Emma Heyderman & Fiona Mauchline

Includes Digibook

Motivate!

Student's Book

1

MACMILLAN

Unit	Vocabulary	Grammar	Pronunciation
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Reading	Listening	Speaking	Writing	Culture & CLIL
▪ Times ▪ Classroom objects	▪ Colours	▪ Classroom language		
▪ Around the world on a comic ▪ The name game	▪ Stamps	▪ Making friends Giving personal information	▪ A personal profile Capital letters	After-school clubs CLIL Literature
▪ Really weird animals ▪ Create your own avatar!	▪ Cats and dogs	▪ Looking after pets Giving instructions	▪ A description of a person Apostrophes	Pets CLIL Geography
▪ Food myths ▪ Have you got a healthy lifestyle?	▪ Healthy eating	▪ At the café Ordering food	▪ A blog Connectors: *and, but*	British food CLIL Physical Education
▪ A place with a difference ▪ Tropical Islands	▪ In town	▪ A day out Making suggestions	▪ A city guide Adding information: *also*	New Year's Eve CLIL History
▪ A day in the life of a child genius ▪ Redroofs	▪ Hidden talents	▪ At the box office Buying a ticket	▪ A magazine article Connectors: *because*	Performing arts CLIL Maths
▪ Street dancing in schools: is it PE? ▪ Snowboarding blog	▪ Unusual sports	▪ Going out Making arrangements	▪ An email Connectors: *so*	Traditional sports CLIL Language
▪ History on an English street ▪ Useful gadgets: the toothbrush	▪ 16th-century houses	▪ On a school trip Asking for information	▪ A description Using adjectives	The White House CLIL Science
▪ Unusual transport ▪ Bear Grylls	▪ *PowerBocking*	▪ Travelling by bus Asking for travel information	▪ A story Time connectors: *first, then, in the end*	Public transport CLIL Art
▪ Dressing for the occasion ▪ Come to Glastonbury … but bring your umbrella!	▪ Fancy dress	▪ Going to a party Making and accepting invitations	▪ A postcard Review	Festivals CLIL Music

Irregular verbs page 126

Starter unit

Introductions

1 1.02 **Read and listen. What are the students' names? What is the teacher's name?**

Demonstrative pronouns

This is my English class.	**That** is my desk.
These are my friends.	**Those** are my pens.

2 Look at the sentences in the table. How do you say the words in blue in your language?

3 INTERFACE **Work in pairs. Introduce people in your class.**

That's Lucy. She's my classmate.

The alphabet and spelling

4 1.03 **Listen and repeat the alphabet.**

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

5 1.04 **Listen to the teacher taking the register. What's Alex's full name?**

6 INTERFACE **Work in pairs. What's your partner's full name? How do you spell it?**

What's your name?

It's Joanna Harrison.

How do you spell it, please?

It's J-O ...

Times

7 **Match the clocks with the times below.**

1 quarter to eleven
2 three o'clock
3 half past twelve
4 ten past two
5 five to nine
6 quarter past three

8 **What time is your ...**

1 first class?
2 break time?
3 lunch?
4 last lesson?

My school bag

9 **Look at Emily's bag. Match objects 1–10 with the words in the box.**

1 – book

book dictionary notebook pen pencil pencil case
pencil sharpener rubber ruler school bag

10 1.05 **Listen and repeat.**

Colours

11 **Match the colours with the objects in exercise 9. Which colour can't you see?**

black **blue** **brown** **green** **orange**
pink **purple** **red** **white** **yellow**

The book is green.

Classroom language

12 **Match questions 1–5 with answers a–e.**

How do you say 'kalem' in English? It's 'pencil'.

1 How do you say *'kalem'* in English?
2 Can you repeat that, please?
3 How do you spell that?
4 What page are we on?
5 Can I have a pen, please?

a) Yes, of course. It's pencil.
b) P-E-N-C-I-L
c) Here you are.
d) We're on page 3.
e) It's 'pencil'.

13 1.06 **Listen and repeat.**

Use these useful expressions in your English class. How do you say them in your language?

Unit 1 My world

Vocabulary 1
Countries and nationalities

1 Look at the map. Match places 1–6 with the countries in the box.

Australia Belgium Canada China Colombia
Ecuador France Ireland Japan Mexico Morocco
Romania Spain the UK the USA

2 Now match all the countries in exercise 1 with the nationalities in the box.

Mexican American Japanese Spanish Romanian
Moroccan Irish Chinese Canadian British French
Colombian Belgian Australian Ecuadorian

Australia – Australian

3 1.07 Listen and repeat.

Pronunciation
Word stress

a How many syllables do these words have?

1 a) Canada b) Canadian
2 a) Ecuador b) Ecuadorian
3 a) China b) Chinese
4 a) Japan b) Japanese

b 1.08 Listen and mark the stress on the words in exercise a.

1 a) Canada b) Canadian

4 Choose the correct answers.

1 **More than 1.3 billion people live in ...**
a) China. b) Japan.
2 **Dracula is from ...**
a) Romania. b) Mexico.
3 **Irish people aren't from ...**
a) Europe. b) Asia.
4 **English and French are the official languages of ...**
a) Canada. b) the USA.
5 **Quito is the capital city of ...**
a) Ecuador. b) Colombia.

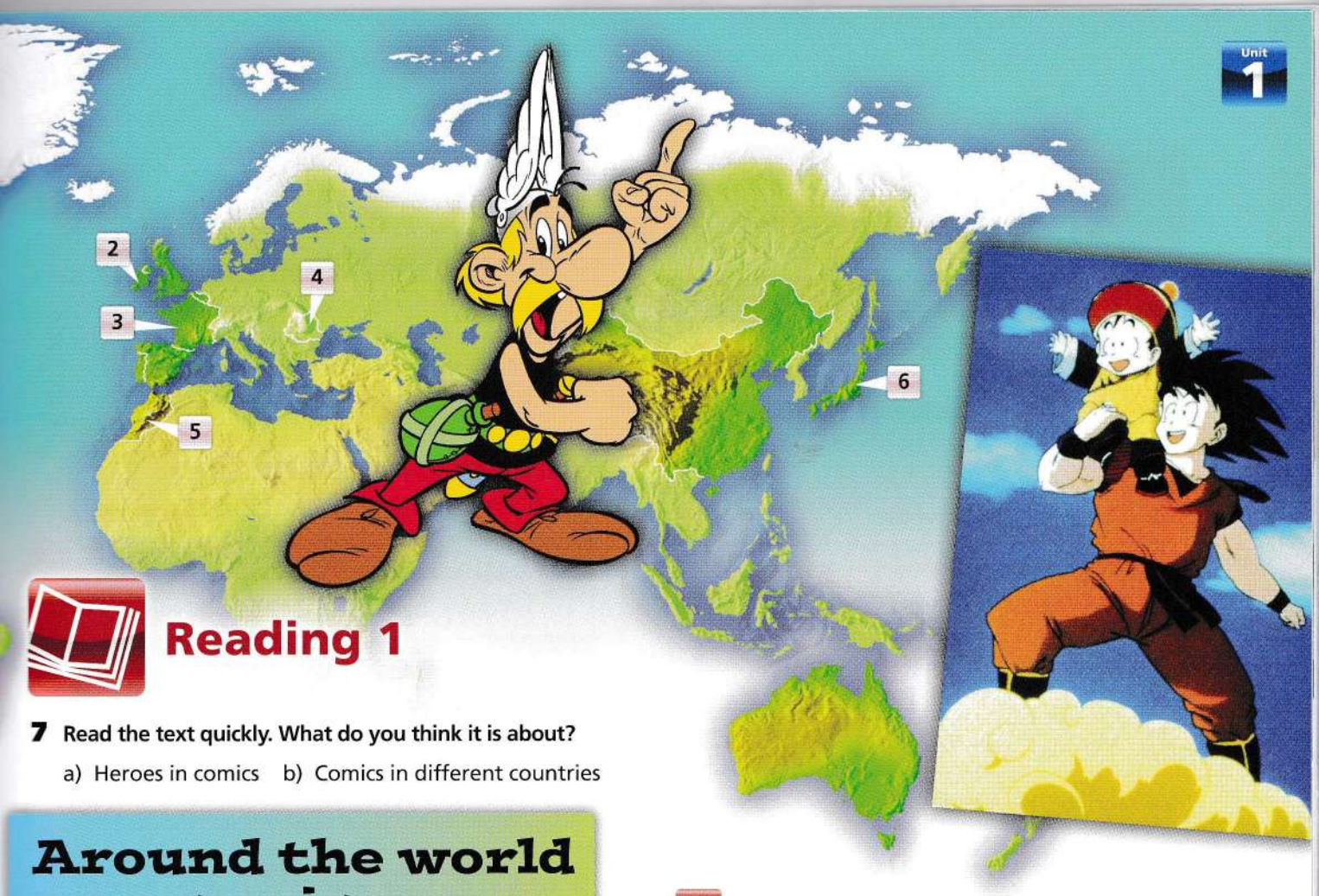
Now say it!

5 1.09 Listen to Alex, Ben and Emily. Where are they from?

6 Work in pairs. Introduce yourself.

Hi! My name's Katie.

I'm from Melbourne. It's in Australia.



Reading 1

7 **Read the text quickly. What do you think it is about?**

a) Heroes in comics b) Comics in different countries

Around the world on a comic

The two big American comic companies, DC Comics and Marvel, are from New York City in the USA. American comics are usually in colour and they're full of superheroes like Superman, Batman and Spider-Man. Lex Luthor and the Joker are also American comic book characters but they aren't heroes. They're villains!

Manga comics are from Japan. They're very different from American comics. Manga comics are small, you read the comic from right to left and they aren't usually in colour, they are in black and white. The stories are for boys and girls: Shõnen manga, like Naruto or Dragon Ball, are action stories, but Shõjo manga are normally about people and romance.

The comic industry is also big in France and Belgium. Asterix is French and Tintin is Belgian. These characters are very popular all over the world.

Which comic book characters are popular in your country?

8 1.10 **Read and listen. Then complete the sentences.**

1 Superman is from ...
2 Naruto is from ...
3 Tintin is from ...

9 **Read the text again. Are the sentences true or false?**

1 American comics aren't in colour.
2 Comic characters in the USA are all heroes.
3 Manga comics aren't big.
4 Dragon Ball is an example of Shõjo manga.
5 Asterix is Belgian.

Learn words with their antonyms so you've got a bigger vocabulary.

10 **Read the text again. Match the antonyms.**

1 big	a) black and white
2 heroes	b) small
3 left	c) villains
4 colour	d) right

11 CLASS VOTE **Who is your favourite comic book hero? Who is your favourite villain?**

Grammar 1
be: present simple

affirmative	
I	'm French.
You	're a hero.
He / She / It	's big.
We / You / They	're Japanese.

negative	
I	'm not a villain.
You	aren't French.
He / She / It	isn't Belgian.
We / You / They	aren't small.

1 **Look at the sentences in the table. What is the full form of the words in blue?**

2 **Complete the sentences about Superman with the affirmative form of *be*.**

1 Hi! My name ... Superman.
2 My real name ... Clark Kent.
3 I ... from a planet called Krypton.
4 My friends ... Wonder Woman and Batman.
5 This ... my newspaper, the *Daily Planet*.

3 **Write sentences about Batman with the affirmative and negative form of *be*.**

Hello there! I / not / Superman. I / Batman.
Hello there! I'm not Superman. I'm Batman.

1 My real name / not / Batman. It / Bruce Wayne.
2 I / not / from New York. I / from Gotham City.
3 My assistant / not / Spider-Man. It / Robin.
4 We / not / from the UK. We / from the USA.
5 The Joker and the Penguin / not / my friends. They / my enemies!
6 My car / not / the Batcar. It / the Batmobile.

4 **Write true sentences about you with the affirmative and negative form of *be*.**

Spanish *I'm Spanish.*

1 from the UK
2 14 years old
3 in my maths class
4 a football fan
5 Japanese
6 a superhero

Subject pronouns and possessive adjectives

subject pronouns					
I	you	he / she / it	we	you	they
possessive adjectives					
my	your	his / her / its	our	your	their

I'm from Japan. My favourite food is sushi.
She's Canadian. Her favourite superhero is Batman.
They're students. Their teacher's name is José.

5 **Look at the table. How do you say the words in blue in your language?**

6 **Choose the correct words.**

Hi! I'm Alex and this is my friend Lucy. (1) **Our** / **Your** favourite actor is Tobey Maguire. He's from the USA. (2) **His** / **Her** real name is Tobias Vincent Maguire. (3) **His** / **Its** favourite hobby is basketball. Tobey Maguire is famous for the *Spider-Man* films. Spider-Man is (4) **my** / **their** favourite comic book hero!

7 INTERFACE **Work in pairs. Who is your favourite actor?**

My favourite actor is ...

be: present simple

questions and short answers	
Am I from Japan? Yes, I am.	No, I'm not.
Are you in the classroom? Yes, you are.	No, you aren't.
Is he / she / it British? Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they students? Yes, we / you / they are.	No, we / you / they aren't.

8 **Look at the sentences in the table. What is the correct word order for questions?**

a) [subject] + [verb] + [other words]

b) [verb] + [subject] + [other words]

9 **Order the words to make questions.**

your name / Tobey / Is ?

Is your name Tobey?

1 I / 12 / Am ?
2 from Australia / Is / your best friend ?
3 your English teacher / from Canada / Is ?
4 you / British / Are ?
5 Superman / Is / favourite comic / your ?
6 your friends / Are / 24 ?

10 **Write questions using the words and phrases in the boxes.**

English	your best friend	you
Superman and Spider-Man		your friends

British	from China	superheroes
12 years old	your favourite class	

11 INTERFACE **Work in pairs. Ask and answer the questions in exercise 10.**

Is English your favourite class? — *Yes, it is.*

Grammar guide page 16

Listening
Stamps

12 **Look at the stamp. Who is it?**

13 1.11 **Listen to Alex talking to Emily about his stamp collection. Put the names below in the order they talk about them.**

Astro Boy
Snowy
Batman
Tintin
Osamu Tezuka

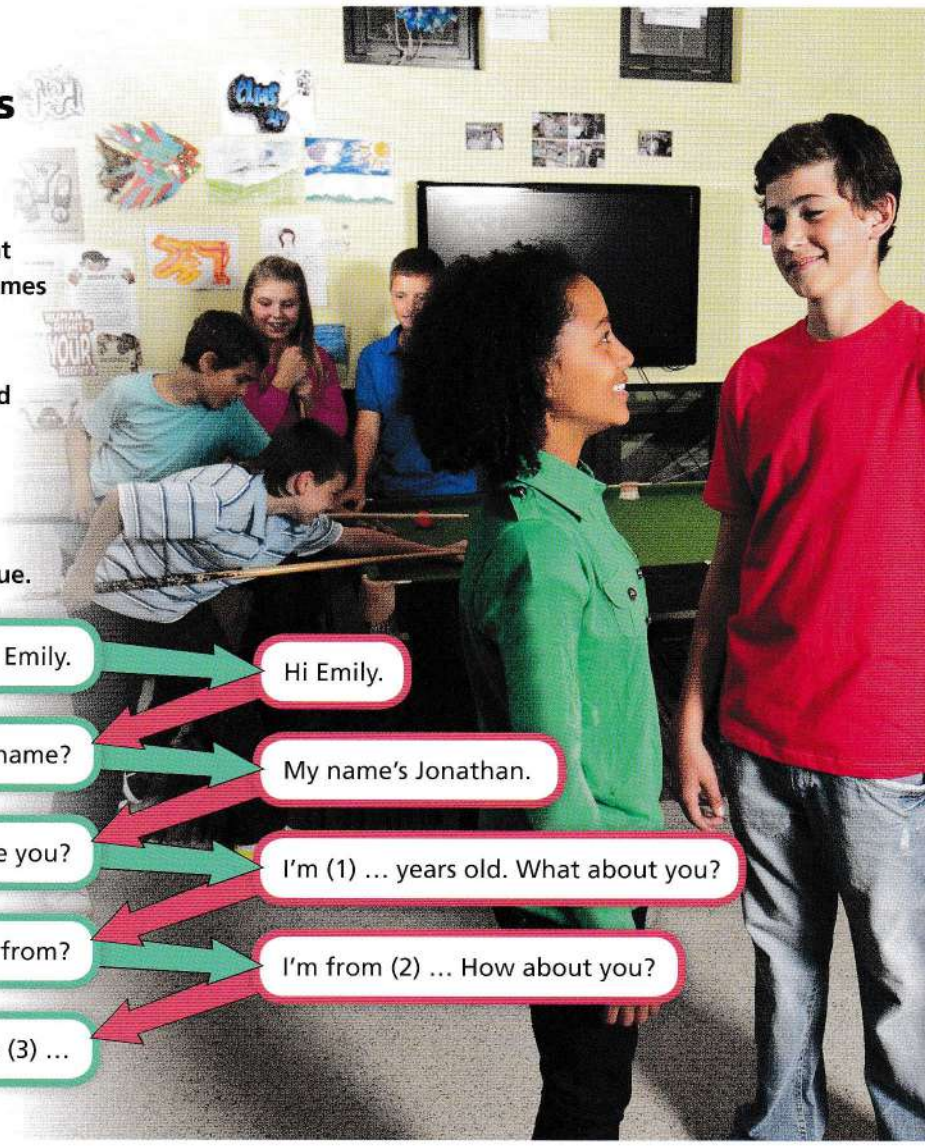
14 **Listen again and choose the correct words.**

1 The Batman stamp **is / isn't** Alex's favourite stamp.
2 The Batman stamp **is / isn't** a British stamp.
3 Osamu Tezuka **is / isn't** a manga artist.
4 Astro Boy **is / isn't** a manga cartoon character.
5 The Tintin stamp **is / isn't** from Belgium.
6 Tintin **is / isn't** from France.

15 **Do you collect things? Are you a stamp collector?**

The word *cartoon* is from the Italian word *cartone*. This is strong paper which artists use.

Speaking
Making friends



Listen

1 **Emily is at an after-school club. Look at the picture. Can you remember the names of her classmates?**

2 1.12 **Listen to Emily and Jonathan and answer the questions.**

1 How old is Jonathan?
2 Where is Jonathan from?

3 **Listen again and complete the dialogue.**

Hello, I'm Emily.
Hi Emily.
What's your name?
My name's Jonathan.
Nice to meet you, Jonathan. How old are you?
I'm (1) ... years old. What about you?
I'm 12. Where are you from?
I'm from (2) ... How about you?
Oh, I'm from (3) ...

Practise

4 **Listen again and repeat the dialogue.**

5 **Write true answers to the questions below.**

1 What's your name?
2 How old are you?
3 Where are you from?

Functional language

Giving personal information

What's your name?
My name's Jonathan.
How old are you?
I'm 14 years old.
Where are you from?
I'm from Ireland.

Speaking task

Prepare a dialogue between you and Emily.

Step 1

First, choose a character.

Name: Jack
Age: 11
Country: Canada

Name: Rosie
Age: 10
Country: the UK

Step 2

Think about what Emily says.

Hello.
What's your name?
How old are you?
Where are you from?
Nice to meet you.

Think about what you say.

Hi.
My name's ...
I'm ... years old.
I'm from ...
Nice to meet you too.

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.

Workbook Speaking practice page 126

Culture
After-school clubs

After-school clubs are a fantastic way to make friends. They are very popular in the UK. Here are some of them.

Sports clubs are a great way to do exercise and meet people. Swimming clubs are very popular with young people. Clubs meets every day and members swim in the morning before school and in the evening after school. There are lots of competitions too.

The Scouts is a big, international organization. Its name is 'World Organization of the Scout Movement'. It is originally from Britain and is over 100 years old. Its members are from all over the world and they are 6–25 years old. More than 400,000 young people are Scouts in the UK today.

6 1.13 **Read and listen to the information about after-school clubs. Then answer the questions.**

1 Are after-school clubs popular?
2 Are there swimming classes every day?
3 Are there competitions?
4 How many members are in the Scouts in the UK?
5 How old are they?

7 What after-school clubs do you have in your country?

Vocabulary 2
Family

1 **Look at Ben's family tree and complete the sentences with the words in the box.**

aunt brother cousin (x2) dad granddad grandma grandparents mum parents sister uncle

1 My little … is Mark. He's seven.
2 My … is Louise, but her nickname's Lou.
3 Chris and Max are my … They're great!
4 Chris is my … His real name's Christopher.
5 Maxine is my … Her nickname's Max.
6 My … are Jonathan and Anna.
7 Jonathan is my … and Anna is my … She's from Spain.
8 My … is Sam. He's my dad's brother.
9 My … is Amy.
10 My … is called Jon. His name's Jonathan like my granddad.
11 My other … is Jonathan's sister and her name's Catherine.

2 **1.14 Listen and repeat.**

Language Tip

Possessive 's / s'
We use 's after a name or singular noun.
Sam is my dad's brother.
We use ' after a plural word.
My grandparents' names are Jonathan and Anna.

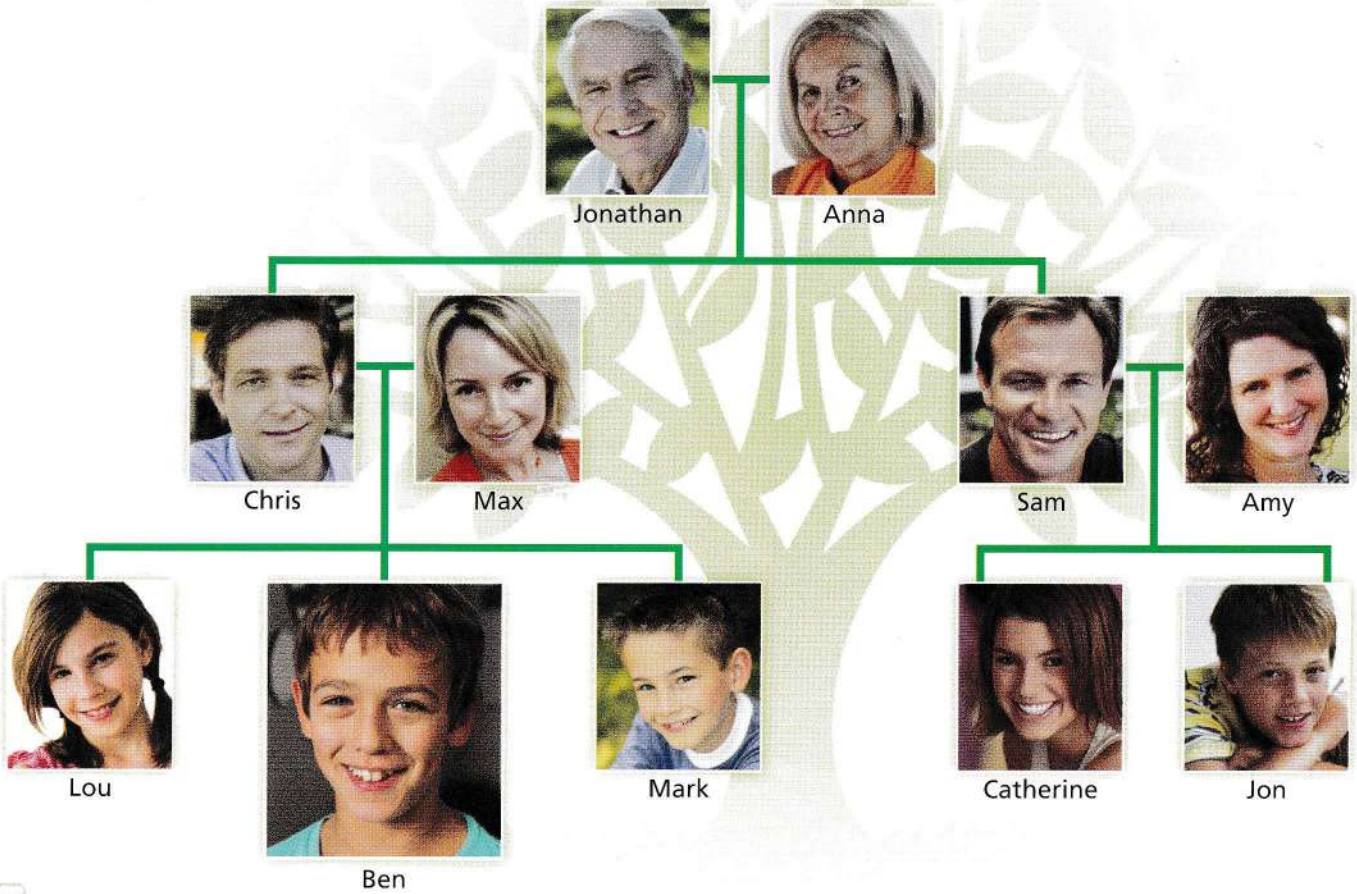
3 **Write sentences about the people in Ben's family.**

brother
His brother's name is Mark.
grandparents
His grandparents' names are Jonathan and Anna.

1 sister
2 parents
3 aunt
4 cousins

4 **Write about your family. Use the sentences in exercise 1 to help you.**

My little sister is Marta. She's ten.

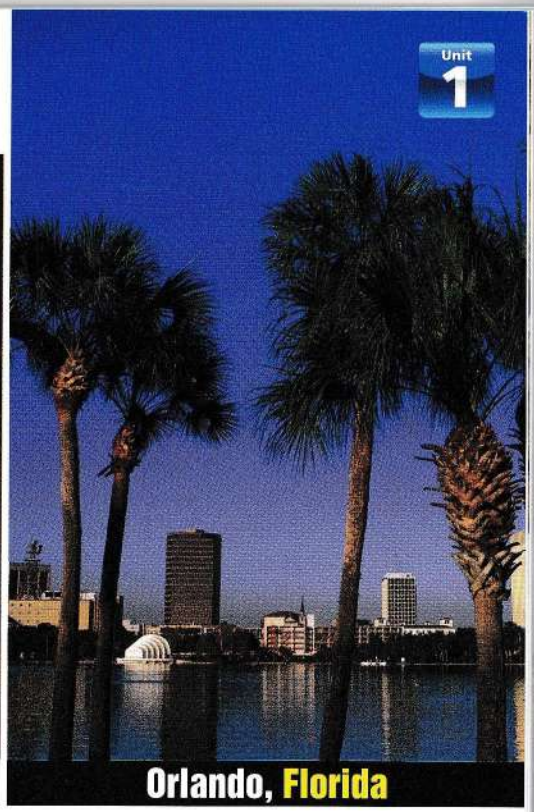


Reading 2

5 1.15 **Look at the pictures. What have they got in common? Read and listen to the text and check your answer.**

Read the text quickly first to get a general idea. Then read the text again more slowly.

Orlando Bloom



Orlando, Florida

The name game

When is a name not a name? Is your name the same as your mum or dad's name? Or a grandparent? Here in the West it's common to give a baby the same name as a relative, but in the East, for example in China, it isn't at all! It is disrespectful.

Is your name your parents' favourite place? Where are Brooklyn, Orlando and Paris? Or who are they? They are beautiful places but they're also first names! And what about fruit? How about Apple or Peaches? They are strange but they're also real names!

And why is Metallica Sutton called Metallica? It's a cool name for a heavy metal band ... but for a girl? Metallica's parents are Metallica fans but they say that Metallica is a combination of their names: Merrick and Natalia.

So, where is your name from? How did your parents choose it? Do you know?

6 **Read the text again. Are the sentences true or false?**

1 In China it's common to name a baby after a relative.
2 Brooklyn is the name of a person and a place.
3 Apple is a name and a fruit.
4 Metallica Sutton is a heavy metal fan.
5 Metallica Sutton is a girl. Her mum's called Natalia.

Grammar 2
Question words

question words

What is your mother's name?
Where are you from?
When is your birthday?
Who is your favourite actor? **Why**?
How do you say 'nickname' in your language?

7 **Look at the questions in the table. How do you say the words in blue in your language?**

8 **Complete the questions with question words. Then match questions 1–6 with answers a–f.**

1 *What's* your name?
2 ... are you from?
3 ... is your favourite name? ... is it special?
4 ... do you spell your surname?
5 ... is your best friend?
6 ... is your birthday?

a) It's on 24th September.
b) It's D-A-V-I-D-S-O-N.
c) My best friend is Ryan.
d) My name's Matthew.
e) I'm from Edinburgh.
f) It's Julie. It's my mum's name.

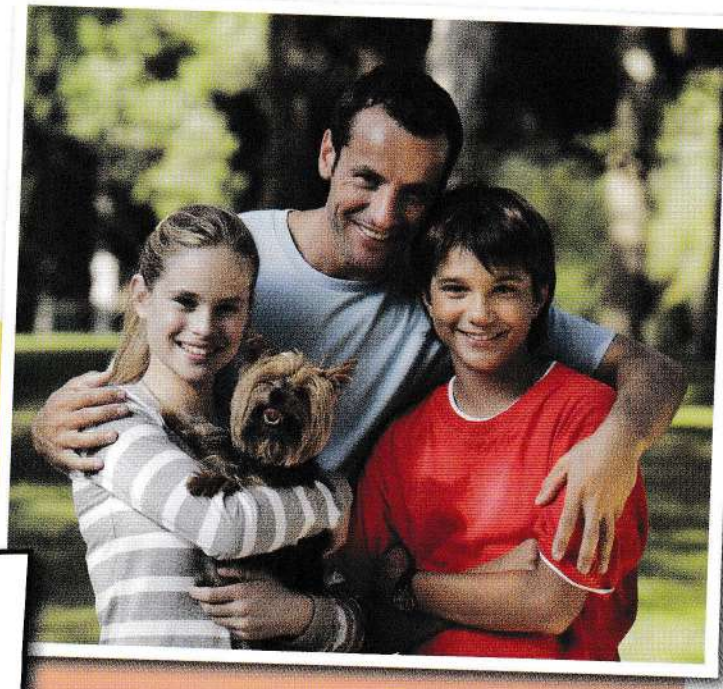
9 **Work in pairs. Ask and answer the questions in exercise 8.**

Grammar guide page 16

Writing
A personal profile

1 1.16 **Read and listen. Then answer the questions.**

1 When is Josh's birthday?
2 How old is he?
3 Where is Josh from?
4 Who is his favourite relative?
5 What is his sister's name?



Teen Magazine would like to know more about its readers. Tell us about you and your family to win great prizes!

Hi! My name's Joshua but my nickname is Josh. My middle name's Andrew. That's my dad's name. My birthday is the same as my dad's birthday. It's the 26th of June but I'm 11 and he's 45. We're an international family. We're Canadian but in this picture we are in France. My uncle Dan's from Washington DC in the USA. He's my favourite relative because he's so funny. My sister Emily is 10. She's on her phone all the time.
That's enough for now.
Bye!
Josh

Language focus

Capital letters
Capital letters are for:
1) the beginning of a sentence
2) names (people, cities, countries)
3) nationalities and languages
4) the subject pronoun 'I'
5) months and days of the week

2 **Look at the Language focus and find examples in the text for each rule.**

My name's Joshua.

3 **Write to *Teen Magazine* about you and your family. Follow these steps.**

Writing a personal profile

Step 1 Plan
Make notes about your name, birthday and family. Look at Josh's profile to help you with ideas.

Step 2 Write
Write a first draft. Use your notes from Step 1 and Josh's profile to help you.

Step 3 Check
Check your work. Check the punctuation and capital letters.

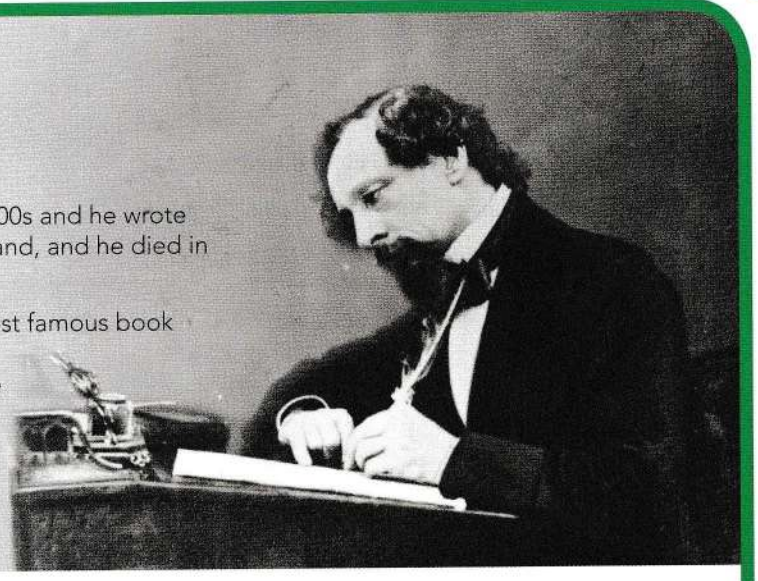
Step 4 Write
Write your final copy and hand in your work.

Workbook Writing guide page 11

CLIL Literature
Charles Dickens

Charles Dickens was the most popular novelist of the 1800s and he wrote a lot of books. He was born in 1812 in Portsmouth, England, and he died in 1870 while writing his final novel.

Dickens wrote about poor people and the title of his most famous book is *Oliver Twist*. The main character is a boy called Oliver, and the setting for the story is 19th-century London. The plot is about Oliver's adventures with a group of boys who live together and steal on the streets of the capital. The villains are Fagin and Bill Sikes, a terrible, violent man with a dog called Bull's Eye. *Oliver Twist* has a happy ending – but not for all the characters.



1.17 **Read and listen. Answer the question.**

Who is the main character of Charles Dickens' most famous novel?
Bull's Eye Fagin Oliver Twist Bill Sikes

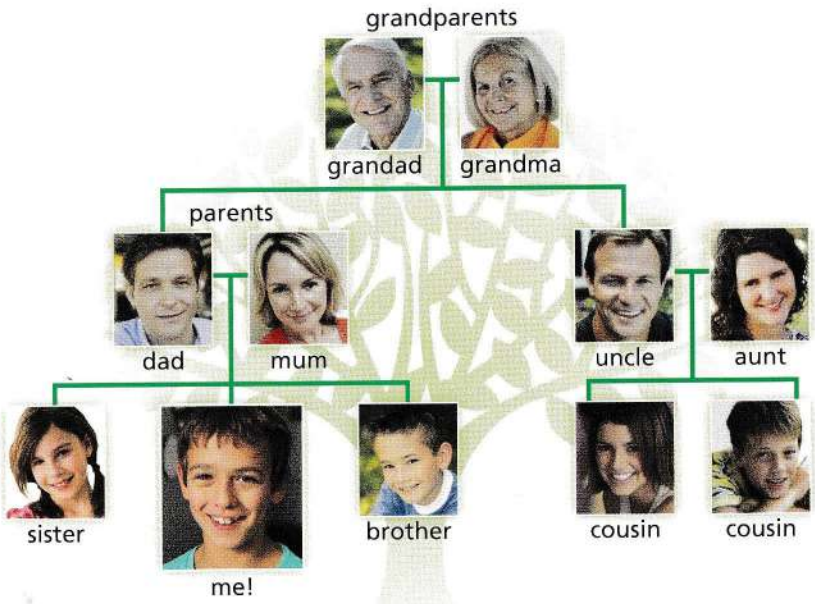
Workbook
CLIL activities page 95

Vocabulary Reading Writing Listening
Vocabulary guide
Countries and nationalities

- Australia – Australian
- Belgium – Belgian
- Canada – Canadian
- China – Chinese*
- Colombia – Colombian
- Ecuador – Ecuadorian
- France – French*
- Ireland – Irish*
- Japan – Japanese*
- Mexico – Mexican
- Morocco – Moroccan
- Romania – Romanian*
- Spain – Spanish *
- the UK – British
- the USA – American

* These words are also languages.

Family



Grammar guide

be: present simple

affirmative		
I	'm (am)	Japanese.
You	're (are)	
He / She / It	's (is)	
We	're (are)	
You	're (are)	
They	're (are)	

negative		
I	'm not (am not)	Irish.
You	aren't (are not)	
He / She / It	isn't (is not)	
We	aren't (are not)	
You	aren't (are not)	
They	aren't (are not)	

questions			short answers	
			affirmative	negative
Am	I	12 years old?	Yes, I am.	No, I'm not.
Are	you		Yes, you are.	No, you aren't.
Is	he / she / it		Yes, he / she / it is.	No, he / she / it isn't.
Are	we		Yes, we are.	No, we aren't.
Are	you		Yes, you are.	No, you aren't.
Are	they		Yes, they are.	No, they aren't.

Subject pronouns and possessive adjectives

subject pronouns					
I	you	he / she / it	we	you	they
possessive adjectives					
my	your	his / her / its	our	your	their

Question words

What's your name?	My name's Daniel.
Where are you from?	I'm from Quito.
When's your birthday?	It's in March.
How are you?	Fine, thanks.
How old are you?	I'm 13.
Who's Carlos?	He's my cousin.
Why is your name special?	It's my grandad's name.

Possessive 's

*My **mum's** name is Edith.*
*My **friends'** names are Jack and Mark.*

Workbook **Vocabulary plus page 99** **Grammar reference page 108**

Progress check

Countries and nationalities

1 **Copy and complete the table below.**

country	nationality
the UK	British
	French
the USA	
	Spanish
Australia	
	Japanese
Mexico	

Family

2 **Order the letters to make family words. Write M (male), F (female) or B (both).**

1 rgparandsten
2 roebrth
3 ounics
4 cnlue
5 dmraang
6 tuna
7 spraten
8 ssrtei

be: present simple

3 **Complete the sentences.**

1 I ... from Japan.
2 British people ... from the UK.
3 London ... in the USA.
4 Canberra ... the capital of Australia.
5 France and Belgium ... in Europe.
6 Quito ... the capital city of Colombia.

Subject pronouns and possessive adjectives

4 **Choose the correct words.**

1 Superman is from the USA. **He** / **His** name is Clark Kent.
2 **My** / **I** favourite actor is Christian Bale.
3 The UK is England, Scotland, Wales and Northern Ireland. **Its** / **It's** flag is blue, red and white.
4 **Our** / **We** English teacher is from the UK.
5 Ben's parents are from Ireland. **They're** / **Their** Irish.

be: present simple

5 **Complete the questions. Then answer the questions with short answers.**

1 ... your mum from Russia?
2 ... Batman a villain?
3 ... you at home?
4 ... your best friend's birthday in September?
5 ... you and your friends 12?

Question words

6 **Order the words to make questions.**

1 real / name / What / Superman's / is ?
2 are / you and your / classmates / Where ?
3 name / your / What / is / favourite ?
4 your / cousin's / When / is / birthday ?
5 old / you / are / How ?
6 language / your / How / say / do / in / you / 'villain' ?

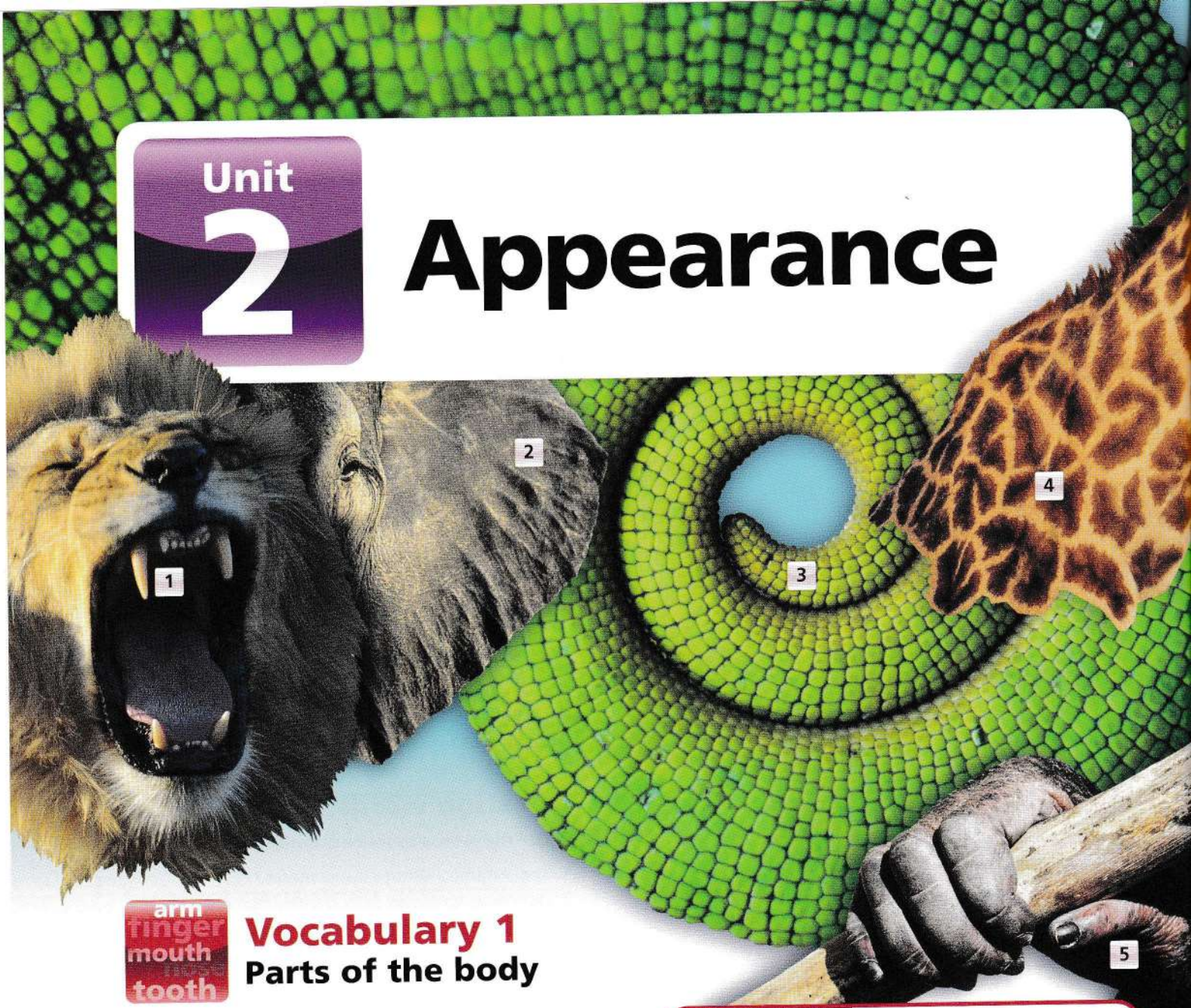
Grammar build up

1 2 3 4 5 6 7 8 9

7 **Complete the dialogue with the correct form of *be*.**

Emily Hi, Alex. How (1) ... you?
Alex Hi, Emily. (2) I ... OK. What about you?
Emily Fine. This (3) ... Lucas and this (4) ... Jack. They (5) ... my friends from Sydney.
Alex Nice to meet you! (6) ... Sydney the capital of Australia?
Emily No, it (7) ... The capital (8) ... Canberra.
Alex Ah, yes, you (9) ... right.
Emily Oh no! That's the bus. We (10) ... late. Bye!
Alex Have a good weekend!

Unit 2 Appearance



Vocabulary 1
Parts of the body

1 Match pictures 1–9 with the parts of the body in the box. Which ones aren't numbered in the pictures?

arm ear eye face finger foot hair hand leg mouth neck nose tail thumb toe tooth

2 1.18 Listen and repeat.

3 Copy and complete the table with the words in exercise 1.

head	body
ear	

Now say it!

4 1.19 Listen to Ben and Emily. Which animal in the pictures do they describe?

5 Work in pairs. Describe an animal to your partner.

It's grey and it's got big ears.

Is it an elephant?

Yes, it is.

Reading 1

6 1.20 **Read and listen. Match pictures 1–5 with descriptions A–E.**

Really weird animals

These animals are certainly strange, but they're also real. Do you want one as a pet?

A
The star-nosed mole is a small, North American mole. It's black and it's got an unusual, pink nose. It's also got big feet and a long tail.

B
The aye-aye is from Madagascar, in the Indian Ocean. It's got huge ears, yellow eyes and a long middle finger.

C
Alpacas are from South America. They're white and they're similar to sheep but they have got a long neck. Alpacas are short and their ears are tiny.

D
Tarsiers live on islands in South-East Asia and their family is 45 million years old. They've got enormous eyes, long feet, very long fingers and a face similar to ET!

E
The chameleon is from Africa, Asia and also Spain and Portugal. It's got strange feet, like a parrot. This chameleon is green. It's got an incredibly long, red tongue but it hasn't got ears.

7 **Read the text again and answer the questions.**

1 Is the star-nosed mole from North America?
2 Where is the aye-aye from?
3 Are alpacas and sheep different?
4 How old is the tarsier's family?
5 Has the chameleon got ears?

8 **Match adjectives 1–3 in the text with synonyms a–c.**

1 unusual	a) huge
2 very big	b) tiny
3 small	c) strange

Word Tip Learn and use some synonyms to improve your reading comprehension.

9 **Answer the questions.**

1 What size are the aye-aye's ears?
2 Has the alpaca got big ears?
3 Has the chameleon got normal feet?

10 **CLASS VOTE Which is your favourite animal on this page? Which is your least favourite?**

Grammar 1
have got

affirmative	
I / You	've got green eyes.
He / She / It	's got long hair.
We / You / They	've got big ears.

negative	
I / You	haven't got a pet.
He / She / It	hasn't got ears.
We / You / They	haven't got four legs.

1 **Look at the sentences in the table. What is different about the *he / she / it* form?**

2 **Complete the sentences with *has got* or *have got*. What animal is it?**

1 I … a small head, small ears and short hair.
2 My cousin is the dromedary. It … one hump.
3 I … two humps.
4 My relatives are llamas and alpacas but they … long hair.
5 In our family, we … long necks and long legs.

3 **Read the fact file and correct the sentences using the numbers in brackets.**

4 **Look at the information in the table. Write sentences with the correct affirmative or negative form of *have got*.**

Sharks haven't got legs.

	Legs	Teeth	Arms
Sharks	✗	3,000	✗
Gorillas	2	32	2
Pythons	✗	100	✗

Pronunciation
/h/

a 1.21 **Listen and repeat.**

hair have head horse hump

b 1.22 **Listen and repeat the sentences.**

1 It has got a small head, small ears and short hair.
2 They haven't got one hump, they've got two humps.

The Amazing Animal World

An octopus has got six legs. (8)

An octopus hasn't got six legs. It's got eight legs.

1 An insect has got two legs. (6)

2 A dolphin hasn't got 32 teeth. (200)

3 Normal cats have got 20 toes. (18)

4 Most spiders have got two eyes. (8)

Singular and plural nouns

singular
A giraffe has got a long **neck**.
plural
An octopus has got eight **legs**.

5 **Look at the sentences in the table. How do you normally form plural nouns in English?**

6 **Check the meaning of the nouns in the box. What is their plural form? Use the spelling rules on page 28 to help you.**

animal baby child elephant eye family leg man mosquito mouse person nose sheep tooth body woman

7 **Complete the text about Alex's favourite animal with the plural form of the words in brackets.**

My favourite (1) ... (animal) are (2) ... (rat). They're in the same family as (3) ... (mouse) but they're intelligent. They've got long (4) ... (body), short (5) ... (leg), pink (6) ... (tail), pink (7) ... (nose) and they've got very sharp (8) ... (tooth). Their (9)... (baby) haven't got hair. A lot of (10) ... (person) think they're horrible but I love them!

8 **Use Alex's text to write some sentences about your favourite animal.**

My favourite animals are ... They're in the same family as ... They've got ...

9 INTERFACE **Work in pairs. Compare your sentences. Have you got the same favourite animal?**

Grammar guide page 28

Listening
Cats and dogs

10 **Look at the pictures. What is unusual about the animals?**

11 1.23 **Listen to the radio programme and check your answers to exercise 10.**

12 **Listen again and choose the correct words.**

1 Manx cats are from **Ireland / the UK**.
2 Manx cats have got long back **legs / teeth**.
3 Its legs are similar to a **dog / rabbit**.
4 **Many kinds of dogs / Only Dalmatians** have got two different colours of eyes.
5 Dalmatian puppies haven't got **spots / eyes**.

In English, dogs bark and make the sound 'woof', and cats meow. What sound do dogs and cats make in your language?

Speaking
Looking after pets

Listen

1 Read the words in the box. How do you say them in your language?

hutch	water	toys	food

2 Ben is going to look after his neighbour's pet. Look at the picture and find the words from exercise 1.

3 1.24 Listen to the dialogue. What type of animal is the pet?

4 Listen again and complete the dialogue with the words in exercise 1.

Hi, Ben. Come and see the rabbit.

Hi, Jane. OK, thanks.

Firstly, remember to give it (1) ... twice a day, please.

OK. Twice a day.

Secondly, change its (2) ... in the evening.

Alright. What next?

Then clean the (3) ... at the weekend.

Fine.

And finally, let it play with its (4) ...

OK.

And don't worry. It'll be fine!

Great. Thanks!

Practise

5 Listen again and repeat the dialogue.

6 Complete the sentences with the correct word.

secondly	finally	firstly

1 ..., remember to give it food twice a day.
2 ..., change its water in the evening.
3 ..., let it play with its toys.

Functional language
Giving instructions

Firstly, remember to give it food twice a day.
Secondly, change its water in the evening.
Then clean the hutch at the weekend.
Finally, let it play with its toys.

Speaking task

Prepare a new dialogue between you and Ben.

Step 1

First, choose a pet.

Cat

Give it water once a day.

Change the litter tray twice a week.

Give it food in the morning and the evening.

Hamster

Change its water.

Feed it in the morning.

Clean the cage at the weekend.

Step 2

Think about what you say.

Come and see the ...
Firstly, remember to ...
Secondly, change its ...
Then ...
Finally, ...

Think about what Ben says.

Alright. What next?
Fine.
OK.
Great. Thanks!

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.

Workbook Speaking practice page 127

Culture
Pets

Did you know ...?

British people love their pets. About **43%** of homes have got a pet. **Dogs** and **cats** are the most popular pets. There are about **10 million** dogs and **10 million** cats in the UK. British people spend **£2 billion every year** on food for their pets.

The most popular names for dogs are **Molly** and **Charlie** and the most popular name for cats is **Tigger**. The most popular breed of dog is the **Labrador**. Most people get their dogs from **rescue centres**.

Other popular pets in the UK are **fish**, **rabbits** and **birds**. Unusual pets include **snakes**, **rats**, **spiders** and **lizards**. Some people have even got pet pigs!

Many schools have got small **classroom pets**, such as **hamsters** and **gerbils**. Students take turns to take them home during the school holidays.

7 1.25 **Read and listen to the information about pets in the UK. Then answer the questions.**

1 What are the most popular pets in the UK?
2 What is the most popular name for cats in the UK?
3 How many pet cats and pet dogs are there in the UK?
4 Where do most people get their dogs from?
5 What unusual pets have people got?

8 What are the most popular pets in your country? Have you got classroom pets?

Vocabulary 2
Adjectives of physical description

1 **Check the meaning of the adjectives in the box. Then copy and complete the table with the adjectives.**

blue brown curly dark fair green long round short (x2) square straight tall wavy

hair	length	a) long	b) ...	
	style	c) ...	d) ...	e) ...
	colour	f) ...	g) ...	
eyes		h) ...	i) ...	j) ...
height		k) ...	l) ...	
face shape		m) ...	n) ...	

2 1.26 **Listen and repeat.**

3 **Look at pictures a–d. Match them with the descriptions below.**

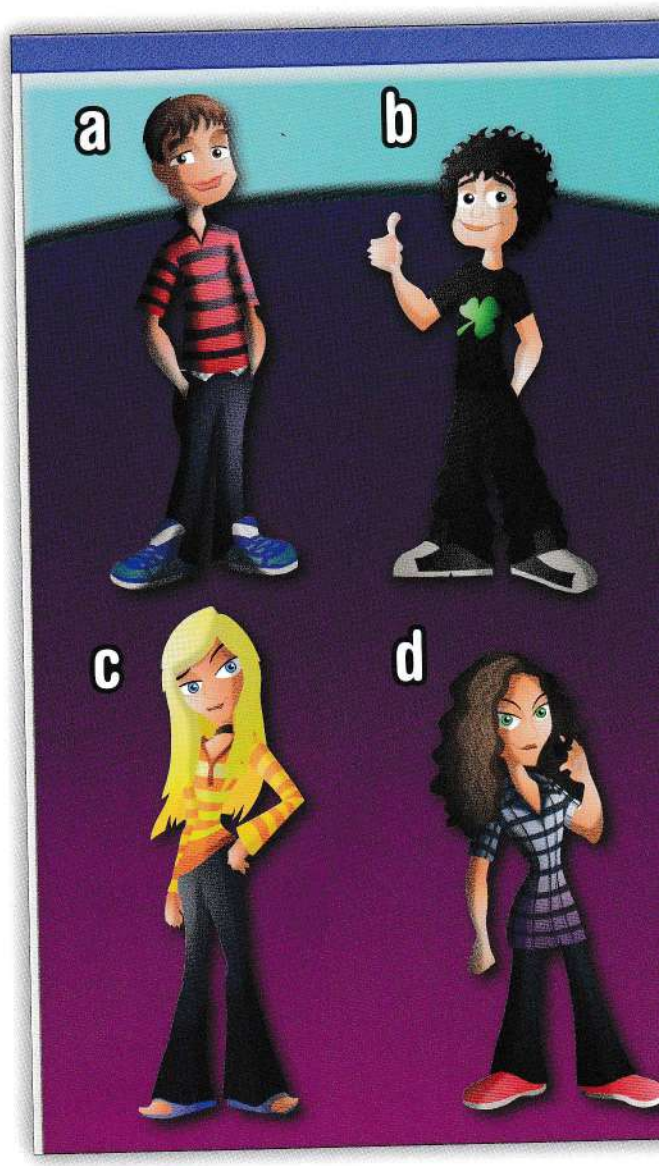
1 She's got long, wavy hair. She's got green eyes and she's short.
2 She's got straight, fair hair. Her eyes are blue and she's tall.
3 He's got short, curly hair. His hair is dark and his eyes are brown.
4 He's got short, brown hair. His eyes are brown and he's tall.

When we use an adjective with a noun, the adjective goes before the noun.
short hair ✓ ~~*hair short*~~ ✗

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

1 got / long / I'm / hair / fair / I've / and / tall .
2 My / got / has / hair / blue / and / eyes / best / friend / curly .
3 Our / got / short / has / teacher / hair / and / he's / wavy .
4 dark / My / eyes / mum / brown / got / long / has / hair / and .

5 **Rewrite the sentences in exercise 4 so they are true for you.**



Reading 2

6 1.27 **Read and listen to the text. Are all avatars the same?**

7 **Read the text again. Then follow the steps to create an avatar.**

8 INTERFACE **Work in pairs. Compare your avatar with a partner.**

My avatar is male. It's got a round face.

My avatar hasn't got a round face. It's got a square face.

Create your own avatar!

Do you use an instant messenger program or play games on the internet? Have you got an avatar? Would you like one? Use our easy Avatar Creator to create a character which is you!

Is your avatar a boy or a girl?

Has it got a round face or a square face?

Choose the eyes. Are they blue, brown, green or an unusual colour?

Has it got a long nose or a short nose?

Now the hair. Is it long or short? Has it got curly or straight hair?

And finally, choose some clothes.

Finished? You are now ready to use your avatar. Have fun!

face

eyes

hair

clothes

nouns adjectives verbs pronouns adverbs tenses

Grammar 2

have got: questions and short answers

questions and short answers	
Have I / you got curly hair?	
Yes, I / you have.	No, I / you haven't.
Has he / she / it got blue eyes?	
Yes, he / she / it has.	No, he / she / it hasn't.
Have we / you / they got dark hair?	
Yes, we / you / they have.	No, we / you / they haven't.

9 **Look at the sentences in the table. Do you use *got* in the short answers?**

10 **Complete the questions with *have* or *has*.**

Have you got an avatar?
1 ... you got any brothers or sisters?
2 ... your best friend got curly hair?
3 ... you and your friends got brown eyes?
4 ... your classmates got computers?
5 ... your teacher got a car?

11 INTERFACE **Work in pairs. Choose a person in your class. Then ask and answer questions. Guess who it is.**

Is he tall?

No, he isn't.

Has he got curly hair?

Yes, he has.

Is it Alberto?

Grammar guide page 28

Writing
A description of a person

1 1.28 **Look at the picture and complete the description with the words in the box. Then listen and check.**

brown	glasses	tall	white	short

This is my grandad, Marcus. He's from Germany but he lives near my house now. He's 77 years old and he's very (1) ... ; he's 1m 86.

His eyes are (2) ... and he's got (3) ... for reading. He's got (4) ..., straight hair. It's grey and (5) ... now, but in old photos he's got long, black hair! His mouth is invisible because he's got a big, white moustache.

He's my mum's dad. I love my grandad and he loves his dog. His dog's name's Roxie and they are very similar in appearance. Look!

Language focus

Apostrophes

English hasn't got accents (é) but it's got apostrophes (she's). We use an apostrophe:

- when a letter is missing
  He's (is) tall. He's (has) got long fair hair.
- to indicate possession
  His father's name (the name of his father)

2 **Look at the Language focus and correct the sentences below.**

1 Hes from Ecuador.
2 Shes very tall.
3 Her eyes are green and shes got glasses.
4 Hes got short wavy hair.
5 Shes my cousins mum.
6 Her cats names Ginger.

3 **Write a description of someone in your family. Follow these steps.**

Writing a description of a person

Step 1 Plan

Make notes about the person. Who is it? Think about their hair (length, style and colour), their eyes and their height.

Step 2 Write

Write a first draft. Use your notes from Step 1 and the description on this page to help you.

Step 3 Check

Check your work. Check the apostrophes.

Step 4 Write

Write your final copy and hand in your work.

Workbook Writing guide page 21

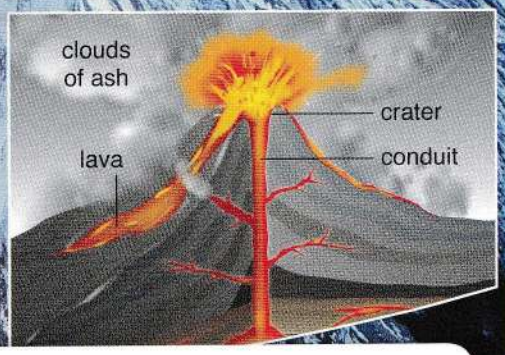
CLIL

Geography
Volcanoes

Some of the hills and mountains in the United Kingdom are ancient volcanoes.

There are three types of volcano – active, dormant and extinct. An active volcano is one that erupts frequently. This is when clouds of ash and very hot lava flow up the conduit and out of the crater. These volcanic eruptions can cause a lot of destruction and disruption. A famous example is Mount Vesuvius, which destroyed the Italian town of Pompeii in 79AD.

A dormant volcano, like Teide in the Canary Islands, is one that is active, but has not erupted in a very long time. An extinct volcano is one that will never erupt again.



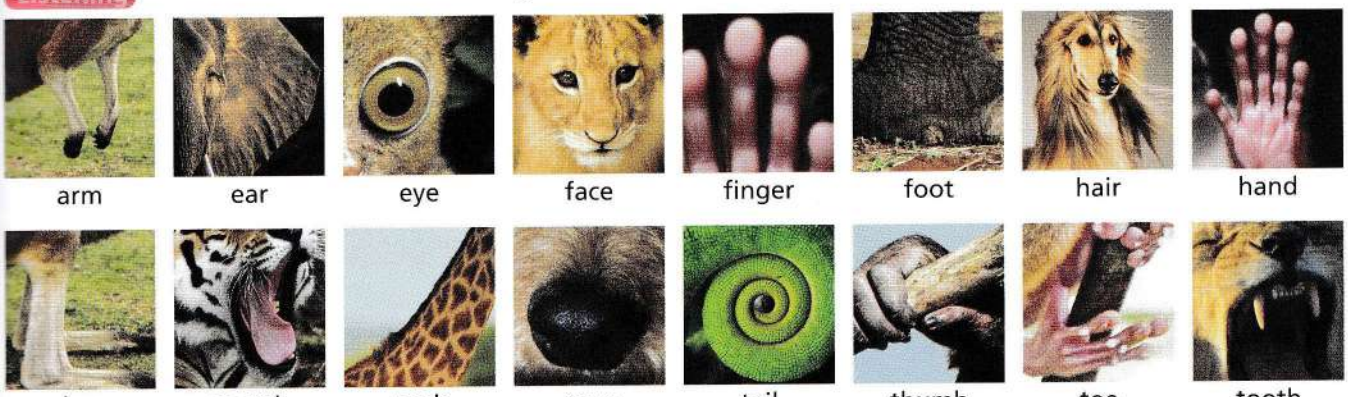
1.29 **Read and listen. Answer the question.**

What is the name of a volcano that is active but has not erupted in a very long time?

Workbook CLIL activities page 95

Vocabulary Reading Writing Listening

Vocabulary guide
Parts of the body



Adjectives of physical description

Grammar guide

have got

affirmative		
I	've got (have got)	a pet.
You	've got (have got)	
He / She / It	's got (has got)	
We	've got (have got)	
You	've got (have got)	
They	've got (have got)	

negative		
I	haven't got (have not got)	an avatar.
You	haven't got (have not got)	
He / She / It	hasn't got (has not got)	
We	haven't got (have not got)	
You	haven't got (have not got)	
They	haven't got (have not got)	

questions			short answers affirmative	short answers negative
Have	I	got brown hair?	Yes, I have.	No, I haven't.
Have	you		Yes, you have.	No, you haven't.
Has	he / she / it		Yes, he / she / it has.	No, he / she / it hasn't.
Have	we		Yes, we have.	No, we haven't.
Have	you		Yes, you have.	No, you haven't.
Have	they		Yes, they have.	No, they haven't.

Spelling: singular and plural nouns

- for most nouns add *–s*
  dog → dogs
- for nouns that end in *–ch*, *–o*, *–s*, *–sh*, *–x* and *–z* add *–es*
  branch → branches
  potato → potatoes
  bus → buses
- for nouns that end in consonant *+y*, omit the *–y* and add *–ies*
  fly → flies
- irregular nouns
  child → children
  foot → feet
  man → men
  mouse → mice
  person → people
  sheep → sheep
  tooth → teeth
  woman → women

Workbook Vocabulary plus page 100 Grammar reference page 110

Progress check

Parts of the body

1 **Complete the words with vowels. How do you say them in your language?**

1 _y_ 4 t__l
2 n_ck 5 t__th
3 n_s_ 6 __rs

Adjectives of physical description

2 **Look at the pictures and choose the correct words.**

Mick

Mick has got (1) **straight** / **wavy** hair. His eyes are (2) **blue** / **brown**.

Mia

Mia has got (3) **short** / **long** hair. It's (4) **curly** / **wavy** and her eyes are (5) **green** / **brown**.

Molly and Martha

Molly is 12, she's (6) **short** / **tall** and she has got (7) **long** / **short** hair. Martha is (8) **tall** / **short** and she has got (9) **straight** / **curly** hair. They've both got (10) **dark** / **fair** hair because they're sisters!

have got

3 **Complete the sentences with the correct form of *have got*.**

Hi, I'm Nick and I (1) ... lots of pets because my parents (2) ... a farm. My sister Julie (3) ... a pet rat but I don't like it. I hate rats! It's black and it (4) ... a very long tail. It's horrible! My friend James (5) ... any pets because he's allergic to them.

Singular and plural nouns

4 **Complete the table.**

singular	plural
family	families
(1) ...	children
mouse	(2) ...
(3) ...	men
nose	(4) ...
person	(5) ...
(6) ...	babies

have got

5 **Write questions with *have got*. Then look at the pictures in exercise 2 and write short answers.**

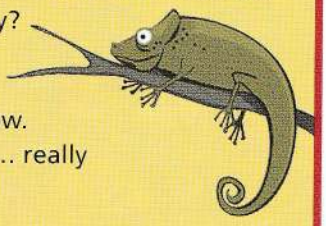
1 Mick / curly hair?
2 Mick / brown eyes?
3 Mia / green eyes?
4 Mia / short hair?
5 Molly and Martha / long hair?
6 Molly and Martha / small eyes?

Grammar build up

1 2 3 4 5 6 7 8 9

6 **Complete the dialogue. Use the correct form of *be* or *have got*.**

Emily (1) ... you ... a pet?
Alex No, I (2) ... but my granddad (3) ... a Scottish terrier.
Emily What is that? (4) ... it a cat?
Alex No, silly! It (5) ... a dog. It (6) ... long, dark hair and short ears.
Emily We (7) ... (not) a pet. I want a chameleon.
Alex A chameleon? Why?
Emily They (8) ... great.
Alex Chameleons (9) ... (not) ears, you know.
Emily Yes, but they (10) ... really long tongues!



Unit 3 Healthy living

Vocabulary 1
Food

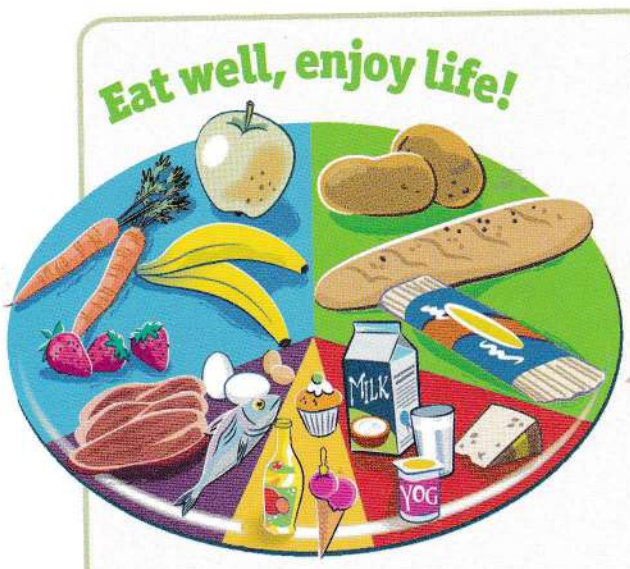
1 Match pictures 1–14 with the words in the box.

apple bread cake carrots cheese fish ice cream
meat milk nuts pasta potatoes strawberries yoghurt

2 1.30 Listen and repeat.

3 Look at the *Eat well* plate. Complete the key with the words and phrases in the box.

carbohydrates dairy products fat fibre protein vegetables



A healthy diet consists of:

33% fruit and a) ..., like apples or carrots – they contain a lot of b) ... and vitamins

33% c) ... like potatoes and pasta

15% d) ... like yoghurt and cheese

12% non-dairy sources of e) ... like nuts and fish

7% food and drink high in f) ... , like ice cream and fizzy drinks

Now say it!

4 1.31 Listen to Ben, Alex and Emily. What's their favourite food?

5 Work in pairs. Ask and answer questions about your favourite food.

What's your favourite food?

It's pasta.

Reading 1

6 **Read headings A–E. Which ones do you think are true?**

Food myths

We need to eat and drink to stay alive. But is it true that ...?

A Carrots help us to see in the dark

Carrots contain beta-carotene, and our body converts beta-carotene into vitamin A. Vitamin A maintains our eyesight but it doesn't help our night vision.

B An apple a day keeps the doctor away

This old myth isn't completely false. Apples contain antioxidants, and they help to protect our body's cells. Apples also contain natural sugars and are low in fat, so they're the perfect snack!

C Eating fish makes you intelligent

Some scientists say this is true! Boys who eat fish every week do much better in intelligence tests than boys who don't eat fish regularly. Do you like fish?

D Chocolate gives you acne

Chocolate contains antioxidants, so it doesn't cause acne. What's more, it contains a substance that helps people to relax. Stress causes spots and acne, so chocolate is good for you!

E Pizza's bad for you

In fact, if you don't buy pizza in a shop but you make it at home, it's very healthy! Home-made pizza contains fibre, vitamins, minerals, proteins ... perfect for young people!

7 1.32 **Read, listen and check your answers.**

Reading Tip Before you read, look at the headings. They help you to get a general idea of the text.

8 **Read and listen again. Match 1–5 with a–e to make sentences.**

Carrots don't help you to see in the dark.

1 Carrots	a) are low in fat.
2 Apples	b) helps you to relax.
3 Eating fish regularly	c) a home-made pizza.
4 Chocolate	d) don't help you to see in the dark.
5 There's fibre in	e) helps your intelligence.

9 **Answer the questions.**

1 Do carrots contain vitamin A?
2 Do apples contain sugar?
3 What causes acne?
4 What kind of pizza is healthy?

Word Tip Sometimes words in English are similar to words in your language.

10 **Find at least six words in the text that are similar to words in your language.**

vitamin, chocolate ...

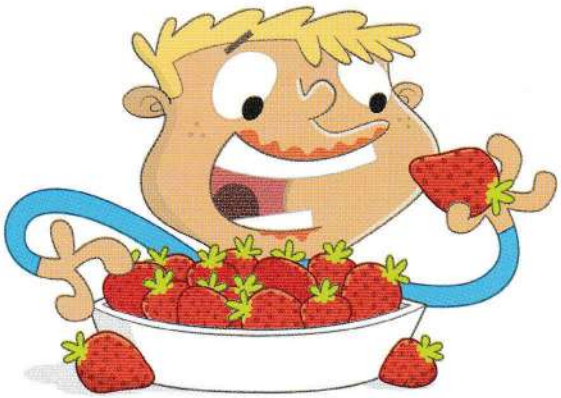
11 **CLASS VOTE Which paragraph of the text surprises you?**

Grammar 1
Present simple

affirmative	
I / You	eat fruit.
He / She / It	makes pizza.
We / You / They	need vitamins.

1 **Look at the sentences in the table. What is different about the *he* / *she* / *it* form?**

2 **Choose the correct words.**



1 My brother **eat** / **eats** strawberries every day!
2 Strawberries **help** / **helps** you to stay healthy.
3 They **contain** / **contains** vitamin C.
4 Your body **need** / **needs** vitamin C for protection.
5 Most animals **produce** / **produces** vitamin C in their bodies, but not humans.

3 **What is the third person singular form of the verbs in the box? Use the spelling rules on page 40 to help.**

drink see try watch pass play

4 **Complete the sentences with the correct form of the verbs in brackets. Use the present simple affirmative.**

1 We … (eat) more than 680 kilos of food a year.
2 She … (go) to vegetarian restaurants.
3 They … (cook) healthy food.
4 He … (drink) milk for breakfast.
5 Grapes … (explode) in the microwave.

Pronunciation

Third person singular *-s*: /s/ /z/ **or** /ɪz/

a 1.33 **Listen and repeat. Can you hear the difference?**

/s/ or /z/	eats goes
/ɪz/	teaches watches

b 1.34 **Listen to the verbs in the box. Then add them to the table in exercise a.**

washes drinks does uses
explodes passes

negative	
I / You	don't eat vegetables.
He / She / It	doesn't drink water.
We / You / They	don't like cakes.

Language Tip

Be careful with the *-s*:
He doesn't drink water. ✓
~~*He doesn't drinks water.*~~ ✗

5 **Look at the sentences in the table. How do you form the present simple negative?**

6 **Complete the sentences with the correct form of the verbs in brackets. Use the present simple negative.**

1 I … (eat) dairy products.
2 She … (drink) milk.
3 Water … (contain) vitamins.
4 Some people … (like) chocolate.
5 My mum … (cook) unhealthy food.
6 My friends … (eat) vegetables.

7 **Complete the text with the correct form of the verbs in brackets. Use the present simple. What is the text about?**

Your body (1) … (need ✓) a lot of this. It (2) … (contain ✗) fat or sugar. Doctors (3) … (say ✓) 'Drink eight glasses every day'. It (4) … (give ✗) you energy but it (5) … (hydrate ✓) you.

questions and short answers	
Do I / you eat healthy food?	
Yes, I / you do.	No, I / you don't.
Does he / she / it drink coffee?	
Yes, he / she / it does.	No, he / she / it doesn't.
Do we / you / they buy fish?	
Yes, we / you / they do.	No, we / you / they don't.

8 **Look at the sentences in the table. How do you form present simple questions?**

a) subject + verb + other words

b) verb + subject + other words

9 **Write complete questions. Then write short answers that are true for you.**

you / have breakfast every day ?
Do you have breakfast every day? Yes, I do.

1 you / drink milk ?
2 you and your friends / eat fruit ?
3 your best friend / drink eight glasses of water a day ?
4 your teacher / drink coffee in the classroom ?
5 your classmates / have healthy snacks at break time ?

Language Tip
Be careful with short answers: don't repeat the main verb.
Do you drink milk?
Yes, I do. ✓ ~~*Yes, I drink.*~~ ✗

10 **INTERFACE Work in pairs. Ask and answer questions using the ideas in the box.**

drink fizzy drinks eat sweets eat vegetables
have dinner at 9pm have a healthy diet

Do you drink fizzy drinks?
Yes, I do. I drink cola.

Grammar guide page 40

Listening
Healthy eating

11 **Look at the photo of Akio. Which of the words in the box can you see in the picture?**

canteen chopsticks fast food
green tea rice soup

12 1.35 **Listen to Akio talking about food. Put the words in exercise 11 in the order you hear them.**

13 **Listen again and answer the questions. Use short answers.**

Does Akio eat healthy food? *Yes, he does.*

1 Does he have breakfast?
2 Does he drink milk with his breakfast?
3 Does he have lunch in the classroom?
4 Does he eat with a knife and fork?
5 Do the students help to clean the classroom after lunch?
6 Does he only eat traditional Japanese food?

14 **INTERFACE Work in pairs. Find out what your partner eats for breakfast.**

Do you eat fish for breakfast?
No, I don't!

Cultural Fact
Before eating, Japanese people say *itadakimasu*. It means *'I receive this food'*. In English, you can say 'Enjoy your meal!' What do you say in your language?

Speaking
At the café

Listen

1 **Look at the picture. What food and drink can you see?**

2 **1.36 Listen to Ben ordering some food. Then answer the questions.**

1 What does he want to eat?
2 What does he want to drink?

3 **Listen and complete the dialogue.**

Hello. What would you like?

I'd like a (1) ..., please.

Of course. Would you like anything to drink?

Could I have an (2) ..., please?

There you go. Would you like anything else?

Yes, please. Can I have some strawberries, please?

Sure. Anything else?

No, that's everything. How much is it, please?

That's (3) ..., please.

Here you are.

Thank you! Enjoy your meal!

Practise

4 **Listen again and repeat the dialogue.**

5 **Order the words to make phrases.**

1 pizza / have / I / Can / some ?
2 is / How / it / please / much ?
3 cheeseburger / like / I'd / a .
4 you / like / Would / else / anything ?
5 would / What / like / you ?

Functional language

Ordering food

Assistant
What would you like?
Would you like anything to drink?
Would you like anything else?
That's £6.30, please.

Ben
I'd like a sandwich, please.
Could I have an apple juice, please?
Can I have some strawberries, please?
How much is it?

Speaking task

Prepare a dialogue between you and the assistant.

Step 1

First, look at the menu and decide what you want to eat and drink.

MENU

Sandwiches	£3.00
Tomato, cheese, tuna, chicken, egg mayonnaise	
Jacket potatoes	£1.40
Tuna, cheese, beans	
Extras	
Salad	£2.00
Chips	£2.00
Drinks	
Mineral water	£1.30
Apple juice, cola	£1.30

Step 2

Think about what the assistant says.

What would you like?
Would you like anything else?
That's £..., please.

Think about what you say.

I'd like a ...
Could I Can I have a I an I some ...?
How much is it, please?

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.

Workbook Speaking practice page 128

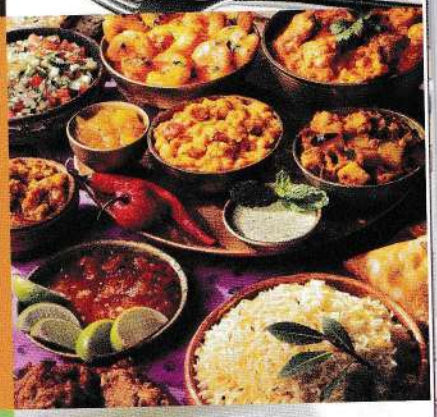
Culture
British food

Traditional Sunday lunch

A traditional British family meal is a roast dinner. This is beef, lamb or chicken cooked in the oven. The meat is served with different vegetables and gravy.

International food

The British love food from all over the world. They love spicy food from India like curries and Mexican food like fajitas. Chinese food such as fried rice is also very popular.



Vegetarians

About four million British people are vegetarian. Some vegetarians eat fish but don't eat meat. Some vegetarians also don't eat or drink any dairy products. They are called vegans.

6 1.37 **Read and listen to the information about British food. Then answer the questions.**

1 What meat and vegetables can you see in the pictures?
2 Where is fried rice from?
3 What is a vegan?

7 What traditional food do you eat in your country?

Vocabulary 2
Free-time activities

1 **Match pictures 1–6 with the free-time activities in the box. Which activities are not in the pictures?**

go shopping listen to music meet my friends
play football read comics ride my bike
stay up late surf the internet
talk on the phone watch TV

2 1.38 **Listen and repeat.**

3 **Which activities in exercise 1 do you do in your free time?**

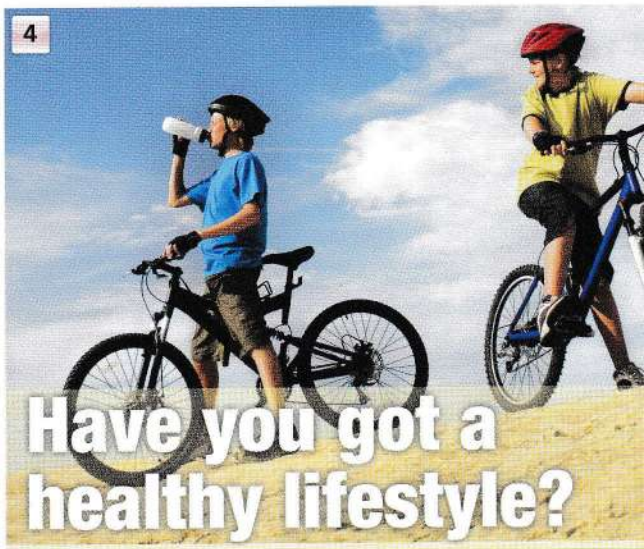
4 INTERFACE **Work in pairs. Compare your answers from exercise 3.**

What do you do in your free time?

I listen to music and read comics.

Reading 2

5 1.39 **Read and listen. Then do the healthy lifestyle quiz and check your score.**



Do our quick test and find out!

1 Do you like sport?
- a Yes, I do. I love playing football or doing other sports.
- b No, I don't, but I like riding my bike.
- c I hate doing sport, but I like watching it on TV.

2 What do you like doing on Saturday afternoon?
- a I like relaxing at home with a book or listening to music.
- b I like talking on the phone or watching TV.
- c I like surfing the internet and eating fast food.

3 What do you do after school?
- a I ride my bike home and do my homework. Then I relax.
- b I go shopping with my friends. We go by bus.
- c I surf the internet or watch TV. I do my homework before breakfast.

Score: a = 3 points; b = 2 points; c = 1 point
8–9 points: Perfect! Don't change anything!
5–7 points: Not bad! But you need to change one or two habits.
3–4 points: Try to think about your health; you need to be more active, but you also need to relax!

nouns adjectives verbs pronouns adverbs tenses

Grammar 2
love, hate, (don't) like + -ing

love, hate, (don't) like + *-ing*	
☺ ☺	I **love surfing** the internet.
☺	You **like watching** TV.
☹	He / She / It **doesn't like playing** football.
☹ ☹	We / You / They **hate talking** on the phone.

6 **Look at the sentences in the table. What do the words in blue mean?**

7 **Write complete sentences. Use *love, like, don't like* or *hate*.**

1 ☺ I / stay up late / on Saturday.
I like staying up late on Saturday.
2 ☺ ☺ My best friend / read comics / about superheroes.
3 ☹ ☹ My classmates / go shopping.
4 ☹ My brother / play football / with his friends.
5 ☺ ☺ I / meet / my friends / after school.
6 ☺ My teacher / surf the internet / every day.

8 **Rewrite the sentences in exercise 7 so they are true for you.**

Subject and object pronouns

subject pronouns					
I	you	he / she / it	we	you	they
object pronouns					
me	you	him / her / it	us	you	them

Do **you** go shopping with **them**?
Riding my bike is my favourite thing. **I** love **it**!
Jack reads comics every day. **He** loves **them**.

9 **Look at the sentences in the table. How do you say them in your language?**

10 **Choose the correct words.**

1 Italian food is my favourite food. **I** / **Me** really like pasta.
2 Hugh's bike is fast. I like riding my bike with **him** / **he**.
3 My mum hates fizzy drinks. She never drinks **they** / **them**.
4 My sister likes listening to music with **me** / **I**.
5 My friends and I love sport. **Us** / **We** play football every day.
6 My brother sometimes plays football with **we** / **us**.

11 **Complete the dialogue with the correct subject or object pronouns.**

Chris Do *you* like watching TV in your free time?
Jim No, (1) … don't like (2) … very much. I prefer listening to music.
Chris Do you like surfing the internet?
Jim Not much, but my sister and I have got computer games. (3) … like playing (4) …
Chris Do you like reading comics?
Jim Yes, I do. My brother's got lots of comics and (5) … lends them to (6) …

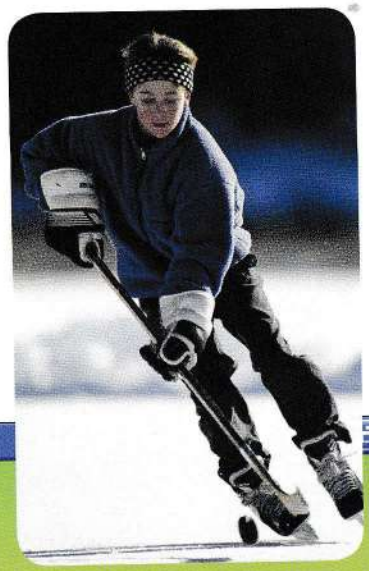
12 1.40 **Listen and check your answers.**

Grammar guide page 40

Writing
A blog

1 1.41 **Read and listen. Then answer the questions.**

1 What food does Marc eat?
2 What sports does he play?
3 What does he like doing in his free time?



Marc's blog

8th July

I think I've got a healthy lifestyle and I eat well. I eat bread and cheese for breakfast and I drink milk. At break time, I normally have a banana or an apple. I love things like chocolate, biscuits and cakes but I don't eat them very much.

I'm active in my free time. I like meeting my friends and we play sport. Our favourite sport is ice hockey. In the summer, we love riding our bikes. I also like being at home with my family.

My sisters love watching TV but I like reading fantasy novels or listening to music. I love listening to reggae music. I think it's because reggae is my dad's favourite music too. We listen to it together.

Comments 24

Have you got a healthy lifestyle? Do you eat well? Are you active?

Language focus

and* or *but

Improve your writing by avoiding repetition. Use *and* and *but* to connect your sentences.

I eat bread for breakfast ***and*** *I drink milk.*
I love biscuits ***but*** *I don't eat them very much.*

2 **Look at the sentences in the Language focus and translate them into your language. Then complete the rules below with *and* or *but*.**

a) We use … to add similar information.
b) We use … to contrast different information.

3 **Combine the sentences with *and* or *but*.**

I eat eggs for breakfast. I drink orange juice for breakfast.
I eat eggs and I drink orange juice for breakfast.

1 My friends surf the internet. They stay up late.
2 My mum watches TV. She doesn't listen to music.
3 I meet my friends. We go to the town centre.
4 We sometimes go to the park. We don't play football.
5 I like reading comics. My brother doesn't like reading them.

4 **Write a blog entry about your lifestyle. Follow these steps.**

Writing your own blog

Step 1 Plan

Make notes about your lifestyle. Have you got a healthy lifestyle? Do you eat well? What do you like doing in your free time?

Step 2 Write

Write a first draft. Use your notes from Step 1 and Marc's blog to help you.

Step 3 Check

Check your work. Try to connect some sentences using *and* and *but*.

Step 4 Write

Write your final copy and hand in your work.

Workbook Writing guide page 31

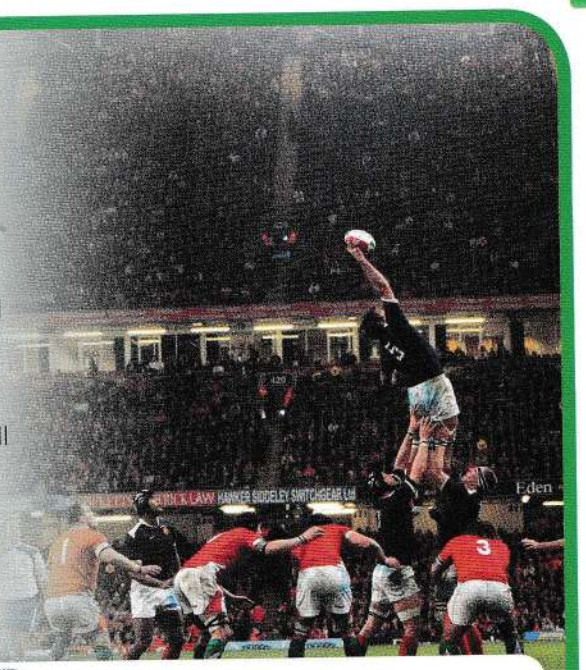
CLIL

Physical Education
Rugby

Rugby originated in 1823, when a student at a prestigious school in the town of Rugby in England picked up the ball with his hands during a game of football and ran. As the students started to play this form of 'football' more and more frequently, they invented the rules that are still followed to this day.

Rugby is a sport played by two teams of 15 players with a ball shaped like a big egg. They score points by kicking the ball over a high bar, which is like a giant letter H. Players also score points by putting the ball down over the goal line. This is called *a try*.

Today rugby is more popular than football in some parts of the world. The most important international teams are Argentina, Australia, South Africa, England, France, New Zealand, Scotland and Wales. These and other teams compete for the Rugby World Cup every four years.



1.42 **Read and listen. Answer the question.**

How many players compete in a game of rugby?

Workbook CLIL activities page 96

Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Food

apple

bread

cake

carrots

cheese

fish

ice cream

meat

milk

nuts

pasta

potatoes

strawberries

yoghurt

Free-time activities

go shopping

listen to music

meet my friends

play football

read comics

ride my bike

stay up late

surf the internet

talk on the phone

watch TV

Grammar guide

Present simple

affirmative		
I	eat	fruit.
You	eat	
He / She / It	eats	
We	eat	
You	eat	
They	eat	

negative		
I	don't eat	meat.
You	don't eat	
He / She / It	doesn't eat	
We	don't eat	
You	don't eat	
They	don't eat	

questions			short answers affirmative	short answers negative
Do	I	like cakes?	Yes, I do.	No, I don't.
Do	you		Yes, you do.	No, you don't.
Does	he / she / it		Yes, he / she / it does.	No, he / she / it doesn't.
Do	we		Yes, we do.	No, we don't.
Do	you		No, you do.	No, you don't.
Do	they		No, they do.	No, they don't.

love, hate (don't) like + -ing

I	love	watching TV.
You	love	
He / She / It	loves	
We	love	
You	love	
They	love	

☺ ☺	love
☺	like
☹	don't like
☹ ☹	hate

Subject and object pronouns

subject pronouns					
I	you	he / she / it	we	you	they
object pronouns					
me	you	him / her / it	us	you	them

Spelling: third person singular

- for most verbs add *–s*
  drink → drinks
- for verbs that end in *–s*, *-sh*, *-ch* and *–x* add *–es*
  pass → passes
  wash → washes
  watch → watches
  fix → fixes
- for verbs that end in consonant *+y*, omit the *–y* and add *–ies*
  study → studies
- for verbs that end in vowel *+y*, keep the *–y* and add *–s*
  play → plays
- irregular verbs
  be → is
  have → has

Workbook Vocabulary plus page 101 Grammar reference page 112

Progress check

Food

1 **Copy and complete the table with the words in the box.**

apple bread cake carrot cheese ice cream milk nuts pasta potatoes strawberries yoghurt

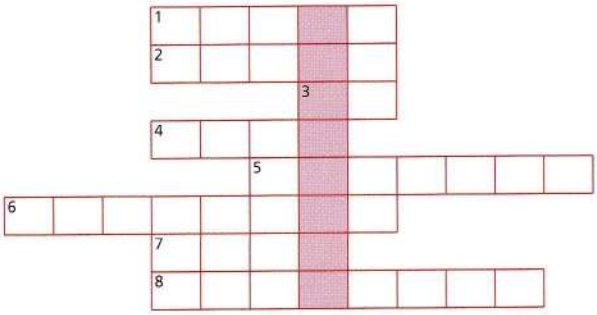
carbohydrates	fruit and vegetables	protein	dairy products

Free-time activities

2 **Complete the crossword. Then find the mystery word.**

1 listen to ...
2 talk on the ...
3 watch ...
4 relax at ...
5 meet ...
6 go ...
7 ride my ...
8 play ...

Mystery word: ...



Present simple

3 **Complete the text with the correct form of the verbs in brackets.**

I've got a healthy lifestyle. I (1) ... (eat) breakfast every morning. Then I (2) ... (walk) to school with my friends but they (3) ... (not live) in my street. At break time, I (4) ... (play) football with my friends because we (5) ... (like) doing sport. After school, I (6) ... (go) home to do homework. Then I (7) ... (listen) to music and I (8) ... (read) a comic. My sister (9) ... (not have) a healthy lifestyle. She (10) ... (not play) sport and she (11) ... (not eat) fruit and vegetables. She (12) ... (watch) TV all the time!

4 **Complete the questions. Then write short answers that are true for you.**

1 ... you eat fish regularly?
2 ... your teacher ride a bike to school?
3 ... you and your friends talk on the phone for hours?
4 ... your grandparents surf the internet?
5 ... your best friend stay up late on the computer?

love, hate, (don't) like + -ing

5 **Write complete sentences.**

1 He / 🙂 🙂 / drink fizzy drinks.
2 They / 🙂 / stay at home on Saturday night.
3 We / ☹ ☹ / play football.
4 She / ☹ / talk on the phone.
5 You / ☹ ☹ / play computer games.
6 I / ☹ / listen to classical music.

Subject and object pronouns

6 **Copy and complete the table with the correct object pronouns.**

I	you	he	she	it	we	you	they

Grammar build up

1 2 3 4 5 6 7 8 9

7 **Complete the dialogue with the correct form of the verbs in brackets.**

Ben (1) ... (have) a favourite free-time activity?
Emily Well, I like (2) ... (meet) my friends in town.
Ben What (3) ... you ... (do) there?
Emily We (4) ... (go) shopping or we (5) ... (sit) in a café with a drink.
Ben Really? Sounds boring!
Emily (6) ... you and your friends ... (like) shopping?
Ben No, we (7) ... (hate) it. Jack sometimes (8) ... (go) shopping with his sister but we usually (9) ... (play) football or we (10) ... (ride) our bikes.
Emily Very healthy! Look, I (11) ... (be) hungry. Let's have something to eat.
Ben Sure!

Motivate! Revision 1

Vocabulary | Grammar | Sketch | Project

Motivate! Revision 1

Vocabulary | **Grammar** | Sketch | Project

be

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

1 Hi, my name ... Sean and I ... from Dublin, Ireland.
2 My friends ... Dan and Connor.
3 Dan ... (not) from Dublin, he .... from the west of Ireland.
4 We ... in a rock band called The Dogs.
5 Our favourite band ... U2. They ... from Dublin too.
6 We ... (not) famous like U2 but I think our band ... fantastic!

have got

2 **Complete the text with the correct form of *have got*.**

I (1) ... (not) any brothers or sisters but I (2) ... seven cousins. My favourite cousin is Fran. She (3) ... straight hair and big, blue eyes. We (4) ... a lot of things in common. We like listening to music and reading pop magazines. Fran (5) ... (not) any brothers but she (6) ... a sister, Kath. Fran and Kath (7) ... a dog, it (8) ... big ears and a long tail. Fran and Kath (9) ... (not) other pets.

Question words

3 **Order the words to make questions. Then write answers that are true for you.**

1 your name / is / What ?
2 from / Where / you / are ?
3 old / you / are / How ?
4 you / got / any brothers or sisters / Have ?
5 your / Who / is / friend / best ?
6 you / music / like / listening / Do / to ?

Present simple

4 **Complete the text with the correct form of the verbs in brackets.**

Peter Moore, 12: the youngest Musician of the Year!

Peter Moore (1) ... (come) from Northern Ireland. He (2) ... (not go) to a normal school, he (3) ... (go) to a special music school in Manchester. Peter (4) ... (play) the trombone and his parents (5) ... (play) the French horn. They all (6) ... (love) music. Peter (7) ... (want) to be a soloist. In his free time, Peter (8) ... (like) playing tennis and football.

5 **Choose the correct words.**

Lily Allen is a (1) **British** / **Britain** singer. She (2) **is** / **has got** two sisters and a brother. Her (3) **brother's** / **brothers'** name is Alfie and her (4) **sisters'** / **sister's** names are Sarah and Rebecca. (5) **Their** / **They** parents are also famous. Lily's father is also a musician and actor, and (6) **her** / **his** mother is a film producer. Lily writes music, (7) **she** / **he** also sings and plays various instruments. She (8) **like** / **likes** football – she's a Fulham FC fan! Lily loves (9) **watching** / **watch** football matches but she doesn't like (10) **to play** / **playing** football!

Motivate! Revision 1

Vocabulary | Grammar | **Sketch** | Project

1 1.43 **Listen and answer the questions.**

1 What problem have they got?
2 What kind of music do they play?
3 What kind of music does Molly play?

2 **Read and listen to the dialogue. Check your answers.**

Guitar mad

Bob Hi everybody! Are we all here?
Jack No, we aren't. Dan isn't here.
Bob Where is he?
Sam He's at a new school, and his new school's in Ireland.
Jack Oh no! We haven't got a guitarist for our band!
Sam I play the guitar ...
Bob We need a new guitarist. Have you got a friend with a guitar?
Jack Hmm. My cousin's got a guitar.
Sam I play the guitar ...
Bob But does he want to be in a band?
Jack She. Her name's Molly. I don't know.
Bob Is she nice?
Jack Yes, she's great. And she's got long, dark, curly hair. She's the perfect rock guitarist.
Sam But I play the guitar ...
Bob Ask her, Jack! Here, use my mobile.
Chorus Hi Molly!
Molly Hi everyone. So, this is Bob's band ... What do you need?
Bob We need a guitarist. Do you like rock music?
Molly I like listening to rock, but I don't like playing it. I love playing classical guitar.
Jack Ah. We play rock and pop, but we don't know much classical music.
Sam I play the guitar.
Molly Well, sorry. I can't help you.
Jack Now what do we do?
Sam I PLAY THE GUITAR!
Bob You? Sam! You're perfect! You've got long hair too!
Sam Thanks. I've got long hair AND I've got a guitar ... because I play the guitar!

3 **Work in groups. Practise and perform the sketch.**

- Choose a character.
- Read and learn your lines.
- Perform for your class.

Motivate! Revision 1

Vocabulary | Grammar | Sketch | **Project**

Our favourite singer or group

1 Ideas

Who is your favourite singer or group?
Why do you like him / her / it?

2 Group work

Which singers and groups does everyone in your group like?
Choose one and write some notes about them:

- name
- nationality
- type of music
- appearance
- other information you know: age, family and favourite hobbies

3 Write

Write a short text about your singer or group, using your notes.

4 Check

Read your text and check it for:

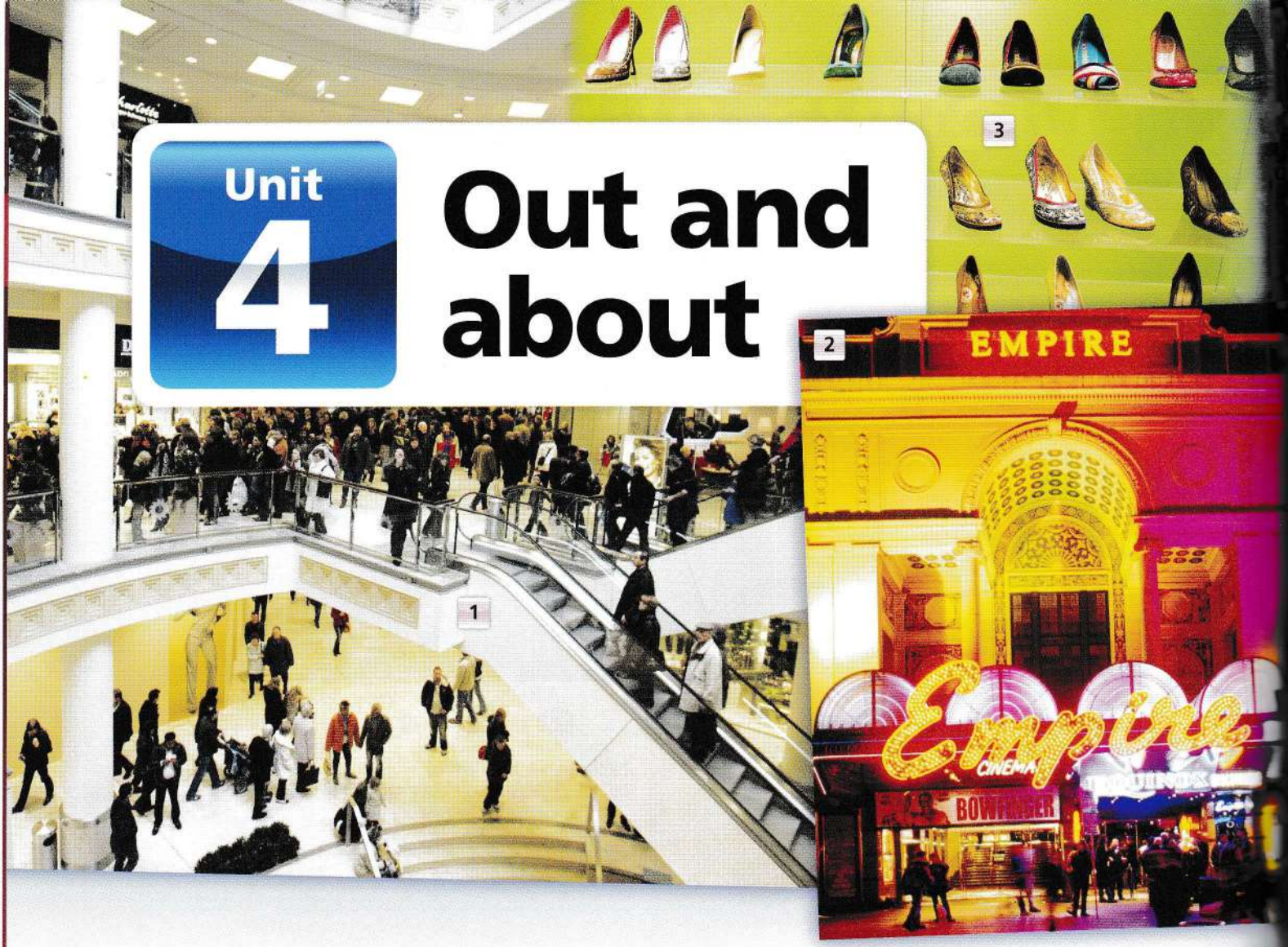
- capital letters
- apostrophes ('s)
- spelling
- *and / but*

5 Visuals

Find photos or draw pictures of your favourite singer or group.

6 Display

Make a poster. Include your texts, photos and pictures. Show your project to the class.



Unit 4 Out and about

Vocabulary 1
Places in town

1 **Match places 1–5 with the words in the box.**

bank chemist cinema hotel library
museum newsagent restaurant school
shoe shop shopping centre sports centre
supermarket underground station

2 1.44 **Listen and repeat.**

3 1.45 **Listen to the sounds. Match them to the places in exercise 1.**

1 ... 4 ...
2 ... 5 ...
3 ... 6 ...

Now say it!

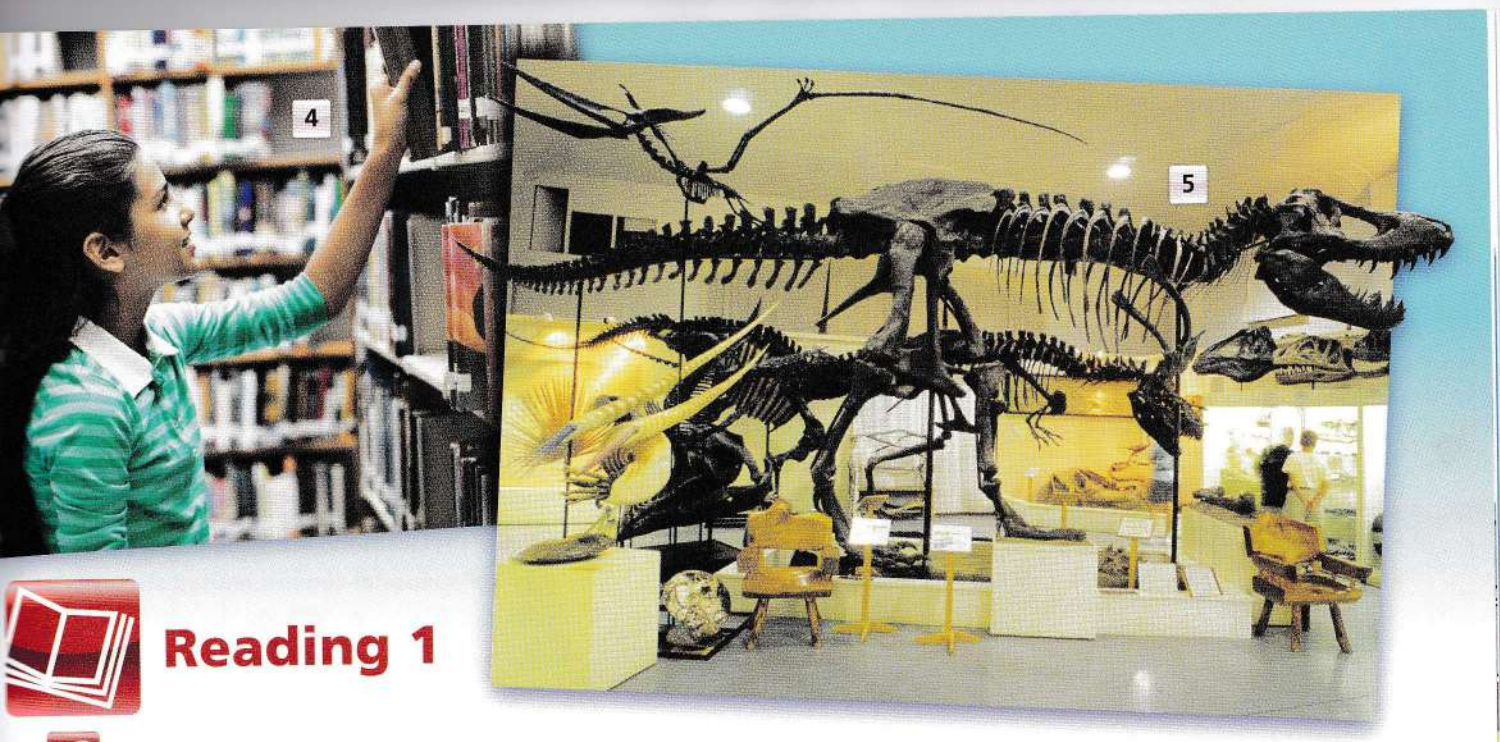
4 1.46 **Listen to Emily and Alex. Where do they go at the weekend?**

5 **Work in pairs. Ask and answer questions about the places in your town. Use the words in the box or your own ideas.**

at the weekend after school
with your friends with your parents

Where do you go at the weekend?

I go to the sports centre. How about you?



Reading 1

6 1.47 **Read and listen. Why do tourists visit the village in winter?**

A place with a difference

In the very north of Sweden – 200km north of the Arctic Circle – there is a village. In fact, it's a very small village – there are only about 1,000 inhabitants. In winter, temperatures are normally around -10°C. The nights are long and there are only six hours of daylight, so why do tourists visit Jukkasjärvi in winter? Well, it's quiet: there isn't any traffic and there aren't any noisy shopping centres. There's a small restaurant with local food and a museum with a souvenir shop. But the real attraction is the amazing Ice Hotel.

The Ice Hotel is incredibly beautiful. It's different every year and … it's all ice. The building, the reception, the plates in the restaurant, the bedrooms … the beds! Everything is made of ice. The temperature in the hotel is -5°C, but there are special clothes and sleeping bags for guests. The hotel is open from December until April (there isn't any ice in summer of course) and it's very popular. There are also ice hotels in Canada and Romania but there aren't any ice hotels in Morocco or Italy. Guess why!

7 **Read the text again. Are the sentences true or false?**

1 About a thousand people live in the village.
2 The minimum temperature in winter is -10°C .
3 It isn't cold in the Ice Hotel.
4 The Ice Hotel is closed in the summer.
5 There are ice hotels in other countries.

Word Tip

There are lots of compound nouns in English. We form them with different combinations of words:
noun + noun: sports centre
verb + noun: sleeping bag

8 **Match 1–6 with a–f to make compound nouns.**

1 sleeping	a) agent
2 underground	b) bag
3 souvenir	c) centre
4 day	d) shop
5 shopping	e) station
6 news	f) light

9 **Answer the questions.**

1 How long are the nights in winter?
2 Why is the village quiet?
3 What special things do guests use inside the Ice Hotel?
4 Why do you think there aren't any ice hotels in Spain or Italy?

10 CLASS VOTE **Would you like to stay in an ice hotel?**

Grammar 1
there is / there are

affirmative	
There's	a library.
There are	two banks.

negative	
There isn't	a museum.
There aren't	any hotels.

1 **Look at the sentences in the table. Which sentences are singular and which are plural? How do you say *there is* and *there are* in your language?**

2 **Complete the sentences with *is* or *are*.**

In London, ...

1 there ... five airports.
2 there ... 270 underground stations.
3 there ... a large observation wheel next to the River Thames: the London Eye.
4 there ... more than 110 cinemas.
5 there ... the Natural History Museum and the Cartoon Museum.

3 **Write complete sentences.**

There / not / sports centre / in my town.
There isn't a sports centre in my town.

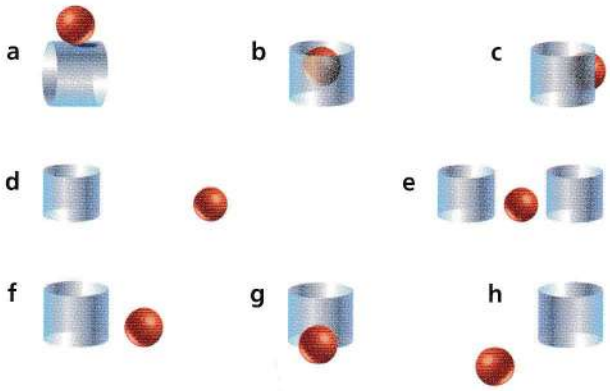
1 There / three / chemists / on my street.
2 There / two airports / in my city.
3 There / not / train station / in my town.
4 There / newsagent / on my street.
5 There / not / shoe shops / in my town.
6 There / bank / next to my house.

Prepositions of place

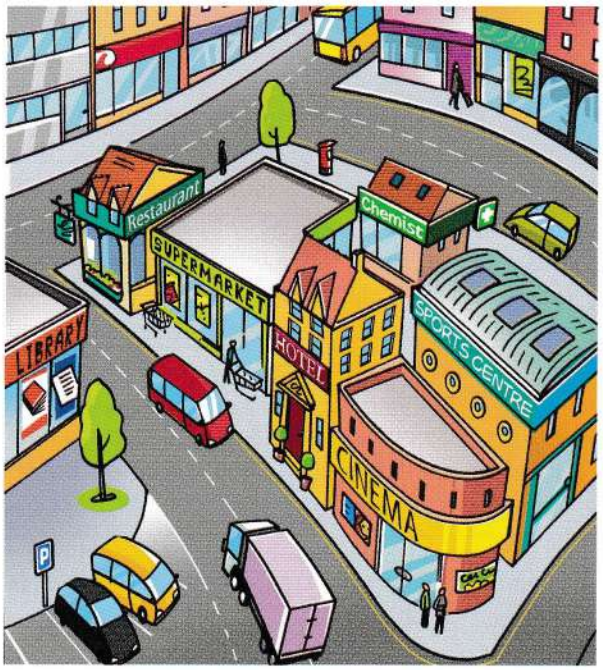
4 **Read the prepositions of place in the box. How do you say them in your language?**

behind	between	in	in front of	near
next to	on	opposite		

5 **Match the prepositions with the pictures.**



6 **Look at the map and choose the correct words.**



1 The supermarket is **in** / **near** the town.
2 The restaurant is **between** / **opposite** the library.
3 There's a chemist. It's **behind** / **next to** the hotel.
4 The hotel is **in front of** / **between** the supermarket and the cinema.
5 The cinema is **on** / **in front of** the sports centre.

7 1.48 **Listen and check your answers.**

here is / there are

uestions	short answers
s there a river in London?	Yes, there is.
s there a supermarket near here?	No, there isn't.
re there any banks on Oxford Street?	Yes, there are.
re there any parks in Oxford Circus?	No, there aren't.

8 **Look at the sentences in the table. How do you say the words in blue in your language?**

9 **Order the words to make questions.**

any parks / Are / in front of / your house / there ?

Are there any parks in front of your house?

1 a bus / near here / station / there / Is ?
2 Are / a lot of banks / in your town / there ?
3 there / Is / an underground / opposite your house / station ?
4 a library / there / Is / in your town ?
5 many newsagents / near your house / there / Are ?

10 INTERFACE **Work in pairs. Ask and answer the questions in exercise 9.**

Are there any parks in front of your house?

Yes, there are. / No, there aren't.

Pronunciation

/ə/

The /ə/ is the most frequent sound in the English language. You hear it in words like *the*, *a*, *of* and *to*.

a 1.49 **Listen to the sentence. Note the /ə/ sounds.**

There is a library in my town.

b 1.50 **Can you identify the /ə/ sounds in this sentence? Listen and check your answers.**

There's a bus stop in front of the bank.

Grammar guide page 56

Listening
In town

11 **Look at the map. Describe the location of the four underground station exits A–D.**

Exit A is next to the sports shop and opposite exit C.

12 1.51 **Ben is at one of the underground station exits and he's looking for Emily. Listen to the dialogue. Which exit is he at?**

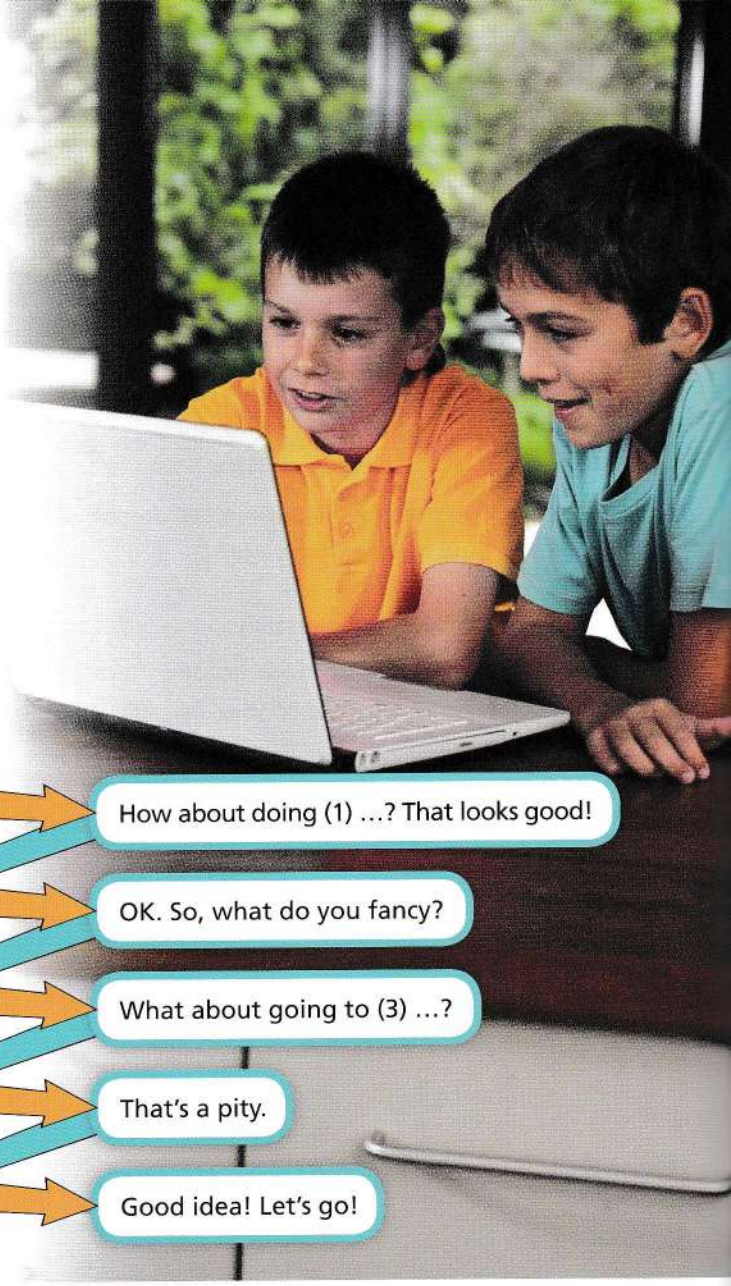
13 **Listen to Ben and Emily again. Choose the correct words.**

1 There are **four / five** underground exits.
2 The traffic lights change every **2 / 2.5** minutes.
3 People have got **13 / 30** seconds to cross the road diagonally.
4 Emily is near the number **113 / 130** bus stop.
5 There are **200 / 2,000** people in front of Ben.

Cultural Fact

Tourists often get confused crossing the road in London because cars and buses drive on the left in the UK. So, look right first when you cross the road!

Speaking
A day out



Listen

1 **Look at the picture. What are Ben and Alex doing?**

2 1.52 **Listen to the dialogue. Where do Ben and Alex decide to go? Choose a word from the box.**

a walking tour	the aquarium	an exhibition
a museum		

3 **Listen again and complete the dialogue with the words in exercise 2.**

What shall we do this afternoon?

How about doing (1) ...? That looks good!

(2) ...? No thanks. I hate walking.

OK. So, what do you fancy?

Let's do something inside!

What about going to (3) ...?

That one looks great! Oh, but look. It's closed today.

That's a pity.

Look at this! Why don't we go to (4) ...? That looks fun!

Good idea! Let's go!

Practise

4 **Listen again and repeat the dialogue.**

5 **Complete the suggestions with the correct form of the verbs in brackets.**

1 How about ... (go) to an Italian restaurant tonight?
2 Shall we ... (watch) a DVD?
3 What about ... (have) something to eat?
4 Why don't we ... (go) to the library?

Functional language

Making suggestions

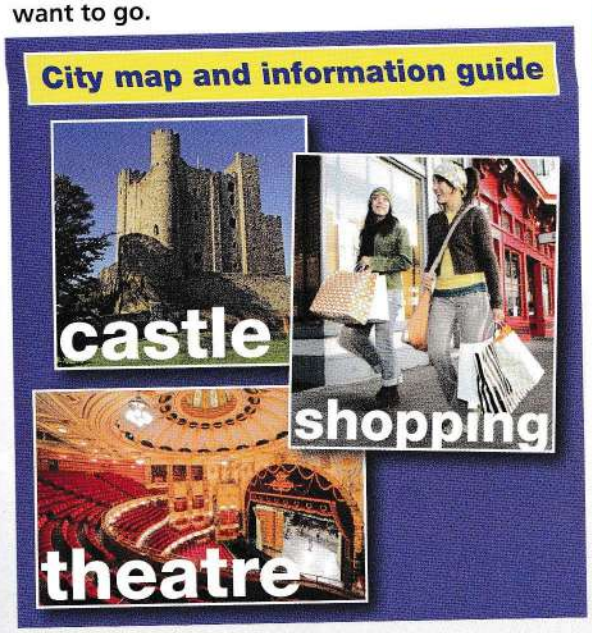
How about doing a walking tour?
Let's do something inside.
What about going to an exhibition?
Why don't we go to the aquarium?

Speaking task

Prepare a dialogue between you and a friend.

Step 1

First, look at the leaflet and decide where you want to go.



Step 2

Think about your suggestions.

What shall we do this afternoon?
How about ...?
What about ...?
Let's ...
Why don't we ...?

Think about your friend's replies.

That looks good!
Let's do it!
Good idea.
No thanks. I hate ...

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.

Workbook Speaking practice page 127

Culture
New Year's Eve

The 31st December is New Year's Eve and around the world there are thousands of celebrations. In the UK, New Year's Eve is a big celebration and there are lots of street parties around the country.

In London there is a big fireworks display next to Big Ben by the River Thames.

In Edinburgh there are hundreds of thousands of people in the streets celebrating *Hogmanay* – the Scottish word for New Year. Traditionally it runs for 24 hours – from 12pm on 31st December to 12pm on 1st January.

At midnight, people sing a song called *Auld Lang Syne*. This is a Scottish song about friends.

6 1.53 **Read and listen to the information about New Year's Eve. Then answer the questions.**

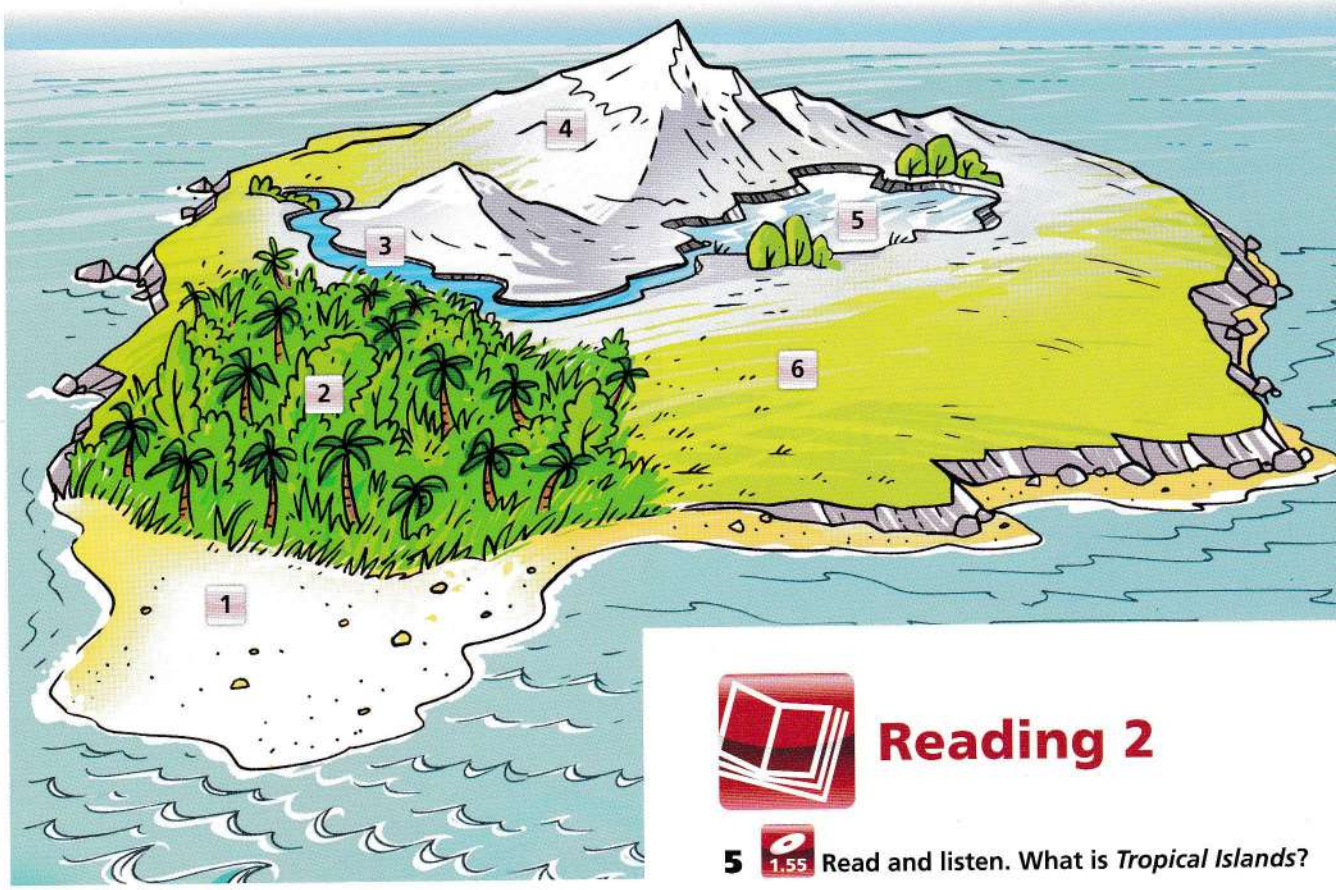
1 When is New Year's Eve?
2 How do they celebrate it in London?
3 What is *Hogmanay*?
4 What is *Auld Lang Syne* about?

7 **How do you celebrate New Year's Eve in your country?**

Vocabulary 2
Landscape features

1 **Match the places on the map with the words in the box.**

beach forest island lake mountain river



2 **Read the words in the box. How do you say them in your language?**

ice sand snow trees water waves

3 1.54 **Listen and repeat.**

4 **Choose the correct words.**

We're on a beautiful island. Let's start on the beach. Look at the (1) **sand** / **waves**. They're really big. Feel the white (2) **trees** / **sand** between your toes. Behind the beach, there's a forest. There are some palm (3) **waves** / **trees** there. What's that behind the forest? It's a river. Let's follow it. There's a lake – the (4) **water** / **waves** is really cold. Look! There's some (5) **ice** / **water** on the lake and there's some (6) **snow** / **water** over there on top of the mountain.

Reading 2

5 1.55 **Read and listen. What is *Tropical Islands*?**

Tropical Islands

Is it cold and wet outdoors? Are you bored? Here's a special place for a winter weekend.

When it's cold and wet, *Tropical Islands* is our favourite indoor place to spend the day! It's open all year round, 24 hours a day. There are some hotels and a campsite! Forget the winter here, it's 26°C on this indoor tropical island. Leave your grandparents on the beach with a book. Tell mum and dad there are shops to visit and there's a rainforest to discover, but don't tell them that there are some insects there! For your baby brother, there's a children's club with activities all day. And for you … are you brave? Check out the turbo slide on the water slide tower. It's 25 metres high! Finally, remember this is a trip to 'the Tropics', so bring clothes for the beach! Amazing!

6 **Read the text again. Choose the correct answers.**

1 Tropical Islands **closes / doesn't close** at night.
2 **It's / It isn't** cold at Tropical Islands in winter.
3 There **are some / aren't any** insects in the rainforest.
4 The children's club **has got some / hasn't got any** activities.
5 Visitors **need / don't need** beach clothes.

Grammar 2
a / an, some, any

countable nouns
There's a rainforest / an island. There are some hotels.
There isn't a lake. There aren't any insects.
Is there a school? Are there any museums?

uncountable nouns
There's some snow.
There isn't any ice.
Is there any sand?

7 **Look at the sentences in the table and choose the correct words to complete the rules.**

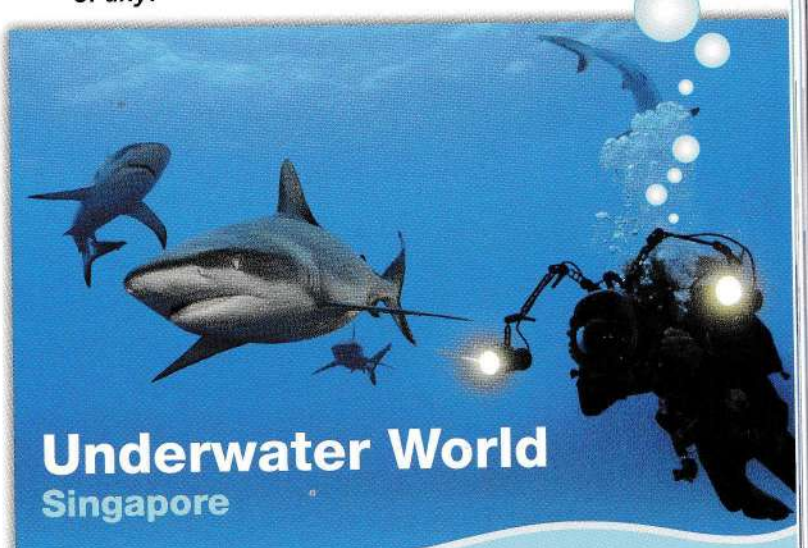
1 Countable nouns **have / haven't** got singular and plural forms.
2 Uncountable nouns **have / haven't** got plural forms.
3 We use *a* or *an* with **singular / plural** nouns.
4 We use *some* in **affirmative / negative** sentences.
5 We **use / don't use** *any* in negative sentences or questions.

We use *a* before consonant sounds: *a mountain, a university, a hospital.* We use *an* before vowel sounds: *an ice hotel, an underground station, an hour.*

8 **Do you use *a* or *an* with the nouns in the box?**

apple house hotel island lake
sport station umbrella

9 **Complete the sentences with *a / an, some* or *any*.**



Underwater World
Singapore

1 There's ... aquarium on Sentosa Island, Singapore.
2 There are ... interesting activities like swimming with sharks.
3 There isn't ... indoor beach in the aquarium.
4 There aren't ... swimming pools or water slides for people.
5 There's ... long glass tunnel to look at the fish.

10 **Choose the correct words.**

Come to the climbing arena. There (1) **isn't / aren't** any water here and there aren't (2) **some / any** beaches but there are (3) **an / some** incredible climbing walls. If you're a beginner, there (4) is **an / some** instructor for you. If you're an expert, there are (5) **any / some** competition walls. Do your parents want to watch? There's (6) **a / some** café, and there's (7) **a / an** area for your little brother or sister to play. It's cold outside and there (8) **are / is** some ice on the roads but we're warm and active inside.

11 **Complete the sentences about where you live.**

1 There ... water park near my house.
2 There aren't any ... in my town.
3 There's a really good ...
4 There ... an ...
5 There ... some ...

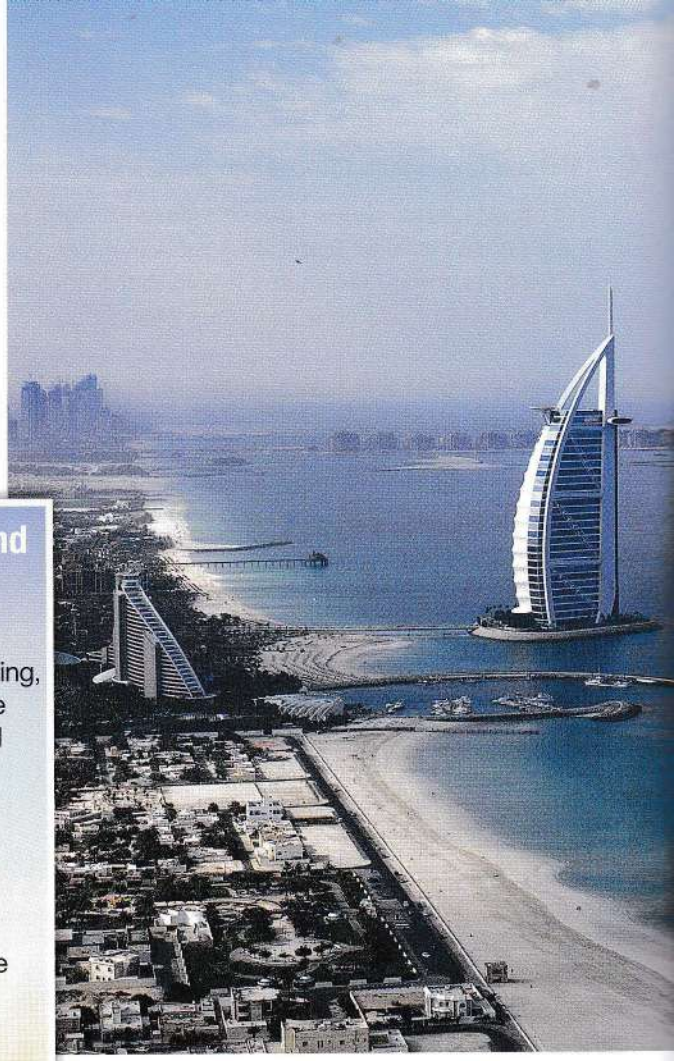
12 **INTERFACE Work in pairs. Compare your answers to exercise 11.**

Grammar guide page 56

Writing
A city guide

1 1.56 **Read and listen. Answer the questions.**

1 What is there near the beach?
2 Are there any shopping centres? What are they like?
3 Is it a fun place? What is there to do?



Dubai is a fantastic city between the sea and the desert. Here are some reasons to visit!

The landscape

Dubai is on the Persian Gulf. There are kilometres of amazing, sandy beaches here. There are luxurious hotels next to the beaches. There are also private islands – some Hollywood actors have got private islands with private beaches.

Shopping

There are great shopping centres everywhere in Dubai, with fantastic clothes shops, sports shops and brilliant cafés. Dubai is famous for its traditional Arabic markets too. They're called *souks*. How about visiting a *souk* to see people buying and selling gold?

Fun

Finally, there are lots of things to do! It's the perfect place for an adventure. There are quad bikes in the desert. There's also a water park for water sports!

Language focus

also

Use *also* with *there is / there are* to add information:
There's also a water park.
There are also private islands.

2 **Look at the sentences in the Language focus. Where does *also* go in the sentence?**

3 **Rewrite the sentences with *also*.**

There's a beach near my house. There's also a park.

1 In my town there are two museums. There's a supermarket.
2 There are some beautiful shops. There are two great markets.
3 There's a water park next to the shopping centre. There's an aquarium.
4 There are some fantastic restaurants. There are some luxurious hotels.
5 On my street there's a newsagent. There's a chemist.

4 **Write a city guide. Follow these steps.**

Writing a city guide

Step 1 Plan

Make notes about reasons to visit the city. Think about the landscape and the activities.

Step 2 Write

Write a first draft. Use your notes from Step 1 and the guide on this page to help you.

Step 3 Check

Check your work. Try to add more information using *there is / there are* and *also*.

Step 4 Write

Write your final copy and hand in your work.

Workbook Writing guide page 41

CLIL

History
The American Civil War

The abolition of slavery was a very important event in the history of the United States of America. It was also the reason for the American Civil War, which was a violent conflict between 11 southern states, which were in favour of slavery, and 25 northern states, which wanted to abolish it.

To continue with slavery, the South declared its independence from the North and formed the Confederate States of America. The President of the USA, Abraham Lincoln, did not want the South to be independent. He wanted the USA to remain as one country and he wanted liberty for the slaves.

War started in April 1861 and the conflict lasted for four years. An estimated 620,000 soldiers and many civilians died, before the North won in the spring of 1865. The result was the total abolition of slavery in the USA.

1.57 **Read and listen. Answer the question.**

Why did the American Civil War begin?

Workbook CLIL activities page 96

Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Places in town

chemist

cinema

hotel

library

shopping centre

sports centre

museum

newsagent

restaurant

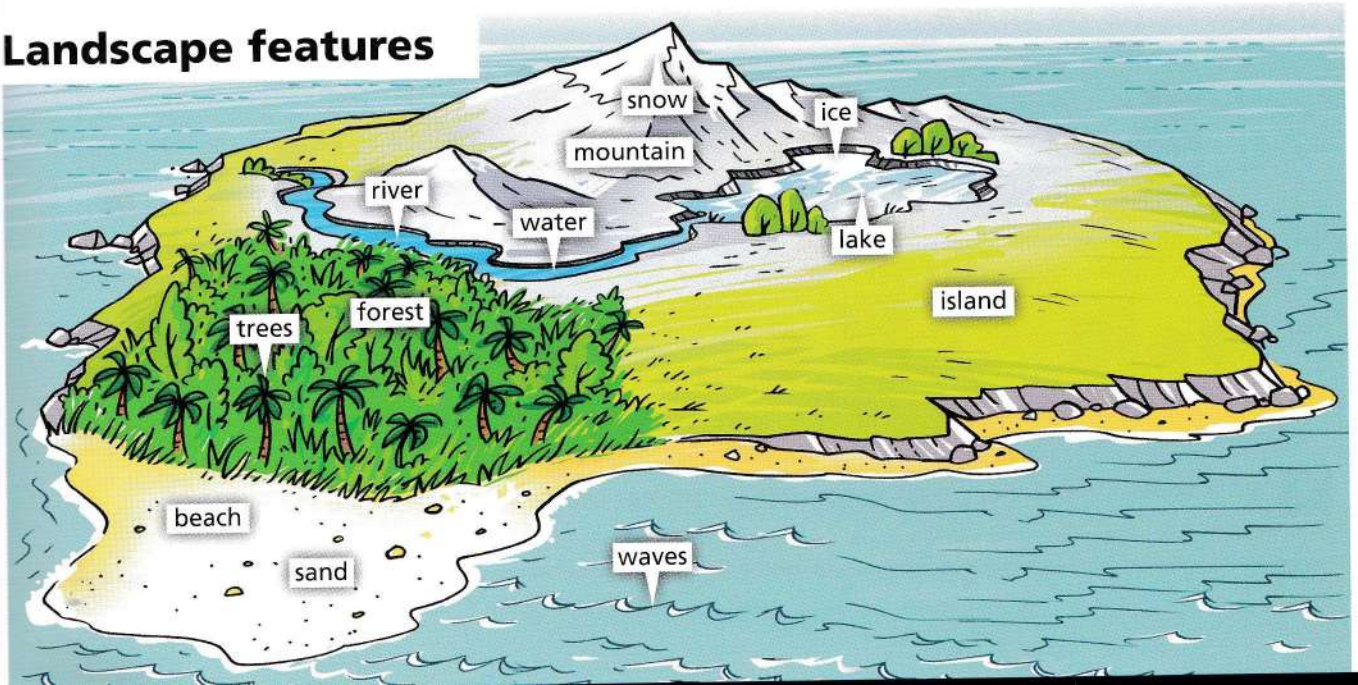
school

shoe shop

supermarket

underground station

Landscape features



Grammar guide

there is / there are

affirmative	negative
There's (is) an ice hotel.	There isn't (is not) a restaurant.
There are some chemists.	There aren't (are not) any houses.

questions	short answers
Is there a cinema in your town?	Yes, there is. / No, there isn't.
Are there any newsagents?	Yes, there are. / No, there aren't.

Countable and uncountable nouns

- countable nouns have got singular and plural forms
- uncountable nouns haven't got a plural form

a / an, some, any

	countable	uncountable
+	There is a cinema. There are some restaurants.	There is some water.
–	There isn't a cinema. There aren't any restaurants.	There isn't any ice.
?	Is there a cinema? Are there any restaurants?	Is there any snow?

Prepositions of place

on

in

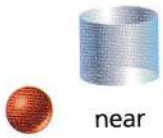
behind

opposite

next to

next to

in front of


near

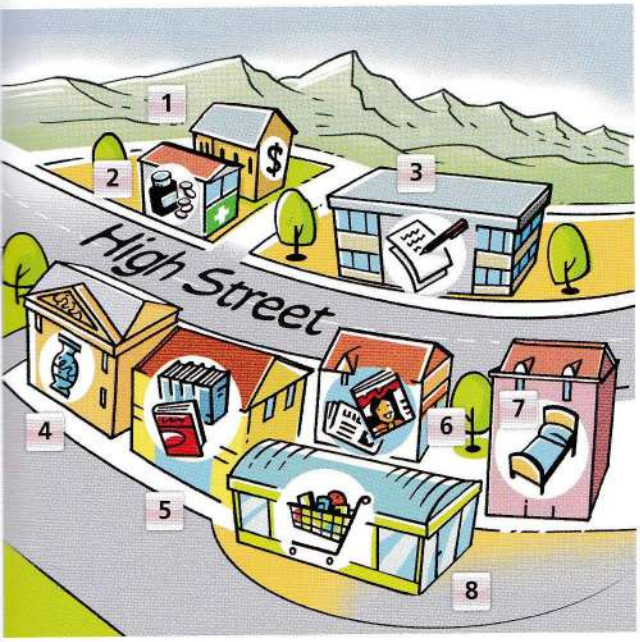
Workbook Vocabulary plus page 102 Grammar reference page 114

Progress check

Places in town

1 **Order the letters to make words of places. Then match them to places 1–8 in the map.**

a) chloos
b) aeegnnstw
c) emmsuu
d) cehimst
e) ehlot
f) kban
g) abilrry
h) aeekmprrstu



Landscape features

2 **Complete the words with vowels. How do you say them in your language?**

1 r__v__r
2 l__k__
3 tr__s
4 __c__
5 m__nt__n
6 b__ch
7 w__v__s
8 f__r__st
9 sn__w
10 __sl__nd
11 w__t__r
12 s__nd

there is / there are

3 **Look at the map in exercise 1 and write sentences. Use *there is / there are* or *there isn't / there aren't*.**

1 bank
2 mountains
3 snow
4 airport
5 supermarket
6 rivers

Prepositions of place

4 **Look at the map again. Complete the sentences with the words in the box.**

behind between in front of next to opposite

1 The school is ... the library.
2 The newsagent is ... the supermarket.
3 The library is ... the museum and the newsagent.
4 The bank is ... the chemist.
5 The hotel is ... the newsagent.

a / an, some, any

5 **Copy and complete the table with the nouns in exercise 2.**

countable	uncountable

6 **Choose the correct words.**

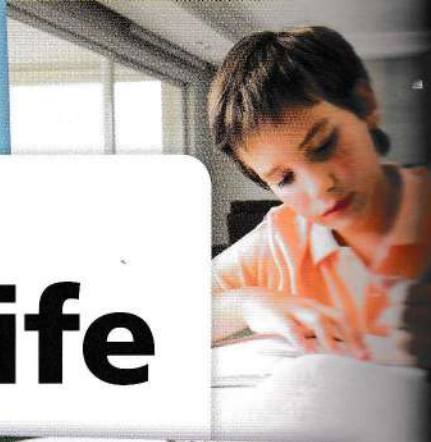
There are (1) **some** / **any** good things about my town. There's (2) **a** / **some** beach near my house and in winter there are (3) **some** / **any** big waves. There are also (4) **some** / **any** bad things. In winter it's cold and there's (5) **an** / **some** ice on the road, so it's very dangerous. I like climbing but there aren't (6) **some** / **any** mountains near my town.

Grammar build up

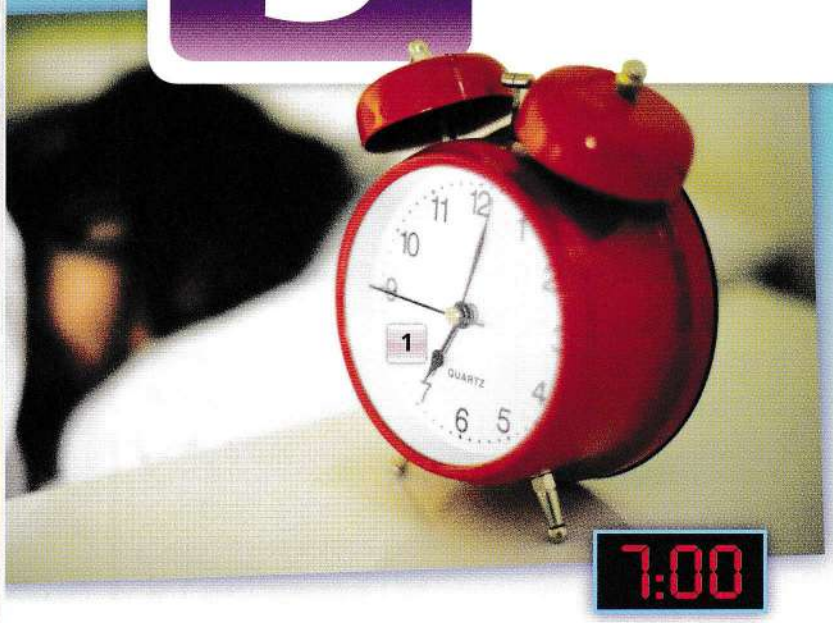
1 2 3 4 5 6 7 8 9

7 **Complete the dialogue with the correct form of the verbs in brackets.**

Ben I'm bored and there (1) ... (not be) anything to do in this town.
Emily What? There (2) ... (be) lots of things to do!
Ben But I (3) ... (not have got) any money.
Emily What about the indoor swimming pool? There (4) ... (be) a wave machine and it (5) ... (not be) very expensive.
Ben Good idea! (6) ... your cousin ... (work) there?
Emily Yes, she does. (7) She ... (work) in the shop.
Ben And (8) ... (be) it near here?
Emily Yes, it is. There (9) ... (not be) any trains but there (10) ... (be) a bus.
Ben Great! Let's go!



Unit 5 School life



Vocabulary 1
Daily routines

1 **Look at pictures 1–6. Then complete the sentences about daily routines with the correct form of the words in the box.**

do homework	finish school	get dressed	
get up	go to bed	have a shower	have dinner
play the piano	start school	tidy your room	

1 Mike ... at seven o'clock and he gets dressed.
2 Ellie ... at ten to nine. Here she is with her classmates.
3 Jack ... at five o'clock every night. He hates maths and science!
4 Jenny ... at quarter to seven. You can see her little sister in this picture too.
5 Lisa usually ... at eight o'clock. It's always a mess!
6 On a school night Simon ... at half past nine but not at the weekend!

2 1.58 **Listen and repeat.**

3 **Match the expressions in the box with *have*, *go* and *play*. Can you add more?**

a bath	golf	home	lunch	some milk
the guitar	to the cinema	with friends		

4 **Write sentences about your daily routine. Use the verbs in exercise 1.**

I get up at seven o'clock. I have a shower ...

Now say it!

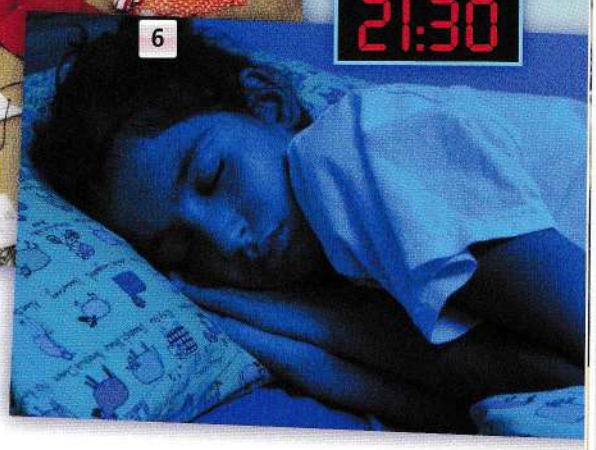
5 1.59 **Listen to Emily and Ben talking about their weekend. What time does Ben do the things in the box?**

get up	have lunch
do homework	go to bed

6 **Work in pairs. Ask and answer questions about your routine at the weekend.**

What time do you get up?

I get up at nine o'clock.



Reading 1

7 **Read the text quickly. Which musical instruments do Aisha and Rick play?**

Sunday 9pm – Channel 13

A day in the life of a child genius

There are millions of children in the world but there aren't many children like Aisha or Rick. On tonight's programme, we talk to two of Britain's gifted* children about their daily routines.

Aisha Patel is 11. Just like other British 11 year olds, Aisha usually gets up at seven o'clock. She starts school at nine o'clock and she's never late. But, there is a difference. Aisha's very intelligent: she's got an IQ* of 150 – a 'normal' IQ is 100! In her free time, she designs computer games. She also speaks six languages, plays the cello and paints beautiful pictures. And she's got time to meet her friends.

Rick Moore is 10, and he's also got an IQ of 150. He plays the piano and he sometimes writes music too – his ambition is to be a top composer. He always gets up very early to play the piano, around half past five in the morning. He wants to play the piano all day, but he can't do that because he goes to school and he's got homework – he always does his homework. He often goes to bed at half past eleven.

Glossary

* gifted: extremely intelligent and / or talented
* IQ: intelligence quotient

8 1.60 **Read and listen. Complete the sentences with the names *Aisha* or *Rick*.**

1 ... wants to be a music composer.
2 ... is also an artist.
3 ... often sleeps for less than six hours a night.
4 ... doesn't usually get up at half past five.
5 ... has got several hobbies.

9 **Answer these questions.**

1 Where are Aisha and Rick from?
2 Are they the same age?
3 What instruments do they play?
4 Have they got the same IQ?

Make nouns in English by adding suffixes to verbs. This helps you to extend your vocabulary and understand new words.

10 **Add *-er* or *-or* to the verbs in the box to make the name of the person who does these things.**

act compose dance sing teach write

act – actor

11 CLASS VOTE **Do you want to be gifted like Aisha and Rick?**

Grammar 1
Adverbs of frequency

adverbs of frequency	
0%	She is never late for school.
↓	He sometimes writes music too.
	He often goes to bed late.
	She usually gets up at seven o'clock.
100%	He always does his homework.

1 **Look at the sentences in the table. Complete the rules with *before* or *after*.**

a) Adverbs of frequency normally go … the main verb.
b) They go … the verb *be*.

2 **Rewrite the sentences with the adverbs of frequency in brackets.**

Amy gets up at five o'clock in the morning. (always)
Amy always gets up at five o'clock in the morning.

1 Amy paints pictures in her house. (usually)
2 She paints in a special art room at school. (sometimes)
3 She goes to extra art classes after school with a professional artist. (often)
4 She misses her extra art lessons. (never)

Adverbs of frequency: questions

adverbs of frequency in questions
How often does she play the piano?
Do you usually have a shower in the morning?

3 **Look at the sentences in the table. What question word can you use with *often* to ask about frequency?**

4 **Order the words to make questions. Then answer the questions so they are true for you.**

you / tired / How often / for school / are ?
How often are you tired for school?
I'm often tired for school, especially on Monday.

1 usually / Do / you / get up / at 4am ?
2 usually / Do / go / you / to bed before 9pm ?
3 meet / How often / you / your friends / do ?
4 a musical instrument / How often / do / you / play ?
5 you / How often / do / tidy your room ?

5 INTERFACE **Work in pairs. Ask and answer the questions in exercise 4.**

Word order: questions

be			
question word	*am / is / are*	subject	other words
	Is	your name	Peter?
What	is	your name?	

have got				
question word	*have / has*	subject	*got*	other words
	Have	you	got	any brothers?
How many brothers	have	you	got?	

other verbs				
question word	*do / does*	subject	verb	other words
	Do	you	listen	to music every day?
How often	do	you	listen	to music?

6 **Complete the questions with the words in the box.**

does are has do is have

Where … you from?
Where are you from?

1 … your sister French?
2 … you got any pets?
3 … you like school?
4 How many talents … your best friend got?
5 … your brother get up early?

7 Order the words to make questions.

1 you / How old / are ?
2 from / you / Where / are ?
3 any brothers or sisters / you / Have / got ?
4 do / you / What sports / do ?
5 sport / you / How often / do / do ?
6 read / before you go to bed / you / Do ?

8 Match the questions in exercise 7 to these answers.

1 No, I don't. I listen to music.
2 I'm 10 years old.
3 My favourite sport is basketball, but I like playing football too.
4 Yes, I have. I've got one brother and two sisters.
5 I'm from Atlanta, in the USA.
6 I always play basketball at the weekend and I often play football on Thursday.

9 INTERFACE **Work in pairs. Ask and answer the questions in exercise 7.**

Grammar guide **page 68**

Listening
Hidden talents

10 **Look at the people. What are they famous for?**

11 1.61 **Listen to three people talking about the celebrities in exercise 10. Match the celebrities with the hidden talents.**

1 acting and singing
2 playing musical instruments
3 designing clothes

12 **Listen again and answer the questions.**

1 Does Hugh Jackman sing in films?
2 What instruments does he play?
3 Does the speaker like Beyoncé?
4 What type of music does Beyoncé sing?
5 What other hidden talents has Pau Gasol got?

13 **Who do you admire? Why is he / she famous? Has he / she got a hidden talent?**

Britain's Got Talent is a popular TV talent show. The winner performs at the Royal Variety Performance, in front of the Queen. Is there a similar TV programme in your country?

Speaking
At the box office

Listen

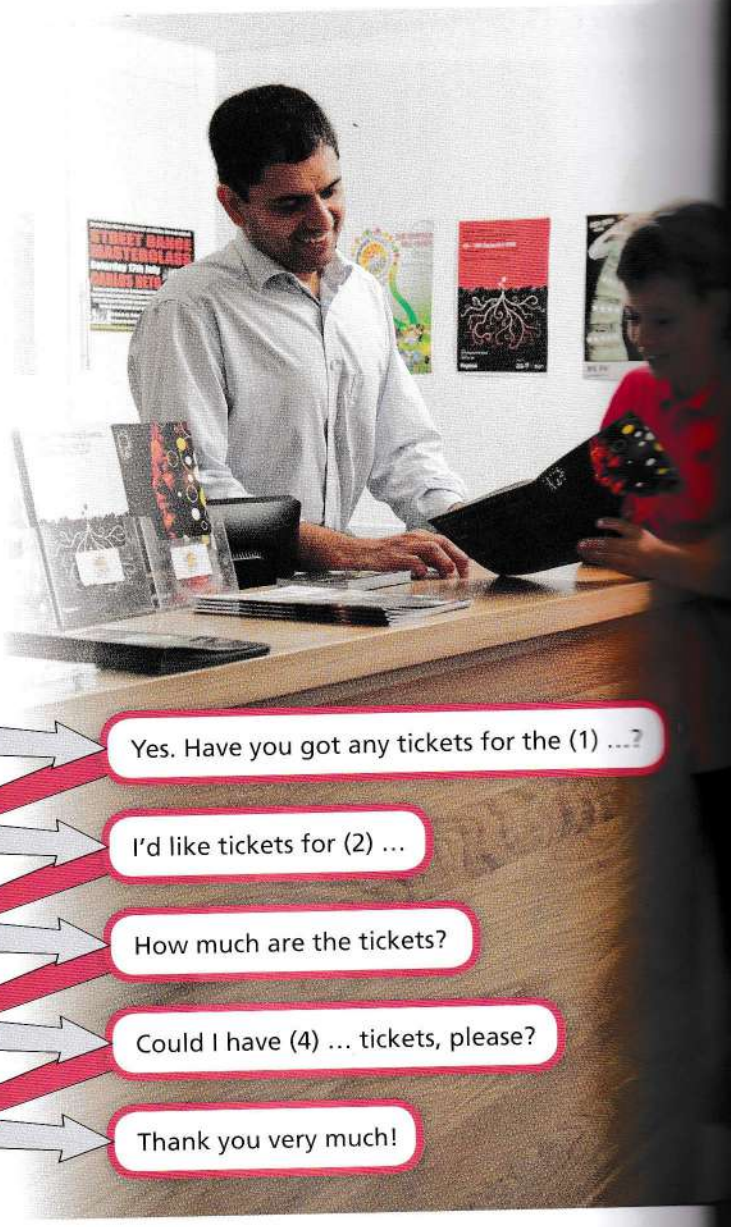
1 **Look at the picture. Who is Alex talking to?**

2 1.62 **Alex is buying some tickets for an event at the weekend. Listen to the dialogue and choose the correct answer.**

Alex wants to go to **a music concert / the cinema.**

3 **Complete the dialogue with the words in the box. Then listen and check your answers.**

rock concert	two	three	Saturday



Can I help you?

Yes. Have you got any tickets for the (1) ...?

Yes, we have. What day would you like?

I'd like tickets for (2) ...

Sure, of course!

How much are the tickets?

They're (3) £ ... each.

Could I have (4) ... tickets, please?

Here you are.

Thank you very much!

Practise

4 **Listen again and repeat the dialogue.**

5 **Match questions 1–4 to answers a–d.**

1 What day would you like?
2 How much are the tickets?
3 Can I help you?
4 Could I have three tickets, please?

a) Yes, here you are.
b) They're £5 each.
c) Yes. Have you got any tickets for the disco?
d) Friday, please.

Functional language
Buying a ticket

Attendant
Can I help you?
What day would you like?
How many tickets would you like?
They're £3 each.

Alex
Have you got any tickets for the rock concert?
I'd like tickets for Saturday.
How much are the tickets?
Could I have two tickets, please?

Speaking task

Prepare a dialogue between you and the box office attendant.

Step 1

First, decide which event you want to go to.

Step 2

Think about what the attendant says.

Can I help you?
What day would you like?
Sure, of course.
They're £ … each.
Here you are.

Think about what you say.

Yes. Have you got any tickets for …?
I'd like tickets for …
How much are the tickets?
Could I have … tickets, please?
Thank you very much.

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.

Workbook Speaking practice page 128

Culture
Performing arts

The *National Eisteddfod* is a Welsh festival of literature, music and performance. It takes place once a year in the month of August.

The *Eisteddfod yr Urdd* is Wales's youth festival. The competition is for one week and 15,000 talented young people take part!

You can compete from six years old. Some children do music competitions, some do drama and some dance. You can also read poetry. There are about 10,000 visitors and it is on TV.

The official language of the festival is Welsh and all the performances are in Welsh.

6 1.63 **Read and listen to the information about performing arts. Then answer the questions.**

1 What is an *eisteddfod*?
2 What can you do at the *Eisteddfod yr Urdd*?
3 What language is the competition in?

7 **Do you have any national talent competitions in your country?**

Vocabulary 2
School subjects

1 **Match the pictures with the school subjects in the box.**

art and design drama English French geography
history ICT (information and communication technology)
literature maths music PE (physical education) science

2 1.64 **Listen and repeat.**

3 **Copy and complete the table with the subjects in exercise 1 so that it is true for you.**

I'm very good at	I'm good at	I'm quite good at
PE		
I'm OK at	**I'm bad at**	**We don't study**
		drama

4 **INTERFACE Work in pairs. Ask and answer questions about school subjects.**

Do you like PE?

Yes, I do. I'm very good at it.

Reading 2

5 1.65 **Read and listen. What is different about this school?**

Redroofs

Are you good at maths and science at school? Or do you prefer acting and singing? Can you dance well? Redroofs is a school with a difference: all of its students are talented in the performing arts. Students at this theatre school in the south of England study normal school subjects, including maths, English, science, geography and history, but they don't study PE. For half of every school day, Redroofs students study dance and musical theatre, and classes are very energetic! In fact, students at Redroofs can sing and act very well and some students can also compose music or make costumes.

6 **Read the text again. Are the sentences true or false?**

1 Redroofs is a theatre school.
2 Students at Redroofs never study maths and science.
3 Students don't study PE at Redroofs.
4 Students at Redroofs are good at singing and acting.

Grammar 2
can

affirmative	
I / You	can play the piano.
He / She / It	can dance.
We / You / They	can compose music.

negative	
I / You	can't play the cello.
He / She / It	can't sing.
We / You / They	can't run fast.

7 **Look at the sentences in the table. Choose the correct words to complete the rules.**

a) We use **the same / a different** form of *can* for the different subject pronouns.
b) The negative form of *can* **is / isn't** *can't*.
c) After *can*, we use the verb **with / without** *'to'*.

8 **Complete the text with *can* or *can't*.**

My best friend's good at music. He (1) ... sing and he (2) ... compose music. In our drama classes, some of my friends (3) ... act brilliantly. And me? Well, I (4) ... (not) dance very well so I'm bad at musical theatre. I (5) ... (not) understand algebra so I'm not very good at maths, but everyone says I (6) ... (draw) really well and I'm really good at art and costume design.

Pronunciation
can / can't

a 1.66 **Listen and repeat. Can you hear the difference?**

1 He can dance very well.
2 He can't dance very well.

b 1.67 **Listen and choose the correct words.**

1 I **can / can't** speak French.
2 My sister **can / can't** play the piano.
3 She **can / can't** play football.
4 I **can / can't** draw.

questions and short answers	
Can I / you draw? Yes, I / you can.	No, I / you can't.
Can he / she / it dance? Yes, he / she / it can.	No, he / she / it can't.
Can we / you / they act? Yes, we / you / they can.	No, we / you / they can't.
What language can I / you / he / we / they speak?	

9 **Look at the sentences in the table. Is the *he / she / it* form different?**

10 **Complete the questions.**

Can you draw?
Yes, I can. I'm really good at art.
1 ...?
No, I can't. I dance terribly.
2 ...?
No, I can't run fast. I'm bad at PE.
3 ...?
No, I can't, but my dad can play the guitar wonderfully.
4 What ...?
Me? I can speak English and French well.

Adverbs of manner

11 **Check the meaning of the adjectives in the box. What is their adverb form? Use the spelling rules on page 68 to help you.**

bad beautiful brilliant fantastic good slow terrible wonderful

bad – badly

Language Tip
Use adverbs of manner to describe how you do things.
Remember they usually go after the verb: *I dance terribly. I can't run fast.*

12 INTERFACE **Ask and answer the questions in exercise 10.**

Can you draw?

Yes, I can. I'm good at art. I can draw beautifully.

Grammar guide page 68

Writing
A magazine article

1 1.68 **Read and listen. What talents has Jaden got?**

Who do you admire?

I admire Jaden Smith because he's talented. Jaden Smith is an American actor and a dancer. He's from a very famous family. His father, Will Smith, is an actor, a rapper and a film producer. His mum, Jada Pinkett, is multi-talented because she can act, sing and write songs. He's got a younger sister, Willow, and she can act and sing too.

Jaden Smith has got an unusual daily routine because he never goes to school. He studies at home with special teachers. Jaden hasn't got very much free time. When he isn't at home with his school books or in the film studio, he sometimes helps Project Zambia. This charity collects money for orphans in Africa.

Language focus

because

I admire Jaden Smith because he's talented.
Jada is multi-talented because she can act, sing and write songs.

2 **Look at the sentences in the Language focus. When do we use *because*? Choose the correct answer.**

a) to add information
b) to give a reason
c) to contrast information

3 **Match the sentence halves then rewrite them with *because*.**

I admire Jaden Smith because he's talented.

1 I admire Jaden Smith	a) he can sing and dance well.
2 He's got a big family	b) she studies for three hours every morning.
3 His dad is talented	c) he's got four brothers and sisters.
4 She usually gets up early	d) he's talented.

4 **Who do you admire? Write an article about a famous person. Follow these steps.**

Writing a magazine article

Step 1 Plan

Make notes about a famous person you admire. Who is it? Why do you admire him / her? What is his / her daily routine?

Step 2 Write

Write a first draft. Use your notes from Step 1 and the article about Jaden Smith to help you.

Step 3 Check

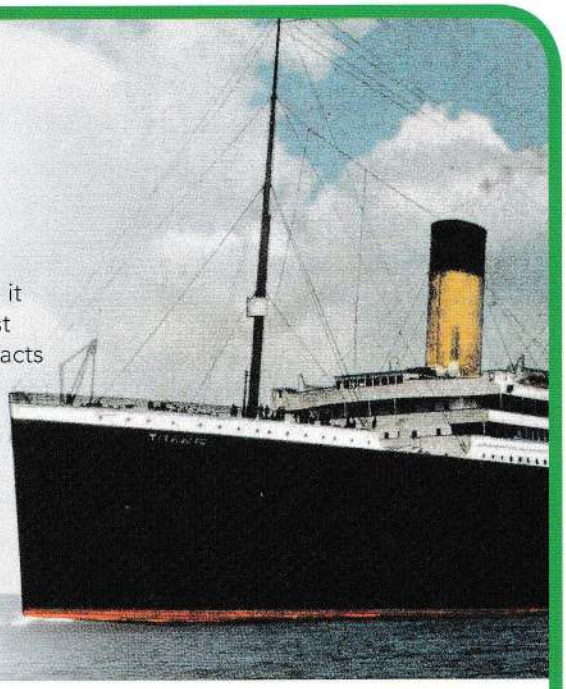
Check your work. Try to include sentences with *because*.

Step 4 Write

Write your final copy and hand in your work.

Workbook Writing guide page 51

Maths
The *Titanic*



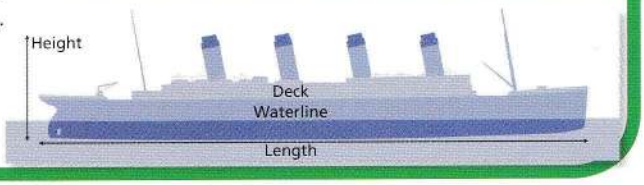
Read and listen. Answer the questions.

In 1912, the *Titanic* was the biggest passenger ship in the world. When it hit an iceberg and went down on its first voyage it was also the greatest maritime tragedy in history with the loss of 1,517 lives. Here are some facts and figures: do the maths!

I The *Titanic*'s capacity was for 3,547 people. There were lifeboats for 1,178 people. What approximate percentage of the passengers could go on a lifeboat?
a) 25% b) 33% c) 45% d) 50%

II There are 2.54 centimetres in an inch and there are 12 inches in a foot (ft). Work out these measurements of the *Titanic* in metres.
a) length = 882 ft 9 inches b) height (waterline to deck) = 59 ft

III There were lifeboats for 1,178 people. Lifeboats one and two were for 40 people. Lifeboats three to 16 were for 65 people. How many people were the remaining four lifeboats for?



Workbook CLIL activities page 97

Vocabulary guide
Daily routines

get up

start school

have a shower

get dressed

play the piano

finish school

do homework

have dinner

tidy your room

go to bed

School subjects

art and design

drama

English

French

geography

history

ICT

literature

maths

music

PE

science

Grammar guide

Adverbs of frequency

0% → 100%				
never	sometimes	often	usually	always

Spelling: adverbs of manner

- for most adverbs of manner add *–ly* to the adjective
  bad → badly
  beautiful → beautifully
- for adjectives that end in *–e*, omit the *–e* and add *–ly*
  terrible → terribly
- for adjectives that end in *–ic* add *–ally*
  fantastic → fantastically
- irregular adverbs of manner
  good → well
  fast → fast

Word order: questions

be

question word	am / is / are	subject	other words
	Is	your name	Peter?
What	is	your name?	

have got

question word	have / has	subject	got	other words
	Have	you	got	any brothers?
How many brothers	have	you	got?	

other verbs

question word	do / does	subject	verb	other words
	Do	you	listen	to music every day?
How often	do	you	listen	to music?

can

affirmative

I	can	sing.
You	can	
He / She / It	can	
We	can	
You	can	
They	can	

negative

I	can't (cannot)	dance.
You	can't (cannot)	
He / She / It	can't (cannot)	
We	can't (cannot)	
You	can't (cannot)	
They	can't (cannot)	

questions			short answers affirmative	short answers negative
Can	I	draw?	Yes, I can.	No, I can't.
Can	you		Yes, you can.	No, you can't.
Can	he / she / it		Yes, he / she / it can.	No, he / she / it can't.
Can	we		Yes, we can.	No, we can't.
Can	you		Yes, you can.	No, you can't.
Can	they		Yes, they can.	No, they can't.

Workbook Vocabulary plus page 103 Grammar reference page 116

Progress check

Daily routines

1 **Match 1–8 with a–h to make daily routines.**

1 do	a) a shower
2 finish	b) school
3 get	c) school
4 go	d) the piano
5 have	e) to bed
6 play	f) up
7 start	g) homework
8 have	h) dinner

School subjects

2 **Complete the timetable with the school subjects.**

	Monday	Tuesday
9:00–10:00	(1) …	(4) …
10:00–11:00		
11:00–11:15	Break	
11:15–12:15	(2) …	(5) …
12:15–13:15		
13:15–14:00	Lunch	
14:00–15:00	(3) …	(6) …
15:00–16:00		

Adverbs of frequency

3 **Rewrite the sentences with the adverbs of frequency in brackets.**

1 My sister watches the news on TV. (always)
2 I am tired on Monday morning. (usually)
3 We go to the cinema on Saturday. (often)
4 My brothers play the guitar together. (sometimes)
5 My teacher is late for class. (never)
6 I do my homework before dinner. (always)

Word order: questions

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

1 from / is / your / friend / Where / best ?
2 old / is / How / your / mum ?
3 usually / a / you / have / do / shower / When ?
4 finish / often / do / school / How / you / 3pm / before ?
5 any / got / Have / you / pets ?
6 time / you / do / bed / What / to / go ?

can / can't

5 **Write sentences with *can* or *can't*.**

1 I / play the violin ✓
2 My dad / dance ✗
3 Our classmates / sing ✓
4 My parents / speak English and French ✗
5 My neighbour / read Japanese ✓
6 My best friend / swim well ✗

6 **Rewrite the sentences in exercise 5 as questions. Then answer them so they are true for you.**

Adverbs of manner

7 **Complete the sentences with the adverb form of the words in bold.**

1 Messi is a **good** football player. He plays …
2 I've got a **beautiful** voice. I sing …
3 My cousin's pictures are **terrible**. She draws …
4 My friends and I are **brilliant** at dancing. We dance …
5 My dad's a **slow** reader. He always reads very …
6 My best friend is **bad** at exams. He often does exams …

Grammar build up

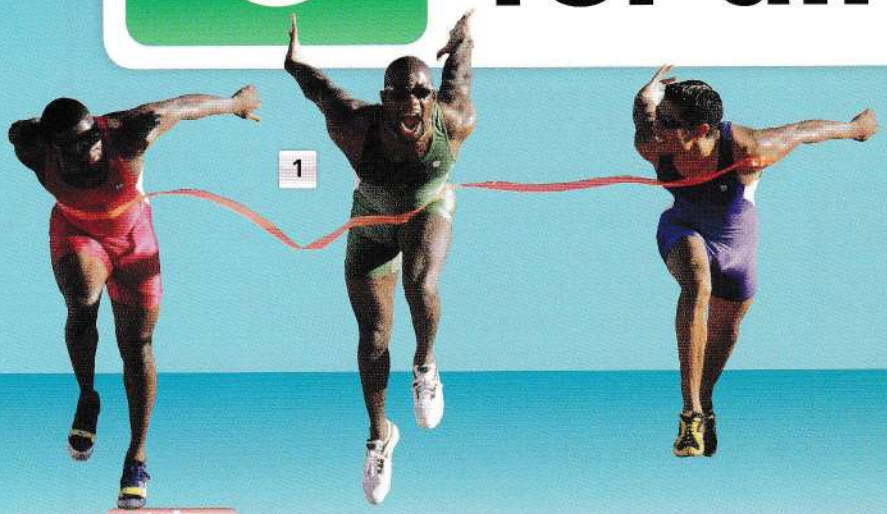
1 2 3 4 5 6 7 8 9

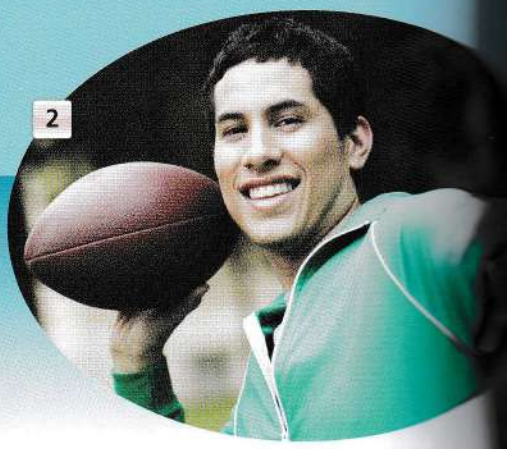
8 **Complete the dialogue with the correct form of the verbs in brackets.**

Alex Hi Ben! I (1) … (have got) two tickets for The Petals concert. Emily (2) … (not can) go. (3) … you … (want) to go? Those guys (4) … (can) play the guitar really well.
Ben Yes, please! When (5) … (be) it?
Alex On Sunday.
Ben What time (6) … it … (start)?
Alex The concert (7) … (start) at 7pm.
Ben I usually (8) … (go) to bed at 10pm on Sunday.
Alex Don't worry! Those concerts always (9) … (finish) at 8.30pm and there (10) … (be) lots of buses home. And Monday is a holiday, anyway.

Unit 6

Sport for all





Vocabulary 1
Sport

1 **Which of the words in the box describe the actions in the pictures?**

catch dance dive hit jump kick lose run score shout throw train walk win

2 2.01 **Listen and repeat.**

Language Tip
In general, we use:
play with ball sports: *play football*
go + *-ing*: *go swimming*
do + other activities: *do athletics*

3 **Copy and complete the table with the words in the box. Can you add more?**

athletics basketball cycling football golf hockey judo rugby snowboarding surfing swimming tennis yoga

play	go	do
football		

4 **Put the activities in exercise 3 in your order of preference. Compare your list with a partner.**

1 play football, 2 do athletics ...

Now say it!

5 2.02 **Listen to Alex and Emily. What sports do they do in their free time?**

6 **Work in pairs. Ask and answer questions about the sports you do.**

What sports do you do in your free time?

I usually play football and basketball.

Reading 1

7 **Read the headline from a newspaper article. Do you think the article is about a normal PE lesson?**

Street dancing in schools: is it PE?

What sports do British students usually do at school? In winter, it's usually football, hockey or cross-country running, and in summer it's often tennis or athletics. But at High Park School, lessons are different. So, what are they doing for their PE lessons?

The students aren't playing football or hockey and they aren't running. They're doing a new form of exercise – they're doing street dance!

So, what is street dancing and why are students doing it in school? There are many different types of street dance, but it's basically a combination of hip-hop dance, funk and lots of physical exercise. It's a lot of fun and all the students have a good time.

The students at High Park School love street dancing and are really happy. But, is it sport? Street dancing isn't an Olympic sport but the students are doing physical exercise. Some teenagers don't like doing competitive sports like rugby or running. They often bring notes from their doctors with an excuse, so they don't do anything. These students love street dance and there aren't any notes from the doctor today!

What's next for British PE lessons? Skateboarding, martial arts … yoga?

8 2.18 **Read, listen and check your answers.**

9 **Read the text again. Are the sentences true or false?**

1. British students always do street dance in their PE lessons.
2. There is only one type of street dance.
3. Students at High Park School like doing street dance.
4. Street dancing is an Olympic sport.

10 **Answer the questions.**

1. What sports do British students do at school?
2. What is street dancing?
3. Why do some students bring notes from their doctor?

Word Tip

We often add *-er* or *player* to describe a sportsperson:
football player street dancer

11 **Who does these sports? Add *-er* to the verb or use *player* to make the sportsperson.**

basketball football golf hockey rugby surfing swimming tennis

basketball – basketball player

12 CLASS VOTE **Do you want to try street dancing? What other sports do you want to try at school?**

Grammar 1
Present continuous

affirmative	
I	'm snowboarding.
You	're doing exercise.
He / She / It	's dancing.
We / You / They	're doing athletics.

negative	
I	'm not training.
You	aren't playing hockey.
He / She / It	isn't hitting the ball.
We / You / They	aren't playing football.

1 **Look at the sentences in the tables. What is the full form of the words in blue?**

2 **Copy and complete the table with the *-ing* form of the words in the box. Use the spelling rules on page 80 to help you.**

dive do hit lose play swim watch win

+ -ing	e + -ing	double consonant + -ing
doing		

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

1 It's April and we … (watch) the London Marathon.
2 Over 30,000 people … (participate) in this marathon.
3 Some people … (run) and others … (jog).
4 Many runners … (collect) money for charity.
5 Look! That man … (wear) strange clothes. He's a chicken!

Pronunciation
-ing

a 2.04 **Listen and repeat.**

doing hitting participating watching

b 2.05 **Listen. Which word do you hear?**

1 a) swim b) swimming
2 a) win b) winning
3 a) play b) playing
4 a) train b) training

4 **Write complete sentences. Use the present continuous negative.**

1 I / win / the race .
2 He / play / hockey / today .
3 My friends / watch / TV .
4 Emily / train / for the marathon .
5 We / cycle / now .
6 They / have / fun .

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

Ellen Hi Dave, it's Ellen. Where are you?
Dave Oh, hi Ellen. I (1) … (watch) the basketball match. The Wild Elephants (2) … (play) the Golden Monkeys. The Elephants (3) … (not win) at the moment. The Monkeys' Number 7 player (4) … (run) now. The Elephants (5) … (not stop) him. He's got the ball.
Ellen Dave, what's he doing?
Dave Oh no! Another three points for the Monkeys.

6 2.06 **Listen and check.**

Questions and short answers	
Am I playing football? Yes, I am.	No, I'm not.
Are you swimming? Yes, you are.	No, you aren't.
Is he / she / it running? Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they cycling? Yes, we / you / they are.	No, we / you / they aren't.

7 Look at the sentences in the table. Complete the rules with the words in the box.

subject *be* (x2) verb + *-ing*

a) The order for present continuous questions is (1) ... + (2) ... + (3) ... + other words.
b) We use the verb (4) ... with short answers.

8 Complete the questions with the present continuous form of the verbs in brackets.

0 ___ your teacher ... (write) on the board?
0 *Is your teacher writing on the board?*
1 ___ your classmates ... (speak) English?
2 ___ any students ... (play) football outside?
3 ___ your dad ... (train) at the moment?
4 ___ your partner ... (eat)?
5 ___ you ... (use) a green pen?
6 ___ your best friend ... (sit) next to you?

9 Answer the questions in exercise 8 so they are true for you. Use short answers.

10 INTERFACE **Work in pairs. Ask and answer your questions in exercise 8.**

Is your teacher writing on the board?

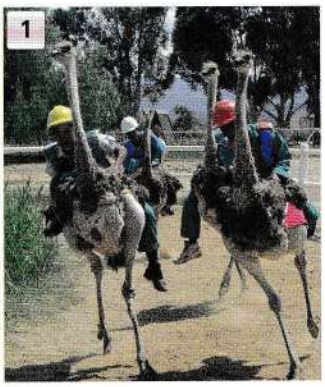
Yes, he is.

Grammar guide **page 80**

Listening
Unusual sports

11 **Match pictures 1–3 with the unusual sports in the box.**

underwater hockey ostrich racing chess boxing



12 2.07 **Listen to three sports commentaries. Put the sports in exercise 11 in the order you hear them.**

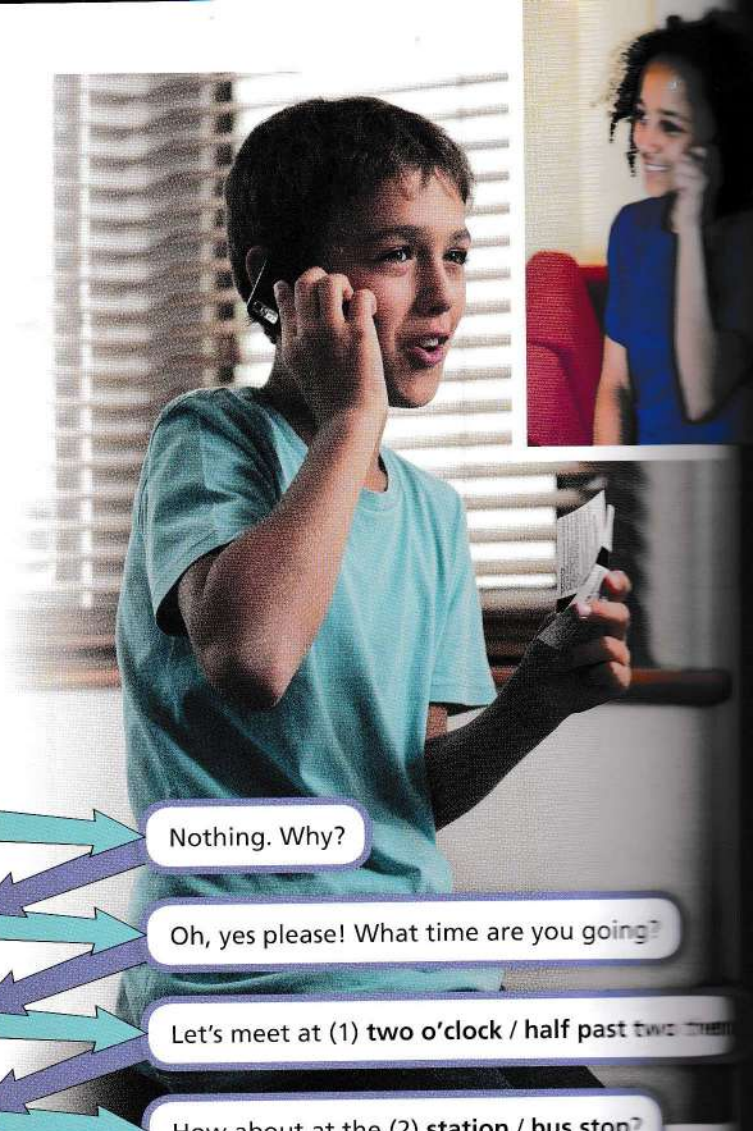
13 **Listen again and choose the correct words.**

1 Both players are **sitting** / **standing** at the table.
2 Player 2 is **watching** / **moving** Player 1.
3 The players are **diving** / **jumping** into the swimming pool.
4 The blues are **playing** / **swimming** with the ball.
5 The jockeys are **running** / **waiting** at the starting line.
6 Jockey 1 is **falling** / **winning**.

14 **Do you know any unusual sports?**

In South Africa, racing ostriches is very popular. These birds can't fly, but they can run up to 70km per hour. That's faster than lions and leopards!

Speaking
Going out



Listen

1 Look at the picture. Who is Ben talking to?

2 2.08 Listen to Ben and Emily. What are the tickets for?

3 Listen again and choose the correct words.

What are you doing on Saturday, Emily?

Nothing. Why?

I'm going to a football match. Do you want to come?

Oh, yes please! What time are you going?

They're playing at three o'clock.

Let's meet at (1) **two o'clock / half past two**.

Fine. Where shall we meet?

How about at the (2) **station / bus stop**?

Good idea. See you on Saturday then.

Great! (3) **Two o'clock / Half past two** at the (4) **station / bus stop**. Don't be late!

Practise

4 Listen again and repeat the dialogue.

5 Put the phrases below in the correct order.

1 Nothing special. Why?
2 I'm going to a basketball match. Do you want to come?
3 Let's meet at three o'clock at school.
4 Yes please. What time are you going?
5 What are you doing on Sunday?
6 They're playing at four o'clock.

Functional language
Making arrangements

What are you doing?
Do you want to come?
What time are you going?
Where shall we meet?
Let's meet at half past two.

Speaking task

Write a dialogue between you and Emily.

Step 1

First, look at the tickets and decide which match you want to go to.

Step 2

Decide what you say.

What are you doing on ...?
I'm going to ...
Do you want to come?
They're playing at ...
Where shall we meet?
See you on ...

Decide what Emily says.

Nothing. Why?
Oh, yes please!
Let's meet at ...
Don't be late!

Step 3

Write your dialogue.

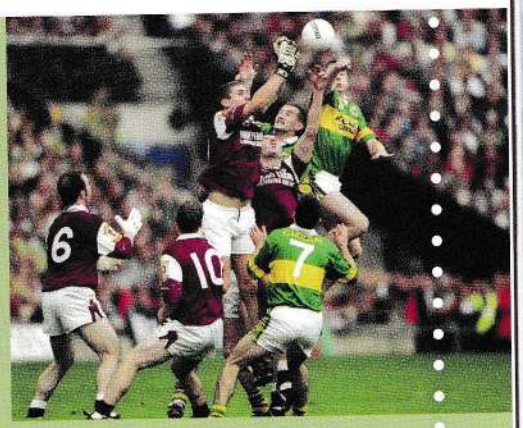
Step 4

Work in pairs. Take it in turns to practise your dialogue.

Workbook Speaking practice page 131

Culture
Traditional sports

Ireland is sports mad. Read about its most popular sports.

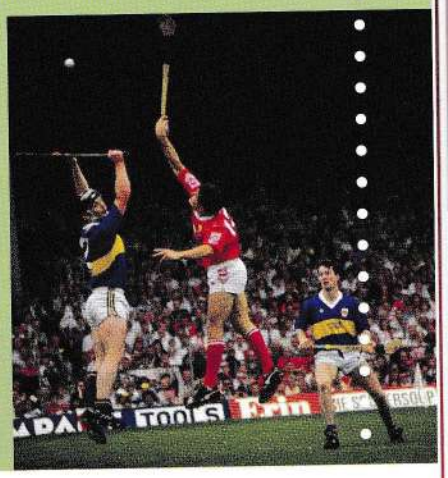


Gaelic football

The most popular spectator sport in Ireland is Gaelic football. It is a combination of football and rugby. 15 players kick and pass the ball, but they can also run with the ball for a short distance of four steps.

Hurling

Hurling is the second most popular sport and some people say that it's the fastest game on Earth. It is similar to hockey. Players run across the field with their sticks (called *hurleys*). They can carry the ball on their stick or hit the ball into the air like in baseball.



6 2.09 **Read and listen to the information about traditional sports. Then answer the questions.**

1 Look at the pictures. What are the players doing?
2 What is Gaelic football?
3 Is hurling a fast sport?

7 **What traditional sports have you got in your country?**

Vocabulary 2
Adjectives of opinion

1 **Read the words in the box. How do you say them in your language?**

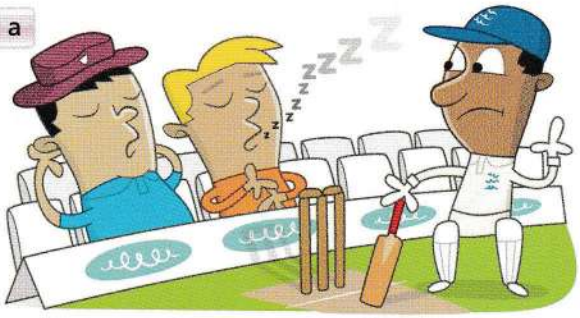
amazing boring dangerous difficult
easy exciting fun interesting

2 2.10 **Listen and repeat.**

3 **Choose the correct words. Then match sentences 1–4 with pictures a–d.**

1 I can't snowboard. It's too **easy** / **difficult**.
2 I hate cricket. It's really **boring** / **exciting**.
3 Many rugby players have accidents when they play. It's **dangerous** / **easy**.
4 We love volleyball. It's **boring** / **fun**!

a



b

c

d

4 INTERFACE **Work in pairs. Ask and answer questions about the sports in the box or use your own ideas.**

athletics golf judo rugby
snowboarding surfing

What do you think about judo?

I think it's very difficult and it's dangerous!

Reading 2

5 2.11 **Read and listen. What's Cathy's problem?**

6 **Read the text again. Choose the correct answers.**

1 Cathy is …
a) in the mountains. b) at home. c) on a bus.
2 Cathy usually … on Saturday.
a) goes to the mountains b) relaxes c) watches TV
3 On Saturday, Cathy normally has … on the bus.
a) breakfast b) lunch c) dinner
4 Cathy thinks that snowboarding is a … sport.
a) boring b) fun c) dangerous

Snowboarding blo

Snowboarding is a fun winter sport but it can also be dangerous. Read how our regular snowboarder Cathy is feeling at the moment and why she isn't going snowboarding with her friends this weekend.

16th March

This is so boring. In this picture I'm having an amazing time but at the moment I'm sitting on the sofa and relaxing … on a Saturday! What do I usually do at the weekend? Well, I usually meet my friends at 7am and we get the bus to the mountains. We have breakfast on the bus and then we snowboard all day.

So, why am I watching TV when my friends are snowboarding in the mountains? The doctor says I can't go because of my leg. It's broken! He thinks snowboarding is dangerous but I don't – I think it's fun and exciting.

So, I'm resting at the moment, but perhaps next weekend? Log in next weekend and find out!

Grammar 2
Present simple and continuous

present simple and continuous

Today I'm sitting on the sofa and I'm watching TV.
On Saturday, I usually go to the mountains.

7 Look at the sentences in the table. Which is the present simple and which is the present continuous?

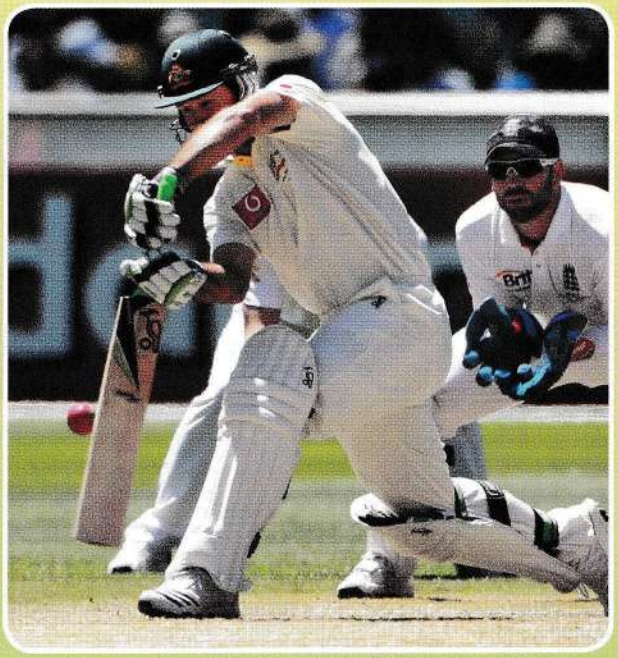
8 Complete the rules.

a) We use the … to describe activities in progress at the moment or temporary situations.
b) We use the … to talk about routines and habits.

Language Tip

Use the time expressions ***at the moment, today, now, this week*** with the present continuous. Use ***every week, always, never, generally, on Mondays*** with the present simple.

9 Read the text and choose the correct words.



The Ashes (1) **is being** / **is** a famous cricket competition. It (2) **'s taking** / **takes** place every two years. England (3) **'s always playing** / **always plays** Australia in this competition. In this picture, England (4) **'s winning** / **wins** and Australia (5) **'s losing** / **loses**. I love cricket. I (6) **'m watching** / **watch** it every summer with my friends.

10 Write complete sentences. Use the present simple or present continuous. Then rewrite them so they are true for you.

1 My parents / play / golf / now.
2 My friends / go snowboarding / every weekend.
3 I / usually / train / on Monday and Wednesday.
4 My dad / run / a half marathon / today.
5 We / play football / every Thursday.
6 I / learn / yoga / at the moment.

11 INTERFACE **Work in pairs. Compare your answers to exercise 10.**

My parents aren't playing golf now. They're playing tennis.

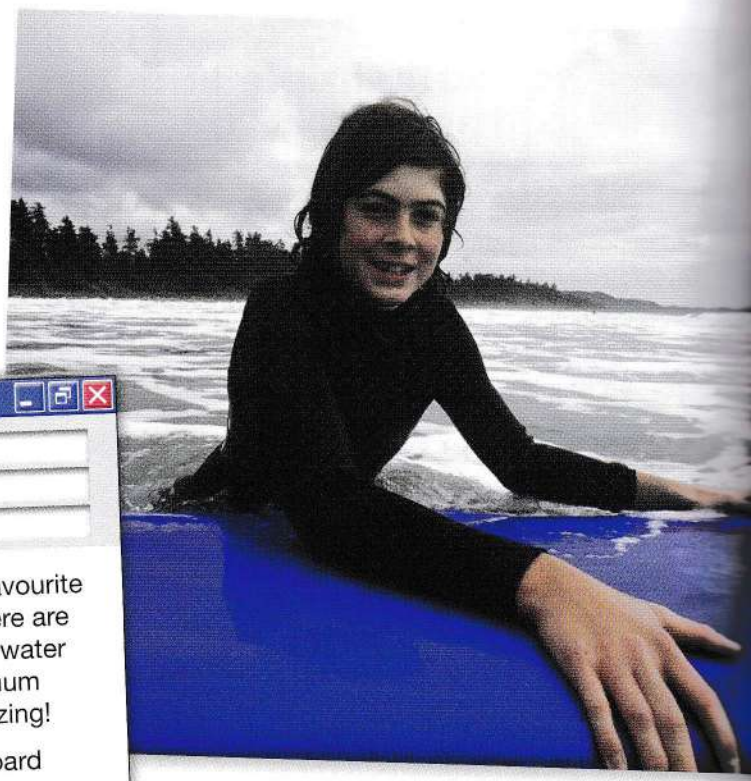
Really? My parents are working today.

Grammar guide page 80

Writing
An email

1 2.12 **Read and listen. Answer the questions.**

1 What is Lucas's favourite sport?
2 Why does he like it?
3 What equipment does he need?
4 How often does he do it?



To: Sam
From: Lucas
Subject: My favourite sport

Hi! I'm Lucas and I'm from Biarritz, in France. My favourite sport is surfing. Why do I like surfing so much? There are two reasons. Firstly, I live near the sea, so I love all water sports. Secondly, surfing is an exciting sport! My mum says it's dangerous and difficult but I think it's amazing!

You need a wetsuit and a surfboard. A good surfboard costs more than €400, so surfing is expensive. You can borrow a board from a friend of course, that's free!

I usually go surfing at the weekend with my friends. We aren't surfing at the moment because we've got exams next week!

Language focus

so

Firstly, I live near the sea, so I love all water sports.
A good surfboard costs more than €400, so surfing is expensive.

2 **Look at the sentences in the Language focus. How do you say *so* in your language?**

3 **Match the sentences halves then rewrite them with *so*.**

I live near the beach so I love all water sports.

1 I live near the beach
2 I can't throw or catch a ball
3 I'm good at running
4 My dad is good at tennis
5 I love swimming
6 We live near the mountains

a) he's teaching me to play.
b) I like athletics.
c) I'm in the school swimming team.
d) I often go skiing.
e) I love all water sports.
f) I don't like basketball.

4 **Write an email about your favourite sport. Follow these steps.**

Writing an email

Step 1 Plan

Make notes under three headings:
1 What's your favourite sport? Why?
2 What equipment do you need?
3 How often / When do you do your favourite sport?

Step 2 Write

Write a first draft. Organize your writing in three paragraphs. Use your notes from Step 1 and the email on this page to help you.

Step 3 Check

Check your work. Try to include *so* and adjectives of opinion.

Step 4 Write

Write your final copy and hand in your work.

Workbook Writing guide page 61

CLIL Language
Irish

There are two languages spoken in Ireland: English and Irish, or *Gaeilge*. This is the first official language and it is used by half a million people as their mother tongue. It is also one of the official languages of the European Union and almost two million people around the world speak Gaeilge.

Gaeilge is a Celtic language and is similar to Scottish Gaelic, Welsh and Breton, which is spoken in the north-west of France. Its alphabet is similar to English, but without the letters j, k, q, w, y and z.

In Ireland there are Gaeilge-language newspapers, radio stations and television shows and school students have to study the language. Traffic signs and notices in shops appear both in English and Gaeilge. It is also one of the oldest languages in Western Europe.

2.13 **Read and listen. Answer the question.**

How is the alphabet of Gaeilge different to that of English?

Workbook
CLIL activities page 97

Vocabulary Reading Writing Listening
Vocabulary guide
Sport

catch dance dive hit jump kick win / lose

run score shout throw train walk

Adjectives of opinion

amazing
boring
dangerous
difficult
easy
exciting
fun
interesting

Cricket is boring.

Snowboarding is difficult.

Playing rugby is dangerous.

Playing volleyball is fun.

Grammar guide

Present continuous

affirmative		
I	'm (am)	running.
You	're (are)	
He / She / It	's (is)	
We	're (are)	
You	're (are)	
They	're (are)	

negative		
I	'm not (am not)	playing football.
You	aren't (are not)	
He / She / It	isn't (is not)	
We	aren't (are not)	
You	aren't (are not)	
They	aren't (are not)	

questions			short answers affirmative	short answers negative
Am	I	swimming?	Yes, I am.	No, I'm not.
Are	you		Yes, you are.	No, you aren't.
Is	he / she / it		Yes, he / she / it is.	No, he / she / it isn't.
Are	we		Yes, we are.	No, we aren't.
Are	you		Yes, you are.	No, you aren't.
Are	they		Yes, they are.	No, they aren't.

Spelling: verb + *-ing*

- for most verbs add *–ing*
  do → doing
  play → playing
- for verbs that end in *–e*, omit the *–e* and add *–ing*
  dive → diving
  lose → losing
- for verbs that end in *–ie*, change the *–ie* to *–y* and add *–ing*
  die → dying
- for one-syllable verbs that end in a vowel + a consonant (except w, x or y), double the consonant and add *–ing*
  hit → hitting
- for two-syllable verbs that end in a stressed vowel + a consonant, double the consonant and add *–ing*
  begin → beginning

Present simple and continuous

We play football every Saturday.	We're playing football at the moment.

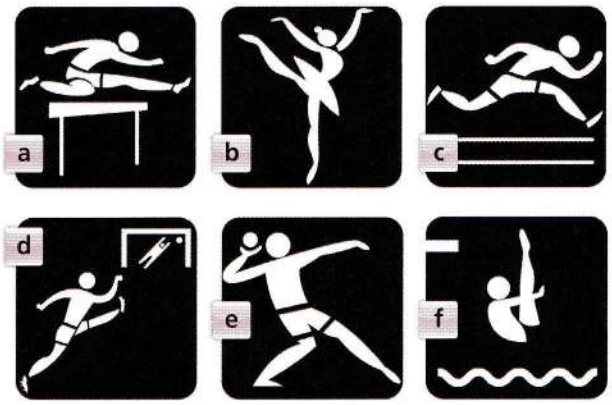
Workbook Vocabulary plus page 104 Grammar reference page 118

Progress check

Sport

1 **Match the verbs to the pictures.**

run jump dance throw score dive



Adjectives of opinion

2 **Find five adjectives of opinion.**

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

Present continuous

3 **Complete the sentences with the present continuous form of *play, go* or *do*.**

1 Jack and Jill ... hockey.
2 I ... (not) judo.
3 My sister ... basketball.
4 My friends ... (not) surfing.
5 You ... (not) golf.
6 My teacher ... yoga.

4 **Complete the questions with the present continuous.**

1 ... Jack and Jill ... rugby?
2 ... you ... judo?
3 ... your sister ... tennis?
4 ... your friends ... surfing?
5 ... you ... golf?
6 ... your teacher ... yoga?

5 **Answer the questions in exercise 4. Use the information in exercise 3.**

Present simple and continuous

6 **Choose the correct words.**

1 I'**m playing** / **play** hockey every Sunday morning.
2 Our family **are going** / **go** skiing every winter.
3 My brother**'s learning** / **learns** to snowboard at the moment.
4 My parents aren't at home right now. They**'re playing** / **play** golf.
5 We**'re going** / **go** horse-riding every weekend.
6 I can't play football now. I**'m doing** / **do** my homework.

Grammar build up

1 2 3 4 5 6 7 8 9

7 **Choose the correct words.**

Alex Hi, Emily! What (1) **are you doing** / **do you do** here?
Emily I (2) **'m going** / **go** to the swimming pool.
Alex Really? Why?
Emily I've got (3) **a** / **an** swimming competition.
Alex Really? (4) **Does** / **Can** you swim?
Emily Yes, I (5) **can** / **do**.
Alex My friend Jack (6) **swim** / **swims** for the club.
Emily Jack Fisher? He's amazing. He (7) **always** / **never** wins.
Alex Yes, he's really good. Look! The bus (8) **is coming** / **comes**. See you tomorrow!
Emily Yeah! See you tomorrow!

Motivate! Revision 2

Vocabulary | Grammar | Sketch | Project

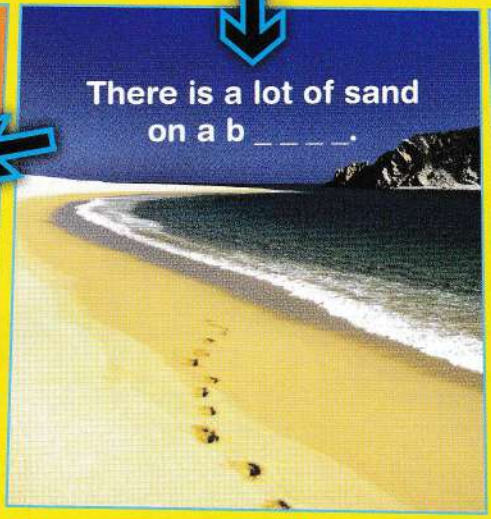
START

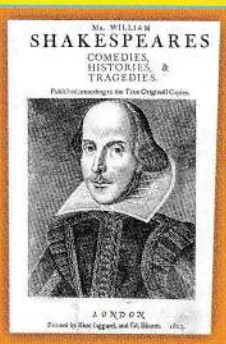
You can buy magazines and newspapers in a n _ _ _ _ _ _ _ _ .

Do you do your h _ _ _ _ _ _ _ every night after school?

You s _ _ _ _ goals to win football matches.

There is a lot of sand on a b _ _ _ _.





In l _ _ _ _ _ _ _ _ _ _ some people study plays by Shakespeare.

Snowboarding isn't easy; it's d _ _ _ _ _ _ _ _ .

There are lots of t _ _ _ _ in a forest.

You c _ _ _ _ a ball with your hands.

In h _ _ _ _ _ _ you study the past.

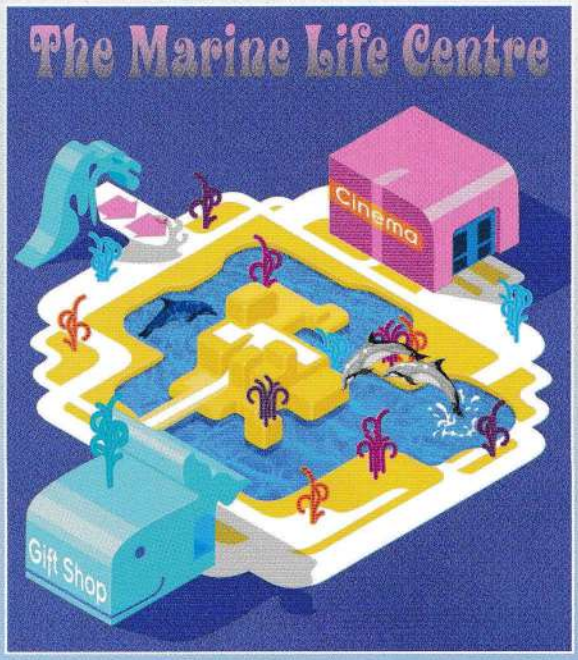
FINISH

Motivate! Revision 2

Vocabulary | **Grammar** | Sketch | Project

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

1 **Write complete sentences about the Marine Life Centre. Use *there is / there are, a / an, some* and *any*.**



1 dolphins
2 island
3 mountain
4 trees
5 ice
6 cinema
7 water
8 shop

Adverbs of frequency

2 **Rewrite the sentences using the adverbs of frequency in brackets.**

My uncle is a marine biologist.

1 He studies marine life in the Atlantic Ocean. (usually)
2 He works in a laboratory in Bristol. (sometimes)
3 And he goes to the ocean. (sometimes)
4 He's away from home for several weeks. (often).
5 My cousins travel with him. (never)
6 They have a party on his return. (always)

Present simple and present continuous

3 **Complete the blog with the correct form of the verbs in brackets.**

I (1) … (not go) to school this week, I (2) … (study) whales with my uncle in the Atlantic Ocean. We (3) … (stay) on a small boat with three other people. Whales are very interesting. They (4) … (not sleep) like humans because they (5) … (need) to be conscious to breathe. Whales often (6) … (make) very different noises and they sometimes (7) … (sing). Today I (8) … (write) my blog and my uncle (9) … (use) his computer. The others (10) … (watch) the whales from the boat.

Question forms

4 **Complete the questions with the correct words.**

1 How often … you go to the beach?
I go to the beach every weekend.
2 … your mum usually swim in the sea?
Yes, she does.
3 … she swim well?
Yes, she can. She swims brilliantly.
4 What … you doing at the moment?
I'm reading a book.
5 … there a museum near here?
Yes, there is. It's next to the supermarket.

5 **Complete the text with the words in the box.**

are doesn't is can visit visiting

Today, we're (1) … the Science Museum in London – it's amazing and it's free! It's more than 100 years old but it (2) … feel old. There (3) … more than 300,000 objects in this museum, including the Apollo 10. There (4) … a special interactive gallery with games. Near the front door, there's a 3-D cinema. Here you (5) … watch films. About 2.5 million people (6) … the museum every year.

Motivate! Revision 2

Vocabulary | Grammar | **Sketch** | Project

1 2.14 **Listen and answer the questions.**

1 What problem have Craig and Jenny got?
2 What idea does Tom suggest?
3 What do they decide to make in the end?
4 What do they need to make it?

2 Read and listen to the dialogue. Check your answers.

Project island

Tom Hi Craig, what are you doing?
Craig Hi, Tom. Jenny and I have got geography homework and we don't know what to do.
Tom What's the homework?
Craig We're doing a project but we haven't got any ideas.
Tom Can you write about places in town?
Jenny Yeah! That's an interesting project.
Craig No, we can't do that. We want to make something and then show it to the class. Jenny, any ideas?
Jenny No. It's difficult. We want a brilliant project, not a boring one.
Craig Yes, I don't like writing and I draw really badly.

Mum Hi kids, what are you doing?
Jenny We've got a project for homework but we haven't got any ideas.
Mum Can I help? What's your project about?
Jenny Geography. And we need an amazing idea.
Craig And we don't want to write anything or draw.
Mum What about making an island? You can make the island with newspaper and paint it green.
Craig And the sand?
Mum You can buy some brown sugar from the supermarket. For the waves, you can paint the newspaper blue. It isn't difficult.
Craig Great! What do we need, Mum? Quick! The shops close in 30 minutes!

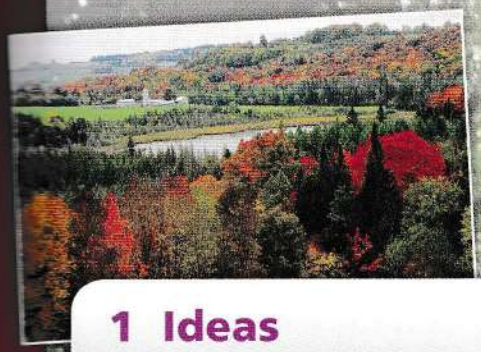
3 Work in groups. Practise and perform the sketch.

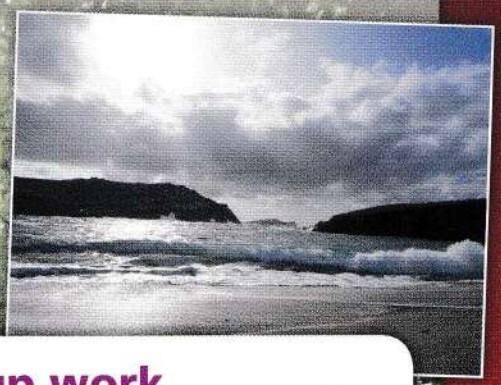
- Choose a character.
- Read and learn your lines.
- Perform for your class.

Motivate! Revision 2

Vocabulary | Grammar | Sketch | **Project**

Nature in our area





1 Ideas

Think of a place of nature in your area.
Have you got a favourite place?
Which one is it?

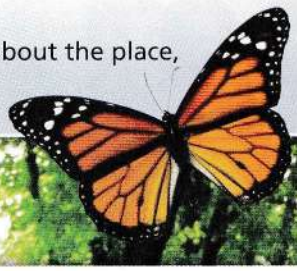
2 Group work

Which places does everyone in your group like?
Choose a place and write some notes:

- Where is it?
- Is there any water?
- Are there any trees?
- What can you do / see there?
- What's special about it?

3 Write

Write a short text about the place, using your notes.



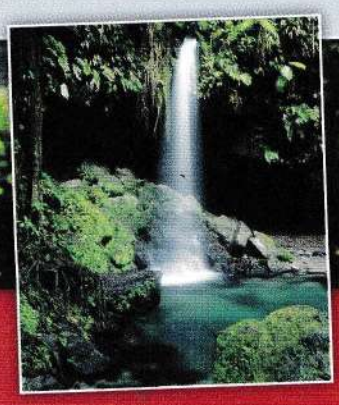
4 Check

Read your text and check it for:

- spelling
- punctuation
- *also*, *because* and *so*

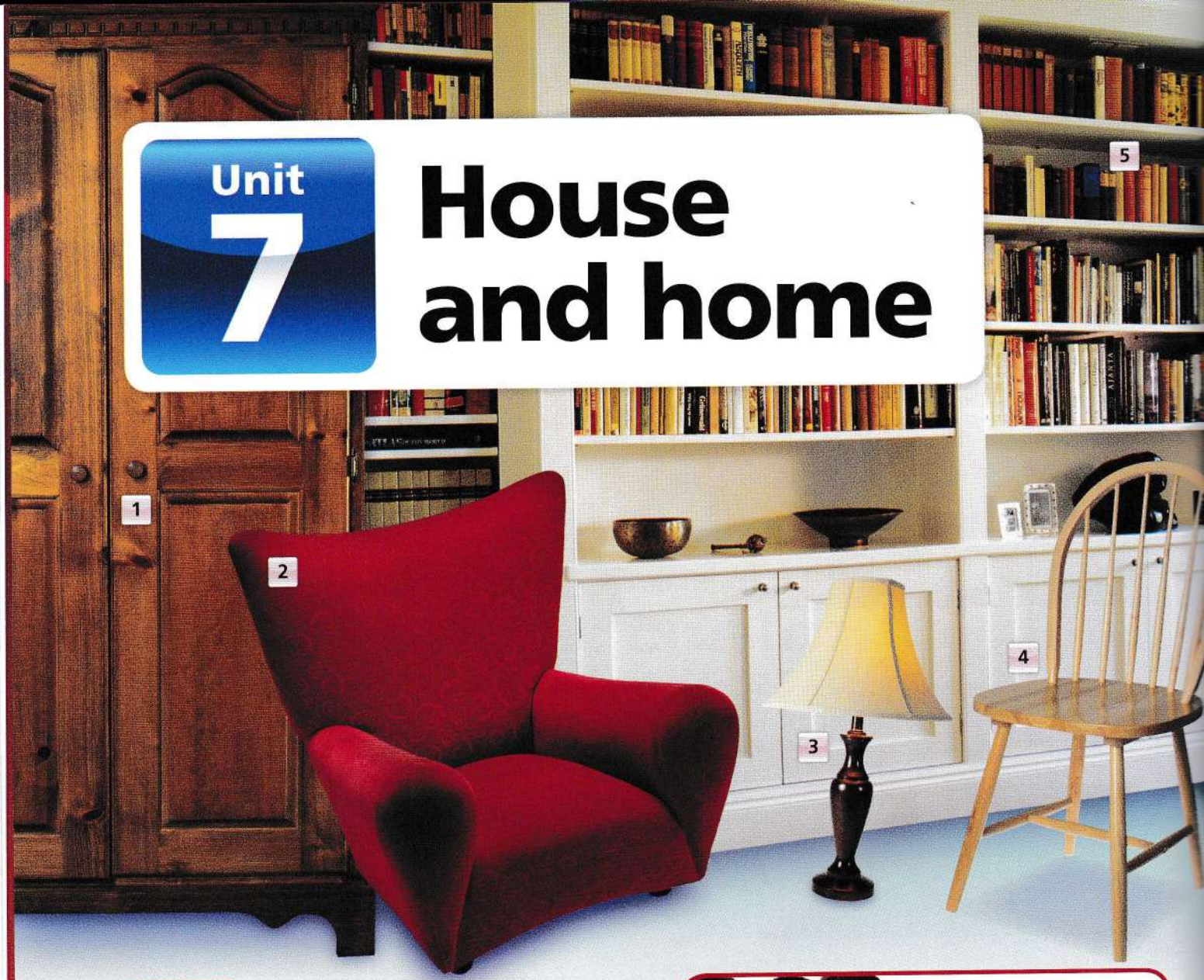
5 Visuals

Find photos or draw pictures of the place.



6 Display

Make a poster. Include your texts, photos and pictures. Show your project to the class.



Unit 7 House and home

Vocabulary 1
Rooms and furniture

1 **Match pictures 1–8 with the words in the box.**

armchair bed bookcase chair cooker
cupboard desk lamp mirror sofa table
toilet wardrobe

2 2.15 **Listen and repeat.**

3 **Look at the words in the box. How do you say them in your language? Which objects in exercise 1 do you have in each room?**

bathroom bedroom dining room
kitchen living room

Now say it!

4 2.16 **Listen to Emily and Alex. Where do they eat? Where do they do their homework?**

5 **Work in pairs. Find out where your partner does the things in the box.**

do homework have breakfast have dinner
read listen to music watch TV

Where do you usually do your homework?

I usually do it in the kitchen.

Reading 1

6 Read the first sentence of each paragraph in the text. Then match headings 1–3 with paragraphs A–C.

1 The 1980s flat
2 The 1850s Victorian terrace
3 The 1950s semi

History on an English street

On an English street, there is often a variety of houses from very different periods of history.

A The Victorian era was the start of industrial Britain, and industry and jobs were in the cities. There are millions of terraced houses in Britain from that era. They're popular because they've often got big rooms with large windows. There's a fireplace in each room because, in the 1850s, there wasn't any electric or gas heating. In a 'two-up-two-down' house, there were two bedrooms upstairs and a kitchen and living room downstairs. The toilet was outside. Victorian terraces have neighbours on both sides.

B Semi-detached houses have neighbours on one side only. They are the most popular type of home in England. A 1950s semi has usually got a kitchen and a large living room and dining room downstairs. Upstairs, there are two or three bedrooms and a bathroom with a toilet and bath. There were cars on the roads in the 1950s, so these houses have usually got a garage too.

C In the 1980s, there were more young people who weren't married and didn't live with their parents. Their jobs were stressful, so they didn't want a garden to work in at the weekend. As a consequence, flats were popular. In these flats, there are normally one or two bedrooms, a living room, a bathroom and a kitchen. There isn't a garden or a balcony, but in the 1980s everyone had a car, so there's usually a car park.

7 2.17 **Read and listen to the text. Choose the correct answers.**

1 The houses on an English street are ...
a) very similar. b) often different. c) all flats.
2 Victorian houses haven't got any ...
a) fireplaces. b) windows. c) dining rooms.
3 The 1950s semi has often got ...
a) neighbours on one side. b) a garage. c) a bathroom.
4 A 1980s flat has normally got ...
a) a dining room. b) a balcony. c) a car park.

8 Answer the questions.

1 Why have Victorian terraces got fireplaces?
2 What is a 'two-up-two-down' house?
3 What type of house do most English people live in?
4 Why has the 1950s semi got a garage?
5 Why were flats popular in the 1980s?

Group new words under headings such as 'rooms' or 'furniture'. This will help you to remember them.

9 Look at the text again and find ...

1 three types of house.
2 five rooms.
3 two places to keep cars.

10 CLASS VOTE **Which type of English house would you prefer to live in?**

Grammar 1
be: past simple

affirmative	
I	was at home.
You	were in the kitchen.
He / She / It	was outside.
We / You / They	were popular.

negative	
I	wasn't at school.
You	weren't in the living room.
He / She / It	wasn't inside.
We / You / They	weren't in the garden.

1 Look at the sentences in the tables and complete the rules.

a) The past simple form of *be* with *I / he / she / it* is (1) … and with *we / you / they* is (2) …
b) To make the negative form, we add (3) …

2 Complete the sentences with *was* or *were*.

1 Igloos … the traditional houses of the Inuit people.
2 Snow … the traditional material for igloos in Canada and Greenland.
3 In other Arctic areas, bone … the main material.
4 Small igloos … temporary houses.
5 A big, permanent igloo … traditionally the home of about 20 people!

3 Complete the text with the past simple form of *be*.

Historically, the tepee (1) … the traditional home of Native Americans from the Great Plains. They (2) … dry during the rain, and they (3) … (not) hot in summer.

The tepee (4) … perfect for these nomadic tribes because it (5) … durable and it (6) … (not) heavy.

questions and short answers	
Was I at home at 3pm?	
Yes, I was.	No, I wasn't.
Were you here last week?	
Yes, you were.	No, you weren't.
Was he / she / it in the kitchen?	
Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they at school?	
Yes, we / you / they were.	No, we / you / they weren't.
Where were you yesterday?	

4 Look at the sentences in the table. How do you form the short answers?

5 Order the words to make questions.

Yesterday at 9pm …
1 at home / you / were ?
2 you / in bed / were ?
3 your parents / were / in the living room ?
4 your friends / were / at home ?
5 your / best friend / was / at school ?

Pronunciation
was / were

a 2.18 **Listen to the sentences. Do you hear *was* or *were*?**

b Listen again and repeat.

6 INTERFACE **Work in pairs. Ask and answer the questions in exercise 5.**

Language Tip

Use these time expressions with the past simple: ***last*** (week, Saturday), ***ago*** (a year, one month), ***on*** (Monday, Tuesday), **in** (winter, 2009)

7 Complete the sentences with time expressions so they are true for you. Use *last, ago, on* and *in*.

1 I wasn't at home …
2 My family and I were in the living room together …
3 My best friend wasn't in class …
4 We weren't at school …

there was / there were

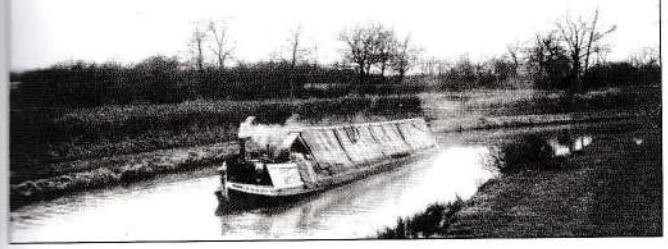
affirmative	
There was	a fireplace.
There were	people inside.

negative	
There wasn't	any heating.
There weren't	any cars.

8 **Look at the sentences in the tables. How do you say the words in blue in your language?**

9 **Complete the text with *there was / there were* or *there wasn't / there weren't*.**

In England, in the 19th century, the canals were very important. (1) … a lot of narrow boats. On a typical narrow boat, (2) … (not) many rooms. In fact, (3) … only one room and in this room, (4) … beds for all the family. In the small kitchen, (5) … (not) many chairs. Life was difficult, but (6) … (not) much pollution, so it was healthy.



questions and short answers
Was there any heating? Yes, there was. No, there wasn't.
Were there any cars? Yes, there were. No, there weren't.

10 **Look at the sentences in the table. How do you form the short answers?**

11 **Complete the questions. Then look at exercise 9 and write the short answers.**

1 … any narrow boats in the 19th century?
2 … beds for everyone?
3 … one room on the boat?
4 … a lot of pollution?

Grammar guide page 96

Listening
16th-century houses

12 **Alex and Emily are talking about houses for rich and poor people in the 16th century. Before you listen, complete the table with the words in the box.**

toilets beds chairs carpets clocks

	there were	*there weren't*
rich houses		
poor houses		

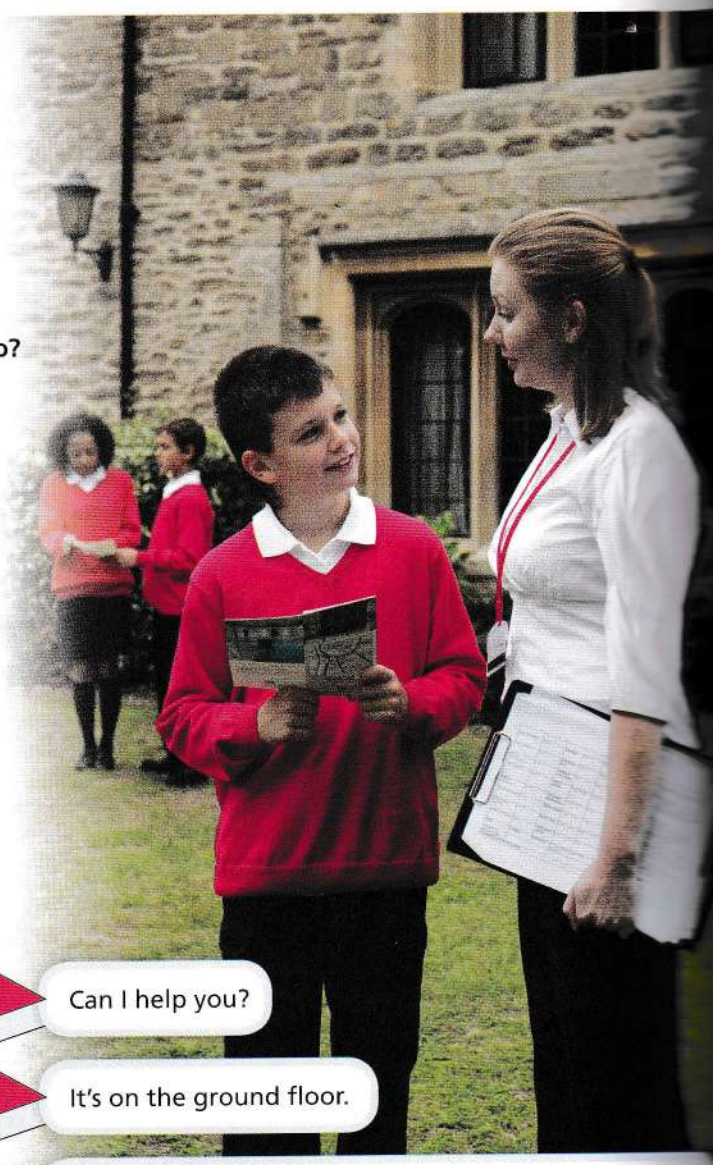
13 2.19 **Listen and check your answers.**

14 **Listen again. Are the sentences true or false?**

1 There were two rooms in a poor family's house.
2 The beds were comfortable in all houses.
3 Chairs were very expensive.
4 There were carpets on the floor in rich people's houses.
5 Poor children were often late for school.

In the 16th century, glass was very expensive. If there were a lot of glass windows in a house, the family was very rich!

Speaking
On a school trip



Listen

1 Look at the picture. Who do you think Alex is talking to?

2 Alex, Ben and Emily are on a school trip. Match the places in the box to the icons.

café gardens information centre
gift shop toilets

3 2.20 Listen to the dialogue. What time does the gift shop close?

4 Listen and complete the dialogue with the words in exercise 2.

Excuse me. → Can I help you?

Where is the (1) ...? → It's on the ground floor.

Thanks! And is there a (2) ...? → Yes, there is. It's on the ground floor next to the toilets.

What time does the (3) ... close? → It closes at 5.30. Anything else?

No, thanks for your help. → You're welcome. Enjoy your visit.

Practise

5 Listen again and repeat the dialogue.

6 Match the sentence halves.

1 Where are	a) a gift shop?
2 Is there	b) the toilets?
3 It's next to	c) the first floor.
4 It's on	d) the café.

Functional language
Asking for information

Alex
Where is the information centre?
Is there a café?
What time does the gift shop close?

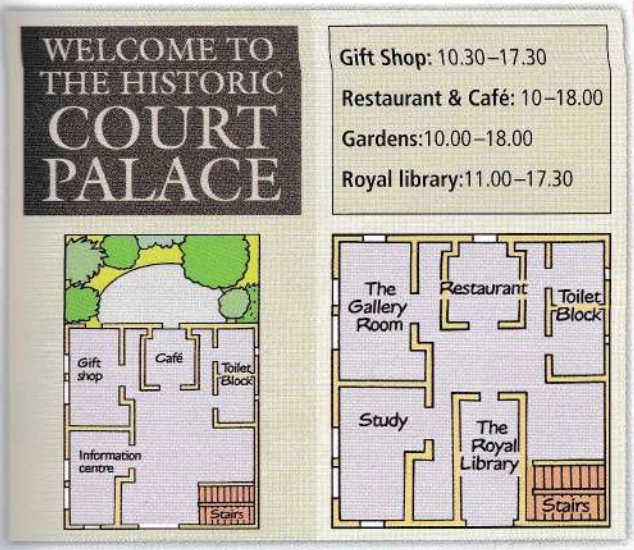
Assistant
It's on the ground floor.
It's next to the toilets.
It closes at 5.30.

Speaking task

Prepare a dialogue between you and the assistant.

Step 1

First, look at the leaflet and decide what you want to see.



Step 2

Think about what you say.

Excuse me.
Where is ...?
And is there a ...?
What time does the ... close?
Thanks for your help.

Think about what the assistant says.

Can I help you?
It's on the ... floor next to the ...?
Yes, there is. No, there isn't.
It closes at ...
You're welcome. Enjoy your visit.

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.

Workbook Speaking practice page 132

Culture
The White House

7 **Look at the picture and answer the questions.**

1 Who lives and works at 1600 Pennsylvania Avenue, Washington DC, the USA?
2 What's the name of this house?
3 How many rooms do you think there are?
4 What sports facilities are there?

8 2.21 **Read and listen to the information about the White House. Then check your answers.**

In facts and figures:

- 1600 Pennsylvania Avenue is the home of the President of the USA.
- It is also known as the White House.
- It was built between 1792 and 1800.
- There are 132 rooms, 35 bathrooms and six floors.
- There are also 412 doors, 147 windows, 28 fireplaces, eight staircases and three lifts.
- This house has also got a tennis court, a jogging track, a swimming pool, a cinema and a bowling alley.

9 **Are there any famous houses in your country?**

Vocabulary 2
Gadgets

1 **Match pictures 1–6 with the words in the box. Which gadgets are not in the pictures?**

camera dishwasher fridge laptop
microwave mp3 player remote control
telephone toothbrush washing machine

2 2.22 **Listen and repeat.**

3 **Complete the sentences using words from exercise 1.**

1 A … cleans clothes.
2 You use a … to change channels on the TV.
3 A … is a portable computer.
4 You use a … to take photos.
5 You use a … to heat or cook food.

4 **Look at the words in exercise 1 again. Which gadgets are the most useful?**

5 INTERFACE **Work in pairs. Compare your lists of useful gadgets.**

What do you think of the remote control?

I think it's very useful!

It isn't a very useful gadget at all.

Reading 2

6 2.23 **Read and listen. Who invented the modern toothbrush?**

Useful gadgets: the toothbrush

Toothbrushes existed thousands of years ago in Egypt, but they were very different. There wasn't any plastic or nylon, so the ancient Egyptians collected pieces of wood from trees and used them to brush their teeth. The modern toothbrush appeared in the 15th century. First, the Chinese invented brushes with hair from pigs, then Europeans copied this idea but with horse hair. In 1935, the chemist Wallace Carothers invented nylon, and the first nylon toothbrushes arrived in Europe from the USA in 1938. Switzerland produced an experimental electric toothbrush in 1939, but there weren't any electric toothbrushes in the shops until the 1960s. Modern electric toothbrushes appeared in 1987. So, when you brush your teeth, think about this question: do you prefer your toothbrush, a piece of wood or pig's hair? A difficult question?

7 **Read the text again and choose the correct words.**

1 There **were / weren't** toothbrushes thousands of years ago.
2 The first toothbrush **was / wasn't** plastic and nylon.
3 There **were / weren't** modern toothbrushes in the 15th century.
4 There **were / weren't** nylon toothbrushes in Europe before 1938.
5 There **were / weren't** electric toothbrushes in the shops in 1939.

Grammar 2
Past simple: affirmative regular verbs

past simple: affirmative regular verbs	
I / You	brushed my teeth.
He / She / It	produced the toothbrush.
We / You / They	copied this idea.

8 **Look at the sentences in the table and complete the rules. Choose the correct words.**

a) We **add / don't add** *(e)d* to the verb to form the past simple affirmative of regular verbs.
b) We use **the same / a different** form for the different subject pronouns.

9 **Check the meaning of the verbs in the box. What is their past simple affirmative form? Use the spelling rules on page 109 to help you.**

appear call design invent like produce stop try use want weigh

10 **Complete the sentences with the past simple form of the verbs in brackets.**

Useful gadgets: the laptop

1 A British engineer … (design) a portable computer in 1979, but it was heavy.
2 NASA … (use) this model on their space programme in the early 1980s.
3 Business executives … (want) a more portable computer.
4 Adam Osborne … (produce) the first really portable computer in 1981.
5 The Osborne 1 … (weigh) 11 kg!

11 **Complete the text with the past simple form of the verbs in the box.**

appear call invent like play stop

In 1954 an American company (1) … the very first portable radio. People (2) … listening to the radio and there weren't TVs in every home. 25 years later, Sony presented the Walkman to the world. It (3) … cassettes and it was incredibly popular. In the 1980s, people (4) … buying cassettes when CDs appeared and Sony produced the Discman. The first MP3 player (5) … in Korea in 1998. Then, three years later, Apple introduced the iPod®. The marketing manager (6) … it '1000 songs in your pocket'. And the rest is history!

Grammar guide page 96

Writing
A description

1 2.24 **Read and listen. Answer the questions.**

1 What is Molly's favourite room?
2 Has she got her own room?
3 What is there in her room?
4 What does she usually do in there?

My favourite room

My favourite room is my bedroom. When I was little, we lived in a small flat. There wasn't a dining room and there were only three bedrooms so I shared a bedroom with my sister. Now I've got my own room, because our new flat has got four bedrooms. I love it!

I've got the usual things in my bedroom such as a big desk, a green chair and an enormous wardrobe. I've also got fantastic posters on the wall. My favourite piece of furniture is my bed of course.

I often sit in my bedroom on my own and I listen to music. I also read magazines but I don't like studying on my own – it's boring. What's your favourite room in your house?

Language focus

Using adjectives

Use adjectives in your writing to give more description:
We lived in a small flat.
... a big desk, a green chair, an enormous wardrobe ...
I've also got fantastic posters on the wall.

2 **Look at the adjectives in the Language focus. Answer the questions.**

a) Do adjectives go before the noun?
a) Have adjectives got a plural form?

3 **Rewrite these sentences including the adjectives in brackets.**

When I was little, we lived in a house. (big)
When I was little, we lived in a big house.

1 In my bedroom, there's a desk and a chair. (brown / plastic).
2 I've also got two lamps. (small)
3 There are two bookcases. (white)
4 I often listen to music in my room. (pop)
5 My favourite thing is my bed. (comfortable)

4 **Write about your favourite room. Follow these steps.**

Writing a description

Step 1 Plan

Make notes under three headings:
1 What is your favourite room?
2 What is there in this room?
3 What do you usually do there?

Step 2 Write

Write a first draft. Organize your writing into three paragraphs. Use your notes from Step 1 and the description on this page to help you.

Step 3 Check

Check your work. Try to include some adjectives.

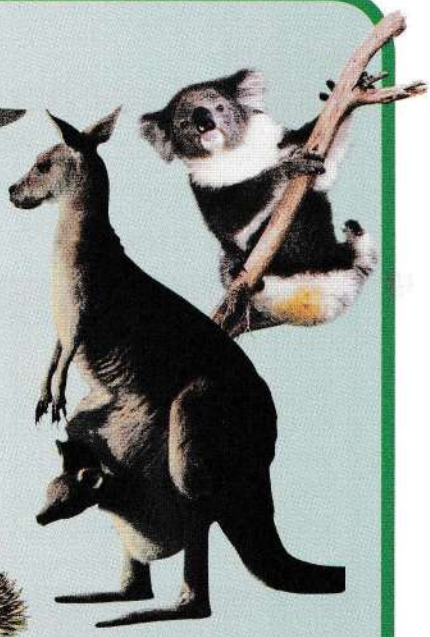
Step 4 Write

Write your final copy and hand in your work.

Workbook Writing guide page 71

CLIL

Science
Strange animals



Australia is home to some of the world's strangest animals, including the duck-billed platypus. This is a small mammal with a mouth and feet similar to a duck. It does not give birth to live young, like other mammals. It lays eggs like a bird! The duck-billed platypus is also venomous, like a reptile.

Another bizarre animal is the echidna. This small mammal has spines on its body like a hedgehog and it has spines all over its tongue to capture ants and other small insects. It has the beak of a bird and it lays eggs, too. The echidna lives for a very long time – about 70 years.

Australia is also home to the majority of the world's marsupials, such as the kangaroo, the koala and the possum. Marsupials are different from other mammals because the females carry their young in a pouch. The fearsome Tasmanian devil is also found in Australia. This is the only carnivorous marsupial in the world.

2.25 **Read and listen. Answer the question.**

What is special about the duck-billed platypus?

Workbook CLIL activities page 97

Vocabulary Reading Listening

Vocabulary guide
Rooms and furniture

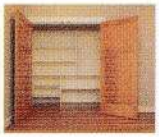
armchair

bed

bookcase

chair

cooker


cupboard

desk

lamp

mirror

sofa

table

toilet

wardrobe

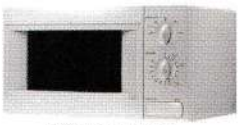
Gadgets

camera

dishwasher

fridge

laptop


microwave

mp3 player

remote control

telephone

toothbrush

washing machine

Grammar guide

be: past simple

affirmative		
I	was	on the sofa.
You	were	
He / She / It	was	
We	were	
You	were	
They	were	

negative		
I	wasn't (was not)	at home.
You	weren't (were not)	
He / She / It	wasn't (was not)	
We	weren't (were not)	
You	weren't (were not)	
They	weren't (were not)	

questions			short answers affirmative	short answers negative
Was	I	in the kitchen?	Yes, I was.	No, I wasn't.
Were	you		Yes, you were.	No, you weren't.
Was	he / she / it		Yes, he / she / it was.	No, he / she / it wasn't.
Were	we		Yes, we were.	No, we weren't.
Were	you		Yes, you were.	No, you weren't.
Were	they		Yes, they were.	No, they weren't.

there was / there were

affirmative
There was a narrow boat here.
There were five chairs.

negative
There wasn't (was not) any heating.
There weren't (were not) any cars.

questions and short answers
Was there a cinema in your town? Yes, there was. No, there wasn't.
Were there any newsagents? Yes, there were. No, there weren't.

Past simple: affirmative regular verbs

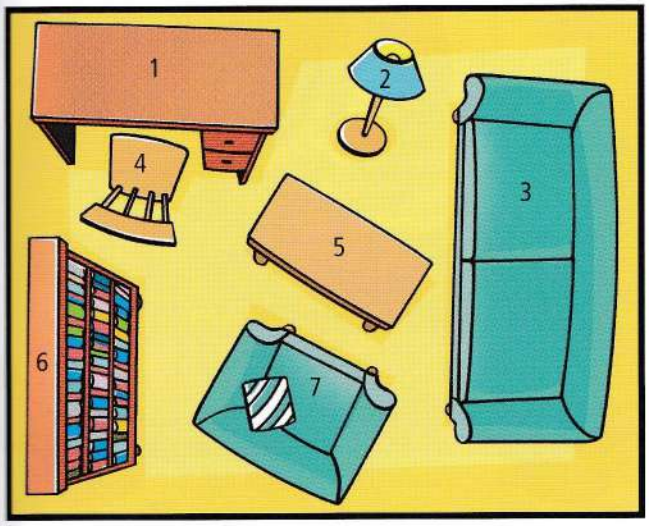
- for past simple regular verbs, see page 108

Workbook Vocabulary plus page 105 Grammar reference page 120

Progress check

Rooms and furniture

1 **Look at the room plan and name the furniture. What room is this?**



Gadgets

2 **Match 1–7 with a–g to make words for gadgets.**

1 micro	a) phone
2 remote	b) top
3 tele	c) machine
4 lap	d) wave
5 washing	e) washer
6 dish	f) control
7 tooth	g) brush

be: past simple

3 **Complete the dialogue with *was / were* or *wasn't / weren't*.**

A (1) ... houses very different in the 16th century?
B Yes, they (2) ...
A (3) ... there any rooms?
B Yes, there (4) ... a kitchen.
A Anything else? (5) ... there a living room?
B Yes, there (6) ... but there (7) ... any toilets.
A Oh dear. (8) ... there any bedrooms?
B No, there (9) ... The beds (10) ... in the living room.

Past simple: affirmative regular verbs

4 **Complete the sentences with the past simple form of the verbs in brackets.**

1 My mum often arrives home at 5pm, but yesterday she ... (arrive) at 9pm.
2 She usually cooks the dinner but last night my dad ... (cook) it.
3 We usually watch TV in the living room but yesterday we ... (watch) it in the kitchen.
4 My dad always stops work at 8pm but yesterday he ... (stop) at 11pm.
5 I sometimes study with my dad but yesterday I ... (study) with my grandad.
6 My friends usually phone me after dinner but yesterday they ... (phone) me before dinner.

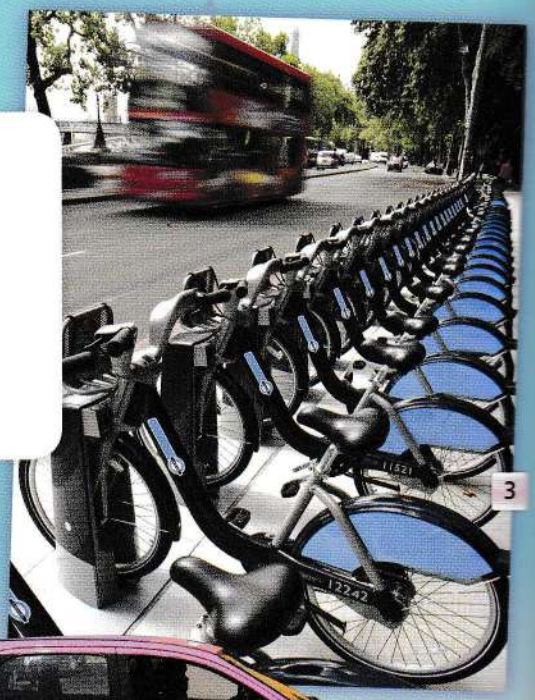
Grammar build up

1 2 3 4 5 6 7 8 9

5 **Complete the dialogue with the correct form of the verbs in brackets.**

Emily What's that on your desk? It (1) ... (not be) there last week.
Ben This? It (2) ... (be) a telephone.
Emily But it's got a cable and there (3) ... (not be) any buttons!
Ben I know. There (4) ... (not be) any phones without cables in the past and there (5) ... (be) a dial on the phone, not buttons.
Emily Great!
Ben There (6) ... (be) also an old remote control in the box. My dad says he (7) ... (watch) a lot of TV when he (8) ... (be) young. He remembers the day the remote control (9) ... (arrive). He (10) ... (change) the channel every five seconds until his dad (11) ... (shout) at him. His dad (12) ... (be) really angry.
Emily I can imagine!

Unit 8 Travel



Vocabulary 1
Transport

1 **Copy and complete the table with the words in the box. Can you add more?**

bike bus boat car coach lorry moped motorbike plane taxi train tram

land	*water*	*air*
bike		

2 2.26 **Listen and repeat.**

3 **Look at the pictures and complete the sentences with words from exercise 1.**

1 In Mexico, pink ... are for women only.
2 In London, people can hire a ... to travel around the city.
3 In Bangladesh, people often travel on the roof of a ...
4 The first ... was from the the USA and was in the air for 12 seconds.
5 A ... in Hong Kong has got two floors.

Now say it!

4 2.27 **Listen to Ben and Emily. How do they go to school?**

5 **Work in pairs. Ask and answer questions about how you go to different places. Use the words in the box or your own ideas.**

school the cinema your friends' houses your favourite shop

How do you go to school?

I go to school by bus.

We go ***by*** *train, bus* and *boat* but we go ***on*** *foot*.

Reading 1

6 2.28 **Read and listen. What is the text about?**

a) A journey to school b) Unusual transport c) Transport in the 19th century

The Skycar

You can drive the Skycar or fly it like a plane. Gideon Cardozo, a British engineer, designed the Skycar in just 18 months. In 2009, Cardozo decided to take the Skycar from the UK to Africa but he didn't travel alone. He went with Neil Laughton, who is a driver and a pilot. They drove along roads and they flew over mountains and seas. Finally, they arrived in Timbuktu, Western Africa, more than two months later.

The SQuba submarine

When Frank Rinderknecht saw his hero James Bond drive his car into the sea, he decided that he wanted to build a similar car. The result was the SQuba submarine. The SQuba can travel at 120kph on land, 6.5kph on water and 3.25kph underwater. This machine is completely ecological but it is also very expensive: it costs nearly €1 million!

The Couchbike

Two friends invented the Couchbike*. They tried to ride their special bicycle across a national park in Canada but two police officers stopped them and inspected their Couchbike. Why? Well, it was more than two metres wide, it was very slow and the cyclists didn't have helmets. But the police officers didn't know what to do – Couchbikes weren't in their manual – so the two friends continued their journey.

*couch: sofa

Word Tip Make a note in your notebook of collocations – words which often go together such as *to fly a plane*.

7 **Read the text again and answer the questions.**

1 Who did Gideon Cardozo travel with?
2 Where did they go and how long did it take?
3 What speed can the SQuba reach on land?
4 How much does the SQuba cost?
5 What is the Couchbike?
6 Why did the police officers stop the Couchbike?

8 **Match 1–4 with a–d to make collocations. Then make sentences using the words in the box.**

cyclist driver pilot sailor

1 drive	a) plane
2 sail	b) bike
3 fly	c) boat
4 ride	d) car

A pilot flies a plane.

9 CLASS VOTE **Which is the most unusual type of transport in the text?**

Grammar 1
Past simple

past simple affirmative: regular/irregular	
I / You	travelled alone.
He / She / It	drove along the roads.
We / You / They	continued their journey.

1 **Look at the sentences in the table. Which verb is irregular?**

2 **Copy and complete the table with the past simple form of the verbs. Check your answers on page 108 and page 126.**

regular		irregular	
disappear		*be*	
present		*begin*	
return		*come*	
stop		*cost*	
		have	

3 **Complete the text with the past simple verbs in exercise 2.**

The first passenger tram service probably (1) ... (begin) in Wales in 1807. There (2) ... (be) seats for 12 passengers but it (3) ... (not be) cheap. It (4) ... (cost) about five pence. Werner von Siemens (5) ... (come) from Germany. In 1881 he (6) ... (present) the first electric tram to the world. In the 1900s, many cities (7) ... (have) large tram networks. However, in the 1950s and 60s, trams (8) ... (disappear) from the streets of many major cities. In 1952 the last London tram (9) ... (stop) in New Cross. Almost 50 years later, trams (10) ... (return) to London.

Pronunciation
***-ed* endings** /d/ /t/ /ɪd/

a 2.29 **Listen and repeat. Can you hear the difference?**

/d/ or /t/	lived stopped
/ɪd/	ended started

b 2.30 **Listen to the verbs in the box. Then add them to the table in exercise a.**

arrived asked continued designed invented looked presented tried wanted

past simple: negative regular/irregular	
I / You	didn't design the car.
He / She / It	didn't have a helmet.
We / You / They	didn't see their hero.

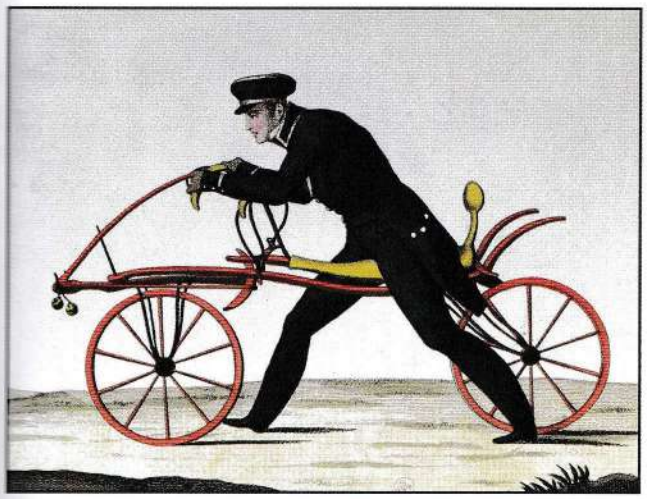
4 **Look at the sentences in the table. Choose the correct ending for sentences 1–4.**

1 I didn't ...
   a) arrive at six o'clock.
   b) arrived at six o'clock.
2 My dad didn't ...
   a) drive to work yesterday.
   b) drove to work yesterday.
3 My friends didn't ...
   a) came to my house last night.
   b) come to my house last night.
4 She didn't ...
   a) travelled by train this morning.
   b) travel by train this morning.

Language Tip

The past simple of *have* and *have got* is *had* and *didn't have*:
When I was young, I didn't have short hair, I had long hair. ✓
~~*I had got long hair.*~~ ✗

5 **Complete the sentences with the past simple negative form of the verbs in brackets.**



1 In 1817, one of the first bikes appeared but it … (have) pedals.
2 The general public … (buy) these bikes because they were expensive.
3 The first bikes with pedals and two wheels … (appear) until the 1860s.
4 In the 1920s, Americans … (use) bikes. They preferred to drive.
5 Mountain bikes are recent. They … (arrive) until the 1980s.

6 **Write sentences that are true for you using the past simple affirmative and negative. Use the words in the box or your own ideas.**

go on foot	go on holiday	ride a bike
drive a car	yesterday	last week
last year	on Monday	

I didn't go to school on foot yesterday. I went by car.

7 **INTERFACE Work in pairs. Read your sentences to your partner.**

I didn't go to school on foot yesterday.

Really? I went on foot.

Grammar guide page 108

Listening
PowerBocking

8 **Read the sentences. Do you think they are true or false?**

1 People with *PowerBocks* can't walk.
2 People with *PowerBocks* can run at over 30kph.
3 A man called Böck invented these boots.
4 In Australia, the boots are called Kangaroo boots.
5 The sport of *PowerBocking* started in the USA.

9 2.31 **Listen and check your answers.**

10 **Listen again and answer the questions.**

1 Who are *PowerBockers*?
2 Where is Alexander Böck from?
3 Where did Alexander Böck get his inspiration?
4 Are *PowerBocks* cheap?

11 **Do you want to try *PowerBocking*? Why / Why not?**

Capital Bocking is the biggest *PowerBocking* annual event in the world. It takes place in the UK; *PowerBockers* get together, improve their Bocking and make new friends.

Speaking
Travelling by bus

Listen

1 **Look at the picture. Where are Emily and Lucy? What are they doing?**

2 2.32 **Emily and Lucy are going to York. Listen to the dialogue and choose the correct answer.**

Emily buys a **single** / **return** ticket.

3 **Listen again and complete the dialogue. Use the numbers in the box.**

2	4	7	22

Excuse me. What time does the next bus for York leave?

It leaves at (1) … o'clock.

What number is it?

It's the number (2) …

Thanks. Where does it leave from?

Bus stop number (3) …

How much does it cost?

Single or return?

Return, please.

It costs (4) £…

Practise

4 **Listen again and repeat the dialogue.**

5 **Complete the sentences with the correct words.**

1 What … does the next bus leave for Manchester?
2 It … at five o'clock.
3 … does it leave from?
4 It … from bus stop number six.
5 How much … it cost?
6 It … £10.

Functional language

Asking for travel information

Emily
What time does the next bus for York leave?
What number is it?
Where does it leave from?
How much does it cost?

Assistant
It leaves at two o'clock
It's the number 22.
Bus stop number seven.
It costs £4.

Speaking task

Prepare a dialogue between you and the assistant.

Step 1

First, decide where you want to go.

Destination: Liverpool
Number: 30
Departure times: 10.30....11.00....12.00
Bus stop: 8
Ticket prices:
Return: £15.50
Single: £8.50

Destination: Brighton
Number: 120
Departure times: 2.00....2.25....2.50
Bus stop: 15
Ticket prices:
Return: £5.50
Single: £2.80

Step 2

Think about what you say.

Excuse me. What time does the next bus for ... leave?
What number is it?
Where does it leave from?
How much does it cost?
Return / Single, please.

Think about what the assistant says.

It leaves at ... o'clock.
It's the number ...
Bus stop number ...
Single or return?
It costs £...

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.

Workbook Speaking practice page 133

Culture
Public transport

PUBLIC TRANSPORT

There are many ways of travelling around London. Here are a few of them.

The London Underground, or 'the Tube', was the first underground railway system in the world. It's called the London Underground, but 55% of it isn't under the ground!

London buses are typically red and many of them have got two floors. These buses are called double-deckers.

You can catch a boat at the River Thames. There are regular boat services or you can go on a cruise.

Another type of transport is the London taxi. The taxis are traditionally black, but nowadays you can find them in all different colours. Taxis are also called cabs.

6 2.33 **Read and listen to the information about public transport. Then answer the questions.**

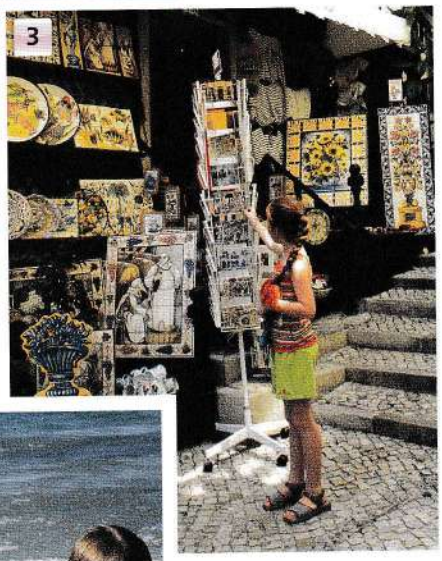
1 How much of the Underground is under the ground?
2 What colour are double-deckers?
3 Where can you catch the boat?
4 What is another name for a taxi?

7 What types of transport can you use in your town?

Vocabulary 2
Travel

1 **Match pictures 1–6 with the words in the box.**

buy souvenirs climb mountains explore new places
go surfing have a good time make friends relax
sunbathe take photos visit museums



2 2.34 **Listen and repeat.**

3 **Imagine you went on holiday last month. Write past simple sentences using the verbs in exercise 1.**

I went to Hawaii last month. I went surfing and I ...

4 INTERFACE **Work in pairs. Compare your sentences in exercise 3.**

I went to Hawaii last month.

I didn't go to Hawaii. I went to New York.

Reading 2

5 2.35 **Listen and read. Who is Bear Grylls? Does he go on typical holidays?**

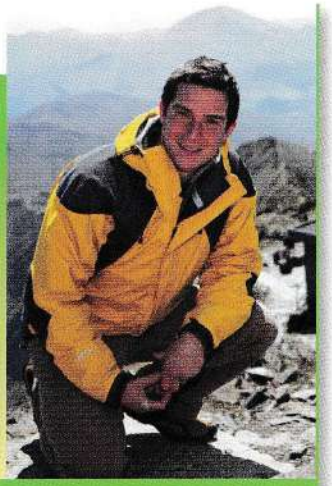
6 **Read the text again. Are the sentences true or false?**

1 Bear Grylls climbed mountains when he was young.
2 He didn't explore again after his accident.
3 He wrote the book *Facing Up*.
4 He sunbathed after climbing Everest.
5 He went to the Sahara Desert alone.

Question and answer:

Bear Grylls

Bear Grylls is a British adventurer, writer and TV presenter and admired by many. Last week, *Teen Explorer* magazine told us more about him!



Q Why is he called Bear?
A Bear is a nickname. His sister gave him that nickname when he was a baby!

Q Obviously, he loves exploring new places. When did he start?
A At an early age, he climbed mountains with his father.

Q Was that dangerous?
A Not as dangerous as when he was in the Special Forces and had a serious parachuting accident. He broke his back in three places.

Q Did he stop his adventures?
A No – quite the opposite – at the age of 23, he became the youngest British man to climb Everest.

Q What did he do next?
A He wrote about this experience in the book *Facing Up*.

Q And then, did he have a holiday? Did he relax and sunbathe like us?
A No, he didn't. First he circumnavigated the United Kingdom on jet skis, then he crossed the North Atlantic Ocean on an open, inflatable boat in aid of charity.

Q What did he do next?
A Next he took a group of men to join the French Foreign Legion in the Sahara Desert. Maybe that was a holiday for Bear – it depends on what you call a holiday!

nouns adjectives verbs pronouns adverbs tenses

Grammar 2
Past simple

questions and short answers	
Did I / you go on holiday? Yes, I / you did.	No, I / you didn't.
Did he / she / it climb mountains? Yes, he / she / it did.	No, he / she / it didn't.
Did we / you / they sunbathe? Yes, we / you / they did.	No, we / you / they didn't.
How did you relax? What did they visit?	

7 **Look at the sentences in the table. How do you form questions and short answers?**

8 **Write past simple questions. Then write the answers.**

you / have / a good time? ✓
Did you have a good time? Yes, I did.

1 you / go / by plane? ✗
2 she / try / any new sports? ✓
3 your friends / take / a lot of photos? ✗
4 you and your family / visit / the museums? ✗

9 **Order the words to make questions.**

1 go / on holiday / you / Where / did ?
2 there / How / you / get / did ?
3 go / you / Who / did / with ?
4 do / there / did / What / you ?
5 a / good / Did / you / time / have ?

10 **Complete the sentences with the past simple form of the verbs in brackets. Then match them with the questions in exercise 9.**

1 I … (sunbathe) every day and I … (visit) the museum.
2 I … (go) with my parents and my cousins.
3 Yes, I did. It … (be) a fantastic holiday.
4 We … (fly) to Faro and then we … (take) a bus.
5 We … (go) to Portugal. We … (stay) in Vilamoura.

11 INTERFACE **Work in pairs. Ask and answer the questions in exercise 9 about your last holiday.**

Grammar guide **page 108**

Writing
A story

1 2.36 **Read and listen. Put the pictures in the correct order.**

A disastrous holiday!

Last summer I went on holiday to Italy with my family. But there were lots of problems along the way. First, the alarm clock didn't ring, so we got to the airport really late. We had a good flight to Italy, but when we arrived, my sister's bag wasn't there. It was in Portugal and she didn't have any clean clothes. Then we took the bus to the hotel.

At the hotel, there were more problems. The hotel didn't have two rooms for us, so we all shared one room for the first night. In the morning, we had breakfast at the hotel. We walked into the restaurant and then I saw them! My teachers were on holiday at the same hotel! What a disaster!

In the end, I had a good holiday. I tried new sports, we explored new places, I made new friends and my teachers ...? Well, they went home on the second day.

Language focus

Time connectors

You can improve your story by using time connectors:

First, the alarm clock didn't ring ..., then we took the bus ..., in the end I had a good holiday.

2 **How do you say the time connectors in the Language focus in your language?**

3 **Write complete sentences. Use the past simple.**

1 First / I / get dressed / and / I / have breakfast
2 Then I / wait / for a taxi but I / not have / any money
3 In the end / I / phone / my dad / and I / go / to the airport by car

4 **Write about a disastrous holiday. Follow these steps.**

Writing a story

Step 1 Plan

Make notes under three headings:

1 Where did you go?
2 What did you do?
3 What happened in the end?

Step 2 Write

Write a first draft. Organize your writing in three paragraphs. Use your notes from Step 1 and the story on this page to help you.

Step 3 Check

Check your work. Try to use the past simple and include the time connectors *first, then* and *in the end.*

Step 4 Write

Write your final copy and hand in your work.

Workbook Writing guide page 81

CLIL

Art
Architecture

Frank Gehry is a well-known architect. Born in Toronto, Canada, this architect has designed some of the most iconic – and most unusual – buildings in the world.

His designs are influenced by the sea. Gehry's buildings are angular, to represent fish, and undulating. This symbolizes the waves. He also uses a lot of steel – a very strong metal – and glass. These materials reflect the light in a similar way to the sun shining on water.

His architectural style is known as deconstructivism and, at first, his work looks very chaotic and surreal. His buildings, however, are extremely ordered and well-planned.

His most famous design is the Guggenheim Museum in Bilbao. This important art gallery is loved around the world because of Frank Gehry's design.

He is also the architect responsible for the Marques de Riscal hotel in Alava.

2.37 **Read and listen. Answer the question.**

How is Frank Gehry influenced by water?

Workbook CLIL activities page 98

Vocabulary Reading Writing Spelling Listening

Vocabulary guide
Transport

bike

bus

boat

car

coach

lorry

moped

motorbike

plane

taxi

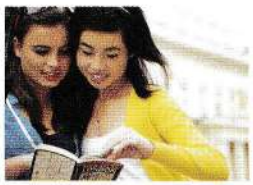
train

tram

Travel

buy souvenirs

climb mountains


explore new places

go surfing

have a good time

make friends

relax

sunbathe

take photos

visit museums

Grammar guide

Past simple

affirmative		
I	went	to the UK.
You	went	
He / She / It	went	
We	went	
You	went	
They	went	

negative		
I	didn't travel (did not travel)	last week.
You	didn't travel (did not travel)	
He / She / It	didn't travel (did not travel)	
We	didn't travel (did not travel)	
You	didn't travel (did not travel)	
They	didn't travel (did not travel)	

questions			short answers affirmative	short answers negative
Did	I	arrive?	Yes, I did.	No, I didn't.
Did	you		Yes, you did.	No, you didn't.
Did	he / she / it		Yes, he / she / it did.	No, he / she / it didn't.
Did	we		Yes, we did.	No, we didn't.
Did	you		Yes, you did.	No, you didn't.
Did	they		Yes, they did.	No, they didn't.

Spelling: past simple regular verbs

- for most verbs add *–ed*
  invent → invented
- for verbs that end in *–e*, add *–d*
  arrive → arrived
- for verbs that end in a consonant +y, omit the *–y* and add *–ied*
  study → studied
- for verbs that end in a vowel + a consonant, add *–ed*
  visit → visited
- for verbs that end in a stressed vowel + a consonant (except *w, x* or *y*), double the final consonant and add *–ed*
  stop → stopped
  permit → permitted

Spelling: past simple irregular verbs

- for the irregular verbs list, see page 126

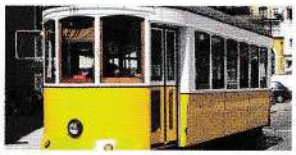
Workbook Vocabulary plus page 106 Grammar reference page 122

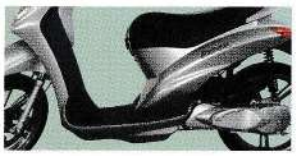
Progress check

Transport

1 **Identify the types of transport.**

a ...


b ...


c ...

d ...

e ...

f ...

Travel

2 **Match verbs 1–8 with expressions a–h to make activities.**

1 buy	a) mountains
2 explore	b) friends
3 climb	c) photos
4 have	d) museums
5 make	e) new places
6 take	f) surfing
7 go	g) souvenirs
8 visit	h) a good time

Past simple affirmative and negative

3 **Complete the text with the past simple form of the verbs in brackets.**

Last Saturday I (1) ... (visit) my grandparents. I (2) ... (leave) the house early – at 7am but I (3) ... (not go) with my parents. I (4) ... (go) alone and (5) ... (travel) by bus. I (6) ... (not have) a good time. It was very boring! On Sunday I (7) ... (get up) late and (8) ... (have) breakfast. I (9) ... (go) shopping with my friends and (10) ... (buy) some new CDs. Sunday was fun!

4 **Complete the sentences with the past simple form of the verbs in exercise 2.**

1 Last year we ... a very good time in Greece.
2 In the capital, Athens, we ... museums.
3 I ... (not) any photos but I ... some souvenirs.
4 We ... (not) any mountains but we ... new places.
5 We went to the island of Crete and I ... surfing.
6 And best of all, I ... lots of new friends.

Past simple questions

5 **Write questions using the past simple.**

1 Where / you / go on holiday / last year?
2 you / visit / any museums?
3 What / you / buy / there?
4 you / climb / a mountain?
5 What sports / you / do / there?
6 you / make / new friends?

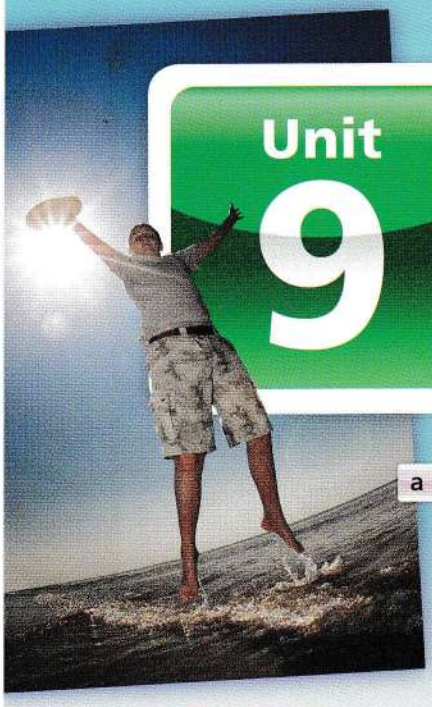
6 **Write the answers to the questions in exercise 5. Use the information in exercise 4.**

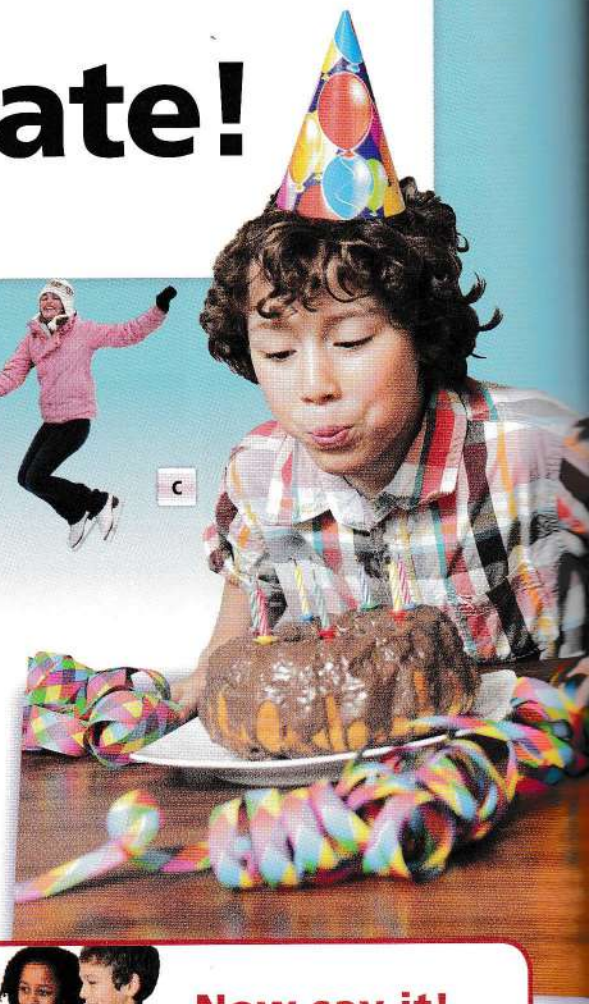
Grammar build up

1 2 3 4 5 6 7 8 9

7 **Complete the dialogue. Use the correct form of the verbs in brackets or choose the correct words.**

Ben Did you have a good weekend, Emily?
Emily Yes, I (1) **do / did**. It was really fun!
Ben What (2) ... (you / do)?
Emily Well, you know my sister Natalie? It (3) ... (be) her birthday last week, so all the family (4) ... (go) to the theme park in town.
Ben Fantastic! I love (5) **going / to go** to theme parks. I (6) ... (spend) a day there with friends a week ago.
Emily Really?
Ben Yes, we (7) ... (arrive) at 10am and we (8) ... (not leave) until 7pm!
Emily (9) ... (you / go) on the Pirate Ship?
Ben No, I (10) **did / didn't** . It looked really boring.
Emily It was really boring!
Ben We (11) ... (wait) for a long time to get inside, but we (12) ... (not mind). It was great!





Unit 9 Celebrate!

Vocabulary 1
Clothes and accessories

1 **Look at the words in the box. How do you say them in your language?**

boots coat dress jacket jeans jumper scarf
shirt shorts skirt trainers trousers T-shirt

2 2.38 **Listen and repeat.**

3 **Match descriptions 1–6 to pictures a–f.**

1 I'm wearing a pair of jeans and a pink jacket. I'm having fun with my friends.
2 This is my uncle and cousin at a Scottish wedding. My cousin is wearing a special skirt called a *kilt*.
3 This is me at the beach. I'm wearing a pair of shorts and a T-shirt.
4 This is Bonfire Night. It's November so I'm wearing a scarf, a coat and boots.
5 This is my little brother's birthday party. He's wearing a multi-coloured shirt.
6 It's Christmas Day and I'm wearing my favourite jumper and a pair of blue jeans.

Language Tip

We often use *a pair of…* with clothes: *a pair of trousers, a pair of boots.* Remember that trousers and boots are plural.
These are my favourite trousers. ✓
~~*This is my favourite trousers.*~~ ✗

Now say it!

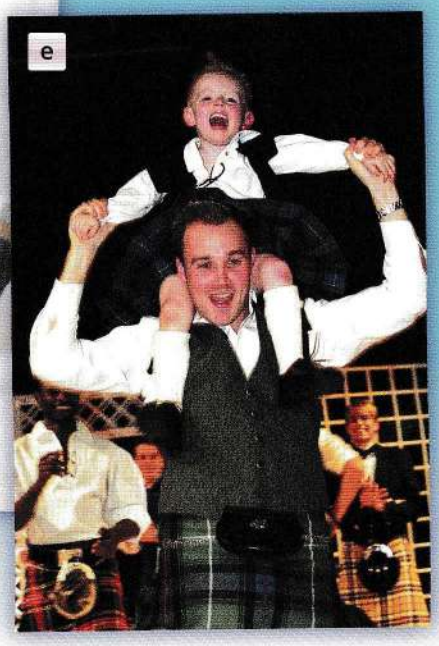
4 2.39 **Listen to Emily and Ben. What do they usually wear on special occasions?**

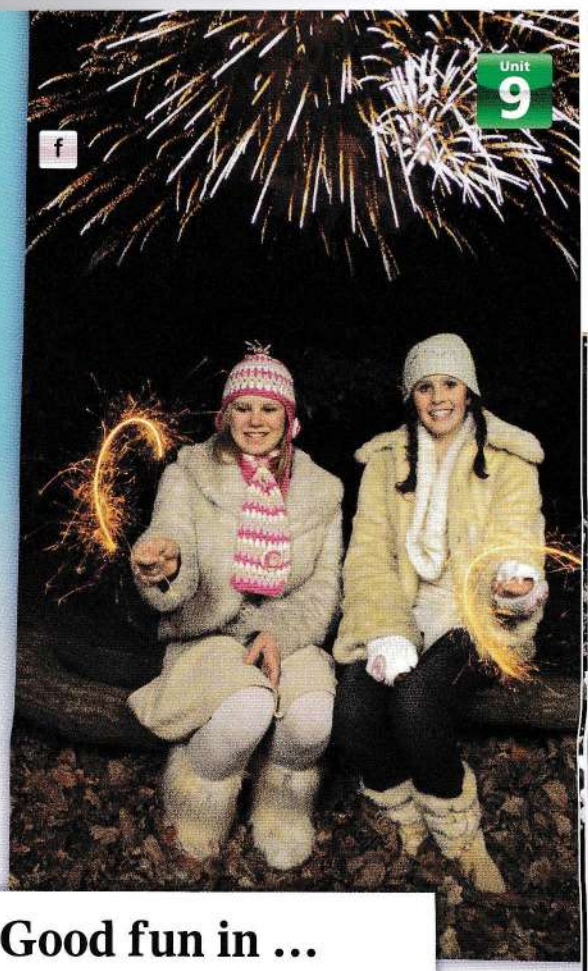
5 **Work in pairs. Ask and answer questions about the clothes you wear. Use the words in the box or your own ideas.**

a party a wedding school
Christmas Day the weekend

What do you usually wear to parties?

I usually wear a pair of jeans and a black T-shirt.





Reading 1

6 **Read the text quickly and complete the headings with the words below.**

a) gloves b) skirts c) white

Men in ...

If you're going to go to a *ceilidh*, you're going to need your dance clothes and comfortable shoes. *Ceilidhs* are traditional dances from Scotland and Ireland, and the music is fast and energetic. Everybody dances and has a good time, and *ceilidhs* are as popular as discos. Girls wear what they want: jeans, skirts or trousers; boys wear kilts, shirts and jackets. A kilt is similar to a skirt – it is a traditional Scottish outfit and it's perfect for dancing.

Not all brides wear ...

Many people in Britain have Indian origins and they follow different traditions when they get married. The traditional colour isn't white, it's red, because this colour is the symbol of new life. So, an Indian bride doesn't wear a white wedding dress, she wears a beautiful, long, red *sari* with red and gold jewellery and red *henna* paint on her hands.

Good fun in ...

You can be sure it is going to be cold on Bonfire Night so wear warm clothes. Coats, scarves and boots are best. The British celebrate Bonfire Night on the evening of 5th November, when the nights are cold and dark. All over the country, people meet and stand around bonfires, watch fireworks and eat potatoes, sausages and other food that you can hold with gloves on. It's a magical night of fire, friends and food, but anyone who doesn't dress warmly is going to freeze!

7 2.40 **Read and listen to the text and answer the questions.**

1 Where do *ceilidhs* come from?
2 What do girls wear to a *ceilidh*?
3 What is the traditional colour at an Indian wedding? Why?
4 Why does the text recommend coats, hats and scarves for Bonfire Night?
5 Why do people eat food like potatoes and sausages?

Word Tip When you read a new word, read the context – the words around it – and try to guess the meaning.

8 **Read the text again and find words for these definitions.**

1 a traditional skirt from Scotland for men
2 a woman who is getting married
3 a red substance to colour hair or skin
4 a big fire at celebrations
5 colourful explosives, typical at celebrations

9 CLASS VOTE **Which is your favourite celebration?**

Grammar 1
be going to

affirmative	
I	'm going to go to a wedding.
You	're going to dress warmly.
He / She / It	's going to wear a scarf.
We / You / They	're going to dance.

negative	
I	'm not going to wear jeans.
You	aren't going to go to a party.
He / She / It	isn't going to freeze.
We / You / They	aren't going to wear a kilt.

1 **Look at the sentences in the table and complete the rules below.**

a) The affirmative form is subject + *be* + *going to* + … .
b) The negative form is subject + *be* + … + *going to* + … .

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

1 are / to / have / the beach / on / We / going / a party .
2 I / to / wear / am / clothes / smart / going / not .
3 be / The music / to / going / great / is .
4 is / going / not / It / to / a barbecue / be .
5 am / sandwiches / I / take / going / cake / and / to .
6 fantastic time / You / to / have / are / going / a .

3 **Read the party invitation and write complete sentences. Use the affirmative or negative form of *be going to*.**

Midsummer Night Fun
Come to Jed's birthday party!
When: Saturday 23rd June, 7pm
Where: Jed's garden, Cottage Farm, Stonewold
Bring your swimming costume!
pop music! games! swimming pool! Mexican food! Magician at 9pm

The party / start / 7.30pm
The party isn't going to start at 7.30pm.

1 The party / be / in Jed's garden
2 I / eat / pizza
3 You / need / swimming costume
4 We / watch / a magician

4 **Write three more sentences about Jed's party. Use these words in the box.**

games Mexican food football
smart clothes rock music

We are going to play games.

Language Tip
Use time expressions with *be going to* to talk about future plans: *this August / weekend, next Tuesday / Christmas, at the weekend, tonight, tomorrow …*

5 **Look at Sarah's calendar. Complete her plans with the time expressions in the box.**

next Monday this Thursday
at the weekend tomorrow

1 Sarah's going to go to the cinema with her friends …
2 She's going to study maths …
3 She's going to take her science exam …
4 She's going to go to the disco …

JULY

Monday	8	*school excursion – museum*
Tuesday	9	*Jack and Ellie – cinema*
Wednesday	10	*study science*
Thursday	11	*science exam*
Friday	12	*buy new dress*
Saturday	13	*summer barbecue – Youth Club*
Sunday	14	*study maths*
Monday	15	*last exam – maths! end of school disco*

questions and short answers	
Am I going to go to the disco?	
Yes, I am.	No, I'm not.
Are you going to bring a friend?	
Yes, you are.	No, you aren't.
Is he / she / it going to dance?	
Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they going to study?	
Yes, we / you / they are.	No, we / you / they aren't.

6 **Look at the sentences in the table. What is the correct order for questions?**

a)

subject + *be* + *going to* + verb + other words ?

b)

be + subject + *going to* + verb + other words ?

7 **Write questions using *be going to*.**

Who / Sarah / go to the cinema with?

Who is Sarah going to go to the cinema with?

1 What / she / study on Wednesday?
2 What / she / buy this week?
3 What / she / visit today?
4 When / she / take / her last exam?
5 Where / they / have a barbecue?

8 **Answer the questions in exercise 7. Use Sarah's calendar in exercise 5.**

She's going to go to the cinema with Jack and Ellie.

9 **Copy Sarah's calendar into your notebook and complete it so that it is true for you.**

10 INTERFACE **Work in pairs. Ask and answer questions about your calendar.**

What are you going to do on Saturday?

I'm going to play tennis with Jorge.

Grammar guide page 120

Listening
Fancy dress

11 2.41 **Listen to Emily, Alex and Ben talking about a fancy-dress party. Match the names to pictures a–c.**

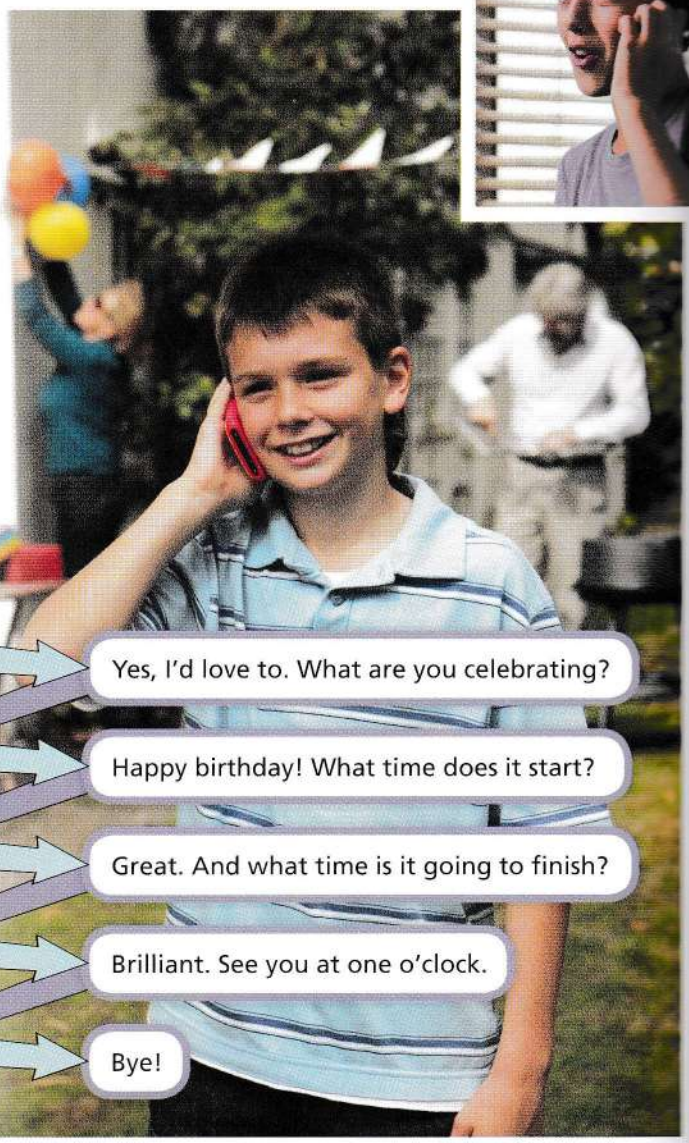
Emily Alex Ben

12 **Listen again and choose the correct words.**

1 The party is on **Friday / Saturday**.
2 Emily **is / isn't** going to take her black cat.
3 The party **is / isn't** going to be at Alex's house.
4 Alex's parrot **is / isn't** going to be real.
5 Ben is going to wear his **black / brown** boots.
6 Ben **is / isn't** going to wear a scarf.

Fancy-dress parties became popular in Britain in the early 18th century. People wore masks and there was a game: everyone guessed who was under the masks!

Speaking
Going to a party



Listen

1 **Look at the picture. What type of party do you think is going to take place?**

2 2.42 **Listen to Alex talking to Ben on the phone and answer the questions.**

1 When is the party?
2 What time does it finish?

3 **Listen and complete the dialogue.**

I'm having a barbecue (1) … Would you like to come?

Yes, I'd love to. What are you celebrating?

It's my birthday.

Happy birthday! What time does it start?

It starts at one o'clock.

Great. And what time is it going to finish?

At about (2) …

Brilliant. See you at one o'clock.

OK. See you then.

Bye!

Practise

4 **Listen again and repeat the dialogue.**

5 **Order the words to make questions.**

1 going / it / What / to / time / is / finish ?
2 like / you / come / Would / to ?
3 it / start / What / does / time ?

Functional language
Making and accepting invitations

I'm having a barbecue this afternoon. Would you like to come?
Yes, I'd love to. What time does it start?
It starts at one o'clock.
And what time is it going to finish?

Vocabulary 2
Weather and seasons

spring

autumn

summer

winter

1 **Look at the words in the box. How do you say them in your language?**

cloudy cold dry hot rainy snowy
stormy sunny warm wet windy

2 2.44 **Listen and repeat.**

3 **Which words in exercise 1 can you use to describe pictures a–d?**

Picture a: It's warm, dry ...

4 **Choose the correct words.**

1 In the Arctic it's **cold / hot**.
2 Summer in the south of Spain is usually **sunny / snowy**.
3 People say that the weather in Britain is **dry / wet**.
4 There was no rain last summer so the ground is very **dry / wet**.
5 It's **warm / cold** tonight so we can sit outside and eat dinner.
6 Last summer in Britain was very **rainy / windy** – we used our umbrellas every day!

Pronunciation
/s/

a 2.45 **Listen and repeat.**

sometimes sunny spring stormy
summer scarf socks snowy

b 2.46 **Listen and repeat.**

1 It's sometimes sunny in spring and it's hot and stormy in summer.
2 In winter you need a scarf, gloves and thick socks because sometimes it's snowy.

5 INTERFACE **Work in pairs. Ask and answer questions about your favourite season.**

What's your favourite season?

It's autumn. It's windy and rainy, but I love the colour of the trees.

Yes, I agree, but I prefer ...

Reading 2

6 2.47 **Read and listen. How old is the Glastonbury Festival?**

Come to Glastonbury… but bring your umbrella!

The Glastonbury Festival is on the last Friday, Saturday and Sunday in June – the same as every year since the festival started in 1970! There are going to be over 700 acts this year – rock, pop and dance music and more, including special circus, music and theatre acts for children.. There are 137,500 tickets but you mustn't wait. The tickets are going to go on sale in October, but they usually sell all the tickets in one day. Your parents mustn't forget to send the organizers photos of you and the other members of your family, because all tickets are personal.

When you go to Glastonbury with your family, you must take a tent because there aren't any hotels. There's a special camping area for families. Your parents can give your tent to charity after the festival if they want – the festival organizers give tents to people with no home.

Also, you must take clothes for bad weather, like anoraks, boots and coats because it always rains! It's often windy and stormy too, so bring warm clothes, but take your T-shirts and sun cream too. You never know – it is summer after all!

7 **Read the text again. Are the sentences true or false?**

1 Glastonbury is only a music festival.
2 There are more than 140,000 tickets.
3 Your parents must buy your ticket in October.
4 Your parents must send the organizers a photo of you if you want a ticket.
5 Your parents must leave your tent at the festival.
6 It's a good idea to take clothes for good and bad weather.

Grammar 2
must / mustn't

affirmative	
I / You	**must** wear boots.
He / She / It	**must** wear a scarf.
We / You / They	**must** dance.

negative	
I / You	**mustn't** forget sun cream.
He / She / It	**mustn't** make noise.
We / You / They	**mustn't** bring pets.

8 **Look at the sentences in the table. What form of the verb comes after *must* / *mustn't*?**

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

be / for / mustn't / late / You / the party .

You mustn't be late for the party.

1 must / You / an umbrella / the festival / take / to .
2 use / People / mustn't / mobile phones / the / concert / in .
3 you / At the festival / make / night / mustn't / noise / at .
4 wear / You / warm clothes / must .
5 mustn't / to / late / go / You / bed .

10 **Look at the festival rules. In your notebook, write four sentences using *must* / *mustn't*.**

Summer festival	Yes!	No!
	Have a ticket	Bring food or drink
	Bring a tent	Make videos or take photos
	Wear suitable clothes	Drop litter

11 **Write sentences about what you *must* or *mustn't* do at school.**

You mustn't eat food in the classroom.

Grammar guide page 120

Writing
A postcard

1 2.48 **Read and listen. Answer the questions.**

1 Is Patrick having a good time?
2 What did he do last night?
3 What is the weather like?
4 What is he doing tomorrow?

Hi Mike,
I'm having a great time here in Scotland. We arrived two days ago. The train journey was a bit boring because it was more than six hours! We saw a great comedy show last night and we're going to see a circus tonight. The weather's fantastic. Scottish people say it often rains in Edinburgh in August, but it's dry and sunny. I'm going to wear all my summer clothes!
Tomorrow we're going to explore Aviemore. It's in the mountains, so I think it's going to be cold there. We're going to be there for two days. I must remember to take my jumper and my gloves.
I'm going to take lots of photos, I promise!
Patrick

Mi
28
Co
Ox
OX

Language focus

Review
Improve your writing by using a variety of tenses (past, present and future), connectors (*and, but, so*, etc.) and the correct punctuation.

2 **Read Patrick's postcard again and find:**

1 ... two sentences in the past, two in the present and two in the future.
2 ... four connectors.
3 ... five different uses of capital letters.

3 **Choose the correct words. Then correct the punctuation.**

i **have / am having** a good time **because / but** the weather is great
I'm having a good time because the weather is great!

1 we **arrived / arrive** late yesterday **so / also** we took a taxi
2 **it often rains / is often raining** in may, **but / and** it isnt raining today
3 **but / first** we get up early in the morning, **then / so** we go to the city centre
4 we **climb / are going to climb** a mountain in Aviemore tomorrow
5 it **is / is going to be** hot **and / but** dry tomorrow

4 **Write a postcard. Follow these steps.**

Writing a postcard

Step 1 Plan
Choose a holiday destination. Make notes under three headings:
1 How did you get there?
2 What activities are you doing?
3 What are you going to do tomorrow?

Step 2 Write
Write a first draft. Use your notes from Step 1 and the postcard on this page to help you.

Step 3 Check
Check your work. Try to include a variety of tenses and connectors, and the correct punctuation.

Step 4 Write
Write your final copy and hand in your work.

Workbook Writing guide page 91

CLIL

Music
Maori music

In New Zealand, music is an important part of national culture. Wellington is the country's capital, and it is home to the New Zealand Symphony Orchestra, which sometimes tours overseas. The New Zealand School of Music is also based in Wellington.

New Zealand's most famous musical export is the opera singer Kiri Te Kanawa, who has appeared on stage around the world for five decades. She has performed with Jose Carreras, sung to royalty and won many awards, including a Grammy in 1984. A soprano with a high singing voice, Kiri Te Kanawa is of Maori origin. The Maoris are the native people of New Zealand and their traditional music uses special instruments, such as flutes made of animal bones, trumpets made of sea shells and drums made with wood and the skin of sharks.

Some of New Zealand's biggest rock, hip-hop and folk groups combine Maori music with European influences.

2.49 **Read and listen. Answer the question.**

What are some of the special instruments the Maori people use to make music?

Workbook CLIL activities page 98

Vocabulary Reading Writing Speaking Listening

Vocabulary guide
Clothes and accessories

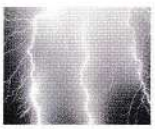
Weather and seasons

spring

summer

autumn

winter


stormy

sunny

cloudy

cold

dry

hot

rainy

snowy

warm

wet

windy

Grammar guide

be going to

affirmative		
I	'm going to (am going to)	win.
You	're going to (are going to)	
He / She / It	's going to (is going to)	
We	're going to (are going to)	
You	're going to (are going to)	
They	're going to (are going to)	

negative		
I	'm not going to (am not going to)	dance.
You	're not going to (are not going to)	
He / She / It	's not going to (is not going to)	
We	're not going to (are not going to)	
You	're not going to (are not going to)	
They	're not going to (are not going to)	

questions			short answers	
Am	I	going to swim?	Yes, I am.	No, I'm not.
Are	you		Yes, you are.	No, you aren't.
Is	he / she / it		Yes, he / she / it is.	No, he / she / it isn't.
Are	we		Yes, we are.	No, we aren't.
Are	you		Yes, you are.	No, you aren't.
Are	they		Yes, they are.	No, they aren't.

must / mustn't

affirmative		
I	must	wear warm clothes.
You	must	
He / She / It	must	
We	must	
You	must	
They	must	

negative		
I	mustn't (must not)	drop litter.
You	mustn't (must not)	
He / She / It	mustn't (must not)	
We	mustn't (must not)	
You	mustn't (must not)	
They	mustn't (must not)	

Workbook Vocabulary plus page 107 Grammar reference page 124

Progress check

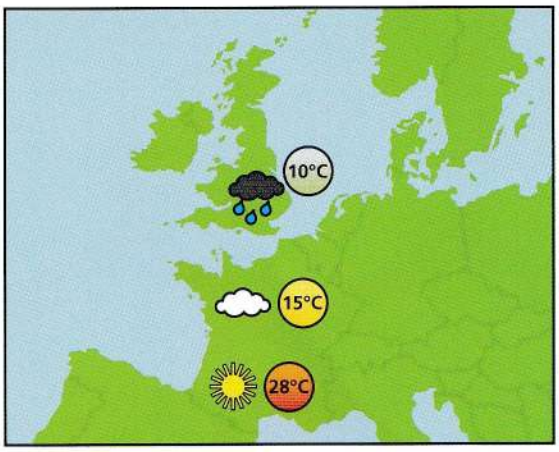
Clothes

1 **Complete the words with vowels.**

1 sc __ rf
2 tr __ __ n __ rs
3 c __ __t
4 j __ ck __ t
5 T-sh __ rt
6 sk __ rt

Weather and seasons

2 **Look at the map and complete the weather forecast.**



It's June, I know, but in Britain today it's going to be (1) **rainy** / **windy**. With maximum temperatures of 10°C, it's going to be (2) **warm** / **cold**. In France it's going to be (3) **warm** / **hot** but (4) **stormy** / **cloudy**. In the south of France it's going to be (5) **cold** / **hot** and (6) **sunny** / **cloudy** all day.

be going to

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

1 friends / have / a beach party / My / are / to / going .
2 not / going / wear / I / am / to / that green dress .
3 are / take / to the beach / sandwiches / We / not / to / going .
4 make / You / a / are / cake / to / going .
5 is / Danny / dance / to / with / going / me .
6 be / hot and sunny / Saturday / going / It / is / on / to .

4 **Write questions for the sentences in exercise 3. Then write short answers.**

must / mustn't

5 **Complete the sentences with *must / mustn't*.**

1 You ... bring glass bottles.
2 You ... camp in designated areas.
3 You ... have a ticket.
4 You ... light fires.
5 You ... put your rubbish in the bins.

Grammar build up

1 2 3 4 5 6 7 8 9

6 **Complete the dialogue with the correct form of the verbs in brackets.**

Emily Hi, Megan! What (1) ... you ... (do)?
Megan Hi, Emily. I (2) ... (put) these old school books in the cupboard.
Emily Oh yes! It's the last day of school tomorrow.
Megan I can't wait!
Emily (3) ... you ... (wear) your black dress tomorrow night?
Megan No, of course I'm not. Why?
Emily It's the end of year school disco. (4) ... you ... (go)?
Megan No, I'm not. I (5) ... (go) last year and it (6) ... (be) boring.
Emily Megan, you always (7) ... (go). We (8) ... (have) a really good time last year. You (9) ... (dance) with Jack, remember?
Megan Yes, I remember. It (10) ... (be) awful so I (11) ... (not go) tomorrow.
Emily Oh please! Ben, Alex and I (12) ... (meet) opposite the school at 7pm. Come with us!

Motivate! Revision 3

Vocabulary | Grammar | Sketch | Project

Motivate! Revision 3

Vocabulary | **Grammar** | Sketch | Project

be: past simple

1 **Complete the sentences. Use *was / wasn't* or *were / weren't*.**

1 Edward the Confessor ... the king of England until January 1066.
2 Edward ... married to Edith of Wessex but they didn't have any children.
3 When Edward died, Harold ... king. He ... Edith's brother.
4 However, William II of Normandy ... Edward's cousin and he ... (not) happy.
5 William ... in France and he decided to invade England.
6 Harold and his men ... tired and they ... (not) prepared for a battle.
7 The Battle of Hastings ... on 14 October 1066.
8 Harold was killed and William ... the king of England.

Past simple

2 **Complete the text with the past simple form of the verbs in brackets.**

Henry VIII (1) ... (be) the King of England from 1509 to 1547. His favourite minister, Thomas Wolsey (2) ... (build) a magnificent palace south of London called Hampton Court. It (3) ... (be) amazing! Wolsey (4) ... (know) that the king (5) ... (not be) happy, so he (6) ... (give) the palace to Henry VIII as a present. A year later, Wolsey (7) ... (die). Then, the king (8) ... (do) some work in the palace. He (9) ... (have) more than a thousand people in his court, so he (10) ... (need) enormous kitchens. The King (11) ... (play) tennis, so he also (12) ... (make) a tennis court.

be going to

3 **Complete the email with the correct form of *be going to*.**

Subject: Windsor Castle

I (1) ... (stay) with my cousin in Windsor this weekend. On Saturday, we (2) ... (visit) Windsor Castle! It's the Queen's official residence but my cousin says the Queen (3) ... (not be) there. On Saturday evening, we (4) ... (have) dinner in a Chinese restaurant. On Sunday, I (5) ... (go) on a boat on the river with my cousin and aunt, but my uncle (6) ... (not come) with us. What (7) ... you ... (do) this weekend?
Write soon, Haley.

Question forms

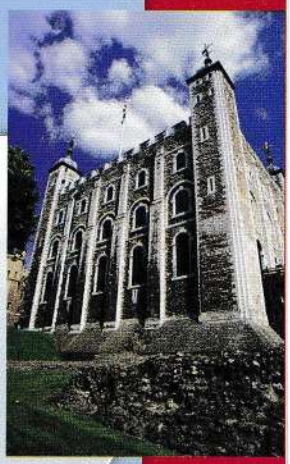
4 **Complete the questions. Then write answers that are true for you.**

1 What / you / do / yesterday at 6pm ?
2 you / watch / TV after dinner last night ?
3 What time / you / go to bed / last Saturday ?
4 Where / you / go / after school today ?
5 What / you / do / next summer ?
6 How / you / celebrate / your next birthday ?

5 **Complete the text with the words in the box.**

to eat are but finished must because am has going

Yesterday we (1) ... school. I (2) ... very excited because tomorrow we are going (3) ... visit London. We are (4) ... to see the Tower of London and it (5) ... got a lot of interesting things to see. It was a royal palace (6) ... it was a prison too. There (7) ... seven big black birds called ravens at the Tower. They usually (8) ... meat every day, but visitors (9) ... not feed these birds (10) ... they are dangerous.



Motivate! Revision 3

Vocabulary | Grammar | **Sketch** | Project

1 2.50 **Listen and answer the questions.**

1 How many rooms do the friends visit?
2 Where did Mr Phillips go?
3 What did Amy hear?

2 Read and listen to the dialogue. Check your answers.

In the museum

Amy Look at this old bike! It's enormous! Were people very tall in the past?

Billie No! But bikes were different.

Marcus This is a great museum! I love looking at these things. But people wore funny clothes – look at those trousers!

Jake I think they wore special trousers for cycling. Women didn't normally wear trousers.

Billie But they had beautiful dresses. Did you see the woman in the photo in the last room?

Jake Yes, but she was the queen, Queen Victoria. Some people didn't have nice clothes – and they didn't have shoes.

Amy What did they do when it was snowy or rainy?

Marcus They had cold feet! What's in this room?

Amy This is a model of Henry VIII! His coat's amazing! And why did he wear shorts?

Marcus Jake, stand next to him. I want to take a photo.

Billie You mustn't take photos in a museum.

Jake Hey. Where's our class? Where are we?

Marcus I don't know. I think this is the Kings and Queens room.

Amy Come on! The museum's going to close soon, and they're going to leave us here!

Billie Look at this furniture, this is the king's bed! It's enormous!

Jake Billie! We're looking for Mr Phillips! He's going to be really angry.

Amy I'm scared. I don't like this. I heard a noise! Did you hear it? Over there, near the king's bed!

Marcus You didn't hear anything, Amy, it's your imagination.

Amy No it isn't! Look. I want to go home. Listen! I heard it again. Can you hear it, Billie?

Billie I can hear something … wait. It's my mobile phone! I forgot I've got it here! Hello? Mr Phillips!! Hooray!!

3 Work in groups. Practise and perform the sketch.

- Choose a character.
- Read and learn your lines.
- Perform for your class.

Motivate! Revision 3

Vocabulary | Grammar | Sketch | **Project**

Our favourite historic monument

1 Ideas

Think about the historic monuments in your country.
Which one is your favourite?
Why do you like it?

2 Group work

Which historic monuments does everyone in your group like?
Choose a monument and write some notes:

- What type of monument is it?
- Where is it?
- When did they build it?
- What's special about it?

3 Write

Write a short text about your monument, using your notes.

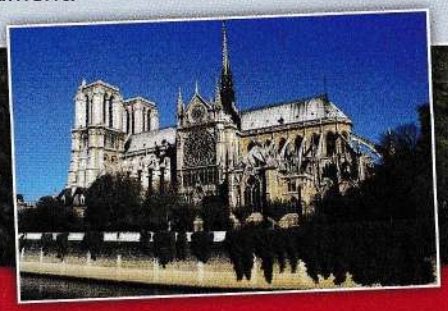
4 Check

Read your text and check it for:

- spelling
- punctuation
- word order
- time connectors: *first, then, in the end*

5 Visuals

Find photos or draw pictures of your favourite monument.



6 Display

Make a poster. Include your texts, photos and pictures. Show your project to the class.

Irregular verbs

Infinitive	Past simple	Past participle
be /biː/	was / were /wɒz/, /wɜːr/	been /biːn/
begin /bɪˈgɪn/	began /bɪˈgæn/	begun /bɪˈgʌn/
break /breɪk/	broke /brəʊk/	broken /ˈbrəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
choose /ʧuːz/	chose /ʧəʊz/	chosen /ˈʧəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
do /duː/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /ˈdrɪvən/
eat /iːt/	ate /eɪt/	eaten /ˈiːtən/
fall /fɔːl/	fell /fel/	fallen /ˈfɔːlən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fərˈget/	forgot /fərˈgɒt/	forgotten /fərˈgɒtən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /ˈgɪvən/
go /gəʊ/	went /went/	gone /gɒn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪər/	heard /hɜːrd/	heard /hɜːrd/
know /nəʊ/	knew /njuː/	known /nəʊn/
learn /lɜːrn/	learnt / learned /lɜːrnt/, /lɜːrnd/	learnt / learned /lɜːrnt/, /lɜːrnd/
leave /liːv/	left /left/	left /left/
lose /luːz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /miːt/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /riːd/	read /red/	read /red/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold /səʊld/
sing /sɪŋ/	sang /sɒŋ/	sung /sæŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
speak /spiːk/	spoke /spəʊk/	spoken /ˈspəʊkən/
take /teɪk/	took /tʊk/	taken /ˈteɪkən/
teach /tiːtʃ/	taught /kɔːt/	taught /kɔːt/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
wear /weər/	wore /wɔːr/	worn /wɔːrn/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /ˈrɪtən/

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CPU speed: 2GHz Free RAM: 256MB CD-ROM Drive Screen resolution: 1024 x 768 pixels

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