

# 3.5 ARE YOU FREE ON SATURDAY AFTERNOON?

## LESSON OBJECTIVES

- Make arrangements • Learn how to respond to apologies

## SPEAKING

### 1 Discuss the questions.

- 1 What activities do you do at the weekend?
- 2 When and where do you do them?

At the weekend I go swimming and I play tennis, too.

I usually go swimming on Sunday mornings at Greenbank Sports Centre.

### 2 Watch the first part of the video and complete the sentences.

- 1 Tom and Anna can't meet on Saturday afternoon because \_\_\_\_\_.
- 2 They can't meet on Sunday morning because \_\_\_\_\_.

### 3 Watch the first part of the video again. Complete the details about Tom and Anna's final arrangement.

- Activity: \_\_\_\_\_
- Meeting place: \_\_\_\_\_
- Day: \_\_\_\_\_
- Time: \_\_\_\_\_

### 4 Complete the *Key phrases* with the words in the box. Then watch the video again and check.

about busy Let's perfect sorry want

## KEY PHRASES

### Making arrangements

| Questions                                                      | Answers                                                                                  |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Do you <sup>1</sup> _____ to (go skating) this weekend?)?      | That sounds good.                                                                        |
| What <sup>2</sup> _____ (Saturday afternoon)?                  | No, <sup>3</sup> _____. I (play tennis on Saturdays.)                                    |
| Are you free on (Sunday morning)?                              | I'm <sup>4</sup> _____ (in the morning).<br>Yes, sure.<br>OK, that's <sup>5</sup> _____. |
| <sup>6</sup> _____ meet at (the skatepark) at (three o'clock). | Great. See you then.                                                                     |

### 5 Look at the photo. What do you think the problem is? Watch the second part of the video and check.



### 6 Read the Skill UP! Which two phrases does Anna say in the video?



When someone says sorry, you can say *Don't worry.* / *No problem.* / *That's OK.*

### 7 Student A asks questions 1-4. Student B looks at their diary and answers. Then change roles.

#### Student A

- 1 Do you want to play video games on Monday after school?
- 2 Are you free on Thursday?
- 3 What about Friday?
- 4 Great. What about five o'clock?

#### Student B

|           | After school               |
|-----------|----------------------------|
| Monday    | I've got a piano lesson.   |
| Tuesday   | I'm free.                  |
| Wednesday | I go to football training. |
| Thursday  | I go swimming.             |
| Friday    | I'm free.                  |

### 8 Now write your diary for a week. You can include activities you do or invent them. Find a time to do an activity together.

Do you want to play table tennis this week?

That sounds good. Are you free on Tuesday?

# 3.6 AN ADVERTISEMENT FOR A SPORTS CLUB

## LESSON OBJECTIVES

- Write an advertisement for a sports or games club
- Use capital letters

## WRITING

1 Look at the advertisement and read the sentences 1–6. Is the club good for each of these people? Write Yes or No.

1 I'm really good at kayaking. – Tim \_\_\_\_\_

2 I'm not very good at swimming.  
– Maz \_\_\_\_\_

3 I don't do any activities on Wednesdays after school. – Luke \_\_\_\_\_

4 I'm 15 years old. – Sophie \_\_\_\_\_

5 I want to do an activity in February and March. – Aiden \_\_\_\_\_

6 I can swim 100 metres but I haven't got a life jacket. – Poppy \_\_\_\_\_

2 Look at the advertisement again and answer the questions.

1 What do you think *Give it a go!* means?

2 Do you want to do this activity?  
Why / Why not?

3 What parts are good at advertising the activity?

3 MEDIATION Your friend doesn't understand English. Explain the three most important details in the advertisement to them in your own language.

4 Read the *Skill UP!* Find examples of each rule in the advertisement.



### Using capital letters

We use capital letters at the beginning of these kinds of words:

- 1 names of people, including their titles, e.g. Mr, Ms, Dr
- 2 days and months
- 3 countries, nationalities and languages
- 4 names of places including geographical names,  
e.g. Mount Everest, River Thames
- 5 the first letter of a sentence
- 6 the pronoun 'I'

5 Write these sentences correctly using capital letters.

- 1 mount teide is the highest mountain in spain.
- 2 my brother and i can speak french and german.
- 3 my sister's birthday is on 3rd november. it's next thursday.
- 4 our teacher, ms dawson, comes from cardiff in wales.

**Kayaking for beginners**

I can swim more than 25 metres.

I'm free on Wednesdays after school.

I'm between 11 and 14 years old.

I enjoy fast sports.

**Is this you?**

**Yes?** Then kayaking is for you! Give it a go! It's easier than you think. And it's cheaper, too.

**When?** Sessions are from 1st April to 31st July. Every Wednesday from 5.00 to 6.30.

**Where?** We meet at the Explorers Boathouse by the River Lea. It's at the end of Whitehouse Road.

**What do you need?** You only need a swimming costume. We give you a life jacket and a helmet.

**How much is it?** The first two sessions are free! After that, each session is £8.

**FUN FACT!** Kayaks come from Greenland. The word kayak means 'man-boat' in Inuit.

Contact Mr Davies for more information.

## PROJECT BUILDER 5

Write an advertisement for a sports or games club.

→ Workbook Project Log p14



6 Write an advertisement for a new club for beginners of your sport or game. Work in groups for Part A only.

### A Plan

- Agree some details about the club.
  - When is it?
  - Where is it?
- Research a fun fact about your sport or game.
- Think about any photos or drawings you can include.



### B Write

- Write your title.
- Write four speech bubbles as in the model, connected to your sport or game.
- Try to include some comparative or superlative adjectives.
- Include the details and the fun fact from your plan.

### C Read and check

- Check your spelling and use of the present simple.
- Check your use of capital letters.

# 3 PROJECT

Present a sport or game with tips for beginners

## SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit. Which Project Builder is about:

- A writing an advertisement for your new club? \_\_\_\_\_  
B writing a quiz for the introduction? \_\_\_\_\_  
C tips for a new sport or game? \_\_\_\_\_  
D choosing a type of sport or game for the presentation? \_\_\_\_\_  
E why you like this sport or game? \_\_\_\_\_

Use your  
Project Log

p12–14



## DECIDE

- 2 15 Listen to Mo, Ruby and Sara. Answer the questions.

- 1 Their presentation is about:  
A skiing      B skateboarding      C snowboarding
- 2 In the introduction, they each say ... sentences.  
A six      B two      C three
- 3 They decide to use ... for the 'Positive things about our sport' section.  
A their phones    B computers      C a poster
- 4 How do they show the tips?  
A On a poster.    B They act them out.    C The teacher shows the tips.

- 3 15 Read the Project skills. Then listen to Mo, Ruby and Sara again. How do they use creative ways to present?

### PROJECT SKILLS Using creative ways to present

- Include all the group members in the presentation.
- Include your class as much as you can. An interactive presentation is more entertaining and interesting.
- Use different media, e.g. a digital presentation, posters, audio files, music, etc.
- Think of ideas which are fun and different.



- 4 Agree how to do your presentation. Use the Key phrases to help you.

### KEY PHRASES

#### Suggesting ideas

- What about (acting them out)?
- We can (use our phones).
- Let's (show our poster).

#### Encouraging others

- I like it. Nice idea!
- Great idea!
- That's great!





## CREATE

### 5 Prepare for your presentation.

- Write and record sentences if you need to.
- Make sure the presentation is interesting and the sport or game sounds exciting.
- Decide who does each part of the presentation.
- Make sure the presentation is not too long – about two or three minutes is good.
- Bring in objects to add interest to your presentation.
- Practise in front of each other.

## PRESENT

### 6 Present to the class. Remember these tips from Unit 2:

- Try not to talk very quickly.
- Speak in a loud voice.
- Don't worry or feel nervous! It's OK to make mistakes!

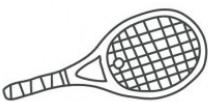
And when you listen to other group presentations:

- Try to remember two good tips about the sport or game.
- Think of two positive things about the presentation.

*The quiz is fun.*

*The poster is clear.*

*I want to do that sport!*



## REFLECT

### 7 Think about your project work in this unit. Read the statements and choose your reaction.

#### COLLABORATION

- 1 Our group can make decisions well together.



#### CREATIVITY

- 2 Our group can present information in creative ways.



#### COMMUNICATION

- 3 Our group can talk clearly in presentations.



### 8 Complete these sentences for you.

1 The best part of our presentation is \_\_\_\_\_.

2 In our next project, I want to \_\_\_\_\_.

⇒ **Workbook Project Log** p15

# 4

# What we wear



## UNIT OBJECTIVES

**YOUR PROJECT** Design and present a range of clothes for a group of people

Project Builders 1–5:

- 1 Decide who your range of clothes is for.
- 2 Plan the items of clothes for your range.
- 3 Describe the style of the clothes.
- 4 Choose the main colours.
- 5 Write a magazine feature.

Present your range of clothes.

## VOCABULARY

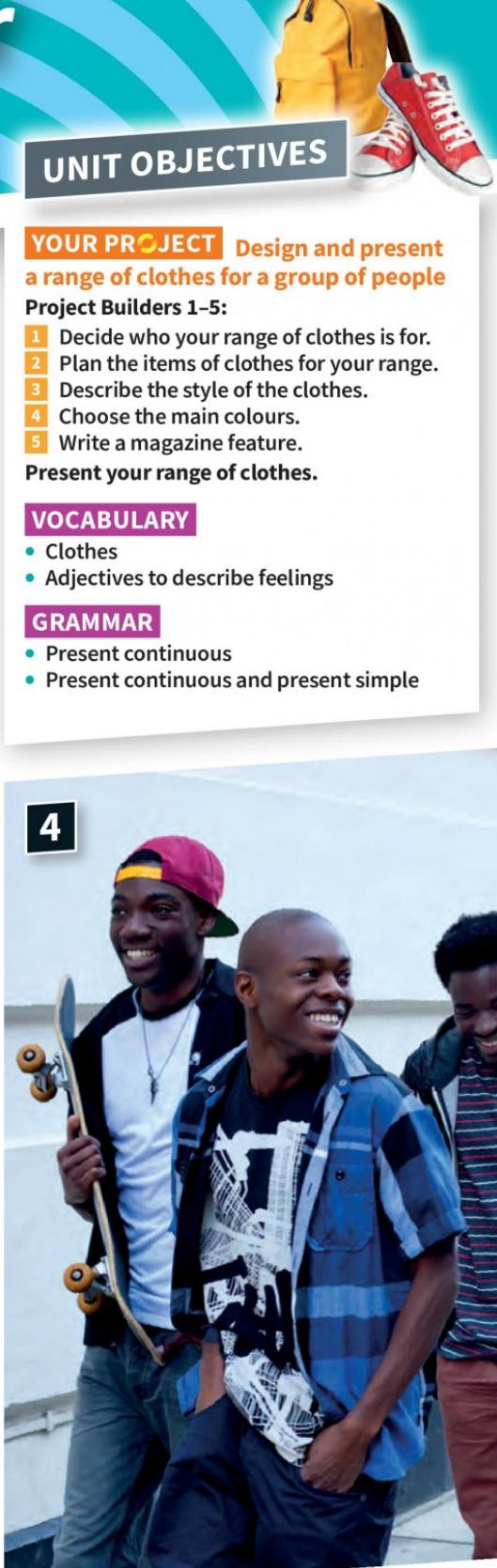
- Clothes
- Adjectives to describe feelings

## GRAMMAR

- Present continuous
- Present continuous and present simple



## 4



## LESSON OBJECTIVES

- Talk about clothes preferences
- Learn clothes vocabulary

## WARM-UP

### 1 Look at the photos 1–4.

- 1 Match an interest in the box to each group of people in the photos 1–4.

dancing football hiking kayaking  
singing skateboarding

- 1 ..... 3 .....  
2 ..... 4 .....

- 2 What do you think of their clothes?

- 3 Do you wear clothes similar to these?

## VOCABULARY

### 2 What clothes can you see in the photos 1–4?

|        |         |       |          |
|--------|---------|-------|----------|
| boots  | cap     | hat   | hoodie   |
| jacket | joggers | scarf | shirt    |
| shorts | skirt   | top   | trousers |



- 3 Watch Sophie and Mack's vlog. Complete the table with the clothes that Mack decides to keep, sell or donate to a charity shop.

| Keep | Sell | Donate |
|------|------|--------|
|      |      |        |

### 4 Watch again. Choose the correct option.

- 1 Mack **never / usually** leaves his clothes on the floor.
- 2 Sophie / Mack sometimes sells old clothes online.
- 3 Mack **usually / often** donates his old clothes to charity.
- 4 Mack **often / never** wears hats.
- 5 Mack **never / sometimes** wears boots.

### 5 Rewrite the sentences in exercise 4 for you. Use an adverb of frequency.

- 1 I **sometimes** leave my clothes on the floor.

## PROJECT BUILDER 1

Decide who your range of clothes is for.

→ Workbook Project Log p16



### 6 Discuss the type of people you want to design your clothes for.

- 1 How old are they?
- 2 What are they interested in? Are they members of a team, e.g. a sports team?

Let's design some clothes for young people.

Or what about a sports team?

Good idea. What about clothes for a basketball team?

### 7 Complete the sentences with your decisions.

- 1 Our clothes are for ...
- 2 They're interested in ...



## 4.2 CLOTHES IN NUMBERS

### LESSON OBJECTIVES

- Discover facts about fashion
- Learn clothes vocabulary
- Use the present continuous for actions in progress

### VOCABULARY

- 1 Complete the *Things you wear* list with the clothes in the box and the clothes on page 45.

coat dress glasses jeans jumper leggings  
shoes socks sunglasses T-shirt tracksuit trainers

- 2 16 Complete the infographic with these numbers. Then listen and check.

6 14 30 35 50 2,700 10,000

### Things you wear:

- on your upper body:  
*top*,

- on your lower body:  
*jeans*,

- on your upper and lower body:  
*dress*,

- on your head:  
*cap*,

- on your feet:  
*trainers*,

## FASHION: the facts



A

How many people work in the global fashion industry?

One in  people

B

How many litres of water does it take to make one pair of jeans?  
 litres

What about a T-shirt?  litres

C

How long does it take for a trainer to decompose?  
 years

D

How often does someone break or lose their sunglasses in the USA?  
 Every  minutes

E

What percentage of 13–16-year-olds wear glasses in the UK compared to just six years ago?

NOW  %      6 years ago 20%

F

What percentage of the world's socks come from just one city in China (Datang or 'Sock City')?

**3 MEDIATION** Look online and find out another interesting fact about fashion. Tell the class in the form of a question. Can they guess the answer?

**4** Match two sentences to each photo A–F on the infographic.

- 1 They're running in a race. \_\_\_\_\_
- 2 She's sitting on a chair. \_\_\_\_\_
- 3 They're taking a selfie. \_\_\_\_\_
- 4 He's having an eye test. \_\_\_\_\_
- 5 They're working in a factory. \_\_\_\_\_
- 6 He's jumping on the bed. \_\_\_\_\_
- 7 They're wearing shorts. \_\_\_\_\_
- 8 The girl isn't wearing her sunglasses. \_\_\_\_\_
- 9 She's designing clothes. \_\_\_\_\_
- 10 He's wearing odd socks. \_\_\_\_\_
- 11 They're making jeans. \_\_\_\_\_
- 12 He isn't smiling. \_\_\_\_\_

## GRAMMAR

### Present continuous

**5** Complete the table with the correct form of *be*.

| Affirmative                                 | Negative                                       |
|---------------------------------------------|------------------------------------------------|
| I'm <b>studying</b> English.                | I'm not <b>using</b> my phone.                 |
| They <sup>1</sup> <b>wearing</b> shorts.    | We <b>aren't doing</b> our homework.           |
| She <sup>2</sup> <b>sitting</b> on a chair. | He <sup>3</sup> <b>smiling</b> .               |
| Questions                                   | Short answers                                  |
| Are you <b>listening</b> to me?             | Yes, <b>we are</b> .<br>No, <b>we aren't</b> . |
| What is <b>she</b> <b>wearing</b> ?         | She's <b>wearing</b> shorts.                   |

**6** Complete the rules with the *-ing* form of the verb.

#### Spelling rules *-ing* forms

- 1 When a verb ends in *-e*: *take* → \_\_\_\_\_
- 2 When a verb ends in a vowel + consonant: *run* → \_\_\_\_\_
- 3 All other verbs: *work* → \_\_\_\_\_

**CHECK IT!** ➔ **MY GRAMMAR REFERENCE & PRACTICE** p112

**7** Find another example for each spelling rule for *-ing* forms in exercise 4.

Rule 1: *have* → **having**

**8** 17 Read the *Pronunciation* then listen and repeat the *-ing* forms.

#### PRONUNCIATION *-ing* form

Listen and repeat the pronunciation of these *-ing* forms.  
**studying** **wearing** **sitting** **designing**

**9** Write true sentences about actions in progress now. Use the present continuous affirmative or negative.

I / wear / a tracksuit

I'm **wearing** a tracksuit. / I'm not wearing a tracksuit.

1 The teacher / talk

2 I / sit / next to my best friend

3 My parents / work

4 I / feel / happy

5 We / study / English

6 I / work / with a partner

7 Our teacher / write / on the board

**10** Ask and answer questions about the sentences in exercise 9.

Are you wearing a tracksuit?

No, I'm not. I'm wearing leggings and a sweatshirt.

## PROJECT BUILDER 2

Plan the items of clothes for your range.

➔ **Workbook Project Log** p16



**11** Think about the group of people you are designing a range of clothes for. Discuss the questions.

- 1 What clothes do they often wear?
- 2 What clothes are not popular with this group of people?

**12** Make a list of at least five items of clothes you want to include in your range.

**13** Find some photos of the people you are designing clothes for. Write three or four sentences to describe what they are wearing.

One boy is wearing a black hat, a grey hoodie and a black T-shirt. The other boy ...

# 4.3 WORKING IN FASHION

## LESSON OBJECTIVES

- Read about young people who are interested in fashion
- Use titles and headings to predict content
- Use the present continuous and the present simple

## READING

### 1 Discuss the questions.

- 1 Do you have a favourite brand of trainers?
- 2 Do you look at fashion on social media?
- 3 Do you wear second-hand clothes?

### 2 Read the Skill UP! Then look at the title of the article and the three headings A–C. Answer the questions.



Before you read a text, look at the title and headings. This can help you understand the topic before you read.

- 1 What is the topic of the text?
- 2 What do you think the three different people do?

### 3 Work in groups of three. Each person chooses a different text A, B or C to read. Read your text and make some notes on:

- 1 What the person does.
- 2 Where he/she lives.
- 3 Information about his/her family or friends.

### 4 MEDIATION In your group, share information about Louie, Arabella and Carly and write the correct names next to each sentence. Sometimes more than one name is possible.

1 This person sells clothes online.

2 This person makes videos.

3 This person lives in the UK.

4 This person lives in the USA.

5 This person works with a friend.

6 This person has got a brother.

### 5 18 Now read and listen to the complete article and check your answers from exercise 4.

## Three young people with a passion for fashion

### A The entrepreneur with artistic talent

Louie Wilkinson ‘flips’ trainers – he buys them for one price and sells them for a higher price. ‘Flippers’ usually buy rare and expensive trainers. Louis is different. He buys cheap, plain trainers, paints them and then sells them on his website.

Louie lives with his parents and his brother in Manchester, England. At the moment, he’s painting a pair of trainers for a famous footballer. He can’t share his name but he plays for a famous club in Louie’s city!



### B The social media fashion influencer



This is Arabella Daho, a teenage vlogger from London with over 200,000 followers. Every day Arabella puts photos or videos online and thousands of people see them. Companies send Arabella free products. She’s wearing one here – this baggy top. The companies pay her to wear their clothes in her social media posts.

But life isn’t always easy for famous teens like Arabella. Bullying can be a problem – online and at school. Arabella and her brother, another vlogger, now have lessons at home instead of at school.

### C The second-hand clothes seller

Carly, from the USA, is a busy student. She has also got a small fashion business, with her friend, Merrigan. They buy casual clothes – tops, shorts, hoodies and trainers from charity shops. Then they take photos of them and they sell the clothes on their Instagram account, @Funkyythrifts.

In a good month, Carly and Merrigan earn about \$400 but the money isn’t the most important thing to them. They love selling second-hand clothes because they’re also helping the environment.



## 6 Answer the questions.

- 1 What do 'flippers' usually do? How is Louie different?
- 2 Who is Louie designing some trainers for at the moment?
- 3 Why do companies send Arabella free clothes?
- 4 Why do you think Arabella has a teacher at home?
- 5 What types of clothes does Carly sell?
- 6 How are Carly and Merrigan helping the environment?
- 7 Which person do you think does the most interesting job?

## 7 Match the highlighted adjectives in the article to their opposites.

- 1 new – second-hand
- 2 patterned – \_\_\_\_\_
- 3 smart – \_\_\_\_\_
- 4 tight – \_\_\_\_\_

## 8 Discuss the questions.

- 1 When do you wear smart clothes?
- 2 Are you wearing any second-hand clothes right now? Where are they from?
- 3 What baggy clothes do you own?
- 4 Do you prefer patterned or plain clothes?

## GRAMMAR

### Present continuous and present simple

## 9 Are the sentences present continuous (PC) or present simple (PS)?

- 1 'Flippers' usually buy rare and expensive trainers. PS
- 2 Right now he's painting a pair of trainers for a famous footballer. \_\_\_\_\_
- 3 Every day Arabella puts photos or videos online and thousands of people see them. \_\_\_\_\_
- 4 They're also helping the environment. \_\_\_\_\_

## 10 Complete the rules with *present continuous* or *present simple*.

### Present continuous and present simple

We use the <sup>1</sup> \_\_\_\_\_ to talk about **routine activities**. We often use adverbs of frequency (*never, sometimes, etc.*) or time expressions (*every week*).

We use the <sup>2</sup> \_\_\_\_\_ to talk about **actions in progress now**. We often use time expressions (*now, right now, or at the moment*).

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p112

**LIFE SKILLS** Everyone has problems and sometimes needs help. In class, ask a classmate or a teacher for help. At home, ask your family. What typical problem does one of the texts mention?

## 11 Complete the sentences. Use the present simple or the present continuous.

- 1 I \_\_\_\_\_ (sit) next to Luca today.  
I \_\_\_\_\_ (usually, sit) next to Mateo.
- 2 My grandparents \_\_\_\_\_ (visit) us every Sunday. They \_\_\_\_\_ (drive) here now.
- 3 Look at Jack! Why \_\_\_\_\_ he \_\_\_\_\_ (wear) a smart shirt? He \_\_\_\_\_ (never, wear) a shirt!
- 4 'Where's Ellie?'  
'At school. She \_\_\_\_\_ (go) to ICT club on Thursday. They \_\_\_\_\_ (design) a game.'
- 5 I \_\_\_\_\_ (never, wear) hoodies but this one is cool. \_\_\_\_\_ you \_\_\_\_\_ (wear) hoodies?
- 6 'What \_\_\_\_\_ you \_\_\_\_\_ (do) at the moment?' 'Right now I \_\_\_\_\_ (have) dinner.'

## 12 Write questions using the present continuous or the present simple.

- 1 you / wear / white socks right now?
- 2 you / often / wear / baggy clothes?
- 3 it / rain / at the moment?
- 4 you / play / a team sport regularly?
- 5 What / your parents / do / right now?
- 6 What social networking apps / you / use / every day?
- 7 What clothes / you look for / today?
- 8 How often / you / go / clothes shopping?

## 13 Ask and answer the questions in exercise 12.

Are you wearing white socks right now?

No, I'm not.

Do you often wear baggy clothes?

Yes, I do.

## PROJECT BUILDER 3

Describe the style of the clothes for your range.

→ Workbook Project Log p17



## 14 Think about the items of clothes you chose in Project Builder 2. Use the adjectives in exercise 7 and your own ideas to write descriptions of your clothes.

We're designing casual clothes for teenagers.

We're using second-hand clothes.

In our range, we've got ...



## 4.4 THE SECRET LIFE OF ... COLOURS

### LESSON OBJECTIVES

- Learn facts about colours
- Describe feelings with adjectives
- Use photos to predict words in a listening

### VOCABULARY

- 1 Compare how you feel in the situations 1–8. Use the adjectives in the box.

On Friday afternoons, I feel happy and relaxed.

Me too!

|          |            |           |          |
|----------|------------|-----------|----------|
| active   | angry      | confident | creative |
| friendly | happy      | lucky     | relaxed  |
| sad      | unfriendly |           |          |

- 1 on Friday afternoons
- 2 when you meet new people
- 3 when you know the answer to a question in class
- 4 when you're getting up on Saturday morning
- 5 when you forget your English homework
- 6 when you work in groups
- 7 when you watch TV late at night
- 8 when you drop your phone but it doesn't break

- 2 Write a new sentence for four of the adjectives in exercise 1.

I'm happy when I listen to music.

- 3 Discuss the questions.

- 1 What colours do you often wear?
- 2 What colours do you never wear?
- 3 What colours do you think of when you read each adjective in exercise 1?

### LISTENING

- 4 Look at the information about the podcast. Describe the photos A–D.



The Secret Life of ... Podcast  
@secretifepodcast



Episode number 21 of *The Secret Life of ...* podcast is available now! Today we're talking about colours. WHAT is that man holding?



- 5** Read the *Skill UP!* Then choose two words in the box you expect to hear for each of the photos A-D.



Before you listen, look at the photos. Use the photos to think of words you expect to hear. This can help you to understand a text.

ball circle dress relaxed sea team wedding win

- 6** **19** Listen to the podcast. Number the photos A-D in the order the podcast mentions them.

- 7** **19** Read the statements. Do you think they are true (T) or false (F)? Listen and check. Correct the false sentences.

- 1 Babies can only see in black and white when they are born. \_\_\_\_\_
- 2 Red is the most popular colour in the world. \_\_\_\_\_
- 3 Research shows that students with red notebooks generally get higher marks than other students. \_\_\_\_\_
- 4 At weddings in China, women often wear red dresses. \_\_\_\_\_
- 5 Sports teams in red win more games than teams in other colours. \_\_\_\_\_

- 8** **19** Answer the questions. Then listen and check.

- 1 What colour is the basketball? \_\_\_\_\_
- 2 How many colours can humans see? \_\_\_\_\_
- 3 How old are babies when they first see red?  
\_\_\_\_\_
- 4 What is James's favourite colour? \_\_\_\_\_
- 5 How does blue make people feel? \_\_\_\_\_
- 6 How do some people feel in red clothes? \_\_\_\_\_
- 7 What do Asian cultures think about the colour red?  
\_\_\_\_\_
- 8 What reason does Emma give for the research about sports teams in red?  
\_\_\_\_\_

- 9** **THINK** Discuss the questions.

- 1 Which teams do you know that play in red? Are they successful?
- 2 Which colours are special in your country? Why?
- 3 Which fact in the podcast is the most surprising?

- 10** **MEDIATION** Tell an English-speaking friend one fact from the podcast about each colour: red, black and blue. Use the photos A-D to help you.

## PROJECT BUILDER 4

Choose the main colours for your range of clothes.



⇒ Workbook **Project Log** p17

- 11** Decide on the main colours for your range of clothes. Think about:

- who the clothes are for
- how the colours make people feel

We're designing a range of clothes for football fans. What are our main colours?

Let's choose red. Red makes people feel confident.

I prefer blue. It's a friendly colour ... and it's the colour of my favourite team!

# 4.5 WHAT DO YOU THINK OF THIS T-SHIRT?

## LESSON OBJECTIVES

- Go shopping for clothes
- Learn how to get someone's attention

## SPEAKING

### 1 Discuss the questions.

- Do you usually buy clothes in shops or online?
- Do you go clothes shopping with another person? Who?
- Do you like clothes shopping? Why / Why not?

### 2 Watch the first part of the video. What does Leo decide to buy?

### 3 Watch again and answer the questions.

- Why can't Leo buy the T-shirt?
- What advice does the assistant give Leo?
- How many items does Leo try on?
- What do you think is in Tom's bag?
- Who do the boys see at the end?

### 4 Complete the Key phrases with these questions.

What size are you? Do you sell (caps)?  
Are they OK? Excuse me. Can I try (this/these) on?  
Can I help you?

## KEY PHRASES

### Shopping for clothes

| Things you hear | Things you say                                                                        |
|-----------------|---------------------------------------------------------------------------------------|
| 1               | Yes, please. I'm looking for (this T-shirt in a small). No, thanks. I'm just looking. |
| 2               | small / medium / large                                                                |
| 3               | Yes, I'll take them, thanks.<br>No, I'll leave them, thanks.                          |
| Things you say  | Things you hear                                                                       |
| 4               | Yes, we do.<br>No, we don't.                                                          |
| 5               | Of course. How many items have you got?                                               |

### 5 Read the Skill UP! Which characters say 'Excuse me' in the shop?



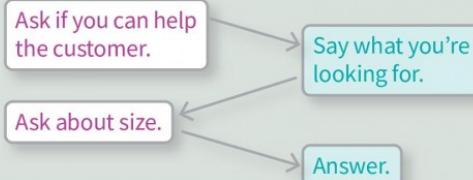
When you want to get a person's attention, e.g. a shop assistant, say *'Excuse me'*.



### 6 Look at the photo. What do you think the problem is? Watch the second part of the video and check.

### 7 Prepare two conversations and practise them. Take turns to be the shop assistant and the customer.

#### 1 Assistant



#### Customer

#### 2 Customer



#### Assistant

# 4.6 A MAGAZINE FEATURE

## LESSON OBJECTIVES

- Write a magazine feature about a range of clothes
- Learn about punctuation

**WE ARE YELLOW**  
AND THIS IS OUR NEW RANGE OF CASUAL CLOTHES.

**A** Our clothes are for teenagers between 13 and 16. They're comfortable, practical and great value for money. Wear them at school or when you're relaxing at home or when you're meeting friends.

**B** Frankie's wearing a short-sleeved yellow T-shirt (€12) and baggy grey joggers (€15). Frankie's trainers are white and yellow (€30).

Charlie's wearing a yellow hoodie (€25) and light brown casual trousers with side pockets (€20). Charlie's trainers are black, white and yellow (€35). The backpack (€15) is perfect for school.

**C** All these clothes and others are available at our website [www.yellow-cloth.es](http://www.yellow-cloth.es)

## WRITING

1 Read the magazine feature. Match questions 1–3 with sections A–C.

- Where can you buy Yellow's clothes?
- Who are Yellow's clothes for?
- What are the models wearing?

2 Read the Skill UP! Match the punctuation 1–6 and its uses A–H.



### Punctuation

Remember to use punctuation in your writing.

| Punctuation                  | Use                                            |
|------------------------------|------------------------------------------------|
| 1 Full stops . E             | A to show possession                           |
| 2 Commas ,                   | B at the end of a question                     |
| 3 Question marks ?           | C names of people, countries and nationalities |
| 4 Exclamation marks !        | D at the beginning of a sentence               |
| 5 Apostrophes ’              | E at the end of a sentence                     |
| 6 Capital letters A, B, etc. | F in contractions                              |
| ,                            | G at the end of a sentence to add emphasis     |
| ,                            | H in lists                                     |

3 Find four examples of the punctuation 1–6 in the magazine feature.

4 Rewrite the sentences with the correct punctuation.

im wearing my sisters jacket **I'm wearing my sister's jacket.**

- check out our new clothes
- what are you wearing at the moment
- were selling caps hats and other accessories
- have you got marcos jacket and his bag
- i dont mind going clothes shopping

## PROJECT BUILDER 5

Write a magazine feature about your range of clothes.

→ Workbook Project Log p18



5 Write a magazine feature to advertise your range of clothes. Work in groups for part A only.

### A Plan

- What is the name of your range of clothes?
- What clothes do you want to show in the magazine feature?
- How much are your clothes?
- Where can you buy them?

### B Write

- Write your introduction to your range.
- Find / Take photos or draw pictures.
- Write a description of the clothes. Use the adjectives on page 49.
- Add any other important information, e.g. prices, etc.



### C Read and check

- Check your use of the present simple and present continuous.
- Check your spelling and punctuation.



# 4 PROJECT

## Design and present a range of clothes for a group of people

### SHARE AND REVIEW

1 Look back at your Project Builders 1–5 for this unit. Check that you have:

- 1 the group of people your range of clothes is for.
- 2 the clothes in your range.
- 3 the style and colours of clothes in your range.
- 5 a magazine feature for your range of clothes.

Use your  
Project Log  
 p16–18



### DECIDE

2 How can you present your range of clothes? Look at the ideas A–C and add some more ideas.

3 How does your group want to present your range of clothes? Can you use more than one idea? In your group, make a decision.

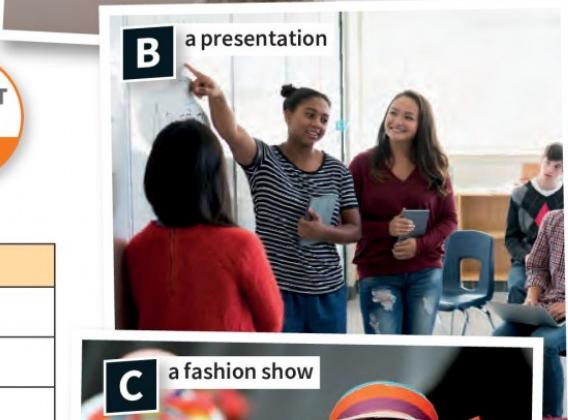
I want to make a video.

Yes, me too. Can we include a video in a presentation?

4 20 Read the *Project skills*. Listen to three students planning their project and write the correct person Ruby (R), Mo (M) or Freddie (F) for each task.

#### PROJECT SKILLS Sharing work

- Share the work. Don't let one or two people do everything.
- If it's a big task or you need help, work with another person.



| Task                                 | Who?                    |
|--------------------------------------|-------------------------|
| Find some clothes                    | 1 ..... 2 .....         |
| Write a commentary about the clothes | 3 ..... 4 .....         |
| Write an introduction                | 5 .....                 |
| Practise!                            | 6 ..... 7 ..... 8 ..... |

5 Make a list of the tasks you need to do. Then decide what each person in your group does. Use the *Key phrases* to help you.

#### KEY PHRASES

##### Planning

- What do we need to do?
- We need to (find some clothes).
- (Freddie), why don't you (be the presenter)?
- I can (be a model).
- Can you help me, (Ruby)?



## CREATE

**6** Prepare your presentation of your range of clothes.

Include:

- an introduction to your range
- descriptions of the clothes you sell
- how much they cost
- how people can buy them



Before you start, check:

- each person in the group has got a task
- you are sharing the most difficult tasks

## PRESENT

**7** Present your range of clothes to the class. Use the *Key phrases* to help you.

### KEY PHRASES

- Our range of clothes is for (young skateboarders).
- Our clothes are (practical and cool).
- In our range there are (T-shirts, ...).
- Here, Hiro is wearing (a green jacket, ...).

**8** While you watch other groups' presentations, answer the questions. Which group's range of clothes is:

- 1 the cheapest?
- 2 the most original and interesting?
- 3 your favourite?



## REFLECT

**9** Think about your project work in this unit. Read the statements and choose your reaction.

### COLLABORATION

- 1 Our group can make a list of the tasks we need to do and share them appropriately.



### CREATIVITY

- 2 Our group has got interesting and original ideas.



### COMMUNICATION

- 3 Our group can present clearly.



**10** Complete these sentences for you.

1 The most interesting thing about our range of clothes is \_\_\_\_\_

2 In our next project, I want to try \_\_\_\_\_

→ **Workbook Project Log** p19

# 5 Eat up

## UNIT OBJECTIVES



4

**Brazil Flavour**

- **ESPETINHO (SKEWER)**  
CHICKEN OR BEEF KEBAB £2.00
- **2x KEBAB + ROAST POTATO + SALAD £5.00**
- **BRAZILIAN STEW**  
RICE OR COUSCOUS
- **TIJOADA**
- **QUECA**
- **CANOFF**

A man in a yellow apron and blue gloves is cooking skewers on a grill.

**YOUR PROJECT** Create a healthy and tasty menu for a food stall

Project Builders 1–5:

- 1 Think of an idea for a food stall.
- 2 Choose some balanced food ideas for your menu.
- 3 Adapt your menu for people with special diets.
- 4 Create interesting food combinations.
- 5 Create a flyer for your food stall.

Present your menu.

### VOCABULARY

- Food
- Adjectives to describe food

### GRAMMAR

- Countable and uncountable nouns
- *some, any, much, many, a lot of*
- *can / can't, must / mustn't*

## LESSON OBJECTIVES

- Talk about food stalls • Learn about sections of a menu

## WARM-UP

1 Look at photos 1–4. Match them with the food stalls A–D.

- A \_\_\_\_\_ Hot dogs and fries – New York, the USA
- B \_\_\_\_\_ Insect snacks – Bangkok, Thailand
- C \_\_\_\_\_ Vegan food – Queensland, Australia
- D \_\_\_\_\_ Brazilian food – London, the UK

2 Which food stall would you like to try? Why?

3 Watch Sophie and Ava's vlog about a UK food market.

Which types of food do you see?

- burgers     • hot dogs     • noodles     • pasta
- cakes     • salad     • paella     • smoothies

4 Watch again. Are the sentences true (T), false (F) or we don't know (DK)? Correct the false sentences.

- 1 Sophie usually has stir fry noodles with chicken. \_\_\_\_\_
- 2 The Korean stall's most popular main dish is spicy beef noodles. \_\_\_\_\_
- 3 Ava is a vegetarian. \_\_\_\_\_
- 4 Ava also orders two sides. \_\_\_\_\_
- 5 Sophie buys a banana smoothie for her brother. \_\_\_\_\_

5 Complete with the words in the box.

desserts    drinks    **main dishes**    sides

- 1 **main dishes**: noodles with vegetables, pizza, burger
- 2 \_\_\_\_\_: salad, salsa, guacamole
- 3 \_\_\_\_\_: water, smoothies, bubble tea
- 4 \_\_\_\_\_: ice cream, chocolate cake, fruit



## PROJECT BUILDER 1 Think of an idea for a food stall.

Workbook Project Log p20

6 Think of some different ideas for your food stall. Write a list.

7 Agree on the best idea from your list.

I like the idea of a Mexican food stall.  
What about you?

Good idea! I love Mexican food.

I'm not sure. I prefer Chinese food ...

8 Now decide on the different sections you want on your menu.  
Use the words from exercise 5 to help you.

Let's have main dishes and sides.

Yes, and cold drinks.



## 5.2 A BALANCED DIET

### LESSON OBJECTIVES

- Understand the importance of balanced diets
- Learn food vocabulary
- Talk about quantity

### VOCABULARY

1 21 Look at the photo of Cooper and discuss the questions. Then listen to the information and check.

- 1 What do you think the photo shows?
- 2 Where do you think Cooper is from?
- 3 How old do you think he is?

2 Which of these foods can you find in the photo? What other foods can you see?

|         |          |           |
|---------|----------|-----------|
| bananas | beef     | bread     |
| carrots | cereal   | cheese    |
| chicken | chips    | coffee    |
| eggs    | grapes   | ice cream |
| juice   | lemonade | lettuce   |
| milk    | oranges  | pasta     |
| rice    | salmon   | salt      |
| sugar   | tomatoes | yoghurt   |

3 Discuss the questions.

- 1 Which of your favourite foods are in the photo?
- 2 Which of the foods in the photo do you often eat for breakfast? For dinner?

4 Think of different ways you can group the words in exercise 2. Choose one of the ways and group the words.  
foods you put in a fridge / foods you don't put in a fridge

5 **MEDIATION** The photo of Cooper is from the book *Daily Bread* by a photographer, Gregg Segal. Look online and find more of Gregg's photos. Print one to show your class. Describe the person's diet in three sentences.



- 6 Read about Cooper's diet. Do you think it is healthier than yours? Why / Why not?

**Cooper's diet is quite healthy.** He eats a lot of vegetables, like carrots and broccoli. He doesn't eat much pasta and rice, but he eats some noodles and a lot of bread. He eats some fish – he likes Japanese sushi. Cooper doesn't eat many snacks, but he likes popcorn. There are some sweets and crisps in the photo too, but there isn't any ice cream and there aren't any fizzy drinks.

## GRAMMAR

### Countable and uncountable nouns; *some, any, much, many, a lot of*

- 7 Choose the correct option to complete the rules.

#### Countable and uncountable nouns

**Countable / Uncountable** nouns have a singular and a plural form.

a banana → some bananas      an apple → some apples

**Countable / Uncountable** nouns only have a singular form. We don't use *a / an* with uncountable nouns.

rice → some rice

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p114

- 8 Make a list of countable and uncountable nouns. Use the words in exercise 2.

- 9 Choose the correct option to complete the rules. Use the text in exercise 6 to help you.

#### *some, any, much, many, a lot of*

In **affirmative** sentences:

- 1 we use **some / any** with countable and uncountable nouns.
- 2 we usually use **some / a lot of** to talk about big quantities.

In **negative** sentences:

- 3 we use **some / any** with countable and uncountable nouns.
- 4 we use **many / much** with countable nouns.
- 5 we use **many / much** with uncountable nouns.

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p114

- 10 Complete the sentences about Cooper's diet with the words in the box.

a lot of any many much some

- 1 There isn't \_\_\_\_\_ pizza in the photo.
- 2 Cooper eats \_\_\_\_\_ meat.
- 3 There isn't \_\_\_\_\_ lemonade in the photo.
- 4 Cooper doesn't eat \_\_\_\_\_ apples.
- 5 There's \_\_\_\_\_ Japanese food in the photo.

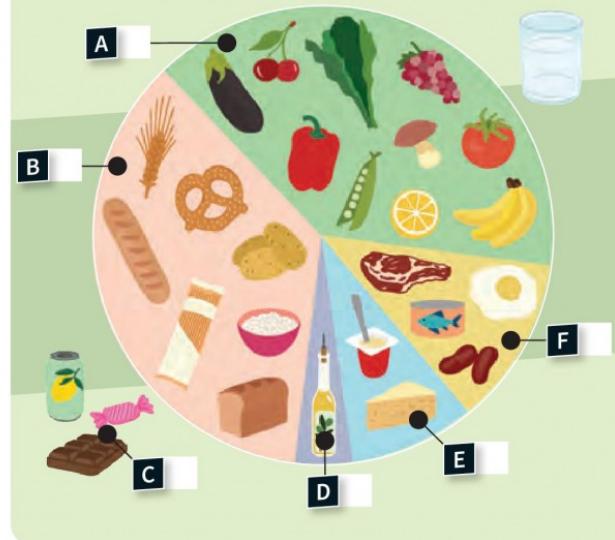
- 11 Read about the *Eatwell Guide*. Match the phrases in bold 1–6 with the labels A–F. Has Cooper got a healthy and balanced diet?



## Eatwell Guide

The *Eatwell Guide* shows a healthy and balanced diet.

- 40% of the diet is **fruit and vegetables**. It's good to eat five portions of fruit or vegetables every day.
- 38% of the diet is **carbohydrates** (pasta, rice, potatoes and bread).
- 12% is protein from **meat, fish, eggs and pulses**.
- 8% is **dairy** (milk, cheese and yoghurt). And finally, we need some **unsaturated fats** (olive or vegetable oil).
- **Foods high in fat, salt and sugar** (chocolate, cake, biscuits, lemonade) are not part of a healthy diet. We don't need them. But we need six to eight glasses of water every day.



- 12 Talk about the food you eat. Have you got a balanced diet? Has your partner?

I eat a lot of rice.

I don't eat much rice.

I don't eat many vegetables.

## PROJECT BUILDER 2

Choose some balanced food ideas for your menu.

→ Workbook Project Log p20



- 13 Look at your menu sections from Project Builder 1. Think of two or three dishes for each section of the menu.

- 14 Discuss the questions.

- 1 Has your menu got any fruit or vegetables?
- 2 What about protein and carbohydrates?
- 3 How can you make your menu healthier?



# 5.3 TASTE AND TASTERS

## LESSON OBJECTIVES

- Learn about different diets and how we taste food
- Predict a topic from photos
- Talk about rules and obligations, permission, ability and possibility

## Supertaster!

Scientists say about 25% of people are **supertasters**, 50% of people are **medium tasters**, and another 25% of people are **non-tasters**. The reason why some people don't like vegetables can be genetic. Supertasters have a gene called TAS2R38. They have more taste buds than other people. The taste of foods like chilli and bitter green vegetables is very strong to them. Medium tasters are in the middle – they can taste bitter foods, but the taste isn't very strong. Non-tasters are the opposite of supertasters. For them, vegetables like spinach aren't bitter at all. As a result, non-tasters prefer food with a strong flavour.

So is it good to be a supertaster? There are some advantages: supertasters sometimes avoid unhealthy foods with a lot of sugar or fat – the taste is too strong. But they also avoid green vegetables – and these have a lot of healthy vitamins. Supertasters also often put salt on their food to stop the bitter taste – and a lot of salt isn't good for you.

**What do you think? Are you a SUPERTASTER?**

Do you hate the taste of spinach?

Do you always leave broccoli on your plate?

Maybe you're a supertaster.



## READING

### 1 Discuss the questions.

- 1 Are there any types of food you hate? What are they?
- 2 Why do some people not like vegetables?

### 2 Read the Skill UP! Then look at the photo and choose the best topic 1–3 for the article.



Before you read a text, look at the photos. They can help you understand the topic of a text.

- 1 People who taste food for a job.
- 2 People who have a strong sense of taste.
- 3 People who can eat a lot of food.

### 3 22 Read and listen to the article. Check your answer from exercise 2.

### 4 Find these words in the article. What do they mean in your language?

advantages avoid bitter flavour  
spinach taste (noun) taste buds

### 5 Read the article again. Does each sentence below describe supertasters (S) or non-tasters (N)?

- 1 They don't have a gene called TAS2R38. \_\_\_\_\_
- 2 They have more taste buds than other people. \_\_\_\_\_
- 3 They don't usually like broccoli or spinach. \_\_\_\_\_
- 4 They like food with strong flavours. \_\_\_\_\_
- 5 They sometimes avoid foods with a lot of sugar or fat. \_\_\_\_\_
- 6 They often put salt on their food. \_\_\_\_\_

### 6 Discuss the questions.

- 1 Can you think of more examples of foods or dishes that supertasters probably don't like?
- 2 Which type of taster do you think you are? Why?



There are scientific tests to find out if you are a supertaster. Find out about one of them online.

- 7 Look at the information below and complete the text about special diets.

|              |   |   |   |   |
|--------------|---|---|---|---|
|              |   |   |   |   |
| Pescetarians | ✓ | ✓ | ✓ | ✗ |
| Vegetarians  | ✓ | ✓ | ✗ | ✗ |
| Vegans       | ✓ | ✗ | ✗ | ✗ |

pescetarians vegetarians vegans allergic

Some people have special diets. They prefer not to eat some foods.<sup>1</sup> \_\_\_\_\_ don't eat any animal products.<sup>2</sup> \_\_\_\_\_ eat some animal products, like milk and eggs, but they don't eat meat or fish.  
<sup>3</sup> \_\_\_\_\_ eat fish, but they don't eat other animals. Some people are<sup>4</sup> \_\_\_\_\_ to certain foods, e.g. nuts or gluten. People with allergies must be careful. They mustn't eat certain foods or they become sick.



What are the five most common food allergies in the world?



## GRAMMAR

**can / can't, must / mustn't**

- 8 Match sentences 1–4 to the uses of *must*, *mustn't*, *can* or *can't*.

obligation prohibition ability possibility

**can / can't, must / mustn't**

- 1 People with allergies **must** be careful. obligation  
 2 They **mustn't** (or **can't**) eat certain food or they become sick.  
 3 The reason why some people don't like vegetables **can** be genetic.  
 4 Medium tasters **can** taste bitter foods.

- 9 Choose the correct option.

- 1 You **mustn't** / **must** eat food in the school library.  
 2 My uncle **must** / **can** cook really well.  
 3 You **must** / **can't** wash your hands before you eat.  
 4 Coffee **must** / **can** taste very bitter.  
 5 He **can** / **can't** eat cheese. He's allergic to milk.

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p114

- 10 What rules do you have about these things? Write sentences with *must* / *mustn't*, *can* / *can't*.

- mealtimes in the school canteen
- mealtimes at home with your family

**At home we can't use our phones at mealtimes.**

---



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- 11 **MEDIATION** Imagine Lewis, Nina and Joe are at your house for dinner. Tell your English friend which foods in the photos each guest can / can't / mustn't eat. Which food A–F do you decide to give your guests?

- Lewis is a pescetarian.
- Nina is a vegan.
- Joe is allergic to milk and nuts.



**LIFE SKILLS** When you make choices for a group of people, it's important to consider everyone's needs. Do you know any people with special diets?

## PROJECT BUILDER 3

**Adapt your menu for people with special diets.**

→ Workbook Project Log p21



- 12 Look at your ideas for dishes from Project Builder 2. Discuss the questions.

- 1 What dishes are for people with special diets?

Think about these people:

- vegetarians
- vegans
- pescetarians
- people with allergies

- 2 How can you adapt your dishes for people with special diets?

## 5.4 WHAT FOODS GO WELL TOGETHER?

### LESSON OBJECTIVES

- Learn about interesting food combinations
- Focus on sound effects in videos
- Describe food with adjectives

### VOCABULARY

1 Read the text. What foods do you know that go well together?

Chicken and chips, ice cream and chocolate sauce ... some foods go well together. But what about other food combinations?

Chicken and chocolate sauce? Chips and ice cream? They both sound unusual, but chicken with a chocolate (and chilli) sauce is a traditional dish in Mexico.

And many people say ice cream and chips are actually delicious together!



2 Which adjectives describe the food in boxes A and B?

bitter crunchy delicious greasy healthy  
salty savoury spicy sweet unhealthy

Mango is sweet and healthy.

3 Which foods from boxes A and B do you think go well together?

A



B



## LISTENING

- 4 Look at the photos. What do you think is happening?
- 5 **▶ Video** Watch the first part of the video and check your answer to exercise 4.
- 6 **▶ Video** Watch the second part of the video. What food combinations does Lauren try? Choose one food from A and one from B in exercise 2 for each combination.
- 7 **▶ Video** Watch the complete video. Complete the sentences with one word in each space.

delicious greasy healthy Indonesia Mexico  
nuts water well

- 1 Lauren mustn't eat \_\_\_\_\_ because she is allergic to them.
  - 2 Lauren thinks the mango and chilli is a \_\_\_\_\_ combination.
  - 3 In \_\_\_\_\_ lots of people eat mango and chilli.
  - 4 Lauren thinks that chocolate and crisps go really \_\_\_\_\_ together.
  - 5 After the bananas with cheese, Lauren asks for some \_\_\_\_\_.
  - 6 Bananas with cheese is a snack from \_\_\_\_\_.
  - 7 Lauren thinks coffee and butter is \_\_\_\_\_.
  - 8 Some people believe that coffee and butter is a \_\_\_\_\_ drink.
- 8 Read the *Video focus*. Can you remember the sounds Lauren and Kyle use in their video? What do they mean?



Sound effects in videos are a useful way to give viewers information. They also make videos more interesting.

- 9 **»** Would you like to try the food combinations from this lesson? Why / Why not?

I'd like to try bananas with cheese!

Me too.



## PROJECT BUILDER 4 Create interesting food combinations.

➲ Workbook **Project Log** p21



- 10 **»** Think of some interesting food combinations to include on your menu. Make a list.

- 11 **»** Use adjectives from exercise 2 to describe the ideas on your menu.  
Spicy Indian curry, Sweet mango Thai salad



# 5.5 LET'S ORDER!

## LESSON OBJECTIVES

- Order food and drink in a café
- Learn how to say prices
- Learn how to be polite

## SPEAKING

### 1 Discuss the questions.

- Have you got a favourite café? Why?
- What do you usually eat or drink there?

### 2 THINK Look at the Corner Café menu. Answer the questions.

- What do you think and mean?
- Why is there more than one price for some food and drink?
- What would you like to eat from this menu?

### 3 MEDIATION Imagine you are visiting this café with a vegetarian friend. Your friend doesn't speak English. Explain what food your friend can choose in your own language.

### 4 Video Watch the first part of the video. Answer the questions.

- Why do Anna and Leo decide to order without Tom?
- What does Anna order?
- What does Leo order?

### 5 Video Complete the Key phrases. Then watch the first part of the video again and check.

## KEY PHRASES

### Ordering food and drink in a café

| Things you hear                            | Things you say                                          |
|--------------------------------------------|---------------------------------------------------------|
| Hello! Can I <sup>1</sup> _____ you?       | <sup>2</sup> _____ I have (a spicy meat pizza), please? |
| <sup>3</sup> _____, medium or large?       | (Large), please.                                        |
| What would you like to <sup>4</sup> _____? | (Some water), please.                                   |
| Anything else?                             | Yes, <sup>5</sup> _____./ No, thanks.                   |
| That's (£20.50), please.                   | Here you are.                                           |
|                                            | <sup>6</sup> _____ (any nuts in the chocolate brownie)? |

### 6 23 Read the Pronunciation then listen and repeat the prices.

#### PRONUNCIATION Prices

£2.50 = two pounds fifty      \$2.25 = two dollars twenty-five  
99p = ninety-nine p      €2.49 = two euros forty-nine

## CORNER CAFÉ

### Sandwiches – homemade bread, all fresh

Chicken and salad • Tuna  
Mozzarella and tomato • Avocado and chilli £4.50

### Pizzas – cooked in our authentic Italian pizza oven

Margherita (tomatoes, cheese) £4 • £7 • £10  
Chicken and red peppers £5 • £9 • £12  
Spicy meat £6 • £9 • £13

**Extra toppings:** extra cheese, chillies, mushrooms, onions, peppers, olives, pineapple, spinach £1 each

### Desserts – try a sweet treat

Chocolate brownie with vanilla ice cream £3.50  
Ice cream (various flavours) £2 per scoop

### Drinks

Cola, lemonade, sparkling water £1.50 • £2.50  
Fresh fruit smoothies: banana, strawberry, mango £3  
All our dishes are NUT FREE! Ask your server for more information.



### 7 Video Look at the photo. What do you think the problem is? Watch the second part of the video and check.

### 8 Read the Skill UP! then prepare and practise two conversations. Take turns to be the customer and a server. Use the menu above.



Remember to say *please* and *thank you / thanks* when you order food.

**Customer A** You've got £10. You're really hungry and thirsty, but you don't want to spend all your money.

**Customer B** You and your friend have got £12. You're a pesceterian and your friend is allergic to dairy products.

# 5.6 A FLYER FOR A FOOD STALL

## LESSON OBJECTIVES

- Write a flyer • Learn how to organize information in a flyer

## WRITING

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

- 1 What is the name of the stall?
- 2 When does it open?
- 3 Where is it?
- 4 Does it have any vegan or vegetarian dishes?

Every Saturday and Sunday 11 a.m. until late!

Come to ...

# WRAP FANS

for the tastiest wraps in town!

All our wraps have fresh, organic ingredients

- Spicy chicken wrap with crunchy carrot and onion salad
- Juicy steak wrap with chilli sauce and peanut butter
- Homemade falafel wrap with hummus, salad and garlic sauce



Gluten-free wraps available!

Bring this flyer and you can try some of our  
homemade lemonade FREE!

Whitecross Street Food Market

@wrapfans\_manchester

### 2 Read the flyer again. Discuss the questions.

- 1 Find and check the meaning of these adjectives: *fresh, juicy, homemade, gluten-free*.
- 2 How many other adjectives to describe food can you find?
- 3 What special offer does the flyer mention?

### 3 Read the Skill UP! Find examples of 1–3 in the flyer.



#### Writing a flyer

- 1 Present information in lists, not paragraphs.
- 2 Include details, e.g. time and place, social media contact details, etc.
- 3 Use adjectives to make your descriptions of food more interesting.

### 4 Choose the correct option.

- 1 Have a cup of our **crunchy / delicious** hot chocolate!
- 2 We use the **freshest / spiciest** vegetables in our dishes.
- 3 Try our **healthy / salty** cereal with yoghurt and **sweet / juicy** honey.
- 4 All our fruit is **homemade / organic**.
- 5 Come and try our **spicy / crunchy** vegetarian curry.

## PROJECT BUILDER 5

Create a flyer for your food stall.



→ Workbook Project Log p22

### 5 Write a flyer for your food stall. Work in groups for part A only.

#### A Plan your flyer

- Agree on a name for your stall.
- What information do you need to include? Make a list.

#### B Write your flyer

- Use the tips from the Skill UP!
- Describe your food with adjectives.
- Add a special offer.



#### C Read and check

- Check your flyer includes all the necessary information.
- Check your spelling.

# 5 PROJECT

## Create a healthy and tasty menu for a food stall

### SHARE AND REVIEW

1 Look back at your Project Builders 1–5 for this unit. Check that you have:

- 1 a type of food for your stall.
- 2 a range of dishes with some healthy food.
- 3 dishes for people with special diets.
- 4 some interesting food combinations.
- 5 a flyer for your stall.

Use your  
Project Log

p20–22



### DECIDE

2 24 Read the Project skills then listen to Sara, Freddie and Ruby discuss ideas A–D for their menu. Answer the questions 1–3.



#### PROJECT SKILLS Making good decisions

- Everyone in the group must participate in the discussion.
- Respect and listen carefully to each other's opinions.
- Try to agree on a decision. You can vote, too!

1 Which three do they decide are main dishes on their menu?

\_\_\_\_\_

2 What do they decide about the other dish?

\_\_\_\_\_

3 How well do they listen to each other's opinions?

\_\_\_\_\_

3 Decide on at least three dishes to put in each section of your menu. Use the Key phrases to help you.

Remember to include ...

- some healthy dishes
- some dishes for people with special diets

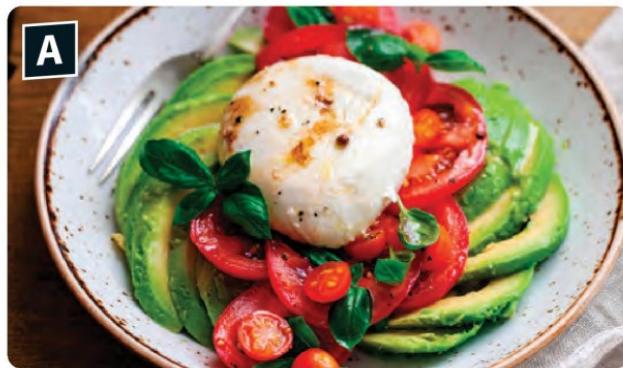
#### KEY PHRASES

##### Sharing ideas

- I think ... is a good idea.
- It's healthy because (it's got a lot of vegetables).  
it's got a lot of ...  
it hasn't got any / much ...
- It is / isn't good for (vegetarians).

##### Making decisions

- Let's choose ...





## REFLECT

8 Think about your project work in this unit. Read the statements and choose your reaction.

### COLLABORATION

- 1 Our group can make decisions together.



### CREATIVITY

- 2 Our group can make an interesting, healthy menu.



### COMMUNICATION

- 3 Our group can listen to each other's ideas.



9 Complete these sentences for you.

1 I am pleased with the menu for our stall because \_\_\_\_\_

2 I think I can improve \_\_\_\_\_

→ Workbook Project Log p23

## CREATE

4 Design and prepare the menu for your stall.

- Include the name of your stall.
- Add the names and prices of your dishes.
- Write short descriptions of each dish. Use adjectives.
- Find photos of your dishes online and add them to your menu.
- Include information for people with special diets.



## PRESENT

5 Present your flyers and the menu for your stall to the class. Use the *Key phrases* to help you.

### KEY PHRASES

- Our stall is called ...
- It sells ...
- On the menu there are ... sections.
- We've got main dishes, sides, ...
- Our main dishes are ...

6 Walk around the class and order a meal from another stall. Use the language on page 64 to help you.

7 In your opinion, which stall has got:

- the most creative name?
- the most interesting food?
- the healthiest food?
- the most attractive menu?



# 6 Island life



## UNIT OBJECTIVES

**YOUR PROJECT** Make a video diary of your experience of living on a remote island.

### Project Builders 1–5:

- 1 Invent an island and write facts about it.
- 2 Write about the weather on your island.
- 3 Describe the things you did on the first three days.
- 4 Describe the wildlife.
- 5 Write a diary about a day on your island. Present your video diary.

### VOCABULARY

- Geographical features
- Weather

### GRAMMAR

- Past simple: *be* and past time expressions
- *there was / there were*
- Past simple affirmative: regular and irregular verbs

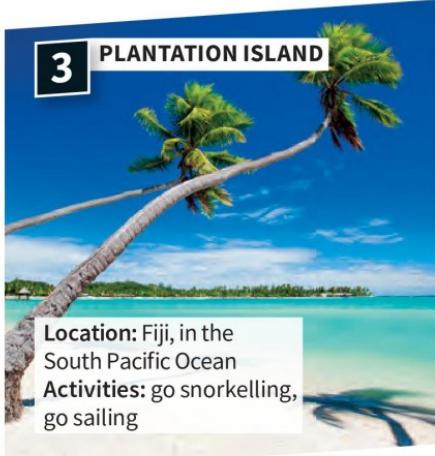


### 2 STROMBOLI



Location: 50 km from the coast of Italy  
Activities: visit Mount Stromboli, an active volcano

### 3 PLANTATION ISLAND



Location: Fiji, in the South Pacific Ocean  
Activities: go snorkelling, go sailing

### 4 SKELLIG MICHAEL



Location: near the west coast of Ireland  
Activities: go birdwatching, go hiking

### 5 THE AZORES



Location: the Atlantic Ocean  
Activities: swim with whales and dolphins, climb Mount Pico

### 6 DOMINICA



Location: The Caribbean Sea  
Activities: go on a boat trip, visit beaches and waterfalls

## LESSON OBJECTIVES

- Talk about islands • Learn geographical features

## WARM-UP

1 Look at the photos 1–6. Discuss the questions.

- 1 Which is the nearest island to your country?
- 2 Which is the furthest from your country?
- 3 Look at the activities for each island. Which island do you want to visit? Why?  
*I want to visit The Azores. It's beautiful and you can swim with whales and dolphins there.*

## VOCABULARY

2 Which of the geographical features in the box can you see in the photos?

beach      cave      coast      desert      jungle  
mountain      ocean      river      volcano      waterfall

3 Which of the features from exercise 2 are there in your country? Where?

*There are mountains in northern Spain. They're called the Picos de Europa.*

4 Choose a photo to describe but do not tell your partner.  
Can your partner guess the photo?

*There's a beach. There isn't a mountain.*

5 Watch Sophie and Mack's vlog. Answer the questions.

- 1 Which places from exercise 2 do Sophie and Mack visit?

- 2 Where are they at the end of the video?

6 Watch again. Order the sentences.

- A \_\_\_\_ It's raining.  
B \_\_\_\_ It's cold and it's snowing.  
C \_\_\_\_ They camp on the beach.  
D \_\_\_\_ They camp near the mountain.  
E \_\_\_\_ Sophie finds some food.  
F \_\_\_\_ They go to the jungle.



## PROJECT BUILDER 1 Invent an island and write facts about it.

Workbook Project Log p24



7 Invent a remote island. Imagine you are there. Answer the questions.

- 1 Where is it?
- 2 What is its name?
- 3 How do you travel there? How long does it take?
- 4 What is the island like? Describe its geography.

*Our island is in ...      You get to the island by ...      It's called ...      There are ...*

8 Draw your island.



# 6.2 WHAT'S THE WEATHER LIKE?

## LESSON OBJECTIVES

- Discover unusual weather events around the world
- Learn words to describe the weather
- Use was / were to talk about the past

## VOCABULARY

- 1 Which of the adjectives in the box can you use to describe the weather in the photos?

|        |       |       |       |
|--------|-------|-------|-------|
| cloudy | cold  | dry   | foggy |
| hot    | icy   | rainy | snowy |
| stormy | sunny | warm  | wet   |
| windy  |       |       |       |

In photo A, it's ...

- 2 Answer the questions.

- What's the weather like now?
- What was the weather like yesterday?
- What's your favourite kind of weather? Why?

- 3 Write the nouns from the adjectives in the box. Check your answers with a partner.

|        |       |       |       |       |
|--------|-------|-------|-------|-------|
| cloudy | foggy | icy   | rainy | snowy |
| stormy | sunny | windy |       |       |

cloudy – cloud

- 4 Discuss the questions. Do you know the answers?

- What's an ice storm?
- Is there ever snow in the Sahara Desert?
- Can rainbows be upside down?
- Where is the world's hottest place?
- Where is the world's stormiest place?
- How much can temperature change in two minutes?

- 5 One student reads A-C. The other student reads D-F.

- 6 **MEDIATION** Now share your information with your partner and answer the questions in exercise 4.

## Wild weather



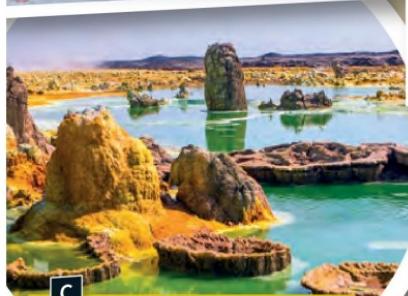
A

In January 2018, there was snow in the Sahara Desert. It wasn't the first time, but it was only the third time in 40 years.



B

In some winter storms, ice forms on buildings and trees. This lighthouse was in an ice storm near Lake Erie, in the US, in 2010. The ice was on the lighthouse for two weeks. There weren't any people in it at the time.



C

This colourful desert is in Dallol, Ethiopia. The ground here is volcanic so Dallol is very hot. The blue liquid isn't water – it's concentrated sulphuric acid so it's really dangerous! The average yearly temperature here from 1960 to 1966 was 41°C.



D

On 22 January 1943, at 7.30 a.m. it was -20°C in Spearfish, in the USA. At 7.32 a.m., it was 7°C. That's a difference of 27°C!

What was the reason? A special type of wind called Chinook winds. They happen near mountains.



E

There is a thunderstorm on Lake Maracaibo in Venezuela on about 300 days a year. On one night there were over 40,000 lightning strikes. The lightning was continuous for nine hours!



F

Upside down rainbows happen in cold weather all over the world. This one was in Manchester, the UK, and there wasn't any rain.

When does it happen? Normal rainbows happen when the sun is shining and it's raining. But upside-down rainbows happen when there are ice crystals in the air.

## GRAMMAR

### Past simple: *be* and past time expressions

7 Complete the table with the words in the box.

was wasn't were weren't

#### Affirmative and negative

I / He / She / It **was**<sup>1</sup> ..... hot.

We / You / They<sup>2</sup> ..... / **weren't** cold.

#### Questions

#### Short answers

**Was** I / he / she / it hot?

Yes, I / he / she / it **was**.

No, I / he / she / it **wasn't**.

**Were** you / we / they hot?

Yes, you / we / they **were**.

No, you / we / they<sup>3</sup> .....

Where **were** you yesterday afternoon?

I<sup>4</sup> ..... at home.

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p116

8 Complete the sentences with the correct form of *be*.

- 1 My dad ..... born in Colombia. So I'm half Colombian!
- 2 You ..... at school yesterday. Where were you?
- 3 ' ..... it rainy this morning?' 'Yes, it ..... . Look at my jacket!'
- 4 It was sunny in London but it ..... hot. The temperature ..... about 15°C.
- 5 ' ..... you at the beach on Saturday?' 'No, we ..... . We ..... at home.'

9 Put the time expressions in the box in order. Start with the most recent.

#### Past time expressions

a month ago at seven o'clock this morning  
half an hour ago in 2020 last summer  
last week yesterday

1 half an hour ago

10 Complete the questions. Then ask and answer.

- A Was it your birthday last month?  
B Yes, it was. / No it wasn't. My birthday is in ...

- 1 Where ..... you two hours ago?
- 2 ..... your parents born in this country?
- 3 What ..... the weather like yesterday?
- 4 ..... breakfast your last meal?
- 5 ..... you happier yesterday than you are today?
- 6 Who ..... your first English teacher?

## GRAMMAR

### *there was / there were*

11 Complete the information from the text on page 70 with the correct form of *there was / there were*.

#### *there was / there were*

1 On one night ..... over 40,000 lightning strikes on Lake Maracaibo.

2 In January 2018, ..... snow in the Sahara Desert.

3 In Lake Erie, ..... any people in the lighthouse during the ice storm.

4 In Manchester ..... an upside-down rainbow, but ..... any rain.

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p116

12 Look at the picture for one minute. Then cover it and write sentences with the correct form of *there was / there were* and the words in the box. If necessary, add *some* or *any*.

animals in the sea beaches clouds mountains  
people a river snow a volcano water

There were some beaches.



## PROJECT BUILDER 2

Write about the weather on your island.

→ Workbook Project Log p24



13 Imagine the weather on your island. Think about:

- typical weather
- the average temperature

14 Today was your first day on the island. Say what the weather was like.

It was ...



# 6.3 SHIPWRECKED!

## LESSON OBJECTIVES

- Learn about an island story in literature
- Identify new vocabulary from the images in a comic story
- Use the past simple to describe events in the past

## READING

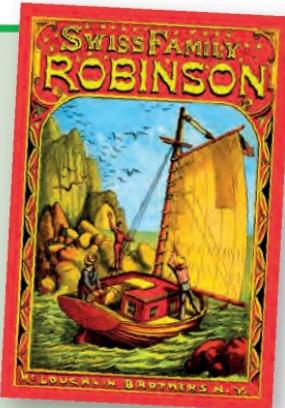
- 1 Do you know any books or films about islands? What happens in them?
- 2 25 Complete the information about *The Swiss Family Robinson* with the numbers in the box. Then listen and check.  
four one 10 200 1812
- 3 26 Read the Skill UP! As you read and listen to the extract from *The Swiss Family Robinson*, make a note of nouns that you do not understand. Do the illustrations help you to understand?



In a comic story, the pictures can help you understand new words.

*The Swiss Family Robinson* is<sup>1</sup> \_\_\_\_\_ of the most famous desert island stories. The Swiss author, Johann David Wyss, wrote it for his children in<sup>2</sup> \_\_\_\_\_. Over the next<sup>3</sup> \_\_\_\_\_ years, many people translated and rewrote the story. They also made films and TV shows.

The book is about a father, mother and their<sup>4</sup> \_\_\_\_\_ sons, Fritz, Ernst, Jack and Franz. It tells of their adventures on a desert island for more than<sup>5</sup> \_\_\_\_\_ years. At the beginning of the story, their ship crashes during a storm in the Pacific Ocean.



**A NEW LIFE**

Look! I can see land!

After the storm, the family climbed on to the deck. The front of the ship was under the water. But Fritz saw something in the distance.

Are we ready to go?

I'm sorry, Franz, but we can't take the dogs with us.

The ocean was rough from the storm and it was a long journey. There were rocks and huge waves.

Let's move the oars together. 1 - 2 - 3!

Look! The dogs swam from the ship!

Suddenly they heard a shout. Father ran to the sea and saw Jack. What was on his leg?

My leg! Get off!

"Ha! It's a lobster," said Father. He pulled the lobster from Jack's leg.

Stay still!

Look! I caught our first dinner!

First, they made a tent on the beach. Father helped Mother to make a fire and they put water in a pot. The boys collected grass for their beds and wood for the fire.

Jack wasn't scared any more. He picked up the lobster and ran to show it to the others.

**4** Read the story again. Put the events in the correct order.

- A \_\_\_\_\_ Mother and Father heard a shout.  
B \_\_\_\_\_ There was a storm.  
C \_\_\_\_\_ The dogs swam to the island.  
D \_\_\_\_\_ Jack had a lobster on his leg.  
E \_\_\_\_\_ The family travelled on the raft to the island.  
F \_\_\_\_\_ Jack took the lobster to show his family.  
G \_\_\_\_\_ The family made a raft.  
H \_\_\_\_\_ Fritz saw land from the ship.

**5 THINK** Discuss the questions.

- 1 Describe Franz's feelings when they left the dogs.  
2 What do you think happens next in the story?

**LIFE SKILLS** In good teams every member has a job and they work well together. What jobs do the members of the Swiss Family Robinson have?

**6 MEDIATION** Your friend doesn't speak English. Use your own language to tell them the story and what you like about it.

## GRAMMAR

### Past simple affirmative: regular and irregular verbs

**7** Complete the table with the past simple form of the verbs. Use the story on p72 to help you.

|                        |                                    | Past simple                                                                                                                                                        |
|------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Regular verbs</b>   | climb<br>help<br>arrive<br>collect | They <sup>1</sup> ..... on to the deck.<br>He <sup>2</sup> ..... Mother make a fire.<br>They <sup>3</sup> ..... on the beach.<br>The boys <sup>4</sup> ..... wood. |
| <b>Irregular verbs</b> | make<br>put<br>see<br>catch        | They <sup>5</sup> ..... a raft.<br>They <sup>6</sup> ..... water in a pot.<br>Father <sup>7</sup> ..... Jack in the sea.<br>I <sup>8</sup> ..... our first dinner. |

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p116

**8** Complete the paragraph about the author, Johann David Wyss. Use the past simple form of the verb.

Johann David Wyss<sup>1</sup> ..... (be born) in 1743. As a young adult, he<sup>2</sup> ..... (live) in Italy, but then he<sup>3</sup> ..... (move) back to Switzerland and<sup>4</sup> ..... (work) in a cathedral in Bern. He<sup>5</sup> ..... (speak) many languages. He and his wife<sup>6</sup> ..... (have) four sons. They often<sup>7</sup> ..... (go) hiking and fishing together. He<sup>8</sup> ..... (read) many adventure books with them, too.

**9** 27 Read the Pronunciation then listen and repeat the regular verbs.

### PRONUNCIATION Past simple -ed endings

We pronounce the -ed endings of regular verbs in the past simple in different ways.  
*arrived* /d/   *helped* /t/   *collected* /ɪd/

**10** The Swiss Family Robinson had many adventures in the rest of the book. Choose a verb and complete the sentences with the past simple form.

Fritz **made** friends with a monkey called Knips. (play / make)

1 They ..... a house in a tree with wood.  
(make / go)

2 It ..... a lot in the winter. (rain / swim)

3 Knips ..... a cave on the beach. (go / discover)

4 The family ..... in the cave for the winter.  
(travel / live)

5 They ..... their island New Switzerland.  
(call / find)

6 They ..... coconut, honey and fruit. (catch / eat)

7 Fritz ..... a message from a girl called Jenny.  
(find / write)

8 Fritz ..... in a boat to look for Jenny. (swim / go)

**11** Write five sentences about you. Use the past simple verb forms on this page and the time expressions in the box.

before this lesson   last summer   last week  
on Saturday   yesterday

On Saturday I played football.

**PROJECT BUILDER 3** Describe the things you did on the first three days on the island.



→ Workbook Project Log p25

**12** 3 Imagine some of the things that you did on the island.

Think about:

- the things you discovered
- the food you ate
- the places you saw
- the things you found and collected
- the things you did together as a group



**13** 3 Make a simple diary for three days on your island.

Write two or three sentences for each day.

Day 1

We found some fruit trees and ate bananas and mangoes.



# 6.4 MADAGASCAR

## LESSON OBJECTIVES

- Learn about a famous island and its wildlife
- Learn how to make presentations more interesting

## LISTENING

- 1 Complete the table with the animals in the box. Add two more animals to each column.

|        |       |           |         |      |       |
|--------|-------|-----------|---------|------|-------|
| ant    | bee   | chameleon | dolphin | duck | eagle |
| monkey | shark | snake     | whale   |      |       |

| Mammals | Insects | Reptiles | Birds | Fish |
|---------|---------|----------|-------|------|
| dolphin |         |          |       |      |

- 2 What facts do you know about the animals in exercise 1?

Dolphins are very intelligent.

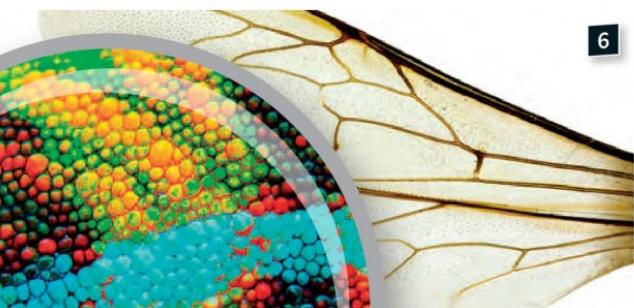
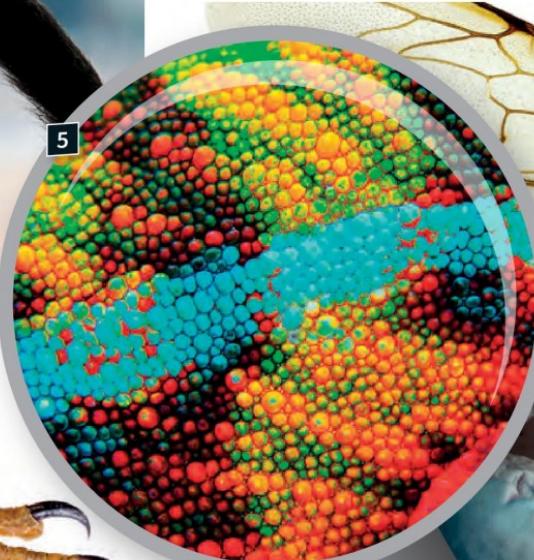
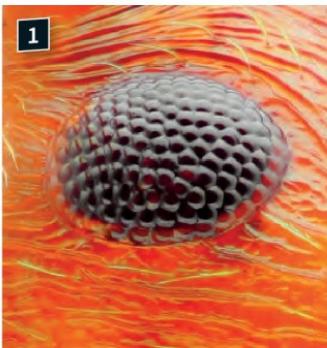
- 3 Look at the photos 1–7. What can you see? Use the animals in exercise 1 and the words in the box.

|     |     |      |      |       |        |      |
|-----|-----|------|------|-------|--------|------|
| eye | leg | skin | tail | teeth | tongue | wing |
|-----|-----|------|------|-------|--------|------|

What's number one?

I think it's an ant's eye.

- 4 28 Listen and check.



- 5 Kyle visited Madagascar last year. Look at the photo and discuss the questions.

- Do you know where Madagascar is?
- What do you think the weather is like there?



- 6 Watch the first part of the video. Complete the table with information about the island.

|          |                                              |
|----------|----------------------------------------------|
| Name     | Madagascar                                   |
| Location | 1 ..... km from the coast of East<br>2 ..... |
| Summer   | 3 ..... – April                              |
| Winter   | May – 4 .....                                |

- 7 **Video** Complete the article, *Madagascar: Wildlife*, with the words in the box. Then watch the second part of the video and check.

biggest fight lemurs sing teeth 80 100 2500

- 8 **Video** Watch the complete video.

Choose the correct answer.

- 1 Why did Kyle go to Madagascar?  
 A He loves wildlife.  
 B The weather was good.  
 C His dad won a holiday.  
 D It's good for photography.
- 2 Who took the photo of the lemur?  
 A Kyle  
 B Kyle's mum  
 C Kyle's dad  
 D the guide
- 3 What does Kyle say about the fossa?  
 A He was scared when he saw it.  
 B It was bigger than a cat.  
 C It's a nocturnal animal.  
 D He heard the fossa before he saw it.
- 9 Read the *Video focus*. What examples of the tips were there in Kyle's video?



To make presentations interesting, try these things:

- Use photos, short video clips and sounds.
- Ask your audience questions.
- Tell a personal story.

**10 THINK** Discuss the questions.

- 1 How similar is the weather on Madagascar to the weather in your country?
- 2 Would you like to visit the island?
- 3 Which animals would you like to see?

**11 MEDIATION** Imagine you visited Madagascar. Write a short message to an English-speaking friend about the wildlife you saw.



There are about <sup>2</sup> \_\_\_\_\_ types of lemur on Madagascar. The *indri* lemur is the <sup>3</sup> \_\_\_\_\_. They love sunbathing and they <sup>4</sup> \_\_\_\_\_!



The *giraffe* weevil is about 2.5 cm long. The male uses its neck to <sup>5</sup> \_\_\_\_\_.



Fossa have got sharp <sup>6</sup> \_\_\_\_\_ and they eat <sup>7</sup> \_\_\_\_\_. There are about <sup>8</sup> \_\_\_\_\_ on Madagascar.

**PROJECT BUILDER 4** **Describe the wildlife on your island.**



**Workbook Project Log** p25

**12** What wildlife is there on your island?

**13** Imagine you discovered a new animal on the island. Describe:

- 1 what the animal looked like.
- 2 what the animal sounded like.
- 3 how your group felt when you saw it.

**14** Give the animal a name.



# 6.5 CAN I BORROW YOUR RAINCOAT?

## LESSON OBJECTIVES

- Ask for, give and refuse permission
- Learn to give reasons for refusing permission

## SPEAKING

### 1 Work in pairs. Discuss the questions.

1 Do you often ask to borrow things?

2 What do you ask for?

3 Who do you ask?

### 2 Read the questions. Then watch the first part of the video and discuss your answers.

1 Why isn't Tom going on the school trip?

2 Why doesn't Tom want to give Izzy his raincoat?

3 At the end of the first part of the video, which of these items has Izzy got?  
A Tom's raincoat  
B Tom's water bottle  
C £10

### 3 Complete the *Key phrases* with the words in the box. Then watch the video again and check your answers.

borrow course OK please sorry

## KEY PHRASES

### Asking for permission

Can I<sup>1</sup> ..... (your raincoat)?

Is it<sup>2</sup> ..... if I (use your water bottle)?

Can I have (£10),<sup>3</sup> ..... ?

### Giving / refusing permission

Yes, of<sup>4</sup> ..... .

Yes, sure.

I guess so. (Here you are.)

No, I'm<sup>5</sup> ..... , you can't.

I'm afraid (I've only got £5).

### 4 Read the Skill UP! What was Tom's answer when Izzy asked *Can I borrow your raincoat?*

Remember to give reasons when you refuse permission.  
Don't just say 'no'.

### 5 Look at the photo. What do you think happens in the second part of the video? Watch and check.



### 6 Prepare and act out four short dialogues. Then change roles. Use the *Key phrases* to help you.

#### Two students:

1 A You want to use your friend's phone.

B You are using your phone at the moment.

2 A You want to borrow £5 from your friend.

B You are happy to give your friend £5.

#### Child and parent:

3 A You want to go to a friend's house this evening.

B You think it's late, and your child has got homework.

#### Student and teacher:

4 A You want to get your book from your locker.

B You think this is OK.

# 6.6 A DIARY ENTRY

## LESSON OBJECTIVES

- Write a diary entry
- Use sequencing words to order events

## WRITING

- 1 Look at Eve's photos. Read her diary entry and decide which photo is from her day on the Ciés islands.



- 2 Read the diary entry again and answer the questions.

1 Where was Eve on holiday?

2 What was the weather like?

3 How many cars were on the island?

4 What were the two main activities she did on the island?

5 What animals were there in the water?

6 How did Eve feel at the end of the day?

- 3 Read the Skill UP! Then find examples of sequencing words in Eve's diary entry.



### Sequencing words

We use *first*, *then*, *after that* and *finally* to order events in a text.

- 4 Choose the correct option.

April

Friday 8th

**Day 1 of our holiday in Spain**

What a day! <sup>1</sup>After that / <sup>1</sup>First we got up at 6 a.m. and we drove to the airport in London. <sup>2</sup>Then / <sup>2</sup>Finally we flew from London to Madrid, in Spain. <sup>3</sup>First / <sup>3</sup>After that we changed planes and we flew to Vigo. <sup>4</sup>Finally / <sup>4</sup>First, we took the bus to our campsite!

April

Sunday  
10th

### Day 3 of our holiday in Spain

Today we went to the Ciés islands. First, we caught a bus to Vigo. Then we went on the ferry to Monteagudo, the largest island. The journey was about 45 minutes. There wasn't a cloud in the sky!

We arrived at about 11.30 a.m. and we walked to the campsite – there are no cars on the island! Our first activity was a walk to the Monte Faro lighthouse – the highest point of the islands. It's 175 metres high. The view was spectacular.

After that, we had lunch (fried sardines, my favourite!) and then we went snorkelling in the sea. We saw crabs 🦀 and seahorses 🐠 but we didn't see any starfish 🦀. Finally, at about four o'clock we went back to the campsite. I was really tired!

## PROJECT BUILDER 5

Write a diary.

### → Workbook Project Log p26



- 5 Write a diary for a day on your island. Include the information you wrote in Project Builders 3 and 4. Work in groups for Part A only.

### 人群 icon A Plan

- Where were you on the island?
- What was the weather like?
- Describe the activities you did.



### B Write

- Paragraph 1: Describe the start of the day.
- Paragraph 2: Describe what happened. Use sequencing words.
- Paragraph 3: Include how you felt at the end of the day.



### C Read and check

- Check your use of *was / were*, *there was / there were* and the past simple.
- Check that there are details about geographical features, weather and animals.

# 6 PROJECT

Make a video diary of your experience of living on a remote island

## SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit. Check that you have:

- 1 a name for your island, where it is and how you get there.
- 2 some sentences about the weather on the island.
- 3 some sentences about the activities you did on the island.
- 4 information about an animal you saw on the island.
- 5 a diary of a day on your island.

Use your  
Project Log

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## DECIDE

- 2 Discuss the questions.

- 1 What equipment do you need to make your video diary?
- 2 Is it better to make the video in portrait or landscape format? Why?
- 3 What can you use as interesting backgrounds?
- 4 Your diary is in three parts, one for each day. Does each person in your group want to be in the video? Who wants to film? What other roles are there?



## PREPARE

- 3 Write the script for your video diary. Use this guide to help you. Remember to use the past simple.

- 1 Talk about the geography of your island. Can you include a map or photo?
- 2 Talk about your first day. How did you travel there? What were your first impressions and feelings?
- 3 Describe the weather, the food you ate, the place you slept.
- 4 Describe the main events.



Day 1

Today we arrived at the island. We travelled by boat. First, we explored ...

Day 2

Today we looked for food on the island. We found a lot of ...



## CREATE

- 4 Read the *Project skills*. Can you think of any other tips for making a video presentation?

### PROJECT SKILLS Making a video presentation

- Practise speaking before you start making the video.
- Try to speak without reading from a piece of paper.
- Look directly at the camera.
- Stay close to the microphone.
- Try to include some interesting backgrounds, photos, video clips and sounds.



- 5 Make your video diary. Remember the tips in the *Project skills*.



## PRESENT

- 6 Show your video to the rest of the class. Be ready to answer some questions from other groups.

- 7 Ask some questions about each group's diary at the end of the presentation.

What was the best thing about your stay on the island?

How did you feel when you left?

- 8 Write sentences about the other groups' video diaries. Use the *Key phrases* to help you.

### KEY PHRASES

#### Giving feedback

- I really enjoyed the video diary by ... because it was ...
- Their presentation was clear / exciting / interesting / funny ...
- Their video skills were good because they (included interesting backgrounds).
- The best part of the video diary was ...

## REFLECT

- 9 Think about your project work in this unit. Read the statements and choose your reaction.

#### DIGITAL

- 1 Our group can make an interesting video diary using a camera or phone.



#### CREATIVITY

- 2 Our group had some good and original ideas.



#### COLLABORATION

- 3 Our group took turns and divided up the tasks well.



- 10 Complete these sentences for you.

1 Our video diary was good because \_\_\_\_\_

2 Next time I do a video diary, I want to \_\_\_\_\_

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