



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



Joanna Kosta
Melanie Williams

Series Editor: Annette Capel

Prepare!

STUDENT'S BOOK

Level 2

A2

English
Profile

Cambridge English



Joanna Kosta
Melanie Williams
Series Editor: Annette Capel

Prepare!

STUDENT'S BOOK

Level 2

Cambridge University Press
www.cambridge.org/elt

Cambridge English Language Assessment
www.cambridgeenglish.org

Information on this title: www.cambridge.org/9780521180481
© Cambridge University Press and UCLES 2015

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of the publishers.

First published 2015

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-18048-1 Student's Book

ISBN 978-1-107-49720-7 Student's Book and Online Workbook

ISBN 978-0-521-18049-8 Workbook with Audio

ISBN 978-0-521-18050-4 Teacher's Book with DVD and Teacher's Resources Online

ISBN 978-0-521-18052-8 Class Audio CDs

ISBN 978-1-107-49718-4 Presentation Plus DVD-ROM

The publishers have no responsibility for the persistence or accuracy of URLs
for external or third-party internet websites referred to in this publication, and
do not guarantee that any content on such websites is, or will remain, accurate
or appropriate. Information regarding prices, travel timetables, and other factual
information given in this work is correct at the time of first printing but the
publishers do not guarantee the accuracy of such information thereafter.

Contents

Get started!	10
1 Sports and games	14
2 Tastes wonderful!	18
Culture Festivals	22
3 Great sounds	24
4 A true story	28
Design and technology Logos	32
Review 1	34
5 Fantastic facts	36
6 What a great job!	40
Culture Teens at work	44
7 Going places	46
8 Special places	50
History The history of flight	54
Review 2	56
9 Clothes and fashion	58
10 Buying things	62
Culture Hollywood	66
11 Eating out	68
12 The latest technology	72
Maths Circles	76
Review 3	78
13 Healthy bodies	80
14 In the town	84
Culture Famous British people	88
15 Weather and places	90
16 Amazing animals	94
Geography Tectonic plates and earthquakes	98
Review 4	100
17 What's on?	102
18 Papers and magazines	106
Culture An island in the sun	110
19 School can be fun!	112
20 Families	116
Biology Animals and their habitats	120
Review 5	122
Get talking!	124
Activities	129
Vocabulary list	132
Grammar reference	142
List of irregular verbs	163

UNIT	VOCABULARY	GRAMMAR	PRONUNCIATION
1 Get started! page 10	Classroom objects The alphabet Numbers Dates	<i>there is / there are</i> <i>have got</i> <i>can</i> Present simple	
1 Sports and games page 14	Sports Sports equipment	Adverbs of frequency	/eɪ/ and /aɪ/
2 Tastes wonderful! page 18	Cooking and ingredients Food Meals	Present continuous and present simple	The sound /ə/
Culture Festivals page 22			
3 Great sounds page 24	Types of music Musical instruments Music words that go together	<i>like, don't like, hate, love + -ing</i>	Email addresses, phone numbers and names
4 A true story page 28	Describing things <i>how + adjective</i>	<i>was/were: +, –, ?</i>	Intonation in <i>How ... questions</i>
Design and technology Logos page 32 Review 1 Units 1–4 page 34			
5 Fantastic facts page 36	Common regular verbs The Great Fire of London	Past simple: regular verbs	Past simple verb endings
6 What a great job! page 40	Work Jobs	Past simple: ?, –	Word stress
Culture Teens at work page 44			
7 Going places page 46	Holiday activities Holiday expressions	Past simple: irregular verbs	Sounds and spelling
8 Special places page 50	Contents of a room Activities at home	<i>someone, anyone, etc.</i>	/ɜ:/ and /ɔ:/
History The history of flight page 54 Review 2 Units 5–8 page 56			
9 Clothes and fashion page 58	Clothes Materials	Pronouns and determiners	Words beginning with /s/, /ʃ/, /tʃ/
10 Buying things page 62	Shopping Accessories	Countable and uncountable nouns <i>some, any, a bit of, a few, a lot of</i>	Weak forms: /ə/
Culture Hollywood page 66			

READING	LISTENING	SPEAKING	WRITING	VIDEO
		Classroom language Talk about your partner		
Two young sports stars Unusual sports and games	Descriptions of unusual sports and games	Ask and answer questions in the role of a young sports star Talk about unusual sports and games you know	Write about how you play a sport or game	
Pancake Day Three teenagers talk about their daily meals	How to make pancakes School lunches	Talk about Shrove Tuesday or another festival in your country Talk about lunch EP Get talking! <i>Tell me about ...</i>	A message on the internet about what you eat every day	What we eat
<i>The MAD School: Music, Acting, Dance</i>	Playing music	Talk about music Talk about the kind of school you would like to go to	Write about what you and your family like and don't like doing	Great sounds
<i>The missing ring – a picture story</i>	Missing things	Draw and describe an object Ask and answer <i>How ...</i> questions EP Get talking! <i>Oh, that's a pity, What a shame</i>	A description of your favourite thing	
A quiz about famous past events <i>The Great Fire and The Black Death</i>	A guided visit to a museum about London and the Great Fire	Give facts about yourself Give a talk about an important event		
<i>Students at work! 50 weeks, 50 states, 50 different jobs</i>	A teenager talks to a friend about his work experience	A conversation about work experience Talk about what job you want to do when you are older EP Get talking! <i>That's brilliant! Wow!</i>	A blog about your weekend	Jobs
<i>A very long bike ride</i>	Two teenagers talk about their holidays A journey	Talk about what you do on holiday Tell a travel story EP Get talking! <i>Of course not, I don't think so.</i>	A message to a friend about your holiday	Holidays
<i>Roald Dahl's Special Place</i>	Teenagers talk about their special places	Talk about what your room is like Make plans with a friend to spend the evening at home	A description of a special place	
Teenagers sort out their clothes <i>They're made of ... what?</i>	Teenagers identify their clothes Ideas for clothes and jewellery made from unusual materials	Identify people's clothes and possessions Talk about what your clothes are made of	Write about your idea for clothes or jewellery made of unusual materials	
<i>Snorgtees – the story of an interesting online company</i>	In a shopping centre A bad online shopping experience	Talk about where you like to shop, what you buy EP Get talking! <i>Anyway ..., Guess what ...</i>	A story of an online shopping experience	

UNIT	VOCABULARY	GRAMMAR	GRAMMAR
11 Eating out page 68	Food and drink	as ... as	/ʌ/ and /ɒ/
12 The latest technology page 72	Computers	Superlative adjectives	Stress in superlatives
Maths Circles page 76		Review 3 Units 9–12 page 78	
13 Healthy bodies page 80	Health problems Advice for getting fit	should/shouldn't	Silent consonants
14 In the town page 84	Places in a town Directions Places to visit and things to do in a city Two-word nouns	Prepositions	Two-word nouns
Culture Famous British people page 88			
15 Weather and places page 90	Weather Geographical features	Past continuous	was, wasn't, were, weren't
16 Amazing animals page 94	Animals	Past simple and past continuous	/u:/ and /ʊ/
Geography Tectonic plates and earthquakes page 98		Review 4 Units 13–16 page 100	
17 What's on? page 102	Television Talent shows Describing people	Future with <i>going to</i>	<i>going to</i>
18 Papers and magazines page 106	Newspapers and magazines <i>as, because, so, when</i>	Making suggestions	Intonation
Culture An island in the sun page 110			
19 School can be fun! page 112	School trips School subjects, activities and people	have to / don't have to	have to / has to
20 Families page 116	Family members Adverbs of degree	Adverbs of manner	The letter <i>i</i>
Biology Animals and their habitats page 120		Review 5 Units 17–20 page 122	Get talking! page 124

READING	LISTENING	SPEAKING	WRITING	VIDEO
Restaurant menus <i>Street food around the world</i>	Booking a restaurant for a party Ordering street food at a festival	Compare restaurants and choose a restaurant for your party Ask about and order food at a street-food festival EP Get talking! <i>Sure, no problem, Oh no, that's too ...</i>	An advertisement for a party	Street foods
<i>Computers and the modern world</i> <i>Did you know ...? – facts about computers</i>	Andy talks about his new computer	Compare mobile phones Make true statements Computer survey	An email	Technology
<i>Yes, you can run 5 km in six weeks!</i>	Patients describe their problems and the doctor gives advice Advice about getting fit for a race	Talk about a health problem you had Give advice about health EP Get talking! <i>Oh dear, Never mind.</i>	Give advice on a chat page	Health problems
<i>Visit Edinburgh</i>	Following directions A visit to Edinburgh	Give directions Talk about visiting cities	Write and understand directions A city guide	
<i>Are they real?</i>	Weather in different parts of the world The Loch Ness Monster	Talk about the weather Say what you were doing at different times in the past EP Get talking! <i>Right, So ...</i>	An article about a strange animal that people have seen	
<i>A lucky day</i>	Gary talks about his animal helper	Tell a story from pictures Say what animals your family has	An email to a friend	Animals
<i>Talent shows</i>	Clyde invites Mina to a concert Sandra and Ben talk about <i>The X Factor</i>	Talk about future plans Talk about talent shows EP Get talking! <i>Would you like to ...? How about ...?</i>	Write about a TV show you like and describe one of the actors or winners	
<i>Two reviews</i>	Planning a school magazine A review for a school magazine	Plan a class magazine Tell the story of a film, play or book EP Get talking! <i>Cool! Sounds good.</i>	A review	Books we like
<i>A different way to learn</i>	Information about the school trip A boarding school	Talk about activities on school trips Ask and answer about what you have to / don't have to do this weekend Give opinions	An article about your perfect school	School life
<i>My family tree</i> <i>A really big family</i>	Three young people talk about who they live with	Give information about a member of your family Talk about your family, big families and Mother's Day	A description of your family	

Activities page 129

Vocabulary list page 132

Grammar reference page 142

List of irregular verbs page 163



Welcome to Prepare!

Learn about the features in your new Student's Book

15 Weather and places

It was snowing yesterday at 5 pm

VOCABULARY

- What's the weather like?
- Match the sentence to the pictures.
- Look! It's very windy.
- It's sunny.
- There are clouds.
- It's rainy.
- It's foggy.
- It's cloudy.
- It's snowy.

GRAMMAR Past continuous

B Complete 1 and 2 using the information from Exercises 6

Anna	were	slept	at 12 pm UK time yesterday
Sandy	were	1	
Jane and Eva	were	2	

LISTENING

6 Listen and check. What's the weather like in these places around the world? Listen and write the names of the countries.

Name	Adjective
cloud	cloudy
snow	
rain	
wind	
sun	
air	

7 Listen again. Complete the table.

Country	Time	Weather	What's doing?
Anna			
Sandy			
Jane			
Eva			

8 Listen again. Complete the 'Time' and 'What's doing?' columns in the table.

What's the weather like in your town today? What's the temperature? Is it sunny or cloudy and how's it going? The temperature is about 8 degrees.

GRAMMAR Past continuous

Get talking Useful phrases to get you talking!

About you Talk about you and your life

Corpus challenge Take the grammar challenge and learn from common mistakes

Edinburgh



Visit Edinburgh!

Edinburgh isn't the biggest city in Scotland, but it's very beautiful and has an amazing history. The best place to start your visit is Edinburgh Castle. This sits up on top of an old hill and from here you can see the whole city. You can go up the castle in the summer, or go as early as you can.

After visiting the castle, walk down the Royal Mile through Edinburgh's 13th century Old Town. Don't miss the Canongate Tolbooth and the Mercat Cross.

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 go inside to see her rooms and gardens.

Next to the Palace is the Scottish Parliament.

This is where the Scottish Parliament

meets to make laws for Scotland.

It's a unique building cost £45.5 million to build and is a very interesting place to visit.



2 Read the article again. Are an exercise 1? Tick (A) or Wrong (B) if some are enough information to answer right or wrong; choose C (doesn't say).

- 0 Edinburgh is the capital city in Scotland.
- 1 Edinburgh Castle is the oldest building in Edinburgh.
- 2 The castle opened in 1490.
- 3 It takes an hour to walk from Edinburgh Castle to Holyroodhouse.
- 4 The Queen sometimes stays at Holyroodhouse.
- 5 The Scottish Parliament buildings closed to visitors.
- 6 The Palace in Edinburgh's New Town is expensive to buy.
- 7 All of Edinburgh's guided tours are free.

Listening

- 3 **9** Listen and check about a visit to Edinburgh. Which place did they visit?

- 4 **10** Listen again. Circle the correct answers.

- 5 **11** Listen and check.

Pronunciation Two words

- 6 **12** Listen again. In exercise 9, underline the words in bold word groups.

In two short words, which word does the stress usually fall on? Which is a different word? Listen again and repeat the words.

Writing

Prepare to write Write about Edinburgh

GO READY Look at the article about Edinburgh and find all the examples of adverbs.

Complete the sentences about your visit to Edinburgh.

- 7 **13** Listen and check. Complete the sentence about the Queen's home. Listen again and repeat the words.

- 8 **14** Listen again. Many shops are open until 7 pm most evenings.

- 9 **15** Listen again. We are now in London. Listen again and repeat the words.

- 10 **16** Listen again. Make a list of interesting and famous places in your capital city. Choose one and write a short paragraph about them:

- where they are
- what you can do there
- why they are interesting

- 11 **17** Listen again. Write about your capital city. Use adverbs in your paragraph.

- 12 **18** Listen again. Compare your paragraph with your partner. Do you feel the same place? Correct any mistakes with a pen. Rewrite your paragraph.

Prepare to write Prepare, plan, write and check your writing

Video Watch interviews with teenagers like you



Culture

Famous British people

1 Work with a partner. Look at the pictures of famous people who are important to Britain's culture. What do you know about them?

- Name?
- Date of birth? / Which century did he/she live in?
- Why is he/she important?

William Shakespeare
William Shakespeare was born on April 26th 1564. He was one of the greatest playwrights of his time. He wrote 37 plays and over 150 poems. He was very creative when he wrote and he still is! Many of his plays are still performed today.

John Lennon and Paul McCartney
John Lennon and Paul McCartney formed the band The Beatles in 1960. They created a band of the Beatles. During the 1960s, The Beatles were the most famous band in the world. Their music was so interesting and unique they became known as 'The Fab Four' and 'Love Me Do' changed pop music forever.

Stephen Hawking
Stephen Hawking was born on October 8th 1942. As a young man, he studied at Cambridge University. In 1965, he graduated with a degree in physics. His most famous book is 'A Brief History of Time'. He has written many more books since it was first published. Hawking died in 2018.

Queen Elizabeth II
Queen Elizabeth II was born in 1926. She became Queen in 1952. She has reigned for over 65 years. She is the longest-reigning monarch in British history. She is the Queen of the United Kingdom and 16 other countries in the Commonwealth. She is the Queen Mother. She has been Queen for longer than any other person in history. She is the Queen of England.

4 Read these questions by the people on the 'Places to page'.

- What's the best thing you're doing in the free time?
- When did Queen Elizabeth II die?
- What changes happened when Elizabeth II was queen?

Project - Write a biography

Find out about a person who is very important in your country.

- When were they born?
- Where are they from?
- Why is s/he famous?
- What did s/he do?
- We are interested in what s/he did and why. Please write a short biography about the person. Add a photo and write one or two quotes. Please show us your work!

Geography

Tectonic plates and earthquakes

1 Look at the map of the world. Find where you live.

2 Read about tectonic plates, then look at three other tectonic plates. Where do they go on the map above?

3 Read and match the information to the correct picture.

4 Read about the San Andreas Fault. Then find it on the map in Exercise 1.

The San Andreas Fault

Some parts of the world have a lot of volcanoes because there are on a fault line. The San Andreas Fault is the largest fault in the United States. It probably the most famous fault in the world. On land, it is more than a thousand kilometers long. It goes from the south of San Francisco to near the border with Mexico. The fault continues under the sea to the Gulf of California.

The San Andreas Fault is where two tectonic plates meet the Pacific Plate and the North American Plate. The Pacific Plate is moving northwards against the North American Plate. The westward movement of the Pacific Plate is about one centimetre per year and this slow movement does not cause any earthquakes. But sometimes the plates move so fast that they crash into each other and can cause big earthquakes. This can be dangerous because when the plates move, the ground can be shaken and can release a lot of energy. This caused a big earthquake in California in 1906. That speed movement of the Pacific Plate in that area is called 'creep'.

5 Read the text again. Then find four numbers in the text and tell your partner what they are.

6 Look at the photos for the earthquake drill in California.

Project - Create a poster about the Ring of Fire.

Now match the words to the names of the continents to complete the sentence.

- Drop
- Take cover
- Hold on

Project - Draw a map of the Ring of Fire.

Use the Internet or books to find out:

- the name of country it passes through
- the names of some of the volcanoes on the Ring of Fire
- mountains, volcanoes, ocean and land
- earthquake on the Ring of Fire

Make a poster or draw what you know about the Ring of Fire.

Review 4
Units 13-16

VOCABULARY

1 Fill in the odd word out in each set. Say why it does not fit.

1 A dog, cat , mouse, bird, rabbit	2 mouth, ear, hand , nose, foot
3 heavy, light , super market, supermarket	4 headache, temper , pain, ache
5 helpful, lazy , bus, roundabout	6 deep , wide, high

2 Match the opposite words. Put the words and write the missing letters.

- This is a blue light that can make a cat run and move fast. **I**f you're a cat, you'll want to see when you're going to hospital.
- You should always get the top of my house because it's in front of my **back**.
- I like to go up through the river **down**.
- You shall / should bring some of your **computer games**.
- Carrying the **water** alone in those **hot** weather.
- I enjoyed my **hot** day every day I was going swimming.
- I like the **win** in chess because we're playing against each other.
- In the **beginning**, I had many pieces and the **end** most interesting, beginning the end chess.
- In **Holiday** I was running when we got there.
- Give** them enough space outside, as big **shoulder**s or **shoulder**s!
- I got **out** of my chair and a **shallow** bath. You often take some **medicines** and go to bed. You also don't go to school.
- My **leaving** school is when it's over.
- I like the **win** in chess because we're playing against each other.
- I'm **not** coming to school, but I want to go to the beach.
- I've got nothing to wear in my friend's **party**.
- I don't know the **way** of the museum.

2 Complete the sentence with the words in brackets. Use the past simple or past continuous.

3 Choose the right word to complete the sentences.

4 Listen to the story about Dominic. Fill in the gaps with the right answers.

LISTENING

5 Listen to the tape and answer the questions.

Project - Write a poster about the Ring of Fire.

Star Cinema

Wednesday 6pm
Monkey Man
Red Mountain

Book online at www.starcinema.com

WRITING

6 Read the advertisement and the email. Fill in the information in Kelly's notes.

Form: Sales
Kelly
About our cinema on Sunday. Movie: Star Cinema at 6pm. Children's movie: 10.00 Adults 10.00. Book online at www.starcinema.com. Number of tickets to buy: 1. Address of film 2. Day 3. Date 4. Price per person: 5.00.

7 Listen to a boy, Dominic, telling his friend about a visit to a theme park. Choose the right answers.

8 1. How much did Dominic pay for his ticket?
A. **£1.00** B. **£0.50**

8 2. What was the weather like?
A. **Cloudy** B. **Sunny**

8 3. How many rides did Dominic go on?
A. **3** B. **4**

8 4. Which animal did Dominic see?
A. **Elephant** B. **Monkey**

SPEAKING

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

C Now talk about wherever you live. Take turns to speak.

Project - Draw a map of the world's tectonic plates.

Look through your book and do the quiz with your partner.



- What is the topic of Unit 3?
- How many colours can you see on page 58?
- In which unit can you find the capital of Scotland?
- How many animals are there on page 94?
- Can you find a famous runner? What page is he on?

Get started!

In the classroom



THINGS IN THE CLASSROOM

- 1 Match each word in the box to the correct letter.

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

- 2 What colour is each thing? Write five sentences. Compare your sentences with your partner.

The coat is blue. The door is white.

The pens are blue and black.

Verb **be**

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

THERE IS / THERE ARE

- 3 Look at the picture and read the sentences. Write yes or no.

- 0 There's a rubber on the table. yes
1 There are five students in the classroom.
2 There's a red pencil case on the table.
3 There's a blue bag on a chair
4 There's a computer near the window.
5 There's a poster on the wall.
6 There's a bag on the floor.

- 4 1.02 Listen to the questions. Put a tick (✓) under the correct answer for each question.

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

- 5 Work with a partner.

Student A: Look around the 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.

HAVE GOT

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

My bag's really heavy today! I've got four textbooks, three exercise books and my pencil case. I've also got a big 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.



7 Ask and answer with your partner.

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.

THE ALPHABET

A a	B b	C c	D d	E e	F f
G g	H h	I i	J j	K k	L l
M m	N n	O o	P p	Q q	R r
S s	T t	U u	V v	W w	X x
Y y Z z					

8 1.03 Listen and repeat.

9 Work with a partner. Complete the table with letters that have the same sound. Two columns have no other letters!

A	B	F	I	O	U	R
H	C					

SPEAKING

10 Complete sentences 1–5 with words from the box. Then match each question to an answer a–e.

page borrow say repeat spell

- 1 I'm sorry, can you that, please?
 - 2 How do you 'bonjour' in English?
 - 3 What are we on?
 - 4 How do you 'because'?
 - 5 Can I your ruler?
- a B-E-C-A-U-S-E.
b Sure, here you are.
c I said, please do Exercise 3.
d 19, I think.
e Hello.

Talk about you

NUMBERS

1 1.04 Listen and repeat.

2 1.05 Listen and circle the right number.

- 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.

November September March January

May December August July

February October April June

January ...

1.06 Listen and check.

4 1.07 Listen and write the dates.

When we **write** dates, we **omit** the and of:
My birthday is on 9th June.

When we **say** dates, we **say** the and of:
My birthday is on **the ninth of** June.

- a 1st March
- b
- c
- d
- e
- f
- g
- h

MON	TUES	WEDS	THURS	FRI	SAT	SUN
1st	2nd	3rd	4th	5th	6th	7th
8th	9th	10th	11th	12th	13th	14th
15th	16th	17th	18th	19th	20th	21st
22nd	23rd	24th	25th	26th	27th	28th
29th	30th	31st				

Check with your partner. Say the dates.

5 Work in groups of four. Make questions. Ask and answer. Take turns.

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

Write the other students' dates in your exercise book.

CAN

6 Match the words to the pictures.



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

7 Work with a partner. Ask and answer using can.

Now ask around the class.

How many people can ...

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

Can you swim under water?

No, I can't.

Can you play tennis?

Yes, I can.

PRESENT SIMPLE

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



Hi, my name's Jack. I've got a brother and a sister. I like music and I love travelling. I want to go to China.



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



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

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

9 Work with a partner. Ask and answer.

A: Do you do sports every day?

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

- 1 do sports / every day?
- 2 what kind of music / like?
- 3 like travelling?
- 4 play football at school?
- 5 like swimming?
- 6 What / favourite / food?

Now tell the class.

Manuela doesn't do sports every day. She likes ...

SPEAKING

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

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

Ask and answer with your partner. Then write about them.

1 Sports and games

I'm never bored

VOCABULARY

1 Which of these sports do you know? Match them to the pictures.

rugby badminton sailing baseball snowboarding
volleyball cycling skating running hockey



go



► 1.08 Listen and check. Then repeat.

2 Ask and answer with your partner.

- 1 Which of the sports do you do in teams?
You play volleyball and ... in teams.
- 2 Which of the sports do you do alone?
- 3 Which of the sports can you do both in teams and alone?

- 4 Which of these sports do you do?
- 5 Do you prefer team sports or sports you do alone? Why?

READING

3 Read about Jess and James. Who wants to win at the Olympics?
Who does their sport in other countries?

Two young sports stars



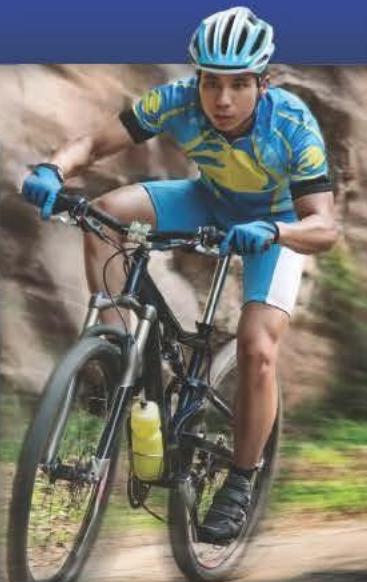
Jess

Jess Barnes received the Young Sailor of the Year award and she was only 13!

'It's amazing,' says Jess. 'I love sailing. It's my life. I always go sailing at weekends. I'm never bored. I sometimes go sailing in a team but I go sailing alone, too. In the holidays, I usually go to different sailing competitions. Some of these are in other countries. It's difficult to get a place in the competition teams. I need to work hard but I know I can do it! I want to sail and to win.'

'I didn't like playing rugby and football. They're boring! I wanted to try a different sport. Cycling is different and no one else at my school does it,' says James Miller.

'I really love the sport and it keeps me fit. I often go cycling with my friends. It's good practice for my team competitions. I'm sometimes tired but then I think about the Olympics. I want to go there and win! Remember – you don't find many world champions on the sofa!'



James

- 4 Read about Jess and James again and answer the questions.

- 1 What does Jess do on Saturdays and Sundays?
- 2 Does Jess go sailing alone or in a team?
- 3 Why does Jess need to work hard?
- 4 What does James think of rugby and football?
- 5 How many people at James's school go cycling?
- 6 What helps James when he is tired?

PRONUNCIATION /eɪ/ and /aɪ/

- 5 Put the words into the right column of the table.

baseball bike day fly
life riding skating wait

/eɪ/ sailing	/aɪ/ cycling
baseball	

- 1.09 Listen and check. Then repeat.

GRAMMAR Adverbs of frequency

We use the present simple to talk about things we do often or every day.
I go sailing alone, too.

- 6 Look at these examples from the texts. The adverbs of frequency are in red.

I **always** go sailing at weekends.
I'm **never** bored.
I **usually** go to different sailing competitions.
I **often** go cycling with my friends.
I'm **sometimes** tired.

Which sentences have a present simple verb?

Which sentences have the verb **be**?

Choose the right 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.

→ Grammar reference page 143

- 7 Look at these other examples.

People don't **always** play sport in teams.
Sarah doesn't **usually** go sailing in the evenings.
Do you **sometimes** go sailing with friends?
Is cycling **often** dangerous?
Football isn't **always** boring!

Choose the right words to complete the rules.

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 **adjective**.

- 8 Read the examples from Exercise 6 and write the words in **red** next to the right picture.

- | | | | | | |
|---|--|-------|---|--|-------|
| 1 | | | 4 | | |
| 2 | | | 5 | | |
| 3 | | | | | |

- 9 How often do you do the sports in Exercise 1? Ask and answer with your partner.

A: *I never play rugby but I often play football. It's great fun. How about you?*
B: *I sometimes play rugby and I often go running. It's never boring.*

Corpus challenge

Can you correct this sentence? Choose the right answer.

- I drink juice **always**.
A I drink always juice.
B I always drink juice.
C I always juice drink.

SPEAKING

- 10 You are a young sports star.

Answer these questions. Make notes.

- 1 What sport do you do?
- 2 Do you do this sport alone or in a team?
- 3 When do you do this sport?
- 4 How often do you travel to competitions?
- 5 Is this a difficult sport to learn and do? Why?
- 6 What competitions do you want to win?

- 11 Work with a partner. Student A: Ask Student B questions 2–6. Don't ask question 1!

Student B: Answer the questions.

Student A: Guess the sport. Then change roles.

How do you play it?

READING

1 Look at the pictures of the five sports and games. What can you see?

2 Read the texts and match each one to a picture.



1 Octopush

This sport is also called underwater hockey. There are two teams. Each team has got six players. Players swim underwater. They try to hit the heavy ball into the other team's goal. The winning team is the team with the most goals at the end of the match.

2 Futsal

This sport is like football. There are two teams. Each team has got five players. Players kick the ball and try to get a goal. The ball is smaller than a football. Players usually play the game inside.

3 Croquet

People play this game on grass. There are four balls of different colours. Players don't play in teams. They play singles or doubles. Players hit the balls through hoops on the grass. The winner is the first player to hit all the balls through all the hoops.

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

- 1 Octopush is like volleyball.
- 2 People play octopush in teams.
- 3 Octopush players are good at swimming.
- 4 There are five players in a game of futsal.
- 5 Futsal players never use a bat.
- 6 A futsal ball is the same as a football.
- 7 People play croquet outside.
- 8 In croquet, there are two teams.
- 9 Croquet players kick the balls with their feet.

LISTENING

4 1.10 Two people are talking about the other two sports and games.

Listen and match them to the two pictures.

5 1.10 Listen again. Tick (✓) the correct sentences about the games.

	Pelota	Cheese rolling
1 It's a game.		
2 It's an old sport.	✓	
3 People run down a hill.		
4 People hit the ball with their hands.		
5 People play in teams.		
6 Only one person is the winner.		
7 The winner can take the food home.		
8 People play inside.		

VOCABULARY

6 Put the sports in the right box in the diagram.

badminton baseball basketball
eyeling football hockey rugby
running sailing skating snowboarding
swimming table tennis tennis
volleyball



7 Read the sentences about Rob's favourite sport. Choose the best word (A, B or C) for each space.

- 0 Rob's favourite sport ... hockey.
A is B likes C does
- 1 He's got a new hockey
A bat B stick C racket
- 2 He hockey every day after school.
A plays B goes C works
- 3 Rob is in the school hockey , too.
A group B player C team
- 4 There is a every Saturday.
A match B sport C group
- 5 Every week, Rob gets lots of
A competitions B champions C goals

About you

- 8 What unusual sports or games do you know?
How do you play them?
Does your country have a special game?

WRITING

9 Work in groups of four. Choose a sport or a game. What do you do? How do you play it? Talk about your ideas. Make notes.

10 Work alone. Write five sentences about the sport or game. Use the texts from Exercise 2 to help you. Find a picture of your game on the internet. Include it under your text.

2 Tastes wonderful!

Today I'm making pancakes

a



b



c

d

e

f

g

VOCABULARY

- 1 Look at picture a. Match the things 1–7 to the words in the box.

a bowl chocolate sauce cream
fresh fruit a lemon oil a pan



► 1.11 Listen and check. Then repeat.

LISTENING

- 2 ► 1.12 Listen to a boy, James, talking about how to make pancakes. Number pictures b–g in the correct order.

- 3 Complete the recipe with the words and numbers in the box.

300 ml Mix Two Serve
Cook 100 g Put Add

► 1.12 Listen again and check your answers.

Pancakes

You need:
..... eggs
..... milk
..... flour

How to make them

- 1 the eggs and milk together.
- 2 the eggs and milk to the flour.
- 3 some oil in a pan.
- 4 the pancake on both sides.
- 5 it with lemon and sugar, or chocolate sauce, fresh fruit and cream.

GRAMMAR Present continuous and present simple

- 4 Look at these examples from the listening. Write *simple* or *continuous*.

Present

I'm cooking the first pancake now.
I'm mixing the milk and eggs at the moment.
I'm serving this one with chocolate sauce and fresh fruit today.

Present

I never use water.
I always make my pancakes very thin.
I always mix it really well.
I usually serve pancakes with lemon and sugar.

→ Grammar reference page 144

- 5 Look at the underlined words in the table and complete the rules.

We often use the present simple with words like , and

We often use the present continuous with words like , and

- 6 Put the verb in the correct tense.

- 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 three o'clock now and I (watch) TV with my sister.
- 5 My dad often (get up) late on Sunday.
- 6 At the moment, we (have) lunch. Ring me again later.

Corpus challenge

Can you correct this sentence?

Choose the right answer.

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

A writes B am writing C writing

READING

- 7 Look at the pictures.

What are the people doing?

b



a



c



- 8 Read the text. Match each paragraph to a picture.

Pancake Day

Shrove Tuesday, called Pancake Day in Britain, happens 41 days before Easter Sunday. For the next 40 days, some people don't eat sweets, chocolates or crisps. But on Pancake Day, they can eat as many pancakes as they want.

In many villages, people have pancake races. In Olney, the married women run a race. They carry a pancake in a pan and run for 400 metres.

In France, this day is a festival called Mardi Gras. This means Fat Tuesday. People wear amazing clothes and go out in the streets to have fun. It is also called Mardi Gras in New Orleans and this festival is famous all over the world.

About you

- 9 Do you have Shrove Tuesday in your country?

Yes

What do you call it?

No

Think of a festival in your country.

What do you eat? What do you wear?
What do you do?

Lunch is always at midday

READING AND VOCABULARY

- 1 Read about what three teenagers from different countries eat. Match the pictures to the words in the box.

cabbage cereal chilli cucumber
curry and rice fruit tea honey
hot chocolate jam mango salad
toast yogurt

- 2 Find these words in the texts.

- 0 This is the first meal of the day. **breakfast**
1 This is sweet and you have it at the end of the meal.
2 You have this when you don't need a big meal.
3 You have this meal in the middle of the day.
4 You have this at the beginning of a meal.
5 This is the last meal of the day.

► 1.13 Listen and check. Then repeat.

TELL US WHAT YOU EAT



Luigi – Italy

In the morning, I have cake, or fruit and yogurt. I usually have a glass of milk but my sister has hot chocolate. I have my main meal of the day at lunchtime – usually between 12 and 1 o'clock. The first course is pasta with a nice sauce, and then we have meat or fish with vegetables. Often for dessert we have ice cream but not every day. My favourite is tutti frutti. That means 'all the fruits' in Italian. It tastes wonderful!



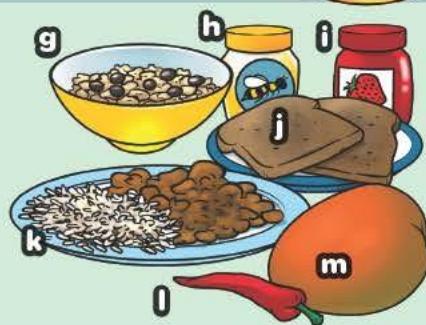
Jan – Slovakia

Sometimes I have cereal for breakfast but it's usually bread and butter with cold meat or cheese. I have that with tomatoes and cucumber. To drink I have fruit tea with sugar. Lunch is the main meal of the day and it's always at midday. For the first course, we have soup. I like cabbage soup best but chicken soup is good too. For the main course, we have meat with potatoes or rice, and maybe some salad. We don't have a dessert at lunchtime. In the evening, we never have a big meal. We just have a snack.



Arjan – Britain

I always have cereal with milk and sugar for breakfast but my sister has toast and jam or honey. We both drink tea. Lunch is at about 12.30. I usually have a sandwich, some crisps and some juice or water. We have supper in the evening, at about 6 o'clock. My favourite is curry and rice. Mum makes a salad of chilli and mango to go with it. It's really nice.



- 3 Read the texts again. For questions 1–6, choose A, B or C: A Luigi B Jan C Arjan.

- 0 Who has his main meal in the evening? C
1 Who doesn't have two courses at lunchtime?
2 Who always has lunch at the same time every day?
3 Who doesn't have a hot lunch?
4 Who has a different drink from his sister at breakfast?
5 Who doesn't usually eat sweet food for breakfast?
6 Who sometimes has three courses for his lunch?

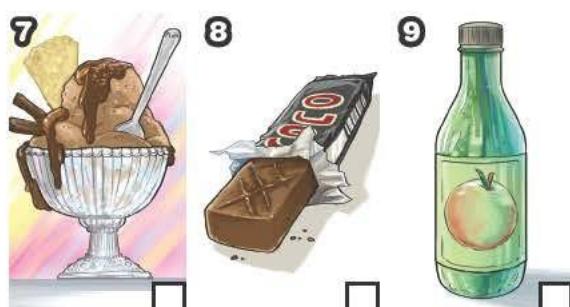
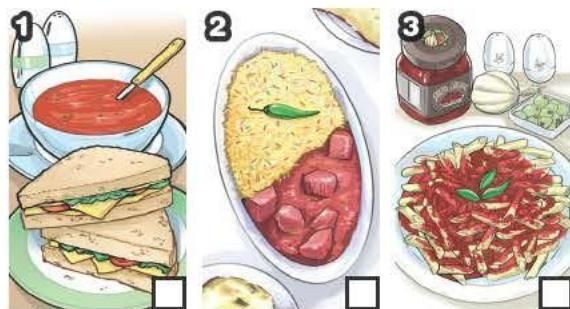
PRONUNCIATION The sound /ə/

- 4 1.14 Listen and repeat. These words have the sound /ə/ in them.

breakfast famous lemonade

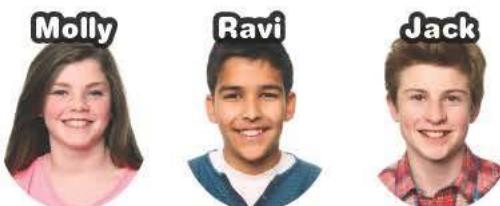
- 5 1.15 Listen and repeat. Circle the /ə/ sound in each word. One word has two /ə/ sounds. Which word is it?

pasta chocolate banana salad festival
tomato yogurt cucumber



LISTENING AND SPEAKING

- 6 1.16 Listen to the radio show. What is each person having for lunch? Write M, R or J next to each picture 1–9.



- 7 Ask and answer these questions with your partner.

- Are Molly, Ravi and Jack's lunches healthy?
- Do you have lunch at school or at home?
- What do you have for lunch? Is it a healthy lunch?

WRITING

Prepare to write – A message on the internet

GET READY Read the three texts again and find all the examples of *and*, *but* and *or*.

Choose the right word to complete the sentence.

- | | |
|--|------------------|
| 0 We don't get chocolate or crisps at school. | <i>or / but</i> |
| 1 I don't eat breakfast I have a big lunch. | <i>but / or</i> |
| 2 I eat lots of fruit drink lots of water. | <i>and / or</i> |
| 3 I have cake in the morning I don't have it in the evening. | <i>but / and</i> |
| 4 I don't like carrots tomatoes. | <i>or / but</i> |

EP Get talking! → page 124

Tell me about ...
It's What about you?
Well, I ...

PLAN Think about what you eat every day. Make some notes.

	time?	food?	drink?
breakfast			
lunch			
supper			

WRITE Write a paragraph about what you eat every day. Use *and*, *but* and *or*.

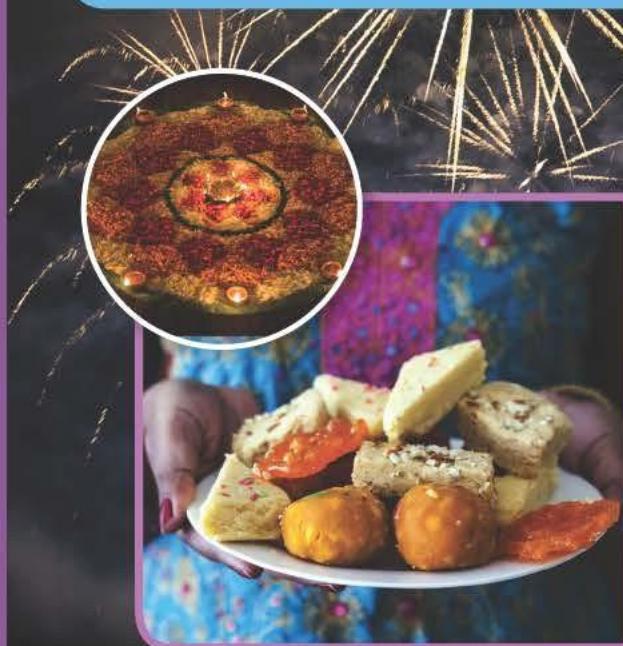
IMPROVE Read your paragraph and your partner's. Check for mistakes and try to make your paragraph better.

Culture Festivals

- 1 Look at the pictures and the names of the festivals.
What do you know about these festivals?

The Moon Festival

This is an important festival in China and Vietnam. It happens every year in September or early October, when the moon is full. In Vietnam, there are parades in the streets. Children wear special masks and carry beautiful lights called lanterns. In some parts of China, people dress up as dragons. Family and friends get together for a meal and spend time looking at the moon. Everyone eats moon cakes. These are sweet, and often have an egg in the middle of them.



Diwali

Diwali is the Hindu festival of lights. It lasts for five days and celebrates the New Year. It happens in October or November. People light hundreds of small lamps and put them in their homes and gardens. This is to bring good luck and to welcome the goddess Lakshmi into their home. Food is an important part of the festival and people make special sweets to share. They wear bright clothes and jewellery. They decorate their homes with flowers, and draw patterns with rice flour at the entrance of the home. People also give gifts and let off fireworks during Diwali.

- 2 Read the texts and look at the pictures. Match the words to the descriptions.

- | | |
|-------------------|---|
| 1 a mask | a You do this to make something look pretty. |
| 2 a dragon | b This is something you want to happen. |
| 3 a lamp | c This is what you do when you put on special clothes. |
| 4 decorate | d This is a kind of monster. |
| 5 bring good luck | e This makes a loud noise and bright colours in the sky. |
| 6 a wish | f You wear this over your face. |
| 7 a firework | g This is a kind of light. You can carry it in your hand. |
| 8 a gift | h This is a line of people moving down the street. |
| 9 a parade | i If something does this, it makes nice things happen. |
| 10 dress up | j You give this to someone – it's the same as a present. |

3 Read the texts again and complete the table.

	The Moon Festival	Diwali
When is it?		
What do people wear?		
What do people eat?		
What do people do?		

4 1.19 Listen to Cannelle talking about an Irish festival called St Patrick's Day. Are the sentences right (✓) or wrong (✗)? Correct the sentences that are wrong.

- 1 Cannelle comes from Ireland.
- 2 St Patrick's Day is on 17th May.
- 3 The celebrations in Dublin are small.
- 4 You can hear Irish music on the streets.
- 5 You can go shopping on St Patrick's Day.
- 6 People wear blue hats on St Patrick's Day.
- 7 The fireworks are very popular.
- 8 People in the USA and Canada also celebrate St Patrick's Day.



5 Complete the paragraph about Carnaval in Rio de Janeiro with words from the box.

celebrate decorate dress up festival fireworks masks parades



My name is João Vitor and I come from Rio de Janeiro in Brazil. We have a very big and famous ¹ here called Carnaval. The date changes every year but it's usually at the end of February. We ² Carnaval for four days. There are ³ through the streets, with music and dancing. People ⁴ in amazing clothes and wear ⁵ on their faces. They ⁶ the cities in bright colours. In the evenings, you can see ⁷ in the sky, and hear them too! It's a really exciting festival, not just for Brazilians like me but also for people around the world.

Project **Describe a festival**

Work with a partner. Think of a festival you celebrate in your country. Talk together about the festival. Make notes about these things:

- the name of the festival
- when it is
- what people wear
- what people do
- what people eat

Write about your festival. Read your paragraph about the festival to the class.



3 Great sounds

I love listening to rap



VOCABULARY

1 1.20 Listen to the different types of music. Number them in the order you hear them.

classical jazz pop rap rock soul

1.21 Now listen and check.

2 Look at the picture. Where are Ravi, Jack and Molly?

3 A guitar is a musical instrument. Can you see one in the picture?

Find these musical instruments in the picture.

keyboard drums violin piano

1.22 Listen and check. Then repeat.

About you

4 Ask and answer with a partner.

- 1 What's your favourite type of music?
- 2 When do you listen to music?
- 3 Where do you listen to music?
- 4 How often do you listen to music?
- 5 Do you listen to music alone or with friends?
- 6 Can you play any musical instruments? Which one(s)?

LISTENING

5 1.23 Listen to Ravi, Molly and Jack.

Who can play ...

the drums?

the violin?

the piano?

the guitar?

the keyboard?

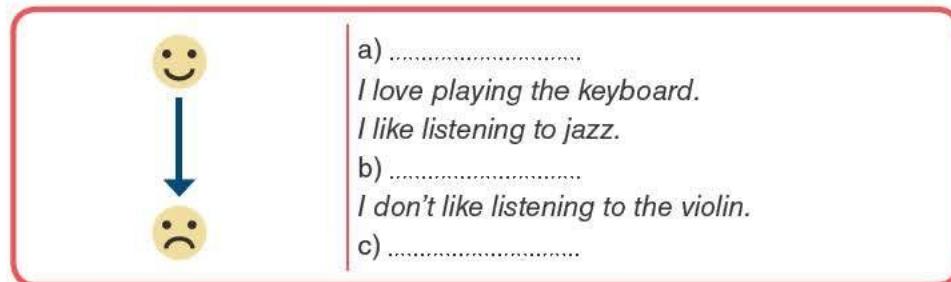
6 1.23 Listen again. Are the sentences right (✓) or wrong (✗)?

- 0 Ravi liked the music lesson. ✓
- 1 Molly often listens to jazz at home.
- 2 Molly's favourite instrument is the violin.
- 3 Molly likes the drums.
- 4 Ravi doesn't like listening to the violin.
- 5 Jack hates rock music.

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

7 Put these sentences in the right place in the table.

I quite like playing the piano. I hate listening to the drums. I really love playing the piano.



→ Grammar reference page 145

► 1.24 Listen and check. Then repeat.

8 Look at each of the examples. How does the verb change from the simple to the *-ing* form?

write → writing run → running help → helping listen → listening

Now write the *-ing* form of these verbs in the correct columns.

choose drive get learn make practise
ride sing sit swim visit win

Corpus challenge

Can you correct this sentence?
I like listen to rock music.

WRITING

9 Write sentences about you and your family. Add your own ideas.

I hate cooking pancakes but I really love eating them!

My brother doesn't like watching badminton but he quite likes playing it.

love
really like
like
quite like
don't like
hate

listen to
watch
play
do
go
cook

hip-hop
films
pancakes
running
badminton
homework

This is the MAD School

READING

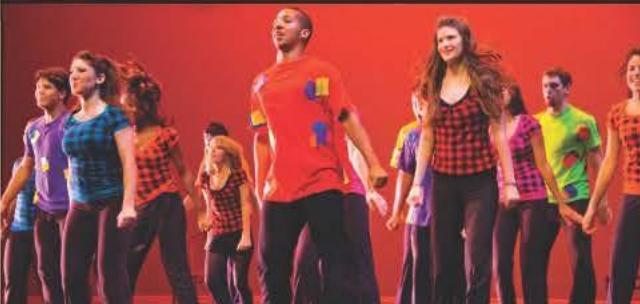
1 Ravi is giving a PowerPoint presentation to his class about a music school. Read the PowerPoint slides quickly and answer the questions.

- 1 What is the name of the school?
- 2 What can you study there?



The MAD School: Music, Acting, Dance

The MAD School 1



- It's very different from our school.
- You don't pay to go there.
- It's for students between the ages of 14 and 19.

The MAD School 2



- You can learn about different kinds of music.
- You can study musical instruments.
- Some students record albums.

The MAD School 3



- You can learn about film, TV and theatre.
- You can study acting and dance.

The MAD School 4



- Some students play and sing on stage at music festivals!
- Some very famous people studied there.



Thank you. Any questions?

2 Read the slides and comment again. Choose the right word(s) to complete the sentences.

- 0 The school teaches music / cooking.
- 1 It's expensive / free to go to the school.
- 2 The school is for adults / teenagers.
- 3 You can learn about jazz / famous people.
- 4 Students can make albums at the school / at music festivals.
- 5 Some famous people were / teach students at the school.
- 6 Ravi is ready to ask / answer some questions.

About you

3 Ask and answer with a partner.

- 1 Would you like to go to this school?
Why? / Why not?
- 2 What would you like to study there?
- 3 What kind of school would you like to go to? Art/PE/Science School?
- 4 Do you have special schools like this in your country?

VOCABULARY

- 4 Complete the sentences with the words from the box in the correct form.

become an actor become famous
dance on stage give a concert
play in a band record an album
teach music

- 0 I have lots of fun at clubs but I really want to
..... *dance on stage*
- 1 My sister is a famous classical musician. She in our town every summer.
- 2 Amy loves going to the theatre and watching plays. She wants to
- 3 Andy plays the drums well. He sometimes with his friends on Saturdays at the music club.
- 4 We've got ten new songs and they're really good. Let's
- 5 I really want to and be on TV and in lots of magazines.
- 6 My dad plays lots of instruments and he at our school!

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'.

5 Practise with a partner.

- 1 Say this email address: *school@music.com*
- 2 Say this phone number: *0451 256 337*
- 3 Spell this name: *J-o-a-n-n-a*

► 1.25 Listen and check. Then repeat.

6 Work with a partner. Listen and write.

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

LISTENING

- 7 ► 1.26 Listen to the conversation. Write the information on the form.



Music School Open Evening

- First name: (1)
- Family name: (2)
- Age: (3)
- Email address: (4)
- Phone number: (5)
- Open Evening on (day): (6)

SPEAKING

- 8 Student A: You want to go to a dance school.
Student B has information about a dance school.

- Student B: You want to go to a music school.
Student A has information about a music school.

Make questions to ask your partner.

- 1 What / name / school?
- 2 Can / spell / please?
- 3 What / can / study / there?
- 4 How old / students?
- 5 What / email address?
- 6 What / phone number?

- 9 Student A: Turn to page 129.
Student B: Turn to page 130.

Now ask and answer the questions.

4 A true story

The missing ring



READING

1 Read the story and answer the questions.

- 1 Why does Todd's mother give Todd a ring?
- 2 What happens to the ring?

2 Match the sentences to the pictures.

- 0 It's 1993 and Todd Henderson is 21. It's his last day at university.
He and his friends are very happy. **picture a**
- 1 Todd asks the police about his ring. The news isn't good.
- 2 Todd's sure his ring is in the lake but he doesn't want to tell his mother.
- 3 Two days after he finishes university, Todd visits a lake. He wants to catch some fish.
- 4 On his graduation day, Todd's mother gives him a special ring. On the ring is the name of his university and the date of his graduation.
- 5 It's an expensive ring and Todd's mother doesn't want Todd to lose it.
- 6 Todd's ring isn't in his bedroom. He's very worried.

VOCABULARY Describing things

- 3 1.27 Listen to and read the conversation between Todd and the police officer. Practise it with a partner.



- 4 Match the pictures to the words.



broken a date gold plastic round silver square wood some writing

- 1.28 Listen and check. Then repeat.

- 5 Complete the table with words from the conversation and Exercise 4. Think of some more describing words to complete each sentence.

Asking	Describing
What's it ?	It's
Can you it?	It's made of
	It's got on it.

- 6 Describe some things in your classroom.

A: It's made of plastic. It's blue. It's got some numbers on it.

B: Is it a ruler?

A: Yes, it is.

Corpus challenge

Can you see what's wrong with this sentence? Add one word.

I've got a new bed for my bedroom.
It's of wood and it's not very large.

LISTENING

- 7 1.29 Listen to three people asking for things. Which thing are they looking for? Choose the right answer (A, B or C).

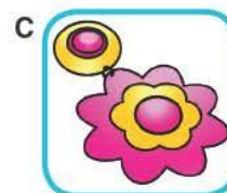
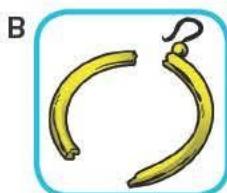
Conversation 1



EP Get talking! → page 124

I'm afraid ... (not) ...
Oh, that's a pity.
What a shame.

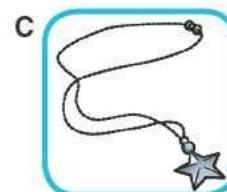
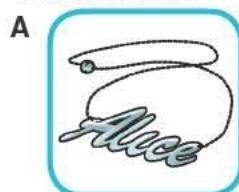
Conversation 2



SPEAKING

- 8 Draw a picture of a ring, key ring, earring or necklace. Describe it to your partner. Your partner tries to draw it.

Conversation 3



How surprised were you?

READING

1 Read the second part of the story and answer the questions.

- 1 How old is Todd now?
- 2 Where is his ring now?



2 Look at these questions from journalists. Write Todd's answers.

0 Are you wearing the ring now?

No, I'm not. It's in my drawer.

1 Were you surprised to get your ring back?

2 Where was your ring?

3 Can you describe the ring?

4 Was the ring a present?

5 How old were you in 1993?

3 What do you think of this story? Were you surprised by the ending?

GRAMMAR *was / were: +, -, ?*

- 4 Look at these examples from the story. Now choose the right word to complete the rules.

The ring **was** inside the fish.

Journalists **were** very interested.

It **wasn't** in the lake.

Were you surprised?

1 The past simple of *be* with *it* is and with *you/they* is

2 To form the negative, we add

→ Grammar reference page 146

Corpus challenge

Can you correct this sentence?

The weather is good yesterday.

VOCABULARY *how + adjective*

- 5 Read some more questions about the story.

Underline the adjectives in the questions.

- 1 How old is the ring?
- 2 How expensive was it?
- 3 How big was the fish?
- 4 How difficult was it to find Todd?
- 5 How surprised was Todd?
 - a It wasn't very difficult.
 - b He was very surprised!
 - c It's 20 years old.
 - d It was quite big – 10 pounds.
 - e It was \$200.

Read the rule below. Then match the questions and answers above.

The answer to *how + adjective* can be *very*, *quite*, *not very* or a number.

PRONUNCIATION Intonation in *How ...* questions

- 6 1.31 Listen and repeat.

- 1 How big is your school?
2 How old is your brother?
3 How late was the teacher?
4 How exciting was the film?
5 How difficult was the test?

About you

- 7 Write questions with *how*. Answer the questions with a number or with *very* / *quite* / *not very*. Then ask and answer with a partner.

0 funny / your best friend?

How funny is your best friend?

1 tall / you?

2 good / you at English?

3 hot / the summers in your country?

4 clean / your hands?

5 long / your ring finger?

6 hungry / you?

7 tired / you today?

8 far / is it from your home to your school?

WRITING

Prepare to write – A description

GET READY Read the text and underline all the adjectives.

My favourite thing is my guitar. It was my mother's when she was a young girl. It's about 20 years old. It's quite big. It's made of light brown wood. I think it's very beautiful.

Complete the sentences with the adjectives.

- 1 It's a house. (big old)
- 2 I like my coat. (new green)
- 3 This is music! (fantastic)
- 4 There are some rings here. (expensive)
- 5 I've got a mobile phone. (very nice)

PLAN Make notes about your favourite thing. What is it? How old is it? What colour is it?

WRITE Write a paragraph of 30–40 words about your favourite thing.

IMPROVE Read your paragraph and your partner's. Check for mistakes with adjectives. Can you make your paragraph better?



Design and technology

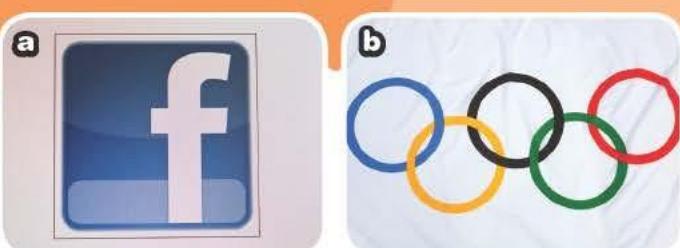
Logos

1 Look at the four logos.

- Do you like them?
- What is each one for?

2 Read the text and answer the questions.

- 1 Which organisations are the logos for?
- 2 What do the organisations do?



LOGOS

A logo is a picture but it is a picture with meaning. Companies spend many thousands of pounds designing their logos. The best logos can cost even more.

The logo for Gap, the clothing company, is the name of the company in white on a dark blue background. In 2010, the company decided it was time to change their logo. But no one liked the new logo. So, after only a week, the company started to use their old logo again.

One of the logos for the social networking site Facebook does not use the whole word. It just uses the first letter. This letter is in white on a light blue background. Another Facebook

logo has the whole word in white on a light blue background.

The Olympic Movement, who choose the city for the Olympic Games, use five coloured rings on a white background as their logo. The five rings link together. They represent the five parts of the world who compete in the Games: Africa, the Americas, Asia, Europe and Oceania.

The logo for the sports-clothing company Nike looks like a black check mark on a white background. Sometimes the logo has the word Nike above the check mark. But often now the company just use the check mark on its own.



3 Answer the questions.

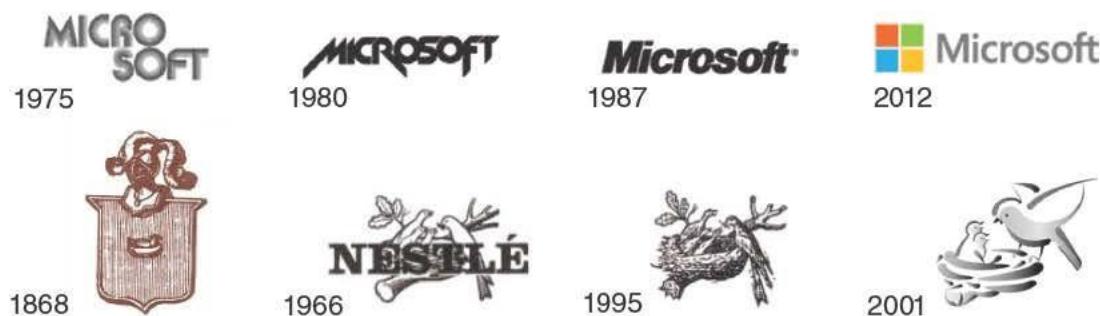
- 1 Which company tried to change its logo in 2010?
- 2 Which companies have more than one logo?
- 3 Which companies have the name of the company on their logo or logos?
- 4 Which company usually uses the first letter of their name on its logo?
- 5 Which organisation never uses any letters or words on its logo?

4 Now think about the design of the logos. Which do you prefer?

Discuss each logo and talk about:

- 1 the use of capital letters or lower case
- 2 the shape of the background
- 3 the use of colour
- 4 the use of whole words or single letters
- 5 the use of images without words
- 6 the style of the writing (the font)

5 Look at the four Microsoft and Nestlé logos and their dates.



Discuss the logos. Include points from Exercise 4.

- 1 Which logo in each set do you prefer?
- 2 How is each logo in the set different?
- 3 Can you think of a design for the company's next logo?

Project Design a logo or make a logo collage

Choose one of these projects.

EITHER

Design a logo for your school or for a club.

- Think about each of the points in Exercise 4.
- Create your logo.
- Present and talk about your logo to the class.

OR

Work with a partner. Describe your day through logos.

- Does your breakfast cereal have a logo? Do your clothes have logos?
- Write a list. Find pictures of these logos on the internet and print them out.
- Make a collage of these logos to describe your day.
- Present and talk about your collage to the class.

Review 1

Units 1–4

VOCABULARY

1 Match the pictures to the words.

cabbage cereal chilli cucumber honey hot chocolate mango toast yogurt

0 yogurt



1



2



3



4



5



6



7



8

2 Put the words in the right group.

album bat classical competition cream curry drums goal instrument
keyboard lemon match oil pop racket sauce sugar team

Food

Music

Sport

album

3 Complete the word in each sentence.

- 0 Oh, no. My pen is **b**roken..... Can I borrow yours?
- 1 This beautiful bowl is made of **w**.....
- 2 He likes cooking **a**..... He doesn't like doing it with other people.
- 3 Can you **d**..... your brother for me? Is he tall?
- 4 My new shoes were really **e**..... – they were £100!
- 5 My homework book is in the **d**..... of my desk.
- 6 It's his 13th birthday today. Now he's a **t**.....
- 7 My favourite breakfast is a bowl of **f**..... fruit.
- 8 Keira Knightley is a really good **a**..... She is excellent in her new film.

GRAMMAR

4 Choose the right word to complete the sentences.

- 1 I love **talk** / **talking** to my friend and I love **go** / **going** shopping with her too.
- 2 I have a lot of hobbies. I like singing. I **sing** / **am singing** in the school hall on Fridays.
- 3 How **old** / **age** is your sister?
- 4 In my free time, I **usually stay** / **stay usually** at home.

5 Correct the mistakes in these sentences.

- 5 I go often with my friends to the cinema.
- 6 How are you? I write to you to give you some news.
- 7 How size is your garden?
- 8 I like go to college because I like my teachers.

5 Put the words in the right order to make questions.

0 your brothers / what / wake up / do / time / usually / ?

What time do your brothers usually wake up?

1 cooking / what / you / are / ?
.....

2 mum / the / does / play / guitar / your / ?
.....

3 play / you / Tuesday / do / tennis / every / ?
.....

4 your / you / at the moment / are / doing / homework / ?
.....

5 your / brother / playing / this morning / football / is / ?
.....

Now match the questions to the answers below. Then complete each answer with the verb in the correct tense.

- a Yes, she (play) it really well.
She (learn) a new song at the moment. It sounds great!
- b They (sleep) at the moment but they usually (wake up) at seven.
- c Yes, I am. I (do) my maths. It's really difficult!
- d No, he's out with his friends. They (watch) a film at Tom's house.
- e Yes, I do, and I often (play) on Saturdays as well.
- f I (cook) pasta. I usually (make) tomato sauce to go with it but today I (make) mushroom sauce.

LISTENING

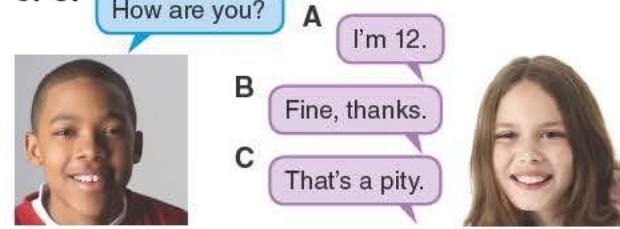
6 1.32 Listen and complete the information.

SPORTS CENTRE

- | | | | |
|---------------|----------|-----------------|-------|
| 1 Sport: | | 4 First name: | |
| 2 Start time: | pm | 5 Family name: | |
| 3 Cost: | £ | 6 Phone number: | |

READING

7 Complete the five conversations. Choose A, B or C.



Answer: B

1 What a great band!

A Yeah, I like them too.

B Here you are.

C Not very often.

2 Is your necklace made of silver?

A I'm wearing them.

B I haven't got it.

C I'm not sure.

3 That music's too loud!

A I'm sorry, I'll turn it off.

B That's a pity.

C It's rock, I think.

4 How long is this film?

A Not very much.

B At four o'clock.

C About two hours.

SPEAKING

8 Put the words in the right order to make questions.

1 name / your / what's / ?

2 you / where / live / do / ?

3 old / you / how / are / ?

4 favourite / what's / sport / your / ?

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

9 Talk about your family. Take turns to speak.



5 Fantastic facts

Neil Armstrong walked on the moon

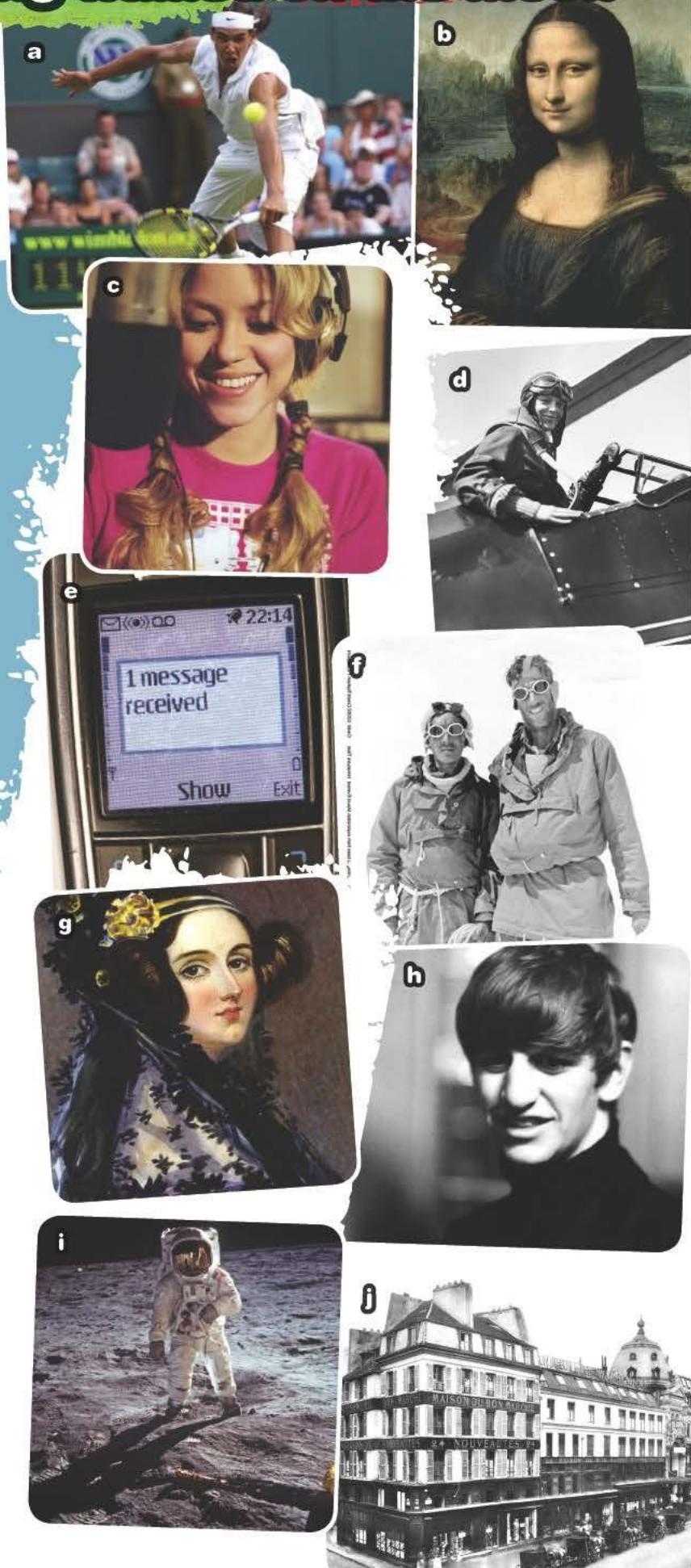
READING AND VOCABULARY

1 Look at the pictures and match them to the sentences in Exercise 2.

2 Do the quiz. Choose A, B or C.

- 1 Edmund Hillary and Tenzing Norgay **climbed** Mount Everest
A on 9th January 1889.
B on 7th August 1940.
C on 29th May 1953.
- 2 Amelia Earhart **crossed** the Atlantic Ocean, alone, by plane
A in 1918. B in 1932. C in 2005.
- 3 Leonardo da Vinci **painted** the *Mona Lisa*
A in the 16th century.
B in the 18th century.
C in the 20th century.
- 4 Rafael Nadal **played** his first tennis match at Wimbledon
A in 2003. B in 2004. C in 2005.
- 5 Neil Armstrong **walked** on the moon
A on 4th July 1960.
B on 21st July 1969.
C on 3rd February 1973.
- 6 Shakira **recorded** her first album
A in 1990. B in 2000. C in 2005.
- 7 Ada Lovelace **completed** the first computer program
A in 1842. B in 1942. C in 1982.
- 8 Ringo Starr **joined** The Beatles
A in April 1956.
B in May 1960.
C in September 1962.
- 9 Aristide Boucicaut **opened** the first department store in Paris
A in 1752. B in 1852. C in 1952.
- 10 Neil Papworth **texted** the first text message
A in January 1972.
B in June 1984.
C in December 1992.

► 1.33 Listen and check.



3 Test your partner.

In 1990 ...

Shakira recorded her first album.

4 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, for example

..... 9th January 1889, Tuesday.

We use *in* / *on* for months, years and centuries, for example

..... January, May 1960, 2003, the 20th century.

GRAMMAR Past simple: regular verbs

5 Read these sentences.

Andy Murray played his first match at Wimbledon in 2005.

NASA's Curiosity Mars Rover landed on Mars on 6th August 2012.

→ Grammar reference page 147

Look at the verbs in the table. Write the past simple forms of the verbs in the box below in the right column.

climb → climbed change → changed carry → carried stay → stayed clean → cleaned

cook copy enjoy finish help invite join phone play study

6 Complete the sentences. Write the verb in the past simple.

Add *in* or *on* in sentences 5–8.

0 I joined (join) the school orchestra in February.

1 I (help) my sister with her homework yesterday.

2 He (phone) me last week.

3 My friend (copy) the answer.

4 I (practise) the piano yesterday evening.

5 My brother (cook) dinner Sunday.

6 My mum (study) history at university 1994.

7 My dad (play) for Manchester United September 1988.

8 She (invite) us to her birthday party 8th June.

Corpus challenge

Can you correct the mistake here?

I went to London. In London, I visit a friend. I really enjoyed it.

PRONUNCIATION Past simple verb endings

7 1.34 Listen to three -ed sounds. Then put the verbs in blue from Exercise 2 into the correct column.

answered /d/ finished /t/ waited /ɪd/

About you

8 Make six sentences about you. Use the verbs in the box to help you.

We started school on 4th September.
I visited China with my family in 2013.

climb complete cross dance
finish join open paint play
record travel visit

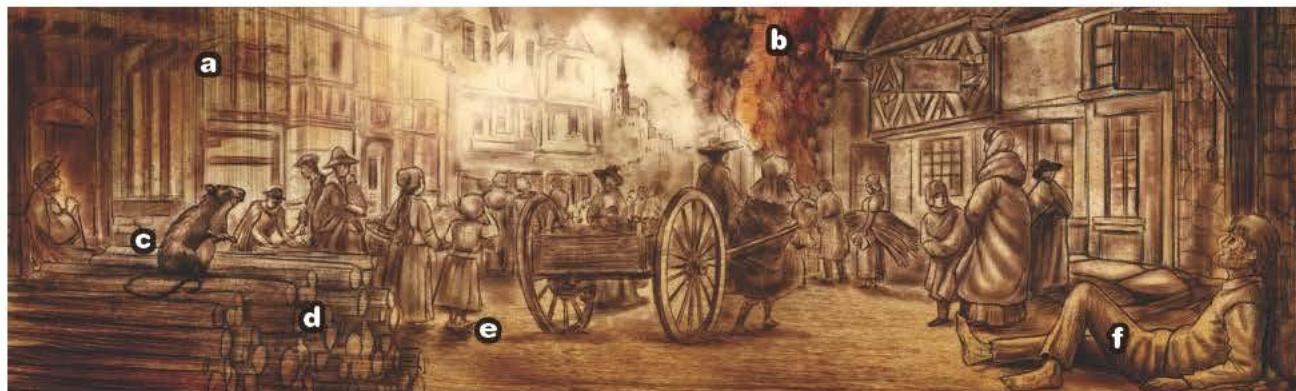
Now say your sentences to your partner.

1.35 Listen and check. Then repeat.

The Great Fire of London

VOCABULARY AND LISTENING

- 1 Match a-f in the picture to the words in the box.



buildings a crowded street a fire a rat a sick person wood

▶ 1.36 Listen and check. Then repeat.

- 2 Look at the four pictures a-d. What can you see?

- 3 ▶ 1.37 Listen and number the pictures 1-4.

- 4 ▶ 1.37 Listen again. Are the sentences right (✓) or wrong (✗)?

- 1 The Great Fire started in 1566.
- 2 London was bigger than it is today.
- 3 Before the fire, houses were made of wood.
- 4 At that time, many people lived in boats on the River Thames.
- 5 St Paul's Cathedral is more than 300 years old.
- 6 The Great Fire of London started in the Monument.



READING

5 Read the text. Choose the correct answer.

- Not many people died ...
- a) in the Great Fire.
 - b) of the Black Death.

The Great Fire and The Black Death

The Bad News!!

- The Black Death arrived in England in 1665.
- Rats carried the Black Death.
- People with the Black Death were very sick.
- Many thousands of people died.
- The Black Death was very bad in London.
- The Great Fire started in a bread shop on 2nd September 1666.
- Six people died in the fire.
- The Great Fire ended on 5th September 1666.
- After the fire, thousands of people didn't have anywhere to live.

The Good News!!

- The Great Fire killed the rats.
- The Great Fire stopped the Black Death.



6 Read the text again. Write GF (Great Fire) or BD (Black Death).

- | | |
|-----------------------------------|----------------------------|
| 0 A lot of people died. BD | 3 It lasted for four days. |
| 1 It started in 1666. | 4 Rats carried it. |
| 2 It lasted for a year. | 5 Rats died in it. |

SPEAKING

7 The Great Fire of London was an important event in British history.

Think of an important event in the history of your country.

Talk about it with your partner. Use these questions to help you.

- What's the name of the event?
- When was the event?
- Where was the event?
- What were some of the things that happened?

8 Tell the class about your event.

Our important event from history is

It happened on (date) in (place).

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

9 Work in groups of six. Draw a time line and put your events on the time line.

6 What a great job!

Where did you work?

READING AND VOCABULARY

1 Read the text. Which pictures show Nina and which show Julia?

2 Are the sentences right (✓) or wrong (✗)?

- 1 Nina and Julia are the same age.
- 2 Nina and Julia are at school this week.
- 3 Last week, Nina and Julia both worked nine hours a day.
- 4 Both Nina and Julia worked hard last week.
- 5 Nina liked her job more than Julia.

3 Read the text again and find these words. Then match them to sentences 1–6.

boss busy customers earn office staff

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

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. Of course, they didn't earn any money, and this week they are back in the classroom. But did they enjoy their week at work? What did they learn? We wanted to find out, so we asked them some questions.

WHERE DID YOU WORK?

NINA: I worked in a café.

JULIA: I worked for a TV company.

WHAT DID YOU DO?

NINA: I cleaned the tables and washed the floor and I also served the customers. I gave them their food and drinks and took the money. I started really early in the morning – at six o'clock! The café opened at seven o'clock and closed at six. I didn't stay until six o'clock – I finished work at two o'clock. 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 the TV company. I started at ten o'clock and finished at six o'clock. In the morning, I opened all the letters. Then I helped my boss with different jobs. Sometimes he told me to answer the phone. Other times he asked me to use the computer to look for information he needed. I was busy all day and sometimes I didn't stop for lunch!

DID YOU ENJOY IT?

NINA: No, I didn't! I wanted to work in a café because I like cooking. But I didn't do any cooking all week. I was very happy to go back to school.

JULIA: Yes, I did! At first I was worried, because I didn't want to work in the office. I wanted to work in the TV studio. But the staff were all very nice to me and I learned a lot about the business.



GRAMMAR Past simple: ?, -

- 4 Look at the examples in the table. Then read the text again and find more examples of past simple negatives and past simple questions.

Negatives	Questions	Short answers
They didn't earn any money. I didn't do any cooking.	What did they learn? Did you enjoy it?	Yes, I did. No, I didn't.

→ Grammar reference page 148

5 Correct the sentences.

- 0 Nina worked for a TV company.

Nina didn't work for a TV company. She worked in a café.

- 1 The café opened at six o'clock in the morning.
2 Nina finished work at seven o'clock.
3 Julia opened the letters in the afternoon.
4 Julia used the computer to send emails.
5 Nina did the cooking in the café.
6 Julia worked in the TV studio.

Corpus challenge

Can you find and correct the mistake here?
*Hi Maria. Do you see the football game?
It was so cool. I hope you watched it.*

LISTENING

- 6 1.38 Listen to Joe talking about the job he did last week. Tick (✓) the correct picture (A, B or C).

1 What did he do?	A 	B 	C
2 What time did he start?			
3 How did he travel to work?			
4 How did he get the job?			

SPEAKING

- 7 1.39 Listen and repeat.

- 8 Work with a partner. One of you is Joe and the other is Joe's friend. Use the table in Exercise 6 to make a conversation. Use the phrases from Exercise 7 in your conversation.

Where did you work?

I worked in the museum.

Get talking! → page 125

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

50 different jobs!

READING AND VOCABULARY

1 Read the article about Daniel Seddiqi and answer the questions.

- 1 What did Daniel do?
- 2 Why did he do it?
- 3 Did he enjoy it?

2 Look at the map of Daniel's trip and the list of jobs. Match each job to a picture on the map.

▶ 1.42 Listen and repeat.

3 Read again and choose the correct answer, A or B.

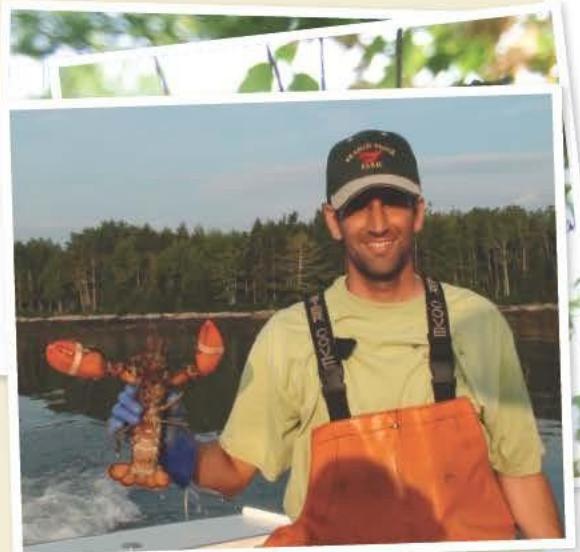
- 1 How did Daniel travel from job to job?
A by plane B by car
- 2 Where did he usually stay?
A in hotels B in people's homes
- 3 What did Daniel do in Nebraska?
A He worked as a farmer. B He worked as a cook.
- 4 Where did he work as a model?
A in North Carolina B in Florida
- 5 How did he feel about working as a photographer?
A He hated it. B He enjoyed it.

4 Which of Daniel's jobs would you like to do?

50 weeks, 50 states, 50 different jobs

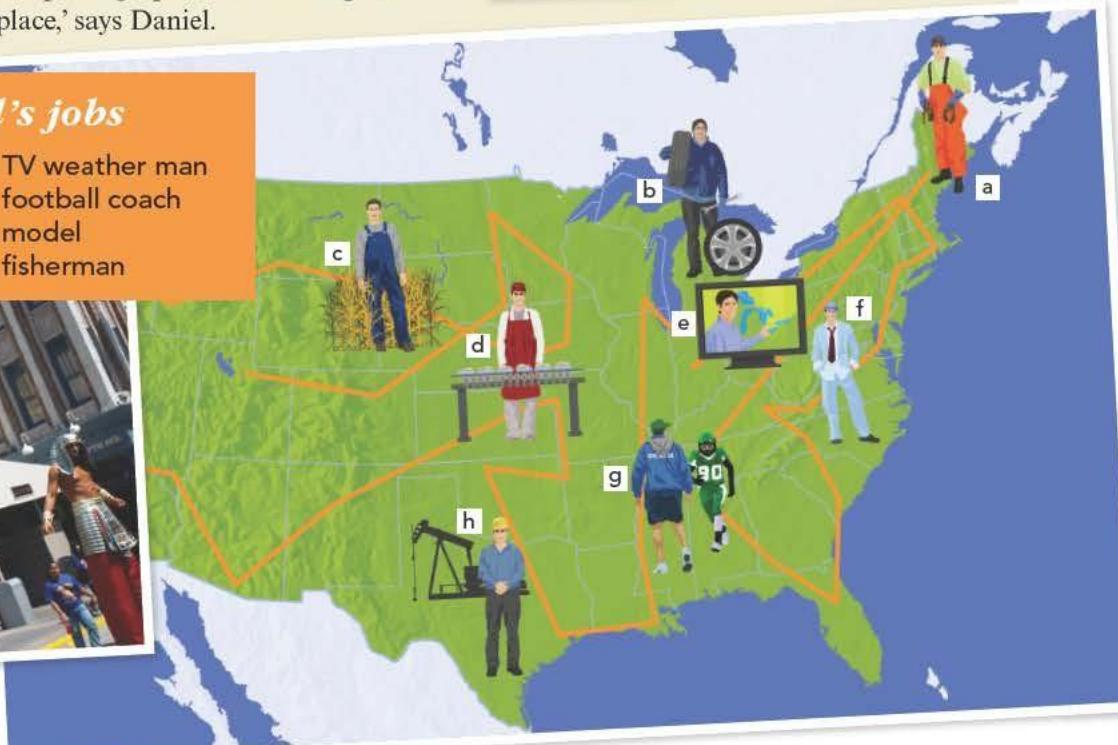
When Daniel Seddiqi was 26, he travelled around America for a year. He visited all 50 states and worked for a week in each one. He didn't use buses or planes – he travelled by car from job to job. He earned money for every job he did but hotels were too expensive for him. He usually stayed in his boss's 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? '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. In Alaska, he was a photographer. 'That was great. Alaska is a very beautiful place,' says Daniel.



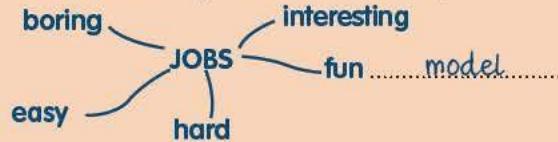
Some of Daniel's jobs

- factory worker
- farmer
- engineer
- car mechanic
- TV weather man
- football coach
- model
- fisherman



About you

- 5 Copy the word map into your notebook. Complete it with jobs from Exercise 2. Add five more jobs to the word map.



- 6 Work in groups. Compare your word maps and talk about what jobs you want to do when you're older.

I want to be an engineer
when I'm older.

Do you? I don't.
I want to be an actor.

PRONUNCIATION Word stress

- 7 1.43 Listen and repeat the words. Put them into the right column.

company customer difficult engineer expensive
magazine mechanic museum understand

oo

o^o

oo

company

engineer

WRITING

Prepare to write – A blog

GET READY Look at the text about Daniel. Find examples of full stops (.), capital letters (A, B ...) and apostrophes (').

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

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

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

Read Daniel's blog for week 9 and add full stops, capital letters and apostrophes.



Week 9

i didnt have much free time this weekend on saturday afternoon i started my new job as a shop assistant its in a town called fishtail in montana the shop belongs to a man called bill i cleaned the floors in the shop and served customers then on sunday i cooked soup i was really busy but i enjoyed working in bills shop

PLAN Make notes about what you did last weekend.

WRITE Write a blog of about 50 words about your weekend.

IMPROVE Read your blog and your partner's. Check for mistakes with punctuation.



What a great job!

Culture

Teens at work

1 Discuss these questions in groups.

- Do you have a part-time job after school or at weekends?
- Would you like to work after school or at the weekend? Why? / Why not?
- What kind of job would you like to have?

2 Read the three messages quickly. Underline:

- each student's name
- each student's age
- the job they do
- the country they come from

Blogspot > Teen life

Work



I really want to work but in my country young people can't work until the age of 15. It's illegal! So I can't get a part-time job because I'm only 14. Lots of my friends are 15 and have got part-time jobs. When we go out, they've got money to buy clothes. Some of them even save their money and then buy new phones and computers! Sure, my parents give me pocket money but it's just not fair. I want to work!

Jewel. Johannesburg.



Hey Jewel, that's tough that you can't do part-time work! Things here in Canada are very different from South Africa. I'm the same age as you and I work in a bread shop on the weekend. I put the bread on the shelves and help the customers. I mostly work on Saturdays, for four hours. Sometimes I work Sundays too when they need me. The money's not too bad and I can save for things. It's legal here for 12–14-year-olds to work eight hours at weekends and two hours after school!!!

Carter. Calgary.



Hi guys. I read your posts. I'm younger than you two – I'm only 13 – but I work every weekend and it's legal! I live in New Zealand on a farm with my family. At weekends, I help my mum and dad on the farm. And they pay me! When I take food to the sheep, I drive the tractor. It's cool! Kids on farms here can drive tractors when they're 12! Luckily I don't get up when my dad does – at five in the morning. Kids here can't work until after six o'clock!

Lucas. Masterton.

3 Read the messages again and answer the questions.

- | | |
|---|--|
| 1 What do Jewel's friends spend their money on? | 4 What does Carter do with the money he earns? |
| 2 What do Jewel's parents give her every week? | 5 When does Lucas work? |
| 3 What does Carter do in the bread shop? | 6 What does Lucas do on the tractor? |

4 Read the three messages again. Put R (right), W (wrong), or DS (doesn't say) for each country.

	South Africa	Canada	New Zealand
It is legal for children under 15 to work.			
It is legal for 14-year-olds to work eight hours at the weekend.			
It is illegal for children to work before 6 am.			
It is legal for 13-year-olds to drive tractors.			

5 Find out answers to these questions. Use the internet.

- 1 Can teenagers work in your country? At what age?
- 2 How many hours they can work?
- 3 What kinds of jobs can teenagers do?
- 4 What kinds of jobs can't they do?

6 Write a short text to post on the blogspot using the information from Exercise 5.

7  1.44 Listen to Sharon talking to her grandfather, Paul. She's asking him about the jobs he did when he was at school. How much did he earn every week?

8  1.44 Listen again. Are the sentences right (✓) or wrong (✗)?

- 1 Sharon is 12 years old.
- 2 Paul was a teenager in the 1960s.
- 3 None of Paul's friends had jobs.
- 4 A paper boy collects old newspapers for recycling.
- 5 Paul got up every day at five o'clock.
- 6 Paul finished work at eight-thirty.
- 7 Paul did his paper round every morning.

Project Interview someone

Interview one of your grandparents, or an older person that you know.

Find out the answers to these questions.

- | | |
|---|-------------------------------------|
| • What jobs did they do when they were teenagers? | • How much did they earn? |
| • What did they do at work? | • How many of their friends worked? |
- 1 Prepare a questionnaire.
 - 2 Interview the person.
 - 3 Make notes.
 - 4 Give a mini-presentation to the class.

7 Going places

We went to Turkey on holiday



VOCABULARY AND LISTENING

- 1 Look at the pictures. Match the activities to the words in the box.

buy presents	ride a bike
go camping	stay at a hotel
go sightseeing	swim
go to the beach	take photos

About you

- 2 What do you do when you're on holiday?
Talk to your partner.

- 3 **1.45** Listen to Jack and Molly talking about their holidays. Answer the questions.

- 1 Where did Molly go?
- 2 Where did Jack go?
- 3 Did they enjoy their holidays?

- 4 **1.45** Listen again and look at the pictures. What activities did Jack and Molly do? Write J or M next to each picture.



GRAMMAR Past simple: irregular verbs

- 5 Look at the sentences from Jack and Molly's conversation. Match the irregular past simple forms to the correct verb.

- 1 My friend Annabel **came** with us.
- 2 We **swam** in the sea every day.
- 3 We **rode** our bikes.
- 4 We **got up** late every day.
- 5 We **had** a great time.
- 6 My parents **gave** me a new camera.
- 7 I **took** hundreds of pictures.
- 8 I **went** to Istanbul, in Turkey.
- 9 I **saw** some interesting places.
- 10 I **bought** you a present.
- 11 I only **ate** one sweet.
- 12 We **could** walk to the beach in five minutes.

buy
can
come
eat
get up
give
go
have
ride
see
swim
take

- 1.46** Listen and check. Then repeat.

→ Grammar reference page 149



6 1.47 Close your book and listen. You will hear the irregular past tense. Say the verb.

7 Complete Jack and Molly's conversation. Use the words and phrases in the box.

Did Did didn't get up Of course not
take Yes, I did

Jack: How was your summer holiday, Molly?

Molly: It was brilliant! I want to leave!

Jack: you early every day?

Molly: ! We got up late and we went to bed late.

Jack: you any photos?

Molly: I took hundreds of them!

8 Make conversations. Use the verb in brackets and a short answer.

1 (go)

..... you to the mountains for your holiday?

No, we We to the beach.

2 (swim)

..... you in the sea every day?

Yes, we , and we also in the pool.

3 (buy)

..... you any clothes?

No, of ! But I a lot of presents.

4 (eat)

..... you a lot of ice cream?

Yes, of ! And we a lot of sweets.

5 (have)

..... you a good time?

Of ! We a great time.

9 Write three new holiday conversations.

Corpus challenge

Can you see what's wrong with this sentence?

My family and friends were there and they gave me a lot of presents.

Get talking! → page 125

Of course not!

I don't think so.

Oh no, I hate ...

READING AND WRITING

10 Complete the email from Ravi to Molly and Jack. Use the verbs in the box in the correct form.

be buy can eat go have love
see stay take visit

To: Molly and Jack
From: Ravi

Hi guys! I hope your holidays (0) good.

I (1) a great time in New York. It was a special holiday for my dad's 50th birthday. We (2) at a nice hotel called Alberto's. We (3) see lots of famous places from our bedroom window. The food in New York was great. We (4) in a different restaurant every night. My favourite was Chinese food. We did lots of sightseeing and (5) some interesting museums. We (6) to the Statue of Liberty and the Empire State Building. We also (7) a show on Broadway. Of course, my mum (8) the department stores. She (9) new clothes for all of us. I (10) lots of photos. They're all online now – have a look!

[Download attachment](#)



11 Write a message to a friend about your holiday. Make notes first.

- Where did you go?
- What did you do?
- What did you see?
- What did you eat?

The journey took nine months



READING AND VOCABULARY

1 Read the paragraph about scouts and look at the pictures. Answer the questions in groups.

- 1 What do scouts do?
- 2 How many scouts are there in the world?
- 3 What is the 'Jamboree'?
- 4 Are you a scout? If not, would you like to be one?

Scouts

Scouts are girls and boys between six and 25 years old. They do lots of different activities, including camping, cooking and sports. Around 28 million young people, across 200 countries, are scouts. Every few years, scouts from around the world get together to meet each other and have fun. This is called the 'Jamboree'.



A very long bike ride

One year, two Australian scouts, Adam and Stephen, decided to cycle to the scout Jamboree. It was in Sweden, about 20,000 km from their home in Adelaide! They didn't take normal bikes, they took bikes with three wheels and seats instead. These are more comfortable and easier to ride up hills.

They packed everything they needed on their bikes. They had a tent each, things to cook with, clothes, maps, computers and phones, and things to repair the bikes. They also needed passports because they planned to travel through 22 different countries.

The journey began in Australia but it didn't go well. After just a few days, Adam's bike broke. He left Stephen and travelled home by coach. He got a new wheel for

his bike, then bought a plane ticket and flew to Perth. From the airport, he caught a train to a town called Merridien. He put his bike together on the station platform and cycled to meet Stephen.

After that, they flew to Johannesburg and then they began their bike ride through Africa. They slept in tents by the road, and in some places they saw a lot of wild animals. One night, they could hear lions, and another night, an elephant walked past their tents.

In Europe, they saw snow for the first time in their lives and rode up some very high mountains. In every country along the way, they visited scout groups and talked about their journey. They met a lot of interesting people and had lots of adventures. The journey took 269 days.



2 Read the text about two scouts and their journey. Answer the questions.

- 1 How far is Sweden from Australia?
- 2 What did the boys pack to take with them?
- 3 Did they have any problems on the journey?
- 4 What kind of animals did they see in Africa?
- 5 What did they do in Europe?
- 6 How long did the journey take?

Do you know about any other long journeys?

Would you like to do a journey like this?

3 Read the text again. Match the words in blue to the pictures.



4 Look at the irregular past tenses in purple in the text. Write the verbs.

PRONUNCIATION Sounds and spelling

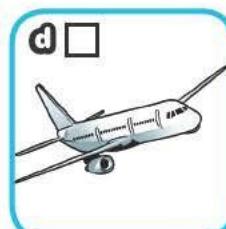
5 Match the words with the same vowel sound.

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

1.49 Listen and check.

LISTENING

6 1.50 Listen to Marion talking about a journey. How did she travel? Number the pictures in order. There's one picture you don't need.



SPEAKING

7 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 Special places

Roald Dahl's room

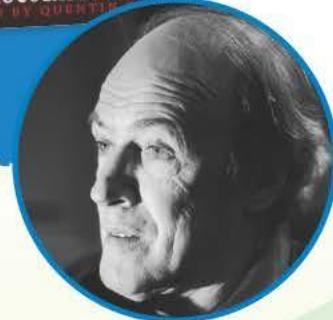
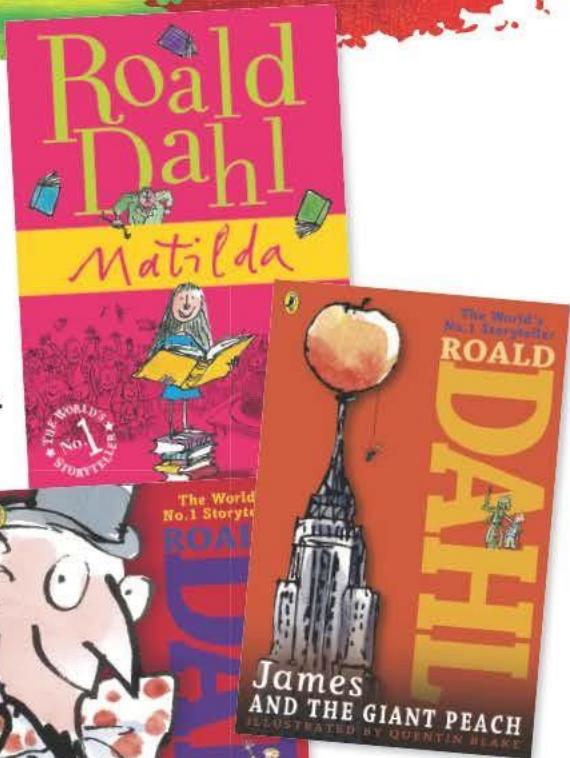
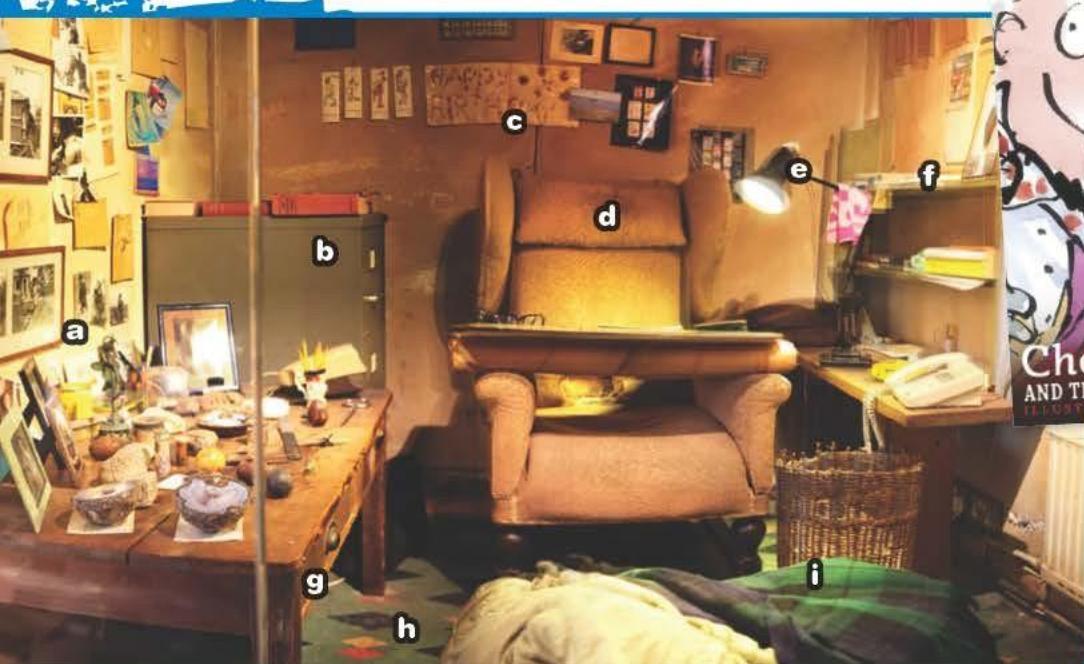
VOCABULARY AND READING

1 Look at the pictures and discuss the questions.

- Which of these books do you know? Which do you like best?
- Who wrote the books?
- Can you remember any of the stories?
- What are your favourite books?

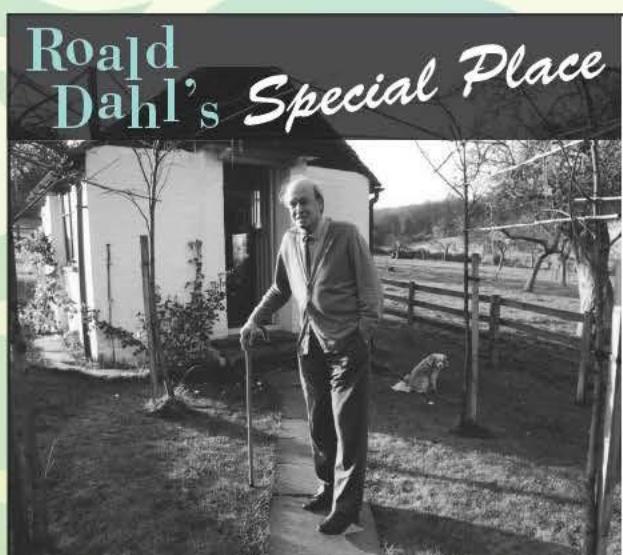
2 Look at the picture of Roald Dahl's room and find these things.

armchair blanket carpet cupboard drawer
drawings lamp photographs shelf



▶ 1.51 Listen and check. Then repeat.

3 What do you think Roald Dahl used this room for? Read the article quickly to check.



Roald Dahl's room was inside a hut, a small building in his garden. No one went inside his hut. It was his own place.

It was a small room and Roald Dahl did not keep it very tidy. But all he needed was somewhere to write! He sat in an old armchair and used a board across his knees as his writing desk. There was a big old table with drawers in the room. But he did not use this as a desk. Instead, he kept scissors, photos and other things on it – and of course a lot of pencils. He always wrote in pencil. An old metal cupboard stood in the corner of the room with papers and other things inside.

On the walls, there were drawings, photos of his family and letters from his fans.

When it was cold in the winter, he put a blanket over his legs to keep warm. He didn't need anything else.

It's quite hard to believe that Roald Dahl wrote so many of his famous books in this small room!

- 4** Find the past simple of these verbs in the article.

be go keep put sit stand use write

- 5** Read the article again. Answer the questions.

- 1 Where was Roald Dahl's writing room?
- 2 Who else went into his room?
- 3 Where did he sit and write?
- 4 What did he keep on the old table?
- 5 Why did he have so many pencils?
- 6 How did he keep warm when it was cold?

GRAMMAR *someone, anyone, etc.*

- 6** Look at the table. Match 1–3 to a–c.

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

→ Grammar reference page 150

- 7** Find three sentences in the article with words from the table.

- 1
- 2
- 3

- 8** 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 wasn't any **.....** in the drawer. 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.

- 9** Complete the sentences with *something*, *anything* or *nothing*.

- 0 Can you bring **....something....** to tomorrow's class, please?
- 1 Do you remember about the film?
- 2 I looked in the drawer this morning. It's empty. There's there.
- 3 It's very dark. I can't see
- 4 I learn new in English every day.

Corpus challenge

Can you correct this sentence?

I don't have **nothing** to do on Friday night.

PRONUNCIATION /ɜ:/ and /ɔ:/

- 10** 1.52 Listen to the sounds /ɜ:/ and /ɔ:/.

Look at the words and think about the sounds. Put the words into the right column.

corner	drawer	first	floor	journey	
saw	wall	warm	were	work	world

bird /ɜ:/

board /ɔ:/

- 1.53 Listen and check. Then repeat.

About you

- 11** What does your room look like? What have you got in it? Is it tidy or untidy?



Write some notes about your room.

Now tell your partner what your room is like.

My special place is the beach

LISTENING AND VOCABULARY

1 Roald Dahl liked writing stories in his room. It was his special place. What other things do people like doing in their 'special places'? Match the verbs in box A to the words in box B. There are more than six answers!

A

draw listen to paint play read write

B

computer games a diary the drums
the guitar magazines music pictures
songs the sound of the wind/sea stories

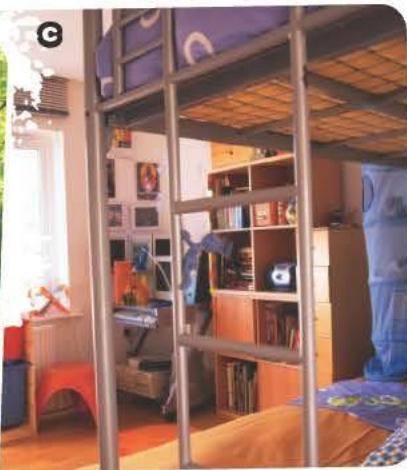
2  1.54 Listen to three teenagers, Gary, Alison and Jo, talking about their special places.

Look at the pictures. Match the teenagers to their special places. Write the letters in column 1.

Gary

Alison

Jo



	1 place	2 What they like doing there
Gary		
Alison		
Jo		

3  1.54 Listen again. What do they like doing in their special places? Write the answers in column 2.

READING

4 Put sentences a–d in the right order to make a short conversation.

- a I'd love to. What time's the film?
- b OK. Let's meet there half an hour before.
- c Would you like to go to the cinema this evening?
- d It starts at 7.30.

5 Look at the conversation in Exercise 4 and discuss the answers to these questions with your partner.

How did you decide ...

- the first line of the conversation?
- the second line of the conversation?
- the third line of the conversation?
- the last line of the conversation?

6 Jo wants to play music with her friend, Chris.

Complete the conversation. What does Chris say to Jo?

Write the correct letter A–G in each space. There are two letters that you don't need.

Jo: What are you doing this evening, Chris?

Chris: 0 D

Jo: Would you like to come round to my house and play music?

Chris: 1

Jo: That's OK. I need to help cook the dinner!

Chris: 2

Jo: Perfect! I wrote a new song yesterday. We can try and play it.

Chris: 3

Jo: No. Can you help me do that this evening?

Chris: 4

Jo: Great! See you later.

A So, shall I come later, at 8 o'clock, then?

B Let's ask my brother.

C Wow, that's great. Did you write words for it as well?

D Nothing special. Why?

E What do you want to do?

F Of course! Then we can play and sing!

G I'd love to. But I've got to do my homework first.

SPEAKING

7 Have a conversation with your partner.

Make plans for this evening.

Use these expressions from Exercise 4 and 6 to help you plan what to say.

What are you doing this evening?

Would you like to come round to my home and ... ?

Shall I bring ... ?

Let's ask ...

Can you bring ... ?

What do you want to do?

Maybe we can ...

Nothing special.

I'd love to.

Yes, but I've got to ...

That's OK. I have to ...

I'm sure we can.

Great. See you later.

WRITING

Prepare to write – A description of a special place

GET READY Read about Tom's special place.

- Where is it?
- What does he like to do there?

Read the text again and underline *because* and *so*.

Think about how they join the two parts of the sentence.

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 special place.

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

WRITE Write a paragraph of 40–60 words about your special place. Include *because* and *so* in your writing.

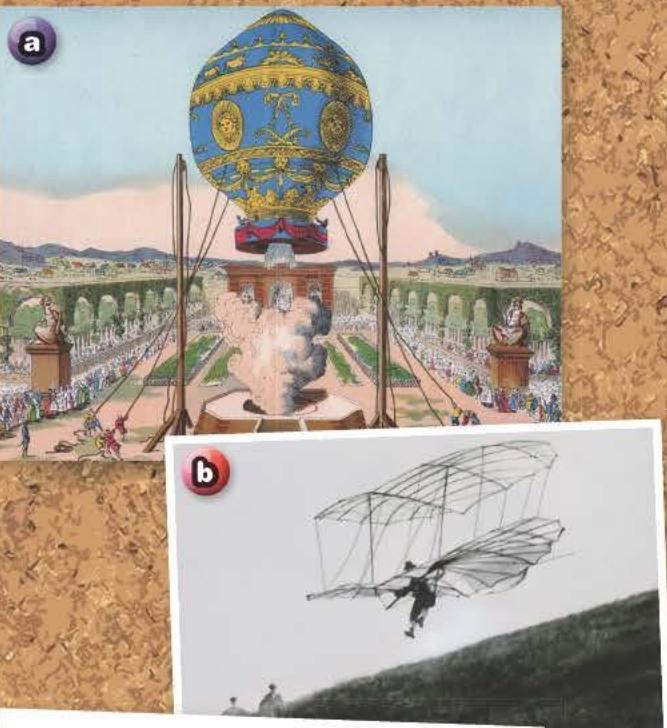
CHECK Read your paragraph and your partner's. Talk about how to make your descriptions better. Then rewrite your paragraph.



My special place is the beach. I like to go there in the mornings because there's no one else there. I like to feel the sand on my feet, so I take off my shoes and walk along the beach. All I can hear is the sound of the birds and the sound of the sea. I love it!

History

The history of flight



Flying machines

For many centuries, people thought humans could fly like the birds. The famous artist Leonardo da Vinci believed this when he studied flight in the 1480s. He designed many 'ornithopters' – machines with wings that go up and down like a bird's. We now know that humans cannot fly like this.

Two brothers, Joseph and Jacques Montgolfier, made the world's first hot-air balloons. They did this by making a fire under a silk bag so it filled with hot air. Their first passengers were a sheep, a chicken and a duck. Later that year, 1783, they sent the first ever humans on a flight.

Between 1799 and 1850, an Englishman called George Cayley designed many gliders. One of them had a box under the wings, like a boat with wheels. Some people say a ten-year-old boy flew in this for a few metres. George Cayley never flew in his gliders.

In the 1890s, a German engineer, Otto Lilienthal, improved gliders even more. After more than 2,500 flights, Otto Lilienthal died in an accident when he was flying one of his gliders.

In 1900, two brothers, Orville and Wilbur Wright, from Ohio, USA, began to study the work of George Cayley and Otto Lilienthal. First they built their own glider. Then, in 1902, they started designing an engine for it.

On 17th December 1903, Orville Wright flew their plane, The Flyer, for the first time. The flight lasted 12 seconds, and the plane travelled about 36.5 metres. Then, in 1905, Wilbur flew for 38 km. He only stopped because he had no more fuel. Humans were finally able to fly! Planes improved a lot in the 20th century and are now a part of all our lives.

- 1 What do you know about the history of flight? What would you like to know?
- 2 Look at the pictures. With a partner, put the flying machines in order from first to last.
- 3 Read the text quickly and check your answer to Exercise 2.
- 4 Read the text again. Find these things in the pictures.
balloon glider plane tail wheel wing

Which of these does not have an engine?

- a) glider b) plane

- 5 Match the names to the pictures.

George Cayley	Leonardo da Vinci	The Montgolfier brothers
Otto Lilienthal	The Wright brothers	

- 6 Match the dates to the way we say them.

We write	We say
the 1480s	the twentieth century
1783	nineteen oh three
the 1890s	nineteen oh five
1903	seventeen eighty-three
1905	the fourteen eighties
the 20th century	the eighteen nineties

Find the dates in the text. Why are they important?

In the 1480s, Leonardo da Vinci began to study flight.

- 7 Work in pairs. Student A: Read the first three paragraphs of the text and answer questions 1–5.

- 1 What kind of flying machines did Leonardo da Vinci design?
- 2 How did the Montgolfier brothers make their balloons fly?
- 3 Which animals travelled on the first balloon flight?
- 4 What did George Cayley design?
- 5 How far did the ten-year-old boy fly?

Student B: Read the last three paragraphs and answer questions 6–10.

- 6 How did Otto Lilienthal die?
- 7 Where did Orville and Wilbur Wright come from?
- 8 What did they begin doing in 1902?
- 9 How many seconds did their first flight take?
- 10 Why did Wilbur stop his flight in 1905?

With your partner, ask and answer each other's questions.

Project Make and fly a paper glider

Turn to page 131 and make the glider. Fly your glider. Then answer these questions.

- 1 How far did your glider fly?
- 2 How many seconds did it fly for?

Review 2

Units 5–8

VOCABULARY

1 Choose the right word to complete the sentences.

- 0 Their plane arrived at the *platform* / *airport* at ten thirty.
- 1 It's dark in here. Can you turn on the *lamp* / *shelf*?
- 2 There are a lot of *customers* / *bosses* in the shop today.
It's very busy!
- 3 My dad's a *mechanic* / *farmer*. He keeps sheep and cows.
- 4 That's better. That chair was hard. This one's really *tidy* / *comfortable*.
- 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 William's brother is a famous artist. He does amazing *drawings* / *drawers*.
- 8 We usually travel to London by *staff* / *coach*. It's cheaper than the train.

2 Match the verbs and the nouns.

- | | |
|------------|----------------|
| 1 open | a a picture |
| 2 cross | b a project |
| 3 join | c a restaurant |
| 4 climb | d a club |
| 5 play | e a match |
| 6 paint | f a river |
| 7 complete | g a tree |

3 Match the words in the box to sentences 1–10.

blanket building century cook
cupboard department store office
rat scissors sightseeing sweet

- 0 You can buy lots of different things here. *department store*
- 1 You can keep things in here.
- 2 This is a small animal.
- 3 You can do this on holiday.
- 4 Your school and your house are examples of this.
- 5 People work in this place.
- 6 This is a job.
- 7 You can eat this.
- 8 You can cut with these.
- 9 This keeps you warm.
- 10 This means 'one hundred years'.



GRAMMAR

4 Choose the right word to complete the sentences.

- 1 My birthday party was great. There *was* / *were* a lot of people there.
- 2 I went with my friends to the mountains and we *climb* / *climbed* the hill.
- 3 Yesterday was my birthday and I *had* / *got* a computer.
- 4 Please, can you bring *something* / *anything* to the picnic?

5 Correct the mistakes in these 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.

6 Write the past simple of each of these verbs.

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

6 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

7 Which notice (A–F) says this (1–4)? For questions 1–4, choose the correct letter A–F.

- 0 This is closed one day a week. **B**
1 People can buy things to read or play with here.
2 It is not possible to visit this place today.
3 You can go here to have your sandwiches.
4 You should not eat in this place.

A

SPORTS CENTRE

Do not take food into the pool area

B

City Library

Open 9–5 Monday to Saturday



C



D

GARLAND ZOO



Sorry, elephant house closed until tomorrow

E

Castle tours –
only £3.00 today!



Please wait
here. Next
tour begins
at 2 pm.

F

Museum
S H O P
We sell
books, toys
and more

LISTENING

8 1.55 Listen and choose the right answers.

- 1 The walls in the room were
A blue.
B green.
C yellow.
- 2 There were photographs of the writer's family
A on the walls.
B on the shelves.
C on the table.
- 3 The writer's new book is about
A Africa.
B elephants.
C lions.
- 4 The writer's first book is called
A *Leaving Home*.
B *Travelling Time*.
C *Travelling Home*.
- 5 The writer is
A 20 years old.
B 30 years old.
C 50 years old.

SPEAKING

9 Put the words in the right order to make questions.

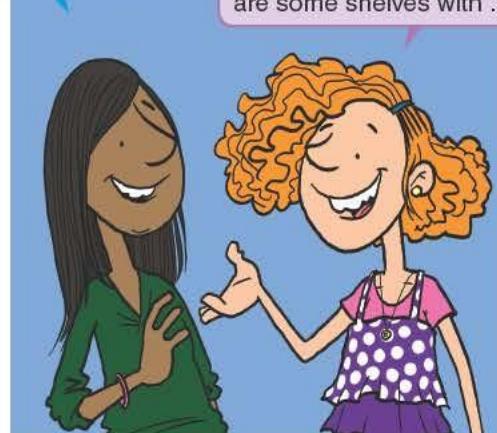
- 1 live / you / flat / house / or / a / do / in / a / ?
2 rooms / how / there / many / are / ?
3 you / any / got / brothers / sisters / and / have / ?
4 big / bedroom / or / your / is / small / ?

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

10 Now 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

Those shoes are yours



VOCABULARY

- 1 Match the clothes a-h in the picture to the words in the box.

cap jacket jumper shorts
socks swimming costume



▶ 1.56 Listen and check. Then repeat.

- 2 Which clothes are:

yellow? orange? pink and white?
black? red? black and purple?
light green? dark blue?

The jumper is yellow.

LISTENING AND READING

- 3 ▶ 1.57 Listen and answer.

- 1 What colour are Nick's socks?
2 Who likes the colour orange?

Mina: I think our clothes are dry now. Whose shorts are these?

Anita: They're mine.

Mina: And these pink and white socks? Are they yours as well, Anita?

Eddie: No, the pink and white socks are Nick's.

Mina: Right. They're very pretty, Nick.

Nick: My mum gave them to me!

Mina: Sorry! Whose jumper is this?

Eddie: It's mine. Thanks.

Mina: And this is my baseball cap. The light green one.

Anita: Isn't that green cap yours, Eddie?

Nick: No, the green cap's hers and the black cap's his.

Eddie: Yeah, that's right. The black cap's mine.

Mina: Is this dark blue jacket yours, Nick?

Nick: Has it got lots of pockets?

Mina: Yes.

Nick: Then it's my jacket.

Eddie: Whose swimming costume is that?

Mina: That's my costume. Orange is my favourite colour! Whose socks are these? The black and purple ones. Are they yours, too, Nick?

Nick: No, they're hers!

Anita: Yes, they're my socks. And I think they're very nice, thank you!

OK, so these clothes here are ours and those clothes are theirs. Let's put them in our tent before it rains!



- 4 Read the conversation in Exercise 3 and match the clothes a–h to the people.

a The pink and white socks are Nick's.

► 1.58 Then listen and check.

- 5 Ask and answer about the clothes.

A: Whose pink and white socks are these?

B: They're Nick's.

A: Whose black baseball cap is this?

B: It's Eddie's.



GRAMMAR Pronouns and determiners

- 6 Complete the sentences with the pronouns in the box.

hers his mine ours theirs yours yours

Determiners	Pronouns
It's my jacket.	It's mine
Are they your shorts?	Are they ?
It's her swimming costume.	The swimming costume's
It's his jumper.	The jumper's
They're our socks.	The socks are
They're your caps.	The caps are
They're their clothes.	These clothes are

→ Grammar reference page 151

Can you find all the pronouns on page 58?

- 7 Complete the sentences with pronouns.

- 0 Students, here are your tickets for the school play. Jack and Molly, these are yours.....
1 I keep a diary every year. All these diaries are
2 My brother's got hundreds of old magazines. Those magazines are all
3 We live in that house. It's
4 You have so many clothes! Are all these ?
5 She painted that picture. That picture is
6 Sue and Mike are dentists. Those white coats are

- 8 Practise the conversation from Exercise 3 in groups of four.

Corpus challenge

Can you see what's wrong with this sentence?

I bought a short skirt because mine is very long and a pair of jeans because mines are broken.

SPEAKING

- 9 Tina is getting ready for a beach holiday.

Brad is getting ready for a skiing holiday.

Which things are Tina's?

Which things are Brad's?

dress jumper shorts sun hat
sunglasses swimming costume
thick socks towel trousers
warm hat warm jacket

I think the sun hat is hers and the warm hat is his.

Is your jumper made of cheese?

READING AND VOCABULARY

About you

- 1 What are your clothes and shoes made of?

cotton wool leather plastic

My jeans and my socks are made of cotton, my shoes are made of leather and my jumper is made of wool.

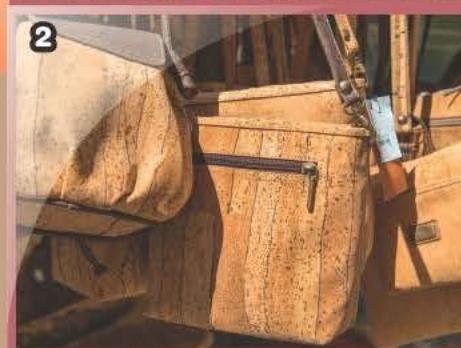
- 2 Look at the pictures. What do you think these things are made of?

- 3 Read the article and check your ideas.

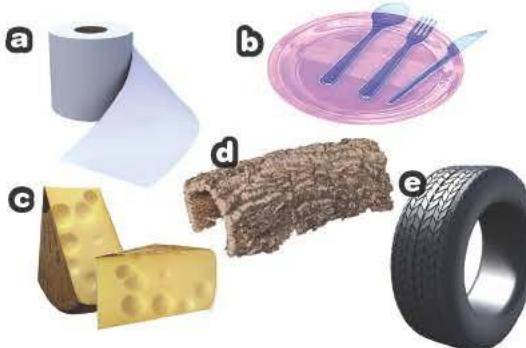
They're made of ... what?

Are you wearing a pair of leather shoes? Is your jumper made of wool? Sorry, that's not cool! You need to wear clothes made of something else. Are you ready to be surprised? Then read on.

- A group of fashion students from Bath in the UK made five amazing dresses and they were all made of cheese. Great for cold weather but perhaps not so good in the summer!
- Cork comes from trees and we sometimes find it in the top of bottles. But did you know you can also use cork to make clothes, handbags and shoes? It's very popular in the big fashion houses.
- What do you do with your knives and forks after your picnic? This designer has made hers into an amazing hat and necklace.
- And can you believe that these dresses are made of toilet paper? These are the winners of a Toilet Paper Wedding Dress contest!
- Everyone needs shoes. Shoes made from old car tyres are easy and cheap to make and you never need new ones.



- 4 Read the article again. Match the photos 1–5 to pictures a–e.



PRONUNCIATION Words beginning with /s/, /ʃ/, /tʃ/

- 5 Look at the words and think about the first sound. Put the words into the right column.

change cheese chilli sea shirt shoes shorts sister socks

/s/ sick

/ʃ/ shower

/tʃ/ chair

--	--	--

► 1.59 Listen and check. Then repeat.

- 6 ► 1.60 Now say this!

She sees six shoes and seven shirts in the cheese shop.

- 7 What other unusual things can we use to make clothes, shoes or jewellery?

LISTENING

- 8 ► 1.61 Listen to three people talking about their ideas for unusual things to use to make clothes or jewellery. Complete the table.

Kris



Sonya



Felipe



	What is it?	What is it made of?
Kris		
Sonya		
Felipe		

- 9 ► 1.61 Listen again. Complete the sentence three times: once for Kris, once for Sonya and once for Felipe.

It's a really good idea to make clothes/jewellery out of because you've got when you

WRITING

- 10 Now think of your own idea for clothes or jewellery made of unusual materials. Make notes and give reasons for your choice.

- 11 Write a short paragraph about your idea.

Use the example sentence in Exercise 9 to help you.

My idea is to make out of because ...

Read your idea to the class.

10 Buying things

Are the sunglasses in the sale?



VOCABULARY AND LISTENING

1 Find these things in the pictures.

make-up purse shop assistant
shopping centre sign sunglasses wallet

2 1.62 Listen to Part 1 and answer the questions.

- 1 What does Jack want to buy today?
- 2 Why does he hope they are in the sale?

3 1.63 Listen to Part 2 and answer the questions.

- 1 How much is the black wallet?
- 2 Why does Molly want to buy some make-up?

4 1.62–1.63 Listen again to Parts 1 and 2. Choose the right word.

- 1 Jack went to New York / the shopping centre last week.
- 2 Jack / Ravi doesn't like spending money.
- 3 The black wallet in the sale is half price / full price.
- 4 Wallets are cheaper / more expensive in the shopping centre than in the market.
- 5 Molly wants to / doesn't want to buy a purse.
- 6 Ravi wants some help / doesn't want any help from the shop assistant.

5 Put the words from the box into the right column.

earring jewellery leather make-up
market money plastic purse
sale shop wallet wool

Countable nouns	Uncountable nouns
earring	jewellery



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

There are **some** sales on today.
 Well, I want to spend **some** money today.
 There weren't **any** sales last week.
 You never want to spend **any** money!
 Look, there are **a lot of** purses and wallets.
 That's **a lot of** money.
 Molly wants to buy **a bit of** make-up.
 There are **a few** wallets over there.

→ Grammar reference page 152

6 Look at the sentences above from Jack, Molly and Ravi's conversation.

Now choose C (countable), U (uncountable) or C and U to complete the rules.

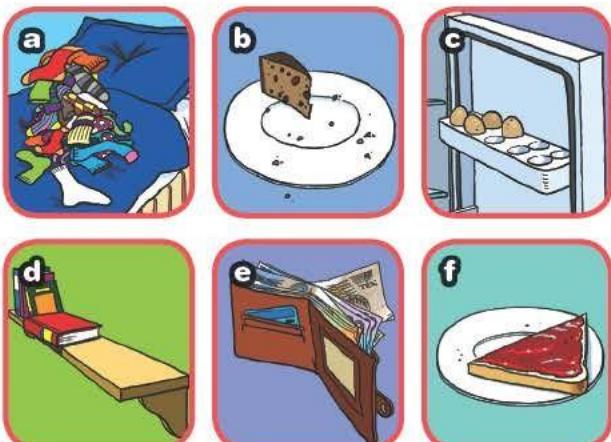
- 1 We use **some** in positive sentences with **C / U / C and U** nouns.
- 2 We use **any** in negative sentences with **C / U / C and U** nouns.
- 3 We use **a lot of** with **C / U / C and U** nouns.
- 4 We use **a bit of** with **C / U / C and U** nouns.
- 5 We use **a few** with **C / U / C and U** nouns.

7 Match the sentences to the pictures.

- 1 She's wearing a bit of jewellery.
- 2 He's got a few books.
- 3 She's wearing a lot of jewellery.
- 4 He's got a lot of books.



8 Look at the pictures. 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 We've got eggs in the fridge.
- 4 There are books on the shelf.
- 5 She's got money in her wallet.
- 6 I only ate breakfast this morning.

Corpus challenge

Which sentence is correct?

- A Bring a ball and any water.
 B I'm sorry, but I haven't got some milk.
 C We had fun at the party and we played a lot of games.

PRONUNCIATION Weak forms: /ə/

9 1.64 Listen and repeat.

- 1 I want a bit of paper.
- 2 He took a few photos.
- 3 There were a lot of people.

10 Read the sentences from Exercise 8 aloud with your partner. Take turns.

About you

11 Make notes.

- Name a shopping centre or department store in your town.
- Do you like going there? Why? / Why not?
- Do you like shopping there? Why? / Why not?
- Has it got a sale at the moment?
- Are things usually cheaper there than in the other shops in your town?
- When you go to the shopping centre, what do you usually buy?

Now share your ideas with your partner.

Buying and selling online

1 Discuss these questions.

- What clothes websites do you know or like to visit?
- Do you like buying clothes online? Why? / Why not?

READING

2 Read the article about Matt Walls and answer the questions.

- 1 What is the name of Matt's company?
- 2 What does it sell?

3 Read the article again and answer the questions.

- 1 What kind of website did Matt and his friends start first?
- 2 What did they want people to do?
- 3 Why didn't this idea work?
- 4 What did they have a lot of fun doing?
- 5 When did they start Snorgtees?
- 6 How much do people get when Snorgtees choose their idea for a T-shirt?
- 7 Do you agree with Matt's advice?
- 8 Do you have any other advice?

SNORGTEES

[HOME](#) [PRODUCTS](#) [ABOUT US](#) [CONTACT US](#) [SALE](#)

 [VIEW BASKET](#)

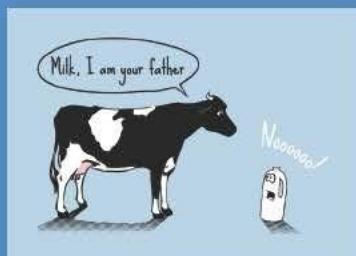
Matt Walls started the online company Snorgtees with a friend. This is how it began. Matt and a friend had the idea to start a funny website. They wanted people to add their own ideas and funny things. After that, they hoped to put some of the funniest ideas on T-shirts and sell them. The site didn't grow as fast as they hoped because people didn't add a lot of ideas. But Matt and his friend really enjoyed thinking of ideas for funny T-shirts, so they decided to start another website just for selling the T-shirts ... and Snorgtees was born! That was in 2004.

People can send in their ideas for T-shirts to Matt and he and his team choose the best ones. They get \$150 if the team decides to put their idea onto a T-shirt.

Here is Matt's advice for young entrepreneurs:

- Think carefully about what to sell online. It's important to make sure people want what you want to sell!
- Believe you can do it. Most people didn't think Snorgtees was a great idea in the beginning but Matt and his friends did – and they were right.
- Remember that starting a company is hard work. Some people think Matt and his friends sit around all day and talk about funny ideas. Actually, they spend most of the time working.

RECENTLY VIEWED ITEMS



- 4 Look again at the T-shirts from the Snorgtees site. Do you think they are funny? Work with a partner. Think of at least two funny T-shirts of your own. Show them to the class.

LISTENING

- 5 1.65 Listen and tick (✓) the correct picture.

1 A



B



2 A



B



3 A



B



4 A



B



5 A



B



- 6 1.65 Listen again. Complete the sentences from the conversation. Use the words in the box.

anyway buy come doing finally
long more problem size well

- What are you here at the shopping centre?
- Now I come to the shops to things.
- Is there a with your computer?
- It's a story.
- Tell me !
-, I found a great jacket on the internet.
- After that, we waited and waited but it didn't
- Then, six days later, it arrived.
- But the jacket was the wrong
-, guess what I bought today.

- 1.66 Listen and check. Then repeat.

EP Get talking! → page 126

Anyway ...

Guess what ...

Tell me more.

- 7 Act out the story with your partner. Use the sentences from Exercise 6 and the pictures from Exercise 5 to help you.

WRITING

Prepare to write – A story

GET READY Read the story about the jacket on page 129. Find and underline these words in the story: *after that, after (two weeks), (six days) later, finally*

PLAN Imagine you tried to buy something online and there was a problem.

Read the questions and make notes.

- What did you want to buy? Describe it and say why you liked it.
- How did you buy it? Did you use a credit card? Whose card did you use?
- How long did it take to come?
- What happened when it arrived? What was wrong with it?
- What did you do?
- What was the end of the story?

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

I wanted to buy a , so I looked on the internet. I found one on this fantastic website and ...

IMPROVE 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.

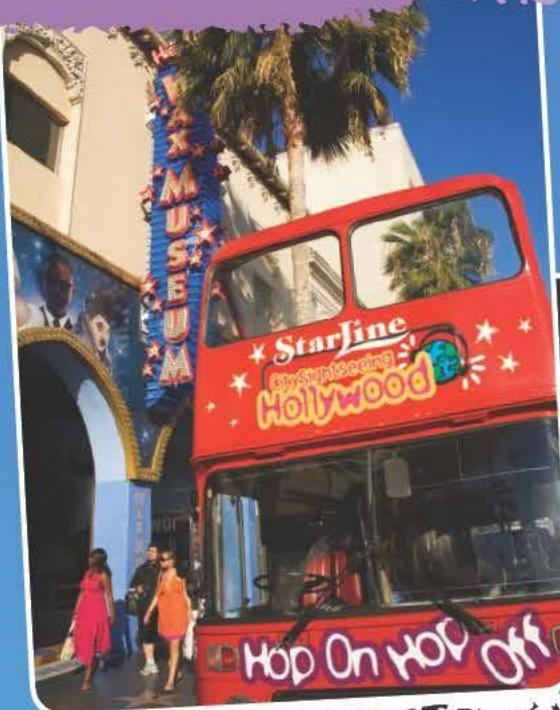
Culture

Hollywood

1 Look at the picture of the sign below.

- 1 Which country is this sign in?
- 2 What is 'Hollywood'?
- 3 What is Hollywood famous for?

2 2.02 Listen to a tour guide answering questions about Hollywood. In which month do the Oscars happen?



3 2.02 Listen to the conversation again. Number the questions in the order you hear them.

- When did the first film studio open?
Do the Academy Awards still happen in Hollywood?
What's the Walk of Fame?
Is the town of Hollywood older than the sign?
How old is the Hollywood sign?
When exactly was the Golden Age of Hollywood?

1

4 2.02 Work in groups of three. Listen again and then discuss your answers.

- Student A: Listen to the answers for questions 1 and 4 and make notes.
Student B: Listen to the answers for questions 2 and 5 and make notes.
Student C: Listen to the answers for questions 3 and 6 and make notes.

5 Read about the Oscar statuette.

- The official name for the Oscar is the Academy Award of Merit.
- Emil Jannings won the first Academy Award for Best Actor in 1929.
- The Academy of Motion Pictures, Arts and Sciences first used the name Oscar in 1939.
- The awards are not only for actors. They also include Best Picture, Best Director, Best Costume Design, Best Song, Best Make-up and many others.
- The statuette is standing on a reel of film.
- The statuette is holding a sword.
- Each Oscar has a different number.
- It takes about four weeks to make 50 Oscars for the Academy Awards ceremony.
- Each Oscar is gold-plated.
- An Oscar is 35 centimetres high.
- An Oscar weighs almost four kilos.

6 Find the 'reel of film' and the 'sword' in the picture. Discuss your answers to the questions. What do you think?

- 1 Why is the statuette standing on a reel of film?
- 2 Why does each Oscar have a different number?
- 3 Why is the Oscar holding a sword?
- 4 Why is the statuette called 'Oscar'?
- 5 How many Oscars does the Academy give each year?
- 6 Hold something that weighs four kilos in your hand.
Is an Oscar heavy or light?

You can find some answers on page 130.



Project Make a poster

Work with a partner.

EITHER

Find out the names of the five Hollywood Film Studios of the Golden Age.

Choose one of the film studios. Answer the questions about it.

- What are the names of some of this studio's famous actors from this time?
- Did these actors win any Oscars?
- What are the names of some of this studio's famous films from this time?
- What Oscars did the film studio win for some of its films?

OR

Choose a film. Answer the questions about it.

- What are the names of some of the actors in the film?
- Which studio made the film?
- Did the film win any Oscars? Which ones?

Make a poster about your film studio or film.

11 Eating out

Which restaurant is better?

READING AND VOCABULARY

Pizza Palace

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

Party menu

Pizzas

Margherita
Mushroom



Dessert

Ice cream – eat as much as you want!

Drinks

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 guests

We play all your favourite music videos while you eat!

Party menu

Main course

- Chicken legs
- Fresh vegetables or salad
- Burger
- Chips

Dessert

- Fruit salad and cream

Drinks

- Mineral water, lemonade

Price £13.00 per person

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

Order our chef's amazing birthday cake



1 Read the restaurant advertisements. Find these things in the pictures.

burgers chicken legs cola ice cream lemonade
mineral water mushroom pizza salad

▶ 2.03 Then listen and repeat.

2 Read the advertisements again. Are the sentences right (✓) or wrong (✗)?

- 1 The food at Easy Burgers looks healthier.
- 2 Pizza Palace is more expensive than Easy Burgers.
- 3 You can't get a birthday cake at either restaurant.
- 4 The menu at Easy Burgers is longer than the one at Pizza Palace.
- 5 You can watch something while you eat at Easy Burgers.
- 6 Easy Burgers and Pizza Palace are both popular.

GRAMMAR *as ... as*

- 3** Read what Nicky thinks and complete the sentences with *the same or different*.

- 1 We use *as ... as* to say that two things are
 - 2 We use *not as ... as* to say that two things are
- Grammar reference page 153

Pizza Palace is as popular as Easy Burgers.

Comparative adjectives

- 4** Write the comparatives of the adjectives and put them into the right column.

beautiful busy cold dirty exciting fat funny
hot large late long new popular tall thin

The birthday cake at Pizza Palace isn't as good as the one at Easy Burgers.

Pizza Palace isn't as expensive as Easy Burgers.

short adjectives			long adjectives
<i>add -er</i>	<i>add -r</i>	<i>change to -ier</i>	<i>double the last letter and add -er</i>
short – shorter	nice – nicer	healthy – healthier	<i>use 'more'</i> big – bigger expensive – more expensive

→ Grammar reference page 153

- 5** Compare these pairs of things. Write two sentences for each pair using the adjectives given.

- | | |
|---|--------------------|
| 0 oranges ... lemons | healthy / sweet |
| <i>Lemons are as healthy as oranges. Oranges are sweeter than lemons.</i> | |
| 1 trains ... buses | comfortable / slow |
| 2 maths ... English | easy / interesting |
| 3 cats ... dogs | friendly / noisy |
| 4 your country ... the UK | hot / big |
| 5 Ronaldo ... Messi | young / famous |

Corpus challenge

Can you correct this sentence?

The tickets for adults cost £25 but the tickets for students are more cheaper.

LISTENING

- 6** 2.04 Listen to Nicky. Which restaurant is she booking for her party?

- 7** Practise saying these prices, dates, times and numbers. Write some more to test your partner.

£11.50 £13.00 April 8th June 12th
7.30 6.00 89 76

Get talking! → page 126

Actually ...
Sure, no problem.
Of course.
Oh no, that's too ...

WRITING AND SPEAKING

- 9** Write an advertisement for a party at a restaurant. Think of:

- size of party room • drinks
- food • price

Give your advertisement to your teacher.

- 8** 2.04 Listen again and complete Nicky's notes.

Notes about my party!	
Date of party	(1)
Number of people	(2)
Price per person	(3) £
Time of party	(4)
Which number bus to get	(5)

- 10** Now work in pairs. Your teacher will give you two different advertisements. Compare the restaurants with your partner.

- Choose one of the restaurants for your party.
- Whose restaurant did you choose?
- Did anyone choose your restaurant?

STREET FOOD *around the world*

In lots of countries around the world, street food is very popular. In Colombia, a favourite is *arepas*, a lovely kind of bread cake, often made with cheese. In India, you can get wonderful rice dishes with vegetables. These are often served with *puri*, made with flour and water or yogurt. On the streets of Thailand, you can buy fish soup, grilled chicken and lots of different kinds of noodles.

For dessert, you can have fried bananas, fresh fruit pancakes or Thai sweets. In Germany, sausages are popular and in France, they serve lovely pancakes called *crepes*.

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 a lot more fun to eat. People often buy and eat food outside at places like music festivals and also at sports events like football matches. At the seaside in many countries, people eat chips, ice cream and seafood.



READING AND VOCABULARY

1 Read the article about street food. What food is shown in each picture? Find the words in paragraph 1 of the article.

2 Answer the questions in groups.

- 1 Would you like to eat any of the street food in the pictures?
- 2 What kind of street food do you have in your country?
- 3 Which is your favourite? How often do you eat it?

PRONUNCIATION /ʌ/ and /ɒ/

3 2.06 Listen to the words and repeat them. Then put them in the right column.

<u>e</u> offee	<u>e</u> up	<u>h</u> orrible	<u>l</u> ovely	<u>m</u> uch
<u>m</u> ushroom	<u>o</u> melette	<u>o</u> ne	<u>o</u> nion	
<u>s</u> ausage	want	what		

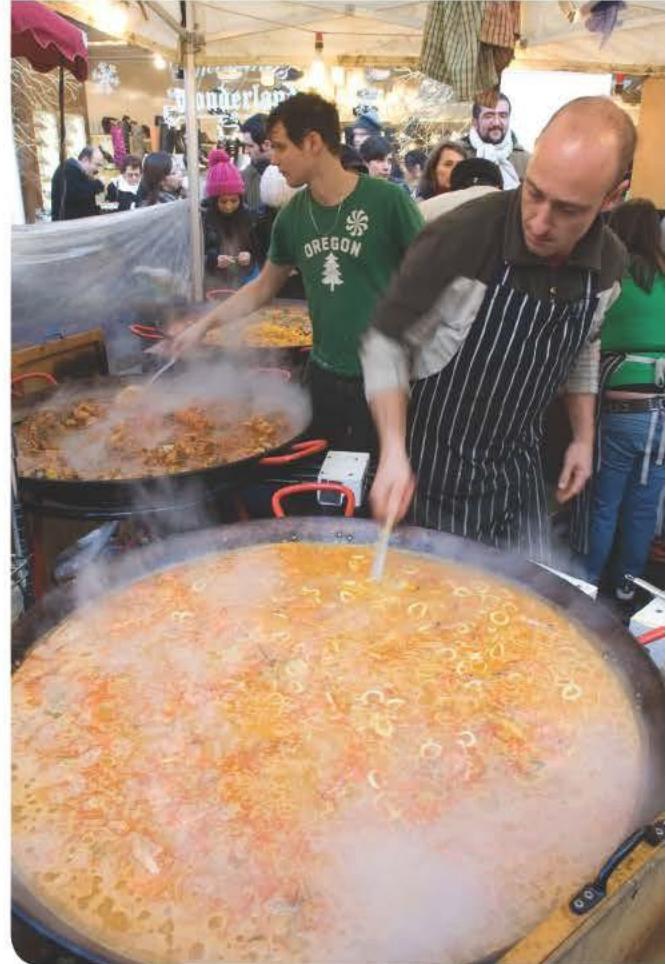
/ʌ/	/ɒ/
cup	coffee

2.07 Listen and check your answers.

LISTENING

- 4 2.08 You'll hear a girl at a street food festival.
What does the girl order?
- 5 Complete the conversation from the recording.
- Girl: Excuse me, what are you selling?
 Seller: It's called paella. It's from (1)
 It's made with seafood, (2) ,
 vegetables and (3)
 Girl: Oh. What's it like?
 Seller: It's (4) ! Would you like to try some?
 Girl: Yes, please. How (5) is it?
 Seller: It's \$4.50 for a small plate or (6) \$
 for a large plate.
 Girl: I'll have a small plate, please.
 Seller: That's (7) \$, please.
 Girl: Here you (8)
 Seller: Thanks. I hope you (9) it!

2.08 Listen again and check. Then practise the conversation with a partner.



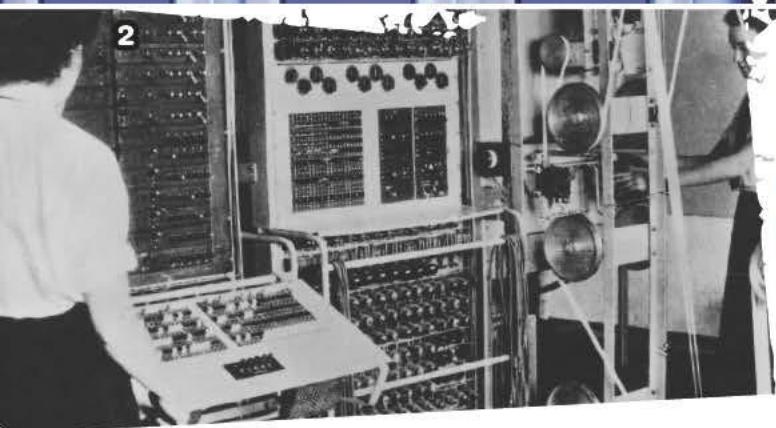
SPEAKING

- 6 Imagine you are at the street-food festival. Ask about and order the food in the pictures.

<p> Empanadas 75 cents each Made with meat, onions, chilli and tomatoes</p>	<p> Yaki soba Fried noodles with cabbage, carrot, meat and onions small bowl \$4.50 large bowl \$7.00</p>
<p> Shish kebab Grilled chicken or lamb \$1.50 each</p>	<p> Tacos Tortilla with meat \$5.00</p>

12 The latest technology

Supercomputers



READING AND VOCABULARY

1 Look at the pictures and read the magazine article. Match each paragraph to a picture.

2 Find a word in the article for each definition.

1 This describes cameras, computers and clocks that record information as 0s or 1s.

d _____

2 This has moving parts and helps humans to do work.

m _____

3 This is how much information a computer can hold.

m _____

4 This is a dangerous computer program.

v _____

5 You can see these in the sky at night.

s _____

6 This means to copy information onto your computer.

d _____

3 Read the article again. Then cover it and just look at the pictures. Work with a partner. Can you remember what the article said about each thing? Make notes. Compare your notes with the article.

Computers and the modern world

The first 'computers' were simple counting machines such as the abacus. Digital computers only arrived in the 1940s. These were much faster than the earlier counting machines but they needed a lot of space. One of the most famous was called Colossus and it was the size of a large living room.

Today, the smallest mobile phones have more memory than the biggest of those early computers. In fact, every year, computers get smaller, faster and cheaper. But there are still some very large computers in the world. These are called supercomputers. One of the biggest and fastest is the Hopper computer. It has a picture of the American computer scientist Grace Hopper on it. Scientists use it to study the weather and the physics of the stars.

Different supercomputers are good at different things. Watson is the best at answering quiz questions. It's very difficult for computers to do this well, because they need to understand human language. Watson is still worse than humans at doing this but it's better than any other computer.

Modern computers are wonderful but they are not perfect. One of the worst problems is computer viruses. You can lose a lot of information if one of these gets into your machine. The most important thing to remember is to be very careful about what you download onto your computer.

GRAMMAR Superlative adjectives

- 4 Look at the examples of superlatives. Read the article again and find all the superlatives.

the smallest mobile phone you can buy
the most important thing to remember

- 5 Complete the tables.

Regular

Adjective	Comparative	Superlative
big	bigger	<i>the biggest</i>
famous	more famous	<i>the most famous</i>
early		
thin		
heavy		
beautiful		
young		
popular		

Irregular

Adjective	Comparative	Superlative
good		
bad		

→ Grammar reference page 154

Corpus challenge

Can you correct this sentence?

I like it so much because it is the famous game in the world.

PRONUNCIATION Stress in superlatives

- 6 2.09 Listen and repeat the words. Put them into the right column of the table.

the biggest	the cleverest
the quickest	the most exciting
the most expensive	the friendliest
the nicest	the worst

o0 ooo oo0o ooo0o

the biggest		
----------------	--	--

- 2.10 Listen and check.

SPEAKING

- 7 Look at the three mobile phones. Compare them with a partner. Use some of these adjectives:

cheap/expensive big/small
thick/thin heavy/light good/bad
easy/difficult to use

The battery on the Storm is better than the battery on the Bluebird.

The battery on the Bluebird is the worst.

The battery on the Cloud 7 is the best.

		
Storm	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
Camera ★★★★☆	★★★★★	★★★★★
Battery ★★★☆☆	★★★★★	★★★★★
Easy to use? ★★★★★	★★★★★	★★★★★

About you

- 8 Write true sentences with superlatives.

Use the ideas below or your own ideas.

The most famous person in my country is the Queen.

Compare your answers with a partner.

boring	noisy
easy	old
famous	popular
good	

school subject
person in my family
person in my country
computer game I play
show on TV
place in my country
thing I have

Me and my computer

VOCABULARY

1 Label the picture with the words in the box.

keyboard laptop mouse tablet printer screen speaker

► 2.11 Listen and check. Then repeat the words.



2 Complete each phrase with one or more of the words.

clothes films friends
games homework
the internet music or pictures
videos websites

People go online to ...

- use
- chat to
- download
- watch
- play
- do
- visit
- buy

3 Write six sentences about how often you do the things in Exercise 2. Use these words.

sometimes often never
once a week/month
every day/afternoon/evening

I play games online once a week.

SPEAKING

4 Read the survey. Choose three or four questions. Walk around the class asking your questions.

Computer survey

How many hours a day do you spend online?

What's your favourite website?

Do you play computer games? If yes, which ones?

How often do you chat to your friends online?

How often do you shop online? What do you buy?

5 Write some sentences about what you found out.

*The most popular computer game in our class is ...
Zara doesn't play as many computer games as Deniz.*

READING

- 6 Read the facts about computers. Write S if the information surprises you and W if it worries you. Then compare your answers with a partner.

Did you know ... ?

The size of the smallest computer in the world is just 1 mm x 1 mm.

The world's first mouse was made in 1964, out of wood.

There are around 6,000 new computer viruses every month.

Children are not as strong as they were in the past because they spend more time in front of computers.

The most popular computer game in the history of computers is Tetris.

Email is older than the World Wide Web.

South Korea has the fastest internet in the world.

People usually blink 20 times a minute but when they are looking at a computer screen, they only blink seven times a minute. (blink = open and close your eyes)

LISTENING

- 7 You're going to listen to Andy telling his friend about his new computer. First read the example in blue in Exercise 8 and questions 1–5 and options A, B and C in Exercise 9. Then tick (✓) the things you think Andy will talk about.

when he got the computer
what colour it is
where he got it
the price
its size
his favourite part of the computer
what his computer hasn't got
where he keeps his computer
how he uses the computer

- 8 2.12 Listen to and read the first part of the conversation and look at the example question. Which is the right answer: A, B or C? Why are the other two wrong?

Ella: *Nice new laptop, Andy! When did you get it?*

Andy: *Thanks, Ella! I got it 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

9 2.13 Now listen and answer questions 1–5.

- 1 Andy's dad bought the computer from
A a website. B a shop. C a friend.
- 2 How much did it cost?
A £199 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

Compare your answers with a partner. Then listen again and check your answers.

WRITING

Prepare to write – An email

GET READY Read the email. Why did Morgan write it?

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 Begin your email with *Hi Morgan* or *Dear Morgan*, and end it with *See you soon* or *Best wishes* and your name. Write 25–35 words.

IMPROVE Read your email and your partner's. Check that all three questions have an answer. Correct and improve your emails.

Maths

Circles

1 Use a piece of string and a ruler to measure this circle.

The **circumference** of the circle is 15.7 cm.

The **diameter** of the circle is 5 cm.

The **radius** of the circle is 2.5 cm.

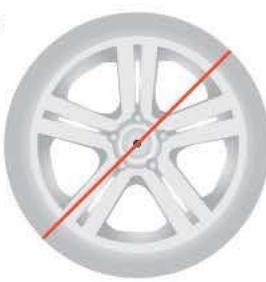
Then write the correct word under each diagram a–d.

centre circumference diameter radius

a



b



c



d



Pi

If you take a circle of any size and divide the circumference by the diameter, you get a number called pi (pronounced /paɪ/, symbol π), which is about 3.14. Usually, that is the number we use for pi. However, it is actually much longer than that: 3.1415926539 ... In fact, it goes on forever.

Pi is a letter from the Greek alphabet. We use it because there is no way to write the real number. We can use pi to calculate things about a circle.

For example:

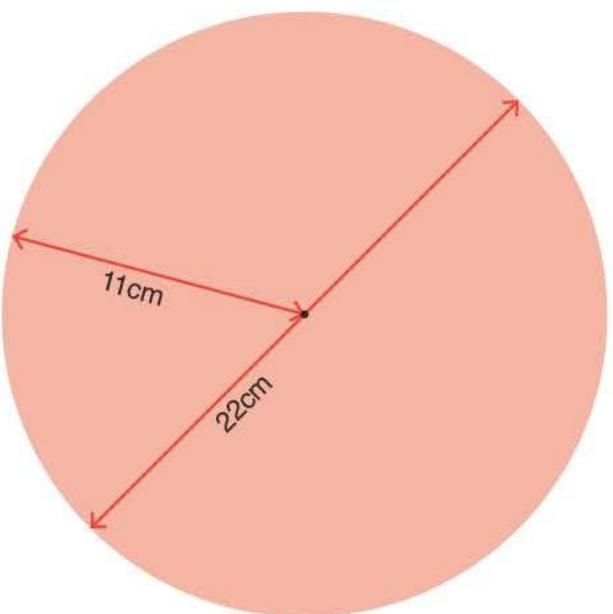
- the circumference of a circle equals pi times the diameter.
- the area of a circle equals pi times the radius squared.

2 Read the information about pi and answer the questions.

- 1 How do you get pi?
- 2 What number can you use for pi?
- 3 Which alphabet does pi come from?
- 4 Why do we use a letter for this number?
- 5 How do you say this in words? $c = \pi d$
- 6 How do you say this in words? $a = \pi r^2$

3 Look at the example. Then answer the questions.
You can use a calculator.

$c = \pi d$	$a = \pi r^2$
$c = 3.14 \times d$	$a = \pi \times 11^2$
$c = 3.14 \times 22$	$a = \pi \times 121$
$c = 69.08 \text{ cm}$	$a = 3.14 \times 121$
	$a = 379.94 \text{ cm}^2$



- 1 A circle has a diameter of 10 cm. What is its circumference?
- 2 A circle has a radius of 8 cm. What is its diameter?
- 3 A circle has a diameter of 26 cm. What is its radius?
- 4 A circle has a radius of 10 cm. What is its area?
- 5 A circle has a diameter of 18 cm. What is its area?

4 With a partner, write five similar questions and give them to another pair to do.

5 Now answer these questions.

- 1 A bicycle wheel has a radius of 31.85 cm. How far will the bicycle go if the wheel turns once?
- 2 Which circle has the bigger radius?
Circle A: diameter 15.5 cm
Circle B: circumference 40 cm
- 3 A farmer wants to make a pool for his ducks with circumference of 45 m. What is the area of the pool?
- 4 The radius of the Earth is 6,371 km. What is its circumference?



Project Calculate pi

For this activity, you will need:

- a circular object, e.g. a lid, DVD, coin, plate
- a piece of string
- a ruler
- a calculator

- 1 Measure the diameter of the object with the ruler.
- 2 Measure the circumference of the object using the piece of string.
- 3 Divide the circumference by the diameter.
- 4 Make a table on the board showing each pair's results.

Whose number is the closest to pi? How big was their object? What does this tell you about measuring pi?



Review 3

Units 9-12

VOCABULARY

1 Complete the sentences with the words in the box.

digital download half price keyboard
pocket sign size tablets wallet

- 0 I really like that new digital camera.
- 1 This computer was £500 last week. Now it's £250. That's
- 2 Look. There's a over there on the wall. It says 'Restaurant this way'.
- 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 These shoes are the wrong They're much too big.
- 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 They don't have books.

2 Put the words into the right group.

eap eela jacket jewellery jumper
lemonade mineral water mushroom
omelette onion sausage shorts
socks swimming costume

Things you can eat and drink	Things you can wear
cola	cap

3 Write the words.



GRAMMAR

4 Choose the right word 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.

5 Correct the mistakes in these sentences.

- 5 You can wear yours sports clothes.
- 6 I bought a new jeans and a shirt.
- 7 I bought them because they were very cheaper: they cost only £5 each!
- 8 It was the great holiday ever.

6 Complete the sentences with *a bit of* or *a few*.

- 0 Would you like *a bit of* chocolate?
- 1 Can I have paper, please?
- 2 We saw people on the train today.
- 3 There are advertisements in the newspaper.
- 4 I'm hungry! Can I have cake?
- 5 companies have only online shopping.
- 6 I'd like cheese in my sandwich, please.
- 7 She had make-up on her T-shirt.
- 8 He was sick in bed for days.

6 Complete the sentences with the comparative or superlative form of the adjective 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 phones are the old ones. (clever)

READING

7 Read the text and answer the question.

Tim has got three sisters – Beth, Mary and Alice. Beth is three years younger than Tim and seven years younger than Mary. Alice is the youngest. She's six years old. She's one year younger than Beth.

How old are Tim, Beth and Mary?

LISTENING

8 2.14 Listen and choose the right answer.

0 How many people were at the party?

- A **5** B **15** C **50**

1 What does the man want to buy?

- A  B  C 

2 Where does the woman come from?

- A **England** B **Scotland** C **Wales**

3 What time is the next train?

- A  B  C 

4 What is in the sale this week?

- A  B  C 

5 How much is the menu per person?

- A **£8** B **£11** C **£14**

SPEAKING

9 Put the words in the right order to make questions.

1 favourite / what / are / clothes / your / ?

2 like / you / shopping / going / do / ?

3 can / cook / you / what / ?

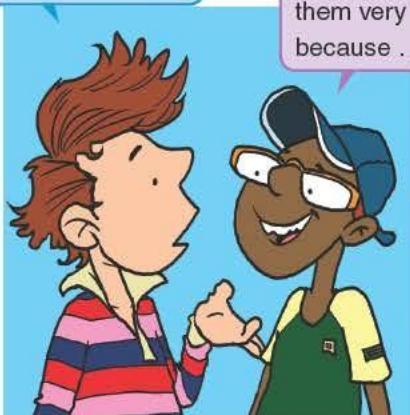
4 like / newest / you / do / the / smartphones / ?

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

10 Now 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

What's the matter?

VOCABULARY

1 Match each sentence to a picture.

- 1 I've got a cold.
- 2 I hurt my leg.
- 3 I've got a broken arm. **a**
- 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.



► 2.15 Listen and check. Then repeat.



LISTENING

2 ► 2.16 You'll hear three conversations. Choose the right health problem for each person.

	Health problem	
	A	B
1		
2		
3		

3 ► 2.16 Listen again. Match the advice with the health problems. Write 1, 2 or 3.

- don't do any sports
- eat fruit and vegetables
- don't go to bed late
- go to hospital
- don't walk
- rest
- go to bed now
- drink a lot

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/> 1
<input type="checkbox"/>

About you

- 4 Talk to your partner. Tell your partner about your last health problem.
- describe the problem
I had a headache and a stomach ache.
 - say when it happened
It started on Friday.
 - explain what you did
I took some medicine and went to bed.

GRAMMAR *should/shouldn't*

- 5 Look at these examples from the recording. Then choose the right word to complete sentences 1–3.

You *should* go to bed.

You *shouldn't* walk on that leg.

- 1 We use *should* when we think something is a *good / bad* idea.
- 2 We use *shouldn't* when we think something is a *good / bad* idea.
- 3 The verb after *should* is *always / never* the infinitive without 'to.'

→ Grammar reference page 155

- 6 Look at these examples from the recording. Match the questions to the answers. Notice how we make questions with *should*.

I should → Should I

- 1 *Should I stop doing sports?* a No, you *shouldn't*.
- 2 *Should I take some medicine?* b Every evening before bed.
- 3 *When should I drink it?* c Yes, you *should*.

► 2.17 Listen and check. Then repeat.

- 7 Read the problems (1–8) and choose the best 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.

Corpus challenge

Can you correct this sentence?

I think you *should* to bring a scarf.

SPEAKING

- 8 Read the example conversation on the right. 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.

Asking about health problems

What's the matter?

What's wrong?

Are you OK?

PRONUNCIATION Silent consonants

- 9 Some words in English have silent consonants. Find one silent consonant in each word.

should answer would wrong half
Wednesday listen talk walk knife

► 2.18 Listen and check. Then repeat.



You should enter the race!



LISTENING AND VOCABULARY

- 1 Look at the pictures and the words. Can you guess what is happening in the story?

advice eat well enter a race finish a race five kilometres get fit

- 2 2.19 Listen at the pictures and listen. Are the sentences right (✓) or wrong (✗)?

- 1 Jack sees a notice about a five-kilometre race.
- 2 Ravi and Molly can do the race with Jack.
- 3 Jack wants to do the race with Ravi and Molly.
- 4 Jack is worried about the price of sports clothes and trainers.
- 5 Jack is happy to get up early.
- 6 Jack can go cycling as well as running.
- 7 Jack is pleased to see Molly and Ravi at the race.

- 3 2.19 Listen again. Write R (Ravi) and/or M (Molly) in the second column of the table.

Advice for Jack	Who gave him this advice?	What do you think? Good or bad advice? Say why!
1 You should buy special running clothes.		
2 You should get some good trainers.		
3 You should go running every day.		
4 You should go to bed early every night.		
5 You shouldn't watch TV or play on the computer.		
6 You should eat well and drink lots of water.		
7 You shouldn't have any chocolate or cake.		
8 As well as running, you should go swimming or cycling.		
9 You should do exercises to make your legs stronger.		

- 4 Work with a partner. Complete the third column of the table. Put a G for good advice and a B for bad advice.

READING

5 Read the magazine article. Match the headings to the paragraphs.

- A Getting started
- B Enter a race!
- C Running is good for you
- D Make each day different

Yes, you can run 5 km in six weeks!

1

Every day in newspapers and magazines there are articles telling us we should exercise more. And scientists now say that running is one of the best ways to keep fit. It can make you feel better and look better. Some say it can even make you live longer.

2

All you need for running are some comfortable clothes and a pair of trainers. You don't need to buy special clothes but you should get a good pair of trainers. And remember – you should always buy trainers for running one size larger than your usual shoes.

3

Some people find running boring, so go cycling or swimming instead sometimes. Also, you shouldn't exercise every day. It's very important to rest two or three times a week. You should eat well and drink lots of water but you can still have nice things like chocolate sometimes. Do some leg and stomach exercises every week as well, because this makes you stronger and helps you run better.

4

If you're a beginner, there are lots of ways to make exercise fun. You can join a club or you can exercise with a friend. Another idea is to enter a race. This can give you a reason to train and keep you interested in running.



6 Find the advice in the article. Compare it with Molly and Ravi's advice. Is it the same?

WRITING

7 Look at these questions on an internet chat page. The people are all asking for advice.

- My family and I are going on a cycling holiday soon but I'm not very fit. Can you give me some advice? [comment](#)
- I'm starting at a new school soon and I don't know anyone. How can I make friends? [comment](#)
- I want to improve my English. It's really bad! What should I do? [comment](#)

EP Get talking! → page 127

That's a shame.
Oh dear.
Never mind.

Work with a partner. Choose a problem. Together, think of three pieces of advice for the person.

8 Give a short answer to the problem. Write about 25 words.

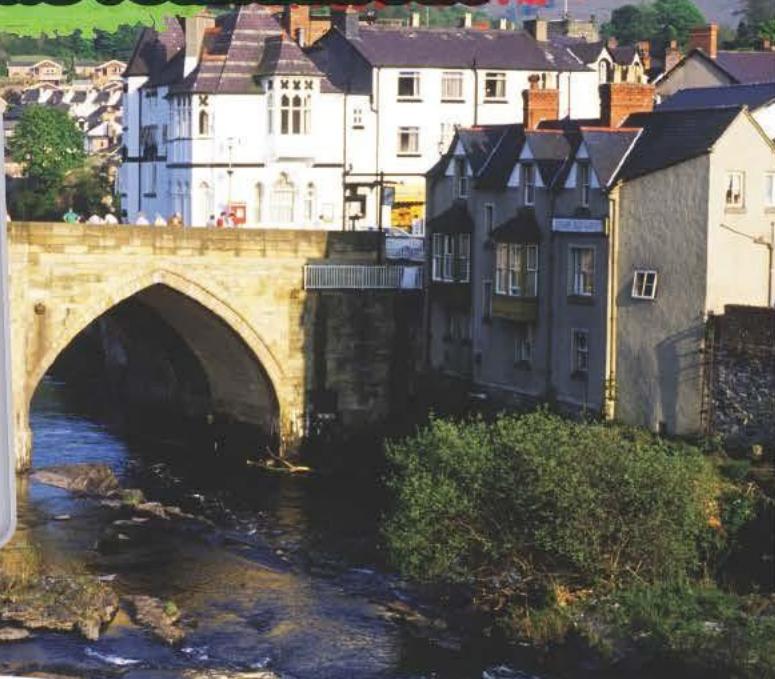
It's important to ... You should/shouldn't ... Another idea is to ...

9 Compare your paragraph with other students' paragraphs. Who gave the best advice?

14 In the town

Turn right at the roundabout

This is my town. It's small but very pretty. A river goes **through** the town centre and there are three 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. The restaurant is **near** the train station, and **beside** the train station there's a post office. There's also a supermarket on that street. **In front of** the supermarket, there's a car park. We have a hospital too but that's **outside** the town.



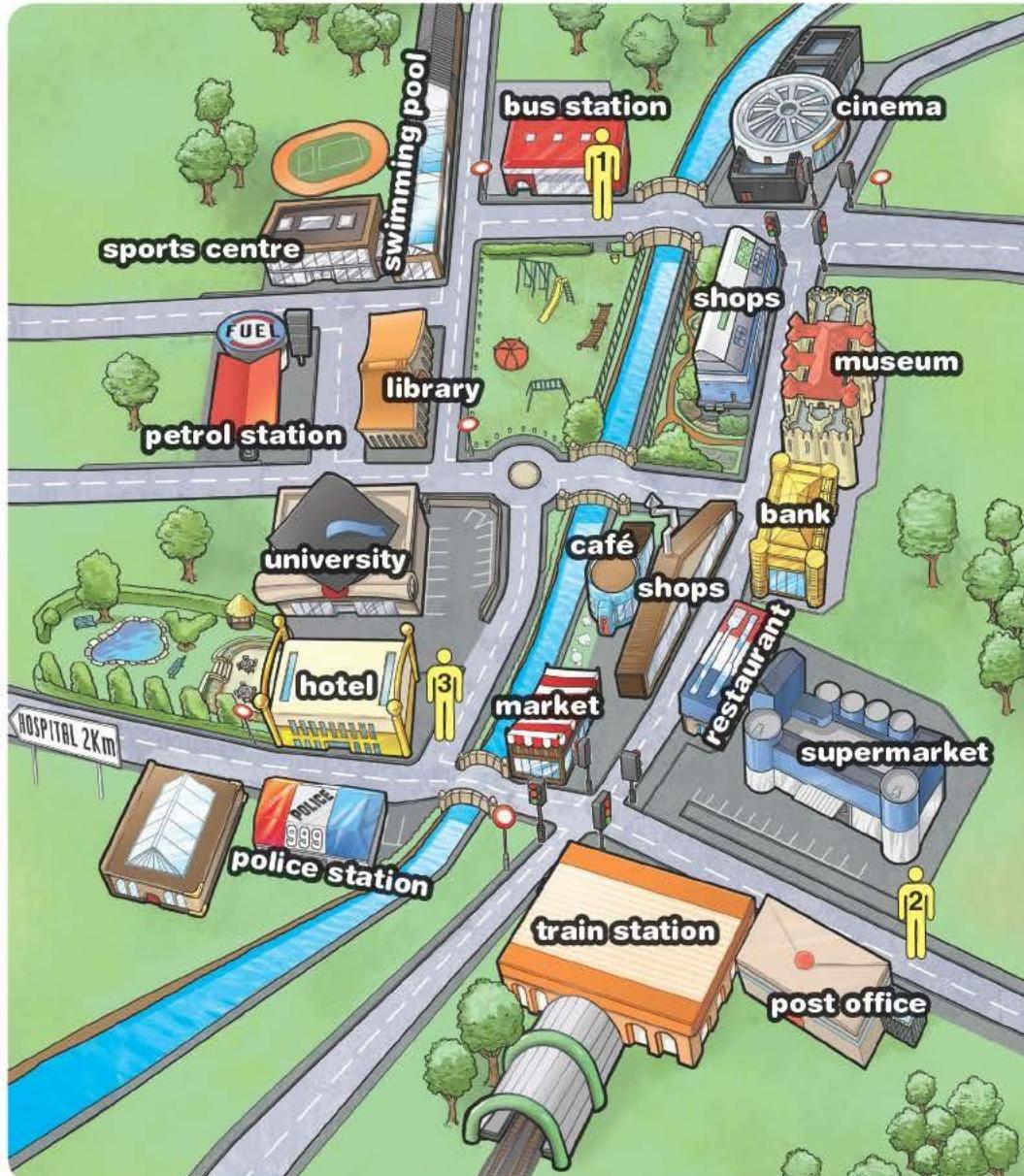
VOCABULARY

- 1 Read the description of the town and look at the map. Find these things on the map.

a bridge buildings
a park a river
a roundabout streets
traffic lights

- 2 Find a place where you can:

- 0 see a film **cinema**
- 1 send a letter
- 2 stay the night
- 3 buy food
- 4 borrow a book
- 5 study
- 6 eat a meal
- 7 get some money
- 8 buy petrol
- 9 find a police officer
- 10 get better
- 11 go swimming
- 12 catch a bus



GRAMMAR Prepositions

3 Read the description of the town and look at the map.

Complete each sentence with a different preposition from the text.

- 1 The river goes the town.
- 2 Hotel guests need to go the river to go to the market.
- 3 The hospital is the town.
- 4 There's a bus stop the sports centre.
- 5 There's a car park the supermarket.
- 6 The bank is the museum.
- 7 The hotel is the university.
- 8 There are some shops the museum.

→ Grammar reference page 156

LISTENING

4 2.21 Find the people on the map.  Each person wants to go somewhere.

Listen to the conversations. Where does each person want to go?

Person 1

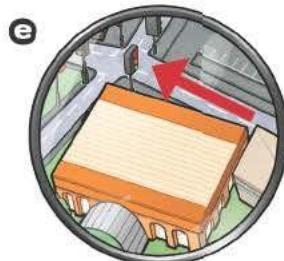
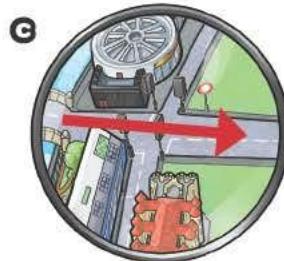
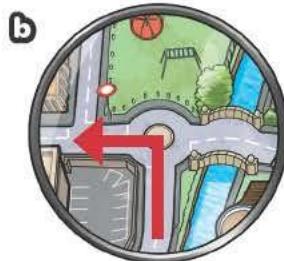
Person 2

Person 3

SPEAKING Give directions

5 Look at the directions. Match each sentence to a picture.

- 1 Go past the train station.
- 2 Turn right at the traffic lights.
- 3 Go straight on.
- 4 The bank is on your right.
- 5 Drive along this road.
- 6 Turn left at the roundabout.



2.22 Listen and check. Then repeat.

6 Make some conversations with your partner. Decide where you are on the map and where you want to go.

Begin like this:

Excuse me. Is there a supermarket near here?

Which way is the museum?

Corpus challenge

Can you correct this sentence?

Choose the right preposition.

To get to my house, go **through** Beat Street, turn right and it's the first house on the left.

A opposite

B along

C beside

7 Write some directions to places from your school. Give the directions to your teacher.

8 Listen to the directions. Can you say where you are?

Go out of the school and turn left. Take the first road on the right. Walk past Café Brava. Where are you?

A trip to Edinburgh

READING

- 1 Look at the map and read the article about Edinburgh. Match places a–e on the map with these names.

Edinburgh Castle
Palace of Holyroodhouse
Scottish Parliament
St Giles' Cathedral
Tourist Information Office



- ▶ 2.23 Listen and check.
Then repeat the names.

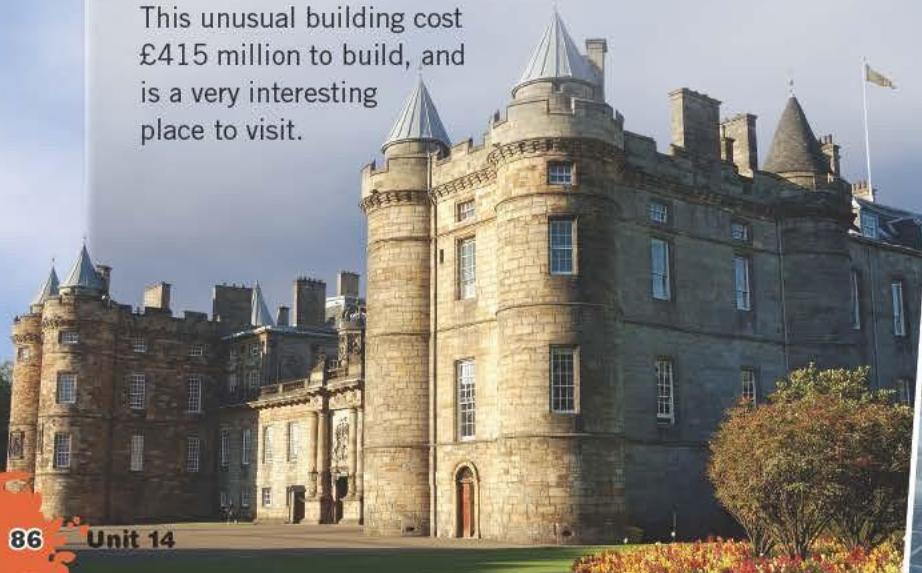
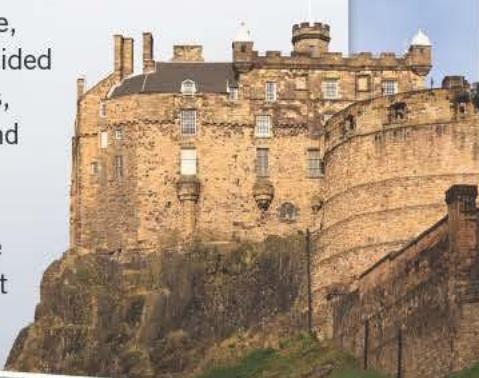
Visit Edinburgh!

Edinburgh isn't the biggest city in Scotland but it's very beautiful and has an amazing history. The best place to start your visit is Edinburgh Castle. This sits up on top of an old volcano and from here you can see the whole city below you. It gets very busy in the summer, so go as early as you can.

After visiting the castle, walk down the Royal Mile, through Edinburgh's 12th-century Old Town. Don't miss the Camera Obscura museum and St Giles' Cathedral. 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 lovely rooms and gardens. Next to the Palace is the Scottish Parliament. This unusual building cost £415 million to build, and is a very interesting place to visit.

You should also go to Edinburgh's New Town to see the beautiful streets and enjoy its shops and cafés. The area isn't very new actually – it's over 200 years old! If you like shopping, you should go to Princes Street. This is where you can find Edinburgh's best shops.

If you haven't got much time, there are lots of different guided tours you can do – bus tours, walking tours, cycle tours and even ghost tours of the Old Town at night. You can get tickets for all of these at the Tourist Information Centre at no. 3 Princes Street.



2 Read the article again. Are sentences 1–7 right (A) or wrong (B)? If there isn't enough information to answer right or wrong, choose C (doesn't say).

- | | | | |
|--|---|---|---|
| 0 Edinburgh is the largest city in Scotland. | A | B | C |
| 00 Edinburgh Castle is the oldest building in Edinburgh. | A | B | C |
| 1 Lots of people visit the castle in the summer. | A | B | C |
| 2 The castle opens at 8 am. | A | B | C |
| 3 It takes an hour to walk from Edinburgh Castle to Holyroodhouse. | A | B | C |
| 4 The Queen sometimes stays at Holyroodhouse. | A | B | C |
| 5 The Scottish Parliament building is closed to visitors. | A | B | C |
| 6 The shops in Edinburgh's New Town are expensive. | A | B | C |
| 7 All of Edinburgh's guided tours are on foot. | A | B | C |

LISTENING

3 2.24 Listen to Rob talking to a friend about a visit to Edinburgh. Which place did Rob visit at each time?

Times
0 Friday evening
1 Saturday morning
2 Saturday afternoon
3 Sunday morning
4 Sunday afternoon

Places
A Cathedral
B Edinburgh Castle
C Holyroodhouse Palace
D Museum
E New Town
F Old Town
G Scottish Parliament

About you

- 4** Answer these questions for you. Then compare with a partner.
- Would you like to go to Edinburgh?
 - What would you like to do there?
 - Do you enjoy visiting cities?
 - What kind of museums do you like best?

VOCABULARY

In English, it's possible to make new words by putting two words together: *bus + stop = bus stop*. Do you do this in your language too?

5 Match the words on the left to the words on the right to make new words.

cycle
police
walking
town
bus
post
petrol
train
sports

tour
station
office
centre

2.25 Listen and check.

PRONUNCIATION Two-word nouns

6 2.25 Listen again to the words in Exercise 5 and underline the stressed word.

cycle tour

In two-word nouns, which word does the stress usually fall on? Which one is different here? Listen again and repeat the words.

WRITING

Prepare to write – A city guide

GET READY Look at the article about Edinburgh again and find all the examples of *this* and *these*.

Complete the sentences about places in London with *this* or *these*.

- 1 Buckingham Palace is one of the Queen's homes. building has 775 rooms.
- 2 Oxford Street has many shops. are open until 7 pm most evenings.
- 3 There are lots of museums in London. Some of are free.
- 4 Hyde Park is in central London. is a great place for a picnic.

PLAN Make a list of interesting and famous places in your capital city. Choose three and make notes about them. Think about:

- where they are
- what you can do there
- why they are interesting

WRITE Write 50–60 words about your capital city. Use *this/these* in your paragraph.

CHECK Compare your paragraph with your partner's. Did you write about the same places? Correct any mistakes with *this/these*. Rewrite your paragraph.

Culture

Famous British people

1 Work with a partner. Look at the pictures of some people who are important to British culture. What do you know about them?

- Name?
- Date of birth? / Which century did he/she live in?
- Why is he/she important?

William Shakespeare

William Shakespeare was born on April 23rd 1564 and is one of the greatest writers in the history of the world. He wrote 37 plays and over 150 poems. He was very creative – when he did not have the right word, he invented a new one. We still use many of these words today.

John Lennon and Paul McCartney

John Lennon and Paul McCartney were born in Liverpool in the early 1940s. They started a band called The Beatles. During the 1960s, The Beatles were the most famous band in the world. Their music was new and exciting, and songs like *Hey Jude*, *Nowhere Man* and *Love Me Do* changed pop music forever.

Sir Isaac Newton

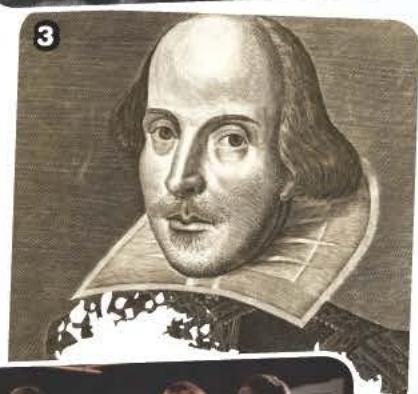
Isaac Newton was born on December 25th 1643. As a young man, he studied at Cambridge University. In 1687, he wrote one of the most important books in the history of science. It explained how gravity works, and how objects move. He also studied light and invented a new kind of telescope.

Richard Branson

Richard Branson was born in London in 1950. He did not do well at school. When he left, he started a magazine called *Student* and then he moved into the music business. Now he owns an airline, a train company and a mobile phone company. Richard Branson loves adventure and he tried four times to be the first person to fly round the world in a hot-air balloon. Now his company Virgin Galactic is planning to take people into space.

Queen Elizabeth I

Queen Elizabeth I was born in 1533. She was queen from 1558 to 1603 and never married. This was an exciting part of English history. There were new ideas about art and literature, more business, and more travel to new lands. It was the time when England first became an important country in the world.



5



2 Read the text once and check your answers to Exercise 1.

3 Read the text again and answer the questions.

- 1 How many plays did Shakespeare write?
- 2 How did Shakespeare change the English language?
- 3 Where were Lennon and McCartney born?
- 4 When did The Beatles become very famous?
- 5 Where did Isaac Newton go to university?
- 6 What did Newton's book explain?
- 7 What businesses does Richard Branson own now?
- 8 What does Branson like doing in his free time?
- 9 When did Queen Elizabeth I die?
- 10 What changes happened when Elizabeth I was queen?

4 Read these quotations by the people on the opposite page.

- 1 **Life is what happens when you are busy making other plans.**
- 2 **We build too many walls and not enough bridges.**
- 3 **Better three hours too soon than a minute too late.**
- 4 **You don't learn to walk by following rules. You learn by doing it and falling over.**
- 5 **I have the heart of a man, not a woman. And I am not afraid of anything.**
- 6 **Love is all you need.**
- 7 **A fool¹ thinks himself wise² but a wise man knows he is a fool.**
- 8 **If I have seen further than others, it is by standing on the shoulders of giants³.**

¹fool – stupid person

²wise – clever/intelligent

³giant – very tall person

6 Put the sentences in order to make a mini biography of the scientist Stephen Hawking.



- While he was there, he became ill with motor neurone disease.
- He is often on TV, and was once in the TV show *The Simpsons*.
- He soon became an expert on black holes, gravity and the universe.
- Stephen Hawking was born in 1942 and studied physics at Cambridge University.
- This did not stop him from studying and working.
- He is very good at writing books which explain these subjects to ordinary people.

Project Write a biography

Find out about a person who is very important in your country.

- When were they born?
- Where are they from?
- Why are they famous?
- What did they do?

Write a mini biography about the person. Add a photograph and one or two quotes. Present your work to the class.

5 Discuss the quotations in groups. What do they mean? Which are your favourites? Can you guess who said each one?

15 Weather and places

It was snowing yesterday at 5 pm

VOCABULARY

1 What's the weather like?

Match the sentences to the pictures.

- | | |
|---------------|---------------------------|
| 1 It's wet. | 5 There's a thunderstorm. |
| 2 It's sunny. | 6 It's very windy. |
| 3 It's foggy. | 7 It's cloudy. |
| 4 It's dry. | 8 It's snowy. |

► 2.26 Listen and check. Then repeat.

2 Ask and answer with a partner.

What's the weather like in picture e?

It's snowy.

3 Complete the table.

Noun	Adjective
cloud	cloudy
snow	
fog	
wind	
sun	
rain	

4 Choose the right word.

- 1 Look! It's very *snow / snowy* outside!
- 2 It's often *fog / foggy* in the autumn.
- 3 When it's very *wind / windy*, I like to fly my kite.
- 4 You shouldn't sit in the *sun / sunny* for a long time.
- 5 I don't like playing football in the *rain / rainy*.



LISTENING

- 5 ► 2.27 Jack, Ravi and Molly are finishing their weather project. At 2 pm yesterday, they talked to students in three different places around the world. Listen and write the names of the countries.

Country	Time	Weather	What doing?
Anna			sleeping
Sanjiv			
Jens/ Eva			

- 6 ► 2.27 Listen again. Complete the *Time*, *Weather* and *What doing?* columns in the table.



About you

- 7 What's the weather like in your town today? What's the temperature?

It isn't sunny. It's cloudy and it's very cold. The temperature is about 8 degrees.

GRAMMAR Past continuous

- 8 Complete 1 and 2 using the information from Exercise 6.

Anna	was	sleeping	at 2 pm UK time yesterday.
Sanjiv	wasn't	1	
Jens and Eva	were	2	
	weren't		

Questions

Were	he	sleeping at 2 pm UK time
Was	she	yesterday?
	you	
	they	

Short answers

Yes,	he	was.
No,	she	wasn't.
	you	were.
	they	weren't.

→ Grammar reference page 157

- 9 Use the table above to make sentences and questions.

Anna wasn't eating dinner at 2 pm UK time yesterday. She
Jens and Eva weren't eating dinner at 2 pm UK time yesterday. They
Was Sanjiv eating dinner at 2 pm yesterday? Yes,

- 10 What was happening yesterday afternoon? Complete the sentences with the verb in the past continuous.

- 0 'Was ... Suzie helping (help) her teacher?' 'Yes, she was.'
1 The boys (play) football in the park. They (not run) very fast because the grass was wet.
2 '..... you (climb) that tree?' 'No, I'
3 My friend (watch) TV. She (not tidy) her room.
4 '..... the students (working) on the computer?' 'Yes,'
5 '..... he (travel) alone?' 'No,

PRONUNCIATION *was, wasn't, were, weren't*

11 2.28 Listen and repeat.

My brother was riding his bike.
My dad wasn't working in the garden.
Was it raining this morning?
The students were listening to the teacher.
The boys weren't playing computer games.
Were they talking?

SPEAKING

12 Ask and answer with your partner.

What were you doing ...
... last Sunday afternoon at three o'clock?
... yesterday at seven o'clock?
... last Saturday at one o'clock?
... last Monday evening at six o'clock?
What was the weather like?

What were you doing last Sunday afternoon at three o'clock?

I was shopping with my mum. It was raining.

EP Get talking! → page 127

Just a minute.
Right.
So ...

Corpus challenge

Can you correct this sentence?
It rains in Taipei when we got there.

Strange stories

READING

1 Match the words in the box to the pictures.

What do you think each of these strange stories is about?

field footprint forest lake mountains sky snow water

Are they real?



2 Read the two stories quickly. Check your answers to Exercise 1.

The Fens is a wet area in the east of England. There are large fields, farms and small villages. It's not the kind of place you usually find a wild tiger! In 1994, William Rooker thought he saw a large cat. It was larger than a normal cat and he thought it looked like a tiger. It was walking across a field, so he quickly took out his camera and filmed it. He wasn't the first person to see it but he was the first to film it. People called the animal the Fen Tiger.

Other people say they saw the Fen Tiger. Joan Peacock found the footprint in the photo in her garden. 'My dog was barking in the night,' she said, 'and in the morning I found these footprints.' Many people in the Fens believe there is a Fen Tiger. Do you? Is it possible that there's a tiger living wild in England?

In 1951, a British explorer, Eric Shipton, was climbing in the high mountains of the Himalayas, south of Mount Everest. There were several climbers and Sherpas with him. As they were walking through the snow, they saw a line of footprints. They followed the footprints for 500 metres. The footprints were 33 cm long, 20 cm wide and a few centimetres deep. They were much too big to be a bear's. The Sherpas said they knew the animal. They said it 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.

Eric Shipton's photos of the footprints became famous around the world.

People still come back from the Himalayas today with stories of seeing the Yeti. One person found some of its black hair!

3 Read the stories again. Are the sentences right (✓) or wrong (✗)? Correct the wrong sentences.

- 1 The Fens is the name of a city in England.
- 2 William Rooker was the first person to see the Fen Tiger.
- 3 Joan Peacock saw the Fen Tiger in her garden.
- 4 Eric Shipton was climbing in a group.
- 5 The footprints were smaller than a bear's.
- 6 Yetis live most of the time in the forests.

4 Talk with a partner. What do you think?

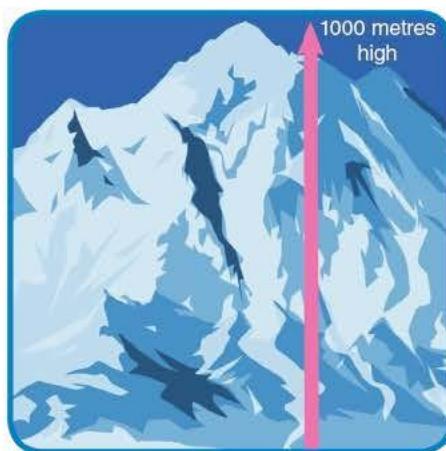
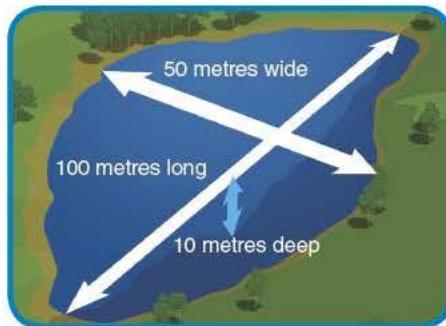
- Is it possible for a tiger to live wild in England?
- If it isn't a tiger, what animal do you think it is?
- Is the Fen Tiger real, or is it just a story?
- Is the Yeti a man-ape from thousands of years ago?
- Are there many Yetis living in the forests around the Himalayas?
- Is the Yeti real, or is it just a story?

VOCABULARY

5 Give the names of ...

- 1 two mountains
- 2 four animals that live in the mountains
- 3 two big areas of water in or near your country
- 4 four animals that live in or near water
- 5 two large areas of forest in or near your country
- 6 four animals that usually live in forests

6 Look at the pictures and complete the sentences with *long, wide, high, deep*.



- 1 Mount Everest is 8,848 metres
- 2 The Amazon River is 11 kilometres and 6,400 kilometres
- 3 Lake Titicaca is 107 metres

7 Work with a partner. Write a quiz.

The Mississippi River is

- A** 2,800 kilometres long.
B 3,800 kilometres long.
C 4,800 kilometres long.

LISTENING



8 2.31 Peter was on holiday with a friend in Scotland last summer. They were looking for the Loch Ness Monster. Listen and answer the questions.

- 1 What was Peter's friend's name?
- 2 What was the weather like?

9 2.31 Listen again and answer the questions.

- 1 What day of the week was it?
- 2 Did Peter wake up after or before his friend?
- 3 What could Peter see on the other side of the loch?
- 4 What did Peter think he could see in the water?
- 5 Why did Peter wait before he took the photo?
- 6 What did his friend see in the water?

WRITING

10 What other stories about strange animals do you know?

Work with a partner. Use the internet or reference books to find out more. Make notes and copy photos and pictures.

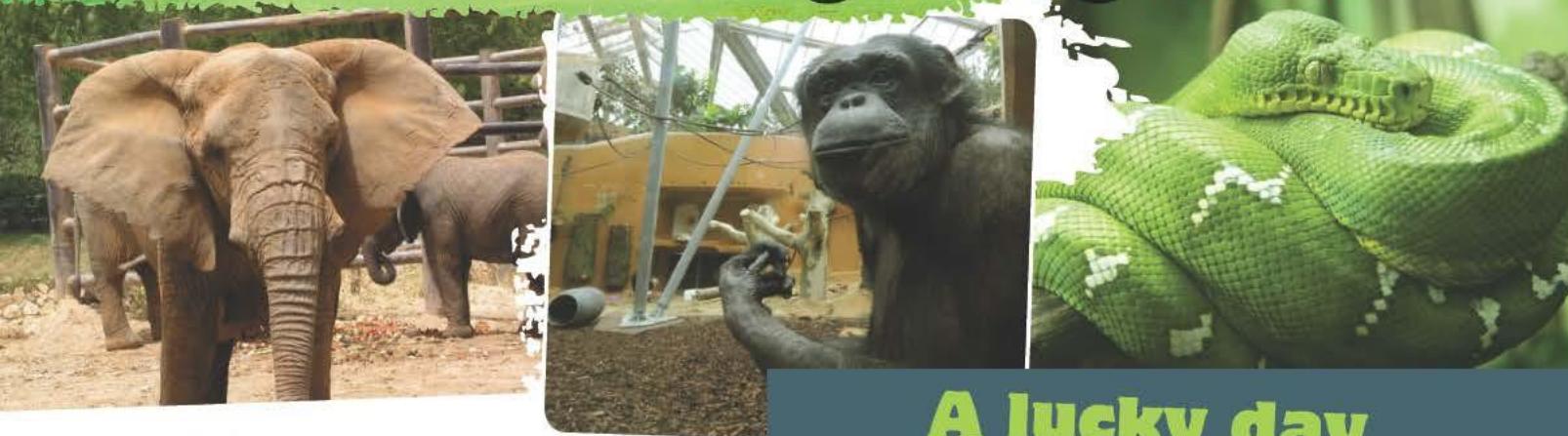
11 Work with your partner. Write a short article for *Strange Stories* magazine about when and where someone saw the strange animal.

Use the texts in Exercise 2 to help you.

Stick your article on paper with one or two of your pictures. Put it up in the classroom and talk about it to other students.

16 Amazing animals

He was looking at the gorillas...



READING

1 Discuss the questions with your partner.

- What animals can you find in a zoo?
- Do you like visiting zoos? Why? / Why not?

2 Read the story. Who is Binti?

3 Read the story again and answer the questions.

- 1 How old was the child?
- 2 Which animals did he like best?
- 3 What happened when he was looking at the gorillas?
- 4 What did Binti do when the little boy fell into the enclosure?
- 5 What happened when the ambulance arrived?

GRAMMAR Past simple and past continuous

4 Look at this sentence from the story and answer the questions.

A Binti **was holding** the little boy when the
B ambulance **arrived**.

- 1 Which verb is past simple, and which verb is past continuous?
- 2 Which action, A or B, started first?
- 3 Which action, A or B, interrupts the other?
→ Grammar reference page 158

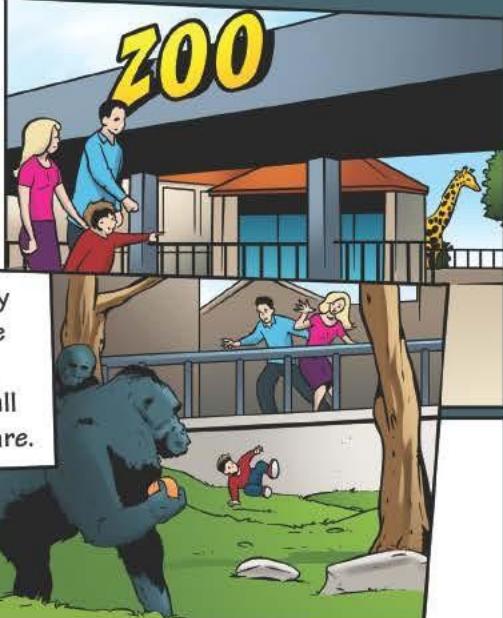
5 Find two other sentences with *when* and *while* in the story. Answer the questions in Exercise 4 about them.

6 Find all other examples of the past simple and the past continuous in the text.

A lucky day

One day a three-year-old boy was visiting the zoo with his parents. He wanted to see all the animals but his favourites were the gorillas.

While the little boy was looking at the gorillas, suddenly he fell over the wall into their enclosure.



Binti, a female gorilla, was eating some fruit when the boy fell. She quickly picked him up and held him in her arms.



Binti was still holding the little boy when the ambulance arrived. She carried him to the door of the enclosure and the ambulance drove him to hospital.



7 Complete the sentences with one verb in the past simple and one in the past continuous.

- 0 The boy ... was eating ... (eat) an ice cream when the bear stole (steal) it.
- 1 The cats (sleep) when the rain (start).
- 2 While the girl (read) a book, the chair (break).
- 3 The teacher (arrive) while Suzie and Tim (play) a computer game.
- 4 Wendy (eat) her lunch when her phone (ring).
- 5 The boy (fall off) his board while he (skate) in the park.

Corpus challenge

Can you find and correct the mistake here?

I enjoyed my holiday. I went to Larnaca. Every day, I was going swimming and after that, shopping.

SPEAKING

8 Look at the pictures below. Match the words to the pictures in the story. Some words match more than one picture.

bedroom cat
fire fire engine
firefighter living room
night sofa smoke
woman

go downstairs
hear phone sleep
wake up

downstairs
upstairs



9 Now tell the story with a partner. Use the past simple and the past continuous. Begin like this:

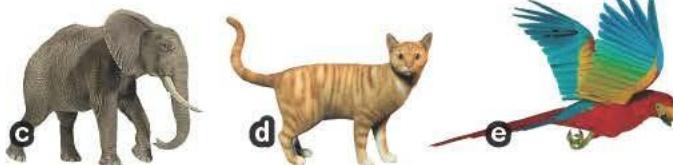
One night, Wendy was sleeping in her bed upstairs while Felix ...

What can't these animals do!

VOCABULARY

1 Match the pictures of the animals to their names.

bird cat dog elephant horse
monkey rabbit rat sheep



READING

3 How can dogs be animal helpers? Look at the pictures and discuss with your partner.



4 Dogs can do a lot to help people.

Read about these special dogs.

Choose the best word (A, B or C) for each space.

Most dogs are good (0) swimming but these dogs are very, very good at it. They are dog lifeguards and they work on beaches in Italy (1) the summer. They jump from helicopters and fast boats (2) help people in danger in the water.

'Dogs don't get tired as quickly as we do,' says Emilio. 'A dog is strong and it can (3) fast. It gets to a swimmer faster than we can and then (4) pulls the person back to the beach.'

It takes three years to teach these dogs everything they (5) to know. (6) they are ready to do their jobs.

- | | | |
|------------|-------------|----------|
| 0 A on | B at | C in |
| 1 A during | B on | C since |
| 2 A but | B or | C and |
| 3 A swam | B swim | C swims |
| 4 A it | B they | C you |
| 5 A can | B need | C should |
| 6 A When | B After | C Then |

5 Work with a partner. Look at all the choices for Exercise 4 again.

How did you choose the correct answers?

LISTENING

- 6 2.33 Listen to the radio interview. What animal helper does Gary have? What's its name?



- 7 2.33 Listen again. Are these sentences right (✓) or wrong (✗)?

- 1 The show is called 'True Stories'.
- 2 The subject of this week's phone-in is 'animal helpers'.
- 3 Gary was cycling to work when a car hit him.
- 4 Gary read about animal helpers on the internet.
- 5 Gary's animal helper can open a drink for him.
- 6 Gary's animal helper is his best friend.

About you

- 8 What animals do people in your family have?

Think about:

pets animal helpers farm animals

Share your ideas with your partner.

PRONUNCIATION /u:/ and /ʊ/

- 9 2.34 Listen to the sounds /u:/ and /ʊ/.

Look at the words and think about the sounds. Put them into the right column.

cook	good	food	look	moon
room	soon	tooth	wood	zoo

/u:/ boot

/ʊ/ book

- 2.35 Listen and check. Then repeat.

WRITING

Prepare to write An email to a friend

GET READY Read this email from Joshua to his friend.

I've got a pet rabbit called Blackie. He's quite clever and can do tricks. My sister's pet is a cat called Sam. He's grey with a white nose. Both Sam and Blackie are very friendly. My granddad also likes animals but he prefers farm animals, for example sheep and chickens. He brings us eggs from his chickens every day. We don't have any animal helpers in our family. Write and tell me about the animals in your family.

- Look at the words in blue in Joshua's email. Complete these sentences with *both*, *also* and *for example*.
- 1 In my family, we've only got small pets, rats and mice.
 - 2 My uncle's horse is brown with a white tail. It's got a white face.
 - 3 I've got a dog and a rabbit. animals are white.

PLAN Makes notes about animals in your family. Use your ideas from Exercise 8.

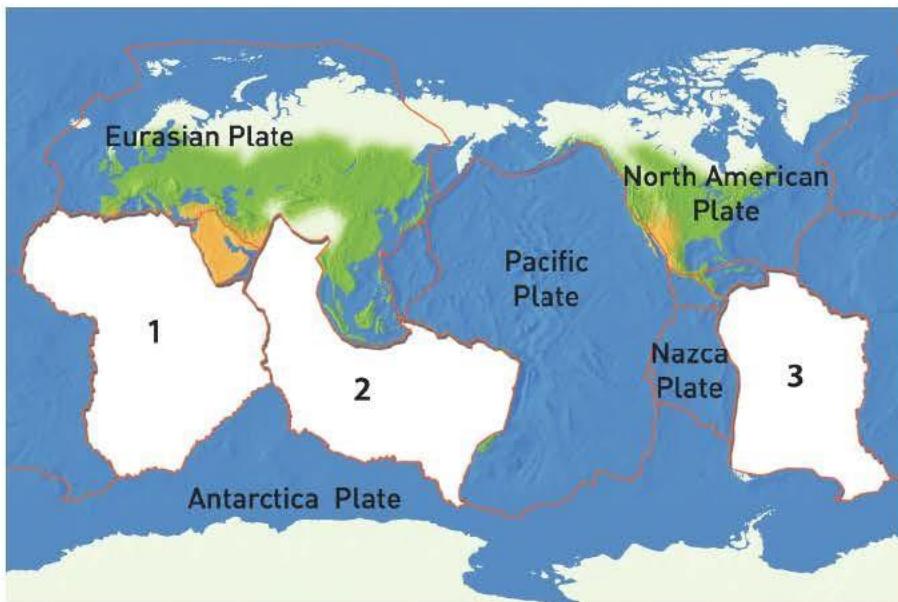
WRITE Write a reply to Joshua in about 50 words about animals in your family. Use *both*, *also* and *for example* in your email.

IMPROVE Read your email and your partner's. Check for mistakes and give your partner two ideas to make their email better. Rewrite your email.

Geography

Tectonic plates and earthquakes

1 Look at the map of the world. Find where you live.



2 Read about tectonic plates. Then look at these three tectonic plates. Where do they go on the map above?

a Australian-Indian Plate



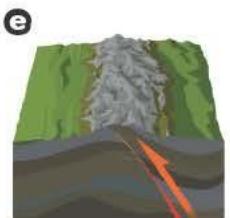
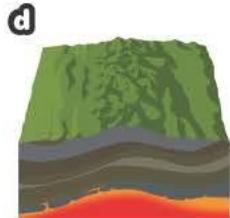
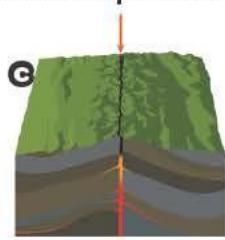
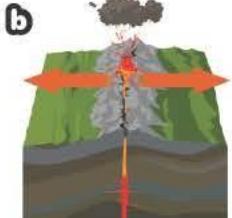
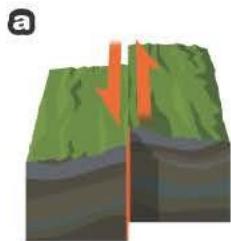
b South American Plate



c African Plate



3 Read and match the information to the correct picture.



- 1 The tectonic plates float on top of the **magma**. They are not fixed. They can move.
- 2 The places where tectonic plates touch are called **fault lines**.
- 3 Sometimes the tectonic plates touch at these fault lines and move against each other. Then we have an **earthquake**.
- 4 Sometimes one tectonic plate moves over another plate and then **mountains**, for example the Himalayas, are formed.
- 5 Sometimes the tectonic plates move away from each other. When this happens, magma comes up to the surface of the Earth through a **volcano**.

Tectonic plates

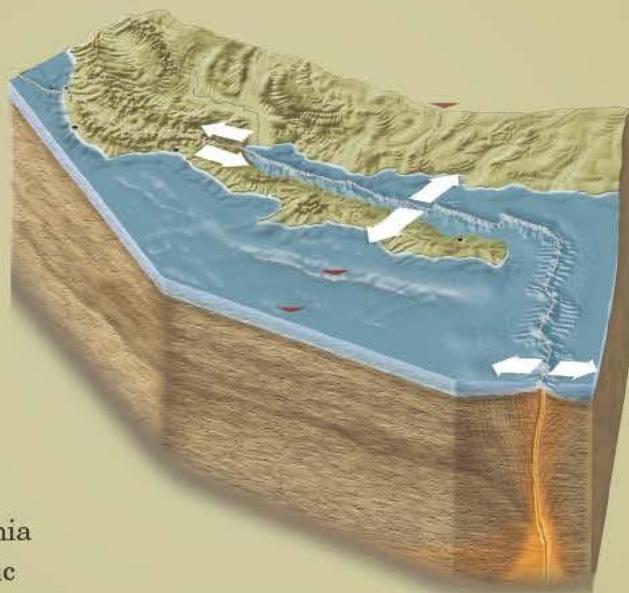
The outside surface of the Earth, the Earth's crust, is very thin and is made up of different pieces. We call these pieces tectonic plates. You can see some of the tectonic plates on the map, for example the Pacific Plate and the Nazca Plate. Underneath the tectonic plates there is molten rock called magma. Some of the plates, like the Pacific Plate, have an ocean on top of them.

4 Read about the San Andreas Fault. Then find it on the map in Exercise 1.

The San Andreas Fault

Some parts of the world have a lot of earthquakes because they are on a fault line. The San Andreas Fault in western California in the United States is probably the most famous fault line in the world. On land, it is more than a thousand kilometres long. It goes from just north of San Francisco to near the border with Mexico. The fault continues under the sea down the Gulf of California.

The San Andreas Fault is where two tectonic plates meet: the Pacific Plate and the North American Plate. The Pacific Plate is moving northwest against the North American Plate. The normal movement is about five centimetres a year and this slow movement does not cause earthquakes. But sometimes the plates get stuck against each other and cannot move. This can be dangerous because, when the plates start moving again, the movement can be very sudden and can release a lot of energy. This sudden movement of the two plates caused the big earthquake in California in 1906. The biggest movement of the Pacific Plate in that earthquake was six and a half metres!



5 Read the text again. Then find these numbers in the text and tell your partner what they are.

1 1906 2 5 3 6.5 4 1,000 5 2

6 Look at the pictures for the earthquake drill in California.



Protect Yourself. Spread The Word

Now match the verbs to the rest of the sentences to complete the drill.

- | | |
|--------------|----------------------------|
| 1 Drop | a until the shaking stops. |
| 2 Take cover | b to something. |
| 3 Hold on | c under a desk or table. |

Project Make a poster

Work in groups.

The Ring of Fire is a large area around the edge of the Pacific Ocean where there are a lot of earthquakes and volcanoes.

Use the internet or books to find out:

- where the Ring of Fire is
- the names of countries it passes through
- the names of some of the volcanoes on the Ring of Fire
- when there were volcanic eruptions and earthquakes on the Ring of Fire

Make a poster to show what you know about the Ring of Fire.

Review 4

Units 13–16

VOCABULARY

1 Find the odd word out in each set. Say why it does not fit.

0 lake	cloudy	mountain	forest
1 duck	monkey	castle	rabbit
2 library	forest	supermarket	restaurant
3 race	headache	temperature	pain
4 helicopter	bicycle	bus	roundabout
5 deep	left	wide	high

2 Read the descriptions of some words. Find the word and write the missing letters.

- 0 When the weather is like this, it's difficult to see where you're going.
- 1 This has a blue light and can make a loud noise when it takes people to hospital.
- 2 If you're ill, you can take this to help you feel better.
- 3 We get wool and meat from this farm animal.
- 4 When this happens, there's a lot of noise, rain and wind.
- 5 Doing lots of this keeps you healthy.

s _ e _
f o g g y
a _ u _ c _
m _ c n _
ex _ i _ e
t _ d s _ m

GRAMMAR

3 Choose the right word 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.

Correct the mistakes in these sentences.

- 5 I enjoyed my holiday. Every day I was going swimming.
- 6 I liked the tennis match because were playing Nadal and Loranzo.
- 7 In Thailand, I visited many places and the most interesting thing is eating the food there.
- 8 In Taipei it was raining when we got there.

5 Give these people some 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.

4 Complete the sentences with the verb in brackets. Use the past simple or past continuous.

- 0 It ... *wasn't raining* (not rain) when I (*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 forest.

WRITING

- 6 Read the advertisement and the email. Fill in the information in Kelly's notes.

Star Cinema

Saturday and Sunday
2 pm and 8 pm

Screen 1 Monkey Man
Screen 2 Red Mountain

Tickets

Children (under 15) - £6.00
Adults - £8.50

Book online at www.starcinema.com

From: Sasha

To: Kelly

About our cinema trip on Saturday – Mum says I have to go in the afternoon, I'm afraid! And can you get three tickets instead of two? My cousin wants to come with us. She saw *Monkey Man* last Sunday, so we'll have to see the other film. Hope that's OK! She's 13 by the way, like us.

Kelly's notes
cinema trip

Website address: 0 www.starcinema.com

Number of tickets to book: 1

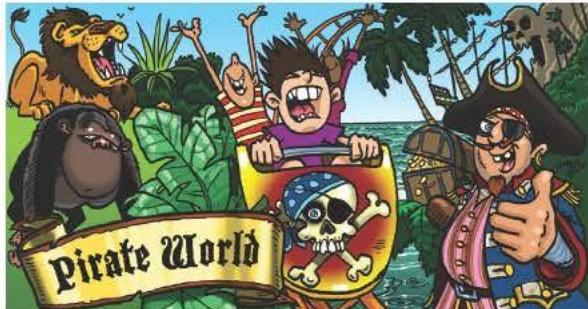
Name of film: 2

Day: 3

Time: 4 pm

Price per person: 5 £

LISTENING



- 7 2.36 Listen to a boy, Dominic, telling his friend about a visit to a theme park. Choose the right answer.

1 How much did Dominic pay for his ticket?



2 What was the weather like?



3 How many rides did Dominic go on?

A 3 B 4

4 Which animals did Dominic see?



SPEAKING

- 8 Put the words in the right order to make questions.

1 feeling / how / you / today / are / ?

2 your / animal / favourite / what's / ?

3 weather / today / what's / like / the / ?

4 do / like / you / countryside / in / doing / what / the / ?

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

- 9 Now 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's on?

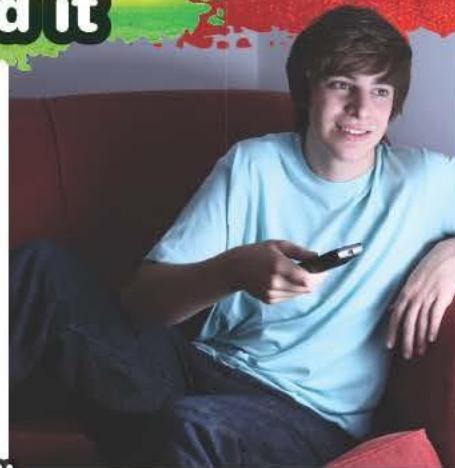
I'm going to record it

VOCABULARY

1 Check the meaning of the words in blue in your dictionary.

- 1 Which TV channel do you usually watch?
- 2 Which TV programmes are you a big fan of?
- 3 Do you ever record TV programmes? Which ones? Why?
- 4 What did you watch on TV last night?
- 5 Do you watch cartoons? Which ones do you like?

► 2.37 Listen and repeat the words in blue.



LISTENING

3 ► 2.38 Listen. Mina and Clyde meet in the street. What does Clyde invite Mina to do?

4 ► 2.38 Listen again and answer the questions.

- 1 When is the concert?
- 2 What is the name of the band?
- 3 Which channel does Mina think the concert is on?
- 4 Did Mina want to go to the concert?
- 5 Why does Mina want to watch the concert at Paula's house?
- 6 Who has got tickets for the concert?
- 7 Who do you think likes the band more, Clyde or Mina?



GRAMMAR Future with *going to*

5 Look at the table and then complete the sentences. Use words from the table.

I'm (I am)	I'm not
He's (He is)	He isn't
She's (She is)	She isn't
We're (We are)	We aren't
You're (You are)	You aren't
They're (They are)	They aren't

going to

watch the concert on TV.
go to the concert.

→ Grammar reference page 159

- 1 Mina and Clyde (not)
- 2 Paula
- 3 Anita (not)
- 4 Mina and Clyde

6 Mina was talking to Clyde about her *plans* for next Saturday.

- 1 Which picture, a) or b), shows her plans before her conversation with Clyde?
- 2 Which picture, a) or b), shows her plans after her conversation with Clyde?



7 Complete the sentence.

We can use *(not) going to* + the to talk about future plans.

8 Complete the speech bubbles. Use *going to*.



9 Paula (P) and Anita (A) are going to watch The Rock Sisters' concert on TV.

Look at their list and write what they are *going to* or *not going to* do.



- Buy pizzas and lemonade P & A
- Phone my friend Clara P
- Make a cake? A
- Bring chocolate A
- Invite Ruby P
- Tell my mum and dad A
- Record the concert P
- Invite Nick and Eddie A & P

Paula and Anita are going to buy pizzas and lemonade.

Paula isn't going to phone her friend Clara.

Corpus challenge

Can you correct this sentence?

We are going play tennis at the sports centre.

PRONUNCIATION *going to*

10 2.39 Listen and repeat.

Now read your answers to Exercise 9 to your partner.

Get talking! → page 128

Would you like to ...?

How about ...?

I'd love to.

SPEAKING

11 Work in groups. Ask and answer. Look at the times below and talk about your plans.

Say some things you're going to do and some things you're not going to do.

A: What are you going to do next Sunday afternoon?

B: I'm going to visit my granny and granddad. I'm not going to do any homework!

this evening **next summer**

next Saturday morning

tomorrow morning

next Sunday afternoon

when you're 18

What's your favourite TV show?

READING AND VOCABULARY

1 Look at the pictures. What do you know about these TV shows?

2 Read the questions and talk about your ideas with your partner.

- Are the people on the show actors or real people?
- What different kinds of talent show are there?
- Who chooses the winners?
- What do winners of talent shows get?

3 Read the text quickly and check your ideas. Put a question from Exercise 2 into each space.

TALENT SHOWS

What do you really know about talent shows?

Everyone knows *The X Factor*! It's a talent show for people who want to become famous singers. A few people on the show are excellent singers but a lot of them aren't! There are lots of other shows around the world as well. In many countries, they are the most popular shows on TV.

1

There are shows for musicians, people doing magic, singers and dancers ... and some national talent shows for singing dogs and robots too!

2

I'm sure you know the answer to this one. Usually, the people watching the show on TV and in the theatre choose who (or what!) they like best. Sometimes famous people choose as well. And the winners aren't always good-looking.

3

They are competitions, so there is always a winner. Sometimes the winner gets money, sometimes they get a recording contract and become stars. On a few shows, they get nothing – but they are famous!

4

Most of the time they're real people – if they're not robots or dogs, that is! But the people don't always choose what they want to say. On some shows, there's an autocue. This tells people the words they must say. They're a bit like actors in a play!

4 Complete the sentences with the words in the box.

competition excellent good-looking
national stage star theatre

1 She's the best dancer. I want her to win the

2 There were eight singers on a small It was very crowded!

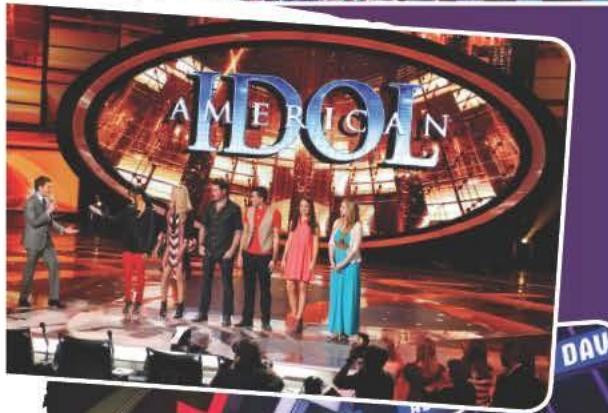
3 We went to see the concert in a very big

4 He won a talent show four years ago. Now he's a big

5 It's a show. It's only for people from the UK.

6 He wasn't but he could sing really well.

7 I like *The X Factor*. Every show is !



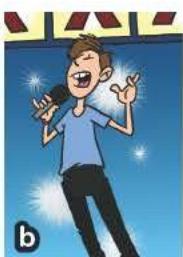
LISTENING

5 2.41 Listen to Sandra talking to her friend Ben about *The X Factor*.

Did Sandra and Ben like the same singers on the show?

6 2.41 Listen again. Choose the right picture for each question.

1 Who did Sandra like?



2 Who did Ben like?



VOCABULARY Describing people

7 Complete Sandra's description. Then write Ben's description.

He's got brown and lovely eyes.

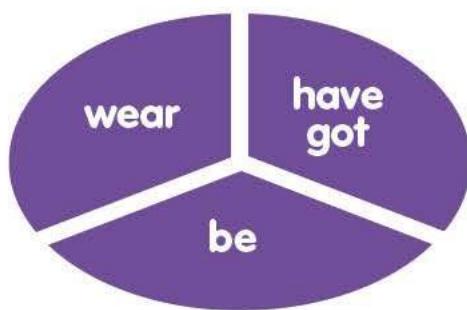
He's quite and

He was wearing black and a blue

He's really

8 Describe the two people in the picture. Use the words in the box and the verbs in the word map to help you.

attractive beautiful blonde dark fair
good-looking old pretty short slim
tall young



About you

9 Think about these questions.

- Do you have talent shows in your country?
- What are they called?
- Do you like them? Why? / Why not?
- Can you name some of the actors or some famous winners? Are they stars?
- Would you like to be in a competition like *The X Factor*? Why? / Why not?
- Do you think it's more important to be a good singer or to be good-looking to win these competitions?

Now discuss your answers with your partner.

WRITING

10 Work with a partner. Choose a TV show you both like.

Make notes about the show and about one of the actors or stars.

11 Write 25–30 words about the show. Describe one of the winners or one of your favourite actors on the show.

Use the text in Exercise 3 and your answers to Exercises 7 and 8 to help you.

18 Papers and magazines

Let's think of some ideas

VOCABULARY

1 Match the words to the pictures.

advertisement cartoon magazine
newspaper notice

► 2.42 Listen and check. Then repeat.

2 Discuss the questions in groups.

HOME NEWS SPORT MUSIC DRAMA CLUBS

HARRIS SCHOOL NEWS

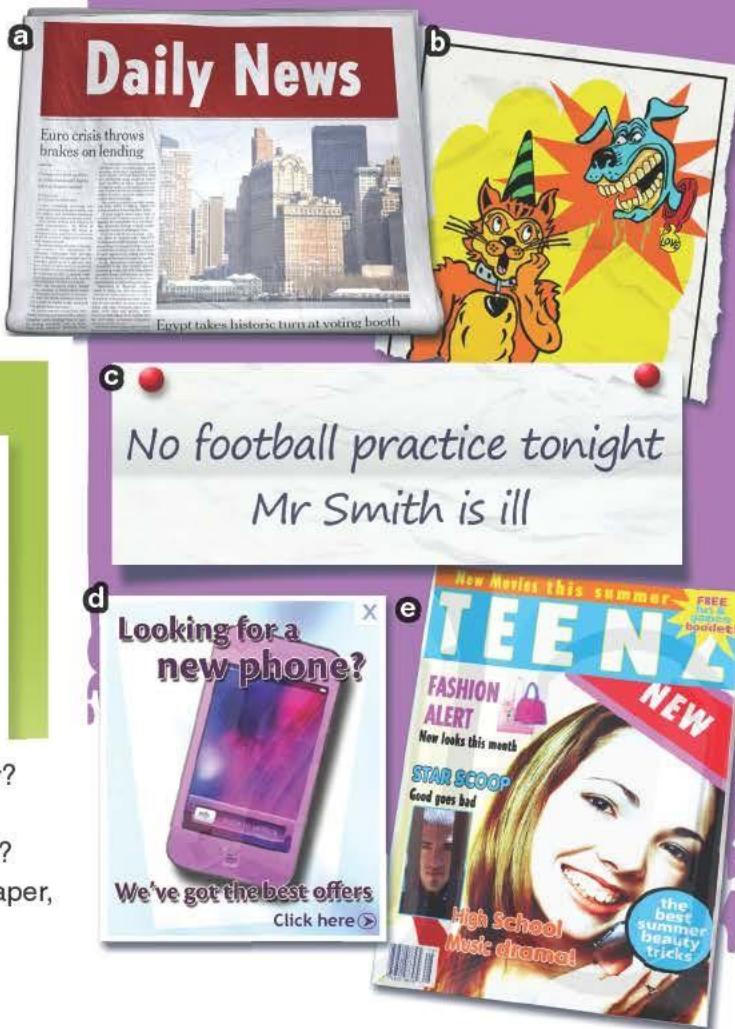
- Do you have a school magazine or newspaper?
- What's it called?
- What's in your school magazine or newspaper?
- If you don't have a school magazine or newspaper, what would you like to include in one?

LISTENING

3 ► 2.43 Listen to Jack, Molly and Ravi. They're making plans for their school magazine. What's Jack going to do after the meeting?

4 ► 2.43 Listen again. Tick (✓) the things the friends want to include in their magazine.

- advertisements
book reviews
cartoons
film reviews
information about the school
music reviews
photos
play reviews
stories
website addresses



GRAMMAR Making suggestions

A suggestion is a plan or idea that you want someone to think about. Look at the examples from the recording. The words in red are different ways of making suggestions.

- 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?

→ Grammar reference page 160

5 Put the words in the right 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 / cinema / why / the
- 2 the / new / see / let's / cartoon / Japanese
- 3 ask / come / Mina / why / to / not
- 4 meet / we / there / at / shall / eight

► 2.44 Listen and check. Then repeat.

6 Complete the conversation. Use each phrase from the Grammar box once. There is often more than one right answer.

- Ravi: I think we need some more help with the magazine.
- Molly: You're right. (1) ask our teacher to help? Is that a good idea?
- Ravi: No, I don't think so. She's very busy. I can write a note and give it to all the teachers.
- Molly: No, that's not a good idea. We want students to see it, too. (2) put a notice on the school website.
- Ravi: Excellent idea.
- Molly: (3) write it now?
- Ravi: OK. Magazine helpers wanted!
- Molly: Great! (4) write our names at the bottom?
- Ravi: Good idea. OK, let's write it on the computer now!

O Corpus challenge

Can you correct this sentence? Choose the right answer.

Let's go to a restaurant and eat some pizza after the film.

- A Shall B Why don't C Let's

PRONUNCIATION Intonation

7 ► 2.45 Listen and repeat these phrases from the conversations about the magazine.

- | | |
|-----------------------------|-----------------|
| No, that's not a good idea. | Cool! |
| No, I don't think so. | Sounds good! |
| Great! | Good one! |
| OK. | You're right! |
| | Excellent idea. |

8 Practise the conversation in Exercise 6 with a partner.

SPEAKING

EP Get talking! → page 128

- Cool!
Sounds good.
You're right.
Good one!
Excellent idea.

9 Work in groups of four. Plan a class magazine. Use your ideas from Exercise 2 to help you.

- 1 Make suggestions to the group. Listen to suggestions and say what you think. Agree a list of two ideas.
- 2 Tell your ideas to another group. Listen to their ideas. Agree a list of four ideas.
- 3 Tell your ideas to the class. Listen to other groups' ideas. Agree a list of six ideas.



You should read it!

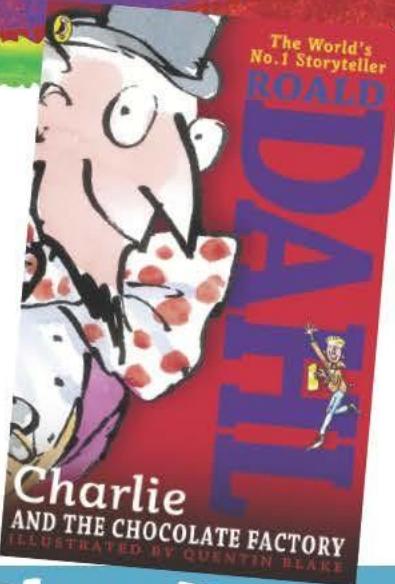
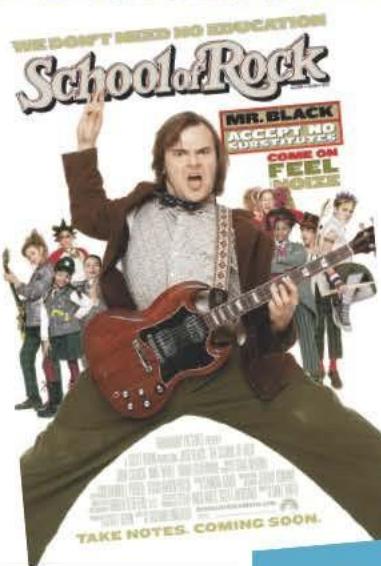
READING

- 1 Look at pictures. One is a film poster, the other is a book cover. Do you know these stories?

What do you think the film *School of Rock* is about?

What do you think the book *Charlie and the Chocolate Factory* is about?

- 2 Read these reviews and check your ideas.



School of Rock

School of Rock is about a guitar player called Dewey Finn. He leaves his band because the band members don't want him to play with them any more. But then he doesn't have any money so he looks for a job. When he gets a job as a teacher in a school, the students really like him. They think he's funny and a little bit mad! Dewey decides to start a rock band as there are lots of good musicians in his class. He enters a competition called 'Battle of the Bands' with his new school band and – do they win? Why don't you see the film and find out!

It's quite an old film but I saw it on DVD last week. I really loved it. Jack Black plays Dewey Finn and he's great and really funny. Make sure you see it one day!



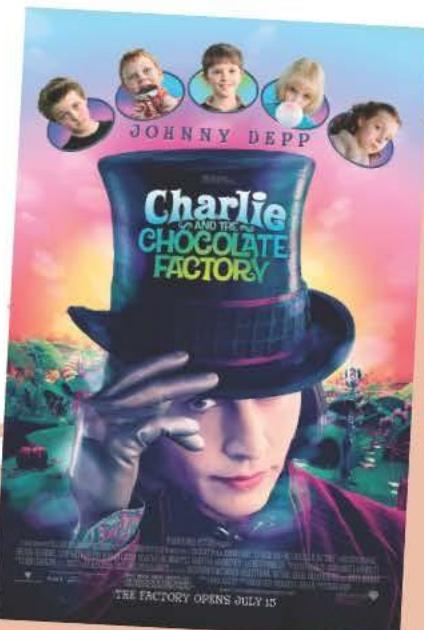
Charlie and the Chocolate Factory

Charlie Bucket lives in a small house with his parents and grandparents. 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 goes on the visit with Charlie. As there are five golden tickets, four other children visit the factory as well. First they all meet Willy Wonka, who's a bit mad. Then they 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 and the story is exciting. If you like Johnny Depp, watch the film too. He's Willy Wonka!

- 3 Read the reviews again and answer the questions.

- 1 Why does Dewey Finn leave the band?
- 2 Where does he get a job?
- 3 What do the students think of him?
- 4 What's 'Battle of the Bands'?
- 5 Did the writer like the film?
- 6 Where does Charlie get the money for the chocolate bar?
- 7 Who is Willy Wonka?
- 8 Who goes with Charlie to the factory?
- 9 How many golden tickets are there?
- 10 Who wins the prize at the end?
- 11 What is the prize?
- 12 Did the writer like the book?



- 4** Which parts of the reviews tell the story of the film or book and which parts are the writers' opinions?

VOCABULARY *as, because, so, when*

- 5** Look at the reviews again. We use the words in blue to connect ideas in sentences.

Match the sentence halves.

- | | |
|--|---|
| 1 Dewey Finn left his band | a <i>so</i> he was the winner. |
| 2 Dewey decided to start a rock band | b <i>as</i> there were lots of good musicians in his class. |
| 3 <i>When</i> he opened the chocolate bar, | c <i>because</i> the other musicians didn't want to play with him any more. |
| 4 Charlie was left at the end | d Charlie found a golden ticket inside. |

- 6** Complete the review of the play with the words in blue from Exercise 5.

Romeo and Juliet

by Shakespeare

Romeo and Juliet is a really sad story about two young people. Their families don't want them to marry
(1) the families hate each other. However, Romeo and Juliet are in love and they get married. They know their families will be very angry, (2) 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
(3) she's already married to Romeo. Juliet is very unhappy. She drinks something and goes to sleep.
(4) Romeo finds Juliet, he thinks she is dead. He kills himself. But Juliet isn't dead! She wakes up, 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

- 7** 2.47 Molly, Jack and Ravi are trying to choose one of the three reviews for the magazine. Which one does each of them like?
- 8** 2.47 Listen again. Write the reasons for their choices.

About you

- 9** Think about a film, play or book that you like. Make notes. Tell your partner the story and give your opinion.
- The book is called 'Harry Potter and the Goblet of Fire'. It's about a boy ...*
- It's a very good book. I loved it. You should read it!*

WRITING

Prepare to write – A review

GET READY You're going to write a review. Read the three reviews in Exercises 2 and 6 again and look at your notes from Exercise 9.

PLAN Plan your review.

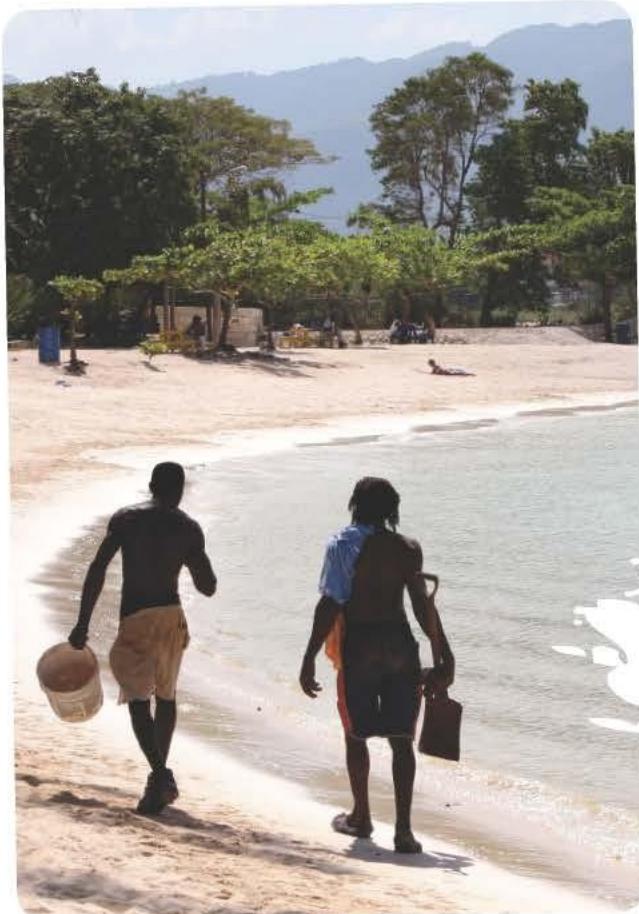
WRITE Write a review of a film, a play or a book in about 50 words. Try to use *as, because, so, when*.

IMPROVE Read your review and your partner's. Check for mistakes. Give your partner three ideas to make their review better. Rewrite your review and give it to your teacher for the class magazine.

Culture

An island in the sun

- 1 Look at the pictures of this 'island in the sun'. What's the country called? What do you know about it?



- 2 Quickly read some fun facts about the island on the opposite page.

Match six of the facts 1–8 to the six pictures a–f.

- 3 Read the fun facts again. Are the sentences right (✓) or wrong (✗)?

- 1 Bananas are part of the national dish.
- 2 The film *Cool Runnings* is about Usain Bolt.
- 3 The giant swallowtail is a butterfly.
- 4 People on the island say 'Out of many, one people'.
- 5 Bob Marley is an athlete.
- 6 The country sends a team to the Winter Olympics.

- 4 2.48 Listen to four pieces of music. Which one is reggae?

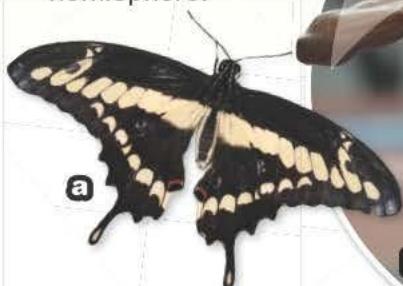
- 5 Discuss the questions.

- 1 What music is typical of your country?
- 2 What are the names of some musicians from your country?
- 3 What are the names of some sports people from your country?
- 4 What is your country famous for?
- 5 What do farmers grow in your country?
- 6 What wild animals are there?
- 7 What is your national dish?

FUN FACTS

1 Usain Bolt, the fastest man on earth, comes from this island.

2 This island was the first producer of bananas in the western hemisphere.



3 You can find the largest butterfly in the western hemisphere on this island. It is called the giant swallowtail.

4 It has a bobsled team and it was the first tropical country to enter the IOC Winter Olympics. There is even a film called *Cool Runnings* about the bobsled team.

5 It is a multiracial country and so its national saying, or motto, is *Out of many, one people*.



6 The beautiful doctor bird is the national symbol of the country. You can only find it on this island.

7 Bob Marley, the famous reggae singer, was born here.

8 Its national dish is ackee and saltfish. Ackee is yellow fruit with big black seeds.



Project Give a 'fun facts' presentation

Work in groups of four. Write a list of six countries you know where people speak English.

Share your ideas with the class.

Find out about one of the English-speaking countries.

- Write ten fun facts about that country.
- Find or draw some pictures for some of the facts.
- Put your ten fun facts on a poster with the pictures. Don't write the name of the country on your poster.

Give a presentation to the rest of the class.

Can the class guess the name of the country?

19 School can be fun!

Do we have to wear our uniform?

End-of-term school trip for year 8

Tall Trees Activity Camp

Cost: £200

Dates: 25th–28th July

If you want to go, pay Miss Smith by (1) July.
The bus leaves school at 8.30 am on 25th July. But be there
at (2) am. Don't be late!

For the journey:

Please wear school uniform.

You don't need to bring snacks or (3)

Bring a (4)

What to pack:

For swimming – a towel and a (5)

For other outdoor activities – old trainers and old
(6)

For the disco – some nice (7)



About you

1 Read the information about the school trip and look at the pictures. Answer the questions in groups.

- What activities can you see in the pictures?
- Do you do activities like these on school trips?
- Which of these activities would you like to do?
- Which ones wouldn't you like to do?
- What did you do on your last school trip?

VOCABULARY

2 Match the words to their meanings.

- 1 activity
2 term
3 disco
4 uniform
5 journey
6 pack
7 towel
8 cost

- a This is the price of something.
b This is when you travel from one place to another.
c This is something you do, often for fun.
d You do this when you put things into a suitcase.
e You go here to dance.
f People wear this at school or in a job, so everyone looks the same.
g You dry yourself with this after washing or swimming.
h In Britain, this is about 12 weeks long, and there are three of them in the school year.

LISTENING

- 3 2.49 Listen to Annika asking Harry for some information about the school trip and answer the questions.

- 1 Why wasn't Annika at the school meeting?
- 2 Where's the activity centre?
- 3 As well as swimming, what other outdoor activities can they do?
- 4 What are Annika and Harry going to do this afternoon?

- 4 2.49 Listen again and complete the note from school on the opposite page.



GRAMMAR have to / don't have to

- 5 Match the two halves of the sentences.

- | | |
|---|---------------------------------------|
| 1 We have to be at school | a or drinks with us. |
| 2 Mr Peters has to check | b to wear. |
| 3 We have to bring some nice clothes | c because I've got everything I need. |
| 4 We don't have to bring snacks | d our names. |
| 5 I don't have to go shopping | e our school uniform? |
| 6 Do we have to wear | f at eight o'clock. |

→ Grammar reference page 161

Now read the examples and answer the questions.

We have to be at school at eight o'clock.

I don't have to go shopping.

Can they come to school at 8.30?

Can she go shopping if she wants to?

- 6 Complete the table.

Obligation	No obligation	Question form
I/you/we/they have to go	I/you/we/they go I/you/we/they go?
he/she/it go	he/she/it doesn't have to go	Does he/she/it have to go ?

- 7 2.50 Listen to Dillon asking about the school trip. Tick (✓) the things he has to do.

- get up early every day
- go climbing
- go sailing
- go to the disco
- leave his phone at home
- share a bedroom
- help with the cleaning
- do any school work

Corpus challenge

Can you see what's wrong with this sentence? Add two words.
You don't bring anything - it's not necessary.

PRONUNCIATION have to / has to

- 8 2.51 Listen and repeat.

- 9 Ask and answer about the things in Exercise 7 with a partner.

Does Dillon have to get up early every day?

Yes, he does.

SPEAKING

- 10 Work with a partner. Ask and answer about what you have to do / don't have to do this weekend. Use these ideas or your own.

**visit anyone? go shopping?
do any homework? do any cleaning?
get up early? go to bed early?**

*Do you have to visit anyone this weekend?
Yes, I do. / No, I don't.*

They don't have to study

A DIFFERENT WAY TO LEARN

Manor Park School in California has a gym, ten classrooms, a library and a kitchen. However, there are no timetables, no homework and no exams. Teachers don't give students marks for their work and they never give them tests. There are lessons but students don't have to go to them. They can choose what they do and how they spend their time. If they don't want to study, they can play video games, talk with friends or watch TV. They can cook a meal if they're hungry, or bring food from home and eat it when they like.



If students want to do a project or learn something, they can ask for lessons. Anyone can go to these classes, from the youngest student, who is five, to the oldest students, who are 18. Often students teach the classes themselves. Thirteen-year-old Lewis taught a class on cosmology to a group of older students last week. He says he's very interested in space and reads a lot about it. He's going to give more classes over the next few weeks.

Other subjects available at the moment are Chinese, nature study, maths, bike repair, film-making, art, music and photography. The head teacher says it's not very important for children to learn hard things like chemistry or physics. 'They just forget it,' she says. 'Instead, they need to learn how to learn. Then, when they're interested in something, they know how to find out about it by themselves.'

READING AND VOCABULARY

- 1 Read the text about the Manor Park School. Are these sentences right (A) or wrong (B)?

- | | |
|---|----------|
| 1 Students at the school don't have to study. | A B |
| 2 Teachers tell students what they have to do every day. | A B |
| 3 Students of all ages can study together. | A B |
| 4 Lewis has to teach one class a week. | A B |
| 5 The head teacher thinks students should study chemistry. | A B |
| 6 The head teacher thinks students can learn without a teacher. | A B |

- 2 Read the text again. Complete the table for Manor Park School with vocabulary from the text. Then think about your own school and add more words to each column.

	Places	People	Subjects	Things students do	Things teachers do
Manor Park	gym	teacher	cosmology	play video games	give lessons
My school					

SPEAKING

3 Work in groups. Discuss the sentences.

- I'd like to go to a school like Manor Park.
- I like getting marks for my work.
- Tests and exams are important.
- Bike repair and film-making are more useful than chemistry and physics.

Useful phrases

*I think ... / I don't think ...
I suppose ...
I agree. / I don't agree.*

LISTENING

4 2.52 Alice goes to a boarding school. She sleeps there and only goes home for holidays. Listen to her describing her school. Number the pictures as you listen.



5 Alice wrote this article about her school for the TV programme website. Can you fill in any of the spaces?

I go to a boarding school called Hartland School. It has about (1) pupils. I have to share a bedroom with (2) other girls. We can put (3) of our family on the walls. There's a library where we do our homework. We start at (4) every night. We work really hard at my school. We even have lessons on (5) mornings! After homework, we can go to the (6) room to have some fun. We have meals in a big (7) and we have to help with the (8) afterwards. We have to do sports at my school. Next term, we're going to do (9)

6 Write four pairs of sentences to compare Hartland School and Manor Park School. Use *have to / don't have to* and *can/can't*.

At Hartland School, students have to eat together. At Manor Park School, students can eat when they want.

WRITING

7 Write an article about your perfect school.

Plan before you write. Think about:

- a name for your school
- the size of 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

8 Read some of your classmates' articles.

Can you guess who wrote them?

► 2.52 Listen again to check.



School can be fun!

20 Families

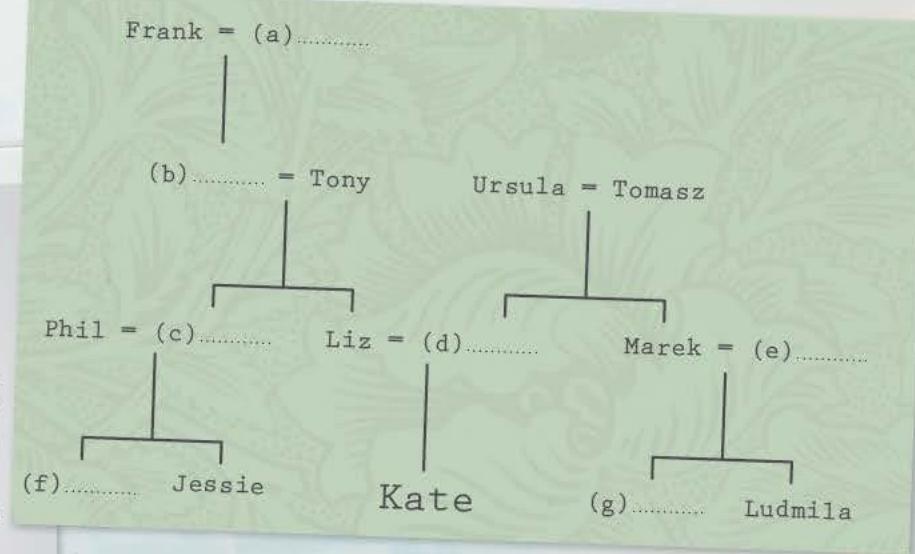
Her family worked hard

READING AND VOCABULARY

- 1 Read about Kate's family.
Complete her family tree with
people's names.

My family tree

My name's Kate and this is my family tree. My mother is English and my father is Polish. His name is Wiktor and all his family live in Poland, so I go there quite often. I know a bit of Polish but when people speak **fast**, I can't understand them! I stay with my grandparents, my Uncle Marek, his wife Kasia and my two cousins, Jana and Ludmila. Jana plays the piano really **well** and Ludmila is good at chess. She wins **easily** every time we play!



My mother's name is Liz. Her sister, Helen, is married to Phil and they have two small children – a son called Oliver and a daughter called Jessie. They're very sweet but very noisy! My granny is called Sue and she grew up in South Africa. That's where she met my grandpa, Tony.

Granny often tells me stories about her mother – my great-grandmother. She was called Iris and she was born in 1910 on a small farm in South Africa. She was very musical and loved singing. Her family worked **hard** and sent her to England to study music. She became a singer and sang in some of the most famous theatres in London. Granny has a big box of old photographs of her. I love looking at them but I have to hold them **carefully** because they're very old. Granny's trying to find out about Iris's parents and grandparents now. I'm sure there are lots more interesting stories in my family history.



- 2 Put the family words into the right column of the table.

aunt	brother	child/children	cousin	daughter	father	grandchild	granddaughter
grandfather	grandmother	grandparent	grandson	mother	sister	son	uncle

male ♂	female ♀	male or female ♂ ♀

▶ 2.53 Listen and check. Then repeat.

- 3 Make eight sentences about Kate's family tree. Compare with a partner.
Are any of your sentences the same?

Tony is Jessie's grandfather. Marek is Jana and Ludmila's dad.

GRAMMAR Adverbs of manner

4 Read the text again and think about the words in red. These are adverbs of manner. Choose the right word to complete the sentences.

- 1 Adverbs of manner describe *how / when* we do things.
- 2 We make *many / all* adverbs of manner by adding *-ly* to an adjective.

→ Grammar reference page 162

5 Find three adverbs in the text that do not end with *-ly*. Write their adjectives.

6 Look at the spelling rules below, then write the adverbs for the adjectives.

bad	easy	loud	noisy
quick	quiet	slow	wonderful

Spelling rules for making <i>-ly</i> adverbs	
Adjective	Adverb
slow	<i>slowly</i> (add <i>-ly</i>)
happy	<i>happily</i> (change <i>y</i> to <i>i</i>)
careful	<i>carefully</i> (double the <i>l</i>)

7 Make adverbs from the adjectives in the box. Use them to complete the sentences. Then ask and answer with a partner.

careful	easy	fast	good	hard
loud	noisy	quick	quiet	slow

- 1 Do you always do your homework?
- 2 Can you run?
- 3 Can you sing?
- 4 Do you speak on the bus?
- 5 Do you play music?
- 6 Can you make friends?

Corpus challenge

Can you correct this sentence?

I liked the competition because both teams played very good.

PRONUNCIATION The letter *i*

8 Work with a partner. What sound does *i* make in the words? Put them into the right column.

child	children	find	history	interesting
kind	quickly	quietly	quite	sing

/ɪ/ milk

/aɪ/ night

2.54 Listen and check. Repeat the words.

READING

9 Choose the right word to complete the sentences.

- 1 Every family lots of interesting stories in its past.
A does B has C is
- 2 It's not too to find out about your family history.
A busy B difficult C long
- 3 First you should older family members about their parents and grandparents.
A talk B say C ask
- 4 Listen and write down what they tell you.
A carefully B easily C quickly
- 5 The first you need to find out is when and where people were born.
A place B thing C person
- 6 Check your information is because you don't want mistakes in your family tree.
A correct B normal C full

SPEAKING

About you

10 Complete the table about your family. Under 'extra information', put an adjective (e.g. clever) or a verb plus adverb (e.g. sings badly) or an interesting fact (e.g. grew up in China).

Family member	Relationship to me	Extra information

11 Work in groups. Tell each other about the people in your table.

Mother's Day is especially important

READING

- 1 Read the newspaper article about a large family. Are the sentences right (A) or wrong (B)? If there isn't enough information to answer right or wrong, choose C (Doesn't say).

Hannah Dexter is 14 years old and belongs to a very large family. She has 17 brothers and sisters. As she is one of the older children, she has to help her parents a lot. 'I have to work **quite** hard,' she says, 'but I don't mind. I feel lucky to be in such a big family.'

The family lives in a six-bedroom house. The children sleep in triple bunk beds and everyone's clothes are in a special room downstairs, as there isn't space for cupboards in their bedrooms.

Hannah says the mornings are **really** busy. She and her older brothers and sisters work together to get the younger children ready for school. Every day for breakfast, the family needs **nearly** four litres of milk, two-and-a-half boxes of cereal and **almost** three loaves of bread.

A normal family car isn't big enough for the Dexters, so they have a mini-bus with 20 seats instead. And when they go on holiday, it's always camping. They have a 20-man tent that the whole family can sleep in **quite** comfortably.



Mother's Day is important in every family but for Hannah's family, it's **especially** important. It's the only day of the year when Hannah's mum can rest and do nothing. The children give her cards and presents and look after her all day. They make it as perfect for her as they possibly can.

- 0 There are 15 children in Hannah Dexter's family.
A Right B Wrong C Doesn't say
- 1 Hannah is happy to be in a big family.
A Right B Wrong C Doesn't say
- 2 The children keep their clothes in cupboards in their bedrooms.
A Right B Wrong C Doesn't say
- 3 Hannah's dad leaves the house before the children go to school.
A Right B Wrong C Doesn't say
- 4 The family eats the same things for breakfast every day.
A Right B Wrong C Doesn't say
- 5 The Dexters got their mini-van two years ago.
A Right B Wrong C Doesn't say
- 6 There are a few days every year when Hannah's mum does nothing.
A Right B Wrong C Doesn't say
- 7 Hannah and her brothers and sisters try hard to make Mother's Day special for their mum.
A Right B Wrong C Doesn't say

Compare your answers with a partner.

VOCABULARY Adverbs of degree

2 Find the adverbs in the article.

really quite especially nearly almost

- 1 Which two mean 'very much'?
- 2 Which two mean 'very close to'?
- 3 Which one means 'not completely'?

3 Complete each sentence with a different adverb from Exercise 2. Sometimes more than one is possible.

- 1 Sally's my best friend. I like her.
- 2 In my family, we all eat dinner together every night.
- 3 I like all my teachers, my English teacher.
- 4 I'm not sure about this colour. It's nice, I suppose.
- 5 Can you wait for me for five minutes? I'm ready.

SPEAKING

4 Ask and answer in groups.

- How many children are there in your family?
- Talk about the biggest family you know. How many children are in the family?
- Do you have Mother's Day in your country? What do you do?

LISTENING

5 2.55 Listen to three young people talking about who they live with. Match each speaker to the right picture.



Shami



Sally



Harry



1



2

3



3

6 2.55 Listen again. Who's this? Write Shami, Sally or Harry next to each sentence.

- 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 still single.
- 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. Underline *also*, *too* and *as well*.

I live with my parents in a three-bedroom house. I'm the only child in my family – I haven't got any brothers or sisters. My grandfather lives with us as well. He's 78, and he's got lots of interesting stories to tell. I've also got four cousins and I like spending time with them too. They're the same age as me but I don't see them very often, because they live quite far away.

Look at these examples and the ones in Sally's description and complete the rules below.

My uncle lives on our street **as well**.

My cousin likes it **too**.

My sister is **also** getting married.

I **also** spend time with my dad.

1 **Too** and **as well** go at the of the sentence.

2 **Also** goes after **be** and **have** but other verbs.

PLAN Make notes about your family.

WRITE Write a description of your family in about 50–60 words. Use *too*, *also* and *as well*.

IMPROVE Read your description and your partner's. Correct any mistakes, especially with *too*, *also* and *as well*, and rewrite it.

Biology

Animals and their habitats

1 How many animals can you name in English? How many parts of an animal's body can you name?

2 Read the information about animals and their habitats. Find these things in the pictures.

claws eyelashes fur hump skin teeth trunk tusk

Animals and their habitats

Animals are able to live all over the world, in many different kinds of habitat. Some habitats, such as deserts, are hot and dry, and others, such as the Arctic, are very cold. Other examples of habitats are mountains, oceans and savannahs. Animals need the right adaptations for each habitat. Adaptations are changes to an animal's body or the way it lives. These happen over a long time, and help an animal survive in its habitat.

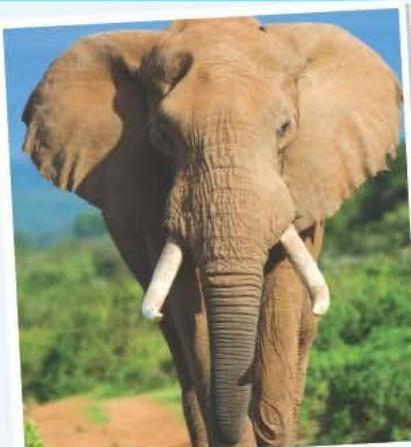
Camel



Polar Bear



Elephant



Desert habitat

hot during the day, cold at night,
very dry

Adaptations

- 1 doesn't need to drink or eat often
- 2 thick eyelashes
- 3 long legs
- 4 hump on its back
- 5 moves slowly

Why is this useful?

- 1 A
- 2
- 3
- 4
- 5

Arctic habitat

lots of ice, cold all year,
short summers

Adaptations

- 1 small ears
- 2 long, strong legs
- 3 strong teeth and claws
- 4 very good sense of smell
- 5 thick, white fur

Why is this useful?

- 1 G
- 2
- 3
- 4
- 5

Savannah habitat

lots of grass, some trees, hot,
not a lot of rain

Adaptations

- 1 no fur on its skin
- 2 large ears
- 3 long strong nose, or trunk
- 4 tusks
- 5 lives in family groups

Why is this useful?

- 1 E
- 2
- 3
- 4
- 5

3 Work in groups of three. The information from the 'Why is this useful?' columns is missing. Find it in the list below and match it to the adaptations.

- A ~~Water and food are hard to find in the desert.~~
- B These keep the sand out of its eyes.
- C With this, it can pick up water and reach leaves on trees.
- D This has fat in it to use as food.
- E ~~This helps it keep cool.~~
- F These help it catch and kill prey.
- G ~~These don't lose as much heat as big ears.~~
- H These keep its body away from the hot sand.

- I It uses these to dig for plants and to fight.
- J They can learn from each other, and keep babies safe from predators like lions.
- K These help it run fast and swim well.
- L This helps it keep cool.
- M It loses heat through these.
- N This helps it find food.
- O This keeps it warm and makes it difficult for other animals to see it.



4 Read the text and answer the questions.

- 1 Give two examples of different habitats.
Describe those habitats.
- 2 Why do animals have adaptations?
- 3 Give three examples of different animal adaptations.
- 4 Why do camels move slowly?
- 5 Why do polar bears need strong legs?
- 6 Why do African elephants have large ears?

5 Complete the descriptions with *predator* or *prey*.

.....: Other animals eat this animal.
.....: This animal eats other animals.

6 Put these animals into the correct column of the table.



7 Work with a partner. Write some sentences about three of the animals in Exercise 6. Think about their adaptations and why they are useful.

A mouse can run fast. This makes it difficult for predators to catch it.



Project Design an animal

Work in groups and design a new kind of animal.

- Choose a habitat for your animal.
- Is your animal a predator? Is it prey?
- Design your new animal. Think about
 - its body (eyes, ears, legs, fur, etc.)
 - how it lives (alone or in groups, when it sleeps, what it eats, etc.)
- Draw a picture of your animal and make notes about it. Give it a name.
- Tell the rest of the class all about your animal.

Predator	Prey

Review 5

Units 17-20

VOCABULARY

1 Each group of four words should make you think of another word.

Complete the word for each group.

- 0 aunt cousin brother father
- 1 mark exam term teacher
- 2 dance music friends fun
- 3 pages photos articles weekly
- 4 play actor stage seats
- 5 job instrument play person
- 6 win enter prize talent show

- f **a** m **i** l y
- s _ _ o _ _
- d _ _ _ o
- m _ _ _ z i _ e
- t _ _ a _ r _
- m _ _ _ c _ _ n
- c _ _ p _ _ _ _ _ _ n

2 Put the words in the right order to make questions.

Then complete the answers with an adverb of your choice.

- 1 can / dance / well / you / ?
- 2 drive / your / does / fast / dad / ?
- 3 easily / you / new / do / things / learn / ?
- 4 always / you / school / speak / do / at / quietly / ?

- No, I dance really
- No, he drives quite
- No, I have to work very
- No, sometimes I speak

3 Complete the sentences with the words in the box.

album cartoons fan notice reviews star

- 1 The film got good in the newspapers.
- 2 I love the Foo Fighters' first Their music's really good.
- 3 My little brother watches on TV when he gets home from school.
- 4 There's a in the school hall with information about the trip to the theatre.
- 5 My favourite film is Johnny Depp.
- 6 I'm a big of rock music. I love it!

GRAMMAR

4 Read the rules about entering the talent show.

Complete Emma's email to Leah with the words in the box.

have to x3 don't have to can can't

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!



To: Leah

From: Emma

Date: May 2

I've got some information about the talent show. You (1) be 14 or over to enter. We (2) enter as a group but the group (3) have more than five people in it. If we want to enter, we (4) pay £10 each, and we (5) fill in a form on the website. We (6) pay yet, we can wait until the end of July. What do you think? Shall we do it?

5 Choose the right word to complete the sentences.

- 1 He drives very *good* / *well*.
- 2 The weather there was very *good* / *well*.
- 3 Shall / Can you come to my house at 7 pm?

6 Correct the mistakes in these sentences.

- 4 Why not to see a film?
- 5 You don't bring anything except your clothes and your money.
- 6 I realy enjoyed it.
- 7 Lets play tennis at 4 pm.

LISTENING

6 2.56 You'll hear a boy called Owen talking about a picture of his family. Listen and write the correct letter beside each name.

Lily Nora Abby Colin
Rob Liam Grace Max
Ryan Which person is Owen?



WRITING

7 Complete the email.

Write ONE word in each space.

Dear Samantha

I'm (0) ... *having* ... a great holiday here in Spain.
I've made (1) new friend. She's staying in
(2) same hotel. (3) name is
Natalya and she comes (4) Russia. She's a
year older (5) me.
Yesterday morning, we went (6) a bus to
visit a museum. There were lots (7) very
interesting things there. In the afternoon we climbed to
the top of the castle. (8) was very hot!
Please write and tell me (9) your holiday.
See (10) soon.

Love

Diana

SPEAKING

8 Put the words in the right order to make questions.

- 1 kind / programmes / TV / like / you / do / what / of / ?
- 2 subjects / favourite / at / what / are / your / school / ?
- 3 weekend / last / what / you / do / did / ?
- 4 you / often / go / how / to / do / cinema / the / ?
- 5 do / school / after / you / what / do / ?

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

9 Now talk about your favourite film. Take turns to speak.

Tell me about your favourite film.

It's called ...
It's about ...
I like it because ...



Get talking!

UNIT 2

EP Get talking!

Tell me about ...
It's What about you?
Well, I ...

- 1 1.18 Listen to Amber and Brad. What are they talking about?

family friends food music sport

- 2 Put Amber and Brad's sentences in the correct order and write the missing words.

I always have my racket in my bag!



Well, I play



Tell me about your favourite



I practise on Mondays and Tuesdays and



I play matches on Wednesdays.



What about you?



It's really fast and lots of fun.



It's

- 3 1.19 Listen and check.

- 4 Choose a topic and write a conversation with your partner. Use the words in bold in Exercise 2.

favourite food clothes your brother or sister

- 5 Read your conversation to another pair. Don't say the important words. They try to guess the topic. Take turns.

UNIT 4

EP Get talking!

I'm afraid ... (not) ...
Oh, that's a pity.
What a shame.

- 1 1.31 Listen to Kate, Jamie and Paul. Match the person to their problem.

Kate	football
Jamie	concert
Paul	birthday party

- 2 Complete the conversations with the phrases in the box.

I'm afraid I can't. Oh, that's a pity.
What a shame.

1 A: Can you come to my party on Saturday, Kate?

K: What time?

A: About three o'clock.

K: I go swimming at three on Saturdays. Can I come later?

A: Yes, of course! See you then.

2 A: Hi, Jamie, are you OK?

J: No, not really. There's a football match this afternoon and I'm not in the team.

A: Do you want to come cycling with me instead?

J: Yeah, OK. Thanks.

3 A: Paul, I've got two tickets for the concert on Friday. Do you want to come with me?

P: I'd love to but my dad says I can't go out this weekend. I've got exams next week.

A: You can study on Saturday!

P: I know! Tell my dad!

- 3 1.31 Listen again and check.

- 4 Choose a conversation and practise with your partner. Remember, you're hearing bad news!

- 5 Choose your own topic and use the words from Exercise 2 to write your own conversation. Read your conversation to the class.

UNIT 6

EP Get talking!

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

- 1 **1.41** Listen to the conversations. What are they about? Put the letters in the right order, then choose the right word.

scimu tsrop okocgni

Conversation 1
Conversation 2
Conversation 3

- 2 Which conversations are positive, and which are negative?

Conversation 1
Conversation 2
Conversation 3

- 3 **1.42** Listen to the conversations again. When you hear **, say the right words.

- 1 A: How was the match?
B: Terrible!
A: Why?
B: The game was really slow and there weren't any goals.
A: **
B: Yes. We played for 90 minutes. I was really tired.
A: **
2 A: You're happy!
B: I am! It was my violin exam yesterday.
A: And?
B: I passed! Now I can play in the school orchestra.
A: **
B: Thanks.
3 A: I've got a new job. I'm a cook!
B: **
A: Yeah. My friend knows I love cooking.
I baked a birthday cake for his five-year-old sister. Now all my friends' parents want me to make cakes!
B: **

- 4 Make a conversation with your partner. Use the positive or negative words.

UNIT 7

EP Get talking!

Of course not!
I don't think so.
Oh no, I hate ...

- 1 Read the sentences. Do you agree (✓) or disagree (✗)?

1 History is my favourite subject.

2 I love getting up early.

3 One Direction are a brilliant band.

- 2 **1.49** Listen to Anna talking to her friends and answer the questions.

Why doesn't ... Cristina like history?
Peter like getting up early?
Phil like One Direction?

- 3 **1.49** Listen again and write their answers.

Cristina: Hi, Anna. How was school today?

Anna: Hi, Cristina. It was a great day at school today. I have history on Tuesdays – it's my favourite subject.

Cristina:
The teacher always gives us lots of homework to do at the weekend.

Anna: I love getting up early because I can walk my dog before I go to school. Do you get up early, Peter?

Peter:
I like going to bed late and getting up late.

Anna: Hi, Phil. Did you see the One Direction concert on TV last night?

Phil: No, I can't stand One Direction.

Anna: But Phil, they're brilliant!

Phil:
I prefer rock music!



- 4 Write a sentence for each topic and tell your partner. Do you agree or disagree? If you disagree, say why. Use some of the sentences from the box at the top of the page.

Sport School Music Food Holiday

UNIT 10

EP Get talking!

Anyway ...
Guess what ...
Tell me more.

- 1 1.68 Listen to Louisa, Ian and Sophie. What are they talking about?

holidays music schools shopping

- 2 1.69 Listen and check. Then answer the questions.

- 1 What did Louisa do on Saturday?
- 2 Where did she go?
- 3 What did she do?
- 4 What was the problem?
- 5 What did she do?
- 6 What was the next problem?

- 3 Read and complete the conversation below with the words in the box. Then practise with your partner.

Anyway Guess what Tell me more

A: Hi, (name).

B: Hello, (name).

A: (1) ? I saw the new Megan Fox film last night. It was great.

B: (2) ! I want to go to the cinema at the weekend.

A: Well, it was really fast and exciting, with these brilliant robots.

B: I can't stand films about robots. They're pretty boring, I think.

A: It was excellent. I love any films about robots!

(3) , there are lots of other films to see this week.

UNIT 11

EP Get talking!

Actually ...
Sure, no problem.
Of course.
Oh no, that's too ...

- 1 2.05 Listen and complete the conversation with the words in the box.

A: OK, it's **Emma's** birthday next week and we need to plan her surprise party.

B: Right. My **dad** says we can have the party at our house.

A: Brilliant! How many people can we have?

B: My dad says no more than **15**.

A: (1) , there are only **ten** of us, so that's perfect.

B: Good. We could start at around **five** o'clock?

A: (2) early. I think **Emma** plays **basketball** on Saturdays until **five**. How about **six**?

A: (3) Can you invite everyone?

B: (4) I can text them now.

- 2 Read the conversation again and change the words in **green** to your own ideas.

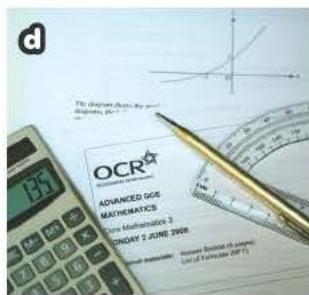
- 3 Practise the new conversation with your partner.

UNIT 13

EP Get talking!

That's a shame.
Oh dear.
Never mind.

- 1 2.20 Listen to Zac, Amy, Chris and Petra. They're talking to Daniel. Match the person to their problem.



- 2 2.20 Look at the speech bubbles. Write what Daniel says. Listen again and check.

I can't find my trainers.

(1).....

I have only one hour to study.

(2).....

I shouldn't play any more games this year.

(3).....

The teacher wants to see everyone's projects today.

(4).....

- 3 Write three problems for your partner. Listen to your partner and say something to help. Take turns.

A: I forgot to bring my lunch.

B: Never mind. You can share my lunch!

UNIT 15

EP Get talking!

Just a minute.
Right.
So ...

- 1 Put B's sentences in the right place to complete the conversation. There's one extra sentence that you don't need.

- a Nearly! I need my hat!
- b Just a minute. Is it still snowing?
- c So, Andrew ... have you got my bag?
- d Right. Got it! Let's go!
- e OK, I'll get my gloves. Right. Got them.

A: Hurry up, the bus is coming!

B: (1).....

A: Yes, it's really cold outside.

B: (2).....

A: So ... are you ready now?

B: (3).....

A: Come on! The bus is here!

B: (4).....

A: Just a minute. I need to use the bathroom!

B: [sigh]

- 2 2.29 Listen and check.

- 3 2.30 Listen and repeat.

- 4 Now use the phrases in a conversation with a partner.

Student A: Look at Units 1–6.

Student B: Look at Units 7–12.

Ask each other questions, like this. You must use the words in bold.

A: I've got some questions for you.

B: Right.

A: So, in Unit 1, what was ... doing?

B: Just a minute, I'm thinking. ... Was he/she ...?

You get one point for a correct answer.

You lose one point if you forget to use the words in bold.

UNIT 17

EP Get talking!

Would you like to ...?
How about ...?
I'd love to.

1 2.40 Listen to Ariana and Emily and answer the questions.

- 1 When does Ariana want to go out?
- 2 What's the name of the TV programme?
- 3 How often is the TV programme on?
- 4 Where does Ariana want to meet Emily?

2 Look at the questions and choose the correct word.

- 1 Would you like *going / to go* to the cinema?
- 2 How about *going / to go* to the cinema?

3 Write a conversation. Use the questions to help you.

- 1 Where do you want to go?
- 2 Who do you want to go with?
- 3 What time do you want to meet?
- 4 Where do you want to meet?

4 Practise your conversation with your partner.

UNIT 18

EP Get talking!

Cool!
Sounds good.
You're right.
Good one!
Excellent idea.

1 2.46 Listen to some students talking about their ideas. Answer the questions. Sound positive!



- 1 Hey, for our next holiday, how about going snowboarding in Canada?
- 2 Our teachers are really nice and work very hard. Let's make a big chocolate cake for them!
- 3 I haven't got any plans this weekend. Why don't we go to a concert?
- 4 I'm bored. There's nothing on television. Shall we watch a movie?
- 5 Robert Pattinson is my favourite actor. Why don't we go and see his new film?
- 6 I think we should have your party next month. A lot of people are on holiday this month.

2 2.46 Listen again. Now answer in a negative way. You can use the words in the box to help you.

Oh no, that's boring. Oh no, I hate ...
No, I don't think so. Sorry, I'm ...

3 Write some ideas for your partner. You can use the words in the box to help you. Tell your partner what you think of their ideas.

How about What about Let's Shall we
Why don't we I think we should

Activities

UNIT 3 THIS IS THE MAD SCHOOL, EXERCISE 9

Student A

- Your partner has information about a dance school. Ask your partner the questions from Exercise 8. Write the information in your notebook.
- Here is some information about a music school. Use this information to answer your partner's questions.

The High Note School

School of classical music

For students from 15–19 years of age

Email: info4students@free.school

Mobile: 03 77 51 96 42



UNIT 10 BUYING AND SELLING ONLINE

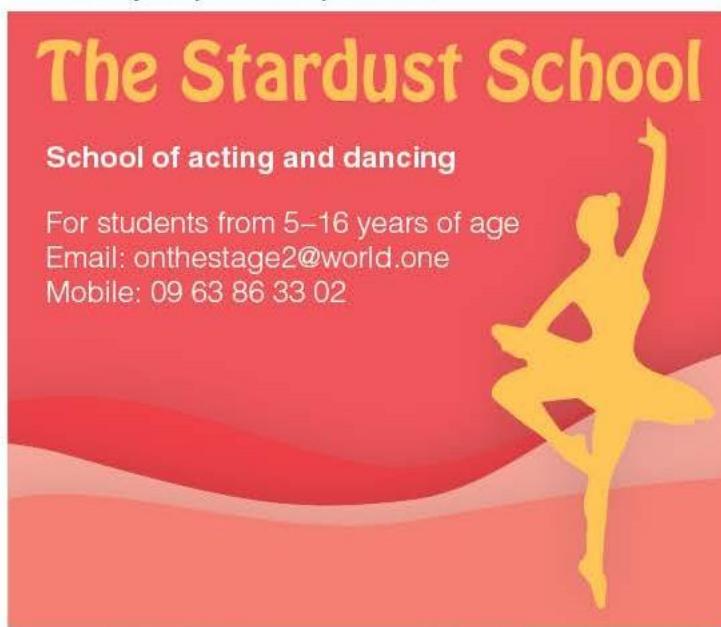
Prepare to write

Chris: 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 3 THIS IS THE MAD SCHOOL, EXERCISE 9

Student B

- a) Here is some information about a dance school. Use this information to answer your partner's questions.



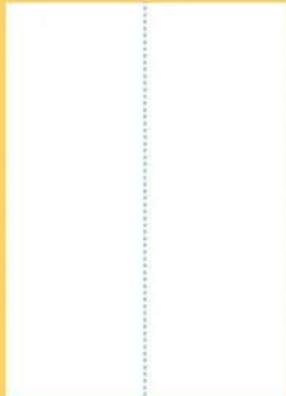
- b) Your partner has information about a music school. Ask your partner the questions from Exercise 8. Write the information in your notebook.

CULTURE: HOLLYWOOD

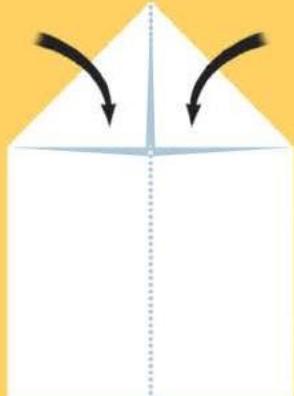
Read and check your ideas for Exercise 6.

- 1 The statuette is standing on a reel of film because people receive Oscars for their work in the films.
- 2 Each Oscar has a different number because the Academy need to have a record of who received each one.
- 3 The long sword has no meaning. It was part of the original design of the statuette.
- 4 There are different stories about why the statuette is called the 'Oscar'. One story is that a member of the Academy said that it looked like her uncle Oscar.
- 5 The Academy gives out about 50 Oscars each year.
- 6 An Oscar is very heavy!

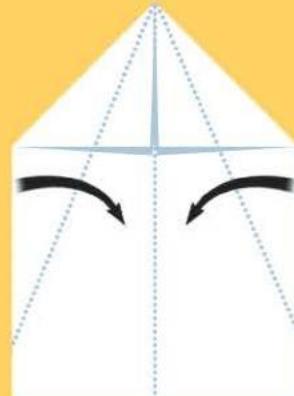
HISTORY: THE HISTORY OF FLIGHT



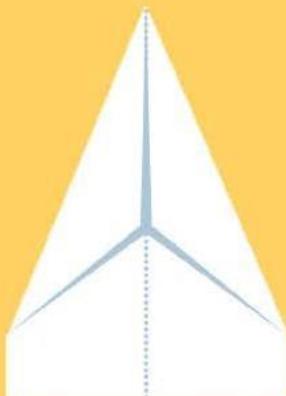
1 Fold the paper in half.



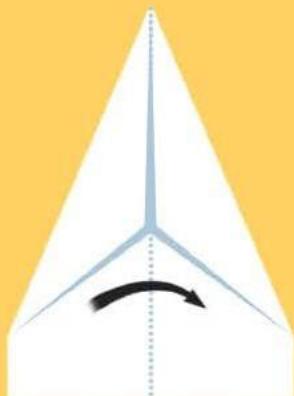
2 Look at the arrows ($\rightarrow \leftarrow$).
Fold the top corners into the centre.



3 Fold the new corners into the centre again.



4 Your plane now looks like this.



5 Fold the sides back so the folded corners are on the outside.



6 Your plane now looks like this.



7 Fold again so the outside edge meets the centre fold line.



8 Your plane now looks like this.



9 Lift the wings and your plane is ready to fly.

UNIT 1

badminton /'bædmɪntən/ noun
baseball /'beɪsbɔ:l/ noun
basketball /'ba:skɪtbɔ:l/ noun
cycling /'saɪklɪŋ/ noun
football /'fʊtbɔ:l/ noun
hockey /'hɔki/ noun
rugby /'rʌgbɪ/ noun
running /'rʌnɪŋ/ noun
sailing /'seɪlɪŋ/ noun
skating /'skeɪtɪŋ/ noun
snowboarding /'snəʊbɔ:dɪŋ/ noun
swimming /'swɪmɪŋ/ noun
table tennis /'teɪbl tenɪs/ noun
tennis /'tenɪs/ noun
volleyball /'vɒlibɔ:l/ noun

UNIT 2

bowl /bəʊl/ noun
cabbage /'kæbɪdʒ/ noun
cereal /'sɪəriəl/ noun
chilli /'tʃili/ noun
cream /kri:m/ noun
cucumber /'kjukʌmbə/ noun
curry /'kʌri/ noun
fresh /fref/ adjective
fruit /fru:t/ noun
fruit tea /fru:t ti:/ noun
honey /'hʌni/ noun
hot chocolate /hɒt 'tʃɒklət/ noun
jam /dʒæm/ noun
lemon /'lemən/ noun
mango /'mæŋgəʊ/ noun
oil /ɔɪl/ noun
pan /pæn/ noun
rice /raɪs/ noun
salad /'sæləd/ noun
sauce /sɔ:s/ noun
toast /təʊst/ noun
yogurt /'jɒgət/ noun

UNIT 3

actor /'ækta/ *noun*
album /'ælbəm/ *noun*
band /bænd/ *noun*
classical /'klæsɪkəl/ *adjective*
concert /'kɔnsət/ *noun*
drums /drʌmz/ *noun*
famous /'feɪməs/ *adjective*
jazz /dʒæz/ *noun*
keyboard /'ki:bɔ:d/ *noun*
music /'mju:zɪk/ *noun*
piano /pi'ænəʊ/ *noun*
pop /pɒp/ *noun*
rap /ræp/ *noun*
record /rɪ'kɔ:d/ *verb*
rock /rɒk/ *noun*
soul /səʊl/ *noun*
stage /steɪdʒ/ *noun*
violin /vaɪə'lɪn/ *noun*

UNIT 4

big /bɪg/ *adjective*
broken /'brəʊkən/ *adjective*
date /deɪt/ *noun*
difficult /'dɪfɪkəlt/ *adjective*
expensive /ɪk'spensɪv/ *adjective*
gold /gəuld/ *noun*
old /əʊld/ *adjective*
plastic /'plæstɪk/ *noun*
round /raʊnd/ *adjective*
silver /'sɪlvə/ *noun*
square /skweə/ *adjective*
surprised /sə'praɪzd/ *adjective*
wood /wʊd/ *noun*
writing /'raɪtɪŋ/ *noun*

UNIT 5

building /'bɪldɪŋ/ *noun*
climb /klaɪm/ *verb*
complete /kəm'pli:t/ *verb*
cross /krɒs/ *verb*
crowded /'kraʊdɪd/ *adjective*
fire /faɪə/ *noun*
join /dʒɔɪn/ *verb*
open /'əʊpən/ *verb*
paint /peɪnt/ *verb*
person /'pɜ:sən/ *noun*
play /pleɪ/ *verb*
rat /ræt/ *noun*
record /rɪ'kɔ:d/ *verb*
sick /sɪk/ *adjective*
street /stri:t/ *noun*
text /tekst/ *verb*
walk /wɔ:k/ *verb*
wood /wʊd/ *noun*

UNIT 6

boss /bɒs/ *noun*
busy /'bɪzɪ/ *adjective*
customer /'kʌstəmə/ *noun*
earn /ɜ:n/ *verb*
engineer /endʒɪ'nɪə/ *noun*
factory worker /'fækτəri wɜ:kə/ *noun*
farmer /'fa:mə/ *noun*
fisherman /'fiʃəmən/ *noun*
football coach /'fʊtbɔ:l kəʊtʃ/ *noun*
mechanic /mə'kænɪk/ *noun*
model /'mɒdəl/ *noun*
office /'ɒfɪs/ *noun*
staff /sta:f/ *noun*
weather man /weðəmæn/ *noun*

UNIT 7

airport /'eəpɔ:t/ *noun*
beach /bi:tʃ/ *noun*
bike /baɪk/ *noun*
camping /'kæmpɪŋ/ *noun*
coach /kəʊtʃ/ *noun*
hotel /həʊ'tel/ *noun*
map /mæp/ *noun*
passport /'pa:sɒp:t/ *noun*
photo /fəʊtəʊ/ *noun*
platform /'plætfɔ:m/ *noun*
present /'prezənt/ *noun*
sightseeing /'saɪtsi:ɪŋ/ *noun*
swim /swɪm/ *verb*
take /teɪk/ *verb*
ticket /'tɪkɪt/ *noun*
train /treɪn/ *noun*

UNIT 8

armchair /'a:mτʃeə/ *noun*
blanket /'blæŋkit/ *noun*
carpet /'ka:pɪt/ *noun*
computer game /kəm'pjʊ:tə geɪm/ *noun*
cupboard /'kʌbəd/ *noun*
diary /'daɪəri/ *noun*
draw /drɔ:/ *verb*
drawer /drɔ:/ *noun*
drawing /'drɔ:ɪŋ/ *noun*
drums /drʌmz/ *noun*
guitar /gɪ'ta:/ *noun*
lamp /læmp/ *noun*
listen /'lɪsən/ *verb*
magazine /mægə'zi:n/ *noun*
music /'mju:zɪk/ *noun*
paint /peɪnt/ *verb*
photograph /'fəʊtəgra:f/ *noun*
picture /'pɪktʃə/ *noun*
play /pleɪ/ *verb*
read /ri:d/ *verb*
sea /si:/ *noun*
shelf /ʃelf/ *noun*
song /sɒŋ/ *noun*
sound /saʊnd/ *noun*
story /'stɔ:ri/ *noun*
wind /wɪnd/ *noun*
write /raɪt/ *verb*

UNIT 9

- cap** /kæp/ noun
cotton /'kɒtən/ noun
jacket /dʒækɪt/ noun
jumper /'dʒʌmpə/ noun
leather /'leðə/ noun
plastic /plæstɪk/ noun
shorts /ʃɔ:ts/ noun
socks /sɒks/ noun
swimming costume
/'swɪmɪŋ kɒstju:m/ noun
wool /wʊl/ noun

UNIT 10

- earring** /'ɪərɪŋ/ noun
jewellery /dʒu:əlri/ noun
leather /'leðə/ noun
make-up /'meɪk ʌp/ noun
market /'ma:kɪt/ noun
money /'mʌni/ noun
plastic /plæstɪk/ noun
purse /pɜ:s/ noun
sale /seɪl/ noun
shop /ʃɒp/ noun
sunglasses /'sʌŋgləsɪz/ noun
wallet /'wɒltɪt/ noun
wool /wʊl/ noun

UNIT 11

burger /'bɜ:gə/ *noun*

chicken leg /'tʃɪkɪn leg/ *noun*

cola /'kəʊlə/ *noun*

ice cream /aɪs kri:m/ *noun*

lemonade /lemə'neid/ *noun*

mineral water /'mɪnərəl wɔ:tə/ *noun*

mushroom /'mʌʃru:m/ *noun*

pizza /'pi:tsə/ *noun*

salad /'sæləd/ *noun*

UNIT 12

clothes /kləʊðz/ *noun*

digital /'dɪdʒɪtəl/ *adjective*

download /daʊn'ləʊd/ *verb*

film /fɪlm/ *noun*

friend /frend/ *noun*

game /geim/ *noun*

homework /'həʊmwɜ:k/ *noun*

internet /'ɪntənet/ *noun*

keyboard /'ki:bɔ:d/ *noun*

laptop /'læptɒp/ *noun*

machine /mə'ʃi:n/ *noun*

memory /'meməri/ *noun*

mouse /maʊs/ *noun*

music /'mju:zɪk/ *noun*

picture /'pɪktʃə/ *noun*

printer /'prɪntə/ *noun*

screen /skri:n/ *noun*

speaker /'spi:kə/ *noun*

star /sta:/ *noun*

tablet /'tæblət/ *noun*

video /'vɪdiəʊ/ *noun*

virus /'vaɪərəs/ *noun*

website /'websaɪt/ *noun*

UNIT 13

- advice** /əd'veɪs/ noun
broken /'brəʊkən/ adjective
cold /kəʊld/ noun
enter /'entə/ verb
finish /'fɪnɪʃ/ verb
fit /fɪt/ adjective
headache /'hedeɪk/ noun
hurt /hɜ:t/ verb
kilometres /'kɪləmɪ:təz/ noun
pain /peɪn/ noun
race /reɪs/ noun
sick /sɪk/ adjective
stomach ache /'stʌmək eɪk/ noun
temperature /'temprə:tʃə/ noun
toothache /'tu:θeɪk/ noun
well /wel/ adverb

UNIT 14

- bridge** /brɪdʒ/ noun
building /'bɪldɪŋ/ noun
bus station /'bʌs steɪʃən/ noun
cycle tour /'saɪkl tuə/ noun
park /pa:k/ noun
petrol station /'petrəl steɪʃən/ noun
police station /pə'lɪ:s steɪʃən/ noun
post office /'pəʊst ɒfɪs/ noun
river /'rɪvə/ noun
roundabout /'raʊndəbaʊt/ noun
sports centre /'spɔ:ts sentə/ noun
street /stri:t/ noun
town centre /taʊn 'sentə/ noun
traffic light /'træfɪk laɪt/ noun
train station /'treɪn steɪʃən/ noun
walking tour /'wɔ:kɪŋ tuə/ noun

UNIT 15

cloudy /'klaʊdi/ *adjective*
dry /draɪ/ *adjective*
field /fi:ld/ *noun*
foggy /'fɒgi/ *adjective*
footprint /'fʊtprɪnt/ *noun*
forest /'fɔrɪst/ *noun*
lake /leɪk/ *noun*
mountains /'maʊntɪnz/ *noun*
sky /ski/ *noun*
snow /snəʊ/ *noun*
snowy /'snəʊi/ *adjective*
sunny /'sʌni/ *adjective*
thunderstorm /'θʌndəstɔ:m/ *noun*
water /'wɔ:tə/ *noun*
wet /wet/ *adjective*
windy /'wɪndi/ *adjective*

UNIT 16

bird /bɜ:d/ *noun*
cat /kæt/ *noun*
dog /dɒg/ *noun*
elephant /'elɪfənt/ *noun*
horse /hɔ:s/ *noun*
monkey /'mʌŋki/ *noun*
rabbit /'ræbɪt/ *noun*
rat /ræt/ *noun*
sheep /ʃi:p/ *noun*

UNIT 17

- cartoons** /ka:tju:nz/ noun
channel /'tʃænəl/ noun
competition /kɒmpə'tɪʃən/ noun
excellent /'eksələnt/ adjective
fan /fæn/ noun
good-looking /gʊd'lʊkɪŋ/ adjective
national /'næʃənəl/ adjective
programme /'prəʊgræm/ noun
record /rɪ'kɔ:d/ verb
stage /steɪdʒ/ noun
star /sta:/ noun
theatre /'θɪətə/ noun
TV /ti:vɪ:/ noun

UNIT 18

- advertisement** /əd'veɪtɪsmənt/ noun
as /əz/ conjunction
because /bɪ'kəz/ conjunction
cartoon /ka:tju:n/ noun
magazine /mægə'zi:n/ noun
newspaper /'nju:zpeɪpə/ noun
notice /'nəʊtɪs/ noun
so /səʊ/ conjunction
when /wen/ conjunction

UNIT 19

activity /æk'tiviti/ *noun*
art /ɑ:t/ *noun*
Chinese /tʃaɪ'ni:z/ *noun*
classroom /'klɑ:sru:m/ *noun*
cost /kɒst/ *noun*
disco /'dɪskəʊ/ *noun*
film-making /'fɪlmmeɪkɪŋ/ *noun*
gym /dʒɪm/ *noun*
journey /'dʒɜ:nɪ/ *noun*
kitchen /'kɪtʃən/ *noun*
learn /lɜ:n/ *verb*
lesson /'lesən/ *noun*
library /laɪbrəri/ *noun*
maths /mæθs/ *noun*
music /'mju:zɪk/ *noun*
nature /'neɪtʃə/ *noun*
pack /pæk/ *verb*
photography /fə'tɔgrəfi/ *noun*
project /'prɒdʒekt/ *noun*
repair /rɪ'peə/ *verb*
student /'stju:dənt/ *noun*
study /'stʌdi/ *verb*
talk /tɔ:k/ *verb*
teacher /'ti:tʃə/ *noun*
term /tɜ:m/ *noun*
towel /taʊəl/ *noun*
uniform /'ju:nɪfɔ:m/ *noun*
video game /'vɪdiəʊ geɪm/ *noun*
watch /wɒtʃ/ *verb*

UNIT 20

almost /'ɔ:lmost/ *adverb*
aunt /a:nt/ *noun*
brother /'brʌðə/ *noun*
child /tʃaɪld/ *noun*
children /'tʃɪldrən/ *noun*
cousin /'kʌzən/ *noun*
daughter /'dɔ:tə/ *noun*
especially /ɪ'speʃəli/ *adverb*
father /'fa:ðə/ *noun*
grandchild /'græntʃaɪld/ *noun*
granddaughter /'grænddɔ:tə/ *noun*
grandfather /'grænfa:ðə/ *noun*
grandmother /'grænmʌðə/ *noun*
grandparent /'grænpeərənt/ *noun*
grandson /'grænsʌn/ *noun*
mother /'mʌðə/ *noun*
nearly /'nɪəli/ *adverb*
quite /kwaɪt/ *adverb*
really /'rɪəli/ *adverb*
sister /'sɪstə/ *noun*
son /sʌn/ *noun*
uncle /'ʌŋkl/ *noun*

Grammar reference

STARTER UNIT

BE

Positive	Negative
I'm (am) you/we/they're (are) he/she/it's (is)	I'm (am) not you/we/they aren't (are not) he/she/it isn't (is not)
Questions	Short answers
Am I ...? Are you/we/they ...? Is he/she/it ...?	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 **be** for people and things to describe them, say how old they are, where they are, etc.
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?'
'Yes, there is.'*
- We use **there are** with plural countable nouns.
'Are there any pens on the table?' 'Yes, there are.'

Practice

- 1 Complete the questions with **Is there** or **Are there**. Then write the answer.

- 0 ...**Are there**... any shelves in your classroom?
(✓) ...**Yes, there are**...
- 1 a green pencil on the floor?
(✓)
- 2 any maps on the walls?
(✗)
- 3 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, 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

- 2 Complete the sentences with the correct form of **have got**.

- 0I've got.... a new green bike.
1 My friends (✗) pets at home.
2 We a new English teacher.
3 My dad (✗) a car. He a bike.
4 '..... 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

- 3 Write four sentences about the things you can and you can't do.

I can't speak French but I can speak English.

UNIT 1

ADVERBS OF FREQUENCY

Present simple

Positive	I/You/We/They play volleyball. He/She/It goes running.
Negative	I/You/We/They don't play hockey. He/She/It doesn't go cycling.
Questions	Do I/you/we/they play rugby? Does he/she/it go sailing?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

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 winter.

Adverbs of frequency

- 100% *I always play tennis in the summer.*
I usually go running with my dad.
I often play football with my friends.
I'm sometimes late for school.
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 that with **never**, we don't use the verb in the negative.
I never go snowboarding. (**not I don't never go...**)

Practice

- 1 Complete the sentences with the present simple form of the verbs in the box.

play watch not go
study not play go

- 1 I basketball in a team.
- 2 My teacher sailing when the weather is bad.
- 3 My brother TV after dinner every day.
- 4 your mum running before work?
- 5 My friends and I rugby at the weekend. We prefer football.
- 6 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 true answers for you.

- 0 play / you / tennis / how often / do / ?

How often do you play tennis?

... sometimes ... play ... 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 / ?

UNIT 2

PRESENT CONTINUOUS AND PRESENT SIMPLE

→ See Grammar reference, Unit 1, Present simple p.143

Present continuous

Positive	I'm (am) making pancakes. You/We/They're (are) mixing eggs and milk. He/She/It's (is) adding the sugar.
Negative	I'm (am) not making lunch. You/We/They aren't (are not) cooking . (or You/We/They're not cooking.) He/She/It isn't (is not) helping . (or He/She/It's not helping.)
Questions	Am I eating pancakes? 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

most verbs add -ing	cook → cooking mix → mixing add → adding
verbs ending in -e: remove -e and add -ing	make → making 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 up → getting up 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 like **often, usually, never**, etc.

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 like **now, at the moment, today**, etc.

I'm **making pancakes at the moment**.

Practice

- 1 Write complete sentences in the present continuous.

0 My brother / make chocolate sauce at the moment.

My brother's making chocolate sauce at the moment.

1 We / serve dinner now.

2 I / not swim today.

3 What / you make?

4 My friends / not go cycling at the moment.

5 your best friend / sit next to you?

- 2 Circle the correct words to complete the sentences.

1 We **never eat** / 're **never eating** curry and rice.

2 I **go** / 'm **going** swimming after school every day.

3 Shh! The baby **sleeps** / 's **sleeping** at the moment.

4 What **do you usually have** / **are you usually having** for breakfast?

5 What **do you watch** / **are you watching** on TV now?

6 My mum **doesn't work** / **isn't working** today. She's on holiday.

- 3 Complete the sentences so they are true for you.

1 For breakfast, I often

2 My friends and I sometimes after school.

3 At the moment, my best friend

4 I'm wearing today.

5 On Friday afternoon, I usually

6 I now.

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 keyboards. (not I quite love or I quite hate)

→ See **Grammar reference**, Unit 2, Spelling: **-ing** form, p.144

Practice

1 Write the **-ing** form of the verbs in the box in the correct columns.

dance get up have make open play shop sit swim watch

write → writing	run → running	help → helping	listen → listening
dancing			

2 Complete the sentences with the **-ing** form of the verbs in brackets.

- 1 My sister really loves (play) the guitar.
- 2 My grandparents like (live) in a big city.
- 3 My dad loves (drive).
- 4 I quite like (go) snowboarding with my family.
- 5 My friends and I hate (wear) a school uniform.
- 6 We don't like (get up) early.

3 Write true sentences for you with **like**, **don't like**, **hate**, **love** and the words in brackets.

- 1 (go cycling) *I...really...love...going...cycling...with...my...friends...*
- 2 (listen to rock music)
- 3 (study for exams)
- 4 (have pizza)
- 5 (swim in the sea)
- 6 (dance)

UNIT 4

WAS/WERE: +, -, ?

Positive	I/He/She/It was at home yesterday. You/We/They were at school at ten o'clock.
Negative	I/He/She/It wasn't (was not) five years old in 2000. You/We/They weren't in the lake yesterday.
Questions	Where was I/he/she/it at six o'clock? Who were you/we/they with yesterday? Was I/he/she/it late? Were you/we/they happy?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't (was not). Yes, you/we/they were . No, you/we/they weren't (were not).

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** silver. They **were** round.*

We also use **was/were** to say where people or things were in the past.

*We **weren't** at school yesterday. It **was** a holiday.
The ring **wasn't** in her bedroom.*

Practice

- 1** Complete these sentences with **was(n't)** or **were(n't)**.

0 I ... **was** very surprised.

1 My friends interested in my new ring.

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 these 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 / ? (✗)

4 mobile / bag / was / in / your / your / ? (✗)

5 lake / were / the / we / near / ? (✓)

- 3** Write complete questions with **was** or **were**. Then write true answers 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?

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.
Aristide Boucicaut opened the first department store in Paris.
- 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 -ed	<i>play → played</i>
verbs that end in -e: add -d	<i>change → changed</i>
verbs that end in consonant + -y: change -y to -i and add -ed	<i>carry → carried</i>
one-syllable verbs ending in a consonant + a vowel + a consonant (except w, x or y): double the consonant and add -ed	<i>stop → stopped</i>
two-syllable verbs ending in a stressed vowel + a consonant: double the final consonant and add -ed	<i>prefer → preferred</i>
In British English, we double the final l.	<i>travel → travelled</i> (American English: <i>travel → traveled</i>)

Practice

- 1 Complete the columns 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.

Past simple with *in* and *on*

- We often use *in* and *on* with the past simple to say when things happened.
- We use *on* for the date and the day.
We cooked pancakes on 17th February / on 5th April 2005 / on Tuesday, etc.
- We use *in* for months, years and centuries.
She recorded her first album in May / in 2008 / in October 1999 / in the 20th century, etc.

Practice

- 3 Write complete sentences in the past simple with *in* or *on*.

0 Neil Armstrong / walk / on the moon / 21st July 1969
Neil Armstrong walked on the moon on 21st July 1969.

1 I / cook / dinner / Tuesday

.....

2 We / study / Leonardo da Vinci / 2011

.....

3 My dad / work / in New York / May

.....

4 My uncle / stop / playing football / September 1997

.....

5 My cousins / stay / in an expensive hotel / 3rd March

.....

UNIT 6

PAST SIMPLE: ?, -

→ See **Grammar reference**, Unit 5, Past simple of regular verbs, p.147

Negative
I/You/He/She/It/We/They didn't (did not) finish.
Questions
Where did I/you/he/she/it/we/they cook?
Did I/you/he/she/it/we/they work in a shop?
Short answers
Yes, I/you/he/she/it/we/they did.
No, I/you/he/she/it/we/they didn't.

- 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?' 'Yes, I did.'

Practice

- 1** Complete the sentences with the past simple negative form of the verbs in blue.

0 My dad **played** tennis. He didn't play volleyball.

1 We **cooked** fish. We meat.

2 In the school holidays, my brother **worked** in a factory. He in a shop.

3 I **used** my mobile to send a message. I the computer.

4 My friends **climbed** a tree. They a mountain.

5 I **opened** the window. I the door.

- 2** Use the past simple negative and the words in brackets to write true sentences about what you and the people you know didn't do yesterday.

0 (I / watch)

I didn't watch a film on TV yesterday.

1 (my mum / listen)

2 (my classmates / walk)

3 (I / study)

4 (my friends and I / play)

5 (this class / start)

- 3** Write complete questions in the past simple. Then write the short answers.

0 Did you cook (cook) dinner yesterday?
No, I didn't.

1 your sister (help) you with your homework?
Yes,

2 your friends (finish) all the biscuits?
Yes,

3 this class (start) at 10 am?
No,

4 you (enjoy) the party?
Yes,

5 it (rain) yesterday?
No,

- 4** Put the words in order to make questions. Then write true answers for you.

0 you / walk / this / did / school / to / morning / ?
Did you walk to school this morning?
Yes, I did.

1 start / what / you / did / time / school / ?

2 use / did / a / you / computer / last night / ?

3 study / yesterday / you / did / what / ?

4 visit / country / holiday / you / did / another / on / ?

5 when / you / finish / Unit 5 / did / ?

UNIT 7

PAST SIMPLE: IRREGULAR VERBS

- See **Grammar reference**, Unit 5, Past simple of regular verbs, p.147
- See **Grammar reference**, Unit 6, Past simple: questions and negatives, p.148

Positive	I/You/He/She/It/We/They swam in the sea every day.
Negative	I/You/He/She/It/We/They didn't go to Italy on holiday.
Questions	What did I/you/he/she/it/we/they eat ? Did I/you/he/she/it/we/they have a good time?
Short answers	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .

- 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 p.163.) *buy → bought, come → came, take → took*

Practice

1 Complete the table.

Verb	Past simple	Verb	Past simple
eat	(0) ... <u>ate</u> ...	arrive	(6)
(1)	went	(7)	carried
ride	(2)	enjoy	(8)
(3)	saw	(9)	lived
swim	(4)	stop	(10)
(5)	took	(11)	watched

2 Read the sentences and underline the irregular past simple form. Then write the infinitive.

- 0 I swam in the sea every day. swim
- 1 We went sightseeing in the morning.
- 2 We had a great time on holiday.
- 3 I rode an elephant in India.
- 4 My friends ate pizza last night.
- 5 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

- 1 Our teacher us a lot of homework.
- 2 We our bikes to the beach.
- 3 I some trainers in the new department store.
- 4 My dad at six o'clock this morning.
- 5 I my best friend with her mum.
- 6 I read and write when I was five.

4 Use the past simple form of the verbs in brackets to complete the conversation.

Alice: How (0) ...was... (be) your holiday?

Neil: Great! I really (1) (enjoy) it!

Alice: (2) you (go) camping?

Neil: No, we (3) (stay) in a hotel.

Alice: What (4) you (do) every day?

Neil: In the morning, we (5) (swim) in the sea. The beach (6) (be) very near. In the afternoon, we (7) (visit) different places.

Alice: Cool! Where (8) you (eat)?

Neil: We (9) (have) breakfast and dinner in the hotel. I (10) (take) a lot of photos.

Alice: Can I see them?

Neil: Yes, of course.

UNIT 8

SOMEONE, ANYONE, ETC.

	some-	any-	no-
Person	someone	anyone	no one
Thing	something	anything	nothing
Place	somewhere	anywhere	nowhere

- We normally use **someone**, **something**, etc. in positive sentences and **anyone**, **anything**, etc. in negative sentences and questions.

There's something to drink on the table.

I haven't got anywhere to sit.

Is there anyone in the classroom?

- 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 Circle the correct words to complete the sentences.

- I'm bored. I haven't got *anyone* / *anything* / *anywhere* to do.
- I went to the new department store but I bought *no one* / *nothing* / *nowhere*.
- There's a skate park near here. Is there *anyone* / *anything* / *anywhere* to skate in your town?
- Are you busy? I'm looking for *someone* / *something* / *somewhere* to help me with my homework.
- 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 **some-**, **any-** or **no-**.

- Your room's very tidy. There's *no*thing 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.
- I saw one famous at the cinema but I don't know his name.
- 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 no one
nothing someone something
somewhere

- 0 A: Are you hungry?

B: No, I ate a few minutes ago.

- 1 A: What's that noise? I think there's outside the window.

B: No, it's the trees. There's there.

- 2 A: Did you go special yesterday?

B: Yes, we went near the lake and we had a picnic.

- 3 A: Are you doing , Jack?

B: No, Why?

UNIT 9

PRONOUNS AND DETERMINERS

	Determiner	Pronoun
I	It's my jumper.	It's mine .
you	It's your cap.	It's yours .
he	It's his jacket.	It's his .
she	It's her swimming costume	It's hers .
it	It's its shoe.	—
we	They're our clothes.	They're ours .
you	They're your socks.	They're yours .
they	They're their trousers.	They're theirs .

- We use the determiners **my, your, his**, etc. with nouns to talk about our possessions.
That's my pencil case.
Is this your cap?
- We use the pronouns **mine, yours, his**, etc. so we don't need to repeat the noun.
'Is this your cap?' 'Yes, it's mine.' (not Yes, it's my cap.)
'Are these your shoes?' 'Yes, they're ours.' (not Yes, they're our shoes.)
- Mine** is always singular.
'Who do these shoes 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 quite small.
- Can I borrow rubber, please? I haven't got one.

2 Circle 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**?
- These books belong to Harry and Nick. Where are **ours / hers**?
- 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:** We did the washing yesterday. I think (1) clothes are dry now. Are these shorts (2) ?
- Laura:** No, they aren't. They're Dan's.
- Steve:** And these green socks? Are they (3) too?
- Laura:** No, they're (4) The white socks are Dan's.
- Steve:** Right. I like (5) socks, Laura!
- Laura:** (6) grandma gave them to me!
- Steve:** Whose blue jumper is this?
- Laura:** It's (7) ! You've got a blue jumper, haven't you!
- Steve:** You're right! Dan and Lucy have got red caps. Are these (8) ?
- Laura:** Yes, they are.

UNIT 10

SOME, ANY, A BIT OF, A FEW, A LOT OF

	Countable	Uncountable
Questions	Are there any shops near your house?	Have you got any money ?
Positive	There are some shops over there.	There's some money on the table.
Negative	There aren't any large shops near my house.	I haven't got any money in my purse.
a lot of	My sister's got a lot of earrings .	My mum's got a lot of jewellery .
a few / a bit of	There are a few books on the table.	There's a bit of make-up in the bathroom.

- Countable nouns are nouns 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 new wallet, two caps and a book in the department store.
- Uncountable nouns are nouns 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 cola earring egg
 jacket jewellery make-up milk money
 photo purse T-shirt wallet

Countable	Uncountable
biscuit	cheese

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 so our teacher only gave us homework – just one exercise.
- I've got good friends – Anna, Karen and Rachel.
- We made sandwiches, pizza, burgers and chicken legs. There was food at my party!
- The trip is for three days. You only need pairs of socks, not 12 pairs!

4 Circle the correct words to complete the conversation.

- James:** Did you buy (1) **a** / **any** clothes in the sales?
Holly: Yes, I bought (2) **any** / **some** sunglasses, (3) **a** / **some** baseball cap and (4) **a few** / **a bit of** make-up.
James: Really! You bought a (5) **lot** / **few** of things. I only bought (6) **a** / **some** wallet.

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 as ...)*

- we 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 when
we use as + adjective + as.*

*A burger isn't as big as a pizza. (not as big
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

- 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

- if they end in -e, add -r.

nice → nicer, late → later

- if they end 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 adjective.

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 blue whale is (big) than an elephant.

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 £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

COMPARATIVE ADJECTIVES

Adjective	Comparative
one syllable	
slow →	slower
two syllables with consonant + -y	
healthy →	healthier
two syllables or more	
beautiful →	more beautiful
irregular	
good →	better
bad →	worse
far →	farther/further

UNIT 12

SUPERLATIVE ADJECTIVES

→ See Grammar reference, Unit 11, Comparative adjectives, p.153

Adjective	Superlative
One syllable	
young → the youngest	
Two syllables with consonant + -y	
heavy → heavier	
Two syllables or more	
famous → more famous	
Irregular	
good → the best	
bad → the worst	
far → the farther / further	

- 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 mobile phone you can buy.
- When we talk about a place with the superlative adjective, we usually use **in**.
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, Spelling: comparative adjectives, p.153

The spelling rules for superlative and comparative adjectives are the same.

- **One-syllable adjectives:**
 - mostly add -est.
small → smallest, cheap → cheapest
 - if they end in -e, add -st.
nice → nicest, late → latest
 - if they end 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
- **Two or more syllables** add **most**.
expensive → most expensive

Practice

- 1** Write the comparative and superlative forms of the adjectives.

- 0 slow slower, the slowest.
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 adjective in brackets.

- 1 My sister's got (long) hair in my school.
2 Cristiano Ronaldo is one of (famous) football players in the world.
3 You can eat (good) burgers in my town in Ray's Burger Bar.
4 Mrs Peters is (friendly) teacher in my school.
5 My house has got (big) garden in my street.
6 Last night we saw (funny) film in the world. I laughed a lot!

- 3** Write sentences with superlative adjectives.

- 0 The supermarket / busy shop / my town
The supermarket is the busiest shop in my town.

- 1 The cheetah / fast animal / world

- 2 Russia / large country / world

- 3 Salad / healthy food / this café

- 4 I / bad singer / my class

- 5 My brother / good player / his team

- 4** Circle the correct words to complete the sentences.

- 1 I think history is *more* / *the most* interesting than science.
2 Travelling by plane is *faster* / *the fastest* than travelling by bus.
3 Whales are *heavier* / *the heaviest* animals.
4 Jupiter is *bigger* / *the biggest* planet in the solar system.
5 A Rolls Royce is *more* / *the most* expensive than a Renault.
6 Mount Everest is *higher* / *the highest* mountain in the world.

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 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**.

- John's got a temperature. He go to school.
- I hurt my foot. The doctor says I play football for three weeks.
- My best friend didn't pass the exam. His teacher thinks he study harder.
- If your back hurts, you go swimming. It's very good for you.
- My sister lost her mobile yesterday. I think she go to the police station.
- If you want to enter a race, you start training 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
spend a lot of time watching TV

If you want to keep fit and healthy, ...

0 you **should** do sport and exercise..

-
-
-
-
-

3 Write complete questions with **should**.

Then write the short answer.

- I / run a race? (✓)
Should I run a race?
Yes, you **should**.
- my brother / buy a fast car? (✗)
.....
.....
- my friends / go to bed earlier? (✓)
.....
.....
- we / have a party? (✓)
.....
.....
- I / enter the competition? (✗)
.....
.....

4 Read the situations and write some advice with **should** or **shouldn't**.

- I don't feel well. What should I do?

You **should** go to bed and lie down.

- It's my mum's birthday next week. What should I buy her?

.....
.....

- I've got an exam tomorrow. Should I study all night?

.....
.....

- I want to visit another country.
Where should I go?

.....
.....

- My brother wants to do a new sport.
Which one should he do?

.....
.....

- 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. Circle 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.

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 café is the bank.

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?

.....
.....
.....
.....
.....
.....

UNIT 15

PAST CONTINUOUS

Positive	I/He/She/It was eating dinner. You/We/They were playing football.
Negative	I/He/She/It wasn't (was not) sleeping . You/We/They weren't (were not) helping .
Questions	What was I/he/she/it doing at 8 am? What were you/we/they watching on TV? Was I/he/she/it playing computer games? Were you/we/they listening to music?
Short answers	Yes, I/he/she/it was . No, he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

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, p.144

Practice

1 Circle the correct words to complete the sentences.

- 1 At 6 pm, I **was doing** / **were doing** my homework.
- 2 My mum **was cooking** / **were cooking** when I got home.
- 3 Yesterday afternoon, we **wasn't playing** / **weren't playing** tennis.
- 4 When I saw you, you **wasn't wearing** / **weren't wearing** your new cap.
- 5 My friends **wasn't having** / **weren't having** lunch at 1 pm.
- 6 We **was climbing** / **were climbing** a tree on Saturday morning.

2 Complete the text with the past continuous form of the verbs in the box.

bark listen make not sleep
not watch rain read sit use

When I woke up this morning, my dad (0) ... **was making** breakfast. The dog was hungry so he (1) My sister was in her bedroom. She (2) ; she (3) a magazine. My mum and my brother (4) the computer. My grandma (5) in her favourite armchair but she (6) TV. The neighbours (7) to loud music. I looked outside the window and it (8) so I decided to stay at home.

3 Write complete questions in the past continuous. Then write the short answer.

At 10 am yesterday, ...

0 it / snow? (✗)

.....
.....

1 your friends / ride their bikes? (✓)

.....
.....

2 you / shop with your friends? (✓)

.....
.....

3 your mum / work? (✗)

.....
.....

4 I / have a shower? (✗)

.....
.....

5 you and your friends / study at school? (✓)

.....
.....

4 Put the words in order to make questions. Then write true answers.

0 yesterday at 11 am / you / were / sleeping / ?

.....
.....

.....
.....

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 / ?

.....
.....

UNIT 16

PAST SIMPLE AND PAST CONTINUOUS

- See **Grammar reference**, Units 5–7, Past simple, p.147–149
- See **Grammar reference**, Unit 15, Past continuous, p.157
- 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're not interested when the activities started or finished.
John was looking at the gorillas 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 gorilla was eating some fruit when the boy fell.

when and **while**

When we use the **past simple** and **past continuous** together, we often use:

- **when** before the past simple.
The boy was looking at the gorillas when he fell.
- **while** before the past continuous.
While the boy was looking at the gorillas, he fell.

Practice

1 Circle the correct words to complete the sentences.

- 1 When the teacher came / was coming into the classroom, we played / were playing cards.
- 2 She didn't sit / wasn't sitting on the sofa when she heard / was hearing a strange noise.
- 3 While I walked / was walking to school, it started / was starting to rain.
- 4 John arrived / was arriving while my sister made / was making breakfast.
- 5 My brother climb / was climbing a tree when he fell / was falling.
- 6 I didn't meet / wasn't meeting my teacher while we shopped / were shopping.

2 Complete the sentences with **when** or **while**.

- 1 I was tidying my bedroom you phoned me.
- 2 We found some money we were playing outside.
- 3 I wasn't doing anything you phoned.
- 4 you sent me the message, I was doing an exam.
- 5 My mum was swimming in the sea someone stole her purse.
- 6 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.

- 1 My teacher (travel) by boat when she (feel) sick.
- 2 When the music (start), I (not talk) to my friends.
- 3 While I (carry) the plates, I (fall).
- 4 We (run) in the park when we (see) a large dog.
- 5 While I (do) my homework, my phone (ring).
- 6 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.

- 0 When I woke up yesterday,
.....
- 1 While I was going to school,
.....
- 2 When I got to school, my friends
.....
- 3 The teacher came into the classroom while
.....
- 4 When I arrived home,
.....
- 5 While I was doing my homework,
.....

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 friends.
He/She/It's (is) **going to watch** the concert.

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 record** the concert.

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 or intentions.

I'm going to watch the concert this evening.

We aren't going to study next weekend.

- We usually decide about 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 expressions 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.

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 this 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 (0) **'m going to fly** to Canada with my family. We (1) with our cousins. I (2) a football shirt for my cousin Jack because he likes sport. We (3) a football match with him. I love travelling. When I'm 18, I (4) to university. I (5) around the world. I (6) as a shop assistant in different countries but I (7) 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 (do) 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.

1 *We're going to ride our bikes.*.....

2

3

4

5

6

UNIT 18

MAKING SUGGESTIONS

- 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 (?).

Why not go by bus?

Shall we meet at 8 pm?

- 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 expressions like **Cool!**, **Sounds good!**, **You're right!**, **Good one!** and **Excellent idea!** to answer.

'Let's go swimming!' 'Cool!'

Practice

1 Circle 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 with **Shall** ..., **Why not** ... and **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.

- 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.

.....

UNIT 19

HAVE TO / DON'T HAVE TO

Positive	I/You/We/They have to get up early. He/She/It has to share a bedroom.
Negative	I/You/We/They don't have to go climbing. He/She/It doesn't have to wear a uniform.
Questions	What do I/you/we/they have to do now? What time does he/she/it have to get up ? Do I/you/we/they have to bring snacks? Does he/she/it have to wear nice clothes?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

- We use **have to** to talk about necessity or obligation.
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.

Practice

1 Circle the correct words to complete the sentences.

- You **have to train** / **has to train** hard 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 mix** / **has to mix** eggs and milk together to make pancakes.
- My dad **don't have to wear** / **doesn't have to wear** nice clothes 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 to my party. I've got a lot of food and drink.

3 Write complete questions with **have to**. Then write the short answer.

- 0 you / study hard at your school? (✓)

Do you have to study hard at your school?

Yes, I do.

- 1 your mum / wear a uniform at work?

(✗)

- 2 you / turn off your mobile at school?

(✓)

- 3 your dad / travel for his work? (✗)

- 4 we / do Exercise 5? (✗)

- 5 your friends / make their beds? (✓)

4 Complete the questions with the correct form of **have to** and the verb in brackets. Then write true answers for you.

- 0 ... **Do** ... you **have to go** (go) to bed early on Saturday night?

No, I don't.

- 1 What time you (get up) on a school day?

- 2 you (speak) English in your English class?

- 3 How much homework you and your classmates (do) every day?

- 4 What you (do) if you miss a class?

- 5 you (buy) a ticket before you get on a bus in your town?

UNIT 20

ADVERBS OF MANNER

- 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 -ly to the adjective.	<i>quick → quickly</i>
For adjectives ending in -l , we double the l in the adverb form.	<i>beautiful → beautifully</i>
For adjectives ending in consonant + -y , we remove the -y and add -ily .	<i>easy → easily</i>

Practice

1 Write the adverb form of the adjectives.

0 slow	slowly	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.

bad careful good hard loud quick

- I can't hear you. The band is playing very *loudly*
- If you want to pass the exam, you have to study
- My brother won the race because he ran very
- Please don't ask me to draw a picture. I draw
- Listen ! I'm going to repeat these instructions.
- 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 true answers for you.

- Which famous musicians sing (**beautifully**)?
I think Rihanna sings
.....
- How many languages can you speak (**good**)?
.....
- How often do you do your homework (**slow**) and (**careful**)?
.....
- Do you eat (**quick**)?
.....
- How far is your school from your house? Can you walk there (**easy**)?
.....
- Do you play in a sports team? Does it play (**bad**) or (**good**)?
.....

List of irregular verbs

Infinitive	Past simple	Infinitive	Past simple
be	was, were	lend	lent
become	became	lie	lay
begin	began	lose	lost
break	broke	make	made
bring	brought	mean	meant
build	built	meet	met
burn	burned/burnt	pay	paid
buy	bought	put	put
catch	caught	read	read
choose	chose	ride	rode
come	came	ring	rang
cost	cost	run	ran
cut	cut	say	said
do	did	see	saw
draw	drew	sell	sold
dream	dreamed/dreamt	send	sent
drink	drank	show	showed
drive	drove	shut	shut
eat	ate	sing	sang
fall	fell	sit	sat
feel	felt	sleep	slept
find	found	speak	spoke
fly	flew	spell	spelled/spelt
forget	forgot	spend	spent
get	got	stand	stood
give	gave	steal	stole
go	went	swim	swam
grow	grew	take	took
have	had	teach	taught
hear	heard	tell	told
hit	hit	think	thought
hold	held	throw	threw
hurt	hurt	understand	understood
keep	kept	wake	woke
know	knew	wear	wore
learn	learned/learnt	win	won
leave	left	write	wrote

Acknowledgements

The authors would like to thank Annette Capel and Alyson Maskell for their support and guidance throughout the project.

The authors and publishers are grateful to the following for reviewing the material during the writing process:

Brazil: Litany Ribeiro; Spain: Laura Clyde and Patricia Norris; Turkey: Yucel Akgun, Ali Bilgin and Marion Oner.

Development of this publication has made use of the Cambridge English Corpus, a multi-billion word collection of spoken and written English. It includes the Cambridge Learner Corpus, a unique collection of candidate exam answers. Cambridge University Press has built up the Cambridge English Corpus to provide evidence about language use that helps to produce better language teaching materials.

This product is informed by English Profile, a Council of Europe-endorsed research programme that is providing detailed information about the language that learners of English know and use at each level of the Common European Framework of Reference (CEFR). For more information, please visit www.englishprofile.org

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

Daniel Seddiqui for the adapted text on p.42 from 'Living the Map, 50 jobs in 50 States.' Copyright © www.livingthemap.com. Reproduced with permission; Stephen Warren-Smith and Adam Dale Kilpatrick for the adapted text on p.48. Copyright © www.crazyguyonabike.com. Reproduced with permission; Snorgtees.com for the adapted text on p.64. Copyright © www.snorgtees.com. Reproduced with permission.

For the sound recordings on p.24: Tracks 1.20 and 1.21: *One Eyed Cat* by Pete Levin and the Paddlewheelers. Copyright © Pump Audio/Getty Images; *Bach – Orchestral Suite no.3 'Air on a G String'* by Charles Roland Berry. Copyright © Pump Audio/Getty Images; *Oh My Soul 90* by Elias Music Library. Copyright © Elias Music Library/Getty Images; *Meet Me In Vegas* by Rinat Arinos. Copyright © SoundCloud/Getty Images; *Strain Beatz – Dead Flow – Feat G-One* by Joel Greenwood. Copyright © SoundCloud/Getty Images; *Execution* by John Preller. Copyright © Position Music/Getty Images; p.110, Track 2.48: *I Got The Blues* by Tribe Of Noise. Copyright © SoundExpress/Getty Images; *Ripped Apart* by Elias Music Library. Copyright © Elias Music Library/Getty Images; *Island Love* by Elias Music Library. Copyright © Elias Music Library/Getty Images; *Celtic Wind* by Danny Infantino. Copyright © Pump Audio/Getty Images.

Photo acknowledgements

p.11 (TR): cristovao/Shutterstock; p.13 (TL): Tatiana Popova/Shutterstock, (T swim): BlueOrange Studio/Shutterstock, (T cake): CandyBox Images/Shutterstock, (TR): Jacek Chabraszewski/Shutterstock, (BL): Odua Images/Shutterstock, (C): li jianbing/Shutterstock, (BR): Nejc Vesel/Shutterstock, (R): picturepartners/Shutterstock, 14 (1): PhotoStock10/Shutterstock, (2): David Shih/Shutterstock, (3): Andrey_Popov/Shutterstock, (4): Ady Kerry/Alamy, (5): muzsy/Shutterstock, (6): Anastasios71/Shutterstock, (7): Maridav/Shutterstock, (8): Africa Studio/Shutterstock, (9): Talashow/Shutterstock, (10): Nickolya/Shutterstock, (BR): Inspirestock/Corbis, (BL): Michael Auster/Alamy; p.16 (TL): Robert Harding Picture Library Ltd/Alamy, (TC): muzsy/Shutterstock, (TR): Jack Hollingsworth/Blend Images/Corbis, (CL): Scott Takushi/AP/Press Association Images, (BL): Dario Lopez-Mills/AP/Press Association Images; p.19 (TL): Bon Appetit/Alamy, (TR): Blaine Harrington III/Corbis, (B): Geoffrey Robinson/Alamy; p.20 (TL): MBI/Alamy, (CL): Tracy Whiteside/Shutterstock, (BL): Design Pics Inc.- RM Content/Alamy; p.22 (CR): John Lander Photography/Alamy, (TR): Pixel 8/Alamy, (C): fotohunter/Shutterstock, (CL): IndiaPicture/Alamy, (BL): Arisha Singh/Shutterstock, (main): Mikhail Kolesnikov/Shutterstock; p.23 (T): Patrick Swan/*Design Pics/Corbis, (B): Hemis/Alamy, (C): dbimages/Alamy; p.26 (TC) & (1): Ted Foxx/Alamy, (2): Caro/Alamy, (3): Roger Bamber/Alamy (4): Andrey Armyagov/Shutterstock; p.31: arek_malang/Shutterstock; p.32 (TL): digitallife/Alamy, (TR): Francisco Martinez/Alamy, (CL): PhotoEdit/Alamy, (CR): PSL Images/Alamy, (B): Michael Kemp/Alamy; p.33 (T): used with permission of Microsoft, (B): Nestle UK; p.35 (TL), p.52 (TC), (TR) & p. 61 (C): Radius Images/Alamy, p. 35 (TR): Monkey Business Images/Shutterstock; p.36 (a): Gareth Copley/PA Archive/Press Association Images, (b): The Gallery Collection/Corbis, (c): Sony Music Archive/Getty Images, (d): Bettmann/Corbis, (e): Martin Keene/PA Archive/Press Association Images, (f): 2002 Topham Picturepoint/topfoto, (g): Pictorial Press Ltd/Alamy, (h): Sharok Hatami/Rex, (i): Dennis Hallinan/Alamy, (j): Roger Viollet/Getty Images; p.38 (a): The Art Gallery Collection/Alamy, (b): Bikeworldtravel/Shutterstock, (c): Dan Breckwoldt/Shutterstock, (d): The Gallery Collection/Corbis; p.42 & p.43: Daniel Seddiqui/livingthemap.com; p.44 (T): AfriPics.com/Alamy, (C): Jeff Greenberg/Alamy, (B): Cultura Creative (RF)/Alamy; p.46 (a) & p.49 (BL): Jacek Chabraszewski/Shutterstock, p.46 (b): De Visu/Shutterstock, (c): Kathrin Ziegler/Getty Images, (d): Pushish Donhongsa/Shutterstock, (e): hxdbzxy/Shutterstock, (f): oliveromg/Shutterstock, (g): Joy Brown/Shutterstock, (h): Graffizone/istockphoto; p.47: Songquan Deng/Shutterstock; p.48 (TR): Tim Graham/Getty Images, (TL): Swen Pfortner/dpa/Corbis, (CL) & (B): Stephen Warren-Smith and Adam Dale

Kilpatrick/crazyguyonabike.com; p.50 (TR): Front cover of MATILDA by Roald Dahl. (First published by Jonathan Cape 1988, Puffin Books 1989, 2001, 2007). Text copyright Roald Dahl Niminee Ltd, 1988. Illustrations copyright Quentin Blake, 1988, (CR): Front cover of JAMES AND THE GIANT PEACH by Roald Dahl (Puffin, 2007). Text copyright Roald Dahl p.66 (B): nito/Shutterstock, (TC): Richard , 1961. Illustrations copyright Quentin Blake, 1995, (C) & p.108 (TR): Front cover to be used in its entirety of CHARLIE AND THE CHOCOLATE FACTORY by Roald Dahl (Puffin Books, 2001, 2007, 2013). Text copyright Roald Dahl, 1973. Illustrations copyright Quentin Blake, 2001, p.50 (CL): image courtesy of The Roald Dahl Museum and Story Centre/roalddahlmuseum.org, (BR) & p. 66 (TR) & p.88 (4), p.88 (B) & p. 92 (TR): Getty Images; p. 50 (BL): Time & Life Pictures/Getty Images; p.51: Andreas von Einsiedel/Alamy; p.52 (TL): Blend Images/Alamy, (BL): Time & Life Pictures/Getty Images; p.51: Andreas von Einsiedel/Alamy; p.52 (BL): michael seman/Alamy, (BC): Dariush M/Shutterstock, (BR): Elizabeth Whiting & Associates/Alamy; p.53: Stephen Rees/Shutterstock; p.54 (a): INTERFOTO/Alamy, (b): R.W. Wood/National Geographic Society/Corbis, (c): SSPL via Getty Images, (d): Museum of Flight/Corbis, (e): PAINTING/Alamy; p.56: MO_SES Premium/shutterstock; p.60 (1): SWNS.com, (2): Robert George Young/Getty Images, (3): Patrick Ryan/Getty Images, (4): Jason DeCrow/AP/Press Association Images, (5): Mark Boulton/Alamy; p.61 (L): Catchlight Visual Services/Alamy, (R): MBI/Alamy; p.62 (TL): Aardvark/Alamy, (TR): maximimages.com/Alamy; p.64: www.snorgtees.com; Cummins/Corbis; p.67: B Christopher/Alamy; p.69: Isaac Koval/Getty Images; p.70 (TR): David Noton Photography/Alamy, (CR): dbimages/Alamy, (L): David Noton Photography/Alamy, (BR): National Geographic Image Collection/Alamy; p.71 (T): Stan Kujawa/Alamy, (CL): National Geographic Image Collection/Alamy, (CR): Keren Su/China Span/Alamy, (BL): VPC travel Photo, (BR): Foodio/Shutterstock; p.72 (TL): Seth Wenig/AP/Press Association Images, (TR): Jmiks/Shutterstock, (BR): Lawrence berkeley National Lab-Roy Kaltschmidt, photographer, (BL): Pictorial Press Ltd/Alamy; p.75: incamerastock/Alamy; p.81: Larisa Lofitskaya/shutterstock; p.84 (T): Holmes Garden Photos/Alamy; p.86 (BR): Rob van Esch/Shutterstock, (BL): Zdenek Krchak/Shutterstock, (BC): Paul Thompson Photography/Alamy; p.88 (1): The Gallery Collection/Corbis, (2): Georgios Kollidas/Alamy, (3): Akademie/Alamy; p.89: Sipa Press/Rex; p. 90 (a): Paul Bock/Alamy, (b): (apply pictures)/Alamy, (c): Lsokol/Shutterstock, (d): Sundraw Photography/Shutterstock, (e): Alex Segre/Alamy, (f): behindlens/Shutterstock, (g): Hollygraphic/Shutterstock, (h): Gelpi JM/Shutterstock; p.92 (R): Michele Falzone/Alamy, (C): yogesh more/Alamy, (L): Jonathan Dorey/alamy; p.93 (TR): elementals/shutterstock; p.94 (TL): D. Virtser/Shutterstock, (TC): dpa picture alliance/Alamy, (TR): Doug Ellis/Shutterstock; p.96: www.waterrescuedogs.com; SICS Italian School of Canine Lifeguards/AP/Press Association Images; p.99 (T): D'ARCO EDITORI/Getty Images, (B): Philip Carr/fotolibra; p.102 (TR): Robin Beckham/BEEFstock/Alamy; p. 104 (T): FremantleMedia Group Ltd., (C): PictureGroup/Rex, (fans): Rui Vieira/PA Archive/Press Association Images, (judges): KenMcKay/Thames/FremantleMedia Group Ltd/Rex, (B): Mark Allan/AP/Press Association Images; p.108 (TL): Paramount/The Kobal Collection, (B): Warner Bros./The Kobal Collection; p.109: anshar/shutterstock; p.110 (BR): Marques/Shutterstock, (L): Mark Bassett/Alamy; p.111 (TL): Papilio/Alamy, (TC): Leo Mason/Corbis, (TR): Arco Images GmbH/Alamy, (BL): Marc Francote/TempSport/Corbis, (BC): Chuck Pulin/Splash News/Corbis, (BR): Rohit Seth/Shutterstock; p.112 (TR): keith morris/Alamy, (CR) & (BL): Kumar Sriskandan/Alamy, (C): Kuttig-RF-Kids/Alamy, (BR): Jonathan Goldberg/Alamy; p.113: Sergey Novikov/Shutterstock; p.114 (TR): Marmaduke St. John/Alamy, (CL): Steve Skjold/Alamy, (C): keith morris/Alamy; p.115 (L): Mark Bassett/Alamy, (TC): Roger Bamber/Alamy, (BC): Tim Graham/Alamy, (TR): Oredia/Alamy; p.116 (CL): Diana Healey/Getty Images (CR): INTERFOTO/Alamy; p. 118: Barcroft Media via Getty Images; p. 119 (L): Image Source/Alamy, (C): MBI/Alamy, (R): Image Source/Alamy; p.120 (L): Oleg (RF)/Alamy, (C): Zhiltsov Alexandr/Shutterstock, (R): Chris Fourie/Shutterstock; p.125 (T): Robert Fried/Alamy, (C girl): Blend Images/Alamy, (C boy): BSIP SA/Alamy, 125 (B): eStock Photo/Alamy; p.127 (TL): Zygotehaasnbrain/Shutterstock, (TR): YAY Media AS/Alamy, (BL): Juice Images/Alamy, (BR): Jeffrey Blackler/Alamy; p.128: David Lefranc/Kipa/Corbis.

Commissioned Photography by Gareth Boden: p.10, p.11 (L), p.13 (Jack), (Ravi) & (Molly), p.18, p.21, p.24, p.26 (TR) & (BR), p.46 (BL) & (BR), p.62 (B), p.77 (BR), p.82, p.90 (BL), p.106 (B), p.107, p.115 (BR).

Our special thanks to the following for their help during location photography: Bags ETC, Parkside Federation Academies, The Park Sportscentre, University of Cambridge Sports Centre

Front Cover photo by: R. Legosyn/Shutterstock

Illustrations

Ilias Arahotitis (Beehive Illustration) pp. 17, 30, 34, 41, 97; Nigel Dobbyn (Beehive Illustration) pp. 20, 28, 29 (B), 30, 49, 68 (R), 79 (L), 94, 95; Mark Draiseney pp. 35, 57, 63, 73, 79 (BR), 80, 101, 105, 123; Mark Duffin pp. 96, 121 (B); Richard Jones (Beehive Illustration) pp. 21, 29 (T), 40, 78, 84, 85, 121 (C); Jamie Pogue (Bright Agency) pp. 27, 39, 65, 68 (L), 77, 80 (B); Martin Sanders (Beehive Illustration) pp. 42, 86, 93, 98, Pablo Velarde pp. 58, 59, 102, 103.

The publishers are grateful to the following contributors: text design and layouts: emc design Ltd; cover design: Andrew Ward; picture research: Ann Thomson; audio recordings: produced by IH Sound and recorded at DSound, London; Grammar reference section: Emma Heyderman.