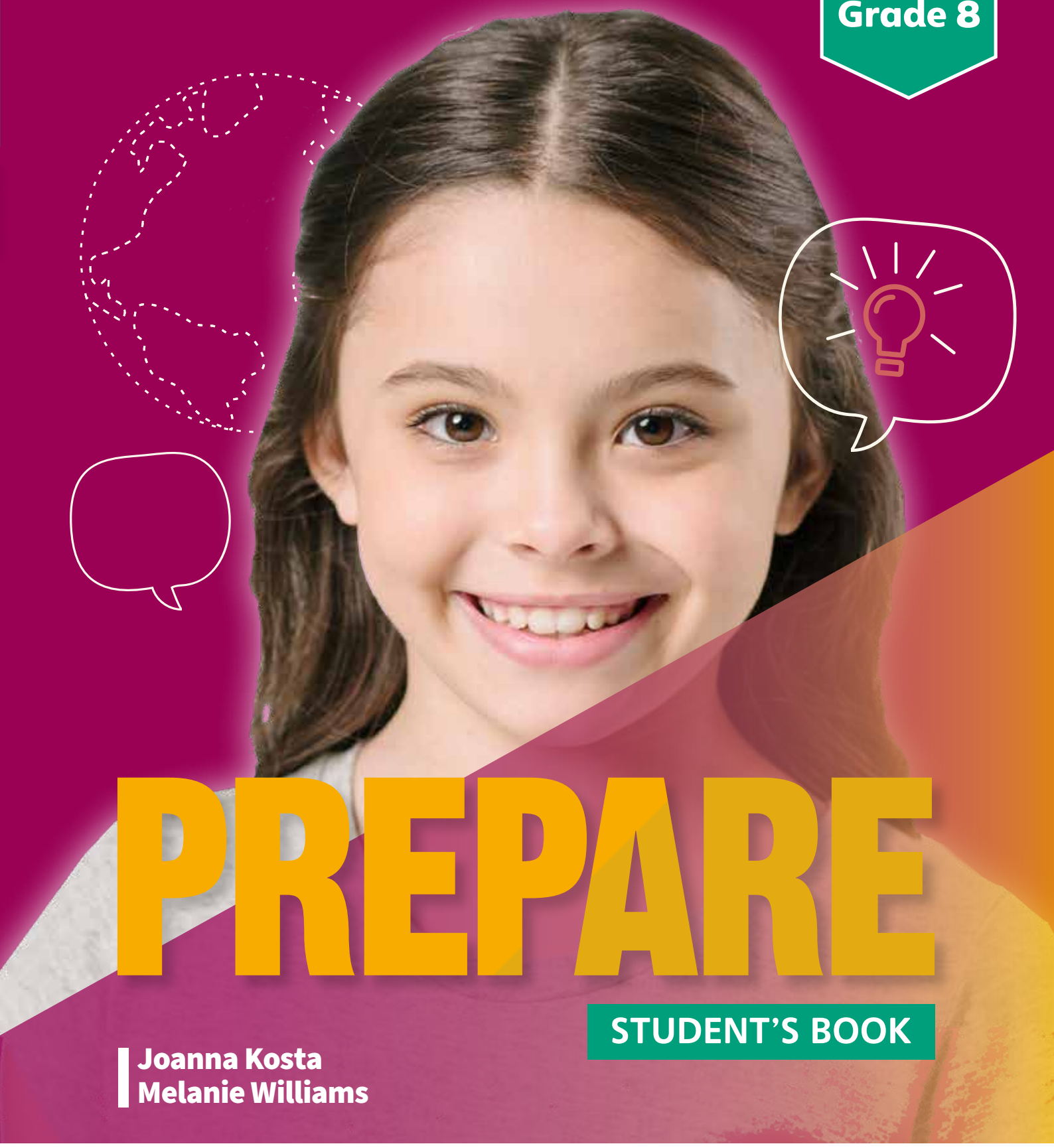
CAMBRIDGE

Grade 8



PREPARE

STUDENT'S BOOK

Joanna Kosta
Melanie Williams

USAID FROM THE AMERICAN PEOPLE

CAMBRIDGE UNIVERSITY PRESS

Better Learning

UZBEKISTAN EDUCATION FOR EXCELLENCE PROGRAM

English language Grade 8

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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,

The book that you are holding in your hands is a result of collaboration between the Ministry of Public Education of the Republic of Uzbekistan and the USAID- Uzbekistan Education for Excellence Program. The book was carefully selected and has gone through several stages of adaptation before landing in your hands so that it could be an enjoyable and fun experience for you. We hope that learning English with this book will help you achieve your future goals.

Have fun!

Ministry of Public Education of the Republic of Uzbekistan

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UNIT	VOCABULARY	GRAMMAR	READING
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14 GETTING AROUND TOWN page 84	Places in town Compound nouns ə Compound nouns	Prepositions	A description of a town A trip to Edinburgh
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18 MAGAZINES AND BOOKS page 106	Magazines *as*, *because*, *so* and *when*	Making suggestions ə Intonation	Read and Review
Culture British TV around the world page 110			
19 SCHOOL CAN BE FUN! page 112	Trip activities School collocations	*have to / don't have to* ə *have to / has to*	The flipped classroom – what's it all about?
20 FAMILIES page 116	Family Adverbs of degree	Adverbs of manner ə The letter *i*	What's it like to grow up in a big family?
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Key to symbols:
ə Pronunciation Video

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

11 EATING OUT

VOCABULARY AND READING

Food

ABOUT YOU

How often do you eat out?
Which do you prefer – restaurant food or home-cooked food?
What is 'fast food'? Do you ever eat it?

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

EP

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





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

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

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

I like salad. Me too.
I want to eat a bowl of fruit salad now.

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

1 The party room at Pizza Palace is smaller than the one at Easy Burgers.
2 You can watch something while you eat at Easy Burgers.
3 The food at Easy Burgers looks healthier.
4 Pizza Palace is more expensive than Easy Burgers.
5 The menu at Easy Burgers is longer than the one at Pizza Palace.
6 Easy Burgers and Pizza Palace are both popular.

GRAMMAR *as … as*

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

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



2 **Compare the pairs of things using *as … as* or *not as … as*.**

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

1	trains … buses	*comfortable / slow*
2	maths … English	*easy / interesting*
3	cats … dogs	*friendly / noisy*
4	your country … the UK	*hot / big*
5	Cristiano Ronaldo (born 1985) … Marcus Rashford (born 1997)	*young / famous*

Comparative adjectives

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

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

Short adjectives				Long adjectives
one syllable	one syllable ending in *e*	two syllables ending in *y*	one syllable ending in vowel consonant	
add *-er*	add *-r*	change *y* to *-ier*	double the last letter and add *-er*	use *more* + adjective
short – short**er**	nice – nice**r**	healthy – health**ier**	big – big**ger**	expensive – **more expensive**

GRAMMAR REFERENCE AND PRACTICE PAGE 148

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

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

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

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

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

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

READING

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



STREET FOOD AROUND THE WORLD



1 In lots of countries around the world street food is very popular. In India, you can get different kinds of **curry** made with meat or with vegetables and lots of **chilli**. On the streets of Thailand, you can get fish soup, **omelettes**, rice or **noodles** and **grilled meat**. For dessert, you can have fried bananas, fresh fruit **pancakes** or Thai **sweets**. Mexico is famous for its wonderful tacos served with salsa made of green onions, cucumber and tomatoes. In Germany and Denmark, you can have meat served with bread and **fried onions**, and in France they serve lovely pancakes called crêpes. At the seaside in many countries, people eat **chips**, ice cream or **seafood**.

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

82

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

1 Which countries are famous for street food? What kind of street food do they have?
2 What three things does the writer like about street food?
3 At what sort of events do people eat street food?
4 What happens at street food festivals?

3 **Do you agree with the writer that street food is better than restaurant food? Why / Why not?**

TALKING POINTS

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

Would you like to try any of the street food in the photos? Why / Why not?
Which street foods do you have in your country?
What's your favourite street food?

VOCABULARY Food

1 **Match the photos A–J to the words in paragraph 1 in the article.**

EP


A


B


C


D


E


F


G


H


I


J

PRONUNCIATION /ʌ/ and /ɒ/

83 **2** Listen to the words in the box and repeat them. Listen to the sound of the underlined letters. Then put the words in the correct columns – /ʌ/ or /ɒ/.

coffee	cup	horrible
lovely	much	mushroom
omelette	one	onion
want	what	

/ʌ/	/ɒ/
cup	*coffee*

84 Listen and check. Then repeat.

LISTENING

85 **1** Listen to a boy speaking to his friend Nadia. What does he want Nadia to do?



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

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

85 **3** Listen again and complete the notes.



SPEAKING

86 **1** Listen to a girl talking to a food seller at the street food festival. What does she order?

2 Complete the conversation from Exercise 1.

Girl: Excuse me, what are you selling?
Seller: It's called paella. It's from [1] ...... It's made with seafood, [2] ....., vegetables and [3] .....
Girl: Oh. What's it like?
Seller: It's [4] .....! Would you like to try some?
Girl: Yes, please. How [5] ..... is it?
Seller: It's £4.50 for a small plate or [6] £ ..... for a large plate.
Girl: I'll have a small plate, please.
Seller: That's £4.50, please.
Girl: Here you [7] .....
Seller: Thanks. I hope you [8] ..... it!

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

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













12 THE LATEST TECHNOLOGY

ABOUT YOU

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

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

VOCABULARY AND READING

Technology

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

EP

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

87 **Listen and check. Then repeat.**

2 **In small groups, ask and answer these questions.**

1 How many things with screens are there in your home?
2 What are they, and whose are they?
3 How many printers/speakers/games consoles are there? Where are they in your house?
4 Have you got a smartphone? If so, what kind?

3 **Read the facts about technology. Write *K* if you *knew* the information already, *S* if the information *surprises* you and *W* if it *worries* you. Then compare your answers with a partner.**

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

1 Which of the facts surprises you the most?
2 Which of the facts worries you the most?

DID YOU KNOW...?

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

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

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

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

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

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

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

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

88























GRAMMAR Superlative adjectives

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

the fastest internet in the world the most popular games console

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

GRAMMAR REFERENCE AND PRACTICE PAGE 149

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

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

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

1 My dad has the _____ (good) computer in our house.
2 My laptop is the _____ (light) one you can buy.
3 The _____ (popular) website among my friends is YouTube.
4 This smartphone has the _____ (big) screen of all the ones in the shop. Do you like it?
5 The _____ (bad) thing about my computer is the mouse. It doesn't work properly.
6 My mum's phone is the _____ (old) one in our family.

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

1 Football is the famous game in the world.
2 The better time to come to my house is 5.30.
3 The easier way to travel there is by bus.
4 Wear the older clothes you've got to do this job.
5 My room is the bigger in the house.

PRONUNCIATION Stress in superlatives

89 **5** **Listen and repeat the words. Then put them into the correct column of the table.**

the biggest the cleverest
the friendliest the most exciting
the most expensive the nicest
the quickest the worst

o0	o0o	o0oo	ooo0o
	the biggest		

89 **Listen again and check.**

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

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

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

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

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

The history OF COMPUTERS





around 2,700 BCE to today

The abacus

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

205BCE

The Antikythera Mechanism

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



1791–1871 and 1815–1852

Charles Babbage and Ada Lovelace

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



1940s

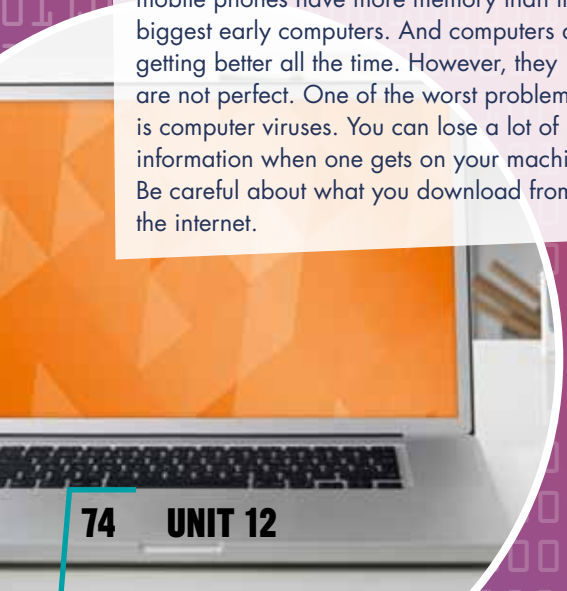
Alan Turing

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

From the 1950s

Modern computers

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



90

READING

1 **Do you know the names of any early computers? Read the article once and check your ideas.**

2 **Complete the sentences with one or two words from the article.**

1 Some children use an abacus to learn how to do _____.
2 Charles Babbage's computer had several different _____.
3 The first person to program a computer was _____.
4 Colossus was as big as a _____.
5 Modern _____ are small but can do more than the biggest computers of the past.

TALKING POINTS

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

VOCABULARY Computers and the internet

1 EP **Look at the article again and find the words in the box. Match them to the definitions.**

digital download machine memory save software virus

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

2 EP **Match the verbs to the nouns. Then make sentences.**

buy	friends
chat	clothes
download	games
go	the internet
play	music
surf	online
visit	videos
watch	websites

I often chat online with my cousins.

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

COMPUTER SURVEY

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

4 **Write some sentences about what you found out.**

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

LISTENING

91 **1** **Listen to and read the first part of the conversation and look at Question 0. Which is the correct answer: A, B or C? Why are the other two answers wrong?**

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

0 When did Andy get his new computer?
A yesterday **B** last week **C** a month ago

91 **2** **Listen to the whole conversation. For each question, choose the correct answer.**

1 Andy's dad bought the computer from
A a website. **B** a shop. **C** a friend.
2 How much did it cost?
A £150 **B** £250 **C** £2,000
3 What does Andy want to buy for the computer?
A a camera **B** a mouse **C** a printer
4 Andy doesn't use his computer to
A do homework. **B** chat to friends.
C play games.
5 What does Andy like most about the computer?
A the keyboard **B** the screen **C** the speakers

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

WRITING

PREPARE TO WRITE

An email

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

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

Best wishes,
Morgan

PLAN Think of an answer to each of Morgan's questions.

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

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

LIFE SKILLS ICT LITERACY

WRITING A BLOG

LIFE SKILLS

Writing a blog

A blog can help you:

- improve your computer skills
- organise your ideas
- share opinions and views with other people.

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

Great minds think alike.

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

There's a blog for everyone.

1 What do you think the sentences mean?
2 Do you agree with the sentences? Why? / Why not?
3 Do you have a blog? Do you know any bloggers?

2 **Look at the topics for blogs. Choose two topics you think are interesting. Share your ideas with a partner.**

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

3 **Read the text quickly. Complete the article with the headings in the box. Is it easy to start a blog?**

A Stay safe!
B Think about your readers
C Have one day for writing

4 **Answer the questions.**

1 What do you need to choose first?
2 Who do you need to think about?
3 What do platforms give you?
4 Before you put a blog post online, who looks at it?
5 Do you need to write posts every day?
6 What are some things we should not post online?

5 **Complete the sentences with the highlighted words from the text. There are some letters to help you.**

1 I ___ o ___ ___ o ___ a blog about sports.
2 Choose a topic you like and you find i ___ ___ e ___ e ___ ___ i ___ ___.
3 To start a blog, you need to choose a p ___ a ___ ___ o ___ ___.
4 It is a good idea to write a ___ o ___ ___ once a week.
5 You need to decide on your topic and ___ e ___ i ___ ___, and think about your readers.
6 You need to be careful online. It is not safe to post p ___ ___ s ___ ___ a ___ ___ e ___ ___ i ___ ___ like your address or phone number.

TALKING POINTS

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

93 **6** **Listen to Katie and David talking about blogs. Choose the correct answers to complete the sentences.**

1 They are at
a Katie's house.
b David's house.
c school.

2 Katie's blog is on
a dogs.
b cats.
c music.

93 **7** **Listen again. Are the sentences right (✓) or wrong (✗)?**

1 Katie's mum is at home.
2 Katie is in the living room.
3 Katie is studying for an exam.
4 Katie thinks starting a blog is difficult.
5 Katie likes music.
6 Katie wants to write a post about David's pets.

8 **Match the two halves of the sentences.**

USEFUL LANGUAGE

1 You're good at …
2 It isn't safe to …
3 Is your blog …
4 Ask people …
5 Do you want a lot of people …

a about music?
b to follow your blog?
c before you put photos of them online.
d put personal information online.
e using computers.

DO YOU WANT TO START A BLOG?

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

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

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

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1 Choose a topic for your blog

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

2 .....

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

3 Decide on a platform

There are different free platforms to start your blog. Most platforms give easy instructions on how to start. Some popular platforms are Blogger, Medium and WordPress. Take a look and decide!

4 Write a blog post

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

5 .....

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

6 .....

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



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

PROJECT

Writing a blog

In small groups, write and design a blog post:

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

REVIEW 3 UNITS 9–12

VOCABULARY

1 **Complete the sentences with the words in the box.**

bright ~~digital~~ discount
download keyboard pocket
tablet wallet wool

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

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

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

Food and drink	Clothes	Technology

3 **Use the pictures to write sentences with *for*.**

I played tennis with my friend for two hours yesterday.

GRAMMAR

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

1 I bought a new T-shirt because *my* / *mine* is old.
2 Do you have *any* / *a* present for me?
3 I love my room because it's *bigger* / *biggest* than my old room.
4 You can find different bands and the *better* / *best* music at the festival.

Correct the mistakes in the sentences.

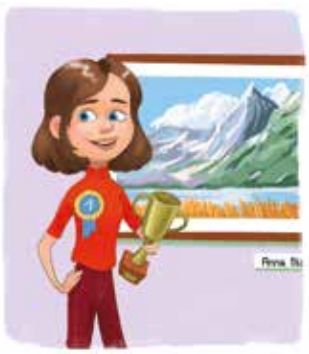
5 You can wear yours sports clothes.
6 I bought a new jeans and a shirt.
7 I bought them because they were more cheap – they cost only £5 each!
8 It was the great holiday ever.











2 Complete the sentences with *a bit of* or *a few*.

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

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

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

READING

1 Read the text and answer the question.

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

How old are Tom, Beth and Mia?

LISTENING

94

1 For each question, choose the correct answer.

1 Listen to two friends talking together in a shop. Why does Ruby want to buy the sunglasses?
A She's happy with the price.
B She likes the bright colour.
C They're the right size.

2 Listen to a man and a girl talking about what they want to eat. Where are they?
A in a café
B at a food festival
C in a supermarket

3 Listen to a boy talking to a girl about his laptop. What does the girl offer to do?
A lend him a laptop
B take his laptop to the repair shop
C return a laptop she borrowed

4 Listen to a message in a shopping centre. What change do customers need to know about?
A New discounts are available.
B There is a later closing time.
C New stores are opening soon.

5 Listen to a girl talking about a party. What did she like about it?
A the food
B the music
C the party room

SPEAKING

1 Put the words in order to make questions.

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

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

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

Tell me about some of your favourite things.

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

13 HEALTHY BODIES

ABOUT YOU

09 **Watch the video. Then ask and answer the questions in pairs.**

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

VOCABULARY AND LISTENING

Illness

1 **Match the sentences to the photos.**

EP
1 I've got a **cold**.
2 I **hurt** my leg.
3 I've got a **broken arm**.
4 My eye **hurts**.
5 I feel **sick**.
6 I've got a **stomach ache**.
7 I've got **a temperature**.
8 I've got **toothache**.
9 I've got **a pain** in my foot.
10 I've got **a headache**.

95 **Listen and check. Then repeat.**

96 **2** **Listen to three conversations. Match the health problems to the people in the pictures.**























96 **3** **Listen again. Match the advice to the health problems in Exercise 2. Write *1*, *2* or *3*.**

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

4 **In pairs, discuss the questions.**

1 Do you do anything that is bad for your health?
2 How do you want to change it?

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

GRAMMAR *should / shouldn't*

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

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

1 We use ***should*** and ***shouldn't*** to give *advice / information.*
2 We use ***should*** to say something is a *good / bad* idea.
3 We use ***shouldn't*** to say something is a *good / bad* idea.
4 The verb after ***should*** is *always / never* the infinitive without 'to'.

2 **Look at these examples from the conversations you heard on page 80. Match the questions to the answers. Notice how we make questions with *should*.**

I should … → Should I … ?

1 **Should** I **stop** doing sport?
2 **Should** I **take** some medicine?
3 When **should** I **drink** it?

a No, you **shouldn't**.
b Every evening before bed.
c Yes, you **should**.

97 **Listen and check. Then repeat.**

GRAMMAR REFERENCE AND PRACTICE PAGE 150

3 **Read the problems 1–8 and choose the correct advice for each one a–h. Then complete the advice with *should/shouldn't*. There may be more than one possible answer.**

1 My hand hurts a bit today.
2 I've got a pain in my foot.
3 I've got a headache and a temperature.
4 I feel a bit sick.
5 My eyes hurt.
6 I can't move my leg at all. I think it's broken.
7 I feel very tired.
8 I've got a bad cold.

a You _____ go to bed earlier.
b You _____ take some medicine and go to bed.
c You _____ play tennis.
d You _____ go to school.
e You _____ wear more comfortable shoes.
f You _____ go to hospital.
g You _____ eat anything.
h You _____ stop watching TV.

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

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

PRONUNCIATION Silent consonants

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

castle	climb	half	knife
listen	should	talk	walk
would	wrong	wrote	

98 **Listen and check. Then repeat.**

6 **Read the example conversation. Have similar conversations with your partner. Choose a different question from the box each time. Use health problems and advice from this lesson, or use your own ideas.**

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



What's the matter?

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





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

READING

1 **Read the magazine article. Match the photos A–D to the paragraphs 1–3.**

2 **Choose the correct headings a–d for the paragraphs 1–3. There is one heading you don't need.**

a Different kinds of running races
b Some problems with running
c All the ways running is good for you
d Reasons why running is popular



What is so great about running?



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



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



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

99

TALKING POINTS

Do you go running? If not, would you like to?

Do you think running is the 'perfect sport'? If not, what is?

VOCABULARY Health

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

get / keep / ~~do~~	fit
enter / do / stay	a race
go / eat / sleep	well
have / take / do	a rest
make / feel / stay	healthy
do / keep / try	some exercises in a gym
get / do / keep	some exercise

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

1 After I broke my leg, I _____ some exercises to make it strong again.
2 I think it's really important to _____ fit, so I _____ a lot of exercise.
3 In my family, we _____ well. We have lots of vegetables and no fast food.
4 My dad _____ a 5 km race last week and finished in 35 minutes.
5 When I do a lot of exercise and spend time outdoors I _____ fit and healthy.
6 After the race, my brother _____ a long rest.

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

LISTENING

100 **1** **Read the sentences below and listen to the conversations between a boy called Jed and a girl called Holly. Are the sentences right (✓) or wrong (✗)?**

1 Jed wants to do a 5 km race.
2 Holly can do the race with Jed.
3 Jed wants to do the race with Holly.
4 Jed is worried about the price of sports clothes and trainers.
5 Jed is happy to get up early.
6 Jed can go cycling as well as running.
7 Jed is pleased to see Holly after the race.



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

100 **Listen again and check.**

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

Holly's notes
Advice for Jed

He should	He shouldn't
1 _____	8 _____
2 _____	9 _____
3 _____	10 _____
4 _____	
5 _____	
6 _____	
7 _____	

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

SPEAKING

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

Search

My family and I are going on a cycling holiday soon, but I'm not very fit. Can you give me some advice?

I want to improve my English. It's really bad and I feel worried! What should I do?

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

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

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

14 GETTING AROUND TOWN

VOCABULARY AND READING

Places in town

1 **Look at the map and find these things.**

EP

bridges bus stops a playground
a roundabout streets traffic lights

2 **Look at the map again and find a place where you can:**

EP

0 see a film *cinema*
1 send a letter
2 stay the night
3 buy food
4 borrow a book
5 study
6 eat a meal
7 get some money
8 buy petrol
9 find a police officer
10 get better
11 see a play
12 catch a bus
13 learn about history
14 buy things outdoors

3 **Talk to your partner. Which of the places in Exercise 2 do you …**

- like going to?
- hate going to?
- often go to?
- never go to?

4 **Read the description of the town and look at the map in Exercise 1. Find five mistakes in the description.**

ABOUT YOU

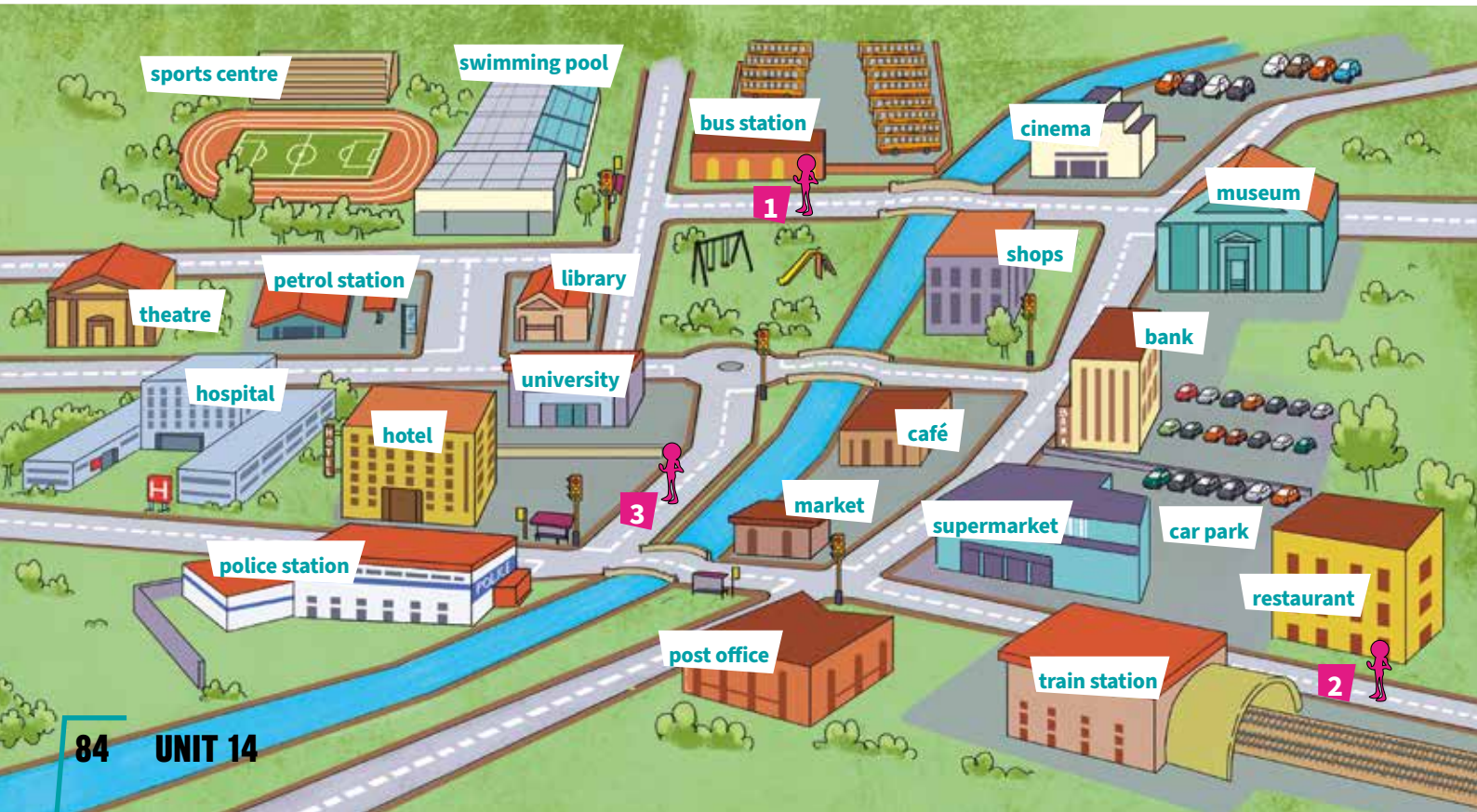
Do you live in a city, town or village? What is it like?
Do you prefer cities, towns or villages?
What's the best thing about where you live?

ABOUT | GALLERY | CONTACT

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

101

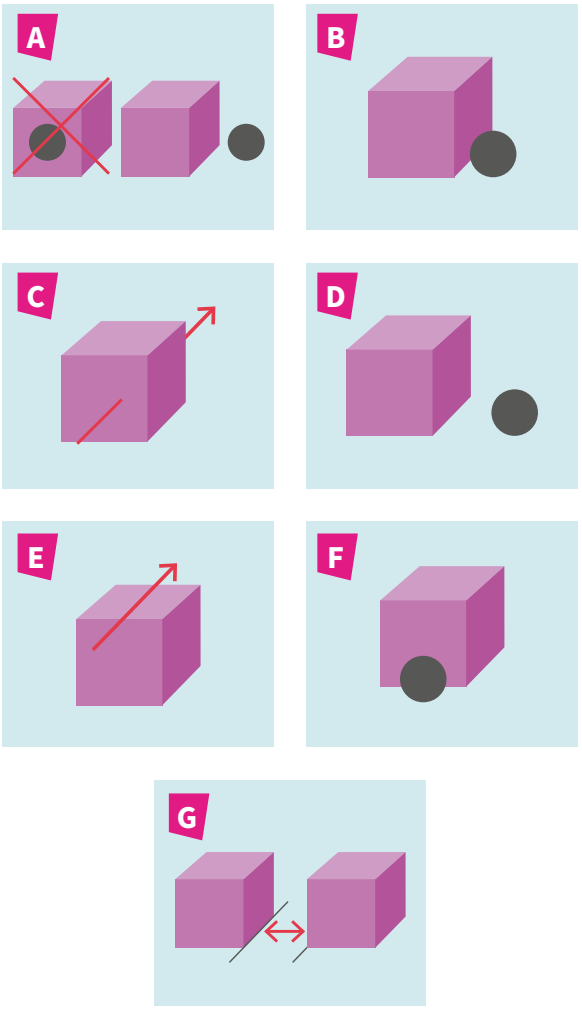
5 20 9



GRAMMAR Prepositions

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

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



2 **Look at the map on page 84. Complete each sentence with a preposition.**

1 The river goes _____ the town.
2 Hotel guests need to go _____ the river to go to the museum.
3 The zoo is _____ the town.
4 There's a bus stop _____ the hospital.
5 There's a car park _____ the supermarket.
6 The bank is _____ the museum.
7 There are some shops _____ the museum.

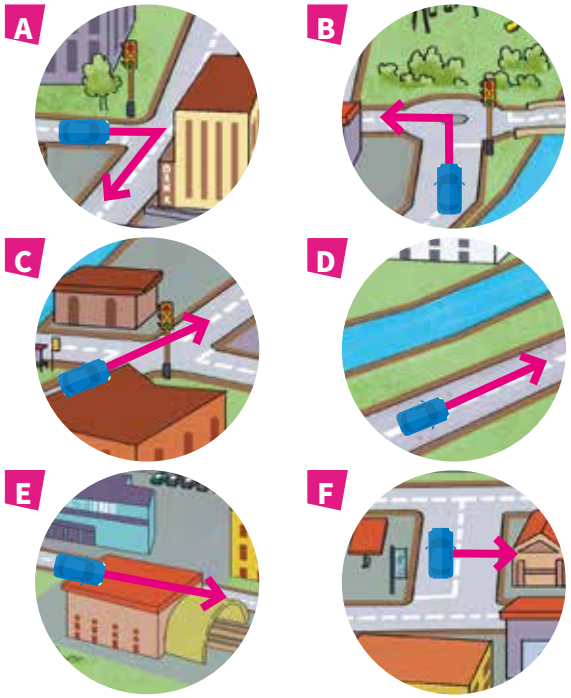
GRAMMAR REFERENCE AND PRACTICE PAGE 151

102 **3** **Find the people on the map on page 84. Each person wants to go somewhere. Listen to the conversations. Where do the people want to go?**

Person 1 _____ Person 3 _____
Person 2 _____

4 **Match the sentences to the pictures.**

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



103 **Listen and check. Then repeat.**

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

1 To get to my house, go *through* / *along* Beat Street, turn right and it's on your left.
2 My house is *between* / *next to* the Columbus Hotel.
3 To get to the station, walk *across* / *near* the bridge at the end of the High Street.
4 The bus stops *before* / *outside* my house. It brings me all the way home.
5 My house is *in front of* / *opposite* the post office. I can cross the road and send letters and parcels there.

6 **Work with a partner. Student A, say which person you are on the map (1, 2 or 3). Then ask Student B for directions to somewhere on the map. Student B, give directions. Then change roles.**

A: *Excuse me. Is there a supermarket near here?*

7 **Write some directions to places from your school. Give the directions to your teacher to read out.**

8 **In pairs, listen to new directions from your partner. Say where they take you to.**

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

READING

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

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



104 **Listen and check. Then repeat.**

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

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



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



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

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

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

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

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

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

105

TALKING POINTS

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

VOCABULARY Compound nouns

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

1 **Look at the map, text and Exercises on page 84, and find 12 compound nouns.**

2 **Match the words on the left of the box to the words on the right to make compound nouns. Remember some are one word and some are two.**

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

106 **Listen and check. Then repeat.**

3 **Complete the sentences with compound nouns from Exercise 2.**

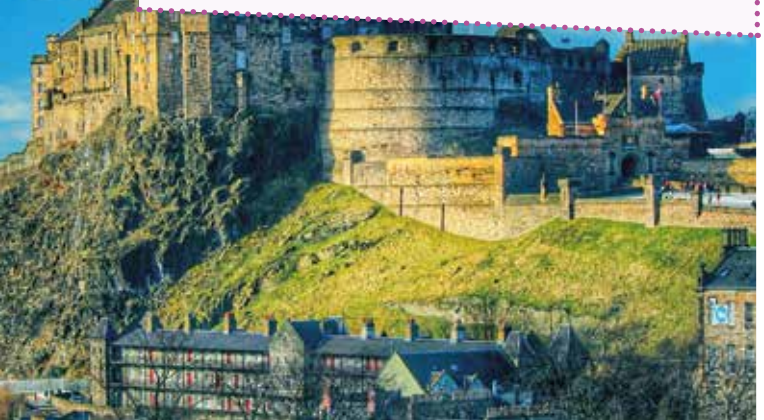
1 I found a _____ with a really nice picture on it to send to my friend.
2 I'm glad I wore a _____ yesterday because the weather was terrible.
3 Our _____ was so funny. I loved her stories about the city.
4 That _____ was fun, but my feet hurt now!
5 I read in the _____ that this castle is 1,000 years old.
6 The _____ was brilliant. We rode all around the city.

PRONUNCIATION Compound nouns

107 **4** **Listen to the compound nouns and underline the stressed words.**

cycle tour

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



LISTENING

108 **1** **Listen to Rob talking to a friend about a visit to Edinburgh. Which place did Rob visit at each time?**

0 Friday evening *B*

Times		Places
1 Saturday morning	☐	A Scottish Parliament
2 Saturday afternoon	☐	B Old Town
3 Saturday evening	☐	C Theatre
4 Sunday morning	☐	D New Town
5 Sunday afternoon	☐	E Museum
		F Edinburgh Castle
		G Cathedral
		H Holyroodhouse

108 **2** **In pairs, compare your answers. Listen again and check.**

WRITING

PREPARE TO WRITE

An article

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

London is the capital city of England, and has lots of interesting buildings you can visit. One of [1] _____ is Buckingham Palace, the Queen's London home. From here you can walk to St James's Park. [2] _____ is a lovely place to stop for a rest and a picnic. Many people like to see shows when they are in London. You can get tickets for [3] _____ online or in Leicester Square. And don't forget about Harrods! [4] _____ shop is famous around the world.

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

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

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

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

CULTURE

SCOTLAND

FACTFILE Scotland

Scotland is part of the United Kingdom.
Population: Around 5.4 million people
Languages: English, Gaelic and Scots
Capital city: Edinburgh



1 **Read the sentences and look at the map. Match the sentences to the places.**

1 This city is in the west of Scotland. It is the largest city in Scotland.
2 This city is in the north of Scotland. It is the capital of the Scottish Highlands.
3 This city is near the coast in the east of Scotland. It is the capital of the country.

2 **Read and match the photos (A–E) to the texts (1–5).**

109

SCOTTISH HIGHLIGHTS

Are you are looking for a great place to spend your next holiday? Then come to Scotland! Find out more about this interesting country and things you can do, see … and eat!



1 ..... The **Great Highland Bagpipe** is a Scottish musical instrument. It is a woodwind instrument. To play the instrument, the bagpiper fills the bag with air and pushes it out with his elbow.

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

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

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

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

3 **Match the headings to the texts.**

Buildings Clothes Food Music Sports

4 **Read the texts again and answer the questions.**

1 What does a bagpipe player fill the bag with?
2 When are the Highland Games in Scotland?
3 When do men wear kilts in Scotland?
4 What ingredient is in shortbread and fudge?
5 Where is Queen's Cross Church?
6 Which buildings are by Charles Rennie Mackintosh?

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

1 repeated lines or colours
2 this person draws buildings
3 a social activity with lots of people
4 a type of instrument, like the bagpipes, flute or clarinet
5 trying to win something or get points for something

TALKING POINTS

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

110 **6** **Listen to Emma talking to her friend about the summer holidays. What does she decide to do with her family?**

a visit a castle **b** watch the Highland Games



110 **7** **Listen to the conversation again. Are the sentences are right (✓) or wrong (✗)?**

1 Emma and her family have plans to go to Scotland and Ireland.
2 Emma needs to choose two activities.
3 Emma really likes geography.
4 You can see 14 castles on the tour.
5 The castle tour leaves the hotel before eight in the morning.
6 They can watch and listen to music and dance in the afternoon at the Highland Games.
7 Emma needs to bring her friend fudge.

110 **8** **Listen again and complete the table.**

	Things to do or see
Castle Tour	
Highland Games	

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

PROJECT *A brochure*

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

- **Make notes about:**
  - local events visitors can go to
  - typical food visitors can try
  - important buildings to visit
  - music they can listen to
- Find or take some **photographs** of your local area, make a brochure.
- Present your brochure to another pair.

15 MYSTERIES IN NATURE

ABOUT YOU

What are your favourite places or things in nature?
What activities do you like doing outside?
Where do you like doing them?

VOCABULARY AND READING

Geographical features

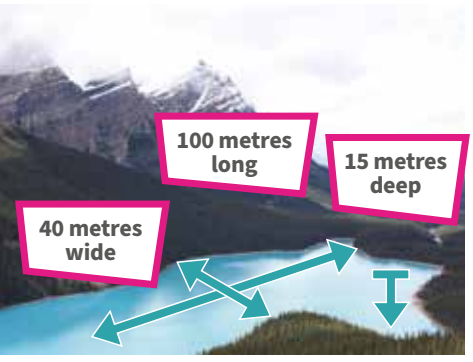
1 **Match photos A–H to the words in the box. Use each word once only.**

EP

cliff field island lake mountain
river snow water

111 **Listen and check. Then repeat.**

2 **Look at the photos and complete the sentences with *wide*, *high*, *long* and *deep*.**





1 Mount Everest is 8,848 metres _____.
2 The Amazon River is 11 kilometres _____ and 6,400 kilometres _____.
3 Lake Titicaca is 107 metres _____.

3 **Match the words in Exercise 1 to the adjectives in the box.**

EP

deep high long wide

4 **Think about your country. Give the names of …**

- two high mountains
- an area of deep water
- a long river
- a wide lake.



5 **What can you see in the photos on page 91? What do you think this strange story is about?**

6 **Read the article quickly. Check your answers to Exercise 5.**

7 **Read the article again. Complete the text with *wide, high, long* and *deep.***

8 **In pairs, discuss these questions.**

1 Do you think the Yeti is real, or is it just a story?
2 What do you think the footprint in the snow belongs to?



112 In 1951, a British explorer, Eric Shipton, was climbing in the Himalayas, south of Mount Everest. He wasn't exploring alone. There were several climbers and Sherpas with him. They weren't climbing that day, but they were walking through thick snow on a mountain 6,000 metres [1] _____ when they saw a line of footprints. They followed the footprints for 500 metres. The footprints were 33 cm [2] _____, 20 cm [3] _____ and a few centimetres [4] _____. It wasn't a bear. The footprints were much too big. The Sherpas said the animal usually lived in the forests and didn't often come up into the snow. Their name for the animal was the Yeti, or the Wild Man of the Snows. People still come back from the Himalayas today with stories of seeing the Yeti.



GRAMMAR Past continuous

1 **Read the table. Complete sentences 1–4 using the verbs in the article.**

Positive	Eric Shipton The climbers	was were	[1] _____ in the mountains. [2] _____ through thick snow.
Negative	Eric Shipton The climbers	wasn't weren't	[3] _____ alone. [4] _____ that day.
Questions	Was	I/he/she/it	looking for footprints?
	Were	you/we/they	
Short answers	Yes, No,	I/he/she/it	was. wasn't.
	Yes, No,	you/we/they	were. weren't.

GRAMMAR REFERENCE AND PRACTICE PAGE 152

2 **What was happening yesterday afternoon? Complete the sentences with the past continuous form of the verbs.**

0 '*Was* Suzie *helping* (help) her teacher?'
'Yes, *she was*.'
1 The boys _____ (play) football in the park. They _____ (not run) very fast because the grass was too long.
2 _____ you _____ (climb) that tree?'
'No, I _____.'
3 My friend _____ (watch) TV. She _____ (not tidy) her room.
4 '_____ the students _____ (working) on the computer?' 'Yes, _____.'

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

1 We are playing football in the park yesterday morning.
2 I lost it at the party when we are dancing.
3 We aren't reading stories about strange animals in class yesterday.
4 She isn't thinking and she dropped her bag.

PRONUNCIATION

Rising and falling intonation

113 **4** **Listen and repeat.**

My brother was riding his bike.
My dad wasn't working in the garden.
Were they climbing in the mountains?
Were you looking for footprints?

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

What were you doing …
… last Sunday morning at eleven o'clock?
… yesterday at seven o'clock in the morning?
… last Saturday at one o'clock?
… last Monday evening at six o'clock?

What were you doing last Sunday morning at eleven o'clock?

I was at the sports centre.
I was swimming with my mum.

READING

1 **Look at the photos. What do you know about Loch Ness and the Loch Ness Monster?**

2 **Read the article quickly and match the pictures A–C to the paragraphs 1–3.**

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

1. When do people think they see things on the loch?
2. What does 'loch' mean?
3. How big is Loch Ness?
4. Which has more water: the lakes of Wales and England or Loch Ness?
5. When did people first see a monster?

A



LOCH NESS

1

Loch is the Scottish Gaelic word for 'lake'. Loch Ness is in the north of Scotland not far from Inverness. The loch is 230 m deep – it's the second deepest loch in Scotland – 36 km long and nearly 3 km wide. There's more water in Loch Ness than all the water in all the lakes in England and Wales. That's a lot of water for something to hide in!

2

The weather around the loch changes quickly. One minute it's sunny, the next it's cloudy, the next there's a bit of rain, and then it's sunny again. It can be a windy place, too. Clouds move quickly through the sky and on sunny days the clouds make shadows on the water. It's easy to think you see something in the water. When it's foggy, the fog sits on the loch and it's possible to think you see things then too.

B



3

The story of the Loch Ness Monster, or 'Nessie', started about 1,500 years ago. Then people called it a giant water animal. In the 1930s, a new road beside the loch brought more people to the area and more people started to see more strange things. In fact, over 1,000 people think they saw a strange animal in the loch.

There are several photos of some of the strange animals. Could any of them be Nessie?

114

TALKING POINTS

Do you think there is a monster living in Loch Ness?

If not, why do so many people think they see something?

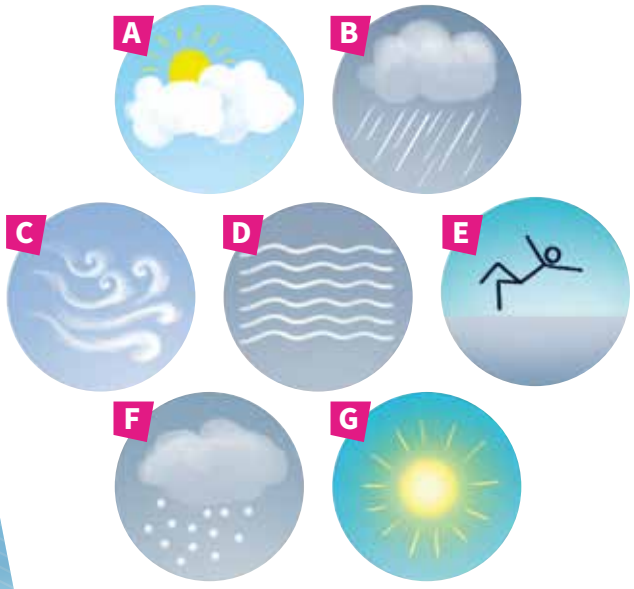
VOCABULARY The weather

1 **Complete the table with the adjectives.**

EP

Nouns	Adjectives
cloud	*cloudy*
fog	
ice	
rain	
snow	
sun	
wind	

2 **Now match the adjectives to the symbols.**





3 **Complete the facts using the words in Exercise 1.**

1 Wellington in New Zealand is a very _____ city. The _____ blows at more than 50 km an hour for more than half the year.
2 New York can be very _____ in winter. In some years, the _____ is more than 50 cm deep.
3 Valletta, the capital of Malta, has more _____ days than other cities in Europe. On most days there are no clouds in the sky.
4 Mawsynram in India is the wettest place in the world. There is _____ most days of the year and people always carry an umbrella.

4 **How would you describe your town or city? Use the word from Exercise 1.**

In winter, Moscow is a very snowy city. There is deep snow everywhere from November to March.

LISTENING

115 **1** **Peter was on holiday with a friend in Scotland last summer. They were looking for the Loch Ness monster. Listen and answer the question.**

What was the weather like?

115 **2** **Listen again and answer the questions.**

1 What day of the week was it?
2 What did Peter do after he woke up?
3 What could Peter see on the other side of the loch?
4 What did Peter think he could see in the water?
5 Why did Peter wait before he took the photo?
6 What did his friend see in the water?

SPEAKING

1 **What other stories about strange animals do you know? Do you know the names of any mythological animals?**

Use the questions to help you with your ideas.

Where does the animal live?
In which country?
In the forest / water / mountains?
What does it look like?
Is it big / small?
Does it fly?
Is it friendly / shy?
What is it called?
Are there any pictures or photos of it?
Is it real or just a story?

In pairs, tell your partner about your strange animal.

16 AMAZING ANIMALS

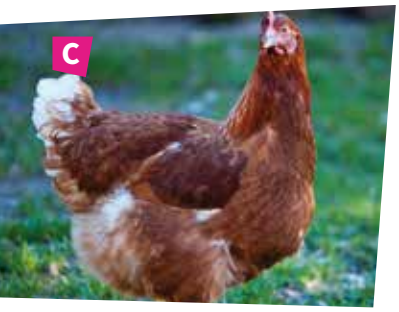
ABOUT YOU

11 **Watch the video then ask and answer the questions in pairs.**

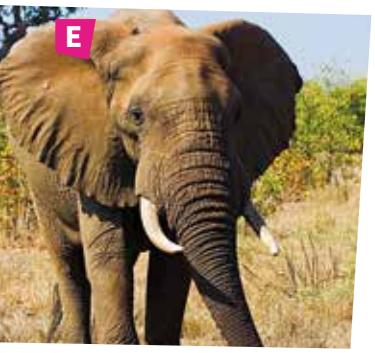
What animals do people in your family have?
Do you like visiting zoos? Why? / Why not?
Is there any animal in particular that you like?





















VOCABULARY AND READING

Animals

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

EP

bear chicken duck elephant
insect lion monkey mouse
rabbit rat

116 **Listen, check and repeat.**

2 **Complete the table with the words in Exercise 1. Which of the animals can you keep as pets?**

Wild animals	Farm animals	Both

Now add other animals that you know.

3 **In pairs, discuss the questions.**

1 Which of the animals in Exercise 2 can help people?
2 How do they help?
3 What can they do?

4 **Look at the photos on page 95. Are these wild animals, pets or farm animals?**

Now read the story quickly. Which animal helped Jack?

5 **Choose the best title for the story.**

1 A quiet walk in the forest
2 Bear to the rescue
3 Alone with a mountain lion

6 **Read the story again and answer the questions.**

1 What time of year was it?
2 Was Jack walking in this area for the first time?
3 How many bears did he see?
4 Was the bear afraid of Jack?
5 What jumped onto Jack's back?
6 Which was the larger animal, the mother bear or the mountain lion?
7 What did the bear do next?
8 What did the mountain lion do next?



117

One day in May, Jack Smith was walking in Northern Oregon. It was a place he liked walking in and he knew it well. He was walking along a path when he saw a black bear, a female with her two babies. One was about a year old, the other was only a few months. Jack stopped to watch the bears. Because Jack walked along the path regularly, the bear knew who he was. It wasn't afraid and it didn't try to attack him. While Jack was watching the bears, something large and heavy hit him from behind. It was a mountain lion! Jack tried to get away from the mountain lion. Then, while he was fighting it, the mother bear ran towards him. But the bear didn't attack Jack, it attacked the mountain lion. The bear was much bigger than the mountain lion. While the mountain lion was attacking Jack, the bear stood on its two back legs and pulled the mountain lion off Jack's back. The mountain lion ran off into the trees. Then the bear went back onto its four feet and looked at Jack for a moment before it walked back to look after its babies.

Jack wasn't badly hurt. He was sure the bear recognised him and wanted to save his life.

GRAMMAR Past simple and past continuous

1 **Look at this sentence from the story and answer the questions.**

A B

He was walking along a path when he saw a black bear.

1 Which verb is past simple, and which verb is past continuous?
2 Which action, **A** or **B**, started first?
3 Which action, **A** or **B**, interrupted the other?

GRAMMAR REFERENCE AND PRACTICE PAGE 153

2 **Find three sentences with *while* in the story. Answer questions 2 and 3 in Exercise 1 about them.**

3 **Find all the other examples of the past simple and the past continuous in the story.**

4 **Complete the sentences with one verb in the past simple and one in the past continuous.**

0 The boy *was eating* (eat) an ice cream when the monkey *stole* (steal) it.
1 The cats _____ (sleep) outside when the rain _____ (start).
2 While the girl _____ (read) a book, her phone _____ (ring).
3 The teacher _____ (arrive) while Katie and Adam _____ (play) a computer game.
4 Lucy _____ (eat) her lunch when she _____ (hear) the news.
5 The boy _____ (fall off) his board while he _____ (skate) in the park.

5 **Correct the mistakes with the past simple and past continuous.**

1 When we looking for the lions at the zoo yesterday, we found the elephants.
2 Yesterday while I came back home, I dropped my purse in the road.
3 When I waiting for the bus, I saw a monkey in the trees.
4 When we walk beside the lake, we heard a noise behind us.
5 It is snowing when I went there and very cold.

6 **In pairs, take turns to say sentences with *when* or *while* and the past simple or past continuous. Use the verbs in the box and animals from the table on page 94.**

climb	drive	eat	find	open
run	sit	talk	walk	write

While the man was driving along the road, a monkey jumped out of a tree.

I saw a family of rabbits when I was walking by the river.

READING

1 **Look at the photos. How are these animals helping people? Do you think it is bad to use animals in this way? Discuss your ideas with your partner.**

2 **Read Part 1 of the article. Match two of the photos A–C to this part of the article.**

3 **Read Part 1 of the article again.**

1 Find three things that guide horses can do.
2 Find two things that monkey helpers can do.

4 **Look at the photos again. What do you think Part 2 of the article is about? Read it quickly to check your ideas.**

5 **Read Part 2 of the article again. For each question, choose the correct answer (A, B or C) for each gap.**

1	**A** busy	**B** free	**C** favourite
2	**A** help	**B** look	**C** make
3	**A** tells	**B** speaks	**C** says
4	**A** arrives	**B** brings	**C** collects
5	**A** shall	**B** need	**C** should
6	**A** project	**B** activities	**C** jobs

6 **In pairs, look at all the choices for Exercise 5 again and answer the question.**

How did you choose the correct answers?

Our Animal Friends

118

Animals can help people in many different ways. They can help people in their homes and in their daily lives. They can also save people when they are in danger, for example in the mountains or in the sea. When people think of animal helpers, most people think of guide dogs for the blind (people who can't see). But do you know about guide horses? These small horses help blind people move around a city or town. For example, they travel with them in taxis, cross roads and even help them get on and get off buses. Horses live much longer than dogs, so they can be with the person for a long time. Other animals can be helpers too. Monkeys are very clever and can look after people in many different ways. They can pick up your phone when you drop it. They can turn on the television for your favourite programme and turn off the television when it finishes. However, many people think that monkeys shouldn't be animal helpers because they are wild animals.







2 Most dogs are good at swimming but the dogs in the photo are very, very good at it. They work on [1] _____ beaches in Italy during the summer, keeping people safe in the sea. They can jump from helicopters and fast boats, and [2] _____ people in danger in the water.

'Dogs don't get tired as quickly as we do,' [3] _____ Emilio, their trainer. 'A dog is strong and it can swim fast. It gets to a swimmer faster than we can and then it [4] _____ the person back to the beach.'

It takes three years to teach these dogs everything they [5] _____ to know. Then they are ready to do their [6] _____.

People often think of animals as their friends, but these amazing animals are much more than that.

TALKING POINTS

Were you surprised by any of the animal helpers in the article? Which ones? Why?
Discuss your ideas with your partner.

VOCABULARY Phrasal verbs

1 **Match the phrasal verbs from Part 1 of the article to the meanings.**

EP

1	get on	**a**	start something working
2	get off	**b**	stop something working
3	look after	**c**	take something off the floor
4	pick up	**d**	enter a bus, train, plane or boat
5	turn off	**e**	leave a bus, train, plane or boat
6	turn on	**f**	help someone when they are ill or cannot do something themselves

2 **Complete each sentence with one of the phrasal verbs in Exercise 1 in the correct tense.**

0 It was starting to rain when I *got off* the bus, so I opened my umbrella.
1 Please _____ your bags from the floor and put them on the shelf.
2 Finally, the boat arrived to take us across the lake. But it was full and we couldn't _____.
3 I can only do my homework when it's quiet. Please can you _____ the radio?
4 I _____ my mum when she was ill. I made her meals and drinks.
5 I woke up suddenly in the night and it was very dark, so I _____ the light.

PRONUNCIATION /uː/ and /ʊ/

119 **3** **Listen to the sounds /uː/ and /ʊ/.**

Then put the words in the box in the correct columns.

do food foot good
group look move put
suit took true two

/uː/ move	/ʊ/ look

120 **Listen and check. Then repeat.**

LISTENING



121 **1** **Listen to the radio interview between Jim Townes and Sue Green. Sue talks about things children learn from looking after pets. How many things does she talk about?**

121 **2** **Now listen again and make notes in the chart about what Sue says children learn from pets.**

Food	Keeping them clean	Animals, not toys

3 **Do you think Sue is right? What other things can children learn when they look after a pet?**

WRITING

PREPARE TO WRITE

A story

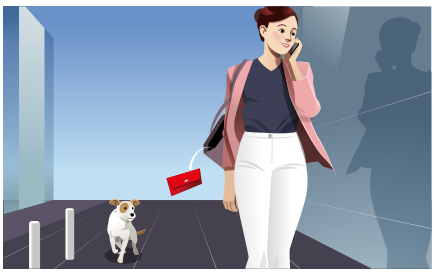
GET READY Look at the three pictures. What does each one show? Compare your ideas with a partner.

PLAN In your story you have to write about all of the pictures. Read the questions and make notes.

1 What happened in the first picture?
2 What happened in the second picture?
3 What happened in the third picture?
4 What was the end of the story?

WRITE Write the story shown in the pictures. Write 35 words or more.

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







LIFE SKILLS SOCIAL RESPONSIBILITY

PROTECTING ANIMALS

LIFE SKILLS

Protecting animals

We can protect pets and animals in the wild by:

- making sure they have food and water
- making sure they have a safe place to live
- being kind to them

1 **Read the sentences in the speech bubbles and answer the questions.**

Animals are not toys.

We should be kind to animals like we are kind to people.

1 Do you agree with the sentences? Why? / Why not?
2 Which sentence do you prefer? Why?
3 Do you have a pet? Have you ever visited an animal reserve or seen a wild animal?

2 **Think of the animals in your country and answer the questions.**

1 Which are in danger? What problems do they have?
2 Can people help them? How?

In pairs, compare your ideas.

3 **Look at the title of the article and the photos. How do bees help us? Why is it important to protect bees? What is the bee collecting in the photo?**

4 **Read the article quickly and check your answers.**



save the bees!



1 Are bees important?

Bees are a very important part of our ecosystem. Bees pollinate plants. In fact, about 30% of the food we eat depends on bees. Bees help people in other ways too. For example, they make the honey we eat and wax for candles and cleaning wood.

In many areas of the world, bees are in danger. People build houses, offices and factories on their homes. Farmers use strong chemicals on plants to stop insects eating them. But these chemicals also kill bees.

2 How does Mikaila Ulmer help bees?



Mikaila Ulmer, from Texas, is a girl who has her own lemonade company. She gives part of the money she makes selling lemonade and other products to charities to save bees. She teaches people about the importance of bees and how they help us. Mikaila has her own blog called Beelieve Blog. On her blog she shares information about her company and her projects.

3 How can we help bees and other insects?

There are a lot of different ways we can help protect bees and other insects. For example, we can:

- use fewer chemicals on plants
- learn more about organisations and people working to protect insects and their homes
- learn more about insects and how they help us
- start a blog on an animal or insect you think needs our help.

122



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

1 Bees are not important animals.
2 Bees help us to make candles.
3 Bees are in danger in some places.
4 Michaela's company only sells honey.
5 Michaela has a blog.
6 We cannot help protect bees and other insects.

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

1 we use this to make candles
2 moving pollen from one plant to another
3 organisations helping something or someone and raising money
4 all the plants and animals in one place and how they live together
5 to keep safe



TALKING POINTS

Do you like bees or are you afraid of them? What other animals are in danger?

123 **7** **Listen to Jayden and Alice talking. What are they talking about?**

a They are talking about making honey.
b They are talking about birds and turtles in the wild.
c They are talking about rescue centres and volunteer jobs.

123 **8** **Listen again and write Alice or Jayden.**

1 _____ is looking at a website.
2 _____ is afraid of bees.
3 _____ says we get honey and wax from bees.
4 _____ finds a centre with rabbits, cats, dogs and rats.
5 _____ has music lessons on Saturday mornings.
6 _____ is going to call to find out more.

9 **Look at the list (a–f). Number the top three ways you think we can help animals. Compare your answers with your partner.**

a We can **donate money.**
b We can **protect** animals.
c We can **volunteer** our time.
d We can **make sure that animals have food and water**.
e We can **protect their homes**.
f We can **find out ways to help** animals.

10 **Complete the sentences with the words in the box.**

donate	make sure	protect	volunteer

1 I want to _____ at an animal rescue centre at weekends.
2 There are a lot of different ways to _____ animals. You can find out more online.
3 I want to _____ part of my pocket money to an animal rescue centre.
4 We need to _____ animals have safe homes, food and water.

PROJECT

A poster about protecting animals

In small groups, make a poster about protecting animals.

- Choose an animal. Is it a pet or a wild animal? How big is it?
- Design a small poster to help people know more about your animal. Include:
  - pictures of your animal or its home
  - what your animal needs
  - how people can help your animal
  - how we can protect it.
- Take turns presenting your posters to another group.
- Display posters in the classroom.

REVIEW 4 UNITS 13–16

VOCABULARY

1 **Find the odd word out in each set.**

0 lake (cloudy) mountain field
1 duck monkey playground rabbit
2 library insect bridge post office
3 race headache temperature pain
4 helicopter bicycle bus roundabout
5 deep rest wide high

2 **Read the definitions and complete the words.**

0 When the weather is like this, it's difficult to see where you're going.
f *o g g y*
1 You put this on to keep you dry when it is wet.
r ___ ___ n ___ ___ a ___
2 You stop your car and wait when this is red. You go when it is green.
t ___ ___ ___ f ___ c ___ i ___ h ___
3 We get eggs and meat from this farm animal.
c ___ ___ c ___ ___ ___
4 This is an animal and also something we use with our computers.
m ___ ___ s ___
5 Doing lots of this keeps you healthy.
e x ___ ___ ___ i ___ e

3 **Complete the sentences with the correct form of the phrasal verbs in the box.**

get on	get off	look after	pick up
turn off	turn on		

1 I was late for school this morning because I _____ the wrong bus!
2 The football match starts in a few minutes. Please can you _____ the TV?
3 While I _____ the train, I fell down and hurt my leg.
4 My sister was ill yesterday, so my dad stayed at home to _____ her.
5 It's important to _____ your mobile phone when you're at the cinema.
6 At the weekends, I _____ rubbish at our local park.

GRAMMAR

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

1 I ate with my family *out* / *outside* the tent.
2 It's very easy to get to the sports centre because it's *in front of* / *opposite* my house.
3 I took a trip *through* / *down* the River Nile.
4 You *shall* / *should* bring some of your computer games.

Correct the mistakes in the sentences.

5 I enjoyed my holiday. Every day I was going swimming.
6 I liked the tennis match because Nadal and Grigor Dimitrov are playing.
7 In Thailand, I visited many places and the most interesting thing is eating the food there.
8 It is raining in Taipei when we got there yesterday.

2 **Complete the sentences with the verbs in brackets. Use the past simple or past continuous.**

0 It *wasn't raining* (not rain) when I *left* (leave) the house this morning.
1 When I _____ (arrive) at the party, my friend _____ (sing) in the living room.
2 I _____ (walk) around the shops when I _____ (meet) my friend.
3 My dad _____ (call) me while I _____ (do) my homework.
4 I _____ (not run) when I _____ (hurt) my foot. I _____ (dance).
5 I _____ (not see) any animals when I _____ (walk) in the snow.

3 **Give these people advice using *should* or *shouldn't*.**

0 I've got a temperature and a headache.
You should take some medicine and go to bed.
You shouldn't go to school.
1 My running shoes are too small.
2 I really want a pet!
3 The weather's really hot and I want to go to the beach.
4 I've got nothing to wear to my friend's party.
5 I don't know the way to the museum.

WRITING

1 **Look at the three pictures. Write the story shown in the pictures. Use 35 words or more.**







LISTENING

124 **1** **For each question, choose the correct answer. Listen to Tessa talking to her father about her friends. What problem does each person have?**

Example:

0 *Eva* G

People		Problems
1 Leon	☐	**A** foot hurts
2 Nat	☐	**B** broken arm
3 Maddie	☐	**C** feels sick
4 Ilsa	☐	**D** has a cold
5 Greg	☐	**E** headache
		F leg hurts
		G temperature
		H toothache

SPEAKING

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

1 feel / how / you / start / when / do / school / holidays / the ?
2 your / animal / favourite / what's / ?
3 weather / you / best / of / what / like / kind / do?
4 do / like / you / when / it's / doing / what / snowy / ?

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

2 **In pairs, talk about where you live. Take turns to speak.**

Tell me about where you live.

I live in a small town. There's a park near the …



17 WHAT ARE YOU WATCHING?



ABOUT YOU

How often do you watch TV?

Do you watch more TV on your laptop, on your smartphone or on the television?

VOCABULARY AND LISTENING

Television

1 **Complete the sentences with the words in the box.**

EP

cartoons channels fan live
on demand on TV programme
records remote control stream
talent show the news

1 It's so easy to watch TV these days. You can _____ anything at any time.
2 I like to know what's happening in the world, so I watch _____ every day.
3 TV with real people is OK, but it's more fun watching _____, like *Tom and Jerry*.
4 Which _____ do you want to watch? There's one about nature or one about music.
5 Please give me the _____. I want to turn on the television and I don't want to get up!
6 Watch our new _____ tonight. There are six young singers and dancers. Choose the best.
7 My brother's a big _____ of Manchester United. He watches all their matches.
8 I think our television can get more than 100 _____. I never know what to watch.
9 I like choosing what to watch and when I want to watch it, so I watch most of my television _____.
10 Ed Sheeran is playing a concert tonight in London and they are showing it _____ on television, so I can watch it while he's playing.
11 When my dad goes on holiday, he _____ his favourite shows and watches them when he gets back.
12 Have you got a newspaper so we can see what's _____ this evening?

125 **Listen and check, then repeat.**

2 **How do you watch television? In pairs, discuss the questions.**

1 Do you often watch shows live, or do you watch them on demand?
2 Which programmes do you usually stream?
3 Do you like talent shows? Which is your favourite?
4 How many channels do you have at home?
5 Which cartoons do you like watching?
6 When do you watch live television?

126 **3** **Listen to the conversation. Ella and Charlie meet in the street. What does Charlie invite Ella to do?**



126 **4** **Listen again and answer the questions.**

1 When is the football match on?
2 Which channel does Ella think the game is on?
3 Why does Ella want to watch the game on a television and not on her laptop?
4 Where does Ella plan to watch the game?
5 Why does Ella want to watch it live?
6 What did Charlie's parents do last week?
7 What does Charlie ask Ella to do?
8 Where does Ella decide to watch the match in the end?

GRAMMAR Future with *going to*

1 **Look at the table and then complete the rule with one word.**

I'm	I'm not		
He's	He isn't		
She's	She isn't		watch the programme live.
It's	It isn't	*going to*	be on TV.
We're	We aren't		watch the programme on demand.
You're	You aren't		
They're	They aren't		

We can use (not) going to + the _____ to talk about future plans.

GRAMMAR REFERENCE AND PRACTICE PAGE 154

PRONUNCIATION *going to*

127 **2** **Listen and repeat.**

I'm going to watch it live at home on our big TV.
I'm going to watch it at Charlie's on his home cinema.

3 **Read about Michael and Chloe. Choose activities for next weekend for Michael and Chloe from the list.**



Chloe loves all kinds of sport. She likes being outside and going to the park with her friends. She doesn't like playing video games, and on TV she only likes watching cartoons. She sometimes goes to the cinema.



Michael loves reading and going to the cinema. He doesn't go out with his friends very much, but he loves playing computer games and watching anything on TV. He likes watching tennis, but he doesn't play, and he sometimes goes swimming.

Visit the new computer games shop.
Play tennis.
Go to the cinema.
Go swimming.
Watch a pop concert on TV.
Go for a walk.

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

1 What is **Michael** going to do? What isn't he going to do?
2 What is **Chloe** going to do? What isn't she going to do?
3 What are **Michael** and Chloe both going to do?

What is Michael going to do?

He's going to visit the new computer games shop.

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

1 I going to meet Grace at the park tomorrow.
2 We are going play tennis at the sports centre on Sunday.
3 For my party I going to invite five friends.
4 You can call me this evening because I not going to watch the match.
5 They not going shopping this week.

6 **In small groups, ask and answer questions. Look at the times in the box and talk about your plans. Say some things you're going to do and some things you're not going to do.**

next summer
this evening
next Saturday morning
tomorrow morning
next Sunday afternoon

What are you going to do next Sunday afternoon?

I'm going to visit my granny and granddad. I'm not going to do any homework!

READING



1 **Do you watch TV talent shows? How many can you name?**

2 **Read the questions and talk about your ideas with your partner.**

a Do talent shows tell people what to say or can they choose?
b What different kinds of talent show are there?
c What do winners of talent shows usually get?
d Who chooses the winners?
e Are talent shows live?

TALENT SHOWS

128

What do you really know about talent shows?

Everyone knows *The Voice*! It's a talent show for people who want to become famous singers. All of the singers on the show are good and some of them are excellent! There are lots of other talent shows around the world as well. In many countries, talent shows are the most popular shows on TV.

1 There are shows like *Got Talent* for musicians, people doing magic, singers … and lots more. There's a show for dancers, too. It's called *Strictly Come Dancing*. Every year there are new ideas for talent shows. There are even some national talent shows for robots and singing dogs!

2 Yes, most of the talent shows on TV are live. It's also possible to go to the **studio** and be a member of the **audience**. Then you can watch a talent show live on **stage**.

3 I'm sure you know the answer to this one. Usually, the people watching the show on TV and in the theatre **vote for** who (or what!) they like best. Sometimes famous people are the **judges** as well. On *Masterchef*, only the professional chefs choose the winner.

4 In a **competition** there is always a **winner**. The winner of **the final** usually gets a **prize** and sometimes becomes a **star**. On some shows the **runner-up** gets a prize too and a few of them become stars. On a few shows, the winner gets nothing – but they often become famous!

5 Most of the time, the people on the shows can say, sing or do what they want to. Sometimes, the show tells them the words to say, so they are a bit like actors or **performers**. But this doesn't happen on all the shows.



3 **Read the article quickly and check your ideas. Complete the article with questions from Exercise 2.**

4 **Answer the questions about the article.**

1 What talent show is there for dancers?
2 Where can people go to watch a talent show live?
3 Who are the judges of talent shows?
4 What happens to the runners-up on talent shows?
5 Why are some of the people on talent shows a bit like actors?

TALKING POINTS

Which talent shows are popular in your country? Why?
Which one do you like best? Why?
Discuss with your partner.

VOCABULARY Entertainment

1 **Complete the sentences with the words from the article. Use each word once only.**

EP

1 She's the best cook on the show. I want her to win the _____.
2 There were eight singers on a small _____. It was very crowded!
3 We went to see the live show in a very big _____.
4 He won a talent show four years ago. Now he's a big _____.
5 Sometimes the person who comes second, the _____, gets upset when another person wins.
6 I'd love to be in the _____ for *Got Talent* and watch the show live.
7 The _____ for some talent shows is money and the chance to make an album.
8 Talent shows often have three _____ and they choose the best person together.
9 Talent shows end with _____ and someone wins.
10 People can _____ their favourite person by text.
11 I think some people like being on talent shows because they are _____ and like being on TV.
12 The _____ of a talent show always looks very surprised – and happy of course.

2 **Work with a partner. Take turns to ask and answer the questions.**

1 Do you have any competitions in your school or your town? What are they?
2 Can you name any winners or runners-up from talent shows?
3 When did you last vote for someone on a talent show?
4 What do you think the best prize for a talent show is?
5 Would you like to be in the audience for a talent show? Why?
6 Would you like to be a performer in a talent show?
7 Do you usually agree with the judges on a talent show?
8 Which stars or famous people started by winning a talent show?



LISTENING

129 **1** **Listen to Evie talking to her friend Ben about a talent show called *Singer Search*. Who won last night's show?**







129 **2** **Listen again. Which singer:**

1 had a fantastic voice?
2 didn't choose the best song?
3 looked nervous?
4 did Ben vote for?
5 did Evie vote for?
6 wasn't a brilliant singer?
7 had fantastic clothes?
8 was the runner-up?

SPEAKING

1 **Ask and answer with a partner.**

1 What TV programmes do you like to watch?
2 What's your favourite programme?
3 What was the last thing you watched?
4 Where do you watch TV at home?
5 Do you watch TV alone or with your family?

18 MAGAZINES AND BOOKS

TEEN Magazines

ABOUT YOU

12 **Watch the video then ask and answer the questions in pairs.**

What books do you like to read?
What's your favourite book?
Why do you like reading it?
Does your school have a school newspaper or magazine?
What do you like reading in your school newspaper/magazine?



Film Fan >



LOL! >



Mountain Bike Monthly >



Footie Time >



GAME OVER >



I ♥ Animals >

VOCABULARY AND LISTENING

Magazines

1 **Look at the magazines on the website. What do you think each one is about? Discuss with your partner.**

2 **Match the magazine descriptions to the titles in the photos.**

1 Out and about on rough roads
2 The latest football news
3 Music, fashion, TV, bloggers and vloggers
4 Information on hundreds of animals
5 The newest and best films
6 All the new video games

3 **Which of these magazines would you like to read? Why? Tell your partner.**

4 EP **Look at the words in the box for things you find in magazines. Match the words to the definitions.**

advertisement article cartoon
headline information interview
photograph review

1 a written opinion about a book, film or TV programme
2 information about a product to make you buy it
3 a picture made using a camera
4 facts about a situation, person or event
5 a funny drawing
6 the title of a magazine story in large letters
7 a written conversation usually between people
8 a piece of writing in a magazine

130 **Listen and check. Then repeat.**

131 **5** **Listen to Aboudi, Serena and Oliver. They're making plans for their school magazine.**

1 Is the magazine going to be on paper or online?
2 Is it going to be weekly or monthly?



131 **6** **Listen again. Tick (✓) the things the friends want to include in their magazine.**

advertisements	☐
articles about albums	☐
book reviews	☐
cartoons	☐
film reviews	☐
information about the school	☐
interviews with teachers	☐
music reviews	☐
photographs	☐
stories	☐
video game reviews	☐
website addresses	☐

GRAMMAR Making suggestions

1 **Look at the four ways of making suggestions. Which one is different and why?**

Why don't we write down some ideas now?
Let's have some stories too.
Shall we include advertisements?
Why not ask your dad about it?

A suggestion is a plan or idea that you want someone to think about.
Look at the examples from the recording.
The words in purple are different ways of making suggestions.

» GRAMMAR REFERENCE AND PRACTICE PAGE 155

2 **Put the words in the correct order to make suggestions.**

Add a full stop or a question mark and start the sentence with a capital letter.

1 we / don't / go / to / skatepark / why / the
2 the / new / see / let's / film / Turkish
3 ask / come / Mina / why / to / not
4 meet / we / there / at / shall / eight

3 **Complete the conversation. Use each phrase from Exercise 1 once. There is often more than one right answer.**

Oliver: I think we need some more help with the magazine.
Serena: You're right. [1] _____ ask our teacher to help? Is that a good idea?
Oliver: No, I don't think so. She's very busy. I can write a note and give it to all the teachers.
Serena: No, that's not a good idea. We want students to see it, too. [2] _____ put a notice on the school website.
Oliver: Excellent idea.
Serena: [3] _____ write it now?
Oliver: OK. Magazine helpers wanted!
Serena: Great! [4] _____ write our names at the bottom?
Oliver: Good idea. OK, let's leave a message on the website now!

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

1 Shall we to buy Jack magazines and chocolate to help him feel better?
2 Lets go to the library after school.
3 Why we write a review about the school play?
4 Why not to put advertisements in the school magazine?
5 Shall we to put advertisements in the magazine?

ə PRONUNCIATION Intonation

132 **5** **Listen and repeat the phrases from the conversation about the magazine.**

No, that's not a good idea.
No, I don't think so.
Great!
OK.
Excellent idea.
Good idea.

6 **In pairs, practise the conversation in Exercise 3.**

7 » **Work in small groups. Go to page 124.**

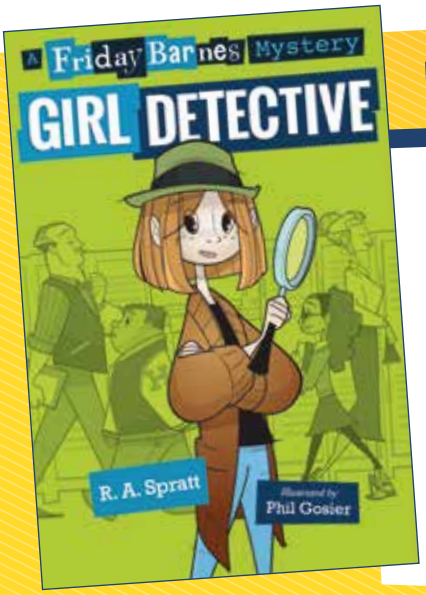
READING

Read and Review

1 **Look at two book covers. Do you know these stories? What are they about?**

Discuss your ideas with a partner.

2 **Read the reviews and check your ideas.**



Friday Barnes, Girl Detective

Friday Barnes, Girl Detective is about 11-year-old Friday Barnes. Her parents are always busy, **so** she spends her time reading. She reads lots of detective stories. Then some thieves steal some jewellery and, guess what, Friday is able to help her detective uncle catch them. **When** she gets a reward of $50,000, she spends the money on going to a really good boarding school. The head teacher doesn't like Friday **because** she is different from the other students. Friday is clever, too, and she solves mysteries at the school with her friend Melanie.

I loved the book. I wanted to read it to the end **as** it's very exciting. This is the first Friday Barnes book, and I'm definitely going to read more.

Annika

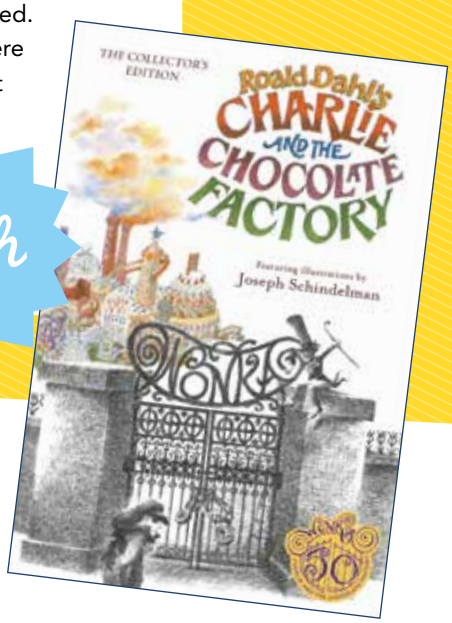
Charlie and the Chocolate Factory

133

Charlie Bucket lives in a small house with his family. They're very poor. One day, Charlie finds some money on the street and he decides to buy a Wonka chocolate bar with it. **When** he opens the chocolate bar, Charlie finds a golden ticket inside. It's his lucky day! It's a ticket to visit Willy Wonka's famous Chocolate Factory. Charlie is very excited. Grandpa Joe is excited, too, **because** he can go on the visit with Charlie. **As** there are five golden tickets, four other children visit the factory as well. They all meet Willy Wonka and go around the factory. Lots of strange things happen! Only Charlie is left at the end, **so** he's the winner! What's the prize? Why not read the book and find out?

This book is very funny. I really liked it. It's so popular and there are two films of the book and a musical!

Josh



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

1. How old is Friday?
2. Why does she read a lot?
3. What does she like reading?
4. What does she do with the $50,000?
5. What do Friday and her friend Melanie do at the school?
6. What does Annika think of the book?
7. Where does Charlie get the money for the chocolate bar?
8. Who is Willy Wonka?
9. Who goes with Charlie to the factory?
10. How many golden tickets are there?
11. Who wins the prize at the end?
12. What does Josh think of the book?

TALKING POINTS

Which of the two books would you like to read? Why?

VOCABULARY *as, because, so* and *when*

1 **Look at the reviews again. We use the words to connect ideas in sentences.**

EP **Match the beginnings and endings of the sentences.**

1 The Head Teacher doesn't like Friday	**a** as it's very exciting.
2 I wanted to read it to the end	**b** so he was the winner.
3 When he opened the chocolate bar,	**c** because she is different from the other students.
4 Charlie was left at the end,	**d** Charlie found a golden ticket inside.

2 **Find four more sentences with *as*, *so*, *because* and *when* in the reviews on page 108.**

3 **Complete the review of the play with the words from Exercise 1.**

Romeo AND Juliet

by William Shakespeare

Romeo and Juliet is a really sad story about two young people. Their families don't want them to marry [1] _____ the families hate each other. However, Romeo and Juliet are in love and they get married. They know their families will be very angry, [2] _____ they don't tell them. Juliet's family don't know she's married and they find a husband for her. But she can't marry this man [3] _____ she's already married to Romeo. Juliet is very unhappy.

She drinks something to make her sleep, so her family will think she's dead. Then she goes to sleep. Romeo finds Juliet first and thinks she's dead, so he kills himself. But Juliet isn't dead! [4] _____ she wakes up, she sees Romeo is dead and kills herself. And that's the end!

I saw the play at the City Theatre. The actors were all great and I cried at the end. I loved it. Go and see it.

LISTENING

134 **1** **Listen to part of the radio programme: *Good Morning Mike*. Phoebe phones in to review a film.**

What's the name of the film Phoebe is talking about?





134 **2** **Listen to the review again. Are the sentences right (✓) or wrong (x).**

1 Phoebe lives in London.
2 The guitar player gets a job in a school.
3 Everyone in the The School of Rock band is a teacher.
4 The School of Rock get first prize in Battle of the Bands.
5 Phoebe watched the DVD of the film last week.
6 Phoebe thinks the film is very good.

WRITING

PREPARE TO WRITE

A review

GET READY Read the three reviews on pages 108 and 109 again.
Which parts of the reviews *tell the story* of the book and which parts are the writers' *opinions*?
What tense do we use for writing a review?

PLAN Think about a film, play or book that you like.
Make notes about:
- the story of the film, play or book.
- your opinion.

Organise your ideas into two paragraphs.
- Paragraph 1: the story of the film
- Paragraph 2: your opinion.

WRITE Write your review of a film, a play or a book in about 50 words. Use the correct tenses and connect your ideas with *as*, *because*, *so* and *when*.

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

Rewrite your review and give it to your teacher for a class magazine.

CULTURE

BRITISH TV AROUND THE WORLD

FACTFILE British TV

British TV programmes are popular around the world.

According to the BBC, there is in an increase in people watching British TV in different countries. People watch programmes from their own countries too, but thanks to internet and cable TV, it's easier than ever to watch international programmes.

British **talent shows**, **cooking shows**, **nature programmes** and **dramas** are all popular with international viewers.

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

1 Can you name any British TV programmes?
2 Do you prefer watching cooking shows, nature programmes or dramas?
3 How often do you watch TV in English?

2 **Read and match the photos (A–C) to the texts. Who do you think is the most similar to you?**

3 **Match the headings to the texts.**

Talent shows Nature shows Cooking shows

4 **Read the texts again and answer the questions.**

1 What does Brad like doing?
2 What is Ryan's favourite show? Why?
3 When do Eve and her family watch nature programmes?
4 Why does Eve's brother like *The Blue Planet*?
5 What programme do Karen's parents always watch?
6 What music programme does Karen like? Why?

5 **Complete the sentences with the highlighted words in the text.**

1 I love sea animals. I love swimming too and I'm taking a _____ course, so I can go diving on holiday with my family this summer.
2 When I go on nature walks with my family, we like taking photos of birds and animals in their _____.
3 I'm always at home to watch my favourite TV programme on Monday evening at seven o'clock. I never _____ it!
4 We all need to help our _____ and keep it clean.
5 On talent shows people can sing, dance and do magic or _____.

TALKING POINTS

Do you know the programmes Ryan, Eve and Karen are talking about?
Do you watch them?
Which ones don't you like? Why?

THAT'S ENTERTAINMENT!

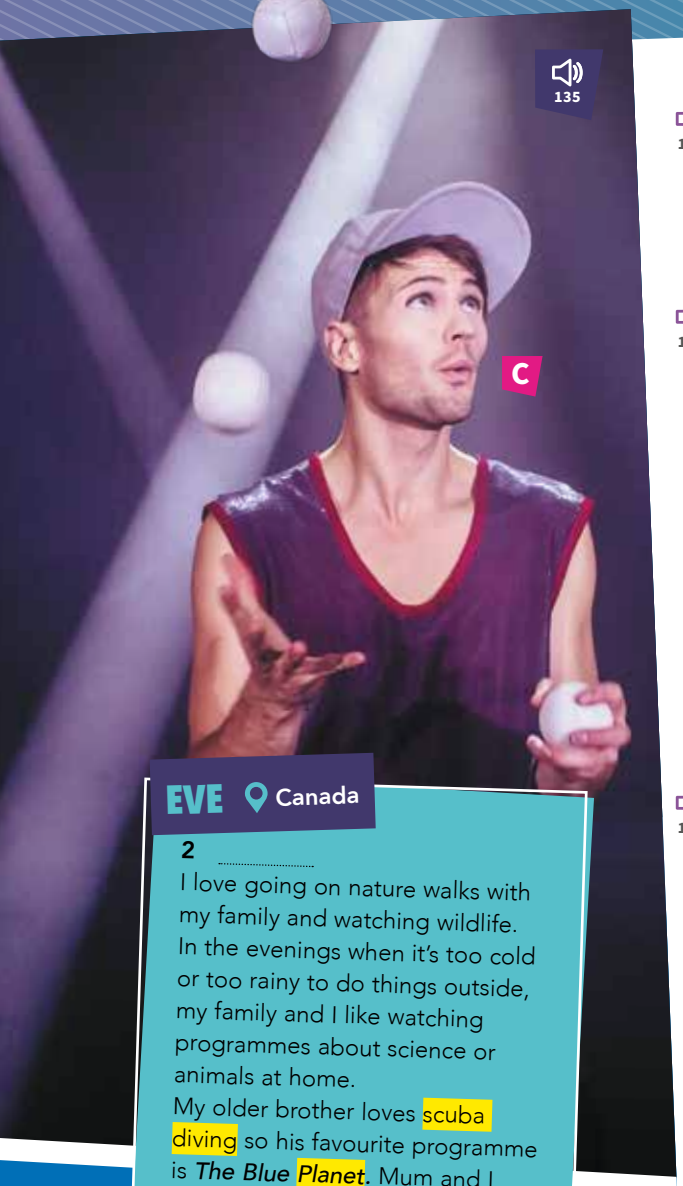
Watching television is a popular free-time activity for many people around the world. Find out more about what young people are watching – and why.



RYAN New Zealand

1 _____
My parents' friend Brad has a small restaurant in Auckland and he loves cooking. I sometimes go to visit him with my parents at weekends. When we go to his house, we walk around town during the day. Then, we love watching shows and competitions about cooking in the evening.
Brad's favourite show is ***MasterChef*** because it gives him ideas for his restaurant. I prefer ***The Great British Bake Off*** because I love cooking and eating cakes and sweets!





EVE Canada

2 .....

I love going on nature walks with my family and watching wildlife. In the evenings when it's too cold or too rainy to do things outside, my family and I like watching programmes about science or animals at home.

My older brother loves scuba diving so his favourite programme is *The Blue Planet*. Mum and I love watching *Elephant Diaries*. This TV show helps baby elephants return to their natural habitat.

KAREN Northern Ireland

3 .....

I have to do my homework first before I watch TV, but one programme my parents never miss is *Britain's Got Talent*. They love it when there are people on the show doing gymnastics or acrobatics.

I love music, singing and dancing. I get bored watching *Britain's Got Talent* because a lot of people on the programme do other things. I'm a good singer, so I prefer watching *The Voice* in my free time.

136 **6** **Listen to John talking to his friend Amber about his homework. Which show is he going to write about?**

a Horrible Histories
b Britain's Got Talent
c MasterChef Junior

136 **7** **Listen to the conversation again and choose the correct words, a or b.**

1 John is doing homework
a for his German lesson **b** for his French lesson
2 John likes watching ..... on TV.
a different programmes **b** French programmes
3 Amber ..... watching cooking programmes.
a loves **b** dislikes
4 John likes learning .....
a new meals **b** new songs
5 Amber ..... what *Horrible Histories* is.
a doesn't know **b** knows
6 John loves .....
a reading about nature **b** reading about history

136 **8** **Listen to the conversation again and write the things John likes about the programmes.**

PROJECT *A TV programme timetable*

You are working at a TV station and making plans for a new channel. In small groups, plan a programme timetable for Saturday day times from 10 am to 2 pm.

- Make a list of possible programmes you think people like.
- Decide on the times of the programmes.
- Think of why the programmes are interesting and what people can learn from them.
- Fill in the table in your notebook.

Time	Programme *(title/name of programme or type of programme (comedy, nature show, drama …)*	Audience *(children, teenagers, adults)*	Why is the programme interesting?
10 am–..... am		It is for	People can learn .....

- Present your ideas to another group.
- Tell the class about your programme timetable. Decide on which programme timetable you like best.

19 SCHOOL CAN BE FUN!





















ABOUT YOU

What kind of school trips do you go on with your school?
Do you enjoy them?
What was the last school trip you went on? What did you do?

VOCABULARY AND LISTENING

Trip activities

1 EP **Look at the photos of people on school trips. What activities are they doing? Match the photos A–J to the words and phrases in the box.**

canoeing
cooking on a fire
dancing at a disco
going on a nature walk
going round a museum
going to an amusement park
sailing
visiting a farm
visiting an aquarium
watching a show

137 **Listen and check. Then repeat.**

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

1 Which of these activities do you do on school trips with your school?
2 Which ones do you enjoy?
3 Which ones would you like to try?
4 Which ones would you not like to do? Why not?

138 **3** **Listen to a teacher talking to a class about a school trip and answer the questions.**

1 Where is Tall Trees activity centre?
2 Which activities in Exercise 1 do you hear?

138 **4** **For each question, write the correct answer in each gap. Write one word or a number or a date or a time. Then listen again and check.**

End-of-term school trip for Year 8

Name of Activity Centre: Tall Trees
Date we leave: [1] ..... July
Time to get to school: [2] ..... am
What to bring for the journey: [3] .....

What to pack

✔ **for water activities:** [4] ..... things
✔ **for nature walks:** trainers and [5] .....

GRAMMAR *have to / don't have to*

1 **Match the two halves of the sentences.**

1 Everyone **has to** be at school	**a** to eat.
2 Mr Peters **has to** check	**b** smart clothes to the disco.
3 You **have to** wear	**c** our uniform on the journey?
4 You **don't have to** bring anything	**d** your names.
5 Do we **have to** wear	**e** at eight o'clock

2 **Now read the examples and then complete the rules with a and b.**

Everyone *has to* be at school at eight o'clock.
You don't *have to* bring anything to eat.

1 *have to* means _____
2 *don't have to* means _____

a no obligation: you have a choice and you can do this if you want.
b obligation: You have no choice. You can't say 'no'!

3 **Complete the table with the correct form of *have to*.**

Obligation	No obligation	Question form
I/you/we/they _____ go He/she/it _____ go	I/you/we/they _____ go He/she/it _____ go	_____ I/you/we/they _____ go? _____ he/she/it _____ go?

» GRAMMAR REFERENCE AND PRACTICE PAGE 156

139 **4** **Listen to Leo asking about the school trip. Tick (✓) the things he has to do.**

get up early every day	☐
go sailing	☐
go swimming	☐
go to the disco	☐
leave his phone at home	☐
share a bedroom	☐
help with the cleaning	☐
do any school work	☐

5 **Make pairs of sentences about Leo using *have to/ doesn't have to* and *can/can't*.**

He has to get up early. He can't stay in bed late.

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

1 You don't bring anything – it's not necessary.
2 Please, you need come! It's going to be a great concert.
3 We haven't to pay for the skate park.
4 You pay nothing for the disco. It's free!
5 We have get up early to go sailing.
6 You has to pack warm clothes for the school trip.

ə PRONUNCIATION *have to / has to*

140 **7** **Listen and repeat.**

1 I have to go shopping.
2 He has to do his homework.
3 Do you have to go now?
4 Does he have to pay today?
5 We have to write a story.
6 She has to win this match.

8 **In pairs, ask and answer about what you have to do/don't have to/can/can't do this weekend. Use these ideas or your own.**

visit anyone?
do any homework?
get up early/ late?
go shopping?
do any cleaning?
go to bed early / late?

Do you have to visit anyone this weekend?

No, I can stay at home if I want to.

READING

1 **Read the first paragraph of the article. Do you think the flipped classroom sounds like a good idea? Why / why not?**

141



THE FLIPPED CLASSROOM

What's it all about?

In a normal classroom, the teacher stands at the front of the room and gives a lesson and the students listen and take notes. Then they go home and do their homework. In a flipped classroom, everything is the other way around. Students study at home from a textbook or online videos, and then discuss the topic and do 'homework' exercises or projects in class. Lots of schools are trying it, but is it a good idea? We spoke to a teacher and two students to find out more.

Penny – teacher

The flipped classroom is hard work for the teacher, especially at the beginning. You have to make videos of every topic in the textbook for the students to watch on their computers at home. That takes a really long time! But it means I can spend time in class helping students one-to-one. I love that – I wasn't able to do it before.

Caitlin – student

I love coming into the classroom ready to talk about the topic and feeling I understand it. In a normal class, I often feel nervous, because if I don't understand, I have to ask the teacher to stop the lesson and explain. But with a video, I can watch it as many times as I like until I understand it. It's great!

Dylan – student

We tried the flipped classroom for one term in maths, but there were a few problems. Some students didn't watch the videos before the lesson, so they couldn't do the exercises in class. Also, when the teacher was going round helping people, we found it really easy to stop working and just chat. We did a test at the end of the term and we all got terrible marks. I usually pass every test, but I failed that one.

2 **Read the article and answer the questions. Write *P* (Penny), *C* (Caitlin) or *D* (Dylan).**

Who said this about the flipped classroom?

1 I If I need to, I can repeat parts of the lesson.
2 I like being able to explain things during the lesson.
3 Lots of us spent too much time talking to each other.
4 There were people who did not prepare for the classes.
5 I don't have to be scared about what's going to happen in the lesson.
6 Getting everything ready wasn't easy.

3 **In pairs, discuss the questions.**

1 What do you think are the best/worst things about flipped classrooms?
2 Would you like to try it? For which subjects?

TALKING POINTS

14 **Watch the video about a school called Redroofs. Then ask and answer the questions with a partner.**

What do you like about your school?
Is your school bigger or smaller than Redroofs?
How many children are in your year?
What subjects do you study?
What are your teachers like?

VOCABULARY School collocations

1 EP **Match the verbs to the nouns to make phrases. Use the article on page 114 to help you. Some verbs go with than one noun.**

do	an exercise
fail	a project
get	homework
give	a lesson
pass	marks
study from	notes
take	a textbook
	a test

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

1 I took lots of *notes* / *projects* in my last lesson.
2 I really hope I *pass* / *fail* this test!
3 Some people like studying from *textbooks* / *projects* and other people prefer videos.
4 The maths teacher gave us six *exercises* / *homework* to do at home.
5 What *mark* / *test* did you get in your science exam?
6 I'm doing a history *project* / *homework* at the moment, about the Romans.

3 **In pairs, compare your school with the one in the article. Use the phrases in Exercise 1.**

They study from the textbook at home, but we use ours in class.



LISTENING

142 **1** **Maya goes to a boarding school. She sleeps there and only goes home for holidays. Listen to her describing her school. Number the photos in the order you hear about them.**



142 **2** **Listen again. Complete the article Maya wrote about her school with the missing words.**

I go to a boarding school called Hartland School. It has about [1] _____ students.

I have to share a bedroom with [2] _____ other girls. We can put [3] _____ of our family on the walls.

There's a library where we do our homework. We start studying at [4] _____ every evening.

We work really hard at my school. We even have lessons on [5] _____ mornings!

After homework, we can go to the [6] _____ room to have some fun.

We have meals in a big [7] _____ and we have to help with the [8] _____ afterwards.

We have to do sports at my school. Next term, we're going to do [9] _____.

SPEAKING

1 **Make a presentation about your perfect school. Work with a partner. Plan what you want to say. Think about:**

- a name for your school
- the size of your school
- places in your school
- what students can/can't do
- what students have to / don't have to do
- what the teachers are like
- what subjects you study

2 **Present your ideas to another pair. Which school sounds most fun to go to?**

20 FAMILIES

VOCABULARY AND LISTENING

Family

1 EP **Complete the table with the words in the box and the family words from About you.**

aunt cousin grandchild granddaughter grandfather grandmother grandparent grandson nephew niece uncle

Male	Female	Male or female

143 **Listen and check. Then repeat.**

144 **2** **Listen to Kate describing her family. Complete her family tree with the names in the box.**

Iris Jana Kasia Liz Rory Sue Wiktor











ABOUT YOU

In pairs, tell your partner three things about your family. Use some of these words:

brother/sister child/children daughter/son father/mother husband/wife

144 **3** **Listen again and match the people in the photos to their names in the family tree.**

4 **Make eight sentences about Kate's family tree. In pairs, compare your sentences with your partner's. Are any of your sentences the same?**

Tony is Jessie's grandfather.

Marek is Jana and Karolina's dad.

5 EP **Look at the photos. Describe the people using some of the words in the box.**

beautiful blonde dark fair good-looking old pretty short slim tall young

6 **Draw your own family tree. In small groups, describe the people in your family.**

GRAMMAR Adverbs of manner

1 **Look at the sentences from the listening and think about the words in purple. These are adverbs of manner.**

I know a bit of Polish but when people speak **fast**, I can't understand them!
Jana plays the piano really **well**.
She wins **easily** every time we play!
Her family worked **hard** and sent her to England to study music.
I have to hold them **carefully** because they're very old.

Choose the correct words to complete the rules.

1 Adverbs of manner describe *how / when* we do things.
2 We make *many / all* adverbs of manner by adding *-ly* to an adjective.

» GRAMMAR REFERENCE AND PRACTICE PAGE 157

2 **Look at the sentences in Exercise 1. Find three adverbs that don't end in *-ly*. Write their adjectives.**

3 **Look at the spelling rules below and then write the adverbs for the adjectives in the box.**

bad	easy	loud	noisy	quick
quiet	wonderful			

Adjective	Adverb
slow	slowly (add *-ly*)
happy	happily (change *y* to *i*)
careful	carefully (double the *l*)

4 **Complete the questions with adverbs from Exercises 1 and 3. Then in pairs, ask and answer the questions.**

1 Do you do your homework _____?
2 Can you run _____?
3 Can you sing _____?
4 Do you speak _____ on the bus?
5 Do you play music _____ in your bedroom?
6 Can you make friends _____?

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

1 I liked the competition because both teams played very good.
2 I thought that film was really badly!
3 You should think about that very careful.
4 My friend ran really fastly in the race.
5 You can find easily my house.

PRONUNCIATION The letter *i*

6 **Work with a partner. Look at the underlined letters. What sound does *i* make in the words? Put them into the correct column in the table.**

child children find interesting kind quickly quite sing sister slim wife

/ɪ/ **milk**	/aɪ/ **night**

145 **Listen and check. Then repeat.**

7 **Complete the advice with the words in the box. Change the adjective into an adverb where necessary.**

careful	correct	difficult	happy
important	interesting		

How to find out about your family history

1 Every family has lots of _____ stories in its past.

2 It's not too _____ to find out about your family history.

3 Ask older family members about their parents and grandparents. They will talk _____ for hours about this.

4 Listen _____ and write down what they tell you.

5 The most _____ thing you need to find out is when and where people were born.

6 Write everything down _____ because you don't want mistakes in your family tree.

8 **Complete the table about your family. Under *Interesting information*, put an adjective (e.g. *clever*) and a verb plus adverb (e.g. *sings badly*). Then in small groups, talk about the people in your table.**

Family member	Interesting information
Mum	*clever* *sings badly*

READING

1 **Look at the photo and describe it. What do you think it's like living in a big family? Write three ideas. Read the article quickly to see if your ideas are included.**

What's it like to grow up in a big family?

by Ella Blackstone

I am the oldest of eight children. To me, my family is completely normal, but other people find it amazing. So, for everyone who's interested, here's what it's like to grow up in a big family!

Remembering the names, ages and birthdays of all your family members is **really** difficult. My parents often call my brothers and sisters by the wrong names. This is **probably** why our pets never had names.

Some of my friends get money for doing jobs around the house, but we **certainly** don't. In our house, the dishwasher is on **nearly** all the time, there are always clothes to wash or put away, and the tidying up never ends. We all have to help, even the little ones.

Every shelf in our house is full of prizes, for basketball, tennis, cricket and rugby. We are all really competitive. The clever ones want to be the cleverest, the pretty ones the prettiest, and the funny ones the funniest.

Being slow is not a good thing in a big family. You have to move quickly to get into the shower or to get the best seat in the minibus (big families don't have cars). And you have to eat fast, especially if there's cake in the house!

Yesterday, I saw my 7-year-old sister in my old dress. She probably got it from my 15-year old sister, who gets most of my things. We have to share bedrooms, toys, and even our parents' time. Sharing is not always easy, but we are **quite** good at it, luckily.

Life in a big family has its ups and downs, but I love it.

146



2 **Read the article again. Are the sentences right (✓) or wrong (x)?**

1 Ella has seven younger brothers and sisters.
2 Her family enjoyed choosing names for their pets.
3 Ella and her brothers and sisters earn money from helping around the house.
4 The younger members of Ella's family also have to do jobs.
5 The children in Ella's family do well at sport.
6 Ella says being fast is useful in a big family.
7 She says she gave an old dress to her seven-year-old sister.
8 Her family hate sharing everything with each other.

In pairs, compare your answers.

TALKING POINTS

Do you come from a big family?

YES → How is your family the same/different to the one in the article?

NO → Would you like to be part of a big family? Why/Why not?

VOCABULARY Adverbs of degree

1 **Look at the adverbs in the article and match them to the meanings.**

EP

1 Which one means 'very much'?
2 Which one means 'very close to'?
3 Which one means 'not completely'?
4 Which one means '100% true'?
5 Which one means 'maybe'?

2 **Complete each sentence with a different adverb from Exercise 1.**

1 Sally's my best friend. I _____ like her.
2 In my family, we all eat dinner together _____ every night.
3 I'm not sure about this colour. It's _____ nice, I suppose.
4 I don't know if Grace is coming to the party, but Tim _____ is. I know that for sure.
5 'What's the time?' 'I'm not sure but it's _____ about 2 o'clock.'

3 **Work in pairs. Write three true and three false sentences about your family using the adverbs in Exercise 1. Take turns to read your sentences and guess which are true and which are false.**

My brother's really tall. My mum's probably driving at the moment.

LISTENING

147 **1** **Listen to three young people talking about who they live with. Match the speakers to the pictures of families A–C.**





147 **2** **Listen again. Who do you think is talking? Write Sammy, Sally or Harry next to the sentences.**

1 I live with one of my grandparents.
2 I have to travel quite a long way to see my dad.
3 My sister is getting married soon.
4 I don't spend a lot of time with my cousins.
5 My brother and I sleep in the same room.
6 There are two families in my home.

WRITING

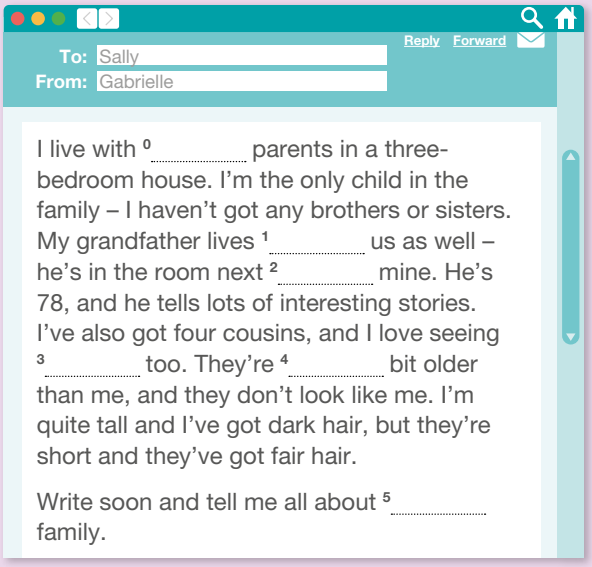
PREPARE TO WRITE

A description of your family

GET READY Read Sally's description of her family. What kinds of words are missing from the gaps: grammar words or vocabulary words?

Complete the description. Write ONE word for each gap.

Example: 0 *my*



PLAN Make notes about your family.

WRITE Write a description of your family in 70 words or more.

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

LIFE SKILLS EMOTIONAL SKILLS

BEING A GOOD FRIEND



LIFE SKILLS

Being a good friend

A good friend

- understands your feelings
- says sorry when they are wrong
- understands you and knows when you have a problem

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

It is better to have a few good friends than a lot of friends.

To know how someone else feels, put yourself in their shoes.

1 What do you think the sentences mean?
2 Do you agree with the sentences? Why? / Why not?
3 Which sentence do you prefer? Why?

2 **Choose two qualities that you think are important in good friends. In pairs, compare your ideas.**

They listen carefully
They make me feel good
They are there for me when I have problem
They help me do my best
They give me their opinion
They trust me

3 **Read the text quickly. Match sections 1–3 to photos A–C. Are you a good friend?**

1 .....

Friends are an important part of our lives. It's sometimes difficult to make friends and it's not always easy to keep them. To have close friends, it's essential to be a good friend. The big question is what can you do to be a good friend and keep your friends?



4 **Complete the sentences with highlighted words from the text.**

1 It's _____ to be a good friend to have friends.
2 It's not always easy to make and keep _____ friends.
3 Maybe your friend is worried about a bad _____ in an exam.
4 Good friends give_____ and they tell you the best thing to do in a difficult situation.
5 It is sometimes important to be _____ so you can know yourself.
6 Remember that the longest _____ you have is with yourself.



2 .....

Good friends usually share interests and like doing the same things. They have fun together but they help each other in difficult times, too. For example, when someone gets a bad mark in an exam, does not get on the football team or feels sad or alone, a good friend tries to understand the situation and offers help.

Your friend is sad and you don't know what to do. Maybe you can call them, visit them or make them a card. When a friend is worried about an exam, you can help them study. If your friend doesn't get on the football team, you can practise together after school.

Remember, a good friend listens carefully and gives advice when possible. So, listening to people and putting yourself in their shoes helps make, and keep, friends.

3 .....

148

It's important to have friends to help you, but it's also necessary to know how to be alone and to be sure of yourself. Don't forget, the longest friendship in your life is with yourself!



C

149 **5** **Listen to Karl talking to Martha. What does Martha do?**

a She tells Karl her problems.
b She listens to Karl and tries to help him.
c She calls Alex.

149 **6** **Listen again and answer the questions.**

1 How do you know where Karl and Martha are?
2 Why is Karl feeling sad?
3 What did Karl do immediately after the argument?
4 According to Martha, what do good friends do?
5 Does Martha think Karl should call Alex that day?
6 When does Martha tell Karl to send a message?

TALKING POINTS

Who do you talk to when you need help and support? A friend? A family member? A teacher?

149 **7** **Now listen again and match the two halves of the sentences.**

USEFUL LANGUAGE

1 Why don't you …	**a** wait until tomorrow.
2 I think you should …	**b** worry.
3 You shouldn't …	**c** to wait.
4 It's a good idea …	**d** send him a message?

PROJECT

A helpful poster

In small groups, choose problem A or B below. Talk together and think of some advice and write ideas in your notebook. Use expressions from Exercise 7.

- Draw a picture of the situation you chose.
- Make a poster with your advice and a picture.
- Present your poster to another group or to the class.

A I have no idea what to do. My best friend always says bad things about our friend Jack when he isn't with us. What should I do?

B My friend Anna is very sad these days. She spends her weekends alone and doesn't want to go out. I'm worried about her. How can I help her?

REVIEW 5 UNITS 17–20

VOCABULARY

1 **Write a word to link each group of words.**

Complete the words for the groups.

0 aunt cousin nephew niece
f *a m i l* y

1 study pass fail teach
s ____ o ____

2 dance music friends fun
d ____ o

3 headline photographs articles advertisement
m ____ z i ____ e

4 channel remote control the news programme
t ____ e ____ i ____ n

5 winner performer prize talent show
c ____ p ____ n

2 **Put the words in order to make questions. Then complete the answers with adverbs.**

1 can / dance / well / you / ?
No, I dance _____.

2 easily / you / new / do / things / learn / ?
No, I have to work very _____.

3 always / you / school / speak / do / at / quietly / ?
No, sometimes I speak _____.

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

album cartoons fan
reviews star the final

1 The film got good _____ in the newspapers.

2 I love Ed Sheeran's first _____. His music's really good.

3 My little brother watches _____ on TV when he gets home from school.

4 It's _____ of the talent show tonight. Then we'll know the name of the winner!

5 My favourite film _____ is Jennifer Lawrence.

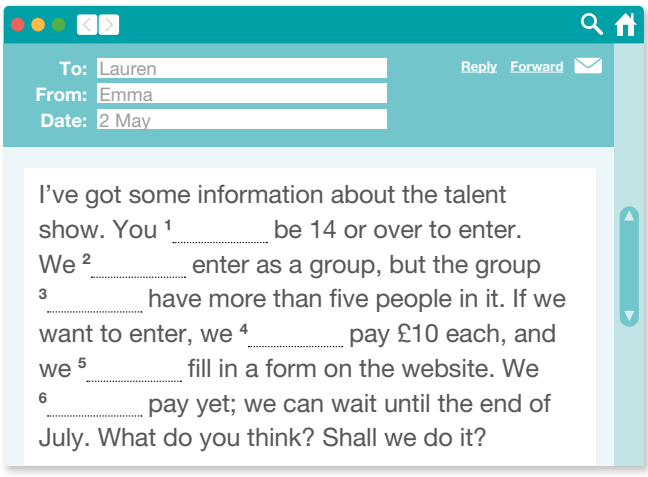
6 I'm a big _____ of rock music. I love it!

GRAMMAR

1 **Read the rules about entering the talent show. Complete Emma's email to Lauren with the words and phrases in the box.**

can can't don't have to have to x3





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

1 He drives very *good* / *well.*

2 The weather there was very *good* / *well.*

3 *Shall* / *Can* you come to my house at 7 pm?

Correct the mistakes in the sentences.

4 Why not to see a film?

5 You don't bring anything except your clothes and your money.

6 Why not trying phoning her later.

7 Lets choose some more photographs for the magazine.

LISTENING

150 **1** **Listen to a boy called Owen talking about a picture of his family. Listen and write the correct letter beside each name.**

Nora .....
Abby .....
Rob .....
Grace .....
Ryan .....

Colin .....
Lily .....
Liam .....
Max .....



Which person is Owen?

READING

1 **For each question, write the correct answer in each gap. Write ONE word in each gap.**

Dear Daisy

I'm [0] *having* a great time on my school trip here in Spain. I've made [1] ..... new friend. She's staying in [2] ..... same activity centre as me. [3] ..... name is Natalya and she comes [4] ..... Russia. She's a year older [5] ..... me.

Yesterday morning, we went to visit a museum. There were lots [6] ..... very interesting things there.

See you soon.

SPEAKING

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

1 kind / programmes / TV / like / you / do / what / of / ?
2 magazines/ like / do / which / reading / you / ?
3 activities / do / after / what / you / do / school / ?
4 which / home / live / members / at / you / family / with / ?

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

2 **Here are some pictures of different school trip activities. Do you like these activities? Say why or why not. Talk about the activities with your partner.**



3 **In pairs, ask and answer these questions. Take turns to speak.**

Do you think …
going to museums is boring?
visiting theme parks is expensive?
going camping is fun?
visiting a castle is interesting?
going on a nature walk is exciting?

Which school trip activities do you like best?

4 **In pairs, talk about school trips. Take turns to speak.**

Which is more fun, learning in a classroom or learning on a school trip?

What school trips would you like to do in the future?

EXTRA ACTIVITIES

UNIT 12 GRAMMAR, PAGE 73

7 **Write true sentences with superlatives. Use the ideas below or your own ideas.**

The most famous person in my country is the president.

easy
famous
good
old
popular

school subject
person in my country
computer game I play
show on TV
place in my country

Compare your answers with a partner.

UNIT 18 GRAMMAR, PAGE 107

7 **In small groups, plan a class magazine.**

Think about the questions.

What would you like:
- your class magazine to be called?
- to include in your class magazine?

Do you want it to be a paper magazine or an online one?

Is the magazine going to be weekly, monthly, termly or yearly?

Step 1 Suggest as many ideas as you can in your group for your class magazine.

Let's …
Why don't we … ?
Shall we … ?
Why not … ?

Step 2 Choose the five best ideas to share with the class. Tell the class.

Step 3 As a class, discuss and choose the best three ideas.

UNIT 11 SPEAKING, PAGE 71

3 **Student A will ask you for information about dishes A–C. Answer his or her questions.**
Then ask Student A questions about items D–F on page 71. Use the following questions to help you.

What are the ingredients in ...?

Does ... contain meat?

What is ...?

How much is a bowl of ...?

Where is ... from?

Then choose the dish you want to buy.

A

American barbecue

Large burger £5.00

Ingredients: Meat, bun



Burger with cheese £5.50

Barbecue sauce 50p

Ingredients: Meat, cheese, bun



B

Aloo tikki 50p each

Ingredients: potatoes, peas, chilli, onions



C

Shish kebab £4.00

Ingredients: Chicken or lamb, onions, spices



EXTRA ACTIVITIES

UNIT 11 SPEAKING, PAGE 71

3 **Student A, ask Student B questions about items A–C on page 71. Then choose the dish you want to buy. Use the following questions to help you.**

What are the ingredients in ...?

Does ... contain meat?

What is ...?

How much is a bowl of ...?

Where is ... from?

Student B will ask for information about these dishes. Answer his or her questions.

D

Yakisoba

Fried noodles with vegetables, meat and onions

small bowl £2.00

large bowl £3.00

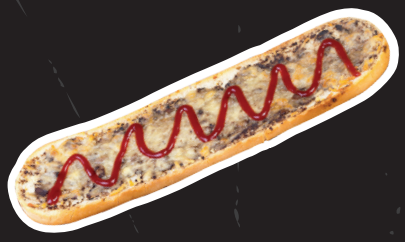


E

Zapiekanka

Bread with mushrooms and cheese £1.50

or grilled meat served with fried onions £3.20



F

Ponchiki – 50p each

Lovely sweet doughnuts!



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 'prezənts/ *verb phrase*

do water sports /du 'wɔːtə ˌspɔːts/ *verb phrase*

go camping /gəʊ 'kæmpɪŋ/ *verb phrase*

go sightseeing /gəʊ 'saɪtsiːɪŋ/ *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 həʊ'tel/ *verb phrase*

take photos /teɪk 'fəʊtəʊz/ *verb phrase*

HOLIDAYS

airport /'eəpɔːt/ *noun*

coach /kəʊtʃ/ *noun*

ferry /'feri/ *noun*

flight /flaɪt/ *noun*

guidebook /'gaɪdbʊk/ *noun*

map /mæp/ *noun*

passport /'pɑːspɔːt/ *noun*

station /'steɪʃən/ *noun*

suitcase /'suːtkeɪs/ *noun*

ticket /'tɪkɪt/ *noun*

tour guide /tʊə gaɪd/ *noun*

tourist /'tʊərɪst/ *noun*

UNIT 8

BEDROOM FURNITURE

armchair /'ɑːmˌtʃeə/ *noun*

blanket /'blæŋkɪt/ *noun*

bookshelf /'bʊkʃelf/ *noun*

carpet /'kɑːpɪt/ *noun*

chest of drawers /tʃest əv drɔːz/ *noun*

cupboard /'kʌbəd/ *noun*

curtains /'kɜːtənz/ *noun*

cushion /'kʊʃən/ *noun*

lamp /læmp/ *noun*

mirror /'mɪrə/ *noun*

photographs /'fəʊtəgrɑːfs/ *noun*

FREE-TIME ACTIVITIES

draw pictures /drɔː 'pɪktʃəz/ *verb phrase*

listen to music /'lɪsən tə 'mjuːzɪk/ *verb phrase*

listen to songs /'lɪsən tə sɒŋz/ *verb phrase*

paint pictures /peɪnt 'pɪktʃəz/ *verb phrase*

play computer games /pleɪ kəm'pjuːtə geɪmz/ *verb phrase*

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

play the guitar /pleɪ ðə gɪ'tɑː/ *verb phrase*

play music /pleɪ 'mjuːzɪk/ *verb phrase*

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

read magazines /riːd ˌmægə'ziːnz/ *verb phrase*

read stories /riːd 'stɔːriz/ *verb phrase*

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

write a diary /raɪt ə 'daɪəri/ *verb phrase*

write music /raɪt 'mjuːzɪk/ *verb phrase*

write songs /raɪt sɒŋz/ *verb phrase*

write stories /raɪt 'stɔːriz/ *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’.

VOCABULARY LIST

UNIT 11

FOOD

burger /ˈbɜːgə/ *noun*

chicken legs /ˈtʃɪkɪn legz/ *noun*

chili /ˈtʃɪli/ *noun*

chips /tʃɪps/ *noun*

cola /ˈkəʊlə/ *noun*

cream /kriːm/ *noun*

curry /ˈkʌri/ *noun*

fresh vegetables /freʃ ˈvedʒtəblz/ *noun*

fried onions /fraɪd ˈʌnjənz/ *noun*

grapes /greɪps/ *noun*

grilled meat /grɪld miːt/ *noun*

lemonade /ˌleməˈneɪd/ *noun*

mineral water /ˈmɪnərəl ˈwɔːtər/ *noun*

noodles /ˈnuːdəlz/ *noun*

omelette /ˈɒmlət/ *noun*

pancakes /ˈpænkeɪks/ *noun*

pasta with tomato sauce /ˈpɑːstə wɪð təˈmɑːtəʊ sɔːs/ *noun*

mushroom /ˈmʌʃruːm/ *noun*

salad /ˈsæləd/ *noun*

seafood /ˈsiːfuːd/ *noun*

soft drinks /sɒft drɪŋks/ *noun*

strawberry /ˈstrɔːbəri/ *noun*

sweets /swiːts/ *noun*

UNIT 12

TECHNOLOGY

e-reader /ˈiːriːdə/ *noun*

fitness tracker /ˈfɪt.nəs ˌtrækə/ *noun*

games console /ˈgeɪmz ˌkɒnsəʊl/ *noun*

headphones /ˈhedfəʊnz/ *noun*

keyboard /ˈkiːbɔːd/ *noun*

laptop /ˈlæptɒp/ *noun*

mouse /maʊs/ *noun*

play games /pleɪ ˈgeɪmz/ *verb phrase*

printer /ˈprɪntə/ *noun*

screen /skriːn/ *noun*

smartphone /ˈsmɑːtfəʊn/ *noun*

speaker /ˈspiːkə/ *noun*

tablet /ˈtæblət/ *noun*

COMPUTERS AND THE INTERNET

buy clothes /baɪ kləʊðz/ *verb phrase*

chat online /tʃæt ˈɒnˌlaɪn/ *verb phrase*

chat (to) friends /tʃæt tə frendz/ *verb phrase*

digital /ˈdɪdʒɪtəl/ *adjective*

download /ˌdaʊnˈləʊd/ *verb*

download music /ˌdaʊnˈləʊd ˈmjuːzɪk/ *verb phrase*

download videos /ˌdaʊnˈləʊd ˈvɪdiəʊz/ *verb phrase*

go online /gəʊ ˈɒnˌlaɪn/ *verb phrase*

machine /məˈʃiːn/ *noun*

memory /ˈmeməri/ *noun*

save /seɪv/ *verb*

software /ˈsɒftweə/ *noun*

surf the internet /sɜːf ðiˈɪntənet/ *verb phrase*

virus /ˈvaɪərəs/ *noun*

visit websites /ˈvɪzɪt ˈwebsaɪts/ *verb phrase*

watch videos /wɒtʃ ˈvɪdiəʊz/ *verb phrase*

UNIT 13

ILLNESS

broken arm /ˈbrəʊkən ɑːm/ *noun*

cold /kəʊld/ *noun*

a headache /ə ˈhedeɪk/ *noun*

hurt /hɜːt/ *verb*

hurts /hɜːts/ *verb*

a pain /ə peɪn/ *noun*

sick /sɪk/ *adjective*

stomach ache /ˈstʌmək eɪk/ *noun*

a temperature /ə ˈtemprətʃə/ *noun*

toothache /ˈtuːθeɪk/ *noun*

HEALTH

do a race /duː ə reɪs/ *verb phrase*

do some exercise /duː səm ˈeksəsaɪz/ *verb phrase*

do some exercises in a gym /duː səm ˈeksəsaɪzɪz ɪn ə dʒɪm/ *verb phrase*

eat well /iːt wel/ *verb phrase*

enter a race /ˈentər ə reɪs/ *verb phrase*

feel healthy /fiːl ˈhelθi/ *verb phrase*

get fit /get fɪt/ *verb phrase*

get some exercise /get səm ˈeksəsaɪz/ *verb phrase*

have a rest /hæv ə rest/ *verb phrase*

keep fit /kiːp fɪt/ *verb phrase*

sleep well /sliːp wel/ *verb phrase*

stay healthy /steɪ ˈhelθi/ *verb phrase*

take a rest /teɪk ə rest/ *verb phrase*

try some exercises in a gym /traɪ səm ˈeksəsaɪzɪz ɪn ə dʒɪm/ *verb phrase*

UNIT 14

PLACES IN A TOWN

bank /bæŋk/ *noun*

bridge /brɪdʒ/ *noun*

bus station /ˈbʌs ˌsteɪʃn/ *noun*

bus stop /ˈbʌs stɒp/ *noun*

café /ˈkæfeɪ/ *noun*

car park /ˈkɑː pɑːk/ *noun*

cinema /ˈsɪnəmə/ *noun*

hospital /ˈhɒspɪtəl/ *noun*

hotel /həʊˈtel/ *noun*

library /ˈlaɪbrəri/ *noun*

market /ˈmɑːkɪt/ *noun*

museum /mjuːˈziːəm/ *noun*

petrol station /ˈpet.rəl ˌsteɪʃən/ *noun*

police station /pəˈliːs ˌsteɪʃən/ *noun*

post office /ˈpəʊst ˌɒfɪs/ *noun*

playground /ˈpleɪgraʊnd/ *noun*

restaurant /ˈrestrɒnt/ *noun*

roundabout /ˈraʊndəbaʊt/ *noun*

shop /ʃɒp/ *noun*

sports centre /ˈspɔːts ˌsentə/ *noun*

train station /ˈtreɪn ˌsteɪʃən/ *noun*

supermarket /ˈsuːpəmɑːkɪt/ *noun*

swimming pool /ˈswɪm.ɪŋ ˌpuːl/ *noun*

street /striːt/ *noun*

theatre /ˈθɪətə/ *noun*

traffic lights /ˈtræfɪk laɪts/ *noun*

university /ˌjuːnɪˈvɜːsəti/ *noun*

COMPOUND NOUNS

cycle tour /ˈsaɪkl tʊə/ *noun*

guidebook /ˈgaɪdbʊk/ *noun*

postcard /ˈpəʊstkɑːd/ *noun*

raincoat /ˈreɪnkəʊt/ *noun*

tour guide /tʊə gaɪd/ *noun*

walking tour /ˈwɔːkɪŋ tʊə/ *noun*

VOCABULARY LIST

UNIT 15

GEOGRAPHICAL FEATURES

cliff /klɪf/ *noun*
deep /diːp/ *adjective*
field /fiːld/ *noun*
high /haɪ/ *adjective*
island /ˈaɪlənd/ *noun*
lake /leɪk/ *noun*
long /lɒŋ/ *adjective*
mountain /ˈmaʊntɪn/ *noun*
river /ˈrɪvə/ *noun*
snow /snəʊ/ *noun*
water /ˈwɔːtə/ *noun*
wide /waɪd/ *adjective*

THE WEATHER

cloudy /ˈklaʊdi/ *adjective*
foggy /ˈfɒgi/ *adjective*
icy /ˈaɪsi/ *adjective*
rainy /ˈreɪni/ *adjective*
snowy /ˈsnəʊi/ *adjective*
sunny /ˈsʌni/ *adjective*
windy /ˈwɪndi/ *adjective*

UNIT 16

ANIMALS

bear /beə/ *noun*
chicken /ˈtʃɪkɪn/ *noun*
duck /dʌk/ *noun*
elephant /ˈelɪfənt/ *noun*
insect /ˈɪnsekt/ *noun*
lion /laɪən/ *noun*
monkey /ˈmʌŋki/ *noun*
mouse /maʊs/ *noun*
rabbit /ˈræbɪt/ *noun*
rat /ræt/ *noun*

PHRASAL VERBS

get off /get ɒf/ *phrasal verb*
get on /get ɒn/ *phrasal verb*
look after /lʊk ˈɑːftə/ *phrasal verb*
pick up /pɪk ʌp/ *phrasal verb*
turn off /tɜːn ɒf/ *phrasal verb*
turn on /tɜːn ɒn/ *phrasal verb*

UNIT 17

TELEVISION

cartoon /kɑːˈtuːn/ *noun*

channels /ˈtʃænəlz/ *noun*

fan /fæn/ *noun*

live /laɪv/ *adjective*

the news /ðə njuːz/ *noun*

on demand /ɒn dɪˈmɑːnd/ *adverb*

on TV /ɒn ˌtiːˈviː/ *adverb*

programme /ˈprəʊgræm/ *noun*

record /rɪˈkɔːd/ *verb*

remote control /rɪˈməʊt kənˈtrəʊl/ *noun*

stream /striːm/ *noun*

ENTERTAINMENT

audience /ˈɔːdiəns/ *noun*

competitions /ˌkɒmpəˈtɪʃənz/ *noun*

the final /ðə ˈfaɪnəl/ *noun*

judges /dʒʌdʒɪz/ *noun*

performers /pəˈfɔːməz/ *noun*

prize /praɪz/ *noun*

runner-up /ˌrʌnərˈʌp/ *noun*

stage /steɪdʒ/ *noun*

star /stɑːr/ *noun*

studio /ˈstjuːdiəʊ/ *noun*

talent show /ˈtælənt ʃəʊ/ *noun*

vote for /vəʊt fə/ *verb phrase*

winner /ˈwɪnə/ *noun*

UNIT 18

MAGAZINES

advertisement /ədˈvɜːtɪsmənt/ *noun*

article /ˈɑːtɪkl/ *noun*

cartoon /kɑːˈtuːn/ *noun*

headline /ˈhedlaɪn/ *noun*

information /ˌɪnfəˈmeɪʃən/ *noun*

interview /ˈɪntəvjuː/ *noun*

photograph /ˈfəʊtəgrɑːf/ *noun*

review /rɪˈvjuː/ *noun*

AS, BECAUSE, SO AND *WHEN*

I don’t like talent shows **because** they are boring.

My parents love watching Britain’s Got Talent **as** it’s so much fun.

When they said Chris was the winner of *Star Voice*, I was surprised.

I didn’t have time to read the book, **so** I watched the film instead.

VOCABULARY LIST

UNIT 19

TRIP ACTIVITIES

canoeing /kəˈnuɪŋ/ *noun*

cooking on a fire /ˈkʊkɪŋ ɒn ə faɪə/ *verb phrase*

dancing at a disco /dɑːnsɪŋ ət ə ˈdɪskəʊ/ *verb phrase*

going on a nature walk /ˈgəʊɪŋ ɒn ə ˈneɪtʃə wɔːk/ *verb phrase*

going round a museum /ˈgəʊɪŋ raʊnd ə mjuːˈziːəm/ *verb phrase*

going to an amusement park /ˈgəʊɪŋ tə ən əˈmjuːzmənt pɑːk/ *verb phrase*

sailing /ˈseɪlɪŋ/ *noun*

visiting a farm /ˈvɪzɪtɪŋ ə fɑːm/ *verb phrase*

visiting an aquarium /ˈvɪzɪtɪŋ ən əˈkweəriəm/ *verb phrase*

watching a show /wɒtʃɪŋ ə ʃəʊ/ *verb phrase*

SCHOOL COLLOCATIONS

do an exercise /duː ən ˈeksəsaɪz/ *verb phrase*

do a project /duː ə ˈprɒdʒekt/ *verb phrase*

do a test /duː ə test/ *verb phrase*

do homework /duː ˈhəʊmwɜːk/ *verb phrase*

fail a test /feɪl ə test/ *verb phrase*

get marks /get mɑːks/ *verb phrase*

give a lesson /gɪv ə ˈlesən/ *verb phrase*

pass a test /pɑːs ə test/ *verb phrase*

study from a textbook /ˈstʌdi frəm ə ˈtekstbʊk/ *verb phrase*

take notes /teɪk nəʊts/ *verb phrase*

UNIT 20

FAMILY

aunt /ɑːnt/ *noun*

beautiful /ˈbjuːtɪfəl/ *adjective*

blonde /blɒnd/ *adjective*

cousin /ˈkʌzən/ *noun*

dark /dɑːk/ *adjective*

fair /feə/ *adjective*

good-looking /ˌgʊdˈlʊkɪŋ/ *adjective*

grandchild /ˈgrændtʃaɪld/ *noun*

granddaughter /ˈgrændˌdɔːtə/ *noun*

grandfather /ˈgrændˌfɑːðə/ *noun*

grandmother /ˈgrændˌmʌðə/ *noun*

grandparent /ˈgrændˌpeərənt/ *noun*

grandson /ˈgrændsʌn/ *noun*

nephew /ˈnefjuː/ *noun*

niece /niːs/ *noun*

old /əʊld/ *adjective*

pretty /ˈprɪti/ *adjective*

short /ʃɔːt/ *adjective*

slim /slɪm/ *adjective*

tall /tɔːl/ *adjective*

uncle /ˈʌŋkl/ *noun*

young /jʌŋ/ *adjective*

ADVERBS OF DEGREE

certainly /ˈsɜːtənli/ *adverb*

nearly /ˈnɪəli/ *adverb*

probably /ˈprɒbəbli/ *adverb*

quite /kwaɪt/ *adverb*

really /ˈrɪəli/ *adverb*

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 / ?
_____

UNIT 2 PRESENT CONTINUOUS AND PRESENT SIMPLE

SEE GRAMMAR REFERENCE, STARTER, PRESENT SIMPLE PAGE 138

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* → ***lying***
one-syllable verbs ending in a consonant + a vowel + a consonant (except *w*, *x* or *y*): double the consonant and add *-ing*	*get dressed* → *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* → *ope**ning***)
In British English, we double the final *l* in *travel*.	*travel* → *trave**lling*** (American English: *travel* → *trave**ling***)

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.

GRAMMAR REFERENCE AND PRACTICE

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 139

Practice

1 **Complete the table. Tick (✔) the correct rules and write the *-ing* form of the verbs in the last column.**

verb	only add *-ing*	remove -e and add *-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) _____.

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?
_____

GRAMMAR REFERENCE AND PRACTICE

UNIT 5 PAST SIMPLE: REGULAR VERBS

I/You/He/She/It/We/They **climbed** a mountain.
I/You/He/She/It/We/They **recorded** an album.

- We use the past simple to talk about things that happened in the past.
  *Leonardo da Vinci **painted** the Mona Lisa. We **visited** The Prado Museum in Madrid.*
- With regular verbs, the past simple verb ends in *-ed*. (See Spelling below.)
  *climb → 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.

UNIT 6 PAST SIMPLE: NEGATIVES AND QUESTIONS

SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 142

Negative	I/You/He/She/It/We/They **didn't** (**did not**) **finish**.
Questions	Where **did** I/you/he/she/it/we/they **cook**? **Did** I/you/he/she/it/we/they work in a shop?
Short answers	Yes, I/you/he/she/it/we/they **did**. No, I/you/he/she/it/we/they **didn't**.

- We use the **past simple negative** to talk about things that didn't happen in the past.
  *The café **didn't open** at eight o'clock.*
  *We **didn't watch** a film in class.*
- We use **past simple questions** to ask about things that happened in the past.
  *What time **did** he **finish** work?*
  ***Did** you **listen** to music last night?*
- We use **short answers** to answer simple Yes / No questions.
  *Yes, I **did**.*

Practice

1 **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 / ?
_____
_____

GRAMMAR REFERENCE AND PRACTICE

UNIT 7 PAST SIMPLE: IRREGULAR VERBS

SEE GRAMMAR REFERENCE, UNIT 5, PAST SIMPLE: REGULAR VERBS, PAGE 142

SEE GRAMMAR REFERENCE, UNIT 6, PAST SIMPLE: QUESTIONS AND NEGATIVES, PAGE 143

Positive	I/You/He/She/It/We/They **swam** in the sea every day.
Negative	I/You/He/She/It/We/They **didn't go** to Italy on holiday.
Questions	What **did** I/you/he/she/it/we/they **eat**? **Did** I/you/he/she/it/we/they **have** a good time?
Short answers	Yes, I/you/he/she/it/we/they **did**. No, I/you/he/she/it/we/they **didn't**.

- Remember, we use the **past simple** to talk about things that happened or didn't happen in the past.
- With regular verbs, the past simple verb ends in ***-ed***.
  want → *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.

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.

GRAMMAR REFERENCE AND PRACTICE

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.

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.

GRAMMAR REFERENCE AND PRACTICE

UNIT 11 AS … AS

When we compare two things:

- we can use ***as*** + **adjective** + ***as*** to say the things are the same.
  *In my school, pizza is **as popular as** burgers.*
  (**not** ~~*as popular than …*~~)
- we can use ***not as*** + **adjective** + ***as*** to say two things are different.
  *Chocolate cake is**n't as healthy as** fruit salad.*
- The form of the adjective doesn't change with ***as*** + **adjective** + ***as***.
  *A burger isn't as **big** as a pizza.* (**not** ~~*as bigger as …*~~)

Practice

1 **Complete the sentences with *as … as*.**

0 I'm short, but my sister is very short.
I'm not *as short as my sister*.

1 The Burger Bar is popular. The Pizza Restaurant is popular too.
The Burger Bar is _____.

2 Ireland is wet. Scotland is wet too.
Ireland is _____.

3 Lemonade is sweet, but cola is really sweet.
Lemonade isn't _____.

4 Your shorts are quite dirty, but your T-shirt is very dirty.
Your shorts aren't _____.

5 My mum's pizza is good. The pizza at Harry's Café is good too.
My mum's pizza is _____.

COMPARATIVE ADJECTIVES

Adjective	Comparative
One syllable	
slow →	slower
Two syllables with consonant + *-y*	
healthy →	healthier
Two syllables or more	
beautiful →	more beautiful
Irregular	
good →	better
bad →	worse
far →	farther/further

- We use comparative adjectives to compare two things (see *Spelling*).
  *Water is usually **cheaper** than cola.*
- We usually use ***than*** after comparative adjectives.
  *Vegetables are **healthier than** biscuits.*

Spelling

- **One-syllable adjectives:**
  - mostly add *-er*.
    *small → small**er**, cheap → cheap**er***
  - One-syllable adjectives ending in *-e*, add *-r*.
    *nice → nice**r**, late → late**r***
  - One-syllable adjectives ending in consonant + vowel + consonant (except *w*, *x* or *y*), double the consonant and add *-er*.
    *big → big**ger**, fat → fa**tter***
- **Two-syllable adjectives** ending in consonant + *-y* change the *-y* to *-i* and add *-er*.
  *busy → bus**ier**, happy → happ**ier***
- **Two or more syllables** add ***more***.
  *expensive → **more** expensive*

Practice

2 **Complete the sentences with the comparative form of the adjectives in brackets.**

1 My maths teacher is _____ (young) than my geography teacher.
2 I think playing football is _____ (interesting) than watching it.
3 Exercise 2 is _____ (easy) than Exercise 3.
4 My house is _____ (far) from school than yours.
5 A mango is _____ (big) than a strawberry.

3 **Write complete sentences. Use the comparative form of the adjectives in the box.**

~~expensive~~ fast good hot

0 The blue T-shirt is £10. The red T-shirt is £15.
The red T-shirt is *more expensive than the blue T-shirt*.

1 It's 2 hours by train. It's 2 hours 45 minutes by bus.
The train is _____.

2 It's 25°C in London today. It's 33°C in Istanbul.
Istanbul is _____.

3 The pizza wasn't bad. The burger was very bad.
The pizza was _____.

UNIT 12 SUPERLATIVE ADJECTIVES

SEE GRAMMAR REFERENCE, UNIT 11, COMPARATIVE ADJECTIVES, PAGE 148

Adjective	Superlative
One syllable	
young →	the youngest
Two syllables with consonant + -y	
heavy →	the heaviest
Two syllables or more	
famous →	the most famous
Irregular	
good →	the best
bad →	the worst
far →	the farthest / furthest

- We use superlative adjectives to compare one thing with two or more other things.
  *The Hopper computer is one of **the fastest** in the world.*
- We use ***the*** before the superlative adjective.
  *This is **the** smallest smartphone anywhere in the world.*
- We usually use ***in*** to talk about a place with the superlative adjective.
  *This is **the most expensive** laptop **in** the world / **in** my city / **in** my town, etc. (**not** ~~of the world~~)*

Spelling

SEE GRAMMAR REFERENCE, UNIT 11, COMPARATIVE ADJECTIVES, SPELLING, PAGE 148

The spelling rules for superlative and comparative adjectives are the same.

- **One-syllable adjectives:**
  - mostly add *-est.*
    *small → small**est**, cheap → cheap**est***
  - One-syllable adjectives ending in *-e*, add *-st.*
    *nice → nice**st**, late → late**st***
  - One-syllable adjectives ending in consonant + vowel + consonant (except *w*, *x* or *y*), double the consonant and add *-est.*
    *big → big**gest**, fat → fat**test***
- **Two-syllable adjectives** ending in consonant + *-y* change the *-y* to *-i* and add *-est.*
  *busy → busi**est**, happy → happi**est***
- **Adjectives of two or more syllables** add ***most***.
  *expensive → **most** expensive*

Practice

1 **Write the comparative and superlative forms of the adjectives.**

0 slow *slower, the slowest*
1 near
2 large
3 thin
4 friendly
5 happy
6 beautiful
7 good
8 bad
9 far

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

1 My sister's got _____ (long) hair in my school.
2 Cristiano Ronaldo is one of _____ (famous) football players in the world.
3 You can eat _____ (good) burgers in my town in Ray's Burger Bar.
4 Mrs Peters is _____ (friendly) teacher in my school.
5 My house has got _____ (big) garden in my street.
6 Last night we watched _____ (funny) video online. I laughed a lot!

3 **Write sentences using superlative adjectives.**

0 The supermarket / busy shop / my town
The supermarket is the busiest shop in my town.
1 My sister / fast person / our school
_____.
2 Russia / large country / world
_____.
3 Salad / healthy food / this café
_____.
4 I / bad singer / my class
_____.
5 My brother / good player / his team
_____.

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

1 I think history is *more* / *the most* interesting than science.
2 Travelling by plane is *faster* / *the fastest* than travelling by bus.
3 Oranges are *healthier* / *the healthiest* food in the cupboard.
4 Jonny bought *better* / *the best* smartphone in the shop.
5 A printer is *more* / *the most* expensive than a mouse.
6 The Torre de Cristal is *taller* / *the tallest* building in Spain.

GRAMMAR REFERENCE AND PRACTICE

UNIT 13 SHOULD / SHOULDN'T

Positive
I/You/He/She/It/We/They **should go** to bed earlier.
Negative
I/You/He/She/It/We/They **shouldn't** (**should not**) **play** tennis.
Questions
What **should** I/you/he/she/it/we/they **do**? **Should** I/you/he/she/it/we/they stop doing sports?
Short answer
Yes, I/you/he/she/it/we/they **should**. No, I/you/he/she/it/we/they **shouldn't**.

- We use ***should*** and ***shouldn't*** to give advice.
  *I've got a headache. You **should take** some medicine.*
  *You **shouldn't listen** to loud music.*
- We use ***should*** to say something is a **good idea**.
  *My hand hurts. You **should go** to the doctor.*
- We use ***shouldn't*** to say something is a **bad idea**.
  *I feel sick. You **shouldn't eat** anything.*
- After ***should*** and ***shouldn't***, we use the infinitive of the verb without ***to***.
  *My leg hurts. You should **rest** and you shouldn't **walk**.*
  *(**not** ~~you should to rest~~ … ~~you shouldn't to walk~~)*

Practice

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

1 John's got a temperature. He _____ go to school.
2 I hurt my foot. The doctor says I _____ play football for three weeks.
3 My best friend didn't pass the exam. His teacher thinks he _____ study harder.
4 Did you say your back hurts? You _____ go swimming. It's very good for you.
5 My sister lost her smartphone yesterday. I think she _____ talk to the police.
6 To enter a race, you _____ do exercise the day before the race.

2 **Write complete sentences with *should* or *shouldn't* and the words in the box.**

~~do sport and exercise~~
drink a lot of cola and lemonade
eat a lot of sweets and chocolate
eat healthy food
sleep well
watch a lot of TV

If you want to keep fit and healthy, …
0 *you should do sport and exercise.*
1 _____
2 _____
3 _____
4 _____
5 _____

3 **Write complete questions with *should*. Then write short answers.**

0 I / do the race? (✓)
Should I do the race?
Yes, you should.
1 my brother / buy a fast car? (✗)
_____.
2 my friends / go to bed earlier? (✓)
_____.
3 we / have a party? (✗)
_____.
4 I / stay at home? (✗)
_____.

4 **Read the examples and write some advice with *should* or *shouldn't*.**

0 I don't feel well. What should I do?
You should go to bed and lie down.
1 It's my mum's birthday next week. What should I buy her?
_____
2 I've got an exam tomorrow. Should I study all night?
_____
3 I want to visit another country. Where should I go?
_____
4 My brother wants to do a new sport. Which one should he do?
_____
5 I want to make some new friends. Should I join a club?
_____

UNIT 14 PREPOSITIONS

We can use **prepositions** to say where things are.

A river goes through the town.

Three bridges go across the river.

The post office is next to the train station.

The train station is beside the post office.

The car park is in front of the supermarket.

The petrol station is opposite the library.

The restaurant is near the train station.

The hospital is outside the town.



Practice

1 **Look at the map of the town. Choose the correct words to complete the sentences.**

1 The swimming pool is *near* / *across* the bus station.
2 To get to the train station, walk *across* / *through* the bridge.
3 The university is *opposite* / *next to* the library.
4 The petrol station is *beside* / *near* the university.
5 The cinema is *opposite* / *next to* the river.
6 There's a car park *in front of* / *through* the supermarket.

2 **Look at the map again and complete the sentences with the words in the box. Use each word once only.**

across	near	next to	opposite	outside	~~through~~

0 A river goes *through* the town.
1 _____ the town, there's a hospital.
2 Drive _____ the bridge and there's a cinema on your left.
3 There's a roundabout _____ the middle bridge.
4 The park is _____ the police station.
5 The market is _____ the hotel.

3 **Read the questions and write true sentences about your town.**

0 Where's your school? *It's near my house, opposite the park.*
1 Is the hospital outside your town? _____
2 What's your favourite shop? Where is it? _____
3 Does a river go through your town? _____
4 How often do you walk across a bridge? _____
5 Is there a museum in your town? Where is it? _____

GRAMMAR REFERENCE AND PRACTICE

UNIT 15 PAST CONTINUOUS

Positive	I/He/She/It **was eating** dinner. You/We/They **were playing** football.
Negative	I/He/She/It **wasn't** (**was not**) **sleeping**. You/We/They **weren't** (**were not**) **helping**.
Questions	What **was** I/he/she/it **doing** at 8 am? What **were** you/we/they **watching** on TV? **Was** I/he/she/it **playing** computer games? **Were** you/we/they **listening** to music?
Short answers	Yes, I/he/she/it **was**. No, he/she/it **wasn't**. Yes, you/we/they **were**. No, you/we/they **weren't**.

We use the **past continuous** to talk about activities happening at a moment in the past.
*I **was watching** TV, my parents **were working** and my brother **was playing** football yesterday afternoon.*

SEE GRAMMAR REFERENCE, UNIT 2, SPELLING: *-ING* FORM, PAGE 139

Practice

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

1 At 6 pm, I *was doing* / *were doing* my homework.
2 My dad *was cooking* / *were cooking* our dinner.
3 Yesterday afternoon, we *wasn't playing* / *weren't playing* tennis.
4 Yesterday afternoon, you *wasn't wearing* / *weren't wearing* your new cap.
5 My friends *wasn't having* / *weren't having* lunch at 1 pm.
6 We *was climbing* / *were climbing* a tree on Saturday morning.

2 **Complete the paragraph with the past continuous form of the verbs in the box.**

cry listen ~~make~~ not sleep not watch
rain read sit surf

This morning, my dad [0] *was making* breakfast. The baby was hungry and he [1] _____. My big sister was in her bedroom. She [2] _____; she [3] _____ a magazine. My mum and my older brother [4] _____ the internet. My little sister [5] _____ in her favourite chair, but she [6] _____ TV. My younger brother [7] _____ to loud music. There were clouds in the sky and it [8] _____. I decided to stay at home.

3 **Write complete questions in the past continuous. Then write short answers.**

At 10 am yesterday,
0 it / snow? (✗)
Was it snowing?
No it wasn't.
1 your friends / ride their bikes? (✓)
2 you / shop with your friends? (✓)
3 your mum / work? (✗)
4 I / have a shower? (✗)
5 you and your friends / swim in the lake? (✓)

4 **Put the words in order to make questions. Then write answers that are true for you.**

0 yesterday at 11 am / you / were / sleeping / ?
Were you sleeping yesterday at 11 am?
No, I wasn't. I was studying at school.
1 were / doing / you / at 8 am this morning / what / ?
2 blue socks / you / were / wearing / yesterday / ?
3 after school yesterday / watching / a film / were / you and your friends / ?
4 raining / was / it / yesterday evening / ?
5 on Saturday morning / what / your friends / doing / were / ?

UNIT 16 PAST SIMPLE AND PAST CONTINUOUS

SEE GRAMMAR REFERENCE, UNITS 5–7, PAST SIMPLE, PAGES 142–144

SEE GRAMMAR REFERENCE, UNIT 15, PAST CONTINUOUS, PAGE 152

- We use the **past continuous** to describe activities happening at a particular moment in the past. Sometimes these activities happen at the same time. We don't use the past continuous to talk about the beginning or the end of an activity.
  *John **was looking** at the elephants and his sister **was buying** an ice cream.*
- We use the **past simple** when one complete action follows another.
  *I **woke** up and I **went** downstairs.*
- We often use the **past simple** and **past continuous** together to say that one action interrupts another.
  *A elephant **was eating** some fruit when the boy **fell**.*

when and *while*

We use ***when*** and ***while*** to connect two activities. When we use the **past simple** and **past continuous** together, we often use:

- ***when*** before the past simple.
  *The boy was looking at the elephants **when** he **fell**.*
  Or
  ***When** the boy **fell,** he was looking at the elephants.*
- ***while*** before the past continuous.
  *The boy fell **while** he **was looking** at the elephants.*
  Or
  ***While** the boy **was looking** at the elephants, he fell.*

Practice

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

1 When the teacher *came* / *was coming* into the classroom, we *played* / *were playing* cards.
2 She *didn't call* / *wasn't calling* me when she *heard* / *was hearing* a strange noise.
3 While I *got off* / *was getting off* the bus, it *started* / *was starting* to rain.
4 John *arrived* / *was arriving* while my sister *made* / *was making* breakfast.
5 My brother *climb* / *was climbing* a tree when he *fell* / *was falling*.
6 I *didn't meet* / *wasn't meeting* my teacher while we *shopped* / *were shopping*.

2 **Complete the sentences with *when* or *while*.**

1 I was giving food to my rabbit _____ you phoned me.
2 We found some money _____ we were playing football outside.
3 I wasn't doing anything _____ you turned on the light.
4 _____ you sent me the message, I was doing an exam.
5 My mum was watching the monkeys _____ someone stole her purse.
6 _____ my friends were snowboarding, they saw a famous musician.

3 **Complete the sentences with one verb in the past simple and one verb in the past continuous.**

1 My teacher _____ (travel) by boat when she _____ (feel) sick.
2 When the music _____ (start), I _____ (not talk) to my friends.
3 While I _____ (carry) the plates, I _____ (fall).
4 We _____ (run) in the park when we _____ (see) some ducks.
5 While I _____ (do) my homework, my phone _____ (ring).
6 We _____ (not visit) the British Museum while we _____ (stay) in London.

4 **Complete the sentences so they are true for you. Use the past simple or the past continuous.**

0 When I woke up yesterday, *it was raining.*
1 When I got to school, my friends _____
2 The teacher came into the classroom while _____
3 When I arrived home, I _____
4 While I was doing my homework, _____

GRAMMAR REFERENCE AND PRACTICE

UNIT 17 FUTURE WITH *GOING TO*

- We form the *going to* future with ***be*** + ***going to*** + **infinitive without *to***.

Positive	I**'m** (**am**) **going to phone** our friends. You/We/They**'re** (**are**) **going to invite** all our family. He/She/It**'s** (**is**) **going to watch** the animals.
Negative	I**'m** (**am**) **not going to do** any homework. You/We/They **aren't** (**are not**) **going to buy** pizza. He/She/It **isn't** (**is not**) **going to win** the prize.
Questions	Who **am** I **going to see**? What **are** you/we/they **going to do** later? Where **is** he/she/it **going to go**? **Am** I **going to have** fun? **Are** you/we/they **going to phone** me later? **Is** he/she/it **going to tell** Mum and Dad?
Short answers	Yes, I **am**. No, I**'m not**. Yes, you/we/they **are**. No, you/we/they **aren't**. Yes, he/she/it **is**. No, he/she/it **isn't**.

- We use the ***going to* future** to talk about our future plans.
  *I'**m going to watch** the concert this evening.*
  *We **aren't going to study** next weekend.*
- We usually make our future plans before we use the '***going to***' **future.**
  *Where **are** you **going to go** next summer?*
  *Mum bought the tickets last week. We**'re going to visit** Paris and Berlin.*
- We often use future time phrases like ***this evening***, ***tomorrow morning***, ***next summer***, ***when I'm 18***, etc. with the *going to* future.
  *I'm going to travel **when I'm 18**.*
  *My dad isn't going to drive us to school **tomorrow morning**.*

Practice

1 **Write complete sentences with the *going to* future form of the verbs.**

0 I / buy / new trainers.
I'm going to buy new trainers.
1 We / not ride / our bikes to school tomorrow.
_____.
2 My friends / watch / the talent show on TV.
_____.
3 My mum / not play / tennis later.
_____.
4 My dad / make / pizza.
_____.
5 My cousins / not visit / us next weekend.
_____.

2 **Complete the paragraph with the *going to* future form of the verbs in the box.**

buy ~~fly~~ not go not serve
stay travel watch work

Next summer, I [0] *'m going to fly* to Canada with my family. We [1] _____ with our friends. I [2] _____ a football shirt for my friend Jack because he likes sport. We [3] _____ a football match with him. I love travelling. When I'm 18, I [4] _____ to university. I [5] _____ around the world. I [6] _____ in a shop in different countries but I [7] _____ food in a restaurant. That's hard work!

3 **Complete the questions with the *going to* future form of the verbs in brackets.**

1 What _____ *you and your friends* _____ (watch) on TV after school today?
2 What _____ you _____ (wear) tomorrow?
3 _____ your mum _____ (work) next Saturday?
4 Who _____ you and your family _____ (see) at the weekend?
5 _____ your friends _____ (travel) to another country next summer?
6 _____ you _____ (study) in another town when you're 18?

4 **Write true answers to the questions in Exercise 3.**

0 *We're going to ride our bikes*.
1 _____.
2 _____.
3 _____.
4 _____.
5 _____.

UNIT 18 MAKING SUGGESTIONS

- A **suggestion** is a plan or an idea that you want someone to think about.
  Why don't we *go to the concert?*
  Shall we *meet outside the cinema?*
  Why not *ask your mum to drive us?*
  Let's *go to a restaurant later.*
- After ***Why don't we …***, ***Shall we …***, ***Why not …*** *and* ***Let's …***, we use an infinitive without *to*.
  Shall we ***make*** *a cake?* (**not** ~~*Shall we to make…*~~)
  Why don't we ***buy*** *some lemonade?* (**not** ~~*Why don't we to buy…*~~)
- ***Why don't we …***, ***Shall we …*** and ***Why not …*** are questions so we use a question mark (**?**).
  *Shall we meet at 8 pm****?***
  *Why not go by bus****?***
- ***Let's …*** is a sentence so we use a full stop (.).
  *Let's go to the football match****.***
- When someone makes a suggestion, we often use words and phrases like ***Cool!***, ***Sounds good!***, ***You're right!***, ***Good one!*** and ***Excellent idea!*** to answer.
  Let's go swimming. ***Cool!***

Practice

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

1 Let's *use* / *to use* that computer over there.
2 *Shall we* / *We shall* include some cartoons in the magazine?
3 *Let's* / *Why not* ask our teacher to help.
4 *Why not* / *Shall* we play hockey?
5 *Let's* / *Why not* write down our ideas first?
6 *Why don't we* / *Why we don't* put a notice on the website?

2 **Write suggestions using *Shall …* , *Why don't we* / *Why not …* or *Let's …* and the words in the box.**

have	~~listen~~	read	ride	take	watch

0 *Why not listen* to music?
1 _____ the film on TV.
2 _____ we _____ pizza for dinner?
3 _____ our bikes to school tomorrow?
4 _____ the book before we see the film.
5 _____ we _____ some photos in the museum?

3 **Read the sentences, then write a suggestion using *Shall …* , *Why don't we* / *Why not …* or *Let's …***

1 It's my birthday tomorrow.
_____.
2 We haven't got any homework to do today.
_____.
3 The school holidays start next week.
_____.
4 I'm bored and it's raining.
_____.
5 I'm hungry and there isn't anything to eat.
_____.
6 We have to do something for the school magazine.
_____.

GRAMMAR REFERENCE AND PRACTICE

UNIT 19 HAVE TO / DON'T HAVE TO

Positive	I/You/We/They **have to get up** early. He/She/It **has to eat** later.
Negative	I/You/We/They **don't have to go** climbing. He/She/It **doesn't have to wear** a uniform.
Questions	What **do** I/you/we/they **have to do** now? What time **does** he/she/it **have to get** up? **Do** I/you/we/they **have to bring** snacks? **Does** he/she/it **have to wear** nice clothes?
Short answers	Yes, I/you/we/they **do**. No, I/you/we/they **don't**. Yes, he/she/it **does**. No, he/she/it **doesn't**.

- We use ***have to*** to say something is necessary.
  *I can't go out. I **have to help** my mum.*
  *We **have to be** at school at 8 am for the school trip.*
- We use ***don't have to*** to say something is not necessary.
  *It's Saturday. You **don't have to get up** early.* (But you can if you want.)
  *My cousins **don't have to wear** a uniform at their school.*
  have to means you have no choice. You can't say 'no'!
  don't have to means you can do something if you want.

Practice

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

1 You *have to get fit / has to get fit* to enter a race.
2 My school is opposite my house. I *don't have to go / doesn't have to go* by bus.
3 We *have to leave / has to leave* our phones at home.
4 You *have to wear / has to wear* trainers for a nature walk.
5 My dad *don't have to wear / doesn't have to wear* a suit at work.
6 You *don't have to make / doesn't have to make* breakfast. I can do it.

2 **Complete the sentences with the correct form of *have to* and the verbs in the box.**

do not bring not buy not help stay ~~tidy~~

0 Every morning, I *have to tidy* my bedroom.
1 You _____ any milk. There's a lot in the fridge.
2 My friends are lucky. They _____ at home.
3 We _____ a vocabulary test every week at school.
4 My brother is ill. He _____ in bed today.
5 You _____ anything on the school trip. I've got a lot of food and drink.

3 **Write complete questions with *have to*. Then write short answers.**

0 you / study hard at your school? (✓)
Do you have to study hard at your school?
Yes I do.
1 your mum / work five days a week at the museum? (✗)
2 you / turn off your smartphone at school? (✓)
3 your dad / travel for his work? (✗)
4 we / do Exercise 5? (✗)
5 your friends / make their beds? (✓)

4 **Complete the questions with the correct form of *have to* and the verbs in brackets. Then write answers that are true for you.**

0 *Do* you *have to go* (go) to bed early on Saturday night?
No I don't.
1 What time _____ you _____ (get up) on a school day?
2 _____ you _____ (speak) English in your English class?
3 How much homework _____ you and your classmates _____ (do) every day?
4 What _____ you _____ (do) if you miss a class?
5 _____ you _____ (buy) a ticket before you get on a bus in your town?

UNIT 20 ADVERBS OF MANNER

- We use **adverbs of manner** to say **how** we do something.
  *You have to speak **quietly** here.*
  *My sister can play the piano **beautifully**.*
- We make many adverbs of manner by adding *-ly* to the adjective (see Spelling below).
  *My little brother is **noisy**. He does everything **noisily**.*
  *I'm very **careful**. I always do my homework **carefully**.*
- There are some irregular adverbs.
  good → well, fast → fast, hard → hard

Spelling: adverbs of manner

Most adverbs add *-ly* to the adjective.	*quick → quick**ly***
For adjectives ending in *-l*, we double the *l* and add *-y* in the adverb form.	*beautiful → beautifu**lly***
For adjectives ending in a consonant + *-y*, we remove the *-y* and add *-ily.*	*eas**y** → eas**ily***

Practice

1 **Write the adverb form of the adjectives.**

0 slow *slowly*
1 careful _____
2 good _____
3 happy _____
4 quiet _____
5 wonderful _____
6 heavy _____
7 hard _____
8 bad _____
9 angry _____
10 fast _____
11 noisy _____

2 **Complete the sentences with the adverb form of the adjectives in the box. Use each word once only.**

bad careful good hard ~~loud~~ quick

0 I can't hear you. The band is playing very *loudly*.
1 If you want to pass the exam, you have to study _____.
2 My brother won the race because he ran very _____.
3 Please don't ask me to draw a picture. I draw _____.
4 Listen _____! I'm going to repeat these instructions.
5 Let's have dinner at your house. Your dad cooks really _____.

3 **Complete the questions with the adverb form of the adjectives in brackets. Then write answers that are true for you.**

0 Which famous musicians sing *beautifully* (beautiful)?
I think Taylor Swift sings beautifully.
1 How many languages can you speak _____ (good)?
2 How often do you do your homework _____ (slow) and _____ (careful)?
3 Do you eat _____ (quick)?
4 How far is your school from your house? Can you walk there _____ (easy)?
5 Do you play in a sports team? Does it play _____ (bad) or _____ (good)?

LIST OF IRREGULAR VERBS

Infinitive	Past simple
be	was, were
become	became
begin	began
break	broke
bring	brought
build	built
burn	burned/burnt
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
dream	dreamed/dreamt
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
find	found
fly	flew
forget	forgot
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew
learn	learned/learnt
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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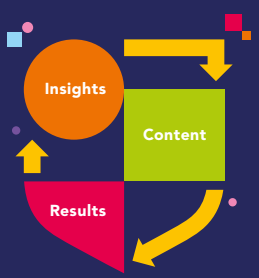
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