



CAMBRIDGE



# PREPARE

STUDENT'S BOOK

A2

LEVEL 2

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Second  
Edition

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UNIT	VOCABULARY	GRAMMAR	READING
<b>0 GET STARTED!</b> page 10	Things in the classroom Numbers Dates	Verb <i>be</i> <i>there is / there are</i> <i>have got</i> <i>can</i> Present simple	
<b>1 SPORTS AND GAMES</b> page 14	Sports Ø /ei/ and /aɪ/ Sports equipment	Adverbs of frequency	Teenblog: Sport Try these sports!
<b>2 THIS IS MY DAY</b> page 18	Daily routines Food Ø The sound /ə/	Present continuous and simple	Checkmark Tell us about your day ...
<b>Culture</b> The Paralympic Games page 22			
<b>3 GREAT SOUNDS</b> page 24	Music Music phrases	<i>like, don't like, hate, love + -ing</i> Checkmark Talking about music	Starting in the music business
<b>4 IT WAS AWESOME!</b> page 28	Adjectives Emotions	Past simple of <i>be</i> Ø <i>was/were</i>	Activity days – latest reviews
<b>Life Skills</b> Collaboration: Reaching agreement page 32			
<b>Review 1</b> Units 1–4 page 34			
<b>5 MOMENTS IN HISTORY</b> page 36	Historical events Buildings	Dates with <i>in</i> and <i>on</i> Past simple: regular verbs Ø Past simple -ed	Women in history The Great Fire
<b>6 WHAT A GREAT JOB!</b> page 40	Jobs Ø Three-syllable words Work	Past simple: negatives and questions	50 weeks, 50 states, 50 different jobs Checkmark Students at work!
<b>Culture</b> Saturday jobs page 44			
<b>7 AN EXCITING TRIP</b> page 46	Holidays (1) Holidays (2) Ø Sounds and spelling	Past simple: irregular verbs	Crossing the world on a rickshaw to see the Olympics
<b>8 FAVOURITE PLACES</b> page 50	Bedroom furniture Ø /ɜ:/ and /ɔ:/ Free-time activities	<i>someone, anyone, etc.</i> Checkmark Signs, notices and messages	Everyone needs a favourite place Artists' favourite places to work
<b>Life Skills</b> Physical well-being: Safety at home page 54			
<b>Review 2</b> Units 5–8 page 56			
<b>9 CLOTHES AND FASHION</b> page 58	Clothes Materials Ø Words beginning with /s/, /ʃ/, /tʃ/	Pronouns and determiners	What's your best buy? They're made of ... what?
<b>10 BUYING THINGS</b> page 62	Buying and selling Phrases with <i>for</i>	<i>some, any, a lot of, a few, a bit of</i> Ø Weak forms: /ə/	What kind of shopper are you? Two young entrepreneurs to watch
<b>Culture</b> Shopping page 66			

LISTENING	SPEAKING	WRITING	VIDEO
	Classroom language Ask and answer questions about personal details ☐ The alphabet		
An interview about an unusual sport	Talking about sports		
A description of a morning routine Interviews about getting up in the morning		A paragraph about your routine	
			Paralympic athletes Great Sounds
A conversation about music and musical instruments A conversation about a music school ☐ Email addresses, phone numbers and names	Giving opinions about music and musical instruments		
Conversations about experiences Five short conversations		A description of a party	
An interview about a moment in history	Giving a presentation about a moment in history		
A conversation about work experience		A paragraph about work	Jobs
			Summer camp
A conversation about holidays A description of a journey	Telling a travel story		Holidays
Descriptions of favourite places		A description of a favourite place	
Descriptions of unusual things to use to make clothes	Describing what someone is wearing		
Five short conversations		A story about a problem buying something online	
			Street fairs everywhere

UNIT	VOCABULARY	GRAMMAR	READING
<b>11 EATING OUT</b> page 68	Food (1) Food (2) θ /ʌ/ and /ɒ/	as ... as Comparative adjectives	Menus Street food around the world
<b>12 THE LATEST TECHNOLOGY</b> page 72	Technology Computers and the internet	Superlative adjectives θ Stress in superlatives	Did you know ...? The history of computers
<b>Life Skills</b> ICT literacy: Writing a blog page 76			
<b>Review 3</b> Units 9–12 page 78			
<b>13 HEALTHY BODIES</b> page 80	Illness Health	should/shouldn't θ Silent consonants	What is so great about running?
<b>14 GETTING AROUND TOWN</b> page 84	Places in town Compound nouns θ Compound nouns	Prepositions	A description of a town A trip to Edinburgh
<b>Culture</b> Scotland page 88			
<b>15 MYSTERIES IN NATURE</b> page 90	Geographical features The weather	Past continuous θ Rising and falling intonation	Is the story real? Loch Ness
<b>16 AMAZING ANIMALS</b> page 94	Animals Phrasal verbs θ /u:/ and /ʊ/	Past simple and past continuous	Bear to the rescue Our animal friends
<b>Life Skills</b> Social responsibility: Protecting animals page 98			
<b>Review 4</b> Units 13–16 page 100			
<b>17 WHAT ARE YOU WATCHING?</b> page 102	Television Entertainment	Future with <i>going to</i> θ <i>Going to</i>	Talent shows
<b>18 MAGAZINES AND BOOKS</b> page 106	Magazines <i>as, because, so and when</i>	Making suggestions θ Intonation	Read and Review
<b>Culture</b> British TV around the world page 110			
<b>19 SCHOOL CAN BE FUN!</b> page 112	Trip activities School collocations	<i>have to / don't have to</i> θ <i>have to / has to</i>	The flipped classroom – what's it all about?
<b>20 FAMILIES</b> page 116	Family Adverbs of degree	Adverbs of manner θ The letter <i>i</i>	What's it like to grow up in a big family?
<b>Life Skills</b> Emotional skills: Being a good friend page 120			
<b>Review 5</b> Units 17–20 page 122			
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**Key to symbols:**

θ Pronunciation



A2 Key for Schools exam task



Video

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

# WELCOME TO PREPARE

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

### PRONUNCIATION

Practise and improve your pronunciation

### ABOUT YOU

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

## 12 THE LATEST TECHNOLOGY

**ABOUT YOU**  
Watch the video, then ask and answer the questions below.

### VOCABULARY AND READING

#### Technology

- Match the photos A-L to the words in the box.
- Listen and check. Then repeat.
- In small groups, ask and answer these questions.
- Read the facts about technology. Write if you know the information already. If the information surprises you, and if it interests you. Then compare your answers with a partner.
- In pairs, ask and answer the questions.



UNIT 12

## DID YOU KNOW...?

The most popular games console of all time is the PlayStation 2.  
Having problems falling asleep? Listening at the screen on your smartphone, laptop or tablet before bed is one of the worst things you can do. The blue light keeps you awake.

South Korea has the fastest internet in the world. The reason? It's the best place to watch a movie on your smartphone!

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

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

Today, almost all of us have a smartphone for calling people or sending texts, and even though they're more powerful than the computers used in the 1980s, it's the screen.

The world's largest and oldest screens can show pictures up to 17 metres high and 40 metres across!

### GRAMMAR Superlative adjectives

Look at the examples of superlative adjectives. Read Did you know...? again and find all the superlatives.

the fastest internet in the world

the most popular games console

#### Short adjectives

one syllable	one syllable ending in y	two syllables ending in y	one syllable ending in e
big	bigger	the biggest	small
famous	more famous	the most famous	unusual
early	earlier	the earliest	late
shiny	shinier	the shiniest	dull
beautiful	more beautiful	the most beautiful	ugly
young	younger	the youngest	old

#### Irregular

good	better	the best
bad	worse	the worst

#### Complete the sentences with the superlative form of the adjectives.

- My dad has the ... (good) computer in our house.
- My laptop is the ... (light) one you can buy.
- The ... (expensive) website among my friends is YouTube.
- This sandwich has the ... (tasty) filling of all the ones in the shop. You'll love it.
- The ... (bad) thing about my computer is the screen. It doesn't work properly.
- My mom's phone is the ... (old) one in our family.

#### Correct the mistakes in the sentences.

- I look in the forest for the wild animals.
- The faster way to come to my house is by bus.
- The order way to travel there is by bus.
- Then the older children you've got to do this job.
- My room is the bigger in the house.

### PRONUNCIATION Stress in superlatives

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

big	the cleverest
biggest	the cleverest
the biggest	the cleverest
the biggest	the cleverest

Listen again and check.

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

big/small cheap/expensive good/bad heavy/light thick/light

A: The High Star's battery is better than the Cloud's.

B: The Bluebird's battery is the worst.

Phone	Size	Weight	Display	Cloud
High Star	4.7"	130 g	1280 x 720	4.0"
Bluebird	5.5"	150 g	1920 x 1080	4.0"
Cloud	5.5"	140 g	1920 x 1080	4.0"
	Easy to use	****	****	***
	Comments	****	****	***
	Battery	****	****	***

Work with a partner. Go to page 124.

THE LATEST TECHNOLOGY 73

## EASY TO FIND EXAM TASKS

### PREPARE TO WRITE

Prepare, plan and check your writing

## The history OF COMPUTERS

205BC

**The Antikythera Mechanism**  
In 1901, a group of people diving near the Greek island of Antikythera found this mechanism in the sea bed. For many years, no one understood what it was or how it worked. Some experts believe it had the positions of the sun, moon and stars. Many people call it the world's earliest 'computer'.

1791–1871 and 1815–1852

**Charles Babbage and Ada Lovelace**  
The modern computer was Charles Babbage's idea. The machine he built, called a 'difference engine', was very large because it had the parts that a modern computer has: it could store information and was also a kind of printer. Ada Lovelace wrote the first computer programme. She had the idea 'influence' – as in telling a computer to do different things.

From the 1950s

**Modern computers**  
From the 1950s, computers got smaller, faster and cheaper. Today, the smallest mobile phones have more memory than the biggest computers. And computers are getting better all the time. However, they are not perfect. One of the main problems is viruses. These are small pieces of information which can get on your machine. Be careful about what you download from the internet.

### TALKING POINTS

Say what you think about the topic in the unit

### VIDEO

Watch interviews with teenagers like you

### VOCABULARY Computers and the Internet

Look at the article again and find the words in the box. Match them to the definitions.

digital download machine memory software virus

- This has moving parts and helps humans to do work.
- This is a part of a computer – it holds information.
- This is a dangerous computer program.
- You do this to make sure the computer keeps working.
- This describes cameras, computers and clocks that record information on 20 or 25 frames per second.
- This describes cameras, computers and clocks that record information on 20 or 25 frames per second.
- This is all the parts that make a computer do different things.

Match the verbs in the box. Then make sentences.

buy chat download go play surf visit watch

friends games go the Internet music online visitors websites

I often chat online with my friends.

Read the survey. Choose three or four questions and write two more of your own. Walk around the class asking your questions.

### COMPUTER SURVEY

- What sort of things do you download online?
- Do you know how to copy files from your computer to another computer?
- How much memory has your phone got? Is it enough?
- Do you ever forget to save your work?
- How often do you chat to friends online?

Write five sentences about what you found out.

Everyone does lots of clever things. But are they more intelligent than us? Why? Why not?

### LISTENING

Listen to the first part of the conversation and look at Question 6. Which is the correct answer: A, B or C? Why are the other two answers wrong?

Ellie: Listen, I'm going to tell you what you've got. Andy: That's great. My old car broke a month ago, and I took your old one to buy a new one.

Q: Where did Andy get his new computer?

A: yesterday B: last week C: a month ago

2 Listen to the whole conversation. For each question choose the correct answer.

1 Football is my favourite game in the world.

2 The fastest way to come to my house is by bus.

3 The easier way to travel there is by bus.

4 Then the older children you've got to do this job.

5 My room is the bigger in the house.

In pairs, compare your answers. Then listen again and check your answers.

### WRITING

#### PREPARE TO WRITE

As small

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

Morgan: Hello, today I'm going to tell you about my new computer. It's a bit slow, but it's got a really good screen. It's got a 15.6 inch screen and it's got a really good processor.

It's got a really good keyboard and a really good trackball.

It's got a really good camera and a really good microphone.

It's got a really good processor and a really good graphics card.

It's got a really good screen and a really good processor.

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It's got a really good keyboard and a really good trackball.

It's got a really good camera and a really good microphone.

<div data-b-b

## CULTURE

Learn about the culture of English-speaking countries and the wider world

## VIDEO

Watch interesting documentaries about the culture topics



## LIFE SKILLS

Develop important skills that you can use in your daily life

## CULTURE

### THE PARALYMPIC GAMES

1 In pairs, discuss the questions with your partner.

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

2 Read the text in boxes 1–4 and match them to the sports in Part 1. Write SP (Sitting volleyball) or WWR (Wheelchair rugby).

3 Read the texts again and complete the table.

Sitting volleyball	Wheelchair rugby
Where do you need:	✓
What do you need:	✓
a ball and a wheelchair	✓
How many players are there in a team?	✓
How many players from each team are on the court?	✓
4 Find the words <b>underlined</b> in the text and choose the correct meanings a–b.	✓

- needs
- a 40-metres hall
- a group of 40 sports competitors
- something people use when they can't walk
- two people try to stand on
- count
- a little with eyes
- an outdoor area for games
- player
- a person playing a game or sport
- goal line
- a few points to get points
- the number of players on a team

5 Read the text again and complete the table.

6 Listen again and answer the questions.

7 When did the first Paralympic Games take place?

8 What does Martha do?

9 Does Martha play tennis on holidays?

10 Does Martha rest at weekends?

### FACTFILE The Paralympic Games

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

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

Number of sports: Around 25

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

11 Listen to an interview with Martha. Decide what a paralympic sport. What sport does she do?

12 Listen again and answer the questions.

13 When did she start?

14 What does she want to be in one day?

15 What does her mom do?

16 Does Martha play tennis on holidays?

17 Does Martha rest at weekends?

18 Listen again and answer the questions.

19 When did she start?

20 What does she want to be in one day?

21 Each team has six players on the court.

22 There are 12 players on a team.

23 Each team is on a different side of the net.

24 The net is lower than in the Olympic version.

25 The players must be smaller than in the games played outside. It is the same size as a basketball court. The **goal posts** are at the far ends of the court.

26 TALKING POINTS

What would you like to say about sitting volleyball when you play it?

27 Listen again and answer the questions.

28 Who did you play against?

29 Who did you win?

30 Who did you lose?

31 Who did you play against?

32 Who did you win?

33 Who did you lose?

34 Who did you play against?

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155 Who did you win?

156 Who did you lose?

157 Who did you play against?

158 Who did you win?

159 Who did you lose?

160 Who did you play against?

161 Who did you win?

162 Who did you lose?

163 Who did you play against?

164 Who did you win?

165 Who did you lose?

166 Who did you play against?

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228 Who did you lose?

229 Who did you play against?

230 Who did you win?

231 Who did you lose?

232 Who did you play against?

233 Who did you win?</



# GET STARTED!



## VOCABULARY

### Things in the classroom

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

EP

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

Then listen, check and repeat.

## GRAMMAR

### Verb be

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

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

**A:** It's blue and white.

**B:** Is it the coat?

**A:** Yes, it is.

### there is / there are

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

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

- 02** **3** Listen and complete the table.

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

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

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

**B:** Is there a green bag under my desk?

**A:** Yes, there is. / No, there isn't.

**A:** Are there any coats near the door?

**B:** No, there aren't.

## have got

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



- 6 In pairs, ask and answer the questions.

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

Write five sentences about your partner.

## » GRAMMAR REFERENCE AND PRACTICE PAGE 137

## SPEAKING



### PRONUNCIATION

#### The alphabet

03

- 1 Listen and repeat.

Aa Bb Cc Dd  
Ee Ff Gg Hh  
Ii Jj Kk Ll  
Mm Nn Oo Pp  
Qq Rr Ss Tt  
Uu Vv Ww  
Xx Yy Zz

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

A	B	F	I	O	U	R
H	C					

04

- Listen and check.

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

borrow mean page  
repeat say spell

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

## VOCABULARY

### Numbers

05 1 Listen and repeat.

06 2 Listen and choose the numbers you hear.

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

### Dates

3 Say the months in the correct order.



07 4 Listen and write the dates.

When we say dates, we say *the* and *of*:

*My birthday is on the ninth of June.*

When we write dates, we don't write *the* or *of*:

*My birthday is on 9<sup>th</sup> June.*

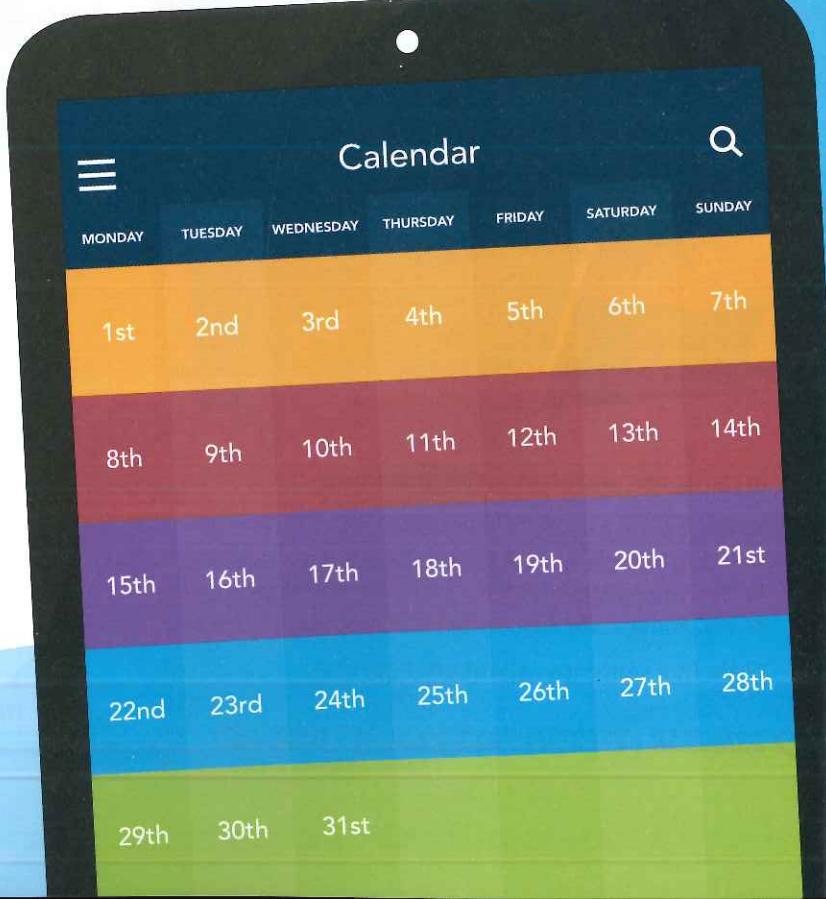
1 *1st March*

In pairs, compare your answers.  
Say the dates.

5 In small groups, ask and answer the questions.

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

Write the dates of all the students in your group.

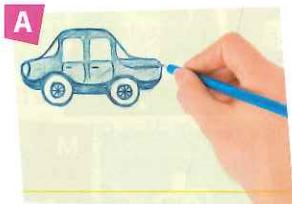


## GRAMMAR

can

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

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



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

Can you play tennis?

Yes, I can.

Can you swim under water?

No, I can't.

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

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

## Present simple

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

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



Hi, my name's Tyler.

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



Hello, I'm Jason.

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



Hello, my name's Millie.

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

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

- 0 / do sports every day?

A: Do you do sports every day?

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

- 1 What kind of music / like?

- 2 / like travelling?

- 3 / play football at school?

- 4 / like swimming?

- 5 What / favourite food?

Now tell the class.

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

## GRAMMAR REFERENCE AND PRACTICE PAGE 138

## SPEAKING

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

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

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

## 1

## SPORTS AND GAMES



## ABOUT YOU

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



## VOCABULARY

## AND

## READING

## Sports

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



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



08 Listen and check. Then repeat.

- 2 In pairs, ask and answer the questions.

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



## PRONUNCIATION

/eɪ/ and /aɪ/

- 3 Put the words into the correct column.

baseball	bike	fly	play
riding	skating		

/eɪ/ sailing

/aɪ/ cycling



09 Listen and check. Then repeat.



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

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

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

## TEENBLOG: SPORT

Post about you and your sport here.

### It's fun!

My sport is ... rugby! That's me in the photo. People think that rugby is for boys, but that's not true. More than 18,000 women and girls play rugby in England. My team always plays a match on Saturday or Sunday, and I usually go to practice games three times a week. It's hard work, but it's never boring! I'm 14 and I play for the U15s. That's the team for players under the age of 15.

When I'm older, I want to go to the rugby summer camp at Loughborough University.

My favourite player, Fran Matthews, went there and now she plays for the England national rugby team.

Posted by Sophie White

# GRAMMAR

## Adverbs of frequency

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

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

My team **always** plays a match on Saturday or Sunday. It's **never** boring.

It's **usually** quiet.

I **often** go with my little sister and other young people.

I **sometimes** go snowboarding with Mum.

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



- 2 Answer the questions.**

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

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

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

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

## **Goofy-foot or regular?**



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



Posted by **Ben James**

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

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

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

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

GRAMMAR REFERENCE AND PRACTICE PAGE 138

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

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

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

- 0 often / school / plays / my friend / after / football  
*My friend often plays football after school.*

1 welcome / sports / are / in / our / club / always / you

2 Mondays / do / on / athletics / never / we

3 skating / brother / she / go / her / usually / does / with / ?

4 table tennis / students / not / often / do / school / play / at

5 cycling / and / her sister / at / the weekend sometimes / Lizzie / go /

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

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

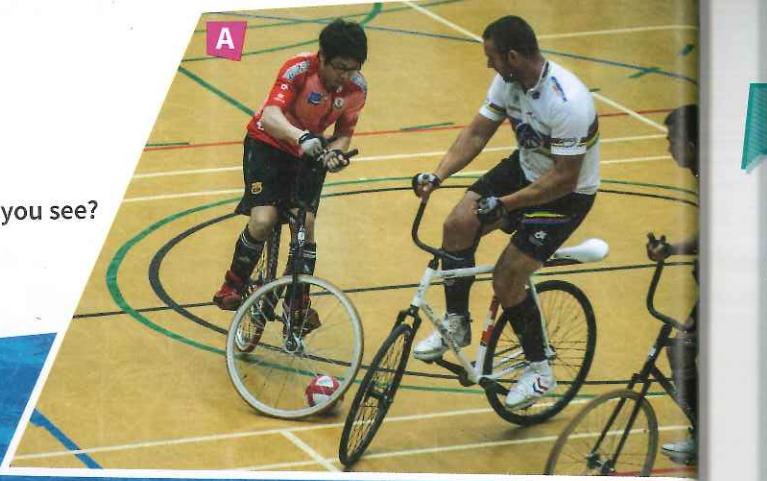
I sometimes play rugby, and I often go cycling. It's never boring.

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

- 1 What sports do you do?
  - 2 How often do you do them?
  - 3 Do you play sports at school?
  - 4 How often do you watch sports on TV?
  - 5 How often do you go to watch sports?
  - 6 Who are your favourite sports stars?

## READING

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



# TRY THESE SPORTS!

## 1 CYCLEBALL

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

## 2 GILLI-DANDA

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



## 3 OCTOPUSH

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



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

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



### TALKING POINTS

Which of these sports do you want to try?

Do you have any sports like these in your country?

## VOCABULARY

### Sports equipment

- 1 Match the photos A–E to the words in the box.

EP



bat ball board racket stick

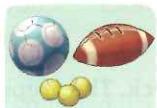
- 12 Listen and check. Then repeat.

- 2 Complete the table with the sports in the box. Some sports can go in more than one column.

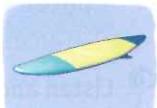
badminton	baseball	basketball
cycleball	cycling	football
<i>gilli-danda</i>	hockey	octopush
rugby	running	sailing
snowboarding	surfing	skating
table tennis	tennis	swimming
		volleyball



Use a stick,  
a racket or a bat



Use a ball



Use a board

- 13 Listen and check. Then repeat.

- 3 Complete the information with the sports words in Exercise 1.

#### TABLE TENNIS

- One \_\_\_\_\_ for each player.
- One small, light \_\_\_\_\_ for the game.

#### BASEBALL

- One \_\_\_\_\_ for each team.
- One small, hard \_\_\_\_\_ for the game.

#### BADMINTON

- One \_\_\_\_\_ for each player.

#### OCTOPUSH

- One small \_\_\_\_\_ for each player.
- One heavy puck, like a flat \_\_\_\_\_ for the game.

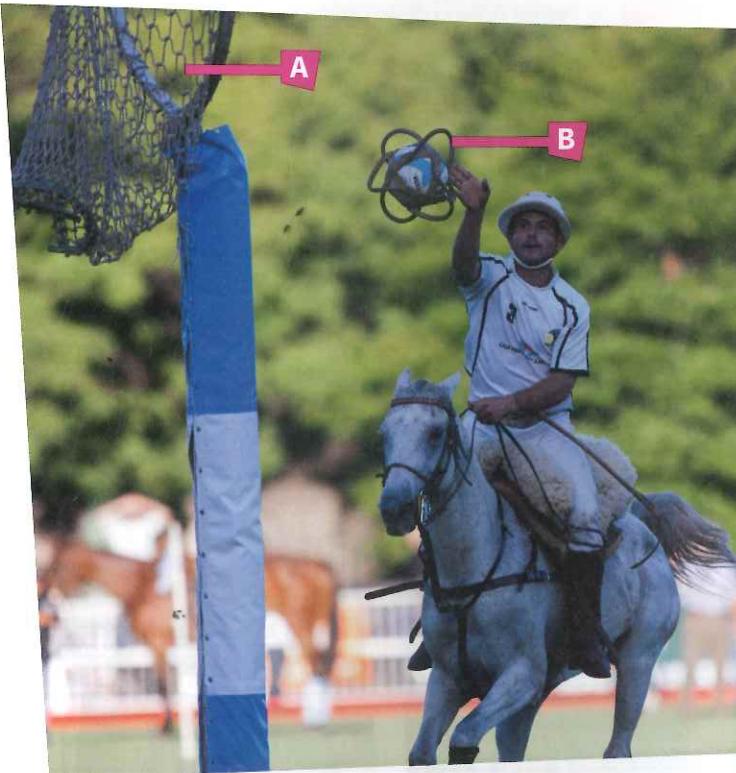
## LISTENING

- 1 Look at the photo of the sport. Match the words 1–2 to A and B in the photo.

1 handle

2 net

14 2 Listen to an interview with a boy about his unusual sport. What's the name of the sport?



- 14 3 Listen again, and choose the correct words.

- There are *four* / *six* players in each team.
- There are *six* / *eight* handles on the ball.
- Players *throw* / *give* the ball to each other.
- Players *throw* / *put* the ball in the net to score a goal.

## SPEAKING

- 1 Think of a sport. Choose one from this unit or another sport that you know. In pairs, take turns to ask and answer the questions.

- Do people do this sport inside or outside?
- Is the sport on or under water?
- Is this sport on snow?
- What things do people need to do this sport?
- Do people play this sport in your country?
- What do you like about this sport?
- Who are some of the famous players of this sport?

Try and guess the sport.

## 2

## THIS IS MY DAY



## ABOUT YOU

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



A

▶ ▶ | 0:03 / 4:05

## MY MORNING ROUTINE

11,345 views

1k

Share



Maddie's mad life

FOLLOW



## VOCABULARY

## AND

## LISTENING

## Daily routines

- 1 Match the photos to the phrases in the box.

EP

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

- 15 Listen and check. Then repeat.

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

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

6.00	6.30	6.45	6.50	7.00	7.10
7.15	7.30	7.40	8.00	8.10	

1 My alarm goes off at \_\_\_\_\_.

2 I get up at \_\_\_\_\_.

3 I clean my teeth at \_\_\_\_\_.

4 I get dressed at \_\_\_\_\_.

5 I prepare my school bag at \_\_\_\_\_.

6 I put my shoes on and leave home at \_\_\_\_\_.

- 16 Listen again and check.

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

I wake up at seven o'clock.

I get dressed and then I have breakfast.

## GRAMMAR

### Present continuous and present simple

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

Present \_\_\_\_\_

Today, I'm talking about my morning routine.  
I'm having cereal with fruit today.  
At the moment, I'm wearing my favourite T-shirt.  
I'm leaving the house now.  
I'm not wearing my uniform today.

Present \_\_\_\_\_

I never have a shower in the morning.  
I always check my messages in the morning.  
I sometimes have toast and butter.  
I usually wear my uniform.  
I don't usually have a shower in the morning.

- 2 Complete the rules with the underlined words.

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

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

### » GRAMMAR REFERENCE AND PRACTICE PAGE 139

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

- 0 I I'm shopping (shop) at the moment. I can't talk.  
1 My mum always \_\_\_\_\_ (cook) nice food.  
2 The teachers usually \_\_\_\_\_ (give) us a lot of homework on Monday.  
3 I \_\_\_\_\_ (stay) at home today. I \_\_\_\_\_ (not go) to school.  
4 It's five o'clock now and I \_\_\_\_\_ (watch) TV with my sister.  
5 What time \_\_\_\_\_ your dad usually \_\_\_\_\_ (get up) on a Sunday?  
6 It's OK, Jack's \_\_\_\_\_ (not sleep) at the moment. You can go and talk to him.

- 4 Correct the mistakes in the sentences.

*is getting*

- 0 My cousin gets married today.  
1 How are you? I write to you to give you some news.  
2 What do you do at the moment?  
3 My brother and I are not going swimming every day.  
4 My mum is only working in the mornings.  
5 We usually are eating a big breakfast on Sunday.

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

- 0 walk to school / go by bus.

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

- 1 have a sandwich for lunch / spaghetti

- 2 watch TV after school / do my homework

- 3 play football on Saturday / play tennis

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

- 5 have a shower / have a bath

- 6 Put the words in order to make questions.

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

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

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

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

- 5 sun / today / shining / is / the?

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

Now match the questions to the correct answer.

a No, it isn't.

d Yes, he is.

b 10 pm.

e She's sleeping.

c I walk.

f Yes, I do.

In pairs, ask and answer the questions.

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

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



Are you putting on your sunglasses?

No

Are you taking a photo?

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

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

Student B, ask more questions.



## READING

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

# Tell us about your day...

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

## A Onni – Finland

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



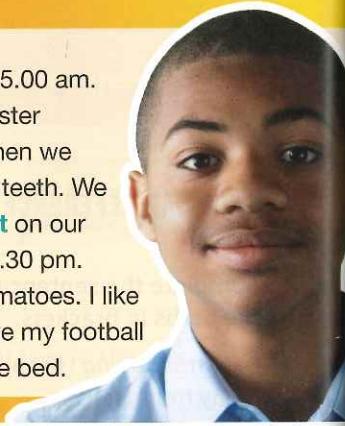
## B Diego – Mexico

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



## C Aban – Ghana

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



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

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



## TALKING POINTS

Whose school day is like yours? Whose is different?

Was any of the information surprising to you?

## VOCABULARY Food

1 Look at the texts and find these words.

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

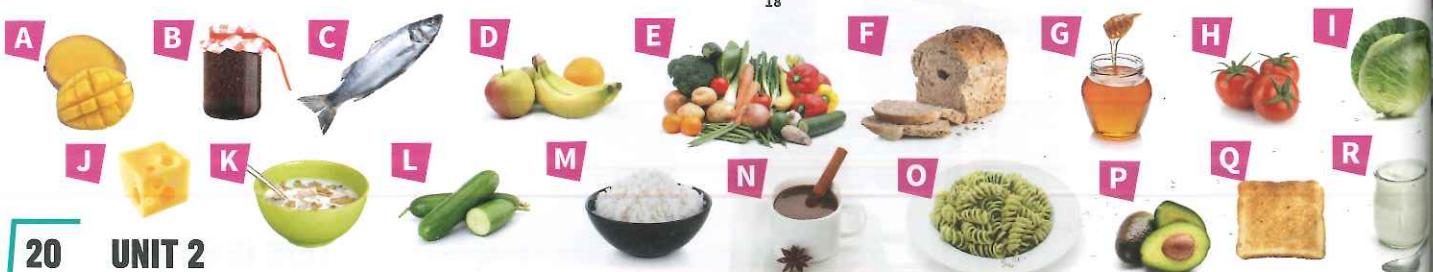
2 Match the photos to the words in the box.



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



Listen and check. Then repeat.



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

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



## PRONUNCIATION

The sound /ə/



**4** Listen and repeat.

19

breakfast dinner vegetables



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

20

pasta chocolate banana salad  
tomato yoghurt cucumber

## LISTENING

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



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

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



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

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

## WRITING



### PREPARE TO WRITE

A paragraph about your routine

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

Choose the correct words to complete the sentences.

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

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

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

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

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

**A** have a cold shower



**B** tidy your room



**D** drink fruit juice



**C** let in the sun



**F** use your brain!

**E** move!



**G** don't keep your alarm by your bed

# CULTURE

## THE PARALYMPIC GAMES

1 In pairs, discuss the questions with your partner.

- 1 Do you like doing sports? What sports do you do?
- 2 Do you like watching sports on TV? What sports do you watch?
- 3 Do you usually watch the Olympic Games and the Paralympic Games?
- 2 Read the text in boxes 1–6 and match them to the sports in the photos. Write SV (sitting volleyball) or WR (wheelchair rugby).
- 3 Read the texts again and complete the table.

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

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

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

### FACTFILE

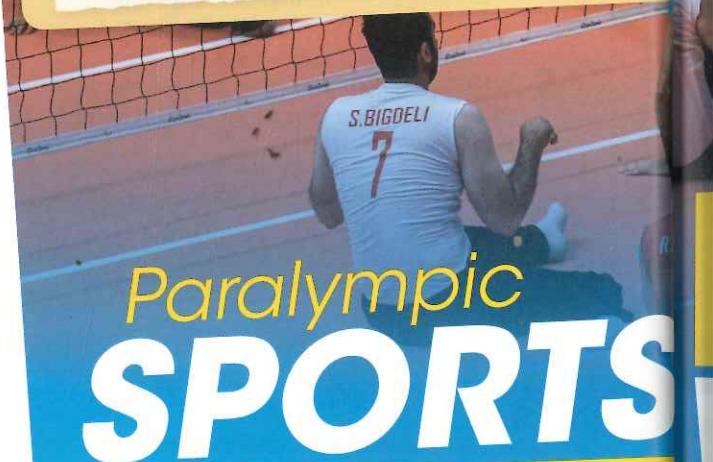
### The Paralympic Games

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

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

**Number of sports:** Around 25

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



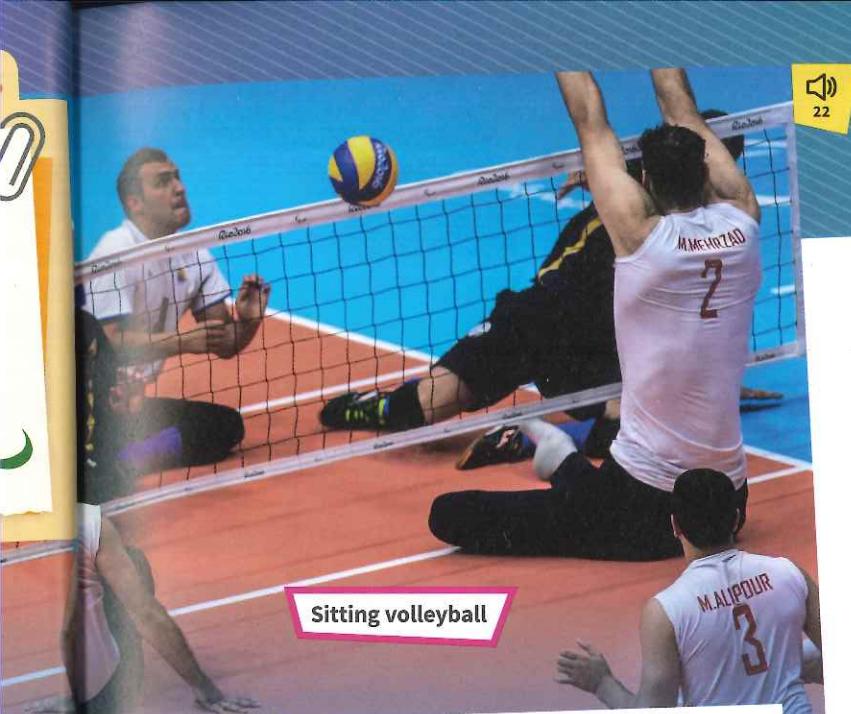
The Paralympic Games take place every two years. There are winter Games and summer Games.

Athletes with physical disabilities from different countries compete for gold, silver and bronze medals.

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

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





22

**1**

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

**3**

Each team has six players on the court. Each team is on a different side of the net.

**5**

The net is lower than in the Olympic version. In the Olympic version, the players stand.

**6**

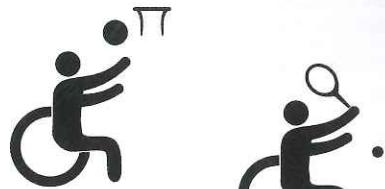
The indoor court is smaller than in the game played outside. It is the same size as a basketball court. The goal lines are at the far ends of the court.



### TALKING POINTS

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

- 23 **5** Listen to an interview with Martha Dirksen about a Paralympic sport. What sport does she do?



Wheelchair basketball



Wheelchair tennis



Wheelchair rugby

- 23 **6** Listen again and answer the questions.

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

## PROJECT

An interview

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

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

## 3

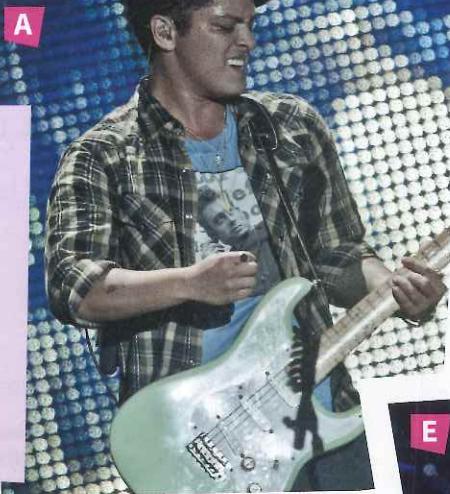
## GREAT SOUNDS



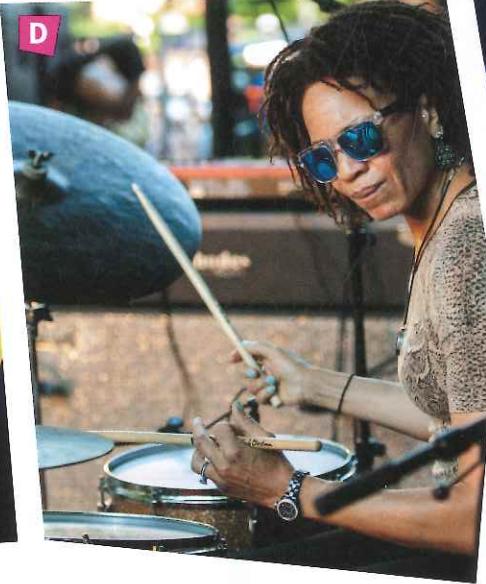
## ABOUT YOU

02 Watch the video then ask and answer the questions.

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



C



F



## VOCABULARY

AND

## LISTENING

## Music

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

EP

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

## Types of music

## Musical instruments

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

5 Choose the correct word to complete the sentences.

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

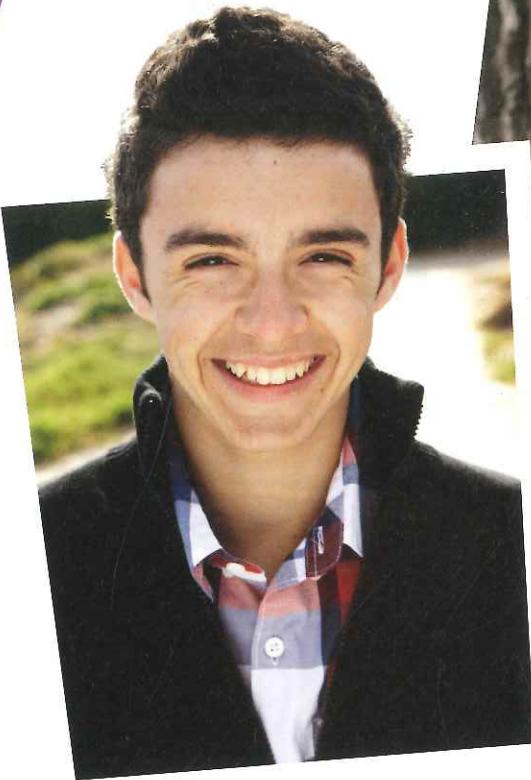
2 Match the photos A-F to the musical instruments in Exercise 1.

24

Listen and check. Then repeat.

25

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



- 26 6 Listen to Jason and Mia talking about music and musical instruments. Who can play:

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

- 26 7 Listen again. Are the sentences right (✓) or wrong (✗)?

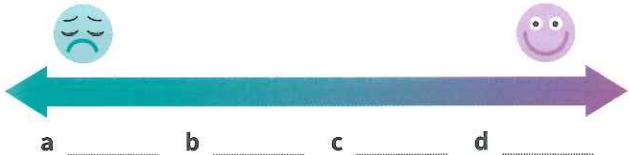
- 0 Mia likes the new album a lot. ✓
- 1 Mia often listens to jazz at home.
- 2 Jason likes opera.
- 3 Jason's sister plays in a rock group.
- 4 Jason thinks the violin is easy to play.
- 5 Mia likes the drums.

## GRAMMAR

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

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

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



- 27 8 Listen and check. Then repeat.

### » GRAMMAR REFERENCE AND PRACTICE PAGE 140

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

help → helping	write → writing	run → running

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

choose	drive	get	learn	make	
practise	ride	sing	sit	swim	win

- 3 Choose the correct words to complete the sentences.

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

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

- On Sundays, I like having lunch with my family. (have)  
My dad likes reading the news online. (read)  
I really love playing football with my brother. (play)  
I love going to my friends' houses to play computer games. (go)  
Everyone in our class likes learning English. (learn)  
Do you like listening to music when you are doing your homework? (listen)

- 5 In pairs, ask and answer the questions.

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

## READING

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

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

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



28

# STARTING IN THE MUSIC BUSINESS

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

Read on to find out how!



Pete

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



Shona

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

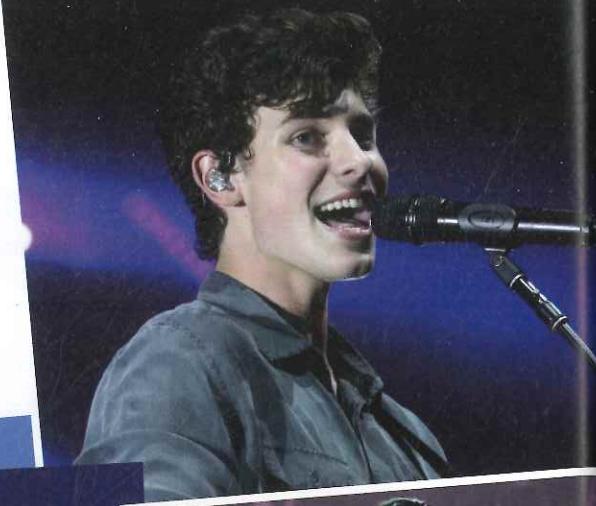


Spark

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

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

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



A

Why not make a music video too? Then it doesn't matter where you live. Ask your parents or someone from school if it's okay, and they can show you how to do it. Then you can upload the video to a social network like YouTube or Instagram. That's how Shawn Mendes became famous!

B

You already write and perform your own songs. Great! Next step: record an album using computer software and post it online. You don't need a record deal. College courses are a really useful way to learn how to do this, and can give you other ideas too. Ask at your school.

C

Music is an important part of your life. Stay with your friends for the moment but think about going to a music school. These schools teach music and everything you need to know about becoming a musician. Talk to your parents about it. Good luck!



### TALKING POINTS

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

## VOCABULARY

### Music phrases

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

EP

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

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

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

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

## LISTENING



### PRONUNCIATION

#### Email addresses, phone numbers and names

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

- 1** In pairs, practise.

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



29 Listen and check. Then repeat.

- 2** In pairs, take it in turns.

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

30

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



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



30 Listen again and check.

## SPEAKING

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

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

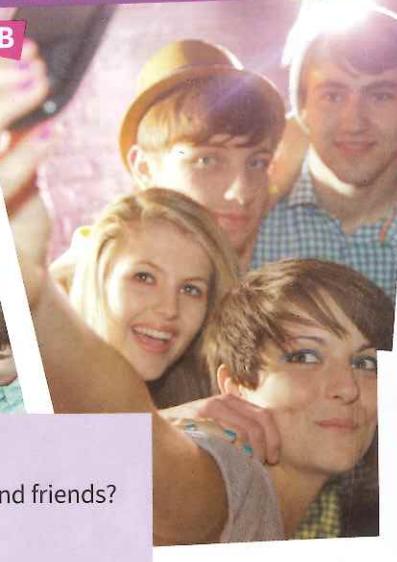
## 4

## IT WAS AWESOME!

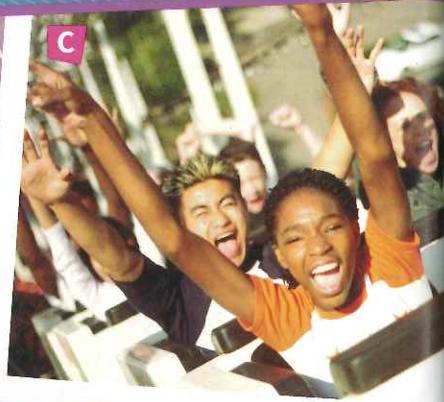
A



B



C



D



## VOCABULARY AND LISTENING

## Adjectives

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

- 2 Listen and match the conversations to the photos.

Conversation 1	Conversation 2	Conversation 3
Conversation 4	Conversation 5	Conversation 6

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

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

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

A Conversation				1
B Adjectives	.....	.....	.....	.....
	.....	.....	.....	.....

- 32 Listen and check. Then repeat.

- 5 Choose the correct words to complete the conversations.

- 0 A: I'm not in the basketball team any more.  
B: Oh no! That's terrible / fantastic!  
1 A: I've got a new mobile phone.  
B: Wow! That's fine / brilliant!  
2 A: My sister's getting married.  
B: That's great / OK!

- 3 A: Look at my lunch!  
B: That's horrible / excellent – don't eat it!  
4 A: Are you enjoying the film?  
B: It's OK / lovely. It's not great.  
5 A: I got top marks in my test.  
B: That's wonderful / terrible, well done.

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



## GRAMMAR

### Past simple of *be*

#### 1 Look at the examples.

##### Positive

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

##### Negative

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

##### Questions and short answers

Where **were** you last night?  
How **was** the food?

**Were** you at the football match? Yes, I **was**.  
**Was** it fun? No, it **wasn't**.

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

was      were      n't

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

## » GRAMMAR REFERENCE AND PRACTICE PAGE 141

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

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

#### 3 Correct the mistakes in the sentences.

*was*

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

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

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

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

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

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

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

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

## PRONUNCIATION

*was/were*



<sup>33</sup> 5

Listen to some sentences from the conversation and repeat them.

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

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

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

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

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



IT WAS AWESOME!

## READING

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

# ACTIVITY DAYS

LATEST REVIEWS

### Fantastic!

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

Liam



### Fun day!

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



### Amazing trip!

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



### Really special

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



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

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



### TALKING POINTS

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

### VOCABULARY

#### Emotions

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

EP

afraid      angry      glad      happy      interested  
nervous      sorry      surprised      upset      worried



- 2 Choose the correct words to complete the sentences.

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

## LISTENING

- 1 Read questions 1–5 and look at the pictures. What can you see in each picture?
- 2 Listen to five short conversations. For each question, choose the correct picture (A, B or C).

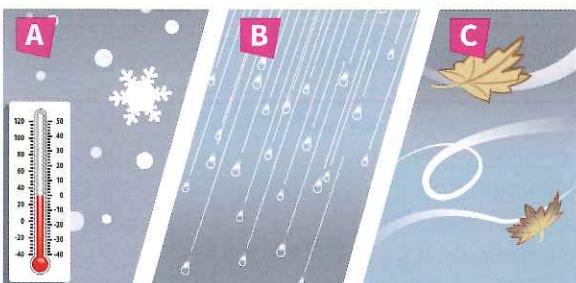
1 What was Bella happy with at the party?



2 Where is Kyle's ticket?



3 What was the weather like?



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



5 Where was the girl on Saturday?



## WRITING



### PREPARE TO WRITE

A description of a party

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

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

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

Put the adjectives in the correct place in the sentences.

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

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

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

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

# LIFE SKILLS COLLABORATION

## REACHING AGREEMENT



### LIFE SKILLS

#### Reaching agreement

For two people to agree, you need to:

- listen carefully
- give your opinions calmly and clearly
- try to understand the other person's ideas before you decide what to do.

#### 1 Read the sentences. Answer the questions.

Let's agree to disagree.

We can find a 'win-win' solution.

- 1 What do you think the sentences mean?
  - 2 Which sentence do you prefer? Why?
  - 3 When do you need to make decisions? For example, think about doing a class project, going to an event or watching TV.
- 2 Do you ever disagree with friends about these things? How do you reach an agreement?**
- What to do at the weekend  
What to buy a friend for their birthday  
What topic to choose for a school project

- 3 Read the problems on Danny's page quickly and write the names on the correct replies. Do you have any problems like these in your life?**

- 4 Read the texts again. Which person/people has/have these problems?**

Which person/people ...

- 1 has/have a problem with a friend?
- 2 has/have a problem with a family member?
- 3 has/have a problem at school?
- 4 hasn't/haven't got a lot of time?
- 5 wants/want to go to the cinema?
- 6 maybe needs/need to agree to disagree?

#### 5 Complete the sentences with the highlighted words from the texts.

- 1 I don't ..... with the things my friend does in class. She doesn't listen to the teacher.
- 2 Do you agree or ..... with the idea of going to the cinema?
- 3 I hope you ..... the film.
- 4 Can you give me some .....? I don't know what to do.
- 5 I'm ..... I can't go to the cinema with my friends. My mum and dad want me to stay at home with my little brother.
- 6 Maybe you don't agree. In that ..... you can make your own plans.

#### 6 Listen to Lola, Oscar and Daisy talking. What are they planning?

- a They are making plans to go to the cinema.
- b They are making plans to study for their maths exam together.
- c They are making plans for a surprise party.

#### 7 Listen again and choose the correct words to complete the sentences.

- 1 First, they need to decide on a ..... for the party.  
a present    b day
- 2 They decide to meet on .....  
a Sunday night                                    b Saturday afternoon
- 3 Lola thinks it's a good idea to get a .....  
a basketball shirt                                b notebook
- 4 Oscar thinks it's a better idea to get a .....  
a T-shirt    b CD
- 5 Michael loves .....  
a listening to music                              b going to the cinema
- 6 They decide to .....  
a get nothing                                        b get a CD and a book
- 7 Oscar wants to .....  
a buy a cake at the shop                        b make a cake
- 8 Lola needs to .....  
a study    b help her mum

#### 8 Are the sentences in the Useful language box used for agreeing (A), disagreeing (D) or making suggestions (S)?



### USEFUL LANGUAGE

I disagree **D**

How about a basketball shirt?

I have a better idea.

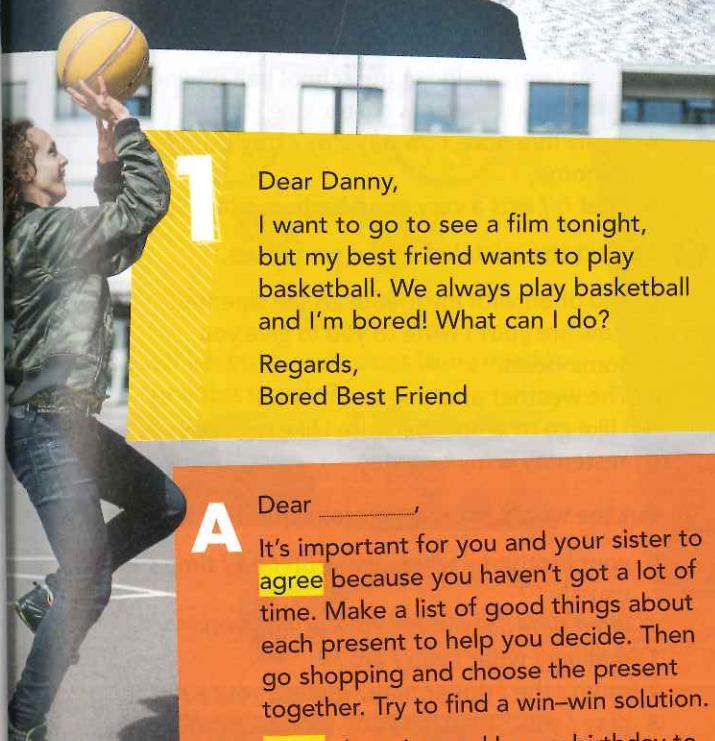
I agree.

I think a CD is a better idea than a book.

That's an awesome idea!

# Help me, Danny!

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

**1**

Dear Danny,

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

Regards,  
Bored Best Friend

**A**

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

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

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

**3**

Dear Danny,

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

Birthday Brother

**C**

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

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

Enjoy your lessons at school!

Good luck! **Danny****2**

Dear Danny,

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

Unhappy Friend

**B**

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

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

Good luck! **Danny**

## PROJECT

**Planning a surprise party**

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

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



### TALKING POINTS

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

# REVIEW 1

## UNITS 1–4

### VOCABULARY

- 1 Match the sports equipment words to the photos.



ball bat racket stick

Now match the equipment to these sports.

baseball	basketball	hockey	rugby
table tennis	tennis	volleyball	

- 2 Put the words into the correct column.

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

Food	Music	Sport

- 3 Complete the missing word in each sentence.

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

### GRAMMAR

- 1 Choose the correct words to complete the sentences.

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

- 2 Correct the mistakes in the sentences.

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

- 3 Put the words in order to make questions.

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

- 3 Now match the questions to the answers.

Then complete the answers with the verb in the correct tense.

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

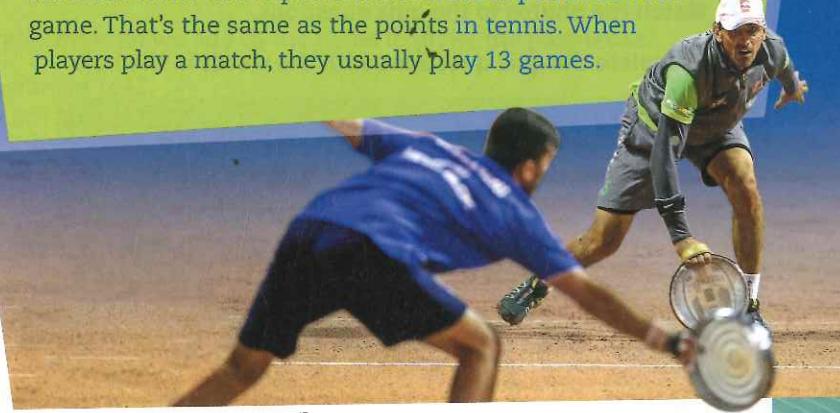
# Tamburello



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

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

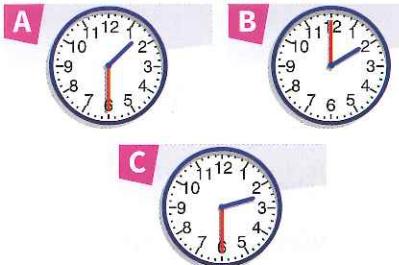
A player in one team hits the ball over the line to players in the other team. A player in the other team hits it back. When a player doesn't hit the ball or when the ball goes too far, the other team wins a point. There are four points in each game. That's the same as the points in tennis. When players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



## LISTENING

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

1 What time do they agree to meet?



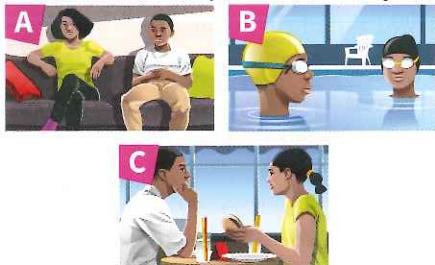
2 Which instrument does Mona need to practise tonight?



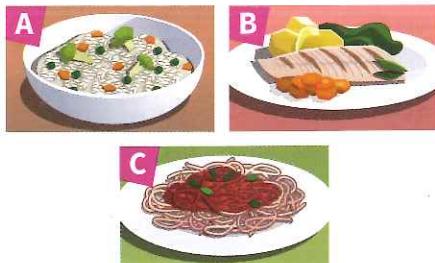
3 What is Finley's brother doing?



4 Where were they in the morning?



5 What does the girl want to have for dinner?



## READING

1 Read the text and answer the questions.

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

## SPEAKING

1 Put the words in order to make questions.

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

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

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

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

## 5

## MOMENTS IN HISTORY

## VOCABULARY AND READING

## Historical events

1 Look at the photos in the quiz. Can you name any of these people? Do you know, or can you guess, why they are famous?

2 Match the photos to the quiz questions.

3 Complete the quiz questions with the words in the box.

**EP** climbed      crossed      died      opened  
painted      played      published      received  
recorded      travelled



## ABOUT YOU

What famous people do you know from history?

Why are they still famous today?

When and where were they born?

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

Listen and check.

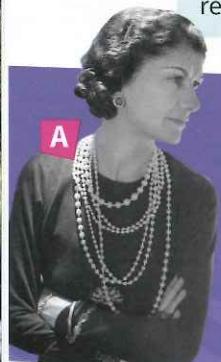
5 In pairs, Student A, name a photo. Student B, say what happened.

Student A: Photo J

Student B: Cleopatra died.



## Women in history



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## GRAMMAR

### Dates with *in* and *on*

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

We use *in* / *on* for the date and the day.

12th August 1961 / Tuesday.

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

January / 2004 / the 20th century.

- 2 In pairs, test your partner.

In 1998

Serena Williams played her first match at Wimbledon.

### Past simple: regular verbs

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

Ada Lovelace completed the first computer program in 1842.

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

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

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

climb → climbed

cleaned

change → changed

carry → carried

stay → stayed

stop → stopped

### » GRAMMAR REFERENCE AND PRACTICE PAGE 142

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

- 1 I cook dinner Sunday.
- 2 My mum study history at university 2001.
- 3 My dad play for Manchester United September 1988.
- 4 She invite us to her 14th birthday party 8th June.



### PRONUNCIATION

#### Past simple -ed



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

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

finished: ed is NOT an extra syllable

waited: ed IS an extra syllable



42 Listen and check. Then repeat.

- 7 Choose the correct verb forms.

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

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

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

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

## READING

### 1 Look at the photos.

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

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

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

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

# The Great Fire

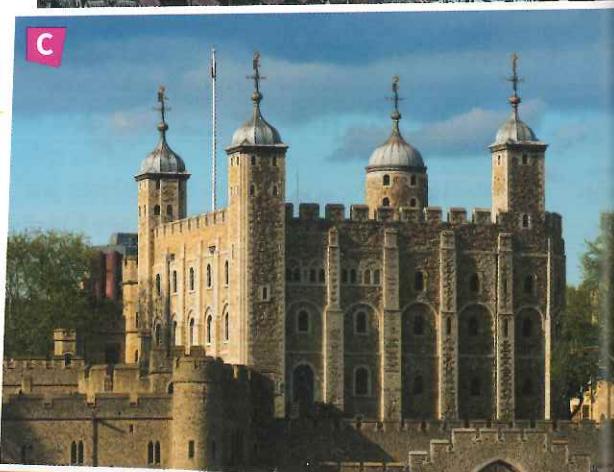
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**1** Saturday 1st September 1666 was a normal day in London. The city was smaller than it is today, but the little shops were busy and there were lots of people in the streets.

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

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

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



D



## VOCABULARY

### Buildings

1 Match the words in the box to the meanings.

EP

castle	cathedral	ceiling
church	floor	palace
square	stairs	statue

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

2 Complete the table with the words from Exercise 1.

Places / things in a city	Parts of buildings

3 Add other words that you know to the table.



### TALKING POINTS

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

## LISTENING



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

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



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

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

## SPEAKING

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

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

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

2 Tell the class about your moment in history.

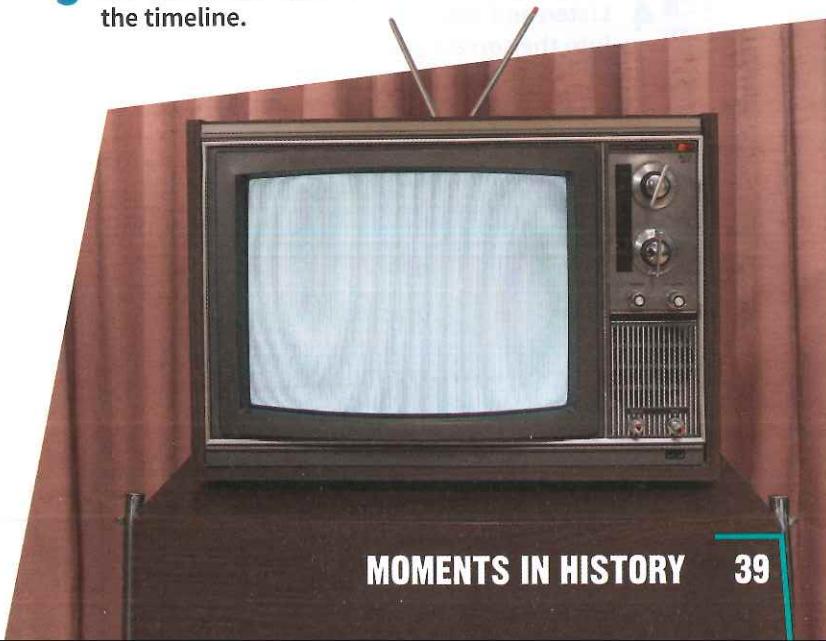
Our important moment from history is \_\_\_\_\_.

It happened on (date) in (place).

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

It was an important moment because ...

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



## 6

## WHAT A GREAT JOB!



## ABOUT YOU

03 Watch the video and answer the questions about you.

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



## VOCABULARY

## AND

## READING

## Jobs

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

EP

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

45 Listen and check. Then repeat.

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

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

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

boring	difficult	easy	fun	interesting
--------	-----------	------	-----	-------------

## PRONUNCIATION

## Three-syllable words

46

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

afternoon	assistant	difficult
engineer	expensive	interesting
manager	mechanic	understand

ooo	ooō	ooō
	assistant	afternoon

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

# 50 weeks, states, different jobs

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

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

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

6 In pairs, answer the questions.

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

## GRAMMAR

### Past simple: negatives and questions



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

#### Negatives

He **didn't** use buses or planes.  
I **didn't** even have time to get a drink of water.

#### Questions

Why **did** Daniel **do** this?  
**Did** he **enjoy** it?

#### Short answers

Yes, he **did**  
No, he **didn't**.

We use \_\_\_\_\_ and the main verb in the infinitive in negative sentences.

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

### » GRAMMAR REFERENCE AND PRACTICE PAGE 143

- 2 Match the questions to the answers.

- 1 How many states did Daniel visit?
  - 2 How did Daniel travel from job to job?
  - 3 Why did Daniel stay in people's homes?
  - 4 Did Daniel like being a farmer in Nebraska?
  - 5 Did Daniel work at a theme park in Florida?
  - 6 What did Daniel do in Alaska?
- a Because hotels were too expensive.
  - b He worked as a photographer.
  - c 50
  - d By car.
  - e No, he didn't.
  - f Yes, he did.

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

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

- 4 Find and correct the mistakes with the past simple.

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

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

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

## READING

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

# STUDENTS AT WORK!

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

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



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



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

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



### TALKING POINTS

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

## VOCABULARY

### Work

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

EP

boss      busy      customers      earn  
office    staff

- This means you're working hard and have lots to do.
  - These people buy things in shops or cafés.
  - When you have a job, this person tells you what to do.
  - These people work for a business.
  - There are usually desks, phones and computers in this place.
  - This means 'get money for doing work'.
- 2** Write five sentences about Julia and Nina using the words in Exercise 1. In pairs, read your sentences. Say *Right*, *Wrong* or *We don't know!* to your partner's sentences.

- Julia and Nina earned lots of money. Wrong
- Julia's boss was friendly. We don't know!

## LISTENING



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

- 0 Where did he work?



- 1 What did he do?



- 2 What time did he start?



- 3 How did he travel to work?



- 4 How did he get the job?



### Listen and repeat.

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

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

Where did you work?

I worked in the museum.

Wow! That's brilliant.

## WRITING



### PREPARE TO WRITE

#### A paragraph about work

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

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

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

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

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

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

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

close      enjoy      finish      open      start  
stop      travel      use      work

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

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

# CULTURE

## SATURDAY JOBS



### FACTFILE

### Saturday jobs

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

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

1

### JOB OFFER – Saturday mornings

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

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

**WHEN:** 2 hours on Saturday mornings

**THE JOB:** Walk 2–3 small dogs

**WHERE:** Local parks

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



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

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

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

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

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

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

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

#### JOB OFFER – Saturday mornings

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

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

#### Help Wanted – Saturday afternoons

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

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

#### Extra pocket money?

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

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



2

## HELP WANTED -

# Saturday afternoons

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

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

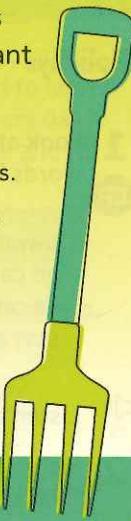
**WHEN:** 3–4 hours on Saturday afternoons

### THE JOB:

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



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



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

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



dog-walking



a paper round

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



piano class



guitar class



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

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

3

## EXTRA POCKET MONEY? DO A PAPER ROUND!

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

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

### THE JOB:

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

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



## TALKING POINTS

Which job would you prefer? Why?

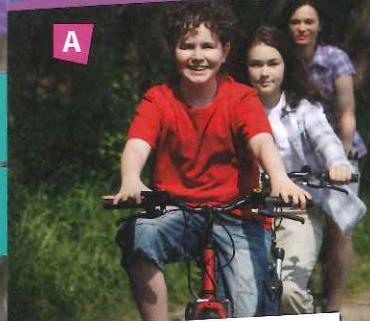
## PROJECT

A job offer

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

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

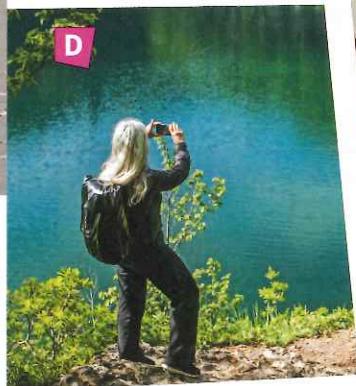
# 7 AN EXCITING TRIP



## ABOUT YOU

Where do people in your country like to go on holiday?

Do you like busy holidays or quiet ones?



## VOCABULARY

AND

LISTENING

### Holidays

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

EP

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

- 2 Listen and check. Then repeat.

53  
54

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



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

54

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

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

## GRAMMAR

### Past simple: irregular verbs

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

- 1 My friend Annabel **came** with us. *come*
- 2 We **swam** in the sea every day. *swim*
- 3 We **lay** on the beach. *lie*
- 4 We **did** lots of water sports. *do*
- 5 We **rode** our bikes. *ride*
- 6 We **got up** late every day. *get up*
- 7 We **had** a really good time. *have*
- 8 My parents **gave** me a new phone. *give*
- 9 I **took** hundreds of photos. *take*
- 10 I **went** to Istanbul, in Turkey. *go*
- 11 I **saw** some interesting places. *see*
- 12 I **bought** you a present. *buy*
- 13 I only **ate** one sweet. *eat*
- 14 We **could** walk to the beach in five minutes. *can*

» GRAMMAR REFERENCE AND PRACTICE PAGE 144



- 2** Close your book and listen. You will hear the irregular past tense. Say the verb it comes from.
- 3** Complete Callum and Lottie's conversation. Use the words and phrases in the box.

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

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

**4** Make conversations. Use the verbs in brackets.

1

you to the mountains for your holiday? (go)

No, we . We to the beach.

2

you in the sea every day? (swim)

Yes, we , and we also in the pool.

3

you any clothes? (buy)

No, I . But I a lot of presents.

4

you a lot of ice cream? (eat)

Yes, we ! And we a lot of sweets.

5

you a good time? (have)

Yes, we . We a great time.

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

**6** Correct the mistakes with the past simple.

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

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

be buy can eat go have  
love see stay take visit

To: Su  
From: Lee  
Subject: Holiday Plans

Hi guys!  
I hope your holidays <sup>0</sup> were good.  
I <sup>1</sup> a great time in New York. It was a special holiday for my dad's 50th birthday. We <sup>2</sup> at a nice hotel called Alberto's. We <sup>3</sup> see lots of famous places from our bedroom window. The food in New York was great. We <sup>4</sup> in a different restaurant every night. My favourite restaurant was Chinese. We did lots of sightseeing and <sup>5</sup> some interesting museums. We <sup>6</sup> to the Statue of Liberty and the Empire State Building. We also <sup>7</sup> a show on Broadway. Of course, my mum <sup>8</sup> the large shops. She <sup>9</sup> new clothes for all of us. I <sup>10</sup> lots of photos. They're all online now – have a look!



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

# CROSSING THE WORLD ON A RICKSHAW TO SEE THE OLYMPICS



56

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

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

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

After the London Olympics, Chen left his rickshaw in the UK and caught a flight home to plan his next trip – to the Rio Olympics. In 2013, he flew back to London. He put his rickshaw on a ship to Canada, and he took a plane there.

A friend paid for his flight ticket. Then, he got on his rickshaw and rode to Brazil through the US, Mexico and Central America. The journey took three years. He had an amazing time in Rio and made lots more friends.



## READING

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

## VOCABULARY

### Holidays

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

EP

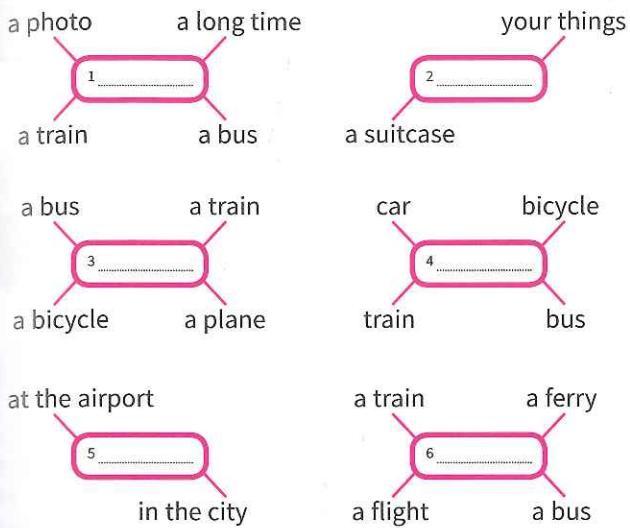
airport coach ferry flight  
guidebook map passport station  
suitcase ticket tour guide tourist



Listen and check. Then repeat.

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

arrive catch get on / off pack  
take travel by



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

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



**PRONUNCIATION**

Sounds and spelling

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

met  
caught  
plane  
flew  
coach  
map  
journey  
passport

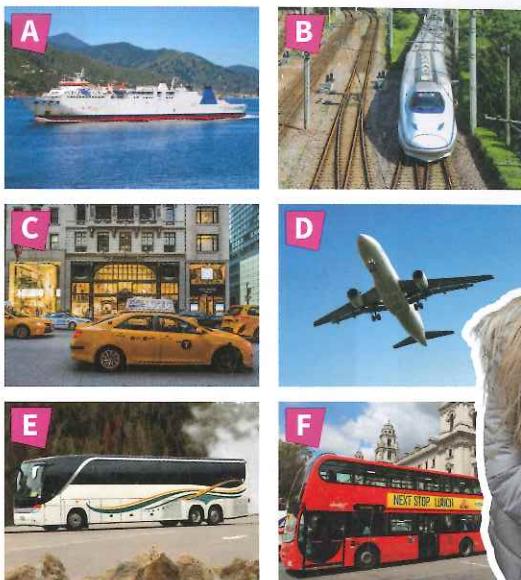
group  
car  
catch  
work  
phone  
station  
bought  
slept

**58** Listen and check.



## LISTENING

- 59** **1** Listen to Marion talking about a journey. How did she travel? Number the photos in the order you hear them. There is one extra photo that you don't need.



- 59** **2** Work in pairs, compare your answers. Then listen again and check. Why does Marion say *'It's funny ...* at the end of her story?



**TALKING POINTS**

- 59** **3** Watch the video. Ask and answer the questions with a partner.

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

## SPEAKING

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

Include this information in your story:

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

### Useful words

This happened ... months/years ago.

First, we ...

Then we ...

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

Anyway ...

## 8

## FAVOURITE PLACES



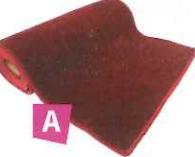
## ABOUT YOU

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

I



J



## VOCABULARY

## AND READING

## Bedroom furniture

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



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



60 Listen and check. Then repeat.



## PRONUNCIATION

/ɔ:/ and /ɔ:/



61 Listen to the sounds /ɔ:/ and /ɔ:/.

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

bought	curtains	drawers
first	floor	furniture
wall	were	saw
work		

/ɔ:/ bird

/ɔ:/ board

curtains

bought



62 Listen and check. Then repeat.

- 3 What do you have in your bedroom?

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

Everyone needs a

# FAVOURITE PLACE

by Rebecca Grant

**T**oday, I want to write about my favourite place. It's by the window in my bedroom. I've got a dark red armchair and a blanket. My grandma made the blanket for me when I was little. Next to the chair is a bookshelf with my favourite books, and there's also a little chest of drawers. On top of it, there are some stones I collected from the beach. I've got a few photographs on one side of the window and a mirror on the other side. I've got curtains on my window, too.

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

1

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

2

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

3

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

4

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

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

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

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

## GRAMMAR

### someone, anyone, etc.

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

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

#### » GRAMMAR REFERENCE AND PRACTICE PAGE 145

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

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

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

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

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

## 5 Correct the mistakes in these sentences.



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

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



1 Bright's Department Store

Buy two cushions,  
get another one free!

Today only.

NO ONE'S CHEAPER.

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

2

To: Tim  
From: Jackie

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

Why did Jackie write this email?

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

3

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

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

4

## Wanted

Desk lamp, 30–40 cm tall.

Phone Jo any time after 6 pm.

01632 960054

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

## READING

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

# Artists' FAVOURITE PLACES

64

A



- Read the article again and answer the questions.

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



### TALKING POINTS

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

## VOCABULARY

### Free-time activities

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

EP

A	draw read	listen to write	paint	play
B	a blog the drums music	computer games the guitar pictures	a diary magazines songs	stories

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

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

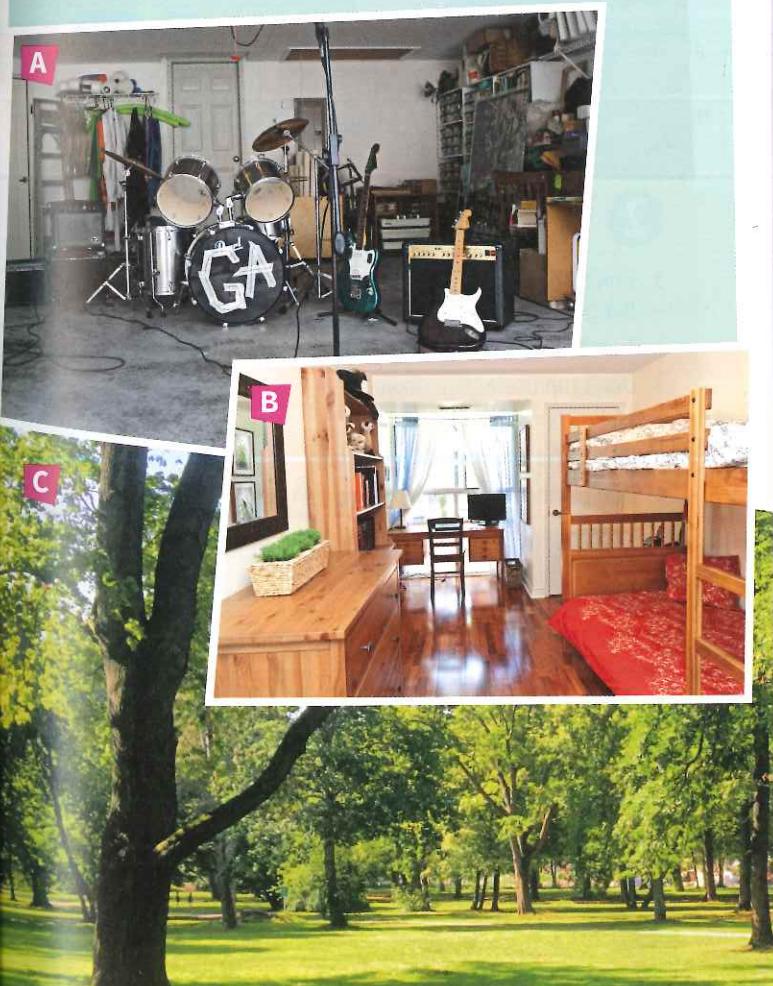
*Everyone came to my place last night and we played computer games and listened to music.*

## LISTENING

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

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

	1 Place	2 What they like doing there
George	.....	.....
Abby	.....	.....
Jo	.....	.....



## WRITING

### PREPARE TO WRITE

#### A description of a favourite place

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

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

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

Think about how Tom uses these words to join ideas in a sentence.

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



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

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

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

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

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

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

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

# LIFE SKILLS

## PHYSICAL WELL-BEING

### SAFETY AT HOME



#### LIFE SKILLS

##### Safety at home

What is safety at home?

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

1 Look at the signs and answer the questions.



1 What do you think each sign means?

2 Where can you see each sign?

3 What does a fire extinguisher do?

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

- 1 lighter  
2 rug  
3 knives

- 4 heater  
5 iron  
6 stairs  
7 matches



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

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

Burns      Cuts      Falls

66

### TIPS TO BE SAFE

### AT HOME

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

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

1



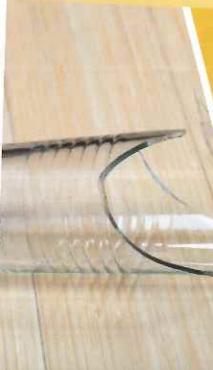
- Be careful in the kitchen – hot food and hot drinks can burn you.
- Cookers can be dangerous – take care.
- Don't touch a hot iron or heater.
- Be careful with matches and lighters.
- It is a good idea to keep a fire extinguisher at home.

2



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

3



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



### WHAT TO DO IN AN EMERGENCY

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

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

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

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

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



### TALKING POINTS

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



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

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

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

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

**67** Listen again and check.

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



### USEFUL LANGUAGE

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

### PROJECT

A safety leaflet

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

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

# REVIEW 2 UNITS 5–8

## VOCABULARY

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

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

### 2 Match the verbs to the nouns.

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

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

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

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

## GRAMMAR

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

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

### 2 Correct the mistakes in the sentences.

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

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

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

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

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

## READING

1 For each question, choose the correct answer.

1

Petra

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

Bella



What did Bella do first?

- A sightseeing
- B water sports
- C shopping

2

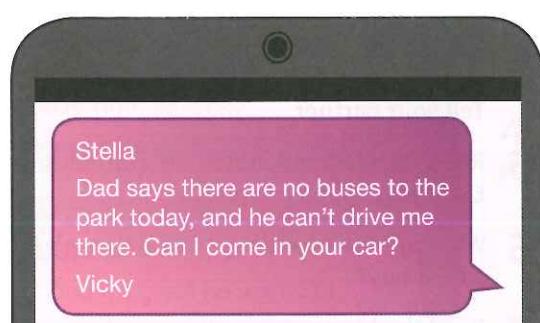
School trip to London, 26th June.

Put your names here if you want to come.

£25, including coach tickets and lunch.

Please pay Miss James by 28th May.

3



Why did Vicky write this message?

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

4



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

5

MEETING – TUESDAY 12.15 PM

Information for everyone doing work experience next term

(see school website for a list of possible places to work)

This notice tells students

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

6



What does Liam want to know?

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



## SPEAKING

1 Put the words in order to make questions.

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

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

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

Tell me about your room.

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

## 9

## CLOTHES AND FASHION



## ABOUT YOU

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

2

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

EP



## VOCABULARY AND READING

## Clothes

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

EP

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



69 Listen and check. Then repeat.

- 3 Which clothes in Exercise 1 are:

bright red?	pale blue?	bright blue?
pale grey?	black and purple?	black?
pink?	pale green?	

- 4 Find pale and bright things in the classroom. Tell your partner.

- 5 Read the blog and match the clothes A–L in Exercise 1 to the people.

- 6 What are their best buys? Who doesn't have a best buy?

- 7 Read the blog again and answer the questions.

- 1 When did Samuel get his boots?
- 2 Did Megan need the jumper for her holiday?
- 3 Why did Ed get a suit and tie?
- 4 How is Isaac's holiday different from Megan's?
- 5 Amelia bought a swimming costume. Who else got one?

- 8 Think back over the last few months. What was your best buy? Tell your partner.

# WHAT'S YOUR BEST BUY?

 Tell us about your cool clothes!

**Samuel08**

March 22 at 11.06



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

**Megan33**

March 22 at 12.30



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

**Ed14**

March 22 at 13.13



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



**Isaac60**

March 22 at 13.25

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

**Amelia55**

March 22 at 14.20



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

## GRAMMAR

### Pronouns and determiners

- 1 Complete the sentences with the pronouns below.

hers his mine ours theirs yours

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

### » GRAMMAR REFERENCE AND PRACTICE PAGE 146

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

- 3 Complete the sentences with pronouns.

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

- 4 Correct the mistakes in the sentences.

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

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

Is this yours?

Yes, it's mine.

No, it isn't mine. It's **his / hers / yours / theirs**.

It's long and thin and it's bright green. It's a crayon and you use it to draw and colour in.

Is this your textbook?

Yes, it's mine.

Are these pens yours?

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

## READING

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

THEY'RE MADE OF ...

# WHAT?

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



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

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

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

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

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



A



B



C

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

The article is about:

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

- 4 Now answer these questions.

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



### TALKING POINTS

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

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

## VOCABULARY

### Materials

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

EP

cork cotton leather  
metal plastic wool



Listen and check. Then repeat.

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

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

*We can make shoes from plastic.*

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



### PRONUNCIATION

Words beginning with /s/, /ʃ/, /tʃ/

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

change	cheese	chilli
sea	shirt	shoes
socks	suit	shorts

/s/ sick	/ʃ/ shower	/tʃ/ chair

73 Listen and check. Then repeat.

- 5 Now say this!

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

## LISTENING

74

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



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

74

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

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

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

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

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

*It's a really good idea to ....*

## SPEAKING

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

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

# 10

# BUYING THINGS



## ABOUT YOU

Where do you do most of your shopping: online or in the shops? Which is better?

What do you buy online and what do you buy in shops? Why?

## VOCABULARY AND READING

### Buying and selling

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

EP

bill cash discount price  
purse receipt sale wallet

75

Listen and check. Then repeat.

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

- 3** Now check your answers on page 124.

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

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

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

Countable nouns (C)

Uncountable nouns (U)

## What kind of shopper? are you

Choose yes or no and find out.



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



## GRAMMAR

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

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

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

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

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

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

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

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

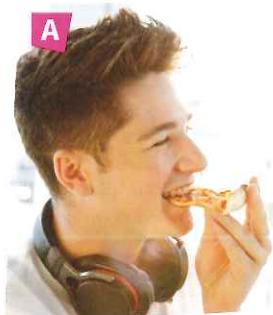
I make sure I keep **a few** receipts from my shopping.

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

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

### » GRAMMAR REFERENCE AND PRACTICE PAGE 147

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



- He's got **a bit of** pizza.
- He's got **a few** books.
- He's got **a lot of** pizza.
- He's got **a lot of** books.

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



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



### PRONUNCIATION

Weak forms: /ə/

- 4 Listen and repeat.  
77

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

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

- 6 Correct the mistakes in the sentences.

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

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

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

## READING

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

1

NAME:	<input type="text"/>
COUNTRY:	<input type="text"/>
NAME OF BUSINESS:	<input type="text"/>
TYPE OF BUSINESS:	<input type="text"/>

2

NAME:	<input type="text"/>
COUNTRY:	<input type="text"/>
NAME OF BUSINESS:	<input type="text"/>
TYPE OF BUSINESS:	<input type="text"/>



# TWO YOUNG ENTREPRENEURS TO WATCH



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

78

- 3 Read the articles again and answer the questions.

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



### TALKING POINTS

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

## VOCABULARY

### Phrases with *for*

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

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

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

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

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

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

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

entrepreneur    its tasty cookies    her birthday  
tomorrow    two pounds

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

## WRITING

### PREPARE TO WRITE

#### A story

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

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

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

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

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

## LISTENING



79

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

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

# CULTURE

## SHOPPING

FACTFILE

Shopping

0

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

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

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



## SHOPPING SURVEY

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

1

Mark, age 14

Seattle, USA

**Where:** Northgate Mall, near Seattle

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



2

Karen, age 13

📍 Dublin, Ireland

**Where:** Charity shops on Camden Street, Dublin

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



3

Darren, age 13

📍 Ta' Qali, Malta

**Where:** Farmers' Market near Mdina

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





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



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

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

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

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

### TALKING POINTS

Do you ever shop at any of the places in the survey?

Where is your favourite place to do your shopping? Why?

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

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

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

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

## PROJECT

A survey

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

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

# 11

# EATING OUT

## VOCABULARY

## AND

## READING

### Food

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

EP

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

**Pizza PALACE**

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

**Party Menu**

- PIZZAS**  
Cheese and tomato, Mushroom  
*or*
- PASTA**  
with tomato sauce
- DESSERT**  
Ice cream, (vanilla, chocolate or strawberry) – eat as much you want!
- SOFT DRINKS**  
Orangeade, lemonade, cola

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

**PRICE £10.00 per person**

**EASY BURGERS**

Fantastic party room – 30 people

**PARTY MENU**

**PRICE £13.00 PER PERSON**

- Main course**  
Chicken legs  
Fresh vegetables or salad  
Burger  
Rice or chips
- DESSERT**  
Fruit salad and cream  
Cheesecake
- DRINKS**  
Fruit juice or lemonade  
Mineral water

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

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

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

a bowl of \_\_\_\_\_  
a glass of \_\_\_\_\_  
a bottle of \_\_\_\_\_

a piece of \_\_\_\_\_  
a slice of \_\_\_\_\_  
a plate of \_\_\_\_\_

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

I like salad.

Me too.

I want to eat a bowl of fruit salad now.



### ABOUT YOU

How often do you eat out?  
Which do you prefer – restaurant food or home-cooked food?  
What is 'fast food'? Do you ever eat it?

## GRAMMAR

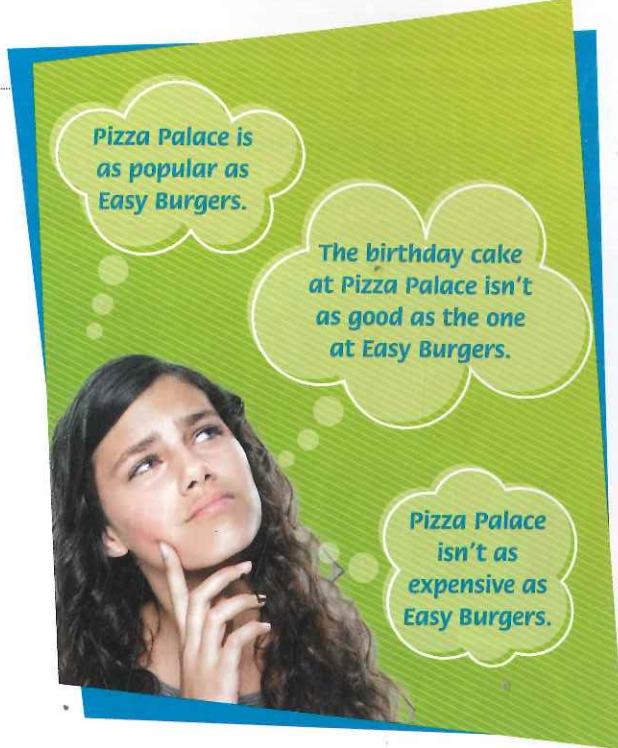
### as ... as

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

- 1 We use *as ... as* to say that two things are .....  
 2 We use *not as ... as* to say that two things are .....

- 2** Compare the pairs of things using *as ... as* or *not as ... as*.

- |  |  |
|--|--|
| 0 oranges ... lemons   | <i>Oranges are as healthy as lemons.</i> /<br><i>Lemons are not as sweet as oranges.</i> |
| 1 trains ... buses   | <i>comfortable / slow</i>  |
| 2 maths ... English  | <i>easy / interesting</i>  |
| 3 cats ... dogs  | <i>friendly / noisy</i>  |
| 4 your country ... the UK  | <i>hot / big</i>   |
| 5 Cristiano Ronaldo (born 1985) ...<br>Marcus Rashford (born 1997) | <i>young / famous</i>  |



### Comparative adjectives

- 3** Read the rules. Write the comparative forms of the adjectives in the box and then complete the table.

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

Short adjectives				Long adjectives
one syllable	one syllable ending in e	two syllables ending in y	one syllable ending in vowel consonant	
add -er	add -r	change y to -ier	double the last letter and add -er	use <i>more</i> + adjective
short – shorter	nice – nicer	healthy – healthier	big – bigger	expensive – <i>more expensive</i>

### » GRAMMAR REFERENCE AND PRACTICE PAGE 148

- 4** Correct the mistakes in the sentences.

- The tickets for adults cost £25, but the tickets for students are more cheaper.
- The concert is very bigger and has lots of famous singers.
- This bag is not big as my last one.
- It's cold here so bring some warmer clothes.
- I was more luckier than my friends.
- My drink was not expensive as yours.

- 5** Think of two different things for each category.

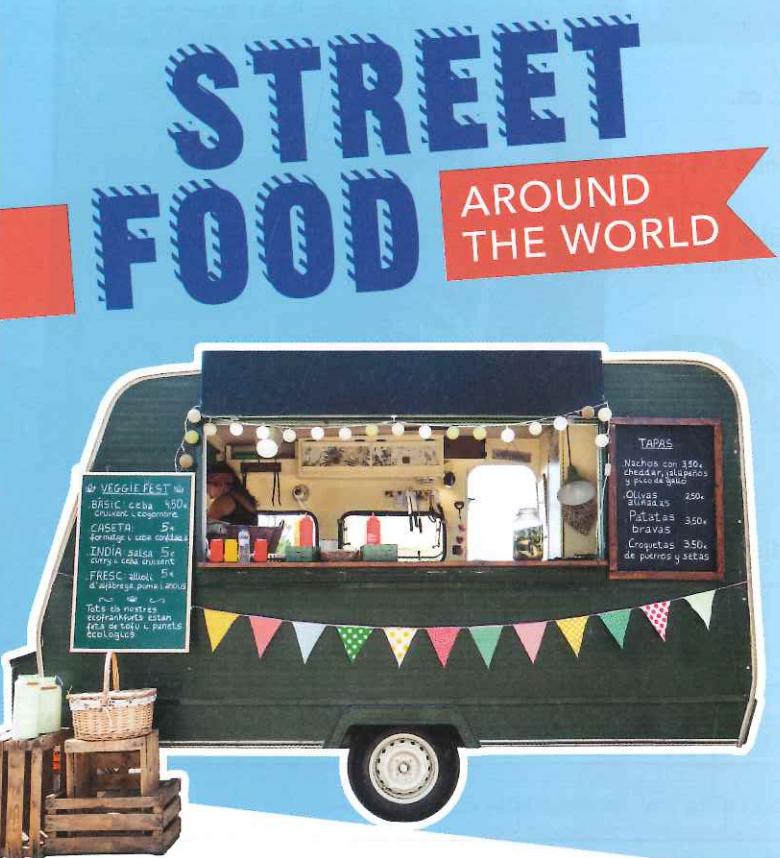
- sports *football, tennis*
- foods
- ways of travelling
- jobs
- things you wear
- restaurants you go to

In pairs, write sentences to compare the two things. Use adjectives from Exercise 3 and any other adjectives you know. Work in groups and check each other's sentences.

*Football is more exciting than tennis. Tennis is harder to learn than football.*

## READING

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



- 2 Read the article again and answer the questions.

- 1 Which countries are famous for street food? What kind of street food do they have?
  - 2 What three things does the writer like about street food?
  - 3 At what sort of events do people eat street food?
  - 4 What happens at street food festivals?
- 3 Do you agree with the writer that street food is better than restaurant food? Why / Why not?

## VOCABULARY

### Food

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

EP

A



F



D



I



## TALKING POINTS

- 07 Watch the video. Ask and answer the questions with a partner. Would you like to try any of the street food in the photos? Why / Why not? Which street foods do you have in your country? What's your favourite street food?

82



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

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



## PRONUNCIATION

/ʌ/ and /ɒ/

- 83** **2** Listen to the words in the box and repeat them. Listen to the sound of the underlined letters. Then put the words in the correct columns – /ʌ/ or /ɒ/.

coffee    cup    horrible  
lovely    much    mushroom  
omelette    one    onion  
want    what

/ʌ/	/ɒ/
cup	coffee

- 84** Listen and check. Then repeat.

## LISTENING

- 85** **1** Listen to a boy speaking to his friend Nadia. What does he want Nadia to do?

**STREET FOOD FESTIVAL**

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

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

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

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

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

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

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

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

- 85** **3** Listen again and complete the notes.



## SPEAKING

- 86** **1** Listen to a girl talking to a food seller at the street food festival. What does she order?

- 2** Complete the conversation from Exercise 1.

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

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

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

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

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

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

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

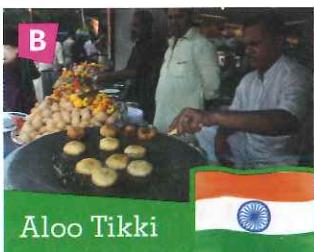
**Seller:** That's £4.50, please.

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

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

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

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



# 12

# THE LATEST TECHNOLOGY



## ABOUT YOU

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

What technology do you use?

How many hours a day do you spend online?

How often do you chat to your friends online?

## VOCABULARY

## AND READING

### Technology

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

EP

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

87 Listen and check. Then repeat.

2 In small groups, ask and answer these questions.

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

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

4 In pairs, ask and answer the questions.

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



## DID YOU KNOW...

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

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

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

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

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

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

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

The world's largest and widest screen can show pictures up to 12 metres high and 50 metres across!

## GRAMMAR

### Superlative adjectives

- 1 Look at the examples of superlative adjectives. Read *Did you know ... ?* on page 72 again and find all the superlatives.

**the fastest** internet in the world      **the most popular** games console

Short adjectives				Long adjectives
one syllable	one syllable ending in e	two syllables ending in y	one syllable ending in vowel consonant	use <i>the most</i>
add -est	add -st	change y to -iest	double the last letter and add -est	use <i>the most</i> + adjective
quiet - quietest	nice - nicest	dirty - dirtiest	big - biggest	expensive - <b>the most expensive</b>

### » GRAMMAR REFERENCE AND PRACTICE PAGE 149

- 2 Read the rules above and complete the table with comparatives and superlatives.

Adjective	Comparative	Superlative
<b>Regular</b>		
big	bigger	<i>the biggest</i>
famous	more famous	<i>the most famous</i>
early		
thin		
beautiful		
young		
<b>Irregular</b>		
good		
bad		

- 3 Complete the sentences with the superlative form of the adjectives.

- My dad has the ..... (good) computer in our house.
- My laptop is the ..... (light) one you can buy.
- The ..... (popular) website among my friends is YouTube.
- This smartphone has the ..... (big) screen of all the ones in the shop. Do you like it?
- The ..... (bad) thing about my computer is the mouse. It doesn't work properly.
- My mum's phone is the ..... (old) one in our family.

### 4 Correct the mistakes in the sentences.

- Football is the famous game in the world.
- The better time to come to my house is 5.30.
- The easier way to travel there is by bus.
- Wear the older clothes you've got to do this job.
- My room is the bigger in the house.



### PRONUNCIATION

#### Stress in superlatives

89 5

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

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

oo	o0o	o0oo	ooo0o
<i>the</i>			
<i>biggest</i>			

89

Listen again and check.

- 6 Look at the three mobile phones. In pairs, compare them. Use some of the adjectives in the box.

big/small	cheap/expensive	good/bad
heavy/light	thick/thin	

A: *The High Star's battery is better than the Cloud 7's battery.*

B: *The Bluebird's battery is the worst.*

	High Star	Bluebird	Cloud 7
Price	£299	£355	£450
Size	115 x 58 x 9 mm	116 x 61 x 12 mm	135 x 67 x 17 mm
Weight	130 g	142 g	155 g
Easy to use	★★★★	★★★	★
Camera	★★	★★★★	★★★
Battery	★★	★	★★★

- 7 » Work with a partner. Go to page 124.

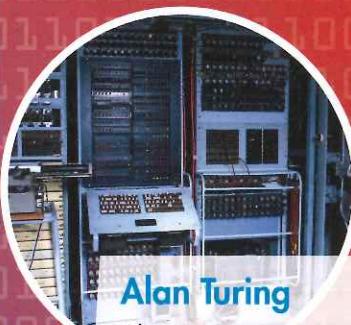
# The history OF COMPUTERS

around 2,700 BCE to today

205BCE

## The Antikythera Mechanism

In 1900, a group of people diving near the Greek island of Antikythera found this machine on the sea floor. For many years, no one understood what it was or how it worked. Scientists now say it was used to find out the positions of the sun, moon and stars. Many people call it the world's earliest 'computer'.



## Alan Turing

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

1940s

## From the 1950s

### Modern computers

From the 1950s, computers got smaller, faster and cheaper. Today, the smallest mobile phones have more memory than the biggest early computers. And computers are getting better all the time. However, they are not perfect. One of the worst problems is computer viruses. You can lose a lot of information when one gets on your machine. Be careful about what you download from the internet.

1791–1871  
and 1815–1852



## Charles Babbage and Ada Lovelace

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

## READING

- 1 Do you know the names of any early computers? Read the article once and check your ideas.
- 2 Complete the sentences with one or two words from the article.
  - 1 Some children use an abacus to learn how to do \_\_\_\_\_.
  - 2 Charles Babbage's computer had several different \_\_\_\_\_.
  - 3 The first person to program a computer was \_\_\_\_\_.
  - 4 Colossus was as big as a \_\_\_\_\_.
  - 5 Modern \_\_\_\_\_ are small but can do more than the biggest computers of the past.



## TALKING POINTS

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

## VOCABULARY

### Computers and the internet

- 1 Look at the article again and find the words in the box. Match them to the definitions.

EP

digital download machine memory  
save software virus

- 1 This has moving parts and helps humans to do work.
- 2 This is a part of a computer – it holds information.
- 3 This is a dangerous computer program.
- 4 You do this to make sure the computer keeps your work.
- 5 This describes cameras, computers and clocks that record information as 0s or 1s.
- 6 This means to copy information from the internet onto your computer.
- 7 This is all the programs that make a computer do different things.

- 2 Match the verbs to the nouns. Then make sentences.

EP

buy	friends
chat	clothes
download	games
go	the internet
play	music
surf	online
visit	videos
watch	websites

I often chat online with my cousins.

- 3 Read the survey. Choose three or four questions and write two more of your own. Walk around the class asking your questions.

#### COMPUTER SURVEY

- What sort of things do you download from the internet?
- Do you know how to stop a virus from getting onto your computer?
- How much memory has your phone got? Is it enough?
- Do you ever forget to save your work?
- How often do you chat to friends online?

- 4 Write some sentences about what you found out.

Everybody downloads music and half the class downloads games from the internet.

Four people sometimes forget to save their work. Most people chat to friends online every day.

## LISTENING

- 91 1 Listen to and read the first part of the conversation and look at Question 0. Which is the correct answer: A, B or C? Why are the other two answers wrong?

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

Andy: Yesterday. My old one broke a month ago, and last week Dad agreed to buy me this.

- 0 When did Andy get his new computer?  
A yesterday    B last week    C a month ago

- 91 2 Listen to the whole conversation. For each question, choose the correct answer.

- 1 Andy's dad bought the computer from  
A a website.    B a shop.    C a friend.
- 2 How much did it cost?  
A £150    B £250    C £2,000
- 3 What does Andy want to buy for the computer?  
A a camera    B a mouse    C a printer
- 4 Andy doesn't use his computer to  
A do homework.    B chat to friends.  
C play games.
- 5 What does Andy like most about the computer?  
A the keyboard    B the screen    C the speakers

91 In pairs, compare your answers. Then listen again and check your answers.

## WRITING

### PREPARE TO WRITE

#### An email

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

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

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

- ✓ WRITE Write an email to Morgan with answers to all his questions. Begin your email with *Hi Morgan*, or *Dear Morgan*, and end it with *See you soon*. or *Best wishes*, and your name. Write 25 words or more.

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

# LIFE SKILLS

## ICT LITERACY

### WRITING A BLOG



#### LIFE SKILLS

##### Writing a blog

A blog can help you:

- improve your computer skills
- organise your ideas
- share opinions and views with other people.

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

Great minds think alike.

We can learn a lot sharing our ideas, opinions and views.

There's a blog for everyone.

- 1 What do you think the sentences mean?
- 2 Do you agree with the sentences? Why? / Why not?
- 3 Do you have a blog? Do you know any bloggers?

#### 2 Look at the topics for blogs. Choose two topics you think are interesting. Share your ideas with a partner.

activities animals fashion food  
life experiences music  
special days and holidays sports travel

#### 3 Read the text quickly. Complete the article with the headings in the box. Is it easy to start a blog?

- A Stay safe!
- B Think about your readers
- C Have one day for writing

#### 4 Answer the questions.

- 1 What do you need to choose first?
- 2 Who do you need to think about?
- 3 What do platforms give you?
- 4 Before you put a blog post online, who looks at it?
- 5 Do you need to write posts every day?
- 6 What are some things we should not post online?

#### 5 Complete the sentences with the highlighted words from the text. There are some letters to help you.

- 1 I o o o o a blog about sports.
- 2 Choose a topic you like and you find i e e i l.
- 3 To start a blog, you need to choose a p a o o.
- 4 It is a good idea to write a o o once a week.
- 5 You need to decide on your topic and e i l, and think about your readers.
- 6 You need to be careful online. It is not safe to post p s a e i like your address or phone number.



#### TALKING POINTS

Do you think it's a good idea to start a blog? Why? / Why not?

Do you prefer reading a blog or reading a book?



#### 6 Listen to Katie and David talking about blogs. Choose the correct answers to complete the sentences.

- 1 They are at
  - a Katie's house.
  - b David's house.
  - c school.
- 2 Katie's blog is on
  - a dogs.
  - b cats.
  - c music.



#### 7 Listen again. Are the sentences right (✓) or wrong (✗)?

- 1 Katie's mum is at home.
- 2 Katie is in the living room.
- 3 Katie is studying for an exam.
- 4 Katie thinks starting a blog is difficult.
- 5 Katie likes music.
- 6 Katie wants to write a post about David's pets.

#### 8 Match the two halves of the sentences.



#### USEFUL LANGUAGE

- 1 You're good at ...
- 2 It isn't safe to ...
- 3 Is your blog ...
- 4 Ask people ...
- 5 Do you want a lot of people ...
  - a about music?
  - b to follow your blog?
  - c before you put photos of them online.
  - d put personal information online.
  - e using computers.

# DO YOU WANT TO START A BLOG?

Do you read or follow any blogs? What topics do you like to read about?

How about you? Have you got a blog? Why not? Now is a good time to start if your parents agree!

Follow these quick and easy steps to start your own blog.

92

## 1 Choose a topic for your blog

The first thing you need to do is choose a topic. What do you want to blog about? Your favourite sport, music or video games? Choose a topic you feel happy to talk about and find interesting. You've got a topic? Now choose a title and a design for your blog.

## 2

Who's going to read your blog? Is your blog for your friends and family? Is it on a special topic you and your friends like? What is interesting about it?

## 3 Decide on a platform

There are different free platforms to start your blog. Most platforms give easy instructions on how to start. Some popular platforms are Blogger, Medium and WordPress. Take a look and decide!

## 4 Write a blog post

It can sometimes be difficult to write your first blog post. It's a good plan to share your ideas with close friends and family before you put your post online. Don't worry if you don't like what you put online – you can always change it later. Remember, make sure people let you use their photos or information.

## 5

At the beginning, you can choose a day of the week to write your blog posts. It's important to write a post every week.

## 6

Blogs can be fun, but never put your personal details online. Never write your address or telephone number. Remember, you need to stay safe online.



Don't forget, **always** check with your parents before starting a blog. Parents can help young people under the age of 13 to set up a blog.

## PROJECT

Writing  
a blog

In small groups, write and design a blog post:

- Choose a blog topic and think about the design for the blog.
- Write two short blog posts about the topic.
- Decide what to include with each of the posts (a photo and a link? a video?)
- Look at the design of some other blogs on a platform.
- Design how you think the posts would look on a platform.
- Share your ideas for posts and design with another group.

# REVIEW 3

## UNITS 9–12

### VOCABULARY

- 1** Complete the sentences with the words in the box.

bright    digital    discount  
 download    keyboard    pocket  
 tablet    wallet    wool

- 0 I really like that new digital camera.
- 1 This computer was £500 last week. Now it's £425. That's a big \_\_\_\_\_.
- 2 My jumper's made of \_\_\_\_\_. It's really warm!
- 3 My dad gave me a \_\_\_\_\_ for my birthday. And he put £20 in it!
- 4 I want to buy a new coat. I like that one, but it's only got one \_\_\_\_\_.
- 5 The trainers are all too \_\_\_\_\_. I prefer pale colours.
- 6 The \_\_\_\_\_ on that new computer is very small. It's difficult to see the letters.
- 7 Most people \_\_\_\_\_ music from the internet these days. They don't buy CDs or records.
- 8 At my new school, all the students have a \_\_\_\_\_ or a laptop. They don't have books.

- 2** Put the words in the correct column.

boots    cap    cola    cream  
 e-reader    gloves    grapes    laptop  
 lemonade    mineral water    memory  
 mouse    mushroom    noodles  
 omelette    scarf    screen    socks  
 software    speaker    suit  
 swimming costume    tie    virus

Food and drink	Clothes	Technology

- 3** Use the pictures to write sentences with *for*.

I played tennis with my friend *for two hours* yesterday.

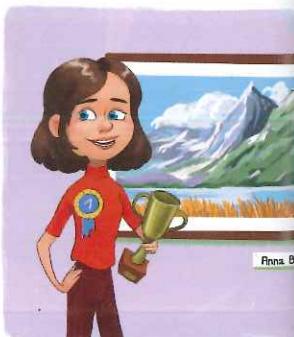
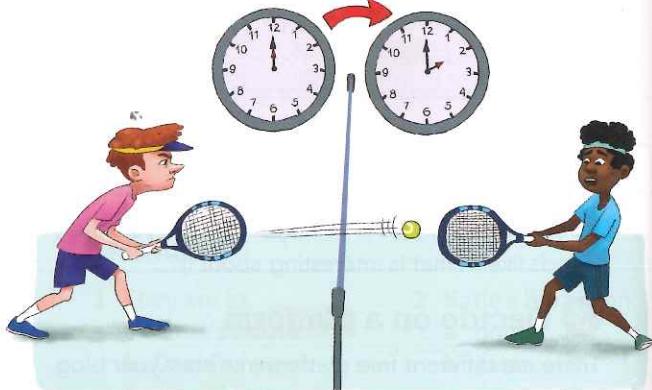
### GRAMMAR

- 1** Choose the correct words to complete the sentences.

- 1 I bought a new T-shirt because *my / mine* is old.
- 2 Do you have *any / a* present for me?
- 3 I love my room because it's *bigger / biggest* than my old room.
- 4 You can find different bands and the *better / best* music at the festival.

- 2** Correct the mistakes in the sentences.

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



## 2 Complete the sentences with *a bit of* or *a few*.

- 0 Would you like *a bit of* chocolate?
- 1 I wrote the number down on \_\_\_\_\_ paper and now I can't find it.
- 2 We saw \_\_\_\_\_ people on the train today.
- 3 There are \_\_\_\_\_ advertisements in the newspaper.
- 4 That cake looks nice. Can I have \_\_\_\_\_ it please?
- 5 \_\_\_\_\_ companies have only online shopping.
- 6 That pizza smells good. I want to try \_\_\_\_\_ it. Don't you?
- 7 I've got \_\_\_\_\_ time. I can help you with your project.
- 8 He was sick and he stayed in bed for \_\_\_\_\_ days.

## 3 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- 0 Oranges are *sweeter than* lemons. (sweet)
- 0 All these books are old but this one is *the oldest*. (old)
  - 1 You are always \_\_\_\_\_ me! (busy)
  - 2 All the students' work is good today, but yours is \_\_\_\_\_. (good)
  - 3 Football is \_\_\_\_\_ sport in the UK. (popular)
  - 4 I liked your story. It was \_\_\_\_\_ mine. (funny)
  - 5 Our cat is \_\_\_\_\_ it was two years ago. (thin)
  - 6 That café has \_\_\_\_\_ hot chocolate in town. (bad)
  - 7 The chairs in this classroom are \_\_\_\_\_ (comfortable) in the school.
  - 8 The new smartphones are \_\_\_\_\_ the old ones. (clever)

## READING

### 1 Read the text and answer the question.

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

How old are Tom, Beth and Mia?

## LISTENING

94

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

- 1 Listen to two friends talking together in a shop. Why does Ruby want to buy the sunglasses?
  - A She's happy with the price.
  - B She likes the bright colour.
  - C They're the right size.
- 2 Listen to a man and a girl talking about what they want to eat. Where are they?
  - A in a café
  - B at a food festival
  - C in a supermarket
- 3 Listen to a boy talking to a girl about his laptop. What does the girl offer to do?
  - A lend him a laptop
  - B take his laptop to the repair shop
  - C return a laptop she borrowed
- 4 Listen to a message in a shopping centre. What change do customers need to know about?
  - A New discounts are available.
  - B There is a later closing time.
  - C New stores are opening soon.
- 5 Listen to a girl talking about a party. What did she like about it?
  - A the food
  - B the music
  - C the party room

## SPEAKING

### 1 Put the words in order to make questions.

- 1 favourite / what / are / clothes / your / ?  
2 where / like / you / do / shopping / go / to / ?  
3 food / do / eat / you / what / to / like / ?  
4 use / your / often / you / do / how / smartphone / ?

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

### 2 In pairs, talk about some of your favourite things. Take turns to speak.

Tell me about some of your favourite things.

I've got a favourite pair of jeans.  
I like them very much because ...

# 13 HEALTHY BODIES



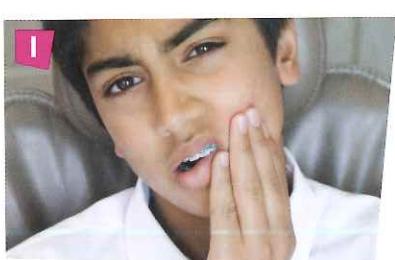
## ABOUT YOU

09 Watch the video. Then ask and answer the questions in pairs.

What was your last health problem?

When did it happen?

What did you do?



## VOCABULARY AND LISTENING

### Illness

1 Match the sentences to the photos.

**EP** 1 I've got a **cold**.

2 I **hurt** my leg.

3 I've got a **broken arm**.

4 My eye **hurts**.

5 I feel **sick**.

6 I've got a **stomach ache**.

7 I've got a **temperature**.

8 I've got **toothache**.

9 I've got a **pain** in my foot.

10 I've got a **headache**.

**95** 2 Listen and check. Then repeat.

**96** 2 Listen to three conversations. Match the health problems to the people in the pictures.

A	B
1	2
3	4
5	6

**96** 3 Listen again. Match the advice to the health problems in Exercise 2. Write 1, 2 or 3.

don't do any sports

eat fruit and vegetables

don't watch TV late

go to hospital

don't walk

rest

go to sleep now

drink a lot


4 In pairs, discuss the questions.

- Do you do anything that is bad for your health?
- How do you want to change it?

I play computer games for three hours a day.  
I'd like to play more sport.

## GRAMMAR

### should / shouldn't

- 1 Look at these examples from the conversations. Then choose the correct words to complete the rules.

You **shouldn't** walk on that leg.  
You **should** go to bed.

- 1 We use **should** and **shouldn't** to give *advice / information*.
- 2 We use **should** to say something is a *good / bad idea*.
- 3 We use **shouldn't** to say something is a *good / bad idea*.
- 4 The verb after **should** is *always / never* the infinitive without 'to'.

- 2 Look at these examples from the conversations you heard on page 80. Match the questions to the answers. Notice how we make questions with **should**.

I should ... → Should I ... ?

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

97 Listen and check. Then repeat.

### » GRAMMAR REFERENCE AND PRACTICE PAGE 150

- 3 Read the problems 1–8 and choose the correct advice for each one a–h. Then complete the advice with **should/shouldn't**. There may be more than one possible answer.

- 1 My hand hurts a bit today.
  - 2 I've got a pain in my foot.
  - 3 I've got a headache and a temperature.
  - 4 I feel a bit sick.
  - 5 My eyes hurt.
  - 6 I can't move my leg at all. I think it's broken.
  - 7 I feel very tired.
  - 8 I've got a bad cold.
- a You ..... go to bed earlier.
  - b You ..... take some medicine and go to bed.
  - c You ..... play tennis.
  - d You ..... go to school.
  - e You ..... wear more comfortable shoes.
  - f You ..... go to hospital.
  - g You ..... eat anything.
  - h You ..... stop watching TV.

### 4 Correct the mistakes in the sentences.

- 1 I think you should to bring a scarf.
- 2 You shoud go to the doctor.
- 3 I should to go to bed earlier.
- 4 You aren't well. You stay at home today.
- 5 You don't come to my house today – I am ill.
- 6 You no should watch TV all day.



### PRONUNCIATION

#### Silent consonants

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

castle	climb	half	knife
listen	should	talk	walk
would	wrong	wrote	

98 Listen and check. Then repeat.

- 6 Read the example conversation. Have similar conversations with your partner. Choose a different question from the box each time. Use health problems and advice from this lesson, or use your own ideas.

What's wrong?  
What's the matter?  
Are you OK?



What's the matter?

I've got a temperature. What should I do?



You should rest. You should also drink lots of water. You shouldn't go to school.

## READING

1 Read the magazine article. Match the photos A–D to the paragraphs 1–3.

2 Choose the correct headings a–d for the paragraphs 1–3. There is one heading you don't need.

- a Different kinds of running races
- b Some problems with running

- c All the ways running is good for you
- d Reasons why running is popular

What is so great about

# running?

C



1

In the past, people didn't need sports like running to stay healthy because they were very active. But these days, many of us spend most of the day sitting down. This means we need to get some exercise in our free time, and running is a cheap and easy way to do it. It's more fun than doing boring exercises in a gym, and all you need is a good pair of trainers and some comfortable clothes. Also, it's a sport that people can do at any age – for example Fauja Singh finished a marathon at the age of 101!

2

To make running interesting, you can enter a race. Fun runs are very popular. These are often 5 km long and are great for beginners. You can run with your friends and maybe dress up. For fitter people, there are half-marathons, marathons, or even ultra-marathons. These can be 70–400 km long. One of the most famous is the Marathon des Sables which takes six days and goes through the Sahara desert.

3

Running is fun and scientists say it is one of the best ways to keep fit. However, make sure you don't do it every day – it's important to have a rest between runs. Running improves the health of almost every part of your body, including your brain. It can make you feel happier and healthier, and live longer. It also helps you sleep well, and that gives you the energy to enjoy your life more. Perhaps it's the perfect sport!

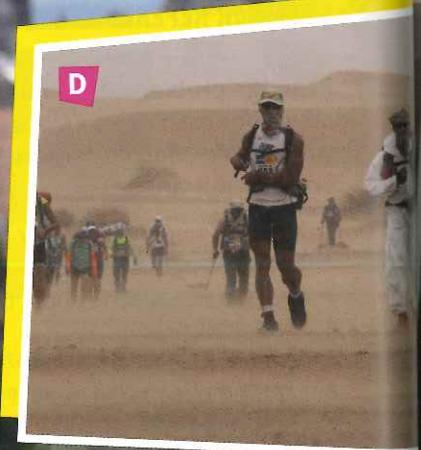
A



B



D



### TALKING POINTS

Do you go running? If not, would you like to?

Do you think running is the 'perfect sport'? If not, what is?

## VOCABULARY

### Health

- 1 For each phrase in the box, two verbs are right and one is wrong. Cross out the wrong verb for each phrase.

get / keep / do	fit
enter / do / stay	a race
go / eat / sleep	well
have / take / do	a rest
make / feel / stay	healthy
do / keep / try	some exercises in a gym
get / do / keep	some exercise

- 2 Complete the sentences with the correct tense of the verbs in Exercise 1.

- After I broke my leg, I ..... some exercises to make it strong again.
- I think it's really important to ..... fit, so I ..... a lot of exercise.
- In my family, we ..... well. We have lots of vegetables and no fast food.
- My dad ..... a 5 km race last week and finished in 35 minutes.
- When I do a lot of exercise and spend time outdoors I ..... fit and healthy.
- After the race, my brother ..... a long rest.

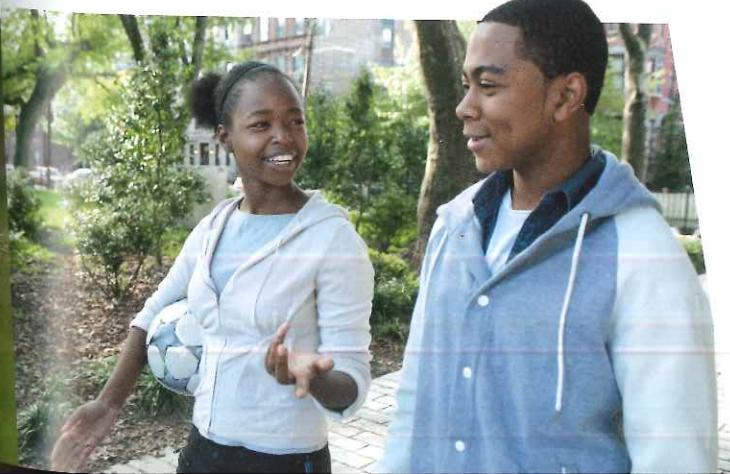
- 3 Write sentences about you and your family using the vocabulary in Exercise 1. In pairs, compare your sentences.

## LISTENING



- 1 Read the sentences below and listen to the conversations between a boy called Jed and a girl called Holly. Are the sentences right (✓) or wrong (✗)?

- Jed wants to do a 5 km race.
- Holly can do the race with Jed.
- Jed wants to do the race with Holly.
- Jed is worried about the price of sports clothes and trainers.
- Jed is happy to get up early.
- Jed can go cycling as well as running.
- Jed is pleased to see Holly after the race.



- 2 What advice did Holly give Jed? Complete Holly's notes with the phrases in the box.

100 Listen again and check.

buy special running clothes  
watch TV and play computer games  
get good trainers  
go running every day  
go to bed early every night  
eat well and drink lots of water  
go swimming or cycling  
do leg exercises  
get an app  
have chocolate or cake

### Holly's notes

#### Advice for Jed

##### He should He shouldn't

- |   |       |    |       |
|---|-------|----|-------|
| 1 | ..... | 8  | ..... |
| 2 | ..... | 9  | ..... |
| 3 | ..... | 10 | ..... |
| 4 | ..... |    |       |
| 5 | ..... |    |       |
| 6 | ..... |    |       |
| 7 | ..... |    |       |

- 3 Compare Holly's advice with the advice in the article. What do you think of Holly's advice to Jed? Which advice is good and which is bad?

## SPEAKING

- 1 Look at the questions on an internet chat page. The people are all asking for advice.

✉ Search

My family and I are going on a cycling holiday soon, but I'm not very fit. Can you give me some advice?

I want to improve my English. It's really bad and I feel worried! What should I do?

In pairs, think of three pieces of advice for each person.

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

- 2 Compare your ideas with another pair's ideas. Who gave the best advice?

# 14

# GETTING AROUND TOWN

## VOCABULARY

AND

## READING

### Places in town

**1** Look at the map and find these things.

EP

bridges   bus stops   a playground  
a roundabout   streets   traffic lights

**2** Look at the map again and find a **place** where you can:

EP

- |                            |                         |
|----------------------------|-------------------------|
| 0 see a film <i>cinema</i> | 8 buy petrol            |
| 1 send a letter            | 9 find a police officer |
| 2 stay the night           | 10 get better           |
| 3 buy food                 | 11 see a play           |
| 4 borrow a book            | 12 catch a bus          |
| 5 study                    | 13 learn about history  |
| 6 eat a meal               | 14 buy things outdoors  |
| 7 get some money           |                         |

**3** Talk to your partner. Which of the places in Exercise 2 do you ...

- like going to?
- often go to?
- hate going to?
- never go to?

**4** Read the description of the town and look at the map in Exercise 1. Find five mistakes in the description.

### ABOUT YOU

Do you live in a city, town or village? What is it like?  
Do you prefer cities, towns or villages?  
What's the best thing about where you live?

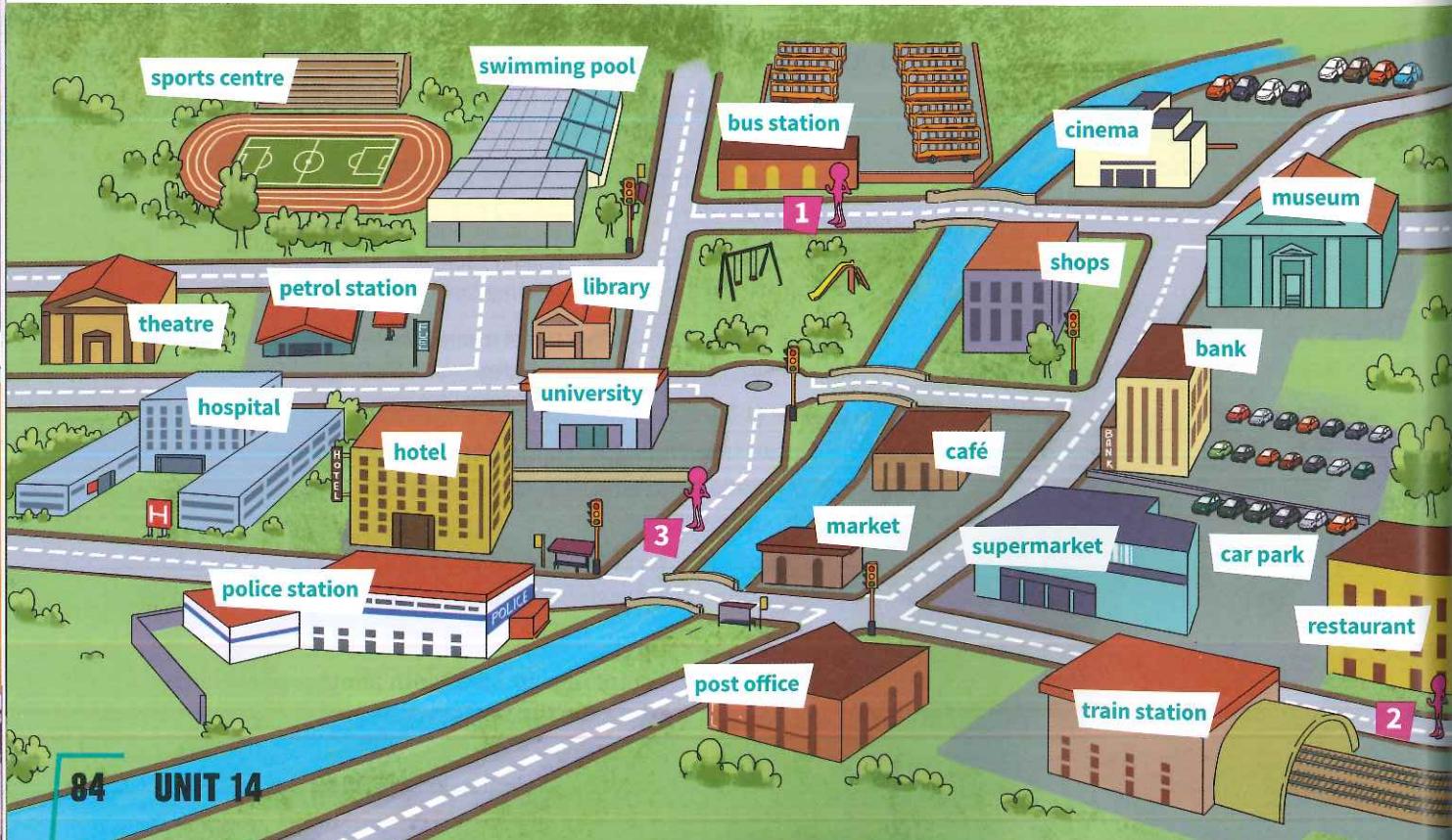
ABOUT | GALLERY | CONTACT

This is my town. It's small but very pretty. A river goes **through** the town centre and there are four bridges going **across** it. Between the road and the river, there's a market. **Next to** the market is a really nice café. There are also some shops in the town. **Opposite** the shops, there's a bank, a museum and a restaurant. Behind the museum, there's a children's playground. The restaurant is **near** the train station, and **beside** the train station there's a post office. There's also a sports centre on that street. **In front of** the supermarket, there's a car park. We have a zoo too, but that's **outside** the town.



101

5 20 9

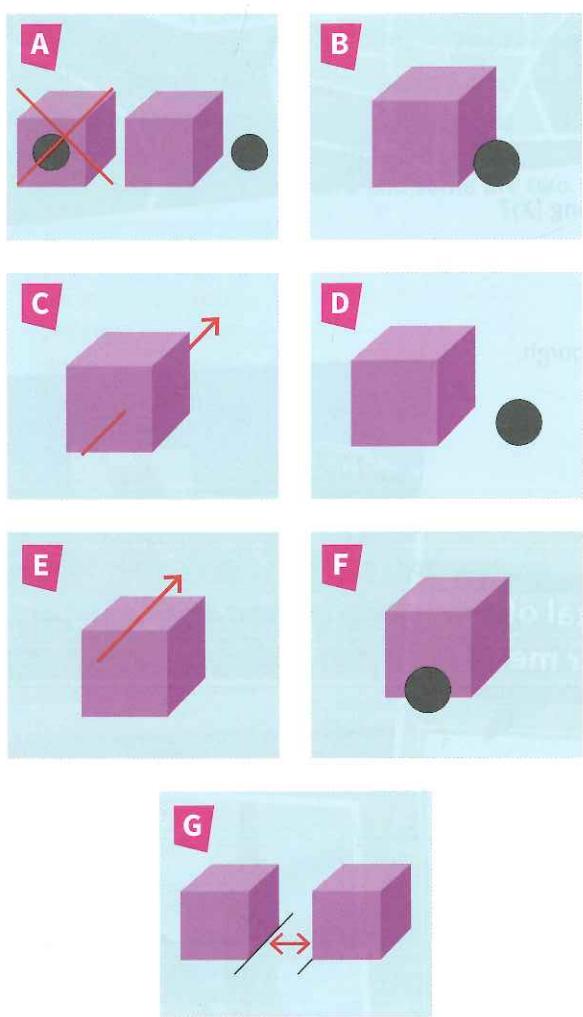


# GRAMMAR

## Prepositions

- 1** Read the description in Exercise 4 on page 84 again and match the **prepositions** to the diagrams.

across      beside/next to      in front of  
near      opposite      outside      through



- 2** Look at the map on page 84. Complete each sentence with a **preposition**.

- 1 The river goes through the town.
- 2 Hotel guests need to go across the river to go to the museum.
- 3 The zoo is near the town.
- 4 There's a bus stop opposite the hospital.
- 5 There's a car park between the supermarket.
- 6 The bank is in front of the museum.
- 7 There are some shops beside the museum.

### » GRAMMAR REFERENCE AND PRACTICE PAGE 151

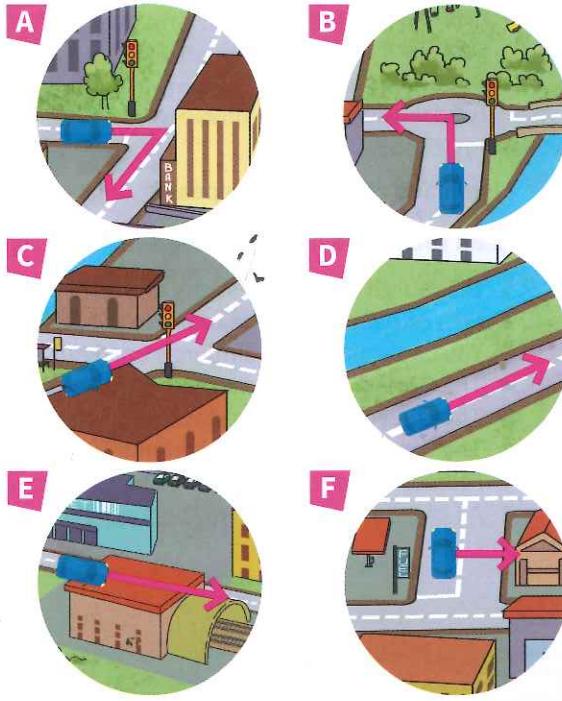
- 3** 102 Find the people on the map on page 84. Each person wants to go somewhere. Listen to the conversations. Where do the people want to go?

Person 1 \_\_\_\_\_  
Person 2 \_\_\_\_\_

Person 3 \_\_\_\_\_

- 4** Match the sentences to the pictures.

- 1 Go past the train station.
- 2 Turn right at the traffic lights.
- 3 Go straight on. Don't turn left or right at the traffic lights.
- 4 The bank is on your right.
- 5 Drive along the road beside the river.
- 6 Turn left at the roundabout.



- 103** Listen and check. Then repeat.

- 5** Choose the correct preposition to complete the sentences.

- 1 To get to my house, go *through* / *along* Beat Street, turn right and it's on your left.
- 2 My house is *between* / *next to* the Columbus Hotel.
- 3 To get to the station, walk *across* / *near* the bridge at the end of the High Street.
- 4 The bus stops *before* / *outside* my house.  
It brings me all the way home.
- 5 My house is *in front of* / *opposite* the post office.  
I can cross the road and send letters and parcels there.

- 6** Work with a partner. Student A, say which person you are on the map (1, 2 or 3). Then ask Student B for directions to somewhere on the map. Student B, give directions. Then change roles.

**A:** Excuse me. Is there a supermarket near here?

- 7** Write some directions to places from your school. Give the directions to your teacher to read out.

- 8** In pairs, listen to new directions from your partner. Say where they take you to.

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

## READING

- 1 Look at the map and read the article about Edinburgh. Match places A-E to the names in the box.

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



- 104 Listen and check. Then repeat.

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

- 1 Edinburgh is the largest city in Scotland.
- 2 Lots of people visit the castle in the summer.
- 3 You can walk from Edinburgh Castle to Holyroodhouse.
- 4 The Camera Obscura museum is about the history of Edinburgh.
- 5 The Queen sometimes stays at Holyroodhouse.
- 6 The Scottish Parliament building is closed to visitors.
- 7 Princes Street is a good place to go shopping.
- 8 All of Edinburgh's guided tours are on foot.

Hey guys! I'm going to Edinburgh, the capital of Scotland, soon. Have you got any advice for me?

Lucky you! Edinburgh's great. It isn't the biggest city in Scotland, but it's very beautiful and has an amazing history. The best place to start is Edinburgh Castle. This sits up on top of Castle Rock and from here you can see the whole city below you. It gets very busy in the summer.

Next, walk down the Royal Mile, through Edinburgh's 12th-century Old Town. Don't miss St Giles' Cathedral and the Camera Obscura. This amazing museum is all about how we see things, and has floating fish, funny mirrors and a 3D tunnel of stars. They sell great postcards there.

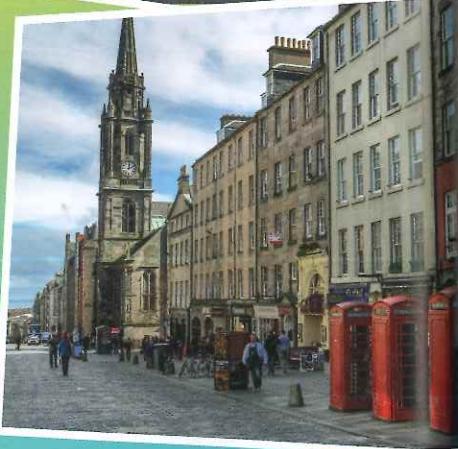
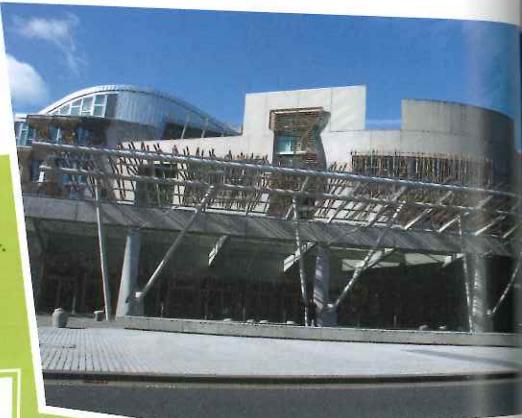
At the bottom of the Royal Mile is the Queen's Edinburgh home, the Palace of Holyroodhouse. When the Queen isn't there, you can visit the rooms and gardens. Next to the Palace is the Scottish Parliament. Spanish architect Enric Miralles designed it. Parts of it look like fishing boats on the beach. There are also roof gardens and fountains. And you can visit it for free!

You should also go to Edinburgh's New Town. This area isn't very new actually – it's over 200 years old! The most famous street in Edinburgh, called Princes Street, is in New Town. Here you find Edinburgh's best shops and department stores.

If you haven't got much time, you can see Edinburgh with a tour guide. Choose from walking tours, cycle tours and even ghost tours. These take you through the narrow streets of the Old Town late at night, and include scary stories from the 18th century.

Don't forget to take a good guidebook – and your raincoat. It often rains in Edinburgh. Have a great time!

105



### TALKING POINTS

Would you like to go to Edinburgh? Why / Why not?  
What would you like to do there?  
Do you enjoy visiting cities?  
What kind of museums do you like best?

## VOCABULARY

### Compound nouns

In English, it's possible to make new words by putting two words together: *bus + stop = bus stop*. These are called compound nouns. Sometimes they are written as one word and sometimes as two. Do you do this in your language too?

- Look at the map, text and Exercises on page 84, and find 12 compound nouns.
- Match the words on the left of the box to the words on the right to make compound nouns. Remember some are one word and some are two.
- EP

post	guide
cycle	tour
walking	coat
guide	card
tour	book
rain	tour

- 106 Listen and check. Then repeat.

- 3 Complete the sentences with compound nouns from Exercise 2.

- I found a \_\_\_\_\_ with a really nice picture on it to send to my friend.
- I'm glad I wore a \_\_\_\_\_ yesterday because the weather was terrible.
- Our \_\_\_\_\_ was so funny. I loved her stories about the city.
- That \_\_\_\_\_ was fun, but my feet hurt now!
- I read in the \_\_\_\_\_ that this castle is 1,000 years old.
- The \_\_\_\_\_ was brilliant. We rode all around the city.

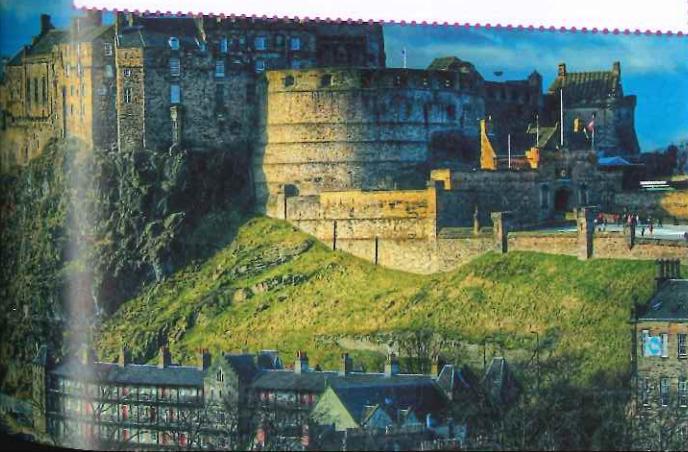
## PRONUNCIATION

### Compound nouns

- 107 4 Listen to the compound nouns and underline the stressed words.

cycle tour

In compound nouns, which word do we usually stress? Listen again and repeat the words.



## LISTENING

- 108 1 Listen to Rob talking to a friend about a visit to Edinburgh. Which place did Rob visit at each time?

- 0 Friday evening B

### Times

- Saturday morning
- Saturday afternoon
- Saturday evening
- Sunday morning
- Sunday afternoon

### Places

- |                          |                       |
|--------------------------|-----------------------|
| <input type="checkbox"/> | A Scottish Parliament |
| <input type="checkbox"/> | B Old Town            |
| <input type="checkbox"/> | C Theatre             |
| <input type="checkbox"/> | D New Town            |
| <input type="checkbox"/> | E Museum              |
| <input type="checkbox"/> | F Edinburgh Castle    |
| <input type="checkbox"/> | G Cathedral           |
| <input type="checkbox"/> | H Holyroodhouse       |

- 2 In pairs, compare your answers. Listen again and check.

## WRITING

### PREPARE TO WRITE

#### An article

GET READY Look at the article about Edinburgh again and find all the examples of *this* and *these*. Then complete the paragraph about London with *this* or *these*.

London is the capital city of England, and has lots of interesting buildings you can visit. One of <sup>1</sup> \_\_\_\_\_ is Buckingham Palace, the Queen's London home. From here you can walk to St James's Park. <sup>2</sup> \_\_\_\_\_ is a lovely place to stop for a rest and a picnic. Many people like to see shows when they are in London. You can get tickets for <sup>3</sup> \_\_\_\_\_ online or in Leicester Square. And don't forget about Harrods! <sup>4</sup> \_\_\_\_\_ shop is famous around the world.

PLAN Make a list of interesting and famous places in a city you know well. Choose three, and make notes about them. You could include information such as:

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

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

IMPROVE In pairs, read your own text and your partner's. Did you write about the same places? Check for mistakes with *this/these*. Give your partner two ideas to make their text better.

# CULTURE

## SCOTLAND

### FACTFILE

### Scotland

0

Scotland is part of the United Kingdom.

**Population:** Around 5.4 million people

**Languages:** English, Gaelic and Scots

**Capital city:** Edinburgh



- 1 Read the sentences and look at the map. Match the sentences to the places.

- 1 This city is in the west of Scotland. It is the largest city in Scotland.
- 2 This city is in the north of Scotland. It is the capital of the Scottish Highlands.
- 3 This city is near the coast in the east of Scotland. It is the capital of the country.

- 2 Read and match the photos (A-E) to the texts (1-5).



109

## SCOTTISH HIGHLIGHTS

Are you looking for a great place to spend your next holiday? Then come to Scotland! Find out more about this interesting country and things you can do, see ... and eat!

- 1 The Great Highland Bagpipe is a Scottish musical instrument. It is a woodwind instrument. To play the instrument, the bagpiper fills the bag with air and pushes it out with his elbow.
- 2 The Highland Games happen around Scotland from June to September. People celebrate Highland Games in other parts of the world too. There are different sporting competitions at the games. These test throwing, pulling and strength. The games are competitive but people can also enjoy music and dancing.
- 3 For special events, like parties, Scottish men often wear a kilt. Kilts are skirts. They are usually made of coloured or black wool with a 'tartan' pattern. Members of the same family ('clan') have their own, specific tartan. Men often wear shoes called Brogues with their traditional clothes.
- 4 In Scotland, there is a famous biscuit called shortbread. One of the most important things in shortbread is butter. Butter is also an ingredient in a popular Scottish sweet called fudge.
- 5 The School of Art and the Queen's Cross Church in Glasgow are both buildings by the famous Scottish architect Charles Rennie Mackintosh. There are also a lot of beautiful, historical castles in Scotland to visit.



**3** Match the headings to the texts.

Buildings Clothes Food Music Sports

**4** Read the texts again and answer the questions.

- 1 What does a bagpipe player fill the bag with?
- 2 When are the Highland Games in Scotland?
- 3 When do men wear kilts in Scotland?
- 4 What ingredient is in shortbread and fudge?
- 5 Where is Queen's Cross Church?
- 6 Which buildings are by Charles Rennie Mackintosh?

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

- 1 repeated lines or colours
- 2 this person draws buildings
- 3 a social activity with lots of people
- 4 a type of instrument, like the bagpipes, flute or clarinet
- 5 trying to win something or get points for something

## TALKING POINTS

Would you like to visit Scotland? Why? / Why not?

**7** Listen to the conversation again. Are the sentences right (✓) or wrong (✗)?

- 1 Emma and her family have plans to go to Scotland and Ireland.
- 2 Emma needs to choose two activities.
- 3 Emma really likes geography.
- 4 You can see 14 castles on the tour.
- 5 The castle tour leaves the hotel before eight in the morning.
- 6 They can watch and listen to music and dance in the afternoon at the Highland Games.
- 7 Emma needs to bring her friend fudge.

**8** Listen again and complete the table.

	Things to do or see
Castle Tour	
Highland Games	

**9** Which of the two tours would you like to do? Why?

**6** Listen to Emma talking to her friend about the summer holidays. What does she decide to do with her family?

- a visit a castle      b watch the Highland Games



## PROJECT

A brochure

Imagine you work for a tour company. In pairs, design a brochure to attract visitors to your area.

- Make notes about:
  - local events visitors can go to
  - typical food visitors can try
  - important buildings to visit
  - music they can listen to
- Find or take some photographs of your local area, make a brochure.
- Present your brochure to another pair.

# 15 MYSTERIES IN NATURE



## ABOUT YOU

What are your favourite places or things in nature?

What activities do you like doing outside?  
Where do you like doing them?

## VOCABULARY AND READING

### Geographical features

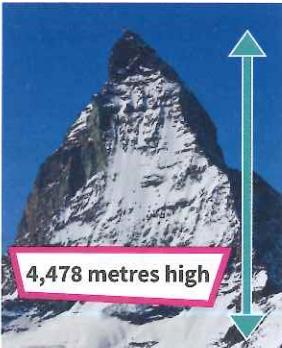
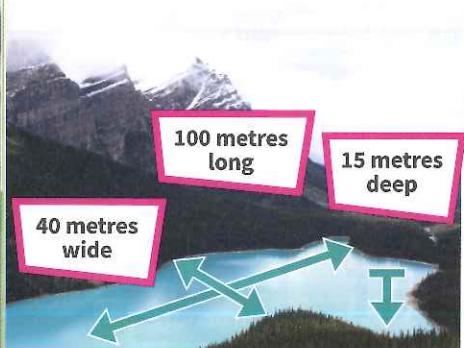
- 1** Match photos A–H to the words in the box.  
Use each word once only.

EP

cliff      field      island      lake      mountain  
river      snow      water

- 111** Listen and check. Then repeat.

- 2** Look at the photos and complete the sentences with *wide, high, long* and *deep*.



- 1 Mount Everest is 8,848 metres \_\_\_\_\_.  
2 The Amazon River is 11 kilometres \_\_\_\_\_ and 6,400 kilometres \_\_\_\_\_.  
3 Lake Titicaca is 107 metres \_\_\_\_\_.

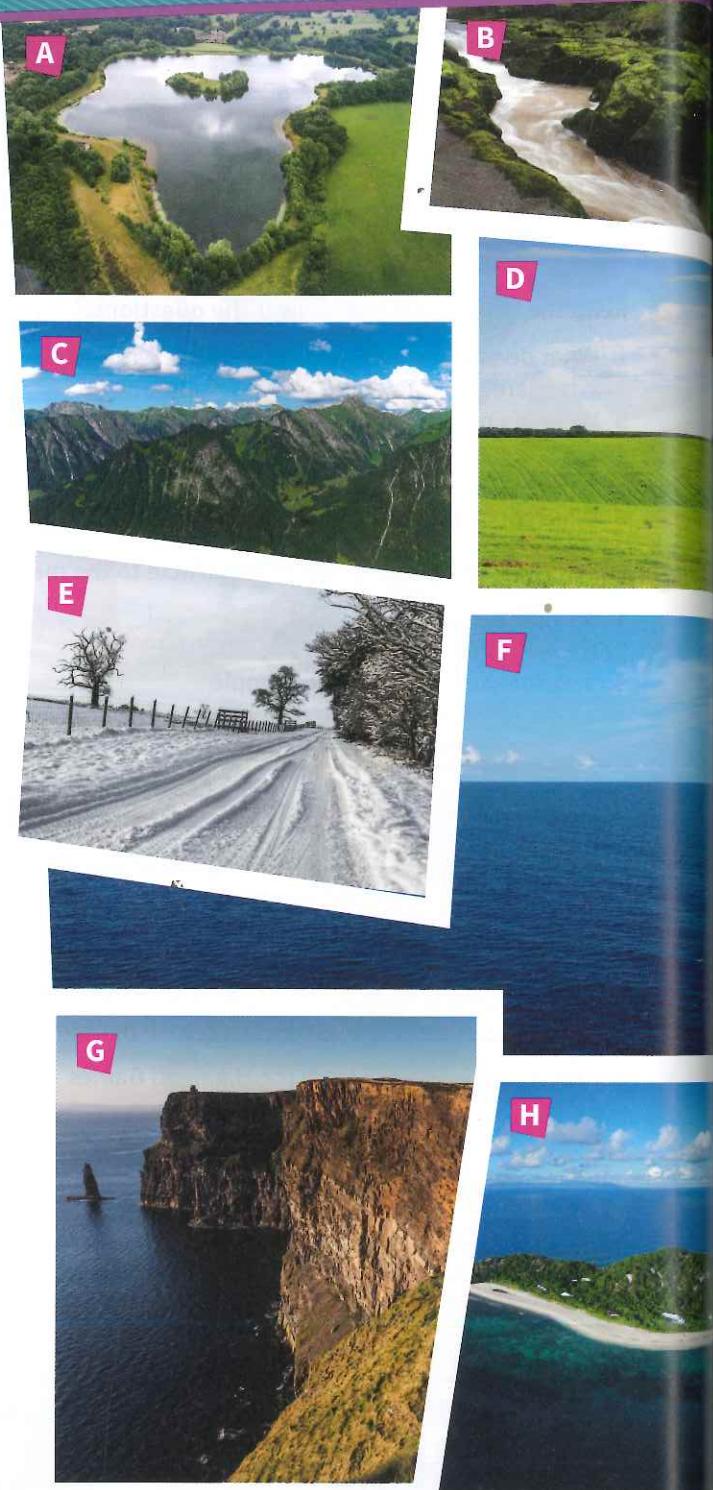
- 3** Match the words in Exercise 1 to the adjectives in the box.

EP

deep      high      long      wide

- 4** Think about your country. Give the names of ...

- two high mountains
- an area of deep water
- a long river
- a wide lake.



- 5** What can you see in the photos on page 91? What do you think this strange story is about?

- 6** Read the article quickly. Check your answers to Exercise 5.

- 7** Read the article again. Complete the text with *wide, high, long* and *deep*.

- 8** In pairs, discuss these questions.

- 1 Do you think the Yeti is real, or is it just a story?
- 2 What do you think the footprint in the snow belongs to?

# Is the story real?

112

In 1951, a British explorer, Eric Shipton, was climbing in the Himalayas, south of Mount Everest. He wasn't exploring alone. There were several climbers and Sherpas with him. They weren't climbing that day, but they were walking through thick snow on a mountain 6,000 metres <sup>1</sup> when they saw a line of footprints. They followed the footprints for 500 metres. The footprints were 33 cm <sup>2</sup>, 20 cm <sup>3</sup> and a few centimetres <sup>4</sup>. It wasn't a bear. The footprints were much too big. The Sherpas said the animal usually lived in the forests and didn't often come up into the snow. Their name for the animal was the Yeti, or the Wild Man of the Snows. People still come back from the Himalayas today with stories of seeing the Yeti.



## GRAMMAR

### Past continuous

- 1 Read the table. Complete sentences 1–4 using the verbs in the article.

Positive	Eric Shipton The climbers	<b>was</b> <b>were</b>	1 _____ in the mountains. 2 _____ through thick snow.
Negative	Eric Shipton The climbers	<b>wasn't</b> <b>weren't</b>	3 _____ alone. 4 _____ that day.
Questions	<b>Was</b> <b>Were</b>	I/he/she/it you/we/they	looking for footprints?
Short answers	Yes, No, Yes, No,	I/he/she/it was. wasn't. you/we/they were. weren't.	

## » GRAMMAR REFERENCE AND PRACTICE PAGE 152

- 2 What was happening yesterday afternoon? Complete the sentences with the past continuous form of the verbs.

- 0 'Was Suzie helping (help) her teacher?'  
'Yes, she was.'
- 1 The boys play (play) football in the park. They not run (not run) very fast because the grass was too long.
- 2 you climb (climb) that tree?  
'No, I climbed'
- 3 My friend watch TV (watch) TV. She not tidy (not tidy) her room.
- 4 'the students working (working) on the computer?' 'Yes, they were'

## 3 Correct the mistakes in the sentences.

- 1 We are playing football in the park yesterday morning.
- 2 I lost it at the party when we are dancing.
- 3 We aren't reading stories about strange animals in class yesterday.
- 4 She isn't thinking and she dropped her bag.



## PRONUNCIATION

### Rising and falling intonation

113

#### 4 Listen and repeat.

My brother was riding his bike.  
My dad wasn't working in the garden.  
Were they climbing in the mountains?  
Were you looking for footprints?

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

What were you doing ...  
... last Sunday morning at eleven o'clock?  
... yesterday at seven o'clock in the morning?  
... last Saturday at one o'clock?  
... last Monday evening at six o'clock?

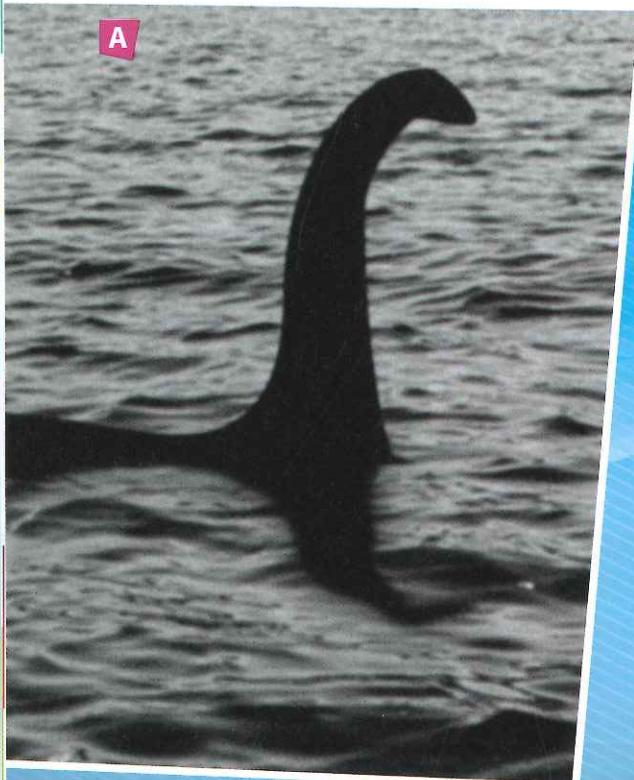
What were you doing last Sunday morning at eleven o'clock?

I was at the sports centre.  
I was swimming with my mum.

## READING

1 Look at the photos. What do you know about Loch Ness and the Loch Ness Monster?

2 Read the article quickly and match the pictures A-C to the paragraphs 1-3.



A

3 Read the article again and answer the questions.

1 When do people think they see things on the loch?

2 What does 'loch' mean?

3 How big is Loch Ness?

4 Which has more water: the lakes of Wales and England or Loch Ness?

5 When did people first see a monster?

# LOCH NESS

1

Loch is the Scottish Gaelic word for 'lake'. Loch Ness is in the north of Scotland not far from Inverness. The loch is 230 m deep – it's the second deepest loch in Scotland – 36 km long and nearly 3 km wide. There's more water in Loch Ness than all the water in all the lakes in England and Wales. That's a lot of water for something to hide in!

2

The weather around the loch changes quickly. One minute it's sunny, the next it's cloudy, the next there's a bit of rain, and then it's sunny again. It can be a windy place, too. Clouds move quickly through the sky and on sunny days the clouds make shadows on the water. It's easy to think you see something in the water. When it's foggy, the fog sits on the loch and it's possible to think you see things then too.

3

The story of the Loch Ness Monster, or 'Nessie', started about 1,500 years ago. Then people called it a giant water animal. In the 1930s, a new road beside the loch brought more people to the area and more people started to see more strange things. In fact, over 1,000 people think they saw a strange animal in the loch.

There are several photos of some of the strange animals. Could any of them be Nessie?



### TALKING POINTS

Do you think there is a monster living in Loch Ness?

If not, why do so many people think they see something?

## VOCABULARY

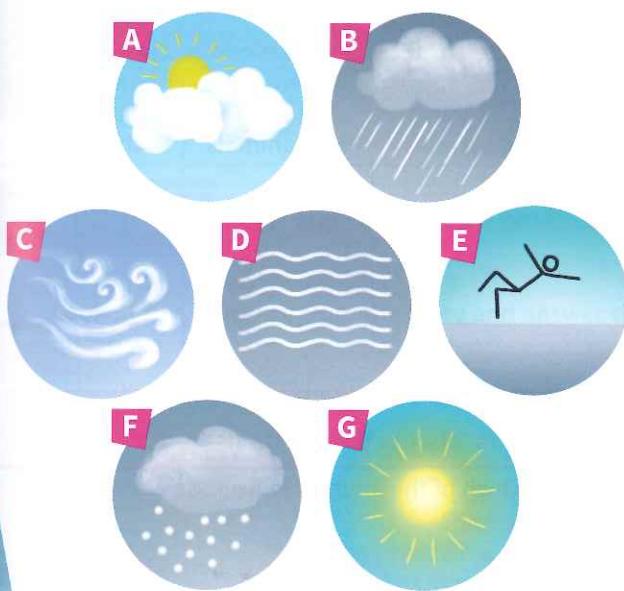
### The weather

1 Complete the table with the adjectives.

EP

Nouns	Adjectives
cloud	cloudy
fog	
ice	
rain	
snow	
sun	
wind	

2 Now match the adjectives to the symbols.



3 Complete the facts using the words in Exercise 1.

- Wellington in New Zealand is a very ..... city. The ..... blows at more than 50 km an hour for more than half the year.
- New York can be very ..... in winter. In some years, the ..... is more than 50 cm deep.
- Valletta, the capital of Malta, has more ..... days than other cities in Europe. On most days there are no clouds in the sky.
- Mawsynram in India is the wettest place in the world. There is ..... most days of the year and people always carry an umbrella.

4 How would you describe your town or city? Use the word from Exercise 1.

In winter, Moscow, is a very snowy city. There is deep snow everywhere from November to March.

### LISTENING



1 Peter was on holiday with a friend in Scotland last summer. They were looking for the Loch Ness monster. Listen and answer the question.

What was the weather like?



2 Listen again and answer the questions.

- What day of the week was it?
- What did Peter do after he woke up?
- What could Peter see on the other side of the loch?
- What did Peter think he could see in the water?
- Why did Peter wait before he took the photo?
- What did his friend see in the water?

### SPEAKING

1 What other stories about strange animals do you know? Do you know the names of any mythological animals?

Use the questions to help you with your ideas.

Where does the animal live?

In which country?

In the forest / water / mountains?

What does it look like?

Is it big / small?

Does it fly?

Is it friendly / shy?

What is it called?

Are there any pictures or photos of it?

Is it real or just a story?

In pairs, tell your partner about your strange animal.

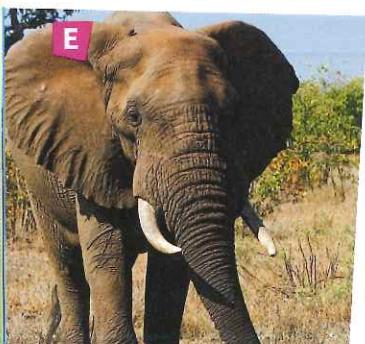
# 16 AMAZING ANIMALS



## ABOUT YOU

- 11 Watch the video then ask and answer the questions in pairs.

What animals do people in your family have?  
Do you like visiting zoos? Why? / Why not?  
Is there any animal in particular that you like?



## VOCABULARY

AND

## READING

### Animals

- 1 Match the photos A–J to the words in the box.

EP

bear	chicken	duck	elephant
insect	lion	monkey	mouse
rabbit	rat		

- 116 Listen, check and repeat.

- 2 Complete the table with the words in Exercise 1. Which of the animals can you keep as pets?

Wild animals	Farm animals	Both

Now add other animals that you know.

- 3 In pairs, discuss the questions.

- Which of the animals in Exercise 2 can help people?
- How do they help?
- What can they do?

- 4 Look at the photos on page 95. Are these wild animals, pets or farm animals?

Now read the story quickly. Which animal helped Jack?

- 5 Choose the best title for the story.

- A quiet walk in the forest
- Bear to the rescue
- Alone with a mountain lion

- 6 Read the story again and answer the questions.

- What time of year was it?
- Was Jack walking in this area for the first time?
- How many bears did he see?
- Was the bear afraid of Jack?
- What jumped onto Jack's back?
- Which was the larger animal, the mother bear or the mountain lion?
- What did the bear do next?
- What did the mountain lion do next?

One day in May, Jack Smith was walking in Northern Oregon. It was a place he liked walking in and he knew it well. He was walking along a path when he saw a black bear, a female with her two babies. One was about a year old, the other was only a few months. Jack stopped to watch the bears. Because Jack walked along the path regularly, the bear knew who he was. It wasn't afraid and it didn't try to attack him. While Jack was watching the bears, something large and heavy hit him from behind. It was a mountain lion! Jack tried to get away from the mountain

lion. Then, while he was fighting it, the mother bear ran towards him. But the bear didn't attack Jack, it attacked the mountain lion. The bear was much bigger than the mountain lion. While the mountain lion was attacking Jack, the bear stood on its two back legs and pulled the mountain lion off Jack's back. The mountain lion ran off into the trees. Then the bear went back onto its four feet and looked at Jack for a moment, before it walked back to look after its babies.

Jack wasn't badly hurt. He was sure the bear recognised him and wanted to save his life.

## GRAMMAR

### Past simple and past continuous

- 1** Look at this sentence from the story and answer the questions.

A

B

He **was walking** along a path when he **saw** a black bear.

- 1 Which verb is past simple, and which verb is past continuous?
- 2 Which action, A or B, started first?
- 3 Which action, A or B, interrupted the other?

### » GRAMMAR REFERENCE AND PRACTICE PAGE 153

- 2** Find three sentences with *while* in the story. Answer questions 2 and 3 in Exercise 1 about them.
- 3** Find all the other examples of the past simple and the past continuous in the story.
- 4** Complete the sentences with one verb in the past simple and one in the past continuous.

- 0 The boy was eating (eat) an ice cream when the monkey stole (steal) it.
- 1 The cats \_\_\_\_\_ (sleep) outside when the rain \_\_\_\_\_ (start).
- 2 While the girl \_\_\_\_\_ (read) a book, her phone \_\_\_\_\_ (ring).
- 3 The teacher \_\_\_\_\_ (arrive) while Katie and Adam \_\_\_\_\_ (play) a computer game.
- 4 Lucy \_\_\_\_\_ (eat) her lunch when she \_\_\_\_\_ (hear) the news.
- 5 The boy \_\_\_\_\_ (fall off) his board while he \_\_\_\_\_ (skate) in the park.

- 5** Correct the mistakes with the past simple and past continuous.

- 1 When we looking for the lions at the zoo yesterday, we found the elephants.
- 2 Yesterday while I came back home, I dropped my purse in the road.
- 3 When I waiting for the bus, I saw a monkey in the trees.
- 4 When we walk beside the lake, we heard a noise behind us.
- 5 It is snowing when I went there and very cold.

- 6** In pairs, take turns to say sentences with *when* or *while* and the past simple or past continuous. Use the verbs in the box and animals from the table on page 94.

climb	drive	eat	find	open
run	sit	talk	walk	write

While the man was driving along the road, a monkey jumped out of a tree.

I saw a family of rabbits when I was walking by the river.

## READING

1 Look at the photos. How are these animals helping people? Do you think it is bad to use animals in this way? Discuss your ideas with your partner.

2 Read Part 1 of the article. Match two of the photos A-C to this part of the article.

3 Read Part 1 of the article again.

- 1 Find three things that guide horses can do.
- 2 Find two things that monkey helpers can do.

4 Look at the photos again. What do you think Part 2 of the article is about? Read it quickly to check your ideas.

5 Read Part 2 of the article again. For each question, choose the correct answer (A, B or C) for each gap.

- |             |              |             |
|-------------|--------------|-------------|
| 1 A busy    | B free       | C favourite |
| 2 A help    | B look       | C make      |
| 3 A tells   | B speaks     | C says      |
| 4 A arrives | B brings     | C collects  |
| 5 A shall   | B need       | C should    |
| 6 A project | B activities | C jobs      |

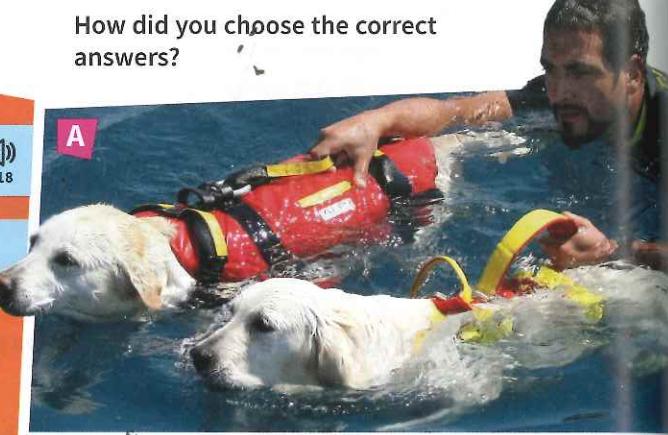
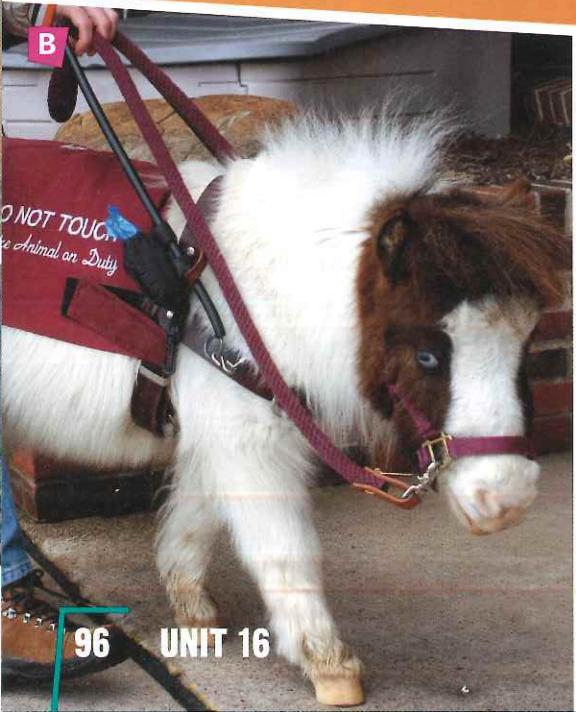
6 In pairs, look at all the choices for Exercise 5 again and answer the question.

How did you choose the correct answers?

# Our Animal Friends

118

Animals can help people in many different ways. They can help people in their homes and in their daily lives. They can also save people when they are in danger, for example in the mountains or in the sea. When people think of animal helpers, most people think of guide dogs for the blind (people who can't see). But do you know about guide horses? These small horses help blind people move around a city or town. For example, they travel with them in taxis, cross roads and even help them get on and get off buses. Horses live much longer than dogs, so they can be with the person for a long time. Other animals can be helpers too. Monkeys are very clever and can look after people in many different ways. They can pick up your phone when you drop it. They can turn on the television for your favourite programme and turn off the television when it finishes. However, many people think that monkeys shouldn't be animal helpers because they are wild animals.



2 Most dogs are good at swimming but the dogs in the photo are very, very good at it. They work on <sup>1</sup> beaches in Italy during the summer, keeping people safe in the sea. They can jump from helicopters and fast boats, and <sup>2</sup> people in danger in the water.

'Dogs don't get tired as quickly as we do,' <sup>3</sup> Emilio, their trainer. 'A dog is strong and it can swim fast. It gets to a swimmer faster than we can and then it <sup>4</sup> the person back to the beach.'

It takes three years to teach these dogs everything they <sup>5</sup> to know. Then they are ready to do their <sup>6</sup>.

People often think of animals as their friends, but these amazing animals are much more than that.



### TALKING POINTS

Were you surprised by any of the animal helpers in the article? Which ones? Why?

Discuss your ideas with your partner.

## VOCABULARY

### Phrasal verbs

- 1** Match the phrasal verbs from Part 1 of the article to the meanings.

EP

- |                     |  |
|---------------------|--|
| 1 <b>get on</b>     | a start something working  |
| 2 <b>get off</b>    | b stop something working   |
| 3 <b>look after</b> | c take something off the floor                                     |
| 4 <b>pick up</b>    | d enter a bus, train, plane or boat                                |
| 5 <b>turn off</b>   | e leave a bus, train, plane or boat                                |
| 6 <b>turn on</b>    | f help someone when they are ill or cannot do something themselves |

- 2** Complete each sentence with one of the phrasal verbs in Exercise 1 in the correct tense.

- 0 It was starting to rain when I got off the bus, so I opened my umbrella.
- 1 Please take your bags from the floor and put them on the shelf.
- 2 Finally, the boat arrived to take us across the lake. But it was full and we couldn't get on.
- 3 I can only do my homework when it's quiet. Please can you turn off the radio?
- 4 I helped my mum when she was ill. I made her meals and drinks.
- 5 I woke up suddenly in the night and it was very dark, so I turned on the light.



## PRONUNCIATION

/u:/ and /ʊ/



- 3** Listen to the sounds /u:/ and /ʊ/.

1.19

Then put the words in the box in the correct columns.

do	food	foot	good
group	look	move	put
suit	took	true	two

/u:/ move

/ʊ/ look



1.20 Listen and check. Then repeat.



## LISTENING



- 1** Listen to the radio interview between Jim Townes and Sue Green. Sue talks about things children learn from looking after pets. How many things does she talk about?



- 2** Now listen again and make notes in the chart about what Sue says children learn from pets.

Food	Keeping them clean	Animals, not toys



- 3** Do you think Sue is right? What other things can children learn when they look after a pet?

## WRITING



### PREPARE TO WRITE

#### A story

**GET READY** Look at the three pictures. What does each one show? Compare your ideas with a partner.

**PLAN** In your story you have to write about all of the pictures. Read the questions and make notes.

- 1 What happened in the first picture?
- 2 What happened in the second picture?
- 3 What happened in the third picture?
- 4 What was the end of the story?



- WRITE** Write the story shown in the pictures. Write 35 words or more.

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

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

# LIFE SKILLS

## SOCIAL RESPONSIBILITY

### PROTECTING ANIMALS



#### LIFE SKILLS

##### Protecting animals

We can protect pets and animals in the wild by:

- making sure they have food and water
- making sure they have a safe place to live
- being kind to them

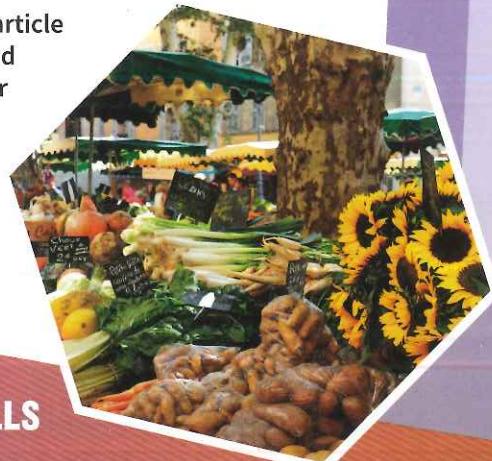
- 1** Read the sentences in the speech bubbles and answer the questions.

Animals are not toys.

We should be kind to animals like we are kind to people.

- 1 Do you agree with the sentences? Why? / Why not?
  - 2 Which sentence do you prefer? Why?
  - 3 Do you have a pet? Have you ever visited an animal reserve or seen a wild animal?
- 2** Think of the animals in your country and answer the questions.
- 1 Which are in danger? What problems do they have?
  - 2 Can people help them? How?
- In pairs, compare your ideas.
- 3** Look at the title of the article and the photos. How do bees help us? Why is it important to protect bees? What is the bee collecting in the photo?

- 4** Read the article quickly and check your answers.



## save the bees!

**1**

### Are bees important?

Bees are a very important part of our ecosystem. Bees pollinate plants. In fact, about 30% of the food we eat depends on bees. Bees help people in other ways too. For example, they make the honey we eat and wax for candles and cleaning wood.



In many areas of the world, bees are in danger. People build houses, offices and factories on their homes. Farmers use strong chemicals on plants to stop insects eating them. But these chemicals also kill bees.

**2**

### How does Mikaila Ulmer help bees?



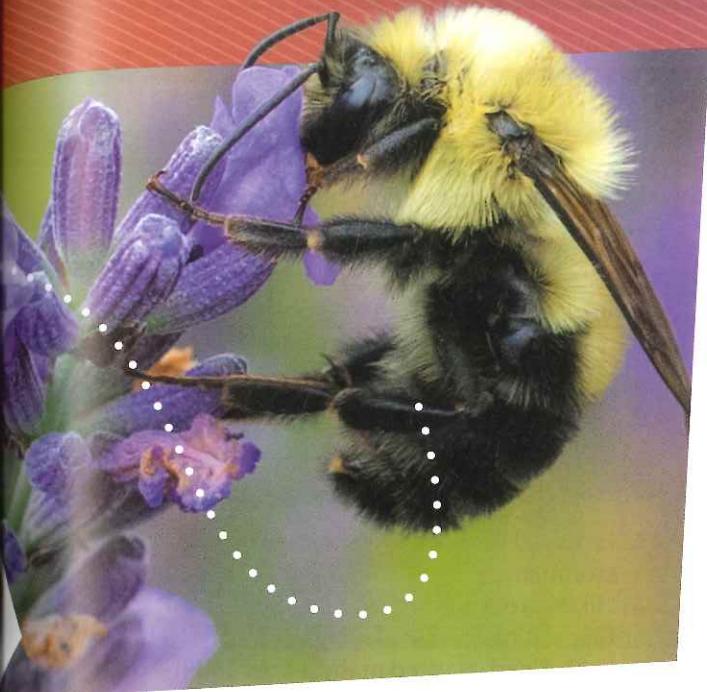
Mikaila Ulmer, from Texas, is a girl who has her own lemonade company. She gives part of the money she makes selling lemonade and other products to charities to save bees. She teaches people about the importance of bees and how they help us. Mikaila has her own blog called Beelieve Blog. On her blog she shares information about her company and her projects.

**3**

### How can we help bees and other insects?

There are a lot of different ways we can help protect bees and other insects. For example, we can:

- use fewer chemicals on plants
- learn more about organisations and people working to protect insects and their homes
- learn more about insects and how they help us
- start a blog on an animal or insect you think needs our help.



**5** Read the text again. Are the sentences right (✓) or wrong (✗)?

- 1 Bees are not important animals.
- 2 Bees help us to make candles.
- 3 Bees are in danger in some places.
- 4 Michaela's company only sells honey.
- 5 Michaela has a blog.
- 6 We cannot help protect bees and other insects.

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

- 1 we use this to make candles
- 2 moving pollen from one plant to another
- 3 organisations helping something or someone and raising money
- 4 all the plants and animals in one place and how they live together
- 5 to keep safe



**TALKING POINTS**

Do you like bees or are you afraid of them?  
What other animals are in danger?

**7** Listen to Jayden and Alice talking. What are they talking about?

- a They are talking about making honey.
- b They are talking about birds and turtles in the wild.
- c They are talking about rescue centres and volunteer jobs.

123 8

Listen again and write Alice or Jayden.

- 1 \_\_\_\_\_ is looking at a website.
- 2 \_\_\_\_\_ is afraid of bees.
- 3 \_\_\_\_\_ says we get honey and wax from bees.
- 4 \_\_\_\_\_ finds a centre with rabbits, cats, dogs and rats.
- 5 \_\_\_\_\_ has music lessons on Saturday mornings.
- 6 \_\_\_\_\_ is going to call to find out more.

**9** Look at the list (a-f). Number the top three ways you think we can help animals. Compare your answers with your partner.

- a We can donate money.
- b We can protect animals.
- c We can volunteer our time.
- d We can make sure that animals have food and water.
- e We can protect their homes.
- f We can find out ways to help animals.

**10** Complete the sentences with the words in the box.

donate      make sure      protect      volunteer

- 1 I want to \_\_\_\_\_ at an animal rescue centre at weekends.
- 2 There are a lot of different ways to \_\_\_\_\_ animals. You can find out more online.
- 3 I want to \_\_\_\_\_ part of my pocket money to an animal rescue centre.
- 4 We need to \_\_\_\_\_ animals have safe homes, food and water.

**PROJECT**

A poster about protecting animals

In small groups, make a poster about protecting animals.

- Choose an animal. Is it a pet or a wild animal? How big is it?
- Design a small poster to help people know more about your animal. Include:
  - pictures of your animal or its home
  - what your animal needs
  - how people can help your animal
  - how we can protect it.
- Take turns presenting your posters to another group.
- Display posters in the classroom.

# REVIEW 4 UNITS 13–16

## VOCABULARY

### 1 Find the odd word out in each set.

- 0 lake **cloudy** mountain field
- 1 duck monkey playground rabbit
- 2 library insect bridge post office
- 3 race headache temperature pain
- 4 helicopter bicycle bus roundabout
- 5 deep rest wide high

### 2 Read the definitions and complete the words.

- 0 When the weather is like this, it's difficult to see where you're going.  
**f o g g y**
- 1 You put this on to keep you dry when it is wet.  
**r u n g a**
- 2 You stop your car and wait when this is red. You go when it is green.  
**t u g   f u c   i g h**
- 3 We get eggs and meat from this farm animal.  
**c u u c**
- 4 This is an animal and also something we use with our computers.  
**m u u s**
- 5 Doing lots of this keeps you healthy.  
**e x u u i g e**

### 3 Complete the sentences with the correct form of the phrasal verbs in the box.

get on    get off    look after    pick up  
turn off    turn on

- 1 I was late for school this morning because I   the wrong bus!
- 2 The football match starts in a few minutes. Please can you   the TV?
- 3 While I   the train, I fell down and hurt my leg.
- 4 My sister was ill yesterday, so my dad stayed at home to   her.
- 5 It's important to   your mobile phone when you're at the cinema.
- 6 At the weekends, I   rubbish at our local park.

## GRAMMAR

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

- 1 I ate with my family *out* / *outside* the tent.
- 2 It's very easy to get to the sports centre because it's *in front of* / *opposite* my house.
- 3 I took a trip *through* / *down* the River Nile.
- 4 You *shall* / *should* bring some of your computer games.

### 2 Correct the mistakes in the sentences.

- 5 I enjoyed my holiday. Every day I was going swimming.
- 6 I liked the tennis match because Nadal and Grigor Dimitrov are playing.
- 7 In Thailand, I visited many places and the most interesting thing is eating the food there.
- 8 It is raining in Taipei when we got there yesterday.

### 3 Complete the sentences with the verbs in brackets. Use the past simple or past continuous.

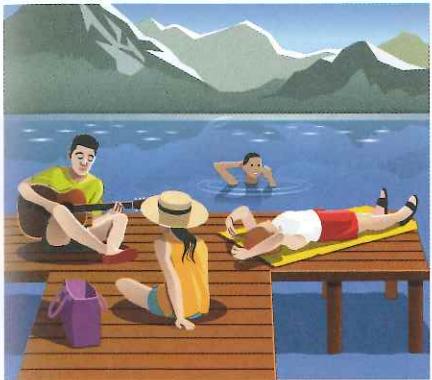
- 0 It wasn't raining (not rain) when I left (leave) the house this morning.
- 1 When I arrived (arrive) at the party, my friend sang (sing) in the living room.
- 2 I walked (walk) around the shops when I met (meet) my friend.
- 3 My dad called (call) me while I did (do) my homework.
- 4 I didn't run (not run) when I hurt (hurt) my foot. I danced (dance).
- 5 I didn't see (not see) any animals when I walked (walk) in the snow.

### 4 Give these people advice using *should* or *shouldn't*.

- 0 I've got a temperature and a headache.  
*You should take some medicine and go to bed.*  
*You shouldn't go to school.*
- 1 My running shoes are too small.
- 2 I really want a pet!
- 3 The weather's really hot and I want to go to the beach.
- 4 I've got nothing to wear to my friend's party.
- 5 I don't know the way to the museum.

## WRITING

- 1 Look at the three pictures. Write the story shown in the pictures.  
Use 35 words or more.



## LISTENING

- 124 1 For each question, choose the correct answer.  
Listen to Tessa talking to her father about her friends. What problem does each person have?

Example:

0 Eva

G

People

- 1 Leon  
2 Nat  
3 Maddie  
4 Ilsa  
5 Greg

<input type="checkbox"/>

Problems

- A foot hurts  
B broken arm  
C feels sick  
D has a cold  
E headache  
F leg hurts  
G temperature  
H toothache

## SPEAKING

- 1 Put the words in order to make questions.

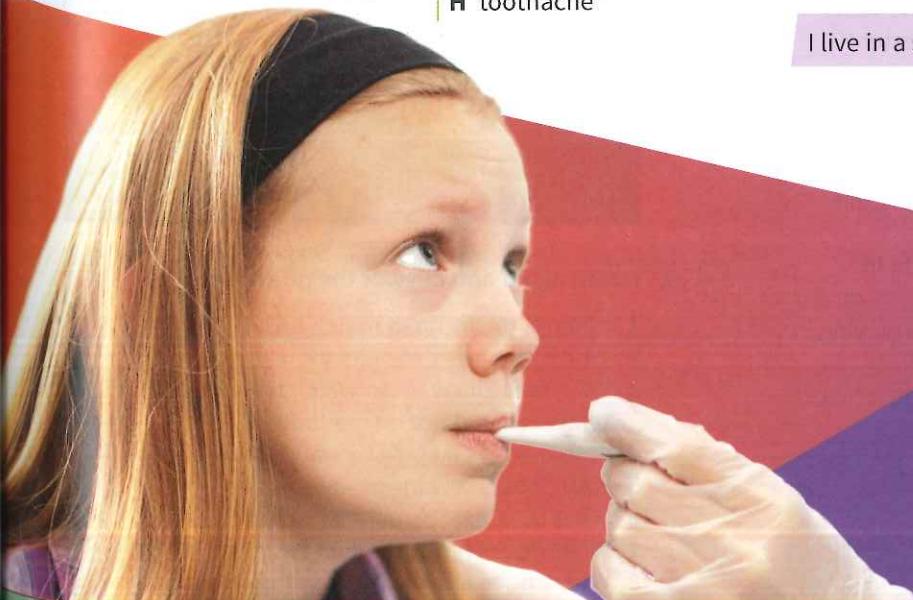
- 1 feel / how / you / start / when / do / school / holidays / the ?
- 2 your / animal / favourite / what's / ?
- 3 weather / you / best / of / what / like / kind / do?
- 4 do / like / you / when / it's / doing / what / snowy / ?

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

- 2 In pairs, talk about where you live. Take turns to speak.

Tell me about where you live.

I live in a small town. There's a park near the ...



## 17

## WHAT ARE YOU WATCHING?



## ABOUT YOU

How often do you watch TV?  
Do you watch more TV on your laptop, on your smartphone or on the television?



## VOCABULARY AND LISTENING

## Television

## 1 Complete the sentences with the words in the box.

EP

cartoons    channels    fan    live  
on demand    on TV    programme  
records    remote control    stream  
talent show    the news

- 1 It's so easy to watch TV these days. You can \_\_\_\_\_ anything at any time.
- 2 I like to know what's happening in the world, so I watch \_\_\_\_\_ every day.
- 3 TV with real people is OK, but it's more fun watching \_\_\_\_\_, like *Tom and Jerry*.
- 4 Which \_\_\_\_\_ do you want to watch? There's one about nature or one about music.
- 5 Please give me the \_\_\_\_\_. I want to turn on the television and I don't want to get up!
- 6 Watch our new \_\_\_\_\_ tonight. There are six young singers and dancers. Choose the best.
- 7 My brother's a big \_\_\_\_\_ of Manchester United. He watches all their matches.
- 8 I think our television can get more than 100 \_\_\_\_\_. I never know what to watch.
- 9 I like choosing what to watch and when I want to watch it, so I watch most of my television \_\_\_\_\_.
- 10 Ed Sheeran is playing a concert tonight in London and they are showing it \_\_\_\_\_ on television, so I can watch it while he's playing.
- 11 When my dad goes on holiday, he \_\_\_\_\_ his favourite shows and watches them when he gets back.
- 12 Have you got a newspaper so we can see what's \_\_\_\_\_ this evening?



125 Listen and check, then repeat.

## 2 How do you watch television? In pairs, discuss the questions.

- 1 Do you often watch shows live, or do you watch them on demand?
- 2 Which programmes do you usually stream?
- 3 Do you like talent shows? Which is your favourite?
- 4 How many channels do you have at home?
- 5 Which cartoons do you like watching?
- 6 When do you watch live television?



126

3 Listen to the conversation. Ella and Charlie meet in the street. What does Charlie invite Ella to do?



126

4 Listen again and answer the questions.

- 1 When is the football match on?
- 2 Which channel does Ella think the game is on?
- 3 Why does Ella want to watch the game on a television and not on her laptop?
- 4 Where does Ella plan to watch the game?
- 5 Why does Ella want to watch it live?
- 6 What did Charlie's parents do last week?
- 7 What does Charlie ask Ella to do?
- 8 Where does Ella decide to watch the match in the end?

## GRAMMAR

### Future with *going to*

1. Look at the table and then complete the rule with one word.

I'm	I'm not
He's	He isn't
She's	She isn't
It's	It isn't
We're	We aren't
You're	You aren't
They're	They aren't

*going to*

watch the programme live.  
be on TV.  
watch the programme on demand.

We can use (not) going to + the \_\_\_\_\_ to talk about future plans.

### » GRAMMAR REFERENCE AND PRACTICE PAGE 154



#### PRONUNCIATION

*going to*



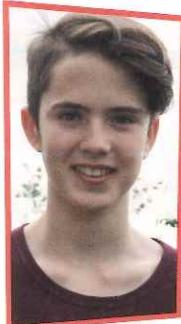
#### 2 Listen and repeat.

I'm going to watch it live at home on our big TV.  
I'm going to watch it at Charlie's on his home cinema.

- 3 Read about Michael and Chloe. Choose activities for next weekend for Michael and Chloe from the list.



**Chloe** loves all kinds of sport. She likes being outside and going to the park with her friends. She doesn't like playing video games, and on TV she only likes watching cartoons. She sometimes goes to the cinema.



**Michael** loves reading and going to the cinema. He doesn't go out with his friends very much, but he loves playing computer games and watching anything on TV. He likes watching tennis, but he doesn't play, and he sometimes goes swimming.

Visit the new computer games shop.

Play tennis.

Go to the cinema.

Go swimming.

Watch a pop concert on TV.

Go for a walk.

- 4 In pairs, answer the questions.

- What is Michael going to do? What isn't he going to do?
- What is Chloe going to do? What isn't she going to do?
- What are Michael and Chloe both going to do?

What is Michael going to do?

He's going to visit the new computer games shop.

- 5 Correct the mistakes in the sentences.

- I going to meet Grace at the park tomorrow.
- We are going play tennis at the sports centre on Sunday.
- For my party I going to invite five friends.
- You can call me this evening because I not going to watch the match.
- They not going shopping this week.

- 6 In small groups, ask and answer questions. Look at the times in the box and talk about your plans. Say some things you're going to do and some things you're not going to do.

next summer  
this evening  
next Saturday morning  
tomorrow morning  
next Sunday afternoon

What are you going to do next Sunday afternoon?

I'm going to visit my granny and granddad. I'm not going to do any homework!

## READING

- 1 Do you watch TV talent shows? How many can you name?
- 2 Read the questions and talk about your ideas with your partner.
  - a Do talent shows tell people what to say or can they choose?
  - b What different kinds of talent show are there?
  - c What do winners of talent shows usually get?
  - d Who chooses the winners?
  - e Are talent shows live?



# TALENT SHOWS

## What do you really know about talent shows?

128

Everyone knows *The Voice*! It's a talent show for people who want to become famous singers. All of the singers on the show are good and some of them are excellent! There are lots of other talent shows around the world as well. In many countries, talent shows are the most popular shows on TV.

**1** There are shows like *Got Talent* for musicians, people doing magic, singers ... and lots more. There's a show for dancers, too. It's called *Strictly Come Dancing*. Every year there are new ideas for talent shows. There are even some national talent shows for robots and singing dogs!

**2** Yes, most of the talent shows on TV are live. It's also possible to go to the **studio** and be a member of the **audience**. Then you can watch a talent show live on **stage**.

**3** I'm sure you know the answer to this one. Usually, the people watching the show on TV and in the theatre **vote for** who (or what!) they like best. Sometimes famous people are the **judges** as well. On *Masterchef*, only the professional chefs choose the winner.

**4** In a **competition** there is always a **winner**. The winner of **the final** usually gets a **prize** and sometimes becomes a **star**. On some shows the **runner-up** gets a prize too and a few of them become stars. On a few shows, the winner gets nothing – but they often become famous!

**5** Most of the time, the people on the shows can say, sing or do what they want to. Sometimes, the show tells them the words to say, so they are a bit like actors or **performers**. But this doesn't happen on all the shows.

**3** Read the article quickly and check your ideas.  
Complete the article with questions from Exercise 2.

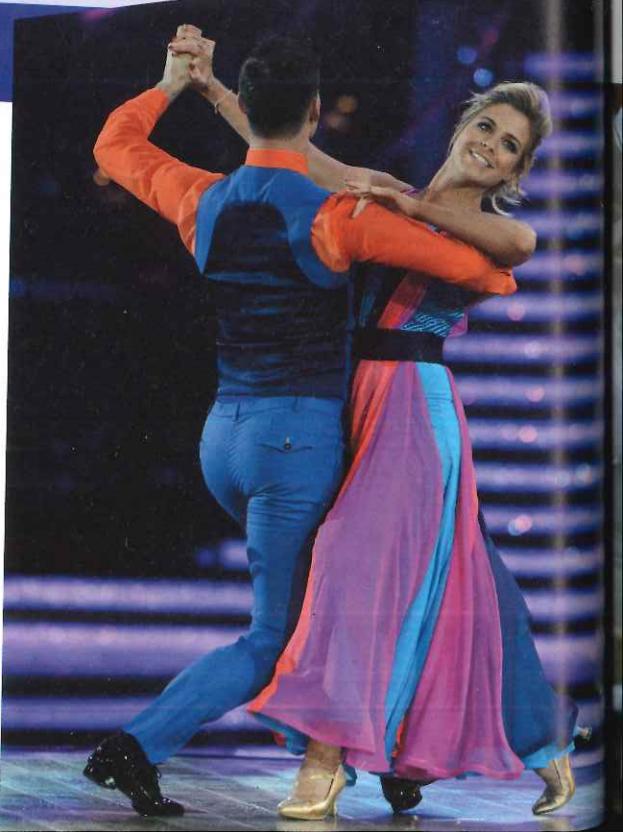
**4** Answer the questions about the article.

- 1 What talent show is there for dancers?
- 2 Where can people go to watch a talent show live?
- 3 Who are the judges of talent shows?
- 4 What happens to the runners-up on talent shows?
- 5 Why are some of the people on talent shows a bit like actors?



### TALKING POINTS

Which talent shows are popular in your country? Why?  
Which one do you like best? Why?  
Discuss with your partner.



## VOCABULARY

## Entertainment

- 1 Complete the sentences with the words from the article. Use each word once only.

EP

- 1 She's the best cook on the show. I want her to win the \_\_\_\_\_.
- 2 There were eight singers on a small \_\_\_\_\_. It was very crowded!
- 3 We went to see the live show in a very big \_\_\_\_\_.
- 4 He won a talent show four years ago. Now he's a big \_\_\_\_\_.
- 5 Sometimes the person who comes second, the \_\_\_\_\_, gets upset when another person wins.
- 6 I'd love to be in the \_\_\_\_\_ for *Got Talent* and watch the show live.
- 7 The \_\_\_\_\_ for some talent shows is money and the chance to make an album.
- 8 Talent shows often have three \_\_\_\_\_ and they choose the best person together.
- 9 Talent shows end with \_\_\_\_\_ and someone wins.
- 10 People can \_\_\_\_\_ their favourite person by text.
- 11 I think some people like being on talent shows because they are \_\_\_\_\_ and like being on TV.
- 12 The \_\_\_\_\_ of a talent show always looks very surprised – and happy of course.

- 2 Work with a partner. Take turns to ask and answer the questions.

- 1 Do you have any competitions in your school or your town? What are they?
- 2 Can you name any winners or runners-up from talent shows?
- 3 When did you last vote for someone on a talent show?
- 4 What do you think the best prize for a talent show is?
- 5 Would you like to be in the audience for a talent show? Why?
- 6 Would you like to be a performer in a talent show?
- 7 Do you usually agree with the judges on a talent show?
- 8 Which stars or famous people started by winning a talent show?



## LISTENING

129

- 1 Listen to Evie talking to her friend Ben about a talent show called *Singer Search*. Who won last night's show?



129

- 2 Listen again. Which singer:

- 1 had a fantastic voice?
- 2 didn't choose the best song?
- 3 looked nervous?
- 4 did Ben vote for?
- 5 did Evie vote for?
- 6 wasn't a brilliant singer?
- 7 had fantastic clothes?
- 8 was the runner-up?

## SPEAKING

- 1 Ask and answer with a partner.

- 1 What TV programmes do you like to watch?
- 2 What's your favourite programme?
- 3 What was the last thing you watched?
- 4 Where do you watch TV at home?
- 5 Do you watch TV alone or with your family?

# 18

# MAGAZINES AND BOOKS

## TEEN Magazines

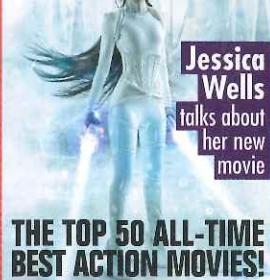


### ABOUT YOU

12 Watch the video then ask and answer the questions in pairs.

What books do you like to read?  
 What's your favourite book?  
 Why do you like reading it?  
 Does your school have a school newspaper or magazine?  
 What do you like reading in your school newspaper/magazine?

### FILM FAN



THE TOP 50 ALL-TIME BEST ACTION MOVIES!

[Film Fan >](#)

### LOL!



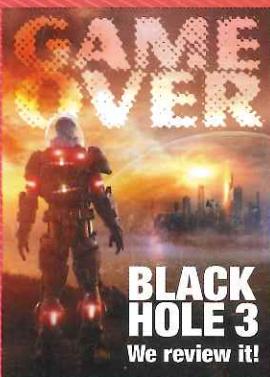
[LOL! >](#)



[Mountain Bike Monthly >](#)



[Footie Time >](#)



[GAME OVER >](#)



[I ❤️ Animals >](#)

### VOCABULARY AND LISTENING

#### Magazines

- Look at the magazines on the website. What do you think each one is about? Discuss with your partner.
- Match the magazine descriptions to the titles in the photos.
  - Out and about on rough roads
  - The latest football news
  - Music, fashion, TV, bloggers and vloggers
  - Information on hundreds of animals
  - The newest and best films
  - All the new video games
- Which of these magazines would you like to read? Why? Tell your partner.

- 4 Look at the words in the box for things you find in magazines. Match the words to the definitions.

EP

advertisement	article	cartoon
headline	information	interview
photograph	review	

- a written opinion about a book, film or TV programme
- information about a product to make you buy it
- a picture made using a camera
- facts about a situation, person or event
- a funny drawing
- the title of a magazine story in large letters
- a written conversation usually between people
- a piece of writing in a magazine



Listen and check. Then repeat.



- 131** **5** Listen to Aboudi, Serena and Oliver. They're making plans for their school magazine.

- 1 Is the magazine going to be on paper or online?
- 2 Is it going to be weekly or monthly?



- 131** **6** Listen again. Tick (✓) the things the friends want to include in their magazine.

advertisements	<input type="checkbox"/>
articles about albums	<input type="checkbox"/>
book reviews	<input type="checkbox"/>
cartoons	<input type="checkbox"/>
film reviews	<input type="checkbox"/>
information about the school	<input type="checkbox"/>
interviews with teachers	<input type="checkbox"/>
music reviews	<input type="checkbox"/>
photographs	<input type="checkbox"/>
stories	<input type="checkbox"/>
video game reviews	<input type="checkbox"/>
website addresses	<input type="checkbox"/>

## GRAMMAR

### Making suggestions

- 1** Look at the four ways of making suggestions. Which one is different and why?

Why don't we write down some ideas now?  
Let's have some stories too.  
Shall we include advertisements?  
Why not ask your dad about it?

A suggestion is a plan or idea that you want someone to think about.

Look at the examples from the recording.  
The words in purple are different ways of making suggestions.

» GRAMMAR REFERENCE AND PRACTICE PAGE 155

- 2** Put the words in the correct order to make suggestions.

Add a full stop or a question mark and start the sentence with a capital letter.

- 1 we / don't / go / to / skatepark / why / the
- 2 the / new / see / let's / film / Turkish
- 3 ask / come / Mina / why / to / not
- 4 meet / we / there / at / shall / eight

- 3** Complete the conversation. Use each phrase from Exercise 1 once. There is often more than one right answer.

- Oliver:** I think we need some more help with the magazine.  
**Serena:** You're right. <sup>1</sup> \_\_\_\_\_ ask our teacher to help? Is that a good idea?  
**Oliver:** No, I don't think so. She's very busy. I can write a note and give it to all the teachers.  
**Serena:** No, that's not a good idea. We want students to see it, too. <sup>2</sup> \_\_\_\_\_ put a notice on the school website.  
**Oliver:** Excellent idea.  
**Serena:** <sup>3</sup> \_\_\_\_\_ write it now?  
**Oliver:** OK. Magazine helpers wanted!  
**Serena:** Great! <sup>4</sup> \_\_\_\_\_ write our names at the bottom?  
**Oliver:** Good idea. OK, let's leave a message on the website now!

- 4** Correct the mistakes in the sentences.

- 132** **1** Shall we to buy Jack magazines and chocolate to help him feel better?  
**2** Lets go to the library after school.  
**3** Why we write a review about the school play?  
**4** Why not to put advertisements in the school magazine?  
**5** Shall we to put advertisements in the magazine?



## PRONUNCIATION

### Intonation

- 132** **5** Listen and repeat the phrases from the conversation about the magazine.

No, that's not a good idea.  
No, I don't think so.  
Great!  
OK.  
Excellent idea.  
Good idea.

- 6** In pairs, practise the conversation in Exercise 3.

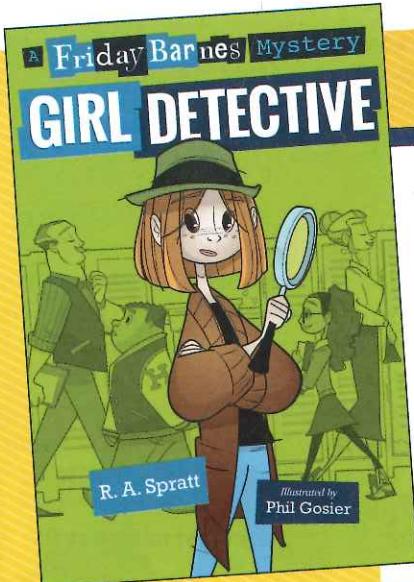
- 7** » Work in small groups. Go to page 124.

## READING

1 Look at two book covers. Do you know these stories? What are they about?

Discuss your ideas with a partner.

2 Read the reviews and check your ideas.



### Friday Barnes, Girl Detective

*Friday Barnes, Girl Detective* is about 11-year-old Friday Barnes. Her parents are always busy, so she spends her time reading. She reads lots of detective stories. Then some thieves steal some jewellery and, guess what, Friday is able to help her detective uncle catch them. When she gets a reward of \$50,000, she spends the money on going to a really good boarding school. The head teacher doesn't like Friday because she is different from the other students. Friday is clever, too, and she solves mysteries at the school with her friend Melanie.

I loved the book. I wanted to read it to the end as it's very exciting. This is the first Friday Barnes book, and I'm definitely going to read more.

Annika

### Charlie and the Chocolate Factory

**Charlie Bucket** lives in a small house with his family. They're very poor. One day, Charlie finds some money on the street and he decides to buy a Wonka chocolate bar with it.

When he opens the chocolate bar, Charlie finds a golden ticket inside. It's his lucky day! It's a ticket to visit Willy Wonka's famous Chocolate Factory. Charlie is very excited.

Grandpa Joe is excited, too, because he can go on the visit with Charlie. As there are five golden tickets, four other children visit the factory as well. They all meet Willy Wonka and go around the factory. Lots of strange things happen!

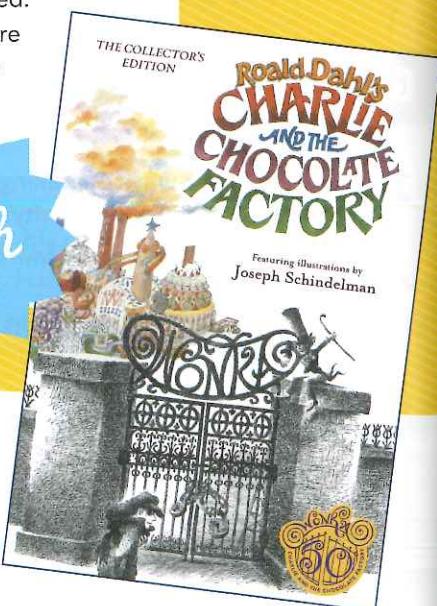
Only Charlie is left at the end, so he's the winner! What's the prize? Why not read the book and find out?

This book is very funny. I really liked it. It's so popular and there are two films of the book and a musical!



133

Josh



3 Read the reviews again and answer the questions.

- 1 How old is Friday?
- 2 Why does she read a lot?
- 3 What does she like reading?
- 4 What does she do with the \$50,000?
- 5 What do Friday and her friend Melanie do at the school?
- 6 What does Annika think of the book?
- 7 Where does Charlie get the money for the chocolate bar?
- 8 Who is Willy Wonka?
- 9 Who goes with Charlie to the factory?
- 10 How many golden tickets are there?
- 11 Who wins the prize at the end?
- 12 What does Josh think of the book?



#### TALKING POINTS

Which of the two books would you like to read? Why?

## VOCABULARY

*as, because, so and when*

1 Look at the reviews again. We use the **words** to connect ideas in sentences.

EP Match the beginnings and endings of the sentences.

- 1 The Head Teacher doesn't like Friday
- 2 I wanted to read it to the end
- 3 **When** he opened the chocolate bar,
- 4 Charlie was left at the end,

- a **as** it's very exciting.
- b **so** he was the winner.
- c **because** she is different from the other students.
- d Charlie found a golden ticket inside.

2 Find four more sentences with *as, so, because* and *when* in the reviews on page 108.

3 Complete the review of the play with the **words** from Exercise 1.

# Romeo AND Juliet

by William Shakespeare

*Romeo and Juliet* is a really sad story about two young people. Their families don't want them to marry<sup>1</sup> \_\_\_\_\_ the families hate each other. However, Romeo and Juliet are in love and they get married. They know their families will be very angry,<sup>2</sup> \_\_\_\_\_ they don't tell them. Juliet's family don't know she's married and they find a husband for her. But she can't marry this man<sup>3</sup> \_\_\_\_\_ she's already married to Romeo. Juliet is very unhappy.

She drinks something to make her sleep, so her family will think she's dead. Then she goes to sleep. Romeo finds Juliet first and thinks she's dead, so he kills himself. But Juliet isn't dead!<sup>4</sup> \_\_\_\_\_ she wakes up, she sees Romeo is dead and kills herself. And that's the end!

I saw the play at the City Theatre. The actors were all great and I cried at the end. I loved it. Go and see it.

## LISTENING



1 Listen to part of the radio programme: *Good Morning Mike*. Phoebe phones in to review a film.

What's the name of the film Phoebe is talking about?



2 Listen to the review again. Are the sentences right (✓) or wrong (✗).

- 1 Phoebe lives in London.
- 2 The guitar player gets a job in a school.
- 3 Everyone in the The School of Rock band is a teacher.
- 4 The School of Rock get first prize in Battle of the Bands.
- 5 Phoebe watched the DVD of the film last week.
- 6 Phoebe thinks the film is very good.

## WRITING

### PREPARE TO WRITE

A review

**GET READY** Read the three reviews on pages 108 and 109 again.

Which parts of the reviews *tell the story* of the book and which parts are the writers' *opinions*?

What tense do we use for writing a review?

**PLAN** Think about a film, play or book that you like.

Make notes about:

- the story of the film, play or book.
- your opinion.

Organise your ideas into two paragraphs.

- Paragraph 1: the story of the film
- Paragraph 2: your opinion.

**WRITE** Write your review of a film, a play or a book in about 50 words. Use the correct tenses and connect your ideas with *as, because, so and when*.

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

Rewrite your review and give it to your teacher for a class magazine.

# CULTURE

## BRITISH TV AROUND THE WORLD

1 In pairs, discuss the questions with your partner.

- 1 Can you name any British TV programmes?
  - 2 Do you prefer watching cooking shows, nature programmes or dramas?
  - 3 How often do you watch TV in English?
- 2 Read and match the photos (A-C) to the texts. Who do you think is the most similar to you?
- 3 Match the headings to the texts.

Talent shows    Nature shows    Cooking shows

4 Read the texts again and answer the questions.

- 1 What does Brad like doing?
  - 2 What is Ryan's favourite show? Why?
  - 3 When do Eve and her family watch nature programmes?
  - 4 Why does Eve's brother like *The Blue Planet*?
  - 5 What programme do Karen's parents always watch?
  - 6 What music programme does Karen like? Why?
- 5 Complete the sentences with the highlighted words in the text.

- 1 I love sea animals. I love swimming too and I'm taking a \_\_\_\_\_ course, so I can go diving on holiday with my family this summer.
- 2 When I go on nature walks with my family, we like taking photos of birds and animals in their \_\_\_\_\_.
- 3 I'm always at home to watch my favourite TV programme on Monday evening at seven o'clock. I never \_\_\_\_\_ it!
- 4 We all need to help our \_\_\_\_\_ and keep it clean.
- 5 On talent shows people can sing, dance and do magic or \_\_\_\_\_.



### TALKING POINTS

Do you know the programmes Ryan, Eve and Karen are talking about?

Do you watch them?

Which ones don't you like? Why?

### FACTFILE

### British TV



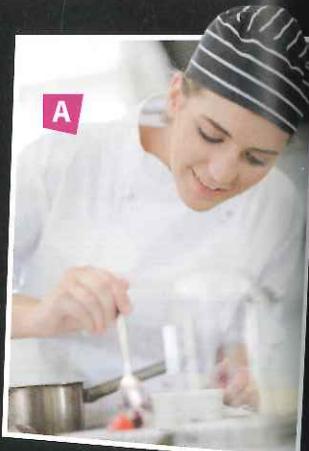
British TV programmes are popular around the world.

According to the BBC, there is an increase in people watching British TV in different countries. People watch programmes from their own countries too, but thanks to internet and cable TV, it's easier than ever to watch international programmes.

British **talent shows**, **cooking shows**, **nature programmes** and **dramas** are all popular with international viewers.

## THAT'S ENTERTAINMENT!

Watching television is a popular free-time activity for many people around the world. Find out more about what young people are watching – and why.



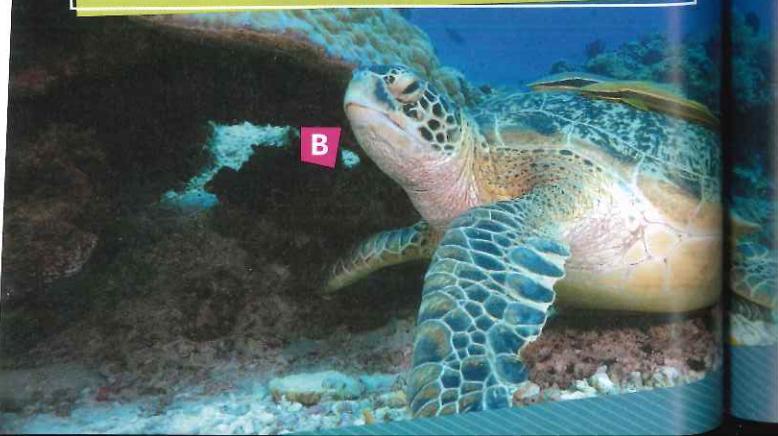
A

### RYAN New Zealand

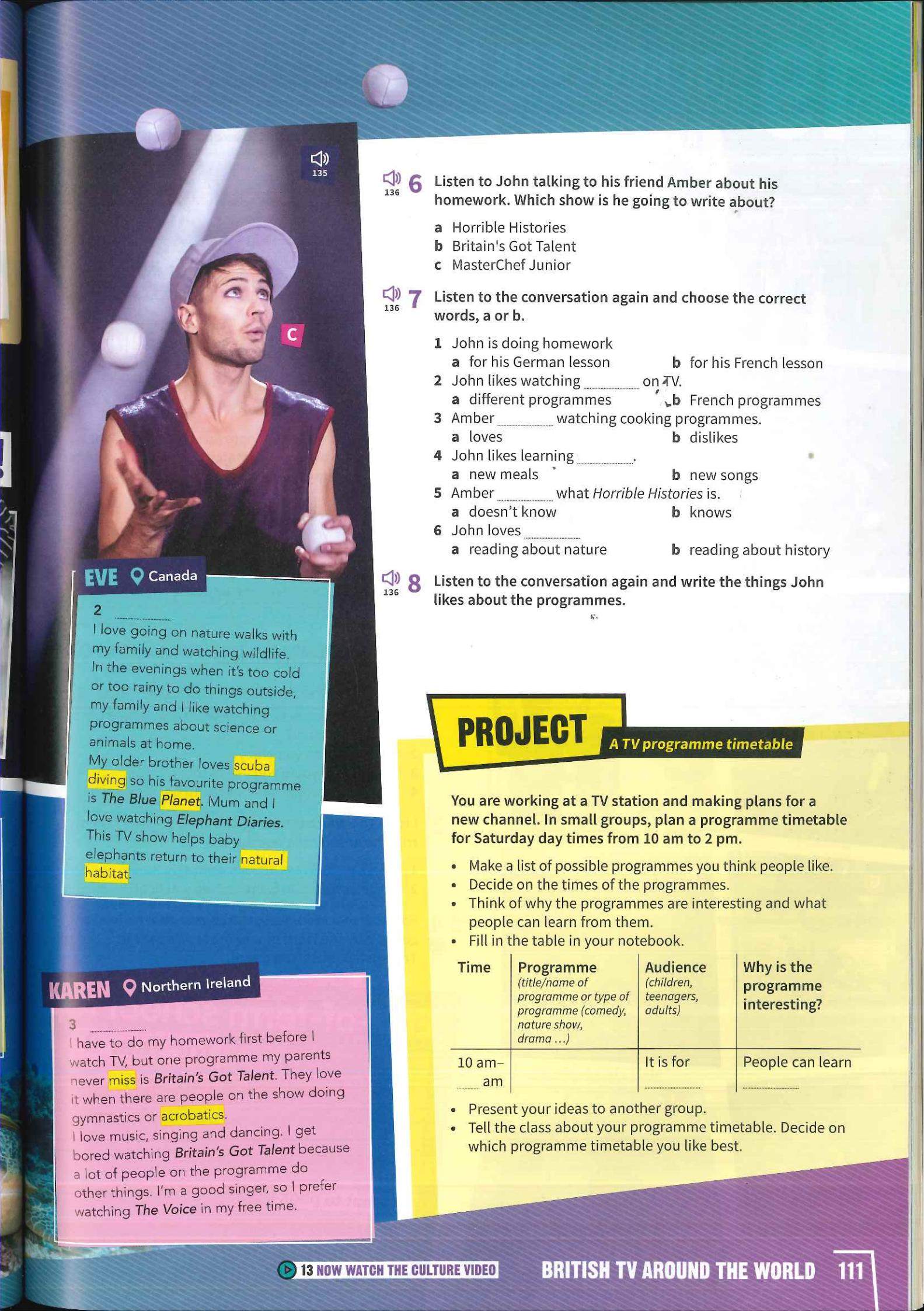
1

My parents' friend Brad has a small restaurant in Auckland and he loves cooking. I sometimes go to visit him with my parents at weekends. When we go to his house, we walk around town during the day. Then, we love watching shows and competitions about cooking in the evening.

Brad's favourite show is *MasterChef* because it gives him ideas for his restaurant. I prefer *The Great British Bake Off* because I love cooking and eating cakes and sweets!



B

**EVE** Canada

2

I love going on nature walks with my family and watching wildlife. In the evenings when it's too cold or too rainy to do things outside, my family and I like watching programmes about science or animals at home.

My older brother loves scuba diving so his favourite programme is *The Blue Planet*. Mum and I love watching *Elephant Diaries*. This TV show helps baby elephants return to their natural habitat.

**KAREN** Northern Ireland

3

I have to do my homework first before I watch TV, but one programme my parents never miss is *Britain's Got Talent*. They love it when there are people on the show doing gymnastics or acrobatics. I love music, singing and dancing. I get bored watching *Britain's Got Talent* because a lot of people on the programme do other things. I'm a good singer, so I prefer watching *The Voice* in my free time.

135

136

6 Listen to John talking to his friend Amber about his homework. Which show is he going to write about?

- a Horrible Histories
- b Britain's Got Talent
- c MasterChef Junior

136

7 Listen to the conversation again and choose the correct words, a or b.

- 1 John is doing homework
  - a for his German lesson
  - b for his French lesson
- 2 John likes watching \_\_\_\_ on TV.
  - a different programmes
  - b French programmes
- 3 Amber \_\_\_\_ watching cooking programmes.
  - a loves
  - b dislikes
- 4 John likes learning \_\_\_\_.
  - a new meals
  - b new songs
- 5 Amber \_\_\_\_ what *Horrible Histories* is.
  - a doesn't know
  - b knows
- 6 John loves \_\_\_\_.
  - a reading about nature
  - b reading about history

136

8 Listen to the conversation again and write the things John likes about the programmes.

**PROJECT****A TV programme timetable**

You are working at a TV station and making plans for a new channel. In small groups, plan a programme timetable for Saturday day times from 10 am to 2 pm.

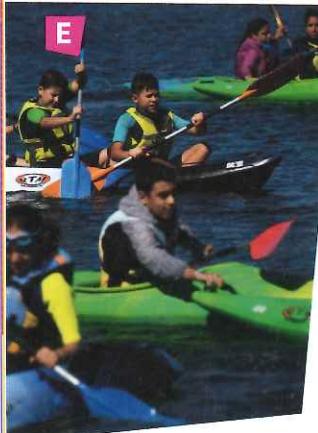
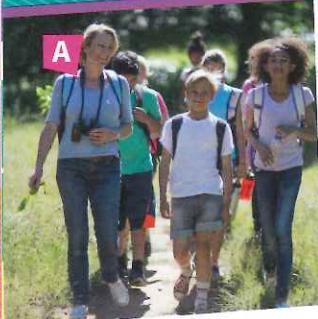
- Make a list of possible programmes you think people like.
- Decide on the times of the programmes.
- Think of why the programmes are interesting and what people can learn from them.
- Fill in the table in your notebook.

Time	Programme (title/name of programme or type of programme (comedy, nature show, drama ...))	Audience (children, teenagers, adults)	Why is the programme interesting?
10 am– am		It is for	People can learn

- Present your ideas to another group.
- Tell the class about your programme timetable. Decide on which programme timetable you like best.

# 19

# SCHOOL CAN BE FUN!



## ABOUT YOU

What kind of school trips do you go on with your school?  
Do you enjoy them?

What was the last school trip you went on? What did you do?

## VOCABULARY

AND

## LISTENING

### Trip activities

- 1 Look at the photos of people on school trips. What activities are they doing? Match the photos A–J to the words and phrases in the box.

**EP** canoeing     cooking on a fire  
dancing at a disco     going on a nature walk  
going round a museum  
going to an amusement park     sailing  
visiting a farm     visiting an aquarium  
watching a show

- 2 Listen and check. Then repeat.  
137

- 2 In small groups, ask and answer the questions.

- 1 Which of these activities do you do on school trips with your school?
- 2 Which ones do you enjoy?
- 3 Which ones would you like to try?
- 4 Which ones would you not like to do? Why not?

- 3 Listen to a teacher talking to a class about a school trip and answer the questions.  
138

- 1 Where is Tall Trees activity centre?
- 2 Which activities in Exercise 1 do you hear?

- 4 For each question, write the correct answer in each gap. Write one word or a number or a date or a time. Then listen again and check.  
138

## End-of-term school trip for Year 8

Name of Activity Centre:

Tall Trees

Date we leave:

1 \_\_\_\_\_ July

Time to get to school:

2 \_\_\_\_\_ am

What to bring for the journey:

3 \_\_\_\_\_

### What to pack

✓ for water activities:

4 \_\_\_\_\_ things

✓ for nature walks:

trainers and 5 \_\_\_\_\_

## GRAMMAR

### have to / don't have to

#### 1 Match the two halves of the sentences.

- 1 Everyone **has to** be at school
- 2 Mr Peters **has to** check
- 3 You **have to** wear
- 4 You **don't have to** bring anything
- 5 Do we **have to** wear

- a to eat.
- b smart clothes to the disco.
- c our uniform on the journey?
- d your names.
- e at eight o'clock

#### 2 Now read the examples and then complete the rules with a and b.

Everyone **has to** be at school at eight o'clock.  
You don't **have to** bring anything to eat.

- 1 **have to** means \_\_\_\_\_
- 2 **don't have to** means \_\_\_\_\_

- a no obligation: you have a choice and you can do this if you want.
- b obligation: You have no choice. You can't say 'no'!

#### 3 Complete the table with the correct form of **have to**.

Obligation	No obligation	Question form
I/you/we/they _____ go He/she/it _____ go	I/you/we/they _____ go He/she/it _____ go	I/you/we/they _____ go? he/she/it _____ go?

## » GRAMMAR REFERENCE AND PRACTICE PAGE 156

#### 4 Listen to Leo asking about the school trip. Tick (✓) the things he has to do.

- get up early every day   
go sailing   
go swimming   
go to the disco   
leave his phone at home   
share a bedroom   
help with the cleaning   
do any school work

#### 5 Make pairs of sentences about Leo using **have to** / **doesn't have to** and **can/can't**.

He **has to** get up early. He **can't** stay in bed late.

#### 6 Correct the mistakes in the sentences.

- 1 You don't bring anything – it's not necessary.
- 2 Please, you need come! It's going to be a great concert.
- 3 We haven't to pay for the skate park.
- 4 You pay nothing for the disco. It's free!
- 5 We have get up early to go sailing.
- 6 You has to pack warm clothes for the school trip.



## PRONUNCIATION

### have to / has to



#### 7 Listen and repeat.

- 1 I have to go shopping.
- 2 He has to do his homework.
- 3 Do you have to go now?
- 4 Does he have to pay today?
- 5 We have to write a story.
- 6 She has to win this match.

#### 8 In pairs, ask and answer about what you have to do/don't have to/can/can't do this weekend. Use these ideas or your own.

visit anyone?  
do any homework?  
get up early/ late?  
go shopping?  
do any cleaning?  
go to bed early / late?

Do you have to visit anyone this weekend?

No, I can stay at home if I want to.

## READING

- 1 Read the first paragraph of the article. Do you think the flipped classroom sounds like a good idea? Why / why not?

141



# THE FLIPPED CLASSROOM

## What's it all about?

In a normal classroom, the teacher stands at the front of the room and gives a lesson and the students listen and take notes. Then they go home and do their homework. In a flipped classroom, everything is the other way around. Students study at home from a textbook or online videos, and then discuss the topic and do 'homework' exercises or projects in class. Lots of schools are trying it, but is it a good idea? We spoke to a teacher and two students to find out more.

### Penny – teacher

The flipped classroom is hard work for the teacher, especially at the beginning. You have to make videos of every topic in the textbook for the students to watch on their computers at home. That takes a really long time! But it means I can spend time in class helping students one-to-one. I love that – I wasn't able to do it before.

### Caitlin – student

I love coming into the classroom ready to talk about the topic and feeling I understand it. In a normal class, I often feel nervous, because if I don't understand, I have to ask the teacher to stop the lesson and explain. But with a video, I can watch it as many times as I like until I understand it. It's great!

### Dylan – student

We tried the flipped classroom for one term in maths, but there were a few problems. Some students didn't watch the videos before the lesson, so they couldn't do the exercises in class. Also, when the teacher was going round helping people, we found it really easy to stop working and just chat. We did a test at the end of the term and we all got terrible marks. I usually pass every test, but I failed that one.

- 2 Read the article and answer the questions. Write P (Penny), C (Caitlin) or D (Dylan).

Who said this about the flipped classroom?

- 1 If I need to, I can repeat parts of the lesson.
- 2 I like being able to explain things during the lesson.
- 3 Lots of us spent too much time talking to each other.
- 4 There were people who did not prepare for the classes.
- 5 I don't have to be scared about what's going to happen in the lesson.
- 6 Getting everything ready wasn't easy.

- 3 In pairs, discuss the questions.

- 1 What do you think are the best/worst things about flipped classrooms?
- 2 Would you like to try it? For which subjects?



### TALKING POINTS

- 14 Watch the video about a school called Redroofs. Then ask and answer the questions with a partner.  
What do you like about your school?  
Is your school bigger or smaller than Redroofs?  
How many children are in your year?  
What subjects do you study?  
What are your teachers like?

## VOCABULARY

### School collocations

- 1** Match the verbs to the nouns to make phrases. Use the article on page 114 to help you. Some verbs go with than one noun.

EP

do	an exercise
fail	a project
get	homework
give	a lesson
pass	marks
study from	notes
take	a textbook
	a test

- 2** Choose the correct words to complete the sentences.

- 1 I took lots of *notes / projects* in my last lesson.
- 2 I really hope I *pass / fail* this test!
- 3 Some people like studying from *textbooks / projects* and other people prefer videos.
- 4 The maths teacher gave us six *exercises / homework* to do at home.
- 5 What *mark / test* did you get in your science exam?
- 6 I'm doing a history *project / homework* at the moment, about the Romans.

- 3** In pairs, compare your school with the one in the article. Use the phrases in Exercise 1.

They study from the textbook at home, but we use ours in class.



## LISTENING



- 1** Maya goes to a boarding school. She sleeps there and only goes home for holidays. Listen to her describing her school. Number the photos in the order you hear about them.



- 2** Listen again. Complete the article Maya wrote about her school with the missing words.

I go to a boarding school called Hartland School. It has about <sup>1</sup> \_\_\_\_\_ students.

I have to share a bedroom with <sup>2</sup> \_\_\_\_\_ other girls. We can put <sup>3</sup> \_\_\_\_\_ of our family on the walls.

There's a library where we do our homework. We start studying at <sup>4</sup> \_\_\_\_\_ every evening.

We work really hard at my school. We even have lessons on <sup>5</sup> \_\_\_\_\_ mornings!

After homework, we can go to the <sup>6</sup> \_\_\_\_\_ room to have some fun.

We have meals in a big <sup>7</sup> \_\_\_\_\_ and we have to help with the <sup>8</sup> \_\_\_\_\_ afterwards.

We have to do sports at my school. Next term, we're going to do <sup>9</sup> \_\_\_\_\_.

## SPEAKING

- 1** Make a presentation about your perfect school. Work with a partner. Plan what you want to say. Think about:

- a name for your school
- the size of your school
- places in your school
- what students can/can't do
- what students have to / don't have to do
- what the teachers are like
- what subjects you study

- 2** Present your ideas to another pair. Which school sounds most fun to go to?

# 20 FAMILIES

## VOCABULARY AND LISTENING

### Family

- 1** Complete the table with the words in the box and the family words from About you.

EP

aunt	cousin	grandchild
granddaughter	grandfather	
grandmother	grandparent	grandson
nephew	niece	uncle

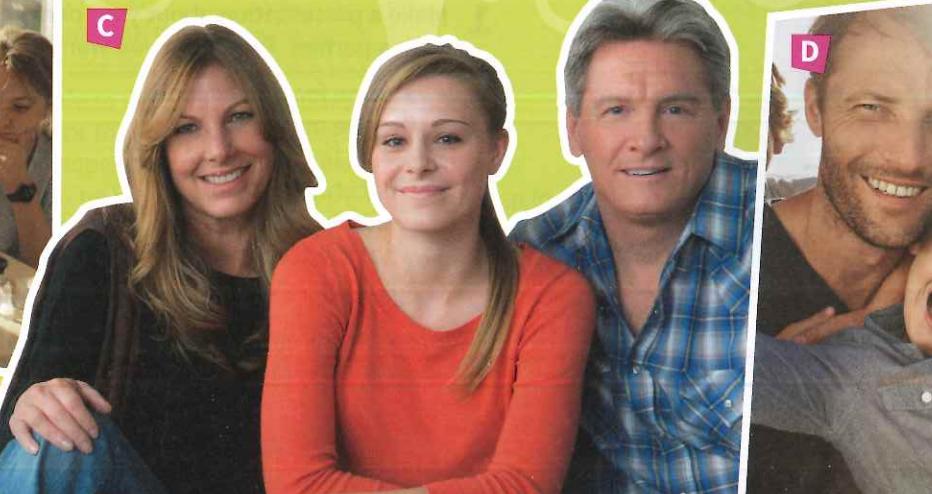
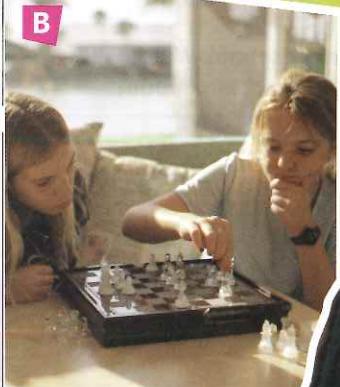
Male	Female	Male or female

- 2** Listen and check. Then repeat.

143

- 2** Listen to Kate describing her family. Complete her family tree with the names in the box.

Iris	Jana	Kasia	Liz	Rory
Sue	Wiktor			



### ABOUT YOU

In pairs, tell your partner three things about your family. Use some of these words:

brother/sister	child/children	daughter/son
father/mother	husband/wife	



- 3** Listen again and match the people in the photos to their names in the family tree.

- 4** Make eight sentences about Kate's family tree. In pairs, compare your sentences with your partner's. Are any of your sentences the same?

Tony is Jessie's grandfather.

Marek is Jana and Karolina's dad.

- 5** Look at the photos. Describe the people using some of the words in the box.

EP

beautiful	blonde	dark	fair
good-looking	old	pretty	short
slim	tall	young	

- 6** Draw your own family tree. In small groups, describe the people in your family.

## GRAMMAR

### Adverbs of manner

- 1** Look at the sentences from the listening and think about the words in **purple**. These are adverbs of manner.

I know a bit of Polish but when people speak **fast**, I can't understand them!

Jana plays the piano really **well**.

She wins **easily** every time we play!

Her family worked **hard** and sent her to England to study music.

I have to hold them **carefully** because they're very old.

Choose the correct words to complete the rules.

- 1 Adverbs of manner describe *how / when* we do things.
- 2 We make *many / all* adverbs of manner by adding **-ly** to an adjective.

### GRAMMAR REFERENCE AND PRACTICE PAGE 157

- 2** Look at the sentences in Exercise 1. Find three adverbs that don't end in **-ly**. Write their adjectives.
- 3** Look at the spelling rules below and then write the adverbs for the adjectives in the box.

bad	easy	loud	noisy	quick
quiet	wonderful			

Adjective	Adverb
slow	slowly (add <b>-ly</b> )
happy	happily (change <b>y</b> to <b>i</b> )
careful	carefully (double the <b>l</b> )

- 4** Complete the questions with adverbs from Exercises 1 and 3. Then in pairs, ask and answer the questions.

- 1 Do you do your homework \_\_\_\_\_?
- 2 Can you run \_\_\_\_\_?
- 3 Can you sing \_\_\_\_\_?
- 4 Do you speak \_\_\_\_\_ on the bus?
- 5 Do you play music \_\_\_\_\_ in your bedroom?
- 6 Can you make friends \_\_\_\_\_?

### 5 Correct the mistakes in the sentences.

- 1** I liked the competition because both teams played very good.
- 2** I thought that film was really badly!
- 3** You should think about that very careful.
- 4** My friend ran really fastly in the race.
- 5** You can find easily my house.



## PRONUNCIATION

The letter *i*

- 6** Work with a partner. Look at the underlined letters. What sound does *i* make in the words? Put them into the correct column in the table.

child	children	find
interesting	kind	quickly
quite	sing	sister
wife		slim

/ɪ/ milk	/aɪ/ night


**145** Listen and check. Then repeat.

- 7** Complete the advice with the words in the box. Change the adjective into an adverb where necessary.

careful	correct	difficult	happy
important	interesting		

## How to find out about your family history

**1** Every family has lots of \_\_\_\_\_ stories in its past.

**2** It's not too \_\_\_\_\_ to find out about your family history.

**3** Ask older family members about their parents and grandparents. They will talk \_\_\_\_\_ for hours about this.

**4** Listen \_\_\_\_\_ and write down what they tell you.

**5** The most \_\_\_\_\_ thing you need to find out is when and where people were born.

**6** Write everything down \_\_\_\_\_ because you don't want mistakes in your family tree.

- 8** Complete the table about your family. Under *Interesting information*, put an adjective (e.g. *clever*) and a verb plus adverb (e.g. *sings badly*). Then in small groups, talk about the people in your table.

Family member	Interesting information
Mum	clever sings badly

## READING

- 1 Look at the photo and describe it. What do you think it's like living in a big family?  
Write three ideas. Read the article quickly to see if your ideas are included.

# What's it like to grow up in a big family?

by Ella Blackstone

I am the oldest of eight children. To me, my family is completely normal, but other people find it amazing. So, for everyone who's interested, here's what it's like to grow up in a big family!

Remembering the names, ages and birthdays of all your family members is **really** difficult. My parents often call my brothers and sisters by the wrong names. This is **probably** why our pets never had names.

Some of my friends get money for doing jobs around the house, but we **certainly** don't. In our house, the dishwasher is on **nearly** all the time, there are always clothes to wash

or put away, and the tidying up never ends. We all have to help, even the little ones.

Every shelf in our house is full of prizes, for basketball, tennis, cricket and rugby. We are all really competitive. The clever ones want to be the cleverest, the pretty ones the prettiest, and the funny ones the funniest.

Being slow is not a good thing in a big family. You have to move quickly to get into the shower or to get the best seat in the minibus (big families don't have cars). And you have to eat fast, especially if there's cake in the house! Yesterday, I saw my 7-year-old sister in my old dress. She probably got it from my 15-year-old sister, who gets most of my things. We have to share bedrooms, toys, and even our parents' time. Sharing is not always easy, but we are **quite** good at it, luckily.

**Life in a big family has its ups and downs, but I love it.**

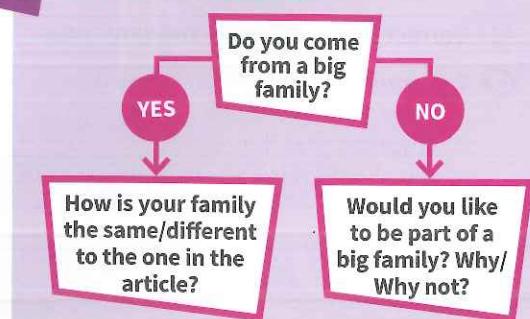


- 2 Read the article again. Are the sentences right (✓) or wrong (✗)?

- 1 Ella has seven younger brothers and sisters.
- 2 Her family enjoyed choosing names for their pets.
- 3 Ella and her brothers and sisters earn money from helping around the house.
- 4 The younger members of Ella's family also have to do jobs.
- 5 The children in Ella's family do well at sport.
- 6 Ella says being fast is useful in a big family.
- 7 She says she gave an old dress to her seven-year-old sister.
- 8 Her family hate sharing everything with each other.

In pairs, compare your answers.

### TALKING POINTS



## VOCABULARY

### Adverbs of degree

- 1** Look at the adverbs in the article and match them to the meanings.

EP

- 1 Which one means 'very much'?
- 2 Which one means 'very close to'?
- 3 Which one means 'not completely'?
- 4 Which one means '100% true'?
- 5 Which one means 'maybe'?

- 2** Complete each sentence with a different adverb from Exercise 1.

- 1 Sally's my best friend. I ..... like her.
- 2 In my family, we all eat dinner together ..... every night.
- 3 I'm not sure about this colour. It's ..... nice, I suppose.
- 4 I don't know if Grace is coming to the party, but Tim ..... is. I know that for sure.
- 5 'What's the time?' 'I'm not sure but it's ..... about 2 o'clock.'

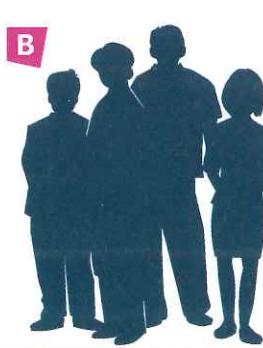
- 3** Work in pairs. Write three true and three false sentences about your family using the adverbs in Exercise 1. Take turns to read your sentences and guess which are true and which are false.

*My brother's really tall. My mum's probably driving at the moment.*

## LISTENING



- 1** Listen to three young people talking about who they live with. Match the speakers to the pictures of families A-C.



**2** Listen again. Who do you think is talking? Write Sammy, Sally or Harry next to the sentences.

- 1 I live with one of my grandparents.
- 2 I have to travel quite a long way to see my dad.
- 3 My sister is getting married soon.
- 4 I don't spend a lot of time with my cousins.
- 5 My brother and I sleep in the same room.
- 6 There are two families in my home.

## WRITING



### PREPARE TO WRITE

#### A description of your family



**GET READY** Read Sally's description of her family. What kinds of words are missing from the gaps: grammar words or vocabulary words?

Complete the description. Write ONE word for each gap.

Example: <sup>0</sup> my

To: Sally  
From: Gabrielle

I live with <sup>0</sup> ..... parents in a three-bedroom house. I'm the only child in the family – I haven't got any brothers or sisters. My grandfather lives <sup>1</sup> ..... us as well – he's in the room next <sup>2</sup> ..... mine. He's 78, and he tells lots of interesting stories. I've also got four cousins, and I love seeing <sup>3</sup> ..... too. They're <sup>4</sup> ..... bit older than me, and they don't look like me. I'm quite tall and I've got dark hair, but they're short and they've got fair hair.

Write soon and tell me all about <sup>5</sup> ..... family.

**PLAN** Make notes about your family.

**WRITE** Write a description of your family in 70 words or more.

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



# LIFE SKILLS

## EMOTIONAL SKILLS

### BEING A GOOD FRIEND



#### LIFE SKILLS

Being a good friend

A good friend

- understands your feelings
- says sorry when they are wrong
- understands you and knows when you have a problem

**1** Read the sentences and answer the questions.

It is better to have a few good friends than a lot of friends.

To know how someone else feels, put yourself in their shoes.

- 1 What do you think the sentences mean?
- 2 Do you agree with the sentences? Why? / Why not?
- 3 Which sentence do you prefer? Why?

**2** Choose two qualities that you think are important in good friends. In pairs, compare your ideas.

They listen carefully

They make me feel good

They are there for me when I have problems

They help me do my best

They give me their opinion

They trust me

**3** Read the text quickly. Match sections 1–3 to photos A–C. Are you a good friend?

A



1

Friends are an important part of our lives. It's sometimes difficult to make friends and it's not always easy to keep them. To have close friends, it's essential to be a good friend.

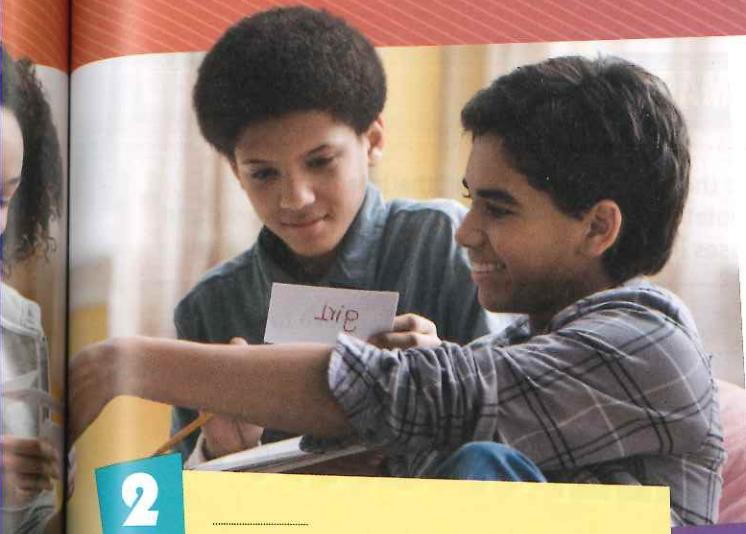
The big question is what can you do to be a good friend and keep your friends?

B



**4** Complete the sentences with highlighted words from the text.

- 1 It's \_\_\_\_\_ to be a good friend to have friends.
- 2 It's not always easy to make and keep \_\_\_\_\_ friends.
- 3 Maybe your friend is worried about a bad \_\_\_\_\_ in an exam.
- 4 Good friends give \_\_\_\_\_ and they tell you the best thing to do in a difficult situation.
- 5 It is sometimes important to be \_\_\_\_\_ so you can know yourself.
- 6 Remember that the longest \_\_\_\_\_ you have is with yourself.



## 2

Good friends usually share interests and like doing the same things. They have fun together but they help each other in difficult times, too. For example, when someone gets a bad mark in an exam, does not get on the football team or feels sad or alone, a good friend tries to understand the situation and offers help.

Your friend is sad and you don't know what to do. Maybe you can call them, visit them or make them a card. When a friend is worried about an exam, you can help them study. If your friend doesn't get on the football team, you can practise together after school.

Remember, a good friend listens carefully and gives advice when possible. So, listening to people and putting yourself in their shoes helps make, and keep, friends.

## 3

It's important to have friends to help you, but it's also necessary to know how to be alone and to be sure of yourself. Don't forget, the longest friendship in your life is with yourself!



C

149 5

Listen to Karl talking to Martha. What does Martha do?

- a She tells Karl her problems.
- b She listens to Karl and tries to help him.
- c She calls Alex.

149 6

Listen again and answer the questions.

- 1 How do you know where Karl and Martha are?
- 2 Why is Karl feeling sad?
- 3 What did Karl do immediately after the argument?
- 4 According to Martha, what do good friends do?
- 5 Does Martha think Karl should call Alex that day?
- 6 When does Martha tell Karl to send a message?



## TALKING POINTS

Who do you talk to when you need help and support? A friend? A family member? A teacher?

149 7

Now listen again and match the two halves of the sentences.



## USEFUL LANGUAGE

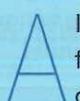
- |                          |                        |
|--------------------------|------------------------|
| 1 Why don't you ...      | a wait until tomorrow. |
| 2 I think you should ... | b worry.               |
| 3 You shouldn't ...      | c to wait.             |
| 4 It's a good idea ...   | d send him a message?  |

## PROJECT

A helpful poster

In small groups, choose problem A or B below. Talk together and think of some advice and write ideas in your notebook. Use expressions from Exercise 7.

- Draw a picture of the situation you chose.
- Make a poster with your advice and a picture.
- Present your poster to another group or to the class.



I have no idea what to do. My best friend always says bad things about our friend Jack when he isn't with us. What should I do?



My friend Anna is very sad these days. She spends her weekends alone and doesn't want to go out. I'm worried about her. How can I help her?

# REVIEW 5 UNITS 17–20

## VOCABULARY

### 1 Write a word to link each group of words.

Complete the words for the groups.

0 aunt cousin nephew niece  
f a m i l y

1 study pass fail teach  
s u o   

2 dance music friends fun  
d u    o   

3 headline photographs  
articles advertisement  
m u    z i e

4 channel remote control  
the news programme  
t u    e    i    n

5 winner performer prize  
talent show  
c u    p    n

### 2 Put the words in order to make questions. Then complete the answers with adverbs.

1 can / dance / well / you / ?  
No, I dance   .

2 easily / you / new / do / things / learn / ?  
No, I have to work very   .

3 always / you / school / speak / do / at / quietly / ?  
No, sometimes I speak   .

### 3 Complete the sentences with the words in the box.

album cartoons fan  
reviews star the final

- The film got good    in the newspapers.
- I love Ed Sheeran's first   . His music's really good.
- My little brother watches    on TV when he gets home from school.
- It's    of the talent show tonight. Then we'll know the name of the winner!
- My favourite film    is Jennifer Lawrence.
- I'm a big    of rock music. I love it!

## GRAMMAR

### 1 Read the rules about entering the talent show.

Complete Emma's email to Lauren with the words and phrases in the box.

can can't don't have to have to x3

## TALENT SHOW

### Rules for entering

**AGE:** 14 or over

**GROUPS:** possible but only up to five people

**PRICE TO ENTER:** £10 per person

Just fill in the form on our website!  
Pay by 31 July.

To: Lauren  
From: Emma  
Date: 2 May

I've got some information about the talent show. You <sup>1</sup>    be 14 or over to enter. We <sup>2</sup>    enter as a group, but the group <sup>3</sup>    have more than five people in it. If we want to enter, we <sup>4</sup>    pay £10 each, and we <sup>5</sup>    fill in a form on the website. We <sup>6</sup>    pay yet; we can wait until the end of July. What do you think? Shall we do it?

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

- 1 He drives very *good* / *well*.  
2 The weather there was very *good* / *well*.  
3 *Shall* / *Can* you come to my house at 7 pm?

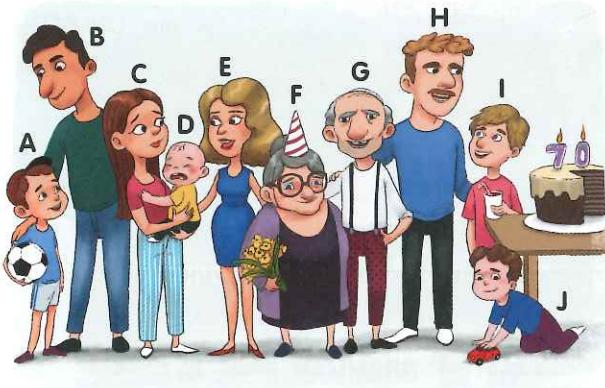
### 3 Correct the mistakes in the sentences.

- Why not to see a film?
- You don't bring anything except your clothes and your money.
- Why not trying phoning her later.
- Lets choose some more photographs for the magazine.

## LISTENING

- 150** 1 Listen to a boy called Owen talking about a picture of his family. Listen and write the correct letter beside each name.

Nora	_____	Colin	_____
Abby	_____	Lily	_____
Rob	_____	Liam	_____
Grace	_____	Max	_____
Ryan	_____		



Which person is Owen?

## READING

- 1 For each question, write the correct answer in each gap. Write ONE word in each gap.

Dear Daisy

I'm <sup>0</sup> having a great time on my school trip here in Spain. I've made <sup>1</sup> new friend. She's staying in <sup>2</sup> same activity centre as me. <sup>3</sup> name is Natalya and she comes <sup>4</sup> Russia. She's a year older <sup>5</sup> me.

Yesterday morning, we went to visit a museum. There were lots <sup>6</sup> very interesting things there.

See you soon.



## SPEAKING

- 1 Put the words in order to make questions.

- 1 kind / programmes / TV / like / you / do / what / of / ?
- 2 magazines/ like / do / which / reading / you / ?
- 3 activities / do / after / what / you / do / school / ?
- 4 which / home / live / members / at / you / family / with / ?

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

- 2 Here are some pictures of different school trip activities. Do you like these activities? Say why or why not. Talk about the activities with your partner.



- 3 In pairs, ask and answer these questions. Take turns to speak.

Do you think ...  
 going to museums is boring?  
 visiting theme parks is expensive?  
 going camping is fun?  
 visiting a castle is interesting?  
 going on a nature walk is exciting?

Which school trip activities do you like best?

- 4 In pairs, talk about school trips. Take turns to speak.

Which is more fun, learning in a classroom or learning on a school trip?

What school trips would you like to do in the future?

# EXTRA ACTIVITIES

## UNIT 10

### VOCABULARY AND READING, PAGE 62

2

## Quiz result?

#### More Yes than No answers.

You are careful with your money and want to buy things for a good price. You usually think and look before you buy.

#### More No than Yes answers.

You love clothes and shopping, and you like spending money. You don't always think before you buy and you spend a bit too much sometimes.

## UNIT 10

### PREPARE TO WRITE, PAGE 65

Well, I found a great jacket on the internet. It was black and it had a really cool design on the back. You can't pay in cash of course, so my mum paid for it with her credit card. After that, we waited and waited but it didn't come. After two weeks I emailed the company, but they didn't answer. Then, six days later, it finally arrived. But the jacket was the wrong size. It was too small and it was blue. I returned it and asked them to send me the right one, but they emailed me to say they didn't have one in my size in black. And my mum is still waiting for them to return her money.

## UNIT 12

### GRAMMAR, PAGE 73

- 7 Write true sentences with superlatives. Use the ideas below or your own ideas.

*The most famous person in my country is the president.*



Compare your answers with a partner.

## UNIT 18

### GRAMMAR, PAGE 107

- 7 In small groups, plan a class magazine.

Think about the questions.

What would you like:

- your class magazine to be called?
- to include in your class magazine?

Do you want it to be a paper magazine or an online one?

Is the magazine going to be weekly, monthly, termly or yearly?

#### Step 1

Suggest as many ideas as you can in your group for your class magazine.

Let's ...

Why don't we ... ?

Shall we ... ?

Why not ... ?

#### Step 2

Choose the five best ideas to share with the class. Tell the class.

#### Step 3

As a class, discuss and choose the best three ideas.

## UNIT 11

### SPEAKING, PAGE 71

3 Student A will ask you for information about dishes A-C. Answer his or her questions.

Then ask Student A questions about items D-F on page 71. Use the following questions to help you.

What are the ingredients in ...?

Does ... contain meat?

What is ...?

How much is a bowl of ...?

Where is ... from?

Then choose the dish you want to buy.

A

#### American barbecue

Large burger £5.00

Ingredients: Meat, bun



Burger with cheese £5.50

Barbecue sauce 50p

Ingredients: Meat, cheese, bun



B

Aloo tikki 50p each

Ingredients: potatoes, peas, chilli, onions



C

Shish kebab £4.00

Ingredients: Chicken or lamb, onions, spices



# EXTRA ACTIVITIES

## UNIT 11

### SPEAKING, PAGE 71

- 3 Student A, ask Student B questions about items A-C on page 71. Then choose the dish you want to buy.  
Use the following questions to help you.

What are the ingredients in ...?

Does ... contain meat?

What is ...?

How much is a bowl of ...?

Where is ... from?

Student B will ask for information about these dishes. Answer his or her questions.

D

#### Yakisoba

Fried noodles with vegetables,  
meat and onions

small bowl ₦2.00

large bowl ₦3.00

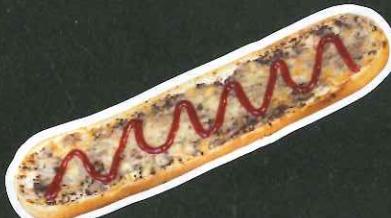


E

#### Zapiekanka

Bread with mushrooms  
and cheese ₦1.50

or grilled meat served  
with fried onions ₦3.20



F

#### Ponchiki – 50p each

Lovely sweet doughnuts!



## UNIT 1

### SPORTS

do athletics /du: æθ'letɪks/ verb phrase  
 do gymnastics /du: dʒɪm'næstɪks/ verb phrase  
 go cycling /gəʊ 'saɪklɪŋ/ verb phrase  
 go sailing /gəʊ 'seɪlɪŋ/ verb phrase  
 go skating /gəʊ 'sketɪŋ/ verb phrase  
 go snowboarding /gəʊ 'snəʊbɔ:dɪŋ/ verb phrase  
 go surfing /gəʊ 'sɜ:fɪŋ/ verb phrase  
 play badminton /pleɪ 'bædmɪntən/ verb phrase  
 play baseball /pleɪ 'beɪsbɔ:l/ verb phrase  
 play hockey /pleɪ 'hɒki/ verb phrase  
 play rugby /pleɪ 'rʌgbɪ/ verb phrase  
 play table tennis /pleɪ 'teɪbl tenɪs/ verb phrase  
 play volleyball /pleɪ 'vɒlibɔ:l/ verb phrase

### SPORTS EQUIPMENT

ball /bɔ:l/ noun  
 bat /bæt/ noun  
 board /bɔ:d/ noun  
 racket /'rækɪt/ noun  
 stick /stɪk/ noun

## UNIT 2

### DAILY ROUTINES

brush your hair /brʌʃ jɔ:r heər/ verb phrase  
 check your messages /tʃek jɔ:r 'mesɪdʒɪz/ verb phrase  
 clean your teeth /kli:n jɔ:r ti:θ/ verb phrase  
 get dressed /get drest/ verb phrase  
 have breakfast /hæv 'brekfəst/ verb phrase  
 leave the house /li:v ði: haʊs/ verb phrase  
 prepare your school bag /prɪ'peər jɔ:r sku:l bæg/ verb phrase  
 put on your shoes /put ɒn jɔ:r ſu:z/ verb phrase  
 tidy your room /'taɪdi jɔ:r ru:m/ verb phrase  
 wake up /weɪk ʌp/ phrasal verb

### FOOD

avocado /ævə'kɑ:dəʊ/ noun  
 bread /bred/ noun  
 cabbage /'kæbɪdʒ/ noun  
 cereal /'sɛriəl/ noun  
 cheese /tʃi:z/ noun  
 cucumber /'kjʊ:kʌmbər/ noun  
 fish /fiʃ/ noun  
 fruit /fru:t/ noun  
 honey /'hʌni/ noun  
 hot chocolate /hɒt 'tʃɒkələt/ noun  
 jam /dʒæm/ noun  
 mango /mæŋgəʊ/ noun  
 pasta /'pæstə/ noun  
 rice /raɪs/ noun  
 toast /təʊst/ noun  
 vegetables /'vedʒtəbəlz/ noun  
 yoghurt /'jɒgət/ noun

**UNIT 3****MUSIC**

classical music /'klæsɪkəl 'mju:zɪk/ noun  
drums /drʌmz/ noun  
electric guitar /'lektrɪk ɡɪ'tɑ:r/ noun  
hip-hop /'hɪphɒp/ noun  
jazz /dʒæz/ noun  
keyboard /'ki:bɔ:d/ noun  
opera /'ɒpərə/ noun  
piano /pi'ænəʊ/ noun  
pop /pɒp/ noun  
rap /ræp/ noun  
rock /rɒk/ adjective/noun  
saxophone /'sæksəfəʊn/ noun  
soul /səʊl/ adjective/noun  
violin /vaɪə'lɪn/ noun

**MUSIC PHRASES**

become a singer /bɪ'kʌm ə 'sɪŋə/ verb phrase  
become famous /bɪ'kʌm 'feɪməs/ verb phrase  
give a concert /gɪv ə 'kɒnsət/ verb phrase  
go on tour /gəʊ ɒn tuər/ verb phrase  
make a music video /mæ'ke:d ə 'mju:zɪk 'vɪdiə/ verb phrase  
play in a band /pleɪ ɪn ə bænd/ verb phrase  
record an album /rɪ'kɔ:d ən 'ælbəm/ verb phrase  
teach music /tɪ:tʃ 'mju:zɪk/ verb phrase

**UNIT 4****ADJECTIVES**

amazing /ə'meɪzɪŋ/ adjective  
awesome /'ɔ:səm/ adjective  
brilliant /'brɪliənt/ adjective  
fantastic /fæn'tæstɪk/ adjective  
fine /faɪn/ adjective  
great /greɪt/ adjective  
horrible /'hɒrəbl/ adjective  
lovely /'lʌvli/ adjective  
OK /əʊ'keɪ/ adjective  
perfect /'pɜ:fɪkt/ adjective  
really good /rɪəli ɡʊd/ adjective  
terrible /'terəbl/ adjective  
wonderful /'wʌndəfəl/ adjective

**EMOTIONS**

afraid /ə'freɪd/ adjective  
angry /'æŋgri/ adjective  
glad /glæd/ adjective  
happy /'hæpi/ adjective  
interested /'ɪntrəstɪd/ adjective  
nervous /'nɜ:vəs/ adjective  
sorry /'sori/ adjective  
surprised /sə'praɪzd/ adjective  
upset /ʌp'set/ adjective  
worried /'wʌrid/ adjective

## UNIT 5

### HISTORICAL EVENTS

climb /klaɪm/ verb  
cross /krɒs/ verb  
die /daɪ/ verb  
open /'əʊpən/ verb  
paint /peɪnt/ verb  
play /pleɪ/ verb  
publish /'pʌblɪʃ/ verb  
receive /rɪ'si:v/ verb  
record /rɪ'kɔ:d/ verb  
travel /'trævəl/ verb

### BUILDINGS

castle /'kæsl/ noun  
cathedral /kə'θi:drl/ noun  
ceiling /'si:lɪŋ/ noun  
church /tʃɜ:tʃ/ noun  
floor /flɔ:r/ noun  
palace /'pælɪs/ noun  
roof /ru:f/ noun  
square /skweə/ noun  
stairs /steəz/ noun  
statue /'stætju:/ noun

## UNIT 6

### JOBs

actor /'ækٹə/ noun  
artist /'ɑ:tɪst/ noun  
cook /kʊk/ noun  
dentist /'dɛntɪst/ noun  
engineer /'endʒɪ'nɪə/ noun  
factory worker /'fæktəri wɜ:kə/ noun  
farmer /'fa:mə/ noun  
manager /'mænɪdʒə/ noun  
mechanic /mɪ'kænɪk/ noun  
model /'mɒdəl/ noun  
nurse /nɜ:s/ noun  
photographer /fə'tɔgrəfə/ noun  
pilot /'paɪət/ noun  
police officer /pə'li:s ɔ:fɪsə/ noun  
shop assistant /ʃɒp ə'sɪstənt/ noun  
sports coach /spɔ:ts kɔ:ʊtʃ/ noun

### WORK

boss /bɒs/ noun  
busy /'bɪzi/ adjective  
customers /'kʌstəməz/ noun  
earn /ɜ:n/ verb  
office /'ɒfɪs/ noun  
staff /stɑ:f/ noun

**UNIT 7****HOLIDAY ACTIVITIES**

- buy presents /baɪ 'prezənts/ verb phrase  
 do water sports /du 'wɔ:tə ,spɔ:ts/ verb phrase  
 go camping /gəʊ 'kæmpɪŋ/ verb phrase  
 go sightseeing /gəʊ 'sɑ:tsi:ŋ/ verb phrase  
 go to the beach /gəʊ tə ðə bi:tʃ/ verb phrase  
 lie on the beach /laɪ ɒn ðə bi:tʃ/ verb phrase  
 ride a bike /raɪd ə baɪk/ verb phrase  
 stay at a hotel /steɪ ət ə həʊ'tel/ verb phrase  
 take photos /teɪk 'fəʊtəʊz/ verb phrase

**HOLIDAYS**

- airport /'eəpɔ:t/ noun  
 coach /kəʊtʃ/ noun  
 ferry /'feri/ noun  
 flight /flaɪt/ noun  
 guidebook /'gaɪdbʊk/ noun  
 map /mæp/ noun  
 passport /'pa:spo:t/ noun  
 station /'steɪʃən/ noun  
 suitcase /su:tkeɪs/ noun  
 ticket /'tɪkɪt/ noun  
 tour guide /tu:gaid/ noun  
 tourist /tu:rɪst/ noun

**UNIT 8****BEDROOM FURNITURE**

- armchair /'a:m,tʃeə/ noun  
 blanket /'blæŋkit/ noun  
 bookshelf /'bʊkʃelf/ noun  
 carpet /'ka:pɪt/ noun  
 chest of drawers /tʃeṣt òv drɔ:z/ noun  
 cupboard /'kʌbəd/ noun  
 curtains /'kɜ:tənz/ noun  
 cushion /'ku:ʃən/ noun  
 lamp /læmp/ noun  
 mirror /'mɪrə/ noun  
 photographs /'fəʊtəgra:fz/ noun

**FREE-TIME ACTIVITIES**

- draw pictures /drɔ: 'pɪktʃəz/ verb phrase  
 listen to music /'lisən tə 'mju:zɪk/ verb phrase  
 listen to songs /'lisən tə sɔ:ŋz/ verb phrase  
 paint pictures /peɪnt 'pɪktʃəz/ verb phrase  
 play computer games /pleɪ kəm'pjutə geimz/  
 verb phrase  
 play the drums /pleɪ ðə drʌmz/ verb phrase  
 play the guitar /pleɪ ðə ɡɪ'ta:/ verb phrase  
 play music /pleɪ 'mju:zɪk/ verb phrase  
 read a blog /ri:d ə blɒg/ verb phrase  
 read magazines /ri:d ,mægə'zi:nz/ verb phrase  
 read stories /ri:d 'stɔ:riz/ verb phrase  
 write a blog /raɪt ə blɒg/ verb phrase  
 write a diary /raɪt ə 'daɪəri/ verb phrase  
 write music /raɪt 'mju:zɪk/ verb phrase  
 write songs /raɪt sɔ:ŋz/ verb phrase  
 write stories /raɪt 'stɔ:riz/ verb phrase

## UNIT 9

### CLOTHES

boots /bu:ts/ noun  
cap /kæp/ noun  
gloves /glʌvz/ noun  
jumper /'dʒʌmpə/ noun  
scarf /skɑ:f/ noun  
socks /sɒks/ noun  
suit /sʊt/ noun  
sunglasses /sʌn,gla:sɪz/ noun  
swimming costume /swɪmɪŋ kɔ:tʃu:m/ noun  
swimming shorts /swɪmɪŋ ʃɔ:ts/ noun  
tie /taɪ/ noun  
trainers /'treɪnəz/ noun

### MATERIALS

cork /kɔ:k/ noun  
cotton /'kɒtən/ noun  
leather /'leðə/ noun  
metal /'metəl/ noun  
plastic /'plæstɪk/ noun  
wool /wʊl/ noun

## UNIT 10

### BUYING AND SELLING

bill /bil/ noun  
cash /kæʃ/ noun  
discount /dɪskɔ:nt/ noun  
price /praɪs/ noun  
purse /pɜ:s/ noun  
receipt /rɪ'sɪ:t/ noun  
sale /seɪl/ noun  
wallet /'wɒlt/ noun

### PHRASES WITH FOR

I sold my old games console **for** 50 euros.  
I bought these new shoes **for** the party.  
We need to have our project finished **for** next Wednesday.  
Spain is famous **for** its food and climate.  
'Sneakers' is the American English word **for** 'trainers'.

## UNIT 11

## FOOD

- burger /'bɜ:gə/ noun  
 chicken legs /'tʃɪkɪn legz/ noun  
 chili /'tʃili/ noun  
 chips /tʃips/ noun  
 cola /'kəʊlə/ noun  
 cream /kri:m/ noun  
 curry /'kʌri/ noun  
 fresh vegetables /fref 'vedʒtəblz/ noun  
 fried onions /fraɪd 'ʌnjənz/ noun  
 grapes /greɪps/ noun  
 grilled meat /grɪld mi:t/ noun  
 lemonade /'lemə'nēd/ noun  
 mineral water /'mɪnərəl 'wɔ:tər/ noun  
 noodles /nu:dəlz/ noun  
 omelette /'omlət/ noun  
 pancakes /'pænkeɪks/ noun  
 pasta with tomato sauce /'pa:stə wið tə'ma:təʊ sɔ:s/ noun  
 mushroom /'mʌʃru:m/ noun  
 salad /'sæləd/ noun  
 seafood /'si:fūd/ noun  
 soft drinks /soft drɪŋks/ noun  
 strawberry /'strɔ:bəri/ noun  
 sweets /swi:ts/ noun

## UNIT 12

## TECHNOLOGY

- e-reader /'i:ri:də/ noun  
 fitness tracker /'fit.nəs ,trækə/ noun  
 games console /'geimz ,kɒnsəwl/ noun  
 headphones /'hedfəʊnz/ noun  
 keyboard /'ki:bɔ:d/ nɒun  
 laptop /'læptɒp/ noun  
 mouse /maʊs/ noun  
 play games /pleɪ 'geimz/ verb phrase  
 printer /'prɪntə/ noun  
 screen /skri:n/ noun  
 smartphone /'smɑ:tfaʊn/ noun  
 speaker /'spi:kə/ noun  
 tablet /'tæblət/ noun

## COMPUTERS AND THE INTERNET

- buy clothes /baɪ kləʊðz/ verb phrase  
 chat online /tʃæt 'ɒn,lайн/ verb phrase  
 chat (to) friends /tʃæt tə frendz/ verb phrase  
 digital /'dɪdʒɪtl/ adjective  
 download /daʊn'ləud/ verb  
 download music /,daʊn'ləud 'mju:zɪk/ verb phrase  
 download videos /,daʊn'ləud 'vɪdiəuz/ verb phrase  
 go online /gəʊ 'ɒn,lайн/ verb phrase  
 machine /mə'ʃi:n/ noun  
 memory /'meməri/ noun  
 save /seɪv/ verb  
 software /'softweə/ noun  
 surf the internet /sɜ:f ði 'ɪntənet/ verb phrase  
 virus /'vʌrəs/ noun  
 visit websites /'vɪzit 'websaɪts/ verb phrase  
 watch videos /wɒtʃ 'vɪdiəuz/ verb phrase

## UNIT 13

### ILLNESS

broken arm /'brəʊkən ɑ:m/ noun

cold /kəuld/ noun

a headache /ə 'hedeɪk/ noun

hurt /hɜ:t/ verb

hurts /hɜ:ts/ verb

a pain /ə peɪn/ noun

sick /sɪk/ adjective

stomach ache /'stʌmæk eɪk/ noun

a temperature /ə 'temprətʃə/ noun

toothache /'tu:θeɪk/ noun

### HEALTH

do a race /du: ə reɪs/ verb phrase

do some exercise /du: səm 'eksəsaɪz/ verb phrase

do some exercises in a gym /du: səm 'eksəsaɪzɪz  
in ə dʒɪm/ verb phrase

eat well /i:t wel/ verb phrase

enter a race /'entər ə reɪs/ verb phrase

feel healthy /fi:l 'helθi/ verb phrase

get fit /get fit/ verb phrase

get some exercise /get səm 'eksəsaɪz/ verb phrase

have a rest /hæv ə rest/ verb phrase

keep fit /ki:p fit/ verb phrase

sleep well /sli:p wel/ verb phrase

stay healthy /steɪ 'helθi/ verb phrase

take a rest /teɪk ə rest/ verb phrase

try some exercises in a gym /traɪ səm 'eksəsaɪzɪz  
in ə dʒɪm/ verb phrase

## UNIT 14

### PLACES IN A TOWN

bank /bæŋk/ noun

bridge /brɪdʒ/ noun

bus station /'bʌs ,steɪʃn/ noun

bus stop /'bʌs stɒp/ noun

café /'kæfē/ noun

car park /'ka: pɑ:k/ noun

cinema /'sɪnəmə/ noun

hospital /'hɒspɪtl/ noun

hotel /həʊ'tel/ noun

library /laɪbrəri/ noun

market /ma:kɪt/ noun

museum /mjʊ:'zi:əm/ noun

petrol station /'pet.rəl ,steɪʃn/ noun

police station /pə'lɪ:s ,steɪʃn/ noun

post office /'pəʊst ,ɒfɪs/ noun

playground /'pleɪgraʊnd/ noun

restaurant /'restɔ:nt/ noun

roundabout /'raʊndəbaʊt/ noun

shop /ʃɒp/ noun

sports centre /'spɔ:ts ,sentə/ noun

train station /'treɪn ,steɪʃn/ noun

supermarket /su:pə'ma:kɪt/ noun

swimming pool /'swɪm.ɪŋ ,pu:l/ noun

street /stri:t/ noun

theatre /'θɪətə/ noun

traffic lights /træfɪk laɪts/ noun

university /ju:nɪ've:səti/ noun

### COMPOUND NOUNS

cycle tour /'saɪkl tuə/ noun

guidebook /'gaɪdbʊk/ noun

postcard /'pəʊstka:d/ noun

raincoat /reɪnkəʊt/ noun

tour guide /tuə gaɪd/ noun

walking tour /'wɔ:kɪŋ tuə/ noun



# VOCABULARY LIST

## UNIT 15

### GEOGRAPHICAL FEATURES

cliff /klɪf/ noun  
deep /dɪ:p/ adjective  
field /fi:ld/ noun  
high /haɪ/ adjective  
island /'aɪlənd/ noun  
lake /leɪk/ noun  
long /lɔŋ/ adjective  
mountain /'maʊntɪn/ noun  
river /'rɪvə/ noun  
snow /snəʊ/ noun  
water /'wɔ:tə/ noun  
wide /waɪd/ adjective

### THE WEATHER

cloudy /'klaʊdi/ adjective  
foggy /'fɒgi/ adjective  
icy /'aɪsi/ adjective  
rainy /'reɪni/ adjective  
snowy /'snəʊi/ adjective  
sunny /'sʌni/ adjective  
windy /'wɪndi/ adjective

## UNIT 16

### ANIMALS

bear /beə/ noun  
chicken /'tʃɪkɪn/ noun  
duck /dʌk/ noun  
elephant /'elɪfənt/ noun  
insect /'ɪnsekt/ noun  
lion /laɪən/ noun  
monkey /mʌŋki/ noun  
mouse /maʊs/ noun  
rabbit /'ræbit/ noun  
rat /ræt/ noun

### PHRASAL VERBS

get off /get ɒf/ phrasal verb  
get on /get ɒn/ phrasal verb  
look after /lʊk 'aftə/ phrasal verb  
pick up /pɪk ʌp/ phrasal verb  
turn off /tɜ:n ɒf/ phrasal verb  
turn on /tɜ:n ɒn/ phrasal verb

## UNIT 17

### TELEVISION

cartoon /kaʊ̯tu:n/ noun  
channels /'tʃænəlz/ noun  
fan /fæn/ noun  
live /laɪv/ adjective  
the news /ðə nju:z/ noun  
on demand /ɒn dɪ'ma:nd/ adverb  
on TV /ɒn ,ti:vɪ/ adverb  
programme /'prəʊgræm/ noun  
record /rɪ'kɔ:d/ verb  
remote control /rɪ'məut kən'trəul/ noun  
stream /stri:m/ noun

### ENTERTAINMENT

audience /'ɔ:diəns/ noun  
competitions /,kɒmpə'tɪʃənz/ noun  
the final /ðə 'faɪnəl/ noun  
judges /dʒʌdʒɪz/ noun  
performers /pə'fɔ:məz/ noun  
prize /praɪz/ noun  
runner-up /rʌnər'ʌp/ noun  
stage /steɪdʒ/ noun  
star /sta:r/ noun  
studio /'stju:dɪəʊ/ noun  
talent show /'tælənt ʃəʊ/ noun  
vote for /vəʊt fə/ verb phrase  
winner /'wɪnə/ noun

## UNIT 18

### MAGAZINES

advertisement /əd'veɪtɪsmənt/ noun  
article /'a:tɪkl/ noun  
cartoon /kaʊ̯tu:n/ noun  
headline /'hedlæɪn/ noun  
information /,ɪnfə'meɪʃən/ noun  
interview /'ɪntəvju:/ noun  
photograph /'fəʊtəgra:f/ noun  
review /rɪ'vju:/ noun

### AS, BECAUSE, SO AND WHEN

I don't like talent shows **because** they are boring.  
My parents love watching Britain's Got Talent **as** it's so much fun.  
**When** they said Chris was the winner of *Star Voice*, I was surprised.  
I didn't have time to read the book, **so** I watched the film instead.



# VOCABULARY LIST

## UNIT 19

### TRIP ACTIVITIES

- canoeing /kə'nuiŋ/ noun  
 cooking on a fire /'kʊkɪŋ ɒn ə'faɪə/ verb phrase  
 dancing at a disco /dænsɪŋ ət ə'dɪskəʊ/ verb phrase  
 going on a nature walk /'gəʊɪŋ ɒn ə'neɪtʃə wɔ:k/ verb phrase  
 going round a museum /'gəʊɪŋ raʊnd ə'mju:zɪ:əm/ verb phrase  
 going to an amusement park /'gəʊɪŋ tə ən ə'mju:zmənt pa:k/ verb phrase  
 sailing /'seɪlɪŋ/ noun  
 visiting a farm /'vɪzɪtɪŋ ə'fɑ:m/ verb phrase  
 visiting an aquarium /'vɪzɪtɪŋ ən ə'kwɛəriəm/ verb phrase  
 watching a show /'wɒtʃɪŋ ə'səʊ/ verb phrase

### SCHOOL COLLOCATIONS

- do an exercise /du: ən 'eksəsaɪz/ verb phrase  
 do a project /du: ə 'prɒdʒekt/ verb phrase  
 do a test /du: ə test/ verb phrase  
 do homework /du: 'həʊmwɜ:k/ verb phrase  
 fail a test /feɪl ə test/ verb phrase  
 get marks /get mɑ:ks/ verb phrase  
 give a lesson /gɪv ə 'lesən/ verb phrase  
 pass a test /pa:s ə test/ verb phrase  
 study from a textbook /'stʌdi frəm ə 'tekstbuk/ verb phrase  
 take notes /teɪk nəʊts/ verb phrase

## UNIT 20

### FAMILY

- aunt /a:nt/ noun  
 beautiful /'bjʊ:tɪfəl/ adjective  
 blonde /blɒnd/ adjective  
 cousin /'kʌzən/ noun  
 dark /da:k/ adjective  
 fair /feə/ adjective  
 good-looking /'gʊd'lʊkɪŋ/ adjective  
 grandchild /'grænd'tʃaɪld/ noun  
 granddaughter /'grænd,dɔ:tə/ noun  
 grandfather /'grænd,fɑ:ðə/ noun  
 grandmother /'grænd,mʌðə/ noun  
 grandparent /'grænd,peərənt/ noun  
 grandson /'grændsʌn/ noun  
 nephew /'nefju:/ noun  
 niece /ni:s/ noun  
 old /əʊld/ adjective  
 pretty /'prɪti/ adjective  
 short /ʃɔ:t/ adjective  
 slim /slɪm/ adjective  
 tall /tɔ:l/ adjective  
 uncle /'ʌŋkl/ noun  
 young /jʌŋ/ adjective

### ADVERBS OF DEGREE

- certainly /'sɜ:tənlɪ/ adverb  
 nearly /'nɪəlɪ/ adverb  
 probably /'prɒbəblɪ/ adverb  
 quite /kwaɪt/ adverb  
 really /'rɪəlɪ/ adverb

# GRAMMAR REFERENCE AND PRACTICE

## STARTER UNIT

### BE

Positive	Negative
I'm (am) you/we/they're (are) he/she/it's (is)	I'm (am) not you/we/they aren't (are not) he/she/it isn't (is not)
Questions	Short answers
Am I ...? Are you/we/they ...? Is he/she/it ...?	Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. Yes, he/she/it is. No, he/she/it isn't.

- We use **be** for people and things to describe them, say how old they are and where they are.  
*I'm John. I'm tall. I'm 14. I'm in the classroom. My bag is under my desk. It's blue and white.*

## THERE IS / THERE ARE

	Singular	Plural
Positive	there's	there are
Negative	there isn't	there aren't
Questions	Is there ...?	Are there ...?
Short answers	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.

- We use **there is / there are** to say that something exists (or doesn't exist).  
*There's a rubber in my pencil case, but there aren't any pencils.*
- We use **there is** with singular and uncountable nouns.  
*Is there a window near your desk? There's water on the table.*
- We use **there are** with plural countable nouns.  
*Are there any pens on the table? Yes, there are.*

### Practice

- 1 Complete the questions with **Is there** or **Are there**. Then write answers.

- 0 **Are there** any shelves in your classroom? (✓)  
*Yes, there are.*
- 1 \_\_\_\_\_ a green pencil on the floor? (✓) \_\_\_\_\_
- 2 \_\_\_\_\_ any maps on the walls? (✗) \_\_\_\_\_
- 3 \_\_\_\_\_ any cinemas in your town? (✓) \_\_\_\_\_

### HAVE GOT

Positive
I/you/we/they've (have) got he/she/it's (has) got
Negative
I/you/we/they haven't (have not) got he/she/it hasn't (has not) got
Questions
Have I/you/we/they got ...? Has he/she/it got ...?
Short answers
Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.

- We use **have got** to talk about our family, our hair or eyes and our possessions.  
*I've got a brother. He's got blue eyes.*  
*My sister's got a new phone. It's great!*

### Practice

- 2 Complete the sentences with the correct form of **have got**.

- 0 **I've got** a new green bike.  
1 My friends \_\_\_\_\_ (✗) pets at home.  
2 We \_\_\_\_\_ a new English teacher. (✓)  
3 My dad \_\_\_\_\_ (✗) a car. He \_\_\_\_\_ a bike.  
4 \_\_\_\_\_ you \_\_\_\_\_ a computer? 'Yes, I \_\_\_\_\_.'

### CAN

Positive	I/you/he/she/it/we/they can
Negative	I/you/he/she/it/we/they can't (cannot)
Questions	Can I/you/he/she/it/we/they ...?
Short answers	Yes, I/you/he/she/it/we/they can. No, I/you/he/she/it/we/they can't.

- We use **can** to talk about ability.  
*I can play football, but I can't play tennis.*

### Practice

- 3 Write four sentences about the things you **can** and **can't** do.

*I can't speak French, but I can speak English.*

# GRAMMAR REFERENCE AND PRACTICE

## PRESENT SIMPLE

Positive	I/You/We/They <b>play</b> volleyball. He/She/It <b>goes</b> running.
Negative	I/You/We/They <b>don't</b> paint pictures. He/She/It <b>doesn't</b> write poems.
Questions	Do I/you/we/they <b>sit</b> near the window? Does he/she/it <b>live</b> near here?
Short answers	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> . Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

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

*I play football after school every day.  
He doesn't go skating in the summer.*

## UNIT 1

## ADVERBS OF FREQUENCY

- We use the present simple to talk about things we do often or every day.  
**100%** *I always play table tennis in the summer.  
I usually go sailing with my dad.  
I often do athletics with my friends.  
I'm sometimes late for school.*  
**0%** *I'm never unhappy.*
- We use the present simple with **adverbs of frequency** to say **how often** we do things.  
*How often do you go snowboarding?  
We sometimes go snowboarding in the winter.*
- With the verb **be**, we put the adverb after the verb and before the adjective.  
*Are you sometimes tired after school?  
Yes, I'm often tired. / No, I'm not often tired.*
- With other verbs in the present simple, we put the adverb before the main verb.  
*Do you often play hockey at school?  
Yes, I often play hockey. / No, I don't often play hockey.*
- Remember, we use **never** with positive verbs.  
*I never go snowboarding. (not I don't never go...)*

## Practice

- 1** Complete the sentences with the present simple form of the verbs in the box.

go not go not play  
play study watch

- I \_\_\_\_\_ basketball in a team.
- My teacher \_\_\_\_\_ sailing when the weather is bad.
- My brother \_\_\_\_\_ TV after dinner every day.
- \_\_\_\_\_ your mum \_\_\_\_\_ running before work?
- My friends and I \_\_\_\_\_ rugby at the weekend.  
We prefer football.
- My best friend always \_\_\_\_\_ hard before an exam.

- 2** Rewrite the sentences with the adverb of frequency in brackets in the correct place.

- I'm late for school. (**always**)  
*I'm always late for school.*
- We play badminton. (**never**)
- My dad doesn't go running. (**often**)
- My friends and I go cycling. (**sometimes**)
- We aren't bored in our sports lesson. (**usually**)
- Are you tired in the morning? (**often**)

- 3** Put the words in order to make questions. Then write answers that are true for you.

- play / you / table tennis / how often / do / ?  
*How often do you play table tennis?  
I sometimes play table tennis.*
- you and your friends / go / often / sailing / do / ?  
*Do you and your friends go sailing often?*
- you / sometimes / bored / are / at home / ?  
*Are you sometimes bored at home?*
- dinner / how often / cook / you / do / ?  
*How often do you cook dinner?*
- your best friend / how often / watch / does / TV / ?  
*How often does your best friend watch TV?*
- sometimes / do / you / go / alone / running / ?  
*Do you sometimes go running alone?*

## UNIT 2

### PRESENT CONTINUOUS AND PRESENT SIMPLE

SEE GRAMMAR REFERENCE, STARTER,  
PRESENT SIMPLE PAGE 138

#### Present continuous

Positive	I'm (am) waking up. You/We/They're (are) getting dressed. He/She/It's (is) eating breakfast.
Negative	I'm (am) not brushing my hair. You/We/They aren't (are not) going to school. (or You/We/They're not going to school.) He/She/It isn't (is not) helping. (or He/She/ It's not helping.)
Questions	Am I eating lunch? Are you/we/they making breakfast? Is he/she/it drinking hot chocolate?
Short answers	Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. (or you/we/they're not.) Yes, he/she/it is. No, he/she/it isn't. (or he/she/it's not.)

#### SPELLING: -ING FORM

#### Present continuous

most verbs add -ing	go → going brush → brushing eat → eating
verbs ending in -e: remove -e and add -ing	wake → waking have → having
verbs ending in -ie: change the -ie to -y and add -ing	lie → lying
one-syllable verbs ending in a consonant + a vowel + a consonant (except w, x or y): double the consonant and add -ing	get dressed → getting dressed shop → shopping
two-syllable verbs ending in a stressed vowel + a consonant: double the consonant and add -ing	begin → beginning (but open → opening)
In British English, we double the final l in travel.	travel → travelling (American English: travel → traveling)

We use:

- the **present simple** to talk about things we do often or every day. We often use it with frequency adverbs such as *often*, *usually*, *always* and *never*.  
*We often eat salad in the summer.*
- the **present continuous** to talk about things we're doing now or at the moment. We often use it with words such as *now*, *at the moment* and *today*.  
*I'm preparing my school bag at the moment.*

#### Practice

- 1 Write complete sentences in the present continuous.

- My brother / make sandwiches at the moment.  
My brother's making sandwiches at the moment.
- We / serve dinner now.  
\_\_\_\_\_
- I / not going to school this morning.  
\_\_\_\_\_
- What / you make?  
\_\_\_\_\_
- My friends / not go cycling at the moment.  
\_\_\_\_\_
- your best friend / sit next to you?  
\_\_\_\_\_

- 2 Choose the correct words to complete the sentences.

- We never eat / 're never eating dinner at a restaurant.
- I go / 'm going swimming after school every day.
- Shh! My baby brother sleeps / 's sleeping at the moment.
- What do you usually have / are you usually having for breakfast?
- Are you watch / watching TV now? No, I'm not / it isn't.
- My mum doesn't work / isn't working today. She's on holiday.
- We always go / are always going to school by bus.

- 3 Complete the sentences so they are true for you.

- For breakfast, I often \_\_\_\_\_. \_\_\_\_\_.
- My friends and I sometimes \_\_\_\_\_ after school.
- At the moment, my best friend \_\_\_\_\_. \_\_\_\_\_.
- I'm \_\_\_\_\_ and shoes today.
- On Friday afternoon, I usually \_\_\_\_\_. \_\_\_\_\_.
- I \_\_\_\_\_ now.

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 3 LIKE, DON'T LIKE, HATE, LOVE + -ING

After *like*, *don't like*, *hate* and *love*, we use the *-ing* form.

*My sister loves listening to rap.*

😊 *I really love playing the drums.*

↑ *I love listening to the piano.*

*I like listening to rock music.*

*I quite like playing the guitar.*

↓ *I don't like listening to jazz.*

😢 *I hate listening to the violin.*

- We use *like*, *don't like*, *hate* and *love* to talk about the things we like or don't like doing.

*I love playing the piano.*

*My friends don't like going to concerts.*

- We can use *really* to say how much we like, love or hate doing things.

We also can use *quite* with *like*.

*I really love listening to music, but I really hate listening to rap.*

*I quite like playing the keyboard. (not +quite love or +quite hate)*

» SEE GRAMMAR REFERENCE, UNIT 2, SPELLING: -ING FORM, PAGE 139

### Practice

- 1 Complete the table. Tick (✓) the correct rules and write the *-ing* form of the verbs in the last column.

verb	only add <i>-ing</i>	remove <i>-e</i> and add <i>-ing</i>	double the consonant and add <i>-ing</i>	<i>-ing</i> form
dance		✓		dancing
get up				
have				
make				
open				
play				
shop				
sit				
swim				
watch				

- 2 Complete the sentences with the *-ing* form of the verbs in brackets.

- 1 My sister really loves \_\_\_\_\_ (play) the guitar.
- 2 My grandparents like \_\_\_\_\_ (live) in a big city.
- 3 My dad loves \_\_\_\_\_ (drive).
- 4 I quite like \_\_\_\_\_ (go) snowboarding with my family.
- 5 My friends and I hate \_\_\_\_\_ (wear) a school uniform.
- 6 We don't like \_\_\_\_\_ (get up) early.

- 3 Write sentences that are true for you with *like*, *don't like*, *hate*, *love* and the words in brackets.

- 1 (go cycling) *I really love going cycling with my friends.*
- 2 (listen to rock music) \_\_\_\_\_.
- 3 (study for exams) \_\_\_\_\_.
- 4 (have pizza for dinner) \_\_\_\_\_.
- 5 (swim in the sea) \_\_\_\_\_.

## UNIT 4

### PAST SIMPLE OF BE

Positive	I/He/She/It <b>was</b> at home yesterday. You/We/They <b>were</b> at school at ten o'clock.
Negative	I/He/She/It <b>wasn't</b> (was not) five years old in 2010. You/We/They <b>weren't</b> in the park yesterday.
Questions	Where <b>was</b> I/he/she/it at six o'clock? Who <b>were</b> you/we/they with yesterday? <b>Was</b> I/he/she/it late? <b>Were</b> you/we/they happy?
Short answers	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> (was not). Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> (were not).

**Was/were** are the past forms of **be**. We use **was/were** to describe people and things in the past.

*My grandmother **was** tall and she **was** very beautiful.  
The earrings **were** fantastic. They **were** round.*

We also use **was/were** or **were/weren't** to say where people or things were or weren't in the past.

*We **weren't** at school yesterday. It **was** a holiday.*

*The new T-shirt **wasn't** in her bedroom.*

We start sentences with **was/weren't** to make questions.

*Was it a good party? Weren't your friends with you?*

We can use **was/weren't** in short answers without the noun.

*Yes, it **was**. No, they **weren't**.*

### Practice

#### 1 Complete the sentences with **was(n't)** or **were(n't)**.

- 0 I was very surprised.
- 1 My friends \_\_\_\_\_ interested in my new phone.
- 2 My dad \_\_\_\_\_ (not) in the office at 11 o'clock.
- 3 We \_\_\_\_\_ (not) happy. Our dog \_\_\_\_\_ missing.
- 4 You \_\_\_\_\_ very tired yesterday.
- 5 I \_\_\_\_\_ (not) hungry, but I \_\_\_\_\_ very thirsty.

#### 2 Put the words in order to make questions. Then write the short answer.

- 0 bored / you / were / ? (✓)  
*Were you bored? Yes, I was.*
- 1 your / tall / teacher / was / first / ? (✓)
- 2 shoes / were / his / broken / ? (✓)
- 3 you / and / friends / your / cold / were / ? (✗)
- 4 mobile / bag / was / in / your / your / ? (✗)
- 5 lake / were / the / we / near / ? (✓)

#### 3 Write complete questions with **was** or **were**. Then write answers that are true for you.

- 0 Where / you / yesterday / at 6 pm?  
*Where were you yesterday at 6 pm? I was at home.*
- 1 you / late / for school on Monday?
- 2 your friends / tired / at 9 am this morning?
- 3 When / your best friend / born?
- 4 What day / it / yesterday?
- 5 this exercise / difficult?

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 5

### PAST SIMPLE: REGULAR VERBS

I/You/He/She/It/We/They climbed a mountain.

I/You/He/She/It/We/They recorded an album.

- We use the past simple to talk about things that happened in the past.  
*Leonardo da Vinci painted the Mona Lisa. We visited The Prado Museum in Madrid.*
- With regular verbs, the past simple verb ends in -ed. (See Spelling below.)  
*climb → climbed, change → changed, carry → carried*

#### Spelling: regular verbs

most verbs: add -ed	<i>play → played</i>
verbs that end in -e: add -d	<i>change → changed</i>
verbs that end in consonant + -y: change -y to -i and add -ed	<i>carry → carried</i>
one-syllable verbs ending in a consonant + a vowel + a consonant (except w, x or y): double the consonant and add -ed	<i>stop → stopped</i>
two-syllable verbs ending in a stressed vowel + a consonant: double the final consonant and add -ed	<i>prefer → preferred</i>
In British English, we double the final l.	<i>travel → travelled (American English: travel → traveled)</i>

#### Practice

- 1 Complete the table with the past simple form of the verbs in the box.

cross die enjoy plan practise  
shop stay study try walk

<b>climb →</b> climbed	<b>change →</b> changed	<b>carry →</b> carried	<b>play →</b> played	<b>stop →</b> stopped
<i>crossed</i>				

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

climb finish listen  
play try watch

- 1 My friends ..... football yesterday.
- 2 I ..... TV last night.
- 3 We ..... to music in class.
- 4 My mum ..... a mountain at the weekend.
- 5 My family ..... Chinese food last week.
- 6 I ..... my homework quickly.

## UNIT 6

### PAST SIMPLE: NEGATIVES AND QUESTIONS

#### SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 142

Negative	I/You/He/She/It/We/They <b>didn't</b> (did not) finish.
Questions	Where <b>did</b> I/you/he/she/it/we/they cook? Did I/you/he/she/it/we/they work in a shop?
Short answers	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>didn't</b> .

- We use the **past simple negative** to talk about things that didn't happen in the past.  
*The café **didn't open** at eight o'clock.*  
*We **didn't watch** a film in class.*
- We use **past simple questions** to ask about things that happened in the past.  
*What time **did he finish** work?*  
*Did you **listen to music** last night?*
- We use **short answers** to answer simple Yes / No questions.  
*Yes, **I did**.*

#### Practice

##### 1 Complete the sentences with the past simple negative form of the underlined verbs.

- 0 My dad played tennis. He didn't play volleyball.
- 1 We cooked fish. We \_\_\_\_\_ meat.
- 2 In the school holidays, my brother worked in a factory. He \_\_\_\_\_ in a shop.
- 3 I used my mobile to send a message. I \_\_\_\_\_ the computer.
- 4 My friends climbed a tree. They \_\_\_\_\_ a mountain.
- 5 I opened the window. I \_\_\_\_\_ the door.

- 2 Write true sentences about what you and the people you know didn't do yesterday. Use the words in brackets and the past simple negative form of the verbs.

0 (I / watch)

*I **didn't watch** a film on TV yesterday.*

1 (my mum / listen)

2 (my classmates / walk)

3 (I / study)

4 (my friends and I / play)

5 (this class / start)

##### 3 Write complete questions in the past simple. Then write short answers.

0 Did you cook dinner yesterday?

No, *I **didn't***.

1 \_\_\_\_\_ your sister \_\_\_\_\_ (help) you with your homework?

Yes, \_\_\_\_\_.

2 \_\_\_\_\_ your friends \_\_\_\_\_ (finish) all the biscuits?

Yes, \_\_\_\_\_.

3 \_\_\_\_\_ this class \_\_\_\_\_ (start) at 10 am?

No, \_\_\_\_\_.

4 \_\_\_\_\_ you \_\_\_\_\_ (enjoy) the party?

Yes, \_\_\_\_\_.

5 \_\_\_\_\_ it \_\_\_\_\_ (rain) yesterday?

No, \_\_\_\_\_.

##### 4 Put the words in order to make questions. Then write answers that are true for you.

0 you / walk / this / did / school / to / morning / ?

*Did you walk to school this morning?*

*Yes, I **did**.*

1 start / what / you / did / time / school / ?

2 use / did / a / you / computer / last night / ?

3 study / yesterday / you / did / what / ?

4 visit / country / holiday / you / did / another / on / ?

5 when / you / finish / Unit 5 / did / ?

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 7

### PAST SIMPLE: IRREGULAR VERBS

SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 142

SEE GRAMMAR REFERENCE, UNIT 6, PAST SIMPLE: QUESTIONS AND NEGATIVES, PAGE 143

Positive	I/You/He/She/It/We/They <b>swam</b> in the sea every day.
Negative	I/You/He/She/It/We/They <b>didn't go</b> to Italy on holiday.
Questions	What <b>did I/you/he/she/it/we/they eat?</b> Did I/you/he/she/it/we/they <b>have</b> a good time?
Short answers	Yes, I/you/he/she/it/we/they <b>did.</b> No, I/you/he/she/it/we/they <b>didn't.</b>

- Remember, we use the **past simple** to talk about things that happened or didn't happen in the past.
- With regular verbs, the past simple verb ends in **-ed**. *want → wanted, decide → decided, travel → travelled*
- With irregular verbs, the past simple doesn't end in **-ed**. (See irregular verb list page 158)  
*buy → bought, come → came, take → took*

### Practice

- 1 Complete the table with the missing words.

Infinitive	Past simple	Infinitive	Past simple
eat	<sup>0</sup> <u>ate</u>	arrive	<sup>6</sup> _____
<sup>1</sup> _____	went	<sup>7</sup> _____	carried
ride	<sup>2</sup> _____	enjoy	<sup>8</sup> _____
<sup>3</sup> _____	saw	<sup>9</sup> _____	lived
swim	<sup>4</sup> _____	stop	<sup>10</sup> _____
<sup>5</sup> _____	took	<sup>11</sup> _____	watched

- 2 Read the sentences and underline the irregular past simple form of the verbs. Then write the infinitive of the verbs.

- 0 I swam in the sea every day. *swim*
- 1 We went sightseeing in the morning.
- 2 We had a great time on holiday.
- 3 I rode an elephant in India.
- 4 My friends ate pizza last night.
- 5 My parents bought me a present.

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

buy can get up  
give ride see

- 1 Our teacher gave us a lot of homework.
- 2 We rode our bikes to the beach.
- 3 I bought a ticket at the station.
- 4 My dad got up at six o'clock this morning.
- 5 I met my best friend with her mum.
- 6 I could read and write when I was five.

- 4 Complete the conversation with the past simple form of the verbs in brackets.

- Alice: How <sup>0</sup> was (be) your holiday?  
Jack: Great! I really <sup>1</sup> \_\_\_\_\_ (enjoy) it!  
Alice: <sup>2</sup> \_\_\_\_\_ you <sup>3</sup> \_\_\_\_\_ (go) camping?  
Jack: No, we <sup>3</sup> \_\_\_\_\_ (stay) in a hotel.  
Alice: What <sup>4</sup> \_\_\_\_\_ you <sup>5</sup> \_\_\_\_\_ (do) every day?  
Jack: In the morning, we <sup>5</sup> \_\_\_\_\_ (swim) in the sea. The beach <sup>6</sup> \_\_\_\_\_ (be) very near. In the afternoon, we <sup>7</sup> \_\_\_\_\_ (visit) different places.  
Alice: Cool! Where <sup>8</sup> \_\_\_\_\_ you <sup>9</sup> \_\_\_\_\_ (eat)?  
Jack: We <sup>9</sup> \_\_\_\_\_ (have) breakfast and dinner in the hotel.  
I <sup>10</sup> \_\_\_\_\_ (take) a lot of photos.  
Alice: Can I see them?  
Jack: Yes, of course.

## UNIT 8

### SOMEONE, ANYONE, ETC.

	every	some-	any-	no-
Person	everyone	someone	anyone	no one
Thing	everything	something	anything	nothing
Place	everywhere	somewhere	anywhere	nowhere

- We normally use **everyone**, **everything**, etc. and **someone**, **something**, etc. in positive sentences.  
*Everyone is at the party.*  
*There's something to drink on the table.*
- We use **anyone**, **anything**, etc. and **no one**, **nothing**, etc. in negative sentences and questions.  
*I haven't got anywhere to sit.*  
*Is no one in the classroom?*
- We use **no one**, **nothing** and **nowhere** in sentences with a positive verb. We use **anyone**, **anything** and **anywhere** in sentences with a negative verb.
- Negative verbs with **anyone**, **anything** etc. mean the same as positive verbs with **no one**, **nothing**, etc.  
*I haven't got anything to do.*   *I've got nothing to do.*  
*There isn't anyone at home.*   *There's no one at home.*
- No one**, **nothing**, etc. mean **not anyone**, **not anything**, etc. so we don't use a negative verb with these words.  
*I've got nothing to drink.* (*not I haven't got nothing ...*)  
*There's nowhere to sit.* (*not There isn't nowhere ...*)

#### Practice

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

- I'm bored. I haven't got **anyone** / **anything** / **anywhere** to do.
- I went to the new shop in the town, but I bought **no one** / **nothing** / **nowhere**.
- Do you have **everyone** / **everything** / **everywhere** in your bag?
- Are you busy? I'm looking for **someone** / **something** / **somewhere** to walk home with me.
- Where are your friends? There's **no one** / **nothing** / **nowhere** in the classroom.
- They decided to go **someone** / **something** / **somewhere** near a beach for their holiday.

##### 2 Complete the sentences with **every-**, **some-**, **any-** or **no-**.

- Your room's very tidy. There's **nothing** on the floor.
- I'm leaving because there isn't \_\_\_\_\_ where for me to sit.
- There isn't \_\_\_\_\_ one in my class who speaks German.
- \_\_\_\_\_ one in my school studies English.
- Was there \_\_\_\_\_ thing good on TV last night?
- My favourite place is \_\_\_\_\_ where I can play football with my friends.

##### 3 Complete the conversations with the words in the box.

anything      anywhere      everyone  
no one      nothing      someone  
something      somewhere

- Anna:** Are you hungry?  
**Matt:** No, I ate **something** a few minutes ago.
- Charlie:** What's that noise? I think there's \_\_\_\_\_ outside the window.  
**Jon:** No, it's the trees. There's \_\_\_\_\_ there.
- Lizzie:** Did you go \_\_\_\_\_ special yesterday?  
**Martha:** Yes, we went \_\_\_\_\_ near the lake and we had a picnic.
- Paul:** Are you doing \_\_\_\_\_, Jack?  
**Jack:** No, \_\_\_\_\_. Why?  
**Greg:** Have you got drinks for the party?  
**Alberto:** Yes, I bought some cola. \_\_\_\_\_ likes cola.

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 9

### PRONOUNS AND DETERMINERS

	Determiner	Pronoun
I	It's <b>my</b> jumper.	It's <b>mine</b> .
you	It's <b>your</b> cap.	It's <b>yours</b> .
he	It's <b>his</b> jacket.	It's <b>his</b> .
she	It's <b>her</b> swimming costume.	It's <b>hers</b> .
it	It's <b>its</b> shoe.	-
we	They're <b>our</b> clothes.	They're <b>ours</b> .
you	They're <b>your</b> socks.	They're <b>yours</b> .
they	They're <b>their</b> trousers.	They're <b>theirs</b> .

- We use the determiners *my, your, his*, etc. with nouns to talk about our possessions.  
*That's my tie.*  
*Is this your scarf?*
- We use the pronouns *mine, yours, his*, etc. so we don't need to repeat the noun.  
*Is this your scarf? Yes, it's mine. (not Yes, it's my scarf.)*  
*Are these your trainers? Yes, they're ours. (not Yes, they're our trainers.)*
- *Mine* is always singular.  
*Who do these trainers belong to? They're mine. (not mines)*
- There is no pronoun form for *its*.

#### Practice

##### 1 Complete the sentences with the correct determiner (*my, your, his*, etc.).

- 1 I love watching films. \_\_\_\_\_ favourite actor is Johnny Depp.
- 2 One of my uncles lives in New York. \_\_\_\_\_ name is David.
- 3 That isn't my parents' car. \_\_\_\_\_ car is blue.
- 4 'Is this Maria's?' 'No, \_\_\_\_\_ jacket is red.'
- 5 We haven't got a big dog. \_\_\_\_\_ dog is very small.
- 6 Can I borrow \_\_\_\_\_ rubber, please? I haven't got one.

##### 2 Choose the correct words.

- 1 You haven't got John's cap. *His / Hers* is black.
- 2 I haven't got a pencil. Can I borrow *mine / yours*?
- 3 Are these your books? No, they aren't *yours / mine*. They belong to Harry and Nick.
- 4 Ana's looking for her shoes. Are these *hers / theirs*?
- 5 You're wearing Nick's jumper. Where's *his / yours*?
- 6 Shall we buy a new tent? *Ours / Its* is very old.

##### 3 Complete the conversation with the words in the box.

his mine my our theirs  
your yours yours

- Steve:** I tidied the house this morning. All <sup>1</sup> \_\_\_\_\_ clothes were everywhere. Are these shorts <sup>2</sup> \_\_\_\_\_?
- Laura:** No, they aren't. They're Dan's.
- Steve:** And these green socks? Are they <sup>3</sup> \_\_\_\_\_ too?
- Laura:** No, they're <sup>4</sup> \_\_\_\_\_. The white socks are Dan's.
- Steve:** Right. I like <sup>5</sup> \_\_\_\_\_ socks, Laura!
- Laura:** <sup>6</sup> \_\_\_\_\_ grandma gave them to me!
- Steve:** Whose blue jumper is this?
- Laura:** It's <sup>7</sup> \_\_\_\_\_. You've got a blue jumper, haven't you!
- Steve:** You're right! Dan and Lucy have got red trousers. Are these <sup>8</sup> \_\_\_\_\_?
- Laura:** Yes, they are.

## UNIT 10

### SOME, ANY, A LOT OF, A FEW, A BIT OF

	Countable	Uncountable
Questions	Are there <b>any</b> shops near your house?	Have you got <b>any</b> money?
Positive	There are <b>some</b> shops over there.	There's <b>some</b> money on the table.
Negative	There aren't <b>any</b> large <b>shops</b> near my house.	I haven't got <b>any</b> money in my purse.
<b>a lot of</b>	My sister's got <b>a lot</b> of earrings.	My mum's got <b>a lot</b> of jewellery.
<b>a few / a bit of</b>	There are <b>a few</b> books on the table.	There's <b>a bit of</b> make-up in the bathroom.

- Countable nouns are nouns for things that we can count. We can use *a/an*, *the* or a number before them and they can be used in both the singular and the plural.  
*I bought a leather wallet and two caps in the new shop.*
- Uncountable nouns are nouns for things that we can't count. We can't use *a/an* or a number before them and we can't use them in the plural.  
*My cousin bought some jewellery and some make-up. (not a jewellery, a make-up)*

#### Practice

##### 1 Complete the table with the words in the box.

biscuit    cheese    earring    egg    jacket  
jewellery    juice    make-up    milk    money  
photo    purse    T-shirt    wallet

Countable	Uncountable
<i>biscuit</i>	<i>cheese</i>

##### 2 Complete the sentences with *some* or *any*.

- I didn't buy a new wallet because I didn't have ..... money.
- There are ..... new students in my class.
- Were there ..... blue T-shirts in the shop?
- Let's go shopping. I want to buy ..... new clothes.
- That shop hasn't got ..... bread.
- Did you eat ..... cake on your birthday?

##### 3 Complete the sentences with *a lot of*, *a few* or *a bit of*.

- Sally's got *a bit of* jewellery but not much.
- We've got ..... biscuits. There are three packets here and four packets on that shelf.
- We did well in our test and our teacher only gave us ..... homework – just one exercise.
- I've got ..... good friends – Anna, Karen and Rachel.
- We made sandwiches, pizza, a salad and cakes. There was ..... food at my party!
- The trip is for three days. You only need ..... pairs of socks, not 12 pairs!

##### 4 Choose the correct words to complete the conversation.

- James:** Did you buy <sup>1</sup>*a* / *any* clothes in the sales?  
**Holly:** Yes, I bought <sup>2</sup>*any* / *some* sunglasses, <sup>3</sup>*a* / *some* baseball cap and <sup>4</sup>*a few* / *a bit of* make-up.  
**James:** Really! You bought a <sup>5</sup>*lot* / *few* of things. I only bought <sup>6</sup>*a* / *some* wallet.

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 11

### AS ... AS

When we compare two things:

- we can use **as + adjective + as** to say the things are the same.  
*In my school, pizza is as popular as burgers.*  
*(not as popular as ...)*
- we can use **not as + adjective + as** to say two things are different.  
*Chocolate cake isn't as healthy as fruit salad.*
- The form of the adjective doesn't change with **as + adjective + as**.  
*A burger isn't as big as a pizza. (not as bigger as ...)*

### Practice

#### 1 Complete the sentences with **as ... as**.

- 0 I'm short, but my sister is very short.  
I'm not as short as my sister.
- 1 The Burger Bar is popular. The Pizza Restaurant is popular too.  
The Burger Bar is \_\_\_\_\_.
- 2 Ireland is wet. Scotland is wet too.  
Ireland is \_\_\_\_\_.
- 3 Lemonade is sweet, but cola is really sweet.  
Lemonade isn't \_\_\_\_\_.
- 4 Your shorts are quite dirty, but your T-shirt is very dirty.  
Your shorts aren't \_\_\_\_\_.
- 5 My mum's pizza is good. The pizza at Harry's Café is good too.  
My mum's pizza is \_\_\_\_\_.

### COMPARATIVE ADJECTIVES

Adjective	Comparative
One syllable	
slow →	slower
Two syllables with consonant + -y	
healthy →	healthier
Two syllables or more	
beautiful →	more beautiful
Irregular	
good →	better
bad →	worse
far →	farther/further

- We use comparative adjectives to compare two things (see *Spelling*).  
*Water is usually cheaper than cola.*

- We usually use **than** after comparative adjectives.  
*Vegetables are healthier than biscuits.*

### Spelling

#### • One-syllable adjectives:

- mostly add **-er**.  
*small → smaller, cheap → cheaper*
- One-syllable adjectives ending in **-e**, add **-r**.  
*nice → nicer, late → later*
- One-syllable adjectives ending in consonant + vowel + consonant (except **w, x** or **y**), double the consonant and add **-er**.  
*big → bigger, fat → fatter*

- Two-syllable adjectives ending in consonant + **-y** change the **-y** to **-i** and add **-er**.  
*busy → busier, happy → happier*
- Two or more syllables add **more**.  
*expensive → more expensive*

### Practice

#### 2 Complete the sentences with the comparative form of the adjectives in brackets.

- 1 My maths teacher is \_\_\_\_\_ (young) than my geography teacher.
- 2 I think playing football is \_\_\_\_\_ (interesting) than watching it.
- 3 Exercise 2 is \_\_\_\_\_ (easy) than Exercise 3.
- 4 My house is \_\_\_\_\_ (far) from school than yours.
- 5 A mango is \_\_\_\_\_ (big) than a strawberry.

#### 3 Write complete sentences. Use the comparative form of the adjectives in the box.

expensive fast good hot

- 0 The blue T-shirt is £10. The red T-shirt is £15. The red T-shirt is *more expensive than the blue T-shirt*.
- 1 It's 2 hours by train. It's 2 hours 45 minutes by bus. The train is \_\_\_\_\_.
- 2 It's 25°C in London today. It's 33°C in Istanbul. Istanbul is \_\_\_\_\_.
- 3 The pizza wasn't bad. The burger was very bad. The pizza was \_\_\_\_\_.

## UNIT 12

### SUPERLATIVE ADJECTIVES

SEE GRAMMAR REFERENCE, UNIT 11,  
COMPARATIVE ADJECTIVES, PAGE 148

Adjective	Superlative
One syllable	
young →	the youngest
Two syllables with consonant + -y	
heavy →	the heaviest
Two syllables or more	
famous →	the most famous
Irregular	
good →	the best
bad →	the worst
far →	the farthest / furthest

- We use superlative adjectives to compare one thing with two or more other things.  
*The Hopper computer is one of the fastest in the world.*
- We use **the** before the superlative adjective.  
*This is the smallest smartphone anywhere in the world.*
- We usually use **in** to talk about a place with the superlative adjective.  
*This is the most expensive laptop in the world / in my city / in my town, etc. (not of the world)*

### Spelling

SEE GRAMMAR REFERENCE, UNIT 11,  
COMPARATIVE ADJECTIVES, SPELLING, PAGE 148

The spelling rules for superlative and comparative adjectives are the same.

- One-syllable adjectives:**
  - mostly add -est.  
*small → smallest, cheap → cheapest*
  - One-syllable adjectives ending in -e, add -st.  
*nice → nicest, late → latest*
  - One-syllable adjectives ending in consonant + vowel + consonant (except w, x or y), double the consonant and add -est.  
*big → biggest, fat → fattest*
- Two-syllable adjectives** ending in consonant + -y change the -y to -i and add -est.  
*busy → busiest, happy → happiest*
- Adjectives of two or more syllables** add **most**.  
*expensive → most expensive*

### Practice

- 1 Write the comparative and superlative forms of the adjectives.

- 0 slow *slower, the slowest*  
1 near  
2 large  
3 thin  
4 friendly  
5 happy  
6 beautiful  
7 good  
8 bad  
9 far

- 2 Complete the sentences with the superlative form of the adjectives in brackets.

- 1 My sister's got \_\_\_\_\_ (long) hair in my school.  
2 Cristiano Ronaldo is one of \_\_\_\_\_ (famous) football players in the world.  
3 You can eat \_\_\_\_\_ (good) burgers in my town in Ray's Burger Bar.  
4 Mrs Peters is \_\_\_\_\_ (friendly) teacher in my school.  
5 My house has got \_\_\_\_\_ (big) garden in my street.  
6 Last night we watched \_\_\_\_\_ (funny) video online. I laughed a lot!

- 3 Write sentences using superlative adjectives.

- 0 The supermarket / busy shop / my town  
*The supermarket is the busiest shop in my town.*  
1 My sister / fast person / our school  
2 Russia / large country / world  
3 Salad / healthy food / this café  
4 I / bad singer / my class  
5 My brother / good player / his team

- 4 Choose the correct words to complete the sentences.

- 1 I think history is **more** / **the most** interesting than science.  
2 Travelling by plane is **faster** / **the fastest** than travelling by bus.  
3 Oranges are **healthier** / **the healthiest** food in the cupboard.  
4 Jonny bought **better** / **the best** smartphone in the shop.  
5 A printer is **more** / **the most** expensive than a mouse.  
6 The Torre de Cristal is **taller** / **the tallest** building in Spain.

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 13 SHOULD / SHOULDN'T

### Positive

I/You/He/She/It/We/They **should** go to bed earlier.

### Negative

I/You/He/She/It/We/They **shouldn't** (should not) play tennis.

### Questions

What **should** I/you/he/she/it/we/they **do**?

**Should** I/you/he/she/it/we/they stop doing sports?

### Short answer

Yes, I/you/he/she/it/we/they **should**.

No, I/you/he/she/it/we/they **shouldn't**.

- We use **should** and **shouldn't** to give advice.  
*I've got a headache. You **should** take some medicine. You **shouldn't** listen to loud music.*
- We use **should** to say something is a **good idea**.  
*My hand hurts. You **should** go to the doctor.*
- We use **shouldn't** to say something is a **bad idea**.  
*I feel sick. You **shouldn't** eat anything.*
- After **should** and **shouldn't**, we use the infinitive of the verb without **to**.  
*My leg hurts. You **should** rest and you **shouldn't** walk. (not you **should** to rest ... you **shouldn't** to walk)*

### Practice

#### 1 Complete the sentences with **should** or **shouldn't**.

- John's got a temperature. He            go to school.
- I hurt my foot. The doctor says I            play football for three weeks.
- My best friend didn't pass the exam. His teacher thinks he            study harder.
- Did you say your back hurts? You            go swimming. It's very good for you.
- My sister lost her smartphone yesterday. I think she            talk to the police.
- To enter a race, you            do exercise the day before the race.

#### 2 Write complete sentences with **should** or **shouldn't** and the words in the box.

do sport and exercise

drink a lot of cola and lemonade

eat a lot of sweets and chocolate

eat healthy food

sleep well

watch a lot of TV

If you want to keep fit and healthy, ...

0 *you should do sport and exercise.*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

#### 3 Write complete questions with **should**. Then write short answers.

0 I / do the race? (✓)

*Should I do the race?*

*Yes, you should.*

1 my brother / buy a fast car? (✗)

2 my friends / go to bed earlier? (✓)

3 we / have a party? (✗)

4 I / stay at home? (✗)

#### 4 Read the examples and write some advice with **should** or **shouldn't**.

0 I don't feel well. What should I do?

*You should go to bed and lie down.*

1 It's my mum's birthday next week. What should I buy her?

2 I've got an exam tomorrow. Should I study all night?

3 I want to visit another country. Where should I go?

4 My brother wants to do a new sport. Which one should he do?

5 I want to make some new friends. Should I join a club?

## UNIT 14 PREPOSITIONS

We can use prepositions to say where things are.

A river goes *through* the town.

Three bridges go *across* the river.

The post office is *next to* the train station.

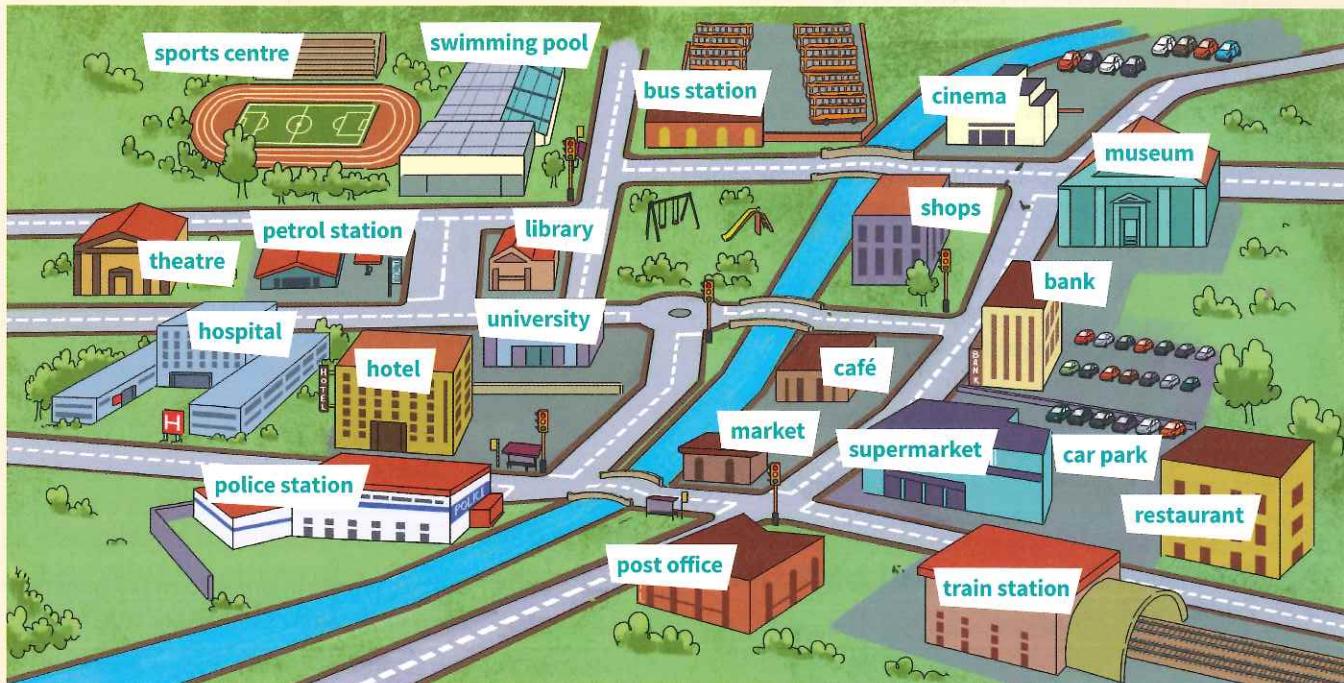
The train station is *beside* the post office.

The car park is *in front of* the supermarket.

The petrol station is *opposite* the library.

The restaurant is *near* the train station.

The hospital is *outside* the town.



### Practice

1 Look at the map of the town. Choose the correct words to complete the sentences.

- 1 The swimming pool is *near* / *across* the bus station.
- 2 To get to the train station, walk *across* / *through* the bridge.
- 3 The university is *opposite* / *next to* the library.
- 4 The petrol station is *beside* / *near* the university.
- 5 The cinema is *opposite* / *next to* the river.
- 6 There's a car park *in front of* / *through* the supermarket.

2 Look at the map again and complete the sentences with the words in the box. Use each word once only.

across      near      next to      opposite      outside      through

- 0 A river goes *through* the town.
- 1 \_\_\_\_\_ the town, there's a hospital.
- 2 Drive \_\_\_\_\_ the bridge and there's a cinema on your left.
- 3 There's a roundabout \_\_\_\_\_ the middle bridge.
- 4 The park is \_\_\_\_\_ the police station.
- 5 The market is \_\_\_\_\_ the hotel.

3 Read the questions and write true sentences about your town.

- 0 Where's your school?
- 1 Is the hospital outside your town?
- 2 What's your favourite shop? Where is it?
- 3 Does a river go through your town?
- 4 How often do you walk across a bridge?
- 5 Is there a museum in your town? Where is it?

*It's near my house, opposite the park.*

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# GRAMMAR REFERENCE AND PRACTICE

## UNIT 15

### PAST CONTINUOUS

Positive	I/He/She/It <b>was eating</b> dinner. You/We/They <b>were playing</b> football.
Negative	I/He/She/It <b>wasn't (was not)</b> sleeping. You/We/They <b>weren't (were not)</b> helping.
Questions	What <b>was I/he/she/it doing</b> at 8 am? What <b>were you/we/they watching</b> on TV? Was I/he/she/it <b>playing</b> computer games? Were you/we/they <b>listening</b> to music?
Short answers	Yes, I/he/she/it <b>was</b> . No, he/she/it <b>wasn't</b> . Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> .

We use the **past continuous** to talk about activities happening at a moment in the past.

*I was watching TV, my parents were working and my brother was playing football yesterday afternoon.*

### SEE GRAMMAR REFERENCE, UNIT 2, SPELLING: -ING FORM, PAGE 139

#### Practice

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

- 1 At 6 pm, I **was doing** / **were doing** my homework.
- 2 My dad **was cooking** / **were cooking** our dinner.
- 3 Yesterday afternoon, we **wasn't playing** / **weren't playing** tennis.
- 4 Yesterday afternoon, you **wasn't wearing** / **weren't wearing** your new cap.
- 5 My friends **wasn't having** / **weren't having** lunch at 1 pm.
- 6 We **was climbing** / **were climbing** a tree on Saturday morning.

##### 2 Complete the paragraph with the past continuous form of the verbs in the box.

cry      listen      make      not sleep      not watch  
rain      read      sit      surf

This morning, my dad <sup>0</sup>was making breakfast. The baby was hungry and he <sup>1</sup> ..... My big sister was in her bedroom. She <sup>2</sup> .....; she <sup>3</sup> ..... a magazine. My mum and my older brother <sup>4</sup> ..... the internet. My little sister <sup>5</sup> ..... in her favourite chair, but she <sup>6</sup> ..... TV. My younger brother <sup>7</sup> ..... to loud music. There were clouds in the sky and it <sup>8</sup> ..... I decided to stay at home.

##### 3 Write complete questions in the past continuous. Then write short answers.

*At 10 am yesterday,*

**0** **it / snow?** (X)

*Was it snowing?*

*No it wasn't.*

**1** **your friends / ride their bikes? (✓)**

**2** **you / shop with your friends? (✓)**

**3** **your mum / work? (X)**

**4** **I / have a shower? (X)**

**5** **you and your friends / swim in the lake? (✓)**

##### 4 Put the words in order to make questions. Then write answers that are true for you.

**0** **yesterday at 11 am / you / were / sleeping / ?**

*Were you sleeping yesterday at 11 am?*

*No, I wasn't. I was studying at school.*

**1** **were / doing / you / at 8 am this morning / what / ?**

**2** **blue socks / you / were / wearing / yesterday / ?**

**3** **after school yesterday / watching / a film / were / you and your friends / ?**

**4** **raining / was / it / yesterday evening / ?**

**5** **on Saturday morning / what / your friends / doing / were / ?**

## UNIT 16

### PAST SIMPLE AND PAST CONTINUOUS

SEE GRAMMAR REFERENCE, UNITS 5–7,  
PAST SIMPLE, PAGES 142–144

SEE GRAMMAR REFERENCE, UNIT 15,  
PAST CONTINUOUS, PAGE 152

- We use the **past continuous** to describe activities happening at a particular moment in the past. Sometimes these activities happen at the same time. We don't use the past continuous to talk about the beginning or the end of an activity.  
*John was looking at the elephants and his sister was buying an ice cream.*
- We use the **past simple** when one complete action follows another.  
*I woke up and I went downstairs.*
- We often use the **past simple** and **past continuous** together to say that one action interrupts another.  
*A elephant was eating some fruit when the boy fell.*

#### when and while

We use **when** and **while** to connect two activities. When we use the **past simple** and **past continuous** together, we often use:

- when** before the past simple.  
*The boy was looking at the elephants when he fell.*  
Or  
*When the boy fell, he was looking at the elephants.*
- while** before the past continuous.  
*The boy fell while he was looking at the elephants.*  
Or  
*While the boy was looking at the elephants, he fell.*

#### Practice

- Choose the correct words to complete the sentences.
  - When the teacher *came / was coming* into the classroom, we *played / were playing* cards.
  - She *didn't call / wasn't calling* me when she *heard / was hearing* a strange noise.
  - While I *got off / was getting off* the bus, it *started / was starting* to rain.
  - John *arrived / was arriving* while my sister *made / was making* breakfast.
  - My brother *climb / was climbing* a tree when he *fell / was falling*.
  - I *didn't meet / wasn't meeting* my teacher while we *shopped / were shopping*.

#### 2 Complete the sentences with *when* or *while*.

- I was giving food to my rabbit ..... you phoned me.
- We found some money ..... we were playing football outside.
- I wasn't doing anything ..... you turned on the light.
- ..... you sent me the message, I was doing an exam.
- My mum was watching the monkeys ..... someone stole her purse.
- ..... my friends were snowboarding, they saw a famous musician.

#### 3 Complete the sentences with one verb in the past simple and one verb in the past continuous.

- My teacher ..... (travel) by boat when she ..... (feel) sick.
- When the music ..... (start), I ..... (not talk) to my friends.
- While I ..... (carry) the plates, I ..... (fall).
- We ..... (run) in the park when we ..... (see) some ducks.
- While I ..... (do) my homework, my phone ..... (ring).
- We ..... (not visit) the British Museum while we ..... (stay) in London.

#### 4 Complete the sentences so they are true for you. Use the past simple or the past continuous.

- When I woke up yesterday, .....  
*it was raining.*
- When I got to school, my friends .....  
.....
- The teacher came into the classroom while .....  
.....
- When I arrived home, I .....  
.....
- While I was doing my homework, .....  
.....

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 17

### FUTURE WITH GOING TO

- We form the *going to* future with *be + going to + infinitive without to*.

Positive	I'm (am) going to phone our friends. You/We/They're (are) going to invite all our family. He/She/It's (is) going to watch the animals.
Negative	I'm (am) not going to do any homework. You/We/They aren't (are not) going to buy pizza. He/She/It isn't (is not) going to win the prize.
Questions	Who am I going to see? What are you/we/they going to do later? Where is he/she/it going to go? Am I going to have fun? Are you/we/they going to phone me later? Is he/she/it going to tell Mum and Dad?
Short answers	Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. Yes, he/she/it is. No, he/she/it isn't.

- We use the *going to* future to talk about our future plans.  
*I'm going to watch the concert this evening.*  
*We aren't going to study next weekend.*
- We usually make our future plans before we use the '*going to*' future.  
*Where are you going to go next summer?*  
*Mum bought the tickets last week. We're going to visit Paris and Berlin.*
- We often use future time phrases like *this evening*, *tomorrow morning*, *next summer*, *when I'm 18*, etc. with the *going to* future.  
*I'm going to travel when I'm 18.*  
*My dad isn't going to drive us to school tomorrow morning.*

### Practice

- 1 Write complete sentences with the *going to* future form of the verbs.

0 I / buy / new trainers.

*I'm going to buy new trainers.*

1 We / not ride / our bikes to school tomorrow.

2 My friends / watch / the talent show on TV.

3 My mum / not play / tennis later.

4 My dad / make / pizza.

5 My cousins / not visit / us next weekend.

- 2 Complete the paragraph with the *going to* future form of the verbs in the box.

buy      fly      not go      not serve  
stay      travel      watch      work

Next summer, I <sup>0</sup> *I'm going to fly* to Canada with my family. We <sup>1</sup> \_\_\_\_\_ with our friends. I <sup>2</sup> \_\_\_\_\_ a football shirt for my friend Jack because he likes sport. We <sup>3</sup> \_\_\_\_\_ a football match with him. I love travelling. When I'm 18, I <sup>4</sup> \_\_\_\_\_ to university. I <sup>5</sup> \_\_\_\_\_ around the world. I <sup>6</sup> \_\_\_\_\_ in a shop in different countries but I <sup>7</sup> \_\_\_\_\_ food in a restaurant. That's hard work!

- 3 Complete the questions with the *going to* future form of the verbs in brackets.

1 What \_\_\_\_\_ you and your friends \_\_\_\_\_ (watch) on TV after school today?

2 What \_\_\_\_\_ you \_\_\_\_\_ (wear) tomorrow?

3 \_\_\_\_\_ your mum \_\_\_\_\_ (work) next Saturday?

4 Who \_\_\_\_\_ you and your family \_\_\_\_\_ (see) at the weekend?

5 \_\_\_\_\_ your friends \_\_\_\_\_ (travel) to another country next summer?

6 \_\_\_\_\_ you \_\_\_\_\_ (study) in another town when you're 18?

- 4 Write true answers to the questions in Exercise 3.

0 *We're going to ride our bikes* \_\_\_\_\_.

1 \_\_\_\_\_.

2 \_\_\_\_\_.

3 \_\_\_\_\_.

4 \_\_\_\_\_.

5 \_\_\_\_\_.

## UNIT 18 MAKING SUGGESTIONS

- A **suggestion** is a plan or an idea that you want someone to think about.  
*Why don't we go to the concert?*  
*Shall we meet outside the cinema?*  
*Why not ask your mum to drive us?*  
*Let's go to a restaurant later.*
- After *Why don't we ...*, *Shall we ...*, *Why not ...* and *Let's ...*, we use an infinitive without *to*.  
*Shall we make a cake? (not Shall we to make...)*  
*Why don't we buy some lemonade? (not Why don't we to buy...)*
- Why don't we ...*, *Shall we ...* and *Why not ...* are questions so we use a question mark (?).  
*Shall we meet at 8 pm?*  
*Why not go by bus?*
- Let's ...* is a sentence so we use a full stop (.).  
*Let's go to the football match.*
- When someone makes a suggestion, we often use words and phrases like *Cool!*, *Sounds good!*, *You're right!*, *Good one!* and *Excellent idea!* to answer.  
*Let's go swimming. Cool!*

### Practice

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

- 1 Let's use / to use that computer over there.
- 2 Shall we / We shall include some cartoons in the magazine?
- 3 Let's / Why not ask our teacher to help.
- 4 Why not / Shall we play hockey?
- 5 Let's / Why not write down our ideas first?
- 6 Why don't we / Why we don't put a notice on the website?

#### 2 Write suggestions using *Shall ...*, *Why don't we* / *Why not ...* or *Let's ...* and the words in the box.

have listen read ride take watch

- 0 Why not listen to music?
- 1 \_\_\_\_\_ the film on TV.
- 2 \_\_\_\_\_ we \_\_\_\_\_ pizza for dinner?
- 3 \_\_\_\_\_ our bikes to school tomorrow?
- 4 \_\_\_\_\_ the book before we see the film.
- 5 \_\_\_\_\_ we \_\_\_\_\_ some photos in the museum?

#### 3 Read the sentences, then write a suggestion using *Shall ...*, *Why don't we* / *Why not ...* or *Let's ...*

- 1 It's my birthday tomorrow.  
.....
- 2 We haven't got any homework to do today.  
.....
- 3 The school holidays start next week.  
.....
- 4 I'm bored and it's raining.  
.....
- 5 I'm hungry and there isn't anything to eat.  
.....
- 6 We have to do something for the school magazine.  
.....

# GRAMMAR REFERENCE AND PRACTICE

## UNIT 19

### HAVE TO / DON'T HAVE TO

Positive	I/You/We/They <b>have to</b> get up early. He/She/It <b>has to</b> eat later.
Negative	I/You/We/They <b>don't have to</b> go climbing. He/She/It <b>doesn't have to</b> wear a uniform.
Questions	What <b>do I/you/we/they have to do now?</b> What time <b>does he/she/it have to get up?</b> <b>Do I/you/we/they have to bring snacks?</b> <b>Does he/she/it have to wear nice clothes?</b>
Short answers	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> . Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

- We use **have to** to say something is necessary.  
*I can't go out. I have to help my mum.*  
*We have to be at school at 8 am for the school trip.*
- We use **don't have to** to say something is not necessary.  
*It's Saturday. You don't have to get up early.* (But you can if you want.)  
*My cousins don't have to wear a uniform at their school.*  
have to means you have no choice. You can't say 'no'!  
don't have to means you can do something if you want.

#### Practice

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

- You **have to get fit** / **has to get fit** to enter a race.
- My school is opposite my house. I **don't have to go** / **doesn't have to go** by bus.
- We **have to leave** / **has to leave** our phones at home.
- You **have to wear** / **has to wear** trainers for a nature walk.
- My dad **don't have to wear** / **doesn't have to wear** a suit at work.
- You **don't have to make** / **doesn't have to make** breakfast. I can do it.

##### 2 Complete the sentences with the correct form of **have to** and the verbs in the box.

do      not bring      not buy  
not help    stay      tidy

- Every morning, I **have to tidy** my bedroom.
- You \_\_\_\_\_ any milk. There's a lot in the fridge.
- My friends are lucky. They \_\_\_\_\_ at home.
- We \_\_\_\_\_ a vocabulary test every week at school.
- My brother is ill. He \_\_\_\_\_ in bed today.
- You \_\_\_\_\_ anything on the school trip. I've got a lot of food and drink.

##### 3 Write complete questions with **have to**. Then write short answers.

- you / study hard at your school? (✓)  
*Do you have to study hard at your school?*  
*Yes I do.*
- your mum / work five days a week at the museum? (✗)
- you / turn off your smartphone at school? (✓)
- your dad / travel for his work? (✗)
- we / do Exercise 5? (✗)

##### 4 Complete the questions with the correct form of **have to** and the verbs in brackets. Then write answers that are true for you.

- Do you **have to go** (go) to bed early on Saturday night?  
*No I don't.*
- What time \_\_\_\_\_ you \_\_\_\_\_ (get up) on a school day?  
\_\_\_\_\_
- you \_\_\_\_\_ (speak) English in your English class?  
\_\_\_\_\_
- How much homework \_\_\_\_\_ you and your classmates \_\_\_\_\_ (do) every day?  
\_\_\_\_\_
- What \_\_\_\_\_ you \_\_\_\_\_ (do) if you miss a class?  
\_\_\_\_\_
- you \_\_\_\_\_ (buy) a ticket before you get on a bus in your town?  
\_\_\_\_\_

## UNIT 20 ADVERBS OF MANNER

- We use adverbs of manner to say **how** we do something.  
*You have to speak **quietly** here.*  
*My sister can play the piano **beautifully**.*
- We make many adverbs of manner by adding **-ly** to the adjective (see Spelling below).  
*My little brother is **noisy**. He does everything **noisily**.*  
*I'm very **careful**. I always do my homework **carefully**.*
- There are some irregular adverbs.  
*good → well, fast → fast, hard → hard*

### Spelling: adverbs of manner

Most adverbs add **-ly** to the adjective.

*quick → quickly*

For adjectives ending in **-l**, we double the **l** and add **-y** in the adverb form.

*beautiful → beautifully*

For adjectives ending in a consonant + **-y**, we remove the **-y** and add **-ily**.

*easy → easily*

### Practice

#### 1 Write the adverb form of the adjectives.

- 0 slow slowly  
1 careful carefully  
2 good well  
3 happy happily

- 4 quiet quietly  
5 wonderful wonderfully  
6 heavy heavily  
7 hard hardly

- 8 bad badly  
9 angry angrily  
10 fast fast  
11 noisy noisily

#### 2 Complete the sentences with the adverb form of the adjectives in the box. Use each word once only.

bad careful good hard loud quick

- I can't hear you. The band is playing very loudly.
- If you want to pass the exam, you have to study carefully.
- My brother won the race because he ran very fast.
- Please don't ask me to draw a picture. I draw badly.
- Listen carefully! I'm going to repeat these instructions.
- Let's have dinner at your house. Your dad cooks really well.

#### 3 Complete the questions with the adverb form of the adjectives in brackets. Then write answers that are true for you.

- Which famous musicians sing beautifully (beautiful)?  
*I think Taylor Swift sings beautifully.*
- How many languages can you speak well (good)?
- How often do you do your homework carefully (slow) and carefully (careful)?
- Do you eat quickly (quick)?
- How far is your school from your house? Can you walk there easily (easy)?
- Do you play in a sports team? Does it play badly or well (good)?

# LIST OF IRREGULAR VERBS

Infinitive	Past simple	Infinitive	Past simple
be	was, were	lend	lent
become	became	lie	lay
begin	began	lose	lost
break	broke	make	made
bring	brought	mean	meant
build	built	meet	met
burn	burned/burnt	pay	paid
buy	bought	put	put
catch	caught	read	read
choose	chose	ride	rode
come	came	ring	rang
cost	cost	run	ran
cut	cut	say	said
do	did	see	saw
draw	drew	sell	sold
dream	dreamed/dreamt	send	sent
drink	drank	show	showed
drive	drove	shut	shut
eat	ate	sing	sang
fall	fell	sit	sat
feel	felt	sleep	slept
find	found	speak	spoke
fly	flew	spell	spelled/spelt
forget	forgot	spend	spent
get	got	stand	stood
give	gave	steal	stole
go	went	swim	swam
grow	grew	take	took
have	had	teach	taught
hear	heard	tell	told
hit	hit	think	thought
hold	held	throw	threw
hurt	hurt	understand	understood
keep	kept	wake	woke
know	knew	wear	wore
learn	learned/learnt	win	won
leave	left	write	wrote