CAMBRIDGE

STUDENT'S BOOK
WITH PRACTICE EXTRA

Claire Thacker
with Melissa Wilson and Daniel Vincent

Better Learning

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STARTER

WELCOME!

VOCABULARY

Months

S.01 **1** **Put the months in the correct order. Listen, check and repeat.**

April	☐	January	1	May	☐
August	☐	June	☐	November	☐
December	☐	July	☐	October	☐
February	☐	March	☐	September	☐

Get it right!

In English, months and days of the week start with a capital letter. Is it the same in your language?

2 **Complete the sentences. Compare with a partner.**

1 This month is _____.
2 My birthday is in _____.

Cardinal and ordinal numbers

3 **Write the numbers.**

1 The number of letters in my name. _____
2 The date today. _____
3 The number of people in my house. _____

LEARN TO LEARN

Learning numbers together

Learn and practise cardinal and ordinal numbers together.

23 twenty-three, 23rd twenty-third

S.02 **4** **Listen. Circle the numbers you hear.**

1 a 17 b (70)
2 a 13 b 30
3 a 12th b 20th
4 a 51st b 61st

Use it!

5 **Take turns to say a cardinal number. Your partner says the ordinal number.**

S.03 **6** **Listen and complete the sentences with the date.**

1 Laura's birthday is on 24th July.
2 Onur's birthday is on _____.
3 Bella's birthday is on _____.
4 Nico's birthday is on _____.

7 **Complete the sentences. Tell your partner.**

1 My birthday is on _____.
2 Today is _____.

Colours

S.04 **8** **Add the colours and write the new colour. Listen, check and repeat.**

Purple _____ _____ _____

S.05 **9** **Do the quiz with a partner. Circle the correct answer. Listen and check.**

THE GREAT BIG NUMBER QUIZ!!

1 The number of countries in the world is … .
a 195 b 100 c 95

2 … million people speak English as their first language.
a 3 b 36 c 360

3 There are … seconds in a year.
a 36,536,000 b 31,536,000 c 35,636,000

4 … million people have the same birthday as you.
a 19 b 6 c 10

READING
An online profile

1 **Look at the photos. Where do you think Diana and Thiago are from? Read the profiles quickly and check your answers.**

2 S.06 **Read the profiles again. Are the sentences *T* (true) or *F* (false)?**

1 Diana is from Granada. T
2 Miranda is Turkish. ___
3 Diana's favourite place is her bedroom. ___
4 Thiago is from São Paulo. ___
5 Thiago's favourite colour is blue. ___
6 Thiago is good at football. ___

3 **Find nationalities in the profiles to match the countries.**

1 Spain Spanish
2 Mexico _____
3 Turkey _____
4 Brazil _____
5 the USA _____

Welcome to my life!

Home | Profile | Photos | Events

Hi! My name's Diana. I'm from Granada in Spain. I'm 13 years old.

In this photo, I'm with Miranda and Suki. They're my best friends. They aren't Spanish. Miranda's Mexican and Suki's Turkish.

My birthday is on 9th March. When is your birthday?

My favourite colour is blue.

My favourite place is my bedroom. Guess what colour it is!

My dream is to be a singer like Rihanna. She's brilliant! ☺ Are you a good singer?

What's your name? How old are you? Let me know! ☺

4 **Complete the table with the countries and nationalities.**

Flag	Country	Nationality
	Australia	1 Australian
	2 _____	Canadian
	China	3 _____
	4 _____	German
	Poland	5 _____
	the UK	6 _____

Voice it!

5 **Complete the sentences with your ideas. Compare with a partner.**

1 Diana's bedroom is _____ because _____ _____.

2 Thiago's favourite colours are yellow and green because _____ _____.

Home | Profile | Photos | Events

Hello! My name's Thiago. I'm from Brasília. It's the capital of Brazil. I'm Brazilian. I'm 14. I'm with Bruno and Victor in this photo. They're my best friends. We're at the same American school, but I'm not in their class.

My favourite colours are yellow and green. Can you guess why?

My favourite number is 10.

My dream is to be a footballer like Neymar Júnior. He's amazing! I'm good, too! ☺ Are you a football fan?

What's your name? Where are you from? Write soon!

LANGUAGE IN ACTION

Subject pronouns and possessive adjectives

Watch video S.1
Where is Isabella from?
What is Martine's dream?

Subject pronouns	Possessive adjectives	Subject pronouns	Possessive adjectives
I	[1] _____	it	**its**
you	[2] _____	we	**our**
he	**his**	they	**their**
she	**her**		

1 Complete the examples in the table above. Use the profiles on page 5 to help you.

2 Circle the correct words.

1 Alana is my / I best friend.
2 *Our / We* aren't from Brazil. *Our / We*'re from Spain.
3 *Her / She* name is Luna. *Her / She* 's 13.
4 *Their / They* names are Kit and Bella. *Their / They* aren't British.

Verb *be*

Affirmative	I[1]'m (**am**) from Granada. She[2] ___ (**is**) brilliant! He[3] ___ (**is**) amazing! We[4] ___ (**are**) at the same American school. They[5] ___ (**are**) my best friends.
Negative	They [6] _____ Spanish. Miranda **isn't** Turkish. I[7] _____ in their class.
Questions and short answers	How old [8] _____ you? [9] _____ you a football fan? Yes, I **am**. / No, I**'m not**. **Is** Thiago 12? Yes, he **is**. / No, he **isn't**. **Are** Bruno and Victor Brazilian? Yes, they **are**. / No, they **aren't**.

3 Complete the examples in the table above. Use the profiles on page 5 to help you.

S.07

4 Complete the profile with the correct form of *be*. Guess the person. Listen and check.

His birthday [1] ___is___ (✓) on 1st March.
He [2] _____ (✗) American.
He [3] _____ (✓) Canadian. My favourite songs [4] _____ (✓) *Boyfriend* and *Sorry*.
[5] _____ (?) he your favourite singer?

5 Write questions with the verb *be*.

1 you / 12? Are you 12?
2 you / from / Ankara? _____
3 your best friends / in your class? _____
4 your teacher / English? _____
5 today / 19th June? _____

Use it!

6 Ask and answer the questions in Exercise 5.

Question words

7 Match the question words with their functions.

1 What	a age
2 Where	b people
3 When	c places
4 How old	d things
5 Who	e time and dates

8 Complete the questions with *is* or *are*.

1 Where ___are___ you from?
2 How old _____ you?
3 When _____ your birthday?
4 Who _____ your best friend?
5 What _____ your favourite colour?

Use it!

9 Ask and answer the questions in Exercise 8.

VOCABULARY AND LISTENING

Classroom objects

S.08 **1** **Match the words in the box with the objects in the picture 1–12. Listen, check and repeat.**

board	1	calculator	☐	chair	☐	dictionary	☐
door	☐	notebook	☐	pen	☐	pencil	☐
poster	☐	ruler	☐	table	☐	window	☐

LEARN TO LEARN

Recording vocabulary

Divide the pages in your notebook to record new vocabulary. Write a translation and draw a picture to help you remember the words.

Classroom objects	Translation	Picture

2 **Organise your notebook and write new vocabulary from this unit.**

3 **Test a partner. Say a word in your language. Your partner says it in English. Can you remember all the new words?**

A talk

S.09 **4** **Listen and circle the correct answer.**

Stefan is …

a a teacher. b a student.

S.09 **5** **Listen again. Circle the correct answer.**

1 Stefan is in Year *7* / *10*.
2 Stefan *is* / *isn't* a friendly person.
3 It's the students' *first* / *second* day at the school.
4 At the end, Luiza *is* / *isn't* in the classroom.

Use it!

6 **Answer the questions with a partner.**

1 What classroom objects are on your table?
2 What is in your bag?

LANGUAGE IN ACTION

whose + possessive pronouns

Watch video S.2
What colour is Mia´s pen?
What classroom objects are there?

Whose ... ?	Possessive pronouns
Whose dictionary is this?	It's **mine**.
	It's **yours**.
	It's **his**.
	It's **hers**.
	It's **ours**.
	It's **theirs**.

this, that, these, those	
This is my pencil.	**That** is my calculator.
These are my notebooks.	**Those** are my pens.

1 **Look at the table above. Complete the second sentence with a possessive pronoun.**

1 It's your pencil. It's __yours__.
2 That's his notebook. That's _____.
3 This table is my table. This table is _____.
4 Those are our chairs. Those are _____.
5 Is this your calculator? Is this _____?
6 Are these her pens? Are these _____?

S.10 **2** **Write the questions. Listen and match the questions with the answers.**

1 book / whose / this / is
__Whose book is this?__ [b]
2 posters / those / are / whose
_____ [ ]
3 are / pens / whose / these
_____ [ ]
4 that / ruler / whose / is
_____ [ ]

a It's his.
b It's mine.
c They're hers.
d They're ours.

Imperatives

Close the door! [ ]	Don't be late! [ ]

3 **Look at the table above. Which sentence is positive (✓)?**

S.11 **4** **Complete the instructions with the verbs in the box. Listen and check.**

don't forget ~~don't write~~ listen to use write

1 __Don't write__ on the desks!
2 _____ new words in your notebook!
3 _____ to bring your pen!
4 _____ your teacher!
5 _____ a dictionary!

S.12 **5** **Listen and follow the instructions.**

Use it!

6 **Take turns to give your partner instructions. Use classroom objects or your own ideas.**

Pick up your pen!

Write your birthday!

WRITING
An informal letter

1 Read Gloria's letter. Who is Mrs Weston?

29 Upper Road
Wilmslow
Cheshire
SK52 0TY

16th September

Dear Mrs Weston,

1 ☐ My name is Gloria Rodriguez **and** I'm 13. I'm from Ottowa in Canada. I'm Canadian.

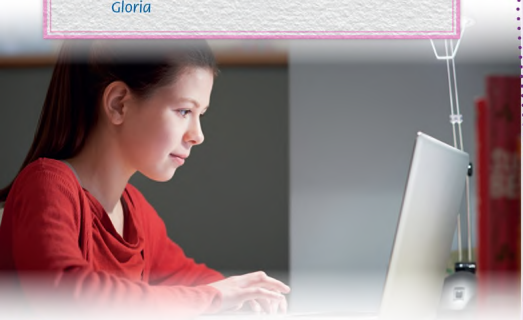
2 ☐ I'm a student at the International School. It's my first day in this school. I'm happy! I'm in class 7A. That's your class!

3 ☐ The students here are from all over the world. My best friends are Marco **and** Leona. They're in my class. They aren't Canadian like me. Marco is Italian **and** Leona is German.

4 ☐ My favourite colour is pink **and** my favourite place is my English classroom. My dream is to be a teacher – just like you!

Best wishes,

Gloria



2 Match topics a–d with paragraphs 1–4.

a Information about your favourite things
b Information about you
c Information about your friends
d Information about your school

3 Read Gloria's letter again. Which information isn't in the letter? _____

name age birthday country
nationality names of her best friends
favourite colour and place dream

4 Look at the *Useful language* box and complete the information with words from Gloria's letter.

Useful language

to start: [1] _____ + *Mr* (man) or *Mrs/Miss* (woman) + person's surname,
to end: *All the best,* or [2] _____
to join two ideas in one sentence: [3] _____

5 Join the sentences with *and*.

1 My name is Hugo. I'm 13 years old.
_____

2 I'm Japanese. I'm from Tokyo.
_____

3 My favourite number is 15. My favourite colour is red.
_____

Write an informal letter.

PLAN

6 Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

7 Write your letter. Remember to include four paragraphs, the address and date, and expressions from the *Useful language* box.

CHECK

8 Do you …

- introduce yourself and give your name, age and nationality?
- use *and* to join ideas?
- say what your dream is?

1 FRIENDS AND FAMILY

LEARNING OUTCOMES

I can ...

- understand texts about families and a festival
- phone a friend
- write an email
- understand how to use *have got*; possessive's; questions with *How many ...?*
- talk about families and describe people
- draw pictures to remember words and increase my vocabulary.

Start it!

1 Look at the photo. How are families different?
2 Before you watch, are friends family?
3 Where are Laura and Andrés from? Watch and check.
4 Which is your favourite family? Why?

Watch video 1.1

p13

Language in action 1.2

p15

Language in action 1.3

p16

Everyday English 1.4

p18

Globetrotters 1.5

VOCABULARY
Family members

1.01 **1** **Look at Beth's family tree. Match nine words in the box with the people a–i. Listen and check.**

aunt	☐	brother	☐	cousin	☐
dad	☐	daughter	☐	grandad	a
granddaughter	☐	grandma	☐	grandson	☐
husband	☐	mum	☐	nephew	☐
niece	☐	sister	☐	son	☐
uncle	☐	wife	☐		

1.02 **2** **Look again at Beth's family tree. Complete the answers with words from Exercise 1. Listen, check and repeat.**

1 Andy + Sara = husband and *wife*
2 Lizzie + Olga = mum and _____
3 Amanda + Theo = grandma and _____
4 Ryan + Beth = _____ and _____
5 Lizzie + Theo = _____ and _____
6 Theo + Beth = _____ and _____

3 **Complete the lists with the family words in Exercise 1.**

Male: *brother* _____ _____ _____ _____ _____ _____ _____ _____

Female: _____ _____ _____ _____ _____ _____ _____ _____

Both male and female: _____

LEARN TO LEARN
Making connections (1)

Think of examples from your own life to help you remember new words.

4 **Draw your family tree. Use Beth's family tree to help you.**

5 **Don't show your family tree. Take turns to say the name of a person in your family. Can your partner guess who they are?**

Carlos. | *Is he your brother?* | *No, he isn't. Try again.*

Use it!

6 **Imagine you are a famous person. Write sentences to describe your family. Tell your partner. Can they guess who you are?**

I'm British. My brother is Harry. My wife is Kate. My children are George, Charlotte and Louis.

Are you Prince William? | *Yes, I am.*

Explore it!

Guess the correct answer.

A Canadian woman, Vera Sommerfeld, is a great-great-great grandma. There are … generations of women in her family.

a two b four c six

Find an interesting family fact. Write a question for your partner to answer.

READING
A webpage

1 **Tell your partner two things you know about the circus and two things you want to know about the topic.**

1.03 **2** **Read the webpage. What is it about?**

1 A visit to the circus
2 Life in a circus family
3 A circus school

MEET THE *Flying* CORTES FAMILY

Ysabella Wallenda-Cortes isn't from a typical family. She's from a circus family. Ysabella is a trapeze artist like her parents. Her parents' names are Robinson and Alida. She's got two brothers, Lucas and Tomas, but she hasn't got any sisters.

Ysabella's uncle and aunt are in the circus, too. Her uncle Alex is her dad's brother and he's an acrobat and a trapeze artist. Her aunt Aurelia is her mum's sister and she's one of Ysabella's teachers. Her grandparents, Olinka and Tino, are also part of the circus. Olinka isn't a performer any more. Her job is to help the rest of the family. Tino is in his 60s but he's still a tightrope walker. Lucas and Tomas haven't got jobs in the circus … yet!

Where is home? They've got two homes – one in the USA and a mobile home. The mobile home is also a school during tours. Imagine a school on wheels!

3 **Find words in the webpage to match the photos.**

4 **Read the webpage again. Complete the sentences with the correct family words.**

Ysabella's …

1 parents are trapeze artists.
2 _____ is an acrobat and a trapeze artist.
3 _____ is a circus teacher.
4 _____ aren't circus performers yet.

5 **Correct the sentences.**

1 Ysabella Cortes is a tightrope walker.
Ysabella Cortes isn't a tightrope walker.
She's a trapeze artist.
2 Robinson and Alida are brother and sister.
_____
_____
3 Lucas and Tomas are cousins.
_____
_____
4 Alida and Aurelia are friends.
_____
_____

Voice it!

6 **Discuss the questions.**

1 What do you think is a typical family?
2 Is family life in the circus like your family life? Why / Why not?
3 What are the good and bad things about life in the circus?

Finished? p118 Ex 1

LANGUAGE IN ACTION

have got: affirmative and negative

Watch video 1.2
True or false?
Tess has got two brothers.
Marco has got a big family.

I/you/we/they	*he/she/it*
They **have** (**'ve**) **got** two homes.	Ysabella **has** [1]('s) got two brothers.
Lucas and Tomas **have not** [2](_____) _____ jobs in the circus.	She **has not** [3](_____) _____ any sisters.

1 **Complete the examples in the table above. Use the webpage on page 12 to help you.**

2 **Circle the correct form of *have got*. Check your answers in the webpage on page 12.**

1 Robinson *has got* / *hasn't got* a sister in the circus.
2 Alida *has got* / *hasn't got* a sister in the circus.
3 Olinka and Tino *have got* / *haven't got any* grandsons in the circus.
4 Ysabella *has got* / *hasn't got* an aunt and an uncle in the circus.

1.04 **3** **Complete the text with the correct form of *have got*. Listen and check.**

Meet this week's circus stars ...

Bibi and Bichu Tesfamariam are brothers and they're from Ethiopia. They [1] haven't got (–) any sisters.

Ethiopia [2]_____ (–) a circus tradition but Bibi and Bichu are brilliant jugglers. They [3]_____ (+) a circus school in Ethiopia. It [4]_____ (+) 150 students. They [5]_____ (+) their own circus too, called Circus Abyssinia, with some amazing Ethiopian acrobats. We think Bibi and Bichu [6]_____ (+) a great future!

Possessive 's

Alex is her dad**'s** brother.	Her parents' names are Robinson and Alida.

4 **Look at the table above. Complete the sentences. Use the words in brackets with *'s* or *s'*.**

1 Aurelia's niece is Ysabella. (Aurelia)
2 Alida is _____ wife. (Robinson)
3 _____ names are Ysabella, Alex, Robinson and Alida. (the trapeze artists)
4 _____ grandparents are Olinka and Tino. (Ysabella)
5 Aurelia is _____ sister. (Alida)

Use it!

5 **Write true and false sentences with *'s* or *s'* and *have got*. Use the ideas below or your own ideas.**

My _____'s name _____.
_____ got _____.
My _____s' house _____.
_____ got _____.
My sister's classroom _____ got _____.
I haven't got _____.

My grandparents' house is pink. They've got a big garden.

6 **Take turns to say your sentences. Can your partner guess the false sentences?**

My mum's name is Sandra. She's got two sisters.

False! Your mum's name is Emma.

Finished? p118 Ex 2

VOCABULARY AND LISTENING

Describing people

1.05 **1** Complete the table with the words for describing people in the box. Listen, check and repeat.

beard blonde brown (x2) freckles glasses grey (x2) long moustache red short (x2) tall wavy

Eyes		brown _____
Hair style		_____ _____ _____
Hair colour		_____ _____ _____ _____
Height		_____ _____
Other features		_____ _____ _____ _____

LEARN TO LEARN

Drawing pictures

Drawing pictures can help you to remember new words.

2 Draw pictures of the words in Exercise 1.

3 Cover the words and show your pictures to a partner. Can they guess the correct words?

Get it right!

Adjectives go before nouns in English.

brown eyes **NOT** ~~*eyes brown*~~

Use it!

4 Describe the people. Use words from Exercise 1.

5 Work in pairs. Take turns to describe a member of your family. Can your partner guess who they are?

He's tall. He's got short brown hair.

Is it your dad? *Yes, it is. / No, it isn't.*

A conversation

1.06 **6** Look at the photo and listen. Who is the actor?

1.06 **7** Listen again. Circle the correct answers.

The actor …

1. is *American* / *Australian*.
2. has got *blue* / *brown* eyes.
3. has got two *brothers* / *sisters*.
4. has got *an Australian* / *a Spanish* wife.
5. has got *two daughters and a son* / *two sons and a daughter*.

LANGUAGE IN ACTION

have got questions

Watch video 1.3
Has she got blue eyes?
How many brothers has she got?

Have they **got** any children?	**Has** he **got** blue eyes?	How many brothers and sisters [1] has he got?
Yes, they **have**.	Yes, he [2] _____.	He**'s got** two brothers.
No, they [3] _____.	No, he **hasn't**.	He [4] _____ _____ any sisters.

Pronunciation p141

1 **Complete the examples in the table above.**

1.10 **2** **Write the questions and answers about the famous people in the quiz below. Circle the correct answer. Listen and check.**

THIS WEEK'S *star* INTERVIEW

We've got the questions.
Have you got the answers?

1 How many / brothers and sisters / Daniel Radcliffe?
How many brothers and sisters has Daniel Radcliffe got?

a one brother
He's got one brother.

b (✗) brothers or sisters
He hasn't got any brothers or sisters.

2 Scarlett Johansson / a brother?

a a twin brother

b (✗) a twin sister

3 Mila Kunis / green eyes?

a (✗) blue eyes

b (✗) one green eye and one brown eye

3 **Work in pairs. Write three questions like the ones in Exercise 2 about famous people. Ask another pair. Can they guess the answer?**

1 _____
2 _____
3 _____

Use it!

4 **Write a class quiz. Write questions with the correct form of *have got*.**

1 brown eyes
_____

2 a twin brother or sister
_____

3 a pet
_____

4 a phone
_____

5 a niece or nephew
_____

5 **Ask the people in your class your quiz questions. Write down their answers.**

Have you got brown eyes? — *Yes, I have.*

No, I haven't. I've got grey eyes.

6 **Compare your answers with your classmates. What is interesting or surprising?**

Finished? p118 Ex 3

SPEAKING
Phoning a friend

1 1.11 **Listen to the conversation. Who is Jack?**

LILY [1] Hey, Evan.
EVAN Hi, Lily. Are you alright? [2] _____?
LILY OK, thanks. [3] _____?
EVAN [4] _____, thanks. So, how's school?
LILY It's good.
EVAN Have you got any new friends?
LILY Yes, I have. I've got one new friend. His name's Jack.
EVAN Cool! I've got a new boy in my class. His name's Jack, too.
LILY Has he got wavy black hair and blue eyes?
EVAN Yes, he has. That's funny! Maybe it's the same boy. Imagine if it is!
LILY That's so not funny, Evan!
EVAN Got to go! [5] _____!
LILY OK. [6] _____.

2 1.11 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Bye! Hey, (Evan). Hi, (Lily). How are things?
OK/Fine, thanks. You? See you later.

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**

Watch video 1.4
Everyday English

Are you alright? Cool! Got to go!
That's funny! That's so not funny!

4 **Work with a partner. Practise the conversation.**

PLAN

5 **Write questions to ask your friend on the phone. Use the ideas below.**

School? _____
_____
New friends? _____
_____
Family? _____
_____

SPEAK

6 **Practise the phone conversation with your partner. Remember to use *have got*, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.**

CHECK

7 **Work with another pair. Listen to their phone conversation and complete the notes.**

School: _____
New friends: _____
Family: _____

Your new school penfriend is Martin, from England. Write to him below.

Hello Martin,

1 ☐ I'm Javi and I'm from Montijo, a small town in the west of Spain. I've got a big house and a very big family!

2 ☐ I've got six brothers and one sister. My brother, Dani, is my twin. He's tall. He's got short straight brown hair and brown eyes, like me. He's my brother and my friend! My sister, Claudia, is ten. She's got long brown hair, blue eyes and lots of freckles! I've got a pet rabbit. His name's Thumper! 🙂🐰 My best friend's name is Toni. He's funny! 😂

3 ☐ Here's a photo of me with Dani (he's got a red shirt) and Claudia. We're in my uncle's garden.

4 ☐ Have you got a big family? Have you got any pets? Who's your best friend? 👍

Write soon!

Javi 👋🏽

WRITING
An informal email

1 **Look at the photo. Which boy is Javi? Read his email and find the answer.**

2 **Match topics a–d with paragraphs 1–4.**

a Javi's questions for Martin
b Family and friends
c Introduction and reason for writing
d Extra information

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

1 How old is Javi's sister? _____
2 How many brothers and sisters has Javi got? _____
3 Who is Thumper? _____
4 Who is Javi's best friend? _____

4 **Complete the *Useful language* box with examples from Javi's email.**

Useful language

at the start: Hi, Hey, [1] _____

at the end: Email me soon, That's all for now, [2] _____ !

contractions: I'm, I've, [3] _____, She's, [4] _____, [5] _____, Who's

symbols: use emojis to help express your feelings

Write an informal email to a new friend.

PLAN

5 **Make notes about these things.**

Age: _____
Family: _____
Pets: _____
Friend(s): _____

Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

6 **Write your email. Remember to include four paragraphs, the verbs *be* and *have got* and expressions from the *Useful language* box.**

CHECK

7 **Do you …**

- use expressions to start and end your email?
- give information about you and your family in the second paragraph?
- ask questions in the last paragraph?

Finished? p118 Ex 4

AROUND THE WORLD

READING
An article

1.12 **1** **Look at the photos. Where are the people? What is special about them? Read the article to check your answers.**

2 **Find words in the article that mean:**

1 two children born at the same time (n) _____
2 three children born at the same time (n) _____
3 four children born at the same time (n) _____
4 very young children (n) _____

3 **Read the article again. Circle the correct words.**

1 The Festival of Twins is one *week / day* long.
2 Pleucadeuc isn't a *big / small* town.
3 The festival is for twins, triplets and quadruplets from *France / all over the world*.
4 Geoffrey and Guillaume *have got some / haven't got any* photos as babies at the Festival of Twins.

Globetrotters
Watch video 1.5
Children's Day

- What is Children's Day?
- When is Children's Day in Japan?
- Which city are the superheroes in?

Voice it!

4 **Discuss the questions.**

1 What is interesting about the Festival of Twins?
2 Have you got any twins in your family?
3 What do you think life is like as a twin?

Twins Day

France is the third biggest country in Europe and it's got a lot of different festivals. They've got a film festival in Cannes, music festivals in Paris and in Lyon, and there's a festival of lights!

But, perhaps one of the most unusual festivals of all is 'Deux et Plus' or 'Festival of Twins' on 15th August in the small town of Pleucadeuc in the northwest of France. More than 1,000 twins, triplets and quadruplets from all over the world meet in one place! Some look the same and some look different, some even speak their own language! Imagine that!

LEARN TO LEARN

Increasing your vocabulary

When you learn an adjective, it's a good idea to learn the opposite adjective. Learning word pairs increases your vocabulary.

5 **Write the opposite adjectives for words 1–4. Find and underline them in the article.**

1 big small
2 last _____
3 normal _____
4 old _____

6 **Close your books. Say an adjective from Exercise 5. Can your partner remember the opposite adjective?**

Explore it!

Guess the correct answer.

Identical twins have the same DNA, but they don't have the same …

a eye colour. b fingerprints. c hair colour.

Find two more interesting facts about twins. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

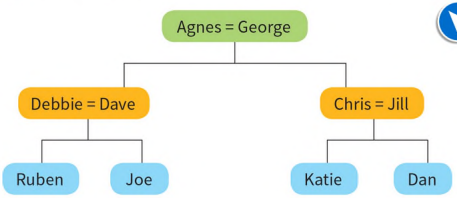
The festival has got its own traditions. Each twin, triplet, or quadruplet is usually in the same clothes with the same hairstyle! There are also a lot of interesting activities to do, like face painting, watching live music, dancing and playing fun games.

Geoffrey and Guillaume have got photos from their first visit to the festival of twins as babies. Now they are 13! 'It's a great day! We've got a lot of new friends this year.' Their new friends have all got the same DNA and one thing in common – they've all got brothers or sisters that look the same – or almost!!

1 REVIEW

VOCABULARY

1 Look at Ruben's family tree. Complete the sentences.



1 Joe: Agnes and George are my _____.
2 Debbie and Dave: Ruben is our _____.
3 Ruben: Katie and Dan are my _____.
4 Jill: Ruben is my _____.
5 Katie and Dan: Dave is our _____.

2 Complete the descriptions with words from the box.

brown (x2) wavy glasses grey
long red short (x2) tall

Kirsty is [1] _____.
She's got [2] _____
_____ _____ hair.
She's got [3] _____ eyes.

Jack is [4] _____.
He's got [5] _____
_____ hair.
He's got [6] _____ eyes.
He's got [7] _____.

LANGUAGE IN ACTION

3 Rewrite the sentences. Replace the underlined words with the words in brackets and 's or s'.

1 Their names are Jack and Sara. (My parents)
_____
2 Is that her phone? (Anna)
_____
3 They're their bags. (my friends)
_____
4 That's his bike. (Danny)
_____

4 Write the questions with *have got*. Answer them with the information in brackets.

1 how many / sisters / you (four)
_____
_____
2 Toby / any cousins (✗)
_____
_____
3 you / a big family (✓)
_____
_____
4 your best friend / a pet (✓) (two cats)
_____
_____
5 you / a phone / in your bag (✗)
_____
_____

Self-assessment

I can use family words to talk about my family.	🙁	😐	🙂
I can use adjectives to describe people.	🙁	😐	🙂
I can use *have got* in affirmative and negative sentences.	🙁	😐	🙂
I can use *have got* in questions.	🙁	😐	🙂

LEARN TO ... ORGANISE YOUR NOTEBOOK

It's important to organise your notebook to help you to find your notes and study for exams.

1 Ask and answer with a partner.

1 Have you got a notebook?
2 Is it for all your subjects or for English only?
3 Are your notes easy or difficult to read?

2 Look at Omar's notebook. Match 1–4 with a–d.

1 Today's vocabulary c
2 Today's date ___
3 Today's homework ___
4 Today's grammar ___

a 23 September

b

have got	
I / you / we / they	have / haven't got ...
he / she / it	has / hasn't got ...

c

Family members	
dad	mum
husband	wife
brother	sister
son	daughter
uncle	aunt
nephew	niece
grandad	grandma
grandson	granddaughter
cousin	cousin

d Learn the family words from Unit 1.

3 Look at Azra's notebook. Is her notebook different from Omar's? How?

grammar

Verb be

Affirmative	Negative	Questions
I'm from Turkey.	I'm not from Turkey.	Am I Brazilian?
She's my sister.	She's isn't my sister.	Is she Mexican?
He's my brother.	He isn't my brother.	Is he from Ecuador?
We're at school.	We aren't at school.	Are we 12?
They're my cousins.	They aren't my cousins.	Are they at school?

vocabulary

notes

homework

4 Ask and answer with a partner.

1 What is good about Omar's notebook? What is good about Azra's?
2 What are some other ways to organise a notebook?
3 Which is your favourite way? Why?

OWN IT!

5 Discuss with a partner. Decide how to organise your notebook.

2 THAT'S LIFE!

LEARNING OUTCOMES

I can ...

- understand texts about daily routines
- ask and respond to interview questions
- write an article
- understand how to use the present simple and adverbs of frequency
- talk about daily routines and leisure activities
- identify word partners
- do a survey and present the results.

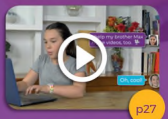
Start it!

1 Is the girl in the photo happy? Why / Why not?
2 Before you watch, what time is it in India now?
3 Which countries are in the video? Watch and check.
4 Which is your favourite activity in the video? Why?

Watch video 2.1

p25

Language in action 2.2



p27

Language in action 2.3

p28

Everyday English 2.4

VOCABULARY

Daily routines

2.01 **1** Match eight of the activities in the box with the pictures a–h. Listen, check and repeat.

brush your teeth	
check your phone	
do your homework	
get dressed	a
get up	
go home	
go to bed	
go to school	
have a shower	
have breakfast	
pack your bag	
wake up	

2.02 **2** Which activities in the box in Exercise 1 are not in the pictures? Write them in the correct order. Listen, check and repeat.

wake up _____ _____

_____ _____

2.03 **3** Listen to Eduardo talking about his day. Put all the activities in the correct order. Write 1–13 in the boxes in Exercise 1. Write two numbers in one box.

LEARN TO LEARN

Word partners (1)

When you learn new words, think about the words that go with them. This will help you to remember them.

4 Complete the table with activities from Exercise 1. Think of one more activity for each verb.

go	*get*	*have*
to school		

Use it!

5 Work in pairs. Take turns to say an activity from Exercise 1. Your partner guesses what time you do this activity.

have breakfast — *7 o'clock?* — *No, try again.*

Explore it!

Guess the correct answer.

When you brush your teeth and leave the tap on, you use … litres of water every minute.

a two b five c ten

Find an interesting fact about another daily routine. Write a question for your partner to answer.

READING
A profile

A day in the life of …

This is Amir from the Bajau tribe in Borneo. His life is unusual. He lives with his family in a house – but it's in the water. Amir doesn't know his age or the date of his birthday. The Bajau tribe don't count days and hours; they use the movement of the sea to count time.

Every morning, Amir wakes up early, but he doesn't have breakfast. He and his father go out in their boat. They swim in the water to look for food for the day. Amir and the people in his tribe can see really well under water. Amir catches a fish for breakfast and his father catches an octopus for dinner.

After breakfast, Amir usually meets his friends. They don't go to school and they don't study subjects like English. The older Bajau people teach them how to make nets and build boats.

In the afternoons, Amir and his friends dive into the water from bridges and they play in the water, too. It's their favourite place!

In the evenings, Amir's mother and sisters cook the octopus and then the family has dinner together. It's always delicious!

1 **Tell your partner three things you do after breakfast.**

2.04 **2** **Read the profile. Say one surprising thing about Amir's routine.**

3 **Find words in the profile to match the photos.**

a

_____

b

_____

c

_____

d

_____

4 **Read the profile again and complete the sentences.**

1 Amir lives in an unusual house with his __family__.
2 Amir and his father look for _____ every morning.
3 Amir can _____ really well under water.
4 Amir plays in the water in the _____.
5 Amir's favourite place is the _____.

5 **Are the sentences *T* (true) or *F* (false)?**

1 Amir's house isn't in the water. __F__
2 Amir's family has got a boat. ___
3 Before breakfast, Amir is in the water. ___
4 Amir isn't happy in water. ___
5 Amir hasn't got any sisters. ___

Voice it!

6 **Discuss the questions.**

1 How is Amir's life different from yours?
2 What do you like about Amir's day?

Finished? p119 Ex 1

LANGUAGE IN ACTION

Present simple: affirmative and negative

Watch video 2.2
Name three things he does in the morning. Is he always on time for school?

I/you/we/they	*he/she/it*
Amir and his father **go** out in their boat.	Amir **lives** with his family.
They [1] __swim__ in the water to look for food.	Amir [2] _____ a fish for breakfast.
Amir and his friends [3] _____ _____ to school.	He **doesn't know** his age.

Pronunciation p141

1 **Complete the examples in the table above. Use the profile on page 24 to help you.**

2 **Correct the sentences. Check your answers in the profile on page 24.**

1 Amir knows the date of his birthday.
Amir doesn't know the date of his birthday.

2 He plays with his friends in the evenings.
_____

3 He and his friends study English.
_____

4 He and his friends don't like the water.
_____

5 He doesn't have dinner with his family in the evenings.
_____

2.08 **3** **Complete the text with the correct form of the present simple. Listen and check.**

Nadia is 13 years old and she [1] __comes__ (come) from Siberia. Her family is part of the Nenet tribe. They [2] _____ (not live) in the same place all year round. In summer, Nadia [3] _____ (travel) more than 1,000 km to the north of the country. She [4] _____ (not have got) a house. She [5] _____ (live) in a tent with her family. In winter, they [6] _____ (move) to the south of the country and their tent [7] _____ (go), too! How cool is that?

Adverbs of frequency

After breakfast, Amir [1] _____ meets his friends.
It's [2] _____ delicious.

4 **Complete the examples in the table above. Use the profile on page 24 to help you.**

5 **Complete the timeline with the adverbs of frequency.**

often sometimes usually

0% — 100%
never — [1] _____ [2] _____ [3] _____ — always

Use it!

6 **Imagine you are a famous person. Write three positive and three negative sentences with adverbs of frequency about your daily routine. Use the ideas in the box.**

do exercise do interviews have breakfast
sing travel watch TV all afternoon

I always have breakfast in bed.

7 **Swap your sentences with your partner. Guess who they are.**

Are you Taylor Swift? *Yes, I am.*

Finished? p119 Ex 2

VOCABULARY AND LISTENING

Leisure activities

2.09 **1** **Match the activities in the box with the pictures. Listen, check and repeat.**

chat online	☐	download songs	☐
go for a bike ride	☐	go shopping	☐
hang out with friends	☐	listen to music	☐
make videos	☐	play an instrument	☐
play video games	☐	read a book/magazine	☐
take photos	☐	watch TV	1

LEARN TO LEARN

Word partners (2)

When you learn new words, learn them with the words that go with them. This will help you remember them.

2 **Complete the table with the activities in Exercise 1.**

	Leisure activities
Indoors	download songs _____ _____ _____
Outdoors	_____ _____ _____
Indoors and outdoors	_____ _____ _____

3 **Change the words in bold and write the correct the sentences.**

1 I usually **chat** music on my phone.
I usually listen to music on my phone.

2 We never **read** videos.
_____

3 Victor **listens to** photos all the time!
_____

4 Alex **downloads** online with his friends every evening.
_____

5 Evie and Laura **take** the piano together.
_____

Street interviews

2.10 **4** **Listen. Which activities from Exercise 1 do you hear?**

2.10 **5** **Listen again. Circle the correct answers.**

1 Nina and her friends (like) / *don't like* the same music.
2 Nina *does* / *doesn't do* her homework before she chats online.
3 Anton *plays* / *doesn't play* video games on his own.
4 George *lives* / *doesn't live* near Anton.
5 Anton *has got* / *hasn't got* a bike and a camera.

Use it!

6 **Write five sentences about your leisure activities. Use adverbs of frequency.**

7 **Work with a partner. Take turns to say your sentences. Are any the same?**

I always chat online after school.

I never chat online after school. I read a magazine.

LANGUAGE IN ACTION

Present simple: questions

Watch video 2.3
Where does Sophie live?
What does Max make?

I/you/we/they	*he/she/it*
Do they **like** the same music?	1 Does your best friend **live** near you?
Yes, they 2 _____ . / No, they **don't**.	Yes, he **does**. / No, he 3 _____ .
What 4 _____ you **do**?	**Who does** Anton **play** with?
How often 5 _____ you **chat** online?	**How often** 6 _____ she **do** that?

1 **Complete the examples in the table above.**

2 **Write the words in the correct order to make questions. Write the answers.**

1 Nina / hang out with friends / does ✓
Does Nina hang out with friends?
Yes, she does.

2 Nina and her friends / do / like / reading ✗
_____
_____

3 Nina / her homework / in the evenings / does / do ✓
_____
_____

4 Anton / walk / to George's house / does ✗
_____
_____

3 **Use the ideas to write questions. Ask and answer with a partner.**

1 play video games with friends (you)
Do you play video games with friends?
Yes, I do. / No, I don't.

2 live near you (your friends)
_____
_____

3 listen to music in the car (your parents)
_____
_____

4 get up early at the weekend (you)
_____
_____

Get it right!

Remember *do* and *does* in present simple questions.
Where does your best friend live? **NOT** ~~*Where your best friend live?*~~

Wh- questions

4 **Complete the questions with the words in the box.**

How often | What | What time | When | Where

1 When do you have breakfast?
2 _____ does your best friend live?
3 _____ do you get up on week days?
4 _____ do you do in your free time?
5 _____ does your English teacher give you homework?

Use it!

5 **Write questions. Ask and answer with a partner.**

1 What video games / you and your friends / like?
What video games do you and your friends like?

2 Where / your best friend / live?
_____

3 Who / you / meet / before school?
_____

What video games do you and your friends like?

I like adventure games, but my friends usually play football games.

Finished? p119 Ex 3

SPEAKING
An interview

1 2.11 **Listen to the conversation. Who is Mr Green?**

AMELIA Hello, Mr Green. [1] *I've got some questions to ask you* for the school magazine. [2] _____?
MR GREEN Go ahead.
AMELIA What time do you get up in the morning?
MR GREEN That's easy. I always get up at 5.30 am.
AMELIA [3] _____. So early! What time do you go to school?
MR GREEN It depends. I usually arrive at about half past seven.
AMELIA You're a history teacher here. Do you like your job?
MR GREEN Good question! Of course I do, especially the interviews.
AMELIA That's lucky!! [4] _____.
MR GREEN Sure!
AMELIA What's your favourite day of the week?
MR GREEN That's a difficult one! Saturday.
AMELIA [5] _____.
MR GREEN No problem. You're welcome.

2 2.11 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

I've got some questions to ask you.
Is that OK?
I've just got one more question.
Thank you very much for your time.
That's interesting.

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**

Watch video 2.4
Everyday English

Go ahead. It depends. No problem.
Sure! That's easy.

4 **Work with a partner. Practise the conversation.**

PLAN

5 **Work with a partner and decide who you want to interview. Write four questions that you want to ask. Use the ideas below. Decide on the person's answers.**

1 What time / get up?
What time do you get up in the morning?
I get up at 7.30 am.

2 What time / go to work?
_____
_____

3 Like job?
_____
_____

4 Favourite day?
_____
_____

SPEAK

6 **Practise the interview with your partner. Remember to use verbs in the present, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.**

CHECK

7 **Work with another pair. Listen to their interview and complete the notes.**

Who do they interview? _____
Favourite day: _____
Something interesting: _____
_____

WRITING
An article

1 Read the article. Discuss the best title. Write it in the space in the article.

1 What do you do all day?
2 What's your daily routine?
3 What does a vlogger do all day?

2 Match topics a–c with paragraphs 1–3.

a Description of Amy's evening routine
b Description of her morning routine
c Description of her afternoon routine

3 Read the article again. What does Amy do at these times?

1 7.00 am *She wakes up.*
2 11.00 am _____
3 1.00 pm _____
4 9.00 pm _____

4 Look at the *Useful language* box. Write the punctuation used in 1–6.

1 I read a book. *full stop*
2 Close the door! _____
3 Do you chat online? _____
4 Canadian Amy Ritchie _____
5 chair, table, notebook _____
6 I'm they're don't _____

Useful language

apostrophe ' capital letter **A, B, C**
comma **,** exclamation mark **!**
full stop **.** question mark **?**

5 Find and circle examples of the punctuation in the *Useful language* box in the article and title.

_____

Amy Ritchie is a Canadian vlogger.
She vlogs about her life.

1 ☐ She always wakes up at 7.00, has breakfast and checks her phone. She plans her vlog but she doesn't make it. She usually goes for a bike ride at 11.00.

2 ☐ She has lunch at 1.00 and listens to music. Between 2.00 and 3.00, she practises her vlog. She takes some photos and posts them.

3 ☐ Amy doesn't have much free time. She sometimes watches TV before dinner. She always uploads her vlog at 9.00 pm and she goes to bed at 11.00.

One day I want to be a vlogger like Amy!

Write an article about daily activities.

PLAN

6 Choose a famous person. Think about their daily activities. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

7 Write your article. Remember to include the information in the correct order, the present simple, adverbs of frequency and correct punctuation from the *Useful language* box.

CHECK

8 Do you …

- include an interesting title with a question?
- introduce the person, their nationality and what they do?
- end the article with a sentence about you and your ambition?

Finished? p119 Ex 4

THE MATHS PROJECT

A class survey

1 Circle the correct answer.

A survey is a …

a test to check your knowledge.

b list of questions to find out information.

2.12 **2 Look at the bar chart and complete the results of a class survey a–g. Listen and check.**

3 Read the survey results again. Answer the questions.

1 How many people are in the class? 30

2 What question do the students want to ask?

_____

3 How do the students present the results?

_____

4 What is the class's favourite leisure activity?

_____

2.13 **4 Complete the summary of the survey results with the words in the box. Listen and check.**

class	~~leisure~~	girls	question
results	students	surprising	

2.13 **5 Read the *How to* box and listen again. Answer the questions.**

1 Do the students complete each stage from the *How to* box?

_____

2 What is the students' conclusion after the survey?

_____

3 Do you think it is a good summary? Why / Why not?

_____

How to present survey results

a Say what question you ask in your survey.

b Say why you want to do the survey.

c Give information about the people in the survey.

d Present the results.

e Give your opinion on the results.

f Comment on any surprising results.

g Summarise the survey results.

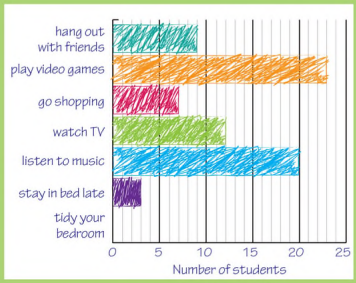
OUR CLASS SURVEY

SURVEY OF CLASS 7B: STUDENTS' LEISURE TIME

What do you do on Saturday mornings?

Total number of students: 30

a	hang out with friends	9
b	play video games	_____
c	go shopping	_____
d	watch TV	_____
e	listen to music	_____
f	stay in bed late	_____
g	tidy your bedroom	_____



Our survey is about [1] leisure activities on Saturday mornings. The purpose of our survey is to understand the leisure activities people do because we want to prepare an end of year party. It is good to know what people like!

Here are the results.

- There are 30 [2]_____ in our class. They are all between 12 and 13 years old. 16 are [3]_____ and 14 are boys.
- In response to the [4]_____ 'What do you do on Saturday mornings?' please look at the information in the chart.

- In our opinion, the [5]_____ are interesting. Students do a variety of different activities.
- Only three students stay in bed late on Saturday mornings. We think this is [6]_____, because we know we're all tired after a week at school and we all like to sleep. Teenagers need between nine and ten hours sleep a night but we know leisure time is important for us, too.
- Most of the students in our [7]_____ play video games and no one tidies their bedroom on Saturday morning!

PLAN

6 Work in groups. Choose one of these topics. Complete the steps below.

Morning routines during the week

After-school activities

Evening activities

Weekend activities

- Decide on your question and the activities you want to include.
- Ask students your question and write down their answers.
- Add up the results.
- Draw a bar chart to show your results.

PRESENT

7 Present your results to the class. Remember to include carefully recorded information, an accurate bar chart and the tips in *How to* present survey results.

CHECK

8 Listen to your classmates' presentations and complete the notes.

What question do they ask?

_____

What is their conclusion after the survey?

_____

Write down two interesting or surprising facts.

_____

_____

2 REVIEW

VOCABULARY

1 Match the verbs with the activities.

1 brush	a your bag
2 get	b home
3 check	c a shower
4 have	d dressed
5 pack	e your teeth
6 go	f your phone

2 Circle the correct verb.

1 *play / go / chat* video games
2 *read / watch / make* a book
3 hang out with *music / friends / photos*
4 *listen to / go / chat* music
5 *chat / go / make* videos
6 *watch / take / listen to* photos

LANGUAGE IN ACTION

3 Complete the blog post with the correct form of the verbs. Use the present simple.

WELCOME TO

my morning routine!

My day [1]_____ (start) at 7.00 am during the week. I [2]_____ (wake up) but I [3]_____ (not get up). I [4]_____ (check) my phone. My best friend, Yusuf, always [5]_____ (send) me a photo in the morning. He's funny! Breakfast is at 7.30. Then my sister and I [6]_____ (pack) our bags for school.

I [7]_____ (not meet) Yusuf in the morning because he [8]_____ (not go) to my school.

What's your morning routine like?

4 Write questions. Answer the questions for you.

1 your best friend / play an instrument?
_____
_____

2 how often / you / watch / TV?
_____
_____

3 what / your friends / do / at the weekend?
_____
_____

4 what time / school / start / in the morning?
_____
_____

5 where / you / hang out / with friends?
_____
_____

6 how often / you / go / for a bike ride?
_____
_____

5 Put the words in the correct order to make sentences.

1 watch / never / we / before school / TV
_____

2 chats / sometimes / she / online
_____

3 shopping / they / at the weekend / go / often
_____

4 music / bedroom / I / my / listen to / usually / in
_____

Self-assessment

I can talk about my daily routine.	🙁	😐	☺
I can talk about my leisure activities.	🙁	😐	☺
I can use the present simple in affirmative and negative sentences.	🙁	😐	☺
I can use the present simple to ask questions.	🙁	😐	☺

LEARN TO ... WORK IN PAIRS

When you work in pairs, you learn from your partner.

1 **Complete the advice 1–6 with *Always* or *Never*.**

Let's work well together!

1 _Always_ listen to your partner.

2 _____ answer your partner's questions.

3 _____ speak at the same time as your partner.

4 _____ help your partner with words they don't know.

5 _____ laugh at your partner's mistakes.

6 _____ ask questions to get more information.

OWN IT!

2 **Ask and answer questions with a partner. Complete sentences 1–4. Practise the advice in Exercise 1.**

1 We both like _____.

2 My partner likes _____ but I don't.

3 I like _____ but my partner doesn't.

4 We don't like _____.

Do you like hanging out with friends?

Yes, I do.

Me, too. Let's write 'hanging out with friends' in sentence 1.

3 **Complete the sentences about how you work in pairs with *always*, *sometimes* or *never*.**

When I work in pairs …

1 I _always_ listen to my partner.

2 I _____ answer my partner's questions.

3 I _____ speak at the same time as my partner.

4 I _____ help my partner with words they don't know.

5 I _____ laugh at my partner's mistakes.

6 I _____ ask questions to get more information.

4 **Tell your partner your sentences from Exercise 3. Do they agree? Why / Why not?**

I always listen to my partner.

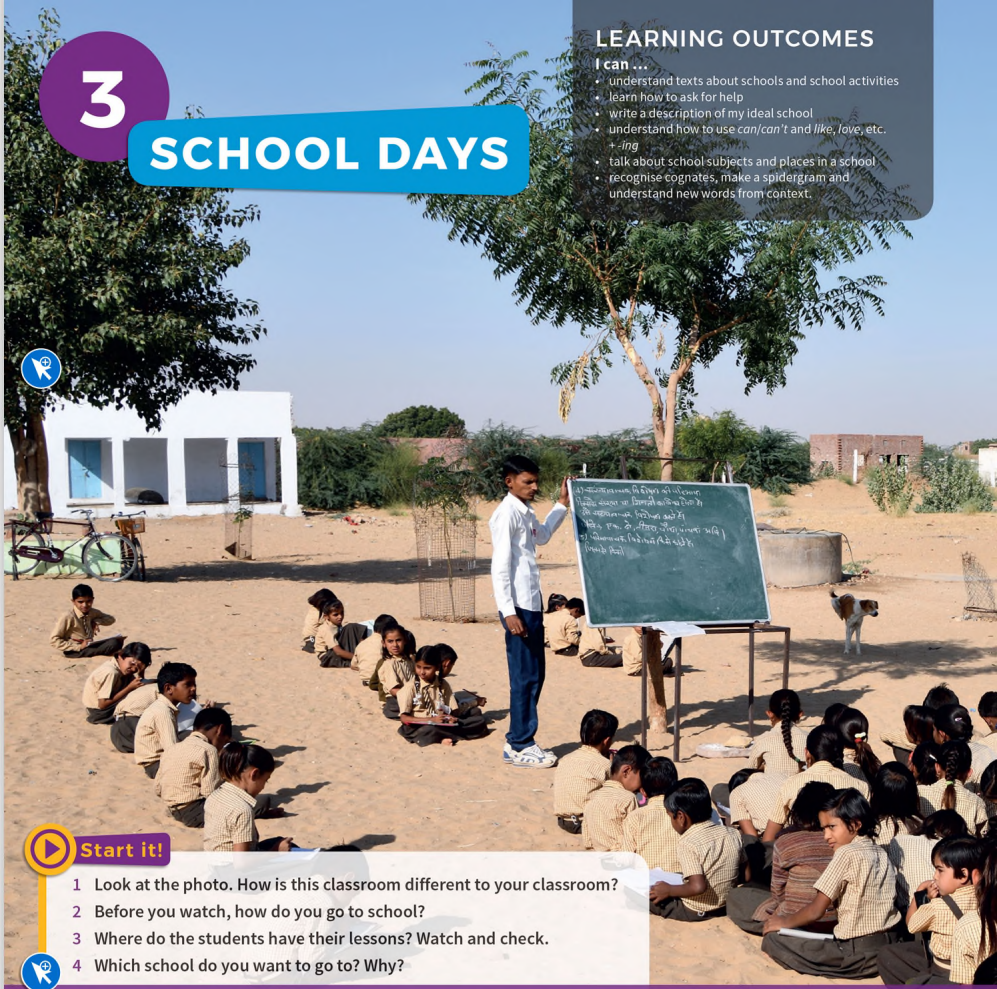
Hmm. You sometimes listen to your partner.

3 SCHOOL DAYS

LEARNING OUTCOMES

I can ...

- understand texts about schools and school activities
- learn how to ask for help
- write a description of my ideal school
- understand how to use *can/can't* and *like, love*, etc. + *-ing*
- talk about school subjects and places in a school
- recognise cognates, make a spidergram and understand new words from context.



Start it!

1 Look at the photo. How is this classroom different to your classroom?
2 Before you watch, how do you go to school?
3 Where do the students have their lessons? Watch and check.
4 Which school do you want to go to? Why?

Watch video 3.1

p37

Language in action 3.2

p39

Language in action 3.3

p40

Everyday English 3.4

p42

Globetrotters 3.5

VOCABULARY

School subjects

3.01 **1** **Match the school subjects with the pictures. Listen, check and repeat.**

art	☐	design and technology (DT)	☐		
drama	☐	English	☐	food technology	☐
geography	☐	history	☐		
information and communication technology (ICT)	☐				
maths	a	music	☐		
physical education (PE)	☐				
science	☐	Spanish	☐		

2 **Circle the correct subjects.**

1 (*Maths*) / *Art* is my favourite subject. I love difficult sums.
2 I don't like *PE* / *food technology* when we go outside. I prefer it inside.
3 This year I want to study Shakespeare in *science* / *English*.
4 I never remember all the dates in *history* / *ICT*.
5 *Geography* / *English* isn't just about countries. It's also about population and people.
6 *Music* / *Spanish* is great this year. My word of the week is *gracias*.

3 **Work with a partner. Ask and answer about your timetables. Talk about:**

subjects you're good at — your favourite subjects
subjects you're not good at — good/bad days

I'm good at PE. I'm not good at art. What about you?

LEARN TO LEARN

Recognising cognates

Some English words are similar to words in your language, but we don't always use them in the same way.

4 **Write the subjects from Exercise 1 under the headings. Can you add any more subjects?**

Similar to the names of subjects in my language	Very different from the names of subjects in my language

Use it!

5 **Write five definitions for school subjects. Can your partner guess the subjects?**

You draw and paint in this subject. — *Art!*

Explore it!

Guess the correct answer.

In Australia, students have six weeks' *summer* / *winter* holiday from mid-December to the end of January.

Find an interesting fact about schools. Write a question for your partner to answer.

READING
A webpage

Ballet School

Rumba, mambo, and salsa are just some of the dance styles that come from Cuba, and dancers are big stars in Cuba. The Cuban National Ballet School in Havana **trains** boys and girls to do **ballet** and many of the students become the world's **top** ballet dancers.

Children usually start at the school when they are ten years old, for five years of training. Then they sometimes train for three and a half more years at a professional level.

The school day starts at 7.00 am and finishes at 7.00 pm. That's a 12-hour day! And some students go to school before classes start to do exercises! In the morning students study subjects like history, maths, languages, science and music. At lunchtime they can have a break, but they can't go home. In the afternoons, they dance.

Oscar is a student there. 'It's **tough** and sometimes I just want to do nothing. I can dance and read music quite well, but I can't play the piano at all. My best friend Carlos can dance very well. He can sing well, too, but I can't – I sing badly! One day, I want to be a dancer like my **hero**, Javier Rojas.'

Learning to be a top ballet dancer is really hard work! Are you tough enough?

1 **Look at the photo and read the title. What do you want to know about the webpage?**

3.02 **2** **Read the webpage. Close your books. Write two things you remember about it.**

3 **Find the words in bold in the webpage. Circle the correct option.**

1 Train is to *prepare yourself for* / *think about* an activity.
2 Ballet *isn't* / *is* a type of dance.
3 Top is to be number *one* / *two*.
4 Tough is something *easy* / *difficult*.
5 Hero is a person you think is *great* / *not very good*.

4 **Read the webpage again and complete the sentences.**

1 The Cuban National Ballet School is in ___Havana___.
2 Lots of the students become world-famous _____.
3 Most students start training at the school when they are _____.
4 Some students _____ in the morning before classes start.
5 Students can have a break at _____.
6 In the afternoons, students _____.

Voice it!

5 **Discuss the questions.**

1 Has your country got schools like Oscar's school? What type?
2 What are the similarities and the differences between your school and Oscar's?
3 Do you want to go to a ballet school like Oscar? Why / Why not?

Finished? p120 Ex 1

LANGUAGE IN ACTION
can for ability and permission

Watch video 3.2
Can he speak another language?
Can anyone become a vlogger?

I/you/he/she/it/we/they	
Ability	***Permission***
I [1] *can* dance.	At lunchtime they [2] _____ have a break.
Oscar **can't** play the piano.	Students [3] _____ go home at lunchtime.
Can Oscar sing well? Yes, he **can**. / No, he **can't**.	**Can** they dance here? Yes, they **can**. / No, they **can't**.

Pronunciation p141

1 **Complete the examples in the table above. Use the webpage on page 36 to help you.**

2 **Circle the correct option. Check your answers in the webpage on page 36.**

1 Oscar *can* / *can't* read music.
2 Oscar *can* / *can't* sing well.
3 Carlos *can* / *can't* sing well.
4 Javier Rojas *can* / *can't* dance well.

3.06 **3** **Complete the text with the correct form of *can*. Listen and check.**

Get it right!

We use the verb without *to* after *can*.
Vicki can sing **NOT** ~~*Vicki can to sing*~~

A day in Huaho school

Huaho school in Finland is different.
Can you guess why?

Students [1] *can choose* (choose) the subjects they want to study. Teachers [2] _____ (tell) them what to do. Students [3] _____ (use) their mobiles in class to do research.

[4] _____ (you / do) that in your school?

Students and teachers [5] _____ (take) a break after every lesson. They [6] _____ (chat) to friends or go outside.

Students [7] _____ (do) homework. Why? Because the teachers don't give them any!

[8] _____ (you / imagine) a school like this?

4 **Remember the information from the webpage and complete the sentences.**

☺☺☺ very well ☺☺ well ☺ quite well
☹☹☹ at all ☹☹ badly ☹ not very well

1 Oscar can read music _____.
2 He can't play the piano _____.
3 Carlos can dance _____.
4 Oscar can sing _____.

Use it!

5 **Write sentences about things you can or can't do and how well or badly you do them. Use the ideas below or your own ideas.**

count to ten in a different language | do ballet | sing a song in Russian | write music

I can't do ballet at all but I can dance well.

6 **Ask and answer questions. Find one thing you and your partner can both do well and one thing you can't do at all.**

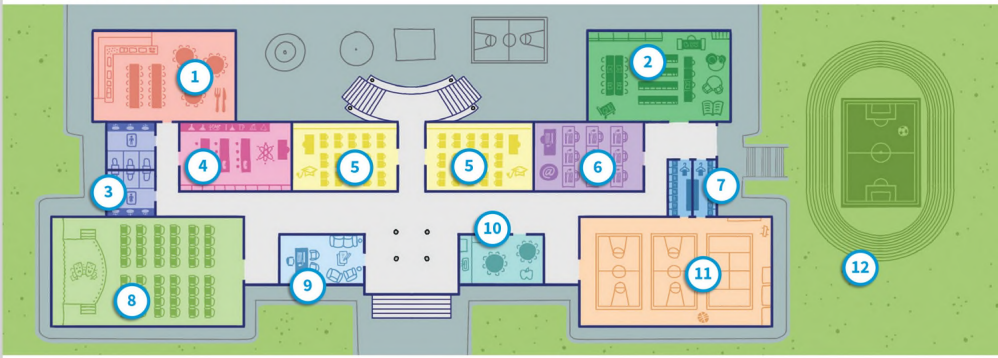
Can you count to ten in a different language?

Yes, I can. I can count to ten in English very well.

Finished? p120 Ex 2

VOCABULARY AND LISTENING

Places in a school



3.07 **1** **Match the words with places 1–12 in the plan. Listen, check and repeat.**

canteen	1	classroom		ICT room	
library		locker area		main hall	
playing field		reception		science lab	
sports hall		staffroom		toilets	

3.08 **2** **Listen and write the seven places you hear.**

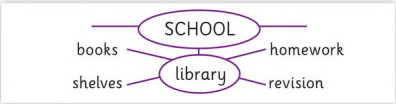
1 _____ 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____

LEARN TO LEARN

Making a spidergram

Try to think of other words related to new words and make spidergrams to increase your vocabulary.

3 **Choose places in your school from Exercise 1. Write down other words related to them.**



Use it!

4 **Ask and answer about the places in your school. Use as many words as you can from Exercises 1 and 3.**

Where do you do homework?

I do my homework in the library. What about you?

A radio programme

3.09 **5** **Listen. What is the radio programme about?**

3.09 **6** **Listen again. Circle the correct answers.**

1 The club is usually in the *main hall* / *library*.
2 The club meets once a *week* / *month*.
3 The club *starts* / *finishes* at 3.15.
4 Mrs McKenzie is Lidia's *drama* / *English* teacher.
5 Max lives *near* / *far from* the school.

Voice it!

7 **Discuss the questions.**

1 What kinds of books do you like?
2 Have you got a book club at your school?
3 Which clubs do you go to? When and where are they?

LANGUAGE IN ACTION

Verb forms: *(don't) like, don't mind, love, hate + -ing*

Watch video 3.3
What's her favourite subject?
What does she love doing?

We all **love reading** books. ☺☺☺	I **don't mind staying** for the book club. ☺
We **like** [1]**talk**ing _____ about them, too. ☺	I [2] _____ **like going** to after-school clubs. ☹
Some of my friends **hate** [3]**read** _____. ☹☹☹	

1 **Complete the examples in the table above.**

2 **Complete the sentences. Which ones are correct (✓)?**

1 Lidia _____ (read) books. ☺☺☺ ☑
2 The students at the book club _____ (talk) about books. ☹ ☐
3 Max usually _____ (go) to after-school clubs. ☹☹☹ ☐
4 Max _____ (stay) for this club. ☺ ☐
5 All of Max's friends _____ (read). ☺ ☐

3 **Write true sentences. Use the ideas in the box or your own ideas.**

do homework with friends get up early
hang out with friends learn new vocabulary
listen to rap music read a book
revise for exams take photos

I like doing homework with friends.

4 **Ask and answer. Find three things you have in common.**

Do you like getting up early?

No! I hate getting up early. What about you?

I don't mind getting up early on week days.

Object pronouns

We use object pronouns after a verb or preposition to replace nouns and to avoid repeating the same word.

5 **Match the object pronouns with the people or things.**

1 Lidia's here with **me**.
2 We like talking about **them**, too!
3 We have English with **her**.
4 What's **it** about?

a books
b the radio presenter
c Lidia's book
d Mrs McKenzie

6 **Complete the sentences.**

1 Is Logan in this class? I want to talk to _____.
2 Our teacher always gives _____ a lot of homework.
3 Where are Jess and Mehmet? Let's call _____ now.
4 The seat next to Ava is free. You can sit next to _____.
5 Is this your dictionary? Can I borrow _____, please?

Use it!

7 **Think about things you like and don't like at your school. Compare your ideas with a partner. Agree on changes you want to make.**

I don't like eating in the canteen. The food isn't good.

I agree. Let's change our routine on Mondays. We can cook lunch at home at the weekend and bring it to school.

8 **Present your favourite idea to the class with your partner. The class chooses the best idea.**

Finished? p120 Ex 3

SPEAKING

Asking for help

1 3.10 **Listen to the conversation. What is Leo's problem?**

LEO Hi, Nora. How's it going?
NORA Not bad, thanks. You?
LEO Not great. I can't do my maths project. I'm stuck!
NORA Not again! Oh dear.
LEO [1] *Can you help me* _____, please?
NORA What's the problem?
LEO I hate working out survey results. I can't do it.
NORA Don't be silly! Of course you can. [2] _____ the results?
LEO Yes, please.
NORA Go on then.
LEO Thanks. [3] _____? I don't mind doing the bar chart. I can do that!
NORA Of course I'm sure. Can you do [4] _____ now?
LEO Sure.
NORA Stop talking about maths and let's go for lunch!

2 3.10 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Are you sure?
Can you do me a favour?
Can you help me, please?
Do you need a hand with …?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**

Watch video 3.4
Everyday English

Don't be silly! I'm stuck.
Not again! Not great. Oh dear!

4 **Work with a partner. Practise the conversation.**

PLAN

5 **Work with a partner. Decide what the problem is and what help you need. Use the ideas below or your own ideas.**

a school project your (maths/drama, etc.) homework
a science experiment

SPEAK

6 **Practise the conversation asking for help with your partner. Remember to use *can/can't* and *(don't) like, don't mind, love, hate + -ing*. Also use the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.**

CHECK

7 **Work with another pair. Listen to their conversation and complete the notes.**

What is the problem? _____

What help do they need? _____

What is the solution to the problem? _____

AROUND THE WORLD

READING
A blog post

3.11

1 **Write three things you want to know about school life in Japan. Compare with a partner. Read the blog. Does it answer your questions?**

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

1 What does Hideki do when he gets to school?
He takes off his shoes and puts them in his locker.

2 How often do the students have an assembly?

3 Where does Hideki have lunch?

4 What do the students do at 3.30?

5 How many hours does Hideki spend at school?

Globetrotters
Watch video 3.5
The School of the Air

- Where is Jamie and Paul's school?
- What subjects do they study?
- What do Jamie and Paul love doing?

3 **Find and <u>underline</u> words in the blog to match the definitions.**

1 Paragraph 1 (adj) for wearing or doing outside; not inside a building

2 Paragraph 5 (n) letters or numbers you use when you write

3 Paragraph 6 (n) something you play with small pieces, for example, chess

Voice it!

4 **Discuss the questions.**

1 What is respect? Why is it important?

2 How does Hideki show his teachers respect?

3 Can you give an example of when you show respect?

Welcome to my school day!

Hi, I'm Hideki!

My school day starts at 8.30 am. When I arrive, I take off my shoes and I put them in my locker. We can't wear outdoor shoes at school so we put on special **indoor** shoes.

We have an assembly with the principal in the main hall on Monday mornings and we have six 50-minute classes every day. My best subjects are Japanese, science and art.

Lunchtime starts at 12.30 pm. We don't eat lunch in a canteen – we stay in our classroom. Different students **serve** the meal every day and a teacher eats with us.

When classes end at 3.30, we all stay to clean and tidy up the classrooms and throw away the **rubbish**. I don't mind doing these jobs. It's an important part of school life and I like having the responsibility.

Nearly everyone belongs to an after-school club. One of my clubs meets on Mondays and Thursdays to learn about traditional Japanese arts like Shodo and Haiku. Haiku is a type of Japanese poetry. Shodo is writing Japanese characters *(kanji)*. I can write some characters quite well now.

My other club is the *Go* club. It's on Tuesdays and Fridays. *Go* is a Japanese board game and it's more than 2,500 years old. I love playing it, but when I leave school after a long, busy day at 5.30 I'm usually **exhausted**.

LEARN TO LEARN

Understanding new words from context

When you read a text, don't look up every word. Find other words you know in the same sentence and try to guess the meaning of the new word.

5 Look at the words in **bold** in the blog. What do they mean? Which other words in the sentences do you know?

6 Find and circle these phrasal verbs in the text. What do they mean?

put on take off throw away tidy up

7 Complete the sentences with the phrasal verbs from Exercise 6.

1 It's hot in here. _____ your coat!
2 Now it's cold. Can I _____ my coat again?
3 I can help you to _____ your room. We can _____ all the rubbish.

Explore it!

Is the sentence *T* (true) or *F* (false)?

Japanese teachers and students work even during the holidays! ☐

Find three more interesting facts about school life in Japan. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

3 REVIEW

VOCABULARY

1 Write the school subjects.

2 Read the sentences and write the places.

1 Teachers go here at break. _____
2 Students do experiments here. _____
3 Students choose books here. _____
4 We have lunch here. _____
5 We always go here for an assembly. _____

LANGUAGE IN ACTION

3 Answer the questions. Write sentences that are true for you.

How well can you …

1 speak English?

_____

2 use a computer?

_____

3 do difficult maths problems?

_____

4 cook?

_____

5 dance?

_____

4 Write questions and short answers. Use *can*.

1 Jack / ride a bike? (✓)

_____

_____

2 Layla / sing well? (✗)

_____

_____

3 your grandma and grandad / use a computer (✓)

_____

_____

4 we / drive a car? (✗)

_____

_____

5 Complete the sentences with the correct object pronouns.

1 We can't do this. Can you help _____?
2 Is that James? I'm not sure it's _____.
3 Where's my phone? Have you got _____?
4 Liz is stuck. Can you give _____ a hand?

6 Write the sentences.

1 She / love / do / maths every day

_____

2 We / not mind / get up / early / for school

_____

3 They / hate / play / football

_____

4 He / not like / revise / for exams

_____

Self-assessment

I can talk about my school subjects.			
I can talk about the places in my school.			
I can use *can* and *can't* to talk about ability and permission.			
I can use verbs to talk about what I do and don't like doing.			

LEARN TO ... USE FLASHCARDS

Flashcards can help you remember new vocabulary.

1 Match the front and back of the flashcards.

1 information and _____ technology (ICT)

2

3 hang _____ with friends

4 a place where you do experiments

5

a science lab

b glasses

c moustache

d communication

e out

2 Tick the types of flashcard you can see in Exercise 1.

1 ☑ picture + word
2 ☐ phrase with one word missing
3 ☐ word in English + word in your language
4 ☐ word + meaning
5 ☐ word + example sentence

3 Choose five words or phrases from Unit 3. Use the words or phrases to make the five different types of flashcards in Exercise 2.

OWN IT!

4 Show the front of your flashcards from Exercise 3 to your partner. Can they guess what is on the back of each flashcard?

physical _____

Physical ... Oh, I don't know!

It's a school subject.

Physical education!

Yes! That's right!

5 Discuss with your partner. Which is your favourite type of flashcard from Exercise 2? Why?

4 YOU ARE WHAT YOU EAT

LEARNING OUTCOMES

I can ...

- understand texts about food
- order in a snack bar
- write a description of my favourite food
- understand how to use countable and uncountable nouns and *there is/are*
- talk about and describe food
- personalise vocabulary and answer true/false questions
- design a food truck and evaluate a design project.

Start it!

1 Look at the picture. what can you see?
2 Before you watch, name three types of food.
3 How can you learn to cook? Watch and check.
4 Do you like cooking?

Watch video 4.1

p49

Language in action 4.2

p51

Language in action 4.3

p52

Everyday English 4.4

VOCABULARY
Food and drink

1 Write all the food and drink words you know in English. Compare with a partner.

4.01 2 Match the words in the box with the photos. Listen, check and repeat.

apples	☐	bananas	☐	beans	☐
carrots	☐	cheese	☐	chicken	☐
chocolate	*a*	eggs	☐	fish	☐
fizzy drink	☐	juice	☐	meat	☐
rice	☐	water	☐		

LEARN TO LEARN
Personalising vocabulary

Think about your own routines and habits when you learn new vocabulary.

3 When do you have the food and drinks in Exercise 2? Write the words in the table.

Breakfast	Lunch	Dinner

4 Compare with a partner. Write sentences about your partner's meals. Use adverbs of frequency.

Eva always has an egg and juice for breakfast.

Get it right!

We say *I don't like apples.* **NOT** ~~*I don't like the apples.*~~

Use it!

5 Discuss the questions.

1 Which food do you love/hate?
2 Which food do you eat when you're happy? What about when you're sad?

Explore it!

Guess the correct answer.

One hundred grams of ants have got …

a less protein than an egg.
b more protein than an egg.
c the same protein as an egg.

Find an interesting fact about food. Write a question for your partner to answer.

Time for a snack

a

Leakena is from Cambodia. She hasn't got a banana for a snack today, she's got a spider. She usually buys one tarantula from a food stall on the way home from school. 'You cook them in **oil** and then add some **salt** and some sugar. They're like chicken or fish. The legs are my favourite!'

b

Kgosi is from Botswana in southern Africa. He hasn't got any apples today, but he's got some Mopane worms. 'I like sharing them with friends at school. They're great with some **peanut butter** or some rice and they've got more protein than meat. I haven't got any rice today, just 50 worms!'

c

Jorge is from Oaxaca, Mexico. He's got some chocolate today but he's also got a grasshopper taco. 'My mum cooks grasshoppers in some oil and she always adds some **garlic**. They're my favourite snack and I sometimes buy them at the market'. Bugs like grasshoppers, spiders, and worms are good for you and the planet. They give us protein and they aren't expensive to feed. Which bug do you want to try?

READING
An article

1 **Look at the photos of food in the article. Where do you think people eat this food? Do they enjoy it?**

4.02 **2** **Read the article and check your answers to Exercise 1.**

3 **Check the meaning of the words in bold in the article.**

4 **Choose the correct answer. Which person ...**

Leakena Kgosi Jorge

1 enjoys sharing snacks with friends? Kgosi
2 usually buys a snack after school? _____
3 enjoys the snack with garlic and oil? _____
4 likes eating the snack with rice? _____
5 has got two types of snack today? _____
6 likes eating a bug's legs? _____

Voice it!

5 **Discuss the questions.**

1 Do people in your country eat bugs?
2 Which of these bugs do you want to try?
3 Why do you think eating bugs is good for the planet?

Finished? p121 Ex 1

LANGUAGE IN ACTION

Countable and uncountable nouns

Watch video 4.2
What food can you see at the market?
What's his favourite food?

Countable nouns	Uncountable nouns
Some nouns are countable: you can count them. *one tarantula, 50 worms, a taco, an apple*	Other nouns are uncountable: you can't count them. *chocolate, salt, sugar, meat, garlic*

1 **Complete the table with the food words in the box.**

beans bread carrots cheese eggs fish juice meat milk rice tomatoes

Countable	Uncountable
beans	

2 **Work with a partner. Add more food words to the table in Exercise 1. How many have you got?**

a/an, some/any

Singular countable	Plural countable	Uncountable
Leakena's got [1] a spider.	Kgosi's got [2] worms.	Jorge's got [3] chocolate today.
She hasn't got [4] banana.	He hasn't got [5] apples.	Kgosi hasn't got [6] rice today.
Have you got **a** spider?	Have you got **any** worms?	Have you got **any** chocolate?

3 **Complete the examples in the table above. Use the article on page 48 to help you.**

4.03 **4** **Complete the conversation with *a*, *an*, *some* or *any*. Listen and check.**

CELIA Have we got [1] any food for the party?
OSCAR Let's have a look. Right, we've got [2] _____ cheese.
CELIA OK. Have we got [3] _____ bread?
OSCAR Sorry. We haven't got [4] _____ bread but we've got [5] _____ pasta.
CELIA Have we got [6] _____ fruit or vegetables?
OSCAR We've got [7] _____ apple and [8] _____ carrot.
CELIA What about drinks?
OSCAR We've got [9] _____ water.
CELIA Great. What a party! I can't wait.

Use it!

5 **Work with a partner. Change the food and drink words in Exercise 4 and write your own conversation. Practise your conversation.**

6 **Listen carefully to other conversations. Which party do you want to go to?**

Finished? p121 Ex 2

VOCABULARY AND LISTENING

Adjectives

4.04 **1** **Complete the sentences with the adjectives in the box. Listen and check.**

cold delicious disgusting fresh healthy hot nice salty sweet ~~unhealthy~~

1 *Fizzy drinks aren't good for you, but I sometimes drink them. I know they're* unhealthy.

2 *Careful! The soup is* _____.

3 *Peanuts have got salt on them. They're* _____, *but they aren't bad for you.*

4 *I really hate cheese. I don't know how people can eat it, I think it's* _____.

5 *These beetles look and taste great! They're* _____.

6 *Yuk! This milk doesn't smell* _____. *I don't want any in my coffee.*

7 *Dark chocolate hasn't got much sugar in it. It isn't* _____, *but I love it!*

8 *I never eat ice cream in winter. The weather is* _____ *and so is ice cream!*

9 *The vegetables and fruit in our garden are always* _____ *and they're a* _____ *snack.*

4.05 **2** **Listen to the words in Exercise 1 and repeat them. Which two words have got a negative meaning?**

Pronunciation p141

Use it!

3 **Write five sentences to describe a type of food. Use adjectives.**

4 **Work with a partner. Take turns to say your sentences. Can your partner guess the type of food?**

They're disgusting and salty.

Are they spiders?

A quiz

LEARN TO LEARN

True or false sentences

With true or false sentences, you've got a 50% chance of being correct! Before you listen, read the sentences and try to predict if they are true or false.

5 **Read the sentences in Exercise 6 and predict if they are *T* (true) or *F* (false).**

4.08 **6** **Listen to the quiz and check. How many of your predictions are correct?**

1 There are 1,000 peanuts in a jar of peanut butter. ___

2 You can't eat durians on public transport. ___

3 White chocolate isn't really chocolate. ___

4 Carmine is an orange powder from beetles. ___

durian

cocoa

carmine

LANGUAGE IN ACTION

there is/isn't, there are/aren't

Watch video 4.3
What is in her juice?
How many hours does she sleep?

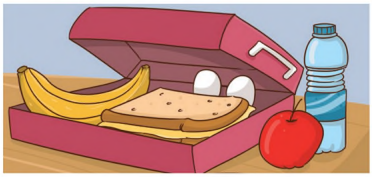
Countable singular	Uncountable	Countable plural
There's a quiz in this magazine.	**There's** some water in the fridge.	**There are** 540 peanuts in a jar.
There isn't a quiz in the magazine.	**There** [1] isn't any water.	**There aren't** any oranges in this drink.
Is there a quiz in the magazine?	**Is** [2] _____ any water?	**Are** [3] _____ five questions in the quiz?
Yes, there is. / No, there isn't.	**Yes,** [4] _____ _____. / **No,** [5] _____ _____.	**Yes, there are. / No,** [6] _____ _____.

1 **Complete the examples in the table above.**

4.09 **2** **Circle the correct words. Listen and check.**

ALI I'm hungry! Let's make some chicken and rice.
BEN We can't! There [1]*is* / *isn't* any rice.
ALI OK. What about an omelette? [2]*There are* / *Are there* any eggs?
BEN [3]*There's* / *There are* only one!
ALI Oh dear! [4]*There is* / *Is there* any pasta?
BEN No, there [5]*is* / *isn't*.
ALI [6]*Is* / *Are* there any potatoes? Let's make chips!
BEN No, there [7]*are* / *aren't*. There [8]*isn't* / *aren't* any food in the house!
ALI [9]*There's* / *There are* a food market today. Let's go!
BEN OK. Oh no – I haven't got any money!

3 **Write questions about the picture.**



1 any fruit? Is there any fruit?
2 any eggs? _____
3 any juice? _____
4 a sandwich? _____

4 **Ask and answer the questions in Exercise 3.**

Is there any fruit? *Yes, there is.*

much/many, a lot of

Countable plural	Uncountable
There are **a lot of** peanuts.	I've got **a** [1] _____ **of** homework.
There aren't **many** questions.	I haven't got **much** time.
How [2] _____ questions are there?	**How** [3] _____ time have you got?

5 **Complete the examples in the table above.**

Use it!

6 **Write questions with *how much/how many*.**

1 fruit / do you eat / every day?
How much fruit do you eat every day?
2 people / are there / in your family? _____
3 books / do you read / in a year? _____
4 time / spend / with friends at the weekend? _____

7 **Ask and answer the questions in Exercise 6.**

How much fruit do you eat every day?

I eat an apple and an orange.

Finished? p121 Ex 3

SPEAKING

Ordering food and drink

4.10 **1** **Listen to the conversation. What does Gulay choose from The Juice Stop?**

4.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Can I have … ?	Is that everything?
Can I help you?	That's … , please.
How much is that?	What kind?
I'd like a/an/some …	What's in the … ?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**

Watch video 4.4
Everyday English

Enjoy! Here you go.
No problem. No worries!

4 **Work with a partner. Practise the conversation.**

SERVER Hi. [1] *Can I help you* ?
GULAY [2] _____ juice, please.
SERVER No problem. [3] _____ ?
GULAY I'm not sure. [4] _____ Sunshine Start?
SERVER There are two oranges, a carrot and three tomatoes in that one. It's really healthy.
GULAY Hmm. What about the Green Giant? That sounds delicious.
SERVER There are some green beans and a green apple in that.
GULAY Thanks. [5] _____ some fizzy water and an apple?
SERVER Of course. No worries! [6] _____ ?
GULAY Yes, it is. Thank you. [7] _____ ?
SERVER [8] _____ £2.25, _____ .
GULAY Here you go.
SERVER Thanks. Enjoy!
GULAY Thank you. Bye!

PLAN

5 **Work with a partner. Plan a conversation about ordering food and drink. Decide …**

where you are _____

who is the server and who is the customer _____

what's on the menu _____

how much money the customer has got _____

what to choose from the menu _____

SPEAK

6 **Practise the conversation. Remember to use *there is(n't) / there are(n't)* and *how much / how many*. Also use the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.**

CHECK

7 **Work with another pair. Listen to their conversation and complete the notes.**

Where are they? _____

What does the customer choose from the menu? _____

WRITING

A description

My favourite food

by João Pereira

1 ☐ My name's João and I'm from Recife in Brazil. Here are some photos of my favourite types of food. I often have these at the weekend.

2 ☐ My dad makes cheese bread for breakfast. There's a lot of cheese in it. It's nice and I eat it when it's hot!

3 ☐ I usually buy lunch from a food stall or a shop. There are a lot of food stalls in my part of town and it isn't difficult to find delicious food! We often have chicken xim xim. It's very healthy. It's chicken with rice and there are a lot of peanuts. They're salty but they're nice.

4 ☐ I love chocolate balls. I always buy them after lunch from Thiago's stall. They're very sweet. I love eating them with my hands but I can't eat more than two or three. They're definitely my favourite snack!

1 **Look at the photos. What do you think the food is? Read the description and check.**

2 **Match topics a–d with paragraphs 1–4.**

a Snacks

b Introduction: who you are, what the description is about

c Breakfast

d Lunch

3 **Find and underline examples of *and*, *but* and *or* in João's description. Complete the information in the *Useful language* box.**

Useful language

We use [1]_____ to add similar information.

We use [2]_____ to contrast different information.

We use [3]_____ when there is a choice (usually between two things).

Write a description of your favourite types of food.

PLAN

4 **Make notes to describe your favourite types of food. Say where you get it from, what's in it and what it's like. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.**

WRITE

5 **Write your description. Remember to include four paragraphs, *there is/are*, countable and uncountable nouns and expressions from the *Useful language* box.**

CHECK

6 **Do you …**

- introduce yourself and say when/how often you eat your favourite foods?
- use adjectives to describe food?
- say why you like each type of food?

Finished? p121 Ex 4

THE ART PROJECT

Design a food truck

1 Discuss the questions.

1 What food do you buy in the street or from food trucks?
2 When do people buy food from a food truck?
3 Are there any food trucks near where you live?

2 Look at the food truck and answer the questions.

1 What kind of food do you think it sells? *Caribbean food.*
2 What kind of soup is there? _____
3 How much does today's special cost? _____
4 What sweet food can you buy? _____
5 What is the special offer? _____

3 Work with a partner. Choose the food you want to order from the food truck. Compare with another pair.

How to evaluate a design

4.11 **4 What do you think are the most important things in a design project? Circle the things in the list. Listen and check.**

a design
b content
c punctuation
d grammar
e paragraphs
f spelling

5 How well do you think the *Caribbean Sunshine* project presents the things in the table? Use the key to evaluate them.

Key
Excellent ✓✓✓✓ Very good ✓✓✓ Good ✓✓ Developing ✓

Information		Design	
Name		Menu presentation	
Type of food		Pictures	
Food and drinks		Colours	
Prices			

PLAN

6 Work in groups. Choose the theme for your food truck. Complete the steps below.

- Choose a name for your food truck.
- Decide on the design and illustrations for it.
- Decide and agree on the food you want to sell.
- Decide and agree on the prices.
- Plan and design the menu.
- Draw and illustrate your food truck.

PRESENT

7 Display your food truck design on your classroom wall. Remember to include an interesting menu with well organised information, an attractive design and the tips in *How to* evaluate a design.

CHECK

8 Look at your classmates' designs and complete the notes.

What is the theme of their food truck? _____

Which food truck has the best design? _____

Which food truck would you like to eat from? Why? _____

_____

4 REVIEW

VOCABULARY

1 Complete the food words with the missing vowels.

1 w___t___r
2 ___p p l___
3 r___c___
4 b___ ___n s
5 j___ ___c___
6 c h___ ___s___

2 Complete the sentences with the correct adjectives.

1 I've got a h_____ lunch today: an egg, an apple and some water.
2 I hate beans. They taste d_____.
3 This burrito isn't very n_____. It's got onions in it and I don't like onions.
4 The tomatoes in this sandwich are f _____. We get them from the garden every morning.
5 I love eating spiders. They're d_____.
6 Fizzy drinks have got a lot of sugar in them. They're u_____.

LANGUAGE IN ACTION

3 Are the words countable (C) or uncountable (U)?

1 beans ___
2 chocolate ___
3 worms ___
4 meat ___
5 rice ___
6 vegetable ___
7 tomato ___
8 milk ___

4 Complete the sentences. Use *a*, *an*, *some* or *any* and the correct food word.

1 Have you got _____ _____ ?
2 Sam always eats _____ _____ at break time.
3 Sorry. We haven't got _____ _____ .
4 I always have _____ _____ and _____ _____ for a snack.

5 Circle the correct words.

1 How *much* / *many* money have you got?
2 There *is* / *are* some rice and some chicken for dinner.
3 There's *much* / *a lot of* sugar in this drink. It's very unhealthy.
4 There *isn't* / *aren't* any carrots in the soup.
5 I don't eat *many* / *much* vegetables, but I eat *many* / *a lot of* fruit.
6 How *much* / *many* students *is* / *are* there in your class?
7 There *is* / *are* a lot of cheese in the fridge.
8 How *much* / *many* free time have you got at the weekend?
9 *Is there* / *Are there* any eggs? I want to make an omelette!
10 Why aren't there *much* / *many* books in the library?

Self-assessment

I can name fourteen food and drinks words in English.			
I can use adjectives to describe food.			
I can use countable and uncountable nouns with *a/an* and *some/any*.			
I can use *there is/isn't* and *there are/aren't*.			

LEARN TO ... PLAY VOCABULARY GAMES

Games can help you practise and remember new language.

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

1 What games do you like to play?
2 What is your favourite game?
3 Do you play any games to practise English?

OWN IT!

2 **Work in pairs. Play Word Wizard.**

1 Your partner chooses a letter of the alphabet. a

2 Write all the food or drink words you know beginning with the letter in 1 minute. Don't show your partner.

apples

3 Compare your lists. You get 5 points for a word on both lists. You get 10 points for a word on only your list.

4 Play the game again. This time you choose the letter of the alphabet.

5 The person with the most points is the **Word Wizard**.

3 **Work in pairs. Play Three Clues.**

Player A: Think of a food or drink. Don't say it! Give Player B three clues.

Player B: After each clue, guess Player A's word. Start with 3 points. Lose 1 point for each wrong guess.

Take turns to be **Player A** and **Player B**. The player with the most points at the end of the game is the winner.

Clue 1. They're healthy. — *Vegetables.*

No! Clue 2. They're sweet. — *Bananas!*

No. Last clue. Sometimes they're green and sometimes they're red. — *Apples!*

Yes, apples! You get 1 point!

4 **Answer the questions. Write TC (Three Clues) or WW (Word Wizard).**

1 Which game practises food nouns? _____
2 Which game practises food adjectives and food nouns? _____

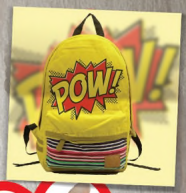
5 **Discuss with a partner. Think of word games you play in your language. Can you play them in English?**

5 WHAT'S YOUR STYLE?

LEARNING OUTCOMES

I can ...

- understand texts about fashion and a Hindu wedding
- buy clothes and accessories
- write a description of a photo
- understand how to use present tenses
- talk about clothes and accessories
- make a picture dictionary and practise vocabulary by making connections.



Start it!

1. What is your style? Look at the photos. What do you like wearing?
2. Before you watch, which people wear uniforms?
3. Have all schools got uniforms? Watch and check.
4. Do you think uniforms are a good idea?

Watch video 5.1

p61

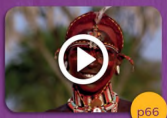
Language in action 5.2

p63

Language in action 5.3

p64

Everyday English 5.4



p66

Globetrotters 5.5

VOCABULARY
Clothes

5.01 **1** Match the words in the box with the pictures. Listen, check and repeat.

boots	☐	cap	☐
hoodie	☐	jacket	☐
jeans	☐	joggers	☐
flip-flops	☐	trainers	☐
T-shirt	☐	skirt	☐
shirt	☐	shorts	a

2 Which look do you prefer? Why? Compare with a partner?

3 Circle the odd one out.

1 skirt / jeans / joggers / shorts
2 flip-flops / trainers / shirt / boots
3 shorts / jacket / hoodie
4 shirt / hoodie / jeans / T-shirt
5 jacket / cap / shirt / hoodie

LEARN TO LEARN

Making a picture dictionary

Drawing and labelling pictures helps you remember new words.

4 Make a picture dictionary for the clothes in Exercise 1. Compare with a partner.

5 Add more pictures to your dictionary. Cover the labels and show the pictures to a partner. Can they guess the words?

Use it!

6 Discuss the questions.

1 What do you wear to school / at the weekend?
2 What is your favourite outfit? Why?

Explore it!

Guess the correct answer.

Flip-flops have a lot of different names around the world. What do people in New Zealand call them?

a slops b jandals c chinelos

What do you call them? Find an interesting clothes fact. Write a question for your partner to answer.

READING
An online diary

1 Look at the photos and describe the clothes you see. Where do you think the people are from?

5.02 **2** Read the online diary and check your answer to Exercise 1.

3 Choose the correct answer. Which person …

Michiko Sofia Akiko

1 has got a pet? Michiko
2 has got a maths test? _____
3 wants to go outside? _____
4 is Michiko's friend? _____
5 is wearing boots? _____
6 is wearing sandals? _____

4 Find adjectives in the online diary for the headings. Add two more adjectives for each heading.

Colour: black _____ _____ _____ _____ _____

Size: _____ _____ _____

Style: _____ _____ _____ _____ _____

Voice it!

5 Discuss the questions.

1 Do you dress like your friends? Why / Why not?
2 How do the people you like influence the clothes you wear?
3 How does the place you live in influence the clothes you wear?

Finished? p122 Ex 1

Michiko's Mix.com

Saturday, 8 am
HAPPY WEEKEND!

I'm writing this post in my bedroom. My cat, Candy, is sleeping right here beside me.

What are you doing this morning? It's so hot!

Comments:

10 replies ♥ 12 likes

Sofia: Hi, Michiko. I'm revising for a maths test! 😕 It's really hot and I want to be outside!

Michiko: Poor you! Good luck! 😟 👆 My friend is calling me. See you later!

10 AM (and back online!)

We ♥ Harajuku – the fashion district

I'm sitting in a café with my best friend, Akiko. We're mixing traditional Japanese clothes with our own clothes to create a wamono style today. Look! We're wearing summer dresses and shirts. I'm wearing big black boots but Akiko isn't wearing the same boots. She's wearing zori (they're Japanese sandals).

We're also people watching from the café! There are a lot of different looks. There's a boy outside the café. He's wearing a black and white striped T-shirt, a red shirt, tight jeans, a green jacket and trainers. What a cool retro sporty look! What do you think?

Comments:

Kyle from London: I love it!

1 PM Lunchtime

I'm not having ramen today. I've got sushi and sashimi. It's definitely a susimi kind of day. Delicious! Are you having ramen for lunch?

Comments:

Lily: No, I'm not. I'm making pizza for ten friends! 🍕

LANGUAGE IN ACTION

Present continuous

Watch video 5.2
What is he wearing?
Is Hiro wearing a uniform?

I	*he/she/it*	*we/you/they*
I [1] *'m writing* this post in my bedroom.	Akiko **is wearing** Japanese sandals.	We [2] _____ _____ traditional Japanese clothes.
I [3] _____ _____ _____ ramen today.	Akiko [4] _____ _____ black boots.	Michiko and Akiko **aren't wearing** the same boots.
[5] _____ I _____ this in my bedroom?	**Is** Sofia **revising** this morning?	What **are** you **doing** this morning? [6] _____ you _____ ramen for lunch?
Yes, I **am**. / No, I**'m not**.	Yes, **she is**. / No, **she isn't**.	Yes, I **am**. / No, I [7] _____ _____.

Pronunciation p142

1 Complete the examples in the table above. Use the online diary on page 60 to help you.

2 Complete the posts with the present continuous form of the verbs.

What [1] *are* you *doing* (do)?

I [2] _____ (draw) my own design on my T-shirt. I [3] _____ (create) my own style. ☺ *Emy*

I [4] _____ (not sit) on the beach today because it [5] _____ (rain) but I [6] _____ (wear) flip-flops.
Felipe

I [7] _____ (not wear) flip-flops but that's a good idea! *Sergio*

3 Remember the information from the online diary. Write sentences in the present continuous. Check with a partner. How many sentences have you got?

Get it right!

We say: *Are you wearing a cap?* **NOT** ~~*You are wearing a cap?*~~

4 Choose a classmate but don't tell your partner. Ask questions to guess your partner's classmate. Ask ten questions. Your partner can only answer *Yes* or *No*!

Is this person sitting near me? *No.*

Use it!

5 Write present continuous questions. Ask and answer with a partner.

1 what / you / wear / today?
_____

2 which TV series / you / watch / this month? _____
_____

3 where / your best friend / sit?
_____

4 what / you / think about / right now?
_____

What are you wearing today?

I'm wearing my favourite jeans, but I'm not wearing flip-flops.

Finished? p122 Ex 2

VOCABULARY AND LISTENING

Accessories

5.05 **1** **Match the words with the photos. Listen, check and repeat.**

belt	☐	bracelet	☐	earrings	☐
gloves	☐	necklace	☐	purse	1
ring	☐	scarf	☐	sunglasses	☐
umbrella	☐	wallet	☐	watch	☐

2 **Write the words from Exercise 1 in the correct place in the table.**

Carry	purse		
Wear	belt		

Use it!

3 **Work with a partner. Ask and answer.**

Which of the accessories in Exercise 1 …

1 are you wearing/carrying today?
2 have you got at home?
3 do you wear/carry every day?

An interview

4 **Look at the photos. What are the people wearing? Do you like the clothes?**

LEARN TO LEARN

Listening for the general idea

When you listen for the first time, don't worry if you don't understand every word. Listen for the general idea.

5.06 **5** **Listen to the interview. What is Tom talking about?**

a his family b his job c his clothes

5.06 **6** **Listen again. Are the sentences *T* (true) or *F* (false)? Correct the false sentences.**

Tom …

1 designs clothes for musicians. ___
2 usually starts work at 7 am. ___
3 never works late. ___
4 is good at drawing. ___
5 makes the clothes. ___

LANGUAGE IN ACTION

Present simple and present continuous

Watch video 5.3
Which clothes and accessories do you hear? Which three tips does she give?

Present simple (facts, habits and routines)	Present continuous (things happening now)
I **design** clothes for TV actors.	Today [1]I'm_____ **finishing** the designs.
I **don't make** the clothes.	Emily **isn't making** a shirt.
What [2]_____ you **do**?	What [3]_____ she **making** now?
I[4]_____ a costume designer.	She[5]_____ **making** a skirt and a belt.
Time expressions: adverbs of frequency, days of the week, every day	Time expressions: now, just now, right now, today, this morning/week/month/year, at the moment

1 **Complete the examples in the table above.**

2 **Match 1–5 with a–e. Compare with a partner.**

1 Tom is working on a TV series
2 Tom starts work
3 Tom is designing
4 Emily makes
5 Emily is making

a all the clothes.
b a skirt and a belt today.
c the girls' outfits today.
d at 7 am every day.
e at the moment.

5.07 **3** **Complete the blog post with the present simple or present continuous form of the verbs in brackets. Listen and check.**

[1]___Do___ you ___want___ (want) to know more about my life?

What [2]_____ we _____ (do) this week?

We [3]_____ (study) the history of fashion in art. It's really interesting and I [4]_____ (learn) lots of cool new stuff.
We [5]_____ (prepare) our class fashion show this week, too. Joe and I [6]_____ (wear) clothes from the 1980s. We [7]_____ usually _____ (not wear) clothes like this. We [8]_____ (not smile) in the photo but we like the look! I ♥ [9]_____ (love) the 1980s.

What [10]_____ you _____ (do) right now?

Post a comment:

Use it!

4 **Write questions with the present simple or present continuous. Ask and answer.**

What …

1 you / always / wear / at the weekend?
What do you always wear at the weekend?

2 music / you / listen to / at the moment?
_____

Who …

3 you / sit next to / right now?
_____

4 you / usually sit next to / at lunchtime?
_____

What do you always wear at the weekend?

I always wear joggers on Saturday and jeans on Sunday.

Finished? p122 Ex 3

SPEAKING

Buying clothes or accessories

1 **Look at the photo. What do you think Salif wants to buy?**

5.08 **2** **Listen to the conversation. Does Salif find what he's looking for?**

SALES ASSISTANT Good afternoon. [1] Can I help you ?

SALIF Yes, please. [2] _____ a scarf for my grandma.

SA Sure. Let's have a look. [3] _____

SALIF My grandma doesn't wear pink. [4] _____ a different colour?

SA Yes, I have. You're in luck! [5] _____ blue or purple.

SALIF [6] _____ the purple one, please?

SA Here you go. What do you think?

SALIF It's perfect. How much is it?

SA It's £8 but there's a special offer today. Buy two for £12.

SALIF No, thanks. I'm fine with just one!

SA Are you sure? It's a bargain.

SALIF No, honestly. One is fine.

5.08 **3** **Complete the conversation with phrases from the *Useful language* box. Listen and check.**

Useful language

Can I help you?
Can I see the … one, please?
Have you got it in a different (size/colour/style)?
I'm looking for …
It comes in …
What about this one / these?

4 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**

5 **Work with a partner. Practise the conversation.**

Watch video 5.4
Everyday English

It's a bargain. It's perfect.
No, honestly. You're in luck!

PLAN

6 **Work in pairs. Decide who is the customer and who is the sales assistant.**

CUSTOMER Decide what you are buying and who it is for. Use the ideas below or your own ideas.

> something new to wear to a party
> new earrings for your friend's birthday
> some new trainers for yourself

SALES ASSISTANT Think about different colours and sizes, prices and special offers.

SPEAK

7 **Practise the conversation about buying something with your partner. Remember to use the present simple and present continuous, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.**

CHECK

8 **Work with another pair. Listen to their conversation and complete the notes.**

What does the customer buy?

_____

How much is it?

_____

Was it a special offer?

_____

WRITING
A description of a photo

1 **Look at the photo. Which person is Emin? Read the description and find the answer.**

My favourite photo By Emin

1 ☐ This is a photo of my friends and me. We're all sitting on the beach. We're celebrating my friend Irem's 13th birthday.

2 ☐ Irem and I are in the middle. She's wearing a white T-shirt and a woollen jacket. She's laughing. My friend Greg is on the left. Greg's wearing a red checked shirt. He usually wears a cap but he isn't wearing it in this photo. He's holding some food but he isn't eating. Sophie is next to Greg. She's wearing her new jeans. My friend Hakan is on the right. He's wearing his favourite checked shirt and his new trainers. He's smiling. There isn't anyone at the back in this photo. I'm next to Hakan. I'm wearing beige trousers and a grey hoodie, with a white T-shirt under it because it's cold.

3 ☐ This is my favourite photo because I'm with my friends and we're all having a great time.

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

1 What are they celebrating?

_____

2 Where are they?

_____

3 What is Irem wearing?

_____

4 What does Greg usually wear?

_____

5 Why does Emin like this photo?

_____

_____

3 **Match topics a–c with paragraphs 1–3.**

a Description of the people in the photo.
b Brief description of who is in the photo.
c Opinion on why it is your favourite photo.

4 **Complete the expressions in the *Useful language* box.**

Useful language

[1] at the back
[2] _____ the middle
on [3] _____ left
[4] _____ the right
next [5] _____ (someone)

Write your own description of a photo.

PLAN

5 **Look at the photo below and make notes. Decide what information to include in each paragraph of the description. Use the information in Exercise 3 to help you.**

WRITE

6 **Write your description. Remember to include the information in the correct order, the present simple and present continuous, and expressions from the *Useful language* box.**

CHECK

7 **Do you …**

- describe people in the photo, including the clothes and accessories they are wearing?
- describe the people's positions in the photo?
- say why you like the photo?

Finished? p122 Ex 4

AROUND THE WORLD

READING
A magazine article interview

1 Look at the photo of the people. Discuss the questions.

1 Where do you think they are from?
2 What do you think they are celebrating?
3 What is the woman at the front holding?

2 5.09 **Read the interview and check your answers to Exercise 1.**

3 Read the interview again and answer the questions.

1 How long does a Hindu wedding last for?

_____

2 What is a lehenga?

_____

3 What colour is popular for Hindu weddings? Why?

_____

4 What accessories is Mishal wearing in the photo?

_____

5 What is a sherwani?

_____

4 Complete the table with adjectives ending in *-ful* from the interview. Check the meanings in a dictionary.

Noun	Adjective
1 wonder	wonderful
2 colour	
3 beauty	
4 power	

Globetrotters
Watch video 5.5
Culture and Fashion

- Where do the 'blue people' live?
- What do the Sami make?
- Which colour is important for the Maasai?

Special Days

Weddings are a wonderful time for families and friends to celebrate together and to wear special clothes. This week, Amrit is talking about his cousin's Hindu wedding in India and some of their traditions.

Q: What are Hindu weddings like?
A: They're incredible! There's a lot of amazing food, music and dancing. They're always very colourful events because everyone wears beautiful clothes. They last for three days.

Q: What does the bride wear?
A: The bride usually wears a lehenga (a long skirt with a top) and a long scarf. Red is very popular at Hindu weddings. It's a powerful colour because in India it symbolises love and new life. In this photo, my cousin Mishal is wearing a red and gold lehenga. She's also wearing special wedding accessories: a gold necklace, earrings, rings on her fingers and toes, and lots of red and gold bracelets.

Q: What does the groom wear?
A: The groom usually wears a sherwani (a long jacket with gold designs on it), a pair of trousers and special wedding shoes. My cousin's new husband, Ranjit, is also wearing a red turban.

Q: Are there are any other special wedding traditions?
A: There are lots, but my favourite is joota chupai – a member of the bride's family steals the groom's wedding shoes and hides them. It's great fun! In this photo, my aunt Jaz is holding Ranjit's shoes and everyone is laughing.

People around the world celebrate special days like weddings and birthdays in different ways. How do you celebrate special days in your country?

Voice it!

5 **Answer the questions.**
1. What do people wear to special celebrations in your country?
2. What is a typical wedding like in your country?
3. Are colours important in your country? Have they got special meanings?

LEARN TO LEARN

Making connections (2)

When you read an article, try to make connections with your own life and experiences. This can help you to understand the article more easily.

6 **Think about a special celebration in your life and answer the questions.**
1. Is there a part of this article that reminds you of that special celebration?
2. Who and what does it remind you of: people, food, clothes, traditions?

7 **Explain your connections to your partner. Are your partner's connections the same or different?**

Explore it!

Guess the correct answer.

Hindu brides have special paint on their hands. What does the design include?

a their age b their husband's name

c their favourite food

Find out about other interesting Hindu wedding traditions. Choose your favourite tradition and write a question for your partner to answer.

OWN IT! **The Culture Project** Teacher's Resource Bank

5 REVIEW

VOCABULARY

1 Complete the names of clothes with the missing vowels.

1 j__ns
2 tr__n__rs
3 sh__rt
4 b__ts
5 h__d__
6 sh__rts
7 c__p
8 j__gg__rs

2 Write the accessories.

1 two things you can wear on your wrist
_____ _____

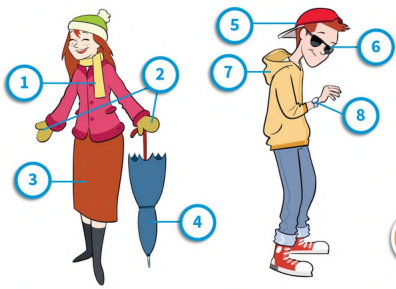
2 two things you can put your money in
_____ _____

3 something you can use when it's raining
_____

4 things you can wear in your ears
_____

5 things you can wear on your hands when it's cold _____

3 Look at the pictures. What are they wearing? Write the clothes and accessories.



1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

LANGUAGE IN ACTION

4 Complete the conversations. Use the correct form of the present continuous.

1 you / watch / TV just now?
✗ do / my homework
_____
_____

2 Lidia / wear / a red T-shirt today?
✗ wear / a blue shirt
_____
_____

3 Mike / chat / with his friends at the moment?
✗ take / a photo
_____
_____

5 Complete the posts with the present simple or present continuous form of the verbs.

What [1]_____ you usually _____ (wear) at school?

I usually [2]_____ (wear) jeans and a T-shirt. It [3]_____ (rain) today so I [4]_____ (carry) an umbrella!

[5]_____ your dad _____ (work) today?

No, he [6]_____ (not work) on Saturdays. He often [7]_____ (play) football, but today he [8]_____ (not do) that. He and Mum [9]_____ (shop) in Hull.

Self-assessment

I can name twelve clothes words in English. ☹ 😐 ☺

I can name twelve accessories in English. ☹ 😐 ☺

I can use the present continuous to talk about what is happening now. ☹ 😐 ☺

I can use the present simple and the present continuous together. ☹ 😐 ☺

LEARN TO … GUESS THE MEANING OF WORDS

When you don't know a word, you can guess the meaning. This helps you to read and listen in English.

1 **Circle the answer that is true for you. Compare and discuss your answer with a partner.**

When I see a word I don't know, I usually …

1 guess the meaning.
2 ask the teacher what it means.
3 look in a dictionary.
4 write it in my notebook.

2 **Read the text. Discuss the questions about each of the words in bold with a partner.**

YUSUF

I don't like tight jeans. I prefer **baggy** jeans because they're comfortable. I have lots of T-shirts, T-shirts with long **sleeves**, T-shirts with short **sleeves**, but I don't like T-shirts with **logos** – I don't like pictures or writing on my clothes. I love trainers. I have big feet so it can be difficult to find my size, but my new trainers **fit** really well. They're the perfect size!

1 Are they nouns, verbs or adjectives?

I think 'baggy' is an adjective.

2 What clues about the meaning can you find in the text?

Baggy jeans are not tight.
Baggy jeans are comfortable.

3 What do you think each of the words in **bold** means?

I think 'baggy' means not tight.

OWN IT!

3 **Read the text. Answer the questions in Exercise 2 about each of the words in bold.**

NIKITA

I never wear rings, bracelets or earrings, because I don't like **jewellery**, but I have lots of hats, gloves and scarves. Why? Well, my grandma loves to make me clothes – she especially loves to **knit** me clothes. I'm happy about this, because I like to be **warm** on cold winter days, and woollen clothes are great for that!

jewellery

1 noun _____
2 _____
_____
3 _____

knit

1 _____
2 _____
_____
3 _____

warm

1 _____
2 _____
_____
3 _____

6 SPORT FOR LIFE

LEARNING OUTCOMES

I can ...

- understand texts about sport
- book tickets
- write a profile
- understand how to use comparatives and superlatives
- talk about sports
- say collocations out loud and remember vocabulary sets together
- make an information leaflet.

Start it!

1 Look at the photo. What do you think these people are doing?
2 Before you watch, guess three sports from the video.
3 Which other sports can you see? Watch and check.
4 Which sport do you want to try? Why?

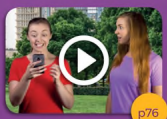
Watch video 6.1

p73

Language in action 6.2

p75

Language in action 6.3



p76

Everyday English 6.4

VOCABULARY
Sports

6.01 **1** **Match the words in the box with the photos. Listen, check and repeat.**

athletics		basketball	
(mountain/rock) climbing			
gymnastics		hockey	
rugby		running	
sailing		swimming	
table tennis	*a*	volleyball	
windsurfing		yoga	

6.02 **2** **Listen. Which six sports do you hear?**

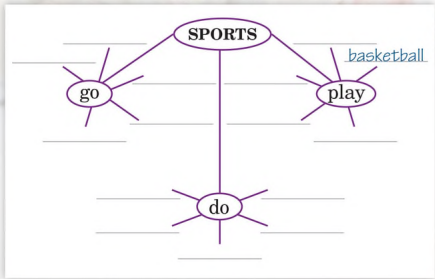
1 *table tennis* 4 _____
2 _____ 5 _____
3 _____ 6 _____

LEARN TO LEARN
Saying collocations out loud

When you learn new collocations, say the words out loud. There are three main verbs we use with sports.

play	ball sports
go	sports that end in *-ing*
do	other sports

3 **Write the sports from Exercise 1 in the spidergram. Say them out loud as you write them. How many more sports can you add?**



4 **Work in pairs. Say a sport out loud and your partner says the verb.**

Use it!

5 **Discuss the questions.**

1 Which sports do you do? How often do you do them?
2 Do you prefer team sports or individual sports? Why?
3 Which sports do you want to try?

Explore it!

Guess the correct answer.

Tennis star Serena Williams wears … every day during a tennis tournament.

a a lucky necklace b different trainers
c the same socks

Find an interesting fact about a sport. Write a question for your partner to answer.

READING
Online FAQs

1 What do you think the people in the photo are doing? Tell your partner.

6.03 **2** Read the article. Match the questions with the answers in the FAQs.

3 Read the article again. Are the sentences *T* (true) or *F* (false)?

1 A bossaball team has a maximum of five people. T
2 Players can't use their feet. ___
3 A bossaball ball is the same size as a football. ___
4 You can play bossaball when it's raining. ___
5 The inventor of bossaball isn't a DJ. ___

4 Find the meaning of the words in **bold** in the FAQs. Are they positive or negative? Can you add any more adjectives?

Positive	Negative
amazing	

Voice it!

5 Discuss the questions.

1 Can you play bossaball in your town?
2 Do you think bossaball looks interesting or boring? Why?
3 Do you want to try it?

Finished? p123 Ex 1

Bossaball

Do you need some help? You can't decide?
What do you play: volleyball or football or maybe gymnastics?
Don't worry! We've got the answer – you can do all of them.
Bossaball is the answer!

FAQs

Q1: What is it?
Q2: Is it a team game?
Q3: Where can I play it?
Q4: How big is a bossaball?
Q5: Can players touch the ball?
Q6: Is there an age limit?

Answers

A1: It's almost the same size as a volleyball and smaller than a football.
A2: No, there isn't. It's suitable for people of all ages.
A3: Yes, it is. There are two teams and each team has three, four or five players.
A4: Yes, they can. Players can use their hands and arms or their feet.
A5: It's a mixture of football, volleyball and gymnastics with music. It's more **entertaining** than other ball sports and in some places it's becoming more **popular** than beach volleyball.
A6: You can play it indoors if the weather's **bad**, but people usually play outdoors in a park or on a beach.

Bossaball players think it's better than volleyball and it's more **exciting** than football. It definitely isn't **boring** to watch and it's even more **amazing** to play. What are you waiting for?

The inventor of Bossaball is Filip Eyckmans – he's Belgian. His favourite sports are tennis and football and he also loves music and dance. In fact, he's a DJ. Bossaball is a combination of his favourite things and it's great fun!

LANGUAGE IN ACTION

Comparatives

Watch video 6.2
Which sports does he talk about?
Which sport is healthy?

Comparative adjectives		
Short adjectives	**Long adjectives**	**Irregular adjectives**
A bossaball is [1] smaller than a football.	It's **more exciting** than football.	It's [2] _____ than volleyball.
A football is **bigger** than a bossaball.	Bossaball is becoming [3] _____ _____ than beach volleyball.	The weather is **worse** today than yesterday.

Pronounciation p142

1 **Complete the examples in the table above. Use the article on page 72 to help you.**

2 **Write the comparative form of the adjectives.**

1 bad worse
2 big _____
3 boring _____
4 fast _____
5 good _____
6 tall _____

3 **Complete the sentences with the comparative form of the adjectives. Check your answers in the article on page 72.**

big ~~entertaining~~ exciting good

1 Bossaball is more entertaining than other ball sports.
2 Bossaball is _____ football.
3 A football is _____ a bossaball or a volleyball.
4 Do you think bossaball is _____ other sports you know?

4 **Write sentences with the comparative form of the adjectives. Use the correct form of the verb *be*.**

1 windsurfing (exciting) swimming
Windsurfing is more exciting than swimming.
2 table tennis (interesting) yoga
_____
3 climbing (difficult) volleyball
_____
4 basketball players (tall) football players
_____
_____

Use it!

5 **Write sentences to compare some of the things below or use your own ideas. Use adjectives from the box or think of your own. Discuss with a partner. Do you agree?**

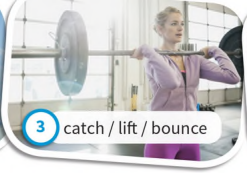
boring comfortable difficult easy exciting good healthy interesting smart tasty

table tennis / tennis
hanging out with friends / going shopping
Italian food / Indian food
joggers / jeans

I think table tennis is more interesting than tennis. What do you think?

I don't agree. I think tennis is more interesting.

Finished? p123 Ex 2



VOCABULARY AND LISTENING

Sports verbs

6.06 **1 Circle the correct verb to describe the photos. Listen, repeat and check. Can you guess the meaning of the other verbs?**

Get it right!

You **win** or **lose** a game, match, race or competition.

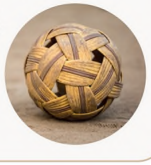
When you win, you **beat** the person or people you are competing with.

I want to win the race. **NOT** ~~*I want to beat the race.*~~

I think we can beat this team. **NOT** ~~*I think we can win this team.*~~

6.07 **2 Circle the correct verbs. Can you guess the sports? Listen and check.**

This is a popular team sport in Asia. It's a combination of volleyball and football. Players can't use their hands. One player [1]*dives / passes* the ball to another player to start. Players [2]*run / kick* the ball with their feet. The first team to [3]*throw / score* 21 points in two games wins.



a capoeira
b underwater hockey
c sepak takraw

This is a team game with six soft balls. It's popular in PE classes in the UK. Players [4]*lift / run* fast to pick up balls from the middle of the court. Then they [5]*dive / throw* their balls at the other team. If a ball [6]*hits / jumps* someone, that person is 'out'. Players can [7]*catch / score* a ball in their hands, but if it [8]*climbs / bounces* off another player, they can't use it.

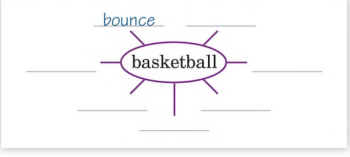
a basketball
b dodgeball
c volleyball

LEARN TO LEARN

Remembering vocabulary sets

Think about which verbs you can use for each sport.

3 Work with a partner and add other verbs to the diagram.



Use it!

4 Choose a sport and describe it in three sentences. Use verbs from Exercise 1. Can your partner guess the sport?

A conversation

6.08 **5 Look at the photos. Why do you think these people are famous? Listen and check.**

Johanna Quaas

Sun Ming Ming

6.08 **6 Listen again. Circle the correct answers.**

1 Johanna Quaas trains for an hour every … .
a week b day c morning

2 She doesn't eat much … .
a meat b fruit c meat or fruit

3 Sun Ming Ming's trainers are size … .
a 41 b 55 c 37

4 Sun Ming Ming and his wife are both very … .
a popular b tall c old

LANGUAGE IN ACTION

Superlatives

Watch video 6.3
Who is the most amazing painter? Who can play the piano?

Superlative adjectives		
Short adjectives	**Long adjectives**	**Irregular adjectives**
Has Sun Ming Ming got the **biggest** feet in the world?	The article is about some of the **most amazing** sportspeople in the world.	Fruit and vegetables are the **best** things to eat.

1 **Look at the table above. Complete the sentences with the superlative form of the adjectives.**

Johnna Quaas is [1] *the oldest* (old) active gymnast in the world. She's probably [2] _____ (fit) and [3] _____ (healthy) person in their 90s in the world.

Sun Ming Ming is [4] _____ (tall) basketball player in the world. Does the article say he is [5] _____ (good) player in his team?

2 **Complete the sports quiz with the superlative form of the adjectives. Predict and circle the answers to the questions. Discuss with a partner.**

3 **Listen and check your answers to Exercise 2.** 6.09

THE BIGGEST (BIG) SPORTS QUIZ IN THE WORLD!

1 Fauja Singh is over 100 and he's very active. He's _____ (old) person to *run a marathon / climb Mount Everest*.

2 Juju Noda hasn't got a car but she can drive. She is _____ (young) person to drive an *F4 / F1* racing car.

3 Many people say that *basketball / football* is _____ (easy) sport to learn to play.

4 _____ (fast) time for the men's 100 m race at an Olympic Games is *9.58 / 9* seconds.

5 *Volleyball / Table tennis* is _____ (popular) indoor sport. People of all ages play it. You only need a net, a ball and a bat.

6 _____ (good) food to eat before you do sport or exercise is a *carrot / banana*.

Use it!

4 **Write four sentences with your opinions about sports. Use the words in boxes A and B. Compare with a partner. Do you agree?**

A
easiest most boring
most difficult
most interesting on TV

B
do learn play watch

5 **Write sentences with superlative adjectives about you. Use the topics in the box or choose your own topics. Ask and answer with a partner.**

day of the week (good)
food (delicious)
sportsperson (amazing)
person (happy)

Which is the best day of the week?

I think Friday is the best day of the week because I always finish school early. What about you?

Finished? p123 Ex 3

SPEAKING

Buying tickets online

6.10 **1** **Listen to the conversation. How much do they pay for the tickets?**

6.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

How much are tickets?
Let's go.
They're (£45).
Let's book them.
Shall we go?
What's the (quickest/best/cheapest) way to get there?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**

Watch video 6.4 Everyday English

Got them! Look! That's crazy!
What are we waiting for? Why not?

4 **Work with a partner. Practise the conversation.**

RUBEN Look! Our favourite team is playing football this afternoon. [1] *Shall we go* _____?
OMAR Why not? [2] _____
RUBEN The best seats are the most expensive. [3] _____.
OMAR That's crazy! Are there any cheaper tickets?
RUBEN Yes, there are. The cheapest tickets are £12 but they're the worst seats.
OMAR That's OK. I don't mind if you don't. [4] _____.
RUBEN Got them! We collect and pay for them when we get there. The match starts in an hour.
OMAR What are we waiting for? [5] _____.
RUBEN [6] _____.
OMAR Run – fast!
RUBEN Wait for me!

PLAN

5 **Work with a partner. Plan a conversation about buying tickets online for a sports event. Decide …**

what event you want to see.

a basketball game a tennis match an athletics event

_____

how much the tickets cost.

_____

how you are going to get there.

_____

SPEAK

6 **Practise the conversation with your partner. Remember to use comparatives and superlatives, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.**

CHECK

7 **Work with another pair. Listen to their conversation and complete the notes.**

What event do they want to see?

_____

How much are the tickets?

_____

How are they going to get there?

_____

WRITING

A profile of a sportsperson

1 **Look at the photo. What sport do you think Ashima Shiraishi does? Read Kelly's profile and check.**

2 **Match topics a–c with paragraphs 1–3.**

a Achievements

b Basic information and description

c Training and other interests

3 **Read the profile again and write two pieces of information for the paragraphs in Exercise 2.**

Achievements: first woman to climb the 'Horizon' rock

My favourite sportsperson

By Kelly Nammour

1 ☐ My favourite sportsperson is Ashima Shiraishi. She's an American rock climber. She's 154 cm tall, she weighs 40 kg and she's smaller and lighter than most climbers. She lives in New York.

2 ☐ She trains five days a week after school with her father, Hisatoshi. He's also her coach. Ashima goes rock climbing whenever she can and she practises on climbing walls in the gym, too. She loves climbing but she also enjoys watching basketball on TV, listening to music and watching films.

3 ☐ I think she's amazing because she is the first woman and the youngest person to climb the 'Horizon' rock in Japan. It's one of the most difficult rocks in the world to climb. She is one of the world's strongest climbers and one of the most successful young sportspeople in the world too.

4 **Read the *Useful language* box and circle the correct words.**

Useful language

We use *also* and *too* to give extra information.

We use ***also*** [1]*before* / *after* the verb *be*.

We use ***also*** [2]*before* / *after* other verbs.

We use ***too*** at the [3]*beginning* / *end* of a sentence.

5 **Rewrite the second sentence with the word in brackets.**

1 I like playing football. I enjoy hanging out with friends. (also)

2 Table tennis is easy to play. It's fun. (too)

3 She's running. She's jumping. (also)

4 He's wearing new trainers. He's wearing a new T-shirt. (too)

Write a profile of your favourite sportsperson.

PLAN

6 **Make notes about your favourite sportsperson. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.**

WRITE

7 **Write your description. Remember to incluse three paragraphs, comparatives and superlatives and expressions from the *Useful language* box.**

CHECK

8 **Do you …**

- give basic information and a description of your sportsperson?
- describe their sport using sports verbs?
- talk about their achievements and why you like them?

Finished? p123 Ex 4

THE PE PROJECT

An information leaflet

1 Look quickly at the leaflet. Circle its purpose.

1 to give directions to a sports club
2 to give information about a sport
3 to give transport times

2 Read the leaflet and make notes on the ideas in the box.

What?	When?	Where?	Who?
Equipment	One of the rules	One of the benefits	

3 Read the leaflet again. Are the sentences *T* (true) or *F* (false)?

1 You need some special equipment to play streetball. F
2 There are sometimes ten players in a game of streetball. ___
3 You can't touch the ball with your hands in streetball. ___
4 Some sports are more expensive than streetball. ___

How to design a leaflet

4 Read the tips about designing a leaflet. Circle the ones you think are good pieces of advice.

a Use serious colours, not bright ones.
b Use photos and a map.
c Make sure the people are not smiling in the photos.
d Include contact details.
e Choose a clear font (if you're using a computer) or write neatly.
f Include everything you know about the sport.

6.11 **5 Listen to the advice and check your answers to Exercise 4.**

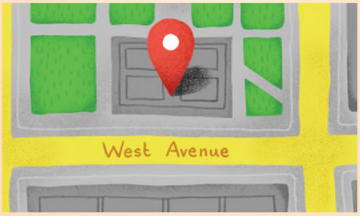
WHAT IS IT?

It's outdoor basketball in your local area.

WHERE AND WHEN?

We meet every Tuesday at 5.30 pm at the West Avenue basketball court. Come along and join us.

Find us here:



WHO?

Everyone is welcome! You don't need to belong to a team and you don't need special training.

WHY NOT COME ALONG AND MAKE NEW FRIENDS?

Equipment

We've got a basketball and nets. Just bring yourself and your trainers!

Teams

- A team can play with only two players but there are never more than five.

Rules

Different streetball games have different rules, but these are ours:

- Players can bounce, throw and catch the ball.
- When you score, your team gets one point.
- After you score, your team keeps the ball.
- A team wins when they score 7 points.

BENEFITS

- It's free!
- It's a great way to get fitter and healthier!
- The matches are faster and more exciting than normal basketball.
- It's great fun!

Any questions?
Contact Greg at gregscott@jmail.com.

FACT

Bucharest is the unofficial streetball capital of the world! Every year more than 1,000 streetball players travel to the Romanian capital city and play in a streetball competition.

PLAN

6 Work with a group. Choose a street sport or another sport and find out information about it. Complete the steps below.

- Decide on the information you want to include.
- Decide and choose the photos and illustrations to include.
- Draw a rough plan of the layout of the leaflet.
- Make a first draft of your leaflet.
- Discuss how you can improve your first draft.

PRESENT

7 Prepare your final leaflet and present it to the class. Remember to include facts about your sport, photos, illustrations and maps, and the tips in *How to* design a leaflet.

CHECK

8 Look at your classmates' leaflets and complete the notes.

Which sport is the most interesting?

_____

Which leaflet has the best design?

_____

Which sport do you want to try? Why?

_____

_____

6 REVIEW

VOCABULARY

1 Complete the sentences with the sports in the box.

mountain climbing rugby
sailing table tennis volleyball
windsurfing yoga

1 You need a net to play _____ and _____.
2 _____ is a ball game that people always play outdoors.
3 People usually do _____ indoors.
4 You need to be on the water to go _____ or _____.
5 _____ can be dangerous, so you need very good equipment.

2 Circle the correct verbs.

1 We're playing football so we can *kick* / *score* the ball.
2 That looks heavy. Can you *climb* / *lift* it?
3 I want to *run* / *dive* a marathon one day.
4 *Catch* / *Throw* me that ball, please.
5 How do you *jump* / *score* in hockey?
6 It's important to *pass* / *hit* the ball in rugby.

LANGUAGE IN ACTION

3 Write the comparative form of the adjectives.

1 bad _____
2 big _____
3 easy _____
4 exciting _____
5 good _____
6 interesting _____

4 Look at the information and write sentences. Use comparative and superlative adjectives.

	Jack's opinion		
	Table tennis	Rugby	Hockey
easy	★★★★★	★★	★
exciting	★	★★★★	★★
good	★★	★★★★	★

1 table tennis / easy
_____
2 rugby / easy / hockey
_____
3 hockey / exciting / table tennis
_____
4 table tennis / good / hockey
_____
5 rugby / good
_____
6 rugby / exciting
_____

Self-assessment

I can name thirteen sports in English. 🙁 😐 🙂

I can use twelve sports verbs to talk about sports. 🙁 😐 🙂

I can use comparative adjectives to compare two things. 🙁 😐 🙂

I can use superlative adjectives to compare three or more things. 🙁 😐 🙂

LEARN TO ... WRITE EXAMPLE SENTENCES

Example sentences help you understand and remember vocabulary

1 **Read Peiyu's blog. How does she remember new words? Why?**

https:\\peiyusenglishlearningblog.co.uk

Today's tip

Peiyu's English learning blog

Remembering new words

When I learn new words, I use them in example sentences. I think this is better than writing them in my language. When I write sentences, I think about what the word means and this helps me to remember it.

Also, when you write example sentences, the meaning is easier to remember later because the other words in the sentence can help you. I try to write funny sentences or sentences about me and my friends because it's easier to remember the sentences.

Look at my notebook! What do you think?

My parents **do yoga** in the garden.

I **run** to school when I'm late.

2 **Circle the example sentences you prefer, a or b. Compare your answers with a partner and say why.**

1 bananas
   a Bananas are nice.
   b Bananas are a long yellow fruit.

I prefer example sentence b because the words 'long', 'yellow' and 'fruit' help you remember what bananas are.

2 kick
   a In football, players kick a ball.
   b They kick it.

3 rugby
   a Rugby is my grandma's favourite sport.
   b Rugby is boring.

4 throw
   a Throw it!
   b My baby sister throws her food at me.

OWN IT!

3 **Write an example sentence for each of the words in the box.**

beat catch rock climbing score volleyball

1 _____
2 _____
3 _____
4 _____
5 _____

4 **Tell your partner your sentences from Exercise 3. Who has the best example sentence for each word?**

I prefer your sentence for 'beat' because it's funny.

7 AMAZING ANIMALS

LEARNING OUTCOMES

I can ...

- understand texts about animals
- ask for and respond to information
- write an article
- understand how to use different past tense forms
- talk about and describe animals
- categorise vocabulary and identify word forms.

Start it!

1 What's happening in the big photo?
2 What do you know about this animal?
3 Guess three animals in the video. Watch and check.
4 How many animals can you remember from the video?

Watch video 7.1

p85
Language in action 7.2

p87
Language in action 7.3

p88
Everyday English 7.4

p90
Globetrotters 7.5

VOCABULARY
Animals

7.01 **1** Match ten animals with the photos. Listen, check, and repeat. Which four animals are not in the photos?

bear	☐	crocodile	☐	donkey	☐
duck	☐	eagle	☐	giraffe	a
hippo	☐	horse	☐	lion	☐
monkey	☐	mouse	☐	parrot	☐
snake	☐	whale	☐		

1 _____ 2 _____ 3 _____ 4 _____

7.02 **2** Listen to the noises. Which animals do you hear from Exercise 1?

1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

3 Which of the animals have:

1 a tail? 2 feathers? 3 fur?

LEARN TO LEARN

Word categories

When you learn new words, put them into categories. This helps you remember the meaning.

4 Complete the categories with animals from Exercise 1. Add two more animals for each category.

Mammals	Birds	Reptiles
giraffe	parrot	snake

Use it!

5 Work with a partner. Guess the extra animals in each of your partner's categories.

6 Write new categories for the animals. Tell your partner the animals but NOT the categories! Can your partner guess your new categories?

Category 1: mouse, parrot, snake

Is your category 'pets'?

Explore it!

Guess the correct answer.

A blue whale's tongue weighs the same as …

a a crocodile. b an elephant. c a giraffe.

Find an interesting animal fact. Write a question for your partner to answer.

Animals with a Difference

Snowflake

From 1964 until 2003, there was a special gorilla in Barcelona Zoo. His name was Snowflake, and he was born in Africa. Snowflake was a celebrity in the zoo. He wasn't the same as the other gorillas because he was white. He was the world's only white gorilla.

Nómade

In the 1990s, in Mozambique, southern Africa, a baby elephant was born without tusks. Her name was Nómade. Her 11 sisters were born without them, too. In the 1930s, there weren't many African elephants without tusks, only 1%. But in some areas of Africa today, 98% of female elephants are born like this.

Artico

In 2004, a Bengal tiger called Artico was born in a wildlife centre in Alicante, Spain. But Artico wasn't like his parents. He was white with no stripes, but his parents weren't. They were orange with black stripes. Today, there are only about 20 Bengal tigers without stripes in the world.

GORILLA FACT FILE

WEIGHT	Up to 270 kg
HABITAT	African forests and mountains
FOOD	Fruit, leaves and plants
FACT	Gorillas are the largest mammals to build nests. They make a new nest every night.

AFRICAN ELEPHANT FACT FILE

WEIGHT	Up to 6,000 kg
HABITAT	African savannah and forests
FOOD	Grass, leaves, trees, fruit and plants
FACT	Elephants use their feet to listen.

BENGAL TIGER FACT FILE

WEIGHT	Up to 230 kg
HABITAT	Forests and mountains in South-East Asia
FOOD	Deer, buffalo, antelopes and other animals
FACT	There aren't two tigers with the same stripes.

READING
Fact files

1 **Tell your partner two things you know about gorillas, elephants and tigers.**

2 **Look at the photos. What is different about Snowflake, Nómade and Artico?**

7.03 **3** **Read the text and the fact files. Check your answers to Exercise 2. Find out two things about each of the animals.**

4 **Read the sentences and write *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Gorillas build nests. R
2 Elephants can hear with their feet. ____
3 Tigers are heavier than gorillas. ____
4 All tigers look different. ____
5 Only female elephants are born without tusks. ____
6 Gorillas are the heaviest animal. ____
7 There are more than 20 Bengal tigers without stripes. ____

5 **Find words in the fact files for each of these categories. Think of two more words for each category.**

Animals: gorilla
Things animals eat: _____
Habitats: _____

Voice it!

6 **Why do you think …**

1 tigers have stripes?
2 gorillas build a nest every night?
3 some elephants are born without tusks?

Finished? p124 Ex 1

LANGUAGE IN ACTION

was/were, there was/were

Watch video 7.2
What colour was the flamingo when it was a baby? What animals were there?

was/were	*there was/there were*
His name [1] was Snowflake.	**There** [2] _____ a special gorilla in the zoo.
They [3] _____ orange with black stripes.	**There were** lots elephants in the zoo.
Artico [4] _____ like his parents.	**There wasn't** another gorilla like him.
Were Artico's parents white? No, they [5] _____.	**Were there** other white gorillas? No, **there weren't**.

1 **Complete the examples in the table above. Use the text on page 84 to help you.**

2 **Find information in the text to correct the sentences.**

1 Snowflake and Artico were black.
They weren't black. They were white.

2 Snowflake was from Barcelona.
He _____

3 Nómade was born in Spain.
She _____

4 Nómade was an Indian elephant.
She _____

5 Artico was a lion.
He _____

3 **Complete the text with *was(n't)/were(n't)* or *there was(n't)/there were(n't)*.**

Use it!

4 **Write questions with *was/were*. Ask and answer with a partner.**

1 Where / born?
Where were you born?

2 What / favourite subject at primary school?

3 What / favourite animal / when / you / six?

4 What / favourite film / when / you / seven?

5 Who / best friend / when / you / eight?

6 Where / you / at six o'clock on Sunday evening?

7 When / your last holiday?

Finished? p124 Ex 2

GIANT DRAGONS!

In the past, on the Island of Flores, [1] there were animals like elephants. But [2] _____ one difference: they [3] _____ very small. [4] _____ also Komodo dragons and huge rats on the island. [5] _____ people on Flores?
Yes, [6] _____, but they [7] _____ very tall.
They [8] _____ only about one metre tall.
That's the size of a three-year-old! And their brain [9] _____ the size of an orange!

VOCABULARY AND LISTENING

Adjectives

7.04 **1** **Circle words to describe photos 1–6. Listen, check and repeat. Can you guess the meaning of the other adjectives?**

2 **Write opposite adjectives from Exercise 1 for the words below.**

1 short long
2 light _____
3 huge _____
4 quiet _____
5 safe _____

Use it!

3 **Think of three animals. Write two sentences to describe each one. Tell your partner. Can they guess the animal?**

It's quiet and fast. It sometimes lives in houses.

Is it a mouse?

A podcast

4 **Discuss the questions with a partner.**

1 What can parrots do?
2 Are parrots good pets? Why / Why not?

7.05 **5** **Listen to the podcast and circle what it's about.**

a A hungry parrot
b An intelligent parrot
c A dangerous parrot

LEARN TO LEARN

Preparing to listen

Thinking about the questions before you listen can help you hear the correct answers.

6 **Underline the question words in Exercise 7.**

7.05 **7** **Listen again and answer the questions.**

1 How old was Hannah? _____
2 Who was really noisy? _____
3 Who wasn't at home on the day of the story? _____
4 Why was Hannah's toast on the table? _____
5 Where was Meagan when Hannah ate the toast? _____

8 **Work in pairs. Take turns to tell the story.**

There was a parrot.

There was a little girl called Hannah.

LANGUAGE IN ACTION

Past simple: regular and irregular verbs

Watch video 7.3
Which animals ran away?
Who touched a snake?

Regular verbs	Irregular verbs	Past time expressions
They [1] lived in Denver.	Meagan **had** a pet parrot.	We heard the story **yesterday**.
They [2] _____ together at college.	Meagan **didn't** [3] _____ any children.	It **happened** more than ten years [4] _____.

Irregular verbs p143 Pronunciation p142

1 Complete the examples in the table above.

2 Complete the sentences. Correct three of the facts about the listening on page 86.

Meagan …

1 didn't hear (not hear) Willie.
2 _____ (not make) Hannah toast.
3 _____ (leave) the toast on the table.
4 _____ (see) Hannah's face was blue.
5 and Willie _____ (not save) Hannah's life.

_____

_____

_____

7.09 **3** Complete the text. Listen and check.

A Croc's Best Friend

Gilberto 'Chito' Shedden was a fisherman from Costa Rica. One day, he [1] saw (see) a crocodile in the river. It [2] _____ (have) an eye problem, so Chito [3] _____ (decide) to take the crocodile home. He [4] _____ (feed) the crocodile and [5] _____ (give) it medicine. He called it Pocho. Chito [6] _____ (not leave) Pocho, and at night they [7] _____ (sleep) in the same room. When Pocho was healthy again, Chito [8] _____ (take) him to the river. But Pocho [9] _____ (not want) to stay in the river, so he [10] _____ (follow) Chito home! Pocho and Chito [11] _____ (become) best friends until Pocho [12] _____ (die) a few years ago.

Use it!

4 Write sentences with *ago*. Change the words in **bold** so that the sentences are true for you. Work with a partner and say your sentences. Are any the same?

1 This lesson start / **thirty minutes**
This lesson started forty-five minutes ago.
2 I / get up / **four hours**
_____
3 I / start / school / **seven years**
_____
4 I / have / lunch / **an hour**
_____
5 I / meet / my English teacher / **six months**
_____

5 Write three true and three false sentences about you. Use the past simple and past time expressions.

6 Take turns to say your sentences. Can your partner guess which are true and which are false?

I went to Brazil on holiday last week.

False! You were at school last week.

Finished? p124 Ex 3

SPEAKING

Talk about a day out

7.10 **1** **Listen to the conversation. Where was Martha yesterday?**

DANIEL Hey, Martha. [1] How was the school trip yesterday?
MARTHA [2] _____ really cool! We went to a safari park.
DANIEL Really? [3] _____?
MARTHA It was amazing!
DANIEL Were there any elephants?
MARTHA Yeah, there were, but I didn't see them.
DANIEL I can't believe you didn't see any elephants. [4] _____ lions?
MARTHA Yeah, there was a family of lions. One of them looked inside our car.
DANIEL Wow! No way!
MARTHA Yup. It did. Then it climbed in the window and ate my lunch.
DANIEL You're joking!
MARTHA Of course I'm joking!

7.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

How was (the school trip)?	It was (really cool).
What about(lions)?	What was (it) like?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**

Watch video 7.4
Everyday English

No way! Really?
Wow! You're joking!

4 **Work with a partner. Practise the conversation.**

PLAN

5 **Work with a partner. Plan a conversation about a day out. Decide …**

where you went. _____

what you saw. _____

what you didn't see. _____

what happened. _____

SPEAK

6 **Practise the conversation with your partner. Remember to use verbs in the past and expressions from the *Useful Language* and *Everyday English* boxes.**

CHECK

7 **Work with another pair. Listen to their conversation and complete the notes.**

Place: _____

What they saw: _____

What they didn't see: _____

What happened: _____

WRITING
An article

Skateboarding dog
By Lidia Watson

1 ☐ Can you skateboard? Tillman, a dog from California in the USA, could. He could skateboard 100 metres in 20 seconds!

2 ☐ In 2007, millions of people watched a video of him skateboarding. Soon, he became an international star. Tillman also liked other sports. He could snowboard and surf. Several years ago, he won first place in a surfing competition. On 27 October, 2015, Tillman died. He was 10 years old.

3 ☐ Now there are many skateboarding, snowboarding and surfing dogs. Some even have their own websites! Do you know any animals with amazing abilities?

1 **Look at the photo. Why do you think this dog is different? Read the article and check your ideas.**

2 **Match topics a–c with paragraphs 1–3.**

a Description of things Tillman did
b Introduction to the subject
c Conclusion that asks a question

3 **Read the article again and complete the notes.**

Skateboarding dog
Who Tillman
What _____
Where _____

4 **Look at the *Useful language* box. Find and <u>underline</u> the time expressions in the article.**

Useful language

In 2007 On 27 October, 2015 Several years ago

Get it right!

We use *on* for days and dates. *On Friday / On 27 October.*

We use *in* for months and years. *In October / In 2007.*

Write your own article about a famous animal.

PLAN

5 **Read the notes about a dog called Betsy. Use the notes to write an article or make your own notes about a famous animal.**

Most intelligent dog
Who Betsy
What understands more than 340 words
Where Vienna, Austria

Decide what information to include in each paragraph. Use the information in Exercises 2 and 3 to help you.

WRITE

6 **Write your article. Remember to include three paragraphs, the past simple and time expressions.**

CHECK

7 **Do you …**

- introduce the animal in the first paragraph?
- describe what the animal did?
- use time expressions?

Finished? p124 Ex 4

AROUND THE WORLD

READING
An article

7.11 **1** **Look at the photo. Where do you think the girl is from? Why is she special? Read the article to check your answers.**

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

1 How old are boys when they learn to hunt with eagles? _____

2 How fast can eagles fly? _____

3 Where was Aisholpan's baby eagle when she found it? _____

4 Who was Aisholpan's trainer? _____

5 Who was the youngest person in the 2016 Golden Eagle Festival competition? _____

Globetrotters
Watch video 7.5
Four-legged Friends

- Where can you find camels?
- How much water can camels drink in ten minutes?
- What temperatures can camels survive in?

Voice it!

3 **Discuss the questions.**

1 Why do you think only boys usually hunt with eagles?

2 Why do you think Aisholpan won the competition?

3 Do you want to learn to hunt with eagles? Why / Why not?

4 Do you have any competitions like this in your country?

The Girl and the Golden Eagle

Can you imagine riding a horse in temperatures of –50 °C with a huge eagle on your arm?
The ancient tradition of eagle hunting started thousands of years ago in Mongolia. Traditionally, it was only for boys in Mongolia and this tradition continues today. Boys learn to hunt when they are only 13. They use eagles because they can fly up to 320 kph and can see animals from more than four kilometres away. There are about 400 male eagle hunters today. But no 13-year-old girls … until now.

The 2016 film, *The Eagle Huntress*, tells the story of Aisholpan. When she was young, Aisholpan took care of her father's eagle but she really wanted to be an eagle hunter like her father. So she went to the high Altai Mountains with her father to find a baby eagle to train. It wasn't easy. The climb to the eagle nest was difficult and dangerous. But Aisholpan did it. She found her baby eagle!

Aisholpan's father became her trainer. But was Aisholpan strong enough to hunt with the huge bird in freezing temperatures? Yes, because she was determined to succeed.

In 2016, Aisholpan competed in the Golden Eagle Festival. She was the first Mongolian girl to enter the competition. There were 70 competitors. She was the youngest and the only girl. And guess what? Her eagle won. What an amazing achievement!

LEARN TO LEARN

Noun and verb forms

When you learn a new word, try to learn some other forms of the word. This will help you to understand reading texts.

We can add different endings to verbs to make nouns, for example *-er*, *-ing*, *-or*, *-tion*, etc.

4 **Complete the table with words from the text.**

Verb	Noun (person)	Noun (thing)
1 *compete*	competitor	2 _____
hunt	3 _____	4 _____
train	5 _____	training
6 _____	climber	climbing
7 _____	learner	learning

5 **Write sentences with words from the table in Exercise 4. Take turns to say your sentences but do NOT say the word you chose. Can your partner guess your word?**

They (climb) a mountain every year.

Is the word 'climb'?

Explore it!

Guess the correct answer.

Eagle hunters use *male / female* eagles because they grow bigger and are more powerful.

Find three interesting facts about eagle hunters. Choose your favourite fact and write a question for your partner to answer.

OWN IT! **The Culture Project** Teacher's Resource Bank

7 REVIEW

VOCABULARY

1 Write the animals.

1 monkey

2 _____

3 _____

4 _____

5 _____

6 _____

2 Complete the adjectives with the missing vowels.

1 w i ld
2 t _ ny
3 n _ _ sy
4 b _ _ _ t _ f _ l
5 q _ _ _ t
6 l _ zy
7 d _ ng _ r _ _ s
8 h _ _ vy
9 c _ t _
10 l _ rg _
11 l _ ng
12 cl _ v _ r

LANGUAGE IN ACTION

3 Joe and Sylvie went to a wildlife park last week. Write sentences with the correct form of *there was/were*.

1 *Were there* many animals? (?)
2 _____ two lions. (✓)
3 _____ an elephant with no tusks. (✗)
4 _____ a tiger with no stripes. (✓)
5 _____ a donkey. (✗)
6 _____ a white gorilla? (?)

4 Complete the text with the past simple of the verbs in brackets.

Mammoths [1] *lived* (live) many, many years ago in Asia, Europe and North America. They [2] _____ (die) because the weather [3] _____ (get) warmer and they [4] _____ (not can) find any food. They [5] _____ (be) about 3.5 m tall and [6] _____ (weigh) about 6,000 kg. Their tusks [7] _____ (be) very, very long – about five metres! They [8] _____ (be) herbivores, so they [9] _____ (not eat) other animals. They [10] _____ (eat) grass and plants and flowers.

Self-assessment

I can name fourteen animals in English. ☹ 😐 ☺

I can use adjectives to describe animals. ☹ 😐 ☺

I can use *was* and *were* to describe the past. ☹ 😐 ☺

I can use regular and irregular verbs to talk about the past. ☹ 😐 ☺

LEARN TO … USE MIND MAPS

Mind maps can help you think of ideas and plan how to organise them.

1 Discuss the questions.

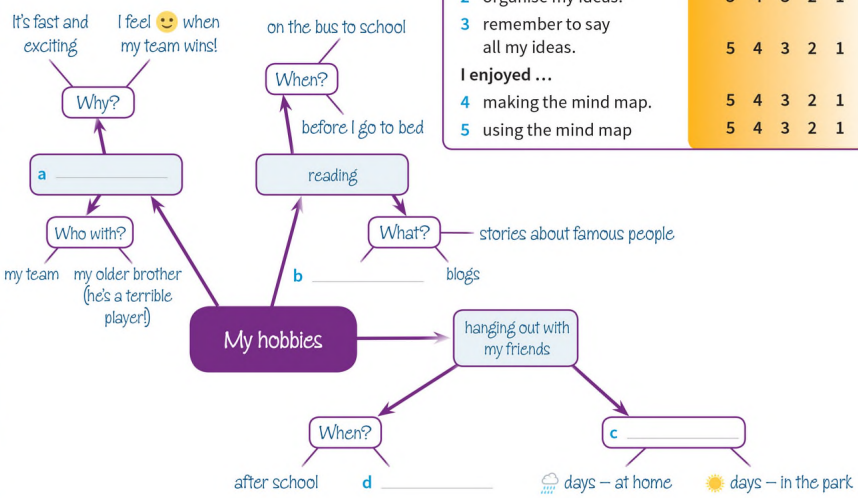
1 What is a mind map?
2 Why do people make mind maps?
3 Do you use mind maps?

2 Ahmet made a mind map to help him with a presentation. What is the topic?

_____

3 Complete Ahmet's mind map with the words and phrases below.

1 football
2 Where?
3 magazines
4 at the weekend



OWN IT!

4 Make a mind map about your favourite animal. Follow the instructions.

1 Write the topic in the middle.
2 Add three main ideas about the topic.
3 Write one or two questions about each main idea.
4 Write notes about your answers to each question.

5 Use your mind map to talk to your partner about your favourite animal.

6 Circle how you feel. Compare and discuss your answers with a partner.

The mind map helped me …	agree → disagree
1 think of ideas.	5 4 3 2 1
2 organise my ideas.	5 4 3 2 1
3 remember to say all my ideas.	5 4 3 2 1
I enjoyed …	
4 making the mind map.	5 4 3 2 1
5 using the mind map	5 4 3 2 1

8 LOST AND FOUND

LEARNING OUTCOMES

I can ...

- understand texts about an unusual town and finding treasure
- help a friend
- write a blog post
- understand how to ask past simple questions
- talk about places in a city and personal possessions
- use compound nouns and photos to predict content
- do an interview.

Start it!

1 Describe the photo. Where do you think this is?
2 Before you watch, where do you look when you lose something?
3 What do archaeologists want to know? Watch and check.
4 What is your favourite treasure? Why?

Watch video 8.1

Language in action 8.2 p97

Language in action 8.3 p99

Everyday English 8.4 p100

VOCABULARY
Places in town

8.01 **1** **Match the places in the box with the photos. Listen, check and repeat.**

aquarium	☐	bowling alley	a
car park	☐	cinema	☐
hospital	☐	ice rink	☐
post office	☐	shopping centre	☐
skate park	☐	sports centre	☐
swimming pool	☐		

2 **Which places in Exercise 1 are in your town? Which ones do you sometimes or often go to? Compare with a partner.**

LEARN TO LEARN

Compound nouns

There are lots of compound nouns in English. The two words together usually have a different meaning from the separate words.

3 **Look at the places in Exercise 1. Which words are compound nouns? Can you think of any more compound nouns?**

Use it!

4 **Answer the questions. Write two more questions about the places in Exercise 1 for your partner to answer.**

Where do you go to …

1 buy clothes and accessories? _____
2 see fish and sea creatures? _____
3 see a doctor? _____
4 watch a film? _____
5 do sports and exercise? _____
6 _____
7 _____

Explore it!

Guess the correct answer.

The Dubai Mall is one of the largest shopping centres in the world. There are 1,200 shops and there's also …

a an aquarium b a swimming pool c a skate park

Find another interesting fact about the Dubai Mall. Write a question for your partner to answer.

READING

An online travel article

Lost treasures

Last week, our travel writer, Marisa Castillo, visited the town of Villa Epecuén in Argentina and met its only inhabitant, Pablo Novak.

Pablo grew up in Villa Epecuén and until 1985 he had a normal family life there. On 10th November 1985, after weeks of heavy rain, a lake **flooded** the town and it gradually disappeared under 10 metres of water. All of the town's 1,500 **residents** left. In 2009, the water began to go down and Pablo decided to return.

Now he and his dogs live in an **abandoned** house with no electricity. One of his 21 grandchildren visits him every day and brings him food. He doesn't mind being the only person there. 'I am OK here. I am just alone. I read the newspaper. And I always think of the town's golden days,' Pablo said.

His **memories** of those golden days brought the town to life for me. As we walked past empty buildings, those places suddenly became family homes, noisy swimming pools, hotels full of **tourists** and busy car parks.

Comments

Libby: Did Pablo and the other residents move far away?

Marisa: No, they didn't. They moved to a town called Carhué about 7 km away.

Luca: 👍 Cool story! Did Pablo's wife want to go back to Villa Epecuén with him?

Marisa: No, she didn't. His wife and family started a new life in Carhué.

1 Look at the photo of the town. What do you think happened?

2 8.02 Read the article and check your answers to Exercise 1.

3 Find out what the words in **bold** in the article mean.

4 Read the article again and circle the correct answer.

1 Until 1985, Pablo lived … in Villa Epecuén.
   a with his family
   b on his own
   c with one of his grandchildren
2 When Villa Epecuén flooded, … of the residents stayed.
   a some b none c all
3 Pablo now lives … .
   a with his family
   b with a friend and his dogs
   c alone with his dogs
4 Pablo … being the only person in Villa Epecuén.
   a hates b loves c doesn't mind
5 Pablo spends time each day … .
   a reading the newspaper
   b shopping for food
   c sitting in the train station
6 Pablo has got … memories of the town in the past.
   a sad b happy c no

Voice it!

5 Discuss the questions.

1 Do you know any towns like Villa Epecuén?
2 Look at the questions in the Comments section. Think of two more questions to ask Marisa about Villa Epecuén.

Finished? p125 Ex 1

LANGUAGE IN ACTION

Past simple: questions

Watch video 8.2
What did he do at the weekend? Did his parents like what he did?

	Yes/No questions		Short answers
Did	Pablo and the other residents	1 *move* far away?	Yes, they **did**. / No, they 2 _____.
	Pablo's wife	3 _____ to go back?	Yes, she **did**. / No, she 4 _____.

Pronunciation p142

1 **Complete the examples in the table above. Use the article on page 96 to help you.**

2 **Write past simple questions and answers. Check your answers in the article on page 96.**

1 the lake / flood / Villa Epecuén?

Did the lake flood Villa Epecuén? Yes, it did.

2 Villa Epecuén / disappear in 1985?

_____

3 the residents / stay / after the flood?

_____

4 the water / start / to disappear in 2009?

_____

5 Pablo / return / in 2009?

_____

Get it right!

Remember to use *did* and the infinitive in past simple questions.

Did Pablo return home? **NOT** ~~*Pablo returned home?*~~

8.05 **3** **Complete the conversation with the correct form of the verbs. Listen and check.**

ANNA 1 *Did* you *go* (go) to the ice rink last night?

CARLO Yes, I 2 _____.

ANNA 3 _____ you _____ (see) Jack there?

CARLO No, I 4 _____. I was with Tom and Kirsten.

ANNA 5 _____ you all _____ (have) a good time?

CARLO No, we 6 _____. It was freezing and the music was really bad.

ANNA Oh dear. 7 _____ you _____ (buy) some food later?

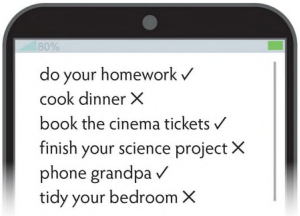
CARLO Yes, we 8 _____. We bought a pizza at the café.

ANNA 9 _____ you _____ (enjoy) it?

CARLO No, we 10 _____. It was disgusting!

ANNA Oh dear. Try the burger place next time.

8.06 **4** **Look at Simon's list. Write a conversation between Simon and his mum. Listen and check.**



Use it!

5 **Write past simple questions. Ask and answer with a partner.**

1 you / go / to the swimming pool last Saturday?

Did you go to the swimming pool last Saturday?

2 you and your family / watch TV last night?

_____

3 you / have / a maths lesson yesterday?

_____

4 your parents / drive / you to school today?

_____

5 your best friend / text / you this morning?

_____

Finished? p125 Ex 2

VOCABULARY AND LISTENING

Personal possessions

8.07 **1** **Match the words in the box with the photos. Listen, check and repeat.**

bus pass	☐	camera	☐
concert ticket	1	headphones	☐
ID card	☐	keys	☐
laptop	☐	money	☐
passport	☐	phone	☐
portable charger	☐	tablet	☐

2 **Look in your schoolbag. How many of the possessions in Exercise 1 have you got?**

Use it!

3 **Describe a possession you used yesterday. Can your partner guess?**

I used this on the bus yesterday.

Your phone?

A radio interview

LEARN TO LEARN

Using photos to predict content

Before you listen, look carefully at any pictures. Think about the connection between them.

4 **Look at the photos in Exercise 6 and read the sentences. Work with a partner and say what you think the story is about.**

8.08 **5** **Listen to the radio interview and check your answers to Exercise 4. Were you correct?**

8.08 **6** **Listen again. Are the sentences *T* (true) or *F* (false)?**

1. Andres goes out every weekend to look for treasure. F
2. Andres uses special equipment when he does his hobby. ___
3. Detectorists always collect old drinks cans. ___
4. When detectorists find treasure, they dance. ___
5. Andres found some very old Roman money. ___

Voice it!

7 **Discuss the questions.**

1. Do you know anyone with an unusual hobby like Andres?
2. Imagine you find some ancient treasure. How do you feel? What do you do?

LANGUAGE IN ACTION

Past simple: *Wh-* questions

Watch video 8.3
What did Nick lose?
Where did Nick find them?

Where	did	you	go last weekend?
Who		you	go with?
What		your dad	do?
When		you	take that photo?
How		Andres	find the treasure?

1 **Look at the table above. Put the words in the correct order to write the questions. Match them with the answers.**

1 Andres / find / did / the treasure / when?
When did Andres find the treasure? b

2 did / Andres / find / where / the treasure? _____

3 Andres / how / feel / did? _____

4 he / what / did / do? _____

5 send the photos to / did / Andres's dad / who? _____

a Shocked.
b Last weekend.
c He shouted for his dad and did a dance.
d The local museum.
e In a field near his house.

8.09

2 **Complete the conversations with the question words and the correct form of the verbs. Listen and check.**

A How much Where

A Hey. Cool headphones!
[1]*Where did* you *get* (get) them?
B I bought them online.
A [2]_____ they _____ (cost)?
B €20.

B What Which Who

A [3]_____ you _____ (do) on Saturday afternoon?
B I went to the cinema.
A [4]_____ you _____ (go) with?
B I went with Lukas.
A [5]_____ film _____ you _____ (see)?
B We saw the new Avengers film. It was amazing!

C When Where

A [6]_____ your dad _____ (lose) his passport?
B He lost it yesterday.
A [7]_____ he _____ (lose) it?
B I don't know but I know he needs to find it because we're going to Paris tomorrow!

3 **Have a conversation like conversation B in Exercise 2. Change the information so it is true for you.**

Use it!

4 **Think of your favourite possession. Write questions to guess your partner's possession. Ask and answer. Can you guess?**

1 when / get it? *When did you get it?*
2 why / want it? _____
3 where / buy it? _____
4 how much / cost? _____

When did you get it? *I got it for my 13th birthday.*

Finished? p125 Ex 3

SPEAKING
Losing things

8.10 **1** **Listen to the conversation. Where is Billy's bus pass?**

BILLY I can't find my bus pass, Gemma.
GEMMA Don't panic!
BILLY I need it to get home.
GEMMA Calm down. Let's think. [1] *When did you last have it?*
BILLY On the bus this morning.
GEMMA Right, OK. [2] _____.
BILLY I can't remember.
GEMMA Well, [3] _____.
BILLY Yes, I did. I'm certain.
GEMMA [4] _____?
BILLY Maybe.
GEMMA Right. What's that?
BILLY Yesterday's lunch.
GEMMA Gross! What's this?
BILLY My bus pass. I don't know what to say.
GEMMA Thanks, maybe?

8.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Did you have it when you (got to school)?
Did you put it (in your bag)?
What did you do with it after that?
When did you last (have/use/see) it?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**

WATCH VIDEO 8.4
Everyday English

Calm down. Don't panic!
Gross! Let's think.

4 **Work with a partner. Practise the conversation.**

PLAN

5 **Work with a partner. Plan a conversation about losing something. Decide …**

what you lost.

_____

when you last had/used it.

_____

where you were.

_____

what you did with it.

_____

SPEAK

6 **Practise the conversation with your partner. Remember to use past simple questions and answers, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes**

CHECK

7 **Work with another pair. Listen to their conversation and complete the notes.**

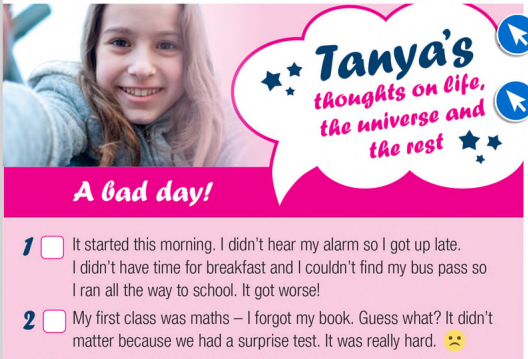
What did they lose?

_____

Did they find it? If so, where?

_____

WRITING
A blog post



1 ☐ It started this morning. I didn't hear my alarm so I got up late. I didn't have time for breakfast and I couldn't find my bus pass so I ran all the way to school. It got worse!

2 ☐ My first class was maths – I forgot my book. Guess what? It didn't matter because we had a surprise test. It was really hard. ☹

3 ☐ At lunchtime, I realised I didn't have any money so I didn't have any lunch. I went to the library instead. Bad news.

4 ☐ But the worst thing happened later. After school, I went to the skate park but I lost my mobile so I can't text, take any selfies or make calls. I'm using my brother's laptop to write this. Tragic. 😭

5 ☐ Did you all have a good Friday? What did you do? Let me know.

Friday, 26 June posted at 8.30 pm

1 **Read the blog post. Give one reason why Tanya had a bad day.** _____

2 **Read the blog post again. Put the events in Tanya's day in the correct order (1–5).**

a ☐ She didn't have any lunch.
b [1] She didn't hear her alarm.
c ☐ She lost her mobile.
d ☐ She couldn't find her bus pass.
e ☐ She had a maths test.

3 **Match topics a–e with paragraphs 1–5.**

a ☐ In the morning
b [1] When it started
c ☐ The end of the day
d ☐ Sign off and ask two questions
e ☐ The middle of the day

Useful language

I didn't hear my alarm **so** I got up late.

4 **Look at the *Useful language* box and underline more examples of *so* in the blog post.**

5 **Join the sentences using *so*.**

1 I was late. I ran. I was late so I ran.
2 The students had a test. They revised.
_____
3 We didn't have any money. We didn't buy any concert tickets. _____
_____
4 Emma wanted to apologise. She rang me.
_____

Write your own blog post about a bad day.

PLAN

6 **Make notes about your bad day. Think about the answers to these questions.**

When did the bad day start?
What problems did you have?
When did each problem happen?
What did you do?
How did you feel?

Decide what information to include in each paragraph. Use the information in Exercise 3 to help you.

WRITE

7 **Write your blog post. Remember to include five paragraphs, the past simple for the questions at the end and the expression from the *Useful language* box.**

CHECK

8 **Do you …**

- use a title for your blog post?
- use *so* to join ideas and explain the results?
- say how you felt on your bad day?

Finished? p125 Ex 4

THE HISTORY PROJECT

An interview

1 **Look at the photos. What's the connection between them?**

2 8.11 **Listen to Ruby and Jacob's interview. Check your answers to Exercise 1. Were you correct?**

3 8.11 **Listen again and answer the questions.**

1 How many people were there in Clarissa's family? Ten

2 What was her life like when she was younger?

_____

3 What buildings were in Clarissa's street?

_____

4 What happened to Cookie?

_____

5 In Clarissa's opinion, what are the most important things in life? Do you agree?

_____

4 8.12 **Listen to a teacher talking about questions for a good interview. What are the three types of questions?**

5 **Look at the interview questions 1–6 on page 103. Are they open, closed or follow-up questions?**

6 **Read the *How to* box. Write the tips (a–h) in the table.**

Before the interview	During the interview	After the interview
	a	

How to do a recorded interview

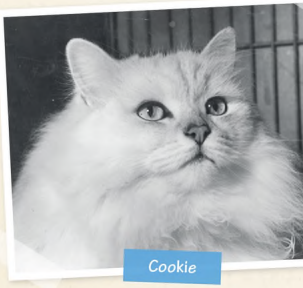
a Keep the interview short.
b Use open and follow-up questions.
c Plan your questions.
d Introduce yourself.
e Record your interview on your phone.
f Send a thank you email / letter.
g Check you have everything you need.
h Say why you're doing the interview or why you want to interview the person.

7 **Do you think Ruby and Jacob followed all the tips?**

LIVING MEMORIES

Radley Boulevard 1947

Radley Boulevard today



Cookie

Clarissa 1949

Clarissa today

Interview questions for Clarissa Briggs

Date and time: 17th June, 10 am

Place: 937 Houston Street East

1 Where did you live as a child? open
2 What did you do each day? _____
3 Why did things change? _____
4 How did you feel about the change? _____
5 Who was Cookie? _____
6 What lessons for life did you learn from that experience? _____

PLAN

8 Work in pairs. Choose a person to interview for the Living Memories project. Think about the things you want to know. Complete the steps below.

Before the interview
- Plan and prepare your questions.

During the interview
- Introduce yourself.
- Record the interview or make notes.
- Listen carefully to the answers.

After the interview
- Thank the person.
- Type or write up the interview.
- Send the person a copy and a thank you email / letter.

PRESENT

9 Play your recording to the class or display your written interviews on the wall with the photos. Remember to include polite language, photos of the person and place in the past and now, and follow the tips in *How to* do a recorded interview.

CHECK

10 Listen to or read your classmates' interviews and complete the notes.

Who did they interview?

_____

Which interview question was the most interesting?

_____

Write down two interesting or surprising facts that you learned.

_____

_____

8 REVIEW

VOCABULARY

1 Match 1–6 with a–f to make places in a town.

1 bowling	a park
2 ice	b centre
3 post	c pool
4 shopping	d alley
5 skate	e office
6 swimming	f rink

2 Circle the correct words.

1 Laura always wears her *laptop* / *headphones* when she listens to music.
2 I can't get the bus home. I didn't bring my *passport* / *bus pass*.
3 My *phone* / *concert ticket* isn't working. I can't send any texts.
4 We want to buy some sandwiches. Have you got any *keys* / *money*?
5 They're great photos. Did you use your new *camera* / *charger*?

LANGUAGE IN ACTION

3 Write the past simple questions 1–5 and match them with the answers a–e.

1 you / have / an egg for breakfast this morning? ☐
2 you and Mike / go / shopping yesterday? ☐
3 Teresa / send / you a text this morning? ☐
4 your new passport / arrive / last week? ☐
5 your parents / watch / the concert? ☐

a No, but she rang me last night.
b Yes, it did.
c No, I always have toast.
d No, they didn't.
e Yes, we bought some clothes at the market.

4 Look at the answers and write the questions. Use the question words in the box.

How many What When Where Who

1 A you / on TV last night?
B We watched a really exciting film.
2 A your cousin / her keys?
B She lost them at the shopping centre.
3 A Ana's grandparents / to Spain?
B They came here in 1997.
4 A Martin / at the cinema?
B He met Jamie and Emma.
5 A eggs / you?
B I bought twelve.

Self-assessment

I can name eleven places in a town in English.			
I can name twelve personal possessions in English.			
I can ask *Yes/No* questions using the past simple.			
I can ask *Wh-* questions using the past simple.			

LEARN TO … IMPROVE YOUR WRITING

When you write something, ask your partner to check it. This improves your writing and your partner's writing.

1 **Read the writing task and Oleg's story. Correct Oleg's mistakes to help him improve.**

WRITING TASK

Write a story about a fun day you had in your town.

- Write between 50 and 70 words.
- Use words for places in town and personal possessions.
- Use the past simple.
- Describe people, places and things to make it interesting.
- Give your story a title.

Don't forget to use punctuation and check your spelling!

A nice day I had in town by Oleg

Last Saturday it [1]is was my birthday. My [2]parent _____ gave me a skateboard. In the morning I went to the skate [3]parc _____ to try it. In the afternoon, I met my friend Boris. We love fish, so we visited the aquarium and saw lots of fish. I didn't [4]took _____ any photos because I [5]leaved _____ my phone at home, but Boris took lots. In the evening I [6]have _____ dinner with my family in a restaurant.

2 **Circle the emojis in the checklist about Oleg's writing.**

Checklist for story writing task	Oleg	My partner
Did he/she …		
1 write about the topic?	🙁 😐 😊	🙁 😐 😊
2 write between 50 and 70 words?	🙁 😐 😊	🙁 😐 😊
3 use words for places in town?	🙁 😐 😊	🙁 😐 😊
4 use words for possessions?	🙁 😐 😊	🙁 😐 😊
5 use the past simple?	🙁 😐 😊	🙁 😐 😊
6 make it interesting?	🙁 😐 😊	🙁 😐 😊
7 add a title?	🙁 😐 😊	🙁 😐 😊
8 use punctuation?	🙁 😐 😊	🙁 😐 😊
9 use correct spelling?	🙁 😐 😊	🙁 😐 😊

3 **Work in pairs. Imagine your partner is Oleg. Use your answers in the checklist in Exercise 2 to tell him what you like and what he can improve.**

You used words for places in a town. That was good!

Thanks!

You can improve your past simple. You made some mistakes.

OK. Thank you for your help.

OWN IT!

4 **Write your own story for the task in Exercise 1.**

5 **Give your partner your story. Circle the emojis in the checklist in Exercise 2 about your partner's story.**

6 **Use your answers in the checklist to tell your partner what you like and what they can improve.**

9 SUMMER FUN

LEARNING OUTCOMES

I can ...

- understand texts about an adventure weekend and holidays
- make suggestions and respond to them
- write an email
- understand how to use the future tenses
- talk about outdoor life and holidays
- make collocations and spidergrams and understand different types of English.

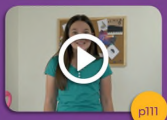
Start it!

1 Look at the photo. Do you try new sports or activities when you are on holiday? What did you try?
2 Before you watch, what do people do on holiday?
3 Where did Juno and Raúl go on holiday? Watch and check.
4 Which holiday do you prefer? Juno or Raúl's? Why?

Watch video 9.1

p109

Language in action 9.2



p111

Language in action 9.3

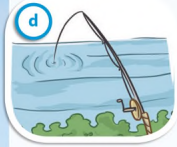
p112

Everyday English 9.4

p114

Globetrotters 9.5

VOCABULARY
Outdoor life



1 9.01 **Match the activities in the box with the pictures. Listen, check and repeat.**

build a shelter		identify plants	
catch fish		light a fire	
collect wood		pick fruit	a
cook over a campfire		read a map	
find food and water		use a compass	

2 9.02 **Circle the correct expressions. Listen and check.**

1 A I'm thirsty.
B OK. *Let's find some water* / *light a fire*.

2 A I'm hungry.
B Why don't we *build a shelter* / *pick some fruit to eat*?

3 A This plant looks delicious. Let's try it.
B No. It's important to *collect wood* / *identify plants* before you eat them.

4 A Oh no! We're lost. Can you *read a map* / *identify plants*?
B Of course, but we don't know where we are. Let's *cook over a campfire* / *use a compass* first.

LEARN TO LEARN

Collocation

Some verbs and nouns go together in English. Try to learn verbs in a phrase with a noun.

3 **Look at the activities in Exercise 1 again. Take turns to say a noun or a verb for your partner to complete the phrase. How many can you remember?**

4 **Complete the table with another noun that goes with each verb in Exercise 1.**

Verb	Noun	Verb	Noun
build	a house	identify	
catch		light	
collect		pick	
cook		read	
find		use	

Use it!

5 **Discuss the questions.**

1 Which activities in Exercise 1 can you do?
2 Which ones do you think are the most useful? Why?
3 Which ones do you want to learn?

Explore it!

Guess the correct answer.

Mauro Prosperi ran a marathon in the Sahara Desert in 1994 but he got lost. How long did he survive without water?

a one day b ten days c three weeks

Find an interesting fact about people's amazing survival skills. Write a question for your partner to answer.

READING

A leaflet

1 **Look at the photos. What do you think the leaflet is about? What do you want to know about it?**

9.03 **2** **Match the questions (a–d) with the right places in the leaflet (1–4). Read and check your answers.**

a What will you eat?
b Who will look after you?
c Where will you sleep?
d What will you do during the weekend?

3 **Guess the meaning of the words in bold in the leaflet.**

4 **Choose the correct answer. Which person …**

You Adem Havva

1 will practise their wood skills? You
2 will learn new things? _____
3 will organise a cooking competition? _____
4 will build a shelter? _____
5 knows about wild food? _____
6 knows how to track animals? _____

Voice it!

5 **Discuss the questions.**

1 What do you think is the most interesting part of Wild Weekend?
2 Why is it important …
to be careful when lighting a fire?
to identify plants before eating them?

Finished? p126 Ex 1

WILD WEEKEND

Do you want a new adventure this summer?
Join us at one of our *WILD* centres in Turkey.
Every weekend from Friday to Sunday.

1
In a bed? In a tent? No, you'll sleep in a shelter. You'll build it yourself with **leaves** and **branches**.

2
You won't be near any shops or a supermarket so you'll find your own food. You'll learn to catch fish, collect fruit and identify plants to eat.

3
DAYTIMES
Why not try some of our amazing adventure activities?

- Go sea kayaking or diving in the sea.
- Go for a bike ride or go horse riding in the mountains.
- Learn to track animals or practise your wood skills.

EVENINGS

- Get to know your new friends and compare your *WILD* days.
- Sing, listen to ancient Turkish legends, cook potatoes over the campfire and relax.

4
MEET YOUR INSTRUCTORS!

Hi! I'm Adem. I'm an **expert** in extreme survival. I'll teach you survival skills for life. You'll also learn how to **track** animals and how to work with wood. You'll learn new things about yourself and you'll begin to love outdoor life.

Hi! I'm Havva and I'll help you to find, prepare and cook your own food. You won't want to eat food from a supermarket ever again! Look out for my campfire cooking challenge! Will you be a winner?

Join us for a *WILD WEEKEND!* You'll learn new skills, make new friends for life and have fun! Will you want to do it again? Of course, you will! For more information and booking details, visit our website now!

LANGUAGE IN ACTION

Future with *will/won't*

Watch video 9.2
Where will he sleep? What will they do there?

I/you/he/she/it/we/they
I'**ll teach** you survival skills.
You [1] 'll _____ sleep in a shelter.
You [2] _____ _____ near any shops.
[3] _____ you _____ a winner?
Yes, you **will**. / No, you **won't**.
What [4] _____ you **eat**?

1 Complete the examples in the table above. Use the leaflet on page 108 to help you.

2 Complete the summary with *will* or *won't*. Check your answers in the leaflet on page 108.

Wild Weekend

What [1] will you do?
You [2] _____ sleep in your own bed.
You [3] _____ build a shelter and sleep outdoors.
You [4] _____ buy your food in shops or supermarkets.
You [5] _____ find and cook your own food.
You [6] _____ learn new skills for life.
[7] _____ you have fun? Yes, you [8] _____.

9.04

3 Complete the TV advert with the correct form of *will* and the verbs in the box. Listen and check.

choose	get	not have
not see	~~spend~~	survive
work		

TEEN CHALLENGE!

A group of five young teenagers [1] will spend three nights alone on an island.

In tonight's programme the group [2] _____ important information about the challenge and they [3] _____ five items to take with them.

For three nights, these young teenagers:

- [4] _____ their family or friends.
- [5] _____ phones or laptops.
- [6] _____ together to find shelter, food and water.

[7] _____ they _____ the toughest three days of their lives?

Watch tonight and find out!

Use it!

4 You will interview one of the people in *Teen Challenge*. Write questions to ask about how they will survive on the island. Use the ideas below or your own ideas.

1 miss your family and friends?
Will you miss your family and friends? _____
2 survive without your mobile? _____
3 learn new skills? _____
4 sleep in a tent? _____
5 have fun? _____

5 Work with a partner. Ask and answer.

Will you miss your family and friends? *Yes, I will.*

Finished? p126 Ex 2

VOCABULARY AND LISTENING

Holidays

9.05 **1** **Match the words with the photos. Listen, check and repeat.**

apartment ☐	B&B (bed & breakfast) ☐	
camper van ☐	caravan ☐	chalet ☐
cottage ☐	hotel ☐	tent ☐
youth hostel 1		

2 **Which two types of accommodation do you think are best for each of these holidays?**

1 a cheap beach holiday _____

2 a skiing holiday _____

3 a comfortable city holiday _____

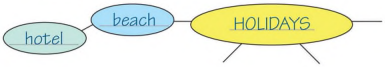
4 a driving tour across the country _____

LEARN TO LEARN

Personalising spidergrams

Personalising a spidergram with colours or pictures can help you remember vocabulary more easily.

3 **Make a spidergram with words from Exercises 1 and 2 in your notebook. How many more words can you add?**



Use it!

4 **Write sentences about your ideal type of holiday and place to stay. Compare with a partner.**

1 summer or winter holiday

2 adventure holiday or weekend break

My ideal winter holiday is a skiing holiday and I want to stay in a chalet.

A conversation

9.06 **5** **Listen. What are Matteo and Libby talking about?**

9.06 **6** **Listen again. Write *M* (Matteo) or *L* (Libby).**

Who …

1 doesn't want to stay in a village? ___

2 has got a younger brother and sister? ___

3 talks about the tallest building in the world? ___

4 can ski on holiday? ___

9.06 **7** **Complete the table with the correct information. Listen again and check.**

	Matteo and his parents	Libby and her parents
1 Accommodation	camper van	
2 Start of holiday trip		
3 Length of holiday trip		
4 Destination(s)		

Voice it!

8 **Discuss the questions.**

1 What is your dream holiday?

2 What types of holiday and holiday accommodation are popular in your country?

LANGUAGE IN ACTION

Present continuous for future

Watch video 9.3
Where is the school band going?
How long are they staying there?

Present continuous: to talk about fixed arrangements in the future
I**'m going** to a football camp for two weeks in June.
They**'re working** in July.
She **isn't staying** in a chalet.
Are they **working** in July? Yes, they [1]_____. / No, **they** [2]_____.
Where [3]_____ you **staying**? What [4]_____ she **doing** in July?

1 **Complete the examples in the table above.**

2 **Write questions with the present continuous. Match them with the correct answers.**

1 where / Matteo / spend / July?
Where is Matteo spending July? _____ e

2 what / Matteo's parents / do / on 1st August?
_____ ☐

3 Matteo / travel / on his own?
_____ ☐

4 where / Libby / go / on holiday?
_____ ☐

5 when / she / leave?
_____ ☐

a No, he isn't. He's travelling with his family.
b She's going to Dubai.
c She's leaving on 29th July.
d They're hiring a camper van.
e He's spending it in his grandma's village.

be going to

be going to: to talk about future intentions
We[1]'re_____ **going to visit** a water park.
Matteo **isn't** [2]_____ **to travel** in France.
Are you **going** [3]_____ **go** on holiday this summer?

Pronunciation p142

3 **Complete the examples in the table above.**

4 **Write questions with *be going to*. Write the answers.**

1 Matteo and Libby / stay at home / this summer?
Are Matteo and Libby going to stay at home this summer? No they aren't.

2 who / swim / in six different swimming pools?
_____
_____

3 Libby / go up / the tallest building in the world?
_____
_____

4 what / Matteo / do / in each city?
_____
_____

Use it!

5 **Write questions and answers with *be going to* to talk about your intentions this summer.**

1 learn to make pizza (✓)
Are you going to learn to make pizza? Yes, I am.

2 sleep in a tent (✗)
_____

6 **Write one arrangement and one intention you have for this summer. Ask and answer with a partner.**

1 _____
2 _____

What are you going to do this summer?

I'm going on holiday in August.

What are you going to do on holiday?

I'm going to visit lots of museums.

Finished? p126 Ex 3

SPEAKING

Making suggestions and responding

EMRE We're having the end-of-term event next Saturday.
NADIA Great! [1] *What are we going to do?*
EMRE That's why you're both here. Ideas, please!
NADIA I'm on it. [2] _____?
EMRE [3] _____. It's complicated and we'll never agree on a film.
AYA OK. Forget that. [4] _____?
EMRE According to my weather app, it will rain. [5] _____.
AYA We can have a danceathon indoors or outdoors. Easy!
EMRE OK. [6] _____! What are you doing on the 26th, Nadia?
NADIA I'm going on holiday. I won't be here.
EMRE Nadia! You're unbelievable!
AYA Don't worry. You can count on me!

9.09 **1** **Listen to the conversation. What do they decide to do?**

9.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

What about a (film night)?	I'm not sure about that.
What are we going to do?	I'd rather not do that.
Why don't we (have a picnic)?	Let's do that!

Get it right!

We say: *I'm going on holiday.* **NOT** ~~*I'm going on holidays.*~~

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**

Watch video 9.4
Everyday English

Easy! Forget that. I'm on it!
You're unbelievable!

4 **Work with a partner. Practise the conversation.**

PLAN

5 **Work with a partner. You are organising an end-of-term event. Ask for suggestions and respond. Use the ideas below or your own ideas.**

a visit to a theme park | a barbecue
a beach sports day | a fancy-dress party

SPEAK

6 **Practise the conversation with your partner. Remember to use *will*, *be going to* and the present continuous, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.**

CHECK

7 **Work with another pair. Listen to their conversation and complete the notes.**

Which end-of-term ideas did they talk about? _____

_____

What event do they decide on?

_____

What event do you want to go to?

_____

WRITING
An email

Hi Javi,

1 ☐ It was great to hear from you. I'm really excited about next week, too. I think you'll love England and Wales. It's a bit different from Spain.

2 ☐ Here are the arrangements. We're spending the weekend at home in Chester. We're going to sleep in a tent in the garden. It won't rain. It never rains in August! Honest! 👍

3 ☐ On Monday, we're going to leave early in the morning to drive to the beach. We're staying in a cottage in Wales for three days. I think it looks amazing. I'm going to go swimming every day but the water will probably be very cold! ❄️ My dad is going to teach us to catch fish and then we can cook them!

4 ☐ It'll be great to meet you in person. I'm going to meet you at the airport with my parents. Our car is quite small. Are you going to bring a big bag? It will be a busy week but it will be fun! See you on 1st August! 😀 🏊 ☀️

Martin

1 **Read the email quickly. Why is Martin writing to Javi?**

2 **Match topics a–d with paragraphs 1–4.**

a End the email
b Respond to your penfriend's last email
c Describe the week ahead
d Describe the weekend

3 **Complete the *Useful language* box with *at*, *in* or *on*. Use Martin's email to help you.**

Useful language

1 in	the morning	4 _____	August
2 _____	Monday	5 _____	1st August
3 _____	home	6 _____	the airport

Write an email to a penfriend.

PLAN

4 **Your penfriend is coming to stay for a week. Make notes about these things for your email.**

your arrangements _____

things you intend to do _____

predictions about what will happen _____

the place you are meeting them _____

Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

5 **Write your email. Remember to include four paragraphs, *will*, *be going to* and the present continuous for future, and expressions from the Useful language box.**

CHECK

6 **Do you …**

- include an arrangement and a prediction for the weekend and the week ahead?
- make predictions about what will or won't happen?
- tell your penfriend where you are going to meet them?

Finished? p126 Ex 4

AROUND THE WORLD

READING

A webpage

1 Circle the answer you think is correct.

1 More than *9* / *11* million American children and teenagers are going to a summer camp this year.

2 The first American summer camp opened more than *50* / *150* years ago.

9.10 **2 Read the webpage and check your answers to Exercise 1. Write two more things you would like to know about American summer camps.**

_____

_____

3 Read the webpage again. Match the sentences with the camps 1–4.

a You will work with professional coaches. 3

b It lasts for three weeks. ___

c You will spend a month on this camp. ___

d This camp lasts for two weeks. ___

e You won't hear any English while you are on this camp. ___

f You can only do this course if you are not a beginner.

Globetrotters

Watch video 9.5
A summer camp in ...

- How long is the camp in Costa Rica?
- Which animal will you protect?
- What skills will you learn?

4 Write the adjectives for nouns 1–6.

1 beauty beautiful

2 music _____

3 nature _____

4 profession _____

5 success _____

6 wonder _____

Voice it!

5 Discuss the questions.

1 Do you think summer camps make you a more independent person?

2 Do you think it is important to be independent? Why?

Your Guide to American Summer Camps

What are you going to do in the summer vacation? Here in the USA, more than 11 million children and teenagers are going to summer camps. The first summer camp opened more than 150 years ago and there are now more than 1,200 summer camps to choose from.

Here are our four favorite camps this week.

1 Tech Camp, Massachusetts

You'll be in a great university in the state, at the heart of technology! In just three weeks, you'll learn to build robots with our older students. They'll help you to develop useful skills like game and web design. You'll stay in an apartment on our beautiful campus and experience college life.

LEARN TO LEARN

Understanding different types of English

Different English-speaking countries use different words and expressions. Make a note of them in your notebook.

6 Is the webpage in American English or British English?

7 Look at the highlighted words in the webpage. Match them with the British English words.

1 centre center
2 football _____
3 favourite _____
4 holiday _____
5 flat _____
6 theatre _____

9.11 **8** Match the British English words with the American English words. Listen and check.

British English	American English
autumn	candy
chips	eraser
garden	fall
rubber	fries
rubbish	garbage
sweets	pants
trousers	yard

Explore it!

Is the sentence true or false?

In the state of Georgia, it's illegal to live on a boat for more than 30 days. ____

Find out another interesting or unusual law about an American state and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Search camps > | Age | State | Length

Find a camp now

2 Languages for Life, Georgia

Learn a new language! Choose from Arabic, Chinese and lots more! You'll live and sleep in the language and culture. You won't speak English for a month! In your free time, why not visit the world's largest aquarium or one of Georgia's wonderful museums?

3 Advanced Soccer Skills, California

Los Angeles has a long history of sport – the Summer Olympics in 1932 and 1984 and in 2028 the Olympics will be here again! In just one week, our professional coaches will use your natural talent to teach you amazing new soccer skills. Sorry no beginners!

4 Theater School, New Jersey

New Jersey is home to one of the most successful performing arts centers in the USA. Develop your musical talents or choose from circus skills, magic, public speaking or acting! After two weeks here, you'll perform live on the last day.

9 REVIEW

VOCABULARY

1 Match the verbs with the nouns.

1 use	a a map
2 identify	b a shelter
3 build	c fish
4 catch	d plants
5 read	e a compass

2 Write the words for holiday accommodation.

1 This is part of a larger building. You have your own bedroom, kitchen and bathroom. _____

2 This is a cheap and simple type of shelter. You don't sleep in a bed. _____

3 You share a room with other people in this place. _____

4 You travel and sleep in this and you don't need a car. _____

LANGUAGE IN ACTION

3 Complete the sentences with *will/won't* and a verb from the box.

have speak win

1 I know you _____ an amazing holiday in Turkey.

2 She _____ any English in Russia.

3 _____ your country _____ the next World Cup?

4 Complete the conversation with the present continuous form of the verbs.

DAN Hi, Gabi. What [1] _____ you _____ (do) on Saturday?

GABI I [2] _____ (meet) Louisa in town. Why?

DAN Matt and Clara [3] _____ (come) to my house to organise a surprise party for Gino.

GABI Really? When [4] _____ you _____ (have) the party?

DAN On 15th September. Can you come?

GABI I think so. I [5] _____ (not do) anything that weekend.

DAN Great!

5 Write sentences with the correct form of *be going to*.

1 _____ they _____ to a summer camp this year? (go)

2 I _____ early on Saturday! (not get up)

3 Becca _____ all the food for the party. (cook)

4 We _____ in a caravan this summer. (not stay)

6 Circle the correct verbs.

1 *I'm going to visit / I'll visit* my cousins in Paris in May.

2 Which subjects *are you choosing / will you choose* next year?

3 Jack can't come to the cinema tomorrow. *He's working / He'll work.*

4 *Will Kate want / Is Kate wanting* to come to the cinema with us tomorrow?

Self-assessment

I can name ten outdoor life activities in English.

I can talk about places to stay on holiday.

I can use *will* and *won't* to talk about the future.

I can use the present continuous to talk about arrangements and *be going to* to talk about intentions in the future.

LEARN TO … MAKE AN ACTION PLAN

An action plan can help you improve a little every day.

1 **Read the texts and write *S* (Sasha) or *E* (Elif).**

Who …

1 watches films? S
2 reads blogs? ___
3 watches online videos? ___
4 reads books? ___
5 listens to songs? ___
6 chats with a friend? ___
7 uses an app? ___

I have an app on my phone with flashcards. I use it a lot and sometimes I watch films in English. I also love English pop music. I find the words of songs online, check their meaning, and sing in my bedroom!

I read fashion blogs in English, and lots of books too. Also, my best friend Anita and I sometimes chat in English. I don't usually watch films, because they're difficult, but I watch lots of videos online.

2 **Choose three ways to practise English from Exercise 1. Tell your partner why you want to try them.**

I chose 'read a blog'.

Me, too! Why did you choose that?

Because I love reading online.

3 **Write the three things you chose in Exercise 2 and how often you will do them.**

read a blog : twice a week
1 ___ : ___
2 ___ : ___
3 ___ : ___

OWN IT!

4 **Use your answers to Exercise 3 to make an action plan.**

Action plan							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
read a blog	✓			✓			
1 ___							
2 ___							
3 ___							

5 **Tell your partner about your action plan. Are there any things you can do together?**

What are you going to do?

I'm going to watch a film in English once a week.

We can do that together! You can come to my house.

1 FINISHED?

1 Read the clues and write Esma's family members.

1 This is my mum's dad. grandad
2 This is my aunt and uncle's son. _____
3 This is my dad's brother. _____
4 This is my mum's mum. _____
5 This is my mum and dad's son. _____
6 This is my dad's sister. _____

2 Find and circle the things and family members Jack has got. Complete sentences 1–6.

sbsykm(football)siscvkuncleauntnotbolkanmcousinrtionhfugphonesjdeh

1 He 's got _____ a football.
2 He hasn't got _____ a sister.
3 He _____ an aunt.
4 He _____ a notebook.
5 He _____ a dictionary.
6 He _____ a phone.

FACT FILE

JENNIFER LAWRENCE	
SISTERS	0
BROTHERS	2
EYES	green
FRECKLES	no
PET	yes

3 Put the words in the correct order to make questions. Each question is in a different colour. Look at the fact file and answer the questions.

Has	got	she	and
she	green	got	sister
got	Has	eyes	got
she	sisters	a	has
freckles	she	Has	pet
twin	many	How	brothers
got	she	Has	a

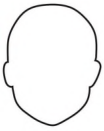
1 Has she got a twin sister?
No, she hasn't got any sisters.
2 _____
3 _____
4 _____
5 _____

4 Read the descriptions and draw the people.

1

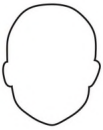
He's got a beard and a moustache, and long, red hair.

2



She's got short, wavy blonde hair and freckles.

3



She's got brown eyes, glasses and long, black hair.

2 FINISHED?

1 **Look at the pictures and complete the sentences.**

I [1] *get up* at 6.30 am and have my [2] _____. Then I have a [3] _____ and I get dressed. After that I [4] _____ my teeth.

Before I leave the house, I pack my bag and quickly check my [5] _____.

2 **Put the letters in the correct order to make activities. Write what the people do at the weekend. Remember to use the correct form of the present simple.**

1 y a l p | t h i w | d r i f e n s

Isabel *plays with friends.*

2 o d | s i h | w e m o r h o k

Matt _____

3 c t h a w | T V

Mira and Fred _____

4 t o n | o g | o t | c o o l s h

Ada _____

3 **Circle words to make questions. Look at the pictures and answer the questions.**

Yes, she does.

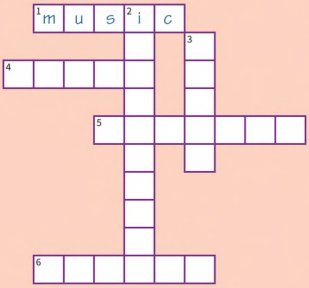
_____

_____

_____

_____

4 **Read the clues and complete the crossword.**



Across

1 I listen to this with my friends.
4 I love to read these.
5 I like to hang out with these people at the weekend.
6 I take these with my phone or camera.

Down

2 I play one of these to make music.
3 I play these games on my own.

3 FINISHED?

1 Circle eight school subjects.

A	M	A	V	O	P	Q	Q	M	J
Y	I	J	F	H	J	E	T	A	I
K	D	R	A	M	A	D	J	T	K
H	I	S	T	O	R	Y	S	H	L
O	I	C	D	R	T	L	M	S	M
U	G	I	H	G	Z	S	U	G	N
J	L	E	N	G	L	I	S	H	T
K	D	N	O	D	A	T	I	A	Y
H	Y	C	L	Y	J	A	C	L	H
F	G	E	O	G	R	A	P	H	Y

2 Read the sentences and write the names.

a

Alex

b

c

d

e

1 Brian can sing and play the guitar.
2 Oscar can sing and play the piano.
3 Ryan can play the guitar but he can't sing.
4 Alex can sing very well but he can't play an instrument.
5 Guillermo can dance very well but he can't sing or play an instrument.

3 Use the code to complete the sentences about Lara. Tick the ones that are true for you.

A	C	D	E	G	H	I	K	L	M	N	O	P	S
✦	□	○	✪	●	◗	🔔	■	☺	❋	☼	⌘	✈	❖

T	U	V	W
●	◆	🎈	◎

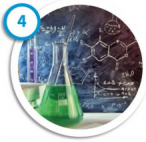
1 She ☺⌘🎈✪❖ ○✦☼□🔔☼●
She loves dancing. ☐
2 She ◗✦●✪❖ ●✪●●🔔☼● ◆✈
She _____ ☐
3 She ○⌘✪❖☼'● ❋🔔☼○ ◎✦☺■🔔☼●
She _____ ☐
4 She ○⌘✪❖☼'● ☺🔔■✪ □⌘⌘■🔔☼●
She _____ ☐
5 She ☺🔔■✪❖ ❖◎🔔❋❋🔔☼●
She _____ ☐

4 Where are they? Look at the photos and write the correct place.

1

2

3

4 

5

1 Antoni is in the canteen.
2 Alicia is on the _____.
3 Mehmet is in the _____.
4 Max and Irina are in the _____.
5 Mr White and Miss Green are in the _____.

4 FINISHED?

1 Complete the table with the words in the box. Circle the foods you like to eat.

apples bananas beans chicken chocolate
fish fizzy drink juice meat rice water

Lunch or dinner	Drink	Snack
		apples

2 Circle the four countable foods and underline the four uncountable foods.

heysapplegtuijuicenymeatcarrotxlsiynuricemshiontomatoosbsysbypcbutawatermzxioubbeantyu

3 Put the letters in the correct order to make a word. Write a sentence about the photo.

1 lapsep *There aren't any apples.*
2 nabaan
3 gegs
4 trocars
5 blatesegev

4 Match photos a–f with descriptions 1–6.

a
4

b

c

d

e

f

1 This is cold, fresh and healthy but not sweet.
2 These are cold, fresh, healthy and sweet.
3 These are hot and healthy.
4 This is cold, sweet and unhealthy.
5 These are salty and unhealthy but not hot.
6 This is hot and unhealthy.

5 FINISHED?

1 **Use the code to complete the sentences about Dean's look.**

A	C	D	E	F	G	H	I	J	K	L	M	N	O
✦	□	○	✪	✓	♦	◗	🔔	∞	■	☺	❋	☼	⌘
P	R	S	T	U	V	W							
✈	♥	❖	●	◆	🎧	◎							

Dean likes playing sport so he wears ●♥✦🔔☼✪♥❖ [1] trainers , ∞⌘♦♦✪♥❖ [2] _____ and ●-❖◗🔔♥●❖ [3] _____ . At school he wears a ◆☼🔔✓⌘♥❋ [4] _____ and a □✦✈ [5] _____ .

2 **Match photos a–c with sentences 1–3.**

1 Ingrid is eating an apple and checking her phone. She's wearing a jacket and jeans.
2 Holly is sitting and eating an apple. She's wearing a black jacket.
3 Maria is walking and smiling. She's wearing a jacket and a dress.

3 **Complete the words. Use the letters in circles to find the secret word.**

Ignacio is a fashion photographer. He takes photos of models for magazines. Today he is [1]t a (k) i n g photos of his friend, Naomi. Ignacio often [2]c___ (___) ___ ___ here to work with Naomi. She's [3]w___ (___) ___ ___ ___ ___ a grey dress and a black hat. She always [4]w(___) ___ ___ ___ a lot of accessories. Naomi loves clothes and fashion. She [5]s___ ___ ___ ___ ___ (___) fashion design at college and she [6]___ ___ ___ ___ ___ her own clothes.

Secret word: _____

4 **Read the clues and write the accessories.**

1 You put me on your hands in cold weather. gloves
2 I go on your eyes in the summer. _____
3 You keep your money here. _____
4 You use me in the rain. _____
5 You wear me on your arm. I tell you the time. _____
6 I keep your neck warm. _____

6 FINISHED?

1 Find five sports words in the box. The letters for each words are in the same colour. Put the letters in order and write the words under the correct verb.

R	E	B	M	B	Y	Y	I
C	A	I	G	H	T	K	S
L	U	O	E	N	G	C	A
C	T	L	H	O	I	G	Y

play	go	do
h_____	c_____	a_____
r_____		y_____

2 Follow the lines to find the comparisons. Write the sentences.

A basketball	more popular	gymnastics
Windsurfing	bigger	a basketball
A football	slower	a tennis ball
Football	smaller	rugby
Yoga	more difficult	sailing

1 A basketball is bigger than a tennis ball.
2 _____
3 _____
4 _____
5 _____

3 Use the table to write the adjectives. Complete the questions a–e with the superlative forms of the correct adjectives. Answer them for you.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

1	7	1	6	7	12
T	A	S	T	Y	

2	8	1	3	3	12

3	7	1	12	12

4	9	1	7	5	5	5	6	7	9	1	7

5	5	11	3	5	1	6	9	9	5

a What is _____ thing you own?
b Who is _____ person in your class?
c What is _____ food you eat?
c Who is _____ person in your family?
d What is _____ book you know?

4 Use the picture to complete the crossword with sports verbs.

	1 c	a	t	c	2 h		3	
4					5			

Across
1 Oscar
4 Kyle
5 Melissa

Down
1 Katya and Simon
2 Jimena
3 Dylan

7 FINISHED?

1 **Read the clues and put the letters in the correct order to make words. Write the answers.**

1 This reptile has no arms or legs.
NAKES snake

2 This mammal lives in the sea.
HELAW _____

3 Some people are scared of this very small animal.
SEMOU _____

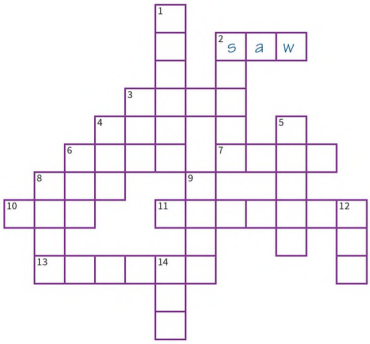
4 This bird is the national symbol of the US.
GALEE _____

5 This animal has a trunk and usually has two tusks.
THAPELEN _____

2 **Sarah went to a safari park. Look closely at her photos and write the animals that were there.**

1 There was a gorilla.
2 There were elephants and a giraffe.
3 _____
4 _____
5 _____

3 **Complete the crossword with the past simple of the verbs.**



Across
2 see
3 give
6 make
7 take
10 feed
11 learn
13 teach

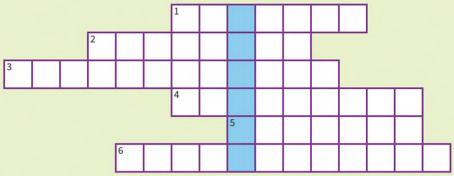
Down
1 become
2 sleep
4 be
5 find
8 leave
9 go
12 do
14 have

4 **Which animal is it? Read the sentences and tick the correct photo.**

This is a wild animal. It is large and heavy. Most people think it isn't cute and it is very dangerous. It lives on land and in the water.

8 FINISHED?

1 Write the places 1–5 in the crossword. Put the letters in the blue column in the correct order to make a word. Write the mystery word.



Mystery word: _____

2 Circle the words to make questions.

1. buygulpdodidhuilgeyoursdadjklfoundgefindkolhisqwalletotr?
2. lkifydidaywshechaveklpohadsanydtypizza?
3. miumdidqeidonhyoubvisitklwivbghyourmklawdgrandma?
4. safdidalkshyiheyatgomwenttoasthekfgicexprinkrew?
5. erkldideljoktheytifgofemshoppingoreltogetheriful?

3 Write the words in the correct order to make questions. Match the questions to the photos a–e.

1. did / where / she / that / buy / dress?
   Where did she buy that dress?
2. you / see / at / pool? / the / did / who
   _____
3. you / the / do / at / did / what / weekend?
   _____
4. when / you / did / your / bike? / get
   _____
5. box? / open / how / did / you / the
   _____

4 Look at the pictures and complete the sentences.

1. Ellie didn't have much _money_ so she couldn't buy a _____.
2. When my _____ stopped working I used my _____.
3. You can use your _____ or your _____ to show who you are.
4. Sam lost his _____ and his _____ on his way to school.

9 FINISHED?

1 Circle ten words. Write the collocations to make five outdoor activities.

A	D	Y	R	I	L	O	P	K	F
F	M	C	V	N	I	M	K	G	I
C	A	T	C	H	G	D	S	I	S
S	P	R	G	F	H	Y	O	F	H
Z	X	C	V	F	T	H	G	A	Z
C	B	U	I	L	D	H	G	R	F
X	T	A	M	N	F	I	R	E	J
S	H	E	L	T	E	R	W	A	K
G	W	O	O	D	H	G	A	D	W
A	H	T	C	O	L	L	E	C	T

1 catch fish
2 _____
3 _____
4 _____
5 _____

2 What will your life be like in the future? Make predictions with *will* and *won't*. Use the ideas below or your own ideas.

I won't live in an apartment, I'll live in a very big house.

3 Put the letters in the correct order to find out these people's plans for the weekend. Write the words.

1 **rahinavygpat**
Gavin is h a v i n g a p a r t y.

2 **wgimigsinongmi**
Gino is g _____ s _____.

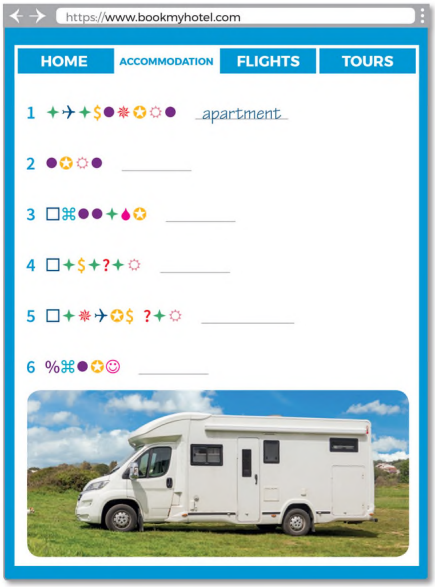
3 **greshedinerisfen**
Erin is s _____ her f _____.

4 **vititervanghuns**
Nina is v _____ her a _____.

5 **yenisplanting**
Inge is p _____ t _____.

4 Use the code to write the types of holiday accommodation.

A	C	E	G	H	L	M	N	O	P	R	S	T	U	V	W
✦	□	✪	♦	%	☺	❋	☼	⌘	✈	$	✥	●	◆	?	◎



STARTER VOCABULARY BANK

Months

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

Colours

blue	purple
green	red
orange	yellow
pink	white

1 **Ask five students in your class to tell you the date of their birthdays.**

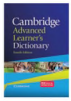
When is your birthday? *My birthday is on the fifteenth of August.*

Classroom objects

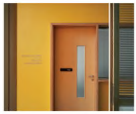
board

calculator

chair



dictionary


door

notebook

pen

pencil

poster

ruler

table

window

2 **Find six classroom objects. Can you see these objects in your classroom? What colour are they? Write sentences.**

1 My dictionary is red and blue.
2 _____
3 _____
4 _____
5 _____
6 _____

D	I	C	T	I	O	N	A	R	Y
F	E	A	N	I	T	O	M	P	E
W	I	L	L	B	E	T	N	O	R
H	J	C	A	S	P	E	N	T	C
A	R	U	B	E	V	B	I	R	U
R	U	L	E	R	T	O	V	E	R
C	H	A	R	T	X	O	R	L	E
I	C	T	O	R	E	K	L	O	P
G	I	O	N	E	R	A	U	H	I
T	R	R	P	P	E	N	C	I	L

LEARN TO LEARN

Using your own language

When you learn a new word in English, write a translation in your own language to help you to remember it.

3 **Write a list of the classroom objects in Exercise 2. Write translations in your own language. Cover the English words. Can you remember them?**

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____
5 _____ _____
6 _____ _____

1 VOCABULARY BANK

Friends and family

aunt	grandad	mum	uncle
brother	granddaughter	nephew	wife
cousin	grandma	niece	
dad	grandson	sister	
daughter	husband	son	

1 **Write true/false sentences about the people in your family. Tell your partner. Can they guess which sentences are false?**

1 My grandma is 100 years old.
2 _____
3 _____
4 _____
5 _____

Describing people

beard

blonde

brown

freckles

glasses

grey

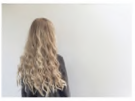
long

moustache

red

short

tall


wavy

2 **Circle the correct words.**

1 My baby sister has got *a beard / freckles / a moustache.*
2 My grandad is *tall / wavy / long.*
3 My cousin's eyes are *short / red / brown.*
4 My grandma has got *glasses / grey / blonde.*

LEARN TO LEARN

Drawing pictures

Drawing pictures can help you to remember new words.

3 **Use the words for describing people to describe someone in your family to your partner. Ask your partner to draw the person. Does it look like them?**

My brother is tall and has short brown hair and glasses.

2 VOCABULARY BANK

Daily routines

brush your teeth

check your phone

do your homework

get dressed

get up

go home

go to bed

go to school

have a shower

have breakfast

pack your bag

wake up

1 **Match 1–4 with a–d to make sentences.**

1 I usually have
2 I pack
3 On school mornings I wake
4 I go to

a my school bag in the evening.
b a shower in the morning.
c school on the bus.
d up at six o'clock.

Leisure activities

chat online	go shopping	make videos	read a book/magazine
download songs	hang out with friends	play an instrument	take photos
go for a bike ride	listen to music	play video games	watch TV

2 **Put the letters in order to complete the sentences.**

1 My brother *eswtcha VT* _____ _____ before he goes to bed.
2 I *og goppshin* _____ _____ with my friends.
3 He *ckches* _____ his *nepho* _____ all the time.
4 He *sketa osotph* _____ _____ with his new camera.

LEARN TO LEARN

Word partners

When you learn new words, learn words that go with them to improve your vocabulary.

3 **Make six word partners from the words in the box.**

a bike ride | read | music | your homework | dressed | watch | listen to | go for | do | TV | a magazine | get

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

3 VOCABULARY BANK

School subjects

art
design and technology (DT)
drama
English
food technology
geography
history
information and communication technology (ICT)
maths
music
physical education (PE)
science
Spanish

1 Circle the correct words.

1 We learn about mountains and rivers in *geography / history*.
2 We draw pictures in *English / art*.
3 We have fun being actors in *drama / science*.
4 In *maths / music* we learn about numbers.
5 We speak another language in *Spanish / maths*.

Places in a school

canteen

classroom

ICT room

library

locker area

main hall

playing field

reception

science lab

sports hall

staffroom

toilets

2 Find and circle six places in a school.

luartllibraryhotpowreceptionaumusicstaffroomqoiseatoiletsbscienceolockerroomcadramaosportshallasi

LEARN TO LEARN

Making a spidergram

You can use spidergrams to help learn new vocabulary. They show you how words are related.

3 Which words in the box can you use in a spidergram about each place? Write the words next to the places 1–4.

outside computer food program mouse online history
board meal PE desk maths lunch running eat football

1 canteen: _____
2 playing field: _____
3 classroom: _____
4 ICT room: _____

4 VOCABULARY BANK

Food and drink

apples

bananas

beans

carrots

cheese

chicken

chocolate

eggs

fish

fizzy drink

juice

meat

rice

water

1 **Look at the pictures. How often do you eat or drink these? Compare your answers with your partner.**

every day: _____ sometimes: _____

often: _____ never: _____

Adjectives

cold	disgusting	healthy	nice	sweet
delicious	fresh	hot	salty	unhealthy

2 **Match the words in the box with the meanings 1–5.**

sweet healthy delicious disgusting unhealthy

1 This word describes a food you hate. _____
2 This word describes a food you love. _____
3 This food isn't good for you. _____
4 This word describes food with a lot of sugar in it. _____
5 This food is good for you. _____

LEARN TO LEARN

True or false sentences

Correcting false statements helps you to remember information.

3 **Use the adjectives above to write true and false sentences. Say your sentences. Your partner says if they are true or false and corrects the false sentences.**

1 _____
2 _____
3 _____
4 _____
5 _____

Crisps are sweet. *False. They are salty.*

5 VOCABULARY BANK

Clothes

boots

cap

hoodie

jacket

jeans

joggers

flip-flops

trainers

T-shirt

skirt

shirt

shorts

1 Circle the correct words.

1 You *usually wear* / *don't usually wear* a cap indoors.
2 You *wear* / *don't wear* socks with flip-flops.
3 You wear shorts on your *legs* / *feet*.
4 People often wear jeans at *home* / *work*.
5 People usually wear jackets or hoodies in *cool* / *warm* weather.
6 You wear boots on your *hands* / *feet*.

Accessories

belt	earrings	necklace	ring	sunglasses	wallet
bracelet	gloves	purse	scarf	umbrella	watch

2 Put the letters in order to make accessories.

1 It's sunny, so she's wearing a T-shirt and *sesglsunas* _____.
2 She always wears a gold necklace and *sarering* _____.
3 It's raining – put on your jacket and take an *umaellbr* _____.
4 When it's cold I wear my boots and *ovglse* _____.
5 Most people keep their money in a purse or a *tellwa* _____.
6 He always wears a *lebt* _____ with his jeans.

LEARN TO LEARN

Making a picture dictionary

Drawing and labelling pictures helps you remember new vocabulary.

3 Draw a person with six of the accessories above. Label the accessories.

_____
_____
_____
_____
_____
_____

6 VOCABULARY BANK

Sports

athletics

basketball

(mountain/ rock) climbing

gymnastics

hockey

rugby

running

sailing

swimming

table tennis

volleyball

windsurfing

yoga

1 Correct the verbs in these sentences.

1 They play _____ swimming every Wednesday after school.
2 She goes _____ gymnastics at the weekend.
3 Do you do _____ basketball?
4 I go _____ hockey at school.
5 We often play_____ rock climbing in the summer.

Sport verbs

bounce	climb	hit	kick	pass	score
catch	dive	jump	lift	run	throw

2 Work with a partner. Take turns to choose a sports verb and do the action. Your partner guesses the verb and says a sport that uses it.

LEARN TO LEARN

Remembering vocabulary sets

When you learn a new word, write down other forms of the word. This improves your vocabulary.

3 Write words for people who do these sports.

1 climbing _____climber_____
2 football _____
3 running _____
4 swimming _____
5 volleyball _____

7 VOCABULARY BANK

Animals

bear

crocodile

donkey

duck

eagle

giraffe

hippo

horse

lion

monkey

mouse

parrot

snake

whale

1 **Complete the categories with the animals. Some animals can go in more than one category.**

land	air	water
_____ _____ _____	_____	_____
_____ _____ _____	_____	_____
_____ _____ _____	_____	_____
_____ _____ _____		_____

Adjectives

beautiful	cute	heavy	lazy	noisy	tiny
clever	dangerous	large	long	quiet	wild

2 **Put the letters in order to describe the animals.**

1 I saw a *eutc* _____ duck in the park.
2 There are *gealr* _____ crocodiles in the water here.
3 There was a *aubfetiul* _____ parrot in the tree.
4 Listen to that *oinys* _____ lion!

LEARN TO LEARN

Remembering new vocabulary

Using new words in a sentence helps you remember them.

3 **Write true sentences about animals. Use the adjectives above.**

1 *I love mice because they are tiny and cute.*
2 _____
3 _____
4 _____
5 _____

8 VOCABULARY BANK

Places in town

aquarium

bowling alley

car park

cinema

hospital

ice rink

post office

shopping centre

skate park

sports centre

swimming pool

1 **Match the sentence halves.**

1 I went to the post
2 There is a big shopping
3 He loves going to the bowling
4 The water in the swimming
5 We met at the ice

a alley with his friends.
b pool was very cold today.
c rink to go skating.
d office to buy some stamps.
e centre in this city.

Personal possessions

bus pass	headphones	laptop	phone
camera	ID card	money	portable charger
concert ticket	keys	passport	tablet

2 **Circle the correct words.**

1 I took *keys* / *money* / *headphones* to the shopping centre to buy some clothes.
2 You need a *concert ticket* / *phone* / *passport* to go to another country.
3 He used his *bus pass* / *tablet* / *portable charger* to get to the sports centre.
4 You can use *headphones* / *keys* / *cameras* to listen to music.
5 She took a *camera* / *laptop* / *ID card* to take pictures of the fish at the aquarium.

LEARN TO LEARN

Making real sentences

When you learn new words, use them to talk about your life. This will help you remember them.

3 **Work in pairs. Take turns to choose a personal possession and say when, where or why you use it.**

I use my tablet on the bus to watch videos.

9 VOCABULARY BANK

Outdoor life

build a shelter	find food and water	read a map
catch fish	identify plants	use a compass
collect wood	light a fire	
cook over a campfire	pick fruit	

1 Look at the outdoor life phrases and try to remember them. Cover the list. Work in pairs. Take turns to say a verb. Can your partner remember the phrase? Can you remember all ten?

pick *a shelter?*

No! Pick fruit!

Holidays

apartment

B&B (bed and breakfast)

camper van

caravan

chalet

cottage

hotel

tent

youth hostel

2 Put the letters in order to make types of accommodation.

1 We stayed in an *mentparat* _____ by the sea.
2 We go to our *telcha* _____ every summer and catch fish from the lake.
3 My granny lives in a pretty *ttocgea* _____ in the country.
4 When we stay in our *nett* _____, we cook over a campfire.
5 We drove our *pecamr nav* _____ _____ to the mountains.

LEARN TO LEARN

Personalising spidergrams

Personalising a spidergram with colours or pictures can help you remember new vocabulary.

3 Make a spidergram. Write 'Types of accommodation' in the middle. Add three words for types of accommodation you want to learn and draw pictures next to the words.

2 MATHS

1 When do you use maths in your daily activities?

2.14 2 Read the article. Are any of your ideas from Exercise 1 in the article?

3 Match the words in **bold** in the text with the examples.

1 _____ : 1 kg, two cups
2 _____ : ⅞, ⅘
3 _____ : 45%, 99%

4 Read the article again and look at the pictures. Answer the questions in blue.

1 _____
2 _____
3 _____

5 Are the sentences *T* (true) or *F* (false)?

1 We don't need fractions in real life. ___
2 We use maths every time we tell the time. ___
3 'A quarter' and 'half' are examples of percentages. ___

Explore it!

Do the calculation.

Write the number of the month you were born. Multiply by 4. Add 13. Multiply by 25. Subtract 200. Add the day of the month you were born. Multiply by 2. Subtract 40. Multiply by 50. Add the last two numbers of the year you were born. Subtract 10,500.

- The first two numbers are the month you were born.
- The next two numbers are the day you were born.
- The last two numbers are the year you were born.

Find an interesting maths puzzle and test your partner.

Everyday maths

Your maths teacher gives you homework on fractions. 'I don't need **fractions** in real life,' you think. 'What's the point?' In fact, maths is everywhere.

Telling the time

'Excuse me, what time is it?' someone asks. You look at your phone. 'It's a quarter to four,' you reply. This is a really mathematical sentence, and you need to know about fractions! [1]**How many minutes are there in the fractions 'a quarter', 'half' and 'three-quarters'?**

Shopping

You want some new clothes, so you go shopping. You see something nice and a sign says there is 40% off the original price of £20. Then you see another offer … 50% off the original price of £26. [2]**Which item is cheaper?** It helps to know how **percentages** work before you waste money!

Cooking

You want to make your favourite biscuits. The recipe asks for two tablespoons of sugar, but you only have a teaspoon. [3]**How many teaspoons make two tablespoons?** You may know the answer, but that's because you understand maths and **measurements**!

We use maths every day of our lives. So, the next time your maths teacher gives you homework, make sure you do it!

4 ART

1 Look carefully at the photo. What can you see?

2 4.12 Read the article. Write what the food represents in the photo.

1 broccoli _____

2 fruit _____

3 Are the sentences *T* (true) or *F* (false)?

1 We need to look at the photo again to understand it. ___

2 The photo shows a dream. ___

3 Warner makes the photos with other people. ___

4 He doesn't eat all the food at the end of the session. ___

4 Check the meaning of the words in **yellow** in the article.

Explore it!

Guess the correct answer.

Carl Warner also makes food photos of famous buildings. What is the main ingredient in his photo of the Taj Mahal?

a chicken b onions c bread

Find an interesting fact about food and art. Write a question for your partner to answer.

Foodscapes

There are many works of art about food. But there are also times when art is food. Literally.

Look at the photo. What can you see? There are some houses and trees and there are a lot of balloons in the sky. It is a beautiful **landscape**!

Now look again. Those aren't trees … they are pieces of broccoli! And those balloons are all different types of fruit!

Don't worry, you are not dreaming. Photographer Carl Warner loves making landscapes out of food because he loves their connection with the natural world. He calls them 'foodscapes' and the results are amazing.

Warner takes three days to prepare a photograph. First, he decides which ingredients to use. Then he builds the **scene** with his team. Next, he takes photos in **layers**. There is a lot of fresh food, so he works quickly under the hot lights. What happens to the food at the end of a session? He shares it with his team, of course!

First, Warner wants to make people smile. However, he also wants to **promote** a good diet. With these **surreal** images, he makes us think about food in a different way.

6 PE

1 Discuss the questions.

1 Which sports do you do?
2 Which of these skills do you need to do your favourite sport?

bouncing catching jumping kicking teamwork

2 6.12 **Read the article. Check the meaning of the words in bold. Match them with the definitions.**

1 _____: the ability to do something difficult for a long time
2 _____: very strong
3 _____: takes part in a competition

3 Read the article again and match the sentence halves.

1 Olga and Maya are	a more Type II muscle tissue than Olga.
2 Type I muscle tissue is	b both runners.
3 Type II muscle tissue gets	c better for stamina.
4 Maya has got	d tired fast.

Explore it!

Guess the correct answer.

What's the fastest muscle in the body?

a eye b tongue c finger

Find an interesting fact about muscles. Write a question for your partner to answer.

FAST OR SLOW?

Meet Olympic sportspeople Olga and Maya. They have a lot in common, but they are also very different.

Olga **competes** in an event with three different parts: the triathlon. She swims 1.5 km, then cycles 40 km and finishes with a 10-km run!

Maya runs the 100-metre race. She is much faster than Olga. But she cannot do a triathlon.

Olga has got more **stamina** and Maya has got more speed. But why? What's different inside their bodies?

The difference is in the types of muscles they use.

Type I muscle tissue (slow-twitch)

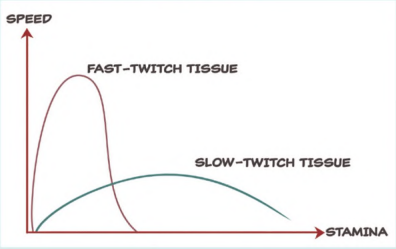
This muscle doesn't have a lot of power, but it can keep going. Marathon runners use Type I muscle tissue.

Type II muscle tissue (fast-twitch)

This is much more **powerful**, but it gets tired fast – in less than a minute. Sprinters use Type II muscle tissue.

Now, the difference is obvious. Olga trains her slow-twitch muscles more and Maya has a lot more fast-twitch muscle.

So, which is better?
Which muscles have you got more of?



8 HISTORY

1 How old are the paintings in the picture?

2 8.13 Read the article and check your ideas in Exercise 1.

3 Find the synonyms in **bold** in the text.

1 amazing _____
2 hole _____
3 profound _____
4 something you find _____

4 Match questions a–f with paragraphs 1–6.

a What did they find?
b Did the boys keep their promise?
c Where did the boys make the discovery?
d How did the boys feel?
e When did the discovery take place?
f How did they make the discovery?

5 Read the article again and put the events in order.

a ☐ The boys saw a hole in the ground.
b ☐ Archaeologists came to see the paintings.
c ☐ The boys saw pictures of animals in a cave.
d ☐ The boys threw stones down a hole.

Explore it!

Guess the correct answer.

Cave artists used … as paint.

a blood b charcoal c food

Find an interesting fact about the Lascaux cave paintings. Write a question for your partner to answer.

The Lascaux Cave Paintings

1 ☐

On 12 September, 1940 four teenage boys made an amazing discovery. What do you think they discovered? Read on to find out …

2 ☐

The boys were in the woods near the village of Montignac, France. One of them, Marcel Ravidat, saw a hole in the ground a few days earlier. They believed it was the entrance to a secret tunnel that people in the village talked about.

3 ☐

First, they looked inside the hole. Then they threw stones through the **opening** to see how **deep** it was. They decided to go in and carefully climbed down fifteen metres. At the bottom there was a cave. They were amazed by what they saw.

4 ☐

There were **incredible** paintings all over the walls, including hundreds of pictures of red, black, brown and yellow animals. The animals looked like they were moving in the dark.

5 ☐

The boys were excited but also worried about getting out. They left the cave and promised to keep their **discovery** a secret.

6 ☐

No, the whole village soon found out, and archaeologists came to visit. The cave paintings were about 17,000 years old. Can you imagine that? They are still some of the best examples of prehistoric art ever discovered.

PRONUNCIATION

UNIT 1

/h/

1.07 **1 Listen and repeat.**

/h/ have got Hey! home husband

1.08 **2 Listen and circle the option you hear.**

1 (hat) / at
2 hair / air
3 has / as
4 hand / and

1.09 **3 Listen and repeat the sentences.**

1 Hunter has got brown hair and he is happy.
2 Hey! How are things?

4 Practise saying the sentences in Exercise 3.

UNIT 2

/s/, /z/ and /ɪz/

2.05 **1 Listen and repeat.**

/s/ speak**s** /z/ doe**s** /ɪz/ chang**es**

2.06 **2 Listen and write A (/s/ or /z/) or B (/ɪz/).**

1 goes A
2 studies ___
3 eats ___
4 teaches ___

3 Add *-s* or *-es* to the verbs and put them in the correct column.

break___ catch___ choose___ go___
read___ think___ watch___

/s/ or /z/	/ɪz/
breaks	

2.07 **4 Listen, check and repeat.**

5 Cover the table in Exercise 3 and take turns to say a verb from the box. Your partner says the verb with the *-s* ending.

UNIT 3

can

3.03 **1 Listen and repeat.**

1 /kən/ She can play the piano.
2 /kən/ Can he read music?
3 /kæn/ Yes, he can.
4 /kɑːnt/ She can't go.

3.04 **2 Listen and circle the option you hear.**

1 I (can) / *can't* hear you.
2 Pablo *can* / *can't* help you with your homework.
3 They *can* / *can't* count to 20 in Russian.
4 *Can* / *Can't* you use your phone at school?

3 Read the conversation. Write the numbers (1–7) in the correct column.

/kən/	/kæn/	/kɑːnt/
1		

BETH Hi, Tim. [1]Can I ask you some questions?
TIM Yes, you [2]can. Of course.
BETH Great. [3]Can you swim?
TIM No, I [4]can't.
BETH [5]Can you draw or paint?
TIM Yes, I [6]can.
BETH And [7]can you speak Spanish?
TIM *Sí*! I mean yes.

3.05 **4 Listen and check. Practise the conversation.**

UNIT 4

Word stress

1 How many syllables have these words got?

apples	2	disgusting	☐	salty	☐
vegetable	☐	unhealthy	☐	water	☐

4.06 **2 Listen and check.**

3 Match the words in Exercise 1 with the stress patterns (1–3).

1 Oo apples
2 oOo ___
3 Ooo ___

4.07 **4 Listen, check and repeat.**

UNIT 5
-ing

5.03 **1** **Listen and repeat.**

play**ing** stand**ing** sing**ing**

5.04 **2** **Match the sentence halves. Listen, check and repeat.**

1 Martin is writing — a around the world.
2 Amir is catching — b salsa.
3 Ysabella is travelling — c a letter.
4 Oscar is dancing — d fish in the sea.

3 **Practise saying the sentences in Exercise 2.**

UNIT 6
Schwa /ə/

6.04 **1** **Listen and repeat.**

better	1	faster		older	
bigger		happier		smaller	
easier		healthier		smarter	

2 **Match the words in Exercise 1 with the stress patterns. Write 1 or 2 in the box.**

1 Oo 2 Ooo

6.05 **3** **Listen and repeat the sentences. Write how many schwa /ə/ sounds you hear. Practise saying the sentences.**

1 Jane is smaller than her sister. [4]
2 Bossaball is better than football. [ ]
3 My brother is happier now he plays rugby. [ ]

UNIT 7
/t/, /d/ and /ɪd/

7.06 **1** **Listen and repeat.**

/t/ lik**ed** /d/ play**ed** /ɪd/ want**ed**

7.07 **2** **Listen and write A (/t/ or /d/) or B (/ɪd/).**

1 looked [A]
2 wanted [ ]
3 danced [ ]
4 needed [ ]

3 **Write the past simple form of the verbs in the box and put them in the correct place in the table.**

call climb hunt start want watch

/t/ or /d/	/ɪd/
called	

7.08 **4** **Listen, check and repeat.**

5 **Cover the table in Exercise 3 and take turns to say a verb from the box. Your partner says the past form of the verb. Check your partner's pronunciation.**

UNIT 8
Intonation in questions

8.03 **1** **Listen and repeat.**

1 Did Pablo move house?
2 Did they go to the swimming pool yesterday?

2 **Mark where your voice goes up in the questions.**

1 Did Alex play basketball at the sports centre?
2 Did you take the letter to the post office?
3 Did Fred and George buy anything?
4 Did your brother go to the library?

8.04 **3** **Listen, check and repeat.**

UNIT 9
be going to

9.07 **1** **Listen and repeat.**

1 What are you **going to** do?
2 I'm **gonna** watch a film.

9.08 **2** **Listen and choose the option you hear. Practise saying the sentences.**

1 He's *going to* / *gonna* order pizza.
2 Are they *going to* / *gonna* travel to Turkey?
3 I'm not *going to* / *gonna* tell you the secret.
4 Are you *going to* / *gonna* help me?
5 She's *going to* / *gonna* buy a new T-shirt.
6 Is he *going to* / *gonna* talk to the teacher?

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept

Infinitive	Past simple	Past participle
know	knew	known
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written