

Emma Heyderman & Fiona Mauchline

Includes  
Digibook

# Motivate!

## Student's Book



  
MACMILLAN

2

Unit	Vocabulary	Grammar	Pronunciation
 <b>Starter unit</b> page 4	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Clothes</li> <li>▪ Family</li> <li>▪ Grammar</li> <li>▪ Classroom language</li> </ul>		
<b>Unit 1</b> <b>Film and TV</b> page 6	<ul style="list-style-type: none"> <li>▪ Film types</li> <li>▪ TV programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present simple</li> <li>▪ <i>there is / there are</i></li> <li>▪ Question words</li> <li>▪ Adverbs of frequency</li> </ul>	/e/ /u:/ /a/
<b>Unit 2</b> <b>Adventure</b> page 18	<ul style="list-style-type: none"> <li>▪ Survival skills</li> <li>▪ Feelings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present continuous</li> <li>▪ Present continuous for future arrangements</li> <li>▪ Present simple and present continuous</li> </ul>	/s/
<b>Unit 3</b> <b>History</b> page 30	<ul style="list-style-type: none"> <li>▪ Verbs of discovery</li> <li>▪ Natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Past simple: regular and irregular verbs</li> <li>▪ <i>be</i>: past simple</li> <li>▪ Past time expressions</li> <li>▪ <i>could / couldn't</i></li> </ul>	/ɪ/ /ɔ:/ /eɪ/
 <b>Revision 1</b> page 42	<ul style="list-style-type: none"> <li>▪ Vocabulary</li> <li>▪ Grammar</li> <li>▪ Sketch</li> <li>▪ Project</li> </ul>		
<b>Unit 4</b> <b>Myths and legends</b> page 46	<ul style="list-style-type: none"> <li>▪ Character adjectives</li> <li>▪ Movement verbs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Past continuous</li> <li>▪ Past simple and past continuous</li> <li>▪ <i>when / while</i></li> </ul>	/wɒz/ or /wəz/
<b>Unit 5</b> <b>Possessions</b> page 58	<ul style="list-style-type: none"> <li>▪ Money</li> <li>▪ Computer technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comparatives and superlatives</li> <li>▪ <i>a / an, some, any</i></li> <li>▪ <i>much / many / a lot of</i></li> </ul>	Comparative -er /ə/
<b>Unit 6</b> <b>Make a difference</b> page 70	<ul style="list-style-type: none"> <li>▪ Jobs</li> <li>▪ Health problems and first aid</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>be going to</i></li> <li>▪ <i>should / shouldn't</i></li> <li>▪ <i>must / mustn't</i></li> </ul>	Sentence stress: <i>be going to</i>
 <b>Revision 2</b> page 82	<ul style="list-style-type: none"> <li>▪ Vocabulary</li> <li>▪ Grammar</li> <li>▪ Sketch</li> <li>▪ Project</li> </ul>		
<b>Unit 7</b> <b>Ambitions</b> page 86	<ul style="list-style-type: none"> <li>▪ Life events</li> <li>▪ Musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>will / won't</i></li> <li>▪ Future time expressions</li> <li>▪ First conditional</li> </ul>	will ('ll)
<b>Unit 8</b> <b>The world we live in</b> page 98	<ul style="list-style-type: none"> <li>▪ Materials and containers</li> <li>▪ Endangered animals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present perfect</li> <li>▪ <i>ever</i> and <i>never</i></li> </ul>	Contractions
<b>Unit 9</b> <b>Fun and games</b> page 110	<ul style="list-style-type: none"> <li>▪ Playing games</li> <li>▪ Places to visit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tense review</li> <li>▪ Time expressions</li> </ul>	Present simple and past simple
 <b>Revision 3</b> page 122	<ul style="list-style-type: none"> <li>▪ Vocabulary</li> <li>▪ Grammar</li> <li>▪ Sketch</li> <li>▪ Project</li> </ul>		

## Reading

## Listening

## Speaking

## Writing

## Culture &amp; CLIL

- Teenagers and their favourite films
- Too much TV and not enough sleep?

- Child stars

- Talking about films  
Talking about likes and dislikes

- A review  
Punctuation



Film awards



Music

- Survive in the Wild
- Life with the Tribe

- Young adventurers

- A school trip  
Making plans

- A blog  
Conjunctions



Summer camps



Science

- A discovery of food
- Great European disasters

- History quiz

- At the library  
Asking for information

- A biography  
Time prepositions



Explorers



Art

- British legends
- April Fool!

- A highwayman

- Talking about the weekend  
Talking about the past

- A narrative  
Time connectors



Castles and legends



Geography

- Smart tips for young people
- The Big Swap Shop

- Pocket money

- Going shopping  
Buying and selling

- A description  
Adjective word order



Charity shops



Maths

- World Water Day
- Mountain rescue!

- Heroes

- Talking about jobs  
Giving opinions

- A letter  
*also* and *too*



The police



Literature

- Know your future
- The road to success

- Ambitions

- In a music shop  
Asking for and giving advice

- A class survey  
Amount



Music in schools



ICT

- It's Your World
- Adopt an animal

- Eco family

- On a bike ride  
Asking for and giving directions

- A competition entry  
Organizing ideas



Cycling in the UK



History

- A history of games
- Talking about holiday plans

- Travel games

- At a holiday camp  
Expressing preferences

- An email  
Verb tenses



Beaches in the UK



Language





# Starter unit



Hi. My name's Louise but I prefer Lou.

Hi. I'm Izzie.

Hello. I'm Will.

## Introductions

**1** Look at the picture. What are their names?

**2** 1.02 Listen and complete the sentences with the words in the box.

Manchester swimming 14

- 1 Hi. I'm Izzie. I'm ... years old.
- 2 Hello. My name's Will. I'm from ...
- 3 Hi. I'm Lou. My favourite sport is ...

**3** Match questions 1–4 with answers a–d.

- |                          |                                     |
|--------------------------|-------------------------------------|
| 1 How old are you?       | a) I'm from Liverpool.              |
| 2 What's your name?      | b) I'm 13 years old.                |
| 3 Where are you from?    | c) My name's Joe.                   |
| 4 What are your hobbies? | d) My hobbies are football and art. |

**4** **INTERFACE** Work in pairs. Ask and answer the questions.

What's your name?

My name's Alicia.

## Clothes

**5** Look at the picture again and find the clothes in the box. Which words aren't in the picture?

boots coat dress jacket jeans jersey sandals shirt shoes skirt trainers T-shirt

**6** 1.03 Listen and repeat.



**Language Tip** Possessive 's / s'  
Use 's after a name or singular noun.  
*John's coat is black.*  
Use ' after a plural word ending in -s.  
*The girls' T-shirts are red.*

**7** Describe the clothes in the picture.

*Will's trainers are white.*

**8** **INTERFACE** Work in pairs. Talk about your partner's clothes.

*David's T-shirt is blue.*

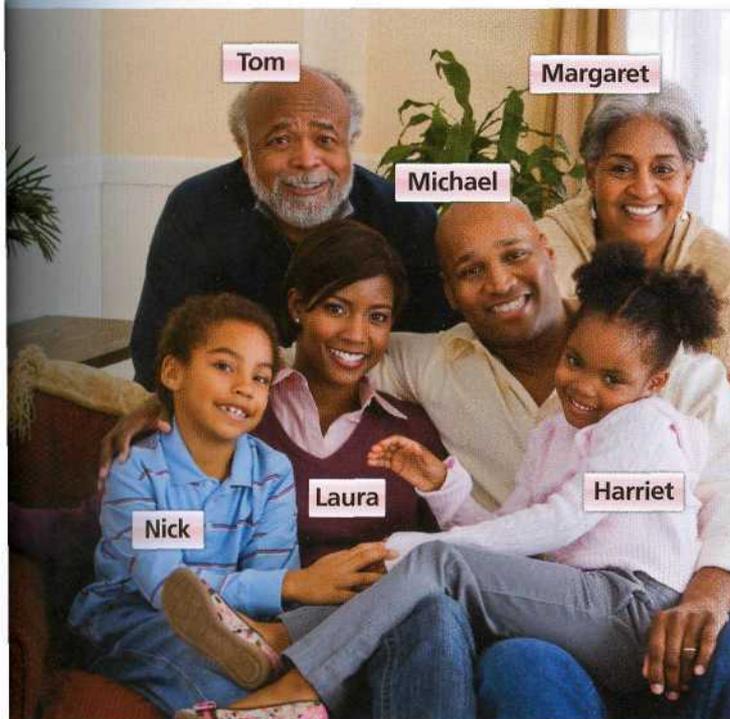
# Family

**9** Copy and complete the table with the words in the box. Which word can be male and female?

aunt brother cousin daughter father  
 grandad grandmother husband mother  
 nephew niece sister son uncle wife

male	female
uncle	aunt

**10** 1.04 Listen and repeat.



**11** 1.05 Listen to Will talking about his family. Who are the people in the picture?

- Laura is his mum.                      3 Harriet ...  
 1 Michael is ...                        4 Tom ...  
 2 Nick is ...                                5 Margaret ...

**12** Write sentences about your family.

*My mum is Sonia and my dad is Anton.  
 I have got a brother. His name is Ivan.*

# Grammar

**13** Write true sentences with the affirmative or negative form of *be*.

- I ... from Turkey.
- My best friend ... 12 years old.
- We ... in a maths class.
- My favourite hobby ... swimming.
- Moscow ... the capital of the UK.

**14** Choose the correct words.

- I **have got** / **has got** two sisters and one brother.
- My father **have got** / **has got** a red car.
- We **have got** / **has got** an English exam tomorrow.
- She **have got** / **has got** white trainers.
- They **have got** / **has got** new mp3 players.

**15** Copy and complete the table.

subject pronoun							
I	you	...	she	it	...	...	they
possessive adjective							
my	...	his	...	...	our	your	...

# Classroom language

**16** Check the meaning of the words in the box.

art drama English French geography  
 history ICT (information and communication  
 technology) literature maths music  
 PE (physical education) science

**17** 1.06 Listen and repeat.

**18** Write sentences about your school week.

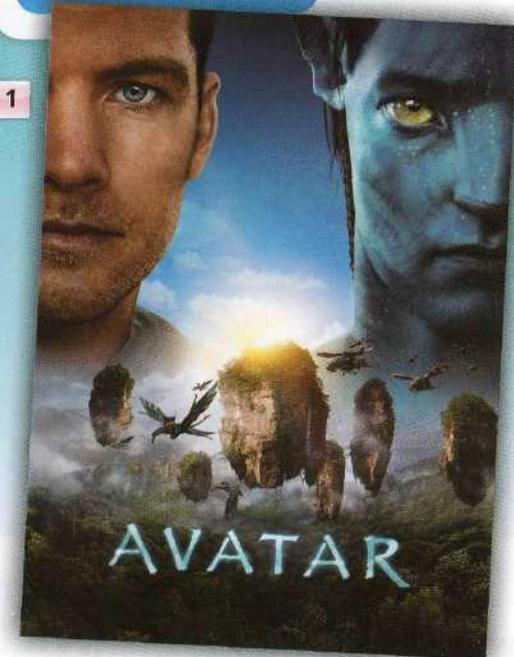
*I've got science and PE on Monday.*

**19** Order the words to make sentences.

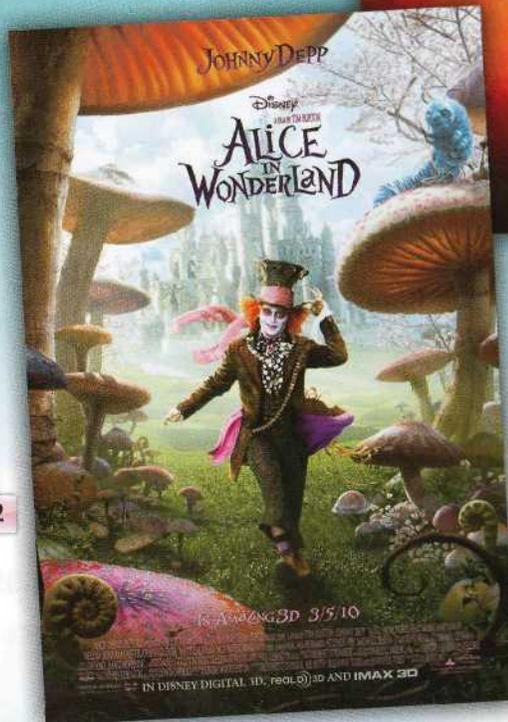
- don't / the question / I / understand .
- spell / How / you / do / 'pencil' ?
- Can / repeat / that / you ?
- borrow / your pen / Can / I ?
- to page 10 / Open / books / your .
- mean / 'chemist' / What / does ?

## Unit

## 1

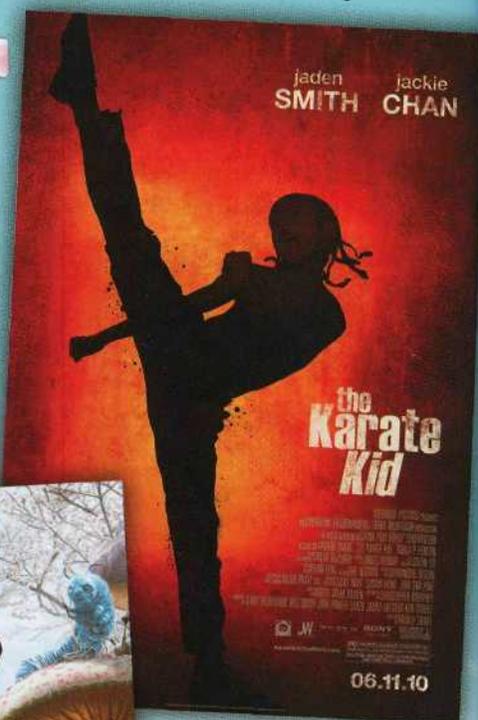
Film  
and TV

1



2

3



06.11.10

action  
comedy  
war  
fantasy  
horror

## Vocabulary 1

### Film types

- 1 Read the words in the box. How do you say the film types in your language?

action adventure animated comedy  
fantasy horror musical romantic comedy  
science-fiction thriller war western

- 2  1.07 Listen and repeat.

- 3 Look at the film posters 1–5 and choose the correct words.

- 1 *Avatar* is a **science-fiction** / **comedy** film.
- 2 *Alice in Wonderland* is a **fantasy** / **horror** film with Johnny Depp.
- 3 *The Karate Kid* is an **adventure** / **musical** about a young boy.
- 4 *Toy Story 3* is a successful **animated** / **war** film.
- 5 *Valentine's Day* is a **romantic comedy** / **western** with many famous actors.



## Now say it!

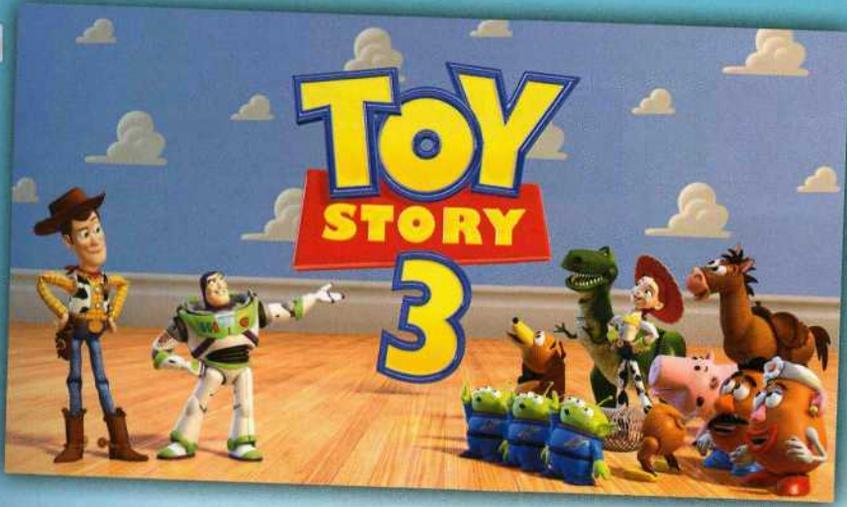
- 4  1.08 Listen to Will and Izzie. What are their favourite types of film?

- 5 Work in pairs. Ask and answer questions about your favourite types of film.

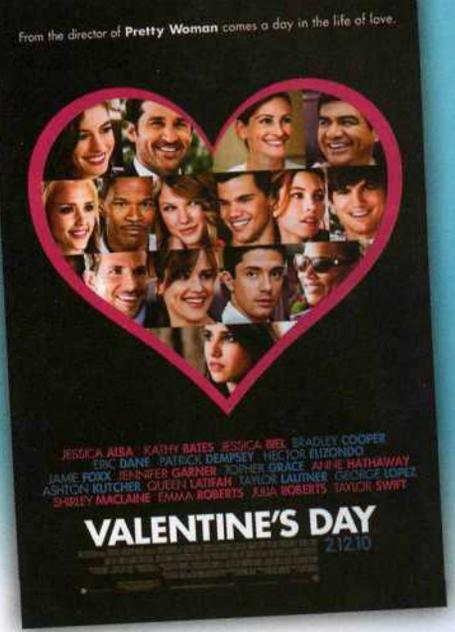
What's your favourite type of film?

I like horror films.

4



5



# Reading 1

6 Read the text quickly and choose the best title.

- 1 New films at the cinema
- 2 Teenagers and their favourite films
- 3 Cinemas in the UK

When do you go to the cinema? What types of film do you like? In the UK, the cinema is very popular and a lot of young people go there. But, what types of film do they watch? We ask two friends about their cinema preferences.



Jack, 12

I love going to the cinema because there are always eight films on at our local cinema complex, and it's really modern. The ice cream is fantastic and there's great popcorn and other snacks. I go with my friends every Friday. We all like science-fiction films with action and suspense. We are also great fans of special effects, so we love films like *Avatar* and *Transformers*.

Katie, 11

I don't like horror films or science-fiction films but I love romantic comedies. One of my favourite films is *Letters to Juliet*. It's about a woman called Sophie who goes to Italy and discovers a very old, unopened love letter. It's very funny and Sophie ends up falling in love too, of course! I don't go to the cinema much, because there isn't a cinema near me. I watch films on DVD a few months later.



7 1.09 Read and listen. Who mentions these things, Jack or Katie?

- They sell good ice-cream at my local cinema. *Jack*
- 1 There isn't a cinema near me. ...
  - 2 I go to the cinema with my friends. ...
  - 3 My favourite film is a love story. ...
  - 4 I wait for the DVD and watch films then. ...
  - 5 I like the same films as my friends. ...

8 Answer the questions.

- 1 Do young people like going to the cinema in the UK?
- 2 Do Jack and Katie enjoy the same types of film?
- 3 Does Jack like his local cinema?
- 4 Does Katie go to the cinema a lot?

**Word Tip** Organize your vocabulary into word sets to help you remember it:  
*film types: horror, science-fiction, war*

9 Complete the word sets using these words from the text.

fantastic ice cream modern popcorn  
snacks special effects suspense

- 1 science-fiction films: a) ... , b) ...
- 2 food: c) ... , d) ... , e) ...
- 3 adjectives: f) ... , g) ...

10 **CLASS VOTE** Where do you prefer to watch films, at the cinema or at home?

# Grammar 1

## Present simple

### affirmative and negative

	I	like	thrillers.
+	He	loves	the film <i>Avatar</i> .
	They	eat	popcorn.
	I	don't like	horror films.
-	She	doesn't go	to the cinema.
	We	don't have	a cinema in our town.

- Look at the sentences in the table. What is different about the *he / she / it* forms?
- Complete the sentences with the present simple form of the verbs in brackets. Use the spelling rules on page 16 to help you.
  - I ... (go) to the cinema with my family.
  - My brother ... (study) the film reviews and he ... (choose) the film.
  - My dad ... (go) to the cinema early and he ... (get) the tickets.
  - You ... (eat) ice cream at the cinema.
  - We ... (sit) in the middle of the cinema.
  - My friends ... (watch) the film in the front row.

- Make the sentences in exercise 2 negative.

- Write complete sentences. Use the present simple.

Izzie / enjoy / films but she / not go / to the cinema very much.

*Izzie enjoys films but she doesn't go to the cinema very much.*

- She / not watch / films on TV. She / watch / films on the computer.
- Her dad / buy / the newspaper and Izzie / read / all the film reviews.
- Her friends / love / romantic comedies but Izzie / hate / them.
- Izzie / prefer / science-fiction films but her friends / not like / them.



Use *there is* for uncountable nouns and singular countable nouns: *There's great food. There's a cinema in our town.*  
Use *there are* for plural countable nouns: *There are seven films on.*

- Complete the sentences with *there is* or *there are*.

- In Birmingham ... a cinema called the Electric. It's 100 years old!
- ... four *Shrek* movies.
- In cinemas ... fizzy drinks and ... sweets and crisps.
- ... six official James Bond actors. The first was Sean Connery.
- ... many superhero films. Most of these films are from comic books.

### questions and short answers

Do you like comedies?

Yes, I do.

No, I don't.

Does she go the cinema?

Yes, she does.

No, she doesn't.

Do they watch films?

Yes, they do.

No, they don't.

- Look at the sentences in the table. How do you form present simple questions? Do we repeat the verb in the short answer?

a) subject + do / does + verb + object

b) do / does + subject + verb + object

- Order the words to make questions. Then write answers that are true for you.

like / Do / animated films / you ?

*Do you like animated films?*

- your best friend / go / Does / to the cinema / at the weekend ?
- a lot of films / Do / watch / you ?
- your classmates / war films / enjoy / Do ?
- eat / you / do / at the cinema / What ?



## Question words

### question words

What is your brother's name?  
 Where do you live?  
 When do you go to the cinema?  
 Who is your favourite singer?  
 Why do you like action films?  
 How often do you go to the cinema?

**8** Choose the correct words. Then match questions 1–6 with answers a–f.

- 1 Who / What is your favourite film?
- 2 Where / Who do you watch films?
- 3 Who / When is your favourite actor?
- 4 Why / What do you like going to the cinema with your parents?
- 5 How often / Who does your friend buy DVDs?
- 6 What / When do you watch DVDs?

- a) I usually watch films at my aunt's house.
- b) I like Robert Pattinson.
- c) Because they always buy popcorn.
- d) I watch DVDs at the weekend.
- e) She never buys DVDs.
- f) I love *The Karate Kid*.

## Pronunciation

/e/ /u:/ /aɪ/

**a**  1.10 Read and listen to the words.

/e/ when best adventure  
 /u:/ who blue superstar  
 /aɪ/ why like child

**b** Listen again and repeat.

**9**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 8.

*What is your favourite film?*

*I love Avatar.*

 **Grammar guide page 16**



## Listening Child stars



**10** You are going to listen to a radio interview with Mia Straw. Before you listen, look at the pictures and try to predict the answers to these questions.

- 1 What does Mia do?
- 2 Does Mia go to school?
- 3 Is she rich and famous?

**11**  1.11 Listen to the radio interview and check your answers to exercise 10.

**12** Listen again and answer the questions.

- 1 Where does Mia live?
- 2 How many hours a day does she work?
- 3 How many hours a day does she study?
- 4 Where does the film company put her money?
- 5 When can Mia spend her money?
- 6 Does Mia have any dreams for the future?

**13** Would you like to be a child star? Why / Why not?



A lot of child stars become Hollywood superstars. Jessica Alba, Drew Barrymore and Leonardo DiCaprio are some famous examples. Do you know any in your country?



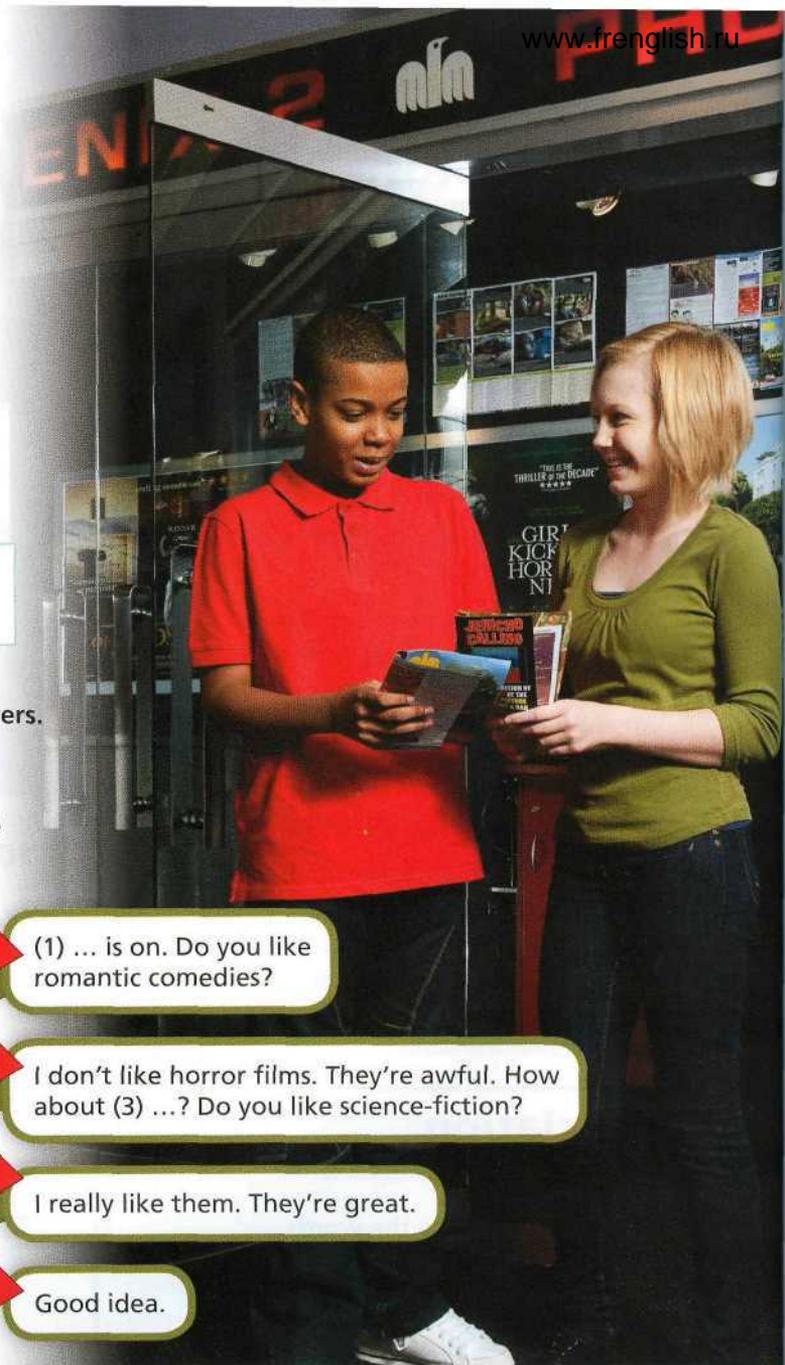
## Speaking

### Talking about films

### Listen

- 1 Look at the picture. Where are Will and Izzie?
- 2 Look at the names of the films in the box. What types of film do you think they are?
 

Invincibles Return   Summer Love  
 The Monster Returns   Year 2222
- 3  Listen to the dialogue and check your answers. Which film do Will and Izzie decide to see?
- 4 Listen again and complete the dialogue with the films in exercise 2.



What's on?

(1) ... is on. Do you like romantic comedies?

I can't stand romantic comedies. What about (2) ...? It's a horror film.

I don't like horror films. They're awful. How about (3) ...? Do you like science-fiction?

I don't mind science-fiction. What do you think of animated films?

I really like them. They're great.

Let's see *Invincibles Return*!

Good idea.

### Practise

- 5 Listen again and repeat the dialogue.
- 6 Write complete sentences.
 

I / 😊 / romantic comedies.  
*I don't mind romantic comedies.*

  - 1 My friends / 😊😊 / horror films.
  - 2 My dad / 😞😞 / animated films.
  - 3 We / 😊 / going to the cinema.
  - 4 My teacher / 😊 / watching films on TV.

### Functional language

#### Talking about likes and dislikes

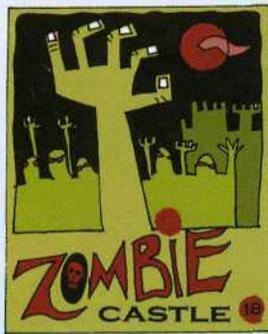
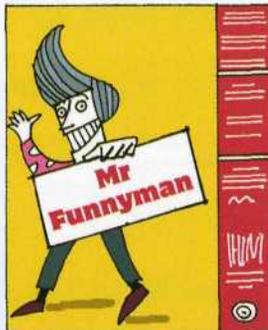
Do you like romantic comedies?  
 What do you think of animated films?  
 I really like them. They're great. 😊😊  
 I like western films. 😊  
 I don't mind science-fiction. 😊  
 I don't like horror films. They're awful. 😞  
 I can't stand romantic comedies. 😞😞

## Speaking task

Prepare a dialogue between you and Will.

### Step 1

First, choose a film you want to see.



### Step 2

Think about what Will says.

*What's on?*

*I can't stand ... What about ...?*

*I don't mind ... What do you think of ...?*

*Let's see ...!*

Think about what you say.

*... is on. Do you like ...?*

*I don't like ... How about ...?*

*I really like ... They're great.*

*Good idea.*

### Step 3

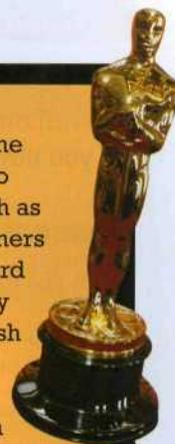
Write your dialogue.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.

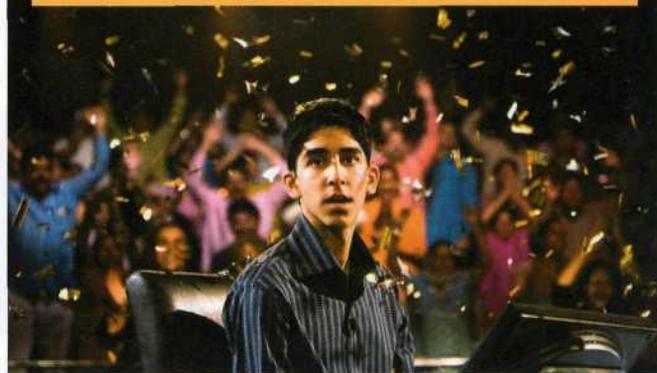


## Culture Film awards



The Academy Awards, or the Oscars, are the most famous film industry awards in the English-speaking world. They are given to people who work in the film industry, such as actors, directors and writers, and the winners receive a gold statue. Every year this award ceremony is held in late February or early March in Hollywood, in the USA. The British equivalent of the Oscars is the British Academy of Film and Television Arts Awards, or BAFTAs. Winners of the British award win a gold theatrical mask.

In 2009, the British film *Slumdog Millionaire* won eight Oscars including Best Picture and Best Director. It also won seven BAFTAs. *Slumdog Millionaire* is about an 18-year-old finalist on the Indian version of the popular TV quiz show *Who Wants To Be A Millionaire?*



**7** **1.13** Read and listen to the information about film awards. Then answer the questions.

- 1 What do the winners of the Oscars receive?
- 2 When are the Oscars?
- 3 Which British film won eight awards, including Best Picture, in 2009?
- 4 What is the British equivalent of the Oscars?

**8** Is there a film awards ceremony in your country? What is it called? What do the winners receive?

cartoon  
chat show  
drama  
game show  
soap opera

## Vocabulary 2

### TV programmes

- 1 Look at the TV guide. Match the TV programmes with the words in the box. Which four words do you not use?

cartoon chat show comedy programme  
documentary drama game show reality show  
soap opera sports programme the news

#### Channel One

##### 5.00 The Simpsons

The Simpsons family have another adventure in the town of Springfield.



#### Channel Two

##### 5.00 Lost

The survivors of the air disaster look for food.



#### Channel Three

##### 5.00 World Championship Tennis

Action from today's Men's Final at Wimbledon.



##### 6.00 The News and Weather at Six

All the day's news and the weather for tomorrow.



##### 6.00 I'm a Celebrity

Watch recent events from the jungle as celebrities compete.



##### 6.00 The Price is Right

Contestants compete to win lots of prizes.



- 2 1.14 Listen and repeat.

- 3 Use the words in exercise 1 to write sentences about your favourite TV programmes.

*My favourite cartoon is Tom and Jerry.*

- 4 **INTERFACE** Work in pairs. Ask and answer questions about your favourite TV programmes.

*What's your favourite cartoon?*

*It's Tom and Jerry.  
What about you?*



## Reading 2

- 5 1.15 Read and listen. Do young people watch more TV than their parents?

- 6 Read the text again. Are the sentences true or false?

- 1 Parents watch TV for about three hours a day.
- 2 Many young people watch DVDs every day.
- 3 Young people have a healthy lifestyle.
- 4 Over half of teenagers have a computer in their room.
- 5 Lots of teenagers are tired at school.

- 7 **CLASS VOTE** Do you agree with the magazine article?

nouns  
adjectives  
verbs  
pronouns  
adverbs  
tenses

## Grammar 2

### Adverbs of frequency

#### adverbs of frequency

0%



100%

They **never** watch documentaries.  
We **hardly ever** use a computer.  
She **sometimes** watches TV.  
He **often** watches just 10.5 hours a week.  
You **usually** watch about 20 hours a week.  
I am **always** tired at school.

- 8** Look at the sentences in the table. Choose the correct words to complete the rules.

Frequency adverbs normally go **before** / **after** the main verb, but they go **before** / **after** *be*.

- 9** Rewrite the sentences with the adverbs of frequency in brackets.

A recent report on British young people says ...

- 1 Teenagers use the TV to help with their homework. (never)
- 2 They watch a variety of programmes. (always)
- 3 Their favourite programmes are soap operas and comedy programmes. (usually)
- 4 Boys watch more TV than girls. (often)
- 5 Girls turn on the TV after 9.00pm. (hardly ever)

Language  
**Tip**

Long frequency expressions go at the end of the sentence:

*I watch a game show once a year.*

- 10** Order the words to make sentences.

- 1 My mum / soap operas / watches / twice a day .
- 2 my homework / do / I / before dinner / always .
- 3 never / plays / My friend / on his computer / DVDs .
- 4 reality shows / watch / hardly ever / I .
- 5 the TV in class / uses / every day / My teacher .

- 11** Rewrite the sentences in exercise 10 so they are true for you.

- 12**  **INTERFACE** Work in pairs. Ask and answer questions about the TV programmes in exercise 1.

*How often do you watch documentaries?*

 **Grammar guide page 16**

## Too much TV and not enough sleep?

Do your parents say you watch too much TV? Do they think you always watch cartoons and reality shows? A new report says that young people often watch just one and a half hours of TV a day but their parents usually watch twice as much. This report also says that young people don't watch many DVDs on their TVs. This generation prefers computers, so do young people often watch TV online? No, they don't. They sometimes watch DVDs on their computer but only for about two hours a week.

Does this mean that teenagers go outside and do lots of sport? Unfortunately, no. The computer is now a replacement for the TV and a lot of teenagers spend their time on their computers: they surf the internet, play video games and download music. More than 50 per cent of 11–13 year-olds have got a computer in their room and they don't get enough sleep because of it. Teenagers often sleep for only four hours so they are very tired the next day at school.

Do you agree? Do you usually stay up late in the week? We want to hear from our readers.



## Writing A review

**1**  **1.16** Read and listen. Then answer the questions.

- 1 What is Sophie's favourite TV programme?
- 2 What type of programme is it?
- 3 What is it about?
- 4 Why does she like it?

## What's your favourite TV programme?

This week Sophie, 11, tells us about her favourite TV programme.

I don't watch TV every day but I often watch my favourite programme *Glee*. It's an American comedy programme and it's on TV once a week. On Sundays, you can watch the repeat. This programme is very popular.

*Glee* is about a singing club in an American high school. I really like this programme because the characters always do funny things. I really recommend this programme to people who like music and dancing.



## Language focus

### Punctuation

We use capital letters:

- 1) at the beginning of all sentences
- 2) for the subject pronoun 'I'
- 3) for names and places
- 4) for countries, languages and nationalities
- 5) for days and months

Punctuation includes:

- 1) full stops (.)
- 2) question marks (?)

**2** Look at the rules for capital letters in the Language focus. Are they the same in your language?

**3** Rewrite these sentences with the correct punctuation.

- 1 neighbours is an australian soap opera
- 2 do you like sports programmes
- 3 i often watch a game show on saturdays
- 4 my favourite actor in the programme is james carmichael
- 5 what is your favourite television programme

**4** Write a review of your favourite TV programme. Follow these steps.

## Writing a review

### Step 1 Plan

Choose a TV programme. Make some notes under four headings:

- 1 What is your favourite programme?
- 2 How often do you watch it?
- 3 What is it about?
- 4 Why do you like it?

### Step 2 Write

Write a first draft. Use your notes from Step 1 and the review on this page to help you.

### Step 3 Check

Check your work, especially the punctuation.

### Step 4 Write

Write your final copy and hand in your work.

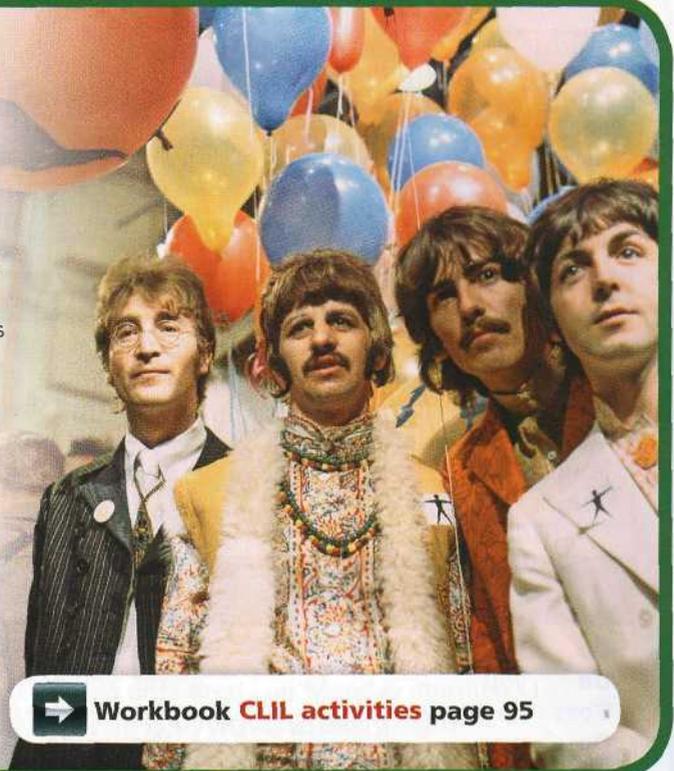
 Workbook **Writing guide** page 11

CLIL

## Music

### The 1960s

The Beatles are the most successful band in history. They sold more than one billion records and were a product of the 1960s, a decade many refer to as the *Swinging Sixties*. The Beatles had a big influence on pop and rock music and a lot of bands today use the same ideas as they did. Firstly, they were the songwriters as well as the performers. Two members of the band, Paul McCartney and John Lennon, wrote most of the songs. They also played instruments, such as guitars, the drums and vocals. Their songs were short and the lyrics were easy to memorize. The melody of the song was very simple but effective and the chorus often repeated the title of the song. The Beatles weren't the only band who used this formula. The Rolling Stones, The Kinks and The Who all influenced pop and rock music and they were all popular in the 1960s.



1.17 Read and listen. Answer the question.

Who wrote most of The Beatles' songs?



Workbook CLIL activities page 95

Vocabulary  
Reading  
Writing  
Spelling  
Listening

## Vocabulary guide

### Films



action



adventure



animated



comedy



fantasy



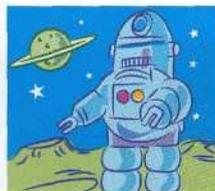
horror



musical



romantic comedy



science-fiction



thriller



war



western

### TV programmes



cartoon



chat show



comedy programme



documentary



drama



game show



reality show



soap opera



sports programme



the news

## Grammar guide

### Present simple

affirmative		
I	love	thrillers.
You	love	
He / She / It	loves	
We	love	
You	love	
They	love	

negative		
I	don't like	westerns.
You	don't like	
He / She / It	doesn't like	
We	don't like	
You	don't like	
They	don't like	

questions	short answers	
	affirmative	negative
Do I	Yes, I <b>do</b> .	No, I <b>don't</b> .
Do you	Yes, you <b>do</b> .	No, you <b>don't</b> .
Does he / she / it	Yes, he / she / it <b>does</b> .	No, he / she / it <b>doesn't</b> .
Do we	Yes, we <b>do</b> .	No, we <b>don't</b> .
Do you	Yes, you <b>do</b> .	No, you <b>don't</b> .
Do they	Yes, they <b>do</b> .	No, they <b>don't</b> .

watch DVDs?

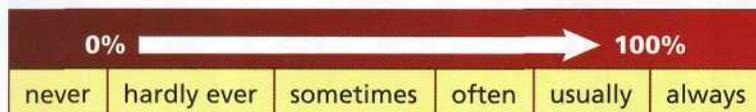
### Spelling: third person singular

- for most verbs add **-s**  
drink → **drinks**
- for verbs that end in **-s**, **-sh**, **-ch** and **-x** add **-es**  
pass → **passes**  
wash → **washes**  
watch → **watches**  
fix → **fixes**
- for verbs that end in consonant **+y**, omit the **-y** and add **-ies**  
study → **studies**
- for verbs that end in vowel **+y**, keep the **-y** and add **-s**  
play → **plays**
- irregular verbs  
be → **is**  
have → **has**

### Question words

<b>What's</b> your name?	My name's David.
<b>Where</b> are you from?	I'm from London.
<b>When's</b> your birthday?	It's in March.
<b>Who's</b> Lucy?	She's my cousin.
<b>Why</b> are you happy?	It's my birthday.
<b>How often</b> do you buy DVDs?	I never buy them.

### Adverbs of frequency



### Frequency expressions

I watch the news **every day**.  
 My friend goes to the cinema **at the weekend**.



**Workbook** Vocabulary plus page 99 Grammar reference page 108



## Progress check

### Film types

#### 1 Order the letters to make film types.

- |           |            |
|-----------|------------|
| 1 hoorrr  | 5 tedmiana |
| 2 eenrstw | 6 ehillrrt |
| 3 aafnsty | 7 arw      |
| 4 cdemoy  | 8 niotac   |

### TV programmes

#### 2 Write the types of TV programme.



### Present simple

#### 3 Complete the sentences with the correct form of the verbs in brackets.

- I ... (love) the cinema.
- He ... (watch) films at the weekend.
- My parents ... (not go) to the cinema.
- He ... (not download) films.
- My sister ... (collect) posters of film stars.
- We ... (not like) horror films.

#### 4 Complete the questions with *do* or *does*. Then write short answers.

- ... you go to the cinema at the weekend?
- ... your best friend like war films?
- ... Johnny Depp come from the USA?
- ... your parents watch a lot of TV?
- ... you watch films on your computer?

### Question words

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

how what when where who why

- ... do you watch TV, in the morning or in the evening?
- ... 's your favourite TV programme?
- ... 's your favourite actor?
- ... do you like him / her?
- ... often do you watch cartoons?
- ... do you do your homework, in your bedroom or in the living room?

### Adverbs of frequency

#### 6 Order the words to make sentences.

- often / am / tired / on Monday morning / I .
- stays up late / My dad / every night .
- watch / every day / I / sports programmes .
- the internet / hardly ever / My mum / uses .
- My uncle / goes / always / for a walk .
- the cinema / We / twice a month / go to .

#### 7 Rewrite the sentences in exercise 6 so they are true for you.

### Grammar build up

1 2 3 4 5 6 7 8 9

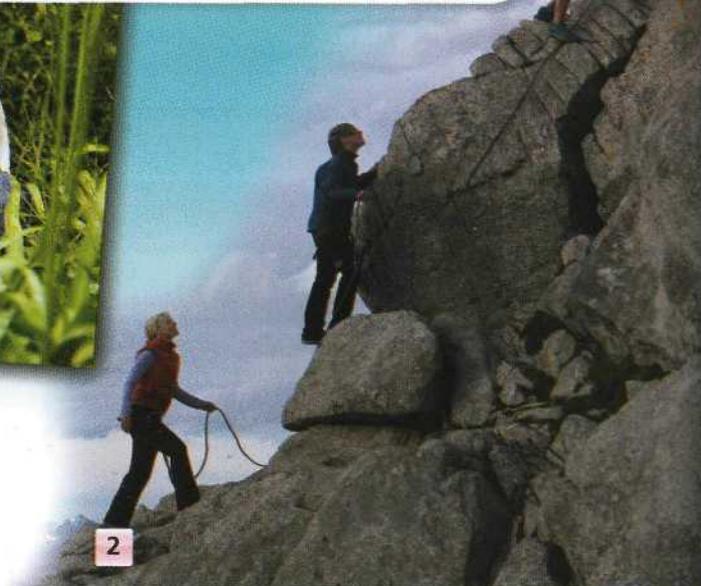
#### 8 Complete the dialogue with the correct form of the verbs in brackets.

- Will** How often (1) ... you ... (watch) television?  
**Izzie** Oh every night. (2) ... you often ... (watch) documentaries?  
**Will** No, I don't. I (3) ... (like) cartoons and sports programmes. (4) ... you ... (like) sports programmes?  
**Izzie** They're OK. (5) ... you ... (have got) a favourite TV programme?  
**Will** I'm sure. *Football Focus* (6) ... (be) good.  
**Izzie** When (7) ... (be) it on television?  
**Will** It (8) ... (be) on television every Saturday. How about you? What (9) ... (be) your favourite TV programme?  
**Izzie** *Neighbours*.  
**Will** On no! I (10) ... (not like) soap operas. They (11) ... (be) terrible!

## Unit

## 2

## Adventure



## Vocabulary 1

### Survival skills

- 1 Match pictures 1–5 with the words in the box. Which five activities aren't in the pictures?

build camp chop climb cook find  
fish hike look for sleep

- 2  1.18 Listen and repeat.

- 3 Choose the correct words.

## Can you survive in the wild?

Learn how to on one of our fantastic courses!

(1) **Hike / Look for** in the mountains during the day and at night (2) **sleep / find** outdoors under the stars! (3) **Cook / Camp** your own food! Learn how to (4) **fish / find** in lakes and rivers and (5) **camp / climb** trees. We teach you to (6) **hike / chop** wood and (7) **build / sleep** a fire.

Call us on **027 578 088 TODAY!**



- 4 Make phrases with the verbs in exercise 1 and the words below.

fires animals food fruit in a river  
in a tent trees wood



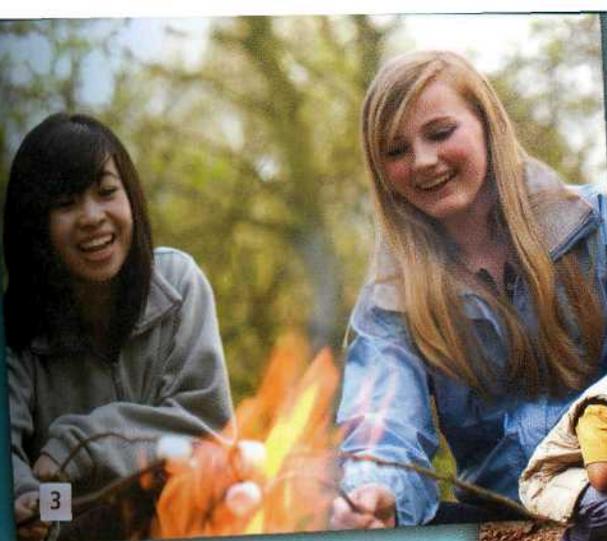
## Now say it!

- 5  1.19 Listen to Lou and Will. What survival skills has Will got?

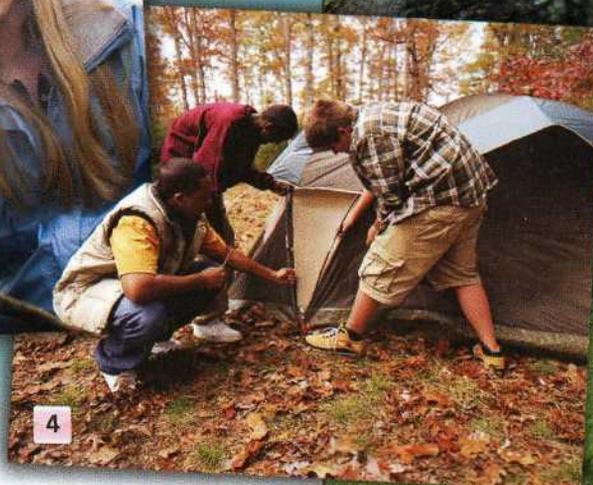
- 6 Work in pairs. Ask and answer questions about your survival skills.

Have you got any survival skills?

Yes, I can build fires.



3



4



5



## Reading 1

**7** Read the text quickly. Which survival skills does it mention?

**8**  Read, listen and check your answers.

**9** Read the text again. Are the sentences true or false?

- 1 British people don't like camping.
- 2 *Survive in the Wild* isn't for children.
- 3 You can learn three skills on a *Family Day* course.
- 4 You sleep at home during the *Adventure Weekend*.
- 5 The *River Safari* starts on a Friday afternoon.

**10** Which is the best course for people who ...

- 1 ... enjoy adventure, like sleeping outdoors, and are free for two days?
- 2 ... love learning new things and spending time on the water?
- 3 ... want to learn survival skills but are only free on one day?



Write down nouns with their verbs.  
*prepare food, chop wood, build a fire*

**11** *Make* can sometimes mean *create*. Which words below do not go with *make*? Which verb do they go with?

a canoe   an exam   a fire   homework

**12**  **CLASS VOTE** Which *Survive in the Wild* course would you like to do?

## Survive in the Wild

In the UK, camping is becoming very popular. People are bored by life in the city and they are looking for ways to get back to nature. *Survive in the Wild* is an organization that teaches people how to survive outdoors by using natural resources. Basic survival techniques include how to hunt, fish and prepare food and how to stay warm and safe. Here are three of the survival courses you can try.

On the *Family Day* course, you learn three basic skills in a day: how to build a fire, how to look for food and how to cook food. At the moment, a family is making a fire with friction.

If you're looking for adventure and you are free for the whole weekend, try the *Adventure Weekend*. Some people are making simple tools for hunting and a boy is climbing a tree. He's sleeping outdoors tonight, so he's looking for wood to build a fire.

Alternatively, why not try the *Two-day River Safari*? You can make a canoe and learn a lot of new skills. The course begins every Friday after school and there are lots of activities on offer. One family is fishing, others are swimming, and the safari leader is chopping wood to build a fire.

Interested? Check out *Survive in the Wild's* web page for more information.  
[www.surviveinthewild.org](http://www.surviveinthewild.org)

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 1

### Present continuous

#### affirmative and negative

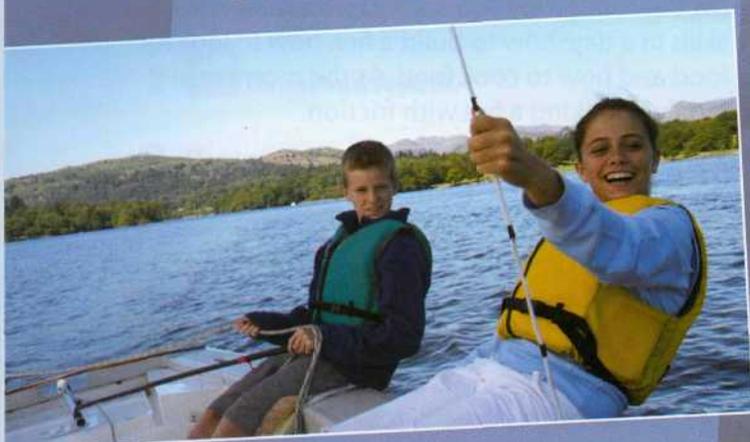
+	I	'm building a fire.
	He	's swimming in the river.
	She	isn't chopping wood.
-	You	aren't climbing trees.

**1** Look at the sentences in the table and complete the rules.

- We form the present continuous affirmative with subject + (1) ... + verb + *-ing*.
- We add (2) ... after *be* and before the verb + *-ing* to form the negative.

**2** Complete the sentences with the present continuous form of the verbs in brackets. Use the spelling rules on page 28.

Come and join us for a  
**Big Catamaran Adventure!**



- These young people ... (learn) how to sail.
- They ... (sleep) on the catamaran for a week.
- The group leader ... (put on) his life jacket.
- He ... (demonstrate) the safety instructions.
- The cook ... (make) dinner in the kitchen.
- We ... (have) a fantastic time!

**3** Complete the text with the correct form of the verbs in brackets. Use the present continuous affirmative or negative.

#### DAY ONE

My name is Lucy and I (1) ...  
(write) my diary on a catamaran.  
I (2) ... (share) a cabin with  
Sophie and Kia. At the moment  
Sophie and Kia (3) ... (not work),  
they (4) ... (chat). My brother  
Jack is also here. But today he (5) ... (not feel)  
well. He (6) ... (rest) on his bed. We (7) ... (try)  
lots of new activities. It's great!



#### questions and short answers

Am I fishing? Yes, I am.	No, I'm not.
Are you swimming? Yes, you are.	No, you aren't.
Is he sleeping? Yes, he is.	No, he isn't.
Are we chatting? Yes, we are.	No, we aren't.

**4** Look at sentences in the table. Do we repeat the *-ing* form in the short answer?

**5** Write complete questions.

you / eating well?

Are you eating well?

1 you / sleep in a bed?

2 the sun / shine?

3 your brother / make / new friends?

4 your friends / have / a good time?

5 you / swim / in the sea?

**6**  1.21 Listen to Lucy and her mum. Check your answers in exercise 5.

**7**  **INTERFACE** Work in pairs. Imagine you are at a summer camp. Ask and answer the questions in exercise 5.

## present continuous for future arrangements

I'm playing tennis **tomorrow afternoon**.  
 You're sleeping on a boat **next week**.  
 He's camping in the forest **on Saturday**.  
 They aren't hunting **at the weekend**.  
 What are you doing **this evening**?

8 Look at the sentences in the table. What do the words in blue mean?

9 Look at Will's diary. Complete his plans with the time expressions in the box.

on Friday on Saturday morning  
 this afternoon tomorrow morning  
 on Saturday evening

15	16	17	18
Wednesday	Thursday	Friday	Saturday
5pm: play basketball	9am: do English exam	7pm: have pizza with Lou and Izzie	10am: go swimming with Dad

- I'm playing basketball ...
- We're having an English exam ...
- Lou and Izzie are having pizza with me ...
- My dad and I are going swimming ...
- Lou is having a party ...

10  **INTERFACE** Work in pairs. Ask and answer questions about your plans for this week.

What are you doing this afternoon?

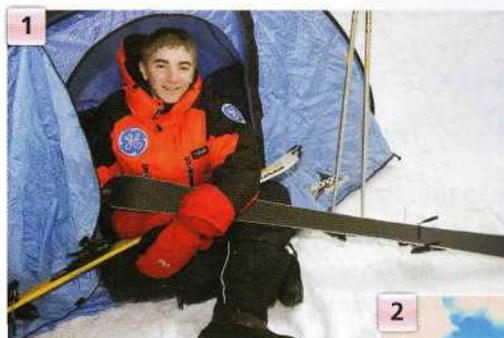
I'm playing tennis.

 **Grammar guide page 28**



## Listening

### Young adventurers



11 Look at the pictures of Parker Liautaud and Jordan Romero. What are they doing?

12  Listen to a radio programme about the adventurers in exercise 11. Match each adventurer with two destinations a–d.

- a) the North Pole b) Mount Everest  
 c) Kilimanjaro d) the South Pole

13 Listen again and choose the correct words.

- Parker Liautaud is 15 / 16 years old.
- He's going on his adventure next year / month.
- His body needs 5,000 / 10,000 calories a day.
- Jordan Romero climbed Kilimanjaro three / four years ago.
- He is training at home / in another country.
- Jordan Romero is / isn't missing school.

14 Do you enjoy adventure? Would you like to climb Mount Everest?



At 8,848m Everest is the highest mountain on Earth. However, Mauna Kea in Hawaii is 10,200m from its base to its peak, but only 4,205m is above sea level.

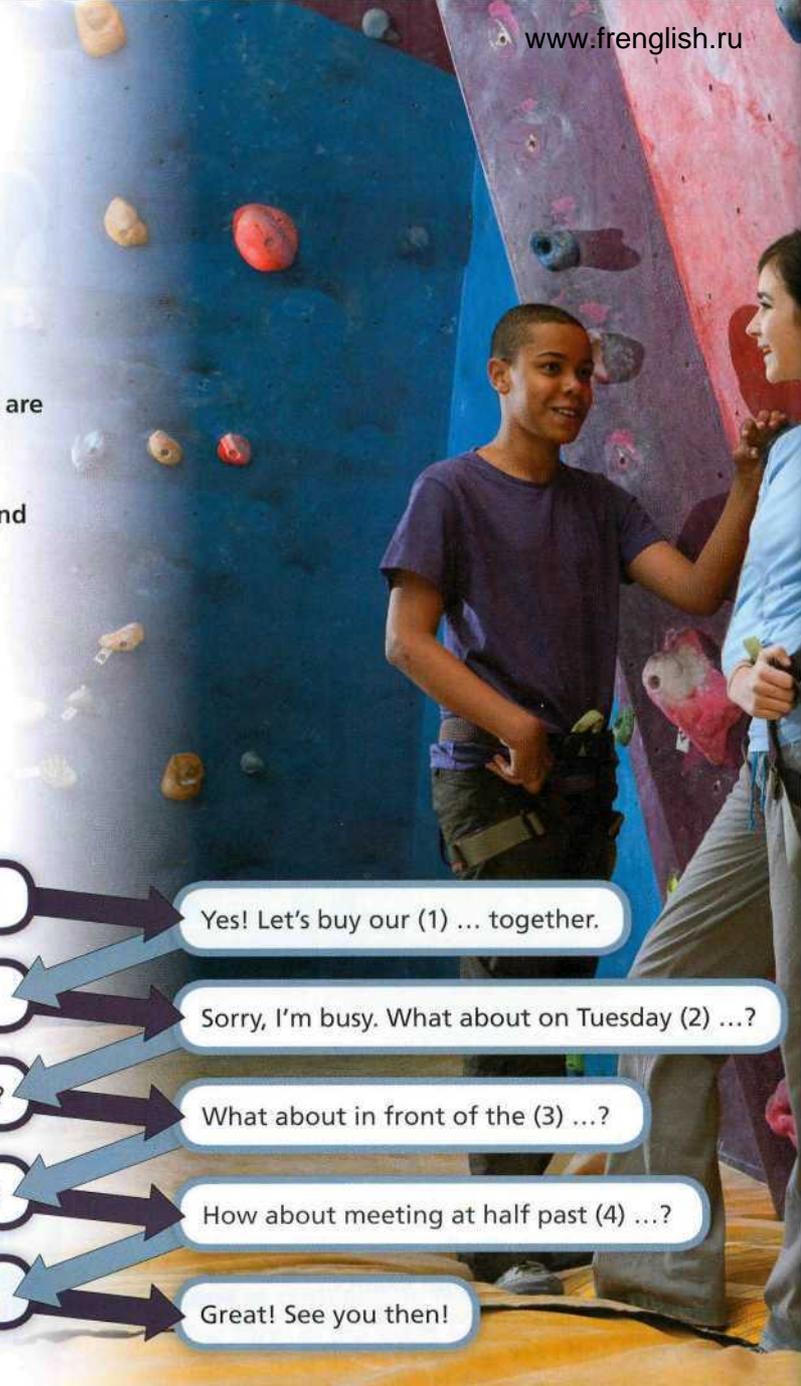


## Speaking

### A school trip

### Listen

- 1 Look at the picture. What can you see? What are they doing?
- 2  Listen to the dialogue. Where are Will and Lou going at the weekend?
- 3 Listen again and complete the dialogue.



Are you going on the school camping weekend?

Yes! Let's buy our (1) ... together.

Good idea! Are you free after school tomorrow?

Sorry, I'm busy. What about on Tuesday (2) ...?

Yes, that's fine. Where shall we meet?

What about in front of the (3) ...?

All right. What time?

How about meeting at half past (4) ...?

Sounds good. See you then!

Great! See you then!

### Practise

- 4 Listen again and repeat the dialogue.
- 5 Put the sentences below in the correct order.
  - 1 OK. What time?
  - 2 Sounds good. See you then.
  - 3 I'm busy. What about tomorrow morning?
  - 4 Are you going on the adventure holiday?
  - 5 How about meeting at half past nine?
  - 6 Yes, let's buy our clothes together. Are you free this afternoon?

### Functional language

#### Making plans

Are you free after school tomorrow?  
 Sorry, I'm busy. What about on Tuesday afternoon?  
 Where shall we meet?  
 What about in front of the supermarket?  
 What time?  
 How about meeting at half past four?

## Speaking task

Prepare a dialogue between you and Will.

### Step 1

First, look at the poster below and decide what you need to buy.

**SAILING WEEKEND**  
17th - 19th

You need:

- waterproof jacket and shoes
- sunglasses
- a sleeping bag

### Step 2

Think about what Will says.

*Are you going on the sailing weekend?*

*Are you free ...?*

*That's fine. Where shall we meet?*

*What time?*

*See you then!*

Think about what you say.

*Yes! Let's buy ... together.*

*Sorry, I'm busy. What about ...?*

*What about ...?*

*How about meeting at ...?*

*Great! See you!*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.



## Culture

### Summer camps

The first summer camp was in America in 1861.

Today more than 10 million young people go to one of 12,000 summer camps across the USA. There are speciality camps where children learn specific skills. For example in sports camps young people learn to play baseball and football. There are even rock music camps, where they learn to play musical instruments, such as the guitar and the drums. There are adventure camps, where children go swimming in the sea or hiking in the mountains.

Young people in the UK can join the Woodcraft Folk. This is a group which organizes summer camps during the school holidays. Teenagers aged between 13 and 15 are called Venturers. Every three years there's a national Venture camp. About 600 teenagers camp together, try new activities and, of course, make new friends while learning about the environment, world peace and other global issues.



**6** **1.24** Read and listen to the information about summer camps. Then answer the questions.

- 1 How many people go to summer camp?
- 2 What different kinds of camps are there in the USA?
- 3 What is the Venture camp?

**7** What summer camps are there in your country?



## Vocabulary 2

### Feelings

1 Look at the words in the box. How do you say them your language?

angry bored embarrassed excited  
jealous nervous pleased sad scared  
surprised tired worried

2 1.25 Listen and repeat.

3 Complete the sentences with words from exercise 1.



1 She looks ...

2 I'm ...

3 It's ...



4 My mum's ...

5 He's ...

6 We're ...

4 Answer the questions so they are true for you. Use words from exercise 1.

How do you feel ...

... before an important exam?

*I feel nervous.*

1 ... when you see an enormous spider?

2 ... when your classmate breaks your things?

3 ... after a long day at school?

4 ... when you don't pass an exam?

5 **INTERFACE** Work in pairs. Ask and answer the questions in exercise 4.

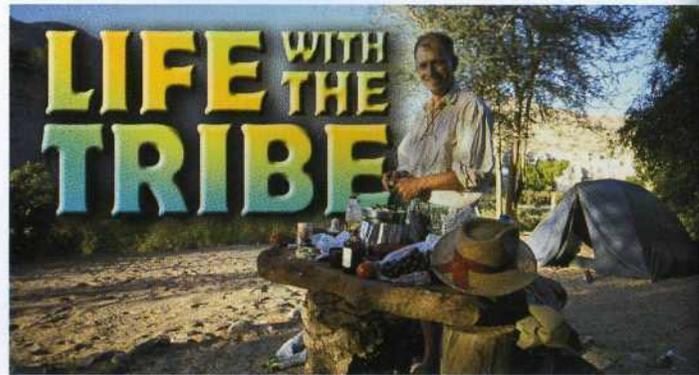


## Reading 2

6 Before you read look at the words in the box. What do you think the text is about?

documentary isolation the wild tribe

7 1.26 Read and listen. Check your answers.



Are you bored by daily life? Do you want to spend a month in isolation with a tribe in the African savannah or on an island in the Pacific Ocean?

Find out how a family is surviving in the wild as they live, sleep and eat with a tribe in this brand new documentary series, *Life with the Tribe*.

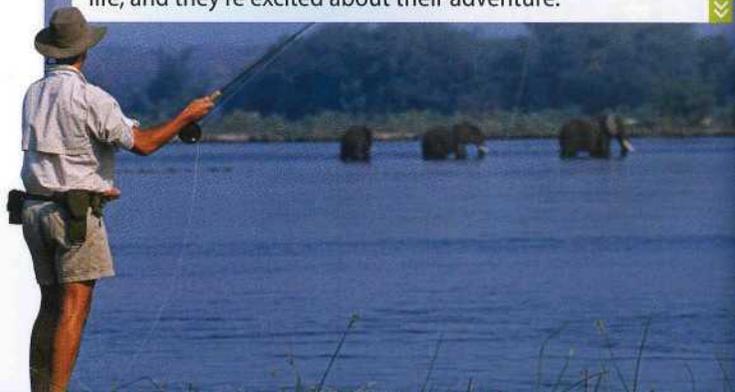
### Programme Three

#### Day Three

Charlie Timms is adapting to his new life in the savannah. In the UK, he usually gets up at 7.30am, and he goes to work by train. This month, however, he's getting up when the sun rises at 6am and he's looking after the tribe's animals. He never makes lunch at home but in this picture he's making lunch for the whole tribe! Everyone is learning new skills. His children are building a house in the trees.

#### Day Five

Charlie is fishing in the river today. He is really excited because there are some elephants walking in the river. He normally feels nervous in a boat or near the sea, but today he's feeling fine. The family is really pleased with their new life, and they're excited about their adventure.



**8** Read the text again. Are the sentences true or false?

- 1 *Life with the Tribe* is a comedy programme.
- 2 Charlie's getting up at the same time as usual.
- 3 He's making lunch for his family.
- 4 His children are bored because they're doing nothing.
- 5 Charlie doesn't usually like the sea.
- 6 The family are feeling excited about the experience.

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### Present simple and present continuous

#### present simple

Where **does** she usually **work**?

She always **works** from home.

#### present continuous

What **are** they **doing** in Africa?

They're **living** with a tribe.

**9** Look at the sentences in the table and choose the correct words to complete the rules.

- a) We use the present simple to talk about activities in progress / habits.
- b) We use the present continuous to talk about activities in progress / habits.

**10** Copy and complete the table with the time expressions in the box.

always at the moment every weekend  
never now on Mondays once a week  
this week today usually

present simple	present continuous
always	

**11** Choose the correct words.

#### Channel 5

#### 9pm – Life Swap

Liam and Liz are teenagers ...

- 1 ... but they usually **do** / **are doing** completely different things.
- 2 Liam is sporty. He **always plays** / **is always playing** sports.
- 3 Liz is very different. She **sings** / **is singing** in the choir once a week.
- 4 This week they **swap** / **are swapping** lives, families and friends.
- 5 Liam **stays** / **is staying** with Liz's family at the moment and Liam's parents **look after** / **are looking after** Liz.



**12** Write complete questions. Use the present simple or present continuous.

- 1 What sports / you / do / today?
- 2 you / feel / scared / now?
- 3 How often / you / sleep outdoors?
- 4 you / swim / this week?

## Pronunciation

/s/

**a** 1.27 Listen and repeat.

school sleep sports swim

**b** 1.28 Listen to the sentences and repeat.

- 1 We sometimes sleep outdoors.
- 2 She goes swimming at the sports centre after school.

**13** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 12.

**Grammar guide page 28**



## Writing A blog

**1**  **1.29** Read and listen. Then answer the questions.

- 1 Where is Tommy?
- 2 What is he doing on day one?
- 3 Who is he with?
- 4 Is everyone having a good time?



## Language focus

### Conjunctions

Join your sentences with *and*, *but* and *because*.  
*We're hiking along the coast and I'm excited!*  
*I don't normally like adventure but I'm having a good time.*  
*My sister isn't here because she's studying.*

**2** Look at the sentences in the Language focus. Complete the rules with *and*, *because* or *but*.

- 1 We use ... to contrast different information.
- 2 We use ... to add similar information.
- 3 We use ... to give a reason for something.

**3** Rewrite the sentences. Use *and*, *because* or *but*.

It's a fantastic day. I'm happy.

*It's a fantastic day and I'm happy.*

- 1 He often fishes in the lake. He doesn't like eating fish.
- 2 I'm chopping wood. I'm building a fire.
- 3 I never climb trees with my friends. I'm scared.
- 4 We're camping tonight. My mum isn't coming.
- 5 They're looking for food. They're hungry.

### Day one

It's the first day of our holiday. We're in Cornwall, in the southwest of England. Today we're hiking along the coastline and I'm excited! We're hiking about 20km.



There are four of us in the group. The group leader, Michael, works as a PE teacher in a school. He often walks long distances. His wife, Jane, is a nurse and she's great. My dad is with us too. He loves climbing mountains. And finally, there's me. I don't usually like adventure but I'm having a good time. My sister isn't here because she's studying. She's very jealous.

### Day two

I'm surprised because we're walking fast today. We're sitting on some rocks at the moment because we're having a sandwich. Tonight we're camping outdoors and Michael and Jane are building the shelter. Everyone is happy!  
 More again soon,  
 Tommy

**4** Write a blog entry. Follow these steps.

## Writing a blog

### Step 1 Plan

Decide where you are going on your holiday. Make notes under four headings:

- 1 Where are you?
- 2 What are you doing now?
- 3 Describe your companions.
- 4 What are your plans for later?

### Step 2 Write

Write a first draft. Use your notes from Step 1 and the blog on this page to help you.

### Step 3 Check

Check your work. Connect some of your sentences with *and*, *because* and *but*.

### Step 4 Write

Write your final copy and hand in your work.

 **Workbook Writing guide page 21**

# CLIL Science

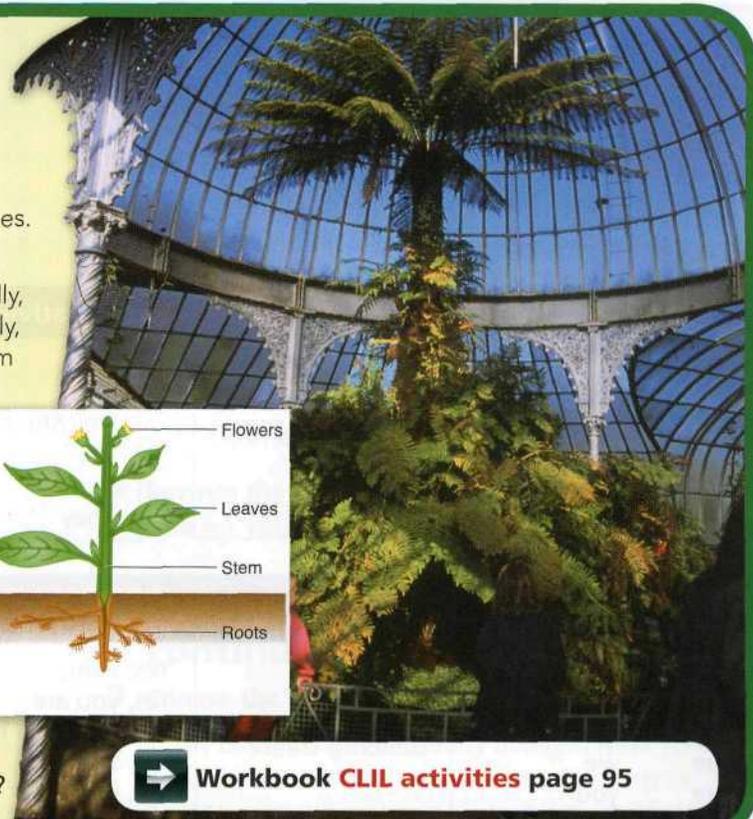
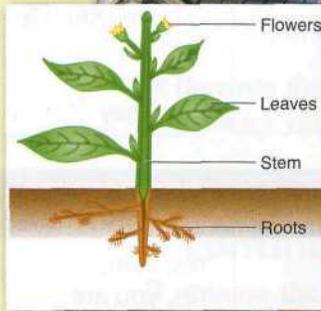
## Plant life

Most plants have got three parts: roots, stems and leaves.

Roots have three main functions: firstly, they provide support for the plant and hold it in the ground. Secondly, they absorb water and minerals from the soil, and thirdly, they allow the transportation of water and minerals from the soil to the plant.

The stem supports the plant and carries the water and minerals to the leaves.

Leaves grow on the stem of the plant and provide food for the plant. Their main role is photosynthesis. They use the sunlight energy to make sugars from carbon dioxide and water, which helps them grow. Some plants have flowers too. These grow on the stem of the plant.



**1.30** Read and listen. Answer the question.

What is the main purpose of leaves on a plant?

➔ Workbook CLIL activities page 95

## Vocabulary Reading Writing Listening

### Vocabulary guide

#### Survival skills



build



camp



chop



climb



cook



find



fish



hike



look for



sleep

### Feelings



angry



bored



embarrassed



excited



jealous



nervous



pleased



sad



scared



surprised



tired



worried

## Grammar guide

### Present continuous

affirmative		
I	'm	building a fire.
You	're	
He / She / It	's	
We	're	
You	're	
They	're	

negative		
I	'm not	fishing.
You	aren't	
He / She / It	isn't	
We	aren't	
You	aren't	
They	aren't	

questions		short answers	
		affirmative	negative
<b>Am</b>	I	Yes, I <b>am</b> .	No, I'm <b>not</b> .
<b>Are</b>	you	Yes, you <b>are</b> .	No, you <b>aren't</b> .
<b>Is</b>	he / she / it	Yes, he / she / it <b>is</b> .	No, he / she / it <b>isn't</b> .
<b>Are</b>	we	Yes, we <b>are</b> .	No, we <b>aren't</b> .
<b>Are</b>	you	Yes, you <b>are</b> .	No, you <b>aren't</b> .
<b>Are</b>	they	Yes, they <b>are</b> .	No, they <b>aren't</b> .

### Present simple and present continuous

My cousin usually **lives** in New York.  
 He **is staying** with us at the moment.

### Spelling: verb + *-ing*

- add *-ing* to most verbs  
 build → **building**, climb → **climbing**
- for verbs that end in *-e*, omit the *-e* and add *-ing*  
 hike → **hiking**, make → **making**
- for verbs that end in *-ie*, change the *-ie* to *-y* and add *-ing*  
 die → **dying**
- for one-syllable verbs that end in a vowel + a consonant (except *w*, *x* or *y*), double the consonant and add *-ing*  
 hit → **hitting**
- for two syllable verbs that end in a stressed vowel + a consonant, double the consonant and add *-ing*  
 begin → **beginning**



## Progress check

### Survival skills

1 Match 1–6 with a–f to make survival skills.

- |         |                     |
|---------|---------------------|
| 1 build | a) food             |
| 2 chop  | b) outdoors         |
| 3 climb | c) wood             |
| 4 hike  | d) trees            |
| 5 cook  | e) in the mountains |
| 6 sleep | f) fires            |

### Feelings

2 Find seven feelings in the wordsearch.

A	N	G	R	Y	X	Y	S	A	D
Q	E	D	S	C	A	R	E	D	G
B	R	J	D	J	E	L	D	G	F
O	V	E	W	B	Z	L	G	M	A
R	O	U	T	I	R	E	D	K	H
E	U	X	S	E	O	L	P	A	W
D	S	U	R	P	R	I	S	E	D

### Present continuous

3 Complete the sentences with the correct form of the verbs in brackets.

- He ... (climb) trees.
- They ... (not build) a camp.
- She ... (fish) today.
- I ... (not chop) wood now.
- We ... (sleep) outdoors tonight.
- You ... (look for) food.

4 Order the words to make questions.

- he / fishing / Is ?
- fires / they / Are / building ?
- chopping / Is / wood / she ?
- Are / looking for / you / food ?
- trees / Am / climbing / I ?
- cooking / she / Is / dinner ?

### Present continuous for future arrangements

5 Complete the sentences with the correct form of the verbs in brackets.

- I ... (eat) pizza for dinner today.
- We ... (have) a maths test tomorrow.
- My friends ... (hike) on Saturday.
- My teacher ... (not work) next week.
- I ... (study) at university next year.

6 Rewrite the sentences in exercise 5 so they are true for you. Use the correct time expression.

### Present simple and present continuous

7 Choose the correct words.

- My cousin **lives / is usually living** in New York.
- At the moment he **stays / is staying** with us.
- In New York he **plays / is playing** basketball every day.
- He **doesn't play / isn't playing** basketball today.
- We **fish / are fishing** in the river now.

### Grammar build up

1 2 3 4 5 6 7 8 9

8 Complete the dialogue. Use the correct form of the verbs in brackets.

- Will** (1) ... (be) you free after school today?  
**Lou** Yes, I (2) ... but I usually (3) ... (go) to scouts on Fridays.
- Will** Is there scouts today?  
**Lou** No there isn't. They (4) ... (camp) this weekend but I (5) ... (not go) with them.
- Will** We (6) ... (fish) this afternoon. Do you want to come?  
**Lou** Oh, yes please. What time?  
**Will** We (7) ... (meet) at five o'clock next to the river.
- Lou** Do I need to bring anything?  
**Will** No, you don't. My dad always (8) ... (bring) the equipment.  
**Lou** Sounds good. See you then!  
**Will** Great! See you then!

## Unit

## 3

## History



ride  
go sail  
travel  
take off

## Vocabulary 1

### Verbs of discovery

- 1 Read the verbs in the box. How do you say them in your language?

arrive discover drive explore fly  
go land leave ride sail take off  
travel

- 2  1.31 Listen and repeat.

- 3 Copy and complete the table with the words in exercise 1. Which words relate to all three?

by land	by sea	by air
drive		

- 4 Match sentences 1–6 with pictures a–f.

- Ferdinand Magellan's ships sail across the Pacific in 1521.
- Captain Cook and his men discover Australia in 1770.
- Roald Amundsen and his team go to the South Pole in 1911.
- Amelia Earhart is the first woman to fly solo across the Atlantic in 1932.
- Neil Armstrong and Buzz Aldrin are the first men to land on the moon in 1969.
- Steve Fossett is the first person to travel solo around the world in a hot-air balloon in 2002.



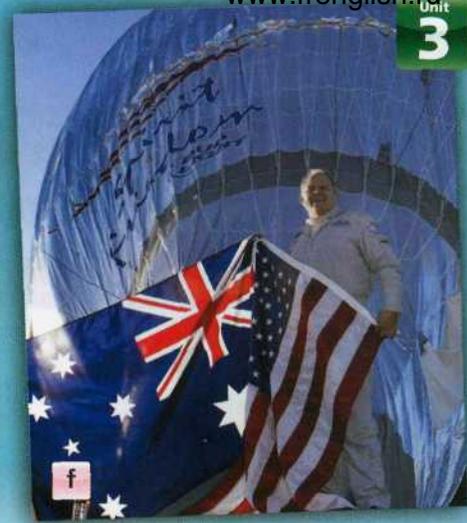
## Now say it!

- 5  1.32 Listen to Izzie and Will. Which journey in exercise 4 do they want to do?

- 6 Work in pairs. Ask and answer questions about a journey.

*Which journey do you want to do?*

*I don't want to fly across the Atlantic. I hate flying!*



## Reading 1

- 7  1.33 Read and listen to the text. Complete the sentences with the words in the box.

biscuits fruit pasta tomatoes

- Originally, ... were from America.
- You need wheat flour to make modern ...
- There were ... in Spain before other countries in Europe.
- They put ... in the snow to make a dessert.

### 8 Answer the questions.

- What did explorers discover in the 16th century?
- What did the Persians cook before the Europeans?
- Why were the Arabs responsible for modern pasta?
- What did Marco Polo really discover?
- What dessert did the Italians invent?



Many words for people end in *-er* and *-or*. They often come from verbs.  
*discover – discoverer travel – traveller*  
*sail – sailor*

### 9 Write verbs from the words for people.

- |             |             |
|-------------|-------------|
| 1 explorer  | 4 trader    |
| 2 inventor  | 5 driver    |
| 3 coloniser | 6 navigator |

- 10  **CLASS VOTE** Which is your favourite story?

## A discovery of food

A lot of food started its history in very different countries. European explorers discovered potatoes, tomatoes, chocolate and vanilla in America in the 16th century and rice began its journey in China. But what about other favourites?

### a Biscuits

Biscuits are a favourite with everyone, but where were they discovered? The Persians cooked the first biscuits with sugar in the 7th century. The Arabs invaded Persia at that time and they loved them. Later, they took the biscuits to the rest of their empire, including Spain. From Spain, traders took biscuits to North Europe, and then English colonizers sailed to America and made them there. This is how the American version of the biscuit, the cookie, was born.



### b Pasta

People often say that the explorer Marco Polo discovered pasta in China, but this isn't true. In fact, Greeks ate something similar to lasagna in the 1st century. But it was the Arabs who were responsible for modern pasta because they introduced wheat flour to Sicily, in the south of Italy. Pasta, as we know it, was created in Italy in the 13th or 14th century.



### c Ice cream

Ice desserts were popular a long time ago. The Persians (400BC) and the Chinese (200BC) enjoyed snow and ice with fruit and honey. Marco Polo discovered a technique for making ice desserts in China and transported it to Italy. So the first modern sorbets were from Italy, but the first ice cream made with milk and cream appeared in 1718 in England!





# Grammar 1

## Past simple

### affirmative: regular

Explorers **discovered** potatoes.

The Persians **cooked** the first biscuits.

### affirmative: irregular

Rice **began** its journey in China.

Traders **took** biscuits to Europe.

- Look at the sentences in the table. What is the past simple form of regular verbs? Are irregular verbs all different?
- Complete the sentences with the past simple form of the verbs in brackets. Use the spelling rules on page 40 to help you.
  - We ... (watch) a history documentary last night.
  - She ... (cry) when he ... (arrive) home.
  - They ... (travel) by train to Venice.
  - Ferdinand Magellan ... (want) to sail around the world but he ... (die) in the Philippines.
- Write the past simple form of the verbs in the box. Check your answers on page 126.
 

find	get	leave	sell	take
------	-----	-------	------	------
- Complete the text with the correct form of the verbs in brackets. Use the past simple affirmative.

### The history of the potato

Europeans first *discovered* (discover) potatoes in Chile. Sailors (1) ... (take) the potatoes on their ships. They (2) ... (eat) them as they (3) ... (sail) across the ocean. They (4) ... (leave) the potatoes in Ireland. Then potatoes (5) ... (become) very popular in the rest of Europe.

## Pronunciation

/ʊ/ /ɔ:/ /eɪ/

- a**  1.34 Read and listen to the words.

/ʊ/ took looked  
/ɔ:/ saw bought  
/eɪ/ made became

- b** Listen again and repeat.

### negative: regular/irregular

He **didn't introduce** pasta to Italy.

The Americans **didn't make** biscuits.

- Look at the sentences in the table. Is the negative form different for regular and irregular verbs?
- Correct the historical facts.
 

Magellan sailed around Africa. (South America)  
*Magellan didn't sail around Africa. He sailed around South America.*

  - Marie Curie discovered uranium. (radium)
  - Hannibal took camels over the Alps. (elephants)
  - Alexander the Great rode an elephant called Bucephalus. (horse)
  - Edmund Hillary and Tenzing Norgay climbed the Andes in 1953. (Mount Everest)

## be: past simple

### affirmative and negative

+	It <b>was</b> from Italy.
	They <b>were</b> popular.
-	She <b>wasn't</b> the discoverer.
	They <b>weren't</b> from the USA.

- Look at the sentences in the table and complete the rules.
  - The past simple form of *be* with *I / he / she / it* is (1) ... and with *we / you / they* is (2) ...
  - To make the negative form, we add (3) ...

**8** Complete the sentences with the correct form of *be*. Use the past simple affirmative or negative.



*Around the World in Eighty Days* is a story about a man's journey around the world in a hot-air balloon.

- 1 The man's name *was* Phileas Fogg. ✓
- 2 Phileas ... alone on his journey. X
- 3 There ... two companions. ✓
- 4 There ... any cars or planes. X
- 5 There ... hot-air balloons, ships and trains. ✓
- 6 It ... Saturday when they arrived home. They finished their journey exactly on time! ✓

**Language Tip**

We often use time expressions with the past simple: *last night, on Monday, yesterday, in 2009, two years ago.*

**9** Write true sentences about you with the past simple and a time expression. Use the ideas in the box.

cook dinner   drink juice   eat a biscuit  
go shopping   read a book   watch TV

*I didn't read a book yesterday.*

**10** **INTERFACE** Work in pairs. Compare your answers in exercise 9.

*I didn't read a book yesterday. What about you?*

*I read a magazine.*



**Listening History quiz**

**11** Will, Izzie and Lou are watching a quiz show. Read the questions and guess the correct answers.



- 1** England's first queen was ...  
a) Elizabeth. b) Mary. c) Victoria. d) Kylie.
- 2** The first animal in space was a fly, but the second was a ...  
a) mouse. b) dog. c) rat. d) monkey.
- 3** Captain Cook discovered ...  
a) Alaska. b) Japan. c) Hawaii. d) Chile.
- 4** Christopher Columbus discovered the Americas on ... 1492.  
a) 3 August      b) 8 September  
c) 12 October    d) 25 December

**12** **1.35** Listen and check your answers.

**13** Listen again and complete the sentences.

- 1 Queen Mary ruled in the ... century.
- 2 Laika was a ... that flew in outer space.
- 3 Captain Cook also discovered ...
- 4 Christopher Columbus left Spain in ... because of the sea.
- 5 Gary answers ... questions correctly.

**14** Do you like history? Which historical figure do you like best?



Christopher Columbus took three ships on his first voyage to the Americas: the Santa María, the Pinta and the Santa Clara. The Santa Clara was also called 'Niña', because her owner was called Juan Niño de Moguer.



## Speaking At the library

### Listen

- 1 Look at the picture. Who is Izzie talking to?
- 2  1.36 Listen to Izzie talking to the librarian.  
Where can she find the information she needs?
- 3 Listen and complete the dialogue.

Hi! Can I help you?

Yes. I'm looking for information on (1) ...

What type of information do you need?

I'd like to find out about Captain Scott.

There are some (2) ... in the history section.

That's great.

You can also use the (3) ... on those computers over there.

Do I need a password?

No, you don't.

Thanks for your help.

That's all right. Come and ask me if you need anything else.

OK.

### Practise

- 4 Listen again and repeat the dialogue.
- 5 Put the sentences below in the correct order.
  - 1 There are some books in the art section.
  - 2 I'd like to find out about Pablo Picasso.
  - 3 What type of information do you need?
  - 4 Can I help you?
  - 5 I'm looking for information for my art and design project.

### Functional language

#### Asking for information

##### Librarian

Can I help you?  
What type of information do you need?  
There are some books in the history section.

##### Izzie

I'm looking for information on explorers.  
I'd like to find out about Captain Scott.  
Thanks for your help.

## Speaking task

Prepare a dialogue between you and the librarian.

### Step 1

First, look at the homework diary below and decide what information you need.

Monday 10th	History: Kings and Queens.	
Tuesday 11th	Geography: Rocks and minerals.	Maths: Algebra $4a + 3l = 7a + 17$ $8a - 3 = 3b$
Wednesday 12th	English: Read chapters 1 and 2 of <u>Frankenstein</u> .	

### Step 2

Think about what the librarian says.

*Can I help you?*

*What type of information do you need?*

*There are some books in the ... section.*

*Come and ask me if you need anything else.*

Think about what you say.

*I'm looking for information on ...*

*I'd like to find out about ...*

*Thanks for your help.*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.



## Culture Explorers



On 29th May 1953, 11.30am local time, Edmund Hillary and Tenzing Norgay became the first men known to reach the top of Mount Everest. They took some pictures, and buried some sweets and biscuits in the snow. They had very little oxygen so they began their descent after 15 minutes.

Edmund Hillary was a mountaineer and explorer from New Zealand. When he was at secondary school, he climbed Mount Ollivier (1,933m) in New Zealand. After Everest, Hillary made several expeditions to the Antarctic. He also helped both the people and environment of Nepal. He died in 2008 at the age of 88.

Tenzing Norgay was a mountain guide from Nepal. He made his first expedition to Everest when he was 19. He finally reached the top of Everest with Hillary on his seventh expedition. He died in 1986.

**6**  1.37 Read and listen to the information about explorers. Then answer the questions.

- Who are the two men?
- Why are they famous?
- Where are they from?
- How long were they at the top of Mount Everest?

**7** What famous explorers come from your country?

floods  
fire  
famine  
drought  
hurricane

## Vocabulary 2

### Natural disasters

- 1 Match pictures 1–6 with the words in the box.  
Which disasters are not in the pictures?

drought earthquake famine fire floods hurricane  
landslide tornado tsunami volcanic eruption



1



2



3



4



5



6

- 2  1.38 Listen and repeat.

- 3 Complete the quiz with words from exercise 1.

#### How well do you know your history?

- There was a potato (1) ... in Ireland; people had nothing to eat and about 1 million people died. It was from 1845 to ...  
a) 1852.    b) 1864.    c) 1870.
- There were (2) ... in the south of England. The water was 0.9m high. The year was ...  
a) 1850.    b) 1939.    c) 2007.
- There was a terrible (3) ... in the year 1988. Many houses and shops burned in the capital of ...  
a) Italy.    b) Portugal.    c) Colombia.
- There was a huge (4) ... in Iceland and many planes couldn't fly because of the cloud. The year was ...  
a) 2001.    b) 2005.    c) 2010.
- (5) ... is a problem in many countries where there isn't much rain. The longest was in the Atacama desert in Chile: it was from 1571 to ...  
a) 1671.    b) 1771.    c) 1971.

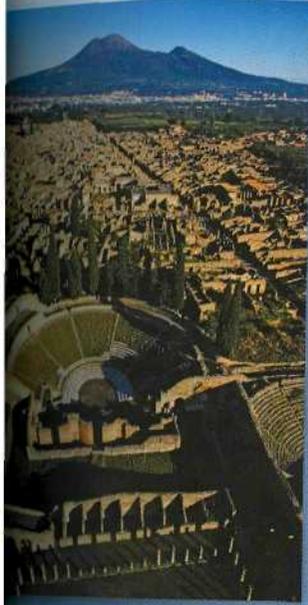
- 4  **INTERFACE** Work in pairs. Do the history quiz in exercise 3.



## Reading 2

- Look at the pictures on page 37. What do you think the text is about?
-  1.39 Read and listen. Check your answers to exercise 5.
- Read the text again and answer the questions.
  - When did Mount Vesuvius erupt?
  - What did Domenico Fontana do when he discovered the paintings?
  - How did the volcanic eruption help us learn about Roman culture?
  - What natural disasters happened after the Lisbon earthquake?
  - Did buildings in Lisbon disappear into the sea?
  - What positive effects did the earthquake have?

# GREAT EUROPEAN DISASTERS



## ON 24TH AUGUST 79AD ...

Mount Vesuvius erupted. The eruption was catastrophic, and ash\* and lava covered the towns of Pompeii and Herculaneum. They stayed hidden for nearly 1,700 years, but when Domenico Fontana, an Italian architect, discovered walls with paintings in 1559, how did he react? He covered them again! A Spanish engineer discovered Herculaneum in 1738 and Pompeii in 1748. In Pompeii, the volcano preserved Roman life exactly as it was, and we now know a lot about Roman culture because of the eruption.

## ON 1ST NOVEMBER 1755 ...

there was a terrible earthquake in Lisbon, Portugal. Immediately after the earthquake, there was a tsunami and many fires started in the city. Buildings fell, burned and disappeared into the sea. In fact, the earthquake and its effects destroyed most of the city. But what did the people of Lisbon do? They rebuilt their city. They made wide streets, big squares and special buildings that could resist earthquakes. Also, thanks to the Portuguese prime minister's investigations, modern seismology\* was born.



## GLOSSARY

\*ash: the grey powder that remains after something has burned

\*seismology: the study of earthquakes

nouns  
adjectives  
verbs  
pronouns  
adverbs  
tenses

## Grammar 2

### Past simple

#### questions and short answers

Did you **study** history last week?

Yes, I **did**.

No, I **didn't**.

Did it **disappear**?

Yes, it **did**.

No, it **didn't**.

Did they **investigate** earthquakes?

Yes, they **did**.

No, they **didn't**.

When **did** the earthquake **happen**?

- 8** Look at the sentences in the table. Do you use *did* for all subjects in past simple questions?
- 9** Order the words to make questions. Then answer the questions so they are true for you.
- 1 Did / watch / you / last night / TV ?
  - 2 you / What / yesterday / eat / did ?
  - 3 speak / English / Did / you / five years ago ?
- 10** Write complete questions using the past simple.
- 1 how many ships / Christopher Columbus / have?
  - 2 when / they / discover / Pompeii?
  - 3 where / Marco Polo / go?
  - 4 when / Hillary and Norgay / climb Everest?
- 11**  Listen and check your answers. Then listen again and write the answers to the questions.

Language  
**Tip**

We use *could* / *couldn't* to talk about ability and possibility in the past:  
*The buildings could resist earthquakes.*  
*They couldn't stop the fires.*

- 12** Complete the sentences with *could* or *couldn't*.
- 1 My brother ... ride a bike when he was three. He was great!
  - 2 There were floods last year and we ... leave the house.
  - 3 I ... go to the cinema because I wasn't at school.
  - 4 In 1770, Captain Cook ... travel by car.

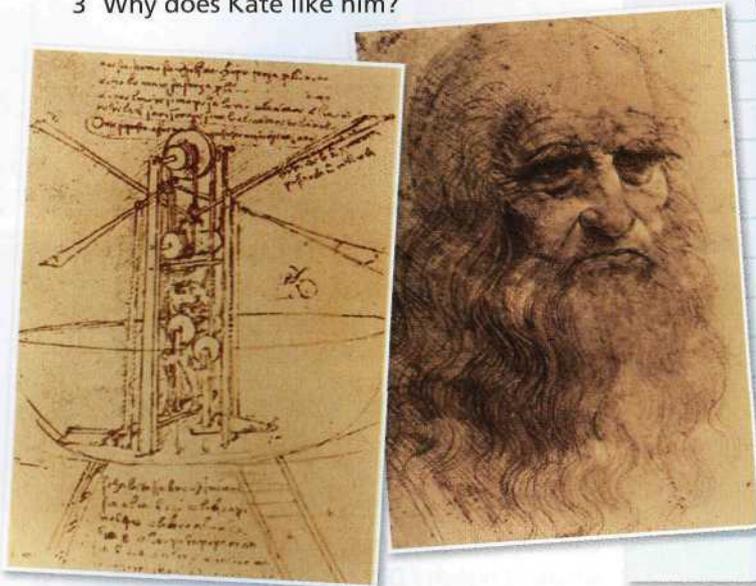
 **Grammar guide page 40**



## Writing A biography

**1** **1.41** Read and listen. Then answer the questions.

- 1 What was Leonardo da Vinci's job?
- 2 What did he paint?
- 3 Why does Kate like him?

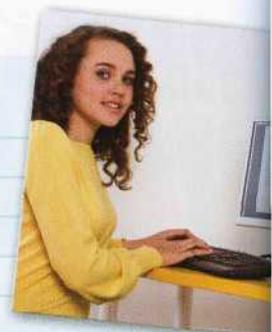


For me, the most interesting person in history was Leonardo da Vinci. He was a painter, a sculptor and an inventor. He studied anatomy and botany and he liked many other things too.

He was born in Vinci, near Florence, on the 15th of April 1452. He didn't go to school, but he studied maths, Latin and geometry at home. When he was 14, he started work. He was very good at art so he worked for a famous painter and learned techniques with him. Then he went to live in Milan in 1482 and, from this time on, Leonardo painted his most famous works, for example *The Last Supper*. He painted *The Mona Lisa*, probably the most famous painting in the world, in about 1505. It is in the Louvre Museum in Paris.

I like Leonardo da Vinci because of his drawings. He was interested in maths, science and anatomy, and he drew people and bodies perfectly. He also drew inventions, for example a flying machine similar to the modern helicopter. He was the typical Renaissance man.

Kate, 12



## Language focus

### Time prepositions

Remember to use *on*, *at* or *in* correctly with times.  
*Leonardo was born on 15th April 1452 at 10.30pm.*  
*Leonardo died in May 1519.*

**2** Look at the sentences in the Language focus. Complete the rules with *on*, *at* or *in*.

- 1 We use ... before months and years.
- 2 We use ... before times.
- 3 We use ... before days and dates.

**3** Complete the sentences with *on*, *at* or *in*.

- 1 The British explorer Captain James Cook was born ... 1728.
- 2 He married Elizabeth Batts ... 21st December 1762.
- 3 His first expedition began ... 1768. He sailed from England to Australia.
- 4 He first saw Australia ... 19th April ... 6am.
- 5 He died ... St Valentine's Day 1779 in Hawaii.

**4** Write a biography about an important person in history. Follow these steps.

## Writing a biography

### → Step 1 Plan

Choose a person you admire and make some notes. Who was he / she? What did he / she do? What were the important events in his / her life? Why do you like this person?

### → Step 2 Write

Write a first draft. Use your notes from Step 1 and the biography on this page to help you.

### → Step 3 Check

Check your work. Use time prepositions correctly.

### → Step 4 Write

Write your final copy and hand in your work.

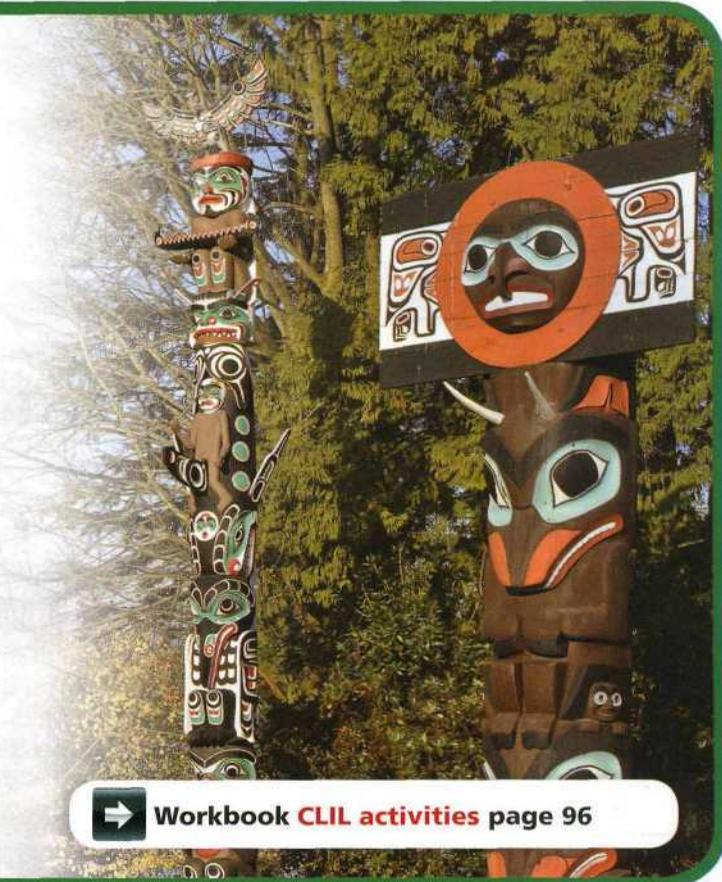
→ **Workbook Writing guide page 31**

# CLIL Art

## Aboriginal art

Totem poles in Canada are examples of aboriginal art and a symbol of the area's indigenous population. The ancient practice of totem carving has been handed down through generations as a way of preserving the history of local native heritage.

Stanley Park has got a wide variety of monuments, including eight Totem poles. The Totem poles each tell a real or mythical story. They are not the original Totem poles, however. Because many of the original poles were made as early as the 1880s, they have been sent to museums for preservation. The Totems today are new versions of the originals and, when you look at them, you'll notice figures of eagles, whales, wolves and frogs. Each animal has a meaning. The eagle represents the kingdom of the air, the whale is the world of the sea, the wolf is the life on land and the frog is the connection between the land and the sea.



**1.42** Read and listen. Answer the question.

What does the eagle represent on a Totem pole?

➔ Workbook CLIL activities page 96

Vocabulary Reading Writing Spelling Listening

## Vocabulary guide

### Verbs of discovery



arrive



discover



drive



explore



fly



go



land



leave



ride



sail

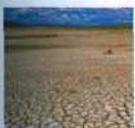


take off



travel

## Natural disasters



drought



earthquake



famine



fire



floods



hurricane



landslide



tornado



tsunami



volcanic eruption

## Grammar guide

### Past simple

affirmative	
I	arrived.
You	arrived.
He / She / It	arrived.
We	arrived.
You	arrived.
They	arrived.

negative	
I	didn't go.
You	didn't go.
He / She / It	didn't go.
We	didn't go.
You	didn't go.
They	didn't go.

questions	short answers		
	affirmative	negative	
Did I you he / she / it we you they	go?	Yes, I <b>did</b> . Yes, you <b>did</b> . Yes, he <b>did</b> . Yes, we <b>did</b> . Yes, you <b>did</b> . Yes, they <b>did</b> .	No, I <b>didn't</b> . No, you <b>didn't</b> . No, he <b>didn't</b> . No, we <b>didn't</b> . No, you <b>didn't</b> . No, they <b>didn't</b> .

### be: past simple

affirmative		
I / He / She / It	<b>was</b>	an author.
You / We / You / They	<b>were</b>	

negative		
I / He / She / It	<b>wasn't</b>	an author.
You / We / You / They	<b>weren't</b>	

questions and short answers	
<b>Was</b> I / he / she / it a traveller?	
Yes, I <b>was</b> .	No, I <b>wasn't</b> .
<b>Were</b> you / we / you / they happy?	
Yes, you <b>were</b> .	No, you <b>weren't</b> .

### Spelling: past simple regular verbs

- for most verbs add **-ed**  
invent → **invented**
- for verbs that end in **-e**, add **-d**  
arrive → **arrived**
- for verbs that end in a consonant + **y**, omit the **-y** and add **-ied**  
study → **studied**
- for verbs that end in a vowel + a consonant, add **-ed**  
visit → **visited**
- for verbs that end in a stressed vowel + a consonant (except **w**, **x** or **y**), double the final consonant and add **-ed**  
stop → **stopped**  
permit → **permitted**

### Spelling: past simple irregular verbs

- for the Irregular verb list, see page 126





## Progress check

### Verbs of discovery

1 Find eight verbs of discovery in the wordsearch.

Q	L	M	V	T	C	I	F	L	Y
W	E	R	D	R	U	F	G	E	F
L	T	G	S	A	I	L	P	A	L
A	R	R	I	V	E	K	Q	V	K
N	I	I	S	E	P	C	E	E	F
D	G	D	J	L	R	B	X	X	T
R	O	E	U	D	Z	T	G	C	Q

### Natural disasters

2 Match pictures 1–6 with the words in the box.

fire drought earthquake tornado  
floods famine



### Past simple

3 Complete the text with the past simple form of the verbs in brackets.

I (1) ... (arrive) home yesterday at 4.00 pm.  
I (2) ... (be) alone in the house so I (3) ... (sit)  
down on the sofa with a book, a biography  
about Captain Cook. I (4) ... (start) to read and  
I (5) ... (read) for seven hours! I (6) ... (forget) to  
have dinner, but I (7) ... (finish) the book – it was  
brilliant.

4 Rewrite the sentences so they are true for you.

- I went to Hawaii last year.
- I ate cactus for dinner last night.
- My granddad was an explorer.
- I read *Don Quixote* last night.
- I lived in France last year.

5 Complete the sentences with *was / wasn't* or *were / weren't*.

- I ... at home last night. ✓
- My friends ... in school yesterday. X
- It ... very cold last weekend. ✓
- She ... tired so she didn't go to bed. X
- You ... on holiday two days ago. ✓
- I ... happy because my football team lost. X

6 Order the words to make questions. Then answer the questions.

- you / arrive / What time / home / did / last night ?
- study / Did / you / history / at the weekend ?
- your dad / did / buy / his first car / When ?
- you / English / study / Did / at primary school ?
- Did / three months ago / you / Lisbon / visit ?

### Grammar build up

1 2 3 4 5 6 7 8 9

7 Choose the correct words.

- Mum What (1) **do you do / are you doing**, Izzie?
- Izzie I (2) **do / 'm doing** my history homework.
- Mum Can I (3) **help / helping** you?
- Izzie Oh, yes please. I (4) **find / found** some information in the library yesterday and now I (5) **write / 'm writing** about Victorian London. But I have some questions. Where (6) **did / does** Queen Victoria live?
- Mum I (7) **wasn't / weren't** alive then! Let's (8) **look / looking** on the internet!
- Izzie Good idea. Where (9) **do you usually put / are you usually putting** your laptop?
- Mum Oh no! I (10) **leave / left** it at work.
- Izzie Oh, Mum!



# Motivate! Revision 1

Vocabulary

Grammar

Sketch

Project

**START**

Which T are you late at night?



Which H is a type of film?

Which F do you do when you travel by plane?



Which E is a natural disaster?

Which S is the opposite of happy?



Which C makes you laugh in the cinema?

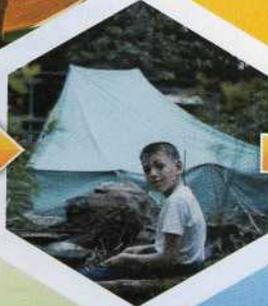
Which H is a walk in the countryside?



Which S means to travel by boat?

Which S shows football and tennis on TV?

Which C do you do with a tent?



Which T is a very strong wind?

**FINISH**



# Motivate! Revision 1

## Vocabulary

## Grammar

## Sketch

## Project

### Present simple

- 1 Complete the sentences with the present simple form of the verbs in the box.



be have got live paint produce visit

- Jacob ... in Bristol in the west of England.
- There ... a lot of street art in Bristol.
- Artists ... images on walls, buildings and pavements.
- People often ... Bristol to see the street art.
- Jacob ... a favourite street artist. It's the Bristol artist, Banksy.
- Banksy ... street art all over the world, including London and Los Angeles.

### Present simple and present continuous

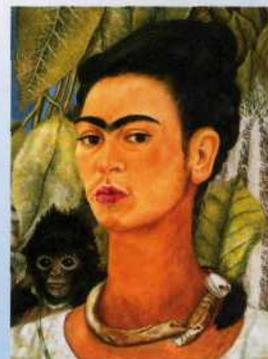
- 2 Complete the text with the correct form of the verbs in brackets. Use the present simple or present continuous.

My dad (1) ... (work) for an art gallery and he (2) ... (travel) around England twice a year to buy paintings. Today I (3) ... (look) at Kieron Williamson's paintings with my dad. My dad (4) ... (call) Kieron the next Picasso, but he (5) ... (be) only eight years old. Kieron (6) ... (not draw) today, he's at school. He (7) ... (not go) to a special school. Kieron's a normal schoolboy who (8) ... (love) playing football with his friends just like me – but I can't draw!

### Past simple

- 3 Complete the text with the correct form of the verbs in brackets.

The artist Frida Kahlo (1) ... (be) born in Mexico in 1907. As a teenager, she (2) ... (want) to study medicine. However, one day in September 1925, there (3) ... (be) a terrible bus accident and Frida (4) ... (break) a lot of bones. She (5) ... (spend) many months in hospital.



Frida (6) ... (not become) a doctor, but a famous artist. In 1929, she (7) ... (marry) Diego Rivera, another Mexican artist. She (8) ... (not live) a very long life. She (9) ... (die) in 1954.

### Question forms

- 4 Order the words to make questions. Then write answers that are true for you.
- draw pictures / do / you / How often ?
  - like / Does / your brother / street art ?
  - in bed / you / at 10pm last night / Were ?
  - you / What / do / yesterday / did ?
  - your friends / Did / yesterday / play tennis ?

- 5 Choose the correct words.



At the moment, my class is (1) **visits** / **visiting** the Tate Modern in London. We (2) **often go** / **go often** to London with our school. The Tate Modern

building (3) **was** / **were** a power station until 1981 so it (4) **has** / **have got** a 99m high chimney. The Tate (5) **opens** / **opened** as a museum of modern art (6) **in** / **on** 2000.



# Motivate! Revision 1

Vocabulary

Grammar

Sketch

Project



**1**  1.43 Listen and answer the questions.

- 1 Why are the children looking at a wall?
- 2 Where was the street art exhibition?
- 3 Which wall do they need to paint?

**2** Read and listen to the dialogue. Check your answers.

## Street artists

**Ben** Hi guys! What are you doing? Why are you looking at that wall?

**Olivia** We need to decorate it for our art project.

**Liam** Yes, it's for Miss Smith, but we don't know what to do.

**Sophie** I can't think of any good ideas.

**Ben** Can I help?

**Liam** Yes, of course. Have you got any good suggestions?

**Ben** Well, yes. Did you see that street art exhibition last year?

**Sophie** Where was it? Was it in the museum?

**Olivia** No, it wasn't. It was in the shopping centre. I saw it. It was great.

**Liam** I saw it too. I really liked Miss Van. She draws cartoon characters, mainly women.

**Sophie** I read about Miss Van. She was born in France and she started to paint the walls of Toulouse when she was 18.

**Olivia** And now she's living in Barcelona.

**Liam** So, why don't we do some cartoon characters?

**Ben** Let's do cartoons of the teachers and some of the students.

**Sophie** Olivia, you often draw pictures of the teachers. Why don't you design the wall?

**Olivia** How many people shall we draw?

**Liam** I'm not sure. This wall isn't very big.

**Ben** Wait a minute! Which wall did Miss Smith say?

**Olivia** The gym wall.

**Sophie** But this isn't the gym wall. It's the wall of the music room!



**3** Work in groups. Practise and perform the sketch.

- Choose a character.
- Read and learn your lines.
- Perform for your class.



# Motivate! Revision 1

Vocabulary

Grammar

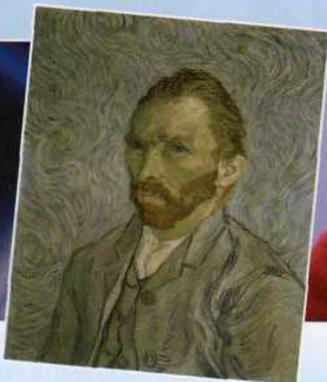
Sketch

Project

## Our favourite artist

### 1 Ideas

Which famous artist do you like? Why do you like him / her?

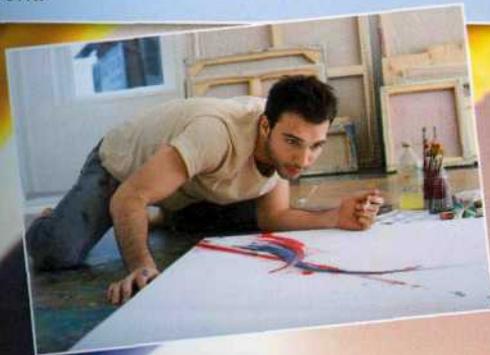


### 3 Write

Write a short text about the artist, using your notes.

### 5 Visuals

Find or draw pictures of your artist and his / her artwork.



### 2 Group work

Which artists does everyone in your group like? Choose one artist and write some notes on:

- name
- nationality
- type of art
- other information: family, exhibitions, other projects



### 4 Check

Read your text and check it for:

- capital letters and punctuation
- *and*, *but* and *because*
- time prepositions: *at*, *on* and *in*

### 6 Display

Make a poster. Include your text and pictures. Show your project to the class.

# Unit 4

# Myths and legends



loyal  
cruel  
funny  
kind  
friendly

## Vocabulary 1 Character adjectives

- 1 Read the words in the box. How do you say them in your language?

brave cheerful cruel friendly funny  
kind lazy loyal selfish shy stubborn  
wise

- 2 1.44 Listen and repeat.

- 3 Look at the characters in pictures 1–6 and choose the correct words.

- The White Witch was **cruel** / **funny**.
- Sam Gamgee was **loyal** / **cruel** to Frodo Baggins.
- Sherlock Holmes was **wise** / **cheerful**.
- Merlin the Wizard was **lazy** / **friendly**.
- Robin Hood was **kind** / **selfish**.
- Queen Boudicca was **shy** / **brave**.

Language  
**Tip**

We often use *What's he / she like?*  
*What was he / she like?* to ask about someone's character.



## Now say it!

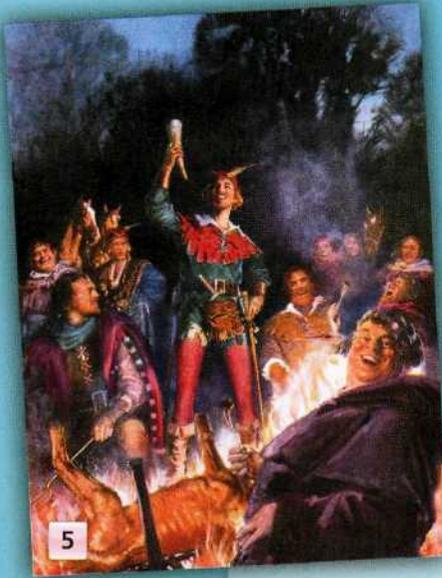
- 4 1.45 Listen to Will and Lou. What does Lou say about her first friend and her first teacher?

- 5 Work in pairs. Ask and answer questions about the people in the box.

first classmate first friend first teacher

*What was your first classmate like?*

*She was very funny.*



## British legends

### Queen Boudicca

In 60AD, Queen Boudicca was ruling the east of England when the Romans decided to attack her people, the Iceni. Legend says that the queen was incredibly brave and she attacked the Romans in London. The Romans discovered her plan so she didn't conquer the city. But they were afraid of Boudicca – she was an extremely dangerous enemy. In fact, the Romans were planning to abandon England when suddenly they won a battle and had control of the province again. Legend says Boudicca killed herself.

### Merlin the Wizard

After the Romans left Britain, there was chaos. There were different kings and they were rivals, and people from other countries were invading. Britain needed one true and loyal king and Merlin found Arthur. He took Arthur to see a sword, Excalibur. The legend says only the true king could pull Excalibur out of the stone. Arthur pulled the sword out of the stone and he became King Arthur. But did Merlin really exist? Experts say this is possible, but nobody is sure.

### Robin Hood

There are many stories about Robin Hood. He was a popular hero and he lived with his friends, the Merry Men, in Sherwood Forest near Nottingham. At that time, King Richard of England wasn't ruling the country because he was fighting in the Crusades. His cruel, lazy brother John was ruling England. Robin and his Merry Men were kind to poor people. They robbed the rich aristocrats and gave the money to the poor. But is Robin Hood fact or fiction? Nobody knows.

**10** Find some words in the text that are similar to words in your language.

**11**  **CLASS VOTE** Which legend do you prefer?



## Reading 1

**6** Check the meaning of the words in the box.

afraid conquer dangerous fight  
pull rule stone sword

**7**  **1.46** Look at the names of the people in the text. What do you know about them? Read, listen and check your answers.

**8** Read the text again. Are the sentences true or false?

- 1 Queen Boudicca was living in London.
- 2 The Romans killed Boudicca.
- 3 Arthur went with Merlin to get the sword.
- 4 We know that Merlin existed.
- 5 John had control of the country.
- 6 Robin Hood wasn't kind to rich people.

**9** Answer the questions.

- 1 What was Boudicca like?
- 2 What happened when the Romans were planning to leave Britain?
- 3 Why was Arthur the true king?
- 4 Why wasn't King Richard ruling England?



Some words in English are similar to words in your language and have a similar meaning. These words are called cognates.

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 1

### Past continuous

#### affirmative

I	was living	in London.
You	were planning	the battle.
He / She / It	was attacking	the Romans.
We / You / They	were invading	Britain.

#### negative

I	wasn't invading	the country.
You	weren't fighting	the battle.
He / She / It	wasn't ruling	the country.
We / You / They	weren't attacking.	

- 1** Look at the sentences in the table and complete the rule below. Choose the correct words.

We form the past continuous with the **present / past form of be** and the **infinitive / -ing form** of the main verb.

- 2** Write complete sentences. Use the past continuous affirmative.

#### MORE SIGHTINGS OF THE LOCH NESS MONSTER!



Penny Allen / walk / near Loch Ness.  
*Penny Allen was walking near Loch Ness.*

- She / talk / to a friend.
- A shy creature / move in the water.
- The creature / swim / north.
- They / watch / the creature swimming.

- 3** Complete the sentences with the correct form of the verbs in brackets. Use the past continuous negative.

- I ... (have) lunch at two o'clock.
- We ... (read) about legends in class.
- My parents ... (drive) home last night.
- You ... (swim) at the weekend.
- My sister ... (play) with my games console.

- 4** Complete the text with the correct form of the verbs in brackets. Use the past continuous.



#### The dancers of Stanton Drew

Two young people *were celebrating* (celebrate) their wedding. A violinist (1) ... (play) and their friends (2) ... (dance). It (3) ... (get) late and the next day was Sunday so the violinist stopped. But the young wife (4) ... (have) fun and she wanted more music. Suddenly, a mysterious musician arrived and started to play. The dancers (5) ... (feel) tired, but the music (6) ... (not stop). On the Sunday morning, there were no dancers, but there were large stones in their place.

How did the stones get there? The dancers became stones because they (7) ... (dance) on a Sunday.

#### questions and short answers

**Was I walking** near the lake?  
Yes, I **was**. No, I **wasn't**.

**Were you celebrating** the wedding?  
Yes, you **were**. No, you **weren't**.

**Was he / she / it dancing**?  
Yes, he / she / it **was**. No, he / she / it **wasn't**.

**Were we / you / they having** fun?  
Yes, we / you / they **were**.  
No, we / you / they **weren't**.

- 5** Look at the sentences in the table. How do you form past continuous questions?

- a) subject + verb + was / were + -ing?
- b) was / were + subject + verb + -ing?

6 Look at the picture and write complete questions. Then write short answers.



- the group leader / talk?  
 Was the group leader talking? Yes, she was.  
 1 the parents / listen?  
 2 the ghost / smile?  
 3 the boy / talk on his telephone?  
 4 the girl / look at the ghost?  
 5 the ghost / fly?

### Pronunciation

/wɒz/ or /wəz/

**a** 1.47 Listen and repeat. Can you hear the difference?

/wɒz/ /wəz/

**b** 1.48 Listen and repeat. Can you hear /wɒz/ or /wəz/?

- 1 Was the girl talking?
- 2 No, she wasn't. She was listening to her mother.

7 **INTERFACE** Work in pairs. Ask and answer questions using the words in the box.

at 9am at midday at midnight  
 when the school bell rang at 7pm

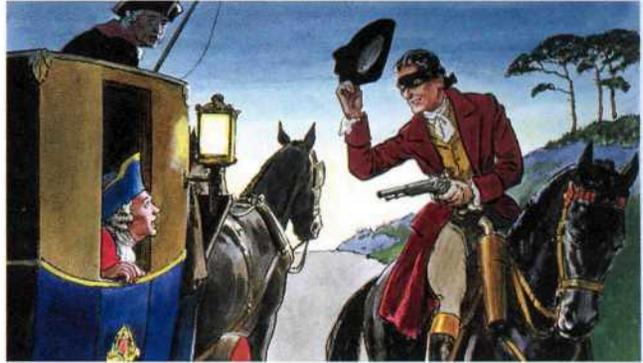
What were you doing at 9.00 am?

I was sitting in my English class.



## Listening A highwayman

8 Dick Turpin was a highwayman. What is a highwayman? Look at the picture and choose the correct answer.



- a) A highwayman robs from the rich and gives to the poor.
- b) A highwayman attacks people while they are travelling and steals from them.
- c) A highwayman steals horses and sheep.

9 1.49 Listen to Will and Lou talking about Dick Turpin. Check your answer to exercise 8.

10 Listen again and choose the correct answers.

- 1 The real Dick Turpin was ...  
 a) brave and kind. b) cruel and selfish.
- 2 When the police caught him he was living ...  
 a) near London. b) in York.
- 3 Dick Turpin wrote a letter to ...  
 a) his friends. b) his family.
- 4 The legend says Dick Turpin rode ... from London to York in one night.  
 a) 30km b) 330km
- 5 ... died because they were riding very fast.  
 a) Black Bess b) Dick Turpin

11 What famous legends have you got in your country?



The legend says that Dick Turpin rode from London to York, in the north of England, in under 12 hours, but this is impossible. By car it takes around four hours.



## Speaking

### Talking about the weekend

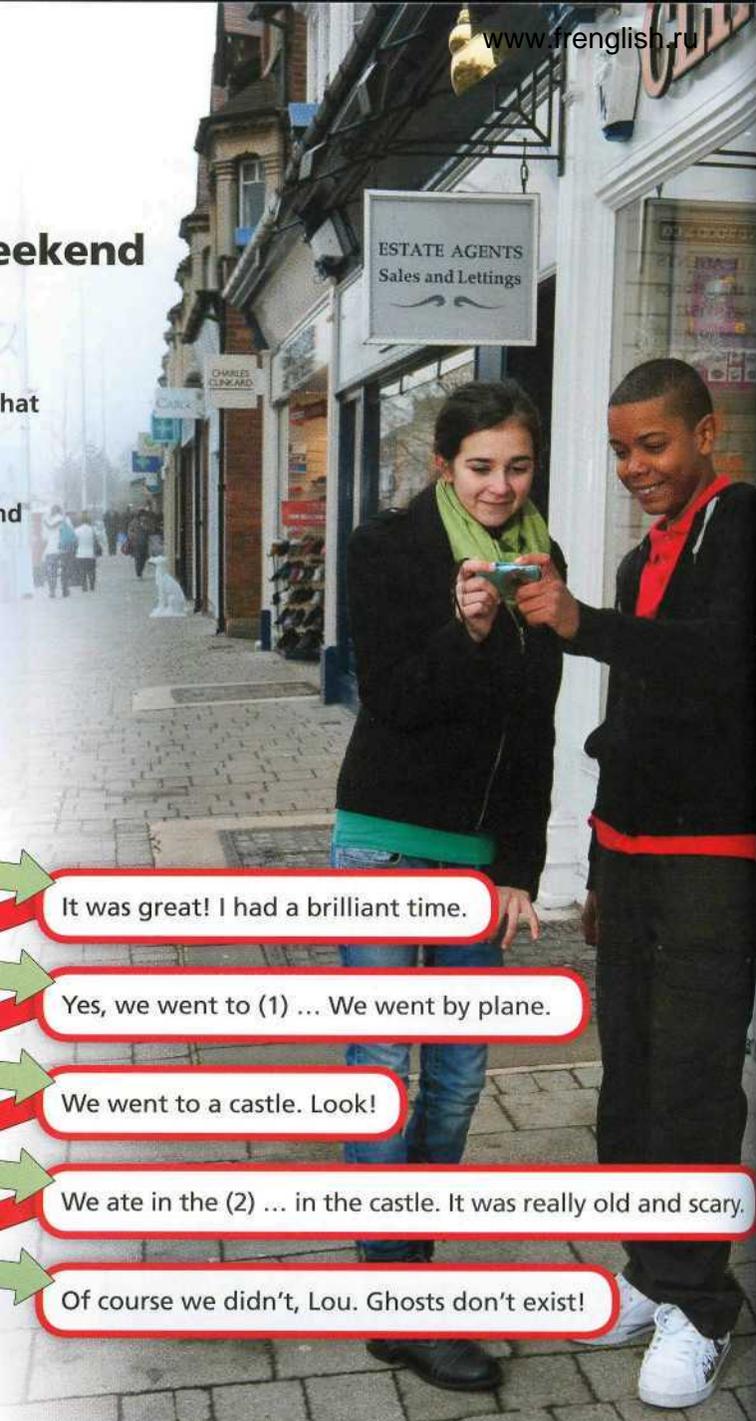
#### Listen

**1** Look at the picture. Where are Lou and Will? What are they doing?

**2**  **1.50** Listen to Lou asking Will about his weekend and answer the questions.

- 1 Did Will have a good weekend?
- 2 How did he travel?
- 3 Did he see any ghosts?

**3** Listen again and complete the dialogue.



How was your weekend? → It was great! I had a brilliant time.

Did you go anywhere interesting? → Yes, we went to (1) ... We went by plane.

What did you do there? → We went to a castle. Look!

Great picture. Where did you have lunch? → We ate in the (2) ... in the castle. It was really old and scary.

Wow! Did you see any ghosts? → Of course we didn't, Lou. Ghosts don't exist!

#### Practise

**4** Listen again and repeat the dialogue.

**5** Match the questions with the answers.

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1 How was your weekend?            | a) We went to a show.            |
| 2 Did you do anything interesting? | b) It was amazing!               |
| 3 What did you do there?           | c) We stayed in a hotel.         |
| 4 Where did you stay?              | d) Yes, I did. I went to London. |

#### Functional language

##### Talking about the past

**How was your weekend?**

It was great! I had a brilliant time.

**Did you go anywhere interesting?**

Yes, we went to Scotland.

**What did you do there?**

We went to a castle.

**Where did you have lunch?**

We ate in the restaurant in the castle.

## Speaking task

Prepare a dialogue between you and Lou.

### Step 1

First, look at the pictures and decide what you did last weekend.

Brittas Bay beach, Ireland



Covent Garden, London



### Step 2

Think about Lou's questions.

- How was your weekend?
- Did you go anywhere interesting?
- What did you do there?
- Where did you have lunch?

Think about your answers.

- It was ...! I had a ... time.
- Yes, we went to ...
- We went to ...
- We ate in the ...

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.

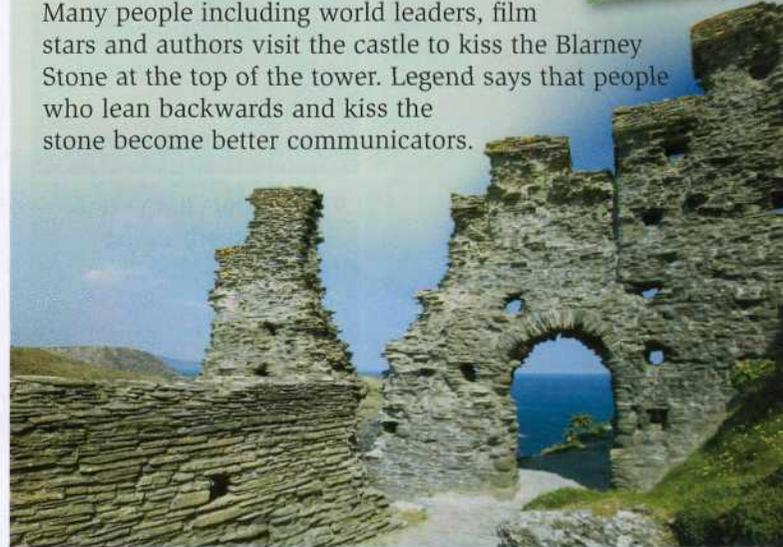
Workbook **Speaking practice** page 129



## Culture Castles and legends

If you want to visit Tintagel Castle in southwest England, you need to climb more than 100 steps. It was built in 1233 on a cliff high above the Atlantic Ocean. People connect Tintagel with the legend of King Arthur. Merlin's Cave is nearby and according to legend, Merlin, a wizard, carried baby Arthur to safety in this cave.

Blarney Castle is in the south of Ireland. The first castle was built in the 10th century but it was made of wood. In 1210, a new stone building was built and the third and final castle was built in 1446. Many people including world leaders, film stars and authors visit the castle to kiss the Blarney Stone at the top of the tower. Legend says that people who lean backwards and kiss the stone become better communicators.



**6** 1.51 Read and listen to the information about castles and legends. Then answer the questions.

- 1 Where is Tintagel Castle?
- 2 Where did Merlin take King Arthur when he was a baby?
- 3 Where is Blarney Castle?
- 4 Why do people kiss the Blarney Stone?

**7** What famous castles are there in your country?

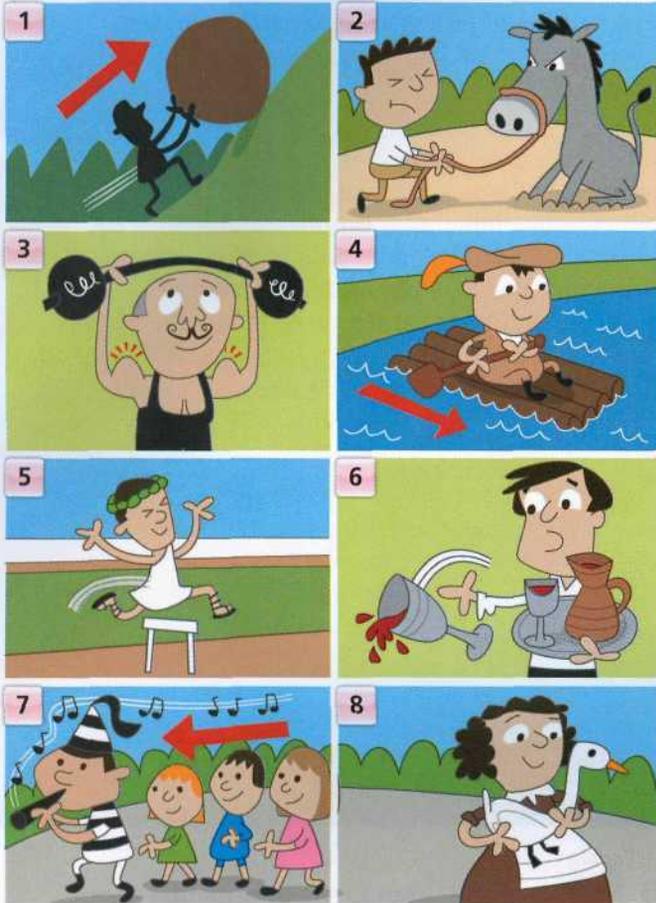
carry  
jump  
stand  
move  
cross

## Vocabulary 2

### Movement verbs

- 1 Match pictures 1–8 with the words in the box. Which words are not in the pictures?

carry cross drop fall follow jump  
lead lift move pull push sit stand



- 2 1.52 Listen and repeat.

- 3 Choose the correct words.

- 1 A Serbian woman **fell** / **pushed** 10,160m without a parachute and survived.
- 2 The 'Iranian Hercules', Hossein Rezazadeh, **lifted** / **dropped** a total of 472.5kg at the 2004 Olympics.
- 3 A man from Sri Lanka **stood** / **lifted** on one foot for 76 hours.
- 4 Two Brazilians **crossed** / **carried** 8,120km on windsurfs in the longest windsurfing journey.



## Reading 2

- 4 1.53 Read and listen. What is April Fool's Day?

### April Fool!

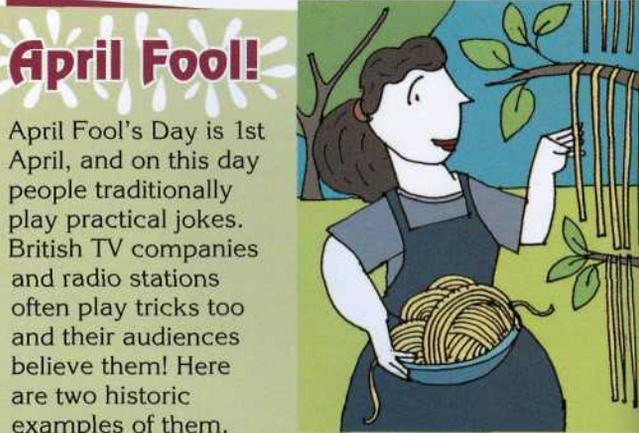
April Fool's Day is 1st April, and on this day people traditionally play practical jokes. British TV companies and radio stations often play tricks too and their audiences believe them! Here are two historic examples of them.

In 1957, TV viewers were watching a documentary when they saw farmers in Switzerland carrying baskets.

The farmers were also pulling spaghetti from spaghetti trees! Many viewers believed the documentary and phoned the TV station for instructions on how to grow their own spaghetti trees.

In 1976 Patrick Moore, a famous astronomer, played a trick on the radio. He said that Pluto was moving behind Jupiter and this was affecting Earth's gravity.

He told people to jump in the air at exactly 9.47am if they wanted to feel the effect. By 9.49am, the radio station's phones were ringing. The trick was a wonderful success! Hundreds of people believed it and jumped. One woman said, 'At exactly 9.47, while I was sitting with some friends, something lifted us into the air! We nearly reached the ceiling!'



- 5 Read the text again and answer the questions.

- 1 Where were the farmers from?
- 2 What were the farmers doing?
- 3 What was Pluto doing?
- 4 Why did the viewers phone the TV station?
- 5 What was the woman doing at 9.47am?

nouns  
adjectives  
verbs  
pronouns  
adverbs  
tenses

## Grammar 2

### Past simple and past continuous

#### past simple and past continuous

They **were watching** a documentary when they **saw** farmers in Switzerland.

While I **was sitting** with some friends, something **lifted** us into the air.

6 Look at the sentences in the table and complete the rules with *past simple* or *past continuous*.

- We use the ... to describe an activity in progress in the past.
- We use the ... to describe an action that interrupts the activity in progress in the past.

Language  
**Tip**

We use *when* before the past simple and *while* before the past continuous:  
*We were sitting when we saw the snake.*  
*We saw the snake while we were sitting.*

7 Choose the correct words.

### Missing: Giant snake!

While a worker at Google's New York office (1) **looked after / was looking after** an enormous python, he (2) **took / was taking** it to work. He (3) **left / was leaving** the snake near his desk while he (4) **worked / was working** in a different part of the building. The python (5) **escaped / was escaping** while the man (6) **didn't watch / wasn't watching** it. Workers at Google then (7) **received / were receiving** a strange email: a giant snake (8) **moved / was moving** around the offices. A lot of people thought it was a joke because of the date – it was April Fool's Day. The cleaners (9) **found / were finding** the python more than 24 hours later while they (10) **cleaned / were cleaning** the offices. Fortunately, when they (11) **found / were finding** it, the snake (12) **slept / was sleeping**.



8 Write complete sentences. Use the past simple and past continuous.

1 I / carry / my plastic snake / when / my brother / see / it.



2 She / open / the door / when / the water / fall / on her head.



3 When / the Emperor / go out / into the street / he / not wear / many clothes.



4 He / fall / while / he / carry / the plates.



9 Answer the questions with the past continuous or past simple.

- What were you doing when the teacher arrived?
- What time did you eat your dinner last night?
- What were your parents doing when you finished school yesterday?
- What did you watch on television yesterday?

10  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 9.

*What were you doing when the teacher arrived?*

*I was talking to my friend.*

 **Grammar guide page 56**



## Writing A narrative

- 1  1.54 Read and listen. Put the pictures in the correct order.

### Mystery in the park

One day, I was doing my homework when the telephone rang. I heard a funny voice. It said there was £300 in a box behind a tall tree with a red X in the park. Then the voice was silent. I wasn't feeling very brave so I phoned my best friend. She was studying for an exam, but we decided to meet in the park.

Later, when we met in the park, it was raining and dark. While we were looking for the tree with the red X, my friend Tom appeared.

In the end, we found the tree and the box. I lifted the box and opened it. Inside there was a piece of paper which said 'April Fool!' Tom started laughing. I still don't know who played the joke.



- 4 Write a narrative with the title *April Fool!* Follow these steps.

## Language focus

### Time connectors

We use time connectors to put a sequence of events in order.

*One day, I was doing my homework ...*

*Then the voice was silent.*

*Later, when we met in the park ...*

*In the end, we found the tree ...*

- How do you say the time expressions in the Language focus in your language?
- Write complete sentences. Use the past simple and the past continuous.
  - One day / I / sit / in the kitchen / when / there / be / a noise at the door.
  - Then I / jump up / and / I open the door. There / be / nobody there.
  - Later / the telephone / ring. When / I / pick up / the telephone / nobody / answer.
  - I / feel / scared / when / I see / my friend / through the window.
  - In the end / it / be / a joke.

## Writing a narrative

### Step 1 Plan

Decide on a story and make some notes. Where were you at the beginning? What were you doing? What happened? What happened after that? And the result?

### Step 2 Write

Write a first draft. Use your notes from Step 1 and the story on this page to help you.

### Step 3 Check

Check your work. Use the past simple and past continuous and include the time connectors *one day, then, later* and *in the end*.

### Step 4 Write

Write your final copy and hand in your work.

➔ Workbook **Writing guide** page 41



# Geography

## Climate zones

There are different climatic zones around the world and some countries have different climates within them. Australia is one of these.

Polar climates are found in the polar regions and in the highest mountains. Here, the temperature can be as low as -40°C and the ground is always frozen.

In most of Europe and North America you will find a warm, temperate climate. It isn't too cold in winter or too hot in summer.

Tropical climates usually have a high temperature all year round but it also rains a lot. Average temperatures are 32°C and annual rainfall can be as much as 2,000mm.

Cool temperate climates can be found south of the Arctic and across northern Europe and Canada. Here the winters are longer and colder than in warm climates.

Dry climates have very low rainfall and the daytime temperature can reach 50°C. A desert has this climate.

Monsoon climates have two seasons – wet and dry – but it is always warm.

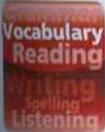


1.55 Read and listen. Answer the question.

Which country does not have a monsoon climate?  
Mexico Norway Malaysia Colombia



Workbook CLIL activities page 96



## Vocabulary guide

### Character adjectives

- cheerful
- funny
- lazy
- selfish
- shy
- stubborn



Robin Hood was kind.



Queen Boudicca was brave.



The White Witch was cruel.



Sam Gamgee was loyal to Frodo.



Merlin the Wizard was friendly.



Sherlock Holmes was wise.

## Movement verbs



carry



cross



drop



fall



follow



jump



lead



lift



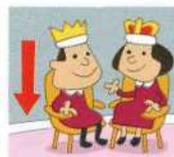
move



pull



push



sit



stand

## Grammar guide

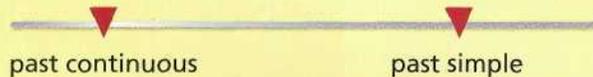
### Past continuous

affirmative			negative		
I	was	listening.	I	wasn't (was not)	running.
You	were		You	weren't (were not)	
He / She / It	was		He / She / It	wasn't (was not)	
We	were		We	weren't (were not)	
You	were		You	weren't (were not)	
They	were		They	weren't (were not)	

questions		short answers	
		affirmative	negative
Was I	walking?	Yes, I <b>was</b> .	No, I <b>wasn't</b> .
Were you		Yes, you <b>were</b> .	No, you <b>weren't</b> .
Was he / she / it		Yes, he / she / it <b>was</b> .	No, he / she / it <b>wasn't</b> .
Were we		Yes, we <b>were</b> .	No, we <b>weren't</b> .
Were you		Yes, you <b>were</b> .	No, you <b>weren't</b> .
Were they		Yes, they <b>were</b> .	No, they <b>weren't</b> .

### Past continuous and past simple

They **were cleaning** the office when **they saw** the snake.



He **took** the snake to work and then it **escaped**.



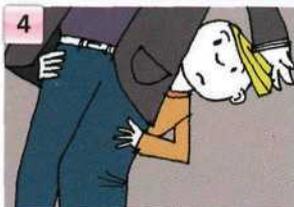


## Progress check

### Character adjectives

1 Match the character adjectives with pictures 1–6.

cheerful cruel funny lazy shy wise



### Movement verbs

2 Order the letters to make movement verbs.

1 prdo	4 woflol	7 datsn
2 lpul	5 spuh	8 upjm
3 fitl	6 voem	9 srcso

### Past continuous

3 Complete the sentences with the past continuous form of the verbs in brackets.

Last night at 10pm ...

- 1 I ... (sleeping).
- 2 My brother ... (read) a book.
- 3 It ... (rain).
- 4 My parents ... (watch) TV.
- 5 A ghost ... (move) around the house!

4 Rewrite the sentences in exercise 3 with the past continuous negative.

5 Order the words to make questions.

Yesterday at 6pm ...

- 1 doing / Were / you / your homework ?
- 2 working / Was / your / mum ?
- 3 your friends / running / a marathon / Were ?
- 4 your teacher / Was / sitting / in the classroom ?
- 5 Was / having / breakfast / your best friend ?
- 6 your cousin / Was / sleeping ?

6 Answer the questions in exercise 5 so they are true for you.

### Past simple and past continuous

7 Complete the sentences with the correct form of the verbs in brackets. Then rewrite the sentences using *while*.

- 1 When the teacher arrived, they ... (throw) paper.
- 2 I was following my friend when I ... (lose) him.
- 3 He ... (try) to reach the biscuits when he fell.
- 4 My mum was holding the baby when he ... (smile) for the first time.
- 5 When I saw Rachel, she ... (pull) her suitcase.

### Grammar build up

1 2 3 4 5 6 7 8 9

8 Complete the dialogue with the correct form of the verbs in brackets.

Izzie You look happy. How (1) ... (be) your holiday?

Lou Great! We (2) ... (have) a brilliant time.

Izzie Really? (3) ... you ... (go) anywhere interesting?

Lou Yes, we (4) ... (take) the boat to Ireland.

Izzie Awesome! Where (5) ... you ... (stay)?

Lou We (6) ... (stay) in a little hotel near Kerry.

Izzie (7) ... you ... (see) anything interesting?

Lou Yes! While we (8) ... (walk) on the beach I (9) ... (see) Colin Farrell.

Izzie Really? What (10) ... he ... (do)?

Lou He (11) ... (swim) in the sea.

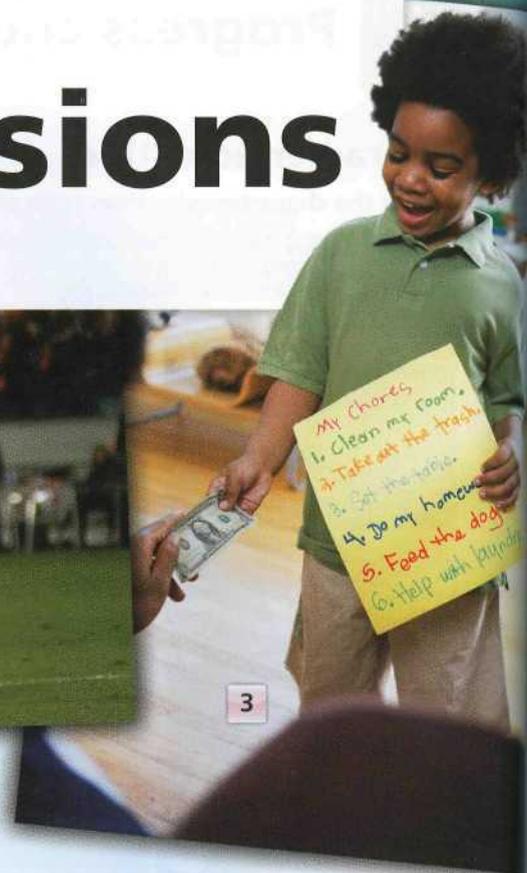
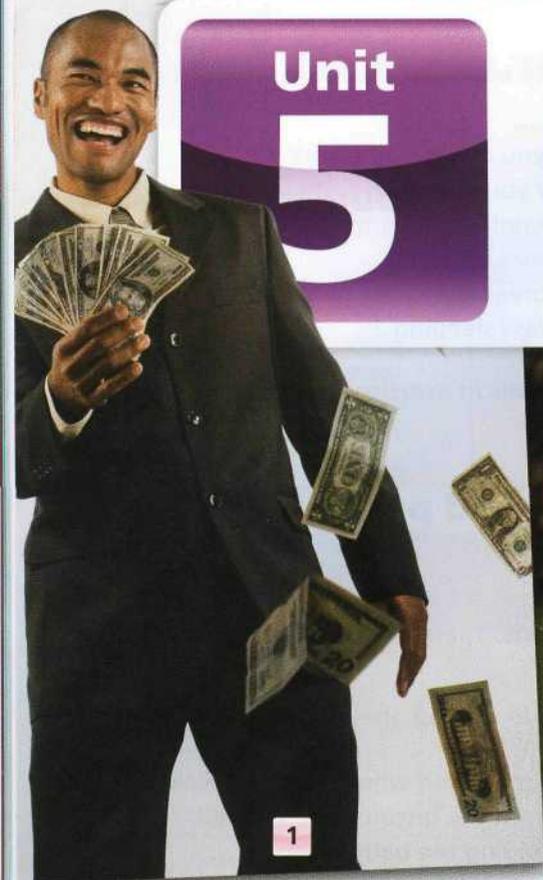
Izzie That's amazing!

Lou Oh, Izzie. It's April Fool's Day!

## Unit

## 5

## Possessions



win  
sell  
buy  
earn  
save

## Vocabulary 1

### Money

- 1 Look at the words in the box. How do you say them in your language?

borrow buy earn lend pay (for) save  
sell spend swap win

- 2  1.56 Listen and repeat.
- 3 Which words in exercise 1 match pictures 1–6?
- 4 Choose the correct words.

My sister Jane is very bad with money. She (1) **spends** / **saves** all of her pocket money on magazines and sweets. She is always (2) **buying** / **winning** new clothes and she has already got lots. My brother is the opposite. He (3) **swaps** / **pays** his old possessions with his friends so that he always has something new. He has a part-time job so he (4) **earns** / **wins** some extra money too.



- 5 Answer the questions.

- 1 What do you spend your pocket money on?
- 2 What things do you lend to your friends?
- 3 What things do you swap with your friends?



### Now say it!

- 6  1.57 Listen to Will and Izzie. What does Izzie spend her pocket money on?
- 7  Work in pairs. Ask and answer the questions in exercise 5.

*What do you spend your pocket money on?*

*I often buy snacks or I go to the cinema with my friends.*



## Reading 1

**8** **1.58** Read and listen. Match headings 1–4 with paragraphs A–D.

- 1 Do I really need it?      3 New for old.  
2 Don't borrow money.    4 Save money now.

**9** Read the text again. Choose the correct answers.

- 1 To receive €10,000 you need to save 78 cents a day from ...  
a) the age of 13.    b) the age of 25.  
2 Many ... sell second-hand games.  
a) friends    b) shops  
3 To save a lot of money it is best to...  
a) borrow it.    b) get a part-time job.  
4 The article advises you to:  
a) think before you buy.  
b) buy and think after.

**10** Answer the questions.

- How can you get a lot of money on your 30th birthday?
- How can you get a new games console if you haven't got much money?
- Why is it a good idea to buy second-hand products?
- What part-time jobs can you get to earn more money?
- Is it a good idea to buy something that you don't really need?

### Smart tips for young people

- A** Would you like to receive €10,000 on your 30th birthday? Well, you need to save either 78 cents a day from the age of 13, €4.47 a day from the age of 25 or €27 a day from the age of 29. Just do the maths. It's more intelligent to save money early. So, how can you start saving money?
- 
- B** Imagine there's a new games console. It's faster and better than yours, but it's very expensive. At home, you've got a lot of old games and a very old games console. Why don't you swap them for something new? Many games shops have a swapping system. They also sell second-hand games and consoles; they're often much cheaper than new products.
- 
- C** If you want to save for something big, use your initiative and do a part-time job at the weekend. You can earn a few euros a week if you walk your neighbours' dogs or wash their cars, and a few euros an hour if you look after children. Then you don't need to borrow – and you don't lose friends because you can't pay them back!
- 
- D** Before you spend money on something new, think about it. Do you really need the best mobile phone in the shop? Do you really need the biggest memory card for your camera or the best basketball? If the answer is no, don't buy it!

**11** Match words in the text with the antonyms below.

- |          |        |
|----------|--------|
| 1 stupid | 4 none |
| 2 late   | 5 lend |
| 3 cheap  | 6 old  |

**12** **CLASS VOTE** Which is the best piece of advice in the text?

Word

Tip

Antonyms are words that mean the opposite of another word. You can improve your vocabulary by learning them.



# Grammar 1

## Comparatives and superlatives

### comparatives

It's **faster** and **better than** yours.

That memory card is **bigger than** this one.

It's **more expensive than** your old one.

- 1** Look at the sentences in the table. Complete the rules with the words in the box.

irregular good -er more than

- We usually add (1) ... to short adjectives.
- We add (2) ... to long adjectives.
- Better* is an (3) ... comparative. The adjective is (4) ...
- We add (5) ... after the comparative adjective.

- 2** Check the meaning of the adjectives below and write the comparative forms. Use the spelling rules on page 68 to help you.

- |         |                |
|---------|----------------|
| 1 heavy | 6 fat          |
| 2 far   | 7 bad          |
| 3 good  | 8 expensive    |
| 4 large | 9 old          |
| 5 rich  | 10 intelligent |

- 3** Complete the sentences with the comparative form of the adjectives in brackets.

- In Britain, many soft drinks are ... than mineral water. (cheap)
- Gold is ... than silver. (expensive)
- A £2 coin is ... than a £1 coin. (big)
- Bill Gates is ... than my dad. (rich)
- Buckingham Palace is ... than Big Ben. (old)

- 4** Complete the sentences so they are true for you.

- My school bag / my pencil case. (small)  
*My school bag isn't smaller than my pencil case.*
- My school bag / my shoes. (heavy)
  - My pen / my pencil. (new)
  - My English book / my maths book. (difficult)
  - My hands / my friend's hands. (large)
  - My father / my friend's father. (young)

- 5** Write sentences using the ideas in the box. Use comparative adjectives.

bedroom bicycle calculator family  
 football team mp3 player pet town

*My bedroom is smaller than my friend's bedroom.*

## Pronunciation

### Comparative -er /ə/

- a** 1.59 Listen and repeat.

heavier larger newer smaller

- b** 1.60 Listen to the sentences and repeat.

- My bedroom's smaller than his bedroom.
- My bicycle's heavier than his bicycle.

- 6** **INTERFACE** Work in pairs. Compare your sentences in exercise 5.

*My bedroom is smaller than my friend's bedroom. What about you?*

*My bedroom is bigger than my sister's bedroom.*

### superlatives

It is **the best** mobile phone in the shop.

Do you need **the biggest** memory card?

He bought **the most expensive** basketball.

- 7** Look at the sentences in the table and answer the questions.

- Do we always add -est to make short adjectives into superlatives?
- How do we make the superlative of long adjectives like *expensive*?
- What word do we use before superlatives?

- 8 Complete the quiz questions with the superlative form of the adjectives in brackets. Then choose the correct answers.

**How much do you know about London?**

- Who's the ... (rich) resident?  
a) Bill Gates    b) Queen Elizabeth II  
c) Lakshmi Mittal
- Oxford Street is the ... (busy) shopping street. How long is it?  
a) 1.4km    b) 2.4km    c) 3.4km
- The Lanesborough is the ... (expensive) hotel. How much does the Royal Suite cost for one night?  
a) £450    b) £4,500    c) £45,000
- What's the ... (cheap) means of transport for under 16s?  
a) bus    b) taxi    c) underground
- Westfield is the ... (big) shopping centre. How big is it?  
a) two basketball courts  
b) six Olympic swimming pools  
c) 30 football pitches

- 9  1.61 Listen and check your answers.

- 10 Write five questions about where you live using the superlative form. Use the words in the box.

good / football team    high / mountain  
long / river    rich / person    tall / building

- 11  **INTERFACE** Work in small groups. Ask and answer your questions in exercise 10.

*What is the highest mountain?*

*The highest mountain is ...*

 **Grammar guide page 68**



## Listening Pocket money



- 12  1.62 Listen to Lou, Will and Izzie. Answer the questions for each speaker.

- How much pocket money do you get?
- Do you buy your own clothes with this money?
- Have you got a part-time job?

- 13 Listen again and complete the sentences with the numbers.

3    5    10    15

- Lou's friend earns £... in her uncle's shop.
- Will would like to save £... a month.
- Will's best friend earns £... a month
- Izzie goes babysitting and earns £... an hour.

- 14 Answer the questions.

- How often does Lou go shopping?
- Why can't she get a part-time job?
- How does Will get his clothes?
- What job has his best friend got?
- What does Izzie spend her money on?
- How often does she babysit her neighbour's son?



The law in the UK says that children can't work until they are 13. They can't work during school hours, but they can work up to eight hours at the weekend.



## Speaking Going shopping

### Listen

- 1 Look at the picture. What is Izzie doing?
- 2  1.63 Listen to the dialogue. What does Izzie buy?
- 3 Listen again and complete the dialogue.



Excuse me, how much is the necklace?

It's (1) £...

Can I try it on?

Yes, of course! Here's a mirror.

It's lovely. How much are the earrings?

They're (2) £...

What about the T-shirts? How much do they cost?

They're (3) £... each or two for £10.

I'll have the necklace, please. Here's £10.

Thanks. Here's your change.

### Practise

- 4 Listen again and repeat the dialogue.
- 5 Order the words to make sentences.
  - 1 the / bracelet / How / is / much ?
  - 2 try / them / Can / on / I ?
  - 3 are / How / trainers / much / the ?
  - 4 They / each / £5 / are .
  - 5 please / bracelet / have / I'll / the .

### Functional language

#### Buying and selling

**Izzie**

How much is the necklace?  
How much are the earrings?  
How much do they cost?

**Assistant**

It's £6.  
They're £5.  
They're £6.99 each or two for £10.

## Speaking task

Prepare a dialogue between you and the shop assistant.

### Step 1

First, look at the price list below and decide what you want to buy.



### Step 2

Think about what you say.

*Excuse me, how much is / are ...?*

*Can I try it on?*

*How much does / do the ... cost?*

*I'll have the ..., please. Here's £...*

Think about what the shop assistant says.

*It's / They're £...*

*Yes, of course! Here's a mirror.*

*They're £... each or two for £...*

*Thanks. Here's your change.*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.



## Culture Charity shops



Many people in the UK don't throw away their unwanted things. They sell them on the internet or they donate them directly to charity. Popular second-hand items include clothes, books, CDs and computer games.

Charity organizations such as Oxfam, Cancer Research or the RSPCA (Royal Society for the Prevention of Cruelty to Animals) have often got their own second-hand shops. Volunteers work in these charity shops. They organize the donations from members of the public and then sell these things to get money for the charity.

People buy second-hand things for various reasons. Firstly, they are usually much cheaper. Secondly, you can sometimes find unusual books, CDs or clothes that you can't find in a normal shop. Finally, it is a way for people to give money to their favourite charity.



**6** 1.64 Read and listen to the information about charity shops. Then answer the questions.

- 1 What do many people in the UK do with their unwanted things?
- 2 What is a charity shop?
- 3 Why do people buy second-hand things?

**7** Do people buy and sell second-hand items in your country?

**laptop**  
printer  
mouse  
screen  
scanner

## Vocabulary 2

### Computer technology

1 Match pictures 1–8 with the words in the box.

desktop flash drive keyboard laptop  
memory card mouse printer scanner  
screen speakers webcam

1



2



3



4



5



6



7



8



2  1.65 Listen and repeat.

3 Complete the definitions with words from exercise 1.

- 1 A ... is a small computer you can carry.
- 2 You click on the ... to do things on the computer screen.
- 3 A ... is a camera which is connected to a computer.
- 4 You need a ... to put computer documents or images on paper.
- 5 You use a ... to type information into the computer.
- 6 If you want to listen to sound, you need ...



## Reading 2

4  1.66 Read and listen. How can you get things for free on this website?

### The Big Swap Shop

How many CDs, DVDs and computer games have you got at home? Do you need them all? Do you want any newer or better things? With the Big Swap Shop, you can swap your things for free. Just follow these five easy steps:

**Step 1:** Register your name and address on our website. Are you under 18 years old? Your parents also need to complete the registration form.

**Step 2:** Make a list of the things you want to swap. Include a short description of each one. For example:

*Desktop Computer. It's less than 6 months old with a lot of memory (320GB), an 18.5-inch screen, a keyboard and a mouse.*

**Step 3:** Our website automatically calculates some points for each thing on your list, for example a desktop computer = 12,500 points, some speakers = 1,000 points, a 256MB memory card = 250 points.

**Step 4:** Search our website and choose something new. There are more than 15,000 things you can choose from, including a lot of DVDs, computer games and books.

**Step 5:** Use your swap points to buy products for free!

Happy swapping!



5 Read the text again. Are the sentences true or false?

- 1 First you need to give your name and address.
- 2 You can't use this website if you are under 18.
- 3 You need to describe the objects you want to swap.
- 4 The website gives you money for your unwanted things.
- 5 This website hasn't got many DVDs.

6 Would you use this swap shop website?

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### a / an, some, any

#### countable nouns

It has got **a** keyboard / **an** 18.5-inch screen.  
There are **some** webcams.

We haven't got **a** laptop.  
It hasn't got **any** speakers.

Is there **a** flash drive?  
Are there **any** speakers?

#### uncountable nouns

There's **some** money.

The laptop hasn't got **any** memory.

Do I need **any** money?

**7** Look at the sentences in the table and complete the rules below.

- We use (1) ... and (2) ... with singular countable nouns.
- We use (3) ... in affirmative sentences with uncountable nouns and plural countable nouns.
- We use (4) ... in negative sentences and questions.

**8** Complete the sentences with *a / an, some* or *any*.

### Computer for sale

4GB memory.  
17-inch screen.  
Includes mouse and webcam.  
Flash drives not included.

- I've got ... old computer and ... computer games.
- It has got ... 17-inch screen.
- It has also got ... webcam and ... optical mouse.
- It's also got ... printer but it hasn't got ... ink.
- You can buy ... ink in most computer shops.
- Have you got ... old things?

## much, many, a lot of

#### countable nouns

The website has got **a lot of** DVDs.

There aren't **many** computers.

How **many** computers have you got?

#### uncountable nouns

The desktop has got **a lot of** memory.

My laptop hasn't got **much** memory.

How **much** memory has it got?

**9** Look at the sentences in the table. Complete the rules with the words in the box.

affirmative    negative    questions

- We use *How much* and *How many* in (1) ...
- We use *a lot of* in (2) ... sentences.
- We use *many* or *much* in (3) ... sentences.

**10** Complete the dialogue with *a / an, some, any, much, many* or *a lot of*.

- Izzie:** Hello. I'm phoning about the laptop.  
How (1) ... memory has it got?
- Boy:** It hasn't got (2) ... memory, but you can buy (3) ... new memory card.
- Izzie:** Has it got (4) ... webcam?
- Boy:** Yes, it has. I've also got (5) ... new mouse – you can have it for free!
- Izzie:** Has it got (6) ... big screen?
- Boy:** Yes, it's got (7) ... 18-inch screen.
- Izzie:** Have you got (8) ... flash drive?
- Boy:** Yes, I've got (9) ... flash drives, probably about ten!
- Izzie:** Have you got (10) ... old computer games?
- Boy:** How (11) ... games would you like?

**11**  1.67 Listen and check.

**12**  **INTERFACE** Work in pairs. Practise the dialogue in exercise 10.

 **Grammar guide** page 68



## Writing

### A description

- 1**  Look at the pictures and read. Complete the text with the words in the box. Then listen and check.

black gold red

- 2** Read the text again and answer the questions.

- 1 What does Ellie do with her laptop?
- 2 How did she buy her football shirt?
- 3 Why does she like the coin?

## Language focus

### Adjective word order

Use adjectives to make your descriptions more interesting. When we use two or more adjectives together, we use this order:  
*I've got a **beautiful black** laptop.*  
*It was more expensive than his **new gold** watch.*  
*A **wonderful small gold** coin.*

- 3** Look at the sentences in the Language focus. Then copy and complete the table with the words in the box.

beautiful grey second-hand small

opinion	size	age	colour	noun
lovely	big	old	red	phone
1 ...	2 ...	3 ...	4 ...	watch

- 4** Rewrite the sentences with the adjectives in brackets.

- 1 I've got a black mp3 player. (brilliant)
- 2 My pens and pencils are in a big box. (lovely)
- 3 I bought a new T-shirt two days ago. (purple)
- 4 The black bag was the cheapest in the shop. (old)
- 5 I love my cousin's blue earrings. (small)

## My favourite things

### My laptop

I've got a beautiful (1) ... laptop. My mum gave it to me three months ago and I love it. I often play games, I sometimes listen to music and I send messages to my friends three or four times a day. It's great!



### My football shirt

Everyone likes buying clothes except me! But I love Arsenal Football Club, so last year I saved all my pocket money and I bought the (2) ... football shirt. My dad says it was more expensive than his new gold watch. I don't believe him!

### My coin

My uncle bought me this wonderful small (3) ... coin while he was working in New York. It's the Statue of Liberty. It's bigger than a euro coin. I like it because I'd like to visit New York when I'm older.  
 Ellie, 12



- 5** Write a description of your favourite things. Follow these steps.

## Writing a description

### Step 1 Plan

Choose three objects. Make some notes for each object. What is it like? Where did you get it? Why do you like it?

### Step 2 Write

Write a first draft. Use your notes from Step 1 and the descriptions on this page to help you.

### Step 3 Check

Check your work. Include more than one adjective in your descriptions.

### Step 4 Write

Write your final copy and hand in your work.

# CLIL Maths

## Metric and imperial

Try to do the following maths. Which is easier?

- a)  $1 \text{ km} - 200 \text{ m} + 3 \text{ m} - 25 \text{ cm} = \underline{\hspace{2cm}}$   
 b)  $1 \text{ mile} - 10 \text{ yards} + 2 \text{ feet} + 1\frac{1}{2} \text{ inches} = \underline{\hspace{2cm}}$

If you go to New York, you will see road signs with the distances in miles not kilometres, weights in pounds not kilos, and volumes in gallons not litres. This is known as the imperial system and it is used as a system of measurement in the USA. In the USA it is called the United States Customary System.

These days most countries, including the UK since 2000, use the metric system. It was first proposed by the French astronomer and mathematician Gabriel Mouton in 1670. It is an international decimalized system of measurement and a lot of people believe it is much easier to use than the imperial system. Do you agree?

	imperial	metric
distance	1 mile	1.6 km
weight	1 pound	0.45 kilos
volume	1 gallon	3.7 litres

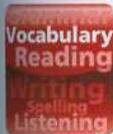


**1.69** Read and listen. Answer the question.

If the distance between Sydney and Melbourne, Australia, is 710 km, what is the distance in miles?



**Workbook CLIL activities page 97**



## Vocabulary guide

### Money



borrow



buy



earn



lend



pay (for)



save



sell



spend

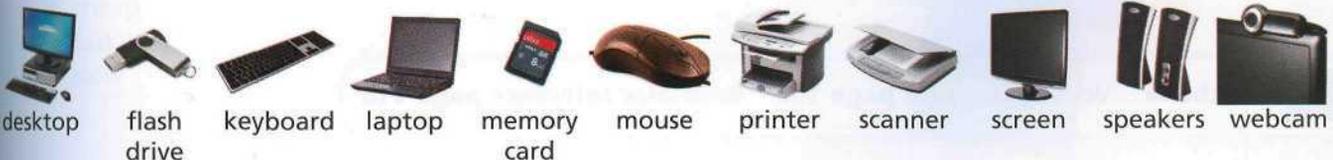


swap



win

## Computer technology



## Grammar guide

### Comparatives and superlatives

comparatives				
A laptop				a desktop.
London	is	<b>smaller</b>	<b>than</b>	Birmingham.
My sister		<b>bigger</b>		my cousin.
		<b>more beautiful</b>		

superlatives				
The laptop				in the shop.
London	is	<b>the smallest</b>		city in Britain.
My sister		<b>the biggest</b>		girl in her class.
		<b>the most beautiful</b>		

### Spelling: comparatives and superlatives

- for most short adjectives  
small → **smaller** → **the smallest**
- for short adjectives that end in -e  
wide → **wider** → **the widest**
- for short adjectives that end in a vowel + a consonant  
big → **bigger** → **the biggest**
- for short adjectives that end in -y  
happy → **happier** → **the happiest**
- for long adjectives  
famous → **more famous** → **the most famous**
- irregular adjectives  
good → **better** → **the best**  
bad → **worse** → **the worst**  
far → **farther / further** → **the farthest / the furthest**

### Expressions of quantity

	countable	uncountable
	It has got <b>a</b> screen.	
+	There are <b>some</b> screens.	There is <b>some</b> memory.
	There are <b>a lot of</b> screens.	There is <b>a lot of</b> memory.
	It hasn't got <b>a</b> screen.	
-	There aren't <b>many</b> screens.	There isn't <b>much</b> memory.
	There aren't <b>any</b> screens.	There isn't <b>any</b> memory.
	Has it got <b>a</b> screen?	Is there <b>any</b> memory?
?	Are there <b>any</b> screens?	Has it got <b>much</b> memory?





## Progress check

### Money

1 Complete the words with letters.

- |              |           |
|--------------|-----------|
| 1 b _ rr _ _ | 4 s _ _ e |
| 2 _ wap      | 5 e _ r _ |
| 3 s _ _ n _  | 6 _ i _   |

### Computer technology

2 Identify the computer parts in the pictures.



### Comparatives

3 Write sentences comparing the laptop and the desktop with the comparative form of the adjectives below.

	weight	price	speed
A laptop	2.68 kg	€300	✓
A desktop	12 kg	€350	✓✓

- 1 heavy
- 2 expensive
- 3 cheap
- 4 fast
- 5 slow

### Superlatives

4 Write complete sentences using the superlative form of the adjectives.

- 1 Ben Nevis / high / mountain in the UK.
- 2 Neptune / far / planet from Earth.
- 3 Russia / big / country in the world.
- 4 Waterloo / busy / tube station in London.
- 5 Caviar / expensive / food in the world.
- 6 Tokyo / large / city in the world.

### Expressions of quantity

5 Choose the correct words.

- 1 I've got **an** / **a** unwanted laptop.
- 2 It hasn't got **many** / **much** memory.
- 3 It's got **a lot of** / **any** accessories, such as a mouse and a keyboard.
- 4 I've also got **some** / **any** DVDs and CDs.
- 5 I haven't got **many** / **much** computer games.
- 6 Have you got **some** / **any** unwanted items?
- 7 It has got **a lot of** / **much** memory.

### Grammar build up

1 2 3 4 5 6 7 8 9

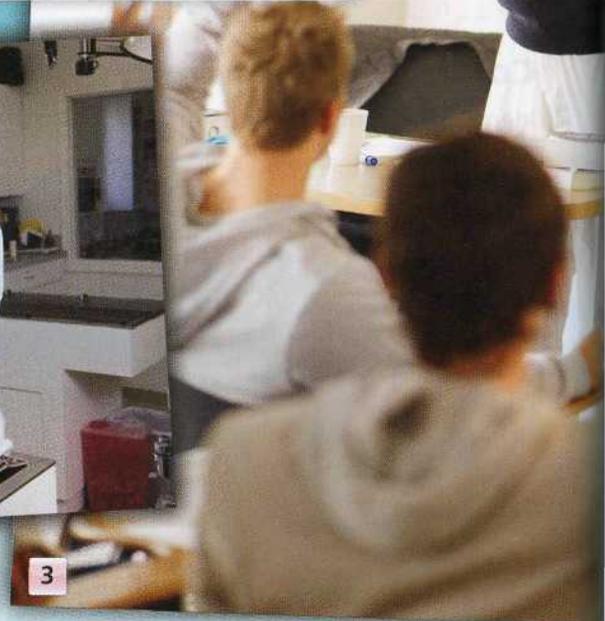
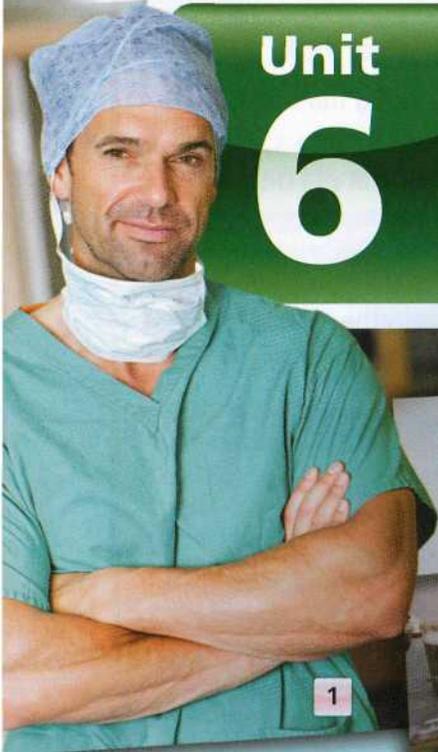
6 Complete the dialogue with the correct form of the verbs in brackets.

- Will Excuse me, how much (1) ... the T-shirt ... (cost)?
- Assistant It (2) ... (be) £8.99.
- Will Can I (3) ... (try) it on?
- Assistant Yes, of course!
- Lou That looks great, Will, and it's cheap. I (4) ... (buy) a similar T-shirt last week and it (5) ... (be) more expensive. How much (6) ... these earrings ... (cost)?
- Assistant They (7) ... (be) £6.
- Will I'll (8) ... (have) the T-shirt and the earrings. I'm paying!
- Lou But Will!
- Will It (9) ... (be) your birthday last week and I (10) ... (forget).
- Lou Thanks, Will.



# Unit 6

# Make a difference



actor  
nurse  
vet  
teacher  
surgeon

## Vocabulary 1 Jobs

- 1** Match pictures 1–6 with the jobs in the box.  
Which jobs aren't in the pictures?

actor architect electrician engineer  
lifeguard mechanic nurse police officer  
sportsperson surgeon teacher vet

- 2**  Listen and repeat.

- 3** Complete the definitions using words from exercise 1.

What do we call someone who ...  
designs houses and buildings? *an architect*  
1 works in a school?  
2 repairs vehicles and machines?  
3 designs and builds machines and roads?  
4 plays professional sport?  
5 installs and repairs electrical equipment?  
6 performs in plays and films?

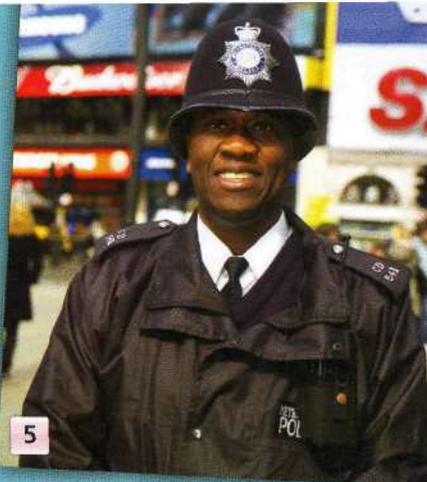
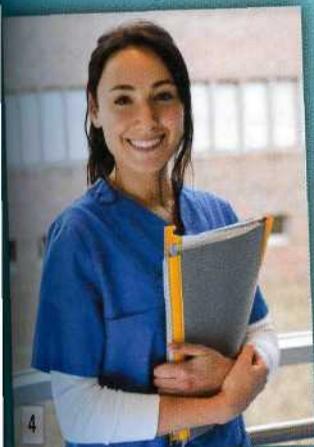


## Now say it!

- 4**  Listen to Will and Izzie. Which jobs do they talk about? What job does Will want to do? Why?
- 5** Work in pairs. Ask and answer questions about the jobs in exercise 1.

*Do you want to be an actor?*

*Yes, I do. I want to be famous.*



## Reading 1

**6** **2.03** Read and listen. What do these numbers refer to?

- |               |      |
|---------------|------|
| 1 1 billion   | 4 5  |
| 2 2.5 million | 5 22 |
| 3 24,000      | 6 80 |

**7** Read the text again. Are the sentences true or false?

- Some people travel long distances to find water.
- World Water Day is celebrated in the UK only.
- Jamie Cranks is going to queue on 22nd March.
- Water.org is going to use Amy's Facebook status.
- Water.org sends engineers and mechanics from Hollywood to developing countries.

**8** Answer the questions.

- What happens on World Water Day?
- What world record do Jamie and his friends hope to break?
- What does Water.org do?
- What is Water.org going to do on World Water Day?



Learn to recognize prefixes like *un-*. They can help you guess the meaning of a word.

**9** Check the meaning of the words. How do you say them in your language?

- |           |               |
|-----------|---------------|
| 1 unclear | 3 unnecessary |
| 2 unsafe  | 4 unusual     |

**10** **CLASS VOTE** Which World Water Day idea do you prefer?

## World Water Day

### THE FACTS

Almost 1 billion people in the world haven't got clean water to drink.

2.5 million people don't have access to a toilet.

Every day, 24,000 children under the age of 5 die because of unsafe water.

Many children can't go to school because they need to walk for hours to get water for their family.

**22nd March is World Water Day when there are events around the world focusing on the water crisis. So, what are you going to do on World Water Day?**

**Are you going to stand in a toilet queue\*?**

Jamie Cranks and his friends are from Manchester. 22nd March isn't going to be a normal school day for them because they're going to stand in an unusual queue. Their teacher is going to join them too! In fact, people in about 80 countries are going to work together to form the world's longest toilet queue.

**Or are you going to donate your Facebook or Twitter status?**

Amy, her friends and thousands of other people are going to donate their Facebook and Twitter status to Water.org from 21st to 26th March. When Hollywood actor Matt Damon and engineer Gary White created the organization, they had a clear objective: everyone should have access to clean water to drink. Water.org works with engineers, mechanics and local partners to help communities to meet their own water and sanitation needs. On World Water Day, Water.org is inviting people to donate their Facebook and Twitter statuses to tell millions about the water crisis.

### GLOSSARY

\*queue: a line of people waiting in a shop or similar place

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 1

### be going to

#### affirmative and negative

+	I	'm going to donate my status.
	They	're going to stand in a queue.
-	She	isn't going to go to school.
	We	aren't going to drink unsafe water.

#### 1 Look at the sentences in the table and complete the rule. Choose the correct word.

To form sentences with *be going to* we use *be going to* and the infinitive / -ing form.

#### 2 Complete the sentences with the affirmative form of *be going to* and the verbs in brackets.

My sister *is going to leave* (leave) school in June.

- I ... (study) to be a nurse.
- They ... (live) in London.
- He ... (visit) his grandparents in November.
- We ... (watch) a film later.

#### 3 Complete the sentences with the negative form of *be going to* and the verbs in brackets.

- He ... (be) a famous actor.
- I ... (study) Portuguese.
- They ... (watch) the tennis match on TV.
- We ... (work) with animals.
- You ... (meet) your friends at eight o'clock.

#### 4 Write complete sentences. Use *be going to*.

### Volunteer Abroad

Mike / finish / school / next month.

*Mike's going to finish school next month.*

- He / not be / at home.
- Mike and two friends / work / as volunteers / in Costa Rica.
- They / not stay / in a hotel.
- They / live / with a local family for two weeks.
- Mike and his friends / paint / the local school.
- They / have / an incredible experience.

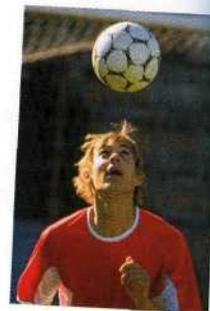
**What are you going to do next summer? Why don't you join Mike and his friends?**

#### 5 Correct the sentences with the information in brackets.

My cousin James wants to be a professional footballer.  
He's going to live in Manchester. (London)

*He isn't going to live in Manchester. He's going to live in London.*

- He's going to play for Chelsea. (Arsenal)
- His mum's going to buy him a car. (a bike)
- We're going to borrow his computer games. (DVDs)
- I'm going to phone him every day. (once a week)
- You're going to read about him in the newspaper. (on the internet)



#### 6 Complete the sentences so they are true for you. Use *be going to*.

- I ... to be a teacher.
- My best friend ... work as a police officer.
- We ... ride a horse next weekend.
- My sports team ... be champions next year.

#### questions and short answers

**Am I going to help** Water.org?

Yes, I **am**. No, I'm **not**.

**Are you going to donate** money?

Yes, you **are**. No, you **aren't**.

**Is she going to be** an architect?

Yes, she **is**. No, she **isn't**.

**Are we going to miss** school?

Yes, we **are**. No, we **aren't**.

#### 7 Look at the sentences in the table. What is the correct word order for questions?

a) subject + be + going to + verb

b) be + subject + going to + verb

**8** Order the words to make questions.

- 1 you / to / watch / the match / going / Are / after school ?
- 2 to / going / a police officer / be / Are / you ?
- 3 going / your cousin / study / with you / Is / to ?
- 4 in London / Are / to / going / you and your cousin / live ?
- 5 going / us / tomorrow / you / visit / Are / to ?

**9** 2.04 Listen to Izzie and her friend Nick. Check your questions in exercise 8.

**10** Write questions with *be going to*. Use the words in the box.

be rich and famous    discover something  
 help a charity    learn another language  
 travel around the world    write a book

*Are you going to be rich and famous?*

**Pronunciation**

Sentence stress: *be going to*

**a** 2.05 Read and listen. Why are some words underlined?

I'm going to be a famous singer.

**b** 2.06 Read, listen and repeat.

- 1 Are you going to be rich and famous?
- 2 Nick's going to live in London.

**11** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 10.

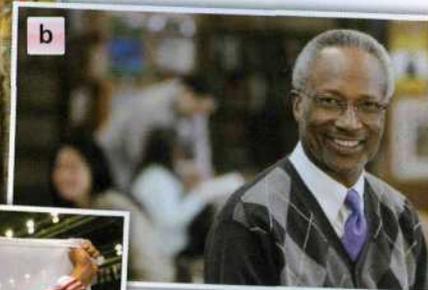
*Are you going to be rich and famous?*

*Yes, I am. I'm going to be a famous singer!*

**Grammar guide page 80**



**Listening Heroes**



**12** You are going to listen to Ed, Rosie and Vicky talking about their heroes. First, look at the pictures. What jobs can you see?

**13** 2.07 Listen and match the person with their hero.

- |         |                 |
|---------|-----------------|
| 1 Ed    | a) Aunt Chantal |
| 2 Rosie | b) Mr Benson    |
| 3 Vicky | c) Tom Daley    |

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

- 1 Tom Daley won the world championship in 2008 / 2009.
- 2 Tom also helps his local school / a charity.
- 3 Aunt Chantal's going to work in a camp for 700 / 100,000 people.
- 4 She's going to work with children / families.
- 5 Mr Benson is / isn't going to finish work next year.

**15** Listen again and answer the questions.

- 1 How old was Tom when he competed in the Beijing Olympics?
- 2 Where is Aunt Chantal going to work?
- 3 What other job does Mr Benson have?

**16** Who is your hero? Why?



The BBC gives awards to sportspeople every year. Tom Daley is the first person to win the Young Sports Personality of the Year award more than once.



## Speaking

### Talking about jobs

### Listen

- 1 Look at the picture. Where are Will and Izzie?
- 2 Read the words in the box. How do you say them in your language?
- 3  Listen to the dialogue. What job does Will want to do?
- 4 Listen again and complete the dialogue with the words in exercise 2.

boring brave busy dangerous exciting fantastic

I think working as a fireman must be (1) ...

Do you think they are (3) ...?

Why do you think it's boring?

Well, I'd like to be a fireman. But perhaps being a surgeon is more (6) ...

Why not?

In my opinion it's too (2) ...

Yes, but I imagine it's (4) ... sometimes.

They wait in the fire station a lot. I would prefer to be a police officer. They always seem to be (5) ...

I agree. It must be a fantastic job, but it isn't for me.

I can't stand blood!

### Practise

- 5 Listen again and repeat the dialogue.
- 6 Order the words to make sentences.
  - 1 prefer / to be a nurse / would / I .
  - 2 fantastic / imagine / I / it's .
  - 3 it's / opinion / In / boring / my .
  - 4 think / actor / I / working as an / must be / exciting .

### Functional language

#### Giving opinions

I think working as a fireman must be fantastic.  
 In my opinion it's too dangerous.  
 I imagine it's boring sometimes.  
 I would prefer to be a police officer.

## Speaking task

Prepare a dialogue between you and Will.

### Step 1

First, look at the jobs and decide which you admire the most.



doctor

pilot



police officer

### Step 2

Think about what Will says.

*I think working as a ... must be ...*

*Do you think they are ...?*

*Why do you think ...?*

Think about what you say.

*In my opinion it's ...*

*I imagine ...*

*They ...*

*I would prefer ...*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.



## Culture The police



Police officers in the UK are often called Bobbies. They are called Bobbies because of Sir Robert Peel (Bob Peel), a politician who invented the idea of the police force in the 19th century. They wear a dark blue uniform with a white shirt and a black tie. They have a famous

helmet, but only police officers who are on the beat wear this helmet. 'On the beat' means they work in the street, either on foot or on a bicycle. When they are in a police car, they wear a cap.

Probably the most distinctive police uniform in the English-speaking world belongs to the Royal Canadian Mounted Police, whose officers are known as the Mounties. They are the national police force of Canada and their uniform is called the Red Serge. This is a red jacket, wide trousers and a famous brown hat. The police officers often ride horses.



**7**  **2.09** Read and listen to the information about the police. Then answer the questions.

- 1 Why are the police in the UK known as Bobbies?
- 2 When do they wear the famous helmet?
- 3 What is the name of the uniform that Mounties wear?

**8** How many different police forces are there in your country? Do they wear any distinctive uniforms?

headache  
arm  
cold  
cut  
cough

## Vocabulary 2

### Health problems and first aid

- 1 Read the words in the box. How do you say them in your language? Which words can you use to describe pictures a-d?

broken arm cold cough cut earache  
headache insect bite sick sore throat  
stomach ache temperature

- 2  2.10 Listen and repeat.



- 3 Choose the correct words.

- 1 A **headache** / **stomach ache** is when you have a pain in your head.
- 2 He went outside without a coat in January and now he has got a **cold** / **an insect bite**.
- 3 She has got a **sore throat** / **stomach ache** because she ate her dinner very quickly.
- 4 I was talking all day yesterday and now I have got a **sore throat** / **a broken arm**.
- 5 She has got an **insect bite** / **a cut** on her arm because of the mosquitoes.

- 4 Answer the questions. Use the words in the box.

drink water have a sweet lie down  
put on a plaster take an aspirin

What do you do when you have ...  
... a headache?

*I take an aspirin and I lie down.*

- 1 ... a sore throat?
- 2 ... a cough?
- 3 ... a cut?
- 4 ... a temperature?

- 5  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 4.



## Reading 2

- 6  2.11 Read and listen. What does Dave Morris do in his free time?

- 7 What is Dave Morris's advice for the situations?

- 1 Someone feels tired.
- 2 Someone has got a broken leg.
- 3 You need to speak to the police.
- 4 Someone has an insect bite.
- 5 Someone has a temperature.

## Mountain rescue!

Dave Morris works for the rescue service in the Lake District.

**Q:** Dave, is this your only job?

**A:** No, I'm an electrician, but in my free time I'm a volunteer for the rescue service.

**Q:** What are the most common problems?

**A:** A very common problem is exhaustion. If someone in your group looks tired, you should all rest. You should also carry high energy food, like chocolate.

**Q:** And what should I do if someone has got a broken leg or arm? Should I move them?

**A:** No, you mustn't move them. You should call for help.

**Q:** Who should I contact?

**A:** You should call 999 to speak to the police. While you wait, you should keep the person warm.

**Q:** What about for minor things like insect bites?

**A:** Use cold water or a special cream, but if the person has a temperature, you should contact a doctor.



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### should / shouldn't

#### affirmative and negative

+	I / You / He / She / It We / You / They	should go.
-	I / You / He / She / It We / You / They	shouldn't go.

8 Look at the sentences in the table. Does the form of *should* change for different subjects? What form of the verb follows *should* and *shouldn't*?

9 Complete the sentences with *should* or *shouldn't*.

You *should* cover your mouth when you cough.

- 1 He ... apply cream to his mosquito bite.
- 2 She's got a broken leg. We ... move her leg.
- 3 They've got earache. They ... go swimming.
- 4 I've got a terrible stomach ache. I think I ... go to the doctor.

#### questions and short answers

Should I / you / go?

Yes, I **should**. No, I **shouldn't**.

Should he / she / it go?

Yes, he **should**. No, he **shouldn't**.

Should we / you / they go?

Yes, we **should**. No, we **shouldn't**.

10 Look at the sentences in the table. How do you form questions and short answers?

11 Write complete questions.

I've got a terrible cold. stay at home / go to school?

*Should I stay at home or should I go to school?*

- 1 I always feel terrible on buses. sit at the front / sit at the back?
- 2 My brother has got an exam tomorrow. stay at home and study / go out with his friends?
- 3 It's my mum's birthday. buy her a present / make her dinner?
- 4 My friends want to learn a new language. study Chinese / study German?
- 5 We want to try a new activity. go paintballing / go karting?

12 Answer the questions in exercise 11 using *should* and *shouldn't*.

13 **INTERFACE** Work in pairs. Ask and answer the questions in exercise 11.

*I've got a terrible cold. Should I stay at home or should I go to school?*

*You should go to school because we've got an important exam.*

Language  
**Tip**

We use *must* and *mustn't* to express obligation or prohibition.

*You mustn't move the victim.*

*You must phone the mountain rescue service.*

14 Complete the rules with *must* or *mustn't*.

## Know your flags on a British beach

This area has got lifeguards. Beginners (1) ... swim here.



Danger! You (2) ... go in the water.



For surfboards or kayaks only. You (3) ... swim.



Wind or unsafe water conditions. You (4) ... use an inflatable boat.



And remember, you (5) ... go in the water if you feel unwell or immediately after eating.

**Contact the lifeguards for more information**

➔ **Grammar guide page 80**



## Writing A letter

- 1 **2.12** Read and listen. Who are Haley and Matt's heroes? Why?

### Local Heroes.

Tell us about your hero. This could be a member of your family, a friend or someone who works in your town. There's £10 for every letter we print!

Hi!

A few years ago, my grandmother was in North Bridge Hospital for several weeks. The doctors told her, 'You should change your habits!' She began to eat a more healthy diet and she also started to do sport. Next week she's going to run a half marathon to collect money for the hospital. She's also going to work in the hospital as a volunteer. She's going to talk to patients who don't usually have visitors. What a hero!

Haley, Stourbridge.

Hello!

I'm going to nominate our vet, Mr Rodgers. Last week, our dog Maggie jumped off our balcony. She had a broken leg and a terrible cut on her face too. Mr Rodgers was very patient and he was also very kind. Maggie's going to be fine. Thank you, Mr Rodgers!

Matt, Hexham.



## Language focus

### also and too

Use *also* and *too* to add new information and make your writing more interesting.

*She also started to do sport.*

*He was patient and he was also very kind.*

*Maggie had a terrible cut on her face too.*

- 2 Look at the Language focus. Where do *too* and *also* go in the sentence?

- 3 Rewrite the sentences including the words in brackets.

She had a headache. She had a temperature. (too)  
*She had a headache. She had a temperature too.*

- We're going to run a marathon. We're going to climb Ben Nevis. (also)
- He cleaned the kitchen and the living room. He washed the floors. (also)
- They're going to look after children. They're going to look after animals. (too)
- My uncle is friendly. He is kind. (also)

- 4 Write a letter about your hero. Follow these steps.

### Writing a letter

#### Step 1 Plan

Make notes under three headings:

- Who is your hero?
- Why is he / she your hero?
- What is he / she going to do next?

#### Step 2 Write

Write a first draft. Use your notes from Step 1 and the letters on this page to help you.

#### Step 3 Check

Check your work. Try to include *too* and *also*.

#### Step 4 Write

Write your final copy and hand in your work.

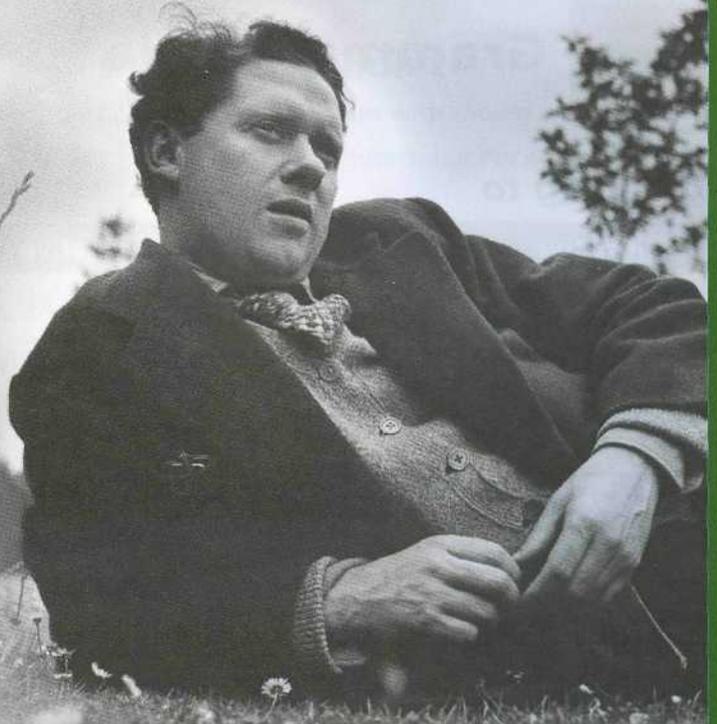
➔ Workbook **Writing guide** page 61

## CLIL Literature

### Types of fiction

Dylan Thomas was a Welsh poet and writer. He wrote plays and short stories as well as poetry. He was born in Swansea in 1914 and he died in New York in 1953. His work was in English, not in Welsh, and he sometimes wrote radio plays, including *Under Milk Wood*, which is one of his most famous works. He often read his poetry on the radio and in theatres himself, and his voice was as famous as his writing while he was alive.

*Under Milk Wood* is in prose, which is written language in its ordinary form and usually used for plays or novels. Dylan Thomas is mainly known as a poet. Poems sometimes use rhyme and rhythm and they are shorter than prose. Plays are performed in the theatre and they are written as a script. Sections are often divided into acts and there are stage directions.



**2.13** Read and listen. Answer the question.

How are poems different from prose?

➔ Workbook CLIL activities page 97

## Vocabulary Reading Writing Spelling Listening

### Vocabulary guide

#### Jobs



actor



architect



electrician



engineer



lifeguard



mechanic



nurse



police officer



sportsperson



surgeon



teacher



vet

### Health problems and first aid



broken arm



cold



cough



cut



earache



headache



insect bite



sick



sore throat



stomach ache



temperature



## Grammar guide

### be going to

affirmative			negative		
I	'm going to	help.	I	'm not going to	study.
You	're going to		You	aren't going to	
He / She / It	's going to		He / She / It	isn't going to	
We	're going to		We	aren't going to	
You	're going to		You	aren't going to	
They	're going to		They	aren't going to	

questions		short answers	
		affirmative	negative
Am	I	Yes, I am.	No, I'm not.
Are	you	Yes, you are.	No, you aren't.
Is	he / she / it	Yes, he / she / it is.	No, he / she / it isn't.
Are	we	Yes, we are.	No, we aren't.
Are	you	Yes, you are.	No, you aren't.
Are	they	Yes, they are.	No, they aren't.

### should / shouldn't

affirmative and negative		
+	I / You / He / She / It We / You / They	should go.
-	I / You / He / She / It We / You / They	shouldn't go.

questions and short answers	
Should I / you / go?	Yes, I should.      No, I shouldn't.
Should he / she / it go?	Yes, he should.      No, he shouldn't.
Should we / you / they go?	Yes, we should.      No, we shouldn't.



Workbook Vocabulary plus page 104 Grammar reference page 118



## Progress check

### Jobs

#### 1 Identify the jobs.



m \_ \_ \_ \_ \_ p \_ \_ \_ \_ \_ a \_ \_ \_ \_ \_  
o \_ \_ \_ \_ \_



n \_ \_ \_ \_ v \_ \_ \_ e \_ \_ \_ \_ \_

### Health problems and first aid

#### 2 Match the symptoms with the cures.

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 I've got a sore throat.   | a) Here's some cream.          |
| 2 I've got a temperature.   | b) Have a sweet!               |
| 3 He's got a broken leg.    | c) Would you like a plaster?   |
| 4 I've got a mosquito bite. | d) You should take an aspirin. |
| 5 I've got a horrible cut.  | e) You shouldn't move him.     |

### be going to

#### 3 Complete the sentences with the affirmative or negative form of *be going to* and the verbs in brackets.

- I ... (work) with cars and motorbikes. ✓
- My sister ... (learn) to be a vet. X
- I ... (go) to university to learn to be an engineer. X
- We ... (be) architects. ✓
- My cousin ... (work) with sick children. ✓
- They ... (leave) school and be electricians. X

#### 4 Order the words to make questions.

- going / Are / be / an / you / to / actor ?
- work / the police force / she / Is / to / in / going ?
- he / work / Is / an engineer / going / to / as ?
- you / Are / animals / to / going / with / work ?

### should / shouldn't

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

- I want to be an architect, but I'm not very good at drawing.  
You ... (X) worry about drawing. You ... (✓) learn to use a drawing program on a computer.
- My sister wants to play football, but her friends say hockey is better.  
She ... (✓) listen to her friends. She ... (X) play football.
- My friends are going to climb a mountain.  
They ... (X) continue if they are tired.  
They ... (✓) wear comfortable shoes.
- I've got a headache and a temperature, but I want to meet my friends.  
You ... (✓) lie down. You ... (X) meet your friends.

### must / mustn't

#### 6 Choose the correct words.

- Actors **must** / **mustn't** learn their lines.
- Police officers **must** / **mustn't** break the law.
- Surgeons **must** / **mustn't** smoke during operations.
- A teacher **must** / **mustn't** study at university.
- Lifeguards **must** / **mustn't** learn first aid.

### Grammar build up

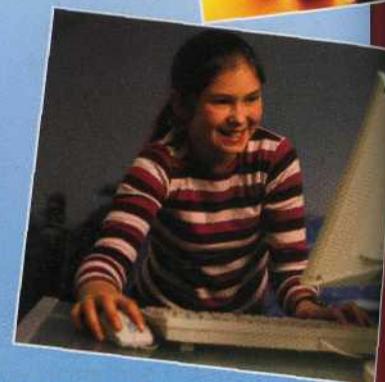
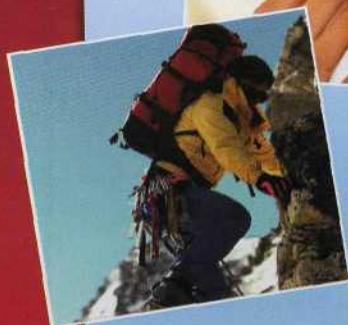
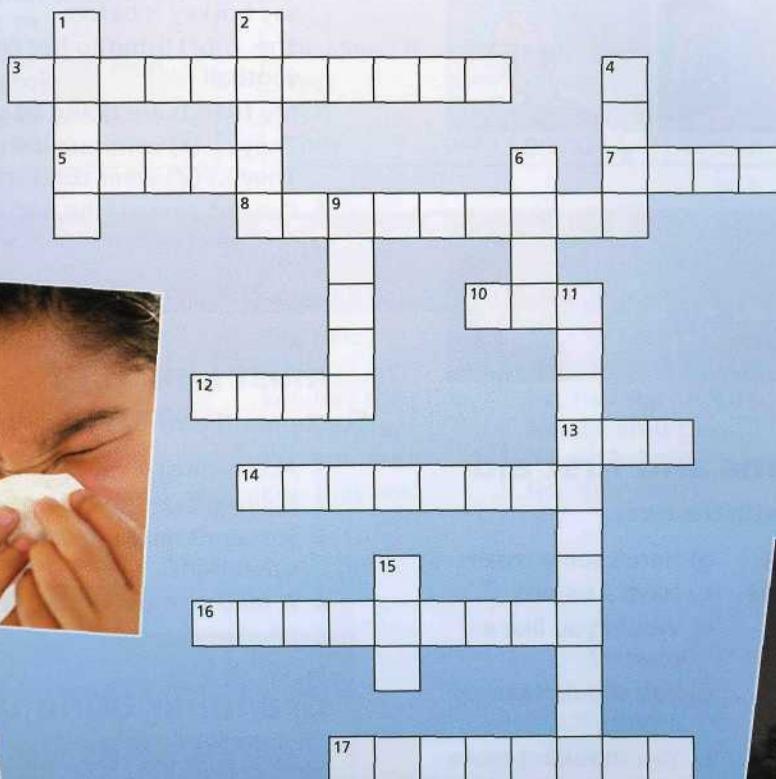
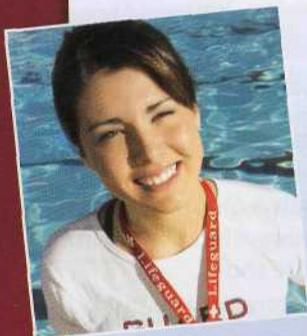
1 2 3 4 5 6 7 8 9

#### 7 Complete the dialogue with the correct form of the verbs in brackets.

- Mum** You (1) ... (look) awful. What (2) ... (be) wrong?
- Lou** I (3) ... (run) home when I (4) ... (fall).
- Mum** Oh dear. (5) ... it ... (hurt)?
- Lou** Yes, and I (6) ... (play) football tomorrow. What should I (7) ... (do)?
- Mum** You should (8) ... (put) some ice on it. Can you (9) ... (move) it?
- Lou** No, not really. It (10) ... (feel) really painful.
- Mum** Let's (11) ... (phone) the doctor.
- Lou** OK. (12) ... you ... (have got) the number?
- Mum** Yes, here you go.
- Lou** Thanks, Mum.



# Motivate! Revision 2

**Vocabulary**
**Grammar**
**Sketch**
**Project**

**Across**

- 3 This person repairs electrical machines.  
 5 We need this to move the cursor on a computer screen.  
 7 This verb is the opposite of *drop*.  
 8 This person saves swimmers in danger.  
 10 This person helps sick animals.  
 12 John is very ... He never does any work.  
 13 My parents often ... for their shopping with their credit card.  
 14 A ... is when your head hurts.  
 16 This person designs buildings.  
 17 We use these to listen to music on our computers.

**Down**

- 1 We do this when we go up a mountain.  
 2 The opposite of *kind*.  
 4 A lot of people have a ... in winter.  
 6 We do this to have a lot of money.  
 9 A ... person makes other people laugh.  
 11 You should go to the doctor if you have a high ...  
 15 Please ... on that chair.



# Motivate! Revision 2

## Vocabulary

## Grammar

## Sketch

## Project

### Past simple and past continuous



**1** Complete the sentences with the correct form of the verbs in brackets. Use the past simple or past continuous.

- In 1957, Laika the dog ... (become) the first animal to orbit the Earth.
- On 20th July 1969, Neil Armstrong and Buzz Aldrin ... (land) on the moon.
- While they ... (walk) on the moon, a third astronaut, Michael Collins, stayed on the spacecraft.
- My dad was listening to the radio when he ... (hear) the news.
- My grandmother ... (clean) the kitchen when my dad told her. She didn't believe him.
- The three astronauts ... (return) to Earth four days later.

### be going to

**2** Order the words to make sentences.

- going / two / Florida / I / to / am / spend / with / weeks / in / my parents .
- My / going / not / sister / to / come / is .
- to / stay / not / in / going / We / are / a / hotel .
- are / rent / We / house / to / a / going .
- visit / are / We / going / the Kennedy Space Center / to .
- We / not / to / going / are / go / Disneyland / to .

### should / shouldn't

**3** Complete the text with *should* or *shouldn't* and the correct form of the verbs in brackets.

Hi Kylie,  
I've got a good idea for your brother's birthday! You (1) ... (take) him to the National Space Centre in Leicester. He (2) ... (not forget) his camera. When you're in Leicester you (3) ... (visit) Twycross Zoo too. It isn't far. You (4) ... (buy) a combined ticket for the centre and the zoo because it's cheaper. You (5) ... (not visit) on Sunday – the zoo is closed!  
From Rachel

### Question forms

**4** Write complete questions. Then write answers that are true for you.

- your dad / buy / a new laptop / last year?
- What / you / do / yesterday at 9am?
- you / sleep / when / your mum / get up this morning?
- What / do / after school tomorrow?
- you / visit / your grandparents / this evening?
- you / go camping / this summer?

**5** Choose the correct words.

### Life on Mars

There are (1) **many** / **much** stories about Martians (people from Mars). In 1878, an Italian astronomer was looking at Mars (2) **while** / **when** he saw river canals. (3) **Some** / **Any** people believed that Martians built these canals. (4) **On** / **In** 1898, H.G. Wells wrote *The War of the Worlds*. In this book, the Martians were (5) **more** / **most** intelligent than humans. (6) **While** / **When** the narrator of the story was travelling through England, the Martians invaded Earth. So, are there (7) **any** / **some** people on Mars? Probably not! The atmosphere is (8) **thinner** / **thinnest** than on Earth and there isn't (9) **much** / **many** ozone to protect the planet from the Sun's rays.





# Motivate! Revision 2

Vocabulary

Grammar

Sketch

Project



**1**  2.14 Listen and answer the questions.

- 1 Where is Amy from?
- 2 How many rings has Jupiter got?
- 3 Who has the most points at the end?

**2** Read and listen to the dialogue. Check you answers.

## High School Challenge

- |                  |   |                  |  |
|------------------|---|------------------|--|
| <b>Presenter</b> | Welcome to the High School Challenge! Contestants, please introduce yourselves.                                     | <b>Presenter</b> | This time Rosie got the question right. One point for you. Now for the next question: Saturn is famous for its rings. What other planet in the solar system has got rings? |
| <b>Rosie</b>     | Hi, I'm Rosie and I'm from Liverpool.   | <b>Rosie</b>     | I'm going to say Venus.  |
| <b>Tim</b>       | I'm Tim from London. I'm going to win this competition!   | <b>Amy</b>       | I think it is Uranus.  |
| <b>Amy</b>       | I'm Amy and I'm from Norwich. I'm the youngest contestant, but I'm probably the most intelligent.                   | <b>Tim</b>       | This is the easiest question of the challenge. It is Jupiter and it has three rings.   |
| <b>Presenter</b> | Today's questions are about the solar system. Question one: the Apollo 11 mission landed on the moon in which year? | <b>Presenter</b> | Correct, Tim. That is your first point of the challenge. How many planets are there in the solar system?   |
| <b>Rosie</b>     | Was it 1950?  | <b>Rosie</b>     | I can't remember ... is it eight or is it nine? I'm going to say nine.   |
| <b>Amy</b>       | It was 1969.  | <b>Amy</b>       | I think it's eight.  |
| <b>Tim</b>       | They didn't land on the moon. That's impossible!  | <b>Tim</b>       | You're wrong, Amy. The answer is nine.   |
| <b>Presenter</b> | Amy, your answer was correct. One point for you. Question two: which planet is the closest to the Sun?              | <b>Presenter</b> | Bad news, Tim! There are eight planets. That is another point for Amy.   |
| <b>Rosie</b>     | I'm not sure. Is it Mercury?  | <b>Amy</b>       | Oh dear, Tim – you aren't going to win!  |
| <b>Amy</b>       | I think Neptune is the closest to the Sun.  |                  |  |
| <b>Tim</b>       | Actually, I think it's Mars!  |                  |  |



**3** Work in groups. Practise and perform the sketch.

- Choose a character.
- Read and learn your lines.
- Perform for your class.



# Motivate! Revision 2

Vocabulary

Grammar

Sketch

Project

## The solar system



### 1 Ideas

Think about the solar system. How many planets are there? What are their names?

### 2 Group work

What do you know about our solar system? What would you like to know? Discuss and write notes on:

- the planets
- the Sun
- moons and other objects
- space exploration



### 3 Write

Write a short text about the solar system, using your notes.

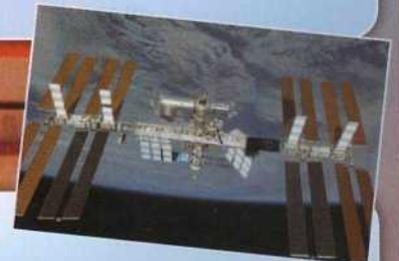
### 4 Check

Read your text and check it for:

- time expressions
- correct word order with adjectives
- *also* and *too*

### 5 Visuals

Find or draw pictures of the planets in the solar system.

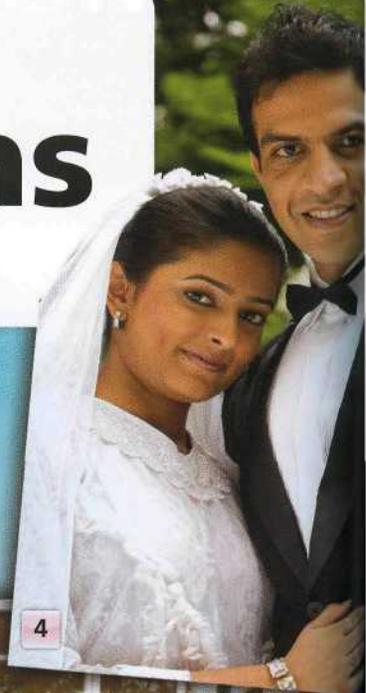
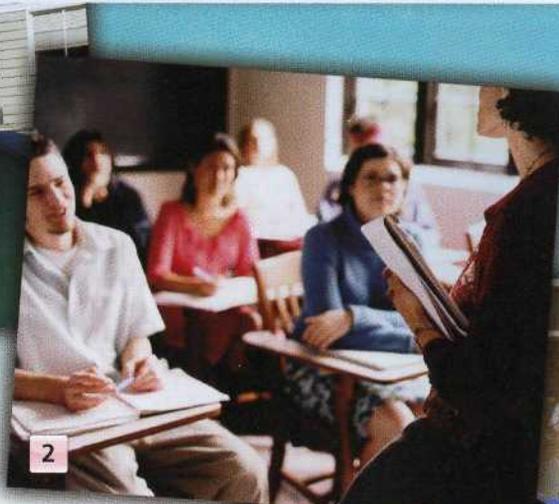


### 6 Display

Make a poster. Include your texts and pictures. Show your project to the class.

# Unit 7

# Ambitions



get a job  
be born  
**work**  
leave school

## Vocabulary 1 Life events

1 Which of the words in the box describe the events in the pictures?

be born   buy a house   get a job  
get married   go to university   have children  
learn to drive   leave home   leave school  
start school   train to be a ...   work

2  2.15 Listen and repeat.

3 Complete the sentences with the correct form of the words in exercise 1.

- 1 I want to ... to study chemistry when I am 18.
- 2 I ... when I was five years old.
- 3 In the UK, you can ... a car when you're 17.
- 4 My dad ... in a hospital in London in 1962.
- 5 My aunt ... two ... Their names are Sara and Tarik.



## Now say it!

4  2.16 Listen to Izzie and Lou. What are their ambitions?

5 Work in pairs. Ask and answer questions about your ambitions.

*What do you want to do in the future?*

*I want to learn to drive.*



5



## Reading 1

**6** Read the sentences. Which ones do you think are true?

- 1 British boys leave home later than girls.
- 2 People get married younger in Spain than in Portugal.
- 3 The Chinese have more children than people in the USA.
- 4 The Swedish live longer than the British.

**7**  Read, listen and check your answers.

**8** Answer the questions.

- 1 What do demographics tell you about living in Japan?
- 2 How old are British girls when they leave home?
- 3 In which countries do you get married at 30?
- 4 How many children has the average American got?
- 5 Which country has the most children per average family?
- 6 According to the text, is Sweden a good place to live? Why?



There are many words that end in *-ics* in English. How do you say these words in your language?  
*demographics statistics mathematics*

**9** Look at the words in the box. How do you say them in your language?

aerobics computer graphics economics  
 physics politics

**10**  **CLASS VOTE** Look at the demographics in the text. Which country would you like to live in?



6

## Know your future

Don't read your horoscope, but look at the demographics for your country if you want to know your future. Demographics can tell you, for example, that if you are born in Japan, you'll probably have one child and live until you are 83. They are statistics about real people in real places, and they can be fun. Here are some more ...

### Leaving home

If you're a British girl, you'll probably leave home when you're about 23. The average British boy won't leave home until he's nearly 25. In Spain and Portugal, a girl will leave home at about 27, but a boy won't leave until he's nearly 30. In Finland, the average girl will leave home at 21 and a boy at 23.

### Getting married

A person born in the UK, Spain or Japan will get married for the first time at about 29 years old. In Bolivia, Portugal or the USA, you'll be 23 or 24. If you want to wait, go to Finland, France or Germany - you'll get married at 30.

### Having children

In the USA, you'll probably have two children. But the maths is more complicated in other countries. In the UK and China, a family will have 1.8 children, but in Spain they'll have 1.4 - the same as in Portugal. Do you want more? Go to Bolivia, where the average family has 3.4 children.

### Age

How long will you live? Iceland is a good place to live as you'll probably live to around 82. This is similar to Sweden (81) and better than the UK (79), Turkey (72) or Russia (67).

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar 1

## will / won't

affirmative	
I / You	'll be a doctor one day.
He / She / It	'll get a job.
We / You / They	'll get married.

negative	
I / You	won't be famous.
He / She / It	won't have children.
We / You / They	won't work in politics.

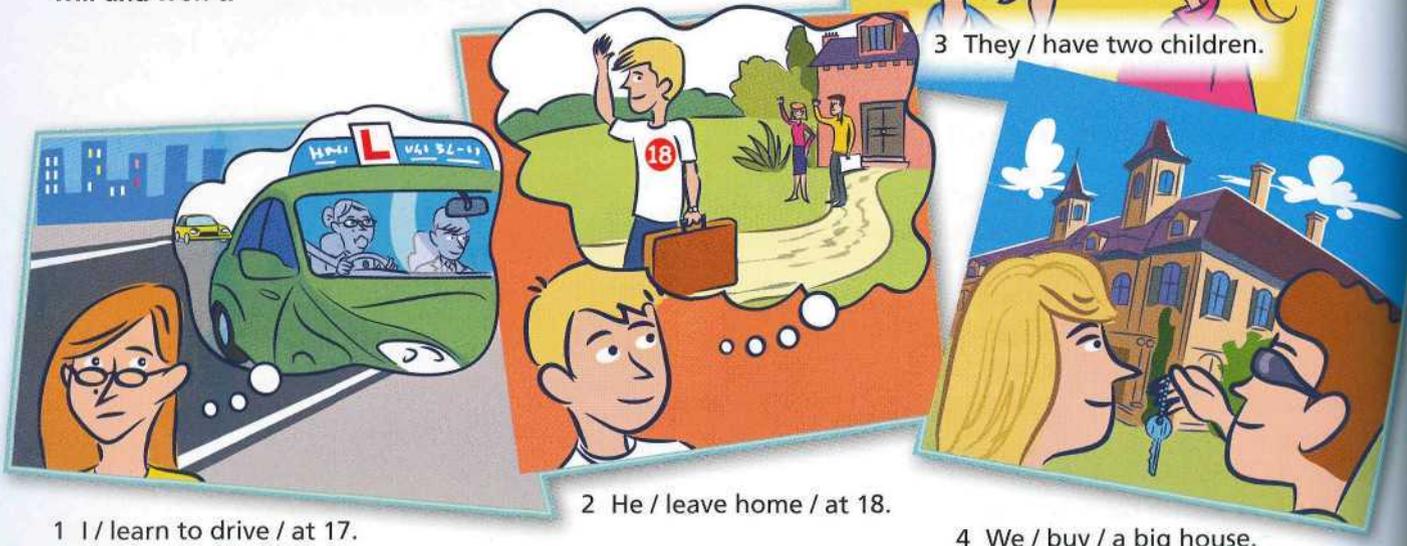
**1** Look at the sentences in the table and complete the rules.

- The ... form of the main verb follows *will / won't*.
- The short form of *will* is 'll, the short form of *will not* is ...

**2** Complete the sentences with the correct form of the verbs in brackets. Use *will* or *won't*.

- You *will have* (have) 15 children!
- I ... (go) to university when I'm 18.
  - He thinks he ... (be) a famous scientist.
  - My friends ... (not leave) school next year.
  - We ... (get) married before we're 40.
  - She studied a lot. She ... (not fail) her exams.

**3** Write complete sentences. Use *will* and *won't*.



1 I / learn to drive / at 17.

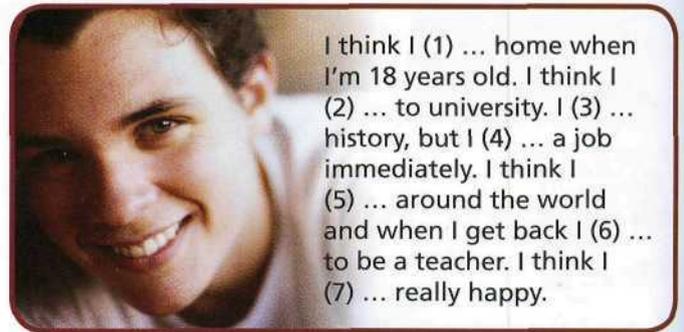
2 He / leave home / at 18.

3 They / have two children.

4 We / buy / a big house.

**4** Complete the text with *will* and *won't* and the verbs in the box.

be not get go leave study travel train



I think I (1) ... home when I'm 18 years old. I think I (2) ... to university. I (3) ... history, but I (4) ... a job immediately. I think I (5) ... around the world and when I get back I (6) ... to be a teacher. I think I (7) ... really happy.



When we make predictions, we often use time expressions like *soon*, *tomorrow* and *next month*. We also use phrases with *when*:

*I'll work in education when I'm older.*

**5** Complete the sentences so they are true for you.

- I hope we'll ... tomorrow.
- I won't ... when I'm 16.
- I think I'll ... next summer.
- We'll ... one day soon.
- We won't ... this weekend.

questions and short answers	
Will I / you <b>go</b> to university? Yes, I <b>will</b> .	No, I <b>won't</b> .
Will he / she / it <b>be</b> here soon? Yes, he <b>will</b> .	No, he <b>won't</b> .
Will you / we / they <b>buy</b> that house? Yes, you <b>will</b> .	No, you <b>won't</b> .

**6** Look at the sentences in the table. Do all the subjects have the same form of *will*? Can you use *'ll* in the short answer?

**7** Write complete questions. Use *will*.  
your family / always / live / in the same house?  
*Will your family always live in the same house?*  
1 you / train / to be a vet / at university?  
2 you / leave school / at 16?  
3 you / have / good job / one day?  
4 your best friend / play basketball / tomorrow?  
5 everybody / buy / big cars?

**8** 2.18 Listen and check your answers.

### Pronunciation

*will* ('ll)

**a** 2.19 Listen and repeat.  
1 a) I go to university.    2 a) I have two children.  
b) I'll go to university.    b) I'll have two children.

**b** 2.20 Listen again. Do you hear a) or b)?

**9** **INTERFACE** Work in pairs. Make predictions about your future using the ideas in the box.

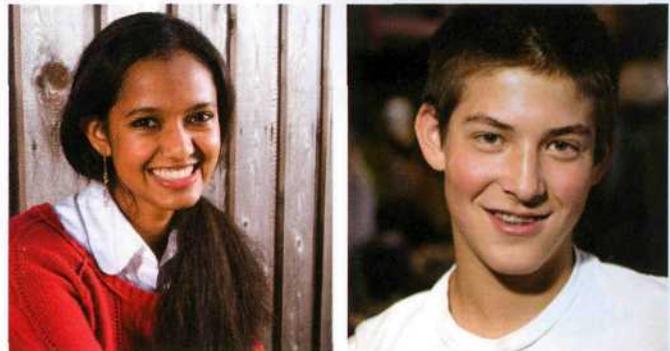
drive a fast car    get married  
go to university    have a good job

*What will you do?*

*I think I'll go to university.*



## Listening Ambitions



**10** 2.21 Rita and Paul are 13 years old and they're talking about their future. Listen and complete their ambitions with a phrase in the box.

big car    dentist    DJ    get married at 21  
India    the world

Rita	Paul
1 I'll work as a ...	4 I'll be a ...
2 I think I'll work in ...	5 I'll buy a ...
3 One day I'll travel ...	6 I'll ...

**11** 2.22 Listen to Rita and Paul aged 29. How many of their ambitions came true?

**12** Listen again and answer the questions.

- 1 What did Rita study at university?
- 2 Which country does Rita frequently travel to?
- 3 What is she going to do next year?
- 4 What is Paul's job?
- 5 How many children has Paul got?

**13** What do you think you'll do before you're 30?



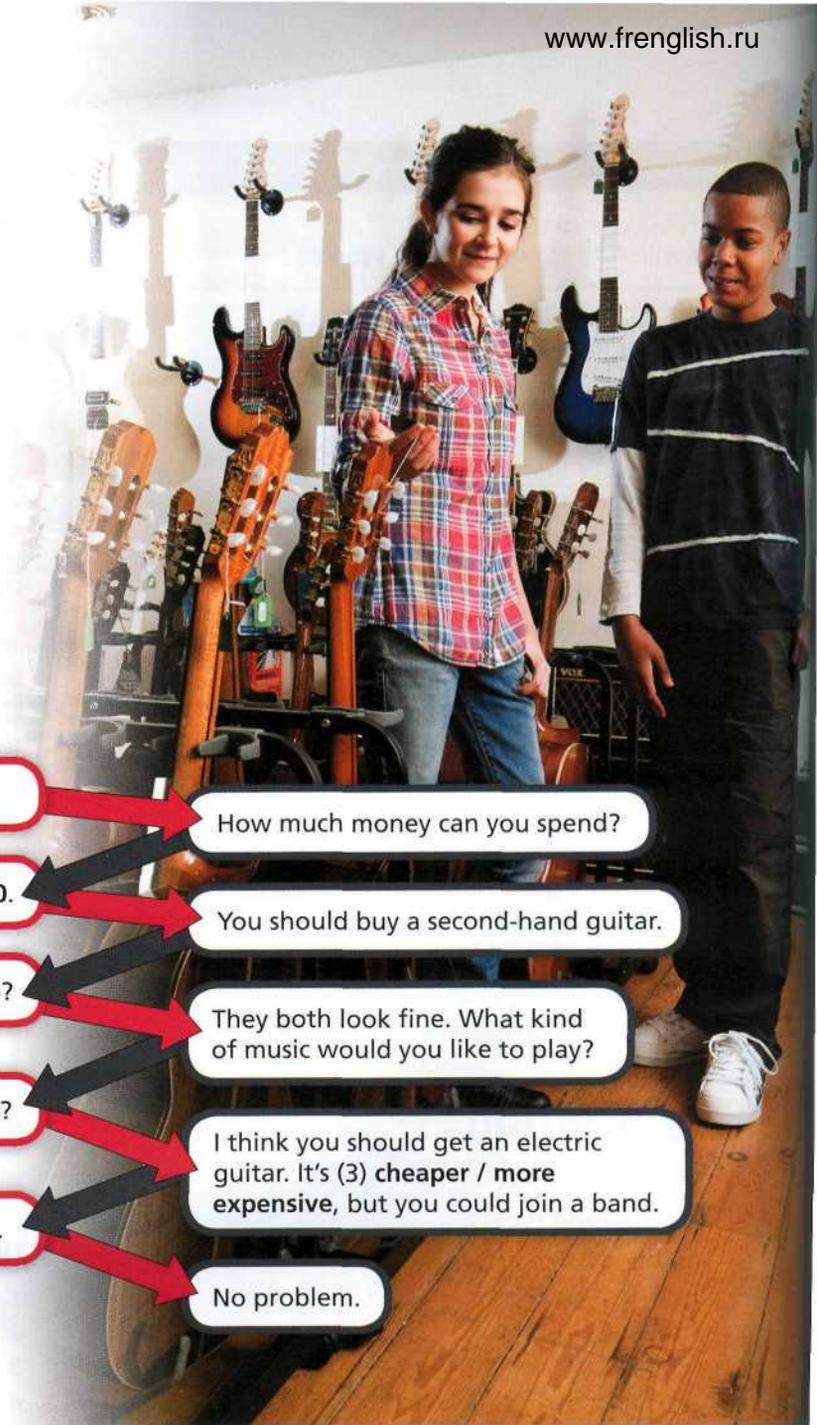
In the UK, there is a TV documentary series called *Up*. It follows the lives of 14 British people and films and interviews them every seven years. They filmed the first episode in 1964 when the participants were seven years old.



## Speaking In a music shop

### Listen

- 1 Look at the picture. What are Lou and Will looking at?
- 2  Listen to the dialogue. What does Lou decide to buy?
- 3 Listen again and choose the correct words.



I want to buy a guitar. Which one should I buy?

How much money can you spend?

I've got (1) £200 / £300.

You should buy a second-hand guitar.

Great idea! What do you think of these two?

They both look fine. What kind of music would you like to play?

(2) Pop / All kinds of music. What should I do?

I think you should get an electric guitar. It's (3) cheaper / more expensive, but you could join a band.

Good idea! Yes, I'll do that. Thanks, Will.

No problem.

### Practise

- 4 Listen again and repeat the dialogue.
- 5 Read the sentences. Do they ask for advice (A) or give advice (G)?
  - 1 What do you think of these two?
  - 2 Which one should I buy?
  - 3 You should buy a second-hand computer.
  - 4 I think you should get this computer.

### Functional language

#### Asking for and giving advice

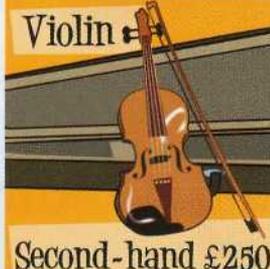
Which one should I buy?  
 You should buy a second-hand guitar.  
 What do you think of these two?  
 What should I do?  
 I think you should get an electric guitar.

## Speaking task

Prepare a dialogue between you and Will.

### Step 1

First, look at the musical instruments and decide which you want to buy.

 <p>Harmonica</p> <p>New £30</p>	 <p>Harmonica</p> <p>Second-hand £15</p>
 <p>Violin</p> <p>New £400</p>	 <p>Violin</p> <p>Second-hand £250</p>

### Step 2

Think about what you want to say.

*I want to buy a ... Which one should I buy?*

*I've got £...*

*What do you think of these?*

*What should I do?*

Think about what Will says.

*How much money can you spend?*

*How about looking for a second-hand ...?*

*They look ... What kind of music would you like to play?*

*I think you should ...*

### Step 3

Write your dialogue.

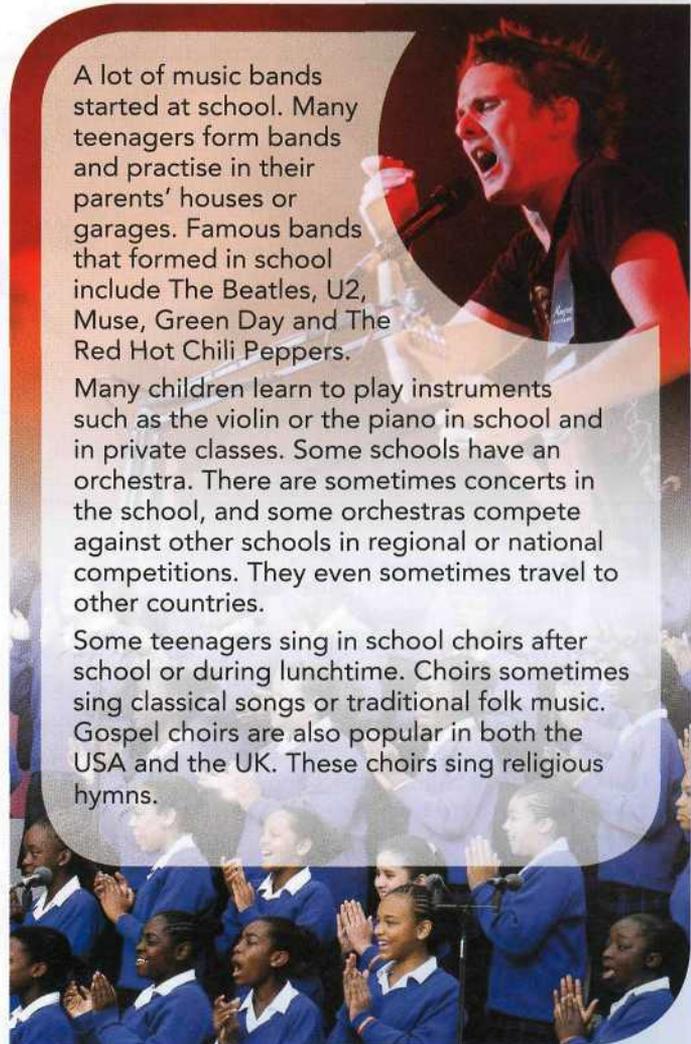
### Step 4

Work in pairs. Take it in turns to practise your dialogue.



## Culture

### Music in schools



A lot of music bands started at school. Many teenagers form bands and practise in their parents' houses or garages. Famous bands that formed in school include The Beatles, U2, Muse, Green Day and The Red Hot Chili Peppers.

Many children learn to play instruments such as the violin or the piano in school and in private classes. Some schools have an orchestra. There are sometimes concerts in the school, and some orchestras compete against other schools in regional or national competitions. They even sometimes travel to other countries.

Some teenagers sing in school choirs after school or during lunchtime. Choirs sometimes sing classical songs or traditional folk music. Gospel choirs are also popular in both the USA and the UK. These choirs sing religious hymns.

**6**  **2.24** Read and listen to the information about music in schools. Then answer the questions.

- 1 Where can teenage bands practise?
- 2 What famous bands formed at school?
- 3 What do school choirs sing?

**7** What musical activities can you do at your school? Would you like to be in a band, an orchestra or a choir?

guitar  
violin  
piano  
drums  
flute

## Vocabulary 2

### Musical instruments

acoustic guitar drums electric guitar  
flute keyboards percussion piano  
saxophone trumpet violin

1 Match the words in the box to the pictures.



2 2.25 Listen and repeat.

3 Look at the picture and complete the text with words from exercise 1.

The Killers are a rock band from Las Vegas, the USA. Brandon Flowers is the vocalist and also plays the (1) ... Dave and Mark play the (2) ... and Ronnie plays the (3) ... They are very popular and they have three albums: *Hot Fuss*, *Sam's Town* and *Day & Age*.



Dave

Brandon

Ronnie

Mark



4 **INTERFACE** Work in pairs. Ask and answer questions about the musical instruments in exercise 1.

Can you play the keyboards?

No, I can't. But I can play the guitar a bit.



## Reading 2

5 Read the text quickly and choose the best title.

- 1 I want to be on TV
- 2 The road to success
- 3 How to be rich

6 2.26 Read and listen to the text and answer the questions.

- 1 What is the minimum number of people in the band?
- 2 How often should you practise your songs?
- 3 What can make you different from other bands?
- 4 Why is it important?

Do you want to be in a band? Have you got what it takes to be a star? Will you be successful? Read on and find out.

If you want to be a successful band, you'll need at least one vocalist and three friends to play the guitar, the drums and the keyboards.

It's important to practise every day. If you don't practise, you'll sound terrible and people won't like your music or buy your songs.

Your look is important too. If you want to be famous, you'll need an image to make you different. If people don't like your image, they won't buy your songs. If you have a good image, your fans will love you. They'll buy your songs, they'll go to your concerts and ... congratulations! You will be the next big thing!

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### First conditional

if clause	consequence
If you <b>practise</b> ,	you'll <b>be</b> better.
If she <b>doesn't practise</b> ,	she'll <b>be</b> terrible.

consequence	if clause
He'll <b>be</b> better	if he <b>practises</b> .
We'll <b>sound</b> bad	if we <b>don't practise</b> .

**7** Look at the sentences in the table. Choose the correct words to complete the rules.

- We form the first conditional with **if + present simple / past simple**, **will + the infinitive**.
- We use the first conditional to talk about possibilities in the **past / future**.

**8** Match 1–6 with a–f to make sentences.



- |  |  |
|--|--|
| 1 If you study music every day,              | a) if he wins the singing contest.     |
| 2 I will buy their new album                 | b) if you don't practise.              |
| 3 If I don't have enough money for a guitar, | c) you'll learn to play an instrument. |
| 4 We'll all cry with happiness               | d) he'll stop playing his guitar.      |
| 5 You won't learn any new songs              | e) if I have enough money.             |
| 6 If I give him some chocolate,              | f) I will borrow one.                  |

**9** Write complete sentences.

If I learn German, I / be able to / work / in Switzerland.

*If I learn German, I'll be able to work in Switzerland.*

- He'll borrow a minibus if / he / want / to travel round Europe.
- If you practise regularly, you / play / really well.
- You won't need an instrument if / you / be / a good singer.
- If a group has a strong image, some of their fans / probably / copy it.
- If you share it with friends, you / enjoy / the music more.

**10** Complete the sentences with the correct form of the verbs in brackets.

- If you ... (come) to my house later, my dad ... (cook) us pasta.
- If I ... (not tidy) my room, my mum ... (not buy) that new computer game.
- He ... (not be) able to play basketball if he ... (arrive) late.
- My parents ... (take) us to the beach this summer if we ... (not fail) any exams.
- If she ... (not arrive) before 9pm, we ... (go) to the concert without her.

**11** Complete the sentences using your own ideas.

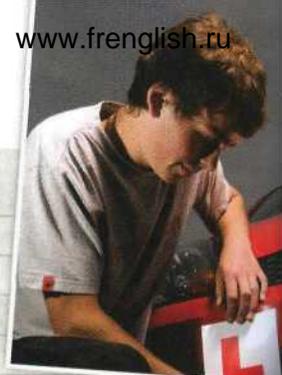
- If I go shopping after school, ...
- If it rains at the weekend, ...
- If I go to university, ...
- I will eat spaghetti if ...
- I will visit my friends if ...

**12**  **INTERFACE** Work in pairs. Compare your answers to exercise 11.

*What will you buy if you go shopping after school?*

*If I go shopping after school, I'll buy a magazine.*

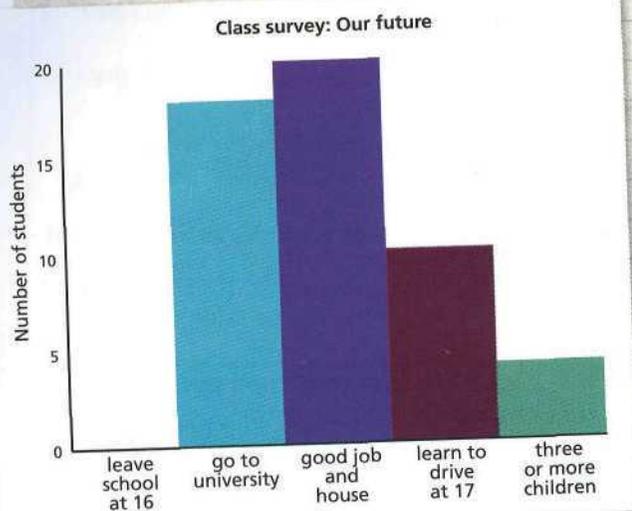
 **Grammar guide page 96**



## Writing

### A class survey

- 1 **2.27** Read and listen. Do you think your class's answers to this survey will be similar?



## Language focus

### Amount

Use these expressions to talk about the results of a survey:

**Everyone** wants to get a good job.

**Most students** will have children.

**50 per cent** of students will learn to drive when they are 17.

**A few students** will have three children or more.

**No one** will leave school when they are 16.

- 2 Look at the sentences in the Language focus. How do you say the words in bold in your language?
- 3 Complete the sentences with an expression from the Language focus.

*No one* will get married when they are 16. (0/20 students)

1 ... will train to be a nurse. (3/20 students)

2 ... will go to university before they get a job. (10/20 students)

3 ... will buy a house first. Then they'll get married. (18/20 students)

4 ... wants to have children. (20/20 students)

## Our future

I asked 20 people in my class about their predictions for the future. Here are the results.

*Will you leave school when you are 16?*

*No one will leave school when they are 16. Most students want to go to university so they need to study A-levels first.*

*Will you learn to drive when you are 17?*

*50 per cent of students will learn to drive when they're 17. Some students have got older brothers or sisters who had driving lessons on their 17th birthday. A few students will learn to drive when they finish university.*

*Will you get married before you are 25? Will you have children?*

*No one will get married before they're 25. Everyone wants to get a good job and buy a house first. Most students will have children. A few students will have three children or more.*  
Patrick

- 4 Write the results of a class survey. Follow these steps.

## Writing a class survey

### Step 1 Plan

Prepare a class survey about ambitions. Ask your classmates three or four questions.

### Step 2 Write

Write a first draft. Use your results from Step 1 and the class survey on this page to help you.

### Step 3 Check

Check your work. Try to use the expressions *A few*, *Everyone*, *50 per cent*, *Most students* and *No one*.

### Step 4 Write

Write your final copy and hand in your work.

➔ **Workbook Writing guide page 71**

## CLIL ICT Dot-com companies

Silicon Valley is south of San Francisco. It's home to many large technology companies such as Apple and Hewlett-Packard and also many dot-com companies. These are companies like Google, Facebook and eBay which operate mainly over the internet.

But where did the dot-com company come from?

In 1985, the World Wide Web was first introduced to the world. A company called Symbolics became the first company to register its address, or URL, on the web. Today, there are 200 million websites in existence, and one domain is registered every three minutes in the UK alone. But it took a long time for the internet to become the phenomenon it is today. It was when Sir Tim Berners-Lee put up the first website in 1990 (info.cern.ch), that the internet took off.

During the 1990s, there was a dot-com boom. Many people became rich because of the World Wide Web. In 1998, PhD students Larry Page and Sergey Brin invented Google. These days, this search engine is the world's most recognizable brand and, in 2011, it was valued at \$192 billion.



### 2.28 Read and listen. Answer the questions.

How do you say the following in your language?

1 @ 2 www. 3 .com 4 .co.uk

➔ Workbook CLIL activities page 97

## Vocabulary Reading Writing Spelling Listening

### Vocabulary guide Life events



be born



buy a house



get a job



get married



go to university



have children



learn to drive



leave home



leave school



start school



train to be a ...



work

## Musical instruments



acoustic guitar



drums



electric guitar



flute



keyboards



percussion



piano



saxophone



trumpet



violin

## Grammar guide

### will / won't

affirmative		
I	'll (will)	buy a house.
You	'll (will)	
He / She / It	'll (will)	
We	'll (will)	
You	'll (will)	
They	'll (will)	

negative		
I	won't (will not)	have five children.
You	won't (will not)	
He / She / It	won't (will not)	
We	won't (will not)	
You	won't (will not)	
They	won't (will not)	

questions	short answers	
	affirmative	negative
Will I	Yes, I <b>will</b> .	No, I <b>won't</b> .
Will you	Yes, you <b>will</b> .	No, you <b>won't</b> .
Will he / she / it	Yes, he / she / it <b>will</b> .	No, he / she / it <b>won't</b> .
Will we	Yes, we <b>will</b> .	No, we <b>won't</b> .
Will you	Yes, you <b>will</b> .	No, you <b>won't</b> .
Will they	Yes, they <b>will</b> .	No, they <b>won't</b> .

### First conditional

if clause	consequence
If I <b>get</b> a good job,	I'll <b>buy</b> a house.
If he <b>practises</b> ,	he'll <b>be</b> better.
If we <b>study</b> ,	we'll <b>pass</b> .

consequence	if clause
I'll <b>have</b> children	if I <b>get</b> married.
He'll <b>be</b> famous	if he <b>practises</b> .
We'll <b>get</b> a job	if we <b>study</b> .





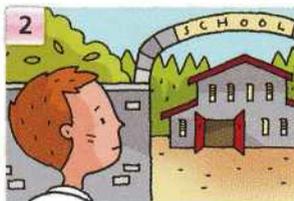
## Progress check

### Life events

#### 1 Identify the life events.



1 b \_ b \_ \_



2 s \_ \_ s \_ \_



3 g \_ \_ m \_ \_ r i \_ \_



4 g \_ \_ a j \_ \_



5 l \_ \_ \_ t \_ d \_ \_ \_



6 l \_ \_ \_ h \_ \_ \_

### Musical instruments

#### 2 Order the letters to make musical instruments.

- |             |                   |
|-------------|-------------------|
| 1 oxophsaen | 5 spsrncneuoi     |
| 2 mudrs     | 6 cusaitco tgiura |
| 3 tufle     | 7 tpmtru          |
| 4 nliivo    | 8 ybrkedosa       |

### will / won't

#### 3 Complete the sentences with *will* / *won't*.

- In 2020 ...
- more people ... (be) older than 65.
  - I ... (have) a good job.
  - we ... (use) computers to study.
  - more people ... (not get) married.
  - I ... (not drive) a car, but I ... (ride) a bike to work.
  - The population of the world ... (be) 8 billion.

#### 4 Order the words to make questions.

- you / when you're older / Will / live abroad ?
- go to university / when you are 18 / you / Will ?
- be / your teacher / Will / tomorrow / at school ?
- you / one day / train / Will / to be a doctor ?
- your sports team / Will / one day soon / win / an important competition ?

#### 5 Answer the questions in exercise 4 so they are true for you.

### First conditional

#### 6 Write complete sentences.

- If / he / want / to be an actor / he / go / to drama school.
- If / he / go / to drama school / they / teach him to speak clearly.
- He / lose / his accent / if / they / teach / him to speak clearly.
- If / he / lose / his accent / we / not recognize / his voice.
- He / live / in Hollywood / if / he / become / a successful actor.

### Grammar build up

1 2 3 4 5 6 7 8 9

#### 7 Complete the dialogue. Use the correct form of the verbs in brackets.

- Dad What (1) ... you ... (look) at?
- Izzie I (2) ... (think) about my future and I (3) ... (not be) sure what subjects to choose.
- Dad Oh! What (4) ... (be) the options?
- Izzie I (5) ... (look) at the options at the moment. All my friends (6) ... (go) to do biology and chemistry.
- Dad Well, what do you want to do in the future?
- Izzie That's the problem. I (7) ... (want) to work with animals two years ago. Now I think I (8) ... (work) with people.
- Dad If you (9) ... (write) a list of your favourite subjects, you (10) ... (know) which subjects to do.
- Izzie Thanks a million, Dad. That's a really good idea.



# Unit 8

# The world we live in



jar  
glass  
cotton  
can  
bag

## Vocabulary 1

### Materials and containers

1 Look at the words in the box. Which of the words are containers? Which are materials?

aluminium bag bottle box can  
cardboard carton cotton glass jar  
metal paper plastic wool

2 2.29 Listen and repeat.

3 Match the words in exercise 1 with pictures 1-10.

4 Complete the sign with words in exercise 1.

### Welcome to Red Forest Recycling Centre



The **BLUE** bin is for (1) ... and (2) ... Put your boxes and newspapers in here!



**YELLOW** is for (3) ... and (4) ... All your fizzy drinks bottles, cans and tins go here.



**GREEN** is for (5) ... Use this for bottles and jars.



**BROWN** is for clothes. Please wash your (6) ... T-shirts and (7) ... jumpers first.

### Now say it!



5 2.30 Listen to Will and Izzie. Answer the questions.

- 1 What does Izzie recycle at school?
- 2 How often does she recycle?
- 3 What does she do with her old clothes?

6 Work in pairs. Ask and answer the questions in exercise 5.

What do you recycle at school?

I recycle glass, plastic and paper.



## Reading 1

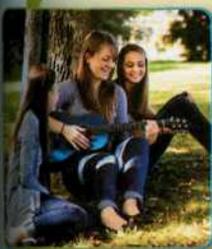
**7** Before you read, check the meaning of these words.

recycle   reduce   refuse   reuse

# It's Your World!

Every year for five years we've organized the *It's Your World!* competition for under-16s to give tips to save the planet. This year, Imran Chopra is our winner with Jake Burns and Leanne Morris as runners-up. Their tips are simple but effective – have a look! Congratulations to Imran, Jake and Leanne!

**Theme: Reduce, refuse, reuse, recycle**



How many hours have you spent outside today? Outdoor activities are healthier than indoor entertainment and they save electricity. If you reduce your 'screen time', you'll do your planet a favour. So switch off lights, the TV and games consoles and get out there!

Imran Chopra, London



'I haven't worn this for years!' No? Don't throw away old clothes. Put everything into two piles: clothes someone can wear and clothes no one can wear. Take the first pile to charity shops or give them to friends. Take the rest to a recycling centre. You can also reuse wool or cotton clothes to clean your house with.

Jake Burns, Winchester



Refuse to buy products with a lot of plastic! Even better, write to the company and explain why you haven't bought their product. Also, when you buy food (for example, chocolate or cans of fizzy drinks), look for the Fairtrade symbol or support local companies. This doesn't have a bad effect on the environment and helps local communities.

Leanne Morris, Newcastle

**8** **2.31** Read and listen. Match a person with the words in exercise 7.

- |          |                |
|----------|----------------|
| 1 Imran  | a) ...         |
| 2 Jake   | b) ..., c) ... |
| 3 Leanne | d) ...         |

**9** Read the text again. Are the sentences true or false?

- 1 The *It's Your World!* competition is for people younger than 16.
- 2 Imran suggests an alternative way to generate electricity.
- 3 Jake gives three suggestions for old clothes.
- 4 Leanne tells you to write to companies and ask them to recycle plastic.
- 5 All three entrants ask you to reduce how much you consume something.

**10** Answer the questions.

- 1 What is the theme of the competition?
- 2 What does Imran want people to do?
- 3 What does Jake want people to do?
- 4 What does Leanne want people to do?

Word  
Tip

Learning the meaning of prefixes like *re-* can help you guess the meaning of a word.

**11** How do you say the words in the box in your language?

rebuild   resend   restart   rewrite

**12** **CLASS VOTE** Which of the three tips do you think is the best?

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar 1

## Present perfect

affirmative	
I / You	've <b>bought</b> some Fairtrade coffee.
He / She / It	's <b>reduced</b> screen time.
We / You / They	've <b>organized</b> the competition.

1 Look at the sentences in the table and complete the rules with the words in the box.

bought -ed has have

- We form the present perfect using (1) ... or (2) ... with the past participle of the verb.
- We form the past participle of regular verbs by adding (3) ... to the verb.
- In the examples, (4) ... is an irregular past participle.

2 Complete the sentences with the present perfect form of the verbs in brackets. Use the spelling rules on page 108 to help you.

- I ... (recycle) my old clothes.
- They ... (open) a cosmetics shop in my town.
- She ... (decide) to recycle at school.
- My father ... (try) a new ethical shampoo.
- We ... (reduce) our screen time.

3 Write the past participle form of the irregular verbs in the box. Check your answers.

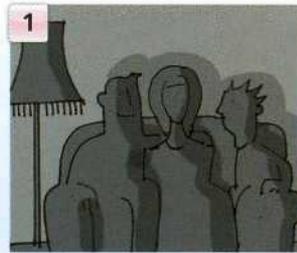
be buy come eat fall have take

4 Complete the text with the present perfect form of the verbs in brackets.

Eco-tourism (1) ... (become) quite popular in the last few years. People (2) ... (build) eco-hotels all over the world. They are green hotels and are good for the environment. It (3) ... (have) a lot of publicity. The public reaction (4) ... (be) very positive. The hotels (5) ... (provide) 100 per cent organic cotton towels and they (6) ... (use) solar energy for their visitors. In general, water and electricity consumption in the hotels (7) ... (fall).



5 Write complete sentences. Use the present perfect affirmative.



They / turn off / all the lights.



She / break / the window.



He / steal / the car.



She / pass / the exam.



The boy / eat / all the chocolate.



He / throw away / the old toys.

negative	
I / You	<b>haven't bought</b> their product.
He / She / It	<b>hasn't worn</b> this T-shirt for years.
We / You / They	<b>haven't recycled</b> the glass jars.

6 Look at the sentences in the table. How do you form the present perfect negative?

7 Choose the correct words.

- We **haven't** / **hasn't** had meat for lunch today.
- My school **haven't** / **hasn't** stopped using paper.
- The tiger **haven't** / **hasn't** become extinct.
- I **haven't** / **hasn't** tried Fairtrade chocolate.
- My friends **haven't** / **hasn't** left school.

8 Complete the text with the present perfect form of the verbs in brackets.



Brad Pitt (1) ... (not study) architecture, but he (2) ... (create) a foundation to help build 150 special eco-houses in New Orleans. Twenty top architects (3) ... (choose) to help him. Pitt (4) ... (promise) to complete the project because a terrible hurricane hit New Orleans in 2005 and he saw the destruction it caused. House by house, families (5) ... (rebuild) their lives. The project (6) ... (not finish), but the architects and their builders (7) ... (not stop) work.

9 Write sentences that are true for you using the present perfect affirmative and negative. Use the words in the box or your own ideas.

eat finish meet play read see visit

*I haven't eaten roast beef.*

### Pronunciation

#### Contractions

a 2.32 Listen and repeat.

- 1 a) I've visited Moscow.  
b) I visited Moscow.
- 2 a) She's taught English.  
b) She taught English.

b 2.33 Listen to the sentences. Which sentences in exercise a do you hear?

10 **INTERFACE** Work in pairs. Compare your sentences in exercise 9.

**Grammar guide** page 108



## Listening Eco family

11 Look at the newspaper headline. What do you think the radio programme is about?



12 2.34 Listen and check your answer to exercise 11.

13 Listen again. Are the sentences true or false?

- 1 A large percentage of our normal rubbish is from packaging.
- 2 The family has started growing vegetables.
- 3 The family is vegetarian.
- 4 The local shops give them special plastic boxes.
- 5 They put old coffee in the garden.
- 6 The family gives old toys to hospitals.

14 Answer the questions.

- 1 Where does the Carter family live?
- 2 Where do they buy their food?
- 3 What do they do with their old clothes?

15 Which of the Carters' ideas do you think is the best?



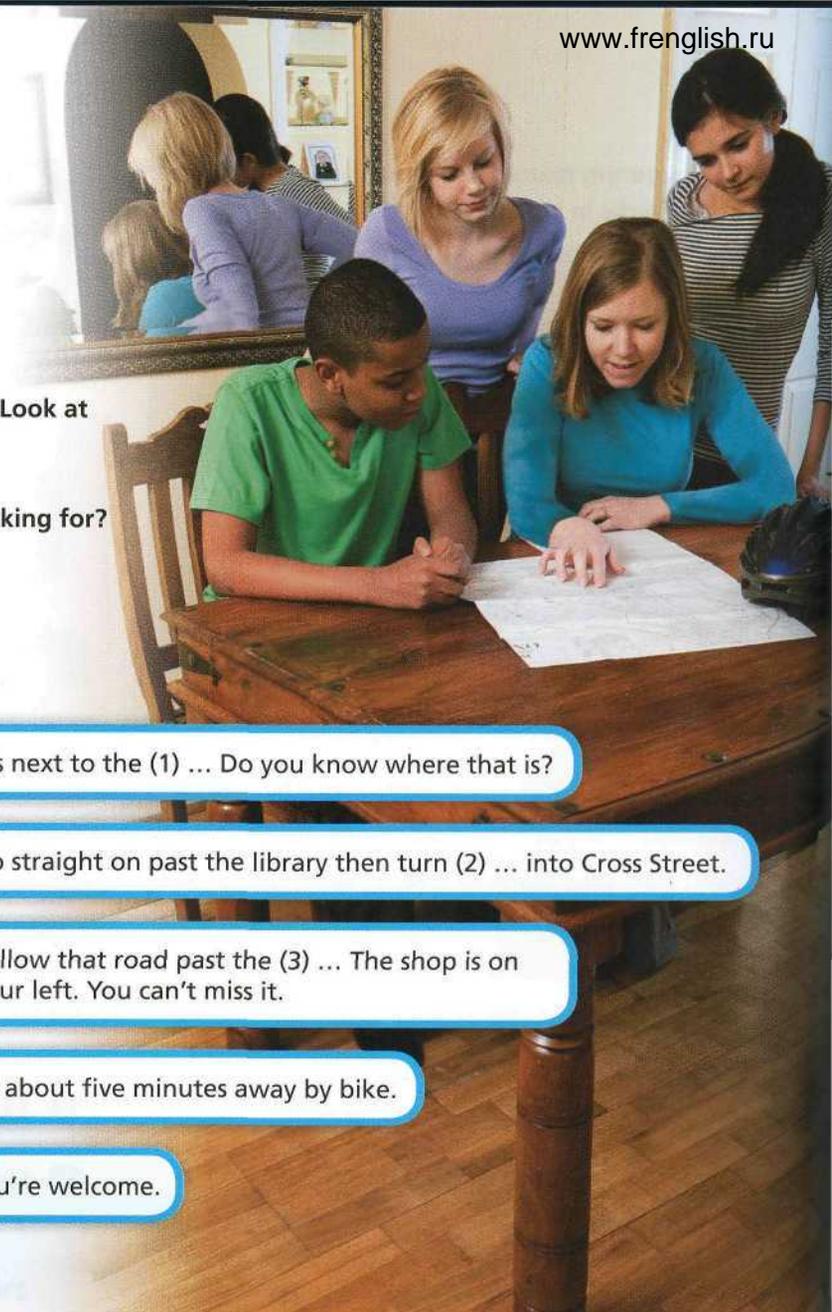
Statistics have shown that, in Europe, Denmark produces the most waste per person (over 800kg per person per year) and the Czech Republic produces the least (about 300kg).



## Speaking On a bike ride

### Listen

- 1 Will, Izzie and Lou are going on a bike ride. Look at the picture. What can you see?
- 2  2.35 Listen to the dialogue. What is Will looking for?
- 3 Listen again and complete the dialogue.



How do we get to the shop?

It's next to the (1) ... Do you know where that is?

No, I don't.

Go straight on past the library then turn (2) ... into Cross Street.

OK. Turn left into Cross Street.

Follow that road past the (3) ... The shop is on your left. You can't miss it.

Great! Is it far?

It's about five minutes away by bike.

Thanks very much.

You're welcome.

### Practise

- 4 Listen again and repeat the dialogue.
- 5 Order the words to make sentences.
  - 1 straight / on / the bank / Go / past .
  - 2 can't / You / it / miss .
  - 3 next to / the chemist / It's .
  - 4 is / your right / The post office / on .
  - 5 the post office / get / we / How / to / do ?

### Functional language

#### Asking for and giving directions

**Will**

How do we get to the shop?

Is it far?

**Woman**

It's next to the post office.

Go straight on past the library then turn left into Cross Street.

Follow that road past the bank. The shop is on your left.

It's about five minutes away by bike.

## Speaking task

Prepare a dialogue between you and a visitor to your town.

### Step 1

First, decide which place the visitor wants to go.



### Step 2

Think about what the visitor says.

*How do we get to the ...?*

*OK.*

*Great! Is it far?*

*Thanks very much.*

Think about what you want to say.

*Go straight on past the ...*

*Then turn ...*

*Follow the road past the ...*

*The ... is on your ...*

*It's about ... minutes by bike.*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.



## Culture

### Cycling in the UK



The British love bicycles. If you visit university towns or cities, like Oxford or Cambridge, you'll see hundreds of bicycles all over the place. In cities like London, couriers often use bicycles because they're quicker than cars in the traffic. And cycling isn't a problem in bad weather, because there are special clothes.

Cycling is very healthy, so every year the UK celebrates Bike Week. The idea of this event, which is in June, is to promote cycling as good for your health, the environment and your pocket. Using a bicycle is much cheaper than a car or a bus. There are lots of different events around the UK, like cycling picnics, barbecues and sponsored bike rides to collect money for charity. Some towns and cities even close streets to cars for a day.

**6**  **2.36** Read and listen to the information about cycling in the UK and answer the questions.

- 1 Why do couriers ride bikes in London?
- 2 When does Britain celebrate Bike Week?
- 3 What events do they have?

**7** Does your town or city have an event like Bike Week? Do you enjoy cycling?



## Vocabulary 2

### Endangered animals

1 Match pictures 1–10 with the words in the box.

dolphin elephant leopard orang-utan  
panda polar bear rhinoceros snake  
tiger turtle

2 2.37 Listen and repeat.

3 Complete the sentences with words from exercise 1.

Why are all these animals in danger of extinction?

- 1 The ... is a mammal. It lives in the Arctic, but the ice is disappearing.
- 2 The ... is a very intelligent marine mammal. It lives in the sea, but thousands die in fishing nets every year.
- 3 The ... is the world's largest cat, but there are only 3,200 of them in the world.
- 4 The ... is the second biggest land mammal after the elephant. Humans hunt them for their horns.
- 5 The ... lives in the trees in the forest, and we're destroying their habitat.

4 Copy and complete the table with the words from exercise 1. Can you add more animals to each habitat?

forest	savannah	water	other
orang-utan			

5 **INTERFACE** Work in small groups. Ask and answer questions about the animals in exercise 1.

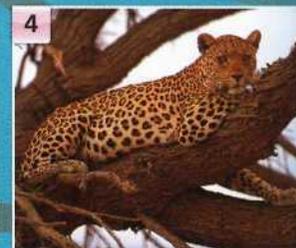
Is it a mammal?

Yes, it is.

Does it live on the land?

No, it doesn't.

Is it a dolphin?



## Reading 2

6 Check the meaning of the words in the box.

adopt hunt ivory rainforest territory

7 2.38 Read and listen. Would you like to adopt an animal?

8 Answer the questions.

- 1 How much does it cost to adopt an animal?
- 2 Which is the oldest animal in the text?
- 3 Which animals do humans hunt for meat?
- 4 Which two animals are losing their natural homes?
- 5 What is an elephant's tusk made of?



## Adopt an animal

Have you ever bought a really unusual present for a member of your family or a friend? For just €36 a year you can adopt an animal. All these animals are in danger of extinction, but you can adopt them and help them to survive.

### Adopt a turtle!

Have you eaten turtle soup? Some people hunt turtles for their meat and their eggs. Turtles are older than dinosaurs, but they could soon disappear if we don't act fast!

### Adopt an Asian elephant!

African elephants are the largest land animals, but their Asian cousins are in danger of extinction. Their natural habitat is getting smaller because we – humans – are moving into their territory. People also hunt these animals for their tusks, which are made of ivory.

### Adopt an orang-utan!

Have you ever wanted an unusual pet? Did you know that people hunt orang-utans for pets? They also hunt them for meat. However, the greatest danger to orang-utans is the destruction of their rainforest habitat.

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### Present perfect

#### questions and short answers

Have I / you **eaten** turtle soup?  
Yes, I **have**. No, I **haven't**.

Has he / she / it **had** an unusual pet?  
Yes, he **has**. No, he **hasn't**.

Have we / you / they **hunted** elephants?  
Yes, we **have**. No, we **haven't**.

How many hours **have** you **spent** outside today?

- 9 Look at the sentences in the table. How do you form questions and short answers?

#### Language Tip

We often use **ever** in present perfect questions to mean 'at some time in your life'. The opposite of **ever** is **never**:  
*Have you ever ridden an elephant?*  
*Have you ever touched a snake?*  
*I've ridden an elephant, but I've never touched a snake.*

- 10 Look at the examples in the Language tip box. Does **ever** go before or after the past participle?
- 11 Order the words to make questions. Then write short answers.
- 1 you / swum / with / ever / Have / dolphins ?
  - 2 a snake / ever / Have / your friends / seen ?
  - 3 had / your family / ever / a pet turtle / Has ?
  - 4 touched / a polar bear / you / Have / ever ?
  - 5 your mum / ever / taken photos / Has / in a zoo ?
- 12  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 11.

 **Grammar guide page 108**

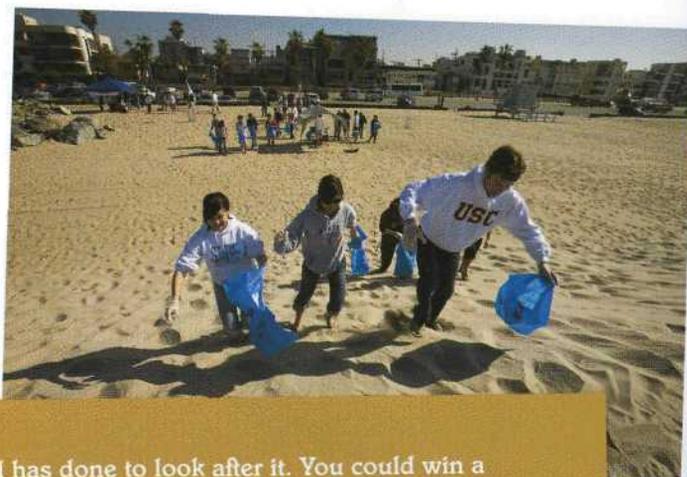


## Writing

### A competition entry

**1** **2.39** Read and listen. Match headings 1–3 with paragraphs A–C.

- 1 What they will do in the future
- 2 The problem
- 3 What they have done



### We love our neighbourhood

Tell us about your town or area and what your school has done to look after it. You could win a fabulous prize! Send your entry with a photo to: Eco-teens, PO Box 9120, Bristol.

- A** Our town is small and it's next to the sea. People like walking on the beach and relaxing. This summer a lot of people have visited and rubbish has become a big problem. We have decided to take action. Read how we have done it below!
- B** Firstly, we have decided to make rubbish collection teams. Every day after school four schoolmates have been to the beach and collected rubbish. We have worked in pairs and we've worn green caps so people can see us. Then, we have asked the town for more recycling bins, and they've put them near the beach and the car park. This has made a big difference. People have recycled all their containers: plastic bottles, glass bottles and aluminium cans.
- C** Finally, my school has had a big party to collect money. We are going to spend the money on some recycling bins for the school. We hope our project will continue to work well.

Aziz Ashan, 12

## Language focus

### Organizing ideas

Remember to organize your paragraphs. Talk about one idea in each paragraph using words like *firstly*, *then* and *finally*.

**Firstly**, we have decided to make rubbish collection teams.

**Then**, we have asked for more bins.

**Finally**, my school has had a big party.

**2** Read the paragraphs below and put them in the correct order.

- 1 Finally, they have brought all their clothes and we've had a big sale. We have raised lots of money and there hasn't been any waste!
- 2 Students at my school have decided to recycle old clothes to raise some money. Firstly, they have chosen clothes they don't like any more.
- 3 Then, they have picked some of their families' clothes.

**3** Write an entry for the competition. Follow these steps.

### Writing a competition entry

#### ➔ Step 1 Plan

Makes notes about your town. What is your town like? What is the problem? What have you done? What are you going to do?

#### ➔ Step 2 Write

Write a first draft. Use your notes from Step 1 and the competition entry on this page to help you.

#### ➔ Step 3 Check

Check your work. Organize your paragraphs with *firstly*, *then* and *finally*.

#### ➔ Step 4 Write

Write your final copy and hand in your work.

CLIL

## History Apartheid

From 1948 to 1991, South Africa had a policy of legal racial discrimination called apartheid. From the Afrikaans word meaning 'separation', this law enforced racial, social and economic segregation on the native people of South Africa. When the National Party won the general election in 1948, the government passed many laws that gave white people dominance over other races. The non-white population of South Africa became second-class citizens.

Over the years there was a lot of national and international resistance to these laws and a key person was Nelson Mandela, a native South African. In 1964, he was sentenced to life imprisonment for his opposition to apartheid. He was released on 11th February 1990.

On 27th April 1994, South Africa celebrated its first democratic elections and Mandela became the country's first black president. He won the Nobel Peace Prize in 1993 and, today, he remains a symbol of freedom and equality around the globe.

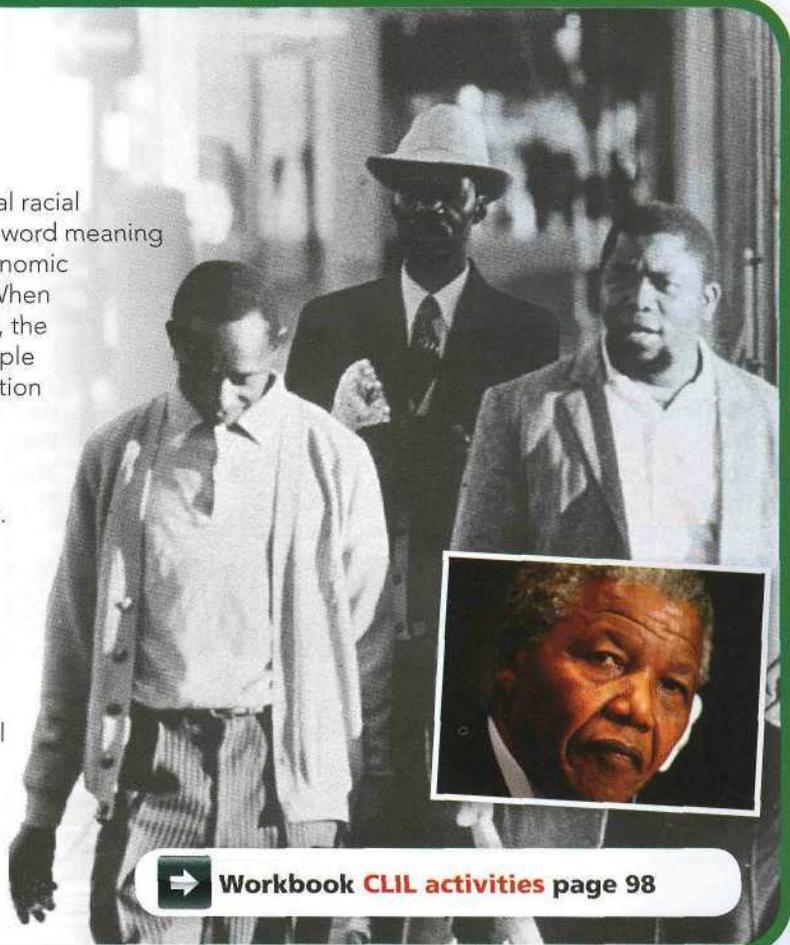
2.40

Read and listen. Answer the question.

When did Nelson Mandela win the Nobel Peace Prize?



Workbook CLIL activities page 98



Vocabulary  
Reading  
Writing  
Spelling  
Listening

## Vocabulary guide Materials and containers



aluminium



bag



bottle



box



can



cardboard



carton



cotton



glass



jar



metal



paper



plastic

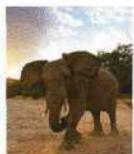


wool

## Endangered animals



dolphin



elephant



leopard



orang-utan



panda



polar bear



rhinoceros



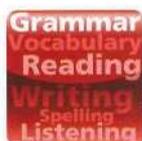
snake



tiger



turtle



## Grammar guide

### Present perfect

affirmative		
I	've (have)	bought local food.
You	've (have)	
He / She / It	's (has)	
We	've (have)	
You	've (have)	
They	've (have)	

negative		
I	haven't (have not)	used plastic bags.
You	haven't (have not)	
He / She / It	hasn't (has not)	
We	haven't (have not)	
You	haven't (have not)	
They	haven't (have not)	

questions	short answers	
	affirmative	negative
Have I	Yes, I <b>have</b> .	No, I <b>haven't</b> .
Have you	Yes, you <b>have</b> .	No, you <b>haven't</b> .
Has he / she / it	Yes, he / she / it <b>has</b> .	No, he / she / it <b>hasn't</b> .
Have we	Yes, we <b>have</b> .	No, we <b>haven't</b> .
Have you	Yes, you <b>have</b> .	No, you <b>haven't</b> .
Have they	Yes, they <b>have</b> .	No, they <b>haven't</b> .

### Spelling: past participle regular verbs

- for most verbs, add *-ed*  
want → **wanted**
- for verbs that end in *-e*, add *-d*  
like → **liked**
- for verbs that end in a consonant + *y*, omit the *-y* and add *-ied*  
study → **studied**
- for verbs that end in a stressed vowel + a consonant, double the final consonant and add *-ed*  
stop → **stopped**

### Spelling: past participle irregular verbs

- for the Irregular verbs list, see page 126



## Progress check

### Materials and containers

1 Find nine words in the wordsearch.

P	A	B	A	G	C	P	M	V	J
W	O	O	L	E	A	J	E	Q	A
S	O	X	A	H	R	T	T	W	R
G	L	A	S	S	T	M	A	C	K
D	G	Y	K	R	O	O	L	A	U
U	Z	B	G	H	N	Y	D	N	L
C	A	R	D	B	O	A	R	D	K

### Endangered animals

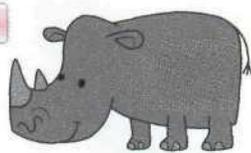
2 Identify the animals.

1



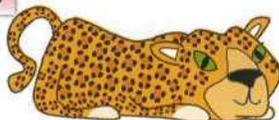
p \_ \_ \_ \_

2



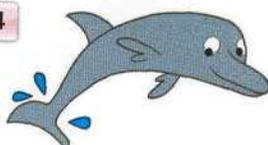
r \_ \_ \_ \_

3



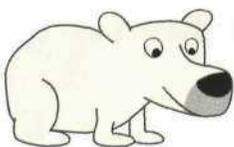
l \_ \_ \_ \_

4



d \_ \_ \_ \_

5



p \_ \_ \_ b \_ \_ \_

6



o \_ \_ \_ - u \_ \_ \_

### Present perfect

3 Complete the sentences with the present perfect form of the verbs in brackets.

- 1 My brother ... (swim) with dolphins in Florida.
- 2 I ... (ride) on the backs of elephants in India.
- 3 We ... (have) a lot of turtles as pets.
- 4 My neighbour ... (see) polar bears in Alaska.
- 5 My friends ... (adopt) a leopard.

4 Rewrite the sentences in exercise 3 in the negative form.

5 Look at the information in the table. Write sentences with the present perfect affirmative and negative.

	Kate	Edward
1 recycle plastic bottles	✓	✗
2 turn off the TV	✗	✗
3 throw away clothes	✗	✓
4 buy local food	✓	✓
5 become vegetarian	✓	✗

6 Write complete questions. Use the present perfect.

- 1 you / reuse / paper / this week?
- 2 your school / recycle / old exam papers?
- 3 your local supermarket / reduce / packaging?
- 4 you / save / electricity by turning off the lights?
- 5 your family / give / old clothes to friends?
- 6 your class / plant / trees?

7 Answer the questions in exercise 6 so they are true for you. Use short answers.

### Grammar build-up

1 2 3 4 5 6 7 8 9

8 Complete the dialogue with the correct form of the verbs in brackets.

Boy Hi. You (1) ... (look) lost.

Izzie Yes, I am.

Boy Can I (2) ... (help) you?

Izzie I (3) ... (look) for the animal park.

Boy (4) ... (go) straight on past the bank.

Izzie OK.

Boy Then (5) ... (turn) right into Park Street.

Izzie Park Street?

Boy Yes. The park (6) ... (be) on your left.

Izzie Great! (7) ... you ever ... (visit) the park?

Boy Yes, I (8) ... It's great.

Izzie What (9) ... you ... (see)?

Boy Lots of things. You must (10) ... (see) the penguins.

Izzie Ok, I will. Thanks for your help.

# Unit 9

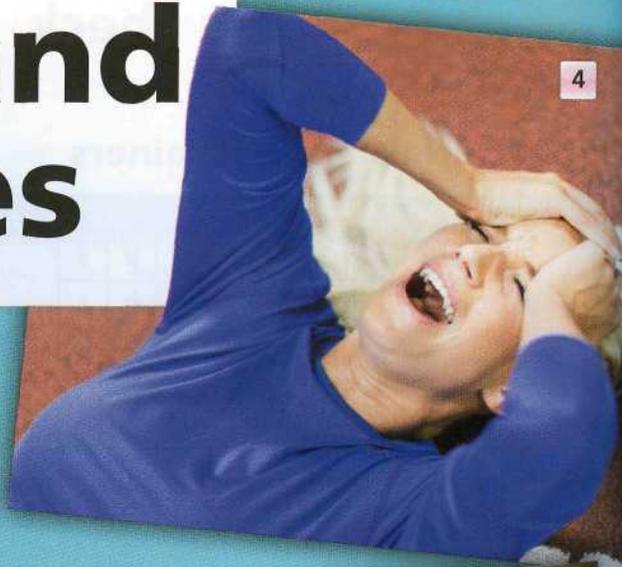
# Fun and games



1



2



4



3

cheat  
lose  
count  
beat  
land

## Vocabulary 1 Playing games

- 1 Match pictures 1–6 with the verbs in the box. Which verbs aren't in pictures?

beat cheat count give up guess  
land lose miss a turn move a counter  
roll a dice

- 2 2.41 Listen and repeat.

- 3 Complete the sentences with words from exercise 1.

- 1 He's better than me. Every time I play him I ...
- 2 My brother ... at cards. He always looks at the cards of the other players!
- 3 I don't know the answer. I ...!
- 4 To start the game, ... and get a six.



## Now say it!

- 4 2.42 Listen to Lou and Will. Which games in the box do they describe?

chess Ludo Monopoly Trivial Pursuit

- 5 Work in pairs. Choose a game. Then ask and answer questions. Guess which game it is.

*This is a game for four people.*

*Is it Ludo?*



## A history of games

Does your family ever sit together and play games? This fun activity is, in fact, over 5,000 years old. Perhaps the first known game was Senet, an ancient Egyptian game which appeared in about 3100BC! Archaeologists have found many Senet boards in Egyptian tombs, but they haven't found the rules anywhere.

A version of backgammon appeared in China about 3700 years later. Go came from China but it became popular in Japan in the 7th century. They are both games of strategy for two players. In backgammon, the players roll a dice to move their pieces. The winner is the first person to take all their pieces off the board. In Go, the board is empty at the beginning and the players don't roll a dice. The

winner is the person who has got the most counters on the board at the end.

Playing cards first arrived in Europe in the 1300s from China. Chess appeared about 100 years after that. The modern board game was finally born in 1935 when the company Parker Brothers introduced Monopoly to the USA.

Fifty years later, German-style board games began to appear, for example The Settlers of Catan in 1995. This game is very different from American games like Monopoly. In Settlers, players build villages and roads across a board, the game moves fast, and players interact with each other when someone rolls the dice. There isn't any direct competition between players and nobody is eliminated.



### Reading 1

- 6**  **2.43** Read and listen to the text. Put the games below in the correct chronological order.

backgammon chess Go Monopoly  
playing cards Senet Settlers

- 7** Read the text again. Choose the correct words.
- 1 People **played** / **didn't play** board games 4,000 years ago.
  - 2 The first board game **comes** / **doesn't come** from China.
  - 3 Backgammon is **similar to** / **different from** Go.
  - 4 The modern board game comes from **America** / **Europe**.

- 8** Match the descriptions with the games.

- 1 Players don't compete against each other.
- 2 Players put counters on an empty board.
- 3 The game has no written instructions.
- 4 Players take their pieces off the board.

#### Word Tip

Extend your vocabulary by making a list of compound nouns.

- 9** Make compound nouns with *card* and *game* and the words in the box.

ball birthday board computer video

- 10**  **CLASS VOTE** Which game in the text would you like to play?



# Grammar 1

## Tense review

	present simple	present continuous	past simple	past continuous
+	They <b>roll</b> a dice.	I'm <b>moving</b> my counter.	It <b>was</b> the first game.	They <b>were playing</b> cards.
-	He <b>doesn't play</b> chess.	She <b>isn't winning</b> .	They <b>didn't create</b> Go.	I <b>wasn't playing</b> cards.
?	Do you <b>like</b> chess?	What <b>are you playing</b> ?	Did they <b>invent</b> chess?	What <b>were you doing</b> ?

**1** Look at the sentences in the table. Complete the rules with *present simple*, *present continuous*, *past simple* or *past continuous*.

- We use the ... to describe habits.
- We use the ... to describe activities in progress.
- We use the ... to describe finished actions or situations in the past.
- We use the ... to describe activities in progress in the past.

**2** Complete the sentences with the correct form of the verbs in brackets. Use the *present simple* or *present continuous*.

- Every year, our school ... (have) a chess competition.
- I never ... (take part) because I ... (not like) chess.
- At the moment I ... (watch) the competition.
- Lou ... (not play) right now but Will ... (beat) his opponent.
- Will often ... (win) the school competition.
- Will ... (stand up) and he ... (smile). He's won!



**3** Complete the text with the correct form of the verbs in brackets. Use the *past simple*.

*Can you complete the* **RUBIK'S CUBE?**

Ernő Rubik is the inventor of the Rubik's Cube. He (1) ... (be born) in Budapest, Hungary. He (2) ... (love) visual art and he (3) ... (study) architecture. Then, he (4) ... (begin) to work as a teacher. In 1974, Rubik (5) ... (invent) his cube, but he (6) ... (call) it the 'Magic Cube'. When Rubik first (7) ... (make) the cube, he (8) ... (not know) how to solve his new puzzle, but a month later, he (9) ... (find) the solution. In 2007, a Frenchman (10) ... (become) the first person to complete the cube in under ten seconds.

**4 Choose the correct words.**

- 1 I **had** / **was having** lunch when he arrived.
- 2 I **got up** / **was getting up** early yesterday.
- 3 My parents **watched** / **were watching** TV while I was sleeping.
- 4 My best friend and I **had** / **were having** dinner at a restaurant last night.
- 5 We **didn't go** / **weren't going** on holiday last year.

**Pronunciation**

**Present simple and past simple**

**a**  **2.44** Listen and repeat.

- 1 a) I play with my friends.  
b) I played with my friends.
- 2 a) We look at the cards.  
b) We looked at the cards.
- 3 a) They study Italian.  
b) They studied Italian.

**b**  **2.45** Listen again. Do you hear a) or b)?

**5 Order the words to make questions.**

you / How often / play / board games / do ?

*How often do you play board games?*

- 1 your teacher / watching / Is / right now / TV ?
- 2 at the moment / you / What / doing / are ?
- 3 celebrate / How / did / your last birthday / you ?
- 4 having / your family / at 8pm / Was / dinner ?
- 5 What / when / were / the teacher / doing / came / into the classroom / you ?

**6 Answer the questions in exercise 5 so they are true for you.**

*I sometimes play board games at night.*

**7**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 5.

*How often do you play board games?*

*I play board games every weekend.*



**Listening**  
**Travel games**



**8**  **2.46** Listen to two children describing three travel games. Do you need a pencil and a piece of paper to play them?

**9 Listen again and answer the questions.**

**Game 1**

- 1 How many questions can the players ask?
- 2 What is the answer to each question?

**Game 2**

- 3 What do the players describe?
- 4 How many sentences do you have to say?

**Game 3**

- 5 What is the game called?
- 6 What number do the players count to?

**10 Do you know any other travel games?**



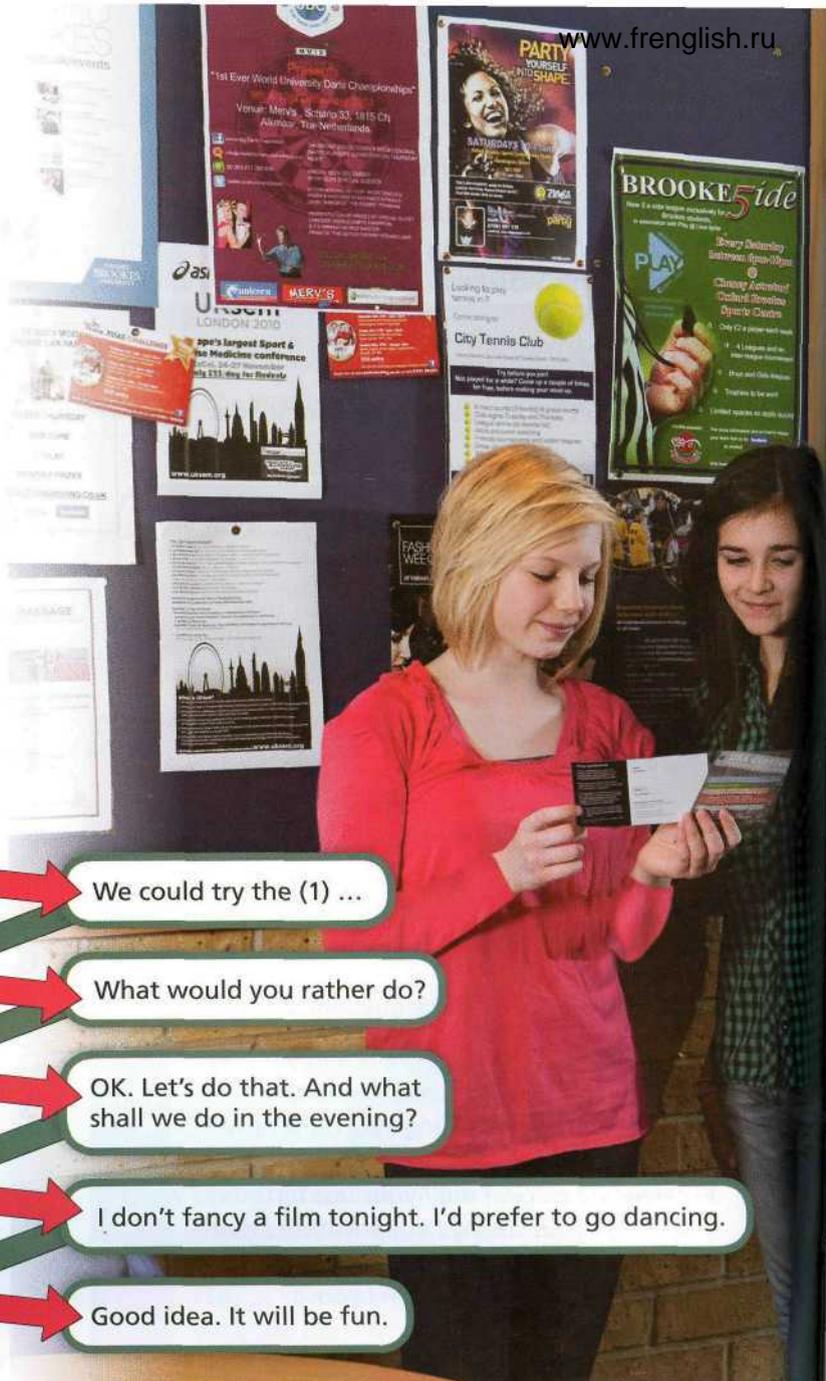
The most popular pencil and paper game in the Western world is Noughts and Crosses. Did you know there are 26,830 possible game combinations on a 3x3 grid?



# Speaking At a holiday camp

## Listen

- 1 Look at the picture. What are Izzie and Lou doing?
- 2 2.47 Listen to the dialogue. What do Izzie and Lou decide to do?
- 3 Listen and complete the dialogue.



What shall we do today? → We could try the (1) ...

I don't really feel like doing that today. → What would you rather do?

To be honest I'd rather visit the (2) ... I haven't been there before. → OK. Let's do that. And what shall we do in the evening?

Let's go and see a (3) ... → I don't fancy a film tonight. I'd prefer to go dancing.

OK. How about going to the disco? → Good idea. It will be fun.

## Practise

- 4 Listen again and repeat the dialogue.
- 5 Match the questions with the answers.
 

1 What shall we do today?	a) I'd rather go walking.
2 What shall we do tonight?	b) Let's go to the cinema.
3 What would you rather do?	c) We could try the beach.

**Functional language**

**Expressing preferences**

We could try the swimming pool.  
 I don't really feel like doing that today.  
 To be honest I'd rather visit the museum.  
 Let's go and see a film.  
 I don't fancy a film. I'd prefer to go dancing.

## Speaking task

Prepare a dialogue between you and Lou.

### → Step 1

First, decide what activities you want to do today and this evening.



**What's On**

- Beach volleyball: Today at 11am.
- Pirate show at the museum: Today at 2pm.
- Beach barbecue: Tonight 8pm
- Karaoke night! Tonight 8pm

### → Step 2

Think about what you want to say.

*What shall we do today?*

*I don't really feel like doing that.*

*To be honest I'd rather ...*

*Let's ...*

*How about ...?*

Think about what Lou says.

*We could try the ...*

*What would you rather do?*

*What shall we do this ...?*

*I don't fancy ... I'd prefer to ...*

### → Step 3

Write your dialogue.

### → Step 4

Work in pairs. Take it in turns to practise your dialogue.

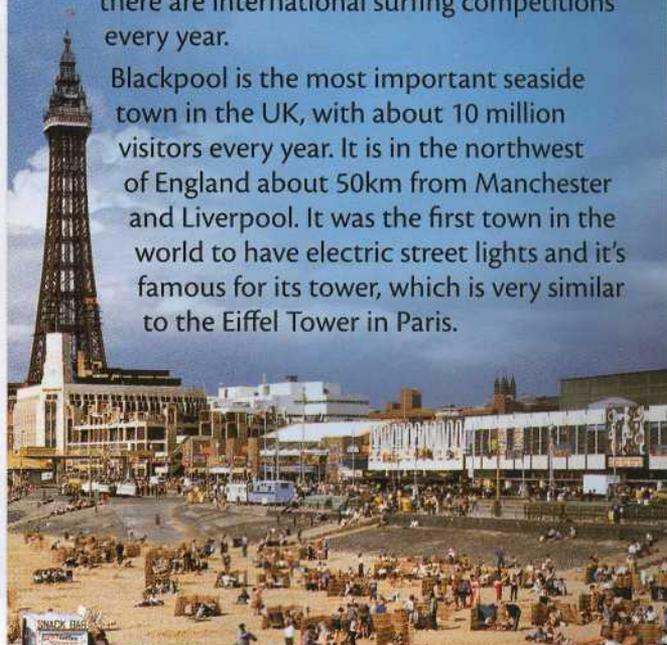


## Culture Beaches in the UK

The UK has some very popular beaches. Some are peaceful and wild. These are good for walking and doing sports. Some beaches are popular with tourists. These are very busy in summer.

Newquay is in the southwest of England, on the Atlantic coast. It has nine sandy beaches and about 22,000 residents. In summer, the population is about 100,000. It is very popular with surfers and there are international surfing competitions every year.

Blackpool is the most important seaside town in the UK, with about 10 million visitors every year. It is in the northwest of England about 50km from Manchester and Liverpool. It was the first town in the world to have electric street lights and it's famous for its tower, which is very similar to the Eiffel Tower in Paris.



**6**  2.48 Read and listen to the information about beaches in the UK. Then answer the questions.

- 1 Where is Newquay?
- 2 What is the population in the summer?
- 3 What competitions take place in Newquay?
- 4 How many visitors go to Blackpool every year?
- 5 What is Blackpool famous for?

**7** Where are the most beautiful beaches in your country? Where are the most popular beaches with tourists?

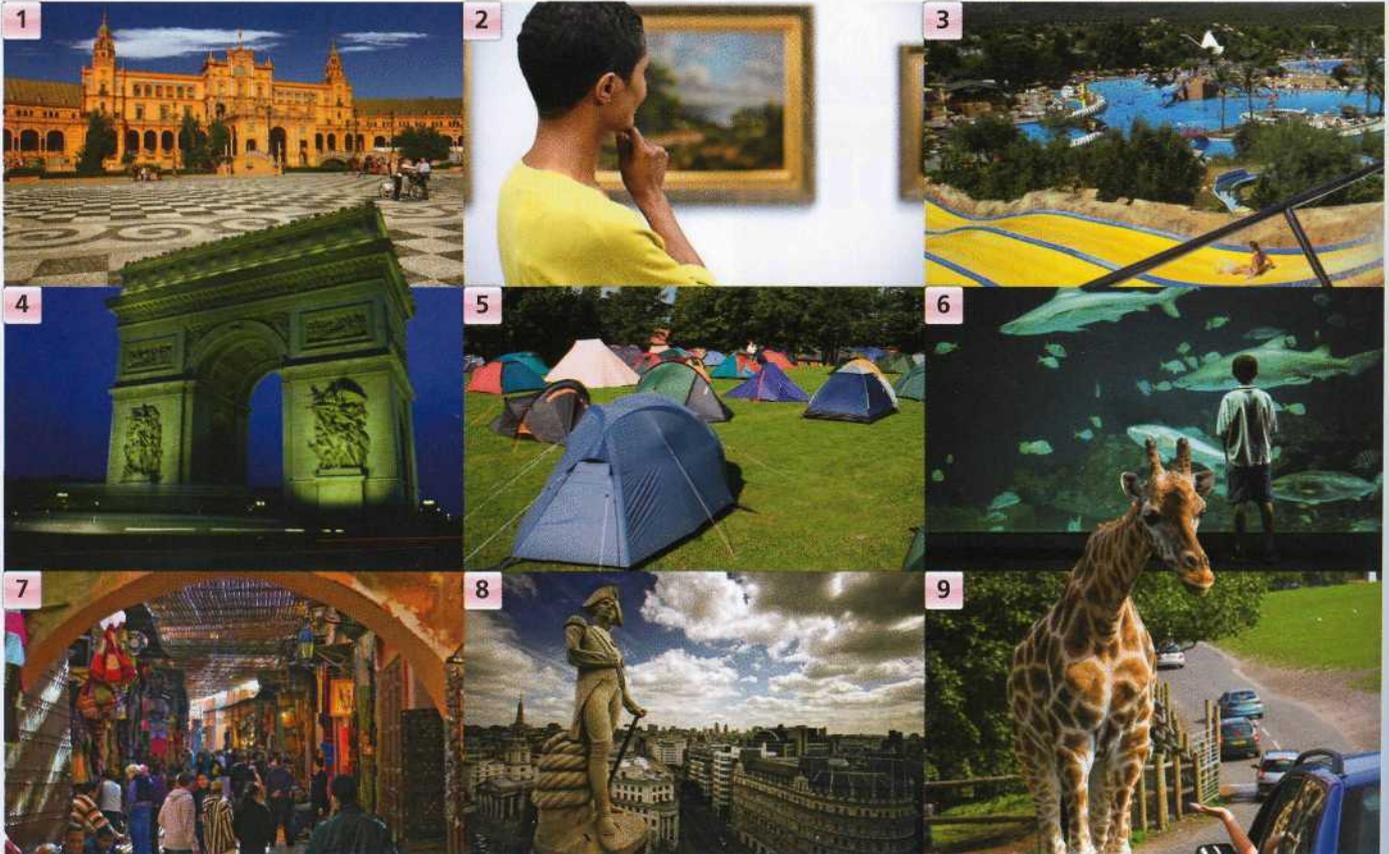
market  
castle  
cathedral  
aquarium  
statue

## Vocabulary 2

### Places to visit

aquarium art gallery campsite castle  
fishing port market monument safari park  
statue town square water park

1 Match pictures 1–9 with words from the box.



2  2.49 Listen and repeat.

3 Choose the correct words.

- 1 Nelson's Column is a statue / an art gallery in London.
- 2 The Alcazar is a famous castle / waterpark in Segovia.
- 3 The Louvre is a market / an art gallery in Paris.
- 4 The Great Wall of China is a monument / a market in China.

4 Write sentences about your holiday preferences. Use the words in exercise 1 and your own ideas.

*I prefer beaches to water parks.*

5  **INTERFACE** Work in pairs. Compare your answers to exercise 4.



## Reading 2

6  2.50 Read and listen to the text *Summer holidays* on page 117. Where is Lou going to go in August?

7 Read the text again. Are the sentences true or false?

- 1 Lou has received her exam results.
- 2 Lou is celebrating with Izzie in the evening.
- 3 Lou is going to stay at a campsite.
- 4 Lou will go to a safari park.
- 5 Lou's going to work every day.

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### Tense review

#### present continuous

- + Lou's **having** a party tonight.  
- I'm **not studying** this weekend.

#### be going to

- + I'm **going to go** to Brittany.  
- We're **not going to visit** Normandy.

#### will

- + We'll **go** to Paris.  
- We **won't go** to Rome.

**8** Look at the sentences in the tables above and complete the rules below with the words in the box.

future plans intentions predictions

- a) We use *will* and *won't* to make ...  
b) We use the present continuous to talk about ...  
c) We use *be going to* to talk about ...

**9** Choose the correct answers.

- I ... to Izzie's party tonight.  
a) 'm going    b) going    c) go
- We ... go by bike.  
a) don't    b) aren't    c) won't
- I ... at my uncle's house tomorrow.  
a) stay    b) 'm staying    c) will to stay
- We ... to watch a film on his new TV.  
a) will    b) 're going    c) are
- Next week, I think I ... go to the beach.  
a) going    b) am    c) 'll
- My friends ... playing football on Saturday.  
a) don't    b) aren't    c) won't

**10** Choose the correct words to complete Izzie's postcard.

Hi Will,

I (1) **have / 'm having** a great time here in Dubrovnik. We (2) **arrive / arrived** two days ago. The journey (3) **was / were** fine. We (4) **stay / 're staying** in a four-star hotel. The weather (5) **is / are** fantastic, the food (6) **is / are** delicious and the place (7) **is / are** beautiful. We (8) **'re going / went** to a disco later, but I (9) **'m not / don't** going to dance. Tomorrow we (10) **'re going to visit / visit** a small island.

Wish you were here,

Izzie



Subject: **Summer holidays**

Hooray! We've finished all our exams and now we're waiting for our results. Tonight Izzie's having a party in her garden. We're celebrating the end of the school year. If it rains, we'll have the party inside.

I'm so excited because this summer is going to be great. In August, I'm going to go to France for two weeks with my family. We're going to stay at a campsite in a small fishing port. We'll probably ride bikes every day if the weather is good. My mum says we'll go to a water park and to Paris for a couple of days too.

And then I'll be free for the second half of August. I'm going to work at the market again with my aunt to earn some extra money. But I'm not going to work every day. I'm going to have some free time too. What are your plans for the summer?

Language  
**Tip**

Different tenses use different time expressions.

Past: *yesterday, last week, last year*

Present: *at the moment, today, now*

Future: *later, tonight, tomorrow, next week*

**11** Complete the sentences so they are true for you. Use the correct verb tense.

- I ... at the moment.
- My best friend often ... at the weekend.
- My parents ... yesterday.
- I'm going to ... this summer.
- I think ... next year.

**Grammar guide page 120**



## Writing An email

### 1 2.51 Read and listen. Answer the questions.

- 1 Where is Naomi at the moment?
- 2 Has it been an easy year for her? Why not?
- 3 Where is she going on holiday?
- 4 What is she going to do there?



Hi,

I'm sitting outside and I'm writing this email to you on the last day of term. We're all feeling really excited. The holidays are beginning! Hooray!

This hasn't been an easy year for me. As you know, we moved here last July and I started my new school in September. But I was lucky – all my classmates were really friendly from the first day. They often invited me to their houses. Once, when we were doing a class project, they all came to my house to write a song together. I've made some amazing new friends.

And the holidays? We're going to Malta for two weeks. It's an island in the Mediterranean. My dad was born there. I think we'll explore the island, visit the museums and monuments and have a good time.

Did you have a good year? What are your plans for the summer?

Write soon,  
Naomi

## Language focus

### Verb tenses

Make your writing more interesting by using a variety of verb tenses.

### 2 Find examples of the following in the text.

the past simple *We moved here last July*

- 1 the past continuous
- 2 the present perfect
- 3 present continuous
- 4 *be going to*
- 5 *will*

### 3 Write complete sentences. Use past, present and future tenses.

We / finish / school / yesterday.

*We finished school yesterday.*

- 1 I / always pass / all my exams.
- 2 I / write to you / and I / eat / an ice cream now.
- 3 Tonight / we / have / a party to celebrate.
- 4 Next week / we / go to visit / a museum in Rome.
- 5 I / hope / you / write back / soon.

### 4 Write a reply to Naomi's email. Follow these steps.

## Writing an email

### ➔ Step 1 Plan

Make notes under three headings:

- 1 What have you done this year?
- 2 Where are you going on holiday?
- 3 What are you going to do there?

### ➔ Step 2 Write

Write a first draft. Use your notes from Step 1 and Naomi's email to help you. Include an opener: *Hi / Hello / Dear*, and a closer: *Write soon / Bye for now*.

### ➔ Step 3 Check

Check your work. Try to talk about the past, present and future.

### ➔ Step 4 Write

Write your final copy and hand in your work.

## CLIL Language Regional dialects

Most languages spoken in the Caribbean belong to one of four major European tongues: English, Spanish, French or Dutch. English is the most commonly spoken language due to the UK's colonial background in the region and today's high rate of tourism.

As well as these languages, there are many regional dialects. The most common is Patois, a combination of English, African words and French. Creole is also widely spoken in the Caribbean but there are different versions of it. The language spoken in Barbados is close to standard English while people in Jamaica have a more distinct local language. Both of these languages borrow a lot of words from other languages.



2.52 Read and listen. Answer the question.

What languages is Patois a combination of?



Workbook CLIL activities page 98

Vocabulary  
Reading  
Writing  
Spelling  
Listening

## Vocabulary guide Playing games



beat



cheat



count



give up



guess



land



lose



miss a turn



move a counter



roll the dice

## Places to visit



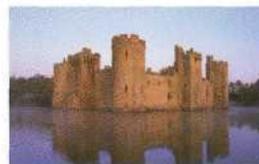
aquarium



art gallery



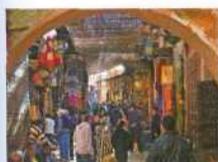
campsite



castle



fishing port



market



monument



safari park



statue



town square



water park

## Grammar guide

### Tense review

	present simple	present continuous
+	I often <b>beat</b> him.	I'm <b>beating</b> him.
-	He <b>doesn't cheat</b> .	She <b>isn't winning</b> .
?	<b>Do</b> they usually win?	<b>Are</b> they losing?

	past simple	past continuous
+	It <b>appeared</b> in 1475.	They <b>were playing</b> .
-	He <b>didn't play</b> Go.	She <b>isn't winning</b> .
?	<b>Did</b> she win?	<b>Were</b> you playing?

	present continuous	be going to	will
+	She's <b>having</b> a party tonight.	I'm <b>going to go</b> to Brittany.	We'll <b>visit</b> the museum.
-	I'm <b>not playing</b> tennis tomorrow.	He <b>isn't going to play</b> a game.	We <b>won't go</b> to the art gallery.
?	<b>Is</b> she <b>having</b> a party on Friday?	<b>Are</b> you <b>going to visit</b> Paris?	<b>Will</b> you <b>go</b> shopping?

### Time expressions

We use different time expressions with different verb tenses.

- With the present simple, use words such as:  
*always, usually, often, sometimes, never*
- With the present continuous, use words such as:  
*today, at the moment, now*
- With the past simple, use:  
*in 1989, yesterday, 5,000 years ago*
- With the past continuous, use:  
*yesterday at 9pm*
- With future tenses, use:  
*tomorrow, next week, later, in two years' time*



## Progress check

### Playing games

#### 1 Complete the words with vowels.

- 1 ch\_\_t                      4 l\_se  
2 r\_ll \_ d\_c\_              5 m\_ss \_ t\_rn  
3 m\_v \_ \_ c\_nt\_r        6 c\_\_nt

### Places to visit

#### 2 Identify the places.



### Tense review

#### 3 Complete the sentences with the correct form of the verbs in brackets.

- She ... (win) the chess competition yesterday.
- I ... (not play) cards at 6pm last night.
- My sister often ... (cheat) when we play cards.
- They ... (lose) the game at the moment.
- We ... (visit) an art gallery tomorrow.

#### 4 Write complete sentences. Use the present simple or the present continuous.

- We / play / cards / at the moment.
- Paula / win / and I / lose.
- We / often / play cards / on Saturday afternoon.
- We / usually / meet / at Katie's house.
- We / not play / at Katie's house today.
- She / watch / the football match at the stadium.

#### 5 Complete the text with the correct form of the verbs in brackets. Use the past simple or the past continuous.

Last year, we (1) ... (go) to Madeira on holiday. We (2) ... (see) the whole island. While we (3) ... (visit) a museum, I (4) ... (meet) a school friend. He (5) ... (be) bored so we (6) ... (decide) to go to the beach together. We (7) ... (play) on the beach when I (8) ... (hear) a familiar voice. It (9) ... (be) another school friend. We (10) ... (spend) the rest of the holiday together. It was the best holiday of my life!

#### 6 Order the words to make questions.

- cards / your best friend / playing / Is / now ?
- your dad / How often / cheat / does / at cards ?
- Where / are / today / having / you / dinner ?
- last summer / you / did / What / do ?
- doing / you / at 9.30pm / What / were ?
- sitting / the school bell / Were / rang / when / in the classroom / you ?

#### 7 Choose the correct words.

- Olivia **have** / 's **having** a party tonight.
- I **going** / 'm **going** to go to her party.
- We **playing** / 're **going to play** chess.
- I think Jack **wins** / 'll **win**.
- We **having** / 'll **have** a good time.

### Grammar build up

1 2 3 4 5 6 7 8 9

#### 8 Complete the dialogue with the correct form of the verbs in brackets.

- Lou** Hooray! We (1) ... (finish) the school year.  
**Will** What shall we (2) ... (do) tonight? We could (3) ... (go) to the cinema or we could (4) ... (watch) a film at my house.  
**Lou** I'd rather (5) ... (watch) a film. I (6) ... (not have got) any money.  
**Will** Izzie (7) ... (not do) anything tonight.  
**Lou** But she usually (8) ... (play) chess on Friday with her cousin.  
**Will** She (9) ... (not play) tonight because her cousin (10) ... (go) to New York yesterday.  
**Lou** Cool! I'll phone Izzie.