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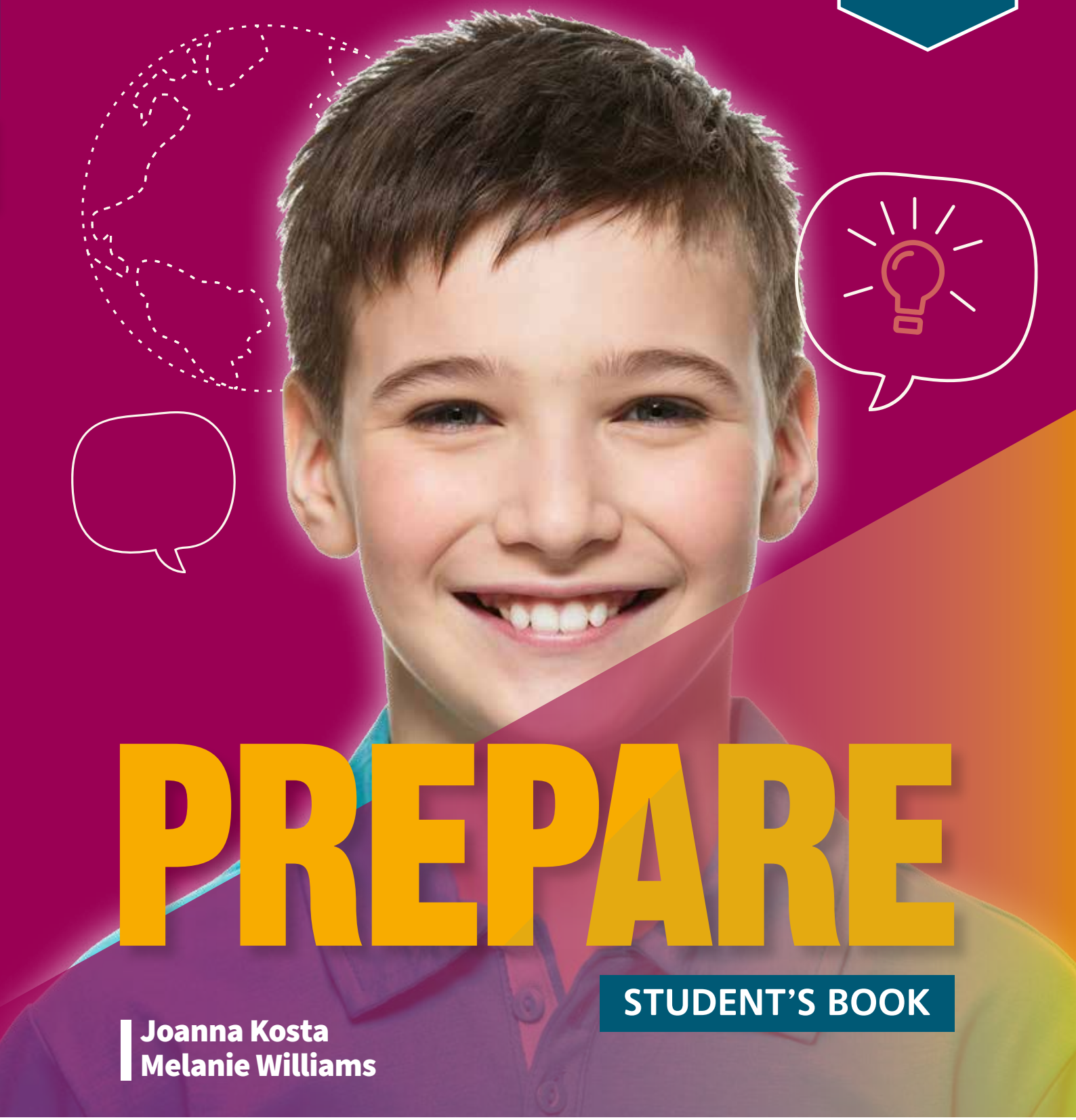

PREPARE

STUDENT'S BOOK

Joanna Kosta
Melanie Williams

USAID FROM THE AMERICAN PEOPLE

CAMBRIDGE UNIVERSITY PRESS

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UZBEKISTAN EDUCATION FOR EXCELLENCE PROGRAM

English language Grade 7

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Letter from the Ministry of Public Education

Aziz o‘quvchi,

Siz qo‘lingizda ushlab turgan ushbu darslik O‘zbekiston Respublikasi Xalq ta’limi vazirligi va AQSh Xalqaro taraqqiyot agentligining O‘zbekiston barkamollik uchun ta’lim dasturi hamkorligining natijasidir. Bu kitob sizga yetib kelguniga qadar tahrir va moslashtirish kabi bir nechta bosqichlardan o‘tdi. Umid qilamizki, ushbu darslik yordamida ingliz tilini o‘rganish kelajakda maqsadlaringizga erishishga xizmat qiladi.

Maroqli ta’lim oling!

O‘zbekiston Respublikasi Xalq ta’limi vazirligi

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Dear Student,

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Have fun!

Ministry of Public Education of the Republic of Uzbekistan

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

Key to symbols:
ə Pronunciation Video

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

WELCOME TO PREPARE

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

PRONUNCIATION
Practise and improve your pronunciation



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



PREPARE TO WRITE
Prepare, plan and check your writing

TALKING POINTS
Say what you think about the topic in the unit



VIDEO
Watch interviews with teenagers like you

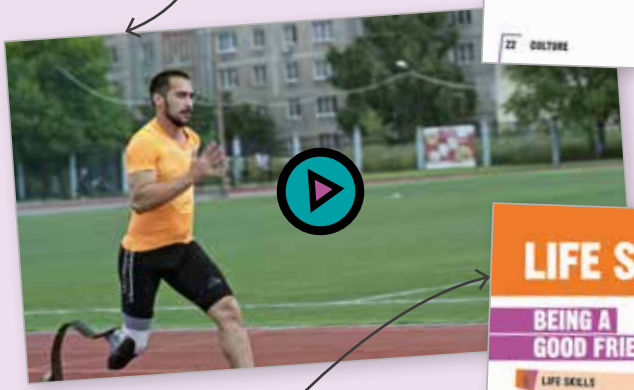
CULTURE

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



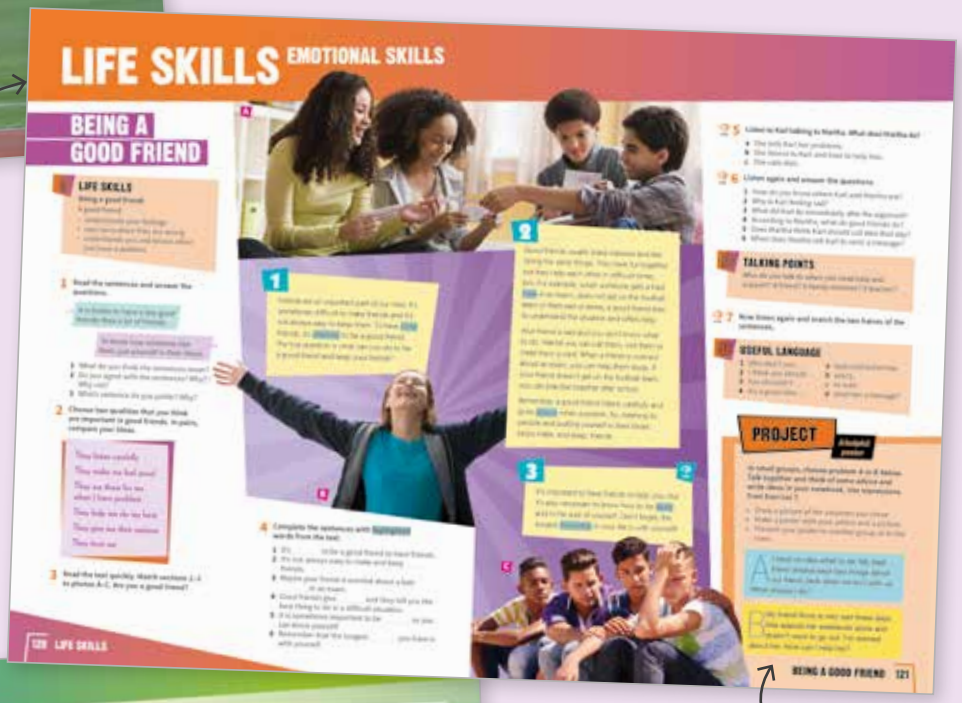
VIDEO

Watch interesting documentaries about the culture topics



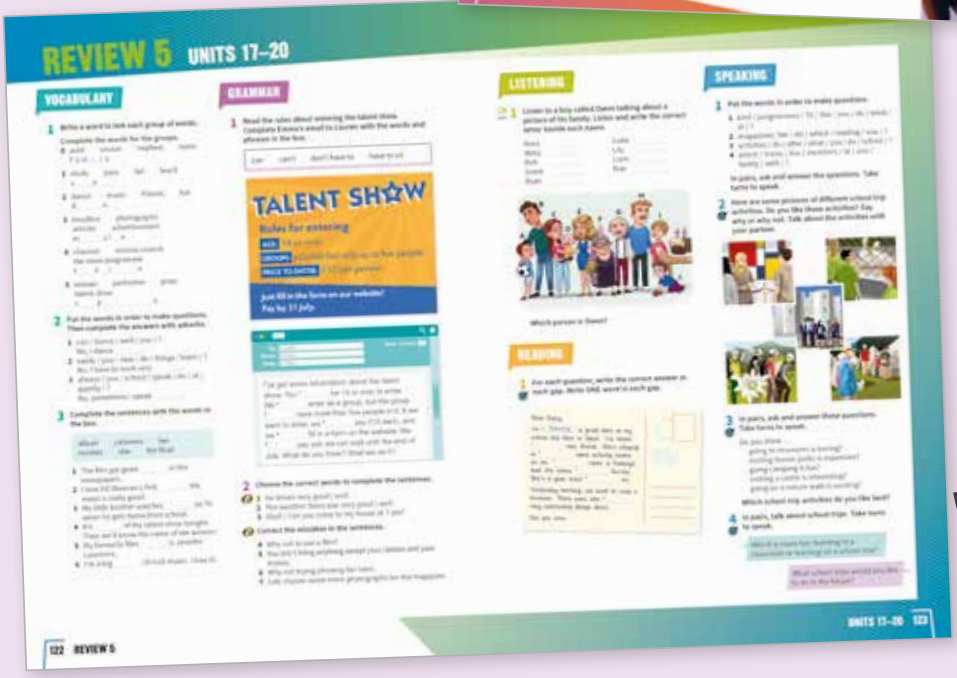
LIFE SKILLS

Develop important skills that you can use in your daily life



PROJECT

Work together to create something fun and expand your learning



REVIEW

Check your progress

GET STARTED!



VOCABULARY Things in the classroom

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

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

01 **Then listen, check and repeat.**

GRAMMAR Verb *be*

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

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

A: *It's blue and white.*
B: *Is it the coat?*
A: *Yes, it is.*

there is / there are

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

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

02 **3** **Look at the photo and listen to the questions. Complete the table with a tick (✓) for the right answers.**

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

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

B: *Is there a green bag under my desk?*
A: *Yes, there is. / No, there isn't.*
A: *Are there any coats near the door?*
B: *No, there aren't.*

have got

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



6 In pairs, ask and answer the questions.

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

Write five sentences about your partner.

» GRAMMAR REFERENCE AND PRACTICE PAGE 74

SPEAKING

ə PRONUNCIATION The alphabet

03 **1** Listen and repeat.

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

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

A	B	F	I	O	U	R
H	*C*					

04 Listen and check.

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

borrow mean page
repeat say spell

1 I'm sorry, can you _____ that, please?
2 How do you _____ *bonjour* in English?
3 What _____ are we on?
4 How do you _____ 'because'?
5 Can I _____ your ruler?
6 What does 'in pairs' _____?

a B-E-C-A-U-S-E.
b Sure, here you are.
c With your partner.
d I said, 'please do Exercise 3'.
e 19, I think.
f Hello.

VOCABULARY Numbers

10 ten
20 twenty
30 thirty
40 forty
50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 a hundred

05 **1** **Listen and repeat.**

06 **2** **Listen and choose the numbers you hear.**

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

Dates

3 **Say the months in the correct order.**

November
September
March
January
May
December
August
July
February
October
April
June

07 **4** **Listen and write the dates.**

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

1 *1st March*

In pairs, compare your answers. Say the dates.

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

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

Write the dates of all the students in your group.



GRAMMAR *can*

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

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





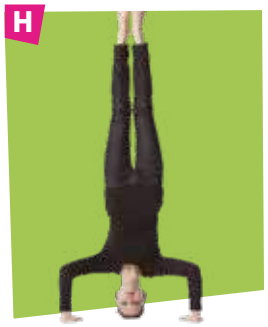












2 **In pairs, ask and answer about the activities in Exercise 1.**

Can you play tennis?

Yes, I can.

Can you swim under water?

No, I can't.

Now ask around the class. How many people can …

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

Present simple

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

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



Hi, my name's Tyler.

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



Hello, I'm Jason.

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



Hello, my name's Millie.

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

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

0 / do sports every day?
A: *Do you do sports every day?*
B: *Yes, I do. I play tennis after school every day.*

1 What kind of music / like?
2 / like travelling?
3 / play football at school?
4 / like swimming?
5 What / favourite food?

Now tell the class.

Manuela doesn't like swimming. She likes …

» GRAMMAR REFERENCE AND PRACTICE PAGE 75

SPEAKING

1 **Write questions to find out about your partner's …**

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

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

1 SPORTS AND GAMES

ABOUT YOU

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



VOCABULARY AND READING

Sports

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

EP

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

08 **Listen and check. Then repeat.**

2 **In pairs, ask and answer the questions.**

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

PRONUNCIATION /eɪ/ and /aɪ/

3 **Put the words into the correct column.**

baseball bike fly play riding skating

/eɪ/ sailing	/aɪ/ cycling

09 **Listen and check. Then repeat.**

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

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

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

TEENBLOG: SPORT

Post about you and your sport here.

It's fun!

My sport is … rugby! That's me in the photo. People think that rugby is for boys, but that's not true. More than 18,000 women and girls play rugby in England. My team always plays a match on Saturday or Sunday, and I usually go to practice games three times a week. It's hard work, but it's never boring! I'm 14 and I play for the U15s. That's the team for players under the age of 15. When I'm older, I want to go to the rugby summer camp at Loughborough University. My favourite player, Fran Matthews, went there and now she plays for the England national rugby team.

Posted by **Sophie White**

GRAMMAR Adverbs of frequency

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

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

My team **always** plays a match on Saturday or Sunday. It's **never** boring.
It's **usually** quiet.
I **often** go with my little sister and other young people.
I **sometimes** go snowboarding with Mum.

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



a ..... **b** ..... **c** ..... **d** ..... **e** .....

2 **Answer the questions.**

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

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

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

Goofy-foot or regular?

10

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



Posted by **Ben James**

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

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

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

» GRAMMAR REFERENCE AND PRACTICE PAGE 75

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

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

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

0 often / school / plays / my friend / after / football
My friend often plays football after school.
1 welcome / sports / are / in / our / club / always / you
2 Mondays / do / on / athletics / never / we
3 skating / brother / she / go / her / usually / does / with / ?
4 table tennis / students / not / often / do / school / play / at
5 cycling / and / her sister / at / the weekend / sometimes / Lizzie / go /

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

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

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

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

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

READING

1 **Look at the photos of the sports and games. What can you see?**

2 **Read the three texts and match them to the photos.**



11

TRY THESE SPORTS!

1 CYCLEBALL

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

2 GILLI-DANDA

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



B

3 OCTOPUSH

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

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

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

TALKING POINTS

Which of these sports do you want to try?
Do you have any sports like these in your country?

VOCABULARY Sports equipment

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

EP



bat ball board racket stick

12 **Listen and check. Then repeat.**

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

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

		
Use a stick, a racket or a bat	**Use a ball**	**Use a board**

13 **Listen and check. Then repeat.**

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

TABLE TENNIS

1 One _____ for each player.
2 One small, light _____ for the game.

BASEBALL

3 One _____ for each team.
4 One small, hard _____ for the game.

BADMINTON

5 One _____ for each player.

OCTOPUSH

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

LISTENING

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

1 handle **2** net

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



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

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

SPEAKING

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

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

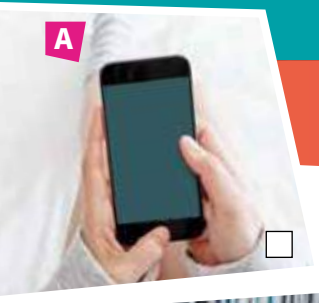
Try and guess the sport.

2 THIS IS MY DAY



ABOUT YOU

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











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MY MORNING ROUTINE 11,345 views 1k Share

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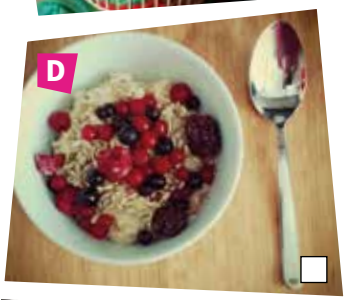








VOCABULARY AND LISTENING

Daily routines

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

EP

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

15 **Listen and check. Then repeat.**

16 **2** **Listen to Maddie talking about her morning routine. Number the photos in the order that you hear them.**

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

6.00	6.30	6.45	6.50	7.00	7.10
7.15	7.30	7.40	8.00	8.10	

1 My alarm goes off at _____.
2 I get up at _____.
3 I clean my teeth at _____.
4 I get dressed at _____.
5 I prepare my school bag at _____.
6 I put my shoes on and leave home at _____.

16 **Listen again and check.**

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

I wake up at seven o'clock.

I get dressed and then I have breakfast.

GRAMMAR Present continuous and present simple

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

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

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

2 **Complete the rules with the underlined words.**

We often use the **present simple** with words like _____, _____, _____ and _____.
We often use the **present continuous** with words like _____, _____ and _____.

GRAMMAR REFERENCE AND PRACTICE PAGE 76

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

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

4 **Correct the mistakes in the sentences.**

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



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

0 walk to school / go by bus.
I usually walk to school, but today I'm going by bus.
1 have a sandwich for lunch / spaghetti
2 watch TV after school / do my homework
3 play football on Saturday / play tennis
4 get up at seven o'clock / eight o'clock
5 have a shower / have a bath

6 **Put the words in order to make questions.**

1 your / the / moment / friend / what / doing / is / at?
2 bed / do / go / you / what / usually / to / time?
3 school / do / get / home / how / from / you?
4 sitting / is / teacher / at / down / your / the / moment?
5 sun / today / shining / is / the?
6 day / do / every / get / at / same / up / the / time / you?

Now match the questions to the correct answer.

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

In pairs, ask and answer the questions.

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

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



Are you putting on your sunglasses?

No

Are you taking a photo?

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

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

Student B, ask more questions.

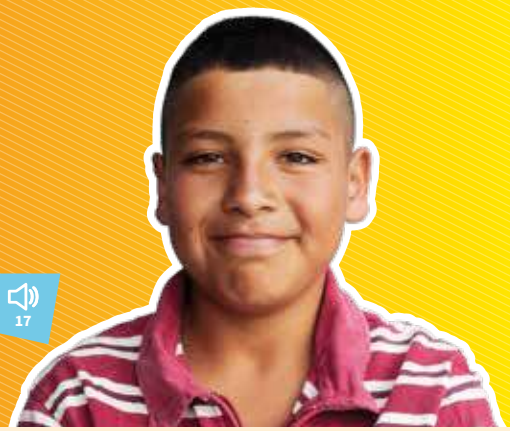
READING

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

Tell us about your day…

17

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



A Onni – Finland

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

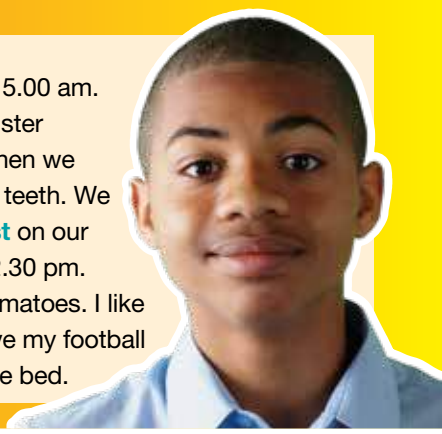


B Diego – Mexico

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

C Aban – Ghana

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



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

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

TALKING POINTS

Whose school day is like yours? Whose is different?

Was any of the information surprising to you?

VOCABULARY Food

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

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

2 **Match the photos to the words in the box.**

EP

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

18 **Listen and check. Then repeat.**



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

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

PRONUNCIATION The sound /ə/

19 **4** **Listen and repeat.**

breakfast dinner vegetables

20 **5** **Listen and repeat. Circle the /ə/ sound in each word. One word has two /ə/ sounds. Which word is it?**

pasta chocolate banana salad
tomato yoghurt cucumber

7 tips to help you feel great in the morning!





LISTENING

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

21 **2** **Listen to the radio show. You will hear a woman asking six students about getting up in the morning. Match each student to the correct tip. There is one tip you do not need.**

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

21 **3** **Listen again and check. Then in small groups, discuss the questions.**

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

WRITING

PREPARE TO WRITE

A paragraph about your routine

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

Choose the correct words to complete the sentences.

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

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

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

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

CULTURE

THE PARALYMPIC GAMES

1 **In pairs, discuss the questions with your partner.**

1 Do you like doing sports? What sports do you do?
2 Do you like watching sports on TV? What sports do you watch?
3 Do you usually watch the Olympic Games and the Paralympic Games?

2 **Read the text in boxes 1–6 and match them to the sports in the photos. Write *SV* (sitting volleyball) or *WR* (wheelchair rugby).**

3 **Read the texts again and complete the table.**

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

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

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

FACTFILE **The Paralympic Games**

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

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

Number of sports: Around 25

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



Paralympic SPORTS

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

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

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



Wheelchair rugby



22

Sitting volleyball

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

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

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

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

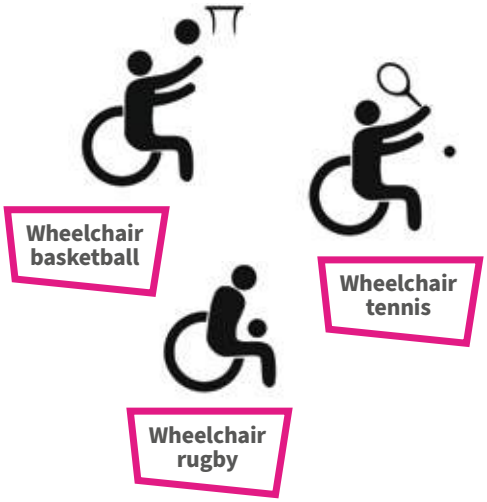
5 ..... The net is lower than in the Olympic version. In the Olympic version, the players stand.

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

TALKING POINTS

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

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



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

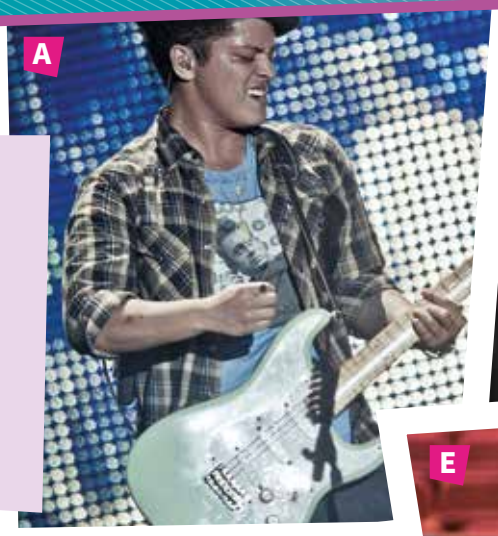
1 How old is Martha?
2 Where is the court?
3 What does she want to be in one day?
4 What has her sports hero got?
5 Where is David Wagner from?
6 Does Martha play tennis on Tuesdays?
7 Does Martha rest at weekends?

PROJECT *An interview*

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

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

3 GREAT SOUNDS













ABOUT YOU

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

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

VOCABULARY AND LISTENING

Music

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

EP

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

Types of music	Musical instruments

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

24 **Listen and check. Then repeat.**

25 **3** **Listen to the different types of music. Match them to the types of music in Exercise 1.**

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

5 **Choose the correct word to complete the sentences.**

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





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

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

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

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

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

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

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



a _____ b _____ c _____ d _____

27 **Listen and check. Then repeat.**

GRAMMAR REFERENCE AND PRACTICE PAGE 77

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

help → helping	write → writing	run → running

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

choose drive get learn make
practise ride sing sit swim win

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

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

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

0 On Sundays, I like *having* lunch with my family. (have)
1 My dad likes _____ the news online. (read)
2 I really love _____ football with my brother. (play)
3 I love _____ to my friends' houses to play computer games. (go)
4 Everyone in our class likes _____ English. (learn)
5 Do you like _____ to music when you are doing your homework? (listen)

5 **In pairs, ask and answer the questions.**

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

READING

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

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

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

28



STARTING IN THE MUSIC BUSINESS



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

Read on to find out how!



Pete

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



Shona

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



Spark

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

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

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

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

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

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

TALKING POINTS

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

VOCABULARY Music phrases

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

EP

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

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

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

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

LISTENING

PRONUNCIATION

Email addresses, phone numbers and names

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

1 **In pairs, practise.**

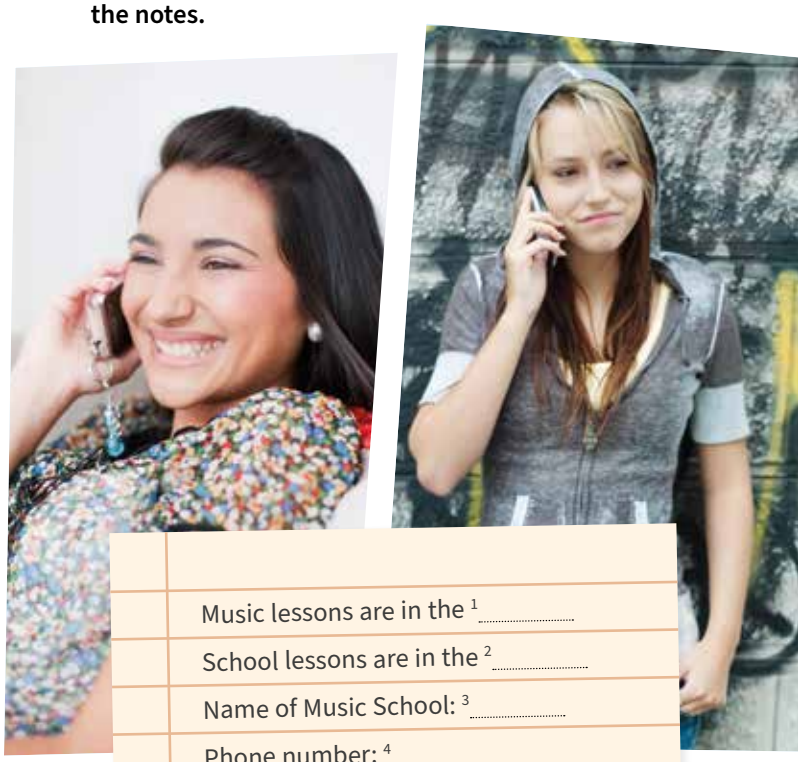
1 Say this email address: *school@musicpopcloud.com*
2 Say this phone number: *0451 256 337*
3 Spell this name: Joanna

29 **Listen and check. Then repeat.**

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

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

30 **3** **Listen to the conversation. Shona is talking to her friend Emma about the music school. Complete the notes.**



Music lessons are in the [1] _____
School lessons are in the [2] _____
Name of Music School: [3] _____
Phone number: [4] _____
Head's name: Ms [5] _____
Email address: [6] _____

30 **Listen again and check.**

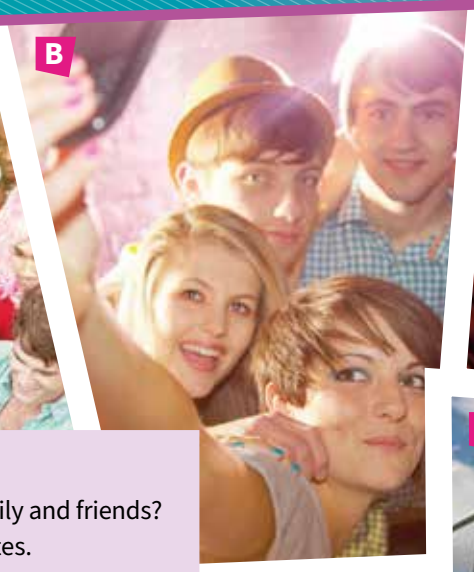
SPEAKING

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

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

4 IT WAS AWESOME!













ABOUT YOU

What do you do to have fun with family and friends? Share your ideas with your classmates.

VOCABULARY AND LISTENING

Adjectives

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

31 **2** **Listen and match the conversations to the photos.**

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

31 **3** **Listen again. How did the speakers feel about their experiences? Complete row A of the table with the conversation numbers.**

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

EP

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

		😫	😐	☺️	😀
A	Conversation				*1*
B	Adjectives	.....	.....	.....	*amazing* .....
		.....	.....	.....	....
				.....	.....

32 **Listen and check. Then repeat.**

5 **Choose the correct words to complete the conversations.**

0 **A:** I'm not in the basketball team any more.
B: Oh no! That's (*terrible*) / *fantastic*!
1 **A:** I've got a new mobile phone.
B: Wow! That's *fine* / *brilliant*!
2 **A:** My sister's getting married.
B: That's *great* / *OK*!
3 **A:** Look at my lunch!
B: That's *horrible* / *excellent* – don't eat it!
4 **A:** Are you enjoying the film?
B: It's *OK* / *lovely*. It's not great.
5 **A:** I got top marks in my test.
B: That's *wonderful* / *terrible*, well done.

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

GRAMMAR Past simple of *be*

1 **Look at the examples.**

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

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

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

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

was	were	n't

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

GRAMMAR REFERENCE AND PRACTICE PAGE 78

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

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

3 **Correct the mistakes in the sentences.**

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

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

Suzy: Hi Max. Where [0] *were* you yesterday afternoon? You [1] _____ at school.
Max: Oh hi Suzy. No, I [2] _____. I [3] _____ at a big athletics competition at the city sports club.
Suzy: Really? [4] _____ it fun?
Max: Yes, it [5] _____. It [6] _____ amazing! I [7] _____ the winner of the 800 m race!
Suzy: Fantastic! [8] _____ your parents there?
Max: No, they [9] _____. They [10] _____ at work. But my brother [11] _____ there with his video camera, so it [12] _____ fine!

PRONUNCIATION *was/were*

33 **5** **Listen to some sentences from the conversation and repeat them.**

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

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

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

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

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



READING

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

ACTIVITY DAYS

34

LATEST REVIEWS



Fun day!

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

Fantastic!

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

Amazing trip!

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





Really special!

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

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

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

TALKING POINTS

Would you like to do an activity day? Which of these looks most fun?

What sort of presents do you get for your birthday?

What do you give other people?

VOCABULARY Emotions

1 EP **Look at the texts. Find and <u>underline</u> the words in the box. Match some of them to the emojis.**

afraid angry glad happy interested
nervous sorry surprised upset worried

A 
B 
C 
D 
E 
F 

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

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

LISTENING

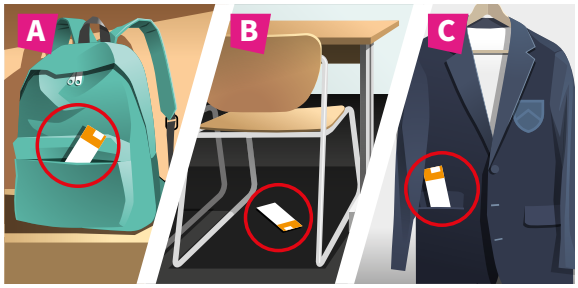
1 **Read questions 1–5 and look at the pictures. What can you see in each picture?**

35 **2** **Listen to five short conversations. For each question, choose the correct picture (A, B or C).**

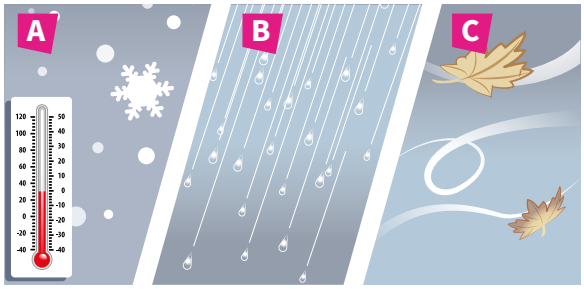
1 What was Bella happy with at the party?



2 Where is Kyle's ticket?



3 What was the weather like?



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



5 Where was the girl on Saturday?



WRITING

PREPARE TO WRITE

A description of a party

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

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

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

Put the adjectives in the correct place in the sentences.

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

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

WRITE Write a paragraph about the party.

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

LIFE SKILLS COLLABORATION

REACHING AGREEMENT

LIFE SKILLS

Reaching agreement

For two people to agree, you need to:

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

1 **Read the sentences. Answer the questions.**

Let's agree to disagree.

We can find a 'win–win' solution.

1 What do you think the sentences mean?
2 Which sentence do you prefer? Why?
3 When do you need to make decisions? For example, think about doing a class project, going to an event or watching TV.

2 **Do you ever disagree with friends about these things? How do you reach an agreement?**

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

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

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

Which person/people …

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

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

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

37 **6** **Listen to Lola, Oscar and Daisy talking. What are they planning?**

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

37 **7** **Listen again and choose the correct words to complete the sentences.**

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

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

USEFUL LANGUAGE

I disagree *D*
How about a basketball shirt?
I have a better idea.
I agree.
I think a CD is a better idea than a book.
That's an awesome idea!

Help me, Danny!



36

Send me your problems and I can give my advice.

1

Dear Danny,

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

Regards,
Bored Best Friend

A

Dear _____,

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

Enjoy shopping and happy birthday to your brother! Danny

2

Dear Danny,

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

Unhappy Friend



B

Dear _____,

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

Good luck! Danny

3

Dear Danny,

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

Birthday Brother



C

Dear _____,

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

Enjoy your lessons at school!

Good luck! Danny

TALKING POINTS

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

PROJECT

Planning a surprise party

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

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

REVIEW 1 UNITS 1–4

VOCABULARY

1 **Match the sports equipment words to the photos.**



ball bat racket stick

Now match the equipment to these sports.

baseball basketball hockey rugby
table tennis tennis volleyball

2 **Put the words into the correct column.**

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

Food	Music	Sport

3 **Complete the missing word in each sentence.**

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

GRAMMAR

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

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

Correct the mistakes in the sentences.

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

2 **Put the words in order to make questions.**

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

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

a Yes, she _____ (play) it really well. She _____ (learn) a new song at the moment. It sounds great! ☐
b They *are sleeping* (sleep) at the moment but they usually *wake up* (wake up) at seven. 0
c Yes, I am. I _____ (do) my maths. It's really difficult! ☐
d No, he's with his friends. They _____ (watch) a film at Tom's house. ☐
e Yes, I do, and I often _____ (play) on Saturdays as well. ☐
f I _____ (make) my breakfast. I usually _____ (have) bread, but today I _____ (have) a bowl of cereal with fruit. ☐

Tamburello



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

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

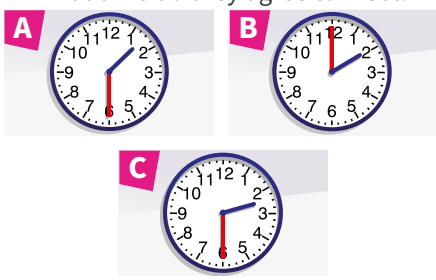
A player in one team hits the ball over the line to players in the other team. A player in the other team hits it back. When a player doesn't hit the ball or when the ball goes too far, the other team wins a point. There are four points in each game. That's the same as the points in tennis. When players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



LISTENING

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

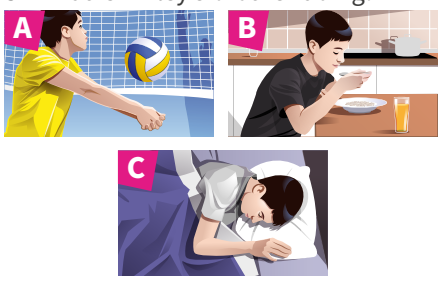
1 What time do they agree to meet?



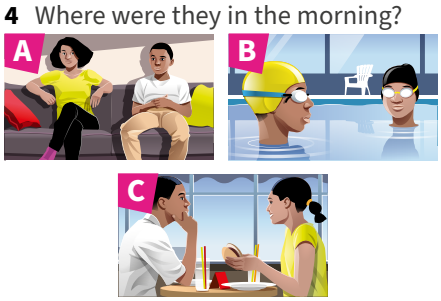
2 Which instrument does Mona need to practise tonight?



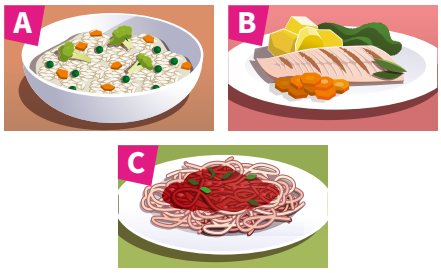
3 What is Finley's brother doing?



4 Where were they in the morning?



5 What does the girl want to have for dinner?



READING

1 **Read the text and answer the questions.**

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

SPEAKING

1 **Put the words in order to make questions.**

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

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

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

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

5 MOMENTS IN HISTORY

VOCABULARY AND READING

Historical events

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

2 Match the photos to the quiz questions.

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

EP

climbed crossed died opened
painted played published received
recorded travelled

ABOUT YOU

What famous people do you know from history?
Why are they still famous today?
When and where were they born?

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

40 **Listen and check.**

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

Student A: *Photo J*
Student B: *Cleopatra died.*


A


B


C


D


E


J


I


H


G


F

Women in history

1 Cleopatra, Queen of Egypt and the last pharaoh, _____
A in 180 BCE.
B in 70 BCE.
C in 30 BCE.

2 Marie Curie _____ the Nobel Prize in chemistry
A in December 1911.
B in December 1925.
C in December 1950.

3 Valentina Tereshkova _____ into space
A on 12th August 1961.
B on 3rd April 1962.
C on 16th June 1963.

4 Amelia Earhart _____ the Atlantic Ocean, alone, by plane
A in 1932.
B in 1941.
C in 1950.

5 Coco Chanel _____ her first shop in Deauville, France
A in the 18th century.
B in the 19th century.
C in the 20th century.

6 Frida Kahlo _____ her self-portrait with parrots
A in 1920.
B in 1935.
C in 1941.

7 Serena Williams _____ her first match at Wimbledon
A in 1996.
B in 1998.
C in 2000.

8 Junko Tabei _____ Mount Everest
A on 16th May 1975.
B on 5th April 1977.
C on 12th May 1980.

9 J. K. Rowling _____ her first Harry Potter book
A in March 1985.
B in June 1997.
C in July 2004.

10 Ella Fitzgerald _____ her first song
A in 1928.
B in 1930.
C in 1936.

GRAMMAR Dates with *in* and *on*

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

We use *in* / *on* for the date and the day.
_____ *12th August 1961* / _____ *Tuesday.*

We use *in* / *on* for months, years and centuries.
_____ *January* / _____ *2004* / _____ *the 20th century.*

2 **In pairs, test your partner.**

In 1998 | Serena Williams played her first match at Wimbledon.

Past simple: regular verbs

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

Ada Lovelace complete**d** the first computer program in 1842.
NASA's Curiosity Mars Rover land**ed** on Mars on 6th August 2012.

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

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

climb → climb**ed**	change → change**d**	carry → carr**ied**	stay → stay**ed**	stop → stop**ped**
cleaned				

» GRAMMAR REFERENCE AND PRACTICE PAGE 79

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

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

PRONUNCIATION Past simple *-ed*

41 **6** **Listen to the *-ed* sounds. Sometimes we add another syllable when we say the *-ed* and sometimes we don't.**

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

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

42 **Listen and check. Then repeat.**

7 **Choose the correct verb forms.**

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

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

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

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

READING

1 **Look at the photos.**

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

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

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

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

The Great Fire

43







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

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

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

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



VOCABULARY Buildings

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

EP

castle	cathedral	ceiling	
church	floor	palace	roof
square	stairs	statue	

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

2 **Complete the table with the words from Exercise 1.**

Places / things in a city	Parts of buildings

3 **Add other words that you know to the table.**

TALKING POINTS

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

LISTENING

44 **1** **Listen to the radio programme *Living History – I was there!***

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

44 **2** **Listen again. Are the sentences right (✓) or wrong (x)?**

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

SPEAKING

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

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

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

2 **Tell the class about your moment in history.**

Our important moment from history is _____.

It happened on (date) in (place).

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

It was an important moment because …

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



6 WHAT A GREAT JOB!

ABOUT YOU

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

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



VOCABULARY AND READING

Jobs

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

EP

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

45 **Listen and check. Then repeat.**

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

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

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

boring difficult easy fun interesting

PRONUNCIATION Three-syllable words

46 **4** **Listen and repeat the words. Then put them into the correct column in the table.**

~~afternoon~~ ~~assistant~~ difficult
engineer expensive interesting
manager mechanic understand

Ooo	oOo	ooO
	assistant	*afternoon*

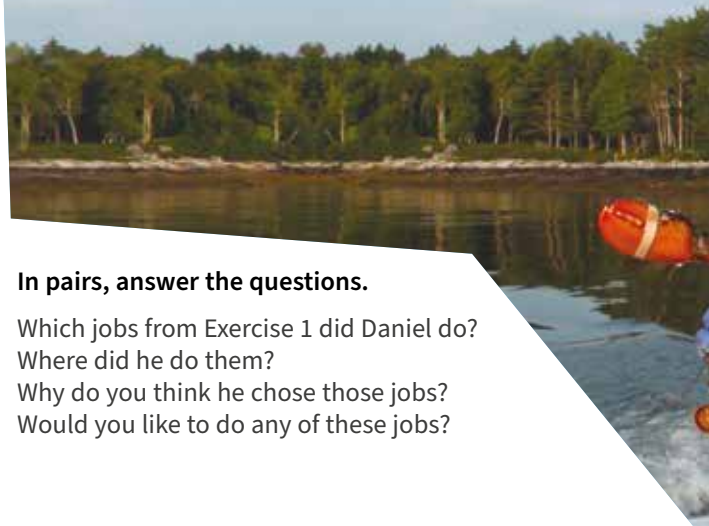
5 **Look at the title of the article and the photo. What do you think the article is about? Read it once to check your ideas.**

50 weeks, states, different jobs

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

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

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



6 **In pairs, answer the questions.**

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



47

Some more of Daniel's jobs

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



GRAMMAR Past simple: negatives and questions

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

Negatives	Questions	Short answers
He didn't use buses or planes. I didn't even have time to get a drink of water.	Why did Daniel do this? Did he enjoy it?	Yes, he did No, he didn't.

We use _____ and the main verb in the infinitive in negative sentences.
We use _____ and the main verb in the infinitive in questions.
We use _____ or _____ and leave out the main verb in short answers.

GRAMMAR REFERENCE AND PRACTICE PAGE 80

2 **Match the questions to the answers.**

1 How many states did Daniel visit?
2 How did Daniel travel from job to job?
3 Why did Daniel stay in people's homes?
4 Did Daniel like being a farmer in Nebraska?
5 Did Daniel work at a theme park in Florida?
6 What did Daniel do in Alaska?

a Because hotels were too expensive.
b He worked as a photographer.
c 50
d By car.
e No, he didn't.
f Yes, he did.

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

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

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

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

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

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

READING

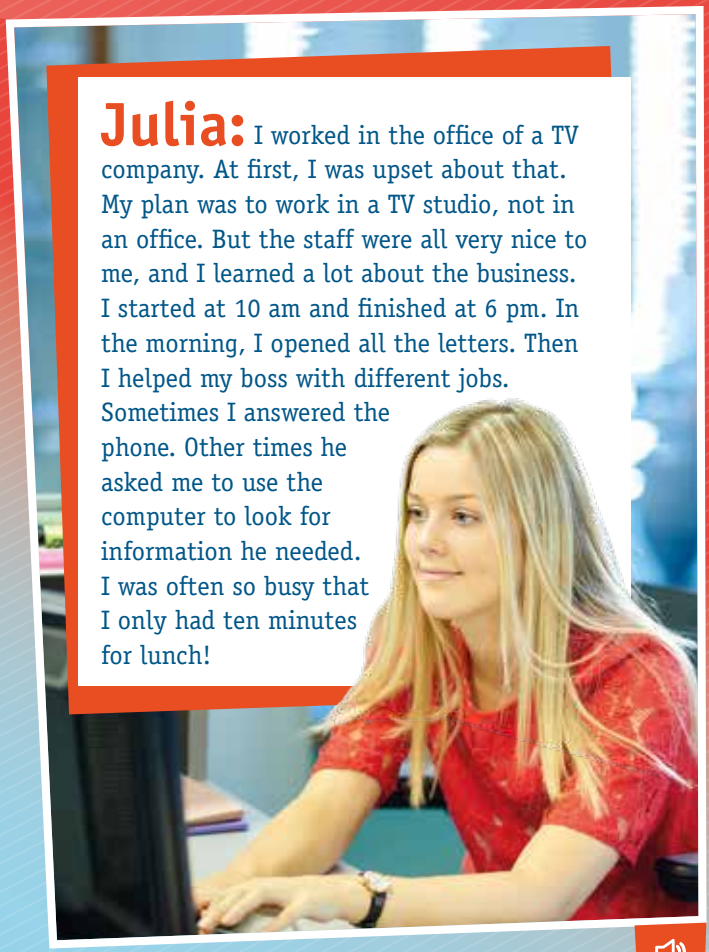
1 Read the article quickly. Where did Nina and Julia do work experience?

STUDENTS AT WORK!

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



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



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

48

2 For each question, choose the correct answer.

1 From the introduction we learn that Nina and Julia
A enjoyed their jobs. **B** worked in different places. **C** were sorry to go back to school.

2 What kind of work did Nina want to do at the café?
A cleaning **B** cooking **C** serving food

3 What does Nina say about her working day?
A It was very long. **B** It started too early. **C** There was a lot for her to do.

4 Why was Julia upset in the beginning?
A She didn't want to work in an office. **B** She didn't like the people she worked with. **C** She didn't know anything about the TV business.

5 Julia often didn't have much time to
A eat her midday meal.
B answer the phone.
C speak to her boss.

TALKING POINTS

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

VOCABULARY Work

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

EP

boss busy customers earn
office staff

1 This means you're working hard and have lots to do.
2 These people buy things in shops or cafés.
3 When you have a job, this person tells you what to do.
4 These people work for a business.
5 There are usually desks, phones and computers in this place.
6 This means 'get money for doing work'.

2 **Write five sentences about Julia and Nina using the words in Exercise 1. In pairs, read your sentences. Say *Right*, *Wrong* or *We don't know!* to your partner's sentences.**

Julia and Nina earned lots of money.

Wrong

Julia's boss was friendly.

We don't know!

LISTENING

49 **1** **Listen to Joe talking about the job he did last week. Tick (✓) the correct picture (A, B or C).**

0 Where did he work?



1 What did he do?



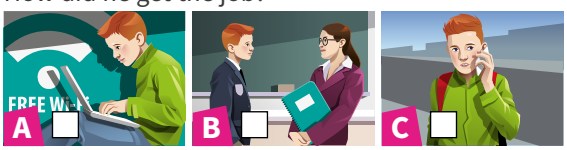
2 What time did he start?



3 How did he travel to work?



4 How did he get the job?



50 **2** **Listen and repeat.**

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

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

Where did you work?

I worked in the museum.

Wow! That's brilliant.

WRITING

PREPARE TO WRITE

A paragraph about work

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

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

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

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

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

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

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

close enjoy finish open start
stop travel use work

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

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

CULTURE

SATURDAY JOBS

FACTFILE Saturday jobs

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

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



1

JOB OFFER – Saturday mornings

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

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

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

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





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

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

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

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

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

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

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

JOB OFFER – Saturday mornings	You can earn some [1] _____. You need to [2] _____ 2–3 small dogs.
Help Wanted – Saturday afternoons	You are [3] _____ for plants, pets and small jobs. You need to [4] _____ the cats.
Extra pocket money?	The job is doing a [5] _____. You need to be [6] _____.

2

HELP WANTED –

Saturday afternoons

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

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

WHEN: 3–4 hours on Saturday afternoons

THE JOB:

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

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

3

EXTRA POCKET MONEY? DO A PAPER ROUND!

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

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

THE JOB:

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

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

51

52 **6** **Listen to Olivia and her dad talking about Saturday jobs. Tick the correct answers.**

1 Olivia has experience doing _____.



dog-walking

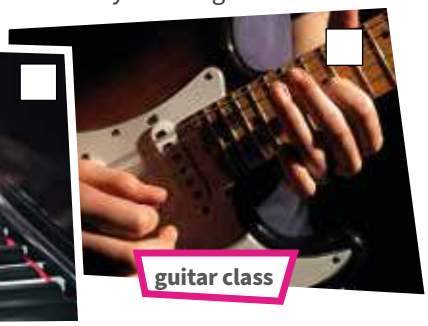


a paper round

2 Olivia has a _____ on Saturday mornings.



piano class



guitar class

52 **7** **Listen again. Are the sentences right (✓) or wrong (✗)?**

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

TALKING POINTS

Which job would you prefer? Why?

PROJECT *A job offer*

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

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

7 AN EXCITING TRIP



ABOUT YOU

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

Do you like busy holidays or quiet ones?















VOCABULARY AND LISTENING

Holidays

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

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

53 **Listen and check. Then repeat.**

54 **2** **Listen to Callum and Lottie talking about their holidays. Answer the questions.**

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



54 **3** **Listen again and look at the photos in Exercise 1. What activities did Callum and Lottie do? Write *C* or *L* for each picture.**

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

GRAMMAR Past simple: irregular verbs

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

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

GRAMMAR REFERENCE AND PRACTICE PAGE 81

55

2 **Close your book and listen. You will hear the irregular past tense. Say the verb it comes from.**

3 **Complete Callum and Lottie's conversation. Use the words and phrases in the box.**

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

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

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

1

_____ you _____ to the mountains for your holiday? (go)

No, we _____. We _____ to the beach.

2

_____ you _____ in the sea every day? (swim)

Yes, we _____, and we also _____ in the pool.

3

_____ you _____ any clothes? (buy)

No, I _____. But I _____ a lot of presents.

4

_____ you _____ a lot of ice cream? (eat)

Yes, we _____! And we _____ a lot of sweets.

5

_____ you _____ a good time? (have)

Yes, we _____. We _____ a great time.

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

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

gave

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

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

be	buy	can	eat	go	have
love	see	stay	take	visit	



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

CROSSING THE WORLD ON A RICKSHAW TO SEE THE OLYMPICS



56

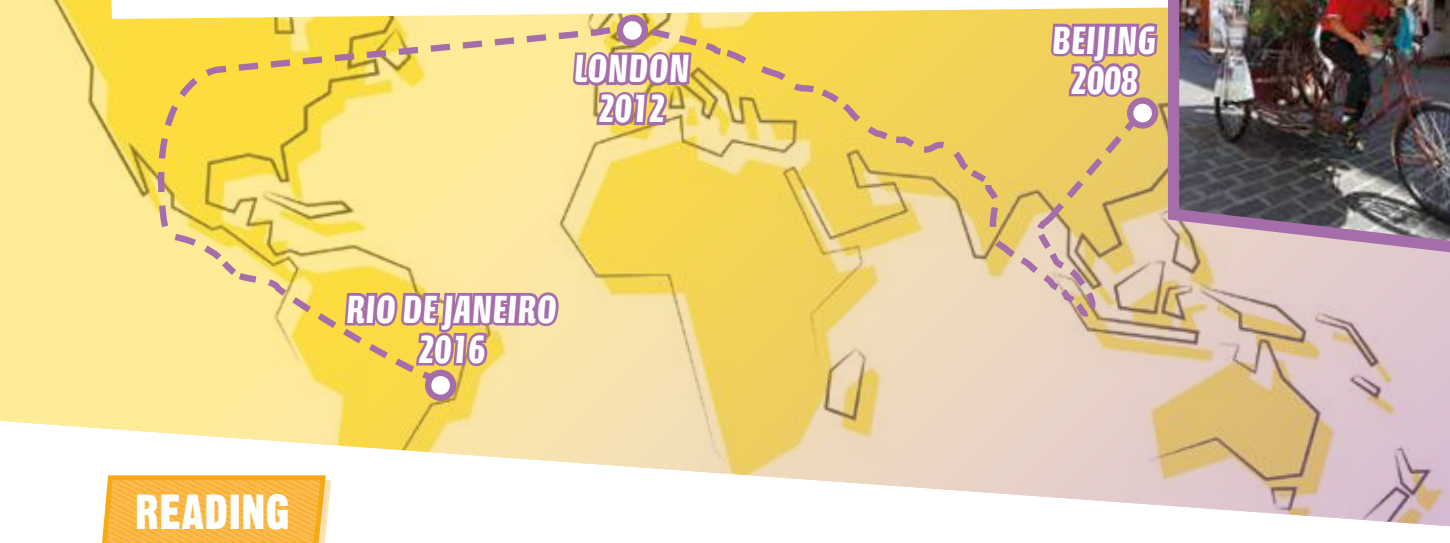
When Chen Guan Ming was a young man, he never travelled far from his farm in a small village in China. But now he is famous for following the Olympic Games around the world in his three-wheeled rickshaw. The story **began** in 2001, when he **heard** that the games were coming to Beijing. He **left**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

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

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

After the London Olympics, Chen left his rickshaw in the UK and caught a flight home to plan his next trip – to the Rio Olympics. In 2013, he **flew** back to London. He **put** his rickshaw on a ship to Canada, and he **took** a plane there. A friend **paid** for his flight ticket. Then, he **got on** his rickshaw and **rode** to Brazil through the US, Mexico and Central America. The journey took three years. He **had** an amazing time in Rio and **made** lots more friends.





READING

1 **Look at the title of the article and the photos. Which countries do you think the man visited? Read the article quickly and check your ideas.**

2 **Read the article about Chen Guan Ming and answer the questions.**

1 What was Chen's job when he was young?
2 How far did he cycle to get to Beijing?
3 When did Chen leave home to go to London?
4 Did Chen go sightseeing during his journey?
5 Where did Chen go after the London Olympics?
6 Did Chen travel with his rickshaw to Canada?

3 **Look at the irregular past tenses in purple in the article. Write the infinitives.**

4 **Do you know about any other long journeys? Would you like to do a journey like this?**

VOCABULARY Holidays

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

EP

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

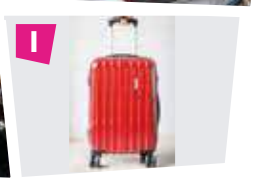












57 **Listen and check. Then repeat.**

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

arrive	catch	get on / off	pack
take	travel by		

a photo — a long time — 1 ..... — a train — a bus

your things — 2 ..... — a suitcase

a bus — a train — 3 ..... — a bicycle — a plane

car — bicycle — 4 ..... — train — bus

at the airport — 5 ..... — in the city

a train — a ferry — 6 ..... — a flight — a bus

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

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

ə PRONUNCIATION Sounds and spelling

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

met	group
caught	car
plane	catch
flew	work
coach	phone
map	station
journey	bought
passport	slept

58 **Listen and check.**













LISTENING

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















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

TALKING POINTS

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

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

SPEAKING

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

Include this information in your story:

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

Useful words
This happened … months/years ago.
First, we …
Then we …
We took a … / We caught a … / We went by bus/car.
Anyway …

8 FAVOURITE PLACES

ABOUT YOU

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


A


B


C


D


E


F


G


H


I


J


K

VOCABULARY AND READING

Bedroom furniture

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

EP

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

60 **Listen and check. Then repeat.**

PRONUNCIATION /ɜː/ and /ɔː/

61 **2** **Listen to the sounds /ɜː/ and /ɔː/.**

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

bought curtains drawers
first floor furniture saw
wall were work

/ɜː/ bird	/ɔː/ board
curtains	*bought*

62 **Listen and check. Then repeat.**

3 **What do you have in your bedroom?**

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

FAVOURITE PLACE

by Rebecca Grant

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

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

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

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



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

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

GRAMMAR *someone, anyone,* etc.

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

1	everyone someone	anyone no one
2	everywhere somewhere	anywhere nowhere
3	everything something	anything nothing

These words are about …
a a place.
b a thing.
c a person.

GRAMMAR REFERENCE AND PRACTICE PAGE 82

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

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

0 Did anyone come to your party?
1 Some_____ gave me these shoes. Do you like them?
2 There was _____ on the bookshelf. I looked.
3 Can you think of any_____ to go this afternoon?
4 I'm hungry but there's no_____ in the fridge!
5 She went some_____ hot for her holidays.
6 No_____ told me that you wrote stories!
7 I'd like some_____ to eat, please.
8 Every_____ in the class, except me, likes the colour blue.
9 No_____ in my house is a special place.

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

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

5 **Correct the mistakes in these sentences.**

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

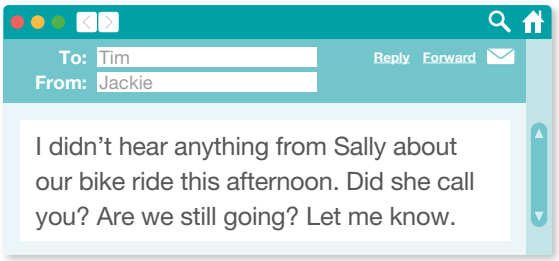
6 **For each question, choose the correct answer.**

1



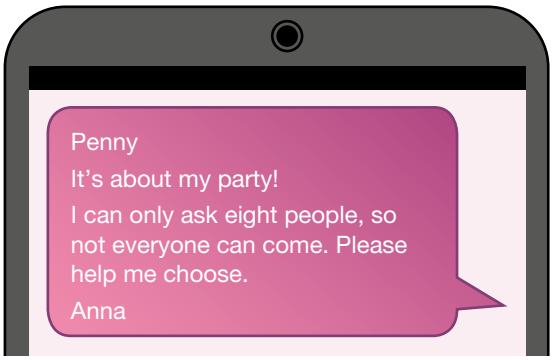
A One cushion costs the same as two.
B Other shops are more expensive than Bright's.
C The shop is not open today.

2



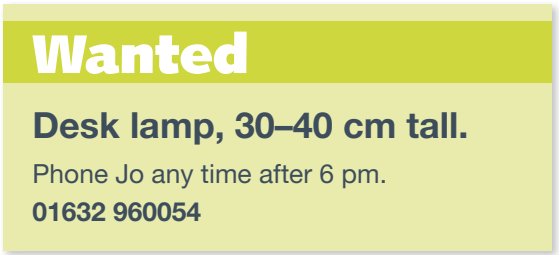
Why did Jackie write this email?
A to invite Tim on a bike ride
B to find out where Tim is today
C to ask Tim what's happening later

3



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

4



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

READING

1 **Look at the photos. In pairs, discuss the questions. What do you think these three people do? What do you think their favourite places are?**

2 **Read the article. Match the photos A–C to the artists in the article. What is each artist's favourite place?**



Artists' FAVOURITE PLACES

64



1 Gemma Blake, *painter*

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



2 Susie Grey, *singer-songwriter*

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

3 Paul Davidson, *dancer*

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

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

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

TALKING POINTS

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

VOCABULARY Free-time activities

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

A

draw listen to paint play
read write

B

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

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

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

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

LISTENING

65 **1** Listen to three teenagers, George, Abby and Jo, talking about their favourite places. Look at the photos A–C. Match the teenagers to their favourite places. Write the letters in column 1 of the table.

65 **2** Listen again. What do they like doing in their special places? Write the answers in column 2 of the table.



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





WRITING

PREPARE TO WRITE

A description of a favourite place

GET READY Read about Tom's favourite place.

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

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

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



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

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

PLAN Make notes about your favourite place.

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

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

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

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

LIFE SKILLS PHYSICAL WELL-BEING

SAFETY AT HOME

LIFE SKILLS

Safety at home

What is safety at home?

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

1 **Look at the signs and answer the questions.**



1 What do you think each sign means?
2 Where can you see each sign?
3 What does a fire extinguisher do?

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

1 lighter
2 rug
3 knives
4 heater
5 iron
6 stairs
7 matches



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

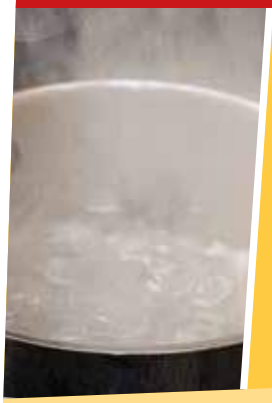
3 **Read the text quickly. Match the words in the box to the paragraphs. Do you follow these tips at home?**

Burns Cuts Falls

TIPS TO BE SAFE AT HOME

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

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



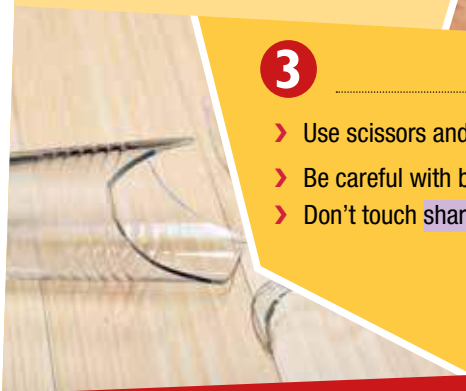
1 .....

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

2 .....

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





3 .....

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

66

WHAT TO DO IN AN EMERGENCY

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

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

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

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

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

TALKING POINTS

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



67 **6** **Listen to someone talking to a class at school and choose the correct answers.**

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

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

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

67 **Listen again and check.**

67 **8** **Now listen again and choose the correct words.**

USEFUL LANGUAGE

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

PROJECT

A safety leaflet

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

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

REVIEW 2 UNITS 5–8

VOCABULARY

1 Choose the correct word to complete the sentences.

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

2 Match the verbs to the nouns.

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

3 Match the words in the box to the sentences.

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

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

GRAMMAR

1 Choose the correct words to complete the sentences.

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

Correct the mistakes in the sentences.

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

2 Write the past simple of the verbs.

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

3 Make sentences or questions about the past.

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

READING

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

1

Petra

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

Bella

What did Bella do first?

A sightseeing
B water sports
C shopping

2

School trip to London, 26th June.

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

Please pay Miss James by 28th May.

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

3

Stella

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

Vicky

Why did Vicky write this message?

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

4

Hilltop Hotel

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

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

5

MEETING – TUESDAY 12.15 PM

Information for everyone doing work experience next term

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

This notice tells students

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

6

Ethan

I'm so excited about coming camping with you and your family this weekend! Let me know if there's anything special I need to pack.

Liam

What does Liam want to know?

68

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

SPEAKING

1 **Put the words in order to make questions.**

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

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

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

Tell me about your room.

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

9 CLOTHES AND FASHION

ABOUT YOU

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

VOCABULARY AND READING

Clothes

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

EP

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

A 69 **Listen and check. Then repeat.**



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

EP



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

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

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

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

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

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

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

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

WHAT'S YOUR BEST BUY?

70 Tell us about your cool clothes!



Samuel08 March 22 at 11.06

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



Megan33 March 22 at 12.30

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



Ed14 March 22 at 13.13

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



Isaac60 March 22 at 13.25

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



Amelia55 March 22 at 14.20

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

GRAMMAR Pronouns and determiners

1 **Complete the sentences with the pronouns below.**

hers	his	~~mine~~	ours	theirs	yours

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

» GRAMMAR REFERENCE AND PRACTICE PAGE 83

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

3 **Complete the sentences with pronouns.**

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

4 **Correct the mistakes in the sentences.**

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

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

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

Is this your textbook? Yes, it's mine.

Are these pens yours? No, they're not mine. They're hers.

READING

1 **Look at the photos A–E. Which item of clothing do you like the best? Why?**

2 **Read the article and match the photos A–E to the paragraphs 1–5.**



THEY'RE MADE OF … WHAT?

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





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

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

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



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

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



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

The article is about:

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

4 **Now answer these questions.**

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

TALKING POINTS

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

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

VOCABULARY Materials

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

EP

cork	cotton	leather
metal	plastic	wool













72 **Listen and check. Then repeat.**

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

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

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

PRONUNCIATION

Words beginning with /s/, /ʃ/, /tʃ/

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

change	cheese	chilli
sea	shirt	shoes	shorts
socks	suit	

/s/ **sick**	/ʃ/ **sh**ower	/tʃ/ **ch**air

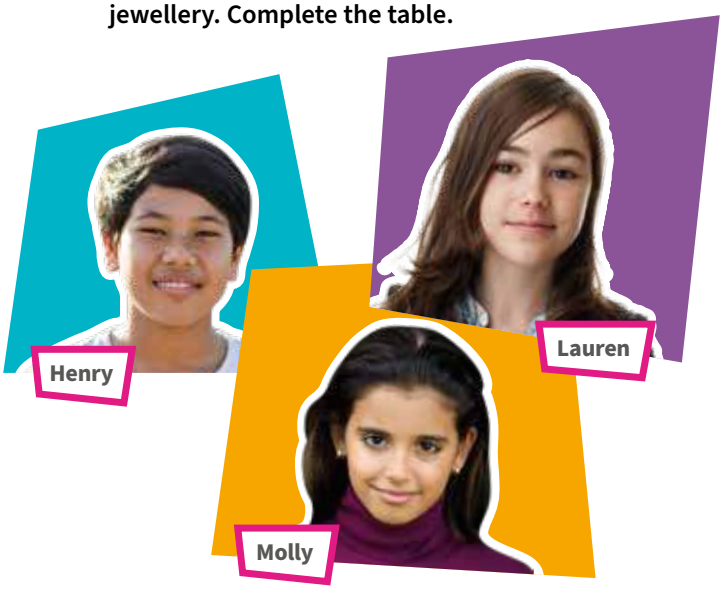
73 **Listen and check. Then repeat.**

5 **Now say this!**

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

LISTENING

74 **1** **Listen to three people talking about their ideas for unusual things to use to make clothes or jewellery. Complete the table.**



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

74 **2** **Listen again. Complete the sentence three times: once for Henry, once for Molly and once for Lauren. Choose *clothes* or *jewellery*.**

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

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

It's a really good idea to … .

SPEAKING

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

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

10 BUYING THINGS

















ABOUT YOU

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

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

VOCABULARY AND READING

Buying and selling

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

EP

bill cash discount price
purse receipt sale wallet

75 **Listen and check. Then repeat.**

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

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

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

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

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

Countable nouns (C)	Uncountable nouns (U)

What kind of shopper are you?

Choose *yes* or *no* and find out.

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

76

GRAMMAR *some, any, a lot of, a few, a bit of*

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

I look at the price before I buy expensive things, like some shoes.
I often ask the shop assistant for some advice on what to buy.
I'm not interested in any discounts.
I never have any cash in my wallet or purse.
I usually buy a lot of clothes, like T-shirts and tops, in the sales.
I share a lot of music with my friends.
I make sure I keep a few receipts from my shopping.
I spend a bit of time looking at clothes online.

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

» GRAMMAR REFERENCE AND PRACTICE PAGE 84

2 **Match the photos A–D to the sentences.**









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

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








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

PRONUNCIATION Weak forms: /ə/

77 **4** **Listen and repeat.**

1 Can I have a bit of your burger?
2 He took a few photos.
3 A lot of people came.

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

6 **Correct the mistakes in the sentences.**

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

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

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

READING

1 What ideas can you think of for an online business? Discuss your ideas with a partner.

2 Look at the photos of the two young business people. Read and complete the information:

1

NAME: .....

COUNTRY: .....

NAME OF BUSINESS: .....

TYPE OF BUSINESS: .....

2

NAME: .....

COUNTRY: .....

NAME OF BUSINESS: .....

TYPE OF BUSINESS: .....

TWO YOUNG ENTREPRENEURS TO WATCH



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



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

78

3 Read the articles again and answer the questions.

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

TALKING POINTS

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

VOCABULARY Phrases with *for*

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

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

Match the phrases with *for* to the meanings:

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

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

1 People don't pay
2 Australia is famous
3 Let's book a table
4 What's another word
5 Bella went out with friends

a for 'vacation'?
b for her 14th birthday.
c for its beaches and amazing countryside.
d for the information on Bella's website.
e for lunch.

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

entrepreneur	its tasty cookies	her birthday
tomorrow	two pounds	

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

LISTENING

79 **1** **For each question, choose the correct answer.**

1 Two friends are talking at the shopping centre. Why is the boy at the shopping centre?
A His computer's not working.
B He wants to visit a new shop.
C He always gets his shopping there.

2 A boy, Adam, is talking about shopping. What did he buy?
A some fruit
B a dog
C some bread

3 A woman is talking to her daughter about a present for her son, Matt. What is the present?
A something for Matt to wear
B something that Matt asked for
C something Matt needs for school

4 Two friends are talking at one of the friend's houses. What is the boy doing?
A He's reading his homework diary.
B He's looking at websites.
C He's doing his homework.

5 A teacher is talking to the class about a school trip. What is he telling them to do?
A get to school early
B bring T-shirts
C wear warm clothes

WRITING

PREPARE TO WRITE

A story

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

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

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

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

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

CULTURE

SHOPPING

FACTFILE Shopping

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

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

1 **In pairs, discuss the questions with your partner.**

1 Is your home or school near a shopping centre, farmers' market or charity shop?
2 How are small shops and shopping centres different?

2 **Read about shopping in different countries. Where do *you* do your shopping?**



SHOPPING SURVEY

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



1 Mark, age 14

Seattle, USA

Where: Northgate Mall, near Seattle

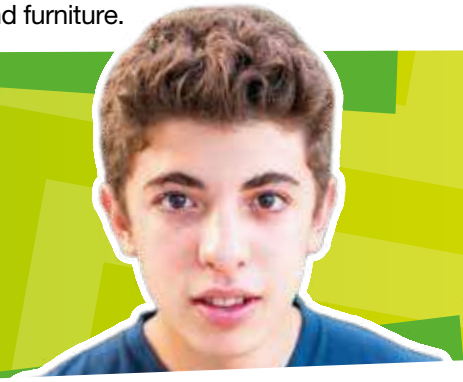
Why? I shop at Northgate Mall because there are lots of different stores and places to eat. I like listening to music and there is an excellent choice of technology stores in the mall. I also like Northgate Mall because it is near my house and I can walk or cycle there. I don't have a lot of pocket money,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

2 Karen, age 13

Dublin, Ireland

Where: Charity shops on Camden Street, Dublin

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



3 Darren, age 13

Ta' Qali, Malta

Where: Farmers' Market near Mdina

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

80



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



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

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

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

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

TALKING POINTS

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

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

81

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

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

81

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

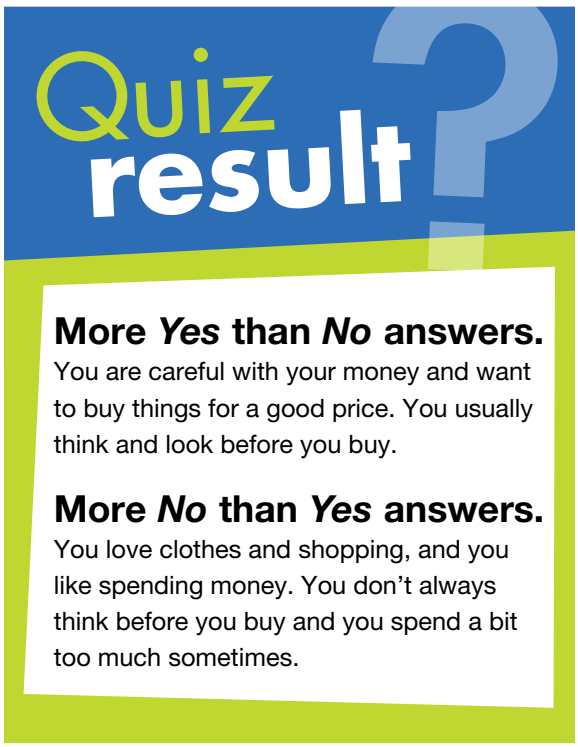
PROJECT *A survey*

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

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

UNIT 10 VOCABULARY AND READING, PAGE 62

2



UNIT 10 PREPARE TO WRITE, PAGE 65

Well, I found a great jacket on the internet. It was black and it had a really cool design on the back. You can't pay in cash of course, so my mum paid for it with her credit card. After that, we waited and waited but it didn't come. After two weeks I emailed the company, but they didn't answer. Then, six days later, it finally arrived. But the jacket was the wrong size. It was too small *and* it was blue. I returned it and asked them to send me the right one, but they emailed me to say they didn't have one in my size in black. And my mum is still waiting for them to return her money.

VOCABULARY LIST

UNIT 1

SPORTS

do athletics /duː æθ'letɪks/ *verb phrase*

do gymnastics /duː dʒɪm'næstɪks/ *verb phrase*

go cycling /gəʊ 'saɪklɪŋ/ *verb phrase*

go sailing /gəʊ 'seɪlɪŋ/ *verb phrase*

go skating /gəʊ 'skeɪtɪŋ/ *verb phrase*

go snowboarding /gəʊ 'snəʊbɔːdɪŋ/ *verb phrase*

go surfing /gəʊ 'sɜːfɪŋ/ *verb phrase*

play badminton /pleɪ 'bædmɪntən/ *verb phrase*

play baseball /pleɪ 'beɪsbɔːl/ *verb phrase*

play hockey /pleɪ 'hɒki/ *verb phrase*

play rugby /pleɪ 'rʌgbi/ *verb phrase*

play table tennis /pleɪ 'teɪbl tenɪs/ *verb phrase*

play volleyball /pleɪ 'vɒlibɔːl/ *verb phrase*

SPORTS EQUIPMENT

ball /bɔːl/ *noun*

bat /bæt/ *noun*

board /bɔːd/ *noun*

racket /'rækɪt/ *noun*

stick /stɪk/ *noun*

UNIT 2

DAILY ROUTINES

brush your hair /brʌʃ jɔːr heər/ *verb phrase*

check your messages /tʃek jɔːr 'mesɪdʒɪs/ *verb phrase*

clean your teeth /kliːn jɔːr tiːθ/ *verb phrase*

get dressed /get drest/ *verb phrase*

have breakfast /hæv 'brekfəst/ *verb phrase*

leave the house /liːv ðiː haʊs/ *verb phrase*

prepare your school bag /prɪ'peər jɔːr skuːl bæg/ *verb phrase*

put on your shoes /pʊt ɒn jɔːr ʃuːz/ *verb phrase*

tidy your room /'taɪdi jɔːr ruːm/ *verb phrase*

wake up /weɪk ʌp/ *phrasal verb*

FOOD

avocado /ˌævə'kɑːdəʊ/ *noun*

bread /bred/ *noun*

cabbage /'kæbɪdʒ/ *noun*

cereal /'sɪəriəl/ *noun*

cheese /tʃiːz/ *noun*

cucumber /'kjuːkʌmbər/ *noun*

fish /fɪʃ/ *noun*

fruit /fruːt/ *noun*

honey /'hʌni/ *noun*

hot chocolate /hɒt 'tʃɒkələt/ *noun*

jam /dʒæm/ *noun*

mango /'mæŋgəʊ/ *noun*

pasta /'pæstə/ *noun*

rice /raɪs/ *noun*

toast /təʊst/ *noun*

vegetables /'ved͡ʒtəbəlz/ *noun*

yoghurt /'jɒgət/ *noun*

VOCABULARY LIST

UNIT 3

MUSIC

classical music /ˈklæsɪkəl ˈmjuːzɪk/ *noun*

drums /dɹʌmz/ *noun*

electric guitar /ɪˈlektrɪk gɪˈtɑːr/ *noun*

hip-hop /ˈhɪphɒp/ *noun*

jazz /dʒæz/ *noun*

keyboard /ˈkiːbɔːd/ *noun*

opera /ˈɒpərə/ *noun*

piano /piˈænəʊ/ *noun*

pop /pɒp/ *noun*

rap /ræp/ *noun*

rock /rɒk/ *adjective/noun*

saxophone /ˈsæksəfəʊn/ *noun*

soul /səʊl/ *adjective/noun*

violin /ˌvaɪəˈlɪn/ *noun*

MUSIC PHRASES

become a singer /bɪˈkʌm ə ˈsɪŋər/ *verb phrase*

become famous /bɪˈkʌm ˈfeɪməs/ *verb phrase*

give a concert /gɪv ə ˈkɒnsət/ *verb phrase*

go on tour /gəʊ ɒn tʊər/ *verb phrase*

make a music video /rɪˈkɔːd ə ˈmjuːzɪk ˈvɪdiəʊ/ *verb phrase*

play in a band /pleɪ ɪn ə bænd/ *verb phrase*

record an album /rɪˈkɔːd ən ˈælbəm/ *verb phrase*

teach music /tiːtʃ ˈmjuːzɪk/ *verb phrase*

UNIT 4

ADJECTIVES

amazing /əˈmeɪzɪŋ/ *adjective*

awesome /ˈɔːsəm/ *adjective*

brilliant /ˈbrɪliənt/ *adjective*

fantastic /fænˈtæstɪk/ *adjective*

fine /faɪn/ *adjective*

great /greɪt/ *adjective*

horrible /ˈhɒrəbl/ *adjective*

lovely /ˈlʌvli/ *adjective*

OK /əʊˈkeɪ/ *adjective*

perfect /ˈpɜːfɪkt/ *adjective*

really good /rɪəli gʊd/ *adjective*

terrible /ˈterəbl/ *adjective*

wonderful /ˈwʌndəfəl/ *adjective*

EMOTIONS

afraid /əˈfreɪd/ *adjective*

angry /ˈæŋgri/ *adjective*

glad /glæd/ *adjective*

happy /ˈhæpi/ *adjective*

interested /ˈɪntrəstɪd/ *adjective*

nervous /ˈnɜːvəs/ *adjective*

sorry /ˈsɒri/ *adjective*

surprised /səˈpraɪzd/ *adjective*

upset /ʌpˈset/ *adjective*

worried /ˈwʌrid/ *adjective*

UNIT 5

HISTORICAL EVENTS

climb /klaɪm/ *verb*
cross /krɒs/ *verb*
die /daɪ/ *verb*
open /ˈəʊpən/ *verb*
paint /ˈpeɪnt/ *verb*
play /pleɪ/ *verb*
publish /ˈpʌblɪʃ/ *verb*
receive /rɪˈsiːv/ *verb*
record /rɪˈkɔːd/ *verb*
travel /ˈtrævəl/ *verb*

BUILDINGS

castle /ˈkɑːsl/ *noun*
cathedral /kəˈθiːdrəl/ *noun*
ceiling /ˈsiːlɪŋ/ *noun*
church /tʃɜːtʃ/ *noun*
floor /flɔːr/ *noun*
palace /ˈpælɪs/ *noun*
roof /ruːf/ *noun*
square /skweə/ *noun*
stairs /steəz/ *noun*
statue /ˈstætʃuː/ *noun*

UNIT 6

JOBS

actor /ˈæktə/ *noun*
artist /ˈɑːtɪst/ *noun*
cook /kʊk/ *noun*
dentist /ˈdentɪst/ *noun*
engineer /ˌendʒɪˈnɪə/ *noun*
factory worker /ˈfæktəri wɜːkə/ *noun*
farmer /ˈfɑːmə/ *noun*
manager /ˈmænɪdʒə/ *noun*
mechanic /mɪˈkænɪk/ *noun*
model /ˈmɒdəl/ *noun*
nurse /nɜːs/ *noun*
photographer /fəˈtɒgrəfə/ *noun*
pilot /ˈpaɪlət/ *noun*
police officer /pəˈliːs ˈɒfɪsə/ *noun*
shop assistant /ʃɒp əˈsɪstənt/ *noun*
sports coach /spɔːts kəʊtʃ/ *noun*

WORK

boss /bɒs/ *noun*
busy /ˈbɪzi/ *adjective*
customers /ˈkʌstəməz/ *noun*
earn /ɜːn/ *verb*
office /ˈɒfɪs/ *noun*
staff /stɑːf/ *noun*

VOCABULARY LIST

UNIT 7

HOLIDAY ACTIVITIES

buy presents /baɪ ˈprezənts/ *verb phrase*

do water sports /du ˈwɔːtə ˌspɔːts/ *verb phrase*

go camping /gəʊ ˈkæmpɪŋ/ *verb phrase*

go sightseeing /gəʊ ˈsaɪtsiːɪŋ/ *verb phrase*

go to the beach /gəʊ tə ðə biːtʃ/ *verb phrase*

lie on the beach /laɪ ɒn ðə biːtʃ/ *verb phrase*

ride a bike /raɪd ə baɪk/ *verb phrase*

stay at a hotel /steɪ ət ə həʊˈtel/ *verb phrase*

take photos /teɪk ˈfəʊtəʊz/ *verb phrase*

HOLIDAYS

airport /ˈeəpɔːt/ *noun*

coach /kəʊtʃ/ *noun*

ferry /ˈferi/ *noun*

flight /flaɪt/ *noun*

guidebook /ˈgaɪdbʊk/ *noun*

map /mæp/ *noun*

passport /ˈpɑːspɔːt/ *noun*

station /ˈsteɪʃən/ *noun*

suitcase /ˈsuːtkeɪs/ *noun*

ticket /ˈtɪkɪt/ *noun*

tour guide /tʊə gaɪd/ *noun*

tourist /ˈtʊərɪst/ *noun*

UNIT 8

BEDROOM FURNITURE

armchair /ˈɑːmˌtʃeə/ *noun*

blanket /ˈblæŋkɪt/ *noun*

bookshelf /ˈbʊkʃelf/ *noun*

carpet /ˈkɑːpɪt/ *noun*

chest of drawers /tʃest əv drɔːz/ *noun*

cupboard /ˈkʌbəd/ *noun*

curtains /ˈkɜːtənz/ *noun*

cushion /ˈkʊʃən/ *noun*

lamp /læmp/ *noun*

mirror /ˈmɪrə/ *noun*

photographs /ˈfəʊtəgrɑːfs/ *noun*

FREE-TIME ACTIVITIES

draw pictures /drɔː ˈpɪktʃəz/ *verb phrase*

listen to music /ˈlɪsən tə ˈmjuːzɪk/ *verb phrase*

listen to songs /ˈlɪsən tə sɒŋz/ *verb phrase*

paint pictures /peɪnt ˈpɪktʃəz/ *verb phrase*

play computer games /pleɪ kəmˈpjuːtə geɪmz/ *verb phrase*

play the drums /pleɪ ðə drʌmz/ *verb phrase*

play the guitar /pleɪ ðə gɪˈtɑː/ *verb phrase*

play music /pleɪ ˈmjuːzɪk/ *verb phrase*

read a blog /riːd ə blɒg/ *verb phrase*

read magazines /riːd ˌmægəˈziːnz/ *verb phrase*

read stories /riːd ˈstɔːriz/ *verb phrase*

write a blog /raɪt ə blɒg/ *verb phrase*

write a diary /raɪt ə ˈdaɪəri/ *verb phrase*

write music /raɪt ˈmjuːzɪk/ *verb phrase*

write songs /raɪt sɒŋz/ *verb phrase*

write stories /raɪt ˈstɔːriz/ *verb phrase*

UNIT 9

CLOTHES

boots /buːts/ *noun*

cap /kæp/ *noun*

gloves /glʌvz/ *noun*

jumper /ˈdʒʌmpə/ *noun*

scarf /skɑːf/ *noun*

socks /sɒks/ *noun*

suit /suːt/ *noun*

sunglasses /ˈsʌnˌglɑːsɪz/ *noun*

swimming costume /swɪmɪŋ kɒs.tʃuːm/ *noun*

swimming shorts /swɪmɪŋ ʃɔːts/ *noun*

tie /taɪ/ *noun*

trainers /ˈtreɪnəz/ *noun*

MATERIALS

cork /kɔːk/ *noun*

cotton /ˈkɒtən/ *noun*

leather /ˈleðə/ *noun*

metal /ˈmetəl/ *noun*

plastic /ˈplæstɪk/ *noun*

wool /wʊl/ *noun*

UNIT 10

BUYING AND SELLING

bill /bɪl/ *noun*

cash /kæʃ/ *noun*

discount /ˈdɪskaʊnt/ *noun*

price /praɪs/ *noun*

purse /pɜːs/ *noun*

receipt /rɪˈsiːt/ *noun*

sale /seɪl/ *noun*

wallet /ˈwɒlɪt/ *noun*

PHRASES WITH *FOR*

I sold my old games console **for** 50 euros.

I bought these new shoes **for** the party.

We need to have our project finished **for** next Wednesday.

Spain is famous **for** its food and climate.

'Sneakers' is the American English word **for** 'trainers'.

GRAMMAR REFERENCE AND PRACTICE

STARTER UNIT

BE

Positive	Negative
I'**m** (**am**) you/we/they'**re** (**are**) he/she/it'**s** (**is**)	I'**m** (**am**) **not** you/we/they **aren't** (**are not**) he/she/it **isn't** (**is not**)
Questions	**Short answers**
Am I …? **Are** you/we/they …? **Is** he/she/it …?	Yes, I **am**. No, I'**m not**. Yes, you/we/they **are**. No, you/we/they **aren't**. Yes, he/she/it **is**. No, he/she/it **isn't**.

- We use ***be*** for people and things to describe them, say how old they are and where they are.
  *I'**m** John. I'**m** tall. I'**m** 14. I'**m** in the classroom. My bag **is** under my desk. It's blue and white.*

THERE IS / THERE ARE

	Singular	Plural
Positive	**there's**	**there are**
Negative	**there isn't**	**there aren't**
Questions	**Is there …?**	**Are there …?**
Short answers	Yes, **there is**. No, **there isn't**.	Yes, **there are**. No, **there aren't**.

- We use ***there is*** / ***there are*** to say that something exists (or doesn't exist).
  ***There's** a rubber in my pencil case, but **there aren't** any pencils.*
- We use ***there is*** with singular and uncountable nouns.
  ***Is there** a window near your desk? **There's** water on the table.*
- We use ***there are*** with plural countable nouns.
  ***Are there** any pens on the table? Yes, **there are**.*

Practice

1 **Complete the questions with *Is there* or *Are there*. Then write answers.**

0 *Are there* any shelves in your classroom? (✓)
Yes, there are.
1 _____ a green pencil on the floor? (✓) _____
2 _____ any maps on the walls? (✗) _____
3 _____ any cinemas in your town? (✓) _____

HAVE GOT

Positive
I/you/we/they'**ve** (**have**) **got** he/she/it'**s** (**has**) **got**
Negative
I/you/we/they **haven't** (**have not**) **got** he/she/it **hasn't** (**has not**) **got**
Questions
Have I/you/we/they **got** …? **Has** he/she/it **got** …?
Short answers
Yes, I/you/we/they **have**. No, I/you/we/they **haven't**. Yes, he/she/it **has**. No, he/she/it **hasn't**.

- We use ***have got*** to talk about our family, our hair or eyes and our possessions.
  *I'**ve got** a brother. He's **got** blue eyes.*
  *My sister's **got** a new phone. It's great!*

Practice

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

0 *I've got* a new green bike.
1 My friends _____ (✗) pets at home.
2 We _____ a new English teacher. (✓)
3 My dad _____ (✗) a car. He _____ a bike.
4 _____ you _____ a computer?' 'Yes, I _____.

CAN

Positive	I/you/he/she/it/we/they **can**
Negative	I/you/he/she/it/we/they **can't** (**cannot**)
Questions	**Can** I/you/he/she/it/we/they …?
Short answers	Yes, I/you/he/she/it/we/they **can**. No, I/you/he/she/it/we/they **can't**.

- We use ***can*** to talk about ability.
  *I **can play** football, but I **can't play** tennis.*

Practice

3 **Write four sentences about the things you *can* and *can't* do.**

I can't speak French, but I can speak English.

GRAMMAR REFERENCE AND PRACTICE

PRESENT SIMPLE

Positive	I/You/We/They **play** volleyball. He/She/It **goes** running.
Negative	I/You/We/They **don't paint** pictures. He/She/It **doesn't write** poems.
Questions	Do I/you/we/they **sit** near the window? Does he/she/it live near here?
Short answers	Yes, I/you/we/they **do**. No, I/you/we/they **don't**. Yes, he/she/it **does**. No, he/she/it **doesn't**.

We use the **present simple** to talk about things we do often or every day.
*I **play** football after school every day.*
*He **doesn't go** skating in the summer.*

UNIT 1 ADVERBS OF FREQUENCY

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

100% *I always play table tennis in the summer.*
I usually go sailing with my dad.
I often do athletics with my friends.
I'm sometimes late for school.
0% *I'm never unhappy.*

- We use the present simple with **adverbs of frequency** to say **how often** we do things.
How often do you go snowboarding?
*We **sometimes** go snowboarding in the winter.*
- With the verb ***be***, we put the adverb after the verb and before the adjective.
*Are you **sometimes tired** after school?*
*Yes, I'**m often tired**. / No, I'**m** not **often tired**.*
- With other verbs in the present simple, we put the adverb before the main verb.
*Do you **often play** hockey at school?*
*Yes, I **often play** hockey. / No, I don't **often play** hockey.*
- Remember, we use ***never*** with positive verbs.
*I **never go** snowboarding. (**not** ~~I don't never go~~…)*

Practice

1 **Complete the sentences with the present simple form of the verbs in the box.**

go not go not play
play study watch

1 I _____ basketball in a team.
2 My teacher _____ sailing when the weather is bad.
3 My brother _____ TV after dinner every day.
4 _____ your mum _____ running before work?
5 My friends and I _____ rugby at the weekend. We prefer football.
6 My best friend always _____ hard before an exam.

2 **Rewrite the sentences with the adverb of frequency in brackets in the correct place.**

0 I'm late for school. (always)
I'm always late for school.
1 We play badminton. (never)
_____
2 My dad doesn't go running. (often)
_____
3 My friends and I go cycling. (sometimes)
_____
4 We aren't bored in our sports lesson. (usually)
_____
5 Are you tired in the morning? (often)
_____

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

0 play / you / table tennis / how often / do / ?
How often do you play table tennis?
I sometimes play table tennis.
1 you and your friends / go / often / sailing / do / ?
_____
2 you / sometimes / bored / are / at home / ?
_____
3 dinner / how often / cook / you / do / ?
_____
4 your best friend / how often / watch / does / TV / ?
_____
5 sometimes / do / you / go / alone / running / ?
_____

GRAMMAR REFERENCE AND PRACTICE

UNIT 2 PRESENT CONTINUOUS AND PRESENT SIMPLE

SEE GRAMMAR REFERENCE, STARTER, PRESENT SIMPLE PAGE 76

Present continuous

Positive	I'**m** (**am**) **waking** up. You/We/They'**re** (**are**) **getting** dressed. He/She/It'**s** (**is**) **eating** breakfast.
Negative	I'**m** (**am**) **not brushing** my hair. You/We/They **aren't** (**are not**) **going** to school. (*or* You/We/They'**re not going** to school.) He/She/It **isn't** (**is not**) **helping**. (*or* He/She/ It'**s not helping**.)
Questions	**Am** I **eating** lunch? **Are** you/we/they **making** breakfast? **Is** he/she/it **drinking** hot chocolate?
Short answers	Yes, I **am**. No, I'**m not**. Yes, you/we/they **are**. No, you/we/they **aren't**. (*or* you/we/they'**re not**.) Yes, he/she/it **is**. No, he/she/it **isn't**. (*or* he/she/it'**s not**.)

SPELLING: *-ING* FORM

Present continuous

most verbs add *-ing*	*go* → *go**ing*** *brush* → *brush**ing*** *eat* → *eat**ing***
verbs ending in *-e*: remove *-e* and add *-ing*	*wake* → *wak**ing*** *have* → *hav**ing***
verbs ending in *-ie*: change the *-ie* to *-y* and add *-ing*	*lie* → *l**ying***
one-syllable verbs ending in a consonant + a vowel + a consonant (except *w*, *x* or *y*): double the consonant and add *-ing*	*get dressed* → *get**ting** dressed* *shop* → *sho**pping***
two-syllable verbs ending in a stressed vowel + a consonant: double the consonant and add *-ing*	*begin* → *begi**nning*** (**but** *open* → *open**ing***)
In British English, we double the final *l* in *travel*.	*travel* → *travel**ling*** (American English: *travel* → *travel**ing***)

We use:

- the **present simple** to talk about things we do often or every day. We often use it with frequency adverbs such as ***often***, ***usually always*** *and* ***never***.
  *We **often eat** salad in the summer.*
- the **present continuous** to talk about things we're doing now or at the moment. We often use it with words such as ***now***, ***at the moment*** *and* ***today***.
  *I'**m preparing** my school bag **at the moment**.*

Practice

1 **Write complete sentences in the present continuous.**

0 My brother / make sandwiches at the moment.
My brother's making sandwiches at the moment.

1 We / serve dinner now.
.....

2 I / not going to school this morning.
.....

3 What / you make?
.....

4 My friends / not go cycling at the moment.
.....

5 your best friend / sit next to you?
.....

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

1 We *never eat* / *'re never eating* dinner at a restaurant.
2 I *go* / *'m going* swimming after school every day.
3 Shh! My baby brother *sleeps* / *'s sleeping* at the moment.
4 What *do you usually have* / *are you usually having* for breakfast?
5 Are *you watch* / *watching* TV now? No, *I'm not* / *it isn't*.
6 My mum *doesn't work* / *isn't working* today. She's on holiday.
7 We *always go* / *are always going* to school by bus.

3 **Complete the sentences so they are true for you.**

1 For breakfast, I often .....
.....

2 My friends and I sometimes .....
..... after school.

3 At the moment, my best friend .....
.....

4 I'm .....
and shoes today.

5 On Friday afternoon, I usually .....
.....

6 I ..... now.

UNIT 3 LIKE, DON'T LIKE, HATE, LOVE + -ING

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

*My sister **loves listening** to rap.*

*I **really love** playing the drums.*
*I **love** listening to the piano.*
*I **like** listening to rock music.*
*I **quite like** playing the guitar.*
*I **don't like** listening to jazz.*
*I **hate** listening to the violin.*

- We use ***like***, ***don't like***, ***hate*** and ***love*** to talk about the things we like or don't like doing.
  *I **love playing** the piano.*
  *My friends **don't like going** to concerts.*
- We can use ***really*** to say how much we like, love or hate doing things.
  We also can use ***quite*** with ***like***.
  *I **really love** listening to music, but I **really hate** listening to rap.*
  *I **quite like** playing the keyboard. (**not** ~~*I quite love*~~ or ~~*I quite hate*~~)*

SEE GRAMMAR REFERENCE, UNIT 2, SPELLING: *-ING* FORM, PAGE 78

Practice

1 **Complete the table. Tick (✔) the correct rules and write the *-ing* form of the verbs in the last column.**

verb	only add *-ing*	remove -e and add *-ing*	double the consonant and add *-ing*	*-ing* form
dance		✓		*dancing*
get up				
have				
make				
open				
play				
shop				
sit				
swim				
watch				

2 **Complete the sentences with the *-ing* form of the verbs in brackets.**

1 My sister really loves _____ (play) the guitar.
2 My grandparents like _____ (live) in a big city.
3 My dad loves _____ (drive).
4 I quite like _____ (go) snowboarding with my family.
5 My friends and I hate _____ (wear) a school uniform.
6 We don't like _____ (get up) early.

3 **Write sentences that are true for you with *like*, *don't like*, *hate*, *love* and the words in brackets.**

1 (go cycling) *I really love going cycling with my friends* .
2 (listen to rock music) _____.
3 (study for exams) _____.
4 (have pizza for dinner) _____.
5 (swim in the sea) _____.

GRAMMAR REFERENCE AND PRACTICE

UNIT 4 PAST SIMPLE OF *BE*

Positive	I/He/She/It **was** at home yesterday. You/We/They **were** at school at ten o'clock.
Negative	I/He/She/It **wasn't** (**was not**) five years old in 2010. You/We/They **weren't** in the park yesterday.
Questions	Where **was** I/he/she/it at six o'clock? Who **were** you/we/they with yesterday? **Was** I/he/she/it late? **Were** you/we/they happy?
Short answers	Yes, I/he/she/it **was**. No, I/he/she/it **wasn't** (**was not**). Yes, you/we/they **were**. No, you/we/they weren't (**were not**).

Was*/*were are the past forms of ***be***. We use ***was*/*were*** to describe people and things in the past.
*My grandmother **was** tall and she was very beautiful.*
*The earrings **were** fantastic. They **were** round.*
We also use ***was*/*were*** or **were**/**weren't** to say where people or things were or weren't in the past.
*We **weren't** at school yesterday. It was a holiday.*
*The new T-shirt **wasn't** in her bedroom.*
We start sentences with ***was*/*weren't*** to make questions.
***Was** it a good party? **Weren't** your friends with you?*
We can use **was**/**weren't** in short answers without the noun.
*Yes, it **was**. No, they **weren't**.*

Practice

1 **Complete the sentences with *was(n't)* or *were(n't)*.**

0 I *was* very surprised.
1 My friends _____ interested in my new phone.
2 My dad _____ (not) in the office at 11 o'clock.
3 We _____ (not) happy. Our dog _____ missing.
4 You _____ very tired yesterday.
5 I _____ (not) hungry, but I _____ very thirsty.

2 **Put the words in order to make questions. Then write the short answer.**

0 bored / you / were / ? (✓)
Were you bored? Yes, I was.
1 your / tall / teacher / was / first / ? (✓)
_____
2 shoes / were / his / broken / ? (✓)
_____
3 you / and / friends / your / cold / were / ? (✗)
_____
4 mobile / bag / was / in / your / your / ? (✗)
_____
5 lake / were / the / we / near / ? (✓)
_____

3 **Write complete questions with *was* or *were*. Then write answers that are true for you.**

0 Where / you / yesterday / at 6 pm?
Where were you yesterday at 6 pm? I was at home.
1 you / late / for school on Monday?
_____
2 your friends / tired / at 9 am this morning?
_____
3 When / your best friend / born?
_____
4 What day / it / yesterday?
_____
5 this exercise / difficult?
_____

UNIT 5 PAST SIMPLE: REGULAR VERBS

I/You/He/She/It/We/They **climbed** a mountain.
I/You/He/She/It/We/They **recorded** an album.

- We use the past simple to talk about things that happened in the past.
  *Leonardo da Vinci **painted** the Mona Lisa. We **visited** The Prado Museum in Madrid.*
- With regular verbs, the past simple verb ends in *-ed*. (See Spelling below.)
  *climb → climb**ed**, change → chang**ed**, carry → carr**ied***

Spelling: regular verbs

most verbs: add *-ed*	*play → play**ed***
verbs that end in *-e*: add *-d*	*change → change**d***
verbs that end in consonant + *-y*: change *-y* to *-i* and add *-ed*	*carry → carr**ied***
one-syllable verbs ending in a consonant + a vowel + a consonant (except *w*, *x* or *y*): double the consonant and add *-ed*	*stop → sto**pped***
two-syllable verbs ending in a stressed vowel + a consonant: double the final consonant and add *-ed*	*prefer → prefe**rred***
In British English, we double the final *l*.	*travel → trave**lled*** (American English: *travel → trave**led***)

Practice

1 **Complete the table with the past simple form of the verbs in the box.**

~~cross~~ die enjoy plan practise
shop stay study try walk

climb → climbed	change → changed	carry → carried	play → played	stop → stopped
crossed				

2 **Complete the sentences with the past simple form of the verbs in the box.**

climb finish listen
play try watch

1 My friends _____ football yesterday.
2 I _____ TV last night.
3 We _____ to music in class.
4 My mum _____ a mountain at the weekend.
5 My family _____ Chinese food last week.
6 I _____ my homework quickly.

GRAMMAR REFERENCE AND PRACTICE

UNIT 6 PAST SIMPLE: NEGATIVES AND QUESTIONS

SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 80

Negative	I/You/He/She/It/We/They **didn't** (**did not**) **finish**.
Questions	Where **did** I/you/he/she/it/we/they **cook**? **Did** I/you/he/she/it/we/they work in a shop?
Short answers	Yes, I/you/he/she/it/we/they **did**. No, I/you/he/she/it/we/they **didn't**.

- We use the **past simple negative** to talk about things that didn't happen in the past.
  *The café **didn't open** at eight o'clock.*
  *We **didn't watch** a film in class.*
- We use **past simple questions** to ask about things that happened in the past.
  *What time **did** he **finish** work?*
  ***Did** you **listen** to music last night?*
- We use **short answers** to answer simple Yes / No questions.
  *Yes, I **did**.*

Practice

1 **Complete the sentences with the past simple negative form of the underlined verbs.**

0 My dad played tennis. He *didn't play* volleyball.
1 We cooked fish. We _____ meat.
2 In the school holidays, my brother worked in a factory. He _____ in a shop.
3 I used my mobile to send a message. I _____ the computer.
4 My friends climbed a tree. They _____ a mountain.
5 I opened the window. I _____ the door.

2 **Write true sentences about what you and the people you know didn't do yesterday. Use the words in brackets and the past simple negative form of the verbs.**

0 (I / watch)
I didn't watch a film on TV yesterday.
1 (my mum / listen)
_____
2 (my classmates / walk)
_____
3 (I / study)
_____
4 (my friends and I / play)
_____
5 (this class / start)
_____

3 **Write complete questions in the past simple. Then write short answers.**

0 *Did* you *cook* dinner yesterday?
No, *I didn't*.
1 _____ your sister _____ (help) you with your homework?
Yes, _____.
2 _____ your friends _____ (finish) all the biscuits?
Yes, _____.
3 _____ this class _____ (start) at 10 am?
No, _____.
4 _____ you _____ (enjoy) the party?
Yes, _____.
5 _____ it _____ (rain) yesterday?
No, _____.

4 **Put the words in order to make questions. Then write answers that are true for you.**

0 you / walk / this / did / school / to / morning / ?
Did you walk to school this morning?
Yes, I did.
1 start / what / you / did / time / school / ?
_____
_____
2 use / did / a / you / computer / last night / ?
_____
_____
3 study / yesterday / you / did / what / ?
_____
_____
4 visit / country / holiday / you / did / another / on / ?
_____
_____
5 when / you / finish / Unit 5 / did / ?
_____
_____

UNIT 7 PAST SIMPLE: IRREGULAR VERBS

SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 79

SEE GRAMMAR REFERENCE, UNIT 6, PAST SIMPLE: QUESTIONS AND NEGATIVES, PAGE 80

Positive	I/You/He/She/It/We/They **swam** in the sea every day.
Negative	I/You/He/She/It/We/They **didn't go** to Italy on holiday.
Questions	What **did** I/you/he/she/it/we/they **eat**? **Did** I/you/he/she/it/we/they **have** a good time?
Short answers	Yes, I/you/he/she/it/we/they **did**. No, I/you/he/she/it/we/they **didn't**.

- Remember, we use the **past simple** to talk about things that happened or didn't happen in the past.
- With regular verbs, the past simple verb ends in ***-ed***.
  want → *want**ed**, decide* → *decid**ed**, travel* → *travel**led***
- With irregular verbs, the past simple doesn't end in ***-ed***. (See irregular verb list page 158)
  buy → ***bought**, come* → ***came**, take* → ***took***

Practice

1 **Complete the table with the missing words.**

Infinitive	Past simple	Infinitive	Past simple
eat	0 *ate*	arrive	6 .....
1	went	7	carried
ride	2	enjoy	8 .....
3	saw	9	lived
swim	4	stop	10 .....
5	took	11	watched

2 **Read the sentences and <u>underline</u> the irregular past simple form of the verbs. Then write the infinitive of the verbs.**

0 I <u>swam</u> in the sea every day. *swim*
1 We went sightseeing in the morning.
2 We had a great time on holiday.
3 I rode an elephant in India.
4 My friends ate pizza last night.
5 My parents bought me a present.

3 **Complete the sentences with the past simple form of the verbs in the box.**

buy can get up
give ride see

1 Our teacher ..... us a lot of homework.
2 We ..... our bikes to the beach.
3 I ..... a ticket at the station.
4 My dad ..... at six o'clock this morning.
5 I ..... my best friend with her mum.
6 I ..... read and write when I was five.

4 **Complete the conversation with the past simple form of the verbs in brackets.**

Alice: How 0 *was* (be) your holiday?
Jack: Great! I really 1 ..... (enjoy) it!
Alice: 2 ..... you ..... (go) camping?
Jack: No, we 3 ..... (stay) in a hotel.
Alice: What 4 ..... you ..... (do) every day?
Jack: In the morning, we 5 ..... (swim) in the sea. The beach 6 ..... (be) very near. In the afternoon, we 7 ..... (visit) different places.
Alice: Cool! Where 8 ..... you ..... (eat)?
Jack: We 9 ..... (have) breakfast and dinner in the hotel. I 10 ..... (take) a lot of photos.
Alice: Can I see them?
Jack: Yes, of course.

GRAMMAR REFERENCE AND PRACTICE

UNIT 8 *SOMEONE, ANYONE,* ETC.

	every	some-	any-	no-
Person	everyone	someone	anyone	no one
Thing	everything	something	anything	nothing
Place	everywhere	somewhere	anywhere	nowhere

- We normally use ***everyone***, ***everything***, etc. and ***someone***, ***something***, etc. in positive sentences.
  Everyone is at the party.
  *There's **something** to drink on the table.*
- We use ***anyone***, ***anything***, etc. and ***no one***, ***nothing***, etc. in negative sentences and questions.
  *I haven't got **anywhere** to sit.*
  *Is **no one** in the classroom?*
- We use ***no one***, ***nothing*** and ***nowhere*** in sentences with a positive verb. We use ***anyone***, ***anything*** and ***anywhere*** in sentences with a negative verb.
- Negative verbs with ***anyone***, ***anything*** etc. mean the same as positive verbs with ***no one***, ***nothing***, etc.
  *I haven't got **anything** to do.* *I've got **nothing** to do.*
  *There isn't **anyone** at home.* *There's **no one** at home.*
- ***No one***, ***nothing***, etc. mean ***not anyone***, ***not anything***, etc. so we don't use a negative verb with these words.
  *I've got **nothing** to drink.* (**not** ~~*I haven't got nothing …*~~)
  *There's **nowhere** to sit.* (**not** ~~*There isn't nowhere …*~~)

Practice

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

1 I'm bored. I haven't got *anyone* / *anything* / *anywhere* to do.
2 I went to the new shop in the town, but I bought *no one* / *nothing* / *nowhere.*
3 Do you have *everyone* / *everything* / *everywhere* in your bag?
4 Are you busy? I'm looking for *someone* / *something* / *somewhere* to walk home with me.
5 Where are your friends? There's *no one* / *nothing* / *nowhere* in the classroom.
6 They decided to go *someone* / *something* / *somewhere* near a beach for their holiday.

2 **Complete the sentences with *every-*, *some-*, *any-* or *no-*.**

0 Your room's very tidy. There's *nothing* on the floor.
1 I'm leaving because there isn't _____ where for me to sit.
2 There isn't _____ one in my class who speaks German.
3 _____ one in my school studies English.
4 Was there _____ thing good on TV last night?
5 My favourite place is _____ where I can play football with my friends.

3 **Complete the conversations with the words in the box.**

anything anywhere everyone
no one nothing someone
~~something~~ somewhere

0 **Anna:** Are you hungry?
Matt: No, I ate *something* a few minutes ago.
1 **Charlie:** What's that noise? I think there's _____ outside the window.
Jon: No, it's the trees. There's _____ there.
2 **Lizzie:** Did you go _____ special yesterday?
Martha: Yes, we went _____ near the lake and we had a picnic.
3 **Paul:** Are you doing _____, Jack?
Jack: No, _____. Why?
4 **Greg:** Have you got drinks for the party?
Alberto: Yes, I bought some cola. _____ likes cola.

UNIT 9 PRONOUNS AND DETERMINERS

	Determiner	Pronoun
I	It's **my** jumper.	It's **mine**.
you	It's **your** cap.	It's **yours**.
he	It's **his** jacket.	It's **his**.
she	It's **her** swimming costume.	It's **hers**.
it	It's **its** shoe.	–
we	They're **our** clothes.	They're **ours**.
you	They're **your** socks.	They're **yours**.
they	They're **their** trousers.	They're **theirs**.

- We use the determiners ***my***, ***your***, ***his***, etc. with nouns to talk about our possessions.
  *That's **my** tie.*
  *Is this **your** scarf?*
- We use the pronouns ***mine***, ***yours***, ***his***, etc. so we don't need to repeat the noun.
  *Is this your scarf? Yes, it's **mine**.* (**not** ~~*Yes, it's my scarf.*~~)
  *Are these your trainers? Yes, they're **ours**.* (**not** ~~*Yes, they're our trainers.*~~)
- ***Mine*** is always singular.
  *Who do these trainers belong to? They're **mine**.* (**not** ~~*mines*~~)
- There is no pronoun form for ***its***.

Practice

1 **Complete the sentences with the correct determiner (*my*, *your*, *his*, etc.).**

1 I love watching films. _____ favourite actor is Johnny Depp.
2 One of my uncles lives in New York. _____ name is David.
3 That isn't my parents' car. _____ car is blue.
4 'Is this Maria's?' 'No, _____ jacket is red.'
5 We haven't got a big dog. _____ dog is very small.
6 Can I borrow _____ rubber, please? I haven't got one.

2 **Choose the correct words.**

1 You haven't got John's cap. *His* / *Hers* is black.
2 I haven't got a pencil. Can I borrow *mine* / *yours*?
3 Are these your books? No, they aren't *yours* / *mine*. They belong to Harry and Nick.
4 Ana's looking for her shoes. Are these *hers* / *theirs*?
5 You're wearing Nick's jumper. Where's *his* / *yours*?
6 Shall we buy a new tent? *Ours* / *Its* is very old.

3 **Complete the conversation with the words in the box.**

his mine my our theirs your yours yours

Steve: I tidied the house this morning. All [1] _____ clothes were everywhere. Are these shorts [2] _____?
Laura: No, they aren't. They're Dan's.
Steve: And these green socks? Are they [3] _____ too?
Laura: No, they're [4] _____. The white socks are Dan's.
Steve: Right. I like [5] _____ socks, Laura!
Laura: [6] _____ grandma gave them to me!
Steve: Whose blue jumper is this?
Laura: It's [7] _____! You've got a blue jumper, haven't you!
Steve: You're right! Dan and Lucy have got red trousers. Are these [8] _____?
Laura: Yes, they are.

GRAMMAR REFERENCE AND PRACTICE

UNIT 10 SOME, ANY, A LOT OF, A FEW, A BIT OF

	Countable	Uncountable
Questions	Are there **any shops** near your house?	Have you got **any money**?
Positive	There are **some shops** over there.	There's **some money** on the table.
Negative	There aren't **any** large **shops** near my house.	I haven't got **any money** in my purse.
a lot of	My sister's got **a lot of earrings**.	My mum's got **a lot of jewellery**.
a few* / *a bit of	There are **a few books** on the table.	There's **a bit of make-up** in the bathroom.

- Countable nouns are nouns for things that we can count. We can use ***a/an***, ***the*** or a number before them and they can be used in both the singular and the plural.
  *I bought **a** leather **wallet** and **two caps** in the new shop.*
- Uncountable nouns are nouns for things that we can't count. We can't use ***a/an*** or a number before them and we can't use them in the plural.
  *My cousin bought **some jewellery** and **some make-up**.*
  *(**not** ~~a jewellery~~, ~~a make-up~~)*

Practice

1 **Complete the table with the words in the box.**

~~biscuit~~ ~~cheese~~ earring egg jacket jewellery juice make-up milk money photo purse T-shirt wallet

Countable	Uncountable
biscuit	*cheese*

2 **Complete the sentences with *some* or *any*.**

1 I didn't buy a new wallet because I didn't have _____ money.
2 There are _____ new students in my class.
3 Were there _____ blue T-shirts in the shop?
4 Let's go shopping. I want to buy _____ new clothes.
5 That shop hasn't got _____ bread.
6 Did you eat _____ cake on your birthday?

3 **Complete the sentences with *a lot of*, *a few* or *a bit of*.**

0 Sally's got *a bit of* jewellery but not much.
1 We've got _____ biscuits. There are three packets here and four packets on that shelf.
2 We did well in our test and our teacher only gave us _____ homework – just one exercise.
3 I've got _____ good friends – Anna, Karen and Rachel.
4 We made sandwiches, pizza, a salad and cakes. There was _____ food at my party!
5 The trip is for three days. You only need _____ pairs of socks, not 12 pairs!

4 **Choose the correct words to complete the conversation.**

James: Did you buy [1]*a* / *any* clothes in the sales?
Holly: Yes, I bought [2]*any* / *some* sunglasses, [3]*a* / *some* baseball cap and [4]*a few* / *a bit of* make-up.
James: Really! You bought a [5]*lot* / *few* of things. I only bought [6]*a* / *some* wallet.

LIST OF IRREGULAR VERBS

Infinitive	Past simple
be	was, were
become	became
begin	began
break	broke
bring	brought
build	built
burn	burned/burnt
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
dream	dreamed/dreamt
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
find	found
fly	flew
forget	forgot
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew
learn	learned/learnt
leave	left

Infinitive	Past simple
lend	lent
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
read	read
ride	rode
ring	rang
run	ran
say	said
see	saw
sell	sold
send	sent
show	showed
shut	shut
sing	sang
sit	sat
sleep	slept
speak	spoke
spell	spelled/spelt
spend	spent
stand	stood
steal	stole
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote

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Key: U = Unit, LS = Life Skills, SU= Starter Unit, C = Culture, R= Review, EA = Extra Activites

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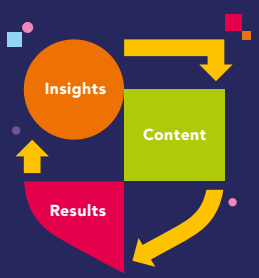

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