

7

Let's start a band

UNIT OBJECTIVES



YOUR PROJECT Create and present a musical band

Project Builders 1–5:

- 1 Decide on a type of music and a name for your band.
- 2 Write about your band before they were famous.
- 3 Write notes about your first concert.
- 4 Plan and write words for a new song.
- 5 Write a biography of a member of your band.

Present your band.

VOCABULARY

- Music
- Stages of life

GRAMMAR

- Object pronouns
- Past simple: affirmative and negative, irregular and regular verbs
- Past simple: questions

LESSON OBJECTIVES

- Talk about musical styles • Learn instruments and musicians

WARM-UP

- 1 Look at the photos 1–5. What kind of music do you think they are playing? Why do you think that?



- 2 Listen and check your answers to exercise 1.

VOCABULARY

- 3 Which instruments in the box can you see in the photos 1–5?

bass guitar drums guitar keyboard
saxophone trumpet violin

- 4 Discuss the questions.

- 1 What kind of music do you like? Why?
- 2 Can you play a musical instrument? Which one?
- 3 Do you want to learn an instrument? Why / Why not?



- 5 Watch Sophie and Mack's vlog. Which styles of music do they talk about?

- 6 Watch again. Complete the sentences with the words in the box.

bass guitarist dancer DJs
drummer lead singer roadie

- 1 Mack says that Ava can be the _____ in their band.
- 2 Ava says she wants to be the _____ in the rock band.
- 3 Mack wants to be the _____ in a pop band but Sophie doesn't want to be a _____.
- 4 Sophie says that the _____ is the most important person in a reggae band.
- 5 In the end, Sophie and Mack decide to become _____.

PROJECT BUILDER 1

Decide on a type of music and a name for your band.

Workbook Project Log p28



- 7 Your project is to create a band. Discuss the questions.

- 1 What type of music does your band play? Share your ideas.

Let's create a rock band.

I prefer pop or reggae.

How about reggaeton?

- 2 Think about the people in the band. Do they play an instrument or do they sing? Invent names for them.

- 8 Think of a name for your band. Read the notes to help you.

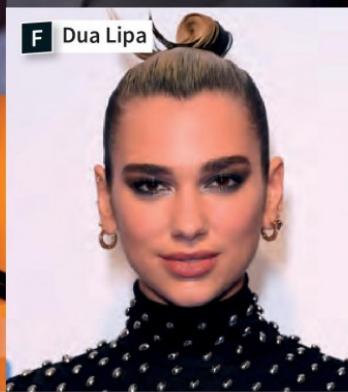
- Think about the style of music you play. Write down the words that you think of when you imagine your music.
- Think about where you are from. You can use those words, e.g. Oviedo Beat or Paris Power.
- Sometimes bands with one word are easier to remember.
- You can add an adjective in front of the word, e.g. Black Mountain.
- Or you can put two words together, e.g. Crazyriver.



7.2 POP STARS ... BEFORE THEY WERE FAMOUS

LESSON OBJECTIVES

- Discover facts about pop stars before they were famous
- Learn vocabulary to talk about stages of life
- Use the past simple to talk about events in the past



1 Look at the photos. Discuss the questions.

- Which musicians do you know?
- What type of music do they play?
- What are their most famous songs? Do you like them?

VOCABULARY

2 Look at the life events in the box. Try to put them in chronological order. Compare your list with a partner.

be born	buy a flat / house
get a job	get married
go to school	go to university
grow up	learn to drive
leave school	take exams

3 Which phrases from exercise 2 can you see in the quiz? What tense are the phrases in?

4 Match the facts 1–9 in the quiz to the people A–I. Check your answers at the bottom of page 83. Which is the most surprising fact? Why?

5 MEDIATION Without looking at the page, try to remember the details of all nine facts. Tell them to your partner in your own language.

1 She made her first album when she was 16, but she didn't sell a lot of them – about 200!

2 She didn't go to school. She had a music teacher and her parents taught her the other subjects.

3 She grew up on her parents' farm in Pennsylvania, USA. They sold Christmas trees. (**fun fact:** She wrote a song about it in 2019.)

4 She learned to play the flute at the age of 12 and then went to university and studied classical music.

5 He got a job at a bakery when he was 14. At 16, he left the job to audition for *The X Factor*.

6 He was born in Glasgow, Scotland and learned to play the drums and guitar when he was two.

7 His mother took him to sing in a church choir at the age of four.

8 Her first name means 'love' in Albanian. When she was younger, she didn't like it – but now it's a great stage name!

9 He left school when he was 15 to be an actor in a TV show and didn't take his high-school exams. But he took them 10 years later at the age of 25.

GRAMMAR

Object pronouns

- 6 Read the sentences. Which pronouns are used in the quiz in place of the words in **bold**?

- 1 Her parents taught **Billie** the other subjects. her
- 2 His mother took **Ed** to sing in a church choir. _____
- 3 She didn't like **the name**. _____
- 4 He took **his exams** 10 years later at the age of 25. _____

- 7 Complete the table with object pronouns from the box.

her him it me them us you

Subject pronoun	Object pronoun
I	me
you	
he / she / it	
we	
they	

CHECK IT! → MY GRAMMAR REFERENCE & PRACTICE p118

- 8 Complete the sentences with an object pronoun.

- 1 We took three exams last week. I think I passed _____.
- 2 Do you like my new guitar? I bought _____ yesterday.
- 3 I learned to drive last year. My dad taught _____.
- 4 My favourite singer is Billie Eilish. I want to see _____ in concert.
- 5 My sister and I play the guitar together. My brother sometimes sings with _____.
- 6 My brother is 12. I'm older than _____.



Find out an interesting fact about another pop star before they were famous.

8 Dua Lipa 9 Drake
4 Lizzo 5 Harry Styles 6 Lewis Capaldi 7 Ed Sheeran
Answers 1 Katy Perry 2 Billie Eilish 3 Taylor Swift

GRAMMAR

Past simple: affirmative and negative, irregular and regular verbs

- 9 Find the past simple negative of these sentences in the quiz on p82.

She sold a lot of them.
She didn't sell a lot of them.

- 1 She went to school.

- 2 She liked it.

- 3 He took his high-school exams.

- 10 Complete the rule.

Past simple: negative

To form the past simple negative, we use _____ and an infinitive without *to*.

CHECK IT! → MY GRAMMAR REFERENCE & PRACTICE p118

- 11 Complete these sentences with the past simple affirmative of the verbs in brackets.

You **took** an exam last week. (take)

- 1 Your mum _____ to university in this town/city. (go)
- 2 Your dad _____ a job when he was a teenager. (get)
- 3 You _____ a good film on TV last night. (watch)
- 4 It _____ today. (rain)
- 5 You _____ breakfast this morning. (have)
- 6 Your grandad _____ to play the drums. (learn)
- 7 You _____ born in this city. (be)

- 12 Rewrite the sentences in exercise 11 so they are true for you. Compare your answers with a partner.

I didn't take an exam last week.

PROJECT BUILDER 2

Write about your band before they were famous.

→ Workbook Project Log p28



- 13 Imagine some information about your band: *Before we were famous*. Use the verbs in the box.

be born buy go to school grow up
learn to leave school sing write

We were all born in New York.

We went to different schools.

Mia learned to play her dad's bass guitar when she was ten.

7.3 SHE'S GOT TALENT

LESSON OBJECTIVES

- Learn about a contestant on a talent show
- Understand how an article presents information
- Use past simple questions



Tell me about ...

Courtney Hadwin



- Who is Courtney Hadwin? She's a young singer from the UK. She was a contestant in *America's Got Talent* when she was just 13.
- That's young! Did she do well? Yes, she did. She reached the final.
- Wow! The final? That's amazing! Yes. Courtney impressed the judges in the first round. She's a shy girl and, before she sang, she looked very nervous.
- Did the judges help her? They told her to relax and not to worry. But she didn't need any help! The judges didn't know that when Courtney sings, she seems to change!
- Really? How did she change? Well, she started to sing a rock-and-roll song from the 1960s and danced across the stage with confidence. The judges were surprised. When Courtney finished, one of the judges pressed the 'golden buzzer'.
- What did that mean? She went directly to the quarter finals. She didn't need to sing in the next round.
- Cool! How did she do in the final? She came sixth. She was one of the favourites to win. But there were many talented people in the final, and not just singers. In fact, the winner was a magician. But it was a great experience for Courtney and a few months after the competition she got a recording contract.
- That's great! What did her friends at home think about it? Before the first round, her friends didn't know about it. Courtney kept it a secret. But then her friends and teachers watched and supported her. They were very proud of her.
- What did Courtney do next? She started to write her own songs. She learned to play the guitar. Now she's playing concerts in the UK and the USA.
- It sounds like Courtney's a future star!

READING

1 Discuss the questions.

- What talent shows do you know? Which ones do you like the most?
- Do you want to be on a talent show? Why / Why not?

2 Look at the words in 1–6. Match them to their definitions A–F.

- E stage
- judge
- round
- final
- the favourite
- contestant

- A This person tries to win a game or a competition.
- B One part of the competition.
- C The last part of the competition.
- D This person chooses the winner of the competition.
- E The actors and singers perform on this part of the theatre.
- F Before the competition, many people think that this person or team is the best.

3 Read the Skill UP! Then read the title of the article and the first two questions and answers. Which sentence correctly describes the article?



Before you start to read a text in detail, it is helpful to understand how the article is presenting information.

- A The article is an interview with a young singer.
- B The article is a written conversation between two people about a young singer that they both know well.
- C The article is a written conversation. One person knows about the singer and the other one doesn't.

4  **30** Read and listen to the article and answer the questions.

1 What competition did Courtney enter when she was 13?

2 Why did the judges tell Courtney to relax?

3 In what position did she come in the final?

4 Who won the competition that year?

5 When did Courtney get a recording contract?

6 What did Courtney keep a secret?

5 **THINK** Discuss the questions.

1 Why do you think Courtney kept the show a secret from her friends?

2 Why do you think Courtney is shy off the stage but confident on the stage?

6 **MEDIATION** Look online and find Courtney Hadwin's performances on *America's Got Talent*. Tell your class your opinion about her songs.

GRAMMAR

Past simple: questions

7 Complete the table. Use the text and the questions in exercise 4 to help you.

Question word	did	subject	verb	other words
Wh- questions				
What	did	Courtney	1	next?
2	did	Courtney	get	a recording contract?
How	did	3	do	in the final?
Why	4	the judges	tell	Courtney to relax?
Yes / No questions				
	Did	she	do	well?
	5	the judges	help	her?
Short answers				
Yes, she 6		No, she didn't.		

CHECK IT!  **MY GRAMMAR REFERENCE & PRACTICE** p118

8 Order the words to make past simple questions. There is one extra word or phrase in each sentence.

1 go to school / did / where / you / what / ?

2 do / he / learn the guitar / how / did / ?

3 she / did / yesterday / play in a concert / does / ?

4 win an award / does / did / she / ?

5 they / did / arrived / at the concert / arrive / when / ?

9 Read the answers and complete the questions for another talent show contestant.

(enter) **When did you enter the competition?**

I entered the competition last year.

1 (go)

I went to the Empire Theatre in London.
It was awesome!

2 (sing)

I sang my own song, 'These are Happy Days.'

3 (dance)

No, I didn't. I can't dance very well!

4 (feel)

I felt very relaxed. I loved it!

5 (enjoy)

Yes, I did. It was a fantastic experience.

10  Write five questions for your partner to answer about what they did last weekend.

Did you go swimming last weekend?

LIFE SKILLS Courtney didn't win the competition but she learned a lot from the experience. It's good to remember that winning is not always the most important thing. Can you think of a time when you didn't come first, but you really enjoyed the experience?

PROJECT BUILDER 3

Write notes about your first concert.

 **Workbook Project Log** p29



11  Imagine an interviewer is asking you questions about your first concert. Write five questions. Then answer them. **Where did you play? We played our first concert at the ...**

What did you wear? We all wore different clothes. Jake wore ...

How many ...?

What songs ...?



7.4 TELL ME ABOUT YOUR NEW SONG!

LESSON OBJECTIVES

- Learn phrases connected to music
- Understand an interview with a pop band
- Identify question words to help comprehension

LISTENING

- 1 31 Match the words to make phrases connected to pop groups. Then listen and check.

1	release	A a hit
2	have	B an award
3	make	C on tour
4	give	D a new song
5	go	E a video
6	win	F a concert

- 2 Write the verb phrases in exercise 1 in the past simple. Look at the poster below to help you.



Who is on BIG SOUNDS this week?

- They went on tour to Australia last month.
- They made a video with a world-famous director.
- They had a huge hit in January with *Bright Lights*.
- They won an award at the ABC Music awards this year.
- They gave a concert to 2,000 excited fans last week.

AND ...

- They released a new song yesterday!

Find out more about
Miki and the Moons in our interview with
Miki and Joe from the band.

▶ Listen now on FineTime

- 3 32 Read the poster. Then take turns to answer questions in the past simple about Miki and the Moons. Try to answer without looking at the poster.

When did they go on a tour of Australia?

Last month.

- 4 32 Read the *Skill UP!* Listen to the first part of the interview and complete the interview questions 1–4 with a question word.



In an interview, one person asks questions. Listen carefully to the first word of the question. *Where*, *When* and *Why*, for example, tell us if the answer is a place, a time or a reason.

- did you arrive back to the USA, Miki?
- did you go?
- place did you like the most?
- did you like it?

- 5 32 Listen again and choose the correct option.

- Today is **Wednesday / Thursday / Friday**.
- The band went on a tour to **3 / 4 / 5** different countries.
- The people in Australia **were unfriendly / didn't know the songs well / didn't dance much**.
- In Japan, the fans **ate a lot of food / sang the words of the songs / loved the USA**.
- The band made a video in **Japan / the USA / New Zealand**.

- 6 32 Discuss the questions.

- What does Miki mean at the beginning of the interview when she says *Sure. Go ahead.*?
- Why does Joe answer one question *That's a difficult one.*?

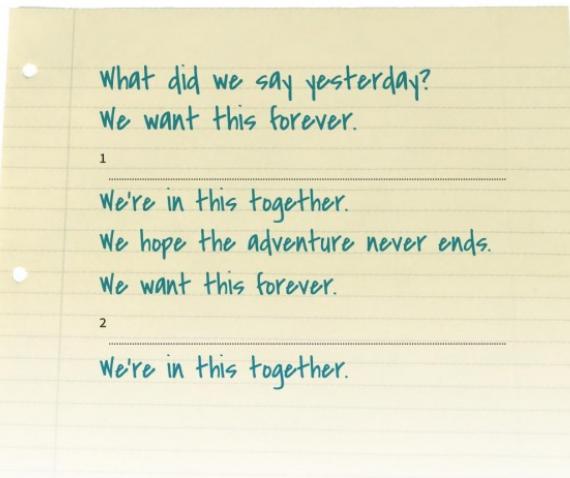


- 7 33 Listen to the second part of the interview. Complete the information about the band's new song.

The new song by ...	
MIKI AND THE MOONS	
Date of release: ¹
²	wrote the song.
Title: ³
It's about
⁴
It's ⁵ than many of their songs.
Musical style: ⁶
⁷	sings the song.

- 8 **MEDIATION** Imagine you are with an English-speaking friend. Tell them about the new song by Miki and the Moons.

- 9 34 Listen to Joe singing part of Miki and the Moons' new song. Write ideas for the two missing lines.



- 10 35 Listen to more of the song. Were your lines similar?

- 11 **THINK** Discuss the questions.

- 1 What are the good things and bad things about being in a famous pop band?
- 2 Do you want to be in a band like Miki and the Moons? Why / Why not?

PROJECT BUILDER 4 Plan and write words for a new song for your band.

Workbook Project Log p29

- 12 Work together to plan your new song. Answer the questions. Use ideas from this lesson to help you.
- What's the song about, e.g. growing up, friends, love, etc.?
 - What's the title?
 - What's the date of release?
 - Who is singing the song?
 - How is it different from your other songs?

- 13 Now write two or more lines of your song. Think about other songs in English that you know to help you with the words.



7.5 WHAT DO YOU THINK OF IT?

LESSON OBJECTIVES

- Ask for and give opinions
- Learn how to disagree politely

SPEAKING

- 1 Look at the photo. What is Izzy doing? Why do you think she is surprised?



- 2 Watch the first part of the video. Answer the questions.

- Who doesn't like the new song by Lewis Perry?
- What kind of music do Blue Rain play? _____
- What instrument does Tom play? _____
- Does Anna think Tom's band is good? What about Leo? _____
- How much do the tickets cost? _____

- 3 Look at the *Key phrases*. In the video, who says the phrases in blue? Watch and check.

KEY PHRASES

Asking for and giving opinions

Questions	Answers
Do you like it?	I think it's (a bit boring).
What do you think of (it)?	It's OK, I guess.
What are they like?	I (don't) agree (with that).
Do you think (it's good)?	I think they're (pretty good). Yes, I do.

- 4 Discuss the questions.

- What does Izzy mean when she says *It's OK, I guess.*?
- How do you think Izzy feels when she sees the poster?
- What do you think happens next?

- 5 Watch the second part of the video. What happens? Was your prediction correct?

- 6 Read the *Skill UP!* Which of the expressions 1–3 are polite?

Be respectful when you don't agree with another person. Find something positive to say first. For example, *It's quite good but ...* We can use *a bit* to be more polite. *I think it's a bit boring. OR It's a bit loud for me.*

- It's good but I don't usually listen to rock music.
- I think that's terrible!
- I think it's a bit slow.

- 7 Prepare and act out a short dialogue. Imagine you are listening to music by these two bands. One of you likes the first band and the other one likes the second band. Use the *Key phrases* to help you.

What do you think of this music?

I think it's great! Do you like it?



country



heavy metal

7.6 A BIOGRAPHY

LESSON OBJECTIVES

- Write a biography
- Use time expressions to order events

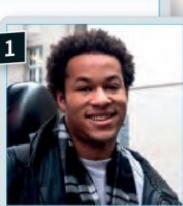
WRITING

1  Look at the photos and try to answer the questions. Then read the biography and check your answers.

- 1 What does Sheku do? _____
- 2 Who are the people in picture 2? _____

Sheku Kanneh-Mason

Sheku Kanneh-Mason is a cellist. He was born in April 1999. He grew up in Nottingham, England. His father is from Antigua and his mother from Sierra Leone.



When Sheku was six, he started to learn the violin. But a few months later, his parents took him to a concert and he loved the sound of the cellos – so he changed to the cello! His teacher was impressed because he played everything from memory. At the age of nine, he passed one of the most difficult exams with the best score in the UK. Then, when he was 16, he won the BBC Young Musician of the Year and his life changed. He played in concert halls all over the world. In 2018, his album had more than 2.5 million downloads. Sheku's most famous performance was in May 2018 when he played at the wedding of Prince Harry and Meghan Markle.

Sheku is part of a talented, musical family. He has got one brother and five sisters and all of them are

excellent musicians. In fact, they were on *Britain's Got Talent* together! Sheku loves all kinds of music, not only classical. He especially likes reggae, and Bob Marley is one of his heroes.



2 Read the biography again and complete the information.

Name	Sheku Kanneh-Mason
Was born	in April 1999
Grew up	1 _____
Job	2 _____
Parents	from ³ _____ and ⁴ _____
Brothers and sisters	5 _____
Hero	6 _____

3 Read the *Skill UP!* Then find one more example of these time expressions in Sheku's profile.



Time expressions

We use phrases with *when* or *at the age of* to say how old people were when something happened, e.g.
When Sheku was six, he started ...
At the age of nine, Sheku passed ...

4 Complete the sentences about Sheku to say how old he was.

- 1 At _____ he started to learn the violin.
- 2 When _____ he passed a very difficult exam.
- 3 At _____ Sheku won the BBC Young Musician of the Year.
- 4 When _____ he played at the wedding of Prince Harry and Meghan Markle.

PROJECT BUILDER 5

Write a biography of a member of your band.



→ Workbook Project Log p30

5 Each person in your group chooses a different band member. Plan an imaginary profile for your band member.

A Plan

- Complete information for your band member. Some of this information is from Project Builder 2.
 - name
 - married?
 - was born
 - job
 - grew up
 - brothers and sisters?
- Write some events of your band member's life. Decide when they did them. Use these phrases:
At the age of ...
When ... was ...
In (2015) ...



B Write

- Use the notes to write the profile.



C Read and check

- Check your use of the present simple and the past simple.
- Check your use of time expressions.
- Check that the information and events are in the correct order.

7 PROJECT

Create and present a musical band

SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit.

Check that you have:

- 1 the name of your band and your musical style.
- 2 the members of your band and the instruments you all play.
- 3 what the members of your band did before you were famous.
- 4 information about your new song and some words of the song.
- 5 profiles of your band members.

Use your
Project Log

p28–30



DECIDE

- 2 Agree on general information to include in the introduction to your band. Make notes.

- name and music style
- members of the band and their instruments
- our new song



CREATE

- 3 Read the *Project skills* then create a role card for your band member.

PROJECT SKILLS Preparing for a role-play presentation

- Create a role card.
- Learn the information on your card.
- Try to 'get into' character. You can use props.
- Practise presenting yourself, using the notes on the role card, but don't learn sentences word-for-word.



Personal information

name: *Sylvia Star*

place / date of birth:

school:

family:

instrument:

physical description:

personality:

clothes and style:

Before famous

I went to university.

I wanted to be a teacher.

Other important information

I sometimes sing backing vocals.

- 4 Prepare interview questions to ask the other bands in your class. Use the pages in this unit to help you.

What do ...?

Do you ...?

What / Where / When / Why did ...?

Did you ...?



PREPARE



5 Read about 'follow-up questions'.

When you ask interview questions, it is good to think of a second question about the same topic. You can change these a little, depending on the other person's answer. These questions are called *follow-up questions*. e.g. *Did you like it? What else did you do? What was the best thing about it?*

6 Match the questions 1–5 to the follow-up questions A–E.

- | | | | |
|---|--|---|----------------------------------|
| 1 | _____ Where did you grow up? | A | What was your first guitar like? |
| 2 | _____ Have you got any brothers and sisters? | B | What are their names? |
| 3 | _____ When did you start playing the guitar? | C | Did you go to school there too? |
| 4 | _____ When was your first concert? | D | How many people were there? |
| 5 | _____ What style of music do you like most? | E | Why do you like it? |

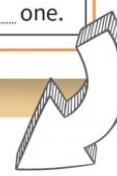
7 36 Listen and check your answers.

8 36 Complete the *Key phrases* from the interviews. Then listen again and check.

KEY PHRASES

Asking interview questions

I've got a few ¹ _____ for you.	Sure. ² _____ ahead.
And what was your first guitar like?	³ _____ question!
One ⁴ _____ question.	That's an ⁵ _____ one.



PRESENT

9 Now do your presentations in class. Use your role cards. Use your interview questions and *Key phrases* when you are asking questions to other bands.



REFLECT

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

COLLABORATION

- 1 Our group worked well together and helped each other.



CREATIVITY

- 2 Our group had some good and original ideas.



COMMUNICATION

- 3 Our group presents itself clearly and answers class questions well.



11 Complete these sentences for you.

- 1 The best thing about our band was _____
2 The most important thing I learned from the other bands in the class was _____

→ Workbook Project Log p31

8

Around town

UNIT OBJECTIVES

YOUR PROJECT Design a tour of a city for people of your own age

Project Builders 1–5:

- 1 Agree on a city for your tour.
- 2 Tell your class about places you are going to visit on your tour.
- 3 Predict possible problems and think of solutions.
- 4 Prepare descriptions of the places on your tour.
- 5 Design and write an advertisement. Present your tour.

VOCABULARY

- In a town
- Adjectives to describe places

GRAMMAR

- *be going to* for future plans
- *will / won't* for future predictions



1



2



3



4



5

LESSON OBJECTIVES

- Discover different types of tours • Learn town vocabulary

WARM-UP

1 Match the photos 1–5 with the tours A–E.

- A _____ A city tour of Prague, Czech Republic, by Scrooser (a type of electric scooter)
- B _____ A bus tour of celebrities' homes in Los Angeles, USA
- C _____ A go-kart tour of Tokyo, Japan
- D _____ A walking tour of street art in London, UK. Tour leaders are homeless or ex-homeless people
- E _____ A tour of Rio, Brazil, by helicopter

2 Discuss the questions.

- 1 Which tours have a theme? What is it?
- 2 Which tours use a form of transport? What is it?
- 3 Which tours do you think are the most interesting for these groups of people? Why?
A adults B young people C families



Find out about one of these tours or a similar tour.
Where is it? What places do they visit?

VOCABULARY

3 Watch Sophie and Mack's vlog. Which four places in the box are on their tour?

bus stop café cinema library
restaurant sports centre underground station

- At a **library** you can borrow books.
At a **bookshop** you can buy books.

Sophie and Mack's VLOG
Come on our tour!

Video REC

Mack's hangouts
Sophie's hangouts

4 Watch again. Answer the questions.

- 1 At the sports centre you can play ...
A football and table tennis.
B badminton and basketball.
C football and tennis.
- 2 The cinema opened in ...
A 1900. B 1915. C 1950.
- 3 There aren't any ... at the library.
A films B books C snacks
- 4 Sophie and Mack are waiting for the ... bus.
A 393 or 476 B 73 or 393 C 476 or 73
- 5 At the end, Sophie and Mack go ...
A to the café. B to the cinema. C home by bus.

5 Discuss the questions.

- 1 Where is the nearest library to your home?
- 2 Is there any street art near your home? Do you like it?
- 3 How often do you go to a sports centre?
- 4 Has your family got a favourite restaurant? What is it called?

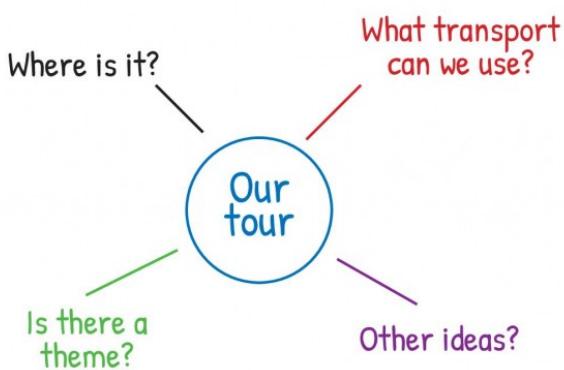
PROJECT BUILDER 1

Agree on a city for your tour.

→ Workbook Project Log p32



6 Complete a mind map with all of your group's ideas for a tour.



7 Decide on a city for your tour.

8 What places do you know in the city you chose?

9 Find out online about three places to visit on your city tour.

8.2 A HOLIDAY IN NYC

LESSON OBJECTIVES

- Learn about famous places in New York
- Learn town vocabulary
- Talk about future plans with *be going to*

VOCABULARY

1 Look at the places in the box. Are there any of these places in your town or city? What are their names?

market museum park police station square
stadium statue theatre theme park train station

There's a market. It's called ...

There isn't a museum.

2 37 Read the article about New York and choose the correct option. Then listen and check.

3 **THINK** Discuss the questions.

- 1 Which activity would you like to do the most? Why?
- 2 Which place do you not want to visit? Why?
- 3 What else is New York famous for? Can you think of any other places to visit?

4 **MEDIATION** Imagine you went to New York recently. Tell an English-speaking friend about three places you visited and why you enjoyed them.

NYC

Explore

Neighbourhood

Stay & Plan



Six of the best in ... New York!

Are you planning a visit to New York? Then read this! We're going to show you the best things to do and the best places to visit in the city that never sleeps.



1 Take the ferry to see the famous **Stadium / Statue** of Liberty. You can climb up to the crown at the top and the view is amazing.



2 Times **Square / Market** is the most visited place in the city and is busy at all times. It's also the place to go to the **theatre / museum** and see a famous show on Broadway.



3 Take a walk or go for a bike ride in **Central Park / Police Station**. It is the most filmed location in the world and appears in hundreds of films and TV shows!



4 Enjoy a game or watch a live concert. Madison Square Garden is a concert and sports **centre / stadium** and home to the New York Knicks (basketball) and the New York Rangers (ice hockey).



5 Hang out with your favourite celebrities at Madame Tussauds. This **museum / theme park** has got over 150 models of famous people.



6 South of New York is Luna Park. In 1884, this **theme park / train station** had the first rollercoaster in the world!

- 5 38 Read and listen to the conversation. Which activity is Bex's brother *not* going to do?

Simon What are you going to do in the summer holidays?
Bex We're going to visit New York!
Simon That's amazing. I went last year. Times Square, Central Park ... the pizza!
Bex I know. Check this out. I'm going to do everything on this list except ...
Simon ... the museum?
Bex Good guess, but Madame Tussauds sounds fun. We aren't going to see an ice hockey or basketball game – it's the wrong time of year. But we've already got tickets to climb the Statue of Liberty.
Simon Cool! I didn't go to Luna Park. But I went up the Statue of Liberty. There are a lot of steps!
Bex My brother isn't going to come.
Simon What? Is Joe going to stay here in the summer?
Bex No, he isn't! Sorry! I meant he isn't going to climb the Statue of Liberty. He hates tall buildings!

GRAMMAR

be going to for future plans

- 6 Complete the table with the examples of *be going to* from exercise 5.

Affirmative	
I'm going to do everything on this list. We ¹ New York.	
Negative	
My brother isn't going to climb the Statue of Liberty. We ² an ice hockey game.	
Questions	Short answers
Are you going to stay in a hotel? ³ Joe ⁴ here? What ⁵ you ⁶ in the summer holidays?	Yes, we are . / No, we aren't . Yes, he is . / No, he isn't .

CHECK IT! **MY GRAMMAR REFERENCE & PRACTICE** p120

- 7 Complete the sentences. Use the correct form of *be going to* and the verbs in brackets.

- I (not be) at school tomorrow.
- My brother and I (get up) early on Saturday.
- Dad (meet) me after school.
- I (make) dinner tonight.
- We (not have) a holiday.
- Mrs Thomas (not be) our teacher next year.

- 8 Complete the conversation with the correct form of *going to* and the pronouns and verbs in the box.

you / do	I / relax	she / visit
she / not get	you / meet	I / start

Dad What time **are you going to meet** Lillie on Saturday?
Maisy In the afternoon.¹ her grandparents in the morning.² home until lunchtime.
Dad What about homework?³ it on Saturday morning?
Maisy Yes, I am. In fact,⁴ it now. Then on Sunday⁵ !

- 9 39 Read the *Pronunciation*. Then listen and repeat the sentences.

PRONUNCIATION *going to*

In sentences with *going to*, we do not stress *to*.
They aren't going to come.

Is she going to visit?

I'm going to school tomorrow.

- 10 40 Listen and write five questions. Then ask and answer.

Are you going to go to school tomorrow?

No, I'm not. Tomorrow is Saturday.

PROJECT BUILDER 2 Tell your class about places you are going to visit on your tour.

→ **Workbook Project Log** p32

- 11 What places to visit did you find in Project Builder 1? Compare your answers.

- 12 Discuss the questions.

- What can people do at each place?
- Are they interesting places to visit for people of your age?

In New York we can visit the Statue of Liberty.

And we can climb to the crown at the top.

- 13 Decide on six places to include in your tour.

- 14 Tell the class about your decisions. Ask other groups questions about their decisions.

We're going to plan a tour of
 We're going to visit ...

Are you going to visit ...?

8.3 HOW WILL WE TRAVEL?

LESSON OBJECTIVES

- Read about new forms of transport
- Learn about types of texts and their purpose
- Use *will* to make future predictions

A Technology

Passenger drones – will they succeed?

Andy Tong shares his experience ...

Many people think passenger drones are the future of fast and green transport in towns and cities. But how will we use them? Prices start at €300,000 so I don't think we will have our own drones. They'll be taxis – driverless, of course. But after my short ride in one, I think scientists need to solve a lot of problems first. They're noisy, they can't travel long distances and in big cities, the skies will get busy! Will people feel safe in them? I didn't! Read about my experience ...



B Hyperloop

A Hyperloop is a type of train. It travels inside a tube with no air. Elon Musk, the engineer and tech entrepreneur, introduced the idea in 2012. Several companies are researching and testing hyperloop trains in the USA, India and the United Arab Emirates but services won't open until at least 2030.



Advantages

- The Hyperloop will travel at 1,200 km/h. A typical passenger plane travels at 750 km/h and the fastest trains travel at 350 km/h.

[See more](#)

Disadvantages

- It's expensive to develop the technology and it will cost about \$50 million for every kilometre of track.

[See more](#)

C First for Scotland

By Nicola Bay [f](#) [t](#) [d](#)

Scotland's first autonomous bus service started this week between Edinburgh Park train station and Fife.



Each bus carries 42 passengers and there are five buses in total.

An official source said, "In five years, driverless buses won't be unusual but at the moment, there is a human assistant on each bus to answer passengers' questions."

The bus company thinks about 10,000 people will use the service every week.

READING

1 Look at the photos. Discuss the questions.

- 1 Do you know anything about these types of transport?
- 2 What is a possible advantage and disadvantage of each type? Think about:
 - cost
 - environment
 - noise
 - safety

2 Read the Skill UP! Then answer the questions 1–3.



When you read a text, it is helpful to know what type of text it is and its purpose. For example, the purpose of an advertisement is to persuade you to do or buy something.

Which text is:

- 1 a news article? _____
- 2 an encyclopedia entry? _____
- 3 a magazine article? _____

- 3** **41** Now read and listen to the texts A–C. Match each text with a purpose 1–3.

- 1 _____ To give facts about a new type of transport.
- 2 _____ To give news about a new type of transport in a city.
- 3 _____ To give a writer's opinion about a new type of transport.

4 Read the texts again and answer the questions.

- 1 How does the writer think we will use passenger drones?
- 2 Which problems with passenger drones does the writer mention?
- 3 Which statement is true about Hyperloop trains?
 - A You can travel on a Hyperloop train now.
 - B Hyperloop trains will be faster than a passenger plane.
 - C Hyperloop trains will be cheaper than planes.
- 4 What is the route of the autonomous bus service?
- 5 How many people can travel on each bus?
- 6 Why is there an assistant on each bus?

5 **THINK** Discuss these questions. Give reasons for your answers.

- 1 Will we use passenger drones in the future?
- 2 Will the Hyperloop train be successful?
- 3 Will autonomous buses be common in five years?
- 4 Will your first car be autonomous?

6 **MEDIATION** Imagine you are chatting to a friend about the texts you read on page 96. Choose one of the forms of transport and say what you learned about it. Your partner asks questions.



Find some photos online of ideas for transport in the future.

GRAMMAR

will / won't for future predictions

- 7** Complete the table with **will** and **won't**. Use the texts on page 96 to help you.

Affirmative	
The Hyperloop ¹ _____ at 1,200 km/h.	
Negative	
Services ² _____ until at least 2030.	
Questions	Short answers
³ _____ people ⁴ _____ safe in passenger drones?	Yes, they will . No, they won't .
How ⁵ _____ we _____ passenger drones?	

CHECK IT! **MY GRAMMAR REFERENCE & PRACTICE** p120

- 8** Complete the sentences with the correct form of **will** and the verbs in the box.

be hate love not be not have not win

- 1 It _____ cold and rainy in the UK in April.
Take a coat.
- 2 Our team isn't playing well. We _____ the match.
- 3 Jo never watches romantic films. She _____ this one.
- 4 Karen _____ at the cinema. She has to visit her cousins this weekend.
- 5 I'm going to finish my homework tonight.
I _____ time tomorrow.
- 6 It's an amazing museum. You _____ it.

9 Read the predictions. Which do you think are true for you?

- 1 You'll go to bed before eleven tonight.
- 2 You'll be late for school tomorrow.
- 3 You'll visit another country this year.
- 4 You'll have a birthday party this year.
- 5 You'll go to university.
- 6 You'll become a celebrity in your country.

10 Ask and answer questions to find out what your partner predicted in exercise 9.

Will you go to bed before eleven tonight?

Yes, I will. I always go to bed before eleven.

PROJECT BUILDER 3 Predict possible problems on your tour and think of solutions.

Workbook Project Log p33



- 11** Look at your notes from Project Builder 2 and the list of places you are going to visit. Can you predict any problems for your tour? Read the examples below and write three more sentences.

In rainy weather, people won't want to be outside.

People will get tired because it's a walking tour.

Young people won't be interested in the same things as adults.

The centre of the city will be busy in the evening.

- 12** In your group discuss solutions to your predictions from exercise 11.

In rainy weather, people won't want to be outside. This isn't a problem because we'll take umbrellas.

8.4 DISCOVER DUBLIN!

LESSON OBJECTIVES

- Learn about places to visit in Dublin
- Describe places and activities with adjectives
- Learn to listen for specific information

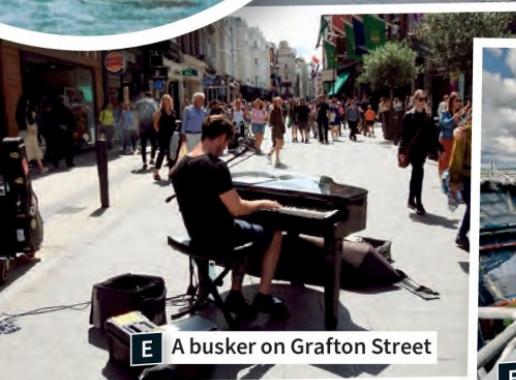
VOCABULARY

- 1 Describe the photos A-G of places and activities in Dublin. Use the adjectives in the box.

attractive / ugly crowded / quiet dirty / clean
exciting / boring modern / historic

- 2 Discuss the questions about your city.

- 1 What are the most crowded places?
- 2 What are the most modern buildings?
- 3 What's the ugliest building?
- 4 Is there a historic part?
- 5 Do you think your city is clean?



LISTENING

- 3  42 Listen to the extracts from a city tour. Number the places and activities A–G in the order the tour mentions them.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

- 4 Read the *Skill UP!* Then look at questions 1–5. Think about the type of information you need to listen for. Then answer the questions in bold.



Before you do an exercise, read the questions and think about the type of information you need to listen for.

- 1 When is the tour going to leave?
Is the answer ...
A a place? B a time or a date? C a type of transport?
- 2 How long is the tour of the museum?
Which answer is possible?
A an hour B at 11 a.m. C There are just two rooms.
- 3 How old is the restaurant?
Is the answer ...
A a date? B an adjective? C an age in years?
- 4 What adjectives does the guide use to describe conditions in the prison?
Which answer is not possible?
A heat B boring C ugly
- 5 Why is the tour guide apologizing?
Which answer is not a possible reason?
A Wakeboarding is not included in the tour price.
B Kayaking is her favourite activity.
C There aren't any tickets.

- 5  42 Listen to the extracts from the tour again and answer questions 1–5 in exercise 4.

- 6 **MEDIATION** Look online and find three facts about another place in Dublin that is interesting for people of your age to visit. Tell your class about it in your own language.

PROJECT BUILDER 4



Prepare some descriptions of the places on your tour.

→ Workbook **Project Log** p33

- 7 What information can you include in a description about each place on your tour? Make some notes, for example:

- adjectives you can use to describe the places or activities:
attractive building, historic streets.
- historic information about a place: *It was a prison between 1796 and 1924.*
- your opinion: *It's one of my favourite activities on the tour.*

- 8 In your group, divide up the plans or activities on your tour and write three or four sentences for each one.



Discover Dublin

Half day / full day tours

8.5 THE RACE IS ON!

LESSON OBJECTIVES

- Ask for and give directions
- Learn how to ask someone for clarification

SPEAKING

- 1 Match phrases 1–6 with pictures A–F.

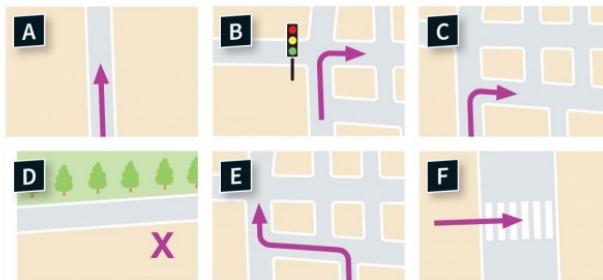
KEY PHRASES

Asking for directions

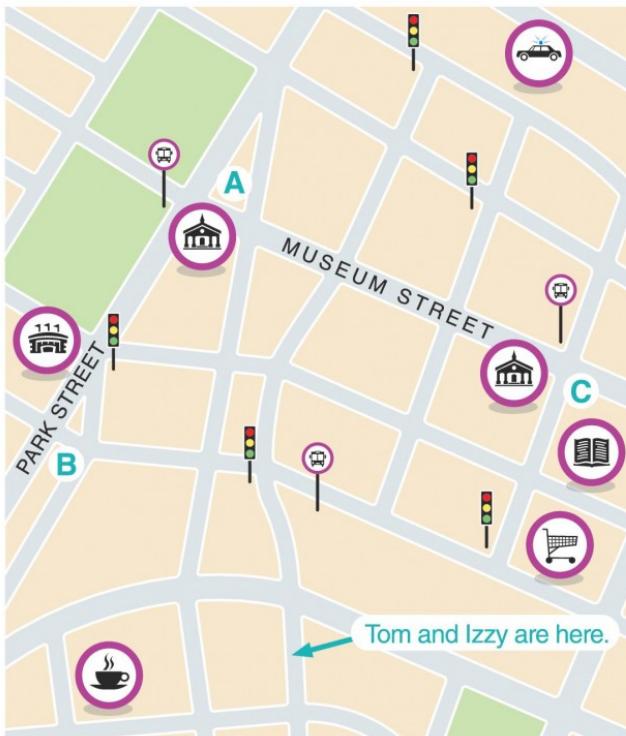
Excuse me. How do I get to ...?

Giving directions

- | | | | |
|---------|-----------------------------------|---------|---|
| 1 _____ | Cross the road. | 4 _____ | Take the first (on the) right. |
| 2 _____ | Turn right at the traffic lights. | 5 _____ | Take the first (on the) left and the second (on the) right. |
| 3 _____ | It's opposite the park. | 6 _____ | Go straight on. |



- 2 **Video** Look at the map and watch the first part of the video. Where is the Regal cinema? Is it A, B or C? _____



- 3 **Video** Watch again. Complete the sentences with the correct names, Leo, Tom or Izzy.

- 1 _____ has the idea for a race.
- 2 _____ knows the name of the cinema.
- 3 _____ makes the rule about phones.
- 4 _____ asks a woman for directions.
- 5 _____ takes the wrong bus.
- 6 _____ sees Leo on the bus.

LIFE SKILLS If you are lost, you can check on a map or ask another person. Who can Leo ask to check directions to the cinema?

- 4 **Video** Look at the photo. Why is Leo laughing? Watch the second part of the video and check.



- 5 Read the Skill UP! Which question did Izzy use?



When you don't understand something, ask a question so the speaker can repeat what they are saying or say it more slowly.

Sorry, can you say that again?

Can you speak more slowly, please?

- 6 **Speaking** Take turns and use the map to give directions from Tom and Izzy to the places in the box.

the café the library the shopping centre
the sports stadium

Excuse me. How do I get to the sports stadium?

Go straight on. Turn ...

8.6 AN ADVERTISEMENT FOR A TOUR

LESSON OBJECTIVES

- Write an advertisement for a tour
- Use phrases for giving examples

WRITING

- 1 Look at the advertisement for a tour. Does it look interesting? Would you like to go on it?
- 2 Read the advertisement. There is one place it mentions that is not in the photos. Which is it?
- 3 Read the advertisement again. Discuss the questions.
 - 1 Why is the tour going to visit the CN Tower?
 - 2 What adjective describes the taste of maple syrup?
 - 3 What are the rules about Segways?
 - 4 What advice does the tour give its customers?
- 4 Read the *Skill UP!* Find the phrases for giving examples in the advertisement. Complete the rules.



Giving examples

We use *for example*,¹ and² to give examples in a text.

We can use³ (with a comma after it) at the start of a sentence.



- 5 Complete the sentences. Use the words in the *Skill UP!* and give your own examples.
 - 1 We're going to see some of the most famous sights in the city, ...
 - 2 In this market, you'll find some of the best food in the country. ...
 - 3 People of my age enjoy fun activities, ...

PROJECT BUILDER 5

Design and write an advertisement for your tour.



Workbook Project Log p34

- 6 Write an advertisement for your city tour. Work in groups for part A only.

A Plan

- Which places from your tour are you going to advertise?
- Are there any rules or other important information you need to tell customers?
- Can you think of some FAQs to include on your advertisement?
- What photos do you want to include?

B Write

- Use the phrases for giving examples of the places and activities.
- Find photos to show some of the places or activities.
- Add your FAQs and answers.



C Read and check

- Check your use of *will / going to*.
- Check capital letters in names of places.
- Check you give examples with *like*, *such as* and *for example*.

Toronto for Teens (and their parents ...)

Come with us on our full-day tour of Toronto by three different types of transport!

- You'll learn new things at Toronto's coolest museums, like the **Museum of Illusions**.



- You'll enjoy the spectacular views of Toronto from the top at the famous **CN Tower**.
- You'll see sharks at **Ripley's Aquarium**.
- You'll visit markets and enjoy local dishes, such as pancakes with sweet Canadian maple syrup.
- You'll experience Toronto by Segway™, bike and kayak!

Please note: There are some rules about Segways. For example, you must be over 12 and 135 cm in height. For a full list, click [here](#).



Frequently asked questions (FAQs)

1 Are there any discounts for young people?

Yes! For more information, prices and how to buy tickets, click [here](#).

2 Do we need to bring anything?

A bottle of water is a good idea, but lunch is included in the price.

Please bring some extra clothes – you will probably get wet when you are kayaking!

8 PROJECT

Design a tour of a city for people of your own age

SHARE AND REVIEW

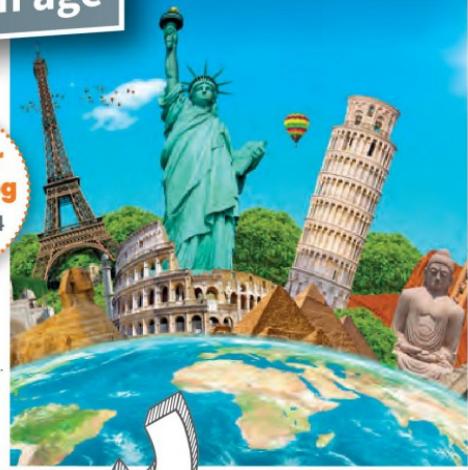
- 1 Look back at your Project Builders 1–5 for this unit.

Which Project Builder is about:

- A writing an advertisement for your tour? _____
- B predicting problems on the tour and possible solutions? _____
- C choosing places to visit on the tour and sharing your plans with the class? _____
- D deciding a city for your tour? _____
- E describing the places and activities on your tour? _____

Use your
Project Log

p32–34



DECIDE

- 2 Discuss how you are going to present your tour to the class. Which of these things are you going to use?

audio clips maps photos a poster slides video clips

Let's make some slides.

I agree. We can add lots of photos and some video clips.

- 3 43 Read the Project skills. Then listen to Ruby, Freddie and Mo. Answer the questions 1–4.



PROJECT SKILLS Choosing different roles to practise different skills

- It's useful to take different roles in projects so you can practise a variety of skills.
- If you are worried about your role, then ask for help from other members of your group.

- 1 Which person is often the presenter? _____
- 2 How does Mo feel about presenting? _____
- 3 What advice does Freddie give Mo? _____
- 4 Which students are going to be the presenters? _____

- 4 Look at the list of roles on a project. Discuss the questions.

finding photos making recordings making slides making video
presenting writing the introduction

- 1 Are there any other roles you can add to the list above?
- 2 Which project roles are your favourite? Why?
- 3 Are there any project roles you don't often choose? Why?
- 4 What roles are there for this project?

- 5 Decide what role each person in your group is going to have.

I don't enjoy presenting, but I never do it. So I'm going to be one of the presenters.





CREATE AND PRACTISE



6 Prepare your presentation of your tour. Remember to include:

- the name of your tour
- where it is
- which places you are going to visit and descriptions of them and any activities
- which types of transport you are going to use
- what problems you predicted and how you will solve them

7 Practise your presentation together.



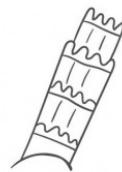
PRESENT

8 Display the advertisements of your tours around the class. Look at other groups' advertisements and write down some things you think people will enjoy about each tour.

9 Present your tour to the class. Use the *Key phrases* to help you.

KEY PHRASES

- Welcome to our tour of ...
- On this tour, we're going to ...
- We think you'll enjoy ...
- Now, my friend ... is going to tell you about ...



10 After each presentation, tell the group what you think people will enjoy about their tour.

11 In your opinion, which tour is:

- 1 the most original?
- 2 the best for people of your age?
- 3 the most interesting personally for you?
- 4 the most similar to your tour?



REFLECT

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

COLLABORATION

- 1 Our group can agree on different project roles and can ask for help if necessary.



CREATIVITY

- 2 Our group can plan an interesting tour.



COMMUNICATION

- 3 Our group can present an interesting tour and give short feedback to other groups.



13 Complete these sentences for you.

1 I enjoyed / didn't enjoy my role on this project because _____

2 My favourite project in this book was _____

→ Workbook Project Log p35

0 MY GRAMMAR REFERENCE AND PRACTICE

Subject pronouns

- We use pronouns in place of nouns. The subject pronoun goes before a verb in positive and negative sentences.

I love you! She does her homework.
We live near a park. They don't like sport.

Subject pronoun	
Singular	Plural
I	we
you	you
he / she / it	they

- We can form short forms with subject pronouns and some verbs.

I + am = I'm you + have = you've

1 Complete the sentences with the correct subject pronouns.

- Mary has a cat. She has a cat.
- Emily and Paul are here. They're here.
- Andy speaks Spanish. He speaks Spanish.
- The pencils are new. They're new.
- Dave and I like swimming. We like swimming.
- The uniform is blue. It's blue.
- My mum is clever. She's clever.

Prepositions of place

- We use prepositions of place to say where things are.

Where's the pencil? It's on the dictionary.

Is my pencil under your bag?

Liam's scissors are next to the dictionary.

My dad's car is between the blue and red cars.

2 Complete the sentences with *under*, *between*, *next to* or *on*.



- The ruler is next to the notebook.



- The whiteboard is between the posters.



- The cat is under the chair.



- The pen is on the dictionary.

Possessive adjectives

- We use possessive adjectives with a noun to show that something belongs to somebody.

My sister lives in Madrid.

Is that your bag under the desk?

Andy is his friend.

Her name is Jenna.

This restaurant is famous for its pizza.

Our school is big.

Their house is next to a park.

- We use possessive adjectives to talk about appearance.

Her eyes are blue.

Your hair is beautiful.

My eyes are brown and my hair is black.

- We use *his* to talk about things and people that belong to a man or a boy.

Dave and his sister live in Spain.

(NOT: *Dave and her sister live in Spain.*)

- We use *her* to talk about things and people that belong to a woman or a girl.

Her mother is a doctor. (NOT: *She mother is a doctor.*)

- We use *its* to talk about things and people that belong to a thing.

The city is famous for its universities.

(NOT: *The city is famous for their universities.*)

Subject pronoun	I	you	he	she	it	we	you	they
Possessive adjective	my	your	his	her	its	our	your	their

our friend (NOT: *ours friends*)

3 Complete the sentences with possessive adjectives.

- My notebook isn't in my bag.

- I'm Anna and this is Oskar. Our friends are fun.

- Oxford is famous for its university.

- Janey and Eva are in class 2B. Their class is big.

- That's Chloe. Her best friend is Leah.

- A Is this your dictionary, Nina?

B Yes, thank you.

REMEMBER! *It's (= It is) a big city.*

Its (possessive) buildings are beautiful.

can for ability

- We use *can* to talk about things we can do. We use *can't* to talk about things we can't do.
I can draw, but I can't sing.
- We do not add *-s* to *can* or *can't* with *he / she / it*.
He can speak Spanish. (NOT: *He cans speak Spanish.*)
She can't swim. (NOT: *She can'ts swim.*)
- Can't* is the short form of *cannot*. We usually use the short form, but we sometimes use the full form in formal writing.
- We don't use *do / does* with *can* or *can't*.
I can't swim. (NOT: *I don't can swim.*)
- We use an infinitive without *to* after *can* and *can't*.
- To make questions with *can*, we change the order of the subject and *can*.
- We don't use *do / does* when we make questions with *can*.
Can you ride a bike? (NOT: *Do you can ride a bike?*)
Can he swim? (NOT: *Does he can swim?*)
- We usually answer yes/no questions with short answers.
'Can you speak English?' 'Yes, I can.'
'Can they swim?' 'No, they can't.'
- We can also answer a yes/no question with just yes or no.
'Can he sing?' 'Yes.'

4 Complete the questions and statements with *can* or *can't* and the words in brackets.

- Nicole's very clever.
(she / speak) six languages.
- A (your dad / swim)?
B Yes, (he). He's a very good swimmer.
- A (you / sing)?
B No, (!).
- Ryan and I don't like the swimming pool because
(we / not swim).
- A (your mum / draw)?
B Yes, (she).

Possessive 's

- We use possessive 's to talk about things that belong to a person. We use it with singular or plural nouns. We often use possessive 's with names.
This is Maya's ruler.
They're Sarah's books.
She is Tom's sister.
Dave and Sue are Sam's friends.
- We use possessive 's with names or words that end with s.
Where is Ross's bag?

- We can use possessive 's with a possessive adjective and noun.
This is my dad's bag. *Your mum's car is great.*
- Possessive 's does not have a long form.
It's Maya's ruler. OR It is Maya's ruler.
(NOT: *It is Maya is ruler.*)

5 Rewrite the sentences using the possessive 's and the name in brackets.

1 Her mum is Spanish. (Oliva)

2 That's his red car. (Luke)

3 His cat is black. (Finley)

4 Their pictures are great. (children)

5 Our classroom is big. (Charlie and Adam)

have got

- We can use *have / has got* to talk about things we own or have.
I've got a new job. *They've got two cats and a dog.*
He hasn't got a mobile phone. *'Have you got a pen?'*
'Yes, I have.'
- We can use *have / has got* to describe places.
Oxford's got a famous university.
The classroom hasn't got a window.
- We can also use *have / has got* to talk about people in our family.
'Have you got a brother?' 'Yes, I have. / No, I haven't.'
- We form negative sentences with subject + *haven't / hasn't + got*.
I haven't got a brother. *She hasn't got a pencil.*
- We form yes/no questions with *Have / Has + subject + got + ?* We form short answers with *have / has*.
'Have you got a brother?' 'Yes, I have.' (NOT: *Yes, I do.*)

6 Complete the text with *have / haven't or has / hasn't got*.

I am Xavier and I'm from France.

I ¹ one brother and he's 18.

He ² a job – he's at university.

We ³ a cat called Jeffrey – he's black.

We ⁴ a dog because Jeffrey doesn't like dogs. ⁵ you a cat?

My mum is a doctor and my dad is a science teacher – they ⁶ great jobs!

1 MY GRAMMAR REFERENCE AND PRACTICE

Present simple: *be*

- *be* is an irregular verb. It is the infinitive. It has three different forms in the present simple. We use *not* to make *be* negative.

Subject	<i>be</i>		
I	am	(not)	a student.
You	are		happy.
He / She / It	is		11. Spanish. a country.
We / You / They	are		students. from Brazil. red.

- We form yes/no questions with:

Am / Are / Is + subject + ?

<i>be</i>	Subject	
Am	I	a student?
Are	you	happy?
Is	he / she / it	
Are	you / we / they	from Brazil?

- We form short answers with:

Yes + subject + *am* / *are* / *is*.

No + subject + '*m not' / *aren't* / *isn't*.*

Affirmative (+)	Negative (-)
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he / she / it is.	No, he / she / it isn't.
Yes, you / we / they are.	No, you / we / they aren't.

there is / there are + a, an, some, any

- We use *there is / there are* to talk about things that are in a place.

There's a German boy in my class.

There are some books on the table.

- We also use *there is / there are* to give some new information.

There's a new girl in our class.

There are two cinemas in my town.

- We use *a / an* with singular countable nouns.

There's a theme park, but there isn't an ice rink.

- We also use *there is* with the number one.

There's only one chocolate – it's for you!

- We use *there are + some* or a number with plural countable nouns.

There are two farms near us.

There are some sandwiches for lunch.

- We use *there aren't any* with plural countable nouns in negative sentences.

There aren't any restaurants here.

- We use *Is there ... ? / Are there ... ?* to ask about things in a place. We usually answer yes/no questions with short answers. We use *a / an* with singular countable nouns in questions.

'Is there a beach?' 'No, there isn't.'

- We use *any* before nouns in questions.

'Are there any flowers in your garden?' 'Yes, there are.'

'Is there any milk in the fridge?' 'No, there isn't.'

- We often use short forms.

There is → There's

There is not → There isn't

There are not → There aren't

- We don't use a short form of *There are*.

- We can use short forms in short negative answers, but not in short affirmative answers.

'Is there any orange juice?' 'Yes, there is.'

(NOT: *'Yes, there's.'*)

'Are there any parks near here?' 'Yes, there are.'

(NOT: *'Yes, there're.'*)

REMEMBER! We don't use short forms in short affirmative answers:

'Is there any orange juice?'

'Yes, there's.' X 'Yes, there is.' ✓

Present simple: *be*

1 Choose the correct option.

- 1 I **is / are / am** a musician.
- 2 Luis and Bobby **isn't / aren't / am not** brothers.
- 3 My children **is / are / am** good students.
- 4 She **isn't / aren't / am not** a great cook.
- 5 We **is / are / am** neighbours.
- 6 It **is / are / am** a beautiful park.
- 7 Yumiko **isn't / aren't / am not** my best friend.
- 8 Hyde Park **is / are / am** a famous park in London.
- 9 You **isn't / aren't / am not** a good dancer.
- 10 This **is / are / am** my friend Robert.
- 11 Those people **is / are / am** all cousins.

2 Write the words in the correct order.

- 1 doctor / a / not / I'm **I'm not a doctor.**
- 2 not / She's / engineer / an

3 're / They / nurses

4 They / assistants / aren't / shop

5 A a / Is / laptop / it

B isn't / it / No,

A _____

B _____

6 A Are / teachers / they

B are / Yes, / they

A _____

B _____

3 Complete the questions and short answers with the correct form of *be*.

- 1 **Are you** (you) Will? Yes, I **am**.
- 2 _____ (Samantha) OK?
No, she _____.
- 3 _____ (you) teachers?
Yes, we _____.
- 4 _____ (Oxford) in England?
Yes, it _____.
- 5 _____ (you) ready?
No, I _____.
- 6 _____ (he) your brother?
Yes, he _____.
- 7 _____ (I) your best friend?
No, you _____.
- 8 _____ (we) nearly there?
Yes, _____.
- 9 _____ (they) ten yet?
No, they _____.
- 10 _____ (it) busy?
No, it _____.

there is / there are + a, an, some, any

4 Complete the sentences with *There is(n't)* or *There are(n't)*.

- 1 **There isn't** any bread.
- 2 I live in a city, so _____ a beach near my house.
- 3 How many lifeguards _____ at the swimming pool?
- 4 _____ any parks in the city.
- 5 _____ some ice cream shops by the beach.
- 6 _____ a waterpark near here?
- 7 _____ any good books in the library.
- 8 _____ a restaurant in the town, but there is a café.

5 Write questions with *Is there a ... ? / Are there any ... ?*

- 1 restaurants? **Are there any restaurants?**

X **No, there aren't.**

- 2 ice cream shop? **Is there an ice cream shop?**

✓ **Yes, there is.**

- 3 waterpark? _____

✓ _____

- 4 swimming pool? _____

X _____

- 5 cafés? _____

✓ _____

- 6 shops? _____

X _____

- 7 shopping mall? _____

X _____

- 8 garden? _____

✓ _____

6 Complete the text with *there's*, *there are*, *there isn't* or *there aren't*.

Torcross is a small town very near the beach. In Torcross, **1** **there are** nice houses and **2** _____ a small shop. **3** _____ a restaurant in the town, but **4** _____ any hotels. **5** _____ big hotels in Kingsbridge, a town near Torcross. In Kingsbridge, **6** _____ shops and restaurants. **7** _____ one cinema in the town, but **8** _____ a theatre. People go by car to Kingsbridge because **9** _____ a train station. **10** _____ a bus to Kingsbridge, too.



2 MY GRAMMAR REFERENCE AND PRACTICE

Present simple: affirmative and negative

- We can use the present simple to talk about facts, feelings and opinions.

He doesn't speak French.

Cats eat fish.

Subject	Verb	
I / You	like	books.
He / She / It	likes	
We / You / They	like	

- We form the present simple negative with:

Subject + don't / doesn't + infinitive without to.

Subject	don't / doesn't	Infinitive without to	
I / You	don't	like	books.
He / She / It	doesn't		
We / You / They	don't		

Adverbs of frequency

- We use adverbs of frequency with the present simple to say how often we do something.



- We usually put the adverb between the subject and the verb.

Affirmative			
Subject	Adverb	Verb	
I / You	never	drink	coffee.
He / She / It	sometimes	drinks	
We / You / They	often	drink	

- We can use *always*, *usually* and *often* in the negative after *don't* / *doesn't*.

Negative				
Subject	don't / doesn't	Adverb	Infinitive without to	
I / You	don't	always	drink	coffee.
He / She / It	doesn't	usually		
We / You / They	don't	often		

- With the verb *be*, the adverb comes after the verb.
Karen is often at home on Saturdays.
- Sometimes* and *usually* can also come at the beginning or end of a sentence.
Sometimes, I listen to music on the bus.
Winters are very cold here, usually.
- We can use *always*, *usually* and *often* in the negative after *don't* / *doesn't*.
I don't always have breakfast. (= *I sometimes do.*)
I don't usually / often get to bed late.
- We don't use a negative verb with *never*.
It never rains in summer.
(NOT: *It doesn't never rain in the summer.*)

Present simple: questions and short answers

- We form yes/no questions with:
Do / Does + subject + infinitive without to ... + ?

Do / Does	Subject	Infinitive without to	
Do	I / you	like	coffee?
Does	he / she / it		
Do	we / you / they		

Present simple: wh- questions

- We form *wh-* questions in the present simple with:
Question word + *do / does* + subject + verb + ?

Question word	do / does	Subject	Verb	
What	do	I	need?	
Where		you	live?	
When	does	the lesson	start?	
What time		she	get up?	
How	do	you	get	to school?
Why		they	like	football?

- We can also use question words with the verb.

'What's your favourite café?' 'Rioshi's on Sanur Road.'

'What colour are her shoes?' 'Red and white.'

'Which class are you in?' 'I'm in 8G.'

REMEMBER! We usually only use full forms
do not or *does not* in formal writing.

Present simple: affirmative and negative

1 Choose the correct option.

- 1 My parents **live** / **lives** in New Zealand.
- 2 Elsa **work** / **works** in a charity shop.
- 3 Sophie and I **go** / **goes** to the beach every day.
- 4 My best friend **play** / **plays** the guitar.
- 5 My sister **teach** / **teaches** maths in her free time.
- 6 I **watch** / **watches** a lot of videos on my tablet.
- 7 Petra **read** / **reads** her book every evening.

2 Complete the text with the correct form of the verbs in the box.

be have not like **live** play (x2) read teach
walk watch

I ¹**live** in the centre of Paris with my sister. I'm a teacher and I ² in a big school. My sister ³ a lifeguard and she works at the swimming pool. We don't ⁴ a car, so I ⁵ to work and my sister rides her bike. In the evening, I ⁶ books and magazines, but my sister ⁷ TV and ⁸ the guitar. We also ⁹ video games.



Adverbs of frequency

3 Write the words in the correct order to form sentences.

- 1 usually / bus / work / goes to / by / Michelle

Michelle usually goes to work by bus.

- 2 We / for / fruit / have / sometimes / breakfast

- 3 school / eat / never / They / at / lunch

- 4 one o'clock / lunch / eats / always / Gianni / at

- 5 get / at the weekend / often / I / up / early

Present simple: questions and short answers

4 Match questions 1–6 to answers A–F.

- | | | |
|------------|---------------------------------------|-------------------|
| 1 D | Are you a photographer? | A No, they don't. |
| 2 _____ | Do you work at the weekend? | B Yes, you are. |
| 3 _____ | Do your parents like arts and crafts? | C Yes, it does. |
| 4 _____ | Is he a good friend? | D Yes, I am. |
| 5 _____ | Does the film finish at 6.30 p.m.? | E Yes, he is. |
| 6 _____ | Am I often late? | F No, I don't. |

5 Write the sentences as questions.

- 1 She lives with her parents.

Does she live with her parents?

- 2 They work in the city centre.

- 3 He has breakfast at 6 a.m.

- 4 Abdul studies English at the weekend.

- 5 Your cousins want to go to the waterpark.

Present simple: wh- questions

6 Match the question endings to make correct questions.

- | | | |
|------------|----------------|--------------------------|
| 1 A | How does | A she get to work? |
| 1 B | How do | B birds fly? |
| 2 _____ | Where do | A he work? |
| 2 _____ | Where does | B you live? |
| 3 _____ | Why does | A she like her job? |
| 3 _____ | What does | B she eat for breakfast? |
| 4 _____ | When do | A they play tennis? |
| 4 _____ | What time does | B she finish work? |
| 5 _____ | How often do | A you come from? |
| 5 _____ | Where do | B you tidy your bedroom? |
| 6 _____ | Where does he | A live? |
| 6 _____ | Does he | B live in Madrid? |

7 Complete the questions with one or two words.

- 1 **How old** are you?

- 2 you live?

- 3 many languages do you speak?

- 4 colour are your eyes?

- 5 much is an ice cream?

- 6 is your favourite film star?

- 7 do you tidy your bedroom?

- 8 do you go to bed at the weekend?

3 MY GRAMMAR REFERENCE AND PRACTICE

Comparative adjectives

- We use comparative adjectives to describe how one thing or person is different from another thing or person. We use comparative adjectives with *than*.
Jack's older than Maya.
Sarah's taller than me.
Maths is more difficult than English.
Football is more popular than badminton.
The book's better than the film.
- For short adjectives, we usually form the comparative with *-er*.

Short comparative adjectives	
Add <i>-er</i> or <i>-r</i> when the adjective ends in <i>-e</i>	tall → taller long → longer nice → nicer
When the adjective ends in one vowel + one consonant, double the consonant and add <i>-er</i>	big → bigger hot → hotter
Change <i>-y</i> to <i>-ier</i>	happy → happier easy → easier

- For adjectives with three or more syllables, we form the comparative with *more* + adjective. We don't add *-er*.
beautiful → more beautiful
difficult → more difficult
- Some adjectives with two syllables add *-er* for the comparative. Others use *more* + adjective.
funny → funnier
boring → more boring
- The adjectives *good*, *bad* and *far* are irregular. The comparative form is a different word.
good → better
bad → worse
far → farther or further

Superlative adjectives

- We use superlative adjectives to compare three or more things, animals or people. We use *the* before superlative adjectives.
She's the nicest person I know.
My house is the biggest house on the street.
What's the longest word in the world?
Filip is the most popular boy in the school.
That's the worst song on the radio at the moment.
- After superlatives, we often use *in* before a group or a place.
Sue's the happiest person in the class.
Ed is the tallest boy in my class.
What's the most popular sport in the world?
- For short adjectives, we usually form the superlative with *-est*.

Short superlative adjectives	
Add <i>-est</i> or <i>-st</i> when the adjective ends in <i>-e</i>	tall → tallest long → longest nice → nicest
When the adjective ends in one vowel + one consonant, double the consonant and add <i>-est</i>	big → biggest hot → hottest
Change <i>-y</i> to <i>-iest</i>	happy → happiest easy → easiest

- For adjectives with three or more syllables, we form the superlative with *most* + adjective. We don't add *-est*.
difficult → most difficult
- Some adjectives with two syllables add *-est* for the superlative. Others use *most* + adjective. And some can do either.
funny → funniest
boring → most boring
tired → most tired
- The adjectives *good*, *bad* and *far* are irregular. The superlative form is a different word.
good → best
bad → worst
far → farthest or furthest

REMEMBER! The adjectives for *good* and *bad* are irregular.
good → better → best
bad → worse → worst

Comparative adjectives

1 Write the words in the correct order to form sentences.

1 bikes / than / Cars / faster / are

Cars are faster than bikes.

2 at judo / better / tennis / I'm / than

3 more / Your / mine / than / book / interesting / is

4 Wendy / shorter / Alice is / than

5 yours / bag / is / My / heavier / than

6 a game of football / longer / Is / a game of hockey? / than

7 golf ball / volley ball / is / A / bigger / than / a

8 horse-riding / Is / dangerous / rugby? / more / than

2 Complete the sentences with the correct form of the adjectives in brackets.

1 Our class is quieter than (quiet) the class next door.

2 My spelling is _____ (bad)
my brother's.

3 Swimming in the sea is _____
(dangerous) swimming in a pool.

4 Is watching a film at the cinema
_____ (good) watching it at home?

5 Your hands are _____ (dirty)
my hands.

6 Board games are _____ (boring)
video games.

7 Gymnastics is _____ (hard)
swimming.

8 Are you _____ (slow) your friends
at running?

3 Choose the correct sentence in each pair.

1 A My mobile phone is better than yours.
B My mobile phone is more good than yours.

2 A Barcelona is hotter than London.
B Barcelona is hoter than London.

3 A Reading is boringer than watching TV.
B Reading is more boring than watching TV.

4 A This is the heavyest bag on the plane.
B This is the heaviest bag on the plane.

5 A Individual sports are worse than team sports.
B Individual sports are badder than team sports.

Superlative adjectives

4 Choose the correct option.

1 short: **the shortest** / most short

2 happy: **the happiest** / the happyest

3 bad: **the most bad** / the worst

4 long: **the most long** / the longest

5 dangerous: **the most dangerous** / the dangerousest

6 safe: **the safest** / the most safest

7 difficult: **the most difficult** / the difficultest

8 nice: **the nicest** / the most nice

5 Complete the sentences with the superlative form of the adjective in bold.

1 I'm a very **fast** runner.

I'm **the fastest** runner in my club.

2 This class is very **quiet**.

It's _____ class in the school.

3 Football is a **good** game.

Football is _____ game in the world.

4 Kia is really **popular**.

Kia is _____ student in the school.

5 Your bag is very **big**.

You've got _____ bag in our class.

6 Adam has got **dirty boots**.

Adam's boots are _____ .

6 Complete the sentences with the superlative form of the adjectives in the box.

big difficult expensive good hot tidy

1 My computer is the most **expensive** thing I've got.

2 Megan has got _____ desk in our class.
It's very clean.

3 Rugby is _____ sport for me. It's not easy.

4 _____ continent in the world is in Africa.

5 _____ room in our house is the living room, but my parents' bedroom is also quite big.

6 Tom got _____ exam results in the class.
He is very happy.

7 Choose the correct option.

1 Canada is **bigger** / the biggest than Brazil.

2 Who's **younger** / the youngest student in the class?

3 Is Harry **the healthiest** / healthier than Jacob?

4 Leah is **the coolest** / cooler than person I know!

5 Who's **the funniest** / funnier than person in your family?

4 MY GRAMMAR REFERENCE AND PRACTICE

Present continuous

- We use the present continuous to talk about actions happening now.

I'm listening to music.

Jenna is having her breakfast.

We're watching a film.

Subject	am / are / is	-ing form	
I	am	reading	a book.
You	are	watching	TV.
He / She / It	is	dancing	to music.
We / You / They	are	taking	a selfie.

- We use the negative present continuous to talk about actions not happening now.

I'm not listening to music.

Dave isn't wearing a hat.

They aren't eating their lunch.

Subject	be + not	-ing form	
I	'm not	reading	a book.
You	aren't	watching	TV.
He / She / It	isn't	dancing	to music.
We / You / They	aren't	taking	a selfie.

- We form yes/no questions in the present continuous with: Am / Are / Is + subject + -ing form + ?

Am / Are / Is	Subject	-ing form	
Am	I	reading	a book?
Are	you	watching	TV?
Is	he / she / it	dancing	to music?
Are	we / you / they	taking	a selfie?

- We form short answers with be.

Short answers	
Affirmative	Negative
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he / she / it is.	No, he / she / it isn't.
Yes, we / you / they are.	No, we / you / they aren't.

- We form wh- questions with:

Question word + be + subject + -ing form + ?

Question word	be	Subject	-ing form
What	am	I	doing?
Where	are	you	going?
Why	is	he / she / it	talking?
Who	are	we / you / they	dancing with?

- In affirmative short answers, we don't use short forms.

'Are you reading?' 'Yes, I am.' (NOT: *'Yes, I'm.'*)

Spelling rules

- For most verbs, add -ing:
read → reading listen → listening watch → watching
- For verbs that end with -e, remove the e and add -ing:
dance → dancing close → closing
- For verbs that end in a stressed vowel + a consonant, double the consonant and add -ing:
stop → stopping begin → beginning
- We don't double -x or -y:
relax → relaxing pay → paying

Present continuous and present simple

- We use the present simple to talk about routines and things that are always true.

He usually gets home at 7 p.m.

Mia wears cool clothes.

- We use the present continuous to talk about things happening now or around now.

I'm wearing a baggy T-shirt.

'Where's Jake?' 'He's playing hockey.'

Are you doing anything in your free time?

Yes, I'm learning to ride a horse.

- The following verbs are not normally used in the present continuous.

hate	know	like	love	need	prefer
remember	understand	want			

REMEMBER! Some verbs (for example *know* and *like*) are not normally used in the present continuous.

Do you know Max? (NOT: *Are you knowing Max?*)

Present continuous

1 Match questions 1–8 with answers A–H.

- 1 H Why is Henry running?
- 2 _____ What are you watching?
- 3 _____ Are you wearing my trainers?
- 4 _____ What is Linda doing?
- 5 _____ What are they doing?
- 6 _____ Is Mr Taylor wearing odd socks?
- 7 _____ Why aren't you wearing your sunglasses?
- 8 _____ Where is the cat?

- A She's shopping in town.
- B They're taking a selfie.
- C Sorry, yes I am.
- D Yes, he is!
- E Because they're in my bag.
- F It's sleeping on your shoe!
- G The basketball game. It's really exciting!
- H Because he is late for school.

2 Complete the sentences using the present continuous form of the verbs in the box.

do not feel not listen make study talk
watch not wear work

- 1 Juan is at home today. He's **doing** his homework.
- 2 Mum's not here. She _____ in the office today.
- 3 You _____ to me – you _____ on your phone.
- 4 They're in the living room at the moment. They _____ TV.
- 5 Sara _____ her designer coat today. Where is it?
- 6 I _____ very happy today.
- 7 '_____ you _____ dinner?' 'Yes, I am.'
- 8 'What _____ you _____?' 'English.'

3 Complete the dialogue with the present continuous form of the verbs in brackets.

- A ¹**Are you watching** (you / watch) the football match?
B Of course!
A ² _____ (what / happen)?
B ³ _____ (we / win) 1–0, but ⁴ _____ (we / not / play) very well.
A ⁵ _____ (I / tidy) my bedroom – there are clothes everywhere!
B Oh! ⁶ _____ (you / look) for your favourite hoodie, too?
A Yes, ⁷ _____.

Present continuous and present simple

4 Choose the correct answer.

- 1 She **goes** / **is going** swimming every morning.
- 2 **Are they speaking** / **Do they speak** Spanish in Brazil?
- 3 Debbie **doesn't like** / **isn't liking** patterned clothes.
- 4 It **'s raining** / **rains** at the moment, so we can't go to the beach.
- 5 **Are you wearing** / **Do you wear** a second-hand dress?
- 6 Liam **always wears** / **is always wearing** a tracksuit and trainers at the weekend.

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 'What **are you wearing**?' 'My new boots.' (wear)
- 2 Mary _____ to badminton club on Monday evenings. (go)
- 3 'Why isn't Jack here?' 'He _____ with his grandparents this weekend.' (stay)
- 4 We _____ shorts today – it's cold. (not wear)
- 5 I _____ your new jumper – where is it from? (love)
- 6 They _____ in the library at the moment. (study)

6 Complete the text using the correct form of the verbs in brackets.



Katy Dixon is a sports teacher. She ¹**works** (work) at a school in London. She ² _____ (teach) hockey and athletics so she ³ _____ (wear) a tracksuit and trainers every day.

Katy ⁴ _____ (play) in a hockey team too and today she ⁵ _____ (play) an important game in a different town. At the moment, they ⁶ _____ (win) – it's a very exciting game and she ⁷ _____ (have) a great time! She ⁸ _____ (think) it's the best team in the world.

5 MY GRAMMAR REFERENCE AND PRACTICE

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

- Countable nouns are things and people that we can count.
There are twelve students in my class.
- Countable nouns have a singular form and a plural form.
I've got an apple and a banana.
apple → apples banana → bananas

	Countable nouns (singular)	Countable nouns (plural)	Uncountable nouns
Affirmative	There is a tomato.	There are some / a lot of tomatoes.	There is some / a lot of rice.
Negative	There isn't an apple.	There aren't any / many apples.	There isn't any / much rice.
Questions	Is there a shop?	How many food stalls are there?	How much milk is there?
		Are there any crisps?	Is there any bread?
Short answers	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.	Yes, there is. No, there isn't.

- We use *some* with plural countable nouns in affirmative sentences.
I've got some pens.
- We use *any* with plural countable nouns in negative sentences and in most questions.
I haven't got any pens. *Have you got any eggs?*
- We use *some* and *a lot of* with uncountable nouns in affirmative sentences.
I've got some bread. *There's a lot of chicken.*
- We use *any* and *much* with uncountable nouns in negative sentences and in most questions.
I haven't got any milk. *Have you got any rice?*
There isn't any juice.
- In affirmative sentences, we use *a lot of / lots of* with countable or uncountable nouns to talk about a big quantity of something.
There is a lot of milk. *There are lots of apples.*
- In negative sentences, we use *much* with uncountable nouns, and *many* with countable nouns.
There isn't much money. (= *There is a small amount.*)
There aren't many books. (= *There is a small number.*)
- We can also use *a lot of* in negative sentences with countable or uncountable nouns.
There isn't a lot of time.
There aren't a lot of potatoes.

can / can't, must / mustn't

can / can't

- We use *can* and *can't* to talk about abilities and possibilities.
- An ability is something you can do after you have learned to do it.

Affirmative	Negative
He can play tennis.	He can't play tennis.
Questions	Short answers
Can he play tennis?	Yes, he can. / No, he can't.

- A possibility is a thing that you can do at a particular time because of the situation you are in.

We can take the six o'clock train. (= *It is possible for us to take the six o'clock train.*)

- We use an infinitive without *to* after *can* and *can't*. The form of *can* is the same for every subject.

I can sing.

I can't go to the museum.

- We don't add *-s* to *can* or *can't* with *he / she / it*.
She can draw very well. (NOT: *She cans draw very well.*)

must / mustn't

- We use *must* to talk about what it is necessary to do (obligation).

I must go to bed earlier.

You must finish all the homework.

- To form the negative, we use *must not*.

You must not use mobile phones in class.

He must not tell Sarah.

- We use *must not* or *mustn't* to talk about what it is necessary not to do (prohibition).

Students must not use mobile phones in class.

You mustn't tell Sarah – it's a secret.

- We use an infinitive without *to* after *must* and *mustn't*. The form of *must* is the same for every subject.

I must eat more fruit. (NOT: *I must to eat more fruit.*)

She must work harder. (NOT: *She musts work harder.*)

REMEMBER! Uncountable nouns have no plural form. We don't add *-s*.
some bread (NOT: *some breads*)

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

1 Complete the sentences with some or any.

- 1 He'd like some bread.
- 2 We don't have _____ milk.
- 3 Is there _____ fruit?
- 4 There are _____ potatoes in the cupboard.
- 5 There are _____ shoes under the chair. Are they yours?
- 6 I haven't got _____ clothes to wear!
- 7 There aren't _____ biscuits left.
- 8 I've got _____ books in my bag.

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

- 1 How many oranges do you want?
- 2 I don't have _____ free time. I work six days a week.
- 3 There isn't _____ pizza left – sorry.
- 4 That's _____ information. I can't remember all of it!
- 5 We haven't got _____ sugar.
- 6 There aren't _____ people at the beach.
- 7 I don't eat _____ meat – I prefer vegetables.
- 8 You do _____ running – how far do you go?

3 Choose the correct option.

- 1 There isn't any / **many** water left.
- 2 Wow! You've got **many** / **lots of** friends!
- 3 Katy doesn't drink **much** / **many** juice – only one glass in the morning.
- 4 There are **any** / **some** leggings here, but they aren't mine.
- 5 There aren't **many** / **any** people in our family – there are only three of us.

4 Complete the dialogue with the words in the box.

any lots of many much **some**

Alex Would you like ¹some chips?

Harry No, thanks. I'm not eating ²_____ chips at the moment – not even one chip!

Alex Why not?

Harry I'm training to get into the school football team.

Alex OK. ³_____ students want to play for the team!

Harry Yes, but Mr Kern says there aren't ⁴_____ places.

Alex When are the try-outs for the team?

Harry On Wednesday ...

Alex Oh, so there isn't ⁵_____ time to get better at football!

can / can't, must / mustn't

5 Find the mistake. Write the correct word.

- 1 I can cooking. **cook**
- 2 She cans ride a bike.
- 3 He not can ride a horse.
- 4 She can't seeing Lucy today.
- 5 Can he to sing?
- 6 We can to cook dinner.
- 7 You can visits Gran on Saturday.
- 8 You can play badminton?

6 Complete the sentences with can / can't and the verbs in the box.

come cook go not play play not sing
speak use

- 1 I can speak Spanish – it's my favourite language.
- 2 I _____ to the party at the weekend.
What time does it start?
- 3 Nick _____ rugby, but he plays football.
- 4 We _____ tomorrow. See you at 8 p.m.
- 5 Here you go. You _____ my pen.
- 6 Bella _____ very well. She sounds terrible!
- 7 _____ (you) the guitar? Yes, I can – and the piano.
- 8 _____ your dad _____?
Yes, he can. We love his pizza!

7 Complete the sentences with must or mustn't and the verb in brackets.

- 1 Students must bring (bring) their coursebooks to class.
- 2 You _____ (brush) your teeth twice a day.
- 3 We _____ (not / forget) to do the science project.
- 4 Students _____ (change) their passwords every three months.
- 5 You _____ (be) on time to class.
- 6 I _____ (not / leave) my laptop in the classroom.
- 7 You _____ (not tell) anyone.
- 8 You _____ (eat) some fruit every day.

8 Complete the sentences with can or mustn't.

- 1 Students mustn't bring their phones into the exam.
- 2 You _____ play loud music after ten o'clock in the evening.
- 3 I _____ see Ben over there.
- 4 Filip _____ help you with that.
- 5 We _____ speak Spanish in class or Mrs Sanchez gets angry.
- 6 Georgia _____ swim.

6 MY GRAMMAR REFERENCE AND PRACTICE

Past simple: *be* and past time expressions

- We use *was* / *were* to talk about the past.
I was a happy child.
We were in London last weekend.
- Was* and *wasn't* (*was not*) are the past forms of *is*, *isn't*, *am* and *am not*.
- Were* and *weren't* (*were not*) are the past forms of *are* and *aren't*.

Affirmative

Subject	<i>was</i> / <i>were</i>	
I	was	a teacher.
You	were	in class yesterday.
He / She / It	was	at home last night.
We / You / They	were	sad.

Negative

Subject	<i>wasn't</i> / <i>weren't</i>	
I	wasn't	a teacher.
You	weren't	in class yesterday.
He / She / It	wasn't	at home last night.
We / You / They	weren't	sad.

- We form yes/no questions with *be* in the past simple with: *Was* / *Were* + subject (*I*, *you*, *he*, etc.) + ?

Yes/No questions

<i>Was</i> / <i>Were</i>	Subject	
Was	I	at home yesterday?
Were	you	
Was	he / she / it	
Were	we / you / they	

- When we answer yes/no questions, we usually use short answers with *was*, *were*, *wasn't* or *weren't*.

Short answers

Affirmative		Negative	
Yes, I	was.	No, I	wasn't.
Yes, you	were.	No, you	weren't.
Yes, he / she / it	was.	No, he / she / it	wasn't.
Yes, we / you / they	were.	No, we / you / they	weren't.

- We often use *was* / *were* with past time expressions, e.g. *last week*, *in 2017*, *10 years ago*, *yesterday*, *this morning*.
We were in Seville last week.
It wasn't very hot yesterday.

- We form *wh-* questions with *be* in the past simple with: Question word + *was* / *were* + subject (*I*, *you*, *he*, etc.) + ?

Wh-questions

Question word	<i>was</i> / <i>were</i>	Subject	
What	was	your last job?	
Why	was	she	at home yesterday?
When	were	they	born?

- We use *was* / *were* with *born*.

I was born in 1998. (NOT: *I am born in 1998.*)

there was / there were

- We use *There was* / *There were* to talk about things in the past.

There was a hospital in the town.

There were six students at the party.

Past simple affirmative: regular and irregular verbs

- We use the past simple to talk about finished actions in the past.
She finished her homework. *You made dinner.*
- We add *-ed* to form the past simple of most regular verbs. The past simple is the same for every subject (*I*, *you*, *he*, etc.) except for the verb *be*.

Spelling rules: regular verbs

	Past simple form	
Most verbs	add <i>-ed</i>	played
Ends in <i>-e</i>	add <i>-d</i>	live → lived
Ends in a consonant + <i>-y</i>	change <i>-y</i> to <i>-ied</i>	study → studied
Most verbs ending in one vowel + one consonant (except <i>w</i> and <i>y</i>)	double the consonant and add <i>-ed</i>	stop → stopped

- With irregular verbs, we do not add *-ed* for the past simple form. There are no rules. They all have different forms.

→ **Irregular verb list p127–128**

Past simple: *be* and past time expressions

1 Choose the correct option.

- 1 It **was** / **were** cold.
- 2 James **weren't** / **wasn't** there.
- 3 The book **was** / **were** expensive.
- 4 **Was** / **Were** your mum in Manchester?
- 5 I **was** / **were** in the desert.
- 6 **Were** / **Was** they at the game?
- 7 No, they **wasn't** / **weren't**.
- 8 Yes, he **was** / **wasn't**.

2 Complete the sentences with *was*, *were*, *wasn't* or *weren't*.

- A Where ¹**were** you last week?
- B I ² _____ at my grandma's. She lives in the mountains.
- A What ³ _____ the weather like? ⁴ _____ it cold?
- B No, it ⁵ _____. It ⁶ _____ warm and sunny.
- A ⁷ _____ there lots of people?
- B Yes, there ⁸ _____. It ⁹ _____ really busy – Grandma ¹⁰ _____ happy! She doesn't like busy places.

3 Rewrite the sentences. Use short forms where possible.

- 1 It was foggy this morning. (-)
It wasn't foggy this morning.
- 2 The desert was colourful. (?)

3 We weren't good at sport. (+)

4 You were at the beach yesterday. (?)

5 She was born in Colombia. (-)

6 There was a dolphin by the boat. (-)

there was / there were

4 Complete the sentences with the correct form of *there was* or *there were*.

- 1 _____ 50 people at my birthday party.
- 2 We went shopping because _____ any food in the fridge.
- 3 _____ a big storm yesterday.
- 4 I wanted to sit down but _____ a free chair.
- 5 _____ many students in class today.
- 6 _____ a lot of people at the concert.

Past simple affirmative: regular and irregular verbs

5 Complete the sentences with the correct form of the verb in brackets in the past simple.

- 1 They **lived** (live) in France when they were young.
- 2 We _____ (arrive) on the island during a storm.
- 3 I _____ (stop) to look at the beautiful rainbow.
- 4 Filip _____ (collect) rocks from the beach yesterday.
- 5 You _____ (climb) to the top of the mountain quickly.
- 6 Maria _____ (discover) a cave.
- 7 I _____ (try) to find the lighthouse at the weekend.
- 8 They _____ (travel) by boat to the remote island.

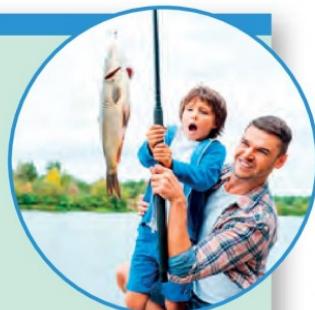
6 Complete the sentences with the past simple form of the verbs in the box.

catch eat find go have make see write

- 1 We **had** lunch with friends yesterday.
- 2 I _____ Moana at the weekend – we had a great time!
- 3 They _____ pasta for dinner at the restaurant.
- 4 Ethan _____ to Indonesia on holiday last year.
- 5 Johann David Wyss _____ *The Swiss Family Robinson* in 1812.
- 6 We _____ a raft on the river at the weekend.
- 7 Look! I _____ some colourful grass on the beach this morning.
- 8 Wow! You _____ a big fish!

7 Complete the blog with the past simple form of the verbs in brackets.

My parents and I ¹**stayed** (stay) at a house near the beach when I ² _____ (be) a child. We ³ _____ (go) there every summer and my brother and I ⁴ _____ (swim) in the sea and ⁵ _____ (play) football. My dad ⁶ _____ (have) a small boat and when the sea was calm, we ⁷ _____ (catch) fish for lunch and ⁸ _____ (eat) them on the beach. We ⁹ _____ (love) those holidays, they ¹⁰ _____ (be) amazing!



7 MY GRAMMAR REFERENCE AND PRACTICE

Past simple: affirmative and negative, irregular and regular verbs

- We use the past simple to talk about finished actions or states in the past.

She went to London by train.

We played football yesterday.

They didn't watch the film.

- We form the negative in the same way for both regular and irregular verbs.

I didn't play tennis yesterday.

(NOT: *I didn't played tennis yesterday.*)

I didn't eat yesterday. (NOT: *I didn't ate yesterday.*)

- We usually use the short form (*didn't*), but we sometimes use the full form (*did not*) in formal writing.

Negative			
Subject	<i>didn't</i>	Verb	
I / You	<i>didn't</i>	have	breakfast.
He / She / It		go	to work.
		play	football.
		finish	at five o'clock.
		drive	to Madrid.
We / You / They		watch	the film.

- We add *-ed* to form the past simple of most regular verbs. The past simple is the same for every subject (*I*, *you*, *he*, etc.) except for the verb *be*.

Object pronouns

- We use object pronouns after a verb or preposition.

I like chocolate. I like it.

I play with my friends. I play with them.

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Past simple: questions

- We form past simple yes/no questions with: *Did + subject + verb + ?*

Yes/No questions			
Did	Subject	Verb	
Did	I / you he / she / it	arrive	on time?
		swim	in the sea?
	we / you / they	have	a good time?
		meet	any interesting people?

- In short answers we use *did* or *didn't*. We don't use the main verb.

'Did you swim in the sea?' 'Yes, I did.' (NOT: *Yes, I swam.*)

'Did he visit the island?' 'No, he didn't.'

(NOT: *No, he didn't visit.*)

- Short answers are the same for both regular and irregular verbs, except for the verb *be*.

Short answers			
Affirmative		Negative	
Yes, I	did.	No, I	didn't.
		No, you	
		No, he / she / it	
		No, we	
		No, you	
		No, they	

- We form past simple *wh-* questions with: Question word + *did* + subject + verb + ?

Wh- questions				
Question word	<i>did</i>	Subject	Verb	
When	did	you	visit	London?
What		she	do	at the weekend?
Why		they	arrive	late?
How		we	do	it?
Where		you	see	her?

- Sometimes we can answer with a short answer. Answers to questions with *when* use past time expressions, e.g. *yesterday, last week, in 2016, 100 years ago*.

'When did you see James?' 'Last week.'

'When did the letter arrive?' 'Yesterday.'

Past simple: affirmative and negative, irregular and regular verbs

1 Write negative sentences in the past simple.

- 1 They went shopping. They didn't go shopping.
- 2 We walked up the mountain.

3 I found my sunglasses.

4 She saw Ben at the beach.

5 They swam in the sea.

6 We ate pizza last night.

7 I took my bag to school.

8 He played volleyball last night.

2 Write affirmative and negative past simple sentences.

- 1 grow up Barcelona **X** / Malaga **✓**
I didn't grow up in Barcelona, I grew up in Malaga.

- 2 Lucy study French **X** / German **✓**

3 we / watch a film on TV **X** / watch it at the cinema **✓**

4 I visit / Grandad **X** / visit a friend **✓**

5 Jamie / write short story **X** / write / a book **✓**

6 they / find a coconut **X** / find / a mango **✓**

Object pronouns

3 Complete the sentences. Use the correct object pronoun.

- 1 We are on holiday. My cousins are with _____.
- 2 My sister is 16. I am younger than _____.
- 3 Where is Alex? I can't see _____.
- 4 I play the guitar. I practise _____ every day.
- 5 They are my friends. I like hanging out with _____.
- 6 I am learning to play piano. Mrs Jones teaches _____ every week.

Past simple: questions

4 Choose the correct option.

- 1 A **Did you finish** / **How you finished** your homework?
B Yes, I **did** / **didn't**.
- 2 A Did you and your friends **go** / **went** to the cinema last weekend?
B No, we **didn't went** / **didn't**.
- 3 A Did they **enjoy** / **enjoyed** the class?
B Yes, they **do** / **did**.
- 4 A **Did Alice play** / **Alice did play** basketball as a child?
B Yes, she **played** / **did**.
- 5 A Where **did you** / **you did** put my new dress?
B I **put** / **putted** it in the bedroom.
- 6 A What **you did** / **did you** have for dinner?
B We **did have** / **had** pasta.

5 Write the words in the correct order to make questions.

- 1 did / at the weekend / What / you / do

What did you do at the weekend?

- 2 did / Who / go with / you

- 3 she / it / Did / enjoy

- 4 did / go / Where / after the concert / you

- 5 pizza / you / have / Did

6 Match answers A–E to questions 1–5 from exercise 5.

A **4** We went to the café on Bridge Street.

B _____ I went to a concert.

C _____ I went with Lisa.

D _____ No, I didn't. I had a burger with chips.

E _____ Yes, she did.

7 Complete the dialogue with the correct past simple form of the words in brackets.

Evie I ¹ **didn't see** (not see) you at school yesterday.

Ned I ² (have) a guitar exam.

Evie Really? I ³ (not know) you played the guitar. ⁴ (How / the exam / go)?

Ned I don't know. I think it ⁵ (be) OK. ⁶ (what / you / do) in class?

Evie We ⁷ (play) volleyball.

Ned ⁸ (your team / win)?

Evie No, we ⁹ (not), but we ¹⁰ (enjoy) the game!