



# PREPARE

STUDENT'S BOOK



Second Edition



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## Cambridge University Press

www.cambridge.org/elt

#### Cambridge Assessment English

www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781108433280

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First published 2015 Second Edition 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6

Printed in Malaysia by Vivar Printing

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-43328-0 Student's Book

ISBN 978-1-108-38059-1 Student's Book and Online Workbook

ISBN 978-1-108-38093-5 Workbook with Audio Download

ISBN 978-1-108-38594-7 Teacher's Book with Downloadable Resource Pack

(Class Audio, Video, Photocopiable Worksheets)

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## Cov-19 2020

C0V-19 2020				
UNIT	VOCABULARY	GRAMMAR	READING	
O GET STARTED! page 10	Things in the classroom Numbers Dates	Verb be there is / there are have got can Present simple		
1 SPORTS AND GAMES page 14	Sports 9/ei/ and /aɪ/ Sports equipment	Adverbs of frequency	Teenblog: Sport Try these sports!	
2 THIS IS MY DAY page 18	Daily routines Food 9 The sound /ə/	Present continuous and simple	Tell us about your day	
<b>Culture</b> The Paralympic Gar	mes page 22			
3 GREAT SOUNDS page 24	Music Music phrases	like, don't like, hate, love + -ing <b>♂</b> Talking about music	Starting in the music business	
4 IT WAS AWESOME! page 28	Adjectives Emotions	Past simple of be a was/were	Activity days – latest reviews	
Life Skills Collaboration: Re	eaching agreement page 32			
Review 1 Units 1-4 page 34				
5 MOMENTS IN HISTORY page 36	Historical events Buildings	Dates with <i>in</i> and <i>on</i> Past simple: regular verbs Past simple -ed	Women in history The Great Fire	
6 WHAT A GREAT JOB! page 40	Jobs Ə Three-syllable words Work	Past simple: negatives and questions	50 weeks, 50 states, 50 different jobs  Students at work!	
Culture Saturday jobs page	44			
7 AN EXCITING TRIP page 46	Holidays (1) Holidays (2) Ə Sounds and spelling	Past simple: irregular verbs	Crossing the world on a rickshaw to see the Olympics	
8 FAVOURITE PLACES page 50	Bedroom furniture $\frac{\partial}{\partial x}$ and $\frac{\partial}{\partial x}$ Free-time activities	someone, anyone, etc. Signs, notices and messages	Everyone needs a favourite place Artists' favourite places to work	
Life Skills Physical well-bei	ng: Safety at home page 54			
Review 2 Units 5–8 page 56				
9 CLOTHES AND FASHION page 58	Clothes Materials  O Words beginning with  /s/, /ʃ/, /tʃ/	Pronouns and determiners	What's your best buy? They're made of what?	
10 BUYING THINGS page 62	Buying and selling Phrases with for	some, any, a lot of, a few, a bit of Ə Weak forms: /ə/	What kind of shopper are you? Two young entrepreneurs to watch	
<b>Culture</b> Shopping page 66				

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

	Cov-1	9 2020	
UNIT	VOCABULARY	GRAMMAR	READING
11 EATING OUT page 68	Food (1) Food (2) Ə/ʌ/ and /ɒ/	as as Comparative adjectives	Menus Street food around the world
12 THE LATEST TECHNOLOGY page 72	Technology Computers and the internet	Superlative adjectives 3 Stress in superlatives	Did you know? The history of computers
Life Skills ICT literacy: Writi	ing a blog page 76		
Review 3 Units 9–12 page 7	8		
13 HEALTHY BODIES page 80	Illness Health	should/shouldn't Ə Silent consonants	What is so great about running?
14 GETTING AROUND TOWN page 84	Places in town Compound nouns Ocompound nouns	Prepositions	A description of a town A trip to Edinburgh
Culture Scotland page 88			
15 MYSTERIES IN NATURE page 90	Geographical features The weather	Past continuous  Rising and falling intonation	Is the story real? Loch Ness
16 AMAZING ANIMALS page 94	Animals Phrasal verbs 9 /uː/ and /ʊ/	Past simple and past continuous	Bear to the rescue Our animal friends
Life Skills Social responsibi	ility: Protecting animals page !	98	
Review 4 Units 13–16 page	100		
17 WHAT ARE YOU WATCHING? page 102	Television Entertainment	Future with going to 9 Going to	Talent shows
18 MAGAZINES AND BOOKS page 106	Magazines as, because, so and when	Making suggestions 3 Intonation	Read and Review
Culture British TV around the	he world page 110		AIDA
19 SCHOOL CAN BE FUN! page 112	Trip activities School collocations	have to / don't have to Ə have to / has to	The flipped classroom – what's it all about?
20 FAMILIES page 116	Family Adverbs of degree	Adverbs of manner a The letter i	What's it like to grow up in a big family?
Life Skills Emotional skills:	Being a good friend page 120		
Review 5 Units 17–20 page	122		
Extra activities page 124			
Vocabulary list page 127			
Grammar reference and p	ractice page 137		
List of irregular verbs page	e 158		

Key to symbols:

**Ə** Pronunciation

A2 Key for Schools exam task



## Cov-19 2020

	COV-19 2	-020	
LISTENING	SPEAKING	WRITING	VIDEO
A conversation about a street food festival	Ordering food		Street foods
A conversation about a new computer		<b>⊗</b> An email to a friend	▶ Technology
Conversations about health problems A conversation about a race	Giving advice		▶ Health problems
A conversation about a visit to Edinburgh		An article about a city	
			♠ A view of Scotland
A story about looking for the Loch Ness monster	A story about a strange animal		
An interview about looking after pets		<b>♂</b> A story	▶ Animals
A conversation about watching a football match A conversation about a talent show	Talking about TV programmes		
A conversation about a school magazine A review of a film		A review of a film, play or book	Books we like
IDAR			The world of British TV
A talk about a school trip A description of a boarding school	Giving a presentation about your perfect school	AINA	School life
A talk about a family tree Descriptions of families		<b>⊗</b> A description of your family	

## WELCOME TO PREPARE

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

## **PRONUNCIATION**

Practise and improve your pronunciation



on Chan

COMPUTER SURVEY

## **TALKING POINTS**

Say what you think about the topic in the unit

#### **VIDEO**

Watch interviews with teenagers like you

## PREPARE TO WRITE

Prepare, plan and check your writing

## CULTURE

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

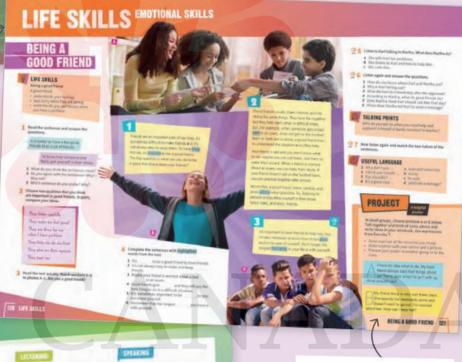
## **VIDEO**

Watch interesting documentaries about the culture topics



## LIFE SKILLS

Develop important skills that you can use in your daily life



UNITE 13-20 123

## W 5 UNITS 17-20

122 REVIEW S



## **PROJECT**

Work together to create something fun and expand your learning

## REVIEW

Check your progress





## VOCABULARY

## Things in the classroom

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

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

Then listen, check and repeat.

## GRAMMAR

#### Verb be

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

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

A: It's blue and white.

B: Is it the coat?

A: Yes, it is.

10

#### there is / there are

- 2 Look at the photo and read the sentences. Write yes or no.
  - O There's a rubber on the table. yes
  - 1 There are five students in the classroom.
  - 2 There's a red pencil case on the table.
  - 3 There's a blue bag on a chair.
  - 4 There's a computer near the window.
  - 5 There's a poster on the wall.
  - 6 There's a bag on the floor.
- Look at the photo and listen to the questions. Complete the table with a tick ( ) for the right answers.

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

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

B: Is there a green bag under my desk?

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

A: Are there any coats near the door?

B: No, there aren't.

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



- 6 In pairs, ask and answer the questions.
  - A: What have you got in your bag today?
  - B: I've got
  - in your bag today? A: Have you got a/an/any
  - B: Yes, I have. / No, I haven't.

Write five sentences about your partner.

STANMAR REFERENCE AND PRACTICE PAGE 137

## **SPEAKING**



PRONUNCIATION The alphabet

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

Α	В	F	1	0	U	R
Н	С					

Listen and check.

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

page

repeat say spell 1 I'm sorry, can you that, please? 2 How do you \_\_\_\_\_bonjour in English? are we on? 3 What 4 How do you 'because'? your ruler? 5 Can I 6 What does 'in pairs' a B-E-C-A-U-S-E.

mean

borrow

- **b** Sure, here you are.
- c With your partner.
- d I said, 'please do Exercise 3'.
- e 19, I think.
- f Hello.

#### Cov-19 2020

## VOCABULARY

Numbers



1 Listen and repeat.



Listen and choose the numbers you hear.

80

а	25	75	39
b	13	30	70
c	41	61	91
d	14	16	40
е	17	19	90

50

## **Dates**

f 15

Say the months in the correct order.







ninety a hundred



## Listen and write the dates.

When we say dates, we say the and of: My birthday is on the ninth of June. When we write dates, we don't write the or of: My birthday is on 9th June.

#### 1 1st March

In pairs, compare your answers. Say the dates.

- In small groups, ask and answer the questions.
  - When / your birthday?
  - What / today's date?
  - · When / your mum's/dad's birthday?

Write the dates of all the students in your group.



can

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

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

















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

### Can you play tennis?

Yes, I can.

#### Can you swim under water?

No, I can't.

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

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

#### **Present simple**

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

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



#### Hi, my name's Tyler.

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



#### Hello, I'm Jason.

I haven't got any brothers or sisters.

I like all sports and I play football every day.



#### Hello, my name's Millie.

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

## Work with a partner. Ask and answer the questions.

- 0 / do sports every day?
- A: Do you do sports every day?
- B: Yes, I do. I play tennis after school every day.
- 1 What kind of music / like?
- 2 / like travelling?
- 3 / play football at school?
- 4 / like swimming?
- 5 What / favourite food?

Now tell the class.

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



## **SPEAKING**

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

- age
- address
- address
- · phone number
- brothers and sisters
- favourite pop starfavourite school
  - subject

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

## SPORTS AND GAMES



## **ABOUT YOU**

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

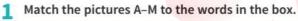


## VOCABULARY



## READING

## Sports





do athletics do gymnastics go cycling go sailing go skating go snowboarding go surfing

play badminton play baseball play hockey play rugby play table tennis play volleyball

- Listen and check. Then repeat.
- In pairs, ask and answer the questions.
  - 1 Which of the sports do you do in teams (a group of people)? Which do you do alone (just one person)?
  - 2 Which of the sports can you do both in teams and alone?
  - 3 Which of these sports do you do?
  - 4 Do you prefer team sports or sports you do alone? Why?

- Read Sophie's and Ben's blogs. Who does their sport every week? Who can't do their sport where they live?
- Read about Sophie and Ben again and answer the questions.
  - 1 How many women and girls do Sophie's sport?
  - 2 What does Sophie do at the weekend?
  - 3 What does Sophie want to do at Loughborough University?
  - 4 Where does Ben prefer to be?
  - 5 Why does Ben go snowboarding every day?
  - 6 Ben says he's 'goofy-foot'. What does 'goofy-foot' mean?

Post about you and your sport here

## PRONUNCIATION

/eɪ/ and /aɪ/

Put the words into the correct column.

baseball bike fly play riding skating

/eɪ/ sailing /ai/ cycling

Listen and check. Then repeat.

## It's fun!

My sport is ... rugby! That's me in the photo. People think that rugby is for boys, but that's not true. More than 18,000 women and girls play rugby in England. My team always

plays a match on Saturday or Sunday, and I usually go to practice games three times a week. It's hard work, but it's never boring! I'm 14 and I play for the U15s. That's the team for players under the age of 15. When I'm older, I want to go to the rugby

summer camp at Loughborough University. My favourite player, Fran Matthews, went there and now she plays for the England national rugby team.

Posted by Sophie White © Cambridge University Press 2015, 2019

## **GRAMMAR**

## **Adverbs of frequency**

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

I go snowboarding every day.

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

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

It's usually quiet.

I often go with my little sister and other young people.
I sometimes go snowboarding with Mum.

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

0% a b c d e

- 2 Answer the questions.
  - 1 Which sentences in Exercise 1 have a present simple verb?
  - 2 Which sentences in Exercise 1 have the verb be?
- 3 Choose the correct words to complete the rules.

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

Goofy-foot or regular?

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

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

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

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

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

## >> GRAMMAR REFERENCE AND PRACTICE PAGE 138

- 5 Put the adverbs in the right place to complete the sentences and questions.
  - 1 I play hockey at school on Fridays. (usually)
  - 2 Sophie is tired after rugby matches. (often)
  - 3 People don't go sailing in teams. (always)
  - 4 My uncle and my dad play table tennis. (never)
  - 5 Is gymnastics dangerous? (sometimes)
  - 6 Do you go cycling? (often)
- 6 Put the words in order to make sentences and questions and questions.
  - o often / school / plays / my friend / after / football

My friend often plays football after school.

- 1 welcome / sports / are / in / our / club / always / you
- 2 Mondays / do / on / athletics / never / we
- 3 skating / brother / she / go / her / usually / does / with /?
- 4 table tennis / students / not / often / do / school / play / at
- 5 cycling / and / her sister / at / the weekend / sometimes / Lizzie / go /
- How often do you do the sports in Exercise 1 on page 14?

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

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

- In pairs, ask and answer the questions.
  - 1 What sports do you do?
  - 2 How often do you do them?
  - 3 Do you play sports at school?
  - 4 How often do you watch sports on TV?
  - 5 How often do you go to watch sports?
  - 6 Who are your favourite sports stars?

## READING

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



# SPORTS!

## OCYCLEBALL

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



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



## **3** OCTOPUSH

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

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



#### **TALKING POINTS**

Which of these sports do you want to try?

В

Do you have any sports like these in your country?

## **VOCABULARY**

#### Sports equipment

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



board racket bat ball stick

- Listen and check. Then repeat.
- Complete the table with the sports in the box. Some sports can go in more than one column.

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







Use a ball

Use a board

## LISTENING

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

2 net

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



- 2 Listen again, and choose the correct words.
  - 1 There are four / six players in each team.
  - 2 There are six / eight handles on the ball.
  - 3 Players throw / give the ball to each other.
  - 4 Players throw / put the ball in the net to score a goal.

## **SPEAKING**

- Think of a sport. Choose one from this unit or another sport that you know. In pairs, take turns to ask and answer the questions.
  - 1 Do people do this sport inside or outside?
  - 2 Is the sport on or under water?
  - 3 Is this sport on snow?
  - 4 What things do people need to do this sport?
  - 5 Do people play this sport in your country?
  - 6 What do you like about this sport?
  - 7 Who are some of the famous players of this sport?

Try and guess the sport.

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

#### **TABLE TENNIS**

1 One for each player.

Listen and check. Then repeat.

2 One small, light for the game.

#### BASEBALL

- for each team.
- 4 One small, hard for the game.

#### **BADMINTON**

5 One for each player.

#### **OCTOPUSH**

- 6 One small for each player.
- 7 One heavy puck, like a flat for the game.

## THIS IS MY DAY

## **ABOUT YOU**

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









**MY MORNING ROUTINE** 

11,345 views



Share 🔁



Maddie's mad life FOLLOW

















LISTENING

### **Daily routines**

1 Match the photos to the phrases in the box.



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



Listen and check. Then repeat.



- Listen to Maddie talking about her morning routine. Number the photos in the order that you hear them.
- Can you remember Maddie's routine? Complete the sentences with the times in the box. You don't need to use all the times.

6.00	6.30	6.45	6.50	7.00	7.10
7.15	7.30	7.40	8.00	8.10	

- My alarm goes off at
- 2 I get up at
- 3 I clean my teeth at
- 4 I get dressed at
- 5 I prepare my school bag at
- 6 I put my shoes on and leave home at
- Listen again and check.
- In pairs or small groups, talk about your morning routine.

I wake up at seven o'clock.

I get dressed and then I have breakfast.

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18

## GRAMMAR

## Present continuous and present simple

 Look at the examples from the listening. Write simple or continuous.

#### Present

<u>Today</u>, I'm talking about my morning routine. I'm having cereal with fruit <u>today</u>.

At the moment, I'm wearing my favourite T-shirt. I'm leaving the house now.

I'm not wearing my uniform today.

#### Present

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

2 Complete the rules with the <u>underlined</u> words.

We often use	ne present simple with words lik	e
,	and .	
We often use	he present continuous with word	ds
like,	and	

## >> GRAMMAR REFERENCE AND PRACTICE PAGE 139

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

## is getting

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



- Make sentences with the present simple and present continuous. Use usually and today or at the moment.
  - walk to school / go by bus. I usually walk to school, but today I'm going by bus.
  - 1 have a sandwich for lunch / spaghetti
  - 2 watch TV after school / do my homework
  - 3 play football on Saturday / play tennis
  - 4 get up at seven o'clock / eight o'clock
  - 5 have a shower / have a bath
- 6 Put the words in order to make questions.
  - 1 your / the / moment / friend / what / doing / is / at?
  - 2 bed / do / go / you / what / usually / to / time?
  - 3 school / do / get / home / how / from / you?
  - 4 sitting / is / teacher / at / down / your / the / moment?
  - 5 sun / today / shining / is / the?
  - 6 day / do / every / get / at / same / up / the / time / you?

Now match the questions to the correct answer.

- a No, it isn't.
- d Yes, he is.
- **b** 10 pm.
- e She's sleeping.
- c I walk.
- f Yes, I do.

In pairs, ask and answer the questions.

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

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



Are you putting on your sunglasses?

No

Are you taking a photo?

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

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

Student B, ask more questions.

## READING

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

## Tell us about your day....

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

## A Onni – Finland

I get up at 8.00 am. For breakfast I have cereal and milk, with orange juice. After breakfast, I meet my friend, and we go to school together on the metro. Some days school starts at 9.00 but on other days at

10.00. We don't wear a uniform, and we call our teachers by their first name. We all get a free lunch at school – meat or fish with vegetables for the main course and fruit for dessert.

School usually finishes at 2.45, and after that I go to music lessons or drama

essons or drama club. I have a snack in the evening before bed.

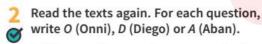
## B Diego - Mexico

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

## C Aban - Ghana

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





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

## TALKING POINTS

Whose school day is like yours? Whose is different?

Was any of the information surprising to you?

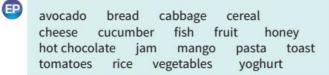
## VOCABULARY

Food

## 1 Look at the texts and find these words.

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

#### Match the photos to the words in the box.



Listen and check. Then repeat.



- 3 Think of ten more food words. In pairs, compare your words. Then ask and answer these questions.
  - 1 What's your favourite food? What don't you like?
  - 2 What do you have for breakfast?
  - 3 What time do you have dinner? What do you have?
  - 4 What snacks do you have every day?





- 1 Read the poster. What do you think of these tips?
- Listen to the radio show. You will hear a woman asking six students about getting up in the morning. Match each student to the correct tip. There is one tip you do not need.

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

- Listen again and check. Then in small groups, discuss the questions.
  - Which of the tips do you think are useful? Which are not useful?
  - 2 Can you think of other tips for getting up in the morning?
  - 3 Is getting up in the morning easy or difficult for you?



E move!

## WRITING

## PREPARE TO WRITE

A paragraph about your routine

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

Choose the correct words to complete the sentences.

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

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

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

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

G don't keep your alarm by your bed

# GULTURE

# THE PARALYMPIC

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

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

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

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

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

Number of sports: Around 25

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



The Paralympic Games take place every two years. There are winter Games and summer Games. Athletes with physical disabilities from different countries compete for gold, silver and bronze medals.

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

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





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

You play this sport on a court inside. Players sit on the floor. They need a net and a ball. Teams need to hit the ball over the net in three turns using their arms.

2

Each team has six players on the court.

Each team is on a different side of the net.

There are 12 players on a team, but there are only four players on the court for each team at one time. For a goal, the team carries the ball over the opposite team's line and two wheels need to cross the line.

4

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

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

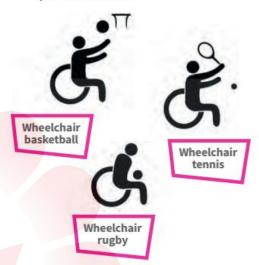




#### TALKING POINTS

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

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



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

## **PROJECT**

An interview

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

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

## GREAT SOUNDS 2020

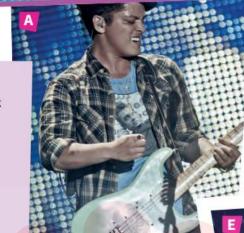


## **3** ABOUT YOU

D 02 Watch the video then ask and answer the questions.

When do you listen to music? Where do you listen to music? Do you listen to music alone or with friends?

Can you play any musical instruments? Which one(s)?











## **VOCABULARY**

AND

LISTENING

#### Music

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

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

> Musical instruments Types of music

- Match the photos A-F to the musical instruments in Exercise 1.
- Listen and check. Then repeat.
- Listen to the different types of music. Match them to the types of music in Exercise 1.

- What types of music do you think the people are playing in the photos?
- Choose the correct word to complete the sentences.
  - 1 You usually need a lot of different instruments for classical music / pop and the pieces of music are often quite long.
  - 2 People sometimes use sticks when they play the keyboard / drums.
  - 3 There are different singers in jazz / an opera. It's a bit like a play with music and singing.
  - 4 In rap / rock, the artists don't really sing the words; they speak them.
  - 5 You put the saxophone / violin to your mouth to
  - 6 A piano / an electric guitar is quite easy to carry around.





- 6 Listen to Jason and Mia talking about music and musical instruments. Who can play:
  - 1 the saxophone?
  - 2 the electric guitar?
  - 3 the keyboard?
  - 4 the piano?

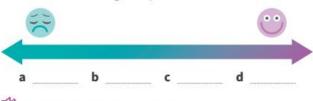


- Listen again. Are the sentences right (✓) or wrong (X)?
- Mia likes the new album a lot. ✓
- 1 Mia often listens to jazz at home.
- 2 Jason likes opera.
- 3 Jason's sister plays in a rock group.
- 4 Jason thinks the violin is easy to play.
- 5 Mia likes the drums.

## GRAMMAR

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

- 1 Put the words in bold on the correct place (a-d).
  - 1 I don't like listening to opera.
  - 2 She likes playing classical music.
  - 3 I hate playing the violin.
  - 4 I love listening to rap.



Listen and check. Then repeat.





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

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

choose drive get learn make practise ride sing sit swim win

- 3 Choose the correct words to complete the sentences.
  - 1 I like / hate rock. It's too loud.
  - 2 She doesn't like / loves playing the piano. She prefers the saxophone.
  - 3 My mum *loves / hates* listening to opera. She often goes to watch it.
  - 4 Lots of people *like | don't like* hip-hop, but I think it's great.
- 4 Complete the sentences with the correct form of the verbs.
  - On Sundays, I like <u>having</u> lunch with my family. (have)
  - My dad likes the news online. (read)
     I really love football with my brother. (play)
  - 3 I love \_\_\_\_\_ to my friends' houses to play computer games. (go)
  - 4 Everyone in our class likes English. (learn)
  - 5 Do you like \_\_\_\_\_ to music when you are doing your homework? (listen)
- 5 In pairs, ask and answer the questions.



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

## READING

- 1 Look at the photos. In pairs, ask and answer the questions.
  - 1 Is it easy to become a famous musician?
  - 2 How do people start in the music business?
  - 3 How can the internet help people to become musicians?
- Read the article quickly and match the teenagers' questions 1-3 to the advice A-C.





## STARTING IN THE MUSIC BUSINESS

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

## Read on to find out how!



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

Pete



Shona

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



Spark

- 3 I'm 15 and a rapper. I record my songs and put them online. I get lots of hits! But I live in the countryside and there are no gigs here. It's too far for me to travel to the city. What can I do to become famous?
- A Why not make a music video too? Then it doesn't matter where you live. Ask your parents or someone from school if it's okay, and they can show you how to do it. Then you can upload the video to a social network like YouTube or Instagram. That's how Shawn Mendes became famous!
- B You already write and perform your own songs. Great! Next step: record an album using computer software and post it online. You don't need a record deal. College courses are a really useful way to learn how to do this, and can give you other ideas too. Ask at your school.
- Music is an important part of your life. Stay with your friends for the moment but think about going to a music school. These schools teach music and everything you need to know about becoming a musician. Talk to your parents about it. Good luck!

## 3 Are the sentences right (✓) or wrong (X)?

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



#### **TALKING POINTS**

Are any of your friends musicians?

Do any of your friends upload their music to the internet?

Do you like listening to music on the internet?

Which sites do you prefer?

## **VOCABULARY**

## **Music phrases**

Complete the sentences with the correct form of the words in the box.

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

- My dad can help me \_\_\_\_\_. Then I can upload it to Youtube.
- 2 My sister is a famous classical musician. She in our town every summer.
- **3** Amy can't play an instrument, but she has a very good voice. She wants to
- 4 Andy plays the drums well. He with his friends on Saturdays at the music club.
- **5** We've got ten new songs and they're really good. Let's
- 6 I really want to \_\_\_\_\_ one day and be on TV and play at big festivals.
- 7 My mum plays lots of instruments, and she at our school.
- 8 When bands \_\_\_\_\_, they play concerts almost every night in lots of different places.
- 2 Read the article again. In pairs, answer the questions in your own words using information from the article.
  - Pete: 'What can I do next?' I think you can record an album and play it to your friends.
  - Shona: 'Do I stay with the band or find other musicians to play with?'
  - 2 Spark: 'How can I become famous?'

#### In pairs, take it in turns.

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

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



Head's name: Ms 5

Email address: 6

Listen again and check.

## LISTENING



#### PRONUNCIATION

#### Email addresses, phone numbers and names

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

#### 1 In pairs, practise.

- 1 Say this email address: school@musicpopcloud.com
- 2 Say this phone number: 0451 256 337
- 3 Spell this name: Joanna
- Listen and check. Then repeat.

## SPEAKING

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

- 1 Do you like different kinds of music? What are they?
  - 2 Do you like different musical instruments? Which ones?
  - 3 Do you think ...

jazz is interesting? opera is exciting? classical music is boring? the saxophone is difficult to play? musical instruments are expensive?

- 4 Which of these different types of music do you like best?
- **5** Do you prefer listening to music at home or going to concerts? Why?
- 6 Which instrument would you like to play?

## IT WAS AWESUME!







AND

LISTENING

## **Adjectives**

- 1 Look at the photos. Where are the people and what are they doing?
- 2 Listen and match the conversations to the photos.

Conversation 2 Conversation 2 Conversation 3 Conversation 5 Conversation 6

- Listen again. How did the speakers feel about their experiences? Complete row A of the table with the conversation numbers.
  - 4 Now complete row B of the table with the adjectives in the box.
  - amazing awesome brilliant fantastic fine great horrible lovely OK perfect really good terrible wonderful

	4 3	-	(3)		9
Α	Conversation			1	
В	Adjectives	larromententententent		amazing	
		 	***************************************		

- Listen and check. Then repeat.
- 5 Choose the correct words to complete the conversations.
  - **0** A: I'm not in the basketball team any more.
  - **B:** Oh no! That's (terrible) / fantastic!
  - 1 A: I've got a new mobile phone.
    - B: Wow! That's fine / brilliant!
  - 2 A: My sister's getting married.
    - B: That's great / OK!

- 3 A: Look at my lunch!
  - B: That's horrible / excellent don't eat it!
- 4 A: Are you enjoying the film?
  - B: It's OK / lovely. It's not great.
- 5 A: I got top marks in my test.
  - **B:** That's wonderful / terrible, well done.
- 6 In pairs, practise the conversations. Then make some new conversations together.





## **GRAMMAR**

## Past simple of be

#### 1 Look at the examples.

#### **Positive**

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

#### Negative

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

#### Questions and short answers

Where were you last night? How was the food? Were you at the football match? Yes, I was. Was it fun? No, it wasn't.

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

was were n't

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

## >> GRAMMAR REFERENCE AND PRACTICE PAGE 141

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

was

**0** The weather is good yesterday.

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

Suzy: Hi Max. Where o were you yesterday afternoon? You 1 at school. Max: Oh hi Suzy. No, 12 . | 3 at a big athletics competition at the city sports club. Suzy: Really? 4 it fun? . It 6 Max: Yes, it 5 amazing! 17 the winner of the 800 m race! Suzy: Fantastic! 8 your parents there? Max: No, they 9 . They 10 at work. But my brother 11 there with his video camera, so it 12 fine!

## PRON

#### PRONUNCIATION

was/were

5 Listen to some sentences from the conversation and repeat them.

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

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

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

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

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



## READING

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

# Fun day!

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

## Fantastic!

Liam

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



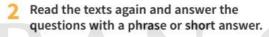
This was my first time in a helicopter, and I was quite nervous. I wasn't sure I wanted to do it. But there was no need to be afraid - in fact, I was sorry when it was over! I was in the front seat and the view was fantastic. The only problem was that we were back on the ground after only ten minutes.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





## Really special!

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



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

## **TALKING POINTS**

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

What do you give other people?

## VOCABULARY

#### **Emotions**

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

afraid happy interested angry glad nervous surprised upset worried sorry













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

- 1 I'm so sorry / afraid you're not feeling well!
- 2 I'm angry / nervous about my piano exam tomorrow! I don't feel ready.
- 3 My little brother's crying. He's upset / glad because my mum isn't there.
- 4 I'm painting a picture at the moment, and I'm really happy / surprised with it.
- 5 My mum's worried / interested about my school work, but my teacher says it's fine.
- 6 I'm really glad / angry you're here at last! Why are you so late?
  - © Cambridge University Press 2015, 2019

## LISTENING

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



2 Where is Kyle's ticket?



3 What was the weather like?



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



5 Where was the girl on Saturday?

## WRITING



### PREPARE TO WRITE

A description of a party

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

#### • • • **(**)

Q #

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

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

Put the adjectives in the correct place in the sentences.

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

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

WRITE Write a paragraph about the party.

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





# LIFE SKILLS COLLABORATION



### LIFE SKILLS

Reaching agreement

For two people to agree, you need to:

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

Let's agree to disagree.

We can find a 'win-win' solution.

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

What to do at the weekend What to buy a friend for their birthday What topic to choose for a school project

- Read the problems on Danny's page quickly and write the names on the correct replies. Do you have any problems like these in your life?
- Read the texts again. Which person/people has/have these problems?

Which person/people ...

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

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

1	I don't	with the	things my friend	does in class.
	She doesn't list	en to the	teacher.	

2 Do you agree or with the idea of going to the cinema?

the film. 3 I hope you

4 Can you give me some ? I don't know what to

. I can't go to the cinema with my friends. My mum and dad want me to stay at home with my little brother.

6 Maybe you don't agree. In that , you can make your own plans.

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

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

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

1 First, they need to decide on a for the party. a present **b** day 2 They decide to meet on a Sunday night **b** Saturday afternoon

3 Lola thinks it's a good idea to get a

a basketball shirt **b** notebook

4 Oscar thinks it's a better idea to get a a T-shirt

5 Michael loves

b going to the cinema a listening to music

6 They decide to

b get a CD and a book a get nothing

7 Oscar wants to

a buy a cake at the shop

b make a cake

8 Lola needs to

a study

b help her mum

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



## **USEFUL LANGUAGE**

I disagree D

How about a basketball shirt?

I have a better idea.

I agree.

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

That's an awesome idea!





Send me your problems and I can give my advice.



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

Regards, Bored Best Friend

Dear

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

Enjoy shopping and happy birthday to your brother! Danny

Dear Danny,

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

Birthday Brother

Door

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

Enjoy your lessons at school!

Good luck! Danny

## **TALKING POINTS**

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

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#### Dear Danny,

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

**Unhappy Friend** 



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

Good luck! Danny

## **PROJECT**

Planning a surprise party

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

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

## UNITS 1-4

## **VOCABULARY**

1 Match the sports equipment words to the photos.



ball bat racket stick

Now match the equipment to these sports.

baseball basketball hockey rugby table tennis tennis volleyball

Put the words into the correct column.

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

Music	Sport
	Music

3 Complete the missing word in each sentence.

1	Please can you	p your school bag after
	breakfast?	
2	I want to m	a music video with my

brother.

3 He likes cooking a He doesn't

3 He likes cooking a . He doesn't like cooking with other people.

4 That's a f\_\_\_\_idea. I think it's really good.

**5** Do you always t your bedroom at weekends?

**6** My sister is u\_\_\_\_\_ because she can't come to the party.

7 Bands usually go on t when they make a new album.

8 That's b news about the tennis match.
Well done!

9 I always get d before breakfast.

10 My brother doesn't like exams. He always gets very n\_\_\_\_\_.

## **GRAMMAR**

1 Choose the correct words to complete the

sentences.

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

O Correct the mistakes in the sentences.

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

Put the words in order to make questions.

0	your brothers / what / wake up / do / time /
	usually / ?

What time do your brothers usually wake up?

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

3 Now match the questions to the answers.
Then complete the answers with the verb in the correct tense.

a	Yes, she	(play) it	t really well.	
	She	(learn) a ne	w song at the	
		sounds great		
b		eeping (sleep) sually <u>wake up</u>	at the moment (wake up)	0
c	Yes, I am. I It's really d	(do) ifficult!	my maths.	
d		th his friends. Ilm at Tom's h		
е	Yes, I do, ar on Saturda	nd I often ys as well.	(play)	
f		make) my bre	akfast. I	

(have) bread, but

(have) a bowl of

today I

cereal with fruit.

### Tämburello

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

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

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





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

1 What time do they agree to meet?







Which instrument does Mona need to practise tonight?







3 What is Finley's brother doing?







4 Where were they in the morning?







5 What does the girl want to have for dinner?







#### READING

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

#### **SPEAKING**

Put the words in order to make questions.



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

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

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

### MOMENTS INCOV-18 2020 ORY

#### VOCABULARY

AND

READING

#### Historical events

- 1 Look at the photos in the quiz. Can you name any of these people? Do you know, or can you guess, why they are famous?
- Match the photos to the quiz questions.
- Complete the quiz questions with the words in the box.
- climbed painted recorded

crossed played travelled died opened published received



#### **ABOUT YOU**

What famous people do you know from history?

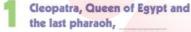
Why are they still famous today? When and where were they born?

- 4 In pairs, do the quiz. Choose A, B or C.
- Listen and check.
- 5 In pairs, Student A, name a photo. Student B, say what happened.

Student A: Photo J
Student B: Cleopatra died.



## Women in history



A in 180 BCE.

B in 70 BCE.

C in 30 BCE.

Marie Curie the Nobel Prize in chemistry

A in December 1911.

B in December 1995.

C in December 1950.

Valentina Tereshkova into space

A on 12th August 1961.

B on 3rd April 1962.

C on 16th June 1963.

Amelia Earhart the
Atlantic Ocean, alone, by plane

A in 1932.

B in 1941.

C in 1950.

Coco Chanel her first shop in Deauville, France

A in the 18th century.

**B** in the 19th century.

C in the 20th century.

Frida Kahlo her self-portrait with parrots

A in 1920.

B in 1935.

C in 1941.

Serena Williams her first match at Wimbledon

A in 1996.

B in 1998.

C in 2000.

Junko Tabei Mount Everest

A on 16th May 1975.

B on 5th April 1977.

C on 12th May 1980.

J. K. Rowling her first Harry Potter book

A in March 1985.

B in June 1997.

C in July 2004.

Ella Fitzgerald
her first song

A in 1928.

**B** in 1930.

C C C .

C in 1936.









36

#### **GRAMMAR**

#### Dates with in and on

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

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

\_\_\_\_\_12th August 1961 / \_\_\_\_\_Tuesday.

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

January / 2004 / the 20th century.

In pairs, test your partner.

In 1998

Serena Williams played her first match at Wimbledon.

#### Past simple: regular verbs

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

Ada Lovelace completed the first computer program in 1842.

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

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

clean	complete	cook	сору	enjoy	finish	help	invite	join	paint	
phone	plan	play p	orefer	study	want					

climb → climbed	change → changed	carry → carried	stay → stayed	stop → stopped
cleaned				

#### >>> GRAMMAR REFERENCE AND PRACTICE PAGE 142

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

1	1	(cook) dinner	Sunday.
2	My mum	(study) his	tory at university
		2001.	
3	My dad	(play) for Ma	anchester United
		September 1988.	
4	She	(invite) us to he	er 14th birthday
	narty	9th Juno	

#### 7 Choose the correct verb forms.

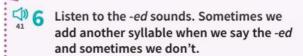
- 1 like / liked the competition because my sister was in the team.
  - 1 She watches / watched TV and likes playing on the computer.
  - We really want / wanted to go to skiing last week, but there wasn't any snow.
  - 3 It starts / started to rain in the night. It was very noisy.
  - 4 I really enjoy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

climb	comple	te	cro	SS	dar	ice
finish	join	open		paint		play
record	reveal	st	art	vis	it	

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

#### PRONINCIATION

Past simple -ed



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

finished: ed is NOT an extra syllable waited: ed IS an extra syllable

Listen and check. Then repeat.

#### READING

Look at the photos.

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

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

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

# Great Fire

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

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

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

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







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#### **VOCABULARY**

#### **Buildings**

#### 1 Match the words in the box to the meanings.



castle	cathedral	ceiling	g
church	floor	palace	roof
square	stairs	statue	

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

Places / things	Parts of
in a city	buildings
3	

3 Add other words that you know to the table.



#### TALKING POINTS

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

#### LISTENING



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

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



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

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

#### **SPEAKING**

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

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

- · What's the important moment?
- · When was it?
- What happened?
- · Why was it important?
- Tell the class about your moment in history.

Our important moment from history is

It happened on (date) in (place).

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

It was an important moment because ...

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



## 6

## WHAT A GREAT JUB!



#### **ABOUT YOU**

**10** 03 Watch the video and answer the questions about you.

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

#### VOCABULARY

AND

READING

#### Johs

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



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

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

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

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

boring difficult easy fun interesting



#### PRONUNCIATION

Three-syllable words

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

afternoonassistantdifficultengineerexpensiveinterestingmanagermechanicunderstand

000	000	000
	assistant	afternoon

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



# weeks, states, different jobs

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

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

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



6 In pairs, answer the questions.

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

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#### GRAMMAR

#### Past simple: negatives and questions

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

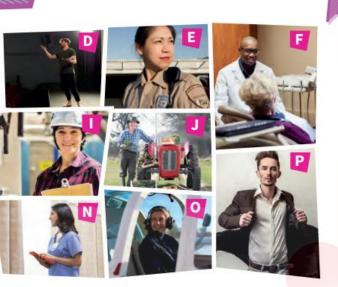
Negatives	Questions	Short answers
He didn't use buses or planes. I didn't even have time to get a drink of water.		Yes, he did No, he didn't.

and the ma	ain verb in the infinitive in negative
and the ma	ain verb in the infinitive in questions.
or	and leave out the main verb in short
	and the ma

#### GRAMMAR REFERENCE AND PRACTICE PAGE 143

- Match the questions to the answers.
  - 1 How many states did Daniel visit?
  - 2 How did Daniel travel from job to job?
  - 3 Why did Daniel stay in people's homes?
  - 4 Did Daniel like being a farmer in Nebraska?
  - 5 Did Daniel work at a theme park in Florida?
  - 6 What did Daniel do in Alaska?
  - a Because hotels were too expensive.
  - b He worked as a photographer.

  - d By car.
  - e No, he didn't.
  - f Yes, he did.
- ₹ Tick (✓) the sentences that are true for you. Correct the ones that are wrong.
  - O I travelled to school by bus today. I didn't travel to school by bus today. I walked to school.
  - I finished my homework at 6 pm last night.
  - 2 I cooked the dinner on Saturday.
  - 3 I texted ten friends yesterday.
  - 4 I painted a picture last week.
  - 5 I climbed a mountain during my last holiday.
  - 6 I watched a film on TV last night.
- Find and correct the mistakes with the past simple.
- 1 Did you enjoyed yourself on holiday?
  - 2 Tom don't talk to me for very long at the party.
  - 3 I didn't finished the history homework before the lesson.
  - 4 I really don't want to go to my dancing class yesterday.
  - 5 Did you remembered my birthday?
- Make questions. Then ask and answer with a partner.
  - What / learn about in the last lesson? What did you learn about in the last lesson?
  - 1 /play any sport last week?
  - 2 /visit anywhere interesting last month?
  - 3 Which school clubs / join last year?
  - 4 /answer a question in your last lesson?
  - 5 What date / start school this year?
  - 6 When / last travel to another country?





#### Some more of Daniel's jobs

- Wedding planner, Las Vegas
- Mechanic, Detroit
- Factory worker, Pennsylvania
- Oil engineer, Texas
- Cheesemaker, Wisconsin
- Sugar maker, Vermont
- Fisherman, Maine



#### READING

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

## STUDENTS AT WORK!

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



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

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

- 1 From the introduction we learn that Nina and Julia
  - A enjoyed their jobs.
- **B** worked in different places.
- 2 What kind of work did Nina want to do at the café?
  - A cleaning

- B cooking
- 3 What does Nina say about her working day?
  - A It was very long.
- **B** It started too early.
- 4 Why was Julia upset in the beginning?
  - A She didn't want to work in an office.
- B She didn't like the people she worked with.
- 5 Julia often didn't have much time to
  - A eat her midday meal.
  - **B** answer the phone.
  - C speak to her boss.

- C were sorry to go back to school.
- c serving food
- C There was a lot for her to do.
- C She didn't know anything about the TV business.



#### **TALKING POINTS**

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

#### **VOCABULARY**

#### Work

Look at the article and find the words in the box.

Then match them to sentences 1–6.

boss busy customers earn office staff

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

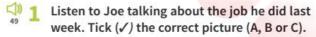
Julia and Nina earned lots of money.

Wrong

Julia's boss was friendly.

We don't know!

#### LISTENING



0 Where did he work?







1 What did he do?







2 What time did he start?







3 How did he travel to work?







4 How did he get the job?









Listen and repeat.

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

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

Where did you work?

I worked in the museum.

Wow! That's brilliant.

#### WRITING



#### PREPARE TO WRITE

A paragraph about work

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

Full stops - These are at the end of a sentence.

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

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

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

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

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

close enjoy finish open start stop travel use work

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

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



## CULTURE



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

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

### JOB OFFER – Saturday mornings

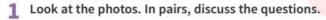
Do you like animals? Do you like nature? Do you like walking? Do you want to earn some pocket money? Well, dog-walking is your dream job. And we pay well.

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

WHEN: 2 hours on Saturday mornings
THE JOB: Walk 2–3 small dogs

WHERE: Local parks

For more information, visit our Doggie Walks website.



- 1 What are the two jobs in the photos?
- 2 Do teenagers work for pocket money where you live? What jobs do they do?
- 3 What are some good things about being a dog-walker or doing a paper round?
- Read the job offers. In pairs, discuss which one you think is the best.
- Match the photos A and B to two of the job offers 1-3.
- Read the job offers in Exercise 2 again. Answer the questions.
  - 1 How many hours a week is the dog-walking job?
  - 2 Is the dog-walking job for a company?
  - **3** Where is the Saturday afternoon job?
- **4** How can you get more information about the Saturday afternoon job?
- 5 When is the paper round job?
- 6 Where do you take the newspapers on the paper round?
- Complete the sentences with the highlighted words in the job offers in Exercise 2.

JOB OFFER - Saturday mornings	You can earn some <sup>1</sup> .		
grandscheiden der verschieden	You need to <sup>2</sup> 2–3 small dogs.		
Help Wanted – Saturday afternoons	You are <sup>3</sup> for plants, pets and small jobs. You need to <sup>4</sup> the cats.		
Extra pocket money?	The job is doing a <sup>5</sup> . You need to be <sup>6</sup> .		



#### Saturday afternoons

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

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

WHEN: 3-4 hours on Saturday afternoons

#### THE JOB:

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



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





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

1 Olivia has experience doing





2 Olivia has a

on Saturday mornings.





Tisten again. Are the sentences right (✓) or wrong (Ӽ)?

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

#### EXTRA POCKET MONEY? DO A PAPER ROUND.

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

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

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

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





#### **TALKING POINTS**

Which job would you prefer? Why?

#### PROJECT

A job offer

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

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

## AN EXCITING OF TRIP 2020













#### **VOCABULARY**

AND

LISTENING

#### **Holidays**

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

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

- Listen and check. Then repeat.
- Listen to Callum and Lottie talking about their holidays.

  Answer the questions.
  - 1 Where did Lottie go?
  - 2 Where did Callum go?
  - 3 Did they enjoy their holidays?
  - 3 Listen again and look at the photos in Exercise 1. What activities did Callum and Lottie do? Write C or L for each picture.
  - Work in groups. Say what you like and don't like doing on holiday.

#### **GRAMMAR**

Past simple: irregular verbs

- 1 Read the sentences from Callum and Lottie's conversation and look at the irregular past simple forms. What verbs do they come from?
  - 1 My friend Annabel came with us. come
  - 2 We swam in the sea every day.
  - 3 We lay on the beach.
  - 4 We did lots of water sports.
  - 5 We rode our bikes.
  - 6 We got up late every day.
  - 7 We had a really good time.
  - 8 My parents gave me a new phone.
  - 9 I took hundreds of photos.
  - 10 I went to Istanbul, in Turkey.
  - 11 I saw some interesting places.
  - 12 I bought you a present.
  - 13 I only ate one sweet.
  - 14 We could walk to the beach in five minutes.

#### >>> GRAMMAR REFERENCE AND PRACTICE PAGE 144

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

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

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

4 Make conversations. Use the verbs in brackets.

you to the mountains for your holiday? (go)

2

you in the sea every day? (swim)

Yes, we \_\_\_\_, and we also in the pool.

3

you any clothes? (buy)

No, I \_\_\_\_\_ a lot of presents.

you cream? (eat)

a lot of ice

Yes, we ! And we a lot of sweets.

5

you a good time? (have)

Yes, we \_\_\_\_\_. We \_\_\_\_ a great time.

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

- 6 Correct the mistakes with the past simple.
- O My family and friends were there and they gived me a lot of presents.
  - Yesterday, I go with my dad to a football competition.
  - 2 I went shopping and bough lots of presents.
  - 3 I had a party and all my friends come to my house.
  - 4 I was happy because I get a bag and a T-shirt for only £10!
  - **5** My friend gaves me some money to buy an ice cream.
- 7 Complete the email. Use the verbs in the box in the correct form.

be buy can eat go have love see stay take visit



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

### ON A RICKSHAW TO SEE THE OLYMPICS

fturists and said the

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

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

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

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

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



**□**))
56

LONDON 2012

RIO DE JANEIRO 2016

#### READING

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

#### **VOCABULARY**

#### **Holidays**

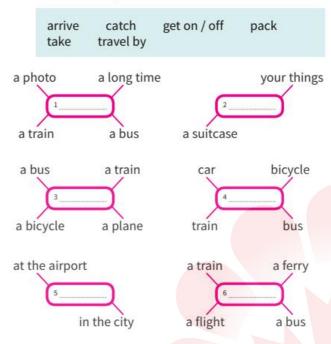
1 Match the photos A-I to the words in the box.



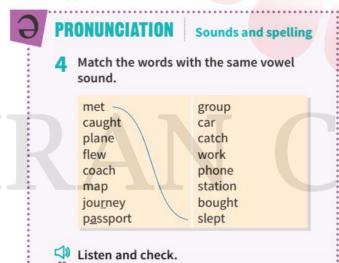
Listen and check. Then repeat.



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



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











#### LISTENING

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













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



#### TALKING POINTS

D 05 Watch the video. Ask and answer the questions with a partner.

Where did you go on your last holiday?

What did you do there?

What did you see?

What did you eat?

#### SPEAKING

Work in pairs. Tell your partner a travel story.

Include this information in your story:

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

#### Useful words

This happened ... months/years ago.

First, we ...

Then we ...

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

bus/car.

Anyway ...

### FAVOURITE PCV-192020S



#### **ABOUT YOU**

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









AND

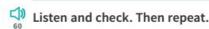
READING

#### Bedroom furniture

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



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





#### PROMINCIATION

/3:/ and /5:/



Listen to the sounds /3:/ and /ɔː/.

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

bought curtains drawers first floor furniture saw wall were work

/ɜː/ b<u>i</u>rd /ɔː/ b<u>oa</u>rd

curtains bought

Listen and check. Then repeat.

- 3 What do you have in your bedroom?
- 4 Read the article. Which of the things from Exercise 1 are NOT mentioned in Rebecca's article?













Everyone needs a

## FAVOURITE DIACE by Rebecca Grant

It's by the window in my bedroom. I've got a dark red armchair and a blanket. My grandma made the blanket for me when I was little. Next to the chair is a bookshelf with my favourite books, and there's also a little chest of drawers. On top of it, there are some stones I collected from the beach. I've got a few photographs on one side of the window and a mirror on the other side. I've got curtains on my window, too.

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

- Light is important in a room. Is there natural light or do you need a lamp?
- You don't need a lot of furniture. A chair or an armchair is enough. Or you can put a few large cushions on the carpet in a corner. You don't really need anything else.
- What colours do you like around you? Use something like cushions to give colour to your bed. Posters and blankets work well for colour too.
- Now you can collect some favourite things to put in your special place.

Remember, no one is the same, so everyone's favourite place is different.

Anyone can make their place special.

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

#### GRAMMAR

someone, anyone, etc.

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

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

#### GRAMMAR REFERENCE AND PRACTICE PAGE 145

- Look at the article again. Find seven sentences or questions with the words in Exercise 1.
- Complete the pronouns with -thing, -one or -where.
  - O Did anyone come to your party?
  - 1 Some gave me these shoes. Do you like them?
  - 2 There was on the bookshelf. I looked.
  - 3 Can you think of any to go this afternoon?
  - 4 I'm hungry but there's no in the fridge!
  - 5 She went some hot for her holidays.
  - 6 No told me that you wrote stories!
  - 7 I'd like some to eat, please.
  - 8 Every in the class, except me, likes the colour blue.
  - in my house is a special place.
- Complete the sentences with anything, everything, nothing or something.
  - 1 Do you remember about the film?
  - 2 The bookshelf is empty. There is
  - 3 It's very dark. I can't see
  - 4 I learn new in English every day.
  - 5 I don't need any help thanks. I can carry

- Correct the mistakes in these sentences.
  - something

    - O Please tell me anything about your holiday.
    - 1 I don't have something to do next weekend.
    - 2 You don't need to bring nothing else.
    - 3 You can write everything you like.
    - 4 I can't see no one.
    - 5 I want to buy anything at the supermarket.
- For each question, choose the correct answer.
- Department Store Buy two cushions, CHEAPER get another one free! Today only.
  - A One cushion costs the same as two.
  - **B** Other shops are more expensive than Bright's.
  - C The shop is not open today.



Why did Jackie write this email?

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



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

#### Wanted

#### Desk lamp, 30-40 cm tall.

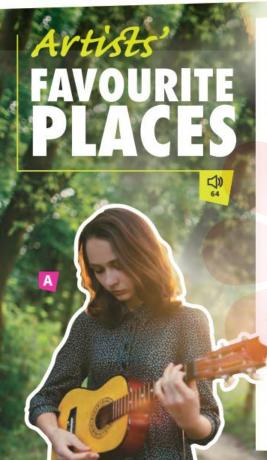
Phone Jo any time after 6 pm. 01632 960054

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

#### READING

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





Gemma Blake, painter

Last summer, I spent four weeks on the north-west coast of Scotland in a little house by the sea. In the evenings, I sat by the open window and listened to the sound of the wind and the waves. It was wonderful. After breakfast, when I went out to paint and draw, I always had lots of ideas for pictures. Most days, I didn't see anyone except my neighbour. He was a fisherman. He really liked my work, and I sold him a drawing for his wall.

Susie Grey, singer-songwriter

I grew up in a small town in Canada. My grandma took me for walks and told me everything about the animals and plants there. When I was 19, I went to music school in Toronto. At first, I loved the big city. Then I started writing my own songs about, guess what, nature in and around my home town. So, five years ago, I moved back, and now I don't want to live anywhere else.

Paul Davidson, dancer

I started dancing when I was very young. It was hard work, but I was good, and I danced with famous companies in Russia, the USA and Europe. I didn't really have a home, so when I had enough money I bought a tiny flat in London. I love it there. The world of dance is busy and tiring, and it's great to be able to get back to my flat. I close the door, lie on my bed and listen to music.

- 3 Read the article again and answer the questions.
  - 1 What did Gemma hear when she sat next to the open window?
  - 2 What did she do in the mornings?
  - 3 What did the fisherman buy from her?
  - 4 What did Susie learn from her grandma?
  - 5 Why and when did she move away from home?
  - 6 What does she write songs about?
  - 7 Why did Paul travel to so many countries?
  - 8 What did he spend his money on?
  - 9 What does he do when he gets home?



#### **TALKING POINTS**

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

#### VOCABULARY

Free-time activities

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



B a blog computer games a diary the drums the guitar magazines music pictures songs stories

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

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

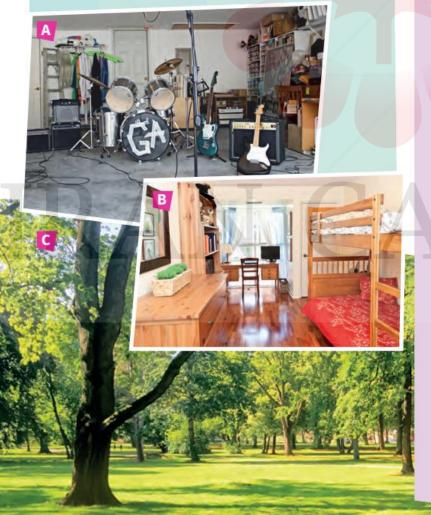
Everyone came to my place last night and we played computer games and listened to music.

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#### LISTENING

- Listen to three teenagers, George, Abby and Jo, talking about their favourite places. Look at the photos A-C. Match the teenagers to their favourite places. Write the letters in column 1 of the table.
- Listen again. What do they like doing in their special places? Write the answers in column 2 of the table.





#### WRITING



#### PREPARE TO WRITE

A description of a favourite place

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

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

Read the text again and underline because and so. Think about how Tom uses these words to join ideas in a sentence.

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



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

PLAN Make notes about your favourite place.

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

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

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

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

## LIFE SKILLS PHYSICAL WELL-BEING

## SAFETY AT HOME



#### LIFE SKILLS

Safety at home

What is safety at home?

- · Being careful with hot drinks or hot food
- · Taking care with broken glass
- · Never leaving things on stairs
- Look at the signs and answer the questions.









- 1 What do you think each sign means?
- 2 Where can you see each sign?
- 3 What does a fire extinguisher do?
- Look at the photos. Match the photos A-G to the words 1-7.
  - 1 lighter 2 rug
- 4 heater
- 6 stairs

- 5 iron
- 7 matches





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

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

> Cuts Falls Burns



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

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



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



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



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



## WHAT TO DO IN AN

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

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c fire extinguisher

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

1 It's dangerous to lighters and matches wrongly. a touch **b** use c have 2 Cookers get . You can burn yourself. **b** hot c fire

a cold 3 It's a good idea to keep a at home for emergencies.

**b** heater 4 It's not a good idea to leave on the stairs. **b** shoes and c a desk a a rug

books 5 Be careful! You can down the stairs.

a burn yourself b cut yourself c fall 6 It's dangerous to play with and scissors.

a knives **b** rugs c glasses

Match the highlighted words in the text to the meanings.

a this cuts things easily

b you use this on clothes 2 heater

3 rug c this warms the air

d you can see yourself in this

5 mirror e this stops fires

6 fire extinguisher f a soft piece of material that covers the floor

**TALKING POINTS** 

a lighter

1 iron

4 sharp

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

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

1 Who is visiting the class?

a a police officer **b** a firefighter

2 What are the students learning to use?

a the internet

b a fire extinguisher

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

1 Why is it dangerous to use matches and lighters?

2 What can you do with a fire extinguisher?

3 Can hot soup be dangerous?

4 Why do you need to be careful with cookers, irons and heaters?

5 Is it a good idea to dry your clothes on heaters? Why / Why not?

6 What can you leave next to the phone or on your smartphone?

Listen again and check.

Now listen again and choose the correct words.

**USEFUL LANGUAGE** 

1 It's not a good / bad idea to use lighters and matches without adults around.

2 You need to use wrongly / be careful with hot irons.

3 Some heaters and cookers can burn you / put out fires.

4 It's good to have | Don't keep emergency numbers next to the phone.

PROJECT

A safety leaflet

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

· Choose a title for your leaflet.

Think of some ways to stay safe at home.

Find some pictures.

Choose a good design.

· Put it all together.

· Present your leaflet to another group. Take turns.

### 2 UNITS 5-8

#### **VOCABULARY**

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

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

#### Match the verbs to the nouns.

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

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

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

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

#### **GRAMMAR**

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

#### o se

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

#### Correct the mistakes in the sentences.

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

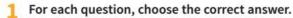
#### Write the past simple of the verbs.

0	come	came
1	begin	
2	buy	
3	catch	
4	fly	
5	give	
6	meet	
7	sleep	
8	swim	
9	ride	14004 (044004,004004,004004,004
10	take	

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

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

#### READING





Petra

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



What did Bella do first?

- A sightseeing
- **B** water sports
- C shopping

2 School trip to London, 26th June.

Put your names here if you want to come. £25, including coach tickets and lunch.

Please pay Miss James by 28th May.

- A Students need to ask Miss James for information about the trip.
- B Students need to bring something for lunch on 26th June.
- C Students don't need to pay for the school trip until 28th May.

3



Dad says there are no buses to the park today, and he can't drive me there. Can I come in your car?

Why did Vicky write this message?

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

Hote

Swimming pool free for hotel guests - £5.00 for everyone else.

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

MEETING - TUESDAY 12.15 PM Information for everyone doing work experience next term (see school website for a list of possible places to work)

This notice tells students

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



What does Liam want to know?

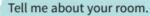
- A what he should bring.
- B where they are going.
- C who is coming camping.

#### SPEAKING

- Put the words in order to make questions.
  - 1 live / you / flat / house / or / a / do / in / a /?
  - 2 rooms / home / how / your / there / many / are / in /?
  - 3 you / do / brothers / sisters / and / have / how many /?
  - 4 big / bedroom / or / your / is / small /?

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

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



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

## CLOTHES AND FASHION



#### **ABOUT YOU**

What clothes do you like wearing in summer and in winter?

What are your favourite clothes? Why? What colour are they?

#### **VOCABULARY**

AND

READING

#### Clothes

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

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



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



**3** Which clothes in Exercise 1 are:

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

- Find pale and bright things in the classroom. Tell your partner.
- 5 Read the blog and match the clothes A-L in Exercise 1 to the people.
- 6 What are their best buys? Who doesn't have a best buy?
- 7 Read the blog again and answer the questions.
  - 1 When did Samuel get his boots?
  - 2 Did Megan need the jumper for her holiday?
  - 3 Why did Ed get a suit and tie?
  - 4 How is Isaac's holiday different from Megan's?
  - **5** Amelia bought a swimming costume. Who else got one?
- 8 Think back over the last few months. What was your best buy? Tell your partner.

58

## WHAT'S YOUR BEST BUY?



Tell us about your cool clothes!

#### Samuel08

March 22 at 11.06

I just love clothes! My best buy last year was a pair of bright red boots.

Cool! I wanted to get some like my brother's. His are green, but now I like mine best. I'm wearing them right now.



#### Megan33

March 22 at 12.30

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

#### **Ed14**

March 22 at 13.13

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



#### Isaac60

March 22 at 13.25

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

#### Amelia55

March 22 at 14.20

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



#### GRAMMAR

#### Pronouns and determiners

1 Complete the sentences with the pronouns below.

hers	his	mine	ours	theirs	yours

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

#### >> GRAMMAR REFERENCE AND PRACTICE PAGE 146

- 2 Find all the pronouns in the blog in Exercise 5.
- 3 Complete the sentences with pronouns.
  - **0** I'm sure those gloves are *mine* . I bought them yesterday.
  - 1 Hey you two, are these caps ? I found them under the table.
  - 2 I hate going shopping for jackets with Ed. He doesn't like pockets on \_\_\_\_\_, but most jackets have them.
  - 3 Samuel bought red boots not green ones, so I don't think those green boots are .
  - 4 Megan and Isaac both love the colour grey, so I'm sure those grey scarves are
  - 5 Are all these ? We've got so many clothes!
  - **6** Excuse me. Are these sunglasses ? I think you dropped them.
- Correct the mistakes in the sentences.
- 1 You can borrow me book.
  - 2 I think you can buy a pair of trainers like my.
  - 3 I like it because it colour is bright blue.
  - 4 The cap isn't my. It's my brother's.
  - 5 The clothes on the bed are all your.
- 5 Work in small groups. Ask and answer questions about the things you have on your desk. Use these words to help you.

Is this yours?

Yes, it's mine.

No, it isn't mine. It's his / hers / yours / theirs. It's long and thin and it's bright green. It's a crayon and you use it to draw and colour in.

Is this your textbook?

Yes, it's mine.

Are these pens yours?

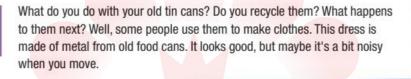
No, they're not mine. They're hers.

#### READING

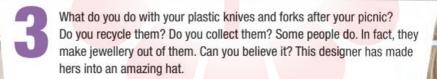
- Look at the photos A-E. Which item of clothing do you like the best? Why?
- Read the article and match the photos A-E to the paragraphs 1-5.

# THEY'RE MADE OF ..

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



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



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

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

#### Read the article again and choose the correct answer.

The article is about:

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

#### Now answer these questions.

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



#### **TALKING POINTS**

Would you like to wear any of the clothes and jewellery from the article? Why? / Why

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



#### **VOCABULARY**

#### **Materials**

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

**(II)** 

cork cotton leather metal plastic wool













- Listen and check. Then repeat.
- 2 Read the article on page 60 again. Find the words in exercise 1 and underline them.
- 3 What other unusual things can we use to make clothes, shoes or jewellery? What are your clothes and shoes made of?

We can make shoes from plastic.
My jeans and socks are made of cotton, my shoes are
made of leather and my jumper is made of wool.

### 9

#### **PRONUNCIATION**

Words beginning with /s/, /[/, /t[/

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

> change cheese chilli sea shirt shoes shorts socks suit

/s/ sick /ʃ/ shower /tʃ/ chair

- Listen and check. Then repeat.
- 5 Now say this!

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

#### LISTENING

(I)

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



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

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

		•
Henry:	It's a really good idea to jewellery out of	그러는 얼마 없는 사람들이 있어 살아 있는 것이 없는 것이 없는 것이다.
CON 1022	got when you	
Molly:	It's a really good idea to jewellery out of	because you'v
	got when you	
Lauren:	It's a really good idea to jewellery out of	
	got when you	

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

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

#### **SPEAKING**

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

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

## 10

## BUYING THINGS 2020









#### **ABOUT YOU**

Where do you do most of your shopping: online or in the shops? Which is better? What do you buy online and what do you buy in shops? Why?

#### **VOCABULARY**



READING

#### **Buying and selling**

- Match photos A-H to the words in the box.
- bill cash discount price purse receipt sale wallet
- Listen and check. Then repeat.
- 2 Do the shopping quiz. Do you agree with the statements? Choose yes or no for each sentence.
- Now check your answers on page 124.
- In pairs, discuss your answers. Which of you:
  - 1 buys more online than in the shops?
  - 2 sometimes checks the bill?
  - 3 usually shops in the sales?
  - 4 carries cash in their purse or wallet?
  - 5 never asks shop assistants anything?
  - 6 spends more on clothes than their friends?
- 5 Put the words from Exercise 1 into the correct columns.

Countable nouns (C) Uncountable nouns (U)

# shopper?

Choose yes or no and find out.

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



Cambridge University Press 2015, 2019

#### GRAMMAR

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

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

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

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

I'm not interested in any discounts.

I never have any cash in my wallet or purse.

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

I share a lot of music with my friends.

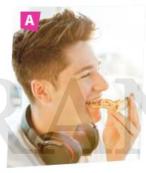
I make sure I keep a few receipts from my shopping.

I spend a bit of time looking at clothes online.

- We use some in positive sentences with nouns.
- 2 We use any in negative sentences with nouns.
- 3 We use a lot of in positive sentences with nouns.
- 4 We use a few in positive sentences with nouns.
- 5 We use a bit of in positive sentences with nouns.

#### >> GRAMMAR REFERENCE AND PRACTICE PAGE 147

Match the photos A-D to the sentences.









- 1 He's got a bit of pizza.
- 2 He's got a few books.
- 3 He's got a lot of pizza.
- 4 He's got a lot of books.

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













1	There are	socks on the bed.
2	There's	cake left.
3	There are	eggs in the fridge.
4	There are	books on the shelf.
5	He's got	money in his wallet.
6	I only ate	breakfast this morning

#### PRONUNCIATION

Weak forms: /ə/

- 4 Listen and repeat.
  - 1 Can I have a bit of your burger?
  - 2 He took a few photos.
  - 3 A lot of people came.
  - In pairs, take it in turns to read the answers from Exercise 3.
- Correct the mistakes in the sentences.
- 1 Please can you bring a pencils for drawing.
  - 2 I want to buy a clothes. Can you help me?
  - 3 I'm phoning to tell you a few good news.
  - 4 You only need to bring a shorts and a T-shirt.
  - 5 I'm sorry, but I haven't got some cash.
- Write six sentences about your shopping habits using some, any, a lot of, a few or a bit of.

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

#### READING

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





# TWO YOUNG ENTREPRENEURS TO WATCH



Cory Nieves, or Mr Cory, is from the United States. He started his business when he was six years old because he was tired of getting the bus to school. He wanted to make some money to help his mum, Lisa, buy a car. First, Mr Cory sold hot chocolate in front of his home in New Jersey. He did well, and he began to sell other things too, like lemonade and cookies. Mr Cory and his mum tried a lot of different recipes for cookies. Then, one day they baked some perfect chocolate chip cookies. Now they bake a lot of different cookies and sell them on his website mrcoryscookies.com. You can also buy them from shops. The cookies are all natural, and Mr Cory and his mum still try the recipes at home before they sell them to customers. Mr Cory also works with organisations that help young people in the United States.



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

Read the articles again and answer the questions.

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



#### **TALKING POINTS**

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

#### **VOCABULARY**

#### Phrases with for

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

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

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

1 time

- 4 occasion
- 2 the meaning of
- 5 reason

3 payment

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

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

entrepreneur its tasty cookies her birthday tomorrow two pounds

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

#### LISTENING



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

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

#### WRITING



#### PREPARE TO WRITE

#### Astory

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

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

- 1 What did you want to buy? Describe it and say why you liked it.
- 2 How did you buy it? Did you use cash?
- 3 How long did it take to arrive?

- 4 What happened when it arrived? What was wrong with it?
- 5 What did you do?
- 6 What happened at the end of the story?

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

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

## CULTURE

### SHOPPING

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

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

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



## SHOPPING SURVE

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



Karen, age 13

Oublin, Ireland

Where: Charity shops on Camden Street, Dublin

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



Mark, age 14 Seattle, USA

Where: Northgate Mall, near Seattle

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



Darren, age 13

Ta' Qali, Malta

Where: Farmers' Market near Mdina

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



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







- 4 Read the texts again. Are the sentences right (✓) or wrong (X)?
  - There are not a lot of technology stores at the mall.
  - 2 Mark walks or cycles to the mall.
  - 3 Karen likes shopping in Camden Street in Dublin.
  - 4 Charity shops only sell clothes.
  - 5 The Farmers' Market in Ta' Qali sells food from local farms.
  - 6 Darren likes eating honey and yoghurt in the morning.
- 5 Complete the sentences with the highlighted words in the texts.
  - When I go to the centre of town, I love going ... I don't buy anything but I look at lots of products.
  - 2 I like buying \_\_\_\_\_ fruit and vegetables at the Farmers' Market. That way, I help small businesses and farmers from the area.
  - 3 I'm taking some clothes to the charity shop to them.
  - **4** I love shopping for hats, scarves, sunglasses and other \_\_\_\_\_.
  - 5 I need to save every \_\_\_\_\_ of my pocket money to buy a concert ticket next month.
  - 6 I need a new phone. This afternoon my mum is taking me to a \_\_\_\_\_\_ store to see some different phones.



#### **TALKING POINTS**

Do you ever shop at any of the places in the survey? Where is your favourite place to do your shopping? Why?

- Listen to Gemma talking to two people about shopping. Tick the correct answers.
  - 1 Leo likes shopping ...
    - a at charity shops.
    - **b** at the Farmers' Market.
    - c at the shopping centre.
  - 2 Gemma's mum likes shopping ...
    - a at charity shops.
    - b at the Farmers' Market.
    - c at the shopping centre.
- 7 Listen again and match the two halves of the sentences.
  - 1 Leo is ...
  - 2 Leo likes ...
  - 3 Leo goes shopping ...
  - 4 Leo sometimes buys
  - **5** Gemma's mum goes shopping ...
  - 6 She likes ...
  - 7 She always buys ...
  - 8 Gemma and her dad love ...
- a window shopping at the shopping centre.
- b three times a week.
- c fruit and vegetables.
- d music magazines.
- e 13 years old.
- f cheese.
- **g** the local products and the prices.
- h at weekends.

### **PROJECT**

A survey

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

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



VOCABULARY



READING

#### Food

What is 'fast food'? Do you ever eat it?

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

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





**ABOUT YOU** 

How often do you eat out?

or home-cooked food?

Which do you prefer - restaurant food

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

a bowl of	a piece of	
a glass of	a slice of	
a bottle of	a plate of	

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

I like salad.

Me too.

I want to eat a bowl of fruit salad now.

- Read the advertisements again. Are the sentences right (✓) or wrong (X)?
  - 1 The party room at Pizza Palace is smaller than the one at Easy Burgers.
  - 2 You can watch something while you eat at Easy Burgers.
  - 3 The food at Easy Burgers looks healthier.
  - 4 Pizza Palace is more expensive than Easy
  - 5 The menu at Easy Burgers is longer than the one at Pizza Palace.
  - 6 Easy Burgers and Pizza Palace are both popular.

#### **GRAMMAR**

as ... as

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

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

Compare the pairs of things using as ... as or not as ... as.

Oranges ... lemons Oranges are as healthy as lemons. / Lemons are not as sweet as oranges.

1 trains ... buses

2 maths ... English

3 cats ... dogs

4 your country ... the UK

5 Cristiano Ronaldo (born 1985) ... Marcus Rashford (born 1997) comfortable / slow easy / interesting friendly / noisy hot / big young / famous



#### **Comparative adjectives**

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

beautiful busy cold dirty exciting fat funny hard hot large late tall thin long new popular

one syllable	one syllable ending in e	two syllables ending in y	one syllable ending in vowel consonant	
add -er	add -r	change y to -ier	double the last letter and add -er	use more + adjective
short – shorter	nice – nicer	healthy - healthier	big – bigger	expensive – more expensive

#### >>> GRAMMAR REFERENCE AND PRACTICE PAGE 148

#### Correct the mistakes in the sentences.

- 1 The tickets for adults cost £25, but the tickets for students are more cheaper.
  - 2 The concert is very bigger and has lots of famous singers.
  - 3 This bag is not big as my last one.
  - 4 It's cold here so bring some warmer clothes.
  - 5 I was more luckier than my friends.
  - 6 My drink was not expensive as yours.

#### 5 Think of two different things for each category.

- 1 sports football, tennis
- 2 foods
- 3 ways of travelling
- 4 jobs
- 5 things you wear
- 6 restaurants you go to

In pairs, write sentences to compare the two things. Use adjectives from Exercise 3 and any other adjectives you know. Work in groups and check each other's sentences.

Football is more exciting than tennis. Tennis is harder to learn than football.

#### READING

Look at the title of the article and the photos. Where do you think the food in the photos comes from? Read the article quickly and compare your ideas with your partner's.



Read the article again and answer the questions.

- 1 Which countries are famous for street food? What kind of street food do they have?
- 2 What three things does the writer like about street food?
- 3 At what sort of events do people eat street food?
- 4 What happens at street food festivals?
- Do you agree with the writer that street food is better than restaurant food? Why / Why not?



In many ways, street food is better than restaurant food. It's much cheaper, and you know it's fresh because you watch the chef prepare and cook it in front of you. It's also more fun to eat - you can use your hands and not worry about what the waiter thinks of you! People often buy and eat food outside at music festivals and at sports events like football matches. There are also street food festivals in many cities. People can try new food from around the world at these festivals.



#### TALKING POINTS

10 07 Watch the video. Ask and answer the questions with a partner. Would you like to try any of the street food in the photos? Why / Why not? Which street foods do you have in your country?

What's your favourite street food?

#### VOCABULARY

Food

Match the photos A-J to the words in paragraph 1 in the

























### PRONUNCIATION

/n/ and /p/

Listen to the words in the box and repeat them. Listen to the sound of the underlined letters. Then put the words in the correct columns –  $/\Lambda/$  or /D/.

> coffee cup horrible lovely much mushroom omelette onion one want what

/1/ /a/ coffee cup

Listen and check. Then repeat.

## LISTENING

Listen to a boy speaking to his friend Nadia. What does he want Nadia to do?



In pairs, practise saying these dates, prices, numbers and times. Write some more and test your partner.

> 3rd July 28th June £8.50 £2.50 74 89 2 o'clock 11.30 am

Listen again and complete the notes.



- Listen to a girl talking to a food seller at the street food festival. What does she order?
  - Complete the conversation from Exercise 1.

Girl: Excuse me, what are you selling? Seller: It's called paella. It's from 1 made with seafood, 2 , vegetables and 3 Girl: Oh. What's it like? Seller: It's 4 ! Would you like to try some? Yes, please. How 5 Girl: is it? Seller: It's £4.50 for a small plate or 6 £ for a large plate. Girl: I'll have a small plate, please. Seller: That's £4.50, please. Girl: Here you 7

Listen again and check. Then in pairs, practise the conversation.

Seller: Thanks. I hope you 8

Work in pairs. Imagine you are at the street food festival. Student A, ask about and order the food in photos A-C. Student B, answer Student A's questions. Then swap roles and ask and answer about the food in photos D-F. Student A see page 126. Student B see page 125.



## 19 THE LATEST TECHNOLOGY



### **ABOUT YOU**

Watch the video, then ask and answer
the questions in pairs.

What technology do you use?

How many hours a day do you spend online? How often do you chat to your friends online?

## **VOCABULARY**

AND

READING

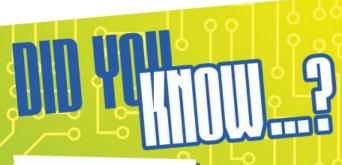
### **Technology**

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



e-reader fitness tracker games console headphones keyboard laptop mouse printer screen smartphone speaker tablet

- Listen and check. Then repeat.
- In small groups, ask and answer these questions.
  - 1 How many things with screens are there in your home?
  - 2 What are they, and whose are they?
  - 3 How many printers/speakers/games consoles are there? Where are they in your house?
  - 4 Have you got a smartphone? If so, what kind?
- 3 Read the facts about technology. Write K if you knew the information already, S if the information surprises you and W if it worries you. Then compare your answers with a partner.
- In pairs, ask and answer the questions.
  - 1 Which of the facts surprises you the most?
  - 2 Which of the facts worries you the most?



The most popular games console of all time is the PlayStation 2.

Having problems falling asleep? Looking at the screen on your smartphone, laptop or tablet before bed is one of the worst things you can do. The blue light keeps you awake.

South Korea has the fastest internet in the world. That means it's the best place to watch a movie on your smartphone!

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

IMDb is probably the oldest website on the internet. It began in 1990 and now has information on about 3.5 million movies.

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

Today, almost all of us have a smartphone for calling people or sending texts, and even the smallest ones are more powerful than the computers used to send Apollo 11 to the moon.

The world's largest and widest screen can show pictures up to 12 metres high and 50 metres across!











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72

UNIT 12

## **GRAMMAR**

### Superlative adjectives

1 Look at the examples of superlative adjectives. Read Did you know ... ? on page 72 again and find all the superlatives.

the fastest internet in the world the most popular games console

Short adjectives		4		Long adjectives
one syllable	one syllable ending in e	two syllables ending in y	one syllable ending in vowel consonant	use the most
add -est	add -st	change y to -iest	double the last letter and add -est	use the most + adjective
quiet - quietest	nice - nicest	dirty - dirtiest	big - biggest	expensive - the most expensive

### >> GRAMMAR REFERENCE AND PRACTICE PAGE 149

2 Read the rules above and complete the table with comparatives and superlatives.

Adjective	Comparative	Superlative
Regular		
big	bigger	the biggest
famous	more famous	the most famous
early		
thin		
beautiful		
young		
Irregular		
good		
bad		

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

1	My dad has the	(good) computer in our
	house.	

- 2 My laptop is the (light) one you can buy.
- 3 The \_\_\_\_\_ (popular) website among my friends is YouTube.
- 4 This smartphone has the \_\_\_\_\_ (big) screen of all the ones in the shop. Do you like it?
- **5** The \_\_\_\_\_ (bad) thing about my computer is the mouse. It doesn't work properly.
- **6** My mum's phone is the \_\_\_\_\_ (old) one in our family.
- 4 Correct the mistakes in the sentences.
- 1 Football is the famous game in the world.
  - 2 The better time to come to my house is 5.30.
  - 3 The easier way to travel there is by bus.
  - 4 Wear the older clothes you've got to do this job.
  - 5 My room is the bigger in the house.



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

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

**A:** The High Star's battery is better than the Cloud 7's battery.

B: The Bluebird's battery is the worst.

	0	1	1
	High Star	Bluebird	Cloud 7
Price	£299	£355	£450
Size	115 x 58 x 9 mm	116 x 61 x 12 mm	135 x 67 x 17 mm
Weight	130 g	142 g	155 g
Easy to use	***	***	*
Camera	**	****	***
Battery	**	*	***

7 >>> Work with a partner. Go to page 124.

# OF COMPUTERS





### The Antikythera Mechanism

In 1900, a group of people diving near the Greek island of Antikythera found this machine on the sea floor. For many years, no one understood what it was or how it worked. Scientists now say it was used to find out the positions of the sun, moon and stars. Many people call it the world's earliest 'computer'.



## 1940s

### Alan Turing

Alan Turing wasn't well known when he was alive, but he's now one of the most famous scientists of the 20th century. His ideas on computer science changed the world. He worked on the first digital computer – it was called Colossus, weighed 30 tonnes, and was as big as a large living room.

## From the 1950s

### Modern computers

From the 1950s, computers got smaller, faster and cheaper. Today, the smallest mobile phones have more memory than the biggest early computers. And computers are getting better all the time. However, they are not perfect. One of the worst problems is computer viruses. You can lose a lot of information when one gets on your machine. Be careful about what you download from the internet.

## around 2,700 BCE to today

### The abacus

People still use abacuses today in many parts of the world, especially to teach maths to children. Of course, they are very different from modern computers, but the idea is the same – to answer difficult maths questions much more quickly than a human can.

## 1791-1871 and 1815-1852



### Charles Babbage and Ada Lovelace

The modern computer was Charles Babbage's idea. The machine he wanted to build, called a 'difference engine', was special because it had all the parts that a modern computer has. It could save information and was also a kind of printer. Ada Lovelace was the first computer programmer. She had the idea for 'software' – a way of telling a computer to do different things.

## READING

- 1 Do you know the names of any early computers? Read the article once and check your ideas.
- 2 Complete the sentences with one or two words from the article.
  - 1 Some children use an abacus to learn how to do .
  - 2 Charles Babbage's computer had several different .
  - **3** The first person to program a computer was \_\_\_\_\_.
  - 4 Colossus was as big as a
  - 5 Modern \_\_\_\_ are small but can do more than the biggest computers of the past.



### **TALKING POINTS**

Computers can now do a lot of clever things. But are they more intelligent than us? Why / Why not?

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### **VOCABULARY**

### Computers and the internet

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

digital download machine memory save software virus

- This has moving parts and helps humans to do work.
- 2 This is a part of a computer it holds information.
- 3 This is a dangerous computer program.
- 4 You do this to make sure the computer keeps your work.
- 5 This describes cameras, computers and clocks that record information as 0s or 1s.
- **6** This means to copy information from the internet onto your computer.
- 7 This is all the programs that make a computer do different things.

## 2 Match the verbs to the nouns. Then make sentences.



I often chat online with my cousins.

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

## **COMPUTER SURVEY**

- What sort of things do you download from the internet?
- O Do you know how to stop a virus from getting onto your computer?
- O How much memory has your phone got? Is it enough?
- O Do you ever forget to save your work?
- O How often do you chat to friends online?

### Write some sentences about what you found out.

Everybody downloads music and half the class downloads games from the internet. Four people sometimes forget to save their work. Most people chat to friends online every day.

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### LISTENING

(1)

Listen to and read the first part of the conversation and look at Question 0. Which is the correct answer: A, B or C? Why are the other two answers wrong?

**Ella:** Nice new laptop Andy! When did you get it? **Andy:** Yesterday. My old one broke a month ago, and last week Dad agreed to buy me this.

**0** When did Andy get his new computer?

A yesterday B last week C a month ago

91 2

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

1 Andy's dad bought the computer from

A a website. B a shop. C a friend.

2 How much did it cost?

A £150 B £250 C £2.000

3 What does Andy want to buy for the computer?

A a camera B a mouse C a printer

Andy doesn't use his computer to
 A do homework. B chat to friends.

C play games.

5 What does Andy like most about the computer?

A the keyboard B the screen C the speakers

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

### WRITING



### PREPARE TO WRITE

An email

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

My laptop broke yesterday, and I need to get a new one. Tell me about your new computer. When did you get it? How much did it cost? What's the best thing about it?

Best wishes, Morgan

PLAN Think of an answer to each of Morgan's

questions.

WRITE Write an email to Morgan with answers to all his questions. Begin your email with Hi Morgan, or Dear Morgan, and end it with See you soon. or Best wishes, and your name. Write 25 words or more.

IMPROVE In pairs, read your email and your partner's. Check that all three questions have an answer. Give your partner two ideas to make their email better. Use your partner's advice and rewrite your email.

Q 1

## LIFE SKILLS ICT LITERACY

## **WRITING A BLOG**



### LIFE SKILLS

Writing a blog

A blog can help you:

- · improve your computer skills
- · organise your ideas
- · share opinions and views with other people.
- 1 Look at the sentences and answer the questions.

Great minds think alike.

We can learn a lot sharing our ideas, opinions and views.

### There's a blog for everyone.

- 1 What do you think the sentences mean?
- 2 Do you agree with the sentences? Why? / Why not?
- 3 Do you have a blog? Do you know any bloggers?
- 2 Look at the topics for blogs. Choose two topics you think are interesting. Share your ideas with a partner.

activities animals fashion food life experiences music special days and holidays sports trave

- 3 Read the text quickly. Complete the article with the headings in the box. Is it easy to start a blog?
  - A Stay safe!
  - B Think about your readers
  - C Have one day for writing
- Answer the questions.
  - 1 What do you need to choose first?
  - 2 Who do you need to think about?
  - 3 What do platforms give you?
  - 4 Before you put a blog post online, who looks at it?
  - 5 Do you need to write posts every day?
  - 6 What are some things we should not post online?

- Complete the sentences with the highlighted words from the text. There are some letters to help you.
  - 1 | o o a blog about sports.
  - 2 Choose a topic you like and you find i \_\_\_\_e \_\_e \_\_\_i \_\_\_.
  - 3 To start a blog, you need to choose a
  - p \_\_ a \_\_\_\_ o \_\_\_\_.

    It is a good idea to write a \_\_ o \_\_\_\_ once a week.
  - 5 You need to decide on your topic and
    - \_\_e\_\_i \_\_\_\_, and think about your readers.
  - 6 You need to be careful online. It is not safe to post p \_\_\_\_s \_\_ a \_\_\_ e \_\_\_ i \_\_\_ like your address or phone number.



### TALKING POINTS

Do you think it's a good idea to start a blog? Why? / Why not?

Do you prefer reading a blog or reading a book?

- Listen to Katie and David talking about blogs.
  Choose the correct answers to complete the sentences.
  - 1 They are at
- 2 Katie's blog is on
- a Katie's house.
- a dogs.
- **b** David's house.
- **b** cats.
- c school.
- c music.

- 93
- Listen again. Are the sentences right (✓) or wrong (X)?
- 1 Katie's mum is at home.
- 2 Katie is in the living room.
- 3 Katie is studying for an exam.
- 4 Katie thinks starting a blog is difficult.
- 5 Katie likes music.
- 6 Katie wants to write a post about David's pets.
- Match the two halves of the sentences.

## 1

## **USEFUL LANGUAGE**

- 1 You're good at ...
- 2 It isn't safe to ...
- 3 Is your blog ...
- 4 Ask people ...
- 5 Do you want a lot of people ...
- a about music?
- b to follow your blog?
- c before you put photos of them online.
- d put personal information online.
- e using computers.

# DO YOU WANT TO START A BLOG?

Do you read or follow any blogs?
What topics do you like to read about?

How about you? Have you got a blog? Why not? Now is a good time to start if your parents agree!

Follow these quick and easy steps to start your own blog.



## 1 Choose a topic for your blog

The first thing you need to do is choose a topic. What do you want to blog about? Your favourite sport, music or video games? Choose a topic you feel happy to talk about and find interesting. You've got a topic? Now choose a title and a design for your blog.



Who's going to read your blog? Is your blog for your friends and family? Is it on a special topic you and your friends like? What is interesting about it?

### 3 Decide on a platform

There are different free platforms to start your blog.

Most platforms give easy instructions on how to start.

Some popular platforms are Blogger, Medium and

WordPress. Take a look and decide!

### 4 Write a blog post

It can sometimes be difficult to write your first blog post. It's a good plan to share your ideas with close friends and family before you put your post online. Don't worry if you don't like what you put online – you can always change it later. Remember, make sure people let you use their photos or information.



At the beginning, you can choose a day of the week to write your blog posts. It's important to write a post every week.



Blogs can be fun, but never put your personal details online. Never write your address or telephone number. Remember, you need to stay safe online.



Don't forget, **always** check with your parents before starting a blog. Parents can help young people under the age of 13 to set up a blog.

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## **PROJECT**

Writing a blog

## In small groups, write and design a blog post:

- Choose a blog topic and think about the design for the blog.
- Write two short blog posts about the topic.
- Decide what to include with each of the posts (a photo and a link? a video?)
- Look at the design of some other blogs on a platform.
- Design how you think the posts would look on a platform.
- Share your ideas for posts and design with another group.

## UNITS 9-12

## **VOCABULARY**

 Complete the sentences with the words in the box.

> bright <del>digital</del> discount download keyboard pocket tablet wallet wool

- **0** I really like that new <u>digital</u> camera.
- 1 This computer was £500 last week. Now it's £425. That's a big
- 2 My jumper's made of . It's really warm!
- 3 My dad gave me a for my birthday. And he put £20 in it!
- 4 I want to buy a new coat. I like that one, but it's only got one
- 5 The trainers are all too . I prefer pale colours.
- 6 The \_\_\_\_ on that new computer is very small. It's difficult to see the letters.
- 7 Most people music from the internet these days. They don't buy CDs or records.
- 8 At my new school, all the students have a or a laptop. They don't have books.

### Put the words in the correct column.

boots cap cola cream e-reader gloves grapes laptop lemonade mineral water memory mushroom mouse noodles scarf socks omelette screen software speaker suit swimming costume tie virus

Food and drink Clothes Technology

3 Use the pictures to write sentences with for.

I played tennis with my friend for two hours yesterday.

## GRAMMAR

1 Choose the correct words to complete

the sentences.

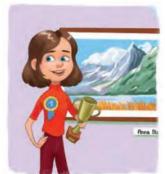
- 1 I bought a new T-shirt because my / mine is old.
- 2 Do you have any / a present for me?
- **3** I love my room because it's *bigger | biggest* than my old room.
- 4 You can find different bands and the better / best music at the festival.
- Correct the mistakes in the sentences.
  - 5 You can wear yours sports clothes.
  - 6 I bought a new jeans and a shirt.
  - 7 I bought them because they were more cheap they cost only £5 each!
  - 8 It was the great holiday ever.











### Complete the sentences with a bit of or a few.

- Would you like a bit of chocolate? 1 I wrote the number down on and now I can't find it. 2 We saw \_\_\_\_\_ people on the train today.
- advertisements in the 3 There are newspaper.
- 4 That cake looks nice. Can I have please?
- companies have only online shopping.
- 6 That pizza smells good. I want to try Don't you?
- 7 I've got time. I can help you with your project.
- 8 He was sick and he stayed in bed for days.

### Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- Oranges are sweeter than lemons. (sweet)
- 00 All these books are old but this one is the oldest. (old)
- 1 You are always me! (busy)
- 2 All the students' work is good today, but yours . (good) is
- 3 Football is sport in the UK. (popular)
- 4 I liked your story. It was mine. (funny)
- 5 Our cat is it was two years ago. (thin)
- 6 That café has hot chocolate in town. (bad)
- 7 The chairs in this classroom are (comfortable) in the school.
- 8 The new smartphones are the old ones. (clever)

## READING

### Read the text and answer the question.

Tom has got three sisters - Beth, Mia and Alice. Beth is three years younger than Tom and seven years younger than Mia. Alice is the youngest. She's six years old. She's one year younger than Beth.

How old are Tom, Beth and Mia?

## LISTENING

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



- 1 Listen to two friends talking together in a shop. Why does Ruby want to buy the sunglasses?
  - A She's happy with the price.
  - B She likes the bright colour.
  - C They're the right size.
- 2 Listen to a man and a girl talking about what they want to eat. Where are they?
  - A in a café
  - B at a food festival
  - C in a supermarket
- 3 Listen to a boy talking to a girl about his laptop. What does the girl offer to do?
  - A lend him a laptop
  - B take his laptop to the repair shop
  - C return a laptop she borrowed
- 4 Listen to a message in a shopping centre. What change do customers need to know about?
  - A New discounts are available.
  - B There is a later closing time.
  - C New stores are opening soon.
- 5 Listen to a girl talking about a party. What did she like about it?
  - A the food
  - B the music
  - C the party room

### SPEAKING



#### Put the words in order to make questions.



- 1 favourite / what / are / clothes / your /?
- 2 where / like / you / do / shopping / go / to /?
- 3 food /do / eat / you / what / to / like /?
- 4 use / your / often / you / do / how / smartphone / ?

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

In pairs, talk about some of your favourite things. Take turns to speak.

Tell me about some of your favourite things.

I've got a favourite pair of jeans. I like them very much because ...

# 13

## HEALTHY BODIES



### **ABOUT YOU**

(D) 09 Watch the video. Then ask and answer the questions in pairs.

What was your last health problem? When did it happen? What did you do?



AND

LISTENING

#### Illness

- 1 Match the sentences to the photos.
- 1 I've got a cold.
  - 2 I hurt my leg.
  - 3 I've got a broken arm.
  - 4 My eye hurts.
  - 5 I feel sick.
  - 6 I've got a stomach ache.
  - 7 I've got a temperature.
  - 8 I've got toothache.
  - 9 I've got a pain in my foot.
  - 10 I've got a headache.
- Listen and check. Then repeat.
- 2 Listen to three conversations. Match the health problems to the people in the pictures.

































Listen again. Match the advice to the health problems in Exercise 2. Write 1, 2 or 3.

don't do any sports
eat fruit and vegetables
don't watch TV late
go to hospital
don't walk
rest
go to sleep now
drink a lot

- In pairs, discuss the questions.
  - 1 Do you do anything that is bad for your health?
  - 2 How do you want to change it?

I play computer games for three hours a day. I'd like to play more sport.

## GRAMMAR

#### should / shouldn't

 Look at these examples from the conversations.
 Then choose the correct words to complete the rules.

You shouldn't walk on that leg. You should go to bed.

- We use should and shouldn't to give advice / information.
- 2 We use should to say something is a good / bad idea.
- 3 We use shouldn't to say something is a good / bad idea.
- 4 The verb after should is always / never the infinitive without 'to'.
- 2 Look at these examples from the conversations you heard on page 80. Match the questions to the answers. Notice how we make questions with should.

I should ... → Should I ...?

- 1 Should I stop doing sport?
- 2 Should I take some medicine?
- 3 When should I drink it?
- a No, you shouldn't.
- **b** Every evening before bed.
- c Yes, you should.



### >> GRAMMAR REFERENCE AND PRACTICE PAGE 150

- 3 Read the problems 1–8 and choose the correct advice for each one a–h. Then complete the advice with should/shouldn't. There may be more than one possible answer.
  - 1 My hand hurts a bit today.
  - 2 I've got a pain in my foot.
  - 3 I've got a headache and a temperature.
  - 4 I feel a bit sick.
  - 5 My eyes hurt.
  - 6 I can't move my leg at all. I think it's broken.
  - 7 I feel very tired.
  - 8 I've got a bad cold.
  - a You go to bed earlier.
  - **b** You \_\_\_\_\_ take some medicine and go to bed.
  - c You play tennis.
  - **d** You go to school.
  - e You wear more comfortable shoes.
  - f You go to hospital.
  - g You eat anything.
  - h You stop watching TV.

### Correct the mistakes in the sentences.

- 1 I think you should to bring a scarf.
  - 2 You shoud go to the doctor.
  - 3 I should to go to bed earlier.
  - 4 You aren't well. You stay at home today.
  - 5 You don't come to my house today I am ill.
  - 6 You no should watch TV all day.

## 9

### PRONUNCIATION Silent consonants

5 Some words in English have silent consonants. Find one silent consonant in each word.

> castle climb half knife listen should talk walk would wrong wrote

Listen and check. Then repeat.

Read the example conversation. Have similar conversations with your partner. Choose a different question from the box each time.

Use health problems and advice from this lesson, or use your own ideas.

What's wrong? What's the matter? Are you OK?



What's the matter?

I've got a temperature. What should I do?





You should rest. You should also drink lots of water. You shouldn't go to school.

## READING

- 1 Read the magazine article. Match the photos A-D to the paragraphs 1-3.
- Choose the correct headings a-d for the paragraphs 1-3. There is one heading you don't need.
  - a Different kinds of running races
- c All the ways running is good for you
- **b** Some problems with running
- d Reasons why running is popular

## What is so great about

# running?

In the past, people didn't need sports like running to stay healthy because they were very active. But these days, many of us spend most of the day sitting down. This means we need to get some exercise in our free time, and running is a cheap and easy way to do it. It's more fun than doing boring exercises in a gym, and all you need is a good pair of trainers and some comfortable clothes. Also, it's a sport that people can do at any age – for example Fauja Singh finished a marathon at the age of 101!

To make running interesting, you can enter a race. Fun runs are very popular.

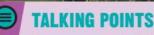
These are often 5 km long and are great for beginners. You can run with your friends and maybe dress up. For fitter people, there are half-marathons, marathons, or even ultra-marathons. These can be 70–400 km long. One of the most famous is the Marathon des Sables which takes six days and goes through the Sahara desert.

Running is fun and scientists say it is one of the best ways to keep fit. However, make sure you don't do it every day – it's important to have a rest between runs. Running improves the health of almost every part of your body, including your brain. It can make you feel happier and healthier, and live longer. It also helps you sleep well, and that gives you the energy to enjoy your life more. Perhaps it's the perfect sport!









Do you go running? If not, would you like to?
Do you think running is the 'perfect sport'? If not, what is?

C

### **VOCABULARY**

#### Health

1 For each phrase in the box, two verbs are right and one is wrong. Cross out the wrong verb for each phrase.

get / keep / do fit
enter / do / stay a race
go / eat / sleep well
have / take / do a rest
make / feel / stay healthy

do / keep / try some exercises in a gym

get / do / keep some exercise

2 Complete the sentences with the correct tense of the verbs in Exercise 1.

After I broke my leg, I some exercises to make it strong again.

2 I think it's really important to fit, so I a lot of exercise.

3 In my family, we well. We have lots of vegetables and no fast food.

**4** My dad \_\_\_\_ a 5 km race last week and finished in 35 minutes.

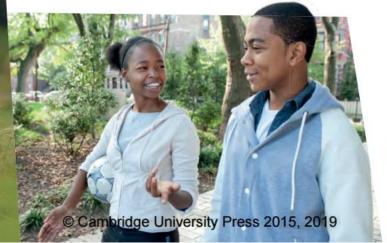
5 When I do a lot of exercise and spend time outdoors I fit and healthy.

6 After the race, my brother \_\_\_\_\_ a long rest.

Write sentences about you and your family using the vocabulary in Exercise 1. In pairs, compare your sentences.

### LISTENING

- Read the sentences below and listen to the conversations between a boy called Jed and a girl called Holly. Are the sentences right (✓) or wrong (X)?
  - 1 Jed wants to do a 5 km race.
  - 2 Holly can do the race with Jed.
  - 3 Jed wants to do the race with Holly.
  - 4 Jed is worried about the price of sports clothes and trainers.
  - 5 Jed is happy to get up early.
  - 6 Jed can go cycling as well as running.
  - 7 Jed is pleased to see Holly after the race.



What advice did Holly give Jed? Complete Holly's notes with the phrases in the box.

Listen again and check.

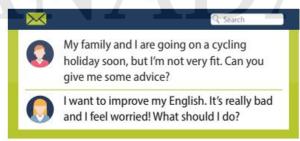
buy special running clothes
watch TV and play computer games
get good trainers
go running every day
go to bed early every night
eat well and drink lots of water
go swimming or cycling
do leg exercises
get an app
have chocolate or cake

Advice	for Jed
He should	He shouldn't
1	8
2	9
3	10
4	
5	
6	

3 Compare Holly's advice with the advice in the article. What do you think of Holly's advice to Jed? Which advice is good and which is bad?

## **SPEAKING**

1 Look at the questions on an internet chat page. The people are all asking for advice.



In pairs, think of three pieces of advice for each person.

This person should/shouldn't ... Another idea is to ... It's important to ...

2 Compare your ideas with another pair's ideas. Who gave the best advice?

## GETTING ARCOV-192020 TOWN

## **VOCABULARY**

AND

READING

#### Places in town

Look at the map and find these things.



bridges bus stops a roundabout

streets

a playground traffic lights

2 Look at the map again and find a place where



o see a film cinema

- 1 send a letter
- 2 stay the night
- 3 buy food
- 4 borrow a book
- 5 study
- 6 eat a meal
- 7 get some money

8 buy petrol

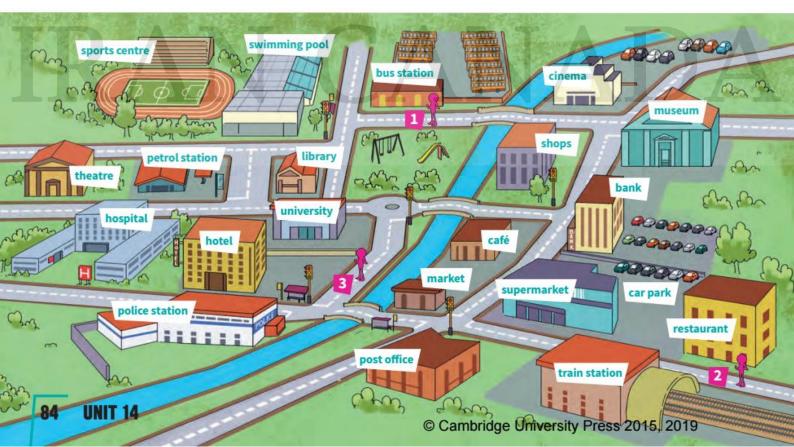
- 9 find a police officer
- 10 get better
- 11 see a play
- 12 catch a bus
- 13 learn about history
- 14 buy things outdoors
- Talk to your partner. Which of the places in Exercise 2 do you ...
  - · like going to?
  - · hate going to?
- often go to?
- never go to?
- Read the description of the town and look at the map in Exercise 1. Find five mistakes in the description.



### **ABOUT YOU**

Do you live in a city, town or village? What is it like? Do you prefer cities, towns or villages? What's the best thing about where you live?

ABOUT | GALLERY | CONTACT This is my town. It's small but very pretty. A river goes through the town centre and there are four bridges going across it. Between the road and the river, there's a market. Next to the market is a really nice café. There are also some shops in the town. Opposite the shops, there's a bank, a museum and a restaurant. Behind the museum, there's a children's playground. The restaurant is near the train station, and beside the train station there's a post office. There's also a sports centre on that street. In front of the supermarket, there's a car park. We have a zoo (1) 101 too, but that's outside the town.

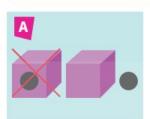


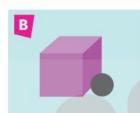
## GRAMMAR

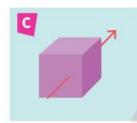
### **Prepositions**

1 Read the description in Exercise 4 on page 84 again and match the prepositions to the diagrams.

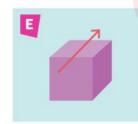
across beside/next to in front of near opposite outside through



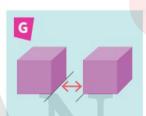












- 2 Look at the map on page 84. Complete each sentence with a preposition.
  - 1 The river goes the town.
  - 2 Hotel guests need to go \_\_\_\_\_ the river to go to the museum.
  - 3 The zoo is the town.
  - 4 There's a bus stop the hospital.
  - 5 There's a car park the supermarket.
  - 6 The bank is the museum.
  - 7 There are some shops the museum.

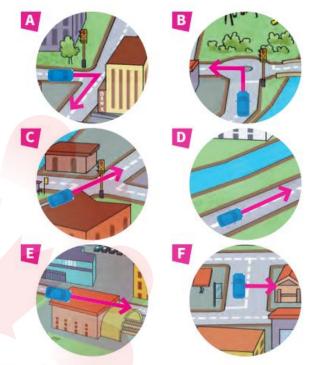
### >> GRAMMAR REFERENCE AND PRACTICE PAGE 151

Find the people on the map on page 84. Each person wants to go somewhere. Listen to the conversations. Where do the people want to go?

Person 1 Person 2 Person 3

### Match the sentences to the pictures.

- 1 Go past the train station.
- 2 Turn right at the traffic lights.
- 3 Go straight on. Don't turn left or right at the traffic lights.
- 4 The bank is on your right.
- 5 Drive along the road beside the river.
- 6 Turn left at the roundabout.



- Listen and check. Then repeat.
- 5 Choose the correct preposition to complete the sentences.
  - 1 To get to my house, go through / along Beat Street, turn right and it's on your left.
  - 2 My house is between / next to the Columbus Hotel.
  - **3** To get to the station, walk *across / near* the bridge at the end of the High Street.
  - **4** The bus stops *before | outside* my house. It brings me all the way home.
  - 5 My house is in front of / opposite the post office. I can cross the road and send letters and parcels there.
- 6 Work with a partner. Student A, say which person you are on the map (1, 2 or 3). Then ask Student B for directions to somewhere on the map. Student B, give directions. Then change roles.
  - A: Excuse me. Is there a supermarket near here?
- Write some directions to places from your school. Give the directions to your teacher to read out.
- 8 In pairs, listen to new directions from your partner. Say where they take you to.

Go out of the school and turn left. Take the first road on the right. Walk past Café Brava. Where are you?

### READING

Look at the map and read the article about Edinburgh. Match places A-E to the names in the box.

Edinburgh Castle
Palace of Holyroodhouse
Scottish Parliament
St Giles' Cathedral
Tourist Information Office





Listen and check. Then repeat.

- ? Read the article again. Are the sentences right (✓) or wrong (X)?
  - 1 Edinburgh is the largest city in Scotland.
  - 2 Lots of people visit the castle in the summer.
  - 3 You can walk from Edinburgh Castle to Holyroodhouse.
  - 4 The Camera Obscura museum is about the history of Edinburgh.
  - 5 The Queen sometimes stays at Holyroodhouse.
  - 6 The Scottish Parliament building is closed to visitors.
  - 7 Princes Street is a good place to go shopping.
  - 8 All of Edinburgh's guided tours are on foot.

## Hey guys! I'm going to Edinburgh, the capital of Scotland, soon. Have you got any advice for me?

Lucky you! Edinburgh's great. It isn't the biggest city in Scotland, but it's very beautiful and has an amazing history. The best place to start is Edinburgh Castle. This sits up on top of Castle Rock and from here you can see the whole city below you. It gets very busy in the summer.

Next, walk down the Royal Mile, through Edinburgh's 12th-century Old Town. Don't miss St Giles' Cathedral and the Camera Obscura. This amazing museum is all about how we see things, and has floating fish, funny mirrors and a 3D tunnel of stars. They sell great postcards there.

At the bottom of the Royal Mile is the Queen's Edinburgh home, the Palace of Holyroodhouse. When the Queen isn't there, you can visit the rooms and gardens. Next to the Palace is the Scottish Parliament. Spanish architect Enric Miralles designed it. Parts of it look like fishing boats on the beach. There are also roof gardens and fountains. And you can visit it for free!

You should also go to Edinburgh's New Town. This area isn't very new actually – it's over 200 years old! The most famous street in Edinburgh, called Princes Street, is in New Town. Here you find Edinburgh's best shops and department stores.

If you haven't got much time, you can see Edinburgh with a tour guide. Choose from walking tours, cycle tours and even ghost tours. These take you through the narrow streets of the Old Town late at night, and include scary stories from the 18th century.

Don't forget to take a good guidebook – and your raincoat. It often rains in Edinburgh. Have a great time!









### **TALKING POINTS**

Would you like to go to Edinburgh? Why / Why not? What would you like to do there? Do you enjoy visiting cities? What kind of museums do you like best?

## **VOCABULARY**

### **Compound nouns**

In English, it's possible to make new words by putting two words together: bus + stop = bus stop. These are called compound nouns. Sometimes they are written as one word and sometimes as two. Do you do this in your language too?

- 1 Look at the map, text and Exercises on page 84, and find 12 compound nouns.
- Match the words on the left of the box to the words on the right to make compound nouns.

  Remember some are one word and some are two.

post	guide
cycle	tour
walking	coat
guide	card
tour	book
rain	tour

- Listen and check. Then repeat.
- 3 Complete the sentences with compound nouns from Exercise 2.
  - 1 I found a \_\_\_\_\_ with a really nice picture on it to send to my friend.
  - 2 I'm glad I wore a <u>yesterd</u>ay because the weather was terrible.
  - 3 Our was so funny. I loved her stories about the city.
  - 4 That \_\_\_\_\_ was fun, but my feet hurt now!
  - 5 I read in the \_\_\_\_\_ that this castle is 1,000 years old.
  - 6 The \_\_\_\_\_ was brilliant. We rode all around the city.

### PRONUNCIATIO

Compound nouns

Listen to the compound nouns and underline the stressed words.

cycle tour

In compound nouns, which word do we usually stress? Listen again and repeat the words.



### LISTENING

108

Listen to Rob talking to a friend about a visit to Edinburgh. Which place did Rob visit at each time?

O Friday evening B

Ti	mes	Pl	aces
2 3 4	Saturday morning Saturday afternoon Saturday evening Sunday morning Sunday afternoon	B C D E	Scottish Parliament Old Town Theatre New Town Museum Edinburgh Castle Cathedral
			HOLVEODGHOUSE

In pairs, compare your answers. Listen again and check.

### WRITING



### PREPARE TO WRITE

An article

**GET READY** Look at the article about Edinburgh again and find all the examples of *this* and *these*. Then complete the paragraph about London with *this* or *these*.

London is the capital city of England, and has
lots of interesting buildings you can visit. One of
is Buckingham Palace, the Queen's
London home. From here you can walk to St
James's Park. 2 is a lovely place to
stop for a rest and a picnic. Many people like to
see shows when they are in London. You can
get tickets for <sup>3</sup> online or in Leicester
Square. And don't forget about Harrods!
shop is famous around the world.

PLAN Make a list of interesting and famous places in a city you know well. Choose three, and make notes about them. You could include information such as:

- where they are
- · what you can do there
- · why they are interesting.

**WRITE** Write 50–60 words about your city. Use *this/these* in your paragraph.

**IMPROVE** In pairs, read your own text and your partner's. Did you write about the same places? Check for mistakes with *this/these*. Give your partner two ideas to make their text better.

# CULTURE

## SCOTLAND

- 1 Read the sentences and look at the map. Match the sentences to the places.
  - 1 This city is in the west of Scotland. It is the largest city in Scotland.
  - 2 This city is in the north of Scotland. It is the capital of the Scottish Highlands.
  - 3 This city is near the coast in the east of Scotland. It is the capital of the country.
- Read and match the photos (A-E) to the texts (1-5).



(i)

SCOTTISH HIGHLIGHTS

Are you are looking for a great place to spend your next holiday?

Then come to Scotland! Find out more about this interesting country and things you can do, see ... and eat!



The **Highland Games** happen around Scotland from June to September. People celebrate Highland Games in other parts of the world too. There are different sporting competitions at the games. These test throwing, pulling and strength. The games are competitive but people can also enjoy music and dancing.

For special events, like parties, Scottish men often wear a kilt. Kilts are skirts. They are usually made of coloured or black wool with a 'tartan' pattern. Members of the same family ('clan') have their own, specific tartan. Men often wear shoes called Broques with their traditional clothes.

In Scotland, there is a famous biscuit called shortbread. One of the most important things in shortbread is butter. Butter is also an ingredient in a popular Scottish sweet called fudge.

The School of Art and the Queen's Cross Church in Glasgow are both buildings by the famous Scottish architect Charles Rennie Mackintosh. There are also a lot of beautiful, historical castles in Scotland to visit.



3 Match the headings to the texts.

Buildings Clothes Food Music Sports

- Read the texts again and answer the questions.
  - 1 What does a bagpipe player fill the bag with?
  - 2 When are the Highland Games in Scotland?
  - 3 When do men wear kilts in Scotland?
  - 4 What ingredient is in shortbread and fudge?
  - 5 Where is Queen's Cross Church?
  - 6 Which buildings are by Charles Rennie Mackintosh?
- 5 Match the highlighted words in the article to the meanings.
  - 1 repeated lines or colours
  - 2 this person draws buildings
  - 3 a social activity with lots of people
  - 4 a type of instrument, like the bagpipes, flute or clarinet
  - 5 trying to win something or get points for something



### **TALKING POINTS**

Would you like to visit Scotland? Why? / Why not?

- (I)) (
- Listen to Emma talking to her friend about the summer holidays. What does she decide to do with her family?
  - a visit a castle
- b watch the Highland Games

- Listen to the conversation again. Are the sentences are right (/) or wrong (X)?
  - 1 Emma and her family have plans to go to Scotland and Ireland.
  - 2 Emma needs to choose two activities.
  - 3 Emma really likes geography.
  - 4 You can see 14 castles on the tour.
  - 5 The castle tour leaves the hotel before eight in the morning.
  - 6 They can watch and listen to music and dance in the afternoon at the Highland Games.
  - 7 Emma needs to bring her friend fudge.
- 8 Listen again and complete the table.

Things to do or see

9 Which of the two tours would you like to do? Why?



## **PROJECT**

A brochure

Imagine you work for a tour company. In pairs, design a brochure to attract visitors to your area.

- · Make notes about:
  - · local events visitors can go to
  - typical food visitors can try
  - · important buildings to visit
  - · music they can listen to
- Find or take some photographs of your local area, make a brochure.
- · Present your brochure to another pair.

# 15

## MYSTERIES IN 192020 TURE



### **ABOUT YOU**

What are your favourite places or things in nature?

What activities do you like doing outside? Where do you like doing them?

## **VOCABULARY**

AND

READING

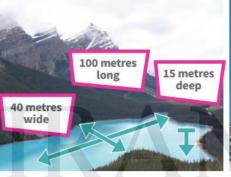
### **Geographical features**

1 Match photos A-H to the words in the box.
Use each word once only.

**EP** 

cliff field island lake mountain river snow water

- Listen and check. Then repeat.
- 2 Look at the photos and complete the sentences with wide, high, long and deep.





- 1 Mount Everest is 8,848 metres
- 2 The Amazon River is 11 kilometres and and 6,400 kilometres
- 3 Lake Titicaca is 107 metres
- Match the words in Exercise 1 to the adjectives in the box.

deep high long wide

- Think about your country. Give the names of ...
  - · two high mountains
  - an area of deep water
  - a long river
  - a wide lake.













- 5 What can you see in the photos on page 91? What do you think this strange story is about?
- 6 Read the article quickly. Check your answers to Exercise 5.
- 7 Read the article again. Complete the text with wide, high, long and deep.
- In pairs, discuss these questions.
  - 1 Do you think the Yeti is real, or is it just a story?
  - What do you think the footprint in the snow belongs to?



In 1951, a British explorer, Eric Shipton, was climbing in the Himalayas, south of Mount Everest. He wasn't exploring alone. There were several climbers and Sherpas with him. They weren't climbing that day, but they were walking through thick snow on a mountain 6,000 metres

' when they saw a line of footprints. They followed the footprints for 500 metres. The footprints were

33 cm 2 \_\_\_\_\_\_, 20 cm 3 \_\_\_\_\_\_ and a few centimetres

' It wasn't a bear. The footprints were much

4\_\_\_\_\_\_. It wasn't a bear. The footprints were much too big. The Sherpas said the animal usually lived in the forests and didn't often come up into the snow.

Their name for the animal was the Yeti, or the Wild Man of the Snows. People still come back from the Himalayas today with stories of seeing the Yeti.

### **GRAMMAR**

### Past continuous

1 Read the table. Complete sentences 1–4 using the verbs in the article.

Positive	Eric Shipton The climbers	was were	2	in the mountains. through thick snow.
Negative	Eric Shipton The climbers	wasn't weren't	3	alone. that day.
Questions	Was Were	I/he/she/it you/we/they	looking	for footprints?
Short answers	Yes, No,	I/he/she/it	was. wasn't.	
	Yes, No,	you/we/they	were. weren't	



### >>> GRAMMAR REFERENCE AND PRACTICE PAGE 152

- What was happening yesterday afternoon? Complete the sentences with the past continuous form of the verbs.
  - **0** 'Was Suzie helping (help) her teacher?' 'Yes, she was.'
  - The boys (play) football in the park. They (not run) very fast because the grass was too long.
  - you (climb) that tree?'
  - 3 My friend (watch) TV. She (not tidy) her room.
  - 4 '\_\_\_\_ the students \_\_\_\_ (working) on the computer?' 'Yes, ...'
- ? Correct the mistakes in the sentences.
- We are playing football in the park yesterday morning.
  - 2 I lost it at the party when we are dancing.
  - 3 We aren't reading stories about strange animals in class yesterday.
  - 4 She isn't thinking and she dropped her bag.



#### PRONUNCIATION

Rising and falling intonation

4 Listen and repeat.

My brother was riding his bike. My dad wasn't working in the garden. Were they climbing in the mountains? Were you looking for footprints?

In pairs, ask and answer the questions.

What were you doing ...

- ... last Sunday morning at eleven o'clock?
- ... yesterday at seven o'clock in the morning?
- ... last Saturday at one o'clock?
- ... last Monday evening at six o'clock?

What were you doing last Sunday morning at eleven o'clock?

I was at the sports centre.
I was swimming with my mum.

## READING

- Look at the photos. What do you know about Loch Ness and the Loch Ness Monster?
- Read the article quickly and match the pictures A-C to the paragraphs 1-3.



- Read the article again and answer the questions.
  - 1 When do people think they see things on the loch?
  - 2 What does 'loch' mean?
  - 3 How big is Loch Ness?
  - 4 Which has more water: the lakes of Wales and England or Loch Ness?
  - 5 When did people first see a monster?

## LOCH NESS

Loch is the Scottish Gaelic word for 'lake'. Loch Ness is in the north of Scotland not far from Inverness. The loch is 230 m deep - it's the second deepest loch in Scotland -36 km long and nearly 3 km wide. There's more water in Loch Ness than all the water in all the lakes in England and Wales. That's a lot of water for something to hide in!

The weather around the loch changes quickly. One minute it's sunny, the next it's cloudy, the next there's a bit of rain, and then it's sunny again. It can be a windy place, too. Clouds move quickly through the sky and on sunny days the clouds make shadows on the water. It's easy to think you see something in the water. When it's foggy, the fog sits on the loch and it's possible to think you see things then too.

The story of the Loch Ness Monster, or 'Nessie', started about 1,500 years ago. Then people called it a giant water animal. In the 1930s, a new road beside the loch brought more people to the area and more people started to see more strange things. In fact, over 1,000 people think they saw a strange animal in the loch.

There are several photos of some of the strange animals. Could any of them be Nessie?





### TALKING POINTS

Do you think there is a monster living in Loch Ness? If not, why do so many people think they see something?



### **VOCABULARY**

### The weather

1 Complete the table with the adjectives.



Nouns	Adjectives
cloud	cloudy
fog	
ice	
rain	
snow	
sun	
wind	

Now match the adjectives to the symbols.



-									-	-
3	Compl	lete	the	facts	using	the	words	ın	Exercise	1.

1	Wellingt	on in New Zealand is a very	city		
	The	blows at more than 50 km	an hour		
	for more than half the year.				

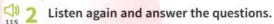
- 2 New York can be very \_\_\_\_\_ in winter. In some years, the \_\_\_\_\_ is more than 50 cm deep.
- 3 Valletta, the capital of Malta, has more days than other cities in Europe. On most days there are no clouds in the sky.
- 4 Mawsynram in India is the wettest place in the world. There is \_\_\_\_\_ most days of the year and people always carry an umbrella.
- 4 How would you describe your town or city? Use the word from Exercise 1.

In winter, Moscow is a very snowy city. There is deep snow everywhere from November to March.

## LISTENING

Peter was on holiday with a friend in Scotland last summer. They were looking for the Loch Ness monster. Listen and answer the question.

What was the weather like?



- 1 What day of the week was it?
- 2 What did Peter do after he woke up?
- 3 What could Peter see on the other side of the loch?
- 4 What did Peter think he could see in the water?
- 5 Why did Peter wait before he took the photo?
- 6 What did his friend see in the water?

## **SPEAKING**

1 What other stories about strange animals do you know? Do you know the names of any mythological animals?

Use the questions to help you with your ideas.

Where does the animal live?
In which country?
In the forest / water / mountains?
What does it look like?
Is it big / small?
Does it fly?
Is it friendly / shy?
What is it called?
Are there any pictures or photos of it?
Is it real or just a story?

In pairs, tell your partner about your strange animal.



# TE AMAZING ANIMALS

## ? ABO

### **ABOUT YOU**

11 Watch the video then ask and answer the questions in pairs.

What animals do people in your family have? Do you like visiting zoos? Why? / Why not? Is there any animal in particular that you like?





















## **VOCABULARY**

AND

READING

#### Animals

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



bear chicken duck elephant insect lion monkey mouse rabbit rat



Complete the table with the words in Exercise 1. Which of the animals can you keep as pets?

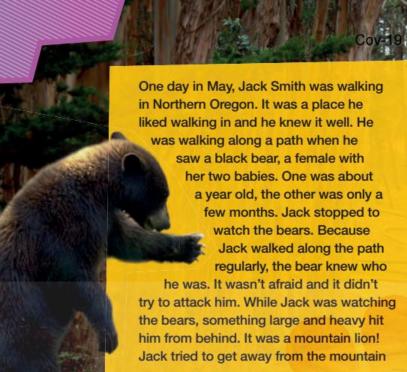
Wild animals	Farm animals	Both

Now add other animals that you know.

- In pairs, discuss the questions.
  - 1 Which of the animals in Exercise 2 can help people?
  - 2 How do they help?
  - 3 What can they do?
- 4 Look at the photos on page 95. Are these wild animals, pets or farm animals?

Now read the story quickly. Which animal helped Jack?

- 5 Choose the best title for the story.
  - 1 A guiet walk in the forest
  - 2 Bear to the rescue
  - 3 Alone with a mountain lion
- Read the story again and answer the questions.
  - 1 What time of year was it?
  - 2 Was Jack walking in this area for the first time?
  - 3 How many bears did he see?
  - 4 Was the bear afraid of Jack?
  - 5 What jumped onto Jack's back?
  - 6 Which was the larger animal, the mother bear or the mountain lion?
  - 7 What did the bear do next?
  - 8 What did the mountain lion do next?



lion. Then, while he was fighting it, the mother bear ran towards him. But the bear didn't attack Jack, it attacked the mountain lion. The bear was much bigger than the mountain lion. While the mountain lion was attacking Jack, the bear stood on its two back legs and pulled the mountain lion off Jack's back. The mountain lion ran off into the trees. Then the bear went back onto its four feet and looked at Jack for a moment, before it walked back to look after its babies.

Jack wasn't badly hurt. He was sure the bear recognised him and wanted to save his life.

## GRAMMAR

### Past simple and past continuous

1 Look at this sentence from the story and answer the questions.

1

He was walking along a path when he saw a black bear.

- 1 Which verb is past simple, and which verb is past continuous?
- 2 Which action, A or B, started first?
- 3 Which action, A or B, interrupted the other?

### >>> GRAMMAR REFERENCE AND PRACTICE PAGE 153

- 2 Find three sentences with while in the story. Answer questions 2 and 3 in Exercise 1 about them.
- 3 Find all the other examples of the past simple and the past continuous in the story.
- 4 Complete the sentences with one verb in the past simple and one in the past continuous.
  - The boy <u>was eating</u> (eat) an ice cream when the monkey <u>stole</u> (steal) it.
  - 1 The cats \_\_\_\_\_ (sleep) outside when the rain \_\_\_\_\_ (start).
  - 2 While the girl (read) a book, her phone (ring).
  - 3 The teacher \_\_\_\_\_ (arrive) while Katie and Adam (play) a computer game.
  - 4 Lucy (eat) her lunch when she (hear the news.
  - 5 The boy \_\_\_\_\_ (fall off) his board while he \_\_\_\_\_ (skate) in the park.

- 5 Correct the mistakes with the past simple and past continuous.
  - **1** When we looking for the lions at the zoo yesterday, we found the elephants.
  - 2 Yesterday while I came back home, I dropped my purse in the road.
  - 3 When I waiting for the bus, I saw a monkey in the trees.
  - **4** When we walk beside the lake, we heard a noise behind us.
  - 5 It is snowing when I went there and very cold.
- In pairs, take turns to say sentences with when or while and the past simple or past continuous. Use the verbs in the box and animals from the table on page 94.

climb drive eat find open run sit talk walk write

While the man was driving along the road, a monkey jumped out of a tree.

I saw a family of rabbits when I was walking by the river.

## READING

- Look at the photos. How are these animals helping people? Do you think it is bad to use animals in this way? Discuss your ideas with your partner.
- Read Part 1 of the article. Match two of the photos A-C to this part of the article.
- Read Part 1 of the article again.
  - 1 Find three things that guide horses can do.
  - 2 Find two things that monkey helpers can do.

- Look at the photos again. What do you think Part 2 of the article is about? Read it quickly to check your ideas.
- Read Part 2 of the article again. For each question, choose the correct answer (A, B or C) for each gap.
  - **C** favourite 1 A busy B free 2 A help B look C make C says 3 A tells **B** speaks B brings C collects 4 A arrives 5 A shall **B** need C should 6 A project **B** activities C jobs
- In pairs, look at all the choices for Exercise 5 again and answer the question.

How did you choose the correct answers?



Animals can help people in many different ways. They can help people in their homes and in their daily lives. They can also save people when they are in danger, for example in the mountains or in the sea. When people think of animal helpers, most people think of guide dogs for the blind (people who can't see). But do you know about guide horses? These small horses help blind people move around a city or town. For example, they travel with them in taxis, cross roads and even help them get on and get off buses. Horses live much longer than dogs, so they can be with the person for a long time. Other animals can be helpers too. Monkeys are very clever and can look after people in many different ways. They can pick up your phone when you drop it. They can turn on the television for your favourite programme and turn off the television when it finishes. However, many people think that monkeys shouldn't be animal helpers because they are wild animals.

Most dogs are good at swimming but the dogs in the photo are very, very good at it. They work on 1 beaches in Italy during the summer, keeping people safe in the sea. They can jump from helicopters and fast boats, and people in danger in the water.

'Dogs don't get tired as quickly as we do,' 3 Emilio, their trainer. 'A dog is strong and it can swim fast. It gets to a swimmer faster than we can and then it 4 the person back to the beach.'

It takes three years to teach these dogs everything they 5 to know. Then they are ready to do their 6

People often think of animals as their friends, but these amazing animals are much more than that.

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### VOCABULARY

#### Phrasal verbs

Match the phrasal verbs from Part 1 of the article to the meanings.

- 1 get on
- 2 get off
- 3 look after
- 4 pick up
- 5 turn off 6 turn on
- b stop something working c take something off the floor

a start something working

- d enter a bus, train, plane or boat
- e leave a bus, train, plane or boat
- f help someone when they are ill or cannot do something themselves
- Complete each sentence with one of the phrasal verbs in Exercise 1 in the correct tense.
  - 0 It was starting to rain when I got off the bus, so I opened my umbrella.
  - 1 Please your bags from the floor and put them on the shelf.
  - 2 Finally, the boat arrived to take us across the lake. But it was full and we couldn't
  - 3 I can only do my homework when it's quiet. Please can you the radio?
  - my mum when she was ill. I made her meals and drinks.
  - 5 I woke up suddenly in the night and it was very dark, so I the light.

### PRONUNCIATION

/u:/ and /ʊ/

Listen to the sounds /u:/ and /ʊ/.

Then put the words in the box in the correct columns.

good do food foot group look move put suit took true two

/U/ look /u:/ move

Listen and check. Then repeat.





- Listen to the radio interview between Jim Townes and Sue Green. Sue talks about things children learn from looking after pets. How many things does she talk about?
- (1) Now listen again and make notes in the chart about what Sue says children learn from pets.

Food	Keeping them clean	Animals, not toys

Do you think Sue is right? What other things can children learn when they look after a pet?

## WRITING



### PREPARE TO WRITE

A story

**GET READY** Look at the three pictures. What does each one show? Compare your ideas with a partner.

PLAN In your story you have to write about all of the pictures. Read the questions and make notes.

- 1 What happened in the first picture?
- 2 What happened in the second picture?
- 3 What happened in the third picture?
- 4 What was the end of the story?
- WRITE Write the story shown in the pictures. Write 35 words or more.

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

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







# LIFE SKILLS SOCIAL RESPONSIBILITY

## PROTECTING ANIMALS



### **LIFE SKILLS**

**Protecting animals** 

We can protect pets and animals in the wild by:

- · making sure they have food and water
- · making sure they have a safe place to live
- · being kind to them
- Read the sentences in the speech bubbles and answer the questions.

Animals are not toys.

We should be kind to animals like we are kind to people.

- 1 Do you agree with the sentences? Why? / Why not?
- 2 Which sentence do you prefer? Why?
- 3 Do you have a pet? Have you ever visited an animal reserve or seen a wild animal?
- Think of the animals in your country and answer the questions.
  - Which are in danger? What problems do they have?
  - 2 Can people help them? How?

In pairs, compare your ideas.

- 3 Look at the title of the article and the photos. How do bees help us? Why is it important to protect bees? What is the bee collecting in the photo?
- 4 Read the article quickly and check your answers.

# save the

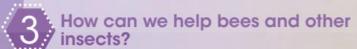
## Are bees important?

Bees are a very important part of our ecosystem. Bees pollinate plants. In fact, about 30% of the food we eat depends on bees. Bees help people in other ways too. For example, they make the honey we eat and wax for candles and cleaning wood.

In many areas of the world, bees are in danger. People build houses, offices and factories on their homes. Farmers use strong chemicals on plants to stop insects eating them. But these chemicals also kill bees.

## How does Mikaila Ulmer help bees?

Mikaila Ulmer, from Texas, is a girl who has her own lemonade company. She gives part of the money she makes selling lemonade and other products to charities to save bees. She teaches people about the importance of bees and how they help us. Mikaila has her own blog called Beelieve Blog. On her blog she shares information about her company and her projects.



There are a lot of different ways we can help protect bees and other insects. For example, we can:

- use fewer chemicals on plants
- learn more about organisations and people working to protect insects and their homes
- learn more about insects and how they help us
- start a blog on an animal or insect you think needs our help.





- 5 Read the text again. Are the sentences right (✓) or wrong (X)?
  - 1 Bees are not important animals.
  - 2 Bees help us to make candles.
  - 3 Bees are in danger in some places.
  - 4 Michaela's company only sells honey.
  - 5 Michaela has a blog.
  - 6 We cannot help protect bees and other insects.
- 6 Match the highlighted words in the text to the meanings.
  - 1 we use this to make candles
  - 2 moving pollen from one plant to another
  - 3 organisations helping something or someone and raising money
  - 4 all the plants and animals in one place and how they live together
  - 5 to keep safe



### **TALKING POINTS**

Do you like bees or are you afraid of them? What other animals are in danger?



## Listen to Jayden and Alice talking. What are they talking about?

- a They are talking about making honey.
- b They are talking about birds and turtles in the wild.
- **c** They are talking about rescue centres and volunteer jobs.

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•	-	n	
٠.		11	
	N	100	
		-	

### 8 Listen again and write Alice or Jayden.

1	is looking at a website.
2	is afraid of bees.
3	says we get honey and wax from bees
4	finds a centre with rabbits, cats, dogs
	and rats.
5	has music lessons on Saturday
	mornings.

is going to call to find out more.

- 9 Look at the list (a-f). Number the top three ways you think we can help animals. Compare your answers with your partner.
  - a We can donate money.
  - b We can protect animals.
  - c We can volunteer our time.
  - d We can make sure that animals have food
  - e We can protect their homes.
  - f We can find out ways to help animals.
- 10 Complete the sentences with the words in the box.

	donate	make sure	protect	volunteer
1	I want to weekend		n animal reso	cue centre at
2		a lot of diffe		
3		part scue centre.	of my pocke	et money to an
4	We need	toa	nimals have	safe homes,

## **PROJECT**

A poster about protecting animals

## In small groups, make a poster about protecting animals.

- Choose an animal. Is it a pet or a wild animal? How big is it?
- Design a small poster to help people know more about your animal. Include:
  - · pictures of your animal or its home
  - · what your animal needs
  - · how people can help your animal
  - how we can protect it.
- Take turns presenting your posters to another group.
- Display posters in the classroom.

## UNITS 13–16

## **VOCABULARY**

### 1 Find the odd word out in each set.

- 0 lake (cloudy) mountain field
- 1 duck monkey playground rabbit
- 2 library insect bridge post office
- 3 race headache temperature pain
- 4 helicopter bicycle bus roundabout
- 5 deep rest wide high

### ? Read the definitions and complete the words.

When the weather is like this, it's difficult to see where you're going.

foggy

1 You put this on to keep you dry when it is wet.

r \_\_\_\_ n \_\_\_ a \_\_\_

You stop your car and wait when this is red. You go when it is green.

t\_\_\_\_f\_c \_\_i\_\_h

3 We get eggs and meat from this farm animal.

This is an animal and also something we use with our computers.

m \_\_\_ s \_\_ 5 Doing lots of this keeps you healthy. e x \_\_ \_ i \_\_ e

3 Complete the sentences with the correct form of the phrasal verbs in the box.

get on get off look after pick up turn off turn on

I was late for school this morning because I
 the wrong bus!

2 The football match starts in a few minutes. Please can you the TV?

While I the train, I fell down and hurt my leg.

4 My sister was ill yesterday, so my dad stayed at home to \_\_\_\_\_ her.

- 5 It's important to \_\_\_\_\_ your mobile phone when you're at the cinema.
- 6 At the weekends, I rubbish at our local park.

## **GRAMMAR**

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

**6** 

- 1 I ate with my family out / outside the tent.
- 2 It's very easy to get to the sports centre because it's in front of / opposite my house.
- 3 I took a trip through / down the River Nile.
- 4 You shall / should bring some of your computer games.

### O Correct the mistakes in the sentences.

- 5 I enjoyed my holiday. Every day I was going swimming.
- 6 I liked the tennis match because Nadal and Grigor Dimitrov are playing.
- 7 In Thailand, I visited many places and the most interesting thing is eating the food there.
- 8 It is raining in Taipei when we got there yesterday.
- Complete the sentences with the verbs in brackets. Use the past simple or past continuous.

0 It wasn't raining (not rain) when I <u>left</u> (leave) the house this morning.

1 When I (arrive) at the party, my friend (sing) in the living room.

(walk) around the shops when I (meet) my friend.

3 My dad (call) me while I (do) my homework.

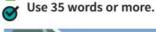
4 I \_\_\_\_ (not run) when I \_\_\_\_ (hurt) my foot. I \_\_\_\_ (dance).

5 I \_\_\_\_\_ (not see) any animals when I (walk) in the snow.

- 3 Give these people advice using should or shouldn't.
  - O I've got a temperature and a headache. You should take some medicine and go to bed. You shouldn't go to school.
  - 1 My running shoes are too small.
  - 2 I really want a pet!
  - 3 The weather's really hot and I want to go to the beach.
  - 4 I've got nothing to wear to my friend's party.
  - 5 I don't know the way to the museum.

## WRITING

Look at the three pictures. Write the story shown in the pictures.









## LISTENING

For each question, choose the correct answer.

Listen to Tessa talking to her father about her friends. What problem does each person have?

### Example:

O Eva G

People	Problems
1 Leon	A foot hurts
2 Nat	<b>B</b> broken arm
3 Maddie	C feels sick
4 Ilsa	<b>D</b> has a cold
5 Greg	E headache
	F leg hurts
	<b>G</b> temperature
	H toothache

## **SPEAKING**

- 1 Put the words in order to make questions.
  - 1 feel / how / you / start / when / do / school / holidays / the?
  - 2 your / animal / favourite / what's /?
  - 3 weather / you / best / of / what / like / kind / do?
  - 4 do / like / you / when / it's / doing / what / snowy / ?

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

In pairs, talk about where you live. Take turns to speak.



Tell me about where you live.

I live in a small town. There's a park near the ...

# WHAT ARE YOU'S 2020ATCHING?



### **ABOUT YOU**

How often do you watch TV? Do you watch more TV on your laptop, on your smartphone or on the television?







LISTENING

### Television

Complete the sentences with the words in the box.



cartoons channels live on demand on TV programme records remote control stream talent show the news

- 1 It's so easy to watch TV these days. You can anything at any time.
- 2 I like to know what's happening in the world, so I watch every day.
- 3 TV with real people is OK, but it's more fun watching , like Tom and Jerry.
- do you want to watch? There's 4 Which one about nature or one about music.
- 5 Please give me the . I want to turn on the television and I don't want to get up!
- 6 Watch our new tonight. There are six young singers and dancers. Choose the best.
- of Manchester 7 My brother's a big United. He watches all their matches.
- 8 I think our television can get more than 100 . I never know what to watch.
- 9 I like choosing what to watch and when I want to watch it, so I watch most of my television
- 10 Ed Sheeran is playing a concert tonight in London and they are showing it television, so I can watch it while he's playing.
- 11 When my dad goes on holiday, he favourite shows and watches them when he gets back.
- 12 Have you got a newspaper so we can see what's this evening?
- Listen and check, then repeat.



- 1 Do you often watch shows live, or do you watch them on demand?
- 2 Which programmes do you usually stream?
- 3 Do you like talent shows? Which is your favourite?
- 4 How many channels do you have at home?
- 5 Which cartoons do you like watching?
- 6 When do you watch live television?

Listen to the conversation. Ella and Charlie meet in the street. What does Charlie invite Ella to do?



Listen again and answer the questions.

- 1 When is the football match on?
- 2 Which channel does Ella think the game is on?
- 3 Why does Ella want to watch the game on a television and not on her laptop?
- 4 Where does Ella plan to watch the game?
- 5 Why does Ella want to watch it live?
- 6 What did Charlie's parents do last week?
- 7 What does Charlie ask Ella to do?
- 8 Where does Ella decide to watch the match in the end?

### Future with going to

1 Look at the table and then complete the rule with one word.

'm He's She's t's We're	I'm not He isn't She isn't It isn't We aren't	going to	watch the programme live. be on TV. watch the programme on demand.
/ou're	You aren't		
They're	They aren't		

### >>> GRAMMAR REFERENCE AND PRACTICE PAGE 154



going to

Listen and repeat.

I'm going to watch it live at home on our big TV. I'm going to watch it at Charlie's on his home cinema.

Read about Michael and Chloe. Choose activities for next weekend for Michael and Chloe from the list.



Chloe loves all kinds of sport. She likes being outside and going to the park with her friends. She doesn't like playing video games, and on TV she only likes watching cartoons. She sometimes goes to the cinema.



Michael loves reading and going to the cinema. He doesn't go out with his friends very much, but he loves playing computer games and watching anything on TV. He likes watching tennis, but he doesn't play, and he sometimes goes swimming.

Visit the new computer games shop.
Play tennis.
Go to the cinema.
Go swimming.
Watch a pop concert on TV.
Go for a walk.

### In pairs, answer the questions.

- 1 What is Michael going to do? What isn't he going to do?
- 2 What is Chloe going to do? What isn't she going to do?
- 3 What are Michael and Chloe both going

What is Michael going to do?

He's going to visit the new computer games shop.

### 5 Correct the mistakes in the sentences.

- 1 I going to meet Grace at the park tomorrow.
  - 2 We are going play tennis at the sports centre on Sunday.
  - 3 For my party I going to invite five friends.
  - 4 You can call me this evening because I not going to watch the match.
  - 5 They not going shopping this week.
- In small groups, ask and answer questions. Look at the times in the box and talk about your plans. Say some things you're going to do and some things you're not going to do.

next summer this evening next Saturday morning tomorrow morning next Sunday afternoon

What are you going to do next Sunday afternoon?

> I'm going to visit my granny and granddad. I'm not going to do any homework!

## READING

- Do you watch TV talent shows? How many can you name?
- Read the questions and talk about your ideas with your partner.
  - a Do talent shows tell people what to say or can they choose?
  - **b** What different kinds of talent show are there?
  - c What do winners of talent shows usually get?
  - d Who chooses the winners?
  - e Are talent shows live?



# TALENT SHOWS What do you really know about talent shows?

Everyone knows The Voice! It's a talent show for people who want to become famous singers. All of the singers on the show are good and some of them are excellent! There are lots of other talent shows around the world as well. In many countries, talent shows are the most popular shows on TV.

There are shows like Got Talent for musicians, people doing magic, singers ... and lots more. There's a show for dancers, too. It's called Strictly Come Dancing. Every year there are new ideas for talent shows. There are even some national talent shows for robots and singing dogs!

Yes, most of the talent shows on TV are live. It's also possible to go to the studio and be a member of the audience. Then you can watch a talent show live on stage.

I'm sure you know the answer to this one. Usually, the people watching the show on TV and in the theatre vote for who (or what!) they like best. Sometimes famous people are the judges as well. On Masterchef, only the professional chefs choose the winner.

In a competition there is always a winner. The winner of the final usually gets a prize and sometimes becomes a star. On some shows the runner-up gets a prize too and a few of them become stars. On a few shows, the winner gets nothing but they often become famous!

Most of the time, the people on the shows can say, sing or do what they want to. Sometimes, the show tells them the words to say, so they are a bit like actors or performers. But this doesn't happen on all the shows.

- Read the article quickly and check your ideas. Complete the article with questions from Exercise 2.
- Answer the questions about the article.
  - 1 What talent show is there for dancers?
  - 2 Where can people go to watch a talent show live?
  - 3 Who are the judges of talent shows?
  - 4 What happens to the runners-up on talent shows?
  - 5 Why are some of the people on talent shows a bit like actors?



### **TALKING POINTS**

Which talent shows are popular in your country? Why? Which one do you like best? Why? Discuss with your partner.



## **VOCABULARY**

### **Entertainment**

### Complete the sentences with the words from the article. Use each word once only.

1 She's the best cook on the show. I want her to win the

2	There were eight singers on a small	. It w	vas
	very crowded!		

- 3 We went to see the live show in a very big
- 4 He won a talent show four years ago. Now he's a big

5 Sometimes the person who comes second, the , gets upset when another person wins.

- 6 I'd love to be in the for Got Talent and watch the show live.
- **7** The for some talent shows is money and the chance to make an album.
- 8 Talent shows often have three and they choose the best person together.
- 9 Talent shows end with and someone wins.
- 10 People can their favourite person by text.
- 11 I think some people like being on talent shows because they are and like being on TV.
- **12** The of a talent show always looks very surprised - and happy of course.

### Work with a partner. Take turns to ask and answer the questions.

- 1 Do you have any competitions in your school or your town? What are they?
- 2 Can you name any winners or runners-up from talent shows?
- 3 When did you last vote for someone on a talent show?
- 4 What do you think the best prize for a talent show is?
- 5 Would you like to be in the audience for a talent show? Why?
- 6 Would you like to be a performer in a talent show?
- 7 Do you usually agree with the judges on a talent show?
- 8 Which stars or famous people started by winning a talent show?



## LISTENING

Listen to Evie talking to her friend Ben about a talent show called Singer Search. Who won last night's show?







### Listen again. Which singer:

- 1 had a fantastic voice?
- 2 didn't choose the best song?
- 3 looked nervous?
- 4 did Ben vote for?
- 5 did Evie vote for?
- 6 wasn't a brilliant singer?
- 7 had fantastic clothes?
- 8 was the runner-up?

## **SPEAKING**

### Ask and answer with a partner.

- 1 What TV programmes do you like to watch?
- 2 What's your favourite programme?
- 3 What was the last thing you watched?
- 4 Where do you watch TV at home?
- 5 Do you watch TV alone or with your family?

# 18

## MAGAZINES AND BOOKS

## TEEN Magazines

## ABOUT YOU

Does your school have a school newspaper or magazine?
What do you like reading it?
What books do you like to read?
What's your favourite book?
Why do you like reading it?
Does your school have a school newspaper or magazine?
What do you like reading in your school newspaper/magazine?







OL! >



<u>Mountain</u> Bike Monthly >



Footie Time > 🛒 🛇



GAME OVER > ■ ♡



I ♥ Animals > 🌉 🔘

## VOCABULARY



## LISTENING

### Magazines

- Look at the magazines on the website. What do you think each one is about? Discuss with your partner.
- 2 Match the magazine descriptions to the titles in the photos.
  - 1 Out and about on rough roads
  - 2 The latest football news
  - 3 Music, fashion, TV, bloggers and vloggers
  - 4 Information on hundreds of animals
  - 5 The newest and best films
  - 6 All the new video games
- 3 Which of these magazines would you like to read? Why? Tell your partner.

4 Look at the words in the box for things you find in magazines. Match the words to the definitions.

advertisement article headline information photograph review

interview

- 1 a written opinion about a book, film or TV programme
- 2 information about a product to make you buy it
- 3 a picture made using a camera
- 4 facts about a situation, person or event
- 5 a funny drawing
- 6 the title of a magazine story in large letters
- 7 a written conversation usually between people
- 8 a piece of writing in a magazine



Listen and check. Then repeat.

- Listen to Aboudi, Serena and Oliver. They're making plans for their school magazine.
  - 1 Is the magazine going to be on paper or online?
  - 2 Is it going to be weekly or monthly?



Listen again. Tick (✓) the things the friends want to include in their magazine.

#### GRAMMAR

#### **Making suggestions**

Look at the four ways of making suggestions. Which one is different and why?

Why don't we write down some ideas now? Let's have some stories too. Shall we include advertisements? Why not ask your dad about it?

A suggestion is a plan or idea that you want someone to think about. Look at the examples from the recording. The words in purple are different ways of making suggestions.

GRAMMAR REFERENCE AND PRACTICE PAGE 155

Put the words in the correct order to make suggestions.

Add a full stop or a question mark and start the sentence with a capital letter.

- 1 we / don't / go / to / skatepark / why / the
- 2 the / new / see / let's / film / Turkish
- 3 ask / come / Mina / why / to / not
- 4 meet / we / there / at / shall / eight
- Complete the conversation. Use each phrase from Exercise 1 once. There is often more than one right answer.

Oliver: I think we need some more help with the

magazine.

Serena: You're right. 1 ask our teacher to

help? Is that a good idea?

Oliver: No, I don't think so. She's very busy. I can

write a note and give it to all the teachers.

Serena: No, that's not a good idea. We want

students to see it, too. 2 put a notice on the school website.

Oliver: Excellent idea.

Serena: 3 write it now?

Oliver: OK. Magazine helpers wanted!

Serena: Great! 4 write our names at the

bottom?

Oliver: Good idea. OK, let's leave a message on

the website now!

- Correct the mistakes in the sentences.
- Shall we to buy Jack magazines and chocolate to help him feel better?
  - 2 Lets go to the library after school.
  - 3 Why we write a review about the school play?
  - 4 Why not to put advertisements in the school magazine?
  - 5 Shall we to put advertisements in the magazine?

#### PRONUNCIATION Intonation

Listen and repeat the phrases from the conversation about the magazine.

No, that's not a good idea.

No. I don't think so.

Great!

OK.

Excellent idea.

Good idea.

- In pairs, practise the conversation in Exercise 3.
- >>> Work in small groups. Go to page 124.

### READING

Look at two book covers. Do you know these stories? What are they about?

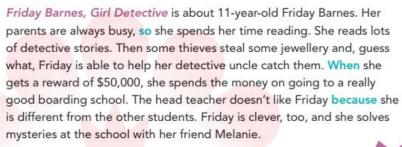
Discuss your ideas with a partner.

Read the reviews and check your ideas.

# Read and



# Friday Barnes, Girl Detective



I loved the book. I wanted to read it to the end as it's very exciting. This is the first Friday Barnes book, and I'm definitely going to read more.



# **Charlie and the Chocolate Factory**

Charlie Bucket lives in a small house with his family. They're very poor. One day, Charlie finds some money on the street and he decides to buy a Wonka chocolate bar with it.

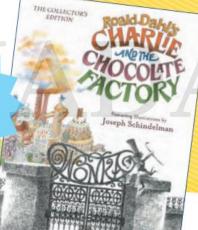
When he opens the chocolate bar, Charlie finds a golden ticket inside. It's his lucky day! It's a ticket to visit Willy Wonka's famous Chocolate Factory. Charlie is very excited. Grandpa Joe is excited, too, because he can go on the visit with Charlie. As there are five golden tickets, four other children visit the factory as well. They all meet

Willy Wonka and go around the factory. Lots of strange things happen! Only Charlie is left at the end, so he's the winner! What's the prize?

Why not read the book and find out?

This book is very funny. I really liked it. It's so popular and there are two films of the book and a musical!





#### Read the reviews again and answer the questions.

- 1 How old is Friday?
- 2 Why does she read a lot?
- 3 What does she like reading?
- 4 What does she do with the \$50,000?
- 5 What do Friday and her friend Melanie do at the school?
- 6 What does Annika think of the book?
- 7 Where does Charlie get the money for the chocolate bar?
- 8 Who is Willy Wonka?
- 9 Who goes with Charlie to the factory?
- 10 How many golden tickets are there?
- 11 Who wins the prize at the end?
- 12 What does Josh think of the book?



Which of the two books would you like to read? Why?

### VOCABULARY

#### as, because, so and when

- 1 Look at the reviews again. We use the words to connect ideas in sentences.
- Match the beginnings and endings of the sentences.
  - 1 The Head Teacher doesn't like Friday
  - 2 I wanted to read it to the end
  - 3 When he opened the chocolate bar.
  - 4 Charlie was left at the end.

- a as it's very exciting.
- b so he was the winner.
- c because she is different from the other students.
- d Charlie found a golden ticket inside.
- Find four more sentences with as, so, because and when in the reviews on page 108.
- Complete the review of the play with the words from Exercise 1.

# Romeo AND Juliet by William Shakespeare

Romeo and Juliet is a really sad story about two young people. Their families don't want them to marry 1 the families hate each other. However, Romeo and Juliet are in love and they get married. They know their families will be very angry, 2 they don't tell them. Juliet's family don't know she's married and they find a husband for her. But she can't marry this man 3 already married to Romeo. Juliet is very unhappy.

She drinks something to make her sleep, so her family will think she's dead. Then she goes to sleep. Romeo finds Juliet first and thinks she's dead, so he kills himself. But Juliet isn't dead! 4 she wakes up, she sees Romeo is dead and kills herself. And that's the end!

I saw the play at the City Theatre. The actors were all great and I cried at the end. I loved it. Go and see it.

### LISTENING

Listen to part of the radio programme: Good Morning Mike. Phoebe phones in to review a film.

> What's the name of the film Phoebe is talking about?





Listen to the review again. Are the sentences right  $(\checkmark)$  or wrong (x).

- 1 Phoebe lives in London.
- 2 The guitar player gets a job in a school.
- 3 Everyone in the The School of Rock band is
- 4 The School of Rock get first prize in Battle of the Bands
- 5 Phoebe watched the DVD of the film last week.
- 6 Phoebe thinks the film is very good.

#### WRITING



#### PREPARE TO WRITE

**GET READY** Read the three reviews on pages 108 and 109 again.

Which parts of the reviews tell the story of the book and which parts are the writers' opinions? What tense do we use for writing a review?

PLAN Think about a film, play or book that you like. Make notes about:

- · the story of the film, play or book.
- your opinion.

Organise your ideas into two paragraphs.

- · Paragraph 1: the story of the film
- Paragraph 2: your opinion.

WRITE Write your review of a film, a play or a book in about 50 words. Use the correct tenses and connect your ideas with as, because, so and when.

IMPROVE In pairs, read your review and your partner's. Check for mistakes.

Rewrite your review and give it to your teacher for a class magazine.

# CULTURE

# BRITISH TV AROUND THE WORLD

- 1 In pairs, discuss the questions with your partner.
  - 1 Can you name any British TV programmes?
  - 2 Do you prefer watching cooking shows, nature programmes or dramas?
  - 3 How often do you watch TV in English?
- Read and match the photos (A-C) to the texts. Who do you think is the most similar to you?
- 3 Match the headings to the texts.

Talent shows Nature shows Cooking shows

- Read the texts again and answer the questions.
  - 1 What does Brad like doing?
  - 2 What is Ryan's favourite show? Why?
  - 3 When do Eve and her family watch nature programmes?
  - 4 Why does Eve's brother like The Blue Planet?
  - 5 What programme do Karen's parents always watch?
  - 6 What music programme does Karen like? Why?
- 5 Complete the sentences with the highlighted words in the text.
  - I love sea animals. I love swimming too and I'm taking a \_\_\_\_\_ course, so I can go diving on holiday with my family this summer.
  - When I go on nature walks with my family, we like taking photos of birds and animals in their
  - 3 I'm always at home to watch my favourite TV programme on Monday evening at seven o'clock. I never it!
  - **4** We all need to help our \_\_\_\_ and keep it clean.
  - **5** On talent shows people can sing, dance and do magic or \_\_\_\_\_.



#### TALKING POINTS

Do you know the programmes Ryan, Eve and Karen are talking about? Do you watch them? Which ones don't you like? Why? British TV programmes are popular around the world.

According to the BBC, there is in an increase in people watching British TV in different countries. People watch programmes from their own countries too, but thanks to internet and cable TV, it's easier than ever to watch international programmes.

British talent shows, cooking shows, nature programmes and dramas are all popular with international viewers.

# THAT'S



# ENTERTAINMENT!

Watching television is a popular freetime activity for many people around the world. Find out more about what young people are watching – and why.



# RYAN Q New Zealand

My parents' friend Brad has a small restaurant in Auckland and he loves cooking. I sometimes go to visit him with my parents at weekends. When we go to his house, we walk around town during the day. Then, we love watching shows and competitions about cooking in the evening.

Brad's favourite show is MasterChef because it gives him ideas for his restaurant. I prefer The Great British Bake Off because I love cooking and eating cakes and sweets!





I love going on nature walks with my family and watching wildlife. In the evenings when it's too cold or too rainy to do things outside, my family and I like watching programmes about science or animals at home.

My older brother loves scuba diving so his favourite programme is *The Blue Planet*. Mum and I love watching *Elephant Diaries*. This TV show helps baby elephants return to their natural habitat.

# KAREN Q Northern Ireland

I have to do my homework first before I watch TV, but one programme my parents never miss is *Britain's Got Talent*. They love it when there are people on the show doing gymnastics or acrobatics.

I love music, singing and dancing. I get bored watching *Britain's Got Talent* because a lot of people on the programme do other things. I'm a good singer, so I prefer watching *The Voice* in my free time.

- Listen to John talking to his friend Amber about his homework. Which show is he going to write about?
  - a Horrible Histories
  - **b** Britain's Got Talent
  - c MasterChef Junior
- 7 Listen to the conversation again and choose the correct words, a or b.

1 John is doing homework

a for his German lesson
b for his French lesson

2 John likes watching on TV.

a different programmes
b French programmes

3 Amber watching cooking programmes.

**a** loves **b** dislikes

4 John likes learning .

a new meals b new songs

5 Amber what Horrible Histories is.

a doesn't know b knows

6 John loves

a reading about nature

b reading about history

Listen to the conversation again and write the things John likes about the programmes.

# **PROJECT**

A TV programme timetable

You are working at a TV station and making plans for a new channel. In small groups, plan a programme timetable for Saturday day times from 10 am to 2 pm.

- Make a list of possible programmes you think people like.
- · Decide on the times of the programmes.
- Think of why the programmes are interesting and what people can learn from them.
- Fill in the table in your notebook.

Time	Programme (title/name of programme or type of programme (comedy, nature show, drama)	Audience (children, teenagers, adults)	Why is the programme interesting?
10 am-		It is for	People can learn
am		***************************************	

- Present your ideas to another group.
- Tell the class about your programme timetable. Decide on which programme timetable you like best.

# SCHOOL CANCOVATO 2020 UNI

























#### **ABOUT YOU**

What kind of school trips do you go on with your school? Do you enjoy them?

What was the last school trip you went on? What did

## **VOCABULARY**

AND

LISTENING

#### **Trip activities**

Look at the photos of people on school trips. What activities are they doing? Match the photos A-J to the words and phrases in the box.

canoeing cooking on a fire dancing at a disco going on a nature walk going round a museum going to an amusement park sailing visiting a farm visiting an aquarium watching a show

- Listen and check. Then repeat.
- In small groups, ask and answer the questions.
  - 1 Which of these activities do you do on school trips with your school?
  - 2 Which ones do you enjoy?
  - 3 Which ones would you like to try?
  - 4 Which ones would you not like to do? Why not?
- Listen to a teacher talking to a class about a school trip and answer the questions.
  - 1 Where is Tall Trees activity centre?
  - 2 Which activities in Exercise 1 do you hear?
- For each question, write the correct answer in each gap. Write one word or a number or a date or a time. Then listen again and check.

# End-of-term school trip for Year 8

Name of Activity Centre:

Tall Trees

Date we leave:

July

Time to get to school:

am

What to bring for the journey:

#### What to pack

✓ for water activities:

things

✓ for nature walks:

trainers and 5

Cambridge University Press 2015, 2019

112 UNIT 19

### **GRAMMAR**

#### have to / don't have to

1	Match	the	two	halves	of	the	conto	ncas
- 8	Match	tile	LWO	Halves	UI	uie	sente	Ires

- 1 Everyone has to be at school
- 2 Mr Peters has to check
- 3 You have to wear
- 4 You don't have to bring anything
- 5 Do we have to wear

- a to eat
- b smart clothes to the disco.
- c our uniform on the journey?
- d your names.
- e at eight o'clock

#### Now read the examples and then complete the rules with a and b.

Everyone *has to* be at school at eight o'clock. You don't *have to* bring anything to eat.

- 1 have to means
- 2 don't have to means
- a no obligation: you have a choice and you can do this if you want.
- **b** obligation: You have no choice. You can't say 'no'!

#### 3 Complete the table with the correct form of have to.

Obligation	No obligation	Question form
l/you/we/they go He/she/it go	I/you/we/they go He/she/it go	go?
inc/sinc/it	Tic/stic/itgo	he/she/it go?

#### >>> GRAMMAR REFERENCE AND PRACTICE PAGE 156

Listen to Leo asking about the school trip.

Tick ( ) the things he has to do.

get up early every day	
go sailing	
go swimming	
go to the disco	
leave his phone at home	
share a bedroom	
help with the cleaning	
do any school work	

5 Make pairs of sentences about Leo using have to/ doesn't have to and can/can't.

He has to get up early. He can't stay in bed late.

- Correct the mistakes in the sentences.
- 1 You don't bring anything it's not necessary.
  - 2 Please, you need come! It's going to be a great concert.
  - 3 We haven't to pay for the skate park.
  - 4 You pay nothing for the disco. It's free!
  - 5 We have get up early to go sailing.
  - 6 You has to pack warm clothes for the school trip.

# PRONUNC

#### RONUNCIATION have to / has to

7 Listen and repeat.

- 1 I have to go shopping.
- 2 He has to do his homework.
- 3 Do you have to go now?
- 4 Does he have to pay today?
- 5 We have to write a story.
- 6 She has to win this match.

In pairs, ask and answer about what you have to do/don't have to/can/can't do this weekend. Use these ideas or your own.

visit anyone? do any homework? get up early/ late? go shopping? do any cleaning? go to bed early / late?

Do you have to visit anyone this weekend?

No, I can stay at home if I want to.

# READING

Read the first paragraph of the article. Do you think the flipped classroom sounds like a good idea? Why / why not?



In a normal classroom, the teacher stands at the front of the room and gives a lesson and the students listen and take notes. Then they go home and do their homework. In a flipped classroom, everything is the other way around. Students study at home from a textbook or online videos, and then discuss the topic and do 'homework' exercises or projects in class. Lots of schools are trying it, but is it a good idea? We spoke to a teacher and two students to find out more.

# Penny – teacher

The flipped classroom is hard work for the teacher, especially at the beginning. You have to make videos of every topic in the textbook for the students to watch on their computers at home. That takes a really long time! But it means I can spend time in class helping students one-to-one. I love that - I wasn't able to do it before.

### Caitlin - student

I love coming into the classroom ready to talk about the topic and feeling I understand it. In a normal class, I often feel nervous, because if I don't understand, I have to ask the teacher to stop the lesson and explain. But with a video, I can watch it as many times as I like until I understand it. It's great!

# 🚨 Dylan – student

We tried the flipped classroom for one term in maths, but there were a few problems. Some students didn't watch the videos before the lesson, so they couldn't do the exercises in class. Also, when the teacher was going round helping people, we found it really easy to stop working and just chat. We did a test at the end of the term and we all got terrible marks. I usually pass every test, but I failed that one.

#### Read the article and answer the questions. Write P (Penny), C (Caitlin) or D (Dylan).

Who said this about the flipped classroom?

- 1 | If I need to, I can repeat parts of the lesson.
- 2 I like being able to explain things during the lesson.
- 3 Lots of us spent too much time talking to each other.
- 4 There were people who did not prepare for the classes.
- 5 I don't have to be scared about what's going to happen in the lesson.
- 6 Getting everything ready wasn't easy.

#### In pairs, discuss the questions.

- 1 What do you think are the best/worst things about flipped classrooms?
- 2 Would you like to try it? For which subjects?

#### TALKING POINTS

14 Watch the video about a school called Redroofs. Then ask and answer the questions with a partner.

What do you like about your school?

Is your school bigger or smaller than Redroofs? How many children are in your year?

What subjects do you study? What are your teachers like?

### **VOCABULARY**

#### School collocations

1 Match the verbs to the nouns to make phrases. Use the article on page 114 to help you. Some verbs go with than one noun.

do an exercise fail a project get homework give a lesson marks study from take a textbook a test

- Choose the correct words to complete the sentences.
  - 1 I took lots of *notes / projects* in my last lesson.
  - 2 I really hope I pass / fail this test!
  - 3 Some people like studying from textbooks / projects and other people prefer videos.
  - 4 The maths teacher gave us six exercises / homework to do at home.
  - 5 What mark / test did you get in your science exam?
  - 6 I'm doing a history project / homework at the moment, about the Romans.
- 3 In pairs, compare your school with the one in the article. Use the phrases in Exercise 1.

They study from the textbook at home, but we use ours in class.



### LISTENING

Maya goes to a boarding school. She sleeps there and only goes home for holidays. Listen to her describing her school. Number the photos in the order you hear about them.



Listen again. Complete the article Maya wrote about her school with the missing words.

I go to a boarding school called Hartland School. It has about <sup>1</sup> students.
I have to share a bedroom with 2 other girls.
We can put <sup>3</sup> of our family on the walls.
There's a library where we do our homework. We start studying at 4 every evening.
We work really hard at my school. We even have lessons on ⁵ mornings!
After homework, we can go to the <sup>6</sup> room to have some fun.
We have meals in a big <sup>7</sup> and we have to help with the <sup>8</sup> afterwards.
We have to do sports at my school. Next term, we're going to do 9

## SPEAKING

- Make a presentation about your perfect school. Work with a partner. Plan what you want to say. Think about:
  - · a name for your school
  - the size of your school
  - · places in your school
  - what students can/can't do
  - · what students have to / don't have to do
  - · what the teachers are like
  - · what subjects you study
- Present your ideas to another pair. Which school sounds most fun to go to?

# 20 FAMILIES

# **VOCABULARY**

AND

LISTENING

#### **Family**

Complete the table with the words in the box and the family words from About you.

aunt cousin grandchild granddaughter grandfather grandmother grandparent nephew niece uncle

grandson

Male Female Male or female

Listen and check. Then repeat.

Listen to Kate describing her family. Complete her family tree with the names in the box.

Iris Jana Kasia Liz Rory Sue Wiktor ?

#### **ABOUT YOU**

In pairs, tell your partner three things about your family. Use some of these words:

brother/sister child/children daughter/son father/mother husband/wife

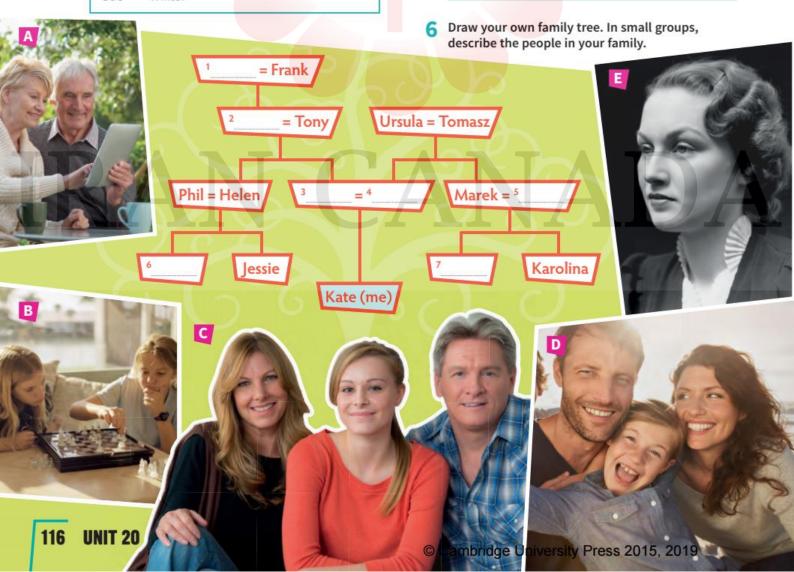
- Listen again and match the people in the photos to their names in the family tree.
  - 4 Make eight sentences about Kate's family tree. In pairs, compare your sentences with your partner's. Are any of your sentences the same?

Tony is Jessie's grandfather.

Marek is Jana and Karolina's dad.

Look at the photos. Describe the people using some of the words in the box.

beautiful blonde dark fair good-looking old pretty short slim tall young



### **GRAMMAR**

#### **Adverbs of manner**

 Look at the sentences from the listening and think about the words in purple. These are adverbs of manner.

I know a bit of Polish but when people speak fast, I can't understand them!

Jana plays the piano really well.

She wins easily every time we play!

Her family worked hard and sent her to England to study music.

I have to hold them carefully because they're very old.

Choose the correct words to complete the rules.

- Adverbs of manner describe how / when we do things.
- 2 We make many / all adverbs of manner by adding -ly to an adjective.

#### >> GRAMMAR REFERENCE AND PRACTICE PAGE 157

- 2 Look at the sentences in Exercise 1. Find three adverbs that don't end in -ly. Write their adjectives.
- 3 Look at the spelling rules below and then write the adverbs for the adjectives in the box.

bad easy loud noisy quick quiet wonderful

Adjective slow happy careful

Adverb slowly (add -ly) happily (change y to i) carefully (double the I)

- 4 Complete the questions with adverbs from Exercises 1 and 3. Then in pairs, ask and answer the questions.
  - 1 Do you do your homework
  - 2 Can you run
  - 3 Can you sing ?
  - **4** Do you speak on the bus?
  - **5** Do you play music \_\_\_\_\_ in your bedroom?
  - 6 Can you make friends
- 5 Correct the mistakes in the sentences.
- 1 I liked the competition because both teams played very good.
  - 2 I thought that film was really badly!
  - 3 You should think about that very careful.
  - 4 My friend ran really fastly in the race.
  - 5 You can find easily my house.



#### PRONUNCIATION

The letter i

6 Work with a partner. Look at the underlined letters. What sound does *i* make in the words? Put them into the correct column in the table.

ch<u>i</u>ld ch<u>i</u>ldren f<u>i</u>nd <u>i</u>nterest<u>i</u>ng k<u>i</u>nd qu<u>i</u>ckly qu<u>i</u>te s<u>i</u>ng s<u>i</u>ster sl<u>i</u>m w<u>i</u>fe

/I/ milk

/aɪ/ night

- Listen and check. Then repeat.
- 7 Complete the advice with the words in the box. Change the adjective into an adverb where necessary.

careful correct difficult happy important interesting

# How to find out about your family history

- Every family has lots of \_\_\_\_\_ stories in its past.
- 2 It's not too \_\_\_\_\_ to find out about your family history.
- Ask older family members about their parents and grandparents. They will talk for hours about this.
- 4 Listen and write down what they tell you.
- The most \_\_\_\_\_ thing you need to find out is when and where people were born.
- Write everything down because you don't want mistakes in your family tree.
- 8 Complete the table about your family. Under Interesting information, put an adjective (e.g. clever) and a verb plus adverb (e.g. sings badly). Then in small groups, talk about the people in your table.

Family member	Interesting information		
Mum	clever sings badly		

## READING

Look at the photo and describe it. What do you think it's like living in a big family? Write three ideas. Read the article quickly to see if your ideas are included.

## What's it like to grow up in

# a big family?

## by Ella Blackstone

I am the oldest of eight children. To me, my family is completely normal, but other people find it amazing. So, for everyone who's interested, here's what it's like to grow up in a big family!

Remembering the names, ages and birthdays of all your family members is really difficult. My parents often call my brothers and sisters by the wrong names. This is probably why our pets never had names.

Some of my friends get money for doing jobs around the house, but we certainly don't. In our house, the dishwasher is on nearly all the time, there are always clothes to wash

or put away, and the tidying up never ends. We all have to help, even the little ones.

Every shelf in our house is full of prizes, for basketball, tennis, cricket and rugby. We are all really competitive. The clever ones want to be the cleverest, the pretty ones the prettiest, and the funny ones the funniest.

Being slow is not a good thing in a big family. You have to move quickly to get into the shower or to get the best seat in the minibus (big families don't have cars). And you have to eat fast, especially if there's cake in the house! Yesterday, I saw my 7-year-old sister in my old dress. She probably got it from my 15-year old sister, who gets most of my things. We have to share bedrooms, toys, and even our parents' time. Sharing is not always easy, but we are quite good at it, luckily.

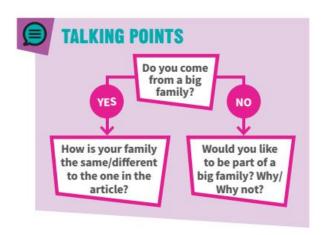
Life in a big family has its ups and downs, but I love it.



#### Read the article again. Are the sentences right $(\checkmark)$ or wrong (x)?

- 1 Ella has seven younger brothers and sisters.
- 2 Her family enjoyed choosing names for their pets.
- 3 Ella and her brothers and sisters earn money from helping around the house.
- 4 The younger members of Ella's family also have to do jobs.
- 5 The children in Ella's family do well at sport.
- 6 Ella says being fast is useful in a big family.
- 7 She says she gave an old dress to her seven-year-old sister.
- 8 Her family hate sharing everything with each other.

In pairs, compare your answers.



### **VOCABULARY**

#### **Adverbs of degree**

- Look at the adverbs in the article and match them to the meanings.
  - 1 Which one means 'very much'?
  - 2 Which one means 'very close to'?
  - 3 Which one means 'not completely'?
  - 4 Which one means '100% true'?
  - 5 Which one means 'maybe'?
- 2 Complete each sentence with a different adverb from Exercise 1.
  - 1 Sally's my best friend. I like her
  - 2 In my family, we all eat dinner together every night.
  - 3 I'm not sure about this colour. It's nice, I suppose.
  - 4 I don't know if Grace is coming to the party, but Tim is. I know that for sure.
  - 5 'What's the time?' 'I'm not sure but it's about 2 o'clock.'
- 3 Work in pairs. Write three true and three false sentences about your family using the adverbs in Exercise 1. Take turns to read your sentences and guess which are true and which are false.

My brother's really tall. My mum's probably driving at the moment.

### LISTENING

Listen to three young people talking about who they live with. Match the speakers to the pictures of families A-C.





Listen again. Who do you think is talking? Write Sammy, Sally or Harry next to the sentences.

- 1 I live with one of my grandparents.
- 2 I have to travel quite a long way to see my dad.
- 3 My sister is getting married soon.
- 4 I don't spend a lot of time with my cousins.
- 5 My brother and I sleep in the same room.
- 6 There are two families in my home.

#### WRITING



#### PREPARE TO WRITE

A description of your family

What kinds of words are missing from the gaps: grammar words or vocabulary words?

Complete the description. Write ONE word for each gap.

Example: 0 my

To: Sally	Reply Forward
From: Gabrielle	
l live with o parent	s in a three-
bedroom house. I'm the or	FC 50 10 10 10 10 10 10 10 10 10 10 10 10 10
family - I haven't got any b	
My grandfather lives 1	us as well -
he's in the room next 2	mine. He's
78, and he tells lots of inte	resting stories.
I've also got four cousins,	and I love seeing
too. They're 4	_
than me, and they don't lo	
quite tall and I've got dark	
short and they've got fair h	iair.
Write soon and tell me all a	about 5
family.	

PLAN Make notes about your family.

WRITE Write a description of your family in 70 words or more.

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







LIFE SKILLS EMOTIONAL SKILLS

# OOD FRIEND



#### LIFE SKILLS

Being a good friend

A good friend

- · understands your feelings
- · says sorry when they are wrong
- · understands you and knows when you have a problem
- Read the sentences and answer the questions.

It is better to have a few good friends than a lot of friends.

> To know how someone else feels, put yourself in their shoes.

- 1 What do you think the sentences mean?
- 2 Do you agree with the sentences? Why? Why not?
- 3 Which sentence do you prefer? Why?
- Choose two qualities that you think are important in good friends. In pairs, compare your ideas.

They listen carefully

They make me feel good

They are there for me when I have problem

They help me do my best

They give me their opinion

They trust me

Read the text quickly. Match sections 1-3 to photos A-C. Are you a good friend?



Friends are an important part of our lives. It's sometimes difficult to make friends and it's not always easy to keep them. To have close friends, it's essential to be a good friend. The big question is what can you do to be a good friend and keep your friends?



- Complete the sentences with highlighted words from the text.
  - to be a good friend to have friends.
  - 2 It's not always easy to make and keep friends.
  - 3 Maybe your friend is worried about a bad in an exam.
  - 4 Good friends give and they tell you the best thing to do in a difficult situation.
  - 5 It is sometimes important to be can know yourself.
  - 6 Remember that the longest you have is with yourself.



Good friends usually share interests and like doing the same things. They have fun together but they help each other in difficult times, too. For example, when someone gets a bad mark in an exam, does not get on the football team or feels sad or alone, a good friend tries to understand the situation and offers help.

Your friend is sad and you don't know what to do. Maybe you can call them, visit them or make them a card. When a friend is worried about an exam, you can help them study. If your friend doesn't get on the football team, you can practise together after school.

Remember, a good friend listens carefully and gives advice when possible. So, listening to people and putting yourself in their shoes helps make, and keep, friends.

It's important to have friends to help you, but it's also necessary to know how to be alone and to be sure of yourself. Don't forget, the longest friendship in your life is with yourself!





### 5 Listen to Karl talking to Martha. What does Martha do?

- a She tells Karl her problems.
- **b** She listens to Karl and tries to help him.
- c She calls Alex.



- Calculate the contract of t
  - 1 How do you know where Karl and Martha are?
  - 2 Why is Karl feeling sad?
  - 3 What did Karl do immediately after the argument?
  - 4 According to Martha, what do good friends do?
  - 5 Does Martha think Karl should call Alex that day?
  - **6** When does Martha tell Karl to send a message?



#### TALKING POINTS

Who do you talk to when you need help and support? A friend? A family member? A teacher?



Now listen again and match the two halves of the sentences.



(J))

#### **USEFUL LANGUAGE**

- 1 Why don't you ...
- a wait until tomorrow. b worry.
- 2 I think you should ... 3 You shouldn't ...
  - c to wait.
- 4 It's a good idea ...
- d send him a message?

# **PROJECT**

A helpful

In small groups, choose problem A or B below. Talk together and think of some advice and write ideas in your notebook. Use expressions from Exercise 7.

- Draw a picture of the situation you chose.
- Make a poster with your advice and a picture.
- · Present your poster to another group or to the class.

I have no idea what to do. My best friend always says bad things about our friend Jack when he isn't with us. What should I do?

My friend Anna is very sad these days. She spends her weekends alone and doesn't want to go out. I'm worried about her. How can I help her?

# UNITS 17-20

### **VOCABULARY**

1 Write a word to link each group of words.

Complete the words for the groups.

- 0 aunt cousin nephew niece f a m i l y
- 1 study pass fail teach s\_\_\_o\_
- 2 dance music friends fun d\_\_\_\_o
- 3 headline photographs articles advertisement m z i e
- 4 channel remote control the news programme
- 5 winner performer prize talent show
  - c p n
- Put the words in order to make questions. Then complete the answers with adverbs.
  - 1 can / dance / well / you /? No, I dance \_\_\_\_.
  - 2 easily / you / new / do / things / learn / ?
    No, I have to work very
  - 3 always / you / school / speak / do / at / quietly /?
    No, sometimes I speak
- 3 Complete the sentences with the words in the box.

album cartoons fan reviews star the final

- The film got good \_\_\_\_\_ in the newspapers.
- 3 My little brother watches \_\_\_\_\_ on TV when he gets home from school.
- **4** It's \_\_\_\_\_ of the talent show tonight. Then we'll know the name of the winner!
- 5 My favourite film \_\_\_\_\_ is Jennifer Lawrence.
- 6 I'm a big of rock music. I love it!

### **GRAMMAR**

Read the rules about entering the talent show. Complete Emma's email to Lauren with the words and phrases in the box.

can can't don't have to have to x3

# TALENT SHOW

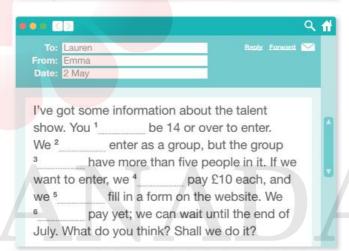
#### Rules for entering

AGE: 14 or over

GROUPS: possible but only up to five people

PRICE TO ENTER: £10 per person

Just fill in the form on our website! Pay by 31 July.



- 2 Choose the correct words to complete the sentences.
- 1 He drives very good / well.
  - 2 The weather there was very good / well.
  - 3 Shall / Can you come to my house at 7 pm?
- Correct the mistakes in the sentences.
  - 4 Why not to see a film?
  - 5 You don't bring anything except your clothes and your money.
  - 6 Why not trying phoning her later.
  - 7 Lets choose some more photographs for the magazine.

## LISTENING

Listen to a boy called Owen talking about a picture of his family. Listen and write the correct letter beside each name.

Nora	Colin	
Abby	 Lily	
Rob	Liam	
Grace	Max	
Ryan		



Which person is Owen?

### READING

For each question, write the correct answer in each gap. Write ONE word in each gap.

Dear Daisy	1
I'm o having a great time on my	
new friend. She's staying	Array and Array
same activity centre	
and she comes 4 Russia	
She's a year older 5 me.	
Yesterday morning, we went to visit a	
museum. There were lots 6 very interesting things there.	
See you soon.	

## **SPEAKING**

- Put the words in order to make questions.
  - 1 kind / programmes / TV / like / you / do / what /
  - 2 magazines/ like / do / which / reading / you /?
  - 3 activities / do / after / what / you / do / school /?
  - 4 which / home / live / members / at / you / family / with /?

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

Here are some pictures of different school trip activities. Do you like these activities? Say why or why not. Talk about the activities with your partner.









- In pairs, ask and answer these questions. Take turns to speak.
  - Do you think ...

going to museums is boring? visiting theme parks is expensive? going camping is fun? visiting a castle is interesting? going on a nature walk is exciting?

Which school trip activities do you like best?

In pairs, talk about school trips. Take turns to speak.

> Which is more fun, learning in a classroom or learning on a school trip?

> > What school trips would you like to do in the future?



**VOCABULARY AND READING,** 

2



#### More Yes than No answers.

You are careful with your money and want to buy things for a good price. You usually think and look before you buy.

#### More No than Yes answers.

You love clothes and shopping, and you like spending money. You don't always think before you buy and you spend a bit too much sometimes.

### UNIT 10

#### PREPARE TO WRITE, PAGE 65

Well, I found a great jacket on the internet. It was black and it had a really cool design on the back. You can't pay in cash of course, so my mum paid for it with her credit card. After that, we waited and waited but it didn't come. After two weeks I emailed the company, but they didn't answer. Then, six days later, it finally arrived. But the jacket was the wrong size. It was too small and it was blue. I returned it and asked them to send me the right one, but they emailed me to say they didn't have one in my size in black. And my mum is still waiting for them to return her money.

### UNIT 12

#### **GRAMMAR, PAGE 73**

Write true sentences with superlatives. Use the ideas below or your own ideas.

The most famous person in my country is the president.

easy famous 900d old Popular

school subject person in my country computer game I play show on TV place in my country

Compare your answers with a partner.

### 

#### **GRAMMAR, PAGE 107**

In small groups, plan a class magazine.

Think about the questions.

What would you like:

- your class magazine to be called?
- · to include in your class magazine?

Do you want it to be a paper magazine or an online one?

Is the magazine going to be weekly, monthly, termly or yearly?

Step 1

Suggest as many ideas as you can in your group for your class magazine.

Let's ...

Why don't we ...?

Shall we ...?

Why not ...?

Step 2

Choose the five best ideas to share with the class. Tell the class.

Step 3

As a class, discuss and choose the best three ideas.

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#### SPEAKING, PAGE 71

3 Student A will ask you for information about dishes A-C. Answer his or her questions.
Then ask Student A questions about items D-F on page 71. Use the following questions to help you.

What are the ingredients in ...?

Does ... contain meat?

What is ...?

How much is a bowl of ...?

Where is ... from?

Then choose the dish you want to buy.



# American barbecue

Large burger £5.00

Ingredients: Meat, bun







В

# Aloo tikki 50p each

Ingredients: potatoes, peas, chilli, onions



C

### Shish kebab £4.00

Ingredients: Chicken or lamb, onions, spices





#### **SPEAKING, PAGE 71**

3 Student A, ask Student B questions about items A-C on page 71. Then choose the dish you want to buy. Use the following questions to help you.

What are the ingredients in ...?

Does ... contain meat?

What is ...?

How much is a bowl of ...?

Where is ... from?

Student B will ask for information about these dishes. Answer his or her questions.

D

## Yakisoba

Fried noodles with vegetables, meat and onions small bowl \$2.00 large bowl \$3.00



E

# Zapiekanka

Bread with mushrooms and cheese £1.50 or grilled meat served with fried onions £3.20



F

Ponchiki – 50p each Lovely sweet doughnuts!



#### **SPORTS**

do athletics /du: æθ'letɪks/ verb phrase do gymnastics /du: dzim'næstiks/ verb phrase go cycling /gəʊ 'saɪklɪŋ/ verb phrase go sailing /gəʊ 'seɪlɪη/ verb phrase go skating /qəʊ 'skeɪtɪŋ/ verb phrase go snowboarding /gəʊ 'snəʊbɔːdɪŋ/ verb phrase go surfing /gəʊ 'sɜːfɪŋ/ verb phrase play badminton /plei 'bædmintən/ verb phrase play baseball /plei 'beisboil/ verb phrase play hockey /pleɪ 'hoki/ verb phrase play rugby /pleɪ 'rʌgbi/ verb phrase play table tennis /plei 'teibl tenis/ verb phrase play volleyball /plei 'voliboil/ verb phrase

#### **SPORTS EQUIPMENT**

ball /bɔːl/ noun bat /bæt/ noun board /boid/ noun racket /'rækɪt/ noun stick /strk/ noun

### UNIT 2

#### **DAILY ROUTINES**

brush your hair /br/j joir hear/ verb phrase check your messages /tfek jo:r 'messdzss/ verb phrase clean your teeth /kliːn jɔːr tiːθ/ verb phrase get dressed /get drest/ verb phrase have breakfast /hæv 'brekfəst/ verb phrase leave the house /liːv ðiː haʊs/ verb phrase prepare your school bag /prɪˈpeər jɔːr skuːl bæg/ verb phrase put on your shoes /put on joir (uiz/ verb phrase tidy your room /'taɪdi jɔːr ruːm/ verb phrase wake up /weik np/ phrasal verb

#### FOOD

bread /bred/ noun cabbage /'kæbidʒ/ noun cereal /'sɪəriəl/ noun cheese /tʃi:z/ noun cucumber /'kjuːkʌmbər/ noun fish /fɪ[/ noun fruit /fruit/ noun honey /'hʌni/ noun hot chocolate /hpt 't[pkələt/ noun jam /dzæm/ noun mango / mængəʊ/ noun pasta /'pæstə/ noun rice /rais/ noun toast /təʊst/ noun

vegetables /'ved3təbəlz/ noun

yoghurt /'jpgət/ noun

avocado /,ævəˈkɑːdəʊ/ noun

# VOCABULARY LIST

#### UNIT 3

#### MUSIC

classical music /ˈklæsɪkəl ˈmjuːzɪk/ noun
drums /dɹʌmz/ noun
electric guitar /ɪˈlektrɪk gɪˈtɑːr/ noun
hip-hop /ˈhɪphɒp/ noun
jazz /dʒæz/ noun
keyboard /ˈkiːbɔːd/ noun
opera /ˈɒpərə/ noun
piano /piˈænəʊ/ noun
pop /pɒp/ noun
rap /ræp/ noun
rock /rɒk/ adjective/noun
saxophone /ˈsæksəfəʊn/ noun
violin /ˌvaɪəˈlɪn/ noun

#### MUSIC PHRASES

become famous /bɪˈkʌm ˈfeɪməs/ verb phrase
give a concert /gɪv ə ˈkɒnsət/ verb phrase
go on tour /gəʊ ɒn tʊər/ verb phrase
make a music video /rɪˈkɔːd ə ˈmjuːzɪk ˈvɪdiəʊ/
verb phrase
play in a band /pleɪ ɪn ə bænd/ verb phrase
record an album /rɪˈkɔːd ən ˈælbəm/ verb phrase
teach music /tiːtʃ ˈmjuːzɪk/ verb phrase

become a singer /bɪˈkʌm ə ˈsɪŋər/ verb phrase

#### UNIT 4

#### **ADJECTIVES**

amazing /əˈmeɪzɪŋ/ adjective
awesome /ˈɔːsəm/ adjective
brilliant /ˈbrɪliənt/ adjective
fantastic /fænˈtæstɪk/ adjective
fine /faɪn/ adjective
great /greɪt/ adjective
horrible /ˈhɒrəbl/ adjective
lovely /ˈlʌvli/ adjective
OK /əʊˈkeɪ/ adjective
perfect /ˈpɜːfɪkt/ adjective
really good /rɪəli gʊd/ adjective
terrible /ˈterəbl/ adjective
wonderful /ˈwʌndəfəl/ adjective

#### **EMOTIONS**

afraid /əˈfreɪd/ adjective
angry /ˈæŋgri/ adjective
glad /glæd/ adjective
happy /ˈhæpi/ adjective
interested /ˈɪntrəstɪd/ adjective
nervous /ˈnɜːvəs/ adjective
sorry /ˈsɒri/ adjective
surprised /səˈpraɪzd/ adjective
upset /ʌpˈset/ adjective
worried /ˈwʌrid/ adjective

#### HISTORICAL EVENTS

climb /klaɪm/ verb

cross /krps/ verb

die /dai/ verb

open /ˈอʊpən/ verb

paint /'peint/ verb

play /pleɪ/ verb

publish /'pʌblɪʃ/ verb

receive /rɪ'siːv/ verb

record /rɪˈkɔːd/ verb

travel /'trævəl/ verb

#### BUILDINGS

castle /'ka:sl/ noun

cathedral /kə'θi:drəl/ noun

ceiling /'si:lɪŋ/ noun

church /tssts/ noun

floor /flo:r/ noun

palace /'pælis/ noun

roof /ruːf/ noun

square /skweə/ noun

stairs /steəz/ noun

statue /'stætʃuː/ noun

#### **UNIT 6**

#### **JOBS**

actor /'æktə/ noun

artist /'a:tɪst/ noun

cook /kok/ noun

dentist /'dentist/ noun

engineer / endʒɪˈnɪə/ noun

factory worker /'fæktəri w3:kə/ noun

farmer /fa:mə/ noun

manager / mænɪdʒə/ noun

mechanic /mɪˈkænɪk/ noun

model /'mpdəl/ noun

nurse /nais/ noun

photographer /fəˈtɒgrəfə/ noun

pilot /'paɪlət/ noun

police officer /pəˈliːs ˈɒfɪsə/ noun

shop assistant / sp ə'sıstənt/ noun

sports coach /sports kaut / noun

#### WORK

boss /bos/ noun

busy /'bɪzi/ adjective

customers /'kʌstəməz/ noun

earn /3:n/ verb

office /'pfis/ noun

staff /sta:f/ noun

# VOCABULARY LIST

#### UNIT 7

#### **HOLIDAY ACTIVITIES**

buy presents /bai 'prezents/ verb phrase
do water sports /du 'wɔ:tə ˌspɔ:ts/ verb phrase
go camping /gəʊ 'kæmpɪŋ/ verb phrase
go sightseeing /gəʊ 'saɪtsi:ɪŋ/ verb phrase
go to the beach /gəʊ tə ðə bi:tʃ/ verb phrase
lie on the beach /lai ɒn ðə bi:tʃ/ verb phrase
ride a bike /raɪd ə baik/ verb phrase
stay at a hotel /steɪ ət ə həʊ'tel/ verb phrase
take photos /teɪk 'fəʊtəʊz/ verb phrase

#### HOLIDAYS

airport /'eəpɔ:t/ noun

coach /kəʊtʃ/ noun

ferry /'feri/ noun

flight /flaɪt/ noun

guidebook /'gaɪdbʊk/ noun

map /mæp/ noun

passport /'pɑːspɔːt/ noun

station /'steɪʃən/ noun

suitcase /'suːtkeɪs/ noun

ticket /'tɪkɪt/ noun

tour guide /tʊə gaɪd/ noun

tourist /'tʊərɪst/ noun

#### **UNIT 8**

#### **BEDROOM FURNITURE**

armchair /ˈɑːmˌtʃeə/ noun
blanket /ˈblæŋkɪt/ noun
bookshelf /ˈbʊkʃelf/ noun
carpet /ˈkɑːpɪt/ noun
chest of drawers /tʃest əv drɔːz/ noun
cupboard /ˈkʌbəd/ noun
curtains /ˈkɜːtənz/ noun
cushion /ˈkʊʃən/ noun
lamp /læmp/ noun
mirror /ˈmɪrə/ noun
photographs /ˈfəʊtəgrɑːfs/ noun

draw pictures /dro: 'pikt[əz/ verb phrase

#### **FREE-TIME ACTIVITIES**

listen to music /ˈlɪsən tə ˈmjuːzɪk/ verb phrase listen to songs /'lɪsən tə sɒnz/ verb phrase paint pictures /peint 'piktfəz/ verb phrase play computer games /pleɪ kəmˈpjuːtə geɪmz/ verb phrase play the drums /plei ðə drnmz/ verb phrase play the guitar /plei ðə gi'ta:/ verb phrase play music /pleɪ 'mju:zɪk/ verb phrase read a blog /ri:d a blog/ verb phrase read magazines /ri:d ,mægə'zi:nz/ verb phrase read stories /ri:d 'sto:riz/ verb phrase write a blog /raɪt ə blog/ verb phrase write a diary /raɪt ə 'daɪəri/ verb phrase write music /raɪt 'mju:zɪk/ verb phrase write songs /raɪt sɒŋz/ verb phrase write stories /raɪt 'stɔːriz/ verb phrase

#### CLOTHES

boots /bu:ts/ noun

cap /kæp/ noun

gloves /glnvz/ noun

jumper /ˈdʒʌmpə/ noun

scarf /ska:f/ noun

socks /spks/ noun

suit /su:t/ noun

sunglasses /'sʌnˌglaːsɪz/ noun

swimming costume /swimin kps.tfu:m/ noun

swimming shorts /swimin Soits/ noun

tie /taɪ/ noun

trainers /'treɪnəz/ noun

#### **MATERIALS**

cork /kɔːk/ noun

cotton /'kptən/ noun

leather /'leðə/ noun

metal /'metəl/ noun

plastic /'plæstɪk/ noun

wool /wʊl/ noun

#### **UNIT 10**

#### **BUYING AND SELLING**

bill /bɪl/ noun

cash /kæ[/ noun

discount /'dɪskaʊnt/ noun

price /prais/ noun

purse /psis/ noun

receipt /rɪ'siːt/ noun

sale /seil/ noun

wallet /'wplrt/ noun

#### PHRASES WITH FOR

I sold my old games console for 50 euros.

I bought these new shoes for the party.

We need to have our project finished for next Wednesday.

Spain is famous for its food and climate.

'Sneakers' is the American English word for 'trainers'.



# EP VOCABULARY LIST

### UNIT 11

#### **FOOD**

burger /b3:gə/ noun

chicken legs /'tsikin legz/ noun

chili /'tʃɪli/ noun

chips /tsips/ noun

cola /'kəʊlə/ noun

cream /kriːm/ noun

curry /'kʌri/ noun

fresh vegetables /fref 'vedʒtəblz/ noun

fried onions /fraid 'Anjənz/ noun

grapes / greips/ noun

grilled meat /grild mixt/ noun

lemonade /,lemə'neɪd/ noun

mineral water /'mɪnərəl 'wɔːtər/ noun

noodles /'nuːdəlz/ noun

omelette /'pmlət/ noun

pancakes /'pænkeiks/ noun

pasta with tomato sauce /'pa:stə wið tə'ma:təʊ sɔ:s/

noun

mushroom /'mn[ru:m/ noun

salad /'sæləd/ noun

seafood /'si:fu:d/ noun

soft drinks /soft drinks/ noun

strawberry /'stro:bəri/ noun

sweets /swi:ts/ noun

#### UNIT 12

#### **TECHNOLOGY**

e-reader /'iːriːdə/ noun

fitness tracker /fɪt.nəs ,trækə/ noun

games console /'geɪmz ˌkɒnsəʊl/ noun

headphones /'hedfəʊnz/ noun

keyboard /'kizbozd/ noun

laptop /'læptop/ noun

mouse /maus/ noun

play games /plei 'geimz/ verb phrase

printer /'printə/ noun

screen /skri:n/ noun

smartphone /'sma:tfəʊn/ noun

speaker /'spi:kə/ noun

tablet /'tæblət/ noun

#### **COMPUTERS AND THE INTERNET**

buy clothes /bai kləuðz/ verb phrase

chat online /tfæt 'pn,lain/ verb phrase

chat (to) friends /tfæt tə frendz/ verb phrase

digital /'dɪdʒɪtəl/ adjective

download /ˌdaʊnˈləʊd/ verb

download music /,daun'laud 'mju:zik/ verb phrase

download videos /,daun'laud 'vidiauz/ verb phrase

go online /gəʊ 'on,laɪn/ verb phrase

machine /məˈʃiːn/ noun

memory / meməri/ noun

save /serv/ verb

software /'spftweə/ noun

surf the internet /s3:f ði 'Intənet/ verb phrase

virus /'vaɪərəs/ noun

visit websites /'vizit 'websarts/ verb phrase

watch videos /wpt[ 'vɪdiəʊz/ verb phrase

#### **ILLNESS**

broken arm /braukan a:m/ noun cold /kəʊld/ noun a headache /ə 'hedeɪk/ noun hurt /h3:t/ verb hurts /harts/ verb a pain /ə peɪn/ noun sick /sik/ adjective stomach ache /'stʌmək eɪk/ noun a temperature /ə 'temprətfə/ noun toothache /'tu:θeɪk/ noun

#### HEALTH

do a race /du: a reis/ verb phrase do some exercise /duː səm 'eksəsaiz/ verb phrase do some exercises in a gym /du: səm 'eksəsaiziz in a dzim/ verb phrase eat well /i:t wel/ verb phrase enter a race /'entər ə reɪs/ verb phrase feel healthy /fiːl 'helθi/ verb phrase get fit /get fit/ verb phrase get some exercise /get səm 'eksəsaiz/ verb phrase have a rest /hæv ə rest/ verb phrase keep fit /ki:p fit/ verb phrase sleep well /sli:p wel/ verb phrase stay healthy /steɪ 'helθi/ verb phrase take a rest /teik a rest/ verb phrase try some exercises in a gym /traɪ səm 'eksəsaɪzız in a dzim/ verb phrase

#### UNIT 14

#### **PLACES IN A TOWN**

bank /bænk/ noun bridge /bridz/ noun bus station /'bas stersn/ noun bus stop /'bas stop/ noun café /'kæfeɪ/ noun car park /'ka: pa:k/ noun cinema /'sɪnəmə/ noun hospital /'hospital/ noun hotel /həʊ'tel/ noun library /'laɪbrəri/ noun market /'ma:kit/ noun museum /mju:'zi:əm/ noun petrol station /'pet.rəl ,ster[ən/ noun police station /pəˈliːs ˌsteɪʃən/ noun post office /'pəʊst ˌpfɪs/ noun playground / pleigraund/ noun restaurant /'restront/ noun roundabout /'raundabaut/ noun shop /spp/ noun sports centre /'sports ,sentə/ noun train station / trein steifən/ noun supermarket /'su:pəma:kɪt/ noun swimming pool /'swim.in ,puil/ noun street /strixt/ noun theatre /'OIƏtə/ noun traffic lights /'træfik laits/ noun

#### COMPOUND NOUNS

cycle tour /'saɪkl tʊə/ noun guidebook /'gaɪdbʊk/ noun postcard /'paustka:d/ noun raincoat /'reɪnkəʊt/ noun tour guide /tvə gaɪd/ noun walking tour /'wo:kin toə/ noun

university / ju:nɪˈvɜːsəti/ noun

# EP VOCABULARY LIST

### **UNIT 15**

#### **GEOGRAPHICAL FEATURES**

cliff /klɪf/ noun

deep /dixp/ adjective

field /fi:ld/ noun

high /haɪ/ adjective

island /'aɪlənd/ noun

lake /leik/ noun

long /lon/ adjective

mountain / mauntin/ noun

river /'rɪvə/ noun

snow /snaʊ/ noun

water /'wo:tə/ noun

wide /waid/ adjective

#### THE WEATHER

cloudy /'klaudi/ adjective

foggy /'fogi/ adjective

icy /'aɪsi/ adjective

rainy /'reɪni/ adjective

snowy /'snavi/ adjective

sunny /'sʌni/ adjective

### **UNIT 16**

#### ANIMALS

bear /beə/ noun

chicken /tskin/ noun

duck /dnk/ noun

elephant /'elɪfənt/ noun

insect /'Insekt/ noun

lion /laɪən/ noun

monkey / mʌŋki/ noun

mouse /maus/ noun

rabbit /'ræbɪt/ noun

rat /ræt/ noun

#### **PHRASAL VERBS**

get off /get of/ phrasal verb

get on /get pn/ phrasal verb

look after /luk 'a:ftə/ phrasal verb

pick up /pik np/ phrasal verb

turn off /t3:n of/ phrasal verb

turn on /t3:n pn/ phrasal verb



#### **TELEVISION**

cartoon /ka:'tu:n/ noun channels /'tfænəlz/ noun fan /fæn/ noun live /laɪv/ adjective the news /ðə nju:z/ noun on demand /pn dr'maind/ adverb on TV /pn ,tiː'viː/ adverb

programme /'prəugræm/ noun record /rɪ'kɔːd/ verb remote control /rɪˈməʊt kənˈtrəʊl/ noun

stream /strixm/ noun

#### **ENTERTAINMENT**

audience /'ɔːdiəns/ noun competitions / kpmpə tı fənz/ noun the final /ðə 'faɪnəl/ noun judges /dʒʌdʒɪz/ noun performers /pəˈfɔːməz/ noun prize /praiz/ noun runner-up /ˌrʌnər'ʌp/ noun stage /steid3/ noun star /stair/ noun studio /'stjuːdiəʊ/ noun talent show /'tælənt [əʊ/ noun

vote for /vəut fə/ verb phrase

winner /'wɪnə/ noun

UNIT 18

#### MAGAZINES

advertisement /əd'v3:t1smənt/ noun article /'a:tɪkl/ noun cartoon /ka:'tu:n/ noun headline /'hedlaɪn/ noun information /,Infə'meI[ən/ noun interview /'Intəvju:/ noun photograph /'fautagra:f/ noun review /rɪˈvjuː/ noun

#### AS, BECAUSE, SO AND WHEN

I don't like talent shows because they are boring.

My parents love watching Britain's Got Talent as it's so much fun.

When they said Chris was the winner of Star Voice, I was surprised.

I didn't have time to read the book, so I watched the film instead.



#### TRIP ACTIVITIES

canoeing /kəˈnuɪŋ/ noun

cooking on a fire /ˈkʊkɪŋ ɒn ə faɪə/ verb phrase
dancing at a disco /dɑːnsɪŋ ət ə ˈdɪskəʊ/ verb phrase
going on a nature walk /ˈgəʊɪŋ ɒn ə ˈneɪtʃə wɔːk/
verb phrase

going round a museum /ˈgəʊɪŋ raʊnd ə mjuːˈziːəm/

going to an amusement park / gəʊɪŋ tə ən əˈmjuːzmənt paːk/ verb phrase

sailing /'seɪlɪŋ/ noun

visiting a farm /'vizitin ə faːm/ verb phrase

visiting an aquarium /ˈvɪzɪtɪŋ ən əˈkweəriəm/

watching a show /wptfin a fau/ verb phrase

#### SCHOOL COLLOCATIONS

do an exercise /duː ən 'eksəsaɪz/ verb phrase
do a project /duː ə 'prɒdʒekt/ verb phrase
do a test /duː ə test/ verb phrase
do homework /duː 'həʊmwɜːk/ verb phrase
fail a test /feɪl ə test/ verb phrase
get marks /get mɑːks/ verb phrase
give a lesson /gɪv ə 'lesən/ verb phrase
pass a test /pɑːs ə test/ verb phrase
study from a textbook /'stʌdi frəm ə 'tekstbʊk/
verb phrase

take notes /teik nauts/ verb phrase

#### **UNIT 20**

#### **FAMILY**

aunt /a:nt/ noun beautiful /'bju:tɪfəl/ adjective blonde /blond/ adjective cousin /'kʌzən/ noun dark /da:k/ adjective fair /feə/ adjective good-looking / god'lokin/ adjective grandchild /'grændtsaild/ noun granddaughter /'grænd,do:tə/ noun grandfather /'grænd,fa:ðə/ noun grandmother /'grænd,mʌðə/ noun grandparent /'grænd,peərənt/ noun grandson /'grændsʌn/ noun nephew /'nefju:/ noun niece /nixs/ noun old /əʊld/ adjective pretty /'prɪti/ adjective short /sort/ adjective slim /slim/ adjective tall /to:1/ adjective uncle /'Ankl/ noun young /jʌŋ/ adjective

#### **ADVERBS OF DEGREE**

certainly /'s3:tənli/ adverb
nearly /'nɪəli/ adverb
probably /'probəbli/ adverb
quite /kwaɪt/ adverb
really /'rɪəli/ adverb

# GRAMMAR REFERENCE AND PRACTICE

### STARTER UNIT

BE

Positive	Negative
l'm (am) you/we/they're (are) he/she/it's (is)	I'm (am) not you/we/they aren't (are not) he/she/it isn't (is not)
Questions	Short answers
Am I? Are you/we/they? Is he/she/it?	Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. Yes, he/she/it is. No, he/she/it isn't.

 We use be for people and things to describe them, say how old they are and where they are.
 I'm John. I'm tall. I'm 14. I'm in the classroom. My bag is under my desk. It's blue and white.

#### THERE IS / THERE ARE

	Singular	Plural
Positive	there's	there are
Negative	there isn't	there aren't
Questions	Is there?	Are there?
Short answers	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.

 We use there is / there are to say that something exists (or doesn't exist).

There's a rubber in my pencil case, but there aren't any pencils.

- We use there is with singular and uncountable nouns.
   Is there a window near your desk? There's water on the table.
- We use there are with plural countable nouns.
   Are there any pens on the table? Yes, there are.

#### **Practice**

- 1 Complete the questions with Is there or Are there.
  Then write answers.
  - Are there any shelves in your classroom? (✓) Yes, there are.

1	a green pencil on the floor? (✓)
2	any maps on the walls? (X)
3	any cinemas in your town? (✓)

#### HAVE GOT

l/you/we/they've (have he/she/it's (has) got	e) got
Negative	
l/you/we/they haven't he/she/it hasn't (has n	
Questions	
Have I/you/we/they go Has he/she/it got?	ot?
Short answers	
Yes, I/you/we/they hav Yes, he/she/it has.	ve. No, I/you/we/they haven't No, he/she/it hasn't.

 We use have got to talk about our family, our hair or eyes and our possessions.
 I've got a brother. He's got blue eyes.
 My sister's got a new phone. It's great!

#### **Practice**

- 2 Complete the sentences with the correct form of have got.
  - O I've got a new green bike.

1 My friends ()	X)	pets at home.
-----------------	----	---------------

2 We a new English teacher. (✔)

3 My dad (X) a car. He a bike.

4 you a computer?' 'Yes, I

CAN

Positive	I/you/he/she/it/we/they can		
Negative	I/you/he/she/it/we/they can't (cannot)		
Questions	Can I/you/he/she/it/we/they?		
Short answers	Yes, I/you/he/she/it/we/they can. No, I/you/he/she/it/we/they can't.		

We use can to talk about ability.
 I can play football, but I can't play tennis.

#### **Practice**

3 Write four sentences about the things you can and can't do.

I can't speak French, but I can speak English.

# GRAMMAR REFERENCE AND PRACTICE

#### PRESENT SIMPLE

Positive	I/You/We/They <b>play</b> volleyball. He/She/It <b>goes</b> running.		
Negative	I/You/We/They don't paint pictures. He/She/It doesn't write poems.		
Questions	Do I/you/we/they sit near the window? Does he/she/it live near here?		
Short answers	Yes, I/you/we/they do. No, I/you/we/they don't. Yes, he/she/it does. No, he/she/it doesn't.		

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

I play football after school every day. He doesn't go skating in the summer.

#### UNIT 1

#### ADVERBS OF FREQUENCY

- We use the present simple to talk about things we do often or every day.
  - 100% I always play table tennis in the summer.
    - I usually go sailing with my dad. I often do athletics with my friends. I'm sometimes late for school.
    - 0% I'm never unhappy.
- · We use the present simple with adverbs of frequency to say how often we do things. How often do you go snowboarding?
  - We sometimes go snowboarding in the winter.
- · With the verb be, we put the adverb after the verb and before the adjective.
  - Are you sometimes tired after school? Yes, I'm often tired. / No, I'm not often tired.
- · With other verbs in the present simple, we put the adverb before the main verb. Do you often play hockey at school? Yes, I often play hockey. / No, I don't often play
  - hockey.
- Remember, we use never with positive verbs. I never go snowboarding. (not I don't never go...)

#### **Practice**

1 Complete the sentences with the present simple form of the verbs in the box.

			not go study		
	1	1	baske	tball in a t	eam.
	2	My te	acher	sailing	g when the weather is
	3	My bi	rother	TV aft	ter dinner every day.
		1.55	your m		running before
	5		iends and I		rugby at the weekend.
	6		est friend a		hard before an
2		A CONTRACTOR OF THE PARTY OF TH			the adverb of correct place.
	1000	140 74		20 10 100	

- 0 I'm late for school. (always) I'm always late for school.
- 1 We play badminton. (never)
- 2 My dad doesn't go running. (often)
- 3 My friends and I go cycling. (sometimes)
- 4 We aren't bored in our sports lesson. (usually)
- 5 Are you tired in the morning? (often)
- Put the words in order to make questions. Then write answers that are true for you.
  - o play / you / table tennis / how often / do /? How often do you play table tennis? I sometimes play table tennis.
  - 1 you and your friends / go / often / sailing / do /?
  - 2 you / sometimes / bored / are / at home /?
  - 3 dinner / how often / cook / you / do /?
  - 4 your best friend / how often / watch / does / TV /?
  - 5 sometimes / do / you / go / alone / running /?

# PRESENT CONTINUOUS AND PRESENT SIMPLE

# SEE GRAMMAR REFERENCE, STARTER, PRESENT SIMPLE PAGE 138

Danieli	the face of the fa		
Positive	I'm (am) waking up. You/We/They're (are) getting dressed. He/She/It's (is) eating breakfast.		
Negative	I'm (am) not brushing my hair. You/We/They aren't (are not) going to school. (or You/We/They're not going to school.) He/She/It isn't (is not) helping. (or He/She/ It's not helping.)		
Questions	Am I eating lunch? Are you/we/they making breakfast? Is he/she/it drinking hot chocolate?		
Short answers	Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. (or you/we/they're not.) Yes, he/she/it is. No, he/she/it isn't. (or he/she/it's not.)		

#### SPELLING: -ING FORM

most verbs add -ing	go → goi <b>ng</b> brush → brush <b>ing</b> eat → eat <b>ing</b>
verbs ending in -e: remove -e and add -ing	wake → wak <b>ing</b> have → hav <b>ing</b>
verbs ending in -ie: change the -ie to -y and add -ing	lie → lying
one-syllable verbs ending in a consonant + a vowel + a consonant (except w, x or y): double the consonant and add -ing	get dressed → ge <b>tting</b> dressed shop → sho <b>pping</b>
two-syllable verbs ending in a stressed vowel + a consonant: double the consonant and add <i>-ing</i>	begin → begi <b>nning</b> ( <b>but</b> open → ope <b>ning</b> )
In British English, we double the final <i>l</i> in <i>travel</i> .	travel → travelling (American English: travel → traveling)

We use:

- the present simple to talk about things we do often or every day. We often use it with frequency adverbs such as often, usually always and never.
   We often eat salad in the summer.
- the present continuous to talk about things we're doing now or at the moment. We often use it with words such as now, at the moment and today.
   I'm preparing my school bag at the moment.

#### **Practice**

- Write complete sentences in the present continuous.
  - My brother / make sandwiches at the moment.
    My brother's making sandwiches at the moment.
  - 1 We / serve dinner now.
  - 2 1/ not going to school this morning.
  - 3 What / you make?
  - 4 My friends / not go cycling at the moment.
  - 5 your best friend / sit next to you?
- 2 Choose the correct words to complete the sentences.
  - 1 We never eat / 're never eating dinner at a restaurant.
  - 2 I go / 'm going swimming after school every day.
  - 3 Shh! My baby brother sleeps / 's sleeping at the moment.
  - 4 What do you usually have / are you usually having for breakfast?
  - 5 Are you watch / watching TV now? No, I'm not / it isn't.
  - 6 My mum doesn't work / isn't working today. She's on holiday.
  - 7 We always go / are always going to school by bus.
- Complete the sentences so they are true for you.

1	For breakfast, I often	
2	My friends and I sometimes	
		after school.
3	At the moment, my best friend	
4	l'm	
	and shoes today.	
5	On Friday afternoon, I usually	
6	1	now.

# GRAMMAR REFERENCE AND PRACTICE

		3.1			
	-				
	•	١.	8	•	
	_	_			

#### LIKE, DON'T LIKE, HATE, LOVE + -ING

After like	, don't like	, hate and lo	ve, we use	the -ing form.
------------	--------------	---------------	------------	----------------

My sister loves listening to rap.

- I really love playing the drums.
- ▲ I love listening to the piano.

I like listening to rock music.

I quite like playing the guitar.

- ▼ I don't like listening to jazz.
- I hate listening to the violin.
- We use like, don't like, hate and love to talk about the things we like or don't like doing. I love playing the piano.

My friends don't like going to concerts.

We can use really to say how much we like, love or hate doing things.

We also can use quite with like.

I really love listening to music, but I really hate listening to rap.

I quite like playing the keyboard. (not I quite love or I quite hate)

#### > SEE GRAMMAR REFERENCE, UNIT 2, SPELLING: -ING FORM, PAGE 139

#### **Practice**

1 Complete the table. Tick (✔) the correct rules and write the -ing form of the verbs in the last column.

verb	only add -ing	remove -e and add	double the consonant and add -ing	-ing form
dance		✓ <b>/</b>		dancing
get up				
have				
make				
open				1
play			TA	
shop				
sit				
swim	7 - 1			
watch		Till the second		

0	7	Com	plete	the	sentences	with	the	-ina	form	of	the	verbs	in	bracket	S
		COIII	DICEC	CITC	SCHECHICCS	AAICII	CITC	IIII	101111	vi	CIIC	ACIDO	111	DI UCKCE.	э.

1	My sister really loves	(play) the guitar.
2	My grandparents like	(live) in a big city.
3	My dad loves	(drive).
4	I quite like (	go) snowboarding with my family
5	My friends and I hate	(wear) a school uniform
6	We don't like	(get up) early.

- Write sentences that are true for you with like, don't like, hate, love and the words in brackets.
  - 1 (go cycling) I really love going cycling with my friends.
  - 2 (listen to rock music)
  - 3 (study for exams)
  - 4 (have pizza for dinner)
  - 5 (swim in the sea)

#### PAST SIMPLE OF BE

Positive	I/He/She/It was at home yesterday. You/We/They were at school at ten o'clock.				
Negative	I/He/She/It wasn't (was not) five years old in 2010. You/We/They weren't in the park yesterday.				
Questions	Where was I/he/she/it at six o'clock? Who were you/we/they with yesterday? Was I/he/she/it late? Were you/we/they happy?				
Short answers	Yes, I/he/she/it was. No, I/he/she/it wasn't (was not). Yes, you/we/they were. No, you/we/they weren't (were not)				

Was/were are the past forms of be. We use was/were to describe people and things in the past.

My grandmother was tall and she was very beautiful. The earrings were fantastic. They were round.

We also use was/were or were/weren't to say where people or things were or weren't in the past.

We weren't at school yesterday. It was a holiday. The new T-shirt wasn't in her bedroom.

We start sentences with was/weren't to make questions.

Was it a good party? Weren't your friends with you? We can use was/weren't in short answers without the noun.

Yes, it was. No, they weren't.

#### **Practice**

- 1 Complete the sentences with was(n't) or were(n't). 0 I was very surprised.
  - 1 My friends interested in my new phone.
  - (not) in the office at 11 o'clock. 2 My dad (not) happy. Our dog 3 We missing.
  - 4 You very tired yesterday.
  - (not) hungry, but I 5 | very thirsty.
- Put the words in order to make questions. Then write the short answer.
  - 0 bored / you / were / ? (✓) Were you bored? Yes, I was.
  - 1 your / tall / teacher / was / first / ? ( )
  - 2 shoes / were / his / broken / ? (✓)
  - 3 you / and / friends / your / cold / were /? (X)
  - 4 mobile / bag / was / in / your / your / ? (X)
  - 5 lake / were / the / we / near /? (✓)
- Write complete questions with was or were. Then write answers that are true for you.
  - 0 Where / you / yesterday / at 6 pm? Where were you yesterday at 6 pm? I was at home.
  - 1 you / late / for school on Monday?
  - 2 your friends / tired / at 9 am this morning?
  - 3 When / your best friend / born?
  - 4 What day / it / yesterday?

# GRAMMAR REFERENCE AND PRACTICE

#### UNIT 5

#### PAST SIMPLE: REGULAR VERBS

I/You/He/She/It/We/They climbed a mountain. I/You/He/She/It/We/They recorded an album.

- · We use the past simple to talk about things that happened in the past. Leonardo da Vinci painted the Mona Lisa. We visited The Prado Museum in Madrid.
- · With regular verbs, the past simple verb ends in -ed. (See Spelling below.) climb → climbed, change → changed, carry → carried

#### Spelling: regular verbs

most verbs: add -ed	play → played change → changed		
verbs that end in -e: add -d			
verbs that end in consonant + -y: change -y to -i and add -ed	carry → carr <b>ied</b>		
one-syllable verbs ending in a consonant + a vowel + a consonant (except w, x or y): double the consonant and add -ed	stop → stopped		
two-syllable verbs ending in a stressed vowel + a consonant: double the final consonant and add -ed	prefer → preferred		
In British English, we double the final <i>l</i> .	travel → travelled (American English: travel → traveled)		

#### **Practice**

1 Complete the table with the past simple form of the verbs in the box.

die practise cross enjoy plan shop stay study try walk

climb →	change → changed	carry → carried	play → played	stop → stopped
crossed				

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

climb finish listen play watch try

- football yesterday. 1 My friends
- 2 I TV last night.
- to music in class. 3 We
- a mountain at the weekend. 4 My mum
- 5 My family Chinese food last week.
- my homework quickly.

#### **PAST SIMPLE: NEGATIVES UNIT 6 AND QUESTIONS**

# SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 142

Negative	I/You/He/She/It/We/They didn't (did not) finish.
Questions	Where did I/you/he/she/it/we/they cook? Did I/you/he/she/it/we/they work in a shop?
Short answers	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

- We use the past simple negative to talk about things that didn't happen in the past. The café didn't open at eight o'clock. We didn't watch a film in class.
- We use past simple questions to ask about things that happened in the past. What time did he finish work? Did you listen to music last night?
- We use short answers to answer simple Yes / No questions. Yes, I did.

#### **Practice**

1		omplete the sentences with the past simple egative form of the underlined verbs.
	0	My dad <u>played</u> tennis. He <u>didn't play</u> volleyball
	1	We <u>cooked</u> fish. We meat.
	2	In the school holidays, my brother worked in a
		factory. He in a shop.
	3	I <u>used</u> my mobile to send a message. I the computer.
	4	My friends <u>climbed</u> a tree. Theya mountain.

the door.

5 I opened the window. I

2	pe	rite true sentences about what you and the cople you know didn't do yesterday. Use the ords in brackets and the past simple negative rm of the verbs.
	n	(I / watch)
	٠	I didn't watch a film on TV yesterday.
	1	(my mum / listen)
	1	(my mum / tisten)
	-	(
	2	(my classmates / walk)
	_	
	3	(I / study)
	4	(my friends and I / play)
	5	(this class / start)
3		rite complete questions in the past simple. Then
	W	rite short answers.
	0	Did you cook dinner yesterday?
	•	No, I didn't .
	1	
	-	homework?
		Yes,
	2	your friends (finish) all the
		biscuits?
		Yes,
	3	this class (start) at 10 am?
		No,
	4	you (enjoy) the party?
		Yes,
	5	it (rain) yesterday?
		No,
ŀ		ut the words in order to make questions. Then
	W	rite answers that are true for you.
	0	you / walk / this / did / school / to / morning / ?
	_	Did you walk to school this morning?
		Yes, I did.
	1	
	-	start / what / you / did / time / schoot / :
	2	use / did / a / you / computer / last night / ?
	2	use / did / a / you / computer / tast night / ?
	_	
	3	study / yesterday / you / did / what / ?
	77-17	
	4	visit / country / holiday / you / did / another / on /?

5 when / you / finish / Unit 5 / did /?

PAST SIMPLE: IRREGULAR VERBS

- **SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 142**
- SEE GRAMMAR REFERENCE, UNIT 6, PAST SIMPLE: **QUESTIONS AND NEGATIVES, PAGE 143**

Positive	I/You/He/She/It/We/They swam in the sea every day.
Negative	I/You/He/She/It/We/They didn't go to Italy on holiday.
Questions	What did I/you/he/she/it/we/they eat? Did I/you/he/she/it/we/they have a good time?
Short answers	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

- Remember, we use the past simple to talk about things that happened or didn't happen in the past.
- With regular verbs, the past simple verb ends in -ed. want → wanted, decide → decided, travel → travelled
- With irregular verbs, the past simple doesn't end in -ed. (See irregular verb list page 158) buy → bought, come → came, take → took

#### **Practice**

Complete the table with the missing words.

Infinitive	Past simple	Infinitive	Past simple
eat	o ate	arrive	6
1	went	7	carried
ride	2	enjoy	8
3	saw	9	lived
swim	4	stop	10
5	took	11	watched

- Read the sentences and <u>underline</u> the irregular past simple form of the verbs. Then write the infinitive of the verbs.
  - 0 I swam in the sea every day. swim
  - 1 We went sightseeing in the morning.
  - 2 We had a great time on holiday.
  - 3 I rode an elephant in India.
  - 4 My friends ate pizza last night.
  - 5 My parents bought me a present.

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

	give	ride	see	ıp		
1	Our te	acher work.	****************	us	a lot o	of
2	We	0	ur bike	s to	the b	each
3	1	a tic	ket at	the	statio	n.
4	My da morni	d ng.	at si	x o'	clock	this
5	1	my l	best fri	end	with	her
	mum.					
6	11	reac	and w	rite	whe	n I
	was fi					

Complete the conversation with the past simple form of the verbs in brackets.

Alice:	How o was	(be) your
	holiday?	
Jack:	Great! I really	(enjoy)
	it!	
Alice:	you you	(go)
	camping?	
Jack:	No, we <sup>3</sup>	(stay) in a
	hotel.	
Alice:	What⁴	you
	(do) every day	
Jack:	In the morning	g, we <sup>5</sup>
	(swim) in the s	
	6 (be)	very near. In the
	afternoon, we	
	different place	
Alice:	Cool! Where 8	you
	(oat)	

Jack: We 9 (have) breakfast and dinner in the hotel. 1 10 (take) a lot of photos.

Alice: Can I see them? Jack: Yes, of course.

### SOMEONE, ANYONE, ETC.

	every	some-	any-	no-
Person	everyone	someone	anyone	no one
Thing	everything	something	anything	nothing
Place	everywhere	somewhere	anywhere	nowhere

 We normally use everyone, everything, etc. and someone, something, etc. in positive sentences.

Everyone is at the party.

There's something to drink on the table.

 We use anyone, anything, etc. and no one, nothing, etc. in negative sentences and questions.
 I haven't got anywhere to sit.

Is **no one** in the classroom?

- We use no one, nothing and nowhere in sentences with a positive verb. We use anyone, anything and anywhere in sentences with a negative verb.
- Negative verbs with anyone, anything etc. mean the same as positive verbs with no one, nothing, etc.

I haven't got anything to do.

I've got nothing to do.

There isn't anyone at home.

There's no one at home.

No one, nothing, etc. mean not anyone, not anything, etc. so we don't use a negative verb with these words.
 I've got nothing to drink. (not I haven't got nothing ...)
 There's nowhere to sit. (not There isn't nowhere ...)

#### **Practice**

- 1 Choose the correct words to complete the sentences.
  - 1 I'm bored. I haven't got anyone / anything / anywhere to do.
  - 2 I went to the new shop in the town, but I bought no one / nothing / nowhere.
  - 3 Do you have everyone / everything / everywhere in your bag?
  - 4 Are you busy? I'm looking for someone / something / somewhere to walk home with me.
  - 5 Where are your friends? There's no one / nothing / nowhere in the classroom.
  - 6 They decided to go someone / something / somewhere near a beach for their holiday.

- 2 Complete the sentences with every-, some-, any- or no-.
  - Your room's very tidy. There's <u>nothing</u> on the floor.
  - 1 I'm leaving because there isn't \_\_\_\_ where for me to sit.
  - 2 There isn't one in my class who speaks German.
  - one in my school studies English.
  - **4** Was there \_\_\_\_\_ thing good on TV last night?
  - 5 My favourite place is where I can play football with my friends.
- 3 Complete the conversations with the words in the box.

anything anywhere everyone no one nothing someone something somewhere

O Anna: Are you hungry?

Matt: No, I ate something a few

minutes ago.

1 Charlie: What's that noise? I think

there's \_\_\_\_\_ outside the

window.

Jon: No, it's the trees. There's

there.

2 Lizzie: Did you go special

yesterday?

Martha: Yes, we went \_\_\_\_\_ near the

lake and we had a picnic.

3 Paul: Are you doing \_\_\_\_\_, Jack?

Jack: No, . Why?

4 Greg: Have you got drinks for the

party?

Alberto: Yes, I bought some cola.

likes cola.

## UNIT 9

### PRONOUNS AND DETERMINERS

	Determiner	Pronoun
I	It's my jumper.	It's mine.
you	It's your cap.	It's yours.
he	It's his jacket.	It's his.
she	It's her swimming costume.	It's hers.
it	It's its shoe.	-
we	They're our clothes.	They're ours.
you	They're your socks.	They're yours.
they	They're their trousers.	They're theirs.

 We use the determiners my, your, his, etc. with nouns to talk about our possessions.

That's my tie. Is this your scarf?

· We use the pronouns mine, yours, his, etc. so we don't need to repeat the noun.

Is this your scarf? Yes, it's mine. (not Yes, it's my scarf.) Are these your trainers? Yes, they're ours. (not Yes, they're our trainers.)

- · Mine is always singular.
  - Who do these trainers belong to? They're mine. (not mines)
- · There is no pronoun form for its.

### **Practice**

1	Complete the sentences with the correct determiner
-	(my, your, his, etc.).

1	I love watching films.	favourite act	or is
	Johnny Depp.		
2	One of my uncles lives in	New York.	name is

- 3 That isn't my parents' car. car is blue.
- 4 'Is this Maria's?' 'No, jacket is red.'
- 5 We haven't got a big dog. dog is very small.
- rubber, please? I haven't got one. 6 Can I borrow

#### Choose the correct words.

David.

- 1 You haven't got John's cap. His / Hers is black.
- 2 I haven't got a pencil. Can I borrow mine / yours?
- 3 Are these your books? No, they aren't yours / mine. They belong to Harry and Nick.
- 4 Ana's looking for her shoes. Are these hers / theirs?
- 5 You're wearing Nick's jumper. Where's his / yours?
- 6 Shall we buy a new tent? Ours / Its is very old.

#### Complete the conversation with the words in the box.

his	mine	my	our	theirs
your	yours	you	rs	
Steve:	I tidied the			rning. All erywhere.
	Are these			?
Laura:	No, they a			an's.
Steve:	And these	green	socks? A	re they
	3	too?		
Laura:	No, they'r	e 4		
	The white			5.
Steve:	Right. I lik	e 5	socl	ks, Laura!
Laura:	6	grandm	na gave t	hem to
	me!			
Steve:	Whose blu	ie jump	er is this	5?
Laura:	It's 7	! You	've got	a blue
	jumper, h			
Steve:	You're right	nt! Dan	and Luc	y have got
	red trouse	ers. Are	these 8	?
Laura	Vas they	are		

### SOME, ANY, A LOT OF, A FEW, A BIT OF

	Countable	Uncountable
Questions	Are there <b>any shops</b> near your house?	Have you got any money?
Positive	There are some shops over there.	There's some money on the table.
Negative	There aren't any large shops near my house.	I haven't got any money in my purse.
a lot of	My sister's got a lot of earrings.	My mum's got a lot of jewellery.
a few / a bit of	There are a few books on the table.	There's a bit of make-up in the bathroom.

- Countable nouns are nouns for things that we can count. We can use a/an, the or a number before them and they can be used in both the singular and the plural.
  - I bought a leather wallet and two caps in the new shop.
- Uncountable nouns are nouns for things that we can't count.
   We can't use a/an or a number before them and we can't use them in the plural.

My cousin bought some jewellery and some make-up. (not a jewellery, a make-up)

## Practice

1 Complete the table with the words in the box.

<del>biscuit</del> jewellery	<del>cheese</del> iuice	earring make-up	egg milk	jacket money
				money
photo	purse	T-shirt w	allet	

Countable	Uncountable
biscuit	cheese

## Complete the sentences with some or any.

- 1 I didn't buy a new wallet because I didn't have money.
- 2 There are new students in my class.
- 3 Were there \_\_\_\_\_ blue T-shirts in the shop?
- 4 Let's go shopping. I want to buy \_\_\_\_\_ new clothes.
- 5 That shop hasn't got bread.
- 6 Did you eat \_\_\_\_ cake on your birthday?

#### 3 Complete the sentences with a lot of, a few or a bit of.

- O Sally's got <u>a bit of</u> jewellery but not much.
- 1 We've got \_\_\_\_\_ biscuits. There are three packets here and four packets on that shelf.
- 2 We did well in our test and our teacher only gave us \_\_\_\_\_ homework – just one exercise.
- 3 I've got good friends Anna, Karen and Rachel.
- 4 We made sandwiches, pizza, a salad and cakes. There was \_\_\_\_\_ food at my
- 5 The trip is for three days. You only need pairs of socks, not 12 pairs!

# 4 Choose the correct words to complete the conversation.

**James:** Did you buy <sup>1</sup>a / any clothes in the sales?

Holly: Yes, I bought 2 any / some

sunglasses, <sup>3</sup>a / some baseball cap and <sup>4</sup>a few / a bit of make-up.

James: Really! You bought a 5lot / few of things. I only bought 6a / some

wallet.

# UNIT 11

AS ... AS

When we compare two things:

- we can use as + adjective + as to say the things are
  - In my school, pizza is as popular as burgers. (not as popular than ...)
- we can use not as + adjective + as to say two things are different.
  - Chocolate cake isn't as healthy as fruit salad.
- The form of the adjective doesn't change with as + adjective + as.
  - A burger isn't as big as a pizza. (not as bigger as ...)

#### **Practice**

- 1 Complete the sentences with as ... as.
  - 0 I'm short, but my sister is very short. I'm not as short as my sister
  - 1 The Burger Bar is popular. The Pizza Restaurant is popular too. The Burger Bar is
  - 2 Ireland is wet. Scotland is wet too. Ireland is
  - 3 Lemonade is sweet, but cola is really sweet. Lemonade isn't
  - 4 Your shorts are quite dirty, but your T-shirt is very dirty. Your shorts aren't
  - 5 My mum's pizza is good. The pizza at Harry's Café is good too. My mum's pizza is

#### COMPARATIVE ADJECTIVES

Adjective	Comparative
One sy	/llable
slow →	slower
Two syllables wit	th consonant + -y
healthy →	healthier
Two syllab	les or more
beautiful →	more beautiful
Irreg	gular
good →	
bad →	worse
far →	farther/further

- We use comparative adjectives to compare two things (see Spelling).
  - Water is usually cheaper than cola.
- We usually use than after comparative adjectives. Vegetables are healthier than biscuits.

### Spelling

- One-syllable adjectives:
  - mostly add -er. small → smaller, cheap → cheaper
  - One-syllable adjectives ending in -e, add -r. nice → nicer, late → later
  - One-syllable adjectives ending in consonant + vowel + consonant (except w, x or y), double the consonant and add -er.
    - big → bigger, fat → fatter
- Two-syllable adjectives ending in consonant + -y change the -y to -i and add -er. busy → busier, happy → happier
- Two or more syllables add more. expensive > more expensive

#### **Practice**

expensive

The train is

- Complete the sentences with the comparative form of the adjectives in brackets.
  - 1 My maths teacher is (young) than my geography teacher.
  - 2 I think playing football is (interesting) than watching it.
  - (easy) than Exercise 3. 3 Exercise 2 is
  - (far) from school than 4 My house is yours.
  - 5 A mango is (big) than a strawberry.
  - Write complete sentences. Use the comparative form of the adjectives in the box.

fast

_	The bloom bloom of the second state of the sec
U	The blue T-shirt is £10. The red T-shirt is £15.
	The red T-shirt is more expensive than the
	blue T-shirt
1	It's 2 hours by train. It's 2 hours 45 minutes by
	bus.

good

hot

- 2 It's 25°C in London today. It's 33°C in Istanbul. Istanbul is
- 3 The pizza wasn't bad. The burger was very bad. The pizza was

#### SUPERLATIVE ADJECTIVES

#### SEE GRAMMAR REFERENCE, UNIT 11, **COMPARATIVE ADJECTIVES, PAGE 148**

Adjective	Superlative	
One sy	llable	
young →	the youngest	
Two syllables wit	h consonant + -y	
heavy →	the heaviest	
Two syllabl	es or more	
famous →	the most famous	
Irreg	ular	
bad →	the best the worst the farthest / furthest	

- We use superlative adjectives to compare one thing with two or more other things. The Hopper computer is one of the fastest in the world.
- We use the before the superlative adjective. This is the smallest smartphone anywhere in the world.
- We usually use in to talk about a place with the superlative adjective.

This is the most expensive laptop in the world / in my city / in my town, etc. (not of the world)

### Spelling



#### SEE GRAMMAR REFERENCE, UNIT 11, COMPARATIVE ADJECTIVES, SPELLING, PAGE 148

The spelling rules for superlative and comparative adjectives are the same.

- One-syllable adjectives:
  - mostly add -est. small → smallest, cheap → cheapest
  - One-syllable adjectives ending in -e, add -st. nice → nicest, late → latest
  - One-syllable adjectives ending in consonant + vowel + consonant (except w, x or y), double the consonant and add -est. big → biggest, fat → fattest
- Two-syllable adjectives ending in consonant + -y change the -y to -i and add -est. busy → busiest, happy → happiest
- Adjectives of two or more syllables add most. expensive > most expensive

#### **Practice**

#### Write the comparative and superlative forms of the adjectives.

O slow slower, the slowest

6 beautiful 1 near 7 good 2 large 8 bad 3 thin 4 friendly 9 far

5 happy

1 My sister's got

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

(long) hair in my school. 2 Cristiano Ronaldo is one of (famous) football players in the world. 3 You can eat (good) burgers in my town in Ray's Burger Bar. 4 Mrs Peters is (friendly) teacher in my school. 5 My house has got (big) garden in my street. 6 Last night we watched (funny) video online. I laughed a lot!

#### Write sentences using superlative adjectives.

- The supermarket / busy shop / my town The supermarket is the busiest shop in my town
- 1 My sister / fast person / our school
- 2 Russia / large country / world
- 3 Salad / healthy food / this café
- 4 1 / bad singer / my class
- 5 My brother / good player / his team

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

- 1 I think history is more / the most interesting than science.
- 2 Travelling by plane is faster / the fastest than travelling by bus.
- 3 Oranges are healthier / the healthiest food in the cupboard.
- 4 Jonny bought better / the best smartphone in the shop.
- **5** A printer is more / the most expensive than a mouse.
- 6 The Torre de Cristal is taller / the tallest building in Spain.

## SHOULD / SHOULDN'T

Positive	
I/You/He/She/It/We/They <b>should go</b> to bed earlier.	
Negative	
I/You/He/She/It/We/They shouldn't (should not) play tennis.	
Questions	
What should I/you/he/she/it/we/they do? Should I/you/he/she/it/we/they stop doing sports?	
Short answer	
Yes, I/you/he/she/it/we/they <b>should</b> . No, I/you/he/she/it/we/they <b>shouldn't</b> .	
We use <b>should</b> and <b>shouldn't</b> to give advice. I've got a headache. You <b>should take</b> some medicine.	
You shouldn't listen to loud music. We use should to say something is a good idea.	
My hand hurts. You <b>should go</b> to the doctor.	
We use <b>shouldn't</b> to say something is a <b>bad idea</b> .	
I feel sick. You shouldn't eat anything.  After should and shouldn't, we use the infinitive of	
the verb without to.	
My leg hurts. You should rest and you shouldn't walk.  (not you should to rest you shouldn't to walk)	
actice	
Complete the sentences with should or shouldn't.	
1 John's got a temperature. He go to	
school.  2 I hurt my foot. The doctor says I play	
football for three weeks.	
3 My best friend didn't pass the exam. His teacher	
thinks he study harder.  4 Did you say your back hurts? You go	
swimming. It's very good for you.	
5 My sister lost her smartphone yesterday. I think	
she talk to the police.  6 To enter a race, you do exercise the day	
before the race.	

Write complete sentences with should or shouldn't and the words in the box.

do sport and exercise	
drink a lot of cola and lemonade	e
eat a lot of sweets and chocolat	e
eat healthy food	
sleep well	
watch a lot of TV	

	If	you want to keep fit and healthy,
	0	you should do sport and exercise.
	1	
	2	
	3	
	4	
	5	
	7	
2	W	rite complete questions with should. Then write
		ort answers.
		1111
	0	I / do the race? (✓)
		Should I do the race?
		Yes, you should.
	1	my brother / buy a fast car? (X)
	2	my friends / go to bed earlier? (✓)
	3	we / have a party? (X)
		2
	4	I / stay at home? (X)
		•
ŀ		ead the examples and write some advice with
	sh	ould or shouldn't.
	0	I don't feel well. What should I do?
	•	You should go to bed and lie down.
		iou snould go to beg drid ite down.
	1	It's my mum's birthday next week. What should I
	-	buy her?
		buy fier?
	_	P. and a second of the second
	2	, , , , , , , , , , , , , , , , , , , ,
		night?
	3	I want to visit another country. Where should I go?
	4	My brother wants to do a new sport. Which one
		should he do?
	-	Lwant to make some new friends Should Ligin

a club?

## UNIT 14 **PREPOSITIONS**

We can use prepositions to say where things are.

A river goes through the town.

Three bridges go across the river.

The post office is next to the train station.

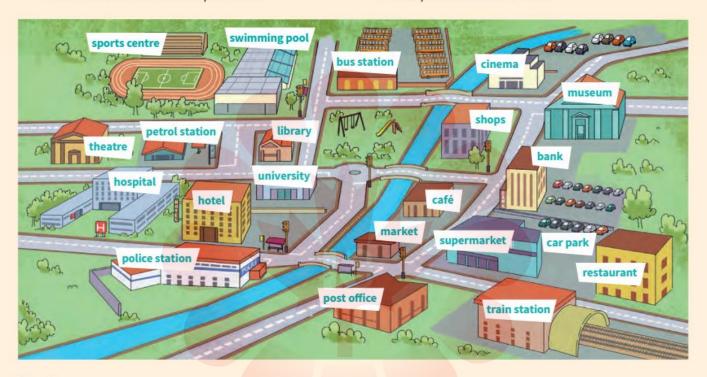
The train station is beside the post office.

The car park is in front of the supermarket.

The petrol station is opposite the library.

The restaurant is near the train station.

The hospital is outside the town.



#### **Practice**

- 1 Look at the map of the town. Choose the correct words to complete the sentences.
  - 1 The swimming pool is near / across the bus station.
  - 2 To get to the train station, walk across / through the bridge.
  - 3 The university is opposite / next to the library.
  - 4 The petrol station is beside / near the university.
  - 5 The cinema is opposite / next to the river.
  - 6 There's a car park in front of / through the supermarket.
- Look at the map again and complete the sentences with the words in the box. Use each word once only.

	across	near	next to	opposite	outside	through
0	A river g	oes throu	igh the tow	n,		
1		the towr	n, there's a h	ospital.		
2	Drive	the	e bridge and	there's a cine	ema on your	left.
3	There's a	a roundal	oout	the middle	bridge.	
4	The park	k is	the polic	e station.	energe ( <del>-</del>	
			the ho			
F	ead the n	uestions	and write t	rue sentence	s about your	town

0	Where's your school?	It's near my house, opposite the park.
1	Is the hospital outside your town?	
2	What's your favourite shop? Where is it?	
3	Does a river go through your town?	
4	How often do you walk across a bridge?	
5	Is there a museum in your town? Where is it?	

# UNIT 15

### **PAST CONTINUOUS**

Positive	I/He/She/It was eating dinner. You/We/They were playing football.
Negative I/He/She/It wasn't (was not) slee You/We/They weren't (were not)	
Questions	What was I/he/she/it doing at 8 am? What were you/we/they watching on TV? Was I/he/she/it playing computer games? Were you/we/they listening to music?
Short answers	Yes, I/he/she/it was. No, he/she/it wasn't. Yes, you/we/they were. No, you/we/they weren't.

We use the past continuous to talk about activities happening at a moment in the past.

I was watching TV, my parents were working and my brother was playing football yesterday afternoon.



#### SEE GRAMMAR REFERENCE, UNIT 2, SPELLING: -ING FORM, PAGE 139

#### **Practice**

- 1 Choose the correct words to complete the sentences.
  - 1 At 6 pm, I was doing / were doing my homework.
  - 2 My dad was cooking / were cooking our dinner.
  - 3 Yesterday afternoon, we wasn't playing / weren't playing
  - 4 Yesterday afternoon, you wasn't wearing / weren't wearing your new cap.
  - 5 My friends wasn't having / weren't having lunch at 1 pm.
  - 6 We was climbing / were climbing a tree on Saturday
- Complete the paragraph with the past continuous form of the verbs in the box.

make

listen

rain	read	sit	surf			
This mo	rning, my	dad ⁰w	as makin	g breakfa	ast. The l	baby
was hun	gry and h	e¹	My l	oig sister	was in he	er
bedroon	n. She <sup>2</sup>	;	she 3	a ma	agazine.	My mum
and my	older brot	ther 4	th	e interne	t. My littl	e sister
5	in her fa	vourite	chair, bu	it she 6	T\	/. My
younger	brother 7		to loud	music. T	here wer	e clouds
in the sk	y and it 8		. I decide	ed to stay	at home	e.

not sleep

not watch

Write complete questions in the past continuous. Then write short answers.

At 10 am yesterday, 0 it / snow? (X) Was it snowing? No it wasn't. 1 your friends / ride their bikes? (✓) 2 you / shop with your friends? (✓) 3 your mum / work? (X) 4 I / have a shower? (X) 5 you and your friends / swim in the lake? (1)

- Put the words in order to make questions. Then write answers that are true for you.
  - 0 yesterday at 11 am / you / were / sleeping / ? Were you sleeping yesterday at 11 am? No, I wasn't. I was studying at school.
  - 1 were / doing / you / at 8 am this morning / what /?
  - 2 blue socks / you / were / wearing / yesterday /?
  - 3 after school yesterday / watching / a film / were / you and your friends /?
  - 4 raining / was / it / yesterday evening /?
  - 5 on Saturday morning / what / your friends / doing / were /?

#### PAST SIMPLE AND PAST UNIT 16 CONTINUOUS



#### SEE GRAMMAR REFERENCE, UNITS 5-7, PAST SIMPLE, PAGES 142-144

#### SEE GRAMMAR REFERENCE, UNIT 15, **PAST CONTINUOUS, PAGE 152**

- We use the past continuous to describe activities happening at a particular moment in the past. Sometimes these activities happen at the same time. We don't use the past continuous to talk about the beginning or the end of an activity. John was looking at the elephants and his sister was buying an ice cream.
- We use the past simple when one complete action follows another.
  - I woke up and I went downstairs.
- We often use the past simple and past continuous together to say that one action interrupts another. A elephant was eating some fruit when the boy fell.

#### when and while

We use when and while to connect two activities. When we use the past simple and past continuous together, we often use:

- when before the past simple. The boy was looking at the elephants when he fell.
  - When the boy fell, he was looking at the elephants.
- while before the past continuous. The boy fell while he was looking at the elephants.
  - While the boy was looking at the elephants, he fell.

#### **Practice**

- Choose the correct words to complete the sentences.
  - 1 When the teacher came / was coming into the classroom, we played / were playing cards.
  - 2 She didn't call / wasn't calling me when she heard / was hearing a strange noise.
  - 3 While I got off / was getting off the bus, it started / was starting to rain.
  - 4 John arrived / was arriving while my sister made / was making breakfast.
  - 5 My brother climb / was climbing a tree when he fell / was falling.
  - 6 I didn't meet / wasn't meeting my teacher while we shopped / were shopping.

2	C	omplete the sentences with <i>when</i> or <i>while</i> .
	1	I was giving food to my rabbityou phoned me.
	2	We found some money we were playing football outside.
	3	I wasn't doing anything you turned on the light.
	4	you sent me the message, I was doing an exam.
	5	My mum was watching the monkeyssomeone stole her purse.
	6	my friends were snowboarding, they saw a famous musician.
3		omplete the sentences with one verb in the past
	SI	mple and one verb in the past continuous.
	1	My teacher (travel) by boat when she (feel) sick.
	2	When the music (start), I (not talk) to my friends.
	3	While I (carry) the plates, I
		(fall).
	4	We (run) in the park when we
		(see) some ducks.
	5	While I (do) my homework, my phone (ring).
	6	
		we (stay) in London.
7		omplete the sentences so they are true for you. se the past simple or the past continuous.
	0	When I woke up yesterday,
		it was raining.
	1	When I got to school, my friends
	2	The teacher came into the classroom while
	3	When I arrived home, I

4 While I was doing my homework,

# UNIT 17

### **FUTURE WITH GOING TO**

 We form the going to future with be + going to + infinitive without to.

Positive	I'm (am) going to phone our friends. You/We/They're (are) going to invite all our family. He/She/It's (is) going to watch the animals.
Negative	I'm (am) not going to do any homework. You/We/They aren't (are not) going to buy pizza. He/She/It isn't (is not) going to win the prize.
Questions	Who am I going to see? What are you/we/they going to do later? Where is he/she/it going to go? Am I going to have fun? Are you/we/they going to phone me later? Is he/she/it going to tell Mum and Dad?
Short answers	Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/ they aren't. Yes, he/she/it is. No, he/she/it isn't.

· We use the going to future to talk about our future

I'm going to watch the concert this evening. We aren't going to study next weekend.

We usually make our future plans before we use the 'going to' future.

Where are you going to go next summer? Mum bought the tickets last week. We're going to visit Paris and Berlin.

We often use future time phrases like this evening, tomorrow morning, next summer, when I'm 18, etc. with the going to future.

I'm going to travel when I'm 18. My dad isn't going to drive us to school tomorrow morning.

#### **Practice**

1	Write complete sentences with the going to future	e
_	form of the verbs.	

0 I / buy / new trainers. I'm going to buy new trainers.

1 We / not ride / our bikes to school tomorrow.

2 My friends / watch / the talent show on TV.

3 My mum / not play / tennis later.

4 My dad / make / pizza.

5 My cousins / not visit / us next weekend.

Complete the paragraph with the going to future form of the verbs in the box.

> buy not go not serve work stay travel watch

Next summer, I o'm going to fly to Canada with my family. We 1 with our friends. I 2 a football shirt for my friend Jack because he likes sport. We 3 a football match with him. I love travelling. When I'm 18, I 4 university. 15 around the world. 16 in a shop in different countries but 17 food in a restaurant. That's hard work!

Complete the questions with the going to future form of the verbs in brackets.

1	wnat	you ana y	our trienas	
	(watch) c	on TV after scho	ool today?	
2	What	you	(wear) tomoi	rrow?
3		your mum	(work) next	
	Saturday	?		
4	Who	you and y	our family	(see)
	at the we	ekend?		
5		your friends	(travel) to	anothe
		next summer?		
6		you (s	tudy) in another	town
	when you	A Commission of the Commission		

Write true answers to the questions in Exercise 3.

0	We're going to ride our bikes
1	
2	
3	
4	
7	
5	

#### **MAKING SUGGESTIONS**

· A suggestion is a plan or an idea that you want someone to think about.

Why don't we go to the concert?

Shall we meet outside the cinema?

Why not ask your mum to drive us?

Let's go to a restaurant later.

After Why don't we ..., Shall we ..., Why not ... and Let's ..., we use an infinitive without to.
 Shall we make a cake? (not Shall we to make...)

Why don't we buy some lemonade? (not Why don't we to buy...)

Why don't we ..., Shall we ... and Why not ... are questions so we use a question mark (?).
 Shall we meet at 8 pm?
 Why not go by bus?

Let's ... is a sentence so we use a full stop (.).
 Let's go to the football match.

 When someone makes a suggestion, we often use words and phrases like Cool!, Sounds good!, You're right!, Good one! and Excellent idea! to answer. Let's go swimming. Cool!

#### **Practice**

- 1 Choose the correct words to complete the suggestions.
  - 1 Let's use / to use that computer over there.
  - 2 Shall we | We shall include some cartoons in the magazine?
  - 3 Let's / Why not ask our teacher to help.
  - 4 Why not / Shall we play hockey?
  - 5 Let's / Why not write down our ideas first?
  - 6 Why don't we | Why we don't put a notice on the website?
- Write suggestions using Shall ..., Why don't we | Why not ... or Let's ... and the words in the box.

have listen read ride take watch

Why not listen to music?

the film on TV.

we pizza for dinner?

our bikes to school tomorrow?

the book before we see the film.

we some photos in the museum?

- Read the sentences, then write a suggestion using Shall ..., Why don't we | Why not ... or Let's ...
  - 1 It's my birthday tomorrow.
  - 2 We haven't got any homework to do today.
  - 3 The school holidays start next week.
  - 4 I'm bored and it's raining.
  - 5 I'm hungry and there isn't anything to eat.
  - 6 We have to do something for the school magazine.

# UNIT 19

## HAVE TO / DON'T HAVE TO

Positive	I/You/We/They have to get up early. He/She/It has to eat later.				
Negative	I/You/We/They don't have to go climbing. He/She/It doesn't have to wear a uniform.				
Questions	What do I/you/we/they have to do now? What time does he/she/it have to get up? Do I/you/we/they have to bring snacks? Does he/she/it have to wear nice clothes?				
Short answers	Yes, I/you/we/they do. No, I/you/we/they don't. Yes, he/she/it does. No, he/she/it doesn't.				

- We use have to to say something is necessary. I can't go out, I have to help my mum. We have to be at school at 8 am for the school trip.
- We use don't have to to say something is not necessary. It's Saturday. You don't have to get up early. (But you can if you want.)

My cousins don't have to wear a uniform at their school. have to means you have no choice. You can't say 'no'! don't have to means you can do something if you want.

#### **Practice**

- Choose the correct words to complete the sentences.
  - 1 You have to get fit / has to get fit to enter a race.
  - 2 My school is opposite my house. I don't have to go / doesn't have to go by bus.
  - 3 We have to leave / has to leave our phones at home.
  - 4 You have to wear / has to wear trainers for a nature walk.
  - 5 My dad don't have to wear / doesn't have to wear a suit at work.
  - 6 You don't have to make / doesn't have to make breakfast. I can do it.
- Complete the sentences with the correct form of have to and the verbs in the box.

	do no	-	not buy		
	74				
0	Every mo	rning, I he	ave to tidy	my bedroom.	
1	You	any n	nilk. There	's a lot in the fridge	ge.
2	My friend	ls are luck	y. They	at home.	
3	We	a voca	bulary te	st every week at se	chool.
4	My broth	er is ill. He	2	in bed today.	
				e school trip. I've g	got a lot
	food and	drink.			

- Write complete questions with have to. Then write short answers.
  - o you / study hard at your school? (✓) Do you have to study hard at your school? Yes I do.
  - 1 your mum / work five days a week at the museum? (X)
  - 2 you / turn off your smartphone at school? (✓)
  - 3 your dad / travel for his work? (X)
  - 4 we / do Exercise 5? (X)
  - 5 your friends / make their beds? (✓)
- Complete the questions with the correct form of have to and the verbs in brackets. Then write answers that are true for you.
  - Do you have to go (go) to bed early on Saturday night? No I don't.
  - 1 What time (get up) you on a school day?
  - you (speak) English in your English class?
  - 3 How much homework you and your classmates (do) every day?
  - 4 What (do) if you you miss a class?
  - you 5 (buy) a ticket before you get on a bus in your town?

of

#### **ADVERBS OF MANNER**

- · We use adverbs of manner to say how we do something.
  - You have to speak quietly here.
  - My sister can play the piano beautifully.
- We make many adverbs of manner by adding -ly to the adjective (see Spelling below).
   My little brother is noisy. He does everything noisily.
   I'm very careful. I always do my homework carefully.
- There are some irregular adverbs.
   good → well, fast → fast, hard → hard

#### Spelling: adverbs of manner

Most adverbs add -ly to the adjective.	quick → quickly
For adjectives ending in -l, we double the l and add -y in the adverb form.	beautiful → beautifully
For adjectives ending in a consonant + -y, we remove the -y and add -ily.	easy → easily

#### **Practice**

1	Write the	adverb	form	of the	adjectives.
_					The state of the s

0 slow	slowly	4	quiet	8	bad	
1 careful		5	wonderful	9	angry	
2 good		6	heavy	10	fast	
3 happy	H-SMANANAN-YHORYHOFA	7	hard	 11	noisy	

2 Complete the sentences with the adverb form of the adjectives in the box. Use each word once only.

bad careful good hard loud quick

1 I can't hear you. The band is playing very loudly .

1 If you want to pass the exam, you have to study

- 2 My brother won the race because he ran very \_\_\_\_\_.
- 3 Please don't ask me to draw a picture. I draw . .
- 4 Listen \_\_\_\_\_! I'm going to repeat these instructions.
- 5 Let's have dinner at your house. Your dad cooks really
- Complete the questions with the adverb form of the adjectives in brackets. Then write answers that are true for you.
  - **0** Which famous musicians sing *beautifully* (beautiful)? I think Taylor Swift sings beautifully.

1 How many languages can you speak \_\_\_\_\_ (good)?

2 How often do you do your homework (slow) and (careful)

3 Do you eat (quick)?

- 4 How far is your school from your house? Can you walk there \_\_\_\_ (easy)?
- 5 Do you play in a sports team? Does it play \_\_\_\_\_ (bad) or \_\_\_\_ (good)?

# LIST OF IRREGULAR VERBS

Infinitive	Past simple	
be	was, were	
become	became	
begin	began	
break	broke	
bring	brought	
build	built	
burn	burned/burnt	
buy	bought	
catch	caught	
choose	chose	
come	came	
cost	cost	
cut	cut	
do	did	
draw	drew	
dream	dreamed/dreamt	
drink	drank	
drive	drove	
eat	ate	
fall	fell	
feel	felt	
find	found	
fly	flew	
forget	forgot	
get	got	
give	gave	
go	went	
grow	grew	
have	had	
hear	heard	
hit	hit	
hold	held	
hurt	hurt	
keep	kept	
know	knew	
learn	learned/learnt	
	YES 722 19	

Infinitive	Past simple
lend	lent
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
read	read
ride	rode
ring	rang
run	ran
say	said
see	saw
sell	sold
send	sent
show	showed
shut	shut
sing	sang
sit	sat
sleep	slept
speak	spoke
spell	spelled/spelt
spend	spent
stand	stood
steal	stole
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote

left

leave

## Acknowledgements

The authors would like to thank all the editors who worked on the project for their hard work.

The authors and publishers are grateful to the following for reviewing the material during the writing process:

Argentina: Diana Ogando; Italy: Clare Beddows; Mexico: Neil Crawford; Spain: Michael Epps, Estefanía Avilés; Turkey: Arzu Arslan

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Key: U = Unit, LS = Life Skills, SU= Starter Unit, C = Culture, R= Review, EA = Extra Activites

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