Ben Wetz

KEMENTERIAN PENDIDIKAN MALAYSIA

English Plus 1

Student's Book

Year 5

Second Edition

RUKUN NEGARA

Bahawasanya Negara Kita Malaysia
mendukung cita-cita hendak;

Mencapai perpaduan yang lebih erat dalam kalangan
seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

Mencipta satu masyarakat yang adil di mana kemakmuran negara
akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap
tradisi-tradisi kebudayaannya yang kaya dan pelbagai corak;

Membina satu masyarakat progresif yang akan menggunakan
sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia,
berikrar akan menumpukan
seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut
berdasarkan prinsip-prinsip yang berikut:

KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN

(Sumber: Jabatan Penerangan Kementerian Komunikasi dan Multimedia Malaysia)

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	p6 Prepositions and everyday objects *on, in, under, laptop, bag, coat, phone*, etc.	p7 Possessive's *be*: questions	

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING	
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8 Going away	p82 Things for a holiday *rucksack, tent, water bottle*, etc.	p84 Summer holidays **Vocabulary plus:** *cool, expensive, boring*, etc.	p85 *be going to*: affirmative, negative and questions **Pronunciation:** Question stress and rhythm	p86 Weather conditions *windy, stormy, foggy*, etc. **Study strategy:** Guessing answers before listening	
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Starter unit

VOCABULARY • Free time

I can talk about my hobbies and interests.

1 1.02 **Match the words in the box with pictures 1–15. Then listen and check.**

video games music art reading
watching TV films animals cooking
skateboarding cycling photography sport
shopping chatting online meeting friends

2 1.03 **Read and complete the text with the words in the box. Then read, listen and check your answers.**

photography skateboarding cooking ~~sport~~
reading music video games chatting

Hi!

Hi! I'm Kate. I'm twelve and I'm from Oxford in the UK. I'm into *sport* and I'm good at basketball. Apart from sport, I like [1] ..... and [2] ..... online. I'm not interested in shopping.

This is my brother Jack. Jack isn't into sport. He's into [3] ..... and his favourites are football games. Jack isn't on his computer twenty-four hours a day – he and his friends like [4] ....., but they aren't very good!

Our parents, Jen and Ed, like books and they're into [5] ..... My mum is interested in [6] ..... and her photos are really good. Our mum and dad are good at [7] ..... Italian food is their favourite.

And you and your family? What are your hobbies and interests?

3 1.04 **Look at the key phrases and listen. What do the people say? Complete the phrases.**

KEY PHRASES

Talking about hobbies and interests

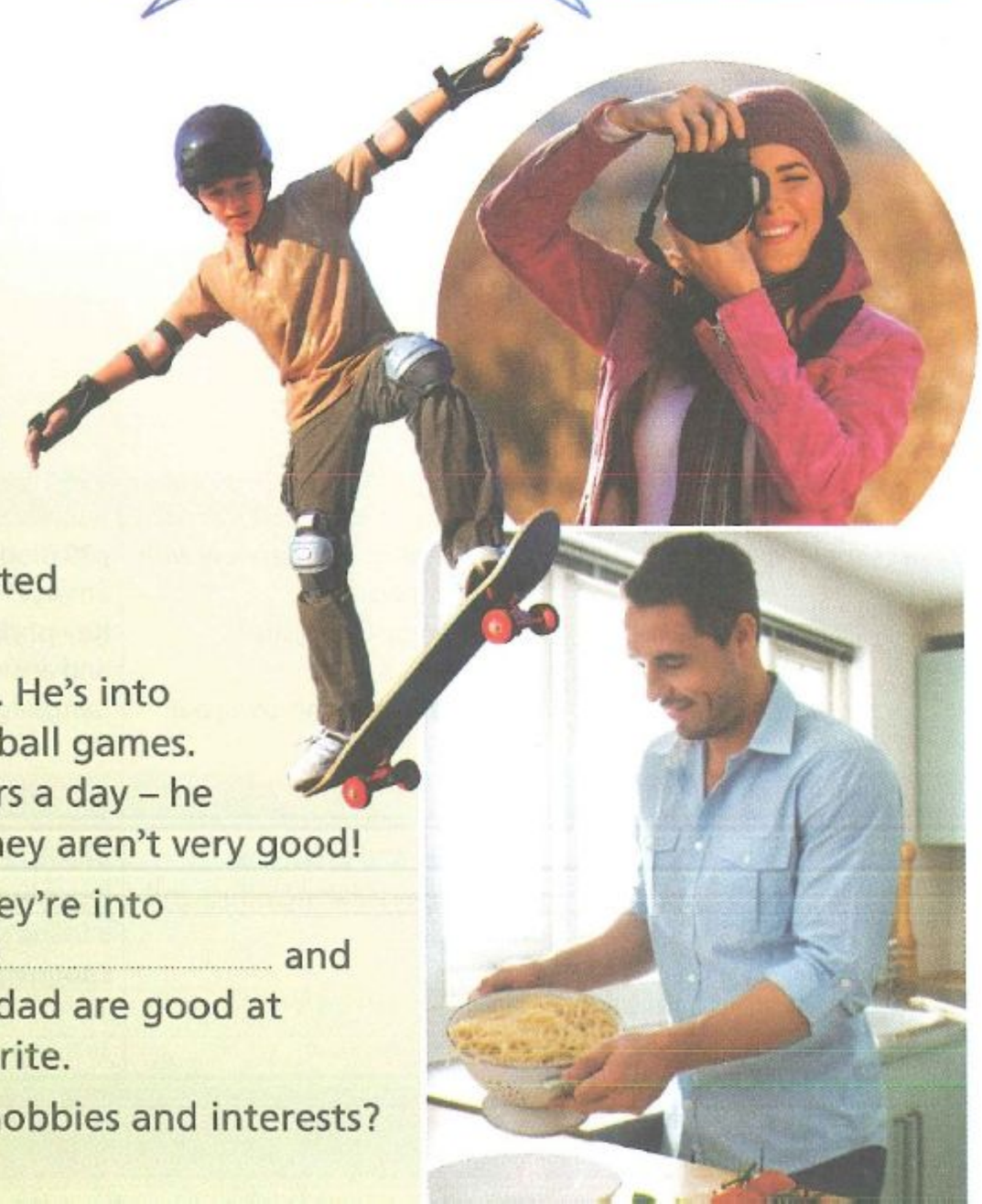
+	–
1 I'm interested in	2 I'm not interested in .....
3 I'm into	4 I'm not into .....
5 I like	6 I don't like .....
7 I'm good at	8 I'm not good at .....
9 My favourite ..... is / are	

4 **Write six sentences about your interests. Use the key phrases in exercise 3 and the words in exercise 1.**

I'm into sport.
I'm not good at music.

5 **USE IT!** **Work in pairs. Compare your interests in exercise 4.**

I'm into sport. — *Oh, I don't like sport. I like reading.*



S LANGUAGE FOCUS • *be*: affirmative and negative • Subject pronouns and possessive adjectives

I can use the verb *be* and introduce people.

be: affirmative and negative

1 **Complete the table with the words in the box. Then check your answers in the text on page 4.**

isn't aren't they he not

Affirmative	
I'm	from Oxford.
You're	twelve.
[1] ..... 's / She's / It's	into video games.
We're / You're / [2] ..... 're	
Negative	
I'm [3]	interested in shopping.
You aren't	very good.
He / She / It [4]	into sport.
We / You / They [5]	

2 **Choose the correct words.**

1 I **isn't** / **'m not** from London.
2 He's / **'re** good at sport.
3 They **isn't** / **aren't** my friends.
4 You **is** / **'re** into music.
5 Mrs Turner **are** / **is** a teacher.

3 **Write true sentences. Use affirmative and negative forms of the verb *be*.**

Kate *is* interested in sport.
1 Zebras ..... animals.
2 Oxford ..... in Brazil.
3 My friends ..... twelve.
4 The name of this book ..... *English Plus*.
5 I ..... interested in video games.
6 I ..... from Paris.

Subject pronouns and possessive adjectives

4 **Complete the table with the words in blue in the text on page 4.**

Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	my	we	[4] .....
you	[1]	you	[5] .....
he she it	[2] ..... [3] ..... its	they	[6] .....

5 **Replace the words in blue with subject pronouns.**

Marc is from Paris. *He is* from Paris.
1 This book is good.
2 Jen and Ed are from the UK.
3 Anya and I are friends.
4 You and Mick are brothers.

6 **Choose the correct words.**

This is [1]**I** / **my** friend Tereza. [2]**She** / **Her** mum and dad are from Prague. [3]**Their** / **They're** friends with my mum and dad. [4]**Our** / **We're** house is next to [5]**their** / **they're** house. [6]**It's** / **Its** the yellow house in this photo.

7 1.05 **Read and listen to the text. What is Yasmin's hobby?**

Leila Hi, Jack. How are things?
Jack Not bad. And you?
Leila Good, thanks. This is my friend Yasmin.
Jack Oh, hi, Yasmin.
Yasmin Hi.
Leila Yasmin is into skateboarding.
Jack Really? That's cool.
Leila See you later, Jack.
Jack See you.

KEY PHRASES

Introducing people

How are things? / How are you?
This is …
(Yasmin) is into …
See you later.

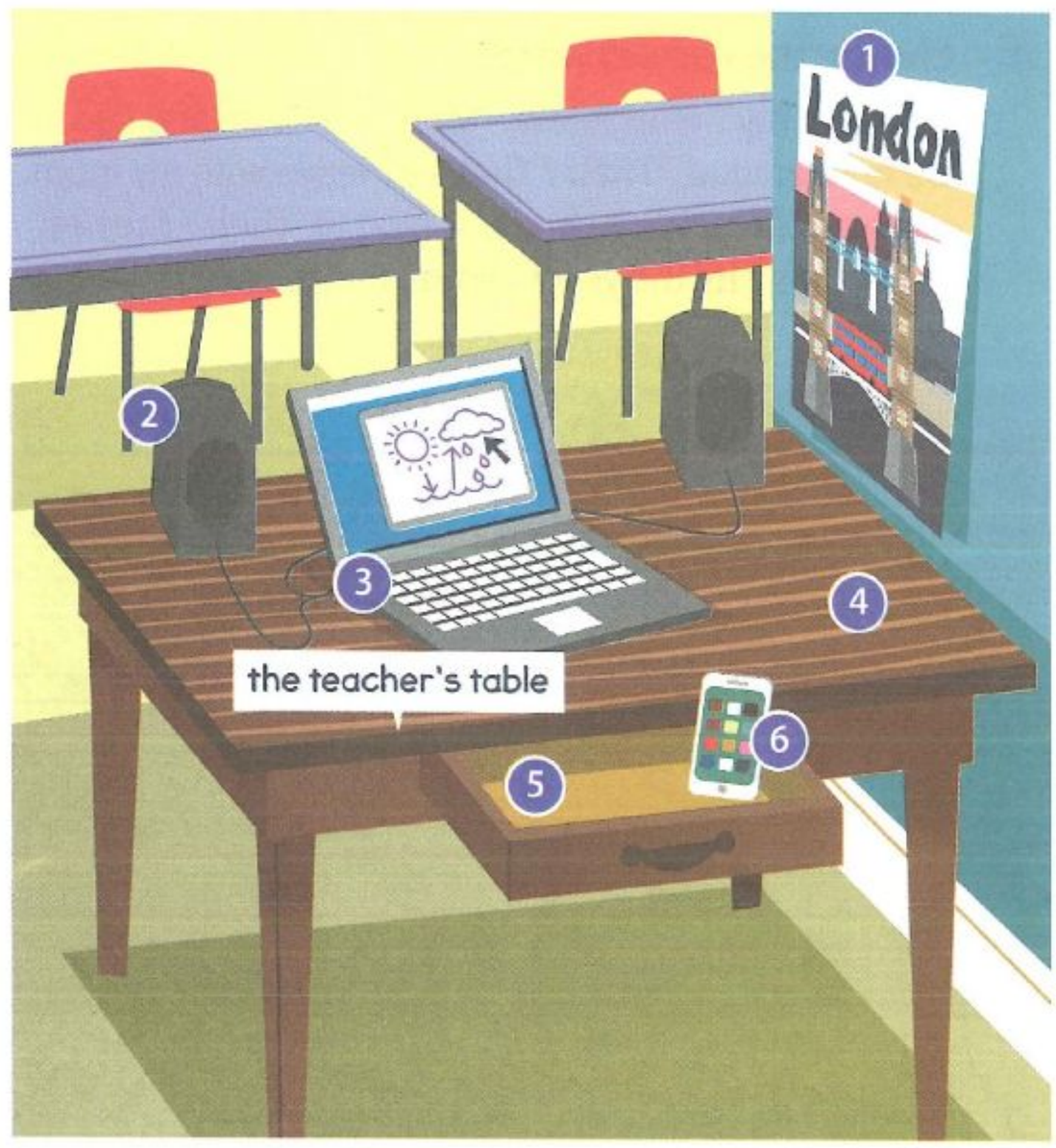
8 USE IT! **Work in pairs. Practise the dialogue in exercise 7. Then change the words in blue and practise a new dialogue.**

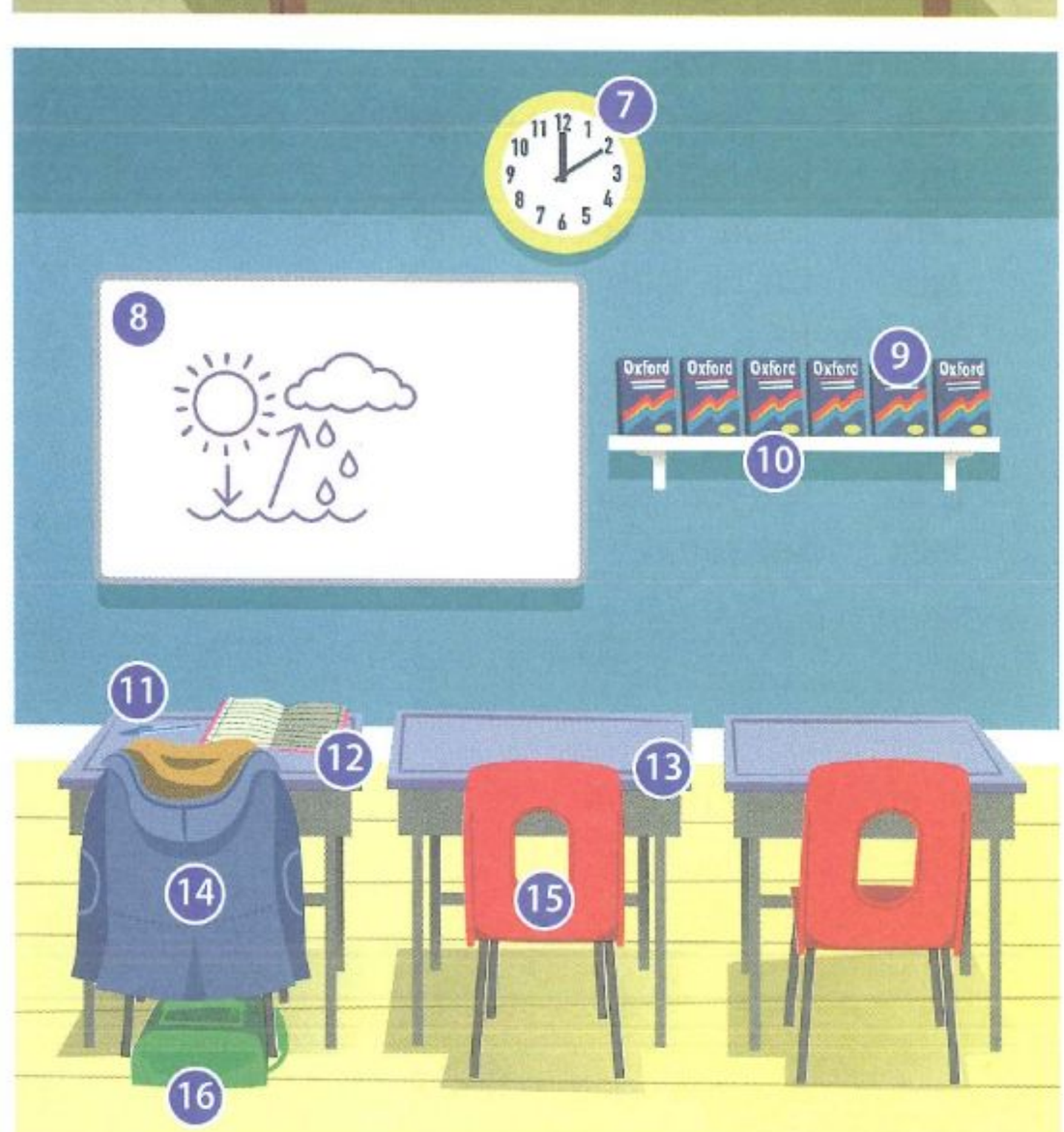
S VOCABULARY • Prepositions and everyday objects

I can say where things are.

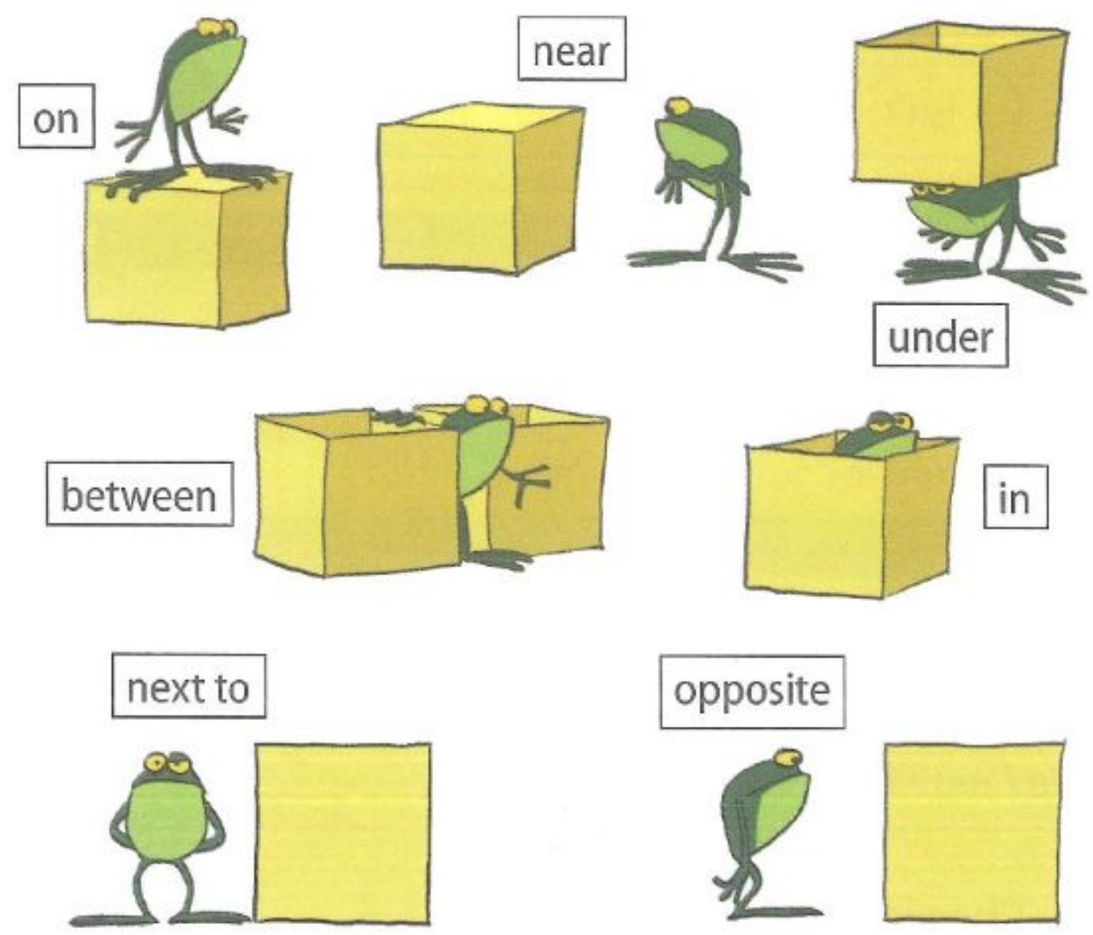
1 1.06 **Match the words in the box with 1–16 in the pictures. Then listen and check.**

table drawer mobile phone poster
laptop speaker desk coat bag
chair notebook pen shelf board
dictionary clock





2 1.07 **Study the prepositions. Then complete the sentences with the prepositions. Listen and check.**



1 The dictionaries are ..... the shelf.
2 The teacher's mobile is ..... the drawer.
3 The laptop is ..... the speakers.
4 The students' chairs are ..... their desks.
5 The poster is ..... the teacher's table.
6 Harry's coat is ..... his chair.
7 Harry's bag is ..... his desk.
8 The clock is ..... the board.
9 The board is ..... the students' desks.
10 Harry's pen is ..... his notebook.
11 Paul's desk is ..... Harry and Eva's desks.

3 **Do a memory test. Look at the pictures in exercise 1 for one minute. Then close your books. How many sentences in exercise 2 can you remember?**

4 **Draw a desk and four other objects. Write sentences about your picture.**

In my picture, a laptop is on the desk. A bag is on the laptop ...

5 USE IT! **Work in pairs. Read your sentences in exercise 4 to your partner. Listen and draw your partner's picture.**

In my picture, a laptop is on the desk. A bag is on the laptop ...

S LANGUAGE FOCUS • Possessive 's • *be*: questions

I can ask questions about where people and things are.

Possessive 's

1 Look at the examples and complete the rules with *singular* and *plural*.

the **teacher's** mobile
Harry's bag
Harry and Eva's desks
the **students'** chairs

RULES

1 We use 's for possession with ..... words.
2 we use s' for possession with ..... words.

2 Write phrases for 1–4. Use the possessive 's or s'.

Paul / desk ***Paul's desk***
1 Harry / pens
2 my mum and dad / photos
3 the teachers / names
4 Eva / notebook

be: questions

3 1.08 **Read and listen to the text. Choose the correct answers.**

1 Charlie's mum is **at home / at work.**
2 Her laptop is **in the drawer / on the TV.**
3 Her speakers are in **Charlie's room / her room.**

Mum Hi, Charlie.
Charlie Oh, hi, Mum. Are you at work?
Mum No, I'm not. I'm at home. Where are you?
Charlie I'm at school, Mum! It's 12 p.m.
Mum Oh, yes. OK. Are you in class?
Charlie No, why? Are you OK?
Mum Yes, I'm fine. But Charlie – where is my laptop?
Charlie Ah … yes. Look in the drawer under the TV. Is it there?
Mum Yes, it is. And the speakers? Where are the speakers, Charlie?
Charlie Mmm. Good question. Erm ... are they in the drawer?
Mum No, they aren't.
Charlie Erm ... OK. Are they in my room?
Mum MY speakers in YOUR room ... ? Yes, they are. Charlie ... !
Charlie OK, Mum. Bye!

4 Read the dialogue again and complete the table.

Questions		Short answers
Am I	in class? at home?	Yes, I am. / No, [3] .....
[1] ..... he / she / it		Yes, it [4] ..... / No, it isn't.
[2] ..... you / we / they		Yes, they are. / No, they [5] .....

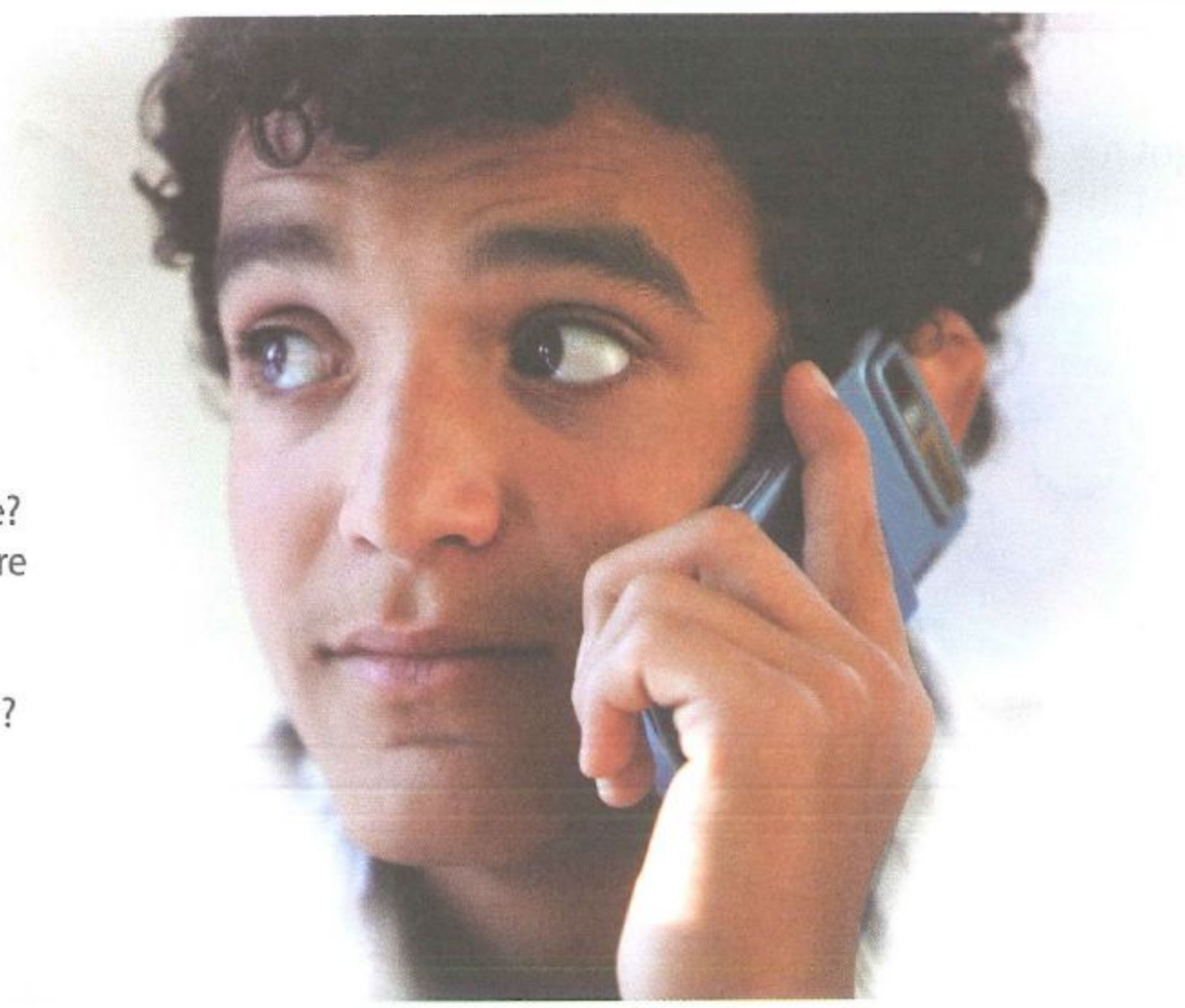
5 **Complete the questions and write short answers that are true for you. Then ask and answer with a partner.**

1 … you good at skateboarding?
2 … your notebook on your desk?
3 … your mum and dad at work?
4 … we at home?
5 … the teacher in class?

6 USE IT! **Work in pairs. Look at the people and places. Choose a person, a city and a place. Then ask questions to find out your partner's information.**

Are you with Lionel Messi?
No, I'm not.

Person	City	Place
Lionel Messi	Rio	at school
Taylor Swift	New York	in town
Kristen Stewart	London	at home
Robert Downey Jr.	Cairo	at the shops



S VOCABULARY • Basic adjectives

I can describe things.

1 1.09 **Read the text. Match the words in blue with their opposites in the box. Then listen and check.**

unpopular bad new cheap
horrible boring fast big

Send us your photos! What have you got ...

... in your pocket?

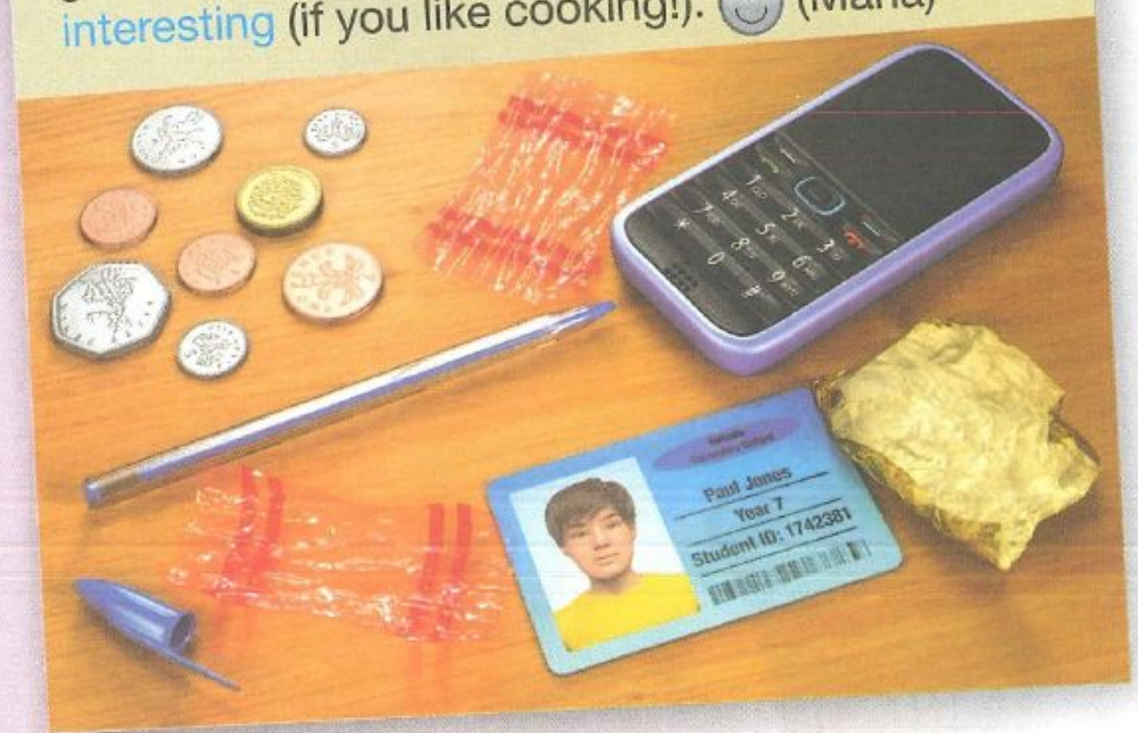
I've got money, a pen, my ID card for school (that photo isn't very nice!) and my mobile phone. It's old and slow now and it hasn't got a good camera. I want a new mobile, but they're expensive. ☹ (Paul)

... on your desk?

I've got books, one or two old video games, and these mini speakers. They're small, but they're really good. ☺ And I've got a photo of my cousins in Australia. They've got a pet parrot. His name's Sinbad and he's really popular with my cousins' friends. We haven't got a pet. ☹ (Ben)

... in your bag?

I've got my books for school, my mobile and I've got this present for my dad. He hasn't got this book. It's about cooking and it's very interesting (if you like cooking!). ☺ (Maria)



2 **Read the text again and choose the correct answers.**

1 Has Paul's mobile got a good camera?
a Yes, it has. b No, it hasn't.
2 Have Ben's cousins got a parrot?
a Yes, they have. b No, they haven't.
3 Has Maria got a present for her dad?
a Yes, she has. b No, she hasn't.

3 **Study the key phrases. Write eight sentences about the things in the table. Use your ideas and the key phrases.**

Mexico City is a really big place.

TV programme	Place	Person	Game or film
popular	big	nice	expensive
boring	horrible	popular	fast
good	old	interesting	new

KEY PHRASES

Adverbs of degree

It isn't **very** expensive. It's **quite** expensive.

It's **very** expensive. It's **really** expensive.

4 USE IT! **Work in pairs. Compare your sentences in exercise 3.**

Mexico City is a really big place.

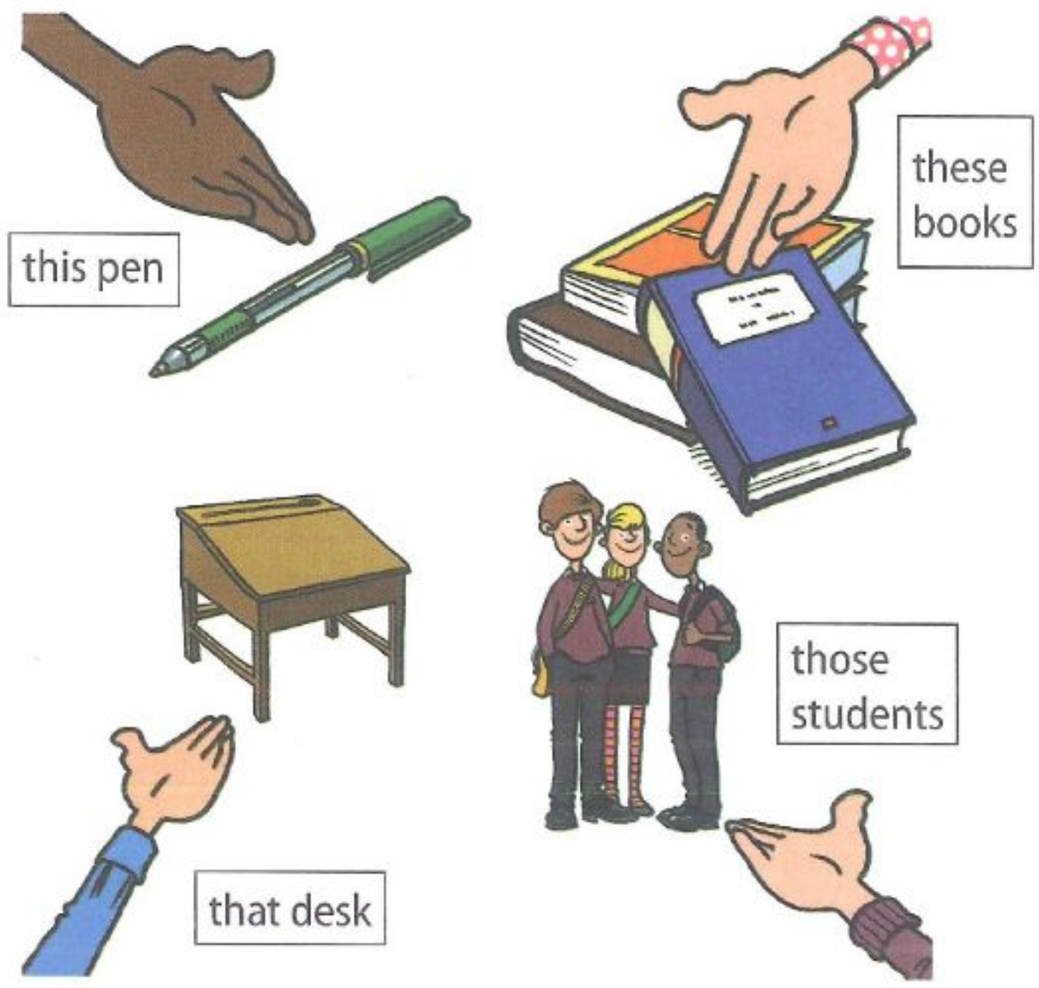
My city is really old.

S LANGUAGE FOCUS • *this, that, these, those* • *have got*

I can ask and answer questions about presents with ***have got***.

this, that, these, those

1 **Study the pictures. What is the difference between *this* / *that* and *these* / *those*?**



2 **Choose the correct words.**

1 **These / Those** cousins are in Australia now.
2 Is **this / those** your pen under the teacher's chair?
3 **This / These** present is nice.
4 **These / That** is Maria's dad, Bill.

have got

3 **Look again at the text and exercise 2 on page 8. Complete the table.**

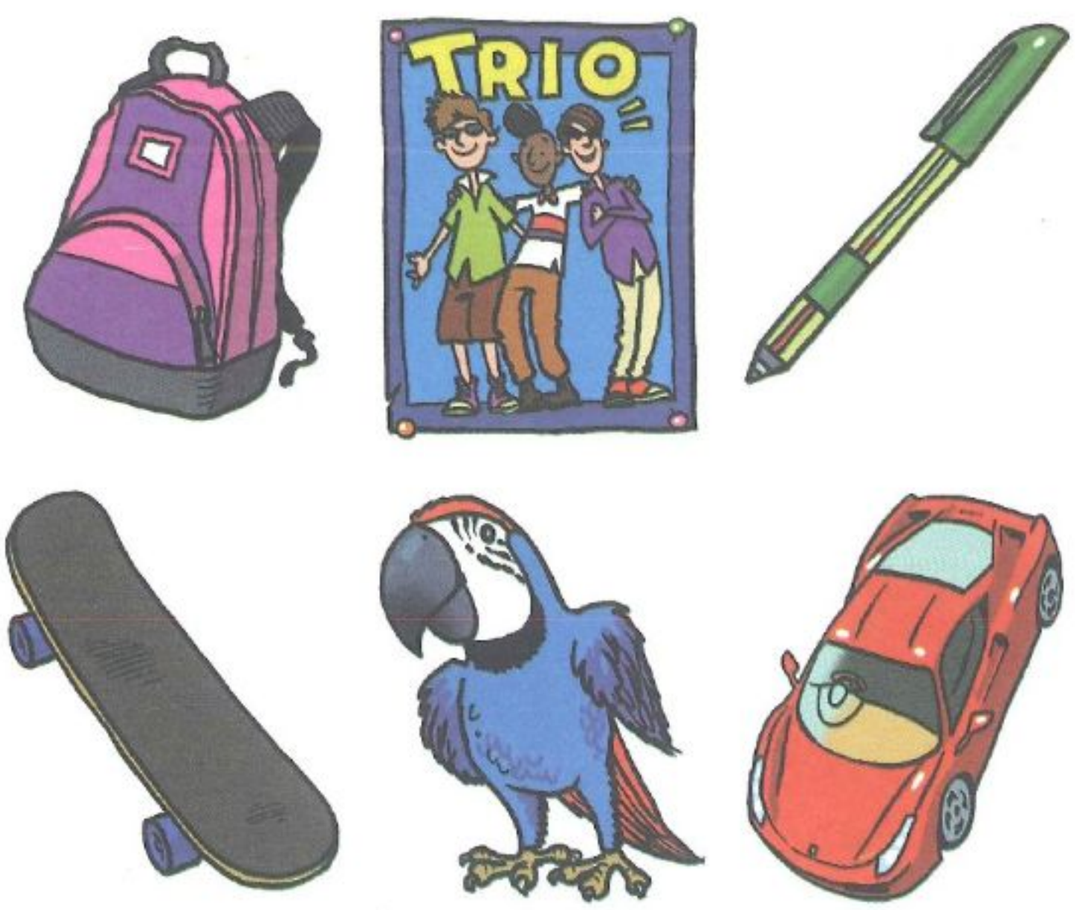
Affirmative			
I / You / We / They He / She / It	[1] ..... 's	got	a mobile. a pet.
Negative			
I / You / We / They He / She / It	[2] ..... [3]	got	a mobile. a pet.
Questions			
Have [4]	I / you / we / they he / she / it	got	a mobile? a pet?
Short answers			
Yes, I / you / we / they have. Yes, he / she / it has.		No, I / you / we / they [5] ..... No, he / she / it hasn't.	

4 1.10 **Complete the dialogue with the correct forms of *have got*. Then listen and check.**

Ben It's Father's Day tomorrow. [1] ..... you got a present for Dad?
Maria Yes, I [2] ..... I've got this book about cooking.
Ben Oh, that's nice. I [3] ..... got a present.
Maria No? That's OK – we [4] ..... got an hour in town. [5] ..... Dad got a good pen?
Ben Yes, he [6] ..... .
Maria OK, I [7] ..... got an idea. Look – these mobile phone covers aren't very expensive.
Ben Mmm. Dad hasn't got a mobile cover.
Maria They [8] ..... got really nice ones in this shop.
Ben Thanks, Maria. That's a really good idea.

5 USE IT! **Work in pairs. Look at the mini-dialogue. Prepare and practise new dialogues. Use your friends' names and the ideas in the pictures.**

A Have you got a present for … ?
B No, I haven't.
A Has he / she got a … ?
B Yes, he / she has. OR No, he / she hasn't.
A Look, they've got a really nice one in this shop.
B Thanks! That's a really good idea.

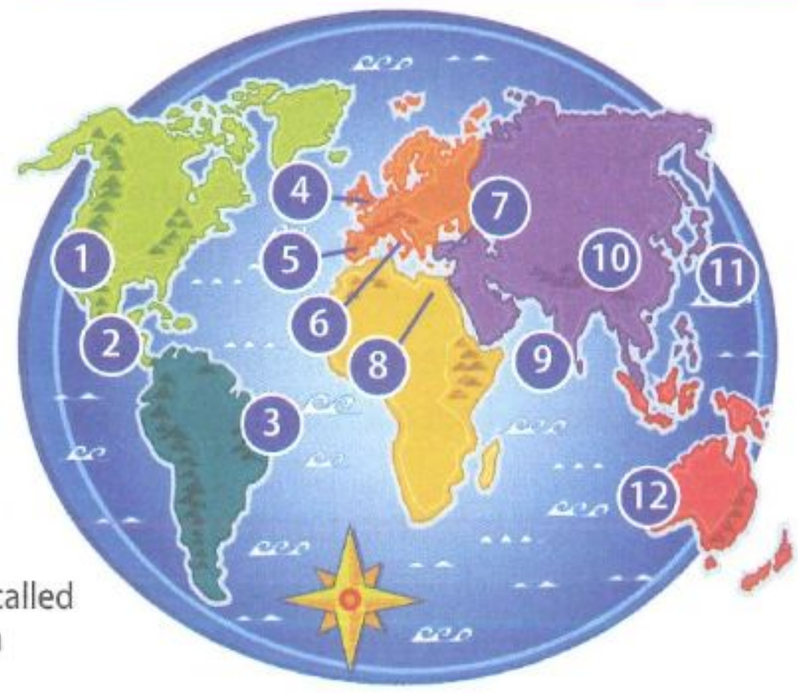


S VOCABULARY • Countries and nationalities

I can talk about where things are from.

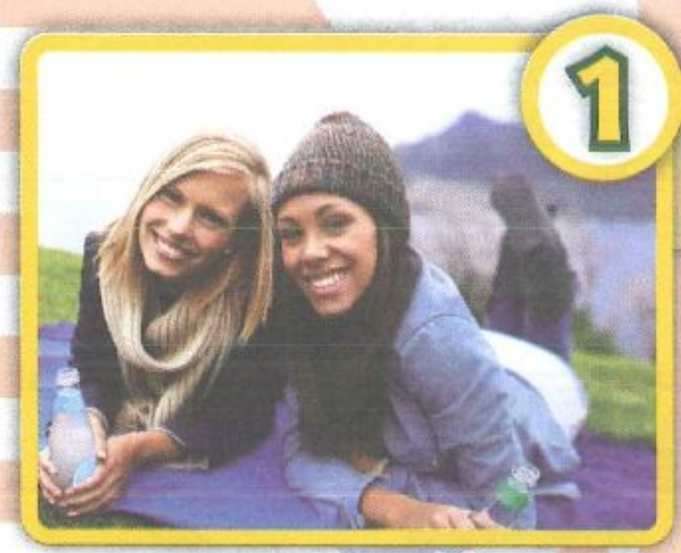
1 1.11 **Match the countries with 1–12 on the map. Then listen and check.**

Australia Brazil China Egypt
India Italy Japan Mexico
Spain Turkey the UK* the USA

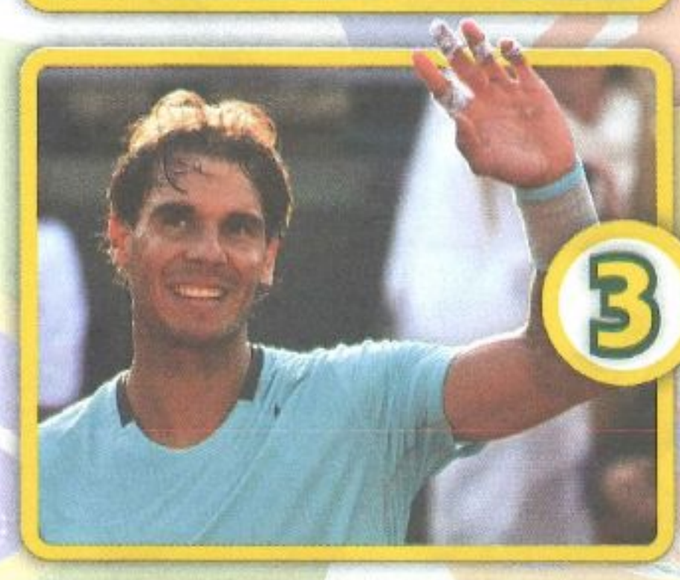


*also called Britain

2 **Check the meaning of the words in blue. Then choose the correct words in the quiz.**



1 People from the UK are **British / American**.



2 The **Chinese / Japanese** flag is white and red.

3 Rafael Nadal is a **Spanish / Brazilian** sports star.

4 Cairo is the **Egyptian / Turkish** capital.

5 Curry is **Indian / Italian** food.

6 The dollar is the **Mexican / Australian** currency.

3 **Write nationalities for the countries in exercise 1. Use words from the quiz in exercise 2.**

1 the USA *American*

4 **Write true and false sentences for 1–5.**

Brad Pitt is an American sports star. (False)
Ferraris are Italian. (True)

1 … is a / an (nationality) star.
2 … is the (nationality) capital.
3 The (nationality) flag is …
4 … is / are (nationality).
5 The … is the (nationality) currency.

5 **USE IT! Work in pairs. Compare your sentences in exercise 4. Say if you think they are true or false.**

Brad Pitt is an American sports star.
No, that's false.
Ferraris are Italian.
Yes, that's true.

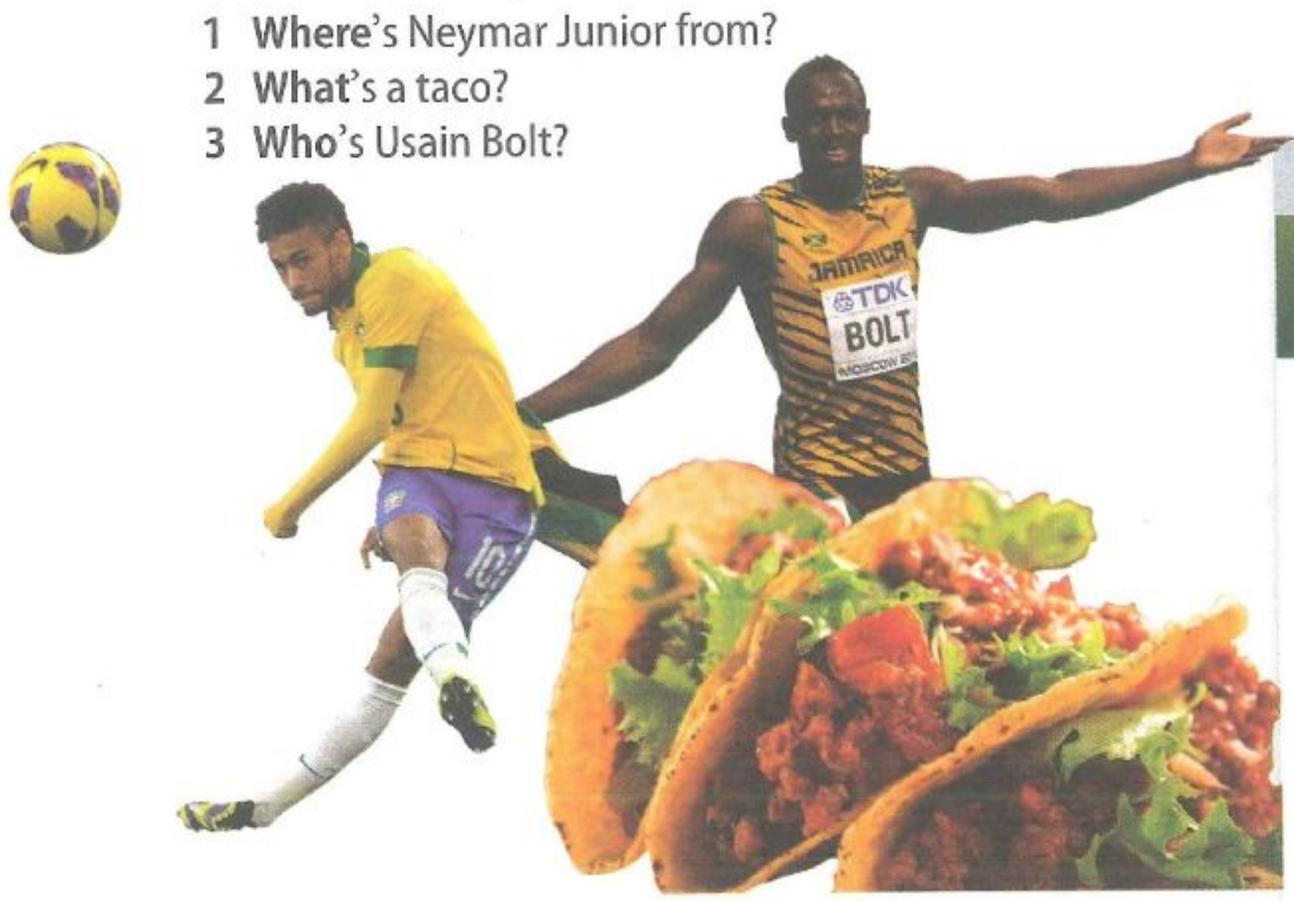
S LANGUAGE FOCUS • Question words: *Where … ?, What … ?, Who … ?* • Conjunctions: *and, or, but*

I can ask questions and write an email about myself.

Question words: *Where … ?, What … ?, Who … ?*

1 Check the meaning of the bold words in examples 1–3. Then answer the questions. Compare your answers with a partner.

1 **Where**'s Neymar Junior from?
2 **What**'s a taco?
3 **Who**'s Usain Bolt?



2 1.12 **Listen to two people talking about questions 1 and 2 in exercise 1. Are their answers right or wrong?**

3 1.12 **Listen again and complete the key phrases. Use the words in the box.**

know sure right you think

KEY PHRASES

Thinking of answers

1 I ..... he / she / it's …
2 And .....?
3 I'm not .....
4 Yes, that's .....
5 I don't .....

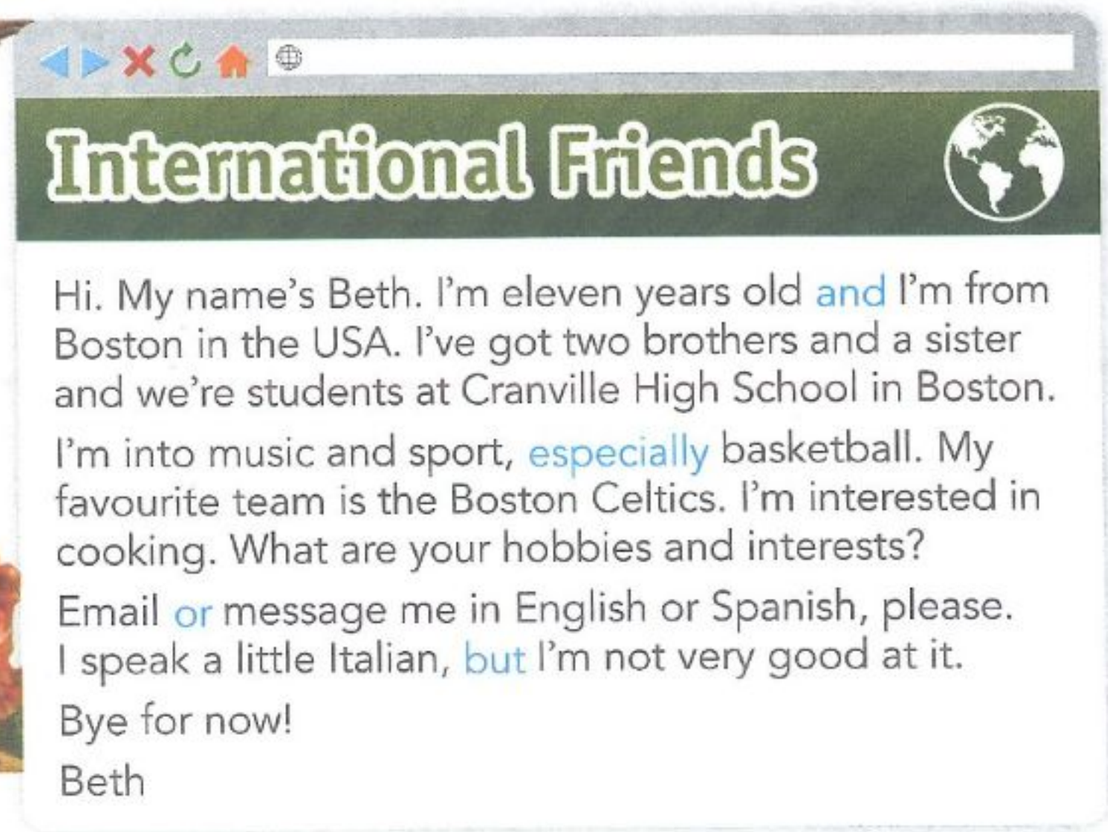
4 USE IT! **Work in groups. Write questions for a quiz. Then ask and answer the questions in teams. Use the key phrases.**

Where's Taylor Swift from?
We think she's from the USA.
Yes, that's right.

Conjunctions: *and, or, but*

5 Read the email and answer the questions.

1 Is Beth from Spain?
2 What are her interests?
3 Which words in the email have got capital letters? Why?
4 What are the meanings of the words in blue?



International Friends

Hi. My name's Beth. I'm eleven years old and I'm from Boston in the USA. I've got two brothers and a sister and we're students at Cranville High School in Boston.

I'm into music and sport, especially basketball. My favourite team is the Boston Celtics. I'm interested in cooking. What are your hobbies and interests?

Email or message me in English or Spanish, please. I speak a little Italian, but I'm not very good at it.

Bye for now!

Beth

6 Look at the sentences. When is there a comma (,)?

1 I've got two brothers and a sister.
2 Email or message me.
3 I speak a little Italian, but I'm not very good at it.

7 Complete the sentences with *and, or* and *but*.

1 Is her name Beth ..... Bess?
2 I speak English ..... Japanese.
3 I've got your laptop, ... I haven't got the speakers.
4 Are you from the UK ..... the USA?

8 USE IT! **Write an email for the *International Friends* website. Write about you and your family, your interests and the languages you speak. Use the key phrases and the model text.**

KEY PHRASES

Writing about yourself

I'm a student at …
I'm into …, especially …
Email or message me in …
I speak / study …
Bye for now!

1 Towns and cities

VOCABULARY • Places in a town or city

I can talk about places in a town or city.

Extra listening and speaking p92
Curriculum extra p100
Culture p106
Song p116

THINK! What famous places are there in your town or city?

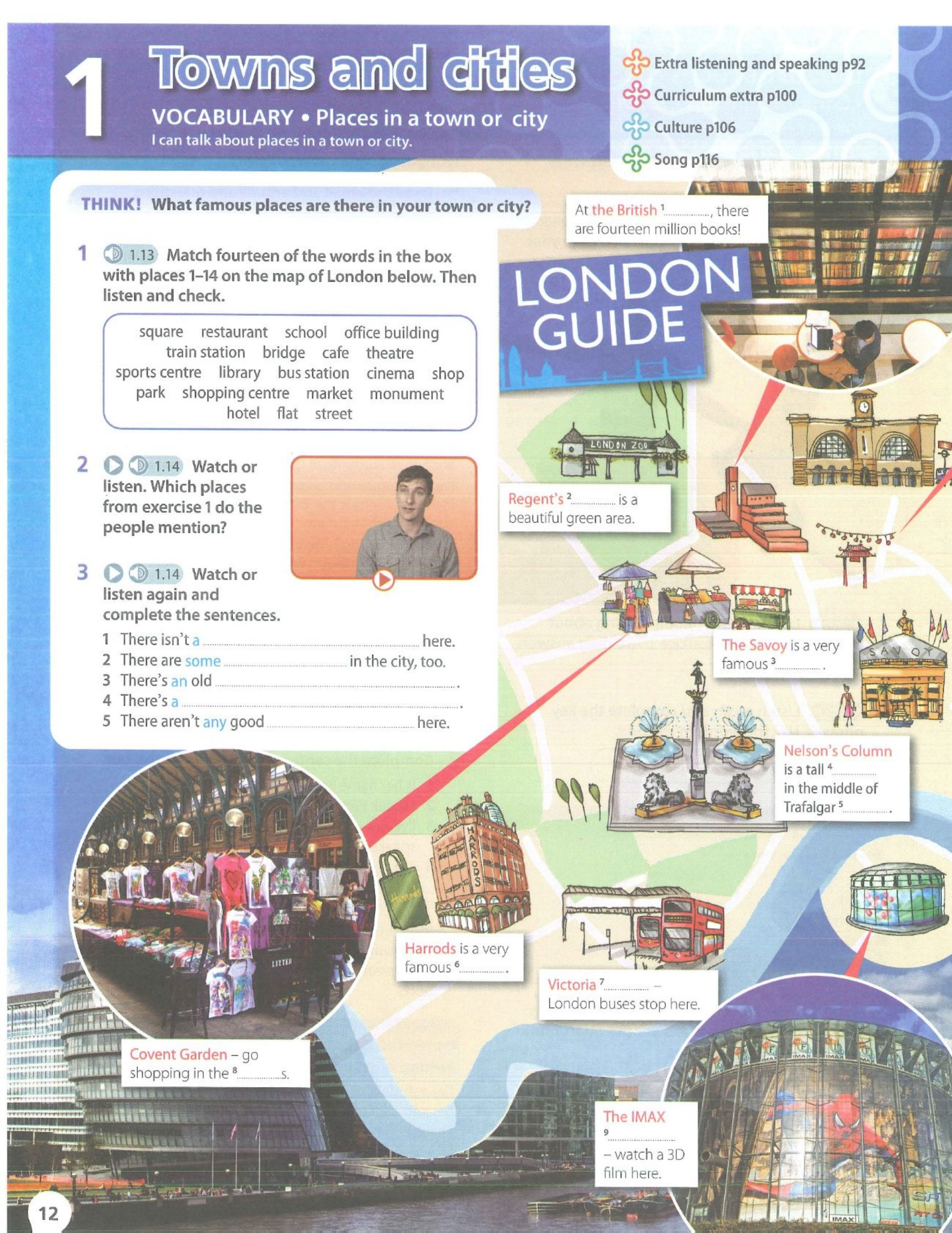
1 1.13 **Match fourteen of the words in the box with places 1–14 on the map of London below. Then listen and check.**

square restaurant school office building
train station bridge cafe theatre
sports centre library bus station cinema shop
park shopping centre market monument
hotel flat street

2 1.14 **Watch or listen. Which places from exercise 1 do the people mention?**

3 1.14 **Watch or listen again and complete the sentences.**

1 There isn't a ..... here.
2 There are some ..... in the city, too.
3 There's an old ..... .
4 There's a ..... .
5 There aren't any good ..... here.



Language point: *there's, there are* + *a, an, some* and *any*

4 Look at the words in blue in exercise 3. When do we use *a, an, some* and *any*?

5 Write true sentences about your town or city using *there's / there isn't, there are / there aren't* and *a, an, some* and *any*.

1 ..... area called Chinatown.
2 ..... nice cafes.
3 ..... flats in this area.
4 ..... bus station.
5 ..... monument opposite our school.

KEY PHRASES

Talking about places

There's a/an …
There are some …
My favourite place is …
There isn't a/an …
There aren't any …

6 USE IT! Work in pairs. Talk about places in your town or city. Use the key phrases.

There's a good Chinese restaurant near my house.

There are some interesting monuments here.

Finished?

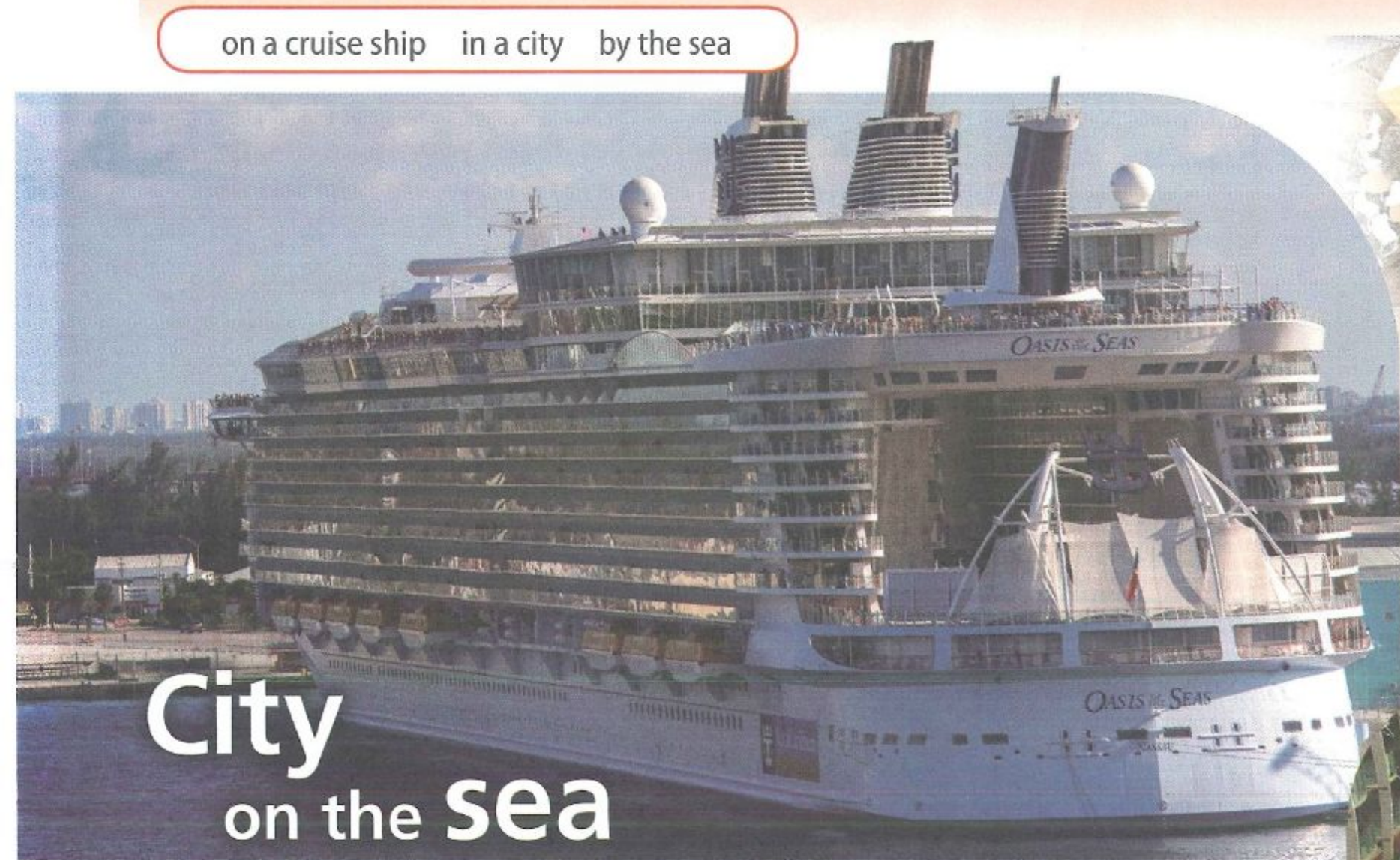
What are the good and bad things about your town or city? Write sentences.

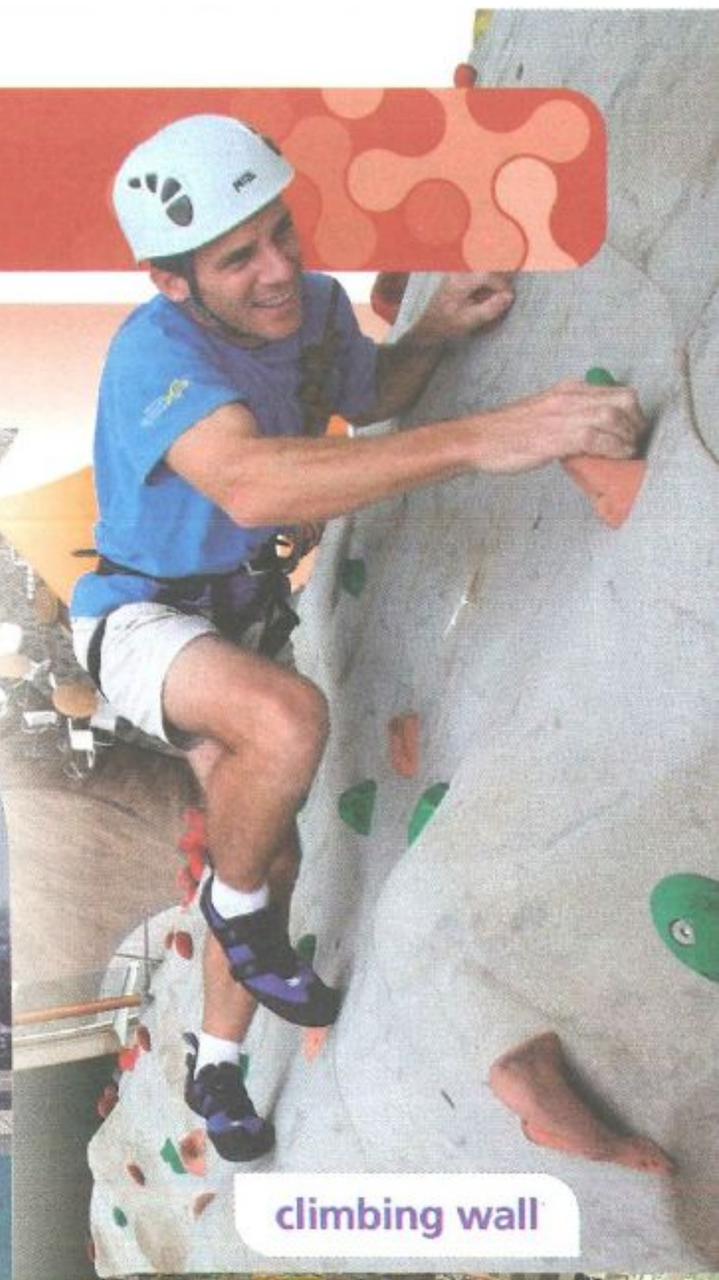
1 READING • A description of a cruise ship

I can predict the content of a text from photos.

THINK! Where do you think is a good place for a holiday? Why?

on a cruise ship in a city by the sea





climbing wall

Central Park

City on the sea

Imagine a five-star hotel with fantastic food and comfortable rooms. Imagine your favourite places in a city – a square, shops, cinemas and theatres. Imagine a holiday next to the sea. Imagine all of these things on one very big ship: *Oasis of the Seas.*

More than 2,000 people from eighty countries work on *Oasis of the Seas*, and there are cabins for 6,360 passengers. That's a lot of people, and they eat a lot of food in the ship's twenty cafes and restaurants. In one week, the 250 chefs prepare 250,000 meals.

The ship has got the exciting parts of a city without any horrible office buildings or cars. It's the first ship with a park. It's called Central Park and it's got fifty real trees and 12,000 plants. If you like sport, there are also five swimming pools and there's an exciting sports area with a climbing wall. If you prefer reading, there's a library, but relax – there isn't a school on the ship!

1 Look at the photos. What do you think are the answers to questions 1–3? Read and check.

1 Is there a school and a library on the ship?
2 Are there any swimming pools?
3 How many cafes and restaurants are there on the ship?

2 1.15 **Read and listen to the text again and answer the questions.**

1 What's the name of the ship?
2 How many people work on the ship?
3 How many chefs are there on the ship?
4 Is it the only ship with a park?
5 What's in the sports area?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice, go to page 16 in the Workbook.

4 USE IT! Work in pairs. Is the *Oasis of the Seas* a good place for a holiday? Why / Why not?

1 LANGUAGE FOCUS • *Is there … ?, Are there … ?, How many … ?*

I can ask and answer questions about places.

1 **Complete the questions from exercise 1 on page 14. Then choose the correct answers.**

1 ..... there a school on the ship?
   a Yes, there is. b No, there isn't.
2 ..... there any swimming pools?
   a Yes, there are. b No, there aren't.
3 How many cafes and restaurants ..... there on the ship?
   a Yes, there are. b There are twenty.

2 **Choose the correct words in the rules.**

RULES

1 We use ***some*** / ***any*** in questions.
2 We use *Yes, there is* and *No, there isn't* with **singular nouns / plural nouns.**
3 We use *Yes, there are* and *No, there aren't* with **singular nouns / plural nouns.**
4 We use *How many … ?* with **singular nouns / plural nouns.**

3 **Match 1–6 with a–f to make questions. Then write answers about your town or city.**

1 Is there a	a people are there?
2 Are there	b a good school?
3 Is there an	c sports centre?
4 How many	d bridges?
5 Is there	e old part?
6 Are there any	f any five-star hotels?

4 **Complete the questions with *Is there … ?, Are there … ? and How many … ?*. Then ask and answer the questions with a partner.**

1 ..... any trees in your town or city?
2 ..... a park or a sports centre?
3 ..... swimming pools are there?
4 ..... any exciting places for young people?
5 ..... people live in your town or city?

5 **Imagine that you are at a holiday park. What is in the park? Choose five things from the box and write affirmative and negative sentences about your park.**

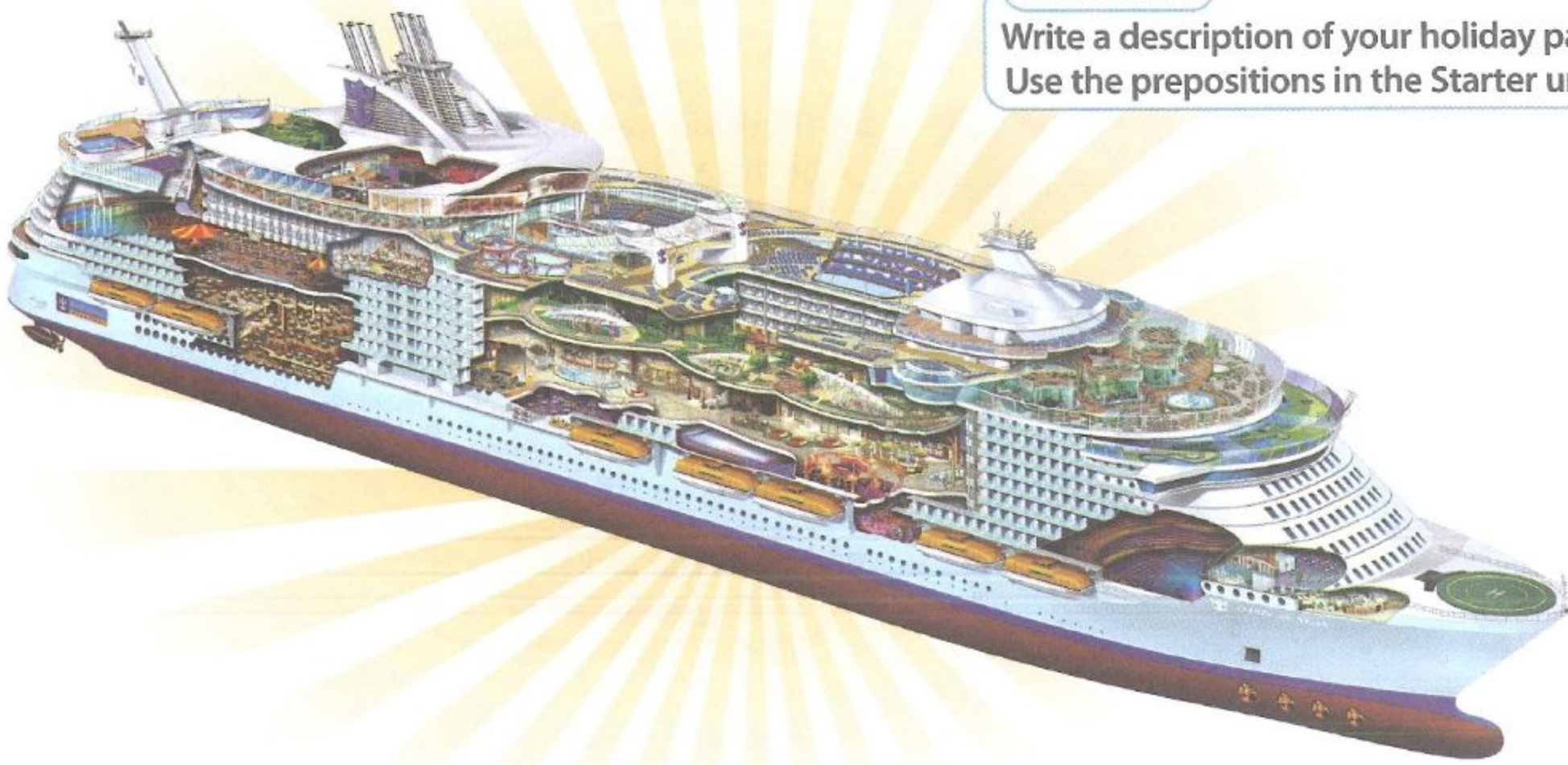
swimming pools sports centre climbing wall
3D cinema skateboard park shops
restaurants library

There are three fantastic swimming pools.
There isn't a sports centre.

6 **USE IT! Work in groups. Ask people questions about their holiday park. Use *Is there … ?, Are there … ?* and *How many … ?*. Which holiday park do you prefer? Why?**

Are there any swimming pools?
Yes, there are.
How many swimming pools are there?
There are three.

Finished?
Write a description of your holiday park in exercise 6. Use the prepositions in the Starter unit.



1 VOCABULARY AND LISTENING • Comparing places

I can understand people comparing places.

THINK! **Do you like modern or old places? Why?**

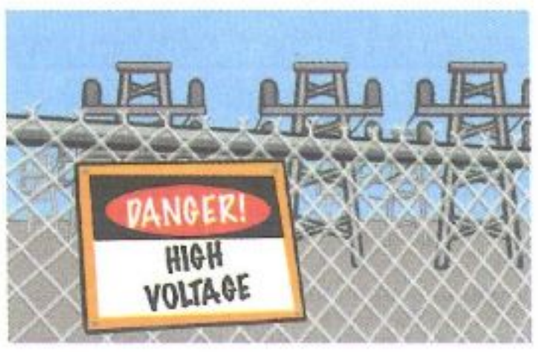
1 1.16 **Match adjectives 1–6 with their opposites in the box. Then listen and check.**

dirty unfriendly old quiet pretty safe

1 clean .....

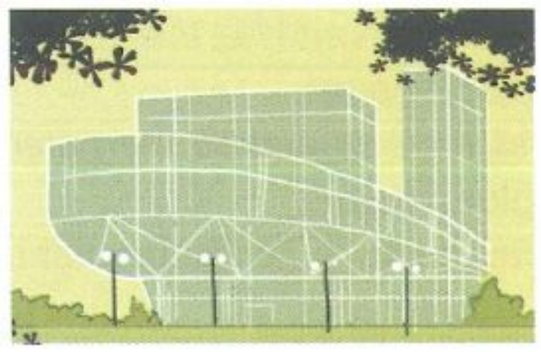
2 noisy .....

3 ugly .....



4 dangerous .....

5 friendly .....



6 modern .....

2 **Write example sentences for the adjectives in exercise 1. Then compare your sentences with a partner.**

This window is clean.
Cars are noisy.

3 1.17 **Listen to four street interviews in a radio programme. What do the people talk about? Choose four topics from the box and match them to the people.**

New York restaurants cafes schools
trains the park buses and bikes

4 1.17 **Listen again and write *true* or *false*.**

1 Emma thinks that the shopping centre is cleaner than the park.
2 Lukas thinks that the bus is slower than his bike.
3 Lukas thinks that buses are more dangerous than bikes.
4 Dwayne thinks that Oxford is nicer and older than his city.
5 Harriet thinks that Gino's pizzas are bigger and better.
6 Chloe thinks that Gino's is friendlier.

5 **Think of three places that you like in your town or city and three places that you don't like. Write sentences and say why you like or dislike them.**

I like the park. It's quiet and pretty.

6 **USE IT!** **Work in groups. Compare your sentences in exercise 5. Which places does your group like and dislike? Compare with other groups.**

We like the park because it's quiet and pretty.

1 LANGUAGE FOCUS • Comparative adjectives

I can compare things.

1 **Complete the table with words in exercise 4 on page 16. Then write the comparative form of the adjectives in the box.**

safe hot slow pretty expensive

Short adjectives

	Adjective	Comparative
Regular	quiet, clean	quieter, [1] .....
Ends with *-e*	nice	[2] .....
Ends consonant + *y*	friendly	[3] .....
Ends consonant + vowel + consonant	big	[4] .....

Long adjectives

Adjective	Comparative
dangerous	[5] .....
modern	more modern

Irregular

Adjective	Comparative
bad	worse
good	[6] .....
far	further

2 **Write sentences using the correct comparative form of the adjectives in brackets. How do you say *than* in your language?**

New York / is / than / Washington. (big)
New York is bigger than Washington.

1 It's / here / than / in my country. (expensive)
2 My mum's pizzas / are / than / your mum's pizzas. (bad)
3 Why / is / this class / than / the other class? (quiet)
4 Are / the buildings / in New York / than / the buildings in Oxford? (modern)
5 This house / is / than / my house. (pretty)

3 **Look at the restaurant comparison. Write questions with comparative adjectives. Then work in pairs. Ask and answer.**

Is Luigi's older than Gino's?

Yes, it is.

	Luigi's restaurant	Gino's restaurant
1 age?	1992	2014
2 quiet?	✓✓✓	✓
3 friendly?	✓✓	✓✓✓
4 expensive?	✓✓	✓
5 comfortable?	✓✓	✓✓✓
6 modern?	✓	✓✓
7 big?	✓✓	✓

4 1.18 **PRONUNCIATION: /ə/ sound in comparatives** **Listen and repeat the examples.**

1 cleaner
2 safer
3 It's nicer than New York.
4 I think Gino's is cheaper than Luigi's.

5 **USE IT! Work in pairs. Compare your opinions about some of the things in the box. Use the key phrases and comparative adjectives.**

two cities two sports teams two shops
two restaurants or cafes two TV programmes
two video games two streets two people

KEY PHRASES

Comparing opinions

I think … Yes, you're right. Really? I think …

I think Izmir is prettier than Istanbul.

Really? I think Istanbul is prettier.

Finished?

Make puzzle sentences about objects or places using comparative adjectives.

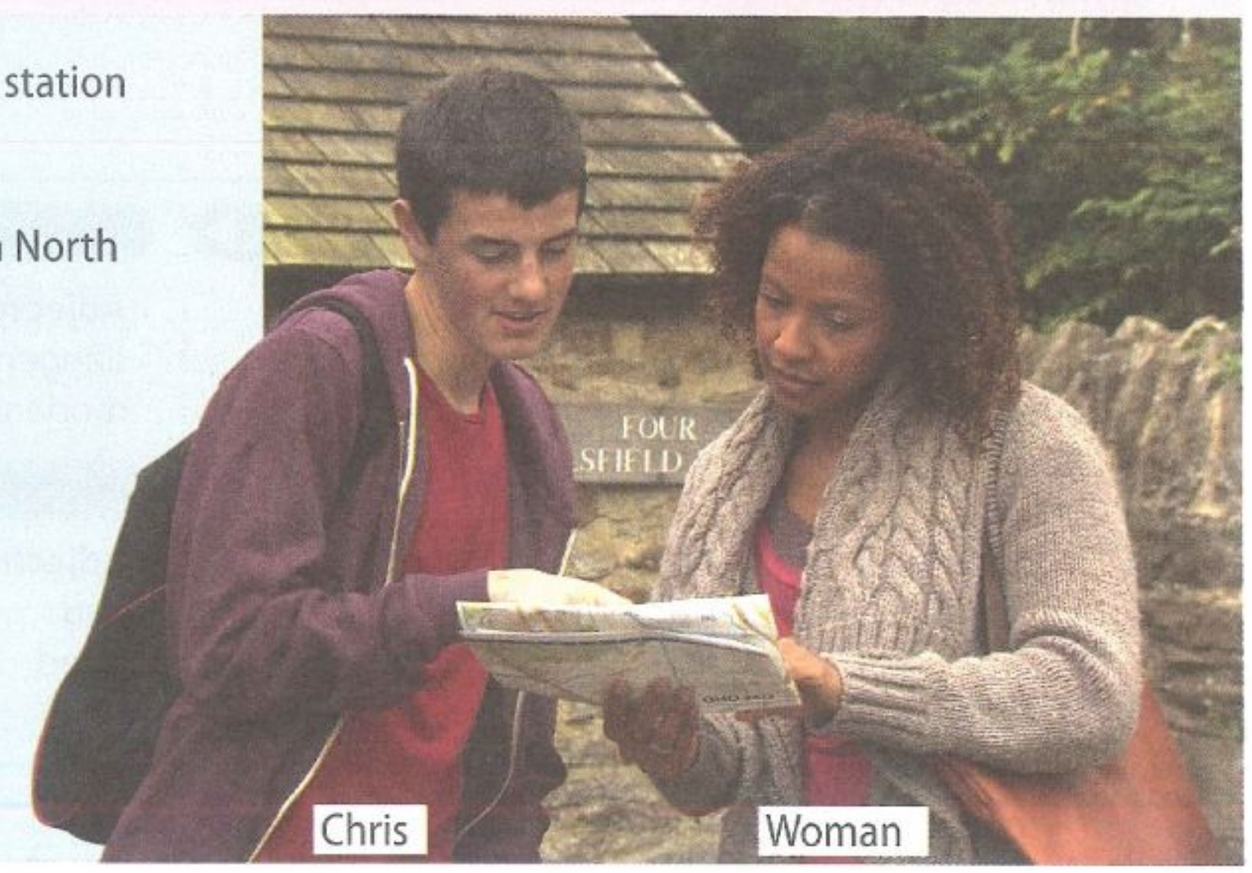
It's faster than a car, but slower than a plane. (a train)

1 SPEAKING • Asking and saying where places are

I can ask and say where places are.

THINK! **You are a tourist in a new town. Where do you look for information and directions?**

Woman Excuse me. [1] ..... the bus station here?
Chris Erm … have you got a map? Yes, look, we're here and [2] ..... is in North Street.
Woman Oh, OK. How far is it from here?
Chris It's about ten minutes on foot.
Woman Right, thanks. And are there [3] ..... around here?
Chris No, but there are some shops in the high street. That's [4] ..... by bus from here.
Woman That's great. Thanks for your help.
Chris You're welcome.



1 1.19 **Complete the dialogue with the phrases in the box. Then watch or listen and check. Are Chris and the woman from the same town?**

any shops the bus station
Are we near five minutes

2 1.19 **Watch or listen again. Then practise the dialogue in pairs.**

3 **Read the study strategy and follow the instructions.**

STUDY STRATEGY

Learning the key phrases

It's a good idea to practise the key phrases, so that you can remember them.

- Practise the key phrases with a partner.
- Close your book and try to write them. How many can you remember?

KEY PHRASES

Asking and saying where places are

A Excuse me. Are we near the … here?
B Yes, look, we're here.
A How far is it / the … from here?
B It's about … minutes on foot / by bus.
A Thanks for your help.
B You're welcome.

4 **Work in pairs. Practise mini-dialogues with *How far … ?* and places 1–4.**

1 the bus station
2 the market
3 the cinema
4 the next town

Excuse me. How far is the bus station from here?
It's about ten minutes on foot.
Thanks for your help.
You're welcome.

5 **USE IT!** **Work in pairs. Look at the situation and prepare a new dialogue. Use the dialogue in exercise 1 to help you.**

Student A

You are a tourist in your town or city. You want to go to the train station. You are outside your school. Ask Student B where the station is.

Student B

Tell Student A where the train station is.

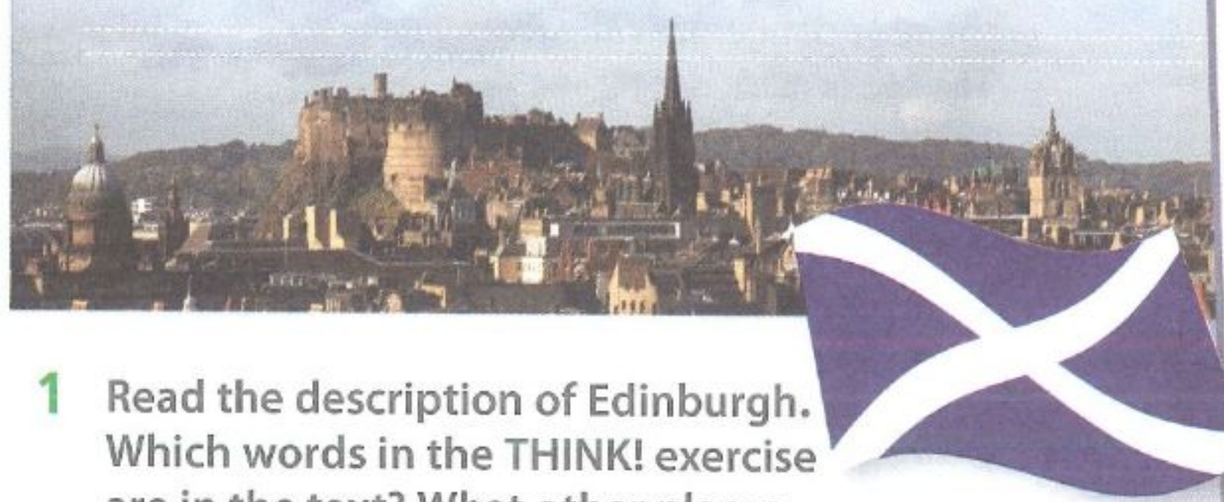
1 WRITING • A description of a town or city

I can write a description of a town or city.

THINK! Check the meaning of the words in the box. Which has your town or city got?

businesses offices a zoo a castle a beach an old part shops factories

My city: EDINBURGH



Edinburgh is a city in the south of Scotland. It's an old city and it's got a population of about 500,000. There are a lot of shops, businesses and monuments.

I like Edinburgh because it's an interesting place and the people are really friendly. The shops here are really good and there are a lot of cinemas. My favourite places are the castle and the zoo.

There are some quite nice places near Edinburgh. It's only a few kilometres from the sea and there's a very pretty beach in Portobello. There are also trains and buses to Glasgow and the north. I like Glasgow, but I think Edinburgh is more interesting.

1 **Read the description of Edinburgh. Which words in the THINK! exercise are in the text? What other places are mentioned?**

2 **Complete the key phrases with words from the text.**

KEY PHRASES

Describing a town or city

1 It's in the north / ..... / west / east / centre of ..... .
2 It's a / an ..... town / city.
3 It's got a population of about ..... .
4 My favourite places are ..... and ..... .
5 It's only ..... from ..... .

Language point: Position of adjectives

3 **Look at the phrases in blue in the text. Then choose the correct words.**

1 When an adjective and noun are together, the adjective is **before / after** the noun.
2 We use *really*, *very* and *quite* **before / after** the adjective.

4 **Order the words to make sentences.**

1 old / a lot of / there / are / buildings
2 friends / got / I've / nice / some
3 shop / expensive / quite / this / is
4 isn't / library / very / the / big
5 a / castle / old / really / it's

5 **USE IT! Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Write a description of a town or a city that you like for a website.

B THINK AND PLAN

1 Where is the town / city? How big is it?
2 Why do you like the town / city?
3 What are your favourite places?
4 Are there any nice places near the town / city?
5 What transport is there?

C WRITE

Paragraph 1: Location
... is a town / city in ...

Paragraph 2: Good things
I like ... because ...

Paragraph 3: Other places and transport
... is only ... from ...

D CHECK

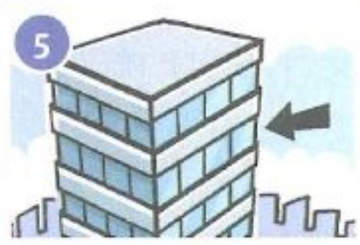
- *there's, there are*
- position of adjectives
- comparative forms

1 REVIEW

Vocabulary

1 Match the words in the box with pictures 1–9.

flat bridge cinema hotel restaurant
sports centre theatre train station street



2 Rewrite the sentences with the opposite adjectives.

1 The river in my town is **dirty**.
2 I live in a **noisy** part of the city.
3 The new library is a **pretty** building.
4 The old bridge isn't **dangerous**.
5 The people in the market are **unfriendly**.
6 My flat is in an **old** building.

Language focus

3 Complete the text about Max's city. Use *there's, there isn't, there are* or *there aren't*.

HOME ABOUT CONTACT ARCHIVE

14 JULY

I live in Leicester in England. It's a big city and [1]..... a lot of things to do here. In the city centre, [2]..... a square with a big clock, but [3]..... any famous monuments.

[4]..... two modern shopping centres: Highcross and Haymarket. [5]..... also three theatres and a twelve-screen cinema! [6]..... a market in the city centre from Monday to Saturday.

Near my house, [7]..... a great sports centre and a really good library. [8]..... any parks, but I've got a big garden! I love skateboarding, but [9]..... a skateboard park near my house. I also really like Japanese food, but [10]..... a Japanese restaurant in this part of town. ☹

4 Write questions and answers about Max's city. Use *Is there …?, Are there …? or How many …?*.

square
Is there a square? Yes, there is.

1 library
2 two shopping centres
3 three theatres
4 market
5 parks near Max's house
6 skateboard park

5 Write comparative sentences.

the sea / dangerous / the river
The sea is more dangerous than the river.

1 Tokyo / big / Paris
2 the French restaurant / expensive / the Italian restaurant
3 the new shopping centre / good / the market
4 the Lyceum Theatre / old / the Aldwych Theatre
5 the park / quiet / the zoo
6 the old bridge / pretty / the new bridge

Speaking

6 Complete the dialogue with the phrases in the box.

a map Excuse me You're welcome
is there on foot Thanks for
the train station We're here

Laura [1]..... Are we near [2].....?
Woman Yes, we are. Have you got [3].....?
Laura Yes, here it is.
Woman Right, look. [4]..... in Bridge Street and the train station is in Park Street.
Laura How far is it from here?
Woman It's about five minutes [5].....
Laura Great, thanks. One more thing: [6]..... a cafe around here?
Woman Yes, there's a cafe in Bank Street. It's two minutes on foot from here.
Laura That's great. [7]..... your help.
Woman [8].....

Listening

7 1.20 **Listen to a description of the city of York and write *true* or *false*.**

1 York is in the north-east of England.
2 There are a lot of old buildings.
3 The city centre is noisy.
4 York is a great city to visit by bus.
5 There are a lot of interesting museums in York.
6 It's three hours from London to York by train.

1 PUZZLES AND GAMES

1 Complete the puzzle with places in a town. What is the mystery word in grey?

1	M					T
2			U		R	
3	C			É		
4		I			A		Y
5	C			E		A
6		H		A		R	

2 GUESS THE SENTENCE. Follow the instructions.

- Think of a sentence about your town or city with *there's* or *there are*.
- One student goes to the board and writes the first letters of each word in a sentence, for example,
  T____ i_ a b__ s_____ c_____ i_ m_ c___
  (*There is a big shopping centre in my city.*)
- Take turns to guess the words.
- The winner is the first student to guess the whole sentence. He or she then goes to the board and writes his or her sentence.
- Repeat the game.

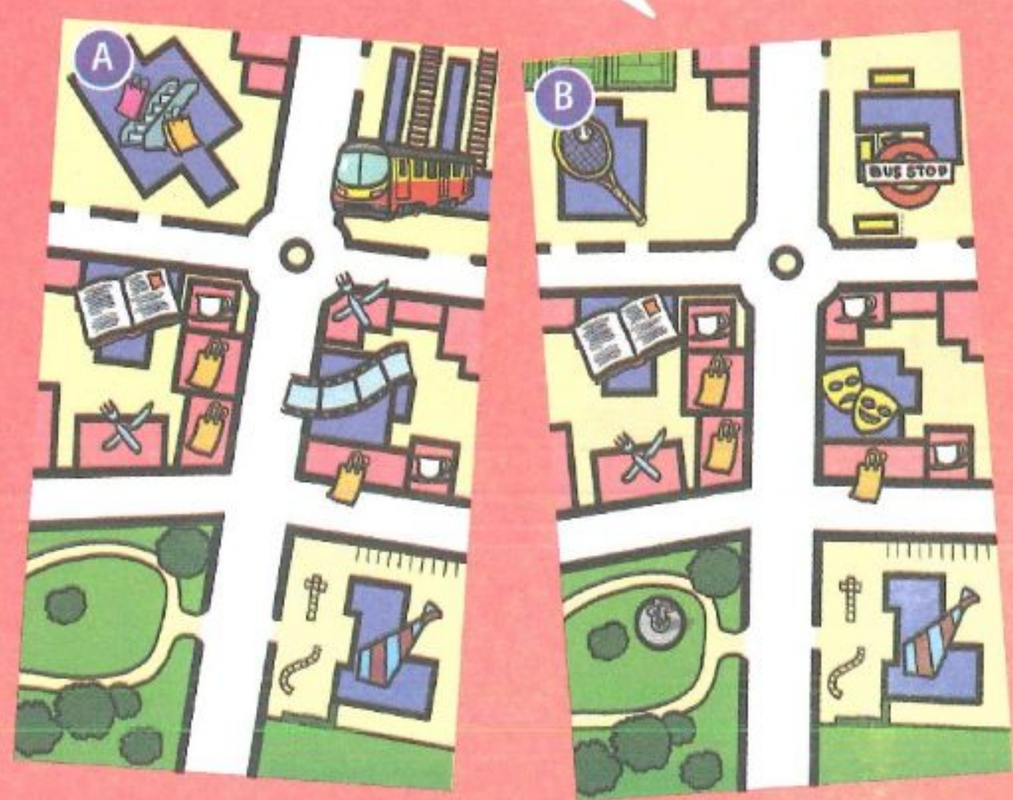
3 SPOT THE DIFFERENCE. Work in pairs. Student A looks at map A. Student B looks at map B. Ask and answer questions to find six differences.

Is there a ... on your map?

Yes, there is.

How many ... are there on your map?

There are ...



4 Find the adjectives in the puzzles.

1
e y i
d f r
n l

2
a
n l e
c

3
s o a
n g e
u d r

4
r e
o n
d m

5
g u
y l

6
e s x
v n i
e e p

5 COMPARATIVES BINGO. Work in groups of four. Follow the instructions.

- One person is the game leader.
- Choose six adjectives from the words in the box. Then write the comparative forms in the bingo table.
- The game leader says the comparative forms of the adjectives in the box.
- Listen and tick the comparatives you hear.
- The first person to tick all the words in their bingo table says 'Bingo!'.

friendly quiet clean pretty old
dangerous dirty ugly small big
bad exciting

older

Bingo!

2 Days

VOCABULARY • Daily routines

I can talk about my daily routine.

Extra listening and speaking p93
Curriculum extra p101
Culture p107
Project p112

THINK! What's your favourite day? Why?

1 1.21 Complete the table with the verbs in blue in the *Days and Nights* quiz. Then listen and check.

2 Read the *Days and Nights* quiz. Are the sentences *true* or *false*? Compare your answers with a partner using the key phrases.

1 Start / finish the day	2 Eat	3 Travel	4 Free time	5 Work and study
get up				

KEY PHRASES

Comparing answers

What have you got for number 1?
I think it's true / false.
What about you?
What do you think?

3 1.22 Watch or listen. Which verbs in exercise 1 do the people mention?

4 1.22 Check the meaning of the words in the box. Then watch or listen again and complete the sentences.

sometimes never always
usually often normally

1 My work ..... starts early.
2 I ..... have breakfast.
3 I'm ..... late for school.
4 The children ..... go to bed at about 9.
5 I ..... go to bed before 11.
6 I ..... watch TV or play video games.

DAYS AND NIGHTS QUIZ

True or false?

GOOD MORNING

1 When you **brush your teeth** and **wash your face** you use six litres of water every minute.

2 People who **have breakfast** are happier and **study** better.

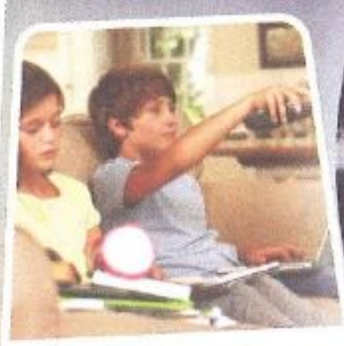
3 In the USA, most children **go to school** by bus.

GOOD AFTERNOON

4 A lot of students in Japan **have classes** on Saturday and Sunday morning.

5 British students usually **have lunch** at home between 12 p.m. and 1 p.m.

6 More than 50% of students in the USA **watch TV** when they **do their homework**.



My Daily Routine

1 I get up at 7.30 a.m.

2 I have a big breakfast.

3 I do my homework in the morning.

4 I go to school by bike or on foot.

5 I watch TV after school.

6 I'm on the sofa all day.

7 I help with the housework.

8 I chat online after dinner.

9 I'm in bed before 10 p.m.

Language point: Adverbs of frequency

5 Complete the chart with the words in the box in exercise 5. Then choose the correct words in rules 1–2.

0%			3	100%
never	1	2	usually	4 .....

RULES

Adverbs of frequency come …

1 before / after the verb *be*.
2 before / after other verbs.

6 Read sentences 1–9 in *My Daily Routine*. Then rewrite the sentences with an adverb of frequency so that they are true for you.

I usually get up at 7.30 a.m.

7 **USE IT!** Write four true and two false sentences about your routine. Then work in pairs and listen to your partner's sentences. Say if you think they are true or false.

I always get up at 5.30 a.m. — *I think it's false.* — *Yes, it is. / No, it's true!*

Finished?

Imagine that you are your favourite celebrity. Write sentences about your daily routine.

GOOD EVENING

7 75% of American parents say that their children **help with the housework.**

8 Most British people **have dinner** between 6 p.m. and 7 p.m.

9 To **relax** when they **get home**, more adults than teenagers **play video games.**

GOODNIGHT

10 77% of British people **chat online** every day.

11 People in Australia **start work** when people in London **go to bed**. 10 p.m. in London = 9 a.m. in Sydney.

12 Small babies usually **sleep** 20 hours a day.

2 READING • A busy day

I can understand the general idea of a text.

THINK! Have you got a big family? How many people live in your house?

The Radfords with sixteen of their children.

Sue and Noel Radford have got seventeen sons and daughters and they've also got two granddaughters. It's a big family, and they're very organized. Every schoolday, the children get up early and have breakfast at 6.45 a.m.

Noel gets up at 4.45 a.m., has breakfast and goes to work in his bakery. When he has a break, he doesn't relax – he comes home and takes the children to school in the family's minibus.

Sue works at home. Her older daughter studies, but sometimes helps with the housework. The younger children don't help. In their free time, they play video games or watch TV with their brothers and sisters. Sue doesn't watch TV a lot. The Radfords don't usually go to restaurants or to the cinema because it's expensive.

The young children normally go to bed at 7 p.m., the older ones at 8 p.m. or 9 p.m. and their parents go to bed just before 10 p.m.

Why have the Radfords got this enormous family? Because they love children! Life in the Radfords' house is sometimes difficult and it's often noisy, but it's usually fun!

1 Look at the photo. Choose and write a title a–c for the text. Then read the text and check your idea.

a Big family, big problems
b An easy life for the Radfords
c Happy house

2 1.23 Read and listen to the text again and choose the correct words.

1 Noel **has breakfast / doesn't have breakfast** with his family.
2 Noel **helps / doesn't help** his wife.
3 The younger children **help / don't help** their older sister.
4 They have dinner **at a restaurant / at home.**
5 The parents **often / always** go to bed after the older children go to bed.

3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 24 in the Workbook.

4 **USE IT!** Work in pairs. Talk about the Radfords and your daily routines. What are the differences?

2 LANGUAGE FOCUS • Present simple: affirmative and negative

I can use the present simple to talk about facts and routines.

Present simple: affirmative

1 Compare the sentences. Then match a–d with spelling rules 1–4.

a I **study** a lot. / Her older daughter **studies**.
b We **have** breakfast at 7.30 a.m. / He **has** breakfast.
c My brother and I **go** to school. / He **goes** to work.
d I **get up** at 7 a.m. / Noel **gets up** at 4.45 a.m.

RULES

We use the present simple when we talk about facts and routines. The *he*, *she* and *it* forms end with *-s*:

1 Add *-s* to most verbs: *play* → *plays*.
2 Add *-es* when a verb ends with *-o*, *-sh*, *-ch* or *-x*.
3 Minus *-y* and add *-ies* when a verb ends with a consonant + *y*.
4 The third person of *have* is *has*.

2 Choose the correct verbs.

1 You **go** / **goes** to bed at 9.30 p.m.
2 My parents **relaxes** / **relax** in the evening.
3 My teacher **speaks** / **speak** four languages.
4 Our English class **finish** / **finishes** at 3 p.m.
5 I **has** / **have** lunch at home.
6 My sister **studies** / **study** at the weekend.

3 1.24 **PRONUNCIATION: Third person -s**

Listen to the third person form of the verbs and repeat. Which verbs end with an /ɪz/ sound?

1 relaxes

Present simple: negative

4 Complete the examples from the text on page 24. Then choose the correct words in rules 1–3.

1 When he has a break, he ..... .
2 The younger children ..... .
3 Sue ..... TV a lot.
4 The Radfords ..... usually ..... to restaurants.

RULES

1 We use ***don't*** / ***doesn't*** after *he*, *she* and *it* to make negative sentences.
2 We use ***don't*** / ***doesn't*** after *I*, *you*, we and *they* to make negative sentences.
3 In negative sentences the main verb **sometimes** / **never** ends with an *-s*.

5 Complete the sentences with the verbs in brackets.

I ***don't play*** football. (not play)

1 My dad ..... to work by car. (not go)
2 My parents ..... on Saturdays. (not work)
3 I ..... cooking. (not like)
4 We ..... early on Saturdays. (not get up)
5 My sister ..... video games. (not play)
6 You ..... TV a lot. (not watch)

6 Look at the information in the table. Write affirmative and negative sentences about the people.

Tom and Mina wash the dishes.
Vicky doesn't wash the car.

	Tom	Vicky	Mina
wash the dishes	✓	✗	✓
wash the car	✓	✗	✓
sit on the sofa a lot	✓	✓	✗
make breakfast	✗	✗	✓
watch TV a lot	✗	✓	✗

7 USE IT! **Work in pairs. What does each person in your family do at home? Tell your partner. Use verbs from pages 22–23 and exercise 6 with adverbs of frequency.**

My brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

Finished?

Write five true sentences about your partner.

2 VOCABULARY AND LISTENING • Special days

I can understand the main ideas in an interview about a celebration.

THINK! What are the most important celebrations in your country?

HAPPY DAYS!

When it's a special day and you want to *celebrate*, **what do you do?**

Do you ever … ?

1 ..... songs, ... music or .....
2 ..... or ..... crazy clothes or costumes
3 ..... presents to people
4 ..... with your family or friends
5 ..... people or ..... people to your house
6 ..... a special family meal

1 Complete the questionnaire with the words in the box.

sing dance play ~~celebrate~~ wear have give visit go out invite make

2 Read the study strategy. Then look at exercise 3. What is the radio programme about? What topics or words do you need to listen for?

STUDY STRATEGY

Preparing to listen

Always read the listening questions carefully before listening, so you know what you need to listen for. Look at the title of the text and the photos to help you predict what you will hear.

3 1.25 Read the introduction to the radio programme. Then listen. In what order do they mention the objects in the photos?

4 1.25 Listen again and answer the questions.

1 What presents do people give at New Year?
2 What do people do before New Year?
3 Do people eat fish?
4 Who does the grandmother invite?
5 Does the lion stop at all the restaurants?

5 **USE IT!** Work in pairs. Ask and answer the questions in the *Happy Days!* questionnaire in exercise 1. Use adverbs of frequency in your answers.

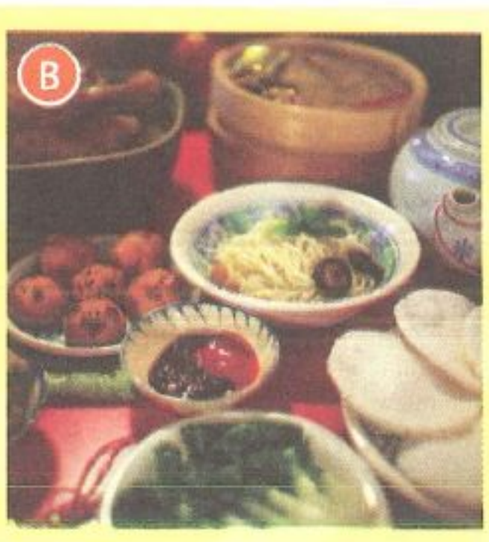
Do you ever sing songs?

Yes, sometimes. / No, not usually. / No, never!

London life

Chinese New Year

Radio presenter Zoe Muller talks to people about Chinese New Year celebrations in London.



2 LANGUAGE FOCUS • Present simple: questions

I can ask and answer questions about routines and free time.

1 **Match questions 1–5 with answers a–e. Then choose the correct words in rules 1–4.**

1 What presents **do you prefer**?
2 Where **do you eat**?
3 Who **does she invite**?
4 **Does the lion stop** at all of the restaurants?
5 **Do you like** fireworks?

a No, I **don't**.
b I prefer money.
c At my grandmother's house.
d Yes, it **does**.
e All the family.

RULES

1 We use ***do* and *does* / *are* and *is*** when we make present simple questions with regular verbs.
2 We **add / don't add** *-s* to the *he*, *she* and *it* forms of regular verbs in questions.
3 We put question words (*Where*, *What*, *Who*, *When*, etc.) at the **beginning / end** of the question.
4 We use forms of ***be* / *do*** in short answers.

2 **Choose the correct words.**

1 **Do / Does** you get up at 6 a.m.?
2 Who **are / do** you see at the weekend?
3 **Does / Do** your dad watch TV in the evening?
4 What do you **has / have** for breakfast on weekdays?
5 Where **is / does** your family go in the holidays?

3 **Work in pairs. Have a question competition. Write questions with words from the grid. How many questions can you make in five minutes?**

CELEBRATE	GO TO BED	LIVE
LIKE	YOU	DO
WHERE	YOUR PARENTS	HELP AT HOME
YOUR BEST FRIEND	WHEN	YOUR TEACHER
DOES	COOKING	HOW OFTEN

4 **Work in pairs. Ask and answer five of your questions in exercise 3.**

5 **Look at exercise 2. Complete the key phrases. Add more words to the lists.**

KEY PHRASES

Time expressions

1 ..... the holidays / the summer / the evening / …
2 ..... 6 a.m. / 2.30 p.m. / …
3 ..... weekdays / Monday / Tuesday …
4 ..... the weekend, New Year …

6 **USE IT! Work in pairs. Complete questions 1–7 with time expressions from the key phrases. Ask and answer the questions.**

1 What … do … ?
2 Who … go out with … ?
3 What time … get up / go to bed … ?
4 What TV programmes … your dad watch … ?
5 When … do your homework … ?
6 How … your mum relax … ?
7 Where … go … ?

What do you do at the weekend?

I usually visit friends and watch TV.

Finished?

Write six questions for an interview with your favourite celebrity. Then act out your interview with a partner.

2 SPEAKING • Making plans and suggestions

I can make plans and suggestions.

THINK! **What do you usually do with your friends at the weekend?**

Daisy Hi. It's International Day at the school on Saturday.
Gareth Oh yes. What's on?
Daisy A lot of things – look.
Gareth Mmm. What do you want to do?
Daisy Well, I'm not really interested in the [1] .....
Gareth No? I like the sound of the [2] ..... in the afternoon.
Daisy Right, and what about the [3] .....?
Gareth Yes, OK. Let's go to the [4] ..... and the concert. Then we can go to the [5] ..... in the evening.
Daisy OK. Great.

1 Look at the programme for *Special Days at Highfield School*. Check any new words. Which activities interest you? Which don't interest you?

2 1.26 Watch or listen and complete the dialogue. What do Daisy and Gareth decide to do?

3 1.26 Watch or listen again. Then practise the dialogue.

4 **Study the key phrases. Then complete the mini-dialogue. Use ideas from the Family Fun Day programme in exercise 1.**

A It's Family Fun Day at the school on Saturday. What do you .....?
B I like the ..... of the .....
A Right, and what about the .....?
B OK. Let's go to the ..... and the .....

KEY PHRASES

Making plans and suggestions

What's on?
What do you want to do / see?
I'm not really interested in (the) ... .
I like the sound of (the) ... .
What about (the) ... ?
Let's go to (the) ... .

5 **Work in pairs. Practise your mini-dialogue in exercise 4.**

6 **USE IT!** **Work in pairs. Look at the cinema programme. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the key phrases.**

2 WRITING • A special day

I can write a description of a celebration or special day.

THINK! What is your favourite special day or celebration?

The Notting Hill Carnival

By Tamsin Lucas

Every year in London there's a big celebration called the Notting Hill Carnival. The carnival is in August and the people in it celebrate Caribbean culture.

In the carnival there are big parades in the street and there's Caribbean food. People make costumes for the parades. They also play music and dance in the streets. It's noisy, but it's also friendly.

I don't usually wear a costume, but I always watch the parades. I also dance because I really like Caribbean music – it's a lot of fun.

1 Check the meaning of the words in the box. Then describe the photo using the words.

celebration parade costume

2 Read the description. Where and when is the carnival? What do people do?

3 Look at the text and complete the key phrases.

KEY PHRASES

Talking about a celebration

1 There's a celebration called .....
2 People celebrate .....
3 There are ..... in the street.
4 It's a lot of .....

Language point: *also*

4 Look at the words in blue in the text. How do you say *also* in your language? Then choose the correct words.

1 We buy presents. **We have also** / **We also have** a family meal.
2 There are fireworks. **There's also** / **There also is** a concert.
3 I like school, but **I also like** / **I like also** the holidays.
4 My birthday is in April. My sister's birthday **also is** / **is also** in April.

5 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a description of a celebration or special day in your town or country for a website.

B THINK AND PLAN

1 What's the celebration?
2 When is it?
3 What do people do?
4 What do you usually do?
5 What do you like or dislike about the celebration?

C WRITE

Paragraph 1: General information
Every ... there's a celebration called ... in ...

Paragraph 2: What do people do?
In the carnival ...

Paragraph 3: What do you do?
I usually / don't usually ...

D CHECK

- present simple
- position of *also*
- position of adverbs of frequency

2 REVIEW

Vocabulary

1 Match verbs 1–7 with words and phrases a–g.

1 wash	a classes
2 get	b home
3 go	c to bed
4 have	d online
5 help	e my face
6 play	f video games
7 chat	g with the housework

2 Complete the phrases.

1 h..... a special meal
2 c..... Independence Day
3 p..... music
4 w..... crazy clothes
5 v..... family and friends
6 g..... presents
7 g..... in the street
8 w..... fireworks
9 i..... people to your house
10 m..... costumes

Language focus

3 Correct the sentences. Use the negative form of the present simple. Then write affirmative sentences using the words in brackets.

I get up at 6.30 a.m. at the weekend. ✗ (on weekdays)
I don't get up at 6.30 a.m. at the weekend. I get up at 6.30 a.m. on weekdays.

1 Lewis goes to school by bus. ✗ (on foot)
2 We have dinner at 7 p.m. ✗ (8 p.m.)
3 Louisa studies Spanish. ✗ (French)
4 My mum works in a school. ✗ (a library)
5 They help with the housework every day. ✗ (at the weekend)
6 Isaac does his homework on the bus. ✗ (at home)

4 Complete the questions with the verbs in the brackets. Then answer the questions about you.

1 ..... you ..... to school by car? (go)
2 ..... your best friend ..... breakfast at 7 a.m. every day? (have)
3 ..... you ..... early on weekdays? (get up)
4 ..... your dad ..... in an office? (work)
5 ..... you and your friends ..... video games in your free time? (play)
6 ..... your family ..... presents on special days? (give)

5 Complete the questions with the words in the box and *do or does*. Then choose the correct answers a–e.

What time How often When
Where What

1 ..... Americans celebrate Independence Day?
2 ..... Haluk live?
3 ..... you go to the cinema?
4 ..... you have for breakfast?
5 ..... your family have dinner?

a At 7 p.m. every day.
b Sometimes.
c Bread.
d In Ankara.
e On 4th July.

Speaking

6 Match suggestions 1–4 with responses a–d.

1 What's on at the cinema?
2 What do you want to do?
3 What about the shopping centre?
4 Let's go to the park.

a I don't know. I'm not really interested in the parade.
b OK. Let's go to the shopping centre.
c I don't know. Let's have a look at the programme.
d OK.

Listening

7 1.27 **Listen and complete the text.**

Today is Thanksgiving Day. Americans [1]..... this special day on the fourth [2]..... of November every year. It's a very exciting day. There's a huge parade in the streets in New York City. More than three million people go out in the streets and watch the parade. More than fifty million Americans [3]..... it on TV. Bands play [4]..... and people dance and [5]..... It's great fun, but it's very [6].....!

I always watch the parade on TV with my family and then we have a special [7]..... .
We also have [8]..... in our garden.

2 PUZZLES AND GAMES

1 **Look at the code and write the sentences.**

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

R ZODZBH SZEV YIVZPUZHG.
I always have breakfast.

1 R TVG FK ZG HRC.

.....

2 R HLNVGRNVH TL GL HXSLLO LM ULLG.

.....

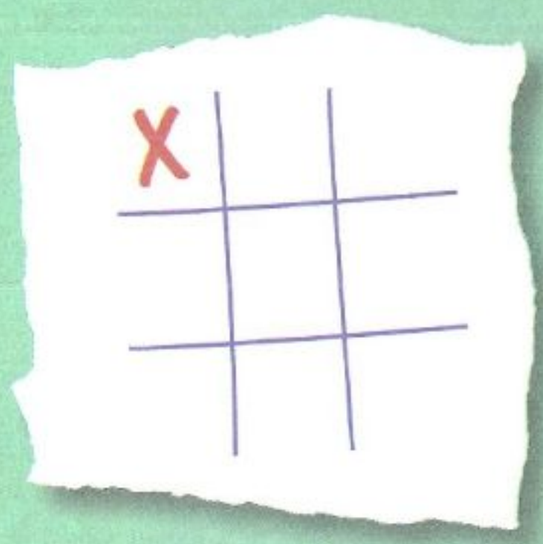
3 NB NFN WLVHMG DZGXS GE.

.....

4 DV IVOZC ZUGVI WRMMVI.

.....

2 **SENTENCE NOUGHTS AND CROSSES. Work in pairs. One of you is a nought (0) and the other is a cross (X). Take turns to say sentences about your partner. Use the present simple affirmative or negative. If your sentence is true, write a 0 or X in the table.**



You don't play video games.

Yes, that's true.

3 **THE LONGEST SENTENCE. Work in two teams. Each student says a word to make a team sentence. Use the adverbs of frequency in the box. Which team can make the longest sentence?**

never sometimes often
usually always

I *sometimes* *go* *to*

4 **Find eight verbs about celebrations in the grid. Each verb is in a different colour. Then match the verbs to pictures 1–8.**

W	V	P	M	G	E	I	H	A	I
V	A	S	A	L	K	D	E	V	E
C	I	A	R	E	P	C	O	T	R
C	A	R	A	Y	A	S	E	Z	S
Y	T	M	N	L	P	C	E	E	L
B	O	E	F	C	U	A	T	U	C
S	S	H	M	M	I	E	I	A	R
L	E	E	S	I	L	A	N	M	T
T	E	E	A	S	Y	S	C	L	E

wear crazy clothes

.....

.....

5 **TRUE OR FALSE GAME. Work in pairs. Take turns to ask and answer questions. Follow the instructions.**

- Student A: Write five present simple questions for Student B to answer. Use the words in the box to help you. Ask Student B your questions.
- Student B: Answer Student A's questions. Give a true answer to four questions and a false answer to one.
- Student A: Say which answer you think is false.

Where What Who When How
do like work speak help
play eat live

Where do you live?

I live in Ankara.

3 Wild life

VOCABULARY • Animals

I can talk about animals.

Extra listening and speaking p94
Curriculum extra p102
Song p117

THINK! How many animals can you name in thirty seconds?

1 1.28 Look at the photos and watch or listen to three conversations. Which animal is correct for each conversation?

a fish

a wolf

an elephant

a frog

a dog

a camel

2 1.28 Watch or listen again and complete the key phrases.

KEY PHRASES

Identifying things

1 What do you think ..... ?
2 ..... no idea.
3 It looks like a / an ..... .
4 It sounds like a / an ..... .
5 Maybe it's a / an ..... ?

3 1.29 **PRONUNCIATION: Sentence stress**
Look at the questions and sentences. Listen and repeat. Underline the stressed words.

1 What do you think it is?
2 It looks like a camel.
3 It sounds like a cat.
4 Is it a dog?
5 Maybe it's a giraffe.

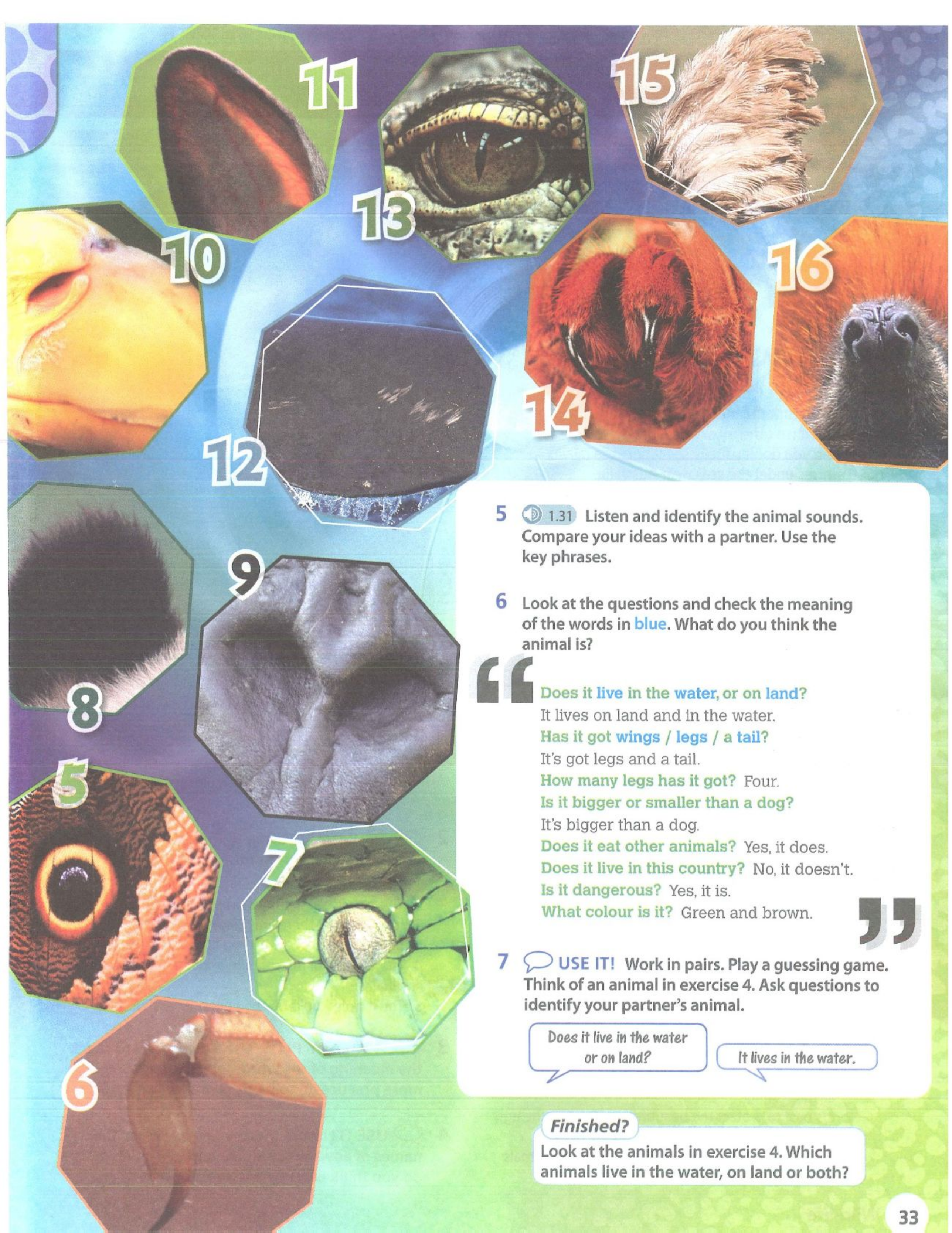
4 1.30 **Play the *Creature Close-ups* game. Follow the instructions. Then listen and check.**

camel ostrich butterfly frog panda bear
snake bat spider eagle scorpion gorilla
giraffe cat whale rat crocodile octopus fish
elephant rabbit

Creature Close-ups

How many animals can you name?

- Work in teams.
- Take turns to identify the animals. Use animal names in the box in exercise 4.
- Use the key phrases.



5 1.31 **Listen and identify the animal sounds. Compare your ideas with a partner. Use the key phrases.**

6 **Look at the questions and check the meaning of the words in blue. What do you think the animal is?**

Does it live in the water, or on land?
It lives on land and in the water.
Has it got wings / legs / a tail?
It's got legs and a tail.
How many legs has it got? Four.
Is it bigger or smaller than a dog?
It's bigger than a dog.
Does it eat other animals? Yes, it does.
Does it live in this country? No, it doesn't.
Is it dangerous? Yes, it is.
What colour is it? Green and brown.

7 **USE IT!** **Work in pairs. Play a guessing game. Think of an animal in exercise 4. Ask questions to identify your partner's animal.**

Does it live in the water or on land?

It lives in the water.

Finished?

Look at the animals in exercise 4. Which animals live in the water, on land or both?

3 READING • The ugliest animals?

I can read for specific infrormation.

THINK! Look at the animals in the box. Which animals do you think are ugly?

eagle gorilla frog spider bat crocodile

BLOBFISH

we love you!

The blobfish isn't the most beautiful fish on the planet and it isn't the most common. It's a dull colour and you don't usually see it because it lives 1,000 metres under the seas near Australia.

But now the blobfish is famous because people say that it's the ugliest animal in the world. There are photos and articles about it in magazines and on the internet. This is really good for the blobfish and for other 'ugly' animals. But why?

Every year, thousands of species of animals become extinct. We often see information about the most interesting, the most beautiful and the most colourful, such as whales, butterflies or pandas. But some of the ugliest animals are also some of the rarest, and they also need our help.

On lists of the world's 'ugliest' animals, the blobfish is often number one, but there are other fantastic creatures on the lists. For example, the monkey with the biggest nose (the proboscis monkey) and the frog with the weirdest face (the purple frog).

Are they really ugly? No, they're interesting and rare. The best idea is to protect all animals.

1 Check the meaning of the words in blue in sentences 1–3. Then read the text. Which sentences does the writer agree with?

1 It's important to protect all animals because they are all interesting.
2 It's best to protect the beautiful species, not the ugly ones.
3 A lot of species become extinct every year. Animals in danger need our help.

2 1.32 **Read and listen to the text again and write *true* or *false*.**

1 The blobfish is quite rare.
2 The blobfish sometimes lives in rivers.
3 It's good that there are photos and articles about the blobfish.
4 There's a lot of information about pandas, but not whales.
5 The purple frog is on the ugliest animals list.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 32 in the Workbook.

4 USE IT! Work in pairs. Do you know the names of any animals in danger? Which animals do you think are ugly and beautiful?

3 LANGUAGE FOCUS • Superlative adjectives

I can use superlative adjectives to talk about my country.

1 **Can you remember the rules about comparative adjectives on page 17? Look at words 1–5. Then complete the rule about comparative adjectives.**

1 weird → weirder
2 colourful → more colourful
3 rare → rarer
4 ugly → uglier
5 big → bigger

RULE

We form regular comparative adjectives with ..... and .....

2 **Find the superlative forms of adjectives 1–5 in the text on page 34. Then complete the rule.**

1 weird → ..... (short)
2 colourful → ..... (long)
3 rare → ..... (ending in -*e*)
4 ugly → ..... (ending in -*y*)
5 big → ..... (double consonant)
6 good → ..... the best (irregular)
7 bad → ..... the worst (irregular)
8 far → ..... the furthest (irregular)

RULE

We form regular superlative adjectives with *the* + ... and *the* + ...

3 **Complete the text using the superlative form of the adjectives in brackets.**

When is the best time to visit?
The [1] ..... (hot) month is July and the [2] ..... (cold) month is January. The [3] ..... (nice) month here is September.

Are there any mountains?
Yes, there are. The [4] ..... (high) mountains are the Rockies.

Where are the [5] ..... (good) places to go?
The [6] ..... (beautiful) area of Canada is Jasper National Park.

What animals can I see?
Some of the [7] ..... (interesting) animals in the park are bears and caribou.

STUDY STRATEGY

Improving your grammar

Inventing example sentences is a good way to remember grammar rules and improve your grammar.

4 **Read the study strategy. Then write five example sentences with your ideas. Use the adjectives and the topics in the boxes. Compare your examples with a partner.**

good bad boring pretty nice horrible

film star animal team friend place food

The best football team is Arsenal.
The most horrible animals are spiders.

5 **Read the information in exercise 3 again. Write questions with superlative adjectives for answers 1–6.**

1 July
2 January
3 September
4 the Rockies
5 Jasper National Park
6 bears and caribou

6 **USE IT! Work in groups. Think about your country. Ask and answer the questions in exercise 5. Make a note of your answers. Tell another group your answers.**

We think that the hottest month is August ...

Finished?

Write sentences about your country with your information in exercise 6.

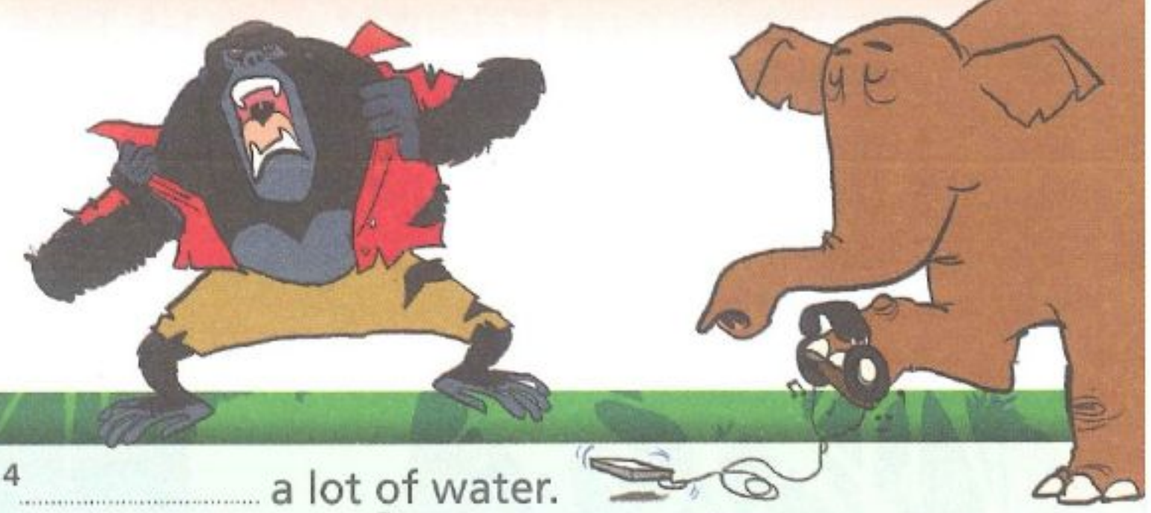
3 VOCABULARY AND LISTENING • Amazing animals

I can understand a podcast about animal skills.

THINK! Name three fast-running animals.

Animal Skills Quiz

Some animals are fast, some are big and strong. Some are intelligent, some are dangerous. What do you know about animals and their skills?



1 Can elephants [1] ..... with their ears and their feet?
a) Yes, they can.
b) No, they can't.
c) Some can and some can't.

2 How big can a gorilla [2] .....?
a) 150 kilos
b) 200 kilos
c) 250 kilos

3 Some scorpions are dangerous. Can a scorpion [3] ..... a human?
a) Yes, it can.
b) No, it can't.
c) Some can and some can't.

4 Camels don't [4] ..... a lot of water. How many months can a camel [5] ..... without water?
a) Three months
b) Six months
c) Nine months

5 How far can an eagle [6] .....? It can [7] ..... a small animal from a distance of:
a) 500 metres.
b) one kilometre.
c) more than one kilometre.

6 Ostriches can't [8] ....., but how fast can they [9] .....?
a) Six kilometres an hour
b) Sixteen kilometres an hour
c) Sixty-five kilometres an hour

1 1.33 **Check the meaning of the verbs in the box. Look at the quiz and complete the questions with eight of the verbs. Listen and check your answers.**

swim drink hear communicate
fly jump survive kill climb
grow move run see (×2)

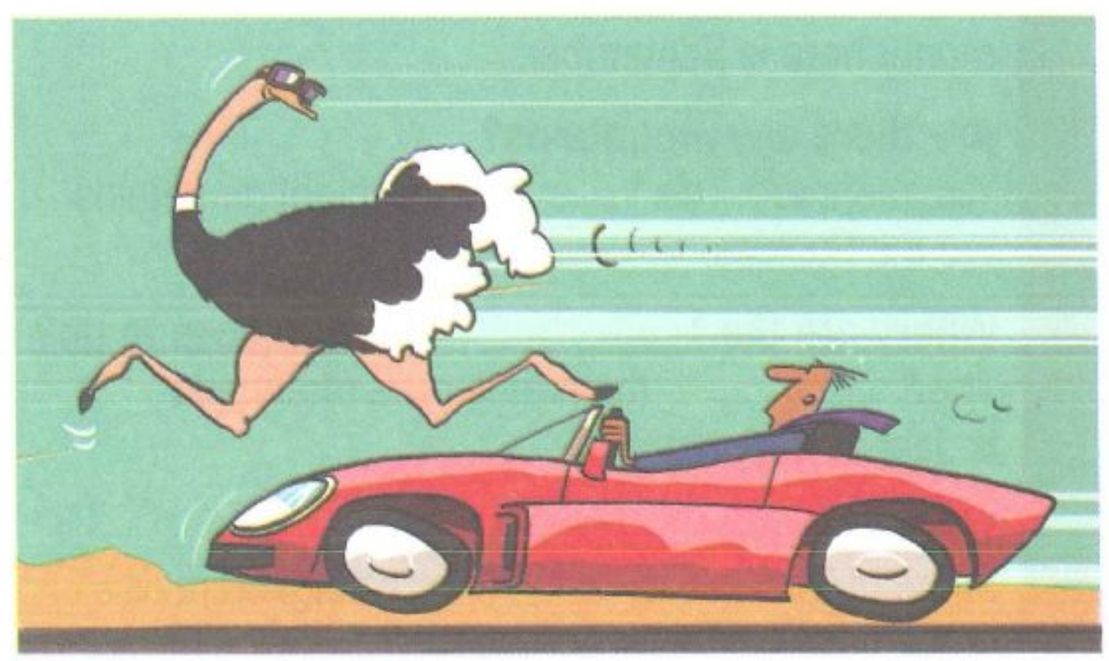
2 **Work in pairs. Answer questions 1–6 in the quiz.**

3 1.34 **Listen to a podcast about the animals in the quiz and check your answers. How many correct answers have you got?**

4 1.34 **Listen again. What two extra pieces of information do you hear? Choose from a–d.**
a Scorpions are intelligent.
b Some of the smallest scorpions are the most dangerous.
c Ostriches are the heaviest, fastest, tallest birds.
d Some monkeys can speak.

5 **USE IT! Work in pairs. Ask and answer the questions about the animals in unit 3. Who can answer the most questions?**
1 Which animal moves very quickly?
2 Which animal doesn't run, fly or swim?
3 Which animal jumps and swims?
4 Which animal doesn't grow bigger than this book?
5 Which animal doesn't drink a lot of water?
6 Which animal climbs better than a gorilla?

Finished?
Look again at exercise 5 and write more questions using the verbs in exercise 1 and the animals in unit 3.



3 LANGUAGE FOCUS • *can* for ability • Questions with *How* … ?

I can talk about abilities.

can for ability

1 **Complete the examples from the quiz on page 36. Then choose the correct answers in rules 1–4.**

An eagle [1] ..... see a small animal ….
Ostriches [2] ..... fly.
[3] ..... a scorpion kill a human? Yes, it [4] ..... / No, it [5] ..... .
[6] ..... elephants hear with their ears and their feet? Yes, they [7] ..... / No, they [8] ..... .

RULES

1 We use ***can*** / ***can't*** in affirmative sentences.
2 We use ***can*** / ***can't*** in negative sentences.
3 We use ***do*** **and** ***does*** / ***can*** **and** ***can't*** in questions and short answers.
4 The *he* / *she* / *it* forms of *can* are **different** / **the same.**

2 **Complete the dialogue with *can* and *can't*.**

Parrot I'm very intelligent. I [1] *can* speak five languages.
Snake [2] ..... you speak human languages?
Parrot Yes, I [3] ..... Can you speak many languages?
Snake No, I [4] ....., but I [5] ..... eat animals which are bigger than me.
Parrot Oh!

3 **Write about your abilities. Use the ideas in the box. Then ask and answer questions with a partner.**

swim 25 metres dance salsa sing a song
name 10 animals in English cook a meal
run backwards with your eyes closed
eat 4 hot dogs play a musical instrument

I can't swim 25 metres.

Can you swim 25 metres?

No, I can't.

Questions with *How* … ?

4 **Look at the examples of questions with *How* … ?. How do you ask these questions in your language?**

How **far** can an eagle see?
How **big** can a gorilla grow?

5 1.35 **Complete the quiz questions with the words in the box. Then listen and check.**

far long tall ~~heavy~~ fast many

… is a new baby?
How heavy is a new baby?

1 … can the fastest person run?
2 … countries are there in the world?
3 … is an adult giraffe?
4 … is an adult crocodile?
5 … is the North Pole from the South Pole?

6 **Look at the key phrases. Answer the questions in exercise 5 with the answers in the box. Use the key phrases. Then compare your answers with a partner.**

KEY PHRASES

Estimating

A new baby is usually **between** 2.5 and 4.5 kilos.
Gorillas can grow to **around** 250 kilos.
Camels can survive **about** six months without water.

~~2.5 and 4.5 kilos~~ 44 kilometres an hour
5 and 6 metres 4 metres 196
20,014 kilometres

I think that a new baby is between 2.5 and 4.5 kilos.

7 USE IT! **Ask and answer questions with *How* … ?. Find people in the class with the same answers as you.**

How far … ? How tall … ?
How fast … ? How many … ?

How far can you swim?

I can swim about 100 metres.

Finished?

Invent more questions for the quiz in exercise 5.

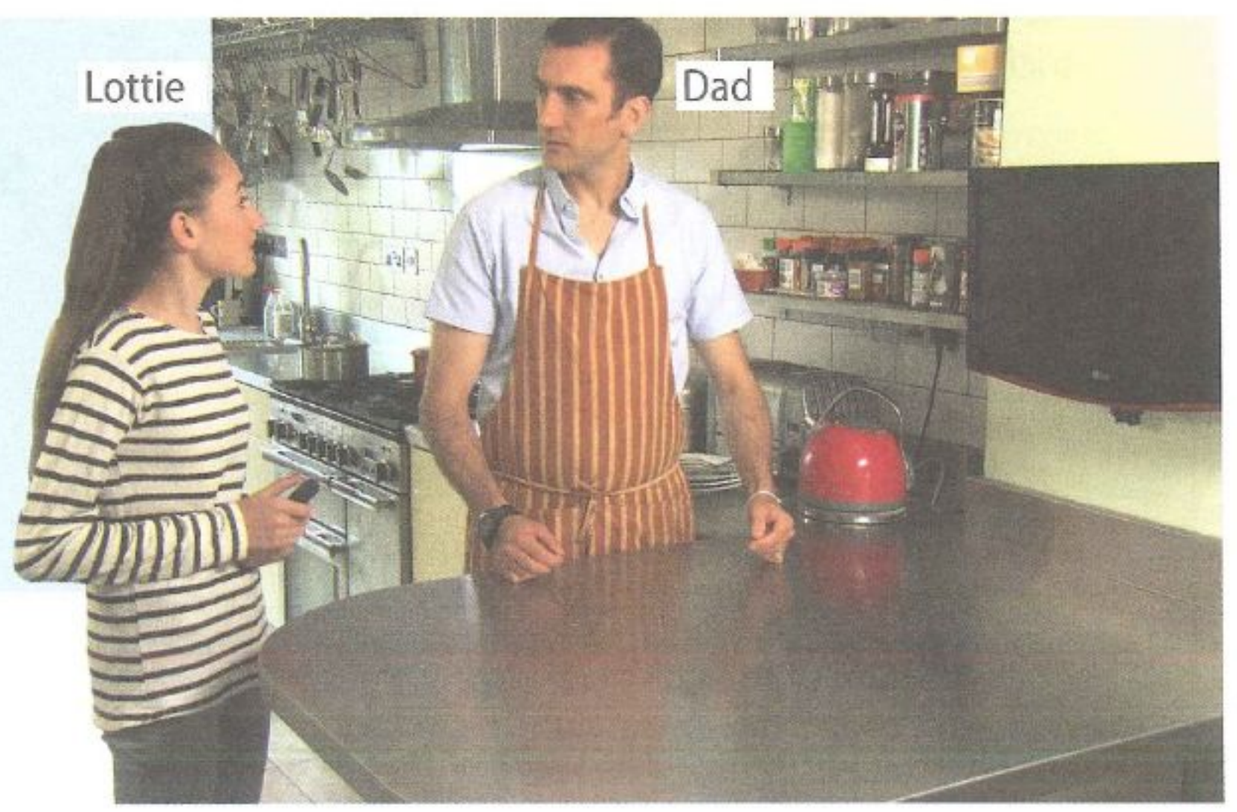
3 SPEAKING • Asking for permission

I can ask for permission to do things.

THINK! **Look at the places in the box. Where do you usually ask for permission?**

at home in a shop in a park at school

Lottie Dad.
Dad Yes?
Lottie Is it OK if I [1] .....?
Dad No, I'm afraid you can't.
Lottie But Dad, why not? [2] .....
Dad I'm sorry, but [3] .....
Lottie Oh, OK. Can I [4] ....., then?
Dad Yes, of course you can.
Lottie Great. Thanks, Dad.



1 **Look at the photo. What is the situation?**

2 1.36 **Watch or listen and complete the dialogue with the phrases in the box. Check your answer to exercise 1. When can Lottie watch the TV programme?**

It's really good watch TV later
watch that wildlife programme on TV
it's time for dinner

3 **Look at the dialogue again. Match phrases a–d with 1–4 in the dialogue to create a new situation. Then practise the dialogue.**

a I think you've got homework
b go to the cinema with Hana
c go at the weekend
d There's a really good film

4 **Match a–f with 1–3 in the key phrases. There is more than one correct answer.**

a you're always on the computer
b watch TV
c it's late and you've got school tomorrow
d go to a friend's house
e use the computer
f you need to help with the housework now

KEY PHRASES

Requesting permission

1 Is it OK if I / we .....?
2 Can I / we / you .....?

Giving permission

Yes, of course you can.

Refusing permission

No, I'm afraid you can't.
3 I'm sorry, but .....

5 **Work in pairs. Make mini-dialogues with the situations in exercise 4 and the key phrases.**

6 **USE IT!** **Work in pairs. Look at the situation. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the key phrases.**

You want to use the computer in your classroom. Ask your teacher for permission.

3 WRITING • Animals in danger

I can write an information leaflet about animals in danger and give examples.

THINK! **Look at the animals on pages 32 and 33. Which animals are in danger? Which animals do you want to protect?**

LET'S PROTECT ...

The Philippine eagle

What is it?
The Philippine eagle lives in the forests of the Philippines. Adult birds can be one metre long and can weigh eight kilos. It's one of the biggest birds in the world. It eats snakes and small animals such as bats, rats and small monkeys.

What's the problem?
The Philippine eagle is now in danger and it's very rare. The biggest problem is human activity like farming.

How can we help?
You can find information on the website of the Philippine Eagle Foundation. The website explains how we can help to protect it. For example, it's possible to 'adopt' an eagle.

1 Check the meaning of the words in the box. Which of these do you think is a problem for the Philippine eagle? Read the information leaflet and check.

farming pollution hunting fishing

2 Read the text again. Why is the Philippine eagle special? What kinds of animals does it eat?

3 Complete the key phrases with words from the text.

KEY PHRASES

Describing animals in danger

1 They can weigh / grow to / be .....
2 It's one of the .....
3 The ..... is now in danger.
4 You can find information .....

Language point: Giving examples

4 Look at the phrases in blue in the text. Which can we use at the start of a sentence? Which has a comma (,) after it?

5 Complete the sentences. Use *such as, like, For example* and your own ideas.

1 I like big animals ... .
2 In my country you can visit beautiful places ... .
3 Some small animals are dangerous. ... , ... or ... .

6 **USE IT!** Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Find information about the Galapagos penguin or another animal in danger. Write an information leaflet about it.

B THINK AND PLAN

1 Where does the animal live and what does it eat?
2 How rare is the animal?
3 Why is it in danger?
4 Where can we find information about it?
5 How can we help to protect it?

C WRITE

Paragraph 1: What is the animal?
Paragraph 2: What is the problem?
Paragraph 3: How can we help?

D CHECK

- comparative and superlative forms
- giving examples
- *can / can't*

3 REVIEW

Vocabulary

1 Complete the animals with the missing vowels.

1 _ s t r _ c h
2 w h _ l _
3 _ l _ p h _ n t
4 b _ _ r
5 _ _ g l _
6 c _ m _ l
7 s c _ r p _ _ n
8 b _ t t _ r f l y
9 b _ t
10 g _ r _ f f _

2 Complete the text with the verbs in the box. Then guess the animal.

climb communicate drink fly
grow hear jump run swim

It isn't a small animal. It can [1] ..... to between 2,000 and 6,500 kilos as an adult. That's heavy! It can [2] ..... fast – forty kilometres an hour – but it definitely can't [3] ..... . It can [4] ..... trees, but it can't [5] ..... high. It makes noises with its long nose, called a trunk, to [6] ..... with other animals. It also uses its trunk to [7] ..... water. It likes water and it can [8] ..... well. It has got huge ears and it can [9] ..... well. This is the largest land animal on Earth. What is it?

Language focus

3 Look at the information. Write sentences using the comparative and superlative forms of the adjectives.

	Crow	Golden eagle	Lovebird
rare	✓	✓✓✓	✓
weight	370–650 g	3–7 kg	40–60 g
colourful	✓	✓✓	✓✓✓✓
intelligent	✓✓✓✓	✓✓✓	✓✓

1 the golden eagle / rare
2 the golden eagle / rare / the lovebird
3 the golden eagle / heavy
4 the crow / heavy / the lovebird
5 the lovebird / colourful / the golden eagle
6 the crow / intelligent

4 Complete the sentences with *can* or *can't* so they are true for you.

1 I ..... jump high.
2 My dad ..... climb a tree.
3 My mum ..... speak three languages.
4 My best friend ..... swim 1,000 metres.
5 My grandmother ..... use a computer.
6 My teacher ..... count to 100 in Italian.

5 Write questions and short answers. Use *can* and *can't*.

1 monkeys / speak English? ✗
2 butterflies / hear? ✗
3 bears / swim? ✓
4 a whale / survive without water? ✗
5 a spider / kill a snake? ✓
6 camels / run fast? ✓

Speaking

6 Complete the dialogue with the words in the box.

Can I go Great I'm afraid you can't
I'm sorry, but Is it OK if That's OK
why not you can

Luke [1] ..... I go to Matt's house tonight?
Mum No, [2] ..... .
Luke But, Mum, [3] ..... ? He's got a new computer game.
Mum [4] ..... your grandparents are here and you've got school tomorrow.
Luke Oh, OK. [5] ..... on Saturday night, then?
Mum Yes, of course [6] ..... .
Luke [7] ..... . Thanks, Mum.
Mum [8] ..... . Can I speak to his parents before you go?
Luke Sure.

Listening

7 1.37 **Listen to a radio programme about pandas and choose the correct words.**

1 There are about **1,864** / **1,804** pandas in the wild.
2 Giant pandas live in the **east** / **west** of China.
3 **Cars** / **People** are the biggest problem for giant pandas.
4 Giant pandas **eat** / **don't eat** a lot.
5 Baby pandas are **very** / **quite** small.
6 An adult panda can weigh about **115** / **150** kilos.
7 Giant pandas **can** / **can't** run fast.

3 PUZZLES AND GAMES

1 **ANIMAL ART.** Work in groups of three. Take turns to draw and guess animals from unit 3. One student draws an animal for the other two students. The first student to guess the correct animal wins a point. The winner is the student with the most points.

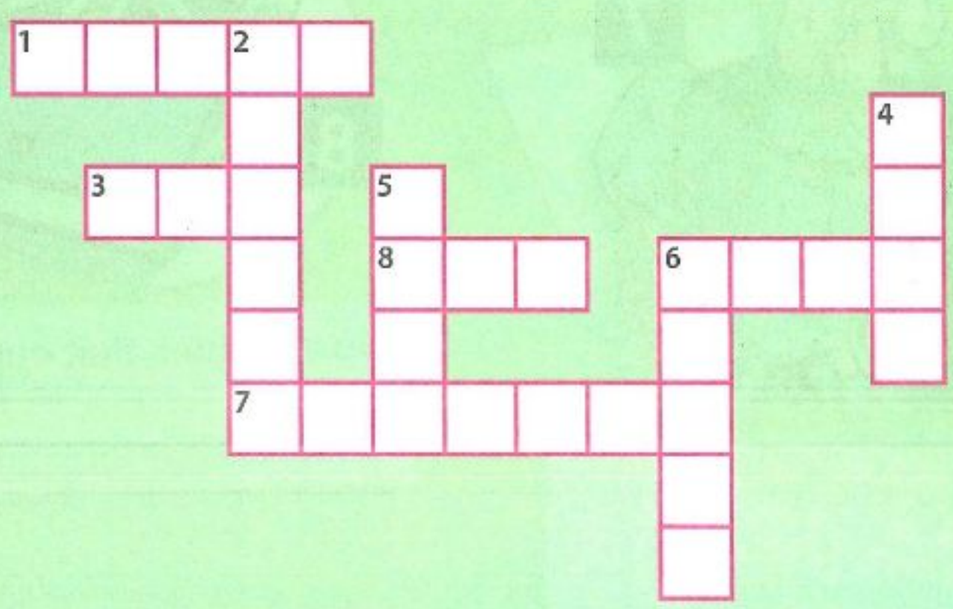
2 **ADJECTIVE RACE.** Work in teams. The teacher says an adjective from page 34. How many things can you write for each adjective in thirty seconds? You get one point for each thing. The team with the most points wins.

colourful – butterfly, fish, bag, notebook

3 **STAND IN ORDER.** Work in groups. Each student chooses an animal from page 32. Write your animal on a piece of paper. Look at the adjectives in the box. One person says a superlative, for example, 'the fastest!'. Stand in order, with the fastest animal on the left. Then repeat the activity with a different adjective.

big fast dangerous heavy
intelligent rare pretty ugly

4 Read the clues and complete the crossword.



5 **WHAT AM I?** Work in pairs. Put the words in order to make sentences. Can you guess the animals?

1
1 legs / eight / got / I've.
2 quite / big / I'm.
3 I / swim / can.

What am I?

2
1 a / from / I'm / bird / Africa / large.
2 run / can / I / fast.
3 can't / fly / I.

What am I?

3
1 dangerous / a / very I'm / animal.
2 got / big / I've / mouth very / a.
3 green / and / long / I'm.

What am I?

6 **ASK ME A QUESTION!** Work in pairs. Follow the instructions.

- One of you is Student A and the other is Student B.
- Toss a coin. If the coin lands on 'heads', Student A asks a question. If the coin lands on 'tails', Student B asks a question. Use the words in the box for the questions. The first student to ask five questions is the winner.

How far … ? How tall … ?
How fast … ? How many … ?

Across
1 Gorillas don't often ..... trees.
3 Ostriches can't fly but, they can ..... fast.
6 My dog loves water – it can ..... very well.
7 We can't ..... for a long time if we don't drink water.
8 Golden eagles ..... rabbits and other small animals.

Down
2 American black bears sleep for a long time in the coldest ..... of the year.
4 Elephants usually have their feet on the ground – they can't .....
5 Cats have good ears – they can ..... better than humans.
6 It is easier to survive in a foreign country if you ..... the language.

4 Learning world

VOCABULARY • School subjects

I can talk about my school and school subjects.

Extra listening and speaking p95
Culture p108
Project p113

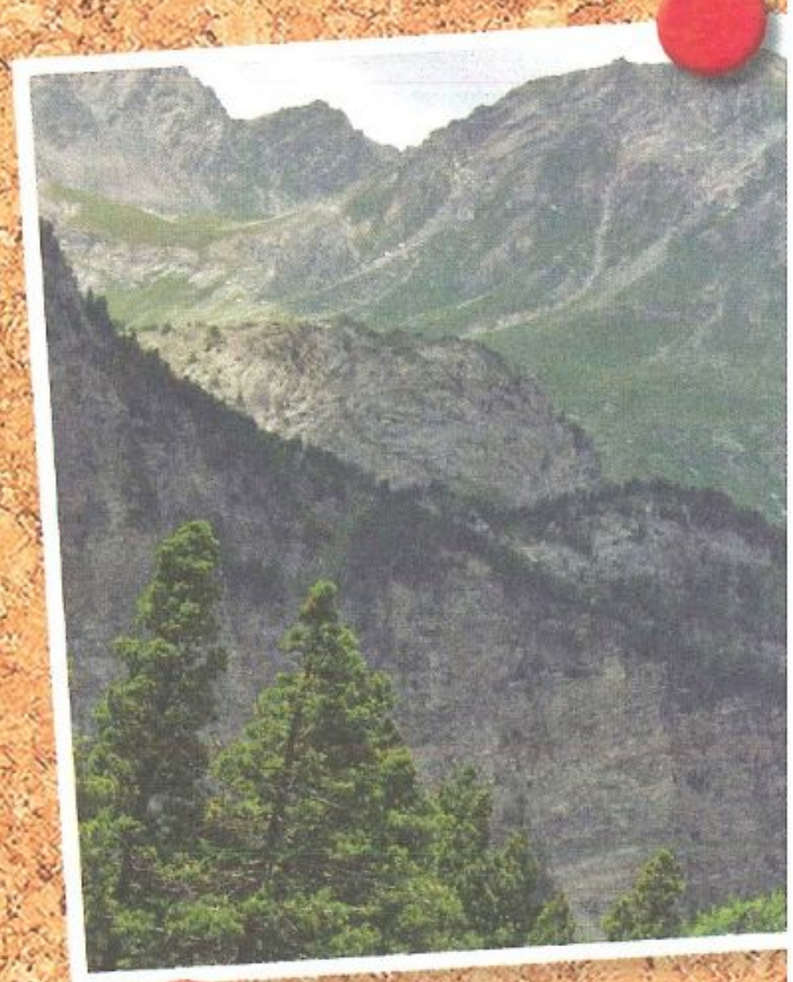
THINK! How many lessons have you got today? When are your break times? Is today an easy day or a difficult day for you?

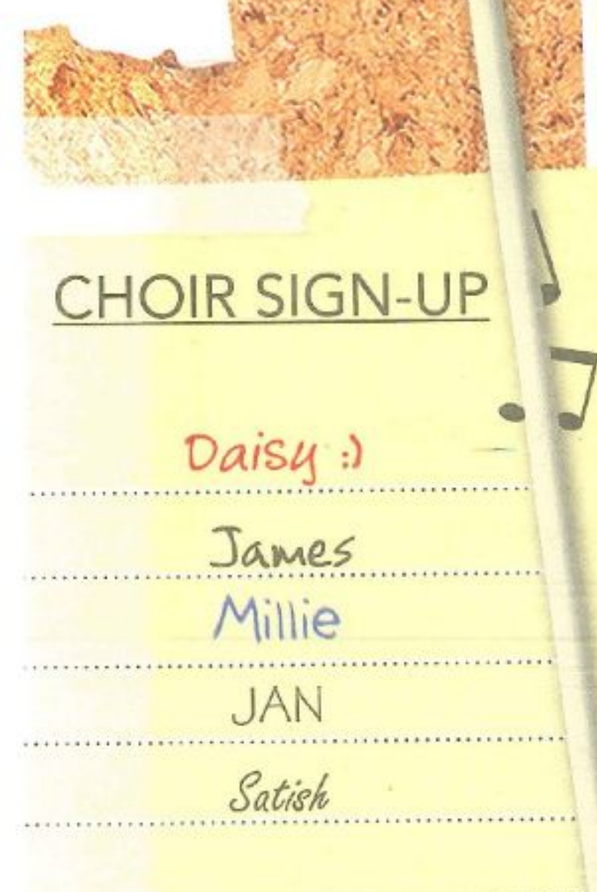
1 1.38 Look at pictures 1–10. Then complete the questions with the words in the box. Listen and check your answers.

art English geography Spanish history PE[1] science PSHE[2] ICT[3] maths

[1]Physical Education [2]Personal, Social, Health and Economic Education
[3]Information and Communication Technology

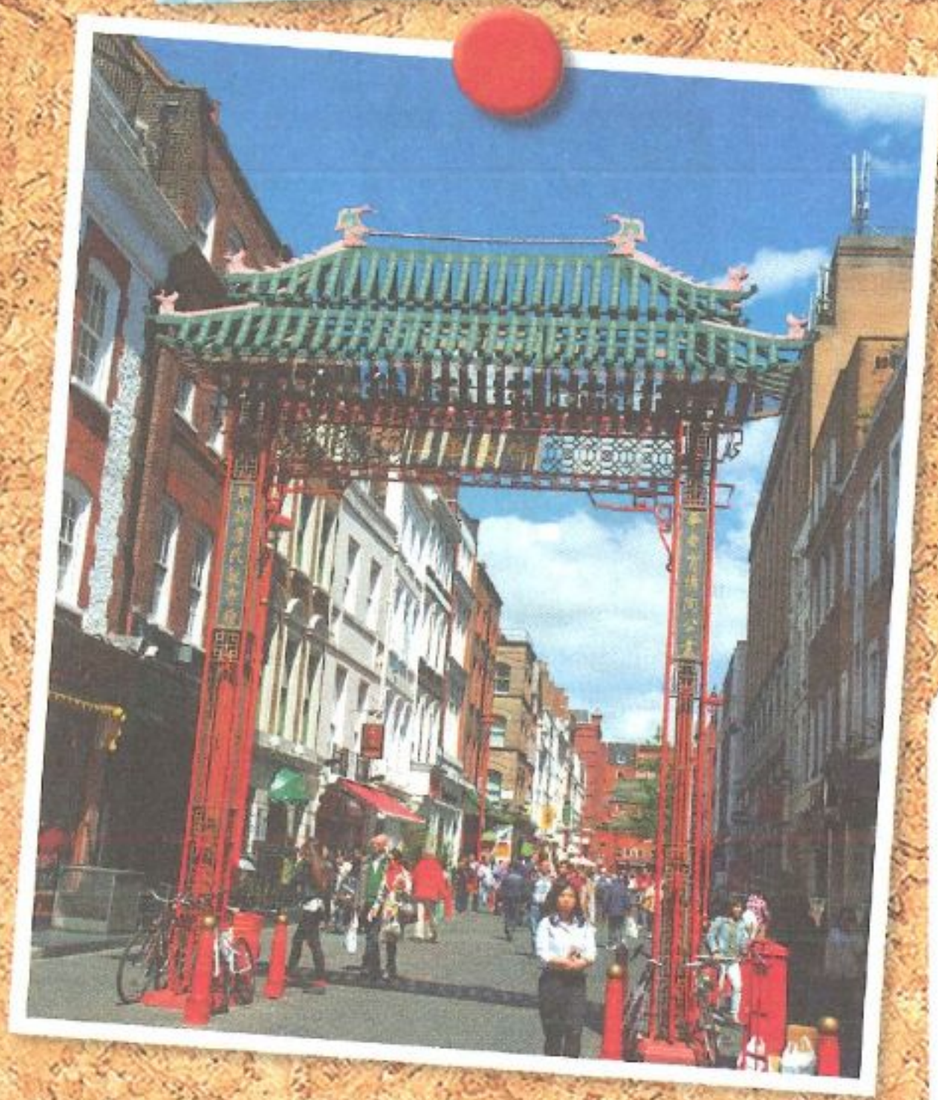
2 Work in pairs. Ask and answer the questions in the *School Questionnaire*.



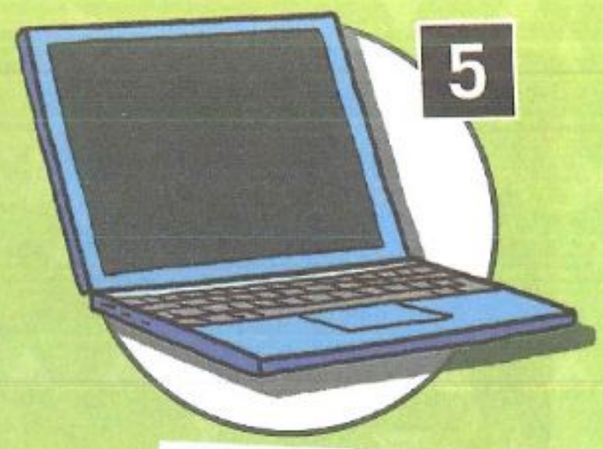


SUMMER TRIP

(Pin your photos here!)



Is your ..... notebook organized?



Have we got a / an ..... class tomorrow?

Is ..... a subject at your school?

How many ..... teachers are there in the school?

3 1.39 Watch or listen. Why does Georgia like Wednesday? What language does Ben prefer?

4 1.39 Watch or listen again and complete the key phrases.

KEY PHRASES

Talking about school subjects

1 I've got no / a bit of / loads of (maths) homework.
2 Our (art) teacher is / isn't very / quite strict.
3 I'm great / not great at .....
4 I'm really good at .....
5 I enjoy .....
6 I'm OK at .....
7 I prefer .....

5 USE IT! Complete the key phrases so that they are true for you. Then compare with your partner.

I'm really good at maths.

Me too!

I'm OK at maths.

Finished?

Write two text messages to a friend. Invent a very good day at school and a very bad day at school.

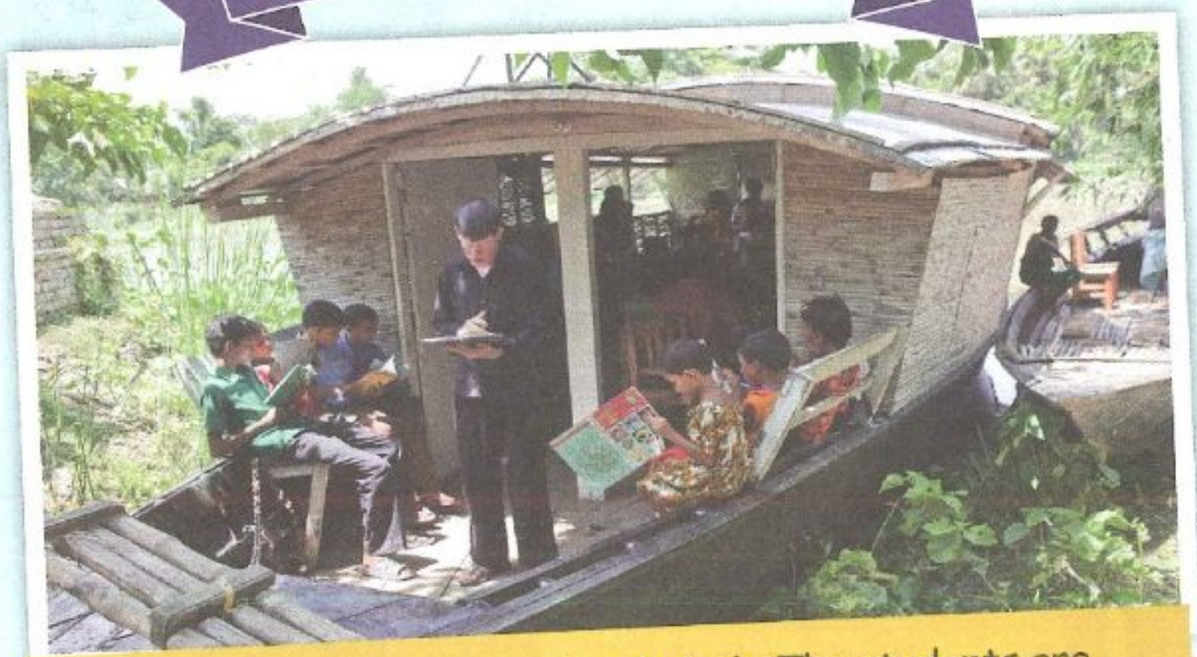
4 READING • Schools project

I can identify the writer's opinion.

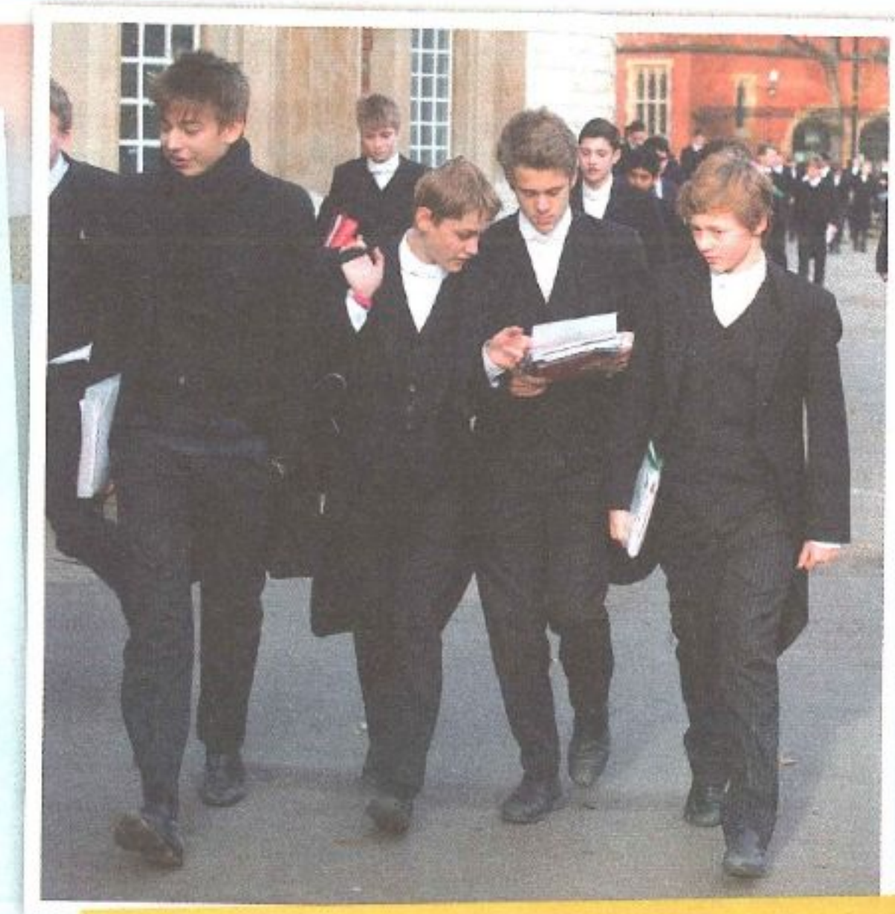
THINK! What do you like about your school?

WORLD CLASS!

A PROJECT BY LIAM MURPHY



This is a geography class in Bangladesh. The students are studying on a 'boat school'. It's a great idea because transport can be a big problem here when there's a lot of rain. The boat isn't moving at the moment, but at the start and end of the day, it goes along the river to the students' villages.



Eton College is one of Britain's oldest and most expensive private schools and it looks like the students are wearing Britain's oldest, most expensive uniforms! Not very practical! They're walking to a lesson. This is a boarding school – students study, eat and sleep here.

These students in a Chinese primary school aren't sleeping. They're having a break from their maths class and they're doing eye exercises. It's important to relax your eyes when you're studying, and students in China do these exercises twice a day.

This is my secondary school in Ireland. We're having a dance class and it's a lot of fun. There are a lot of traditional dances in Ireland. I'm not dancing – I'm watching the dancers. Our teachers are playing the musical instruments.

1 Read the project. Where are the schools? Is the writer positive or negative about them?

2 1.40 Read and listen to the project again and answer the questions.

1 When is transport a problem in Bangladesh?
2 What is a boarding school?
3 How often do Chinese students exercise their eyes?

3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice, go to page 40 in the Workbook.

4 **USE IT!** Work in pairs. Which school in exercise 1 do you think is the most interesting? Why? What type of school do you go to?

4 LANGUAGE FOCUS • Present continuous: affirmative and negative

I can talk about things happening now.

1 **Complete the examples from the text on page 44. Then choose the correct words in rules 1–3.**

1 The students ..... studying.
2 The boat ..... moving.
3 These students ..... sleeping.
4 I'm ..... the dancers.

RULES

1 The present continuous talks about **things happening now / a routine.**
2 We form the present continuous with the verb ***be / do***.
3 We add ***-s / -ing*** to the main verb.

2 **What are the present continuous forms of verbs 1–5? Read the spelling rules and match the verbs to rules 1–3.**

1 wear
2 have
3 do
4 dance
5 sit

SPELLING RULES

1 Most verbs: + *-ing*
study → studying
2 Verbs ending in *e*: remove *e* + *-ing*
move → moving
3 Verbs ending in vowel + consonant: double final consonant + *-ing*
chat → chatting

3 1.41 **Listen to the sounds. Match the people in column A with the actions in column B. Then write sentences using the present continuous.**

A young child is speaking to his mother.

A	B
1 A young child	a (watch) TV.
2 Two women	b (have) dinner.
3 Two men	c (run) in the park.
4 A girl	d (speak) to his mother.
5 A boy	e (look) for a mosquito.
6 A man	f (play) a musical instrument.

4 **Find six differences between the pictures. Write three affirmative and three negative sentences about picture B. Use the present continuous.**

5 USE IT! **Work in pairs. Invent three mini-dialogues with the situations in the box or your own ideas. Which dialogue is the best?**

come to my house / have lunch with … / teach me to …
go to the cinema / chat with … / talk about …
go shopping / visit … / show me …
… ? / … ? / … ?

Do you want to come to my house?

Oh, sorry, I can't at the moment. I'm having lunch with Taylor Swift and she's teaching me to sing.

Finished?

Write affirmative and negative sentences using the present continuous about you and other people in the class.

4 VOCABULARY AND LISTENING • Verbs: Studying a language

I can listen to interviews about learning a language.

THINK! Do you like learning languages? Look at the things in the box. What things do you like and dislike?

vocabulary grammar pronunciation reading listening speaking writing

Are you a SUPER language student?

Answer the questions. Score 1 point for every YES answer. Then look at the key.

1 Do you ever listen to English when you're out of school?
2 Do you know the alphabet? Can you spell your name in English?
3 Do you check words in a dictionary or wordlist?
4 Do you repeat a new word if you want to learn it?
5 Do you ever practise your pronunciation?
6 Do you revise before an exam?
7 Do you ask questions when you don't understand?
8 Do you usually concentrate when you do your homework?
9 Do you make notes about grammar or write new vocabulary in your notebook?
10 Do you ever read books, articles or comics in English?

Key:
0–3 Not brilliant! How can you improve?
4–7 Quite good, but you can probably improve.
8+ Well done! That's a very good score.

1 1.42 **Look at the quiz. Check the meaning of the verbs in blue. Match questions 1–10 to pictures a–j. Then listen and check.**

2 **Work in pairs. Ask and answer the questions in exercise 1. Then check your scores in the key.**

3 1.43 **Read the introduction. Then listen to the interviews. What are the people learning? Use the languages in the box.**

Italian Mandarin English Arabic Russian

Interviews: Learning languages

Interviews with Londoners who are learning languages.

1 Mario .....

2 Mark and Peter .....

3 Hannah .....

4 1.43 **Listen again and answer the questions for Mario, Mark and Hannah.**

1 What is he / she doing now?
2 What does he / she think is difficult?

STUDY STRATEGY

Thinking about learning

Thinking about how you learn can help you to learn better.

5 **Read the study strategy. Then make a table with your answers in exercise 2. What good and bad learning strategies have you got?**

I do these things ☺	I don't do these things ☹
I revise before an exam.	*I don't listen to English when I'm out of school.*

6 **USE IT! Work in pairs. Compare the answers in your table in exercise 5.**

I revise before an exam, but I don't listen to English when I'm out of school.

4 LANGUAGE FOCUS • Present continuous: questions • Present continuous and present simple

I can ask people about their routines and what they're doing now.

Present continuous: questions

1 **Look at the sentences. What are the *he / she* and *they* forms of each question and answer?**

1 Are you learning English? Yes, I am.
2 What are you doing now? I'm watching TV.
3 Are you learning the same language? No, we aren't.

2 **Write questions using the present continuous. Then look at the pages and write the answers.**

Photo Quiz

1 What / the man / do? (page 4)
2 the boy / watch / TV? (page 7)
3 How / the American children / go / to school? (page 22)
4 Gareth / speak with / Daisy? (page 28)
5 What / the penguin / do? (page 39)
6 the children on the boat / wear / a uniform? (page 44)

3 **Work in pairs. Ask and answer questions with words from the columns and the verbs in the box. Use the present continuous.**

do work study watch wear look at

What		you	
Where	is	the teacher	?
Why	are	your friend	
Who		your parents	

Where are you sitting?

I'm sitting in the classroom.

Present continuous and present simple

4 **Complete the table with sentences 3–6. Which time expressions do we use with a) the present continuous, and b) the present simple?**

1 We **sometimes** do projects.
2 We're doing a project **today**.
3 I **usually** check new words.
4 I'm checking a new word **at the moment**.
5 They **always** wear a uniform.
6 They're wearing their uniform **now**.

Present simple: Routine or repeated action

We sometimes do projects.

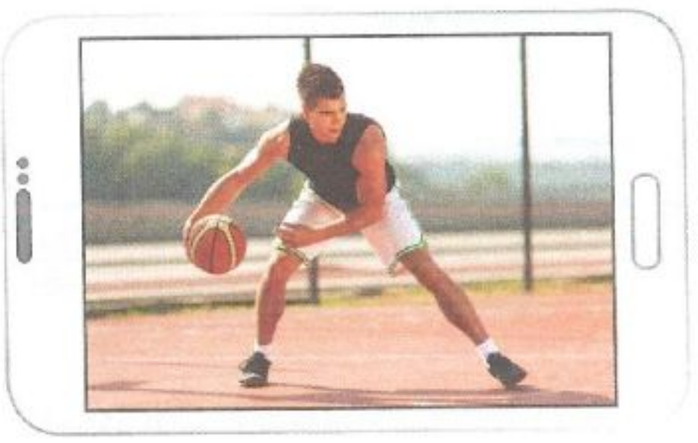
Present continuous: Action happening now

We're doing a project today.

5 **Look at the photos and complete the sentences. Use the present simple or the present continuous.**

Charlotte is a music student. She [1] ..... (practise) every day, but at the moment she [2] ..... (relax).

Pat is a footballer. He [3] ..... (play) football five days a week, but today he [4] ..... (play) basketball.



Melanie [5] ..... (chat) in Spanish with a tourist now, but she usually [6] ..... (speak) English.

6 **USE IT!** **Work in pairs. Imagine that your partner is a lottery winner. Ask and answer questions about *now* and *usually*. Use the present simple and the present continuous forms of the verbs in the box.**

listen to wear read sit speak watch think about

What do you usually wear?

I usually wear ...

What are you wearing now?

I'm wearing ...

Finished?

Find three more photos from this book. Write questions and answers about them using the present continuous.

4 SPEAKING • Asking for help when you're studying

I can ask for help when I'm studying languages.

THINK! What can you do if you can't remember a word in English?

Jasmine Hi, Zac. What are you doing?
Zac Oh, I'm revising. We've got a French exam tomorrow. Remember?
Jasmine Oh yes.
Zac You're good at French, Jasmine. [1] .....
Jasmine Yeah, sure.
Zac [2] ..... 'tomorrow' in French?
Jasmine Erm … it's 'demain'.
Zac Sorry? [3] .....
Jasmine Yes, it's 'demain.'
Zac [4] .....
Jasmine D-E-M-A-I-N.
Zac Great. Thanks, Jasmine.

1 1.44 **Complete the dialogue with the key phrases. Then watch or listen and check. What word can't Zac remember?**

KEY PHRASES

Asking for help with languages

How do you spell that?
How do you say … ?
Can you say that again, please?
Can you help me with something, please?

2 1.45 **PRONUNCIATION: The alphabet**
Complete the table with the letters in the box. Then listen and check.

A E G I J N U V X

/eɪ/	A, H, [1] ....., K
/iː/	B, C, D, [2] ....., [3] ....., P, T, [4] .....
/e/	F, L, M, [5] ....., S, [6] ....., Z
/aɪ/	[7] ....., Y
/əʊ/	O
/juː/	Q, [8] ....., W
/ɑː/	R

3 **Say the alphabet. Then work in pairs. Ask your partner to spell words from units 1–3.**

How do you spell 'giraffe'?
G - I – R – A – double F – E.

4 **Imagine that you have got an English exam tomorrow. Think of some easy words in your language. Ask your partner for help with translations and spelling.**

How do you say 'sözlük' in English?
It's 'dictionary'.
How do you spell that?
D-I-C-T-I-O-N-A-R-Y.

5 **USE IT! Work in pairs. Prepare a new dialogue using the chart below to help you. Practise the new dialogue. One of you is A, one of you is B. Then change roles.**

A Can you help me with something, please?
B Reply.
A How do you say … in English?
B Reply.
A Can you say that again, please?
B Reply.
A How do you spell that?
B Reply.
A Great. Thanks, … .

4 WRITING • An email about your school

I can write an email about my school.

THINK! What do you know about schools in other countries?

Hi Ela,

I'm really happy that you can come to Ireland and study at our school next month for the exchange programme. Here's some information for you:

Clonakilty Community College is a medium-sized school with about 500 students. It's in the centre of Clonakilty, in Ireland. Classes here start at 9 a.m. and finish at 4 p.m. There's a break at 11 a.m. and we have lunch at 1.20 p.m. Some subjects, like maths and English, are compulsory. Other subjects such as woodwork, business studies and languages are optional. I like languages, so I study French and Spanish. What are your favourite subjects?

Here's a photo of some students in my class. We're looking for information for a geography project. Maybe you can email me a photo of your class or your school.

Write soon,

Danny

1 **Read the email. How many subjects does Danny talk about? Is Danny's school very different from your school?**

2 **Complete the key phrases with words in the email.**

KEY PHRASES

Giving information about your school

1 I'm really ..... that …
2 It's a small / ..... / big school.
3 Some subjects, like maths and English, are ..... .
4 Other subjects are ..... .
5 Here's a ..... of …
6 Maybe you can ..... me …

Language point: *so*

3 **Study the examples. Then match 1–4 with a–d and write sentences with *so*.**

My house is near, so I usually walk to school.
I like languages, so I study French and Spanish.

1 I'm learning some Spanish words
2 I've got two bikes
3 There's a history exam tomorrow
4 There aren't any classes this afternoon

a we can go and play football.
b I'm revising now.
c I need a dictionary.
d you can use one of them.

4 **USE IT! Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

A student from a different country is visiting your school in three weeks. Write an email and give him some information about your school.

B THINK AND PLAN

1 Who is the visitor and when is the visit?
2 How big is your school?
3 Where is your school?
4 When are the lessons, breaks and lunch?
5 What subjects do students study?
6 What is in the photo which you are emailing?

C WRITE

Paragraph 1: Introduction
I'm really happy that …

Paragraph 2: The school
… is a small / medium-sized / large school …

Paragraph 3: Timetable and subjects
Classes here start at …

Paragraph 4: Describe your photo
Here's a photo of …

D CHECK

- present continuous and present simple
- giving examples
- *so*

4 REVIEW

Vocabulary

1 Read the sentences and write the school subjects.

1 Alex, you can draw and paint well. Your picture is very good.
2 We're doing dancing this term. Oh no, I can't dance!
3 The Romans are my favourite topic. What about you?
4 How do you spell 'costume'?
5 The students are studying animals today.
6 Are you sitting in the computer room right now?
7 What's the capital of Turkmenistan?
8 What's 12 x 11? Is it 121?

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

revise	ask	not know	listen to
remember	spell	not understand	check

1 Sofia ..... the alphabet in English.
2 Why don't we ..... for the test in the library?
3 This word is difficult. Let's ..... the teacher for the pronunciation.
4 How do you ..... 'patatas'?
5 Help! We ..... the grammar.
6 How often do you ..... new words in a dictionary?
7 I ..... French radio programmes once a week.
8 Can you ..... new vocabulary easily?

Language focus

3 Write sentences using the affirmative and negative forms of the present continuous.

Tim / not read (write)
Tim isn't reading. He's writing.

1 Jack / not revise (watch TV)
2 You / not do your homework (chat to friends)
3 They / not listen to the teacher (read a book)
4 I / not have lunch (make a cake)
5 We / not play computer games (help with the housework)
6 Libby / not move (sleep)

4 Write questions and short answers using the present continuous.

1 Luke / have breakfast ? ✓
2 Katie / learn the new vocabulary ? ✗
3 you / walk to school / now ? ✓
4 the students / listen to their teacher ? ✓
5 we / study maths ? ✗
6 you / make your costume ? ✗

5 Choose the correct verbs in Olivia's blog.

Tuesday, 8 p.m.

In the evenings I usually [1]**relax / 'm relaxing.** Sometimes I [2]**watch / 'm watching** TV or I [3]**chat / 'm chatting** to my friends. I definitely [4]**don't study / 'm not studying.** Tonight I [5]**don't have / 'm not having fun.** ☹ I [6]**sit / 'm sitting** in my bedroom and I [7]**revise / 'm revising** for my exams at the moment. [8]**Do you enjoy / Are you enjoying** exams? What [9]**do you do / are you doing** now?

Speaking

6 Match questions 1–4 with answers a–d.

1 How do you spell that?
2 Can you help me with something, please?
3 How do you say 'history' in Italian?
4 Sorry? Can you say that again, please?

a I think it's 'storia'.
b Yes, it's 'storia'.
c I think it's M-I-S-S-I-S-S-I-P-P-I.
d Yeah, sure.

Listening

7 1.46 **Listen to Tara talking about learning Mandarin Chinese and write *true* or *false*.**

1 Tara always revises new vocabulary in the school library.
2 She never listens to podcasts on her mobile.
3 She learns five new Mandarin words every day.
4 Chinese grammar rules are easy to understand.
5 Tara doesn't know all the characters in the Chinese alphabet.
6 She tries to remember one new character each day.

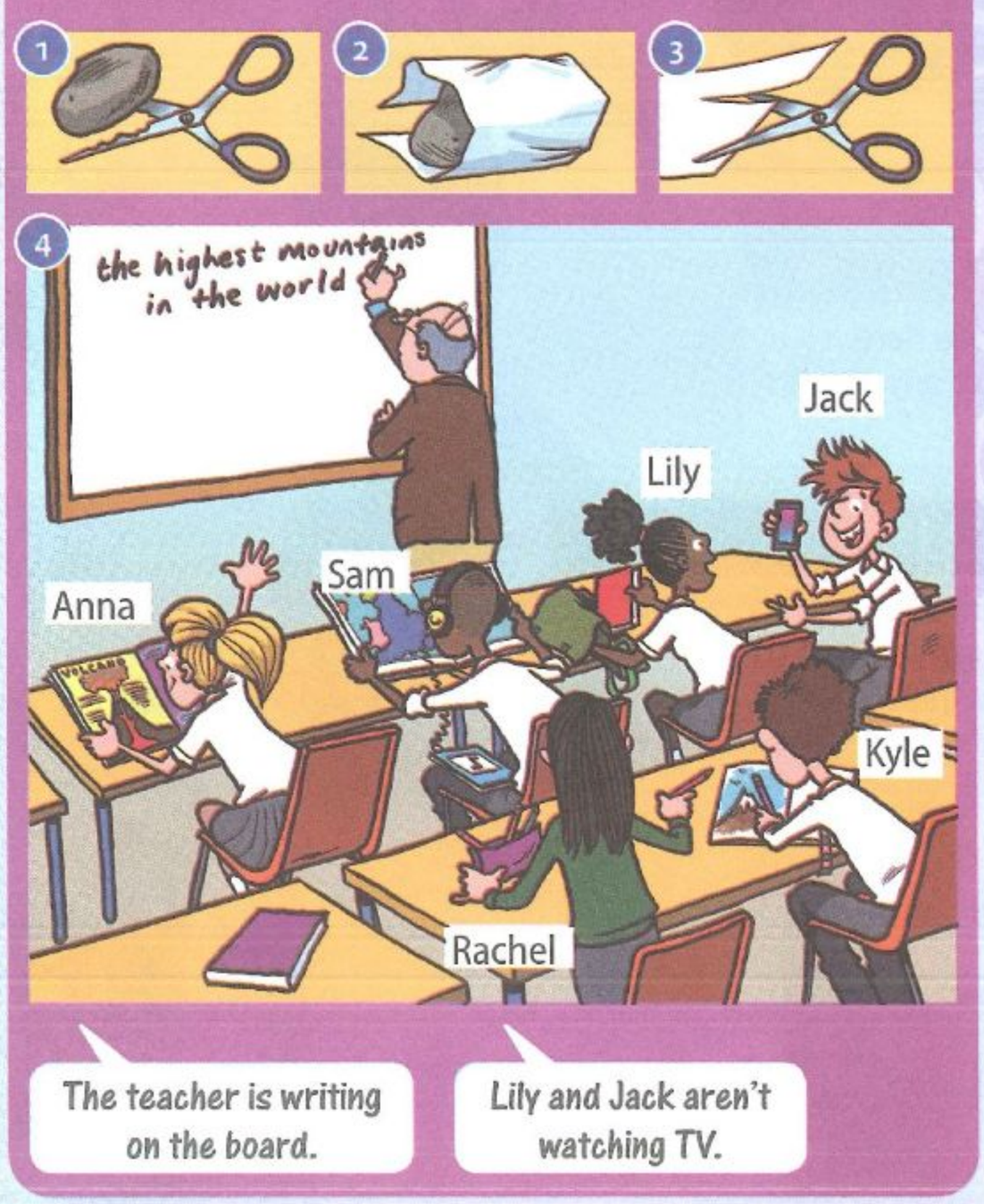
4 PUZZLES AND GAMES

1 **Use the code to write the school subjects. Then put the subjects in order from your favourite (1) to your least favourite (10).**

A	B	C	D	E	F	G	H	I	J	K	L	M
★	◆	♠	▼	✱	✪	❖	➢	⇨	✤	➲	✢	◗
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
✿	✷	♥	❋	●	♣	✧	⇒	❢	➶	■	✖	¶

1 ◗★✧➢♣ maths
2 ♣♠⇨✱✿♠✱
3 ♥✱
4 ✱✿❖✢⇨♣➢
5 ★●✧
6 ⇨♠✧
7 ❖✱✷❖●★♥➢✖
8 ➢⇨♣✧✱●✖
9 ♥♣➢✱
10 ♣♥★✿⇨♣➢

2 **ROCK, PAPER, SCISSORS. Work in pairs. Look at pictures 1–4 and play the game. The loser says two sentences about picture 4, one in the present continuous affirmative and one in the present continuous negative.**



3 **Look at the picture. Read the sentences and write the names of the students in the picture.**

John is sitting next to Becky.

Emma is chatting to Dan.

Joe is sitting between Dan and Sally.

Dan is sitting under the clock.

There aren't any books on Becky's desk.

4 **Find seven more verbs about studying a language.**

S	T	R	E	V	I	S	E	L	U
P	K	L	N	U	F	Y	R	O	N
R	N	O	C	H	E	C	K	T	D
A	O	D	T	A	S	W	O	H	E
C	W	R	E	L	I	J	R	W	R
T	R	E	D	R	S	I	P	G	S
I	S	P	F	O	G	U	R	I	T
S	P	E	L	L	D	B	H	R	A
E	J	A	I	A	L	E	A	R	N
M	I	T	G	L	A	H	O	N	D

5 **MIME GAME. Work in groups of three. Write ten sentences on pieces of paper. Use the present continuous, for example, *I'm having lunch*. One student takes a piece of paper and mimes the sentence. The other students ask questions to guess the sentence. The first student to guess the correct sentence mimes the next sentence.**

Are you having dinner?

No, I'm not.

Are you having lunch?

Yes, I am!

5 Food and health

VOCABULARY • Food

I can talk about the food I like and dislike.

Extra listening and speaking p96
Curriculum extra p103
Song p118

THINK! How many types of food can you name in 30 seconds?

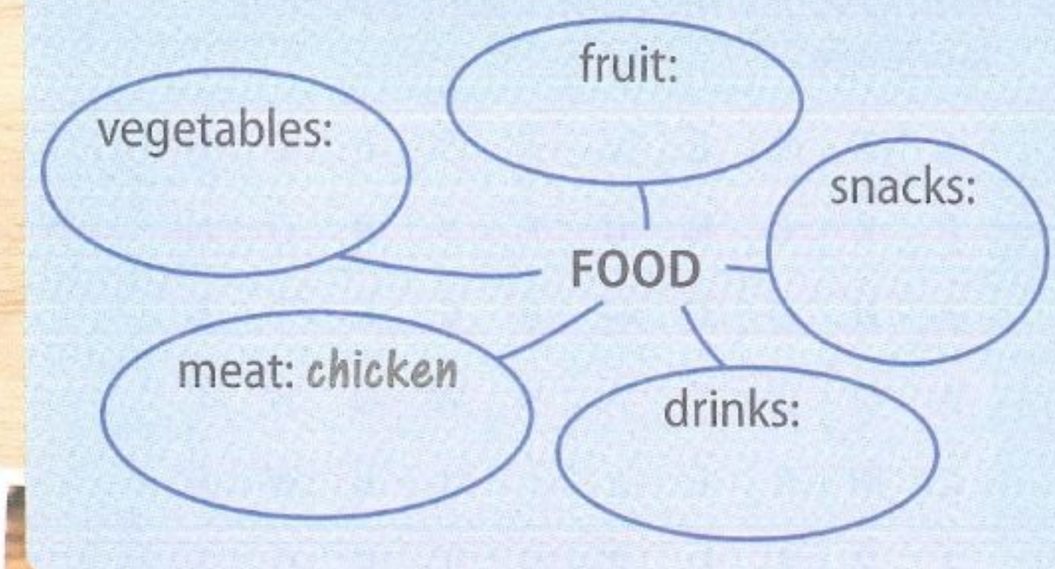
1 2.02 Look at the photos in *School Food*. Choose the correct words in the texts. Listen and check your answers.

2 Read the study strategy. Then copy and complete the word web with words in exercise 1. Think of more words to add to the web.

STUDY STRATEGY

Organizing and remembering vocabulary

A word web is a good way to organize and remember vocabulary. You can add new words to your web when you learn them.



SCHOOL FOOD

This is what people are saying about their school lunches around the world. Which ones do you like best?

SOUTH AFRICA

I'm making a [1]**sandwich** / **burger** for my lunchbox. I've also got an [2]**apple** / **egg** and some [3]**water** / **juice**.

INDIA

It's normal to eat with your hands here. We're vegetarians, so there isn't any [4]**fruit** / **meat** with our [5]**pasta** / **rice**.

THE UK

Pizza and [6]**chips** / **beans** today. There are [7]**eggs** / **vegetables**, but I don't like them.

CHINA

I sometimes have an [8]**apple** / **egg**, but this egg is really big!

THE USA

Vending machines in schools here don't sell crisps and [9] **sweets** / **chips** now. They've got healthy snacks like [10] **nuts** / **crisps** and they sell juice, not [11] **water** / **fizzy drinks**.

MOZAMBIQUE

We have a big meal. With the [12] **chips** / **beans**, there's a typical food from Mozambique called 'ncima'.

AUSTRALIA

I'm having fish and chips with some [13] **salad** / **pasta** and [14] **bread** / **cheese**. Tasty!

SPAIN

I really like the menu today – [15] **rice** / **pasta**, [16] **chicken** / **pizza** pieces and salad, yoghurt, bread and [17] **juice** / **water**.

JAPAN

Students here help to serve the food and we clean the tables! Today we're serving [18] **soup** / **juice**.

3 2.03 **PRONUNCIATION: Short and long vowels /ɪ/ and /iː/** Listen and repeat the words. Then listen to six more words and complete the table.

/ɪ/ (short)	/iː/ (long)
fish	beans
fizzy	meat

4 2.04 Watch or listen. What food do the students like?

5 2.04 Watch or listen again and complete the key phrases with examples that the students talk about.

KEY PHRASES

Likes and dislikes

1 I love ..... . ☺
2 I (quite / really) like ..... . ☺
3 I don't mind ..... . 😐
4 I (really) don't like ..... . ☹
5 I hate ..... . ☹

6 USE IT! Work in pairs. Ask and answer questions using the key phrases and the words in the box. Who likes the healthiest food?

chips burgers sweets nuts fizzy drinks
vegetables juice salad crisps sandwiches

Do you like burgers? *Yes. I really like burgers.*

Finished?

Invent the perfect school lunch and a horrible school lunch.

5 READING • Sumo wrestlers

I can summarize a text.

THINK! **Look at the photo. What do you know about sumo wrestlers?**

The sports interview ...

SUMO STYLE

Those sumo wrestlers are big! How much do they weigh?
Most top wrestlers weigh more than 140 kilos. The heaviest are around 190 kilos.

Is it a popular sport?
Well, there aren't many sumo wrestlers these days. It isn't a healthy lifestyle.

(1) .....
They get up early and train from 5 a.m. until about 1 p.m.

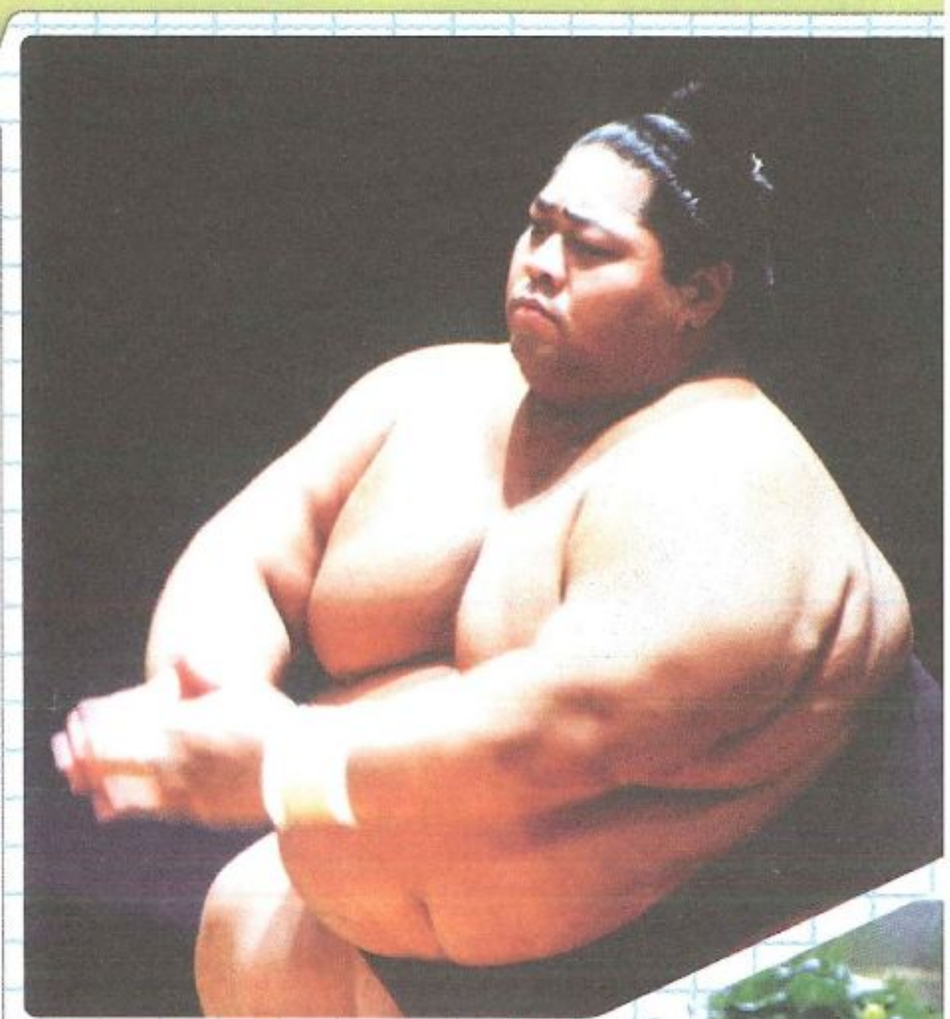
What do they have for breakfast?
They don't have breakfast – so they're very hungry at lunchtime and they eat a lot!

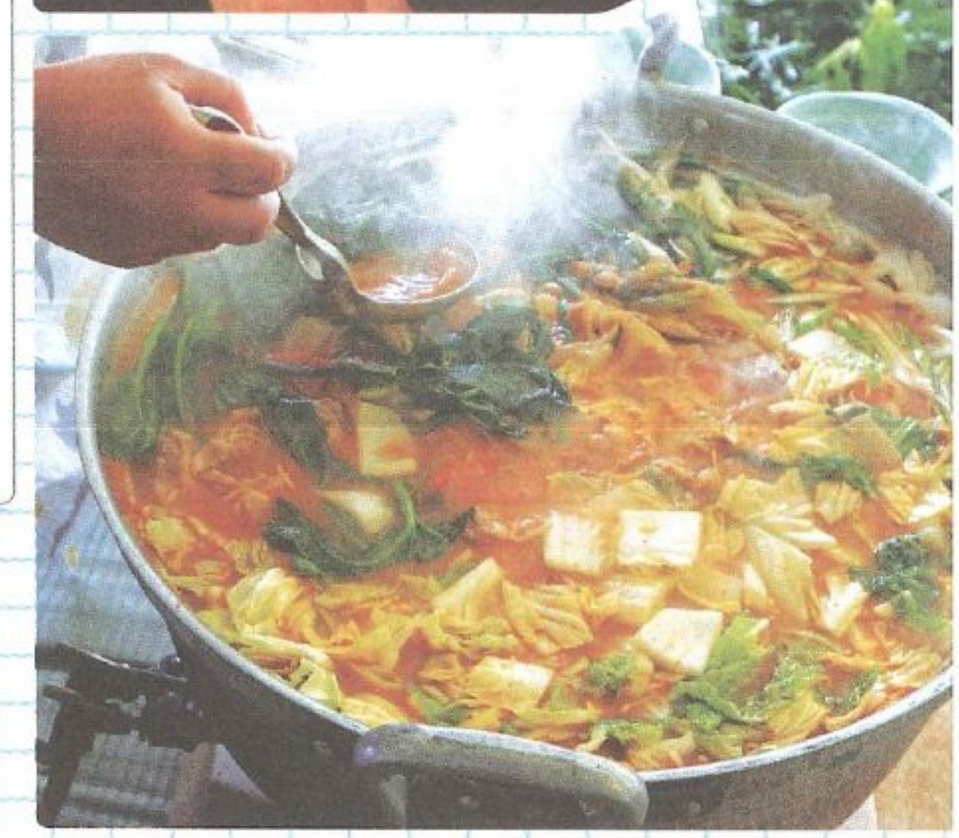
(2) .....
They have a special dish called *chankonabe*. There's a lot of meat or fish in *chankonabe* and there are also a lot of vegetables.

(3) .....
Well, it's full of vitamins and there isn't much fat in it, but they eat enormous quantities – sometimes six or seven bowls – and then maybe five bowls of rice.

But they exercise a lot.
Yes, but not after meals. After lunch they sleep, then they get up and eat more *chankonabe*.

(4) .....
Yes, some eggs, salads, some desserts maybe; but always *chankonabe*. So, if you want to be sumo size, eat and sleep a lot. If not, maybe do sports which are healthier!





1 **Read the text. Complete the interview with questions a–d.**

a What do they have for lunch?
b Do they ever eat any different foods?
c What's their typical day?
d Is it healthy?

2 2.05 **Read and listen to the text again and complete the summary with five of the words in the box.**

eat	is	before	healthy	mornings
sleep	isn't	after	unhealthy	afternoons

The lifestyle of sumo wrestlers [1] ..... normal. The food which they eat is [2] ....., but they [3] ..... a lot. They also sleep a lot in the [4] ..... and they don't exercise [5] ..... meals.

3 **VOCABULARY PLUS** **Use a dictionary to check the meaning of the words in blue in the text.**
For more practice go to page 48 in the Workbook.

4 **USE IT!** **Work in pairs. Do you think a sumo wrestler's life is interesting? Why / Why not? What is your favourite dish?**

5 LANGUAGE FOCUS • Countable and uncountable nouns + *some, any, much, many* and *a lot of*

I can talk about food and meals.

1 **Find examples of the words below in the texts on pages 52 and 53. Which are countable (c) and which are uncountable (u)? Add the words to rules 1–2.**

apple juice egg bread pasta
sweet water snack

RULES

1 With countable nouns, we use *a* or *an* and plural forms: *an apple / apples*, .../ ....., .../ ....., .../ .....

2 With uncountable nouns, we don't use *a, an* or plural forms: *juice*, ..., ..., ...

2 **Look at the pictures and complete the sentences.**

meat crisps ~~pasta~~ rice vegetables
cheese pears ~~grapes~~

Uncountable	Countable
How **much** … ?	How **many** …?
There's **a lot of** *pasta*.	There **are a lot of** [4] ..... .
There's **some** [1]	There **are some** [5] ..... .
There **isn't much** [2]	There **aren't many** *grapes*.
There **isn't any** [3]	There **aren't any** [6] ..... .

3 **Look at the sentences in exercise 2 and choose the correct words in rules 1–3.**

RULES

1 We use ***much / many*** with uncountable nouns.
2 We use ***much / many*** with countable nouns.
3 We often use *any, much* and *many* in questions and **negative / affirmative** sentences.
4 We use *some, any* and *a lot of* with countable and uncountable nouns.

4 **Complete questions 1–5 with *much* and *many*. Then choose the correct words in the answers.**

Food facts

1 How ..... meat do vegetarians eat? They don't eat **any / much / many** meat.
2 How ..... vitamins are there in white rice? There aren't **many / much / some** vitamins in white rice.
3 How ..... fat is there in chocolate? There's **a lot of / much / many** fat in chocolate.
4 How ..... fruit is there in fizzy drinks? There isn't usually **much / many / some** fruit in fizzy drinks.
5 How ..... people can't eat nuts? There are **some / much / any** people who can't eat nuts.

5 USE IT! **What do you usually eat and drink every week? Complete the sentences. Then compare your sentences with other people in the class. Are they the same or different?**

1 I eat some ..... .
2 I never eat any ..... .
3 I don't eat many ..... .
4 I drink a lot of ..... .
5 I don't drink much ..... .
6 I never drink any ..... .

I eat some vegetables every day. What about you?

I don't eat many vegetables, but I eat an apple every day.

Finished?

You invite three friends for a celebration at your house. Write a shopping list for the food and drink you want to buy.

5 VOCABULARY AND LISTENING • Adjectives: Health

I can understand specific information in interviews about health.

THINK! What can you do if you want to be healthy?

sit on the sofa play video games eat vegetables drink fizzy drinks drink juice or water exercise

Health Quiz

1

It's 6 p.m. and you're really hungry. What's best?

a) Eat some snacks.
b) Don't eat. Wait for dinner.
c) Go to a restaurant before dinner.

2

You're thirsty. What drink is the healthiest?

a) water
b) juice
c) cola

3

Your temperature is 41°C. Are you ill?

a) No, you're well.
b) Yes, you're very ill. Go to a doctor now!
c) You aren't well. Go home and go to bed.

4

You can run 100 metres in eleven seconds. Are you

a) unfit?
b) normal?
c) really fit?

5

You can't sleep and you're tired every morning. What's best?

a) Don't go to bed late.
b) Eat a lot before you go to bed.
c) Don't go to school. Sleep more.

6

What is a couch* potato?

a) a vegetable
b) a person who is very lazy and stays on the sofa a lot
c) a person who is very hungry

*couch = sofa

1 **Check the meaning of the words in the box. Then complete the definitions with five of the words.**

active unhealthy unfit well hungry
fit thirsty tired lazy healthy ~~ill~~

You go to hospital if you're ~~ill~~.

1 An ..... person does a lot of activities.
2 When you're ....., you want to eat.
3 Good food and good habits are .....
4 A ..... person exercises a lot.
5 When you don't sleep, you're .....

2 2.06 **What are the opposites of the adjectives in sentences 1–4 in exercise 1? Use the words in the box. Listen and check.**

ill – well

3 **Work in pairs. Look at the *Health Quiz* and choose the best answers a, b or c.**

4 **Read the *Health Check Questionnaire* and answer the questions.**

Health Check Questionnaire – are you fit and healthy?

a Do you think you're active or lazy?
b How many hours do you usually sleep?
c Do you prefer sitting on the sofa or going out?
d Do you usually eat healthy food?
e What do you eat if you're really hungry?
f Do you like doing sports?
g How far can you run?
h Are you lazy at the weekends?

5 2.07 **Listen to three interviews. Which questions a–h in exercise 4 does each person answer?**

1 Charlie – a, ... 2 Conor 3 Fran

6 2.07 **Listen again and answer the questions.**

1 How many hours does Charlie normally sleep?
2 Is Charlie a couch potato? Why / Why not?
3 Why is Conor really tired?
4 What sports does Fran do?
5 What healthy and unhealthy food does she eat?

7 **USE IT! Work in pairs. Ask and answer the questions in the *Health Check Questionnaire*. Who is fitter and healthier?**

5 LANGUAGE FOCUS • Verb + *-ing* • Imperatives

I can talk about likes and dislikes and give advice.

Verb + *-ing*

1 **Look at the examples. Then answer the questions in rules 1–2.**

Do you **prefer sitting** on the sofa or **going out**?
I **like playing** video games, but I also **like going out**.
I **like running** and **swimming**.

RULES

1 What form of verb comes after *like, prefer, hate* and *don't mind*?
2 What is the spelling of the *-ing* forms of the verbs *run, sit* and *swim*?

2 **Think of two things that you love doing, two things that you don't mind doing and three things that you hate doing. Write sentences and then compare in a group to find out about your friends' likes and dislikes.**

I love eating pizza.

Really? I love swimming in the sea.

3 **USE IT! Work in pairs. Find out about your partner's lifestyle. Ask and answer questions with *Do you like … ?***

1 … (help) at home?
2 … (walk) or (go) by bus?
3 … (meet) friends or (chat) on the internet?
4 … (get up) early or late?
5 What games … (play)?
6 What things … (do) in your free time?

Imperatives

4 **Look at the examples of imperatives. How do we make the negative form? Find examples in the *Health quiz* on page 56.**

Eat some snacks.
Wait for dinner.
Go to a doctor now!

5 **Complete the sentences with the affirmative and negative imperative forms of the verbs in the box.**

drink visit ask play go eat

1 ..... this before August 2018.

2 ..... this place.

3 ..... this water.

4 ..... right here.

5 ..... questions here.

6 ..... football here.

6 **Write advice for situations 2–6 using affirmative or negative imperatives.**

What's the best advice for a friend who …

1 *Exercise. Eat healthy food. Don't go to bed late.*
1 … wants to be healthy?
2 … wants to run a marathon?
3 … is having a boring weekend?
4 … has got exams next week?
5 … has got a problem?
6 … can't speak English well?

7 **USE IT! Work in groups. Compare your advice in exercise 6. Who has got the best advice?**

What's the best advice for a friend who wants to be healthy?

My advice is: exercise, eat healthy food and don't go to bed late.

Finished?

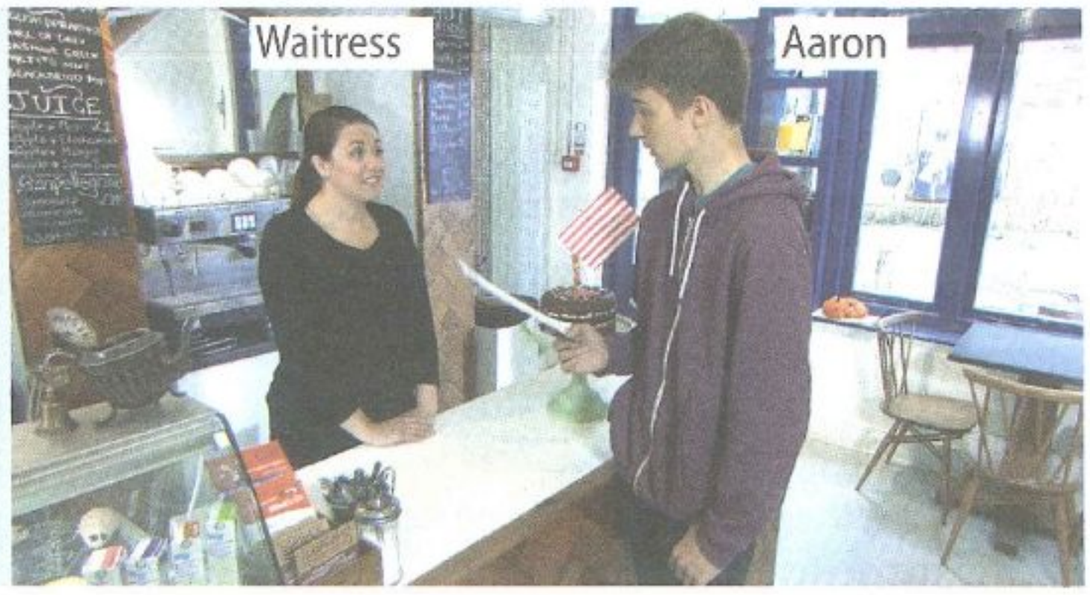
Write five important rules for your class. Use imperative forms.

5 SPEAKING • In a cafe

I can order food and drink in a cafe.

THINK! What is your favourite restaurant or cafe? What kind of food and drink do you usually eat there?

Waitress	Hi there, can I help you?
Aaron	Yes, can I have a cheese sandwich, please?
Waitress	Sure. Would you like salad or chips with that?
Aaron	Erm ... chips, please.
Waitress	Dessert?
Aaron	No, thanks.
Waitress	Anything else?
Aaron	Oh yes, I'll have a cola, please.
Waitress	OK. That's ..., please.
Aaron	.... Here you are.
Waitress	Thank you.



1 **Complete the menu with the words in the box. Which things on the menu do you like or dislike?**

burger juice chicken chips cheese

2 2.08 **Listen and say the prices.**

1	£4.50	four pounds fifty
2	£1.00	one pound
3	£1.20	one pound twenty
4	£4.95	four pounds ninety-five
5	£0.80	eighty pence

3 2.09 **Read and say the prices. Listen and check.**

1 £2.25	2 €1.00	3 €0.50
4 $3.85	5 $7.20	6 £0.99

GLOSSARY

$ = dollar(s) and cents
£ = pound(s) and pence
€ = euro(s) and cents

4 2.10 **Read the dialogue, look at the menu and calculate the total price. Then watch or listen and check. Is Aaron's meal very healthy?**

5 **Look at the dialogue and complete these key phrases. Then practise the dialogue with a partner. Use different items from the menu in exercise 1.**

KEY PHRASES

Ordering food

1 ..... I help you?
2 Can I ....., please?
3 Would you ..... (with that)?
4 ..... else?
5 I'll ....., please.
6 ....., please.

6 **USE IT! Work in pairs. Prepare and practise two dialogues using the key phrases and the situations below. Use the menu in exercise 1.**

Situation A: You're very hungry and you love desserts! You've got £10.

Situation B: You're a vegetarian and you don't like cola. You've got £6.

5 WRITING • A food blog

I can write a food blog using sequencing words.

THINK! **Who cooks in your family? What do they usually cook? Do you like cooking?**

Sally's EASY MENU BLOG

Hi. Here are my new ideas for a tasty menu.

First, I've got some snacks. I love nuts and raisins.

After that, I've got these fun egg salads for the starter (an idea from the internet).

Next is the main course. Today it's mini pizzas with tuna, red pepper and olives. I love making these. They look like faces and they taste great.

Finally, my favourite: dessert! There's hot fruit with ice cream. I like this because there aren't many ingredients and it's easy to make. Just chop some fruit, cook for ten minutes with some sugar and serve with ice cream. Mmm! Delicious!

Enjoy your meal! And join me next month for another easy menu.

GLOSSARY

raisins tuna red pepper olives ingredients
chop starter main course

1 **Check the meaning of the words in the glossary. Then read Sally's blog. Where is the idea for a fun egg salad from? What is her favourite part of the meal?**

2 **Complete the key phrases with words from Sally's blog.**

KEY PHRASES

Writing a food blog

1 They taste terrible / OK / .....
2 It's ..... / fun / cheap / difficult to make.
3 Mmm! .....!
4 Enjoy your .....!
5 Join me .....

Language point: Sequencing

3 **Look at the words in blue in the blog. Which two phrases have the same meaning?**

4 **Order pictures and sentences a–d. Then complete the sentences with the words in exercise 3.**

Hot fruit with ice cream

a ....., add some sugar. ☐
b ....., chop some fruit. ☐
c ....., serve with ice cream. ☐
d ....., cook for ten minutes. ☐

5 **USE IT!** **Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Write a food blog.

B THINK AND PLAN

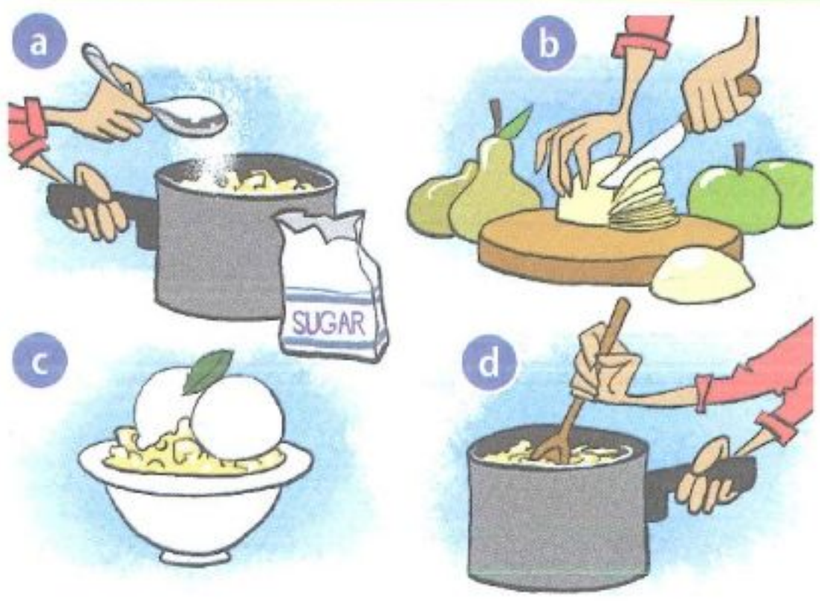
1 What is the name of your blog?
2 What is on your menu?
3 Where are the ideas from?
4 What are the ingredients?
5 Why do you like this food?
6 How often do you write your blog?

C WRITE

Write your blog. Look again at the model text for ideas. Use photos if possible.

D CHECK

- presentation of blog
- grammar
- sequencing



5 REVIEW

Vocabulary

1 Complete the sentences with the correct food words.

1 For lunch today, I've got a [1] ..... , an [2] ..... and some [3] ..... .
2 I have a [4] ..... , some [5] ..... and an [6] ..... for breakfast every day.
3 My favourite lunch is [7] ..... , a [8] ..... , some [9] ..... and a [10] ..... .
4 I don't like [11] ..... , [12] ..... , or [13] ..... , but I love [14] ..... , [15] ..... and [16] ..... .

2 Rewrite the sentences with the correct adjectives.

1 I'm unfit. I walk to school every day and I play football at the weekend.
2 Jonny is a couch potato. He's very active.
3 Go and see the doctor. You're well!
4 Don't eat crisps and sweets for lunch. They're healthy.
5 Jamie is usually thirsty in the mornings. He goes to bed very late!
6 Have you got any juice? I'm hungry.

Language focus

3 Complete the sentences using one of the words in brackets.

1 Would you like a ..... ? (sandwich / chips)
2 There are two ..... in the fridge. (yoghurts / meat)
3 Do you have ..... for breakfast? (strawberry / cheese)
4 Can I have a ..... , please? (rice / pizza)
5 I don't like ..... . (sandwich / salad)
6 Have you got any ..... ? (banana / bread)

4 Complete the dialogue with the words in the box.

a lot of	a lot	any	How many
How much	much	some (x2)	

Dan I'm hungry. Let's make [1] ..... cheese sandwiches.
Joe Good idea. [2] ..... bread is there?
Dan There's [3] ..... bread, but there isn't [4] ..... cheese.
Joe I think there's [5] ..... chicken.
Dan OK. Are there [6] ..... apples?
Joe Yes, there are.
Dan OK. [7] ..... apples are there?
Joe There are [8] ..... of apples.
Dan Perfect! Chicken sandwiches and apples.

5 Complete the sentences with the pairs of verbs in the box. Use affirmative and negative imperative forms.

drink / buy	eat / choose	play / do
walk / go	worry / be	~~watch / read~~

Don't watch a lot of TV. ✗
Read more books. ✓

1 ..... a lot of crisps and sweets. ✗
..... healthy snacks. ✓
2 ..... a lot of water each day. ✓
..... fizzy drinks. ✗
3 ..... to school every day. ✓
..... by bus. ✗
4 ..... video games in your free time. ✗
..... some exercise. ✓
5 ..... about things. ✗
..... happy! ☺ ✓

Speaking

6 Complete the dialogue with the words in the box.

can I have	help	I'll have
That's	else	Would you like

A Can I [1] ..... you?
B Yes, [2] ..... a burger with cheese, please?
A Sure. [3] ..... salad or chips with that?
B Salad, please.
A Anything [4] ..... ?
B [5] ..... a mineral water, please.
A OK. [6] ..... £4.75, please.

Listening

7 2.11 **Listen to two friends talking and complete the sentences with the correct words.**

1 Leo looks ..... .
2 Leo sleeps for ..... hours every night.
3 Leo hasn't got time to do any ..... .
4 It's important for Leo to be ..... and ..... to do well in his exams.
5 Leo isn't ..... in the morning.
6 Naomi suggests some bread or an egg and some ..... for breakfast.

5 PUZZLES AND GAMES

1 GUESS THE FOOD. Work in pairs. Look at the words in the box. One student chooses a word and makes a sentence about it. The other student listens and guesses the food.

burger pasta raisins meat juice
sweets rice vegetables nuts crisps
cheese pear olives tuna

It's got bread and meat. It's unhealthy.

Burger?

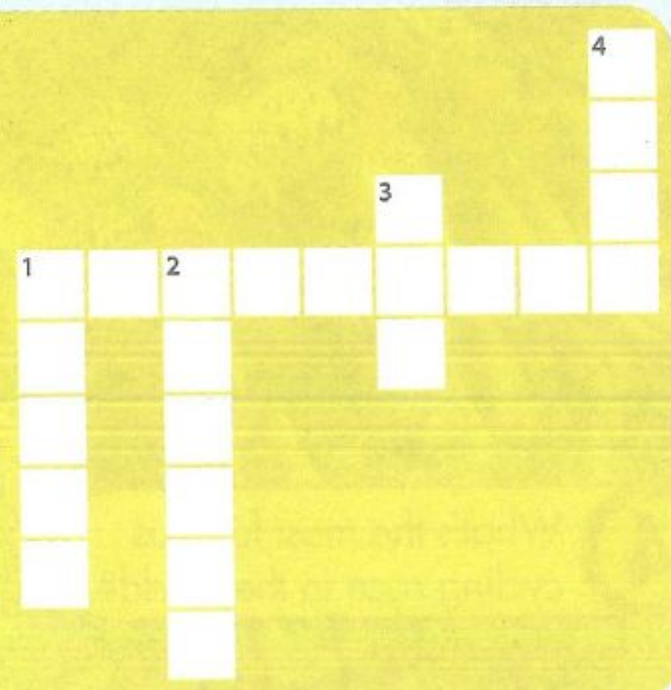
2 MEMORY GAME. Play in groups. Make sentences with *a, an, a lot of, some* and *many*. Follow the instructions.

- Student A says, 'In my kitchen, there's a lot of pasta.'
- Student B says, 'In my kitchen, there's a lot of pasta and an apple.'
- Who can remember everybody's words?

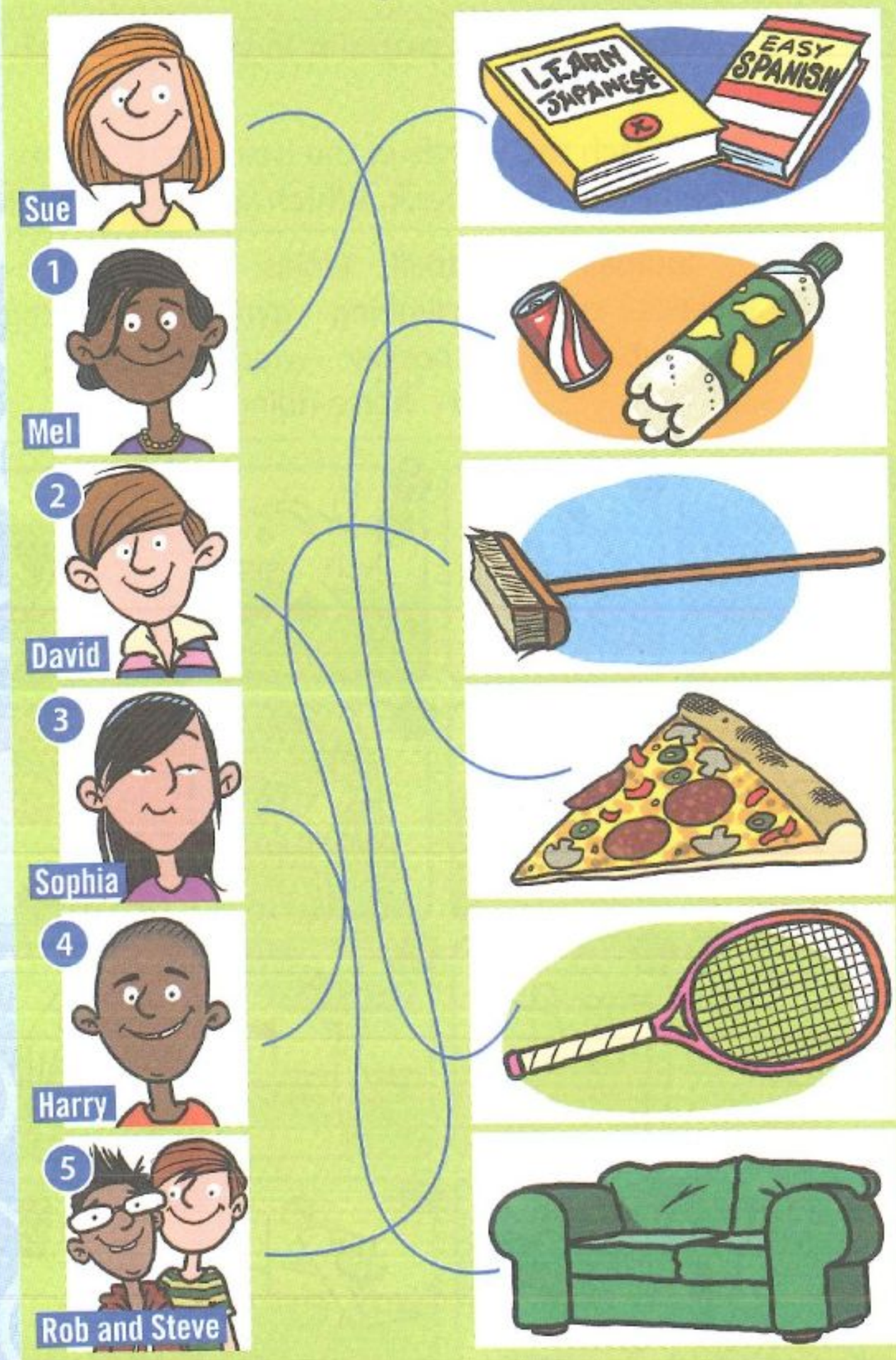
3 Find five adjectives about health on the plates. Write the words.

1 elhayth
2 sirtthy
3 lewl
4 eviact
5 fti

4 Complete the crossword with the opposites of the adjectives from exercise 3.



5 Follow the lines and complete the sentences with the verb + *-ing*.



Sue likes *eating pizza.*

1 Mel enjoys .....
2 David doesn't like .....
3 Sophia really likes .....
4 Harry doesn't mind .....
5 Rob and Steve love .....

6 THE 'PLEASE' GAME. Work in groups. Follow the instructions.

- One student gives instructions to the other students using imperatives.
- If you hear 'please', do the action. If you don't hear 'please', don't do the action!
- If you make a mistake, you are out of the game. The winner is the last student in the game.

6 Sport

VOCABULARY • Sports

I can talk about different sports.

Extra listening and speaking p97
Culture p109
Project p114

THINK! What sports are popular in your country?

1 2.12 Match the words in the box with pictures 1–16. Then listen and check. Which sports do you like?

football basketball tennis swimming
athletics cycling climbing gymnastics skiing
volleyball golf hockey wrestling sailing
rugby horse-riding

2 Work in pairs. Take turns to mime and guess sports from exercise 1.

3 Check the meaning of the words in blue in the *Sports Quiz*. Then do the quiz in pairs or teams.

5 In which city is the biggest football stadium in Europe?

6 Here's a judo champion. Which country is this sport from?

7 Which of these is the correct size for a golf ball: a, b or c?

a 19 mm b 41.1 mm c 57.5 mm

8 How many players are there in a doubles tennis match?

9 How long is an Olympic swimming pool?

10 How many players are there in a beach volleyball team?

4 2.13 **Watch or listen and answer the questions.**

1 Does Liane do any sports?
2 What sport does Lewis watch on TV?
3 Are there any sports Ray wants to try?

5 2.13 **Watch or listen again and complete the key phrases.**

KEY PHRASES

Talking about sports

1 I'm in a ..... club.
2 I (don't) enjoy ..... .
3 I'm in the ..... team.
4 I'm a ..... fan.
5 I want to try ..... .

6 USE IT! **Work in pairs. Find out who is sports crazy. Change the words in blue in exercise 4 and ask and answer the questions. Use the key phrases.**

Do you do any sports?

Yes, I enjoy playing basketball. I'm in the school team. And you?

KEY:
0–3 Mmm. Sport isn't your favourite thing, right?
4–6 Not bad, but not great!
7–9 Very good. Almost a champion!
10 Excellent! You're officially sports crazy!

Finished?
Write more quiz questions.

6 READING • The Olympics then and now

I can read for specific information.

THINK! **When and where are the next Olympic Games? Which sport in the box is NOT in the Olympics?**

squash sailing rugby golf football

OLYMPICS TIMELINE

1896 The first modern Olympic Games were in Greece. There were silver medals for winners and bronze medals for second place. There weren't any gold medals.

1900 Women weren't competitors until 1900. That year there were more competitors than spectators.

1912 There was an eleven-hour-forty-minute wrestling match between Martin Klein and Alfred Asikainen. It was the longest competition in Olympic history.

1916 In 1916, 1940 and 1944, there weren't any games because of war.

1920 There wasn't an Olympic flag until 1920. The flag of every country in the world has got one of the five Olympic colours in it.

1924 In the first Winter Olympics in France, the Canadian ice hockey team were champions with 122 goals.

1936 Twelve-year-old swimmer Inge Sorensen from Denmark was the youngest medallist in Olympic history.

1960 Abebe Bikila from Ethiopia was the first African to win a gold medal after running a marathon without shoes.

1988 Table tennis is one of the most popular sports in the world, but it wasn't in the Olympics until 1988.

2012 Hiroshi Hoketsu was a competitor in a horse-riding competition at the age of seventy-one.

2016 In Rio, golf and rugby were the first events in nearly 100 years.

1 Read the text. What sports are mentioned?

2 2.14 **Read and listen to the text again and write *true* or *false*.**

1 There were gold medals in the first Olympic Games.
2 There weren't any games in 1916.
3 Inge Sorensen was a swimmer from Ethiopia.
4 Abebe Bikila was a marathon runner.
5 Golf and rugby were Olympic sports for the first time in 2012.

3 **VOCABULARY PLUS** **Use a dictionary to check the meaning of the words in blue in the text. For more practice, go to page 56 in the Workbook.**

4 **USE IT!** **Work in pairs. Which piece of information in the text do you think is the most interesting? What sports do you like watching in the Olympics?**

6 LANGUAGE FOCUS • *there was, there were* • *was, were*

I can talk about past events.

there was, there were

1 **Complete the examples from the text on page 64. Then choose the correct words in the rules.**

1 ..... an eleven-hour-forty-minute match.
2 ..... any gold medals.

RULES

1 We use *there was* and *there wasn't* with **singular / plural** nouns.
2 We use *there were* and *there weren't* with **singular / plural** nouns.

2 **Complete the text with affirmative and negative forms of *there was* and *there were*.**

The first marathon

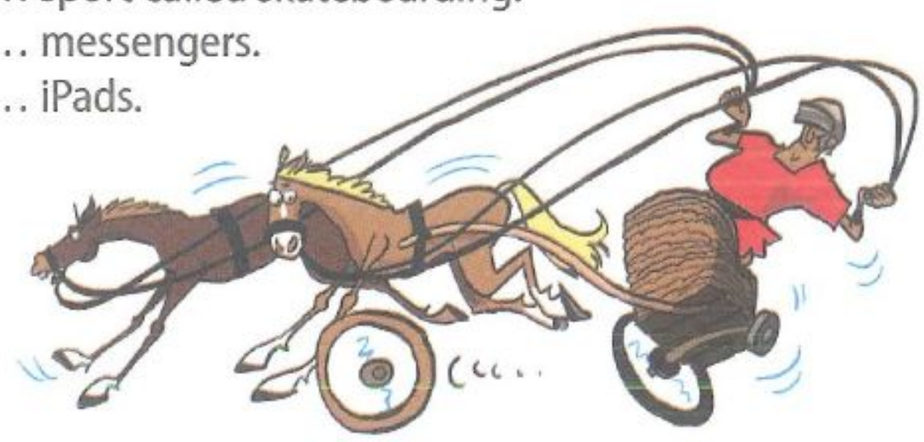
2,500 years ago [1] ..... a war between Greece and Persia and [2] ..... a lot of battles. [3] ..... a big battle in a place called Marathon, which the Greeks won*. This was important news, but [4] ..... any internet and [5] ..... any telephones. So a man called Pheidippides ran* to Athens with news of the battle. He ran about forty-one kilometres. [6] ..... any good roads, so it was a difficult journey. When he arrived in Athens, he died.

*won = past of win, ran = past of run.

3 **Complete the sentences with affirmative and negative forms of *there was* and *there were*. Use *many, any* or *a / an*.**

2,500 years ago ...

1 .... rich footballers.
2 ... chariot races.
3 ... country called Persia.
4 ... sport called skateboarding.
5 ... messengers.
6 ... iPads.



4 **Write eight sentences about your country 100 years ago. Use the words in the box.**

there was / wasn't many
there were / weren't a lot of some / any a / an

There weren't many cars.

5 **USE IT!** **Work in pairs. Compare your sentences in exercise 4.**

was, were

6 **Complete the examples from the *Olympics timeline* text on page 64. Then complete the rule.**

1 Hiroshi Hoketsu ..... a competitor.
2 It ..... in the Olympics until 1988.
3 Golf and rugby ..... events for the first time.
4 Women ..... competitors until 1900.

RULE

was and *were* are the past forms of ..... and ..... .

7 **Complete the sentences using affirmative and negative forms of *was* and *were*.**

In the past ...

1 things ..... different.
2 sports stars ..... richer.
3 I ..... younger.
4 Everest ..... higher.
5 transport ..... slower.
6 people ..... taller.

8 **Complete the sentences with *was* and *were* and your own ideas.**

I ..... born in ... *I was born in Prague.*

1 When I ..... younger, my favourite sport ....
2 The number one song last week ....
3 My great-grandparents' names ....
4 My favourite films last year ....
5 My favourite day last week ....
6 When I ..... younger, my hobbies ....
7 My last meal ....

9 **USE IT!** **Work in pairs. Compare your sentences in exercise 8.**

Finished?

Think of more differences between life 100 years ago and now. Use *there was, there were, was* and *were*.

6 VOCABULARY AND LISTENING • X Games: Regular and irregular verbs

I can understand specific information in a programme about the X Games.

THINK! What sports are difficult and dangerous? Are these sports popular in your country?

X GAMES SUPERSTARS

Sports in the X Games are always exciting and often dangerous. The games started in 1995 when 500,000 fans travelled to Newport in the USA and watched sports like BMX, skateboarding and motocross.

Our programme today looks at two skateboarders who decided to learn to skateboard when they were very young. They competed in the X Games and became big stars – Tom Schaar, the youngest gold medallist in the history of the games, and Alana Smith, the youngest silver medallist.

1 She / He learned to skate when she / he was
a four. **b** seven. **c** nine.

2 She / He first went to the X Games in
a Barcelona. **b** Miami. **c** Shanghai.

3 She / He did a trick called
a 900. **b** 1080. **c** 540 McTwist.

4 She / He won an X Games medal when she / he was
a ten. **b** twelve. **c** fourteen.

1 2.15 **Check the meaning of verbs 1–10. Then read the text and sentences 1–4. Match verbs 1–10 with the past simple forms in blue. Listen and check.**

1 learn
2 start
3 go
4 win
5 travel
6 become
7 watch
8 do
9 compete (in)
10 decide

2 2.16 **Listen to information about Alana Smith and Tom Schaar. From column A, choose who is talking. From column B, choose where they are.**

A	B
1 parents talking	4 at school
2 sports fans talking	5 at the X Games Asia
3 Alana and Tom talking	6 on a TV programme

3 2.16 **Listen again and look at sentences 1–4 in the text. Choose the correct answers for Alana and then for Tom.**

4 **USE IT!** **Complete the questions with the correct form of the verbs in the box. Then ask and answer with a partner.**

do learn become win travel compete

1 What sports do you want to ..... ?
2 Where do you want to ..... ?
3 Do you want to ..... a star? Why / Why not?
4 Do you prefer ..... or ..... in competitions? Why?
5 Can you ..... any dangerous sports?

6 LANGUAGE FOCUS • Past simple: affirmative • Past time expressions

I can talk about events in the past.

Past simple: affirmative

1 Look at the examples and complete rules 1–3 with *have got* or *haven't got*.

compete (regular)
I **competed** in the Olympics.
They **competed** in the X Games.
win (irregular)
She **won** an X Games medal.
We **won** at the X Games.

RULES

1 Regular verbs ..... past simple forms ending in *-ed*.
2 Irregular verbs ..... past simple forms ending in *-ed*.
3 Verbs in the past simple ..... the same form for *I, you, he, she, it, we* and *they*.

2 Read the study strategy. Then complete the *Young sports superstars* text with the past simple form of the verbs in blue. Use the irregular verb list on page 112 of the Workbook to check the verbs.

STUDY STRATEGY

Learning irregular verbs

It's important to check the past simple forms of verbs and learn the irregular ones. Put the verbs in groups of ten and try learning a different group every week.

3 2.17 PRONUNCIATION: *-ed* endings Listen and repeat the words. Which letters come before the *-ed* ending in list 3?

1 /t/ practised, watched
2 /d/ travelled, played
3 /ɪd/ started, decided

Past time expressions

4 Look at the examples and answer the questions.

1 How do you say the words in blue in your language?
2 Do we put *ago* before or after a past time expression?

He first competed when he was twelve.
She last competed in 1981.
He was on this programme two years ago.

KEY PHRASES

Past time expressions

last Tuesday / weekend / week / year / August
in August / 2014
on Friday / Sunday
when I was ten
ten minutes / two weeks / a month ago

5 USE IT! Write sentences using the past simple and the key phrases. Then compare with other people in the class. Are any of your sentences the same?

I last (play) sport …
I last played sport on Saturday.

1 I first (watch) the Olympics …
2 I last (do) my English homework …
3 I first (come) to this school …
4 I last (run) 100 metres …
5 I first (swim) in a pool …
6 I last (see) a good film …
7 I first (go) on a train …

Finished?
Write true and false statements about your life. Use the verbs on this page.

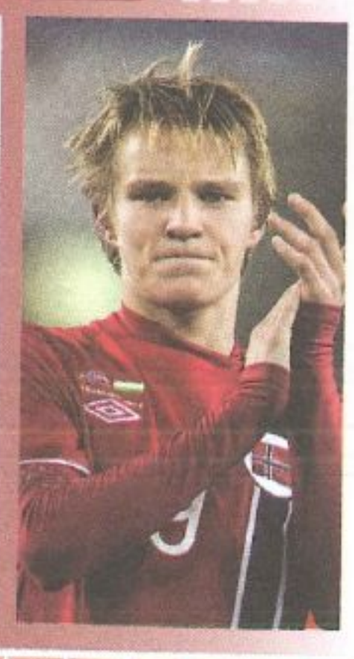
YOUNG TALENT SUPERSTARS

ABDUL LATIF ROMLY

Abdul Latif Romly [1] ..... (go) to the Rio Paralympic Games in 2016. He [2] ..... (win) the gold medal for the long jump on 11 September 2016. He actually [3] ..... (break) the world record for the long jump three times in one day. Abdul Latif won Malaysia's 2016 Sportsman of the Year award for his achievements.

MARTIN ODEGAARD

Martin Odegaard, from Norway, [4] ..... (become) a professional footballer at fifteen and [5] ..... (score) great goals for his club. He first [6] ..... (play) international football before he was sixteen. A lot of famous clubs were interested in him and he [7] ..... (train) with some of them. Finally, in 2015, Real Madrid [8] ..... (give) him a contract.



6 SPEAKING • Last weekend

I can talk about what I did at the weekend.

THINK! **Think of three answers for the question 'How was your weekend?'.**

Alfie Hey, Lois. How are things?
Lois Oh hi, Alfie. Good, thanks. How [1] ..... your weekend?
Alfie It [2] ..... great, thanks. I [3] ..... to a football match on Saturday.
Lois Really? [4] ..... it good?
Alfie Yes, it was brilliant. There [5] ..... a lot of goals. United [6] ..... 3–2 in the end.
Lois That's good news! Who [7] ..... you with?
Alfie My brother. Why don't you come next time?
Lois Sure. Why not? Text me when you're going, OK?
Alfie OK then. Bye, Lois.
Lois Bye.

1 2.18 **Complete the dialogue. Then watch or listen and check. Why was Alfie happy on Saturday?**

2 2.18 **Look at the key phrases. Cover the dialogue and try to complete the key phrases. Then watch or listen and check.**

KEY PHRASES

Talking about the weekend

1 ..... was your weekend?
2 ..... good / bad news!
3 ..... were you with?
4 ..... don't you come next time?
5 Sure. ..... not?
6 Text me ..... you're going.

3 2.19 **Look at the phrases. Then listen to three mini-dialogues. Which phrases do you hear?**

It was It wasn't	brilliant. cool. OK. great.	I went …	to a concert. on a trip. to a tennis match. to the cinema on Saturday. to a restaurant with my parents.

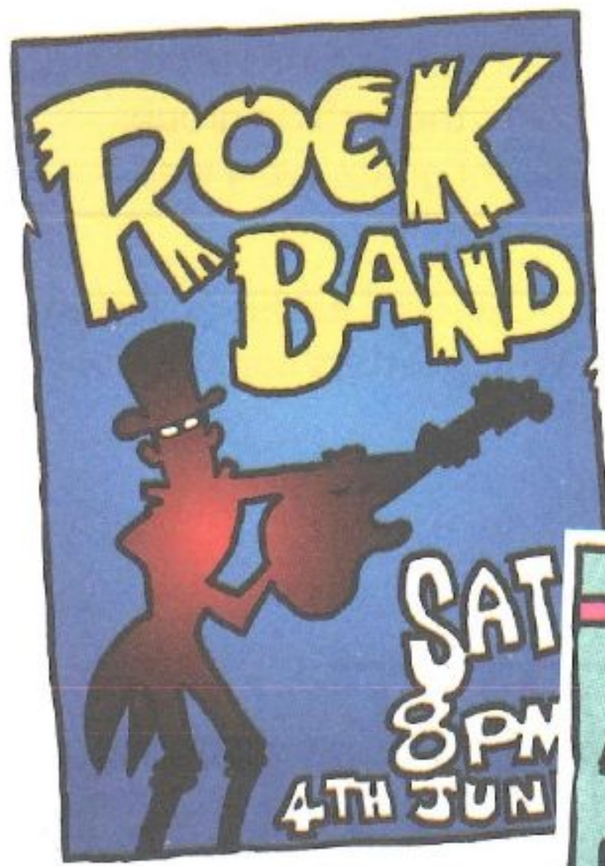
The	music place(s) players food game film	was wasn't were weren't	(really)	bad. boring. nice. amazing. strange. interesting. terrible.

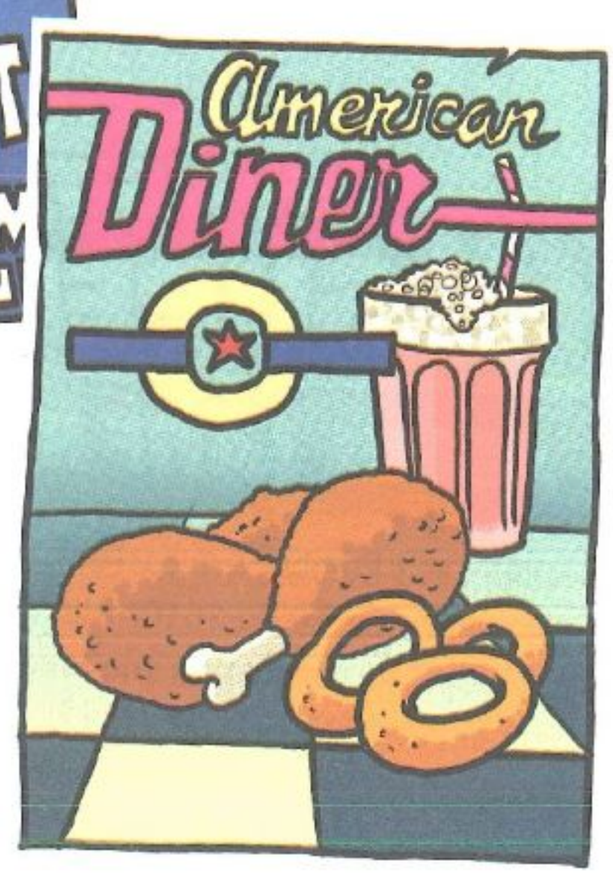
4 **Work in pairs. Practise mini-dialogues using phrases in exercises 2 and 3.**

How was your weekend?

It was cool. I …

5 **USE IT!** **Work in pairs. Look at the pictures. Imagine that you went to a concert or restaurant last weekend. Prepare and practise new dialogues with the phrases in exercises 2 and 3.**



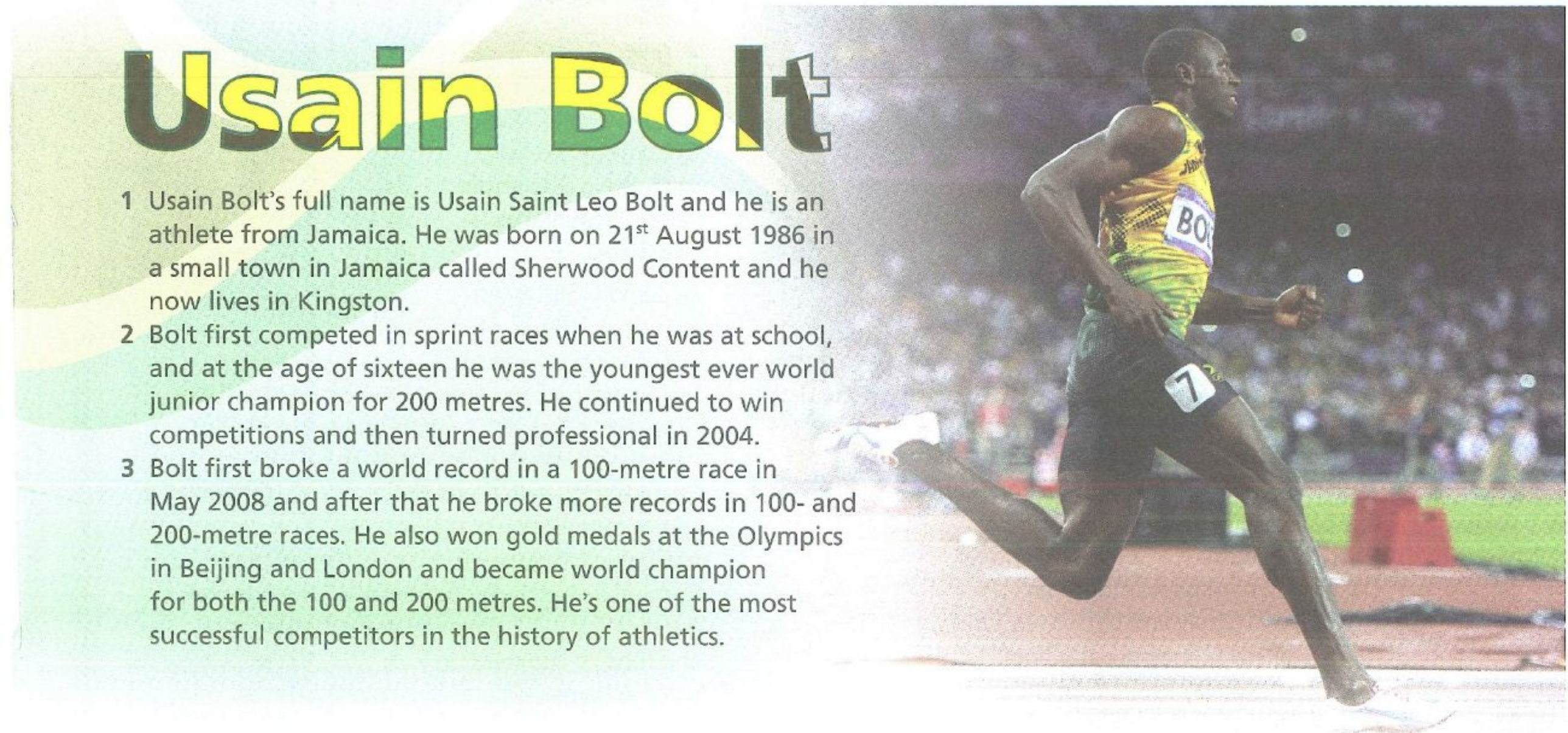


6 WRITING • A sports star

I can write a profile of a sports star using paragraphs.

THINK! **Name five famous international sports stars. Who is the most famous sports star in your country? What is his / her sport?**

Usain Bolt



1 Usain Bolt's full name is Usain Saint Leo Bolt and he is an athlete from Jamaica. He was born on 21st August 1986 in a small town in Jamaica called Sherwood Content and he now lives in Kingston.

2 Bolt first competed in sprint races when he was at school, and at the age of sixteen he was the youngest ever world junior champion for 200 metres. He continued to win competitions and then turned professional in 2004.

3 Bolt first broke a world record in a 100-metre race in May 2008 and after that he broke more records in 100- and 200-metre races. He also won gold medals at the Olympics in Beijing and London and became world champion for both the 100 and 200 metres. He's one of the most successful competitors in the history of athletics.

1 **Read the profile. Where was Usain Bolt born? When was his first world record?**

2 **Look at the key phrases. Which phrases do we use in paragraphs 1–3? Read the profile again and check.**

KEY PHRASES

Profile of a sports star

1 His / Her full name is …
2 At the age of … he / she …
3 He's / She's one of the most successful … in the history of …
4 He / She first competed / played in …
5 He / She was born on …
6 He / She continued to …
7 He / She first … in …

Language point: Paragraphs

3 **Read the text again. Match three topics from a–e with paragraphs 1–3.**

a His life now
b Greatest moments
c Basic information
d Problems
e Early career

4 **USE IT!** **Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Write a profile of a sports star for a sports website.

B THINK AND PLAN

1 Think of a sports star who you like.
2 Find information about the person and choose the most important points. Look at the key phrases to help you choose.
3 Make notes using the key phrases and the paragraph titles in exercise 3.

C WRITE

Write your profile using your notes.

D CHECK

- past simple verb forms
- past time expressions
- paragraphs

6 REVIEW

Vocabulary

1 Find the odd word out in each group.

1 football / basketball / skiing
2 tennis / sailing / swimming
3 rugby / cycling / horse-riding
4 golf / hockey / judo
5 athletics / volleyball / tennis
6 climbing / skiing / hockey

2 Complete the sentences with the words in the box.

started did travelled went
became won competed

1 My sister ..... around Australia last summer.
2 Andy Murray ..... the Wimbledon tennis tournament in 2013.
3 Nadia Comăneci ..... in the Montreal Olympics when she was fourteen.
4 Last year my family and I ..... to Turkey.
5 I ..... all my homework at school.
6 Pelé ..... to play football for the Brazil national team when he was sixteen.
7 One Direction ..... really famous in 2010.

Language focus

3 Complete the dialogue with the affirmative or negative forms of *was* or *were*.

Max [1]..... you at the sports show last night?
Tom No, I [2]..... . [3]..... it good?
Max Good? It [4]..... great! Becky and Raj [5]..... there, too.
Tom Really?
Max Yes. There [6]..... a lot of different sports to try.
Tom No way! What sports?
Max Well, there [7]..... judo. Then I did some climbing and cycling.
Tom That sounds great!
Max I know. It [8]..... so cool, but there [9]..... much time to talk to people. There [10]..... any famous climbers or cyclists, but there [11]..... a judo star there.
Tom [12]..... it an Olympic champion?
Max No, it [13]..... me!
Tom Ha, ha! Very funny, Max.

4 Write the past simple form of the verbs. Then decide if they are regular (R) or irregular (I).

1 learn	4 play	8 speak
2 give	5 come	7 finish
3 see	6 live	9 eat

5 Complete the text with the past simple form of the verbs in brackets.

Dr Ludwig Guttmann [1]..... (be) a German doctor and he [2]..... (work) in a hospital in England during the Second World War. His patients [3]..... (have) serious problems with their backs, but Dr Guttmann [4]..... (use) sport to help them. He [5]..... (begin) a sports competition at the hospital. Soon people from other countries [6]..... (come) to the hospital games. In September 1960 the hospital games [7]..... (change) to the Paralympics and the first competition [8]..... (take) place in Rome. Athletes from twenty-three countries [9]..... (compete) in the events. Italy [10]..... (win) eighty medals!

Speaking

6 Choose the correct responses.

1 How was your weekend?
a No, thanks. b Yes, please. c Great, thanks.
2 I went to a tennis match.
a Hi, Beth. b Was it good? c OK, then.
3 Who were you with?
a My mum and sister. b Cool!
c The food was good.
4 Why don't you come next time?
a Bye. b Sure. Why not? c Yes, it was great.
5 Text me when you're going, OK?
a That's good news. b It was brilliant.
c OK, then.

Listening

7 2.20 **Listen to two friends talking and answer the questions.**

1 What did Louisa do at the weekend?
2 What did she write about?
3 When was the match?
4 Why was the match special?
5 Where were the players from?
6 How many games did the players play?

6 PUZZLES AND GAMES

1 **Use the grid to find the first and last letters of sports 1–8. Then write the sports.**

	A	E	I	O	U
P	a	g	m	s	y
T	b	h	n	t	z
G	c	i	o	u	
S	d	j	p	v	
M	e	k	q	w	
B	f	l	r	x	

PE BA

gf = golf

1 BA BE
2 PA PO
3 TE PU
4 BI PU
5 PE PO
6 SO BE
7 SE GI
8 TO PO

2 **SPORT ART. Work in groups. Write the names of the sports on page 62 on pieces of paper. One student takes a piece of paper and draws the sport. The others guess. The winner is the person who guesses the most sports.**

3 **MEMORY GAME. Work in pairs. Follow the instructions.**

- Put four to eight objects on your desk.
- Look at the objects for ten seconds and remember them.
- One student closes his / her eyes.
- The other student takes the objects from the desk and hides them.
- The student opens his / her eyes and says what objects were on the desk using *there was / there were*. For example, *There was a pen. There was a ruler. There were three books. There was an apple.* The student gets a point for every correct sentence.
- Repeat the game with different objects. Who can get the most points?

4 **Join the letters to find regular and irregular past simple forms.**

	STA	NT
1	WE	ETED
2	W	RTED
3	TRAV	ID
4	BEC	RNED
5	LEA	IDED
6	WAT	ON
7	D	AME
8	COMP	CHED
9	DEC	ELLED

started

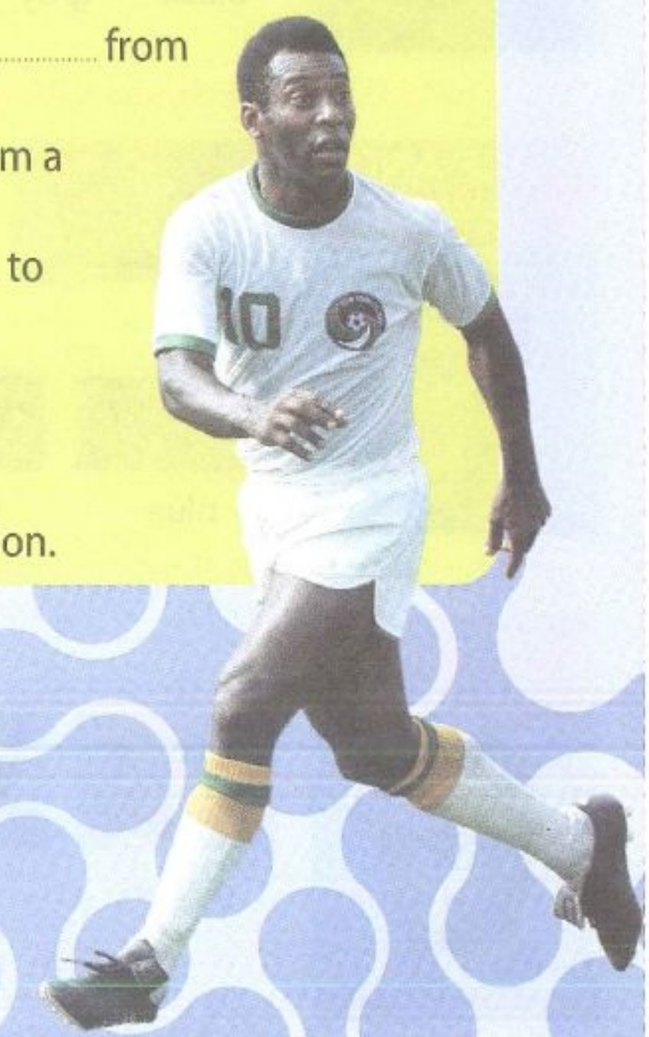
5 **Complete the sentences. Then write the past simple form of the missing verbs in the puzzle. Then use the letters in the grey boxes to make a mystery word.**

		W	O	N	
1					
2					
3					
4					
5					
6					
7					

Germany *won* the football World Cup in 2014.

The mystery word is .....

1 Nadia Comăneci ..... born in Romania.
2 Usain Bolt ..... the world record in Beijing.
3 Pheidippides ..... from Marathon to Athens.
4 Pelé ..... from a poor family.
5 My dad ..... to the match on Saturday.
6 I ..... all my homework last night.
7 The 2012 Olympics ..... in London.



7 Growing up

VOCABULARY • Describing people

I can describe people.

Extra listening and speaking p98
Curriculum extra p104
Culture p110
Song p119

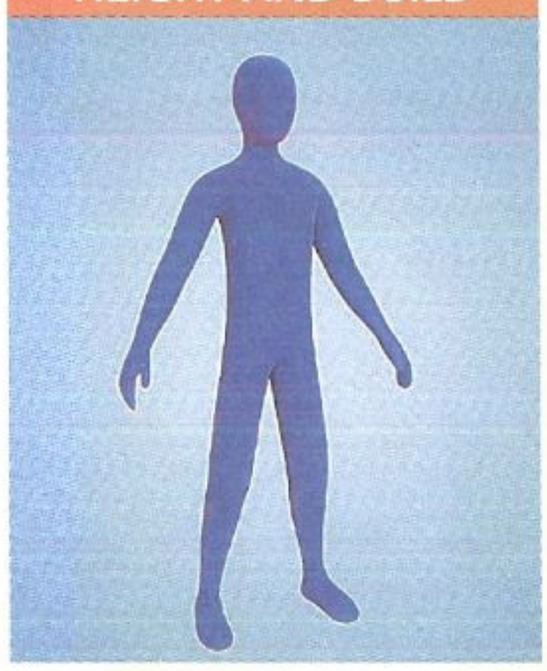
THINK! Which famous people do you like? Why?

1 Complete 1–6 with the words in the box.

moustache round red long green short

MAKE YOUR OWN AVATAR

HEIGHT AND BUILD



tall

average height

1 .....

overweight

average build

slim

HAIR

2 .....

short

curly

spiky

straight

bald

black

grey

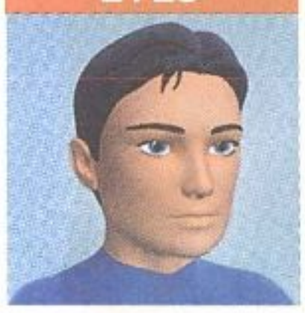
dark brown

light brown

3 .....

blonde

FACE AND EYES



4 .....

square

thin

blue

brown

5 .....

grey

OTHER FEATURES

glasses

beard

sunglasses

6 .....

2 2.21 Listen and repeat the words in exercise 1. Which words describe you?

I'm short and slim. My hair is ...

3 2.22 **PRONUNCIATION: Diphthongs** Listen. Which word is the odd one out?

1 /aɪ/ light, height, hair, quite
2 /aʊ/ round, brown, board, mouth
3 /ɪə/ height, beard, ear, we're
4 /eə/ their, bald, fair, hair

4 Invent an avatar using words in exercise 1. Then listen to your partner's description and draw their avatar.

My avatar is a man. He's short and ...

5 2.23 Watch or listen. Look at photos a–h. Which photos are the people talking about?

6 2.23 Watch or listen again. Which key phrases does Lewis use?

KEY PHRASES

Guessing answers

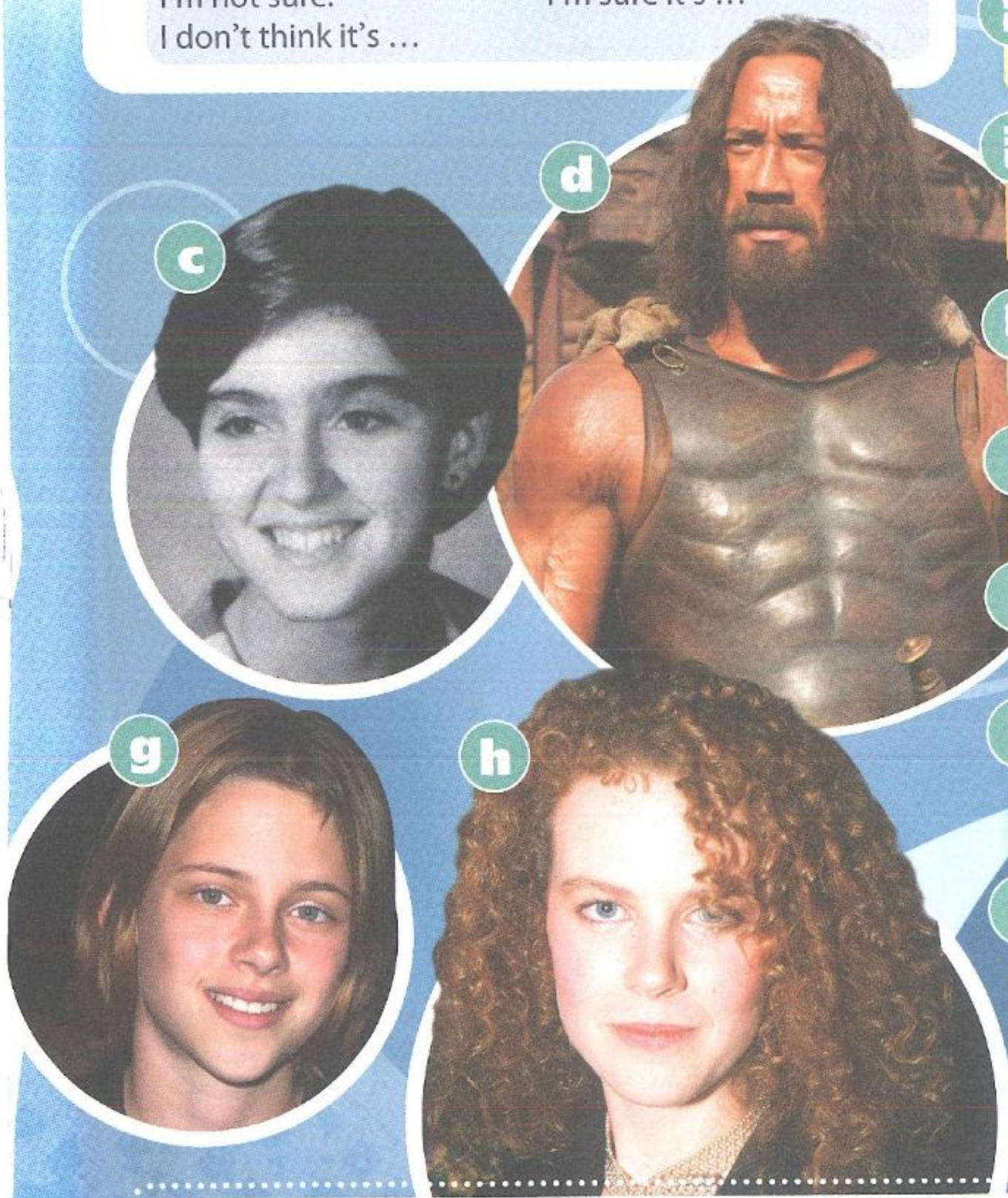
I think it's …
I'm not sure.
I don't think it's …
Maybe / Perhaps it's …
I'm sure it's …

7 **USE IT!** Choose the correct words in descriptions 1–8. Then match the descriptions to photos a–h and name the famous people. Compare your answers with a partner using the key phrases.

I think description 1 is …

I'm not sure. I don't think it's …

1. As a child this singer had **straight** / **curly** hair. Now her hair looks very different!
2. In films this actor has sometimes got blue skin and **brown** / **green** eyes.
3. This actor has sometimes got **sunglasses** / **a moustache** in films. In real life he's also got glasses.
4. Who is this cute little boy with the **round** / **thin** face and big, brown eyes?
5. This film star is bald now, but he had long hair and **a beard** / **glasses** in this film.
6. This singer had short **black** / **red** hair when she was young, but now it's long and blonde.
7. This actor was in her first film at the age of eleven when she had short, **light** / **dark** brown hair.
8. This actor had amazing **spiky** / **curly** red hair in 2003, but now it's straight and blonde.



Finished?

Write a description of a friend in the class.

Madonna

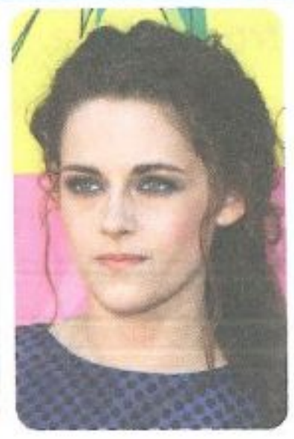
Sam Worthington

Dwayne Johnson

Nicole Kidman

Cristiano Ronaldo

Johnny Depp


Kristen Stewart

Lady Gaga

7 READING • Childhood photos

I can understand the general idea of a text.

THINK! Did you look very different last week and five years ago? How?

A LIFE IN PHOTOS

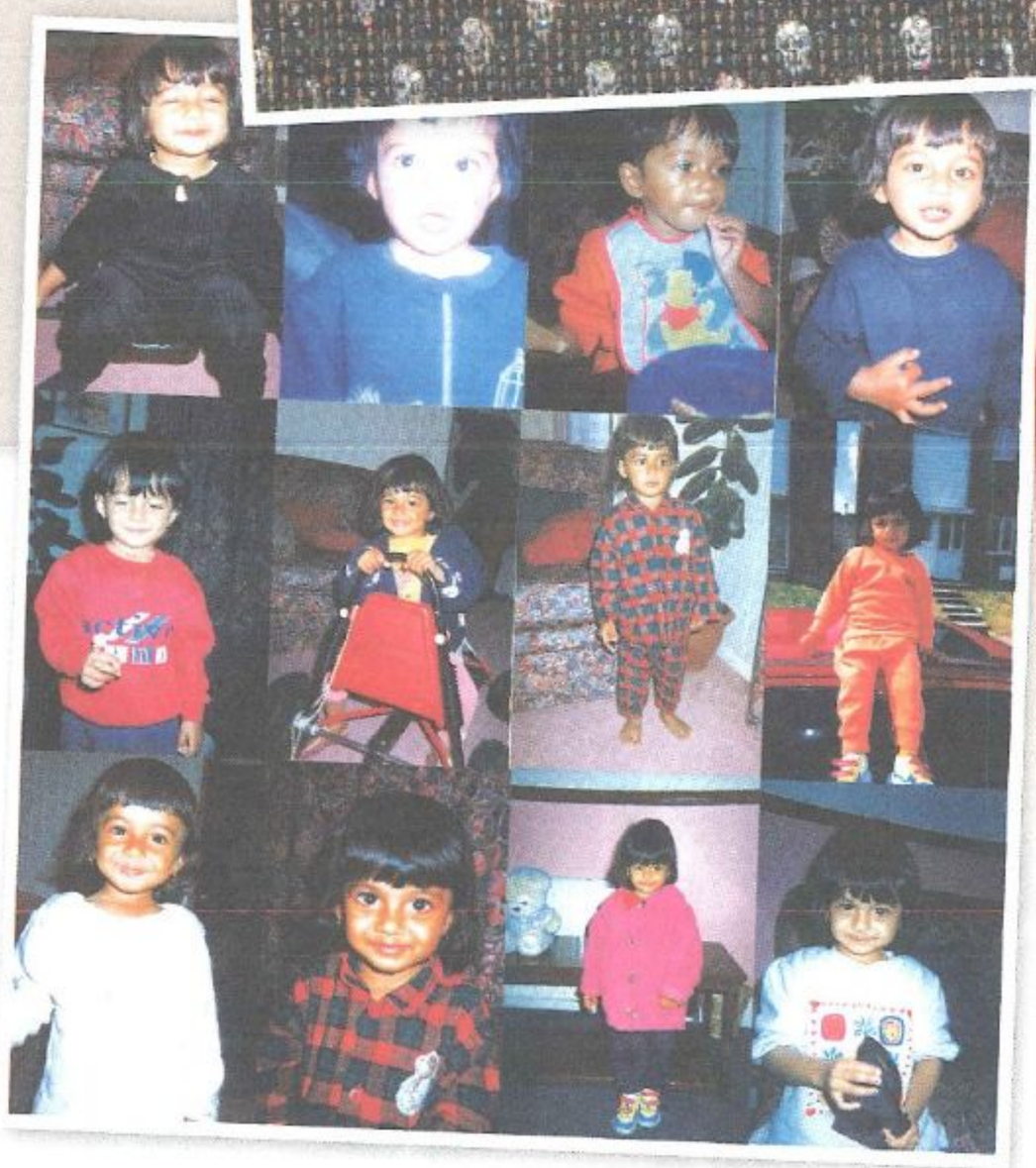
On 23 January 1996, Munish Bansal took a photo of his new baby daughter Suman, who was a few hours old. Baby Suman had beautiful, big brown eyes and straight dark hair.

Every day after that, Munish took another photo of his daughter, sometimes in the morning, sometimes in the afternoon. Sometimes Suman was tired or sad and she didn't want to look at the camera, but she was usually happy.

In the photos Suman usually had long hair, but sometimes it was short; sometimes she had glasses and sometimes she didn't have glasses. From one day to the next Suman didn't change a lot, but every month and year she grew or changed a little.

On her eighteenth birthday, 6,575 days after she was born, Munish took a photo of his daughter as usual. The same as in the first photo, Suman had beautiful, big brown eyes and straight black hair, but in this photo she was an adult, not a baby.

Munish collected all of the 6,575 photos, made one big picture from them, and gave it to her as a present. It was the picture of Suman's life.



1 **Look at the picture. What is special about it? Read and check your answer.**

a Munish made the picture when his daughter was eight years old.
b Munish took 6,575 days to make the picture of his daughter.
c Munish made the picture from 6,575 photos of his daughter.

2 2.24 **Read and listen to the text again and write *true* or *false*.**

1 Munish didn't take photos when Suman was sad.
2 Munish took a photo of his daughter at a different time every day.
3 Suman is quite different in the photos from one day to the next.
4 Suman normally had short hair in the photos.
5 Suman was an adult when she received the present.

3 **VOCABULARY PLUS** **Check the meaning of the words in blue in the text. For more practice, go to page 64 in the Workbook.**

4 **USE IT!** **Work in pairs. What do you think of Munish's special picture? Has your family got a lot of photos?**

7 LANGUAGE FOCUS • Object pronouns • Past simple: affirmative and negative

I can talk about situations and events in the past.

Object pronouns

1 **Study the examples. When do we use object pronouns? Complete the rule with the correct words in the box.**

names verbs adjectives nouns

Munish made one big picture from the photos.
Munish made one big picture from **them**.
He gave the picture to Suman as a present.
He gave **it** to **her** as a present.

RULE

Object pronouns are used in place of [1] ..... or [2] ..... .

2 **Match the object pronouns in the box with the subject pronouns.**

it ~~me~~ them us you him her you

I – *me* you – [1] ..... it – [2] ..... he – [3] .....
she – [4] ..... we – [5] ..... you – [6] ..... they – [7] .....

3 **Complete the sentences with your own ideas and an object pronoun.**

1 … isn't my favourite subject, but I study ..... .
2 … is my favourite singer. I often listen to ..... .
3 I think … is an interesting country. I want to visit ..... .
4 My best friend is …. I really like ..... because ….
5 My hobbies are …. I like ..... because ….

4 USE IT! **Work in groups. Compare your sentences in exercise 3.**

Past simple: affirmative and negative

5 **Study the examples. Find other examples of the negative form in the text. How do we form the past simple negative? Read the rule to check.**

She had glasses.
She **didn't have** glasses.

RULE

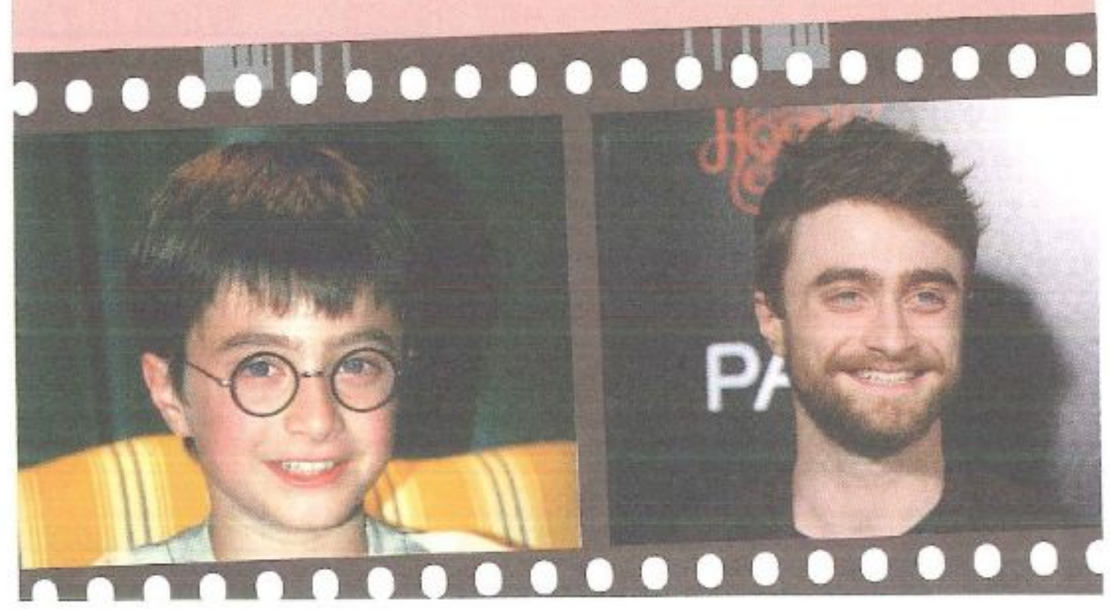
To form the past simple negative, we use *didn't* + verb in the base form.

6 **Complete the text with the affirmative or negative form of the verbs.**

A Life in Film

Between the ages of ten and twenty, Daniel Radcliffe [1] ..... (act) in seven *Harry Potter* films. In that time he [2] ..... (not make) other films and he [3] ..... (not go) to school. A tutor [4] ..... (give) special classes to all of the actors.

Sometimes very young actors have problems because their lives aren't normal, but Daniel [5] ..... (not have) a bad time. He [6] ..... (love) the job and [7] ..... (have) a lot of friends and fun.



7 **Write about your experiences. Use the affirmative or negative form of the verbs.**

1 … (live) in another city when I was younger.
2 … (have) different colour hair when I was a baby.
3 … (like) sweets when I was young.
4 … (go) to another country last year.
5 … (see) a good film last month.
6 … (watch) sport on TV last night.
7 … (play) video games last weekend.
8 … (visit) my grandparents in January.
9 … (eat) soup yesterday.

8 USE IT! **Work in pairs. Compare your sentences in exercise 7.**

I lived in another city when I was younger.

Me, too! I lived in Paris.

Really? I didn't. I lived here.

Finished?

Write about what you did last weekend.

7 VOCABULARY AND LISTENING • Life events

I can listen for specific biographical information.

THINK! Do you know any very tall people? What are the good and bad things about being very tall?

Robert Wadlow: The Gentle Giant

The story of the tallest man who ever lived

When was he born?
In February [1] ..... in Alton, Illinois, in the USA.

Where did he grow up and go to school?
In Alton.

Did he have any brothers and sisters?
Yes, he did. He was the oldest of five children. He had [2] ..... and [3] ..... They were all a [4] ..... height.

At what age did he leave school?
He left school when he was [5] .....

Did he go to university?
Yes, he did, but he left and he didn't get a qualification.

How did he become famous?
He appeared in a circus.

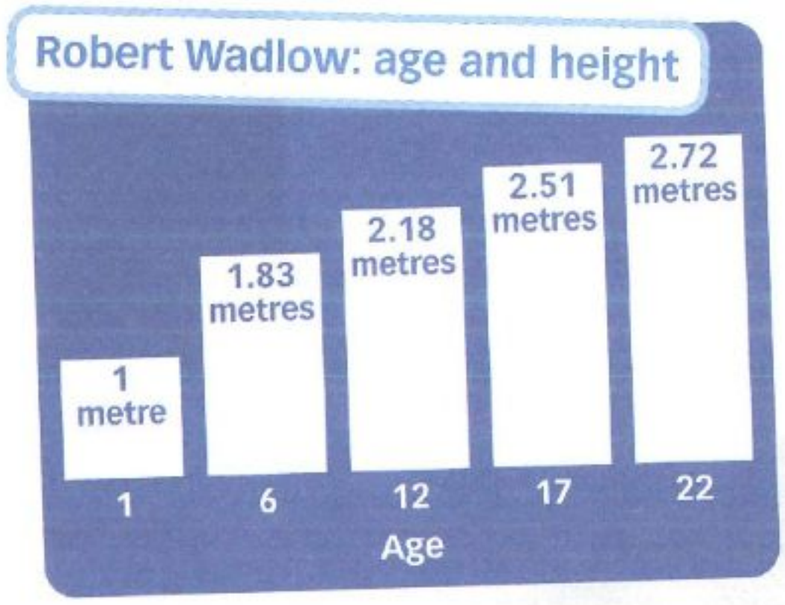
What did people call him?
People called him the Giant of Illinois or the Gentle Giant because he [6] ..... very quietly.

Where did he get a job?
He got a job with the shoe company that made his special shoes.

Did he get married and have children?
No, he didn't.

Did he travel much?
Yes, he did. He visited [7] ..... different towns in the USA when he travelled for the shoe company.

When did he die?
He died at the age of [8] ..... because of a problem with one of his [9] .....



1 2.25 Read the text about Robert Wadlow and check the meaning of the phrases in blue. Write the past simple form of the verbs. Listen and check.

grow up – grew up

2 2.26 Do you think people in the USA liked or disliked Robert? Listen to a podcast about him and check your answer.

3 2.26 Listen again and complete 1–9 in the text.

4 Write sentences about a person in your family. Use the past simple form of the verbs in the text.

My dad was born in Izmir. He grew up in Istanbul.

5 USE IT! Work in pairs. Compare your sentences in exercise 4.

My dad was born in Izmir.

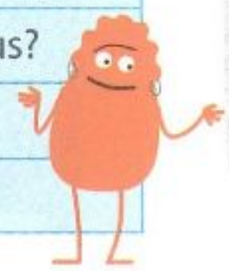
Really? My dad was born in Istanbul.

7 LANGUAGE FOCUS • Past simple: questions

I can ask questions about events in the past.

1 **Look again at the questions about Robert Wadlow in the text on page 76 and complete the table. Which word is in all of the questions?**

Question word	Auxiliary verb	Subject	Main verb	Other words
–	1	he	2	any brothers and sisters?
–	Did	3	go to	university?
4	did	he	become	famous?
What	did	5	call	him?
When	6	he	7 ..... ?	



2 **Order the words to make past simple questions. There is one extra word in each sentence.**

1 here / you / did / do / grow up / ?
2 where / what / live / did / he / ?
3 does / he / get a job / did / ?
4 how / travel / did / they / travels / ?
5 did / finished / when / he / finish / ?

3 **Read the information about James Cameron. Write questions using the words in blue.**

1 He went to school in Ontario, Canada. (Where ... ?)

2 His family moved to the USA when he was seventeen. (When ... ?)

3 No, he didn't go to university. (Did ... ?)

4 He learned about films from books and articles. (How ... ?)

5 No, he didn't become a film director after school. He worked as a truck driver. (Did ... ?)

6 He made his first film in 1978. (When ... ?)

7 Yes, he did. He won an Oscar for the film *Titanic*. (Did ... ?)

8 He made the first *Avatar* film in 2009. (When ... ?)

4 **Look at the paragraph. Complete the parts in blue with your ideas. Then work in pairs. Ask questions (a maximum of twenty) to find the information in your partner's paragraph. You can only answer 'Yes, I did' or 'No, I didn't'.**

Last weekend I went to (famous city) and went to the cinema with (famous actor / actress). Then we had dinner with (famous sports star) and we talked and danced for (two / three / four) hours.

Did you go to London?

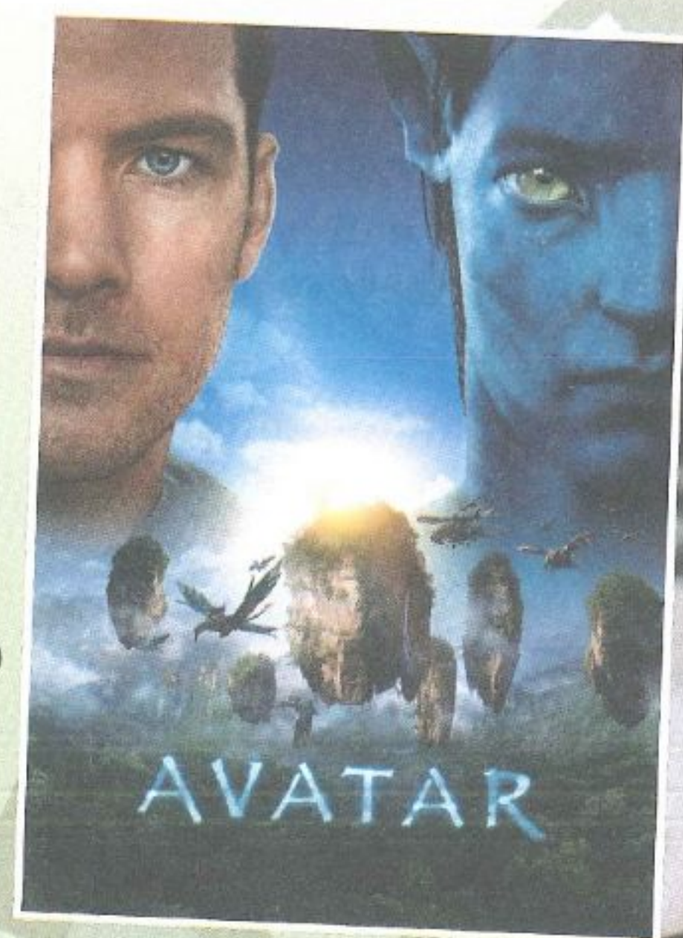
No, I didn't.

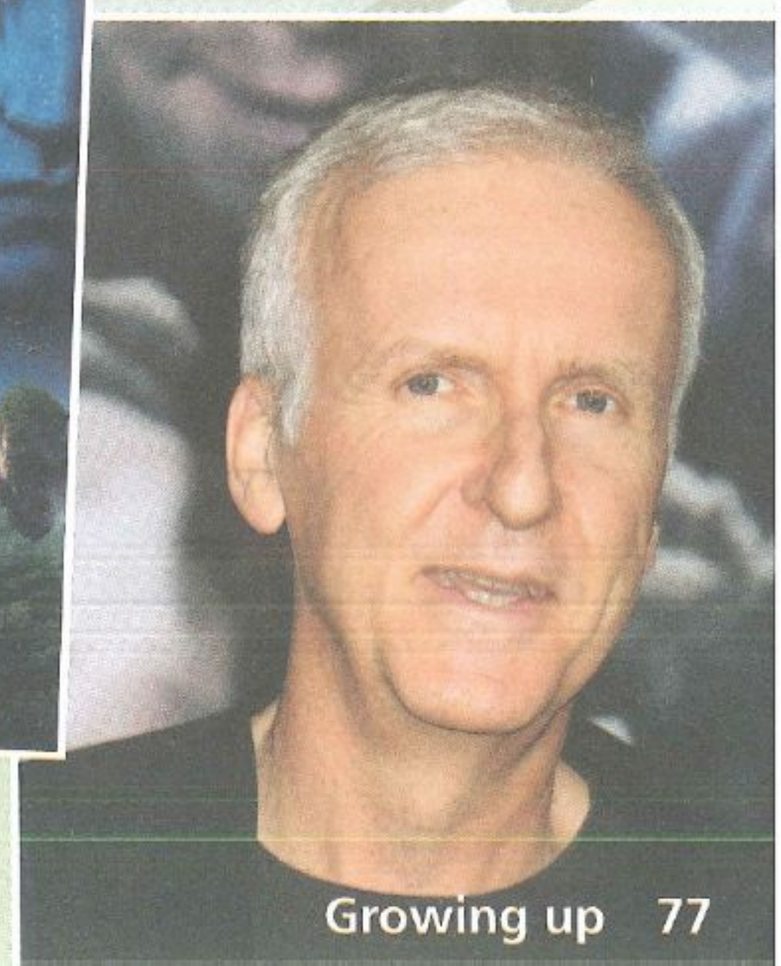
5 **USE IT! Complete the questions with the past simple form of the verbs. Then ask and answer the questions with a partner.**

1 (you / live) here when you were younger?
2 What (you / do) last weekend?
3 When (you / last / go) to the cinema?
4 What film (you / see)?
5 Who (you / go) with?
6 (you / do) any sports last weekend?
7 (you / play) any video games yesterday?
8 (you / have fun) on your last holiday?
9 Where (you / stay)?
10 What (you / do)?

Finished?

What is the longest question that you can make using the past simple?





7 SPEAKING • Role-play: an interview with a famous person

I can role-play an interview with a famous person.

THINK! Imagine that you can interview your favourite singer or actor. What questions do you want to ask?

Interviewer Hi. It's great to meet you. I've got a few questions for you, if that's OK.
Pop star Sure. Go ahead.
Interviewer Great. So, when did you decide to become a singer?
Pop star Good question. [1] .....
Interviewer Really? How old were you?
Pop star [2] .....
Interviewer That's interesting. Where did you go to school?
Pop star Erm, in Texas at first, but then we moved to New York.
Interviewer Cool! Did you enjoy living there?
Pop star Sure. [3] .....
Interviewer OK. One more question. What was the most exciting moment in your career?
Pop star Mmm. That's a difficult one. [4] .....
Interviewer Ah yes, of course. That was great. Thanks for your time.
Pop star You're welcome.

Interviewer (Gareth)

Pop star (Jasmine)

1 2.27 **Complete the dialogue with sentences a–d. Then watch or listen and check. Where is the pop star from?**

a Oh, about ten, I think.
b I guess it was when I sang with Beyoncé last year.
c I decided when I was at school.
d It was quite exciting to be in a big city.

2 2.27 **Look at the key phrases. Which does the interviewer use and which does the pop star use? Then watch or listen and check your answers.**

KEY PHRASES

Doing an interview

1 I've got a few questions for you, if that's OK.
2 Sure. Go ahead.
3 Good question!
4 One more question.
5 That's a difficult one.
6 Thanks for your time.

3 **Practise the dialogue with a partner.**

4 **Read the study strategy. Look at the situation and then think of some follow-up questions for 1–5 in the table.**

STUDY STRATEGY

Improve your speaking

You can have more interesting conversations in English if you:

- react to what people say.
- ask them questions to find out more information.

I went to England when I was young.

Really? That's interesting. Cool! Yes, of course.	1 Why … ? 2 When …. ? 3 Where … ? 4 What … ? 5 … ?

5 **USE IT! Work in pairs. Prepare and practise interviews with a famous person. Use the key phrases, the study strategy and ideas from the list below.**

Interview questions

When did you become a … ?
When did you get married to … ?
What did you look like when you were … ?
How did you feel when … ?
When did you first … ?

7 WRITING • Biographical questions and answers

I can write biographical questions and answers for a magazine.

THINK! Who is your favourite celebrity? What do you know about his / her life?

Chris Hemsworth FAQ

What's Chris Hemsworth like in real life?
He's very tall (1.90 metres), strong and good-looking. Chris has got fair hair and blue eyes. He's sometimes got a beard and a moustache.

He's Australian, right? But [1] ..... *exactly did he grow up?*
In Melbourne at first, then his family moved to the north and then to a place near Melbourne again.

Did he study to become an actor?
Yes, he studied at a school for actors in Sydney, Australia.

[2] ..... *did he really 'make it big'?*
He became well known in an Australian TV series, but he's best known for his roles in the films *Thor* and *Snow White and the Huntsman*.

[3] ..... *there any other key moments in his career?*
He won Teen Choice awards for several films.

What about his personal life?
He got married to Spanish actress Elsa Pataky in 2010 and they've got three children.

[4] ..... *we know anything about his hobbies or interests?*
It looks like he enjoys surfing and films.

1 **Read the article. What words are missing? What extra questions can you add?**

2 **Complete the key phrases with words in the article.**

KEY PHRASES

A biography: questions and answers

1 What's ..... like in real life?
2 Where / When / How exactly .....?
3 He / She became well known .....
4 He's / She's best known for his / her role(s) in / for his / her song .....
5 What about .....?
6 It looks like .....

Language point: Punctuation

3 **Match 1–7 with a–g to complete the sentences.**

We use

1 an exclamation mark (!)
2 a question mark (?)
3 a capital letter (A, B, C, …)
4 a comma (,)
5 an apostrophe (') (for example, *we're*, *Susan's*)
6 a full stop (.)

a at the beginning of a sentence and with names, countries, nationalities and names of books, films and songs.
b in lists and for pauses.
c at the end of a sentence.
d at the end of a question.
e for an exclamation or an imperative.
f in short forms and to show possession.

4 **Rewrite the text with the correct punctuation.**

jennifer lawrence is an american actress she was born in kentucky she is tall and shes got blonde hair and blue eyes jennifers most famous role was a girl called katniss everdeen in the hunger games

5 **USE IT! Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Write a question-and-answer article about a famous actor, actress or singer.

B THINK AND PLAN

1 Decide which person you want to write about.
2 Make a list of questions.
3 Look for information and photos.
4 If you can't find all of the information which you need, delete or change questions.

C WRITE

Write your article on a computer if possible. Use a logical order for the questions and use some of the key phrases.

D CHECK

- word order in descriptions
- past simple forms
- punctuation

7 REVIEW

Vocabulary

1 Look at the picture. Rewrite the description with the correct words.

He's got curly fair hair and he's wearing sunglasses. He's got a square face. He hasn't got a beard or a moustache. He's got grey eyes. He's short and slim.

2 Put the life events in order.

1 go to university
2 go to school
3 get married
4 get a job
5 grow up
6 travel
7 be born
8 leave school
9 die
10 have children
11 get a qualification

Language focus

3 Complete the sentences with an object pronoun.

1 Where's my pen? Can you see .....?
2 I want to see the new *James Bond* film this weekend. Do you want to come with .....?
3 My friends think Lionel Messi is great. I really like ..... too.
4 We don't understand this question. Can you help ....., please?
5 Sally was ill yesterday, so my mum took ..... to the doctor.
6 Maths and science are difficult subjects, so I don't really like .....

4 Complete the sentences with the affirmative or negative past simple form of the verbs in the box.

meet go walk talk eat buy

1 Chris ..... breakfast early this morning. ✗
2 He ..... into town by bus. ✓
3 He ..... Pablo in a cafe. ✓
4 They ..... about their weekend. ✗
5 They ..... to the shopping centre. ✗
6 Chris ..... a new video game. ✓

5 Write past simple questions. Then answer the questions about you.

1 what / you / do / last night ?
2 you / have / breakfast / yesterday ?
3 where / your / parents / grow up ?
4 your / best friend / walk to school / last week ?
5 when / you / start / secondary school ?
6 who / you / talk to / at school / yesterday ?

Speaking

6 Complete the conversation with the words and phrases in the box.

thanks for your time Good question
One more a few questions for you
That's a difficult one Go ahead
the worst moment

Interviewer I've got [1] ....., if that's OK.
Actor Sure. [2] .....
Interviewer Did you watch a lot of films when you were young?
Actor [3] .....! No, I didn't. We didn't have a TV!
Interviewer Really?… OK. [4] ..... question. What was [5] ..... in your career?
Actor [6] ..... There were lots of bad moments, but the worst was when I forgot the words in the theatre.
Interviewer Oh dear! Anyway, [7] .....
Actor You're welcome!

Listening

7 2.28 **Listen to a conversation and complete the text.**

Ewan has got red hair and [1] ..... eyes and he looks like his [2] ..... She was born in Scotland. She only went to primary school, so she didn't get any school [3] ..... She got a job in a small [4] ..... When she was [5] ....., she moved to New York. She travelled by [6] ..... In New York she met a man called John. They married and they had [7] ..... children. One of the children is Ewan's mum. Ewan's mum went to school in New York, but she went to [8] ..... in Scotland.

7 PUZZLES AND GAMES

1 Read the sentences and complete the chart. Then draw the men's faces.

Rob wears glasses.
The man with long hair has got a moustache.
Simon's hair is brown and curly.
Neil has got brown eyes.
The man with blue eyes has got a square face.
The man with a beard isn't next to the man with glasses.
The man with spiky hair has grey eyes and is on the right.
Neil and Rob have got thin faces.
The man with blonde hair wears glasses.
The man with black hair is between Simon and Rob.

	SIMON	NEIL	ROB
Hair colour			
Hair style			
Eyes			
Face			
Other			*glasses*

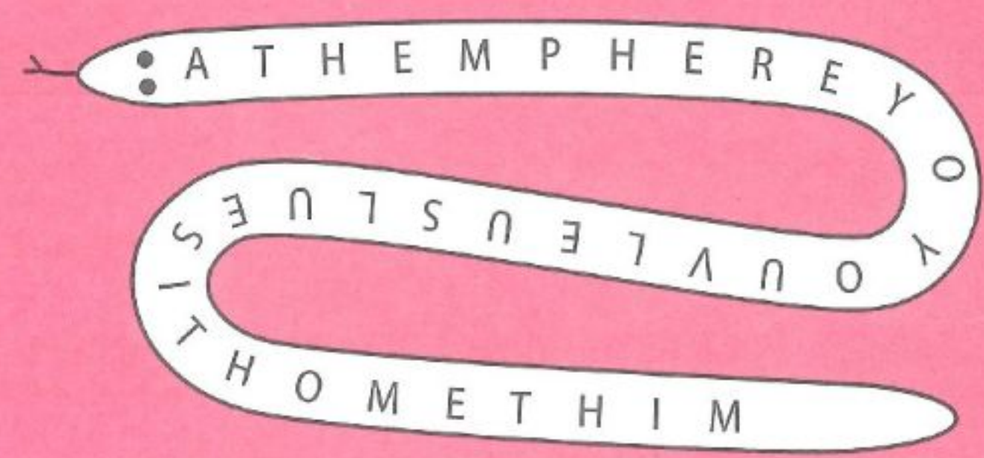
2 PAST SIMPLE TENNIS. Play in pairs. Follow the instructions.

Student A: Say a verb to Student B.

Student B: Say the past simple form of the verb. Then say a different verb to Student A.

eat *ate*

3 WORDSNAKE. Find seven object pronouns.



4 Unscramble the words to find five life events.

dream tiger *get married*

1 ojb gate .....
2 rug pow .....
3 vocal heel so .....
4 younger visit to .....
5 ranch he lived .....

5 FIND SOMEONE WHO … . Walk around the class and ask questions. Write a different name for each question.

Find someone who …

		Name
1	ate pizza yesterday.	
2	went to bed at midnight last weekend.	
3	didn't go to the cinema last month.	
4	played video games yesterday.	
5	didn't have long hair two years ago.	
6	lived in another city when they were younger.	
7	read a good book last year.	

Did you eat pizza yesterday? *Yes, I did.*

8 Going away

VOCABULARY • Things for a holiday

I can talk about things I take on holiday

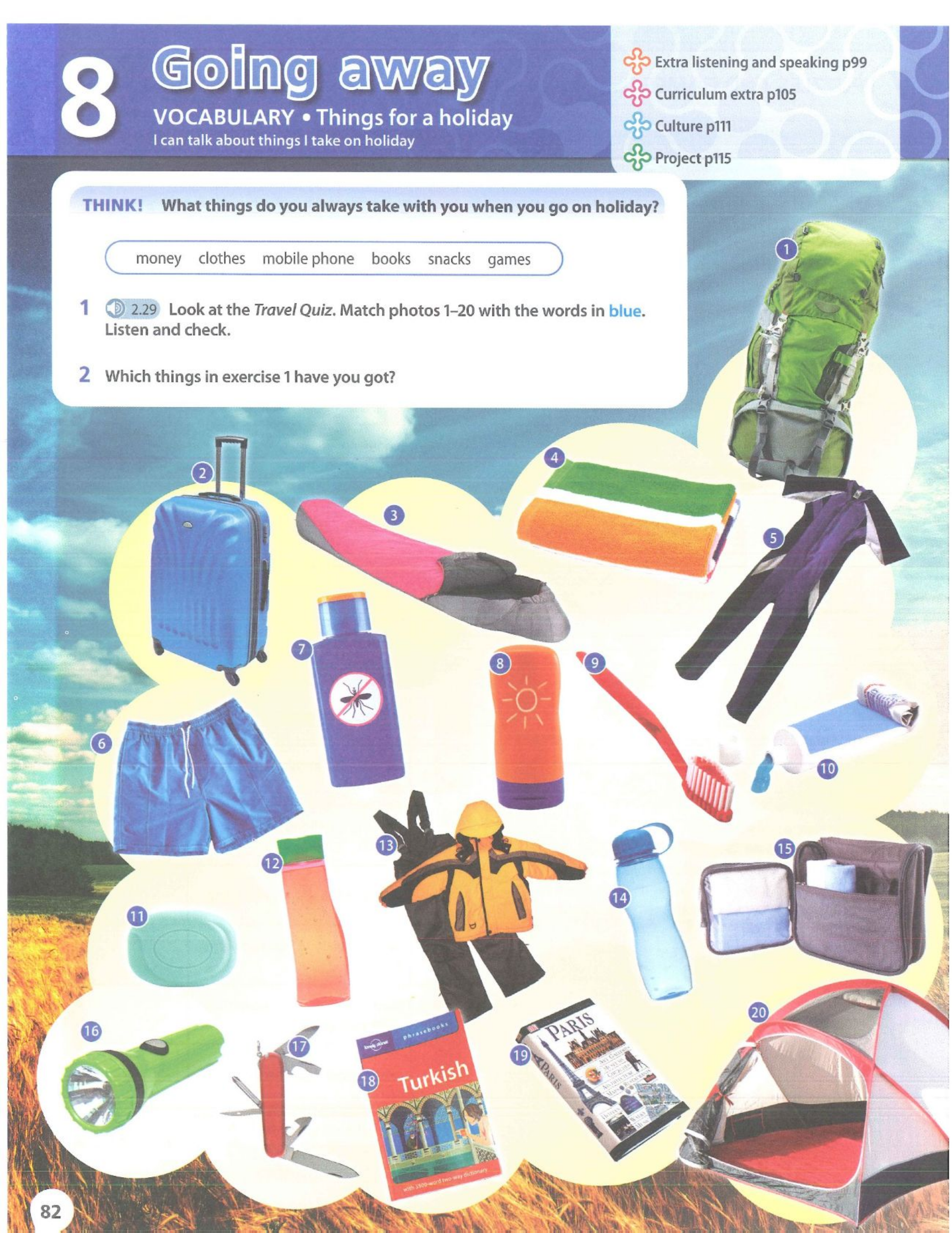
Extra listening and speaking p99
Curriculum extra p105
Culture p111
Project p115

THINK! What things do you always take with you when you go on holiday?

money clothes mobile phone books snacks games

1 2.29 Look at the *Travel Quiz*. Match photos 1–20 with the words in blue. Listen and check.

2 Which things in exercise 1 have you got?



TRAVEL QUIZ
Packing problems

1 If you are camping and walking, what's the best thing for carrying your clothes?
a) a washbag **b)** a suitcase
c) a rucksack

2 A water bottle is useful if you're camping or walking. If you're walking in a hot country, how much water do you need to drink?
a) a litre every hour
b) a litre every three hours
c) a litre every six hours

3 A good tent and sleeping bag for one person weighs
a) about four kilos.
b) about fourteen kilos.
c) about twenty-four kilos.

4 Do you need insect spray? Remember, mosquitoes like places which are
a) dry **b)** wet **c)** cold

5 A phrasebook and guidebook are useful. In which country can you visit the Colosseum and say 'ciao' ?
a) China **b)** France **c)** Italy

6 Which of these do you NOT normally use in the bathroom?
a) a torch and penknife
b) a toothbrush and toothpaste
c) soap, shampoo and a towel

7 In which of these places do you probably NOT need a swimming costume or trunks and sun cream?
a) Australia **b)** Brazil **c)** the Arctic

8 In which of these places do you probably need waterproofs?
a) a swimming pool **b)** a rainforest
c) the Sahara desert

3 Do the *Travel Quiz* and compare your answers with a partner.

4 2.30 Watch or listen. Which things in exercise 1 do the people mention?

5 2.30 Watch or listen again and complete the key phrases.

KEY PHRASES

Talking about holidays

1 I love / like going on ..... .
2 It depends where / when you ..... .
3 Some places have got a lot of ..... .
4 ..... is / are important.
5 ..... is / are (probably) a good idea.
6 It's always good to have ..... .

6 **USE IT!** Work in groups. Imagine that you are going on holiday. Choose holiday A or B. Which things from the *Travel Quiz* do you need? Use some of the key phrases.

Holiday A:
You are going on a cruise holiday for ten days.

Holiday B:
You are going on a camping holiday for five days.

I think we definitely need a tent because ...

Yes, and a rucksack is important because ...

Finished?
Think of more things to take on holiday. Make a list.

Key:
0–3 Mmm. Maybe you prefer seeing the world from your sofa!
4–6 Not bad. You enjoy your holidays!
7–8 Excellent! Where's your next holiday going to be?

8 READING • Summer holidays

I can read for detailed information.

THINK! What do you normally do in the summer holidays?

HOME ABOUT US CLASSES

Class News

What are you going to do this summer? Are you going to go away or stay in London? This week some of the students in Class 10A write about their summer plans.

I'm going to spend a week in Paris with my family in July. I'm so excited! We're going to go by train. I bought a guidebook last week and Paris looks really cool, but very expensive. We're going to climb the Eiffel Tower. It's really tall: 324 metres!
Ciara

My parents want to stay at home and do some jobs in the house, so I'm not going to go away. Boring! I've got some nice plans, though. I'm going to do a tennis course with a friend. And some of my friends are going to stay at my house one weekend and we're going to sleep in my new tent in the garden. I can't wait!
Martin

I'm going to stay with my cousins in Cornwall. They've got a huge house near the beach. I love swimming, so I'm going to swim in the sea every day and I'm also going to learn to surf. I hope the water isn't cold!
Bethany

Post your comments now.

1 **Read the text and write C (Ciara), M (Martin) or B (Bethany).**

This person ...

1 bought a guidebook last week. .....
2 isn't going to go away this summer. .....
3 has got cousins in Cornwall. .....
4 has got a new tent. .....
5 can't surf. .....
6 is going to spend time in an expensive city. .....

2 2.31 **Read and listen to the text again and answer the questions.**

1 When is Ciara going to go to Paris?
2 How tall is the Eiffel Tower?
3 Why is Martin going to stay in London?
4 What is Bethany's cousins' house like?

3 **VOCABULARY PLUS** **Use a dictionary to check the meaning of the adjectives in blue in the text. For more practice, go to page 72 in the Workbook.**

4 **USE IT!** **Work in pairs. Which holiday do you prefer, Ciara's, Martin's or Bethany's? Why? Where did you go on your last holiday? What did you do?**

8 LANGUAGE FOCUS • *be going to*: affirmative, negative and questions

I can talk about future plans and intentions.

1 **Look at the text again on page 84 and complete the examples. Then choose the correct words in rules 1–2.**

1 We're ..... climb the Eiffel Tower.
2 I ..... going to go away.
3 What ..... you going to do this summer?
4 ..... you going to ..... in London?
Yes, I am. / No, I'm not.

RULES

1 We use *be going to* to talk about **present / future** plans and intentions.
2 We make questions with ***be / do*** + pronoun or noun + *going to* + verb.

2 **Complete the sentences with the affirmative or negative form of *be going to* and the verbs in brackets.**

I'*m going to see* (see) a film at the cinema. ✓
They *aren't going to go* (go) to school tomorrow. ✗
1 You ..... (visit) your grandparents tomorrow. ✓
2 They ..... (travel) by train. ✗
3 Lily ..... (buy) a guidebook for Prague. ✓
4 I ..... (take) my phone or my tablet. ✗
5 We ..... (stay) in a modern hotel. ✓
6 Pavel ..... (study) French next year. ✗

3 **Complete the email with the verbs in the box and the correct form of *be going to*.**

not see come do drive not go (x2)
paint relax stay

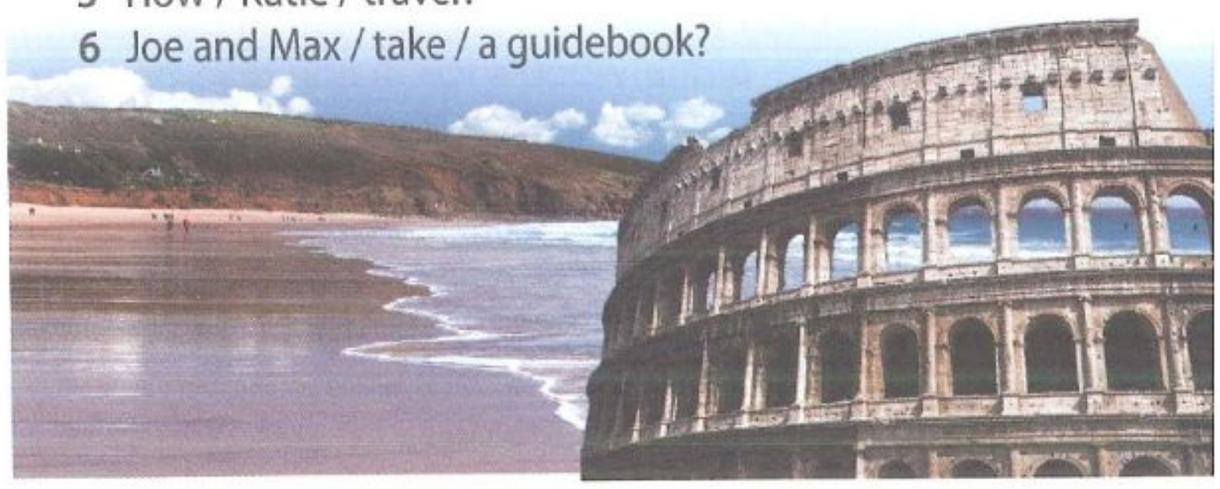
Inbox

Hi Stefan,
How are things? It's almost the summer holidays and I [1] ..... to school for six weeks! I'm so excited.
We [2] ..... on holiday this summer because my dad [3] ..... the house.
My mum [4] ..... me to my grandparents' house in Wales next week. I [5] ..... with them for about ten days. When I get back, my friend and I [6] ..... a football course. After that, I think I [7] ..... and play video games! I [8] ..... my brother this summer because he's got a job in Spain. Lucky him!
What about you? [9] ..... you ..... to England one weekend in the summer? Email me and tell me about your summer plans.
Bye for now,
Luke

4 **Look at the people's weekend plans. Write questions and answers.**

Katie	Joe and Max
Rome	Cornwall
by plane	by car
modern hotel	campsite
guidebook ✓	guidebook ✗
Colosseum, Trevi Fountain	the beach, swim

Katie / go / Cornwall?
Is Katie going to go to Cornwall? No, she isn't.
1 Katie / stay / on a campsite?
2 Joe and Max / visit / the Colosseum?
3 Katie / visit / the Trevi Fountain?
4 What / Joe and Max / do?
5 How / Katie / travel?
6 Joe and Max / take / a guidebook?



5 2.32 **PRONUNCIATION: Question stress and rhythm** **Listen and repeat the questions. Choose the stressed words in each question.**

Where are you going to stay?
1 Are you going to buy a torch?
2 What are we going to see?
3 How is she going to travel?
4 Are we going to stay in a tent?

6 **USE IT!** **Work in pairs. Ask and answer questions to find out about your partner's perfect weekend. Use the words in the box and your own ideas. Who is going to have the most amazing weekend?**

Who Where When How What
watch TV go shopping meet friends
stay at home

Where are you going to go?

I'm going to go to London.

Finished?
Write about your plans for the summer holidays.

8 VOCABULARY AND LISTENING • Weather conditions

I can talk about the weather.

THINK! Do you like hot or cold weather? How many different types of weather can you say in English?

Extreme Weather around the World

The wettest place

Mawsynram in India is one of the wettest places in the world. This small [1]..... village in India gets about twelve metres of rain every year.

The hottest place

Death Valley in California is the hottest place in the USA. The highest temperature ever was 56.7°C in 1913! Although it can be really [2]....., it can also be very [3]..... at night, with temperatures below 0°C.

The coldest place

Vostok Station in Antarctica is probably the coldest place on Earth. The lowest temperature ever was -89.2°C in 1983! Antarctica is the [4]..... continent at the South Pole, with about 87% of the world's ice. It can also be very [5]..... The strongest wind ever was 327 kilometres an hour in 1972.

The foggiest place

The foggiest place in the world is Argentia in Canada. About 200 days every year are [6]..... Newfoundland can also be very [7]....., with a lot of thunder and lightning.

1 2.33 **Check the meaning of the words in the box. What words can you match to photos 1–4? Listen and check.**

sunny cold foggy windy icy snowy
hot rainy cloudy stormy

2 **Complete the texts with some of the words in exercise 1.**

3 2.34 **Listen to an interview with explorer Stephanie Lowe. What do you think she is going to do in Antarctica? Listen and check your answer.**

4 **Read the study strategy. Then read the questions in exercise 5 carefully. Are there any answers you can guess now?**

STUDY STRATEGY

Guessing answers before listening

Before you listen, read the questions carefully and see how many answers you can guess.

5 2.34 **Listen again and choose the correct answers.**

1 Stephanie is also a …
   a teacher.
   b photographer.
   c doctor.
2 98% of Antarctica is …
   a ice.
   b snow.
   c water.
3 In Antarctica Stephanie will see …
   a polar bears.
   b polar bears and penguins.
   c penguins and whales.
4 The weather in November will be …
   a sunny, windy and cold.
   b sunny and cold.
   c cold and rainy.
5 The temperature will be about …
   a -13°C b -33°C c -30°C
6 She'll communicate with her friends and family with a special …
   a mobile phone.
   b laptop.
   c radio.

6 **USE IT!** **Work in pairs. Ask and answer questions about the weather. Use the phrases in the box and the words in exercise 1.**

in spring / summer / autumn / winter
last weekend today yesterday

What's the weather like today?

It's hot and sunny.

8 LANGUAGE FOCUS • *will* and *won't*

I can make predictions about the future.

1 Look at the examples and complete rules 1–4.

1 Lydia **will** feel tired and happy.
2 It'll be hot and sunny.
3 I **won't** be very hungry.
4 **Will** there be many cyclists?
Yes, there will. / No, there won't.
5 What **will** the weather be like?

RULES

1 We use ..... to make affirmative sentences about future predictions. The short form is .....
2 We use *will not* for negative sentences. The short form is .....
3 In questions, we use ..... + noun / pronoun + verb.
4 In short answers, we use *Yes / No* + pronoun + ... / .....

2 Complete the sentences with *'ll / won't* and the verbs in brackets.

1 It ..... (rain) in Wales, so don't take your waterproofs.
2 You ..... (have) a great time in New York. It's an amazing city!
3 It ..... (be) hot tomorrow. Let's go to the beach.
4 I ..... (speak) Spanish in Mexico this summer.
5 We ..... (buy) a guidebook. We can use Dan's.
6 They ..... (need) sleeping bags because they're going to stay in a hotel.

3 Read the situations below and complete the second sentence. Use *'ll / won't* and the ideas in the box.

get wet have a barbecue
need some sun cream read a book at night
see whales text their parents

1 It's very hot. Laura is at the beach today.
She .....
2 Max hasn't got a torch on his camping trip.
He .....
3 It's cold today. We .....
4 I'm going to go on an Arctic cruise. I .....
.....
5 You haven't got any waterproofs and it's rainy. You
.....
6 They haven't got their mobiles with them.
They .....

4 Nick and his family are going to move from London to Australia. Write questions and answers about his future.

Nick / like / Australia? ✓
Will Nick like Australia? Yes, he will.
1 Nick's family / live / in a big house? ✗
2 Nick / make / many new friends? ✓
3 Nick / learn / a new language? ✗
4 be / hot and sunny / in December? ✓
5 Nick's family / have a barbecue on the beach / in January? ✓
6 Nick's friends in London / visit / him next summer? ✗

5 Write predictions about your partner's future with *'ll / won't*. Use the ideas below and your own ideas.

become famous travel around the world
go to university learn Japanese
live in another town or city write a book
get a good job

You'll go to university.

6 USE IT! Work in pairs. Compare your predictions in exercise 5. How many of your predictions are correct?

I think you'll go to university.
No, I don't think I will.
I don't think you'll write a book.
I think I will.

Finished?
Write predictions about your future.

8 SPEAKING • Offers and promises

I can make offers and promises.

THINK! **Look at the photo of Zoe and Aaron. What do you think they are talking about?**

Zoe Look! It says it'll be [1] ..... this weekend. Let's go to the beach.
Aaron That's a good idea! Let's take [2] ..... .
Zoe Cool! I can bring some pizza.
Aaron I can make some sandwiches.
Zoe Great! I'll ask Hannah to bring some [3] ..... .
Aaron Right. I'll text Jim and see if he wants to come, too.
Zoe Let's meet at [4] ..... at 9 a.m. My mum can drive us to the beach.
Aaron OK. I'll be at your house at nine.
Zoe Don't be late, Aaron, and don't forget the sandwiches … or the sun cream!
Aaron I won't … I promise.

1 2.35 **Watch or listen and complete the dialogue with the words in the box. Who are they going to invite?**

a picnic drinks hot and sunny my house

2 2.35 **Watch or listen again. Which key phrases are for making offers and which are for making promises? Write O (offers) or P (promises). Then practise the dialogue with a partner.**

KEY PHRASES

Making offers and promises

1 I can bring (some pizza). .....
2 I can make (some sandwiches). .....
3 I'll ask (Hannah) to (bring some drinks). .....
4 I'll text (Jim) and see if (he) wants to come too. .....
5 My (mum) can drive us to the beach. .....
6 I'll be (at your house at nine). .....
7 I won't … I promise. .....

3 2.36 **Choose the correct responses in the mini-dialogues. Listen and check.**

1 A It'll be cold and wet on Saturday. Let's stay at home.
  B Good idea! **I'll ask Naomi to come too. / I promise.**
2 A It'll be rainy tomorrow. Why don't you come to my house in the afternoon?
  B Great! **I'll be there at three. / I won't.**
3 A It'll be hot and sunny tomorrow afternoon. Let's have a barbecue.
  B Cool! **I can bring some chicken. / I can play football.**
4 A Let's meet outside the sports centre at 8 p.m. Don't be late!
  B OK. I **'ll / won't** be late … I promise.

4 **USE IT!** **Work in pairs. Look at the situations and choose A or B. Prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.**

Situation A: This weekend will be cold and rainy. You want to watch a DVD with some friends.

Situation B: This weekend will be hot and sunny. You want to go to the park.

8 WRITING • An email

I can write an email about a friend's visit.

THINK! Imagine a friend is going to come and stay with you. What interesting things are there to do in your town or city?

Mail

Hi Gemma,

I'm very excited that you're going to stay with us next week. I'm emailing you because I want to tell you about our plans for the weekend.

On Friday evening, I'm going to meet you at my school with my parents because your bus arrives there at 8 p.m.

On Saturday, we're going to take the train to London. We're going to visit Buckingham Palace and then take a boat on the River Thames. I hope it won't rain! After that, we're going to go shopping in Covent Garden. On Sunday, the weather will be hot, so we can go swimming in the outdoor swimming pool or we can have a picnic in the park with my friends.

I can't wait to see you!

Bye for now,

Natalie

1 **Read the email. Where and when is Natalie going to meet Gemma? What will the weather be like on Sunday?**

2 **Complete the key phrases. Then look at the email and check your answers.**

KEY PHRASES

Writing an email about a friend's visit

1 I'm very ..... that …
2 I'm ..... you because …
3 On Friday evening, I ..... …
4 On Saturday, we ..... …
5 On Sunday, the weather ..... be …
6 I ..... wait to see you!

Language point: *because*

3 **Study the example. Match sentences 1–5 with reasons a–e. Then combine the sentences using *because*.**

I'm emailing you because I want to tell you about our plans for the weekend.

1 I hope it will be hot tomorrow.
2 We're going to pack our suitcases.
3 My brother wants to buy a guidebook.
4 Samir lives in France.
5 We're going to take our waterproofs.

a His dad works there.
b We're going to go away tomorrow.
c It will be rainy on Saturday.
d He's going to travel to Japan in the summer.
e I want to go to the beach.

4 **USE IT! Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Imagine a friend is going to stay with you next weekend. Think about your plans and arrangements. Write an email to him / her.

B THINK AND PLAN

1 Why are you emailing?
2 What are you going to tell them about?
3 Where are you going to meet them?
4 What are you going to do on Saturday?
5 What are you going to do on Sunday?
6 What can you do in good weather and bad weather?

C WRITE

Paragraph 1: Introduction and reasons for writing
I'm very excited …
Paragraph 2: Where / What time
On Friday evening, I'm going to …
Paragraph 3: Plans for the weekend
On Saturday, …
On Sunday, …

D CHECK

- *be going to* and *will*
- *because*
- spelling and punctuation

8 REVIEW

Vocabulary

1 Match words 1–5 with words a–e.

1 water	a costume / trunks
2 sleeping	b cream
3 insect	c bag
4 sun	d spray
5 swimming	e bottle

2 Complete the sentences with the correct weather words.

1 Today in Edinburgh it's ..... .

2 On Sunday in Minsk it will be ..... -10° .

3 Tomorrow in London it will be ..... .

4 This weekend in Brighton it will be ..... .

5 On Saturday in Rome the weather will be ..... 40° .

6 Yesterday in Wales it was ..... .

Language focus

3 Write sentences using the affirmative and negative forms of *be going to*.

(we / stay) in a hotel ✗ on a campsite ✓
We aren't going to stay in a hotel. We're going to stay on a campsite.

1 (I / take) a rucksack ✓ a suitcase ✗
2 (they / travel) by car ✗ by plane ✓
3 (you / buy) a Spanish phrasebook ✓ a Spanish guidebook ✗
4 (she / pack) a torch ✓ a penknife ✗
5 (he / need) any insect spray ✗ some sun cream ✓

4 Write questions using *be going to*.

1 where / they / go / on holiday / next summer / ?
2 they / travel / by train / ?
3 you / take / a sleeping bag / on holiday / ?
4 what / you / take / to the beach / on Saturday / ?
5 who / buy food / for the picnic / this weekend / ?
6 Dan / live / in Canada / next year / ?

5 Write questions using *will*. Then write short answers.

the weather / be / cold / tomorrow / ? ✗
Will the weather be cold tomorrow? No, it won't.

1 your parents / give / you / a big present / ? ✓
2 your dad / come home / very late / tonight? ✗
3 you / be / in bed / at 7 a.m. tomorrow / ? ✓
4 Ana / see / polar bears / in the Arctic / ? ✓
5 we / see / many pandas / in the wild / ? ✗

Speaking

6 Complete the dialogue with the phrases in the box.

I can make I won't We'll be there
I'll bring I'll buy I'll text You can come

Olivia The weather will be cold and rainy tomorrow night. Let's have a film night.
Grace Cool! [1] ..... to my house.
Olivia Great, thanks. [2] ..... a cake and [3] ..... my favourite DVDs.
Grace [4] ..... some popcorn.
Olivia Great idea! [5] ..... Sophie and Charlotte and see if they can come.
Grace Good plan! You can all come to my house at 6 p.m. Is that OK?
Olivia That's fine, thanks. [6] ..... .
Grace Don't be late … and don't forget the cake or the DVDs!
Olivia [7] ....., I promise!

Listening

7 2.37 **Listen to Ruby and Imogen talking about their holiday plans. Choose the correct words.**

Ruby is going to go on holiday to [1]**Italy / France** with Imogen and her family. Imogen's parents are going to [2]**drive / take the train** to Dover and go by [3]**boat / train** across the English Channel. They're going to stay with [4]**cousins / friends** of Imogen's parents for a short time. Their house has got a [5]**huge / tiny** swimming pool. Imogen wants to sleep in [6]**a hotel / a tent**. After that, they're going to go to [7]**the south / another city** because the weather will be hot and sunny. Imogen tells Ruby to bring her [8]**phrasebook / washbag**.

8 PUZZLES AND GAMES

1 What do you need for your holiday? Add vowels (A, E, I, O and U) to the words in the suitcase. Then write the words.

TTHBRSH
toothbrush

2 Work in pairs. Use the code to complete the weather forecast. Then use the code to write a weather forecast for your partner.

1	2	3	4	5	6	7	8	9
Y	S	O	C	N	R	L	I	D

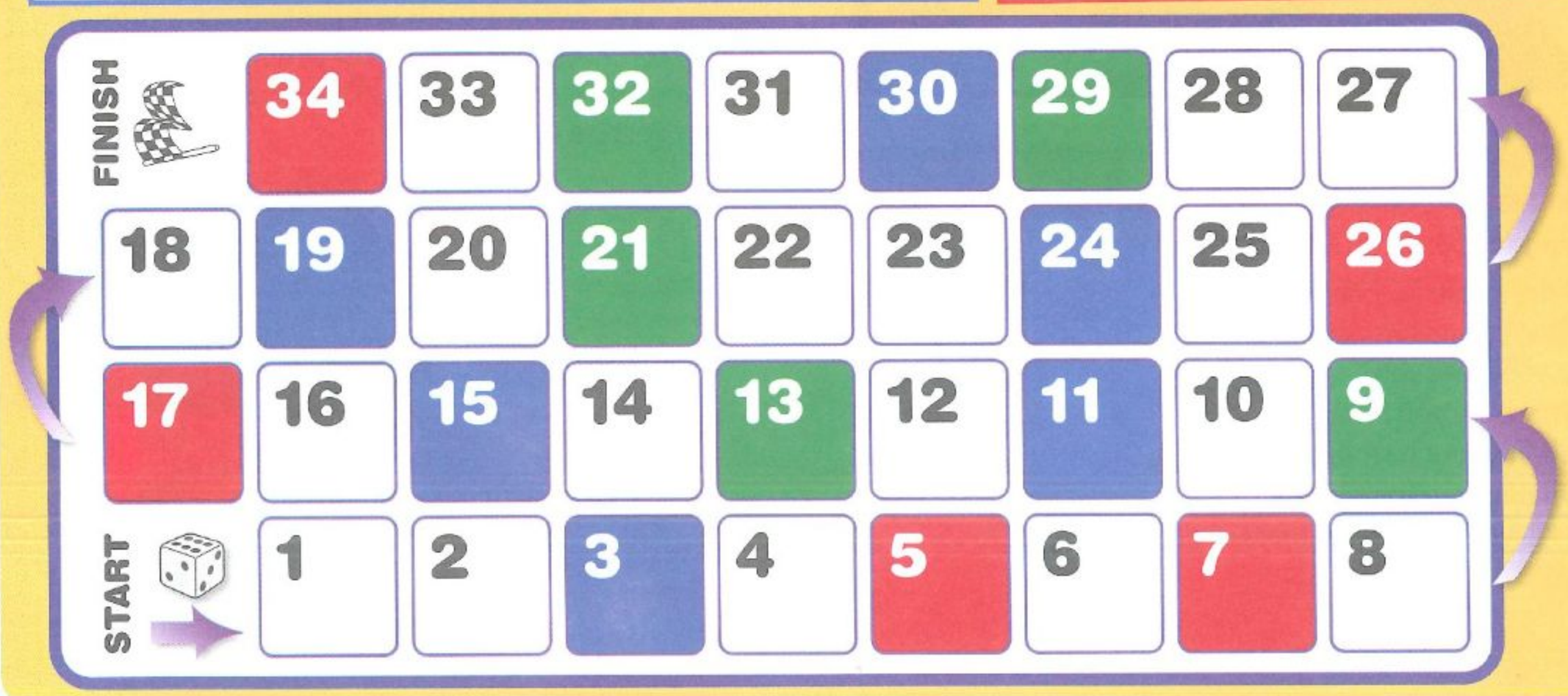
1MR3T2 YMROTS – *stormy*
It will be 9734 [1] ....., 158A6 [2] ..... and 1958W [3] ..... tomorrow morning and it will be 155U2 [4] ..... in the afternoon.

3 A BOARD GAME. Work in pairs. You need a dice. Take turns to roll the dice and move from START to FINISH. If you land on a blue, red or green square, follow the instructions in the coloured box.

If you land on a **green** square, roll the dice again and answer a question with *will / won't*:
1 = Where will you live when you're thirty?
2 = How many languages will you speak when you're twenty-five?
3 = Will you be famous in the future?
4 = How many countries will you visit in your life?
5 = What will you do when you're sixty-five?
6 = What will the weather be like tomorrow?

If you land on a **blue** square, roll the dice again and answer a question with *be going to*:
1 = What are you going to do after school today?
2 = What time are you going to get up tomorrow?
3 = Are you going to go on holiday this year?
4 = Is your teacher going to give you any homework today?
5 = What are you going to do this weekend?
6 = How are you going to go home today?

If you land on a **red** square, roll the dice again and follow the instructions:
1 = go back five spaces
2 = miss a turn
3 = go back to the start
4 = miss a turn
5 = go back to the start
6 = miss a turn



1 Options EXTRA LISTENING AND SPEAKING • Asking for and giving personal information

I can understand and give personal information.

1 3.02 **Listen to the dialogue and write the correct answers.**

1 What's your first name?
~~Mary~~. .....
2 What's your surname?
~~Green~~. .....
3 Where are you from?
~~Australia~~. .....
4 When's your birthday?
It's in ~~July~~. .....
5 How old are you?
~~Twelve~~. .....
6 Have you got any brothers or sisters?
Yes, I've got ~~three~~ brothers. .....

2 3.03 **Study the key phrases. Then listen to a conversation about a new student and tick (✓) the questions you hear.**

KEY PHRASES

Asking for personal information

1 What's your first name? ☐
2 What's your surname? ☐
3 How old are you? ☐
4 Where are you from? ☐
5 When's your birthday? ☐
6 What's (your town) like? ☐
7 Have you got any brothers or sisters? ☐

3 3.03 **Listen to the conversation again and complete the table about Tobias.**

1 Age	
2 Where from	
3 What (town) like	
4 What (house in Brighton) like	
5 Brother or sister	
6 Brother's or sister's name	

4 3.04 **Listen and repeat the dialogue.**

Sara Hello. I'm Sara. What's your name?
Lili Lili. I'm the new girl.
Sara Welcome to Manchester, Lili!
Lili Thanks.
Sara How old are you?
Lili I'm eleven.
Sara Where are you from?
Lili I'm from Beijing in China. My mum's Chinese and my dad's English.
Sara Cool! What's Beijing like?
Lili It's very big and really noisy!
Sara Have you got any brothers or sisters?
Lili I've got one brother and one sister.

5 USE IT! **Work in pairs. Imagine one of you is a new student from another country. Choose person A or B. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 4.**

Name	Eriko Yamada	Liam Turner
Age	eleven	twelve
Where from	Tokyo, Japan	Witney, England
What (town) like	modern, noisy, exciting	small, quiet, safe
Brothers or sisters	one brother	three sisters

2 Options EXTRA LISTENING AND SPEAKING • Talking about timetables

I can tell the time and say when I do things.

1 Match the clocks with the times in the box.

quarter past nine twenty to twelve five past seven twenty-five past two
quarter to eleven ten to two half past six three o'clock

2 3.05 Listen and write the times you hear. Then listen and repeat.

1 10.20

3 3.06 Listen to a phone conversation. How many sports does Vicky ask about?

4 3.06 Study the key phrases. Then listen to the conversation again and complete the timetable.

KEY PHRASES

Talking about timetables

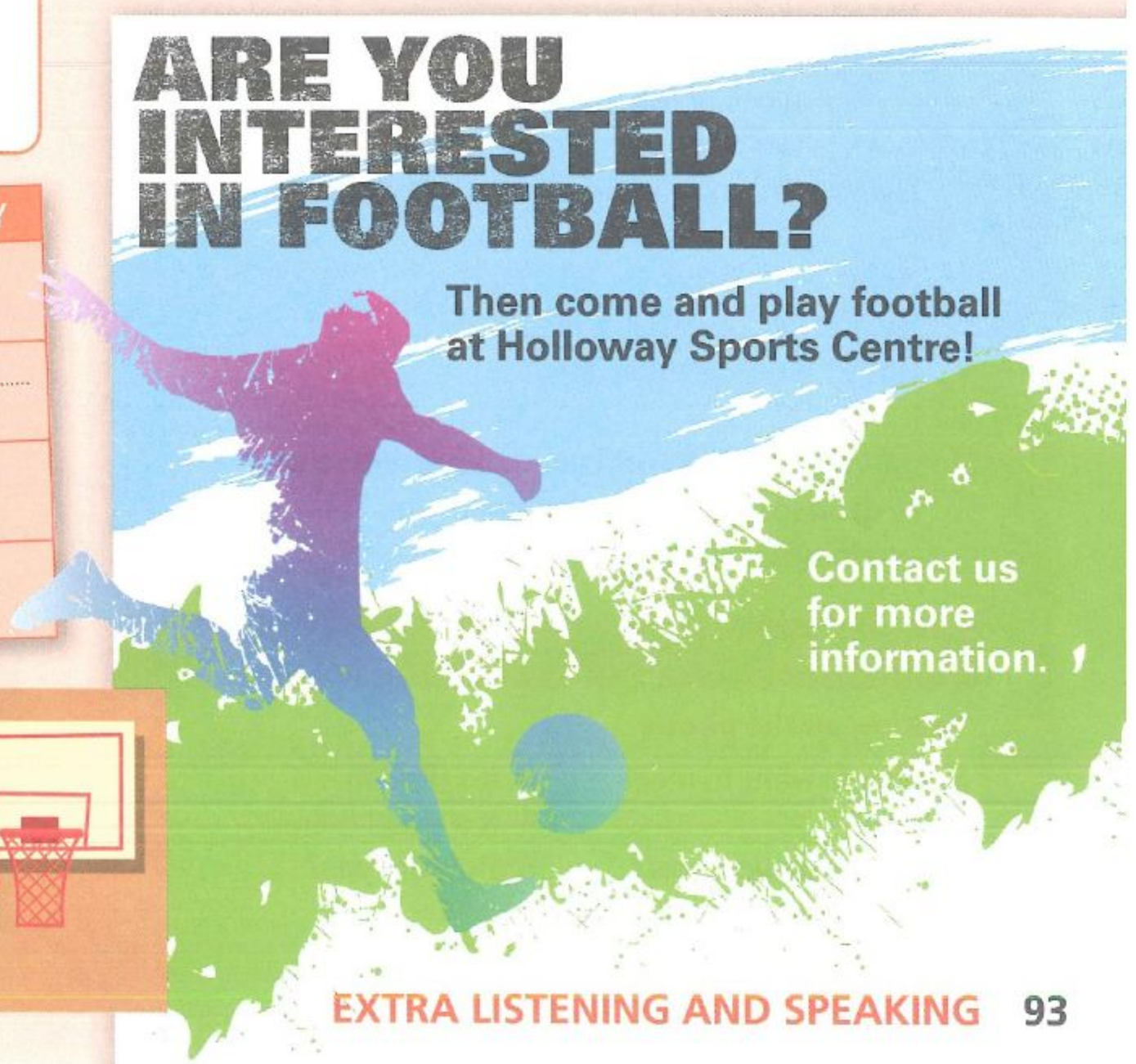
What time does the swimming pool open / close?
What time does it start / finish?
At eight o'clock.
From quarter to five to quarter past six on Monday.

	MONDAY	TUESDAY	WEDNESDAY
Swimming pool	9.45 a.m. 8 p.m.	10.30 a.m. 1	9.45 a.m. 8 p.m.
Judo			2 ..... 6 p.m.
3	4.45 p.m. 4		
Basketball		3.45 p.m. 5.15 p.m.	

5 3.07 Listen and repeat the dialogue.

Alex What time's the swimming pool open on Wednesday?
Receptionist It's open from quarter to ten to eight o'clock.
Alex When's basketball?
Receptionist It's on Tuesday at quarter to four.
Alex What time does it finish?
Receptionist It finishes at quarter past five.

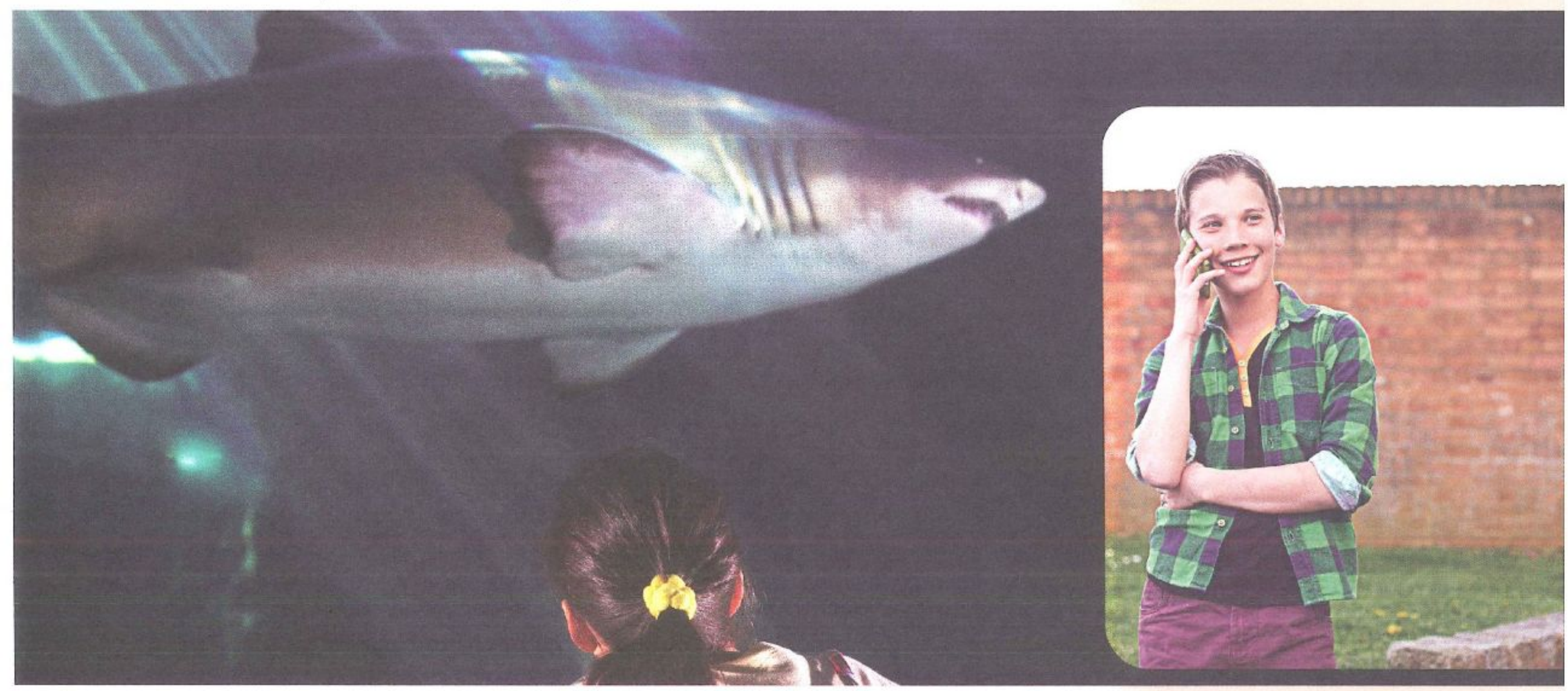
6 USE IT! Work in pairs. Look at the poster. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.



3 Options EXTRA LISTENING AND SPEAKING • Phoning a friend

I can telephone a friend.

1 **Look at the photo. Where is Holly?**



2 3.08 **Listen to the dialogue and check your answer in exercise 1. Which animal does Holly like the best?**

Holly Hello.
Dylan Hey, Holly. It's Dylan.
Holly Hi there. How are you?
Dylan Fine, thanks. Where are you now?
Holly I'm at the aquarium with Aisha.
Dylan Really? Is it good there?
Holly Yeah, it's great! There are a lot of different types of fish, but the sharks are the most interesting.
Dylan Oh, you can see sharks there? Cool! Do you want to meet later?
Holly Yeah. That sounds good.
Dylan OK, great! Give me a call.
Holly Sure. See you later.

3 3.08 **Match the key phrases with the responses in blue in the dialogue. Then listen again and practise the dialogue.**

KEY PHRASES

Talking on the phone

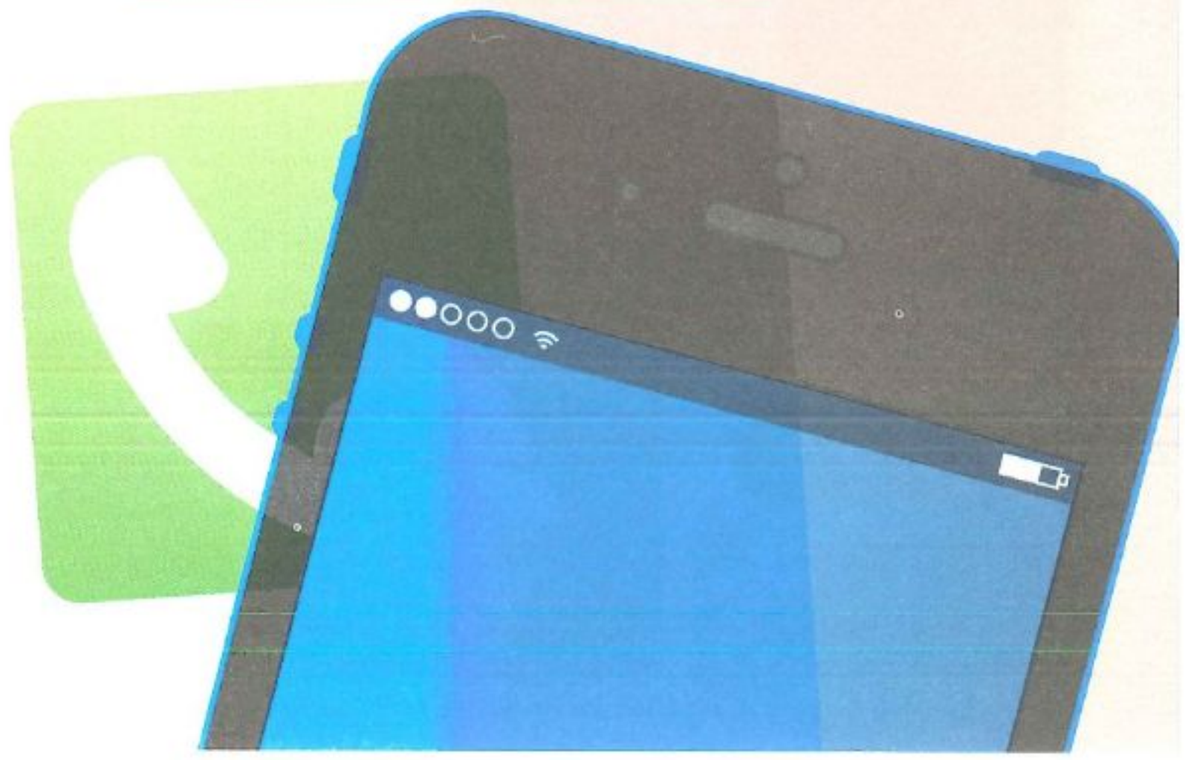
1 Do you want to meet later?
2 Where are you now?
3 Give me a call.
4 It's (Dylan).
5 Is it good there?
6 How are you?

4 3.09 **Complete the mini-dialogue with the key phrases. Listen and check. Then practise the mini-dialogue.**

Steve Hi, Anna. [1] ..... Steve.
Anna Hi there! [2] .....?
Steve I'm at the skateboard park with Mo.
Anna Really? [3] .....?
Steve Yeah, it's fun. [4] .....?
Anna OK. [5] .....
Steve Sure. See you later.

5 USE IT! **Work in pairs. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 2. Use the ideas in the box or your own ideas.**

shopping centre cafe park
sports centre friend's house

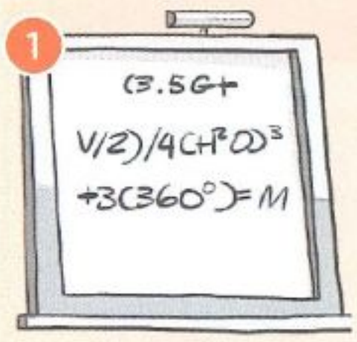
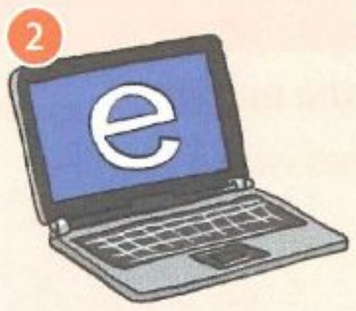


4 Options EXTRA LISTENING AND SPEAKING • Comparing two pictures

I can compare two pictures.

1 **Match pictures 1–6 with the words in the box.**

rucksack folder laptop uniform scissors whiteboard

2 3.10 **Study the key phrases. Then listen to the conversation and complete the table.**

KEY PHRASES

Comparing pictures

What can you see (on the wall)?
Is there a / an … in your picture?
How many (pens) are there?
What colour is / are the … ?
What is / are the (teacher / students) doing / wearing?
In my picture there's a / an … / there are / aren't some / any … .

	Joe's picture	Ellie's picture
Number of students	1	2 .....
Whiteboard?	3	4 .....
Things on the wall	5	6 .....

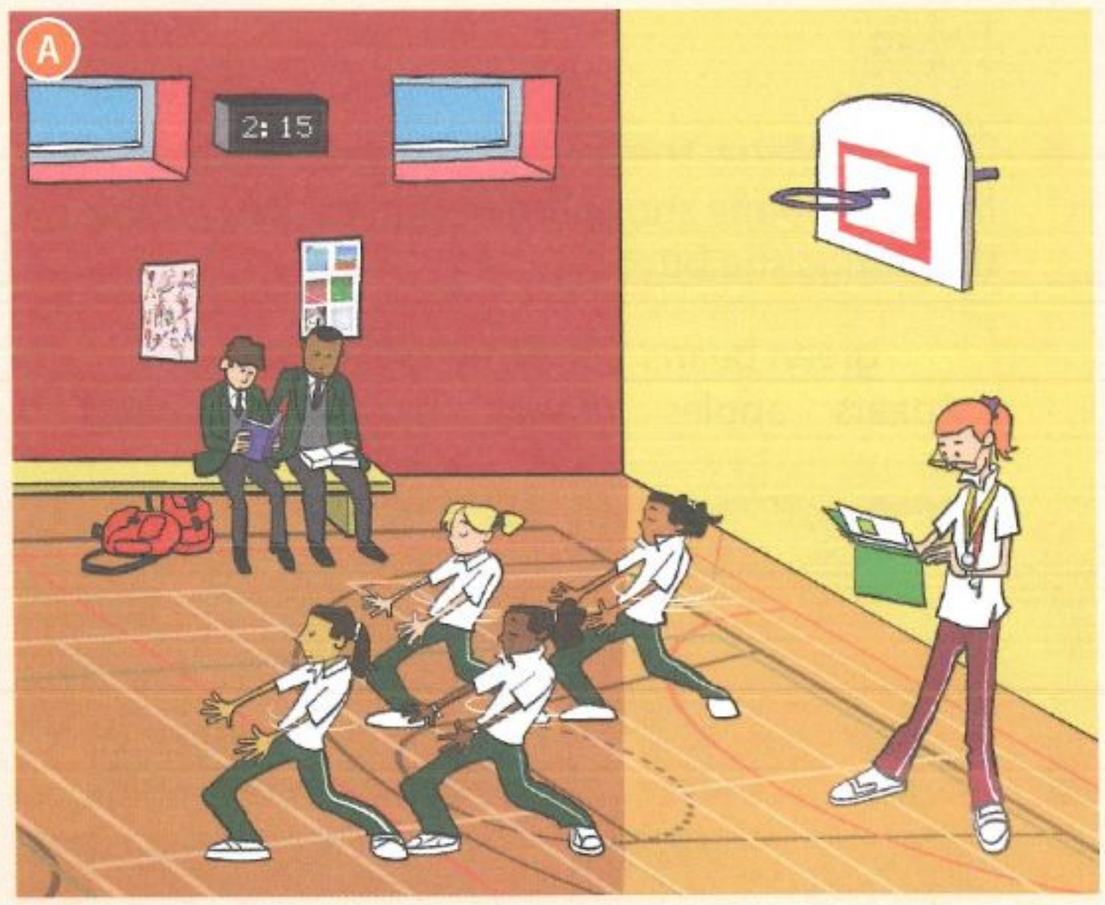
3 3.10 **Listen again. Read the sentences and write E (Ellie's picture) or J (Joe's picture).**

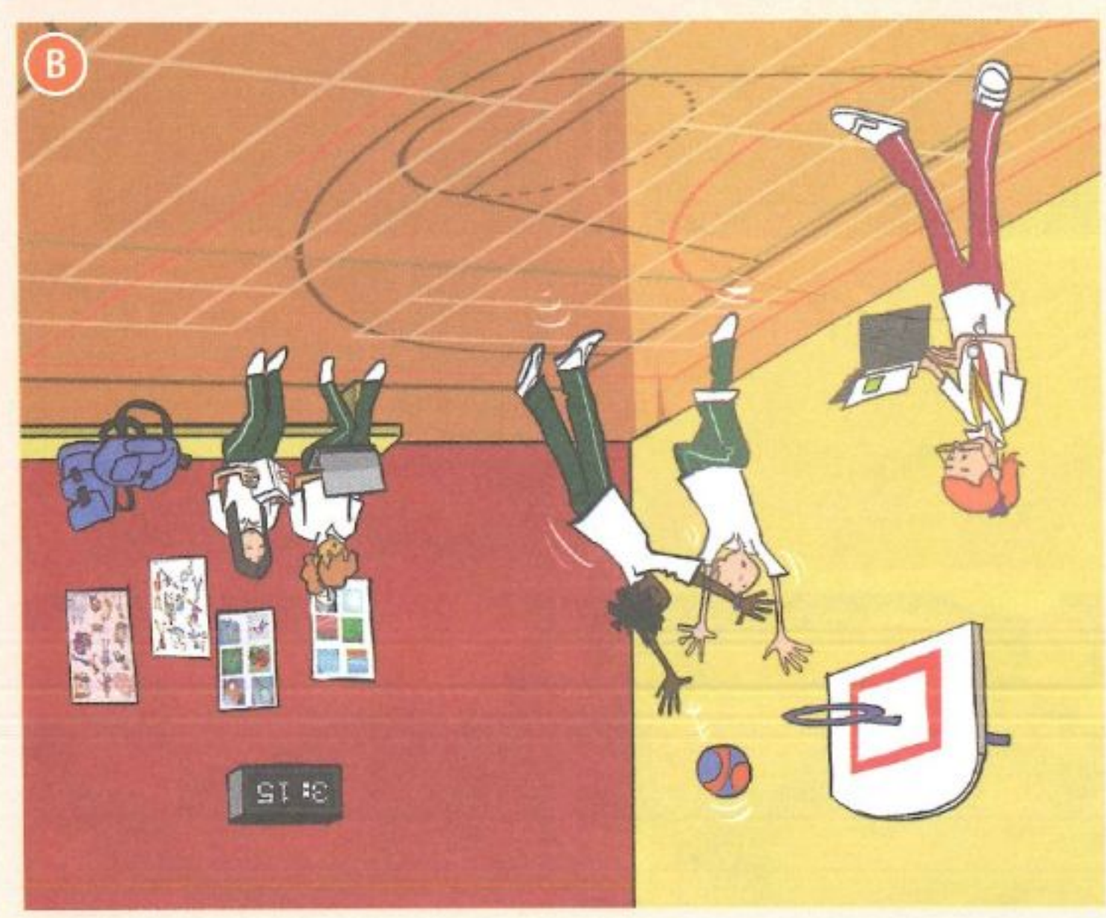
1 There's a teacher in this person's picture.
2 A student is listening to music in this person's picture.
3 The students are chatting in this person's picture.
4 The students aren't wearing a uniform in this person's picture.
5 There's a poster of a giraffe in this person's picture.
6 There's one window in this person's picture.

4 3.11 **Listen and repeat the dialogue.**

Holly What can you see in your picture?
Lidia I can see a clock, three posters and a whiteboard on the wall.
Holly Is there a window?
Lidia No, there isn't.
Holly How many students are there?
Lidia There are five students.
Holly What are the students wearing in your picture?
Lidia They're wearing a school uniform.
Holly OK, now it's your turn. Ask me some questions about my picture.

5 USE IT! **Work in pairs. One student looks at picture A and the other looks at picture B. Ask and answer questions using the key phrases. What are the differences in picture B?**





5 Options EXTRA LISTENING AND SPEAKING • Shopping at the market

I can buy things at the market.

1 **Study the key phrases. Then say weights 1–6.**

KEY PHRASES

Saying weights

100 g = a / one hundred grams
325 g = three hundred and twenty-five grams
675 g = six hundred and seventy-five grams
1 kg = a / one kilo
½ kg = half a kilo
2½ kg = two and a half kilos
¼ kg = a quarter of a kilo

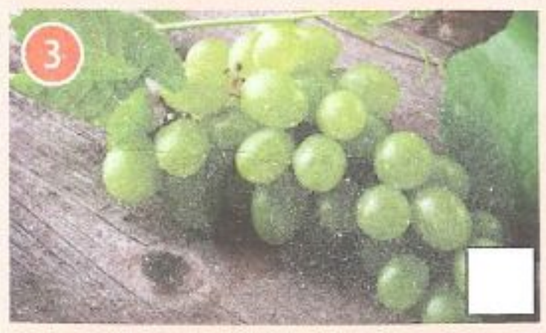
1 650 g
2 2 kg
3 100 g
4 3 ½ kg
5 5 kg
6 500 g

2 3.12 **Listen and write the weights you hear. Then listen and repeat.**

1 $\frac{3}{4}$ kg

3 3.13 **Match the fruit to photos 1–8. Then listen to Emma shopping at the market. Tick (✓) the things she buys.**

green beans strawberries tomatoes
pears apples grapes bananas oranges



4 3.13 **Study the key phrases. Listen to the conversation again and write *true* or *false*. Correct the false sentences.**

KEY PHRASES

Buying things at the market

Good morning. What would you like?
How much is / are … ?
It's / They are …
I'd like … , please.
Is that everything?
How much is that?

1 Emma wants to make a fruit salad.
2 First she wants half a kilo of apples.
3 The strawberries are cheap.
4 One pear costs 40p.
5 Emma buys some green apples.
6 Emma also wants three oranges.
7 The shopping costs £7.55.

5 3.14 **Listen and repeat the dialogue.**

Woman Good morning. What would you like?
George I'd like a kilo of pears, please.
Woman They're £1.75 a kilo.
George That's fine. Can I have three red peppers, please?
Woman Sure. Here you are.
George Thanks.
Woman Anything else?
George Yes. 250 grams of green beans.
Woman OK, here you go. Is that everything?
George Yes, thanks. How much is that?
Woman That's £4.30, please.
George Here you are.
Woman Thanks. Bye!
George Bye.

6 USE IT! **Work in pairs. Imagine you want to buy the fruit in the picture. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.**

6 Options EXTRA LISTENING AND SPEAKING • Talking about video games

I can talk about video games.

1 **Match the games with the categories in the box.**

sport strategy driving and racing
action and adventure simulation

1 GameStation 5 WORLD RALLY

2 GameStation 5 MY WORLD 12+

3 GameStation 5 HERO

4 GameStation 5 CIVILIZATION X 7+

5 GameStation 5 GOAL 3+

2 3.15 **Study the key phrases. Then listen to a conversation about video games and complete the table.**

KEY PHRASES

Talking about video games

What do / did you think of it?
It is / was fun / great / exciting.
It is / was boring / complicated / terrible / violent.
What's your score for it?
8/10 = eight out of ten

	Elsa's game	Finn's game	Chen's game
Title	*My World*	3	5 .....
Opinion	1	4	terrible
Score	2	8/10	6 .....

3 3.15 **Listen again. Choose the correct words.**

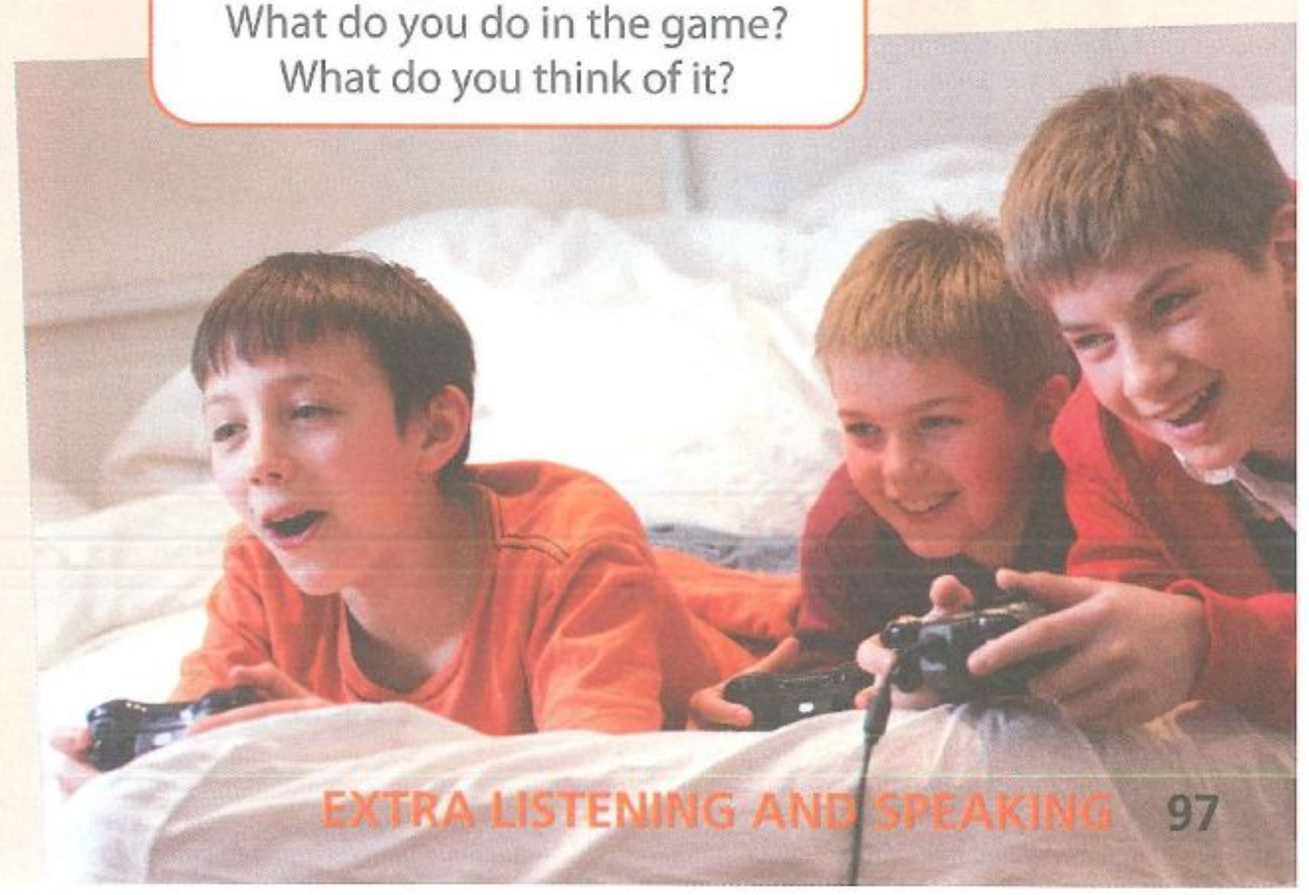
1 In Elsa's game the players are **helpers / designers**.
2 Elsa was bored after one **hour / day**.
3 Finn's game has got very **good / bad** graphics.
4 You **create / drive** cars in Finn's game.
5 In Chen's game the **characters / rules** are complicated.

4 3.16 **Listen and repeat the dialogue.**

Sanjay Which game did you play?
Steph I played *Goal*. It's a football game.
Sanjay What did you think of it?
Steph It was great. You play football for a top team.
Sanjay What's your score for it?
Steph Nine out of ten.

5 USE IT! **Work in pairs. Tell your partner about a video game that you like. Use the key phrases and the questions in the box to help you.**

What's the name of the game?
What type of game is it?
What do you do in the game?
What do you think of it?



7 Options EXTRA LISTENING AND SPEAKING • Describing people

I can talk about people in a photo.

1 **Look at photos A–C. Match the photos with the activities.**

1 a school trip
2 a family meal
3 an after-school club

2 3.17 **Study the key phrases. Listen and complete the sentences about photo A with the correct names.**

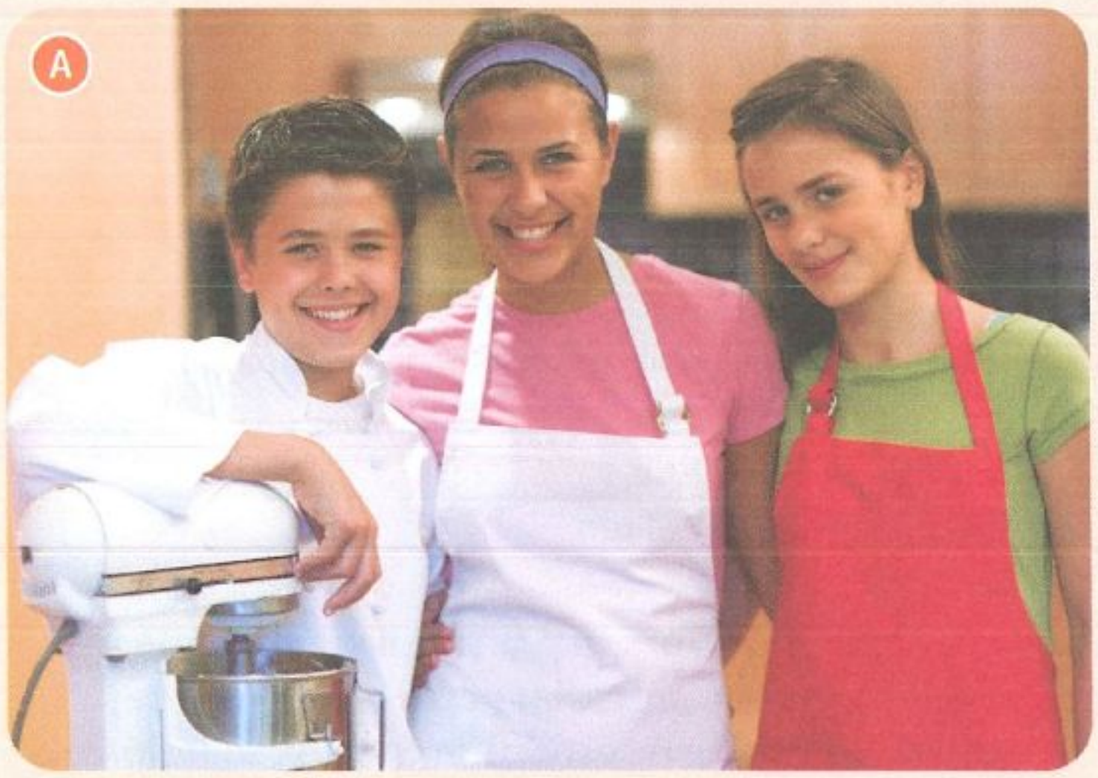
Amy Jack Beth

KEY PHRASES

Talking about a photo

at the back in the middle next to
on the left on the right

1 ..... is in the middle.
2 ..... is next to Amy.
3 ..... is on the right.



3 3.17 **Listen again and answer the questions.**

1 Why wasn't Mark in the photo?
2 What did they make?
3 Who made the best cake?
4 Who took the photo?

4 3.18 **Look at photo B. Listen and repeat the dialogue.**

Mark Hey Suzi. I've got a good photo. It's from our school trip last year.
Suzi Who's that on the left with the long curly hair?
Mark That's Kirsten. She's in Year 9. She's great at climbing.
Suzi Is that you in the middle?
Mark Yes. Why?
Suzi I didn't recognize you! And who's that on the right?
Mark That's Ben. I love his new glasses.

5 **USE IT!** **Work in pairs. Look at photo C. Imagine this is your family. Then ask and answer questions using the key phrases.**

Who's that on the left with the glasses?

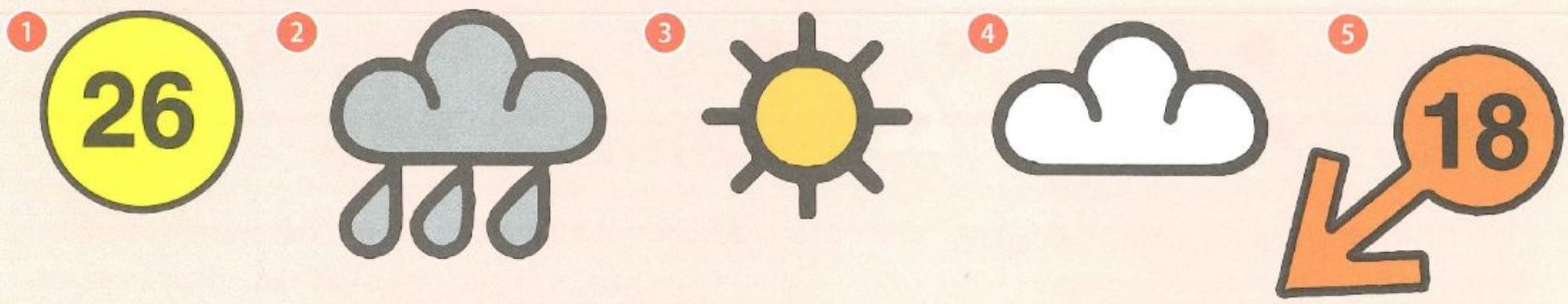
That's my mum. She's a great singer.

8 Options EXTRA LISTENING AND SPEAKING • The weather forecast

I can say what the weather will be like next weekend.

1 Match symbols 1–5 with the words in the box.

sun cloud temperature wind rain



2 3.19 Study the key phrases. Then listen to the weather forecast and complete the table with the information.

KEY PHRASES

Talking about the weather

What will the weather be like (tomorrow)?
There'll be some (rain).
in the north / south / east / west
on the north coast
twenty-two degrees (22°C)

	Edinburgh	London	Brighton
Type of weather	1	3	5 .....
Temperature	2	4	6 .....

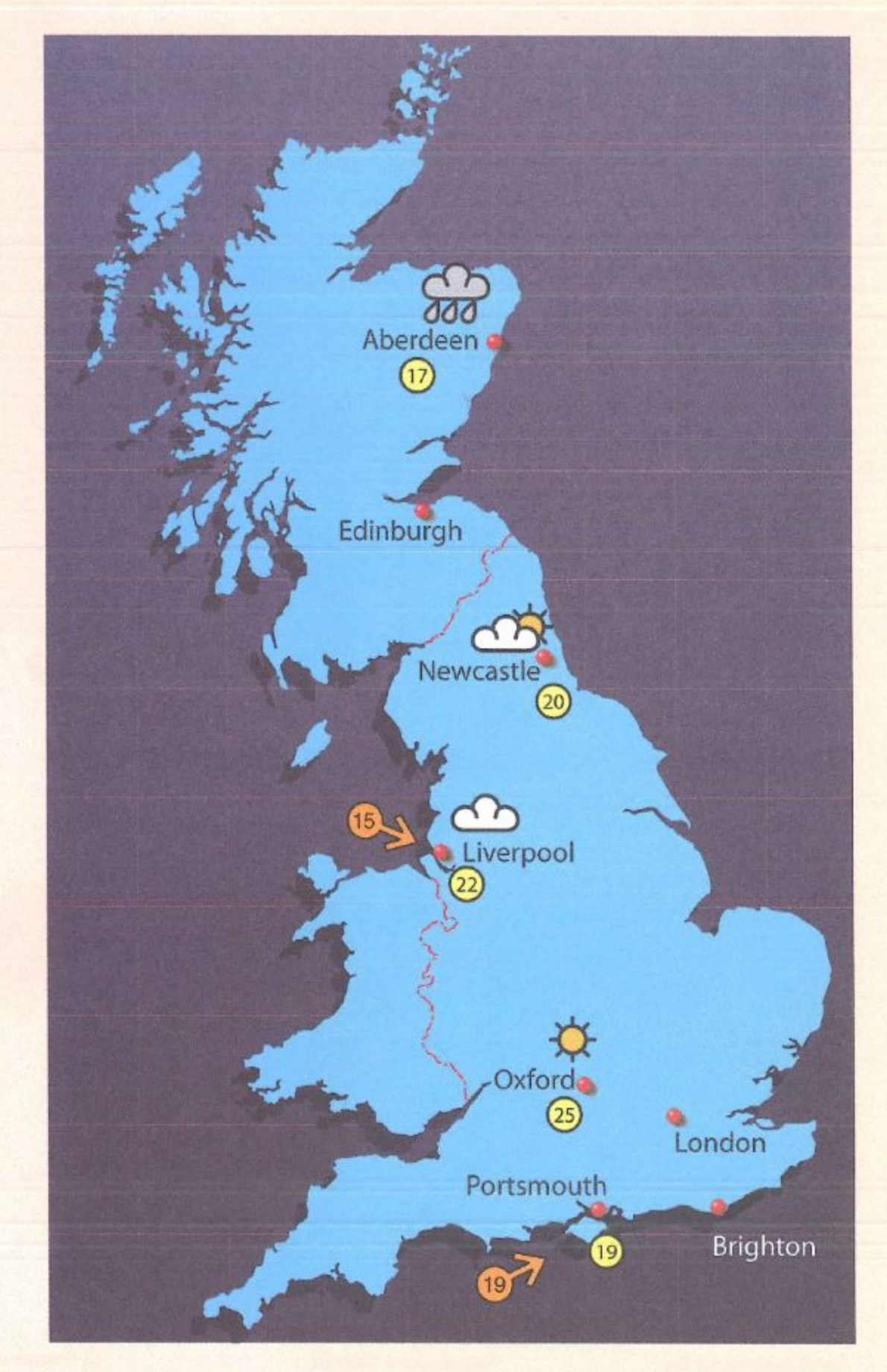
3 3.19 Listen again and answer the questions.

1 What's the weather like today?
2 What day of the week is the weather forecast for?
3 What will the weather be like near Aberdeen?
4 What month is it?
5 Why is it cooler on the south coast?

4 3.20 Listen and repeat the dialogue.

Anita I'm going to be in Brighton at the weekend. What will the weather be like?
Sam I think it'll be sunny.
Anita What about the temperature?
Sam It'll be about twenty degrees.
Anita Will it be windy?
Sam Yes, it will.

5 USE IT! Work in pairs. Look at the map. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 4.



1 Options CURRICULUM EXTRA • Geography: Reading a map

I can ask and answer questions about a map.

1 **Check the meaning of the words in the box and match them with symbols 1–6. Read the text and check your answers.**

path hill railway forest river road

2 3.21 **Read and listen to the text again. What other symbols are on a map?**

MAPS

A map is a representation of a place. It's got a scale and a legend. A scale of 1:100,000 means that one centimetre on the map equals 100,000 centimetres, or one kilometre, in the place.

There are some symbols in the legend. An area with green trees is a forest, and a blue line is a river. A black dotted line is a path. There is a small black triangle and a number for a hill. The number – for example 112 – means that the hill is 112 metres high. Red lines are roads, and a railway is a black line with smaller lines on it. A black circle on a railway is a train station. A red area is a city or town. Next to the red area is the name of the city.

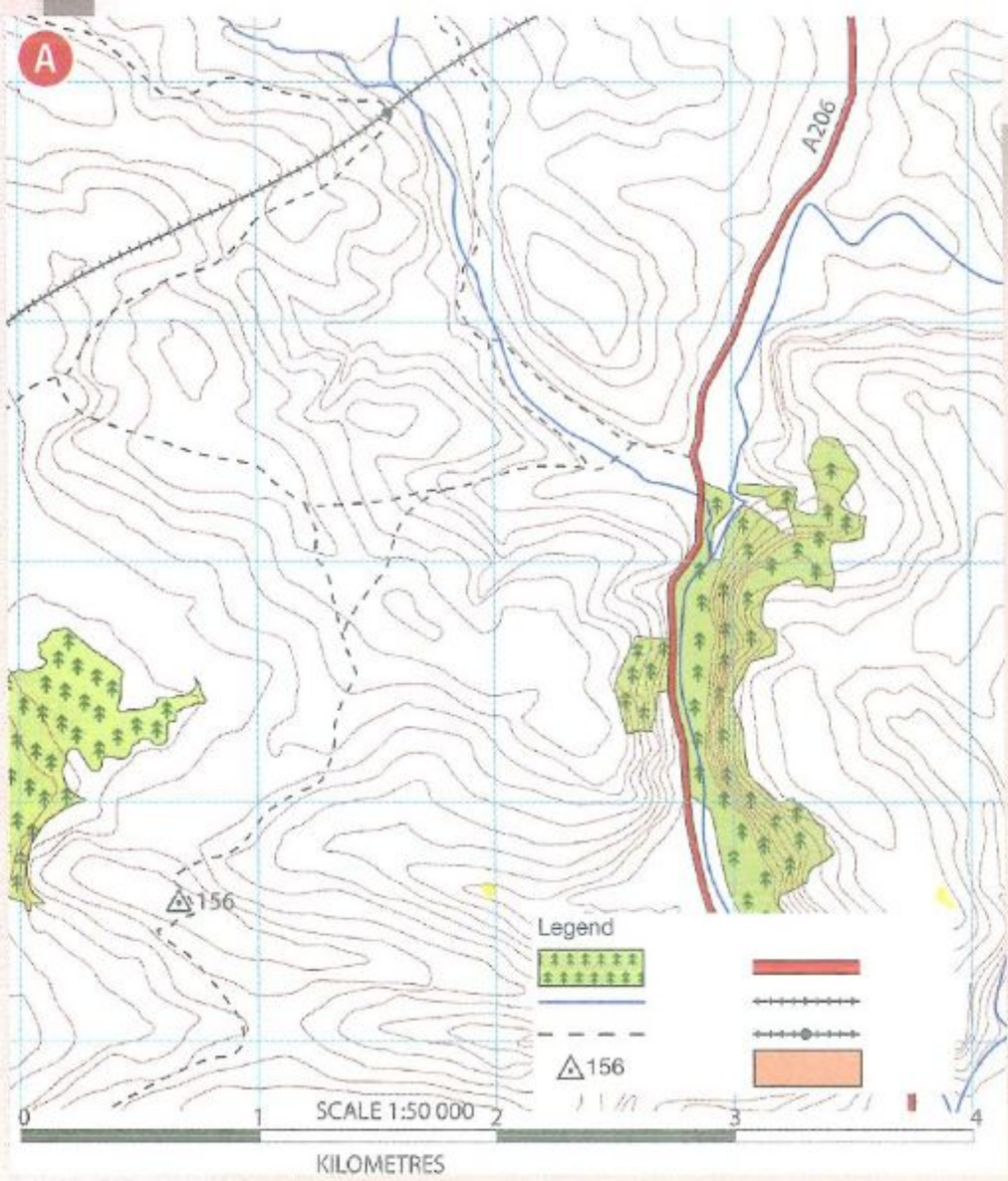
3 **Look at map A and choose the correct words.**

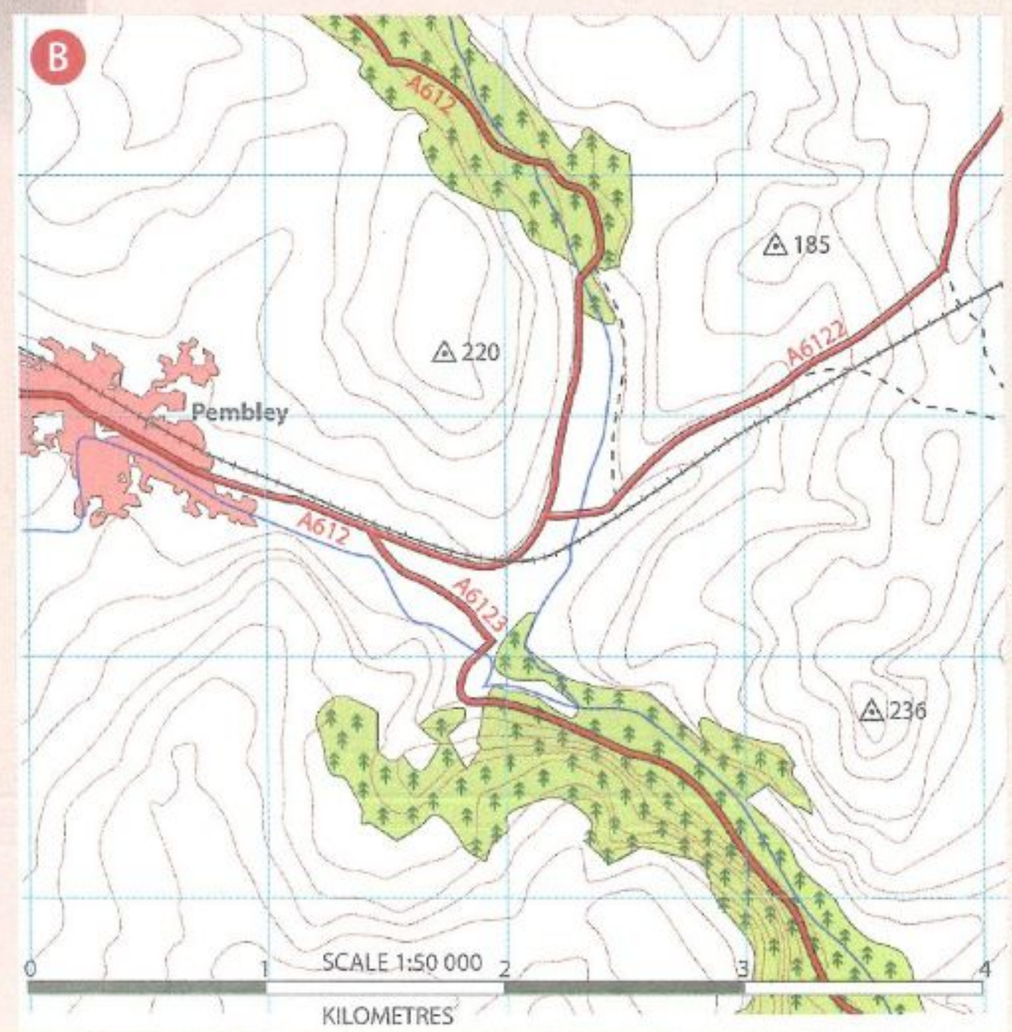
The scale is [1]**1:100,000 / 1:50,000**. There are a lot of [2]**paths / railways** on this map, and there's one [3]**hill / forest**. It is [4]**246 / 156** metres high. There's also a big [5]**town / road** and a [6]**train station / city** on the map.

4 **Look at map B and answer the questions.**

1 What is the scale of the map?
2 How many hills are there on the map?
3 How high are they?
4 How many forests are there?
5 Are there any roads on the map?
6 Is there a railway?
7 Are there any paths on the map?
8 Is there a city on the map? What's it called?

5 **USE IT! Work in pairs. Draw a map of a place you know or an imaginary place. Then work with another pair and ask and answer the questions in exercise 4 about your maps.**





2 Options CURRICULUM EXTRA • Geography: Time zones

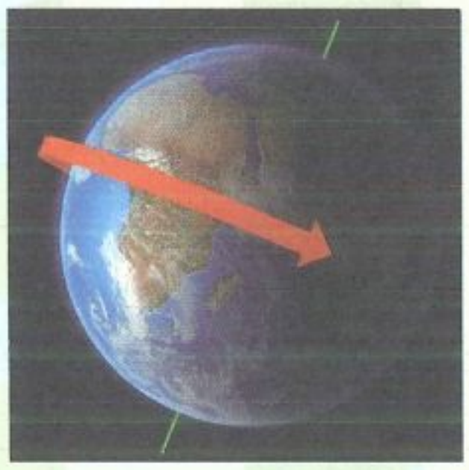
I can talk about time zones.

1 **Check the meaning of the words in the box. Read the text and match the words to numbers 1–7 on the map.**

longitude Prime Meridian
Greenwich Mean Time east west
north south

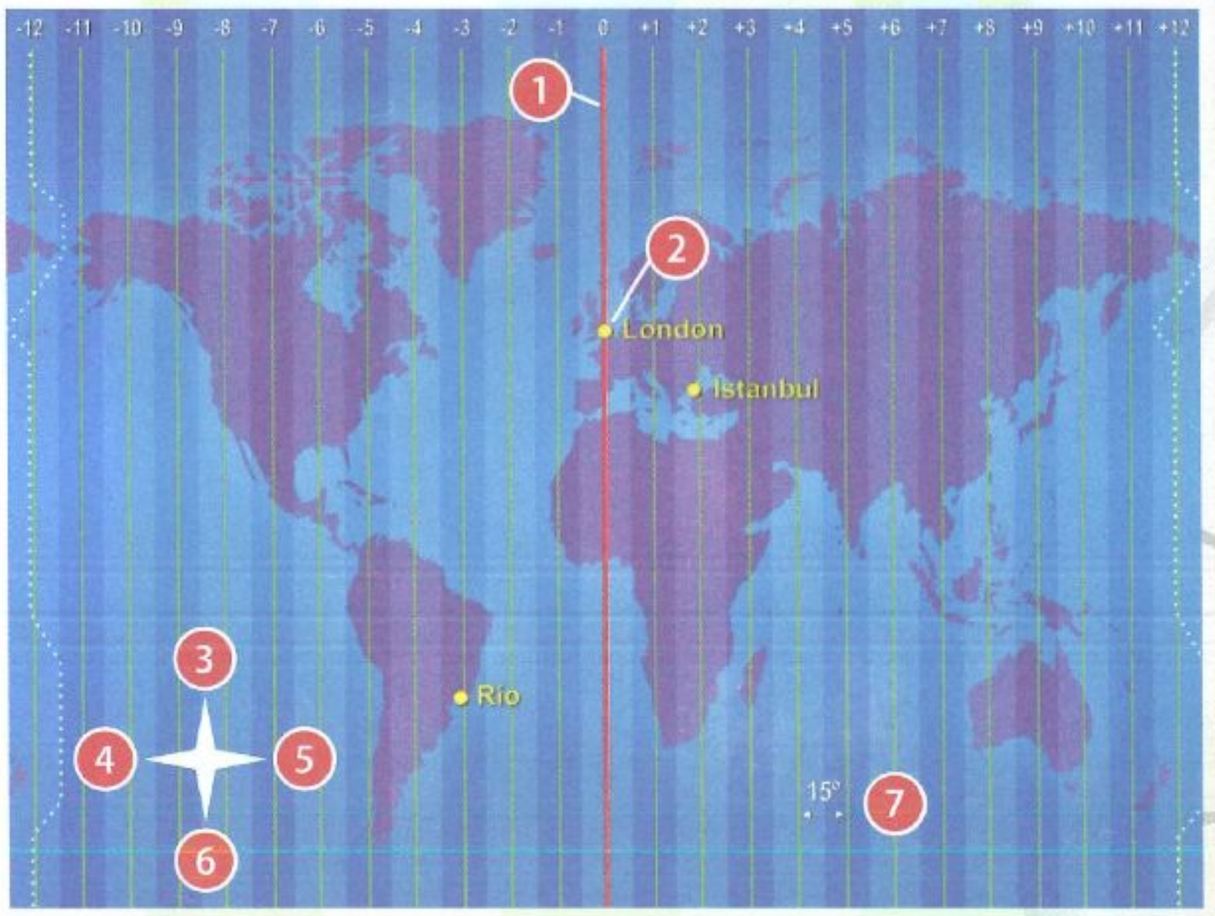
Time Zones

Time zones help us know what time it is in different parts of the world. This is because when the Earth rotates, the sun shines on only one part of the Earth, so when it's the morning in your country, it's night-time in another country.



The Earth has got twenty-four time zones. The lines for each time zone go from north to south. These are called lines of longitude. The line on the map at 0° longitude is called the Prime Meridian. This line goes through Greenwich, in London. The time there is called Greenwich Mean Time (GMT).

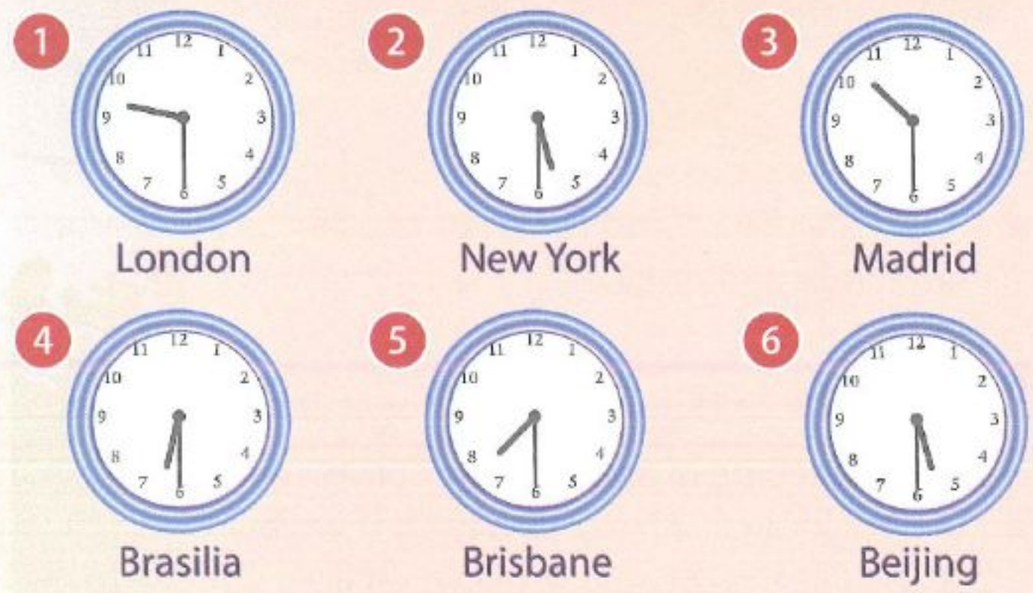
The Earth rotates 15° of longitude every hour (24 x 15° = 360°). Places east of the Prime Meridian are ahead of GMT. For example, Istanbul is about 30° east of the Prime Meridian, so the time there is GMT plus two hours. Places west of the Prime Meridian are behind GMT. For example, Rio is about 45° west of the Prime Meridian, so the time there is GMT minus three hours. So when it is 12 p.m. in London, it is 2 p.m. in Istanbul and 9 a.m. in Rio.



2 3.22 **Read and listen to the text again and write *true* or *false*. Correct the false sentences.**

1 Lines of longitude go from east to west.
2 The Prime Meridian is the name of a time zone.
3 Greenwich is a part of London.
4 The time in places west of the Prime Meridian is ahead of GMT.

3 **Look at the clocks and answer the questions.**



1 In which countries are cities 1–6?
2 Is New York ahead of or behind GMT?
3 How many hours ahead of GMT is Beijing?
4 How many hours behind GMT is Brasilia?
5 If it's 12 p.m. in London, what time is it in Brisbane?
6 You are in New York at 9 p.m. Is it a good idea to call your friend in London? Why / Why not?
7 How many hours ahead of or behind GMT is your country?

4 USE IT! **Work in pairs. Complete the table. Then ask and answer questions about the time in the different cities.**

City	GMT + / -	Time
London	–	1 p.m.
Tokyo	+9 hours	
Mexico City		8 a.m.
Sydney		11 p.m.
Rio	-3 hours	
Istanbul	+2 hours	

Hi! I'm in London. Where are you?

I'm in Istanbul.

It's 1 p.m. in London. What's the time in Istanbul?

It's 3 p.m.

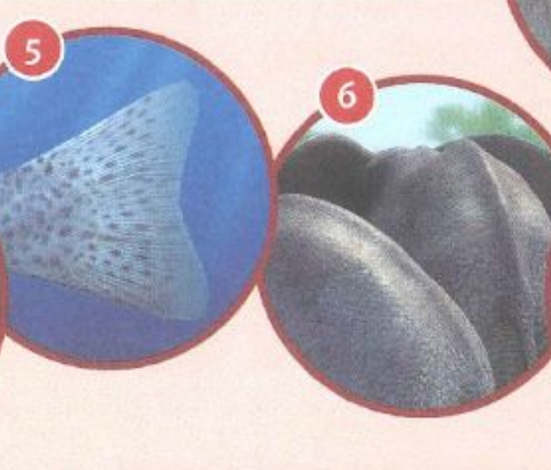
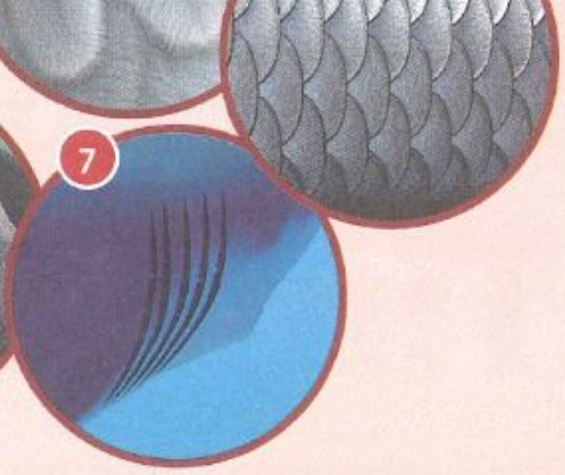
3 Options CURRICULUM EXTRA • Natural science: Animals

I can talk about the different animal groups.

British wildlife

1 Check the meaning of the words in the box and match them with pictures 1–9. Then complete the text with the correct words.

feathers scales legs hair wings lungs fins backbones gills

2 3.23 Read and listen to the text. Check your answers in exercise 1.

3 Read the text again and answer the questions.

1 Which type of animal doesn't live on land?
2 Which types of animal have got scales?
3 Which type of animal has got hair?
4 How are snakes different from other reptiles?
5 Which type of animal is different when it's older?
6 Which type of animal feeds its babies milk?

Vertebrates

Vertebrates are animals with backbones. The following groups are the different types of vertebrates.

Fish

Fish are cold-blooded animals and they live in water. They have got scales and [1] ..... . They haven't got lungs. They have got [2] ..... instead. Most fish lay eggs and they don't look after their babies.

Mammals

All mammals are warm-blooded and they feed their babies milk. Most mammals live on land, for example, humans and dogs. But some mammals, like whales, live in water, but they haven't got gills. They have all got [3] ..... . Most of them have got hair and four legs.

Birds

Birds live on land, but some of them look for food in water. They have got [4] ....., two legs and two [5] ..... . Some birds, like ostriches and kiwis, can't fly. All birds lay eggs and they feed their young.

4 Which group are these animals from? Use the information to classify them.

crocodile shark camel eagle

1	Does it feed its babies milk?	**Yes.** It's a mammal. **No.** Go to number 2.
2	Has it got feathers and wings?	**Yes.** It's a bird. **No.** Go to number 3.
3	Has it got fins?	**Yes.** It's a fish. **No.** Go to number 4.
4	Has it got scales?	**Yes.** It's a reptile. **No.** It's an amphibian.

5 USE IT! Work in pairs. Think of an animal. Ask and answer the questions in exercise 4 and your own questions. Guess your partner's animal.

Amphibians

When amphibians are young, they live in water and they haven't got lungs. When they are adult, they have got lungs and four [6] ..... – for example, frogs and toads. They lay their eggs in water, but they don't live in water all the time.

Reptiles

Most reptiles live on land. They have got lungs and [7] ....., but not gills. They haven't got any wings or feathers and they haven't got any [8] ..... . All the animals in this group – for example, chameleons and lizards – have got four legs, except for snakes. They are cold-blooded animals and many of them live in warm places.

5 Options CURRICULUM EXTRA • Science: Food and nutrients

I can understand and talk about nutrients.

Healthy diets vs. fast food

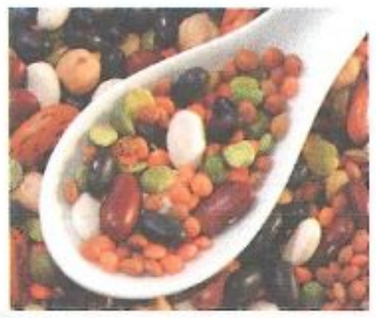
1 3.24 **Check the meaning of the words in the box and complete the text. Read and listen to the text and check your answers.**

water minerals fat (x2) protein
vitamins diseases carbohydrates

Nutrients in Food

If you want to be fit and healthy, it's important to eat and drink the right things. The nutrients in food and drink give us energy and help us stay strong. There are six main types of nutrient.

[1] ..... makes you strong. There is a lot of this in meat, fish, milk, eggs, beans and nuts.



[2] ..... give us energy. There are a lot of these in bread, pasta, rice and potatoes.

[3] ..... are important nutrients in the food we eat and you can find them in different types of food, like fruit and vegetables. People who don't get many of these in their food can get [4] .....

[5] ..... are important for strong teeth and bones. You can find them in meat, fish, milk, vegetables and nuts.

This nutrient has got the most energy and is good for our skin and hair. The [6] ..... in food such as butter, chocolate, chips, burgers and crisps is unhealthy, but the [7] ..... in food like olive oil, nuts and some fish is healthy.

[8] ..... is also a very important nutrient. You can't live for more than one or two days without it. There's a lot of this in fruit, vegetables and juice, too.

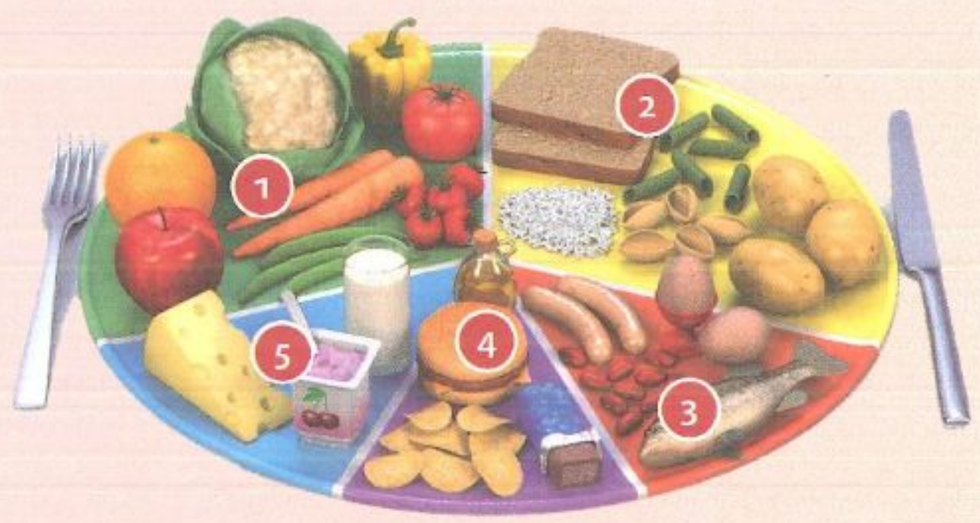
2 **Read the text again. Are the sentences *true* or *false*?**

1 There aren't any nutrients in drinks.
2 Nutrients give us energy.
3 There isn't any protein in beans.
4 You can get diseases if you don't eat a lot of vitamins.
5 Minerals are good for healthy teeth.
6 Carbohydrates have got the most energy.
7 Some types of fat are good for you.
8 There isn't any water in vegetables.

3 **Read the sentences and write the names of the food in the text.**

1 It's got animal fat in it. It's from milk. We put it on bread.
2 It's got vegetable fat in it. It's in a bottle. We put it on salads. It's very healthy.
3 It's got a lot of protein in it. It's white. We drink it.
4 These have got a lot of protein. You can cook them or eat them in a salad. They can be different colours.
5 It's brown and very sweet. It's delicious, but it's got a lot of fat.

4 **Look at the picture of the dinner plate. What nutrients are there in the five food groups?**



5 USE IT! **Work in pairs. What do you eat every day? Ask and answer questions with your partner to complete the table. Then use the information to draw a dinner plate for your partner. Who eats the healthiest food?**

	Group 1: Fruit and vegetables	Group 2: Bread, pasta, etc.	Group 3: Meat, fish, etc.	Group 4: Fat	Group 5: Milk, cheese, yoghurt, etc.
..... (name)	an apple, some green beans	some bread, some potatoes			
..... (name)					

What kind of fruit do you eat every day?

I eat an apple.

7 Options CURRICULUM EXTRA • Language and literature: *The Elephant Man*

I can read and understand an extract from a classic work of literature.

Nelson Mandela

1 **Check the meaning of the words in the box and complete the text with seven of the words.**

screamed ugly strange sound
good-looking dropped strong
smell enormous tear

The Elephant Man

We gave Merrick two rooms at the back of the hospital. One room was a bathroom, so he could have a bath every day. Soon his skin was much better, and there was no horrible [1] ..... .

The second room had a bed, table and chairs. I visited him every day and talked to him. He loved reading and talking about books.

But sometimes it was difficult for him. At first, one or two people in the hospital laughed at Merrick because he was [2] ..... . Sometimes they brought their friends to look at him. One day a new nurse came to the hospital, and nobody told her about Merrick. She took his food to his room and opened the door. Then she saw him. She [3] ....., [4] ..... the food on the floor, and ran out of the room.

'People don't like looking at me. I know that, Dr Treves,' he said. 'They usually laugh or scream.'

'Well, I don't want nurses to laugh at you, Joseph,' I said angrily. 'I want them to help you.'

'Thank you, doctor,' he said, in his [5] ....., slow voice. 'But it's not important. Everyone laughs at me. I understand that.'

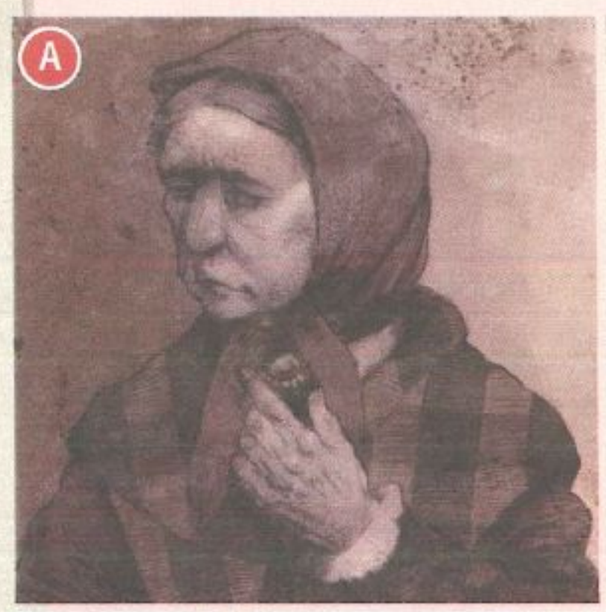
I looked at him sadly. In his one good hand, his left hand, he had the little picture of his mother. He looked at the picture for a minute, and then put it by a flower on the table. A [6] ..... ran out of his eye and down the skin of his [7] ....., ugly face.

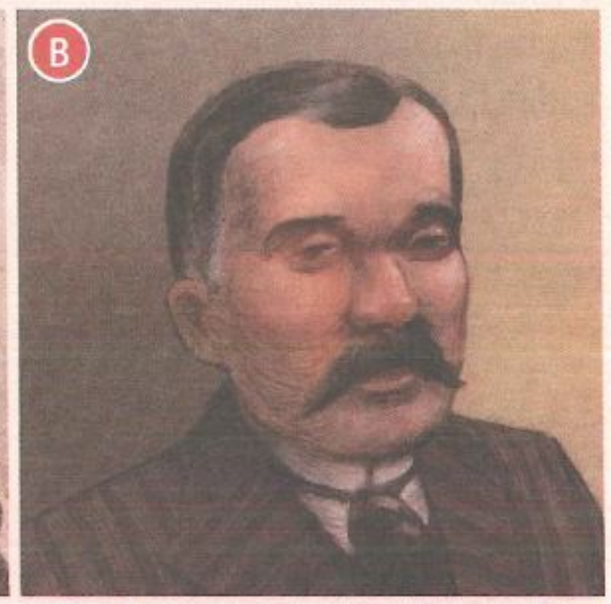
2 3.25 **Read and listen to the text. Check your answers in exercise 1. Then answer the questions.**

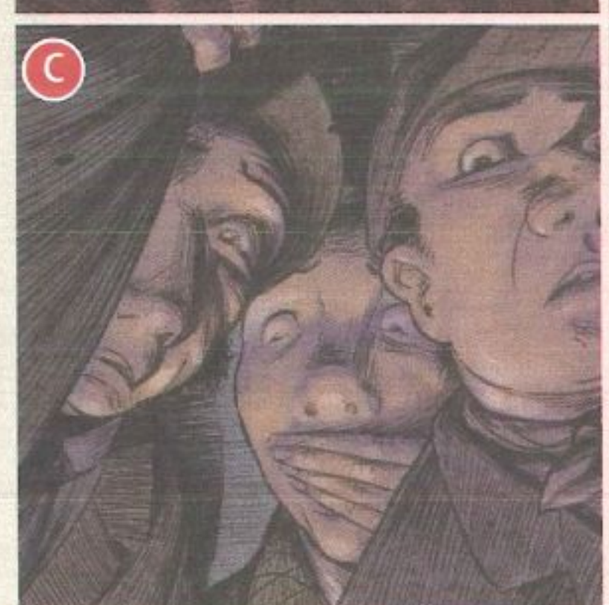
1 Where did Merrick live?
2 Why did his skin get better?
3 Why was it sometimes difficult for him in the hospital?
4 What did the new nurse do when she saw Merrick?
5 Why was Dr Treves angry?
6 Why do you think Merrick was sad when he looked at his mother's picture?

3 **Read the text again and match sentences 1–5 with people A–E. Who are the people in the pictures?**

1 He loved reading and talking about books.
2 She screamed when she saw Merrick the first time.
3 He went to see Merrick every day.
4 They laughed at Merrick and brought their friends to look at him.
5 Her son had a little picture of her in his room.







4 USE IT! **Work in pairs. One of you is Dr Treves and the other is the nurse in the text. Complete the dialogue.**

Dr Treves: Why did you scream when you saw Merrick?
Nurse: I ...

Extract from Oxford Bookworms Library: *The Elephant Man* by Tim Vicary

8 Options

CURRICULUM EXTRA • Language and literature: *The Adventures of Tom Sawyer*

I can read and understand an extract from a work of literature.

1 Check the meaning of the words in the box and complete the sentences.

pipe sleep out carry the dark run away

1 There were a lot of shopping bags in the car, so I helped my father ..... them into the house.
2 When we got up, it was 3 a.m., so we left the campsite in .....
3 We wanted to ..... because there were a lot of insects near the river.
4 Smoking a ..... is bad for your health.
5 If you ..... in summer, you can look at the stars in the night sky.

2 Read the text. Then answer the questions.

1 Why couldn't Tom sleep?
2 Why did Tom want to go to Jackson's Island?
3 How far was Jackson's Island from St Petersburg?
4 How many boys went to the island?
5 Where did they make a fire?
6 What did they think of their dinner?

3 3.26 **Read and listen to the text again. Find a person or place for sentences 1–5.**

1 Someone Tom didn't like. .....
2 A place with boats. .....
3 The place where the boys went to sleep out. .....
4 A town near the Mississippi. .....
5 Tom and Joe's friend. .....

4 USE IT! Work in pairs. What did Tom and his friends do the next day? Write a short paragraph. Then compare your paragraph with another pair.

The next day the boys got up at 8 a.m. Then they ...

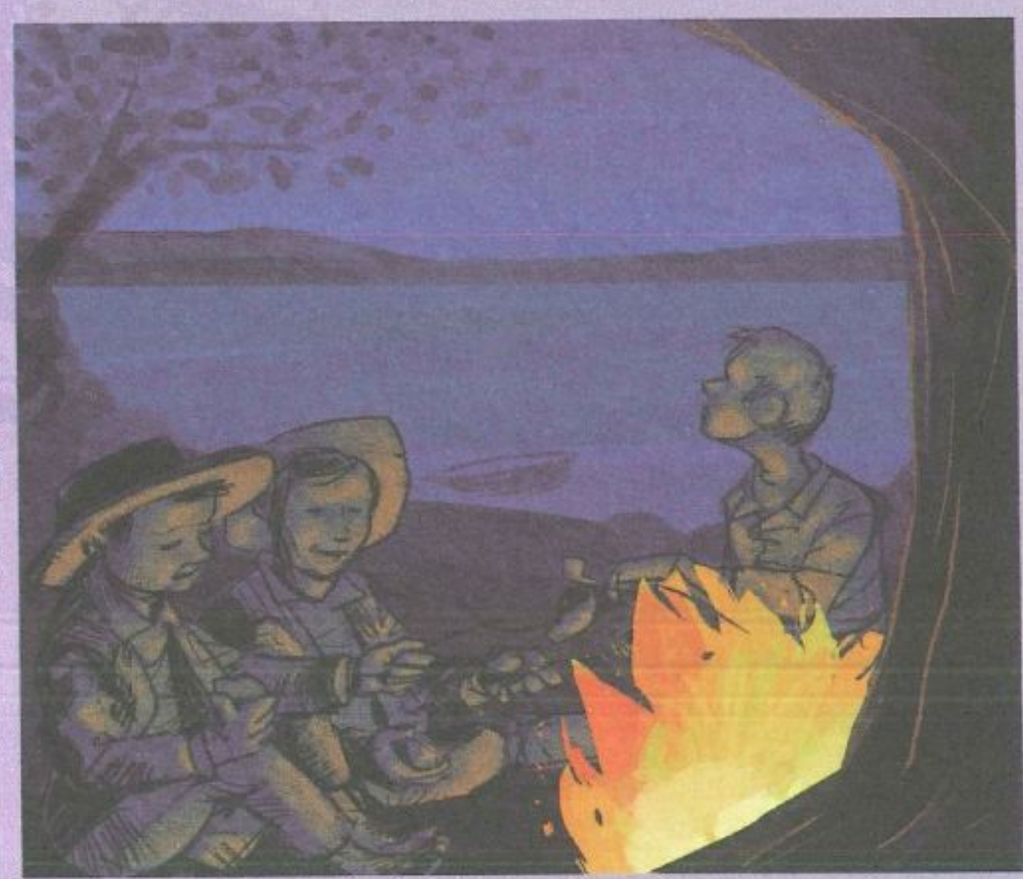
THE ADVENTURES OF TOM SAWYER

The summer holidays came, and there was no school. Tom didn't want to think about Muff Potter and Injun Joe, but it wasn't easy. At night, when he was in bed, he saw Injun Joe's face in the dark, and he couldn't sleep. But he couldn't talk to anyone about it.

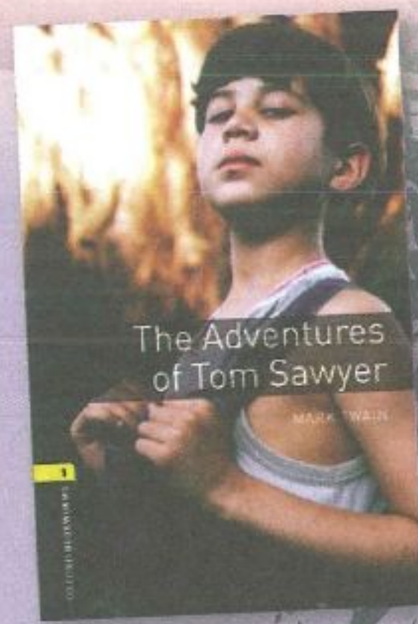
One hot summer's day he and Joe Harper were down by the Mississippi River. They sat and watched the boats, and fished and talked.

'Let's get away from here!' said Tom, suddenly. 'Let's go and do something exciting somewhere.'

'OK,' said Joe. 'But what? And where?'



'I know,' Tom said. 'Let's run away. Let's go and live on Jackson's Island. We can sleep out, under the trees.'



Jackson's Island was in the Mississippi, three miles south of St Petersburg. Nobody lived there.

'Let's ask Huck Finn, too,' said Tom. 'But don't tell your mother or father or anyone. Go home and get some things to eat, and meet me here at midnight.'

So that night three boys in a small boat went down the river to Jackson's Island. They had some bread and some meat, and Huck had his pipe, too. When they got there, they carried everything on to the island and made a fire, under a big old tree. Then they cooked some of the meat over the fire, and oh, that meat was so good – the best dinner in the world! Soon, they stopped talking, their eyes closed and they slept.

Extract from Oxford Bookworms Library: *The Adventures of Tom Sawyer* by Mark Twain, retold by Nick Bullard

1 Options CULTURE • The United Kingdom

I can write a description of a town or city.

I love Liverpool

1 **Look at the map of the United Kingdom and match the words with 1–5. Then read the text and check your answers.**

Liverpool Belfast London Cardiff Edinburgh

I ♥ Liverpool

Hi. I'm Toby and I'm from Liverpool in the north-west of England. It's a big city, but it's really friendly. There are a lot of interesting things to see and do here. Liverpool is on the River Mersey and my favourite place is the Albert Dock. This is a group of old buildings by the river. There are cafes and restaurants, an art gallery and some museums. Anfield Stadium is a fantastic place to visit if you're into football.

My family are British, but we're from different places. My mum's from Belfast in Northern Ireland, and my dad's from Cardiff in Wales. My sister is at university in Edinburgh in Scotland. That means I've got family in every capital city in Britain except London. London's the biggest capital in the UK. There are over eight million people there. It's an exciting place to visit, but I think the people in Liverpool are friendlier!

2 3.27 **Read and listen to the text again and answer the questions.**

1 Where's Liverpool?
2 What place in Liverpool is good for football fans?
3 What country is Toby's mum from?
4 How many countries are there in the UK?
5 What are they?

3 YOUR CULTURE **Answer the questions.**

1 What is the capital city of your country? How many people are there in the city?
2 What big cities are in your country?
3 Is your town on a river? What's the name of the river?
4 What is there for tourists in your town?
5 Where are your mum and dad from?

4 USE IT! **Talk about a town or a city. Follow the instructions.**

- Choose a town or city and prepare a description of it. Use the first paragraph in the text and the key phrases on page 19 to help you.
- Tell your class about your town or city, but don't say the name of the town or city.
- The other students guess your town or city.

2 Options CULTURE • Weird festivals

I can talk about unusual festivals.

May day

1 **Match the words in the box with pictures 1–5.**

ride camel throw trophy welly

2 **Look at the photos and answer the questions. Then read the text and check your answers.**

1 What do people do in 'welly wanging'?
2 What do people do in the Camel Cup?

3 3.28 **Read and listen to the text again and answer the questions.**

1 In which country is the Welly Wanging Championship?
2 Which festival is Australian?
3 How many people watch the Camel Cup?
4 In which festival do children win money?
5 How many camel races are there during the day?
6 Which sport do you think is more dangerous?

4 YOUR CULTURE **Answer the questions.**

1 Is there an unusual festival in your country?
2 Where and when is it?
3 What do people do?
4 How many people visit the festival?

5 USE IT! **Look at your answers in exercise 4. Compare your answers with your partner. Talk about the differences.**

Weird Festivals

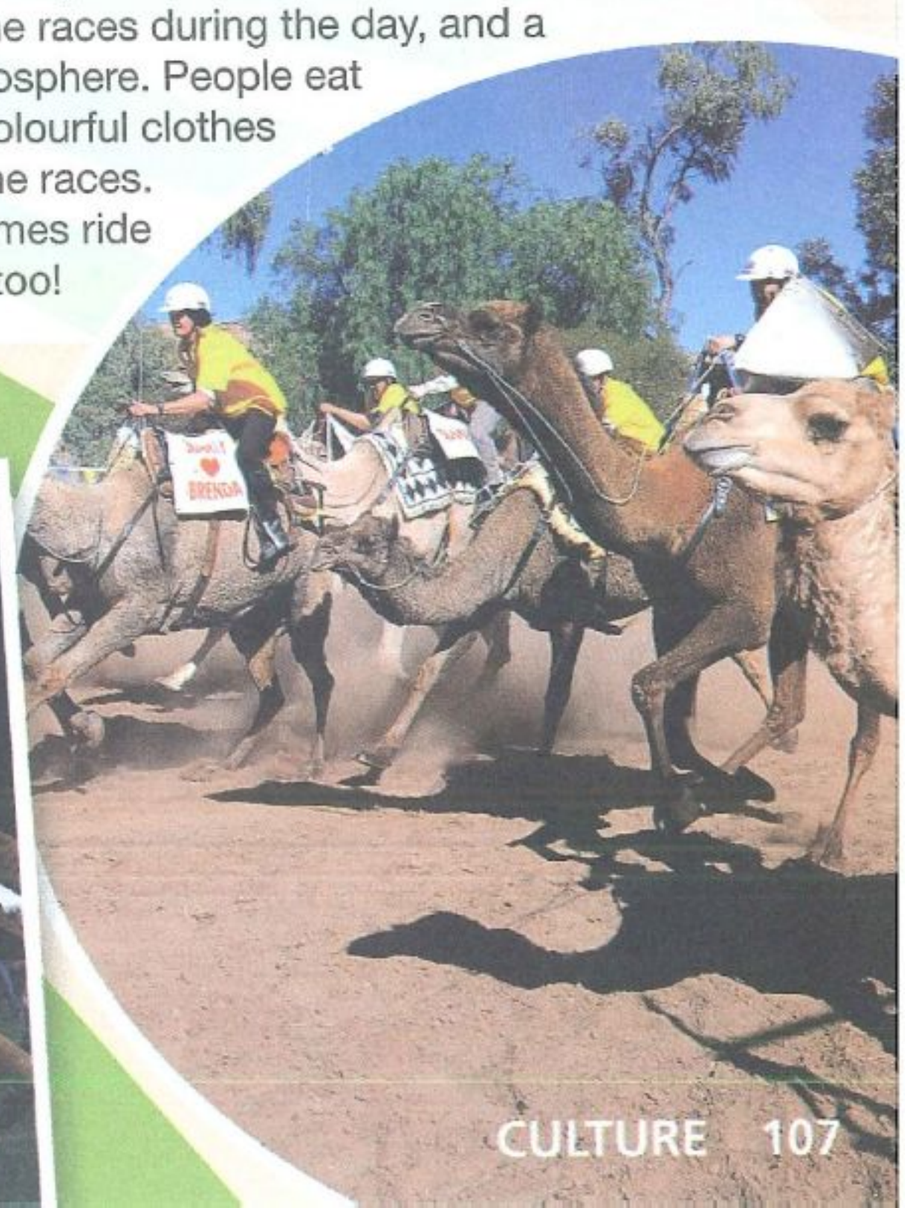
Welly Wanging

Do you like interesting sports? Have you got any green wellies*? Then you are ready for 'welly wanging'!
Every year there is a Welly Wanging World Championship in Upperthong, a village in Yorkshire, England.
What does 'welly wanging' mean? In Yorkshire they don't say 'throw' – they say 'wang'. In this sport, if you 'wang' your welly further than the others, you win. It's great fun!
There are four competitions: for men, women, boys and girls. It's easy to 'wang' your welly, but it's more difficult to win. Adult winners get a trophy, and the children get some money – but not very much.
Football and rugby are bigger sports, but welly wanging is more fun!

*wellington boots

Camel Cup

The Camel Cup is a day of camel races in Alice Springs, Australia. Every July, 5,000 people from all over the world visit the festival.
The camels are slower (and uglier!) than horses, but faster than you think. They are noisy animals, and difficult to ride. It is very exciting to watch. It is also very funny.
There are nine races during the day, and a carnival atmosphere. People eat a lot, wear colourful clothes and watch the races. They sometimes ride the camels, too!



4 Options CULTURE • Home schooling

I can discuss the positive and negative things about home schooling.

A British school day

1 Look at the first photo and answer the questions. Then read the text and check your answers.

1 Where is Olivia?
2 What is she doing?

My Mum is My Teacher

It's 9.30 on Tuesday morning and I'm studying, but I'm not at school. That's because I'm home-educated. All children in Britain between five and eighteen must have an education. This is usually at school, but it can be at home. School's boring for me because the lessons are really easy, so I stay at home and my mum teaches me.

I study the same subjects as students at school, but I can learn at my level. I'm really good at maths, so I can take my maths GCSE* in May. Students take that exam when they're fifteen or sixteen, but I'm only twelve.

I usually study for five hours a day. I don't wear a uniform; I can work in my pyjamas if I want! There's a computer in my 'classroom' and I do a lot of work using DVD-ROMs and the internet. I practise the violin every day and I play in an orchestra once a week.

I love learning at home. I haven't got any brothers or sisters, but I'm never lonely. I go to a sports club at the weekends and I've got a lot of friends. Some of them also study at home, so we sometimes chat online.

*GCSE = General Certificate of Secondary Education

2 3.29 **Read and listen to the text again and answer the questions.**

1 Why doesn't Olivia go to school?
2 What is different about Olivia's home education?
3 At what age do students usually take GCSEs in Britain?
4 Why can Olivia take her maths GCSE early?
5 What does Olivia do when she isn't studying?
6 Does Olivia feel lonely studying at home? Why / Why not?
7 In your opinion, is Olivia's life interesting? Why / Why not?

3 YOUR CULTURE Answer the questions.

1 At what age do children usually start school in your country?
2 At what age can you leave school?
3 Can children be home-educated in your country?
4 What school exams do students take in your country?

4 USE IT! Work in groups. Discuss the topic: *What is better, studying at home or at school?* Follow the instructions.

- Work in pairs and write the positive and negative things about studying at home and at school.
- Join another pair and discuss in your group. Use some of the expressions in the box.

Home schooling is a good / bad idea because …
I think … is great / boring because …
It's good / bad for students to …
It's better because …
I don't think home schooling is …

- Compare your ideas with other groups.

6 Options CULTURE • Football vs. baseball

I can understand a text about football and baseball.

Football vs. baseball

1 **Look at the photos and answer the questions. Then read the text and check your answers.**

1 Which teams play in the two stadiums?
2 What sports do they play?

Football (or soccer) is the most popular sport in the UK. The world's first football clubs were English and today more people watch the English Premier League than any other league in the world.

The Premier League started in 1992. The first champions were Manchester United. They are also the most successful team, with the most Premier League wins. Ryan Giggs played 632 times for Manchester United in the Premier League. That's a record!

Manchester United play at Old Trafford. The stadium has got more than 75,000 seats. It is the biggest club stadium in England. The atmosphere in the stadium is brilliant – but the tickets aren't cheap!

2 3.30 **Read and listen to the text again and answer the questions.**

1 Which country had the first football clubs?
2 When did the Premier League start?
3 Which sport is also popular in Japan and Cuba?
4 Who played more times for his club: Ryan Giggs or Derek Jeter?
5 Which stadium is bigger: Old Trafford or Yankee Stadium?
6 Which club do you think has the cheapest tickets: Manchester United or the New York Yankees?

3 YOUR CULTURE **Answer the questions. Use the internet to help you find the information you need.**

1 Which is more popular in your country: baseball or football?
2 What is the most popular team sport in your country?
3 What is the biggest stadium and how many people can watch a game there?
4 How much is the cheapest ticket at the biggest stadium?

4 USE IT! **Prepare and practise an interview with a famous sports star. Follow the instructions.**

- Work in pairs. One of you is a famous sports star and the other is an interviewer.
- Prepare some questions and answers.
- Act out the interview in class.

Baseball is one of the oldest and best loved American team sports. It is very popular in the USA, but also in other countries around the world, for example, Japan and Cuba.

The New York Yankees are the most famous and most successful American baseball team. They play at Yankee Stadium. More than 50,000 people can watch a baseball game there – and not all the tickets are very expensive.

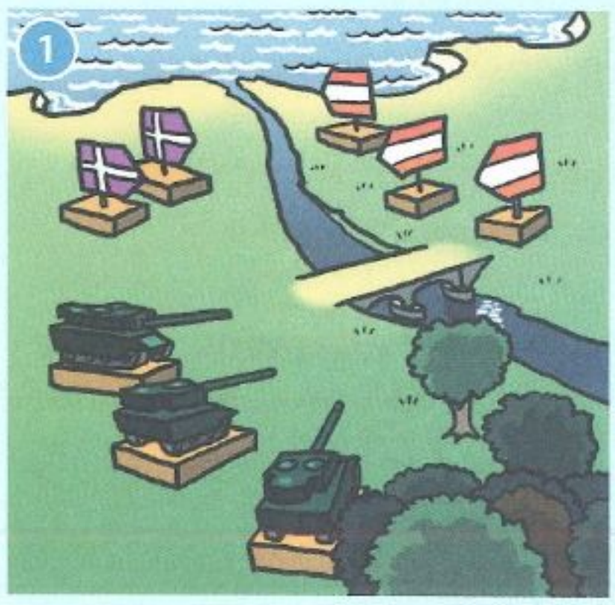
Derek Jeter was one of the biggest Yankee stars. He played more than 2,700 games for the Yankees in his career.

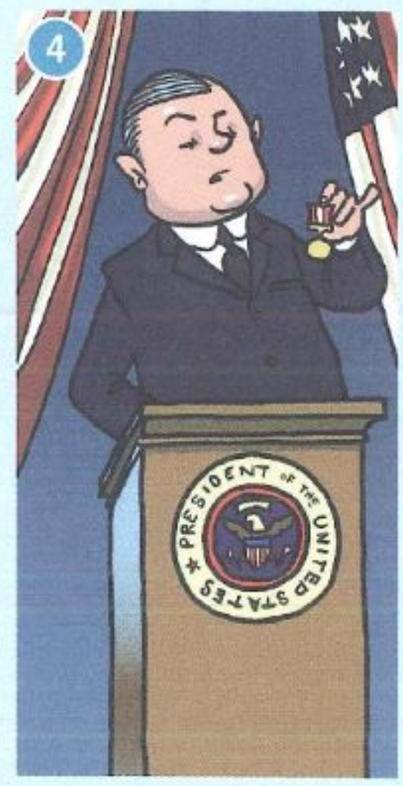
7 + Options CULTURE • Amazing people

I can talk about amazing people.

1 **Match the words in the box with pictures 1–5. Then look at the photo of Amelia Earhart in the text and write a sentence about her with each word.**

president crash war nurse pilot





2 **Read the text and check your sentences in exercise 1.**

AMELIA EARHART

Amelia Earhart was the most famous female pilot of all time. She was born in 1897. She grew up in Kansas in the USA. She did well at school, but she didn't finish university. There was a war, so she became a nurse.

Her life changed when she was twenty-three. That's when she first flew in a plane. She wasn't the pilot, but after this she became very interested in flying. She learned to fly and in 1921 she flew solo* for the first time. The next year she bought her own plane. She named it 'The Canary'.

Amelia Earhart was very brave. In 1932 she became the first woman to fly solo across the Atlantic – in a record time of fourteen hours and fifty-six minutes. She flew from Canada to Northern Ireland. The President gave her a medal. Amelia Earhart was suddenly famous!

She competed in many flying races and broke many records. She also wrote popular books about flying. In 1937 she tried to fly around the world. Sadly, she didn't return. Nobody knows what happened exactly. Her plane probably crashed, but they didn't find her or her plane. Amelia Earhart was only forty-one when she died.

*alone

3 3.31 **Read and listen to the text again and answer the questions.**

1 Where was Amelia Earhart from?
2 Why did she become a nurse?
3 How old was she when she first flew?
4 When did she fly solo across the Atlantic?
5 What did the president give her?
6 What happened in 1937?

4 YOUR CULTURE **Write about an amazing person from your country. Complete the table. Use the internet to help you find the information you need.**

Name	
From	
Born	
Job	
Amazing things about this person	

5 USE IT! **Work in groups. Tell your group about your amazing person in exercise 4.**

8 + Options CULTURE • Theme parks in the USA

I can talk about theme parks and rides.

The Grand Canyon

1 **Check the meaning of the words in the box. Then look at photos 1–4. What can you see in the photos?**

family ride water ride
thrill ride rollercoaster

2 **What places can you find in a theme park? Read the text and check your answers.**

Theme Parks, USA

Theme parks are where you find rollercoasters and rides. They are very popular in the USA. There are more than 300 theme parks there, and they are all very friendly places with a lot of exciting things to do.

The first big American theme park was Disneyland. It opened in 1955 in California and people loved it, especially families with children.

Americans wanted more, and so the number of theme parks in the country grew. Walt Disney World in Florida had its first visitors in 1971. It is still open today and it is very successful. In 2013, more than eighteen million people visited the Magic Kingdom there.

The rides at modern American theme parks are faster and more exciting than in the past – but they are very safe. The bravest people can go on the 'thrill rides' – these are scary rides that use a lot of expensive technology. There are also family rides and water rides. These rides are great for children.

Theme parks have got a lot to offer – more than just rides and rollercoasters. There are also shops, cafes, restaurants, shows and concerts. Families sometimes have a holiday at a theme park and stay in a hotel there.

3 3.32 **Read and listen to the text again and answer the questions.**

1 How many theme parks are there in the USA?
2 Which Disney theme park is in California?
3 What theme park opened in 1971?
4 How many people visited the Magic Kingdom in 2013?
5 Are theme park rides dangerous?
6 What kind of ride can be scary?

4 YOUR CULTURE **Write about a theme park in your country. Use the internet to help you find the information you need.**

Theme park name	
Where it is	
When it opened	
Best part	
Other things you can do	

5 USE IT! **Work in pairs. Tell your partner about your theme park in exercise 4.**

2 Options PROJECT • A class survey

I can do a class survey.

1 **What do you usually do before you go to school?**

2 **Look at the class survey and answer the questions. How many students …**

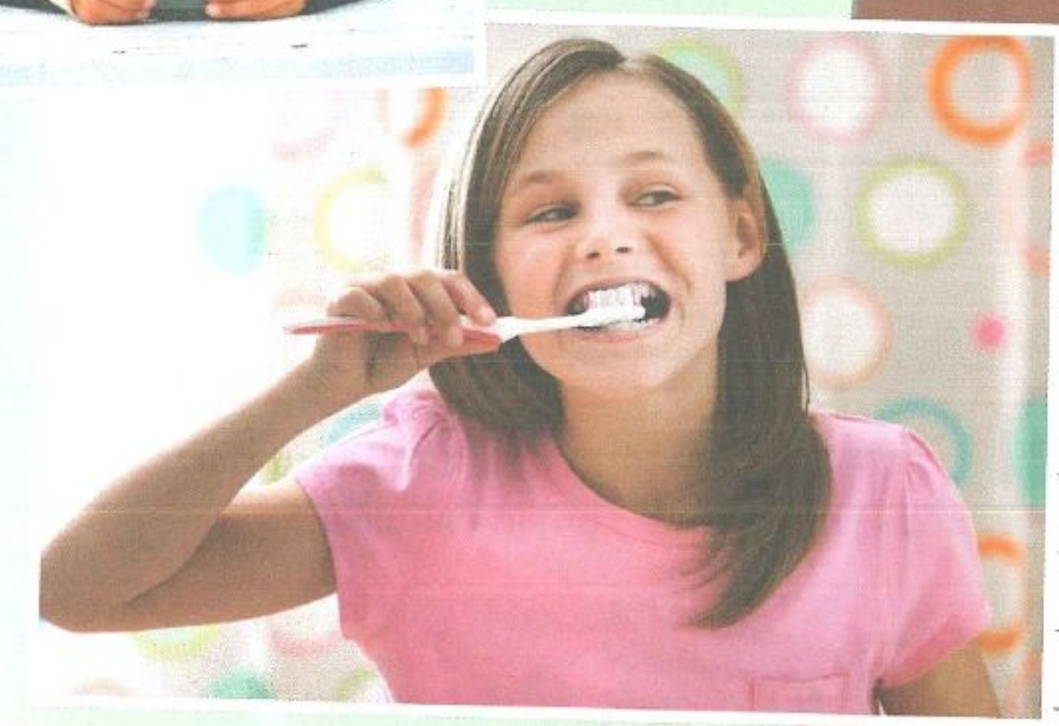
1 don't brush their teeth?
2 wash their face?
3 don't have breakfast?
4 watch TV?
5 do their homework?
6 listen to music?
7 read a book?

3 **Do a class survey. Make a bar chart. Follow the steps in the project checklist.**

PROJECT CHECKLIST

1 Work in groups. Choose one of these questions or think of your own question.
How do you normally go to school?
What do you usually do after school?
What do you usually do at the weekend?
2 Ask all the students in the room your question. Write the answers in your notebook.
3 Make a bar chart with your answers using paper and colouring pens or a computer.
4 Present the results of your survey to your class.
5 Make a class poster with the different bar charts. Put some photos or pictures on your poster.

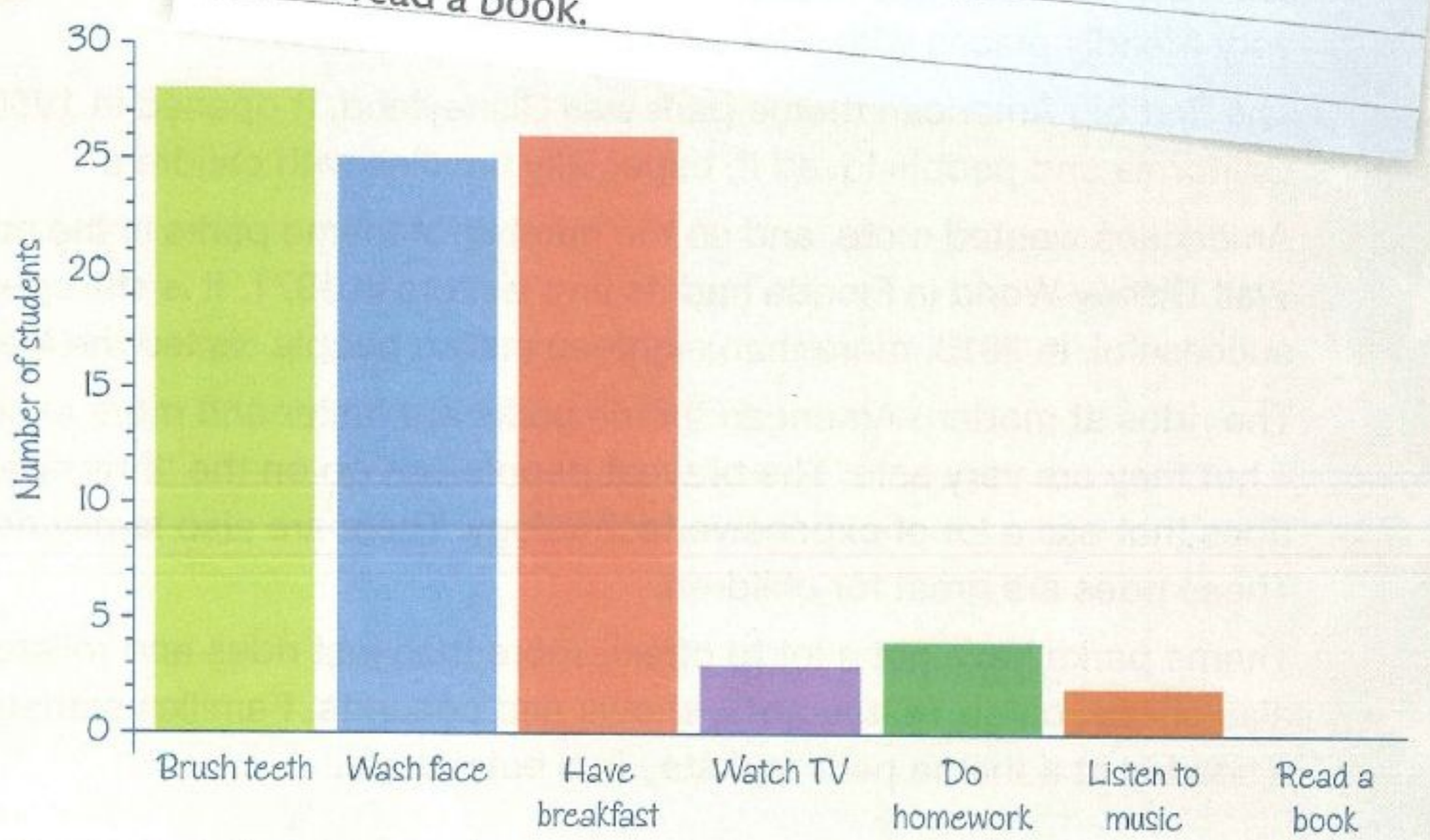
4 **Look at your class poster. Which bar chart is the most interesting? Why?**



What do you normally do before school?
I brush my teeth. 𝍸 𝍸 𝍸 𝍸 𝍸 |||
I wash my face. 𝍸 𝍸 𝍸 𝍸 𝍸
I have breakfast. 𝍸 𝍸 𝍸 𝍸 𝍸 |
I watch TV. |||
I do my homework. ||||
I listen to music. ||
I read a book.

A Class Survey

A class survey is when you ask everyone the same question and write down all the answers. It's really interesting when you use all the information to make a bar chart – and it looks great. In this bar chart you can see what the students in my class usually do before school.



4 Options PROJECT • My dream school

I can make a poster about my dream school.

1 **Work in pairs. Ask and answer the questions.**

1 What do you like and dislike about your school?
2 What is your favourite school subject? Why?
3 What are the people doing in the photos?
4 What ideas have you got for your dream school?

2 **Read the text. How many of your ideas are the same?**

My Dream School

Surroundings
My dream school is in a park. There are a lot of trees and a school garden.

Building
The school is in a big and modern building and it's very colourful. It has got big windows. It isn't dirty or ugly. There's also a really good sports centre.

Canteen
The canteen is amazing! The food is very healthy and tasty. Some of the vegetables come from the school garden.

Timetable
We have classes five days a week from 10 a.m. to 2 p.m. The lessons are always interesting and students can study subjects that they like, for example, music, art, dance or sport.

In this photo, the students are painting in an art class.

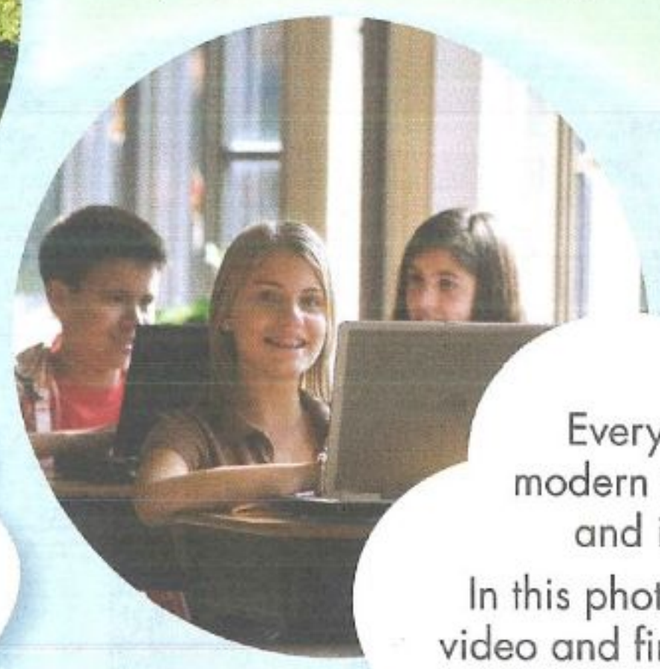
3 **Make a poster about your dream school. Follow the steps in the project checklist.**

PROJECT CHECKLIST

1 Work in groups. Think about your dream school. Write short texts about each of these things:
- the surroundings
- the building
- the classrooms
- the canteen
- the people
- the timetable

2 Draw some pictures or find some photos for your poster.
3 Make a poster with your texts and photos / pictures.
4 Present your dream school to your class.
5 Put all the posters on the wall.

4 **Look at the other posters. Which dream school do you like the best? Why?**



Classrooms
Every classroom has the most modern technology such as laptops and interactive whiteboards.

In this photo the students are watching a video and finding information for a project. They're working hard, but they're also having fun.

People
The teachers and students are really friendly and like the school.

6 + Options PROJECT • A new sport

I can invent a new hybrid sport.

1 **Read the text about the new sports and answer the questions.**

1 Which sport is a team game?
2 Which sport do you play in a park or on a special course?
3 Which sport do you think is the most interesting?

Hybrid Sports

Take two sports and put them together. What have you got? A new sport! There are a lot of these new sports – or 'hybrid' sports – around the world. For example, if you're into football, why don't you try one of these?

Footvolley

Octavio de Moraes invented footvolley in 1965. He wanted to play football with his friends on Copacabana beach, but in Brazil there was a rule: no football games on the beach. So Octavio and his friends invented a new game: footvolley.

It's similar to beach volleyball, but you play it with a football and you can't use your hands! There are normally two players on a team.

2 **Invent a new hybrid sport. Follow the steps in the project checklist.**

PROJECT CHECKLIST

1 Choose two sports in the box.

cycling football basketball
tennis swimming

2 Think of a name for your new hybrid sport.
3 Write about your sport. Include:
- the name of the sport
- which two sports it is a hybrid of
- what you need
- where you play it
- rules: what you can and can't do
- why you think it's a great sport

4 Draw a picture of your sport or use a computer to make one.
5 Present your new hybrid sport to your class.
6 Collect all the ideas for the new hybrid sports and make a class poster.

3 **Look at your class poster and answer the questions.**

1 Which hybrid sport looks the most fun?
2 Which one looks the most dangerous?
3 Which one looks the most difficult?
4 Which one looks the most expensive?

Footgolf

Footgolf is a hybrid of football and golf. You play it on a special golf course or a park. The rules are not very difficult. It's similar to golf, but you use a football. The players don't hit the ball; they kick it. Footgolfers say the best thing about their sport is that you don't need a lot of money to play – all you need is a football and a place to play.

8 + Options PROJECT • A holiday

I can make a poster about a holiday in my country.

1 **Look at the posters about holidays and answer the questions.**

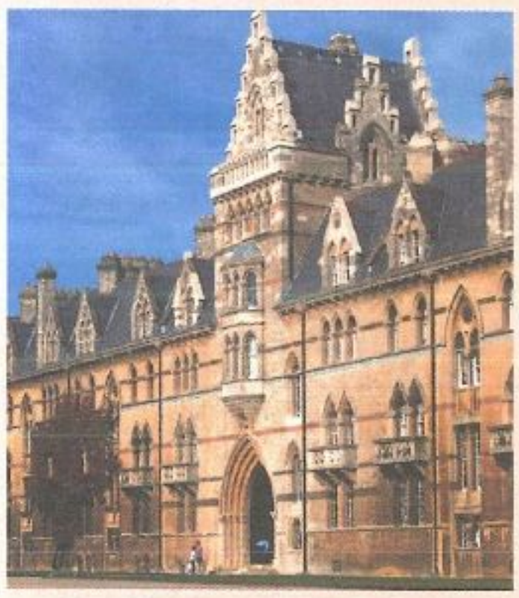
1 Which holiday is best for people who like sport?
2 Which holiday is best for people who enjoy art?
3 Which holiday do you think is the most interesting?

A

Sightseeing in OXFORD

Where you stay:
a modern hotel

What you need:
a guidebook, walking shoes, money for shopping, a camera, waterproofs, sunglasses, sun cream



What you do:
walk the beautiful old streets of this historic city, visit museums and Oxford University colleges

In your free time:
take photographs of the colleges, visit the University Parks, go punting on the river, buy presents in the Covered Market and shops, eat ice cream at G&D's

B

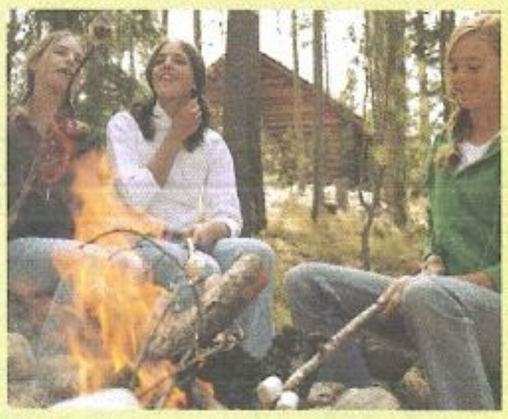
Climbing in the LAKE DISTRICT

Where you stay:
at a campsite

What you need:
a tent, a sleeping bag, a rucksack, insect spray, sunglasses, sun cream, climbing shoes, waterproofs

What you do:
walk in the hills, climb mountains

In your free time:
take photographs, go swimming and horse-riding, cook your own food on a campfire



2 **Last week Keiko went on one of the holidays in exercise 1. She wrote a review on the internet. Read her review and answer the questions.**

1 Which holiday did Keiko go on?
2 What was the best thing?
3 What was the worst thing?

Reviews

We stayed at the Old Bank Hotel in the city centre. There was a lot to see and I took hundreds of photographs of the colleges! In my free time I went to the Covered Market and bought some cool presents for my friends. The best thing was the ice cream at G&D's – it was delicious and the man in the cafe was very friendly. I didn't really enjoy going punting because it was quite difficult and I fell into the river!

Keiko, Japan

3 **Make a poster about a holiday in your country. Follow the steps in the project checklist.**

PROJECT CHECKLIST

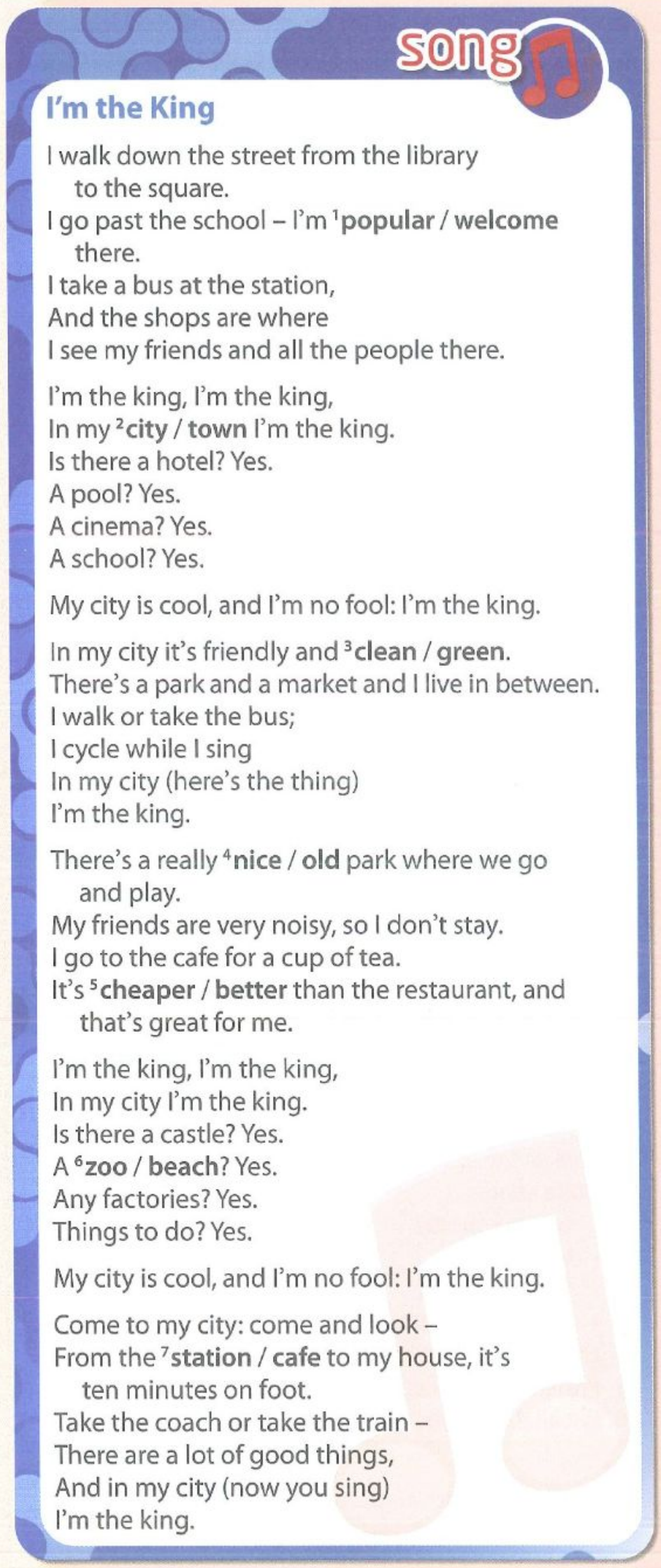
1 Think of an idea for a holiday. You can use the internet to get ideas.
2 Make a poster about a holiday in your country. Look at the examples in exercise 1 to help you.
3 Write about:
- where you stay
- what you do
- what you need
- free-time activities

4 Draw some pictures or find some photos.
5 Present your holiday to the class.
6 Put all the posters on the wall.

4 **Look at the other posters. Which holiday looks the most interesting?**

1 Options SONG • I'm the King

I can understand a song about places.



song

I'm the King

I walk down the street from the library
to the square.
I go past the school – I'm [1]**popular / welcome**
there.
I take a bus at the station,
And the shops are where
I see my friends and all the people there.

I'm the king, I'm the king,
In my [2]**city / town** I'm the king.
Is there a hotel? Yes.
A pool? Yes.
A cinema? Yes.
A school? Yes.

My city is cool, and I'm no fool: I'm the king.

In my city it's friendly and [3]**clean / green**.
There's a park and a market and I live in between.
I walk or take the bus;
I cycle while I sing
In my city (here's the thing)
I'm the king.

There's a really [4]**nice / old** park where we go
and play.
My friends are very noisy, so I don't stay.
I go to the cafe for a cup of tea.
It's [5]**cheaper / better** than the restaurant, and
that's great for me.

I'm the king, I'm the king,
In my city I'm the king.
Is there a castle? Yes.
A [6]**zoo / beach**? Yes.
Any factories? Yes.
Things to do? Yes.

My city is cool, and I'm no fool: I'm the king.

Come to my city: come and look –
From the [7]**station / cafe** to my house, it's
ten minutes on foot.
Take the coach or take the train –
There are a lot of good things,
And in my city (now you sing)
I'm the king.

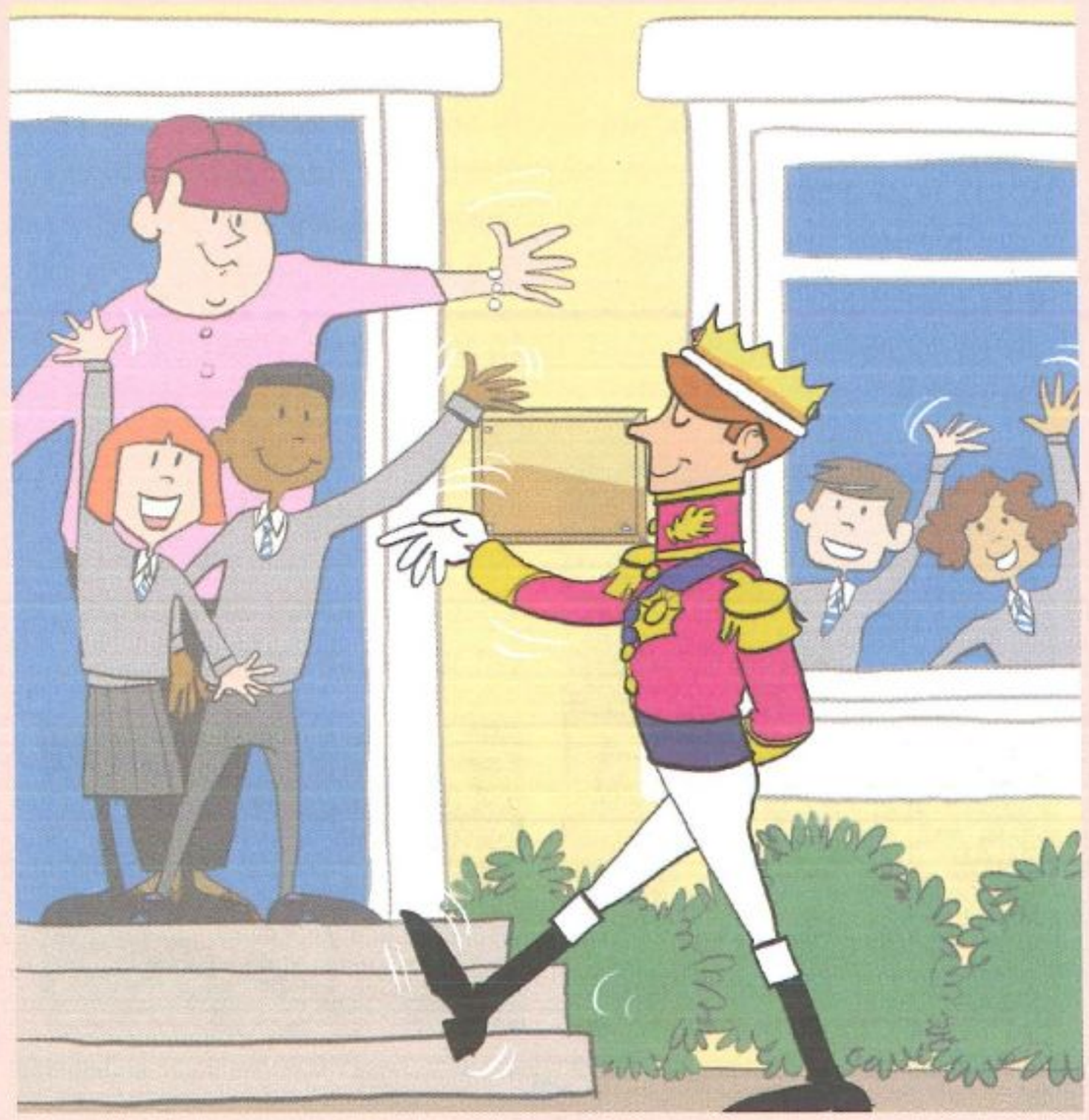
GLOSSARY

fool: a person who is not intelligent
coach (in the UK): a bus that goes between cities.

1 3.33 **Listen to the song. How many places are mentioned?**

2 3.33 **Listen again and choose the correct words in the song.**

3 **Match phrases 1–5 with phrases a–e to make sentences about the song. Which sentence matches the picture?**



1 I'm popular	a is friendly.
2 The station is near	b my house.
3 There's a park	c at the school.
4 My city	d fool.
5 I'm no	e where we play.

4 **Look at the song again. Are the sentences *true* or *false*? Correct the *false* sentences.**

I take a bus to the square.
False. I walk to the square.

1 I see my friends at the shops.
2 I live between the market and the park.
3 My friends are quiet.
4 Tea is cheaper in the restaurant.
5 I walk from the station to my house.

5 **USE IT! Work in pairs. Ask your partner about his / her ideal town or city. How many of your ideas are the same? Use *Is there … ?*, *Are there … ?* and *How many … ?*.**

3 Options SONG • I Can Tell You

I can understand a song about animals.

song

I Can Tell You

I can tell you what I know.
Where is a good place to go?
I can tell you what's dangerous,
Like how big can a gorilla [1] .....?

Can a scorpion [2] ..... a man?
Which animals live on land?
How far can an eagle see?
You can find out if you listen to me.

The smallest scorpions can kill a man.
Gorillas can grow to 250 kilos.
An eagle is small, but it can [3] .....
About a kilometre further than me.
Ostriches are the tallest birds.
A whale is the biggest mammal in the world.
A lion is beautiful, but it isn't tame.
How many animals can you name?

Errrr, elephant, eagle, camel, panda.
I like butterflies, mmmm oh. And a
Spider, a snake: they can [4] ..... a frog,
A gorilla, an ostrich – how about a dog?

I can tell you what I know.
How far is the North from the South Pole?
I can tell you something interesting,
Like which animal can [5] ..... and swim.

What has got wings, legs and a tail?
What [6] ..... in a shell, but isn't a snail?
How heavy is a human baby?
You can find out if you listen to me.

From pole to pole is over twenty thousand kilometres.
A frog can jump and [7] .....
A tortoise has got a shell and feet as well,
And a parrot's got a tail, legs and wings.

A baby weighs up to four and a half kilos.
A mouse is smaller than an elephant's toes.
A camel can [8] ..... six months without a drink.
How many animals do you know – can you think?

Errrr penguin, starfish, a mouse and a bat,
Hedgehog, crocodile – and what about a cat?
Scorpion, dolphin, a monkey and a rat,
An octopus and a fish, how many is that?

GLOSSARY

mammal: an animal with fur / hair
tame: not wild

1 3.34 **Match the animals in the box with photos 1–12. Listen to the song. Which animal is not in the song?**

hedgehog dolphin scorpion eagle
lion tiger mouse starfish whale
tortoise parrot gorilla

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

11 .....

12 .....

2 3.34 **Complete the song with the words in the box. Then listen again and check.**

survive lives jump kill eat
swim grow see

3 **Answer the questions with animals from the song.**

1 Which animal is the biggest mammal?
2 Which animal is the tallest bird?
3 Which animal has got a shell?
4 Which animal can see very far?
5 Which animal can survive with very little water?
6 Which two animals eat frogs?

4 USE IT! **Work in pairs. Follow the instructions.**

- One student chooses an animal in exercise 1.
- The other student asks questions to find the name of the animal. He / She can only ask ten questions.
- The other student can only answer 'Yes' or 'No'.

Is this animal big? — Yes.
Can it swim? — No.

5 Options SONG • Delicious

I can understand a song about food and health.

song

Delicious

☐ a I like cooking lunch,
But I'm sometimes very lazy.
Would you like a sandwich?
I can make something tasty.

☐ b Do you prefer sitting on the sofa
And playing video games?
I love running and swimming,
And I hope you like the same.

Mmm delicious – what's your favourite?
Mmm delicious – what do you want to eat?
Tell me what you really like,
And you can have breakfast with me.

☐ c First, I have some eggs.
I eat some every day.
Next I drink a lot of juice,
And after that I say:

☐ d We can go to a restaurant
And choose a healthy snack.
I'll have a salad; you'll have pasta,
And then we can walk back.

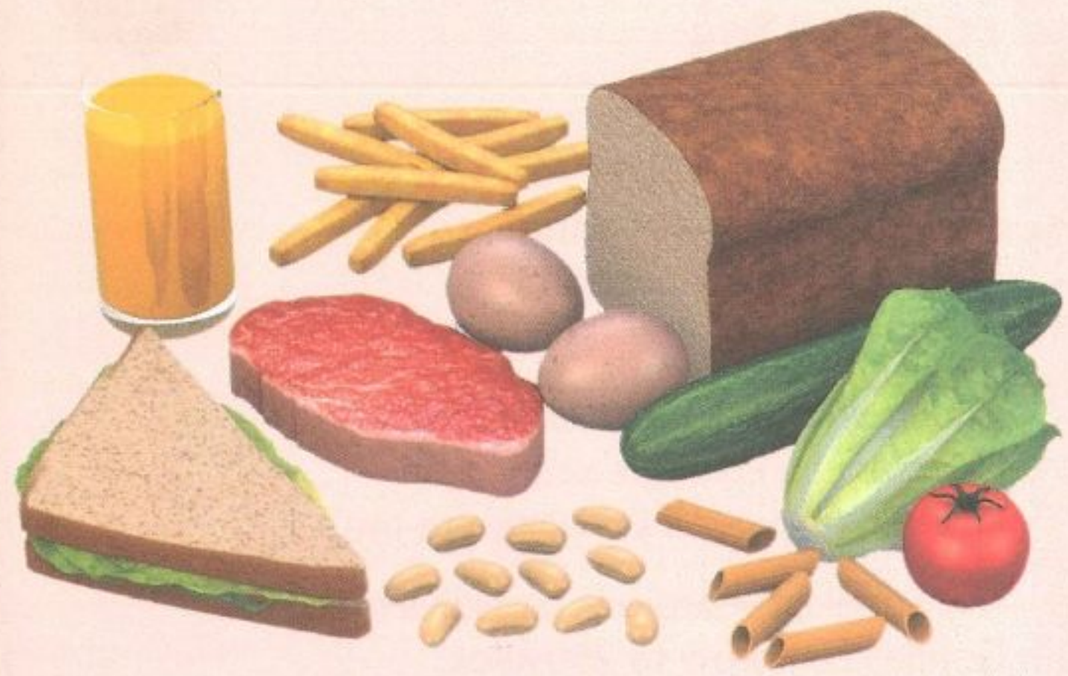
Mmm delicious – what's your favourite?
Mmm delicious – what do you want to eat?
Tell me what you really like,
And you can have lunch with me.

☐ e I'm usually fit and healthy:
I exercise a lot.
Then I enjoy my breakfast –
I like it when it's hot.

☐ f I love eating pasta,
but I don't eat much meat.
What are the things
You usually eat?

Mmm delicious – what's your favourite?
Mmm delicious – what do you want to eat?
Tell me what you really like;
You can have dinner with me.

1 Look at the picture. What different types of food can you see?



2 3.35 Listen to the song. Put the verses in the correct order.

3 3.35 Listen to the song again. Which foods in exercise 1 are mentioned in the song?

4 Are the sentences about the singer *true* or *false*? Correct the *false* sentences.

1 She's normally lazy and unhealthy.
2 She eats eggs every day.
3 She can cook.
4 She eats a lot of meat.
5 She doesn't like running and swimming.

5 Choose the correct words in the box for sentences 1–6.

tasty snack breakfast healthy
pasta juice

1 You drink this. It's fruity.
2 A kind of food, for example, spaghetti and lasagne
3 The first meal of the day
4 A word that means the same as *delicious*
5 Something small to eat between meals
6 Food that is good for you is . . . .

6 USE IT! Work in pairs. Ask and answer the questions.

1 Which meal do you prefer: breakfast, lunch or dinner? Why?
2 Do you prefer eating healthy or unhealthy food? Why?
3 What snacks do you usually eat?
4 What food is popular in your country?

7 Options SONG • The Story of Your Life

I can understand a song about life events.

song

The Story of Your Life

This is the story, the story of your life.
Who, what, when, how and where.
Where did you live, and when did you leave there?
The story of your life.

Where did you live when you were young?
When you were [1]at school did you have fun?
I've got more questions – here's a difficult one:
What did you look like when you were young?

I lived in a [2]town when I was young.
We [3]walked to the beach for holiday fun.
I had red hair and my eyes were blue.
I was slim with glasses when I left school.
When I grew up I was very [4]short.
I had a [5]beard, but I wasn't bald.
Ask another question, but don't take too long
Because I don't think this is a very good song.
A very good song.

This is the story, the story of your life.
Who, what, when, how and where.
Where did you live, and when did you leave there?
The story of your life.

Did you go to university when you [6]finished school?
Did you get a job? Was it fun?
I've got more questions – here's another one:
What did you want to [7]do when you were young?

When I left school, I [8]found a job,
I didn't [9]work much, but I learned a lot.
I [10]tried to be in a football team
And be on TV playing a lot of sport.
Ask another question,
A more interesting one,
Because I don't think this is a very good song.
A very good song.

1 3.36 **Look at the picture and listen to the song. Which boy is in the song?**

2 3.36 **Look at the song and correct the words in blue. Then listen again and check.**

3 **Match phrases 1–5 with phrases a–e to make questions.**

1 Where did you
2 What did you look
3 Who was your best
4 How did you
5 When did you start

a friend when you were nine?
b come to school this morning?
c like when you were seven?
d live when you were young?
e learning English?

4 **Answer the questions in exercise 3. Compare your answers with a partner.**

5 USE IT! **Work in pairs. Imagine you are sixty years old. Talk about *The Story of Your Life* with the ideas in the box or your own ideas. Who has got the most interesting life?**

I was born in … I grew up in …
When I was young, I … When I left school, I …
I wanted to be a / an … My first job was …

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