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BBC

WIDER WORLD

SECOND EDITION

Student's Book and eBook

1

 Pearson

GSE
Global Scale of English

24-34 A1/A2

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Grammar

- Subject pronouns • *to be* (affirmative, negative and questions) • Possessive adjectives • Plural nouns
- Demonstrative pronouns • Possessive pronouns • Object pronouns

THE REVISION GAME

Listening and Vocabulary	Speaking	Writing	 YOUR WORLD AND YOU	Progress Check
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Conversations about communication problems	Checking understanding and clarifying  Collaboration 	'How to' tips • Verbs and prepositions	Learning Experience 4 Social responsibility/ Critical thinking  Make green positivity cards	
Three personal accounts about local weather	Asking for and giving directions 	An invitation email • Future time expressions	BBC  <i>Get on board</i> Create a travel plan for a sustainable school trip	

Starter Unit

VOCABULARY

Countries | The alphabet | Possessions | Colours | Classroom language |
Days of the week | Months and seasons | Cardinal and ordinal numbers |
Dates | The time

GRAMMAR

Subject pronouns | *to be* (affirmative, negative and questions) | Possessive adjectives |
Plural nouns | Demonstrative pronouns | Possessive pronouns | Object pronouns

COMMUNICATION

Introducing Mateo, Lena, Noah and Mia



S.1 My information

Countries

- 1 Write the countries for these flags. Then write the nationalities.

the USA the United Kingdom France
Germany Mexico Spain



1 Germany – German

Subject pronouns

- 2 Replace the underlined words with these subject pronouns. Which pronouns are not needed? Write a sentence for each one.

I you ~~he~~ she it we you they

- 1 Harry is a friend of mine from the USA. *He*
2 Jane is very good at water sports such as surfing and windsurfing.
3 Toby and Anna are good at video games.
4 You and I are in the same school, but not in the same class.
5 My school is big.
6 Peter and you always play tennis on Sundays.

to be (affirmative and negative)

- 3 Complete what the classmates say with these forms of *to be*.

am 'm not are aren't is isn't

1 Jenny:



Lil and I are in the same class.

2 Lil:



Jenny (...) very sporty. She loves all sports, but she (...) very good at music.

3 Danny:



My classmates are from the UK. I (...) British, I'm American.

4 Arnie:



I (...) in the same class as Danny. We (...) from the same country. Danny is from the USA.

to be (questions)

- 4 Make questions with *to be*.

- you / from the UK / ?
Are you from the UK?
- your sister / fourteen / ?
- you and your friends / in the same class / ?
- your dad / a musician / ?
- your friends / sporty / ?
- you / good at computer games / ?

- 5 In pairs, ask and answer the questions in Exercise 4.

A: *Are you from the UK?*

B: *No, I'm not. I'm from Spain.*

Possessive adjectives

- 6 Copy and complete the table with the missing possessive adjectives.

I	you	he	she	it	we	they
my	¹ (...)	his	² (...)	its	³ (...)	their

- 7 Choose the correct option.

- A: What's *my* / *your* name?
B: *It's* / *My* name's Catherine.
- Look at the girls in the photo. *They're* / *Their* my friends. *They're* / *Their* names are Lucy and Tess.
- This is a photo of my friend Joanna and *she's* / *her* school. *Its* / *Their* name is Greenview High.
- Nico is from the UK. *His* / *He's* mum is from Italy.
- A: Is this *your* / *you* new friend?
B: Yes, it is. *His* / *Her* name's Anna.

The alphabet

- 8 0.01 Listen to the alphabet and repeat. Say the alphabet round the class from A to Z. Then from Z to A!



- 9 In pairs, take turns to read out five letters of the alphabet.

A: *A-B-C-D-E*

B: *F-G-H-I-J*

- 10 0.02 Listen and choose the correct name.

- Ellie / Eli
- Geri / Jerry
- Vikki / Vicky
- Mr Davies / Mr Davis
- Kailee / Kylie
- Henden / Hendon

- 11 Ask your partner to spell his/her name and surname.

A: *How do you spell your name/surname?*

B: *You spell it: ...*

- 12 Ask your partner two questions with *to be*.

A: *How old are you?*

B: *I'm ...*

Possessions

- 1 Look at the pictures and read the conversation. Choose the correct option.
The fight is about their *rooms* / *things*.



- 2 Which of these possessions are in the pictures?
Write them down.

bag bike book camera diary key mobile phone
mug skateboard T-shirt wallet watch

bag, ...

Colours

- 3 Write the names of the colours. What is your favourite colour? What colour are the possessions in Exercise 2?

- 1 red 3 5 7
2 4 6 8

Plural nouns

- 4 Write the plural of the nouns. Which ones are irregular?

- 1 apple *apples* 4 class 7 woman
2 baby 5 monkey 8 child
3 cat 6 man 9 watch

Demonstrative pronouns

- 5 Choose the correct demonstrative pronoun.
Which pronouns are plural?

- 1 *That* / *Those* books are very good.
2 Is *this* / *these* your watch?
3 *That* / *Those* boy is in our class.
4 *This* / *These* mobile phones are new.
5 Are *this* / *these* our desks?
6 *That* / *Those* T-shirts are very big!

Possessive pronouns

- 6 Copy and complete the table with the missing possessive pronouns.

my	your	his	her	its	our	their
mine	¹ (...)	his	² (...)	its	³ (...)	theirs

- 7 Rewrite the sentences with these possessive pronouns.

mine yours his hers ours theirs

- 1 This is my computer.
This computer is mine.
2 That's his wallet.
3 These are our bags.
4 Those are your books.
5 These are her keys.
6 That is their TV.

Classroom language

1 Match these sentences with pictures A–F.

- 1 Open your book. **C**
- 2 Don't talk.
- 3 Sit down!/Stand up!
- 4 Don't write in your textbook.
- 5 Look at the board.
- 6 Put your hand up.



Object pronouns

2 Complete the sentences with these object pronouns.

me you him her it us them

- 1 Wow! Listen to **her**! She's a fantastic singer!
- 2 My friend Pierre is from Paris. Talk to (...) in French.
- 3 Excuse (...), is this your phone?
- 4 Mum and I are on holiday, but Dad isn't with (...).
- 5 Thanks for your help. This present is for (...)!
- 6 Don't look at your phone in class! Put (...) in your bag.
- 7 There are my brother and sister! Let's go and see (...).

Days of the week

3 Write the correct day of the week for each abbreviation. Then say the days of the week in order.

- | | |
|---------------------|-------|
| 1 FRI Friday | 5 THU |
| 2 TUE | 6 SUN |
| 3 SAT | 7 MON |
| 4 WED | |

Months and seasons

4 Complete the table with the months and seasons. Which is your favourite season?

1 (...)	Autumn	5 (...)	Spring
June	September	December	March
2 (...)	4 (...)	6 (...)	8 (...)
3 (...)	November	7 (...)	May

Cardinal and ordinal numbers

5 Write the numbers.

- 1 three hundred **300**
- 2 five hundred and eleven
- 3 four thousand
- 4 eight thousand, nine hundred and twenty-one
- 5 one hundred thousand

6 Write the ordinal numbers in words.

- 1st **first** 2nd 3rd 5th 8th 12th

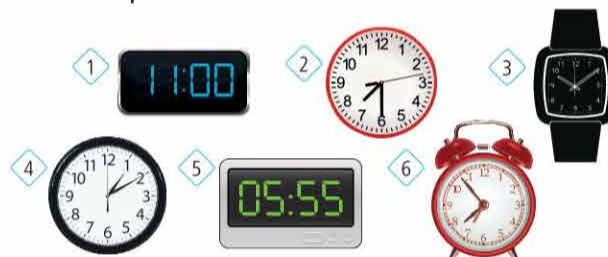
Dates

7 Match the dates.

- | | |
|---------------------------------|---------|
| 1 the first of January d | a 23/12 |
| 2 the thirteenth of March | b 11/01 |
| 3 the twenty-ninth of July | c 30/03 |
| 4 the twenty-third of December | d 01/01 |
| 5 the thirtieth of March | e 29/07 |
| 6 the eleventh of January | f 13/03 |

The time

8 0.03 Look at the clocks 1–6 and complete the times. Listen and check.



- 1 It's **eleven** o'clock.
- 2 It's half past (...)/It's seven (...) a.m.
- 3 It's a quarter to (...).
- 4 It's ten (...) one.
- 5 It's (...) to (...).
- 6 It's twenty-five past (...).

1 1 0.04 Watch or read and listen. In pairs, match descriptions 1–4 with photos A–D.

Lena, Noah, Mateo and Mia are good friends. They're fourteen years old. They are in Year 9 at West Green High School in England. They're all in the same class.

1 This is Mateo. He's from the USA, but he's in the UK now with his parents. His dad is a musician and his mum is a vet. His hobbies are music and video games. This game is very exciting! *photo A*

3 Here's Noah. His hobbies are art, video games and board games. This board game is his idea. Good job, Noah!

2 This is Lena. The people in her family are her mum, her dad and her ten-year-old brother, Adam. Adam is a good brother – most of the time. Lena's favourite hobby is music. Is she good? Yes, she is. She's really good! Her other hobbies are films and TV – lots of TV!

4 This is Mia. Her dad is from the UK and her mum is from Jamaica. Mia is very sporty. Her favourite hobby is fashion. Mia's clothes are always nice!



2 Read the text again. Answer true or false. Correct the false sentences.

- 1 Mateo is American. *True*
- 2 Mateo's mother is a musician.
- 3 Lena's brother isn't thirteen years old.
- 4 Lena isn't good at music.
- 5 One of Noah's hobbies is board games.
- 6 Mia's father isn't from the UK.

3 In pairs, order the words to make questions. Then ask and answer the questions.

- 1 you / from / are / where / ?
Where are you from?
- 2 old / you / how / are / ?
- 3 your / what / hobbies / are / ?
- 5 board games / you / are / good at / ?
- 5 sport / are / good at / your friends / ?

Game instructions

- 1 Play in groups of three or four students.
- 2 Use a marker or coin to move around the board, one per student.
- 3 Use a die to move forward or backward.
- 4 Answer the questions correctly.
- 5 The first to finish wins!

Key phrases

You start.

Your turn.

Roll the die.

That's correct/incorrect.

Stay on the square.

START

1

Spell your name.

2

Ask someone their phone number.



3

Say the missing possessive adjectives:
my, [...], his, [...], its, [...], your, their

7



How old are you?

6

MISS A TURN!

5

Ask someone two questions with 'to be'.

4



Say your date of birth.

8

GO FORWARD THREE SQUARES

9

Name six possessions.

10

What are you good at?

11



Name two colours with six letters.

15

Count to 100 in 10s:
10, 20, 30, etc.

14

GO FORWARD TWO SQUARES

13

Say the first ten letters of the alphabet.

12

GO BACK THREE SQUARES

16

Complete the demonstrative pronouns:
this, [...], these, [...]

17

Say the plural forms:
man, woman, child

18



Say one class rule.

19

Say the first five months of the year.

23

GO BACK TO SQUARE FIVE

22

Write down a big number and ask someone to say it.

21

Say the last six letters of the alphabet.

20

Say the ordinal form of these numbers:
3 12 16 30

24

Ask someone two questions with 'What'.

25



What time is it right now?

FINISH

Who are you?

1

VOCABULARY

Family | Countries and nationalities | Appearance | Personality adjectives | Clothes and footwear

GRAMMAR

Possessive 's | *can* for ability | Adverbs of manner | *have got*

COMMUNICATION

Greeting and introducing people | A description of a person

FUTURE SKILLS



Critical Thinking (Imagination) | Collaboration (Teamwork) | Creativity (A wiki webpage)

VIDEOS



Grammar in Action | Street Talk | Everyday English | Culture



My amazing family!

Hi, I'm Julia. I'm fourteen and I'm Brazilian American. Here are some of my favourite family photos.



That's me in the middle with my little sister, Lara. My mum's name is Marcia. She's from Brazil. My dad's name is Chris. He's American.



My mum's side of the family are all crazy about football – or perhaps they're just crazy. 😄 This is my uncle João and my cousin Gabriel.



You're never too old to try something new! These are my grandparents, my grandpa Bill and my grandma Betty (my dad's parents), on holiday in France.



Here are my auntie Emma (my dad's sister), her British husband Ed and my little cousin Leo. Leo is crazy about aeroplanes!

- 1 Look at the photos and read Julia's blog. How many people are there in her family? What are their names?
- 2 **1.01 I KNOW** Study the Vocabulary A box. Write the words in the correct column. Listen and check. Can you add more family names?

VOCABULARY A Family

aunt brother cousin daughter father grandfather
grandmother grandparents husband mother parents
sister son uncle wife

♀	♂	♀ ♂
aunt	brother	cousin

- 3 Find other words in Julia's blog for these words.
- aunt *auntie*
 - mother
 - father
 - grandfather
 - grandmother
- 4 Study the Watch out! box. Then make sentences with 's or '. Who says these sentences?

WATCH OUT!

We use 's and ' to talk about possession.

Singular: *Julia's mother is Brazilian.*

Her uncle's hair is brown.

Plural: *Her grandparents' home is in Los Angeles.*

Her cousins' names are Leo and Gabriel.

- our mum / name / is / Marcia / .
Our mum's name is Marcia. (Julia and Lara)
 - my husband / name / is / Chris / .
 - my son / favourite team / is / São Paulo FC / .
 - my parents / names / are / Emma and Ed / .
 - our son / costume / is / funny / .
 - our grandparents / favourite country / is / France / .
- 5 **1.02 I KNOW** Study the Vocabulary B box. Complete the countries and nationalities from Julia's blog. Listen and check. Can you add more countries and nationalities?

VOCABULARY B Countries and nationalities

¹ *Brazil* – Brazilian Italy – Italian the UK – ³ (...)
China – Chinese Japan – Japanese the USA – ⁴ (...)
² (...) – French Poland – Polish Turkey – Turkish
Germany – German Spain – Spanish

- 6 In pairs, ask and answer the questions. Then think of more questions to ask your partner.

- What nationality is the singer Ed Sheeran?
Ed Sheeran is British.
- What nationality is the singer Rosalía?
- What nationality is the tennis player Serena Williams?
- Where is pizza from?
- Where is sushi from?
- What's your favourite food? Chinese? French? Something else?

- 7 **1.03 WORD FRIENDS** In pairs, check you understand these words for describing appearance. Then complete the table. Some words can go in more than one column. Listen and check.

big blond(e) blue brown dark green
grey long ~~old~~ red short slim small
tall young

Eyes	Hair	General appearance
<i>big</i>	<i>blond(e)</i>	<i>big, old</i>

- 8 Look at the photos and Julia's blog and correct the sentences.

- Gabriel's eyes are blue.
Gabriel's eyes aren't blue. They're brown.
- Julia's hair is short.
- Leo is old.
- Betty's hair is dark.
- Ed is short.
- Bill and Betty are young.
- Leo is tall.
- Lara's hair is blonde.

- 9 **CHALLENGE** In pairs, say sentences about your friends and people in your family. Your partner guesses if your sentences are true or false.

A: *My aunt's name is Susanna. She's Spanish.*

B: *True.*

A: *No, it's false. She isn't Spanish. She's Italian.*

can (affirmative, negative and questions)

AIDA'S BLOG
Amazing people

Tara Davis is a young Californian athlete. She can't fly, but she can jump 7.14 metres! She can also run fast.



Tom Sietas is from Germany. He can stay under water for twenty-two minutes and twenty-two seconds. He also swims very well.



Aniek van Koot is from the Netherlands. She can't walk, but she can play tennis in her wheelchair. She moves very quickly!



Miralem Pjanić is a Bosnian footballer. He can play football really well and he can also speak seven languages fluently, including French, German and Italian.

Comments

Marilo, 19.17: Hi, Aida. Can you speak Italian?

REPLY Aida, 19.20: No, I can't. 😞

Amal, 19.39: Can Miralem Pjanić speak English?

REPLY Aida, 19.50: Yes, he can.

Amal, 19.54: How many languages can you speak, Aida?

REPLY Aida, 19.58: I can speak two languages – English and Arabic.

- 1 🎧 1.04 In pairs, match photos A–D in Aida's blog with these words or phrases. Then read, listen and check.

jump play football play tennis run
speak a foreign language stay under water swim

A – jump, ...

- 2 Study the Grammar box. Read Aida's blog again and complete the sentences with *can* or *can't*.

- Miralem can speak Italian fluently.
- Tom (...) stay under water for a long time.
- Aniek (...) walk, but she (...) play tennis.
- Tara (...) fly, but she (...) jump.

GRAMMAR *can*

We use *can* and *can't* to talk about abilities.

+	–
They can dance.	She can't fly.
?	

Can he speak English? Yes, he **can**./No, he **can't**.
How many languages **can** you speak?

- 3 Study the Watch out! box. Then find and write down the sentences with adverbs of manner in Aida's blog.

WATCH OUT!

We use adverbs of manner to describe verbs.

We add **-ly** to most adjectives: *quick* > *quickly*.

Some adjectives are irregular: *good* > *well*, *fast* > *fast*.

- 4 🎧 1.05 In pairs, make sentences with *can* or *can't*. Listen and check.

- Katy Perry / sing / fly a plane / .
Katy Perry can sing, but she can't fly a plane.
- Beyoncé / speak Japanese / dance / .
- Mo Salah and Kylian Mbappé / play football / jump six metres / .
- Leonardo DiCaprio / speak Chinese / speak German / .
- Lady Gaga / cook Italian food / stay under water for twenty-two minutes / .

- 5 Write six questions with *can* and the words/phrases in A and B.

A you your brother/sister your friend your parents

B dance jump three metres sing speak English
speak three languages swim one kilometre

Can you dance? Can your parents speak English?

- 6 🎯💬 **CHALLENGE** In pairs, ask and answer the questions in Exercise 5. Use adverbs of manner.

A: *Can you dance?*

B: *No, I can't, but I can sing well.*

BBC VIDEO

STREET TALK

- 🎥 2 Watch four people talking about things they can or can't do. Write down the five questions they answer.

A WORLD OF IMAGINATION

It's Saturday morning. I'm in a forest. It's full of people in strange costumes. Who are they and why are they here? Fifteen-year-old Megan from Manchester is here to answer my questions.



So, Megan, who are these people?

- 5 They're LARPerS. LARP, or Live Action Role Play, is a type of game. You can be a character from a film, or create your own character, and then act in an exciting story with other people.



Who is your character?

- My character today is called Dragora. She's a forest queen with long grey hair. She's 10 100 years old, but her face is young. She's clever and brave, and she can ride dragons.

Are you like Dragora?

- Ha ha, very funny! No, I'm not! In real life, 15 I'm quiet and nervous. And my hair isn't grey – it's brown!

Why is LARP popular?

- It's popular because you can leave the real world and enter a new world – a world 20 of imagination. It's a great way to make friends – young and old. Everybody is friendly and kind.

Who is it popular with?

- It's popular with people of all ages and all 25 over the world!

- 1 Who is your favourite book or film character? Discuss in pairs.
- 2 Look at the photos and read the article quickly. Choose the correct answer.
LARP is a type of ...
a film.
b game.
c character in stories.
- 3 1.06 Read again and listen to the article. Decide if the sentences are true or false. Correct the false sentences.
 - 1 Megan is a teenager.
 - 2 Dragora's hair is short.
 - 3 Dragora is a young girl.
 - 4 Megan is different from Dragora.
 - 5 It's easy to make friends at a LARP.
 - 6 LARP is popular only in the UK.

- 4 1.07 Study and listen to the Vocabulary box. Find some of the adjectives in the article. Then write two sentences about your favourite book or film character.

My character is called Robin Hood.

He's brave and kind.

VOCABULARY Personality adjectives

brave clever confident friendly funny kind
nervous quiet relaxed shy

THINKING TIME

ANALYSE

Describe Megan's personality.

EVALUATE

Is LARP a good idea? Why?/Why not?

CREATE

What character would you like to play? Why?

have got (affirmative, negative and questions)

VIDEO



GRAMMAR IN ACTION



- 1 3 1.08 Watch or listen and answer the questions.
- Where are Mia, Noah and Mateo? Why?
 - What's the problem at the end of the story?
- 2 Do you think Mia, Noah and Mateo make a good team? Why?/Why not?

FUTURE SKILLS



What is important for good teamwork?
Discuss in groups and choose your top two ideas. Are you a good team player?

- listen to others
- share the work
- ask questions
- work hard

- 3 Study sentences a–e with *have got* from the dialogue in Exercise 1. Find:
- a third person negative. *b*
 - a third person affirmative.
 - two questions.
 - a first person affirmative.
- a I've got the present.
b She *hasn't got* her key with her.
c *Has* she got a present?
d Mateo's got an app.
e *Have* you got the drinks, Noah?

- 4 Study the Grammar box. Complete the box with words in blue from Exercise 3.

GRAMMAR *have got*

We use *have got* to talk about possession.

+	–
I ¹ <i>'ve got</i> (have got) the balloons.	I <i>haven't got</i> (have not got) the present.
He ² (...) (<i>has got</i>) the key.	She ³ (...) (<i>has not got</i>) a pizza.
?	

⁴ (...) they got food? Yes, they *have*./No, they *haven't*.

⁵ (...) Lena got a piano lesson? Yes, she *has*./No, she *hasn't*.
What *have* you got?

- 5 Complete the sentences with the correct form of *have got*.
- He *hasn't got* a guitar lesson today. ✗
 - I (...) a present for you. ✓
 - They (...) a big house. ✗
 - She (...) an uncle called Ed. ✓
 - We (...) any cousins. ✗
- 6 1.09 Complete the description with the correct form of *have got*. Listen and check.
- Lena Taylor ¹ *'s got* blonde hair and blue eyes. She ² (...) a sister, but she ³ (...) a brother, Adam. The Taylors ⁴ (...) a nice house. Her friends are there now because it's Lena's birthday today. They ⁵ (...) a cake, but they ⁶ (...) a present for her.
- 7 Make questions with *have got*.
- Lena / a guitar lesson / ?
Has Lena got a guitar lesson?
 - Lena / her key / ?
 - who / the drinks / ?
 - Mateo / the balloons / ?
 - Lena's friends / a present for Lena / ?
- 8 3 1.08 Watch or listen to the dialogue in Exercise 1 again. Answer the questions in Exercise 7.
- 1 *Has Lena got a guitar lesson? Yes, she has.*

- 9 **CHALLENGE** In pairs, ask and answer questions about what your partner has got. Use these ideas. Then tell the class three facts about your partner.

a bike a camera a house key a lot of cousins
a pet brothers or sisters friends in another country

Iván has got a brother called Juan.

Interviews about fashion

1 Look at the photos and read the blog. In your opinion, which person (A–D) has got great style?

2 1.10 Listen and match the names 1–4 with photos A–D.

- | | |
|----------|---------|
| 1 Duncan | 3 Elisa |
| 2 Marc | 4 Donna |

3 1.10 Listen again and choose the correct answers.

- Donna's sunglasses are from ...
a a shop. b a market. c a friend.
- Elisa's boots are ...
a Spanish. b Italian. c British.
- Duncan is ...
a an actor. b a singer. c a student.
- Marc's bike is from ...
a Germany. b France. c the USA.

4 1.11 Study and listen to the Vocabulary box. Look at the photos in the blog and choose the correct option.

VOCABULARY Clothes and footwear

Clothes

dress jacket jeans shirt shorts skirt sweater
sweatshirt tracksuit trousers T-shirt

Footwear

boots shoes trainers

Other

hat (sun)glasses

- Duncan has got a blue *sweater / jacket*, a white *T-shirt / tracksuit* and a dark green *shirt / hat*.
- Donna has got a red and black *skirt / shirt*, blue *sunglasses / trainers* and black *boots / shoes*.
- Elisa has got a black *jacket / sweatshirt* and black *trainers / boots*.
- Marc has got a white *T-shirt / hat*, blue *trousers / shorts* and white *trainers / glasses*.

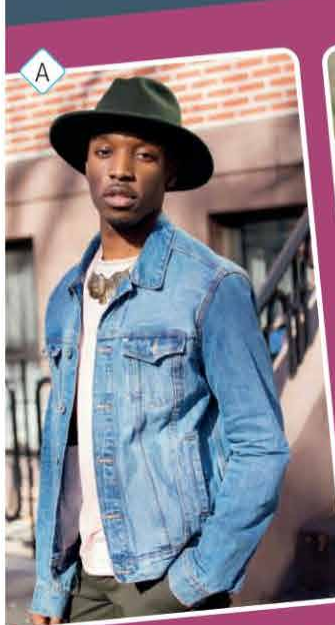
5 1.12 Listen to Chrissy. Listen again and write down what you hear. Then make similar sentences about yourself.

6 1.13 Order the words to make compliments. Listen and check.

- trainers / are / your / really cool / !
Your trainers are really cool!
- style / you / great / 've got / !
- fantastic / shirt / your / is / !
- colour / really nice / it's a / !

CHRISSY'S FASHION BLOG

Hi, and welcome to my blog! Today I've got my camera and I'm on the streets of Bristol. Wow, this is a really fashionable city!



7 In pairs, make compliments about your partner's clothes. Use Exercise 6 to help you.

A: *Your glasses are great!*

B: *Thanks! Your sweater is really nice!*

VIDEO



EVERYDAY ENGLISH

Lena: Hey, Adam. I've got tickets for a basketball game on Saturday. It's my favourite team, the Shooting Stars, against the Flying Tigers. Are you interested?

Adam: The Flying Tigers? Yes, of course! They're awesome!

Lena: No, Adam. The Stars are awesome! ... Oh, here's Mia.

Mia: Hi, Lena. How's it going?

Lena: I'm fine, thanks. And you?

Mia: I'm good.

Lena: Dad, this is my friend, Mia. Mia, this is my dad.

Dad: Hi, Mia. Good to meet you.

Mia: Nice to meet you too, Mr Taylor.

Lena: This is Adam, my brother.

Adam: Hi, Mia.

Mia: Hi.

Lena: Mia, are you free on Saturday? I've got tickets for a basketball game.

Adam: Hey! What about me?

Lena: It's OK, Adam. I've got three tickets. So Mia? It's the Shooting Stars ...

Adam: ... against the Flying Tigers.

[...]



Mia: Wow! Yes, please. The Tigers are awesome!

Adam: Yes!

Lena: Nooo!

SOUNDS GOOD!

Are you free on Saturday? • Wow!

1 What is your favourite thing to do at the weekend? Compare with your classmates.

go to a football game go to a shopping centre
go to a sports centre go to the cinema go to the park

2 4 1.14 Watch or listen and choose the correct option.

- 1 Lena's got tickets for a *basketball* / *football* game.
- 2 Adam *is* / *isn't* free on Saturday.
- 3 Mia *can* / *can't* go to the game.

3 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Greeting and introducing people

Hello! Hi! Hey!

How are you? How's it going?

I'm fine/good, thanks. And you?

My name's ... I'm ...

Good/Nice to meet you.

This is my brother/my friend.

Bye. Goodbye. See you (later).

4 1.15 Complete the dialogue with these words. Listen and check.

bye fine hi how meet name nice see this

Becca: Hello, Ajay!

Ajay: ¹ *Hi*, Becca. How's it going?

Becca: I'm good, thanks. ² (...) are you?

Ajay: I'm ³ (...).

Becca: ⁴ (...) is my mum.

Ajay: Hi, Mrs Porter. Good to ⁵ (...) you. My ⁶ (...) 's Ajay.

Mrs P: Hi, Ajay. ⁷ (...) to meet you too.

Becca: Sorry, we can't stop. We're late for our train.

Ajay: Oh, OK. ⁸ (...)!

Becca: Goodbye!

Mrs P: ⁹ (...) you, Ajay!

5 In groups of three, practise the dialogue in Exercise 4.

SPEAKING TIME

In groups of three, have a conversation. Follow these steps and your own ideas. Then swap roles.

- You meet at the park.
- Student A: greet Student B.
- Student B: introduce Student C to Student A.
- Student B: say that you're late for ... (dinner/ your music lesson/school).
- Say goodbye.

A description of a person

- 1 Read the descriptions. Write down the things Robert and Sandra mention.

- personality
- nationality/languages
- hobbies
- appearance
- age
- occupation
- family



My hero by Robert

My hero is my friend Juan. He's thirteen years old and he's a student at my school. He's English, but his mother's from Spain. Juan is tall and slim, and he's got dark hair.

Life is very difficult for Juan. He's a good student, but he's got big problems with his health and he's often not at school. But Juan is very brave and he's always very happy, friendly and funny. That's why he's my hero.



- 2 Study the Writing box. Find examples of the phrases in the descriptions.

WRITING A description of a person

PARAGRAPH 1

Introduce the person

- 1 My hero is ...
My favourite sports star/actor is ...

Age/Occupation

- 2 He's thirteen and he's a student.
She's a famous TV presenter.

Nationality/Languages/Family

- 3 She's from Sweden.
She can speak two languages.
He's married and he's got two children.

Appearance

- 4 She's got fair hair and blue eyes.
He's tall and slim.
He's got glasses.

PARAGRAPH 2

Personality/Positive things about the person

- 5 He's got a difficult life, but ...
She's brave/clever/friendly.
He's a great person.

- 3 Study the Language box. Find examples of *and* or *but* in the descriptions. Then combine the sentences with *and* or *but*.

LANGUAGE *and, but*

She can dance. She can sing too.

She can dance and she can sing.

He can dance. He can't sing.

He can dance, but he can't sing.

- 1 She can run. She can't swim.
She can run, but she can't swim.
- 2 He's got dark hair. He's got brown eyes.
- 3 She's quiet. She's very funny.
- 4 His mother's Italian. His father's German.

My hero

by Sandra



- 1 My hero is Greta Thunberg. She's a student from Sweden, but she can speak English really well. Her mother is a famous opera singer and her father is an actor. She's got a younger sister, but she hasn't got a brother. Greta is quite small and she's got fair hair and blue eyes.

- 5 Greta is my hero because she's very brave and she can talk about the future of our planet to important people. She's the leader of School Strikes for Climate – millions of schoolchildren from all continents are part of it. Now we've all got a voice – that's why she's a great person.

WRITING TIME



Write a description of your hero.

FIND IDEAS

Make notes for your description. Think about:

- age and occupation
- nationality, languages and family
- appearance and personality

PLAN

Organise your ideas into paragraphs. Use the descriptions in Exercise 1 to help you.

WRITE AND SHARE

- Write a draft description. Use the Writing box and the Language box to help you.
- Share your description with another student for feedback.
- Write the final version of your description.

CHECK

- Check language: are *and* and *but* correct?
- Check grammar: are the forms of *be*, *have got* and *can* correct?

WORDLIST

1.16

Family

aunt (n)
brother (n)
cousin (n)
daughter (n)
father (n)
grandfather (n)
grandmother (n)
grandparents (n)
husband (n)
mother (n)
parents (n)
sister (n)
son (n)
uncle (n)
wife (n)

Countries and nationalities

American (adj)
Brazil (n)
Brazilian (adj)
British (adj)
China (n)
Chinese (adj)
France (n)
French (adj)
German (adj)
Germany (n)
Italian (adj)
Italy (n)
Japan (n)

Japanese (adj)
Poland (n)
Polish (adj)
Spain (n)
Spanish (adj)
the UK (n)
the USA (n)
Turkey (n)
Turkish (adj)

Word friends

(appearance)

Eyes

big (adj)
blue (adj)
brown (adj)
dark (adj)
green (adj)
small (adj)

Hair

blond(e) (adj)
brown (adj)
dark (adj)
grey (adj)
long (adj)
red (adj)
short (adj)

General appearance

big (adj)
old (adj)

short (adj)
slim (adj)
small (adj)
tall (adj)
young (adj)

Personality adjectives

brave (adj)
clever (adj)
confident (adj)
friendly (adj)
funny (adj)
kind (adj)
nervous (adj)
quiet (adj)
relaxed (adj)
shy (adj)

Clothes and footwear

boots (n)
dress (n)
hat (n)
jacket (n)
jeans (n)
shirt (n)
shoes (n)
shorts (n)
skirt (n)
(sun)glasses (n)
sweater (n)
sweatshirt (n)

tracksuit (n)
trainers (n)
trousers (n)
T-shirt (n)

EXTRA WORDS

age (n)
auntie (n)
birthday (n)
children (n)
cool (adj)
dad (n)
favourite (adj)
friend (n)
grandma (n)
grandpa (n)
home (n)
house (n)
jump (v)
mum (n)
name (n)
nice (adj)
party (n)
people (n)
person (n)
speak a foreign
language (phr)
walk (v)

1 Use the wordlist to find these things.

- six pairs of family members
mother and father, ...
- the opposites of *big*, *old* and *tall*
- three types of footwear
- five hair colours
- two things you wear on your head

2 Complete the sentences in the quiz with a country or nationality from the wordlist. Then check your answers on page 155.

Around the world

- São Paulo is in *Brazil*.
- Ankara is the capital of (...).
- Sushi and tempura are types of (...) food.
- Beyoncé is an (...) singer from Texas.
- Milan and Naples are (...) cities.
- Pandas are from (...).



3 Choose the odd one out. Say why it is different.

- | | | | |
|----------|----------|---------|----------|
| 1 jeans | trousers | glasses | shorts |
| 2 blonde | brown | dark | kind |
| 3 aunt | daughter | husband | sister |
| 4 young | quiet | brave | clever |
| 5 shirt | wife | sweater | jacket |
| 6 shy | short | slim | small |
| 7 boots | shorts | shoes | trainers |
| 8 big | long | tall | nervous |

4 CHALLENGE Match words and phrases from the Extra words list with these definitions.

- Your mother's mother. *grandmother/grandma*
- The opposite of *horrible*.
- Something you can have on your birthday.
- Married to your uncle.
- An action you do in the air.
- Something you like more than other things.
- A short word for your mother.
- A short word for your father.



VOCABULARY

- Complete the sentences.
 - My mother's father is my (...).
 - My dad's brother is my (...).
 - My dad's sister is my (...).
 - My dad is my mum's (...).
 - My brother is my mum's (...).
 - My aunt's daughter is my (...).
- Look at the picture of Akari. Complete the words in the description.



Akari



Leon

Akari is fourteen years ¹ o(...). She's ² J(...) and her home is in Tokyo. She's got ³ l(...) dark hair and brown ⁴ e(...). Akari is a good friend. She's very ⁵ k(...). Today she's got a black and white ⁶ s(...), blue ⁷ j(...) and red and white ⁸ t(...).

- Imagine you are in these situations. What clothes have you got? Write sentences.

- You're in Málaga. It's summer.
I've got shorts, a T-shirt and sunglasses.
- You're in Moscow. It's winter.
- You're at a friend's party.
- You're at school.
- You're in Oxford. It's autumn.

- CHALLENGE** Leon is from Berlin. Look at his picture in Exercise 2 and write a description of six sentences. Write about his age, nationality, appearance, personality and clothes. Use the description in Exercise 2 to help you.

GRAMMAR

- Order the words to make sentences. Add 's or ' where necessary.
 - name / English teacher / our / Mrs Andrews / is / .
Our English teacher's name is Mrs Andrews.
 - best friend / in August / birthday / is / my / .
 - home / my / is / grandparents / in New York / .
 - favourite actor / is / Tom Hanks / my / mum / .
 - names / my / cousins / Cora and Rosie / are / .
 - German / are / brother / trainers / My / .
- Make sentences about Maria. Use *can/can't*, *and* and *but*.
 - swim ✓ / play tennis ✗
 - dance ✓ / sing ✗
 - speak Spanish ✓ / speak Japanese ✗
 - run ✓ / jump six metres ✗
- Write true sentences about you and people you know. Use the correct form of *have got*.
 - I / a brother / a sister / .
I've got a brother, but I haven't got a sister.
 - my best friend / dark hair / blue eyes / .
 - my cousin / a black sweater / white trainers / .
 - my teacher / a house / a car / .
 - I / a pet / a house key / .
 - my mother / a lot of cousins / friends in Japan / .

- Complete the dialogue with these words. There is one extra word.

can good got have 's hasn't has well

- A: Hey, Gavin. ¹ (...) you got a few minutes?
B: Yes, I have.
A: ² (...) you speak French?
B: Yes. I speak it very ³ (...).
A: My mother ⁴ (...) aunt is French.
Can you write a letter to her for me?
B: Of course. ⁵ (...) your aunt ⁶ (...) an email address?
A: Ah. No, she ⁷ (...).
B: Oh!

- CHALLENGE** Write four sentences about someone in your family. Use *can* and *have got*. Then share your sentences with a partner.

DICTIONATION

- 1.17** Listen. Then listen again and write down what you hear during each pause.



The Junior Memory Championship

Some people are very clever and have got a very good memory.
But can you learn to be a memory champion?

In the UK, there's a memory competition for children. It's the National Junior Memory Championship. The children's schools are a bit different. They have reading lessons and writing lessons, but there are also memory lessons!

This year the competition is at London Zoo. The children have different tests. They've got a list of numbers. They've got a list of words. They've got a list of names and they've got information about London Zoo. And they've only got five minutes.

Joachim can remember forty-seven words – that's fantastic! Iris can remember forty names – that's fantastic too. But the winner is Lily-Rose. She can remember thirty numbers, thirty-five names and ninety percent of the information. Wow!

champion (n) a person who is the best at a sport, game, etc.

competition (n) a game or test that people try to win

memory (n) the ability to remember things

winner (n) a person who wins a game, competition, etc.

1 In pairs, discuss the questions.

- 1 Have you got a good memory?
- 2 What things are easy to remember?
- 3 What things are difficult to remember?
- 4 What special talents have you got? What are you good at?

2 1.18 Read the article. Decide if the sentences are true or false. Correct the false sentences.

- 1 The National Junior Memory Championship is for people over eighteen.
- 2 The children do memory lessons at school.
- 3 The competition is at a school.
- 4 The children have got fifteen minutes to do the tests.
- 5 Joachim is the winner.

3 Follow the instructions.

- 1 Make a list of ten numbers and a list of ten English words.
- 2 Work in pairs. Give your lists to your partner to study for three minutes. How many numbers and words can he/she remember?



- 4 **VISIBLE THINKING** In pairs, look at the photo and answer the questions.

SEE

- How many people are there in the photo?
- Where are they from?
- What can they do?

THINK

- Where are the people?
 - at school
 - at a music competition

WONDER

- What would you like to know about the people?
 - Are they very good at music?
 - Are they happy?

- 5 Read the dictionary definition. Then watch Part 1 of a TV programme about child prodigies. Check your answers to questions 2–4 in Exercise 4.

child prodigy (n) a very clever child. He/She can do something very well at a very young age.

- 6 Watch Part 2 of the video and complete the fact file about the girl.

Name: Anushka

Age: (...)

Name of club: (...)

Hobbies: (...)

Dream job: (...)



- 7 In pairs, discuss these statements. Do you agree/disagree? Give your reasons.

- It doesn't make a difference if you are a boy or a girl to be a child prodigy.
- All people have some talent.

PROJECT TIME

In groups of three, create a wiki webpage about a talented woman from the past who inspires you. Follow these steps.

- In your group, choose a talented woman from the past and find out information about her.
- Individually, create your part of the wiki.
- In your group, create your wiki webpage. You can use a website creator.
- Share your wiki with the class.

SUSTAINABLE
DEVELOPMENT
GOALS

5 GENDER
EQUALITY

To achieve that girls and women have the same rights and opportunities as boys and men.

What can we do?

Discuss this statement:

There are many more girls out of school than boys and, in many countries, girls face enormous challenges in getting to school.

Let's eat!

2

VOCABULARY

Food and drink | Meals | Places to eat | Cooking | Cooking verbs | Popular supermarket foods

GRAMMAR

there is/there are + a/an/some/any | Countable and uncountable nouns | Quantifiers

COMMUNICATION

Ordering food and drink | A recipe

FUTURE SKILLS

Critical Thinking (Food benefits) | Communication (Polite gestures and phrases) | Collaboration (Teamwork)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English



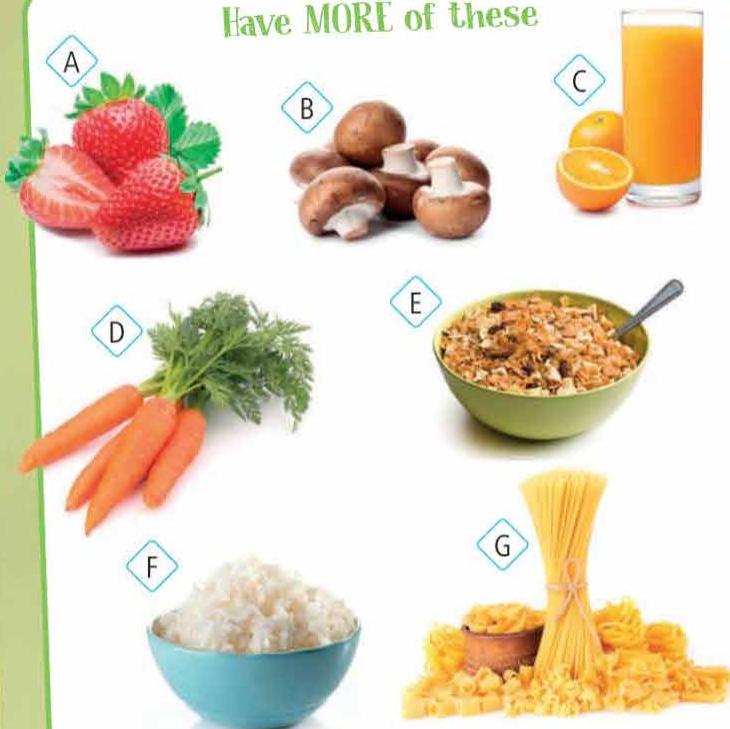
Meat-Free Monday

What is Meat-Free Monday?

It's a simple idea: one day a week without meat and fish (and ideally, without other animal products). From Tuesday to Sunday, you can eat all your favourite meat and fish recipes. On Monday, you can try a delicious vegetarian or vegan meal. Meat-Free Monday is popular in many countries – in schools, homes and restaurants.

One day a week can make a big difference!

Have MORE of these



Have LESS of these



Why have one day without meat?

- It's good for the planet.
- It's kind to animals.
- It's healthy.
- It's cheaper: eat less meat and more vegetables = save money!

- 1 Read the poster and answer the questions.

- 1 What is Meat-Free Monday?
- 2 What can you eat? What can't you eat?
- 3 Is it a good idea? Why?/Why not?

- 2 2.01 Study the Vocabulary A box. Match photos A–N with these words. Listen and check.
A – *strawberries*

VOCABULARY A Food and drink

burger butter carrots cereal cheese chicken
eggs fish milk mushrooms orange juice pasta
rice *strawberries*

- 3 Complete the table with the words from the Vocabulary A box. Some words can go in more than one group.

Fruit	Vegetables	Meat/ Fish	Dairy products	Drinks	Other
<i>strawberries</i>					

- 4 **I KNOW** Write these words in the correct group in Exercise 3. Can you add more words?

apples bananas beef biscuits bread cake
chips ice cream lemonade lemons potatoes
sugar toast tomatoes yoghurt

- 5 2.02 Study the Vocabulary B box. Order the meals from morning to evening. Listen and check. Then write down your favourite food for each meal.

breakfast - cereal with milk and orange juice

VOCABULARY B Meals

breakfast dinner lunch

- 6 2.03 Listen to Josh's video blog. What day is it? Choose the correct time for each meal.

- 1 Breakfast: 7.15 a.m. / 7.30 a.m.
- 2 Lunch: 12.45 p.m. / 1.15 p.m.
- 3 Dinner: 6.00 p.m. / 7.00 p.m.

- 7 2.03 Listen again and complete Josh's food diary for Meat-Free Monday.

Breakfast: ¹ *toast* with a ² (...) and
orange juice

Lunch: vegetarian ³ (...) with ⁴ (...)

Dinner: pasta with ⁵ (...) and ⁶ (...)

- 8 2.04 Look at the photos and complete the school menu with these words. Listen and check.

fish rice ~~tomato~~ vegetable yoghurt

SCHOOL LUNCH MENU

MONDAY

- Cheese and ¹ *tomato* pizza
- Rice pudding



TUESDAY

- ² (...) lasagne with salad
- Chocolate cake



WEDNESDAY

- Chicken curry with ³ (...)
- Fruit: apple or banana



THURSDAY

- Spanish omelette with salad
- Fruit salad with ⁴ (...)



FRIDAY

- ⁵ (...) and chips
- Fresh strawberries with ice cream



- 9 **CHALLENGE** Write a school lunch menu for Meat-Free Monday and Tuesday. Use Exercise 8 to help you. Then, in pairs, take it in turns to ask and answer about your menus. Which is your favourite menu?

A: *What's for lunch on Monday?*

B: *On Monday, it's ...*

- 1 2.05 Study and listen to the Vocabulary box. Have you got these places in your town/city? Vote for your favourite place to eat.

My favourite place to eat is a ...

VOCABULARY Places to eat

burger bar café fast food restaurant pizzeria
restaurant sandwich bar vegetarian café

- 2 2.06 Read the blog post. Which places from the Vocabulary box are in Brixton Village Market?



Bibi's Brixton

Eating out

London is an expensive city, but in Brixton Village Market there are some cheap restaurants. There are two fantastic pizzerias. My favourite is Franco Manca – the pizzas are fantastic. There's a good burger bar, Honest Burgers – the cheeseburgers are great. And there's a cool café called Burnt Toast Café. The cakes are delicious, there's free wi-fi and the people are really friendly.

FAQs

Q: Is there a McDonald's in Brixton Village Market?

A: No, there isn't, but the burgers at Honest Burgers are delicious!

Q: Are there any vegetarian cafés in Brixton?

A: Yes, there are. There's a vegan café called Eat of Eden in the market. There are some other vegetarian and vegan cafés nearby.

- 3 Study the Grammar box. Find more examples of *there is/there are* in the blog post.

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

Singular	Plural
+ There's a sandwich bar.	There are some burger bars.
- There isn't a vegetarian café.	There aren't any pizzerias.
? Is there an Italian restaurant? Yes, there is./No, there isn't.	Are there any cafés? Yes, there are./ No, there aren't.

- 4 Match the sentence halves.

- | | |
|------------------------|--------------------------|
| 1 There isn't b | a café. |
| 2 There aren't | b a McDonald's. |
| 3 There is a | c American burger bar. |
| 4 There are | d any vegan restaurants. |
| 5 There is an | e some pizzerias. |

- 5 Complete the sentences about restaurants in Brixton with the correct form of *there is/there are*.

- There's* a café called Eat of Eden. ✓
- (...) *some* excellent burger bars. ✓
- (...) *a* German sandwich bar. ✗
- (...) *any* Turkish restaurants. ✗
- (...) *any* good pizzerias?

- 6 2.07 Read the description and choose the correct option. Listen and check.

In my town there ¹ *is / are* some great restaurants.
² *There / They* are three Indian restaurants – they're all good. There ³ *aren't / isn't* a Japanese restaurant, but ⁴ *there's a / any* Chinese place called the Red Dragon. There ⁵ *are / is* two pizzerias, Mario's and Pomodoro. Mario's pizzas are brilliant. There aren't ⁶ *any / some* burger bars, but there ⁷ *are / 's* a sandwich bar – Slices. The sandwiches are good.

- 7 Cover the description in Exercise 6. In pairs, ask and answer the questions. Use *there is/there are*.

- | | |
|--------------------------|----------------------|
| 1 an Indian restaurant? | 4 any pizzerias? |
| 2 a Japanese restaurant? | 5 any burger bars? |
| 3 a Chinese restaurant? | 6 any sandwich bars? |

Is there an Indian restaurant?

- 8 **CHALLENGE** Write six sentences about places to eat in a town you know. Include *there is/isn't/are/aren't*.

In my town there aren't any Indian restaurants.

There's a café called ...



Meet Omari, the teenage chef!

According to a study, half of all twelve- to eighteen-year-olds can't **boil** an egg or **bake** a potato. But here's one young man who can certainly cook! Omari McQueen is only thirteen, but he's already a famous chef! He's got a cooking channel on YouTube and he's often on TV with his delicious recipes, including curries, cakes, soups and pizzas.

Omari makes meals every day. He practises different cooking skills. He also does lots of research to understand the benefits of food. From his home, Omari shows other children how to cook in his workshops.

Omari is a vegan, so there isn't any meat in his recipes. His favourite recipe is vegetable curry. Omari's dream is to have a 'food bus' and travel to different countries. 'My dad can drive it and we can sell my meals all over the world.' What an amazing idea! Good luck, Omari!



Vegetable curry

RECIPE

Cut an onion and **fry** it in a pan with some curry powder. **Add** vegetables, coconut milk and water, and **mix** everything together with a spoon. Cook for twenty to twenty-five minutes. Boil some rice, then put it on a plate with the curry. Enjoy!

- 1 In pairs, ask and answer the questions.
1 Do you like cooking? 2 What can you cook?

- 2 2.08 Read and listen to the article. Complete the notes with a word or a short phrase.

- 1 Name: (...)
- 2 Age: (...)
- 3 Hobby: (...)
- 4 Doesn't eat: (...)
- 5 Teaches how to cook in his: (...)
- 6 Dream: to travel the world by (...)
- 7 Favourite thing to cook: (...)
- 8 Eat it with: (...)

- 3 2.09 Study the Vocabulary box. Match A–F in the photos with these words. Listen and check. Which words are not in the photos?

A – bowl

VOCABULARY Cooking

apron ~~bowl~~ dish fork funnel knife mug
pan plate saucer spoon

- 4 2.10 **WORD FRIENDS** Complete the phrases about cooking with the highlighted verbs in the article. Listen and check.

- 1 **boil** an egg/water
- 2 (...) an onion/bread
- 3 (...) vegetables/salt
- 4 (...) everything together/eggs with milk
- 5 (...) an onion/some bacon
- 6 (...) a potato/a cake

- 5 2.11 Complete the recipe with words from Exercises 3 and 4. Listen and check.

Spaghetti with chicken and mushroom sauce

¹ **Cut** an onion and some mushrooms with a ² k(...). ³ F(...) them in a ⁴ p(...) with some chicken, then ⁵ a(...) cream. ⁶ B(...) the spaghetti and ⁷ m(...) it with the sauce. Serve with cheese and eat with a ⁸ f(...) and ⁹ s(...). Delicious!

THINKING TIME

EVALUATE

What can you learn from Omari?

CREATE

Write a list of the benefits of vegetarian recipes.

EXPLORE

Find a recipe online and share it with a partner.

VIDEO



GRAMMAR IN ACTION



1 7 2.12 Watch or listen. Why are the boys unhappy at the end of the video?

2 Study the Grammar A box. Complete the box with these nouns.

apples bananas cake chocolate fruit
sandwiches strawberries water

GRAMMAR A

Countable and uncountable nouns

Countable nouns

Singular

a tomato

an egg

Plural

tomatoes

eggs

Uncountable nouns

bread

~~bread~~s

milk

~~milk~~s

VIDEO



8 Grammar Animation

3 Study sentences a–f with quantifiers. Then choose the correct option.

- 1 We use some / any in the affirmative.
- 2 We use *some* / any in the negative and questions.
- 3 We use 'a' or 'an' / some for singular countable nouns.
- 4 *lots of* means *many* / any in sentence e.
- 5 We use *How much* / *How many* in questions with uncountable nouns.
 - a There are some sandwiches.
 - b No, there aren't any strawberries.
 - c Are there any strawberries?
 - d There's an apple.
 - e There are lots of sandwiches.
 - f How much cake is there?

4 Study the Grammar B box. Complete the box with words in blue from Exercise 3.

GRAMMAR B

Quantifiers

Countable nouns

?

How many tomatoes are there?
Are there any eggs?

+

There's a tomato/³ (...) apple.
There are some eggs.
There are a lot/lots of tomatoes.

–

There aren't ⁶ (...) eggs.
There aren't many tomatoes.

Uncountable nouns

How ¹ much milk is there? Is there ² (...) milk?

There's ⁴ (...) milk.
There's a lot/⁵ (...) milk.

There isn't any cola.
There isn't much water.

VIDEO



9 Grammar Animation

5 2.13 Choose the correct option. Listen and check.

Freya: Have you got ¹ a / any food in your bag, Lily?

Lily: I've got ² any / some biscuits.

Freya: How ³ many / much biscuits are there?

Lily: Just two!

Freya: How ⁴ many / much water have you got?

Lily: I've got ⁵ lots of / much water – two bottles.

I've got ⁶ any / some cake, but it's a bit old and hard.

It's from my school lunch last Monday. Do you want it?

Freya: Erm, no, thanks! I don't want ⁷ any / much cake!

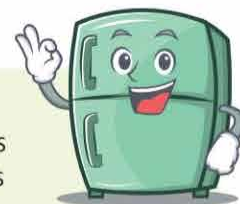
6 Complete the description with these words.

There is one extra word.

a an any lot many ~~much~~ some

What's in my fridge?

How ¹ much fruit is there? Well, there's a ² (...) of fruit like strawberries, apples and bananas. But there aren't ³ (...) vegetables! There's ⁴ (...) onion and ⁵ (...) tomatoes. Oh no! There isn't ⁶ (...) milk!



7



CHALLENGE

Write six sentences about the food and drink in your fridge. Then, ask and answer to find out what's in your partner's fridge.

A: *Is there any milk in your fridge?*

B: *Yes, there is. How many eggs are there in your fridge?*

A: *There aren't any eggs.*

BBC VIDEO

STREET TALK



10 Watch five people talking about the food and drink in their kitchen. Write down the things they mention.

A conversation about shopping for food

1 Look at photos A–E. Which things can you name?



2 2.14 Study the Vocabulary box. Match photos A–E with these words. Listen and check. Which of the foods come in packets? And in tins?

VOCABULARY Popular supermarket foods

beans brownies cheese and onion crisps
chocolate chip cookies fish fingers

3 2.15 Listen to Greg and his parents. Complete the shopping list with words from the Vocabulary box.

Shopping list

tea	milk	ice cream
bread	apples	yoghurt

4 2.16 Study the Watch out! box. Listen to how we say prices. Then write the prices in words.

WATCH OUT!

35p = thirty-five p/pence
£1.56 = one pound fifty-six (pence)
£2.70 = two pounds seventy (pence)

- | | |
|---------------------------------|---------|
| 1 26p <i>twenty-six p/pence</i> | 4 £2.28 |
| 2 70p | 5 £4.15 |
| 3 £2.10 | |

5 2.17 Greg and his parents are at a supermarket. Listen and match the prices in Exercise 4 with photos A–E.

A – 26p

6 2.18 Greg and his friend Oscar are at the supermarket. Complete the conversation with these words. Listen and check.

about ~~buy~~ cheap expensive get good much

Greg: Let's ¹ *buy* some fruit.

Oscar: Yes, ² (...) idea. I like bananas.

How ³ (...) are they?

Greg: They're ⁴ (...). A kilo of bananas is only sixty-four p!

Oscar: OK, let's ⁵ (...) some bananas.

Greg: What ⁶ (...) chocolate biscuits?

Oscar: No, they're ⁷ (...).

7 2.19 Listen to the whole conversation and complete the leaflet. Which things do Greg and Oscar buy?

FANTASTIC prices!

1 kg of bananas: ¹ (...)p chocolate biscuits: ² £(...) ³ (...): £1.95	muffins: ⁴ £(...) bottle of ⁵ (...): £1.25 cola: ⁶ (...)p
--	--

8 In groups, look at the prices in Exercises 4 and 7. You have ten pounds. Use these phrases to make a shopping list for a party. Then, compare your list with another group.

- Let's buy/get ...
- What about ...?
- How much is it/are they?
- Yes, good idea./No, it's/they're expensive.
- It's/They're cheap.
- They're only one pound twenty.

A: *What's on your shopping list?*

B: *There are crisps, ice cream, biscuits, lemonade and cola.*

A: *Are there ...?*

VIDEO



EVERYDAY ENGLISH

Waitress: Hi. What would you like?
 Mia: Can I have the Thai chicken salad, please?
 Lena: Is that spicy?
 Waitress: Yes, it's quite spicy.
 Lena: OK, can I have the vegetarian burger then?
 I'm not keen on spicy food.
 Waitress: No problem. Can I get you any drinks?
 Lena: Yes, please. I'd like a mango smoothie.
 Mia: And an orange juice for me, please.
 Waitress: Anything else?
 Mia: No, that's all, thank you. How much is that?
 Waitress: That's £14.40, please.
 Mia: Here you are.
Ten minutes later ...
 Waitress: Here's your food. And here are some sauces.
 Enjoy your meal!
 Mia: Thanks.
 Lena: Ooh, ketchup. My favourite!
 Mia: Stop! Lena, that isn't ketchup.
 It's chilli sauce!
 Lena: Oh, no! Pass me my smoothie!

SOUNDS GOOD!

No problem. • My favourite! • Stop!



4 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING

Ordering food and drink

Waiter/Waitress

What would you like?
 Can I get you any drinks?
 Anything else?
 That's £14.40, please.

Customer

Can I have the Thai chicken salad, please?
 I'd like a mango smoothie, please.
 An orange juice for me, please.
 That's all, thank you. How much is that?
 Here you are.

1 What is your favourite restaurant or café?
What can you eat there?

2 11 2.20 Watch or listen and answer the questions.

- 1 What food has Mia got? What has Lena got?
- 2 What's the problem with Lena's food?

3 Are Lena and Mia polite in the café? What polite words or phrases do they use?

FUTURE SKILLS



Are these polite things to do? Can you add anything to the list? Discuss in pairs.

- smile
- look people in the eye
- ask people how they are
- say please/thank you

5 2.21 Complete the dialogue with words from the Speaking box. Listen and check. Then, in pairs, practise reading the dialogue.

Waiter: Hi! What ¹ would you like?
 Dave: I'd like a chicken burger, ² (...).
 Waiter: ³ (...) else?
 Dave: Yes, can I ⁴ (...) some chips?
 Waiter: Sure. Can I ⁵ (...) you a drink?
 Dave: No, thanks. How ⁶ (...) is that?
 Waiter: ⁷ (...) £6.95, please.
 Dave: Here you ⁸ (...).
 Waiter: Thank you.

SPEAKING TIME



In pairs, take it in turns to order food and drink. Use the Speaking box and Exercise 5 to help you.

- 1 Read Josie's recipe. Is it easy or difficult?
- 2 Read the recipe again. Match sections 1–4 with their descriptions a–d.
 - a serving suggestion 4
 - b instructions
 - c personal comment
 - d ingredients
- 3 Study the Writing box and check your answers to Exercise 2. Find examples of the phrases in Josie's recipe.

WRITING A recipe

Start with a personal comment

- 1 This is my favourite recipe.
- 1 This is my grandmother's recipe.

List the ingredients

- 2 tablespoon (tbsp) teaspoon (tsp) gram (g)
- 2 a tin of ... a packet of ... a bottle of ...

List the cooking instructions

- 3 First, put the flour in a large cup.
- 3 Then, add the egg.
- 3 Next, cut/fry/mix/cook/boil/bake ...

Give a serving suggestion

- 4 Serve it warm/cold/hot with some ice cream.

- 4 Study the Language box. Find examples of sequence words in Josie's recipe.

LANGUAGE Sequence words

We use sequence words to order instructions:

First, cut the ...

Then, fry the ...

Next, mix the ...

After that, cook the ...

Finally, add the ...

We use a comma after most sequence words, and usually a verb in the imperative follows it.

- 5 Order the instructions to make a recipe for potato salad. Then add sequence words.
 - a (...), mix the potatoes with two tablespoons of mayonnaise and the onion.
 - b (...), add some salt and pepper to your salad and serve it!
 - c **First**, boil four small potatoes in water for fifteen minutes. Leave the potatoes to cool. 1
 - d (...), cut onion into small pieces.



Five-minute chocolate cake

- 1 "This is my favourite recipe. It's quick and easy to make and it's really delicious!" Josie

- 2

• 4 tbsp of flour	• 3 tbsp of milk
• 2 tbsp of cocoa	• 3 tbsp of vegetable oil
• 4 tbsp of sugar	• 30 g of dark chocolate
• 1 egg	• 1/4 tsp of vanilla

- 3
 - First, put the flour, cocoa and sugar in a large cup.
 - Then, add the egg, milk, oil and vanilla. Mix everything together with a spoon.
 - Next, cut the chocolate into pieces. Add them to the cup.
 - Finally, put the cup in a microwave and bake for two to three minutes. Leave the cake to cool. Then, take it out of the cup and put it on a plate.

- 4 Serve it warm with some cream or some fresh fruit.

WRITING TIME

Write a recipe.

FIND IDEAS

Make notes for your recipe. Think about:

- why it is your favourite recipe
- what the ingredients are
- what the instructions are

PLAN

Organise your ideas into four sections. Use the recipe in Exercise 1 to help you.

WRITE AND SHARE

- Write a draft recipe. Use the Writing box and the Language box to help you.
- Share your recipe with another student for feedback.
- Write the final version of your recipe.

CHECK

- Check language: are the sequence words correct?
- Check grammar: are the verb forms correct?

WORDLIST

2.22

Food and drink

burger (n)
butter (n)
carrot (n)
cereal (n)
cheese (n)
chicken (n)
egg (n)
fish (n)
milk (n)
mushroom (n)
orange juice (n)
pasta (n)
rice (n)
strawberry (n)

Meals

breakfast (n)
dinner (n)
lunch (n)

Places to eat

burger bar (n)
café (n)
fast food restaurant (n)

pizzeria (n)
restaurant (n)
sandwich bar (n)
vegetarian café (n)

Cooking

apron (n)
bowl (n)
dish (n)
fork (n)
funnel (n)
knife (n)
mug (n)
pan (n)
plate (n)
saucer (n)
spoon (n)

Word friends

(cooking)

add salt/vegetables (phr)
bake a cake/a potato (phr)
boil an egg/water (phr)
cut an onion/bread (phr)
fry an onion/some bacon (phr)

mix eggs with milk/
everything together (phr)

Popular supermarket foods

beans (n)
brownies (n)
cheese and onion crisps (n)
chocolate chip cookies (n)
fish fingers (n)

EXTRA WORDS

buy (v)
cheeseburger (n)
chef (n)
chocolate (n)
cook (v)
cream (n)
cup (n)
dairy products (n)
delicious (adj)
dessert (n)
flour (n)
fruit (n)
healthy (adj)
hungry (adj)

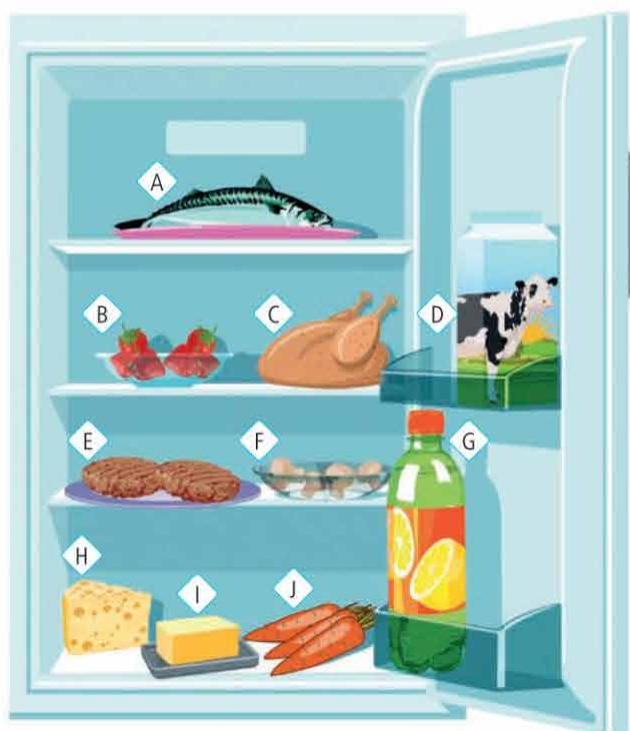
ketchup (n)
kitchen (n)
lasagne (n)
meat (n)
oil (n)
omelette (n)
picnic (n)
pizza (n)
price (n)
recipe (n)
rice pudding (n)
salad (n)
sauce (n)
smoothie (n)
spaghetti (n)
soup (n)
spicy (adj)
tea (n)
vegan (adj, n)
vegetable (n)
vegetable curry (n)
vegetarian (adj, n)

1 Use the wordlist to find these things.

- 1 five things you use to eat meals *bowl, ...*
- 2 three drinks
- 3 four dairy products

2 Look at the picture. Name the ten things in the fridge. Use words from the wordlist.

A - fish



3 Complete the recipe with words from the wordlist.

SPANISH OMELETTE: RECIPE

- ¹ Cut the potatoes and onions with a ² k(...).
- ³ F(...) them in a pan.
- ⁴ M(...) the eggs, salt and pepper in a bowl with a ⁵ f(...).
- ⁶ A(...) the potatoes and onions to the bowl.
- Cook everything together in the ⁷ p(...).
- Put your omelette on a ⁸ p(...) and eat it!

Enjoy!

4 CHALLENGE Add words from the Extra word list to these groups of related words and phrases.

- 1 cannelloni, macaroni, *spaghetti*
- 2 in shape, fit, (...)
- 3 ice cream, apple tart, (...)
- 4 barbecue, dinner, (...)
- 5 vegan, carnivore, (...)
- 6 cook, waiter, (...)
- 7 hot, sweet, (...)
- 8 milk, eggs, (...)



VOCABULARY

1 Read the definitions and complete the words.

- It's a long orange vegetable. (...)a(...)r(...)t
- It's a drink you can make with fruit.
(...)u(...)(...)e
- You can cut things with it. (...)n(...)f(...)
- It's another word for *biscuit*.
(...)o(...) (...)(...)e
- You can do this when you want to cook an egg. b(...)(...)l
- You can go there to drink coffee or tea.
c(...)(...)é

2 Complete the sentences with these words.

add bake burgers cheese cut eggs
fast food knife lunch spoon

- Can I have a (...) and fork, please, and a (...) for my soup?
- There's a new (...) restaurant in town. You can get (...), chips and lots of other quick meals.
- We've got (...), flour, sugar and butter. We can (...) a cake!
- To make chips, first (...) some potatoes, then fry them in a pan. (...) some salt.
- For my sandwich today I've got a (...) and tomato (...) and an apple.

3 Complete the menu with these words. There are two extra words.

bowl brownie fingers juice milk plate
rice strawberries toast

TODAY'S MENU

BREAKFAST

- Cereal with ¹ (...)
- ² (...) with butter and marmalade
- Orange ³ (...)

LUNCH

- Fish ⁴ (...) and chips
- Fresh fruit: ⁵ (...), apple or banana

DINNER

- Vegetable curry with ⁶ (...)
- Chocolate ⁷ (...) with ice cream



GRAMMAR

5 Look at the picture in Exercise 2, page 34.

Write five sentences about what is in the fridge using *there is/there are*.

There are two burgers. There's ...

6 Choose the correct option.

Tom: ¹ *Are there / Are they* any good restaurants near your house?

Sue: Yes, ² *it is / there are*. ³ *There's / It's* a Turkish restaurant and ⁴ *there's / there are* two Spanish restaurants.

Tom: ⁵ *There's / Is there* a burger bar?

Sue: No, ⁶ *it isn't / there isn't* and ⁷ *there isn't / there aren't* any cafés. But ⁸ *there's / it's* a really good pizzeria.

7 Complete the dialogue with one word in each gap.

A: Let's make a cake. Are there are ¹ (...) eggs?

B: Yes, ² (...) are.

A: ³ (...) many eggs are there?

B: There aren't ⁴ (...) eggs – only two.

A: That's OK. How ⁵ (...) sugar is there?

B: There's a ⁶ (...) of sugar – about 500 g.

A: Great. Is there ⁷ (...) chocolate?

B: No, there isn't, but there are ⁸ (...) lemons.

A: OK, let's make a lemon cake!

8 CHALLENGE Complete the description with the correct quantifiers.



My delicious fruity salad

In my new salad recipe there are ¹ (...) of tomatoes, oranges and ² (...) strawberries. It's ³ (...) fruity salad! There isn't ⁴ (...) meat because I'm a vegetarian. However, there is ⁵ (...) egg, just one! It's very simple, just cut the egg, fruit and vegetables then add ⁶ (...) oil, salt and orange juice. Is there ⁷ (...) cheese in my salad? No, there isn't. And there isn't ⁸ (...) oil. It's a healthy salad.

DICTATION

4 CHALLENGE Write your own menu for today. Write two dishes for each meal.

9 Listen. Then listen again and write down what you hear during each pause.

Learning Experience 1



Context:
Personal/Social

Prepare a presentation for the Europe Day Competition

Europe Day Competition

Europe Day on 9 May commemorates the date of the starting point for today's European Union in 1950.

Prepare a **group presentation** about a European Union (EU) Member State. You can learn some interesting information, have fun with other students and win amazing gadgets for your group!

In your presentation:

- 1 Talk about the country's flag, population and capital city.
- 2 Show some food from the country.
- 3 Say *Hello!*, *How are you?* and *Goodbye!* in the country's language.
- 4 Present a song or dance from the country.



OPEN TO SMALL GROUPS OF STUDENTS FROM ANY YEAR!

Step 1 Think

- 1 There are 27 Member States in the EU. In pairs, name as many as you can in two minutes.



- 2 Read the Europe Day Competition poster and answer the questions.

1 What is the competition about?

2 When is Europe Day?

3 What can students win?

4 What information does your presentation need to have?



Plan a project in a group

Step 2 Analyse

- 3** You are taking part in the Europe Day Competition. Work in small groups. Ask and answer the questions to find out who is good at each activity. Complete the table with ✓ or ✗.

- Who is good at finding information online?
- Who can/can't cook very well?
- Who is good at languages?
- Who can/can't sing nicely?
- Who can/can't dance very well?

What can you do well?	[Name]	[Name]	[Name]	[Name]
Find information	(...)	(...)	(...)	(...)
Cook	(...)	(...)	(...)	(...)
Speak languages	(...)	(...)	(...)	(...)
Sing	(...)	(...)	(...)	(...)
Dance	(...)	(...)	(...)	(...)

- 4** Decide which student in the group will do each task. Use expressions from the Useful Phrases box.

A: We're all good at finding information, so who would like to do this part?

B: Can I find information because I can't cook, sing or dance very well, and I don't like languages.

C: OK. You can do it. I'm quite good at cooking so I can prepare the food.

USEFUL TIPS

When you work on a project, it's important to plan your work as a group.

Make a list of
tasks before you
start.

Listen to what
people would like
to do.

Match people
with tasks they
can do well.

Share tasks
and help other
people.

Be polite and
respectful.

USEFUL PHRASES

- Who would like to ...?
- I can ... quite well/well/very well, but I can't ...
- Can I ... because I'm good at ...?
- I'm (quite/not very) good at ..., so I'd like to ...
- OK. You can do it.
- We can do it together.

Step 3 Prepare

Resource: a factfile



- 5** Prepare your Europe Day group presentation. Follow these instructions.

- Choose a European member state.
- Research online and complete the factfile. Each person completes their task from Exercise 4.
- Create your presentation (video blog, PowerPoint, etc.) and practise.
- PEER REVIEW** Exchange your final draft with another group for feedback.

Step 4 Present

- 6** Give or show your presentation to the class.

REFLECTION TIME

Think about the task and answer the questions.

- How well do you know the country now?
- Is the information in your presentation clear and interesting?
- Can you work well together?
- Can you listen to suggestions and make changes? Give examples.
- Do you use language from Units 1 and 2? Give examples.



Daily life

3

VOCABULARY

Describing routines | Adverbs of frequency | Collocations |
Free-time activities | Feelings

GRAMMAR

Present Simple (affirmative and negative) | Present Simple (questions and answers)

COMMUNICATION

Talking about likes and dislikes | A blog post about daily routine

FUTURE SKILLS



Critical Thinking (A new country) | Leadership (Offering help) | Creativity (A video)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

THIS IS MY LIFE

BY MARK BOWER



A

5 a.m. Oh no!
It's so early!



B

7.30 a.m. I'm really
hungry after my swim.

English, Maths, Science ... and four hours of swimming.
That's my typical day. My dream is to swim in the Olympics.



C

8 a.m. I can't
be late for school!



D

1 p.m. Lunch in
the school canteen.



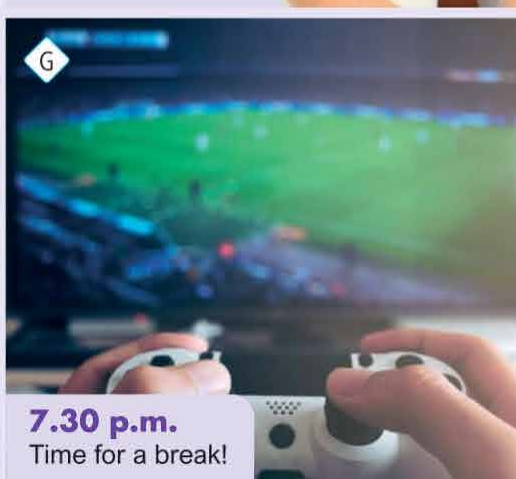
E

6 p.m. Home after a long
day and another swim!



F

6.30 p.m. Mmm, pasta.
My favourite!



G

7.30 p.m.
Time for a break!



H

10 p.m.
I'm so tired!

- 1 Read Mark's blog. What is his main activity outside school? Is his daily routine healthy?

- 2 3.01 Study and listen to the Vocabulary A box. Match eight of the verbs/phrases with photos A–H in Mark's blog.

A – get up

VOCABULARY A Describing routines

exercise get dressed get up go home go to bed
go to school have a shower have breakfast
have lunch/dinner relax wake up

- 3 3.02 Read more and listen about Mark's day. Complete his routine with these verbs.

exercise get up go to school relax swim (x2)

Morning: ¹ get up → get dressed → ² (...) → have breakfast → ³ (...)

Afternoon: have lunch → ⁴ (...) in the gym → ⁵ (...) → go home

Evening: have dinner → do my homework → ⁶ (...) → go to bed



I get up at 5 a.m. and I get dressed. I have a banana, then I leave the house. At the pool, I swim for two hours. After that, I feel really hungry! I have a shower and then I have breakfast: cereal, eggs and toast.

I always go to school by bus. I often meet my friends at the bus stop. I have lunch at one o'clock and I sometimes exercise in the school gym. After school, I go swimming for another two hours. Then I go home.

We usually have dinner at about half past six. After dinner, I do my homework. Then, finally, I can relax! I check my social media, message my friends or play a video game. I go to bed at 10 p.m. I never stay up late!

At the weekend, if I haven't got a competition, I sometimes go to the cinema with friends. I often sleep during the film because I'm still tired after my busy week! I never go shopping – life's too short!

- 4 3.03 Study and listen to the Vocabulary B box. Find the adverbs of frequency in the text in Exercise 3.

VOCABULARY B Adverbs of frequency

always usually often sometimes never

- 5 Write five sentences about your school day or weekend. Then compare with a partner.

From Monday to Friday, I get up at 7 a.m.

At the weekend, I always get up late.

- 6 3.04 **WORD FRIENDS** Match verbs 1–5 with phrases a–e. Listen and check.

- | | | |
|-----------|---|---------------------------------|
| 1 go | c | a friends (on social media) |
| 2 meet | b | homework/housework |
| 3 message | c | swimming/shopping/to the cinema |
| 4 check | d | social media/emails |
| 5 do | e | a friend (at the park/bus stop) |

- 7 Complete the quiz with verbs from Exercises 2 and 6.

How healthy is your life?

QUIZ

Do our quiz to find out! Choose a or b.

- | | |
|---|---|
| 1 | a I always ¹ <u>have</u> breakfast before I go to school. |
| | b I ² (...) up late, so I never have breakfast. |
| 2 | a I ³ (...) to school by bike or on foot. |
| | b I take the bus to school or go by car. |
| 3 | a At break, I usually have an apple or a banana. |
| | b At break, I have some sweets or chocolate. |
| 4 | a To relax, I ⁴ (...) friends outside. |
| | b To relax, I ⁵ (...) my social media or play video games. |
| 5 | a I usually go to bed before 10.30 p.m. |
| | b I never go to bed before midnight. |
| 6 | a I always ⁶ (...) my homework before I ⁷ (...) to bed. |
| | b I usually do my homework in bed. |

Go to page 155 and check your results.

- 8 **CHALLENGE** Do the quiz. Then, in pairs, compare your results.

Present Simple (affirmative and negative)

- 1 **I KNOW** Study these words. How many more pets can you think of in two minutes?

budgie guinea pig hamster pony tortoise

- 2 **3.05** Read and listen to Lowri's post. Who is perfect in her family?

Bad habits by Lowri, 14

Post



'You don't help at home!' 'You spend all your time with your friends – we never see you!' 'This is a house, not a hotel!' My parents often say these things to my sister, Cara, and me.

But they don't say anything about George's bad habits! George sleeps all day – he doesn't do anything! When my parents come home in the evening, George wakes up, washes and gets something to eat. After that, he goes out and doesn't come back all night!

In the morning when I leave for school, George walks back into the house and falls asleep. But my parents never say to George, 'This is a house, not a hotel!' In fact, Mum says he's the perfect cat!

- 3 Study the Grammar box. Find more examples of the Present Simple in Lowri's post.

GRAMMAR

Present Simple (affirmative and negative)

We use the Present Simple to talk about routines and habits and things that are true in general.

+

I **eat** a lot.
He **goes** to bed late.
They **never exercise**.

–

We **don't listen**.
She **doesn't help** us.
They **don't** never exercise.

VIDEO 12 Grammar Animation

- 4 **3.06** Study the Watch out! box. Listen and repeat.

WATCH OUT!

play → plays wash → washes cry → cries

- 5 **3.07** Complete the table with the third person form of these verbs. Listen, check and repeat.

finish go help kiss make miss play
stay study tidy wash worry

/s/	/z/	/ɪz/
helps	plays	washes

- 6 Choose the correct option.

- I really love / loves my family, but I don't like / likes their bad habits!
- In the evening, Dad fall / falls asleep in his chair. He never go / goes to bed.
- My baby brother cry / cries at night. Sometimes we don't / doesn't sleep at all!
- Our grandparents often phone / phones us when there's something good on TV.
- My big sister often take / takes my laptop and she doesn't give / gives it back!

- 7 Rewrite the sentences in the negative.

- They go out in the evening.
They don't go out in the evening.
- He helps at home.
- We have breakfast in the morning.
- She wakes up late at the weekend.
- I have a party on my birthday.
- You talk a lot!

- 8 Complete the texts with the Present Simple form of the verbs in brackets.

My cat, Petra, sometimes ¹ tries (try) to sleep on me and I ² (...) (wake up). After that, I ³ (...) (not sleep) all night. She ⁴ (...) (not want) to sleep on my bed at the weekend. She only ⁵ (...) (do) it on the night before an exam!

We ⁶ (...) (have) a problem with our hamsters, Ben and Gerry. During the day, they're quiet and they ⁷ (...) (not come) out. But at night, they ⁸ (...) (have) a big party!

- 9 **CHALLENGE** Write six sentences about any bad habits your pets/people in your family have. Then compare with a partner.
My dad talks a lot!

BBC VIDEO

STREET TALK

- 13 Watch some people talking about bad habits. Write down four bad habits. Use the Present Simple.



Are you in a new country? Do you live in a new home and go to a new school? Please share your experiences with other teens around the world. Here is a post from Min-jun from the Diversity World team!

5 My name is Min-jun. I'm from South Korea, but my home now is in Berkeley, USA. My parents work at the university. My grandparents are still in Korea, but we chat online two or three times a week. Life here is very different from Korea. In Korea, students work
10 very hard. They usually get up at 6.30 a.m. School starts at 8 a.m. and finishes at 10 at night. That's because most students go to private night school after normal lessons to study for exams.

Can you imagine fourteen hours of school a day?

15 There isn't always time to play sport, watch movies or have fun with friends. Students sometimes sleep in class! In the USA, I have more free time. School finishes at 3.30 p.m. then I usually play football with my friends. We sometimes listen to music or
20 play video games. A lot of things are still new to me. Everything is so big: meals, cars, distances (there are six time zones in the USA!). But American people are kind and friendly and I love it here.

1 Have you got family or friends in a different country? Where do they live?

2 Study the webpage quickly. Choose the correct answer.

The webpage is ...

- a an online shop.
- b a newspaper.
- c a forum.

3 3.08 Read and listen to the webpage and post. Answer the questions.

- 1 Where is Min-jun from?
- 2 Where is his new home?
- 3 Is he happy there?

4 Read the webpage again. Choose the correct answers.

- 1 Min-jun ... talks to his family in Korea.
 - a never
 - b often
 - c always
- 2 The school day in Korea is ...
 - a long.
 - b short.
 - c the same as in the USA.
- 3 In Korea, students ...
 - a often watch movies.
 - b haven't got much free time.
 - c often play sport.
- 4 In the USA, Min-jun ...
 - a hasn't got any free time.
 - b sleeps in class.
 - c does more exercise.

5 3.09 **WORD FRIENDS** Find the highlighted collocations in Min-jun's post and complete the sentences. Listen and check.

- 1 In the evenings, I listen to music.
- 2 How often do you (...) TV or movies?
- 3 I often (...) video games to relax.
- 4 I always (...) a lot of fun with my cousins.
- 5 I often (...) with my friends online.

THINKING TIME

ANALYSE

How is Min-jun's new life in the USA in comparison to his life in South Korea?

EXPLORE

Research online about the school day in a different country. How is it similar to/ different from yours?

CREATE

Make a list of the advantages and disadvantages of living in a new country.

Present Simple (questions and answers)



1 14 3.10 Look at the photo. Where are Mateo, Lena and Noah? Is Noah happy? Why?/Why not? Watch or listen and check.

2 What does Lena do when she sees Noah needs help?

FUTURE SKILLS



What do you do when you see that someone needs help? Discuss in pairs. Use these ideas to help you. Which idea is the best?

- ask if they want help
- listen to them
- leave them alone
- tell a parent or teacher

3 Study sentences a–e with the Present Simple from the dialogue in Exercise 1. Find:

- 1 a short answer in the third person. **b**
 - 2 a question in the third person.
 - 3 a short answer in the first person.
 - 4 a question in the second person.
 - 5 a question starting with a question word.
- a **Do** you come here a lot?
 - b Yes, he **does**.
 - c **How** often **do** you play?
 - d Yes, I **do**.
 - e **Does** your brother like bowling?

4 Study the Grammar box. Complete the box with the words in blue from Exercise 3.

GRAMMAR

Present Simple
(questions and answers)

?	Short answers
¹ Do you go bowling?	Yes, I ² (...)./No, I don't .
³ (...) she like bowling?	Yes, she ⁴ (...)./No, she doesn't .
Wh- questions	Answers
When ⁵ (...) they play ?	They play on Sundays.
⁶ (...) does she relax ?	She watches basketball.

VIDEO 15 Grammar Animation

5 Write short answers that are true for you.

- 1 Do you like sport?
- 2 Do you speak French?
- 3 Does your best friend like pets?
- 4 Do you exercise a lot?
- 5 Does your best friend like school?
- 6 Do you go to bed late?

6 Complete the questions with *do* or *does*. Then, in pairs, ask and answer the questions.

- 1 **Do** you go bowling?
- 2 When (...) you watch TV?
- 3 Where (...) your best friend live?
- 4 What time (...) you get up?
- 5 (...) your mum and dad chat online?
- 6 (...) your best friend help at home?

7 Order the words to make questions.

- 1 relax / do / how / you / ?
How do you relax?
- 2 classmates / watch / your / TV / do / ?
- 3 early / get up / your / does / grandma / ?
- 4 do / do / your / when / homework / you / ?
- 5 go / you / what time / do / to bed / ?
- 6 you / go / to the cinema / often / do / ?

8 **CHALLENGE** In pairs, ask and answer the questions in Exercise 7.

A: *How do you relax?*

B: *I go out with my friends.*



- 1 What can you see in the photos? In pairs, match the photos with comments 1–4.

- 1 I'm not a fan of winter. I feel tired and sad, and I'm often ill. **A**
- 2 Winter's great – I feel happy when I see the first snow of the year.
- 3 Winters here are cold, dark and grey. It often snows.
- 4 Winter is my favourite season – I'm a big fan of winter sports!

- 2 3.11 Listen to Part 1 of a radio programme and choose the correct answers.

- 1 In winter, many people ...
 - a enjoy the short days.
 - b get tired and ill.
 - c have a lot of energy.
- 2 'To get the winter blues' means to feel ...
 - a cold. b ill. c sad.
- 3 The topic today is ...
 - a how to feel good about life.
 - b the weather.
 - c energy.

- 3 3.12 Listen to Part 2 of the radio programme. Match speakers 1–4 with ideas a–f. There are two extra ideas.

- | | |
|--------|--------|
| 1 Cody | 3 Lisa |
| 2 Tim | 4 Zara |
- a eat something delicious
 - b do something nice for another person
 - c have a shower
 - d drink hot chocolate
 - e read a book
 - f watch a sad film

- 4 3.13 Study and listen to the Vocabulary box. Are the words positive or negative?

VOCABULARY Feelings

bored excited happy relaxed sad tired
unhappy worried

- 5 Complete the sentences with words from the Vocabulary box. Sometimes more than one answer is possible.

- 1 Sam is *worried*. He's got a lot of problems at the company he works for.
- 2 I'm really (...). I've got tickets to see my favourite hip-hop band. Would you like to come with me? I know you love hip-hop too!
- 3 Tom often feels (...). He says there's nothing to do here.
- 4 They feel (...). Everything in their life is great. They're very lucky!
- 5 Sarah is really (...). She gets up very early and goes to bed very late.
- 6 I'm (...). I did badly in my last Literature exam. I want to cry.

- 6 In pairs, talk about what you do when you are bored or unhappy. Use these ideas and Exercise 3 to help you.

go for a walk go to the shops listen to music
phone a friend play with a pet

A: *What do you do when you're bored?*

B: *I go for a walk in the park.*

VIDEO



EVERYDAY ENGLISH

- Mia: Mateo, what job do you want to do in the future?
 Mateo: I'm not sure. Maybe a vet?
 Mia: There's a questionnaire here called 'What's your perfect job?' Do you want to do it?
 Mateo: Sure.
 Mia: OK, first question. Do you like getting up early?
 Mateo: Er, yes, I don't mind getting up early.
 Mia: Cool. Next question. Do you enjoy being outside?
 Mateo: Yes, I love it.
 Mia: Question 3. Do you prefer people or animals?
 Mateo: Animals. I mean, people are OK, but I prefer animals!
 Mia: Question 4. Do you like being busy?
 Mateo: Yes, I really like being busy. I can't stand doing nothing.
 Mia: Right, last question. Do you enjoy travelling?
 Mateo: Yes, I really like travelling.
 Mia: OK, let's look at your results. Just a minute ...
 Your perfect job is ...
 Mateo: Yes?
 Mia: ... a llama farmer in Peru!
 Mateo: What? That's crazy! Right, it's your turn to answer the questions now!



SOUNDS GOOD!

Sure. • Just a minute.

- 1 16 3.14 Watch or listen. What does the questionnaire say is the perfect job for Mateo? What does he think?
- 2 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Talking about likes and dislikes

What do you think of ...?

Do you like/enjoy ...?

What kind of ... do you like?



It's my favourite! I like ..., but I prefer ...
 I love ... I really like/enjoy ... I like ... (a lot).



I quite like ...
 I don't mind ... It's OK.



I don't like ... I don't enjoy ...
 I hate ... I can't stand ...

WATCH OUT!

After *enjoy*, *like*, *love*, *hate*, *don't mind* and *can't stand*, we use the **-ing** form.

I love/can't stand dancing.

We also often use these verbs and phrases with pronouns (*it*, *him*, *her*, *them*, etc.).

A: *Do you like dancing?* B: *I love it!*

- 3 Complete the dialogues with phrases from the Speaking box. Then, in pairs, compare your answers.

- 1 A: Do you like travelling?
 B: 😊 *I don't mind it.*
 C: 😞 (...)
 2 A: What do you think of online questionnaires?
 B: 😞 (...)
 C: 😞 (...)
 3 A: Do you like getting up early?
 B: 😞 (...)
 C: 😞 (...)

- 4 In groups of three, practise the dialogues in Exercise 3.

SPEAKING TIME



In pairs, take it in turns to ask and answer about these things. Use phrases from the Speaking box.

Cardi B cats grammar exercises
 Harry Styles Indian food listening to jazz
 opera pizza playing tennis rap snow
 tidying your room watching basketball

A: *What do you think of Cardi B?*

B: *I don't mind her. What about you?*

- 1  Read Karabo's blog post. In pairs, say what things are different in your lives.

*Karabo starts school at 7.30 a.m.
I start school at 8 a.m.*



- 1 Hi! My name's Karabo and I'm fourteen years old. I come from Cape Town in South Africa. This is my typical day.
- 2 I wake up at six o'clock, I have a shower and then I have breakfast – toast with cheese or cereal. After that, I go to school. It's a school for girls. Lessons start at 7.30 a.m. every day and finish at two o'clock. We don't have lunch at school, so I always take some sandwiches and fruit with me. After lessons, I often stay at school because I'm in the school netball team.
- 3 I come home at three or four o'clock and do my homework. I'm in Year 9, so there's a lot of homework. Then, my parents come home and we have dinner – chicken with potatoes or pizza. After that, I've got time to relax. I watch TV or chat with my friends online. I go to bed at 10.30 p.m.

- 2 Read Karabo's post again. Match paragraphs 1–3 with descriptions a–c.
- Karabo's typical day
 - Karabo's typical evening
 - About Karabo and her home town

- 3 Study the Writing box and check your answers to Exercise 2. Find examples of the phrases in the post.

WRITING A blog post

Introduce yourself and your home town

- 1 My name's Karabo and I'm fourteen (years old).
I'm from/I come from Cape Town in South Africa.

Describe your daytime routine

- 2 I wake up/get up at six o'clock.
Then/After that, I go to school.

Describe your evening routine

- 3 Then, my parents come home and we have dinner.
I go to bed at 10.30 p.m.

- 4 Study the Language box. Complete the sentences with *so* or *because*.

LANGUAGE *so* and *because*

We use **so** and **because** to link ideas in sentences.

We use **so** to explain a consequence.

*I'm in Year 9, **so** there's a lot of homework.*

We use **because** to give a reason.

*After lessons, I often stay at school **because** I'm in the school netball team.*

- I haven't got a laptop, so I borrow my sister's.
- I don't play chess (...) I don't like it.
- I get up early (...) my dog needs his walk.
- I'm tired in the evening, (...) I go to bed early.

WRITING TIME



Write a blog post about your daily routine.

FIND IDEAS

Make notes for your blog post. Think about:

- your school day
- your evening
- what you do in summer/winter

PLAN

Organise your ideas into paragraphs. Use the blog post in Exercise 1 to help you.

WRITE AND SHARE

- Write a draft blog post. Use the Writing box and the Language box to help you.
- Share your blog post with another student for feedback.
- Write the final version of your blog post.

CHECK

- Check language: are *so* and *because* correct?
- Check grammar: are the verbs in the Present Simple?

WORDLIST

3.15

Describing routines

exercise (v)
get dressed (phr)
get up (v)
go home (phr)
go to bed (phr)
go to school (phr)
have a shower (phr)
have breakfast (phr)
have lunch/dinner (phr)
relax (v)
wake up (v)

Adverbs of frequency

always (adv)
never (adv)
often (adv)
sometimes (adv)
usually (adv)

Word friends

(verb + noun collocations)

check emails/social media (phr)
do homework/housework (phr)
go shopping/swimming (phr)
go to the cinema (phr)

meet a friend (phr)
message a friend (phr)

Word friends

(free-time activities)

chat (with friends) online (phr)
have (a lot of) fun (phr)
listen to music (phr)
play video games (phr)
watch TV/movies (phr)

Feelings

bored (adj)
excited (adj)
happy (adj)
relaxed (adj)
sad (adj)
tired (adj)
unhappy (adj)
worried (adj)

EXTRA WORDS

at night (phr)
at the weekend (phr)
bad habit (n)
be good at something (phr)
budgie (n)

busy (adj)
buy a present (phr)
come back (v)
come home (phr)
dream (v, n)
early (adj, adv)
early bird (n)
fall asleep (phr)
feel hungry (phr)
finish (v)
free time (n)
go bowling (phr)
go for a walk (phr)
go out (v)
guinea pig (n)
hamster (n)
have a party (phr)
help (v, n)
in the evening (phr)
in the morning (phr)
it's your turn (phr)
late (adj, adv)
leave the house (phr)
night owl (n)

phone a friend (phr)
play sport (phr)
play with a pet (phr)
pony (n)
private school (n)
put on clothes (phr)
read a book (phr)
ready (adj)
school gym (n)
sleep (v, n)
spend time (phr)
sporty (adj)
start (v)
stay at school (phr)
study for exams (phr)
swim (v)
tidy your room (phr)
tortoise (n)
travel (v)
wash (v)
work (v)

1 Use the wordlist to find these things.

- three meals you have a day
breakfast, ...
- four things you usually do on a school day morning, after you wake up
- six things you can do on a computer
- two words that are the opposite of *happy*
- one phrase that is the opposite of *get up*

2 Match the sentence halves.

- | | |
|-----------------|-----------|
| 1 I go <i>e</i> | 4 I chat |
| 2 I meet | 5 I have |
| 3 I watch | 6 I check |
- a with my grandparents online.
b fun in my English lessons.
c my friends at the park.
d social media before I get up.
e shopping on Saturday.
f TV in bed.

3 In pairs, say how often you do the things in Exercise 2. Use these words.

always usually often sometimes never

A: *I always go shopping on Saturday.*

B: *I sometimes go shopping on Saturday.*

4 Replace the words in bold with words from the wordlist to make sentences with the opposite meaning.

- I often feel **happy** in winter.
I often feel sad in winter.
- I **always** get up early at the weekend.
- The night before my birthday, I'm usually really **bored**.
- I usually feel **relaxed** before an exam.
- I often **get up** late in the holidays.

5 CHALLENGE Match words and phrases from the Extra words list with these definitions.

- A verb to clean clothes. *wash*
- An expression to use in a game.
- Something you do when you sleep.
- The opposite of *start*.
- You often do this when it's your birthday.
- The opposite of *come home*.
- A small animal (two words).
- Similar to a horse.
- Someone who usually gets up very early in the morning.
- Someone who usually goes to bed very late.

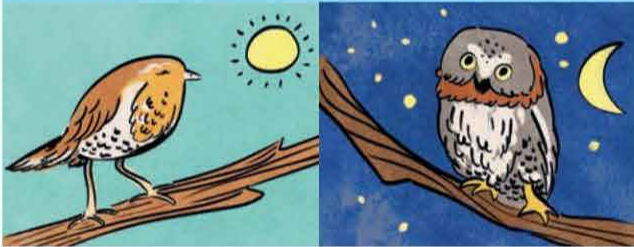


VOCABULARY

1 Complete the poster with these words.

bed dinner exercise games
have tired up wake

Are you an early bird or a night owl?



Early birds:

- always get ¹ (...) early.
- ² (...) a big breakfast.
- usually ³ (...) in the morning.
- often feel ⁴ (...) in the evening.

Night owls:

- don't ⁵ (...) up early.
- are hungry and have a big ⁶ (...) at night.
- like playing ⁷ (...) at night.
- go to ⁸ (...) late.

2 Complete the words in the text.

It's the weekend! After a week of school, I can finally ¹ r(...)! What do I do? On Saturday, I usually go ² s(...) at the pool. I have ³ l(...) and then I meet my ⁴ f(...). We ⁵ s(...) go to the cinema to watch a movie. On Sunday, I ⁶ l(...) to music in my bedroom or I play with my pet hamster. She's called Apple – it's her favourite fruit! Then, it's time to do my ⁷ h(...) – it's school again on Monday!

3 Choose the correct option.

- 1 You aren't very *happy* / *sad* today. Is everything OK?
- 2 I can't find my wallet. I'm *worried* / *bored*.
- 3 I'm *tired* / *sad* because Rosie can't come to my party.
- 4 There's nothing to do. I'm *happy* / *bored*.
- 5 Ezra's *excited* / *relaxed* because he's got a new bike.
- 6 She swims two kilometres every day, but she's never *tired* / *excited*.

4 **CHALLENGE** Write five sentences that are true for you. Use one word from the box in each sentence.

always never often sometimes usually

I always get up at 7.30 a.m.

GRAMMAR

5 Complete Lucy's routine with the Present Simple form of the verbs in brackets.

An unusual day

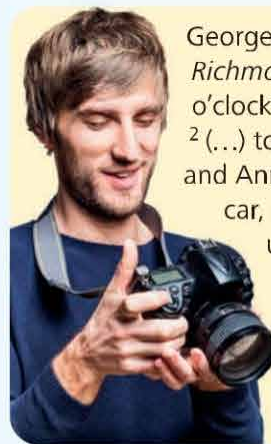
Lucy ¹ (...) (wake up) at 5 p.m. She ² (...) (have) breakfast at 7 p.m. After breakfast, she often ³ (...) (meet) her friend, Jessica, and they ⁴ (...) (watch) a movie together. At 10 p.m., Lucy and Jessica ⁵ (...) (start) work, and they ⁶ (...) (finish) at 7 a.m. What's their job? They're police officers and they ⁷ (...) (work) at night!

6 Order the words to make questions about Lucy's routine in Exercise 5. Then, ask and answer the questions.

- 1 Lucy / does / what time / wake up / ?
- 2 who / meet / she / does / after breakfast / ?
- 3 Lucy and Jessica / do / in the morning / start work / ?
- 4 finish work / what time / they / do / ?
- 5 Lucy and Jessica / what job / do / do / ?

7 Complete the text with these words and phrases.

doesn't go doesn't want don't have finish
gets up has live start



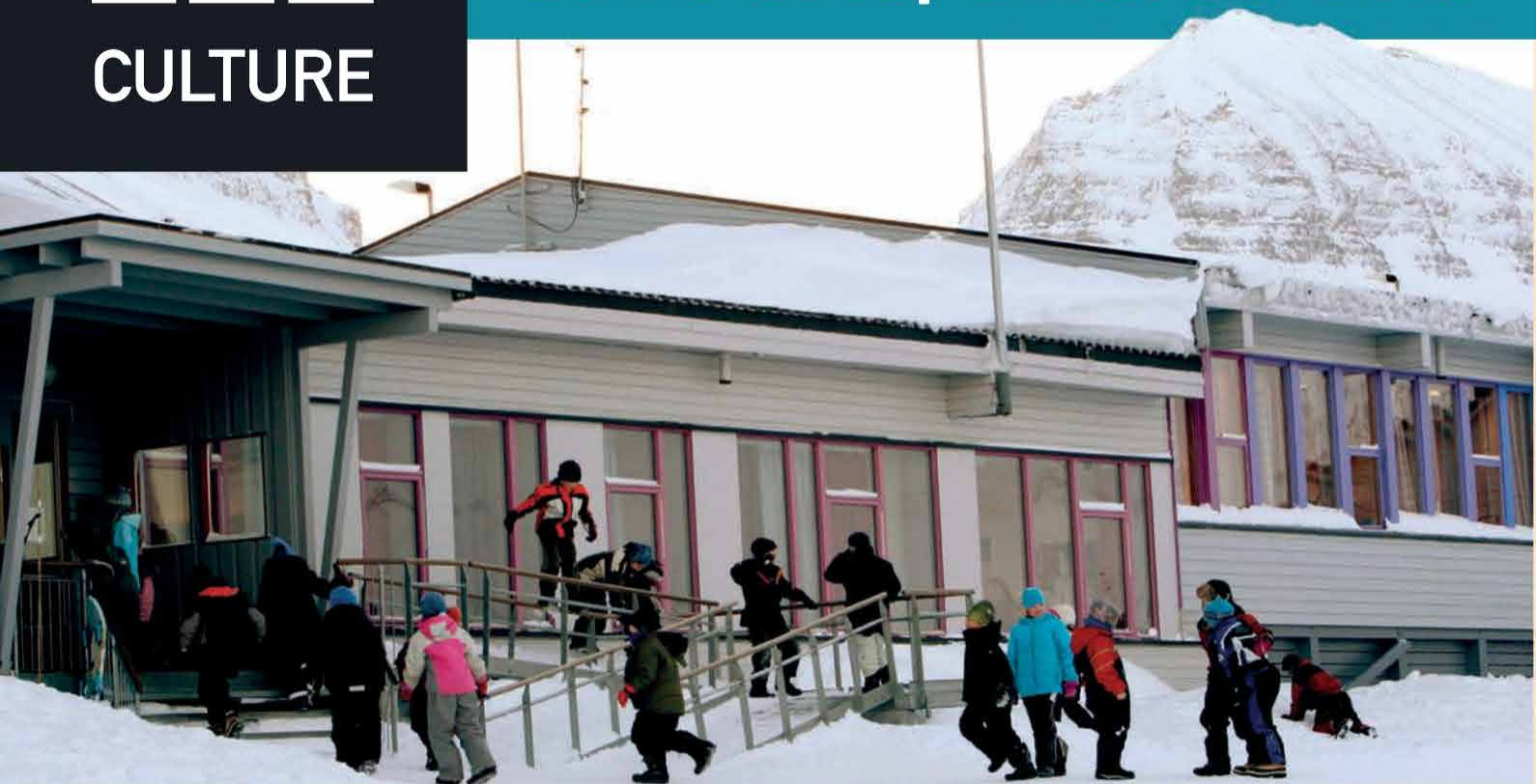
George is a photographer for *The Richmond Gazette*. He ¹ (...) at six o'clock. He tries to be quiet because he ² (...) to wake up his wife, Ann. George and Ann ³ (...) in Richmond. They ⁴ (...) a car, so George walks to work. George usually ⁵ (...) breakfast at a café near the office. Photographers ⁶ (...) work at 7 a.m. and they ⁷ (...) at 2 p.m. George ⁸ (...) home at 2 p.m. – he meets Ann in town and they go shopping.

8 **CHALLENGE** Correct the sentences to make them true for you.

- 1 I wake up at six o'clock in the afternoon.
I don't wake up at six o'clock in the afternoon.
I wake up at seven o'clock in the morning.
- 2 I have breakfast at six o'clock in the evening.
- 3 After breakfast, my friends and I watch movies.
- 4 We start school at ten o'clock at night.
- 5 I go to bed at nine o'clock in the morning.

DICTATION

9 3.16 Listen. Then listen again and write down what you hear during each pause.



Life near the North Pole

The town of Longyearbyen is in the Arctic. There is no other town so close to the North Pole. The school there has around 200 students. They start lessons at eight o'clock and finish in the afternoon. They have a summer holiday in July and August. That's probably like your routine! But there are some big differences.

It's very, very cold in Longyearbyen. It's never more than about seven degrees. And it can be difficult to remember what time it is! There's no sun from November to January, so it's dark for twenty-four hours a day. And from May to September, it's never dark!

At school, the students have lessons in survival. They learn what to do if there is an avalanche or if they see a polar bear. There are more polar bears than people in this part of the world!

There aren't many places for teenagers to go in Longyearbyen, but in the summer they can cycle or walk in the mountains and in the winter they can drive snowmobiles.

Would you enjoy life in the Arctic?

avalanche (n) a disaster when snow falls down a mountain

polar bear (n) a big white bear that lives in the Arctic

snowmobile (n) a small vehicle that can travel over snow

survival (n) living in a difficult, dangerous situation and not dying

1 In pairs, look at the photo and discuss the questions.

- 1 Who do you think the people are?
- 2 Where in the world do you think this is?

2 **3.17** Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions.

- 1 How many students are there at Longyearbyen School?
- 2 When does their school day start?
- 3 When is their summer holiday?
- 4 What is unusual about summer in that part of the world?
- 5 What can teenagers do there in the winter?

4 **VISIBLE THINKING** In pairs, role play the interview below. Then swap roles and role play the interview again.

TAKE A DIFFERENT VIEW

Student A

Student B lives in Longyearbyen. Ask five questions about his/her life. Use these ideas to help you.

get up go to bed go to school like your life here
spend your free time start lessons

Student B

You live in Longyearbyen. Answer Student B's questions.

A: What time do you get up?

B: I get up at seven o'clock.



5 Look at the photo and answer the questions.

1 Which country do you think this is?

England Japan Papua New Guinea Wales

2 How is the classroom different from your classroom?

6 **17** Watch a TV programme about a typical day for schoolchildren in the countries in Exercise 5. Check your answers to question 1 in Exercise 5. Are the children's lives the same as yours or are they different? How?

7 **17** Watch the video again. Which activities can you see in the video?

cook dinner do homework get up go to bed
go to clubs have breakfast have lessons
have lunch walk to school watch TV

8 Why is education so important? Discuss in pairs.
I think education is so important because you can escape from poverty.

PROJECT TIME

In groups of three, create a video about the education system in a different part of the world. Follow these steps.

- 1 In your group, choose a part of the world that you are interested in. Then, find out information about the education system in that country.
- 2 Individually, create your part of the video.
- 3 In your group, record your video. You can use a video app.
- 4 Share your video with the class.

SUSTAINABLE
DEVELOPMENT
GOALS



4

QUALITY
EDUCATION

To ensure that everyone has access to a quality education.

What can we do?

Discuss this statement:

By April 2020, around 1.6 billion children and youth were out of school.

VOCABULARY AND GRAMMAR

1 Choose the correct option.



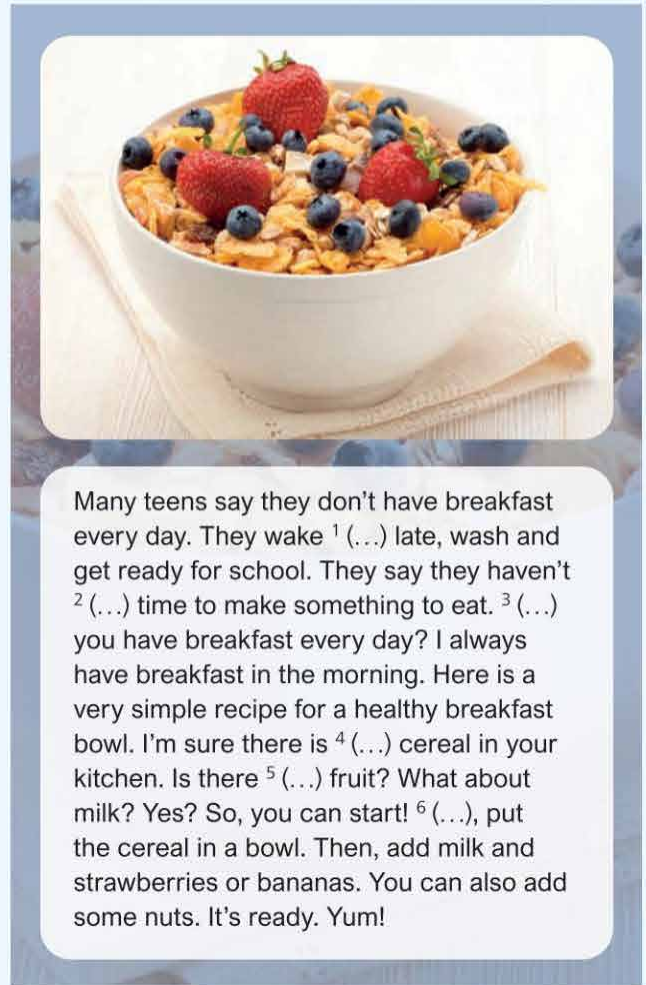
My ¹ (...) Natalie, my aunt Emily's daughter, is eighteen and works at a café during the holidays. She's kind and friendly – all the customers like her. She ² (...) really early because she starts work ³ (...) 7 a.m. The café is very busy at lunchtime. She ⁴ (...) gets home at 3 p.m., but she sometimes gets home later. The café isn't big, but ⁵ (...) is some good food like burgers, pasta and cakes. Natalie can speak ⁶ (...) and German. It really helps because the café is popular with foreigners. I would also like to work at a café. Maybe next summer!

- | | | |
|------------|-----------|----------------|
| 1 a sister | b uncle | c cousin |
| 2 a get up | b gets up | c does gets up |
| 3 a on | b in | c at |
| 4 a never | b usually | c always |
| 5 a they | b there | c this |
| 6 a French | b France | c the French |

2 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than three words.

- Have you got a gym at your school? **THERE**
Is there a gym at your school?
- Carlo is Italian and he's a student in my class. **FROM**
Carlo (...) and he's a student in my class.
- There's only a small bottle of water. **MUCH**
There (...) water.
- He knows three different languages. **CAN**
He (...) three different languages.
- I put on my clothes after I brush my teeth. **DRESSED**
I (...) after I brush my teeth.
- He doesn't worry about exams. **WORRIED**
He (...) about exams.

3 Complete the text with one word in each gap.



Many teens say they don't have breakfast every day. They wake ¹ (...) late, wash and get ready for school. They say they haven't ² (...) time to make something to eat. ³ (...) you have breakfast every day? I always have breakfast in the morning. Here is a very simple recipe for a healthy breakfast bowl. I'm sure there is ⁴ (...) cereal in your kitchen. Is there ⁵ (...) fruit? What about milk? Yes? So, you can start! ⁶ (...), put the cereal in a bowl. Then, add milk and strawberries or bananas. You can also add some nuts. It's ready. Yum!

SPEAKING

4 Complete the dialogues with these words. There are two extra words.

else favourite going how nice
prefer stand what

- A: Hi. How's it going?
B: I'm fine, thanks.
A: This is my sister, Sue.
B: Hi, Sue. (...) to meet you.
- A: (...) would you like?
B: I'd like a cheese sandwich, please.
A: Anything (...)?
B: That's all, thank you.
- A: Do you like dancing?
B: I love it!
A: I can't (...) it. But I love running.
B: Running is OK, but I (...) dancing.

5 In pairs, do the speaking task.

Student A: Go to page 155.

Student B: Go to page 157.

LISTENING

6 3.18 Read questions 1–4 in Exercise 7. Match them with topics a–d. Listen and check.

- a popular supermarket food
- b animals at home
- c weekend routines
- d clothes and footwear

7 3.18 Listen again and choose the correct answer.

- 1 What pet has Maya got?
 - a a hamster b a pony
 - c a guinea pig
- 2 What does Ada buy?
 - a brownies b cheese and onion crisps
 - c chocolate chip cookies
- 3 What do Finn and his dad both like?
 - a the tracksuits b the trainers
 - c the T-shirt
- 4 What time can Brad go shopping on Saturday?
 - a twelve o'clock b two o'clock
 - c four o'clock

8 In pairs, ask and answer the questions.

- 1 What's your favourite pet animal?
- 2 What kind of party food do you like?
- 3 How often do you go shopping for clothes?
- 4 What do you usually do at the weekend?

READING

9 In pairs, describe the photo and answer the questions.



- 1 Who's in this family?
- 2 How many children are there? How old do you think they are?

10 Read the article and complete the notes with a word or a short phrase.

My big family

Hi, I'm Peter and I'm thirteen. I've got four sisters and four brothers. Rob is twenty, so he's the first child, and Tammy is the little one – she's four. We're American, but we live in England.

- 5 Getting up and ready for school in my house is teamwork! I wake up at 6 a.m., so I can have a shower and get dressed before my brothers and sisters. I sometimes make breakfast with Dad or I help Tammy with her socks and shoes. We all eat
10 at 7 a.m. and we leave for school at 7.30 a.m.

We're a very happy family. My mum is a teacher at a primary school and my dad is a vet. We spend a lot of time together. We usually have picnics on Saturdays and Sundays, and on weekdays we
15 often go to the park after school.

We've also got pets. Our cat's name is Vicky. Tammy's got a guinea pig, Fluffy. And I've got a hamster. It's brown and really brave! For my birthday I'd like to get a pair of budgies. I love birds.

- 1 Nationality: (...)
- 2 Number of sisters in the family: (...)
- 3 First person in the bathroom in the morning: (...)
- 4 Breakfast time: (...)
- 5 Weekend activity: (...)
- 6 Family pets: cat, (...)

WRITING

11 What is special about the people in your family? Tell a partner. Use the ideas in the box to help you.

My (sister) is (always happy and funny).
My (brother) (bakes great cakes).
My (dad) can (speak Chinese really well).
My (aunt) likes (making clothes).

12 Write a blog post about a family member you admire. Write about these things.

- his/her age and occupation
- his/her appearance and personality
- why you admire him/her – describe his/her abilities and positive qualities

Live and learn 4

VOCABULARY

Classroom objects | Prepositions of place | School subjects |
Making friends | Learning

GRAMMAR

Present Continuous | Present Simple and Present Continuous

COMMUNICATION

Polite requests | An announcement

FUTURE SKILLS

Critical Thinking (Evaluating advice) | Self-management (Planning) |
Self-management (An infographic with study tips)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English

Rider Wood School

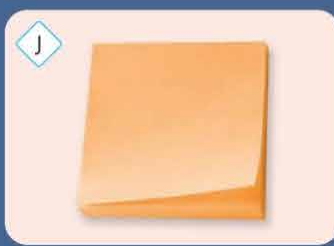
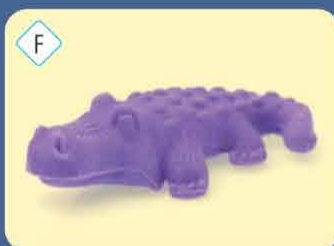
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Item Colour/Other info

1	pencil case	red
2	sports bag	blue
3	calculator	grey
4	stapler	black, metal
5	poster	animals
6	rubber	purple, crocodile
7	notebook	green, new
8	ruler	yellow
9	scissors	silver
10	sticky notes	orange

Some **Dos** and **Don'ts** to help us all:

Do:

- check your desks for any pens, pencils, rubbers, rulers, etc. before you leave the classroom.
- give things you find to Mrs Carney or your class teacher.

Don't:

- forget to put your name on all your school things.
- pick up your lost things during class time. Only come to the teachers' room during the break.

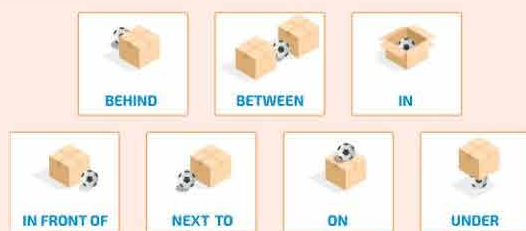
- 1 Look at the photos and read the texts. What is the webpage for?
- 2 4.01 Study and listen to the Vocabulary A box. In pairs, match words in the box with photos A–J.
A – calculator

VOCABULARY A Classroom objects

calculator dictionary notebook pencil case poster
rubber rubbish bin ruler scissors sports bag stapler
sticky notes textbook (white)board

- 3 **I KNOW** In pairs, add more items to the Vocabulary A box. Compare your list with another pair.
- 4 4.02 Study and listen to the Vocabulary B box. In pairs, use objects from your bag to show the meaning of the prepositions.

VOCABULARY B Prepositions of place



- 5 Look at the picture and complete the sentences with the correct prepositions.



- The glasses are *on* the teacher's head.
- The notebook is (...) the school bag.
- The pencil case is (...) the school bag.
- The rubbish bin is (...) the desk.
- The rubber is (...) the pen and the ruler.
- The poster is (...) the teacher's chair.
- The teacher is (...) the board.
- The school bag is (...) the desk.

- 6 4.03 Study and listen to the Vocabulary C box. Which subjects do you study at your school? Which is your favourite?

VOCABULARY C School subjects

Art Biology Chemistry English Geography
History Information Technology (IT) Maths Music
PE Physics

- 7 4.04 Listen and complete the school timetable for Class 8A.

	Monday	Tuesday	Wednesday
09.00–10.00	¹ <i>History</i>	³ (...)	Maths
10.00–11.00	English	Chemistry	Biology
11.00–11.20	Break		
11.20–12.20	English	⁴ (...)	English
12.20–13.20	Lunch		
13.20–14.20	² (...)	Music	French
14.20–15.20	IT	⁵ (...)	⁶ (...)

- 8 4.04 Listen again and answer the questions.
Where is:

- the laptop? *on the chair*
- Switzerland?
- Sophie?
- the chocolate bar?
- Dylan?
- the apple?

- 9 **CHALLENGE** In pairs, talk about days you like/don't like at school. Say why.
I love Mondays because we've got Art.
I don't like ... because ...

BBC VIDEO

STREET TALK

18 Watch eight people talking about where they keep things. Which of these places do they mention?

- in their pocket
- in a safe place
- on a desk
- on a bed
- in a handbag

- 1 Look at the photo. Do you think the girls know each other?



- 2 4.05 Read and listen to the dialogue. Then look at Alice's message on page 155 to find out why she doesn't want to talk to her friends.

Sara: Hi, Alice. How are things? (silence)
 Sara: Alice? Hello! I'm talking to you! (silence)
 Sara: You aren't speaking to me. Why? (silence)
 Sara: Are you feeling OK, Alice? (silence)
 Caitlin: Hi, you two! How's it going?
 Sara: I'm fine, but Alice isn't speaking to me. Is she speaking to you?
 Caitlin: I don't know. Are you speaking to me, Alice? (silence)
 Caitlin: No, she isn't! What's wrong, Alice? (silence)
 Sara: We're wasting our time! Let's go to the snack bar, Caitlin.
 Caitlin: Wait a minute. Now she's writing something. And why is she smiling?

- 3 Study the Grammar box. Find more examples of the Present Continuous in the dialogue.

GRAMMAR Present Continuous

We use the Present Continuous to talk about actions that are happening now.

+	-
I'm talking. You're talking. He's talking.	I'm not talking. They aren't talking. She isn't talking.
?	Short answers
Are they talking? Is she talking?	Yes, they are./No, they aren't. Yes, she is./No, she isn't.
How's it going? Why are they smiling?	

VIDEO 19 Grammar Animation

- 4 Complete the sentences with the Present Continuous form of the verbs in brackets.

- He's *not talking* (not talk) to his brother.
- We (...) (have) breakfast.
- You (...) (not listen) to me!
- She (...) (do) homework in her room.
- I (...) (not speak) to John.

- 5 Make sentences in the Present Continuous.

- Alice / speak / to Sara / .
Alice is speaking to Sara.
- Sara / feel / fine / .
- Caitlin / not speak / to Alice / .
- Sara / write / a message / .
- Sara and Caitlin / pay / Alice 60p an hour / .
- all three girls / go / to the snack bar / .

- 6 Look at the dialogue in Exercise 2 and Alice's message again. Are the sentences in Exercise 5 true or false?

- 1 *Alice is speaking to Sara. It's false.*

- 7 4.06 What is happening? Listen and write sentences in the Present Continuous. Use these verbs and phrases.

cry have a shower laugh run sleep type

Somebody is ... Some people are ...

- 8 Complete the questions and short answers. Use the Present Continuous.

- A: *Are you feeling* (you/feel) hungry?
B: *No, we aren't.* My grandmother always gives us a big breakfast.
- A: (...) (your sister/study)?
B: (...) Her exam is tomorrow.
- A: (...) (your dad/cook) dinner?
B: (...) He's making a cup of tea.
- A: (...) (your parents/watch) TV?
B: (...) They're at work.
- A: (...) (you/use) your pen at the moment?
B: (...) You can take it.

- 9 **CHALLENGE** In pairs, ask and answer about what the people/pet(s) in your life are doing now.

- your best friend
- your parents
- your brother/sister
- your pet(s)
- your grandparents
- your teacher

A: *What's your cat doing now?*

B: *She's sleeping on Dad's favourite chair.*

- 1 4.07 Read and listen to the posts from a problem page. What have Ben and Ella got in common? And Ella and Hailey?



Problem? Ask Ella!



Ben

Hi, Ella! Have you got any advice on how to make friends with someone? I'm new in town and I haven't got any friends here yet. Maybe it's because I'm shy – when I meet someone for the first time, I don't know what to say. I usually try to be funny and tell terrible jokes. I'm not that bad when I get to know people.



Ella

I know how you feel, Ben! My family and I are in Scotland at the moment because my dad has a work contract for two years here, at the University of Edinburgh. Back home, in London, I have a great group of friends. I know they are always there for me when I need them, but I also need someone here! My two new friends, Mary and Alex, are not from school – they're from my drama club. Maybe you can join an after-school club too. It is easy to talk to other people about something you all like.



Hailey

Dear Ella,
Help! My best friend at school isn't speaking to me at the moment. We share the same group of friends from the drama club and they're all speaking to me. I'm sending Brenda text messages, but she isn't answering.

- 2 Find the sentences in the text that give the following information:

- a question asking for help.
Have you got any advice on how to make friends with someone? (lines 1–2)
- a reason why a person has problems making friends.
- the name of one city in Scotland.
- a possible solution to the problem.
- a problem with a friend.
- the name of someone's best friend.

- 3 4.08 **WORD FRIENDS** In pairs, listen and check you understand these phrases about making friends. Which of these phrases can you find in the posts?

- be there for someone *line 13*
- get to know someone
- make new friends
- meet someone for the first time
- best friend
- group of friends
- make friends with someone

- 4 Complete the sentences with words from Exercise 3. Then, in pairs, say which sentences are true for you.

- My friends *are* always *there* for me when I need them.
- My (...) friend and I spend all our free time together.
- When I (...) someone for the (...) time, I feel excited.
- I've got a very small (...) of friends.
- Before I get to (...) someone well, I don't talk much.
- I can't make friends (...) people I don't like.
- It's very easy for me to (...) new friends.

THINKING TIME

EVALUATE

Do you agree with Ella's advice to Ben?

EXPLORE

Research online. Find and share some problem pages. Do you find them helpful?

CREATE

Write a post to give some advice to Hailey.

VIDEO



GRAMMAR IN ACTION



- 1 20 4.09 Watch or listen. Why is Lena panicking?
- 2 Do you ever panic about schoolwork like Lena? Or do you usually plan your study time?

FUTURE SKILLS



How do you plan your time when you work on a project? Discuss in pairs. Use the list below and add your own ideas.

- I make a note of the date when the project needs to be ready.
- I start working on the project immediately.
- I work a little every day.
- I plan for extra time to check my work.

- 3 Study sentences 1–6 from the dialogue in Exercise 1. Find examples of things that happen regularly and examples of things that are happening now.
- 1 Ah, it's **raining**. *happening now*
 - 2 Why **are** you **making** chocolate?
 - 3 You always **have** tea at breakfast.
 - 4 Lena never **gets up** before 11 at the weekend.
 - 5 She **isn't watching** anything now.
 - 6 I **don't** usually **panic**.

- 4 Study and complete the Grammar box with the correct options.

GRAMMAR

Present Simple and Present Continuous

We use the ¹ *Present Simple / Present Continuous* for things we do regularly.

Lena **never gets up** before 11 at the weekend.

We use the ² *Present Simple / Present Continuous* for something happening now/at the moment.

Lena's **working** on her school project **right now**.

Today, she's **studying** for her test.

VIDEO



21 Grammar Animation

- 5 Find time expressions in Exercises 3 and 4. Then complete the table with these time expressions.

always at the moment at the weekend every day
never on Mondays right now sometimes today

Present Simple	Present Continuous
always	

- 6 Choose the correct option.

- 1 Does Luca run / *Is Luca running* every day?
- 2 Susie *does* / *is doing* her homework right now.
- 3 Oliver *helps* / *is helping* his parents today.
- 4 Eva's brother *gets up* / *is getting up* at 9 a.m. at the weekend.
- 5 Who *do you text* / *are you texting* right now?
- 6 George *doesn't usually study* / *isn't studying* on Saturdays.

- 7 Complete the questions with *is*, *are*, *do* or *does*.

- 1 Are you wearing jeans now?
- 2 (...) you wear jeans at school?
- 3 (...) you having lunch now?
- 4 (...) you always have lunch at school?
- 5 (...) your teacher talking to the class at the moment?
- 6 (...) your best friend often check his/her phone at school?

- 8 In pairs, ask and answer the questions in Exercise 7.

- 9 **CHALLENGE** Write six sentences about what you usually do at the weekend and how it is different from what you are doing now. Think about:

- the clothes you wear.
- the people you spend time with.
- the activities you do.

At the weekend, I usually exercise and relax.

Right now, I'm studying at school.

- 1 Are there any famous schools in your town, region or country?
- 2 Read the definition. Are boarding schools popular in your country?

boarding school (n)

a school where students live and study

- 3 4.10 Listen to the first part of a radio programme about a famous boarding school. Answer the questions.

- 1 In which city is it?
- 2 Is it a new school?
- 3 Do all the students live in the school?

- 4 4.10 Listen again and complete the information in the factfile.

Broadboard School

- private boarding school in the ¹ (...) of London
- about ² (...) years old
- costs £35,000 for one ³ (...)
- has 750 students; about ⁴ (...) live at school seven days a week

- 5 4.11 Listen to the second part of the programme. Choose the correct answers.

- 1 What time do most students get up?
a at 8 a.m. b at 6.30 a.m. c at 7 a.m.
- 2 How long are the breaks?
a fifty minutes
b twenty minutes
c fifteen minutes
- 3 What do the students do in the evening?
a They study and then they relax.
b They relax and then they study.
c They relax and then they have dinner.

- 6 4.12 **WORD FRIENDS** Listen and complete these phrases about learning.

- 1 (...) school
- 2 (...) classes
- 3 (...) to school
- 4 (...) for exams
- 5 (...) homework

- 7 Complete the questions with words from Exercise 6. Then, in pairs, ask and answer the questions.

- 1 Do you think it's a good idea to start *school* at ten o'clock every day?
- 2 What time do you usually (...) to school?
- 3 At your school, do you have (...) on Saturday mornings?
- 4 When do you usually do your (...)?
- 5 Do you enjoy revising (...) exams?

- 8 What are the good things about going to a boarding school? Write down the sentences you agree with. Then, in pairs, compare your ideas.

- 1 You live at school seven days a week.
- 2 You do lots of sport and activities.
- 3 It's very expensive.
- 4 You get to know your teachers and your classmates well.
- 5 There's a lot of time to study.
- 6 It isn't far to walk to school.
- 7 You spend the whole day with your school friends.
- 8 You become more independent.

A: *It's good that it isn't far to walk to school.*

B: *For me, it's a bad thing. There's no excuse to be late!*



Polite requests

EVERYDAY ENGLISH

Mateo: My homework!



No worries. • Cheers! •
Awesome!

- MEI ALI LANGUAGE INSTITUTE

- 1  Read the announcement and answer the questions.

- 1 What kind of club is it?
- 2 When and where do the students meet?
- 3 How can you join the club?



**Do you like watching films? We do!
Come and join our school film club!**

The club meets every Friday at four o'clock in room 306. We watch and talk about our favourite films. Every month we vote for the next four films we want to see. Members can also write film reviews for the school website. The best review wins two cinema tickets! To join, visit our website and complete the online form. The club is free and open to everyone.

We've got lots of free popcorn, but don't forget to bring your drinks.

Don't miss it! We'd love to see you!

- 2 Study the Writing box. Find examples of the phrases in the announcement in Exercise 1.

WRITING An announcement

1 Invite people to join

Come and join our film/chess/photography/drama club!

Give details: what, where and when, how to join

The club meets ... at ... in room ...

We watch films/play chess/take photos/put on plays.

2 Members can also ...

To join the club, complete the online form.

For more information, visit our website.

You can contact us at info@parkviewfilmclub.uk.

Dos and don'ts

- 3** Please book early. Please bring/don't bring ...
Don't forget to ... Don't be late!

Ending

- 4** Don't miss it! We'd love to see you!
What are you waiting for?

- 3 Study the Language box. Find examples of time expressions in the announcement in Exercise 1.

LANGUAGE Time expressions

at four o'clock on Friday every day/Friday
once a day/week/month/year twice a day/week/month/year
four times a day/week/month/year

- 4 Complete the sentences with words from the Language box. Sometimes more than one answer is possible.

- 1 I go swimming
twice a month.

Sat 6, Sat 20:
go swimming

- 2 They check
their emails (...).

8 a.m., 8 p.m.:
check emails

- 3 Jack plays
tennis (...).

Mon 5, 12, 19 & 26:
play tennis

- 4 We do
a project (...).

January, June:
do a project

- 5 I go running (...).

9 a.m.: go running

WRITING TIME

-  Write an announcement to invite people to join an after-school club.

FIND IDEAS

Make notes for your announcement. Think about:

- what kind of club it is
- where and how often it meets
- who can join, how to join and how much it costs
- things people need/don't need to bring

PLAN

Organise your ideas into paragraphs. Use the announcement in Exercise 1 to help you.

WRITE AND SHARE

- Write a draft announcement. Use the Writing box and the Language box to help you.
- Share your announcement with another student for feedback.
- Write the final version of your announcement.

CHECK

- Check language: are the time expressions correct? Is all the information clear?
- Check grammar: are the verb forms correct?

WORDLIST

4.16

Classroom objects

calculator (n)
dictionary (n)
notebook (n)
pencil case (n)
poster (n)
rubber (n)
rubbish bin (n)
ruler (n)
scissors (n)
sports bag (n)
stapler (n)
sticky notes (n)
textbook (n)
(white)board (n)

Prepositions of place

behind
between
in
in front of
next to
on
under

School subjects

Art (n)
Biology (n)
Chemistry (n)
English (n)
Geography (n)
History (n)
Information Technology (IT) (n)
Maths (n)
Music (n)
PE (n)
Physics (n)

Word friends

(making friends)

be there for someone (phr)
best friend (n)
get to know someone (phr)
group of friends (n)
make friends with someone (phr)
make new friends (phr)
meet someone for the first time (phr)

Word friends

(learning)

do homework (phr)
go to school (phr)
have classes (phr)
revise for exams (phr)
start school (phr)

EXTRA WORDS

activity (n)
after-school club (n)
awesome (adj)
be late with (phr)
boarding school (n)
borrow (v)
break (n)
chair (n)
Chemistry notes (n)
chess (n)
chocolate bar (n)
classmate (n)
classroom (n)
complete a form (phr)
desk (n)

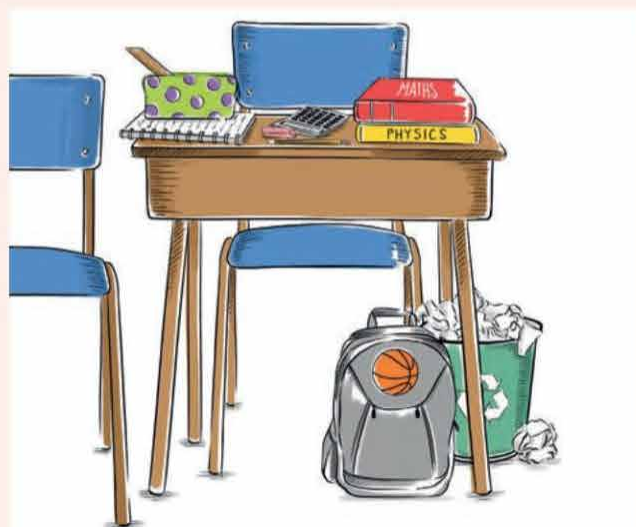
drama/film club (n)
forget (v)
free (adj)
join a club (phr)
lost property (n)
panic (v)
pen (n)
private school (n)
run (v)
school bag (n)
snack bar (n)
spell (v)
teacher (n)
teachers' room (n)
tell a joke (phr)
test (n)
timetable (n)
type (v)
uniform (n)
wait (v)
waste your time (phr)
wi-fi (n)
wi-fi code (n)

1 Write the words for the definitions.

- 1 You write in this. notebook
- 2 You use this in Maths lessons. c(...)
- 3 You put your tracksuit in this. s(...) b(...)
- 4 You use a computer in this school subject. I(...) T(...)
- 5 You do sport in this school subject. P(...)

2 Look at the picture. Find classroom objects from the wordlist and say where they are. Then, in pairs, describe your classroom or desks.

There's a notebook on the desk.



3 Complete the questions with words from the wordlist. Then, in pairs, ask and answer the questions.

YOU AND YOUR SCHOOL

- 1 What time do you start school in the morning?
- 2 How many classes do you (...) every day?
- 3 What does the teacher write on the (...) in your classroom?
- 4 Who sits (...) front of you in class? Who sits behind you?
- 5 What do you and your (...) friend do at lunchtime?
- 6 Where do you (...) for exams – at home, with friends or at school?
- 7 When do you usually (...) your homework?

4 CHALLENGE Find words and phrases from the Extra words list which are similar to these words.

- | | |
|------------|---------------------------|
| 1 schedule | 5 incredible |
| 2 student | 6 exam |
| 3 table | 7 fill in (a form) |
| 4 exercise | 8 write (with a keyboard) |



VOCABULARY

- 1 Read the teachers' instructions and questions. Write the names of the school subjects.

- 1 Today we're learning a new song. Listen and sing with me.
- 2 What is 47 plus 36? Put your hand up if you know the answer.
- 3 What do we call animals that only eat meat?
- 4 Please look at the map of Europe and find Italy.
- 5 What is another name for H₂O?
- 6 Today's lesson is about America in 1492. Why is this date important?

- 2 Choose the correct option. Are the sentences true for you?

- 1 In Maths lessons, I always sit *between* / *next to* my best friend.
- 2 I always have a *rubber* / *poster* and a pencil in my pencil case.
- 3 I usually *do* / *make* my homework before having dinner.
- 4 I usually go *at* / *to* school by bike. It's only two miles away from home.
- 5 We sometimes play basketball in *PE* / *IT* and I'm very good at it!
- 6 There's a rubbish bin *under* / *between* my desk at home.

- 3 Complete the words in the sentences.

- 1 It's easy for Amy to m(...) friends with people. She's got a lot of friends.
- 2 Max hasn't got a big g(...) of friends. He usually spends time with his b(...) friend.
- 3 Poppy is often nervous when she m(...) people for the f(...) time.
- 4 Sam loves getting to k(...) new people and is friendly to everybody.
- 5 Emma is very kind and is always there f(...) her friends.

- 4 **CHALLENGE** Write seven sentences. Use one of these words or phrases in each sentence.

Art behind have classes make new friends
Physics rubbish bin whiteboard

My favourite subject is Art, but I only have it on Thursdays.

GRAMMAR

- 5 Complete the description with the Present Continuous form of the verbs in brackets.

It's Sunday afternoon. Jack ¹ (...) (sit) in his bedroom at home. He ² (...) (not watch) a film and he ³ (...) (not play) games on his phone. He ⁴ (...) (revise) for an exam.

Jack's friends are at a different school. They ⁵ (...) (not revise) today and they ⁶ (...) (not do) homework. They ⁷ (...) (play) football in the park. They ⁸ (...) (laugh) and they ⁹ (...) (have) fun together. Poor Jack. Life isn't fair sometimes!



- 6 Make questions about the description in Exercise 5. Then answer the questions.

- | | |
|---------------------------|----------------------------|
| 1 where / Jack / sit / ? | 5 his friends / revise / ? |
| 2 he / watch / a film / ? | 6 what / they / do / ? |
| 3 he / relax / ? | 7 they / have / fun / ? |
| 4 what / he / do / ? | 8 Jack / have / fun / ? |

- 7 Choose the correct option.

- 1 Harry isn't watching TV. He *sleeps* / *is sleeping*.
- 2 He usually *works* / *is working* on Sunday.
- 3 I can't talk right now. I *have* / *am having* dinner with my parents.
- 4 I always *wear* / *am wearing* a uniform to school – it's a rule!
- 5 *Do you do* / *Are you doing* homework now?
- 6 *Do you start* / *Are you starting* school at the same time every day?
- 7 Before I get up, I always *check* / *am checking* my phone.

- 8 **CHALLENGE** Write four sentences that are true for you using these prompts.

- 1 I never ...
- 2 At the moment, I ...
- 3 At the weekend, I ...
- 4 Right now, I ...

DICTIONATION

- 9 4.17 Listen. Then listen again and write down what you hear during each pause.

Learning Experience 2

Make an infographic with study tips

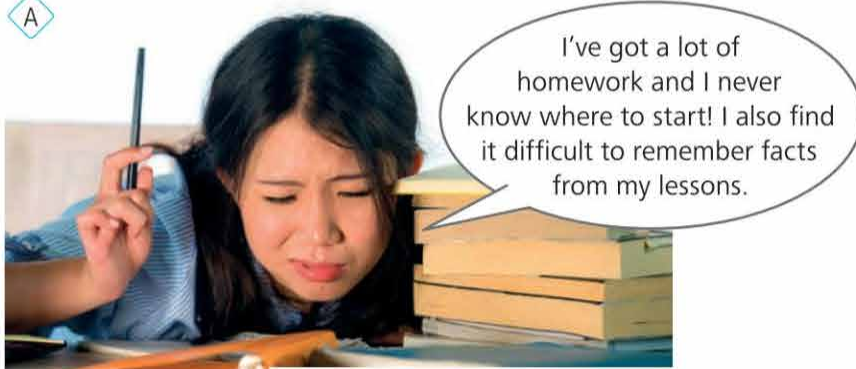


Context:
Personal

Step 1 Think

1 Look and read. Are you ever in situations like these?

A



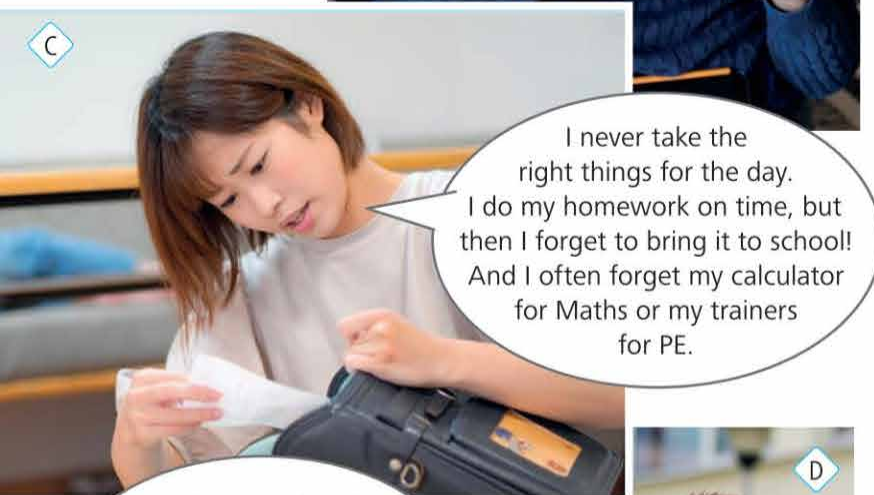
I've got a lot of homework and I never know where to start! I also find it difficult to remember facts from my lessons.

B



I find it really difficult to study in the evening. I just want to read all of the messages from my friends ... and play games ... and watch videos!

C



I never take the right things for the day. I do my homework on time, but then I forget to bring it to school! And I often forget my calculator for Maths or my trainers for PE.

D



I can't remember the dates of tests. I'm often late with homework too. I don't remember when the teachers need it.

2 Discuss the questions with the class.

- 1 Are you sometimes stressed about schoolwork? Why?/Why not?
- 2 What things make you feel stressed? Use these ideas or think of your own.

feeling tired forgetting something
homework problems with other students
teachers tests

3 In pairs, discuss which tips are useful for students A–D. Then think of more useful tips.

Find a quiet place at home to do your homework.

Separate a big task into a few small tasks.

Write important dates in a diary or a phone calendar.

Pack your school bag every evening, ready for the next day.

Put your phone in a different room or don't look at your messages.

Write notes or draw pictures to help you remember what things you need for school.

Use notifications on your phone so you don't forget important dates.

Take notes in lessons and read them in the evenings.



Future Skills:
Self-management
(planning)



Sustainable Goal:
To ensure quality education and promote
lifelong learning for all

Get organised

Step 2 Analyse

4 Do the quiz. Answer *always*, *sometimes* or *never*.

HOW SCHOOL-SMART ARE YOU?

How often do you ...

- 1 leave your homework to the last minute?
- 2 study for a test at the last minute?
- 3 forget about a homework task or a test?
- 4 bring the wrong books to school?
- 5 lose your lesson notes?
- 6 play games when you are studying?
- 7 finish your homework late?
- 8 worry about schoolwork?



5 Calculate your result. In pairs, ask for and give advice.
Use expressions from the Useful Phrases box.

Score

- 1 point for each *always* answer
- 2 points for each *sometimes* answer
- 3 points for each *never* answer

Results

- 8–11 points: You need some study help – fast!
- 12–19 points: Not bad, but you can be smarter.
- 20–24 points: You're a very smart student!

A: *I get stressed because I always leave my homework to the last minute. What can I do?*

B: *Why don't you plan a time and place for homework every day?*

A: *That's a good idea. Thanks.*

Step 3 Prepare

Resource: a problem-solution chart

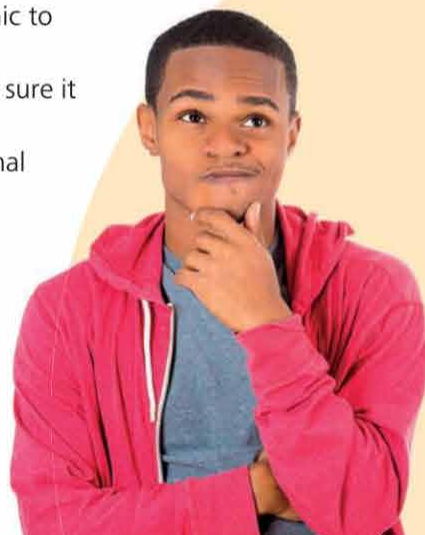


6 Make an infographic with useful school and study tips.
Follow these instructions.

- First, complete the problem-solution chart with your ideas. Think about school in general and studying. The solutions are your tips.
- Decide what type of infographic to make. Search online for ideas.
- Create your infographic. Make sure it is visual, clear and interesting.
- **PEER REVIEW** Exchange your final draft with another student for feedback.

Step 4 Present

7 Present your infographic to the class.



USEFUL TIPS

To do well at school and feel more relaxed, it's important to plan and organise yourself and your things.

Focus on what's important.

Develop good habits and build a routine.

Tidy your room or study area regularly.

Make to-do lists, and plan a day and time to do each task.

Always put things in the same place.

Plan a positive balance of study and free time.

USEFUL PHRASES

- I get stressed because I ...
- What can I do?
- Can you give me some advice so I don't ...?
- Why don't you ...?
- I think writing/doing/studying/packing ... is a good idea.
- That's a good idea. Thanks.
- I can't do that because ...
- I've got the same problem. Let's ask somebody else.

REFLECTION TIME

Think about the task and answer the questions.

- Is your infographic clear and interesting?
- Can you plan and be more organised now?
- Can you give and respond to advice?
- Can you identify solutions for school-related problems?
- Do you use language from Units 3 and 4? Give examples.

The sound of music

5

VOCABULARY

Musical instruments | Types of music | Opinion adjectives |
Live music | Enjoying live music

GRAMMAR

Comparatives, (not) as ... as | Superlatives

COMMUNICATION

Suggestions | Messages

FUTURE SKILLS

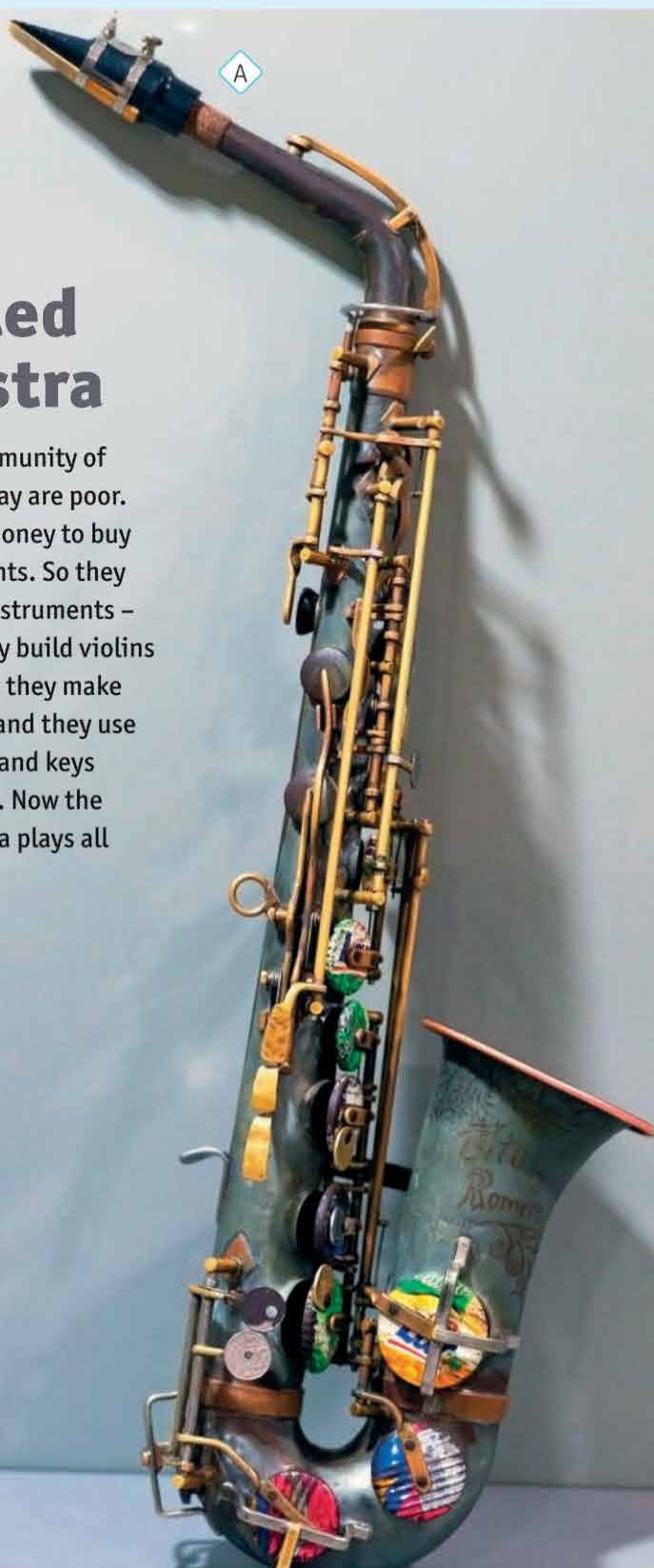
Critical Thinking (Challenges) | Self-management (Making decisions) | Creativity (A digital poster)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

The Recycled Orchestra

People in the community of Cateura in Paraguay are poor. They don't have money to buy musical instruments. So they make their own instruments – from rubbish! They build violins from metal boxes, they make guitars from tins and they use old spoons, coins and keys to make trumpets. Now the Recycled Orchestra plays all over the world!



- 1 Look at the photos and read the text. What do the musicians use to make the instruments?

- 2 5.01 **I KNOW** Study and listen to the Vocabulary A box. Match instruments A–G with seven of these words. Can you add more instruments to the list?

A – *saxophone*

VOCABULARY A Musical instruments

bass guitar cello drums flute guitar harp
keyboards piano saxophone trumpet violin

- 3 5.02 Listen and write the names of the instruments you hear.

1 – *piano*

- 4 5.03 Study and listen to the Vocabulary B box. What are your favourite types of music?

VOCABULARY B Types of music

classical country folk hip-hop jazz
pop R&B rap reggae rock techno

- 5 Complete the descriptions with words from the Vocabulary A and B boxes.



Sheku Kanneh-Mason is a ¹ *classical* musician. He plays the ² *c(...)*.

Lizzo is a ³ *h(...)-h(...)* singer and songwriter. She plays the ⁴ *f(...)*.



Daniel Platzman plays the ⁵ *d(...)* in the American ⁶ *r(...)* band Imagine Dragons.

- 6 5.04 Listen to the dialogue. Who is Mia thinking of? Go to page 155 and check.

- 7 In pairs, do the quiz. Go to page 155 and check your answers.



- The Big Music Quiz**
- What type of music is the boy in Photo A dancing to?
a folk **b hip-hop** c jazz
 - How many strings has a bass guitar got?
a four b six c eight
 - Who sings *No Time to Die*, the title song of the James Bond film?
a Adele b Billie Eilish c Sam Smith
 - A ukulele is a type of small ...
a flute. b trumpet. c guitar.
 - What type of music is Bob Marley famous for?
a rock b rap c reggae
 - A group of three musicians or singers is called ...
a a trio. b a duo. c a quartet.
 - School of ...* is a film and musical about a teacher and a group of young musicians.
a Rock b Rap c Jazz
 - What type of music are the people in Photo B dancing to?
a techno b R&B c country

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

- What instruments can you play?
- What instrument do you want to learn to play?
- Can any of your friends play an instrument?
- What kind of music do you listen to?
- Do you follow any singers, musicians or groups on social media?

BBC VIDEO

- 23 Watch six people talking about music. Write down the instruments, types of music and musicians they mention.

STREET TALK

SEARCH FOR A STAR

Don't miss Saturday's final of the exciting TV talent show *Search for a Star*!



Our two finalists, Jaden and Louis, sing, dance and act for the last time. Then it's your turn to vote for the winner!

The prize: to star in the new theatre musical, *High School Rock*.

Who do you want to win? Write and tell us!



Esme 12.57, 27 April

Louis is not as good as Jaden. Jaden's got a stronger voice than Louis and he's a more exciting dancer. I want him to win.

Max 17.34, 27 April

My vote is for Louis. He's a great actor. He's funnier and more confident than Jaden.

Ruby 21.16, 27 April

They're both amazing. Jaden is as good as Louis, but I think Louis is more relaxed in front of an audience.

Josh 18.25, 28 April

Jaden's shyer than Louis, but he's got a more interesting voice and I think he's a better actor.

Comments



Jaden



Louis

4 Look at the judges' notes. Make sentences to compare Jaden and Louis. Use these phrases.

be a good dancer be confident be nervous
be tall be young have got a nice voice

	Jaden (23, 1.73 m)	Louis (22, 1.81 m)
Singing	10/10 Very nice voice!	9/10 A little quiet
Acting	9/10 Sometimes nervous	10/10 Very confident!
Dancing	10/10 Amazing dancer!	9/10 Some good moves

Jaden is a better dancer than Louis.

5 Study the Grammar B box. Find examples in the comments in Exercise 1. Then, rewrite the sentences with (not) as ... as.

GRAMMAR B (not) as ... as

We use *as ... as* for things that are equal or the same. Jaden is *as exciting as* Louis.

We use *(not) as ... as* for things that are not equal or the same. Louis is *not/isn't as old as* Jaden.

VIDEO 24 Grammar Animation

- 5.05 Read the online post and comments. What type of programme is *Search for a Star*?
- Study the Grammar A box. Find examples of comparatives in the comments.

GRAMMAR A Comparatives

Adjective	Comparative
shy happy good	shyer happier better
brave relaxed bad	braver more relaxed worse
sad difficult	sadder more difficult

Jaden is *shyer than* Louis.

- Complete the sentences with the comparative form of the adjectives in brackets.
 - Shawn Mendes is *younger* (young) than Camila Cabello.
 - Taylor Swift is (...) (tall) than Selena Gomez.
 - Ballet is (...) (old) than street dance.
 - Rock is (...) (popular) than jazz.
 - The harp is (...) (difficult) to learn than the drums.
 - A lot of pop songs are (...) (happy) than rap songs.

- Sam Smith is younger than James Bay.
James Bay isn't as young as Sam Smith.
- Ed Sheeran is taller than Rosalía.
- U2 is more successful than AC/DC.
- Lady Gaga's videos are good. Adele's videos are good too.
- A lot of pop songs are happier than rap songs.

- CHALLENGE** Write six sentences about singers/bands in your country. Use comparative adjectives and *(not) as ... as*. Use adjectives in the box to help you.

bad boring cheap cool exciting expensive
famous funny good modern nice old popular

Rosalía is more popular than Edurne.

- 1 Do you sometimes go to music concerts? What type of concerts do you go to?
- 2  Read the title and introduction to the article. What do teenagers do in The Teenage Challenge? What is Hannah's challenge?



The Teenage Challenge

Do you like trying new things? Every week on The Teenage Challenge, a different teenager tries something new. This week, it's fifteen-year-old Hannah. Her challenge

- 5 is to go to a classical music concert.

BEFORE THE CHALLENGE

What type of music do you like, Hannah?

- R&B is cool, pop music is all right, but my favourite is rap. It's fast, fun and loud! I never
- 10 listen to classical music, so I've got no idea what it's like. My friends think it's terrible. They say it's boring and they think this challenge is hard!

THE DAY OF THE CHALLENGE

What's happening, Hannah?

- 15 I'm at the concert hall. It's a fantastic building. I'm really excited! There are people of all ages, but most of them are older. A lot of people are wearing smart clothes, but not me! The lights are going down and the musicians are getting
- 20 ready to start. See you later!

AFTER THE CHALLENGE

What do you think of classical music now?

- I quite like it! It's more interesting than pop music and more relaxing than rap. It's quieter
- 25 and you have time to think. Do I want to go again? Maybe, but I still prefer rap!

- 3  5.06 Read and listen to the article. Correct the underlined information with words and phrases from the article.

- The Teenage Challenge is on TV once a year. *every week*
- Hannah's challenge is to play in a classical music concert.
- Hannah likes pop music best.
- Friends tell her that classical music is loud and fun.
- Many people in the audience are younger than her.
- Now Hannah thinks classical music helps you sleep.

- 4  5.07 Study and listen to the Vocabulary box. Which of the adjectives are not in the article? Then complete the table with these adjectives.

VOCABULARY Opinion adjectives

all right boring brilliant cool fantastic fun great
hard interesting OK terrible

+	+/-	-
<i>brilliant</i>	<i>all right</i>	<i>boring</i>

- 5  In pairs, compare these things. Use adjectives from the Vocabulary box.

- rock music – dance music
- pop music – jazz music
- action films – nature programmes
- the violin – the guitar
- watching TV – playing video games

A: *I think rock music is boring. Dance music is better.*

B: *I prefer rock music. I think dance music is terrible. You can't relax when you listen to it.*

THINKING TIME

EVALUATE

Do you think Hannah's challenge is difficult?

EXPLORE

Choose a type of music you don't know or don't like.

- Listen to an example a number of times.
- Write down some opinion adjectives.
- Do you still have the same opinion?

CREATE

Tell the class about your challenge.



- 1 Look at the photo. What instrument does Mateo want to buy?
- 2 25 5.08 Watch or listen and answer the questions.
 - 1 What's the problem with the first guitar?
 - 2 What's the problem with the other guitars?
- 3 Does Mateo make a good decision in the guitar shop? Why?/Why not?

FUTURE SKILLS



Which sentences are true for you? Discuss in groups. What's the best thing to do?

When I go shopping, ...

- I buy from the first shop I visit.
- I compare prices at different shops/online.
- I don't really look at prices.
- I think before I buy something.

- 4 Study sentences 1–6 with superlatives from the dialogue in Exercise 1. Decide if the options a and b are true or false.
To make superlatives:
 - a you use the definite article *the*.
 - b you add *-est* to all adjectives.
 - 1 This is **the cheapest** guitar.
 - 2 That's **the most expensive** guitar in the shop!
 - 3 It's also **the coolest**!
 - 4 What's **the best** guitar for beginners?
 - 5 **The worst** thing is to buy a guitar now.
 - 6 **The lowest** prices are often online.

- 5 Study and complete the Grammar box with words in blue from Exercise 4.

GRAMMAR Superlatives

Adjective	Comparative	Superlative
cool	cooler	the ¹ (...)
low	lower	the ² (...)
cheap	cheaper	the ³ (...)
nice	nicer	the nicest
big	bigger	the biggest
easy	easier	the easiest
expensive	more expensive	the ⁴ (...) (...)
good	better	the ⁵ (...)
bad	worse	the ⁶ (...)

VIDEO 26 Grammar Animation

- 6 Make sentences with superlatives. Do you agree with the sentences?
 - 1 February is (bad/month) of the year.
February is the worst month of the year.
I agree./I don't agree.
 - 2 English is (difficult/language) to learn.
 - 3 The guitar is (easy/instrument) to play.
 - 4 Classical music is (good/type) of music.
 - 5 The Torre de Cristal is (tall/building) in Spain.
 - 6 Taylor Swift is (famous/singer) in the world.
- 7 Complete the sentences with the superlative form of these adjectives.

big expensive fast ~~long~~ old

 - 1 The **longest** opera is German. It's more than fifteen hours long!
 - 2 The world's (...) musical instrument is a violin. It's worth \$16 million.
 - 3 The (...) instrument is a flute from Slovenia. It's more than 43,000 years old.
 - 4 The world's (...) drummer can hit the drums 1,208 times in one minute!
 - 5 The (...) violin in the world is more than four metres tall. You need three people to play it!
- 8 **CHALLENGE** Write five sentences about your family and friends. Use these ideas to help you. Then compare with a partner.

fast runner funny good singer long hair old short hair tall unusual name

My friend Ahmet is the funniest person I know.
My dad is the best singer in the family.

- 1 Look at the poster for Make Music Day. Where are the musicians? What instruments are they playing?



- 2 5.09 Study and listen to the Vocabulary box. Check you understand the words.

VOCABULARY Live music

audience band concert group orchestra
singer stage (street) musician

- 3 5.10 Choose the correct option. Listen and check.

In a typical pop ¹ audience / concert, the singer and the band play on a ² concert / stage. They're higher up than the ³ audience / group. It's different for the ⁴ band / orchestra in a classical music concert, of course. And it's different for ⁵ singers / street musicians too. They're right next to the audience.

- 4 5.11 Listen to a radio programme about Make Music Day and answer the questions.

- 1 What happens on Make Music Day?
- 2 Is it popular?

- 5 5.11 Listen again and complete the notes with a word or a short phrase.

Make Music Day (MMD)

Date: ¹(...)

First MMD: Country: France
Year: ²(...)

People play music: in streets, in ³(...), at home

Takes place in: more than 1,000 cities
in ⁴(...) countries

More information: visit www.makemusicday.org
or by ⁵(...)

- 6 In pairs, discuss the questions.

- 1 What do you like about Make Music Day?
- 2 Would you like to organise a Make Music Day in your country? Why?/Why not?

- 7 5.12 **WORD FRIENDS** Complete the questions with these verbs about enjoying live music. Listen and check.

buy enjoy go play practise see

- 1 What kind of live music do you enjoy the most?
- 2 How often do you (...) to concerts?
- 3 Do you ever (...) concert tickets online?
- 4 Which group or singer do you most want to (...) in a live concert?
- 5 Where do street musicians (...) music in your town?

- 8 In pairs, ask and answer the questions in Exercise 7.

A: *What kind of live music do you enjoy the most?*

B: *I really enjoy classical music concerts and operas.*

VIDEO



EVERYDAY ENGLISH

- Mia: Let's move this chair and film it here. There's lots of space.
- Noah: Hmm, I'm not sure. It's a bit dark there.
- Mia: What do you suggest?
- Noah: Why don't we film it in the garden? The light's better.
- Mia: OK, why not? What about clothes? How about this black top, Lena?
- Noah: I'm not sure that's a good idea. Bright colours are better.
- Mia: How about this red T-shirt?
- Noah: Great idea! It's perfect! Now, for make-up ...
- Lena: Excuse me, guys. Can I make a suggestion?
- Noah: Yes, of course.
- Lena: Why don't you just point the camera and film? This isn't Hollywood!
- Mia: Oh, yes, Lena, you're right!
- Lena: I really want to put my new song online tonight.
- Mia: No problem.
- Noah: Yes, sorry, Lena! ... Perhaps just this hat?
- Lena: No, Noah!

SOUNDS GOOD!

Excuse me, guys. • You're right!

- 1 27 5.13 Watch or listen and answer the questions.

- 1 Why does Noah want to film the video in the garden?
- 2 Why does Lena say, 'This isn't Hollywood'?
- 3 Why does Lena want to make a video?

- 2 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Suggestions

Asking for suggestions

What do you suggest?

Have you got any (other) suggestions?

Making suggestions

Can I make a suggestion?

Why don't you/we ... ?

How/What about ... ?

Let's ...

Responding to suggestions

Sure./Yes, of course.

OK, why not?/Great idea!

Maybe./Perhaps./I'm not sure.

I don't think that's a good idea.



- 3 5.14 Complete the dialogue with one word in each gap. Use the Speaking box to help you. Listen and check.

Mark: It's Make Music Day tomorrow. What can we do? Have you got any ¹ *suggestions*?

Sue: Hmm ... ² (...) don't we have a party in your garden?

Mark: OK, why ³ (...) ? Emma can play her guitar and we can all sing!

Sue: Great idea! ⁴ (...) invite Holly too.

Mark: Sure! What ⁵ (...) a barbecue? We can buy some food.

Sue: What do you ⁶ (...) ?

Mark: Chicken, baked potatoes, salad, ...

Sue: Cool. Why ⁷ (...) you ask your parents tonight?

Mark: Oh, yes, of ⁸ (...) !

- 4 5.15 Listen to five suggestions. Respond with phrases from the Speaking box.

1 *Yes, of course.*

SPEAKING TIME

Work in pairs. Student A, follow these instructions. Student B, go to page 155.

- 1 Read these situations to Student B. Respond to his/her suggestions.

- I've got an English exam tomorrow.
- I'm a little bit hungry.

- 2 Listen to Student B's situations. Make suggestions. Use these ideas or your own.

- listen to music/read a book
- buy a ticket for a concert/get a book

1 Do you often message your friends or family? How often?

2  Read the messages and answer the questions.

- 1 When is the Twenty One Pilots concert?
- 2 How much are the tickets?
- 3 How many tickets does Jake need to buy?

3 Study the Writing box. In pairs, find examples for each point in the messages.

WRITING Text messages

To make messages shorter, you can:

- leave out some words, e.g. *I, you, there's, there are, a/an, the, am/are, do, have.*
Twenty One Pilots concert at Brighton Centre = There's a Twenty One Pilots concert at the Brighton Centre.
Having a great time! = I'm having a great time!
- use symbols, letters and numbers to replace words.
@ = at; 2 = to/too; 4 = for; b = be; c = see; u = you; r = are; y = why
- leave out some letters in words.
plz = please; thx = thanks; sry = sorry; cnt = can't
- use acronyms for phrases.
Kk = Okay; idk = I don't know; gtg = I have to go

4 Make the messages shorter. Use the Writing box to help you.

- 1 I can't go out tonight. Sorry.
Cnt go out 2night. Sry.
- 2 I've got the tickets for the concert.
- 3 Are you at home?
- 4 Do you want to meet later?
- 5 Sorry, I have to go.
- 6 I'm waiting for you.

5 Study the Language box. Match emojis a–f with meanings 1–6. What other emojis do you use?

LANGUAGE Emojis

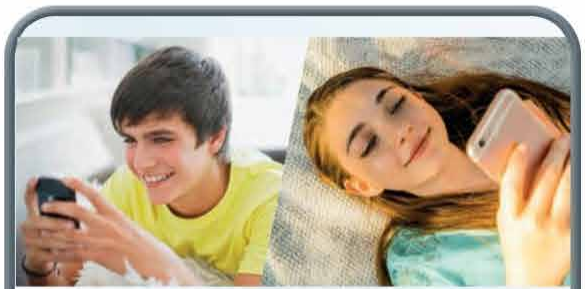
In text messages, we often use emojis instead of words.

a  b  c  d  e  f 

- | | |
|----------------------|-----------------------------|
| 1 I love it/you! c | 4 I'm happy. |
| 2 I'm sad. | 5 Very funny!/I'm laughing. |
| 3 Please./Thank you. | 6 Yes./OK./I like this. |

6 Now write out messages 1 and 4 in Exercise 2 in full.

Great news! I'm happy! There's a Twenty One Pilots concert ...



Jake 18.12

1

Great news! 😊 Twenty One Pilots concert @ Brighton Centre on Fri 3 April @ 7.30. Tickets r £25. U can buy them online. Want 2 go?

Martha 18.14

2

Yes! Can u get tickets 4 me and my sister, plz?

Jake 18.15

3

Kk, can get them today.

Martha 18.17

4

Thx. Cnt wait! Twenty One Pilots r best band ever! 😍 Cu there!

WRITING TIME

 Write a message to a partner. Suggest an event you can go to together. Then swap messages and reply.

FIND IDEAS

Make notes for your message. Think about:

- what the event is (a sports event, a concert, a play, etc.)
- when and where it is
- how much the tickets are

PLAN

Organise your ideas. Use message 1 in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft message. Use the Writing box and the Language box to make it shorter.
- Share your message with another student for feedback.
- Write the final version of your message.

CHECK

- Check language: are the symbols and abbreviations correct? Is the message short?
- Check grammar: can you leave out some words and keep the message clear?

WORDLIST

5.16

Musical instruments

bass guitar (n)
cello (n)
drums (n)
flute (n)
guitar (n)
harp (n)
keyboards (n)
piano (n)
saxophone (n)
trumpet (n)
violin (n)

Types of music

classical (music) (n)
country (music) (n)
folk (music) (n)
hip-hop (n)
jazz (n)
pop (n)
R&B (n)
rap (n)
reggae (n)
rock (n)
techno (n)

Opinion adjectives

all right
boring
brilliant
cool
fantastic
fun
great
hard
interesting
OK
terrible

Live music

audience (n)
band (n)
concert (n)
group (n)
orchestra (n)
singer (n)
stage (n)
(street) musician (n)

Word friends

(enjoying live music)

buy (concert) tickets (phr)
enjoy music (phr)
go to a concert (phr)
play music (phr)
see a group/singer (in a live concert) (phr)

EXTRA WORDS

act (v)
actor (n)
amazing (adj)
atmosphere (n)
beginner (n)
cheap (adj)
concert hall (n)
dance (v)
dancer (n)
difficult (adj)
expensive (adj)
famous (adj)
fast (adj)
funny (adj)

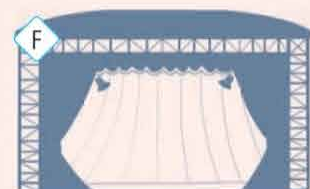
guitarist (n)
invite (v)
loud (adj)
make a video (phr)
modern (adj)
musical (adj)
musical instrument (n)
popular (adj)
price (n)
prize (n)
professional (musician) (adj)
quiet (adj)
relaxing (adj)
sing (v)
song (n)
songwriter (n)
star (n)
string (n)
(talent) show (n)
take place in (phr)
voice (n)
vote for something/
someone (phr)
win (v)

1 Use the wordlist to find these things.

- three musical instruments you play with your mouth and hands *flute, ...*
- a small instrument with four strings
- another word for *fantastic*
- a type of music that comes from Jamaica
- an adjective that means *very bad*

2 Match the pictures with live music words from the wordlist.

A – singer



3 In pairs, take turns to guess your partner's opinion about these things. Use opinion adjectives from the wordlist.

- R&B music
- classical music
- music lessons
- talent shows on TV
- musicals
- ballet dancing

A: *You think R&B music is terrible.*

B: *False – I think it's great.*

4 In pairs, talk about these things. Use words from the wordlist.

- types of music you like/don't like
- places you like to go to listen to music

A: *I like to listen to classical music in a concert hall. What about you?*

B: *I like to go to talent shows to listen to new music.*

5 CHALLENGE Match words and phrases from the Extra words list with the definitions.

- The opposite of *cheap*. *expensive*
- Someone who writes words and music.
- A musician in a band.
- The opposite of *quiet*.
- When you show your support for something/someone.
- A place where you can hear music.
- An adjective similar to *quick*.
- What you get when you win something.



VOCABULARY

1 Complete the text with these words.

band brilliant buy concert enjoy
play rock see

I love music, but I don't ¹ (...) an instrument.
My parents ² (...) music too and they often
³ (...) tickets for concerts. I like ⁴ (...) music.
For my birthday, I want to go to a ⁵ (...).
I want to ⁶ (...) Metal Panda – they're the best
rock ⁷ (...) in the world! The singer is ⁸ (...).

2 Complete the words in the blog.



CLEAN BANDIT

In a typical pop ¹ **g**(...), there is a ² **s**(...),
a drummer, two ³ **g**(...) players and a ⁴ **b**(...)
guitarist. But Clean Bandit are not a typical
pop group! They mix pop music with classical
music. They use guitars and ⁵ **d**(...), but they
also play the ⁶ **k**(...) and the singer plays the
cello. She's great! I love being in the ⁷ **a**(...) at
a Clean Bandit ⁸ **c**(...). It's a fantastic evening!

3 Complete the questionnaire with these words.

enjoy go musicians orchestra
play see singer

Music questionnaire

- Who in your family can (...) a musical instrument?
- Do any of your friends play in a school (...) or group?
- Who's your favourite (...)?
Does he/she sing in a band?
- What do you think of street (...)?
Do you like the music they play?
- Do you sometimes (...) to concerts?
- Who would you like to (...) in a concert?
- Do you (...) listening to classical music?

4 **CHALLENGE** Answer the questions in the music questionnaire in Exercise 3.

GRAMMAR

5 Complete the post with the comparative form of the adjectives in brackets.

Ask the music experts!

Have you got a question about music? Our experts are here to help you. This week's question is from thirteen-year-old Maisie Saunders from Edinburgh.

Hi! I want to learn an instrument, but I can't decide between the trumpet and the saxophone. Which is better?

Good question, Maisie! A lot of people say that the saxophone is ¹ (...) (quick) to learn than the trumpet, so it's ² (...) (good) for beginners. But a saxophone is ³ (...) (heavy) and usually ⁴ (...) (expensive) than a trumpet. The trumpet is ⁵ (...) (small), so it's ⁶ (...) (easy) to carry to lessons.

They're both great instruments! Write and tell us what you decide and good luck!

6 Complete the questions with the superlative form of the adjectives in brackets. Then answer the questions.

- Who is (...) (bad) singer in your family?
- Who is (...) (funny) person in your school?
- What is (...) (interesting) programme on TV right now?
- What is (...) (good) pop group in the world?
- Who is (...) (successful) singer from your country?
- Who is (...) (tall) person you know?

7 Complete the dialogue with these words. There are two extra words.

as better good isn't (x2) more than

Stacey: Let's choose some music. How about reggae?

Mo: Reggae ¹ (...) as cool ² (...) jazz.

Stacey: I disagree. I think reggae is as ³ (...) as jazz, but classical music is ⁴ (...).

Mo: Well, classical music ⁵ (...) as boring as country, but I still think it's terrible.

8 **CHALLENGE** Write three sentences giving your opinion about music. Include:

- one sentence with a comparative adjective.
- one sentence with a superlative adjective.
- one sentence with (not) as ... as.

DICTATION

9 5.17 Listen. Then listen again and write down what you hear during each pause.



Why learn an instrument?

Many children learn to play an instrument when they are young. In the UK today, seventy-six percent of children do this. The most popular instrument to learn is the keyboard. And playing a musical instrument is good for us. Why?

- A** Scientists think that people who play an instrument become more intelligent. It changes their brain. They have a better memory and get better marks in tests.
- B** Playing an instrument also helps with physical things. When we learn to play an instrument, the brain sends quicker messages to our body and our hearing can get better too.
- C** It's relaxing. When we play an instrument, we put our feelings into the music. And if we're worried, music helps us.
- D** We can play with other people. It's good to learn how to work together in a team. That's important for when we get a job.
- E** It's fun and exciting. People listen to music and they're happy. It's a great feeling – to make people happy with music.

So why are you waiting? Learn to play an instrument and change your life!

become (v) begin to be

brain (n) the part inside your head that makes you think and feel

hearing (n) the ability to hear

intelligent (adj) able to learn and understand easily

physical (adj) connected to the body

- 1** **VISIBLE THINKING** In pairs, look at the photos and discuss the questions.

THINK

- 1 What instruments are the people playing?
- 2 What instruments are popular with young people in your country?

WONDER

- 3 What would you like to know about musical instruments? Choose one of these questions or write your own question.
 - a Which are the easiest/most difficult to learn?
 - b Is playing an instrument good for you?

EXPLORE

- 4 Where do you think you can find answers to the questions in point 3?
 - ask your music teacher
 - learn to play music
 - find a website
 - talk to people

- 2** **5.18** Read the article. Which question from Exercise 1 does it answer?

- 3** Read the article again. Decide which sentences are true.

People who can play an instrument:

- 1 can remember lots of things.
- 2 can move fast.
- 3 can hear well.
- 4 are never worried.
- 5 can work well with other people.

- 4** Do you think that everyone should have to learn to play an instrument at school. Why?/Why not? Discuss in pairs.



5 In pairs, look at the photo and find these things.

- musicians
- a baton
- the conductor
- a trumpet
- a cello
- a drum

6 **28** Watch a TV programme about a musician and answer the questions.

- 1 Why is Kyungho sad?
- 2 Why can't he play in an orchestra?
- 3 What new thing can help him?
- 4 How many musicians are playing in the concert?
- 5 Are all the musicians in the orchestra blind?
- 6 How was the concert?

7 **28** Watch the video again. Choose the correct answer.

- 1 Vahakn and his father ...
 - a are disabled musicians.
 - b help disabled musicians.
- 2 The baton helps Kyungho because ...
 - a he can feel what the conductor is doing.
 - b it's easier to see.
- 3 The concert is the first time that Kyungho ...
 - a plays in front of an audience.
 - b plays with an orchestra and a conductor.

8 Would you like to hear this orchestra perform? Why?/Why not? Discuss in pairs.

PROJECT TIME

In groups of four, make a digital poster about people with disabilities who stand out in sport, music, film and/or painting. Follow these steps.

- 1** In your group, choose the disabled sportsperson, musician, actor/actress or artist and find out information about him/her.
- 2** Complete your part of the survey.
- 3** In your group, create your poster. You can use an online poster-maker app or website.
- 4** Share your poster with the class.

SUSTAINABLE
DEVELOPMENT
GOALS



10 REDUCED
INEQUALITIES

To ensure that countries reduce inequalities based on income, sex, age, disability, sexual orientation, race, class, ethnicity, religion and opportunity.

What can we do?



Discuss this statement:

Global inequality affects us all, no matter who we are or where we are from.

Game on!

6

VOCABULARY

Sports | Sportspeople | Places to play sport | Sports competitions |
Collocations: Sports / Interests and hobbies

GRAMMAR

was/were | *there was/there were* | Past Simple affirmative (regular and irregular verbs)

COMMUNICATION

Talking about hobbies and interests | A report

FUTURE SKILLS



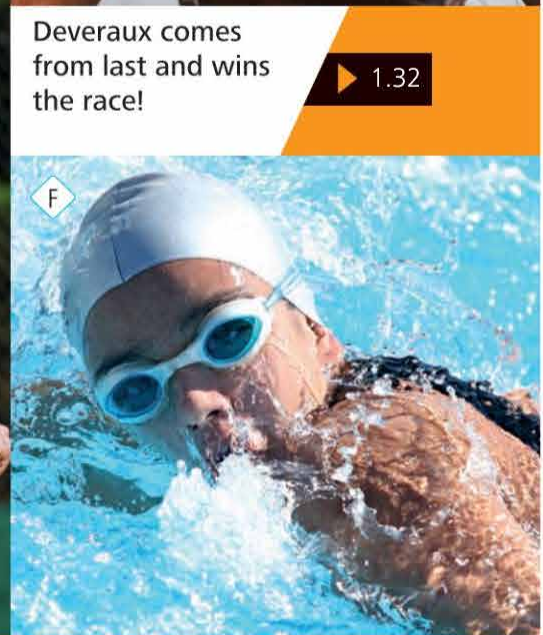
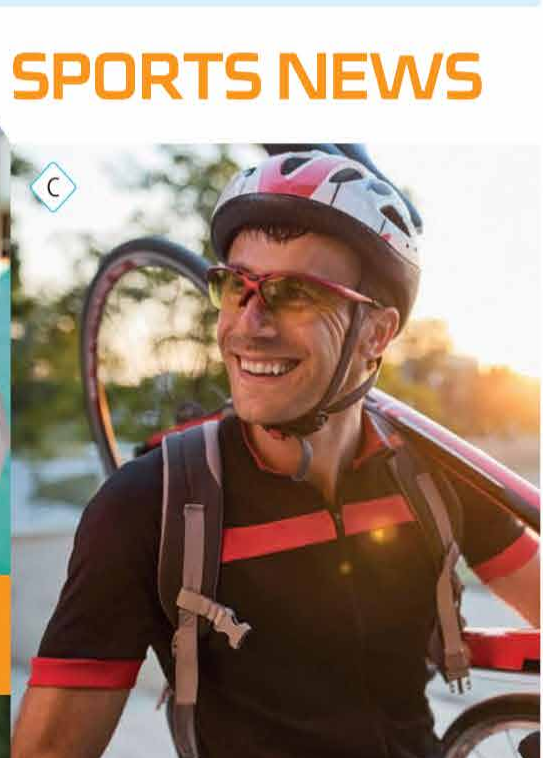
Critical Thinking (Fun facts) | Social Responsibility (Making mistakes) | Creativity and Social Responsibility (Write a poem)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English

SPORTS NEWS



Di Angeli: 'It's great to be back!'

▶ 2.30

Collins is closer to the Olympics

▶ 0.25

Deveraux comes from last and wins the race!

▶ 1.32

Lewis scores three points for New City

▶ 0.20

Castelo plays his last match

▶ 0.50

Wallis wins a gold medal for England

▶ 1.25

1 **I KNOW** Close your books. How many sports do you know? In pairs, make a list.

2 **6.01** Study and listen to the Vocabulary A box. Match the sports with photos A–F.

A – *skiing*

VOCABULARY A Sports

baseball basketball cycling football ice hockey
ice-skating judo roller skating running skiing
swimming tennis volleyball

3 Look at the Sports News website. Which are your favourite sports to watch? And to play?

My favourite sports to watch are ...

4 **6.02** Study and listen to the Vocabulary B box. Match the sportspeople with the sports in the Vocabulary A box. Which words can go with more than one sport?

cyclist – cycling

VOCABULARY B Sportspeople

cyclist player runner skater skier swimmer

5 Complete the questions in the quiz with the correct form of words from the Vocabulary B box.

SPORTS QUIZ

- To win the (...), *cyclists* do about 9,100 km in twenty-five days.
a Tour de France b Cycle UK c Trans-Siberian Extreme
- Michael Phelps is an American (...). How many Olympic swimming gold medals has he got?
a twenty-three b eight c eighteen
- Usain Bolt is a very fast (...). He's a world champion. Where does he come from?
a the USA b Ethiopia c Jamaica
- When they race, ice (...) can go up to ...
a 53 km/h. b 10 km/h. c 24 km/h.
- The first European (...) came from Norway. There are drawings of people skiing from ...
a 40 BC. b 400 BC. c 4000 BC.
- Who is NOT one of the top 100 football (...) of all time?
a Novak Djokovic b Pelé c David Beckham



6 **...** In groups, do the quiz in Exercise 5. Go to page 156 and check your answers.

7 **6.03 WORD FRIENDS** Complete the collocations with verbs from the Sports News website. Listen and check.

- (...) a match/a sport
- (...) a (gold) medal/a race
- (...) a goal/a point

8 **6.04** Complete the blog with the correct form of words from Exercise 7. Listen and check.

What role does sport play in your life?



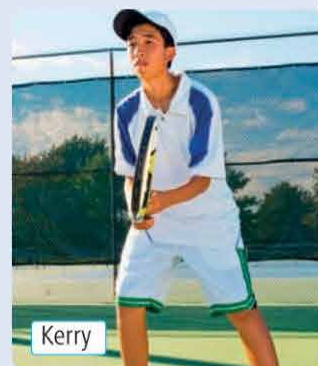
Chris



Erika



Beth



Kerry

Chris: Sport is in our family! I play basketball at school. I often ¹ *score* points for my team. My brother is a professional footballer. He's brilliant! He usually scores one or two ² (...) in a match!

Erika: I'm an ice-skater. I train every day – early in the morning before school and then again after school. My dream is to win a gold ³ (...) in the Olympics!

Beth: Cycling is my life! I really want to win a big ⁴ (...) one day, like the UCI Women's World Tour.

Kerry: I'm new to sport. My cousin is teaching me how to ⁵ (...) tennis. It's quite hard, but I'm learning fast.

9 **CHALLENGE** What role does sport play in your life? Write your own entry to the blog in Exercise 8.

- 1 6.05 Read and listen to the interview. Find information about these things.

- | | |
|-------------------|---------------|
| 1 year | 4 crowd |
| 2 country | 5 final score |
| 3 number of teams | 6 champions |



Women's football

An interview with PE teacher Ms Dilks

By Jo Bisset

- Jo:** When was the first Women's Football World Cup?
Ms D: It was in 1991.
Jo: Was it in Europe?
Ms D: No, it wasn't. It was in China.
Jo: How many teams were there?
Ms D: There were twelve teams.
Jo: Which teams were in the final?
Ms D: It was Norway vs the USA.
Jo: Was there a big crowd?
Ms D: Yes, there was. There were 63,000 people in the stadium.
Jo: What was the final score?
Ms D: It was 2–1 to the USA.
Jo: Were you there?
Ms D: No, I wasn't! I was born in 1990. I was only one year old in 1991!

- 2 Study the Grammar box. Find examples of *was/were* and *there was/there were* in the interview.

GRAMMAR

*was/were,
there was/there were*

+	–
I was in China. We were happy.	She wasn't in Brazil. They weren't sad.
?	Short answers
Were you there?	Yes, I was ./No, I wasn't .
Where was the match?	

there is/isn't → there **was/wasn't**
 there are/aren't → there **were/weren't**

- 3 6.06 Complete the second part of the interview with the correct form of *was/were*. Listen and check.

Jo: Who's the best female footballer in the world?

Ms D: The American Megan Rapinoe, in my opinion. She ¹ **was** the best player in the 2019 World Cup.

Jo: ² (...) the 2019 World Cup in the USA?

Ms D: No, it ³ (...). It ⁴ (...) in France.

Jo: Which teams ⁵ (...) in the final?

Ms D: The USA vs the Netherlands. The final score ⁶ (...) 2–0.



- 4 Complete the dialogue between Emily and her grandmother with the correct form of *there was/there were*.

Emily: ¹ **Was there** a girls' football team at your school, Gran?

Gran: No, ² (...). But ³ (...) a hockey team.

Emily: ⁴ (...) any boys in your hockey team?

Gran: No, ⁵ (...) because ⁶ (...) a boys' hockey team and a girls' hockey team. Every year ⁷ (...) a hockey match – girls vs boys. It was great fun!

- 5 6.07 Choose the correct option to complete the questions about a sports match. Listen and check.

- What sport **was/were** it?
- The match **was** / **Was the match** in a stadium?
- When **was** / **were** the match?
- How many players **was** / **were** there?
- There was** / **Was there** a big crowd?
- What **was** / **wasn't** the final score?
- Was** / **Were** you the best player?
- Was** / **Were** there a prize?

- 6 **CHALLENGE** In pairs, use the questions in Exercise 5 to ask and answer about a time when you were a player in a sports match.

A: What sport was it?

B: It was volleyball.

A: Was the match in a stadium?

B: No, it wasn't. It was in a gym at school.

1 What sports are popular in your country? Do you know any unusual sports?

2 6.08 Check you understand these words. Then read and listen to the article. What is each text 1–3 about?

basket cage chase away date back to hole
keep away from medal pigeon

3 Read the article again and answer the questions.

- Where does Rufus 'work'? *At Wimbledon.*
- Who was the first 'bird chaser'?
- How many players were there in early basketball teams?
- Who was inside the cage on basketball courts?
- What can't cycle ball players use?
- How old is cycle ball?

4 6.09 Study and listen to the Vocabulary box. Which places are mentioned in the article?

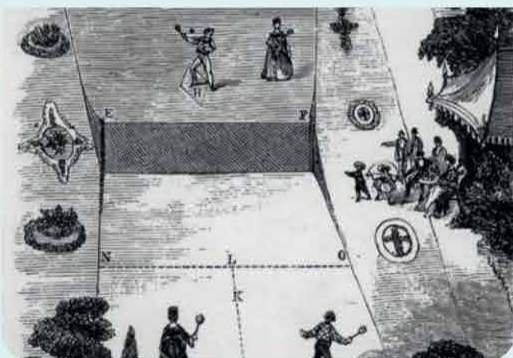
VOCABULARY Places to play sport

basketball court football field/pitch running track
swimming pool tennis court

5 In pairs, complete the text with words from the Vocabulary box in the correct form.

Did you know?

- An Olympic swimming *pool* is 50 m x 25 m and it can hold 2,500,000 litres of water.
- Most running (...) are 400 m long.
- In the NBA, the three-point line on a basketball (...) is 7.24 m away from the basket.
- The oldest football (...) is Sandygate Stadium in England. It first opened in 1804.
- The picture below shows the shape of the first tennis (...).



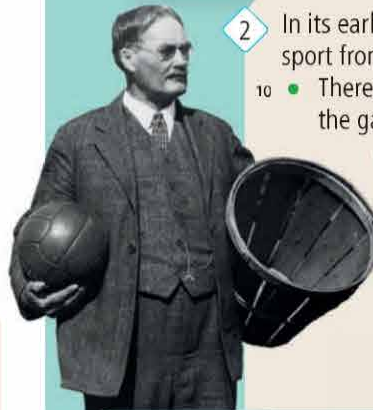
SPORTS

fun facts

Here are some interesting facts about sports.



- Rufus the hawk has an important job: he **keeps pigeons away** from the tennis courts at Wimbledon. Before Rufus, birds were a big problem for tennis competitions because they were everywhere. Now
 - Rufus **chases them all away**. Before him, there was Hamish, another hawk, but Rufus is a lot more famous. Check him out on social media!



- In its early days, basketball was a very different sport from the one we play now:

- There were nine players in each team and the game was only thirty minutes long.
 - The basketball court was about half the size of today's courts.
 - The **baskets** were real baskets without a **hole** at the bottom.
 - In the early 1900s, there was a big **cage** around the players to stop the ball from hitting the fans.

- Cycle ball, or radball, is like football, but the players can only move the ball with their bikes – no hands or feet! It isn't a new sport – it **dates back to** the year 1893. The countries with the most **medals** in cycle ball are Germany, the Czech Republic and Switzerland.



THINKING TIME

ANALYSE

Make a list of words related to sport that appear in the article.

EVALUATE

Which fun fact is the most interesting?

EXPLORE

Do some research online. Find and share a fun fact about a sport you like.

Past Simple affirmative (regular and irregular verbs)

VIDEO



GRAMMAR IN ACTION



1 30 6.10 Watch or listen. Who is the real winner?

2 In pairs, talk about the last time you made a mistake.

FUTURE SKILLS



What do you do when you make a mistake? Discuss in pairs. What is the best thing to do?

- Tell the people who should know and say sorry.
- Wait until someone finds out and then say sorry.
- When someone finds out, say it wasn't your fault.

3 Study sentences 1–6 with the Past Simple from the dialogue in Exercise 1. Decide if the options a and b are true or false.

- a There are two types of Past Simple verbs.
b You add *-ed* to all verbs to make the past.

- 1 You *won* the race!
- 2 We all *followed* the signs.
- 3 You *ran* through the park.
- 4 I *saw* a man running.
- 5 I *tried* to tell Mr Harris.
- 6 He *wanted* to take photos.

4 Study and complete the Grammar A box with Past Simple verbs in blue from Exercise 3.

GRAMMAR A

Past Simple affirmative (regular verbs)

We use the Past Simple to talk about states or actions that started and finished in the past.

carry – *carried* jog – *jogged* like – ¹(...) miss – *missed*
play – *played* smile – ²(...) start – *started* try – ³(...)

Time expressions: this morning, yesterday, last night, last week, last month, last year

5 6.11 Listen and repeat. Then write the verbs from the Grammar A box in the correct column.

/d/	/t/	/ɪd/
called <i>ed</i>	watched <i>ed</i>	ended <i>ed</i>
followed <i>ed</i>	danced <i>ed</i>	wanted <i>ed</i>

6 Make sentences in the Past Simple.

- 1 I / call / a friend / yesterday / .
I called a friend yesterday.
- 2 they / jog / in the park / last weekend / .
- 3 he / try / a new sport / last year / .
- 4 we / miss / the train / this morning / .
- 5 Anna / want / to go out / last night / .

7 6.12 Study and complete the Grammar B box with Past Simple verbs in blue from Exercise 3. Listen and check.

GRAMMAR B

Past Simple affirmative (irregular verbs)

go – <i>went</i>	get – <i>got</i>	run – ¹ (...)
see – ² (...)	win – ³ (...)	give – <i>gave</i>

8 Complete the sentences with irregular verbs from the Grammar B box.

- 1 I *got* lost in the park yesterday.
- 2 You (...) a prize in a competition last year.
- 3 We (...) to the Olympic swimming pool last summer.
- 4 They (...) a lot of animals at the wildlife park.
- 5 She (...) me the tickets for the match.

9 6.13 Complete the story with the Past Simple form of the verbs in brackets. Listen and check.

I ¹ *went* (go) for a run in the park yesterday.
I ² (...) (finish) forty-five minutes later and then
I ³ (...) (sit) on a bench. There was a book on it.
Inside it, I ⁴ (...) (find) two tickets for a tennis match.
Then I ⁵ (...) (see) a young man. 'That's my book!' he ⁶ (...) (say). 'Were there any tickets inside it?' I ⁷ (...) (smile) and I ⁸ (...) (give) him the tickets.
'Do you like this book?' he ⁹ (...) (ask).
'You can keep it!' I ¹⁰ (...) (look) at the title of the book. It was *Not Your Lucky Day!*

10 **CHALLENGE** Go to page 156. In pairs, make sentences in the Past Simple. Your partner guesses true or false.

A: *I went jogging in the park last week.*

B: *False.*

A: *No, it's true.*

- 1 Are you more often happy or sad when you watch your favourite sports player or team?
- 2 6.14 Study and listen to the Vocabulary box. Check you understand the words.

VOCABULARY Sports competitions

cup final league semi-final tournament

- 3 6.15 Listen to a radio programme and match the sentence halves to make true sentences about the speakers.
- | | |
|---------|------------------------|
| 1 Finn | a ran in a race. |
| 2 Emma | b is a sports fanatic. |
| 3 Sam | c talks about 2016. |
| 4 Mason | d tells a sad story. |
- 4 6.15 Listen again and choose the correct answer.
- 1 Where was Keith when Andy Murray won Wimbledon?



- 2 What was Emma's best time for ten kilometres before last Sunday?



- 3 How much were the train tickets that Sam bought?



- 4 What does Jim do every day?



- 5 6.16 **WORD FRIENDS** Complete the collocations with these verbs. Listen and check.

do go lose play (x2) win

- 1 win a game/a match/a tournament
 - 2 (...) a game/a match/a tournament
 - 3 (...) aerobics/exercise/judo
 - 4 (...) cycling/jogging/running/swimming
 - 5 (...) badminton/football/tennis
 - 6 (...) for a team
- 6 Complete the sentences with the correct form of the verbs in Exercise 5.
- 1 Andy Murray won the Wimbledon tennis tournament in 2016.
 - 2 Emma often (...) running.
 - 3 Liverpool were in the cup final, but they (...) the game 2-1.
 - 4 Jim (...) jogging every morning. At weekends, he (...) badminton and he (...) judo. He (...) for the school football team.

- 7 6.17 Choose the correct option. Listen and check.


BBC VIDEO
STREET TALK

- 31 Watch six people talking about sporting moments. Write down the competitions they mention.

 European Championship Global Cup Grand National
Olympic Games World Championship World Cup

VIDEO



EVERYDAY ENGLISH

Adam: Do you play basketball?
 Mia: Yes, I do. I'm very keen on sports.
 Adam: Me too. Lena isn't interested in sports at all. What other things do you do in your free time, Mia?
 Mia: I love fashion. I made this T-shirt myself.
 Adam: It looks really cool! You're not into fashion, Lena, are you?
 Lena: Well, I've got other interests.
 Adam: Like what?
 Lena: You know – I play the guitar, I write songs, I'm a big fan of *Mrs Myers' Mysteries* ...
 Adam: Are you a fan of *Mrs Myers' Mysteries*, Mia?
 Mia: The TV show? No, not really.
 Adam: Do you play any musical instruments?
 Mia: No.
 Adam: Are you into shopping?



Mia: Oh, yes, I love shopping!
 Adam: But Lena hates shopping. How can you two be friends? You don't like the same things!
 Mia: We just like ... like hanging out together?
 Lena: That's it!

SOUNDS GOOD!

Me too. • Like what? • That's it!

1 32 6.18 Watch or listen. What do both Mia and Adam like doing?

2 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING

Talking about hobbies and interests

What are your hobbies/interests?
 What do you do in your free time?
 I go running/swimming.
 I do a lot of sports/dancing.
 I play video games/football.
 I hang out with my friends.
 I like running. I love shopping.
 I'm a (big) fan of skateboarding/this TV show.
 I'm interested in sports. I'm (really) into fashion.

Are you into sports?/Are you a fan of sports?
 Yes, I'm (very) keen on sports.
 No, I'm not (really) into sports.
 Not really. No, I don't like sports.

3 Complete the text with one word in each gap.

My whole family are ¹ *into* sports. My dad ² (...) running every morning. My sister's ³ (...) on ice-skating – she wants to be in a TV ice-skating competition. Mum's a big ⁴ (...) of exercise too. She ⁵ (...) a lot of dancing and swimming. I'm interested ⁶ (...) water sports.

4 6.19 Complete the dialogue with sentences a–f. Listen and check.

- a I'm not very keen on it. I prefer video games.
- b I'm really into music.
- c I do a lot of cycling and I play table tennis.
- d I like hanging out with my friends.
- e *Doughnut Race!* I play it every day.
- f Yes, I am. I'm very keen on football.

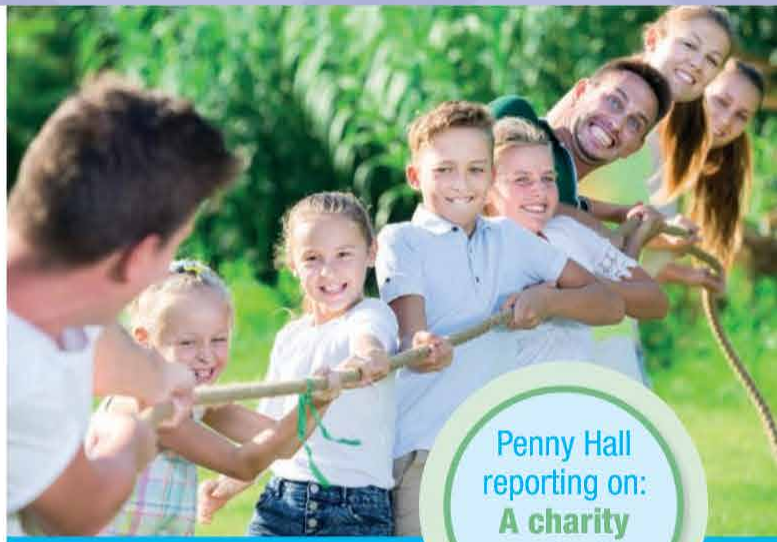
Kate: Are you into sports?
 Jack: ¹ *Yes, I am. I'm very keen on football.*
 Kate: Do you play any other sports?
 Jack: ² (...)
 Kate: What are your other hobbies and interests?
 Jack: ³ (...) I listen to it all the time.
 Kate: Do you watch TV?
 Jack: ⁴ (...)
 Kate: Really? I love TV! What's your favourite game?
 Jack: ⁵ (...)
 Kate: What else do you do in your free time?
 Jack: ⁶ (...)
 Kate: Me too!

SPEAKING TIME



In pairs, ask and answer about your hobbies and interests. Use the Speaking box and the dialogue in Exercise 4 to help you. Then tell the class about your partner.

- 1 Look at the photo. What is a tug of war? Do you think it's fun? Why?/Why not?
- 2  Read the report and answer the questions.
 - 1 Who wrote the report?
 - 2 What is it about?
 - 3 Is it a positive report in general?
 - 4 What is the negative comment?
 - 5 What was the best part of the day?
- 3 Study the Writing box. Find examples of the phrases in the report.



WRITING A report about a sports event

What, when and where

Last weekend/Saturday, I went to a charity sports day/a football match.
Two days ago, I took part in a charity walk/run/race.
It took place in Hamilton Park.

1 Details and opinions

There were about/over 200 people at the event.
There were lots of fun things to do.
Our team won the match 3–2.
The event/match was exciting/boring.
The food was excellent/disappointing.

2 Best/Worst part

The best/worst part of the event/match was ...

General opinion

- 3 In general, it was a fun/boring event.
Overall, it was a good/terrible experience.

- 4 Study the Language box. Find examples of adverbs of degree in the report.

LANGUAGE Adverbs of degree

We use **quite**, (**not**) **very** and **really** before adjectives to comment on how good or bad something was.

*The food was **quite expensive**.*

*The singing **wasn't very good**.*

*The match was **really exciting**.*

- 5 Think of a free-time activity you did. Write sentences about the experience using adverbs of degree from the Language box.

I went to a new shopping centre last June.

*The shops were **very modern**.*

*The food was **really good**.*

Last Saturday, I went to a charity sports day. It was for the Selsby Animal Shelter and it took place in Hamilton Park. There were over 200 people at the event and lots of fun things to do. My favourite things were the tug of war and the skateboarding competition. There was also food and a local band. The band was very good, but the food was quite disappointing.

The best part of the day was a football match between children and parents. The children won the match 2–1. It was really exciting!

In general, it was a fun event and everybody enjoyed it.

WRITING TIME

 Write a report about a sports event you attended.

FIND IDEAS

Make notes for your report. Think about:

- the type of event, time and place
- the important details
- the best/worst parts of the event
- your general opinion of the event

PLAN

Organise your ideas into paragraphs. Use the report in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft report. Use the Writing box and the Language box to help you.
- Share your report with another student for feedback.
- Write the final version of your report.

CHECK

- Check language: did you use different adjectives and adverbs of degree?
- Check grammar: are the verbs in the correct form of the Past Simple?

WORDLIST

6.20

Sports

baseball (n)
basketball (n)
cycling (n)
football (n)
ice hockey (n)
ice-skating (n)
judo (n)
roller skating (n)
running (n)
skiing (n)
swimming (n)
tennis (n)
volleyball (n)

Sportspeople

cyclist (n)
player (n)
runner (n)
skater (n)
skier (n)
swimmer (n)

Word friends

(sports collocations)

play a match/a sport (phr)
score a goal/a point (phr)
win a (gold) medal (phr)
win a race (phr)

Places to play sport

basketball court (n)
football field/pitch (n)
running track (n)
swimming pool (n)
tennis court (n)

Sports competitions

cup (n)
final (n)
league (n)
semi-final (n)
tournament (n)

Word friends

(interests and hobbies collocations)

do aerobics (phr)
do exercise (phr)

do judo (phr)
go cycling (phr)
go jogging/running (phr)
go swimming (phr)
lose a game/a match (phr)
lose a tournament (phr)
play badminton (phr)
play football (phr)
play for a team (phr)
play tennis (phr)
win a game/a match (phr)
win a tournament (phr)

EXTRA WORDS

ball (n)
basket (n)
be a fan of (phr)
be interested in (phr)
be into (phr)
be keen on (phr)
bike (n)
champion (n)
championship (n)
charity walk/run (n)

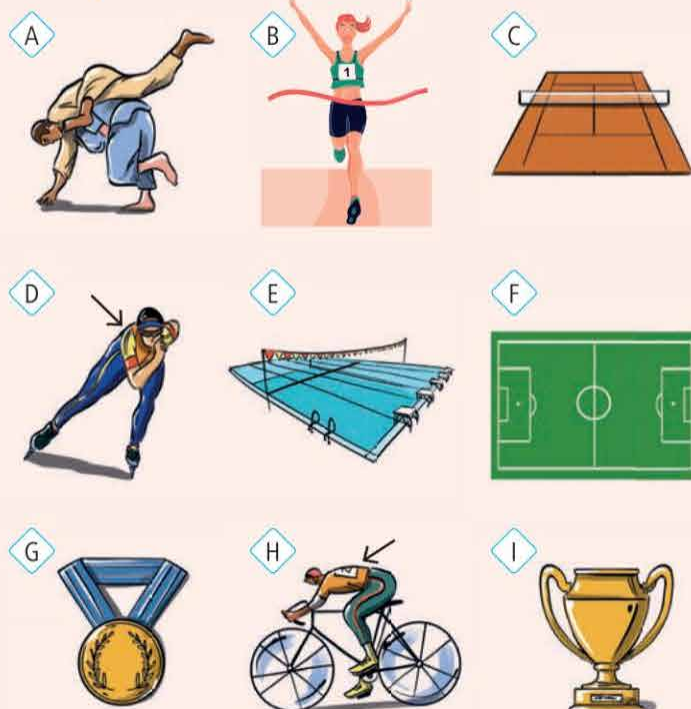
competition (n)
crowd (n)
disappointing (adj)
do gymnastics (phr)
event (n)
fan (n)
finish line (n)
hang out with friends (phr)
hobby (n)
hold (v)
interest (n)
jog (v)
sports day (n)
sports fanatic (n)
sportspeople (n)
stadium (n)
team (n)
(the) Olympics (n)
(the) World Cup (n)
train (v)
winner (n)

1 Use the wordlist to find these things.

- two sports places with the word *court*
basketball court, ...
- three winter sports
- five ball sports
- five sports with races

2 Match pictures A–I with words from the wordlist.

A – judo



3 Choose two correct options in each item.

Use the wordlist to check your answers.

- win a race / a medal / a goal
- do judo / baseball / exercise
- go cycling / running / tennis
- a swimming / tennis / basketball court

4 Complete the sentences with words from the wordlist. Then, in pairs, say if the sentences are true for you.

- I sometimes win races on school sports days.
- I often (...) cycling with my friends at the weekend.
- My dad doesn't (...) much exercise.
- My friend plays (...) a basketball team.
- I hate it when my team (...) a game.

5 CHALLENGE Match words and phrases from the Extra words list with the definitions.

- A word similar to *competition* or *tournament*. *championship*
- Someone who follows a particular sports team.
- A lot of people in one place.
- The opposite of *satisfying* or *pleasing*.
- It has typically got two wheels.
- A place where you watch a live sports event.



VOCABULARY

1 Complete the sentences with one word in each gap.

- 1 It was a fantastic football match. The team played really well and I scored two (...).
- 2 Before a tournament, I train for an hour a day in the gym and two hours on the tennis (...).
- 3 We cycle 150 kilometres a day for five days. I want to come first and (...) the race!
- 4 In a typical week, I go to the (...) pool twice a day, six days a week.
- 5 I took my shoes off at the end of the race and I think I left them next to the running (...).

2 Who is speaking in Exercise 1? Write the names of the sportspeople.

1 *football player*

3 Complete the questionnaire with these words. Then answer the questions.

final go loses matches medals play pool team

Sports questionnaire

Sport and you

- 1 Do you (...) any sports? Do you play for a (...)?
- 2 Do you sometimes (...) running in the park?
- 3 Do you live near a swimming (...)?
How often do you go swimming?

Your favourite team

- 4 Which is your favourite sports team?
Do they usually win their (...)?
- 5 How do you feel when your team (...)?

Sport on TV

- 6 Did you watch the (...) of the last football World Cup?
- 7 Did your country win any gold (...) in the last Olympics?

4 **CHALLENGE** Choose eight words from the wordlist on page 84. Write sentences that are true for you and your family.

1 *ice-skating – My sister loves ice-skating.*

GRAMMAR

5 Choose the correct option.

The strangest race ever



The men's marathon at the 1904 Olympics

¹ *was / were* one of the strangest races ever.

² *They / There* were thirty-two runners in the race, but only fourteen finished.

It was a very hot day and there ³ *wasn't / weren't* any water for 17 km. The roads ⁴ *was / were* full of cars and people, so it ⁵ *was / were* very dangerous.

The first runner to finish ⁶ *was / were* an American, Fred Lorz. But for 18 km of the race, he ⁷ *was / were* in a car! So the winner of the gold medal ⁸ *was / were* the man in second place, Thomas Hicks. He ⁹ *was / were* very ill during the race and his team carried him over the finish line! It ¹⁰ *wasn't / weren't* a fast race. In fact, it was the slowest marathon in Olympic history!

6 Make sentences in the Past Simple.

- 1 *we / walk / to school / this morning / .*
- 2 *Sam / have / toast for breakfast / .*
- 3 *I / run / five kilometres / last weekend / .*
- 4 *we / see / a good film / last week / .*
- 5 *they / go / to France / last summer / .*
- 6 *I / want / to stay / in bed / this morning / .*
- 7 *the team / try / to score / a goal / .*

7 **CHALLENGE** Write six sentences about a sports event. Use *was/were*, *there was/there were* and regular and irregular verbs.
Last week, I went to a tennis match.

DICTATION

8 **6.21** Listen. Then listen again and write down what you hear during each pause.

Learning Experience 3



Context:
Social/Personal

Write a poem about gender equality

Step 1 Think

- 1 Match these famous people with photos A–F in the poster.

Ara Malikian Ed Sheeran Edurne Pasaban
Missy Elliot Shelly Ann Fraser-Pryce Teddy Riner

- 2 In pairs, match people A–F with these statements. Do you agree or disagree? Use expressions from the Useful Phrases box.

1 I don't do this job to sell albums or to be famous, but only to be on stage and share with the public music that makes us happy.

2 I'm really excited to be part of a new generation of women who continue to push the barriers and continue to be a part of the change.

3 You've got to believe in yourself. Because there are going to be times that people tell you that you can't do it or you don't look the part. But I am a walking testimony.

4 What inspires me in high-level sport is the success of the champions. ... The determination they have to win a title, a medal. This is what I like to see.

5 ... It's amazing that women always need to prove that they can go one step further just to be considered equal.

6 The most important thing to do in any situation is to be yourself. No one can do you better than you, so be happy about it and realise that you're individually important.

Step 2 Analyse

- 3 Study the structure of this stanza.

NAME
NATIONALITY

Introduce the person and say where he/she is from.

JOB

Say what the person does and add some extra information.

FAMOUS FOR

Say what this person did to become famous.

ADVICE

Say what advice this person gives.

CHORUS

Think of a slogan to show gender equality in two sentences.

- 4 Complete the stanza for Edurne Pasaban.

climb Edurne Pasaban first fourteen motto
mountaineer Spain

My name is ¹ (...) and I'm from ² (...).
I became a ³ (...) at age fourteen.
I was the ⁴ (...) woman to ⁵ (...) the ⁶ (...) highest peaks in the world.
My advice is, '⁷ (...) give up! Keep on trying!'
We are women, we are men.
There's no difference in the end!

Step 3 Prepare

Resource: a mind map



- 5 Write a class poem for the Prince Carlton School Gender Equality Campaign. Follow these instructions.

- First, work in pairs to prepare one stanza for the poem. Choose a person from Exercise 1 or think of your own idea.
- Research online and complete the mind map for your person.
- Write the four lines of your stanza and the chorus. Follow the structure in Exercise 3.
- As a class, decide the best order for all the stanzas.



Future Skills:
Creativity/Social
responsibility



Sustainable Goal:
To promote gender equality

Prince Carlton School

GENDER EQUALITY CAMPAIGN

We are women, we are men.
There's no difference in the end!



Be strong in difficult situations

USEFUL TIPS

It's important to try to be strong and positive in difficult situations.

Think about all
the positive things
in your life.

Remember
other problems
that you solved.

Identify
the things you can
change.

Take care
of yourself.

Never give up!
Keep on trying!

Don't be
afraid of making
mistakes.

USEFUL PHRASES

- I think ... said this because ...
- Maybe ... said that because he/she mentions ...
- I (completely) agree with ... because ...
- I disagree/don't agree with ... because ...
- In my opinion, ... is right/wrong when he/she says that ... because ...

REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you learned from doing this task?
- Do you think the poem reflects gender equality clearly?
- Do these famous people inspire you to be strong and positive?
- Can you give your opinion and justify it?
- Did you use language from Units 5 and 6? Give examples.

Step 4 Present

- 6** Read the whole poem as a class.
- **PEER REVIEW** Give your opinion. Do all the stanzas together make a good poem?





VOCABULARY AND GRAMMAR

1 Choose the correct option.

- I usually (...) for exams with my best friend.
a revise b check c have
- There was a big (...) at the concert last night.
a singer b stage c audience
- We aren't at home. We're running around the football (...).
a court b track c pitch
- I use a (...) to help me do my Maths homework.
a calculator b notebook c poster
- Do you (...) music? How about playing an instrument in a band?
a see b enjoy c buy
- We went to the pool to (...) swimming, but it was closed.
a play b do c go

2 Complete the text with one word in each gap.



It isn't easy to ¹ (...) new friends if you're shy. I ² (...) a very quiet person at the beginning of the school year. Then I joined the basketball team. Now I'm not ³ (...) shyest student in my class because I've got lots of friends on the team. For me, a team sport is the best way to ⁴ (...) to know other people. At the moment, we're playing in a basketball tournament. We ⁵ (...) a match yesterday, so now we're in the semi-finals. I'm very busy and I'm working hard, but I'm happier ⁶ (...) I was before.

3 Complete the sentences with the correct form of the words in brackets.

- This Geography textbook is very *interesting* (INTEREST). Do you want to read it?
- Beyoncé is my favourite (...) (SING).
- My dad and I go (...) (JOG) every day after school.
- Anita is a very good (...) (RUN). She wins all her races.
- There were four (...) (MUSIC) playing in the jazz band.
- The fastest (...) (CYCLE) won a gold medal in the race.

SPEAKING

4 Match questions 1-5 with responses a-f. There is one extra response.

- Are you into water sports? *d*
 - Can you help me with the homework?
 - Why don't we go to a concert?
 - Can I borrow your ruler?
 - What do you do in your free time?
- Great idea! Let's buy tickets online.
 - I play the trumpet.
 - Sorry, I'm using it.
 - No, not really.
 - I'm not keen on shopping.
 - Yes, of course.

5 In pairs, do the speaking task.

Student A: Go to page 156.

Student B: Go to page 157.

LISTENING

6 In pairs, answer the questions.

- What time do you start and finish school every day?
- Do you have a break for lunch? How long is it?
- What sports can you play at your school? Where do you play them?

7 6.22 Listen and complete the notes with a word or a short phrase.

Kent Secondary School News

Number of students in Year 8: ¹ (...)

When lunchtime starts: ² (...)

Price of school lunches: ³ (...)

Sports in the new gym building: ⁴ (...)

When courses start: ⁵ (...)

READING



And the winner is ...

What do you do in your free time? I sing in a group. In the past I preferred swimming, but my best friend, Millie, joined the group two years ago and she liked it a lot, so

- 5 I decided to try. Now I would like to become a singer in the future!

There were only eight people in the group when I started, but now there are thirty singers. We learn new songs every month, but there are popular songs that we sing at every concert. At the moment, we're learning an R&B song. We meet twice a week and sing for an hour. I'd like to sing for two or three hours – I'm never tired!

- 15 Singing in a group is amazing. You can learn about music and make new friends. But what I like the most is singing in competitions. It's fun travelling to new places and spending time with people who have the same passion!

Last month, we were in the final of the *Let's Sing!* music competition. On the day of the final, I wasn't as nervous as Millie. She likes singing on stage for an audience, so that wasn't the problem, but she feels worried before competitions because she doesn't enjoy them. Our music teacher always helps us when we feel worried. She told Millie, 'It's OK. You can do it!' And guess what? We were the best group there!

8 Read the article and choose the correct answer.

- 1 The author went to the singing group because ...
 - a she wanted to become a singer.
 - b she wanted to try a different hobby.
 - c her best friend went.
- 2 The author says that ...
 - a the group never sings popular songs.
 - b the meetings are too long.
 - c the group is bigger now.
- 3 For the author, the best thing about singing in a group is ...
 - a learning about music.
 - b singing in competitions.
 - c meeting new people.
- 4 On the day of the final, Millie ...
 - a wasn't nervous.
 - b was more nervous than the author.
 - c was worried because the audience was big.

WRITING

- 9 In pairs, look at the photos. Which musical event do you prefer? Why?



- 10 Write a report about a musical event you attended. Write about these things.

- the kind of event and when/where it was
- how many people there were and what you saw/did
- the best/worst things about the event

The digital age

7

VOCABULARY

Computers and technology | Dates in history | Everyday technology |
Using technology | Using a smartphone

GRAMMAR

Past Simple (negative) | Past Simple (questions and short answers)

COMMUNICATION

Agreeing and disagreeing | An informal email

FUTURE SKILLS



Critical Thinking (Sustainable living) | Communication (Apologising) |
Creativity (A digital presentation)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

THE HISTORY OF COMPUTERS

How much do you know about the history of computers? Try our quiz to find out!

1

In the nineteenth century, an English engineer designed a machine that could do maths. People call him 'the father of the computer'. His name was Charles ...

a Chaplin. b Darwin. c Babbage.

2

Today's computers are small enough to fit in our hands, but the first computer in 1945 was as big as ...

a a car.
b a large room.
c a football stadium.

3

In 1992, IBM invented Simon – the world's first ... It had a screen, a keyboard and an address book, but the battery life was only one hour!

a smartphone.
b tablet.
c printer.

4

In 1964, Douglas Engelbart made the first computer mouse. He made it out of ...

a wood.
b metal.
c glass.

5

Fifty years ago, Steve Jobs built the first Apple computer in ... Now, Apple is one of the biggest companies in the world!

a his parents' garage.
b his bedroom.
c his Science class at school.

6

In 1993, Aleksandr Serebrov became the first person to play on a games console ...

a on Mount Kilimanjaro.
b underwater.
c in space.

7

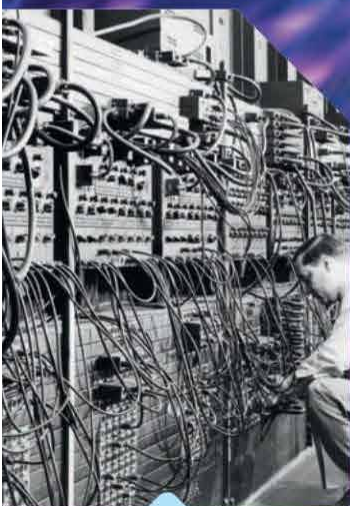
The first laptop, the Osborne 1, appeared in the ... It had a very small screen (just 12 cm) and it was very heavy (11 kg), but a lot of people bought it!

a 1960s. b 1980s. c 1990s.

8

In 1969, the astronauts on Apollo 11 used a computer to land on the moon. Today's smartphones are ... times faster than that computer.

a a hundred b a thousand c a million



1 **I KNOW** What technology do you use at home and at school? In two minutes, write down as many items as you can.

2 **7.01** Study and listen to the Vocabulary A box. Which items can you see in photos A–F?

A – screen

VOCABULARY A Computers and technology

computer games console headphones keyboard
laptop mouse printer screen smartphone tablet



3 Complete the definitions with words from the Vocabulary A box.

- 1 A laptop is a small computer. The screen closes over the keyboard.
- 2 You wear (...) on your ears to listen to music.
- 3 You use a (...) to write words on a computer.
- 4 You use a (...) to print information from a computer.
- 5 You use a (...) to move around a computer screen.
- 6 A (...) is smaller than a laptop. You don't use a mouse – you use your fingers on the screen.

4 **...** In pairs, do the quiz on page 90. Then go to page 156 and check your answers.

5 Find the Past Simple forms of these verbs in the quiz and complete the table.

appear become build buy design
invent make use

Regular verbs	Irregular verbs
appear – appeared	become – became

6 **7.02** Study the Vocabulary B box. Order the phrases from the oldest to the most recent. Listen and check.

VOCABULARY B Dates in history

fifty years ago in 1993 in 2004 in the 1960s
in the nineteenth century

7 Read the article. Complete the time expressions and write the Past Simple form of the verbs in brackets.



THE HISTORY OF VIDEO GAMES

- In ¹ the 1970s, computer programmers ² invented (invent) the first electronic games. People played on special machines in shopping centres and restaurants.
- ³ (...) 1975, an American company ⁴ (...) (make) the first games console for the home. There was only one game!
- About forty years ⁵ (...), Nintendo® ⁶ (...) (build) *Super Mario Bros.* Millions of people bought the games.
- At the end of the twentieth ⁷ (...), more people ⁸ (...) (have) computers at home. Games were more exciting and realistic.
- The first smartphones with an internet connection ⁹ (...) (appear) about twenty ¹⁰ (...) ago. Mobile games became very popular.
- Today, people play games on consoles, tablets and smartphones at home, outside – everywhere! What's the future of games? Who knows?

8 **CHALLENGE** In pairs, talk about:

- the items of technology you use a lot.
- when you got them.
- what you like about them.

I use my games console a lot, especially at the weekend. I got it two years ago. I like it because I have fun playing games.

NOTTINGHAM IN THE FOURTEENTH CENTURY

POSTS

Lara: Wow! Guys, look at this picture from a website about the history of Nottingham! Nottingham had a castle in the Middle Ages, but it didn't have an airport! 😞

Olivia: Also, people wore shoes or boots in the Middle Ages, but they didn't wear trainers. And people didn't say 'cool' in the Middle Ages! 😊

Mark: Children ate cakes in the fourteenth century, but they didn't eat chocolate bars!

Lisa: LOL! You saw dogs and pigs in towns in the fourteenth century, but you didn't see chihuahuas.



- 1 In pairs, talk about the oldest buildings in your town. What are they? When do they date from?

*The old town dates from the Middle Ages.
I think the castle dates from the 1800s.*

- 2 7.03 Look at the picture above. What is strange about it? Read and listen to the posts and check.

- 3 Study the Grammar box. Find more examples of Past Simple negatives in the posts.

GRAMMAR Past Simple (negative)

We use the Past Simple to talk about states or actions that started and finished in the past.

It **didn't have** an airport.

People **wore** boots, but they **didn't wear** trainers.

Children **played** games, but they **didn't play** on smartphones.

VIDEO 33 Grammar Animation

- 4 Rewrite the Past Simple affirmative sentences in the negative.

- They ate burgers in the fourteenth century.
They didn't eat burgers in the fourteenth century.
- Children played games on their tablets in the Middle Ages.
- You saw cars on roads in the 1830s.
- People used the internet in the 1920s.
- They had computers and laptops in the eighteenth century.
- Children went to secondary school in the Middle Ages.

- 5 Make more sentences about the fourteenth century. Use these ideas to help you.

bananas buses cameras headphones helicopters
plastic bottles smartphones sunglasses tractors
trainers T-shirts TVs video games

*People didn't wear/eat/use/play/travel in ... in ...
They didn't have ... in the fourteenth century.
You didn't see ... in the Middle Ages.*

- 6 Complete the sentences with the Past Simple form of the verbs in brackets.

- I **walked** (walk) to the shops, but I (...) (not buy) anything.
- Lily (...) (have) a shower this morning, but she (...) (not wash) her hair.
- Last night, Oliver (...) (go) to bed early, but he (...) (not sleep) well.
- We (...) (work) hard yesterday, but we (...) (not feel) tired.
- They (...) (come) to the party on Saturday, but they (...) (not stay) long.
- Chloe (...) (tell) me what to do, but I (...) (not understand).

- 7 **CHALLENGE** Write six sentences about what you did/didn't do last night. Then, share with a partner.

Last night, I did my homework. I didn't watch TV.



Simple ideas can make a big difference! So, what are YOU doing?

150 years ago, people didn't have fridges, washing machines or smartphones. We didn't drive cars or fly in aeroplanes. Now the world is full of technology. It makes our lives easier, but it creates a lot of problems for our planet and its climate. What can we do? The good news is you don't need to completely stop using your fridge or smartphone to help the planet! We spoke to two teenagers with some great ideas.



Lottie

5 Last week, my school had a Zero Power Hour. We turned off everything that uses electricity – computers, lights, printers – for an hour every day. At home, I turned off the lights every time I left a room. And I didn't turn on the heater in
10 my bedroom – I just wore a sweater!



Sam

My friends and I organised a second-hand sale. We spend billions of pounds on clothes, electronics and games, then we throw them away. Factories create a lot of pollution when
15 they make new things. We just need to repair and share the things that we already have.

1 How do you save energy at home?

2 7.04 Study and listen to the Vocabulary box. Match the everyday technology items with the rooms where you usually find them. Sometimes more than one answer is possible.

bathroom bedroom kitchen living room study

VOCABULARY Everyday technology

charger cooker electric toothbrush fridge hairdryer
speaker toaster washing machine

bathroom – electric toothbrush, ...

3 In pairs, say which of the things in the Vocabulary box you often/never use.

4 7.05 **WORD FRIENDS** Write these items of technology in the correct group. Some items can go in both groups. Listen and check.

computer cooker electric toothbrush hairdryer
heater lights phone printer speaker

- 1 turn on/turn off *computer*, ...
- 2 charge

5 7.06 Read and listen to the article and choose the best title.

- a Is technology bad for you?
- b What can you do to help the planet?
- c Can new technology save the planet?

6 Complete the sentences with information from the text.

- 1 The author thinks technology is bad for *our planet and its climate*.
- 2 At Lottie's school they had (...).
- 3 At home, Lottie didn't (...).
- 4 Sam's event was (...).
- 5 Sam says factories (...).
- 6 Sam thinks we need to (...).

THINKING TIME

ANALYSE

What is the main message in this text?

APPLY

Imagine you can only turn on or charge one thing in your home. What would it be? Why?

EXPLORE

Research online. Find and share three things you can do at home to help the planet.



1 34 7.07 Watch or listen. What is Lena looking for? Who has got it and why?

2 Study the Past Simple questions and short answers a–e from the dialogue in Exercise 1. Find:

- 1 a Past Simple question starting with a question word. **c**
- 2 a short answer in the affirmative.
- 3 two Past Simple questions.
- 4 a short answer in the negative.
 - a **Did** you look under the bed?
 - b Yes, I **did**.
 - c **When** did you last use it?
 - d **Did** you put it somewhere, Alex?
 - e Your hairdryer? No, I **didn't**.

3 Study and complete the Grammar box with the words in blue from Exercise 2.

GRAMMAR

Past Simple
(questions and answers)

?	Answers
¹ Did you look in your room?	Yes, I ² (...)./No, I didn't .
³ (...) Adam take Lena's hairdryer?	Yes, he did ./No, he ⁴ (...).
⁵ (...) did you last see it?	I saw it yesterday.

VIDEO 35 Grammar Animation

4 Answer the questions about the dialogue in Exercise 1. Use short answers.

- 1 Did Lena see her hairdryer yesterday morning?
Yes, she did.
- 2 Did Lena look under her bed?
- 3 Did her mum take the hairdryer?
- 4 Did Alex take the hairdryers?
- 5 Did Adam drop some tea on his trousers?

5 Order the words to make questions about your morning.

- 1 get up early / you / did / ?
Did you get up early?
- 2 you / have / a shower / did / ?
- 3 your hair / you / wash / did / ?
- 4 did / you / for breakfast / have / what / ?
- 5 walk / you / did / to school / ?
- 6 arrive / what time / you / at school / did / ?

6 In pairs, ask and answer the questions in Exercise 5.

A: *Did you get up early this morning?*

B: *Yes, I did. I got up at half past six.*

7 Complete the questions with the Past Simple form of these verbs.

go have learn live see start

- 1 Which primary school **did you go** (you) to?
- 2 (...) (you) nice teachers there?
- 3 (...) (you) French at primary school?
- 4 When (...) (you) secondary school?
- 5 (...) (your family) in a different house/flat when you were little?
- 6 (...) (you/often) your grandparents when you were little?

8 Match questions 1–6 in Exercise 7 with answers a–f.

- a Yes, we did. We lived in London.
- b No, we didn't. We learned English.
- c No, I didn't. They lived a long way from our house.
- d I started a year and a half ago.
- e I went to Aston Primary School. **1**
- f Yes, I did. They were very friendly.

9 **CHALLENGE** In pairs, ask and answer the questions in Exercise 7. Then tell another pair about your partner.

*Nuria went to Los Campos Primary School.
She had ...*

The terrific 2010s

Did you enjoy being a child in the 2010s? Share your memories here! Here are some of mine.



I loved *The Penguins of Madagascar*!



Usain Bolt – the fastest man on Earth!



My first ever mobile phone!



High-tops – comfortable and cool!



Games and more on my smartwatch!



Camila Cabello was the sound of the summer!

- 1 In pairs, look at the webpage. How many of the things/people in the photos do you know?

- 2 7.08 Listen and match the speakers 1–3 with the questions they answer a–f. There are two questions for each speaker.

- Who was your idol when you were seven or eight?
- Did you have a favourite singer or group when you were little?
- Which cartoons did you like?
- What was your first phone like? What did you do with it?
- What toys did you like best?
- Do you remember any fashion from when you were younger?

- 3 7.08 Listen again and write down the speakers' answers to the questions in Exercise 2.

- 4 7.09 **WORD FRIENDS** Complete the collocations with these verbs. Listen and check.

count download get look up make
take text use

- | | |
|-----------------------|--------------------------|
| 1 look up information | 5 (...) a call |
| 2 (...) directions | 6 (...) games |
| 3 (...) a friend | 7 (...) the internet |
| 4 (...) steps | 8 (...) a selfie/a photo |

- 5 Complete the questions with words from Exercise 4. Then, in pairs, ask and answer the questions.

What do you use your phone for?

- How often do you **take** photos on your phone? What of?
- What kind of games do you (...) on your phone? What's your favourite game?
- Do you often (...) up information online? Which websites do you use?
- How often do you (...) your friends?
- Do you (...) your steps? How many steps do you take a day?
- Do you sometimes (...) directions on your phone? Where to?

BBC VIDEO

STREET TALK

- 36 Watch five people answering the questions in Exercise 2. Choose two speakers. Write down the things and people they mention.

VIDEO



EVERYDAY ENGLISH

Mateo: Hi, Noah. Are you OK?
 Noah: Not really. I had an argument with Mia this morning and I'm texting her to say 'sorry'.
 Mateo: That's probably a good idea, but don't text her, call her. It's friendlier.
 Noah: I'm not sure. I want to think about what to say. It's easier to write it in a text.
 Mateo: Perhaps that's true, but you can call her and still think about what you want to say first.
 Noah: Maybe you're right, but I'm shy, so I think a text is better.
 Mateo: Sorry, but I don't agree. I think texts are good for making plans or for funny messages ...
 Noah: That's true.
 Mateo: ... but for more serious things, it's better to talk.
 Noah: OK, I agree.
 Mateo: Look, here's Mia. Just say 'sorry' to her. Don't think about it so much.
 Mia: Hi, guys. How are things?
 Noah: Hi, Mia. I'm really sorry about this morning. I was wrong.
 Mia: Oh, don't worry about it!
 Mateo: There, that was easy!
 Noah: You're right!



SOUNDS GOOD!

Are you OK? • Hi, guys. •
 Don't worry about it!

- 4 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING

Agreeing and disagreeing

Agreeing

I agree.
 I think so too.
 That's true.
 You're right.

Maybe

Maybe you're right, but ...
 Perhaps that's true, but ...
 I'm not sure.

Disagreeing

(Sorry, but) I don't agree/I disagree.

- How often do you text your friends? When and why do you text them?
- 37 7.10 Watch or listen and answer the questions.
 - Who is Noah texting? Why?
 - What is Mateo's suggestion?
 - Is Mia angry at the end of the story?
- Do you think Mateo's suggestion is good? Is it better to text or talk after an argument? Why?

FUTURE SKILLS



What do you do after an argument with someone? Discuss in pairs. Use these ideas. What is the best thing to do?

- I always say 'sorry'.
- I wait for the other person to say 'sorry'.
- I don't say anything.
- I do something nice for the other person.

- 5 7.11 Complete the dialogue with one word in each gap. Listen and check.

Mum: Teenagers spend too much time on their smartphones these days.
 Dad: I think ¹ so too. They don't hang out with friends anymore!
 Girl: Sorry, but I ² (...) agree. Smartphones are really useful.
 Mum: Maybe you're ³ (...), but people don't go out. They prefer to stay inside and look at their phones.
 Girl: Perhaps that's ⁴ (...). Come on then, let's go for a walk.
 Mum: OK. I just need to check my phone first!

SPEAKING TIME



In pairs, take it in turns to read these statements to your partner. Does he/she agree? Use the Speaking box and Exercise 5 to help you.

- We can't live without computers.
- Social media is bad for young people.
- Homework is a bad idea.

- 1 Read Matt's email. Which things does he write about?
- what he did yesterday
 - plans for the future
 - funny or surprising news

From: Matt
To: Sarah
Subject: Hello!

1 Hi Sarah,

2 How are you? I tried to call, but there was no answer. Did your exam go OK?

3 Grandma came to stay yesterday. This morning, we went to the Science Museum. We saw Sir Tim Berners-Lee's computer. He used it to invent the World Wide Web! Then, we took a virtual reality trip through space – it was really exciting! After that, we went to a pizzeria for lunch before going home.

4 Guess what! I've got a new phone. Well, it isn't new – it's my dad's old phone, but it's much better than my old one. The camera is amazing!

5 Call me!

6 Take care,
Matt

- 2 Study the Writing box. Find examples of the phrases in Matt's email.

WRITING An informal email

- 1 **Greetings**
Hi Sarah,/Hello Auntie Lynne,
- 2 **Ask for news**
How are you?
Did your exam go OK?
Did you have a nice birthday?
- 3 **Give your news from the last few days**
Grandma came to stay yesterday.
I saw a film with some friends last night.
Next/Then/After that, ...
- 4 **Add some funny/surprising news**
Guess what! I've got a new phone.
A funny thing happened yesterday. I ...
- 5 **Closing sentence**
See you soon. Write soon. Call me!
- 6 **Ending**
Lots of love, Take care, Best wishes,

- 3 In pairs, find examples of the Past Simple in Matt's email.



- 4 Study the Language box. Complete the sentences with one missing word and the Past Simple form of the verbs in brackets.

LANGUAGE Past time expressions

We often use these time expressions with the Past Simple.

*Yesterday, ... At the weekend, ...
On Saturday/Monday night/Friday morning, ...
Last Tuesday/weekend/week, ...
Two days/A month ago, ...*

- What *did you do* (you/do) *yesterday*?
- (...) Saturday afternoon, I (...) (see) my cousins.
- I (...) (have) a party a week (...).
- (...) the weekend, we (...) (go) for a walk.
- (...) (you/have) a good time on your holiday (... week)?

WRITING TIME

- Write an informal email to a friend with your news from last week.

FIND IDEAS

Make notes for your email. Think about:

- what you did last week
- something funny or surprising that happened to you

PLAN

Organise your ideas into paragraphs. Use the email in Exercise 1 to help you.

WRITE AND SHARE

- Write a draft email. Use the Writing box and the Language box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

CHECK

- Check language: are the past time expressions correct?
- Check grammar: are most verbs in the Past Simple?

WORDLIST

7.12

Computers and technology

computer (n)
games console (n)
headphones (n)
keyboard (n)
laptop (n)
mouse (n)
printer (n)
screen (n)
smartphone (n)
tablet (n)

Dates in history

fifty years ago
in 1993
in 2004
in the 1960s
in the nineteenth century

Everyday technology

charger (n)
cooker (n)
electric toothbrush (n)
fridge (n)
hairdryer (n)

speaker (n)
toaster (n)
washing machine (n)

Word friends

(using technology)

charge an electric
toothbrush/
a phone/a speaker (phr)
turn on/off a computer/
a cooker/a hairdryer/
a heater/an electric
toothbrush/the lights/
a phone/a printer/
a speaker (phr)

Word friends

(using a smartphone)

count steps (phr)
download games (phr)
get directions (phr)
look up information (phr)
make a call (phr)
take a photo (phr)
take a selfie (phr)

text a friend (phr)
use the internet (phr)

EXTRA WORDS

appear (v)
astronaut (n)
battery (life) (n)
become popular (phr)
build (v)
camera (n)
company (n)
computer programmer (n)
create problems (phr)
design (v, n)
electricity (n)
electronic game (n)
engineer (n)
factory (n)
go out (v)
heavy (adj)
invent (v)
land on the moon (phr)
machine (n)
make a (big) difference (phr)

make life easier (phr)
message (n)
Middle Ages (n)
planet (n)
plastic (n)
pollution (n)
print (v)
repair (v)
science museum (n)
scientist (n)
share (v)
smartwatch (n)
social media (n)
take care (phr)
text (v, n)
throw away (v)
toy (n)
use (v)
useful (adj)
virtual reality (n)
webpage (n)
website (n)

1 Use the wordlist to find these things.

- five items of technology you can play games on *computer, ...*
- three items of technology you usually find in a kitchen
- two things you can use with a smartphone to listen to music
- one item of technology you usually find in a bathroom

2 What can you do with these smartphone apps? Match them with phrases from the wordlist.

A – use the internet



3 Match 1–6 with a–f to make words. Check your answers in the wordlist. Then choose three words and write true sentences about you.

- | | | |
|---------|---|----------|
| 1 head | c | a top |
| 2 key | | b brush |
| 3 lap | | c phones |
| 4 smart | | d dryer |
| 5 tooth | | e board |
| 6 hair | | f phone |

I often use headphones to listen to music.

4 In pairs, discuss the questions. Use the wordlist to help you.

- Which electronic devices do you find the most useful in your home?
- What can you do to save energy at home?
- What was your first smartphone/computer like? What did you use it for?

5 CHALLENGE Match words and phrases from the Extra words list with the definitions.

- A commercial business.
company
- A period of history.
- A material that lasts a long time.
- A place where people make things.
- It is in the air and bad for the planet.
- An object for children to play with.



VOCABULARY

- 1 Choose the correct answers.

NEWS

ARTICLES

HOME

The history of the smartphone

The first smartphone appeared many years ¹ (...), near the end of the ² (...) century. You could use it to ³ (...) a call or send an email, but you couldn't look ⁴ (...) information on the internet. ⁵ (...) 2007, Apple designed the iPhone. Suddenly, people could use their phone to play music, ⁶ (...) photos, watch movies, ⁷ (...) directions and much more by simply touching the ⁸ (...) with their finger! It was amazing!



- | | | |
|------------|------------|-------------|
| 1 a ago | b past | c before |
| 2 a twenty | b twenties | c twentieth |
| 3 a make | b do | c go |
| 4 a in | b up | c on |
| 5 a In | b At | c On |
| 6 a do | b make | c take |
| 7 a make | b get | c do |
| 8 a mouse | b printer | c screen |

- 2 Complete the sentences with the correct technology words.

- You wash your clothes in a (...).
- You use an (...) to clean your teeth.
- You put food in a (...) to keep it cold.
- You use a (...) to make dinner.
- To play loud music at a party, you need a (...).
- You dry your hair with a (...).
- You use a (...) to make paper copies of documents.

- 3 Choose the correct option.

- I got my first smartphone *six months ago* / *last six months*.
- Emma started primary school *in* / *at* 2014.
- I'm not sure, but I think we moved to our house *in 2010s* / *in the 2010s*.
- Alan MacMasters invented the electric toaster in the *nineteen* / *nineteenth* century.

- 4 **CHALLENGE** Write four sentences that are true for you in the affirmative or negative. Use time expressions from Exercise 3.
I was six years old in 2014.

GRAMMAR

- 5 Complete the sentences with the Past Simple form of the verbs in brackets.

When I was eight years old:

- I (...) (have) a tablet, but I (...) (not have) a phone.
- I (...) (listen) to a lot of music, but I (...) (not listen) to rap.
- I (...) (not go) to school by bus. My mum (...) (take) me in her car.
- I (...) (eat) most food, but I (...) (not like) green vegetables.
- I (...) (play) video games, but I (...) (not play) online with friends.

- 6 Complete the questions. Use the Past Simple form of the verbs in brackets. Then answer them.

- (...) (you/have) a good night's sleep?
- What time (...) (you/get up) this morning?
- What (...) (you/have) for breakfast?
- (...) (you/leave) home before your parents?
- How (...) (you/come) to school?
- Where (...) (you/go) after school yesterday?

- 7 **CHALLENGE** Think about your life when you were eight years old. Write four sentences about what you did/didn't do.

When I was eight years old, I played with my dog in the park. I didn't ...



DICTATION

- 8 7.13 Listen. Then listen again and write down what you hear during each pause.



The living past

When you think of museums, what image do you see? Lots of old things behind glass? Well, maybe it's time to look again!

1 In the past, people went to museums just to look at exhibits and to read information. It was quite serious – and maybe a little boring too! But museums in the twenty-first century are changing. People still want to learn about the past, but now they want to really experience it too!

2 Some museums are 'living museums'. When you go there, you can walk down streets from the past, visit old shops and have conversations with people from history (well, actors in costumes!). Sleepovers are popular at museums too – bring a sleeping bag, listen to stories of the past, then sleep among the dinosaurs!

3 Other museums have the latest technology. In the past, museums only used 'audio guides', but now some of them can offer their visitors a special app. When you look through your phone or tablet at an exhibit, you can see what it looked like when it was new. You can also find games and quizzes on museum apps.

exhibit (n) an object that people go to see in a museum

experience (v) when you experience something, it happens to you

sleeping bag (n) a long, soft bag you can sleep in

sleepover (n) when a group of young people stay all night and sleep at someone's house

1 In pairs, discuss the questions.

- 1 What are some famous museums in your country?
- 2 Can you name any other museums in the world?
- 3 When was the last time you went to a museum? Where was it? What did you see?

2 Look at the photo. What do you think is special or different about this museum?

3 **7.14** Read the article and match headings a–d with paragraphs 1–3. There is one extra heading.

- a Going digital
- b Museums then and now
- c Museums in crisis
- d Getting close to history

4 **VISIBLE THINKING** Follow these steps.

THINK

- 1 What do you think of museums in general? Make notes. Use these adjectives to help you. Then do the same for a museum you know.

amazing boring exciting
fun interesting unusual

I think most museums are boring because you can't touch anything.

PAIR

- 2 In pairs, tell each other what you think and why.

SHARE

- 3 Share your opinions with the class and listen to other students' ideas. Are they similar to yours?



- 5** Look at the photo from a video about museums in the UK. In pairs, discuss the questions.
- 1 What sort of museum do you think this is?
 - 2 When did people live in houses like this?
 - 3 What do you think is inside?
- 6** **38** Watch the video and check your answers to Exercise 5.
- 7** Which of the museums from the video would you like to visit? Why?
- 8** **38** Watch the video again. Match the museums with the descriptions.
- 1 HMS Caroline
 - 2 London Motorcycle Museum
 - 3 Pitt Rivers Museum
 - 4 St Fagans
- a a traditional museum in Oxford
 - b a museum in London that closed
 - c a ship from the First World War
 - d an outdoor museum in Wales
- 9** 'Museums are looking at the past in new ways.' What does this mean? Discuss in pairs.

PROJECT TIME

In groups of three, create a digital presentation about an interesting museum. Follow these steps.

- 1 In your group, choose a museum and find out information about it.
- 2 Individually, create your part of the presentation.
- 3 In your group, create your presentation. You can use a presentation program.
- 4 Share your presentation with the class.

SUSTAINABLE
DEVELOPMENT
GOALS



11

SUSTAINABLE CITIES
AND COMMUNITIES

To make cities inclusive, safe, resilient and sustainable.

What can we do?

Discuss this statement:

Only half the world's urban population has access to public transport.

Our world 8

VOCABULARY

Geography | Learning languages | Types of communication |
Communication collocations

GRAMMAR

Modal verbs: *have to/don't have to, mustn't* | Articles: first and second mention

COMMUNICATION

Checking understanding and clarifying | 'How to' tips

FUTURE SKILLS



Critical Thinking (World languages) | Collaboration (Clarifying ideas) |
Social Responsibility and Critical Thinking (Green positivity cards)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English

Teen travel guide

COUNTRIES

CONTINENTS

GAMES AND COMPETITIONS

FUN FACTS

Join our competition! Tell us about an unusual place you know.

A

Crater Lake, the USA



Crater Lake is one of the most beautiful lakes in North America and the deepest lake in the United States (around 350 m). It sits at the top of a mountain, Mount Mazama, which is also a volcano. The lake formed approximately 7,700 years ago, when the top of the volcano fell in and the hole filled with water. Because it is so deep and its waters are so clear, the lake is an amazing dark blue colour. I really want to go there one day!

Angie, 14

B

Büdingen, Switzerland/Germany



I'm from Büdingen, a German village. What is unusual about it? Büdingen is not in Germany. It's in Switzerland! So, although our village belongs to one country (Germany), it is geographically inside another country (Switzerland). In Büdingen, we've got two postcodes (Swiss and German), we use both German and Swiss money (euros and Swiss francs) and our phone numbers are German or Swiss. There's even a street where one side is in Germany and the other side is in Switzerland!

Elias, 13

C

Tashirojima, Japan



Tashirojima is an unusual island in Japan because its cat population is about six times bigger than the human population! People believe that cats bring good luck, so they feed them and look after them. My family and I went there two years ago. We stayed in a place in the south – there are holiday houses in the shape of a cat!

Izumi, 12

- 1 **I KNOW** Look at the photos. What natural features can you see? Which place looks most interesting to you? Why?
- 2 Read the travel website and answer the questions.
- Who lives in the place he/she writes about?
 - Who visited the place in the past?
 - Who would like to visit the place in the future?
- 3 **8.01** Study and listen to the Vocabulary box. Which of these words can you find in the travel website?
Text A: lake, ...

VOCABULARY Geography**Compass points**

east north south west

ContinentsAfrica Antarctica Asia Australia Europe
North America South America**Countries**

capital city flag language money population village

Nature

island lake mountain ocean river sea volcano

- 4 In groups, decide if the sentences are true or false. Go to page 156 and check.

FAST GEOGRAPHY FACTS

True or false?



- The capital of Brazil is Rio de Janeiro. *false*
- The word for Mexican money is *real*.
- The Japanese flag is red with a white circle.
- Switzerland has four official languages.
- Australia is both a country and a continent.
- Antarctica is north of Australia.
- The Niger River is in South America.
- There are no mountains in Denmark.
- The Atlantic is the biggest ocean on Earth.
- Vesuvius is a volcano in Italy.



- 5 Complete the online post with the correct form of words from the Vocabulary box.

I come from Canada. My friends in the UK often ask me lots of questions about it. Here are some of them (with answers).

Where is Canada?

It's in North America, ¹ *north* of the USA.What's the ² (...)?

It's about 38 million.

What's the ³ (...) of Canada? Is it the biggest city?

It's Ottawa. The biggest city is Toronto.

What are the colours of the Canadian ⁴ (...)?

Red and white.

What's the official ⁵ (...)?

We've got two: English and French.

What ⁶ (...) do you use in Canada?

We use Canadian dollars.

What's the name of the highest ⁷ (...)?Mount Logan.
It's 5,956 m high.What's the longest ⁸ (...)?

The Mackenzie. It's 4,241 km long.

- 6 **CHALLENGE** In pairs, ask and answer the questions in Exercise 5 about your country or another country you know well. Go online to find out any answers you don't know.

BBC VIDEO**STREET TALK**

39 Watch five people talking about their countries. Match names 1–5 with flags a–e.

1 Lara *c*

3 Akwasi

5 Renae

2 Matt

4 Junko

a



c



e



b



d



Modal verbs: *have to*/*don't have to*, *mustn't*

- 1 8.02 Read and listen to paragraph A of the article. Which country has got the most surprising rule?



A

When you travel, you have to know about the cultural rules in the countries you visit. For example, in China, you have to take a present with two hands, but in the USA, you don't have to use two hands to accept a present – one is fine. In Spain, in the summer, many people have a siesta after lunch. You don't have to sleep, but you have to be quiet. And in Britain, you have to wait in a queue for everything and you mustn't go in front of other people.

B

In Japan, you ¹*have to* / *mustn't* take off your shoes when you visit someone's home. But in France, you ²*have to* / *don't have to* take off your shoes – you can keep them on. Austrians are very punctual, so you ³*don't have to* / *mustn't* be late for a meeting in Vienna. In Germany, you ⁴*have to* / *don't have to* wait for the green light to walk across the street, but in Egypt, you ⁵*have to* / *don't have to* wait – you can cross any time! And in Singapore, you ⁶*have to* / *mustn't* chew gum in public.

- 2 Study the Grammar box. Find more examples of *have to*, *don't have to* and *mustn't* in paragraph A of the article.

GRAMMAR

Modal verbs: *have to*/*don't have to*, *mustn't*

You *have to* be quiet. = It's necessary.

You *don't have to* sleep. = It isn't necessary.

You *mustn't* be late. = Don't do it!

VIDEO



40 Grammar Animation

- 3 8.03 Read paragraph B of the article and choose the correct option. Listen and check.

- 4 8.04 Listen and complete the sentences with *have to*, *don't have to* or *mustn't*.

- In Italy, you (...) leave food on your plate.
In China, you (...) leave food on your plate.
- In Italy, you (...) be on time for parties.
In Germany, you (...) arrive on time.
- In Japan, you (...) make a call on the train.
In the UK, you (...) put your phone on silent mode on the train.

- 5 Match sentences 1–5 with notices A–E.

- You have to walk here. **B**
- You don't have to eat here, but you can if you want.
- You mustn't use your phones in class.
- You have to talk in English all the time.
- You mustn't say anything at this time.

A Don't use Spanish in the English class!

B NO RUNNING IN THE CORRIDORS!

C Why not try the school cafeteria today?

D Turn off your mobiles!

E DO NOT TALK DURING THE EXAM.

- 6 Write six sentences about the rules at your school and at home. Use these ideas to help you. Then, in pairs, compare your answers.

- get up at 6 a.m. every day
- use my smartphone in class
- do homework before I go to bed

I don't have to get up at 6 a.m. every day.

- 7 **CHALLENGE** Use the information from Exercise 6 to write about your partner.
Manuel has to get up at 7 a.m. He doesn't have to ...

- 1 8.05 Listen to people saying, 'Hello, how are you?' in different languages. What languages are they? Choose the correct option.
- 1 Turkish / Portuguese
 - 2 Swahili / Chinese
 - 3 German / French
 - 4 Hindi / Korean
- 2 Read the article quickly. Which languages from Exercise 1 does it mention?
- 3 8.06 Read again and listen to the article. Complete the information with a number or short phrase.
- 1 total number of languages in 2021 7,139
 - 2 how many languages disappeared between 1900 and 1999
 - 3 where Tehuelche came from
 - 4 number of people who speak Chinese as their first language
 - 5 total number of English speakers in the world
- 4 8.07 Study and listen to the Vocabulary box. Which words/phrases can you find in the text?

VOCABULARY Learning languages

bilingual foreign language grammar
native language native speaker speak fluently
understand vocabulary

- 5 Complete the sentences with the correct form of words and phrases from the Vocabulary box.
- 1 The *native language* in the Netherlands is Dutch, but most people can speak English too.
 - 2 My friend Agnes is from Sweden and she is (...) – she speaks Swedish and English.
 - 3 Be careful with your (...). You can't say, 'I working at the moment.' It's, 'I'm working at the moment.'
 - 4 Mark speaks Italian (...) because he spends all his holidays there.
 - 5 I can (...) Spanish people when they speak slowly.
 - 6 We have to learn two (...) languages at school: English and German.
 - 7 My English (...) is getting better – I learn new words every day.

Talking about world languages



How many languages are there in the world?

The correct answer is fewer than there were last year. A study shows that, in 2021, there were 7,139 languages, but the number changes every year. That's because languages are a living thing; when people stop using them, they die. In the twentieth century alone, we lost 110 languages.

One example is Tehuelche, a South American language. It disappeared when its last speaker died in 2019.

Which language has the largest number of speakers in the world?

That is a difficult question to answer. If we think of countries and populations, surely, the country with the largest number of people has the most speakers. Well, not exactly. If we count native speakers only, the four top languages are Mandarin Chinese (921 million), Spanish (471 million), English (370 million) and Hindi (342 million). But if we count native speakers together with people who speak the language fluently as a foreign language, the numbers change. English becomes the top language (1.348 billion speakers) and Mandarin Chinese comes second (1.120 billion speakers). For Mandarin Chinese, that's around eighty-two percent native speakers. But for English, the native speakers are only around eighteen percent!

THINKING TIME

EVALUATE

Which facts in the article are new for you?

EXPLORE

Research online. Find and share four countries where English is the official language.

CREATE

Make a list of the advantages of learning English.



1 41 8.08 Watch or listen. What mistake did Mia make at the end?

2 41 8.08 Watch or listen again. Answer the questions.

- 1 What is the game about?
- 2 Who is the presenter of the game?
- 3 How long has Mateo got?
- 4 Does he remember all the photos?

3 Read an extract from the dialogue in Exercise 1. Look at the words in blue. Find the second time they are mentioned. What is different?

Mateo: There was a blue bag ...

Lena: What was on the bag?

Mateo: The UK flag.

Lena: Correct!

Mateo: A British bulldog, a plate of fish and chips ...

Lena: Was there anything else on the plate?

4 Study and complete the Grammar box. Choose the correct option.

GRAMMAR Articles: first and second mention

The ¹ first / second time we mention something, we use **a** or **an**.

There was a photo.

The ² first / second time we mention something, we use **the**.

Who was in the photo?

VIDEO 42 Grammar Animation

5 Choose the correct option to complete the dialogue.



A: You've got five seconds to memorise this picture. Time's up! Let's see what you remember about ¹ a / an / the picture.

B: There was ² a / an / the island in the middle of ³ a / an / the lake.

A: What was on ⁴ a / an / the lake?

B: There was ⁵ a / an / the orange boat.

A: Who was on ⁶ a / an / the boat?

B: There was ⁷ a / an / the man fishing.

6 Close your book. In pairs, ask and answer questions about the picture in Exercise 5.

7 Complete the sentences with **a/an** or **the**.

- 1 We made a video about British culture and wrote (...) article about British food. Three hundred people watched (...) video last week and seventy-eight people read (...) article.
- 2 I've got (...) camera and (...) smartphone. I don't use (...) camera very often, but I use (...) smartphone every day.
- 3 Johan made (...) joke, but no one laughed. (...) joke wasn't funny.
- 4 I ordered (...) omelette and (...) cookie for lunch. (...) omelette was good, but (...) cookie was awful.

8 Complete the questions with **a/an** or **the**.

- 1 Do you have a favourite book by (...) author from your country? What is the title of (...) book? Who is (...) author?
- 2 When was the last time you watched (...) exciting film? Did you talk about (...) film with your friends?
- 3 Is there (...) famous museum in your city? What is the name of (...) museum?
- 4 I'm thinking of (...) famous actor. Ask me some questions. Can you guess (...) actor?

9 **CHALLENGE** In pairs, ask and answer the questions in Exercise 8.



- 1 8.09 Study and listen to the Vocabulary box. What types of communication can you see in photos A–C? Complete the table with these words.

VOCABULARY Types of communication

conversation email letter phone call
(social media) post text message tweet video call

Speaking	Writing
<i>conversation</i>	<i>email</i>

- 2 Which three types of communication do you use the most with your friends?
- 3 8.10 Listen to a class of English language students in the UK. What is the class about?
- how to write emails and messages
 - communication problems
 - foreign languages
- 4 8.10 Listen again and choose the correct answers.
- The teacher tells a story about ...
 - a phone call.
 - a text message.
 - a social media post.
 - The teacher's surname is ...
 - What.
 - Watt.
 - Wott.
 - Sonia wanted to eat ...
 - a ham sandwich.
 - some strawberries.
 - a jam sandwich.
 - Mario ...
 - lives in the US.
 - made a mistake.
 - did something brave.
 - Ania's ...
 - dog is noisy.
 - father is noisy.
 - father sleeps in the garden.

- 5 8.11 **WORD FRIENDS** Complete the collocations with these verbs. Listen and check.

ask call chat have make post send

- have* a conversation
- (...) a phone call
- (...) someone
- (...) someone a question
- (...) online
- (...) a message on social media
- (...) a text

- 6 Complete the sentences with the correct form of words from Exercise 5.

- My dad and I *had* a good conversation at breakfast this morning.
- My mum asks me a lot of (...) about school.
- My best friend lives in New Zealand. We often (...) online.
- I (...) a message on Facebook yesterday and I got thirty-six likes!
- I (...) a friend on the phone last night. We talked for hours.
- I don't like making phone (...). It's quicker and cheaper to send a (...).

- 7 **CHALLENGE** In pairs, say if the sentences in Exercise 6 are true for you.

A: *I had a good conversation with my dad at breakfast this morning. We talked about music. What about you?*

B: *No, I didn't have a good conversation. I never talk to anyone at breakfast!*

VIDEO



EVERYDAY ENGLISH



- Noah: Look, this is a game I designed. Would you like to play?
- Mateo: Uh huh.
- Mia: OK.
- Mateo: What's the name of the game?
- Noah: *Dragons and Volcanoes.*
- Mia: Cool!
- Noah: We have two dice – one green, one red. The green one is for moving your dragon forward; the red one is for moving another dragon back.
- Mateo: Do you mean moving another player's pawn back?
- Noah: That's right.
- Mia: I'm not sure I get it.
- Noah: Look. For example, green is four, so I move my dragon forward four squares: one, two, three, four, right? Red is five, so I choose, let's say, Mateo's dragon, and move it back five squares. Do you get it now?
- Mia: Oh, right! Can you do the opposite if it's a better move for you? Like this. Do you understand what I mean?
- Noah: Oh, I see. Yes, we can do that. That's a very good idea, Mia. Now, are we ready to play?
- Later ...
- Mia: Yes!
- Noah: What's the score?
- Mateo: Mia four, Mateo two, Noah zero!
- Noah: I don't believe it! I designed this game!

SOUNDS GOOD!

Let's say ... • What's the score? •
I don't believe it!

- 1 43 8.12 Watch or listen. Who won the game?
- 2 What does Mia do when she does not understand the rules of the game?

FUTURE SKILLS



What do you do when you do not understand something? Discuss in pairs. Use these ideas. What is the best thing to do?

- I ask for an explanation.
- I say it's not my fault that I don't understand.
- I try to find the answer online.

- 3 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING

Checking understanding and clarifying

Check people understand

Do you know/understand what I mean? (Do) you see?
Do you get it/understand? ... , right?

Say you don't understand

I'm sorry, I don't get it/understand.
I'm not sure I get it/understand.

Ask for clarification

What do you mean? Do you mean ...?

Say you understand

Now I get it/understand. I see. Oh, right!

- 4 8.13 Complete the dialogue with one word in each gap. Listen and check.

- Grandpa: Can you help me order this game online?
- Chris: OK, first put the game in your basket.
- Grandpa: I'm not ¹ *sure* I understand.
- Chris: See this? It says 'Add to basket'. Just click on it.
- Grandpa: I'm ² (...), I don't ³ (...).
- Chris: Let me show you. You do this ... and then this. Do you get ⁴ (...) now?
- Grandpa: I ⁵ (...)! So it's like putting your shopping in a basket at the supermarket!
- Chris: That's right.

SPEAKING TIME



Work in pairs.

Student A: Explain the rules of your favourite video/board game. Check Student B understands what you're saying.

Student B: Say you understand/don't understand. Ask for clarification.

- 1 Do you follow any vloggers? Who are they? What do you like about their vlogs?
- 2  Read Tod's 'how to' tips. Are they good tips? Discuss in pairs.

Tod's top tips: how to make a vlog



1 Prepare well.

You don't have to be original, but you have to talk about something interesting. Learn about your subject. Look for fascinating facts. And find a good name for your vlog.

2 Look good.

Think about your clothes and your hair. You don't have to wear anything special, but you mustn't look untidy. Check the room and the lighting. Ask your friends and family for help. And don't forget to edit your videos.

3 Be happy.

Look at the camera and smile at your audience. You mustn't shout at your viewers – talk to them.

4 Don't worry.

Not an instant internet success? Don't worry about it. Believe in yourself and try again next time.

- 3 Study the Writing box. Find more examples of imperatives and modal verbs in Tod's top tips.

WRITING 'How to' tips

Number your tips and give them short headings.

1 Prepare well. 4 Don't worry.

Use imperatives to give advice.

Learn about your subject. Don't worry about it.

Use the modal verbs *have to*, *don't have to* and *mustn't* to show what is or isn't necessary.

You have to talk about something interesting.

You don't have to be original.

You mustn't shout at your viewers.

- 4 Study the Language box. Find examples of verbs and prepositions in Tod's tips.

LANGUAGE Verbs and prepositions

ask for	believe in	learn about	look at
look for	shout at	smile at	talk about
talk to	think about	worry about	

- 5 Complete sentences 1–5 with the correct prepositions. Then match them with 'how to' topics a–e.
 - 1 Never worry *about* exams. *e*
 - 2 Smile (...) people and introduce yourself.
 - 3 Learn (...) recording and editing.
 - 4 Talk (...) a parent before you give information online.
 - 5 Think (...) your characters. Who are they? What do they do?
 - 6 Look (...) texts and materials on topics that you find interesting.
- a how to write a short story
b how to make an online video
c how to be safe on the internet
d how to learn a foreign language
e how to enjoy school
f how to make new friends

WRITING TIME

 Write four 'how to' tips for one of the topics a–f in Exercise 5.

FIND IDEAS

Make notes for your tips. Think about:

- what tips you want to give
- what equipment you need
- what you have to/don't have to/mustn't do

PLAN

Organise your tips into short headings. Use the tips in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft of your tips. Use the Writing box and the Language box to help you.
- Share your tips with another student for feedback.
- Write the final version of your tips.

CHECK

- Check language: are the prepositions after verbs correct?
- Check grammar: are the imperatives and modal verbs correct?

WORDLIST

8.14

Geography

Africa (n)
Antarctica (n)
Asia (n)
Australia (n)
capital city (n)
east (n)
Europe (n)
flag (n)
island (n)
lake (n)
language (n)
money (n)
mountain (n)
north (n)
North America (n)
ocean (n)
population (n)
river (n)
sea (n)
south (n)
South America (n)
village (n)
volcano (n)
west (n)

Learning languages

bilingual (adj)
foreign language (n)
grammar (n)
native language (n)
native speaker (n)
speak fluently (phr)
understand (v)
vocabulary (n)

Types of communication

conversation (n)
email (n)
letter (n)
phone call (n)
(social media) post (n)
text message (n)
tweet (n)
video call (n)

Word friends

(communication collocations)

ask someone a question (phr)
call someone (phr)
chat online (phr)
have a conversation (phr)

make a phone call (phr)
post a message on social media (phr)
send a text (phr)

EXTRA WORDS

accept a present (phr)
arrive on time (phr)
author (n)
believe in (v)
black cab (n)
border (n)
bring good luck (phr)
chew gum (phr)
clear (adj)
continent (n)
count (v)
cross the street (phr)
cultural rules (n)
deep (adj)
die (v)
disappear (v)
in public (phr)
learn about (v)
look at (v)

look for (v)
make a joke (phr)
make a mistake (phr)
official language (n)
original (adj)
phone number (n)
place (n)
postcode (n)
punctual (adj)
second language (n)
shout at (v)
side (n)
smile at (v)
take off (your shoes) (phr)
talk about (v)
talk to (v)
top (of a mountain) (n)
untidy (adj)
unusual (adj)
vlog (n)
wait in a queue (phr)
worry about (v)
wrong (adj)

1 Complete the sentences with words from the wordlist.

- The opposite of *south* is *north*.
- You need (...) to buy things.
- A (...) can explode with hot lava.
- The UK (...) is red, white and blue.
- I send lots of text (...) to my friends every day.

2 In pairs, complete the world facts with words from the wordlist. Then, go to page 157 and check your answers.

WORLD FACTS

- The Amazon is a *river* in South America.
- Iceland is an (...) in the Atlantic Ocean.
- The Pacific is the world's largest (...).
- The (...) of Wales is white and green with a red dragon.
- Nine of the ten highest (...)s in the world are in the Himalayas.
- Canberra is the (...) city of Australia.
- The continent of Asia is to the (...) of Europe.
- Loch Ness is a cold water (...) in Scotland.



3 Make a quiz for a partner. Write five true or false sentences about places in the world. Use the sentences in Exercise 2 and the wordlist to help you. Then swap with your partner and do his/her quiz.

4 Complete the questions with words from the wordlist. Then, in pairs, ask and answer the questions.

- When did you last *chat* online with a friend?
- How often do you make (...) calls? Who do you call?
- Do you post (...) on Twitter?
- What foreign (...) would you like to learn?
- Can you speak English (...)?

5 CHALLENGE Find words and phrases from the Extra words list which are similar to these words.

- taxi *black cab*
- messy
- address area
- be punctual
- frontier
- make an error
- incorrect
- say something funny



VOCABULARY

- 1 Look at the map. Complete the description about Ghana with one word in each gap.



Ghana is a country in West Africa. It has three neighbours: Burkina Faso to the ¹ (...), Ivory Coast to the ² (...) and Togo to the ³ (...). To the ⁴ (...) is the Atlantic ⁵ (...). Ghana has a ⁶ (...) of thirty million people. The ⁷ (...) city is Accra. The official ⁸ (...) is English.

- 2 Complete the sentences with these words.

bilingual fluently foreign grammar native

- It's impossible for me to pronounce English words like a (...) speaker.
- To get a good job, you have to speak a (...) language.
- You can learn to speak a language (...) in two years.
- I'd like to be (...) and speak English and my own language fluently.
- English (...) is easy – except for irregular verbs.

- 3 Complete the sentences with these words.

ask conversation letter make post questions

- I need to (...) a phone call.
- Do you and your friends (...) funny messages on Facebook?
- My grandparents always (...) me a lot of (...) about my friends.
- We had an interesting (...) about all the places we'd like to visit.
- My cousin in Australia always sends me a (...) on my birthday.

- 4 **CHALLENGE** Write seven sentences. Each sentence must include one of these words.

capital city flag island letter population
understand volcano

- 1 The capital city of Italy is Rome.

GRAMMAR

- 5 Complete the rules with *have to*, *don't have to* or *mustn't*.

School rules around the world

- In Brazil, students ¹ (...) get up very early because school starts at 7 a.m.
- In France, some schoolchildren only ² (...) go to school for four days a week. They ³ (...) go to school on Wednesdays.
- In Thailand, children ⁴ (...) wear shoes in the classroom. They ⁵ (...) take their shoes off before they enter school.
- In the USA, most students ⁶ (...) wear a uniform. They can wear their own clothes.

- 6 Complete the questions with *a*, *an* or *the*.

- Is there (...) park near your house? What's (...) park called? Is there (...) café there?
- Did you have (...) holiday last summer? Did you stay in (...) nice place? Did it have (...) swimming pool? Did you use (...) pool a lot?
- Is there (...) shopping centre in your town? Has it got (...) sports shop? How often do you go to (...) shopping centre?
- Did you get (...) text from (...) friend yesterday? What did (...) text say?

- 7 Complete the description with these words.

a an don't have to have to mustn't the (x2)

At my school, we ¹ (...) wear ² (...) school uniform and ³ (...) orange and blue tie. ⁴ (...) uniform is a pair of navy blue trousers, a jacket and a white shirt. I don't wear ⁵ (...) jacket in the summer. And one very important rule: you ⁶ (...) wear trainers ever, but you can wear black or brown shoes. We ⁷ (...) have any special type of school bag, so you can take what you like. I take a black rucksack.



- 8 **CHALLENGE** Write a description of your ideal uniform. Use words and phrases from Exercise 7.

DICTATION

- 9 **8.15** Listen. Then listen again and write down what you hear during each pause.

Learning Experience 4

Make green positivity cards



Context:
Social/Personal



Step 1 Think

- 1 Match these activities with the picture. Which of these things do you usually do? Which don't you do?

grow your food

protect nature

recycle

save energy

save water

use public transport

- 2 Read the forum posts and answer the questions in pairs.

- 1 Who is most eco-friendly, Leila or Greg?
- 2 Which green activities from Exercise 1 do they do?
- 3 Who are you most similar to and why?
- 4 How are you different from them?

GREEN LIFE FORUM

How green are you? Share your ideas!

Leila



I recycle everything: glass, light bulbs, used batteries, etc. 😊 I never turn the tap off while I'm having a shower! 😞 I cycle to school or I use public transport when it rains. I sometimes leave my smartphone charger plugged in all night, but I always switch off my laptop before going to bed. When it's cold, we put the heating on more.

Greg



That's not that bad, Leila! 😊 I want to recycle like you, but we haven't got any space at home to sort out glass, plastic, paper, food, etc. 😞 And I always forget to take my shopping bags, so I have to buy plastic ones at the supermarket. But I always have showers instead of baths – that's eco-friendly, isn't it? OK, it's really because I haven't got a bathtub at home! 😊 usually forget to switch off the lights when I leave a room. 😞



Future Skills:
Social responsibility/
Critical thinking



Sustainable Goal:
To promote sustainable cities and
communities

Try to understand other people's ideas

Step 2 Analyse

3 Read the green positivity cards and match them with Leila or Greg. There is an extra one.

A Turn off the lights when you leave a room.



B Save water by closing the tap.



C Don't buy plastic bags. Take reusable ones.



D At home, put on warmer clothes instead of putting on the heating.



E Reduce, reuse and recycle as much as you can.



F Unplug electrical devices and chargers at night.



G Use your bike or walk when possible.



USEFUL TIPS

People can have different ideas from yours. It's important to try to understand different ways of looking at things.

Be open to other people's ideas.

Listen to people carefully before giving your opinion.

Remember that we all share a lot of things too.

Ask for an explanation if you don't understand an idea.

Be polite when giving your opinion.

USEFUL PHRASES

- I (completely) agree with you because we have to/don't have to/mustn't ...
- I disagree/don't agree with you because we have to/don't have to/mustn't ...
- I understand what you're saying, but I think ...
- In my opinion, we have to/don't have to/mustn't ...
- I would/wouldn't choose this idea because ...
- That seems reasonable.
- What do you mean by that?

Step 3 Prepare

Resource: a concept map



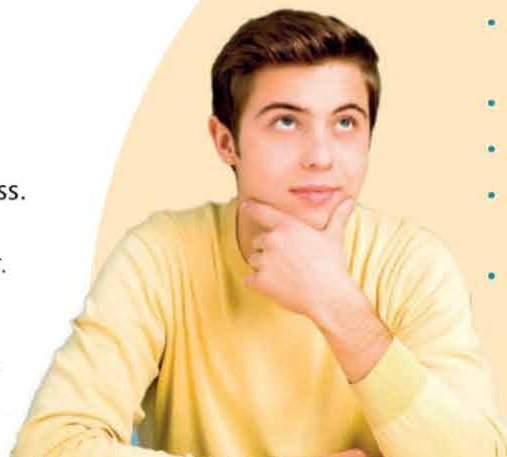
4 Make six green positivity cards to display in your school. Follow these instructions.

- Complete the concept map with your ideas for do's and don'ts.
- In small groups, discuss and choose six of the ideas. Use expressions from the Useful Phrases box.
- Prepare your green positivity cards. Use different shapes and colours.

Step 4 Present

5 Share your cards with the class.

- Display the cards in the classroom or in the corridor.
- **PEER REVIEW** Read all the cards. Which of them do you like the most and why?



REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you learned from doing this task?
- Did you learn any new green ideas?
- Can you give your opinion and justify it?
- Can you listen carefully to other people's ideas?
- Did you use language from units 7 and 8? Give examples.

On the go 9

VOCABULARY

Means of transport | Getting around | Travel collocations |
Holiday activities | Weather

GRAMMAR

Present Continuous for future arrangements | *be going to*

COMMUNICATION

Asking for and giving directions | An invitation email

FUTURE SKILLS

Critical Thinking (Holidays and activities) | Self-management (Setting goals) | Creativity (A travel plan)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

CITY LIFE

How we choose to travel around the city is important. When there are fewer cars in the streets, there is less traffic and the air is cleaner. In some cities, it is easy to get around without a car. Let's have a look.

A Berlin, Germany



One of the cities with the best public transport in the world is Berlin. Its underground (U-Bahn) and train network (S-Bahn) take you anywhere around the German capital. At busy times, there's a train every five minutes.

The Australian city of Melbourne has the largest tram network in the world. What makes this even more attractive is the Free Tram Zone. If you travel only in this part of the city, you don't have to buy a ticket!

B Melbourne, Australia



Copenhagen is one of the top cities for bikes. Cycling is easy, fast and safe, so more than sixty percent of its people choose it as their main form of transport.

C Copenhagen, Denmark



- 1 **I KNOW** What means of transport do you often use? In pairs, make a list.
- 2 **9.01** Study and listen to the Vocabulary A box. Which means of transport are public and which are private? Which can you see in photos A–C?

VOCABULARY A Means of transport

aeroplane/plane bicycle/bike boat bus car coach
motorbike taxi train tram underground/metro

- 3 **9.02** Read the *City Life* article and choose the best summary.
- Fast public transport
 - Alternatives to car travel
 - The cheapest way to travel
- 4 **9.02** Study and listen to the Vocabulary B box. Which word is not a place?

VOCABULARY B Getting around

bus/metro/train/underground station bus stop
car park cycle lane traffic

- 5 **9.03** Listen and complete the sentences with the correct form of words from the Vocabulary B box.
- Paul is annoyed with the (...).
 - There's a (...) next to them.
 - Paul's idea is to have a few big (...) around the town.
 - He thinks that there has to be a (...) or a (...) next to the car parks.
 - Beth often has to wait at the (...) for twenty minutes or more.
- 6 **9.04 WORD FRIENDS** Complete the collocations with these verbs. Listen and check.

drive get get go (x2) park ride take wait (x2)

- get** into/out of a car/a taxi
- (...) a car
- (...) on foot
- (...) by bike/bus/car/motorbike
- (...) a bike/a motorbike
- (...) a car/a motorbike (in a car park)
- (...) a bus/a train/your car
- (...) at the bus stop
- (...) on/off a bus/a train/a bike
- (...) for a bus

- 7 Choose the correct option.

FACTS FOR TRAVELLERS

London

- When you get **into** / on or off / out of the train in the London Underground, or Tube, you often hear the message, 'Mind the gap'. It tells you to be careful because there's a gap between the train and the platform.
- You can't **wait** / park your car on double yellow lines.
- If you **drive** / ride your car into the city centre, you have to pay £15 or more.

Amsterdam

- There are 513 km of cycle **lanes** / streets in the city.

Prague

- You can **travel** / take the bus, tram and metro using the same ticket.
- You can see some of the city's most beautiful sights **by** / with boat.

- 8 **9.05** Complete the comments with one word in each gap. Listen and check.

How do you get to school?



Jude

My friend's mum ¹ **drives** us to school. He's got two sisters, so there are four of us. I get ² (...) the car last, so there's never enough room! I can't wait to get out ³ (...) the car when we get to school!



Cara

I ⁴ (...) the 8.15 bus. Sometimes I'm late and I have to wait ⁵ (...) the 8.30 bus. I try to be on time because I hate waiting ⁶ (...) the bus stop!

- 9 **CHALLENGE** In pairs, talk about which means of transport you use to get to school, to go on holidays and to visit friends in another town.
- I usually cycle to school. How do you get to school?*

VIDEO

- 44 Watch seven people talking about how they get to school or work. Write down the means of transport they mention.

STREET TALK

Present Continuous for future arrangements

- 1 9.06 Do you know the person in the photo? Read and listen to the posts and check.

Harry Styles fan page

HARRY STYLES AT THE O2 ARENA!

1derboy: Wow! Harry Styles is playing at The O2 in London on 22 June! Are you guys going?

Ron08: I'm not going. We're going on holiday that day.

AnnaBL: Yes, I am! 😊 I'm going with Andy. His mum is giving us a lift from Southend. What about you, 1derboy?

1derboy: Yes, I'm going too. I live in London, so I'm taking the bus. You're lucky you're going with a friend – I'm going on my own. 😞

Andy: Why don't we meet before the concert? We're going to Perfect Pizza on Berner Street first – my mum got us a table for seven o'clock. You're welcome to join us.

1derboy: Great, thanks, Andy! BTW, what are you guys wearing to the concert?

Andy: We're wearing our Harry Styles T-shirts, of course! 😊



- 2 Read the posts again. In pairs, answer the questions.
- When is the Harry Styles concert?
 - Who plans to go to the concert by car?
 - Where do they agree to meet? What time?
- 3 Study the Grammar box. Find examples of the Present Continuous in the posts.

GRAMMAR

Present Continuous for future arrangements

We're **going** to the concert on 22 July.
He **isn't going**. He's **going** on holiday.
Are you **coming** with us tomorrow?
Yes, we **are**./No, we **aren't**.

- 4 Complete the posts with the Present Continuous form of the verbs in brackets.

HARRY STYLES – December concerts



1derboy: Harry Styles ¹ *is giving* (give) a concert in Birmingham on Thursday. I ² (...) (go) – I've got a ticket already.



MeGirl: I can't go. My sister and I ³ (...) (sing) in the school concert that evening. 😞 What about you, Andy?



Andy: I ⁴ (...) (not go), but my mum is. She ⁵ (...) (see) Harry in Birmingham on Thursday. And she ⁶ (...) (go) to his Sheffield concert on Saturday. On the twenty-eighth, he ⁷ (...) (play) in Manchester – she's got a ticket for that too!

- 5 Make sentences in the Present Continuous. Which sentences are true for you? Compare with a partner.

- My father / make / dinner tonight / .
My father is making dinner tonight.
- I / not go / to the shopping centre this evening / .
- I / meet / my friends tomorrow / .
- I / not have / lunch today / .
- My family / visit / relatives this weekend / .
- My favourite singer / give / a concert next Friday / .

- 6 Complete the description with the Present Continuous form of the words in brackets.

Birthday arrangements

It's my birthday tomorrow. I ¹ *'m having* (have) a picnic in Regent's Park. All my friends ² (...) (come). Today, I ³ (...) (make) some sandwiches, but I ⁴ (...) (not make) cake. Mum ⁵ (...) (buy) it from a bakery this afternoon. Oh, and my friend Paul ⁶ (...) (bring) his guitar! I ⁷ (...) (not wear) anything special for my birthday – it's a picnic. My mum ⁸ (...) (give) me a lift there, and my friends ⁹ (...) (take) the underground. I can't wait!

- 7 **CHALLENGE** In pairs, ask and answer questions about your arrangements for the next few weeks.

A: *What are you doing tonight/this weekend/next week?*

B: *My friends and I are going to a concert.*

TEENMATTERS

[Home](#) [News](#) [Forum](#) [Gallery](#) [Links](#)

Hi, guys!! It's almost holiday time! What is the best holiday you ever had? What is your worst holiday ever? What are your plans for this summer? Please send in your posts.

A Anna
Last year we went to a Greek island and I spent two weeks on the beach swimming, sunbathing and, the best part, doing absolutely nothing! We all loved it, so we're going to another Greek island this summer. My worst holiday? Camping in Scotland when I was nine. I found a snake in my tent! I was so scared that I slept in the car for the rest of the holiday!



B Oliver
We travel a lot in the summer. This year, we're visiting family in Sweden and then we're going hiking in the Peak District in the north of England. I can't wait! My best holiday was in London. I was five and my parents took me to a huge toy shop. I was so excited! When it was time to leave, I didn't want to go, so I hid inside a play tent. My parents and the shop manager looked for me everywhere. When they found me, the manager was so happy that she gave me the play tent as a present!



C Claire
I love activity holidays, so I'm going sailing in Croatia for two weeks. I'd like to go on a city holiday too because I love sightseeing and shopping. My last holiday in Paris, however, was a disaster. We only went for the weekend, but I got a really bad cold on the first day. I spent the biggest part of the holiday in my hotel room, in bed. I'd like to go back one day and do all the fun things I missed.



- 1 Work in pairs. Where do you usually spend your holidays?
- in a quiet village • by a lake
 - visiting a city • at home
 - on a beach • in the mountains

- 2 9.07 Read and listen to the forum. In pairs, say which holiday sounds the most interesting.

- 3 Read the forum again. Match questions 1–7 with people A–C.
- 1 Who doesn't like being active on holiday? **A**
 - 2 Who is going to two different places this summer?
 - 3 Who wants to return to a place he/she went to before?
 - 4 Who had a bad shock on holiday?
 - 5 Who remembers a great holiday when he/she was young?
 - 6 Who is very excited about his/her next holiday?
 - 7 Who became ill on his/her holiday?

- 4 9.08 Study and listen to the Vocabulary box. Which activities can you find in the forum?

VOCABULARY

Holiday activities

hiking sailing shopping sightseeing skiing
sunbathing surfing swimming walking

THINKING TIME

EVALUATE

Rank the activities mentioned in the forum (1 = the most interesting, 6 = the least interesting).

APPLY

Where in your country can you do these activities? Make a list.

CREATE

Plan a three-day holiday for your class.

- Where are you going?
- How are you getting there?
- What activities are you doing each day?

VIDEO



GRAMMAR IN ACTION



- 1 45 9.09 Watch or listen. In your opinion, which of the friends is going to have the best holiday? Why?
- 2 What plans have the friends got? Why do you think these plans are important to them? Discuss in pairs.

FUTURE SKILLS



What personal goals have you got? Do you think the ideas below can help you achieve a goal? Why?/Why not?

Discuss in pairs.

- Choose a realistic goal.
- Plan what you need to do to meet your goal.
- Take small steps.
- Set a timetable and follow it.

- 3 Study sentences 1–4 with *be going to* from the dialogue in Exercise 1. Decide if options a–c are true or false.
- We use *be going to* to talk about future plans.
 - To form the affirmative, we use *be (am, is or are) + going to + main verb + -ing*.
 - The word order doesn't change in questions.
- I'm *going to* work for my aunt.
 - What about Lena? Do you know what she's *going to* do?
 - What *are you going to* do, Mateo?
 - We *aren't going to* go on a family holiday.

- 4 Study and complete the Grammar box with the words in blue from Exercise 3.

GRAMMAR

be going to

+	–
I ¹ <i>'m going to</i> get a job. She ² (...) learn Spanish.	We ³ (...) go to Cornwall. He <i>isn't going to</i> get up early.
?	Short answers
Are you <i>going to</i> spend the whole summer there?	Yes, I <i>am</i> ./No, I <i>'m not</i> . Yes, she <i>is</i> ./No, she <i>isn't</i> .
What ⁴ (...) you (...) study?	

VIDEO



46 Grammar Animation

- 5 Complete the sentences with the correct form of *be going to* and the verbs in brackets.
- I *'m going to stay* (stay) with my family in the USA.
 - You (...) (finish) this project next week.
 - Tim (...) (not come) on holiday with us.
 - When (...) (we/meet) again?
 - They (...) (have) a video call to talk about their school project.
 - Next summer, I (...) (get) a job.
- 6 Order the words to make questions.
- this summer / where / you / go / are / going to / ?
Where are you going to go this summer?
 - a job / going to / are / get / you / ?
 - are / going to / have / they / a video call / ?
 - going to / shopping / is / go / when / she / ?
 - get up early / you / going to / are / ?
 - he / going to / is / tennis / play / where / ?
- 7 Look at the table and make sentences about the people's plans for next weekend. Use *be going to*.

	Ann	Jo and Leo	Jason
get up early	✓	✗	✓
go shopping	✓	✗	✗
watch TV	✗	✓	✓

Ann is going to get up early. She ...

- 8 **CHALLENGE** In pairs, ask and answer questions about your plans for this summer. Use these ideas or your own.
- paint my room
 - play (a sport)
 - get a job
 - learn (a language/a musical instrument)
- A: *What are you going to do this summer?*
B: *I'm going to paint my room.*



- 1 In pairs, look at the photos. What do they show? Where in the world do you think these places are?

- 2 9.10 Study and listen to the Vocabulary box. Use the words to describe the weather in photos A–F.

In photo A, it's cloudy and windy.

VOCABULARY Weather

cloudy cold foggy hot rainy snowy
sunny warm windy

- 3 9.11 Listen to three people talking about today's weather in their city. Write the names of the cities and match them with photos A–F.

Speaker	Name of city	Photo
1		

- 4 9.12 Listen to three different situations and choose the correct answer.

- The weather in London is ...
 - cloudy.
 - warm.
 - windy.
- The weather in Athens at the moment is ...
 - great.
 - foggy.
 - cold.
- Ian's grandfather says that in Scotland ...
 - it often rains.
 - the weather never changes.
 - it's never warm.



- 5 In pairs, ask and answer the questions.

- What's the weather like today?
- What was the weather like yesterday?
- What's your favourite month for the weather?

VIDEO



EVERYDAY ENGLISH

- Noah: Excuse me, how do I get to Bank Sports Centre?
- Girl: Oh, erm, let me think ... Go straight on and then turn left at the traffic lights. Go past the Tube station and then take the second turning on the right. It's at the end of the street, on the right. You can't miss it.
- Noah: Thanks. *(to himself)* Was it the second turning on the right or on the left?

Later, at the sports centre ...

- Noah: Sorry I'm late!
- Mateo: Finally! Why didn't you answer my texts?
- Noah: My phone's dead! Where's Mia?
- Mateo: Good question. Oh, that's her. Hello? Where are you?
- Mia: I'm in Berner Street, but I can't find the sports centre.
- Mateo: That's because it's in Barker Street, Mia!
- Mia: Oh! And how do I get to Barker Street?
- Mateo: It's not far. Go to the end of Berner Street, then turn right at the crossroads.
- Mia: Mateo, listen, I haven't got much bat- ...
- Mateo: Hello? Mia?
- Noah: What happened?
- Mateo: I think her battery's dead too! What a day!



SOUNDS GOOD!

Sorry I'm late! • Finally!
• My phone's dead!

4 9.14 Complete the dialogue with words from the Speaking box. Listen and check.

- Girl: Excuse me, where's Bank Sports Centre?
- Woman: Go to the ¹ *end* of the road. Turn right ² (...) Maple Street. Go ³ (...) the Odeon Cinema. Then ⁴ (...) the second turning on the left. The sports centre is ⁵ (...) the right. You can't ⁶ (...) it.

5 9.15 You are outside the Tube station. Listen and follow the directions on the map. Where do they take you?



- Look at the photo. What is the girl doing?
- 47 9.13 Watch or listen. Why is Noah late?
- Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Asking for and giving directions

Asking for directions

Excuse me, where's the ...?

How do I get to the ...?

Is there a ... near here?

Giving directions

There's a ... in Barker Street.

Go to the end of the road/Berner Street.

Go straight on.

Go past the Tube station/cinema.

Turn left/right (into Barker Street).

Turn left/right at the crossroads/traffic lights.

Take the first/second turning on the left/right.

It's next to/opposite the ...

It's on the left/right.

It's not far. You can't miss it.

SPEAKING TIME



In pairs, look at the map in Exercise 5. You are at the Plaza Cinema. Ask for and give directions.

Student A: Ask for directions to the Curry Palace and then to Young's Theatre.

Student B: Ask for directions to the A-Z Bookshop and then to the library.

Go out of the cinema and ... Then ...

To: Dylan From: Nick

- 1 Hi Dylan,
 2 How are things? Anna, my cousin from Canada, is coming to stay with us
 3 for the summer. I'm planning a surprise welcome party for her on Saturday
 4 and I'd like to invite you. 😊 I'm going to invite Josh and Maisie too.
 5 The party is at my house and it starts at 7 p.m.
 6 I hope you can come.
 7 Take care,
 8 Nick



To: Nick From: Dylan

- 1 Hi Nick,
 2 Thank you for inviting me.
 3 I'd love to come! I'm really
 4 looking forward to it.
 5 See you soon,
 6 Dylan



To: Nick From: Maisie

- 1 Hi Nick,
 2 Thanks for the invitation. I'm sorry,
 3 but I can't come. 😞 I'm going
 4 away on holiday next Friday.
 5 I hope you have a lovely time!
 6 Take care,
 7 Maisie



- 1 🎯 In pairs, read the emails quickly and answer the questions.

- Who is the welcome party for?
- Who else is Nick going to invite?
- What time and where is everyone meeting?
- Can Dylan and Maisie go to the party?

- 2 Study the Writing box. Find examples of the phrases in the emails.

WRITING An invitation email

Greetings

- 1 Hi Dylan,
 2 How are you? How are things?

Invitation

- 1 I'm celebrating (my birthday) on ...
 2 We're going to the cinema.
 3 I'm having a party.
 4 I'm planning a surprise/welcome party for ...
 5 ... and I'd like to invite you.

Meeting arrangements

- 1 Let's meet ... The train leaves at ...
 2 We're all meeting at ... The party starts at ...

Ending

- 1 I hope you can come.
 2 See you soon, Take care, Lots of love,

Responding to an invitation

- 1 Thanks for the invitation.
 2 (+) I'd love to come! I'm really looking forward to it.
 3 (-) I'm sorry, but I can't come. I hope you have fun!

- 3 Study the Language box. Find examples of future time expressions in the emails.

LANGUAGE Future time expressions

in June next week/month/year on Saturday
 this evening/week/month/year today tomorrow tonight

WRITING TIME

🎯 You are celebrating your birthday next Saturday. Write an email inviting a friend to come. Swap invitations with a partner and write a reply.

FIND IDEAS

Make notes for your invitation email. Think about:

- what type of celebration it is
- the time and place
- special instructions

PLAN

Organise your email into paragraphs. Use the invitation email in Exercise 1 to help you.

WRITE AND SHARE

- Write a draft email. Use the Writing box and the Language box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

CHECK

- Check language: are the future time expressions correct?
- Check grammar: did you use the Present Continuous for arrangements and *be going to* for plans?

WORDLIST

9.16

Means of transport

aeroplane/plane (n)
bicycle/bike (n)
boat (n)
bus (n)
car (n)
coach (n)
motorbike (n)
taxi (n)
train (n)
tram (n)
underground/metro (n)

Getting around

bus station (n)
bus stop (n)
car park (n)
cycle lane (n)
metro station (n)
traffic (n)
train station (n)
underground station (n)

Word friends

(travel collocations)

drive a car (phr)
get into a car/taxi (phr)

get off a bike/bus/train (phr)
get on a bike/bus/train (phr)
get out of a car/taxi (phr)
go by bike/bus/car/
motorbike (phr)
go on foot (phr)
park a car/motorbike
(in a car park) (phr)
ride a bike/motorbike (phr)
take a bus/train (phr)
take your car (phr)
wait at the bus stop (phr)
wait for a bus (phr)

Holiday activities

hiking (n)
sailing (n)
shopping (n)
sightseeing (n)
skiing (n)
sunbathing (n)
surfing (n)
swimming (n)
walking (n)

Weather

cloudy (adj)
cold (adj)

foggy (adj)
hot (adj)
rainy (adj)
snowy (adj)
sunny (adj)
warm (adj)
windy (adj)

EXTRA WORDS

activity holiday (n)
be late (phr)
by a lake (phr)
camping (n)
city centre (n)
city holiday (n)
clean air (n)
cloud (n)
crossroads (n)
destination (n)
do a course (phr)
drive (v)
get a cold (phr)
get a job (phr)
give someone a lift (phr)
go on holiday (phr)
go straight on (phr)
go past (phr)

in the mountains (phr)
invitation (n)
invite (v)
on a beach (phr)
on tour (phr)
pack (v)
platform (n)
public transport (n)
safe (adj)
sky (n)
snow (n)
summer break (n)
tent (n)
ticket (n)
traffic lights (n)
train/tram/underground
network (n)
travel (v)
turn left/right (phr)
Tube station (n)
umbrella (n)
visit a city (phr)
visit family (phr)

1 Use the wordlist to find these things.

- 1 four words to describe winter weather *cold, ...*
- 2 two holiday activities you can do in the mountains
- 3 six means of road transport

2 Look at the chart. Write sentences about the weather. Then, in pairs, say what the weather is like where you are today.

It's hot in Athens.

Today's weather in Europe		
Athens 	Berlin 	Dublin
London 	Madrid 	Moscow
Paris 	Rome 	Warsaw

3 In pairs, take it in turns to tell your partner about your best holiday ever. Use words from the wordlist and these ideas.

- Where did you go?
- How did you travel there?
- What activities did you do?
- What was the weather like?

4 CHALLENGE Add one more word from the Extra words list to each group.

- 1 fresh air, unpolluted air, *clean air*
- 2 go straight ahead, turn right, (...)
- 3 station, track, (...)
- 4 hat, raincoat, (...)
- 5 tent, sleeping bag, (...)
- 6 receipt, boarding pass, (...)
- 7 drop someone off, pick someone up, (...)
- 8 not on time, not punctual, (...)
- 9 junction, roundabout, (...)
- 10 departure, journey, (...)



VOCABULARY

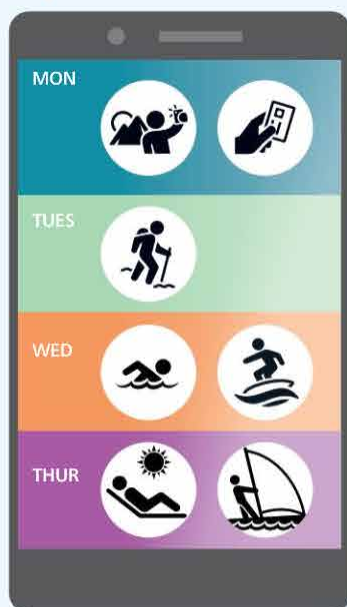
- Write the words for the definitions.
 - People wait here for a bus.
 - People use this to travel fast under a city.
 - People leave their cars here – for example, when they go shopping.
 - It's a good idea to use this when you ride your bike in a city.
 - It's a type of bus that people use for long journeys.
 - It's got two wheels like a bicycle, but it's much faster.

- Complete the description with one word in each gap.

I sometimes go to school on ¹ (...), but usually I go ² (...) bus. I'm lucky because there's a bus ³ (...) in front of my house. The eight o'clock bus is often busy and I can't get ⁴ (...) it, so I have to wait ⁵ (...) the next bus. I ⁶ (...) off the bus at the park – it's next to my school. Some of my friends ⁷ (...) their bikes to school. There are cycle ⁸ (...) everywhere, so it's very safe.

- What is Abby doing on holiday next week? Write sentences using the Present Continuous.

On Monday, she's ...



- CHALLENGE** Write four sentences. Each sentence must include a word or phrase from the box.

cycle lane foggy park a car sightseeing

We can't go hiking because it's foggy.

GRAMMAR

- What is Bella doing this weekend? Write sentences using the Present Continuous.

On Saturday morning, she's ...

Saturday	morning	play tennis
	afternoon	go shopping
	evening	go to Katie's party
Sunday	morning	make a cake
	afternoon	visit Grandpa
	evening	do homework

- Complete the sentences with the correct form of *be going to* and the verbs in brackets.
 - I (...) (go) skiing with my family next winter.
 - The youth hostel in Venice was terrible. Next time, we (...) (not stay) at a youth hostel – we (...) (find) a cheap hotel.
 - I (...) (not go) swimming tomorrow. I (...) (revise) for my exams all weekend.
 - They (...) (not go) hiking in the mountains on Saturday because the weather (...) (be) rainy and windy.
 - My father (...) (not take) us to school today. We (...) (go) by bus.
- Make questions with *be going to*. Then match questions 1–5 with answers a–e.
 - where / you / go / in the summer / ?
 - how / you / get / there / ?
 - what / you / do / ?
 - where / you / stay / ?
 - what / you / buy / ?
 - With an English family.
 - To London.
 - A Chelsea football shirt!
 - By train.
 - I'm going to do an English course and go sightseeing.
- CHALLENGE** Answer the questions in Exercise 7 that are true for you. Write full sentences.

DICTIONATION

- 9.17 Listen. Then listen again and write down what you hear during each pause.



Around the world

These days there are many different ways to travel around the world. The record for the fastest journey around the world by plane is just forty-seven hours.

In the nineteenth century planes didn't exist, but the idea of travelling around the world was still exciting. The French writer Jules Verne published *Around the World in 80 Days* in 1872. In the book, Phileas Fogg has to travel from London through Egypt, India, Japan and the USA, and be back in London eighty days later. Travelling by steam trains and boats, he wins the challenge!

Sadly, it's very difficult to make Fogg's journey today. For example, if you want to go from Japan to the USA by sea, you have to go on a cruise ship. The cruise can take twenty days! And passenger ships from New York to England only sail about twelve times a year.

One part of the journey is still the same. Fogg travelled on the Indian railway from Mumbai to Kolkata – a journey of 2,000 kilometres and three days. These days it only takes thirty hours!

So, to explore the world and find adventure, who needs planes?

challenge (n) a difficult situation that tests you

cruise (n) a holiday on a ship, visiting different places

steam (n) the gas that water changes into when it is hot

1 Look at the map and the photo.
In pairs, discuss the questions.

- 1 When in history do you think the train is from?
 - a the 1700s
 - b the 1800s
 - c the 1900s
- 2 The map shows a journey from a famous book. How long was the journey?
 - a eighty days
 - b eight weeks
 - c eight months

2 **9.18** Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions. Find the correct numbers and dates.

- 1 How long was the fastest journey around the world by plane?
- 2 When did Jules Verne publish *Around the World in 80 Days*?
- 3 How long can it take to travel from Japan to the USA on a cruise ship?
- 4 How many ships are there between New York and England every year?
- 5 How far is Mumbai from Kolkata?
- 6 How long does the train journey from Mumbai to Kolkata take today?

4 Would you like to travel around the world? What countries would you like to see? How would you travel? Discuss in pairs.



5 In pairs, look at the photo and discuss the questions.

- 1 What is happening in the photo?
- 2 How often do you travel by train?
- 3 When was the last time you travelled by train?

6 **48** Watch the video about two different train journeys. Which cities do the two journeys start from?

7 **48** Watch the video again. Find out:

- 1 the three cities you can travel to from the UK on the Eurostar.
- 2 three countries the Trans-Siberian Express travels through.
- 3 the length of the journey from Moscow to Beijing on the Trans-Siberian Express.

8 **VISIBLE THINKING** Follow these steps.

WHY DO YOU SAY THAT?

- 1 Study the discussion question and choose your answer.

Question: Which means of transport do you think is the most eco-friendly?

Answer: *bikes / trains / cars*

- 2 Tick the reason(s) you can use to support your opinion. Can you add two more reasons?
 - They carry many people.
 - They're the healthiest.
 - They can use clean energy.
- 3 In pairs, discuss the question. Give your opinion and all your reasons.

Bikes are the most eco-friendly.

B: Why do you say that?

A: Because they're the healthiest ...

PROJECT TIME

In groups of four, create a travel plan for a sustainable school trip of a few days. Follow these steps.

- 1 In your group, find out about ecotourism. Then talk about your sustainable school trip.
- 2 Individually, prepare your part of the travel plan.
- 3 In your group, complete your travel plan and prepare a map. You can also create a digital map of the trip.
- 4 Share your travel plan with the class.

**SUSTAINABLE
DEVELOPMENT
GOALS**



7

**AFFORDABLE AND
CLEAN ENERGY**

To ensure that everyone has access to affordable, reliable, sustainable and modern energy.

What can we do?

Discuss this statement:

Thirteen percent of the global population doesn't have access to electricity.



VOCABULARY AND GRAMMAR

1 Choose the correct option.

Phones before and now

My gran was a teenager

¹ (...) the 1970s.

Back then, people

² (...) smartphones.

Gran's family had

³ (...) phone, but

it was in the living room, so everybody

listened to her conversations! I'm happy that

I've got my own smartphone so I can text my

friends and ⁴ (...) calls in my bedroom. Life

is easier with a smartphone. For example, on

Saturday, I'm going ⁵ (...) with some friends in

the mountains. We're going by train. Nowadays,

you ⁶ (...) wait to buy tickets at the station, you can buy them on your phone like I did.



- | | | |
|-------------------|-----------------|---------------|
| 1 a at | b in | c to |
| 2 a have | b aren't having | c didn't have |
| 3 a a | b an | c the |
| 4 a use | b make | c do |
| 5 a sightseeing | b hiking | c shopping |
| 6 a don't have to | b have to | c mustn't |

2 Complete the text with one word in each gap.

What are you ¹ (...) to do this summer? I'm going to study English in Oxford. Oxford is a beautiful old city in the south of England. In summer, the weather is warm, but it's often cloudy. If you like sightseeing, you can ² (...) a red sightseeing bus. You can ³ (...) on and off at 20 different bus stops. You can also ⁴ (...) a bike around the city, but there are some basic rules: for example, you have to ride on the left on roads and cycle lanes and you ⁵ (...) use your phone when you're riding.

My brother says London is the best city in England, but I went last summer and I ⁶ (...) like it. There was a lot of traffic, and the underground was very busy and hot.

3 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

1 She was born in Italy, so she speaks Italian.

NATIVE

She was born in Italy, so Italian *is her native language*.

2 On Saturday, we're going for a swim in the lake.

SWIMMING

On Saturday, (...) in the lake.

3 You can find a new word in the dictionary. **UP**

You can (...) a new word in the dictionary.

4 Can I use your phone to call my mum? **MAKE**

Can I (...) to my mum from your phone?

5 I texted her yesterday, but she didn't reply. **TEXT**

I (...) yesterday, but she didn't reply.

6 It always rains here in February. **IS**

The weather (...) here in February.

SPEAKING

4 Choose the correct response.

1 Do you know what I mean?

- a No, I'm not sure I get it. b That's true.
c I think so too.

2 How do I get to the post office?

- a I'm sorry. I don't get it.
b You can't miss it.
c Take the first turning on the left.

3 Talking is better than texting.

- a Do you see? b Maybe you're right.
c Don't worry about it!

4 Do you get it now?

- a Oh, I see. Yes. b That's true.
c It's not far.

5 I think that film was great.

- a I'm sorry. b Now I get it.
c I agree.

5 In pairs, do the speaking task. Go to page 158.

LISTENING

6 Do you agree with the statements? Why?/Why not? In pairs, compare your ideas.

- I don't like school trips. I prefer holidays with my family.
- I don't want to learn any new things during my holidays. I just want to do nothing.
- The best holiday is at home. You save money on hotels and travel!

7 **9.19** Listen and choose the correct answer.

- 1 Who is Ryan going to go on holiday with?
a his friends b his parents
c his cousins
- 2 Which sport is Ryan going to learn?
a sailing b swimming
c surfing
- 3 How long is Tina's holiday in France?
a a weekend b a week
c a month
- 4 How does she prefer to travel around Paris?
a on the metro b by bus
c on foot

READING

- 8** Describe the photos. What are the people doing? Read the posts quickly and match paragraphs 1–3 with people A–C.

Amazing people

There are lots of famous people who do amazing things. But what about people we know? Who do you think is great?

1 I admire my teacher Mr Kelly. Last month, he took part in the London Marathon for the first time. It was hard, but he didn't stop and he completed the race in four and a half hours. Next year, he's going to run a marathon in Asia. He always tells us that we have to work hard to achieve our goals. He really inspires me!

2 My grandma Rose is amazing. She's ninety, but she can use a computer and a mobile phone. She takes great photos and then posts them on her Facebook page. We live far away, so we have to do video calls with my grandma, but she loves it. She says she's going to start a vlog about using technology!

3 My cousin Matt knows a lot about South America and he speaks Spanish fluently. Last year, he didn't have a typical summer holiday. He went to Ecuador. He took a bus from the capital city, Quito, to a village in the mountains. He worked with the population and learned their native language. He didn't use his phone or the internet for four weeks! Can you imagine that?

- 9** Read the posts again and match people in photos A–C with questions 1–5.

Who ...

- 1 learned to use technology?
- 2 speaks a foreign language well?
- 3 tried a new activity recently?
- 4 had a different kind of holiday?
- 5 has got plans for next year?

- 10** Read the posts again and answer the questions.

- 1 How long did it take Mr Kelly to run the marathon?
- 2 What is Rose very good at doing?
- 3 What new thing does Rose want to do?
- 4 How did Matt get to the village?
- 5 What did Matt do in the village? What didn't he do?

WRITING

- 11** Make a list of five things that you enjoy doing with friends. In pairs, compare your lists. Do you enjoy the same things?
- 12** You would like to spend Saturday with a friend. Write an email to him/her about your plans and invite him/her to go with you. Write about these things.
- what you're doing on Saturday and how you're getting there
 - where your friend can meet you
 - directions for getting there



Starter Unit

Subject pronouns

I	he	you	we
you	she	it	they

Use

- We use subject pronouns to replace the names of people and things. They represent the subject of the sentence.

I am French.

She is happy.

It is big.

We are friends.

Form

- We can never omit the subject pronoun.

This is Elsa. She is British. ✓

This is Elsa. Is British. ✗

1 Choose the correct option.

- Maria is thirteen years old. (She) / I is from Italy.
- Jack and Lucas are in my class. He / They are my friends.
- You and I are from London. We / They are British.
- My name is Lucy. I / We am Mexican.
- Paris is the capital of France. They / It is very big.
- This is Leo. He / You is from Granada.

2 Replace the underlined words with these subject pronouns.

he she it we you they

- You and Sonia are happy. you
- Joe is from the USA.
- Sarah is good at music.
- Friday is my favourite day.
- You and I are good at football.
- Ben and Michael are friends.

3 Write three new sentences with different subject pronouns.

My name is Paula and I am from Huesca.

to be

+	I'm (am) fourteen.	
	He/She/It's (is) fourteen.	
	You/We/They're (are) fourteen.	
-	I'm not (am not) fourteen.	
	He/She/It isn't (is not) fourteen.	
	You/We/They aren't (are not) fourteen.	
?	Am I fourteen?	Yes, I am. No, I'm not.
	Is he/she/it fourteen?	Yes, he/she/it is. No, he/she/it isn't.
	Are you/we/they fourteen?	Yes, you/we/they are. No, you/we/they aren't.
	How old am I?	
	How old is he/she/it?	
	How old are you/we/they?	

Use

- We use *to be* to describe people and things.

She's very clever.

The film is boring.

We're hungry.

Form

- To form the affirmative (I): subject + *am*/'m.
- I'm Scottish.
- To form the affirmative (he/she/it): subject + *is*/'s.
- She's British.
- To form the affirmative (you/we/they): subject + *are*/'re.
- They're in the same class.
- To form the negative, we add *not* after *am*/'m/*is*/'s/*are*/'re.
- I'm not (am not) American.
- The dog isn't (is not) hungry.
- In questions, the word order changes: *Am*/'s/*Are* + subject + ?
- A: Are you thirteen?
- B: Yes, I am./No, I'm not.
- A: Is he in your class?
- B: Yes, he is./No, he isn't.

1 Choose the correct option.

- 1 I (m) / 's Mexican.
- 2 They's / 're from Portugal.
- 3 Are / Is you from Germany?
- 4 She aren't / isn't in my class.
- 5 Am / Is the cat hungry?
- 6 Yes, we is / are.

2 Order the words to make sentences.

- 1 A: your sister / she / is / ?
B: isn't / no / , / she / .
Is she your sister?
No, she isn't.
- 2 video games / good at / aren't / they / .
- 3 are / good at / sports / we / .
- 4 happy / isn't / he / .
- 5 they / are / how old / ?
- 6 am / Russian / I / .

3 Make questions with *to be*. Then answer the questions.

- 1 you / a musician / ?
Are you a musician?
No, I'm not./Yes, I am.
- 2 you and Danny / in the same class / ?
- 3 Jessica / tall / ?
- 4 you / good at / skateboarding / ?
- 5 your friends / good at / music / ?
- 6 your mum / an artist / ?
- 7 Harry / your brother / ?
- 8 you / happy today / ?

4 Complete the text with the correct affirmative (+) or negative (-) form of *to be*.

Enrique is (+) my best friend. We ¹ (...) (+) at the same school, but we ² (...) (-) in the same class. Enrique ³ (...) (+) from the USA. I ⁴ (...) (-) from the USA, I ⁵ (...) (+) British.

Possessive adjectives

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

Use

- We use possessive adjectives to say who things belong to.
My name is Lucas.
His eyes are blue.

Form

- We can use possessive adjectives before a noun or an adjective.
Our car is red.
Her new phone is white.

1 Choose the correct option.

- 1 He / (His) name is Pablo.
- 2 I / My mum is Mexican.
- 3 She / Her is from the USA.
- 4 We / Our teacher is strict.
- 5 You / Your new phone is cool.
- 6 Clara is they / their sister.

2 Complete the text with these words.

I He His My Their They

Hello. ¹ My name is Emily and ² (...) am 12. ³ (...) is my brother. ⁴ (...) name is Harry. ⁵ (...) are my mum and dad. ⁶ (...) names are Laura and Tom.

3 Write a new text like the text in Exercise 2.

Hello. My name is Oscar and ...

Plural nouns

- To form the plural of most nouns, we add -s to the singular form:
apple – apples
- To form the plural of nouns that end in *ch, o, s, ss* or *x*, we add -es:
watch – watches
tomato – tomatoes
class – classes
box – boxes
- To form the plural of nouns that end in consonant + *y*, we drop the *y* and add -ies:
baby – babies
- Some nouns have irregular plural forms:
child – children

1 Write the plural form of these nouns.

bag – 1 <i>bags</i>	bus – 4 (...)	dress – 7 (...)	potato – 10 (...)
beach – 2 (...)	camera – 5 (...)	man – 8 (...)	tax – 11 (...)
bike – 3 (...)	diary – 6 (...)	person – 9 (...)	woman – 12 (...)

2 Do you know the plural form of these irregular nouns?

~~foet~~ fish mouse sheep wolf tooth

foot – feet

Demonstrative pronouns

Singular	Plural
<i>This is my book.</i>	<i>These are my books.</i>
<i>That is my book.</i>	<i>Those are my books.</i>

Use

- We can use *this* and *these* to talk about things that are near us (↓).
This is my new watch.
These are my keys.
- We can also use *this* and *these* to introduce people.
A: *This is Elena.* B: *Hi, Elena. Nice to meet you.*
A: *These are my brothers, Matt and Adam.*
- We can use *that* and *those* to talk about things that are not near us (↗).
My name is Lucas.
His eyes are blue.

1 Choose the correct demonstrative pronoun.

- This / These* are my keys.
- Is *this / these* your wallet?
- Is *this / these* your phone?
- That / Those* shoes are cool.
- That / Those* girl is my classmate.
- That / Those* children are very noisy!

2 Complete the sentences with *this*, *these*, *that* or *those*.

- ↓ *This* phone is good.
- ↗ *That* phone isn't good.
- ↓ (...) computers are old.
- ↓ (...) city is big.
- ↗ (...) T-shirt is cool.
- ↓ (...) video game is difficult.
- ↗ (...) watch is cheap.
- ↗ (...) are my keys.

Possessive pronouns

Possessive adjective	Possessive pronoun
my	mine
your	yours
his	his
her	hers
its	its
our	ours
their	theirs

Use

- We use possessive pronouns to say who things belong to.
This T-shirt is mine.
Those keys are hers.
- We can use possessive pronouns to avoid repeating nouns.
A: *Is this Jack's phone?*
B: *No, it's mine. (= my phone)*

1 Rewrite the sentences with possessive pronouns.

- This is my wallet.
This wallet is mine.
- That is his laptop.
- These are our keys.
- Those are your desks.
- These are her shoes.
- That is their classroom.

2 Choose the correct option.

- This watch is mine / my.
- These are *our* / *ours* keys.
- Those T-shirts are *your* / *yours*.
- A: Whose is this camera?
B: It's *her* / *hers*.
- A: Are these *our* / *ours* books?
B: No, they're *their* / *theirs*.
- A: Is this Jack's phone?
B: Yes, it's *his* / *hers*.

Classroom language

Affirmative

Open your book.
Sit down!
Stand up!
Look at the board.
Put your hand up.

Negative

Don't talk.
Don't write in your textbook.

1 Order the words to make sentences.

- partner / to / your / talk / .
Talk to your partner.
- the / at / text / look / .
- books / your / open / .
- in / phones / your / put / bags / your / .
- in / Workbooks / your / write / the answers / .
- hands / up / your / put / .

2 Write the negative forms of the sentences in Exercise 1.

- Don't talk to your partner.*

Object pronouns

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

Use

- We use object pronouns to replace the names of people and things. They represent the object of the sentence.
I am Australian. Speak to me in English.
She is happy. Look at her!
The cat is hungry. Give it some food.
The children are bored. Read them a story.

1 Choose the correct option.

- Please phone I / me tonight.
- My dad's American. I speak to *he* / *him* in English.
- Excuse *me* / *my*! Is this your bag?
- This is Luisa. I play tennis with *her* / *she*.
- Mr Brown is *our* / *us* English teacher.
- Our History teacher is very happy with *we* / *us* today.

2 Complete the sentences with the correct object pronouns.

- This is his number. Call *him*.
- I'm bored. Send (...) a text message!
- Tamara is a good singer. Listen to (...).
- We're at the beach. Our friends are with (...).
- Danny and Sandy are happy. Look at (...)!
- Put your books on the desk and open (...) on page 26.

Unit
1**can**

+	I/You/He/She/It/We/They can speak English.
-	I/You/He/She/It/We/They can't (cannot) speak French.
?	Can I/you/he/she/it/we/they dance? Yes, I/you/he/she/it/we/they can . No, I/you/he/she/it/we/they can't .

Use

- We use *can* to talk about ability.
I can speak English.

Form

- To form the affirmative, we use *can* + main verb without *to* for all subjects.
We can swim.
- To form the negative, we add *not* after *can*. The short form of *cannot* is *can't*.
She cannot/can't dance.
- The word order changes in questions:
– *Can* + subject + main verb?
Can you sing?
- In short answers we do not repeat the main verb; we only use *can/can't*.
A: *Can it fly?*
B: *Yes, it can./No, it can't.*

Common mistakes

He can skate. ✓
~~*He can to skate.*~~ ✗

have got

+	I/You/We/They've got (have got) blue eyes. He/She/It's got (has got) blue eyes.
-	I/You/We/They haven't got (have not got) blue eyes. He/She/It hasn't got (has not got) blue eyes.
?	Have I/you/we/they got blue eyes? Yes, I/you/we/they have . No, I/you/we/they haven't . Has he/she/it got blue eyes? Yes, he/she/it has . Yes, he/she/it hasn't .

Use

- We use *have got* to talk about possession.
You've got a lot of books.

Form

- To form the affirmative, we use:
– subject (I/you/we/they) + *have've got*.
They've got a camera.
– subject (he/she/it) + *has's got*.
She's got a pet.
- To form the negative, we add *not* after *have/has*:
I haven't (have not) got a watch.
The car hasn't (has not) got a CD player.
- The word order changes in questions:
– *Have/Has* + subject + *got*?
Have you got the comics?
Has he got a laptop?
- In short answers we do not repeat *got*; we only use *have/haven't/has/hasn't*.
A: *Has she got a guitar?*
B: *Yes, she has./No, she hasn't.*

Common mistakes

He's got an MP3 player. ✓
~~*He've got an MP3 player.*~~ ✗
They haven't got any posters. ✓
~~*They not have any posters.*~~ ✗

Unit 1

can

- Order the words to make sentences with **can** or **can't**.
 - speak / can / English / I / .
I can speak English.
 - French / speak / they / can't / .
 - dance / can / you / ?
 - can't / they / , / no / .
 - can / we / , / yes / .
 - your / sing / can / sister / ?
- Complete the sentences with **can** or **can't**.
 - Our dog Toby can swim – he's really good!
 - A: (...) your parents speak English?
B: Yes, they (...).
 - My sister can speak Italian, but she (...) speak Spanish.
 - A: (...) you drive?
B: No, we (...).
 - My girlfriend (...) dance – she's fantastic – but I (...).
 - A: (...) your brother use a computer?
B: No, he (...)! He's three!
- Look at the table and make sentences about what the people **can/can't** do.

	Spell	Read music	Count to ten in a foreign language	Use a computer
Billy	✗	✓	✓	✓
Aga and Suri	✓	✗	✓	✓

Billy can't spell. He can ...

- Complete the sentences with names of famous people in your country.
 - (...) can speak English very well.
 - (...) can't speak English.
 - (...) can play football very well.
 - (...) can dance, but he/she can't sing.
 - (...) can play the guitar well.
 - (...) can swim really fast.
- Look at Exercise 4. Make three similar sentences about your friends and family.

have got

- Choose the correct option.
 - I ve got / has got blue eyes.
 - They *hasn't got* / *haven't got* blue eyes.
 - Have* / *Has* you got a laptop?
 - She *haven't got* / *hasn't got* a car.
 - Have* / *Has* Dave got a new phone?
 - Yes, we *has* / *have*.
- Order the words to make sentences.
 - A: a pen / got / she / has / ?
B: *hasn't* / *no* / , / she / .
Has she got a pen?
No, she hasn't.
 - got / any pets / haven't / they / .
 - have / new / got / books / we / .
 - a wallet / hasn't / he / got / .
 - A: they / got / have / a cat / ?
B: yes / , / have / they / .
 - got / have / lots of friends / I / .
- Make questions with **have got**. Then answer the questions.
 - you / a laptop / ?
Have you got a laptop?
Yes, I have./No, I haven't.
 - your parents / brown eyes / ?
 - Beyoncé / blonde hair / ?
 - you / a TV in your bedroom / ?
 - your friends / skateboards / ?
 - your mum / a mobile phone / ?
 - Homer Simpson / a small family / ?
 - you / a watch / ?

- Complete the text with these words.

's got 've hasn't got got have have you got

My mother likes music and she ¹ 's got a lot of musical instruments: a violin, a guitar and a trumpet, but she ² (...) a piano. I ³ (...) got a guitar, too, but I haven't ⁴ (...) a trumpet.

What about you? ⁵ (...) a trumpet? And ⁶ (...) your brothers and sisters got musical instruments?

- Write a short description of your best friend using **have got**.
Martina's tall. She's got long hair and green eyes.

Unit
2

there is/there are

	Singular	Plural
+	There's (is) an apple. There's (is) a banana. There's (is) some water.	There are four carrots. There are some drinks.
-	There isn't (is not) a pizza. There isn't any pasta.	There aren't (are not) any noodles.
?	Is there a plate? Yes, there is . No, there isn't .	Are there any forks? Yes, there are . No, there aren't .

Use

- We use *There are* and *There aren't* with plural nouns.
There are six shops in the square.
There aren't any trains today.
- We use *some* in affirmative sentences.
There are some tickets for the concert.
- We use *any* in negative sentences and questions.
There aren't any books in my backpack.
Are there any bananas in the fridge?

Form

- To form the affirmative, we use *There + is/are*.
There's a swimming pool in the sports centre.
There are some beautiful parks in the city.
- To form the negative, we add *not* after *There is/are*.
There isn't a café at the station. (= There is not)
There aren't any French students in our class. (= There are not)
- The word order changes in questions: *Is/Are + there*.
Is there a hospital near here?
Are there any keys on the table?

Common mistakes

There's a cat in the tree. ✓

Is a cat in the tree. ✗

There isn't a laptop on the desk. ✓

There no is a laptop on the desk. ✗

Countable and uncountable nouns

Countable nouns		Uncountable nouns		
Singular	Plural	Singular		
a burger	burgers	bread	butter	cheese
an egg	eggs	cola	ketchup	soup

Form

- Countable nouns can be singular or plural.
egg eggs vegetable vegetables
- Uncountable nouns have no plural form.
ham, cheese, water

Quantifiers

	Countable nouns	Uncountable nouns
+	There's a burger. There's an egg. There are some chips. There are a lot of/lots of chips.	There's some cheese. There's a lot of/lots of soup.
-	There aren't any cookies. There aren't many eggs.	There isn't any bread. There isn't much milk.
?	Are there any forks? How many forks are there?	Is there any cola? How much cola is there?

Use

- We use *a* before singular countable nouns starting with a consonant sound.
a potato, a sandwich
- We use *an* before singular countable nouns starting with a vowel sound.
an apple, an orange
- We can use *some*, *a lot of* and *many* before plural countable nouns.
some apples, a lot of apples, many apples
- We can use *some*, *a lot of* and *much* before uncountable nouns.
some pasta, a lot of pasta, much pasta
- We use *How many ...?* (countable nouns) and *How much ...?* (uncountable nouns) to ask about quantities.
How many friends have you got?
How much water is there?
- We usually use *a lot of* in affirmative sentences.
There are a lot of books on the table.
- We usually use *much* and *many* in negative sentences and questions.
There isn't much juice. Have you got many pets?

Unit
2

there is/there are

1 ● Choose the correct option.

- 1 There is / There are a carrot.
- 2 There is / There are four apples.
- 3 There isn't / There aren't any noodles.
- 4 There isn't / There aren't an egg.
- 5 Is there / Are there any bananas?
- 6 Is there / Are there a fork?
- 7 There is any / some pizza.
- 8 There aren't any / some plates.

2 ●● Look at the notes about Layla's menu for her mum's birthday meal. Make sentences with there is/there are.

A special menu for Mum's birthday

- | | |
|-----------------------|---------------|
| 1 a cheese sandwich ✓ | 6 crisps ✓ |
| 2 two muffins ✗ | 7 a banana ✓ |
| 3 three boiled eggs ✓ | 8 toast ✓ |
| 4 a glass of cola ✓ | 9 ice cream ✗ |
| 5 a hot dog ✓ | 10 grapes ✓ |

1 There's a cheese sandwich on the menu.

3 ●● Make questions with there is/there are. Then answer the questions.

- 1 a table / your kitchen / ?
Is there a table in your kitchen?
Yes, there is./No, there isn't.
- 2 fish fingers / your fridge / ?
- 3 a café / your school / ?
- 4 vegetarian meals / your school café / ?
- 5 a fridge / your bedroom / ?
- 6 a pizzeria / your street / ?
- 7 muffins / a pizza / ?
- 8 eggs / an omelette / ?

4 ●●● Think of your fridge. Write five sentences about what there is or there isn't. Use the correct form of there is/there are and a/an, some or any.

In my fridge, there are some cola.
In my fridge, there isn't any milk.

Countable and uncountable nouns | Quantifiers

1 ● Are the underlined nouns countable or uncountable? Write C (countable) or U (uncountable).

- 1 There's a burger. C
- 2 There's some cheese.
- 3 There isn't any bread.
- 4 There are lots of chips.
- 5 There aren't any cookies.
- 6 There isn't any cola.
- 7 Is there any soup?
- 8 Are there any eggs?

2 ●● Copy and complete the table with these words.

apple brownie crisps glass kebab mayonnaise
noodles salt spaghetti tomato water

	Countable nouns	Uncountable nouns
Singular	apple	
Plural		

3 ●● Choose the correct option.

- 1 Are there any / some bananas?
- 2 There is a lot of / many ham.
- 3 There isn't much / many water.
- 4 There is an / some egg.

4 ●● Write sentences with the words in Exercise 2. Use there is/there are and a quantifier.

There's an apple./There are some crisps.

5 ●●● Choose eight words from Exercise 2 and make a shopping list. Write the quantities. Write and answer questions about your list.

Shopping list
four apples

A: Are there any apples on the shopping list?

B: Yes, there are.

A: How many apples are there?

B: There are four apples.

Unit
3

Present Simple (affirmative and negative)

Affirmative	Negative
I get up late.	I don't (do not) eat breakfast.
You get up late.	You don't (do not) eat breakfast.
He gets up late.	He doesn't (do not) eat breakfast.
She gets up late.	She doesn't (do not) eat breakfast.
It gets up late.	It doesn't (do not) eat breakfast.
We get up late.	We don't (do not) eat breakfast.
You get up late.	You don't (do not) eat breakfast.
They get up late.	They don't (do not) eat breakfast.

Use

We use the Present Simple to talk about:

- routines and habits.
He gets up at 7.00 a.m. every day.
- things that are true in general.
We live in a small town.

Form

- To form the third person singular (with *he, she* and *it*), we add *-s, -es* or *-ies* to the verb. (See Spelling rules.)
She speaks Spanish.
- To form the negative, we use *do not (don't)* with *I, you, we* and *they*. We use *does not (doesn't)* with *he, she* and *it*.
We don't have dinner together.

Spelling rules: verb + -s

Most verbs: add -s	<i>read</i> → <i>reads</i> <i>play</i> → <i>plays</i>
Verbs that end with -ss, -ch, -sh, -x and -o: add -es	<i>kiss</i> → <i>kisses</i> <i>watch</i> → <i>watches</i> <i>wash</i> → <i>washes</i> <i>fix</i> → <i>fixes</i> <i>go</i> → <i>goes</i>
Verbs that end with a consonant + y: drop the y and add -ies	<i>study</i> → <i>studies</i>

Common mistakes

He goes to bed early. ✓

~~*He go to bed early.*~~ ✗

She doesn't eat pizza. ✓

~~*She doesn't eats pizza.*~~ ✗

Present Simple (questions and short answers)

Yes/No questions	Short answers
Do I go to school?	Yes, I do ./No, I don't .
Do you go to school?	Yes, you do ./No, you don't .
Does he go to school?	Yes, he does ./No, he doesn't .
Does she go to school?	Yes, she does ./No, she doesn't .
Does it go to school?	Yes, it does ./No, it doesn't .
Do we go to school?	Yes, we do ./No, we don't .
Do you go to school?	Yes, you do ./No, you don't .
Do they go to school?	Yes, they do ./No, they don't .

Wh- questions

What time **does** he **get** up?
Where **does** she **come** from?

Form

- To form questions, we use *do/does*. The word order also changes:
 - *Do* + subject (*I/you/we/they*) + main verb?
Do they walk to school?
 - *Does* + subject (*he/she/it*) + main verb?
Does she ride her bike to school?
 - *Wh-* + *do/does* + subject + main verb?
What does she like?
- In short answers we do not repeat the main verb. We only use *do/don't/does/doesn't*.
A: Does he clean his teeth in the morning?
B: Yes, he does./No, he doesn't.

Unit
3

Present Simple (affirmative and negative)

1 ● Write these Present Simple sentences in the negative.

- I get up early.
I don't get up early.
- I eat breakfast.
- You eat meat.
- She tidies her room.
- He helps in the kitchen.
- We go to the cinema.

2 ● Order the words to make sentences.

- meat / never / eat / I / .
I never eat meat.
- is / often / He / tired / .
- complain / They / always / .
- go / once a week / to / the / I / gym / .
- has / He / breakfast / usually / .
- to / the / We / cinema / go / sometimes / .

3 ●● Write sentences to say how often you do these things. Use a time expression or adverbs of frequency.

- go to the cinema
- have breakfast
- help in the kitchen
- tidy your room
- browse the internet
- write long letters

I go to the cinema once a month. I usually ...

4 ●● Complete the text with the Present Simple form of the verbs in brackets.

Cody

Every morning my parrot Cody ¹ *tells* (tell) us he's happy to see the sun and ² (...) (wake) us up! We ³ (...) (not have) a problem with this in winter. But in summer, he ⁴ (...) (start) at 4 a.m. and he ⁵ (...) (not stop) – we ⁶ (...) (not like) it at all!

When Dad ⁷ (...) (watch) football on TV, Cody sometimes gets very excited and Dad ⁸ (...) (shout) at him.

Cody ⁹ (...) (know) many words. He can say, 'Pretty boy!' and 'Lovely celery!' but his favourite words are 'Shut up, Cody!'

5 ●●● Think of a person you know very well. Write eight sentences about what *he/she does/doesn't do* on a typical day.

Present Simple (questions and short answers)

1 ● Complete the short answers with *do* or *does*.

- Do you tidy your room? Yes, I *do*.
- Do you like music? No, I (...).
- Does he like sport? Yes, he (...).
- Does she speak French? No, she (...).
- Do they live here? Yes, they (...).
- Do we play tennis on Tuesdays? No, we (...).

2 ● Complete the questions with *do* or *does*. Then answer the questions.

- Does* your best friend live near you?
Yes, he does./No, he doesn't.
- (...) your grandparents often visit you?
- (...) your dad like sport?
- (...) you like Mondays?
- (...) your mum work in a bank?
- (...) your parents speak a foreign language?

3 ●● Complete the questions with these words. Then answer the questions.

how often what what time where which

- How often* do you text your friends?
I usually text my friends in the afternoon.
- (...) do your cousins live?
- (...) do you usually do on Sundays?
- (...) do you go to bed on Fridays?
- (...) countries do you want to visit in the future?

4 ●● Write questions for these answers. Sometimes there is more than one possible question.

- I usually watch TV in the evening.
When do you usually watch TV?
What do you usually do in the evening?
- My mum works in an office.
- My brothers go to bed at ten.
- I see my grandparents once a month.
- No, we don't! We hate The Beatles!

5 ●●● Choose a favourite musician or sports star. Write six questions you would like to ask him/her about his/her life.

How often do you go to parties?

Unit
4

Present Continuous

Affirmative	Negative
I'm (am) working. You/We/They're (are) working. He/She/It's (is) working.	I'm not (am not) sleeping. You/We/They aren't (are not) sleeping. He/She/It isn't (is not) sleeping.

Yes/No questions	Short answers
Am I working? Are you/we/they working? Is he/she/it working?	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.

Wh- questions

What are you doing?
Why are they smiling?

Use

- We use the Present Continuous to talk about actions that are happening now.
She's playing the guitar at the moment.

Form

- We form the Present Continuous with *to be* (am, is or are) + main verb + *-ing*.
They're making a cake.
- To form the negative, we add *not* after *am*, *is* or *are*.
The dog isn't (is not) swimming in the sea.
- The word order changes in questions: *Am/Is/Are* + subject + main verb + *-ing*.
Are you painting a picture of your sister?
- In short answers we do not repeat the main verb. We only use the correct form of *to be*.
A: *Is he climbing that mountain?*
B: *Yes, he is.*

Spelling rules: verb + *-ing*

Most verbs: add <i>-ing</i>	<i>play</i> <i>playing</i>
Verbs that end in <i>-e</i> : drop the <i>-e</i> and add <i>-ing</i>	<i>come</i> <i>coming</i>
Verbs that end in one vowel + one consonant: double the consonant and add <i>-ing</i>	<i>sit</i> <i>sitting</i>

Common mistakes

He's dancing. ✓
~~*He dancing.*~~ ✗
Are they talking? ✓
~~*They are talking?*~~ ✗
We're watching a film. ✓
~~*We're watch a film.*~~ ✗

Present Simple and Present Continuous

Use

- We use the Present Simple to talk about routines and habits.
I usually go to bed after midnight.
- We use the Present Continuous to talk about things that are happening now.
I'm playing a computer game at the moment.

Common mistakes

I usually do gymnastics on Mondays, but today I'm playing football. ✓
~~*I usually am doing gymnastics, but today I play football.*~~ ✗

Unit 4

Present Continuous

1 Write the -ing form of these verbs.

sit – ¹ <i>sitting</i>	make – ⁵ (...)	play – ⁹ (...)
eat – ² (...)	run – ⁶ (...)	go – ¹⁰ (...)
work – ³ (...)	have – ⁷ (...)	write – ¹¹ (...)
cry – ⁴ (...)	sleep – ⁸ (...)	rain – ¹² (...)

2 Choose the correct option.

- I *(m)* / are working.
- She are / is reading.
- They aren't / isn't eating.
- Is / Are Dana studying?
- Are / Is you listening?
- A: Are they sitting?
B: No, they isn't / aren't.
- Tom isn't / aren't sleeping.
- A: Are you coming?
B: No, I aren't / am not.

3 Complete the sentences with the Present Continuous form of the verbs in brackets.

- Dana *isn't studying* (not study) – she *is browsing* (browse) the internet.
- Look! Two men (...) (run) out of that shop!
- A: (...) (they/work) hard?
B: No, they (...).
- I can't speak to you now. I (...) (shop).
- A: (...) (you/have) a good time?
B: Yes, we (...). It's a great concert. All my friends (...) (dance)!

4 Complete the dialogue with the Present Continuous form of the verbs in brackets.

- A: What ¹ *are you reading* (you/read)?
B: I ² (...) (not read). I ³ (...) (look) for a word in this dictionary.
A: What subject ⁴ (...) (you/do)?
B: I ⁵ (...) (do) English at the moment. We ⁶ (...) (learn) the words for different outdoor activities and I ⁷ (...) (write) about my favourite activities.

5 Think about a famous person in your country. What do you think they are doing at the moment? Write five sentences.

The President is having an English lesson.

Present Simple and Present Continuous

1 Read the sentences. Decide if the sentence talks about a) habits and routines or b) things happening now.

- | | | |
|--|---|----------|
| 1 She's playing a computer game at the moment. | a | b |
| 2 I never watch TV in the morning. | a | b |
| 3 Are you enjoying the film? | a | b |
| 4 He's speaking on the phone. | a | b |
| 5 I usually get up early. | a | b |

2 Read the information and make sentences about the people. Use the Present Simple and Present Continuous.

	Usually	At the moment
Jim	not eat meat	eat a hamburger
Gwen	feel happy	not feel well
Jack	not work hard at school	do homework
Luke and Seb	wear tracksuits	wear white shirts
Cara and I	not enjoy classes	have fun

Jim doesn't usually eat meat, but he's eating a hamburger at the moment.

3 Make questions in the Present Simple or Present Continuous. Then answer the questions.

- you / wear / trainers / at the moment / ?
Are you wearing trainers at the moment?
Yes, I am./No, I'm not.
- your friends / usually / wear / trainers to parties / ?
- when / you / usually / do / your homework / ?
- your classmates / have / fun / now / ?
- your parents / often / listen / to music / ?
- how often / you / speak / English / after school / ?

4 Choose three classmates you know well. Write sentences about what they often/usually do in English classes. Use the Present Simple.

Ángel usually sits next to the window.
Marta always works hard.

5 Write sentences about what the people from Exercise 4 are doing now. Use the Present Continuous.

Ángel is looking out the window.

Unit
5

Comparatives

Adjective	Comparative
cool	cooler <i>than</i>
nice	nicer <i>than</i>
fit	fitter <i>than</i>
lazy	lazier <i>than</i>
original	<i>more</i> original <i>than</i>
good	<i>better</i> <i>than</i>
bad	<i>worse</i> <i>than</i>

Use

- We use comparative adjectives to compare two people or things.

The café is cheaper than the restaurant.

Form

- We use *than* after comparative adjectives.

Tennis is more exciting than golf.

Short adjectives	Comparatives	
Most adjectives: add -er	<i>strong</i>	<i>stronger</i>
Adjectives that end in -e: add -r	<i>cute</i>	<i>cuter</i>
Adjectives that end in one vowel + one consonant: double the consonant and add -er	<i>big</i>	<i>bigger</i>
Adjectives that end in -y: drop the y and add -ier	<i>friendly</i>	<i>friendlier</i>
Long adjectives	Comparatives	
Add <i>more</i>	<i>intelligent</i>	<i>more intelligent</i>
Irregular adjectives	<i>good</i> <i>bad</i>	<i>better</i> <i>worse</i>

(not) as ... as

Use

- We use *(not) as ... as* to say that two people or things are the same or not the same.

The film is (not) as good as the book.

Form

- We form the structure with *(not) as + adjective + as*.

The cinema is (not) as interesting as the theatre.

Superlatives

Adjective	Comparative
cool	<i>the</i> coolest
nice	<i>the</i> nicest
fit	<i>the</i> fittest
lazy	<i>the</i> laziest
original	<i>the</i> most original
good	<i>the</i> best
bad	<i>the</i> worst

Use

- We use superlative adjectives to compare one person or thing to others in a group.

Liz's got the shortest hair in the class.

Form

- We use *the* before superlative adjectives.

Jack is the funniest boy in the class.

Short adjectives	Superlatives	
Most adjectives: add <i>the</i> + -est	<i>strong</i>	<i>the strongest</i>
Adjectives that end in -e: add <i>the</i> + -st	<i>cute</i>	<i>the cutest</i>
Adjectives that end in one vowel + one consonant: double the consonant and add <i>the</i> and -est	<i>big</i>	<i>the biggest</i>
Adjectives that end in -y: drop the y and add <i>the</i> and -iest	<i>friendly</i>	<i>the friendliest</i>
Long adjectives	Superlatives	
Add <i>the</i> + <i>most</i>	<i>intelligent</i>	<i>the most intelligent</i>
Irregular adjectives	<i>good</i> <i>bad</i>	<i>the best</i> <i>the worst</i>

Unit 5

Comparatives | (not) as ... as

1 Write the comparative form of these adjectives.

bad – ¹ <i>worse</i>	happy – ⁷ (...)	sad – ¹³ (...)
brave – ² (...)	lazy – ⁸ (...)	short – ¹⁴ (...)
cool – ³ (...)	nice – ⁹ (...)	successful – ¹⁵ (...)
fit – ⁴ (...)	old – ¹⁰ (...)	talented – ¹⁶ (...)
funny – ⁵ (...)	original – ¹¹ (...)	thin – ¹⁷ (...)
good – ⁶ (...)	quiet – ¹² (...)	young – ¹⁸ (...)

2 Which sentence is correct? Choose a or b.

- ☒ a John is shorter than Tom.
b John is more shorter than Tom.
- a Lola is more intelligent as Karen.
b Lola is more intelligent than Karen.
- a He is more cuter than his brother.
b He is cuter than his brother.
- a She's not as friendly as her sister.
b She is not more friendly than her sister.
- a My phone is as good as your phone.
b My phone is better as your phone.
- a English is better than Maths.
b English is more good than Maths.

3 Complete the sentences with the correct comparative form of the adjectives in brackets.

- My brother is a *better* (good) singer than me.
- Biology is (...) (interesting) than Physics.
- Sara is not as (...) (tall) as her mum.
- Tom is (...) (bad) at Maths than Alex.
- My dog is (...) (friendly) than my neighbour's dog.

4 Write sentences to compare these people, places and things. Use the adjectives in brackets.

- Canada / Ireland (small/big)
Ireland is smaller than Canada. Ireland is not as big as Canada.
- Jennifer Lawrence / Brad Pitt (young/old)
- rap / reggae (good/bad)
- Beyoncé / Lily Allen (successful)
- Homer Simpson / Harry Potter (funny)

5 Write ten sentences about you and a friend. Use comparative adjectives.

I'm older than my friend Ela. She's got longer hair than me.

Superlatives

1 Write the superlative form of these adjectives.

bad – ¹ <i>the worst</i>	happy – ⁷ (...)	sad – ¹³ (...)
brave – ² (...)	lazy – ⁸ (...)	short – ¹⁴ (...)
cool – ³ (...)	nice – ⁹ (...)	successful – ¹⁵ (...)
fit – ⁴ (...)	old – ¹⁰ (...)	talented – ¹⁶ (...)
funny – ⁵ (...)	original – ¹¹ (...)	thin – ¹⁷ (...)
good – ⁶ (...)	quiet – ¹² (...)	young – ¹⁸ (...)

2 Which sentence is correct? Choose a or b.

- a Bill is the taller in the class.
☒ b Bill is the tallest in the class.
- a He is the worse person on TV.
b He is the worst person on TV.
- a She is the most intelligent in the group.
b She is the more intelligent in the group.
- a This is the biggest park in London.
b This is the biggest park in London.
- a Geography is most interesting subject in school.
b Geography is the most interesting subject in school.
- a Who is the best player in the team?
b Who is the gooddest player in the team?

3 Complete the sentences with the correct superlative form of the adjectives in brackets.

- My brother is *the best* (good) singer in our family.
- Biology is (...) (interesting) subject at school.
- Sara is (...) (short) person in our class.
- Maths is (...) (hard) subject for me.
- My dog is (...) (friendly) dog in the park.

4 Make sentences with superlative adjectives.

- big / city / our country
The biggest city in our country is ...
- cool / person on TV
- interesting / film this year
- happy / person I know
- good / football team / world

5 Write ten sentences about your family. Use superlative adjectives.

The oldest person in my family is my great-grandfather. He's eighty-five.

Unit
6**was/were, there was/there were**

+	I/He/She/It	was in China.
	You/We/They	were at the match.
-	I/He/She/It	wasn't (was not) in the team.
	You/We/They	weren't (were not) happy.
?	Was he at the match? Yes, he was./No, he wasn't.	
	Were they good? Yes, they were./No, they weren't.	

Use

- We use the Past Simple to talk about states or actions that started and finished in the past.
They were at home yesterday.

Form

- To form the affirmative, we use subject + *was/were*.
I was at the library. We were on the train.
- To form the negative, we add *not* after *was/were*.
It wasn't very expensive. (= was not)
- The word order changes in questions: *Was/Were* + subject.
Was he happy? Were they late?

+	There	was one team.
	There	were two teams.
-	There	wasn't (was not) a big crowd.
	There	weren't (were not) any goals.
?	Was there a winner? Yes, there was./No, there wasn't.	
	Were they many goals? Yes, there were./No, there weren't.	

Use

- We use *there was/there were* to say something existed or didn't exist in the past.
There was colour TV twenty years ago.
There weren't any interactive whiteboards in 1990.
- We use *there was* and *there wasn't* with singular and uncountable nouns.
There was a cinema next to the shopping centre.
There wasn't any pasta in the shops.
- We use *there were* and *there weren't* with plural nouns.
There were some good shows on TV last week.
There weren't many cars in our street fifty years ago.

Form

- To form the affirmative, we use *there* + *was/were*.
There was a poster of The Beatles on his wall.
There were some famous models in the 1960s.
- To form the negative, we add *not* after *was/were*.
There wasn't a phone box near our house.
There weren't any mobile phones in the 1960s.
- The word order changes in questions: *Was/Were* + *there*.
Was there a school trip to England last year?
Were there any mobile phones in the 1960s?

Past Simple affirmative (regular and irregular verbs)

I/You/He/She/It/We/They	walked	home.
-------------------------	--------	-------

Use

- We use the Past Simple to talk about states or actions that started and finished in the past.
She listened to the radio.

Form

- To form the Past Simple of regular verbs, we add *-ed*, *-d* or *-ied* to the verb. (See Spelling rules below.)
- Some of the most frequently used verbs in English are irregular. (See page 159.)

Spelling rules

Most verbs: add <i>-ed</i>	<i>play</i> <i>played</i>
Verbs that end in <i>-e</i> : add <i>-d</i>	<i>move</i> <i>moved</i>
Verbs that end in one vowel + one consonant: double the consonant and add <i>-ed</i>	<i>stop</i> <i>stopped</i>
Verbs that end in consonant and <i>y</i> : drop the <i>y</i> and add <i>-ied</i>	<i>cry</i> <i>cried</i>

Time expressions

- We use time expressions to say when we did something:
 - this morning*
 - yesterday*
 - last night/week*
 - last month/summer/year*
 - in (1998)*
 - ago*
- The time expression goes at the beginning or the end of the sentence.
They travelled to Paris last night.
Last night, they travelled to Paris.
Peter ran a marathon two years ago.
Two years ago, Peter ran a marathon.

Unit
6*was/were, there was/there were*

1 ● Choose the correct option.

- 1 She was / were in Paris.
- 2 Were / Was they at the match?
- 3 Where were / was you last night?
- 4 I wasn't / weren't at home.
- 5 We weren't / wasn't very happy.
- 6 Harry was / were 2 years old in 2008.

2 ●● Make sentences in the past using *was/were*.

- 1 I / be / at the beach / last summer.
I was at the beach last summer.
- 2 You / not be / late / for school / yesterday.
- 3 It / be / very cold / last winter.
- 4 They / not be / at the party / last Saturday.
- 5 She / be / the best player of the match.

3 ●● Complete the dialogue with the correct form of *was* or *were*.

- A: Where ¹ were the Olympic Games in 2012?
 B: They ² (...) in Rio, in Brazil, I think.
 A: No, the 2012 Olympics ³ (...) in Rio. They ⁴ (...) in London.
 B: So when ⁵ (...) the Games in Brazil? ⁶ (...) it in 2014?
 A: No, it ⁷ (...) in 2014. It ⁸ (...) in 2016.
 B: ⁹ (...) you there?
 A: No, I ¹⁰ (...).

4 ●● Complete the dialogue about the 2014 World Cup semi-final with the correct form of *there was* or *there were*.

- A: ¹ There were five goals in the first half.
 B: Wow! How many goals ² (...) in the second half?
 A: Three – the final score was Germany 7 Brazil 1.
 B: ³ (...) a big crowd?
 A: Yes, ⁴ (...). ⁵ (...) 58,141 people in the stadium.
 B: That's a lot! And ⁶ (...) any red cards?
 A: No, ⁷ (...).

5 ●●● Write five sentences with *was/were* and *there was/there were* about a sports event.

I was with my brother. There were two teams.

Past Simple affirmative (regular and irregular verbs)

1 ● Write the Past Simple form of these verbs.

ask – ¹ <u>asked</u>	try – ⁵ (...)	dance – ⁹ (...)
do – ² (...)	go – ⁶ (...)	win – ¹⁰ (...)
see – ³ (...)	jog – ⁷ (...)	come – ¹¹ (...)
end – ⁴ (...)	put – ⁸ (...)	want – ¹² (...)

2 ●● Complete the sentences with the Past Simple form of the verbs in brackets.

- 1 I tried (try) to learn Spanish.
- 2 They (...) (stop) working at 8 p.m.
- 3 He (...) (win) the tennis match.
- 4 We (...) (jog) in the park yesterday.
- 5 David (...) (want) to buy some chocolate.
- 6 The film (...) (end) at 10 p.m.

3 ●● Complete the text with the Past Simple form of the verbs in brackets.

Last Sunday I ¹ woke up (wake up) at 6.30 a.m.,
² (...) (eat) an apple and ³ (...) (drink) some juice.
 Then I ⁴ (...) (take) a bag with some food and water
 and ⁵ (...) (run) to my friend Danny's house. His
 dad ⁶ (...) (drive) us to a mountain called Ben Nevis.
 We ⁷ (...) (arrive) there at 8 a.m. We ⁸ (...) (have) a
 snack and then we ⁹ (...) (start) walking. We ¹⁰ (...) (walk)
 for three hours and then we ¹¹ (...) (stop) for lunch.
 We were tired when we ¹² (...) (get) to the top, but the view was fantastic!

4 ●● Write about what you did last Sunday. Use the text in Exercise 3 to help you.

Last Sunday I woke up at 10 o'clock, ate some biscuits and ...

5 ●● Order the words to make sentences with *ago*.

- 1 went / shopping / ago / two days / I / .
- 2 called / me / Sam / ago / three hours / .
- 3 Mark / two years / the championship / ago / won / .

6 ●●● Write two true Past Simple sentences for each of these time expressions: one with a regular verb and one with an irregular verb.

last night last week last month
 last year this morning

*My mum asked me a question this morning.
 I had breakfast in a café this morning.*

Unit 7

Past Simple (negative)

Regular and irregular verbs

They **didn't wear** jeans.
 They **didn't watch** satellite TV.
 People **wore** boots, but they **didn't wear** trainers.
 They **played** football, but they **didn't play** basketball.

Use

- We use the Past Simple to talk about states or actions that started and finished in the past.
*They **didn't listen** to the radio.*
*He **didn't understand** the question.*

Form

- To form the Past Simple negative of regular and irregular verbs, we use *didn't (did not)* + the main verb in the infinitive.
*She **didn't answer** the phone.*
*We **didn't go** to school yesterday.*

Past Simple (questions and answers)

Yes/No questions

Did I/you/he/she/it/we/they **go** to school?

Short answers

Yes, I/you/he/she/it/we/they **did**.
 No, I/you/he/she/it/we/they **didn't**.

Wh- questions

Where did you **go** yesterday?
When did you **see** her?
What time did you **get up**?

Form

- To form *yes/no* questions, we use *Did* + the main verb in the infinitive. The word order also changes: *Did* + subject + main verb.
Did they sail to Spain?
Did she lose her ticket?
- In short answers we do not repeat the main verb. We only use *did/didn't*.
A: Did you enjoy the film?
B: Yes, I did./No, I didn't.
- To form *Wh-* questions, we use *Wh-* + *did* + the main verb in the infinitive.
What did they do?

Common mistakes

Did they like the film? ✓
~~*Did they liked the film?*~~ ✗

Unit
7

Past Simple (negative)

- 1 ● Complete the sentences with the Past Simple form of the verbs in brackets.

- We *didn't go* (not go) to the park today.
- Liz (...) (not like) her present.
- You (...) (not finish) your breakfast.
- I (...) (not get up) early yesterday.
- The game (...) (not start) at six.
- Tim (...) (not call) me last night.
- She (...) (not tidy) her room last night.
- They (...) (not sleep) all night.

- 2 ●● Order the words to make sentences.

- didn't / my / this / buy / father / computer / .
My father didn't buy this computer.
- to / didn't / yesterday / Tom / the / cinema / go / .
- that / she / write / didn't / email / .
- at / up / didn't / a.m. / we / get / 8.00 / .
- study / last / I / Maths / week / didn't / .

- 3 ●● Make the sentences negative.

- We understood.
We didn't understand.
- She wrote to me.
- They walked home.
- We ate breakfast.
- I bought a magazine.
- He sold his laptop.
- You bought a new bike.
- Jane had dinner.

- 4 ●● Correct the sentences.

- William Shakespeare came from Canada.
William Shakespeare didn't come from Canada. He came from England.
- J.K. Rowling wrote *Game of Thrones*.
- The British invented karate.
- David Beckham played basketball.
- Bill Gates started Apple.
- Coca Cola came from Russia.
- Leonardo da Vinci lived in France.
- Albert Einstein lived in the eighteenth century.

- 5 ●●● Write five sentences about the differences between your life and your parents' lives when they were your age. Use the Past Simple.

*My parents didn't go on holiday abroad.
They didn't learn English at school.*

Past Simple (questions and answers)

- 1 ● Order the words to make questions in the Past Simple.

- time / you / up / did / get / what / ?
What time did you get up?
- to / the / did / go / they / park / ?
- see / when / him / you / did / ?
- football / watch / the / you / match / did / ?
- yesterday / you / did / go / where / ?

- 2 ●● Complete the questions with the Past Simple form of the verbs in brackets. Then match questions 1–8 with answers a–h.

- Did you see* (you/see) Tom yesterday? *a*
 - (...) (they/like) the party?
 - (...) (you/enjoy) the concert?
 - (...) (what/she/buy)?
 - (...) (they/go) to the shops?
 - (...) (what time/you/get up)?
 - (...) (you/wear) a dress?
 - (...) (where/he/stay)?
- a No, I didn't, but I texted him.
b I got up at six o'clock.
c No, I didn't. I wore jeans.
d Yes, they did. They really enjoyed it.
e No, they didn't. They went to the cinema.
f She bought a birthday present for her dad.
g He stayed in a hotel.
h No, I didn't. It was boring.

- 3 ●● Complete the questions with the Past Simple form of these verbs. Then answer the questions.

see eat get up go rain wash watch

- Did you see* (you) any good films last week?
- When (...) (you) to bed last night?
- (...) (it) yesterday?
- (...) (you) your hair this morning?
- (...) (you) anything on TV yesterday?
- What time (...) (your parents) this morning?
- What (...) (your family) for dinner last night?

- 4 ●●● Imagine that you work as a reporter for a lifestyle magazine. Write an interview with your favourite music/sports star about his/her life. Write at least five questions.

Q: When did you start swimming?

A: I started swimming in ...

Unit 8

Modal verbs: *have to/don't have to*

I/You/We/They	have to	work harder.
He/She	has to	get up early.
I/You/We/They	don't have to	worry.
He/She	doesn't have to	come.

Use

- We use *have to* to talk about present obligation.
*I'm sorry, but we **have to** leave now.*
- We use *don't have to* to talk about a lack of present obligation.
*You **don't have to** come if you **don't want to**.*

Form

- Have to/Don't have to* is always followed by the infinitive of the main verb.
*We **have to** go.*
- To form the affirmative (I/You/We/They), we use subject + *have to* + main verb.
*I **have to** be quiet.*
- To form the affirmative (He/She/It), we use subject + *has to* + main verb.
*She **has to** hurry home.*
- To form the negative (I/You/We/They), we use subject + *don't have to* + main verb.
*I **don't have to** be quiet.*
- To form the negative (He/She/It), we use subject + *doesn't have to* + main verb.
*She **doesn't have to** hurry home.*

Modal verbs: *mustn't*

I/You/He/She/It/We/They	mustn't	shout. be late.
-------------------------	----------------	--------------------

Use

- We use *mustn't* to talk about things we are not allowed to do.
*You **mustn't** eat in class.*

Form

- Subject + *mustn't* + infinitive of the main verb without *to*.
*We **mustn't** step on the grass.*

Articles: first and second mention

- When we mention something for the first time, we use:
 - a/an* with singular countable nouns.
*There's **a** lake near our town.*
 - some* with plural countable nouns and uncountable nouns.
*There **are some** trees on the island.*
- When we mention something for the second time, we use *the* with both singular and plural countable nouns and uncountable nouns.
*You can swim in **the** lake.*
***The** trees are very old.*

Unit
8Modal verbs: *have to*/*don't have to*; *mustn't*

- 1 ● Match sentences 1–5 with their functions a–b.

- 1 You mustn't shout. c
- 2 I don't have to study today.
- 3 She has to get up early.
- 4 You don't have to come.
- 5 They mustn't be late for class.

- a necessary to do something
- b not necessary to do something
- c important not to do something

- 2 ●● Read the instructions for an exam.
Complete with *have to*, *don't have to* or *mustn't*.

History exam: Room 4B, Friday 2 May, 9 a.m.

- Switch off your mobile phone.
- There are four questions. Answer three of them.
- Answer the questions with a pen, not a pencil.
- The exam ends at 11 a.m. You can leave before the end if you like.

- 1 You *have to* switch off your mobile phone.
- 2 You (...) answer all the questions.
- 3 You (...) answer three questions.
- 4 You (...) use a pen.
- 5 You (...) use a pencil.
- 6 You (...) stay until the end of the exam.

- 3 ●●● Write sentences about your school. Use these ideas and *have to*, *don't have to* or *mustn't*.

ask the teacher questions do a lot of homework
eat during a class run in the corridor shout
rest at break time study two languages

In our school, you have to study two languages.

- 4 ●●● Complete the sentences so they are true for you.

- 1 Every morning before breakfast, I have to ...
Every morning before breakfast, I have to get dressed.
- 2 Every night before I go to bed, I have to ...
- 3 On Sundays, we don't have to ...
- 4 When I'm on holiday, I don't have to ...
- 5 At meals in our house, you mustn't ...

Articles: first and second mention

- 1 ● Complete the rules with *a*, *an*, *some* or *the*.

- 1 The first time we mention something we use *a* or (...).
- 2 The first time we mention something with plural and uncountable nouns we use (...).
- 3 The second time we mention something we use (...)

- 2 ● Complete the text with *a/an*, *some* or *the*.

In my room there's ¹ *a* cupboard. In ² (...) cupboard there's ³ (...) red suitcase. In ⁴ (...) suitcase there are ⁵ (...) books. In one of the books there is ⁶ (...) map. ⁷ (...) map shows ⁸ (...) island. ⁹ (...) island is in the Pacific Ocean. On ¹⁰ (...) map, in the centre of ¹¹ (...) island, there is ¹² (...) big red cross – like this: **X**. ¹³ (...) cross shows the location of ¹⁴ (...) box. In ¹⁵ (...) box there's treasure!

- 3 ●● Describe an object in your room. Use the text in Exercise 2 to help you.

In my room there's a ...

- 4 ●● Order the sentences to make a text about Edinburgh.

- a The bridge is about 130 years old.
- b On top of the hill there is a famous castle.
- c There's a railway bridge over the river.
- d The city has some ancient buildings.
- e One of the buildings is a palace – Holyrood.
- f Scotland is a small country to the north of England. 1
- g From the palace, a road – The Royal Mile – goes up a hill.
- h In the east of the country there is an amazing city – Edinburgh. 2
- i From the castle there's a great view of a river – the Forth.

- 5 ●●● Write sentences about a place you know well. Use the sentences in Exercise 4 to help you.
Valencia is a city in the east of Spain.
In the centre of the city there are some ...

Unit 9

Present Continuous for future arrangements

+	We're going to the Bristol concert on 22 June.
–	He isn't going . He's going on holiday.
?	Are you coming with us tomorrow? Yes, we are ./No, we aren't .

Use

- We use the Present Continuous to talk about future arrangements.
Dad's taking me to London on the fifteenth.

Form

- Future time expressions used with the Present Continuous include:
 - *this afternoon*
 - *tonight*
 - *tomorrow*
 - *next weekend**We're meeting this afternoon.*

going to

	I'm going to live abroad.
+	You/We/They're going to live abroad. He/She/It's going to live abroad.
	I'm not going to tell him.
–	You/We/They aren't going to tell him. He/She/It isn't going to tell him.
	Are you/we/they going to come ? Yes, I am ./Yes, you/we/they are . No, I'm not ./No, you/we/they aren't .
?	Is he/she/it going to come ? Yes, he/she/it is ./No, he/she/it isn't .
	Where are you going to stay ? When are you going to visit us?

Use

- We use *going to* to talk about plans and intentions for the future.
She's going to take a memory stick to school.

Form

- To form the affirmative, we use *be (am, is or are) + going to + main verb + -ing*.
I'm going to write an email this evening.
- To form the negative, we add *not* after *am, is or are*.
We aren't going to watch TV. (= are not)
- The word order changes in questions: *am/is/are + subject + going to + main verb + -ing*.
Is he going to buy a netbook tomorrow?
- In short answers we do not repeat the main verb. We only use the correct form of *to be*.
A: *Are you going to ask about broadband?*
B: *No, I'm not.*

Unit 9

Present Continuous for future arrangements

1 ● Choose the correct option.

- He is meeting / *are meeting* us at 8 p.m.
- Are* / *Is* she coming to the picnic?
- We *aren't playing* / *isn't playing* football tomorrow.
- Are* / *Is* you coming to my party next weekend?
- She *aren't arriving* / *isn't arriving* this afternoon.

2 ●● Complete the sentences with the Present Continuous form of the verbs in brackets.

- Andy Murray is playing (play) Roger Federer on Saturday. Who is Rafael Nadal playing (Rafael Nadal/play)?
- A: What (...) (you/do) on 30 October?
We (...) (have) a Halloween party!
B: Oh, that's a pity! We (...) (go) to a concert that evening.
- A: (...) (you/come) with me and Jake to the cinema tomorrow evening?
B: I can't. We (...) (take) our cat Rocky to the vet's.
- A: What (...) (Jenny/do) for the Easter weekend?
B: She (...) (spend) time with her dad.
- Mike is very nervous – he (...) (see) the dentist this afternoon.

3 ●●● Complete your diary for the weekend with four arrangements. Use these ideas or your own. Ask and answer questions about your weekend.

go swimming go to a birthday party go to a disco
go to the hairdresser's have coffee with ...
meet a friend watch a football match

FRIDAY	evening	
	morning	
SATURDAY	afternoon	
	evening	
SUNDAY	morning	

A: What are you doing on Friday evening?

B: I'm going to a party!

going to

1 ● Order the words to make sentences.

- on holiday / to / isn't / going / she / go / .
She isn't going to go on holiday.
- live / going / are / to / abroad / they / .
- to / you / come / going / are / ?
- stay / to / you / are / going / where / ?
- tomorrow / to / isn't / going / he / play / football / .
- get married / aren't / going / to / they / .

2 ●● Complete the sentences with the correct form of going to and the verbs in brackets.

- I'm going to go* (go) skiing with my family next winter.
- The youth hostel in Venice was terrible. Next time we (...) (not stay) at the youth hostel – we (...) (find) a cheap hotel.
- I (...) (not play) football tomorrow. I (...) (revise) for my exams all weekend.
- A: (...) (you/see) *Shrek 6* this weekend?
B: No, we (...). We (...) (watch) the new *Harry Potter* film.
- The clouds have gone and the sky is clear. It (...) (not rain).
- Your father (...) (read) your school report after lunch.
- They (...) (visit) their cousins in New York next summer.
- A: (...) (Tom/go) to the new shopping centre?
B: Yes, he (...). He (...) (buy) some new clothes.
- We (...) (visit) my grandmother in hospital at the weekend.

3 ●●● Write five sentences about what you are going to do in the next holidays. Use these ideas to help you.

go to the seaside learn a new language
meet friends read a lot of books sleep until noon
watch a lot of films

In the winter holidays I'm not going to read a lot of books, but I'm going to watch a lot of films.

Pronunciation

Starter Unit

The phonetic alphabet

- 1 10.01 Listen and repeat the consonants, vowels and diphthongs.

Consonants

Symbol	Example
/p/	<i>park</i>
/b/	<i>big</i>
/t/	<i>talk</i>
/d/	<i>dog</i>
/k/	<i>car</i>
/g/	<i>good</i>
/tʃ/	<i>chair</i>
/dʒ/	<i>jump</i>
/f/	<i>fly</i>
/v/	<i>video</i>
/θ/	<i>three</i>
/ð/	<i>they</i>
/s/	<i>swim</i>
/z/	<i>zoo</i>
/ʃ/	<i>shop</i>
/ʒ/	<i>television</i>
/h/	<i>hot</i>
/m/	<i>meet</i>
/n/	<i>new</i>
/ŋ/	<i>sing</i>
/l/	<i>laptop</i>
/r/	<i>room</i>
/j/	<i>yellow</i>
/w/	<i>watch</i>

Vowels

Symbol	Example
/ɪ/	<i>insect</i>
/e/	<i>leg</i>
/æ/	<i>ham</i>
/ɒ/	<i>online</i>
/ʌ/	<i>jumper</i>
/ʊ/	<i>put</i>
/i:/	<i>eat</i>
/u:/	<i>boot</i>
/ɑ:/	<i>arm</i>
/ɔ:/	<i>warm</i>
/ɜ:/	<i>work</i>
/i/	<i>dirty</i>
/ə/	<i>answer</i>

Diphthongs

Symbol	Example
/eɪ/	<i>sail</i>
/aɪ/	<i>my</i>
/ɔɪ/	<i>boy</i>
/əʊ/	<i>phone</i>
/aʊ/	<i>now</i>
/ɪə/	<i>hear</i>
/eə/	<i>hair</i>
/ʊə/	<i>tour</i>

- 2 Say the words and write them in the English alphabet.

- | | |
|--------------------------|--------------|
| 1 /ˈsɪksti/ <i>sixty</i> | 4 /mɑ:tʃ/ |
| 2 /naɪnθ/ | 5 /ˈbɜ:θdeɪ/ |
| 3 /ˈbrɪndʒ/ | 6 /ˈjeləʊ/ |

- 3 Write the words in the phonetic alphabet.

- | | |
|-----------------------|----------|
| 1 sixteen /ˈsɪksti:n/ | 4 spring |
| 2 hobby | 5 Monday |
| 3 children | 6 those |

Tip

In the phonetic alphabet, the symbol ' appears before the stressed syllable in a word. Compare: *present* (n) /ˈprezənt/ and *present* (v) /prɪˈzent/

Unit 1

Strong and weak forms of *can*

can

- can* has a strong form in questions and short answers in the affirmative:
Can he speak English? /kæn/
Yes, he can. /kæn/
- can* has a weak form in affirmative sentences:
They can dance. /kən/
- can't* has a longer vowel sound in negative sentences:
She can't fly. /kɑ:nt/
No, I can't. /kɑ:nt/

- 1 10.02 Study the Pronunciation box. Listen to how we pronounce *can* in different sentences.

Tip

The *schwa* /ə/ sound is the most common sound in English. It can be spelt with the letters *a*, *e*, *i*, *o* or *u*. Practise saying these words with *schwa*: *again*, *seven*, *cousin*, *occur*, *support*.

- 2 10.03 Copy the table. Listen to sentences 1–6 and complete with the correct pronunciation of *can*.

/kən/	/kæn/	/kɑ:nt/
	1	

- 3 10.03 Listen again, check and repeat.

The /ɪ/ sound

- 4 10.04 Listen to how we pronounce the /ɪ/ sound. Listen again and repeat.

big Brazilian confident quickly

- 5 10.05 In pairs, say the sentences. Listen, check and repeat.

- My sister **is** slim.
- This jacket **is** from Italy.
- In my class, there are American, Spanish and British students.

Unit 2

Linking with *there is/there are*

there is/there are

- The consonant *r* in *there* links with the vowel beginning the next word:
there is /ðeərɪz/ *there is n't* /ðeərɪznt/
there are /ðeərə:/ *there aren't* /ðeərənt/
Is there a ...? /ɪzðeərə/ *Are there any ...?* /ɑːðeəreni/
- In British English, the *r* is silent in the contracted form of the affirmative singular:
there's /ðeəz/

1 10.06 Study the Pronunciation box. Listen to how we pronounce *there is/there are* in sentences.

2 10.07 Listen to sentences 1-6. Do you hear *a* or *b*?

- a There is a café called Coffee and Tea.
b There isn't a café called Coffee and Tea.
- a There are some great restaurants.
b There aren't any great restaurants.
- a There is a sandwich bar.
b There isn't a sandwich bar.
- a Is there a pizzeria? Yes, there is.
b Is there a pizzeria? No, there isn't.
- a There's a fast-food restaurant.
b There is a fast-food restaurant.
- a Are there any cakes? Yes, there are.
b Are there any cakes? No, there aren't.

3 10.07 Listen again, check and repeat.

The /ɪ/ and /i:/ sounds

4 10.08 Listen to how we pronounce the /ɪ/ and /i:/ sounds. Listen again and repeat.
 /ɪ/ chicken, crisps /i:/ three, meals

Tip

In English, there are many pairs of words that differ only in the vowel sound /ɪ/ or /i:/. Can you distinguish between these pairs?

ship – sheep fill – feel live – leave

5 10.09 In pairs, say the phrases. Listen, check and repeat.

- milk for dinner
- eat meat
- delicious pizza
- fish for tea
- a tin of beans
- cheese and biscuits

Unit 3

Third person singular verb endings

/s/, /z/, /ɪz/

There are three different pronunciations of third person singular verb endings:

- /s/ after verbs ending in the sound /f/, /k/, /p/, /t/ or /θ/, e.g. *surfs, talks, stops, eats*
- /z/ after verbs ending in the sound /b/, /d/, /g/, /v/, /m/, /n/, /ŋ/, /r/, /l/, /w/ or /ð/, or after verbs ending in a vowel sound, e.g. *studies, worries, plays*
- /ɪz/ after verbs ending in the sound /s/, /z/, /ʒ/, /ʃ/, /tʃ/ or /dʒ/, e.g. *watches, washes, uses, chooses*

1 10.10 Study the Pronunciation box. Listen to how we pronounce third person singular verb endings.

2 10.11 Copy the table. Listen and complete with the correct pronunciation of the verb endings.

chats *does* *exercises* *gets up* *listens*
relaxes *works* *watches*

/s/	/z/	/ɪz/
<i>chats</i>		

3 10.11 Listen again, check and repeat.

The /æ/ sound

4 10.12 Listen to how we pronounce the /æ/ sound. Listen again and repeat.

chat *happy* *have* *relaxed* *travel*

5 10.13 In pairs, say the sentences. Listen, check and repeat.

- Unhappy *cats* *have* *bad* *habits*.
- Harry's* *hamster* is always *happy*.
- Does *Alex* *relax* when he *travels*?
- Pamela* *exercises* when she's *sad*.
- I can't *stand* *chatting* online at *that* time.

Pronunciation

Unit 4

Present Continuous -ing ending

-ing ending

The -ing ending on present participles is pronounced /ɪŋ/. /ŋ/ is a nasal sound.

do – **doing** have – **having** make – **making**
start – **starting**

- 1 10.14 Study the Pronunciation box. Listen to how we pronounce the -ing ending.

Tip

You can practise the /ŋ/ sound by pronouncing these pairs of words:

thin /θɪn/ – **thing** /θɪŋ/
ran /ræn/ – **rang** /ræŋ/
win /wɪn/ – **wing** /wɪŋ/

- 2 10.15 Listen and complete the sentences.

- We're studying the Romans in History.
- They're (...) for a Maths exam.
- He's (...) to know his new classmates.
- Jim's (...) a new school this week.
- Are you (...) your best friend?
- Why isn't Alice (...) to us?

- 3 10.15 Listen again, check and repeat.

The /ju:/ sound

- 4 10.16 Listen to how we pronounce the /ju:/ sound. Listen again and repeat.

computer music **you**

- 5 10.17 In pairs, say the words. Listen, check and repeat.

- review
- Tuesday
- using
- student
- uniform
- usually

Unit 5

Stressed words in sentences

Sentence stress

- Some words in sentences are more stressed than others. We normally stress content words like nouns, verbs, adjectives and adverbs.
*That **boyband** is the **best**.*
- Grammatical words like articles, pronouns, prepositions and auxiliary verbs are not usually stressed.
*He's **as tall as his dad**.*
- Negative words are often stressed.
*Ali **isn't** as old as Liam. Henry **never** smiles.*

- 1 10.18 Study the Pronunciation box. Listen to how we stress words in sentences.

Tip

To practise sentence stress in English, choose a paragraph from a text in your book. Underline the content words that should be stressed. Then practise reading it aloud.

- 2 10.19 Copy the sentences. Listen and underline the stressed words.

- Rap is cooler than jazz.
- Tom is quieter than his brother. He rarely talks.
- She isn't as funny as her cousin.
- That orchestra is the largest in the world.
- Is their new album better than the last one?
- Henry's the most interesting guy in the band.

- 3 10.19 Listen again, check and repeat.

The /æ/ and /ʌ/ sounds

- 4 10.20 Listen to how we pronounce the /æ/ and /ʌ/ sounds. Listen again and repeat.
/æ/ **f**antastic, b**a**nd /ʌ/ f**u**n, d**u**ms

- 5 10.21 Copy the table. Listen and complete with the correct pronunciation of the underlined vowels.

<u>a</u> ctor	classical	c <u>o</u> untry	d <u>r</u> ums	f <u>u</u> nn <u>y</u>	j <u>a</u> zz
j <u>u</u> dge	m <u>o</u> ney	r <u>a</u> p	s <u>a</u> xophone	t <u>a</u> lent	t <u>r</u> umpet

/æ/
actor

/ʌ/

- 6 10.21 Listen again, check and repeat.

Unit 6

Regular Past Simple verb endings

/t/, /d/, /ɪd/

There are three different pronunciations of the -ed ending of regular Past Simple verbs:

- /t/ after verbs ending in the sound /f/, /k/, /p/, /s/, /θ/, /ʃ/ or /tʃ/, e.g. looked, helped, watched
- /d/ after verbs ending in the sound /b/, /g/, /l/, /m/, /n/, /r/, /v/, /w/, /z/, /dʒ/ or /ð/, or after verbs ending in a vowel sound, e.g. jogged, worried, stayed
- /ɪd/ after verbs ending in t or d, e.g. started, ended, downloaded

- 1 10.22 Study the Pronunciation box. Listen to how we pronounce the -ed ending of regular Past Simple verbs.

Tip

Make sure you pronounce the final /t/ and /d/ sounds correctly. Practise the difference with these pairs of words:

hat – had at – add
write – ride plate – played

- 2 10.23 Copy the table. Listen and complete with the correct pronunciation of the -ed endings.

finished followed hated jogged liked
played scored stopped walked wanted

/t/	/d/	/ɪd/
finished		

- 3 10.23 Listen again, check and repeat.

The /aɪ/ and /ɪ/ sounds

- 4 10.24 Listen to how we pronounce the /aɪ/ and /ɪ/ sounds. Listen again and repeat.

/aɪ/ cycle, bike /ɪ/ running, tennis

- 5 10.25 Look at the highlighted letters. Listen and identify the odd one out.

- final pitch live (adj) time
- cycling exciting ice hockey jogging
- badminton biking swimming win

- 6 10.25 Listen again, check and repeat.

Unit 7

Word stress

- 1 10.26 Copy the table. Listen and complete with the correct word stress.

age charger cooker design invent machine
nineteenth photo social speaker

0o	o0
	ago

- 2 10.26 Listen again, check and repeat.

Tip

The meaning of a word can change if you stress a different syllable. Try pronouncing these pairs of words correctly:

perfect (adj) – perfect (v)
contract (n) – contract (v)
content (n) – content (adj)

Compound nouns

A compound noun is a noun made up of two or three words. The stress is normally on the first word or on the usually stressed syllable of the first word. There are two types of compound noun:

- Open, e.g. living room, video game
- Closed, e.g. headphones, smartphone

- 3 10.27 Study the Pronunciation box. Listen to how we pronounce compound nouns.

- 4 10.28 Match to make compound nouns. Check if they are open or closed. Then listen and repeat.

computer game (open)

A	B
computer	brush
games	machine
smart	game
key	site
sun	watch
tooth	console
washing	glasses
web	board

Unit 8

Words with silent letters

Silent letters

- Some words have silent letters which we don't pronounce, e.g. *island* /'aɪlənd/, *listen* /'lɪsən/, *walk* /wɔːk/
- In British English, *r* is silent before a consonant sound, e.g. *north* /nɔːθ/. *r* is also silent when there is no sound after it, e.g. *river* /'rɪvə/.
- For the modal verb *must*, we pronounce the *t* in the affirmative, but not in the negative:
You must follow the instructions carefully. /mʌst/
You mustn't be noisy. /mʌsnt/

- 10.29 Study the Pronunciation box. Listen to how we pronounce words with silent letters.
- 10.30 Listen and complete the sentences. Then circle the letter that is silent in each missing word.
 - Would you like to live on an *island*?
 - You (...) use your phone here.
 - I have to do (...) this evening.
 - You don't have to (...) to him.
 - The grammar in that sentence is (...).
 - Did you get my (...)?

- 10.30 Listen again, check and repeat.

The /ʃ/ and /tʃ/ sounds

- 10.31 Listen to how we pronounce the /ʃ/ and /tʃ/ sounds. Listen again and repeat.
/ʃ/ *shop*, *conversation*, *ocean*
/tʃ/ *chat*, *nature*, *question*

Tip

/ʃ/ is the sound we make when we want to ask for silence: *Shhhhh!*

- 10.32 Copy the table. Listen and complete with the correct pronunciation of the underlined letters.

chew cultural official population
punctual shout social

/ʃ/

/tʃ/
chew

- 10.32 Listen again, check and repeat.

Unit 9

Intonation in Present Continuous questions

Intonation in questions

- For *Yes/No* questions in the Present Continuous, we generally use rising intonation at the end of the question:
Is he coming with us tomorrow? ↗
Are you playing basketball on Saturday? ↗
- For *Wh-* questions in the Present Continuous, we generally use falling intonation at the end of the question:
When are you having lunch? ↘
When is he going on holiday? ↘

- 10.33 Study the Pronunciation box. Listen to the intonation in *Yes/No* and *Wh-* questions.

- 10.34 Listen and draw ↗ or ↘.

- Is it raining? ↗
- Are you doing anything on Friday?
- When are they going to the concert?
- Where's she meeting her mum?
- Is he taking the bus?
- Who's coming to the café?

- 10.34 Listen again, check and repeat.

The /eɪ/ and /ɑː/ sounds

- 10.35 Listen to how we pronounce the /eɪ/ and /ɑː/ sounds. Listen again and repeat.
/eɪ/ *train station*, *take* /ɑː/ *park a car*

- 10.36 Copy the table. Listen and complete with the correct pronunciation of the underlined letters.

bus station cycle lane far fast holiday
place rainy sail sunbathing wait

/eɪ/

bus station

/ɑː/

- 10.36 Listen again, check and repeat.

- 10.37 In pairs, say the sentences. Listen, check and repeat.

- We started walking to the *car park*.
- Is this *place* dangerous?
- Is it *far* to the *car*?
- We're *waiting* for a *train*.
- What's the *name* of this *place*?
- Public transport can be *faster* than a *car*.

Students' Activities

Unit 1 Vocabulary Extension Exercise 2

Around the world

- | | |
|------------|-----------|
| 2 Turkey | 5 Italian |
| 3 Japanese | 6 China |
| 4 American | |



Unit 3 Lesson 3.1 Exercise 7

How healthy is your life?

QUIZ

Results

Mostly a: You've got a very healthy lifestyle! Well done!

Mostly b: Oh dear! You haven't got a very healthy lifestyle. What can you change?

Progress Check Units 1-3 Exercise 5

Student A

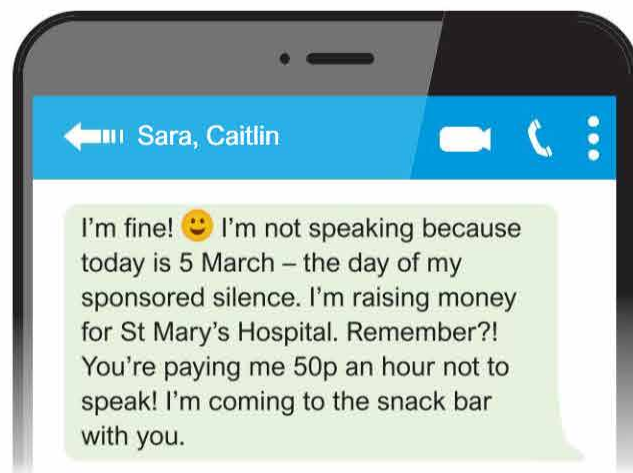
You are Student B's friend and you meet him/her at a restaurant. Follow these steps.

- Greet Student B and ask how he/she is.
- Ask him/her what food he/she likes/doesn't like.
- Ask what he/she would like to eat and drink.
- Use the phrases below to help you.

Hi! How's it going? What food do/don't you like?
What would you like to eat? Do you want a drink?

- Swap roles and repeat the role play with different ideas.

Unit 4 Lesson 4.2 Exercises 2 and 6



Unit 5 Lesson 5.1 Exercise 6

Mia is thinking of Ed Sheeran.

Unit 5 Lesson 5.1 Exercise 7

The Big Music Quiz

1 b 2 a 3 b 4 c
5 c 6 a 7 a 8 c



Unit 5 Lesson 5.6 Speaking Time

Student B

- 1 Listen to Student A's situations. Make suggestions. Use these ideas or your own.
 - study with a friend/watch YouTube videos in English
 - make an omelette/eat an apple
- 2 Read these situations to Student A. Respond to his/her suggestions.
 - It's a boring Sunday afternoon. I feel sad.
 - It's my friend's birthday soon and I want to get him/her a present.

Students' Activities

Unit 6 Lesson 6.1 Exercise 6

SPORTS QUIZ

- 1 b 2 a 3 c
4 a 5 c 6 a



Unit 6 Lesson 6.4 Exercise 10

In pairs, take it in turns to make sentences in the Past Simple. Your partner guesses true or false.

What	Where	When
eat some crisps	at home	this morning
go jogging	at school	last night
play football	in the town centre	yesterday
run six kilometres	in the park	last week
see a tennis match	on the bus	last month
win a medal	on TV	last year

Progress Check Units 4–6 Exercise 5

Student A

Describe the photo below. Use these questions to help you.

- Where are they?
- What are they doing?
- What are they wearing?
- How are they feeling?

Then ask Student B these questions.

- Are you into team sports? Why?/Why not?
- Which is more fun: playing sports or watching sports? Why?



Unit 7 Lesson 7.1 Exercise 4

THE HISTORY OF COMPUTERS

- 1 c 2 b 3 a 4 a 5 a 6 c 7 b 8 c

Unit 8 Lesson 8.1 Exercise 4

FAST GEOGRAPHY FACTS

True or false?

- F – The capital of Brazil is Brasília.
- F – The word for Mexican money is *peso*.
- F – The Japanese flag is white with a red circle.
- T
- T
- F – Antarctica is south of Australia.
- F – The Niger River is in (West) Africa.
- T
- F – The Pacific is the biggest ocean on Earth.
- T

Unit 8 Vocabulary Extension Exercise 2

WORLD FACTS

- 1 river
- 2 island
- 3 ocean
- 4 flag
- 5 mountain
- 6 capital
- 7 east
- 8 lake



Progress Check Units 1–3 Exercise 5

Student B

You are Student A's friend and you meet him/her at a restaurant. Follow these steps.

- Answer Student A's questions.
- Use the phrases below to help you.

I'm fine, thanks. And you? I like (pasta). I hate (fish)!
I'd like (a burger/an orange juice), please. What about you?

- Swap roles and repeat the role play with different ideas.

Progress Check Units 4–6 Exercise 5

Student B

Describe the photo below. Use these questions to help you.

- 1 Where are they?
- 2 What are they doing?
- 3 What are they wearing?
- 4 How are they feeling?

Then ask Student A these questions.

- 1 Which sport is the most fun: volleyball or table tennis? Why?
- 2 Do you think it's better to play an individual sport or a team sport? Why?



Students' Activities

Progress Check Units 7–9 Exercise 5

- 1 Look at the holiday activities in photos A–E. Do you like them? Why?/Why not?
- 2 In pairs, ask and answer the questions. Give reasons to explain your answers.
Do you think:
 - sightseeing is interesting?
 - shopping is boring?
 - skiing is hard?
 - surfing is fun?
 - hiking is cool?
- 3 In pairs, take it in turns to ask and answer the questions.
 - Do you prefer summer or winter holidays? Why?
 - What activities did you do on your last holiday?
 - Where are you going to go on your next holiday?
 - What are you going to do there?



Irregular Verbs

10.38

Infinitive	Past Simple	Past Participle
be /bi:/	was/were /wɒz/ /wɜ:/	been /bi:n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burned /bɜ:nd// burnt /bɜ:nt/	burned /bɜ:nd// burnt /bɜ:nt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can /kæn/	could /kʊd/	been able to /bi:n 'eɪbl tə/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃʊz/	chose /tʃəʊz/	chosen /tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /drʊ:/	drawn /drɔ:n/
dream /dri:m/	dreamed /dri:md// dreamt /dremt/	dreamed /dri:md// dreamt /dremt/
drink /drɪnk/	drank /drænk/	drunk /drʌnk/
drive /draɪv/	drove /drəʊv/	driven /dri:v/
eat /i:t/	ate /et/	eaten /i:tn/
fall /fɔ:l/	fell /fel/	fallen /fɔ:ln/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flɒ:/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvn/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /grʊ:/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/

Infinitive	Past Simple	Past Participle
lay /leɪ/	laid /leɪd/	laid /leɪd/
learn /lɜ:n/	learned /lɜ:nd// learnt /lɜ:nt/	learned /lɜ:nd// learnt /lɜ:nt/
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /lʊz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spell /spend/	spelled /speld// spelt /spelt/	spelled /speld// spelt /spelt/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
sweep /swi:p/	swept /swept/	swept /swept/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔ:/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /rɪtn/