put online – you can always change it later. Remember, make sure people let you use their photos or information.

5 \_\_\_\_\_

At the beginning, you can choose a day of the week to write your blog posts. It's important to write a post every week.

6 \_\_\_\_\_

Blogs can be fun, but never put your **personal details** online. Never write your address or telephone number. Remember, you need to stay safe online.



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## PROJECT

Writing a blog

In small groups, write and design a blog post:

- Choose a blog topic and think about the design for the blog.
- Write two short blog posts about the topic.
- Decide what to include with each of the posts (a photo and a link? a video?)
- Look at the design of some other blogs on a platform.
- Design how you think the posts would look on a platform.
- Share your ideas for posts and design with another group.

Don't forget, **always** check with your parents before starting a blog. Parents can help young people under the age of 13 to set up a blog.

# REVIEW 3 UNITS 9–12

## VOCABULARY

1 Complete the sentences with the words in the box.

bright    digital    discount  
download    keyboard    pocket  
tablet    wallet    wool

- 0 I really like that new digital camera.  
1 This computer was £500 last week. Now it's £425. That's a big \_\_\_\_\_.  
2 My jumper's made of \_\_\_\_\_. It's really warm!  
3 My dad gave me a \_\_\_\_\_ for my birthday. And he put £20 in it!  
4 I want to buy a new coat. I like that one, but it's only got one \_\_\_\_\_.  
5 The trainers are all too \_\_\_\_\_. I prefer pale colours.  
6 The \_\_\_\_\_ on that new computer is very small. It's difficult to see the letters.  
7 Most people \_\_\_\_\_ music from the internet these days. They don't buy CDs or records.  
8 At my new school, all the students have a \_\_\_\_\_ or a laptop. They don't have books.

2 Put the words in the correct column.

boots    cap    cola    cream  
e-reader    gloves    grapes    laptop  
lemonade    mineral water    memory  
mouse    mushroom    noodles  
omelette    scarf    screen    socks  
software    speaker    suit  
swimming costume    tie    virus

Food and drink	Clothes	Technology

3 Use the pictures to write sentences with *for*.

*I played tennis with my friend for two hours yesterday.*

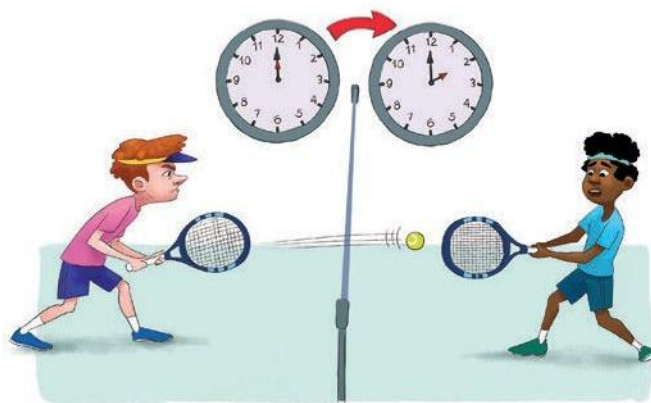
## GRAMMAR

1 Choose the correct words to complete the sentences.

- 1 I bought a new T-shirt because *my / mine* is old.  
2 Do you have *any / a* present for me?  
3 I love my room because it's *bigger / biggest* than my old room.  
4 You can find different bands and the *better / best* music at the festival.

Correct the mistakes in the sentences.

- 5 You can wear yours sports clothes.  
6 I bought a new jeans and a shirt.  
7 I bought them because they were more cheap – they cost only £5 each!  
8 It was the great holiday ever.



## 2 Complete the sentences with *a bit of* or *a few*.

- 0 Would you like *a bit of* chocolate?
- 1 I wrote the number down on \_\_\_\_\_ paper and now I can't find it.
- 2 We saw \_\_\_\_\_ people on the train today.
- 3 There are \_\_\_\_\_ advertisements in the newspaper.
- 4 That cake looks nice. Can I have \_\_\_\_\_ it please?
- 5 \_\_\_\_\_ companies have only online shopping.
- 6 That pizza smells good. I want to try \_\_\_\_\_ it. Don't you?
- 7 I've got \_\_\_\_\_ time. I can help you with your project.
- 8 He was sick and he stayed in bed for \_\_\_\_\_ days.

## 3 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- 0 Oranges are *sweeter than* lemons. (sweet)
- 00 All these books are old but this one is *the oldest*. (old)
- 1 You are always \_\_\_\_\_ me! (busy)
- 2 All the students' work is good today, but yours is \_\_\_\_\_. (good)
- 3 Football is \_\_\_\_\_ sport in the UK. (popular)
- 4 I liked your story. It was \_\_\_\_\_ mine. (funny)
- 5 Our cat is \_\_\_\_\_ it was two years ago. (thin)
- 6 That café has \_\_\_\_\_ hot chocolate in town. (bad)
- 7 The chairs in this classroom are \_\_\_\_\_ (comfortable) in the school.
- 8 The new smartphones are \_\_\_\_\_ the old ones. (clever)

## READING

### 1 Read the text and answer the question.

Tom has got three sisters – Beth, Mia and Alice. Beth is three years younger than Tom and seven years younger than Mia. Alice is the youngest. She's six years old. She's one year younger than Beth.

How old are Tom, Beth and Mia?

## LISTENING



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### 1 For each question, choose the correct answer.

- 1 Listen to two friends talking together in a shop. Why does Ruby want to buy the sunglasses?  
A She's happy with the price.  
B She likes the bright colour.  
C They're the right size.
- 2 Listen to a man and a girl talking about what they want to eat. Where are they?  
A in a café  
B at a food festival  
C in a supermarket
- 3 Listen to a boy talking to a girl about his laptop. What does the girl offer to do?  
A lend him a laptop  
B take his laptop to the repair shop  
C return a laptop she borrowed
- 4 Listen to a message in a shopping centre. What change do customers need to know about?  
A New discounts are available.  
B There is a later closing time.  
C New stores are opening soon.
- 5 Listen to a girl talking about a party. What did she like about it?  
A the food  
B the music  
C the party room

## SPEAKING

### 1 Put the words in order to make questions.

- 1 favourite / what / are / clothes / your / ?
- 2 where / like / you / do / shopping / go / to / ?
- 3 food / do / eat / you / what / to / like / ?
- 4 use / your / often / you / do / how / smartphone / ?

In pairs, ask and answer the questions. Take turns to speak.

### 2 In pairs, talk about some of your favourite things. Take turns to speak.

Tell me about some of your favourite things.

I've got a favourite pair of jeans. I like them very much because ...

# 13 HEALTHY BODIES

## ? ABOUT YOU

09 Watch the video. Then ask and answer the questions in pairs.

- What was your last health problem?
- When did it happen?
- What did you do?



## VOCABULARY AND LISTENING

### Illness

1 Match the sentences to the photos.

- 1 I've got a **cold**.
- 2 I **hurt** my leg.
- 3 I've got a **broken arm**.
- 4 My eye **hurts**.
- 5 I feel **sick**.
- 6 I've got a **stomach ache**.
- 7 I've got a **temperature**.
- 8 I've got **toothache**.
- 9 I've got a **pain** in my foot.
- 10 I've got a **headache**.

95 Listen and check. Then repeat.

96 Listen to three conversations. Match the health problems to the people in the pictures.



96 3 Listen again. Match the advice to the health problems in Exercise 2. Write 1, 2 or 3.

- don't do any sports
- eat fruit and vegetables
- don't watch TV late
- go to hospital
- don't walk
- rest
- go to sleep now
- drink a lot

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4 In pairs, discuss the questions.

- 1 Do you do anything that is bad for your health?
- 2 How do you want to change it?

*I play computer games for three hours a day.  
I'd like to play more sport.*

**1** Look at these examples from the conversations. Then choose the correct words to complete the rules.

You **shouldn't** walk on that leg.  
You **should** go to bed.

- 1 We use *should* and *shouldn't* to give advice / information.
- 2 We use *should* to say something is a good / bad idea.
- 3 We use *shouldn't* to say something is a good / bad idea.
- 4 The verb after *should* is always / never the infinitive without 'to'.

**2** Look at these examples from the conversations you heard on page 80. Match the questions to the answers. Notice how we make questions with *should*.

I should ... → Should I ... ?

- 1 **Should I stop** doing sport?
  - 2 **Should I take** some medicine?
  - 3 When **should I drink** it?
- a No, you **shouldn't**.  
b Every evening before bed.  
c Yes, you **should**.

 Listen and check. Then repeat.

**GRAMMAR REFERENCE AND PRACTICE PAGE 150**

**3** Read the problems 1–8 and choose the correct advice for each one a–h. Then complete the advice with *should/shouldn't*. There may be more than one possible answer.

- 1 My hand hurts a bit today.
  - 2 I've got a pain in my foot.
  - 3 I've got a headache and a temperature.
  - 4 I feel a bit sick.
  - 5 My eyes hurt.
  - 6 I can't move my leg at all. I think it's broken.
  - 7 I feel very tired.
  - 8 I've got a bad cold.
- a You \_\_\_\_\_ go to bed earlier.  
b You \_\_\_\_\_ take some medicine and go to bed.  
c You \_\_\_\_\_ play tennis.  
d You \_\_\_\_\_ go to school.  
e You \_\_\_\_\_ wear more comfortable shoes.  
f You \_\_\_\_\_ go to hospital.  
g You \_\_\_\_\_ eat anything.  
h You \_\_\_\_\_ stop watching TV.

**4** Correct the mistakes in the sentences.


- 1 I think you should to bring a scarf.
- 2 You shoud go to the doctor.
- 3 I should to go to bed earlier.
- 4 You aren't well. You stay at home today.
- 5 You don't come to my house today – I am ill.
- 6 You no should watch TV all day.



**PRONUNCIATION** | Silent consonants

**5** Some words in English have silent consonants. Find one silent consonant in each word.

castle	climb	half	knife
listen	should	talk	walk
would	wrong	wrote	

 Listen and check. Then repeat.

**6** Read the example conversation. Have similar conversations with your partner. Choose a different question from the box each time. Use health problems and advice from this lesson, or use your own ideas.

What's wrong?  
What's the matter?  
Are you OK?



What's the matter?

I've got a temperature. What should I do?



You should rest. You should also drink lots of water. You shouldn't go to school.

## READING

- 1 Read the magazine article. Match the photos A-D to the paragraphs 1-3.
- 2 Choose the correct headings a-d for the paragraphs 1-3. There is one heading you don't need.
  - a Different kinds of running races
  - b Some problems with running
  - c All the ways running is good for you
  - d Reasons why running is popular

### What is so great about

# running?

**1** In the past, people didn't need sports like running to stay healthy because they were very active. But these days, many of us spend most of the day sitting down. This means we need to get some exercise in our free time, and running is a cheap and easy way to do it. It's more fun than doing boring exercises in a gym, and all you need is a good pair of trainers and some comfortable clothes. Also, it's a sport that people can do at any age – for example Fauja Singh finished a marathon at the age of 101!

**2** To make running interesting, you can enter a race. Fun runs are very popular. These are often 5 km long and are great for beginners. You can run with your friends and maybe dress up. For fitter people, there are half-marathons, marathons, or even ultra-marathons. These can be 70–400 km long. One of the most famous is the Marathon des Sables which takes six days and goes through the Sahara desert.

**3** Running is fun and scientists say it is one of the best ways to keep fit. However, make sure you don't do it every day – it's important to have a rest between runs. Running improves the health of almost every part of your body, including your brain. It can make you feel happier and healthier, and live longer. It also helps you sleep well, and that gives you the energy to enjoy your life more. Perhaps it's the perfect sport!



### TALKING POINTS

Do you go running? If not, would you like to?

Do you think running is the 'perfect sport'? If not, what is?



# VOCABULARY

## Health

**1** For each phrase in the box, two verbs are right and one is wrong. Cross out the wrong verb for each phrase.

EP

get / keep / do	fit
enter / do / stay	a race
go / eat / sleep	well
have / take / do	a rest
make / feel / stay	healthy
do / keep / try	some exercises in a gym
get / do / keep	some exercise

**2** Complete the sentences with the correct tense of the verbs in Exercise 1.

- After I broke my leg, I \_\_\_\_\_ some exercises to make it strong again.
- I think it's really important to \_\_\_\_\_ fit, so I \_\_\_\_\_ a lot of exercise.
- In my family, we \_\_\_\_\_ well. We have lots of vegetables and no fast food.
- My dad \_\_\_\_\_ a 5 km race last week and finished in 35 minutes.
- When I do a lot of exercise and spend time outdoors I \_\_\_\_\_ fit and healthy.
- After the race, my brother \_\_\_\_\_ a long rest.

**3** Write sentences about you and your family using the vocabulary in Exercise 1. In pairs, compare your sentences.

# LISTENING

**1** Read the sentences below and listen to the conversations between a boy called Jed and a girl called Holly. Are the sentences right (✓) or wrong (X)?

- Jed wants to do a 5 km race.
- Holly can do the race with Jed.
- Jed wants to do the race with Holly.
- Jed is worried about the price of sports clothes and trainers.
- Jed is happy to get up early.
- Jed can go cycling as well as running.
- Jed is pleased to see Holly after the race.

**2** What advice did Holly give Jed? Complete Holly's notes with the phrases in the box.

100

Listen again and check.

buy special running clothes  
 watch TV and play computer games  
 get good trainers  
 go running every day  
 go to bed early every night  
 eat well and drink lots of water  
 go swimming or cycling  
 do leg exercises  
 get an app  
 have chocolate or cake

## Holly's notes

### Advice for Jed

#### He should

#### He shouldn't

1 \_\_\_\_\_

8 \_\_\_\_\_

2 \_\_\_\_\_

9 \_\_\_\_\_

3 \_\_\_\_\_

10 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

**3** Compare Holly's advice with the advice in the article. What do you think of Holly's advice to Jed? Which advice is good and which is bad?

# SPEAKING

**1** Look at the questions on an internet chat page. The people are all asking for advice.

Search

My family and I are going on a cycling holiday soon, but I'm not very fit. Can you give me some advice?

---

I want to improve my English. It's really bad and I feel worried! What should I do?

In pairs, think of three pieces of advice for each person.

This person should/shouldn't ...  
 Another idea is to ... It's important to ...

**2** Compare your ideas with another pair's ideas. Who gave the best advice?



# 14 GETTING AROUND TOWN

## VOCABULARY AND READING

### Places in town

1 Look at the map and find these things.

EP bridges bus stops a playground  
a roundabout streets traffic lights

2 Look at the map again and find a **place** where you can:

- EP
- |                            |                         |
|----------------------------|-------------------------|
| 0 see a film <i>cinema</i> | 8 buy petrol            |
| 1 send a letter            | 9 find a police officer |
| 2 stay the night           | 10 get better           |
| 3 buy food                 | 11 see a play           |
| 4 borrow a book            | 12 catch a bus          |
| 5 study                    | 13 learn about history  |
| 6 eat a meal               | 14 buy things outdoors  |
| 7 get some money           |                         |

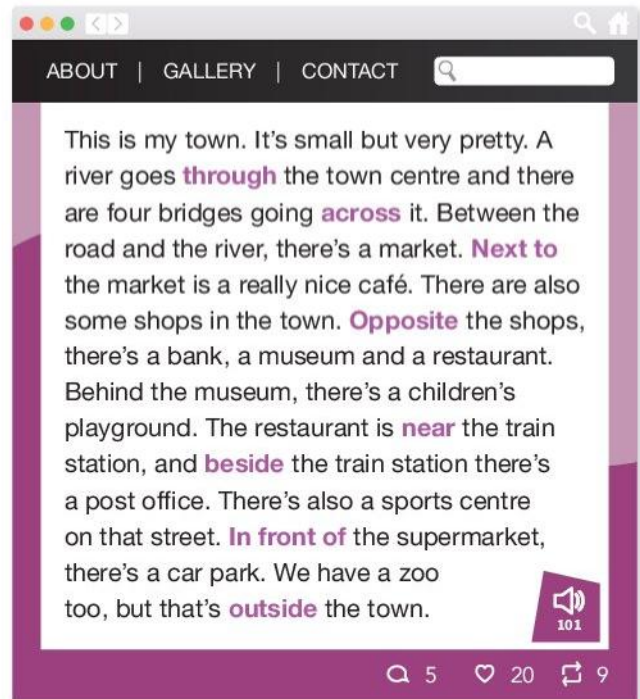
3 Talk to your partner. Which of the places in Exercise 2 do you ...

- like going to?
- often go to?
- hate going to?
- never go to?

4 Read the description of the town and look at the map in Exercise 1. Find five mistakes in the description.

### ? ABOUT YOU

Do you live in a city, town or village? What is it like?  
Do you prefer cities, towns or villages?  
What's the best thing about where you live?

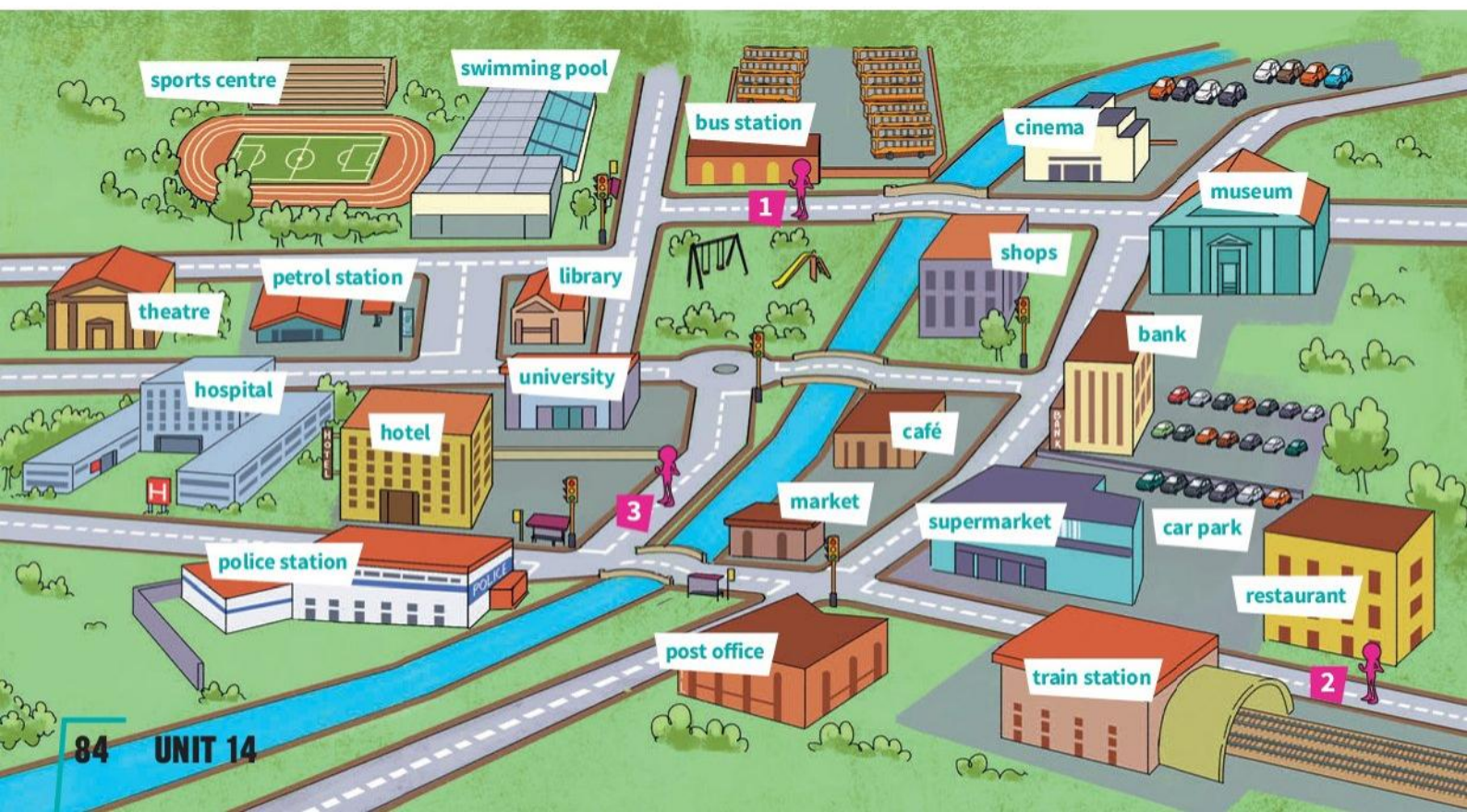


ABOUT | GALLERY | CONTACT

This is my town. It's small but very pretty. A river goes **through** the town centre and there are four bridges going **across** it. Between the road and the river, there's a market. **Next to** the market is a really nice café. There are also some shops in the town. **Opposite** the shops, there's a bank, a museum and a restaurant. Behind the museum, there's a children's playground. The restaurant is **near** the train station, and **beside** the train station there's a post office. There's also a sports centre on that street. **In front of** the supermarket, there's a car park. We have a zoo too, but that's **outside** the town.

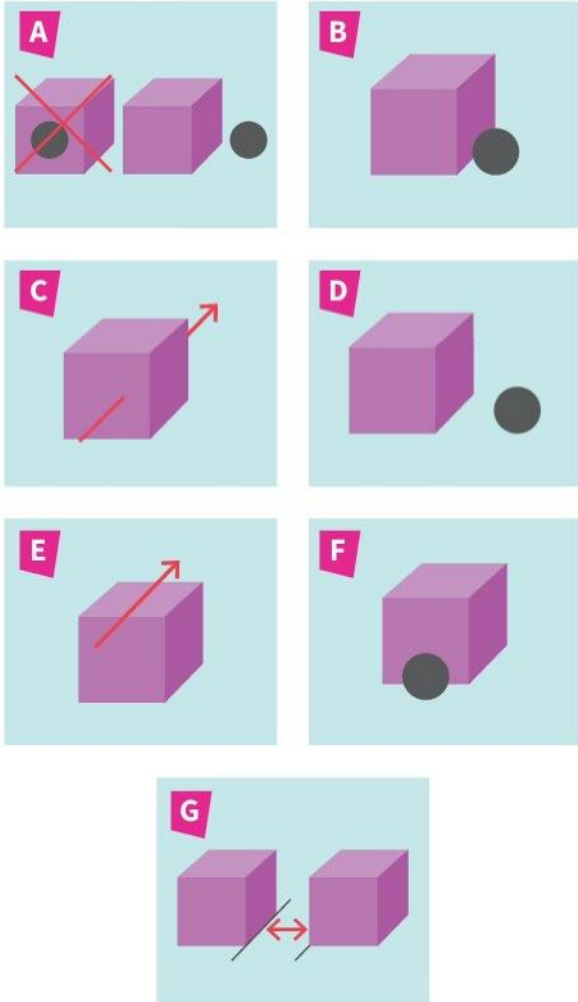
101

5 20 9



1 Read the description in Exercise 4 on page 84 again and match the prepositions to the diagrams.

across beside/next to in front of  
near opposite outside through



2 Look at the map on page 84. Complete each sentence with a preposition.

- The river goes \_\_\_\_\_ the town.
- Hotel guests need to go \_\_\_\_\_ the river to go to the museum.
- The zoo is \_\_\_\_\_ the town.
- There's a bus stop \_\_\_\_\_ the hospital.
- There's a car park \_\_\_\_\_ the supermarket.
- The bank is \_\_\_\_\_ the museum.
- There are some shops \_\_\_\_\_ the museum.

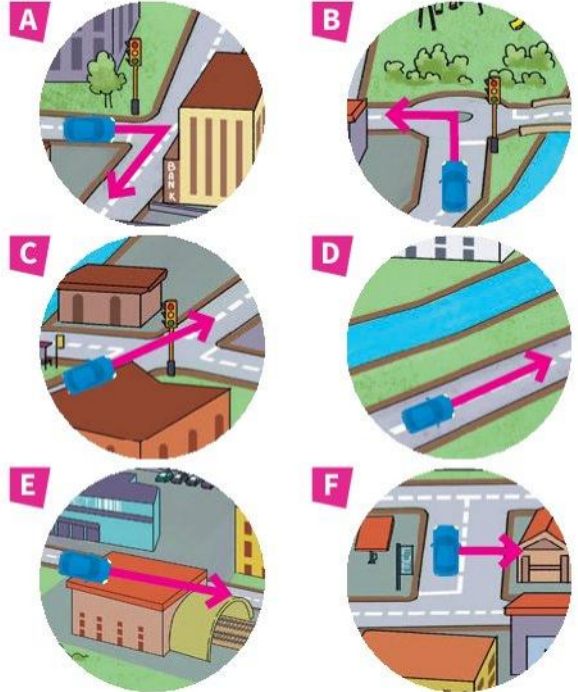
GRAMMAR REFERENCE AND PRACTICE PAGE 151

3 Find the people on the map on page 84. Each person wants to go somewhere. Listen to the conversations. Where do the people want to go?

Person 1 \_\_\_\_\_ Person 3 \_\_\_\_\_  
Person 2 \_\_\_\_\_

4 Match the sentences to the pictures.

- Go past the train station.
- Turn right at the traffic lights.
- Go straight on. Don't turn left or right at the traffic lights.
- The bank is on your right.
- Drive along the road beside the river.
- Turn left at the roundabout.



103 Listen and check. Then repeat.

5 Choose the correct preposition to complete the sentences.

- To get to my house, go *through* / *along* Beat Street, turn right and it's on your left.
- My house is *between* / *next to* the Columbus Hotel.
- To get to the station, walk *across* / *near* the bridge at the end of the High Street.
- The bus stops *before* / *outside* my house. It brings me all the way home.
- My house is *in front of* / *opposite* the post office. I can cross the road and send letters and parcels there.

6 Work with a partner. Student A, say which person you are on the map (1, 2 or 3). Then ask Student B for directions to somewhere on the map. Student B, give directions. Then change roles.

A: *Excuse me. Is there a supermarket near here?*

7 Write some directions to places from your school. Give the directions to your teacher to read out.

8 In pairs, listen to new directions from your partner. Say where they take you to.

Go out of the school and turn left. Take the first road on the right. Walk past Café Brava. Where are you?

## READING

- 1 Look at the map and read the article about Edinburgh. Match places A–E to the names in the box.

Edinburgh Castle  
 Palace of Holyroodhouse  
 Scottish Parliament  
 St Giles' Cathedral  
 Tourist Information Office



- 104 Listen and check. Then repeat.

- 2 Read the article again. Are the sentences right (✓) or wrong (X)?

- 1 Edinburgh is the largest city in Scotland.
- 2 Lots of people visit the castle in the summer.
- 3 You can walk from Edinburgh Castle to Holyroodhouse.
- 4 The Camera Obscura museum is about the history of Edinburgh.
- 5 The Queen sometimes stays at Holyroodhouse.
- 6 The Scottish Parliament building is closed to visitors.
- 7 Princes Street is a good place to go shopping.
- 8 All of Edinburgh's guided tours are on foot.

Hey guys! I'm going to **Edinburgh**, the capital of Scotland, soon. Have you got any advice for me?

Lucky you! Edinburgh's great. It isn't the biggest city in Scotland, but it's very beautiful and has an amazing history. The best place to start is Edinburgh Castle. This sits up on top of Castle Rock and from here you can see the whole city below you. It gets very busy in the summer.

Next, walk down the Royal Mile, through Edinburgh's 12th-century Old Town. Don't miss St Giles' Cathedral and the Camera Obscura. This amazing museum is all about how we see things, and has floating fish, funny mirrors and a 3D tunnel of stars. They sell great postcards there.

At the bottom of the Royal Mile is the Queen's Edinburgh home, the Palace of Holyroodhouse. When the Queen isn't there, you can visit the rooms and gardens. Next to the Palace is the Scottish Parliament. Spanish architect Enric Miralles designed it. Parts of it look like fishing boats on the beach. There are also roof gardens and fountains. And you can visit it for free!

You should also go to Edinburgh's New Town. This area isn't very new actually – it's over 200 years old! The most famous street in Edinburgh, called Princes Street, is in New Town. Here you find Edinburgh's best shops and department stores.

If you haven't got much time, you can see Edinburgh with a tour guide. Choose from walking tours, cycle tours and even ghost tours. These take you through the narrow streets of the Old Town late at night, and include scary stories from the 18th century.

Don't forget to take a good guidebook – and your raincoat. It often rains in Edinburgh. Have a great time!



105



### TALKING POINTS

Would you like to go to Edinburgh? Why / Why not?  
 What would you like to do there?  
 Do you enjoy visiting cities?  
 What kind of museums do you like best?

## VOCABULARY

### Compound nouns

In English, it's possible to make new words by putting two words together: *bus + stop = bus stop*. These are called compound nouns. Sometimes they are written as one word and sometimes as two. Do you do this in your language too?

- 1 Look at the map, text and Exercises on page 84, and find 12 compound nouns.
- 2 Match the words on the left of the box to the words on the right to make compound nouns. Remember some are one word and some are two.


post	guide
cycle	tour
walking	coat
guide	card
tour	book
rain	tour

 Listen and check. Then repeat.

- 3 Complete the sentences with compound nouns from Exercise 2.
  - 1 I found a \_\_\_\_\_ with a really nice picture on it to send to my friend.
  - 2 I'm glad I wore a \_\_\_\_\_ yesterday because the weather was terrible.
  - 3 Our \_\_\_\_\_ was so funny. I loved her stories about the city.
  - 4 That \_\_\_\_\_ was fun, but my feet hurt now!
  - 5 I read in the \_\_\_\_\_ that this castle is 1,000 years old.
  - 6 The \_\_\_\_\_ was brilliant. We rode all around the city.

## PRONUNCIATION


### Compound nouns

-  4 Listen to the compound nouns and underline the stressed words.

*cycle tour*


In compound nouns, which word do we usually stress? Listen again and repeat the words.

## LISTENING

-  1 Listen to Rob talking to a friend about a visit to Edinburgh. Which place did Rob visit at each time?

0 Friday evening B

Times	Places
1 Saturday morning	<input type="checkbox"/> A Scottish Parliament
2 Saturday afternoon	<input type="checkbox"/> B Old Town
3 Saturday evening	<input type="checkbox"/> C Theatre
4 Sunday morning	<input type="checkbox"/> D New Town
5 Sunday afternoon	<input type="checkbox"/> E Museum
	<input type="checkbox"/> F Edinburgh Castle
	<input type="checkbox"/> G Cathedral
	<input type="checkbox"/> H Holyroodhouse

-  2 In pairs, compare your answers. Listen again and check.

## WRITING

### PREPARE TO WRITE

#### An article

**GET READY** Look at the article about Edinburgh again and find all the examples of *this* and *these*. Then complete the paragraph about London with *this* or *these*.

London is the capital city of England, and has lots of interesting buildings you can visit. One of <sup>1</sup> \_\_\_\_\_ is Buckingham Palace, the Queen's London home. From here you can walk to St James's Park. <sup>2</sup> \_\_\_\_\_ is a lovely place to stop for a rest and a picnic. Many people like to see shows when they are in London. You can get tickets for <sup>3</sup> \_\_\_\_\_ online or in Leicester Square. And don't forget about Harrods! <sup>4</sup> \_\_\_\_\_ shop is famous around the world.

**PLAN** Make a list of interesting and famous places in a city you know well. Choose three, and make notes about them. You could include information such as:

- where they are
- what you can do there
- why they are interesting.

**WRITE** Write 50–60 words about your city. Use *this/ these* in your paragraph.

**IMPROVE** In pairs, read your own text and your partner's. Did you write about the same places? Check for mistakes with *this/these*. Give your partner two ideas to make their text better.

# CULTURE

FACTFILE

Scotland

## SCOTLAND

1 Read the sentences and look at the map. Match the sentences to the places.

- 1 This city is in the west of Scotland. It is the largest city in Scotland.
- 2 This city is in the north of Scotland. It is the capital of the Scottish Highlands.
- 3 This city is near the coast in the east of Scotland. It is the capital of the country.

2 Read and match the photos (A-E) to the texts (1-5).

Scotland is part of the United Kingdom.

**Population:** Around 5.4 million people

**Languages:** English, Gaelic and Scots

**Capital city:** Edinburgh



## SCOTTISH HIGHLIGHTS

Are you are looking for a great place to spend your next holiday?  
Then come to Scotland! Find out more about this interesting country  
and things you can do, see ... and eat!

- 1 \_\_\_\_\_ The **Great Highland Bagpipe** is a Scottish musical instrument. It is a **woodwind** instrument. To play the instrument, the bagpiper fills the bag with air and pushes it out with his elbow.
- 2 \_\_\_\_\_ The **Highland Games** happen around Scotland from June to September. People celebrate Highland Games in other parts of the world too. There are different sporting competitions at the games. These test throwing, pulling and strength. The games are **competitive** but people can also enjoy music and dancing.
- 3 \_\_\_\_\_ For special **events**, like parties, Scottish men often wear a **kilt**. Kilts are skirts. They are usually made of coloured or black wool with a 'tartan' **pattern**. Members of the same family ('clan') have their own, specific tartan. Men often wear shoes called **Brogues** with their traditional clothes.
- 4 \_\_\_\_\_ In Scotland, there is a famous biscuit called **shortbread**. One of the most important things in shortbread is butter. Butter is also an ingredient in a popular Scottish sweet called **fudge**.
- 5 \_\_\_\_\_ The **School of Art** and the **Queen's Cross Church** in Glasgow are both buildings by the famous Scottish **architect** Charles Rennie Mackintosh. There are also a lot of beautiful, historical **castles** in Scotland to visit.

A



B



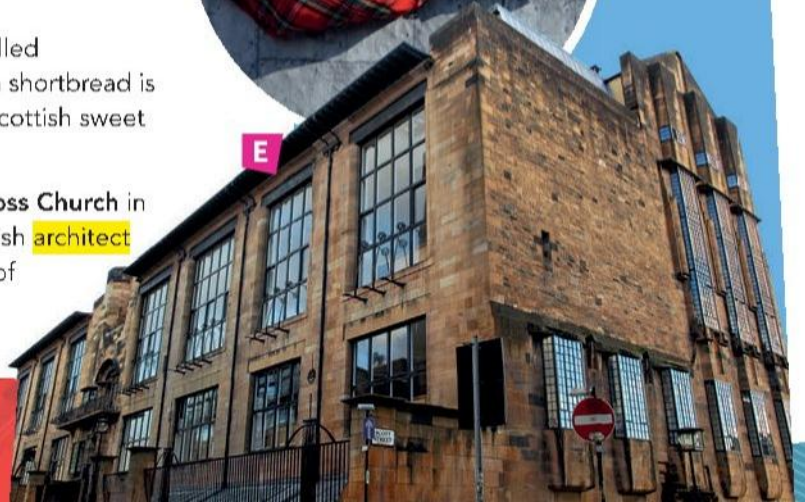
C



D



E



**3 Match the headings to the texts.**

Buildings   Clothes   Food   Music   Sports

**4 Read the texts again and answer the questions.**

- 1 What does a bagpipe player fill the bag with?
- 2 When are the Highland Games in Scotland?
- 3 When do men wear kilts in Scotland?
- 4 What ingredient is in shortbread and fudge?
- 5 Where is Queen's Cross Church?
- 6 Which buildings are by Charles Rennie Mackintosh?

**5 Match the highlighted words in the article to the meanings.**

- 1 repeated lines or colours
- 2 this person draws buildings
- 3 a social activity with lots of people
- 4 a type of instrument, like the bagpipes, flute or clarinet
- 5 trying to win something or get points for something



**TALKING POINTS**

Would you like to visit Scotland? Why? / Why not?



**6 Listen to Emma talking to her friend about the summer holidays. What does she decide to do with her family?**

- a visit a castle      b watch the Highland Games



**7 Listen to the conversation again. Are the sentences are right (✓) or wrong (X)?**

- 1 Emma and her family have plans to go to Scotland and Ireland.
- 2 Emma needs to choose two activities.
- 3 Emma really likes geography.
- 4 You can see 14 castles on the tour.
- 5 The castle tour leaves the hotel before eight in the morning.
- 6 They can watch and listen to music and dance in the afternoon at the Highland Games.
- 7 Emma needs to bring her friend fudge.



**8 Listen again and complete the table.**

	Things to do or see
Castle Tour	
Highland Games	

**9 Which of the two tours would you like to do? Why?**



**PROJECT**

*A brochure*

Imagine you work for a tour company. In pairs, design a brochure to attract visitors to your area.

- Make notes about:
  - local events visitors can go to
  - typical food visitors can try
  - important buildings to visit
  - music they can listen to
- Find or take some **photographs** of your local area, make a brochure.
- Present your brochure to another pair.

# 15

# MYSTERIES IN NATURE



## ABOUT YOU

What are your favourite places or things in nature?  
 What activities do you like doing outside?  
 Where do you like doing them?

## VOCABULARY

AND

## READING

### Geographical features

- 1 Match photos A–H to the words in the box. Use each word once only.

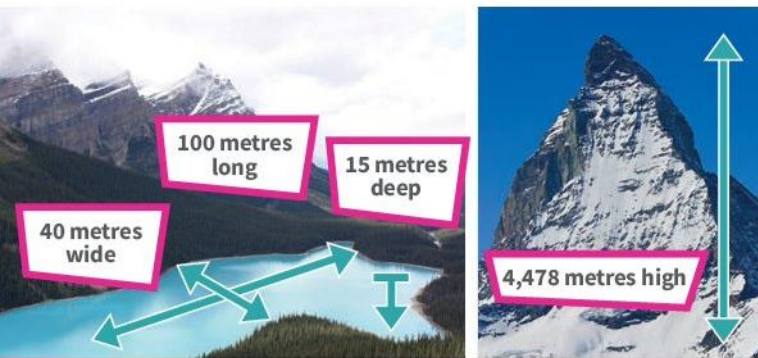


cliff    field    island    lake    mountain  
 river    snow    water



Listen and check. Then repeat.

- 2 Look at the photos and complete the sentences with *wide*, *high*, *long* and *deep*.



- Mount Everest is 8,848 metres \_\_\_\_\_.
- The Amazon River is 11 kilometres \_\_\_\_\_ and 6,400 kilometres \_\_\_\_\_.
- Lake Titicaca is 107 metres \_\_\_\_\_.

- 3 Match the words in Exercise 1 to the adjectives in the box.



deep    high    long    wide

- 4 Think about your country. Give the names of ...

- two high mountains
- an area of deep water
- a long river
- a wide lake.



- What can you see in the photos on page 91? What do you think this strange story is about?
- Read the article quickly. Check your answers to Exercise 5.
- Read the article again. Complete the text with *wide*, *high*, *long* and *deep*.
- In pairs, discuss these questions.

- Do you think the Yeti is real, or is it just a story?
- What do you think the footprint in the snow belongs to?

# Is the story real?



In 1951, a British explorer, Eric Shipton, was climbing in the Himalayas, south of Mount Everest. He wasn't exploring alone. There were several climbers and Sherpas with him. They weren't climbing that day, but they were walking through thick snow on a mountain 6,000 metres <sup>1</sup> \_\_\_\_\_ when they saw a line of footprints. They followed the footprints for 500 metres. The footprints were 33 cm <sup>2</sup> \_\_\_\_\_, 20 cm <sup>3</sup> \_\_\_\_\_ and a few centimetres <sup>4</sup> \_\_\_\_\_. It wasn't a bear. The footprints were much too big. The Sherpas said the animal usually lived in the forests and didn't often come up into the snow. Their name for the animal was the Yeti, or the Wild Man of the Snows. People still come back from the Himalayas today with stories of seeing the Yeti.



## GRAMMAR

### Past continuous

1 Read the table. Complete sentences 1–4 using the verbs in the article.

Positive	Eric Shipton The climbers	was were	<sup>1</sup> _____ in the mountains. <sup>2</sup> _____ through thick snow.
Negative	Eric Shipton The climbers	wasn't weren't	<sup>3</sup> _____ alone. <sup>4</sup> _____ that day.
Questions	Was Were	I/he/she/it you/we/they	_____ looking for footprints?
Short answers	Yes, No,	I/he/she/it	was. wasn't.
	Yes, No,	you/we/they	were. weren't.

## GRAMMAR REFERENCE AND PRACTICE PAGE 152

2 What was happening yesterday afternoon? Complete the sentences with the past continuous form of the verbs.

- 'Was Suzie helping (help) her teacher?'  
'Yes, she was.'
- The boys \_\_\_\_\_ (play) football in the park. They \_\_\_\_\_ (not run) very fast because the grass was too long.
- \_\_\_\_\_ you \_\_\_\_\_ (climb) that tree?'  
'No, I \_\_\_\_\_.'
- My friend \_\_\_\_\_ (watch) TV. She \_\_\_\_\_ (not tidy) her room.
- '\_\_\_\_\_ the students \_\_\_\_\_ (working) on the computer?' 'Yes, \_\_\_\_\_.'

3 Correct the mistakes in the sentences.

- We are playing football in the park yesterday morning.
- I lost it at the party when we are dancing.
- We aren't reading stories about strange animals in class yesterday.
- She isn't thinking and she dropped her bag.



## PRONUNCIATION

### Rising and falling intonation



4 Listen and repeat.

My brother was riding his bike.  
My dad wasn't working in the garden.  
Were they climbing in the mountains?  
Were you looking for footprints?

5 In pairs, ask and answer the questions.

- What were you doing ...
- ... last Sunday morning at eleven o'clock?
- ... yesterday at seven o'clock in the morning?
- ... last Saturday at one o'clock?
- ... last Monday evening at six o'clock?

What were you doing last Sunday morning at eleven o'clock?

I was at the sports centre.  
I was swimming with my mum.

## READING

- 1 Look at the photos. What do you know about Loch Ness and the Loch Ness Monster?
- 2 Read the article quickly and match the pictures A–C to the paragraphs 1–3.



- 3 Read the article again and answer the questions.

- 1 When do people think they see things on the loch?
- 2 What does 'loch' mean?
- 3 How big is Loch Ness?
- 4 Which has more water: the lakes of Wales and England or Loch Ness?
- 5 When did people first see a monster?

# LOCH NESS

1

Loch is the Scottish Gaelic word for 'lake'. Loch Ness is in the north of Scotland not far from Inverness. The loch is 230 m deep – it's the second deepest loch in Scotland – 36 km long and nearly 3 km wide. There's more water in Loch Ness than all the water in all the lakes in England and Wales. That's a lot of water for something to hide in!

2

The weather around the loch changes quickly. One minute it's sunny, the next it's cloudy, the next there's a bit of rain, and then it's sunny again. It can be a windy place, too. Clouds move quickly through the sky and on sunny days the clouds make shadows on the water. It's easy to think you see something in the water. When it's foggy, the fog sits on the loch and it's possible to think you see things then too.

3

The story of the Loch Ness Monster, or 'Nessie', started about 1,500 years ago. Then people called it a giant water animal. In the 1930s, a new road beside the loch brought more people to the area and more people started to see more strange things. In fact, over 1,000 people think they saw a strange animal in the loch.

There are several photos of some of the strange animals. Could any of them be Nessie?



### TALKING POINTS

Do you think there is a monster living in Loch Ness?  
If not, why do so many people think they see something?

# VOCABULARY

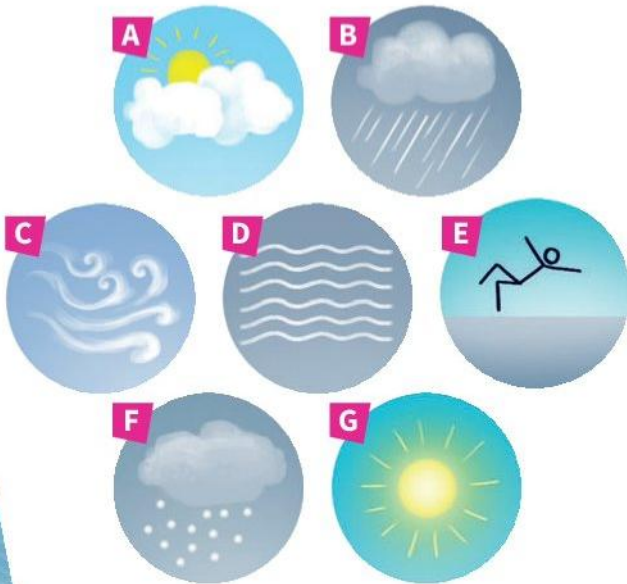
## The weather

1 Complete the table with the adjectives.

EP

Nouns	Adjectives
cloud	<i>cloudy</i>
fog	
ice	
rain	
snow	
sun	
wind	

2 Now match the adjectives to the symbols.



3 Complete the facts using the words in Exercise 1.

- Wellington in New Zealand is a very \_\_\_\_\_ city. The \_\_\_\_\_ blows at more than 50 km an hour for more than half the year.
- New York can be very \_\_\_\_\_ in winter. In some years, the \_\_\_\_\_ is more than 50 cm deep.
- Valletta, the capital of Malta, has more \_\_\_\_\_ days than other cities in Europe. On most days there are no clouds in the sky.
- Mawsynram in India is the wettest place in the world. There is \_\_\_\_\_ most days of the year and people always carry an umbrella.

4 How would you describe your town or city? Use the word from Exercise 1.

In winter, Moscow is a very snowy city. There is deep snow everywhere from November to March.

## LISTENING

1 Peter was on holiday with a friend in Scotland last summer. They were looking for the Loch Ness monster. Listen and answer the question.

What was the weather like?

2 Listen again and answer the questions.

- What day of the week was it?
- What did Peter do after he woke up?
- What could Peter see on the other side of the loch?
- What did Peter think he could see in the water?
- Why did Peter wait before he took the photo?
- What did his friend see in the water?

## SPEAKING

1 What other stories about strange animals do you know? Do you know the names of any mythological animals?

Use the questions to help you with your ideas.

Where does the animal live?  
 In which country?  
 In the forest / water / mountains?  
 What does it look like?  
 Is it big / small?  
 Does it fly?  
 Is it friendly / shy?  
 What is it called?  
 Are there any pictures or photos of it?  
 Is it real or just a story?

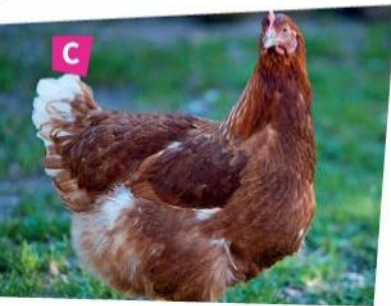
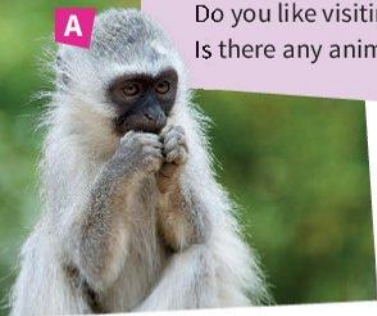
In pairs, tell your partner about your strange animal.

# 16 AMAZING ANIMALS

## ABOUT YOU

▶ 11 Watch the video then ask and answer the questions in pairs.

What animals do people in your family have?  
Do you like visiting zoos? Why? / Why not?  
Is there any animal in particular that you like?



## VOCABULARY AND READING

### Animals

1 Match the photos A–J to the words in the box.

EP bear chicken duck elephant  
insect lion monkey mouse  
rabbit rat

116 Listen, check and repeat.

2 Complete the table with the words in Exercise 1. Which of the animals can you keep as pets?

Wild animals	Farm animals	Both

Now add other animals that you know.

3 In pairs, discuss the questions.

- Which of the animals in Exercise 2 can help people?
- How do they help?
- What can they do?

4 Look at the photos on page 95. Are these wild animals, pets or farm animals?

Now read the story quickly. Which animal helped Jack?

5 Choose the best title for the story.

- A quiet walk in the forest
- Bear to the rescue
- Alone with a mountain lion

6 Read the story again and answer the questions.

- What time of year was it?
- Was Jack walking in this area for the first time?
- How many bears did he see?
- Was the bear afraid of Jack?
- What jumped onto Jack's back?
- Which was the larger animal, the mother bear or the mountain lion?
- What did the bear do next?
- What did the mountain lion do next?

One day in May, Jack Smith was walking in Northern Oregon. It was a place he liked walking in and he knew it well. He was walking along a path when he saw a black bear, a female with her two babies. One was about a year old, the other was only a few months. Jack stopped to watch the bears. Because Jack walked along the path regularly, the bear knew who he was. It wasn't afraid and it didn't try to attack him. While Jack was watching the bears, something large and heavy hit him from behind. It was a mountain lion! Jack tried to get away from the mountain

lion. Then, while he was fighting it, the mother bear ran towards him. But the bear didn't attack Jack, it attacked the mountain lion. The bear was much bigger than the mountain lion. While the mountain lion was attacking Jack, the bear stood on its two back legs and pulled the mountain lion off Jack's back. The mountain lion ran off into the trees. Then the bear went back onto its four feet and looked at Jack for a moment, before it walked back to look after its babies.

Jack wasn't badly hurt. He was sure the bear recognised him and wanted to save his life.

## GRAMMAR Past simple and past continuous

- 1 Look at this sentence from the story and answer the questions.

A

B

He *was walking* along a path when he *saw* a black bear.

- Which verb is past simple, and which verb is past continuous?
- Which action, A or B, started first?
- Which action, A or B, interrupted the other?

### GRAMMAR REFERENCE AND PRACTICE PAGE 153

- Find three sentences with *while* in the story. Answer questions 2 and 3 in Exercise 1 about them.
- Find all the other examples of the past simple and the past continuous in the story.
- Complete the sentences with one verb in the past simple and one in the past continuous.
  - The boy *was eating* (eat) an ice cream when the monkey *stole* (steal) it.
  - The cats \_\_\_\_\_ (sleep) outside when the rain \_\_\_\_\_ (start).
  - While the girl \_\_\_\_\_ (read) a book, her phone \_\_\_\_\_ (ring).
  - The teacher \_\_\_\_\_ (arrive) while Katie and Adam \_\_\_\_\_ (play) a computer game.
  - Lucy \_\_\_\_\_ (eat) her lunch when she \_\_\_\_\_ (hear) the news.
  - The boy \_\_\_\_\_ (fall off) his board while he \_\_\_\_\_ (skate) in the park.

- 5 Correct the mistakes with the past simple and past continuous.



- When we looking for the lions at the zoo yesterday, we found the elephants.
- Yesterday while I came back home, I dropped my purse in the road.
- When I waiting for the bus, I saw a monkey in the trees.
- When we walk beside the lake, we heard a noise behind us.
- It is snowing when I went there and very cold.

- 6 In pairs, take turns to say sentences with *when* or *while* and the past simple or past continuous. Use the verbs in the box and animals from the table on page 94.

climb drive eat find open  
run sit talk walk write

While the man was driving along the road, a monkey jumped out of a tree.

I saw a family of rabbits when I was walking by the river.

## READING

- 1 Look at the photos. How are these animals helping people? Do you think it is bad to use animals in this way? Discuss your ideas with your partner.
- 2 Read Part 1 of the article. Match two of the photos A–C to this part of the article.
- 3 Read Part 1 of the article again.
  - 1 Find three things that guide horses can do.
  - 2 Find two things that monkey helpers can do.

- 4 Look at the photos again. What do you think Part 2 of the article is about? Read it quickly to check your ideas.
- 5 Read Part 2 of the article again. For each question, choose the correct answer (A, B or C) for each gap.
 

1 A busy	B free	C favourite
2 A help	B look	C make
3 A tells	B speaks	C says
4 A arrives	B brings	C collects
5 A shall	B need	C should
6 A project	B activities	C jobs
- 6 In pairs, look at all the choices for Exercise 5 again and answer the question.

How did you choose the correct answers?

# Our Animal Friends

118

Animals can help people in many different ways. They can help people in their homes and in their daily lives. They can also save people when they are in danger, for example in the mountains or in the sea. When people think of animal helpers, most people think of guide dogs for the blind (people who can't see). But do you know about guide horses? These small horses help blind people move around a city or town. For example, they travel with them in taxis, cross roads and even help them get on and get off buses. Horses live much longer than dogs, so they can be with the person for a long time. Other animals can be helpers too. Monkeys are very clever and can look after people in many different ways. They can pick up your phone when you drop it. They can turn on the television for your favourite programme and turn off the television when it finishes. However, many people think that monkeys shouldn't be animal helpers because they are wild animals.



2 Most dogs are good at swimming but the dogs in the photo are very, very good at it. They work on <sup>1</sup> \_\_\_\_\_ beaches in Italy during the summer, keeping people safe in the sea. They can jump from helicopters and fast boats, and <sup>2</sup> \_\_\_\_\_ people in danger in the water.

'Dogs don't get tired as quickly as we do,' <sup>3</sup> \_\_\_\_\_ Emilio, their trainer. 'A dog is strong and it can swim fast. It gets to a swimmer faster than we can and then it <sup>4</sup> \_\_\_\_\_ the person back to the beach.'

It takes three years to teach these dogs everything they <sup>5</sup> \_\_\_\_\_ to know. Then they are ready to do their <sup>6</sup> \_\_\_\_\_.

People often think of animals as their friends, but these amazing animals are much more than that.



### TALKING POINTS

Were you surprised by any of the animal helpers in the article? Which ones? Why?

Discuss your ideas with your partner.

## VOCABULARY

### Phrasal verbs

1 Match the phrasal verbs from Part 1 of the article to the meanings.

EP

- |                     |  |
|---------------------|--|
| 1 <b>get on</b>     | a start something working  |
| 2 <b>get off</b>    | b stop something working   |
| 3 <b>look after</b> | c take something off the floor                                     |
| 4 <b>pick up</b>    | d enter a bus, train, plane or boat                                |
| 5 <b>turn off</b>   | e leave a bus, train, plane or boat                                |
| 6 <b>turn on</b>    | f help someone when they are ill or cannot do something themselves |

2 Complete each sentence with one of the phrasal verbs in Exercise 1 in the correct tense.

- 0 It was starting to rain when I got off the bus, so I opened my umbrella.
- 1 Please \_\_\_\_\_ your bags from the floor and put them on the shelf.
- 2 Finally, the boat arrived to take us across the lake. But it was full and we couldn't \_\_\_\_\_.
- 3 I can only do my homework when it's quiet. Please can you \_\_\_\_\_ the radio?
- 4 I \_\_\_\_\_ my mum when she was ill. I made her meals and drinks.
- 5 I woke up suddenly in the night and it was very dark, so I \_\_\_\_\_ the light.



## PRONUNCIATION

/u:/ and /ʊ/

119

3 Listen to the sounds /u:/ and /ʊ/.

Then put the words in the box in the correct columns.

do	food	foot	good
group	look	move	put
suit	took	true	two

/u:/ move

/ʊ/ look

120

Listen and check. Then repeat.

## LISTENING



121

1 Listen to the radio interview between Jim Townes and Sue Green. Sue talks about things children learn from looking after pets. How many things does she talk about?

121

2 Now listen again and make notes in the chart about what Sue says children learn from pets.

Food	Keeping them clean	Animals, not toys

3 Do you think Sue is right? What other things can children learn when they look after a pet?

## WRITING



### PREPARE TO WRITE

A story

**GET READY** Look at the three pictures. What does each one show? Compare your ideas with a partner.

**PLAN** In your story you have to write about all of the pictures. Read the questions and make notes.

- 1 What happened in the first picture?
- 2 What happened in the second picture?
- 3 What happened in the third picture?
- 4 What was the end of the story?

**WRITE** Write the story shown in the pictures. Write 35 words or more.

**IMPROVE** In pairs, read your own story and your partner's. Check for mistakes.

Give your partner two ideas to make their story better. Use your partner's advice and rewrite your story.



## PROTECTING ANIMALS



### LIFE SKILLS

#### Protecting animals

We can protect pets and animals in the wild by:

- making sure they have food and water
- making sure they have a safe place to live
- being kind to them

### 1 Read the sentences in the speech bubbles and answer the questions.

Animals are not toys.

We should be kind to animals like we are kind to people.

- 1 Do you agree with the sentences? Why? / Why not?
- 2 Which sentence do you prefer? Why?
- 3 Do you have a pet? Have you ever visited an animal reserve or seen a wild animal?

### 2 Think of the animals in your country and answer the questions.

- 1 Which are in danger? What problems do they have?
- 2 Can people help them? How?

In pairs, compare your ideas.

### 3 Look at the title of the article and the photos. How do bees help us? Why is it important to protect bees? What is the bee collecting in the photo?

### 4 Read the article quickly and check your answers.



## save the bees!

### 1 Are bees important?

Bees are a very important part of our ecosystem. Bees pollinate plants. In fact, about 30% of the food we eat depends on bees. Bees help people in other ways too. For example, they make the honey we eat and wax for candles and cleaning wood.



In many areas of the world, bees are in danger. People build houses, offices and factories on their homes. Farmers use strong chemicals on plants to stop insects eating them. But these chemicals also kill bees.

### 2 How does Mikaila Ulmer help bees?



Mikaila Ulmer, from Texas, is a girl who has her own lemonade company. She gives part of the money she makes selling lemonade and other products to charities to save bees. She teaches people about the importance of bees and how they help us. Mikaila has her own blog called Beelieve Blog. On her blog she shares information about her company and her projects.

### 3 How can we help bees and other insects?

There are a lot of different ways we can help protect bees and other insects. For example, we can:

- use fewer chemicals on plants
- learn more about organisations and people working to protect insects and their homes
- learn more about insects and how they help us
- start a blog on an animal or insect you think needs our help.



**5** Read the text again. Are the sentences right (✓) or wrong (X)?

- 1 Bees are not important animals.
- 2 Bees help us to make candles.
- 3 Bees are in danger in some places.
- 4 Michaela's company only sells honey.
- 5 Michaela has a blog.
- 6 We cannot help protect bees and other insects.

**6** Match the **highlighted** words in the text to the meanings.

- 1 we use this to make candles
- 2 moving pollen from one plant to another
- 3 organisations helping something or someone and raising money
- 4 all the plants and animals in one place and how they live together
- 5 to keep safe



### TALKING POINTS

Do you like bees or are you afraid of them?  
What other animals are in danger?



**7** Listen to Jayden and Alice talking. What are they talking about?

- a They are talking about making honey.
- b They are talking about birds and turtles in the wild.
- c They are talking about rescue centres and volunteer jobs.



**8** Listen again and write Alice or Jayden.

- 1 \_\_\_\_\_ is looking at a website.
- 2 \_\_\_\_\_ is afraid of bees.
- 3 \_\_\_\_\_ says we get honey and wax from bees.
- 4 \_\_\_\_\_ finds a centre with rabbits, cats, dogs and rats.
- 5 \_\_\_\_\_ has music lessons on Saturday mornings.
- 6 \_\_\_\_\_ is going to call to find out more.

**9** Look at the list (a-f). Number the top three ways you think we can help animals. Compare your answers with your partner.

- a We can donate money.
- b We can protect animals.
- c We can volunteer our time.
- d We can make sure that animals have food and water.
- e We can protect their homes.
- f We can find out ways to help animals.

**10** Complete the sentences with the words in the box.

donate    make sure    protect    volunteer

- 1 I want to \_\_\_\_\_ at an animal rescue centre at weekends.
- 2 There are a lot of different ways to \_\_\_\_\_ animals. You can find out more online.
- 3 I want to \_\_\_\_\_ part of my pocket money to an animal rescue centre.
- 4 We need to \_\_\_\_\_ animals have safe homes, food and water.

## PROJECT

A poster about protecting animals

In small groups, make a poster about protecting animals.

- Choose an animal. Is it a pet or a wild animal? How big is it?
- Design a small poster to help people know more about your animal. Include:
  - pictures of your animal or its home
  - what your animal needs
  - how people can help your animal
  - how we can protect it.
- Take turns presenting your posters to another group.
- Display posters in the classroom.

# REVIEW 4 UNITS 13–16

## VOCABULARY

### 1 Find the odd word out in each set.

- 0 lake cloudy mountain field  
 1 duck monkey playground rabbit  
 2 library insect bridge post office  
 3 race headache temperature pain  
 4 helicopter bicycle bus roundabout  
 5 deep rest wide high

### 2 Read the definitions and complete the words.

- 0 When the weather is like this, it's difficult to see where you're going.  
 f o g g y  
 1 You put this on to keep you dry when it is wet.  
 r \_\_\_ n \_\_\_ a \_\_\_  
 2 You stop your car and wait when this is red. You go when it is green.  
 t \_\_\_ f \_\_\_ c \_\_\_ i \_\_\_ h \_\_\_  
 3 We get eggs and meat from this farm animal.  
 c \_\_\_ c \_\_\_  
 4 This is an animal and also something we use with our computers.  
 m \_\_\_ s \_\_\_  
 5 Doing lots of this keeps you healthy.  
 e x \_\_\_ i \_\_\_ e

### 3 Complete the sentences with the correct form of the phrasal verbs in the box.

get on    get off    look after    pick up  
 turn off    turn on

- 1 I was late for school this morning because I \_\_\_\_\_ the wrong bus!  
 2 The football match starts in a few minutes. Please can you \_\_\_\_\_ the TV?  
 3 While I \_\_\_\_\_ the train, I fell down and hurt my leg.  
 4 My sister was ill yesterday, so my dad stayed at home to \_\_\_\_\_ her.  
 5 It's important to \_\_\_\_\_ your mobile phone when you're at the cinema.  
 6 At the weekends, I \_\_\_\_\_ rubbish at our local park.

## GRAMMAR

### 1 Choose the correct words to complete the sentences.

- 1 I ate with my family *out / outside* the tent.  
 2 It's very easy to get to the sports centre because it's *in front of / opposite* my house.  
 3 I took a trip *through / down* the River Nile.  
 4 You *shall / should* bring some of your computer games.

### 2 Correct the mistakes in the sentences.

- 5 I enjoyed my holiday. Every day I was going swimming.  
 6 I liked the tennis match because Nadal and Grigor Dimitrov are playing.  
 7 In Thailand, I visited many places and the most interesting thing is eating the food there.  
 8 It is raining in Taipei when we got there yesterday.

### 2 Complete the sentences with the verbs in brackets. Use the past simple or past continuous.

- 0 It wasn't raining (not rain) when I left (leave) the house this morning.  
 1 When I \_\_\_\_\_ (arrive) at the party, my friend \_\_\_\_\_ (sing) in the living room.  
 2 I \_\_\_\_\_ (walk) around the shops when I \_\_\_\_\_ (meet) my friend.  
 3 My dad \_\_\_\_\_ (call) me while I \_\_\_\_\_ (do) my homework.  
 4 I \_\_\_\_\_ (not run) when I \_\_\_\_\_ (hurt) my foot. I \_\_\_\_\_ (dance).  
 5 I \_\_\_\_\_ (not see) any animals when I \_\_\_\_\_ (walk) in the snow.

### 3 Give these people advice using *should* or *shouldn't*.

- 0 I've got a temperature and a headache.  
*You should take some medicine and go to bed.*  
*You shouldn't go to school.*  
 1 My running shoes are too small.  
 2 I really want a pet!  
 3 The weather's really hot and I want to go to the beach.  
 4 I've got nothing to wear to my friend's party.  
 5 I don't know the way to the museum.

## WRITING

- 1 Look at the three pictures. Write the story shown in the pictures.  
Use 35 words or more.



## LISTENING

- 1 For each question, choose the correct answer. Listen to Tessa talking to her father about her friends. What problem does each person have?

Example:

0 Eva  G

People		Problems
1 Leon	<input type="checkbox"/>	A foot hurts
2 Nat	<input type="checkbox"/>	B broken arm
3 Maddie	<input type="checkbox"/>	C feels sick
4 Ilsa	<input type="checkbox"/>	D has a cold
5 Greg	<input type="checkbox"/>	E headache
		F leg hurts
		G temperature
		H toothache

## SPEAKING

- 1 Put the words in order to make questions.
- feel / how / you / start / when / do / school / holidays / the ?
  - your / animal / favourite / what's / ?
  - weather / you / best / of / what / like / kind / do?
  - do / like / you / when / it's / doing / what / snowy / ?

In pairs, ask and answer the questions. Take turns to speak.

- 2 In pairs, talk about where you live. Take turns to speak.

Tell me about where you live.

I live in a small town. There's a park near the ...



# 17 WHAT ARE YOU WATCHING?

## ABOUT YOU

How often do you watch TV?  
Do you watch more TV on your laptop, on your smartphone or on the television?



## VOCABULARY AND LISTENING

### Television

1 Complete the sentences with the words in the box.

EP

cartoons channels fan live  
on demand on TV programme  
records remote control stream  
talent show the news

- It's so easy to watch TV these days. You can \_\_\_\_\_ anything at any time.
- I like to know what's happening in the world, so I watch \_\_\_\_\_ every day.
- TV with real people is OK, but it's more fun watching \_\_\_\_\_, like *Tom and Jerry*.
- Which \_\_\_\_\_ do you want to watch? There's one about nature or one about music.
- Please give me the \_\_\_\_\_. I want to turn on the television and I don't want to get up!
- Watch our new \_\_\_\_\_ tonight. There are six young singers and dancers. Choose the best.
- My brother's a big \_\_\_\_\_ of Manchester United. He watches all their matches.
- I think our television can get more than 100 \_\_\_\_\_. I never know what to watch.
- I like choosing what to watch and when I want to watch it, so I watch most of my television \_\_\_\_\_.
- Ed Sheeran is playing a concert tonight in London and they are showing it \_\_\_\_\_ on television, so I can watch it while he's playing.
- When my dad goes on holiday, he \_\_\_\_\_ his favourite shows and watches them when he gets back.
- Have you got a newspaper so we can see what's \_\_\_\_\_ this evening?

Listen and check, then repeat.

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2 How do you watch television? In pairs, discuss the questions.

- Do you often watch shows live, or do you watch them on demand?
- Which programmes do you usually stream?
- Do you like talent shows? Which is your favourite?
- How many channels do you have at home?
- Which cartoons do you like watching?
- When do you watch live television?

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3 Listen to the conversation. Ella and Charlie meet in the street. What does Charlie invite Ella to do?



126

4 Listen again and answer the questions.

- When is the football match on?
- Which channel does Ella think the game is on?
- Why does Ella want to watch the game on a television and not on her laptop?
- Where does Ella plan to watch the game?
- Why does Ella want to watch it live?
- What did Charlie's parents do last week?
- What does Charlie ask Ella to do?
- Where does Ella decide to watch the match in the end?

**1** Look at the table and then complete the rule with one word.

I'm  
He's  
She's  
It's  
We're  
You're  
They're

I'm not  
He isn't  
She isn't  
It isn't  
We aren't  
You aren't  
They aren't

*going to*

watch the programme live.  
be on TV.  
watch the programme on demand.

We can use (not) *going to* + the \_\_\_\_\_ to talk about future plans.

**GRAMMAR REFERENCE AND PRACTICE PAGE 154**



**PRONUNCIATION**

*going to*



**2** Listen and repeat.

I'm going to watch it live at home on our big TV.  
I'm going to watch it at Charlie's on his home cinema.

**3** Read about Michael and Chloe. Choose activities for next weekend for Michael and Chloe from the list.



**Chloe** loves all kinds of sport. She likes being outside and going to the park with her friends. She doesn't like playing video games, and on TV she only likes watching cartoons. She sometimes goes to the cinema.



**Michael** loves reading and going to the cinema. He doesn't go out with his friends very much, but he loves playing computer games and watching anything on TV. He likes watching tennis, but he doesn't play, and he sometimes goes swimming.

- Visit the new computer games shop.
- Play tennis.
- Go to the cinema.
- Go swimming.
- Watch a pop concert on TV.
- Go for a walk.

**4** In pairs, answer the questions.

- 1 What is **Michael** going to do? What isn't he going to do?
- 2 What is **Chloe** going to do? What isn't she going to do?
- 3 What are **Michael** and **Chloe** both going to do?

What is Michael going to do?

He's going to visit the new computer games shop.

**5** Correct the mistakes in the sentences.



- 1 I going to meet Grace at the park tomorrow.
- 2 We are going play tennis at the sports centre on Sunday.
- 3 For my party I going to invite five friends.
- 4 You can call me this evening because I not going to watch the match.
- 5 They not going shopping this week.

**6** In small groups, ask and answer questions. Look at the times in the box and talk about your plans. Say some things you're going to do and some things you're not going to do.

- next summer
- this evening
- next Saturday morning
- tomorrow morning
- next Sunday afternoon

What are you going to do next Sunday afternoon?

I'm going to visit my granny and granddad. I'm not going to do any homework!

## READING

- 1 Do you watch TV talent shows? How many can you name?
- 2 Read the questions and talk about your ideas with your partner.
  - a Do talent shows tell people what to say or can they choose?
  - b What different kinds of talent show are there?
  - c What do winners of talent shows usually get?
  - d Who chooses the winners?
  - e Are talent shows live?



# TALENT SHOWS

## What do you really know about talent shows?

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Everyone knows *The Voice*! It's a talent show for people who want to become famous singers. All of the singers on the show are good and some of them are excellent! There are lots of other talent shows around the world as well. In many countries, talent shows are the most popular shows on TV.

1 There are shows like *Got Talent* for musicians, people doing magic, singers ... and lots more. There's a show for dancers, too. It's called *Strictly Come Dancing*. Every year there are new ideas for talent shows. There are even some national talent shows for robots and singing dogs!

2 Yes, most of the talent shows on TV are live. It's also possible to go to the **studio** and be a member of the **audience**. Then you can watch a talent show live on **stage**.

3 I'm sure you know the answer to this one. Usually, the people watching the show on TV and in the theatre **vote** for who (or what!) they like best. Sometimes famous people are the **judges** as well. On *Masterchef*, only the professional chefs choose the winner.

4 In a **competition** there is always a **winner**. The winner of **the final** usually gets a **prize** and sometimes becomes a **star**. On some shows the **runner-up** gets a prize too and a few of them become stars. On a few shows, the winner gets nothing – but they often become famous!

5 Most of the time, the people on the shows can say, sing or do what they want to. Sometimes, the show tells them the words to say, so they are a bit like actors or **performers**. But this doesn't happen on all the shows.

3 Read the article quickly and check your ideas. Complete the article with questions from Exercise 2.

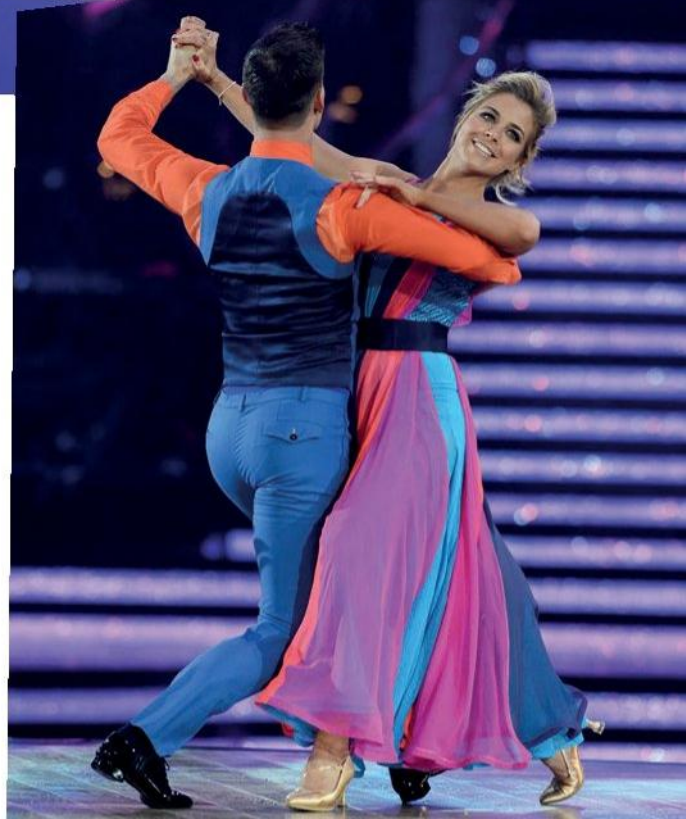
4 Answer the questions about the article.

- 1 What talent show is there for dancers?
- 2 Where can people go to watch a talent show live?
- 3 Who are the judges of talent shows?
- 4 What happens to the runners-up on talent shows?
- 5 Why are some of the people on talent shows a bit like actors?



### TALKING POINTS

Which talent shows are popular in your country? Why?  
Which one do you like best? Why?  
Discuss with your partner.



## VOCABULARY

### Entertainment

**1** Complete the sentences with the **words** from the article. Use each word once only.

EP

- 1 She's the best cook on the show. I want her to win the \_\_\_\_\_.
- 2 There were eight singers on a small \_\_\_\_\_. It was very crowded!
- 3 We went to see the live show in a very big \_\_\_\_\_.
- 4 He won a talent show four years ago. Now he's a big \_\_\_\_\_.
- 5 Sometimes the person who comes second, the \_\_\_\_\_, gets upset when another person wins.
- 6 I'd love to be in the \_\_\_\_\_ for *Got Talent* and watch the show live.
- 7 The \_\_\_\_\_ for some talent shows is money and the chance to make an album.
- 8 Talent shows often have three \_\_\_\_\_ and they choose the best person together.
- 9 Talent shows end with \_\_\_\_\_ and someone wins.
- 10 People can \_\_\_\_\_ their favourite person by text.
- 11 I think some people like being on talent shows because they are \_\_\_\_\_ and like being on TV.
- 12 The \_\_\_\_\_ of a talent show always looks very surprised – and happy of course.

**2** Work with a partner. Take turns to ask and answer the questions.

- 1 Do you have any competitions in your school or your town? What are they?
- 2 Can you name any winners or runners-up from talent shows?
- 3 When did you last vote for someone on a talent show?
- 4 What do you think the best prize for a talent show is?
- 5 Would you like to be in the audience for a talent show? Why?
- 6 Would you like to be a performer in a talent show?
- 7 Do you usually agree with the judges on a talent show?
- 8 Which stars or famous people started by winning a talent show?



## LISTENING



**1** Listen to Evie talking to her friend Ben about a talent show called *Singer Search*. Who won last night's show?



**2** Listen again. Which singer:

- 1 had a fantastic voice?
- 2 didn't choose the best song?
- 3 looked nervous?
- 4 did Ben vote for?
- 5 did Evie vote for?
- 6 wasn't a brilliant singer?
- 7 had fantastic clothes?
- 8 was the runner-up?

## SPEAKING

**1** Ask and answer with a partner.

- 1 What TV programmes do you like to watch?
- 2 What's your favourite programme?
- 3 What was the last thing you watched?
- 4 Where do you watch TV at home?
- 5 Do you watch TV alone or with your family?

# 18 MAGAZINES AND BOOKS

## TEEN Magazines

### ? ABOUT YOU

- ▶ 12 Watch the video then ask and answer the questions in pairs.
- What books do you like to read?
  - What's your favourite book?
  - Why do you like reading it?
  - Does your school have a school newspaper or magazine?
  - What do you like reading in your school newspaper/magazine?



Film Fan >



LOL! >



Mountain Bike Monthly >



Footie Time >



GAME OVER >



I Love Animals >

### VOCABULARY AND LISTENING

#### Magazines

- Look at the magazines on the website. What do you think each one is about? Discuss with your partner.
- Match the magazine descriptions to the titles in the photos.
  - Out and about on rough roads
  - The latest football news
  - Music, fashion, TV, bloggers and vloggers
  - Information on hundreds of animals
  - The newest and best films
  - All the new video games
- Which of these magazines would you like to read? Why? Tell your partner.

- 4 Look at the words in the box for things you find in magazines. Match the words to the definitions.

EP

advertisement   article   cartoon  
headline   information   interview  
photograph   review

- a written opinion about a book, film or TV programme
- information about a product to make you buy it
- a picture made using a camera
- facts about a situation, person or event
- a funny drawing
- the title of a magazine story in large letters
- a written conversation usually between people
- a piece of writing in a magazine



Listen and check. Then repeat.



**5** Listen to Aboudi, Serena and Oliver. They're making plans for their school magazine.

- 1 Is the magazine going to be on paper or online?
- 2 Is it going to be weekly or monthly?



**6** Listen again. Tick (✓) the things the friends want to include in their magazine.

- |                              |                          |
|------------------------------|--------------------------|
| advertisements               | <input type="checkbox"/> |
| articles about albums        | <input type="checkbox"/> |
| book reviews                 | <input type="checkbox"/> |
| cartoons                     | <input type="checkbox"/> |
| film reviews                 | <input type="checkbox"/> |
| information about the school | <input type="checkbox"/> |
| interviews with teachers     | <input type="checkbox"/> |
| music reviews                | <input type="checkbox"/> |
| photographs                  | <input type="checkbox"/> |
| stories                      | <input type="checkbox"/> |
| video game reviews           | <input type="checkbox"/> |
| website addresses            | <input type="checkbox"/> |

## GRAMMAR

### Making suggestions

**1** Look at the four ways of making suggestions. Which one is different and why?

- Why don't we write down some ideas now?
- Let's have some stories too.
- Shall we include advertisements?
- Why not ask your dad about it?

A suggestion is a plan or idea that you want someone to think about.  
Look at the examples from the recording.  
The words in purple are different ways of making suggestions.

➤➤ **GRAMMAR REFERENCE AND PRACTICE PAGE 155**

**2** Put the words in the correct order to make suggestions.

Add a full stop or a question mark and start the sentence with a capital letter.

- 1 we / don't / go / to / skatepark / why / the
- 2 the / new / see / let's / film / Turkish
- 3 ask / come / Mina / why / to / not
- 4 meet / we / there / at / shall / eight

**3** Complete the conversation. Use each phrase from Exercise 1 once. There is often more than one right answer.

- Oliver:** I think we need some more help with the magazine.
- Serena:** You're right. <sup>1</sup>\_\_\_\_\_ ask our teacher to help? Is that a good idea?
- Oliver:** No, I don't think so. She's very busy. I can write a note and give it to all the teachers.
- Serena:** No, that's not a good idea. We want students to see it, too. <sup>2</sup>\_\_\_\_\_ put a notice on the school website.
- Oliver:** Excellent idea.
- Serena:** <sup>3</sup>\_\_\_\_\_ write it now?
- Oliver:** OK. Magazine helpers wanted!
- Serena:** Great! <sup>4</sup>\_\_\_\_\_ write our names at the bottom?
- Oliver:** Good idea. OK, let's leave a message on the website now!

**4** Correct the mistakes in the sentences.

- 1 Shall we to buy Jack magazines and chocolate to help him feel better?
- 2 Lets go to the library after school.
- 3 Why we write a review about the school play?
- 4 Why not to put advertisements in the school magazine?
- 5 Shall we to put advertisements in the magazine?



## PRONUNCIATION Intonation



**5** Listen and repeat the phrases from the conversation about the magazine.

- No, that's not a good idea.
- No, I don't think so.
- Great!
- OK.
- Excellent idea.
- Good idea.

**6** In pairs, practise the conversation in Exercise 3.

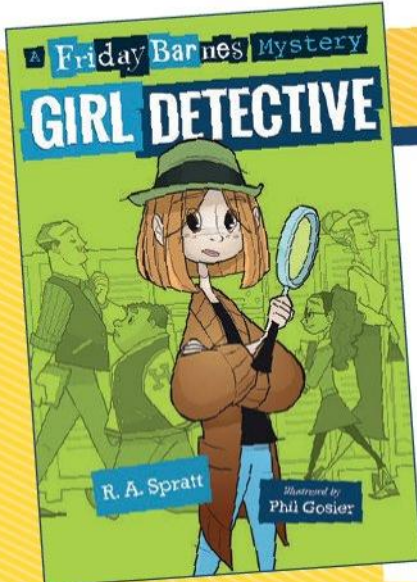
**7** ➤➤ Work in small groups. Go to page 124.

## READING

- 1 Look at two book covers. Do you know these stories? What are they about?

Discuss your ideas with a partner.

- 2 Read the reviews and check your ideas.



## Friday Barnes, Girl Detective



*Friday Barnes, Girl Detective* is about 11-year-old Friday Barnes. Her parents are always busy, **so** she spends her time reading. She reads lots of detective stories. Then some thieves steal some jewellery and, guess what, Friday is able to help her detective uncle catch them. **When** she gets a reward of \$50,000, she spends the money on going to a really good boarding school. The head teacher doesn't like Friday **because** she is different from the other students. Friday is clever, too, and she solves mysteries at the school with her friend Melanie.

I loved the book. I wanted to read it to the end **as** it's very exciting. This is the first Friday Barnes book, and I'm definitely going to read more.

Annika

## Charlie and the Chocolate Factory

**Charlie Bucket** lives in a small house with his family. They're very poor. One day, Charlie finds some money on the street and he decides to buy a Wonka chocolate bar with it.

**When** he opens the chocolate bar, Charlie finds a golden ticket inside. It's his lucky day! It's a ticket to visit Willy Wonka's famous Chocolate Factory. Charlie is very excited. Grandpa Joe is excited, too, **because** he can go on the visit with Charlie. **As** there are five golden tickets, four other children visit the factory as well. They all meet Willy Wonka and go around the factory. Lots of strange things happen! Only Charlie is left at the end, **so** he's the winner! What's the prize?

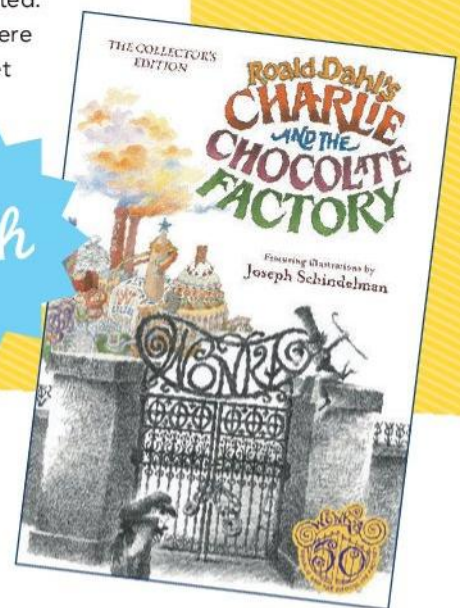
Why not read the book and find out?

This book is very funny. I really liked it. It's so popular and there are two films of the book and a musical!



133

Josh



- 3 Read the reviews again and answer the questions.

- 1 How old is Friday?
- 2 Why does she read a lot?
- 3 What does she like reading?
- 4 What does she do with the \$50,000?
- 5 What do Friday and her friend Melanie do at the school?
- 6 What does Annika think of the book?
- 7 Where does Charlie get the money for the chocolate bar?
- 8 Who is Willy Wonka?
- 9 Who goes with Charlie to the factory?
- 10 How many golden tickets are there?
- 11 Who wins the prize at the end?
- 12 What does Josh think of the book?



### TALKING POINTS

Which of the two books would you like to read? Why?

1 Look at the reviews again. We use the **words** to connect ideas in sentences.

**EP** Match the beginnings and endings of the sentences.

- |  |  |
|--|--|
| 1 The Head Teacher doesn't like Friday     | a <b>as</b> it's very exciting.                            |
| 2 I wanted to read it to the end           | b <b>so</b> he was the winner.                             |
| 3 <b>When</b> he opened the chocolate bar, | c <b>because</b> she is different from the other students. |
| 4 Charlie was left at the end,             | d Charlie found a golden ticket inside.                    |

2 Find four more sentences with *as, so, because* and *when* in the reviews on page 108.

3 Complete the review of the play with the **words** from Exercise 1.

# Romeo AND Juliet


by William Shakespeare

*Romeo and Juliet* is a really sad story about two young people. Their families don't want them to marry <sup>1</sup> \_\_\_\_\_ the families hate each other. However, Romeo and Juliet are in love and they get married. They know their families will be very angry, <sup>2</sup> \_\_\_\_\_ they don't tell them. Juliet's family don't know she's married and they find a husband for her. But she can't marry this man <sup>3</sup> \_\_\_\_\_ she's already married to Romeo. Juliet is very unhappy.

She drinks something to make her sleep, so her family will think she's dead. Then she goes to sleep. Romeo finds Juliet first and thinks she's dead, so he kills himself. But Juliet isn't dead! <sup>4</sup> \_\_\_\_\_ she wakes up, she sees Romeo is dead and kills herself. And that's the end!


I saw the play at the City Theatre. The actors were all great and I cried at the end. I loved it. Go and see it.

## LISTENING

 **1** Listen to part of the radio programme: *Good Morning Mike*. Phoebe phones in to review a film.

What's the name of the film Phoebe is talking about?



 **2** Listen to the review again. Are the sentences right (✓) or wrong (x).

- Phoebe lives in London.
- The guitar player gets a job in a school.
- Everyone in the The School of Rock band is a teacher.
- The School of Rock get first prize in Battle of the Bands.
- Phoebe watched the DVD of the film last week.
- Phoebe thinks the film is very good.

## WRITING

### PREPARE TO WRITE

#### A review

**GET READY** Read the three reviews on pages 108 and 109 again.

Which parts of the reviews *tell the story* of the book and which parts are the writers' *opinions*?

What tense do we use for writing a review?

**PLAN** Think about a film, play or book that you like. Make notes about:

- the story of the film, play or book.
- your opinion.

Organise your ideas into two paragraphs.

- Paragraph 1: the story of the film
- Paragraph 2: your opinion.

**WRITE** Write your review of a film, a play or a book in about 50 words. Use the correct tenses and connect your ideas with *as, because, so* and *when*.

**IMPROVE** In pairs, read your review and your partner's. Check for mistakes.

Rewrite your review and give it to your teacher for a class magazine.

# CULTURE

## BRITISH TV AROUND THE WORLD

1 In pairs, discuss the questions with your partner.

- 1 Can you name any British TV programmes?
- 2 Do you prefer watching cooking shows, nature programmes or dramas?
- 3 How often do you watch TV in English?

2 Read and match the photos (A–C) to the texts. Who do you think is the most similar to you?

3 Match the headings to the texts.

Talent shows   Nature shows   Cooking shows

4 Read the texts again and answer the questions.

- 1 What does Brad like doing?
- 2 What is Ryan's favourite show? Why?
- 3 When do Eve and her family watch nature programmes?
- 4 Why does Eve's brother like *The Blue Planet*?
- 5 What programme do Karen's parents always watch?
- 6 What music programme does Karen like? Why?

5 Complete the sentences with the highlighted words in the text.

- 1 I love sea animals. I love swimming too and I'm taking a \_\_\_\_\_ course, so I can go diving on holiday with my family this summer.
- 2 When I go on nature walks with my family, we like taking photos of birds and animals in their \_\_\_\_\_.
- 3 I'm always at home to watch my favourite TV programme on Monday evening at seven o'clock. I never \_\_\_\_\_ it!
- 4 We all need to help our \_\_\_\_\_ and keep it clean.
- 5 On talent shows people can sing, dance and do magic or \_\_\_\_\_.



### TALKING POINTS

Do you know the programmes Ryan, Eve and Karen are talking about?  
Do you watch them?  
Which ones don't you like? Why?

### FACTFILE

### British TV

British TV programmes are popular around the world.

According to the BBC, there is an increase in people watching British TV in different countries. People watch programmes from their own countries too, but thanks to internet and cable TV, it's easier than ever to watch international programmes.

British **talent shows**, **cooking shows**, **nature programmes** and **dramas** are all popular with international viewers.

## THAT'S



## ENTERTAINMENT!

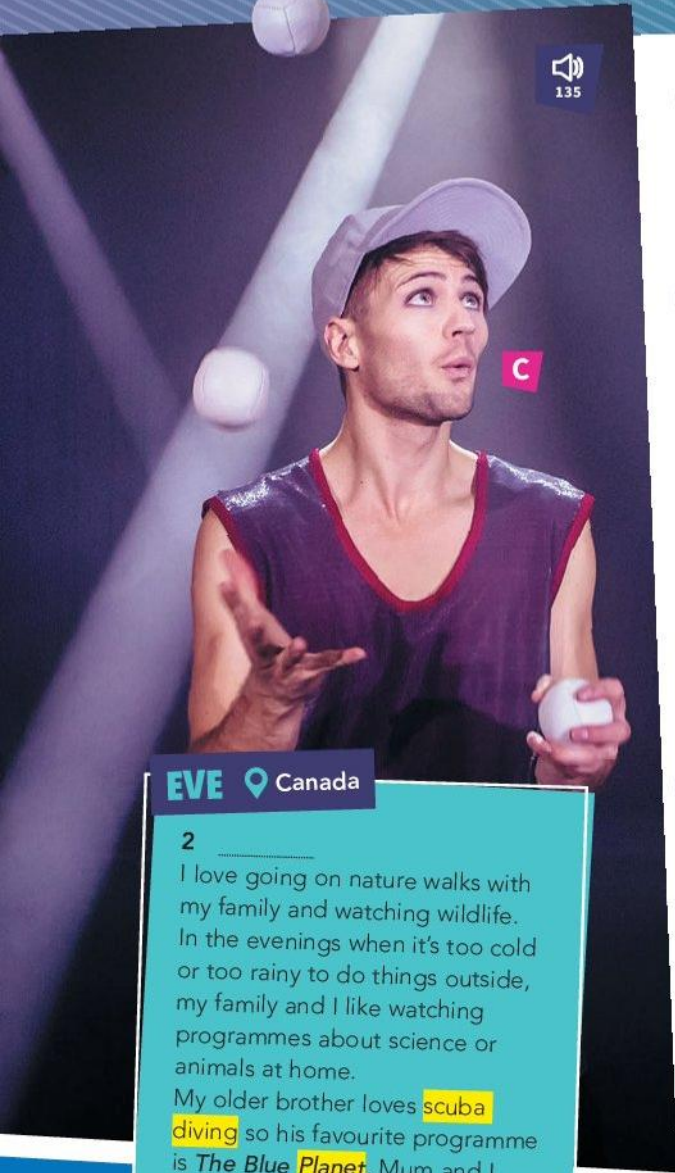
Watching television is a popular free-time activity for many people around the world. Find out more about what young people are watching – and why.



### RYAN New Zealand

- 1 \_\_\_\_\_  
My parents' friend Brad has a small restaurant in Auckland and he loves cooking. I sometimes go to visit him with my parents at weekends. When we go to his house, we walk around town during the day. Then, we love watching shows and competitions about cooking in the evening. Brad's favourite show is *MasterChef* because it gives him ideas for his restaurant. I prefer *The Great British Bake Off* because I love cooking and eating cakes and sweets!

B



135

**EVE** 📍 Canada

2

I love going on nature walks with my family and watching wildlife. In the evenings when it's too cold or too rainy to do things outside, my family and I like watching programmes about science or animals at home. My older brother loves **scuba diving** so his favourite programme is *The Blue Planet*. Mum and I love watching *Elephant Diaries*. This TV show helps baby elephants return to their **natural habitat**.

**KAREN** 📍 Northern Ireland

3

I have to do my homework first before I watch TV, but one programme my parents never **miss** is *Britain's Got Talent*. They love it when there are people on the show doing gymnastics or **acrobatics**. I love music, singing and dancing. I get bored watching *Britain's Got Talent* because a lot of people on the programme do other things. I'm a good singer, so I prefer watching *The Voice* in my free time.

136

6 Listen to John talking to his friend Amber about his homework. Which show is he going to write about?

- a Horrible Histories
- b Britain's Got Talent
- c MasterChef Junior

136

7 Listen to the conversation again and choose the correct words, a or b.

- 1 John is doing homework
  - a for his German lesson
  - b for his French lesson
- 2 John likes watching \_\_\_\_\_ on TV.
  - a different programmes
  - b French programmes
- 3 Amber \_\_\_\_\_ watching cooking programmes.
  - a loves
  - b dislikes
- 4 John likes learning \_\_\_\_\_.
  - a new meals
  - b new songs
- 5 Amber \_\_\_\_\_ what *Horrible Histories* is.
  - a doesn't know
  - b knows
- 6 John loves \_\_\_\_\_.
  - a reading about nature
  - b reading about history

136

8 Listen to the conversation again and write the things John likes about the programmes.

## PROJECT

A TV programme timetable

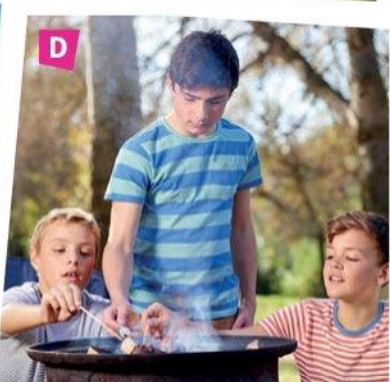
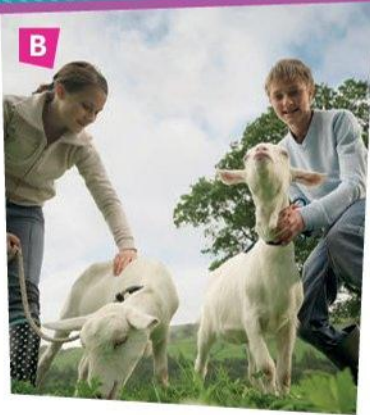
You are working at a TV station and making plans for a new channel. In small groups, plan a programme timetable for Saturday day times from 10 am to 2 pm.

- Make a list of possible programmes you think people like.
- Decide on the times of the programmes.
- Think of why the programmes are interesting and what people can learn from them.
- Fill in the table in your notebook.

Time	Programme (title/name of programme or type of programme (comedy, nature show, drama ...))	Audience (children, teenagers, adults)	Why is the programme interesting?
10 am– _____ am		It is for _____	People can learn _____

- Present your ideas to another group.
- Tell the class about your programme timetable. Decide on which programme timetable you like best.

# 19 SCHOOL CAN BE FUN!



## ABOUT YOU

What kind of school trips do you go on with your school?  
Do you enjoy them?  
What was the last school trip you went on? What did you do?

## VOCABULARY

AND

## LISTENING

### Trip activities

- 1** Look at the photos of people on school trips. What activities are they doing? Match the photos A–J to the words and phrases in the box.

canoeing    cooking on a fire  
dancing at a disco    going on a nature walk  
going round a museum  
going to an amusement park    sailing  
visiting a farm    visiting an aquarium  
watching a show



137

Listen and check. Then repeat.

**2**

In small groups, ask and answer the questions.

- Which of these activities do you do on school trips with your school?
- Which ones do you enjoy?
- Which ones would you like to try?
- Which ones would you not like to do? Why not?



138

**3** Listen to a teacher talking to a class about a school trip and answer the questions.

- Where is Tall Trees activity centre?
- Which activities in Exercise 1 do you hear?



138

**4** For each question, write the correct answer in each gap. Write one word or a number or a date or a time. Then listen again and check.

## End-of-term school trip for Year 8

Name of Activity Centre:

Tall Trees

Date we leave:

1 \_\_\_\_\_ July

Time to get to school:

2 \_\_\_\_\_ am

What to bring for the journey:

3 \_\_\_\_\_

### What to pack

✓ for water activities:

4 \_\_\_\_\_ things

✓ for nature walks:

trainers and 5 \_\_\_\_\_

**1 Match the two halves of the sentences.**

- |   |                               |
|---|-------------------------------|
| 1 Everyone <b>has to</b> be at school     | a to eat.                     |
| 2 Mr Peters <b>has to</b> check           | b smart clothes to the disco. |
| 3 You <b>have to</b> wear                 | c our uniform on the journey? |
| 4 You <b>don't have to</b> bring anything | d your names.                 |
| 5 Do we <b>have to</b> wear               | e at eight o'clock            |

**2 Now read the examples and then complete the rules with a and b.**

Everyone **has to** be at school at eight o'clock.  
 You don't **have to** bring anything to eat.

- 1 **have to** means \_\_\_\_\_  
 2 **don't have to** means \_\_\_\_\_
- a no obligation: you have a choice and you can do this if you want.  
 b obligation: You have no choice. You can't say 'no'!

**3 Complete the table with the correct form of *have to*.**

Obligation	No obligation	Question form
I/you/we/they _____ go	I/you/we/they _____ go	_____ I/you/we/they _____
He/she/it _____ go	He/she/it _____ go	go?
		_____ he/she/it _____ go?

**GRAMMAR REFERENCE AND PRACTICE PAGE 156**

**4 Listen to Leo asking about the school trip. Tick (✓) the things he has to do.**

- |                         |                          |
|-------------------------|--------------------------|
| get up early every day  | <input type="checkbox"/> |
| go sailing              | <input type="checkbox"/> |
| go swimming             | <input type="checkbox"/> |
| go to the disco         | <input type="checkbox"/> |
| leave his phone at home | <input type="checkbox"/> |
| share a bedroom         | <input type="checkbox"/> |
| help with the cleaning  | <input type="checkbox"/> |
| do any school work      | <input type="checkbox"/> |

**5 Make pairs of sentences about Leo using *have to/doesn't have to* and *can/can't*.**

*He has to get up early. He can't stay in bed late.*

**6 Correct the mistakes in the sentences.**

- 1 You don't bring anything – it's not necessary.  
 2 Please, you need come! It's going to be a great concert.  
 3 We haven't to pay for the skate park.  
 4 You pay nothing for the disco. It's free!  
 5 We have get up early to go sailing.  
 6 You has to pack warm clothes for the school trip.

**PRONUNCIATION** *have to / has to*

**7 Listen and repeat.**

- I have to go shopping.
- He has to do his homework.
- Do you have to go now?
- Does he have to pay today?
- We have to write a story.
- She has to win this match.

**8 In pairs, ask and answer about what you have to do/don't have to/can/can't do this weekend. Use these ideas or your own.**

- visit anyone?
- do any homework?
- get up early/ late?
- go shopping?
- do any cleaning?
- go to bed early / late?

Do you have to visit anyone this weekend?

No, I can stay at home if I want to.

- 1 Read the first paragraph of the article. Do you think the flipped classroom sounds like a good idea? Why / why not?



# THE FLIPPED CLASSROOM

## What's it all about?

In a normal classroom, the teacher stands at the front of the room and gives a lesson and the students listen and take notes. Then they go home and do their homework. In a flipped classroom, everything is the other way around. Students study at home from a textbook or online videos, and then discuss the topic and do 'homework' exercises or projects in class. Lots of schools are trying it, but is it a good idea? We spoke to a teacher and two students to find out more.

### Penny – teacher

The flipped classroom is hard work for the teacher, especially at the beginning. You have to make videos of every topic in the textbook for the students to watch on their computers at home. That takes a really long time! But it means I can spend time in class helping students one-to-one. I love that – I wasn't able to do it before.

### Caitlin – student

I love coming into the classroom ready to talk about the topic and feeling I understand it. In a normal class, I often feel nervous, because if I don't understand, I have to ask the teacher to stop the lesson and explain. But with a video, I can watch it as many times as I like until I understand it. It's great!

### Dylan – student

We tried the flipped classroom for one term in maths, but there were a few problems. Some students didn't watch the videos before the lesson, so they couldn't do the exercises in class. Also, when the teacher was going round helping people, we found it really easy to stop working and just chat. We did a test at the end of the term and we all got terrible marks. I usually pass every test, but I failed that one.

- 2 Read the article and answer the questions. Write *P* (Penny), *C* (Caitlin) or *D* (Dylan).

Who said this about the flipped classroom?


- 1 I If I need to, I can repeat parts of the lesson.
- 2 I like being able to explain things during the lesson.
- 3 Lots of us spent too much time talking to each other.
- 4 There were people who did not prepare for the classes.
- 5 I don't have to be scared about what's going to happen in the lesson.
- 6 Getting everything ready wasn't easy.

- 3 In pairs, discuss the questions.

- 1 What do you think are the best/worst things about flipped classrooms?
- 2 Would you like to try it? For which subjects?



### TALKING POINTS

 14 Watch the video about a school called Redroofs. Then ask and answer the questions with a partner.

What do you like about your school?

Is your school bigger or smaller than Redroofs?

How many children are in your year?

What subjects do you study?

What are your teachers like?

## VOCABULARY

### School collocations

- 1** Match the verbs to the nouns to make phrases. Use the article on page 114 to help you. Some verbs go with than one noun.

EP

do	an exercise
fail	a project
get	homework
give	a lesson
pass	marks
study from	notes
take	a textbook
	a test

- 2** Choose the correct words to complete the sentences.

- I took lots of *notes* / *projects* in my last lesson.
- I really hope I *pass* / *fail* this test!
- Some people like studying from *textbooks* / *projects* and other people prefer videos.
- The maths teacher gave us six *exercises* / *homework* to do at home.
- What *mark* / *test* did you get in your science exam?
- I'm doing a history *project* / *homework* at the moment, about the Romans.

- 3** In pairs, compare your school with the one in the article. Use the phrases in Exercise 1.

They study from the textbook at home, but we use ours in class.



## LISTENING

- 1** Maya goes to a boarding school. She sleeps there and only goes home for holidays. Listen to her describing her school. Number the photos in the order you hear about them.



- 2** Listen again. Complete the article Maya wrote about her school with the missing words.

I go to a boarding school called Hartland School. It has about <sup>1</sup>\_\_\_\_\_ students.

I have to share a bedroom with <sup>2</sup>\_\_\_\_\_ other girls. We can put <sup>3</sup>\_\_\_\_\_ of our family on the walls.

There's a library where we do our homework. We start studying at <sup>4</sup>\_\_\_\_\_ every evening.

We work really hard at my school. We even have lessons on <sup>5</sup>\_\_\_\_\_ mornings!

After homework, we can go to the <sup>6</sup>\_\_\_\_\_ room to have some fun.

We have meals in a big <sup>7</sup>\_\_\_\_\_ and we have to help with the <sup>8</sup>\_\_\_\_\_ afterwards.

We have to do sports at my school. Next term, we're going to do <sup>9</sup>\_\_\_\_\_.

## SPEAKING

- 1** Make a presentation about your perfect school. Work with a partner. Plan what you want to say. Think about:
- a name for your school
  - the size of your school
  - places in your school
  - what students can/can't do
  - what students have to / don't have to do
  - what the teachers are like
  - what subjects you study
- 2** Present your ideas to another pair. Which school sounds most fun to go to?

# 20 FAMILIES

## VOCABULARY AND LISTENING

### Family

**1** Complete the table with the words in the box and the family words from About you.

EP

aunt    cousin    grandchild  
 granddaughter    grandfather  
 grandmother    grandparent    grandson  
 nephew    niece    uncle

Male	Female	Male or female

**143** Listen and check. Then repeat.

**144** Listen to Kate describing her family. Complete her family tree with the names in the box.

Iris    Jana    Kasia    Liz    Rory  
 Sue    Wiktor

### ABOUT YOU

In pairs, tell your partner three things about your family. Use some of these words:

brother/sister    child/children    daughter/son  
 father/mother    husband/wife

**144** Listen again and match the people in the photos to their names in the family tree.

**4** Make eight sentences about Kate's family tree. In pairs, compare your sentences with your partner's. Are any of your sentences the same?

Tony is Jessie's grandfather.

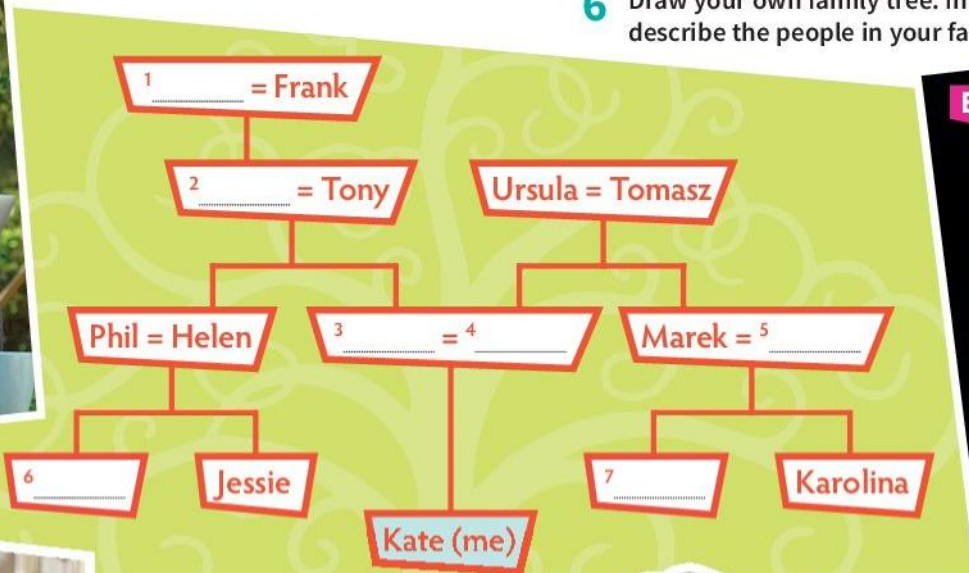
Marek is Jana and Karolina's dad.

**5** Look at the photos. Describe the people using some of the words in the box.

EP

beautiful    blonde    dark    fair  
 good-looking    old    pretty    short  
 slim    tall    young

**6** Draw your own family tree. In small groups, describe the people in your family.



## GRAMMAR

### Adverbs of manner

- 1 Look at the sentences from the listening and think about the words in purple. These are adverbs of manner.

I know a bit of Polish but when people speak **fast**, I can't understand them!

Jana plays the piano really **well**.

She wins **easily** every time we play!

Her family worked **hard** and sent her to England to study music.

I have to hold them **carefully** because they're very old.

Choose the correct words to complete the rules.

- Adverbs of manner describe *how* / *when* we do things.
- We make *many* / *all* adverbs of manner by adding *-ly* to an adjective.

### GRAMMAR REFERENCE AND PRACTICE PAGE 157

- 2 Look at the sentences in Exercise 1. Find three adverbs that don't end in *-ly*. Write their adjectives.

- 3 Look at the spelling rules below and then write the adverbs for the adjectives in the box.

bad	easy	loud	noisy	quick
quiet	wonderful			

Adjective	Adverb
slow	slowly (add <i>-ly</i> )
happy	happily (change <i>y</i> to <i>i</i> )
careful	carefully (double the <i>l</i> )

- 4 Complete the questions with adverbs from Exercises 1 and 3. Then in pairs, ask and answer the questions.

- Do you do your homework \_\_\_\_\_?
- Can you run \_\_\_\_\_?
- Can you sing \_\_\_\_\_?
- Do you speak \_\_\_\_\_ on the bus?
- Do you play music \_\_\_\_\_ in your bedroom?
- Can you make friends \_\_\_\_\_?

- 5 Correct the mistakes in the sentences.

- I liked the competition because both teams played very good.
- I thought that film was really badly!
- You should think about that very careful.
- My friend ran really fastly in the race.
- You can find easily my house.



## PRONUNCIATION | The letter i

- 6 Work with a partner. Look at the underlined letters. What sound does *i* make in the words? Put them into the correct column in the table.

ch <u>i</u> ld	ch <u>i</u> ldren	f <u>i</u> nd
int <u>er</u> est <u>i</u> ng	k <u>i</u> nd	qu <u>i</u> ckly
qu <u>i</u> te	s <u>i</u> ng	s <u>i</u> ster
w <u>i</u> fe	s <u>i</u> lm	

/ɪ/ m <u>i</u> lk	/aɪ/ n <u>i</u> ght



Listen and check. Then repeat.

- 7 Complete the advice with the words in the box. Change the adjective into an adverb where necessary.

careful	correct	difficult	happy
important	interesting		

## How to find out about your family history

- Every family has lots of \_\_\_\_\_ stories in its past.
- It's not too \_\_\_\_\_ to find out about your family history.
- Ask older family members about their parents and grandparents. They will talk \_\_\_\_\_ for hours about this.
- Listen \_\_\_\_\_ and write down what they tell you.
- The most \_\_\_\_\_ thing you need to find out is when and where people were born.
- Write everything down \_\_\_\_\_ because you don't want mistakes in your family tree.

- 8 Complete the table about your family. Under *Interesting information*, put an adjective (e.g. *clever*) and a verb plus adverb (e.g. *sings badly*). Then in small groups, talk about the people in your table.

Family member	Interesting information
Mum	clever sings badly

- 1 Look at the photo and describe it. What do you think it's like living in a big family? Write three ideas. Read the article quickly to see if your ideas are included.

# What's it like to grow up in a big family?

by Ella Blackstone

I am the oldest of eight children. To me, my family is completely normal, but other people find it amazing. So, for everyone who's interested, here's what it's like to grow up in a big family!

Remembering the names, ages and birthdays of all your family members is **really** difficult. My parents often call my brothers and sisters by the wrong names. This is **probably** why our pets never had names.

Some of my friends get money for doing jobs around the house, but we **certainly** don't. In our house, the dishwasher is on **nearly** all the time, there are always clothes to wash

or put away, and the tidying up never ends. We all have to help, even the little ones.

Every shelf in our house is full of prizes, for basketball, tennis, cricket and rugby. We are all really competitive. The clever ones want to be the cleverest, the pretty ones the prettiest, and the funny ones the funniest.

Being slow is not a good thing in a big family. You have to move quickly to get into the shower or to get the best seat in the minibus (big families don't have cars). And you have to eat fast, especially if there's cake in the house! Yesterday, I saw my 7-year-old sister in my old dress. She probably got it from my 15-year old sister, who gets most of my things. We have to share bedrooms, toys, and even our parents' time. Sharing is not always easy, but we are **quite** good at it, luckily.

**Life in a big family has its ups and downs, but I love it.**

146



- 2 Read the article again. Are the sentences right (✓) or wrong (x)?

- 1 Ella has seven younger brothers and sisters.
- 2 Her family enjoyed choosing names for their pets.
- 3 Ella and her brothers and sisters earn money from helping around the house.
- 4 The younger members of Ella's family also have to do jobs.
- 5 The children in Ella's family do well at sport.
- 6 Ella says being fast is useful in a big family.
- 7 She says she gave an old dress to her seven-year-old sister.
- 8 Her family hate sharing everything with each other.

In pairs, compare your answers.

**TALKING POINTS**

Do you come from a big family?

YES

NO

How is your family the same/different to the one in the article?

Would you like to be part of a big family? Why/Why not?

## VOCABULARY

### Adverbs of degree

1 Look at the **adverbs** in the article and match them to the meanings.

EP

- 1 Which one means 'very much'?
- 2 Which one means 'very close to'?
- 3 Which one means 'not completely'?
- 4 Which one means '100% true'?
- 5 Which one means 'maybe'?

2 Complete each sentence with a different adverb from Exercise 1.

- 1 Sally's my best friend. I \_\_\_\_\_ like her.
- 2 In my family, we all eat dinner together \_\_\_\_\_ every night.
- 3 I'm not sure about this colour. It's \_\_\_\_\_ nice, I suppose.
- 4 I don't know if Grace is coming to the party, but Tim \_\_\_\_\_ is. I know that for sure.
- 5 'What's the time?' 'I'm not sure but it's \_\_\_\_\_ about 2 o'clock.'

3 Work in pairs. Write three true and three false sentences about your family using the adverbs in Exercise 1. Take turns to read your sentences and guess which are true and which are false.

*My brother's really tall. My mum's probably driving at the moment.*

## LISTENING

1 Listen to three young people talking about who they live with. Match the speakers to the pictures of families A–C.



2 Listen again. Who do you think is talking? Write Sammy, Sally or Harry next to the sentences.

- 1 I live with one of my grandparents.
- 2 I have to travel quite a long way to see my dad.
- 3 My sister is getting married soon.
- 4 I don't spend a lot of time with my cousins.
- 5 My brother and I sleep in the same room.
- 6 There are two families in my home.

## WRITING

### PREPARE TO WRITE

#### A description of your family

GET READY Read Sally's description of her family. What kinds of words are missing from the gaps: grammar words or vocabulary words?

Complete the description. Write ONE word for each gap.

Example: <sup>0</sup> my



PLAN Make notes about your family.

WRITE Write a description of your family in 70 words or more.

IMPROVE In pairs, read your description and your partner's. Check for mistakes. Give your partner two ideas to make their description better. Use your partner's advice to rewrite your description.

# LIFE SKILLS EMOTIONAL SKILLS

## BEING A GOOD FRIEND



### LIFE SKILLS

Being a good friend

A good friend

- understands your feelings
- says sorry when they are wrong
- understands you and knows when you have a problem

#### 1 Read the sentences and answer the questions.

It is better to have a few good friends than a lot of friends.

To know how someone else feels, put yourself in their shoes.

- 1 What do you think the sentences mean?
- 2 Do you agree with the sentences? Why? / Why not?
- 3 Which sentence do you prefer? Why?

#### 2 Choose two qualities that you think are important in good friends. In pairs, compare your ideas.

They listen carefully

They make me feel good

They are there for me when I have problem

They help me do my best

They give me their opinion

They trust me

#### 3 Read the text quickly. Match sections 1–3 to photos A–C. Are you a good friend?

A



1

Friends are an important part of our lives. It's sometimes difficult to make friends and it's not always easy to keep them. To have close friends, it's essential to be a good friend. The big question is what can you do to be a good friend and keep your friends?

B



#### 4 Complete the sentences with highlighted words from the text.

- 1 It's \_\_\_\_\_ to be a good friend to have friends.
- 2 It's not always easy to make and keep \_\_\_\_\_ friends.
- 3 Maybe your friend is worried about a bad \_\_\_\_\_ in an exam.
- 4 Good friends give \_\_\_\_\_ and they tell you the best thing to do in a difficult situation.
- 5 It is sometimes important to be \_\_\_\_\_ so you can know yourself.
- 6 Remember that the longest \_\_\_\_\_ you have is with yourself.



2

Good friends usually share interests and like doing the same things. They have fun together but they help each other in difficult times, too. For example, when someone gets a bad **mark** in an exam, does not get on the football team or feels sad or alone, a good friend tries to understand the situation and offers help.

Your friend is sad and you don't know what to do. Maybe you can call them, visit them or make them a card. When a friend is worried about an exam, you can help them study. If your friend doesn't get on the football team, you can practise together after school.

Remember, a good friend listens carefully and gives **advice** when possible. So, listening to people and putting yourself in their shoes helps make, and keep, friends.

3

It's important to have friends to help you, but it's also necessary to know how to be **alone** and to be sure of yourself. Don't forget, the longest **friendship** in your life is with yourself!



5 Listen to Karl talking to Martha. What does Martha do?

- a She tells Karl her problems.
- b She listens to Karl and tries to help him.
- c She calls Alex.



6 Listen again and answer the questions.

- 1 How do you know where Karl and Martha are?
- 2 Why is Karl feeling sad?
- 3 What did Karl do immediately after the argument?
- 4 According to Martha, what do good friends do?
- 5 Does Martha think Karl should call Alex that day?
- 6 When does Martha tell Karl to send a message?



### TALKING POINTS

Who do you talk to when you need help and support? A friend? A family member? A teacher?



7 Now listen again and match the two halves of the sentences.



### USEFUL LANGUAGE

- |                          |                        |
|--------------------------|------------------------|
| 1 Why don't you ...      | a wait until tomorrow. |
| 2 I think you should ... | b worry.               |
| 3 You shouldn't ...      | c to wait.             |
| 4 It's a good idea ...   | d send him a message?  |

## PROJECT

A helpful poster

In small groups, choose problem A or B below. Talk together and think of some advice and write ideas in your notebook. Use expressions from Exercise 7.

- Draw a picture of the situation you chose.
- Make a poster with your advice and a picture.
- Present your poster to another group or to the class.

**A** I have no idea what to do. My best friend always says bad things about our friend Jack when he isn't with us. What should I do?

**B** My friend Anna is very sad these days. She spends her weekends alone and doesn't want to go out. I'm worried about her. How can I help her?

C



# REVIEW 5 UNITS 17–20

## VOCABULARY

### 1 Write a word to link each group of words.

Complete the words for the groups.

0 aunt cousin nephew niece  
f a m i l y

1 study pass fail teach  
s \_\_\_\_\_ o \_\_\_\_\_

2 dance music friends fun  
d \_\_\_\_\_ o \_\_\_\_\_

3 headline photographs  
articles advertisement  
m \_\_\_\_\_ z i \_\_\_\_\_ e

4 channel remote control  
the news programme  
t \_\_\_\_\_ e i \_\_\_\_\_ n

5 winner performer prize  
talent show  
c \_\_\_\_\_ p \_\_\_\_\_ n

### 2 Put the words in order to make questions. Then complete the answers with adverbs.

1 can / dance / well / you / ?  
No, I dance \_\_\_\_\_.

2 easily / you / new / do / things / learn / ?  
No, I have to work very \_\_\_\_\_.

3 always / you / school / speak / do / at / quietly / ?  
No, sometimes I speak \_\_\_\_\_.

### 3 Complete the sentences with the words in the box.

album cartoons fan  
reviews star the final

- The film got good \_\_\_\_\_ in the newspapers.
- I love Ed Sheeran's first \_\_\_\_\_. His music's really good.
- My little brother watches \_\_\_\_\_ on TV when he gets home from school.
- It's \_\_\_\_\_ of the talent show tonight. Then we'll know the name of the winner!
- My favourite film \_\_\_\_\_ is Jennifer Lawrence.
- I'm a big \_\_\_\_\_ of rock music. I love it!

## GRAMMAR

### 1 Read the rules about entering the talent show. Complete Emma's email to Lauren with the words and phrases in the box.

can can't don't have to have to x3

## TALENT SHOW

### Rules for entering

**AGE:** 14 or over

**GROUPS:** possible but only up to five people

**PRICE TO ENTER:** £10 per person

Just fill in the form on our website!

Pay by 31 July.

To: Lauren  
From: Emma  
Date: 2 May

Reply Forward

I've got some information about the talent show. You <sup>1</sup> \_\_\_\_\_ be 14 or over to enter. We <sup>2</sup> \_\_\_\_\_ enter as a group, but the group <sup>3</sup> \_\_\_\_\_ have more than five people in it. If we want to enter, we <sup>4</sup> \_\_\_\_\_ pay £10 each, and we <sup>5</sup> \_\_\_\_\_ fill in a form on the website. We <sup>6</sup> \_\_\_\_\_ pay yet; we can wait until the end of July. What do you think? Shall we do it?

### 2 Choose the correct words to complete the sentences.

- He drives very *good / well*.
- The weather there was very *good / well*.
- Shall / Can* you come to my house at 7 pm?

### Correct the mistakes in the sentences.

- Why not to see a film?
- You don't bring anything except your clothes and your money.
- Why not trying phoning her later.
- Lets choose some more photographs for the magazine.

## LISTENING

- 1 Listen to a boy called Owen talking about a picture of his family. Listen and write the correct letter beside each name.

Nora	_____	Colin	_____
Abby	_____	Lily	_____
Rob	_____	Liam	_____
Grace	_____	Max	_____
Ryan	_____		



Which person is Owen?

## READING

- 1 For each question, write the correct answer in each gap. Write ONE word in each gap.

Dear Daisy

I'm <sup>0</sup> having a great time on my school trip here in Spain. I've made <sup>1</sup> \_\_\_\_\_ new friend. She's staying in <sup>2</sup> \_\_\_\_\_ same activity centre as me. <sup>3</sup> \_\_\_\_\_ name is Natalya and she comes <sup>4</sup> \_\_\_\_\_ Russia. She's a year older <sup>5</sup> \_\_\_\_\_ me.

Yesterday morning, we went to visit a museum. There were lots <sup>6</sup> \_\_\_\_\_ very interesting things there.

See you soon.

THE POST OFFICE

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SPEAKING

- 1 Put the words in order to make questions.

- kind / programmes / TV / like / you / do / what / of / ?
- magazines / like / do / which / reading / you / ?
- activities / do / after / what / you / do / school / ?
- which / home / live / members / at / you / family / with / ?

In pairs, ask and answer the questions. Take turns to speak.

- 2 Here are some pictures of different school trip activities. Do you like these activities? Say why or why not. Talk about the activities with your partner.



- 3 In pairs, ask and answer these questions. Take turns to speak.

Do you think ...

- going to museums is boring?
- visiting theme parks is expensive?
- going camping is fun?
- visiting a castle is interesting?
- going on a nature walk is exciting?

Which school trip activities do you like best?

- 4 In pairs, talk about school trips. Take turns to speak.

Which is more fun, learning in a classroom or learning on a school trip?

What school trips would you like to do in the future?



# EXTRA ACTIVITIES

## UNIT 10 VOCABULARY AND READING, PAGE 62

2

### Quiz result

#### More Yes than No answers.

You are careful with your money and want to buy things for a good price. You usually think and look before you buy.

#### More No than Yes answers.

You love clothes and shopping, and you like spending money. You don't always think before you buy and you spend a bit too much sometimes.

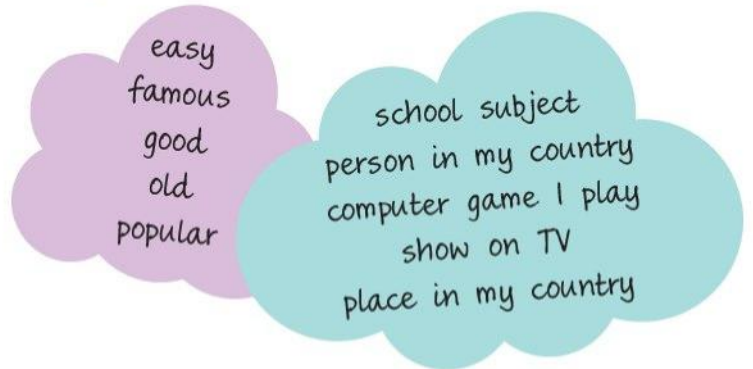
## UNIT 10 PREPARE TO WRITE, PAGE 65

Well, I found a great jacket on the internet. It was black and it had a really cool design on the back. You can't pay in cash of course, so my mum paid for it with her credit card. After that, we waited and waited but it didn't come. After two weeks I emailed the company, but they didn't answer. Then, six days later, it finally arrived. But the jacket was the wrong size. It was too small *and* it was blue. I returned it and asked them to send me the right one, but they emailed me to say they didn't have one in my size in black. And my mum is still waiting for them to return her money.

## UNIT 12 GRAMMAR, PAGE 73

7 Write true sentences with superlatives. Use the ideas below or your own ideas.

*The most famous person in my country is the president.*



Compare your answers with a partner.

## UNIT 18 GRAMMAR, PAGE 107

7 In small groups, plan a class magazine.

Think about the questions.

What would you like:

- your class magazine to be called?
- to include in your class magazine?

Do you want it to be a paper magazine or an online one?

Is the magazine going to be weekly, monthly, termly or yearly?

### Step 1

Suggest as many ideas as you can in your group for your class magazine.

Let's ...

Why don't we ... ?

Shall we ... ?

Why not ... ?

### Step 2

Choose the five best ideas to share with the class. Tell the class.

### Step 3

As a class, discuss and choose the best three ideas.

**UNIT 11****SPEAKING, PAGE 71**

3 Student A will ask you for information about dishes A-C. Answer his or her questions.

Then ask Student A questions about items D-F on page 71. Use the following questions to help you.

What are the ingredients in ...?

Does ... contain meat?

What is ...?

How much is a bowl of ...?

Where is ... from?

Then choose the dish you want to buy.

**A**

### American barbecue

Large burger £5.00

Ingredients: Meat, bun



Burger with cheese £5.50

Barbecue sauce 50p

Ingredients: Meat, cheese, bun

**B**

Aloo tikki 50p each

Ingredients: potatoes, peas, chilli, onions

**C**

Shish kebab £4.00

Ingredients: Chicken or lamb, onions, spices





# EXTRA ACTIVITIES

## UNIT 11

### SPEAKING, PAGE 71

- 3 Student A, ask Student B questions about items A–C on page 71. Then choose the dish you want to buy. Use the following questions to help you.

What are the ingredients in ...?

Does ... contain meat?

What is ...?

How much is a bowl of ...?

Where is ... from?

Student B will ask for information about these dishes. Answer his or her questions.

D

### Yakisoba

Fried noodles with vegetables,  
meat and onions

small bowl ¥2.00

large bowl ¥3.00

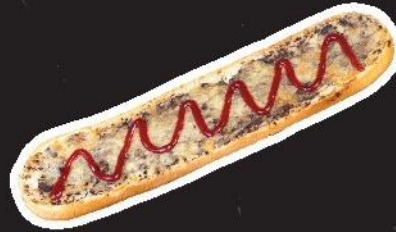


E

### Zapiekanka

Bread with mushrooms  
and cheese ¥1.50

or grilled meat served  
with fried onions ¥3.20



F

### Ponchiki – 50p each

Lovely sweet doughnuts!





# VOCABULARY LIST

## UNIT 1

### SPORTS

- do athletics /du: æθ'letɪks/ *verb phrase*
- do gymnastics /du: dʒɪm'næstɪks/ *verb phrase*
- go cycling /gəʊ 'saɪklɪŋ/ *verb phrase*
- go sailing /gəʊ 'seɪlɪŋ/ *verb phrase*
- go skating /gəʊ 'skeɪtɪŋ/ *verb phrase*
- go snowboarding /gəʊ 'snəʊbɔ:dɪŋ/ *verb phrase*
- go surfing /gəʊ 'sɜ:fɪŋ/ *verb phrase*
- play badminton /pleɪ 'bædmɪntən/ *verb phrase*
- play baseball /pleɪ 'beɪsbɔ:l/ *verb phrase*
- play hockey /pleɪ 'hɒki/ *verb phrase*
- play rugby /pleɪ 'rʌɡbi/ *verb phrase*
- play table tennis /pleɪ 'teɪbl tenɪs/ *verb phrase*
- play volleyball /pleɪ 'vɒlibɔ:l/ *verb phrase*

### SPORTS EQUIPMENT

- ball /bɔ:l/ *noun*
- bat /bæt/ *noun*
- board /bɔ:d/ *noun*
- racket /'ræktɪ/ *noun*
- stick /stɪk/ *noun*

## UNIT 2

### DAILY ROUTINES

- brush your hair /brʌʃ jɔ:r heər/ *verb phrase*
- check your messages /tʃek jɔ:r 'mesɪdʒɪs/ *verb phrase*
- clean your teeth /kli:n jɔ:r ti:θ/ *verb phrase*
- get dressed /get drest/ *verb phrase*
- have breakfast /hæv 'brekfəst/ *verb phrase*
- leave the house /li:v ði: haʊs/ *verb phrase*
- prepare your school bag /prɪ'peər jɔ:r sku:l bæɡ/ *verb phrase*
- put on your shoes /pʊt ɒn jɔ:r ʃu:z/ *verb phrase*
- tidy your room /'taɪdi jɔ:r ru:m/ *verb phrase*
- wake up /weɪk ʌp/ *phrasal verb*

### FOOD

- avocado /ævə'kɑ:dəʊ/ *noun*
- bread /bred/ *noun*
- cabbage /'kæbɪdʒ/ *noun*
- cereal /'sɪəriəl/ *noun*
- cheese /tʃi:z/ *noun*
- cucumber /'kju:kʌmbər/ *noun*
- fish /fɪʃ/ *noun*
- fruit /fru:t/ *noun*
- honey /'hʌni/ *noun*
- hot chocolate /hɒt 'tʃɒkələt/ *noun*
- jam /dʒæm/ *noun*
- mango /'mæŋɡəʊ/ *noun*
- pasta /'pæstə/ *noun*
- rice /raɪs/ *noun*
- toast /təʊst/ *noun*
- vegetables /'vedʒtəbəlz/ *noun*
- yoghurt /'jɒɡət/ *noun*

## UNIT 3

### MUSIC

classical music /'klæsɪkəl 'mju:zɪk/ *noun*

drums /dʒʌmz/ *noun*

electric guitar /ɪ'lektɪk ɡɪ'tɑ:r/ *noun*

hip-hop /'hɪphɒp/ *noun*

jazz /dʒæz/ *noun*

keyboard /'ki:bɔ:d/ *noun*

opera /'ɒpərə/ *noun*

piano /pi'ænəʊ/ *noun*

pop /pɒp/ *noun*

rap /ræp/ *noun*

rock /rɒk/ *adjective/noun*

saxophone /'sæksəfəʊn/ *noun*

soul /səʊl/ *adjective/noun*

violin /,vaɪə'li:n/ *noun*

### MUSIC PHRASES

become a singer /bɪ'kɪŋ ə 'sɪŋər/ *verb phrase*

become famous /bɪ'kɪŋ 'feɪməs/ *verb phrase*

give a concert /ɡɪv ə 'kɒnsət/ *verb phrase*

go on tour /ɡəʊ ɒn tuər/ *verb phrase*

make a music video /rɪ'kɔ:d ə 'mju:zɪk 'vɪdɪəʊ/ *verb phrase*

play in a band /pleɪ ɪn ə bænd/ *verb phrase*

record an album /rɪ'kɔ:d ən 'ælbəm/ *verb phrase*

teach music /ti:tʃ 'mju:zɪk/ *verb phrase*

## UNIT 4

### ADJECTIVES

amazing /ə'meɪzɪŋ/ *adjective*

awesome /'ɔ:səm/ *adjective*

brilliant /'brɪliənt/ *adjective*

fantastic /fæn'tæstɪk/ *adjective*

fine /faɪn/ *adjective*

great /ɡreɪt/ *adjective*

horrible /'hɒrəbl/ *adjective*

lovely /'lʌvli/ *adjective*

OK /əʊ'keɪ/ *adjective*

perfect /'pɜ:fɪkt/ *adjective*

really good /rɪəli ɡʊd/ *adjective*

terrible /'terəbl/ *adjective*

wonderful /'wʌndəfəl/ *adjective*

### EMOTIONS

afraid /ə'freɪd/ *adjective*

angry /'æŋɡri/ *adjective*

glad /ɡlæd/ *adjective*

happy /'hæpi/ *adjective*

interested /'ɪntərəstɪd/ *adjective*

nervous /'nɜ:vəs/ *adjective*

sorry /'sɒri/ *adjective*

surprised /sə'praɪzd/ *adjective*

upset /ʌp'set/ *adjective*

worried /'wʌrɪd/ *adjective*

## UNIT 5

### HISTORICAL EVENTS

climb /klaɪm/ *verb*

cross /krɒs/ *verb*

die /daɪ/ *verb*

open /'əʊpən/ *verb*

paint /'peɪnt/ *verb*

play /pleɪ/ *verb*

publish /'pʌblɪʃ/ *verb*

receive /rɪ'si:v/ *verb*

record /rɪ'kɔ:d/ *verb*

travel /'trævəl/ *verb*

### BUILDINGS

castle /'kɑ:sl/ *noun*

cathedral /kə'thi:drəl/ *noun*

ceiling /'si:lɪŋ/ *noun*

church /tʃɜ:tʃ/ *noun*

floor /flɔ:r/ *noun*

palace /'pælɪs/ *noun*

roof /ru:f/ *noun*

square /skweə/ *noun*

stairs /steəz/ *noun*

statue /'stætʃu:/ *noun*

## UNIT 6

### JOBS

actor /'æktə/ *noun*

artist /'ɑ:tɪst/ *noun*

cook /kʊk/ *noun*

dentist /'dentɪst/ *noun*

engineer /,endʒɪ'nɪə/ *noun*

factory worker /'fæktəri wɜ:kə/ *noun*

farmer /'fɑ:mə/ *noun*

manager /'mænɪdʒə/ *noun*

mechanic /mɪ'kænɪk/ *noun*

model /'mɒdəl/ *noun*

nurse /nɜ:s/ *noun*

photographer /fə'tɒgrəfə/ *noun*

pilot /'paɪlət/ *noun*

police officer /pə'li:s 'ɒfɪsə/ *noun*

shop assistant /ʃɒp ə'sɪstənt/ *noun*

sports coach /spɔ:ts kəʊtʃ/ *noun*

### WORK

boss /bɒs/ *noun*

busy /'bɪzi/ *adjective*

customers /'kʌstəməz/ *noun*

earn /ɜ:n/ *verb*

office /'ɒfɪs/ *noun*

staff /stɑ:f/ *noun*

## UNIT 7

### HOLIDAY ACTIVITIES

- buy presents /baɪ 'prezənts/ *verb phrase*
- do water sports /du 'wɔ:tə ,spɔ:ts/ *verb phrase*
- go camping /gəʊ 'kæmpɪŋ/ *verb phrase*
- go sightseeing /gəʊ 'saɪtsi:ŋ/ *verb phrase*
- go to the beach /gəʊ tə ðə bi:tʃ/ *verb phrase*
- lie on the beach /laɪ ɒn ðə bi:tʃ/ *verb phrase*
- ride a bike /raɪd ə baɪk/ *verb phrase*
- stay at a hotel /steɪ ət ə hæʊ'tel/ *verb phrase*
- take photos /teɪk 'fəʊtəʊz/ *verb phrase*

### HOLIDAYS

- airport /'eəpɔ:t/ *noun*
- coach /kəʊtʃ/ *noun*
- ferry /'feri/ *noun*
- flight /flaɪt/ *noun*
- guidebook /'gaɪdbʊk/ *noun*
- map /mæp/ *noun*
- passport /'pɑ:spɔ:t/ *noun*
- station /'steɪʃən/ *noun*
- suitcase /'su:tkeɪs/ *noun*
- ticket /'tɪkɪt/ *noun*
- tour guide /tuə gaɪd/ *noun*
- tourist /'tuəɪst/ *noun*

## UNIT 8

### BEDROOM FURNITURE

- armchair /'ɑ:m,tʃeə/ *noun*
- blanket /'blæŋkɪt/ *noun*
- bookshelf /'bʊkʃelf/ *noun*
- carpet /'kɑ:pɪt/ *noun*
- chest of drawers /tʃest əv drɔ:z/ *noun*
- cupboard /'kʌbəd/ *noun*
- curtains /'kɜ:tənz/ *noun*
- cushion /'kʊʃən/ *noun*
- lamp /læmp/ *noun*
- mirror /'mɪrə/ *noun*
- photographs /'fəʊtəgrɑ:fs/ *noun*

### FREE-TIME ACTIVITIES

- draw pictures /drɔ: 'prɪktʃəz/ *verb phrase*
- listen to music /'lɪsən tə 'mju:zɪk/ *verb phrase*
- listen to songs /'lɪsən tə sɒŋz/ *verb phrase*
- paint pictures /peɪnt 'prɪktʃəz/ *verb phrase*
- play computer games /pleɪ kəm'pjʊ:tə geɪmz/ *verb phrase*
- play the drums /pleɪ ðə drʌmz/ *verb phrase*
- play the guitar /pleɪ ðə gɪ'tɑ:/ *verb phrase*
- play music /pleɪ 'mju:zɪk/ *verb phrase*
- read a blog /ri:d ə blɒg/ *verb phrase*
- read magazines /ri:d ,mæɡə'zi:nz/ *verb phrase*
- read stories /ri:d 'stɔ:rɪz/ *verb phrase*
- write a blog /raɪt ə blɒg/ *verb phrase*
- write a diary /raɪt ə 'daɪəri/ *verb phrase*
- write music /raɪt 'mju:zɪk/ *verb phrase*
- write songs /raɪt sɒŋz/ *verb phrase*
- write stories /raɪt 'stɔ:rɪz/ *verb phrase*

## UNIT 9

### CLOTHES

boots /bu:ts/ *noun*

cap /kæp/ *noun*

gloves /glʌvz/ *noun*

jumper /'dʒʌmpə/ *noun*

scarf /skɑ:f/ *noun*

socks /sɒks/ *noun*

suit /su:t/ *noun*

sunglasses /'sʌŋ.glə:sɪz/ *noun*

swimming costume /swɪmɪŋ kɒs.tʃu:m/ *noun*

swimming shorts /swɪmɪŋ ʃɔ:ts/ *noun*

tie /taɪ/ *noun*

trainers /'treɪnəz/ *noun*

### MATERIALS

cork /kɔ:k/ *noun*

cotton /'kɒtən/ *noun*

leather /'leðə/ *noun*

metal /'metəl/ *noun*

plastic /'plæstɪk/ *noun*

wool /wʊl/ *noun*

## UNIT 10

### BUYING AND SELLING

bill /bɪl/ *noun*

cash /kæʃ/ *noun*

discount /'dɪskaʊnt/ *noun*

price /praɪs/ *noun*

purse /pɜ:s/ *noun*

receipt /rɪ'si:t/ *noun*

sale /seɪl/ *noun*

wallet /'wɒlɪt/ *noun*

### PHRASES WITH *FOR*

I sold my old games console **for** 50 euros.

I bought these new shoes **for** the party.

We need to have our project finished **for** next Wednesday.

Spain is famous **for** its food and climate.

'Sneakers' is the American English word **for** 'trainers'.

## UNIT 11

### FOOD

- burger /'bɜːgə/ *noun*
- chicken legs /'tʃɪkɪn legz/ *noun*
- chili /'tʃɪli/ *noun*
- chips /tʃɪps/ *noun*
- cola /'kəʊlə/ *noun*
- cream /kriːm/ *noun*
- curry /'kʌri/ *noun*
- fresh vegetables /fref 'vedʒtəblz/ *noun*
- fried onions /fraɪd 'ɒnjənz/ *noun*
- grapes /greɪps/ *noun*
- grilled meat /grɪld mi:t/ *noun*
- lemonade /,lemə'neɪd/ *noun*
- mineral water /'mɪnərəl 'wɔːtə/ *noun*
- noodles /'nuːdəlz/ *noun*
- omelette /'ɒmlət/ *noun*
- pancakes /'pænkɛɪks/ *noun*
- pasta with tomato sauce /'pɑːstə wɪð tə'mɑːtəʊ sɔːs/  
*noun*
- mushroom /'mʌʃruːm/ *noun*
- salad /'sæləd/ *noun*
- seafood /'siːfuːd/ *noun*
- soft drinks /sɒft drɪŋks/ *noun*
- strawberry /'strɔːbəri/ *noun*
- sweets /swiːts/ *noun*

## UNIT 12

### TECHNOLOGY

- e-reader /'iːriːdə/ *noun*
- fitness tracker /'fɪt.nəs ˌtrækə/ *noun*
- games console /'geɪmz kɒnsəʊl/ *noun*
- headphones /'hedfəʊnz/ *noun*
- keyboard /'kiːbɔːd/ *noun*
- laptop /'læptɒp/ *noun*
- mouse /maʊs/ *noun*
- play games /pleɪ 'geɪmz/ *verb phrase*
- printer /'prɪntə/ *noun*
- screen /skriːn/ *noun*
- smartphone /'smɑːtfəʊn/ *noun*
- speaker /'spiːkə/ *noun*
- tablet /'tæblət/ *noun*

### COMPUTERS AND THE INTERNET

- buy clothes /baɪ kləʊðz/ *verb phrase*
- chat online /tʃæt 'ɒn.laɪn/ *verb phrase*
- chat (to) friends /tʃæt tə frendz/ *verb phrase*
- digital /'dɪdʒɪtəl/ *adjective*
- download /,daʊn'ləʊd/ *verb*
- download music /,daʊn'ləʊd 'mjuːzɪk/ *verb phrase*
- download videos /,daʊn'ləʊd 'vɪdɪəʊz/ *verb phrase*
- go online /gəʊ 'ɒn.laɪn/ *verb phrase*
- machine /mə'ʃiːn/ *noun*
- memory /'meməri/ *noun*
- save /seɪv/ *verb*
- software /'sɒftweə/ *noun*
- surf the internet /sɜːf ði 'ɪntənət/ *verb phrase*
- virus /'vaɪərəs/ *noun*
- visit websites /'vɪzɪt 'websaɪts/ *verb phrase*
- watch videos /wɒtʃ 'vɪdɪəʊz/ *verb phrase*

## UNIT 13

### ILLNESS

broken arm /'brəʊkən ɑ:m/ *noun*

cold /kəʊld/ *noun*

a headache /ə 'hedeɪk/ *noun*

hurt /hɜ:t/ *verb*

hurts /hɜ:ts/ *verb*

a pain /ə peɪn/ *noun*

sick /sɪk/ *adjective*

stomach ache /'stʌmək eɪk/ *noun*

a temperature /ə 'tempərətʃə/ *noun*

toothache /'tu:θeɪk/ *noun*

### HEALTH

do a race /du: ə reɪs/ *verb phrase*

do some exercise /du: səm 'eksəsaɪz/ *verb phrase*

do some exercises in a gym /du: səm 'eksəsaɪzɪz  
ɪn ə dʒɪm/ *verb phrase*

eat well /i:t wel/ *verb phrase*

enter a race /'entər ə reɪs/ *verb phrase*

feel healthy /fi:l 'helθi/ *verb phrase*

get fit /get fɪt/ *verb phrase*

get some exercise /get səm 'eksəsaɪz/ *verb phrase*

have a rest /hæv ə rest/ *verb phrase*

keep fit /ki:p fɪt/ *verb phrase*

sleep well /sli:p wel/ *verb phrase*

stay healthy /steɪ 'helθi/ *verb phrase*

take a rest /teɪk ə rest/ *verb phrase*

try some exercises in a gym /traɪ səm 'eksəsaɪzɪz  
ɪn ə dʒɪm/ *verb phrase*

## UNIT 14

### PLACES IN A TOWN

bank /bæŋk/ *noun*

bridge /brɪdʒ/ *noun*

bus station /'bʌs ,steɪʃn/ *noun*

bus stop /'bʌs stɒp/ *noun*

café /'kæfeɪ/ *noun*

car park /'kɑ: pɑ:k/ *noun*

cinema /'sɪnəmə/ *noun*

hospital /'hɒspɪtəl/ *noun*

hotel /həʊ'tel/ *noun*

library /'laɪbrəri/ *noun*

market /'mɑ:kɪt/ *noun*

museum /mju:'zi:əm/ *noun*

petrol station /'pet.rəl ,steɪʃən/ *noun*

police station /pə'li:s ,steɪʃən/ *noun*

post office /'pəʊst ,ɒfɪs/ *noun*

playground /'pleɪgraʊnd/ *noun*

restaurant /'restrɒnt/ *noun*

roundabout /'raʊndəbaʊt/ *noun*

shop /ʃɒp/ *noun*

sports centre /'spɔ:ts ,sentə/ *noun*

train station /'treɪn ,steɪʃən/ *noun*

supermarket /'su:pəmə:kɪt/ *noun*

swimming pool /'swɪmɪŋ ,pu:l/ *noun*

street /stri:t/ *noun*

theatre /'θiətə/ *noun*

traffic lights /'træfɪk laɪts/ *noun*

university /,ju:nɪ'vɜ:səti/ *noun*

### COMPOUND NOUNS

cycle tour /'saɪkl tuə/ *noun*

guidebook /'gaɪdbʊk/ *noun*

postcard /'pəʊstkɑ:d/ *noun*

raincoat /'reɪnkəʊt/ *noun*

tour guide /tuə gaɪd/ *noun*

walking tour /'wɔ:kɪŋ tuə/ *noun*



# VOCABULARY LIST

## UNIT 15

### GEOGRAPHICAL FEATURES

- cliff /klɪf/ *noun*
- deep /di:p/ *adjective*
- field /fi:ld/ *noun*
- high /haɪ/ *adjective*
- island /'aɪlənd/ *noun*
- lake /leɪk/ *noun*
- long /lɒŋ/ *adjective*
- mountain /'maʊntɪn/ *noun*
- river /'rɪvə/ *noun*
- snow /snəʊ/ *noun*
- water /'wɔ:tə/ *noun*
- wide /waɪd/ *adjective*

### THE WEATHER

- cloudy /'klaʊdi/ *adjective*
- foggy /'fɒgi/ *adjective*
- icy /'aɪsi/ *adjective*
- rainy /'reɪni/ *adjective*
- snowy /'snəʊi/ *adjective*
- sunny /'sʌni/ *adjective*
- windy /'wɪndi/ *adjective*

## UNIT 16

### ANIMALS

- bear /beə/ *noun*
- chicken /'tʃɪkɪn/ *noun*
- duck /dʌk/ *noun*
- elephant /'elɪfənt/ *noun*
- insect /'ɪnsekt/ *noun*
- lion /laɪən/ *noun*
- monkey /'mʌŋki/ *noun*
- mouse /maʊs/ *noun*
- rabbit /'ræbɪt/ *noun*
- rat /ræt/ *noun*

### PHRASAL VERBS

- get off /get ɒf/ *phrasal verb*
- get on /get ɒn/ *phrasal verb*
- look after /lʊk 'ɑ:ftə/ *phrasal verb*
- pick up /pɪk ʌp/ *phrasal verb*
- turn off /tɜ:n ɒf/ *phrasal verb*
- turn on /tɜ:n ɒn/ *phrasal verb*

## UNIT 17

### TELEVISION

cartoon /kɑ:'tu:n/ *noun*

channels /'tʃænəlz/ *noun*

fan /fæn/ *noun*

live /laɪv/ *adjective*

the news /ðə nju:z/ *noun*

on demand /ɒn dɪ'mɑ:nd/ *adverb*

on TV /ɒn ˌti:'vi:/ *adverb*

programme /'prəʊgræm/ *noun*

record /rɪ'kɔ:d/ *verb*

remote control /rɪ'məʊt kən'trəʊl/ *noun*

stream /stri:m/ *noun*

### ENTERTAINMENT

audience /'ɔ:diəns/ *noun*

competitions /ˌkɒmpə'tɪʃənz/ *noun*

the final /ðə 'faɪnəl/ *noun*

judges /dʒʌdʒɪz/ *noun*

performers /pə'fɔ:məz/ *noun*

prize /praɪz/ *noun*

runner-up /ˌrʌnə'ʌp/ *noun*

stage /steɪdʒ/ *noun*

star /stɑ:r/ *noun*

studio /'stju:diəʊ/ *noun*

talent show /'tælənt ʃəʊ/ *noun*

vote for /vəʊt fə/ *verb phrase*

winner /'wɪnə/ *noun*

## UNIT 18

### MAGAZINES

advertisement /əd'vɜ:tɪsmənt/ *noun*

article /'ɑ:tɪkl/ *noun*

cartoon /kɑ:'tu:n/ *noun*

headline /'hedlaɪn/ *noun*

information /ˌɪnfə'meɪʃən/ *noun*

interview /'ɪntəvjʊ:/ *noun*

photograph /'fəʊtəgrɑ:f/ *noun*

review /rɪ'vjʊ:/ *noun*

### AS, BECAUSE, SO AND WHEN

I don't like talent shows **because** they are boring.

My parents love watching Britain's Got Talent **as** it's so much fun.

**When** they said Chris was the winner of *Star Voice*, I was surprised.

I didn't have time to read the book, **so** I watched the film instead.

## UNIT 19

### TRIP ACTIVITIES

canoeing /kə'nu:ɪŋ/ *noun*

cooking on a fire /'kʊkɪŋ ɒn ə faɪə/ *verb phrase*

dancing at a disco /dɑ:nsɪŋ ət ə 'dɪskəʊ/ *verb phrase*

going on a nature walk /'gəʊɪŋ ɒn ə 'neɪtʃə wɑ:k/ *verb phrase*

going round a museum /'gəʊɪŋ raʊnd ə mju:'zi:əm/ *verb phrase*

going to an amusement park /'gəʊɪŋ tə ən ə'mju:zmənt pɑ:k/ *verb phrase*

sailing /'seɪlɪŋ/ *noun*

visiting a farm /'vɪzɪtɪŋ ə fɑ:m/ *verb phrase*

visiting an aquarium /'vɪzɪtɪŋ ən ə'kwɛəriəm/ *verb phrase*

watching a show /wɒtʃɪŋ ə ʃəʊ/ *verb phrase*

### SCHOOL COLLOCATIONS

do an exercise /du: ən 'eksəsaɪz/ *verb phrase*

do a project /du: ə 'prɒdʒekt/ *verb phrase*

do a test /du: ə test/ *verb phrase*

do homework /du: 'həʊmwɜ:k/ *verb phrase*

fail a test /feɪl ə test/ *verb phrase*

get marks /get mɑ:ks/ *verb phrase*

give a lesson /gɪv ə 'lesən/ *verb phrase*

pass a test /pɑ:s ə test/ *verb phrase*

study from a textbook /'stʌdi frəm ə 'tekstbʊk/ *verb phrase*

take notes /teɪk nəʊts/ *verb phrase*

## UNIT 20

### FAMILY

aunt /ɑ:nt/ *noun*

beautiful /'bjʊ:tɪfəl/ *adjective*

blonde /blɒnd/ *adjective*

cousin /'kʌzən/ *noun*

dark /dɑ:k/ *adjective*

fair /feə/ *adjective*

good-looking /,ɡʊd'lʊkɪŋ/ *adjective*

grandchild /'grændtʃaɪld/ *noun*

granddaughter /'grænd,dɔ:tə/ *noun*

grandfather /'grænd,fɑ:ðə/ *noun*

grandmother /'grænd,mʌðə/ *noun*

grandparent /'grænd,peərənt/ *noun*

grandson /'grændsɒn/ *noun*

nephew /'nefju:/ *noun*

niece /ni:s/ *noun*

old /əʊld/ *adjective*

pretty /'prɪti/ *adjective*

short /ʃɔ:t/ *adjective*

slim /slɪm/ *adjective*

tall /tɔ:l/ *adjective*

uncle /'ʌŋkl/ *noun*

young /jʌŋ/ *adjective*

### ADVERBS OF DEGREE

certainly /'sɜ:tənli/ *adverb*

nearly /'nɪəli/ *adverb*

probably /'prɒbəbli/ *adverb*

quite /kwaɪt/ *adverb*

really /'ri:əli/ *adverb*

# GRAMMAR REFERENCE AND PRACTICE

## STARTER UNIT **BE**

Positive	Negative
I'm (am)	I'm (am) not
you/we/they're (are)	you/we/they aren't (are not)
he/she/it's (is)	he/she/it isn't (is not)
Questions	Short answers
Am I ...?	Yes, I am. No, I'm not.
Are you/we/they ...?	Yes, you/we/they are.
Is he/she/it ...?	No, you/we/they aren't.
	Yes, he/she/it is.
	No, he/she/it isn't.

- We use **be** for people and things to describe them, say how old they are and where they are.  
*I'm John. I'm tall. I'm 14. I'm in the classroom. My bag is under my desk. It's blue and white.*

## THERE IS / THERE ARE

	Singular	Plural
Positive	there's	there are
Negative	there isn't	there aren't
Questions	Is there ...?	Are there ...?
Short answers	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.

- We use **there is / there are** to say that something exists (or doesn't exist).  
*There's a rubber in my pencil case, but there aren't any pencils.*
- We use **there is** with singular and uncountable nouns.  
*Is there a window near your desk? There's water on the table.*
- We use **there are** with plural countable nouns.  
*Are there any pens on the table? Yes, there are.*

### Practice

- Complete the questions with **Is there** or **Are there**. Then write answers.
  - Are there any shelves in your classroom? (✓)  
Yes, there are.
  - \_\_\_\_\_ a green pencil on the floor? (✓) \_\_\_\_\_
  - \_\_\_\_\_ any maps on the walls? (X) \_\_\_\_\_
  - \_\_\_\_\_ any cinemas in your town? (✓) \_\_\_\_\_

## HAVE GOT

Positive
I/you/we/they've (have) got
he/she/it's (has) got
Negative
I/you/we/they haven't (have not) got
he/she/it hasn't (has not) got
Questions
Have I/you/we/they got ...?
Has he/she/it got ...?
Short answers
Yes, I/you/we/they have. No, I/you/we/they haven't.
Yes, he/she/it has. No, he/she/it hasn't.

- We use **have got** to talk about our family, our hair or eyes and our possessions.  
*I've got a brother. He's got blue eyes. My sister's got a new phone. It's great!*

### Practice

- Complete the sentences with the correct form of **have got**.
  - I've got a new green bike.
  - My friends \_\_\_\_\_ (X) pets at home.
  - We \_\_\_\_\_ a new English teacher. (✓)
  - My dad \_\_\_\_\_ (X) a car. He \_\_\_\_\_ a bike.
  - \_\_\_\_\_ you \_\_\_\_\_ a computer?' 'Yes, I \_\_\_\_\_.'

## CAN

Positive	I/you/he/she/it/we/they can
Negative	I/you/he/she/it/we/they can't (cannot)
Questions	Can I/you/he/she/it/we/they ...?
Short answers	Yes, I/you/he/she/it/we/they can. No, I/you/he/she/it/we/they can't.

- We use **can** to talk about ability.  
*I can play football, but I can't play tennis.*

### Practice

- Write four sentences about the things you **can** and **can't** do.  
*I can't speak French, but I can speak English.*

# GRAMMAR REFERENCE AND PRACTICE

## PRESENT SIMPLE

<b>Positive</b>	I/You/We/They <b>play</b> volleyball. He/She/It <b>goes</b> running.
<b>Negative</b>	I/You/We/They <b>don't</b> paint pictures. He/She/It <b>doesn't</b> write poems.
<b>Questions</b>	Do I/you/we/they <b>sit</b> near the window? Does he/she/it live near here?
<b>Short answers</b>	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> . Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

We use the **present simple** to talk about things we do often or every day.

*I play football after school every day.*

*He doesn't go skating in the summer.*

## UNIT 1 ADVERBS OF FREQUENCY

- We use the present simple to talk about things we do often or every day.

100% *I **always** play table tennis in the summer.*

↑ *I **usually** go sailing with my dad.*

↕ *I **often** do athletics with my friends.*

↓ *I'm **sometimes** late for school.*

0% *I'm **never** unhappy.*

- We use the present simple with **adverbs of frequency** to say **how often** we do things.  
*How often do you go snowboarding?*  
*We sometimes go snowboarding in the winter.*
- With the verb **be**, we put the adverb after the verb and before the adjective.  
*Are you sometimes tired after school?*  
*Yes, I'm often tired. / No, I'm not often tired.*
- With other verbs in the present simple, we put the adverb before the main verb.  
*Do you often play hockey at school?*  
*Yes, I often play hockey. / No, I don't often play hockey.*
- Remember, we use **never** with positive verbs.  
*I never go snowboarding. (not + don't never go...)*

## Practice

- 1** Complete the sentences with the present simple form of the verbs in the box.

go    not go    not play  
play    study    watch

- I \_\_\_\_\_ basketball in a team.
- My teacher \_\_\_\_\_ sailing when the weather is bad.
- My brother \_\_\_\_\_ TV after dinner every day.
- \_\_\_\_\_ your mum \_\_\_\_\_ running before work?
- My friends and I \_\_\_\_\_ rugby at the weekend. We prefer football.
- My best friend always \_\_\_\_\_ hard before an exam.

- 2** Rewrite the sentences with the adverb of frequency in brackets in the correct place.

0 I'm late for school. (always)

*I'm always late for school.*

1 We play badminton. (never)

2 My dad doesn't go running. (often)

3 My friends and I go cycling. (sometimes)

4 We aren't bored in our sports lesson. (usually)

5 Are you tired in the morning? (often)

- 3** Put the words in order to make questions. Then write answers that are true for you.

0 play / you / table tennis / how often / do / ?

*How often do you play table tennis?*

*I sometimes play table tennis.*

1 you and your friends / go / often / sailing / do / ?

2 you / sometimes / bored / are / at home / ?

3 dinner / how often / cook / you / do / ?

4 your best friend / how often / watch / does / TV / ?

5 sometimes / do / you / go / alone / running / ?

SEE GRAMMAR REFERENCE, STARTER, PRESENT SIMPLE PAGE 138

Present continuous

Positive	I'm (am) waking up. You/We/They're (are) getting dressed. He/She/It's (is) eating breakfast.
Negative	I'm (am) not brushing my hair. You/We/They aren't (are not) going to school. (or You/We/They're not going to school.) He/She/It isn't (is not) helping. (or He/She/ It's not helping.)
Questions	Am I eating lunch? Are you/we/they making breakfast? Is he/she/it drinking hot chocolate?
Short answers	Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. (or you/we/they're not.) Yes, he/she/it is. No, he/she/it isn't. (or he/she/it's not.)

SPELLING: -ING FORM

Present continuous

most verbs add -ing	go → going brush → brushing eat → eating
verbs ending in -e: remove -e and add -ing	wake → waking have → having
verbs ending in -ie: change the -ie to -y and add -ing	lie → lying
one-syllable verbs ending in a consonant + a vowel + a consonant (except w, x or y): double the consonant and add -ing	get dressed → getting dressed shop → shopping
two-syllable verbs ending in a stressed vowel + a consonant: double the consonant and add -ing	begin → beginning (but open → opening)
In British English, we double the final l in travel.	travel → travelling (American English: travel → traveling)

We use:

- the **present simple** to talk about things we do often or every day. We often use it with frequency adverbs such as *often, usually always and never*.  
*We often eat salad in the summer.*
- the **present continuous** to talk about things we're doing now or at the moment. We often use it with words such as *now, at the moment and today*.  
*I'm preparing my school bag at the moment.*

Practice

1 Write complete sentences in the present continuous.

- My brother / make sandwiches at the moment.  
*My brother's making sandwiches at the moment.*
- We / serve dinner now.  
\_\_\_\_\_
- I / not going to school this morning.  
\_\_\_\_\_
- What / you make?  
\_\_\_\_\_
- My friends / not go cycling at the moment.  
\_\_\_\_\_
- your best friend / sit next to you?  
\_\_\_\_\_

2 Choose the correct words to complete the sentences.

- We never eat / 're never eating dinner at a restaurant.
- I go / 'm going swimming after school every day.
- Shh! My baby brother sleeps / 's sleeping at the moment.
- What do you usually have / are you usually having for breakfast?
- Are you watch / watching TV now? No, I'm not / it isn't.
- My mum doesn't work / isn't working today. She's on holiday.
- We always go / are always going to school by bus.

3 Complete the sentences so they are true for you.

- For breakfast, I often \_\_\_\_\_.
- My friends and I sometimes \_\_\_\_\_ after school.
- At the moment, my best friend \_\_\_\_\_.
- I'm \_\_\_\_\_ and shoes today.
- On Friday afternoon, I usually \_\_\_\_\_.
- I \_\_\_\_\_ now.

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 3

### LIKE, DON'T LIKE, HATE, LOVE + -ING

After *like*, *don't like*, *hate* and *love*, we use the *-ing* form.

*My sister loves listening to rap.*

😊 *I really love playing the drums.*

↑ *I love listening to the piano.*

↑ *I like listening to rock music.*

↑ *I quite like playing the guitar.*

↓ *I don't like listening to jazz.*

😞 *I hate listening to the violin.*

- We use *like*, *don't like*, *hate* and *love* to talk about the things we like or don't like doing.

*I love playing the piano.*

*My friends don't like going to concerts.*

- We can use *really* to say how much we like, love or hate doing things.

We also can use *quite* with *like*.

*I really love listening to music, but I really hate listening to rap.*

*I quite like playing the keyboard. (not ~~+quite love~~ or ~~+quite hate~~)*

➤ SEE GRAMMAR REFERENCE, UNIT 2, SPELLING: *-ING* FORM, PAGE 139

### Practice

- 1 Complete the table. Tick (✓) the correct rules and write the *-ing* form of the verbs in the last column.

verb	only add <i>-ing</i>	remove <i>-e</i> and add <i>-ing</i>	double the consonant and add <i>-ing</i>	<i>-ing</i> form
dance		✓		dancing
get up				
have				
make				
open				
play				
shop				
sit				
swim				
watch				

- 2 Complete the sentences with the *-ing* form of the verbs in brackets.

- My sister really loves \_\_\_\_\_ (play) the guitar.
- My grandparents like \_\_\_\_\_ (live) in a big city.
- My dad loves \_\_\_\_\_ (drive).
- I quite like \_\_\_\_\_ (go) snowboarding with my family.
- My friends and I hate \_\_\_\_\_ (wear) a school uniform.
- We don't like \_\_\_\_\_ (get up) early.

- 3 Write sentences that are true for you with *like*, *don't like*, *hate*, *love* and the words in brackets.

- (go cycling) *I really love going cycling with my friends.*
- (listen to rock music) \_\_\_\_\_.
- (study for exams) \_\_\_\_\_.
- (have pizza for dinner) \_\_\_\_\_.
- (swim in the sea) \_\_\_\_\_.

## UNIT 4

### PAST SIMPLE OF BE

<b>Positive</b>	I/He/She/It <b>was</b> at home yesterday. You/We/They <b>were</b> at school at ten o'clock.
<b>Negative</b>	I/He/She/It <b>wasn't (was not)</b> five years old in 2010. You/We/They <b>weren't</b> in the park yesterday.
<b>Questions</b>	Where <b>was</b> I/he/she/it at six o'clock? Who <b>were</b> you/we/they with yesterday? <b>Was</b> I/he/she/it late? <b>Were</b> you/we/they happy?
<b>Short answers</b>	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't (was not)</b> . Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't (were not)</b> .

*Was/were* are the past forms of *be*. We use *was/were* to describe people and things in the past.

*My grandmother was tall and she was very beautiful.*

*The earrings were fantastic. They were round.*

We also use *was/were* or *were/weren't* to say where people or things were or weren't in the past.

*We weren't at school yesterday. It was a holiday.*

*The new T-shirt wasn't in her bedroom.*

We start sentences with *was/weren't* to make questions.

*Was it a good party? Weren't your friends with you?*

We can use *was/weren't* in short answers without the noun.

*Yes, it was. No, they weren't.*

### Practice

#### 1 Complete the sentences with *was(n't)* or *were(n't)*.

0 I was very surprised.

1 My friends \_\_\_\_\_ interested in my new phone.

2 My dad \_\_\_\_\_ (not) in the office at 11 o'clock.

3 We \_\_\_\_\_ (not) happy. Our dog \_\_\_\_\_ missing.

4 You \_\_\_\_\_ very tired yesterday.

5 I \_\_\_\_\_ (not) hungry, but I \_\_\_\_\_ very thirsty.

#### 2 Put the words in order to make questions. Then write the short answer.

0 bored / you / were / ? (✓)

*Were you bored? Yes, I was.*

1 your / tall / teacher / was / first / ? (✓)

2 shoes / were / his / broken / ? (✓)

3 you / and / friends / your / cold / were / ? (X)

4 mobile / bag / was / in / your / your / ? (X)

5 lake / were / the / we / near / ? (✓)

#### 3 Write complete questions with *was* or *were*. Then write answers that are true for you.

0 Where / you / yesterday / at 6 pm?

*Where were you yesterday at 6 pm? I was at home.*

1 you / late / for school on Monday?

2 your friends / tired / at 9 am this morning?

3 When / your best friend / born?

4 What day / it / yesterday?

5 this exercise / difficult?

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 5

### PAST SIMPLE: REGULAR VERBS

I/You/He/She/It/We/They **climbed** a mountain.

I/You/He/She/It/We/They **recorded** an album.

- We use the past simple to talk about things that happened in the past.  
*Leonardo da Vinci painted the Mona Lisa. We visited The Prado Museum in Madrid.*
- With regular verbs, the past simple verb ends in *-ed*. (See Spelling below.)  
*climb* → *climbed*, *change* → *changed*, *carry* → *carried*

#### Spelling: regular verbs

most verbs: add <i>-ed</i>	<i>play</i> → <i>played</i>
verbs that end in <i>-e</i> : add <i>-d</i>	<i>change</i> → <i>changed</i>
verbs that end in consonant + <i>-y</i> : change <i>-y</i> to <i>-i</i> and add <i>-ed</i>	<i>carry</i> → <i>carried</i>
one-syllable verbs ending in a consonant + a vowel + a consonant (except <i>w, x</i> or <i>y</i> ): double the consonant and add <i>-ed</i>	<i>stop</i> → <i>stopped</i>
two-syllable verbs ending in a stressed vowel + a consonant: double the final consonant and add <i>-ed</i>	<i>prefer</i> → <i>preferred</i>
In British English, we double the final <i>l</i> .	<i>travel</i> → <i>travelled</i> (American English: <i>travel</i> → <i>traveled</i> )

#### Practice

- 1 Complete the table with the past simple form of the verbs in the box.

cross    die    enjoy    plan    practise  
shop    stay    study    try    walk

climb → climbed	change → changed	carry → carried	play → played	stop → stopped
<i>crossed</i>				

- 2 Complete the sentences with the past simple form of the verbs in the box.

climb    finish    listen  
play    try    watch

- My friends \_\_\_\_\_ football yesterday.
- I \_\_\_\_\_ TV last night.
- We \_\_\_\_\_ to music in class.
- My mum \_\_\_\_\_ a mountain at the weekend.
- My family \_\_\_\_\_ Chinese food last week.
- I \_\_\_\_\_ my homework quickly.

# UNIT 6

## PAST SIMPLE: NEGATIVES AND QUESTIONS

SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 142

Negative	I/You/He/She/It/We/They <b>didn't</b> (did not) finish.
Questions	Where <b>did</b> I/you/he/she/it/we/they <b>cook</b> ? Did I/you/he/she/it/we/they work in a shop?
Short answers	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>didn't</b> .

- We use the **past simple negative** to talk about things that didn't happen in the past.  
*The café **didn't open** at eight o'clock.*  
*We **didn't watch** a film in class.*
- We use **past simple questions** to ask about things that happened in the past.  
*What time **did he finish** work?*  
***Did you listen** to music last night?*
- We use **short answers** to answer simple Yes / No questions.  
*Yes, I **did**.*

### Practice

- Complete the sentences with the past simple negative form of the underlined verbs.
  - My dad played tennis. He didn't play volleyball.
  - We cooked fish. We \_\_\_\_\_ meat.
  - In the school holidays, my brother worked in a factory. He \_\_\_\_\_ in a shop.
  - I used my mobile to send a message. I \_\_\_\_\_ the computer.
  - My friends climbed a tree. They \_\_\_\_\_ a mountain.
  - I opened the window. I \_\_\_\_\_ the door.

- Write true sentences about what you and the people you know didn't do yesterday. Use the words in brackets and the past simple negative form of the verbs.
  - (I / watch)  
*I didn't watch a film on TV yesterday.*
  - (my mum / listen)
  - (my classmates / walk)
  - (I / study)
  - (my friends and I / play)
  - (this class / start)

- Write complete questions in the past simple. Then write short answers.
  - Did you cook dinner yesterday?  
No, *I didn't.*
  - \_\_\_\_\_ your sister \_\_\_\_\_ (help) you with your homework?  
Yes, \_\_\_\_\_.
  - \_\_\_\_\_ your friends \_\_\_\_\_ (finish) all the biscuits?  
Yes, \_\_\_\_\_.
  - \_\_\_\_\_ this class \_\_\_\_\_ (start) at 10 am?  
No, \_\_\_\_\_.
  - \_\_\_\_\_ you \_\_\_\_\_ (enjoy) the party?  
Yes, \_\_\_\_\_.
  - \_\_\_\_\_ it \_\_\_\_\_ (rain) yesterday?  
No, \_\_\_\_\_.

- Put the words in order to make questions. Then write answers that are true for you.
  - you / walk / this / did / school / to / morning / ?  
*Did you walk to school this morning?*  
*Yes, I did.*
  - start / what / you / did / time / school / ?
  - use / did / a / you / computer / last night / ?
  - study / yesterday / you / did / what / ?
  - visit / country / holiday / you / did / another / on / ?
  - when / you / finish / Unit 5 / did / ?

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 7

### PAST SIMPLE: IRREGULAR VERBS

➤ SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 142

➤ SEE GRAMMAR REFERENCE, UNIT 6, PAST SIMPLE: QUESTIONS AND NEGATIVES, PAGE 143

Positive	I/You/He/She/It/We/They <b>swam</b> in the sea every day.
Negative	I/You/He/She/It/We/They <b>didn't go</b> to Italy on holiday.
Questions	What <b>did</b> I/you/he/she/it/we/they <b>eat</b> ? Did I/you/he/she/it/we/they <b>have</b> a good time?
Short answers	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>didn't</b> .

- Remember, we use the **past simple** to talk about things that happened or didn't happen in the past.
- With regular verbs, the past simple verb ends in **-ed**.  
*want* → *wanted*, *decide* → *decided*, *travel* → *travelled*
- With irregular verbs, the past simple doesn't end in **-ed**. (See irregular verb list page 158)  
*buy* → *bought*, *come* → *came*, *take* → *took*

### Practice

1 Complete the table with the missing words.

Infinitive	Past simple	Infinitive	Past simple
eat	<sup>0</sup> <u>ate</u>	arrive	<sup>6</sup> _____
<sup>1</sup> _____	went	<sup>7</sup> _____	carried
ride	<sup>2</sup> _____	enjoy	<sup>8</sup> _____
<sup>3</sup> _____	saw	<sup>9</sup> _____	lived
swim	<sup>4</sup> _____	stop	<sup>10</sup> _____
<sup>5</sup> _____	took	<sup>11</sup> _____	watched

2 Read the sentences and underline the irregular past simple form of the verbs. Then write the infinitive of the verbs.

- I swam in the sea every day. *swim*
- We went sightseeing in the morning.
- We had a great time on holiday.
- I rode an elephant in India.
- My friends ate pizza last night.
- My parents bought me a present.

3 Complete the sentences with the past simple form of the verbs in the box.

buy    can    get up  
give    ride    see

- Our teacher \_\_\_\_\_ us a lot of homework.
- We \_\_\_\_\_ our bikes to the beach.
- I \_\_\_\_\_ a ticket at the station.
- My dad \_\_\_\_\_ at six o'clock this morning.
- I \_\_\_\_\_ my best friend with her mum.
- I \_\_\_\_\_ read and write when I was five.

4 Complete the conversation with the past simple form of the verbs in brackets.

**Alice:** How <sup>0</sup> was (be) your holiday?

**Jack:** Great! I really <sup>1</sup> \_\_\_\_\_ (enjoy) it!

**Alice:** <sup>2</sup> \_\_\_\_\_ you \_\_\_\_\_ (go) camping?

**Jack:** No, we <sup>3</sup> \_\_\_\_\_ (stay) in a hotel.

**Alice:** What <sup>4</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) every day?

**Jack:** In the morning, we <sup>5</sup> \_\_\_\_\_ (swim) in the sea. The beach <sup>6</sup> \_\_\_\_\_ (be) very near. In the afternoon, we <sup>7</sup> \_\_\_\_\_ (visit) different places.

**Alice:** Cool! Where <sup>8</sup> \_\_\_\_\_ you \_\_\_\_\_ (eat)?

**Jack:** We <sup>9</sup> \_\_\_\_\_ (have) breakfast and dinner in the hotel. I <sup>10</sup> \_\_\_\_\_ (take) a lot of photos.

**Alice:** Can I see them?

**Jack:** Yes, of course.

## UNIT 8

### SOMEONE, ANYONE, ETC.

	every	some-	any-	no-
Person	everyone	someone	anyone	no one
Thing	everything	something	anything	nothing
Place	everywhere	somewhere	anywhere	nowhere

- We normally use **everyone**, **everything**, etc. and **someone**, **something**, etc. in positive sentences.  
*Everyone is at the party.*  
*There's something to drink on the table.*
- We use **anyone**, **anything**, etc. and **no one**, **nothing**, etc. in negative sentences and questions.  
*I haven't got anywhere to sit.*  
*Is no one in the classroom?*
- We use **no one**, **nothing** and **nowhere** in sentences with a positive verb. We use **anyone**, **anything** and **anywhere** in sentences with a negative verb.
- Negative verbs with **anyone**, **anything** etc. mean the same as positive verbs with **no one**, **nothing**, etc.  
*I haven't got anything to do. I've got nothing to do.*  
*There isn't anyone at home. There's no one at home.*
- No one**, **nothing**, etc. mean **not anyone**, **not anything**, etc. so we don't use a negative verb with these words.  
*I've got nothing to drink. (not I haven't got nothing ...)*  
*There's nowhere to sit. (not There isn't nowhere ...)*

### Practice

- 1** Choose the correct words to complete the sentences.
- I'm bored. I haven't got *anyone / anything / anywhere* to do.
  - I went to the new shop in the town, but I bought *no one / nothing / nowhere*.
  - Do you have *everyone / everything / everywhere* in your bag?
  - Are you busy? I'm looking for *someone / something / somewhere* to walk home with me.
  - Where are your friends? There's *no one / nothing / nowhere* in the classroom.
  - They decided to go *someone / something / somewhere* near a beach for their holiday.

- 2** Complete the sentences with **every-**, **some-**, **any-** or **no-**.

- Your room's very tidy. There's nothing on the floor.
- I'm leaving because there isn't \_\_\_\_\_ where for me to sit.
- There isn't \_\_\_\_\_ one in my class who speaks German.
- \_\_\_\_\_ one in my school studies English.
- Was there \_\_\_\_\_ thing good on TV last night?
- My favourite place is \_\_\_\_\_ where I can play football with my friends.

- 3** Complete the conversations with the words in the box.

anything    anywhere    everyone  
no one    nothing    someone  
**something**    somewhere

- 0 Anna:** Are you hungry?  
**Matt:** No, I ate something a few minutes ago.
- 1 Charlie:** What's that noise? I think there's \_\_\_\_\_ outside the window.  
**Jon:** No, it's the trees. There's \_\_\_\_\_ there.
- 2 Lizzie:** Did you go \_\_\_\_\_ special yesterday?  
**Martha:** Yes, we went \_\_\_\_\_ near the lake and we had a picnic.
- 3 Paul:** Are you doing \_\_\_\_\_, Jack?  
**Jack:** No, \_\_\_\_\_. Why?
- 4 Greg:** Have you got drinks for the party?  
**Alberto:** Yes, I bought some cola. \_\_\_\_\_ likes cola.

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 9

### PRONOUNS AND DETERMINERS

	Determiner	Pronoun
I	It's <b>my</b> jumper.	It's <b>mine</b> .
you	It's <b>your</b> cap.	It's <b>yours</b> .
he	It's <b>his</b> jacket.	It's <b>his</b> .
she	It's <b>her</b> swimming costume.	It's <b>hers</b> .
it	It's <b>its</b> shoe.	-
we	They're <b>our</b> clothes.	They're <b>ours</b> .
you	They're <b>your</b> socks.	They're <b>yours</b> .
they	They're <b>their</b> trousers.	They're <b>theirs</b> .

- We use the determiners *my, your, his*, etc. with nouns to talk about our possessions.  
*That's my tie.*  
*Is this your scarf?*
- We use the pronouns *mine, yours, his*, etc. so we don't need to repeat the noun.  
*Is this your scarf? Yes, it's mine. (not Yes, it's my scarf.)*  
*Are these your trainers? Yes, they're ours. (not Yes, they're our trainers.)*
- Mine* is always singular.  
*Who do these trainers belong to? They're mine. (not mines)*
- There is no pronoun form for *its*.

### Practice

#### 1 Complete the sentences with the correct determiner (*my, your, his*, etc.).

- I love watching films. \_\_\_\_\_ favourite actor is Johnny Depp.
- One of my uncles lives in New York. \_\_\_\_\_ name is David.
- That isn't my parents' car. \_\_\_\_\_ car is blue.
- 'Is this Maria's?' 'No, \_\_\_\_\_ jacket is red.'
- We haven't got a big dog. \_\_\_\_\_ dog is very small.
- Can I borrow \_\_\_\_\_ rubber, please? I haven't got one.

#### 2 Choose the correct words.

- You haven't got John's cap. *His / Hers* is black.
- I haven't got a pencil. Can I borrow *mine / yours*?
- Are these your books? No, they aren't *yours / mine*. They belong to Harry and Nick.
- Ana's looking for her shoes. Are these *hers / theirs*?
- You're wearing Nick's jumper. Where's *his / yours*?
- Shall we buy a new tent? *Ours / Its* is very old.

#### 3 Complete the conversation with the words in the box.

his mine my our theirs  
your yours yours

- Steve:** I tidied the house this morning. All <sup>1</sup> \_\_\_\_\_ clothes were everywhere. Are these shorts <sup>2</sup> \_\_\_\_\_?
- Laura:** No, they aren't. They're Dan's.
- Steve:** And these green socks? Are they <sup>3</sup> \_\_\_\_\_ too?
- Laura:** No, they're <sup>4</sup> \_\_\_\_\_.  
The white socks are Dan's.
- Steve:** Right. I like <sup>5</sup> \_\_\_\_\_ socks, Laura!
- Laura:** <sup>6</sup> \_\_\_\_\_ grandma gave them to me!
- Steve:** Whose blue jumper is this?
- Laura:** It's <sup>7</sup> \_\_\_\_\_! You've got a blue jumper, haven't you!
- Steve:** You're right! Dan and Lucy have got red trousers. Are these <sup>8</sup> \_\_\_\_\_?
- Laura:** Yes, they are.

## UNIT 10

### SOME, ANY, A LOT OF, A FEW, A BIT OF

	Countable	Uncountable
Questions	Are there <b>any shops</b> near your house?	Have you got <b>any money</b> ?
Positive	There are <b>some shops</b> over there.	There's <b>some money</b> on the table.
Negative	There aren't <b>any large shops</b> near my house.	I haven't got <b>any money</b> in my purse.
a lot of	My sister's got <b>a lot of earrings</b> .	My mum's got <b>a lot of jewellery</b> .
a few / a bit of	There are <b>a few books</b> on the table.	There's <b>a bit of make-up</b> in the bathroom.

- Countable nouns are nouns for things that we can count. We can use *a/an, the* or a number before them and they can be used in both the singular and the plural.  
*I bought a leather wallet and two caps in the new shop.*
- Uncountable nouns are nouns for things that we can't count. We can't use *a/an* or a number before them and we can't use them in the plural.  
*My cousin bought some jewellery and some make-up. (not a jewellery, a make-up)*

### Practice

#### 1 Complete the table with the words in the box.

biscuit   cheese   earring   egg   jacket  
jewellery   juice   make-up   milk   money  
photo   purse   T-shirt   wallet

Countable	Uncountable
<i>biscuit</i>	<i>cheese</i>

#### 2 Complete the sentences with *some* or *any*.

- I didn't buy a new wallet because I didn't have \_\_\_\_\_ money.
- There are \_\_\_\_\_ new students in my class.
- Were there \_\_\_\_\_ blue T-shirts in the shop?
- Let's go shopping. I want to buy \_\_\_\_\_ new clothes.
- That shop hasn't got \_\_\_\_\_ bread.
- Did you eat \_\_\_\_\_ cake on your birthday?

#### 3 Complete the sentences with *a lot of*, *a few* or *a bit of*.

- Sally's got a bit of jewellery but not much.
- We've got \_\_\_\_\_ biscuits. There are three packets here and four packets on that shelf.
- We did well in our test and our teacher only gave us \_\_\_\_\_ homework – just one exercise.
- I've got \_\_\_\_\_ good friends – Anna, Karen and Rachel.
- We made sandwiches, pizza, a salad and cakes. There was \_\_\_\_\_ food at my party!
- The trip is for three days. You only need \_\_\_\_\_ pairs of socks, not 12 pairs!

#### 4 Choose the correct words to complete the conversation.

- James:** Did you buy <sup>1</sup>*a / any* clothes in the sales?
- Holly:** Yes, I bought <sup>2</sup>*any / some* sunglasses, <sup>3</sup>*a / some* baseball cap and <sup>4</sup>*a few / a bit of* make-up.
- James:** Really! You bought a <sup>5</sup>*lot / few* of things. I only bought <sup>6</sup>*a / some* wallet.

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 11 AS ... AS

When we compare two things:

- we can use **as + adjective + as** to say the things are the same.

*In my school, pizza is **as popular as** burgers.  
(~~not as popular than ...~~)*

- we can use **not as + adjective + as** to say two things are different.

*Chocolate cake **isn't as healthy as** fruit salad.*

- The form of the adjective doesn't change with **as + adjective + as**.

*A burger **isn't as big as** a pizza. (~~not as bigger as ...~~)*

### Practice

#### 1 Complete the sentences with **as ... as**.

0 I'm short, but my sister is very short.

I'm not **as short as my sister**.

1 The Burger Bar is popular. The Pizza Restaurant is popular too.

The Burger Bar is \_\_\_\_\_.

2 Ireland is wet. Scotland is wet too.

Ireland is \_\_\_\_\_.

3 Lemonade is sweet, but cola is really sweet.

Lemonade isn't \_\_\_\_\_.

4 Your shorts are quite dirty, but your T-shirt is very dirty.

Your shorts aren't \_\_\_\_\_.

5 My mum's pizza is good. The pizza at Harry's Café is good too.

My mum's pizza is \_\_\_\_\_.

### COMPARATIVE ADJECTIVES

Adjective	Comparative
<b>One syllable</b>	
slow →	slower
<b>Two syllables with consonant + -y</b>	
healthy →	healthier
<b>Two syllables or more</b>	
beautiful →	more beautiful
<b>Irregular</b>	
good →	better
bad →	worse
far →	farther/further

- We use comparative adjectives to compare two things (see *Spelling*).

*Water is usually **cheaper** than cola.*

- We usually use **than** after comparative adjectives.

*Vegetables are **healthier than** biscuits.*

### Spelling

- One-syllable adjectives:**

– mostly add **-er**.

*small → smaller, cheap → cheaper*

– One-syllable adjectives ending in **-e**, add **-r**.

*nice → nicer, late → later*

– One-syllable adjectives ending in consonant + vowel + consonant (except **w, x** or **y**), double the consonant and add **-er**.

*big → bigger, fat → fatter*

- Two-syllable adjectives** ending in consonant + **-y** change the **-y** to **-i** and add **-er**.

*busy → busier, happy → happier*

- Two or more syllables** add **more**.

*expensive → more expensive*

### Practice

#### 2 Complete the sentences with the comparative form of the adjectives in brackets.

1 My maths teacher is \_\_\_\_\_ (young) than my geography teacher.

2 I think playing football is \_\_\_\_\_ (interesting) than watching it.

3 Exercise 2 is \_\_\_\_\_ (easy) than Exercise 3.

4 My house is \_\_\_\_\_ (far) from school than yours.

5 A mango is \_\_\_\_\_ (big) than a strawberry.

#### 3 Write complete sentences. Use the comparative form of the adjectives in the box.

expensive    fast    good    hot

0 The blue T-shirt is £10. The red T-shirt is £15.

The red T-shirt is **more expensive than the blue T-shirt**.

1 It's 2 hours by train. It's 2 hours 45 minutes by bus.

The train is \_\_\_\_\_.

2 It's 25°C in London today. It's 33°C in Istanbul.

Istanbul is \_\_\_\_\_.

3 The pizza wasn't bad. The burger was very bad.

The pizza was \_\_\_\_\_.

SEE GRAMMAR REFERENCE, UNIT 11, COMPARATIVE ADJECTIVES, PAGE 148

Adjective	Superlative
<b>One syllable</b>	
young →	the youngest
<b>Two syllables with consonant + -y</b>	
heavy →	the heaviest
<b>Two syllables or more</b>	
famous →	the most famous
<b>Irregular</b>	
good →	the best
bad →	the worst
far →	the farthest / furthest

- We use superlative adjectives to compare one thing with two or more other things.  
*The Hopper computer is one of the fastest in the world.*
- We use **the** before the superlative adjective.  
*This is the smallest smartphone anywhere in the world.*
- We usually use **in** to talk about a place with the superlative adjective.  
*This is the most expensive laptop in the world / in my city / in my town, etc. (not of the world)*

**Spelling**

SEE GRAMMAR REFERENCE, UNIT 11, COMPARATIVE ADJECTIVES, SPELLING, PAGE 148

- The spelling rules for superlative and comparative adjectives are the same.
- One-syllable adjectives:**
    - mostly add **-est**.  
*small → smallest, cheap → cheapest*
    - One-syllable adjectives ending in **-e**, add **-st**.  
*nice → nicest, late → latest*
    - One-syllable adjectives ending in consonant + vowel + consonant (except **w, x** or **y**), double the consonant and add **-est**.  
*big → biggest, fat → fattest*
  - Two-syllable adjectives** ending in consonant + **-y** change the **-y** to **-i** and add **-est**.  
*busy → busiest, happy → happiest*
  - Adjectives of two or more syllables** add **most**.  
*expensive → most expensive*

**Practice**

1 Write the comparative and superlative forms of the adjectives.

- |            |                            |
|------------|----------------------------|
| 0 slow     | <i>slower, the slowest</i> |
| 1 near     | 6 beautiful                |
| 2 large    | 7 good                     |
| 3 thin     | 8 bad                      |
| 4 friendly | 9 far                      |
| 5 happy    |                            |

2 Complete the sentences with the superlative form of the adjectives in brackets.

- My sister's got \_\_\_\_\_ (long) hair in my school.
- Cristiano Ronaldo is one of \_\_\_\_\_ (famous) football players in the world.
- You can eat \_\_\_\_\_ (good) burgers in my town in Ray's Burger Bar.
- Mrs Peters is \_\_\_\_\_ (friendly) teacher in my school.
- My house has got \_\_\_\_\_ (big) garden in my street.
- Last night we watched \_\_\_\_\_ (funny) video online. I laughed a lot!

3 Write sentences using superlative adjectives.

- The supermarket / busy shop / my town  
*The supermarket is the busiest shop in my town .*
- My sister / fast person / our school  
\_\_\_\_\_.
- Russia / large country / world  
\_\_\_\_\_.
- Salad / healthy food / this café  
\_\_\_\_\_.
- I / bad singer / my class  
\_\_\_\_\_.
- My brother / good player / his team  
\_\_\_\_\_.

4 Choose the correct words to complete the sentences.

- I think history is *more / the most* interesting than science.
- Travelling by plane is *faster / the fastest* than travelling by bus.
- Oranges are *healthier / the healthiest* food in the cupboard.
- Jonny bought *better / the best* smartphone in the shop.
- A printer is *more / the most* expensive than a mouse.
- The Torre de Cristal is *taller / the tallest* building in Spain.

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 13 SHOULD / SHOULDN'T

### Positive

I/You/He/She/It/We/They **should go** to bed earlier.

### Negative

I/You/He/She/It/We/They **shouldn't (should not) play** tennis.

### Questions

What **should** I/you/he/she/it/we/they **do**?  
**Should** I/you/he/she/it/we/they stop doing sports?

### Short answer

Yes, I/you/he/she/it/we/they **should**.  
No, I/you/he/she/it/we/they **shouldn't**.

- We use **should** and **shouldn't** to give advice.  
*I've got a headache. You **should take** some medicine.*  
*You **shouldn't listen** to loud music.*
- We use **should** to say something is a **good idea**.  
*My hand hurts. You **should go** to the doctor.*
- We use **shouldn't** to say something is a **bad idea**.  
*I feel sick. You **shouldn't eat** anything.*
- After **should** and **shouldn't**, we use the infinitive of the verb without **to**.  
*My leg hurts. You **should rest** and you **shouldn't walk**.*  
*(not you **should to rest** ... you **shouldn't to walk**)*

### Practice

#### 1 Complete the sentences with **should** or **shouldn't**.

- 1 John's got a temperature. He \_\_\_\_\_ go to school.
- 2 I hurt my foot. The doctor says I \_\_\_\_\_ play football for three weeks.
- 3 My best friend didn't pass the exam. His teacher thinks he \_\_\_\_\_ study harder.
- 4 Did you say your back hurts? You \_\_\_\_\_ go swimming. It's very good for you.
- 5 My sister lost her smartphone yesterday. I think she \_\_\_\_\_ talk to the police.
- 6 To enter a race, you \_\_\_\_\_ do exercise the day before the race.

#### 2 Write complete sentences with **should** or **shouldn't** and the words in the box.

do sport and exercise  
drink a lot of cola and lemonade  
eat a lot of sweets and chocolate  
eat healthy food  
sleep well  
watch a lot of TV

*If you want to keep fit and healthy, ...*

0 you should do sport and exercise.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

#### 3 Write complete questions with **should**. Then write short answers.

0 I / do the race? (✓)

Should I do the race?

Yes, you should.

1 my brother / buy a fast car? (X)

2 my friends / go to bed earlier? (✓)

3 we / have a party? (X)

4 I / stay at home? (X)

#### 4 Read the examples and write some advice with **should** or **shouldn't**.

0 I don't feel well. What should I do?

You should go to bed and lie down.

1 It's my mum's birthday next week. What should I buy her?

2 I've got an exam tomorrow. Should I study all night?

3 I want to visit another country. Where should I go?

4 My brother wants to do a new sport. Which one should he do?

5 I want to make some new friends. Should I join a club?

## UNIT 14 PREPOSITIONS

We can use **prepositions** to say where things are.

A river goes **through** the town.

Three bridges go **across** the river.

The post office is **next to** the train station.

The train station is **beside** the post office.

The car park is **in front of** the supermarket.

The petrol station is **opposite** the library.

The restaurant is **near** the train station.

The hospital is **outside** the town.



### Practice

**1** Look at the map of the town. Choose the correct words to complete the sentences.

- 1 The swimming pool is *near* / *across* the bus station.
- 2 To get to the train station, walk *across* / *through* the bridge.
- 3 The university is *opposite* / *next to* the library.
- 4 The petrol station is *beside* / *near* the university.
- 5 The cinema is *opposite* / *next to* the river.
- 6 There's a car park *in front of* / *through* the supermarket.

**2** Look at the map again and complete the sentences with the words in the box. Use each word once only.

across    near    next to    opposite    outside    through

- 0 A river goes through the town.
- 1 \_\_\_\_\_ the town, there's a hospital.
- 2 Drive \_\_\_\_\_ the bridge and there's a cinema on your left.
- 3 There's a roundabout \_\_\_\_\_ the middle bridge.
- 4 The park is \_\_\_\_\_ the police station.
- 5 The market is \_\_\_\_\_ the hotel.

**3** Read the questions and write true sentences about your town.

- 0 Where's your school?
- 1 Is the hospital outside your town?
- 2 What's your favourite shop? Where is it?
- 3 Does a river go through your town?
- 4 How often do you walk across a bridge?
- 5 Is there a museum in your town? Where is it?

*It's near my house, opposite the park.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 15 PAST CONTINUOUS

Positive	I/He/She/It <b>was eating</b> dinner. You/We/They <b>were playing</b> football.
Negative	I/He/She/It <b>wasn't (was not) sleeping</b> . You/We/They <b>weren't (were not) helping</b> .
Questions	What <b>was</b> I/he/she/it <b>doing</b> at 8 am? What <b>were</b> you/we/they <b>watching</b> on TV? <b>Was</b> I/he/she/it <b>playing</b> computer games? <b>Were</b> you/we/they <b>listening</b> to music?
Short answers	Yes, I/he/she/it <b>was</b> . No, he/she/it <b>wasn't</b> . Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> .

We use the **past continuous** to talk about activities happening at a moment in the past.  
*I was watching TV, my parents were working and my brother was playing football yesterday afternoon.*

SEE GRAMMAR REFERENCE, UNIT 2, SPELLING: **-ING FORM, PAGE 139**

### Practice

- Choose the correct words to complete the sentences.
  - At 6 pm, I *was doing* / *were doing* my homework.
  - My dad *was cooking* / *were cooking* our dinner.
  - Yesterday afternoon, we *wasn't playing* / *weren't playing* tennis.
  - Yesterday afternoon, you *wasn't wearing* / *weren't wearing* your new cap.
  - My friends *wasn't having* / *weren't having* lunch at 1 pm.
  - We *was climbing* / *were climbing* a tree on Saturday morning.
- Complete the paragraph with the past continuous form of the verbs in the box.

cry    listen    ~~make~~    not sleep    not watch  
rain    read    sit    surf

This morning, my dad <sup>0</sup> *was making* breakfast. The baby was hungry and he <sup>1</sup> \_\_\_\_\_. My big sister was in her bedroom. She <sup>2</sup> \_\_\_\_\_; she <sup>3</sup> \_\_\_\_\_ a magazine. My mum and my older brother <sup>4</sup> \_\_\_\_\_ the internet. My little sister <sup>5</sup> \_\_\_\_\_ in her favourite chair, but she <sup>6</sup> \_\_\_\_\_ TV. My younger brother <sup>7</sup> \_\_\_\_\_ to loud music. There were clouds in the sky and it <sup>8</sup> \_\_\_\_\_. I decided to stay at home.

- Write complete questions in the past continuous. Then write short answers.

*At 10 am yesterday,*

0 it / snow? (X)

*Was it snowing?*

*No it wasn't.*

1 your friends / ride their bikes? (✓)

2 you / shop with your friends? (✓)

3 your mum / work? (X)

4 I / have a shower? (X)

5 you and your friends / swim in the lake? (✓)

- Put the words in order to make questions. Then write answers that are true for you.

0 yesterday at 11 am / you / were / sleeping / ?

*Were you sleeping yesterday at 11 am?*

*No, I wasn't. I was studying at school.*

1 were / doing / you / at 8 am this morning / what / ?

2 blue socks / you / were / wearing / yesterday / ?

3 after school yesterday / watching / a film / were / you and your friends / ?

4 raining / was / it / yesterday evening / ?

5 on Saturday morning / what / your friends / doing / were / ?

➤ SEE GRAMMAR REFERENCE, UNITS 5–7, PAST SIMPLE, PAGES 142–144

➤ SEE GRAMMAR REFERENCE, UNIT 15, PAST CONTINUOUS, PAGE 152

- We use the **past continuous** to describe activities happening at a particular moment in the past. Sometimes these activities happen at the same time. We don't use the past continuous to talk about the beginning or the end of an activity.

*John was looking at the elephants and his sister was buying an ice cream.*

- We use the **past simple** when one complete action follows another.

*I woke up and I went downstairs.*

- We often use the **past simple** and **past continuous** together to say that one action interrupts another.

*A elephant was eating some fruit when the boy fell.*

### when and while

We use **when** and **while** to connect two activities. When we use the **past simple** and **past continuous** together, we often use:

- when** before the past simple.

*The boy was looking at the elephants when he fell.*

Or

*When the boy fell, he was looking at the elephants.*

- while** before the past continuous.

*The boy fell while he was looking at the elephants.*

Or

*While the boy was looking at the elephants, he fell.*

### Practice

- 1** Choose the correct words to complete the sentences.

- When the teacher *came / was coming* into the classroom, we *played / were playing* cards.
- She *didn't call / wasn't calling* me when she *heard / was hearing* a strange noise.
- While I *got off / was getting off* the bus, it *started / was starting* to rain.
- John *arrived / was arriving* while my sister *made / was making* breakfast.
- My brother *climb / was climbing* a tree when he *fell / was falling*.
- I *didn't meet / wasn't meeting* my teacher while we *shopped / were shopping*.

- 2** Complete the sentences with **when** or **while**.

- I was giving food to my rabbit \_\_\_\_\_ you phoned me.
- We found some money \_\_\_\_\_ we were playing football outside.
- I wasn't doing anything \_\_\_\_\_ you turned on the light.
- \_\_\_\_\_ you sent me the message, I was doing an exam.
- My mum was watching the monkeys \_\_\_\_\_ someone stole her purse.
- \_\_\_\_\_ my friends were snowboarding, they saw a famous musician.

- 3** Complete the sentences with one verb in the past simple and one verb in the past continuous.

- My teacher \_\_\_\_\_ (travel) by boat when she \_\_\_\_\_ (feel) sick.
- When the music \_\_\_\_\_ (start), I \_\_\_\_\_ (not talk) to my friends.
- While I \_\_\_\_\_ (carry) the plates, I \_\_\_\_\_ (fall).
- We \_\_\_\_\_ (run) in the park when we \_\_\_\_\_ (see) some ducks.
- While I \_\_\_\_\_ (do) my homework, my phone \_\_\_\_\_ (ring).
- We \_\_\_\_\_ (not visit) the British Museum while we \_\_\_\_\_ (stay) in London.

- 4** Complete the sentences so they are true for you. Use the past simple or the past continuous.

- When I woke up yesterday, \_\_\_\_\_  
*it was raining.*
- When I got to school, my friends \_\_\_\_\_
- The teacher came into the classroom while \_\_\_\_\_
- When I arrived home, I \_\_\_\_\_
- While I was doing my homework, \_\_\_\_\_

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 17 FUTURE WITH GOING TO

- We form the *going to* future with *be + going to + infinitive without to*.

Positive	I'm (am) going to phone our friends. You/We/They're (are) going to invite all our family. He/She/It's (is) going to watch the animals.
Negative	I'm (am) not going to do any homework. You/We/They aren't (are not) going to buy pizza. He/She/It isn't (is not) going to win the prize.
Questions	Who am I going to see? What are you/we/they going to do later? Where is he/she/it going to go? Am I going to have fun? Are you/we/they going to phone me later? Is he/she/it going to tell Mum and Dad?
Short answers	Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. Yes, he/she/it is. No, he/she/it isn't.

- We use the *going to* future to talk about our future plans.  
*I'm going to watch the concert this evening.*  
*We aren't going to study next weekend.*
- We usually make our future plans before we use the '*going to*' future.  
*Where are you going to go next summer?*  
*Mum bought the tickets last week. We're going to visit Paris and Berlin.*
- We often use future time phrases like *this evening*, *tomorrow morning*, *next summer*, *when I'm 18*, etc. with the *going to* future.  
*I'm going to travel when I'm 18.*  
*My dad isn't going to drive us to school tomorrow morning.*

## Practice

- 1 Write complete sentences with the *going to* future form of the verbs.

0 I / buy / new trainers.

*I'm going to buy new trainers.*

1 We / not ride / our bikes to school tomorrow.

\_\_\_\_\_.

2 My friends / watch / the talent show on TV.

\_\_\_\_\_.

3 My mum / not play / tennis later.

\_\_\_\_\_.

4 My dad / make / pizza.

\_\_\_\_\_.

5 My cousins / not visit / us next weekend.

\_\_\_\_\_.

- 2 Complete the paragraph with the *going to* future form of the verbs in the box.

buy fly not go not serve  
stay travel watch work

Next summer, I <sup>0</sup> *'m going to fly* to Canada with my family. We <sup>1</sup> \_\_\_\_\_ with our friends. I <sup>2</sup> \_\_\_\_\_ a football shirt for my friend Jack because he likes sport. We <sup>3</sup> \_\_\_\_\_ a football match with him. I love travelling. When I'm 18, I <sup>4</sup> \_\_\_\_\_ to university. I <sup>5</sup> \_\_\_\_\_ around the world. I <sup>6</sup> \_\_\_\_\_ in a shop in different countries but I <sup>7</sup> \_\_\_\_\_ food in a restaurant. That's hard work!

- 3 Complete the questions with the *going to* future form of the verbs in brackets.

1 What \_\_\_\_\_ you and your friends \_\_\_\_\_ (watch) on TV after school today?

2 What \_\_\_\_\_ you \_\_\_\_\_ (wear) tomorrow?

3 \_\_\_\_\_ your mum \_\_\_\_\_ (work) next Saturday?

4 Who \_\_\_\_\_ you and your family \_\_\_\_\_ (see) at the weekend?

5 \_\_\_\_\_ your friends \_\_\_\_\_ (travel) to another country next summer?

6 \_\_\_\_\_ you \_\_\_\_\_ (study) in another town when you're 18?

- 4 Write true answers to the questions in Exercise 3.

0 *We're going to ride our bikes* \_\_\_\_\_.

1 \_\_\_\_\_.

2 \_\_\_\_\_.

3 \_\_\_\_\_.

4 \_\_\_\_\_.

5 \_\_\_\_\_.

- A **suggestion** is a plan or an idea that you want someone to think about.  
*Why don't we go to the concert?*  
*Shall we meet outside the cinema?*  
*Why not ask your mum to drive us?*  
*Let's go to a restaurant later.*
- After *Why don't we ...*, *Shall we ...*, *Why not ...* and *Let's ...*, we use an infinitive without *to*.  
*Shall we make a cake? (not Shall we to make...)*  
*Why don't we buy some lemonade? (not Why don't we to buy...)*
- *Why don't we ...*, *Shall we ...* and *Why not ...* are questions so we use a question mark (?).  
*Shall we meet at 8 pm?*  
*Why not go by bus?*
- *Let's ...* is a sentence so we use a full stop (.).  
*Let's go to the football match.*
- When someone makes a suggestion, we often use words and phrases like *Cool!*, *Sounds good!*, *You're right!*, *Good one!* and *Excellent idea!* to answer.  
*Let's go swimming. Cool!*

## Practice

### 1 Choose the correct words to complete the suggestions.

- 1 *Let's use / to use* that computer over there.
- 2 *Shall we / We shall* include some cartoons in the magazine?
- 3 *Let's / Why not* ask our teacher to help.
- 4 *Why not / Shall* we play hockey?
- 5 *Let's / Why not* write down our ideas first?
- 6 *Why don't we / Why we don't* put a notice on the website?

### 2 Write suggestions using *Shall ...*, *Why don't we / Why not ...* or *Let's ...* and the words in the box.

have    ~~listen~~    read    ride    take    watch

- 0 *Why not listen* to music?
- 1 \_\_\_\_\_ the film on TV.
- 2 \_\_\_\_\_ we \_\_\_\_\_ pizza for dinner?
- 3 \_\_\_\_\_ our bikes to school tomorrow?
- 4 \_\_\_\_\_ the book before we see the film.
- 5 \_\_\_\_\_ we \_\_\_\_\_ some photos in the museum?

### 3 Read the sentences, then write a suggestion using *Shall ...*, *Why don't we / Why not ...* or *Let's ...*

- 1 It's my birthday tomorrow.  
\_\_\_\_\_.
- 2 We haven't got any homework to do today.  
\_\_\_\_\_.
- 3 The school holidays start next week.  
\_\_\_\_\_.
- 4 I'm bored and it's raining.  
\_\_\_\_\_.
- 5 I'm hungry and there isn't anything to eat.  
\_\_\_\_\_.
- 6 We have to do something for the school magazine.  
\_\_\_\_\_.

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 19

### HAVE TO / DON'T HAVE TO

Positive	I/You/We/They <b>have to</b> get up early. He/She/It <b>has to</b> eat later.
Negative	I/You/We/They <b>don't have to</b> go climbing. He/She/It <b>doesn't have to</b> wear a uniform.
Questions	What <b>do</b> I/you/we/they <b>have to do</b> now? What time <b>does</b> he/she/it <b>have to get up</b> ? <b>Do</b> I/you/we/they <b>have to bring</b> snacks? <b>Does</b> he/she/it <b>have to wear</b> nice clothes?
Short answers	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> . Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

- We use **have to** to say something is necessary.  
*I can't go out. I **have to** help my mum.*  
*We **have to be** at school at 8 am for the school trip.*
- We use **don't have to** to say something is not necessary.  
*It's Saturday. You **don't have to get up early**.* (But you can if you want.)  
*My cousins **don't have to wear a uniform at their school.***  
*have to* means you have no choice. You can't say 'no'!  
*don't have to* means you can do something if you want.

### Practice

#### 1 Choose the correct words to complete the sentences.

- You *have to get fit* / *has to get fit* to enter a race.
- My school is opposite my house. I *don't have to go* / *doesn't have to go* by bus.
- We *have to leave* / *has to leave* our phones at home.
- You *have to wear* / *has to wear* trainers for a nature walk.
- My dad *don't have to wear* / *doesn't have to wear* a suit at work.
- You *don't have to make* / *doesn't have to make* breakfast. I can do it.

#### 2 Complete the sentences with the correct form of *have to* and the verbs in the box.

do    not bring    not buy  
not help    stay    tidy

- Every morning, I *have to tidy* my bedroom.
- You \_\_\_\_\_ any milk. There's a lot in the fridge.
- My friends are lucky. They \_\_\_\_\_ at home.
- We \_\_\_\_\_ a vocabulary test every week at school.
- My brother is ill. He \_\_\_\_\_ in bed today.
- You \_\_\_\_\_ anything on the school trip. I've got a lot of food and drink.

#### 3 Write complete questions with *have to*. Then write short answers.

- you / study hard at your school? (✓)  
*Do you have to study hard at your school?*  
*Yes I do.*
- your mum / work five days a week at the museum? (X)  
\_\_\_\_\_
- you / turn off your smartphone at school? (✓)  
\_\_\_\_\_
- your dad / travel for his work? (X)  
\_\_\_\_\_
- we / do Exercise 5? (X)  
\_\_\_\_\_
- your friends / make their beds? (✓)  
\_\_\_\_\_

#### 4 Complete the questions with the correct form of *have to* and the verbs in brackets. Then write answers that are true for you.

- Do* you *have to go* (go) to bed early on Saturday night?  
*No I don't.*
- What time \_\_\_\_\_ you \_\_\_\_\_ (get up) on a school day?  
\_\_\_\_\_
- \_\_\_\_\_ you \_\_\_\_\_ (speak) English in your English class?  
\_\_\_\_\_
- How much homework \_\_\_\_\_ you and your classmates \_\_\_\_\_ (do) every day?  
\_\_\_\_\_
- What \_\_\_\_\_ you \_\_\_\_\_ (do) if you miss a class?  
\_\_\_\_\_
- \_\_\_\_\_ you \_\_\_\_\_ (buy) a ticket before you get on a bus in your town?  
\_\_\_\_\_

- We use **adverbs of manner** to say **how** we do something.  
*You have to speak **quietly** here.*  
*My sister can play the piano **beautifully**.*
- We make many adverbs of manner by adding **-ly** to the adjective (see Spelling below).  
*My little brother is **noisy**. He does everything **noisily**.*  
*I'm very **careful**. I always do my homework **carefully**.*
- There are some irregular adverbs.  
*good → well, fast → fast, hard → hard*

**Spelling: adverbs of manner**

Most adverbs add <b>-ly</b> to the adjective.	<i>quick → quickly</i>
For adjectives ending in <b>-l</b> , we double the <b>l</b> and add <b>-y</b> in the adverb form.	<i>beautiful → beautifully</i>
For adjectives ending in a consonant + <b>-y</b> , we remove the <b>-y</b> and add <b>-ily</b> .	<i>easy → easily</i>

**Practice**

**1** Write the adverb form of the adjectives.

- |           |               |             |       |          |       |
|-----------|---------------|-------------|-------|----------|-------|
| 0 slow    | <u>slowly</u> | 4 quiet     | _____ | 8 bad    | _____ |
| 1 careful | _____         | 5 wonderful | _____ | 9 angry  | _____ |
| 2 good    | _____         | 6 heavy     | _____ | 10 fast  | _____ |
| 3 happy   | _____         | 7 hard      | _____ | 11 noisy | _____ |

**2** Complete the sentences with the adverb form of the adjectives in the box. Use each word once only.

bad    careful    good    hard    ~~loud~~    quick

- 0 I can't hear you. The band is playing very loudly.
- 1 If you want to pass the exam, you have to study \_\_\_\_\_.
- 2 My brother won the race because he ran very \_\_\_\_\_.
- 3 Please don't ask me to draw a picture. I draw \_\_\_\_\_.
- 4 Listen \_\_\_\_\_! I'm going to repeat these instructions.
- 5 Let's have dinner at your house. Your dad cooks really \_\_\_\_\_.

**3** Complete the questions with the adverb form of the adjectives in brackets. Then write answers that are true for you.

- 0 Which famous musicians sing beautifully (beautiful)?  
*I think Taylor Swift sings beautifully.*
- 1 How many languages can you speak \_\_\_\_\_ (good)?
- 2 How often do you do your homework \_\_\_\_\_ (slow) and \_\_\_\_\_ (careful)?
- 3 Do you eat \_\_\_\_\_ (quick)?
- 4 How far is your school from your house? Can you walk there \_\_\_\_\_ (easy)?
- 5 Do you play in a sports team? Does it play \_\_\_\_\_ (bad) or \_\_\_\_\_ (good)?

# LIST OF IRREGULAR VERBS

Infinitive	Past simple
------------	-------------

be	was, were
become	became
begin	began
break	broke
bring	brought
build	built
burn	burned/burnt
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
dream	dreamed/dreamt
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
find	found
fly	flew
forget	forgot
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew
learn	learned/learnt
leave	left

Infinitive	Past simple
------------	-------------

lend	lent
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
read	read
ride	rode
ring	rang
run	ran
say	said
see	saw
sell	sold
send	sent
show	showed
shut	shut
sing	sang
sit	sat
sleep	slept
speak	spoke
spell	spelled/spelt
spend	spent
stand	stood
steal	stole
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote

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Key: U = Unit, LS = Life Skills, SU= Starter Unit, C = Culture, R= Review, EA = Extra Activites

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