

Ben Goldstein & Ceri Jones  
with Emma Heyderman,  
Cristina Rusu, Diana Todoran  
and Ioana Tudose

art

Klett

Limba modernă 1 – studiu intensiv

Engleză

Clasa a VI-a

Acest manual școlar este proprietatea Ministerului Educației Naționale.

Acest manual școlar este realizat în conformitate cu *Programa școlară aprobată prin Ordinul ministrului educației naționale nr. 3393/28.02.2017.*

116.111 – numărul de telefon de asistență pentru copii



Ben Goldstein  
& Ceri Jones  
with Emma Heyderman,  
Cristina Rusu,  
Diana Todoran  
and Ioana Tudose



Limba modernă 1 – studiu intensiv

Engleză  
Clasa a VI-a

Manualul școlar a fost aprobat de Ministerul Educației Naționale prin ordinul de ministru nr. 4500/18.07.2019.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând din anul școlar 2019 – 2020.

Inspectoratul Școlar .....

Școala/Colegiul/Liceul .....

ACEST MANUAL A FOST FOLOSIT DE:

| Anul | Numele elevului | Clasa | Anul școlar | Aspectul manualului* |            |                |            |
|------|-----------------|-------|-------------|----------------------|------------|----------------|------------|
|      |                 |       |             | format tipărit       |            | format digital |            |
|      |                 |       |             | la primire           | la predare | la primire     | la predare |
| 1    |                 |       |             |                      |            |                |            |
| 2    |                 |       |             |                      |            |                |            |
| 3    |                 |       |             |                      |            |                |            |
| 4    |                 |       |             |                      |            |                |            |

\* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: **nou, bun, îngrijit, neîngrijit, deteriorat.**

\* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.

\* Elevii nu vor face niciun fel de însemnări pe manual.

Referenți științifici:

conf. univ. dr. Adrian Oțoiu, Facultatea de Litere, Universitatea Tehnică, Cluj-Napoca

prof. dr. gradul I Irina Spătaru, Colegiul Național „Jean Monnet”, Ploiești

Coordonatori editoriali: Laura Carter, Caroline Schade, Denise Salazar Wolfe, Roxana Jeler

Corectori: Helen Lumb, David Richardson

Redactori: Ioana Tudose, Oana-Cristina Stoica, Stefania Villareal Riva Palacio, Veronica Prieto Beracoechea

Tehnoredactor: Anca Vrănescu

Ilustrații: Janet Allinger; Beehive Illustration – Giorgio Bacchin, David Belmonte, Nigel Dobbyn, Martin Sanders;

Mark Duffin, Bob Lea, Andrew Painter, Q2A Media Services Inc., Bright Agency – David Shephard; Sean Tiffany

Credite foto: Shutterstock, Dreamstime, Pixabay, Freepik

Activități digitale interactive și platformă e-learning: Infomedia Pro

Înregistrări și procesare sunet: Ian Harker, Dave Morritt, BraveArts, ML Sitems Consulting

Credite voci: Helen Lumb, David Richardson

Credite video: Dreamstime

Animatii: Integra Software Services Pvt. Ltd, Infomedia Pro

ISBN 978-606-076-414-4

Această publicație este înregistrată la British Library

ISBN 978-1-108-79625-5

**CAMBRIDGE**  
UNIVERSITY PRESS

**Discovery**  
EDUCATION™



Manualul este rezultatul colaborării dintre Cambridge University Press și Art Klett.

Prelucrare după: **Eyes Open Level 2, Student's Book**/Ben Goldstein & Ceri Jones with Emma Heyderman și **Eyes Open Level 3, Student's Book**/Ben Goldstein & Ceri Jones with Eoin Higgins © Cambridge University Press 2015, în parteneriat cu Discovery Education™

Ediție publicată sub licență. Ediția originală a fost publicată pentru prima dată în 2015 de Cambridge University Press.

Ediție originală © Cambridge University Press 2015

Ediție românească © Cambridge University Press 2022

Distribuit exclusiv de Art Klett

Toate drepturile asupra acestei lucrări sunt rezervate Cambridge University Press.

Nicio parte a acestei lucrări nu poate fi reprodusă, stocată ori transmisă, sub nicio formă (electronic, mecanic, fotocopiere, înregistrare sau altfel), fără acordul scris al Cambridge University Press.

Editura Art Klett

C.P. 12, O.P. 63, cod 062650, sector 1, București

tel.: 021 796 73 83; 021 796 73 80; fax: 021 369 31 99

Comenzi online: [www.art-educational.ro](http://www.art-educational.ro)



# Foreword

The authors have created through *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* a textbook that follows the Romanian Curriculum step by step, offering:

- high-interest videos and stimulating global topics that spark curiosity, engage and motivate teenage learners;
- a careful progression of personalised language building activities that leads to greater spoken and written fluency;
- flexible teaching support for mixed-ability classes that includes graded tests and extra practice activities.

# Unit tour **Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a**

Student's Book (printed version)

+

Digital Student's Book  
(consistent with the printed version)

**The Student's Book contains:**

*A Starter section to revise basic grammar and vocabulary + 8 Units + Extras*

**Each unit has the following structure:**

*Vocabulary + Reading + Language focus 1 + Listening and vocabulary + Language focus 2 + Discover culture + Speaking + Writing + Extras*

*There is a Review and an Evaluation test after every two units and also a Final evaluation test.*

**Extras:** *Say it right!, Grammar reference, Vocabulary bank, Groupwork, Festivals, Reading for pleasure, CLIL, Projects, Irregular verbs, Phonemic script, Word list*

## Unit opener

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.



**Vocabulary** section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.



**Reading** section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.



**Language Focus 1 and 2** sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a *Get it Right* feature and a *Say it Right* feature.



**Listening and Vocabulary** section provides a natural context for the new grammar and vocabulary items.



**Discover culture** section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.



**Speaking** section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.



**Writing** section includes a model text from the featured genre and follows a *Process Writing* methodology.



**Review** section provides two pages of exercises which are grouped under Vocabulary and Language focus. They come after every two units.





Manual, varianta tipărită

+

Manual, varianta digitală  
(conformă cu varianta tipărită)

Manualul cuprinde:

O secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + Anexe

Fiecare unitate are următoarea structură:

Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Comunicare + Redactare + Anexe

Există o recapitulare urmată de un test de evaluare la fiecare două unități, precum și o testare finală.

**Anexe:** Pronunță corect!, Gramatică, Vocabular, Activitate de grup, Sărbători, Lectură, CLIL, Proiecte, Lista verbelor neregulate, Tabel fonetic, Listă de cuvinte



CLIL section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.

The following icons were used to mark the three types of multimedia interactive learning activities (AMII) in the digital textbook / Următoarele pictograme marchează cele trei tipuri de activități multimedia interactive de învățare (AMII) din manualul digital:



**Static AMII** – listening and studying an image/activitate statică, de ascultare și observare a unei imagini



**Animated AMII** – film and animation/activitate animată (film/animație)



**Interactive AMII** – exercise with immediate feedback after solving/activitate interactivă, de tip exercițiu, cu feedback imediat în urma rezolvării

**Evaluation test** section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



**Grammar reference** section provides more detailed examples and explanations, plus additional practice exercises.



**Vocabulary bank** section contains all the new vocabulary from each unit. Activities revise and consolidate the language.



**Groupwork** section contains projects to be done step-by-step. It is related to the topic of the corresponding lessons in each unit.



**Festivals** section contains exercises and texts describing holidays and traditions in some English-speaking countries compared to Romania.



**Reading for pleasure!** section focuses on the world of literature.



**Projects** section provides eight optional projects in which students are given a clear model to guide them.

# Contents

| Starter Unit  | Vocabulary   |   | Language focus   |   |  |   |  |
|---|--|---|--|---|--|---|--|
|   | p8 Family<br>p9 School subjects<br>p10 Sports and activities |   | p8 subject pronouns and <i>be</i> , possessive <i>'s</i> , p9 <i>there is/are</i> , <i>some</i> and <i>any</i> , <i>have got + a/an</i> ,<br>p10 Present simple: affirmative and negative<br>p11 Present simple: questions, adverbs of frequency |   |  |   |  |
| Unit  | Vocabulary   | Reading   | Language focus 1   | Listening and Vocabulary  | Language focus 2   | Discover Culture (Video and Reading)  |  |
| 1<br>Money matters<br>1.2, 1.3, 2.3, 2.5, 3.2, 3.3, 3.4, 4.4, 4.5.  | p13 Shops  | p14 A blog<br>Explore extreme adjectives                                | p15 Present simple vs. continuous<br>Get it right! <i>-ing</i><br>🔦 Unusual fun  | p16 A radio programme<br>Money verbs  | p17 <i>(don't) want to, would(n't) like to, would prefer to, would rather/ would sooner (not) enough + noun</i><br>Get it right! <i>would like to, would rather/would sooner</i><br>Say it right! <i>enough /t/</i> p116 | p18 🔦 Tiger sanctuary<br>p19 An article<br>Explore adjective prefixes             |  |
| 2<br>Our heroes<br>1.2, 1.3, 2.3, 2.5, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5.  | p23 Jobs   | p24 A magazine quiz<br>Explore expressions with <i>make</i>             | p25 <i>was/were</i> : affirmative and negative<br>Past simple and time expressions<br>🔦 Wildlife hero<br>Say it right! Irregular past verbs p116   | p26 A conversation<br>Adjectives of character<br>A personal profile                                       | p27 <i>was/were</i> questions<br>Past simple questions; <i>used to + infinitive</i><br>Get it right! <i>did + infinitive</i>   | p28 🔦 The Chilean Mine Rescue<br>p29 A blog<br>Explore the suffix <i>-ness</i>    |  |
| Review Unit 1 and 2 page 32–33 Evaluation test Unit 1 and 2 page 34–35                                      |  |   |  |   |  |   |  |
| 3<br>At home<br>1.2, 1.3, 2.2, 2.3, 2.5, 3.4, 4.4, 4.5.   | p37 Things in the home                                       | p38 An online forum<br>Explore expressions with <i>do</i>               | p39 Comparatives and superlatives<br>🔦 Moving house<br>Say it right! <i>schwa</i> p116   | p40 An interview<br>Household appliances  | p41 <i>must/mustn't</i> and <i>should/shouldn't</i><br>Get it right! Modals + bare infinitive  | p42 🔦 A cool life<br>p43 A blog<br>Explore verbs with <i>up</i> or <i>down</i>    |  |
| 4<br>A balancing act<br>1.2, 1.3, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4, 4.1, 4.4, 4.5.                              | p47 Priorities   | p48 A magazine article<br>Explore verb + noun collocations              | p49 <i>should/must</i><br>🔦 Get up and go!   | p50 A radio interview<br>Performing<br>Say it right! Word stress p116                                     | p51 <i>(don't) have to/ mustn't</i> for necessity  | p52 🔦 A life on Broadway<br>p53 An article<br>Explore prepositions                |  |
| Review Unit 3 and 4 page 56–57 Evaluation test Unit 3 and 4 page 58–59                                      |  |   |  |   |  |   |  |
| 5<br>Visions of the future<br>1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.4, 4.3, 4.4, 4.5.              | p61 Computer words   | p62 A magazine article<br>Explore suffixes <i>-ful</i> and <i>-less</i> | p63 <i>will/won't may/might</i><br>Get it right! <i>will/won't + infinitive</i> without <i>to</i><br>🔦 Pizza problems<br>Say it right! <i>won't/want</i> p116  | p64 An interview<br>Technology verbs + prepositions   | p65 Question tags  | p66 🔦 Learning to share<br>p67 A blog   |  |
| 6<br>Life choices<br>1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 4.4, 4.5.                                 | p71 Life events  | p72 A magazine quiz   | p73 <i>will</i> vs. <i>be going to</i><br>Get it right! <i>will</i> for instant decisions<br>🔦 A school at home<br>Say it right! Contractions: <i>will</i> p117  | p74 A conversation<br>Containers and materials  | p75 Present continuous for future  | p76 🔦 Time for an adventure!<br>p77 An article<br>Explore verbs with prepositions |  |
| Review Unit 5 and 6 page 80–81 Evaluation test Unit 5 and 6 page 82–83                                      |  |   |  |   |  |   |  |
| 7<br>Look out!<br>1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 3.1, 3.3, 3.4, 4.4, 4.5.                                    | p85 Accidents and injuries                                   | p86 A magazine article<br>Explore expressions with <i>get</i>           | p87 Present perfect: affirmative and negative<br>Get it right! <i>been</i> and <i>gone</i><br>🔦 Danger in our food   | p88 A radio interview<br>The body   | p89 Present perfect questions<br>Past simple vs. present perfect<br>Say it right! Present perfect/past simple p117   | p90 🔦 A deadly job<br>p91 An article<br>Explore compound nouns                    |  |
| 8<br>Having fun!<br>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3, 3.4, 4.4, 4.5.                        | p95 Free time activities                                     | p96 An online forum<br>Explore expressions with <i>have</i>             | p97 <i>one/ones</i><br>Indefinite pronouns<br>Get it right! <i>any + negative</i> verbs<br>🔦 A New York City food tour   | p98 A radio interview<br>Adjectives of feeling<br>Say it right! Word stress in adjectives of feeling p117 | p99 <i>too + adjective (+ infinitive), (not) adjective + enough</i><br>Get it right! <i>too</i> or <i>enough</i>   | p100 🔦 Punkin Chunkin!<br>p101 An article<br>Explore making nouns from verbs      |  |
| Review Unit 7 and 8 page 104–105 Evaluation test Unit 7 and 8 page 106–107                                  |  |   |  |   | Final evaluation test page 108–115   |   |  |
| Festivals p146–147 Reading for pleasure p148–155 Projects p164–170 Irregular verbs and phonemic script p171 |  |   |  |   |  |   |  |



|  | Speaking and listening   |   | Extras   |
|--|--|---|--|
|  | <b>p8</b> Nathan's family<br><b>p9</b> Nathan's school<br><b>p10</b> Nathan's free time                                    |   | <b>pp118–119</b> Grammar reference   |
|  | Speaking   | Writing   | Extras   |
|  | <b>p20</b> 🗣️ <b>Real talk:</b> How do you spend your money?<br>Shopping   | <b>p21</b> An email<br><b>Useful language:</b><br>Imperatives   | <b>p156</b> CLIL Maths – percentages<br>🗣️ What does Zero mean?<br><b>pp120–121</b> Grammar reference<br><b>p130</b> Vocabulary bank<br><b>p131</b> Groupwork              |
|  | <b>p30</b> 🗣️ <b>Real talk:</b> Who's your role model and why?<br>Speculating  | <b>p31</b> A description of a person you admire<br><b>Useful language:</b><br>Connectors              | <b>p157</b> CLIL History – The feudal system 🗣️ Amelia Earhart, famous flyer<br><b>pp122–123</b> Grammar reference<br><b>p132</b> Vocabulary bank<br><b>p133</b> Groupwork |
|  | <b>p44</b> 🗣️ <b>Real talk:</b> Which do you prefer – houses or flats?<br>Asking for and offering help ( <i>can/will</i> ) | <b>p45</b> A description of a house<br><b>Useful language:</b><br>Order of adjectives                 | <b>p158</b> CLIL Art – The Bauhaus movement<br>🗣️ The seventh wonder of the world<br><b>p124</b> Grammar reference<br><b>p134</b> Vocabulary bank<br><b>p135</b> Groupwork |
|  | <b>p54</b> 🗣️ <b>Real talk:</b> What makes a good friend?<br>Offering to help  | <b>p55</b> A competition entry<br><b>Useful language:</b><br>Avoiding repetition                      | <b>p159</b> CLIL P.E. – Avoiding sports injuries 🗣️ Mountain rescue<br><b>p125</b> Grammar reference<br><b>p136</b> Vocabulary bank<br><b>p137</b> Groupwork               |
|  | <b>p68</b> 🗣️ <b>Real talk:</b> How important is your mobile to you?<br>Asking for and giving instructions                 | <b>p69</b> An opinion essay<br><b>Useful language:</b><br>Sequencing language                         | <b>p160</b> CLIL ICT – Supercomputers<br>🗣️ Who's real?<br><b>p126</b> Grammar reference<br><b>p138</b> Vocabulary bank<br><b>p139</b> Groupwork                           |
|  | <b>p78</b> 🗣️ <b>Real talk:</b> What are you going to do when you leave school?<br>Agreeing and disagreeing; question tags | <b>p79</b> A thank you email<br><b>Useful language:</b><br>Verb patterns                              | <b>p161</b> CLIL Science – Lifecycle of a plastic bag 🗣️ Go green!<br><b>p127</b> Grammar reference<br><b>p140</b> Vocabulary bank<br><b>p141</b> Groupwork                |
|  | <b>p92</b> 🗣️ <b>Real talk:</b> Have you ever had an accident?<br>Reacting to news   | <b>p93</b> An email refusing an invitation<br><b>Useful language:</b><br>Polite language for refusing | <b>p162</b> CLIL Science – Foodborne illness 🗣️ Medical myths<br><b>p128</b> Grammar reference<br><b>p142</b> Vocabulary bank<br><b>p143</b> Groupwork                     |
|  | <b>p102</b> 🗣️ <b>Real talk:</b> How do you celebrate your birthday?<br>Suggesting and responding                          | <b>p103</b> An email invitation to a friend<br><b>Useful language:</b><br>Referencing words           | <b>p163</b> CLIL Geography – Functional zones 🗣️ An ancient answer<br><b>p129</b> Grammar reference<br><b>p144</b> Vocabulary bank<br><b>p145</b> Groupwork                |

General and specific competences from the curriculum explored in the units

#### 1. Understand oral messages in different communication situations

- 1.1. Identify essential information from the news presented on TV/recorded materials related to different events, when the comment is illustrated by pictures
- 1.2. Identify details from messages and interactions on predictable topics, when the speakers/interlocutors talk clearly and slowly
- 1.3. Identify specific aspects of the culture of the language studied

#### 2. Speak in different communication situations

- 2.1. Present plans, intentions and future projects
- 2.2. Give a short and simple presentation on activities
- 2.3. Initiate, continue and finish a dialogue on familiar or personal interest topics
- 2.4. Participate in conversations related to planning activities
- 2.5. Show interest in participating in a verbal exchange

#### 3. Understand written messages in different communication situations

- 3.1. Select necessary information from lists or simple functional texts (brochures, menus, schedules, ads)
  - 3.2. Extract information from multiple short texts based on several predefined or negotiated criteria/constraints
  - 3.3. Identify information from a simple written letter/email to write an answer
  - 3.4. Show willingness to be informed through reading
- #### 4. Write messages in everyday communication situations
- 4.1. Complete a form with personally identifiable information (education, interests, competences)
  - 4.2. Write a very simple personal letter (digital version included) to express thanks or apologies
  - 4.3. Tell a story, in short, using linkers to emphasise the chronological order
  - 4.4. Write simple and coherent texts on specific topics of interest
  - 4.5. Participate in the exchange of written messages

#### Competențele generale și specifice din programa școlară urmărite în unitățile de învățare

##### 1. Receptarea de mesaje orale în diverse situații de comunicare

- 1.1. Identificarea informațiilor esențiale din știrile prezentate la TV/materiale înregistrate, referitoare la diferite evenimente, atunci când comentariul este ilustrat prin imagini
- 1.2. Identificarea detaliilor din mesaje și interacțiuni pe subiecte previzibile când locutorii/interlocutorii vorbesc clar și rar
- 1.3. Identificarea unor elemente culturale specifice limbii studiate

##### 2. Exprimarea orală în diverse situații de comunicare

- 2.1. Prezentarea unor planuri/unor intenții și proiecte de viitor
- 2.2. Descrierea scurtă, elementară a unor activități
- 2.3. Inițierea, susținerea și încheierea unui dialog pe teme familiare sau de interes personal
- 2.4. Participarea la conversații în legătură cu planificarea unor activități
- 2.5. Manifestarea interesului pentru participarea la schimbul verbal

##### 3. Receptarea de mesaje scrise în diverse situații de comunicare

- 3.1. Extragerea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)
- 3.2. Extragerea informațiilor din mai multe texte scurte pe baza mai multor criterii/constrângeri prestabilite sau negociate
- 3.3. Identificarea informațiilor dintr-o scrisoare personală simplă/e-mail în vederea redactării unui răspuns

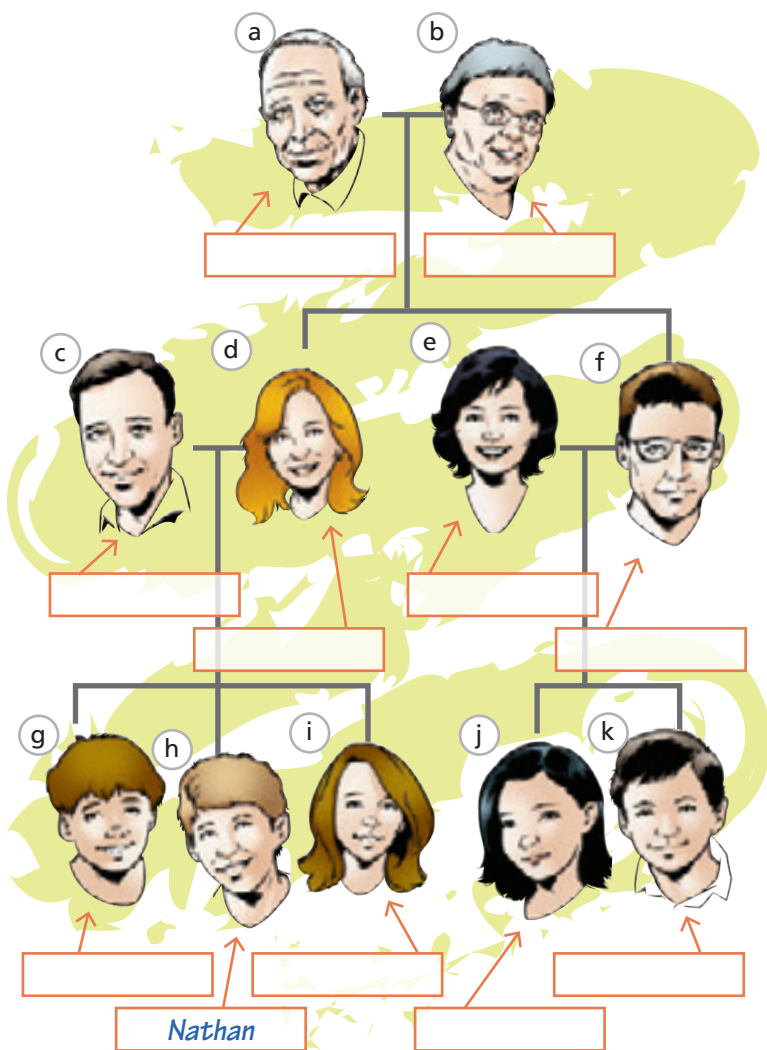
##### 4. Redactarea de mesaje în diverse situații de comunicare

- 4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)
- 4.2. Redactarea unei scrisori personale (inclusiv digitale) foarte simple exprimând mulțumiri sau scuze
- 4.3. Relatarea pe scurt a unei întâmplări utilizând cuvinte de legătură pentru a marca ordinea cronologică
- 4.4. Redactarea de texte simple și coerente pe teme de interes
- 4.5. Participarea la schimbul de mesaje scrise

# Starter Unit

## Family

- 1 Listen and complete Nathan's family tree with the names in the box.



Sophie Dave Ben Henry Anne  
Tom Phil Diana Marie Lucy

- 2 Complete the table with the words in the box.

parents mum brother husband dad  
aunt sister grandma cousin uncle  
wife granddad grandparents

|     |         |         |
|-----|---------|---------|
| mum | brother | parents |
| ♀   | ♂       | ♀♂      |

## Subject pronouns and be

- 3 Complete the examples from the listening in Exercise 1.

| I                           | you / we / they        | he / she / it                            |
|-----------------------------|------------------------|--|
| + I <sup>1</sup> 'm Nathan. | You're 13.             | He <sup>2</sup> .... from Newcastle.     |
| - I'm not Matthew.          | You aren't 12.         | My dad <sup>3</sup> .... from Liverpool. |
| ? Am I right?               | Are you from Scotland? | <sup>4</sup> .... your family big?       |

➔ Grammar reference • page 118

- 4 Complete the questions with the correct form of *be*. Then complete the answers with the correct subject pronoun.

- Where <sup>1</sup>... your mum from?  
...<sup>2</sup>'s from Barcelona.
- What ... your dad's name? ...'s Pete.
- ... you in a sports team?  
Yes, ... am. ...'m in the basketball team.
- How old ... your granddad? ...'s 82.
- ... your parents teachers? No, ... aren't.

## Possessive 's

- 5 Look at the examples from the listening in Exercise 1 and put the apostrophe (') in the correct place.

- My mums name is Marie.
- My grandparents names are Henry and Diana.

➔ Grammar reference • page 118

## Your turn

- 6 Write questions with the correct form of *be* and possessive 's. Use one word from each box. Then ask and answer the questions with your partner.

Where  
What  
Who  
When

parents  
classmates  
cousin  
best friend

favourite singer  
favourite book  
birthday  
English lesson

When's your mum's birthday?

It's on 20 May.



## School subjects

1 Complete the school subjects.  
Then match them with the pictures.

- |              |                  |
|--------------|------------------|
| 1 Fr _ nch   | 6 P _            |
| 2 _ ngl _ sh | 7 G _ _ gr _ phy |
| 3 M _ s _ c  | 8 M _ ths        |
| 4 Sc _ enc _ | 9 H _ st _ ry    |
| 5 _ CT       |                  |



2 Listen to Nathan talking to his cousin Lucy about his school. Which of the school subjects in Exercise 1 do you hear?

## there is/are and some and any

3 Complete the examples from the listening in Exercise 2. When do we use *some* and *any*?

|   | Singular  | Plural   |
|---|---|--|
| + | There <sup>1</sup> .... <b>some</b> cola in the fridge. | There <sup>3</sup> .... <b>some</b> classrooms in the main building. |
| - | There <b>isn't any</b> orange juice.                    | There <sup>4</sup> .... <b>any</b> laptops in our classroom.         |
| ? | <sup>2</sup> .... <b>there any</b> orange juice?        | <sup>5</sup> .... <b>there any</b> science labs at your school?      |

➔ Grammar reference • page 118

4 Write sentences with *there is/are* and *some/any* about the things and places in your school in the box below.

posters food computers balls laptops  
students science lab classroom walls  
library IT room canteen sports hall

*There are some posters on the classroom walls.*

## have got + a/an

5 Complete the examples from the listening in Exercise 2.

|   | I / you / we / they   | he / she / it                            |
|---|---|--|
| + | I <sup>1</sup> .... PE tomorrow.                            | My school's <sup>4</sup> .... four labs. |
| - | We <sup>2</sup> .... <b>got an</b> IT room.                 | It <b>hasn't got</b> any laptops.        |
| ? | <b>Have</b> you <sup>3</sup> .... <b>a</b> big sports hall? | <b>Has</b> Lucy <b>got a</b> laptop?     |

➔ Grammar reference • page 119

## Your turn

6 Write questions with *have got*. Use the people and the things below. Then ask and answer your questions with a partner.

you  
your best friend  
your mum, etc.  
your teacher  
your classmates

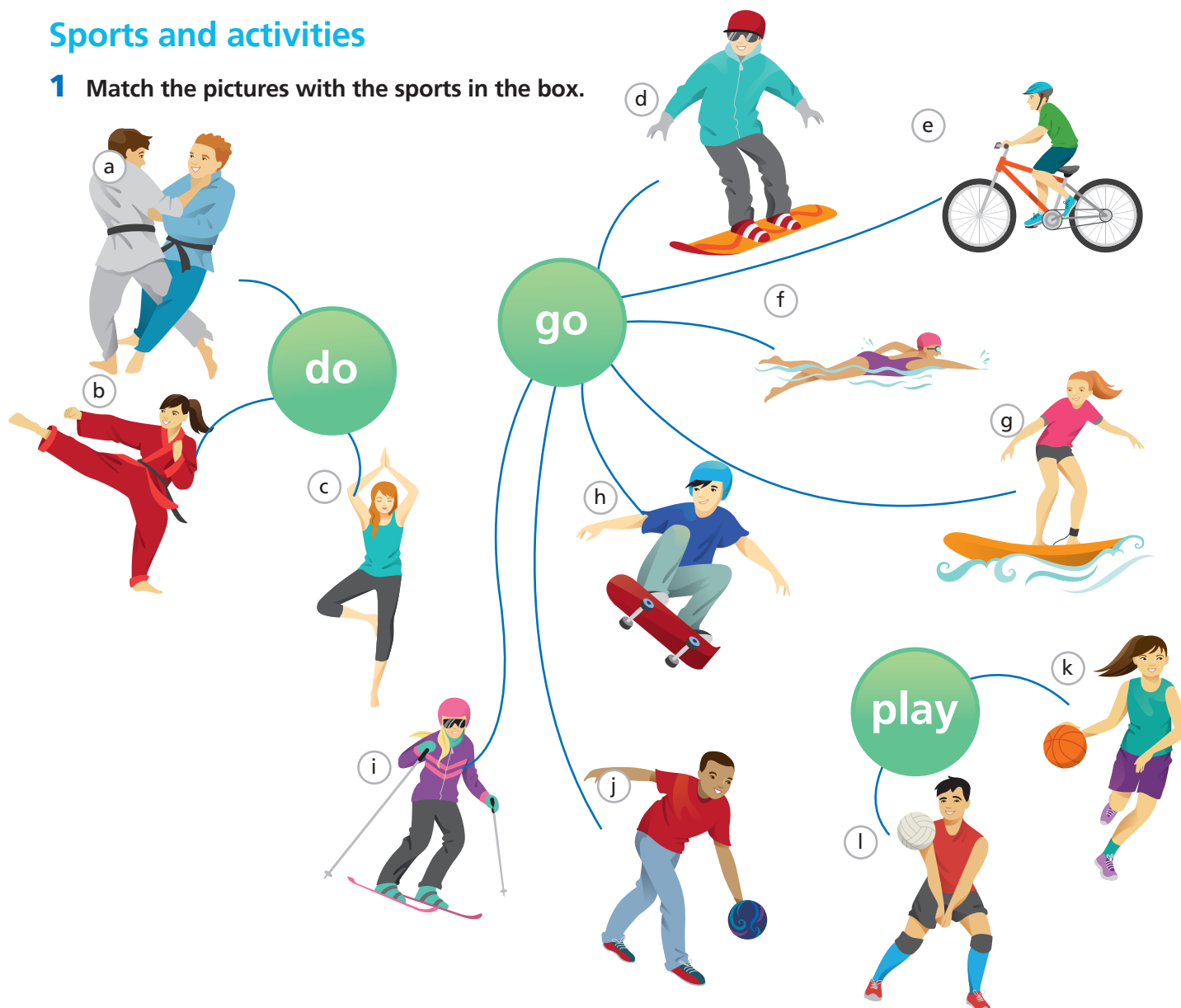
Maths, History, PE, etc.  
a big family  
a mountain bike  
a laptop  
an English dictionary

Have you got PE today?

Yes, I have.

## Sports and activities

1 Match the pictures with the sports in the box.



judo volleyball bowling skiing swimming  
snowboarding cycling skateboarding  
basketball surfing karate yoga

2 Listen to Nathan and Lucy talking about their free time. Which of the sports and activities in Exercise 1 does Nathan do? Which of them does Lucy do?

## Present simple: affirmative and negative

3 Complete the examples from the listening in Exercise 2.

| I / you / we / they  | he / she / it  |
|--|--|
| + I <sup>1</sup> ... <i>like</i> ... surfing<br>My friends and I usually <sup>3</sup> ... cycling. | He sometimes <sup>2</sup> ... bowling with granddad. |
| - You <b>don't</b> <sup>4</sup> ... near the sea.  | He <sup>5</sup> ... <i>like</i> it very much.        |

4 Complete the sentences with the present simple form of the verb in brackets.

- I .... (go) snowboarding with my parents in the winter.
- My friends .... (have) football training on Fridays.
- I .... (not play) volleyball very often.
- My sister .... (do) drama after school.
- My uncle .... (not play) chess.
- My friends and I .... (ride) our bikes to school every day.
- We .... (not live) near the sea so I .... (not go) surfing.

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

- I don't go snowboarding with my parents in the winter. We don't live near the mountains.*

## Present simple: questions

- 1 Complete the examples from the listening on page 10.

|               | I / you / we / they  | he / she / it   |
|---------------|--|---|
| Wh-?          | What sports <sup>1</sup> <del>do</del> you <b>do</b> ?<br>When <b>do</b> they <b>go</b> bowling? | How often <b>does</b> he <b>go</b> snowboarding?      |
| Y/N?          | <sup>2</sup> .... you <b>go</b> swimming?  | <sup>3</sup> .... your sister <b>go</b> surfing too?  |
| Short answers | Yes, I <b>do</b> .<br>No, I <sup>4</sup> ....  | Yes, she <sup>5</sup> ....<br>No, he <b>doesn't</b> . |

➔ Grammar reference • page 119

- 2 Write questions about your sentences in Exercise 5 on page 10.

- When / you / go snowboarding?  
*When do you go snowboarding?*
- When / your friends / have training?
- you / play volleyball?
- your sister / do drama after school?
- What sports and activities / your uncle / do?
- How / you and your friends / go to school?
- you / go surfing?

### Your turn

- 3 Complete the examples from the listening in Exercise 2 on page 10. Then answer the questions.

When do you go snowboarding?

I don't go snowboarding with my parents in the winter. We don't live near the mountains. What about you?



## Adverbs of frequency

- 4 Complete the examples from the listening in Exercise 2 on page 10. Then answer the questions.

- My friends and I .... go cycling on Saturday afternoons.
- I .... go swimming with Mum and Dad.
- The water's .... cold.
- He .... goes now.

- Does the adverb of frequency go before or after the verb *be*?
- Does the adverb of frequency go before or after other verbs?

➔ Grammar reference • page 119

- 5 Rewrite the sentences with the adverbs of frequency in the correct place.

- We do ICT in the IT room. (usually)  
*We usually do ICT in the IT room.*
- My friends play basketball at school. (sometimes)
- I do yoga at school. (never)
- My grandparents go bowling. (sometimes)
- My cousin does judo at the weekend. (often)
- I go cycling on Sunday morning. (always)

### Your turn

- 6 Write true sentences about you. Use the present simple, adverbs of frequency and the words below.

- have lunch in the school canteen
- be tired on Monday morning
- play basketball in the sports hall
- go bowling
- go swimming in the sea
- do Science in the science lab

*I always have lunch in the school canteen.*

- 7 Work with a partner. Use 'How often...?' and the present simple to ask and answer questions about your sentences in Exercise 6.

How often do you have lunch in the school canteen?

I always have lunch in the school canteen.





# Money matters

Discovery  
EDUCATION

In this unit ...



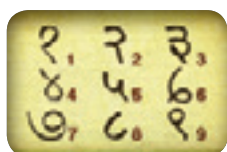
Unusual fun p15



Tiger sanctuary p18



Shopping p20



CLIL What does  
Zero mean? p156

## Vocabulary

- Shops
- Money verbs
- Extreme adjectives
- Adjective prefixes

## Language focus

- Present continuous
- Present simple vs. continuous
- *would prefer to, would rather/would sooner, would(n't) like to, don't want to*
- *enough*

## Unit aims

### I can ...

- talk about shops and shopping centres.
- talk about the things I'm doing now and the things I do every day.
- understand a conversation about how young people spend their money.
- describe things I want to, would like to or would prefer to do.
- understand information about charities.
- ask for things in shops.
- write an email asking for advice.

## BE CURIOUS



What can you see in the photo?

Start thinking

- What can you buy at this market?
- Where do you think it is?
- Where do you buy things in your town?



# Vocabulary Shops



## 1 Match the pictures with the words in the box.

bookshop chemist clothes shop  
department store electronics shop  
music shop newsagent shoe shop  
sports shop supermarket

## 2 Look at Exercise 1.

Which places sell ...

- 1 food and drink?
- 2 things to read?
- 3 things to wear?

Where can you ...

- 4 buy a new computer?
- 5 listen to music?
- 6 go when you feel ill?

## Your turn

### 3 Write your answers to the questions.

- 1 What kind of shops do you like?
- 2 When do you go there?
- 3 Who do you go with?
- 4 What do you buy there?

*My favourite shop is a music shop. I go there on Saturday with my friends.*

### 4 Work with a partner. Ask and answer the questions in Exercise 3.

➡ Vocabulary bank • page 130





## Reading A blog

- 1 Look at the photos of a shopping centre in Dubai. What can you do there?
- 2 Read Liam's blog and check your ideas to Exercise 1. Then match the photos to the places in bold.
- 3 Read Liam's blog again. What are the numbers about?

a *Sega Republic*

1200 22 120 50 million 150

### Explore extreme adjectives

- 4 Look at the adjectives from Liam's blog. Do they mean very good or very bad?

great awful wonderful  
brilliant amazing

- 5 Find three adjectives in the text that mean *very hot*, *very cold* and *very big*. Do we use *very* or *absolutely* before these adjectives?

➔ Vocabulary bank • page 130

### Your turn

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

- 1 Would you like to visit the Dubai Mall?
- 2 What would you like to do there?
- 3 Are there many shopping centres in your town?
- 4 How often do you go there?
- 5 What other things can you do there?



## AN ENGLISH BOY IN DUBAI

I'm Liam. I'm 15 years old and I'm from London. My parents are working in Dubai this year so I'm writing all my news about life here on this blog. Hope you like it!

### A DAY AT THE MALL

POSTED BY ENGLISHBOYINDUBAI

SATURDAY 20 APRIL

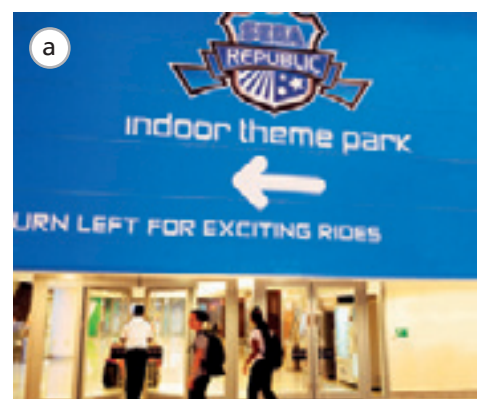
Today I'm spending the day in Dubai Mall with my family. It's great! It's got about 1,200 shops, 22 cinema screens and 120 cafés and restaurants.

More than 50 million people visit the mall every year because there are a lot of cool things to do here. Luckily, there aren't only shops because I hate shopping. It's awful! My dad and my sister are watching the fish right now in the wonderful Underwater Zoo. There are more than 33,000 fish there – even sharks!

Outside it's boiling so why am I wearing a sweater? Because I'm skating on the Olympic-size ice rink and it's absolutely freezing. The temperature of the ice is below zero! After the ice rink, I want to go to the mall's theme park, the Sega Republic. It's brilliant – it's got 150 games and rides.

And what are my mum and aunt doing? They're looking at the Dancing Fountain. It's 152 metres high! At night, there's an amazing light show. On a clear night, you can see it from space!

**FACT!** The Dubai Mall is absolutely huge! It's the size of 50 football pitches. It's the biggest shopping centre in the world!



Open  
10:00 – 00:00  
every day

d

# Language focus 1 Present continuous

1 Complete the examples from the text on page 14.

| I  | he / she / it                            | you / we / they   |
|--|--|---|
| + I <sup>1</sup> .... <b>spending</b> the day in Dubai Mall. | My friend <b>is shopping</b> .           | My dad and my sister <b>are</b> <sup>2</sup> .... the fish. |
| - I'm <b>not going</b> to the zoo.                           | Liam's mum <b>isn't shopping</b> .       | Liam's dad and sister <b>aren't skating</b> .               |
| ? Why <sup>3</sup> .... I <b>wearing</b> a sweater?          | <b>Is</b> Liam <b>wearing</b> a sweater? | What <b>are</b> my mum and aunt <sup>4</sup> ....?          |

Grammar reference • page 120

## Get it right!

Spelling the *-ing* form:

For verbs ending in *-e*, remove the *e*: *write* → **writing**

For verbs ending with one vowel and one consonant, double the final consonant: *shop* → **shopping**

2 Write sentences in the present continuous with the verbs in brackets.

- They .... (write) text messages on their phones.  
*They're writing text messages on their phones.*
- He .... (not listen) to the teacher!
- I .... (make) a cake for my brother's birthday.
- We .... (not watch) TV. There's nothing to watch!
- Nicky .... (run) in the park today.

3 Write questions in the present continuous. Then answer them for you.

- What / your teacher / do?  
*What is your teacher doing? She's writing on the board.*
- Where / you / sit / now?
- Why / you / learn English?
- you / listen to music / at the moment?
- your friends / play football / now?

## Present simple vs. continuous

4 Read the sentences from Liam's blog and answer the questions. Then complete the rule with *simple* or *continuous*.

- Today I'm **spending** the day in Dubai Mall.
  - More than 50 million people **visit** the mall every year.
  - The Dubai Mall **opens** at 10:00 every day and closes at 00:00.
- Which sentence talks about a fact, habit or routine?
  - Which sentence talks about a fixed schedule?
  - Which sentence talks about an action in progress?

We use the **present** <sup>4</sup>.... to talk about facts, habits, routines, timetables, schedules and programmes and the **present** <sup>5</sup>.... to talk about an action in progress.

Grammar reference • page 120

## Your turn

5 Complete the questions with the present simple or present continuous form of the verb in brackets.

- What .... you .... (do) now?
- What do you think your parents .... (do) now?
- What .... you usually .... (do) at the weekend?
- Where .... you usually .... (go) after school?
- What .... your classmates .... (do) now?
- Where .... you usually .... (go) on holiday?
- .... you .... (read) a good book at the moment?
- What time .... you .... (start) school every day?
- When .... you .... (come) home from school?
- What time .... you .... (get up) on Saturdays?

6 Work with a partner. Ask and answer the questions in Exercise 5.

What are you doing now?

I'm talking to you in my English class!

Learn about having fun in Dubai.

- Where are the young people snowboarding outdoors?
- Where are they snowboarding indoors?
- What shop do the young people like visiting?





**Discovery**  
EDUCATION

1.1 Unusual fun




## Listening A radio programme

- 1 Look at the photos. Which things have you got?
- 2  Listen to a radio programme. Which of the things in Exercise 1 have Josh and Megan got in their bags?
- 3  Listen again and choose the correct answers.
  - 1 Josh wants to buy a games console / a mobile phone.
  - 2 Josh is shopping with his pocket money / his birthday money.
  - 3 Josh and his family buy / don't buy clothes online.
  - 4 Josh is shopping with his family / his friends.
  - 5 Megan gets / doesn't get pocket money.
  - 6 Megan likes / doesn't like getting money for her birthday.



## Vocabulary Money verbs

- 4  Look at the pictures and complete the sentences with the present continuous form of the verbs in the box. Then listen, check and repeat.

earn   sell   borrow   buy   save   spend



- 1 He .... his bike.



- 4 He .... all his money on some new trainers.



- 2 He .... money in a jar.



- 5 He .... money washing his dad's car.



- 3 He .... a book.



- 6 He .... money from his brother.

- 5 Choose the correct words.

- 1 I never **sell** / **buy** / **borrow** clothes online. I like to try them on first.
- 2 I don't save my money. I usually **spend** / **buy** / **borrow** it all at once.
- 3 I'm **earning** / **spending** / **saving** for a new mobile phone.
- 4 I want to **buy** / **sell** / **borrow** my old bike. I've got a new one now.
- 5 I sometimes **save** / **earn** / **spend** money by cleaning my dad's car. He gives me £2.
- 6 I often **borrow** / **save** / **sell** money from my sister when I want to buy something.

### Your turn

- 6 Rewrite the sentences in Exercise 5 so they are true for you.

- 1 *I often buy clothes online but I sometimes try them on first.*

- 7 Ask and answer questions with the verbs in Exercise 4. Use these question beginnings.

- How often do you ...?
- Are you ...ing at the moment?
- Do you ever ...?
- Do you usually ...?

How often do you buy clothes online?

➔ Vocabulary bank • page 130

➔ Groupwork • page 131



## Language focus 2 (don't) want to, would(n't) like to, would prefer to, would rather/would sooner

### 1 Complete the examples from the listening on page 16.

| Question  | Answer   |
|---|--|
| What do you <sup>1</sup> ... to buy?                | I <b>want to / don't want to</b> buy some new shoes.                   |
| What <b>would</b> you <b>like</b> to buy?           | I' <sup>3</sup> ... / <b>wouldn't like to</b> buy a new games console. |
| <sup>2</sup> ...you <b>prefer</b> to get a present? | I'd <b>prefer to</b> get some money.                                   |

We use *would prefer to*, *would rather/would sooner* to say we prefer to do one thing more than another.

### Grammar reference • pages 120–121

### 2 Complete the conversations with *do(n't)* or *would(n't)*. Then listen and check.

- A: <sup>1</sup>...you like to go shopping?  
B: No, I <sup>2</sup>... prefer to stay at home.
- A: What <sup>3</sup>... you want to do this afternoon?  
B: I <sup>4</sup>... like to go to the new shopping mall.
- A: I'm saving my money at the moment. I <sup>5</sup>... like to buy a new skateboard.  
B: <sup>6</sup>... you prefer to buy it in a shop or online?
- A: When you're older, <sup>7</sup>... you like to work in a shopping centre?  
B: No, I <sup>8</sup>....

### Get it right!

Remember we use the infinitive after **would like to**, **would rather / would sooner**, NOT **-ing**.  
 I would like **to go** to the cinema. ✓  
~~I would like going...~~ X  
 I would rather **have** some tea. ✓  
~~I would rather having...~~ X  
 I would sooner **go** to the cinema than watch this film at home. ✓  
~~I would sooner going...~~ X

### 3 Choose the correct answer.

- Mum would rather **stay / to stay** at home and read. She's too tired to go to the mall.
- I'd sooner **buying / buy** fruit and vegetables from the market.
- Sue likes hamburgers but Anne would prefer **eat / to eat** pizza.

### (not) enough + noun

### 4 Look at these examples from the listening on page 16. Write **enough** in the correct place.

- I'd like to buy a new games console but I haven't got money.
- I've nearly got money.

### Grammar reference • page 121

### Say it right! • page 116

### 5 Rewrite the sentences with **enough**.

- My cousin wants to buy some new sunglasses but she hasn't got money.  
*My cousin wants to buy some new sunglasses but she hasn't got enough money.*
- I'd like to watch a film but I haven't got time.
- We'd like to make hot chocolate but there isn't milk.
- My dad thinks I don't do homework.
- My brother is unhealthy because he doesn't do sport.
- We want to start a football team but we haven't got players.

### 6 Complete the conversations with the words in the box. Then listen and check.

enough like prefer want

- A: Would you <sup>1</sup>... to go to the new shopping centre?  
B: I'm sorry I can't. I haven't got <sup>2</sup>... money.
- A: Do you <sup>3</sup>... to play football after school?  
B: I'd <sup>4</sup>... to ride my bike. I don't like ball sports.

### Your turn

### 7 Work with a partner. Rewrite the conversations in Exercise 6 by changing the words in **bold**. Use these words or your own ideas.

go to my house the cinema the ice rink  
a restaurant the underwater zoo watch a film  
play tennis have a pizza play computer games

Would you like to go to my house after school?

I'm sorry I can't. I haven't got enough time.



# Discover Culture

- 1** You are going to watch a video about a tiger charity. How do you think it helps tigers? Why is it important to help them?



Find out about a tiger sanctuary in Thailand.



 **Discovery**  
EDUCATION™



## 1.2 Tiger sanctuary

**2** Watch the video and answer the questions.

- 1 What is special about the people who work at the sanctuary?
- 2 How do they get money to buy food for the tigers?
- 3 How many tigers do they have at the moment?

**3** Test your memory. Which animals do you see in the video?

monkey bear elephant owl dog duck  
snake bat horse deer buffalo

**4** Watch the video again. Check your answers to Exercise 3 and choose the correct words.

- 1 Tigers go to the sanctuary when they are ill / old or in danger.
- 2 Unfortunately, some people like hunting / hurting tigers.
- 3 These tigers can / can't live in the wild.
- 4 The tigers are / are not like pets.
- 5 Every day they run / eat a lot!

### Your turn

**5** Write answers to the questions.

- 1 Are there any animal sanctuaries in your country?
- 2 What animals do they help?
- 3 Do people give money to help animals?
- 4 What wild animals have you got in your country?

**6** Work in small groups. Ask and answer the questions in Exercise 5.

What wild animals have you got in your country?



## Reading An article

1 Look at the title of the article and the photos. What happens on *Red Nose Day*?

2 Read the article and check your ideas to Exercise 1.

3 Read the article again. Mark the sentences true (T) or false (F).

- 1 Red Nose Day is every year. *False.*
- 2 Everybody gives the same money.
- 3 Some people wear red noses on this day.
- 4 Pupils sometimes wear unusual clothes to school.
- 5 In the UK, Red Nose Day helps people who need somewhere to live.
- 6 Red Nose Day is a very new charity day.

### Explore adjective prefixes

4 Find the opposite of *usual* in the text. How do we make it?

5 Add *un-* to the adjectives in the box. Then complete the sentences.

usual friendly fair tidy helpful happy

- 1 I like your dress. It's very different and *unusual*.
- 2 You look sad. Are you ....?
- 3 There are things on the floor. My brother's room is ....
- 4 Don't ask that man to show you. He's so ....
- 5 They never smile or say hello. They're very ....
- 6 My brother gets more pocket money than me. It's ....

➔ Vocabulary bank • page 130

### Your turn

6 Write your answers to the questions. Then ask and answer them with a partner.

- 1 Would you like to work for a charity? Would you prefer to help animals or people?
- 2 Do you do charity events in your school? What?
- 3 What would you like to do on Red Nose Day?

# RED NOSE DAY!

Do something funny for money!

Red Nose Day is a charity day which happens every two years in the UK. On this day, lots of people in Britain wear red noses and do something funny. They ask other people to give them money which goes to a charity to help people all over the world.

Think of something unusual you would like to do. How about having red hair for the day? Before the big day, your friends and family say how much they would like to give you to do this and later you give this money to charity. You can do all kinds of cool things at school too. Talk to your teachers and decide together! Perhaps wear something red to school instead of your school uniform. Or play 'red nose day' games instead of having normal lessons?

And where does this money go? In the UK, it can help to find homes for young people who are living on the street. In Africa, the money can buy important medicine or give fresh water to villages.

**FACT!** Red Nose Day is over 25 years old. In 25 years people have given more than £100,000,000!





## Real talk: How do you spend your money?

1 Watch the teenagers in the video. How do they spend their money? Use these words.

phone food music going out with friends clothes comic books concert tickets video games

- a) Speaker 1 ... *food* ... c) Speaker 3 .... e) Speaker 5 .... and ....  
b) Speaker 2 .... d) Speaker 4 .... f) Speaker 6 .... and ....

2 How do you spend your money? Ask and answer with your partner.

3 Listen to Matt talking to a shop assistant. What colour trainers would he like?

4 Complete the conversation with the useful language. Then listen and check your answers.

### Useful language

Can I try them on? What size are you?  
How much are they? I'd prefer ...  
I'd like to buy ... I'll take them!

**Matt:** Excuse me, <sup>1</sup>.... some trainers.  
**Shop assistant:** What about these?  
**Matt:** <sup>2</sup>.... a different colour. Have you got anything in blue?  
**Shop assistant:** Yes, do you like these?  
**Matt:** Yes! <sup>3</sup>....  
**Shop assistant:** They're £59.99.  
**Matt:** <sup>4</sup>....  
**Shop assistant:** Of course. <sup>5</sup>....  
**Matt:** I'm a size 40, I think.  
**Shop assistant:** Here you are.  
**Shop assistant:** How are they?  
**Matt:** They're great. <sup>6</sup>....



6 Change the words in **bold** in the conversation in Exercise 4. Use the pictures below or your own ideas. Then, practise the conversation.



Excuse me, I'd like to buy some jeans.

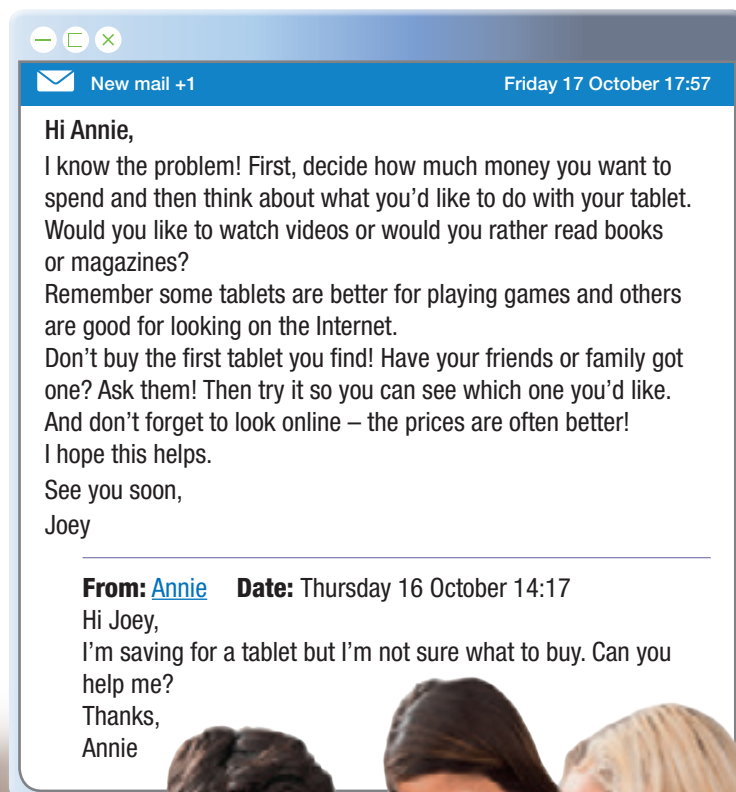
What about these?

5 Practise the conversation in Exercise 4 with a partner.



# Writing An email

- 1** Look at the photo and read the emails. What help does Joey give Annie?



- 2** Order the things Joey does in his email.
- |                            |                                 |
|----------------------------|---------------------------------|
| a make a suggestion        | d end the email                 |
| b begin the email <b>1</b> | e respond to the previous email |
| c give some information    |                                 |
- 3** Find the words Joey uses to do the things in Exercise 2.
- 1** *begin the email – Hi Annie,*

## Useful language

### Imperatives

In an email, we often make suggestions. Use the imperative for a quick, informal way to do this:

- *Decide how much money you want to spend.*
- *Don't buy the first tablet you find.*

- 4** Find five more examples of imperatives in Joey's email.

- 5** Complete the sentences with the imperatives from the box.

Don't buy Go Read Save Try

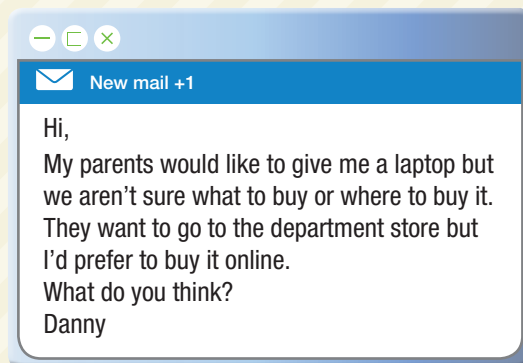
- 1 .... your friends' tablets to see which one you'd like.
- 2 .... to an electronics shop and ask for advice.
- 3 .... reviews of new tablets.
- 4 .... enough money to buy a good tablet.
- 5 .... anything online if it is really cheap – it's probably not very good.



## Get Writing

### PLAN

- 6** Read the email from Danny and make notes about what you want to say. Use the ideas in Exercise 2.



### WRITE

- 7** Write your email. Use your notes and the language below.

Hi

*I know the problem.*

*First, ... and then ...*

*Would you like to ... or would you prefer to/ would you rather/would you sooner?*

*I hope this helps.*

*See you soon,*

### CHECK

- 8** Can you say YES to these questions?

- Have you got imperatives to make suggestions?
- Have you got the information from Exercise 2?
- Have you got the language from Exercise 7?



# Our heroes



In this unit ...



Wildlife hero p25



The Chilean Mine Rescue p28



Role models p30



CLIL Amelia Earhart, famous flyer p157

## Vocabulary

- Jobs
- Adjectives of character
- Expressions with *make*
- The suffix *-ness*

## Language focus

- *was/were*
- Past simple: affirmative and negative
- Past simple time expressions
- *was/were* and past simple questions
- *used to* + infinitive

## Unit aims

### I can ...

- talk about different jobs.
- describe events in the past.
- understand information about present and past heroes.
- ask and answer questions about things in the past.
- give an opinion about something I'm not sure about.
- write a description of a person.

## BE CURIOUS



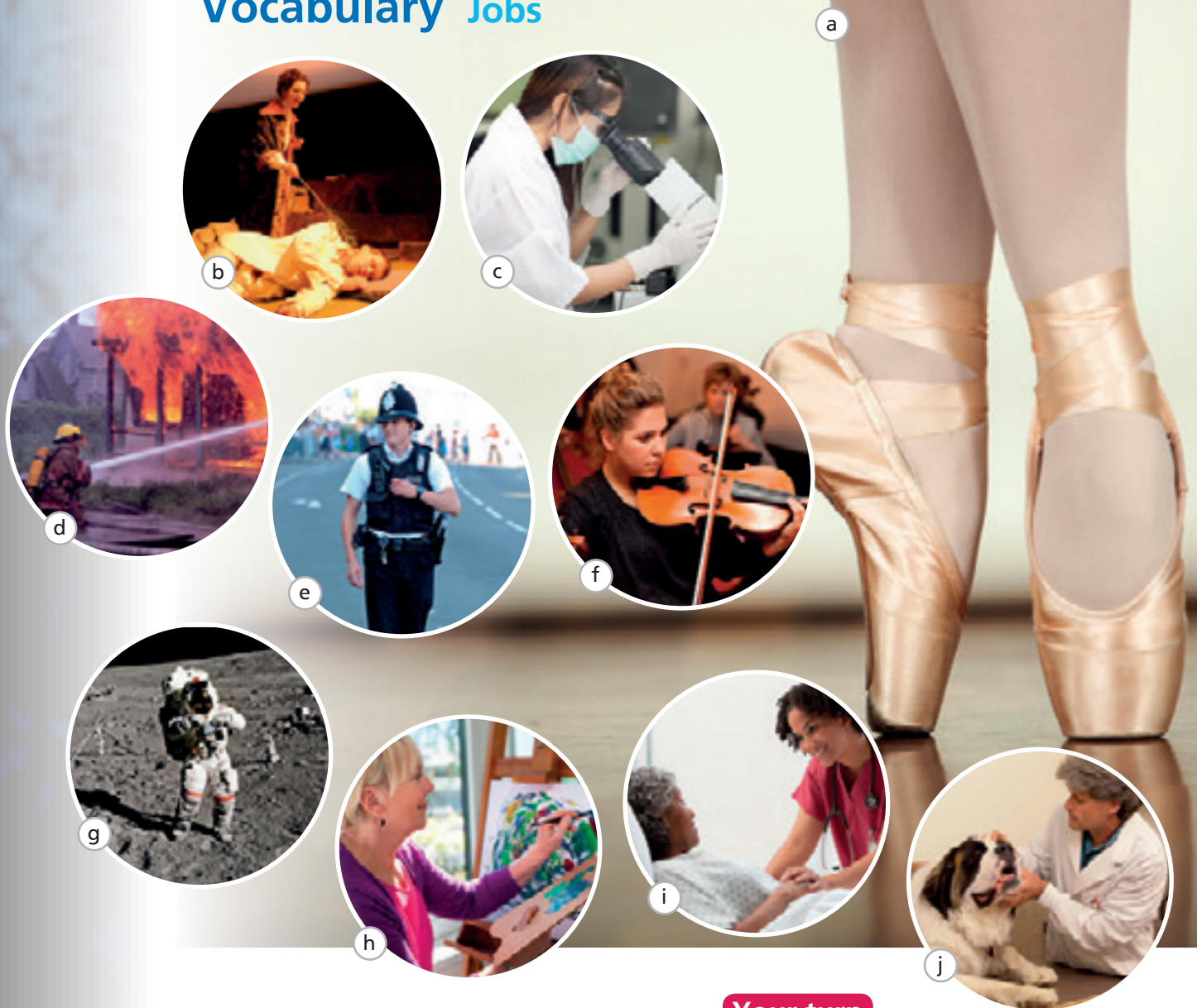
What can you see in the photo?

Start thinking

- What do you think happened before this photo?
- Who is the hero in the photo and why?
- Who are your heroes?



## Vocabulary Jobs



- 1** Match the pictures with the words in the box. Then listen, check and repeat.

dancer police officer musician actor  
nurse artist vet astronaut scientist  
firefighter

- 2** Complete the table with the words in Exercise 1.

| Science   | Artistic / Creative | Life savers |
|-----------|---------------------|-------------|
| scientist |                     |             |

### Your turn

- 3** Look at the jobs in Exercise 1 and write answers to the questions.

- Which two jobs would you like to do? Why?
- Which two jobs would you not like to do? Why?

*I'd like to be an artist because I love drawing and painting.*

- 4** Work with a partner. Ask and answer the questions in Exercise 3.

Which job would you like to do?

I'd like to be an artist because I love drawing and painting. What about you?

# QUIZ OF THE MONTH

## PEOPLE WHO MADE A DIFFERENCE

**1** Christopher Columbus was born in Genoa over 500 years ago. He wanted to sail to Asia from Europe. He started his journey in 1492, but he didn't arrive in Asia because he made a mistake. Two months later he arrived in ....



- A** The Caribbean Islands      **B** Brazil  
**C** Canada

**2** Anne Frank was a young Jewish girl living in Amsterdam over 80 years ago. During the Second World War, her family hid in a few small rooms in a house because the German army wanted to put Jewish people in prison. They were there for two years. Every day, Anne wrote about her life. In 1944, the Germans found Anne and her family and took them to Germany where she died in March 1945. What is the name of the book that she wrote?

- A** My Life at War      **C** The Diary of a Young Girl  
**B** A Girl's Life

**3** Tim Berners-Lee was an engineer but became interested in computers in the 1970s. He wrote a program that could connect computers across the world. He called it the World Wide Web and made history when he gave it to the world for free. He said, 'This is for everyone.' But when did the web go worldwide?



- A** in 1980      **C** in 2002  
**B** in 1991

**FACT!** Teachers can be heroes too. In 2012, Elaine Johnson, a primary school teacher from California, USA saved the lives of two students when she pulled them from a car that was on fire. Amazingly, the students weren't hurt.

## Reading A magazine quiz

- Look at the people in the pictures. Who are they? Why are they famous?
- Read the quiz and check your answers to Exercise 1.
- Read the quiz again and answer the questions.

### Explore expressions with *make*

- Find three expressions with *make* in the text.
- Complete the sentences with *make* and one of the words in the box.

a cake   mistakes   friends   a suggestion   history   sure

- Do the exam carefully. Try not to make mistakes.
- When I go on holiday, I often .... with the new people I meet.
- People who change something in our world ....
- It's John's birthday tomorrow. Let's ....
- Before you close the door, .... you've got your keys.
- Can I ....? Let's go to the cinema on Saturday afternoon.

➔ Vocabulary bank • page 132

### Your turn

- Think of a famous hero. Write your answers to the questions.
  - What's his/her name?
  - Where is he/she from?
  - Where does he/she live?
  - What does he/she do?
  - Why is he/she a hero?
- Work with a partner. Ask and answer the questions about your hero in Exercise 6.

What's your hero's name?





## Language focus 1 *was/were*

### 1 Complete the examples from the text on page 24.

| I / he / she / it                                   | you / we / they                                 |
|---|---|
| + Anne Frank <sup>1</sup> .... a young Jewish girl. | They <sup>2</sup> .... there for two years.     |
| - America <b>wasn't</b> on Columbus' map.           | Amazingly, the students <sup>3</sup> .... hurt. |

➔ Grammar reference • page 122

### 2 Choose the correct answer.

- 1 He **was** / **were** / **weren't** a famous tennis player 10 years ago.
- 2 You **were** / **wasn't** / **was** very good at sport at primary school.
- 3 I **were** / **weren't** / **was** at home at 8 o'clock last night.
- 4 My friends **were** / **was** / **wasn't** at football practice yesterday.
- 5 I **were** / **weren't** / **wasn't** at school last week. I **was** / **were** / **weren't** ill.
- 6 She **was** / **were** / **weren't** born in Ireland in 1991.

## Past simple and time expressions

### 3 Complete the examples from the text on page 24.

|   |   |
|---|---|
| + | He <sup>1</sup> .... his journey in 1492. |
| - | He <sup>2</sup> .... arrive in Asia.      |

➔ Grammar reference • page 122

➔ Say it right! • page 116

### 4 Complete the sentences in the past simple with the words in brackets.

- 1 I usually do my homework before dinner but yesterday, *I did my homework* (after dinner).
- 2 We normally have our lunch at school but on Monday .... (at home).
- 3 I often swim in the swimming pool but last summer, .... (in the lake).
- 4 I visit my grandparents on Sundays but last weekend .... (on Saturday).
- 5 My mum teaches at my brother's school but when I was little .... (at my school).
- 6 I study in the library every day now but three years ago I .... (once a week).

### 5 Complete the text with the verbs in brackets.

Marie Curie <sup>1</sup>.... (be) a scientist. She <sup>2</sup>.... (live) in Paris, France but she <sup>3</sup>.... (not be) French, she <sup>4</sup>.... (be) from Poland. She <sup>5</sup>.... (meet) her husband, Pierre, at university in Paris, and together they <sup>6</sup>.... (discover) radium. Many of the teachers at the university <sup>7</sup>.... (not want) Marie to teach there because she was a woman, but in 1906 she <sup>8</sup>.... (make) history and <sup>9</sup>.... (become) the first woman to teach at the university, three years after becoming the first woman to win a Nobel prize.



### 6 Order the time expressions in the box. Start with the most recent.

yesterday this morning when I was little  
four days ago last weekend

### Your turn

### 7 Think of some people you know. Write sentences about what they did and when. Use the events below and the time expressions in Exercise 6. Then compare your sentences with your partner.

went to school gave me a present  
played a sport helped me went to a party  
read a book went to a foreign country was ill

*My best friend went to school this morning.*

### Learn about Yanna, a vet in South Africa.



- Why is Yanna's job special?
- Why did she become a vet?
- Why did she shoot the rhino in the video?



**Discovery**  
EDUCATION

2.1 Wildlife hero

## Listening A conversation


- 1 Look at the advertisement. What is Young Heroes?
- 2  Listen to Laura talking to Harry and check your answer to Exercise 1.
- 3  Listen again and answer the questions.
  - 1 Who do they give prizes to?
  - 2 How did the programme choose the winners?
  - 3 What did Mike do last year?
  - 4 What does Lisa do for other young people?
  - 5 Is Alan still ill?
  - 6 What does Alan do when he isn't studying?

# Young Heroes

CHANNEL 5
7 PM – 9 PM

Tonight we give a special prize to three young heroes. Live music from One Direction and Beyoncé.

## Vocabulary Adjectives of character

- 4  Look at the pictures and complete the sentences with the words in the box. Then listen and check.

brave calm cheerful friendly funny kind quiet serious

- 1 Steven is very .... He didn't say anything in class today.



- 5 Alice is so .... When we went on holiday together, she was happy every day and smiled at everyone.



- 2 Becky's really .... She made us laugh a lot at the party.



- 6 Jack was .... when the accident happened. He wasn't afraid and he called the police.



- 3 Ben's very .... We went to see a funny film and he didn't laugh at all.



- 7 Andy is really .... He made lots of new friends at summer camp.



- 4 Anna's really .... She went on everything at the theme park!



- 8 Tania is very .... to animals. She gave a cat some food last week, and then she found it a home.



### Your turn

- 5 Use the adjectives in Exercise 4 to write sentences about five people you know.  
*My little sister is brave. Last week, she caught three mice and six spiders.*

- 6 Work with a partner. Read your sentences from Exercise 5 but don't say the adjective. Can your partner guess the adjective?

*A: Last week, my sister caught three mice and six spiders.*

*B: She's brave!*

- 7 Which of the adjectives in Exercise 4 can you use to describe yourself? Write a personal profile. Then talk to your partner.

# Language focus 2 *was/were*: questions

- 1 Complete the examples from the listening on page 26.

|               | I / he / she / it                              | you / we / they                                  |
|---------------|--|--|
| Wh-           | Who <sup>1</sup> .... the third hero?          | Who <sup>2</sup> .... the winners?               |
| Y/N ?         | <b>Was</b> the show good?                      | <b>Were</b> you at school?                       |
| Short answers | Yes, it <b>was</b> .<br>No, it <b>wasn't</b> . | Yes, we <b>were</b> .<br>No, we <b>weren't</b> . |

→ Grammar reference • page 122

- 2 Order the words to make questions with *was* and *were*.

- at this time yesterday / Where / you / were?
- time / you / at / were / this / school / What / morning?
- were / at / Who / friends / primary / your / school?
- born / you / When / were?
- teacher / was / first / Who / your / English?
- your / was / five / ago / favourite / What / TV programme / years?

- 3 Work with a partner. Ask and answer the questions in Exercise 2.

## Past simple: questions

- 4 Complete the examples from the listening on page 26.

|               | I / he / she / it                              | you / we / they                                  |
|---------------|--|--|
| Wh- ?         | What <b>did</b> she <sup>1</sup> ....?         | How <b>did</b> they <sup>2</sup> .... them?      |
| Y/N ?         | <b>Did</b> he <b>win</b> ?                     | <sup>3</sup> ....you <b>watch</b> TV last night? |
| Short answers | Yes, he <b>did</b> .<br>No, he <b>didn't</b> . | Yes, you <b>did</b> .<br>No, you <b>didn't</b> . |

→ Grammar reference • page 122

### Get it right!

Use the infinitive without *to* with **did** in past simple questions and negatives:

What **did** you **eat** yesterday? ✓

What ~~did~~ you ~~ate~~ yesterday? ✗

I **didn't** **see** my cousin at the party. ✓

I ~~didn't~~ ~~saw~~ my cousin at the party. ✗

- 5 Read the answers. Then complete the questions.

- What ...*did*... you ...*have*... for breakfast?  
I had toast and hot chocolate.
- Where ... you ... your shoes?  
I bought them in the department store.
- What time ... your mother ... home?  
She came home at 8 o'clock.
- Who ... you ... to school with?  
I walked with my friends.
- Where ... your parents ... before?  
They lived in Paris.

- 6 Write questions in the past simple.

- When / you / start secondary school?  
*When did you start secondary school?*
- Who / you / meet at the weekend?
- Where / you / go on holiday last summer?
- What / your family / watch on TV last night?
- How / you / get to school this morning?

### Your turn

- 7 Work with a partner. Ask and answer the questions in Exercise 6. Remember to ask for more information.

When did you start secondary school?

I started three years ago.

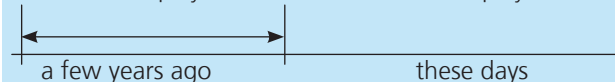
Did you enjoy the first day?

Yes, I did because I made some new friends.

## used to + infinitive

He used to play tennis.

He doesn't play tennis.



We use *used to* + infinitive to talk about past habits which are now finished. We don't use it simply to say what happened at a past time.

*Used to* + infinitive has no present or *-ing* form.

She **used to travel** a lot. ✓

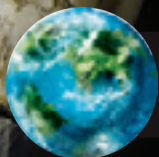
She ~~use to travel~~ a lot. ✗

She ~~used travelling~~ a lot. ✗

- 8 Write sentences with *used to* + infinitive.

- He live in a small village / now Liverpool  
*He used to live in a small village, but now he lives in Liverpool.*
- He play the guitar / now not play any instrument
- He run in the park / now not do sports
- He have lots of friends / now not know many people.





# Discover Culture



- 1** Look at the picture. What job do you think the men do? Can you guess why they are heroes?



Find out about a mine rescue in Chile.



## 2.2 The Chilean Mine Rescue

- 2** Watch the video and check your answers to Exercise 1. Then choose the correct options in the text below.

In <sup>1</sup>2010 / 2012, there was a terrible accident. A giant rock fell and closed the San José mine with <sup>2</sup>33 / 43 miners inside. Luckily, the miners found a safe place <sup>3</sup>70 / 700 metres underground. The rescue workers made lots of holes to try to find the miners. Finally, <sup>4</sup>69 / 79 days after the accident, the first man came out alive. The rescue worked. These brave men were suddenly <sup>5</sup>national / international heroes.

- 3** Test your memory. Complete the sentences.

- 1 The San José Mine is in the Atacama ...
- 2 The rock fell in front of the mine's ...
- 3 The camp was called *Esperanza* which means ...
- 4 The families knew the miners were OK because they wrote a ...
- 5 Families could see the miners because they had a ...
- 6 A million people all over the world watched the final ...

- 4** Test your memory. Put the images in the order you see them in the video. Then watch again and check your answers.

- 1 Rescue workers talk to the miners on the phone
- 2 The desert from the sky
- 3 A miner in hospital
- 4 The families' camp with posters and flags
- 5 The families hold flags and celebrate
- 6 A message on the drill

### Your turn

- 5** Work with a partner. Imagine you are journalists and you are going to interview the Chilean miners. Write questions in the past with the question words and verbs below or your own ideas.

What Who When How Where

eat drink play sleep read  
talk write walk feel

*What did you eat? Did you play games?*

- 6** Work in small groups. Journalists ask your questions from Exercise 5 and miners answer. Then swap.

What did you eat?

We had a little cold food with us. Then the rescue workers gave us some more food.

## Reading A blog

**1** Look at the map and the photos. Where is Jamaica? Who are the people in the photos?

**2**  Read Danielle's blog and check your answers to Exercise 1.

**3** Read the article again and answer the questions.

- 1 How many people live in Jamaica?
- 2 What sorts of heroes does Danielle write about?
- 3 When do Jamaican children start doing sport at school?
- 4 What or who is *Champs*?
- 5 What type of music started in Jamaica?
- 6 What do Jamaican musicians often sing about?

### Explore the suffix *-ness*

**4** Look at the article again. Find the noun from the adjectives *happy* and *sad*. Then answer the questions.

- 1 What do we add to the adjective to make the noun?
- 2 What happens to the 'y' in *happy* when we make the noun?

## DANIELLE SMITH'S BLOG OF ALL THINGS JAMAICAN

### A SMALL ISLAND FULL OF BIG HEROES

14 OCTOBER

I live on the small Caribbean island of Jamaica. Like many of the 3 million people here, sport and music are very important to me. Perhaps that's why so many sports and music heroes come from our island.

We start playing sports seriously at a very young age. Even at primary school we follow an athletics programme. At secondary school, there's the school athletics championship, or 'Champs'. Every year, about 25,000 people watch some of the heroes of tomorrow. Usain Bolt, the Olympic Gold Medallist, is from Jamaica and he once entered this championship.

As for music, in the 1960s, my own hero Bob Marley introduced reggae to the world. He didn't only sing about happiness, love and sadness. He also sang about how people live and their problems. Today, even our youngest musicians write about our life here on the island. When you next listen to a song from Jamaica, don't forget it's probably about us, our life and our culture!

**5** Complete the sentences with the noun of the adjective in brackets.

- 1 Many musicians write songs about love and ... *sadness* ... (sad)
- 2 Please put your books on the shelf. .... is very important. (tidy)
- 3 I think .... is more important than money. (happy)
- 4 Singing is my .... I'm not very good at it. (weak)
- 5 The band didn't play because of .... (ill)
- 6 I'll never forget my grandma's .... when she listened to my problems. (kind)

➔ Vocabulary bank • page 132

### Your turn

**6** Write your answers to the questions. Then ask and answer them with a partner.

- 1 Who's your favourite sportsperson? Where's he/she from? What sports does he/she do?
- 2 Who's your favourite musician? Where's he/she from? What kind of music does he/she play?

➔ Groupwork • page 133



**FACT!** The Jamaican bobsleigh team became heroes when they entered the Winter Olympics in 1988. Strange! Jamaica is famous for its sun but not for its snow!





## Real talk: Who's your role model and why?

### 1 Watch the teenagers in the video and match them with their role models.

- |              |  |
|--------------|--|
| a) Speaker 1 | 1 a friend because he saved his sister from a fire.                |
| b) Speaker 2 | 2 a famous actor because she's good at her job and helps children. |
| c) Speaker 3 | 3 a teacher because her lessons are really interesting.            |
| d) Speaker 4 | 4 an athlete because he can run fast.                              |
| e) Speaker 5 | 5 someone in his family because he's kind and hardworking.         |
| f) Speaker 6 | 6 someone in her family because she dances well.                   |

### 2 Who's your role model and why? Ask and answer with your partner.



### 3 Listen to Darren and Louise talking about the woman in the photo above. What job do they think she does?

### 4 Complete the conversation with the useful language. Then listen again and check your answers.

#### Useful language

She looks (very kind).  
... that's possible.  
She may be (a vet).

She definitely (works with animals).  
I reckon she's (a vet).

**Darren:** What do you think she does?

**Louise:** I'm not sure.

**Darren:** <sup>1</sup>... very kind.

**Louise:** Yes, and friendly.

**Darren:** <sup>2</sup>... an artist.

**Louise:** Yes, <sup>3</sup>... Or she may be a vet because there's a gorilla in the photo.

**Darren:** Yes, that's true. <sup>4</sup>... works with animals.

**Louise:** Yes, <sup>5</sup>... a vet or a scientist.

**Darren:** Me too.

**Louise:** Let's ask the teacher.

### 5 Work with a partner. Practise the conversation in Exercise 4.

### 6 Work with a partner. Prepare a conversation like the one in Exercise 4. Use the photos below and the useful language. Practise the conversation with your partner.





# Writing A description of a person you admire

## Connectors: *although, because, so, as well*

### 1 Look at the photo and read Jennifer's description. Is Jennifer's hero famous?



Although most people have got heroes like Nelson Mandela or Usain Bolt, my hero is my granddad. He was born 80 years ago so he's very old. When he was a young boy, his parents died so he lived with his aunt, uncle and cousins in Manchester. Life wasn't easy for them because they never had enough money.

When he was 13, my granddad left school and started working. He wanted to be a vet so he studied a lot. He used to study at night after work as well. He worked really hard and he became a vet when he was 25. It was his dream job.

I like him because he's funny, friendly and kind to everyone, and I admire him because he worked hard to achieve his dream.

I would like to be like him when I'm older.

By Jennifer Thompson

### 2 Read Jennifer's description and answer the questions.

- 1 Who is Jennifer's hero?
- 2 Where did he live?
- 3 What was his job?
- 4 Why is he a hero?
- 5 What's her hero like?

#### Useful language

##### Connectors

We often use connectors when we write descriptions:

- *Although most people have got heroes like Nelson Mandela or Usain Bolt, my hero is my granddad.*
- *I like him because he's funny, friendly and kind to everyone.*
- *He was born 80 years ago so he's very old.*
- *He used to study at night after work as well.*

### 3 Complete the sentences with *as well, although, because* or *so*.

- 1 My hero is my teacher .... I learn a lot in her class.
- 2 They help with the local football team and organise the youth club ....
- 3 My best friend helped me when I had problems, .... I'm going to buy her a present.
- 4 My aunt gives a lot of money to charities .... she never talks about it.
- 5 I would like to be a vet .... I like helping animals.
- 6 David wants to go to university .... he doesn't know which one to go to.



#### Get Writing

##### PLAN

- 4 Make notes about a person you admire. Use the questions in Exercise 2.

##### WRITE

- 5 Write your description. Use your notes from Exercise 4, and the language below.

My hero is ...

He/She was born ...

When he/she was ...

I like him/her because ...

I admire him/her because ...

I would like to be like him/her when I'm older.

##### CHECK

- 6 Can you say YES to these questions?

- Have you got connectors to add more information?
- Have you got the information from Exercise 4?
- Have you got the language from Exercise 5?

## Vocabulary

### 1 Match the pictures with the shops in the box.

sports shop   chemist   electronics shop  
clothes shop   newsagent   music shop

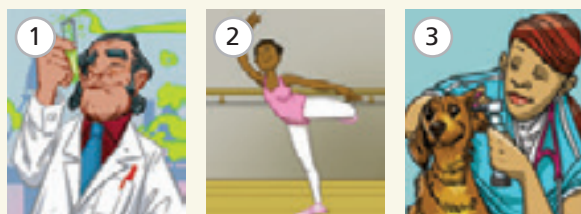


### 2 Complete the sentences with the words in the box.

borrow   buy   earn   save   sell   spend

- I'm going to the bookshop to .... a book.
- My brother wants to .... his old laptop for €50.
- Can I .... some money? I can give it back to you tomorrow!
- How much money do you .... on sweets every week?
- I sometimes help my dad in the garden to .... extra pocket money.
- I'm not eating sweets because I'm trying to .... money for a new bike.

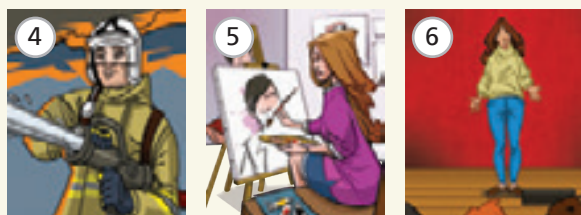
### 3 Look at the pictures and write the jobs.



....

....

....



....

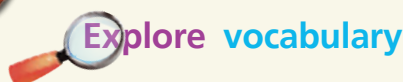
....

....

### 4 Match the sentences with the adjectives.

calm   cheerful   funny   brave   quiet   serious

- I'm not scared of spiders, big dogs or dentists. I'm ....
- My classmate Max never laughs. He's very ....
- I'm a nervous person and I worry about things. I'm not very ....
- My uncle is really good at telling jokes. He's very ....
- My sister talks a lot. It's difficult for her to be ....
- My little sister always smiles and laughs. She's very ....



### 5 Choose the correct answers.

- I'm wearing two sweaters, a coat and gloves because it's freezing / awful.
- That new shopping centre has got more than 1,000 shops. It's huge / boiling.
- I didn't like that new restaurant. The food was brilliant / awful.
- We can't play football because it's 36°C outside. It's brilliant / boiling.
- I loved the concert. I thought the singer was brilliant / freezing.

### 6 Complete the sentences. Add the prefix *un-* or the suffix *-ness* to the words in brackets.

- I never go to that shop because the shop assistants are very .... (helpful)
- Why has Jack got a bigger piece of cake? That's .... (fair)
- I think .... is very important in a friend. (kind)
- I would like to earn a lot of money but .... is more important. (happy)
- It's May and it's snowing! That's .... (usual)
- My teacher says that .... is very important. I don't agree. (tidy)

### 7 Complete the sentences with the correct form of *make* and one of these words.

sure   a cake   friends   history  
a suggestion   mistakes

- When you leave the house, .... you've got your keys.
- I'd like to .... Why don't you try on those shoes before you buy them?
- My friends always do their homework quickly so they ....
- We haven't got enough eggs. We can't ....
- I'm a friendly person so I .... very easily.
- I'd love to do something important for the world and ....

# Language focus

## 1 Complete the text with the present continuous form of the verbs in brackets.

Lisa and Clare <sup>1</sup>.... (not study) today. They <sup>2</sup>.... (shop). They <sup>3</sup>.... (look) for new dresses for a party on Saturday. Lisa <sup>4</sup>.... (try) on a red dress. Clare <sup>5</sup>.... (not try) on dresses at the moment. She <sup>6</sup>.... (take) a photo of a dress to send to her mum.

## 2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- 1 We .... History at the moment. (study)
- 2 What time .... he usually .... to school? (go)
- 3 My parents often .... TV in the evening. (watch)
- 4 Peter and Susana .... for clothes right now. (shop)
- 5 .... you .... dinner now? (eat)
- 6 They .... to the cinema every weekend. (not go)

## 3 Choose the correct answers.

- 1 **A:** Would you <sup>1</sup>want / like to have a pizza before we go home?  
**B:** I'm sorry I can't. I haven't got <sup>2</sup>enough time / time enough.
- 2 **A:** I <sup>3</sup>wouldn't / don't want to go to the ice rink.  
**B:** I agree. I'd <sup>4</sup>prefer / want to go to the cinema.
- 3 **A:** I haven't got <sup>5</sup>enough money / money enough to go to the underwater zoo.  
**B:** Don't worry. I don't <sup>6</sup>like / want to go there today.
- 4 **A:** Do you <sup>7</sup>want / like fruit or ice cream today?  
**B:** I would rather <sup>8</sup>eat / to eat fruit than ice cream.

## 4 Complete the text with the correct past simple form of the verbs in the box.

buy go move leave be (x4) want  
not be not live study

Joanna <sup>1</sup>.... born in Canada, but she <sup>2</sup>.... there for very long. When she <sup>3</sup>.... three, her parents <sup>4</sup>.... to England. They <sup>5</sup>.... a house in South London. Joanna <sup>6</sup>.... to school in Chelsea. Unfortunately, she <sup>7</sup>.... very good at subjects like Science and Maths, but she <sup>8</sup>.... good at Art. When she <sup>9</sup>.... school, she <sup>10</sup>.... Art and Design at university. Her parents <sup>11</sup>.... a little sad at first – they <sup>12</sup>.... her to be a doctor. But now they're happy because she's happy!

## 5 Complete the questions with was, were or did.

- 1 Where .... you born?
- 2 What languages .... Lisa study?
- 3 When .... you go to France?
- 4 .... you study Biology at school?
- 5 .... Mike good at Maths?
- 6 .... your parents at home last night?

## 6 Complete the sentences with the time expressions in the box.

last night an hour ago when I was little  
at the weekend these days yesterday

- 1 I had lunch at 1 pm, now it's 2 pm. I had lunch ....
- 2 Jack started school on Monday. Today is Tuesday. He started school ....
- 3 Helen was at home on Saturday and Sunday. She was at home ....
- 4 I watched the film yesterday at 8 pm. I watched the film ....
- 5 We moved here in 2006. I was 4 years old. We moved here ....
- 6 I used to listen to the radio a lot in the past. I don't listen to it ....



# Language builder

## 7 Choose the correct answers.

**Nina:** Hi, Debbie. <sup>1</sup>... anything at the moment?  
**Debbie:** No, not really. Why?  
**Nina:** They <sup>2</sup>.... a market at the sports centre today. <sup>3</sup>.... you like to come with me?  
**Debbie:** Yes, please! I <sup>4</sup>.... markets. I <sup>5</sup>.... interesting things.  
**Nina:** Me too! I went to a market two weeks <sup>6</sup>.... and I <sup>7</sup>.... a baseball cap and some sunglasses.  
**Debbie:** <sup>8</sup>.... they expensive?  
**Nina:** No, not at all. I <sup>9</sup>.... spend more than £10. I wanted to buy some trainers but I didn't have <sup>10</sup>....

- |                   |                    |
|-------------------|--------------------|
| 1 a Do you do     | b Are you doing    |
| 2 a 're having    | b have             |
| 3 a Would         | b Do               |
| 4 a love          | b loves            |
| 5 a often find    | b 'm often finding |
| 6 a past          | b ago              |
| 7 a am buying     | b bought           |
| 8 a Were          | b Did              |
| 9 a didn't        | b wasn't           |
| 10 a money enough | b enough money     |



# Speaking

## 8 Complete the phrases with the words in the box.

looks possible think may reckon sure

- |                              |                           |
|------------------------------|---------------------------|
| 1 What do you .... she does? | 4 She .... very kind.     |
| 2 I'm not ....               | 5 I .... she's a teacher. |
| 3 She .... be a nurse.       | 6 That's ....             |





# Evaluation test

## Language focus

### 1 Complete the sentences with the correct form of the verbs in brackets. Use the present continuous.

- What .... (Becky / do) now?
- I .... (not watch) TV because there's nothing good on at the moment.
- Right now, Tina .... (shop) for a new dress.
- We .... (not play) football because the weather is bad today.
- .... (you / listen) to me, Jack?
- My parents .... (stay) in a hotel in London now.

\_\_\_\_ / 6

### 2 Underline the correct answer.

- I don't read / 'm not reading my new book now because I've got homework to do.
- Dan goes / is going to the gym every week.
- We watch / 're watching a really good film at the moment.
- Do you study / Are you studying right now?
- I don't take / 'm not taking my lunch to school every day because sometimes I eat lunch at home.
- Does Hannah speak / Is Hannah speaking French well in her classes?

\_\_\_\_ / 6

### 3 Complete the sentences with the words in the box.

sooner enough don't would do wouldn't

- I .... like to work in a shop. It's really hard work!
- What .... you want to do after school today?
- I want to buy some new CDs, but I haven't got .... money.
- I think I .... prefer to stay at home tonight, and not go to the cinema.
- I .... want to do my homework now – I'm tired.
- I'd .... talk to your father alone than in public.

\_\_\_\_ / 6

### 4 Use the prompts to make sentences.

- What / you / like / do / later, Sarah?
- I / rather / stay / at home / tonight
- Sam / not / have / enough / money / buy / a new laptop
- you / want / go shopping / tomorrow, Kate?
- I / not / have / enough / free time / at the weekends
- you / like / eat / lunch / now?

\_\_\_\_ / 12

## Vocabulary

### 5 Match the descriptions (1–6) with the shops (a–f).

- You can buy food and household products here.
- You can buy medicines here.
- You can buy laptops and printers here.
- You can buy a dress for a party here.
- You can buy trainers and a swimsuit here.
- You can buy dictionaries here.

- a chemist
- a department store
- a sports shop
- a bookshop
- a supermarket
- an electronics shop

\_\_\_\_ / 6

### 6 Underline the correct answer.

- Dad is going to sell / borrow Sarah's bike – it's too small for her now.
- Tom spends / shops a lot of money on DVDs.
- I'm buying / saving all my pocket money at the moment.
- Dad, can I earn / borrow £10 from you?
- I want to buy / sell Mum a nice present for her birthday.
- How much do you earn / shop as a shop assistant?

\_\_\_\_ / 6

### 7 Complete the sentences with the words in the box.

huge awful unfair freezing unfriendly wonderful

- We had a really good time at the cinema yesterday. It was....
- The mall we visited was really big! It was ....!
- The people that live next door to us never say hello. They're really....
- I hate going shopping in big stores. They're ....!
- I have to help with housework, but my sister doesn't. It's so....!
- It's really cold in my country at the moment. It's absolutely....!

\_\_\_\_ / 6

### 8 Write an e-mail to a friend. Invite him to come shopping with you this weekend. Tell him what you want to buy, how much money you have and where you can meet. Write 25-35 words

\_\_\_\_ / 12

**Total:** \_\_\_\_ / 60



## Evaluation test

### Language focus

#### 1 Underline the correct answer.

- 1 I wasn't / weren't at home last Saturday.
- 2 My mother was / were very good at sport as a child.
- 3 Luis wasn't / weren't born in Spain.
- 4 Was / Were your brothers both good students at university?
- 5 We wasn't / weren't at school yesterday.
- 6 Was / Were Heath Ledger a famous actor?

\_\_\_\_ / 6

#### 2 Complete the sentences with the correct form of the verbs in brackets. Use the past simple.

- 1 I .... (swim) in the new pool in town last week.
- 2 Peter .... (want) to be an athlete when he was a child.
- 3 We .... (not have) enough money for the cinema last night.
- 4 Jane .... (not win) the swimming competition.
- 5 I .... (buy) some new trainers three days ago.
- 6 Sally .... (invite) me to a concert yesterday.
- 7 He .... (use to) sing well when he was young.

\_\_\_\_ / 14

#### 3 Complete the questions with *was/were* or *did*.

- 1 What .... the weather like yesterday?
- 2 When .... you born?
- 3 .... Tom go to school yesterday?
- 4 Why .... Ben arrive late for his Maths class today?
- 5 .... your cousin at your birthday party?
- 6 Who .... you see at the football match on Friday?
- 7 .... you use to have long hair?

\_\_\_\_ / 7

#### 4 Choose the correct answer: a, b or c.

Hi, Maria,  
How are you? I'm sorry I <sup>1</sup> .... reply to your email yesterday – but it <sup>2</sup> .... lovely to hear from you! So tell me all your news! Did you <sup>3</sup> .... your school project? And <sup>4</sup> .... you in town with all your friends later? I stayed at home. I forgot to tell you, but I hurt my leg two days <sup>5</sup> .... It's not too bad, but I can't walk far! So last <sup>6</sup> .... I stayed at home and watched some great films on TV – and then went to bed! But I'm OK!

- |              |           |             |
|--------------|-----------|-------------|
| 1 a wasn't   | b don't   | c didn't    |
| 2 a was      | b were    | c weren't   |
| 3 a finished | b finish  | c finishing |
| 4 a were     | b did     | c was       |
| 5 a before   | b ago     | c after     |
| 6 a day      | b morning | c night     |

\_\_\_\_ / 6

### Vocabulary

#### 5 Complete the sentences with the words in the box.

dancer nurse firefighter vet artist  
musician actor

- 1 My mum is a great .... – she can paint anything!
- 2 Jan became a .... because she enjoyed ballet and hip hop moves!
- 3 Rob's such a good .... – he can play any instrument.
- 4 Our .... is really good with our animals when they're sick.
- 5 My sister works as a .... in a hospital.
- 6 Dan always loved performing in plays, and now he's a famous ....!
- 7 Sam is a brave .... He isn't afraid of fighting fires and rescuing people.

\_\_\_\_ / 7

#### 6 Underline the correct answer.

- 1 Jack's a very brave / cheerful person. He isn't scared of anything.
- 2 I'm reading a book about famous people who made / did history.
- 3 I think tidiness / kindness is important, so I always put my clothes in my cupboard.
- 4 Sarah smiles and laughs all the time. What's the secret of her happiness / sadness?
- 5 Sam wasn't able to go on the school trip because of weakness / illness.
- 6 Kate made a mistake / suggestion about going swimming – and it was a really good idea.

\_\_\_\_ / 6

#### 7 Write about a member of your family you admire. Say who the person is, what they look like and why you admire them. Use the words *because, although, so, as well*. Write 40–50 words.

\_\_\_\_ / 14

Total: \_\_\_\_ / 60



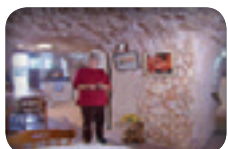
# At home



In this unit ...



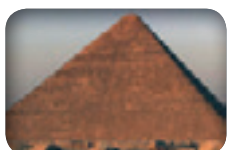
Moving house p39



A cool life p42



Houses or flats? p44



CLIL The seventh wonder of the world p158

## Vocabulary

- Things in the home
- Household appliances
- Expressions with *do*
- Verbs with *up* or *down*

## Language focus

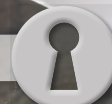
- Comparatives and superlatives
- *must* / *mustn't* and *should* / *shouldn't*

## Unit aims

I can ...

- describe things in my house.
- compare things.
- understand information about different places to stay or live.
- talk about things I need to do and things which are a good idea to do.
- ask for and offer help.
- write a description of my dream house.

## BE CURIOUS




What can you see in the photo?  
Start thinking

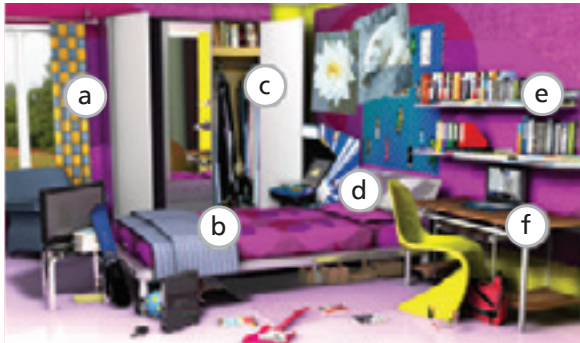
- Who do you think lives here?
- Why do you think they live there?
- Would you like to live here? Why/Why not?



# Vocabulary Things in the home

- 1**  Match the pictures with the words in the box and name the other things in the rooms. Then listen, check and repeat.

carpet curtains pillow towel mirror wardrobe cupboard blanket shelf desk sink



- 2** Look again at Exercise 1. Which ...

- 1 two things can you put on your bed?
- 2 two things do you put things in?
- 3 two things do you put things on?
- 4 thing do you close at night and open in the morning?
- 5 thing can you see yourself in?
- 6 thing do we put on the floor?


## Your turn

- 3** Draw a plan of your bedroom. Include some of the things in Exercise 1.




- 4** Describe your bedroom to your partner. Your partner listens and draws it. Then swap.

In my bedroom, I've got a large bed in the middle of the room with two pillows and a green blanket.

 Vocabulary bank • page 134

## Reading An online forum

- 1 Work with a partner. What's unusual about the hotels in the photos?
- 2  Read the online forum and check your ideas to Exercise 1. Then match the pictures (a–c) to the posts (1–3).

- 3 Read the online forum again. Match the sentences with the hotels they describe.

- 1 This hotel isn't in Europe. *Hotel 2*
- 2 This hotel closes in the summer.
- 3 A family stayed at this hotel.
- 4 You can't use a hairdryer at this hotel.
- 5 The hotel is nearest to the sea.
- 6 The temperature in the hotel is below zero.

### Explore expressions with *do*

- 4 Find two examples of *do* in the text. Which words follow them?
- 5 Make sentences about you and your family with *do* and the words in the box.

housework the washing homework  
Maths sports the shopping

*I did some housework on Saturday.*

- ➔ Vocabulary bank • page 134

### Your turn

- 6 Think of an idea for an unusual hotel. Write a short paragraph for the online forum. Talk about the things in the box.

the place the view activities

*We stayed in an unusual hotel. It was an old ship under the sea. My bedroom...*

- 7 Compare your ideas in groups. Then choose your favourite.

## THE MOST Unusual Hotels IN THE WORLD

There are many different hotels in the world; hotels for doing sports, city hotels or hotels for doing nothing. Last week, we asked you to tell us about the strangest hotels you know.

- 1 My parents stayed at the coldest hotel in the world – the Ice Hotel in Sweden. Open from December to April, it's the largest hotel made of snow and ice in the world. Their room was  $-5^{\circ}\text{C}$ , but they said that the ice bed was more comfortable than their bed at home and the pillows were softer!

POSTED BY [JACOB WILLIAMS](#) 17:08 [REPLY](#)

- 2 When my cousin got married, she slept in the underwater room at a hotel on Pemba, one of the loveliest islands off the east coast of Africa. Every morning, they opened their curtains and saw the most beautiful fish in the world. They even swam with them!

POSTED BY [LUCINDA THOMAS](#) 15:59 [REPLY](#)

- 3 My family lives in the middle of Manchester. On holiday this year, we stayed at a treehouse hotel in a beautiful forest in Wales. It was much better than being in the city. Our bedrooms were high up in the trees. It was quieter and more relaxing and we did everything more slowly. But the worst thing? There wasn't any electricity so no TV!

POSTED BY [NITA MEHTA](#) 14:47 [REPLY](#)



c

**FACT!** Capsule hotels began in Japan. The very small rooms or 'capsules' are big enough for a bed and nothing else so guests share a bathroom in the hall. The good thing is that they are cheaper than many other hotels.



# Language focus 1 Comparatives

1 Complete examples 1–4 from the text on page 38.

|                      |             | Comparatives  |           | Superlatives   |
|----------------------|-------------|---|-----------|--|
| short adjectives     | soft        | The pillows were <sup>1</sup> ....                        | strange   | Tell us about the <sup>5</sup> .... hotels in the world. |
| long adjectives      | comfortable | The ice bed was <sup>2</sup> .... than their bed at home! | beautiful | ... and saw the <sup>6</sup> .... fish in the world ...  |
| irregular adjectives | good        | It was much <sup>3</sup> .... than being in the city.     | bad       | But the <sup>7</sup> .... thing?                         |
| adverbs              | slowly      | We did everything <sup>4</sup> ....                       | quietly   | I spoke the most quietly.                                |

→ Grammar reference • page 124

→ Say it right! • page 116

2 Complete the sentences with the comparative form of the adjective or adverb in brackets.

- London is .... *smaller* (small) than New York.
- A holiday in the Amazon rainforest is .... (exciting) than a holiday in Paris.
- I sleep .... (good) in my house than in a hotel.
- My grandparents' house is .... (big) than my house.
- I can study .... (easily) at school than at home.
- My school canteen is .... (noisy) than my classroom.

## Superlatives

3 Complete examples 5–7 in the table above.

4 Write superlative sentences to complete the quiz. Then mark the sentences true (T) or false (F).

- Russia / large / country in the world
- Kilimanjaro / high / mountain in the world
- Death Valley in California / hot / place in the world
- The Atlantic / large / ocean in the world
- The Vatican / small / country in the world
- The cheetah / fast / animal in the world
- The elephant / heavy / animal in the world

1 *Russia is the largest country in the world.*

5 Choose the correct words.

Thousands of people visit Matmata in Tunisia every year. It's one of the <sup>1</sup>more / most popular places in this country because it's got some of the <sup>2</sup>stranger / strangest and also some of the <sup>3</sup>older / oldest homes in the world. Visitors can stay in a small underground hotel or in a <sup>4</sup>larger / largest modern hotel, which is <sup>5</sup>more / most expensive but less interesting. Why do so many people come here? Well, look at the photo <sup>6</sup>more / most carefully. Do you know it? They made the film *Star Wars* here!



## Your turn

6 Think about your dream hotel room. Make some notes. Then draw a picture.

7 Work with a partner. Describe and compare the pictures of your hotel rooms. Which is best?

My hotel room has got big windows. What about yours?

Learn about Joey and his Yukon log cabin.

- Why did Joey move out of his father's house?
- What was the problem with the log cabin?
- What did Joey decide to do with the cabin?





**Discovery**  
EDUCATION

3.1 Moving house



## Listening An interview

- 1 Theo is from the USA. Look at the photos. Where does he live? Do you think his life is easy?
- 2  Listen to the interview with Theo. Check your ideas to Exercise 1.
- 3  Listen again. Answer the questions.
  - 1 Where does Theo go to school?
  - 2 What jobs does Theo do?
  - 3 What does Theo's dad do in the circus?
  - 4 When do they have circus training?
  - 5 What does he say about his life at the end of the interview?



## Vocabulary Household appliances



- 4  Match the pictures (a-i) with the words in the box. Then listen check and repeat.

washing machine fridge heater lamp  
cooker hairdryer freezer iron dishwasher

### Your turn

- 5 Write your answers to the questions.
  - 1 How often do you use the things in Exercise 4?
  - 2 What housework do you usually do?
  - 3 Do you think it's important for children to help their parents at home?

*I use the dishwasher every day and I sometimes use the ...*

- 6 Work with a partner. Ask and answer the questions in Exercise 5. Who helps more at home?

How often do you use the dishwasher?

I use it every day. What about you?

## Language focus 2 *must/mustn't, should/shouldn't* for talking about rules, giving advice, making recommendations

- 1 Complete the examples from the listening on page 40.

|   |                                    |
|---|------------------------------------|
| + | I <sup>1</sup> .... study a lot.   |
| - | We <sup>2</sup> .... miss a class. |

- 2 Look at the sentences in Exercise 1. Then complete the rules with *must* or *mustn't*.

We use <sup>1</sup>.... to say you need to do something.  
We use <sup>2</sup>.... to say you can't do something.

→ Grammar reference • page 124

- 3 Choose the correct words.

- 1 You *must* / *mustn't* have a passport to go to the USA.
- 2 You *must* / *mustn't* go to school.
- 3 You *must* / *mustn't* use your mobile when you're driving.
- 4 You *must* / *mustn't* wear a seat belt in a car.
- 5 You *must* / *mustn't* leave a shop without paying.
- 6 You *must* / *mustn't* buy a ticket on a bus or train.

- 4 Complete the examples from the listening on page 40.

|   |  |
|---|--|
| + | The teacher says I <sup>1</sup> .... work harder.    |
| - | Some people say we <sup>2</sup> .... play with them. |

- 5 Look at the sentences in Exercise 4. Then complete the rules with *should* or *shouldn't*.

We use <sup>1</sup>.... to say something is a good idea.  
We use <sup>2</sup>.... to say something isn't a good idea.

→ Grammar reference • page 124

- 6 Complete the sentences with *should* or *shouldn't* and the verb in brackets.

- 1 You *shouldn't forget* (forget) your parents' birthday.
- 2 You .... (put) another blanket on your bed, if you're cold.
- 3 You .... (visit) my city. It's fantastic!
- 4 You .... (swim) in the sea today. It's dangerous.
- 5 You .... (help) your parents with housework.
- 6 You .... (do) more exercise if you want to get fit.
- 7 You .... (go) to bed late the day before an exam.

### Get it right!

Use the infinitive without *to* after *must(n't)* and *should(n't)*:

You *must tidy* your room before dinner. ✓

You *must to tidy*... ✗

You *shouldn't watch* TV so late if you're tired. ✓

You *shouldn't to watch*... ✗

- 7 Complete the sentences about the UK with *must*, *mustn't*, *should* or *shouldn't*.

## IN THE UK ...

you <sup>1</sup> *must* ... be over 17 to drive a car.  
you <sup>2</sup> ... buy a licence for your television.  
you <sup>3</sup> ... say 'please' and 'thank you' as much as you can.  
you <sup>4</sup> ... walk or sit on the grass in some parks.  
you <sup>5</sup> ... give your seat to old people on a crowded bus or train.  
you <sup>6</sup> ... take a present if someone invites you to their house.  
you <sup>7</sup> ... open an umbrella inside the house.  
you <sup>8</sup> ... call your teacher by his or her first name.

### Your turn

- 8 Work with a partner. Write sentences with *must*, *mustn't*, *should* and *shouldn't* about the places in the box.

my house   my school   my sports centre  
my town   the cinema

*I must tidy my room before school. I must put my plate in the dishwasher. I should take off my shoes when I get home...*

- 9 Work in small groups. Read your sentences from Exercise 8. Can the others guess the place?

I must tidy my room before school. I must put my plate in the dishwasher. I should take off my shoes when I get home ...

Is it your house?

Yes, it is.





# Discover Culture



## 1 Work with a partner. Look at the pictures. Ask and answer the questions.

- 1 Where do you think the people in Coober Pedy live?
- 2 What do you think the weather is like there?

## 2 Watch the video and check your answers to Exercise 1.

## 3 Test your memory. Which of the things below can you see in the video?

golf football cave mines swimming pool beach trucks  
diggers precious stones cactus bedroom factory

Find out about living in Coober Pedy.



## 4 Watch the video again. Check your answers to Exercise 3 and complete the sentences with up to three words.

- 1 In summer, the temperature is between 35 °C and 45 °C.
- 2 Candice White and her husband live in an ....
- 3 Inside the house, the temperature can be ....
- 4 The population of Coober Pedy is only ....
- 5 Most people came to Coober Pedy to look for ....
- 6 So, everybody lives and works ....

## 5 Test your memory. Mark the sentences true (T) or false (F). Correct the false ones.

- 1 Opals are black.
- 2 People wear lights on their heads to play golf.
- 3 People wear lights on their heads in the mines.
- 4 The golf ball is blue.
- 5 The golf course is in the middle of the desert.

## Your turn

## 6 Compare living in your town in winter and in summer. Write sentences with the words in the box or your own ideas.

my house clothes sports  
food & drink free time

*In winter, I've got more blankets on my bed.  
In summer, I use a thinner blanket.*

## 7 Work with a partner. Compare your sentences. Then decide if you prefer living in your town in the winter or in the summer.

In the winter, I've got more blankets on my bed. What about you?

Me too and I wear warmer clothes and gloves.



## Reading A blog

- 1 Look at the map and pictures. Where is Barrow? What do you think the weather is like there?
- 2  Read John's blog. Check your ideas to Exercise 1.
- 3 Read the blog again and choose the correct answer.
  - 1 Barrow is further north than Greenland / Russia / any other town in the USA.
  - 2 In winter, the temperature's usually higher than 0 °C / lower than 0 °C / 0 °C.
  - 3 In June, in Barrow it's light / dark / rainy.
  - 4 John would like to move somewhere warmer / stay in Barrow / change school.
  - 5 Nalukataq is John's school / the spring / a festival.

### Explore verbs with up or down

- 4 Look at the blog again. Find two verbs with up or down. What do they mean?

- 5 Complete the sentences with the verb in brackets and up or down.

- 1 The sun didn't ...*come up*... until 7.30 this morning. (come)
- 2 If you know the answer, you should ....your hand. (put)
- 3 I'm tired. I want to .... on my bed. (lie)
- 4 Visitors often .... that hill because they can see the whole city from the top. (go)
- 5 Why are you sitting on top of the wardrobe? .... now! It's dangerous. (come)

➔ Vocabulary bank • page 134

### Your turn

- 6 What are the best and worst things about living in your town? Write sentences with the words in the box or your own ideas.

weather people food and drink free-time activities noise

*One of the best things is the weather. It's warm and sunny in the summer.*

- 7 Work in small groups. Would you prefer to live in your town or somewhere else? Use your ideas from Exercise 6.

➔ Groupwork • page 135

## Living in Barrow, Alaska



I'm John, from Barrow in Alaska, which is the most northern town in the USA. So what's it like living here? Well, in November, the sun goes down and it doesn't come up again until January. That means it's dark for 65 days. Of course, these are the coldest months of the year, even the highest temperature is below zero! It's also the most boring time of the year, we can't go out without our parents because it's too dark. Summer is better. In May, the sun stays up so there's no night for 85 days.

Why don't we move somewhere warmer? We love living here. I know everyone in the town, I love the school and we've got some amazing traditions and festivals. The best is Nalukataq in the spring when the fishermen return to our town with whale meat. Then, we make a special blanket. It's huge. A dancer stands in the middle of the blanket and we throw him or her into the air. When the dancer is in the air, they throw sweets to the children. It's fantastic – you should come and join us next year!



**FACT!** The coldest inhabited place on Earth is Oymyakon in North East Russia. On 6 February 1933, it was -67.7 °C. That's freezing!

# Speaking Asking for and offering help (*can / will*)

## Real talk: Which do you prefer – houses or flats?



**1** Watch the teenagers in the video. Do they prefer flats (F), houses (H) or both (B)? Why?

- |              |                             |              |
|--------------|-----------------------------|--------------|
| a) Speaker 1 | <i>H bigger, more space</i> | d) Speaker 4 |
| b) Speaker 2 |                             | e) Speaker 5 |
| c) Speaker 3 |                             | f) Speaker 6 |

**2** Work with your partner. Which do you prefer – houses or flats?

**3** Listen to Josh and his dad talking about housework. Which jobs does Josh agree to do?

**4** Complete the conversation with the useful language. Then listen and check your answers.

### Useful language

|                         |                       |
|-------------------------|-----------------------|
| Can you give me a hand? | Yes, of course.       |
| I'll do it.             | Shall I ...?          |
| Can you do me a favour? | I'll give you a hand. |

**Dad:** Josh, dinner's nearly ready! <sup>1</sup>....  
**Josh:** Yes. <sup>2</sup>.... lay the table?  
**Dad:** Thanks! <sup>3</sup>.... Could you take the dog for a walk after dinner as well?  
**Josh:** Sorry, Dad, I can't! I've got a lot of homework to do.  
**Dad:** You always say that!  
**Josh:** It's true! Anyway, it's Hayley's turn. Shall I ask her?  
**Dad:** That's OK. <sup>4</sup>....  
**Josh:** OK. After dinner <sup>5</sup>.... to put the plates in the dishwasher, but then I need to finish an essay.  
**Dad:** OK. And can you go and tell Hayley it's dinnertime, please?  
**Josh:** <sup>6</sup>....



### Watch out!

We also use *will* to ask for help, but *can* is more usual.  
*Mark, will you help me bring this box inside?*

**5** Work with a partner. Practise the conversation in Exercise 4.

**6** Work with a partner. Change the words in bold in the conversation in Exercise 4. Use the ideas below or your own. Then practise the conversation.

|                |                     |
|----------------|---------------------|
| do the washing | clean the microwave |
| tidy your room | wash up             |

# Writing A description of a house

1 Look at the picture and read Kevin's description of his dream house. Would you like to live there?

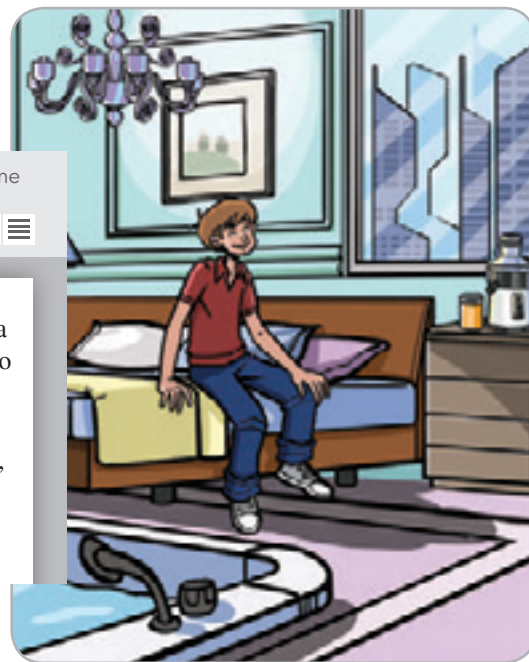
File
Outlook
People
Skydrive
Newsfeed
Admin
Home

Heading
Times New Roman
14pt
B
I
U
A

My dream home is a large modern house in the city centre. It's got two floors and a lift. Downstairs there's a living room with the biggest TV in the world. There's also a swimming pool and a tennis court.

My bedroom's upstairs with its own bathroom. There's a jacuzzi in the bathroom and a huge brown bed in the middle of the bedroom with lots of pillows. Next to it, there's a machine for making fresh juice in the morning. There's a large window above my bed so I can see the whole city from here when the curtains are open.

You should come and visit me soon!



2 Read Kevin's description again and answer the questions.

- Is Kevin's dream home a flat or a house?
- Where is it?
- Where's Kevin's bedroom? What's it like?
- What can Kevin do in his bedroom?

3 Look at the Useful language box. Find examples of adjectives in Kevin's description.

## Useful language

### Order of adjectives

When we use two or more adjectives together, we use this order:

- I've got a **brilliant new** computer.
- My mum bought me a **big red** towel for the beach.
- There's an **amazing purple** picture on the wall.

4 Complete the table with the words in the box.

small old green and yellow beautiful

| Opinion          | Fact         |            |             | Noun    |
|------------------|--------------|------------|-------------|---------|
|                  | Size         | Age        | Colour      |         |
| <i>fantastic</i> | <i>large</i> | <i>new</i> | <i>blue</i> | blanket |
| 1 ....           | 2 ....       | 3 ....     | 4 ....      | towel   |

5 Rewrite the sentences with the adjectives in brackets.

- I've got a wardrobe. (old, large) *I've got a large old wardrobe.*
- I'm sitting in my kitchen. (white, modern)
- My grandparents have got a sofa in their living room. (red, comfortable)
- We've got a fridge. (huge, silver)
- There was a carpet on the floor. (red and black, strange)
- I'd like to buy a laptop. (smaller, more modern)



## Get Writing

### PLAN

6 Make notes about your dream home. Use the questions in Exercise 2.

### WRITE

7 Write a description of your dream home. Use your notes from Exercise 6, and the language below.

My dream home is ...  
It's got ... and ...  
Downstairs there's a ... with ...  
There's also a ...  
Next to it, there's a ...  
You should come and visit me soon.

### CHECK

8 Can you say YES to these questions?

- Have you got adjectives to describe the things in your home?
- Have you got the information from Exercise 6?
- Have you got the language from Exercise 7?





# A balancing act

**Discovery**  
EDUCATION

In this unit ...



Get up and  
go! p49



A life on  
Broadway p52



What makes a good  
friend? p54



CLIL Mountain  
rescue p159

## Vocabulary

- Priorities
- Verb + noun collocations
- Performing
- Prepositions of place

## Language focus

- *should/must*
- *(don't) have to* vs. *mustn't*

## Unit aims

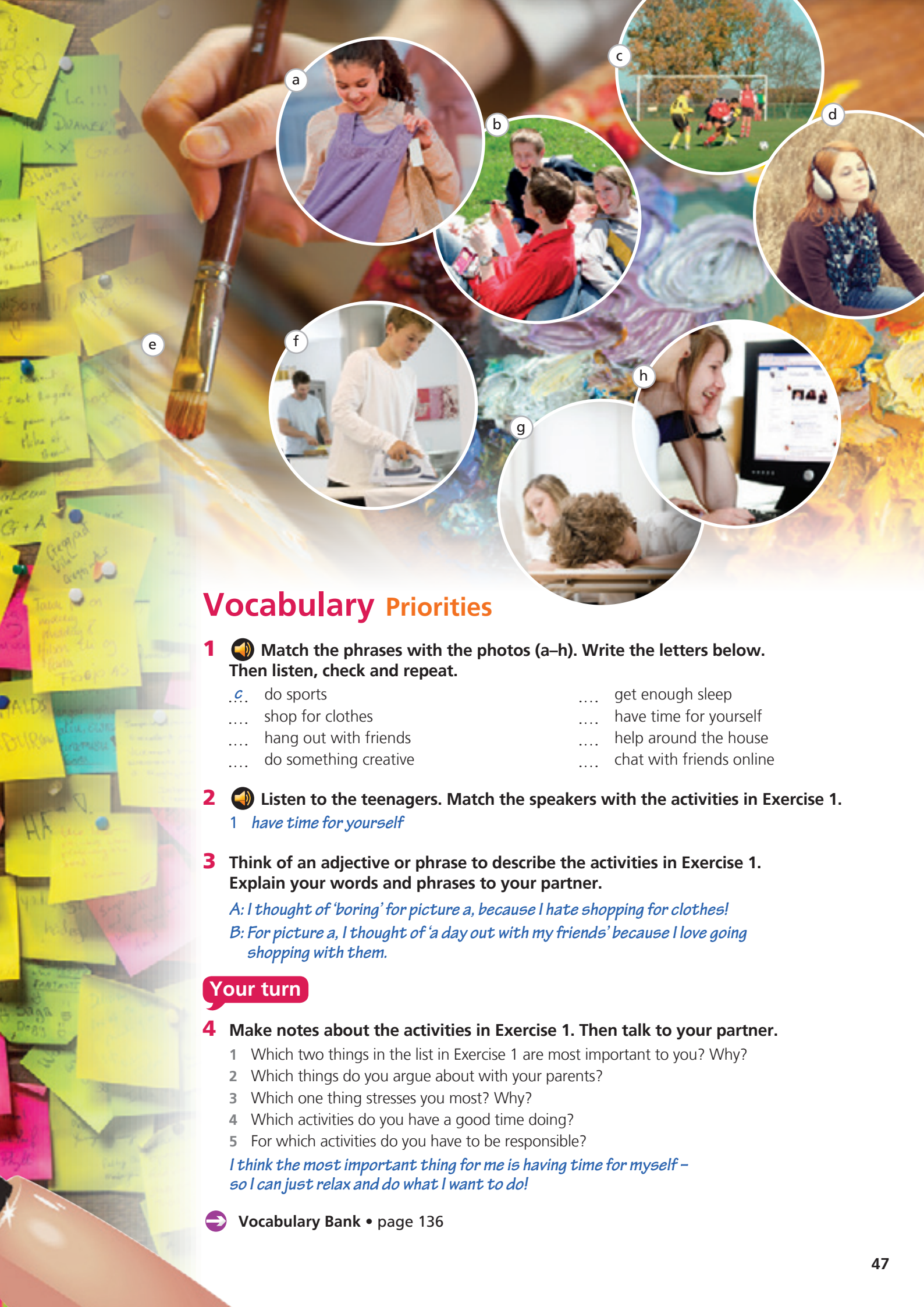
I can ...

- talk about daily routines and priorities.
- understand an article about the importance of sleep.
- understand a radio interview.
- understand an article about special schools.
- offer and accept help.
- write about life at a summer camp.

What can you see in the photo?  
Start thinking

- Do you write notes like this to remind you?
- What makes you stressed? What makes you happy?
- How does this picture make you feel?





## Vocabulary Priorities

- 1** Match the phrases with the photos (a–h). Write the letters below. Then listen, check and repeat.

- |                            |                               |
|----------------------------|-------------------------------|
| .... do sports             | .... get enough sleep         |
| .... shop for clothes      | .... have time for yourself   |
| .... hang out with friends | .... help around the house    |
| .... do something creative | .... chat with friends online |

- 2** Listen to the teenagers. Match the speakers with the activities in Exercise 1.

1 *have time for yourself*

- 3** Think of an adjective or phrase to describe the activities in Exercise 1. Explain your words and phrases to your partner.

*A: I thought of 'boring' for picture a, because I hate shopping for clothes!*

*B: For picture a, I thought of 'a day out with my friends' because I love going shopping with them.*

### Your turn

- 4** Make notes about the activities in Exercise 1. Then talk to your partner.

- Which two things in the list in Exercise 1 are most important to you? Why?
- Which things do you argue about with your parents?
- Which one thing stresses you most? Why?
- Which activities do you have a good time doing?
- For which activities do you have to be responsible?

*I think the most important thing for me is having time for myself – so I can just relax and do what I want to do!*

Life is busy with school, homework, sports and other activities and you really need to catch up on your sleep.

Here are three reasons why you should get more sleep:

### YOUR BODY NEEDS SLEEP

As a teenager, you *must* get enough sleep – more sleep than an adult. Your body is still growing and your brain is still developing. Experts say that you should get between eight and nine hours of sleep each night.

### SLEEP HELPS YOU DO BETTER AT SCHOOL

When you're tired you can't concentrate in your lessons. It's more difficult to learn.

### SLEEP KEEPS YOU HEALTHY

Without enough sleep, your body gets weak, and it's easy for you to catch a cold and other illnesses. When you're tired you often eat food with more sugar in it and that isn't good for you.

# A GOOD NIGHT'S SLEEP



### TEENAGERS WHO GET ENOUGH SLEEP ...

- usually have better skin.
- eat less junk food.
- are less likely to experience depression.

## Reading A magazine article

### 1 Work with a partner. Look at the photo and answer the questions.

- 1 How many hours of sleep do you think teenagers need?
- 2 What can happen if you don't get enough sleep?

### 2 Read the article and check your answers. What's the main aim of the article?

- a To offer advice to teenagers.
- b To tell teenagers why their parents complain.

### 3 Read the article again. Answer the questions.

- 1 Why do teenagers need more sleep than adults?
- 2 How many hours of sleep do teenagers need every night?
- 3 What happens at school if you don't get enough sleep?
- 4 Why do teens eat unhealthy food when they are tired?
- 5 What two things should you avoid to get a good night's sleep?



### Explore verb + noun collocations

#### 4 Find the collocations in the article. Match verbs (1–6) with nouns (a–f) to form collocations.

- |               |                   |
|---------------|-------------------|
| 1 get         | a in your lessons |
| 2 concentrate | b the Internet    |
| 3 catch       | c more sleep      |
| 4 watch       | d a snack         |
| 5 surf        | e a cold          |
| 6 have        | f TV              |

➔ Vocabulary Bank • page 136

### Your turn

#### 5 Ask and answer with your partner.

- 1 What time do you usually go to bed during the week?
- 2 Do you find it difficult to get to sleep? Why/Why not?
- 3 Do you like sleeping late at the weekend?
- 4 Do you think you get enough sleep? What things stop you sleeping?

*I usually go to bed at ...*

*I find it difficult to get to sleep, because ...*

*I love sleeping late at the weekend! I usually get up at ...*

*I don't always get enough sleep, because ...*



How to get a good night's sleep:

- You shouldn't watch TV, surf the Internet or play computer games before you go to bed. To get to sleep, you need to feel relaxed.
- If you're hungry, have a light snack. You mustn't eat a big meal before you go to bed – it will keep you awake.
- You shouldn't drink any drinks with caffeine or sugar in the evening.

**FACT!** Some high schools in the US start classes later so that students can sleep a little longer.

## Language focus 1

### should/must for giving advice

**1** Complete examples 1–4 from the text on page 48. Then complete the rules in the box.

- 1 You .... get enough sleep.
- 2 You .... get between eight and nine hours of sleep each night.
- 3 You .... watch TV before you go to bed.

We use <sup>1</sup>.... to say what we think is a good idea and <sup>2</sup>.... to say what we think is necessary.

Grammar reference • page 125

**2** Complete the sentences below with **should** or **shouldn't** and the verbs in the box.

say get go to bed spend

- 1 How many hours of sleep ..... people .....  
every week?
- 2 Teenagers ..... at least an hour a day doing something relaxing.
- 3 You ..... late the night before an important exam.
- 4 What .... you .... to your parents to convince them that you need more sleep?

**3** Complete the sentences with **must** or **mustn't**.

- 1 You ..... **must** ..... see the sleep project they uploaded on the school website. It's great!
- 2 I .... forget to take my project to school tomorrow. I forgot it yesterday and today!
- 3 What .... parents do to make sure their children are getting enough sleep?
- 4 You .... come to my party this weekend. I really want you there!

**4** Complete the conversation with the correct words. Then listen and check.

- A: Are you coming out on Friday?  
B: No. My parents have told me I **should** / **shouldn't** (it's a good idea) stay in this weekend. I really <sup>2</sup> **must** / **mustn't** study for that Maths exam. I can't fail another one.  
A: Life isn't all about Maths. You <sup>3</sup> **must** / **should** hang out with your friends too.  
B: Yes, but I'm really tired.  
A: Well, you <sup>4</sup> **should** / **shouldn't** go to bed so late!  
B: Yes, but what about the Maths exam?  
A: Your parents are right. You <sup>5</sup> **mustn't** / **shouldn't** fail the next Maths exam and you <sup>6</sup> **must** / **should** relax before you go to bed.  
B: Okay! I really <sup>7</sup> **must** / **mustn't** get back to my books. I <sup>8</sup> **should** / **shouldn't** even be talking to you! Good night!

### Your turn

**5** Think of two problems. Make notes.

*I want to get a dog but my parents don't like the idea. What should I do?*

*I argued with my best friend and now s/he won't speak to me. What should I do?*

**6** Work with a partner. Talk about your problems and give advice for each situation.

*If your parents don't like dogs, you mustn't get one!  
You should try to speak to her in a few days' time.*

### Learn about a new invention.

- What kind of machine are the inventors trying to build?
- What will the machine do?
- What do you think of the machine they build?



**Discovery**  
EDUCATION

**4.1** Get up and go!

## Listening A radio interview

### 1 Work with a partner. Look at the photos and answer the questions.

- 1 What sort of singer do you think she is learning to be?
- 2 What do you think she has to learn?

### 2 Listen to an interview with Jenny Gregson. Check your answers to the questions in Exercise 1.

### 3 Listen again. Complete the notes.

| My week                     |                                     |
|-----------------------------|-------------------------------------|
| Every day                   | 1 ..... <i>piano</i> ..... practice |
|                             | 2 .... exercises                    |
|                             | 3 ....                              |
| Tuesday/Thursday            | 4 .... lessons                      |
|                             | 5 study ....                        |
| Monday/<br>Wednesday/Friday | 6 .... lessons                      |
| Saturday                    | 7 .... classes                      |
|                             | 8 .... classes                      |



## Vocabulary Performing

### 4 Complete the sentences with the words in the box. Then listen, check and repeat.

orchestra act instruments voice  
plays the piano dancing on stage microphone

- 1 Is this Paul singing? He's got a really powerful ..... *voice* .....
- 2 The band played for two hours. I couldn't stop .....
- 3 Jenny .... very well. She practises a lot.
- 4 We went to the Concert Hall last night. The .... played beautifully.
- 5 Nobody could hear her singing because the .... was broken.
- 6 When the singer came ....., she looked very nervous.
- 7 You play the piano and the guitar. Do you play any other ....?
- 8 Keanu Reeves is very handsome but can he ....?

➔ Say it right! • page 116

### Your turn

### 5 Ask and answer with your partner.

- 1 Can you sing, dance, act or play an instrument?
- 2 Have you ever done any of these activities on stage or in public? How did you feel?
- 3 Are you learning to do something new?

I can play the piano.

I played the piano at a school concert once. I was very nervous.

I'm learning to play the guitar.  
I'm not very good at it!

➔ Vocabulary Bank • page 136

➔ Groupwork • page 137



## Language focus 2 (*don't*) have to for necessity

- 1 Complete the examples from the listening on page 50. Then choose the words to complete the rule.

| Present  | Past  |
|--|---|
| + I .... practise every day.<br>She <b>has to do</b> voice exercises.                        | I <b>had to</b> sing with a microphone.<br>She <b>had to</b> train for many years.            |
| - We .... dance.   | I <b>didn't have to</b> learn a new song.   |
| ? .... you .... take singing lessons?<br><b>Does</b> she <b>have to</b> go to piano lessons? | <b>Did</b> you <b>have to</b> sing that song?<br><b>Did</b> she <b>have to</b> learn Italian? |

We use *have to* to say what is necessary to do / give someone a choice of what to do.

➔ Grammar reference • page 125

- 2 Complete the sentences with the correct form of (*don't*) *have to* and the verbs in the box. Then listen and check.

practise make go (x2) not take not go

**Dad:** Amy, can you come and help me in the kitchen, please?  
**Amy:** Sorry Dad, I <sup>1</sup> *have to go* somewhere.  
**Dad:** <sup>2</sup> .... you .... right now? Can't it wait?  
**Amy:** I promised to go round to Joe's house. He <sup>3</sup> .... for his music exam. He needs me to help him.  
**Dad:** It's just that I <sup>4</sup> .... a cake for your grandfather's birthday and I need some help.  
**Amy:** OK then, but please tell Mum I <sup>5</sup> .... the dog for a walk this afternoon.  
**Dad:** OK, thanks! The dog <sup>6</sup> .... out until this evening. I can take him.  
**Amy:** OK, great!

### Your turn

- 3 Work with a partner. Ask questions using *Do you have to ... ?*

- tidy your room
- get up early at weekends
- practise a musical instrument
- look after your younger brother or sister
- study at the weekend
- wash your parents' car
- train for a sport
- prepare for a show or concert

A: *Do you have to tidy your room?*

B: *Yes, I have to tidy it every week.*

### *don't have to* vs. *mustn't*

- 4 Look at the example sentences and complete the rules.

- We **don't have to** dance.
- You **mustn't talk** too much.

We use <sup>1</sup> .... to say it's not necessary to do something.  
 We use <sup>2</sup> .... to say it's important **not** to do something.

➔ Grammar reference • page 125

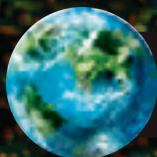
- 5 Complete the letter with *don't have to* or *mustn't* and the verbs in the box. Then listen and check.

dance bring speak wear forget

Dear Students

The school disco is this Friday at 7 pm.  
 Please remember that you <sup>1</sup> .... to ask your parents for permission. They <sup>2</sup> .... to your teacher (it's not necessary – just sign the form). You <sup>3</sup> .... school uniform but you must wear suitable clothing. Also, you <sup>4</sup> .... friends from other schools – they aren't allowed in the school. Finally, don't forget – you <sup>5</sup> ...., but it's much more fun if you do!!





# Discover Culture



Find out about life on the stage.



**Discovery**  
EDUCATION™



## 4.2 A life on Broadway

### 1 Work with a partner. Look at the photos and answer the questions.

- 1 In which famous street in New York do they perform musicals and plays?
- 2 How do you think child actors' lives are different to yours? Think about school, social activities, money.

### 2 Watch the video and check your answers to question 1.

### 3 Watch the video again. What subjects do they talk about?

- Being a popular celebrity
- Studying for exams
- Working long hours
- Earning a lot of money
- Living away from home
- Performing for judges

### 4 Watch the video again and choose the correct words.

- 1 Many kids dream of being a director / performing on Broadway.
- 2 Many children train **full-time** / **part-time** to be actors and performers.
- 3 A lot of them leave home **before** / **when** they are teenagers.
- 4 **Most** / **Some** child actors earn a lot of money.
- 5 The set designer **decides** / **explains** what goes on stage.
- 6 The lighting designer helps **invent** / **create** the world of the play.
- 7 The best moment for actors is when the audience **claps** / **laughs**.



### 5 Test your memory. Are the sentences true or false? Correct the false ones.

- 1 Annie has blond hair and blue eyes.
- 2 Her dog is big and light brown.
- 3 The girls are cleaning the floor with a brush and a bucket of water.
- 4 The special effects include rain and snow.

### 6 Watch the video again and check your answers.

### Your turn


### 7 Discuss the questions with your partner.


- 1 Which do you think are advantages and disadvantages of being a child actor?
- 2 Are there any theatre schools near where you live?
- 3 Would you like to attend a theatre school? Why/Why not?



# Reading An article

**1** Work with a partner. Look at the photos. Why do you think boys and girls want to go to these schools?

**2**  Read about the football academy La Masia and the Royal Ballet School. Find three ways in which the schools are similar.

**3**  Read the article again. Which school do the sentences describe? Write LM (La Masia), RB (Royal Ballet) or B (both).

- 1 The school only has boys. *LM*
- 2 Students have normal school and training.
- 3 They have time off in the evenings.
- 4 The school also has international students.
- 5 They have a rest in the afternoon.
- 6 To get into the school, they have to show how good they are.

## La Masia Football Academy, BARCELONA

La Masia is Barcelona's football academy. Some of the greatest footballers in the world have come from La Masia. The World Cup and the European Championships were full of players from this academy. There are about 80 boys **between** the ages of 11 and 18 at the academy. They go to school **until** half past two in the afternoon, then they have lunch and a siesta. Most boys have to use this time to study and do their homework. In the evening, they watch TV or play video games before they go to bed. For these boys, football is their life. They train hard because they want to be the best.



**FACT!** The amount of energy needed to perform a ballet is about the same as playing two full football matches or running almost 29 kilometres.

## Explore prepositions

**4** Look at the highlighted words in the text. Complete the sentences with the words in the box.

of in front of between near until over

- 1 At our school concerts, we sing ... our parents and friends.
- 2 There are ... 10 international students in my class.
- 3 My class is full ... really talented dancers.
- 4 We have lessons ... two o'clock and then we practise dancing.
- 5 The school isn't ... to where many children live, so they live with other families.
- 6 The school is for boys and girls ... the ages of 11 and 16.

➔ **Vocabulary Bank • page 136**

## Your turn

**5** Ask and answer with your partner.

- 1 Are there any schools like these in your country?
- 2 Would you like to go to a school like these ones? Why?/Why not?
- 3 Would you like to live away from home?
- 4 What would you miss most?

*I think there are football academies in my country.*

**6** Write about a time when you won or when you were successful at something. How did you feel?

*I remember once ...*

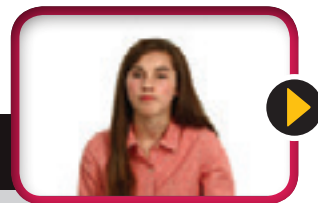
*I felt great because ...*



## The Royal Ballet School, LONDON

The Royal Ballet School in the heart of London trains dancers and choreographers. The school has two buildings, one **near** Richmond Park for 11 to 16-year-olds and the other in Covent Garden for older students. Students at the school mix normal school subjects with their dance classes. Many famous ballet dancers have come from this school. To get into the school, students have to audition – they have to perform **in front of** judges from the school. **Over** 2,000 children attended auditions for the school in 2012. About 70 boys and girls get a place each year. There are students from all over the world. In the evening, when students aren't in class or practising ballet, they can play tennis or play table football in the student halls.

# Speaking Offering to help



## Real talk: What makes a good friend?

**1** Watch the teenagers in the video. What activities do you hear? What do you think makes a good friend?

- helps with decisions
- likes to talk on the phone
- thinks of other people and is helpful
- buys good birthday presents
- has to just be there
- is honest
- likes to go out on the weekend
- helps with homework
- listens
- does all the same activities

**2** What do you think makes a good friend?

**3** Laura is talking to Olivia, a new student at her school. What does Laura offer to do?

**4** Complete the conversation with the useful language.

### Useful language

#### Offering to help

Here, let me show you.  
What do you need?  
I'll give you a hand.  
All you have to do is ...

#### Asking for help

I'm not sure how to ...  
Can I ask you something?

**Olivia:** Hey, Laura. Can I <sup>1</sup>...ask you... something?

**Laura:** Yeah, sure. What's up?

**Olivia:** It's this Science project. I'm <sup>2</sup>.... to organise it.

**Laura:** Mr Brown's put instructions on the school Intranet. What do <sup>3</sup>.... ?

**Olivia:** Well, how do I get access to the Intranet?

**Laura:** You have to type in your password. Here, let <sup>4</sup>.... you.

**Olivia:** Thanks. That's really nice of you!

**Laura:** It's simple. All you have <sup>5</sup>.... is follow the instructions and format it correctly.

**Olivia:** Oh no! I'm not very good at things like that.

**Laura:** Don't worry. I'll <sup>6</sup>.... a hand if you like.

**Olivia:** Great! Thanks a lot.

**5** Listen again and check your answers.

**6** Work with a partner. Practise the conversation in Exercise 4.

**7** Work with a partner. Prepare a conversation like the one in Exercise 4. Use the useful language and your own ideas. Practise the conversation with your partner.



### Situation 1

You want to download a video but you don't know how.

**Student A** Explain the problem.

**Student B** Help Student A. Give him/her ideas about how to find the video, save or download it and where to save it.

### Situation 2

You can't find any material for a school project.

**Student B** Explain the problem.

**Student A** Help Student B Give him/her help on where to find ideas, i.e. the Internet, the library or interviewing people.



# Writing A competition entry

- 1 Look at the photos and read Jon's competition entry. What were his favourite things about summer camp?



## COMPETITION!!

### WIN A FREE WEEK AT OUR SUMMER CAMP!

Did you go to summer camp? Tell us about your stay. We publish the best ones on our website!

I didn't want to go to summer camp. I imagined an awful place with lots of rules, so Beaufort Camp was a big surprise. We didn't have to get up early and there was plenty of time for breakfast before we started activities at 10 o'clock. There were lots to choose from and they were fun. My favourites were canoeing, volleyball and horse riding. At night, we sat round a fire and we could even sleep outside if we wanted to! The weather was boiling but there was a big swimming pool to cool us down. For me, camp was an incredible experience. I made lots of friends. You should try it!

JONZ

- 2 Look back at Jon's competition entry again. What does Jon write about?

- favourite activities (daytime / at night)
- the monitors / other campers
- the daily routine
- why he liked it
- the food
- the weather

### Useful language

#### Avoiding repetition

We can use reference words so that we don't repeat the same word.

*We started activities at 10 o'clock. There were **lots** (of activities) to choose from, and **they** (these activities) were fun.*

- 3 Look at the Useful language box. Find one other way of avoiding repetition of the word *activities* in the text in Exercise 1.

- 4 Change the phrases in bold in the text so you don't repeat the words.

The best thing about wild camping was the *animals*. There were lots of <sup>1</sup> **animals** if you looked carefully. On the second day, I saw some *falcons*. <sup>2</sup> **The falcons** flew over the trees near the campsite. But the most active animals were *the goats*. <sup>3</sup> **The goats** jump up and down the mountains incredibly fast! I was also amazed at <sup>4</sup> **the goats'** huge horns.



## Get writing

### PLAN

- 5 Plan your competition entry for the camp website. Include information from Exercise 2 to help you. Decide what order you are going to put them in.

### WRITE

- 6 Write your competition entry for the camp website. Use your notes from Exercise 5 and the model text to help you.

### CHECK

- 7 Can you say YES to these questions?

- Is the information from Exercise 2 in your email?
- Have you avoided a lot of repetition?

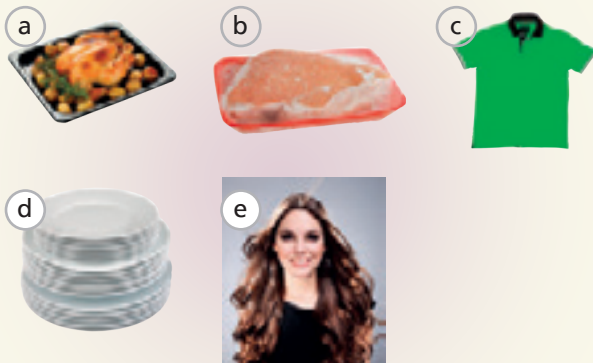
## Vocabulary

### 1 Read the descriptions of some things in the home. What is the word?

- 1 You put your clothes in this. w \_ \_ \_ \_ \_
- 2 People use this to look at themselves. m \_ \_ \_ \_
- 3 This is something you put on your bed to feel warmer. b \_ \_ \_ \_ \_
- 4 Students sit at this type of table to study. d \_ \_ \_
- 5 You need this to dry yourself after a shower. t \_ \_ \_ \_
- 6 People wash dirty things in this. s \_ \_ \_

### 2 Match the household appliances with the pictures.

freezer   hairdryer   washing machine  
cooker   dishwasher



### 3 Complete the sentences with the correct form of the phrases in the box.

help around the house   get enough sleep  
hang out with friends   do something creative  
~~shop for clothes~~   chat with friends online  
do sports   have time for yourself

- 1 I don't like shopping for clothes. I'm not really interested in fashion.
- 2 I need to be alone sometimes. I like .... myself.
- 3 I hate .... Housework is so boring!
- 4 I .... to stay in touch with them.
- 5 I dream about .... I only usually get about 6 hours a night.
- 6 I want to be a designer or an artist. I'm really happy when I'm ....
- 7 I play football for a club and I love swimming. We also .... at school.
- 8 When I'm not doing homework or with my family I like to ....

### 4 Choose the correct words.

- 1 Lea sings beautifully. She's got a lovely voice / microphone.
- 2 I play the violin in the school instrument / orchestra.
- 3 Pete is learning his lines – he's dancing / acting in the end of term play.
- 4 Do you play an instrument / the piano? Yes, I play the piano / instrument.
- 5 Our headteacher uses a microphone / an instrument to talk to us in the hall.
- 6 Are you nervous before you go acting / on stage?



### Explore vocabulary

### 5 Complete the sentences with *do* and the words in the box.

homework   the shopping   Maths  
housework   sports   the washing

- 1 Can you buy some biscuits when you ...., please?
- 2 I sometimes ... at home. I tidy my bedroom and I empty the bins.
- 3 I have no clean clothes. I need to ....
- 4 On Monday morning at school, we ...., and then Geography and English.
- 5 At school, we .... a lot of .... My favourite one is tennis.
- 6 I often .... my .... in the library because it's very quiet there.



# Language focus

## 1 Write sentences with **be** and the comparative form of the adjectives.

- 1 Our new house / big / our old house
- 2 This small hotel / comfortable / a large hotel
- 3 These laptops / good / desktop computers
- 4 My class / noisy / your class
- 5 Your friends / interesting / my friends

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

- 1 Burj Khalifa in Dubai is .... (tall) building in the world.
- 2 Mawsynram in India is .... (wet) place in the world.
- 3 Kilauea in Hawaii is .... (active) volcano in the world.
- 4 The cheetah is .... (fast) animal in the world.
- 5 Commonwealth Bay in Antarctica is .... (windy) place in the world.

## 3 Look at the sign. Then choose the correct answers.

### Computer room rules

No food! Please talk quietly.  
No computer games! Please ask for help.  
Don't use printers!

- 1 You **mustn't** / **should** bring food into the room.
- 2 You **mustn't** / **shouldn't** play computer games.
- 3 You **should** / **shouldn't** talk loudly to your friends.
- 4 You **must** / **should** ask for help.
- 5 You **mustn't** / **shouldn't** use the printers.

## 4 Complete the sentences with the words in the box.

should try ~~mustn't tell~~ shouldn't stay up  
must finish should/get mustn't be

- 1 You **mustn't tell** people your password when you surf the Internet.
- 2 Anna .... to concentrate more in lessons.
- 3 We ... this school project before Friday.
- 4 When you chat online you .... unkind to friends.
- 5 They .... so late doing their homework.
- 6 How many hours' sleep .... people .... in your opinion?

## 5 Choose the correct word.

- 1 You **don't have to** / **mustn't** practise every day.
- 2 They **don't have to** / **mustn't** chat to strangers on the Internet.
- 3 We **don't have to** / **mustn't** sing that song – we can choose a different one.
- 4 **Do you have to** / **Must you** tidy your room at the weekends?



## Language builder

## 6 Choose the correct answers.

**Kara:** I <sup>1</sup>.... at my new school <sup>2</sup>.... week.  
**Jenny:** How is it? Is it the <sup>3</sup>.... school in the city?  
**Kara:** I'm not sure about that but it's <sup>4</sup>.... my house so now I've got <sup>5</sup>.... for breakfast.  
**Jenny:** Cool! <sup>6</sup>.... you make friends on the first day?  
**Kara:** Yes, of course. I also learned the rules. We **mustn't** <sup>7</sup>.... inside and we <sup>8</sup>.... remember to switch off our mobile phones.

- |                 |               |
|-----------------|---------------|
| 1 a start       | b started     |
| 2 a past        | b last        |
| 3 a better      | b best        |
| 4 a near        | b nearer      |
| 5 a enough time | b time enough |
| 6 a Was         | b Did         |
| 7 a run         | b to run      |
| 8 a mustn't     | b must        |



## Speaking

## 7 Complete the conversations with the words in the box.

How Can you give me Yes, of course Shall I  
Something strange happened What?

**Liz:** <sup>1</sup>.... this morning.  
**Pete:** Really? <sup>2</sup>.... ?  
**Liz:** A family of mice fell down our chimney and got into the living room!  
**Pete:** <sup>3</sup>.... weird!

**Luke:** These bags are heavy. <sup>4</sup>.... a hand?  
**Jenny:** <sup>5</sup>.... <sup>6</sup>.... take the green bag?  
**Luke:** Thanks.



# Evaluation test

## Language focus

### 1 Complete the sentences with the comparative form of the adjectives in brackets and *than*.

- My sister's paintings are .... (beautiful) mine.
- My German is .... (bad) yours – I can't say anything!
- Mexico City is .... (big) Madrid. More people live there.
- Sally is .... (tidy) her sister. She always puts her things away.
- I think cities are .... (interesting) small towns.
- Ben thinks cycling is .... (good) walking.

\_\_\_ / 6

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

- The .... (strange) thing happened to me yesterday!
- My mum is the .... (good) cook in our family.
- My bed is the .... (comfortable) in our house!
- This is the .... (bad) book ever. It's really boring!
- Our school is the .... (big) in our city.
- Our neighbours are the .... (noisy) people I know.

\_\_\_ / 6

### 3 Underline the correct answer.

- You **must** / **mustn't** make a noise – the baby's asleep!
- You **should** / **shouldn't** learn a few new English words every day.
- You **must** / **mustn't** study hard to do well.
- You **should** / **shouldn't** play your music so loudly!
- You **must** / **mustn't** take photos in most museums and galleries.
- You **should** / **shouldn't** go to bed earlier. You're always so tired.

\_\_\_ / 6

### 4 Choose the correct answer: a, b or c.

- Dad's new car is .... his old one.  
a bigger   b more big   c bigger than
- You .... talk in the library because people are trying to work.  
a must   b should   c mustn't
- I'm sitting in the .... armchair in our whole house!  
a worse   b bad   c worst
- My town is .... than yours.  
a small   b smaller   c smallest
- I think you .... take more exercise. It's good for you.  
a should   b must   c shouldn't

- You look tired. You .... stay up so late.  
a should   b must   c shouldn't

\_\_\_ / 6

## Vocabulary

### 5 Complete the sentences with the words in the box.

freezer   washing machine   lamp  
fridge   dishwasher   heater

- You can keep things cold in a .... for a long time.
- Put the plates in the .... after dinner.
- You should switch on your .... when it's dark in your room.
- You can put your dirty clothes in the .... to get them clean.
- If you're cold in your room, switch on the ....
- Can you put the salad and cheese away in the .... please?

\_\_\_ / 12

### 6 Choose the correct answer: a, b or c.

- It's important to have a .... to keep things like ice cream very cold.  
a wardrobe   b freezer   c hairdryer
- I always look at myself in the .... before I go out.  
a desk   b sink   c mirror
- Can you put all your books away on the ....?  
a shelf   b cupboard   c cooker
- These cups are dirty, so I'll put them in the ....  
a fridge   b iron   c dishwasher
- I've got a test at school next week, so I need to do some .... tonight.  
a Maths   b sports   c housework
- I'm going to the market to do the ...., because my mum's so busy.  
a shopping   b washing   c homework

\_\_\_ / 12

### 7 You now live in a new house. Write an email to your English-speaking friend, Alice. Say where your new house is, describe it and invite Alice to come and visit you. Write 35–45 words.

\_\_\_ / 12

**Total:** \_\_\_ / 60





# 4 Evaluation test

## Language focus

### 1 Complete the sentences with *should* or *shouldn't*.

- I .... sit and watch TV every evening – it's not good for me!
- I .... do some exercise every day.
- You .... eat so much chocolate.
- We .... buy our teacher a present – she's really helpful.
- My brother .... play so many computer games.
- We .... all listen more carefully in class.
- You .... talk to your parents more often – they are good listeners.

\_\_\_\_/ 7

### 2 Underline the correct answer.

- I must / mustn't get up earlier tomorrow – I was late for school this morning!
- You must / mustn't lie in the sun for a long time.
- I must / mustn't start studying for my exams.
- Why must / mustn't we do our homework every day?!
- Mum says I must / mustn't watch TV before I go to bed.
- Alex must / mustn't forget his father's birthday again.
- Children must / mustn't respect their parents.

\_\_\_\_/ 7

### 3 Complete the sentences with the correct form of *have to*.

- I .... take the dog out today. My mum is going to do it.
- Most children in the UK .... wear a school uniform, often dark blue or grey.
- ....(you) study many different languages at school?
- We .... go to school at the weekend so I usually meet my friends.
- Ben .... get up at 6.30 every day because he leaves the house at 7.
- Lisa .... do any chores at home. She's really lucky!
- ....(you) wake up early in the morning to go to school?

\_\_\_\_/ 7

### 4 Choose the correct answer: a, b or c.

- I .... remember to do my homework, or my teacher will be cross!  
a must                      b have                      c should
- You .... take photos in here. It's not allowed.  
a don't have to                      b must                      c mustn't

- Hurry up! We .... to go now.  
a have                      b should                      c must
- Can I ask your advice? What do you think I .... do about Tom?  
a have to                      b must                      c should
- I don't think you .... go to school tomorrow. You're not well.  
a have                      b should                      c must
- We .... go into town very early tomorrow. It's not really necessary.  
a don't have to                      b mustn't                      c shouldn't

\_\_\_\_/ 7

## Vocabulary

### 5 Match the verbs (1–6) with the phrases (a–f). There is one more phrase than you need.

- |        |       |                       |
|--------|-------|-----------------------|
| 1 shop | ..... | a around the house    |
| 2 chat | ..... | b time for yourself   |
| 3 do   | ..... | c more sleep          |
| 4 get  | ..... | d with friends online |
| 5 help | ..... | e something creative  |
| 6 have | ..... | f for clothes         |

\_\_\_\_/ 12

### 6 Choose the correct answer: a, b or c.

Hi! My name's Jake, and I really like <sup>1</sup> .... for other people! I don't know how to <sup>2</sup> .... any instruments. But I'm good at singing different types of music, and people say my <sup>3</sup> .... is really unusual! Last week, I was in a school show, and there were <sup>4</sup> .... 300 people in the audience! I sometimes feel a bit nervous before I do something important <sup>5</sup> .... so many people! But then when I'm finally <sup>6</sup> .... stage, I'm fine – and I really enjoy it!

- a helping                      b performing                      c preparing
- a practise                      b play                      c study
- a voice                      b song                      c concert
- a more                      b over                      c near to
- a between                      b full of                      c in front of
- a on                      b at                      c in

\_\_\_\_/ 12

### 7 Your English-speaking friend, Lucy, is moving house. Write an email offering to help. Ask when you should be there and what you can do to help. Write 25–35 words.

\_\_\_\_/ 12

**Total:** \_\_\_\_/ 60



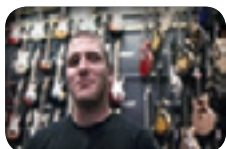
# Visions of the future

Discovery  
EDUCATION

In this unit ...



Pizza problems p63



Learning to share  
p66



Mobile phones p68



Who's real? p160

## Vocabulary

- Computer words
- Technology verbs + prepositions
- Suffixes -ful and -less

## Language focus

- will/won't, may/might
- Question tags

## Unit aims

I can ...

- talk about computers and technology.
- make predictions about the future.
- understand information about what the future will be like.
- talk about what will happen if I do something.
- ask for and give instructions.
- write an opinion essay.

## BE CURIOUS



What can you see in the photo?

Start thinking

- Will we live in cities like these in the future?
- How will school be different?
- What will we do in our free time?
- How will we travel?



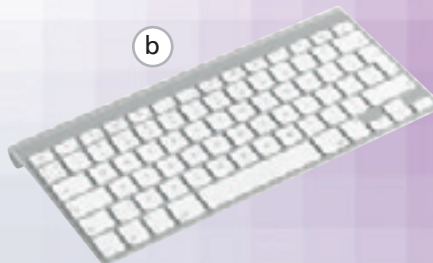
# Vocabulary Computer words

- 1  Match the pictures with the words in the box. Then listen check and repeat.

keyboard laptop memory stick mouse printer  
tablet touchscreen microchip smartphone



a



b



c



f



d



e

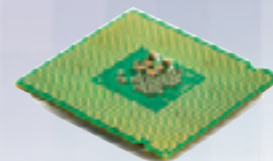


g

h



i



- 2  Choose the correct words.

- 1 You can write an email with a mouse / a keyboard.
- 2 You can save your work on a memory stick / a printer.
- 3 A microchip / A tablet has usually got a touchscreen.
- 4 You can carry a smartphone / a laptop easily in one hand.
- 5 A touchscreen computer doesn't need a mouse / a microchip.
- 6 People often take their printer / laptop on holiday.

## Your turn

- 3 Write answers to the questions.

- 1 How often do you use a computer? What do you use it for?
- 2 Which things in Exercise 1 do you use at home? What do you use them for?
- 3 Which things in Exercise 1 do you use at school? What do you use them for?

- 4 Ask and answer the questions in Exercise 3 with a partner. Listen and make notes.

 Vocabulary bank • page 138



# COMPUTERS

## PAST, PRESENT AND FUTURE



Sixty-five years ago, scientists called the first computer 'Baby'. But it was huge. It needed a whole room to itself! A team of people wrote three Maths problems and then waited 52 minutes for Baby to find the answer to just one of them. At the time, this was amazing.



Computers are now both much smaller, don't forget your smartphone is a mini computer, and also more powerful. There is more power in a smartphone than in all the computers on Apollo 11, the first spacecraft on the moon! What's more, with new touchscreen technology, soon we won't need extra things like a keyboard or a mouse.

So, how will computers change in the future? A computer's 'brain' is in its chip and in the future scientists will be able to save much more information on this. So, computers will be smaller and even more powerful and they may even think like humans. In the future, we may not need to tell computers what to do because they might decide for themselves.

**FACT!** Need a new hip, knee or face? Doctors can now use 3D printers to make some parts of the body.

## Reading A magazine article

1 Look at the photos. How was the first computer different from modern computers?

2 Read the article and check your ideas to Exercise 1.

3 Read the text again. Choose the correct answers.

- 1 The first computer was ...  
a very small    b very big    c a baby
- 2 Baby found the answer to ... in 52 minutes.  
a three Maths problems    b an exam question  
c one Maths problem
- 3 The computers on Apollo 11 were ... a smartphone.  
a more powerful than    b less powerful than  
c as powerful as
- 4 In the next few years we won't need ...  
a keyboards    b smartphones  
c touchscreens

### Explore suffixes *-ful* and *-less*

4 Look at the article again. What do we add to the noun *power* to make an adjective? What do you think we add to make the negative form?

5 Complete the sentences with the correct adjective form (*-ful* or *-less*) of the noun in brackets.

- 1 Jennifer Lawrence is a very good actor and she's *beautiful*. (beauty)
- 2 We never use that old computer, it's slow and .... (use)
- 3 I love my touchscreen laptop. It's .... (wonder)
- 4 I fell over and hurt my knee yesterday. It's very .... now. (pain)
- 5 My brother makes a lot of mistakes. He's very .... (care)
- 6 I think I'll pass the test. I'm .... (hope)

➔ Vocabulary bank • page 138

### Your turn

6 Write down three things you'd like your computer to do in the future.

*I'd like my computer to clean my room.*

7 Compare your lists from Exercise 6. Work with a partner. Who has the best idea?

# Language focus 1 *will/won't, may/might*

1 Complete the examples from the text on page 62.

- |   |   |
|---|---|
| + | Computers <sup>1</sup> ... be smaller.<br>They <sup>2</sup> ... even think like humans.<br>They <sup>3</sup> ... decide for themselves.               |
| - | We <sup>4</sup> ... need extra things like a keyboard.<br>We <sup>5</sup> ... need to tell computers what to do.<br>We <b>might not</b> need a mouse. |
| ? | How <sup>6</sup> ... computers change in the future?<br><b>Will</b> computers be more powerful?   |

Grammar reference • page 126

2 Which two words can you use when you are sure about the future?

will won't may might

Say it right! • page 116

Get it right!

After **will** or **won't**, we use the infinitive without **to**.

*I will see Andy* ✓

*I will to see Andy* ✗

3 In 1900, an American engineer made these predictions about the world. Complete the sentences with **will** or **won't** and the verbs in the box.



send call not wait live not cook be eat buy

- People ... *will send* ... photos to their friends all over the world.
- Americans ... 5 cm taller.
- A husband at work in Chicago ... his wife at home in New York.
- We ... our own meals. We ... them in shops.
- Between 300 and 500 million people ... in the USA.
- We ... until summer to eat tomatoes. We ... them in the winter too.

4 Which of the predictions in Exercise 3 are true now?

5 Write sentences about the year 2040 with **will, won't, may, might**. Use your opinion.

- We / have Wi-Fi connections in our clothes.  
*We won't have Wi-Fi connections in our clothes. We'll have them on our heads!*
- Cars / need a human driver.
- People / live to be 120 years old.
- Robots / cook our meals.
- There / be pens and pencils.
- We / use our mobiles to turn on everything.
- I / work in an office. I / work at home.
- There / be shops and town centres.

## Your turn

6 Make predictions about your future with **will, won't, may or might**. Write sentences with the things in the box or use your own ideas.

your friends your town your studies  
your job your family your house

*I'll go to university to study Medicine and then I might work as a doctor.*

7 Work with a partner. Compare your sentences from Exercise 6. Choose the three best predictions and tell the class.

We'll have the same friends as now but we may also make some new friends.

Learn about how to use technology to get a takeaway pizza.

- How do they do it?
- What's good and bad about their idea?
- Can you think of a better idea?





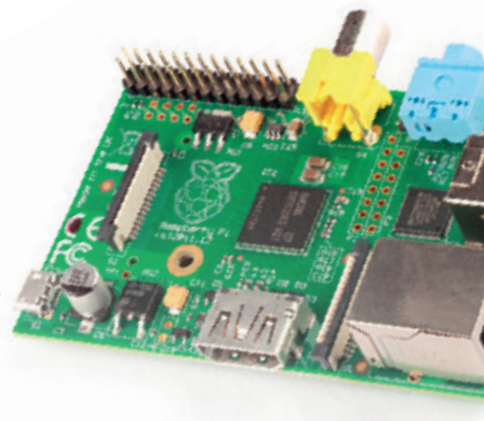
**Discovery**  
EDUCATION

## 5.1 Pizza problems



# Listening An interview

- 1 Look at the photo. What do you think it is?
- 2  Listen to Judy interviewing Paul. Check your ideas to Exercise 1.
- 3  Listen again. Mark the sentences true (T) or false (F). Correct the false sentences.
  - 1 Judy thinks it's very small for a computer.
  - 2 This computer has got a big screen.
  - 3 The computer is expensive and difficult to use.
  - 4 Pupils in the UK are using this computer in their lessons.
  - 5 'Code' is what people use to program computers.
  - 6 Paul made a music program yesterday with the computer.



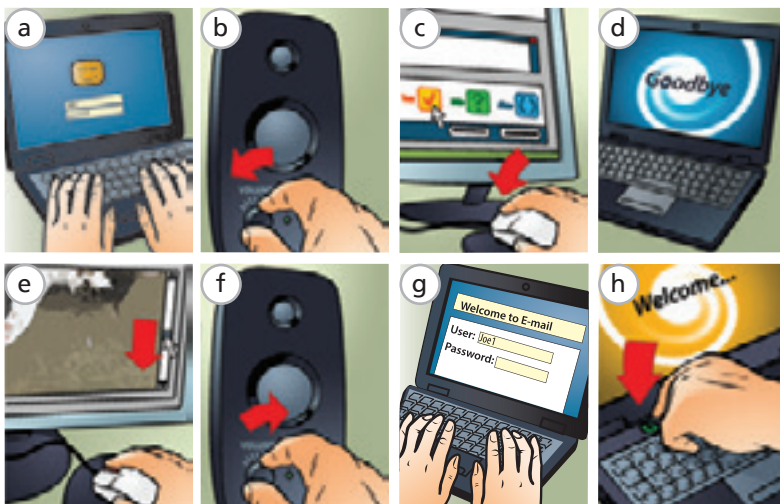
## Vocabulary Technology verbs + prepositions

- 4 Read what some people commented online about the Raspberry Pi. Which comments are positive and which are negative?

|         |  |
|---------|--|
| Thomas  | It isn't bigger than a credit card, it only costs \$35 and it has a wireless LAN and Bluetooth. It's amazing, isn't it?  |
| Richard | Why do I love it? Well, the Raspberry Pi offers a great deal of possibilities, doesn't it? You can make it into a gaming console, a robot controller, a wireless printer server, an FM radio station or you can just use it as a desktop PC and browse the Internet. |
| Alice   | You can't believe how difficult it is to use at first! And the entire documentation process is horrible, isn't it? It's true all the information you need is on the Internet, but you must know how to ask the questions. You can't use it immediately, can you?     |

- 5  Match the pictures with the actions. Then listen, check and repeat.

- 1 Scroll down the webpage.
- 2 Sign into your account.
- 3 Turn on the laptop.
- 4 Click on the icon.
- 5 Turn up the volume.
- 6 Shut down the computer.
- 7 Turn down the volume.
- 8 Log onto your computer.



### Your turn

- 6 Write sentences to tell your partner how to do the things below on a computer. Use the vocabulary in Exercise 5.

watch a video   read a blog  
listen to music   write an email

- 7 Work with a partner. Student A: Tell your partner how to do the things in Exercise 6. Student B: Listen and write down the vocabulary from Exercise 5 in the order your partner says it. Then swap.

 Vocabulary bank • page 138

*First, turn on the laptop ..., then ...*

## Language focus 2 Question tags

- 1 Complete examples from the comments on page 64. Then choose the words to complete the rule.

| Positive sentence (+)   | Negative sentence (-) |
|---|-----------------------|
| It's amazing,   | <sup>1</sup> .... it? |
| The Raspberry Pi <b>offers</b> a great deal of possibilities, | <sup>2</sup> .... it? |
| The documentation process <sup>3</sup> ... horrible,          | isn't it?             |
| Negative sentence (+)   | Positive sentence (-) |
| You <sup>4</sup> ... use it immediately,                      | <b>can</b> you?       |

We use a positive / negative tag after a positive sentence and a positive / negative tag after a negative sentence. We can use question tags to ask for agreement.

→ Grammar reference • page 126

- 2 Choose the correct words.

- Your brother wants to be a computer programmer, **isn't** / **doesn't** he?
- Your parents will get you a new computer for your birthday, **won't** / **don't** they?
- The TV isn't working, **does** / **is** it?
- Mark can buy a new phone with the money he got for his birthday, **can't** / **won't** he?
- I haven't got enough money. I can't go to the cinema with you today, **will** / **can** I?
- It will rain all weekend, **won't** / **isn't** it?
- We aren't playing football on Sunday, **are** / **can** we? The weather will be terrible.

- 3 Look at the picture and read the text.  
How will the boy become famous?

### PIECE OF CAKE... RIGHT?

My plan is simple, <sup>1</sup>.... (be) it? I'll pass all my exams this term and my parents will buy me a new computer. That should be easy, <sup>2</sup>.... (should) it? After I get my new computer, I will start my own YouTube channel. I'll post videos of my dog playing football on the beach. People <sup>3</sup>.... (be) amazed, won't they? All I need is to get one million people to like my channel. I <sup>4</sup>.... (be) famous, won't I?



- 4 Complete the text in Exercise 3 with the correct form of the verbs in brackets. Then listen and check.

### Your turn

- 5 Complete the sentences below with the correct question tags.

- 'I'll have a video channel one day and I'll be famous, ....?'  
'I really don't know.'
- 'My favourite team won't win the league this year, ....?'  
'I don't think so.'
- 'We aren't going out this weekend, ....?'  
'I'm afraid not. The weather will be really bad.'
- 'She isn't studying for her exam, ....?'  
'Yes, she is.'
- 'I'll have to buy a new phone if this one breaks, ....?'  
'Yes, you will.'
- 'Your parents always give you pocket money, ....?'  
'Yes, they do.'
- 'It'll be a rainy weekend, ....?'  
'Yes. That's what the weather forecast says.'
- 'You can't buy a new computer for \$35, ....?'  
'Yes, you can. The Raspberry Pi, for example.'

- 6 Work with a partner. Ask and answer questions like the ones in Exercise 5.

You have a new mobile phone, don't you?

Yes, I do. It was a birthday present from my brother.





# Discover Culture

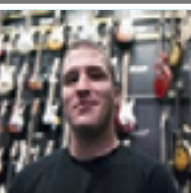
**1** Work with a partner. Match the pictures with the words in the box.

file sharing   cassettes   downloading   CDs   music streaming   records

**2** Order the ways of listening to music from oldest to newest.  
Can you think of any other ways of listening to music?



Find out about Napster.



**Discovery**  
EDUCATION™

**5.2** Learning to share



**3** Look at the pictures and the title of the video.  
What do you think Napster is?

**4** Watch the video and check your answer to  
Exercise 3.

**5** Test your memory. Put events a–f in the same  
order as the video.

- a Record companies and musicians weren't happy.
- b The lawyers stopped Napster but people continue to share files.
- c People bought CDs and listened to them on CD players.
- d Shawn Fanning wrote a computer program called Napster.
- e Young people began to download music from the Internet.
- f Napster became very popular and people stopped going to music shops.

**6** Watch the video again and check your answers  
to Exercise 5.

## Your turn



**7** Work in small groups. Ask and answer the  
questions.

- 1 Do you think closing down Napster was a good decision? Why/Why not?
- 2 Do you ever buy CDs, or do you know anybody who buys them?
- 3 Do you download music? How often? From where?
- 4 Do you share music with your friends? How do you do it?
- 5 Do you listen to streamed music online? If so, how do you do this?

**8** Write sentences about your group's answers  
with *some of us*, *none of us* and *all of us*.

*None of us buy CDs. All of us download music. Some of us share music with ...*

## Reading A blog

- 1 Look at the map and the photos. Where does Riley Stanton live? Where do you think he goes to school?
- 2  Read Riley's blog about life on a farm and check your ideas to Exercise 1.
- 3  Read the blog again. Are the sentences 'Right' (A) or 'Wrong' (B)? If you cannot find the information, choose 'Doesn't say' (C).
  - 1 Riley cleans the chicken house before breakfast. A B C
  - 2 Riley lives near his school. A B C
  - 3 Riley's teacher and classmates wait for him to come online. A B C
  - 4 Riley and his friends can look at the lesson again after class. A B C
  - 5 Riley understands the Science lesson. A B C
  - 6 Riley finishes his Maths homework before the class. A B C

## Explore phrasal verbs 1

- 4 Find *get up* and *sit down* in the blog. What do they mean?

- 5 Match the sentence beginnings with the sentence endings.

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1 On a school day, I get          | a for my friends.               |
| 2 I go to my classroom and I sit  | b up at 7 am.                   |
| 3 I put                           | c off my coat.                  |
| 4 When I arrive at school, I take | d on my shoes and then my coat. |
| 5 When I get to school, I look    | e down at my desk.              |

➔ Vocabulary bank • page 138

### Your turn

- 6 Work with a partner. Write down the good and bad things about using technology for learning.
- 7 Work in small groups. Compare your ideas and decide on the top three good and bad things about using technology for learning.

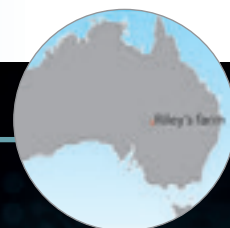
➔ Groupwork • page 139

# I CAN'T STUDY WITHOUT TECHNOLOGY!

**It's 6 am. I'm tired but it's time to get up. After cleaning the chicken house, I have breakfast. School starts at 8 am but my school is in my house, in a room we call the 'study room'. I can't go to school because it's 300 km away so I go to the School of the Air.**

How does it work? Well, I sit down at my desk, turn on my laptop and wait for my teacher and my classmates to come online. Today it's Science. Our teacher uses the interactive whiteboard to explain some new ideas. She saves her work on the computer and shares this with us on the website. She then asks us some questions and we listen to everyone's answers. At the end of the lesson, we have to do a quiz on the website so she can see who doesn't understand. This lesson is only half an hour but it's tiring.

I quite enjoy studying at home. It's great to be near my family but I would like to meet my classmates. When I finish school, I would like to go to Alice Springs and study at the college there, then go to university. I want to be a pilot. But first, I've got to finish my Maths homework before the lesson today!



**FACT!** The School of the Air gives lessons to children in Australia who live in areas without schools. When it first started in 1951, the pupils listened to their lessons over the radio. Nowadays, they use the latest technology.

# Speaking Asking for and giving instructions



## Real talk: How important is your mobile to you?

- 1 Watch the teenagers in the video. How important is their mobile to them? Write X (not important), ✓ (quite important) or ✓✓ (very/really important).

a) Speaker 1 X    c) Speaker 3    e) Speaker 5  
b) Speaker 2    d) Speaker 4    f) Speaker 6

- 2 How important is *your* mobile to *you*? Ask and answer with your partner.

- 3 Listen to Keira talking to her grandmother. What does her grandmother want to do?

- 4 Complete the conversation with the useful language. Then listen and check your answers.

### Useful language

First, you need to ...    How does it work?  
You have to ...    Ok, here it is.  
How do I ... ?    I see! Thanks!  
Yes! That's it. Now ...    and then ...

**Grandma:** Keira, can I borrow your phone to call Granddad?

**Keira:** Yeah, sure but it's a smartphone.

**Grandma:** Oh! <sup>1</sup>.... Where are the numbers?

**Keira:** Well, it's got a touchscreen. <sup>2</sup>.... press the round button at the bottom.

**Grandma:** What? Like this?

**Keira:** <sup>3</sup>.... swipe the bottom of the screen to unlock the phone.

**Grandma:** Right! <sup>4</sup>.... make a call?

**Keira:** <sup>5</sup>.... touch the contacts icon, <sup>6</sup>.... scroll down to Granddad's name.

**Grandma:** <sup>7</sup>....

**Keira:** If you tap Granddad's number, it'll ring him.

**Grandma:** <sup>8</sup>....

**Keira:** You're a fast learner!



- 7 Change partners. Give instructions to your new partner.

Can I borrow your phone to send a text?

Yes, of course but it's a smartphone.

Oh! How does it work?

- 5 Work with a partner. Practise the conversation in Exercise 4.

- 6 Work with a partner. Plan instructions for someone who can't use a smartphone. Choose one of the ideas below and the useful language from Exercise 4.

send a text    listen to music    check emails  
surf the Internet    play a game





## Writing An opinion essay

- 1 Read the competition advert and the 'Answer of the Month'. What does Marcus think will happen to music in the future?

### THIS WEEK'S COMPETITION!

Write an essay about the following subject: 'The future of music'. The winner will get a new tablet!



### ANSWER OF THE MONTH!

# THE FUTURE OF MUSIC



- a In the future, technology will change many areas of our lives including how we buy and listen to music.
- b **Firstly**, technology will change the way we buy music. Some people think that in a few years nobody will buy CDs and we will stream all our music from our smartphones. We might not even need a smartphone as our clothes might play music. **However**, others say that some people will always prefer to buy CDs from shops. For example, my dad loves talking to the shop assistants and bringing home new music.
- c **Secondly**, technology will change which music we listen to. In the future, we won't choose what we want to listen to because our phones will know what we like and decide this for us.
- d **In conclusion**, I'm sure that things will be different in the future but, in my opinion, some people will always want to buy CDs in a music shop and this will never change.



### Get Writing

#### PLAN

- 4 Choose one of the titles below and make notes. Use the same order and information from Exercise 2.

- The future of school
- The future of mobile phones
- The future of computer games
- The future of TV

#### WRITE

- 5 Write an opinion paragraph. Use your notes from Exercise 4, and the language below.

*In the future, ...*  
*Some people think that ...*  
*Others say that ...*  
*I'm sure that ...*  
*In my opinion, ...*

#### CHECK

- 6 Check your writing. Can you say YES to these questions?

- Have you got the information from Exercise 2?
- Have you got the language from Exercise 5?
- Have you got sequencing language?

- 2 Read Marcus' answer again. In which paragraph (a–d) does he ...

- |   |      |
|---|------|
| 1 finish his essay by making a prediction about the future? | b... |
| 2 give some people's opinion about the topic?               | .... |
| 3 introduce a different opinion to the one before?          | .... |
| 4 introduce the topic?                                      | .... |

- 3 Match the words in bold in the text with 1–4 in the useful language.

#### Useful language

##### Sequencing language

Use sequencing language to ...

- show a contrast <sup>1</sup>....
- introduce an opening point <sup>2</sup>....
- summarise an opinion <sup>3</sup>....
- introduce another point <sup>4</sup>....



# Life choices

Discovery  
EDUCATION

In this unit ...



A school at home p73



Time for an  
adventure! p76



Future plans p78



CLIL Go green!  
p161

## Vocabulary

- Life events
- Containers and materials
- Verbs with prepositions

## Language focus

- *be going to*
- *be going to* and *will*
- Present continuous for future

## Unit aims

I can ...

- talk about important life events.
- talk about my future plans and make predictions about my future.
- understand information about important events in our lives.
- make plans for next week with my friends.
- agree or disagree with someone's opinion.
- write a thank you email.

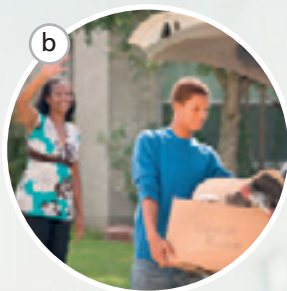
## BE CURIOUS



What can you see in the photo?  
Start thinking

- Where is the boy?
- What is he trying to decide?
- What big decisions will you need to make in your life?





## Vocabulary Life events

- 1** Match the pictures with the life events. Then listen, check and repeat.

learn to drive   get married   start school   leave home   go to university  
have children   leave school   take a year out   be born   get a job

- 2** Write the events in Exercise 1 in the order they usually happen. Then compare your list with your partner.

### Your turn

- 3** Which of the things in Exercise 1 would you like/not like to do?

- 4** Write sentences about the things you'd like to do and give more information.

*I'd like to learn to drive when I'm eighteen and I'd like to go to university to study History.*

- 5** Work with a partner. Ask and answer questions about your sentences from Exercise 4. Try to find something different.


Would you like to learn to drive?

Yes, I'd like to learn to drive when I'm eighteen. What about you?

Vocabulary bank • page 140



## Reading A magazine quiz

- 1 What do you want to be when you're older? Tell your partner.
- 2  Read the quiz and choose A, B or C.
- 3 Check the key on page 117. Do you agree with what the quiz says about you? Why/Why not?

### Explore phrasal verbs 2

- 4 Find three phrasal verbs in the quiz. What do they mean?
- 5 Complete the sentences with the words in the box.

go out   grow up   try on   find out  
write down   get on/off

- 1 When I ..., I want to be a famous musician.
- 2 On Saturday afternoon, I often ... with my friends. We ride our bikes or go to the skate park.
- 3 To get to my house, ... the bus at the cinema and then ... opposite the park.
- 4 I always ... new English words in my notebook.
- 5 I never ... T-shirts before I buy them. I know my size.
- 6 I use the Internet to ... more information about things I find interesting.

➔ **Vocabulary bank** • page 140

### Your turn

- 6 Rewrite the sentences in Exercise 5 about you so most of them are true and some of them are false.  
*When I grow up, I want to be a clown in a circus.*
- 7 Work with a partner. Compare your sentences. Can you guess which are false?

When I grow up, I want to be a clown in a circus.

That's not true! You want to be a doctor.

## What do you want to be when you GROW UP?

Do you ever think about what you'll be when you're older? Try our quiz to find out!

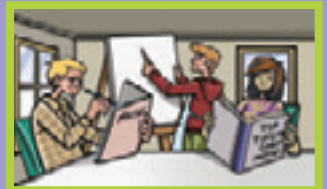
**After school, you find a very sick dog in the street. Do you take it to the vet?**

- A Are you serious? Look at those teeth. If I go near it, it'll bite me.
- B Yes, of course. Where's the nearest animal hospital?
- C Yes, and then when it's better, I may write a short story about it.



**2 You're leaving school soon. Are you and your classmates going to have a party?**

- A No. I don't really like parties. I'm going to study for university.
- B Yes, I'm going to make sure everybody has a good time.
- C Yes, we are. I'm going to make a poster.



**3 You're eighteen and at university. What are you going to do in the holidays?**

- A I'm going to stay at home and study for the next year of the course!
- B A playgroup near my home needs volunteers. I'm going to look after children.
- C What? I'm not going to think about university until I'm 20. I'm going to take a year out and travel around the world.



**4 You finish university. What next?**

- A I'm sure I'll get a job in a big company. Then I'll get married and have children.
- B Perhaps I'll take a year out and work for a charity.
- C I think I'll write an article about student life.



# Language focus 1 *be going to*

- 1 Complete the examples from the text on page 72.

|   | I  | we / you / they                              | he / she / it                              |
|---|--|--|--|
| + | I <sup>1</sup> .... stay at home.                    | You <b>are going to</b> study in London.     | She <b>is going to</b> get a job.          |
| - | I <sup>2</sup> .... think about university until ... | They <b>aren't going to</b> take a year out. | He <b>isn't going to</b> go to university. |
| ? | <b>Am I going to</b> get married?                    | <b>Are</b> <sup>3</sup> .... have a party?   | <b>Is he going to</b> take a year out?     |

→ Grammar reference • page 127

- 2 Write sentences about you with the correct form of *be going to*.

- I / get married / before I go to university  
*I'm not going to get married before I go to university.*
- We / watch a film in class / tomorrow
- My parents / go to the cinema / at the weekend
- My friends and I / travel around the world / before we go to university
- I / buy a sports car / when I grow up
- My aunt / come to stay with us / next week

## *will vs. be going to*

- 3 Complete the examples from the text on page 72. Then choose the correct headings (3–4).

|  |
|--|
| 3 Intentions / Predictions                   |
| Perhaps I <sup>1</sup> .... take a year out. |
| 4 Intentions / Predictions                   |
| I <sup>2</sup> .... stay at home and study.  |

→ Grammar reference • page 127

### Get it right!

When we make a decision in the moment or we offer to help someone, we use **will**:

A: *I can't do my homework.*

B: *Don't worry, I'll help you. ✓*

*I'm going to help you. ✗*

**FACT!** Many young people from around the world take a year out between school and university. They call it a 'gap year'. It's a time to have new experiences, travel and learn about life in different countries.

- 4 Complete the conversation with the correct form of *be going to* or *will* and the verb in brackets. Then listen and check.

Dan: My brother <sup>1</sup>.... (go) to university next year.  
Jane: I <sup>2</sup>.... (not/go) to university until I'm much older.  
Dan: What <sup>3</sup>.... you .... (do) instead?  
Jane: I <sup>4</sup>.... (take) a year out. I want to travel around the world.  
Dan: That's a good idea! I'm sure you <sup>5</sup>.... (have) a great time.  
Jane: I <sup>6</sup>.... (go) to the cinema later. Do you want to come?  
Dan: I can't. I <sup>7</sup>.... (study) all afternoon. I've got an exam on Monday.  
Jane: OK. Good luck! I'm sure you <sup>8</sup>.... (pass).  
Dan: Thanks.

→ Say it right! • page 117

### Your turn

- 5 Complete the sentences so they are true for you with the correct form of *will* or *be going to*.

- After this class, my classmates and I ... *are going to have lunch* ...
- At the weekend, I ....
- Next summer, my family ....
- When I go to university, I think I ....
- I'm sure I .... before I get married or have children.

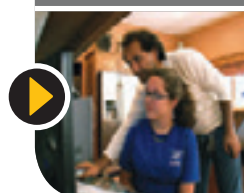
- 6 Work with a partner. Ask and answer questions about your sentences in Exercise 5.

A: *What are you and your friends going to do after this class?*

B: *We're going to have lunch. What about you?*

### Learn about studying at home.

- How old is Maggy?
- Why do Maggy's parents teach their children at home?
- What does Maggy want to be when she grows up?




**Discovery**  
EDUCATION™

6.1 A school at home



## Listening A conversation

1 Olivia is showing Lisa a photo of her brother Matt. What do you think he's doing?


2  Listen to Lisa and Olivia talking about the photo. Check your ideas to Exercise 1.

3  Listen again. Complete the sentences.

- 1 Olivia's brother Matt is in ... *Kenya* ...
- 2 He's collecting and recycling ....
- 3 He's going to South Africa to visit ....
- 4 In South Africa, he wants to get a job in a ....
- 5 In her year out, Olivia wants to go to ....
- 6 Lisa would like to .... in the future.



## Vocabulary Containers and materials

4  Match the pictures with the words in the box. Then listen, check and repeat.

plastic bag cartons cardboard box glass jars  
cans paper bag crisp packets plastic bottles



### Your turn

5 Work with a partner. How can we reuse the containers in Exercise 4? Write sentences.

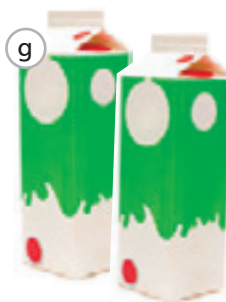
*We can use glass jars to grow plants. We can fill plastic bottles with sand and use them for bowling.*

6 Work in small groups. Compare your sentences from Exercise 5. Who can think of the most unusual ways to reuse the containers?

We can use glass jars to grow plants.

That's a good idea. We can also fill plastic bottles with sand and use them for bowling.

 Vocabulary bank • page 140



## Language focus 2 Present continuous for future

- 1 Complete the examples from the listening on page 74. Then answer the question below.

- 1 He .... to South Africa.
- 2 We've got family there, he .... with our cousins.

1 Do these sentences talk about the present or the future?

➔ Grammar reference • page 127

- 2 Complete the conversations with the present continuous.

- 1 A: Who are you talking (you / talk) to?  
B: Francesca, .... (she / ask) about the party tomorrow.
- 2 A: .... (you / go) to the cinema this evening?  
B: No, I'm not. .... (I / stay) at home to watch the football.
- 3 A: .... (Jonathan / work) at the moment?  
B: No, .... (he / not work). .... (he / study) for his final exams.
- 4 A: When .... (Mel / start) her new job?  
B: Next week.
- 5 A: When .... (they / leave) for Thailand?  
B: .... (they / fly) to Bangkok next week.
- 6 A: Why .... (you / save) money?  
B: .... (I / go) on a trip to Brazil.

- 3 Which sentences in Exercise 2 talk about the present? Which talk about the future?

- 4 Look at the photo. What do you think the young woman's job is?



- 5 Read the text quickly and check your ideas to Exercise 4.

Charlotte Beck <sup>1</sup>.... (work) in London at the moment. She <sup>2</sup>.... (ask) a politician some questions for the news on TV tonight. Tomorrow she <sup>3</sup>.... (fly) to Washington DC in the USA. The President <sup>4</sup>.... (speak) at an important press conference and she wants to ask him some questions. Lots of journalists and reporters <sup>5</sup>.... (go). Afterwards, she <sup>6</sup>.... (meet) some friends in Washington. Together they <sup>7</sup>.... (fly) to Florida for a short holiday. But she <sup>8</sup>.... (not stay) in Florida for very long. On Sunday she <sup>9</sup>.... (come) back to London because it's her mum's birthday.

- 6 Complete the text in Exercise 5 with the present continuous form of the verbs in brackets.

### Your turn

- 7 Complete the diary for next week with five activities. Use the words in the box or your own ideas.

go skiing   play tennis   see a concert  
fly to Paris   do an exam   clean the house  
visit a museum

|           | MORNING            | AFTERNOON |
|-----------|--------------------|-----------|
| MONDAY    | <i>play tennis</i> |           |
| TUESDAY   |                    |           |
| WEDNESDAY |                    |           |
| THURSDAY  |                    |           |
| FRIDAY    |                    |           |

- 8 Work with a partner. Ask and answer questions about your plans for next week. Can you find a time to meet?

What are you doing on Monday morning?

I'm playing tennis. Do you want to come?





# Discover Culture



- 1 Work with a partner. Look at the pictures. Which of the places in the pictures would you most like to visit? Why?
- 2 Work with a partner. Write down three things you think you will see in Italy, South Africa and Madagascar in the video.



Find out about places around the world.

**Discovery**  
EDUCATION™



6.2 Time for an adventure!

- 3 Watch the video without sound and check your answers to Exercise 2.
- 4 Which activities can you do in Italy, South Africa and Madagascar? Complete the table with the words in the box.

help hurt or sick animals learn to cook  
help look for dinosaur bones  
visit a village and meet people my age  
help to repair old buildings go hiking

| Italy | South Africa                          | Madagascar |
|-------|---------------------------------------|------------|
| ....  | <i>help hurt or sick animals, ...</i> | ....       |

- 5 Watch the video again with sound and check your answers to Exercise 4.

- 6 Test your memory. Choose the best summary of the video.

- 1 The girl knows exactly where she is going to go on her gap year.
- 2 She has no idea what she is going to do.
- 3 She has a few options but she is not sure what will happen.

## Your turn

- 7 What activities can young people on a gap year do in your country? Write down three ideas.


*They can visit the museum, they can learn some words in our language, ...*

- 8 Work in small groups. Compare your ideas from Exercise 7. Then choose the best three.


They can visit the museum.

That's true. They can also learn some words in our language.

## Reading An article

- 1 Look at the map and photos. Laura's taking a year out to spend three months in Goa. Where is Goa?
- 2  Read the magazine article. Check your ideas to Exercise 1.
- 3 Read the article again and answer the questions.
  - 1 Where is Laura working in Goa?
  - 2 When did Laura arrive in India?
  - 3 What did Laura learn when she first got there?
  - 4 What does Laura do in the morning?
  - 5 What do the children have for lunch?
  - 6 What are Laura's plans for the afternoon?

### Explore verbs with prepositions

- 4 Look at the article again. Which prepositions do we use after *wait* and *learn*?
- 5  Choose the correct prepositions to complete the sentences.
  - 1 I'd like to take a year out and learn **about** / **on** life in a different country.
  - 2 I'll wait **of** / **for** you, if you like.
  - 3 You should spend money **in** / **on** a good bag for your year out.
  - 4 When I went to India, my parents paid **in** / **for** my ticket.
  - 5 I was listening **at** / **to** the radio when he arrived.
  - 6 Last night I dreamt **with** / **about** travelling around the world.

➔ Vocabulary bank • page 140

### Your turn

- 6 Work with a partner. You're going to take a year out to work on a project in India. Write a list of the things you'll need to do. Use the words in the box and your own ideas.

get a passport and visa  
visit the doctor   buy a plane ticket  
find out about the country   go shopping

*We'll need to get a passport and a visa first. Then we'll visit the doctor.*

- 7 Work in small groups. Compare your lists from Exercise 6.

First we're going to get a passport and visa. What about you?

Yes, but before that we're going to buy some cool clothes.

➔ Groupwork • page 141

## TWELVE WEEKS IN THE LIFE OF A VOLUNTEER IN GOA

**This week, eighteen year old Laura Byrne tells us about her year out.**

Four per cent of the children in India are orphans which means they don't have any parents. And for the next twelve weeks, I'm helping in an orphanage, a home for orphans, in Goa, India.

When I arrived two weeks ago, the project manager was waiting for me at the airport. For the first week, we had Hindi classes. We also learned about Indian culture and our project.

I'm working with the younger children. A lot of them had difficult lives before they came here so we have to make sure that they feel safe and happy with us. In the morning, I help with English classes, reading and Maths. We also play games and sing songs. Then I help them with their lunch which is usually chicken or vegetable curry with rice and chapatti, a flatbread from India.

It's very hot here so people wear loose clothes. Women often wear colourful saris made of silk or cotton and men wear dhotis, a kind of long white skirt. This afternoon the older girls are going to show me how to put on a sari.



**FACT!** Curry is a dish of meat, fish or vegetables cooked in a spicy sauce. Curry comes from the Tamil word 'Kari' so this dish probably comes from India. However, curry is also one of the national dishes in the UK. There are more curry restaurants in London than in Mumbai.



# Speaking Agreeing and disagreeing; question tags

## Real talk: What are you going to do when you leave school?



1 Watch the teenagers in the video. Match them with what they're going to do when they leave school.

- |                                    |                               |
|------------------------------------|-------------------------------|
| a) buy something                   | f) play a sport               |
| b) be a scientist <i>Speaker 1</i> | g) work                       |
| c) study a language                | h) move to another country    |
| d) learn to drive                  | i) be the leader of a country |
| e) work for a charity              | j) visit someone              |

2 What are you going to do when you leave school? Ask and answer with your partner.

3 Listen to the conversation. Why does the reporter want to talk to Katie?



4 Complete the conversation with the useful language. Then listen and check your answers.

### Useful language

Do you think ... ? Absolutely! I disagree.  
 shouldn't they? Maybe, but I (also) think  
 What's your opinion? I suppose you're right.

**Reporter:** Excuse me! We're looking for young people to tell us their ideas about some different topics.  
**Katie:** OK. I'll help you. What are the topics?  
**Reporter:** Well, here's the first one. **All young people should take a year out, <sup>1</sup>...**  
**Katie:** <sup>2</sup>...! You can learn a lot about life in other countries and also about yourself.  
**Reporter:** Now, <sup>3</sup>... everybody should learn to drive?  
**Katie:** <sup>4</sup>... we should use bikes, buses and trains more.  
**Reporter:** But what about people who live in the countryside? There aren't any buses, are there?  
**Katie:** <sup>5</sup>... What's the next one?  
**Reporter:** University students should get a job in the holidays, <sup>6</sup>...?  
**Katie:** <sup>7</sup>...! Students should travel and enjoy themselves. Any more questions?  
**Reporter:** No, that's it. Thank you very much for your time.

5 Work with a partner. Practise the conversation in Exercise 4.

6 Look at the ideas below and use the useful language to write your opinions.

1 Children shouldn't start school until they're six.

2 Young people should leave home when they're eighteen.

3 It's better to study at a university in another town than one in your town.

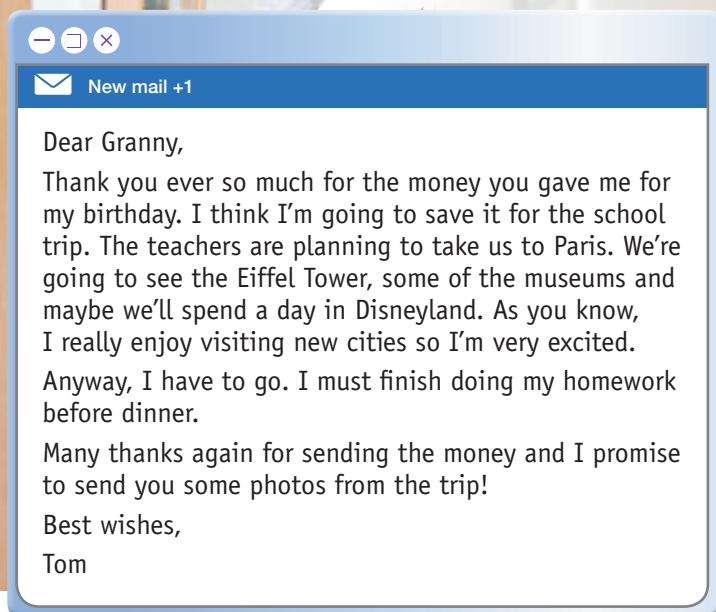
4 You should always look for a job where you'll earn a lot of money.

7 Choose three of the ideas from Exercise 6. Change the words in **bold** in the conversation in Exercise 4. Practise the conversation with your partner.

1 *I'm not sure I agree. I think younger children enjoy playing with their friends.*

# Writing A thank you email

## 1 Read Tom's email. Where is he going on his school trip?



## Get Writing

## 2 Read Tom's email again and answer the questions.

- 1 Who is Tom writing to? Why?
- 2 What present did she give him?
- 3 What is he going to do with this present?
- 4 What does he promise to do?

## 3 Find examples of verb + infinitive and verb + -ing in Tom's email and add the examples to the useful language.

### Useful language

#### Verb patterns

When we use two verbs together, we use:

- an infinitive with *to* after some verbs:  
*I need to buy some new shoes, <sup>1</sup>..., <sup>2</sup>...*
- -ing after other verbs:  
*I don't mind travelling by bus, <sup>3</sup>..., <sup>4</sup>...*

## 4 Complete the sentences with the verbs in brackets. Use the infinitive with *to* or -ing.

- 1 You need ..... *to take* ..... an umbrella. It's raining. (take)
- 2 I don't mind .... early at the weekend. (get up)
- 3 My brother's planning .... to drive next summer. (learn)
- 4 I promise .... home before 11 o'clock. (be)
- 5 I really enjoy .... I'd like to work in a restaurant. (cook)
- 6 When I finish .... my room, I'll go out with my friends. (tidy)

## PLAN

- 5** You received some money for your birthday from someone in your family. Make notes about what you want to say in a thank you email. Use the questions in Exercise 2.

## WRITE

- 6** Write your thank you email. Use your notes from Exercise 5, and the language below.

*Thank you ever so much for ...  
I think I'm going to ...  
As you know, I really enjoy ...  
Anyway, I have to go. I must ...  
Many thanks again for ...  
Best wishes,*

## CHECK

- 7** Can you say YES to these questions?

- Have you got verb patterns?
- Have you got the information from Exercise 5?
- Have you got the language from Exercise 6?



## Vocabulary

### 1 Match the word halves.

*microchip*

memory key smart ~~micro~~ lap touch

screen top board stick phone chip

### 2 Complete the text with verbs in the box.

click log scroll shut turn sign turn

#### How to check your email

First, <sup>1</sup>.... onto the computer. Then <sup>2</sup>.... on this icon to open your email account. You need to <sup>3</sup>.... into your account and then <sup>4</sup>.... down the page to see all your messages. You can listen to music while you do this, just <sup>5</sup>.... up the volume if it's too quiet or <sup>6</sup>.... down the volume if it's too loud. And when you've finished, just click here to <sup>7</sup>.... down the computer. Enjoy!



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

was born get a job learn to drive  
start school take a year out leave home

- 1 In my country, children .... when they're five.
- 2 First, you must ....., and then you can buy a car.
- 3 My brother would like to live in a flat with his friends so he's going to .... next year.
- 4 Luke wants to .... and travel around the world before he goes to university.
- 5 Amy wants to .... in a computer design company.
- 6 I .... in Scotland but we moved to France when I was three.

### 4 Match the containers and materials.

glass (x2) paper plastic (x2) cardboard

bottle (x2) bag (x2) jar box



## Explore vocabulary

### 5 Complete the sentences with the correct adjective form (-ful or -less) of the nouns in the box.

beauty wonder hope care pain use

- 1 I think my team will win the competition. I'm ....
- 2 I fell over when I was playing football. Now my leg is very ....
- 3 Someone who makes a lot of mistakes is often very ....
- 4 My laptop is slow and .... I can't even sign into my email account.
- 5 My best friend is tall and .... She's also very kind and friendly.
- 6 Last summer, we went to California. I had a .... time there.

### 6 Choose the correct answers.

- 1 I'd like to live in Paris when I grow **up** / **off**.
- 2 Every morning, I get **on** / **up** at 7 am and I put **on** / **out** my school uniform.
- 3 To get to my school, I get **on** / **up** the bus outside my house and then I get **off** / **out** the bus opposite the park.
- 4 I look **for** / **at** my keys under the bed when I can't find them.
- 5 When you find **out** / **in** the answer to this question, can you write it **up** / **down** here, please?
- 6 You can't try **on** / **out** clothes you buy on the Internet.

### 7 Complete the sentences with the correct preposition.

- 1 If you haven't got enough money, I can pay .... your ticket.
- 2 My sister always spends her money .... sweets and snacks.
- 3 Last night, I dreamt .... a large dog. It was chasing me.
- 4 Please listen .... these instructions carefully.
- 5 In History, we're learning .... famous explorers.
- 6 Don't worry if you're late. We can wait .... you.

## Language focus

**1** Complete the predictions with *will/won't, may or might* and one of the verbs in the box.

be eat have travel work

- I'm sure everyone .... at home, not in offices.
- I'm not certain but people .... robots in their homes.
- I'm certain we .... to the moon for our holidays.
- People .... food, they will drink special liquids.
- There .... cities on Mars but I'm not sure.

**2** Match the sentence halves.

- You should get a smaller computer, ...
- To pass your exams you have to study more, ...
- You don't have enough money to buy a new phone, ...
- My parents will be angry, ...

- ... don't you?
- ... won't they?
- ... shouldn't you?
- ... do you?

**3** Complete the sentences with the correct form of *be going to* and the verbs in brackets.

- A:** <sup>1</sup>.... Sharon .... Australia in the summer? (visit)  
**B:** No, she <sup>2</sup>.... She <sup>3</sup>.... Japan. (visit)
- A:** When <sup>4</sup>.... Dave and Ann .... married? (get)  
**B:** In September. They <sup>5</sup>.... a big wedding. (not have)

**4** Choose the correct answers.

**Mark:** What <sup>1</sup>will you / are you going to do this summer?

**Jenny:** My cousin <sup>2</sup>will / is going to visit us and we <sup>3</sup>will / are going to go to the mountains.

**Mark:** That sounds nice. I think it <sup>4</sup>will / is going to be fun.

**Jenny:** Yes. I'm sure we <sup>5</sup>will / are going to have a good time.

**5** Complete the sentences with the present continuous form of the verbs in the box. Are they talking about the present or the future?

do go go watch

**A:** We <sup>1</sup>.... out this evening.

**B:** Really? Where <sup>2</sup>.... you ....?

**A:** <sup>3</sup>.... Lauren .... her homework at the moment?

**B:** No, she isn't. She <sup>4</sup>.... TV.



## Language builder

**6** Choose the correct answers.

✕
New mail +1

Hi Emma,

Can you please help me with my homework? I need to post my blog entries on to the class website. I signed into the website yesterday but I <sup>1</sup>.... see where to post my blog. We <sup>2</sup>.... three blogs on the class website before Friday. Miss Ross explained how to do it in class and it sounded like <sup>3</sup>.... thing to do. I <sup>4</sup>.... very carefully and now I've got no idea! If I <sup>5</sup>.... my blog entries, I <sup>6</sup>.... a mark! What <sup>7</sup>.... I do? I think it's <sup>8</sup>.... to give homework to do in our books than online. Do you think in future we <sup>9</sup>.... our homework on the Internet and we <sup>10</sup>.... paper anymore? Anyway, please help me!

Simon

- |                     |                 |                   |
|---------------------|-----------------|-------------------|
| 1 a couldn't        | b don't         | c shouldn't       |
| 2 a 're posting     | b will post     | c have to post    |
| 3 a easiest         | b the easiest   | c the easier      |
| 4 a couldn't listen | b didn't listen | c didn't listened |
| 5 a won't post      | b don't post    | c 'm not posting  |
| 6 a didn't get      | b won't get     | c 'm not getting  |
| 7 a should          | b did           | c will            |
| 8 a good            | b better        | c best            |
| 9 a are doing       | b will do       | c doing           |
| 10 a couldn't use   | b are not using | c won't use       |



## Speaking

**7** Match the sentences.

- How does your microphone work?
  - How do I post a message on this forum?
  - I think everyone should learn to drive.
  - I should work in my free time, shouldn't I?
  - Do I need to press that button?
- Maybe, but I also think you should have time to enjoy yourself.
  - First, you need to turn it on here.
  - Yes, that's it!
  - You have to scroll down the page and click on that icon.
  - I'm not sure I agree. We should use buses and trains more.





# Evaluation test

## Language focus

### 1 Complete the sentences with *will* or *won't*.

- Jack .... come with us to the cinema later. It's going to be fun!
- You can't come over on Saturday because I .... be at home.
- A: .... you have time to help me later?  
B: Yes, no problem.
- I'm sure Emily .... lend you her new jacket because she's very kind.
- It .... rain today because it never rains on my birthday!
- .... Peter go to university next year?

\_\_\_ / 6

### 2 Underline the correct answer.

- I will / might come to your house on Sunday – I'm not sure yet.
- We will / won't go to the park if it rains – it will be cold and no fun.
- Dad may / will give me some money to go out tonight – he promised!
- Sam won't / might come out later, but he has to ask his mum first.
- I won't / may not buy a new phone this year – I haven't got any money!
- Tom says he might / won't help me with my homework later. I hope he does!

\_\_\_ / 6

### 3 Match the sentence halves.

- Your parents are buying you a new skateboard, ...
- Dad will go to Grandma's house tomorrow, ...
- We can go by cab, ...
- He shouldn't do that to his computer, ...
- Emily won't go to the party, ...
- Mark doesn't have any money left, ...

- ... should he?
- ... will she?
- ... does he?
- ... won't he?
- ... can't we?
- ... aren't they?

\_\_\_ / 6

### 4 Complete the sentences with the correct form of the verbs in brackets.

- Your brother Tom .... (give) you his old tablet, didn't he?

- I .... (can) borrow your laptop, can't I?
- They .... (get) upset if you don't join the club, will they?
- Ben .... (want) to study computer programming at college, doesn't he?
- We .... (be) late because of you, won't we?
- There .... (be) a cheaper computer on the market, is there?

\_\_\_ / 12

## Vocabulary

### 5 Complete the sentences with the words in the box.

shut smartphone laptop touchscreen click turn

- I carry my .... everywhere. It does everything except phone calls!
- My computer has a .... so I don't use the keyboard very much.
- I sometimes forget to .... down my computer at the end of the day.
- My .... does lots of things, but the screen is too small to watch films.
- Just .... on that icon and you'll see the screen you want.
- The screen is black because you didn't .... on the computer!

\_\_\_ / 6

### 6 Underline the correct answer.

- Come and get up / sit down on the sofa and watch this film.
- Can you get up / turn up the volume? I can't hear anything.
- I can't log onto / click on my computer. I wonder what's wrong.
- You have to sign into / scroll down your account to get your details.
- Are you too hot? Put on / Take off your sweater.
- Scroll down / Turn on and you'll see the contact details at the bottom of the page.

\_\_\_ / 12

### 6 Write a text about the future of computers / cars / books. Use sequencing language (*firstly, secondly, however, in conclusion*). Write 60–80 words.

\_\_\_ / 12

**Total:** \_\_\_ / 60

# 6 Evaluation test

## Language focus

### 1 Complete the sentences with the correct form of *be going to*.

- I ... take a year out after school.
- ... (you) take your driving test soon?
- I ... (not) see my friends this evening because I want to watch my favourite reality TV show.
- Lisa and Tom ... get married in the summer.
- Hannah ... start revising for her exams at the weekend.
- My aunt ... (not) move to Spain next year. She wants to stay in Britain.

\_\_\_ / 6

### 2 Complete the sentences with the correct form of *will* or *be going to*.

- I ... see my friends tomorrow because I have to do some homework.
- We ... visit my aunt Julia on Sunday. We always see her at the weekend.
- I promise I ... forget Mum's birthday again!
- I don't think Peter ... come to the party.
- Tom ... go to the cinema on Saturday, and he's asked me to go, too.
- I'm sure Sam ... be here when we get home because he's going out.

\_\_\_ / 6

### 3 Complete the sentences with the correct form of the verbs in brackets. Use the present continuous for future.

- What ... (Sam / do) tomorrow?
- John ... (spend) the summer with his cousins.
- We ... (not see) Luke later because he's away at the moment.
- Where ... (you / go) this weekend?
- I ... (have) my first driving lesson after school.
- Rosie ... (not meet) her friends at 6 o'clock. They're busy.

\_\_\_ / 6

### 4 Underline the correct answer.

- What will you do / are you going to do in the holidays?
- The film is starting / will start in ten minutes, so hurry up!
- When I leave school, I will / am going to study at university.
- My aunt will / is going to come and see us next week.
- I think Tom will call / is calling us when he gets home.

- We will stay / are staying with my cousins while we're in London – it's all arranged!

\_\_\_ / 6

## Vocabulary

### 5 Complete the sentences with the words in the box.

go start leave be learn get

- My little brother is going to ... school next week.
- My older brother wants to ... home travel.
- In England, children have to ... to school between the ages of 5 and 16.
- I want to ... a job as soon as I can so I can start saving some money.
- It's good to ... born in the summer – then you can have birthday parties outside!
- I want to ... to drive when I'm old enough.

\_\_\_ / 6

### 6 Match the sentence halves.

- In my country, children start .....
  - What do you want to do after you leave .....
  - My brother is going to take .....
  - John and Maria are going to get .....
  - I'd like to go .....
  - My sister wants to have .....
- a three children when she's older!  
b to university and study Maths.  
c married next year!  
d school when they're five.  
e a year out after school.  
f school in the summer?

\_\_\_ / 12

### 7 Underline the correct answer.

- When I grow up / on, I want to be a scientist.
- Last night I dreamt with / about going to Australia!
- I had to wait 20 minutes to / for my friend to arrive.

\_\_\_ / 6

### 8 Your aunt and uncle bought you a new bike for your birthday. Write them a thank you email. Say what you are going to do with your present. Write 25–35 words.

\_\_\_ / 6

Total: \_\_\_ / 60



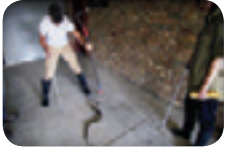
# Look out!

Discovery  
EDUCATION

In this unit ...



Danger in our food p87



A deadly job p90



Accidents p92



CLIL Medical myths  
p162

## Vocabulary

- Accidents and injuries
- The body
- Expressions with *get*
- Compound nouns

## Language focus

- Present perfect
- Present perfect vs. past simple

## Unit aims

I can ...

- talk about accidents and injuries.
- talk about the things I have and haven't done in my life.
- understand information about accidents and danger.
- ask and answer questions about the things I have done and say how it happened.
- react to both good and bad news.
- write an email to refuse an invitation.

## BE CURIOUS



What can you see in the photo?

Start thinking

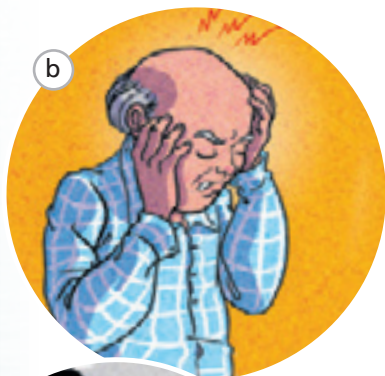
- What other dangerous animals can you think of?
- Have you or anyone you know been in a dangerous situation?
- What dangers can you think of in your house?




## Vocabulary Accidents and injuries

- 1  Match the pictures with the words in the box. Then listen, check and repeat.

hurt your back   bang your head   cut your finger  
slip on ice   break your leg   trip over the dog   crash your car  
fall off your bike   burn your hand   trap your finger



- 2  Complete the sentences with the correct form of the words in Exercise 1.

- 1 She crashed her car into a tree. It was a new Lamborghini!
- 2 I cut my finger with a knife this morning and now it really hurts!
- 3 Don't touch the plates. They're really hot. You might burn your hand.
- 4 Dad hurt his back. He moved the wardrobe and now he can't stand up.
- 5 Tom jumped over a wall and fell badly. He fell his leg and he couldn't walk for 6 weeks.
- 6 Ouch! I always slip my foot on that cupboard on the kitchen wall.

### Your turn

- 3 Write sentences about the last time the accidents and injuries in Exercise 1 happened to you or someone you know.  
*My mum burnt her hand last week.  
She touched a hot saucepan.*
- 4 Compare your answers with your partner. Can you think of a person for each accident or injury?

➔ Vocabulary bank • page 142

# AN ACCIDENT WAITING TO HAPPEN

**Mick Wilary is a very unlucky man. Over the last 30 years he has had more accidents than anyone else in Britain. He has broken fifteen different bones, and has had more than 30 injuries.**

Mick works on a farm and often works with dangerous machines and animals, so some of his accidents have been very serious. In 2010 a machine trapped him and he broke both his legs. He had three operations and spent six months in hospital.

When he was a boy, he fell off a horse. He also got hurt badly when he got home one day, tripped over a cat, fell down the stairs and banged his head.

While working on the farm, he broke his fingers with a hammer and crashed a tractor. But he hasn't only had accidents with machines and animals. 'I'll never forget when Mick stepped on a potato, slipped and broke both his ankles,' his wife Evelyn says.

But Mick has never complained or got angry about his injuries. 'It's important to keep going and get better when these things happen,' he says with a smile. And his wife agrees. 'It's a bit of a joke.'



**FACT!** In the UK, 33% of all serious injuries happen when someone slips on or trips over something. The government believes it costs hospitals over £100 million to help these people.

## Reading A magazine article

- 1** Work with a partner. Look at the photo of Mick Wilary. How do you think the things below are connected to Mick?



- 2** Read the article and check your ideas to Exercise 1.

- 3** Mark the sentences true (T) or false (F).

- Mick has broken 30 bones this year.
- In 2010, he broke his legs in an accident in a machine.
- When he was a boy, he had two accidents with animals.
- Mick broke his ankles when he slipped on a vegetable.
- Mick gets angry when something bad happens.

## Explore expressions with get

- 4** Look at the article again. Find three examples of **get + adjective**. What does **get** mean in each expression?

- 5** Complete the sentences with **get** and the words in the box.

home injured married better sick worried

- I always have a sandwich when I ... **get home** ... from school.
- When I'm older, I'm going to ... and have lots of children.
- Don't climb that tree. You won't be able to play football next week if you ....
- When I travel in cars, I usually ....
- My parents will ... if I'm home late.
- My dad has hurt his back. I hope he'll ... soon.

Vocabulary bank • page 142

## Your turn

- 6** Write three true or false sentences about you with **get** and the words in the box.

worried tired sick hurt old  
home injured married better

*I get worried when my dog runs away.*

- 7** Work with a partner. Listen to his/her sentences. Can you guess which are false?



# Language focus 1 Present perfect: affirmative and negative

1 Complete the examples from the text on page 86.

|   | I / we / you / they                            | he / she / it   |
|---|--|---|
| + | I've <b>had</b> more than 30 serious injuries. | He <sup>1</sup> .... <b>broken</b> fifteen different bones.   |
| - | I <b>haven't stopped</b> working on the farm.  | He <sup>2</sup> .... only <b>had</b> accidents with machines. |

→ Grammar reference • page 128

2 Choose the correct words.

- I have eaten / has eaten fried insects.
- My grandmother **have** seen / **has seen** all the James Bond films.
- My friends and I **haven't swum** / **hasn't swum** in the sea this year.
- I **haven't broken** / **hasn't broken** an arm or a leg.
- My cousins **have flown** / **has flown** in a hot air balloon.
- My little brother **haven't hurt** / **hasn't hurt** himself today!



Get it right!

The past participles of *go* are **been** and **gone**.  
We use **been** when someone goes and returns:  
*I'm sorry I'm late. I've **been** to the dentist.*  
We use **gone** when someone hasn't returned:  
*Jack isn't here today. He's **gone** to the hospital to visit his grandmother.*

3 Complete the conversations with the present perfect form of the verbs in brackets and where necessary, **never**. Then listen and check.

- A: I <sup>1</sup>.... **'ve never sung** (X sing) in a concert.  
What about you?  
B: I <sup>2</sup>.... (✓ sing) in a concert and I <sup>3</sup>.... (✓ play) the piano too.
- A: My cousin <sup>4</sup>.... (✓ have) a lot of accidents, but she <sup>5</sup>.... (X break) her arm or leg.  
B: That's lucky! My brother <sup>6</sup>.... (✓ break) his leg twice.
- A: I <sup>7</sup>.... (X meet) anybody famous, have you?  
B: Well, I <sup>8</sup>.... (✓ play) football with Cristiano Ronaldo.  
A: Really? Where?  
B: On a computer game!
- A: I <sup>9</sup>.... (X go) to New York, have you?  
B: Yes, I <sup>10</sup>.... (✓ go) there twice!

4 Write sentences with the correct form of the present perfect and the words below.

- I / not go / to hospital
- My parents / visit / 20 countries
- London / have / the Olympic Games three times
- Patrick / not read / many books
- Anna / live / in the USA
- You / not meet / my cousin Sam

**Your turn**

5 Write sentences about what you have and haven't done in your life. Use the words in the box or your own ideas.

eat a snake swim in a cold lake be on TV  
go to another country write a blog  
speak English outside class go scuba diving

*I have never eaten a snake.*

6 Work with a partner. Compare your sentences from Exercise 5. Have you done the same things?

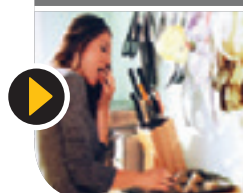
I have never eaten a snake. What about you?

No, I have never eaten a snake but I've swum in a cold lake. How about you?

7 Write five sentences about your partner.  
*Anna has never eaten a snake but she has ...*

Learn about how 71 people in the USA got E. coli 0157.

- What is E. coli 0157?
- How do people get it?
- What did the 71 people with E. coli 0157 all eat?



**Discovery**  
EDUCATION

7.1 Danger in our food



## Listening A radio interview

- 1 Work with a partner. Look at the photos. What do you think the most common accidents are to happen in these rooms?



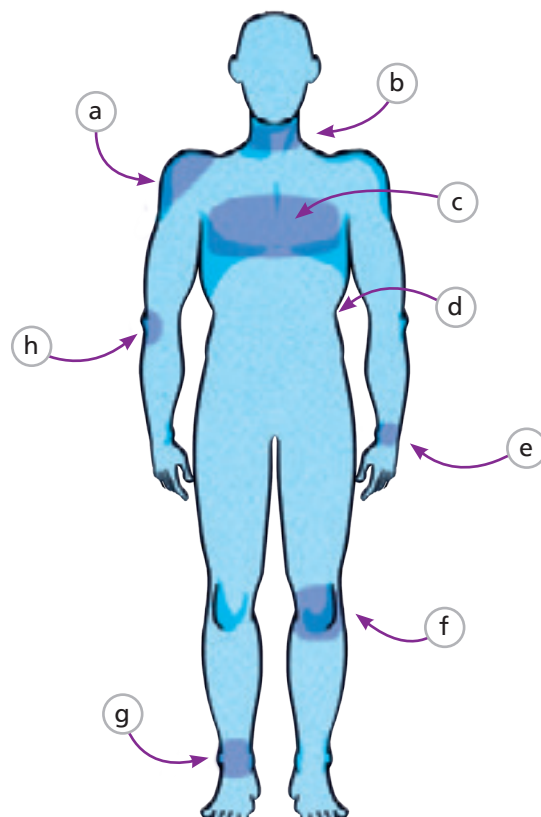
- 2 Listen to the radio interview and check your ideas to Exercise 1.

- 3 Listen again. Mark the sentences true (T) or false (F). Correct the false sentences.

- 1 Over 2 million people have injured themselves at home this year.
- 2 Angela thinks the living room is the most dangerous room in the house.
- 3 The presenter has never had an accident in the kitchen.
- 4 The bathroom can be dangerous for older people and young children.
- 5 The most common accident at home is cutting your finger.
- 6 Angela's husband fell out of the window last week.

## Vocabulary The body

- 4 Match the words in the box with the parts of the body in the picture. Then listen, check and repeat.



elbow ankle shoulder neck  
knee wrist back chest

### Your turn

- 5 Write sentences about the parts of your body you have injured. Use the verbs below or your own ideas.

hurt break cut burn

*I've broken my wrist, I've burnt my arm, ...*

- 6 Work with a partner. Point to a part of your body. Can your partner guess what happened?

You've broken your wrist.

Yes, I have. I went skiing last week and I fell over.

## Language focus 2 Present perfect: questions

- 1 Complete the examples from the listening on page 88.

|               | I / we / you / they   | he / she / it                                       |
|---------------|---|---|
| Wh- ?         | Where <b>have</b> most accidents <b>happened</b> ?          | What <b>has</b> he <b>injured</b> ?                 |
| Y/N ?         | <sup>1</sup> .... you ever .... an accident in the kitchen? | <sup>4</sup> .... he .... any accidents this year?  |
| Short answers | Yes, I <sup>2</sup> ....<br>No, I <sup>3</sup> ....         | Yes, he <sup>5</sup> ....<br>No, he <b>hasn't</b> . |

→ Grammar reference • page 128

- 2 Write questions with the correct form of the present perfect and ever.

- you / lose your keys? *Have you ever lost your keys?*
- your parents / live in another city?
- your best friend / go to another country?
- you / slip on anything?
- your dad / win a competition?
- you / watch an important sports match in a stadium?

### Your turn

- 3 Work with a partner. Ask and answer the questions in Exercise 2.

Have you ever lost your keys?

## Past simple vs. present perfect

- 4 Look at the examples from the listening on page 88 and the rules below. Then complete the table and the rules with past simple or present perfect.

|                   |   |
|-------------------|---|
| <sup>1</sup> .... | I've cut my fingers a few times, and I've burnt my hand with boiling water. |
| <sup>2</sup> .... | He fell off a chair last week.  |

We use the <sup>1</sup>.... to say when something happened. We use words like *last week, yesterday, two weeks ago*. We use the <sup>2</sup>.... if we don't know when something happened or it's not important when something happened. We use words like *ever, never, in the last ten years, in my life, etc.*

→ Grammar reference • page 128

→ Say it right! • page 117

- 5 Choose the correct words.

- It's stopped / stopped raining. Let's ride our bikes.
- I haven't tried / didn't try snowboarding. I'd love to do that.
- My mum's read / read six books when we were on holiday.
- When have you started / did you start to learn English?
- Have you ever had / Did you ever have an accident?
- My brother's finished / finished primary school a few years ago.

- 6 Complete the text with the present perfect or past simple form of the verbs in brackets. Then listen and check.

My dad and I <sup>1</sup>.... (climb) a lot of mountains and of course it can be dangerous. I <sup>2</sup>.... (start) when I was 14 but I <sup>3</sup>.... (never have) a serious accident. My dad and I <sup>4</sup>.... (travel) all over the world and we <sup>5</sup>.... (see) some wonderful things. Last year, we <sup>6</sup>.... (go) to Argentina. So, where next? We'd love to go to the Himalayas because we <sup>7</sup>.... (never climb) Everest.



### Your turn

- 7 Work with a partner. Write questions with the present perfect and ever. Use these words or your own ideas.

have a pet try Mexican food climb a mountain  
sing Karaoke skate down a hill

*Have you ever had a pet?*

- 8 Change partners. Ask and answer your questions from Exercise 7.

Have you ever had a pet?

Yes, I have. My family had a dog a few years ago.





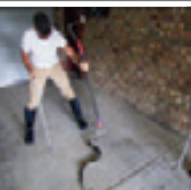
# Discover Culture

**1 Work with a partner. Look at the pictures and guess the answers to the questions.**

- Which do you think is the most dangerous snake in the world?
- How quickly do you think you can die from a bite from this snake?
- Which of the snakes do you think lives in Australia?



Find out about snake catchers in Australia.



**Discovery**  
EDUCATION™



**7.2 A deadly job**

**2 Watch the video and check your answers. Which other animals appear in the video? Which of them are dangerous?**

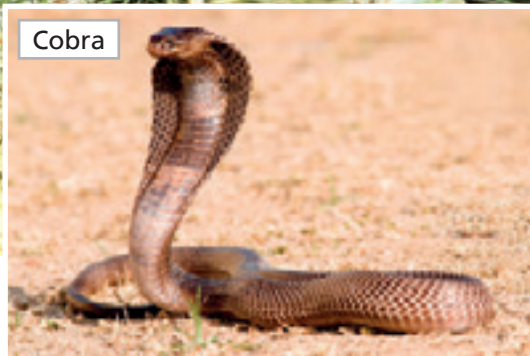
**3 Test your memory. Match the animals with the actions.**

- |                |                            |
|----------------|----------------------------|
| 1 kangaroos    | a yawning                  |
| 2 koala        | b lying in a box           |
| 3 crocodile    | c jumping out of the river |
| 4 taipan snake | d moving on a rock         |
| 5 brown snake  | e eating                   |

**4 Watch the video again. Check your answers to Exercise 3 and choose the best option to complete the sentences.**

- Snakes are a big problem in Melbourne / Adelaide.
- The snakes go into people's homes for food / to sleep.
- The Snake-Away company take snakes away in a box / bag.
- They catch the snake by its tail / head.
- They don't kill the snakes because it's against the law / unkind.

Cobra



## Your turn

**5 Look at the dangerous jobs. Write a sentence saying if you would or wouldn't like to do each one and why/why not.**

snake catcher firefighter pilot racing car driver  
zookeeper deep sea diver police officer

*I wouldn't like to be a snake catcher because I'm frightened of snakes.*

**6 Work in small groups. Compare your sentences. Do you agree with each other?**

I wouldn't like to be a snake catcher because I'm frightened of snakes.

I disagree. That's a really exciting job and you can help people.



## Reading An article

### 1 Look at the photo and answer the questions.

- 1 Where do tigers live?
- 2 Which country do you think the photograph shows?
- 3 Why do you think tigers are dangerous?

### 2 Read the article. Check your ideas to Exercise 1.

### 3 Read the article again. Answer the questions.

- 1 What do people do in the forests in the Sundarbans every day?
- 2 Why is it dangerous for the people to go into the forests?
- 3 What did the tigers do in the Sundarbans last year?
- 4 How is the tiger charity helping the people?
- 5 What should you do if you see a tiger?
- 6 How is the tiger a part of the culture in the region?

### Explore compound nouns

### 4 Look at the words in **bold** in the article. What do they mean?

### 5 Match the words in the box to the definitions.

forest floor   firewood   wildlife  
charity worker   fishing boat

- 1 Wood that you use to make a fire.
- 2 A boat that you use when you go fishing.
- 3 People who work for a charity.
- 4 The ground in the forest.
- 5 The animals, birds and plants that live in an area.

➔ Vocabulary bank • page 142

### Your turn

### 6 Write your answers to the questions.

- 1 What dangerous animals, plants or birds are there in your country?
- 2 Have you or anyone you know ever had a bad experience with an animal? What happened?

### 7 Work in small groups. Compare your answers from Exercise 6.

➔ Groupwork • page 143

# LIVING WITH TIGERS



In the Sundarbans region in Bangladesh, thousands of people go into the forests every day to fish, hunt and look for honey and **firewood**. The work is difficult and it can also be very dangerous because the forests are home to lots of **wildlife**, including about 400 tigers.

In the last year, tigers have killed about 50 people in the Sundarbans area. The local people feel scared and they worry that the tigers will come into their villages and attack them. They sometimes go into the forests and kill the tigers.

With the help of a tiger charity, local people are learning how to live and work close to tigers, how to look for tiger marks on the **forest floor** and listen for the sounds from other animals when there is a tiger nearby. **Charity workers** also tell people where the attacks have happened. If they see a tiger, they learn not to run away, but to look at it and make lots of noise.

The tiger is a big part of the culture here. The people sing songs about tigers and tell stories about tiger gods. The charity hopes that the people will learn to understand the tigers better, and will be able to live safely with these beautiful animals.

**FACT!** There are only about 3,000 wild tigers left in the whole world.

# Speaking Reacting to news



## Real talk: Have you ever had an accident?

1 Watch the teenagers in the video and complete the table.

|                                | Speaker 1 | Speaker 2 | Speaker 3 | Speaker 4 | Speaker 5 | Speaker 6 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Have you ever had an accident? | Yes       | ....      | ....      | ....      | ....      | ....      |
| What did you hurt?             | my ankle  | ....      | ....      | ....      | ....      | ....      |

2 Have *you* ever had an accident? Ask and answer with your partner.

3 Listen to Holly talking to Theo. Who has the best news?

4 Complete the conversation with the useful language. Then listen and check your answers.



### Useful language

What have you been up to? I've (*passed all my exams*).  
 How's it going? Oh no!  
 How (*amazing*)! What a shame!  
 That's (*fantastic*)! I'm sorry to hear that.

Theo: Hi Holly. <sup>1</sup>....?  
 Holly: Fine, thanks. How about you?  
 Theo: Yeah, not bad. <sup>2</sup>.... passed all my exams.  
 Holly: Well done! <sup>3</sup>....!  
 Theo: Thanks! The exams weren't easy. <sup>4</sup>....?  
 Holly: Well, my brother's had an accident. He's broken his leg.  
 Theo: <sup>5</sup>.... Is it serious?  
 Holly: No, not really. He's at home now. His football team's in the final but he can't play.  
 Theo: <sup>6</sup>....! <sup>7</sup>....  
 Holly: Yes. But my other news is that we're going to Thailand for our holidays.  
 Theo: Wow! <sup>8</sup>....! I think I'm going to summer school.  
 Holly: Really? Lucky you!

5 Work with a partner. Practise the conversation in Exercise 4.

6 Work with a partner. Tell each other some good news and bad news. Use the ideas below or you own. Use the useful language to react to the news.

What have you been up to?

I won a writing competition last week.

Well done! That's fantastic.



TEAM WINS IMPORTANT MATCH

WIN A WRITING COMPETITION

DO A 10KM RUN FOR CHARITY

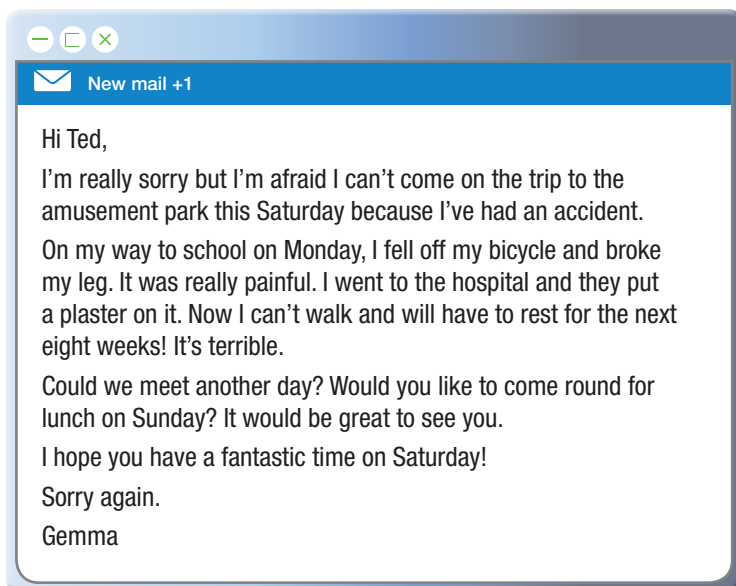
HAVE AN ACCIDENT  
 LOSE SOMETHING VALUABLE  
 FAIL EXAMS





## Writing An email refusing an invitation

- 1 Look at the photo and read the email. Why is Gemma writing to Ted?



- 2 Read Gemma's email again and answer the questions.

- 1 Where can't Gemma go?
- 2 Why can't she go?
- 3 What does she need to do now?
- 4 What new plan does she suggest?

### Useful language

#### Polite language for refusing

When you refuse an invitation, use polite language ...

- to apologise *I'm really sorry but ...*, <sup>1</sup>....
- to refuse an invitation *I'm afraid I can't ...*, <sup>2</sup>....
- to suggest another time *Could we meet another day?*, <sup>3</sup>....
- to finish the email *I hope you have a fantastic time,* <sup>4</sup>....

- 3 Add the examples below to the useful language.

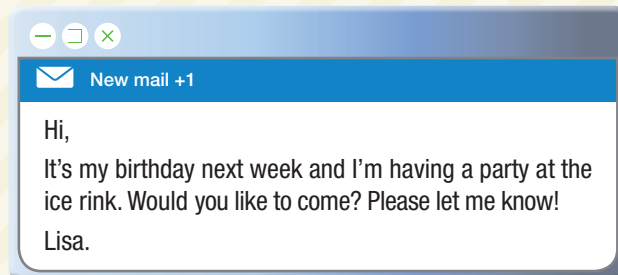
Enjoy yourselves!  
Sorry for not telling you before.  
How about another day?  
I would love to go but I can't.



### Get Writing

#### PLAN

- 4 Read the email from your friend Lisa and make notes about why you can't go. Use the questions in Exercise 2.



#### WRITE

- 5 Write your email. Use your notes from Exercise 4, and the language below.

Hi ... ,  
I'm really sorry but I'm afraid I can't ... because ...  
Could we meet another day?  
Shall we ...?  
I hope you have a fantastic time!  
Sorry again.

#### CHECK

- 6 Can you say YES to these questions?
- Have you got polite language?
  - Have you got the information from Exercise 4?
  - Have you got the language from Exercise 5?



# Having fun!

**Discovery**  
EDUCATION™

In this unit ...



A New York City food tour p97



Punkin Chunkin! p100



Birthday celebrations p102



CLIL An ancient answer p163

## Vocabulary

- Free time activities
- Adjectives of feeling
- Expressions with *have*
- Making nouns from verbs

## Language focus

- *one/ones*
- *too + adjective*
- Indefinite pronouns
- *(not) adjective + enough*

## Unit aims

I can ...

- talk about my free time activities.
- talk about people, things and places without repeating the same words.
- understand information about how people have fun around the world.
- talk about things which are too big, small, cold, etc. or not big, small, cold, etc. enough.
- make suggestions and respond to them.
- write an email invitation to a friend.



## BE CURIOUS



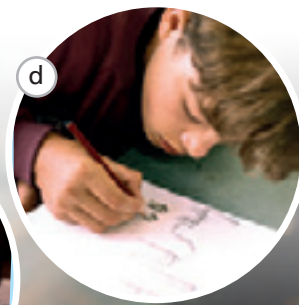
What can you see in the photo?

Start thinking

- How are these people feeling?
- How do you and your friends have fun?
- What's the best day out you've ever had?



## Vocabulary Free time activities



- 1** Match the pictures with the words in the box. Then listen, check and repeat.

play computer games   meet friends  
spend time with your family  
use the Internet   draw pictures  
take photos   read books or magazines  
watch films   have a party  
play an instrument

- 2** Complete the questions with the correct form of the verbs in Exercise 1.

- 1 What kind of computer games do you .... ?
- 2 Did you .... a party on your last birthday?
- 3 What books or magazines have you .... this week?
- 4 When do you .... time with your family?
- 5 Are you going to .... the Internet later?
- 6 What instruments can you .... ?
- 7 Where do you usually .... your friends?
- 8 Do you and your friends often .... photos with your mobiles?

### Your turn

- 3** Write your answers to the questions in Exercise 2.

1 *I like playing football games.*

- 4** Work in small groups. Ask and answer the questions in Exercise 2. Remember to ask for more information.


What kind of computer games do you play?

I like playing football games.

## Reading An online forum

1 Look at the photos and read the introduction to the online forum. What's a long weekend? Which plan do you think you would prefer?

2  Read the article and check your ideas to Exercise 1.

3  Read the text again and write **M** (Michele), **R** (Rohun) or **S** (Suzi).

- 1 Who's spending time with their family?
- 2 Who's going somewhere with their class?
- 3 Who's doing something in their school?
- 4 Who's going somewhere outside?
- 5 Who's going to have fun in the café?
- 6 Who's inviting you to listen to music?

 Explore expressions with **have**

4 Look at the text again. Find three expressions with **have**.

5 Write sentences about you with **have** and one of the words in the box.

a good time a shower a rest  
a problem a meal a party

*I had a good time at my friend's party last week.*

 Vocabulary bank • page 144

### Your turn

6 What can you do in your town on a long weekend? Write three ideas.

*You can meet your friends at the shopping centre and you can have a drink in the café.*

7 Compare your ideas with a partner. Then write a short paragraph for the online forum.

# PLANS FOR THE LONG WEEKEND

No school on Monday so this weekend's going to be a long one! Post your plans for the weekend below.



### MICHELE GREEN, YEAR 9

Lunch with my grandparents on Saturday but the next day I'm going to meet my friends at the open-air swimming pool. There's something for everyone there and we always have a good time! If you want a swim, the water's warm. If you want to sit in the sun, there's always somewhere to put your towel. And if you get thirsty, you can have something to drink at the café.



### ROHUN PATEL, YEAR 10

I play the guitar in a band with three friends. If you haven't got anything better to do, we're playing two concerts this weekend. The first one is on Saturday at 6 pm in the school hall and tickets are free! Come and join us!



### SUZI POLOWETSKY, YEAR 9

I'm going to the library on Saturday with my classmates. No! Not to read books! There's an exhibition for students to show their photos and Misha's taken some amazing ones of our school trip. We're having a party afterwards in the café. Why don't you come?

**FACT!** The world's largest open-air swimming pool is in Chile. It's more than 1 km long. That's the size of 20 Olympic swimming pools.



## Language focus 1 *one/ones*

### 1 Complete the examples from the text on page 96.

|                 |   |
|-----------------|---|
| Singular object | No school on Monday so this weekend's going to be a long <sup>1</sup> ....! |
| Plural object   | Misha's taken some amazing <sup>2</sup> .... of our school trip.            |

→ Grammar reference • page 129

### 2 Complete the conversations with *one* or *ones*. Then listen and check.

Lucy: Which <sup>1</sup>.... is your skateboard?  
 Caroline: That <sup>2</sup>....  
 Lucy: Is it the <sup>3</sup>.... with red stars?  
 Caroline: No, it's got blue <sup>4</sup>....



Tania: I like those shoes.  
 Jenny: Which <sup>5</sup>....? The <sup>6</sup>.... on the brown box?  
 Tania: No, those shoes on the black <sup>7</sup>....  
 Jenny: Oh! I prefer the boots next to those <sup>8</sup>....

## Indefinite pronouns

### 3 Complete the examples from the text on page 96.

|             | People   | Things   | Places  |
|-------------|--|--|---|
| affirmative | There's something for <sup>1</sup> .... there.     | You can have <sup>2</sup> .... to drink at the café. | There's always <sup>3</sup> .... to put your towel.         |
| negative    | There is <b>nobody</b> from school at the concert. | If you haven't got <sup>4</sup> .... better to do.   | We don't usually go <b>anywhere</b> special at the weekend. |

→ Grammar reference • page 129

### Get it right!

Use the verb in the negative with **any**:  
 I haven't had **anything** to eat. ✓  
 I haven't had **nothing** to eat. ✗

### 4 Replace the words in bold with an indefinite pronoun.

- I think there's a **person** at the door. *someone*
- Where's Jack? He's **in a room** in the school.
- I've looked for my bag **in all the places** in the house. I can't find it **in any place**.
- There's **no food** in the fridge.
- Ouch! I've got a **small object** in my shoe!
- There's **not one place** we can buy milk.

### Your turn

### 5 Write this information on a piece of paper in a different order.

- someone famous you have met.
- somewhere you've never been.
- someone famous you would like to meet.
- something you've done that you really enjoyed.
- somewhere you've been that was amazing.
- something you've never done that you'd like to do.

*New York, Usain Bolt, ...*

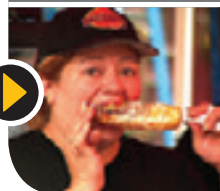
### 6 Read your partner's information from Exercise 5. Can you guess what it means?

Is New York somewhere you've never been?

No, it isn't. It's somewhere I've been that was amazing.

### Learn about having a meal in New York.

- What can you eat at Katz's Delicatessen?
- Does Sylvia's Restaurant have Chinese food?
- What does everyone enjoy at Serendipity?



**Discovery**  
EDUCATION

8.1 A New York City food tour

# Listening A radio interview

1 Look at the photos of three school trips. Where did the pupils go? What did they do there?



2 Listen to the radio interview and check your ideas to Exercise 1.

3 Listen again and answer the questions.

- 1 Did Hannah and her friends take off their coats? Why/Why not?
- 2 How did Hannah and her classmates feel about the teacher?
- 3 What did Toby think about the Spanish lesson?
- 4 Did Toby have fun in the dancing class? Why/Why not?
- 5 Did Kate have a good time?
- 6 Why did the little monkey feel sad?

## Vocabulary Adjectives of feeling

4 Match the pictures a–i with the words in the box. Then listen, check and repeat.

angry bored excited tired afraid upset  
interested embarrassed surprised

➔ Say it right! • page 97

### Your turn

5 Look at the adjectives in Exercise 4. What usually makes you feel this way? Write sentences with the words in the box or your own ideas.

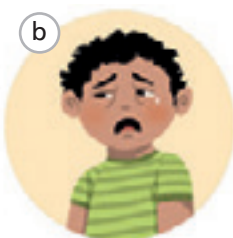
long weekend spiders going on a school trip  
losing an important game or competition  
a very sad book or film my brother or sister

*I feel excited before a long weekend. I feel afraid when ...*

6 Work with a partner. Ask and answer questions about your sentences in Exercise 5. Do you feel the same way about the same things?

When do you feel excited?

I feel excited before a long weekend.





## Language focus 2 *too* and *enough*

### *too* + adjective

- 1 Complete the examples from the listening on page 98. Then answer the question below.

+ It was <sup>1</sup>.... to take off our coats.  
I was <sup>2</sup>.... to look.

→ Grammar reference • page 129

- 2 Complete the sentences with *too* + adjective + infinitive. Use the adjectives in the box.

hot cold late small old young

- I'm not going into the sea.  
It's *too cold to swim* (swim).
- It's time for bed. It's .... (watch) TV.
- I'm sorry, but the children are .... (ride) that horse.
- It's 40 °C today. It's .... (play) tennis.
- My brother is .... (join) the army. He must wait until he's 18.
- My granddad is .... (play) football, but he still enjoys watching it.

### (not) adjective + *enough*

- 3 Complete the examples from the listening on page 98.

+ The test was easy <sup>1</sup>.... for everyone to pass.  
- One of the little monkeys wasn't <sup>2</sup>.... to get to the table.

→ Grammar reference • page 129

- 4 Complete the sentences with (not) enough and the adjectives in brackets.

- We can't eat in the garden because it *isn't warm enough* (warm) to sit outside.
- You can't go to that disco because you .... (old) to get in.
- We don't need to go by car because it .... (close) to walk.
- You mustn't go in the water because it .... (safe) to swim.
- I only want a snack because I .... (hungry) to eat a big meal.
- We can drive all of you to the match because our car .... (big) to take seven people.

### Get it right!

Use **too** before the adjective.  
*I'm too young to see the film.*  
Use **enough** after the adjective.  
*I'm not old enough to see the film.*

- 5 Choose the correct words to complete the sentences.

- Don't go in the sea. It's not dangerous enough / **too dangerous** to swim today.
- You can't move that box on your own. You're not strong enough / **too strong** to carry it.
- My sister's staying at home today. She's not well enough / **too well** to go to school.
- I'm going to bed. I'm not tired enough / **too tired** to watch the film.
- I wanted to go to the concert but the tickets were not expensive enough / **too expensive** to buy.
- The wall is not high enough / **too high** to jump over.

- 6 Order the words to make questions.

- ice cream / to / too / cold / Is / eat / it / an?  
*Is it too cold to eat an ice cream?*
- Have / tired / go out / you / too / to / been / ever?
- you / Were / hungry / to / big / breakfast / enough / have / a?
- strong / Are / carry / a / you / to / enough / friend?
- your / sports team / enough / Is / good / win / to / league / the?
- house / big / enough / have / Is / your / party / to / a?

### Your turn

- 7 Write your answers to the questions in Exercise 6.

*No, it isn't too cold to eat an ice cream. I'd like one, please!*

- 8 Work with a partner. Ask and answer the questions in Exercise 6.

Is it too cold to eat ice cream?

No, it isn't too cold to eat an ice cream. I'd like one, please!



# Discover Culture



**1** Work with a partner. Look at the pictures and answer the questions.

- 1 Do you ever eat pumpkin? When? What do you eat it with?
- 2 What else do you think you could do with a pumpkin?



Find out about a pumpkin competition in Bridgeville, USA.



**Discovery**  
EDUCATION™

## 8.2 Punkin Chunkin!

**2** You are going to watch a video about the 'Punkin Chunkin' competition in Bridgeville, USA. What do you think happens in this competition?

**3** Watch the video and check your answers to Exercise 2.

**4** Watch the video again and complete the text with the words in the box.

champion festival fun pumpkin  
shoot mess chuck

Some people call it a sport. Some call it a <sup>1</sup>.... But everyone thinks it's <sup>2</sup>.... The rules are simple. First, take a <sup>3</sup>.... Then build a machine to <sup>4</sup>.... it as far as you can. Jake's father helped to organise the very first Punkin Chunkin <sup>5</sup>.... in 1986. Now the whole family helps <sup>6</sup>.... pumpkins. And Jake is the best. In 2008 he was the world <sup>7</sup>.... and again in 2012. Jake's pumpkins have gone 1,366 metres.

**5** Test your memory. Choose the correct answers.

- 1 Some / All of the machines have the American flag.
- 2 None / Some of the machines break.
- 3 Some people / Nobody wear(s) strange costumes.
- 4 Nobody / Some people celebrate(s) the results.
- 5 Some / All of the pumpkins have writing on them.
- 6 A lot of / Not many people come to watch the competition.

### Your turn

**6** Write down the rules for an unusual competition in your country, or invent one.

*We've got a cheese throwing competition. First, you need to choose a cheese. Next, you have to ...*

**7** Work in small groups. Compare your unusual competitions and choose your favourite.

I like Marco and Anna's competition best because everyone has a good time.

I prefer the cheese one because ...



# Reading An article

1 Work with a partner. Read the quiz and guess the answers.

2  Read the article. Check your answers to the quiz.

## Explore making nouns from verbs

3 Look at the article again. Find the noun from the verb *play*. What do we add to the verb to make the noun?

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

have a party   play jokes   take photos  
use the Internet   play an instrument   watch films

- 1 *Playing jokes* on 1 April is still normal in English-speaking countries.
- 2 I think ... on TV is better than going to the cinema.
- 3 ... on your birthday is a great way to see all your friends and have fun.
- 4 ... with your mobile is easier than with a camera.
- 5 ... in a band is hard work if you have to play a concert every weekend.
- 6 ... on a very small computer screen is difficult.

➔ Vocabulary bank • page 144

## Your turn

5 Imagine you are a newsreader. Write down two jokes you would like to tell everyone in your country.

*I'd like to tell everyone that monkeys can talk.*

6 Work with a partner. Compare your jokes and choose the best one.

I'd like to tell everyone that the moon is made of cheese.

That's a good one! I'd like to ...



## APRIL FOOLS' DAY

How much do you know about

### April Fools' Day?

QUIZ

1 On April Fools' Day people ...

- a don't go to school.
- b play jokes on each other.
- c have a party.

2 Before the 16th Century, New Year's Day was ...

- a on 1<sup>st</sup> April.
- b on 1<sup>st</sup> January.
- c on two different days.

3 April Fools' Day is ...

- a only in England.
- b only on TV.
- c in places where people speak English.

4 Spaghetti

- a grows on trees.
- b is also a type of tree.
- c doesn't grow on trees.

5 Big Ben ...

- a has now got a digital face.
- b is in London.
- c is going to change.

Be careful! Today is 1 April.

Don't listen to your friends when

they say school's closed for a week! Don't run to the window if your dad tells you it's snowing. It's April Fools' Day and you don't want to be the fool!

People believe that April Fools' Day began in the sixteenth century when New Year's Day moved from 1 April to 1 January. Of course, there wasn't any TV or Internet so people didn't know about this change until several years later. People who continued to celebrate New Year's Day on 1 April were called fools.

Playing jokes on 1 April is still normal in English-speaking countries today. News programmes enjoy the fun too! Here are two of the most famous jokes from the British TV channel, the BBC.

In 1957, they showed a programme about spaghetti growing on trees. A lot of people thought it was true and they phoned the BBC to ask where they could buy the trees.

Then, in 1980, they said that Big Ben, the famous clock in London, had a new digital face. Everyone was very unhappy about the change until the BBC told them it was an April Fools' joke!



**FACT!** In 2013, a famous internet search engine said that people could now use the Internet to look for different smells. It was one of the most popular April Fools' jokes ever.

# Speaking Suggesting and responding



## Real talk: How do you celebrate your birthday?

### 1 Watch the teenagers in the video and write the number of the speaker.

On their birthday, who ...

- a) likes having a party?
- b) goes on trips?
- c) spends time with their family at home?
- d) had an exam this year?

### 2 How do you celebrate *your* birthday? Ask and answer with your partner.

### 3 Listen to Paul talking to Molly. Where do they decide to go for his birthday?

### 4 Complete the conversation with the useful language. Then listen and check your answers.

#### Useful language

What about (+ *-ing*) ...?

Let's (+ infinitive without *to*).

Why don't we (+ infinitive without *to*) ...?

That's a great idea!

I'd rather (+ infinitive without *to*) ...

How about (+ *-ing*) ...?

Where shall we (+ infinitive without *to*) ...?

Ok, why not?

- Paul:** 1.... go for my birthday?
- Molly:** 2.... going to the beach? We can have a picnic.
- Paul:** No, 3.... do something more exciting.
- Molly:** OK. 4.... going to the water park?
- Paul:** No, I've been there a lot. It's boring.
- Molly:** Well I don't know! 5.... look on the Internet for more ideas?
- Paul:** 6....?
- Molly:** Look at this! What about paintballing? Have you ever done that?
- Paul:** No, never! 7....!
- Molly:** Well there's a new place in the park. It's open every afternoon.
- Paul:** Fantastic! 8.... go there.
- Molly:** Yes, it'll be fun!

### 5 Work with a partner. Practise the conversation in Exercise 4.

### 6 Work with a partner. Change the words in **bold** in the conversation in Exercise 4. Use the pictures below or your own ideas. Then practise the conversation.

#### ICE SKATING

Green Park Ice Rink  
Open 12 am – 8 pm daily  
Activity 1 New!



#### WATER WALKING

Lakeside Diving Centre  
Open 9 am – 6 pm daily  
Booking essential  
Activity 3



#### SEGWAY EXCURSION



#### NEW FOREST FUN

Open 10 am – 5 pm  
Weekends only  
Activity 2 New!

#### HORSE RIDING

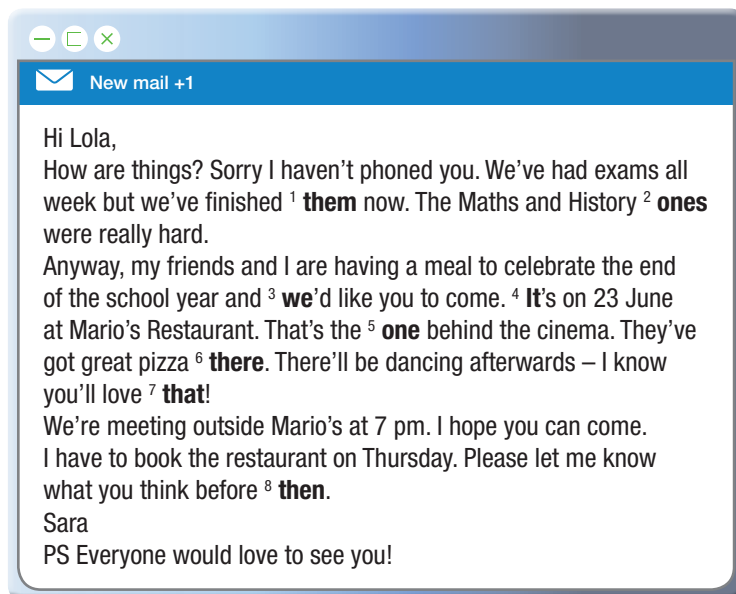
Blackthorn Riding Stables  
Open weekdays: 2–7 pm  
Weekends 9 am – 6 pm  
Activity 4





# Writing An email invitation to a friend

## 1 Look at the photo and read Sara's email. What is she planning to do?



## 2 Read Sara's email again and answer the questions.

- 1 What are Sara and her friends celebrating?
- 2 How are they going to celebrate? Where?
- 3 Are they going to do anything afterwards?
- 4 What time are they meeting for the celebration?
- 5 When does Lola need to tell Sara if she can go to the celebration?

### Useful language

#### Referencing words

We often use referencing words so we don't repeat the noun:

- I took **my new bag** to the party, but I left **it** (my new bag) **there** (at the party).
- I can't find **my red pen**. Have you got **one** (a red pen)?
- There's **pizza** for dinner. I know you like **that** (pizza).
- I'm having a party on **Saturday**. I have to buy some food before **then** (Saturday).

## 3 Find examples of referencing words in bold in the email. What does each one mean?

- 1 **the exams**

## 4 Look at the useful language and write a referencing word for the words in bold.

- 1 I'm still doing my homework but I've nearly finished **it**.
- 2 I'm going to the concert with **Kate**. .... 're meeting at the theatre.
- 3 I'd like to see **an adventure film**. Is there .... on at the cinema?
- 4 'Shall we **play cards** after dinner?' 'Yes, I'd love ....'
- 5 'Let's meet outside **the cinema** at 8.30.' 'OK. See you ....'
- 6 I've got a football match on **Friday**. I need to buy some new football boots before ....



### Get Writing

#### PLAN

- 5 Make notes about your own celebration. Use the questions in Exercise 2.

#### WRITE

- 6 Write your email. Use your notes from Exercise 5 and the language below.

How are things?  
 Sorry I haven't ...  
 My friends and I are ... and we'd like you to come.  
 It's on ... at ...  
 We're meeting ...  
 I hope you can come.  
 I have to book ... on ...  
 Please let me know before then.

#### CHECK

- 7 Can you say YES to these questions?

- Have you got referencing words?
- Have you got the information from Exercise 5?
- Have you got the language from Exercise 6?

## Vocabulary

### 1 Match the sentences halves.

- |                                    |                             |
|------------------------------------|-----------------------------|
| 1 There's a lot of ice outside ... | a don't fall off your bike. |
| 2 That box is heavy ...            | b don't cut your finger.    |
| 3 The iron is hot ...              | c don't hurt your back.     |
| 4 This knife is very sharp ...     | d don't burn your hand.     |
| 5 The cupboard is very low ...     | e don't slip on it.         |
| 6 Ride carefully ...               | f don't bang your head.     |

### 2 Write the name of each part of the body in the picture.



### 3 Match the verbs with the nouns.

- |         |                         |
|---------|-------------------------|
| 1 use   | a books or magazines    |
| 2 spend | b the Internet          |
| 3 take  | c pictures              |
| 4 read  | d friends               |
| 5 draw  | e time with your family |
| 6 meet  | f photos                |

### 4 Complete the sentences with the adjectives in the box.

bored excited embarrassed  
afraid tired angry

- Susan's really .... She went to bed very late last night.
- Tim is .... of spiders. Especially big ones!
- Nina is .... Her younger sister has broken her new mobile phone.
- Chris is .... with his new computer game. He's played it hundreds of times.
- Kylie is .... It's her birthday tomorrow and she's having a party.
- Alex is .... He has to sing in the school play and he doesn't like singing.

## Explore vocabulary

### 5 Complete the sentences with *get* or *have* and one of these words.

a rest a shower sick injured  
a good time worried

- Snowboarding is quite dangerous. A lot of people ....
- If I don't get home soon, my parents will ....
- I'm tired. I'm going to lie down and ....
- I meet my friends on Friday afternoon. We always ....
- If you don't sleep or eat well, you'll ....
- Before breakfast, I always .... and put on my clothes.

### 6 Read the descriptions of some compound nouns. What is the word for each one?

- The people who work for a charity.  
c \_ \_ \_ \_ \_ w \_ \_ \_ \_ \_
- The animals, birds, plants that live in an area.  
w \_ \_ \_ \_ \_
- Fishermen use this boat to go fishing.  
f \_ \_ \_ \_ \_ b \_ \_ \_
- This is the ground in a forest.  
f \_ \_ \_ \_ f \_ \_ \_ \_
- This is the wood that we use to make fires.  
f \_ \_ \_ \_ \_

### 7 Complete the sentences with the noun form (-ing) of the verbs in the box.

play an instrument have a party  
watch films use the Internet  
play jokes take photos

- .... on TV at home with my friends is great fun.
- The best way to enjoy your birthday is .... with all your friends.
- .... in the school band is a good way to make new friends.
- .... of all the new places is a good way to remember your holiday.
- .... on your friends can make them laugh or make them very angry.
- .... on an old, slow computer isn't a good idea.



## Language focus

### 1 Complete the sentences with the present perfect simple form of the verbs in brackets.

- I .... (not fall off) a bike, but I .... (fall off) a horse.  
*I haven't fallen off a bike, but I've fallen off a horse.*
- He .... (break) his arm, but he .... (not break) his leg.
- She .... (be) skiing, but she .... (not be) surfing.
- We .... (read) a lot of magazines, but we .... (not read) many books.

### 2 Write questions with the present perfect and the words below.

- you / ever / play / an instrument in a concert?
- your parents / visit / a lot of countries?
- your brother / ever / climb / a mountain?
- your sister / ever / win / a competition?
- you / ever / find / money on the floor?

### 3 Choose the correct answers.

**Jim:** <sup>1</sup> Have you ever burnt / Did you ever burn your hand?  
**Sophie:** Yes, I <sup>2</sup> have / did. I <sup>3</sup> 've burnt / burnt it last week.  
**Jim:** How <sup>4</sup> have you done / did you do it?  
**Sophie:** I wanted to make breakfast and I <sup>5</sup> 've put / put my hand on the cooker.

### 4 Complete the sentences with **one** or **ones**.

- A:** Which bag do you want?  
**B:** The blue ...., please.
- A:** Are these your shoes?  
**B:** No, my shoes are the black ....
- A:** Which biscuits do you want?  
**B:** Which .... are the best?

### 5 Choose the correct answers.

- It's very quiet. I can't hear **something** / **anything**.
- We're going **anywhere** / **somewhere** for a day out.
- The room is empty. There isn't **someone** / **anyone** here.
- Let's find **somewhere** / **nowhere** to sit down.

### 6 Complete the sentences with **too** or **not enough** and the adjective in brackets.

- Let's go to bed. It's .... (late) to watch a film now.
- Can you help me? I'm .... (strong) to carry this box.
- Put on some jeans! It's .... (warm) to wear shorts.
- These shoes are .... (big) for me. I need a smaller size.
- I can't see the band very well. I'm .... (tall).

## Language builder

### 7 Choose the correct answers.

**Jill:** What <sup>1</sup>.... tonight?  
**Jack:** I <sup>2</sup>.... out with some friends to see my cousin's band. She's the singer. I think she sings <sup>3</sup>.... than many other famous people.  
**Jill:** Cool! Have you ever <sup>4</sup>.... in a band?  
**Jack:** No, I haven't but I <sup>5</sup>.... the piano when I was younger.  
**Jill:** So <sup>6</sup>.... a CD?  
**Jack:** Yes! They recorded <sup>7</sup>.... at a concert and posted it on the Internet. <sup>8</sup>.... you want to come to the concert with us?  
**Jill:** Yes, please! I <sup>9</sup>.... ask my parents first. If they say I can go, I <sup>10</sup>.... you a message.  
**Jack:** Great! Hope to see you later.

- |                   |                  |                    |
|-------------------|------------------|--------------------|
| 1 a do you do     | b are you doing  | c will you do      |
| 2 a 'm going      | b go             | c will go          |
| 3 a beautifully   | b more beautiful | c more beautifully |
| 4 a sing          | b sang           | c sung             |
| 5 a play          | b could play     | c 've played       |
| 6 a did they make | b they make      | c have they made   |
| 7 a one           | b ones           | c them             |
| 8 a Do            | b Would          | c Are              |
| 9 a may           | b must           | c mustn't          |
| 10 a 'll send     | b send           | c sent             |

## Speaking

### 8 Complete the conversations with the words in the box.

That's a great idea    What a shame!  
 How's it going?    Where shall we  
 I'd rather    That's amazing!    Why don't we

**Kate:** Hi Ian! <sup>1</sup>....  
**Ian:** Great! We've just won the football league!  
**Kate:** Well done! <sup>2</sup>.... My team lost their match.  
**Ian:** <sup>3</sup>....!

**Matt:** <sup>4</sup>.... go tomorrow?  
**Fiona:** <sup>5</sup>.... go swimming? The new pool's just opened.  
**Matt:** <sup>6</sup>.... go ice skating.  
**Fiona:** <sup>7</sup>....



# Evaluation test

## Language focus

### 1 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect.

- 1 I .... (have) Italian food lots of times – it's delicious!
- 2 Sam and Tom .... (read) all the *Harry Potter* books.
- 3 Emma .... (meet) a lot of famous people because she's a journalist.
- 4 My dad .... (not win) the lottery.
- 5 I .... (not do) my homework this evening.
- 6 I .... (climb) up the Eiffel Tower.

\_\_\_ / 6

### 2 Use the prompts to write sentences in the present perfect.

- 1 I / go / to New York / twice
- 2 Our teacher / give / us / lots of homework / this week
- 3 I / never / visit / London
- 4 Sam / see / a famous actor in his town
- 5 My brother / not swim / in the sea
- 6 I / fly / to England / many times

\_\_\_ / 6

### 3 Complete the questions with *Have* or *Has*.

- 1 .... your mum and dad been to London?
- 2 .... you ever seen a *Harry Potter* film?
- 3 .... Peter and Lily ever lived abroad?
- 4 .... Sam ever played the guitar?
- 5 .... you ever travelled on your own?
- 6 .... your brother ever had a pet?

\_\_\_ / 6

### 4 Underline the correct answer.

- 1 I have never sung / didn't sing this song before.
- 2 I didn't enjoy / haven't enjoyed the film last night.
- 3 Have you had / Did you have a uniform when you were at school?
- 4 I have never eaten / never ate pizza before.
- 5 Have you been / Did you go to football practice yesterday?
- 6 Have you ever lost / Did you ever lose your phone?

\_\_\_ / 6

- 2 You mustn't lift very heavy things as you can cut / hurt your back.
- 3 How did you break / fall your leg?
- 4 Josh cuts / falls off his bike quite often!
- 5 Mum cut / broke her finger with a sharp knife.
- 6 Dan didn't want to hurt / crash the car on his first driving lesson!

\_\_\_ / 6

### 6 Match the sentences (1–6) with the reactions (a–f).

- 1 How did you hurt your foot? .....
- 2 Did you bang your head? .....
- 3 How did you burn your hand? .....
- 4 Be careful not to slip! .....
- 5 What did you trip over? .....
- 6 Did you trap your fingers? .....

- a Yes, there's ice outside.
- b The dog – he often sleeps on the floor!
- c I kicked the ball at football practice.
- d Yes, in the car door. But I'm OK!
- e I touched a hot saucepan yesterday.
- f Yes, on a bookshelf in my room!

\_\_\_ / 12

### 7 Complete the sentences with the words in the box.

married better home injured sick worried

- 1 I was .... when I fell off my skateboard yesterday.
- 2 Mum sometimes gets .... if I don't feel well.
- 3 Jack and Diana have decided to get .... next year!
- 4 I was ill last week, but I soon got ....
- 5 It's 10 pm. I need to get .... quickly or I'll be in trouble!
- 6 Peter got .... when he played football in the rain yesterday.

\_\_\_ / 6

### 8 Your English-speaking friend, Julie, has invited you to spend the weekend in the countryside with her and her family. Write an email refusing her invitation. Say why you can't go and suggest another time you can see each other. Write 25–35 words.

\_\_\_ / 12

## Vocabulary

### 5 Underline the correct answer.

- 1 It's easy to hurt / crash your legs and feet playing football.

**Total:** \_\_\_ / 60



# 8 Evaluation test

## Language focus

### 1 Complete the sentences with **one** or **ones**.

- Can you pass my pens? They're the black .... over there.
- I like those red trainers but I'm not so keen on the blue .....
- You see the boys over there? Which .... is your brother?
- What have you done with my new DVD? I don't want to watch this .....
- Why are you wearing those old jeans? Don't you like the .... Mum got you?
- We've bought two DVDs to watch. I bought this film and Sam got that .....

\_\_\_ / 6

### 2 Underline the correct answer.

- I'd like to go **anywhere** / **somewhere** exciting this weekend!
- I've got **nothing** / **anything** to do tomorrow.
- Dad wants to get Mum **something** / **anything** special for her birthday.
- I can't find the dog **somewhere** / **anywhere**.
- Has **someone** / **anyone** seen my bag? I can't find it.
- I saw **someone** / **anyone** I knew in town, so we had an ice cream together!

\_\_\_ / 6

### 3 Complete the sentences with **too** or **not enough** and the adjective in brackets.

- James is .... (old) to see that film – you have to be 15.
- It is .... (warm) to swim today – the water's freezing!
- I'm .... (tired) to see friends tonight. I think I'll go to bed instead!
- It's .... (late) to watch TV now – 11 pm!
- I'm .... (tall) to reach the top of the cupboard. I'll stand on a chair!
- It's .... (dark) to go outside now – we won't be able to see anything.

\_\_\_ / 6

### 4 Choose the correct answer: **a**, **b** or **c**.

- Did you go .... nice at the weekend?  
a anywhere   b somewhere   c nowhere
- Tom is .... to stay up late tonight.  
a tired   b too tired   c tired enough
- There's .... to sit in the park today because it's really busy.  
a anywhere   b nowhere   c somewhere
- I can't lift this box because I'm ....  
a not enough strong   b too strong  
c not strong enough

- I'm really hungry. I've had .... to eat all day!  
a nothing   b something  
c anything
- We can't see that film at the cinema because we're not ....  
a enough old   b too old  
c old enough

\_\_\_ / 6

## Vocabulary

### 5 Complete the sentences with the words in the box.

time   shower   rest   party   problem   meal

- My friends always have a .... with balloons when it's their birthday.
- Grandma usually has a .... in the afternoon, when she's tired.
- My family always has a .... together in the evening – we're really hungry then!
- Ben had a good .... when he went swimming with friends. It was great fun!
- I need to have a .... to get clean after the football match.
- My friends always help me if I have a .... with something.

\_\_\_ / 6

### 6 Match the sentence halves.

- Peter was afraid when .....
  - Mark was embarrassed, so .....
  - Tom was bored, so .....
  - Ben was excited about his trip, so .....
  - Jack was angry because .....
  - Karl was surprised when .....
- a his friend forgot his birthday. He was really upset.  
b he turned on the TV for something to watch.  
c he won the competition – he never wins anything!  
d his face went red. He hates speaking in class.  
e he couldn't sleep the night before!  
f he saw some spiders. They scared him.

\_\_\_ / 12

### 7 Write an email to your English penfriend, Alex, telling him how you celebrate April Fool's Day in your country. Write 40–50 words.

\_\_\_ / 12

**Total:** \_\_\_ / 60



# Final evaluation test

## Language focus

### 1 Underline the correct answer.

- 1 Paul **will** / **might** go on the school trip – but he has to ask his parents first.
- 2 Karen **will travel** / **is travelling** to the US next month. She's got her plane ticket.
- 3 Tom and Marta **will get** / **are getting** married next year. They want to have a big wedding!
- 4 Are you thirsty? I 'll / 'm **going to** make you a drink.
- 5 Fifty years from now, people **might not** / **won't** have to work – but nobody knows for sure.
- 6 When I get home, I 'll / 'm **going to** go straight to bed. I'm really tired!

|  |   |
|--|---|
|  | 6 |
|--|---|

### 2 Complete the sentences with the correct form of the verbs in brackets.

- 1 What does your teacher say when you ..... (not do) your homework?
- 2 Ben ..... (go) into town on Saturday to buy a new computer.
- 3 Tom ..... (not get) a skateboard for his birthday last year because his parents got him a bike.
- 4 I ..... (go) to the cinema tonight with my parents.
- 5 Maria ..... (be) very excited when she wins a prize in the swimming competition!
- 6 My mum's car is broken so I ..... (walk) to school tomorrow!

|  |   |
|--|---|
|  | 6 |
|--|---|

### 3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or present perfect.

- 1 ..... (you / ever see) the film *Watching*?
- 2 Sarah ..... (not finish) her Maths homework last night.
- 3 I ..... (not play) tennis before. I'm going to have my first lesson tomorrow!
- 4 ..... (Peter / ever read) this book? It's great!
- 5 Ben ..... (go) out with his friends last weekend.
- 6 ..... (you / buy) your favourite magazine at the newsagent yesterday?

|  |   |
|--|---|
|  | 6 |
|--|---|

### 4 Complete the sentences with the words in the box.

one something too ones enough anything

- 1 Which pencils are yours? The red ..... ?
- 2 The weather is ..... warm to go running today.
- 3 This coat is mine, and the ..... on the chair is yours.
- 4 When I opened the box, there wasn't ..... in it. It was empty!
- 5 I can't carry this big bag because I'm not strong .....
- 6 Paul had ..... to eat at lunchtime today, so he's not hungry now.

|  |   |
|--|---|
|  | 6 |
|--|---|



## Vocabulary

### 5 Underline the correct answer.

- 1 When you want to write on your computer, press the letters on the **keyboard** / **memory stick**.
- 2 Jack dropped his **smartphone** / **microchip** and broke it.
- 3 To see the bottom of a web page, you have to **scroll down** / **sign into** it.
- 4 Don't forget to **sign into** / **turn down** your account first of all.
- 5 You can get paper copies of documents if you have a **touchscreen** / **printer**.
- 6 To open a document, **log into** / **click on** the icon.

|  |   |
|--|---|
|  | 6 |
|--|---|

### 6 Match the sentence halves.

- |                                   |       |  |
|-----------------------------------|-------|--|
| 1 Connor wants to take            | ..... | a things likes jars, and also windows. |
| 2 I put my old CDs in cardboard   | ..... | b for a new laptop.                    |
| 3 We use glass to make            | ..... | c home after the summer holidays.      |
| 4 My parents are going to pay     | ..... | d a year out before university.        |
| 5 Ben's brother is going to leave | ..... | e boxes and gave them to classmates.   |

|  |   |
|--|---|
|  | 5 |
|--|---|

### 7 Complete the sentences with the words in the box. There are two more words than you need.

head injured cut ankle slip better burn wrist

- 1 Peter hurt his ....., so now he can't move his foot.
- 2 Jon's very tall, so he keeps banging his ..... on the tops of doorways.
- 3 It's easy to ..... your hand when you pick up hot dishes.
- 4 Ben sometimes gets ..... when he plays football.
- 5 Try not to ..... on the ice – it's dangerous!
- 6 Sarah always tries not to ..... her finger when she uses a knife.

|  |   |
|--|---|
|  | 6 |
|--|---|

### 8 Complete the words. The first letter is there to help you. There is one space for each other letter in the word.

- 1 In my free time, I take lessons to learn to p ..... an instrument.
- 2 Do you ever w ..... films on your laptop?
- 3 I was really s ..... when my big brother gave me money. He's never done it before!
- 4 When I'm b ..... at home with nothing to do, I take the dog for a walk.
- 5 My sister borrowed my laptop, but didn't ask me. I was really a ..... !
- 6 Ben wants to have a p ..... for his birthday and invite all his friends.

|  |   |
|--|---|
|  | 6 |
|--|---|



# Final evaluation test

## Useful language

### 9 Complete the six conversations. Choose the correct answer: a, b or c.

- 1 Would you like to borrow my smartphone ?
  - a How does it work?
  - b I see! Thanks!
  - c Yes, that's it.
- 2 How do I make a call to Ben?
  - a Tap his name in the list.
  - b Turn up the volume.
  - c Sign into your account.
- 3 What's your opinion about students taking a year out?
  - a I suppose you're right.
  - b Do you think so?
  - c It's a great idea!
- 4 Excuse me, could you answer some questions?
  - a I agree with you.
  - b Absolutely! That's fine.
  - c Thank you very much.
- 5 My brother's hurt his leg and can't play football.
  - a What a shame!
  - b How amazing!
  - c Really? Lucky him!
- 6 What about going to the beach again tomorrow?
  - a Let's look on the Internet.
  - b Yes, it'll be fun.
  - c Have you ever been there?

6

## Listening

### 10 Listen to five people talking in different situations. Answer the questions.

Choose the correct answer: a, b or c.

- 1 What did the speaker's cousin do last week?



A



B



C

- 2 What does the girl need to buy for her dad?



A



B



C

- 3 What is the boy collecting for recycling?



A

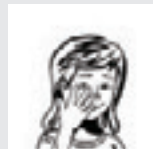


B



C

- 4 How did the girl's friend make her feel?



A



B



C

- 5 Which one is the boy talking about?



A



B



C

15

## Reading

### 11 Read the leaflet.

#### What a load of rubbish!

*by a member of the School Recycling Team*

Have you ever thought about the amount of stuff we throw away every single day? The next time you're in town, have a look around. There's rubbish everywhere, from cartons on the street outside fast food restaurants to plastic bags and empty drink cans simply thrown away anywhere.

We should be proud of our town so why don't we do something about this problem? Let's start a recycling campaign. We can collect anything that's been dropped on the streets and take it to the recycling centre.

You can also help by organising a team of rubbish collectors to spend a couple of hours in town, picking up all the litter. We'll provide bags and gloves so all you need is enthusiasm!

But why stop there? Our school needs to raise money so let's help by organising an end-of-term sale. We can collect books, CDs and DVDs as well as clothes and we can use any money we get to buy some sports equipment for the school.

Mrs Jones is allowing us to store all our donations at the school until our sale so please get started now. Take some leaflets and tell everyone you know to follow us on social media sites and Twitter. Together we can make a difference!

#### Choose the correct answer: a, b or c.

- 1 What kind of rubbish is left near fast food restaurants?
  - a plastic bags
  - b drinks cans
  - c cartons
- 2 The writer wants people to
  - a recycle more of their own rubbish.
  - b campaign for more recycling centres.
  - c take rubbish from the streets to be recycled.
- 3 What will the recycling team do for the litter pickers?
  - a give teams the equipment they need
  - b come and join the teams
  - c organise the teams
- 4 What does the writer suggest about an end-of-term sale?
  - a They'll be able to collect books to use in the school.
  - b They'll get money to spend on things they need in the school.
  - c They'll definitely raise lots of money for the school.
- 5 Before the sale, the writer wants people to
  - a ask Mrs Jones if they can leave donations at the school.
  - b collect old CDs, books and clothes.
  - c tell as many people as possible about the sale.

|  |    |
|--|----|
|  | 15 |
|--|----|

## Writing

### 12 Your teacher has asked you to write a story with the following title: 'The best birthday present ever'.

Write your story.  
Write 50–60 words.

|  |    |
|--|----|
|  | 17 |
|--|----|

|  |    |
|--|----|
|  | 90 |
|--|----|





# Final evaluation test

## Language focus

### 1 Choose the correct answer: a, b or c.

- 1 Sam ..... come with us tomorrow, but he's not sure yet.  
a will                      b might                      c is going to
- 2 Jack ..... take a year out to travel. He bought his ticket yesterday!  
a will                      b is going to                      c may
- 3 Are you hungry? I ..... you a sandwich.  
a 'll make                      b 'm making                      c 'm going to
- 4 Sam and Karina ..... married next month. They've invited us to the wedding!  
a will get                      b are getting                      c might get
- 5 In the future, people ..... live until they're 120, but no-one really knows for sure.  
a will                      b might                      c won't
- 6 When I get home, I ..... watch my favourite film. I'm really looking forward to it!  
a 'll                      b may                      c 'm going to

|  |   |
|--|---|
|  | 6 |
|--|---|

### 2 Add question tags and short answers.

- 1 'Bill drives a red car, .....?' 'Yes, .....
- 2 'Stephen has bought a new tablet, .....?' 'No, .....
- 3 'You don't know the answer to this question, .....?' 'Of course .....
- 4 'Sarah's excited, .....?' 'Yes, that's right .....
- 5 'United aren't going to win, .....?' 'No, .....
- 6 'I told you not to forget the keys, .....?' 'Yes, .....

|  |   |
|--|---|
|  | 6 |
|--|---|

### 3 Complete the sentences with the correct form of the verbs in the box.

not go   meet   buy   see   miss   not go

- 1 Have ..... (you ever) anyone famous?
- 2 We ..... to class yesterday because of the school holidays.
- 3 I ..... to London, but I'd like to go one day.
- 4 ..... (Tim ever) this film? I'm sure he'll like it!
- 5 I'm really sorry I ..... your birthday last Saturday.
- 6 ..... (Jack) any new clothes in town yesterday?

|  |   |
|--|---|
|  | 6 |
|--|---|

### 4 Complete the second sentence so that it means the same as the first. Use only ONE word in each gap.

- 1 My book is on the chair, and yours is on the table.  
The book on the chair is mine, and the ..... on the table is yours.
- 2 The water is too cold to go swimming today.  
The water isn't warm ..... to go swimming today.
- 3 Tom hasn't had anything to eat this morning, so he's hungry!  
Tom has had ..... to eat this morning, so he's hungry!
- 4 When I got home, there were no people in the house.  
When I got home, there wasn't ..... in the house.
- 5 I'm not tall enough to reach that shelf.

The shelf is ..... high for me to reach.

- 6 Let's look at the photos you took in Paris.  
Let's look at the photos – the ..... you took in Paris.

6

## Vocabulary

### 5 Choose the correct answer: a, b or c.

- On a computer, you use a ..... to write the letters.  
a keyboard      b memory stick      c microchip
- You need a ..... if you want a paper copy of your document.  
a mouse      b printer      c touchscreen
- You can carry and use a ..... easily with one hand.  
a laptop      b tablet      c smartphone
- You always have to be ..... when you have a drink near your laptop.  
a useful      b careful      c hopeful
- To see what's at the bottom of a computer page, you have to .....  
a scroll down      b sign in      c log on
- You have to turn ..... the volume of your computer if it's too loud.  
a up      b on      c down

6

### 6 Complete the missing words. The first letter is there to help you. There is one space for each other letter in the word.

Hi! My name's Sam, and I want to be a doctor when I'm older. So I want to go to <sup>1</sup>u ..... after I leave school. But first, I'd like to <sup>2</sup>t ..... a year out after school, so that I can earn some money. I haven't really made many other plans – but I know I don't want to have any <sup>3</sup>c ..... until I'm thirty!

My younger brother Jack wants to work in conservation, so he's really interested in recycling. A lot of our food comes in <sup>4</sup>c ..... boxes, so he collects all those, and also the jars and bottles that are made of <sup>5</sup>g ..... He also tries not to use <sup>6</sup>p ..... bags when he goes shopping, to reduce waste. He's very serious about it – and we're really proud of him!

6

### 7 Choose the correct answer: a, b or c.

- Jack ..... his back because he tried to lift something heavy yesterday.  
a hurt      b crashed      c cut
- Our dog always sits in front of the door, so I ..... over him all the time!  
a slip      b bang      c trip
- Kara was really ..... about going skiing because it's her favourite sport!  
a tired      b excited      c surprised
- I carried a big bag on my ..... yesterday, and now it's painful.  
a wrist      b shoulder      c neck
- Tom broke his ..... last week, and now he can't write with that hand.  
a elbow      b knee      c ankle
- Jack was ..... when he couldn't answer the teacher's question.  
a interested      b bored      c embarrassed

5



# Final evaluation test

## 8 Match the sentence halves.

- |                            |       |  |
|----------------------------|-------|--|
| 1 Mark usually takes       | ..... | a great pictures with his new pencils. |
| 2 John is learning to play | ..... | b a meal with his family this evening. |
| 3 Ben loves spending       | ..... | c the Internet for a homework project. |
| 4 Peter can draw           | ..... | d an instrument after school.          |
| 5 I need to use            | ..... | e time with his family.                |
| 6 Sam is going to have     | ..... | f lots of photos on holiday.           |

|   |
|---|
| 6 |
|---|

## Useful language

### 9 Complete the conversation. What does Rob say to his friend Jess? Choose the correct answers (a–g). There is one more expression than you need.

Jess: Hi, Rob. What are you going to do today? Any plans?

Rob: 1 .....

Jess: Well, why don't we take a picnic somewhere?

Rob: 2 .....

Jess: Is it? Well, how about going to the cinema, then?

Rob: 3 .....

Jess: OK, then what about going paintballing? Have you ever done that?

Rob: 4 .....

Jess: I agree! Now, how do we find out where we can do it? On the Internet?

Rob: 5 .....

Jess: Fantastic! Oh, but it might be expensive.

Rob: 6 .....

Jess: Really? Don't worry – I can pay for both of us. Let's go!

- a Yes – let's have a look. What about this place – Perfect Paintballing?
- b Really? That's great! Lucky you!
- c I'm not sure. There aren't any good films on at the moment.
- d I suppose you're right. And I haven't got much money.
- e Not really, Jess. How about you?
- f I don't want to go outside – it's going to rain.
- g No, I haven't. It sounds brilliant!

|   |
|---|
| 6 |
|---|

## Listening

### 10 Listen to five dialogues. Choose the correct answer: a, b or c.

- |   |   |
|---|---|
| 1 What is the boy worried about?              | 4 The girl thinks that at school they should recycle more |
| a sleeping in the dark                        | a glass.  |
| b seeing a snake                              | b paper.  |
| c going on a trip to the jungle               | c plastic.  |
| 2 What's going to happen in the man's garden? | 5 What is the boy going to do at the weekend?             |
| a It's going to rain very soon.               | a do some training at the gym                             |
| b The plants are going to die.                | b play sport with a national team                         |
| c He's going to water it.                     | c help his mum in the garden                              |
| 3 What's on the wall near the cinema?         |   |
| a a painting                                  |   |
| b some graffiti                               |   |
| c a sculpture                                 |   |

|    |
|----|
| 15 |
|----|



## Reading

### 11 Read this forum on special events of the year.

|  |   |
|--|---|
|  | <p>I always feel my birthday is a special day in the year, because my parents do their best to make it wonderful. But this year it was absolutely fantastic! They took me to the new water park in the city. It was huge! We invited my friends and spent the whole day there. I was so tired at the end that I slept all the way home in the car!</p>  |
|  | <p>Lots of good things have happened this year but the best day was the day I passed my driving test. I had lots of lessons with Dad and then a few with a professional driving instructor. So I was feeling quite confident but when it came to the actual test, I was so nervous. I started to feel quite sick but luckily I calmed down when I got started. I'm saving up now to get my first car. I hope it won't take me long!</p> |
|  | <p>My sister got married in March. She didn't want a big wedding so it was just family and a few friends. Her husband only has a small family so most of the people there were our relatives. It was a really special day. The weather was fantastic, the reception was great and everyone was dancing and having a really good time. I even got up and danced, too, which is really unusual!</p>                                       |
|  | <p>Stepping off the plane at Sydney Airport and knowing that a great adventure was about to begin ... that was the best bit of my year and the start of my travels. I know everyone wants to go to Australia during their year out but I've got family there so it made sense to go there first and then decide what to do. I ended up staying there for most of the year because I got a job on a farm.</p>                            |
|  | <p>I'm a tennis fan so the greatest day of my year was the day I met Rafael Nadal. We got tickets for a tennis tournament and we actually watched him play. I was waiting around afterwards, taking a few photos, and saw him as he came off the tennis court. He was really friendly and signed my tennis magazine. To me, he's the greatest player in the world!</p>  |

#### Match the people (1–5) with the events (a–e).

- |           |       |   |
|-----------|-------|---|
| 1 Isabel  | ..... | a went to a different place and found work.         |
| 2 Richard | ..... | b says a celebration was even better than usual.    |
| 3 Alice   | ..... | c met someone famous at an event.                   |
| 4 Luke    | ..... | d needs more money to buy something.                |
| 5 Paul    | ..... | e did something they don't normally do at an event. |

15

## Writing

### 12 You bought tickets for a music concert for you and your friend, but now you can't find them. Write an email to apologise to your friend. Use the prompts below to help you.

apology    what / happened    suggestion for something else to do

Write 35–45 words.

15

90



# Say it right!

## Unit 1 *enough* /f/

The final sound in *enough* is pronounced /f/.

- 1 Listen and repeat.

/f/ enough

- 2 Which of the following words also have this sound?

of laugh elephant through  
coffee phone off

- 3 Listen and check.

- 4 Write down ten more words that have the sound /f/.

- 5 How many ways can you spell the sound /f/?

## Unit 2 Irregular past verbs

- 1 Listen and repeat the irregular past simple verbs.

read thought came had drank left  
ate saw sat gave taught said

- 2 Put the verbs in the correct column.

| /e/ red   | /ɔ:/ four | /æ/ cat | /ei/ train |
|-----------|-----------|---------|------------|
| read, ... |           |         |            |
|           |           |         |            |

- 3 Listen and check your answers.

- 4 Work with a partner. Talk about what you did yesterday. Use the irregular verbs above.

Yesterday morning, I saw my friends at school.  
In the evening, I ate dinner with my parents,  
and then I read my book.

## Unit 3 *schwa*

- 1 Listen to the sentences. How do we pronounce the letters in bold?

- France is smaller than **Br**azil.
- I'm better at Maths than at **H**istory.
- This classroom is **b**igger than our classroom last year.

- 2 Listen again and repeat the sentences.

- 3 Underline the *schwa* sounds in the following sentences.

- Mark is older than Julia, but Peter is the oldest in the class.
- The River Nile is longer than the River Danube.
- The weather is warmer in Spain than in England.

- 4 Listen and check your answers.

## Unit 4 Word stress

- 1 Listen and repeat.

orchestra invention microphone tomorrow  
Internet computer important instrument

- 2 Listen again and match the words to the correct stress pattern.

• orchestra

• invention

- 3 Listen, check and repeat.

- 4 Add the words to the chart.

develop concentrate exercise creative  
Saturday correctly

- 5 Listen, check and repeat.

## Unit 5 *won't/want*

- 1 Listen and repeat.

- won't
- want



# Say it right!

## 2 Listen and choose the sentences you hear.

- 1 a They want to study Maths.  
b They won't study Maths.
- 2 a I want to travel around the world.  
b I won't travel around the world.

## 3 Listen again and repeat the sentences.

## Unit 6 Contractions: will

### 1 Listen and repeat.

- 1 I will → I'll
- 2 You will → You'll
- 3 He will → He'll
- 4 She will → She'll
- 5 We will → We'll
- 6 They will → They'll

### 2 Listen and choose the option you hear.

- 1 I pass / I'll pass my driving test.
- 2 You like / You'll like this film.
- 3 They play / They'll play football for their country.
- 4 We study / We'll study together.
- 5 I go / I'll go to university.
- 6 We see / We'll see them at school.

### 3 Read the conversation and add in contractions of will in the correct place.

**Kate:** Did you see Stuart this morning? He doesn't look very happy.

**Paul:** He'll be OK. He's upset because he didn't pass his driving test.

**Kate:** Oh well, he pass it next year. What about you? Do you think you take your test one day?

**Paul:** I probably take it next year.

**Kate:** Lucky you! I think I be an old woman before I pass!

**Paul:** We probably both be retired!

### 4 Listen and check.

## Unit 7 Present perfect/ past simple

### 1 Listen. Which sentence do you hear?

- 1 a It's stopped raining.  
b It stopped raining.
- 2 a My mum's read six books.  
b My mum read six books.

- 3 a I've started to learn English.  
b I started to learn English.

### 2 Listen and repeat.

## Unit 8 Word stress in adjectives of feeling

### 1 Complete the table with the adjectives of feeling on page 98.

|     |            |
|-----|------------|
| O   | bored, ... |
| oO  | ....       |
| Oo  | ....       |
| oOo | ....       |
| Ooo | ....       |

### 2 Listen, check and repeat.

## Unit 6 Reading 1 p72

What  
do you want to be when you  
**GROW UP?**

Read the key below. Work with a partner. Do you agree with what the quiz says about you? Why/Why not?

### How many As, Bs and Cs have you got?

**Mostly As:** You don't enjoy strange situations. You prefer planning things. Think about working in a library or an office.

**Mostly Bs:** You love helping animals and people. What about being a vet, a nurse, a dentist or a doctor?

**Mostly Cs:** You're obviously a creative person. We suggest you work as a writer, an artist, a musician, or an actor.

**A mix:** You like doing lots of different things but you also like being with people. How about being a teacher, a tour guide or a police officer?





# Grammar reference

## Starter Unit

### Subject pronouns and *be*

|   |                 |                 |                   |
|---|-----------------|-----------------|-------------------|
| + | I               | am              | 13 years old.     |
|   | He / She / It   | is              |                   |
|   | You / We / They | are             |                   |
| – | I               | 'm not          | from Manchester.  |
|   | He / She / It   | isn't           |                   |
|   | You / We / They | aren't          |                   |
| ? | Am              | I               | in a sports team? |
|   | Is              | he / she / it   |                   |
|   | Are             | you / we / they |                   |

|   |      |                 |         |
|---|------|-----------------|---------|
| + | Yes, | I               | am.     |
|   |      | he / she / it   | is.     |
|   |      | you / we / they | are.    |
| – | No,  | I               | 'm not. |
|   |      | he / she / it   | isn't.  |
|   |      | you / we / they | aren't. |

- I, you, he, she, it, we, and they* are subject pronouns. We use them before the verb to say who does the action:  
*I'm Nathan and I'm from Newcastle.*
- We use *be* to describe people and things, say how old they are, where they are, where they are from etc:  
*I'm John. I'm 14 years old. I'm from Scotland.*

### 1 Write complete questions with *be*. Then write true answers for you. Use subject pronouns in your answers.

- How old / you?  
*How old are you? I'm 13 years old.*
- your best friend / in your class?
- Where / your friends?
- your pencil case / on your desk?
- When / your next Maths class?
- you and your friends / from Colombia?

### Possessive 's

|          |   |
|----------|---|
| singular | My brother's name is Matt.                    |
| plural   | My friends' names are Kate, Lucy and Natalie. |

- We use the possessive 's to talk about our things or possessions:  
*My sister's bike, my dad's car, etc (NOT the bike of my sister).*
- With a plural noun, we write the apostrophe (') after the s:  
*My friends' phones, my cousins' dog etc.*

### 2 Write one sentence with possessive 's.

- My sister's got a bike. It's blue.  
*My sister's bike is blue.*
- My best friend's got a dog. It's very big.
- My parents have got a car. It's new.
- I've got three cousins. Their names are Jack, Will and Frances.
- My teacher has got two cats. They're black.
- My friends have got skateboards. They're under their desks.

### *there is/are, some/any*

|   | singular                           | plural                                    |
|---|------------------------------------|---|
| + | There's some food on the floor.    | There are some posters on the walls.      |
| – | There isn't any milk on the table. | There aren't any students in the canteen. |
| ? | Is there any water in your glass?  | Are there any balls outside?              |

- |   |                  |                   |
|---|------------------|-------------------|
| + | Yes, there is.   | Yes, there are.   |
| – | No, there isn't. | No, there aren't. |
- We use *there is / are* to say something exists (or doesn't exist):  
*There's a computer in my bedroom but there isn't a TV.*
  - We use *there is* with singular and uncountable nouns:  
*There's a dog in the park.*
  - We use *there are* with plural countable nouns:  
*There are 10 laptops in the IT room.*
  - We often use *there is / are* with *some* in affirmative sentences:  
*There's some orange juice for you.*
  - We often use *there is / are* with *any* in negative sentences and questions:  
*Are there any books on the floor?*

### 3 Circle the correct words and then write *some* or *any*.

- A *Is there / Are there* .... pencils under your desk?  
B No, *there isn't / there aren't* but *there is / there are* .... rubbers.
- A *There isn't / There aren't* .... English dictionaries in the classroom.  
B Yes, I know but *there is / there are* two big dictionaries in the library.
- A *Is there / Are there* .... orange juice?  
B No, *there isn't / there aren't* but *there is / there are* .... cola.
- A *Is there / Are there* an IT room in your school?  
B No, *there isn't / there aren't* but *there is / there are* .... laptops in all the classrooms.

# Grammar reference

## have got

|   |                     |                     |              |
|---|---------------------|---------------------|--------------|
| + | I / You / We / They | have got            | an apple.    |
|   | He / She / It       | has got             |              |
| - | I / You / We / They | haven't got         | any cousins. |
|   | He / She / It       | hasn't got          |              |
| ? | Have                | I / you / we / they | a dog?       |
|   | Has                 | he / she / it       |              |

|   |      |                     |          |
|---|------|---------------------|----------|
| + | Yes, | I / you / we / they | have.    |
|   |      | he / she / it       | has.     |
| - | No,  | I / you / we / they | haven't. |
|   |      | he / she / it       | hasn't.  |

- We use *have / has got* to talk about our family, our hair or eyes and our possessions:  
*I've got a sister. She's got brown hair and blue eyes.*

## 4 Complete the sentences with *has got*, *have got*, *hasn't got* or *haven't got*.

- I .... (X) a big family. I .... (✓) a brother, a mum and a dad.
- My mum .... (✓) three brothers but she .... (X) any sisters.
- .... you .... a rubber in your pencil case?
- My best friend .... (X) a skateboard but he .... (✓) a new mountain bike.
- My friends .... (✓) PE now but I .... (✓) Maths.
- What .... the teacher .... in that big bag?

## Present simple: affirmative and negative

|   |                     |            |             |
|---|---------------------|------------|-------------|
| + | I / You / We / They | play       | basketball. |
|   | He / She / It       | plays      |             |
| - | I / You / We / They | don't go   | swimming.   |
|   | He / She / It       | doesn't go |             |

- We use the present simple to talk about facts, habits and routines:  
*I play football after school every day.*

## Spelling: third person

- With most verbs, we add -s:  
*play – he plays   live – he lives*
- With verbs that end in consonant + -y, remove the -y and add -ies:  
*study – she studies   fly – it flies*
- With verbs that end in -o, -ss, -sh, -ch, -x and -zz, add -es:  
*does misses washes watches*  
*relaxes buzzes*

## 5 Write sentences in the present simple.

- In winter, I (X go skiing / ✓ go snowboarding).  
*In winter, I don't go skiing. I go snowboarding.*
- My mum (✓ have lunch at work / X have lunch at home).
- My cousins (X live near me / ✓ live in Glasgow).
- My best friend (✓ do his homework / X watch TV).
- My brother (X study French / ✓ study English).

## Present simple: questions

|   |      |                     |      |             |
|---|------|---------------------|------|-------------|
| ? | Do   | I / you / we / they | play | volleyball? |
|   | Does | he / she / it       |      |             |

|   |      |                     |          |
|---|------|---------------------|----------|
| + | Yes, | I / you / we / they | do.      |
|   |      | he / she / it       | does.    |
| - | No,  | I / you / we / they | don't.   |
|   |      | he / she / it       | doesn't. |

## 6 Write questions in the present simple.

- A: .... you .... basketball?  
B: No, I don't. I play football.
- A: How often .... your sister .... swimming?  
B: She goes swimming every day.
- A: .... your parents .... TV after dinner?  
B: Yes, they do. They always watch TV after dinner.
- A: Where .... your best friend .... ?  
B: She lives near me.
- A: When .... you and your friends .... skateboarding?  
B: We go skateboarding at the weekend.

## Adverbs of frequency

|        |         |       |           |       |
|--------|---------|-------|-----------|-------|
| always | usually | often | sometimes | never |
| 100%   |         |       |           | 0%    |

- We use the present simple with **adverbs of frequency** to say how often we do things.  
*I sometimes go snowboarding in the winter.*
- With the verb **be**, we put the adverb after the verb:  
*I'm often tired after playing football.*
- With other verbs in the present simple, we put the adverb before the main verb:  
*I sometimes go cycling with my friends.*

## 7 Put the words in order to make sentences.

- library / the / We / do / in / sometimes / English
- work / dad / often / cycling / after / goes / My
- always / is / brother / happy / My
- lunch / canteen / usually / have / I / the / in
- grandparents / never / skiing / My / go

# Grammar reference

## Unit 1

### Present continuous

|   |                 |                 |         |
|---|-----------------|-----------------|---------|
| + | I               | am              | eating. |
|   | He / She / It   | is              |         |
|   | You / We / They | are             |         |
| – | I               | am not          | eating. |
|   | He / She / It   | isn't           |         |
|   | You / We / They | aren't          |         |
| ? | Am              | I               | eating? |
|   | Is              | he / she / it   |         |
|   | Are             | you / we / they |         |

|   |      |                 |         |
|---|------|-----------------|---------|
| + | Yes, | I               | am.     |
|   |      | he / she / it   | is.     |
|   |      | you / we / they | are.    |
| – | No,  | I               | am not. |
|   |      | he / she / it   | isn't.  |
|   |      | you / we / they | aren't. |

- We use the present continuous to talk about actions in progress at the time of speaking.  
*You're reading the Grammar reference.*

### 1 Complete the sentences with the present continuous form of the verb in brackets.

- I .... (visit) an amazing shopping centre right now.
- We .... (study) in the library today.
- I can see Martha. She .... (not play) tennis. It's badminton.
- What film .... you .... (watch) on TV? Is it good?
- My parents are in the kitchen but they .... (not cook).
- .... your friends .... (shop) in town at the moment? Yes, they .....

### Present simple vs. present continuous

- We use the present simple to talk about facts, habits and routines. We use adverbs of frequency with the present simple.  
*I never go to the cinema.*
- We also use the present simple to talk about future events which are part of an arrangement or schedule: official schedules, date and time of an event etc.  
*'When is your skating lesson?'*  
*'It's on Wednesday morning.'*  
*'When does the train leave?'*  
*'It leaves at six o'clock this evening.'*
- We use the present continuous to talk about actions in progress at the time of speaking. We use *at the moment* and *(right) now* with the present continuous.  
*I am reading my emails at the moment.*

### 2 Choose the correct words.

- Paula look / looks / is looking / are looking at trainers in a sports shop right now.
- Dan and Eddie play / plays / is playing / are playing rugby on Saturdays.
- Where do / does / am / are you usually go / goes / going / to go after class?
- Do / Does / Is / Are she buy / buys / buying / to buy a tablet right now?
- We eat / eats / am eating / are eating at the shopping mall now.
- The library open / opens / is opening / are opening on Mondays.

### (don't) want to, would(n't) like to, would prefer to, would rather/would sooner

- Would like* is more polite than *want*.  
*I want to have pizza for dinner, please. (= child to parent)*  
*I'd like to have some chips with my fish, please. (= customer to waiter).*
- We use *would prefer* to say what we want to do in a situation (not in general).  
*I would prefer to buy my new trainers in the sports shop.*
- We use the infinitive with *to* after *want*, *would like* and *would prefer*.  
*She'd like to see the new shopping centre.*
- Would rather (do) = would prefer (to do)*  
We use *would rather* + the infinitive (without *to*).  
*We'd rather leave now.*  
~~*We'd rather to leave now ... X*~~  
~~*We'd rather leaving ... X*~~
- Would sooner* means approximately the same as *would rather*.  
We use the phrases *would sooner* and *would rather* when we say that we prefer one thing to another thing. We use *would rather* more often than *would sooner*.

### 3 Choose the correct answers.

- I'd soon / sooner talk to my mother alone.
- Susan would better / rather not go out so late.
- I'd rather to join / join you for dinner.
- He'd sooner go skiing then / than skating.
- I would / had rather listen to music on my iPod.

### 4 Complete the sentences.

- I .... rather have a sandwich.
- I'd sooner have tea .... cola.
- I'd .... not go there tonight. I'm tired.
- I'd sooner .... my homework right now.
- He would rather .... go for a walk in the park. It's dark outside.



# Grammar reference

## 5 Complete the dialogue with *would*, *sooner*, *than*, *come* or *work*.

**Kim** Hi! What's up? Would you like to <sup>1</sup>.... with me to the mall?

**Helen** That's kind of you but I would <sup>2</sup>.... stay at home today.

**Kim** Why is that? Are you busy?

**Helen** Yes, I have a lot of <sup>3</sup>.... to do.

**Kim** That's a pity. Wouldn't you rather go out <sup>4</sup>.... stay in?

**Helen** I <sup>5</sup>.... prefer to finish everything before I go out.

**Kim** OK, I'll call you later!

**Helen** OK, bye!

## 6 Use the prompts to write sentences or questions.

- 1 I / would like / visit / the zoo
- 2 My brother / not want / go / to the theme park
- 3 We / would prefer / watch / a funny film
- 4 your cousin / want / sell / his old games console?
- 5 My friends / not would like / live / in another town
- 6 Would like / you / have / dinner with us?

### (not) enough + noun

- We use *enough* + noun to say we've got what we need or want.  
*I can buy a new mobile phone. I've got enough money.*
- We use *not enough* + noun to say we've got less than we need or want.  
*I can't buy a new phone. I haven't got enough money.*
- *Enough* goes before the noun.  
*We can't make a cake. There isn't enough milk.*

## 7 Order the words to make sentences.

- 1 money / tablet / enough / haven't / for / a / I / got
- 2 you / got / time / help / enough / Have / me / to / ?
- 3 are / enough / for / There / oranges / orange juice
- 4 enough / We / got / haven't / for / chairs / everyone
- 5 car / Our / enough / isn't / six / people / for / big

# Grammar reference

## Unit 2

### was/were: affirmative and negative

|   |                   |         |       |
|---|-------------------|---------|-------|
| + | I / He / She / It | was     | calm. |
|   | You / We / They   | were    |       |
| - | I / He / She / It | wasn't  |       |
|   | You / We / They   | weren't |       |

Was and were are the past simple forms of *be*.  
*He was a tennis player. They weren't actors.*

### 1 Complete the sentences with *was*, *were*, *wasn't* or *weren't*.

- 1 My friends .... tired after the match.
- 2 You .... late for school yesterday.
- 3 We .... (not) in class at 7 o'clock.
- 4 I .... born in 2002.
- 5 Nelson Mandela .... (not) from England.
- 6 It .... (not) cold last night.

### Past simple: affirmative, negative and time expressions

|   |                         |                                 |
|---|-------------------------|---------------------------------|
| + | I / You / He / She / It | watched TV last night.          |
| - | It / We / They          | didn't play tennis on Thursday. |

- We use the past simple to talk about completed events and actions in the past.  
*We played basketball yesterday.*
- We often use time expressions such as *yesterday*, *last week*, *at 6 o'clock*, *in 2007*, *on Monday*, etc. with the past simple to say when the action happened.  
*My parents weren't at work at 6 o'clock.*

### Past Simple: spelling

- For verbs ending in -e, we add -d.  
*like - liked live - lived*
- For verbs ending in consonant + -y, we remove the -y and add -ied.  
*copy - copied study - studied bully - bullied*
- For verbs ending in consonant + vowel + consonant, we double the last consonant and add -ed.  
*shop - shopped stop - stopped travel - travelled*
- Some verbs are irregular in the past simple. They don't follow any pattern.
- See the irregular verb list on p167.

### 2 Write sentences in the past simple.

- 1 Marie Curie / live / in Paris.
- 2 My dad / fly / to New York five days ago.
- 3 My friends / not play / football in the morning.
- 4 I / win / a race at school yesterday.
- 5 We / not buy / anything at the shopping centre on Saturday.
- 6 My sister / find / some money on the floor.

### was/were: questions and short answers

|   |      |                   |           |
|---|------|-------------------|-----------|
| ? | Was  | I / he / she / it | friendly? |
|   | Were | you / we / they   |           |

|   |      |                   |          |
|---|------|-------------------|----------|
| + | Yes, | I / he / she / it | was.     |
|   |      | you / we / they   | were.    |
| - | No,  | I / he / she / it | wasn't.  |
|   |      | you / we / they   | weren't. |

### 3 Write questions with the past simple of the verb *be*.

- 1 Where / she / born?
- 2 What / her first film?
- 3 What / her favourite subjects at school?
- 4 you / interested in acting / at school?
- 5 your father / a film director?
- 6 your parents / interested in films?

### Past simple: questions and short answers

|   |     |                                     |        |
|---|-----|-------------------------------------|--------|
| ? | Did | I / you / he / she / it / we / they | sleep? |
|---|-----|-------------------------------------|--------|

|   |      |                                     |         |
|---|------|-------------------------------------|---------|
| + | Yes, | I / you / he / she / it / we / they | did.    |
| - | No,  |                                     | didn't. |

### 4 Read the answers and write questions in the past simple.

- 1 A: Where .... last night?  
B: I went to the cinema.
- 2 A: Who .... at the restaurant?  
B: I saw a famous actor.
- 3 A: When .... on holiday?  
B: My parents went on holiday a week ago.
- 4 A: .... at the concert last night?  
B: No, I wasn't at the concert. I was at home.
- 5 A: .... for the exam after school?  
B: Yes, I did. I studied for two hours.
- 6 A: Why .... about your grandmother?  
B: I wrote about her because I admire her.

# Grammar reference

## used to + infinitive: affirmative, negative and interrogative

- We use *used to* + infinitive for something that often happened in the past, but no longer happens.  
*I used to go out a lot, but now I only stay indoors.*
- We also use it to talk about things that were true in the past but aren't true now.  
*Matthew used to have short hair when he was in high school, but now he has long hair.*
- We form questions with *did* + subject + *used to* + infinitive.  
*Did you use to have a mobile phone when you were a child?*
- The negative form is *didn't use to* + infinitive.  
*I didn't use to like my teacher.*

|         |                              |                |                           |
|---------|------------------------------|----------------|---------------------------|
| Past    | she used to be good at Maths | I used to live | there used to be a cinema |
| Present | she is good at Maths         | I live         | there is a cinema         |

## 5 Put the words in order to make sentences.

- little / used / was / ice cream / like / to / she / when / Maria
- used / cousin / to / alone / homework / My / his / do
- weekend / play / when / were / they / younger / tennis / to / every / used / We
- go / parents / climbing / to / when / used / were / My / kids / we
- detective / as / to / stories / used / a / reading / sister / enjoy / My / teenager
- go / They / swimming / use / during / didn't / the / to / week

## 6 Turn the sentences into questions.

- My mother used to bake cakes every weekend.  
*Did your mother use to bake cakes every weekend?*
- Sally used to watch Disney films when she was a kid.
- My granddad used to play lots of sports when he was 20.
- My sister used to be a nurse when she lived in London.
- My father used to be a very good driver when he was young.
- My teacher used to give us a lot of homework.

## 7 Make the sentences in Exercise 6 negative.

*My mother didn't use to bake cakes every weekend.*

## 8 Choose the correct words.

- I didn't use / used to swim very well, but now I do.
- Used they / Did they use to go to the seaside every summer?
- I used / use to call my parents every evening when I was in France.
- There use / used to be a bookshop at the corner of this street. Now there is a bakery.
- Did they used / use to have barbecues in the garden?
- They didn't use travelling / to travel a lot when their children were babies.

## 9 Replace the underlined words with the correct form of used to + infinitive.

- We went for a walk in the park every afternoon.  
*We used to go for a walk in the park every afternoon.*
- I played a lot with my friends when I was on holiday.
- John ran very fast when he was an athlete.
- He didn't swim very well when he was little.
- Did he like adventure books as a child?
- They ate pizza every time they went out with their friends.



# Grammar reference

## Unit 3

### Comparatives and superlatives

|   | Adjective   | Comparative   | Superlative   |
|---|-------------|---|---|
| Short adjectives                          | high        | add -er: <i>higher</i>                                | add -est: <i>the highest</i>                                |
| Short adjectives ending vowel + consonant | big         | double the final consonant and add -er: <i>bigger</i> | double the final consonant and add -est: <i>the biggest</i> |
| Adjectives ending -y                      | tidy        | remove the -y and add -ier: <i>tidier</i>             | remove the -y and add -iest: <i>the tidiest</i>             |
| Long adjectives                           | comfortable | <i>more comfortable</i>                               | <i>the most comfortable</i>                                 |
| Irregular adjectives                      | good        | <i>better</i>   | <i>the best</i>   |

- We use comparative adjectives to compare one thing with another. Use the verb + a comparative adjective + *than*.  
*My room is tidier than my sister's room.*
- We use superlative adjectives to say that one thing or person has got the most of a particular quality. Use *the* with a superlative adjective.  
*My parents have got the biggest bedroom.*

### 1 Complete the sentences with the comparative or superlative form of the adjective or adverb.

- My bedroom is .... my sister's room. (small)
- We stayed at .... hotel in the city. (bad)
- I run .... my brother. (fast)
- We all eat fast in my family, but my older brother eats .... (quickly)
- Scott is .... player on the team. (good)
- I think doing housework is .... doing homework. (boring)

### must and mustn't

|   |                                     |         |        |
|---|-------------------------------------|---------|--------|
| + | I / You / He / She / It / We / They | must    | speak. |
| - |                                     | mustn't |        |

- We use *must* to talk about obligation or strong recommendations.  
*We must do our homework.*
- We use *mustn't* to talk about prohibition and strong advice against something.  
*They mustn't talk in the cinema.*

### 2 Complete the sentences with *must* or *mustn't* and the verb in brackets.

- Children .... (go) to school.
- You .... (wear) a helmet when you ride a motorbike.
- You .... (swim) on a beach when the flag is red.
- You .... (talk) in a library.
- When the traffic lights are red, you .... (stop).
- You .... (forget) your passport when you travel to another country.

### should and shouldn't

|   |                                     |           |           |
|---|-------------------------------------|-----------|-----------|
| + | I / You / He / She / It / We / They | should    | be quiet. |
| - |                                     | shouldn't |           |

|   |        |                                     |         |
|---|--------|-------------------------------------|---------|
| ? | Should | I / you / he / she / it / we / they | go out? |
|---|--------|-------------------------------------|---------|

|   |      |                                     |            |
|---|------|-------------------------------------|------------|
| + | Yes, | I / you / he / she / it / we / they | should.    |
| - | No,  |                                     | shouldn't. |

- We use *should* and *shouldn't* when we give advice or recommendations.  
*You should study for the exam.*

### 3 Complete the questions with *should* and the words in brackets. Then answer the questions.

- A: I'm bored. Who ..... *should I phone* ? (I / phone)  
B: *You should phone a friend. You shouldn't phone your teacher.*
- A: We're hungry but lunch is in 30 minutes. What .... ? (we / eat)  
B: ....
- A: My brother's got an exam tomorrow. What time .... ? (he / go to bed)  
B: ....
- A: I would like to visit your town. When .... ? (I / visit)  
B: ....
- A: My friends want to try a new sport. What .... ? (they / try)  
B: ....
- A: My sister wants to learn French. Where .... ? (she / go)  
B: ....

# Grammar reference

## Unit 4

### should

|   |                                 |                             |            |
|---|---------------------------------|-----------------------------|------------|
| + | I/You/He/She/It/<br>We/You/They | should                      | help.      |
| - | I/You/He/She/It/<br>We/You/They | shouldn't                   |            |
| ? | Should                          |                             | help?      |
| + | Yes,                            | I/you/he/she/it/we/you/they | should.    |
| + | No,                             |                             | shouldn't. |

- We use *should* to say what we think is a good idea, or important to do.  
*You should organise a party for your birthday.*  
*They should ask the teacher.*
- Should* is the same in all forms.
- We use an infinitive without *to* after *should*.  
*John should to get more sleep.*

### 1 Complete the questions and sentences with the correct form of *should* and the verbs in the box.

invite try not play listen wear not talk

- You should try harder – you can do it!
- She .... her music loudly.
- What .... I .... to the party?
- They .... in here – it's a library.
- .... we .... Leo to the cinema with us?
- He .... to the teacher in class.

### must

|   |                                 |                             |          |
|---|---------------------------------|-----------------------------|----------|
| + | I/You/He/She/It/<br>We/You/They | must                        | go.      |
| - |                                 | mustn't                     |          |
| ? | Must                            |                             | go?      |
| + | Yes,                            | I/you/he/she/it/we/you/they | must.    |
| - | No,                             |                             | mustn't. |

- We use *must* to say what we think is necessary to do.  
*You must listen to this song. It's fantastic!*
- We use *mustn't* to say what we think is necessary not to do.  
*We mustn't forget to buy her a present.*
- Must* is the same in all forms.
- We use the infinitive without *to* after *must*.  
*You must remember that story. (You must to remember that story.)*

### 2 Choose the correct words.

- You **should** / **mustn't** forget to call me tonight.
- Students **should** / **mustn't** run in the corridors.
- You **must** / **shouldn't** stay up so late – you're tired today.
- I think they **must** / **should** relax more.
- We **shouldn't** / **mustn't** be noisy in the library.

### have to/don't have to

|   |               |                 |                   |
|---|---------------|-----------------|-------------------|
| + | I/We/You/They | have to         | practise.         |
|   | He/She/It     | has to          |                   |
| - | I/We/You/They | don't have to   |                   |
|   | He/She/It     | doesn't have to |                   |
| ? | Do            | I/we/you/they   | have to practise. |
|   | Does          | he/she/it       |                   |
| + | Yes,          | I/we/you/they   | do.               |
|   |               | he/she/it       | does.             |
| - | No,           | I/we/you/they   | don't.            |
|   |               | he/she/it       | doesn't.          |

- We use *have to* to say what is necessary to do.  
*You have to answer all the questions in the exam.*  
*Toby has to look after his sister this afternoon.*
- We use *don't have to* to say what isn't necessary to do, but is an option or a choice.  
*I don't have to help you with the homework.*  
*Elsie doesn't have to get up early tomorrow.*
- Question words go at the beginning of the question.  
*How much homework do you have to do?*  
*When do we have to make a decision?*

### 3 Complete the sentences and questions with the correct form of *have to*.

- You don't have to phone. You can email for information.
- At my school, we .... play hockey, but there is a school team.
- Doctors .... study for seven or eight years.
- Why .... she .... do the exam again?
- .... we .... bring our instruments with us?

### 4 Complete the sentences with *don't have to*, *doesn't have to* or *mustn't*.

- He doesn't have to get up early tomorrow.
- He .... eat in here – it isn't allowed.
- I .... give this to the teacher until Friday.
- She .... use those scissors – they're dangerous.
- You .... forget to feed the cat.

# Grammar reference

## Unit 5

### will/won't

|   |                      |       |       |
|---|----------------------|-------|-------|
| + | I / You / He / She / | will  | work. |
| - | It / We / They       | won't |       |

|   |      |  |     |
|---|------|--|-----|
| ? | Will | I / you / he / she /<br>it / we / they | go? |
|---|------|--|-----|

|   |      |                      |        |
|---|------|----------------------|--------|
| + | Yes, | I / you / he / she / | will.  |
| - | No,  | it / we / they       | won't. |

- We use *will* and *won't* to make predictions about the future.

*Computers will control our lives in the future.*

- In informal English we can use the contraction 'll. We don't use 'll in short answers.

*A: I'll go to university.*

*B: Will you go to university in the UK?*

*A: Yes, I will.*

- We use an infinitive without *to* after *will* and *won't*.  
*They will do their homework on a tablet.*  
*(They will to do their homework on a tablet.)*

### 1 Complete the sentences with *will* or *won't* and the verb in brackets.

- Where .... you .... (live) in the future?
- Computers .... (be) faster in five years.
- We .... (not buy) big phones in the future.
- .... Ella .... (study) computer science?
- Most people .... (not use) keyboards in a few years.
- You .... (need) Wi-Fi in your new home.

### may/might

|   |                      |                     |       |
|---|----------------------|---------------------|-------|
| + | I / You / He / She / | may / might         | work. |
| - | It / We / They       | may not / might not |       |

|   |             |  |     |
|---|-------------|--|-----|
| ? | May / Might | I / you / he / she / it<br>/ we / they | go? |
|---|-------------|--|-----|

|   |      |                                     |                      |
|---|------|-------------------------------------|----------------------|
| + | Yes, | I / you / he / she / it / we / they | may / might.         |
| - | No,  |                                     | may not / might not. |

- We use *may* and *might* to say that it is possible (but not certain) that something will happen in the future:

*It may / might rain later. (It's possible)*

- Like *will* / *won't* (see above), *may* and *might* don't change in the different persons and we use an infinitive without *to* after them:

*My brother may study in Paris or he might go to London. (he might to go to London)*

### 2 Choose the correct words.

- I'm sure I **will** / **may** watch the film.
- My teacher **will** / **might** give us a lot of homework. That's certain.
- We **may** / **will** go to Prague or we **might** / **will** go to Budapest. We aren't sure.
- That exam was difficult. I'm sure I **won't** / **might not** pass.
- I **will** / **may** become a famous scientist. It's possible!
- My friends **won't** / **may not** go to the cinema. They aren't certain.

### Question tags

| (+)  | (-)          |
|--|--------------|
| It's a very small computer,                  | isn't it?    |
| You <b>can</b> do a lot of things with it,   | can't you?   |
| It <b>will</b> be very successful,           | won't it?    |
| Judy <b>likes</b> the Raspberry Pi,          | doesn't she? |
| Mike <b>bought</b> a new computer,           | didn't he?   |
| (+)  | (-)          |
| It <b>isn't</b> a very small computer,       | is it?       |
| You <b>can't</b> do a lot of things with it, | can you?     |
| It <b>won't</b> be very successful,          | will it?     |
| Judy <b>doesn't like</b> the Raspberry Pi,   | does she?    |
| Mike <b>didn't buy</b> a new computer,       | did he?      |

- Question tags are short questions that we add at the end of a sentence in spoken English and sometimes in informal writing. We can use them to ask for agreement.
- We use a negative tag after a positive sentence or a positive tag after a negative sentence.
- There** can be used as a subject in tags.  
*There is a new super computer coming out next month, isn't there?*
- We never use tags after questions.  
*The new Raspberry Pi 4 is coming out in 2020, isn't it?*  
*The new Raspberry Pi 4 isn't coming out in 2019, is it?*  
*(Is the new Raspberry Pi 4 coming out in 2020, isn't it?)*

### 3 Complete the sentences using the question tags in the box.

isn't he   hasn't she   doesn't he  
aren't they   won't it   didn't they

- His parents are getting him a new laptop, ....?
- Mike walks to school every day, ....?
- Jack's on holiday in Spain, ....?
- Mia and Sarah watched TV all night, ....?
- She's got curly hair, ....?
- It will be the best mobile phone on the market, ....?



# Grammar reference

## Unit 6

### be going to: affirmative, negative, questions and short answers

|   |                 |        |          |       |
|---|-----------------|--------|----------|-------|
| + | I               | am     | going to | work. |
|   | He / She / It   | is     |          |       |
|   | You / We / They | are    |          |       |
| - | I               | am not | going to | work. |
|   | He / She / It   | isn't  |          |       |
|   | You / We / They | aren't |          |       |

|   |     |                 |          |       |
|---|-----|-----------------|----------|-------|
| ? | Am  | I               | going to | work? |
|   | Is  | he / she / it   |          |       |
|   | Are | you / we / they |          |       |

|   |      |                 |         |
|---|------|-----------------|---------|
| + | Yes, | I               | am.     |
|   |      | he / she / it   | is.     |
|   |      | you / we / they | are.    |
| - | No,  | I               | 'm not. |
|   |      | he / she / it   | isn't.  |
|   |      | you / we / they | aren't. |

- We use *be going to* to talk about future plans and intentions.  
*I'm going to work in another country in the future.*
- We form the affirmative with *be + going to + infinitive*.  
*They're going to leave school this year.*
- We form the negative with *be + not + going to + infinitive*.  
*He isn't going to take a year out.*
- We form questions with *be* before the subject.  
*Are they going to get married this year?*
- We form information questions with *Wh-* question word before *be*.  
*What is she going to study at university?*

### 1 Complete the sentences with the correct form of *be going to* and the verbs in brackets.

- We .... (not play) tennis after school today.
- .... you .... (get married) when you're older?
- I .... (not leave) school until I'm 18.
- My friends .... (have) a party next week.
- My cousin .... (learn) to drive next summer.
- Where .... your brother .... (stay) when he goes to Australia?

### will vs. be going to

- We use *will* for predictions:  
*You'll pass all your exams, I'm sure.*
- We can also use *will* when we make a decision just before we speak.  
*A: Let's have a party!*  
*B: That's a good idea! I'll send everyone a message.*
- or when we offer to help someone:  
*A: It's mum's birthday. I don't know what to buy her.*  
*B: Don't worry. I'll go shopping with you later.*
- We use *going to* for plans or intentions:  
*This summer, we're going to visit Moscow.*

### 2 Choose the correct words.

- Those books are heavy. I 'll / 'm going to carry them.
- My mum **will / 's going to** start working in my school next week.
- I'm cold. I know, I 'll / 'm going to make you some hot chocolate.
- My cousin **will / 's going to** have a baby next month.
- We **won't / aren't going to** go on holiday this year.
- My teacher thinks we **won't / aren't going to** need pens or pencils in the future.

### Present continuous for the future

- We can use the present continuous to talk about definite plans and arrangements in the future.  
*She's meeting her friends after school.*
- We often use future time expressions such as *tonight, tomorrow, this weekend, this summer, next week, next month*, and *after class/school*.  
*We're having dinner in a restaurant tonight.*

### 3 Look at the diary. Then write sentences in the present continuous.

|          | Morning                | Afternoon            |
|----------|------------------------|----------------------|
| Today    |                        | have a guitar lesson |
| Friday   | do an exam             | go to Harry's party  |
| Saturday | play basketball        | eat at Mario's Pizza |
| Sunday   | visit our grandparents |                      |

- Tomorrow morning, *I'm doing an exam* .....
- This afternoon, I ....
- On Sunday morning, we ....
- I .... on Saturday morning.
- On Friday afternoon, Harry ....
- My friends and I .... on Saturday afternoon.

# Grammar reference

## Unit 7

### Present perfect: affirmative and negative

|   |                     |         |       |
|---|---------------------|---------|-------|
| + | I / We / You / They | have    | been. |
|   | He / She / It       | has     |       |
| - | I / We / You / They | haven't |       |
|   | He / She / It       | hasn't  |       |

- We use the present perfect to talk about events and experiences that happened at any time in the past.  
*I've visited a lot of countries.*

### Spelling: past participles

- With regular verbs, we add -ed to the infinitive.  
*crash – crashed ask – asked*
- With verbs ending in -e we add -d.  
*like – liked love – loved*
- With verbs ending in consonant + -y, we remove the -y and add -ied.  
*tidy – tidied carry – carried*
- With verbs ending in consonant + vowel + consonant, we double the final consonant and add -ed.  
*slip – slipped drop – dropped*
- Some verbs have irregular past participle forms. They don't follow any pattern.  
*cut – cut fall – fallen*
- See the irregular verb list on page 127.

### 1 Complete the sentences with the present perfect form of the verb in brackets.

- Max .... (cut) his finger again.
- They .... (crash) their car twice.
- I .... (not see) a large snake before.
- We .... (meet) lots of interesting people.
- Frances .... (have) a very exciting holiday.
- She .... (not burn) her hand.

### Present perfect: questions

|   |      |                     |          |
|---|------|---------------------|----------|
| ? | Have | I / we / you / they | eaten?   |
|   | Has  | he / she / it       |          |
| + | Yes, | I / we / you / they | have.    |
|   |      | he / she / it       | has.     |
| - | No,  | I / we / you / they | haven't. |
|   |      | he / she / it       | hasn't.  |

- We use questions in the present perfect to ask about past experiences. We can use ever to ask about your whole life.  
*Has she ever won a competition?*

### 2 Write questions and short answers with the present perfect and ever.

- you / have an accident ?  
*Have you ever had an accident?*  
No, ....
- Louisa / fall off her bike ?  
Yes, ....
- Tim / hurt his wrist ?  
No, ....
- your parents / live in Africa ?  
No, ....
- your best friend / lose something important ?  
Yes, ....
- your friends / win a sports competition ?  
No, ....

### Past simple vs. present perfect

- We use the past simple to say when something happened. We use words like *last week, yesterday, two weeks ago* with the past simple.  
*I broke my foot last weekend.*
- We use the present perfect when it's not important or we don't know when something happened. We use words like *ever, never, in the last ten years, in my life, etc.* with the present perfect.  
*Have you ever broken something?*  
*No, I've never broken anything.*

### 3 Choose the correct words.

- Have you ever .... a snake?  
a eat                      b ate                      c eaten
- Elsa .... some interesting things at the museum yesterday.  
a saw                      b has seen                      c see
- .... you snowboard in the mountains when you went on holiday?  
a Do                      b Did                      c Have
- What bones .... you broken?  
a did                      b has                      c have
- I .... forgotten my mum's birthday.  
a did never                      b have never                      c do never
- .... that new adventure film last week?  
a Did you see                      b Have you seen                      c Do you see

# Grammar reference

## Unit 8

### one/ones

- We use *one/ones* to refer to a person or thing when we don't want to repeat a noun in a sentence. We use *one* in the singular and *ones* in the plural.

*I like all my presents, but this one is my favourite.*

*A: Which birthday cards do you prefer?*

*B: The cheapest ones.*

### 1 Complete the conversations with *one* or *ones*.

- A:** Which trainers would you like, green or blue?  
**B:** I'd like the blue ...., please.
- A:** Which restaurant are you going to for your birthday?  
**B:** The .... next to the park.
- A:** What kind of ticket do you want?  
**B:** Which .... is the cheapest?
- A:** I really like playing those computer games.  
**B:** Which ....?  
**A:** Football games.
- A:** Which photos do you like best?  
**B:** I'm not sure. Perhaps the .... with children and animals.
- A:** Do you want to go to the same swimming pool?  
**B:** No, I'd like to try a different ...., please.

### Indefinite pronouns

|   | People              | Things                  | Places                  |
|---|---------------------|-------------------------|-------------------------|
| + | someone<br>everyone | something<br>everything | somewhere<br>everywhere |
| - | no one<br>anyone    | nothing<br>anything     | nowhere<br>anywhere     |

- We use indefinite pronouns to refer to people, things and places in a general way.  
*I want to go somewhere at the weekend.*
- These words are singular.  
*Everyone is excited about the wedding.*
- We usually use an affirmative verb with *no one*, *nothing* and *nowhere*.  
*There's nothing to do here!*
- We usually use a negative verb with *anyone*, *anything* and *anywhere*.  
*I haven't got anything to do today.*

### 2 Complete the sentences with the words in the box.

anywhere   Everyone   nothing  
Someone   anything   something

- I haven't got .... to do today.
- Helen couldn't find her keys ....
- .... called me on the phone but I don't know who.
- I'm so hungry. I've eaten .... all day.
- If you're bored, I can give you .... to do.
- .... is going to the park tomorrow. Why don't you come, too?

### too + adjective

- We often use *too* + adjective to say something is more than we want or need.  
*The dog's too big to sit on that chair.*
- Too* goes before the adjective.  
*We're too tired to walk.*
- We can use *to* + infinitive after *too* + adjective.  
*It's too cold to swim in the lake.*

### (not) adjective + enough

|   |  |
|---|--|
| + | My sister can take my dad's car. She's old enough to drive.                      |
| - | Can you write the date on the board?<br>I'm not tall enough to write at the top. |

- We often use *(not)* adjective + *enough* to say something is less than we want or need.  
*I'm not old enough to see that film.*
- Enough* goes after the adjective.  
*It isn't cold enough to snow. (It isn't enough cold...)*
- We can use *to* + infinitive after *(not)* adjective *enough*.  
*It isn't warm enough to go swimming. (It isn't warm enough for going...)*

### 3 Complete the sentences with *too* + adjective or *(not)* adjective + *enough*. Use the adjectives in brackets.

- The tree is .... to climb. (high)
- My friends are .... to see that film. You must be 18. (old)
- I'm .... to see the band from here. Can we go over there? (tall)
- This coffee is .... to drink at the moment. (hot)
- My team is .... to win this match but we'll try very hard. (good)
- The bus is .... to get us to school on time. We're going to be late! (slow)





# Vocabulary Bank



## Jog your memory!

- 1 Cover the rest of the page. How many shops and money verbs can you remember?



UNIT  
1

## Shops

|                  |                  |             |
|------------------|------------------|-------------|
| bookshop         | electronics shop | shoe shop   |
| chemist          | music shop       | sports shop |
| clothes shop     | newsagent        | supermarket |
| department store |                  |             |

- 1 Think of two things you can buy from each shop in the box.  
*bookshop – magazine, dictionary*
- 2 Work with a partner. Say two things you can buy in one of the shops. Your partner says the shop. Then swap.

## Money verbs

spend buy sell borrow save earn

- 1 Which four verbs in the box often go with the word *money*? Which two verbs often go with things like *clothes, shoes, books, etc.*?
- 2 Write true sentences about you with the words.  
*I sometimes spend money in the music shop.*



## Explore extreme adjectives

|         |           |          |           |
|---------|-----------|----------|-----------|
| amazing | brilliant | huge     | terrible  |
| awful   | freezing  | horrible | wonderful |
| boiling | great     |          |           |

- 1 Complete the table with the words in the box.  

| very good      | very bad | other |
|----------------|----------|-------|
| <i>amazing</i> |          |       |
- 2 Work with a partner. Decide together on things which are *amazing, awful, brilliant, etc.*  
*The Dubai shopping mall is amazing.*



## Explore prefixes

|          |             |       |       |
|----------|-------------|-------|-------|
| afraid   | happy       | lucky | usual |
| clear    | important   | tidy  | well  |
| friendly | interesting |       |       |

- 1 What do we add to the adjectives in the box to make the negative?
- 2 Work with a partner. Think of a situation for six of the negative adjectives.  
*When you are ill, you feel unwell.*



## Study tip

Start a vocabulary notebook or make some vocabulary cards. Keep a record of all your new words. Write the heading '*Shops and money*' and write the words on this page under this heading. Don't forget to write the part of speech next to the new word, e.g. *noun, verb* or *adjective*.

*Shops and money*  
*bookshop (n)*



## Are you a spender?

**1** Look at the pictures. Which object would you buy and why? Discuss with a partner.



**2** Read the quiz and answer the questions. Compare your results with your partner.

- |  |        |       |       |
|--|--------|-------|-------|
| 1 Do you walk to save money?   | ALWAYS | OFTEN | NEVER |
| 2 Do you go shopping more than once a week?                          | ALWAYS | OFTEN | NEVER |
| 3 Do you always find the cheapest products and buy them?             | ALWAYS | OFTEN | NEVER |
| 4 Do you save money every month?                                     | ALWAYS | OFTEN | NEVER |
| 5 Do you turn off the lights when you leave a room?                  | ALWAYS | OFTEN | NEVER |
| 6 Do you buy a newspaper every day?                                  | ALWAYS | OFTEN | NEVER |
| 7 Do you ever donate to charity?                                     | ALWAYS | OFTEN | NEVER |
| 8 If your parents give you pocket money, do you spend it right away? | ALWAYS | OFTEN | NEVER |

**Instructions for calculating your total points:**

1 2 1 0    2 0 1 2    3 2 1 0    4 2 1 0    5 2 1 0    6 0 1 2    7 0 1 2    8 0 1 2

## Interpretation:

**Definitely a spender:** 0–8    **Moderate spender:** 8–10    **Not a spender:** 11–12    **Quite thrifty:** 13–16

**3 a** Work in groups of three or four. You are going to make a poster and present it to the class. Choose one of the products in Exercise 1.

**b** Write a short presentation on the product. Include the following information:

- description
- what you use it for
- price
- who it's for.

**c** Now make your poster. You will need:

- cardboard
- coloured papers
- coloured pencils/crayons
- glue, scissors
- a picture of the product.

**d** Present your poster to the rest of the class. Make your presentation interesting. Be prepared to answer any questions from your classmates.

### Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

### Check your results!

- |  |   |
|--|---|
| ● identify the topic of the project based on the given prompts and pictures <input type="checkbox"/> | ● combine the pictures and information in the required project format <input type="checkbox"/>  |
| ● do a quiz <input type="checkbox"/>   | ● present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support <input type="checkbox"/> |
| ● search for pictures <input type="checkbox"/>   | ● be creative <input type="checkbox"/>  |
| ● search for information about the given topic <input type="checkbox"/>                              |   |
| ● write about and present a product <input type="checkbox"/>   |   |

G – good  
VG – very good  
E – excellent



# Vocabulary Bank

UNIT  
2



## Jog your memory!

- 1 Cover the rest of the page.  
How many jobs and adjectives of character can you remember?



## Jobs

|           |                |           |
|-----------|----------------|-----------|
| actor     | firefighter    | scientist |
| artist    | police officer | vet       |
| astronaut | musician       |           |
| dancer    | nurse          |           |

- 1 Look at the words in the box. What do the people do?  
*An actor acts in films or plays.*
- 2 Work with a partner. Say what one of the people does. Your partner says the job. Then swap.

## Adjectives of character

|          |          |         |
|----------|----------|---------|
| brave    | friendly | quiet   |
| calm     | funny    | serious |
| cheerful | kind     |         |

- 1 Match the words in the box with some of the jobs on this page and write a sentence. Compare your sentences with a partner.  
*An actor needs to be brave and funny.*
- 2 Which of the adjectives in the box can you use to describe yourself? Can you think of other adjectives?



## Explore expressions with *make*

|         |              |              |
|---------|--------------|--------------|
| a bed   | history      | a suggestion |
| a cake  | mistakes     | sure         |
| friends | a phone call |              |

- 1 Look at the words in the box for one minute. Cover them. How many can you remember?
- 2 Work with a partner. Write true/false sentences about you with the phrases.  
*Yesterday, I made a cake.*
- 3 Tell your partner your sentences. He/She must guess if they are true or false.



## Explore the suffix *-ness*

|          |       |      |
|----------|-------|------|
| friendly | kind  | tidy |
| happy    | quiet | weak |
| ill      | sad   |      |

- 1 Look at the words in the box. What do we add to these adjectives to make nouns? Write down the nouns but check your spelling!
- 2 Work with a partner. Say the noun. Your partner makes a sentence with the adjective. Then swap.



## Study tip

Write a short definition of the words in your vocabulary notebook or on the cards. This will help you to remember the meaning. When you study these words later, cover the word, read your definition and try to remember the word.

*Actor - an actor acts in films and plays.*





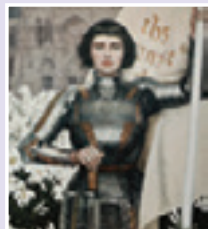
## A visitor from the past

### 1 Look at the pictures. Discuss with a partner.

- What do you know about these famous people from the past?
- What do they all have in common?
- Which of them would you like to meet? Why?



William Shakespeare  
(1564-1616)



Joan of Arc  
(1412-1431)



Wolfgang Amadeus Mozart  
(1756-1791)



Vincent van Gogh  
(1853-1890)



Maria Tănase  
(1913-1963)



Leonardo da Vinci  
(1452-1519)

### 2 Work in pairs. Write a short dialogue (10-15 lines) between you and a famous person from the past. You can choose one of the people in Exercise 1 or someone else. Act out the dialogue.

### 3 a Work in groups of three or four. You are going to make a poster and present it to the class. Decide on a famous person from the past.

### b Write a short biography of your person. Include the following information:

- when he or she lived
- where he or she lived
- what he or she is famous for.

### c Now make your poster.

#### You will need:

- cardboard
- coloured papers
- coloured pencils/crayons
- glue, scissors
- a picture of the person.

### d Present your poster to the rest of the class. Make your presentation interesting. Be prepared to answer any questions from your classmates.

### 4 In your group, write a short play (3-5 minutes) about the person you chose in Exercise 3. Think about:

- characters
- a story line
- costumes
- props
- musical background.

### 5 Act out the play in front of your classmates.

### Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

### Check your results!

- identify the topic of the project based on the given prompts and pictures ☐
- combine the pictures and information in the required project format ☐
- write and act out a dialogue ☐
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- search for pictures ☐
- be creative ☐
- search for information about the given topic ☐
- write about and present a famous person from the past ☐

G – good  
VG – very good  
E – excellent



# Vocabulary Bank

UNIT  
3



## Jog your memory!

- 1 Cover the rest of the page. How many things in the home and household appliances can you remember?



### Things in the home

blanket cupboard desk mirror towel  
carpet curtains pillow shelf wardrobe

- 1 Write the words from the box in the correct column. Some words can go in more than one column.

| bedroom | bathroom | living room | kitchen |
|---------|----------|-------------|---------|
| blanket |          |             |         |

- 2 Add two more new words to each column.

### Household appliances

cooker fridge iron  
dishwasher hairdryer lamp  
freezer heater washing machine

- 1 Look at the words for one minute. Then close your book. Write down the household appliances. Open your book and check your spelling. How many are correct?
- 2 Write down the household appliances in order of the most useful to least useful.
- 3 Compare your list with a partner.



## Explore expressions with *do*

the washing the ironing sports homework  
housework the washing Maths

- 1 Look at the words in the box. Which of the things do you enjoy/not enjoy doing? Think of some more words to add to the list.
- 2 Write five sentences about you and the people you know. Use *do* and five of the words in the box.
- 3 Work with a partner. Don't show him/her your sentences. Read your sentence without the word(s) after *do*. Can your partner guess the word(s)?



## Explore verbs with *up* or *down*

go up / down put up / down  
get / come up sit down / stand up

- 1 Complete the sentences with the correct form of some of the verbs in the box.
  - 1 I usually .... in the morning when the sun ....
  - 2 We always .... when the teacher comes in the classroom. We can .... when she tells us.
  - 3 I'm going to .... some pictures on my wall.
  - 4 It takes a lot longer to .... the hill on a bicycle than it does to .... it.
  - 5 .... your pens and listen.
- 2 Work with a partner. Think of more verbs with *up* or *down*. (think of verbs of movement e.g. walk, climb, etc.). Write sentences with the verbs.



## Study tip

When you write down a word, make sure you spell it correctly. Then, when you learn the word, remember to learn the correct spelling too!

cupboard → p  
silent



## What's the weather like in my city?

### 1 Work with a partner. Answer the questions.

- 1 What was the highest temperature recorded in Romania last year? What was the lowest temperature?
- 2 What's the weather like in your city:
  - in winter? ● in spring? ● in summer? ● in autumn?
- 3 What's your favourite season? What's your favourite month? Why?
- 4 How do you find out what the weather is like every day?

### 2 Study the seven-day weather forecast for Bucharest. What's the weather like? Complete the forecast.



| Weather Forecast for Bucharest |                     |         |
|--------------------------------|---------------------|---------|
| Day                            | Temperature         | Weather |
| Monday                         | two degrees Celsius | rainy   |
| Tuesday                        |                     |         |
| Wednesday                      |                     |         |
| Thursday                       |                     |         |
| Friday                         |                     |         |
| Saturday                       |                     |         |
| Sunday                         |                     |         |

### 3 a Work in pairs. You are going to make a poster of a three-day weather forecast and present it to the class. First, decide on a city.

#### b Write your three-day forecast. Include:

- name, map and picture of the city
- the time and date of your forecast
- pictures of weather conditions (weather icons).

#### c Now make your poster. You will need:

- cardboard
- coloured papers
- coloured pencils/crayons
- glue, scissors.

#### d Present your poster to the rest of the class. Use the model below.

*Hi, my name is Rachel. Let's look at the three-day weather forecast for Paris. The weather is unusually hot today, at thirty-five degrees Celsius. The high temperatures disappear tomorrow. Heavy rains are expected with temperatures of only twenty to twenty-three degrees Celsius. The day after tomorrow should be warm and partly cloudy.*

**Make your presentation interesting. Be prepared to answer any questions from your classmates.**

#### Skills:

- ability to work in a team
- communication skills
- presentation skills
- boost in self-confidence

#### Check your results!

- identify the topic of the project based on the given prompts ☐
- complete a weather forecast for a city ☐
- search for information about the given topic ☐
- search for pictures ☐
- combine the pictures and information in the required project format ☐
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good  
VG – very good  
E – excellent





# Vocabulary Bank

UNIT  
4



## Jog your memory!

- 1 Cover the rest of the page. How many words to describe priorities and performing can you remember?



## Priorities

chat with  
do  
do  
get  
hang out  
have time  
help

around the house  
for yourself  
enough sleep  
friends online  
something creative  
sports  
with friends

- 1 Turn to page 47. Look at the words for two minutes.
- 2 Can you remember them all? Match the words in the box to make expressions.

## Performing

act  
dancing  
instruments  
microphone  
on stage  
orchestra  
play (the piano)  
voice

- 1 Look at the words in the box. Which things do you need to have lessons for?
- 2 Which words are verbs and which words are nouns?  
*act – verb*



## Explore verb + noun collocations

catch a cold  
concentrate in your lessons  
get more sleep  
have a snack  
surf the Internet  
watch TV

- 1 Look at the words in the box. Talk to your partner about when you do these activities or when they happen.  
*I always catch a cold in the winter.*
- 2 Match the collocations from the text on page 48. Which collocation is a verb + adjective?

get out  
catch up  
get  
feel

relaxed  
a good night's sleep  
of bed  
on sleep



## Explore prepositions

between  
in front of  
near  
of  
over  
until

- 1 Look at the words in the box. Write true and false sentences for you using the prepositions.  
*My house is near a river.*
- 2 Work with a partner. Say your sentences and guess which sentences are true and which are false.

*catch a cold (verb + noun)*  
*feel relaxed (verb + adjective)*



## Study tip

Write collocations together and make a note of the form.



## What's on the news?

### 1 Work with a partner. Answer the questions.

- 1 How often do you watch the news on TV?
- 2 Do you listen to the news on the radio?
- 3 Which media source do you prefer, the radio or the TV? Why?
- 4 Do you think it's important to watch or listen to the news? Why (not)?
- 5 What's your favourite TV or radio programme?

### 2 In pairs, prepare an interview for a children's news programme. The topic is 'What's it like to be a children's author?'. Student A is the TV presenter. Student B is the children's author.

Organise your interview in two parts:

- why did you become an author?
- how did you become an author?

### 3 Act out the interview.

#### 4 a Work in groups of three or four. You are going to make a poster and present it to the class. Decide on a favourite TV or radio programme.

#### b Write a short presentation on your programme. Include the following information:

- name of the programme
- kind of programme (morning show, news, music show etc.)
- time
- special guests
- why you like it.

#### c Now make your poster. You will need:

- cardboard
- coloured papers
- coloured pencils/crayons
- glue, scissors.

#### d Present your poster to the rest of the class. Make your presentation interesting. Be prepared to answer any questions from your classmates.



#### Skills:

- ability to work in a team
- communication skills
- presentation skills
- boost in self-confidence

#### Check your results!

- identify the topic of the project based on the given prompts ☐
- make and role-play an interview ☐
- search for information about the given topic ☐
- search for pictures ☐
- combine the pictures and information in the required project format ☐
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good  
VG – very good  
E – excellent



# Vocabulary Bank

UNIT  
5



## Jog your memory!

- 1 Cover the rest of the page. How many computer words and technology verbs + prepositions can you remember?



## Computer words

|              |           |             |
|--------------|-----------|-------------|
| keyboard     | microchip | smartphone  |
| laptop       | mouse     | tablet      |
| memory stick | printer   | touchscreen |

- 1 Look at the words in the box. Which of the things can we ...?
  - hold in one hand?
  - connect to a computer?
  - use instead of a computer?
  - find on or inside a computer?
- 2 Work with a partner. Which of these things do you have in your house? How often do you use them?

## Technology verbs + prepositions

|                          |                         |
|--------------------------|-------------------------|
| Click on the icon.       | Sign into your account. |
| Log onto your computer.  | Turn down the volume.   |
| Scroll down the webpage. | Turn on the laptop.     |
| Shut down the computer.  | Turn up the volume.     |

- 1 Look at the words in the box. Write true sentences for five verbs.  
*I always turn on my laptop when I get home.*
- 2 Work with a partner. Mime one of the sentences. Your partner must guess the technology verb.



## Explore suffixes *-ful* and *-less*

|        |        |         |        |
|--------|--------|---------|--------|
| beauty | colour | power   | use    |
| care   | pain   | success | wonder |

- 1 We can use *-ful* with all of the words in the box to make adjectives but we can only add *-less* to five of these words. Which ones?
- 2 Read the sentences. What's the difference between *hopeful* and *hopeless*?  
I studied really hard for the exam and it wasn't very difficult. I'm **hopeful** that I'll do well.  
I'm really bad at throwing and catching balls. I'm **hopeless** at basketball.



## Explore phrasal verbs 1

|         |          |          |         |
|---------|----------|----------|---------|
| get up  | look for | take off | wake up |
| go back | put on   | turn on  |         |

- 1 Think about what you usually do on a school day. Write some sentences with the phrasal verbs from the box in the same order as you do them.  
*I wake up at 7 am and then I get up.*
- 2 Work with a partner. Compare your sentences. Do you do the same things every day? Do you do them in the same order?  
*Do you put on your clothes before you turn on the TV?*



## Study tip

If you can't think of a definition, write an example sentence next to your new words. Try to write an interesting sentence. Remember, if this example sentence is about you or people you know, you will remember the word more easily.

*turn on (v) I always turn on my laptop when I get home.*

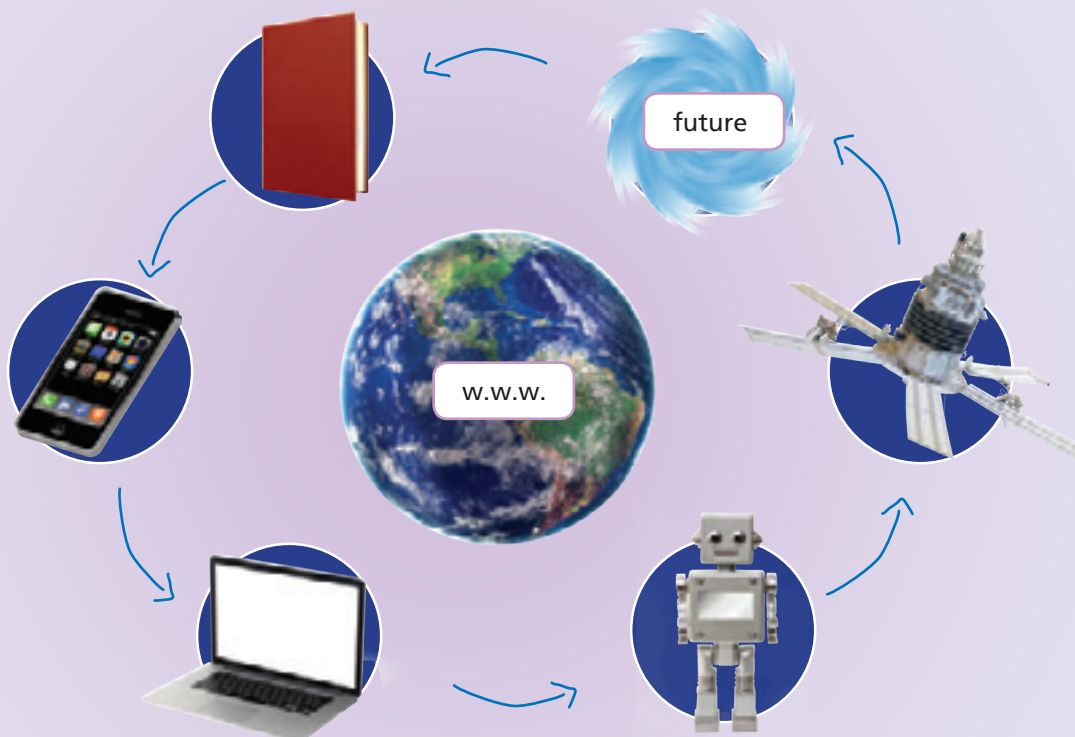




## Technology of today, robots of the future

### 1 Look at the pictures. Discuss with a partner.

- What do the pictures represent?
- Do they belong to the past, the present or the future?
- What would you draw in the space named *future*?
- Do you like the way in which the world has changed? Why/Why not?
- What do you think about robots? Are they a good invention? Why/Why not?



**2 a** Work in groups of three or four. You are going to make a poster and present it to the class. First, design your own robot. Use the Internet to find out about artificial intelligence and the robots people use today at work or at home.

**b** Write a short presentation on your robot. Include the following information:

- appearance
- name
- three things it does for you
- what you think it will be able to do in the near future
- how it will make life better or worse for people.

**c** Now make your poster. You will need:

- cardboard
- coloured papers
- coloured pencils/crayons
- glue, scissors.

**d** Present your poster to the rest of the class. Make your presentation interesting. Be prepared to answer any questions from your classmates.

### Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

### Check your results!

- identify the topic of the project based on the given prompts and pictures ☐
- search for pictures ☐
- search for information about the given topic ☐
- write about and present your invention ☐
- combine the pictures and information in the required project format ☐
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good  
VG – very good  
E – excellent



# Vocabulary Bank

UNIT  
6



## Jog your memory!

- 1 Cover the rest of the page. How many life events and containers and materials can you remember?



## Life events

|                  |                 |
|------------------|-----------------|
| be born          | learn to drive  |
| get a job        | leave home      |
| get married      | leave school    |
| go to university | start school    |
| have children    | take a year out |

- 1 Look at the words in the box. Which of these things do we usually do ...?

- before we're 6 years old?
- before we're 20?
- before we're 30?
- after we're 30?

- 2 Work with a partner. Add some more life events to the list.

*buy a car or a house*

## Containers and materials

|               |              |         |
|---------------|--------------|---------|
| bag           | jars         | bottles |
| cartons       | cans         |         |
| cardboard box | crisp packet |         |

- 1 Write the containers from the box in the correct column. Some can go in more than one column.

| paper      | plastic    | glass | metal |
|------------|------------|-------|-------|
| <i>bag</i> | <i>bag</i> |       |       |

- 2 Work with a partner. Cover the words and test each other.

*A: What are bags made of?*

*B: Bags are made of paper or plastic.*

- 3 Work with a partner. Which of the containers do you often use? What for?



## Explore phrasal verbs 2

|              |                 |            |
|--------------|-----------------|------------|
| find out     | grow up         | try on     |
| get on / off | switch on / off | write down |
| go out       | look for        |            |

- 1 We do not usually use a noun after *go out* or *grow up*. Write at least two nouns for the other verbs in the box.
- 2 Write a question with five of the phrasal verbs.
- 3 Work with a partner. Ask and answer your questions.



## Explore verbs with prepositions

|        |        |               |      |
|--------|--------|---------------|------|
| agree  | dream  | spend (money) | wait |
| ask    | learn  | pay           |      |
| belong | listen | talk          |      |

- 1 Which of the prepositions below do we use with each of the verbs in the box above?

on for (x2) with to (x4) about (x2)

*agree with*

- 2 Work with a partner. When did you last do the things in the box?



## Study tip

We need to use a preposition after some verbs. When you write down these verbs, always write down the preposition next to it. Don't forget to write an example sentence with the preposition too!

*listen (v) to: We need to listen to the teacher in class.*



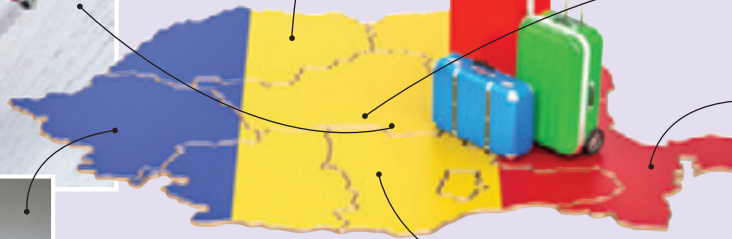
# Groupwork

UNIT  
6

## A weekend destination

### 1 Look at the pictures. Discuss with a partner.

- What can you see in each of the pictures?
- Have you ever been to these places or to similar ones?
- What activities can you do there?
- Are any of the places famous?
- Which of these places would you like to visit for a weekend and why?



**2 a** Work in groups of three or four. You are going to make a poster and present it to the class. Choose a place that you would like to visit for a weekend. It can be a city in your country or any other destination in the world. Search for information and a map on the Internet.

**b** Write a short presentation on your place. Include the following information:

- location
- how people can get there
- best time to visit
- activities you can do there
- prices
- recommendations.

**c** Now make your poster. You will need:

- cardboard
- coloured papers
- coloured pencils/crayons
- glue, scissors
- pictures of the place.

**d** Present your poster to the rest of the class. Make your presentation interesting. Be prepared to answer any questions from your classmates.

### Skills:

- ability to work in a team
- communication skills
- presentation skills
- boost in self-confidence

### Check your results!

- identify the topic of the project based on the given prompts and pictures ☐
- search for pictures ☐
- search for information about the given topic ☐
- write about and present a destination ☐
- combine the pictures and information in the required project format ☐
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good  
VG – very good  
E – excellent





# Vocabulary Bank

UNIT  
7



## Jog your memory!

- 1 Cover the rest of the page. How many accidents and injuries and parts of the body can you remember?



## Accidents and injuries

|       |           |           |             |
|-------|-----------|-----------|-------------|
| bang  | fall off  | on ice    | your finger |
| break | hurt      | the dog   | your hand   |
| burn  | slip      | your back | your head   |
| crash | trap      | your bike | your leg    |
| cut   | trip over | your car  |             |

- 1 Match one word from each box to make accident and injury expressions.
- 2 Check your answers on page 75. Close your books. Say a verb. Your partner says the noun.

## The body

|       |       |          |       |
|-------|-------|----------|-------|
| ankle | elbow | shoulder | chest |
| back  | knee  | wrist    | neck  |

- 1 Which parts of the body do people most often ...?  
cut? hurt? burn?  
break? bang?
- 2 Can you add some more parts of the body to the list?



## Explore expressions with get

|             |             |             |
|-------------|-------------|-------------|
| get better  | get home    | get sick    |
| get dressed | get injured | get worried |
| get dark    | get married |             |
| get fit     | get older   |             |

- 1 Write sentences with five of the expressions.
- 2 Read a sentence to your partner without the expression. Can your partner guess the expression?

Every morning, I have a shower and then I ...

Is it 'get dressed'?



## Explore compound nouns

|                 |              |
|-----------------|--------------|
| charity workers | forest floor |
| fishing boat    | wildlife     |
| firewood        |              |

- 1 Look at the words in the box. Which of the words means ...?
  - wood that you use to make a fire.
  - a boat that you use when you go fishing.
  - people who work for a charity.
  - the ground in the forest.
  - the animals, birds and plants that live in an area.



## Study tip

Remember to look at the words in this Vocabulary bank again and to try to learn them. If possible, work with a friend and test each other. Student A reads a definition or an example sentence without the word and Student B says the word.

firewood,  
forest floor



## Endangered animals

### 1 Look at the pictures. Discuss with a partner.

- What endangered animals do you know?
- Where do they live?
- Are there any endangered species in your country? What are they?
- What do you know about the species below?
- What could we do to prevent their extinction?



The giant panda



The white rhino



The red wolf



The Fiji crested iguana



The Bengal tiger



The South American tapir

### 2 a Work in groups of three or four. You are going to make a poster and present it to the class. Choose one of the endangered animals in Exercise 1. Use the Internet to find out more about it. Make notes and think about what people could do to save it from extinction.

#### b Write a short presentation on your animal. Include the following information:

- name
- where it lives
- what it looks like
- its daily activities
- interesting facts about it
- the reason why there are very few alive now
- what we can do to save it
- pictures.

#### c Now make your poster. You will need:

- cardboard
- coloured papers
- coloured pencils/crayons
- glue, scissors
- a picture of your animal.

#### d Present your poster to the rest of the class. Make your presentation interesting. Be prepared to answer any questions from your classmates.

#### Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

#### Check your results!

- identify the topic of the project based on the given prompts and pictures ☐
- combine the pictures and information in the required project format ☐
- write about and present an endangered animal ☐
- test your classmates' ability to recognise specific aspects based on a visual support ☐
- search for pictures ☐
- be creative ☐
- search for information about the given topic ☐

G – good  
VG – very good  
E – excellent



# Vocabulary Bank

UNIT  
8



## Jog your memory!

- 1 Cover the rest of the page. How many free time activities and adjectives of feeling can you remember?



## Free time activities

|                     |                             |
|---------------------|-----------------------------|
| draw pictures       | read books or magazines     |
| have a party        | spend time with your family |
| meet friends        | take photos                 |
| play an instrument  | use the Internet            |
| play computer games | watch films                 |

- 1 Look at the words in the box. Write the words in order of your favourite to your least favourite.
- 2 Compare your list with your partner. Do you enjoy doing the same kinds of things?

## Adjectives of feeling

|        |       |             |            |
|--------|-------|-------------|------------|
| afraid | bored | excited     | surprised  |
| upset  | angry | embarrassed | interested |
| tired  |       |             |            |

- 1 Look at the words in the box. Write them in the correct column.

|                |  |  |
|----------------|--|--|
|                |  |  |
| <i>excited</i> |  |  |

- 2 Choose one of the words but don't tell your partner. Mime the word. Can your partner guess what words it is?



## Explore expressions

|             |           |         |
|-------------|-----------|---------|
| a good time | a rest    | a meal  |
| a shower    | a problem | a party |

- 1 Which verb goes with the words in the box?
- 2 Add the following words to the correct column.

sure housework a party a bed fun  
homework a favour a cake a swim  
a suggestion shopping

| make        | do               | have           |
|-------------|------------------|----------------|
| <i>sure</i> | <i>housework</i> | <i>a party</i> |



## Explore making nouns from verbs

- 1 Look at these verbs. Write the noun.  
have a party *having a party*  
meet friend .... take photos ....  
play an instrument .... use the Internet ....  
play joke .... watch films ....  
read books ....
- 2 Make nouns from verbs and write true and false sentences for you.  
*I think meeting friends is boring.*
- 3 Work with a partner. Guess which of your partner's sentences are true and false.



## Study tip

Try to use your new vocabulary as soon as you can. This will help you to learn the new words and it will also help improve both your writing and speaking.







## A school trip

### 1 Look at the pictures. Discuss with a partner.

- What kind of school trips can you see?
- Have you ever been on one of these trips with your classmates and teacher?  
If yes: Which one? How was it?  
If not: Would you like to go? Which one would you choose? Why?



camping trip



sightseeing trip



hiking trip



coach trip



theme park trip



seaside trip

### 2 a Work in groups of three or four. You are going to make a poster and present it to the class. First, decide on your ideal school trip.

#### b Write a short presentation on your ideal school trip. Include the following information:

- what kind of school trip it is
- season
- duration
- means of transport
- accommodation
- meals
- activities you can do there
- prices
- any other details.

#### c Now make your poster. You will need:

- cardboard
- coloured papers
- coloured pencils/crayons
- glue, scissors
- pictures of the places you want to visit.

#### d Present your poster to the rest of the class. Make your presentation interesting. Be prepared to answer any questions from your classmates.

#### Skills:

- ability to work in a team
- communication skills
- presentation skills
- boost in self-confidence

#### Check your results!

- identify the topic of the project based on the given prompts and pictures ☐
- search for pictures ☐
- search for information about the given topic ☐
- write about and present your ideal school trip ☐
- combine the pictures and information in the required project format ☐
- test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good  
VG – very good  
E – excellent



# HALLOWE'EN



Every year, on 31 October, many countries all over the world celebrate Hallowe'en. This is a popular festival in England and America, but there are also people from other countries that enjoy carving pumpkins into jack-o'-lanterns, dressing up as witches and ghosts and scaring each other.

Hallowe'en is a very old celebration. Its origins date back almost 2000 years to the ancient Celtic festival of Samhain. The Celts in Britain, Ireland and parts of France celebrated New Year on 1 November. They believed that on the night before New Year, the spirits of the dead would return to earth, so they lit bonfires and wore costumes and masks to scare these ghosts away.

With the spread of Christianity, 1 November became the day to honour all saints (All Saints' Day). The evening before this was known as All Hallows' Eve, or All Saints' Eve, and later Hallowe'en. Today, however, it is not just a religious festival. Hallowe'en is a time of fun activities like costume parties, trick-or-treating or telling scary stories. Trick-or-treating is a special custom that began in America and it is the modern version of 'souling'. Souling was a tradition where poor people went from house to house promising to say prayers for the dead in exchange for food.



These days, children knock on people's doors dressed up as witches, monsters and ghosts, and ask for sweets.

Other popular symbols for Hallowe'en are vampires, witches, spiders and animals that are active at night such as black cats, owls and bats.

## 1 Work with a partner. Answer the questions.

- 1 What do you think about Hallowe'en?
- 2 Do you celebrate Hallowe'en in your country?
- 3 What's your favourite festival in your country?

## 2 Look at the pictures below. What's their connection to Hallowe'en?



## 3 Read the text and decide if the sentences are true (T) or false (F). Correct the false ones.

- 1 People celebrate Hallowe'en only in England and the USA.
- 2 For the Celts, New Year began in November.
- 3 Only poor people go 'Trick-or-Treating' today.
- 4 Jack-o'-lanterns are made of pumpkins.
- 5 Animals that aren't active at night are popular symbols of Hallowe'en.

People also make jack-o'-lanterns, usually from carved pumpkins. They take out the middle of this large vegetable, and then they make holes for the eyes, nose and mouth, and they put a candle inside. Light is a symbol for power over darkness, and this is why we light candles in pumpkin lanterns and put them outside our homes: to keep the darkness away and scare off any unwelcome visitors!

## 4 Find out which countries around the world celebrate Hallowe'en. Choose one country and search for pictures and information on the Internet. Make a photo album to show how Hallowe'en is celebrated there. Present your album to the rest of the class.

## 5 Now write a short letter to a British friend about how you celebrate Hallowe'en in Romania.





# Festivals



## APRIL FOOLS' DAY

April 1st is April Fools' Day in the UK. It is a day when people play practical jokes and tricks on each other. When you play a joke on someone, you shout 'April Fool!' The 'victim' of the prank is the April Fool!

### Where exactly does this custom come from?

*No one really knows how or where the custom started.*

*April Fools' Day is a very old tradition that is thought to date back to the 16th century. At that time, in France, people celebrated New Year on 1 April. Because they didn't have the modern means of communication that we have today, many people didn't find out about the introduction of a new calendar which celebrated New Year on 1 January. Others decided to ignore the change of date or they simply forgot about it. All these people were called fools.*

*Over time, playing pranks on 1 April has become a tradition in other countries as well. These days, April Fools' Day is an international festival of fun with different ways of playing harmless pranks. Among the most common pranks are telling a friend that school has been cancelled or pointing to a friend's shoe and saying 'Your shoelace is untied' even though it's not.*

● The best trick is the one where everyone laughs, both the joker and the 'victim'.



### 1 Answer the following questions with a partner.

- 1 What do you know about April Fools' Day?
- 2 Do you have a similar day in Romania?
- 3 Do you like April Fools' Day? Why/Why not?
- 4 Do you like practical jokes?
- 5 What was the last trick you played on someone?

### 2 Read the text and answer the questions.

- 1 When is April Fools' Day celebrated?
- 2 Who is the April Fool?
- 3 What's the origin of April Fools' Day?
- 4 What are some common pranks?

### 3 Search for well-known pranks on the Internet and choose five. Discuss them in pairs and give your opinion.

### 4 Now make up your own April Fools' trick. Write a short description and present it to your class as 'My April Fools' Trick'. Your classmates will decide which is the funniest.





# Reading for pleasure

Discovery  
EDUCATION™

In this unit ...

## Unit aims

I can ...

- understand a biography of a famous writer.
- follow the events in an extract from a novel.
- understand a character's actions and feelings.
- write about an exciting scene.

## BE CURIOUS



What can you see in the photo?

Start thinking

- What do you like to read?
- When and where do you read?
- What is your favourite book?



## Reading A biography

- 1 You are going to study part of a story by the British writer, Arthur Conan Doyle. Read the text about his life. Which famous characters did he write about? Do you know anything more about them?



Arthur Conan Doyle was born in 1859 in Edinburgh, Scotland.

At university he studied to become a doctor, and he also started writing short stories. He was soon more successful as a writer than as a doctor.

In 1886 he wrote his first story about a detective and his friend. These were Doyle's most famous characters:

Sherlock Holmes and Doctor Watson.

Doyle wrote 56 stories about them and they were extremely popular. Doyle died in England in 1930. But today Holmes and Watson are still appearing in films, novels and TV programmes.



## Reading A story

- 2 In this text Doctor Watson is telling the story. Read the first part of the text quickly (paragraphs A–D). What kind of story is it?

a love story   a travel diary   a mystery story  
a comedy   a science fiction story

### Get Reading

*The first time you read a text, read it quickly, without stopping. Don't worry if there are parts you don't understand or words you don't know. Keep reading! Try to get a general idea of what the text is about.*

- A When I got to the top of the hill the sun was already going down. The hillsides below me were golden-green on one side and grey shadow on the other. There was no sound and nothing moved on the moor.\* One great grey bird flew over my head. He and I seemed to be the only living things between the blue sky and the empty land. But down below me there was a circle of old stone huts.\* One of these still had enough roof to keep a person dry when the weather was bad. My heart jumped as I saw it. This must be the stranger's hiding place – I could now find out his secret! 5
- B A little path through the rocks took me down to the door. Everything was quiet. The man might be waiting inside, or he might be outside on the moor. I closed my hand on the gun in my pocket, walked quickly to the door and looked in. The hut was empty.
- C But I was right. This was the place where the man lived. Some blankets in a corner showed me where he slept. I could see the ashes of a fire in the old fireplace. Next to it there were some cooking pots and a bucket of water. Empty tins were lying on the floor, so I knew that someone had used the place for several days. An old table stood in the middle of the hut, and on this I found a small bag. Inside there was some bread, some tins of meat and two tins of fruit. 10
- D Then I noticed a piece of paper under the bag. I picked it up and read it. It said, 'Dr Watson has gone to Coombe Tracey.' This secret man was collecting information about me! Who was he? What was he doing here? Was he my enemy? I knew I could not leave the hut until I had answers to these questions. 15

Adapted from *The Hound of the Baskervilles* by Arthur Conan Doyle

\*moor an open area of hills covered with rough grass, especially in Britain

\*hut a small, simple building, usually consisting in one room

### 3 Answer the questions.

- 1 Who or what was Doctor Watson looking for?
- 2 Did he find anything important in the hut?

### 4 What do you think happens next in the story? Work with a partner. Ask and answer Watson's questions.

- 1 Who is the 'secret man'?
- 2 What is he doing on the moor?
- 3 Is he Watson's enemy?

**5 Read the next part of the text. Who do you think the stranger is?  
How do you think Watson feels when he finds out?**

- E Outside the sun was getting low. In the west the sky was brilliant with red and gold, and these colours were shining from pools of water on the moor. I could see the two towers of Baskerville Hall, and far away a curl of smoke came from the village of Grimpen. All was quiet and lovely in the golden evening light. But I could not enjoy this beauty. I was thinking only of my meeting with the stranger. Every minute was bringing it closer. Cold and alone, I sat in the dark corner of the hut and waited for the man to come. 20
- F And then finally I heard him. Far away came the clink of a boot hitting a stone. Then another and yet another, slowly coming nearer and nearer. I pushed myself back into the darkest corner and took out the gun from my pocket. I knew I must not show myself until I could see this man. For a few moments there was no sound and I knew he had stopped. Then once more the footsteps came towards me and a shadow fell across the opening of the hut. 25
- G 'It's a lovely evening, my dear Watson,' said a well-known voice. 'I really think you will be more comfortable out here than inside.'

**6 Read both parts of the text again. Then put these sentences about Doctor Watson in the correct order.**

- a) He saw a small building.
- b) He sat down in a corner.
- c) He walked down the hill.
- d) He checked that no one was inside the hut.
- e) He heard someone coming.
- f) He climbed the hill.
- g) He looked at the things inside the hut.

**Your turn**

- 7 Work with a partner. Look at the photos. Do they match the descriptions of the moor in the text? What is the same in the text and the photos? What is different? Think about:**

- weather
- colours
- animals
- buildings





**8 Are the sentences true (T) or false (F)?  
Correct the false ones.**

**Paragraph A**

- 1 Watson was with other people on the top of the hill.
- 2 When he saw the hut his heart 'jumped' because he was scared.

**Paragraph B**

- 3 He was sure that the stranger was in the hut.

**Paragraph C**

- 4 The things inside the hut showed Watson that someone lived there.

**Paragraph D**

- 5 The piece of paper was a message for Watson.

**Paragraph E**

- 6 Watson relaxed and enjoyed the beautiful evening.

**Paragraph F**

- 7 Watson was very worried because he thought he was in danger.

**Paragraph G**

- 8 The person at the door wasn't a stranger.

**9 Find the underlined words in the text and choose the correct meaning.**

- 1 stranger
  - a) someone you don't know
  - b) someone who looks very unusual
- 2 gun
  - a) a thing that can hurt or kill someone
  - b) a small bag that holds money
- 3 blankets
  - a) clothes you wear to keep warm
  - b) things you put on a bed to keep warm
- 4 pots
  - a) fruit and vegetables that you can eat
  - b) things you use to cook food or make it hot
- 5 enemy
  - a) someone who wants to hurt you
  - b) someone you like and admire
- 6 footsteps
  - a) comfortable shoes for walking
  - b) the sounds of someone walking



**Get Writing**

**PLAN**

**10** Think of an exciting scene from a film or book. What can you remember about it? Think about these things and make notes:

- the person or people in the scene
- the place – try to remember important details
- the time of day and the colours
- the action

**11** Work in small groups and describe the scene you chose.

**WRITE**

**12** Write a description of your scene. Use your notes.



Discovery  
EDUCATION

In this unit ...

# Reading for pleasure

## Unit aims

I can ...

- understand a biography of a famous writer.
- follow the events in an extract from a novel.
- understand the feelings of a central character.
- compare different characters by looking at what they say.
- use dialogue to write about a relationship.

## BE CURIOUS



What can you see in the photo?

Start thinking

- When do you think this photo was taken?
- How does the girl look different from girls today?
- Was life different for a boy in those days?



## Reading A short biography

- 1 You are going to read part of a novel by a famous English writer. Read about her life and complete the fact sheet.

George Eliot (1819–1880) was the pen name of the English writer Mary Ann Evans. She grew up in the countryside and was very close to her older brother Isaac. When she was 16, her mother died and Mary left school to look after her family for the next 14 years. When her father died in 1849, she moved to London, where she organised a magazine and wrote articles for it. Ten years later, the first of her seven novels appeared. A lot of the ideas in *The Mill on the Floss* (1860) came from her own life.



### George Eliot

Real name: <sup>1</sup>...

Born in <sup>2</sup>... (year)

Brother's name: <sup>3</sup>...

Moved to London at the age of <sup>4</sup>...

Published her first novel in <sup>5</sup>...

Total number of novels: <sup>6</sup>...

Died in <sup>7</sup>...

- 2 Why do you think this writer used a different name when she wrote her books?

## Reading A long extract from a novel

- 3 The main character in *The Mill on the Floss* is a girl called Maggie. Read the first part of the text and answer the questions.

- 1 What is the relationship between Maggie and Tom?
- 2 Who is Mrs Tulliver?
- 3 What was Maggie's 'big idea'?

"Well, how are you? I hope you're good children, are you?" said Aunt Glegg. "Put your hair behind your ears, Maggie, and keep your dress on your shoulder."

"I think the girl has too much hair," Aunt Pullet said. "It should be thinner and cut shorter. It isn't good for her health."

- 5 "Maggie," said Mrs Tulliver, "go and brush your hair."

A big idea was taking shape in Maggie's mind. "Tom, come out with me," she whispered. "There's something I want to do before dinner."

Tom followed Maggie upstairs into their mother's room. She opened a drawer and took out a large pair of scissors.

- 10 "What are they for?" said Tom.

Maggie answered by taking the front part of her hair and cutting it straight across the middle of her forehead.

"Oh, Maggie, you'll be in trouble!" exclaimed Tom.

- 15 Snip! went the scissors again, and Tom couldn't help feeling it was rather good fun. Maggie would look so weird.

"Here, Tom, cut it behind for me," said Maggie, excited by her own bravery.

"You'll be in trouble, you know," said Tom, as he took the scissors.

"Never mind, hurry!" said Maggie, giving a little \*stamp with her foot. Her cheeks were red.

- 20 One delicious snip, and then another and another. The hair fell heavily on the floor, and Maggie stood there, badly \*cropped but with a new sense of freedom.

\*stamp an act of putting the foot down on the ground, or the noise made in doing so

\*crop to make something shorter or smaller, especially by cutting

- 4 What do you think happens next? How will Tom react to Maggie's appearance? How will the adults react?



## 5 Read the next part of the text and check your answers to Exercise 4.

"Oh, Maggie," said Tom, jumping round her and slapping his knees as he laughed. "Oh, you look so weird! Look in the mirror."

Maggie felt an unexpected \*pang. She had only wanted to get free from her annoying hair and people's annoying comments about it. She didn't want her hair to look pretty. But now, when Tom began to laugh at her, everything seemed different. She looked in the mirror. Tom was still laughing and clapping his hands. Maggie's cheeks lost their colour and her mouth started to tremble a little.

"You'll have to go down to dinner now," said Tom. "Oh, Maggie!"

"Don't laugh at me, Tom," said Maggie, stamping, and giving him a push.

"Now then, spitfire!" said Tom. "Why did you cut it off, then? I'm going down. I can smell the dinner going in." He hurried downstairs and left poor Maggie alone.

After some time, she stood up, slowly made her way downstairs to the dining room and went towards the empty chair.

Mrs Tulliver gave a little scream and dropped her spoon. All eyes turned towards Maggie, whose cheeks and ears began to burn, while Uncle Glegg said:

"Hey! What little girl's this? I don't know her. Is it some little girl you've picked up in the road?"

"For shame!" said Aunt Glegg, in her loudest voice. "Little girls who cut their own hair should be \*whipped and fed on bread and water, not come and sit down with their aunts and uncles."

"Yes," said Uncle Glegg, meaning to be playful. "She must go to prison, where they'll cut off the rest of her hair."

"She's a naughty child who will break her mother's heart," said Mrs Tulliver, with tears in her eyes.

Tom whispered, "I told you you'd be in trouble!" and it seemed to Maggie that he was enjoying the scene. Her heart \*swelled, and getting up from her chair, she ran to her father, hid her face on his shoulder and burst into tears.

\***pang** a sudden sharp feeling, especially of painful emotion

\***whip** to hit a person or an animal with a whip

\***swell** to become larger and rounder than usual; to (cause to) increase in size or amount

### Get Reading

*In Exercise 6 you need to look at specific parts of the text to find the answers. First, scan quickly to find the right part of the text. Then read this section carefully to decide on your answer.*

## 6 Read the text again and choose the correct answers.

- Tom laughed and clapped because ...  
a he wanted Maggie to get into trouble.  
b he thought Maggie looked strange and funny.
- He left her alone because ...  
a it was dinner time and he was hungry.  
b he wanted to punish her.
- Maggie's mother screamed because she was ...  
a shocked.  
b frightened.
- When Maggie came into the dining room, Uncle Glegg ...  
a didn't know who she was.  
b made jokes about her.

- Aunt Glegg ...  
a thought Maggie's behaviour was terrible.  
b didn't like the way little girls behaved.
- The person Maggie turned to was ...  
a her brother.  
b her father.

## 7 Now look at the whole text. Find the underlined words and match them with their meanings.

- |   |           |   |  |
|---|-----------|---|--|
| 1 | whispered | a | bad, behaving badly                              |
| 2 | forehead  | b | a person who often gets angry                    |
| 3 | slapping  | c | drops of salty water that come from your eyes    |
| 4 | tremble   | d | said very quietly                                |
| 5 | spitfire  | e | to shake with small, quick movements             |
| 6 | naughty   | f | hitting something lightly with your hand         |
| 7 | tears     | g | the top part of someone's face, above their eyes |

**8** What do these sentences tell us about how Maggie was feeling? Match them with the descriptions (a–f).

- |   |   |
|---|---|
| 1 Her cheeks were red. (line 18)  | a hurt and angry                        |
| 2 She felt an unexpected pang. (line 23)  | b extremely upset                       |
| 3 Her cheeks lost their colour and her mouth started to tremble a little. (line 26) | c surprised by a sudden feeling of pain |
| 4 She stamped and gave Tom a push. (line 28)  | d excited and enjoying herself          |
| 5 Her cheeks and ears began to burn. (lines 33–34)                                  | e very embarrassed                      |
| 6 Her heart swelled and she burst into tears. (lines 42–43)                         | f worried and losing confidence         |

**9** Work with a partner. Look at these modern photos. Do any of the children look similar to Maggie and Tom? Explain why you think some photos fit better with the text than others.



**Your turn**

- 10** Work in a group. Each take the part of one of the seven characters who speak in the text. Read their words aloud and help each other to say them as expressively as possible.
- 11** Now practise acting out the whole scene. Think about the characters' movements and the expressions on their faces, as well as the words they say.



**Get Writing**

**PLAN**

- 12** Think of a situation with two people who are very different or who have very different feelings. They could be:
- having an argument
  - trying to agree on a plan
  - reacting to some news
  - discussing music / sport / a film / a TV programme
  - talking about a person or place they both know

Make notes in a table, like this:

| Situation: at a football match  |  |
|---|--|
| Person A  | Person B   |
| my first football match<br>cold!<br>uncomfortable!<br>I want to go home | big football fan<br>amazing atmosphere<br>brilliant – best match I've seen |

**WRITE**

- 13** Write a dialogue between the two people, showing the differences between them.
- 'I'm so excited! I love football.'
- 'You're joking! I'm freezing. I want to go home.'



## Maths Percentages

- 1 Work with a partner. Match the symbols in the table with the words in the box.

minus divide plus per cent  
equals multiply (by) / times

| symbol | +     | -     | ×     | ÷     | %     | =     |
|--------|-------|-------|-------|-------|-------|-------|
| name   | 1 ... | 2 ... | 3 ... | 4 ... | 5 ... | 6 ... |

- 2 Read and listen to the text. Which symbols from Exercise 1 do you use to calculate a percentage?

- 3 Read the text again and answer the questions.

- Where does the word 'per cent' come from?
- Who first used the numbers 0-9?
- Why do we use percentages?
- What percentage is 'the whole' equal to?
- What is the whole in the example with cakes?
- What do we multiply the fraction by to get the final percentage?

### Your turn

- 4 Work with a partner. Calculate the percentage of chocolates that each person eats. Use the text to help you. The box has 60 chocolates.

|       | Chocolates | Percentage of whole box |
|-------|------------|-------------------------|
| James | 12         | 1 ...                   |
| Susan | 6          | 2 ...                   |
| Ahmed | 15         | 3 ...                   |
| Susie | 20         | 4 ...                   |

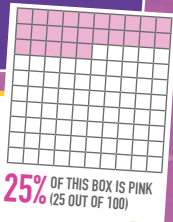
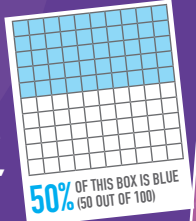


# PERCENTAGES



The word 'per cent' comes from Roman times.

It comes from the Latin words *per* 'centum' or 'out of 100'. Before the Romans, the ancient Egyptians used a similar system of numbers in tens. But the numbers from 0 to 9 that we use today come from the ancient Arab world, over 2,000 years ago. The Arabs also used fractions, for example,  $\frac{1}{4}$ . We use percentages to calculate how much a part of a whole is. And when we say 'per cent', we're really saying 'out of 100'.



When we calculate a percentage of something, first we need to know the total number of things, or 'the whole'. The whole is 100%. For example, there are 12 cakes on a table. In this calculation, 12 is the whole and is 100%.



Next, we need to know the number we want to change to a percentage. For example, Tanya eats three of the cakes on the table so three is the number we want to change to a percentage.

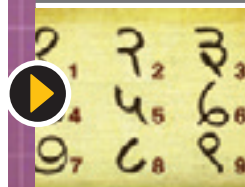


We put these two numbers into a fraction. In our example, we need to calculate what percent three (number of cakes Tanya ate) is of twelve (total number of cakes). The fraction is  $\frac{3}{12}$ .  $3 \div 12 = 0.25$ .

Finally, we multiply this number by 100 to make a percentage.  $0.25 \times 100 = 25$ .

So Tanya ate 25% of the cakes.

Find out about our number system.



**Discovery**  
EDUCATION

1.4 What does Zero mean?



## History The feudal system

1 Match the words in the box with the pictures.

knight noble peasants king

2  Read and listen to the text. Complete the article with the people in Exercise 1.

3 Choose the correct answers.

- The king gave his land to nobles to sell / to look after.
- When a king died, his son / the noble inherited the fief.
- Nobles helped the king in battles / find more land.
- Knights were never / sometimes women.
- Peasants were at the bottom / in the middle of the feudal system.
- Peasants paid taxes to knights / nobles.



### Your turn

4 Work with a partner. Answer the questions.

- What do you think of the feudal system? Was it fair? Why?/Why not?
- Can you think of any famous knights from history?
- Would you like to live in the Middle Ages? Why?/Why not?

## THE FEUDAL SYSTEM

In Europe in the Middle Ages – from the 5<sup>th</sup> to the 15<sup>th</sup> century – some people owned land and some people lived or worked on the land. This system was called the feudal system. It was a hierarchy because some people were at the top and some people were at the bottom.



1

The <sup>1</sup>..... was at the top of the feudal system. He owned too much land to look after by himself so he divided it up, and gave some of it to people called 'nobles' to rule for him. These different areas of land were called fiefs. When a king died, his son became the owner of the fiefs.

2

The <sup>2</sup>..... looked after the king's land. They ruled large fiefs. They paid tax to the king and sometimes helped him in wars and battles. These people were less important than the king in the hierarchy but very important in the local community.



3

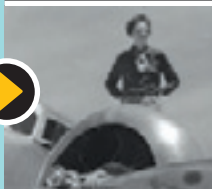
Nobles usually employed <sup>3</sup>..... to help protect their fiefs. They were often heroes because they were strong and brave, especially in battles. They always helped the king when he asked them and protected him. Most of them were men, but some were women.

4

About 90% of people in the Middle Ages were <sup>4</sup>..... They were at the bottom of the hierarchy. They didn't have land or money like the other members of society. They worked on the land for the nobles, growing food and looking after animals. They paid taxes to the nobles and worked all day. Life was very hard for these people.



Find out about one of the first female pilots.




 **Discovery**  
EDUCATION™

2.4 Amelia Earhart, famous flyer

## Art The Bauhaus movement

- 1 Look at the photos. Which words in the box can you use to describe each building?

modern old-fashioned practical  
comfortable functional attractive simple

- 2  Read and listen to the text. Which building in Exercise 1 do you think is Bauhaus?

**Bauhaus** was an art school in Weimar, Germany. German architect Walter Gropius started the school in 1919. The Bauhaus school tried to combine form (the shape of something) and function (how we use something) in architecture so that buildings were practical but also simple. Bauhaus architects didn't like lots of decoration on buildings; they preferred flat roofs, straight lines and geometric shapes. Before Bauhaus, architects used lots of different shapes and colours, and materials like marble, hardwoods and even gold for the decorations in their buildings. Bauhaus used metal, glass, steel or plastic to make their buildings. Typical colours are white, grey and black. The designs for the furniture inside Bauhaus buildings are also simple, and functional.



- 3 Read the text again. Mark the sentences true (T) or false (F). Correct the false sentences.

- 1 The Bauhaus style began in a school in Germany.
- 2 Bauhaus buildings are traditional and attractive.
- 3 The buildings used more basic materials than in the past.
- 4 You can only see the Bauhaus style in buildings and architecture.

- 4  Listen to the second part of the text about the Bauhaus school and choose the correct answers.

- 1 The Bauhaus school moved location **twice / three times** before it closed.
- 2 Former students of the school took their ideas to different parts of **the world / Germany**.
- 3 A building in an airport in **Chicago / Houston** is an example of Bauhaus architecture.
- 4 Josep Lluís Sert / Joan Miró designed the *Casa Bloc* in Barcelona.

### Your turn

- 5 Work with a partner. Answer the questions.

- 1 Can you think of any buildings with a similar style to Bauhaus in your town or city?
- 2 Which buildings do you like in your town or city? What are they made of? What do you like about them?

Find out about the pyramids in Egypt.



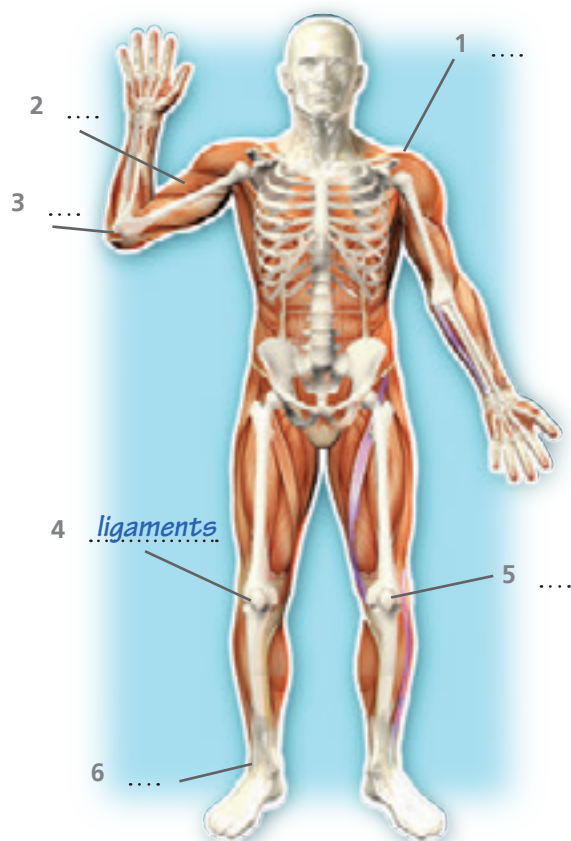
 **Discovery**  
EDUCATION

3.4 The seventh wonder of the world

## P.E. Avoiding sports injuries

- 1 Work with a partner. Match the body parts to the words in the box.

joints muscles ligaments  
shoulder ankle knee



- 2 Complete the introduction giving advice on avoiding sports injuries with words from Exercise 1.

Playing sports and taking exercise can be fun and can help you stay healthy, but anyone can get injured. Sports injuries can affect all parts of the body, but most injuries affect 1...., 2.... and 3.... Certain types of sport can affect different parts of the body. Tennis players often have 4... problems, for example, and people who go jogging can have problems with 5.... and 6....

- 3 Listen and check.

- 4 Complete the advice with the words in the box. Then listen and check.

injuries blood flow stiff pain muscles equipment

### We can avoid most problems by following these simple guidelines.

- 1 Prepare properly for sport. Warm-up exercises before doing sport increase the 1 *blood flow* to the 2 .... and make them more flexible.
- 2 Cooling down is important, too. It stops you feeling 3 .... the next day.
- 3 Get the right 4 .... Using the wrong type of sports shoes or a tennis racquet of the wrong weight can cause problems.
- 4 Be careful with technique and posture. Talking to experienced sports people about this can help you avoid unnecessary 5 ....
- 5 If you feel 6 .... during exercise, it's a sign that there's a problem, so stop!
- 6 Don't start doing sport again too soon after an injury. Wait for the pain to go first. Doing sport too soon after an injury can make it worse.



### Your turn

- 5 Work with a partner. Choose a sport. Make a leaflet explaining how to avoid injury in a sport.

#### Learn about helping someone.

- What does Bear Grylls do first?
- Why doesn't his mobile phone work?
- How does Bear pull Jesse up the mountain?



**Discovery**  
EDUCATION™



## ICT Supercomputers

### 1 Work with a partner. Answer the questions.

- 1 What do you think the difference is between a personal computer and a supercomputer?
- 2 What do you think people use supercomputers for?
- 3 What do the letters CPU mean?

### 2 Read and listen to the text and check your ideas to Exercise 1.

## Supercomputers

Personal computers help us to communicate and organise our lives. They help us to work and also to have fun. But in science, the type of computer that we use every day isn't powerful enough. Scientists need more powerful computers to help them understand the world around us. They use these 'supercomputers' to do experiments that might be difficult or dangerous in the real world. Supercomputers are huge and are much faster than personal computers. Some of them can do more than one quadrillion (1,000,000,000,000,000) calculations in a second.

A supercomputer can work so quickly because it has many CPUs. The CPU, or Central Processing Unit is the brain of the computer. It can process information very fast and accurately. Scientists use this power to make virtual physical worlds that help them with research.

Every time you see the weather forecast on TV, you are seeing the work of very powerful supercomputers. Scientists use these computers to tell us if it's going to be sunny at the weekend, to show how aeroplanes can save fuel by flying with the wind, and also how the weather is going to change in the future.

As for the future, experts believe that one day computer scientists will build the ultimate supercomputer that can think and act just like human brains. Perhaps one day computers really will rule the world!



### 3 Read the text again and answer the questions.

- 1 What do scientists test with supercomputers?
- 2 How many operations can a supercomputer do per second?
- 3 What makes a supercomputer powerful?
- 4 Why are virtual physical worlds useful to scientists?
- 5 How can supercomputers help aeroplane pilots?
- 6 What will the 'ultimate supercomputer' do?

### Your turn

### 4 Work with a partner. How do you think supercomputers can be useful in the following areas?

health   education   the environment

Find out about two men who look the same.



**Discovery**  
EDUCATION™

5.4 Who's real?



## Science Lifecycle of a plastic bag

1 Look at the photos. Which do you think people use to make plastic bags?



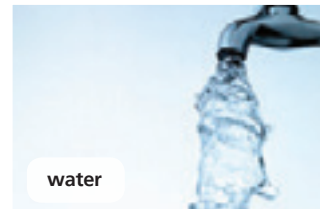
wood



metal



oil



water

2 Listen to the first part of an interview with an expert on plastic and check your ideas to Exercise 1.

3 Listen to the interview again and complete the diagram about making plastic bags.

use make polyethylene recycle  
extract oil make plastic bag



4 Listen to the second part of the interview and choose the correct answers.

- 1 Recycling is part of the two / three 'Rs'.
- 2 We usually use plastic bags once / twice before we throw them away.
- 3 Each year 100,000 / 1 million marine animals die because of plastic bags.
- 4 Most plastic bags are biodegradable / non-biodegradable.
- 5 It can take up to 1,000 / 100 years for a plastic bag to decompose.

### Your turn

5 Work with a partner. Answer the questions.

- 1 What alternatives are there to plastic bags?
- 2 Can you think of any interesting ways to reuse plastic bags?
- 3 What do you do to help the environment?

Find out about a green building.



**Discovery**  
EDUCATION

6.4 Go green!

## Science Foodborne illness

1 Look at the pictures. What do you know about food poisoning? Have you ever had it?

2  Complete the text with the words in the box. Then listen and check.

bacteria symptoms surface raw intestines spread headaches illness

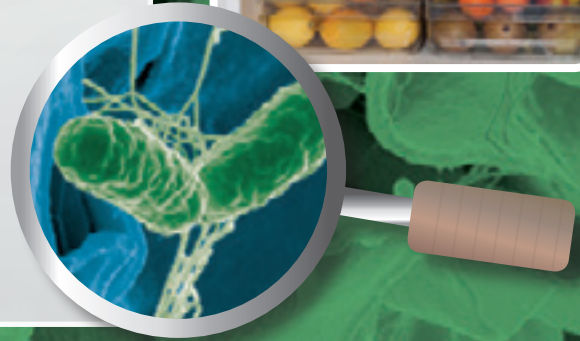
### FOODBORNE ILLNESS

Have you ever felt ill after you've eaten something? Yes? Then you've probably had food poisoning. Food poisoning is an <sup>1</sup>.... which you can get when you eat food that contains <sup>2</sup>...., viruses or parasites, which enter the stomach and <sup>3</sup>.... This is called a foodborne illness. Common <sup>4</sup>.... of foodborne illnesses are diarrhoea, vomiting, <sup>5</sup>.... and fever.



The two most common foodborne illnesses are campylobacter and salmonella. Both of these are bacterial foodborne illnesses and we sometimes find them in <sup>6</sup>.... (uncooked) meat (especially chicken and turkey), milk, eggs and unclean water.

You can get food poisoning from food which has not been cooked properly or because of 'cross contamination'. This is when bacteria <sup>7</sup>.... between different foods, surfaces or kitchen equipment. For example, when you prepare raw chicken on a surface and don't clean it before using the same <sup>8</sup>.... for other food like salad or cooked meat. Another danger is when you keep raw meat above other food in a fridge and liquid from the raw meat falls on to the food below.




3 Read the text again. Mark the sentences true (T) or false (F). Correct the false sentences.

- 1 Bacteria is the only cause of foodborne illness.
- 2 Campylobacter and salmonella are viruses.
- 3 Uncooked meat can contain campylobacter and salmonella.
- 4 Cross contamination is when bacteria pass from one food to another.

4  Listen to a Food Technology teacher and put the four Cs of food safety in the order he talks about them.

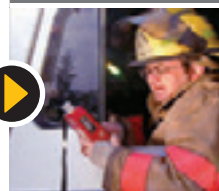
cross-contamination chilling  
cleaning cooking

5  Listen again and make notes on the four Cs in Exercise 4.

### Your turn

6 Work with a partner. What other ways can you think of for bacteria and infections to spread from person to person?

Find out about loud music.



 **Discovery**  
EDUCATION™

7.4 Medical myths



# Geography Functional zones

1 Match the photos with the different zones in a city.

industrial zone
residential zone
CBD (central business district)



2 Read and listen to the text and check your ideas to Exercise 1.

FUNCTIONAL ZONES

Functional zones in a city are the areas where people go to do particular things. There are three main functional areas in a modern city: the CBD (central business district), the industrial zone and the residential zone.

The CBD is often called the city centre. It is usually in the historic centre of a city. It has most of the shops and services, like banks, libraries, and also offices and the town hall. There are also places for entertainment like theatres, cinemas and swimming pools. Land is expensive in the CBD so there are often a lot of tall buildings like skyscrapers. Some historic cities don't have these more modern buildings because they want the city to look traditional.

The industrial zone is where the factories, warehouses and industries are. Many years ago, these zones were in the centre of cities, but they moved out, probably because of the noise and pollution. This area is usually less attractive than the central areas. Workers often travel here from where they live, so these zones usually have good transport links for trains and cars to move people, materials and products to and from the factories.

Residential zones are often on the outside of a city. The buildings are newer and the land is cheaper here so this is where people, especially families, live. There are schools and more open spaces like parks, and there is less traffic and pollution than in other zones.

3 Complete the table with the words in the box.

shops
factories
offices
warehouses
parks
swimming pools
skyscrapers
banks
schools

| CBD | industrial zone | residential zone |
|-----|-----------------|------------------|
|     |                 |                  |

4 Which zone(s) ...

- has got cheaper land?
- has got more expensive land?
- has got families?
- are out of the city centre?
- is usually a bit ugly?

5 Work with a partner. Can you name the functional zones in your nearest city?

Find out about collecting water.

8.4

An ancient answer



# Project 1

## A sponsored event



### Look

**1** Look at the poster about the charity day and answer the questions.

- 1 What is the charity?
- 2 Where is the charity day?
- 3 What day is it?
- 4 What time does it start?
- 5 What sponsored events are there?
- 6 What entertainment is there?
- 7 How much money do they want to raise?

### Prepare

**2** Work in groups of three. Plan a charity day in your town and make a poster. Use the questions in Exercise 1 to help you and find photos to put on your poster.

### Present

**3** Present your poster to the rest of the class. Give extra details about the charity, how friends and family can sponsor you, and the amount of money you want to raise. Which charity day is the class's favourite?



## Project 2

### A plan of my ideal house



#### Look

- 1 Look at the picture of an ideal house and complete the description with the words from the box.

wardrobe armchairs bathrooms  
fridge kitchen shelf

My house has got a lot of rooms. Upstairs there are two bedrooms, a games room and two <sup>1</sup>.... Downstairs there's a living room, a big <sup>2</sup>...., a swimming pool, a gym and a garden. My bedroom has got a massive <sup>3</sup>.... for all my clothes, mirrors on all of the walls, a king-sized bed, and two big chests of drawers. In the games room, there's a pool table, a big games centre, with games consoles and a big TV. There's also a <sup>4</sup>.... full of books, manga comics and computer games. Downstairs the living room is very comfortable with two sofas and four <sup>5</sup>...., a coffee table and a cinema-sized TV on the wall. The kitchen's got two microwaves, three dishwashers and a big <sup>6</sup>.... and freezer for all my food.

#### Prepare

- 2 Work in groups of three. Imagine you live together. Design your ideal house and draw a simple plan of it. Think about ...
  - rooms and what you do in them.
  - furniture and what you use it for.
  - any other unusual or luxury items.

#### Present

- 3 Present your poster to the rest of the class. Which house is the class's favourite?





## Project 3

### Information leaflet about a festival



# MAY DAY

#### WHERE AND WHEN

May Day is a traditional festival. People celebrate it across Europe and the USA every year on the first day of May. In the UK, it's a public holiday so not many people work on this day.

#### HISTORY

Most people think that May Day started as a Roman festival to celebrate the end of winter and the start of summer. The first of May used to be the first day of summer in Europe.

#### ACTIVITIES

In the UK, there are celebrations all around the country to celebrate May Day, with traditional events and activities. One traditional activity is 'May pole dancing'. In this activity, people dance around a tall pole with colourful ribbons. The ribbons create a decorative pattern at the top of the pole as the people dance around it. A lot of schools in rural areas organise maypole dances for their pupils.

Another traditional dance during May Day celebrations is 'morris dancing'. Dancers dress in white clothes with bells attached to them and carry scarves and long wooden sticks. The participants hit their sticks together in the air as they perform a special dance. The bells on their clothes make sounds as they dance to traditional accordion music.

Other traditions include making displays with flowers, decorating houses with flowers and leaves, and special processions through the streets with people dressed in special costumes or fancy dress.

#### FOOD

There isn't much traditional May Day food, but at May Day events you can typically find traditional British cakes, biscuits and desserts. Fast food like hot dogs and hamburgers are also common.



#### Look

- 1 Look at the poster about the festival and complete the information.

|                  |  |
|------------------|--|
| name             |  |
| location         |  |
| date             |  |
| history          |  |
| activities       |  |
| traditional food |  |

#### Prepare

- 2 Work in groups of three. Make a poster about a festival in your country. Use the categories in Exercise 1 to help you, and find photos of the festival to decorate your poster.

#### Present

- 3 Present your poster to the rest of the class. Which festival is the class's favourite?



# Project 4

## A presentation

### Look

#### 1 Match the words with the pictures.

velocipede carriage hot air balloon  
sail ship steam locomotive horse cart  
steam boat automobile steam engine plane

#### 2 Answer the questions.

- How did people travel to different countries a hundred years ago?
- How far do you think people were able to travel back then?
- How long do you think journeys took compared to today?
- Which of the means of transport in the pictures do you think is the oldest?
- Which of the means of transport in the pictures do you think is the fastest? Why?
- How did these different means of transport evolve until today?



### Prepare

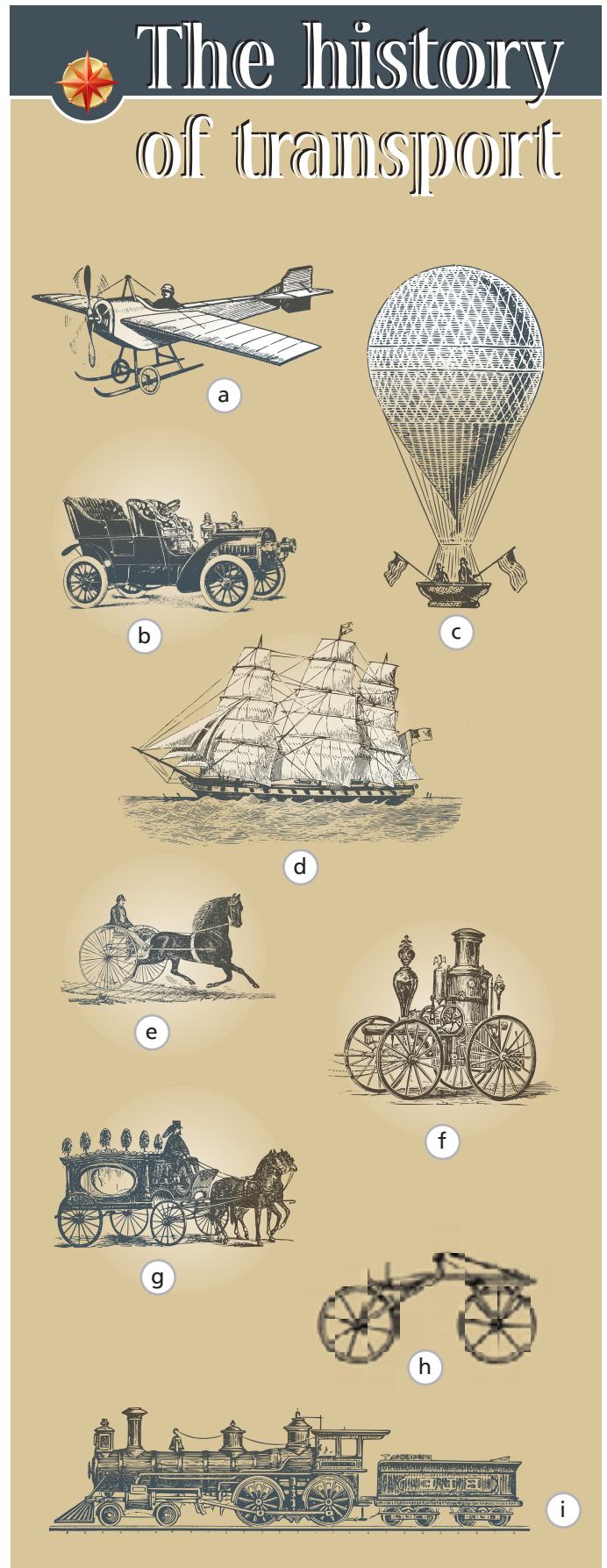
#### 3 Work in groups of three. Choose a means of transport. Use the Internet, books or magazines to find pictures and information about its history. Make some notes in your notebook. Use the questions in Exercise 2 and the table below to help you.

| Date | Name              | Event                            |
|------|-------------------|----------------------------------|
| 1903 | Wright brothers   | first flight – 37 metres         |
| 1927 | Charles Lindbergh | first flight across the Atlantic |
| 1930 | Frank Whittle     | invention of the jet engine      |

#### 4 Prepare a presentation using a software programme like Microsoft PowerPoint or big pieces of card to hold up or stick to the board. Use your notes, pictures and information from Exercise 3.

### Present

#### 5 Give your presentation to the class. Remember, you should say most of the information. You only need pictures and main points on the slides. When every group has finished, have the class vote on which presentation they liked best.







# Project 5

## A travel brochure

### Visiting cool places

**DISCOVER ROMANIA**

**Visit the medieval town of Sighișoara in Transylvania**

- First documented in 1280 AD, Sighișoara (Schäßburg - Schassburg or Schäsbrich in German) is one of the best-preserved medieval towns in Europe. It was built by the Saxons and was used as a military and political stronghold.
- People say it is the birthplace of the notorious Vlad Dracula (also known as Vlad the Impaler), who ruled the province of Walachia from 1456 to 1462 and inspired Bram Stoker's fictional character, Dracula.
- With cobbled streets, colourful buildings, ornate churches and a pedestrian-friendly Old Town, you can't help falling in love with Sighișoara. It can get a bit crowded in the summer, but it's definitely worth visiting.

Here are but a few of the places you can visit in town:

- Cetatea Sighișoara (Sighișoara Citadel)
- Piața Cetății (The Citadel Square)
- Turnul cu Ceas (The Clock Tower)
- Biserica Mănăstirii Dominicane (The Church of the Dominican Monastery)
- Biserica din Deal (The Church on the Hill)
- Casa Vlad Dracul (Vlad the Impaler's House)
- Casa Venețiană (The Venetian House)
- Camera de Tortură (The Torture Room)

You can also attend the Festival of Medieval Arts and Crafts in July.

**How to get there:**

- by car: Highway A1 or National Road E60
- by train: Sighișoara Train Station
- by plane: Târgu-Mureș International Airport
- by bus: Sighișoara Bus Station

### Look

#### 1 Read the travel brochure and answer the questions.

- 1 Where is the town?
- 2 How can you get there?
- 3 How old is it?
- 4 Who built it?
- 5 Which historical figure lived there a long time ago?
- 6 What interesting places can you visit?

### Prepare

- 2 Work in groups of three. Choose a town or a city anywhere in the world. Use the Internet, books or magazines to find information about it. Use the questions in Exercise 1 to help you.
- 3 Make a travel brochure on a big piece of card, using the photos and information from Exercise 2.

### Present

- 4 Present your travel brochure to the rest of the class. Which town or city would the class most like to visit?





# Project 6

## A presentation

**A PERSONAL BIOGRAPHY** - *Once upon a time ...*

1



2



3



4



- a At age 5 I got my first bike. I used to ride it all day long in the summer. ☐
- b I was born in Bucharest on 22nd October 2007. I was a really noisy baby. ☐
- c I used to love wearing mum's shoes when I was 4 years old. ☐
- d I started school when I was 6. I was very nervous on my first day. ☐

### Look

- 1 Look at the pictures. Match them with the information. Then order them chronologically.
- 2 Which is the earliest memory you have of your childhood? How about the funniest?

### Prepare

- 3 Think about some of your childhood memories. Write them down in chronological order. Look for family photos or make drawings to illustrate them.

- 4 Work individually to prepare a presentation using a software programme like Microsoft PowerPoint or big pieces of card to hold up or stick to the board. Use your notes, pictures and information from Exercise 3.

### Present

- 5 Give your presentation to the class. Remember, you should say most of the information. You only need pictures and main points on the slides. When everyone has finished, have the class vote on which presentation they liked best.



# Project 7

## A poster **AN UNUSUAL PLACE**

### Look

- 1 Read the article and complete the information.
- 2 Work in pairs. Read the article again and answer the questions.

- 1 Where is the place?
- 2 What is special about it?
- 3 Who discovered it?
- 4 Who lives there?

#### FACT FILE:

- Approximate distance from the mainland: 4,000 km
- Official language:
- Approximate distance from London:
- Number of families:
- Length of island:
- Number of schools:
- Month and year that the volcano erupted:

## THE REMOTEST INHABITED ISLAND ON EARTH!



### Prepare

- 3 Work in groups of three. Choose an unusual place on Earth. Use the Internet, books or magazines to find pictures and information about it. Use the questions in Exercise 2 to help you. You can use the Fact file in Exercise 1 as an example.
- 4 Make a poster on a big piece of card, using the photos and information from Exercise 3. Remember, you should say most of the information. You only need pictures and main points on the poster.

### Present

- 5 Present your poster to the rest of the class. Which unusual place would the class most like to visit?

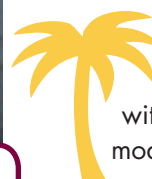
**In the middle of the Atlantic Ocean, more than 4,000 km from the nearest land, is the remotest inhabited island on the planet – it is also a volcanic island. To get there, you need to travel for five or six days on a ship from Cape Town in South Africa.**

Tristan da Cunha is a British territory, named after the Portuguese explorer who discovered the island. The official language is English, but London is almost 10,000 km away. The British monarch is the head of state and they use British pounds as their currency.

The island is home to eighty families, about 250 people in total. The island is only 10 km long and there is one town with only one school. This is the only place on the island with an internet connection.

In October 1961, the island's volcano erupted and the whole population went to live in the UK. They got jobs and new homes, but they didn't like the lifestyle there and missed their life on the island.

They found it very hard to live in a society where money is the most important thing. So, in November 1962, they returned to Tristan da Cunha – they were happier without television, cars and the stress of modern life!



**FACT!** Queen Mary Peak, the volcano in the middle of the island, is 2000 metres high – and it's active!

# Irregular verbs

## infinitive

be  
become  
begin  
break  
build  
buy  
catch  
choose  
come  
do  
drink  
drive  
eat  
fall  
feed  
feel  
find  
fly  
get  
give  
go  
have  
hear  
keep  
know  
learn  
leave  
lose  
make  
meet  
pay  
put  
read  
run  
say  
see  
send  
sit  
sleep  
speak  
spend  
swim  
take  
teach  
tell  
think  
wear  
win  
write

## past simple

was/were  
became  
began  
broke  
built  
bought  
caught  
chose  
came  
did  
drank  
drove  
ate  
fell  
fed  
felt  
found  
flew  
got  
gave  
went  
had  
heard  
kept  
knew  
learnt/learned  
left  
lost  
made  
met  
paid  
put  
read  
ran  
said  
saw  
sent  
sat  
slept  
spoke  
spent  
swam  
took  
taught  
told  
thought  
wore  
won  
wrote

## past participle

been  
become  
begun  
broken  
built  
bought  
caught  
chosen  
come  
done  
drunk  
driven  
eaten  
fallen  
fed  
felt  
found  
flown  
got  
given  
gone  
had  
heard  
kept  
known  
learnt/learned  
left  
lost  
made  
met  
paid  
put  
read  
run  
said  
seen  
sent  
sat  
slept  
spoken  
spent  
swum  
taken  
taught  
told  
thought  
worn  
won  
written

# Phonemic script

## consonants

/p/ pencil  
/b/ bag  
/t/ town  
/d/ day  
/tʃ/ cheese  
/dʒ/ juice  
/k/ cake  
/g/ get  
/f/ food  
/v/ very  
/θ/ Thursday  
/ð/ that  
/s/ speak  
/z/ zebra  
/ʃ/ shoe  
/ʒ/ usually  
/m/ mum  
/n/ name  
/ŋ/ sing  
/h/ house  
/l/ like  
/r/ red  
/w/ water  
/j/ you

## vowels

/i:/ see  
/ɪ/ sit  
/ʊ/ book  
/u:/ zoo  
/e/ pen  
/ə/ teacher  
/ɜ:/ bird  
/ɔ:/ boring  
/æ/ that  
/ʌ/ run  
/ɑ:/ car  
/ɒ/ lost

## diphthongs

/eɪ/ say  
/ɪə/ hear  
/ʊə/ pure  
/ɔɪ/ enjoy  
/əʊ/ know  
/eə/ chair  
/aɪ/ buy  
/aʊ/ now



# Word list (selection from the textbook, the audio scripts and video scripts)

■ nouns ■ verb ■ adjective ■ adverb ■ phrasal verbs ■ preposition ■ phrase

## Starter Unit

|                      |  |
|----------------------|--|
| <b>French</b>        | <b>noun</b> the language that people speak in France, Belgium, parts of Canada and other countries   |
| <b>music</b>         | <b>noun</b> a pattern of sounds that is made by playing instruments or singing, or a recording of this   |
| <b>geography</b>     | <b>noun</b> the study of all the countries of the world, and of the surface of the Earth such as the mountains and seas                                    |
| <b>maths</b>         | <b>noun</b> short for 'mathematics': the study or science of nr.s or shapes  |
| <b>history</b>       | <b>noun</b> the study of events in the past  |
| <b>ICT</b>           | <b>noun</b> abbreviation for 'information and communication technology': the use of computers and other electronic equipment to store and send information |
| <b>IT</b>            | <b>noun</b> abbreviation for 'information technology': the use of computers and other electronic equipment to store and send information                   |
| <b>science</b>       | <b>noun</b> the study and knowledge of the structure and behaviour of natural things in an organized way   |
| <b>library</b>       | <b>noun</b> a room or building that contains a collection of books and other written material that you can read or borrow                                  |
| <b>canteen</b>       | <b>noun</b> a restaurant in an office, factory, or school  |
| <b>volleyball</b>    | <b>noun</b> a game in which two teams use their hands to hit a ball over a net without allowing it to touch the ground                                     |
| <b>skiing</b>        | <b>noun</b> the activity of moving over snow with long, thin pieces of wood attached to the bottom of your boots   |
| <b>snowboarding</b>  | <b>noun</b> a sport in which you stand on a large board and move over snow   |
| <b>skateboarding</b> | <b>noun</b> the activity of moving by standing on a board on wheels  |
| <b>training</b>      | <b>noun</b> preparation for a sport or competition   |
| <b>drama</b>         | <b>noun</b> plays and acting generally   |
| <b>chess</b>         | <b>noun</b> a game that two people play by moving differently shaped pieces around a board of black and white squares                                      |

## Unit 1

|                         |  |
|-------------------------|--|
| <b>bookshop</b>         | <b>noun</b> a shop that sells books  |
| <b>chemist</b>          | <b>noun</b> a shop where you can buy medicines, soap, beauty products, etc.                        |
| <b>clothes shop</b>     | <b>noun</b> a shop that sells clothes  |
| <b>department store</b> | <b>noun</b> a large shop divided into several different parts which sell different types of things |
| <b>electronics shop</b> | <b>noun</b> a shop that sells equipment that uses electricity                                      |
| <b>music shop</b>       | <b>noun</b> a shop that sells CDs, etc   |

|                                 |  |
|---------------------------------|--|
| <b>newsagent</b>                | <b>noun</b> a small shop that sells newspapers, sweets, cigarettes, etc  |
| <b>blog</b>                     | <b>noun</b> a record of your thoughts that you put on the Internet for other people to read  |
| <b>post</b>                     | <b>verb</b> to leave a message on a website  |
| <b>boiling</b>                  | <b>adj.</b> very hot   |
| <b>freezing</b>                 | <b>adj.</b> very cold  |
| <b>below</b>                    | <b>prep.</b> less than an amount or level  |
| <b>theme park</b>               | <b>noun</b> a park with entertainments, such as games, machines to ride on, restaurants, etc, that are all based on one idea                                   |
| <b>light show</b>               | <b>noun</b> a display of moving or different coloured lights   |
| <b>clear</b>                    | <b>adj.</b> A clear sky does not have any clouds.  |
| <b>huge</b>                     | <b>adj.</b> extremely large  |
| <b>pitch</b>                    | <b>noun</b> an area of ground where a sport is played  |
| <b>The United Arab Emirates</b> | <b>noun</b> a country in the Middle East (=the area where Africa, Asia, and Europe meet)   |
| <b>degree</b>                   | <b>noun</b> a unit for measuring temperature, shown by the symbol ° written after a nr.  |
| <b>centigrade</b>               | <b>adj.</b> being a measurement of temperature on a standard in which 0° is the temperature at which water freezes, and 100° the temperature at which it boils |
| <b>ski slope</b>                | <b>noun</b> a structure that people can ski down   |
| <b>find (sth) out</b>           | <b>phrasal verb</b> to get information about something, or to learn a fact for the first time  |
| <b>enough</b>                   | <b>determiner</b> as much as is necessary; in the amount or to the degree needed   |
| <b>pocket money</b>             | <b>noun</b> an amount of money given regularly to a child by his or her parents  |
| <b>online</b>                   | <b>adv.</b> connected to a system of computers, especially the Internet  |
| <b>try sth on</b>               | <b>phrasal verb</b> to put on a piece of clothing to discover if it fits you or if you like it   |
| <b>earn</b>                     | <b>verb</b> to get money for doing work  |
| <b>sell</b>                     | <b>verb</b> to give something to someone who gives you money for it  |
| <b>sell</b>                     | <b>verb</b> to offer something for people to buy   |
| <b>borrow</b>                   | <b>verb</b> to take money from a bank or financial organization and pay it back over a period of time  |
| <b>spend</b>                    | <b>verb</b> to use money to buy or pay for something   |
| <b>jar</b>                      | <b>noun</b> a glass container used for storing food  |
| <b>charity</b>                  | <b>noun</b> an official organization that gives money, food, or help to people who need it   |
| <b>endangered</b>               | <b>adj.</b> with very few now alive and possibly not existing soon   |
| <b>wild</b>                     | <b>adj.</b> A wild animal or plant lives or grows in its natural environment and not where people live.  |
| <b>wildlife</b>                 | <b>noun</b> animals, birds, and plants living in their natural environment   |

|                            |  |
|----------------------------|--|
| <b>sanctuary</b>           | <b>noun</b> a place where animals are protected and cannot be hunted   |
| <b>especially</b>          | <b>adv.</b> for one particular person, purpose, or reason  |
| <b>in the wild</b>         | <b>phrase</b> in natural conditions, independent of humans   |
| <b>hunt</b>                | <b>verb</b> to chase and kill wild animals   |
| <b>take care of sb/sth</b> | <b>phrase</b> to look after someone or something   |
| <b>volunteer</b>           | <b>noun</b> someone who does work without being paid, especially work that involves helping people                                 |
| <b>dangerous</b>           | <b>adj.</b> If someone or something is dangerous, they could harm you.   |
| <b>basically</b>           | <b>adv.</b> used to introduce a short explanation about something  |
| <b>monastery</b>           | <b>noun</b> a building where men live as a religious group   |
| <b>sick</b>                | <b>adj.</b> ill  |
| <b>monk</b>                | <b>noun</b> a member of a group of religious men living apart from other people  |
| <b>deer</b>                | <b>noun</b> a large, wild animal that is sometimes hunted for food and which has antlers (= long horns) if it is male              |
| <b>buffalo</b>             | <b>noun</b> a large, wild animal, like a cow with horns  |
| <b>Can I try them on?</b>  | <b>phrase</b> used in a shop to ask if you can put a piece of clothing on  |
| <b>How much are they?</b>  | <b>phrase</b> used to ask what something costs   |
| <b>I'd like to buy...</b>  | <b>phrase</b> used to say what you want to buy   |
| <b>What size are you?</b>  | <b>phrase</b> used to ask someone how big they are   |
| <b>I'd prefer...</b>       | <b>phrase</b> used to say that you would like to have something else   |
| <b>I'll take them!</b>     | <b>phrase</b> used to say that you will buy something  |
| <b>ancient</b>             | <b>adj.</b> from a long time ago   |
| <b>ancient</b>             | <b>noun</b> a person from a very long time ago   |
| <b>BC</b>                  | <b>adv.</b> abbreviation for 'Before Christ': used in the Christian calendar when referring to a year before Jesus Christ was born |
| <b>digit</b>               | <b>noun</b> any of the numbers from 0 to 9, especially when they form part of a longer number                                      |
| <b>quite</b>               | <b>adv.</b> very   |
| <b>imagine</b>             | <b>verb</b> to create an idea or picture of something in your mind   |
| <b>measure</b>             | <b>verb</b> to find the size, weight, amount, or speed of something  |
| <b>weight</b>              | <b>noun</b> how heavy someone or something is  |
| <b>length</b>              | <b>noun</b> the measurement or distance of something from one end to the other   |
| <b>another</b>             | <b>determiner</b> one more person or thing, or an additional amount  |
| <b>computing</b>           | <b>noun</b> the study or use of computers  |
| <b>divide</b>              | <b>verb</b> to calculate how many times a number can go into another number  |
| <b>times</b>               | <b>prep.</b> used to say that one number is multiplied by another number   |
| <b>percentage</b>          | <b>noun</b> an amount of something, expressed as a number out of 100   |
| <b>per cent</b>            | <b>adv.</b> for or out of every 100, shown by the symbol %   |

|                 |   |
|-----------------|---|
| <b>whole</b>    | <b>noun</b> a complete thing  |
| <b>multiply</b> | <b>verb</b> to add one number to itself a particular number of times  |
| <b>fraction</b> | <b>noun</b> a number that results from dividing one whole number by another   |
| <b>similar</b>  | <b>adj.</b> Something which is similar to something else has many things the same, although it is not exactly the same. |

## Unit 2

|                           |   |
|---------------------------|---|
| <b>life-saver</b>         | <b>noun</b> someone who stops another person from dying   |
| <b>quiz</b>               | <b>noun</b> a game in which you answer questions  |
| <b>make a difference</b>  | <b>phrase</b> to improve a situation  |
| <b>be born</b>            | <b>verb</b> to come out of a mother's body, and start to exist  |
| <b>make a mistake</b>     | <b>phrase</b> to do something wrong   |
| <b>diary</b>              | <b>noun</b> a book in which you write each day about your personal thoughts and experiences   |
| <b>engineer</b>           | <b>noun</b> someone whose job is to design, build, or repair machines, engines, roads, bridges, etc.  |
| <b>the World Wide Web</b> | <b>noun</b> all the websites (= pages of text and pictures) on the Internet   |
| <b>make history</b>       | <b>phrase</b> to do something important that has not been done before and will be recorded publicly and remembered for a long time  |
| <b>worldwide</b>          | <b>adj.</b> in all parts of the world   |
| <b>save sb's life</b>     | <b>phrase</b> to stop someone from being killed   |
| <b>on fire</b>            | <b>phrase</b> burning   |
| <b>amazingly</b>          | <b>adv.</b> in a way that is extremely surprising   |
| <b>make a bed</b>         | <b>phrase</b> to make a bed neat after you have slept in it   |
| <b>make a cake</b>        | <b>phrase</b> to cook a cake  |
| <b>make friends</b>       | <b>phrase</b> to begin to know and like someone   |
| <b>make a phone call</b>  | <b>phrase</b> to call someone on a telephone  |
| <b>make a suggestion</b>  | <b>phrase</b> to say an idea or plan that you think should happen   |
| <b>make sure</b>          | <b>phrase</b> to take action so that you are certain that something happens, is true, etc.  |
| <b>radium</b>             | <b>noun</b> a radioactive chemical element that is used in the treatment of some diseases, especially cancer  |
| <b>Nobel prize</b>        | <b>noun</b> any of the six international prizes that are given each year to people who make important discoveries or progress in chemistry, physics, medicine, literature, peace, and economics |
| <b>foreign</b>            | <b>adj.</b> belonging to or coming from another country, not your own   |
| <b>miner</b>              | <b>noun</b> someone who works in a mine (=underground system of holes and passages where people dig out coal, etc)  |
| <b>community</b>          | <b>noun</b> the people living in a particular area  |
| <b>refuge</b>             | <b>noun</b> a place where you are protected from danger   |
| <b>worried</b>            | <b>adj.</b> anxious because you are thinking about problems or unpleasant things that might happen  |
| <b>psychologist</b>       | <b>noun</b> someone who has studied the human mind and feelings   |

|                              |               |   |
|------------------------------|---------------|---|
| <b>drill</b>                 | <b>noun</b>   | a tool or machine for making holes in a hard substance  |
| <b>flag</b>                  | <b>noun</b>   | a piece of cloth with a special design and colours, that is fixed to a pole as the symbol of a country or group |
| <b>athletics</b>             | <b>noun</b>   | the sports which include running, jumping, and throwing   |
| <b>championship</b>          | <b>noun</b>   | a competition to find the best team or player in a particular game or sport                                     |
| <b>gold medallist</b>        | <b>noun</b>   | someone who has won an Olympic gold medal   |
| <b>bobsleigh</b>             | <b>noun</b>   | a small vehicle with long metal blades under it, built for racing down tracks covered with ice                  |
| <b>illness</b>               | <b>noun</b>   | a disease of the body or mind   |
| <b>illness</b>               | <b>noun</b>   | when you are ill  |
| <b>weakness</b>              | <b>noun</b>   | a particular part or quality of something or someone that is not good   |
| <b>quietness</b>             | <b>noun</b>   | the quality of being without sound  |
| <b>role model</b>            | <b>noun</b>   | someone you try to behave like because you admire them  |
| <b>burning</b>               | <b>adj.</b>   | on fire   |
| <b>athlete</b>               | <b>noun</b>   | someone who is very good at a sport and who competes with others in organized events                            |
| <b>reckon</b>                | <b>verb</b>   | to think that something is probably true  |
| <b>First, you need to...</b> | <b>phrase</b> |   |
| <b>You have to...</b>        | <b>phrase</b> |   |
| <b>How do I...?</b>          | <b>phrase</b> |   |
| <b>Yes! That's it.</b>       | <b>phrase</b> |   |
| <b>How does it work?</b>     | <b>phrase</b> |   |
| <b>OK, here it is.</b>       | <b>phrase</b> |   |
| <b>I see. Thanks!</b>        | <b>phrase</b> |   |

## Unit 3

|                      |             |  |
|----------------------|-------------|--|
| <b>archaeologist</b> | <b>noun</b> | someone who studies the buildings, graves, tools, etc that belonged to people who lived in the past, in order to learn about their culture and society |
| <b>square</b>        | <b>adj.</b> | having the shape of a square (= a flat shape with four sides of equal length and four angles of 90°)   |
| <b>rectangular</b>   | <b>adj.</b> | shaped like a rectangle (= a flat shape with four 90° angles and four sides, with opposite sides of equal length)                                      |
| <b>carpet</b>        | <b>noun</b> | thick material for covering floors, often made of wool   |
| <b>curtain</b>       | <b>noun</b> | a piece of material which hangs down to cover a window, stage, etc   |
| <b>pillow</b>        | <b>noun</b> | a soft object which you rest your head on in bed   |
| <b>wardrobe</b>      | <b>noun</b> | a large cupboard for keeping clothes in  |
| <b>blanket</b>       | <b>noun</b> | a flat cover made of wool or similar warm material, usually used on a bed  |
| <b>cupboard</b>      | <b>noun</b> | a piece of furniture with a door on the front and shelves inside, used for storing things  |
| <b>mirror</b>        | <b>noun</b> | a piece of glass with a shiny metallic material on one side which produces an image of anything that is in front of it                                 |
| <b>towel</b>         | <b>noun</b> | a soft piece of cloth or paper that you use for drying yourself or for drying something  |

|                   |             |  |
|-------------------|-------------|--|
| <b>sink</b>       | <b>noun</b> | a bowl that is fixed to the wall in a kitchen or bathroom that you wash dishes or your hands, etc in |
| <b>coast</b>      | <b>noun</b> | the land beside the sea  |
| <b>tree house</b> | <b>noun</b> | a small building, structure, or shelter built among the branches of a tree                           |
| <b>Wales</b>      | <b>noun</b> | a country that is part of the United Kingdom   |

## Unit 4

|                          |               |   |
|--------------------------|---------------|---|
| <b>microphone</b>        | <b>noun</b>   | a piece of electrical equipment for recording or broadcasting sounds, or for making sounds louder |
| <b>on stage</b>          | <b>noun</b>   | acting on a raised area in a theatre  |
| <b>orchestra</b>         | <b>noun</b>   | a large group of musicians who play different instruments together                                |
| <b>play the piano</b>    | <b>phrase</b> | to make music with a piano  |
| <b>voice</b>             | <b>noun</b>   | the sounds that you make when you speak or sing   |
| <b>concentrate</b>       |               |   |
| <b>in your lessons</b>   | <b>phrase</b> | to think carefully about what you are doing in lessons  |
| <b>catch a cold</b>      | <b>phrase</b> | to become ill with a cold   |
| <b>get more sleep</b>    | <b>phrase</b> |   |
| <b>have a snack</b>      | <b>phrase</b> | to eat a small meal   |
| <b>surf the Internet</b> | <b>phrase</b> | to look at several different websites on the internet   |
| <b>unnecessary</b>       | <b>adj.</b>   | not needed  |

## Unit 5

|                                 |               |  |
|---------------------------------|---------------|--|
| <b>3-D printer</b>              | <b>noun</b>   | a printer attached to a computer, that can make a solid object from a digital model by printing many separate layers of the object |
| <b>blimp</b>                    | <b>noun</b>   | an airship   |
| <b>click on the icon</b>        | <b>phrase</b> | to press the mouse button when the cursor is on an icon (= small picture or symbol)  |
| <b>log onto your computer</b>   | <b>phrase</b> | to connect a computer to a computer system by typing your name, so that you can start working                                      |
| <b>sign into your account</b>   | <b>phrase</b> | to type your name so that you can start to use your account  |
| <b>scroll down the web page</b> | <b>phrase</b> | to move down a web page in order to see a different part of it   |
| <b>turn on the laptop</b>       | <b>phrase</b> | to press a button to make the laptop work  |
| <b>turn up the volume</b>       | <b>phrase</b> | to make the sound louder   |
| <b>turn down the volume</b>     | <b>phrase</b> | to make the sound less loud  |
| <b>shut down the computer</b>   | <b>phrase</b> | to stop the computer operating   |
| <b>swipe</b>                    | <b>verb</b>   | to move your finger quickly across a touchscreen   |
| <b>unlock</b>                   | <b>verb</b>   | to do something which will allow a mobile phone to be used   |
| <b>make a call</b>              | <b>phrase</b> | to telephone someone   |
| <b>touch</b>                    | <b>verb</b>   | to put your finger or hand on something  |
| <b>contact</b>                  | <b>noun</b>   | the name of a person in the address book of a mobile phone   |



## Unit 6

|                        |  |
|------------------------|--|
| <b>homeschool</b>      | <b>verb</b> to teach a child at home rather than sending him or her to school  |
| <b>homeschooling</b>   | <b>noun</b> the teaching of children at home, usually by parents   |
| <b>special needs</b>   | <b>noun</b> the particular things needed by people who have an illness or condition that makes it difficult for them to do the things that other people do   |
| <b>close</b>           | <b>adj.</b> If people are close, they know each other very well and like each other a lot.   |
| <b>work out</b>        | <b>phrasal verb</b> If a problem or difficult situation works out, it gradually becomes better.  |
| <b>public school</b>   | <b>noun</b> in the US, a school that is free to go to because the government provides the money for it   |
| <b>find out sth</b>    | <b>phrasal verb</b> to get information about something because you want to know more about it, or to learn a fact or piece of information for the first time |
| <b>get on sth</b>      | <b>phrasal verb</b> to go onto a bus, train, aircraft, or boat   |
| <b>get off sth</b>     | <b>phrasal verb</b> to leave a train, bus, or aircraft   |
| <b>go out</b>          | <b>phrasal verb</b> to leave a place in order to go somewhere else   |
| <b>go out</b>          | <b>phrasal verb</b> If two people go out together, they have a romantic relationship with each other.  |
| <b>switch on sth</b>   | <b>phrasal verb</b> to turn on a light, television, etc by using a switch  |
| <b>switch off sth</b>  | <b>phrasal verb</b> to turn off a light, television, etc by using a switch   |
| <b>write down sth</b>  | <b>phrasal verb</b> to write something   |
| <b>try on sth</b>      | <b>phrasal verb</b> to put on a piece of clothing to discover if it fits you or if you like it   |
| <b>look for sth/sb</b> | <b>phrasal verb</b> to try to find someone or something  |

## Unit 7

|                           |  |
|---------------------------|--|
| <b>crash your car</b>     | <b>phrase</b> to have an accident in your car                          |
| <b>bang your head</b>     | <b>phrase</b> to knock your head against a hard surface                |
| <b>trap your finger</b>   | <b>phrase</b> to get your finger stuck in something                    |
| <b>hurt your back</b>     | <b>phrase</b> to damage a part of your back                            |
| <b>break your leg</b>     | <b>phrase</b> to cause the bone in your leg to separate                |
| <b>cut your finger</b>    | <b>phrase</b> to break the skin of the finger with a sharp object      |
| <b>fall off your bike</b> | <b>phrase</b> to come off a bicycle by accident                        |
| <b>burn your hand</b>     | <b>phrase</b> to damage your hand with fire or extreme heat            |
| <b>trip over the dog</b>  | <b>phrase</b> to fall because you have knocked your foot against a dog |
| <b>slip on ice</b>        | <b>phrase</b> to slide and fall when you walk on ice                   |
| <b>get better</b>         | <b>phrase</b> to improve, often to become healthy after being ill      |
| <b>get dressed</b>        | <b>phrase</b> to put clothes on your body                              |

|                          |   |
|--------------------------|---|
| <b>get dark</b>          | <b>phrase</b> to become less light  |
| <b>get fit</b>           | <b>phrase</b> to become strong and healthy by doing exercise                      |
| <b>get home</b>          | <b>phrase</b> to return to the place where you live                               |
| <b>get injured</b>       | <b>phrase</b> to hurt a part of your body   |
| <b>get married</b>       | <b>phrase</b> to begin a legal relationship with someone as their husband or wife |
| <b>get older</b>         | <b>phrase</b> to become older   |
| <b>get sick</b>          | <b>phrase</b> to become ill   |
| <b>get worried</b>       | <b>phrase</b> to start to feel anxious  |
| <b>funnel web spider</b> | <b>noun</b> a poisonous spider  |
| <b>toxic</b>             | <b>adj.</b> poisonous   |
| <b>brown snake</b>       | <b>noun</b> a poisonous snake   |

## Unit 8

|                             |   |
|-----------------------------|---|
| <b>would rather</b>         | <b>phrase</b> If you would rather do something, you would prefer to do that thing.  |
| <b>water park</b>           | <b>noun</b> a large area containing several different pools with equipment and activities for swimmers, which visitors pay to use   |
| <b>paintballing</b>         | <b>noun</b> a game in which people attempt to shoot each other with guns that fire paint rather than bullets  |
| <b>what about...?</b>       | <b>phrase</b> used to suggest something   |
| <b>let's</b>                | <b>phrase</b> used to make a suggestion   |
| <b>Why don't we...?</b>     | <b>phrase</b> used to make a suggestion   |
| <b>That's a great idea.</b> | <b>phrase</b> used to agree to a suggestion   |
| <b>I'd rather...</b>        | <b>phrase</b> used to say you would prefer to do something different  |
| <b>How about..?</b>         | <b>phrase</b> used to make a suggestion   |
| <b>Where shall we...?</b>   | <b>phrase</b> used to ask where you should go   |
| <b>Ok, why not?</b>         | <b>phrase</b> used to agree to a suggestion   |
| <b>Segway</b>               | <b>noun</b> an electric vehicle with two wheels.<br>The rider stands on a base between the wheels and holds onto a bar at waist height.                                     |
| <b>excursion</b>            | <b>noun</b> a short journey made by a group of people for pleasure  |
| <b>monsoon</b>              | <b>noun</b> the season when there is heavy rain in Southern Asia  |
| <b>skyscraper</b>           | <b>noun</b> a very tall building  |
| <b>warehouse</b>            | <b>noun</b> a large building for storing goods that are going to be sold  |
| <b>leaflet</b>              | <b>noun</b> a piece of folded paper or a small book which contains information  |
| <b>May Day</b>              | <b>noun</b> the first day of May, a holiday in many countries. It traditionally celebrates spring but now it is often used to honour workers.                               |
| <b>maypole</b>              | <b>noun</b> a tall pole with long ribbons (=narrow strips of cloth) fixed to the top of it, the ends of which people hold as they dance around the pole on the first of May |
| <b>ribbon</b>               | <b>noun</b> a long, narrow piece of cloth that is used for tying things or used for decoration  |

# Thanks and acknowledgements

*The authors and publishers would like to thank all the teachers and consultants who have contributed to the development of this course, in particular:*

Argentina: Fernando Armesto; Natalia Bitar; Verónica Borrás; Leonor Corradi; Paz Moltrasio; Diana Ogando; Brazil: Daimo Carvalho; Roberto Costa; Sônia M. B. Leites; Gloria Paz; Litany Pires Ribeiro; Christina Riego; Renata Condi de Souza; Elizabeth White; Chile: Magdalena Aldunate; M. Cristina Darraidou Diaz; Valentina Donoso; Ana María Pérez Jofré; Ricardo Contreras Marambio; Claudia Ottone; Maria Elena Ramirez; Jacqueline Rondon; Alicia Paez Ubilla; Colombia: Luz Amparo Bautista; Sonia Ruiz Hernández; Sandra Jara; Fabian Jimenez; Bibiana Andrea Piñeros Merizalde; Lucero Amparo Bernal Nieto; Olga Olarte; Bibiana Piñeros; Emelis Rambut; Sonia Ruiz; Poland: Anna Bylicka; Russia: Natalya Melchenkova; Irina Polyakova; Svetlana Suchkova; Irina Vayserberg; Turkey: Ali Bilgin; Angela Çakır; Shirley Nuttal; Cinla Sezgin; Mujgan Yesiloglu

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

p. 11 (BL): Shutterstock Images/Zaretska Olga; p. 12 (B/G): Alamy/©imageimage; p. 13 (a): Alamy/©Peter Wheeler; p. 13 (b): Alamy/©ChloeJohnson; p. 13 (c): Alamy/©Travel Norwich - Chris Ridley; p. 13 (d): Alamy/©Robert Llewellyn; p. 13 (e): Alamy/©Janine Wiedel Photolibary; p. 13 (f): Alamy/©Tom Merton; p. 13 (g): Alamy/©Gordon Scammell; p. 13 (h): Alamy/©Kumar Sriskandan; p. 13 (i): Alamy/©Iryna Vlasenko; p. 13 (j): Alamy/©David R. Frazier Photolibary Inc.; p. 14 (TC): Alamy/©Peter AlveyPeople; p. 14 (a): Alamy/©Kumar Sriskandan; p. 14 (b): Alamy/©Caro; p. 14 (c): Alamy/©D. Hurst; p. 14-15 (d): Getty Images/Richard I'Anson/Lonely PlanetImage; p. 16 (TL): Shutterstock Images/indigolotos; p. 16 (TC): ShutterstockImages/Everything; p. 16 (TR): Alamy/©momo\_leif; p. 16 (CL): ShutterstockImages/Surrphoto; p. 16 (CR): Shutterstock Images/Feng Yu; p. 16 (BL): Shutterstock Images/anat chant; p. 16 (BR): Shutterstock Images/tale; p. 18 (B/G): Shutterstock Images/Encikttat; p. 18 (TL): Newscorn/imago stock&people; p. 19 (CR): Alamy/©Chloe Parker; p. 19 (BC): Comic Relief/©Helen Hasse; p. 19 (BR): Alamy/©David Taylor; p. 20 (CR): Mark Bassett/Cambridge University Press; p. 20 (BL): Shutterstock Images/Chiyacat; p. 20 (BC): ShutterstockImages/sagor; p. 20 (BR): Thinkstock/Paolo Toffanin/Stock; p. 21 (CL): Alamy/©John Fedele/Blend Images; p. 22 (B/G): Getty Images/Aurora Creative; p. 23 (a): Shutterstock Images/Mavkate; p. 23 (b): Alamy/©AberCPC; p. 23 (c): Shutterstock Images/Chutima Chaochaiya; p. 23 (d): Alamy/©Bill Stormont; p. 23 (e): Alamy/©Jack Sullivan; p. 23 (f): Alamy/©Hybrid Images/Cultura Creative(RF); p. 23 (g): Alamy/©RGB Ventures/ SuperStock; p. 23 (h): ShutterstockImages/Diego Cervo; p. 23 (i): Alamy/©Jose Luis Pelaez/Blend Images; p. 23 (j): Alamy/©Steve Smith/Purestock; p. 24 (TL): Alamy/©Archive Images; p. 24 (TR): Alamy/©Rachel Megawhat; p. 25 (TL): Alamy/©Pictorial Press; p. 25 (CR): Alamy/©Photo Researchers; p. 28 (T): Corbis/ Government of Chile/Handout; p. 29 (BR): Alamy/©ZUMA Press; p. 29 (C): Getty Images/Pascal Le Segretain; p. 29 (B/G): Alamy/©Ian Dagnall; p. 30 (TL): Alamy/©Liam White; p. 30 (TC): Thinkstock/Jupiterimages/Photos.com; p. 30 (CR): REX; p. 30 (BC): GettyImages/Joe Scarnici/USOC; p. 30 (BR): Alamy/©Keystone Pictures USA; p. 31 (TL): Alamy/©Geraint Lewis; p. 36 (B/G): Thinkstock/locu/Stock; p. 38 (a): Newscorn/CB2/ZOB; p. 38 (b): Alamy/©Thierry GRUN; p. 38-39 (c): Alamy/©Jason Lindsey; p. 39 (CR): Alamy/©Ian Dagnall; p. 40 (TR): Alamy/©Ton Koene; p. 40 (C): Alamy/©BirtCIRCUS; p. 40 (CR): Alamy/©Chuck Franklin; p. 40 (a): Alamy/©a-ts; p. 40 (b): Shutterstock Images/omers; p. 40 (c): Shutterstock Images/ sue yassin; p. 40 (d): Shutterstock Images/Mile Atanasov; p. 40 (e): Alamy/©Leslie Garland/LGPL; p. 40 (f): Shutterstock Images/ppart; p. 40 (g): Alamy/©Andri Gorulko; p. 40 (h): Shutterstock Images/Frank Mac; p. 40 (i): Shutterstock Images/ ABB Photo; p. 41 (TR): Shutterstock Images/ChameleonsEye; p. 42 (CR): Alamy/©Don Fuchs; p. 42 (B/G): Alamy/©David Foster; p. 43 (B/G): Alamy/©Vicki Beaver; p. 43 (BC): Alamy/©Alaska Stock LLC; p. 44 (CR): Mark Bassett/Cambridge University Press; p. 46 (B/G): Corbis/2/Arctic-Images/Ocean; p. 47 (a): Alamy/©Tetra Images; p. 47 (b): Alamy/©Kuttig - People; p. 47 (c): Alamy/©Justin Kase zsxix; p. 47 (d): ShutterstockImages/Masson; p. 47 (e): Shutterstock Images/kuznetcov\_konstantin; p. 47 (f): Superstock/agefootstock; p. 47 (g): Getty Images/Image Source; p. 47 (h): REX/Phanie/Garo; p. 48 (T): Getty Images/Susanne Walstrom/Johner Images; p. 50 (TR): Shutterstock Images/bullet74; p. 50 (BR): Alamy/©The Art Archive; p. 51 (BC): Shutterstock Images/Helder Almeida; p. 52 (T): Alamy/©Paul Doyle; p. 52 (CR): Alamy/©ZUMA Press Inc.; p. 53 (B/G): Alamy/©Ulrich Doering; p. 53 (BL): Alamy/©LondonPhotos - Homer Sykes; p. 54 (BL): Alamy/©Kumar Sriskandan; p. 54 (CR): Alamy/©Blend Images; p. 55 (TL): Getty Images/Cavan Images/Taxi; p. 55 (TC): Getty Images/Steve Mason/Photodisc; p. 55 (CL): Shutterstock Images/Anna Jurkowska; p. 56 (a): Shutterstock Images/Bonchan; p. 56 (b): Shutterstock Images/ VadiCo; p. 56 (c): Shutterstock Images/Elnur; p. 56 (d): Shutterstock Images/ Margouillat photo; p. 56 (e): Shutterstock Images/Africa Studio; p. 61 (a): ShutterstockImages/gillmar; p. 61 (b): Shutterstock Images/Alexey Boldin; p. 61 (c): Shutterstock Images/GeorgeMPhotography; p. 61(d): Shutterstock Images/Sean Nel; p. 61 (e): Shutterstock Images/AG-PHOTO; p. 61 (f): ShutterstockImages/ Maksym Dykha; p. 61 (g): Shutterstock Images/Dmitry Melnikov; p. 61(h): Shutterstock Images/Sergey Peterman; p. 61 (i): Shutterstock Images/RMIKKA; p. 62 (B/G, CR): REX/Bruce Adams; p. 62 (TL): Shutterstock Images/sgm; p. 63 (BL): Alamy/©Pictorial Press; p. 64 (TR): REX/Gavin Roberts/FuturePublishing; p. 67 (b): Alamy/©Jochen Schlenker/Robert Harding Picture LibraryLtd; p. 67 (TR): Getty Images/Hero Images/Digital Vision; p. 68 (TR): GlowImages/Tetra Images; p. 70 (B/G): Getty Images/Uppercut/Spike Mafford; p. 71 (a): Glow Images/AID/a.collectionRF; p. 71 (b): Alamy/©Terry Vine/BlendImages; p. 71 (c): Alamy/©Angela Hampton/Bubbles Photolibary; p. 71 (d): Alamy/©Robert Kerr; p. 71 (e): Alamy/©James Brunker; p. 71 (f): Alamy/©philipus; p. 71 (g): Alamy/©aberystwyth; p. 71 (h): Alamy/©ZoonarGmbH/Darya Petrenko; p. 71 (i): Alamy/©Kentaroo Tryman; p. 71 (j): Alamy/©MBI; p. 74 (TR): Superstock/Photononstop; p. 74 (a): Getty Images/Jamie Grill/Photodisc; p. 74 (b): Shutterstock Images/jocic; p. 74 (c): Thinkstock/Michael Dykstra/Hemera; p. 74 (d): Shutterstock Images/Roman Samokhin; p. 74 (e): Shutterstock Images/R. Gino Santa Maria; p. 74 (f): Shutterstock Images/MNI; p. 74 (g): Shutterstock Images/maxim ibragimov; p. 74 (h): Alamy/©Studiomode; p. 75 (BL): Alamy/©Jeff Morgan 04; p. 76 (CL): Shutterstock Images/canadastock; p. 76 (B/G): Alamy/©Anna Omelchenko; p. 76 (C): Shutterstock Images/Hugh Lansdown; p. 77 (T): Alamy/©Linda Schaefer; p. 77 (B): Alamy/©Susan Liebold; p. 77 (C): Alamy/©szefei wong; p. 78 (CL): Agefotostock/Jeff Greenberg; p. 79 (TR): Mark

Bassett/Cambridge UniversityPress; p. 80 (CL): Getty Images/Hero Images/Digital Vision; p. 84 (B/G): Alamy/©artpartner.de; p. 86 (TR): Media Ltd/Önc; p. 86 (BC): ShutterstockImages/Nattika; p. 86 (BL): Shutterstock Images/Krivoshhev Vitaly; p. 86 (CR): Shutterstock Images/STILLFX; p. 86 (CL): Shutterstock Images/Dim Dimich; p. 86 (TC): Shutterstock Images/Susan Schmitz; p. 86 (TL): Shutterstock Images/panbazi; p. 87 (C): REX/Isifa Image Service sro; p. 88 (B): Shutterstock Images/jur\_ziv; p. 88 (TL): iStock/teekid; p. 88 (TR): Alamy/©Paul Maguire; p. 89 (CR): Alamy/©Flashgun/ Cultura Creative (RF); p. 90 (TL): Shutterstock Images/Brberrys; p. 90 (CL): Photo Researchers/FLPA; p. 80 (B/G): Alamy/©RIA Novosti; p. 90 (CR): Alamy/©Robert Pickett/Papilio; p. 91 (B): Shutterstock Images/MattGibson; p. 92 (CR): Alamy/©Chris Rout; p. 92 (BR): Alamy/©Monty Rakusen/Cultura Creative; p. 92 (CL): Getty images/ kali9; p. 93 (TR): Thinkstock/BananaStock; p. 94 (B/G): Alamy/©David Wall; p. 85 (a): Alamy/©Matelly/Cultura RM; p. 95 (b): Alamy/©Odilon Dimier/PhotoAlto; p. 95 (c): Alamy/©Denise Hager/Catchlight Visual Services; p. 95 (d): Alamy/©Sally and Richard Greenhill; p. 95 (e): Alamy/©Image Source; p. 95 (f): Alamy/©Tim Hall/ Cultura Creative; p. 95 (g): Alamy/©Tim Hall/Cultura Creative; p. 95 (h): Alamy/©Mai Chen; p. 95 (i): Alamy/©Keith morris; p. 95 (j): Alamy/©MikhailLavrenov; p. 96 (TC): AgeFotostock/YURI ARCURS; p. 96 (TR): Alamy/©HermesMereghetti; p. 96 (BL): Alamy/©TravelStockCollection - HomerSykes; p. 98 (TR): Alamy/©ZUMA Press Inc; p. 98 (TC): Alamy/©LHB Photo; p. 98 (TL): Alamy/©Bill Bachman; p. 100 (CR): Shutterstock Images/foodfoto; p. 100 (T): Shutterstock Images/Romiana Lee; p. 102 (C): Alamy/©David Grossman; p. 102 (CR): Getty Images/MCT; p. 102 (BC): REX/ Andrew Price; p. 102 (BR): Alamy/©Manfred Grebler; p. 103 (TR): Alamy/©Moxie Productions/Blend Images; p. 130 (TR): Alamy/©Blend Images; p. 130(TC): Alamy/©Bill Stormont; p. 131 (TL): Dreamstime/55972693; p. 131 (TC):stockvault- rollers110713/©Homero Chapa; p. 131 (TR): Dreamstime/31771038; p. 131 (BL): Dreamstime/76066197; p. 131 (BC): Dreamstime/58570903; p. 131 (BR): Dreamstime/9107019;p 132 (TR): Alamy/©Blend Images; p. 132 (TC): Alamy/©Bill Stormont; p. 133: Wikimedia Commons/Shakespeare; p. 133: Wikimedia Commons/ Albert\_Lynch\_-\_Jeanne\_d'Arc; p. 133: Wikimedia Commons/Wolfgang-amadeus- mozar\_1; p. 133: Wikimedia Commons/Vincent\_van\_Gogh\_-\_Self-Portrait\_-\_ Google\_Art\_Project\_(454045); p. 133: Wikimedia Commons/Maria\_Tanase\_2; p. 133: Wikimedia Commons/Leonardo\_da\_Vinci; p. 135 (CL): Freepik/Dark-cloud-and- weather-icons; p. 136 (TL): REX/Garo/Phanie; p. 136 (TR): Shutterstock Images/ Masson; p. 136 (BR): Alamy/©Ted Fox; p. 136 (BL): Alamy/©Blend Images; p. 137 (BC): Dreamstime/37385200; p. 139 (C): Dreamstime/39940012; p. 139 (TL): Freepik/Red-hardcover-book-front-cover; p. 139 (CL): Pixabay/smartphone-37856; p. 139 (BL):Pixabay/computer notebook-1361981; p. 139 (TR): Pixabay/vortex-146129; p. 139 (CR): Dreamstime/28535393; p. 139 (BR): Dreamstime/55859320; p. 140 (TR): Alamy/©MBI; p. 140 (TC): Thinkstock/Michael Dykstra/Hemera; p. 141 (C): Dreamstime/106175136; p. 141 (CL):Pixabay/freerider-498473; p. 141 (BL): Dreamstime/83707834; p. 141 (TR): Dreamstime/98147955; p. 141 (TC): Pixabay/ romania-2036691; p. 141 (BC): Pixabay/danube-2529572; p. 141 (BR): Dreamstime/94604480; p. 143 (TL): Pixabay/giant panda-1878573; p. 143 (TC): Dreamstime/61039520; p. 143 (TR): Dreamstime/76476821; p. 143 (BL): Dreamstime/102840219; p. 143 (BC): Dreamstime/104334366; p. 143 (BR): Dreamstime/10464440; p. 144 (TR): Alamy/©Cultura Creative (RF); Alamy/©Bill Stormont; p. 145 (TL): Freepik/Young women talking inthent; p. 145 (TC): Dreamstime/48009130; p. 145 (TR): Freepik/Woman withhikingequipment walking inmountainforest; p. 145 (BL): Dreamstime/66200421; p. 145 (BC): Dreamstime/26388557; p. 145 (BR): Freepik/Beach chairs with umbrella at Maldiveislandwhitesandybeachandsea; p. 146 (TL): Dreamstime/34068846; p. 146 (CR): Dreamstime/26697625; p. 146 (hat): Pixabay/black-15631; p. 146 (cat):Dreamstime/48391584; p. 146 (bat): Dreamstime/7800359; p. 146 (sweets): Dreamstime/12674816; p. 147 (CR): Dreamstime/33002992; p. 147 (L): Dreamstime/54934403; p. 158 (a): Shutterstock Images/Claudio Divizia; p. 158 (b): Alamy/©AlanWrigley; p. 158 (CL): REX/Tony Kyriacou; p. 160 (TR): Alamy/©Everett Collection Historical; p.161 (TL): Thinkstock/Zoonar RF; p. 161 (TCL): Shutterstock Images/BarbroBergfeldt; p. 161 (TCR): Alamy/©Spectral; p. 161 (TR): Thinkstock/ TongRolimages; p. 161 (B): Thinkstock/defun/Stock; p. 162 (CR): Alamy/©Pete Titmuss;p. 162 (CL): Shutterstock Images/Viktor1; p. 162 (C): Alamy/©Cultura RM; p.163 (1): Shutterstock Images/Ivan Pavlov; p. 163 (2): Alamy/©eye35.pix; p. 163(3): Alamy/©Topsy; p. 166 (TL): Alamy/©International Photobank; p. 166 (TR): Alamy/©Jack Sullivan; p. 166 (CR): Alamy/©Paul Gapper; p. 167 (The history of transport): Shutterstock/70526938; p 167 (velocipede): Shutterstock/1202774026; p 167 (plane) Shutterstock/145785662; p 168 (TC) Shutterstock/511034347; p 168 (CL) Shutterstock/386883811; p 168 (BL) Shutterstock/1316887343; p 169 (TL) Shutterstock/294587288; p 169 (TR) Shutterstock/248961448; p 169 (BL) Shutterstock/742196254; p 169 (BR) Shutterstock/129388706; p 170 (B/G): Alamy/©Chris Howarth/South Atlantic.

The publishers are grateful to the following illustrators:

Janet Allinger p. 64, 69, 138; David Belmonte (Beehive Illustration): p. 16,85, 88, 104, 142, 159; Anni Betts p. 10,66 (C), 97 (R), 156; Galia Bernstein (NBIllustration): p. 98, 130, 144; Seb Camagajevac p. 157; A Corazon p. 156; Nigel Dobbyn (Beehive Illustration): p. 8, 63, 64, 101 (BR),138; Mark Dufin p. 32 (T), 37, 68,165; emc p. 9; Bob Lea p. 60; Q2A Media Services, Inc. p. 14, 18, 19, 26, 28, 29, 42, 43, 45, 66 (TR), 67, 72, 76, 77, 90, 91, 97 (L), 100, 101 (CR), 134; Sean Tiffany p. 26, 45, 72, 97 (L).

All video stills by kind permission of:

Discovery Communications, LLC 2015: p. 12 (1, 2, 4), 15, 18, 22 (1, 2, 4), 25, 28, 36 (1, 2, 4), 39, 42, 46 (1, 2, 4), 49, 52, 60 (1, 2, 4), 63, 66, 70 (1, 2, 4), 73, 76, 84 (1, 2, 4), 87, 90, 94 (1, 2, 4), 97, 100, 156, 157, 158, 159, 160,161, 162, 163; Cambridge University Press: p. 12 (3), 20, 22 (3), 30, 36 (3), 44, 46 (3), 54, 60(3), 68, 70 (3), 78, 84 (3), 82, 94 (3), 102.

The publishers are grateful to the following contributors:

Bloobery and emc design limited: concept design  
emc design limited: text design and layouts  
QBS Learning: photo selection  
Nick Bruckman and People's TV: voxpop video production  
Hart McLeod: video voiceovers  
Anna Whitcher: video management  
Jeremy Bowell: editorial services  
Getty Images: music

Programa școlară poate fi accesată la adresa: <http://programe.ise.ro/>



