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INSIGHT

Elementary Workbook

Second Edition

Rachel Godfrey

OXFORD
UNIVERSITY PRESS

Guide for Classroom Presentation Tool



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W Welcome

Welcome A

be: affirmative and negative

1 Complete the text with the correct form of *be*.

News | Forums | Search | Sign in



Hi, I'm Yulia. I [1] 'm (be) 14. My home [2] _____ (be) in London, but I [3] _____ (not be) British. I [4] _____ (be) Russian. In this photo, I'm with Thomas, Ben and Jonas. They [5] _____ (be) my friends. We [6] _____ (be) really into football. It [7] _____ (be) a great sport! Thomas, Jonas, Ben and I [8] _____ (be) at the same school, but we [9] _____ (not be) in the same class. My friend Maria [10] _____ (not be) in this photo. She's on holiday in New York!

Insight Countries and nationalities

2 Complete the table with countries or nationalities.

Countries	Nationalities
Australia	[1] Australian
Brazil	[2] _____
[3] _____	British
China	[4] _____
[5] _____	German
[6] _____	Indian
Italy	[7] _____
[8] _____	Japanese
Poland	[9] _____
[10] _____	Russian

Insight The alphabet

3 0.01 Write the letters that you hear in your notebook. What word do the letters spell? Put the words in the correct category.

Sport	Music	Country
baseball	_____	_____
_____	_____	_____
_____	_____	_____

be: questions and short answers

4 Put the words in order to make questions.

1 15 / you / are / ?
Are you 15?
2 they / into music / are / ?
_____
3 good at / am / tennis / I / ?
_____
4 from Brazil / is / she / ?
_____
5 at the same / we / school / are / ?
_____
6 you / Japanese / are / ?
_____

5 Complete the short answers.

1 **A** Are we in the same class?
B No, we aren't. You're in 8A and I'm in 8B.
2 **A** Is Katie from Britain?
B No, _____. She's from Australia.
3 **A** Am I good at tennis?
B Yes, _____. You're great!
4 **A** Is John 15?
B Yes, _____. It's his birthday today.
5 **A** Are you into football?
B No, _____. I don't like it.
6 **A** Are they German?
B No, _____. They're Russian.

6 Complete the conversation with the correct form of *be*.

Grace Hi! I [1] 'm Grace. What's your name?
Paulo My name [2] _____ Paulo. Nice to meet you.
Grace [3] _____ you from the USA?
Paulo No, I [4] _____. I [5] _____ from Brazil.
Grace Ah! You [6] _____ Brazilian!
Paulo Yes! And you? [7] _____ you British?
Grace No, I [8] _____ British. I [9] _____ Australian.
Paulo What are you into, Grace?
Grace I [10] _____ into music. I [11] _____ in a rock band with Dylan.
Paulo [12] _____ Dylan your friend?
Grace No, he [13] _____. He [14] _____ my brother.
Paulo [15] _____ you famous in Australia?
Grace No, we [16] _____! But we [17] _____ good!

7 TASK Complete the profile for a friend. Then write sentences with the correct form of *be*.

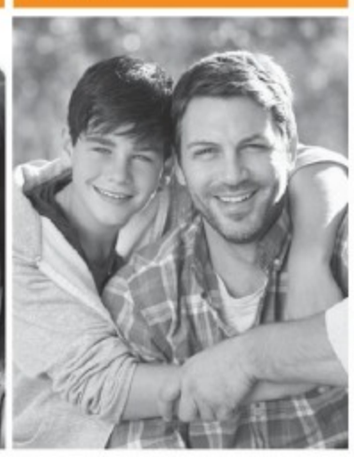
Name: _____ Age: _____
Nationality: _____ City: _____
Likes ☺: _____
Dislikes ☹: _____

My friend's name is Hannah. She's ...

Welcome B

Insight Family

1 Complete the table with family words.

Female	Male	Both
		
mum	[1] _____	[2] parents
[3] _____	son	
sister	[4] _____	
cousin	cousin	[5] _____
grandmother	[6] _____	[7] _____
[8] _____	nephew	
[9] _____	uncle	
granddaughter	[10] _____	[11] _____

Insight Plural nouns

2 Complete the sentences with the plural form of the words below.

■ child ■ ~~country~~ ■ granny ■ man ■ person ■ sister ■ team ■ woman

1 My favourite countries are India and Japan.
2 The two football _____ in my city are Manchester United and Manchester City.
3 The _____ in my family are my mum, my grandmother and my aunt.
4 _____ from Poland are Polish.
5 Tom is my brother, and Katie and Rosie are my _____ .
6 The _____ in my family are my dad, my grandfather and my uncle.
7 I've got two _____ – my mum's mum and my dad's mum.
8 The _____ aren't at school today.

Possessive adjectives

3 Complete the sentences with the possessive adjectives below.

■ her ■ his ■ its ■ ~~my~~ ■ our ■ their ■ your

1 (me) This is my teacher.
2 (you) _____ books are in my bag.
3 (my mum) My grandfather is _____ dad.
4 (my uncle) My dad is _____ brother.
5 (the festival) _____ name is Glastonbury.
6 (me and my brother) This is _____ cat.
7 (Joel and Maisie) Is that _____ house?

4 Add the correct possessive adjectives.

1 My brother is into music. His favourite music is samba.
2 My grandparents love tennis. It's _____ favourite sport.
3 **A** Is Ruby your friend?
  B Yes, she is. She's _____ best friend.
4 This is my aunt and this is _____ son, Lucas. Lucas is my cousin.
5 **A** I'm in a football team.
  B What's _____ name?
  A Newport FC – it's a great team!
6 **A** Hi, Tom! Hi, Clara! Is this your dog?
  B Yes, it's _____ dog!
7 **A** Hello. What's _____ name?
  B Hi. I'm James.

this, that, these, those

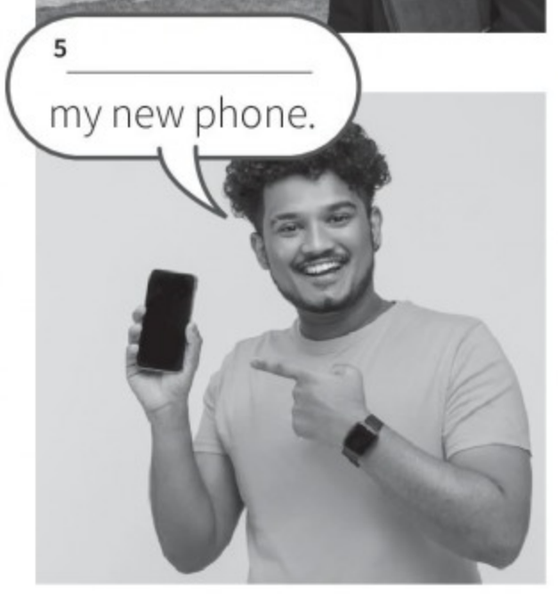
5 Complete the sentences with *this*, *that*, *these* or *those* and the correct form of be.













6 TASK Find two or three photos of your friends. Write sentences about each photo. Use your answers to the questions to help you.

■ Who is in the photo?
■ Are they the same age as you?
■ Are they the same nationality as you?
■ Are they in the same class as you at school?

This is a photo of my friend ... . He's ...

Welcome C

have got

1 Complete the sentences with the affirmative (✔) or negative (✘) form of *have got*.



1 I've got a cat. ✔
2 Emma _____ a brother. ✔
3 You _____ a nice bag. ✔
4 My cousins _____ a dog. ✘
5 We _____ a music club. ✘
6 My friend _____ ten cousins. ✔
7 I _____ a big family. ✘
8 Noah _____ a guitar. ✘

2 Put the words in order to make questions. Then complete the short answers.

1 you / got / a mobile phone / have / ?
Have you got a mobile phone?
Yes, I have.
2 have / a school band / they / got / ?
_____
No, they _____ .
3 Max / a sister / has / got / ?
_____
No, he _____ .
4 I / have / your pen / got / ?
_____
No, you _____ .
5 an uncle / Kayla / got / has / ?
_____
Yes, she _____ .
6 you / got / a football / have / ?
_____
Yes, I _____ .
7 got / we / have / a new teacher / ?
_____
Yes, we _____ .

Object pronouns

3 Replace the words in italics with object pronouns.

1 That's Mary! I'm in the baseball team with *Mary*! her
2 This is Sam. He's a good singer. I'm in a band with *Sam*.
_____
3 She isn't a nice woman. I don't like *that woman*. _____
4 We've got a good film club at school. I'm in *the club*.
_____
5 Our cousins are with *me and my sisters* today. _____
6 Mr Styles and Miss Swift are my favourite teachers. I like *Mr Styles and Miss Swift* a lot. _____

4 Complete the text with object pronouns.



Hi, Tom! This is a photo of my friends, and I'm in the photo with [1]them. The other boy is Freddie. I'm at school with [2]_____ . The girl with the black bag is Freddie's cousin, Rosa. She's really nice and I really like [3]_____ but she doesn't like [4]_____ ! ☹ . Annie, Misha and I are really into music – we love [5]_____ ! We're in a rock band, and people really like [6]_____ !

Write soon, Lucas

PS Misha knows [7]_____ , Tom. She's in your film club.

Articles

5 Complete the sentences with *a*, *an*, *the* or – (= no article).

1 Have you got an apple?
2 This is _____ great band!
3 I like _____ girls in my class.
4 Her mum bought _____ guitar. She plays _____ guitar every day.
5 My grandfather likes _____ music.
6 I've got _____ orange bag.
7 They've got _____ dog. _____ dog is white.
8 Have you got _____ cat? I like _____ cats.

Vocabulary extra Colours

6 Complete the colours.

1 Has Joe got an orange bag?
2 Where's my b_____e pen?
3 Anna's got b_____n hair.
4 I like p_____k flowers.
5 The Chinese flag is red and y_____w.
6 This is a photo of my p_____e guitar!
7 It's a r_____d apple.
8 The Italian flag is red, white and g_____n.
9 Is your laptop b_____k?
10 My grandmother has got w_____e hair.

7 Complete the dialogue.

Tom There's [1]a new boy in the class.
Ava Oh! What's [2]_____ name?
Tom Evan.
Ava [3]_____ he got brown hair?
Tom No, he [4]_____ . He's very tall and he [5]_____ got black hair.
Ava Ah, I know [6]_____ ! He's got [7]_____ sister, Claire. She's in [8]_____ baseball team at school, and she's in the book club with [9]_____ and my friends Leila, Jasper and Ricardo. We really like [10]_____ .

8 TASK Write a short paragraph about important people and things in your life.

I've got a sister. Her name is Jenna. She's 17 and she's got brown hair. I've got a guitar. It's black.

Welcome D

Insight Days, months and seasons

1 Write the days of the week in the correct order.

1 Monday
2 T_____
3 W_____
4 T_____
5 F_____
6 S_____
7 S_____

2 Complete the months of the year in the correct order.

1 January
2 F_____
3 M_____
4 A_____
5 M_____
6 J_____
7 J_____
8 A_____
9 S_____
10 O_____
11 N_____
12 D_____



3 Write the seasons.

1 16th April _____
2 6th August _____
3 10th October _____
4 31st December _____

Insight Numbers

4 0.02 Listen and write the numbers.

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

5 Write the numbers in words.

1 1 one
2 2 _____
3 10 _____
4 30 _____
5 11 _____
6 12 _____
7 95 _____
8 184 _____
9 9,020 _____
10 13,000,000 _____

Insight Ordinal numbers and dates

6 Write the next ordinal numbers.

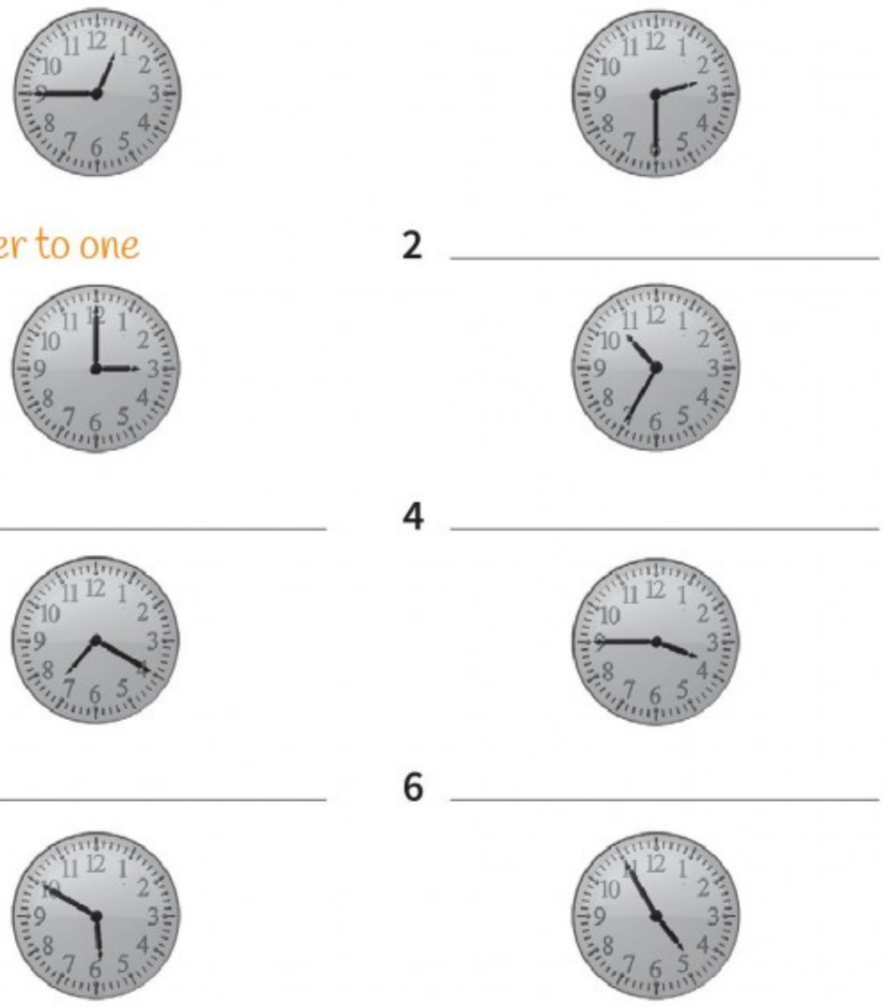
1 eighteenth, nineteenth
2 twenty-third, _____
3 eleventh, _____
4 second, _____
5 twelfth, _____
6 fifteenth, _____
7 fourth, _____
8 tenth, _____

7 Complete the dates.

7 / 4	1 7th April	2 the seventh of April
3 / 12	3 _____	
31 / 5		4 _____
3 / 6	5 _____	
2 / 2		6 _____
21 / 7	7 _____	
5 / 10		8 _____
2 / 8	9 _____	
15 / 3		10 _____

Vocabulary extra The time

8 Write the times.



1 quarter to one
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

9 TASK Answer the questions.

- What's your favourite day of the week? Why?
- What's your favourite date? Why?
- What's your favourite season? Why?

Welcome D The world is a village

1 Complete the sentences with the words below.

■ describe ■ have ■ how ■ what (x2) ■ when ■ where ■ ~~who~~

1 Who is your favourite singer?
2 _____ is your name?
3 _____ is your birthday?
4 _____ you got a pet?
5 _____ old are you?
6 _____ is your favourite sport?
7 _____ are you from?
8 _____ your family.

2 Match the sentences in exercise 1 to gaps A–G in the dialogue. There is one sentence that you do not need.



Presenter Today we're with Rakesh Devi! He's a raga singer. Raga is traditional Indian music. Welcome, Rakesh!
[A] Where are you from?

Rakesh I'm from [1]**Sheffield** / **Birmingham**. It's a big city in the UK. My grandparents are from India and my family love Indian music!

Presenter [B] _____

Rakesh I'm [2]**23** / **32**.

Presenter [C] _____

Rakesh It's on [3]**30th** / **31st** July. It's in my favourite season, summer.

Presenter [D] _____

Rakesh My mum, Parveen! She's into music, too. She's in a raga group with me and my [4]**brother** / **dad** – he plays the sitar. That's my dad in the photo. His name's Shahid.

Presenter [E] _____

Rakesh They're great! Well, I've got my mum and dad, and I've got two sisters, Aruna and Meera. Mum is tall. She's got [5]**long** / **short** black hair. Dad's got short [6]**brown** / **black** hair. He isn't tall. Aruna is short. She's got straight hair. Meera is tall. She loves sport. She's in her school basketball team.

Presenter [F] _____

Rakesh I'm not into sport! I don't like it. But I like my sister's basketball team. So … the answer is basketball!

Presenter [G] _____

Rakesh No, I haven't! I love [7]**cats** / **dogs**, but I haven't got one. My grandparents have got three pets. They've got two dogs and a cat. Their favourite is the cat. Her name is Mitzi. She's my favourite, too!

Presenter Thanks, Rakesh!

3 0.03 Listen to the interview and check your answers in exercise 2.

4 0.03 Listen again and choose the correct words to complete Rakesh's answers.

5 Choose the correct words to complete the sentences.

1 Rakesh comes from a **small** / **big** city.
2 His grandparents are from **Britain** / **India**.
3 His birthday is in **winter** / **summer**.
4 His **mum** / **dad** has got a sitar.
5 **Aruna** / **Meera** is good at sport.
6 His grandparents have got two **cats** / **dogs**.

6 Write the names of the people in the text.

1 two singers Rakesh, Parveen
2 a sitar player _____
3 a tall girl _____
4 a person with straight hair _____
5 a cat _____

7 TASK Write a description of someone you know. Include five or more of the words below.

■ birthday ■ cat ■ dog ■ family ■ favourite ■ hair ■ music ■ sport



W Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson WA		Mark
	I can use the verb *be*.	
	I can talk about countries and nationalities.	
	I can recognize the letters of the alphabet.	
	How can I improve?	

Lesson WB		Mark
	I can talk about my family tree.	
	I can use plural nouns.	
	I can use determiners to talk about my family.	
	How can I improve?	

Lesson WC		Mark
	I can use *have got* to describe people.	
	I can use object pronouns.	
	I can use articles before nouns.	
	How can I improve?	

Lesson WD		Mark
	I can talk about days, months and seasons.	
	I can use numbers.	
	I can say dates.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

1 My life

Vocabulary

V Insight Daily routines

1 Complete the sentences with the words below.

■ do ■ get (x3) ■ go ■ have ■ meet ■ ~~start~~ ■ watch

1 We start school at 9.00 a.m.
2 I _____ to bed at 10.00 p.m.
3 At the weekend, I _____ up at 9.00 a.m.
4 I _____ TV before I sleep.
5 I _____ breakfast with my family at home.
6 I _____ homework after I _____ home.
7 I _____ dressed after breakfast.
8 At weekends, I _____ friends.

2 Complete the words.

1 I always have a shower after breakfast.
2 Before dinner, I use the i_____ to watch videos.
3 We start s_____ at 8.45 and we finish at 3.30.
4 I have l_____ at school at 1.00.
5 They play f_____ in the park after school.
6 We chat on the p_____ every evening.
7 I read a b_____ on the bus to school.
8 On Saturday, I meet f_____ in town and we go shopping.

3 Complete the text with the phrases below.

■ do homework ■ get dressed ■ get home ■ ~~get up~~
■ go to bed ■ have a shower ■ have breakfast
■ have lunch ■ meet my friends ■ start school

balletblog POSTS ABOUT FOLLOW ARCHIVE



Hi, I'm Kira! I'm 16, and I'm a ballet dancer.

On a school day, I [1]get up at 6.15 and I [2]_____ (fruit, eggs and toast) with my mum. I [3]_____ – I wear a school uniform, and then I go to school at 7.15. I [4]_____ at 7.30 and I finish at 2.05. After school, I [5]_____ Leo and Millie at the dance school. We [6]_____ and then we dance for four hours.

I [7]_____ at about 7.00. I [8]_____ and wash my hair, and then I eat with my family. Then, I [9]_____ . (I study at the weekend, too.) I'm tired in the evening, so I [10]_____ at 9.30.

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V Insight Prepositions of time

4 Complete the sentences with prepositions of time.

1 School starts at 9.30.
2 We watch films _____ the evening.
3 _____ the weekend, Rosie plays football.
4 We go on holiday _____ July.
5 Sam meets his friends _____ Friday.
6 _____ winter, I like to go skiing.
7 I wash my hands _____ lunch.
8 We have a big party _____ Christmas.

5 Complete the article with words from exercises 1–4. Use one word in each space. Write – if no word is necessary.



Saga and Arvid live in Kiruna, in the north of Sweden.

[1]In winter, the days are very short. Saga and Arvid [2]_____ school in the dark. The sun is up for a few hours, but then it's dark again when they [3]_____ lunch [4]_____ one o'clock. It's very cold, too, at this time of year, so they stay at home after school [5]_____ every day. [6]_____ the evening, they [7]_____ their homework, [8]_____ with friends on the phone and [9]_____ TV. [10]_____ the weekend, they often go walking or skiing.

[11]_____ June, July and August, life is very different. The days are very long and the weather is warm. [12]_____ Saturdays and Sundays, Saga and Arvid go swimming in the lake. They [13]_____ their friends at the park, and they go to bed [14]_____ late.

6 TASK Write four sentences about your morning routine and four sentences about your evening routine.

I have a shower before breakfast.

Grammar

Present simple: affirmative and negative

1 Write sentences with the present simple affirmative.

1 love / music / Liam
Liam loves music.
2 grow / in the garden / my parents / vegetables
_____
3 a swimming pool / our school / has got
_____
4 play / in the evening / the guitar / I
_____
5 my uncle / study / the stars
_____
6 every day / Helen / go to the gym
_____

2 Complete the text with the correct form of the verbs in brackets.



Jay and Misha [1]go (go) to the same secondary school and are good friends, but their lives are very different.

Jay lives with his mum and dad. His dad's a doctor and his mum [2]_____ (teach) young children at a primary school. After school, Jay [3]_____ (study) for an hour. 'I [4]_____ (have) breakfast and dinner with Mum and Dad every evening,' Jay says. 'Then mum [5]_____ (watch) TV and Dad and I [6]_____ (play) computer games.'

Misha lives with her mum. Misha's mum [7]_____ (have got) problems with her health, so Misha [8]_____ (help) her around the house. She [9]_____ (get up) early every day and cleans the house. After school, she [10]_____ (do) her homework and makes dinner. 'It isn't an easy life, but I like helping my mum,' says Misha.

3 Complete the sentences with the present simple negative form of the verbs below.

■ ~~chat~~ ■ do ■ go ■ have ■ start ■ swim ■ use ■ watch

1 Max doesn't chat with friends on the phone.
2 My cousin _____ to bed early.
3 Ryan and Ana _____ lunch at school.
4 You _____ the internet a lot.
5 Lisa _____ TV in bed.
6 Dad _____ in the lake.
7 I _____ school at 8.30.
8 My brother _____ his homework at home.

4 Rewrite the sentences using the present simple negative form.

1 We go running every day.
We don't go running every day.
2 Sam and Rose like gymnastics.
_____
3 My town has got a cinema.
_____
4 My brother sleeps a lot.
_____
5 My sister takes a lot of photos.
_____
6 Carla plays football at the park.
_____

5 Complete the article with the present simple affirmative or negative form of the verbs in brackets.

PROFILE VIEW ALL

Leo is a student, and he's also a TV actor.



He [1]goes (go) to drama school from Monday to Friday, but he [2]_____ (not go) home at 3.00. He [3]_____ (work) at the TV studio from 4.00. Leo [4]_____ (have) dinner at the TV studio with the other actors, and he [5]_____ (finish) work at 8.00. He [6]_____ (not do) any homework when he gets home because he's tired. He [7]_____ (play) computer games with his brothers.

'My life isn't easy,' says Leo. 'I [8]_____ (not meet) my friends at the weekend because I get up late in the morning and I [9]_____ (study) in the afternoon, but thousands of people [10]_____ (watch) my TV shows, and that's amazing!'

6 TASK Write three present simple affirmative sentences and three present simple negative sentences about you, your friends and people in your family. Use the verbs below and your own ideas.

■ do ■ go ■ have got ■ study ■ use ■ watch

I do my homework in the evening.

Vocabulary and grammar

Vocabulary Insight School subjects

1 Read the descriptions and complete the school subjects.

1 learning about politics, law and the economy citizenship
2 learning, for example, French, English and Spanish m_____ l_____
3 making calculations with numbers m_____
4 using computers I_____
5 studying different places in the world g_____
6 doing sport and other exercise P_____
7 making things from wood and metal D_____
8 learning about life in the past h_____

Vocabulary extra Classroom items

2 Complete the table with the classroom items below.

■ ~~bin~~ ■ blackboard ■ ~~calculator~~ ■ chair ■ clock ■ desk ■ door ■ folder ■ glue ■ interactive whiteboard ■ pen ■ pencil case ■ pencil sharpener ■ poster ■ rubber ■ ruler ■ scissors ■ student ■ teacher ■ textbook

Items you can put in your school bag		
calculator,	_____,	_____, _____,
_____,	_____,	_____,
_____,	_____,	_____

Items in the classroom		
bin,	_____,	_____, _____,
_____,	_____,	_____,
_____,	_____,	_____

Present simple: questions, question words

3 Put the words in order to make present simple questions. Then write answers that are true for you.

1 science / you / do / like / ?
Do you like science?
Yes, I do.
2 at 9.00 / your school / does / start / ?
_____
_____
3 you / use the internet / for homework / do / ?
_____
_____
4 study / your friend / does / modern languages / ?
_____
_____
5 work / your mum / in a school / does / ?
_____
_____
6 have / your friends / at school do / lunch / ?
_____
_____

4 Complete the present simple questions with the question words below. Then write answers that are true for you.

■ how many ■ how old ■ what ■ ~~when~~ ■ where ■ who

1 *When* do you start school?
_____
2 _____ is your science teacher?
_____
3 _____ do you take to school every day?
_____
4 _____ do you live?
_____
5 _____ pens have you got in your bag today?
_____
6 _____ are you?
_____

5 Complete the dialogue with the present simple question form of the verbs in brackets. Add a question word where necessary.



Caleb Hi. [1]*What do you have* (you / have) next?
Tyler Art. It's my favourite subject!
Caleb Mine too. [2]_____ (be) your teacher?
Tyler Mrs Wilson. [3]_____ (you / know) her?
Caleb Yes, I do. She's nice. I have Mr Dean. He's great, too. There's a really good art club after school tomorrow. [4]_____ (you / want) to come?
Caleb Yes, I do. [5]_____ (it / start)?
Tyler At 3.30.
Caleb OK. [6]_____ (I / need) to bring?
Tyler Nothing. We use the paper and paints in the art classroom.
Caleb Great!

6 TASK Imagine you can interview a British student about their school day. Write eight questions.

Listening, vocabulary and speaking

V Insight Transport

1 Complete sentence b so that it has a similar meaning to sentence a.

1 **a** Mum doesn't drive to work because there's a train.
b Mum goes to work by train.
2 **a** Let's ride our bikes to the lake.
b Let's _____ to the lake.
3 **a** They walk to the swimming pool.
b They go to the swimming pool on _____ .
4 **a** I haven't got a bike, so I go on foot.
b I _____ to school because I haven't got a bike.
5 **a** Dad drives to the gym.
b Dad goes to the gym _____ .
6 **a** Do you go by bike to the cinema?
b Do you _____ to the cinema?
7 **a** We go by car to the supermarket.
b We _____ to the supermarket.
8 **a** We go by plane to Brazil in the summer.
b We _____ to Brazil in the summer.

Vocabulary extra Classroom language

2 Complete the instructions.

1 Look at the board and learn the vocabulary.
2 O_____ your books and r_____ the text.
3 L_____ to the dialogue again and c_____ your answers.
4 Listen carefully and r_____ the words.
5 W_____ in pairs and w_____ six sentences.
6 S_____ for the test next week.

Classroom language

3 Look at the pictures. Write negative or affirmative instructions with the verbs below.

close ■ ~~listen to~~ ■ look ■ use









1 **Teacher** Don't listen to music in class.
Student Sorry!
2 **Teacher** _____
Student OK.
3 **Teacher** _____
Student OK.
4 **Teacher** _____
Student I'm sorry!

4 Put the words in order to make sentences.

a books / write / your / in / .
Write in your books. ☐
b you / that / please / can / again, / say / ?
_____ ☐
c mean / does / what / 'orchestra' / ?
_____ ☐
d down, / please / sit / .
_____ ☐
e bag / your / put / your / in / phone / .
_____ ☐
f English / do / how / 'trompeta' / say / in / you / ?
_____ ☐

5 1.01 Listen to the dialogue. Number the phrases in exercise 4 in the order you hear them.

6 1.01 Complete the dialogue with three phrases from exercise 4 and three other phrases. Then listen again and check.

Teacher Good afternoon. [1]Sit down, please.
I'm going to play some music. It's an orchestra, and—
Axel Excuse me, Miss Green.
[2] _____
Teacher It's a large group of musicians that plays classical music.
Axel Thanks.
Teacher So, I'm going to play some music.
[3] _____
What can you hear? Write in your books.
Maria [4] _____
Teacher What instruments can you hear? Violin …
Drums … Flute … ? Write a list.
Maria OK. How do you say 'trompeta' in English?
Teacher It's 'trumpet'.
Maria [5] _____
Teacher Yes, it's 'trumpet'. T-R-U-M-P-E-T.
Maria Thank you.
Teacher Axel! What are you doing?
[6] _____
Axel Sorry, Miss Green.
Teacher OK. Is everyone ready? Here we go …

7 TASK Write negative and affirmative instructions for a science classroom, a library or a sport.



Reading

1 Match phrases 1–3 to definitions A–C. Then read the text about a teacher.

1 floating ___ 2 island ___ 3 mainland ___

A an area of land with water all around it
B sitting on the water
C a large area of land

2 Read the text again. Choose the correct summary of the text.

a A school boat has got a lot of classrooms.
b Teachers help students on islands.
c Students learn about boats.

3 Answer the questions about the text.

1 Who is Adit Susanti?
He's a teacher.
2 How many people does The Floating School carry?
___
3 What school subjects do primary school children learn at The Floating School?
___
4 Who does Adit teach?
___
5 Where do older students learn maths?
___
6 What do some secondary school students do at night?
___
7 What does Adit do in the morning?
___
8 When does Adit get home?
___

4 Are the sentences true (T) or false (F)? Correct the false ones.

1 The Floating School takes classroom items to students.
2 South Sulawesi has got 40 islands.
3 The Floating School doesn't give Adit money.
4 Secondary school students learn about fishing on the mainland.
5 Adit isn't interested in animals and plants in the sea.
6 Adit has got two jobs.

5 Match the highlighted words in the text to definitions 1–8.

1 (noun) writing, cooking and fishing, for example skills
2 (verb) get (money) by working ___
3 (noun) teaching and learning ___
4 (adjective) made from trees ___
5 (noun) small portable computers ___
6 (adjective) normal ___
7 (noun) land, air and water ___
8 (noun) old ways of doing things ___

Boat school

Adit Susanti is a teacher in South Sulawesi in Indonesia. He doesn't work in a typical school.

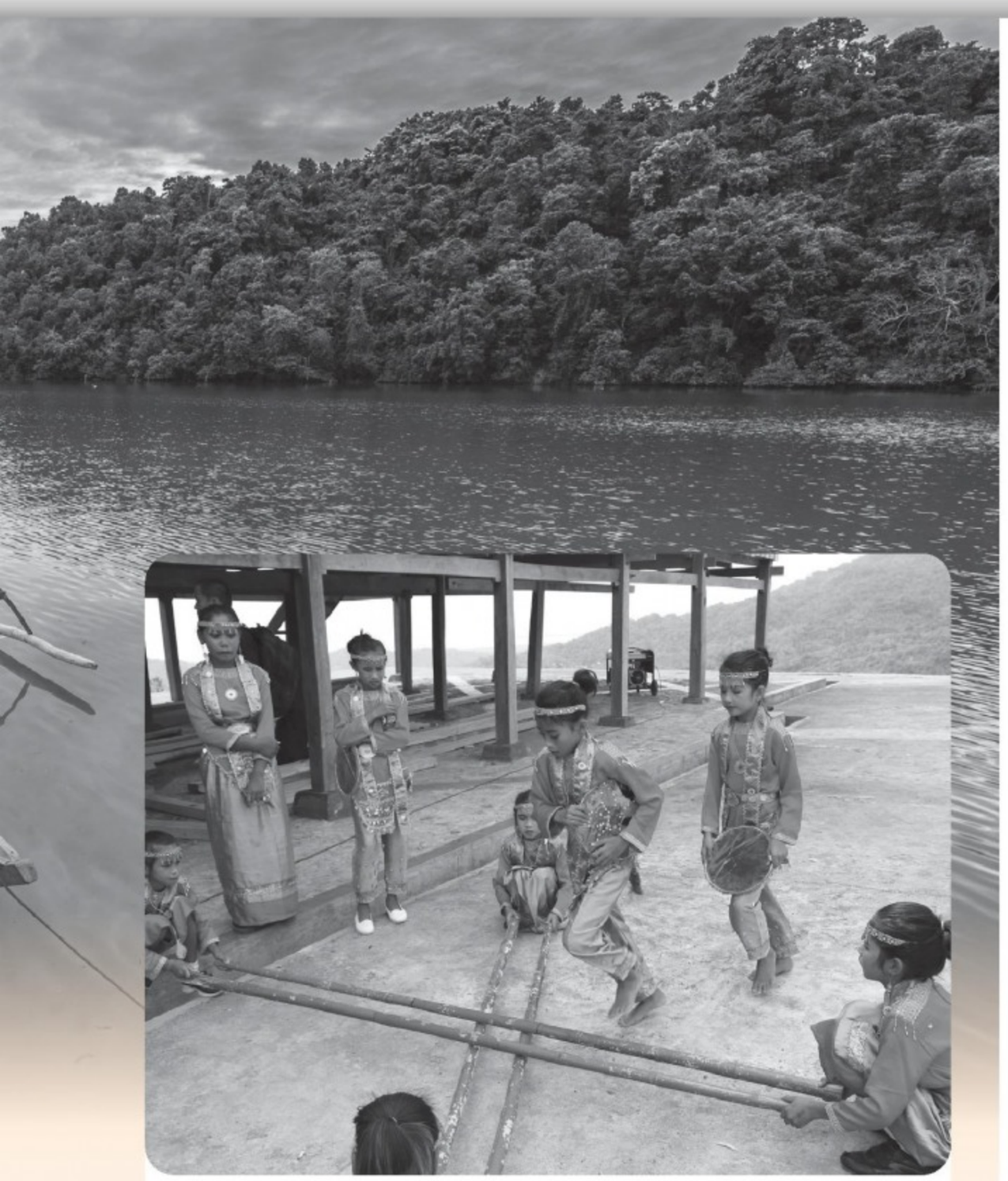
Where do you work?

I work on The Floating School. It's an old wooden boat and it carries 20 people. It takes teachers, laptops, textbooks, pens, paper, maps and dictionaries to students on the 117 islands in South Sulawesi.



Who are the students at The Floating School?

The students are primary and secondary school students. We teach them about the islands and our traditions (dancing and singing, for example). The primary school students also learn reading, writing and art. The older students learn skills for life. Teachers at The Floating School don't get money for their work.



Who do you teach?

I teach secondary school students. Some of the students also travel to school on the big islands or the mainland. There, they learn subjects like maths, history, geography and ICT, but they don't learn about the sea and fishing. These subjects are very important for people here. But some of my students don't go to school. They work every day to earn money for their families. They go fishing at night. When they come home in the morning, they go to bed and sleep. The Floating School helps them a lot.

What do you teach?

I teach my students about sea animals and plants, because I think these things are beautiful and very important, too. The way some people go fishing isn't good for the environment and I really want to help.

What's a typical day?

I work in a shop from 9.00 to 1.00. I travel to the islands in the afternoon. I teach under the trees on the beach or on the boat. I get home at 8.00 in the evening. I have dinner, spend time with my family, and then I go to bed.

Why do you like your job?

I think education is important for everyone, and the students are great!

6 Complete the sentences with the correct form of the words in exercise 5.

1 On a typical day, I get up at 7.00.
2 We learn about the _____ in science and geography.
3 I've got some beautiful photos of fish on my _____ . Do you want to see them?
4 My parents always give me money at New Year. It's a _____ in my country.
5 Young people get their _____ from parents, teachers, books and TV.
6 Speaking English is an important _____ .
7 They've got _____ tables and chairs in their classroom.
8 Teachers at The Floating School don't _____ money.

7 TASK Imagine you are a teacher on The Floating School. Your friend wants to be a teacher at The Floating School, too. Write an email to your friend. Use the plan to help you.

- Subject line
- **Paragraph 1:** *Hi* … (add name(s)). *How are you? I like* … (your job). Say how The Floating School helps children and young people in South Sulawesi.
- **Paragraph 2:** Write about who you teach and what subjects you teach and don't teach.
- **Paragraph 3:** *It's* … (adjective). Say what you like about the job.
- **Paragraph 4:** Tell your friend other things about the job: *It's important to know that* …
- Closing the email: *I miss you! See you in May! From* (your name)



Writing Answering a questionnaire

Insight Capital letters

1 Add the missing letters to the sentences. Some are capital letters.

1 My favourite TV programme is *Stranger Things*.
2 I play ___ootball on ___ednesday.
3 Is your ___randmother ___nglish?
4 My ___irthday is in ___anuary. ___t's on the 22nd.
5 We've got ___eography and ___istory today.
6 I want to go to the ___nited ___ingdom. Can ___ go with you?

2 Put the words in order to make sentences, using *because*.

1 you / got / cold / You're / a hat / haven't / !
You're cold because you haven't got a hat!
2 birthday / it's / happy / I'm / my / .
3 Sam / clever / She / he's / likes / .

3 Match questions 1–5 in the questionnaire to answers A–E below.

Questionnaire

1 What's your favourite season? ___
2 Who's your favourite cartoon character? ___
3 What's your favourite sport? ___
4 What's your favourite month of the year? ___
5 What's your favourite book? ___

A I love *Diary of a Wimpy Kid* because it's very funny and I like the drawings. I read it at night before I go to sleep. I also really like the films.



B Spring! I also love summer because we have a long summer holiday. I meet my friends, swim in the sea and go on holiday with my family. Perfect!

C Katara! She's a Japanese girl from a great TV series called *Avatar: The Last Airbender*. I've got some books about her, too. I like Katara because she's very strong and she's also very kind. She always wants to help people.

D I love swimming. I meet my friends Millie and Ethan and we walk to the swimming pool. We are in a swimming team. On Saturday, we swim in the morning from nine to twelve o'clock. Sometimes, we have a swimming competition in the afternoon.

E It's April, because my birthday is in April. I also like April because I love spring. I usually cycle a lot in spring because the weather is nice.

4 Answer the questions.

1 Why does Mia like her favourite book?
because it's funny
2 When does she read it?
3 Why does Mia like summer?
4 What nationality is Mia's favourite cartoon character?
5 Why does Mia like her?
6 Who does Mia do her favourite sport with?
7 Why does she do her favourite sport every Saturday?
8 Why does she cycle a lot in spring?

Writing guide

■ **TASK** **Write your answers to the questionnaire in exercise 3.**

■ **PLAN 1** **Answer the questions and make notes.**

1 Why do you like that season? What makes it special? What do you do?
2 Why do you like the character? Why are they special?
3 Who do you do the sport with? What do you do?
4 Why is it a good month? What is special about it? What do you do in that month?
5 What do you like about this book? When do you read it?

■ **PLAN 2** **Use the answers to the questionnaire as a model. Organize your ideas into paragraphs.**

Paragraph 1: What's your favourite season?
Paragraph 2: Who's your favourite cartoon character?
Paragraph 3: What's your favourite sport?
Paragraph 4: What's your favourite month of the year?
Paragraph 5: What's your favourite book?

■ **WRITE** **Write your answers to the questionnaire. Use your notes and plan to help you.**

■ **REVIEW** **Check the following points.**

- Have you used the present simple affirmative and negative correctly?
- Have you used *because*?
- Have you used capital letters correctly?
- Have you checked spelling and punctuation?

U1 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 1A	Mark
I can use phrases to describe daily routines.	
I can work out the meaning of unknown words in a text.	
I can use prepositions of time to talk about routines.	
How can I improve?	

Lesson 1B	Mark
I can understand descriptions of morning routines.	
I can use the present simple to talk about routines, facts and general truths.	
I can understand someone describing a hobby.	
How can I improve?	

Lesson 1C	Mark
I can understand the main points of an article.	
I can use the names of school subjects.	
I can ask questions in the present simple.	
How can I improve?	

Lesson 1D	Mark
I can understand words and phrases with the same meaning.	
I can understand the main points of a radio programme.	
I can use classroom language.	
How can I improve?	

Lesson 1E	Mark
I can use capital letters correctly.	
I can use *because* to give reasons in my writing.	
I can write answers to a questionnaire.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

2 Time out

Vocabulary

Insight Free-time activities

1 Complete the sentences with the words below.

■ acting ■ painting ■ playing computer games
■ ~~playing tennis~~ ■ playing the drums ■ swimming

1 I love ball games, and my favourite hobby is playing tennis.
2 My friends and I are into _____, especially fun games you can play in big groups, like *Among Us*.
3 I'm not really into sport, but I like _____ in the sea with my friends in summer.
4 I enjoy _____. My favourite subject at school is drama.
5 I'm artistic. I love drawing and _____.
6 Finn is in a rock group. He likes singing and _____.

2 Read the descriptions and complete the free-time activities.

1 You do this in the kitchen when you make something hot to eat. **c**ooking
2 You need paper and pencils for this artistic activity. **d**_____
3 You do this in in the street or in special parks. You go fast! **s**_____
4 You don't need a musical instrument for this musical activity, but you need your mouth! **s**_____
5 You do this sport in the mountains. **r**_____ **c**_____
6 You need a racket and a ball for this activity. **p**_____ **t**_____
7 You move to music. **d**_____

Insight Likes and dislikes

3 Rewrite the sentences. Replace the words in bold with their antonyms.

1 We **like** cooking.
We don't like cooking.
2 Megan **is into** acting.
_____
3 Mum **enjoys** rock climbing.
_____
4 I'**m interested** in playing the drums.
_____
5 Sam **dislikes** my music.
_____
6 I **love** playing football online.
_____
7 I **don't enjoy** dancing.
_____

4 Study the table and complete the text. Sometimes more than one answer is possible.





	Lily and Ana	Freddie
👍👍	skateboarding	painting
👍	cycling	playing tennis
👎	playing tennis	cycling
👎👎	art	skateboarding

I've got two sisters, Lily and Ana, and a brother, Freddie. My sisters [1]love skateboarding and they are [2]_____ cycling, too. Freddie [3]_____ painting. He's [4]_____ playing tennis, but he [5]_____ cycling and he [6]_____ skateboarding! Lily and Ana [7]_____ playing tennis, and they [8]_____ art!

Vocabulary extra Sports

5 Complete the table with the sports below.

■ aerobics ■ archery ■ athletics ■ ~~badminton~~
■ basketball ■ canoeing ■ cricket ■ gymnastics
■ hockey ■ karate ■ ~~rugby~~ ■ running ■ sailing ■ skiing
■ volleyball

Team sports / ball sports	Individual sports (on land)	Individual sports (on water)
rugby, _____, _____, _____, _____	badminton, _____, _____, _____, _____, _____, _____, _____	_____, _____

6 TASK Do you, your friends and family members like the activities in exercises 1, 2 and 5? Write sentences using *love*, *like*, *enjoy*, *be interested in* or *be into* in the affirmative or negative.

Grammar

Adverbs of frequency

1 Put the words in order to make sentences.

sometimes / dad / my / tennis / plays / .
My dad sometimes plays tennis.

2 are / sometimes / they / on / Sunday / bored / .

3 rock climbing / often / goes / with his mum / Leo / .

6 skateboarding / Meg / always / Friday / on / goes / .

5 never / homework / we / do / at the weekend / .

6 often / computer games / we / don't / play / .

7 always / hungry / am / in / the / I / morning / .

8 shower / dad / in / sings / usually / my / the / .

2 Look at Jack's weekly routine. Answer the questions using the correct adverbs of frequency in brackets.



	Afternoon	Evening
Monday	Paint	Sing
Tuesday	Play tennis	Sing
Wednesday	Paint	Sing
Thursday	Play tennis	Sing
Friday	Paint	Sing
Saturday	Go rock climbing	Sing
Sunday	Relax!	Sing

1 How often does Jack paint in the evening? (never / sometimes)
Jack never paints in the evening.

2 How often does he play tennis in the afternoon? (sometimes / often)

3 How often does he sing in the evening? (usually / always)

4 How often does he paint in the afternoon? (always / often)

5 How often does he go rock climbing? (often / not often)

6 How often is he at home on Saturday afternoon? (usually / never)

Vocabulary extra — Sports collocations: *play, go, do*

3 Complete the advert with *play*, *go* or *do*.

Sports camps, UK



Here are some of the best sports camps in the UK.

Stoke Camp specializes in Olympic sports. Here you can [1]*do* athletics, [2]_____ rugby and [3]_____ archery.

Newlands Camp is next to the sea. You can [4]_____ sailing and canoeing. You can also [5]_____ volleyball and [6]_____ running on the beach.

At **Vale Basketball Camp** you can [7]_____ basketball, but that isn't all. You can [8]_____ hockey and cricket, and [9]_____ karate, too.

Morley Ski Camp has got an indoor ski slope, so you can [10]_____ skiing. It has also got a gym where you can [11]_____ gymnastics, [12]_____ badminton and [13]_____ aerobics.

4 Which sport in each group does not get used with the verb?

1	go	canoeing	running	basketball
2	do	volleyball	karate	archery
3	play	badminton	cricket	canoeing
4	go	skiing	hockey	sailing
5	do	gymnastics	aerobics	running

5 TASK Write sentences that are true for you. Use *play*, *go* or *do* and adverbs of frequency.

1 My friends and I / skiing / in winter

2 We / gymnastics / at school

3 my best friend / tennis / in summer

4 I / swimming / after school

5 my parents / running

6 my friend / karate / at the weekend

Vocabulary and grammar

Insight Musical instruments

1 Choose the odd one out.

1	cello	violin	keyboards	guitar
2	saxophone	clarinet	trumpet	piano
3	trumpet	flute	guitar	clarinet
4	flute	piano	drums	keyboards

2 Match the descriptions to the instruments below.

■ cello ■ clarinet ■ drums ■ ~~flute~~ ■ guitar ■ piano ■ trumpet ■ violin

1 You play this small metal instrument with your mouth and hands. flute
2 You hit these instruments with two sticks. _____
3 You play this with your hands. It's black and white. _____
4 Rock and pop musicians play these with their hands. They can be wood or metal and have strings. _____
5 This is a large wooden instrument in the orchestra. _____
6 This is a small wooden instrument in the orchestra. _____
7 Jazz musicians play this large metal instrument with their mouth and hands. _____
8 Musicians play this with their mouths in the orchestra. It's made of black wood. _____

can / *can't* for ability

3 Complete the sentences and questions with *can* or *can't* and the verb in brackets.

1 My brother can't play the guitar. (✘ play)
2 We _____ . (✔ sing)
3 I _____ a bike. (✘ ride)
4 Jasmine _____ Spanish. (✘ speak)
5 She _____ . (✔ swim)
6 Dad _____ . (✘ drive)

4 Study the table and write sentences.

	cycle	swim	draw	paint	act
Kayla	✔	✘	✔	✘	✘
Evan	✔	✔	✘	✘	✔

1 Kayla / cycle / but / swim.
Kayla can cycle but she can't swim.
2 Evan / draw / but / Kayla / draw.
_____
3 Kayla / Evan / paint.
_____
4 Evan / act / but / Kayla / act.
_____
5 Evan / draw or paint / but / cycle and swim.
_____

5 Complete the questions and short answers. Use the words in brackets.

1 A Can your dad play the piano? (your dad / play)
B ✘ No, he can't.
2 A _____ , Eva? (you / dance)
B ✔ _____
3 A _____ ? (Maria / archery)
B ✔ _____
4 A _____ ? (Ben and Lily / cook)
B ✘ _____
5 A _____ Polish? (you and Sam / speak)
B ✔ _____
6 A _____ ? (your brother / hockey)
B ✘ _____

6 Complete the comments with *can* / *can't* and the verbs below.



■ cook ■ ~~read~~ ■ read ■ speak ■ swim ■ travel ■ understand ■ write

POSTS ABOUT FOLLOW **blog**

What life skills are you happy to have? What life skills would you like to have?

I [1]can read a map. I help my parents because they think it is difficult. *Madison, 13*

I enjoy writing letters, emails and text messages, but I [2]_____ to people on the phone. I never know what to say. I need to learn. *Anya, 14*

I [3]_____ by bus and train around the city on my own. I don't need help. *Carlos, 15*

I love sport, but I [4]_____ ! I want to learn because I want to go sailing on the sea. *Theo, 17*

At school, I'm good at French. I [5]_____ sentences in my notebook and I [6]_____ short stories. But when we go on holiday, I [7]_____ people when they speak to me in French! *James, 16*

I love food, and I [8]_____ ! I make pizzas, cakes and biscuits. *Anna, 14*

7 TASK Write about some music you like from another culture. Use the ideas below and your own ideas.

■ What kind of music is it and where is it from?
■ What instruments do the musicians play?
■ Why do you like it?
■ Has it got words? Can you understand the words?
■ Can you dance to it?
■ When and where do you listen to it?

Listening, vocabulary and speaking

Insight Languages

1 Match 1–6 to a–f to make sentences.

1 I live in Beijing, so I speak c
2 In Portugal and Brazil, people speak
3 In Argentina, Chile and Mexico, people speak
4 I work in Egypt now. I speak
5 His mother is from the Netherlands, so he speaks
6 In New Zealand, people speak

a Dutch.
b Portuguese.
~~c Mandarin Chinese.~~
d Spanish.
e Arabic.
f English.

Adverbs of manner

2 Complete the text with adverbs of manner. Change the adjectives below into adverbs.

bad ■ easy ■ good ■ ~~hard~~ ■ loud ■ quick ■ quiet



Gianni is a student of French and Spanish at a British university. 'I study [1]hard, but I'm lucky, too,' he explains, 'because I learn new languages [2]_____ . I speak English and Italian [3]_____ because my parents are English and Italian."

'It's funny, but my personality is different when I use the different languages. I sit and read a lot of books in Italian, and I often write stories in Italian. My dad says, "I can't hear you!" when I speak Italian because I speak very [4]_____ .'

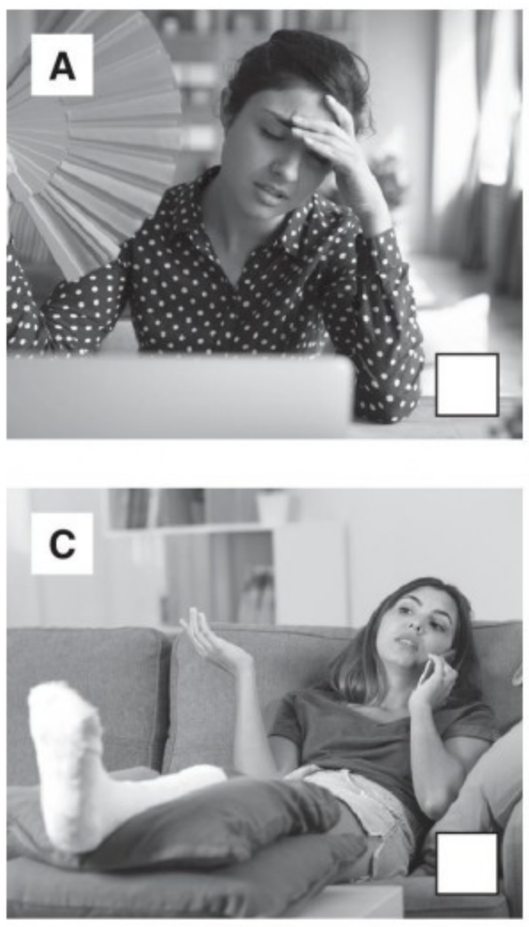
'I always speak English with my friends. We play rugby and I'm fast and loud! In fact, when I use English, I do everything very [5]_____ and [6]_____ ! I also enjoy singing in English, but I sing very [7]_____ !'

3 Rewrite the sentences using the adverb form of the adjectives in brackets.

1 I eat. (quick)
I eat quickly.
2 Alfie can't play the flute. (good)
_____
3 I dance. (bad)
_____
4 Do you work? (hard)
_____
5 I don't learn new games. (easy)
_____
6 You walk. (slow)
_____

Requests with *can* and *could*

4 2.01 Listen to dialogues 1–4 and match them to pictures A–D.





Dialogue 1: ___
Dialogue 2: ___
Dialogue 3: ___
Dialogue 4: ___

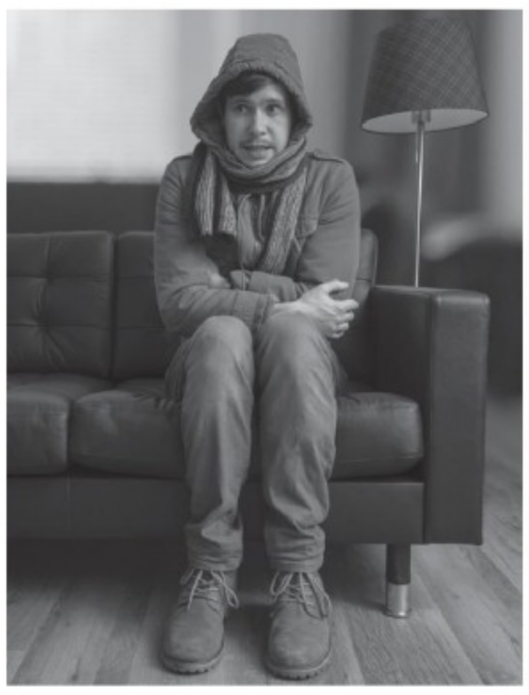
5 2.01 Listen again. Tick (✔) the pictures in exercise 4 where the responses to requests are 'yes'.

6 2.01 Put the words in order to make requests. Match them to responses a–d. Then listen again and check your answers.

1 buy / can / please / some / you / eggs, / ?
_____
2 tell me / how to get / you / to / please / the station, / could / ?
_____
3 bring / you / can / magazines, / me / please / some / ?
_____
4 open / could / please / the / you / window, / ?
_____

a I'm sorry, I can't. I don't live here.
b Yes, of course.
c Sure, no problem.
d No, sorry. I can't. I'm at work.

7 TASK Write a dialogue for each picture. Use requests and responses.





Reading



1 **What are your favourite free-time activities? Put the activities in order from 1 to 8 (1 = your favourite activity, 8 = the activity you do not like).**

___ watching videos
___ playing a musical instrument
___ listening to music
___ walking in the park
___ using the internet
___ doing sport
___ playing computer games
___ having a shower

2 **Read the article. Match sentences A–F to gaps 1–5. There is one sentence that you do not need.**

A 'I love Thursdays because I go to a karate club after school.
B When Abby does karate or plays the drums, she's 'in the flow'.
~~**C** Abby is a typical British teenager.~~
D Abby isn't interested in acting or singing.
E 'I use my phone a lot,' says Abby.
F Abby also enjoys doing 'soft fascination' activities.

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

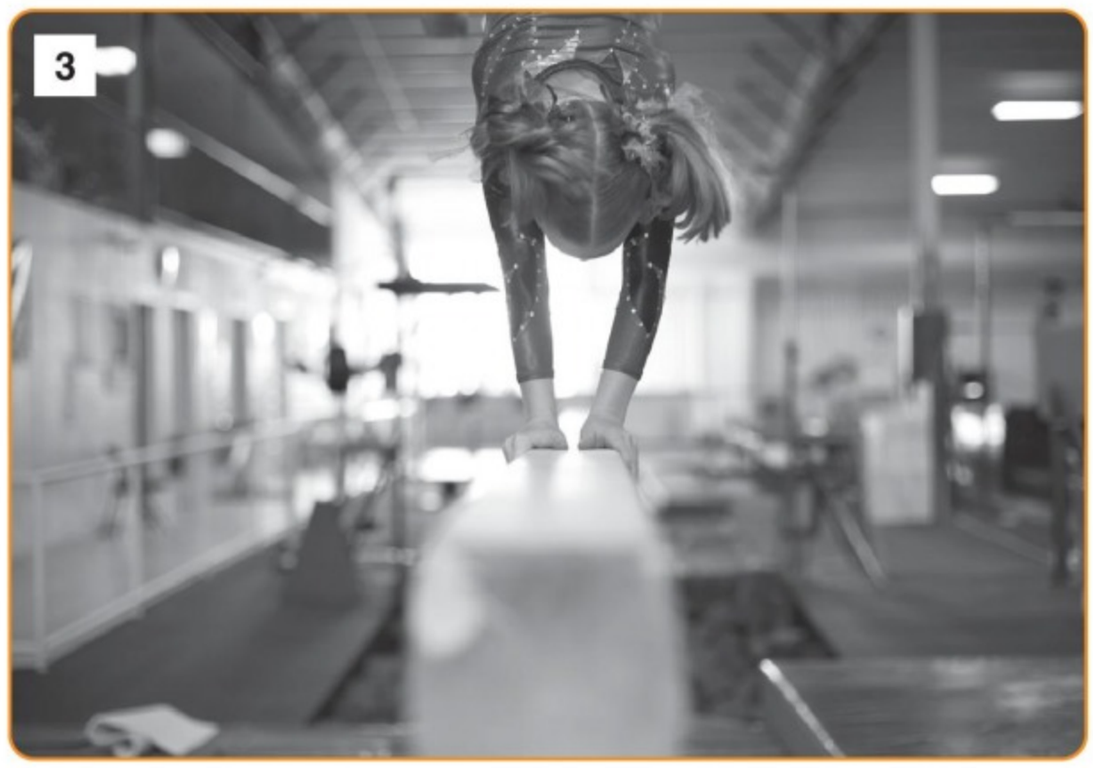
1 British teenagers usually do one hour of homework every day.
2 Abby listens to music on her phone.
3 She always enjoys using her phone.
4 She always wants to chat with her friends.
5 She dislikes doing karate.
6 She can play a musical instrument.
7 When we do 'hard fascination' activities, we forget about other things.
8 People enjoy doing hard fascination activities because they're easy.
9 We can do 'soft fascination' activities at home and outside.
10 When we do soft fascination activities, we forget about other things.

4 **Look at photos 1–4. Do they show hard fascination (H) or soft fascination (S) activities?**

Photo 1: ___
Photo 2: ___
Photo 3: ___
Photo 4: ___









Home About Destinations Gallery Blog

Relax!

After a busy day, we all need to stop feeling stressed. How can we use our free time well to relax?

[1]C She sleeps for about nine hours a night, goes to school and does an hour of homework a day. This means Abby has roughly six hours of free time every day, and more at the weekend.

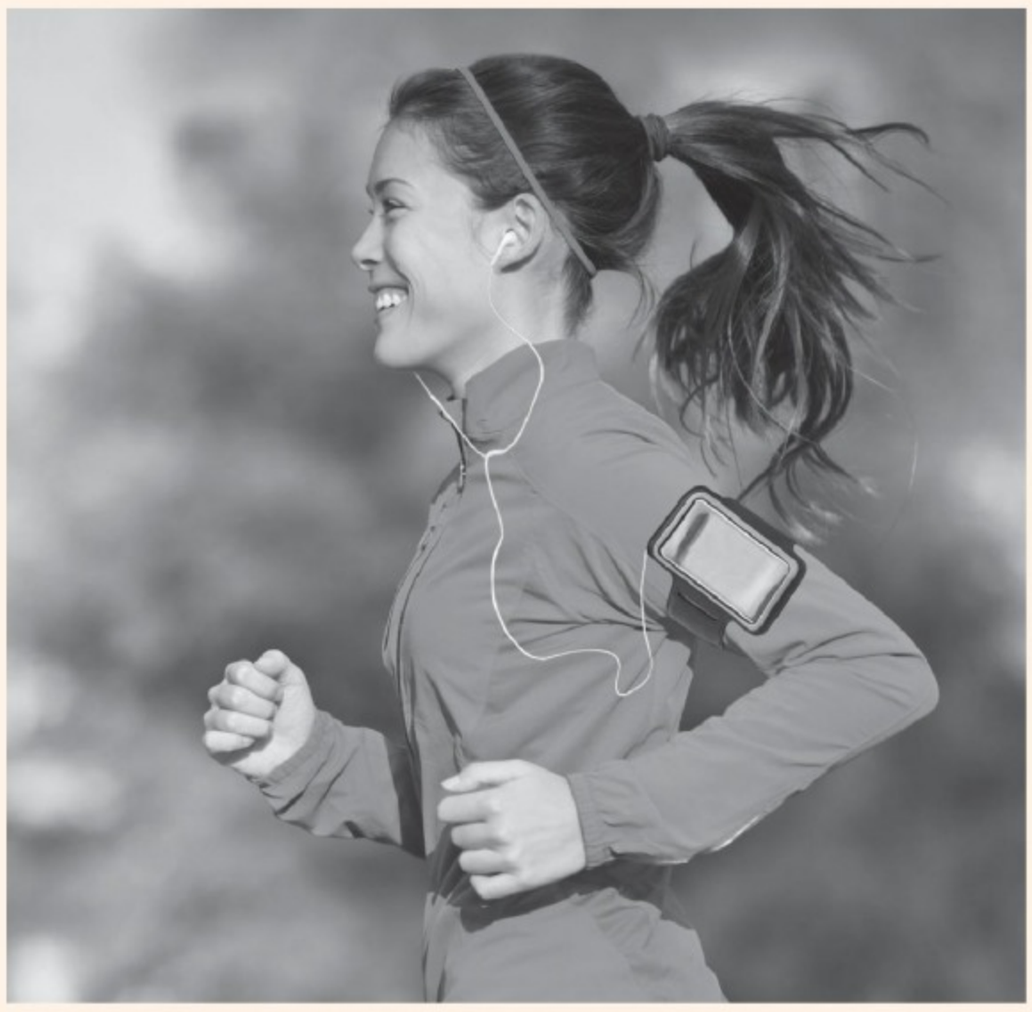
[2]___ 'I often listen to music. I also go online and chat with friends, play games or watch funny videos. It's a good way to relax. I'm usually happy when I use my phone, but sometimes I see bad news stories and I feel sad. Also, sometimes my friends want to chat when I don't want to.

[3]___ When I do karate, I don't think about anything else. It's the same when I play the drums. I really like that feeling.'

[4]___ Another name 'for being in the flow' is 'hard fascination'. When you do a hard fascination activity, your brain only thinks about that activity. Hard fascination activities are often quite difficult, but we enjoy doing them and they make us feel good.

[5]___ For example, she likes running in the park, watching boats on the river near her house and having long, hot showers. Soft fascination activities are easy, and we feel comfortable when we do them. Also, we often get new ideas or solve problems when we do them because our brains have time to think about other things.

How can you use your free time well when you aren't online? What can you do to get 'in the flow', and how can you take time to stop and think freely?



5 Match the highlighted words in the article to definitions 1–8.

1 (noun) feeling a lot of interest in something fascination
2 (verb) use the internet _____
3 (noun) part of the body; we use it to think _____
4 (adverb) about, approximately _____
5 (verb) find the answer to _____
6 (adjective) physically relaxed _____
7 (adverb) easily, without control _____
8 (adjective) anxious, not relaxed _____

6 Complete the sentences with the correct form of the words in exercise 5.

1 I'm at school for roughly seven hours every day.
2 My little brother has a _____ with trains! He loves reading books and watching videos about them.
3 I can't _____ this maths problem. Can you help me?
4 **A** Do you feel OK about the science test tomorrow?
B No, I don't. I feel very _____ about it.
5 Emma _____ every evening. She watches videos and sends emails.
6 I feel very _____ when I listen to music in bed at night. I relax and go to sleep quickly.
7 You use your _____ when you study hard.
8 My best friend and I talk _____ about our lives.

7 TASK Write a paragraph about your free time. Answer the following questions.

- What is your favourite free-time activity?
- How often do you go online?
- What do you do when you go online?
- What sports do you do?
- What other 'hard fascination' activities do you do?
- What 'soft fascination' activities do you do? Where do you do them? Who do you do them with?
- Do you think you spend your free time well? Why / why not?



Writing An informal letter

1 **Is the language formal (F) or informal (I)?**

1 **a** Hi Rosie I **b** Dear Rosie F
2 **a** How are you? ___ **b** How are things with you? ___
3 **a** I enjoy … ___ **b** I'm into … ___
4 **a** info ___ **b** information ___
5 **a** You're ___ **b** You are ___
6 **a** I look forward to hearing from you soon. ___
b Write soon! ___

Linking words: *and*, *but*, *or*

2 **Complete the letter with *and*, *but* and *or*.**



Hi Matt,

Thanks for your letter. I love this writing project [1]_____ it's really nice to hear about your life.

I don't live in a city. I live in a town, so that's different from you! Is it nice in your city? I live with my mum, my dad [2]_____ my brother, Ollie, [3]_____ I haven't got a pet. You're lucky to have a dog. I love dogs!

Your school is very big – 1,300 students is a lot! I go to Greenwood High. It's the only high school in our town, [4]_____ it isn't very big – there are only about 700 students. The students in my class are very friendly. My favourite subject is modern languages. I can speak Spanish [5]_____ French. I also like science and maths, [6]_____ I'm not into PE. I'm not very good at team sports! So we are different! It's great that you're in your school hockey team.

At the weekend, I like meeting my friends. We usually go to the cinema. My favourite films are the *Spider-Man* films, too! On Sunday, I sometimes go skateboarding [7]_____ canoeing with my best friend, Clara. I like doing sport at the weekend, [8]_____ not team sports at school!

Write soon!

Bella

3 **Use three words to complete each sentence. You must use *and*, *but* or *or*.**

1 I love drawing. I don't like painting.
I love drawing but I don't like painting.
2 I've got a dog. I've got a cat.
I've got a _____ cat.
3 You can have a pen. You can have a pencil. Which one do you want?
Do you want a _____ pencil?
4 I'm really tired. I want to go running.
I'm really _____ want to go running.

Writing guide

■ **TASK** **Imagine you are Matt. Write Matt's first letter to Bella.**

■ **PLAN 1** **Answer the questions and make notes.**

1 Which paragraph has the information below?
Bella's weekend **1** / **2** / **3** / **4**
Bella's family **1** / **2** / **3** / **4**
Bella's school **1** / **2** / **3** / **4**
2 Bella lives in a town. Where does Matt live?
3 What type of pet has Matt got?
4 Does Matt go to a big school or a small school?
5 Bella's school has around 700 students. How many students go to Matt's school?
6 What subjects does Matt like?
7 What sport is Matt good at?
8 What are Matt's favourite films?

■ **PLAN 2** **Use Bella's letter as a model. Organize your ideas into paragraphs.**

Paragraph 1: Write about Matt's town / city, family and pet(s).
Paragraph 2: Describe Matt's school and favourite subjects.
Paragraph 3: Describe what Matt usually does at the weekend.

■ **WRITE** **Write Matt's letter to Bella. Use your notes and plan to help you. Remember to use the linking words *and*, *but* and *or*.**

■ **REVIEW** **Check the following points.**

- Have you included all the information about Matt?
- Is your letter divided into different paragraphs for different topics?
- Have you used a friendly, informal beginning (*Hi*) and ending (*Write soon!*)?
- Have you used informal language (*I'm into …*)?
- Have you used linking words *and*, *but* and *or* correctly?
- Have you checked spelling, grammar and punctuation?

U2 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 2A		Mark
	I can skim-read an article for the main ideas.	
	I can talk about free-time activities, likes and dislikes.	
	I can record antonyms in my notebook.	
	How can I improve?	

Lesson 2B		Mark
	I can scan an article to find specific information.	
	I can use adverbs of frequency to talk about routines.	
	How can I improve?	

Lesson 2C		Mark
	I can recognize different musical instruments.	
	I can find and understand relevant information in an article.	
	I can talk about abilities using *can / can't*.	
	How can I improve?	

Lesson 2D		Mark
	I can listen for specific information in a dialogue.	
	I can describe actions using adverbs of manner.	
	I can make requests with *can* and *could*.	
	How can I improve?	

Lesson 2E		Mark
	I can organize an informal letter.	
	I can use the linking words *and*, *but* and *or*.	
	I can write an informal letter.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

3 No place like home

Vocabulary

Insight Inside and outside the home

1 Complete the sentences with the places below.

■ ~~bathroom~~ ■ bedroom ■ garden ■ hall ■ kitchen ■ living room

1 You have a shower in the bathroom.
2 You cook in the _____ .
3 The _____ is outside.
4 You sleep in the _____ .
5 You relax and watch TV in the _____ .
6 The first room you enter is usually the _____ .

2 Match the furniture to the places in exercise 1.

1 chest of drawers, rug, bed: _____
2 toilet, bath, shower: _____
3 fridge, cooker, cupboard, table: _____
4 sofa, rug, table: _____

Vocabulary extra In the home

3 Complete the words.

1 In my bedroom I've got a bed, a wardrobe, a b_____e t_____e and a l_____p.
2 We've got two sofas and a big f_____ p_____e in our living room. There are two big windows. When you open the c_____s and s_____s, you can see the garden.
3 He's got a cooker, a s_____k, a w_____g m_____e, a d_____r, a fridge and a f_____r in the kitchen.
4 They've got a bath, a w_____n, a m_____r and a b_____t in the bathroom.
5 There's a big a_____r with a c_____n on it in our living room. We've got a blue c_____t on the floor, and a long s_____f for books on the wall.
6 Come in the f_____t d_____r, and walk up the s_____s to get to Mum's office.

Insight Prepositions of place

4 Look at the picture of a house and answer the questions.

1 What is under the window in the kitchen? the sink
2 What is in front of the bed in the parents' room? _____
3 What is next to the bed in the small bedroom? _____
4 What is behind the armchairs in the living room? _____
5 What is opposite the door in the kitchen? _____
6 What is between the shower and the toilet in the bathroom? _____
7 What is opposite the bed in the parents' room? _____

5 Look at the picture again and complete the blog post with prepositions of place.

blog POSTS ABOUT FOLLOW ARCHIVE

Welcome to our house! The hall is [1]behind the front door. The stairs are on the right and the living room is on the left.

There's a small garden [2]_____ the living room. The dining room is [3]_____ the living room, and the kitchen is [4]_____ the dining room.

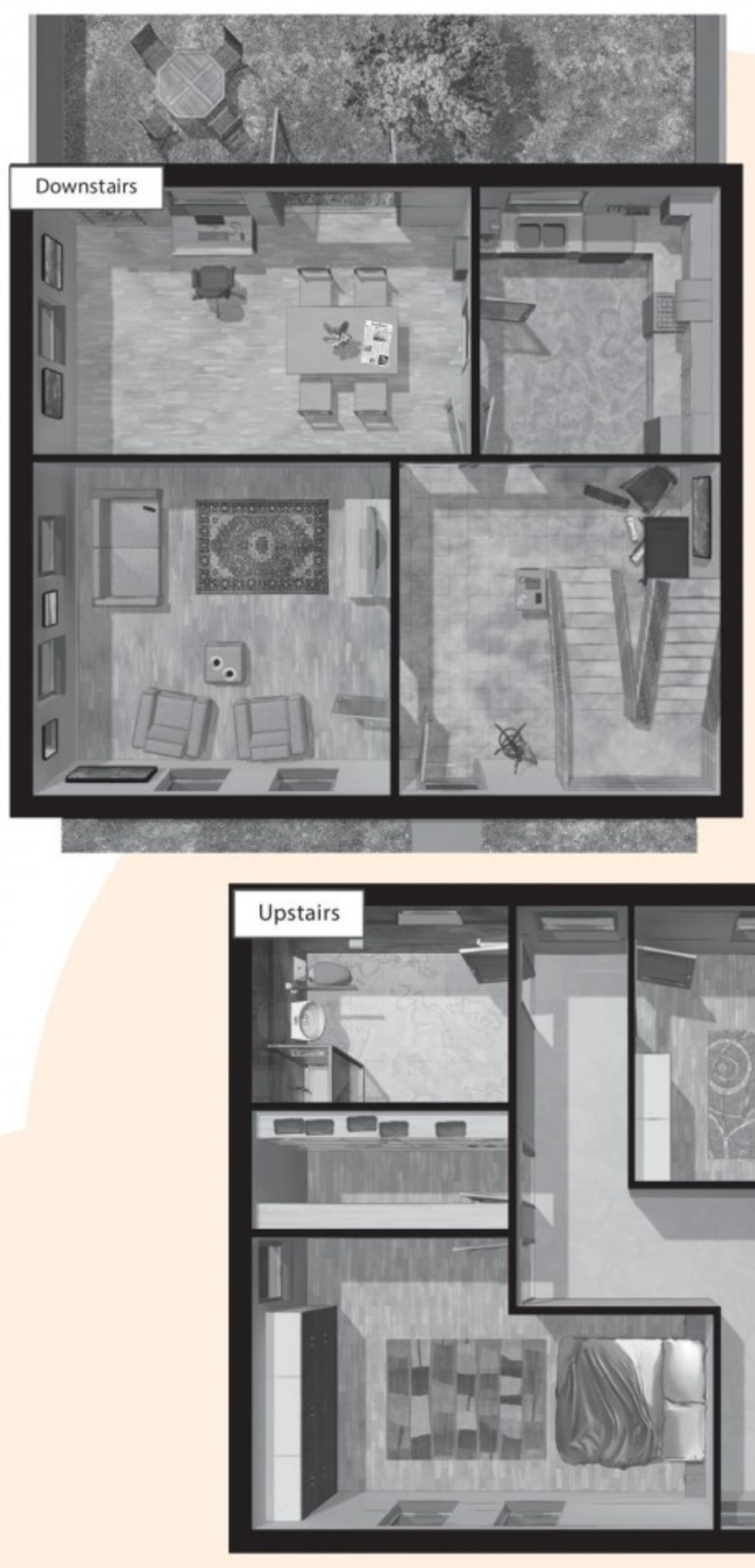
We've got a big back garden. It's [5]_____ the kitchen and the dining room. I love it! We've got a table and chairs, and they're [6]_____ a beautiful tree.

My bedroom is upstairs. I've got a lot of books and games, but you can't see them because they're [7]_____ my bed! I've got a nice rug [8]_____ the floor. There's a big cupboard [9]_____ my parents' bedroom and the bathroom.

The bathroom is [10]_____ my bedroom. [11]_____ the bathroom, there is a shower, a toilet and a washbasin.

I like our house, and I don't want to live anywhere else!

6 TASK Imagine your perfect bedroom. Write a description of it. Include the size, furniture, layout, colours, etc.



Grammar

there is / there are with *some / any*

1 Complete the sentences with the correct word from the pairs below.

■ chair / chairs ■ cushion / cushions ■ mirror / mirrors
■ new / old ■ ~~shelf / shelves~~ ■ view / views

1 There aren't any shelves in the room, but there is a wardrobe.
2 Is there a _____ on the wall?
3 There aren't any chairs to sit on, but there are some _____ on the floor.
4 There's an _____ hotel near the beach.
5 I can see some tables in the garden, but are there any _____ ?
6 There isn't a _____ of the sea, but you can see the mountains.

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

1 There aren't any tennis courts.
2 Is there _____ park for children to play in?
3 There aren't _____ flowers in the garden.
4 There are _____ big tents at the campsite.
5 Is there _____ interesting place to visit near here?
6 There's _____ TV in the living room.
7 There isn't _____ hotel in this street.
8 Are there _____ rugs on the floor?

3 Study the hotel information and write sentences or questions with *there is / there are*. Then write short answers to the questions.

The Cabin, Treehotel, Sweden

Treehotel

nine tree bedrooms
seven bedrooms in the main building
swimming pool ✘

Interesting local activities

skiing snowboarding walking

Rooms

The Cabin
double bed? ✔
toilet? ✔
shower? ✘ (There are bathrooms in a different building.)
fireplace ✘ curtains ✘



1 bedrooms / in the main building?
Are there any bedrooms in the main building?
Yes, there are.
2 swimming pool?
_____
_____
3 interesting local activities.
_____
4 double bed / in The Cabin?
_____
_____
5 fireplace / in The Cabin?
_____
_____
6 curtains / on the windows.
_____

4 Complete the telephone conversation with the correct form of *there is / there are* with *a*, *some* or *any*.

Zoe Hi, Suzy. It's Zoe!
Suzy Hey! How are you? What's your campsite like?
Zoe Not good! [1]There isn't a swimming pool!
Suzy Oh dear. [2]_____ beach?
Zoe Yes, there is, but it's far away. [3]_____ bus at nine in the morning, but [4]_____ bus in the afternoon.
Suzy That's annoying! What's your caravan like?
Zoe It's OK. There are four beds and [5]_____ chairs and a table.
Suzy [6]_____ TV?
Zoe No, there isn't!
Suzy [7]_____ games?
Zoe No, there aren't! I'm bored!
Suzy [8]_____ interesting people at the campsite?
Zoe Yes. [9]_____ nice family next to us. [10]_____ boy the same age as me.
Suzy Oh yes? Is he friendly?
Zoe Yes, he is. He likes cycling and [11]_____ bikes we can use.
Suzy Well, maybe your holiday isn't bad after all!

5 TASK Imagine you are on holiday here. Write an email to your friend. Describe what there is / isn't at and near the hotel. Use the words below or your own ideas.



■ bed ■ café(s) ■ carpet ■ cinema ■ curtains ■ restaurant(s) ■ shopping centre ■ shower ■ sports centre ■ stairs ■ swimming pool ■ train station ■ view of the sea

Vocabulary and grammar

Vocabulary extra Around town

1 Complete the sentences with the places below.

■ bank ■ ~~café~~ ■ cinema ■ hospital ■ leisure centre ■ library ■ stadium ■ theatre

1 I'm hungry. Is there a good café near here?
2 Do you prefer watching films at home or at the _____ ?
3 I need to get some books from the _____ .
4 There's a gym and a swimming pool at the _____ .
5 My mum is a doctor at the local _____ .
6 Our drama teacher wants to take us to the _____ to watch a play.
7 I need a cash machine. Is there a _____ near here?
8 Why don't we go to watch the football at the _____ on Saturday?

Possessive *'s*; possessive pronouns and *whose*

2 Complete sentence b so that it has the same meaning as sentence a. Use possessive *'s*.

1 **a** These are the pictures of the children.
b These are the children's pictures.
2 **a** This house belongs to my uncle.
b This is _____ .
3 **a** Matt is a friend of my parents.
b Matt is _____ .
4 **a** These books belong to Ayla.
b These are _____ .
5 **a** This dog belongs to my cousins.
b This is _____ .

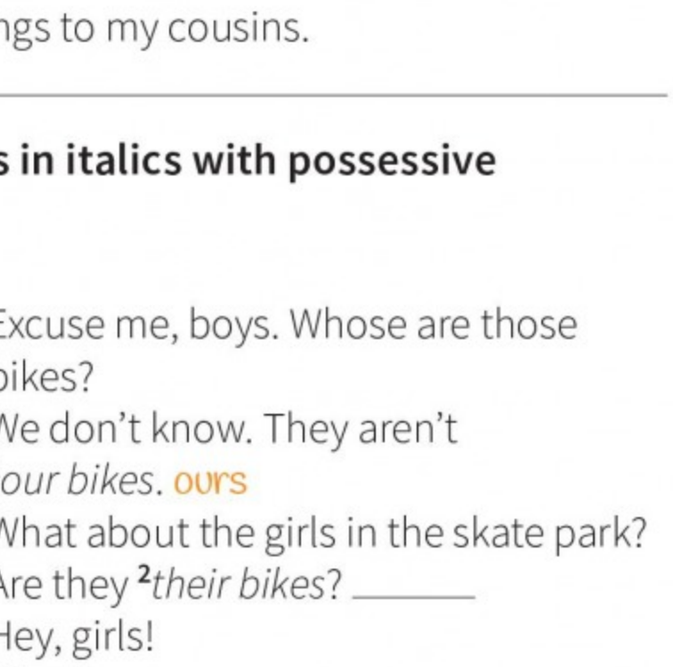
3 Replace the words in italics with possessive pronouns.

A

Woman Excuse me, boys. Whose are those bikes?
Ollie and Syed We don't know. They aren't [1]*our bikes*. ours
Woman What about the girls in the skate park? Are they [2]*their bikes*? _____
Syed Hey, girls!
Tegan and Daisy What?
Syed Are those [3]*your bikes*? _____
Tegan Yes, they're [4]*our bikes*. _____

B

Lucas Whose is this phone?
Millie I don't know. Dylan, is it [5]*your phone*? _____
Dylan No, it isn't [6]*my phone*. _____ I think it's Meg's.
Zahra Yes, it is [7]*her phone*. _____



4 Put the words in order to make questions. Then read the conversations in exercise 3 again and write the answers.

1 bikes / are / whose / those / ?
_____
They're _____ .
2 this / is / phone / whose / ?
_____
It's _____ .

5 Complete the dialogue with possessive *'s*, possessive pronouns and *whose*.



Mum This is a great Italian restaurant. Look, here's our food.
Waiter Hello, everybody! OK, I've got a margarita pizza …
Mum That's [1]mine, thank you.
Waiter And a pepperoni pizza …
Mum Er, that's [2]_____ , Dad, right?
Grandad Yes, that's right. Thank you.
Mum It's my dad [3]_____ pizza.
Waiter OK. Here you are, sir. And two ham pizzas.
Anna and Eve They're [4]_____ , thanks.
Waiter OK. Here you are, girls. So, [5]_____ pizza is this? It's a margarita with extra mushrooms.
Mum Tyler, it's [6]_____ .
Tyler Oh yes! Thank you.
Waiter Enjoy your meal!
Mum Thank you. Tyler, your pizza looks delicious.
Tyler It does. But it's small!
Grandad Small?! I think they're very big! I can't eat all of [7]_____ !
Tyler Mum, can I have some of Grandad [8]_____ pizza?
Mum I don't know. Dad, is your pizza too big? Can Tyler have some of [9]_____ ?
Grandad Yes, of course. Good idea!

6 TASK Write a paragraph about where you live. Use your answers to the following questions to help you plan your paragraph.

■ What is your favourite place in your town / city? Why?
■ Where can you eat / relax / go shopping / do sport?
■ Do people speak different languages where you live?
■ What hasn't your town / city got?

Listening, vocabulary and speaking

V Insight City to country

1 Match the descriptions to the places below.

■ city ■ city centre ■ countryside ■ suburb ■ ~~town~~ ■ village

1 It's big. It often has a shopping centre, a leisure centre and a library. It usually has a station, but not always. town
2 It's small. It doesn't have a lot of houses. There are usually one or two shops. _____
3 This is a green place. There aren't any towns or cities. _____
4 It's very big. It has universities, shopping centres, leisure centres, parks, libraries and a lot of flats and houses. _____
5 It's an area outside a city. A lot of people live here. _____
6 In this part of a city there are usually banks, shopping centres and a station. _____

2 Complete the blog post with the places in exercise 1.

share Sign in Blog



Hi! My name's Maxime and I live in Brussels, the capital of Belgium. It isn't a big [1]city. About 1 million people live here.

There are a lot of shops, restaurants and museums in the [2]_____. It's a busy place, with lots to see and do, and there are people from many different countries. People speak French, Dutch and German, and some people also speak Turkish and Italian.

I don't live in the centre. I live in a [3]_____ called Jette. It's part of Brussels, but it's different because it's got a lot of trees. There are some wonderful Turkish and Italian restaurants here.

There are a lot of other fantastic places in Belgium. Bruges, Ghent and Antwerp are popular with tourists.
I like Durbuy. Durbuy is a [4]_____ in the east of the country. It has a lot of old houses and shops, a castle and a park.

My grandparents live in a small [5]_____ called Torgny, in the south of Belgium. Only about 200 people live there. It's very quiet and very beautiful, and the [6]_____ near there is amazing for walking.

Asking for and giving directions

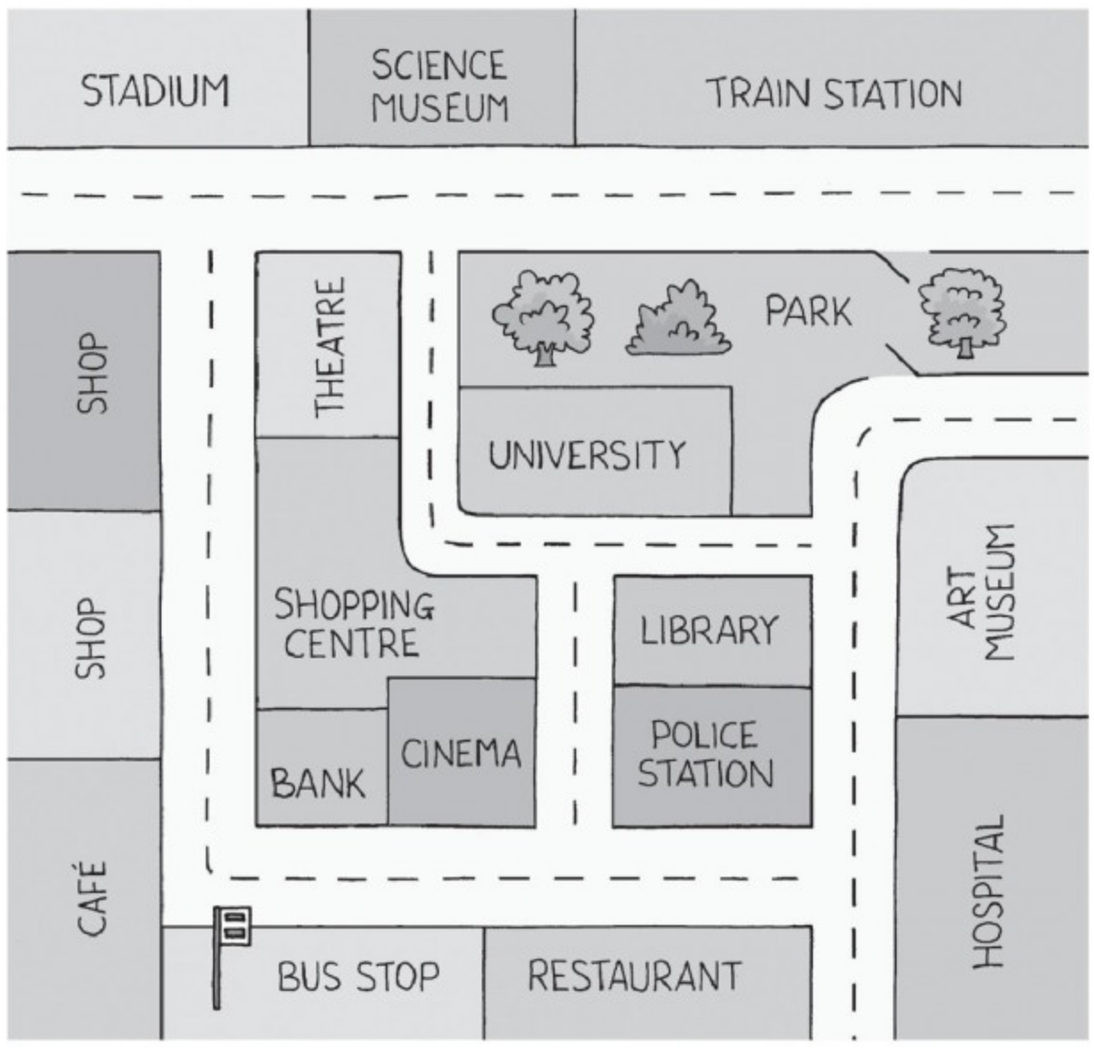
3 3.01 Listen to the first part of the conversation and choose the correct answers.



1 Cody is at the bus stop on
a North Street.
b Water Street.
c Bridge Street.

2 Where does he want to go?
a the Art Museum
b the Science Museum
c the university

4 3.02 Listen to the whole conversation. Follow the directions and draw the route from the bus stop.



5 3.02 Put the directions in order to match the route. Then listen again and check.

a At the end of the street, turn left into University Street.
b The Science Museum is in front of you, next to the stadium.
c That's North Street, it's opposite the restaurant.
d Take the first road on the left, between the police station and the cinema.
e Stay on University Street, go past the park on your right.
f Cross this road and go along Bridge Street, towards the hospital. 1
g Go straight up North Street to the university.

6 TASK Write a dialogue with directions from the hospital to the train station. Remember to say *thanks*.

Reading

1 Answer the questions.

1 Do you live in a house or a flat?
2 Do you share a bedroom?
3 Do you want more space in your bedroom?
4 Do you want more space in your home?

2 Match summary sentences A–E to paragraphs 1–4. There is one summary sentence that you do not need.

A There are now three more rooms.
B One family explains their problem.
C People need more space!
D Rooms under houses are also possible.
E Using the cellar isn't a new idea.

3 Choose the correct options to complete the sentences.

1 Many people in London want
a to live in a different city.
b more space.
c a big family.
d a new house.

2 A cellar is
a behind the house.
b on the house.
c next to the house.
d under the house.

3 Who doesn't share a room in the Dunsmore family?
a Ben
b Mrs Dunsmore
c Sophie
d Matt

4 Matt wants a place
a to share with his brother.
b to listen to music.
c to do homework.
d to spend time with friends.

5 The Dunsmore family's new rooms are
a under the garden.
b in the garden.
c behind the garden.
d next to the garden.

6 In Matt's new rooms, he can't
a study.
b have a shower.
c cook meals.
d sleep.

Going down!

1

Eight million people live in London and a lot of them want more space to live in. Walk around the suburbs of London and what can you see? Streets and streets of houses and flats. Many buildings have got windows in their roofs because people often create an extra room under the roof. For a lot of families, there's a bedroom and sometimes an extra bathroom in the attic of their house.

2

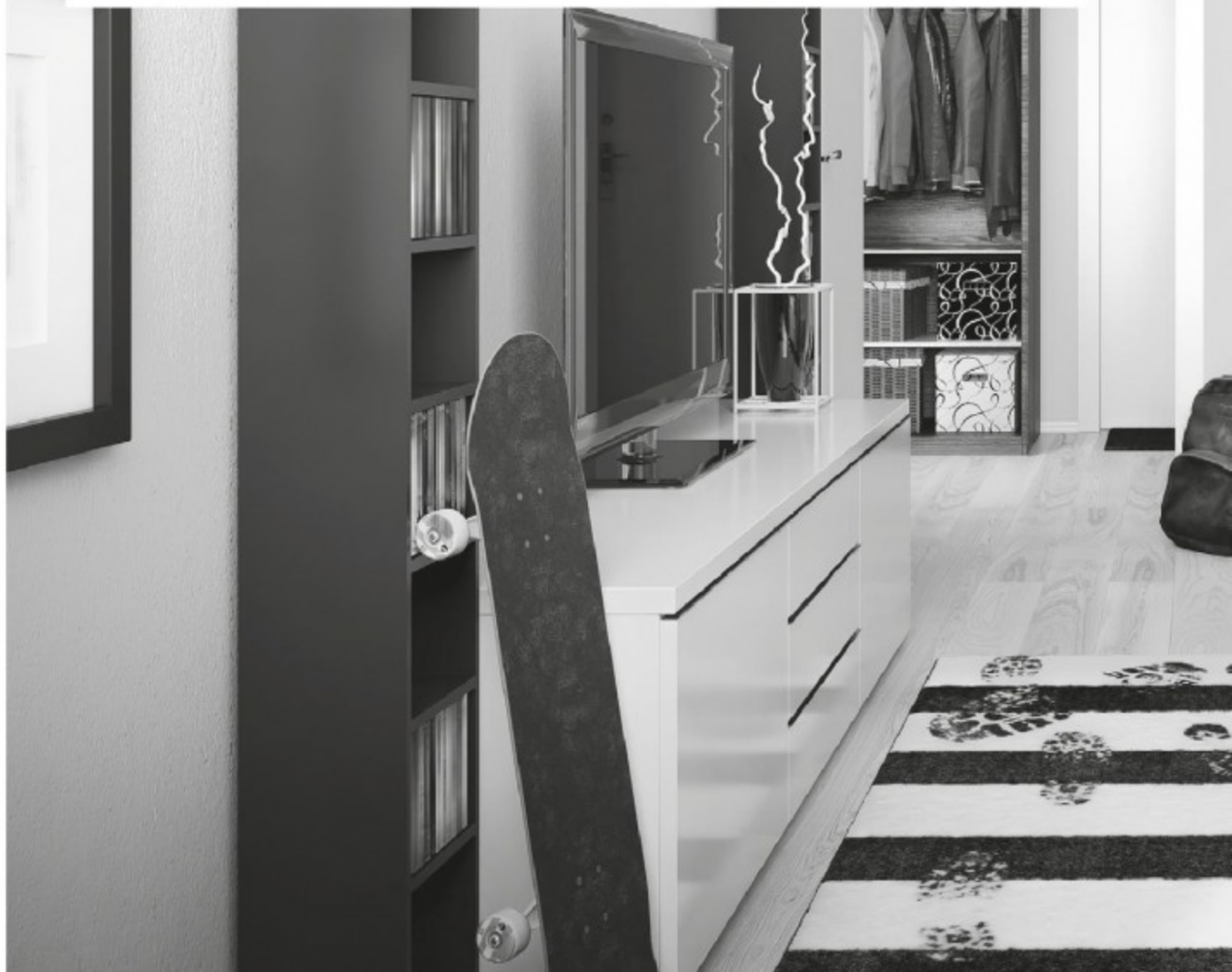
But people don't only go up, they also go down. Some old houses in London have a cellar. A cellar isn't usually a very nice room – it's under the house and it can be cold and damp. However, builders can convert cellars into nice, warm rooms. The new room is often a kitchen or dining room. This isn't a very new idea, but having a room under your *garden* is!

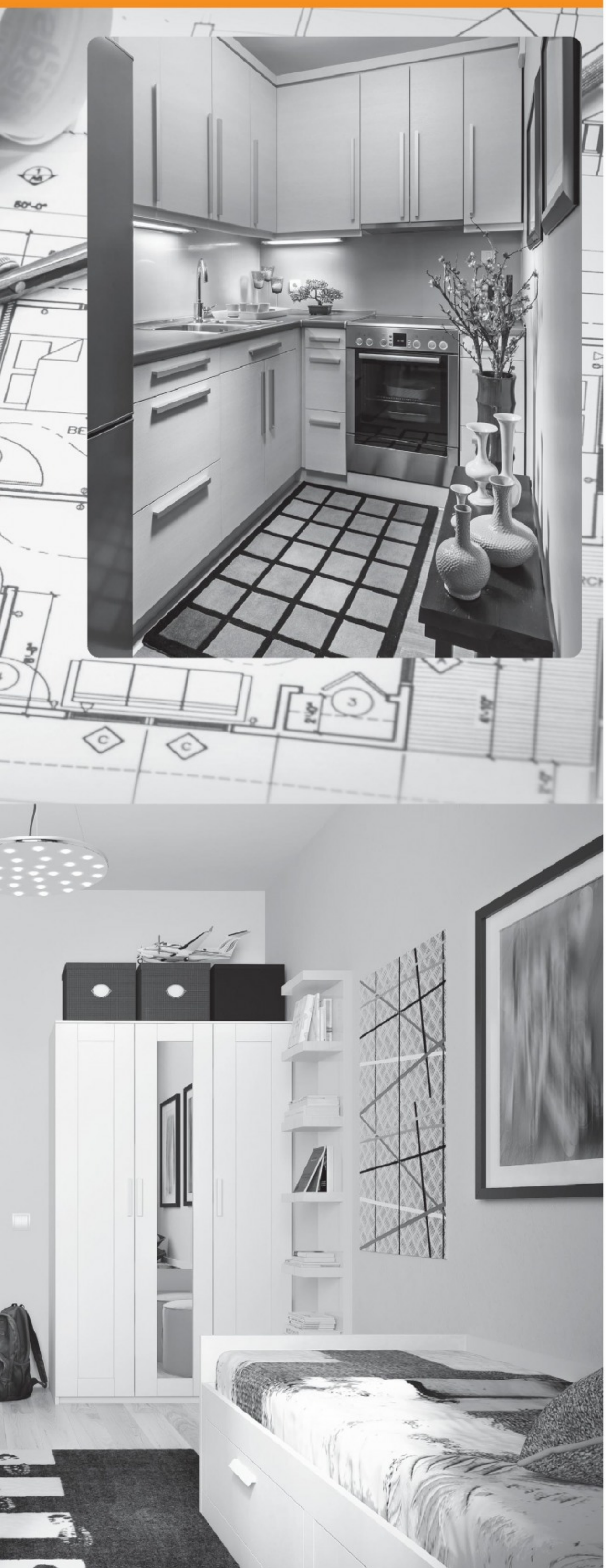
3

Underground living is one answer to space problems in London. Mr and Mrs Dunsmore in South London explain: 'Our house has got three bedrooms and we've got three children – Matt (17), Sophie (15) and Ben (10). The boys share a room, but it's very cramped. Matt has got important exams next year, so he needs a peaceful place to study. He doesn't want a ten year old with him.'

4

Whose idea was it to build under the garden? 'Mine!' smiles Mrs Dunsmore. 'The new rooms are nearly finished. There's a bedroom, a toilet and a small kitchen with a sink, a cooker and a fridge.' And how does Matt feel? 'I'm happy. It's cool!'





4 Match the highlighted words in the article to definitions 1–6.

1 (verb) make — *create*
2 (verb) to use something with another person — _____
3 (verb) change, transform — _____
4 (adjective) wet and cold — _____
5 (adjective) quiet — _____
6 (adjective) very small and uncomfortable — _____

5 Complete the sentences with the correct form of the words in exercise 4.

1 There isn't a lot of space our classroom. It's very *cramped*.
2 My uncle is a furniture designer. He _____ beautiful chairs.
3 This hotel is good for me because it's very _____ and I don't like noise.
4 Our organization _____ shipping containers into homes.
5 There's only one dictionary. Let's _____ it.
6 I want to live in a warm, dry house. This house is _____ and I always feel cold!

6 TASK Imagine you and your family live on a houseboat on a lake. Write a description of the house. Use prepositions of place and furniture words. Use the questions to help you plan your description.



- What rooms are there?
- Where are the rooms?
- What is in the rooms?
- What do you like about the houseboat?
- What don't you like about the houseboat?
- What is your favourite room? Why?

Writing A tourist guide

1 Read the tourist guide. Match the parts of the tourist guide 1–6 to the information A–F.

1 first paragraph	A interesting views
2 first bullet	B relaxing activities
3 second bullet	C a famous form of transport
4 third bullet	D where to eat
5 fourth bullet	E learn about the city's history
6 final bullet	F introduction to the city

Day trip to Bristol

Bristol is a city on the River Avon in the south-west of the UK. It has got a long history of ships sailing from its harbour to different parts of the world. Today it is home to a lot of artists and musicians. There are two universities in Bristol and the city is very popular with young people.

▶ [1]_____ walk up to the green area of Bristol's Clifton Down and see the famous Clifton Suspension Bridge across the river. Enjoy the views of the city and the nearby countryside. On fine days, you can sometimes see a hot-air balloon or two!

▶ [2]_____ , go down to the harbourside and visit the M Shed. This museum tells the story of Bristol and its people from 5,000 years ago, and it's free to get in.

▶ [3]_____ walk or take a boat to see the SS *Great Britain*, the first steamship to carry people cross the Atlantic (in 1845). This beautiful old ship is now a popular museum.

▶ [4]_____ find a restaurant down at the harbourside. Watch the boats go by as you enjoy food from a range of international restaurants here.

▶ [5]_____ , explore the Bristol Shopping Quarter for big, modern shops, or go to St Nicholas Markets in the middle of the old part of the city. Here you can find a lot of interesting things to buy, and there are also a lot of cafés, so it's a great place to have a snack and relax at the end of your busy day.







Insight Sequencers

2 Complete the tourist guide with the sequencers below. Sometimes more than one answer is possible.

after that ■ finally ■ first ■ next ■ then

3 Read about using a model text, and complete the text with the words and phrases below.

bullet points ■ grammar ■ purpose ■ vocabulary

Using a model text

- When you use a model text, look at how the text is organized, for example, headings, [1]_____ and paragraphs.
- Think about the [2]_____ of each paragraph. What does the writer want to say?
- Study the [3]_____ . What useful words and phrases does the writer use?
- Look at the [4]_____ . Does the writer use *can*, imperatives, *have / has got, there is / are*, present simple?

4 Read the tourist guide again. Underline the present simple, *have got / has got*, *there is / there are*, imperatives and *can*.

Writing guide

■ **TASK** **Write a tourist guide for a city you know.**

■ **PLAN 1** **Choose a city. Answer the questions and make notes.**

1 Where is it and what is it famous for?
2 Are there any interesting buildings to visit?
3 Where can you go to see views of the city?
4 Where can you have breakfast, lunch and dinner?
5 What exciting activities are there?
6 What relaxing activities are there?

■ **PLAN 2** **Organize your ideas into paragraphs. Use the *Day trip to Bristol* tourist guide to help you.**

Introduction: information about the city
Bullets 1–5: suggestions for things to see and do, and places to eat

■ **WRITE** **Write the tourist guide. Use your notes and plan to help you. Remember to use sequencers and imperatives.**

■ **REVIEW** **Check the following points.**

- Have you organized your ideas into bullet points?
- Have you used sequencers and imperatives correctly?
- Have you checked spelling, grammar and punctuation?

U3 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 3A		Mark
	I can predict and find information in a blog post.	
	I can use vocabulary to describe homes.	
	I can describe where things are using prepositions of place.	
	How can I improve?	

Lesson 3B		Mark
	I can use photos to predict information in a review.	
	I can describe places using *there is / there are* with *some / any*.	
	How can I improve?	

Lesson 3C		Mark
	I can search a text to identify relevant words.	
	I can use the possessive *'s*, possessive pronouns and *whose*.	
	How can I improve?	

Lesson 3D		Mark
	I can use words to describe the city and the country.	
	I can listen for key words.	
	I can ask for and give directions.	
	How can I improve?	

Lesson 3E		Mark
	I can write a tourist guide.	
	I can use sequencers to organize my writing.	
	I can use a model text to help plan my writing.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

4 It's a wild world

Vocabulary

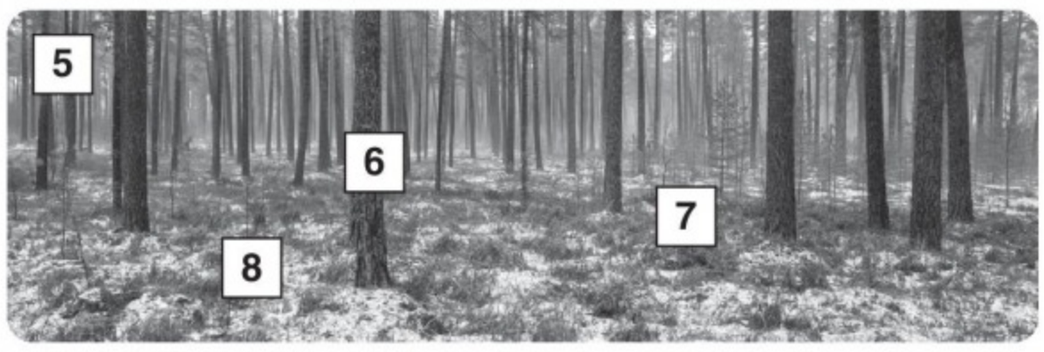
V Insight The natural world

1 Label the pictures with the words below.

■ cactus ■ cloud ■ ~~desert~~ ■ flower ■ forest ■ grass ■ grasslands ■ mountain ■ plant ■ sand ■ snow ■ tree



1 desert 2 _____ 3 _____ 4 _____



5 _____ 6 _____ 7 _____ 8 _____



9 _____ 10 _____ 11 _____ 12 _____

Vocabulary extra Animals

2 Match the descriptions to the animals below.

■ bear ■ butterfly ■ chicken ■ cow ■ eagle ■ elephant ■ giraffe ■ horse ■ ~~monkey~~ ■ pig ■ sheep ■ spider ■ tiger ■ whale

Wild animals

1 It climbs and jumps from tree to tree. monkey
2 It builds webs. It's got eight legs. _____
3 It's very tall and has a long neck. _____
4 It's got four legs. It's orange and black. _____
5 It's very big. It's grey. _____
6 It can fly, but it isn't a bird. _____
7 It lives in the sea. It's big. _____
8 It's a bird. It eats small animals. _____
9 It's big and it's got four legs. It's black, brown or white. _____

Farm animals

10 It eats grass. It gives us milk. _____
11 It's usually pink with a curly tail. _____
12 People ride this animal. _____
13 This animal is usually white. It gives us wool. _____
14 It's a bird and it gives us eggs. _____

V Insight Animal verbs

3 Complete the sentences with the verbs below.

■ bite ■ carry ■ ~~dig~~ ■ follow ■ hunt ■ look for ■ run away

1 Penguins dig holes for their eggs.
2 Wolves are wild animals. They eat other animals. They _____ in groups.
3 Some spiders _____ people, but they don't have teeth.
4 A fox is fast. A chicken can't _____ from a fox.
5 Horses can _____ people on their backs.
6 Young animals usually _____ their mothers.
7 Giraffes _____ food in trees.

4 Complete the article with the words below.

■ dig ■ flowers ■ ~~forests~~ ■ foxes ■ hunt ■ ice ■ look for

The Arctic hare lives in the cold mountains and [1]forests of Canada and Alaska. There is snow and [2]_____ on the ground here for many months of the year, and it's a very difficult place for animals to live.

Arctic hares eat plants. In spring, summer and autumn, it's easy for them to find grass and [3]_____ to eat. In winter, it isn't so easy. They [4]_____ food in the snow. Sometimes they [5]_____ big holes in the snow and sit in the holes together to keep warm.

Hungry Arctic foxes [6]_____ Arctic hares, but the hares are good at hiding from them. In winter, the hares have white fur, so the [7]_____ can't easily see them in the snow. In the other seasons, the hares' fur is grey, the same colour as the rocks and plants.



5 TASK Research the answers to questions 1–6 on the internet. Write a paragraph about the capuchin monkey. Use the text in exercise 4 to help you.

1 Where do capuchin monkeys live?
2 What do they eat?
3 Where do they look for food?
4 Where do they sleep?
5 What hunts capuchin monkeys?
6 How do baby capuchin monkeys travel?



Vocabulary and grammar

Vocabulary extra Pets

1 Match the descriptions to the pets below.

■ budgie ■ cat ■ dog ■ ~~fish~~ ■ guinea pig ■ hamster ■ lizard ■ mouse ■ parrot ■ rabbit ■ snake ■ tortoise

1 They swim, and they live in aquariums. fish
2 This animal isn't very fast! It can hide its head. _____
3 In the wild, these animals live in the desert. _____ , _____
4 One goes walking with people; the other can go out when it wants to. _____ , _____
5 They are birds. _____ , _____
6 These small animals sometimes live in a special home inside people's houses. _____ , _____
7 These animals live in the garden. _____ , _____

Present continuous

2 Complete the telephone conversation with the present continuous form of the verbs in brackets.

Eve Hi, Maya! What [1]are you doing (you / do)?
[2]_____ (you / do) your homework?
Maya No, I [3]_____ (not study). I [4]_____ (watch) TV.
Eve But there's a geography exam tomorrow!
Maya I know, but this programme is about geography. I [5]_____ (learn) about the Sundarbans forest.
Eve That's interesting.
Maya It's amazing. The forest is the home of the Bengal tiger. There's a tiger on the TV now. It [6]_____ (follow) a young deer. It [7]_____ (not make) any noise. Oh no!
Eve [8]_____ (the tiger / chase) the deer?
Maya No. The deer [9]_____ (not run away). The tiger [10]_____ (bite) the deer. It's horrible!
Eve Well, it's natural!

3 Study the information about turtles. Then complete the questions and write answers using the present continuous.

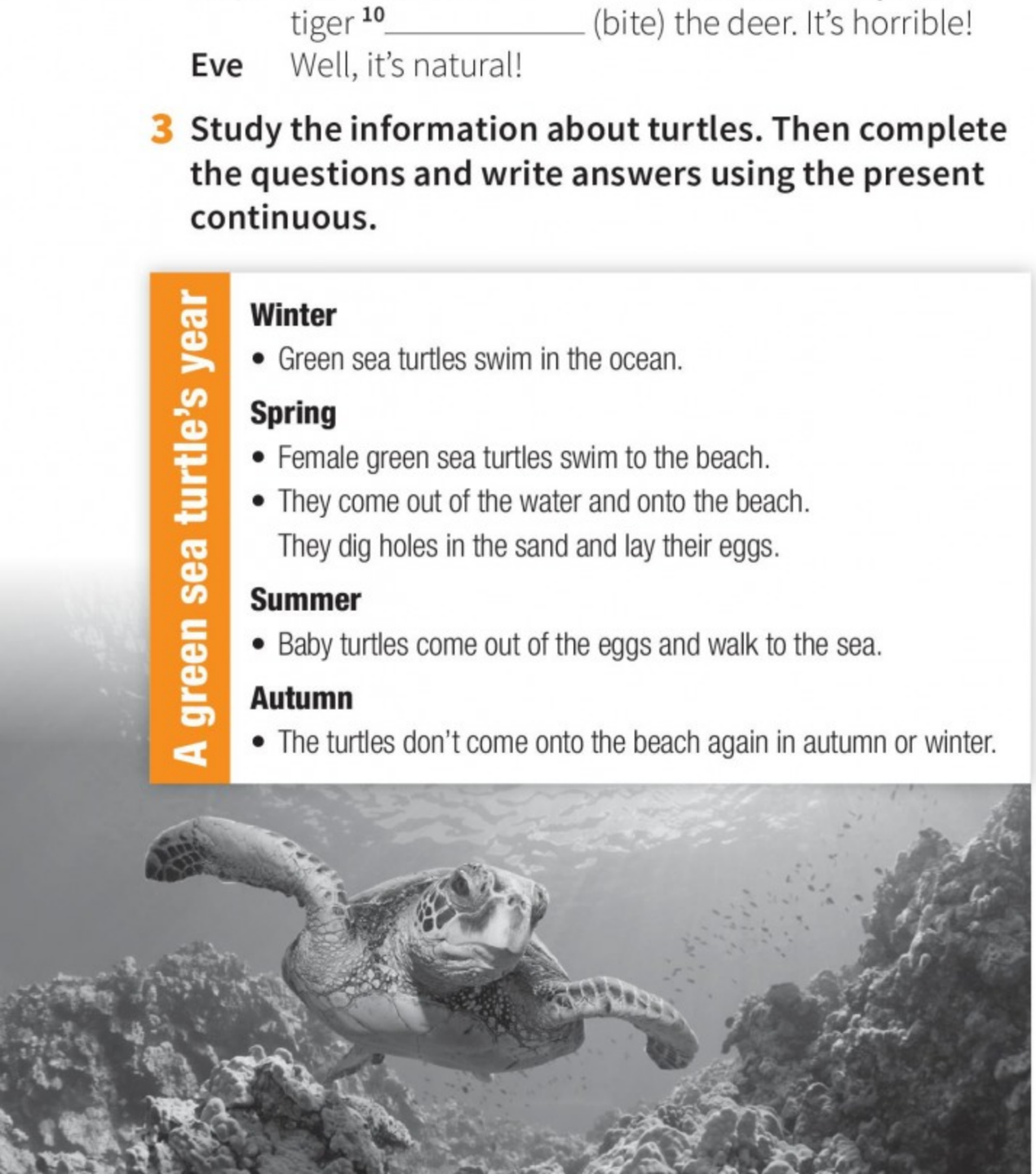
A green sea turtle's year

Winter
- Green sea turtles swim in the ocean.

Spring
- Female green sea turtles swim to the beach.
- They come out of the water and onto the beach. They dig holes in the sand and lay their eggs.

Summer
- Baby turtles come out of the eggs and walk to the sea.

Autumn
- The turtles don't come onto the beach again in autumn or winter.



It's January.
1 female turtles / swim / to the beach?
Are female turtles swimming to the beach?
No, they aren't.

It's April.
2 female turtles / dig / holes in the sand?
_____
_____

It's June.
3 baby turtles / come out of / the eggs?
_____

It's October.
4 turtles / walk / on the beach?
_____
_____

4 Complete the email with the present continuous form of the verbs below.

■ dig ■ follow ■ happen ■ look ■ look for ■ not fly ■ not walk ■ run ■ sit ■ stay ■ ~~write~~

Hi Luke,

I [1]'m writing this letter to you from a small village in the mountains in Costa Rica. I'm here on a walking holiday with my family. It's beautiful.

We stay in a different place every night. At the moment, we [2]_____ with a very friendly family. We [3]_____ today because we need to stop and rest.

I [4]_____ at a small table in the kitchen and I [5]_____ out of the window. A lot of things [6]_____ ! Some chickens [7]_____ along the road and a small boy [8]_____ them. There's a brown dog in the garden of the house next door. It's [9]_____ a hole in the ground. [10]_____ it _____ something? I don't know. Oh! I can see a parrot! It [11]_____ . It's in a tree near the house! It's beautiful! More news soon.

Emma

5 TASK Imagine you are staying with a family on a farm in the UK. Write an email to your friend. Use the following questions to help you plan your email. Use the ideas below and your own ideas.

■ What are you and your family doing?
■ Where are you staying?
■ What are you looking at now?
■ What other farm animals, wild animals or pets can you see on your holiday?

■ enjoy / the holiday ■ meet / people
■ not use / the internet ■ stay / in farmhouse
■ take / photos

Vocabulary and grammar

Insight Describing weather

1 Write *hot*, *cold*, *warm* or *cool*.



1 _____



2 _____



3 _____



4 _____

2 Write the adjectives for each weather description.

1 People are carrying umbrellas. It's wet. rainy
2 The clouds and the trees are moving. _____
3 There aren't any clouds. It's hot. _____
4 There's thunder, it's raining and there's a lot of wind. _____
5 Everything is white! _____
6 It isn't raining or snowing, but the sky isn't blue. _____

Insight Adjective suffix: *-y*

3 Rewrite the sentences. Change the words in bold to the form in brackets.

1 There's the **sun**! (adjective)
It's sunny!
2 It's **stormy** in Mexico. (noun)
There's a _____ .
3 It's **rainy** in Scotland. (noun)
There's _____ .
4 There are some **clouds here**. (adjective)
It's _____ .
5 There's a lot of **wind** in the desert. (adjective)
It's _____ .
6 It's **snowy** in Moscow. (noun)
There's _____ .

Present simple or present continuous?

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

1 We play (play) basketball every Saturday.
2 Look! It _____ (snow).
3 You _____ (get) tall!
4 Anna _____ (start) school at 9.00 every day.
5 What _____ (Dan / do) now?
6 Cows _____ (not eat) meat.

5 Write sentences using the present simple or present continuous.

1 Liam / have / dinner / now.
Liam is having dinner now.
2 I / not enjoy / this film.
_____
3 Anya / work / at the wildlife centre / every Monday.
_____
4 the eagles / hunt / at the moment.
_____
5 you / do / your homework / now?
_____
6 They / travel / to the countryside / every summer.
_____

6 Complete the interview with the present simple or present continuous form of the verbs below.

come ■ get ■ have ■ know ■ not know ■ rain (x2) ■ sit ■ start ■ ~~talk~~ ■ work

Catatumbo lightning, VENEZUELA

Presenter Today, we [1]'re talking about the storms at Lake Maracaibo in Venezuela. I'm here with Jania Vargas. She [2]_____ the storms well because she lives here. Jania, what's the weather usually like in this area?

Jania It's warm and cloudy, and it gets very hot in summer. It [3]_____ a lot in May, September and October, and it's very stormy all year. We [4]_____ storms on about 300 nights every year.

Presenter That's a lot of storms!

Jania Yes. The lightning is very bright. People can see it from 250 miles away. It's called Catatumbo lightning.

Presenter I want to see it! It's seven o'clock now and it [5]_____ dark. I can hear something. [6]_____ a storm _____ ?

Jania I [7]_____ , but I can check the weather app on my phone. Just a minute … Yes, a storm [8]_____ now.

Presenter And look, it [9]_____ now! It's good that we [10]_____ in your living room! Oh! There's some lightning! It's beautiful!

Jania Yes, it's beautiful, but a lot of people [11]_____ on the lake at night, and the storms are a big problem for them.

Presenter Oh, I'm sorry to hear that.

7 TASK Write a short report about the climate and weather in your country. Answer the questions below.

- What's the weather like today?
- What's the typical weather at different times of the year in your country?
- Is the climate in your country changing?

Listening, vocabulary and speaking

V Insight Outdoor activities

1 Match the sports to the equipment.

■ bouldering ■ ~~bungee jumping~~ ■ canoeing ■ caving ■ diving ■ horse riding ■ mountain biking ■ rock climbing ■ snowboarding ■ surfing ■ zorbing



1 bungee jumping, _____ , _____



2 bungee jumping, _____ , _____ , _____ , _____ , _____ , _____ , _____



3 _____ , _____ , _____



4 _____



5 _____

2 Match the descriptions to the sports in exercise 1.

1 You do this under the water. You can see fish. diving
2 You do this in the sea. You need a special board. _____
3 You are inside a big ball. You roll down hills. _____
4 You jump from high places. _____
5 You go down snowy hills. _____
6 You go up big rocks with equipment. _____
7 You are on a bike. You don't ride on the road. _____
8 You go up small rocks without equipment. _____
9 You sit on the back of an animal. _____
10 You sit in a special boat. _____
11 You go under the ground. It's dark. _____

3 Complete the sentences with outdoor activities in exercise 1.

1 _____ is good for Ava because she likes animals.
2 _____ is good for Omar because he likes going down hills, but he doesn't like cycling or cold weather.
3 _____ is good for Amira because she likes being underwater.

Asking for, making and responding to suggestions

4 4.01 **Listen to the dialogue. Which club do Grace and Lewis decide to go to?**

HOLDEN ACTIVITY CENTRE

COURSES IN JULY AND AUGUST

MOUNTAIN BIKING
Learn new skills in the hills! ☐

CAVING
Learn how to explore underground safely. ☐

BOULDERING ☐

ROCK CLIMBING
Learn to climb on our indoor climbing wall! ☐

CANOEING ☐ ★★ STARTS TODAY ★★

5 4.01 **Listen again. Number the clubs in the order in which Grace and Lewis mention them.**

6 4.01 **Complete the dialogue with the missing words. Then listen and check.**

Lewis Oh no! Look. The bouldering course is full. That's a shame. I really want to try bouldering.
Grace Me too.
Lewis Well, look, there are a lot of other activities in July and August. [1]Let's do something else.
Grace Good idea. What do you [2]_____ to do?
Lewis [3]_____ about mountain biking?
Grace That [4]_____ OK, but I'm not so sure. I'm not really [5]_____ cycling. Also, I'd [6]_____ to do something on the water. [7]_____ don't we do the canoeing course? Look. We can start this afternoon. What do you [8]_____ ?
Lewis I'd love to, [9]_____ it's very cold and rainy today. What about caving?
Grace Maybe, but I don't really like the dark!
Lewis OK. [10]_____ about rock climbing? That isn't dark or cold!
Grace [11]_____ idea! Let's do it!

7 Complete the excuses. Use *but* and the words below and/or your own ideas.

■ a bit boring ■ not very good at ■ £50!

1 I'd love to go bungee jumping with you, _____ _____
2 Skateboarding? It's a good idea, _____ _____
3 Walking in the forest? Maybe, _____ _____

8 TASK Write a dialogue between two friends choosing a club from the list below. Include suggestions, responses and excuses.

■ bouldering ■ horse riding ■ surfing ■ zorbing

Reading

1 **Complete the sentences so that they are true for you. Use *often*, *sometimes*, *don't often* or *never*.**

1 I _____ take photos of people.
2 I _____ take photos of pets.
3 I _____ take photos of wild animals.
4 I _____ take photos at six o'clock in the morning.
5 I _____ take photos in the evening.

2 **Read the vlog script. Match photos A–E to the times below. There are two times that you do not need. Then write the name of the animal(s).**

■ 5.30 a.m. ■ 6.30 a.m. ■ ~~8.30 a.m.~~ ■ 11.30 a.m.
■ 3.30 p.m. ■ 4.00 p.m. ■ 6.30 p.m.

Photo A: 8.30 a.m. giraffe
Photo B: _____ _____
Photo C: _____ _____
Photo D: _____ _____
Photo E: _____ _____

3 **Read the vlog script again. Are the sentences true (T) or false (F)? Underline the information in the text that tells you which sentences are false.**

1 Zoe doesn't eat anything early in the morning.
2 The animals in Kenya usually sleep early in the morning.
3 Zoe is having a good morning.
4 Zoe used the internet before lunch.
5 It's easy for Zoe to take photos of the cheetah.
6 It starts to get dark at six thirty in Kenya.

4 **Match the highlighted words in the text to definitions 1–7.**

1 (noun) energy from the sun; we need it to see light
2 (adjective) amazing; great _____
3 (noun) the small green parts of a plant _____
4 (noun) baby animal (e.g. tiger, fox, bear, lion) _____
5 (adjective) not sleeping _____
6 (noun) a strong car for the countryside _____
7 (verb) change a photo or writing to make it better _____

5 **Complete the sentences with the correct form of the words in exercise 4.**

1 It's amazing here, and we're having an incredible time!
2 The fox _____ are playing in the garden.
3 We often drive the _____ into the desert.
4 I'm not usually _____ at six o'clock in the morning.
5 You don't need to _____ the photos. They're perfect!
6 In autumn, the _____ turn red, yellow, orange and brown and fall from the trees.
7 I can't take a good photo now because there isn't a lot of _____ .

A DAY IN THE LIFE OF A WILDLIFE PHOTOGRAPHER



'Hi, I'm Alesha Clark and I'm a wildlife photographer. Welcome to my vlog about Kenya.

'It's five in the morning. I'm having coffee and fruit, and looking at the beautiful mountains here in the Mount Kenya national park. I love being awake at this time. Now I want to get in my jeep and start driving!

'It's half past five. I'm driving through the park and looking for animals. This time of day is good for wildlife photography here because the animals hunt at night and they're still busy now. Also, the light's usually really good early in the morning. Oh, what's that? I can see two big lions. And one of them is walking towards me! Where's my camera?!

'It's 6.30 and I'm really happy with my photos. I'm looking for more animals now. I can see a big group of hyenas. Some people think hyenas are wild dogs or cats, but they aren't. Hey, are you looking at me? I like that!

'Half past eight, and the light isn't so good now for photos, but I'm enjoying driving around the park. Oh, there's a giraffe. It's eating the leaves at the top of the tree. I need something to eat, too. I'm getting hungry!

'Nine thirty. I'm having a second breakfast in a café and I'm using my laptop to edit my photos from this morning. They look good!

'It's half past eleven, and I'm still in the café! I'm editing more photos and sending emails. Now, I want to go and have lunch, have a shower and relax for a while.

'Three thirty. I'm in the jeep again and I'm following a cheetah and her little cub. They're crossing the road in front of me. Oh, they're running away from me now! That's a shame, but I've got one or two good photos!

'It's four o'clock. There aren't any big cats now, but there are other birds and animals. I can see an oxpecker on a giraffe. It's probably eating ticks. Oh, it's flying away now! But I've got a great photo of it!

'Five thirty, and the light's changing, so I'm returning to camp.

'OK, it's six thirty and it's completely dark now. I need to have supper and edit more of my photos. What an incredible day!'











6 TASK Study the advert. Which two photography tours would you like to go on? Write two or more reasons why you would like to go on each tour.

PHOTOGRAPHY TOURS

A holiday with a difference!

All photographers welcome! Where would you like to go?

- Iceland: take photos of the Arctic fox on the snow and ice; see whales in the North Atlantic Ocean; learn how to edit your photos
- India: enjoy the hot sun and see tigers, lions, elephants, hyenas, monkeys and butterflies
- the Australian Desert: travel by jeep and see kangaroos – and also mice, snakes, spiders and lizards
- Mongolia: ride horses on the grasslands; see deer and eagles
- Thailand: see elephants in the forest and tigers with their cubs; try underwater photography – there are a lot of beautiful fish here

I'd like to go on a photography tour to ... because ... I'd also like to go on a photography tour to ... because ...

Writing A description of a photo

1 Complete the sentences with expressions of uncertainty. Use *I think*, *probably* and *perhaps*. Sometimes more than one answer is possible.

1 It's _____ winter because they're wearing hats.
2 The old lady is happy. _____ the letter is from her grandchild.
3 The man is _____ running because he doesn't want to be late for work.
4 The girls are _____ sisters because they've got the same colour eyes and hair.
5 The baby is crying. _____ it is hungry.
6 _____ they are friends because they are playing a game together.
7 It's _____ the boy's birthday because he's got a lot of presents.
8 _____ they work at the wildlife park.

2 Look at photo A and answer the questions. Use the words below and your own ideas.

■ baby elephant ■ dry ■ elephants ■ jeep ■ hot ■ mother elephant ■ plants ■ sunny ■ tour ■ tourists ■ trees



What is:
1 in the foreground? _____
2 in the background? _____
3 in the middle? _____
4 on the left? _____
5 on the right? _____

3 Complete the description. Use your answers in exercise 2 to help you.

This is a photo of people on a wildlife photography [1]_____.
There are [2]_____ elephants in the photo, a mother and a baby. The mother elephant is in the [3]_____ of the photo and the baby is in the [4]_____, on the [5]_____.
In the [6]_____, I can see seven people in a jeep. I think they're probably [7]_____ because they're relaxing and watching the animals.
Perhaps they are in South Africa, because a lot of elephants live there. I think it's hot, [8]_____ and dry because some people are wearing caps, and there aren't many green trees or [9]_____.
Perhaps the mother elephant is looking for food in the trees on the [10]_____. The baby elephant is moving quickly. They're probably feeling scared.

4 Look at photo B. Answer the questions. Use the words in brackets.



1 Where are the people and penguins?
(I think) _____
2 What are the people doing?
(I think) _____
3 What do you think the people are saying or thinking?
(perhaps) _____
4 What are the animals doing?
(perhaps) _____

Writing guide

■ **TASK** **Choose photo B or another photo from Unit 4. Write a description of the photo.**

■ **PLAN 1** **Answer the questions and make notes.**

1 Where do you think it is?
2 What's the weather like?
3 How many people and animals can you see?
4 What do you think the people and animals are doing or thinking?
5 What is in the foreground and the background?
6 What is in the middle, on the left and on the right?

■ **PLAN 2** **Follow the instructions. Use the description in exercise 3 to help you.**

1 Start your description with the subject of the photo. *This is a photo of …*
2 Describe what the weather is like. *It's …*
3 Describe what is in the photo and where the things are in the photo. *In the foreground, there are …*
4 Describe what you think the people and animals are doing or thinking. *I think they are probably …*

■ **WRITE** **Write your description. Use your notes and plan to help you. Remember to use expressions of uncertainty and vocabulary to describe where things are in the photo.**

■ **REVIEW** **Check the following points.**

- Have you used expressions of uncertainty: *I think*, *probably* and *perhaps*?
- Have you used vocabulary to describe where things are in the photo?
- Have you checked spelling, grammar and punctuation?

U4 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 4A	Mark
I can scan an article for specific information.	
I can record new words in context.	
I can use words to describe animal behaviour and the natural world.	
How can I improve?	

Lesson 4B	Mark
I can identify relevant words related to a particular topic.	
I can use the present continuous to talk about actions happening now.	
How can I improve?	

Lesson 4C	Mark
I can use pictures to help locate information in a text.	
I can make adjectives from nouns by adding the suffix *-y*.	
I can use the present simple and continuous to talk about habits, truths and current events.	
How can I improve?	

Lesson 4D	Mark
I can describe outdoor activities.	
I can use visual clues to predict information.	
I can ask for, make and respond to suggestions.	
How can I improve?	

Lesson 4E	Mark
I can write a description of a photo.	
I can use phrases to express uncertainty.	
I can use questions to plan my writing.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

5 You are what you eat

Vocabulary

Insight Food

1 Put the foods in the correct category.

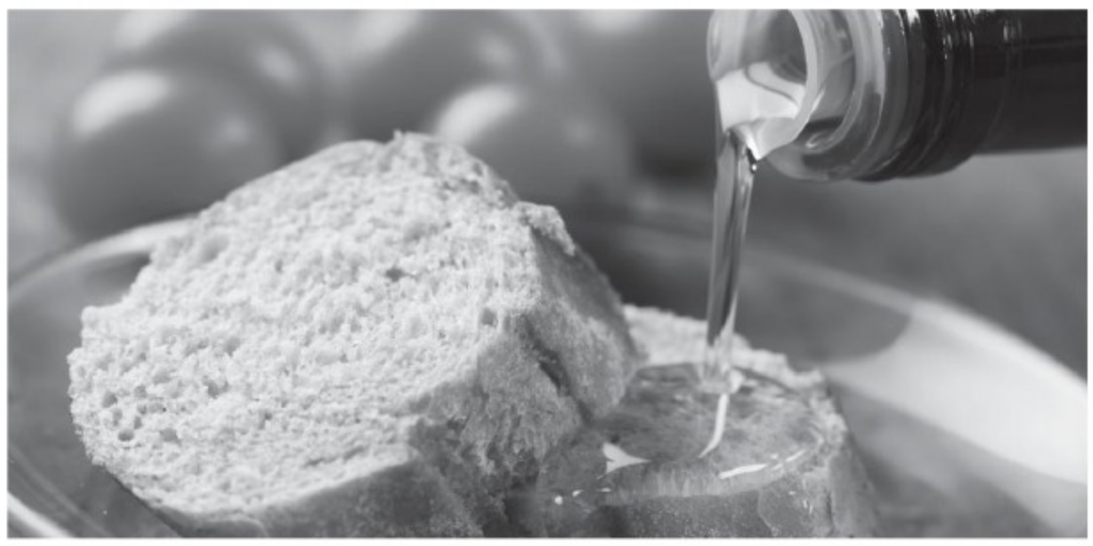
■ apple ■ bread ■ carrot ■ cheese ■ chocolate ■ coffee ■ cucumber ■ lettuce ■ mushroom ■ ~~nuts~~ ■ orange ■ tomato

Fruit or vegetable: nuts, _____, _____, _____, _____, _____, _____, _____

Not fruit or vegetable: _____, _____, _____, _____

Insight Compound nouns

2 Complete the compound nouns.



1 You can put some olive oil on your bread.
2 Do you want some orange j_____ ?
3 At the Italian restaurant, I like the pasta with t_____ sauce or the mushroom p_____ .
4 I can eat the apple, orange and banana in the fruit s_____ , but I can't eat the strawberries.
5 I like chocolate s_____ on my i_____ cream.
6 I always have chocolate c_____ on my birthday!
7 We've got some bread and ham. Would you like a h_____ s_____ ?

Vocabulary extra Food

3 Read the descriptions and write the food words.

1 These small snacks are made with a lot of sugar. sweets
2 This is a carbohydrate. It's white or brown and people eat it with Indian and Chinese food. ___ ___ ___ ___
3 These are made from potatoes. They're high in fat, but they're a tasty snack. ___ ___ ___ ___ ___ ___
4 This is white or brown. It's in sweets and cakes. ___ ___ ___ ___ ___
5 These popular vegetables grow under the ground. They're carbohydrates. ___ ___ ___ ___ ___ ___ ___ ___
6 This is a dairy food that's high in fat. It's a liquid, but it isn't milk. ___ ___ ___ ___ ___
7 This is a type of fish. It's pink. ___ ___ ___ ___ ___ ___
8 These small, round fruits are green, red or black. People eat them and they make juice from them, too. ___ ___ ___ ___ ___ ___
9 This condiment goes with salt. It's black. ___ ___ ___ ___ ___ ___

4 Choose the odd one out.

1	tomato juice	coffee	~~salmon~~	water
2	carrots	crisps	peas	onions
3	cucumber	steak	lettuce	tomato
4	grapes	strawberries	sweets	peaches
5	milk	cream	pepper	cheese
6	bread	ketchup	olive oil	mushroom sauce
7	chocolate	carrots	sweets	sugar
8	orange	potatoes	rice	pasta

5 Complete the sentences with the phrases below.

■ bread and pasta ■ cheese and tomato ■ crisps and sweets ■ lettuce and cucumber ■ olive oil and pepper ■ orange juice and coffee ■ peas and carrots ■ steak and salmon ■ ~~strawberries and cream~~

1 I eat a lot of fruit in the summer. I love strawberries and cream!
2 I like a simple _____ pizza.
3 I love _____ , but my sister doesn't eat meat or fish.
4 I sometimes eat snacks like _____ at the weekend.
5 I don't like cold vegetables, for example, _____ , but I love hot vegetables. _____ are my favourites!
6 The only carbohydrates I like are _____ .
7 I never have sauce or cheese on my pasta. I only have _____ .
8 At breakfast, I sometimes drink _____ , but not very often.

6 TASK Write a paragraph about the food you eat. Use the following questions to help you.

■ What hot food do you like / not like?
■ What cold food do you like / not like?
■ What do you eat at school?
■ What do you eat on special days, for example, your birthday?

I really like ...



Grammar

Countable and uncountable nouns

1 Complete the table with the words below.

■ apple ■ apple sauce ■ cheese ■ cream ■ egg ■ fruit ■ honey ■ nut ■ ~~supermarket~~ ■ vegetable garden

Countable nouns	Uncountable nouns
supermarket	_____
_____	_____
_____	_____
_____	_____

2 Complete the text with *a*, *an*, *some* or *any*.

Layla Let's make [1]*some* food for lunch. There's [2]_____ packet of pasta in the cupboard. What about pasta with tomato sauce?
Riley That sounds good, but have we got [3]_____ sauce?
Layla No, we haven't got [4]_____ sauce. We need to make it.
Riley Are there [5]_____ tomatoes?
Layla Yes, there are [6]_____ tomatoes. And there's [7]_____ onion. Is there [8]_____ olive oil in the cupboard?
Riley Yes, there is.
Layla Perfect! Let's get cooking!

3 Use the prompts to write sentences and questions with *there is* / *there are* and *a*, *an*, *some* or *any*.

1 (✔) / peas / on your plate
There are some peas on your plate.
2 (✘) / bread / in the cupboard
_____
3 (✔) / big kitchen / at our school
_____
4 (?) / nuts / in that bag
_____
5 (✘) / cows / on the farm
_____
6 (?) / water / in the bottle
_____
7 (✔) / grape juice / in the fridge
_____
8 (?) / armchair / in your bedroom
_____

much, *many*, *a lot of*

4 Complete the sentences with *much*, *many* or *a lot of*.

1 Have you got *many* books in your bedroom?
2 They haven't got _____ cows on the farm.
3 Ellie's got _____ chocolate!
4 How _____ carrots would you like?
5 The shop has got _____ dairy products.
6 I haven't got _____ pasta on my plate.
7 How _____ juice do you drink?

5 Complete the sentences with *much*, *many* or *a lot of* and the words below.

■ apples ■ bees ■ chocolate sauce ■ dairy products ■ meat ■ milk ■ ~~sugar~~ ■ vegetables

1 We can't make a cake. We've got flour, butter and eggs, but we haven't got *much sugar*.
2 **A** How _____ have you got in your bag?
B Two. A red one and a green one! I love fruit!
3 **A** How _____ have we got for the ice cream?
B We haven't got any, but we can make some.
4 We don't have much honey because we haven't got _____ on the farm this year.
5 I don't eat _____ (cheese, cream or yoghurt), but I drink _____ .
6 You've got _____ on your plate, Zac, but you haven't got _____ . What about some lettuce or a tomato?

6 Complete the text with *a*, *an*, *some*, *any*, *much*, *many* or *a lot of*.

'Foodie' families



Are you [1]*a* foodie family? What are your food-loving habits?

GeoLeo We enjoy eating good food, but we're worried about climate change. We sometimes have [2]_____ meat in the evening, but we don't eat big pieces of steak or chicken. Instead, we eat eggs, nuts and cheese and [3]_____ vegetables (mushrooms, carrots, cucumber, tomato, lettuce, peas and more!). How [4]_____ plant-based meals do you have every week? #FoodieFamilies

Sam07 My dad watches [5]_____ cookery videos on the internet – 10 or 20 a day! Today, he wants to make [6]_____ orange cake, but he wants me to go to the shops because he needs [7]_____ oranges! #FoodieFamilies

AllyCat @GeoLeo My sister doesn't eat [8]_____ meat or fish because she's vegetarian. Mum, Dad and I eat fish, but we don't eat [9]_____ meat (maybe once or twice a week). We never eat meat on Mondays. How [10]_____ meat-free days do you have each week? #MeatFreeMondays #FoodieFamilies

7 TASK Write a short paragraph about your diet. Include information about the points below.

■ carbohydrates ■ dairy products ■ drinks ■ fish ■ fruit ■ meat ■ sugar and fats ■ vegetables

I eat a lot of fruit, but I don't ...

Vocabulary and grammar

Insight On the dinner table

1 Complete the sentences with the words below.

bowl ■ cup ■ fork ■ glass ■ jug ■ knife ■ mug ■ plate ■ ~~spoon~~

1 You use a spoon to eat ice cream.
2 You put your meal on a _____ .
3 You use these to eat. The _____ goes in your mouth. The _____ cuts your food.
4 You put cold drinks in a _____ .
5 You put hot drinks in these things. A _____ is small and a _____ is big.
6 You put water or juice in a _____ on the table for everyone to share.
7 You put puddings like yoghurt and ice cream in a _____ .

a little / a few

2 Complete the sentences with *a little* or *a few*.

1 I've got a few crisps on my plate.
2 _____ strawberry sauce on ice cream is really nice.
3 Would you like _____ cream on your fruit salad?
4 There are _____ nuts in the bowl.
5 I usually have _____ mayonnaise with my chips.
6 Mum always puts _____ slices of cucumber in my sandwiches.
7 Only _____ people in my class like olives.
8 I sometimes have _____ soda water in my apple juice.

3 Rewrite the sentences so they have a similar meaning. Use the words *a little* or *a few*.

1 I haven't got many sweets.
I've got a few sweets.
2 There isn't much sugar in the bowl.
_____
3 There are one or two onions.
_____
4 There isn't much pepper on the pasta.
_____
5 We've got a small bag of rice.
_____
6 I don't like much ketchup on my steak.
_____



Vocabulary extra Food quantities



4 Complete the food quantities.

1 a carton of milk
2 a t_____ of tomatoes
3 a l_____ of bread
4 a p_____ of nuts
5 a b_____ of water
6 a k_____ of potatoes
7 a j_____ of honey
8 a l_____ of apple juice
9 a c_____ of cola
10 a s_____ of chocolate cake

5 Complete the text messages with the words below.

bottle ■ cans ■ few ■ glasses ■ jug ■ knives ■ little ■ loaf ■ ~~packets~~ ■ plates ■ slices ■ spoons

Hi! How much food and drink have we got for the party?

I've got six pizzas, four big [1]packets of crisps and a [2]_____ bags of sweets. How about you?

I've got some ice cream and a [3]_____ of chocolate sauce. I need to make some sandwiches. I've got a [4]_____ of brown bread, and some [5]_____ of ham and cheese.

OK. I've got some [6]_____ of lemonade and cola.

That's good. We can put a big [7]_____ of water on the table with a [8]_____ lemon juice in it, too.

Good idea. I've got some [9]_____ for the drinks and some bowls and [10]_____ for the ice cream. Do we need any [11]_____ and forks?

No. People can eat with their fingers. I've got some paper [12]_____ .

Great. See you tomorrow.

6 TASK Research and write about a traditional dish from another culture.

- What's the name of the dish, and where is it from?
- What's in the dish?
- When do people eat it?
- Do people in your country eat it?
- Do you eat it? If yes, do you like it? Why / why not? If not, would you like to eat it? Why / why not?

Listening, vocabulary and speaking

V Insight Opinion adjectives

1 Complete the sentences with the words below.

■ boring ■ delicious ■ disgusting ■ exciting ■ interesting ■ ~~lovely~~ ■ scary ■ strange

1 Look at those beautiful trees! They're lovely!
2 I really don't like peas. They look horrible and they taste _____ !
3 I love geography. I think it's really _____ to learn about different places.
4 I don't want to try bungee jumping. It looks _____ and dangerous!
5 I love peaches. They're _____ !
6 I'm really not into history. I think it's _____ .
7 That film isn't like anything else, but not in a good way. It's _____ .
8 Some people enjoy caving and zorbing. They think they're _____ activities.

2 Complete the sentences so that they are true for you. Use the adjectives in exercise 1.

1 Watching football is _____ .
2 Chocolate is _____ .
3 Modern art is _____ .
4 Sleeping is _____ .
5 Playing computer games is _____ .
6 Spiders are _____ .

Ordering food

3 Complete the menu with the words below. Then write one more item in each category in the menu.

■ Desserts ■ Drinks ■ Main courses ■ Starters

The Green House Café

1 _____
Garlic bread
Green salad
Chicken soup
_____

2 _____
Pizza with ham and pineapple
Salmon with rice and vegetables
Steak with onions and chips
_____

3 _____
Hot drinks: tea, coffee, hot chocolate
Fruit juice: orange, apple or pineapple
Cola
_____

4 _____
Strawberries and cream
Traditional English trifle
Chocolate cake
_____

4 5.01 Listen to the first part of the dialogue. What does Oscar not eat?



5 5.02 Listen to the whole dialogue. Complete the waiter's notes.

Starters: [1]_____, [2]_____
Main courses: [3]_____, [4]_____
Drinks: [5]_____, [6]_____
Desserts: [7]_____

6 Study the sentences. Write W (waiter), M (Megan) or O (Oscar) next to the phrases they use.

1 Some of the starters are OK. ___
2 Would you like anything to drink? ___
3 Do you want to order dessert now? ___
4 No, I'm fine, thanks. ___
5 It smells great! ___
6 Is everything OK with your meal? ___

7 5.02 Complete the gaps with one, two, three or four words. Then listen and check.

Waiter Hello. Are [1]_____ now?
Megan Yes, thank you.

Waiter [2]_____ a starter?
Megan Yes, please.

Waiter What would you like for your main course?
Megan [3]_____ the steak with onions and chips, please.
Oscar [4]_____ the salmon with rice and vegetables, please?

Waiter Here's your green salad.
Oscar Thanks. That [5]_____ !

Waiter Is everything OK with your meal?
Megan Yes, thanks. The steak [6]_____ lovely!
Oscar And the salmon's [7]_____ , too.

8 TASK Write a dialogue between a waiter and two people who are at the restaurant. Use the menu in exercise 3. Remember to give compliments to the waiter about the food.

Reading

1 Scan the text. Match photos 1–3 with the restaurants.

Photo 1: _____
Photo 2: _____
Photo 3: _____

2 Read the text again. Choose the correct answers.

1 At Sketch,
  a there is a lot of pink furniture.
  b there are a lot of old pictures.
  c there aren't many interesting things to see.
2 At Sketch you can
  a buy some art.
  b eat food from Europe.
  c paint and draw while you eat.
3 Circus is good for people who
  a want to see something fun.
  b like unusual food.
  c want to work in a circus.
4 Circus is
  a a quiet place for a meal.
  b fun, but the food isn't great.
  c a great evening out and has great food, too.
5 At Archipelago you can
  a eat meals made with unusual plants.
  b enjoy pictures of London.
  c try unusual meat.
6 A vegetarian can't eat much at
  a Circus.
  b Archipelago.
  c Sketch.

3 Choose the best restaurant for each statement. Write S (Sketch), C (Circus) or A (Archipelago).

1 'I like dancing after I eat.' ___
2 'I like eating food that looks beautiful.' ___
3 'I want to eat something really different.' ___
4 'It's my grandmother's birthday. I want to take her out for tea and something sweet.' ___
5 'I don't like art. It's so boring.' ___
6 'I want to watch something while I eat.' ___

4 Replace the words in italics with the highlighted words in the text.

1 I love your food. It's always *delicious*. tasty
2 Lucy is an amazing artist. All her pictures are really *new and different*. _____
3 The restaurant offers some good vegetarian *plates or bowls of food* prepared in a particular way. _____
4 We are never bored at music club. It's always *busy and exciting*. _____
5 That film is great. It's really *fun* to watch. _____
6 There's a new music *place* in town. Some great samba bands play there. _____

Home About Destinations Gallery

London restaurants



SKETCH

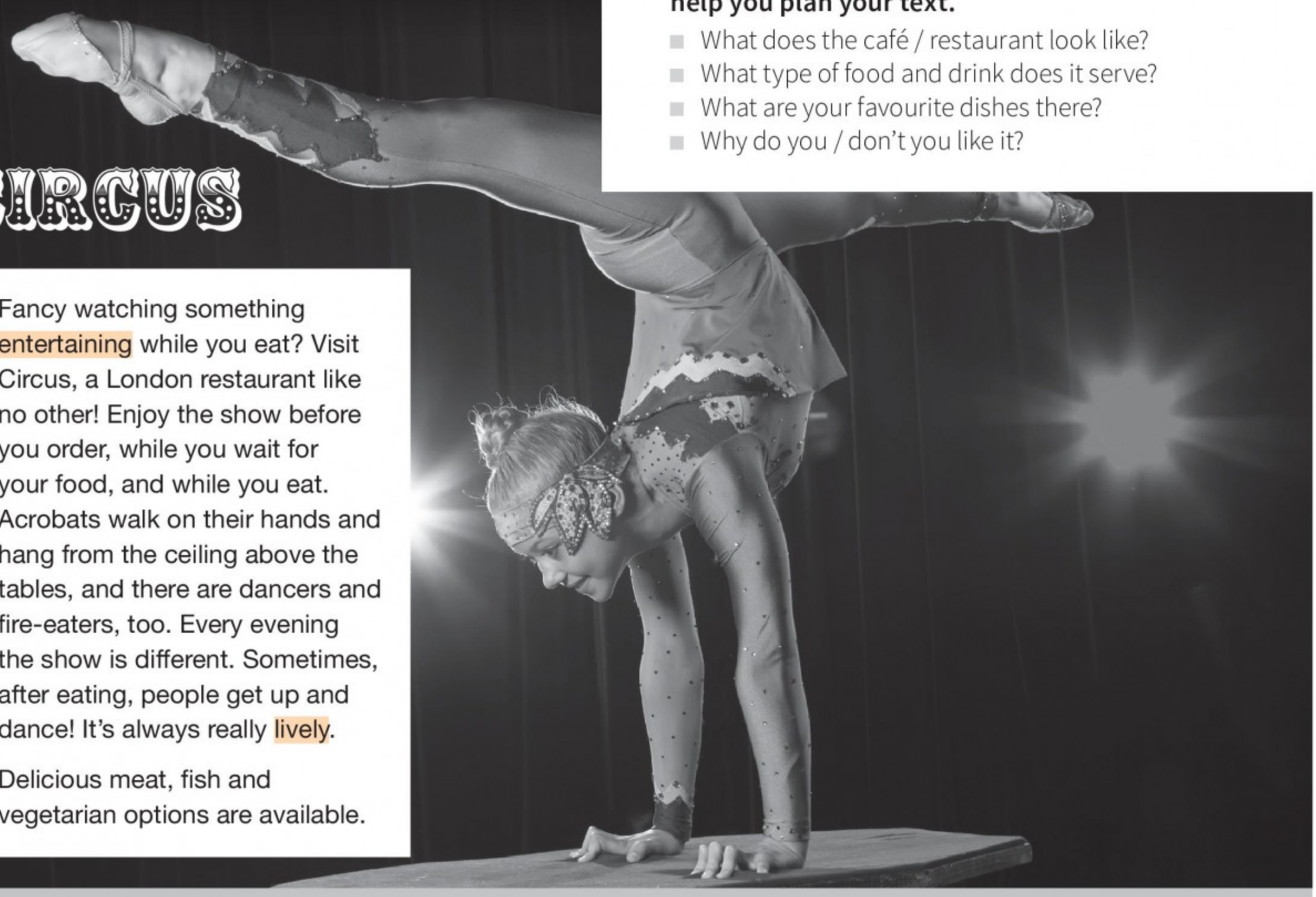
A restaurant full of art! This beautiful venue is in a 200-year-old house in the city centre. There's art on the walls, on the floors, in the bathrooms, and of course, in the food!

5 Upstairs, there are colourful paintings of trees on the walls, and the chairs, tables and sofas are green, blue, purple and pink. Downstairs, the furniture is pink, and there are almost 100 pieces of modern art on the pink walls to enjoy.

10 The menu has meat and fish dishes from countries such as Britain, France and Japan, and there's usually something tasty for vegetarians, too. Afternoon tea and cake is a popular option here.

Do you like unusual eating experiences? Here are three original restaurants in the UK's lively capital!

1



CIRCUS

Fancy watching something entertaining while you eat? Visit Circus, a London restaurant like no other! Enjoy the show before you order, while you wait for your food, and while you eat. Acrobats walk on their hands and hang from the ceiling above the tables, and there are dancers and fire-eaters, too. Every evening the show is different. Sometimes, after eating, people get up and dance! It's always really lively.

Delicious meat, fish and vegetarian options are available.

2



Archipelago

Step inside this restaurant and there isn't much that makes you think of London. Next to the tables there are some tropical plants from rainforests. Plus there's some unusual international art to admire. But the real difference is the food!

What do you usually have for a starter? A salad? Would you like to try a few caterpillars? In this restaurant, you can! And for your main course – what about some crocodile? Then finish your meal with a dessert of scorpions!

The menu is totally original, but perhaps it isn't the best place for vegetarians!

5 Complete the sentences with the words in exercise 4.

1 What's your favourite venue for lunch?
2 There are some interesting _____ from Mexico on the menu.
3 I love that TV show. It's really _____ .
4 I love Liverpool. It's a very _____ city with lots to see and do.
5 Tim wants to write a book. He's got a very _____ idea for a story.
6 Try this dessert! It's really _____ .

6 TASK Write a short text about a café or restaurant you know. Include some of the words in exercise 4 and your own ideas. Use the following questions to help you plan your text.

- What does the café / restaurant look like?
- What type of food and drink does it serve?
- What are your favourite dishes there?
- Why do you / don't you like it?

Writing A description of a festival

1 Read the email from Bao to Yuri. Answer the questions.

1 Do you think Bao knows Yuri? Why / why not?
2 Why does Bao like Chinese New Year?

To: Yuri

Subject: Happy New Year!

Hi Yuri!

Thanks for your email.

Happy New Year! We're celebrating Chinese New Year at the moment. We celebrate in the first month of spring. It's a very important festival for Chinese people because we think about new beginnings at the start of a new year.

Before the celebrations start, we clean our houses. This is a tradition – we are cleaning away all the bad things.

On New Year's Eve, the evening before the New Year, we have a special meal with our family. We eat traditional food. We usually have fireworks at midnight. We say that the fireworks chase away bad spirits. We also wear red clothes. Red means fire, so we say that our red clothes also help chase away evil spirits.

When we wake up on New Year's Day, we find a red envelope in our beds. It's got money and sweets in it – it's a present from our parents and grandparents.

We also have a lantern festival. There are many lights and lanterns. It's beautiful. We often have a dragon dance, too. It's my favourite part of the festival!

I love Chinese New Year, because I like all the traditions and I like being with my family.

Write to me about one of your festivals.

Take care,

Bao



2 Read the email again. Answer the questions.

1 What is the festival?
2 When do people celebrate this festival?
3 Why do people celebrate this festival?
4 What do people do at this festival?
5 What kind of food do people eat?
6 What clothes do people wear?
7 What is Bao's favourite part?

3 Choose the correct word from each pair to complete the sentences about the email in exercise 1.

- ask / tell
- formal / informal
- history / traditions
- writes about facts / tells a story

1 The style of Bao's email is _____ .
2 The main purpose of Bao's email is to _____ Yuri about a festival.
3 Bao _____ in his email.
4 He includes information about the festival's _____ .

4 Rewrite the sentences in bold using the linking words in brackets.

1 We send Easter cards. **We eat chocolate eggs, too!**
_____ (also)
2 My parents give me my Christmas presents after breakfast. **I also give them presents.**
_____ (too)
3 We make decorations. **We buy them, too.**
_____ (also)
4 Boys send Valentine's cards to girls. **Girls also send cards to boys.**
_____ (too)
5 Grandad is very happy when we dance. **We are very happy, too.**
_____ (also)

Writing guide

TASK Write a description of a festival in your country.

PLAN 1 Choose a festival you like. Answer the questions and make notes.

1 What festival do you want to describe?
2 When do people celebrate this festival?
3 Why do people celebrate this festival?
4 What do people do at this festival?
5 What kind of food do people eat?
6 Why do you like it?

PLAN 2 Organize your ideas into an email. Use Bao's email to help you.

- Begin your email with *Hello!, Hi!* or *Dear …*
- Include an opening sentence: *How are you? / Thanks for your email. / I hope you are well.*
- Say why people celebrate the festival.
- Describe the festival and write about what happens.
- Finish with *Take care / Lots of love / Best wishes* and your name.

WRITE Write your email. Use your notes and plan to help you. Remember to use *too* and *also*.

REVIEW Check the following points.

- Have you included a description of the festival?
- Have you used informal language?
- Have you used linking words *too* and *also* correctly?
- Have you checked spelling, grammar and punctuation?

U5 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 5A	Mark
I can use food words.	
I can use key words to identify the main idea.	
I can use compound nouns to describe food.	
How can I improve?	

Lesson 5B	Mark
I can use countable and uncountable nouns correctly.	
I can use *much*, *many* and *a lot of* to talk about food.	
How can I improve?	

Lesson 5C	Mark
I can use a dictionary to understand new words.	
I can use words to describe things on the dinner table.	
I can use *a little* and *a few* to talk about quantity.	
How can I improve?	

Lesson 5D	Mark
I can understand the opinions of different speakers.	
I can give my opinion about things I like and don't like.	
I can order food.	
How can I improve?	

Lesson 5E	Mark
I can use *too* and *also* to give more information.	
I can think about my writing goal before I write.	
I can write a description.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

6 Going green

Vocabulary

V Insight Clothes and accessories

1 Name the clothes and accessories.



Vocabulary extra Clothes verbs

2 Complete the sentences with the verbs below.

■ do up ■ look for ■ put away ■ take off ■ ~~take out~~ ■ try on ■ undo ■ unzip

1 Can you take out my hat and scarf from the drawer, please?
2 Your room is so untidy. Please _____ your clothes in your chest of drawers.
3 It's cold. Why don't you _____ your coat?
4 I need to _____ these trousers before I buy them. I like them, but they look a bit big.
5 I want to _____ a scarf for Lucy when I'm in town today.
6 I can't _____ my necklace. Can you help me?
7 When you _____ your clothes, can you put them in the washing machine, please?
8 Can you _____ my dress for me? I can't reach the zip.

3 Add the missing preposition and choose the correct words to complete the sentences.

1 **A** I need to look for a new **necklace** / **backpack** / **cardigan** for my PE clothes.
2 **A** I'm cold.
B Zip _____ your **tights** / **sandals** / **jacket**!
3 **A** Hi! I'm home!
B Hi! Can you hang _____ your **necklace** / **socks** / **coat** before you go upstairs?
4 **A** Why do you want to go into town?
B I need to take _____ these **shorts** / **sandals** / **tights**. There's something wrong with the left one.
5 **A** My head's cold.
B Put _____ **a hat** / **some make-up** / **a necklace**!
6 **A** Good night.
B Take _____ your trousers and **jeans** / **skirt** / **shirt** for school tomorrow before you go to bed.

V Insight Negative prefixes

4 Complete the sentences with the negative form of the correct adjective in brackets.

1 Misha is very intolerant. She doesn't like anything or anyone! (**complete** / **tolerant** / **formal**)
2 Harry can't play basketball today, so our team is _____. (**complete** / **kind** / **fair**)
3 I don't like maths tests. A lot of my answers are usually _____. (**tolerant** / **fair** / **correct**)
4 I don't like George. He never talks to other people. He's really _____. (**important** / **friendly** / **lucky**)
5 I've got three exams on my birthday! I'm very _____! (**fashionable** / **lucky** / **friendly**)
6 Holly doesn't share her sweets with her brother. She's _____. (**kind** / **important** / **patient**)
7 My friend is moving to a different school, so I feel _____. (**happy** / **fair** / **expensive**)
8 My dad prefers _____ meetings. He likes wearing jeans. (**formal** / **complete** / **important**)
9 I don't want to wear that jumper. It's really _____! (**tolerant** / **expensive** / **fashionable**)
10 'Fast fashion' is _____, but it's also low-quality and bad for the environment. (**expensive** / **fair** / **lucky**)

5 TASK Write a short text about your clothes and accessories. Use your answers to the following questions to help you plan your text.

■ Do you prefer formal or informal clothes? Why?
■ Do you think it's important to wear fashionable clothes? Why / why not?
■ What are your favourite clothes?
■ What accessories do you wear?

Grammar

Comparative adjectives

1 Read the clues, then label the people in the photo.



1 _____ 2 _____ 3 _____ 4 _____ 5 _____

■ Clare ■ Freya ■ James ■ Keira ■ Leo

Clue A Clare is taller than Keira, but shorter than Freya.
Clue B Freya is shorter than Leo, but taller than Keira.
Clue C Leo is taller than Freya, but shorter than James.

2 Write the comparative forms of the adjectives. Choose the comparative adjective in each group that has got a different spelling rule.

1	quick	quicker	4	easy	_____
	cheap	cheaper		good	_____
	wet	wetter		bad	_____
2	expensive	_____	5	friendly	_____
	busy	_____		unusual	_____
	traditional	_____		exciting	_____
3	large	_____	6	hot	_____
	late	_____		thin	_____
	long	_____		tall	_____

3 Write comparative sentences.

1 my backpack / small / yours.
My backpack is smaller than yours.
2 a coat / big / a jacket.
_____
3 Ivan's clothes / unusual / Matt's clothes.
_____
4 your wardrobe / tidy / mine.
_____
5 shopping online / convenient / going to the shops.
_____
6 the shopping centre / far from here / the supermarket.
_____

4 Complete the sentences with the comparative form of the adjectives below.

■ bad ■ easy ■ fashionable ■ hot ■ ~~quiet~~

1 I prefer studying in the library because there isn't a lot of noise. It's quieter than studying at school.
2 For me, badminton is _____ than tennis. I find tennis really difficult.
3 The weather's much _____ today than yesterday. Where are my sandals?
4 My sister's really good at history. I'm not! I always get _____ marks in history exams than her.
5 Jack's clothes are _____ than mine because he's got a lot of money.

5 Complete the text with the comparative form of the correct adjective in brackets.



Choices, choices!

You need a new notebook, so you walk into a shop to buy one. It sounds easy, but it's [1]more difficult (**important / difficult**) than you think, because in the shop there are 25 different kinds of notebooks to choose from. Do you want a thicker notebook with 100 pages, or a [2]_____ (**thin / fair**) one with just 40 pages? Do you want a [3]_____ (**busy / expensive**) notebook with a beautiful picture on the front, or a cheaper one with no picture on the front? This notebook has got [4]_____ (**convenient / nice**) paper than that one, but it's also [5]_____ (**bad / unusual**) for the environment. It feels impossible to choose!

We often think it's [6]_____ (**good / large**) to have more choices than just a few, but scientists disagree. They believe that having too many choices is stressful, and that it's [7]_____ (**easy / far**) to have a [8]_____ (**small / fashionable**) number of options to choose from.

So what is the ideal number? Between about 8 and 15, say the scientists, and this is true for everything – films, drinks, hats, and even friends. With fewer choices, we can make [9]_____ (**long / quick**) decisions. We really can be [10]_____ (**busy / happy**) with less, not more!

6 TASK Write sentences about the pairs of things below. Use a few comparative adjectives to compare each pair.

■ two items of your clothing or accessories
■ two of the shops in your town or city

Vocabulary and grammar

Insight Shopping

1 Read the descriptions and choose the correct answers.

1 This is where people keep their money.
a debt **b** wallet **c** credit card
2 A jacket was £100 and now it's £50.
a It's half price. **b** It's a debt. **c** It's a purchase.
3 These are things you buy.
a sales **b** consumers **c** purchases
4 These are the people who buy things.
a consumers **b** bargains **c** purchases
5 People have problems with this when they spend more money than they've got.
a wallet **b** discount **c** debt
6 A time when a shop sells things at a cheaper price than usual.
a discount **b** sale **c** half price
7 Things for sale at a cheaper price than usual.
a bargains **b** consumers **c** purchases
8 People often use this to shop online.
a purchase **b** credit card **c** consumer
9 Young and old people can often get this on the price of a train and bus tickets.
a debt **b** discount **c** half price

Superlative adjectives

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

1 Jess always buys the latest (late) fashion.
2 The Green House is _____ (popular) shop in town at the moment.
3 _____ (bad) problem for a lot of consumers is debt.
4 Electric cars are _____ (quiet) cars on the road.
5 _____ (cheap) items are not always _____ (good).
6 Saturday is _____ (busy) shopping day of the week here.
7 _____ (important) thing in my bag is my wallet.

3 Write sentences that are true for you. Use the superlative form of the adjectives.

1 popular / sport / in my class / is …
The most popular sport in my class is football.
2 hot / month of the year in my country / is …
_____
3 good / day of the week / is …
_____
4 bad / TV programme / is …
_____
5 easy / subject at school / is …
_____
6 unusual / thing / I / have got / is …
_____

Vocabulary extra Shops

4 Complete the text with the shops below.

■ baker's ■ bookshop ■ butcher's ■ chemist's ■ clothes shop ■ department store ■ fishmonger's ■ greengrocer's ■ market ■ newsagent's ■ ~~phone shop~~ ■ post office ■ sandwich shop ■ sports shop

Shop local!

Don't buy online! Use our local shops!

Do you need a new phone? Go to the [1]phone shop.

Visit the [2]_____ for your health needs.

Buy bread at the [3]_____, steak at the [4]_____ and salmon at the [5]_____! Get fruit and veg at the [6]_____! Need lunch? Go to the [7]_____!

Send letters at the [8]_____, and buy pens and notebooks for school there, too.

Get your magazines at the [9]_____ and your books at the [10]_____.

Are you a runner, a swimmer, a cyclist or a ball game player? Visit the [11]_____.

Do you need something new to wear? The [12]_____ is great for shirts, dresses and trousers. The [13]_____ also sells clothes and much more.

And finally, remember that the [14]_____ is here every Thursday.






5 TASK Write a short text about shopping in your town or city. Use your answers to the following questions to help you plan your text.

- What kind of shops are there?
- What are the cheapest / most expensive / most popular shops in your area? How often do you shop there?
- What's the best / worst time of day to go shopping in your town or city? Why?

Listening, vocabulary and speaking

Insight Gadgets

1 Label the pictures with the words below.

■ Bluetooth™ headphones ■ ~~Bluetooth speaker~~
■ camera ■ DVD player ■ e-reader ■ games console
■ laptop ■ smartphone ■ tablet



1 Bluetooth speaker 2 _____ 3 _____



4 _____ 5 _____ 6 _____



7 _____ 8 _____ 9 _____

2 Complete the sentences with the words in exercise 1.

1 I use my smartphone for everything. I listen to music, chat with my friends and watch videos on it, and it isn't much bigger than my hand!
2 I can take photos on my phone, but my _____ is better.
3 After school, my friends often come round and we play on my _____ . I've got five controllers, so we can all play at the same time.
4 My parents use a _____ to watch films, but I prefer to watch films online or on my phone.
5 Mum doesn't like my tablet. She prefers her _____ . It's heavier, but easier to use.
6 With my _____ I can listen to music and make phone calls without using my hands.
7 My _____ is better than my laptop. I can do all the same things with it, and I can take photos with it, too. I can't make phone calls with it though!
8 Dad uses his _____ a lot because he loves books.
9 My friends and I can listen to music at the park because I've got a _____ .

Buying clothes

3 6.01 Listen to the dialogues. Are the statements true (T) or false (F)? Correct the false ones.

1 The boy tries on some green trainers.
2 The grey trainers are too small.
3 The boy buys the trainers in a smaller size.
4 The girl likes the blue skirt.
5 The girl doesn't try the skirt on.
6 She buys the skirt.



4 6.01 Study the sentences. Write C (customer) or S (sales assistant). Listen again and tick (✔) the phrases that you hear.

1 Could I see the blue one, please? ☐
2 What size are you? ☐
3 Never mind. ☐
4 Do they come in different colours? ☐
5 How much do they cost? ☐
6 Do you need any help? ☐
7 I'm afraid they don't come in black. ☐
8 Have you got a smaller size? ☐
9 Don't worry! ☐
10 Thanks, I'll take them. ☐
11 The changing rooms are over there. ☐
12 No worries! ☐

5 Read the dialogues and complete the responses.

1 **Assistant** I'm sorry, but it isn't in the sale.
Customer Oh well, never mind.
2 **Assistant** I'm afraid it only comes in this colour.
Customer N_____ w_____ !
3 **Assistant** I'm afraid we don't have any other sizes.
Customer It d_____ m_____ .
4 **Assistant** I'm sorry, but the changing rooms are full at the moment.
Customer T_____ O_____ .
5 **Assistant** I'm afraid this is the only colour we have.
Customer N_____ p_____ .
6 **Assistant** I'm sorry, I can't order it online for you.
Customer D_____ w_____ !

6 TASK Write a dialogue between a customer and a sales assistant. The customer tells the sales assistant not to worry about two things.

Reading

1 Read the article and choose the best summary.

a Online shopping is the most convenient way to buy things.
b Companies are making shopping in shops more interesting.
c Technology is changing the way we shop.

2 Match headings A–G to paragraphs 1–5. There are two headings that you do not need.

A Why do young consumers want interesting shopping experiences?
B How are some companies making shopping more interesting?
C How do young consumers want to shop?
D How often do young people use credit cards online?
E What are these customers waiting for?
F How do young consumers manage debt?
G How are some companies using technology?

3 Complete the sentences with one, two, three or four words from the article.

1 The people at the make-up shop want make-up and _____ .
2 Young people want to shop online and also to shop _____ sometimes.
3 When they look for new things to wear, young people prefer to _____ in shops before buying them.
4 Young people think it's more difficult to find _____ online than in shops.
5 Customers don't need to use changing rooms in clothes shops with _____ .
6 When young people have an interesting experience, they often put a photo of it on _____ .
7 There's a _____ under a clothes shop in London.
8 You and your friends can _____ in a furniture shop for a night.

4 Match the highlighted words in the article to definitions 1–8.

1 (verb) take away collect
2 (verb) make someone want to visit _____
3 (adjective) useful, easy or quick to do _____
4 (noun) with this technology you can believe you are in a different place _____
5 (verb) pay for something before you get it _____
6 (noun) a line of people _____
7 (noun) famous names or labels that are linked to certain products _____
8 (noun) someone's things _____

The shopping experience

1

There's a long queue of young people outside a popular make-up shop in New York. Inside, the shop is beautiful. The walls are colourful, and there are plants and flowers everywhere. Customers try on make-up, order products on a tablet, then collect them when they leave the shop. Of course, it's easy to order these products at home, but these young consumers want more than just make-up. They want an amazing shopping experience and they don't mind waiting for it.

2

Young people like online shopping because it's quick and easy, but they don't only want to shop this way, and many of them prefer making purchases in 'real' shops. They like to see and touch things before they buy them, and they want to try clothes on. They also feel it's easier to find new products in real shops than online.

3

Big companies know people like being in shops, so they're finding different ways to give their customers a more convenient shopping experience. You can pay at self-checkouts in many supermarkets, for example, and some clothes shops have large digital mirrors, so you don't need to put clothes on to try them on!

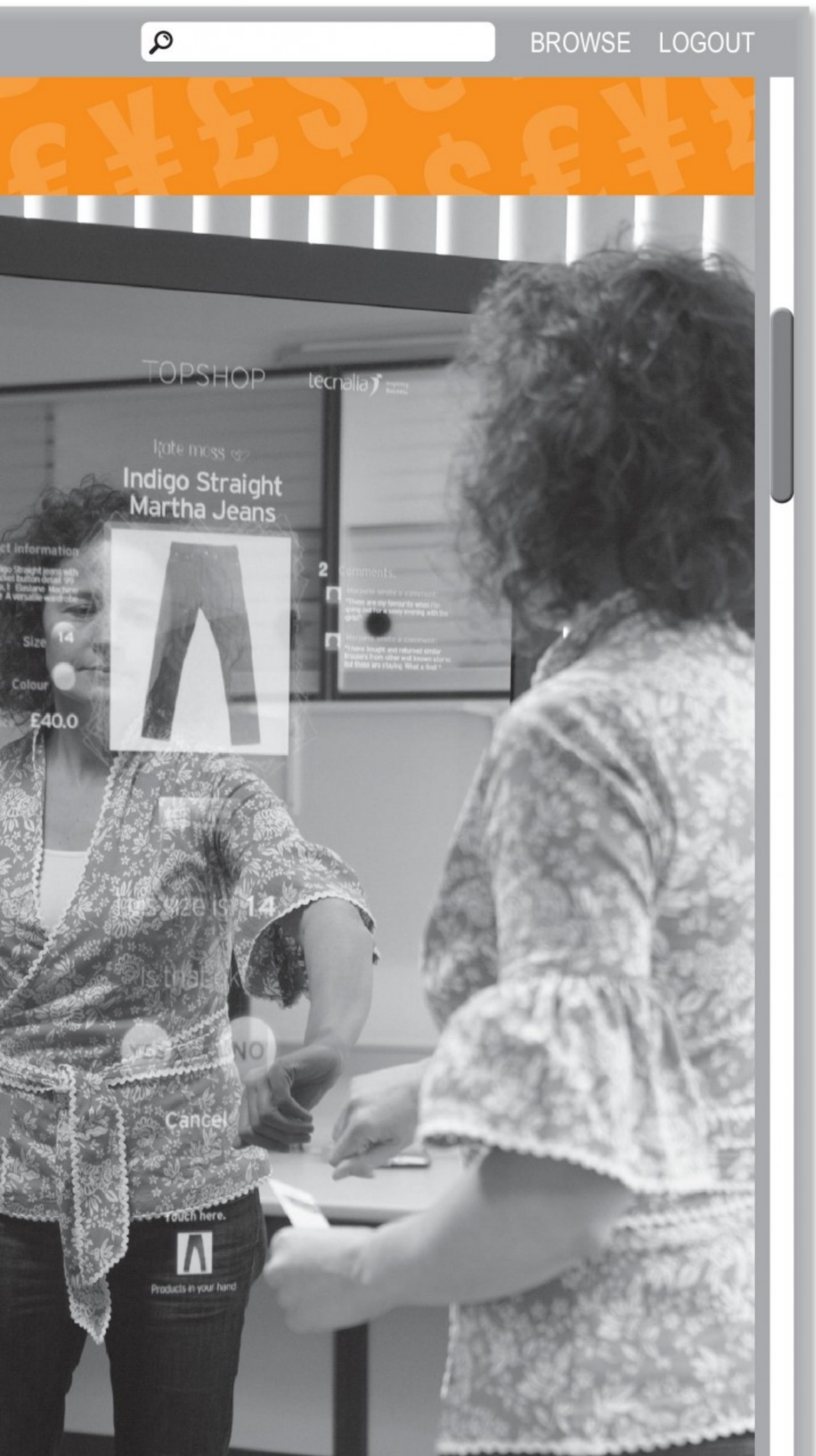
4

For a lot of young people, experiences are more important than possessions. According to one study, 78% of young consumers prefer to spend money on an experience or event and share a photo of it on social media than to buy clothes, gadgets or other objects. Many of them also believe that interesting events and experiences help them connect with other people. So it's no surprise that some big brands are trying hard to attract young consumers by offering unusual shopping experiences.

5

Some bookshops invite authors to talk about their books. A Swedish furniture shop offers customers the chance to sleep in its beds for a night. One popular London clothes shop has a big underground skate park for its customers, and another offers a virtual reality experience. Customers put on a headset and go on a fun journey through the city.

Shopping is getting more exciting!



5 Complete the sentences with the correct form of the words in exercise 4.

1 A lot of people like to wear clothes with the names of the biggest sports clothes brands on the front.
2 This necklace is one of my favourite _____ . I keep it in a special box in my bedroom.
3 You can go to the shop and get it now, or you can _____ it online and have it next week.
4 Companies need to think of different ways to _____ customers to their shops.
5 Online shopping is very _____ for people with busy lives.
6 _____ is an exciting way to learn about different countries.
7 I really don't want to wait in that _____ ! It's really long!
8 You can pay for the games console online and then _____ it from a shop near you.

6 Answer the questions.

1 How often do you buy food / clothes / other things?

2 Do you prefer shopping online, in shops or at markets? Why?

3 What attracts you to a shop?

4 Do you prefer to spend money on possessions or experiences? Why?

5 Do you feel it's important to buy famous brands? Why / why not?

7 TASK Write a paragraph about yourself as a consumer. Use your answers in exercise 6 to help you plan your paragraph.



Writing A review

1 Read the review. Are the statements true (T) or false (F)?

1 You can record video and take photos with the InstaSport III.
2 The InstaSport III is cheaper than other action cameras.
3 You can't use the InstaSport III when you go surfing.
4 The InstaSport III is smaller than other action cameras.
5 You can record video for two hours with the InstaSport III.
6 The InstaSport III has a very large screen.
7 You can speak to the InstaSport III to tell it what to do.
8 The reviewer thinks the InstaSport III is the best action camera.



Review: InstaSport III ★★★☆☆

The latest 4K action camera from SportTech is the InstaSport III. It records high-quality video (4K at 30 frames per second) and takes [1]_____ photos, too. Action cameras can be very [2]_____, so at only £195 the InstaSport III is a real bargain.

With just three buttons, the InstaSport III is [3]_____ to use and a fantastic choice for beginners. It's also ideal for surfers and swimmers because it's completely [4]_____ down to five metres. Some action cameras can be quite large, but at 50 x 40 x 30 mm the InstaSport III is [5]_____. It's [6]_____, too, weighing just 75 g.

However, there are some problems with it. The battery life is short (about 45 minutes) and this is [7]_____ when you want to take longer videos. Also, the screen is smaller than other models, and the voice commands are [8]_____, especially when you talk to the camera in noisy situations.

There are certainly some better action cameras available, but for someone who wants to try using one for the first time, the InstaSport III is a good choice.

Positive and negative adjectives

2 Use a dictionary to check the meaning of the adjectives below. Are they positive (P) or negative (N) for an action camera?

1 compact ___
2 straightforward ___
3 pricey ___
4 annoying ___
5 waterproof ___
6 stunning ___
7 light ___
8 unreliable ___

3 Complete the review with adjectives from exercise 2.

Writing guide

■ **TASK** **Write a review of a gadget.**

■ **PLAN 1** **Choose a gadget. Answer the questions and make notes.**

1 How much does it cost?
2 What are its main features?
3 What are its good points?
4 What are its bad points?
5 What is your opinion of it?
6 What positive and negative adjectives can you use to describe it?

■ **PLAN 2** **Plan your paragraphs. Use the review in exercise 1 to help you.**

Paragraph 1: Describe the gadget. Include the price and main features.
Paragraph 2: good points
Paragraph 3: bad points
Paragraph 4: conclusion and your opinion

■ **WRITE** **Write your review. Use your notes and plan to help you. Remember to include positive and negative adjectives. Use your dictionary to help with any new words you need.**

■ **REVIEW** **Check the following points.**

- Is your review divided into different paragraphs for different topics?
- Have you used positive and negative adjectives?
- Have you checked spelling, grammar and punctuation?



U6 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 6A		Mark
	I can scan a text to find specific information.	
	I can talk about clothes and accessories.	
	I can use prefixes to make negative adjectives.	
	How can I improve?	

Lesson 6B		Mark
	I can use key words to understand the gist of a paragraph in a text.	
	I can use comparative adjectives to describe how two things are different.	
	I can understand comparison in a text.	
	How can I improve?	

Lesson 6C		Mark
	I can use strategies to increase my vocabulary.	
	I can use words to describe shopping.	
	I can use superlative adjectives to describe how one thing is different to a group of things.	
	How can I improve?	

Lesson 6D		Mark
	I can talk about gadgets.	
	I can listen for specific information.	
	I can ask about things in a shop.	
	How can I improve?	

Lesson 6E		Mark
	I can use positive and negative adjectives in my writing.	
	I can use a bilingual dictionary to understand new words.	
	I can write a review.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

7 That's quite a challenge!

Vocabulary

V Insight Parts of the body

1 Complete the parts of the body.



2 Put the parts of the body in the correct category.

■ ankle ■ chest ■ elbow ■ face ■ finger ■ ~~hip~~ ■ knee ■ neck ■ shoulder ■ stomach ■ toe ■ wrist

Head and top of body

_____ , _____

Back and centre of the body

_____ , _____

Leg or foot

hip, _____ , _____ , _____

Arm or hand

_____ , _____ , _____ , _____

3 Complete the text with the body parts.

1 In winter, I always wear a hat on my head and a scarf around my _____ when I go outside.
2 I've got ten fingers and ten _____ .
3 When I'm hungry, my _____ is very noisy!
4 I always know what the time is, because I wear a watch on my _____ .
5 You carry a backpack on your back and _____ .
6 You wear make-up on your _____ .
7 Trousers are often too short for me, because I've got very long _____ .
8 When I go skateboarding, I wear special pads on my arms and legs to keep my _____ and _____ safe.

V Insight Noun suffixes: *-er / -or*

4 Write the nouns.

Verb	Noun
1 drive	driver
2 direct	
3 fight	
4 jog	
5 ride	
6 visit	
7 surf	
8 swim	

5 Complete the radio interview with the words below. Use the noun form of the verbs.

■ ankles ■ chest ■ compete ■ head ■ knee ■ ~~play~~ ■ run ■ skate ■ teach

Q Today I'm with Louise, a sports medicine doctor. What do you do in your job, Louise?
A I help people do sport safely. I also help them when they get hurt doing sport.
Q What type of people do you help?
A All sorts of people! There's a young basketball [1]player and he's got a problem with his left [2]_____ at the moment. And there's a woman who comes to see me. She does a lot of ice-skating competitions – she's a great [3]_____ , but she's got a problem with one of her [4]_____ .
Q Who else do you work with?
A Well, I'm not a [5]_____ , but I work in schools a lot. I tell students how to exercise safely. And I remind them to wear a helmet when they go cycling because it's so important to keep your [6]_____ safe.
Q Do you only work with young people?
A No. There's a 78-year-old man and he's a [7]_____ . He runs in long races and he's very fit, but I listen to his [8]_____ regularly because I need to check his heart.
Q What part of your job do you like best?
A There's a triathlon in our town every year, and I like working with the [9]_____ in that.
Q Do you compete yourself?
A Ha! No, I don't!

6 TASK Write a physical description of the people below. Use words for parts of the body.

1 Throwers have usually got strong arms, chests and shoulders.
2 Runners _____
3 Swimmers _____
4 Piano players _____
5 Firefighters _____

Vocabulary and grammar

have to and *should*

1 Choose the correct words and complete the sentences with the correct form of the verbs in brackets.

1 You **should** / **shouldn't** eat (eat) some fruit every day.
2 Carly isn't very healthy at the moment. She **should** / **has to** _____ (do) some more exercise.
3 We **have to** / **don't have to** _____ (wear) a uniform at our school. We can wear anything we like.
4 Sometimes Mum **should** / **has to** _____ (work) at the weekends because she's a doctor in the hospital.
5 Evan **shouldn't** / **doesn't have to** _____ (leave) dirty plates in his bedroom. It's disgusting!
6 You **should** / **have to** _____ (take) exams before you go to university.

2 Write sentences that are true for you. Use *have to* / *don't have to*.



1 My dad / drive / to work / every day.
My dad has to drive to work every day.
2 I / walk / to school
_____
3 My best friend / go / to school.
_____
4 My friends and I / study / French.
_____
5 I / get up / early / on Sunday.
_____
6 I / do / homework / every day.
_____
7 We all / tidy / our bedrooms / at home.
_____
8 My best friend / work / at the weekend.
_____

3 Complete the advice with *should* / *shouldn't* and the verbs below.

■ carry ■ ~~eat~~ ■ go ■ put on ■ use ■ wash

1 You shouldn't eat all those sweets now! Have some today and some tomorrow.
2 You look tired! You _____ to bed.
3 It's cold. You _____ a warm coat.
4 You _____ '1234' as a password. It's better to have letters, numbers and punctuation marks.
5 You _____ your hands before you eat.
6 You _____ such a heavy rucksack. It's bad for your back.

Vocabulary extra Housework

4 Complete the sentences with the verbs below.

■ bring in ■ clear ■ do ■ hang out ■ help ■ lay ■ load ■ ~~tidy~~ ■ unload ■ walk ■ wash

1 They tidy their bedrooms every weekend.
2 We have to _____ the table for dinner.
3 I should _____ the ironing and _____ the car today.
4 We have to _____ the dog this afternoon.
5 Please can you _____ the table and _____ the dishwasher after dinner?
6 Can you _____ the washing machine and _____ the washing in the garden, please?
7 I sometimes _____ with the cooking.
8 It's raining! _____ the washing! Quick!

5 Read the descriptions and complete the jobs.

1 use a machine for cleaning the carpet: hoover the floor
2 put things you don't want outside for someone to collect: t_____ o_____ the r_____
3 buy some food: d_____ the s_____
4 clean plates, bowls, knives, forks, etc. by hand: d_____ the w_____-u_____
5 tidy the furniture you sleep on: m_____ the b_____

6 Complete the conversation with the phrases below.

■ don't have to do ■ don't have to get up ■ have to clear ■ have to hoover ■ have to lay ■ have to write ■ ~~should be~~ ■ should go ■ shouldn't spend ■ should try

To: Emmy



Hi Emmy,

It's late and I [1]should be in bed, but I [2]_____ and tell you my news. I've got a Saturday job in a retirement home! I [3]_____ early, because the work starts at 11.30 a.m., and the work isn't difficult. I [4]_____ the table for lunch and then I [5]_____ it again afterwards. I [6]_____ the washing-up because there's a big dishwasher! After lunch, I [7]_____ the floors in all the rooms. The best part is when I sit and chat. Of course, the extra money is good, too. I [8]_____ it all now, but I really want some new trainers. OK, I really [9]_____ to bed now.

Speak soon,

Sara x

PS You [10]_____ to get a job in the same place!

7 TASK Think about what you do at home and answer the questions.

- What are two things that you have to do and two things you don't have to do at home?
- What two things should you do to help more?
- Is there anything you shouldn't do?

Vocabulary and grammar

Insight Opposite adjectives

1 Match the opposite adjectives to the words below.

■ dangerous ■ hard-working ■ ill ■ rich ■ sad

1 happy ≠ _____
2 well ≠ _____
3 poor ≠ _____
4 safe ≠ _____
5 lazy ≠ _____

2 Complete the sentences with the adjectives in exercise 1.

1 I don't feel very well so I'm going to bed.
2 I am usually _____ when I'm with my friends because we have a lot of fun.
3 Teachers are _____ because they have to prepare lessons, mark homework and teach.
4 Some families are very _____. They haven't got much money and life is difficult.
5 It's _____ to drive when you are tired.

Past simple of *be* and *can*

3 Complete the sentences with the past forms of the verbs in brackets.

1 In 2019, Freya couldn't walk (can't walk).
2 Life _____ (be) very different in 1700.
3 Luke and Harry _____ (not be) happy yesterday.
4 In the 1950s, people _____ (can use) credit cards for the first time.
5 I _____ (not be) well yesterday.
6 I _____ (can't go) to school yesterday.

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



Meg There [1]was a good programme on TV last night about the Gold Rush. A lot of people [2]_____ very excited about the idea of finding gold. They [3]_____ very hard-working, but it [4]_____ easy to find gold and become rich. In fact, the richest man at this time [5]_____ a shopkeeper called Sam Brannan. In his shop, people could buy things to help them find gold. These things [6]_____ very expensive in Brannan's shop, but they [7]_____ expensive when Brannan bought them in the city! In fact, they were very cheap, so he made a lot of money from the gold miners!

Sam Ah, he [8]_____ a clever man!

Meg Yes, but actually, he [9]_____ rich at the end of his life. He was very poor. The programme [10]_____ very interesting.

5 Study the factfile. Complete the sentences with *could* or *couldn't* and the verbs below.

■ communicate ■ fly ■ make ■ send ■ ~~travel~~ ■ watch

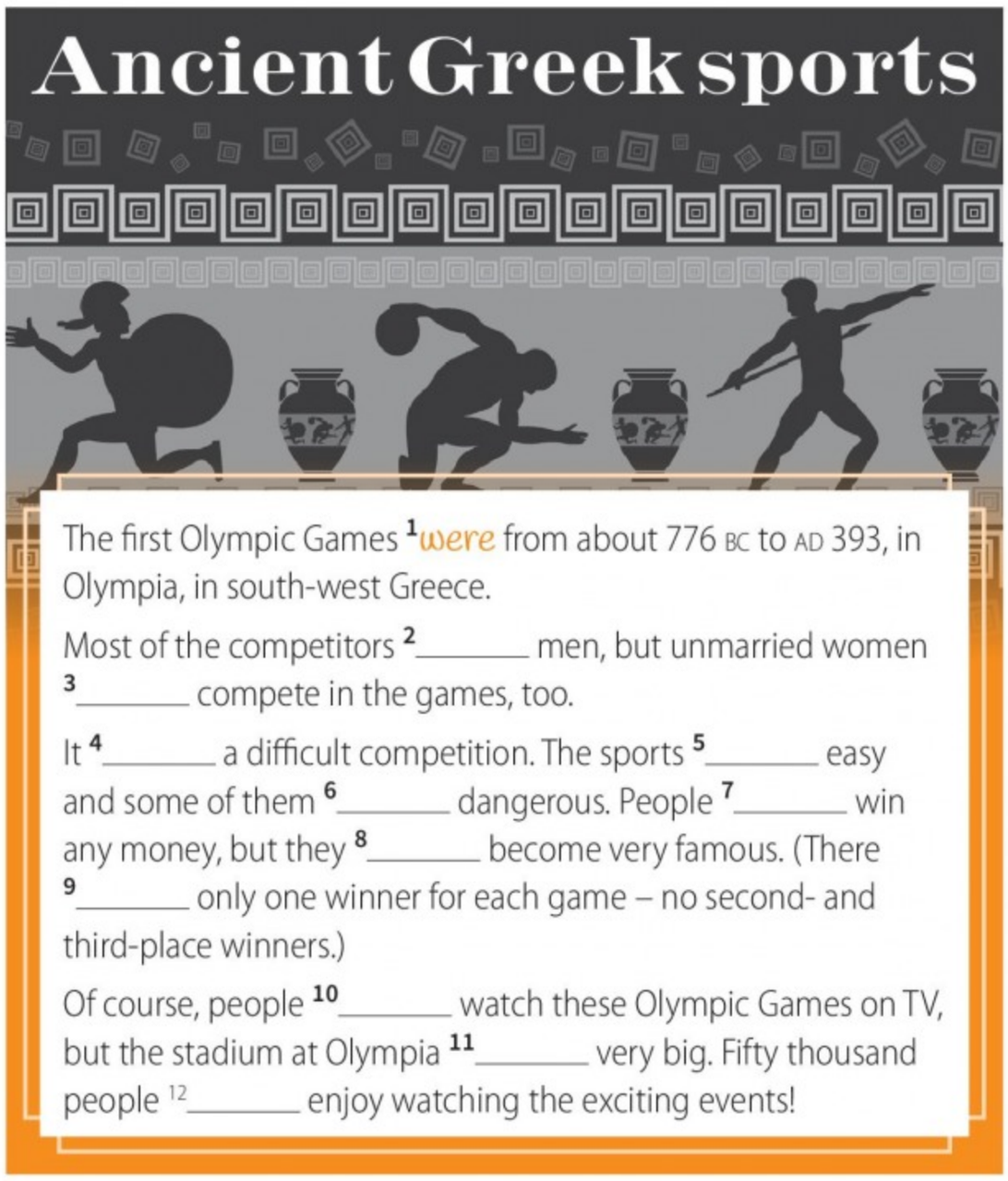
FACTFILE

Across the Atlantic Ocean

1838: *Great Western*, one of the world's first steamships, crosses the Atlantic. It can carry 200 people.
1901: Marconi sends the first radio signal across the Atlantic.
1926: Telephone engineers make a telephone call between the UK and the USA.
1939: One of the first passenger aeroplanes flies from the USA to Europe.
1962: A satellite sends the first television image from the USA to Europe.

1 In 1900, people could travel across the Atlantic by ship.
2 People _____ quickly across the Atlantic before 1900.
3 In 1902, people _____ radio signals across the Atlantic.
4 In 1920, Europeans _____ telephone calls to the USA.
5 People _____ to the USA before the 1930s.
6 After 1962, Europeans _____ TV images from the USA.

6 Complete the text with the past form of *be* or *can*.



The first Olympic Games [1]were from about 776 BC to AD 393, in Olympia, in south-west Greece.

Most of the competitors [2]_____ men, but unmarried women [3]_____ compete in the games, too.

It [4]_____ a difficult competition. The sports [5]_____ easy and some of them [6]_____ dangerous. People [7]_____ win any money, but they [8]_____ become very famous. (There [9]_____ only one winner for each game – no second- and third-place winners.)

Of course, people [10]_____ watch these Olympic Games on TV, but the stadium at Olympia [11]_____ very big. Fifty thousand people [12]_____ enjoy watching the exciting events!

7 TASK Choose a country and a period of history that you are interested in. Do some internet research and write about the points below.

■ Who was rich? Who was poor?
■ What jobs could / couldn't women do?
■ What else could / couldn't people do at that time (e.g. travel, communicate)?

Listening, vocabulary and speaking

Insight Health problems

1 Write the health problem they are talking about.

■ broken leg ■ burn ■ cold ■ cough ■ cut ■ dizzy ■ flu ■ ~~headache~~ ■ sneeze ■ sore throat

1 'I need to be somewhere quiet!' *headache*
2 'It's difficult to eat, drink and speak.' _____
3 'I put my hand in front of my mouth when I do this.' _____
4 'I put something over my nose and mouth when I do this.' _____
5 'I can't walk.' _____
6 'The fire was very hot.' _____
7 'I've got a headache and a sore throat, but I don't feel really ill.' _____
8 'I've got a headache and a sore throat, and I feel really hot and ill!' _____
9 'Is the room moving or am I?' _____
10 'Ow! My foot! There was a piece of broken glass on the bathroom floor.' _____

2 Complete the treatments.

1 I'm not well. I've got some m*edicine* from the chemist's to help me feel better.
2 'My knee hurts when I run.' 'Why don't you put a b_____e on it?'
3 'I've got a headache.' 'You should take a p_____r.'
4 Jack's very ill. He's in hospital. The doctors are giving him a lot of a_____s.
5 'I've got a small cut on my finger.' 'Here, put this p_____r on it.'
6 I hate having an i_____n! My arm always hurts a lot.

Vocabulary extra Health problems

3 Put the words in the correct category.

■ a blocked nose ■ a broken arm ■ a bruise ■ flu ■ ~~hay fever~~ ■ a nosebleed ■ ill / unwell ■ a rash ■ shivery ■ sick ■ a sore throat ■ a sprained ankle ■ a stomach ache ■ a (high) temperature ■ toothache ■ weak

Head and neck:
I've got *hay fever*, _____, _____, _____, _____
Arms and legs:
I've got _____, _____
All of the body:
I feel _____, _____, _____, _____
I've got _____, _____
Centre of the body:
I've got _____
On the body:
I've got _____, _____



Talking about illness

4 7.01 Listen to the conversation. What does Milo think is the problem with Jessie?

a She feels sick.
b She's got the flu.
c She doesn't like antibiotics.



5 7.01 Listen again and put Milo's questions and suggestions in the correct order.

___ **a** Have you got a temperature?
___ **b** Do you feel sick?
___ **c** I think you should go home and go to bed.
___ **d** Would you like me to get you some water?
1 **e** Are you OK?
___ **f** I think you should see a doctor.
___ **g** Can I do anything for you?
___ **h** What's the problem?

6 7.01 Listen again and complete Jessie's responses.

1 Are you OK?
No, I'm not. I _____.
2 What's the problem?
I've got a _____ and a really _____.
3 Can I do anything for you?
I _____.
4 Do you feel sick?
No, I don't, but I've got a _____ and I feel _____.
5 Have you got a temperature?
Yes, I _____.
6 I think you should see a doctor.
I _____.
7 Would you like me to get you some water?
_____.
8 I think you should go home and go to bed.
Yes, _____.

7 Put the words in order to write offers of help.

1 I / can / you / anything / get / ?
_____
2 mum / me / to / you / your / like / would / call / ?
_____
3 need / do / anything / you / ?
_____
4 you / can / anything / I / for / do / ?
_____

8 TASK Your friend Ollie has stomach ache and feels sick. Write a conversation between you and Ollie. Remember to offer to help him.

1 **Before you read, use your dictionary to find the meaning of these words. Then write the words, a translation and an example sentence in your vocabulary books.**

1 knowledge _____
2 wise _____
3 skin _____
4 blood _____
5 candle _____
6 wolf _____
7 operation _____
8 infection _____
9 blacksmith _____
10 barber _____
11 plague _____
12 swellings _____

2 **Read the text. Match summary sentences A–F to paragraphs 1–4. There are two sentences that you do not need.**

A Operations were very basic and dangerous.
B We can use some ideas from the past.
C Doctors weren't interested in doing operations.
D A few treatments were a good idea.
E Medieval medicine was dangerous and didn't often work.
F Doctors wore special clothes.

3 **Are the statements true (T) or false (F)? Correct the false ones.**

1 Doctors weren't expensive in medieval times.
2 Wise women could help people in medieval times.
3 Some medieval medicines were bad for people.
4 Some animals were important in medieval medicine.
5 People could take antibiotics in medieval times.
6 Doctors could do operations in medieval times.
7 There weren't any good ideas for helping people with plague.
8 Modern doctors use leeches after some operations.

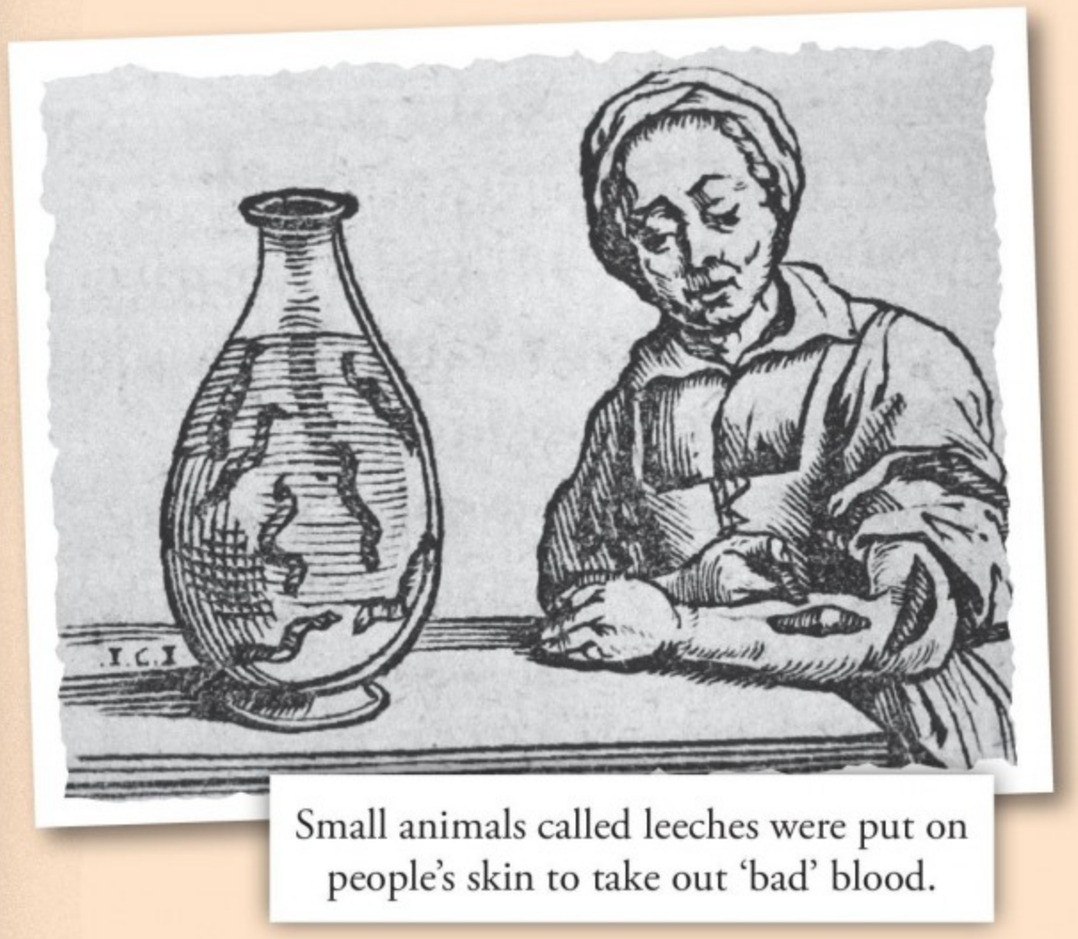
4 **Match the highlighted words in the text to definitions 1–8.**

1 (noun) prices for jobs or services fees
2 (noun) someone needs to do these pieces of work _____
3 (adjective) not good, with no use _____
4 (adjective) without many options _____
5 (adjective) terrible, awful, very bad _____
6 (adjective) happening often, normal _____
7 (verb) like or want _____
8 (noun) silly or not true _____

Medieval MEDICINE

1 Medical knowledge in Europe in medieval times (476–1453) was very limited. There were doctors in medieval times, but they were usually only for rich people and they weren't very good. Most people couldn't pay a doctor's fees. For poor people, there was the wise woman. These women could make medicines from plants and animals! Most medicines were useless and some were so dangerous that people could die. Here are some doctors' and wise women's treatments:

- For general illness: Make cuts on your body, or put a leech on your skin, so that the 'bad' blood comes out.
- Toothache: Burn a candle near the bad tooth, or touch a dead man's tooth.
- High temperature: Eat spiders.
- Skin problems: Put wolf skin on the bad areas.



Small animals called leeches were put on people's skin to take out 'bad' blood.

2 Operations were horrific. There were no painkillers. Death was common – there were often infections because there were no antibiotics. There were no special doctors to do these tasks. Instead barbers and blacksmiths could do operations, because they could use their knives and tools. So the blacksmith's or the barber's was the place to go with a bad tooth, or worse …

3 But not all medieval medicine was dangerous. Most of these treatments for plague are nonsense, but some aren't bad – going to bed and keeping clean, for example, seem sensible!

- Go to bed.
- Wash the body with vinegar.
- Cut open the swellings on the body.
- Don't eat food that smells bad, such as fish, meat or cheese. Eat bread, fruit and vegetables.
- Clean the road outside the ill person's house.



A plague doctor. There were flowers and herbs inside the mask to protect the doctor from bad smells.

4 Modern medicine is clearly very different, but there are connections to the past. Today, scientists study plants that can help us when we are ill. Some of those plants were favourites in medieval times. And some modern treatments even use leeches. They are especially helpful after certain operations. However, perhaps that's the most we can learn from medieval medicine. Anyone fancy a spider sandwich? Maybe not!

5 Complete the sentences with the words in exercise 4.

1 The people on the first boat from England to America were very ill. For them, the journey was horrific.
2 A lot of people have a cold in winter. Colds are very _____.
3 Do you _____ watching a film this afternoon?
4 The drinks at the café were very _____ – there was only tea and coffee.
5 This calculator doesn't work. It's _____!
6 My music lessons are really expensive. I don't know why the _____ are so high.
7 'I can't play football today because it's cold.' 'That's _____! You should put a jumper on and then you can play.'
8 I've got a lot of _____ this morning. I have to lay the table, walk the dog and wash the car.

6 TASK Study the information in the table about Islamic medicine in medieval times. Complete the table with information from the text about European medicine in medieval times. Then write sentences comparing the two.

	Islamic medicine	European medicine
Who do doctors treat?	Doctors treat everybody – rich and poor.	
What do doctors make medicines from?	Plants	
Are there special doctors who do operations?	Yes. Islamic doctors understand how the human body works.	
Are operations successful?	They often are. Doctors understand how to make people sleep while they have an operation.	
Do people suffer with infections?	Not always. Doctors use alcohol to clean cuts and stop infections during operations.	

In medieval times:
Islamic doctors treated everybody, but European doctors only treated rich people.

Writing A letter of advice

1 Put the words in order to make suggestions and give advice.

1 shouldn't / unkind / be / you / him / to / .

_____

2 ask / you / why / your / don't / friend / ?

_____

3 try / to talk / should / to / you / her / .

_____

4 ask / can / your father / to help / perhaps / you / .

_____

5 arrange / could / you / a / meeting / teacher / your / with / .

_____

2 Read Alex's letter and tick (✔) the problems below.

Dear Megan,

My friend, Leila, always gets good marks, but I think she's having some problems now. This year, our schoolwork is more difficult than last year. My friend is worried about her exams and she doesn't think she can get good marks. This is nonsense! She's really clever! But now she's copying other people's work from the internet because she thinks it's better than her work. This is wrong. Our teachers are always telling us that we have to do our own work. We shouldn't copy.

I don't want Leila to get into trouble. I also want her to understand that she can get good marks without copying. What can I do?

Best wishes,

Alfie

1 ☐ Leila isn't doing her own work.
2 ☐ Leila doesn't like Alfie.
3 ☐ Leila doesn't usually do well in exams.
4 ☐ Alex wants to copy Leila.
5 ☐ Leila doesn't think she can do her schoolwork well this year.
6 ☐ Alfie doesn't want the teachers to know what Leila is doing.

3 Complete the reply with the words below.

■ could ■ perhaps ■ shouldn't copy ■ should say ■ why don't you talk

Dear Alfie,

This is a difficult situation. Of course, you don't want Leila to get into trouble and you also don't want her to feel so worried about her exams. [1]_____ to her about your schoolwork this year? You [2]_____ tell her you think it's very difficult and ask her if she has the same problem.

Leila [3]_____ other people's work. It's wrong. This is difficult, but you [4]_____ this to her. Everybody has to do their own work when they do homework or exams. [5]_____ you can suggest she talks to a teacher. A kind teacher could help Leila.

Best wishes,

Megan

Writing guide

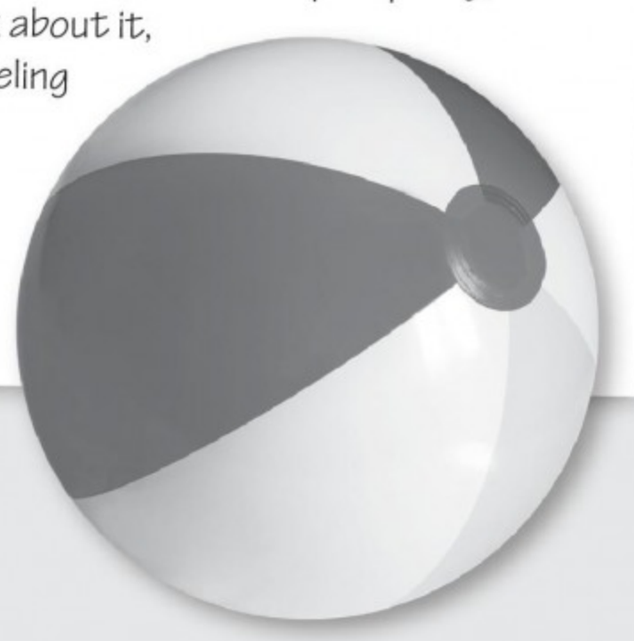
■ **TASK Read the letter from Alex. Write a letter of advice.**

My new friend Anna is planning a party for her birthday in June and she really wants to have a swimming pool party. The trouble is, I can't swim and I hate being near water. Anna doesn't know anything about this and I don't want to tell her.

I really like Anna. She's funny and we have a good time together. We often go skateboarding and mountain biking in the hills near my house. Anna's really excited about the idea of the pool party, but every time I think about it, I get a horrible feeling in my stomach!

Help!

Alex



■ **PLAN 1 Follow the instructions to brainstorm ideas.**

1 What is Alex's problem? Write this at the top of your page.
2 Set a time limit of two minutes and write all your advice for the problem. Write notes, or one or two words. Don't use full sentences.
3 After two minutes, stop and choose your best ideas.

■ **PLAN 2 Follow the instructions to plan your letter of advice. Use the letter in exercise 3 to help you.**

1 Start your letter with *Dear* and end with *Best wishes*.
2 Start with a sentence that shows you understand the problem.
3 Write your suggestions in order of importance.
4 Finish with some kind words.

■ **WRITE Write your letter of advice to Alex. Use your notes and plan to help you. Divide your letter into paragraphs and give one paragraph to each suggestion. Remember to include language for making suggestions and giving advice.**

■ **REVIEW Check the following points.**

■ Have you used phrases for making suggestions and giving advice?
■ Have you used *should / shouldn't* for advice and *have to / don't have to* for obligation?
■ Have you checked spelling, grammar and punctuation?

U7 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 7A	Mark
I can guess the meaning of unknown words in a text.	
I can use words to describe parts of the body.	
I can add the suffixes *-er* and *-or* to make nouns.	
How can I improve?	

Lesson 7B	Mark
I can use key words to find information in a text.	
I can talk about rules using *have to* and *don't have to*.	
I can give advice using *should* and *shouldn't*.	
How can I improve?	

Lesson 7C	Mark
I can recognize and understand opinion in a blog post.	
I can use the past simple of *be* and *can*.	
I can use opposite adjectives.	
How can I improve?	

Lesson 7D	Mark
I can describe health problems and treatments.	
I can listen for specific words and phrases.	
I can talk about symptoms and offer health advice.	
How can I improve?	

Lesson 7E	Mark
I can brainstorm ideas before I write.	
I can make suggestions and give advice.	
I can write a letter of advice.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

8 And the rest is history

Vocabulary

V Insight Life stages

1 Complete the sentences with the life stages below.

■ ~~be born~~ ■ die ■ fall in love ■ get a job ■ get divorced ■ get married ■ go to university ■ grow up ■ have a baby ■ retire

1 My aunt's baby might be born today!
2 You have to _____ if you want to be a doctor.
3 It's sad when husbands and wives _____ . It can be very difficult for their children.
4 Lucy really wants to be a mother. She hopes to _____ before she's 30.
5 'Do you want to _____ to when you're older?' 'No, I don't want a husband.'
6 I want my children to _____ in the city.
7 Characters in romantic books and films always _____ with each other quickly. It isn't realistic!
8 My grandfather doesn't want to _____ . He loves his job!
9 My mum isn't working at the moment, but she wants to _____ soon.
10 It's very sad when people you know _____ .

V Insight Adjective suffixes: *-ful* and *-al*

2 Change the nouns to adjectives. Use suffixes *-ful* or *-al*.

1 power powerful
2 magic _____
3 politics _____
4 beauty _____
5 success _____
6 tradition _____
7 peace _____
8 profession _____

3 Complete the sentences with the adjective form of the nouns below.

■ nation ■ nature ■ power ■ success ■ ~~tradition~~ ■ wonder

1 In my country, it's traditional to give people money when they get married.
2 I don't like zoos. I think animals should live in their _____ environments.
3 Most people couldn't go the cinema in 2020, but *Bad Boys for Life* was a very _____ film that year.
4 Our new car isn't very _____ . It can't go up hills very fast.
5 'I've got a place at university!' 'That's _____ ! Well done!'
6 The _____ dish of Brazil is *feijoada* (meat and beans in a thick sauce). Brazilians often eat it on Wednesdays and Saturdays.

Vocabulary extra Jobs

4 Complete the jobs.

Careers fair: Mon 20th June 2.30 p.m.

What kind of job do you want?

The helping professions

- Want to work in a hospital? You could be a [1]doctor or a [2]n_____ . Prefer animals? Why not become a [3]v_____ ?
- Perhaps you'd like to be a [4]w_____ in a restaurant, a [5]s_____ a_____ in a department store or a [6]t_____ in a school.
- Want to help a business? An [7]o_____ w_____ helps with emails and phone calls, and an [8]a_____ helps with the money.

The material world

- Prefer objects to people? There are a lot of jobs for you. Why not be an [9]a_____ who designs new homes, the [10]e_____ who puts in the lights, or the [11]p_____ who puts in the bath, shower and toilet.
- Perhaps you'd like to be an [12]e_____ and design machines, or maybe you'd rather be a [13]f_____ w_____ and use them to make things.
- Or would you like to use your knowledge of chemistry, physics and biology at work and be a [14]s_____ ?

Come and talk to us at the careers fair next Monday.

5 Complete the text with the words below.

■ divorced ■ lawyer ■ married ■ political ■ powerful ■ university ■ successful ■ ~~was born~~

I admire Kamala Harris because she is the first woman, first African American and first Asian American to be the vice president of the USA.

Harris [1]was born in the USA on 20 October 1964 and grew up in Oakland, California. Her parents got [2]_____ when she was seven. At the age of 12, Harris, her mother and sister moved to Canada. As a teenager, Harris became very [4]_____ , and at 18 she went to [3]_____ in Washington, DC, to study political science and economics. After that, she studied law, and got a job as a [5]_____ in California. Harris was very [6]_____ in her career, and in 2010 she became the first woman and person of colour to serve as California's attorney general. Ten years later, in 2020, she became vice president of the USA.

In 2014, Harris got [7]_____ to Doug Emhoff. She is stepmother to his two children, Cole and Ella.

I think the world needs more [8]_____ women like Kamala Harris!

6 TASK Choose someone in the news at the moment. Research and write about their early life.

Grammar

Past simple affirmative: regular verbs

1 Write the past simple form of the verbs.

1 walk walked
2 hunt _____
3 need _____
4 decide _____
5 retire _____
6 copy _____
7 try _____
8 chat _____
9 jog _____
10 travel _____

2 Complete the sentences with the past simple affirmative form of the verbs below.

carry ■ change ■ enjoy ■ stop ■ ~~study~~ ■ wait

1 My mum studied French and German.
2 Suzy _____ her password yesterday.
3 I _____ the film last night. It was good.
4 They _____ our bags to the hotel.
5 We _____ for the bus for 45 minutes.
6 The taxi _____ near my house.

Past simple affirmative: irregular verbs

3 Match verbs 1–6 to the past simple irregular verbs below.

drew ■ got ■ ~~left~~ ■ stood ■ took ■ wrote

1 leave left
2 take _____
3 stand _____
4 draw _____
5 get _____
6 write _____

4 Complete the sentences with the past simple affirmative form of the verbs in brackets.

1 Jen became (become) an architect in the 1990s.
2 We _____ (go) to Paris a year ago.
3 I _____ (see) Theo in town yesterday.
4 We _____ (hear) the wolves last night.
5 The children _____ (make) some cakes.
6 Joel _____ (wear) his new hat yesterday.
7 They _____ (find) some old instruments.

Vocabulary extra Past time expressions

5 Imagine that today's date is Friday 29 July 2022. Match dates 1–6 to the time expressions below.

a decade ago ■ last weekend ■ ~~last year~~ ■ six months ago ■ the day before yesterday ■ yesterday morning

1 November 2021 last year
2 Wednesday 27 July 2022 _____
3 10.30 a.m., Thursday 28 July 2022 _____
4 21 January 2022 _____
5 July 2012 _____
6 23 / 24 July 2022 _____

6 Write *in* or *at*.

1 in 2018
2 _____ May 2020
3 _____ the end of 2015
4 _____ the noughties
5 _____ 2012
6 _____ the 18th century

7 Replace the words in italics with past time expressions. Use the words in brackets to help you.

1 (nineties) My dad was at school *between 1990 and 1999.* in the nineties
2 (20th) There was a lot of political change *between 1900 and 2000.* _____
3 (beginning) My brother was born *in January 2012.* _____
4 (mid) My grandparents were in France *in 1964, 1965 and 1966.* _____
5 (1990s) Mobile telephones became popular *from 1995 to 1999.* _____

8 Complete the text with the past simple affirmative form of the correct verb in brackets.

Home About

Self-portraits through time

In 2013, a new word [1]appeared (**appear** / **see**) in the Oxford Dictionary: 'selfie', meaning a photo of oneself taken by oneself on a smartphone. However, there is a long history of self-portraits.


'Self-portrait at 13' (1484), by Albrecht Dürer

Some of the oldest and most beautiful self-portraits are by the artist Albrecht Dürer. Dürer [2]_____ (**live** / **die**) in Germany from 1471 to 1528. He [3]_____ (**write** / **study**) art with his father at a young age and he was soon a brilliant artist. In 1484, at the age of 13, he [4]_____ (**draw** / **hear**) his first self-portrait. Later, in his twenties, he [5]_____ (**go** / **paint**) three amazing pictures of himself.

More than three centuries later, in 1839, an American called Robert Cornelius [6]_____ (**wear** / **take**) the first photographic 'selfie'. Not many people [7]_____ (**make** / **have**) their own cameras at that time, but later cameras [8]_____ (**become** / **come**) cheaper, so more people had them. In 1914, a rich 13-year-old Russian girl called Anastasia Nikolaevna [9]_____ (**stand** / **leave**) in front of a mirror and took a photo of herself – the first 'selfie in a mirror'.

In 2003, Sony [10]_____ (**find** / **invent**) the first phone with a front-facing camera. Now, the world takes millions of selfies a day!

9 TASK Use the internet to find out about the history of one of things below. Write a short paragraph.

Bluetooth speakers ■ bread ■ cars ■ shoes ■ surfing

People first wore shoes about 40,000 years ago. They made them ...

Vocabulary and grammar

Insight Types of writing

1 Complete the text with the types of writing below.

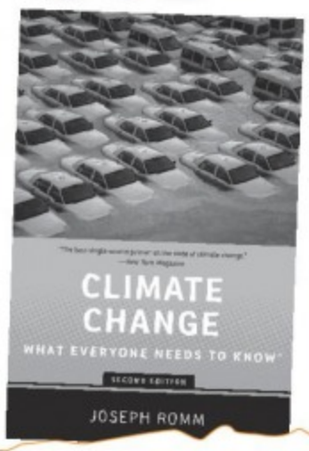
■ article ■ fiction ■ non-fiction ■ novel ■ ~~play~~ ■ poem ■ script ■ short story



I'm an actor in a [1]play. I have to learn and remember the words in the [2]_____.



I prefer stories to facts so I like reading [3]_____. I'm reading a good [4]_____ at the moment. It's about 150 pages long, and it's a great mystery story!



I like reading [5]_____ because I want to learn about real things. Yesterday, I bought a magazine because it had a very interesting [6]_____ about the most endangered animals in Europe.



I enjoy reading but I read quite slowly. I like the [7]_____ 'Tiger, Tiger'. We're studying it at school. And I read a good [8]_____ yesterday. It was only ten pages long, but it was quite exciting.

Past simple: negative

2 Rewrite the past simple affirmative sentences to make them negative.

1 I wanted to go home.
I didn't want to go home.
2 We danced at the party.
_____
3 Leila carried the bags.
_____
4 The music stopped.
_____
5 I saw the penguins.
_____
6 Josh found the key.
_____
7 We had lunch.
_____
8 He became famous.
_____

Past simple: questions and short answers

3 Put the words in order to make questions.

1 did / what / you / last summer / do / ?
What did you do last summer?
2 your father / to university / in the 1990s / did / go / ?
_____
3 the film / last night / did / enjoy / you / ?
_____
4 arrive / did / Sasha / when / ?
_____
5 your grandmother / did / grow up / where / ?
_____

4 Write the short answers.

1 Did you and Archie see the play?
(✔) *Yes, we did.*
2 Did Maria write this short story?
(✔) _____
3 Did you read the script, Billy?
(✘) _____
4 Did your dad hear your poem?
(✔) _____
5 Did Mia and Freddie study this novel at school?
(✘) _____
6 Did I tell you about the fiction competition?
(✘) _____

5 Complete the conversation about Kae Tempest. Use the correct form of the verb in brackets, or complete the short answer.



Ned [1]*Did you see* (you / see) a video of Kae Tempest in your English lesson yesterday?
Ruby No, I [2]_____. I [3]_____ (not / have) English yesterday. Who's Kae Tempest?
Ned They're a performance poet.
Ruby [4]_____ (you / say) 'they'?
Ned Yes, I _____. Kae changed their pronouns from 'she/her' to 'they/them' in 2020.
Ruby Oh, I see. What [6]_____ (you / think) of their poems?
Ned Well, we [7]_____ (not listen) to many – just one long poem. I [8]_____ (not understand) all of it, but I liked it because it was about everyday life and it sounded like rap music.
Ruby Oh, [9]_____ (the poem / have) music?
Ned Oh, no, it [10]_____.
Ruby And [11]_____ (you / have to) write poems after watching the video?
Ned Yes, we [12]_____!

6 TASK Write a short paragraph about a different poet, novelist or short story writer. Use the internet to find out more about him/her.

Listening, vocabulary and speaking

Insight Collocations with *take*

1 Complete the sentences with the words below.

■ a break ■ a photo ■ a test ■ care ■ control ■ ~~part~~ ■ place ■ turns

1 Do you want to take part in the race?
2 We have ten lessons and then we have to take _____ and we have to get 85% or more!
3 We only had one surfboard, so Sam and I took _____ to use it.
4 Can you take _____ of me for the school magazine, please?
5 Take _____ when you cycle into town. There are a lot of cars on the road today.
6 Where does the party take _____ ?
7 Why don't you take _____ of the drama club? Everybody listens to you.
8 You're working too hard. You should take _____ and go for a walk or something.

2 Complete the dialogues with collocations with *take*.



Mum Where are you going? The weather's awful out there!
Daniel I want to take some [1]photos of the snow with my new camera.
Mum Well, take [2]_____ !

Luis Do you and your brother help around the house much?
Maria Yes, we take [3]_____ to unload the dishwasher every morning. And sometimes we cook together, but he thinks he's better than me and he always tries to take [4]_____ !

Orla There's a short story writing event at the library next week. You should take [5]_____ .
Milo Thanks, but I'm taking a [6]_____ from writing at the moment.

Talking about your weekend

3 8.01 Listen to the conversation. Tick (✔) the things Molly did last weekend.

- [ ] went to a birthday party
- [ ] saw someone get married
- [ ] stayed at her grandparents' house
- [ ] went to a concert
- [ ] listened to a band
- [ ] had a baby
- [ ] danced

4 8.01 Complete the sentences with one word only. Then listen again and check your answers.

1 _____ you have a good weekend?
2 It _____ fantastic.
3 _____ way!
4 That _____ fun.
5 _____ was the wedding?
6 No, it was a _____ !
7 Oh no! _____ ?
8 That's _____ !
9 Anyway, what _____ your weekend?

5 Choose the correct response.

1 I broke my leg.
a You're joking! **b** Lucky you!
2 I was really ill.
a How brilliant! **b** Oh no! That's a shame.
3 I lost my new phone!
a That sounds fantastic. **b** No way! Bad luck!
4 Really?
a Yes, I was surprised, too. **b** How was your weekend?
5 I went to see my favourite team play football.
a Wow! Lucky you! **b** Oh no! Poor you!

6 Complete the dialogue with suitable phrases.



Ruby Hi, Daisy! Did [1]_____ weekend?
Daisy No, [2]_____ .
Ruby Oh no! [3]_____ ? Why?
Daisy I was in a football match against Redstart High on Sunday, and there was a problem with my dad's car on the way. So we had to stop.
Ruby [4]_____ !
Daisy I decided to walk to the match, but it was late, so I started to run. Then I fell and I really hurt my ankle.
Ruby [5]_____ ! Are you OK now?
Daisy Yes, I'm OK now, but I got to the match late so I couldn't play. Our team lost 5–2! And you?
Ruby [6]_____ ?
[7]_____ , thanks. I went sailing with Lexi and her dad, and then I stayed at her house for the night. We watched films and went to bed really late!
Daisy That [8]_____ .
Ruby Yes, it was fun.

7 TASK Write a dialogue about last weekend. Use the ideas below or your own ideas. Include phrases to express interest, sympathy and surprise.

■ buy some new clothes ■ cook a big meal ■ get a new pet ■ go sailing ■ go skiing ■ go to an expensive restaurant

Reading

1 Answer the questions.

1 Do you like reading stories? What type?

_____

_____

2 Who is your favourite author? Why?

_____

_____

3 Do you prefer books or films? Why?

_____

_____

2 Read the text. Match paragraph headings A–G to paragraphs 1–5. There are two headings that you do not need.

A Events in Tolkien's early life
B Tolkien's readers
C An excellent language learner
D A world-famous writer
E Middle-earth on screen
F Tolkien's family life
G An interest in language

3 Read the text again. Are the sentences true (T) or false (F)? Correct the false ones.

1 Tolkien was born in 1982.
2 Tolkien didn't live in Britain when he was a very young child.
3 Tolkien studied Nevbosh when he was a teenager.
4 Tolkien didn't go to university.
5 Tolkien wrote *The Lord of the Rings* between the mid-1950s and the mid-1960s.
6 In the 1960s, Tolkien was worried about the environment.

4 Answer the questions.

1 What hurt Tolkien in South Africa when he was little?

_____

2 What language did Tolkien invent without anyone else?

_____

3 What language did Tolkien create for the elves in *The Lord of the Rings*? _____

4 What kind of people liked Tolkien's novels in the 1960s?

_____

5 Who directed the Tolkien film series in the 2000s?

_____

5 Match the highlighted words in the text to definitions 1–10.

1 (noun) people in a story characters
2 (noun) people who like a writer, artist, musician, band, sportsperson or sports club very much _____
3 (adjective) very big _____
4 (verb) hurt, had a bad effect on _____
5 (noun) the years when people are children _____
6 (noun) books about magic and places that aren't real _____
7 (noun) people who write reviews of books, music and films _____
8 (verb) invented _____
9 (noun) something you remember from the past _____
10 (verb) wanted and planned _____

The fantastical world of JRR Tolkien



1 _____

JRR Tolkien (1892–1973) wrote some of the world's favourite fantasy novels. The most famous are *The Hobbit* and *The Lord of the Rings.*

2 _____

John Ronald Reuel Tolkien was born in South Africa.
5 One memory that stayed with him from his early childhood there was when a big, hairy spider hurt him. Did this spider become Shelob, the huge spider in *The Lord of the Rings*? When Tolkien was four, his father died, and he moved from South Africa to Britain with his family.

3 _____

10 Tolkien was very good at learning languages at school, but he didn't just study them. When he was a teenager, he and his cousins invented a language called Nevbosh, and soon after that he made up another one, Naffarin, by himself. Tolkien studied English Literature at Oxford
15 University from 1911 to 1915, then fought in World War I. After that, he got a job working on the *Oxford English Dictionary* for a few years, then, in 1925, he started teaching Old English at Oxford. He also began writing fantasy stories at this time. Some of the
20 characters in these stories were elves, who were taller than normal people and never died. Tolkien created a language for them – Elvish.



4

Tolkien wrote *The Hobbit* in the 1930s. It started as a story for his children, but he intended it to be for adults, too. After *The Hobbit*, Tolkien started writing *The Lord of the Rings*, which he didn't finish until the mid-1950s. Some critics loved it and others hated it. Then, in the 1960s Tolkien's books became very popular, especially with students, artists, writers and musicians. Tolkien's fans liked his view of the world. He was a peaceful man, who loved the natural world and hated how emissions from cars and factories damaged it.

5

In the 2000s, 30 years after Tolkien's death, Peter Jackson's films of *The Lord of the Rings* and *The Hobbit* were hugely successful. They brought the characters of Middle-earth to millions more people around the world.

6 Complete the sentences with the correct form of the words in exercise 5.

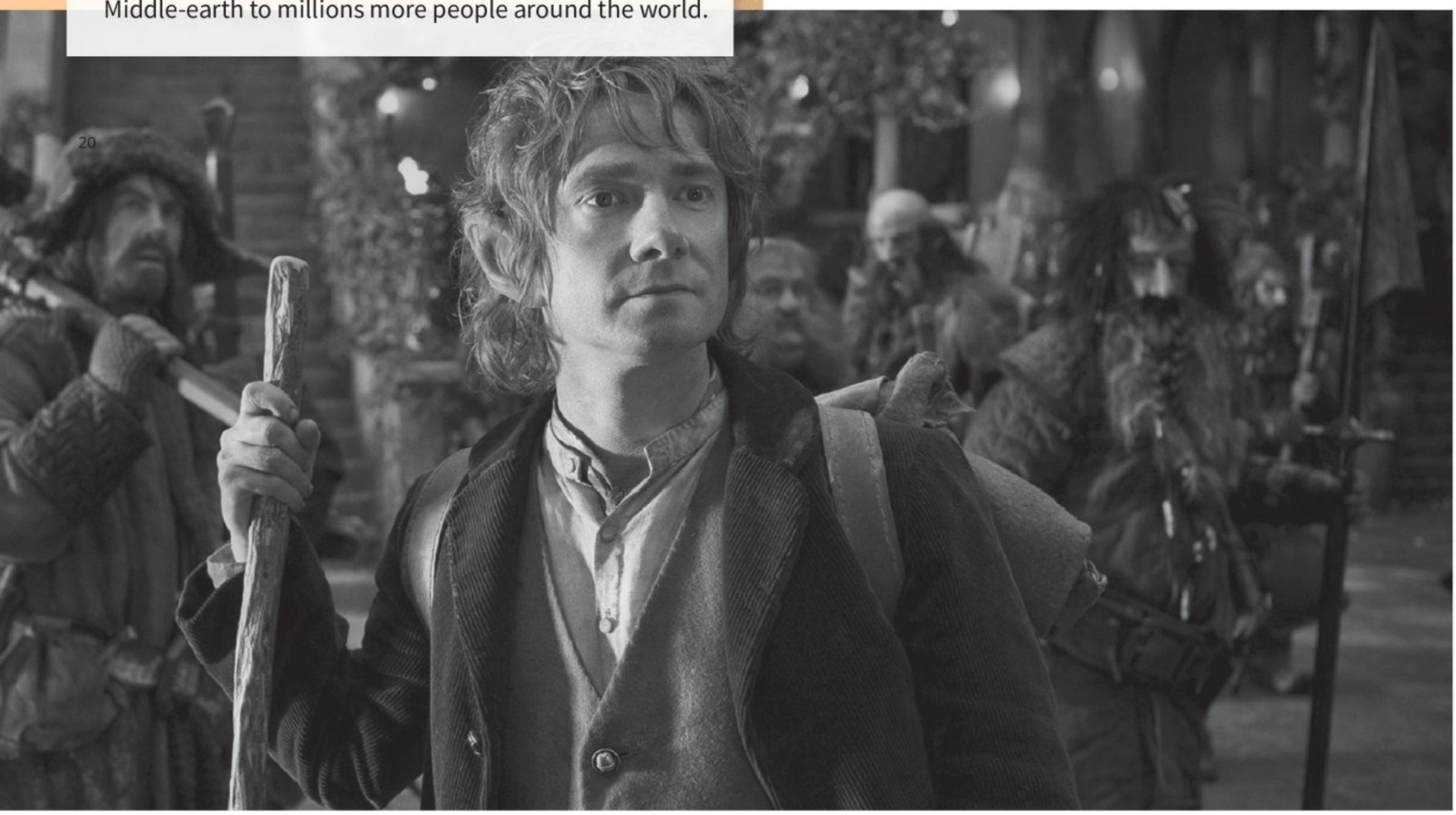
1 For most of my childhood I lived in Canada. We came to the UK when I was 11.
2 I prefer non-fiction, so I really don't like _____ !
3 What's your favourite _____ from last summer?
4 Henry and I _____ a funny song yesterday. Do you want to hear it?
5 I _____ to do my homework at the weekend, but then I got ill so I couldn't do it.
6 The storm _____ the trees in the park last night.
7 I don't like the _____ in this film. They're all unkind.
8 There were thousands of _____in the football stadium and they were very noisy and excited!
9 Their house is _____ ! They've got so many rooms!
10 I know the _____ liked her new film because I read their reviews online, but I didn't like it all.

7 Write the infinitive form of the underlined irregular verbs in the text. Add these verbs to your irregular verb page in your vocabulary notebook.

1 wrote write
2 hurt _____
3 fought _____
4 began _____
5 brought _____

8 TASK Write a paragraph about a book you read or a film you saw last year. Consider the questions below.

- What did you read / see?
- Why did you read / see it?
- Where did you read / see it?
- What happened in the story?
- Did you like it? Why / why not?



Writing A narrative

1 Complete the sentences with the narrative adverbs below. Use the clues in brackets.

■ at first ■ at last ■ immediately ■ soon ■ suddenly

1 We sat in the kitchen. Nobody spoke. _____ (Quickly and without warning) Ali's phone rang and we all jumped.
2 We made some lunch and _____ (after a short time) everybody came to the table to eat.
3 I dropped her phone and it broke. I _____ (very soon afterwards) said sorry, but she was really angry.
4 It was a horrible journey, but _____ (after a long time, feeling good) we arrived home.
5 I didn't like the book _____ (in the beginning), but then it got really exciting and I couldn't put it down!

2 Complete the text with the narrative adverbs in exercise 1.

My time as a film extra

by Poppy Miller

Last summer, my friend Liam said, 'Let's try and get summer jobs as extras in a film. Extras don't have to be good at acting, they just have to look right. I'm sure we can do it!' I love films and I enjoy having new experiences, so I [1]_____ said yes!

Was it easy to become an extra? No, it wasn't! We had to try hard, but [2]_____ , after a lot of emails and phone calls, a film company offered us some work.

On the day of the filming, we had to get up at 4.00 a.m. Liam's mum drove us to the film set. It was amazing! It was near London, but you could believe you were in Italy 500 years ago! [3]_____ we were really excited, and we enjoyed getting our clothes and make-up on. We [4]_____ got bored, though, because we had to wait for ages for anything to happen!

[5]_____ an assistant director said, 'OK, you're on now' and we had to walk up and down a street about 30 times! And that was it! We didn't say anything in the film, we didn't meet any of the actors, and we didn't get paid much money, but it was an interesting experience. And yesterday, I saw myself and Liam in the film – for about two seconds!

3 Answer the questions about the text in exercise 2.

1 When did Poppy and Liam get jobs as film extras?
2 Where did they work as film extras?
3 What time did they get up on the day of the filming?
4 How many times did they have to walk up and down the street on the film set?
5 How long are Poppy and Liam in the film?

4 Circle the synonyms.

1	like	**hate** / **enjoy**
2	fantastic	**difficult** / **brilliant**
3	horrible	**terrible** / **interesting**
4	big	**large** / **limited**
5	started	**continued** / **began**

5 Complete the sentences with the words below.

■ but ■ huge ■ soon ■ why ■ wonderful

1 I went to the theatre. _____ ? Because my favourite actor was in a play there.
2 They gave me a _____ box of chocolates!
3 We were very tired, _____ we didn't stop walking.
4 The band was amazing. The singer sang some _____ songs.
5 I took some painkillers and I _____ felt better.

Writing guide

■ **TASK** **Write a narrative about a memorable day.**

■ **PLAN 1** **Choose one of the following ideas or think of an idea of your own. Make notes about the day.**
- a birthday
- a day in the holidays

■ **PLAN 2** **Use the narrative in exercise 2 as a model. Think about the verbs you want to use. Are they regular or irregular? Look up the irregular past simple forms.**

Organize your ideas into paragraphs.

Paragraph 1: introduction: What was the day? Where were you?
Paragraph 2: the start of the day
Paragraph 3: later in the day
Paragraph 4: how you feel about the day now

Look at the notes you made.
- Can you make your writing more interesting?
- Can you use a mix of longer and shorter sentences?
- Can you join ideas together using linking words (*and*, *but*, *also*, *too*, *because*, etc.)?
- Can you use a variety of synonyms?
- What adjectives and narrative adverbs can you use?
- Can you include questions and exclamations?

■ **WRITE** **Write your narrative. Use your notes and plan to help you. Remember to use the past simple and narrative adverbs.**

■ **REVIEW** **Check the following points.**
- Have you used positive and negative adjectives and narrative adverbs correctly?
- Have you used linking words and synonyms correctly?
- Have you included questions and exclamations?
- Have you included past simple regular and irregular forms?
- Have you checked spelling, grammar and punctuation?

U8 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 8A		Mark
	I can recognize key words in an article.	
	I can use words to describe different life stages.	
	I can use the adjective suffixes *-ful* and *-al*.	
	How can I improve?	

Lesson 8B		Mark
	I can recognize numbers in a text.	
	I can talk about past events using regular and irregular verbs in the past simple.	
	I can listen for gist and for detail.	
	How can I improve?	

Lesson 8C		Mark
	I can recognize proper names in a biography.	
	I can use words to describe different types of writing.	
	I can use negative sentences, questions and short answers in the past simple.	
	How can I improve?	

Lesson 8D		Mark
	I can match photos to sections in a listening text.	
	I can identify and use collocations with *take*.	
	I can talk about my weekend.	
	How can I improve?	

Lesson 8E		Mark
	I can use narrative adverbs when I write a story.	
	I can make my writing more interesting.	
	I can write a narrative about a special day.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

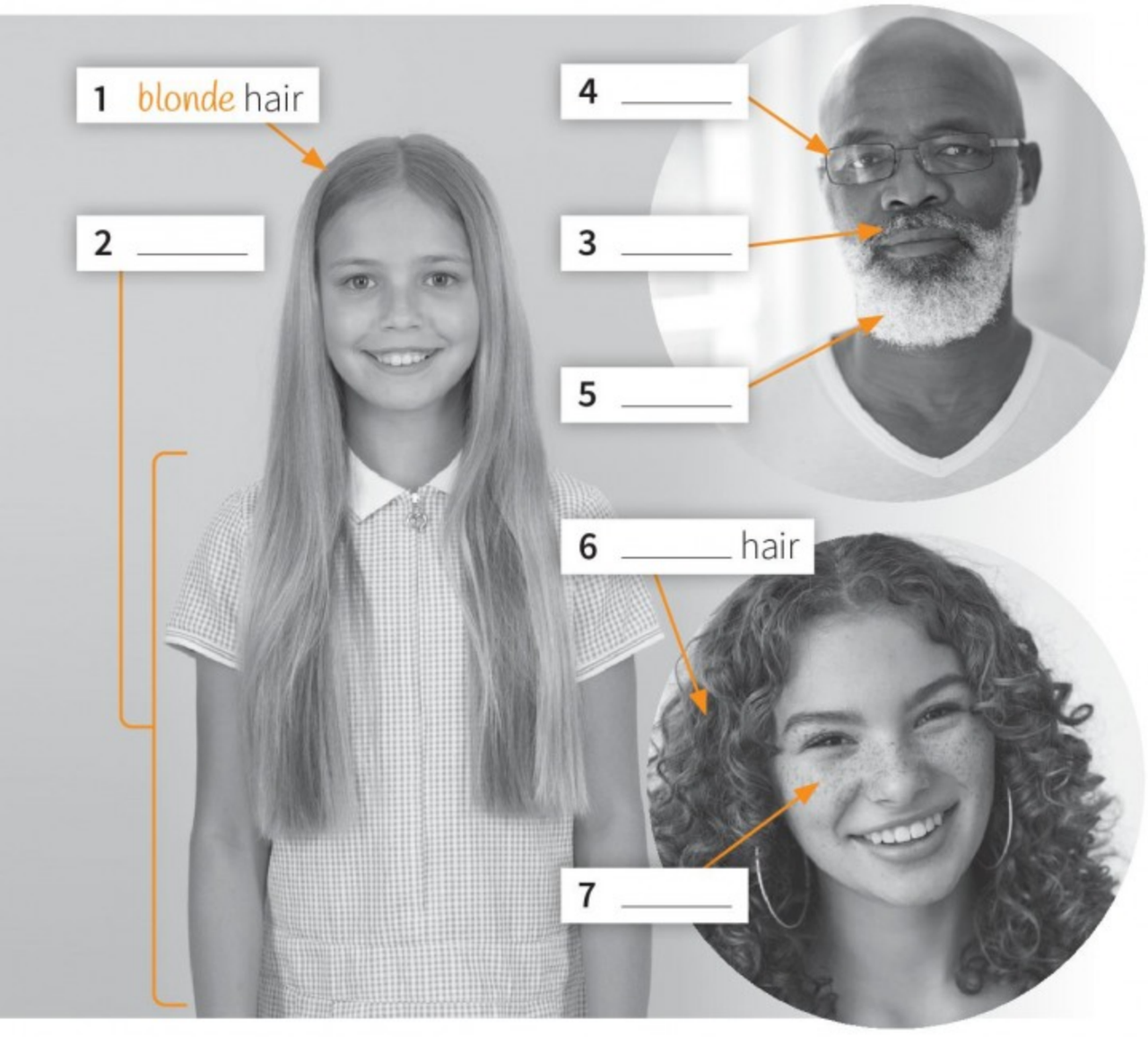
9 Changing with the times

Vocabulary

Insight Describing people

1 Match the words to the photos.

■ beard ■ ~~blonde~~ ■ curly ■ freckles ■ glasses ■ medium height ■ moustache



2 Complete the words.

Zahra was very [1]thin last year because she was ill, but now she's medium weight again. She isn't tall and she isn't short. She's [2]m_____ h_____. She's very [3]t_____ because she was on holiday in sunny Spain.
Omar is medium weight. He isn't [4]o_____. He wears [5]g_____ when he reads. He's got [6]d_____ hair. It was blonde and now it's purple!

Insight *like*

3 Study the information in the table. Then complete the sentences using the correct forms of *be like*, *look like* or *like*.

	Ben	Ivy
Hobbies	art, football	art, music
Personality	friendly, lazy	friendly, hard-working
Appearance	tall, thin	short, medium

1 In some ways, Ben and Ivy *are like* each other. For example, they are both friendly.
2 Also, they both _____ art.
3 In other ways they _____ each other. Ben is lazy and Ivy is hard-working.
4 Also, Ben _____ football, but Ivy _____ football.
5 Finally, Ben _____ Ivy. He's tall but she's short, he's thin and she's medium weight.

Vocabulary extra Materials

4 Choose the correct answers.

1 What kind of **leather** / **paper** / **cardboard** is in that notebook?
2 Put this **stone** / **foam** / **marble** between the plates in the box to keep them safe.
3 Cars, trains and planes are made of **stone** / **wood** / **metal**.
4 The walls of some very old houses are made of **plastic** / **stone** / **wax**.
5 We put some pieces of **clay** / **glass** / **cardboard** on the kitchen floor to keep it clean when people came in from the garden.
6 She doesn't wear **leather** / **metal** / **plastic** shoes because she's vegetarian.
7 The bathroom floor is made of **wax** / **marble** / **foam**.

5 Complete the article with the words below.

■ blonde ■ clay ■ glass ■ isn't like ■ like (x2) ■ ~~look like~~ ■ looks like ■ plastic ■ wax ■ wood

Dolls through time

Dolls [1]look like people.
That's why we [2]_____ them!

This Egyptian doll is about 4,000 years old. It [3]_____ a modern doll. The body is made of [4]_____ and the hair is made of small [5]_____ beads.

These dolls were popular in Europe in the 18th century. The head looks like plastic, but it's actually made of [6]_____. (Don't leave these dolls near a fire!) The eyes are made of [7]_____. This doll has got blue eyes and [8]_____ hair and a lot of jewellery.

This 21st-century doll [9]_____ a real baby, but it's a doll. It's made of silicone, which is a kind of [10]_____.

Which of these dolls do you [11]_____ best?



6 TASK Write a paragraph about one of your favourite possessions (e.g. a musical instrument, an old toy, a piece of furniture). Answer the questions below.

■ What does it look like?
■ What's it made of?
■ Why do you like it?

Grammar

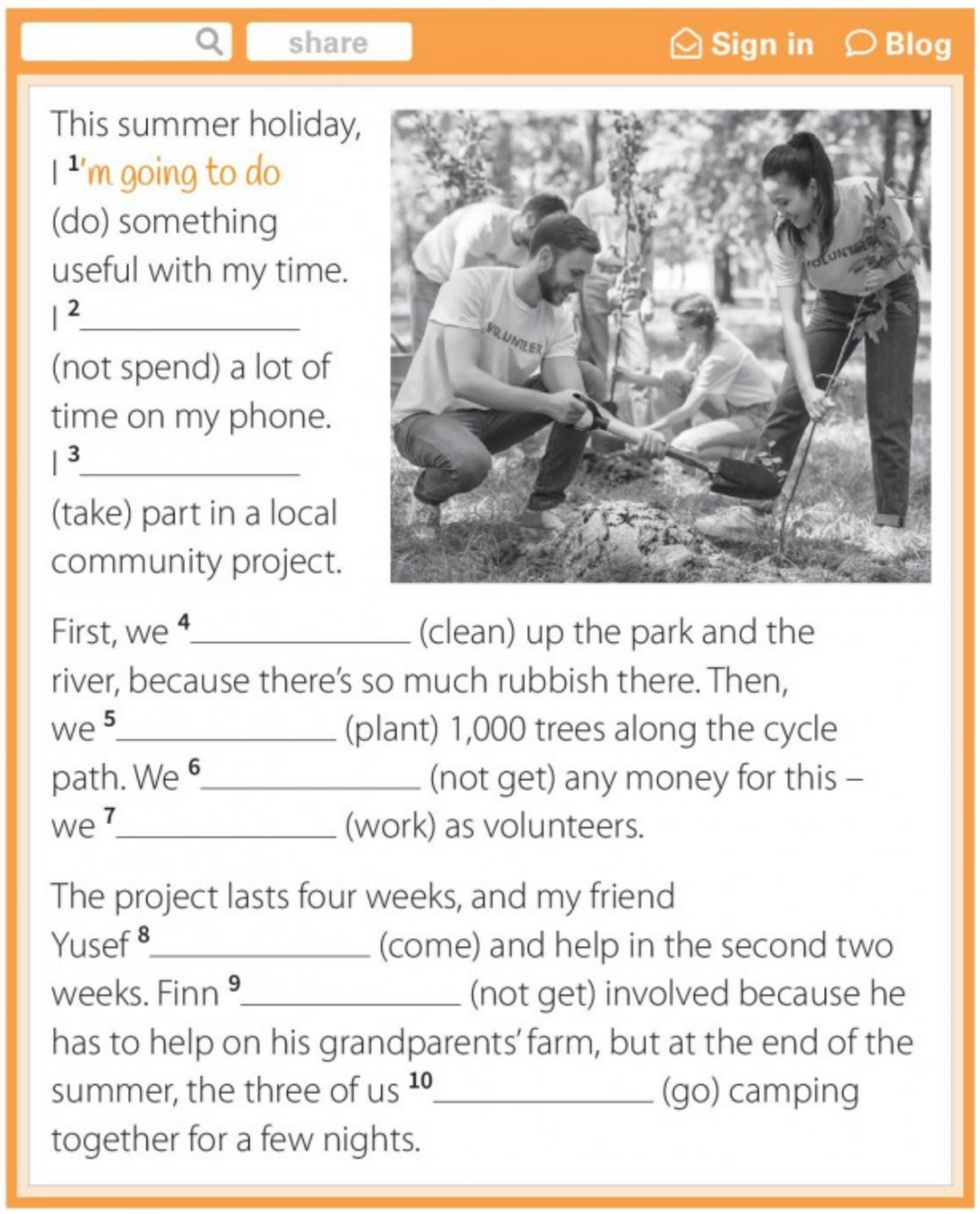
going to: plans

1 Complete the sentences with the affirmative (✔) and negative (✘) forms of *going to* and the verbs below.

buy ■ ~~go~~ ■ play ■ start ■ tidy ■ write

1 We *aren't going to go* to the cinema at the weekend. It's closed. (✘)
2 Zoe _____ her new job as an office worker next week. (✔)
3 'Jason, remember! You _____ your bedroom today!'
'OK, Mum!' (✔)
4 George _____ football at the weekend because he's got a broken ankle. (✘)
5 I _____ any more clothes. I've got too many! (✘)
6 Holly and Emma _____ a play together. (✔)

2 Complete the blog post with the correct form of *going to* and the verbs in brackets.



3 Write sentences with affirmative or negative forms of *going to* so that they are true for you.

1 my parents / go to work / tomorrow.
My parents aren't going to go to work tomorrow.
2 my friend / come to my house / after school.
_____
3 I / cycle home / later.
_____
4 my family and I / travel to the USA / in the summer.
_____
5 this weekend / I / go to the cinema.
_____

4 Put the words in order to make questions, then complete the short answers.

1 on holiday / we / are / going / go / to / this year / ?
Are we going to go on holiday this year?
Yes, *we are*.
2 going / is / she / here / stay / to / ?
_____
No, _____ .
3 visit / you / going / them / to / are / ?
_____
Yes, _____ .
4 they / going / watch / a film / are / to / ?
_____
Yes, _____ .
5 job / are / going / a / you / to / get / ?
_____
No, _____ .

5 Use the verbs below to write questions with *How*, *What*, *Where*, *When* and *going to*.

cook ■ go ■ live ■ sleep ■ take ■ ~~teach~~

1 **A** She's learning to be a secondary school teacher.
B *What's she going to teach*?
A Geography.
2 **A** The hotel doesn't have a room for me.
B Oh no! _____ tonight?
A It's OK. I can find a different hotel.
3 **A** She's learning to drive.
B _____ her driving test?
A Next month, I think.
4 **A** We've got some fish for lunch.
B _____ it?
A On the barbecue, with olive oil, salt and pepper.

6 Complete the dialogue with *going to* and the correct verb in brackets.

Rosa Have you got any plans for this evening?
Chloe No, I [1]*'m going to go* (**sleep** / **go**) to bed early because I [2]_____ (**stand up** / **get up**) early tomorrow.
Rosa Why? It's the weekend! What [3]_____ (**do** / **be**)?
Chloe Mum and I [4]_____ (**donate** / **decorate**) my bedroom. We [5]_____ (**take out** / **hang up**) all the furniture, and then we're [6]_____ (**paint** / **tidy**) the walls grey!
Rosa Cool! Can I come and see it next week?
Chloe I [7]_____ (**not be** / **not do**) here next week, but you can come the week after.
Rosa Great!

7 TASK Write a paragraph about your plans for this evening, tomorrow, next week and next month.

Vocabulary and grammar

Insight Noun suffixes: *-ion* and *-ment*

1 Complete the table with the noun forms of the verbs.

	-ion	*-ment*
1 achieve	–	achievement
2 act		
3 attract		
4 celebrate		
5 decorate		
6 donate		
7 educate		
8 enjoy		
9 entertain		
10 govern		
11 graduate		
12 react		

2 Complete the sentences with the noun form of the correct verb in brackets.



1 Do you want to help us protect pandas? You can make a donation (**donate** / **celebrate**) of £2 a month.
2 Are you going to have a _____ (**decorate** / **graduate**) ceremony when you leave school?
3 It was a big _____ (**achieve** / **enjoy**) for me to speak in front of the whole school.
4 Buckingham Palace is a very popular tourist _____ (**govern** / **attract**) in London.
5 Big companies need to take _____ (**educate** / **act**) to reduce carbon emissions.
6 What was Dan's _____ (**react** / **entertain**) when you told him the news?

will: predictions

3 Complete the sentences with *will* and the correct forms of the verbs below.

■ be ■ love ■ not retire ■ not see ■ not understand ■ ~~win~~

1 I'm sure Amy will win the match. She's a really good tennis player.
2 Eden _____ that book. She's too young.
3 I'm sad because I _____ my best friend for a long time.
4 You _____ the film. It's amazing!
5 I passed my exams! My parents _____ really happy!
6 Grandad _____ this year. He loves his job!

4 Write predictions about your future with *will* or *won't*.

1 I / pass my school exams.
I will pass my school exams.
2 I / go / to university?
Will I go to university? No, I won't.
3 I / get a good job?
_____
4 I / get married.
_____
5 I / have a lot of children?
_____
6 I / visit different countries.
_____
7 I / become famous?
_____

5 Complete the text. Use *will* and the verbs below, or noun forms of the verbs below.

■ be ■ ~~change~~ ■ eat ■ educate ■ enjoy ■ entertain ■ ~~govern~~ ■ not go ■ not stop ■ predict ■ use ■ work

blog POSTS ABOUT FOLLOW ARCHIVE

Amber Lowe: my view

The world is changing fast. For [1]governments around the world, trying to predict the future is important, but I think it's interesting for all of us to imagine how things [2]will change in daily life. Here are my [3]_____ !

I'm sure that from now on more people [4]_____ at home, and not in offices. Things will probably change in [5]_____ , too, with a mix of online and face-to-face lessons for university students.



How will the world of food change? I think people [6]_____ more vegetarian food, and they [7]_____ to restaurants so much – they'll cook at home for fun and [8]_____ . Restaurant menus will have information about the fat, sugar and carbohydrate in each dish, and there [9]_____ carbon labels on food packaging so that people know the cost of a product to the environment.

Finally, what about music, theatre and other forms of [10]_____ ? I'm sure that more and more people [11]_____ digital services like Netflix and Amazon™ for films and music, but they [12]_____ going to theatres and concert halls. That's my hope, anyway!

Like | Share | Comment

6 TASK What do you think the world will be like in 2040? Write a short paragraph with your predictions. Include ideas about:

■ achievements in science.
■ houses and homes.
■ travel.

Listening, vocabulary and speaking

V Insight Phrasal verbs

1 Complete the phrasal verbs with *ahead*, *for*, *out*, *together*, *up* or *with*.

1 produce (e.g. a plan) = put together
2 stop / surrender = give _____
3 move forward = go _____
4 calculate = work _____
5 create (e.g. a business or website) = set _____
6 think of (an idea) = come _____ with
7 discover = find _____
8 search = look _____

2 Complete the dialogue with the phrasal verbs in exercise 1.



Ezra Hey, guys! Look at this notice! 'Calling all students! Can you [1]come up with a great new business idea? [2]_____ your business plan and give it to Miss Cole by 4th May. The school will [3]_____ local business people to help you.'

Faith We should do it! What about that idea you had about helping people organize their photos, Lucas?

Lucas Yes. A lot of people want to organize the photos on their phones, but they've got too many, so they just [4]_____ and forget them! We can help them.

Kayla Sounds good! We need to [5]_____ if there's some good software we can use.

Ezra Yes, and we need to [6]_____ how much we want people to pay us. Then we can [7]_____ an Instagram™ page to advertise what we do.

Faith Great! I think we should [8]_____ with this idea and start planning who's going to do what.

Vocabulary extra On the phone: phrasal verbs

3 Complete the sentences with the verbs below.

■ call ■ cut ■ get (x2) ■ hang ■ hold ■ look ■ ~~pick~~ ■ put ■ speak

1 'Can you pick up the phone, please? It's ringing.' 'OK!'
2 'Can you _____ up the chemist's phone number for me? I need to call them.'
3 'Caleb, can you say bye and _____ up, please? I need to make a call.'
4 'Oh no! I was on the phone to Layla and I pressed the wrong button. I _____ her off!'
5 'Sorry, I can't hear you. Can you _____ up?
6 'I'm going to _____ off my phone and go out!'
7 'Can you _____ me through to Mr Willis, please?' 'Yes. Can you _____ on, please?
8 'Did you _____ through to Logan?' 'Yes, but he was busy. He asked me to _____ back.'

Talking on the phone

4 9.01 Listen to the telephone conversation. Are the statements true (T) or false (F)? Correct the false ones.

1 Holly speaks to Aiden's dad.
2 Aiden is on his bike.
3 There's a course at the Arts Centre this afternoon.
4 The course teaches people how to make things.
5 Holly is going to go to the Arts Centre now.

5 9.01 Listen again and complete informal phrases 1–6.

Informal	Formal
Hi. / [1]Hello.	[a]_____ / afternoon / evening. How [b]_____ you?
Who's calling, please?	Who's calling, please?
[2]_____ Holly.	This is Holly Stone.
[3]_____ I speak to …	[c]_____ through to …?
I'm [4]_____, but he isn't here …	[d]_____ Mr Collins isn't there.
[5]_____ to leave a message?	[e]_____ a message?
I'll [6]_____ you called.	[f]_____ the message.

6 9.02 Complete Holly's formal conversation with the phrases below. Then listen and check.

■ can I help ■ can I take ■ could you put me ■ good morning ■ I'll give him ■ I'm afraid ■ this is ■ who's calling

Receptionist [1]_____, Arts Centre. How [2]_____ you?
Holly Hello. [3]_____ through to Zac Collins in the sculpture studio, please?
Receptionist Yes, of course. [4]_____, please?
Holly [5]_____ Holly Stone.
Receptionist Just a moment, Ms Stone. [6]_____ Mr Collins isn't there. [7]_____ a message?
Holly Yes, please. Could you ask him to call me on 0782 224 224 to give me some information about the course, please?
Receptionist 0782 224 224. Yes, no problem. [8]_____ the message.
Holly Thank you. Goodbye.
Receptionist Goodbye.

7 Use the formal phrases in exercise 6 to complete a–f in the table in exercise 5.

8 TASK Write a phone conversation between Mr Collins and Holly's mum. Use phrasal verbs and the phrases in exercise 5.

Reading

1 Read the text. Match headings A–H to paragraphs 1–6. There are two headings that you do not need.

A What will happen next?
B How many people do the programme every year?
C Who can take part?
D What will I get in the end?
E Are you going to apply?
F Why should I do it?
G When did the programme start?
H What can our project be about?

2 Choose the best summary sentences for the paragraphs.

Introduction
a There's a programme to get young people to come up with interesting projects.
b The European Commission runs a programme to help young people in the European Union work together.

Paragraph 1
a The project has to be about helping people or animals.
b There are a lot of topics the projects can be about.

Paragraph 2
a The programme gives young people a chance to learn new skills.
b I think the programme is interesting, because you can meet a lot of different people.

Paragraph 3
a The programme is only open to people with problems.
b The programme is open to all young people.

Paragraph 4
a A lot of people are going to apply to be in teams of volunteers.
b People who want to apply have to work in a team and plan the project together.

Paragraph 5
a The European Commission checks the projects at different stages.
b It takes about three months to get the money.

Paragraph 6
a At the end, you get a Youthpass which gives details about your achievements.
b You can show your Youthpass when you want to get a job.

3 Read the text again. Choose the correct answers.

1 The people organizing the European Solidarity Corps programme are
a people from the UK.
b teams of volunteers.
c the European Commission.

2 The programme hopes to
a educate young people.
b get young people working together.
c save the environment.

3 An important idea behind the programme is that
a it will improve young people's health.
b it will help people who are poor.
c anybody can take part.

EUROPEAN SOLIDARITY CORPS:
Volunteering teams



- **Do you want to meet people from other countries?**
- **Are you energetic and creative?**
- **Do you like new experiences?**
- **Yes? Read on! Perhaps the European Solidarity Corps is for you!**

The European Commission runs the European Solidarity Corps to encourage young people to be active citizens. Its aim is to build good links between young people in countries in the EU (European Union). It's about young people taking control of their futures and working as a team on voluntary projects with people from other countries. YOUR team comes up with a project idea. YOU are in charge!

4 The money for the project
a comes from the European Commission.
b comes from future employers.
c is provided by your team.

5 Before your project begins, you and your team will need to decide
a who is going to look after the money.
b when you're going to do the project.
c who is going to write a report about the project.

6 The Youthpass
a describes the skills you used on the project.
b is part of your report.
c gets you a place at a university.

1 _____

It's your choice! Possibilities include:

- looking after animals in danger.
- helping children with their education.
- repairing buildings after bad weather or other natural disasters.

2 _____

Good question! You've got schoolwork and exams. You're busy! Will the European Solidarity Corps programme mean more work? Yes, but … this is non-formal learning, not schoolwork. It takes place outside of school. You will learn important skills such as:

- putting together a project.
- working with people from different backgrounds.
- setting up a team.
- planning your finances.



3 _____

Everybody! One of the programme's goals is inclusion, so all young people are welcome to take part. That includes people from any culture, or those with health problems and different abilities, or people who can't usually join in activities because they haven't got enough money.

4 _____

Yes? Great! Get together with a group of four or more people aged between 18 and 30 from different countries. Next, meet and discuss your hopes for the project. Put together a plan. Then apply via the European Commission website!

5 _____

After you apply, you'll need to wait about three months. Next, you'll find out if the Commission thinks you can go ahead. You'll get a grant from the Commission, so you'll have the money to run your project. You'll agree dates for the project and you'll have to do the project in this time. When the project is finished, you'll send a report to the Commission.

6 _____

A Youthpass. This document will give details of everything you did. It's the kind of information that universities are interested in (and future employers when you go to job interviews). But, most important of all, you'll have a great experience and memories to last a lifetime!

4 Match the highlighted words in the text to definitions 1–8.

1 (verb) to organize and be in control of something run
2 (noun) people who give you a job _____
3 (noun) money that an organization or government gives you for study or other projects _____
4 (noun) the fact of being part of something _____
5 (verb) to ask for something in a formal way, usually by writing or completing a form _____
4 (noun) the money you have _____
7 (noun) people's history, family, education, experience _____
8 (verb) to give support to, help _____

5 Complete the sentences with the correct form of the words in exercise 4.

1 My sister is going to get a grant to pay for her engineering course.
2 We come from different _____, but we are really good friends.
3 Our sports club thinks _____ is very important – everybody can join in.
4 I'm going to _____ Anya to write more stories. I think she'll be an amazing writer one day.
5 'I want to join the art club. Who do I need to speak to?' 'Mr Scott. He _____ the club.'
6 I'm going to _____ for a job at the bookshop this summer.
7 I am terrible at looking after my _____. I never have money to spend on things I need!
8 _____ like to know what your skills are before they give you a job.

6 TASK Write an email to a friend to tell them about the European Solidarity Corps. Summarize what the programme is about, who organizes it and what you have to do to take part in it. Tell your friend what kind of project you'd like to take part in. Use your answers to exercise 2 to help you plan your email.

Writing An informal email

Informal language for emails

1 Match informal sentences A–H to gaps 1–6 in the email. There are two sentences that you do not need.

A It's terrible!
B I was really sorry to hear that.
C PS Good luck in your music exam!
D Write again soon.
E How do you feel about it
F They sound fantastic!
G When is your exam?
H I can't wait!

To: Ollie

Subject: Summer plans

Hi Ollie!

Thanks for your last email.

1 _____

that you didn't pass your music exam on Tuesday.

2 _____

now? It's good that you can take the exam again next week.

I went to an amazing concert last month with my aunt and uncle. My cousin Mia plays the piano and she was in the concert in a huge theatre. The music was wonderful and we were all really proud of Mia. I'm sure you'll be like her one day.

It's good to hear about your summer holiday plans.

3 _____

How long are you going to stay in Ljubljana? It's a small city, but it's so beautiful! The old buildings are lovely, and there are some great cafés. The countryside in Slovenia is beautiful. You can go for walks and you can swim in some of the rivers. It's good that you're going to the mountains, too! What a great place to explore. Will you go rock climbing?

I'm excited about my holiday, too. We're going to go to Florida in July! We're going to visit the Harry Potter™ amusement park and go surfing. 4 _____
It's like a dream come true!

I'm going to be really busy in August, because I've got a job at a café near the beach where we live. I won't be on the beach a lot this year, but I'll meet a lot of people, so I think I'll have a great time!

5 _____

Lots of love,

Flora

6 _____

2 Read the email again and answer the questions.

1 What did Ollie do on Tuesday?
2 What did Flora do last month?
3 What is Ollie going to do next week?
4 Where is Ollie going to go in the summer?
5 What do you think Ollie will see and do on holiday?
6 Where is Flora going to go on holiday?
7 What is she going to do there?
8 Where is she going to work after her holiday?

Writing guide

■ **TASK Imagine you are Ollie. Write Ollie's informal email to Flora about his plans for the summer.**

■ **PLAN 1 Make notes about Ollie's plans for the summer. Use your answers to exercise 2 to help you. Think of things you can write to make Ollie's email more personal and interesting.**

Respond to what Flora said about:
- the concert.
- her holiday plans.

Ask Flora questions about:
- her travel plans.
- her holiday job.

Tell Flora about something you did:
- a few days ago.
- yesterday.

Give Flora more information about:
- your summer holiday.
- other things you're going to do this summer.

■ **PLAN 2 Plan your email. Organize your notes into paragraphs. Use Flora's email to help you.**

Paragraph 1: Ask questions about your friend. Include your reactions to what they wrote in their last email.
Paragraph 2: Write about something that happened a few days ago, and something you did yesterday.
Paragraph 3: Write about your plans for the summer. Finish your letter with a personal comment or question.

■ **WRITE Write Ollie's email. Use your notes and plan to help you. Remember to use informal language.**

■ **REVIEW Check the following points.**
- Have you used friendly language?
- Have you included exclamations, questions and details to make your email personal and interesting?
- Is your email divided into different paragraphs for different topics?
- Have you used a PS at the end (if you need to add something extra)?
- Have you used contracted forms of verbs?
- Have you checked spelling, grammar and punctuation?

U9 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 9A		Mark
	I can use words to describe what people look like.	
	I can summarize a text.	
	I can use *like* in different ways.	
	How can I improve?	

Lesson 9B		Mark
	I can identify key words to match sentences to paragraphs in a text.	
	I can talk about future plans using *going to*.	
	I can describe how I think my life is going to change in the future.	
	How can I improve?	

Lesson 9C		Mark
	I can make nouns from verbs with the suffixes *-ion* and *-ment*.	
	I can use different techniques to revise vocabulary.	
	I can make predictions about the future using *will*.	
	How can I improve?	

Lesson 9D		Mark
	I can listen and order events in a listening text.	
	I can use phrasal verbs.	
	I can talk on the phone effectively.	
	How can I improve?	

Lesson 9E		Mark
	I can use informal language for emails.	
	I can make my writing personal.	
	I can write an informal email to a friend.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

10 Wanderlust

Vocabulary

Insight Holiday places

1 Complete the email with the correct form of the holiday places below.

■ ~~camper van~~ ■ campsite ■ temple ■ theme park ■ towers ■ volcano ■ waterfall

Subject: Greetings from Japan

Hi Hannah,

We're in Tokyo! Usually on holiday we're driving around the UK in our [1] camper van and going from one [2] _____ to another in the countryside. Now we're in the biggest city in the world!

We can see the Tokyo Skytree from our hotel room. It's 634 metres high – one of the tallest [3] _____ in the world. There are old buildings here, too. I want to visit Sensō-ji, an old Buddhist [4] _____ .



Today we went to Shiba Park. It's very pretty, with trees and a [5] _____ . (Of course, my brother got wet!) Tomorrow we're going to see Mount Fuji – yes, a real [6] _____ ! Don't worry, the last time it erupted was in 1707, so I'm sure we'll be safe!

Jenna

PS On Sunday we're going to Tokyo DisneySea – a really big [7] _____ !

2 Read the descriptions and complete the words.

1 where people have fun by the sea — beach
2 ships go in and out of this — h_____
3 a car pulls this house on wheels — c_____
4 an area of land with water all around it — i_____
5 an area of water with land all around it — l_____
6 water that's moving to a lake or sea — r_____
7 the line of land next to the sea — c_____

Insight Prepositions of place: *in*, *on* and *at*

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

■ holiday ■ school ■ ~~the farm~~ ■ the market ■ the world

1 My uncle and aunt work hard on the farm.
2 Did you buy those sweets _____ today?
3 We saw huge waterfalls and swam in lakes when we were _____ .
4 I'll see you in the sports hall _____ tomorrow.
5 Hawaii's Mauna Loa is the biggest active volcano _____ .

Vocabulary extra Types of holidays

4 Complete the sentences with the words below.

■ activity ■ camping ■ day ■ farm ■ sightseeing ■ study ■ ~~trip~~ ■ walking

1 We're going to go on a ski trip next winter.
2 Last year, I went on a _____ holiday in Germany. I learned how to speak German!
3 I'd love to go on a _____ holiday because I love animals.
4 Rory and I went on a _____ holiday. We went up and down a lot of hills and our feet hurt at the end!
5 I'd love to go on a _____ holiday in Istanbul. I want to visit Topkapı Palace and the Blue Mosque!
6 Let's go on a _____ trip to Paris! We can get up early, be there by lunchtime, and be home again before midnight.
7 I only like _____ holidays when the weather is good! I hate being in a tent in the rain!
8 Why don't you try this _____ holiday? You can go rock climbing, mountain biking and diving.

5 Complete the text with one word in each gap.

A job in the tourist industry?



It won't be a holiday for you, but working with other people who are [1] on holiday can be a great way to earn money and see the world.

If you don't mind cleaning rooms and making beds, consider working in a hotel or in a bed and [2] _____ . Look for a job at a ski [3] _____ if you want to go skiing after hoovering floors! Or, if you'd prefer to be able to sunbathe on the [4] _____ , look for work [5] _____ the coast.

A job at a summer [6] _____ is great if you like working with children. There are a lot of good ones [7] _____ the USA if you want to practise your English.

Perhaps you love being on the water and would rather visit a lot of different places. [8] _____ ships always need waiters, entertainers and hairdressers. Is there something you could do? If you know a lot about history and geography, perhaps you could give [9] _____ tours when the ship stops [10] _____ different ports.

6 TASK Write about a holiday or day trip that you went on. Include the following information:

■ When was it?
■ Where was it?
■ Who did you go with?
■ What did you see?

Grammar

Present perfect: affirmative and negative

1 Complete the sentences with the present perfect form of the verbs in brackets.

1 Our train has arrived (arrive).
2 Claire _____ (start) a new job.
3 My grandad _____ (not use) an e-reader.
4 You _____ (not work) for a large company.
5 I _____ (not study) German before.
6 We _____ (jog) at the park and on the beach.

2 Complete the conversation with the present perfect form of the correct verb in brackets.

Leo What are you reading?
Amira It's an article about a woman called Laura Bingham. It [1]has inspired (**achieve** / **inspire**) me to have more adventures!
Leo What do you mean?
Amira Well, she's an adventurer, and she [2]_____ (**travel** / **work**) to a lot of different countries.
Leo You [3]_____ (**watch** / **visit**) a lot of different places, too!
Amira Yes, I [4]_____ (**reach** / **try**) to have interesting holidays, but I [5]_____ (**not see** / **not cycle**) across South America from coast to coast like her, and I [6]_____ (**not sail** / **not walk**) across the Atlantic Ocean!
Leo What's she doing now?
Amira Well, she's had three children, but she [7]_____ (**not climb** / **not stop**) travelling. She's happy to take her children with her!
Leo Good for her. So, what kind of adventure do you want?
Amira I [8]_____ (**not decide** / **not work**)!

3 Write present perfect sentences about Dan.

✔	✘
■ swim with dolphins	■ spend a lot of money
■ do a lot of camping	■ go to Australia
■ take a lot of photos	■ become famous

1 ✔ He's swum with dolphins.
2 ✔ He _____
3 ✔ He _____
4 ✘ He _____
5 ✘ He _____
6 ✘ He _____



4 Complete the sentences with the present perfect form of the verbs below.

■ do ■ have ■ ~~not break~~ ■ not go ■ not swim ■ not win

1 My arm hurts, but fortunately I haven't broken it!
2 Matt's very kind. He _____ a lot of work for charity.
3 Mum and Dad _____ to Mexico before. This is their first time.
4 Lisa plays the piano very well, but she _____ any competitions.
5 Marco _____ dinner in some famous restaurants, but he prefers eating at home.
6 I _____ in the sea because we live a long way away from the coast.

5 Complete the text with the present perfect form of the verbs in brackets.

share Sign in Blog

The happy travellers

Hi, we're Karin and Ali. We love travelling and writing about it. We [1]'ve been (go) to 112 different countries! We [2]_____ (not write) about them all, but here are some of our stories.

In the Pantanal, South America



Most people [3]_____ (hear) of the Amazon rainforest, but not so many know about the Pantanal. It's the biggest tropical wetland in the world.

Guess what? We're in the Pantanal now! We [4]_____ (be) here for three weeks, in fact. We [5]_____ (see) crocodiles, jaguars and parrots, and we [6]_____ (meet) some really interesting people like Carlos, a ranger here in the national park.

'I [7]_____ (not work) here long, but I [8]_____ (teach) a lot of people about the wetlands and why they're important,' Carlos explained. 'The Pantanal [9]_____ (have) some problems, including some terrible forest fires, and pollution from factories [10]_____ (not be) good for the rivers. Fortunately, Brazil, Bolivia and Paraguay are working together to look after this amazing place.'

Wetlands provide clean water for millions of people and animals, but sadly, half of all the planet's wetlands [11]_____ (disappear). Let's hope the Pantanal stays safe. We'll never forget our time here.

6 TASK Write three sentences about adventures you have had. Then write three sentences about adventurous things you have not done but want to do in the future.

Vocabulary and grammar

Insight American English

1 Replace the British English words in italics with the American English words below.

■ apartment ■ eraser ■ fries ■ garbage ■ pants ■ sneakers ■ soccer ■ ~~sweater~~

1 Put a *jumper* on. It's cold outside. sweater
2 How about a game of *football*? _____
3 Can I use your *rubber*? _____
4 I've got some new *trainers*. _____
5 Would you like some *chips*? _____
6 Can you take out the *rubbish*, please? _____
7 Ferdi's *flat* is in the centre of Paris. _____
8 I need some new *trousers* for school. _____

2 Complete the email with American English words.

Hi Charlie,

I'm on [1]vacation in a village in the UK. We're staying in a nice [2]_____ in a big old house in the countryside. It's got three bedrooms and it's on the second floor. The countryside around here is pretty because it's [3]_____ and the trees are changing from green to orange. It's quite cold, too! It's only September, but I have to wear a [4]_____ every day to keep warm. ☹



The local food is OK. We've eaten quite a lot of [5]_____, or 'chips', as they call them here. I've tried some chocolate and other [6]_____, and they're good! I'll bring some home for you.

OK, I have to stop now. Dad and I going to watch a movie at a [7]_____ in a town near here. Mum and Ruby don't want to come – they're watching a [8]_____ match – Liverpool vs Villarreal! How can they like sport more than movies?!

I'll send some photos next time!

Avery

Present perfect: questions and short answers; *ever* and *never*

3 Put the words in order to make present perfect questions.

1 you / taken out / have / the garbage / ?
Have you taken out the garbage?
2 you and Noah / your homework / done / have / ?
_____
3 tried / your friends / have / these candies / ?
_____
4 been / to North America / have / you / ?
_____
5 have / in a lake / swum / the children / ?
_____

4 Complete the questions with the present perfect form of the verbs in brackets. Then complete the short answers.

1 A Have you tried (you / try) karate, Seth?
B Yes, I have.
2 A _____ (parents / travel) much?
B No, _____.
3 A _____ (Mia / break) her leg?
B Yes, _____.
4 A _____ (you and Kai / see) this film?
B Yes, _____.
5 A _____ (Diego's plane / take off)?
B No, _____.
6 A _____ (you / have) a good time, Nick?
B Yes, _____.

5 Complete the sentences with *ever* or *never*.

1 Thomas has never eaten Mexican food.
2 We've _____ been on holiday in winter.
3 Has Freya _____ worked at a ski resort?
4 Have you _____ climbed the tower?
5 I've _____ been on a walking holiday.
6 Have they _____ travelled by plane?

6 Complete the dialogue with the words below. There are two words that you do not need.

■ apartment ■ been ■ eraser ■ ever ■ ~~finished~~ ■ gone ■ has ■ have ■ haven't ■ never ■ soccer ■ vacation

Ayla Have you [1]finished your homework?
Joe Yes, I [2]_____.
Ayla So, what are you doing?
Joe I'm drawing the Statue of Liberty for a competition.
Ayla Oh, good luck! Have you [3]_____ won a competition?
Joe No, I [4]_____. Maybe this time!
Ayla Yes! It's a really good picture. I've never [5]_____ to New York City. Have you?
Joe Yes, I went there on [6]_____ with my family a few years ago.
Ayla Lucky you! I've [7]_____ left California!
Joe Oh no! I've made a mistake. Do you have an [8]_____?
Ayla No, sorry. Theo might have one.
Joe Maybe, but he's [9]_____ home to watch the [10]_____ match!



7 TASK Write a paragraph about tourists in your country. Answer the questions below.

■ Who visits your country?
■ Which places do they visit?
■ Have you ever spoken to tourists from abroad?
■ Is tourism good for your country? Why / why not?

Listening, vocabulary and speaking

Insight Travel collocations

1 Complete the sentences with the verbs below.

book ■ buy ■ ~~catch~~ ■ go ■ pack ■ miss ■ send ■ stay

1 We can catch the train to the city centre.
2 When are you going to _____ our holiday?
3 Hurry up! We don't want to _____ the bus!
4 I need to _____ my suitcase.
5 I'll _____ some souvenirs before we go home.
6 We _____ abroad every summer.
7 My grandparents always _____ in a hotel.
8 I'm sorry I didn't _____ you a postcard.

2 Complete the postcard with the correct forms of the verbs in exercise 1.

Hi Logan,

I'm [1]sending you this postcard from Stockholm in Sweden. This is the first time I've [2]_____ abroad. We're [3]_____ in a lovely hotel. We've seen some of the sights already – the Royal Palace, the City Hall and the island of Djurgården. Fantastic! Tomorrow we're going to [4]_____ a bus to Sigtuna, the oldest town in Sweden! Then on Friday, I have to [5]_____ my suitcase. ☹ We have to be at the airport really early on Saturday. I hope we don't [6]_____ our flight!

Love,

Gracie

Vocabulary extra Holidays: phrasal verbs

3 Complete the sentences with the phrases below.

check into ■ check out of ■ chill out ■ ~~get away~~ ■ get back ■ look forward to ■ set off

1 You're tired and want to get away, so you plan a holiday.
2 You _____ to your holiday and think about what you're going to do when you're there.
3 You _____ from your home.
4 You arrive and _____ your hotel.
5 You _____ by the swimming pool.
6 You _____ your hotel and leave.
7 You're more relaxed when you _____ home.

4 Add the missing words to complete the phrasal verbs.

1 Get into the taxi. We're going to be late!
2 Thanks for driving. Can you _____ me off here?
3 We need to _____ off the train here!
4 Here's the bus. Let's get _____ quickly!
5 What time does the plane _____ off?
6 Jed's going to pick us _____ at the airport.
7 A lot of people are buying tickets. We have to _____ up.
8 Let's get _____ of the car and have a walk.

Tourist information

5 10.01 Tyler is at the tourist information centre. Listen and write *can* or *can't*.



1 Tyler _____ go to St Michael's Mount today.
2 He _____ visit the castle there tomorrow.
3 He _____ buy tickets at the tourist information centre.
4 He _____ get a cheap ticket.

6 10.01 Complete the dialogue with the phrases below. Then listen and check.

And what time does it close? Can I go there today? ■ How much does a ticket cost? ■ I'd like some information about St Michael's Mount. ■ Is it possible to visit the castle? ■ Is there a discount for students? ■ So, what time is the road open tomorrow?

Assistant Hello. Can I help you?
Tyler Yes, please. [1]_____
Is it true that it's sometimes an island?
Assistant Yes, that's right. When the sea is at its highest level, the road is covered with water. Then St Michael's Mount becomes an island.
Tyler Wow! [2]_____
Assistant I'm afraid not. It's too late today.
Tyler [3]_____
Assistant Tomorrow the road is open from 8.15.
Tyler [4]_____
Assistant It closes at 3.10, but it opens again in the evening at 8.35.
Tyler [5]_____
Assistant Yes, of course. We sell tickets here.
Tyler [6]_____
Assistant £14.
Tyler [7]_____
Assistant No, I'm afraid not. The price is the same for all adults.
Tyler OK, thank you.
Assistant You're welcome. Goodbye.

7 Add the missing words.

1 A I'd like some _____ about the theme park. Is there a _____ for students?
B Yes, students only pay £6.50.
2 A Is it _____ to take a dog?
B Yes, of _____, but you'll have to pay £3.
3 A _____ we swim in the lake?
B No, I'm _____ not. It isn't safe.

8 TASK Write a dialogue between a tourist and a tourist office assistant about a tourist attraction in your country. Use the expressions in exercises 5 and 6 to help you plan your dialogue.

Reading

1 **Read the title of the article. What do you think *Go for it!* means? Choose the best definition.**

a follow your goals
b travel to different countries
c do something quickly

2 **Read the article quickly and check your answer.**

3 **Read the article and match sentences A–I to gaps 1–7. There are two sentences that you do not need.**

A Sometimes you have to save a lot of money first.
B Perhaps you won't be good at it.
C People should go camping.
D Alastair Humphreys is a true adventurer.
E He's also camped in Greenland and walked across its icy plains.
F What did they usually do?
G It could be any competition – a five-mile run, a marathon, a cycle ride.
H He created the concept of microadventures, meaning mini adventures.
I At the age of eight, he walked 26 miles through the mountains of Yorkshire, England.

4 **Read the article again. Are the statements true (T) or false (F)? Correct the false ones.**

1 Alistair has been to university.
2 He always travels to cold places.
3 He learned about animals in a cold place.
4 He had big adventures in the UK in 2011.
5 He put ideas for adventures on the internet.
6 He organized a race for people to take part in.
7 He has won a lot of races.
8 He wants people to think differently about their free time.
9 He suggests that you follow the Amazon from the source to its end.
10 It's easy for people to find reasons not to take part in adventures.

5 **Complete the sentences with information from the text. Use your own words if possible.**

1 Alastair wants other people to have exciting *experiences*.
2 Alastair has travelled by _____ in South America.
3 He started his Indian adventure on a _____ on the east coast.
4 He could swim in the lakes and rivers in Iceland because _____ had made them warm.
5 In 2011, Alastair found adventures _____ .
6 That year, Alastair encouraged people to take part in a _____ .
7 One day, he travelled from his city to spend an afternoon in the _____ .
8 Alastair believes that it's possible for _____ to have an adventure.

GO FOR IT!



He's walked across India. He's camped in the Arctic, trekked 1,000 miles across the desert in Asia and cycled around the world. [1]_____ He's also written books about his travels, encouraging people to get outside and have their own exciting experiences, big or small.

Alastair's adventuring started early. [2]_____ When he was at university, he found time in the holidays to cycle long distances in Asia, Europe and South America.

His experiences are impressive. His Indian adventure started on the country's sandy east coast, where the River Kaveri meets the sea. He followed the river up through the mountains to its source. Finally, he walked down through the mountains to India's west coast.

Alastair has experienced the cold, too. He's spent weeks camping in the Canadian Arctic studying the animals that live there. [3]_____ He's seen volcanoes in Iceland and has swum in the volcano-heated rivers and lakes there.



Adventurers love new experiences and they often crave bigger challenges that take them further away from home. But, in 2011, Alastair had a new idea. [4]_____ He encouraged people to do something new, to go on their own adventures. He did it, too. That year, he didn't go abroad, but stayed in the UK and looked for microadventures there. He didn't want these adventures to cost a fortune or to take a lot of time, but they had to be interesting.

On his website, he challenged people to try different microadventures. The first was to enter a race. [5]_____ Alastair's never won a race in his life, but he's always loved the fun of taking part. For his race, he did a 24-hour winter mountain bike race in Scotland.

Next he got people to think about their weekends. [6]_____ Go shopping? Watch TV? He suggested they go somewhere new. So, what did he do? He got up early, left his home in the city and was up in the hills by lunchtime ready to go down – fast – by mountain bike.

Another suggestion was to follow a river from its source to its end. Alastair has done this more than once, and it's something anyone can do. It doesn't have to be the Amazon, just a river that's near you.

There are a lot of excuses not to go on an adventure. You don't have time. You haven't got the money. You've never done it before. [7]_____ But, Alastair believes, anyone can, and should, have an adventure. So, what are you waiting for?!

6 Replace the words in italics with the highlighted words in the article.

1 I gave myself two difficult *goals* to achieve this year – learn to ski and climb a mountain. challenges
2 She earned a *lot of money* by making YouTube™ videos. _____
3 I've got a great *idea* and a plan for our holiday. _____
4 I always find *reasons* not to tidy my bedroom. _____
5 The new building is very *spectacular* and amazing. _____
6 We *made a long and difficult journey on foot* across the Atlas Mountains. _____
7 The *start* of the river Rhine is in Switzerland. _____
8 Is there anything you often *really want to do or have*? _____

7 Complete the sentences with the correct form of the words in exercise 6.

1 When my dad is very tired, he craves coffee!
2 My sister wanted a new _____, so she joined a karate club.
3 The story you wrote is very _____. You're a great writer.
4 I'd love to _____ across Spain.
5 Where is the _____ of the river Nile?
6 Have you got any _____ for what we can do for our art project?
7 We can't go to Australia. It costs a _____ to fly there!
8 Joe is very lazy. He's got a lot of _____ not to do exercise.

8 TASK Write a short text to explain to your family what a microadventure is, and plan a microadventure near where you live. Remember – this should be something you have never done before.



Writing A profile

1 Read the profile and match clauses A–F to gaps 1–5. There is one clause that you do not need.

A so anyone can create their own sporting challenge for charity
B so she rides a hand-bike
C so she has written three books about her experiences
D because she has worked so hard to have so many exciting experiences after such a terrible accident
E because she hurt her back in a terrible climbing accident when she was 21
F because the number 79 is an important number for Karen

PROFILE VIEW ALL

My heroine: Karen Darke

My hero is the paralympic cyclist, paratriathlete, adventurer and author, Karen Darke. She was born in the UK in 1971, and loved running, cycling and mountain climbing when she was young. Karen can't use her legs now [1]____ . However, she has won silver and gold medals in major international sporting events and has had exciting adventures in many different countries.

Karen can't use the kind of bikes that most people ride, [2]____ . Since her accident, Karen has hand-cycled in many places, including across the Himalayas and from one end of Japan to the other. She has also sea-kayaked from Canada to Alaska, sit-skied across the Greenland ice cap and climbed the 900-metre El Capitan mountain in the USA.

In 2016, Karen launched an exciting project to inspire people to find their own 'inner gold' by pushing themselves to the limit. She called it Quest 79 [3]____ . At the 2016 Rio Paralympics, her gold medal was the 79th medal for Britain, 79 is the atomic number of gold, and one of her own challenges is to travel to the 79° longitude / 79° latitude point in Antarctica. Quest 79 is an open project, [4]____ .

I really admire Karen Darke [5]____ . She has raised a lot of money for charity and inspired other people to challenge themselves and have their own adventures. I think she's amazing!

Linking words: *so*, *because*

2 Complete the sentences with *so* or *because*. Add a comma (,) before *so*.

1 In 2009, Malala Yousafzai started to write a blog for the BBC _____ she wanted the world to know about life in her town in Pakistan.
2 There was fighting in her country _____ she was often scared, but she didn't give up her fight for education.
3 Girls found it difficult to get an education _____ some people didn't want girls to go to school.
4 It was dangerous for Malala to use her own name on the blog _____ she used the name Gul Makai.
5 She had to leave her town _____ it wasn't safe for her to stay.
6 In 2012, she was shot _____ some people didn't agree with her opinions about education. A lot of people were very angry.
7 The hospitals in Pakistan couldn't help Malala _____ her injuries were very bad _____ she travelled to the UK.
8 People know about her fight for education for girls _____ she has spoken to world leaders, written books and won over 40 awards and honours.

Writing guide

TASK Write a profile of Malala Yousafzai or another hero of your choice who is alive.

PLAN 1 Answer the questions and make notes about Malala or your hero. Use the internet to help you.

1 What is your hero's name?
2 What does he/she do?
3 When was he/she born?
4 What did he/she do as a child?
5 What has he/she done in his/her life?
6 What has he/she achieved?
7 Has he/she done any charity work?
8 Why do you admire him/her?

PLAN 2 Use the profile in exercise 1 as a model. Organize your notes into paragraphs.

Paragraph 1: introduction, details of when and where he/she was born
Paragraph 2: main achievements
Paragraph 3: other work and achievements
Paragraph 4: summary: why you admire him/her

Think about what tenses you need to use – present simple, past simple or present perfect?

- Which facts are about a situation in the present (e.g. what he/she does, why you admire him/her)?
- Which facts are about things he/she has done in their life, but with no definite time in the past (e.g. interesting things he/she has done or achieved)?
- Which facts are things which happened at a definite time in the past (e.g. when he/she was born, when something happened)?

WRITE Write your profile. Use your notes and plan to help you. Remember to use the linking words *so* and *because*.

REVIEW Check the following points.

- Have you used correct tenses to describe different types of facts and information?
- Have you used *so* and *because* correctly?
- Is you profile divided into different paragraphs for different topics?
- Have you checked spelling, grammar and punctuation?

U10 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 10A		Mark
	I can use words to talk about different places people visit on holiday.	
	I can identify key words in order to match sentences to parts of an article.	
	I can use the prepositions of place *in*, *on* and *at*.	
	How can I improve?	

Lesson 10B		Mark
	I can predict information in a text from photos.	
	I can use the present perfect to describe experiences.	
	How can I improve?	

Lesson 10C		Mark
	I can use world knowledge of a topic to answer questions about a text.	
	I can recognize words which are different in American and British English.	
	I can use the present perfect with *ever* and *never*, questions and short answers.	
	How can I improve?	

Lesson 10D		Mark
	I can take notes when I listen.	
	I can use collocations related to travel.	
	I can ask for information and ask for, give and refuse permission.	
	How can I improve?	

Lesson 10E		Mark
	I can use the linking words *so* and *because*.	
	I can choose the right tense.	
	I can write a profile.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

Grammar reference and practice – Welcome unit

W.1 ■ *be*

Affirmative			
I	'm (= am)	at home.	
We / You / They	're (= are)		
He / She / It	's (= is)		
Negative			
I	'm not (= am not)	at home.	
We / You / They	're not / aren't (= are not)		
He / She / It	isn't (= is not)		
Questions and short answers			
Am	I	at home?	Yes, I am. No, I'm not.
Are	we / you / they		Yes, you are. No, we aren't.
Is	he / she / it		Yes, he is. No, she isn't.

1 Complete the sentences. First use the affirmative form and then the negative form of the verb *be*.

1 She's a student. She isn't a teacher.
2 They _____ big. They _____ small.
3 We _____ hot. We _____ cold.
4 It _____ a good school. It _____ a bad school.
5 My mother _____ in the garden. My mother _____ in the house.
6 I _____ 15. I _____ 18.

2 Write questions and short answers.

1 you / English?
Are you English?
Yes, I am.
2 the girl / happy?
_____
No, _____.
3 they / 16?
_____
Yes, _____.
4 we / in London?
_____
No, _____.
5 you / my friend?
_____
No, _____.
6 the boy / your brother?
_____
Yes, _____.

W.2 ■ Possessive adjectives

Subject pronoun	Possessive adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

■ We use possessive adjectives to show who possesses something.
This is my bag.
He's in their house.

1 Complete the sentences with the correct possessive adjectives.

1 We are from England. Our home is in London.
2 He is from France. _____ home is in Paris.
3 They are from Germany. _____ home is in Berlin.
4 She is from Spain. _____ home is in Madrid.
5 You are from Italy. _____ home is in Rome.
6 I am from Poland. _____ home is in Warsaw.

W.3 ■ *this, that, these, those*

Singular	
this box ❑	❑ that box
Plural	
these boxes ❑❑❑	❑❑❑ those boxes

■ We use *this* and *these* for things and people that are near us.
■ We use *that* and *those* for things and people that are far from us.

1 Choose the correct words.

1 **This** / **These** girl is my sister.
2 **That** / **Those** houses are very big.
3 Is **this** / **these** dog yours?
4 Are **this** / **these** books from the library?
5 **That** / **Those** chair is red.
6 **That** / **Those** desks are small.

W.4 ■ *have got*

Affirmative		
I We You They	've (= have) got	a new phone.
He She It	's (= has) got	
Negative		
I We You They	haven't (= have not) got	a cat.
He She It	hasn't (= has not) got	

Questions and short answers			
Have	I we you they	got a brother?	Yes, I have. No, we haven't.
Has	he she it		Yes, he has. No, she hasn't.

1 Complete the sentences with the correct form of *have got*.

1 ✔ He has got short hair and blue eyes.
2 ? A: Have you got a computer?
B: Yes, I have.
3 ✘ We _____ a dog.
4 ✘ My parents _____ a car.
5 ? A: _____ Anna _____ a new bag?
B: No, she _____.
6 ✔ I _____ three sisters.
7 ✔ My school _____ 600 students.
8 ✘ Tom _____ a dictionary.

2 Match the sentence halves.

1 Have you got a
2 She's got a lot of
3 The town's got a
4 They haven't got a
5 I've got two sisters,

a great shopping centre.
b a brother and a cat.
c homework tonight.
d new laptop for homework?
e big house, but it's nice.

W.5 ■ Object pronouns

Subject pronoun	Object pronoun
I	me
you	you
he	him
she	her
it	it
we	us
they	them

1 Rewrite the sentences. Replace the words in italics with object pronouns.

1 I like *the boy*. I like him
2 She's got *my bag*. _____.
3 I haven't got *your books*. _____.
4 Jude likes *me and my friends*. _____.
5 We are with *the girl*. _____.

W.6 ■ Articles: *a / an* and *the*

a / an

- We use *a* with singular nouns when the next word starts with a consonant sound (*b*, *c*, *d*, *f*, etc.):
a ball, a desk, a tree
- We use *an* with singular nouns when the next word starts with a vowel sound (*a*, *e*, *i*, *o*, *u*):
an apple, an insect

We use *a / an* with singular nouns when:

- we mention something for the first time.
There is a house near my school.
- we describe a person or thing.
We've got an old dog.
She's a tall, slim young woman now.
- we say what someone's job is.
Her mother is a doctor.

the

We use *the* before singular and plural nouns when:

- we refer to something that was mentioned before.
I've got a new computer and a new phone. I like the computer but I don't like the phone.
- there is only one of something
I'm at the park. (There is only one park.)

1 Choose the correct words.

1 They've got **a** / **an** new house and a new car. **A** / **The** car is red.
2 We're at **a** / **the** cinema.
3 Has she got **a** / **an** brother?
4 There's **a** / **the** computer club and **a** / **the** music club at our school. **A** / **The** computer club is on Mondays.
5 He's **a** / **an** old man and he's got **a** / **an** big dog.
6 We've got **a** / **an** maths exam tomorrow.

Grammar reference and practice 1

1.1 ■ Present simple affirmative and negative

Affirmative		
I We You They	watch TV	every evening.
He She It	watches TV	
Negative		
I We You They	don't (= do not) watch TV	every evening.
He She It	doesn't (= does not) watch TV	

Spelling rules: third person singular

- Most verbs: add *-s*
- Verbs ending in *-s*, *-sh*, *-ch*, *-o*, *-x*: add *-es*
- Verbs ending in consonant + *-y*: change *-y* to *-ies*
- The verb *to have*: change *have* to *has*

Negative

We make the negative form with *do* and *does* + *not* + verb (short forms = *don't*, *doesn't*). We don't add *-s* to the verb.

Use

We use the present simple to talk about:

- habits and everyday routines. We often use time expressions such as *every day*, *all the time*, *in the morning*, *in summer*, *on Sundays*, *at weekends*, etc.
  I get up at six o'clock every morning.
  Mikhail doesn't play football on Saturdays.
- facts and general truths.
  The temperature changes a lot outside the space station.
  The President of the USA lives in the White House.
- states (with verbs like *believe*, *hate*, *know*, *like*, *love*, *need*, *prefer*, *understand*, *want*, etc.).
  Sarah knows my grandmother.
  I don't like Spanish food.



1 Choose the correct words.

1 My mother **go** / **goes** to work by bus.
2 I **study** / **studies** French and German at school.
3 My school day **finish** / **finishes** at 3.30 p.m.
4 Piotr **have** / **has** a big car.
5 She **write** / **writes** to her cousin every month.
6 They **meet** / **meets** their friends at the weekend.
7 We **love** / **loves** romantic films.
8 My friends **live** / **lives** in the town centre.

2 Rewrite the sentences from exercise 1 in the negative.

1 My mother doesn't go to work by bus.
2 I _____ French and German at school.
3 My school day _____ at 3.30 p.m.
4 Piotr _____ a big car.
5 She _____ to her cousin every month.
6 They _____ their friends at the weekend.
7 We _____ romantic films.
8 My friends _____ in the town centre.

3 Complete the sentences with the present simple form of the verbs in brackets.

1 I get up (get up) at six o'clock.
2 My father _____ (not / make) breakfast on Saturday mornings.
3 Stella _____ (start) school at half past eight.
4 We _____ (watch) films after dinner.
5 Your friends _____ (not / like) pizza.
6 You _____ (not / go) to the gym at the weekend.
7 Dan _____ (have) a shower every day.
8 My cat _____ (sleep) for 14 hours a day.

4 Complete the sentences with the correct form of the words below.

■ get up ■ ~~go~~ ■ have ■ not / like ■ play ■ not / understand

1 We go to the park on Sundays.
2 My sister _____ hamburgers.
3 They _____ a big house.
4 I always _____ football after school.
5 My dad _____ early at the weekend.
6 I _____ Italian.

1.2 ■ Present simple questions and short answers

Yes / No questions and short answers			
Do	I / we / you / they	teach English?	Yes, I do. No, I don't.
Does	he / she / it		Yes, he does. No, he doesn't.

Yes / no questions

- *Yes/no* questions always expect the answer *yes* or *no*.
- We form *yes/no* questions in the present simple with *Do / Does* + subject + verb.

NOTE: We always put a question mark (?) at the end of a question.

Short answers

- We make short answers with *Yes* + subject + *do / does* or *No* + subject + *don't / doesn't*.

1 Match questions 1–6 to answers a–f.

1 Do you know that girl? e
2 Does your brother go swimming before school? ☐
3 Do they know the answer to the question? ☐
4 Does Anna play football at the weekend? ☐
5 Does your dog like cats? ☐
6 Do we have this CD? ☐

a Yes, she does.
b No, it doesn't.
c No, he doesn't.
d No, we don't.
e ~~Yes, I do.~~
f Yes, they do.

2 Write *yes/no* questions. Then write short answers.

1 you / like / sport
Do you like sport?
✔ Yes, I do.

2 your friend / live / in London
_____
_____
✔ _____

3 your parents / get up / before you
_____
_____
✘ _____

4 William / ride / his bike / to school
_____
_____
✔ _____

5 we / have / a maths lesson today
_____
_____
✘ _____

6 Eloise / listen / to music / every evening
_____
_____
✘ _____

1.3 ■ *Wh-* question words

Wh- questions ask for specific information.

Word	Information
Where	places
What	things
When	times
Who	people
Why	reasons
How old	ages
How many	numbers

1 Choose question words to complete the questions.

1 **Where** / **When** do you get up in the morning?
2 **What** / **Where** does your uncle work?
3 **What** / **Why** is your name?
4 **Who** / **Where** lives in this house?
5 **How many** / **How old** is your brother?
6 **How many** / **How old** students are there in your class?

2 Match the answers to the questions in exercise 1.

1 There are thirty-six. 6
2 At my school. ☐
3 At 6.30 a.m. ☐
4 My friend, Katie. ☐
5 He's 15. ☐
6 Tom. ☐

3 Put the words in the correct order to make *wh-* questions.

1 your / when / birthday / is / mother's / ?
When is your mother's birthday?

2 house / is / how / your / old / ?
_____
_____

3 live / Tessa / does / where / ?
_____
_____

4 teacher / your / who / favourite / is / ?
_____
_____

5 answer / what / this / is / question / to / the / ?
_____
_____

6 family / how / in / people / are / your / many / ?
_____
_____

Grammar reference and practice 2

2.1 ■ Adverbs of frequency

100%	always
	usually normally
	often frequently
50%	sometimes
	not often occasionally rarely
0%	never

Use

We use adverbs of frequency to describe how often we do something.

A How often do you see your cousins?
B I usually see them at weekends. I never see them during the week.

Word order

Adverbs of frequency usually come:

- before the main verb.
  My parents often make pizza on Friday nights.
  Rachel always has a shower in the morning.
- after the verb *be*.
  He is never late.
  They are usually at drama club on Wednesdays.

The following adverbs can also come at the beginning of the sentence: *usually*, *sometimes*.
Usually I sit at this desk.
Sometimes we go swimming on Wednesday afternoons.

1 Put the words and phrases in the correct order to make sentences. In some cases, more than one answer is possible.

1 sometimes / play tennis / you / after school / .
You sometimes play tennis after school.
2 before breakfast / we / train / for two hours / always / .
_____
3 never / Sarah / her text messages / reads / .
_____
4 go cycling / occasionally / Ahmed and Natalie / after work / .
_____
5 bored / at the weekend / I'm / often / .
_____
6 rarely / my cousins / on Sundays / are / at the sports centre / .
_____

2 Complete the answers to the questions. Use the adverbs in brackets.

1 How often do you buy magazines? (not often)
I don't often buy magazines.
2 How often does your sister go to the cinema? (never)
My sister _____.
3 How often do you play football in the park? (sometimes)
I _____.
4 How often are you late for school? (usually)
I _____.
5 How often do your parents drive to work? (occasionally)
My parents _____.
6 How often does your dog sleep on your bed? (always)
My dog _____.

2.2 ■ *can* / *can't* for ability

Affirmative		
I You He / She / It We They	can	play the piano.
Negative		
I You He / She / It We They	can't (= cannot)	ride a bicycle.
Questions and short answers		
Can	I you he / she / it we they	speak Italian?

Short answers	
Yes, I can.	
No, she can't.	

Form

- To form the affirmative we use *can* + infinitive without *to*.
  NOTE: We do not add *-s* after *can* in the third person.
  He can jump. **NOT** ~~He cans jump.~~
- To form the negative we use *can't* (= *cannot*) + infinitive without *to*.
  She can't hear you.
- To form questions we use *Can* + subject + infinitive without *to*.
  Can they swim?

Use

- We use *can* / *can't* to talk about ability.
  I can ride a bicycle, but I can't ride a horse.
  Can Fred run fast?

1 Choose the correct options.

1 Can they hear the music?
a Yes, they can't. **b** No, they can't. **c** No, they don't.
2 Can she speak French?
a Yes, she can. **b** Yes, she is. **c** No, she doesn't.
3 Can you see the whiteboard?
a Yes, I am. **b** Yes, I can. **c** No, can't I.
4 Can David play the violin?
a No, he can't. **b** Yes, he does. **c** Yes, it is.
5 Can Olga and Tanya read?
a Yes, they are. **b** Yes, they can. **c** No, they don't.
6 Can you swim?
a Yes, I swim. **b** Yes, I am. **c** No, I can't.

2 **Complete the sentences about Jim and Kath using information from the chart.**

	Jim & Kath	Abi
fly a plane	✘	✔
do karate	✔	✘
play the drums	✔	✘
sing	✘	✔
make a cake	✔	✘
speak Spanish	✔	✔

1 Jim and Kath *can't fly* a plane.
2 They _____ karate.
3 They _____ the drums.
4 They _____ sing.
5 They _____ a cake.
6 They _____ Spanish.

3 **Study the chart in exercise 2 again. Write questions and short answers about Abi.**

1 *Can Abi fly a plane?*
Yes, she can.
2 _____ she _____ karate?
_____
3 _____ she _____ the drums?
_____
4 _____ she _____?
_____
5 _____ she _____ a cake?
_____
6 _____ she _____ Spanish?
_____

2.3 ■ Adverbs of manner

Form

- We usually form adverbs of manner by adding *-ly* to the adjective.
  quiet → *quietly*
  loud → *loudly*
- Adjectives ending in *-y*: change *-y* to *-ily*.
  noisy → *noisily*
  happy → *happily*
- There are some common irregular forms.
  fast → *fast* *good* → *well*
  hard → *hard* *late* → *late*

Use

We use adverbs of manner to describe how someone does something.
He plays the piano well.
She speaks quietly.

Word order

Adverbs of manner usually come:

- after the main verb.
  She runs fast.
- after the object of the sentence, if there is one.
  I learn new languages quickly.
  Kylie plays the piano beautifully.

Modifiers

- We often use modifiers, for example: *very*, *really*, *quite*, *a bit* to give more information about adverbs of manner.
  My friends play football really well.
  He plays the guitar quite loudly.

1 **Complete the sentences using the adverbs below.**

■ badly ■ easily ■ fast ■ ~~quietly~~ ■ slowly ■ well

1 You're speaking too *quietly*. I can't hear you!
2 He's an amazing musician. He can play the drums very _____.
3 She wins all the races. She can run really _____.
4 Our team always loses. We play really _____!
5 I love maths. It's not difficult. I can usually do my homework quite _____.
6 Grandpa can ride a bike, but he's not very fast. He usually rides very _____.

2 **Write sentences with adverbs of manner.**

1 Harry / swim / good.
Harry swims well.
2 I / play tennis / bad.
_____
3 They / play / the piano / slow.
_____
4 We / usually / finish / our homework / quick.
_____
5 Dad / sometimes / shouts / angry / at our dog.
_____
6 Your little brother / plays / very / noisy.
_____

3 **Put the words in order to make sentences.**

1 the / plays / beautifully / flute / Kate / really / .
_____
2 speaks / teacher / very / our / loudly / .
_____
3 tests / do / I / quite / in / well / .
_____
4 very / the / trains / volleyball / hard / team / .
_____
5 eat / quickly / really / I / breakfast / .
_____

Grammar reference and practice 3

3.1 ■ *there is / there are* with *some, any* and *a / an*

Affirmative

- We use *There is* + *a / an* before singular nouns.
  There is a book on the table.
  There is an apple in my bag.
- We use *There are* + *some* before plural nouns.
  There are some posters on the wall.
- We can also use *There are* + a number (e.g. *one*, *two*, *three*) before plural nouns.
  There are five desks in the classroom.

Negative

- We use *There isn't* (= *is not*) + *a / an* before singular nouns.
  There isn't a cup on the table.
  There isn't an orange in my bag.
- We use *There aren't* (= *are not*) + *any* before plural nouns.
  There aren't any pens on the desk.

Questions and short answers

- We use *Is there* + *a / an* before singular nouns.
  Is there a computer in your classroom?
  Yes, there is. / No, there isn't.
- We use *Are there* + *any* before plural nouns.
  Are there any plants in your garden?
  Yes, there are. / No, there aren't.

1 Complete the sentences with *There is* or *There are*.

1 There are 15 students in the science club.
2 _____ a table in their kitchen.
3 _____ a TV in my bedroom.
4 _____ some clothes shops in your town.
5 _____ two bathrooms in our house.
6 _____ five children on the beach.

2 Choose the correct words.

1 Are there **any** / **a** good hotels in this town?
  Yes, there **is** / **are**.
2 There isn't **any** / **an** armchair in my living room.
3 **Are** / **Is** there a washbasin in your room?
  Yes / **No**, there isn't.
4 There are **some** / **any** bottles in the fridge.
5 There **are** / **aren't** any cupboards in my kitchen.
6 There **is** / **are** a spider on the wall!

3 Write questions with *Is there a / an …* or *Are there any …*. Then write short answers.

1 stairs / in Mary's house?
  Are there any stairs in Mary's house?
  ✔ Yes, there are.
2 armchair / in your room?
  _____
  _____
  ✘ _____
3 bin / in your classroom?
  _____
  _____
  ✔ _____
4 curtains / at the window?
  _____
  _____
  ✘ _____
5 university / in your town?
  _____
  _____
  ✔ _____

3.2 ■ Possessive 's

We use 's to show possession.

- Add 's to a singular noun.
  The boy has got a dog. This is the boy's dog.
  The girl has got two cats. These are the girl's cats.
- Add ' to a plural noun which ends in *-s*.
  The girls have got a computer.
  This is the girls' computer.
- Add 's to irregular plural nouns which don't end in *-s*.
  The children have got a ball. This is the children's ball.

REMEMBER: We also use 's in contracted forms of *is* and *has*.
John's got a sofa in his bedroom. The sofa's very small.
(= John has got a sofa in his bedroom. The sofa is very small.)

1 Complete the sentences with *'s* or *s'*.

1 Tanya has got a blue bag.
  This is Tanya's blue bag.
2 My friend has got a big house.
  This is my friend_____ big house.
3 My parents have got a car.
  This is my parent_____ car.
4 Mrs White has got some plants in her garden.
  These are Mrs White_____ plants.
5 The men have got sandwiches for lunch.
  These are the men_____ sandwiches.
6 The classroom has got fifteen desks.
  These are the classroom_____ desks.
7 The students have got new books.
  These are the student_____ books.
8 The people have got a new president.
  This is the people_____ new president.

2 Correct the sentences by adding apostrophes.

1 Sophie's brother lives in France.
2 My childrens room is very messy.
3 This is my friends new song. They are in a band.
4 I've got one cat. The cats bed is under the table.
5 **A** Are those bikes Tims?
  B Yes, they are. He's got five bikes!
6 My sisters daughters name is Alice.

3 Write sentences with possessive *'s* or *s'*.

1 Paul / books / on the table.
  Paul's books are on the table.
2 That / my brother / house.
  _____
3 My mum / hair / short and brown.
  _____
4 These / my parents / clothes.
  _____
5 This / my dog / new toy.
  _____
6 Where / the boys / backpacks?
  _____

3.3 ■ Possessive pronouns and *whose*

We use possessive pronouns to show possession.

Subject pronoun	Possessive adjective	Possessive pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	–
we	our	ours
they	their	theirs

- We use possessive adjectives before a noun.
  It's my bag.
  They are our books.
  The TV is in her bedroom.
- We use possessive pronouns to replace nouns.
  It's mine.
  They're ours.
  It's hers.
- We use the question word *whose* to ask about possession.
  A Whose desk is this?
  B It's mine.
  A Whose pens are these?
  B They're yours.

REMEMBER: We always put a question mark (?) at the end of a question.

1 Choose the correct possessive pronouns.

1 Bob, is this guitar yours?
  a theirs **b** yours **c** his
2 This is my cousins' house. It's _____.
  a ours **b** theirs **c** hers
3 These are Jim's books. They're not mine, they're _____.
  a his **b** ours **c** mine
4 This is my bag. Where is _____?
  a yours **b** ours **c** mine
5 **A** Whose shoes are these?
  B They're not yours. They're my sister's. They're _____.
  a hers **b** his **c** yours
6 My brother and I have got this new computer. It's _____.
  a mine **b** hers **c** ours

2 Choose the correct words.

1 **A** Whose are these sandwiches? Are they **her** / **hers**?
  B No, they aren't **her** / **hers** sandwiches. They're **our** / **ours**.
2 **A** Why is **your** / **yours** bag on **my** / **mine** desk?
  B That isn't **your** / **yours** desk. It's **my** / **mine**.
3 This purse is **your** / **yours** but the money inside it is **our** / **ours**.
4 **A** Whose house is this? Is it **your** / **yours** grandparents' house?
  B No, it isn't **their** / **theirs**. It's **my** / **mine** cousins' house.
5 **A** I can't find **my** / **mine** dictionary. Can I use **your** / **yours**?
  B Sorry, **my** / **mine** is at home.
6 **Your** / **Yours** bedroom is big, but **her** / **hers** is small.
7 **A** **Whose** / **Who** books are these?
  B Ask Jim. I think they're **him** / **his**.
8 **Our** / **ours** car is the same kind as yours, but **our** / **ours** is red and **your** / **yours** is blue.

3 Complete the sentences with the correct possessive pronouns.

1 I don't like my new phone, but Anna loves hers.
2 We haven't got our homework, but those students have got _____.
3 **A** Whose is this present?
  B It's for me and my brother. It's _____.
4 Have you got a blue jacket? Is this blue jacket _____?
5 **A** Is this Tom's picture?
  B No, it isn't _____.
6 **A** Are these your clothes, Amy?
  B Yes, they're _____.

Grammar reference and practice 4

4.1 ■ Present continuous

Affirmative and negative			
I	'm (= am) 'm not (= am not)	eating breakfast.	
He She It	's (= is) isn't (= is not)		
We You They	're (= are) aren't (= are not)		
Questions and short answers			
Am	I	eating breakfast?	Yes, I am. No, I'm not.
Is	he she it		Yes, he is. No, he isn't.
Are	we you they		Yes, we are. No, we aren't.

Spelling rules: *-ing* form

- Most regular verbs: add *-ing*.
- Verbs ending in *-e*: remove *-e* and add *-ing*.
- Verbs ending *-ie*: change *-ie* to *-ying*.
- Short verbs ending consonant + vowel + consonant: double the final consonant and add *-ing*.

Use

We use the present continuous to talk about:

- actions that are happening at the time of speaking, often with expressions such as *at the moment* and *now*.
  'What are you doing?' 'I'm watching TV.'
  She's doing her homework at the moment.
- actions that are happening around now, but perhaps not at the moment of speaking.
  We're studying English at university. (We're not studying at the moment.)
  I'm travelling around Australia. (I'm not travelling right now.)

1 Write the *-ing* form of the verbs.

1 go going
2 get _____
3 use _____
4 lie _____
5 wash _____
6 talk _____
7 make _____
8 put _____
9 have _____
10 eat _____
11 sit _____
12 try _____

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

1 I'm sitting (sit) on the sofa and watching (watch) TV at the moment.
2 My parents _____ (prepare) dinner.
3 **A** _____ (you / look) at me?
  B Yes, I _____ at you.
4 She _____ (not / talk) on the phone, she _____ (sleep).
5 We _____ (learn) about rivers in geography this term.
6 **A** _____ (your brother / listen) to the radio?
  B No, he _____.

3 Write sentences about what is happening now.

1 **A** you / eat / breakfast / at the moment?
  Are you eating breakfast at the moment?
  B No / I / read / the newspaper.
  No, I'm not. I'm reading the newspaper.
2 My dog / chase / a cat in the garden.
3 We / take / photographs / of tigers / at London Zoo.
4 The foxes / dig / a hole in the ground.
5 The hungry wolves / look for / food.
6 I / not do / my homework. / I / drink / a cup of tea.
7 She / listen / to some music / at the moment.
8 Why / you / laugh?

4 Complete the sentences with the verbs in brackets. Then match questions 1–4 to answers a–d.

1 _____ he _____ (chat) online?
2 _____ you _____ (download) some music?
3 _____ she _____ (do) housework?
4 _____ they _____ (enjoy) their holiday?

a Yes, she is. She's doing the ironing.
b No, he isn't. He's doing his homework.
c Yes, I am. I'm buying a new album.
d No, they aren't. It's raining!

4.2 ■ Present simple or present continuous

We use the present simple to talk about:
- general truths.
- habits and routines.

We often use frequency expressions, e.g. *sometimes*, *never*, *every week*, *once a month* with the present simple.

We use the present continuous to talk about:
- activities that are happening now.
- temporary situations.

We often use expressions like *right now* and *at the moment* with the present continuous.

1 Read the sentences and decide if they are present simple (PS) or present continuous (PC).

1 I never go to bed before 10 p.m. PS
2 I'm not getting up now. I'm staying in bed for a bit longer. ☐
3 We're playing cricket in the park at the moment. ☐
4 We usually play football after school on Wednesdays. ☐
5 She isn't talking to me. ☐
6 She doesn't talk very much. I think she's quite shy. ☐
7 Giraffes don't eat meat. ☐
8 The giraffes are eating that man's picnic! ☐

2 Choose the correct options.

1 **A** **Do you usually phone** / **Are you usually phoning** your cousin on Fridays?
B Yes, **I do**. / **I am**.
2 My parents **cook** / **are cooking** in the kitchen at the moment.
3 He **doesn't read** / **isn't reading** a book. He **listens** / **'s listening** to music right now.
4 We **visit** / **are visiting** my aunt every Sunday.
5 I often **watch** / **am watching** TV programmes about animals.
6 **A** What **do you do** / **are you doing**?
B I **write** / **'m writing** an email to my friend.

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

1 She usually drinks (drink) tea in the morning, but today she's having (have) some orange juice.
2 I _____ (not / ride) my bike to school in the mornings. I usually _____ (take) the bus.
3 **A** _____ she _____ (swim) at the moment?
B No, she _____. She never _____ (go) swimming before lunch.
4 We _____ (not / study) in the classroom today. We _____ (visit) a farm on a school trip.
5 **A** _____ you usually _____ (meet) up with friends at the weekend?
B Yes, I _____. But today, I _____ (stay) at home.
6 My friends _____ (work) in the library today.
7 **A** What _____ (you / do) after school on Mondays?
B I usually _____ (go) to the park.
8 They _____ (watch) a great film on TV at the moment.

4 Complete the sentences with the correct form of the words below.

■ I / help ■ she / play ■ we / go ■ we / visit
■ you / read ■ you / wake up

1 She's playing with her dog in the garden.
2 What book _____ at the moment?
3 Sometimes _____ to the cinema after school.
4 Today _____ our grandparents in London.
5 _____ my dad make dinner every evening.
6 What time _____ at the weekend?



Grammar reference and practice 5

5.1 ■ Countable and uncountable nouns

Countable nouns

- Countable nouns have a singular and a plural form.
- We use *a / an* with the singular form and *some / any* with the plural form.

  I eat an apple every day.
  I've got some apples in my bag.
  I haven't got any apples in my bag.

Uncountable nouns

- Uncountable nouns only have a singular form.
- We don't use *a / an* with an uncountable noun. We only use *some / any* or no article.
- There is no plural form of uncountable nouns.

  I eat some bread every day.
  My brother loves bread.
  Have we got any bread in the cupboard?
  We haven't got any bread.

REMEMBER: We use *some* in affirmative sentences and *any* in negative sentences and questions.

- We often use units of quantity with uncountable nouns. These units of quantity can describe:
  a part or portion
  a piece of cake, a slice of cheese, a loaf of bread
  a container
  a carton of milk, a bottle of juice
  a measurement
  a kilo of meat, 50 grams of sugar

1 Write U (uncountable) or C (countable).

1	rice	U	6	water	
2	apple		7	cheese	
3	chair		8	pen	
4	juice		9	biscuit	
5	milk		10	bread	



2 Complete the sentences with *a / an* or *some*.

1 We've got some cheese and some biscuits.
2 **A** What's in your lunchbox?
  B _____ tomato, _____ carrot and _____ sandwiches.
3 I want to do my homework. I need _____ pen and _____ paper.
4 **A** Do you need anything from the supermarket?
  B Yes, please! We need _____ milk and _____ sugar. And please get _____ newspaper!
5 They live in _____ big house with _____ beautiful garden.
6 There's _____ glass on the table and there's _____ juice in the fridge.

3 Choose the correct words.

1 I'm vegetarian, so I don't eat **meat** / **a meat**.
2 We don't have **some bread** / **any bread**, so we can't make a sandwich.
3 If you want a snack, you can have **apple** / **an apple**.
4 They don't sell **fruit** / **some fruit** in this shop.
5 I think we have **some eggs** / **any eggs**. Do you want an omelette?
6 Do you want **the sugar** / **any sugar** in your tea?

5.2 ■ Quantifiers: *much*, *many*, *a lot of*

We use *much*, *many* and *a lot of* to talk about large quantities.

much

- We use *much* with uncountable nouns.
- We usually use *much* in questions and in negative sentences.
- When we ask questions with *much*, we use the phrase: *How much ...?*

  A How much bread have you got?
  B Not much.
  We haven't got much time – we're late!

many

- We use *many* with countable nouns.
- We usually use *many* in questions and in negative sentences.
- When we ask questions with *many*, we use the phrase: *How many ...?*

  A How many apples have you got?
  B Not many. Three, I think.
  I haven't got many flowers in my garden.

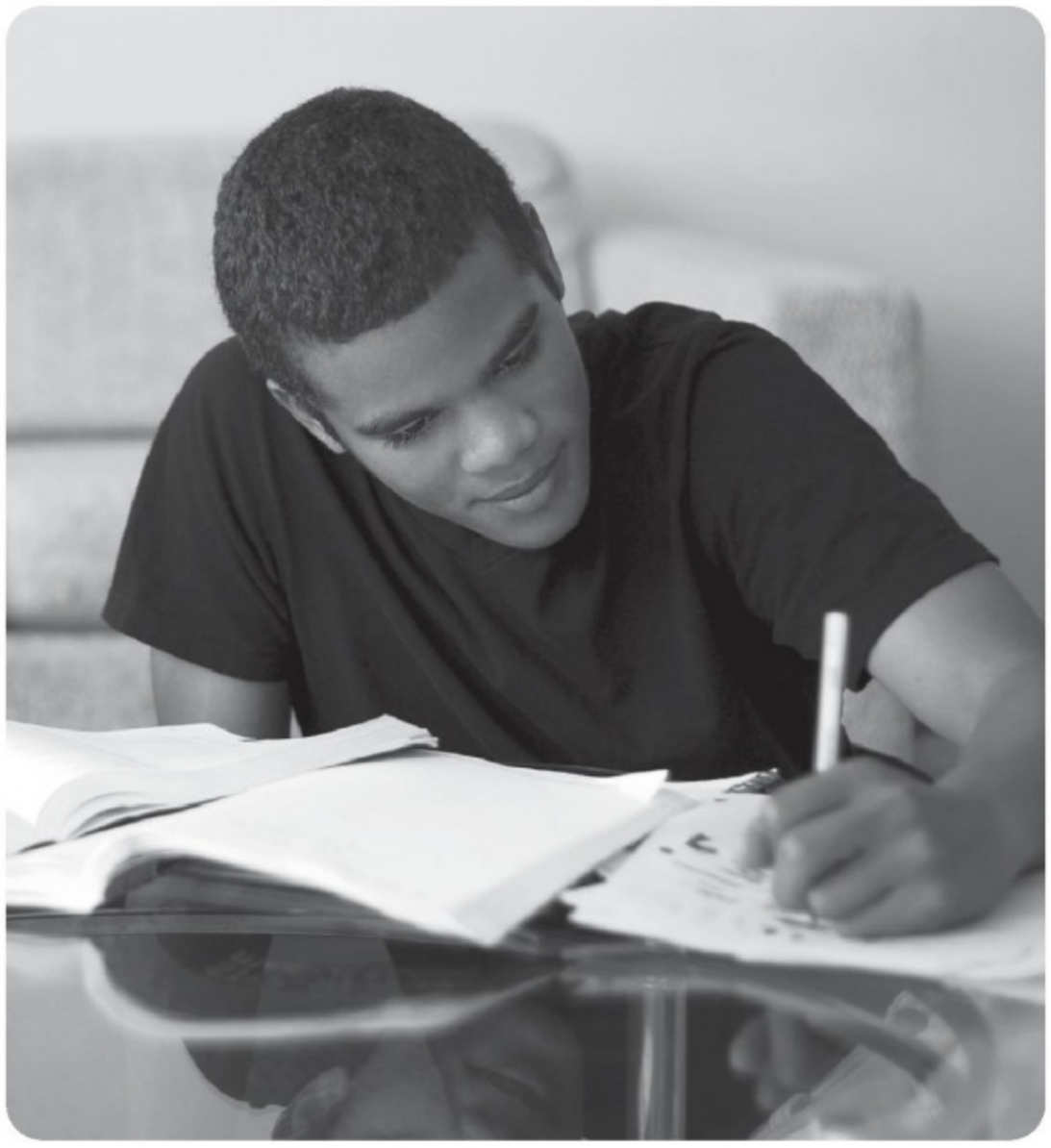
a lot of

- We use *a lot of* with countable and uncountable nouns.
- We use *a lot of* in affirmatives, negatives and questions.

  She's got a lot of pens but she hasn't got a lot of pencils.
  A Have you got a lot of books?
  B Yes, I have. I've got a lot of books and a lot of bookshelves!

1 Choose the correct words.

1 How **much** / **many** milk is in the fridge?
2 How **much** / **many** space is there in your bag?
3 I haven't got **some** / **many** pictures in my room, but I've got **a lot of** / **much** photos.
4 How **much** / **many** bananas are in the bowl?
5 We haven't got **a lot of** / **many** flour, but we've got **a lot of** / **much** butter.
6 They haven't got **many** / **much** food in the house.
7 I play **much** / **a lot of** different sports.
8 Have you got **many** / **much** homework tonight?



2 Write questions with *How much* or *How many*.

1 students / be / in your class?
How many students are in your class?
2 people / be / in your family?
_____
_____
3 time / you / usually spend / on your homework?
_____
_____
4 water / you / drink / every day?
_____
_____
5 armchairs / you / have got / in your living room?
_____
_____
6 chicken / you / eat / every week?
_____
_____
7 eggs / be / in the box?
_____
_____
8 pets / you / have got?
_____
_____

5.3 ■ Quantifiers: *a little / a few*

We use *a little* and *a few* to refer to small amounts.

a little

- We use *a little* with uncountable nouns.
  I only take a little sugar in my tea. I have a little chocolate left.

a few

- We use *a few* with plural countable nouns.
  There are a few problems with this homework. I've got a few books in my bag.

1 Choose the correct words.

1 There's **a little** / **a few** milk in the jug.
2 There are **a little** / **a few** tomatoes in the fridge.
3 I've only got **a little** / **a few** bread. There are **a little** / **a few** slices in the bread bin.
4 Do you want **a little** / **a few** cheese?
5 There are **a little** / **a few** boxes of pens in the stationery cupboard.
6 Would you like **a little** / **a few** potatoes with your chicken?

2 Complete the sentences with *a little* or *a few*.

1 There are a few letters on the desk. Are they yours?
2 I can only speak _____ English.
3 Do you want _____ chocolate?
4 We've got _____ days before the beginning of term.
5 She always eats _____ raspberries with yoghurt in the morning.
6 Can I try _____ of the stew?
7 There are _____ children in the park today, but not many because it's very cold.
8 I sometimes have apple pie with _____ custard for pudding. It's delicious!

3 Write sentences with *a little* or *a few*.

1 There are / bottles of water in the fridge.
There are a few bottles of water in the fridge.
2 There's / honey left in the jar.
_____
3 I like to put / milk in my coffee.
_____
4 We have / sandwiches in the car.
_____
5 Would you like / biscuits with your tea?
_____

Grammar reference and practice 6

6.1 ■ Comparative adjectives

Spelling rules

- For short adjectives, add *-er* to form the comparative.
  small → smaller
  young → younger
- For short adjectives ending in *-e*, add *-r*.
  large → larger
  nice → nicer
- For short adjectives ending in vowel + consonant (except *-w*), double the consonant and add *-er*.
  hot → hotter
  wet → wetter
- For adjectives ending in consonant + *-y*, remove the *-y* and add *-ier*.
  early → earlier
  busy → busier
- For adjectives of two or more syllables (except adjectives ending in *-y)*, add more before the adjective.
  beautiful → more beautiful
  expensive → more expensive
- Some adjectives are irregular, for example:
  good → better
  bad → worse
  far → farther / further

Use

We use comparative adjectives to compare two people or things. Comparative adjectives are often followed by *than*.
Your trousers are more expensive than mine.
This house is bigger than that house.

1 Complete the sentences with the comparative form of the adjectives in brackets.

1 My brother goes swimming every day. He's fitter (fit) than me!
2 Your house is _____ (close) to the school than my house.
3 Grant is _____ (friendly) than Ben, and he's also _____ (intelligent).
4 I'm _____ (good) at languages than my sister, but _____ (bad) at sport.
5 Do you think a good diet is _____ (important) than a lot of exercise?
6 The film and the book are both very sad, but I think the film is _____ (sad) than the book.
7 Let's study in the library. It's much _____ (quiet) than it is at home.
8 My dad is always _____ (late) than my mum.

2 Write sentences using the correct comparative form of the adjectives and *than*.



1 My sister's room / is / tidy / my room.
My sister's room is tidier than my room.
2 Jim's dog / is / thin / Hal's dog.
_____
_____
3 Your house / is / large / our house.
_____
_____
4 Pete's exam results / are / bad / Jay's exam results.
_____
_____
5 Today / is / wet / yesterday.
_____
_____
6 Your dress / is / pretty / my dress.
_____
_____
7 These jeans / are / cheap / those jeans.
_____
_____
8 The supermarket / is / convenient / the shops on the high street.
_____
_____
9 The film / is / exciting / the book.
_____
_____
10 I think maths / is / easy / geography.
_____
_____

3 Choose the correct word.

1 It's **hotter** / **hoter** today than yesterday.
2 My mum is **youngger** / **younger** than my dad.
3 I get up **earlyer** / **earlier** than my sister.
4 My phone is **smaller** / **smaler** than yours.
5 This film is **better** / **gooder** than the book.
6 Andy is **nice** / **nicer** than Robert.
7 Your bag is **expensiver** / **more expensive** than mine.
8 The school is **farther** / **farer** than the cinema.

6.2 ■ Superlative adjectives

Spelling rules

- For short adjectives, add *-est*.
  small → the smallest
  young → the youngest
- For short adjectives ending in *-e*, add *-st*.
  large → the largest
  nice → the nicest
- For short adjectives ending in vowel + consonant (except *-w*), double the consonant and add *-est*.
  hot → the hottest
  wet → the wettest
- For adjectives ending in consonant + *-y*, remove the *-y* and add *-iest*.
  early → the earliest
  busy → busiest
- For adjectives of two or more syllables (except adjectives ending in *-y*), add *the most* before the adjective.
  beautiful → the most beautiful
  expensive → the most expensive
- Some adjectives are irregular, for example:
  good → the best
  bad → the worst
  far → the farthest / the furthest

Use

We use superlative adjectives to compare a person or thing with the whole group. Superlative adjectives are always preceded by *the* or *the most*.
We do not use *than* after superlatives.
Sarah is the shortest girl in our class.
This is the most expensive dress in the shop.

1 Write the comparative and superlative forms of the adjectives.

1	different	more different	the most different
2	rainy	_____	_____
3	delicious	_____	_____
4	far	_____	_____
5	famous	_____	_____
6	traditional	_____	_____
7	smart	_____	_____
8	good	_____	_____
9	baggy	_____	_____
10	fat	_____	_____
11	safe	_____	_____
12	nice	_____	_____

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

1 When we go on holiday, my brother's suitcase is always the heaviest (heavy).
2 Death Valley, in California, is one of _____ (hot) places in the world.
3 Rob is _____ (friendly) boy in our class.
4 My aunt isn't _____ (rich) person in our town, but she's definitely _____ (popular).
5 You are _____ (strange) person I know!
6 I want to buy _____ (big) cake in the shop.
7 I think my Uncle Sam is _____ (interesting) person in our family.
8 You are my _____ (good) friend.



3 Write comparative and superlative sentences using the information in the chart.

	Price	Age	Speed	Length
Red car	£300	10 years old	100 km per hour	4.3 metres
Blue car	£500	8 years old	150 km per hour	3.9 metres
Black car	£150	40 years old	90 km per hour	4.8 metres

1 The red car is more expensive than (expensive) the black car.
3 The black car is the cheapest (cheap) car.
2 The blue car is _____ (expensive) car.
4 The black car is _____ (old) car.
5 The red car is _____ (old) the blue car.
6 The red car is _____ (fast) the black car.
7 The blue car is _____ (fast) car.
8 The black car is _____ (long) car.
9 The red car is _____ (short) the black car.
10 The blue car is _____ (short) car.

Grammar reference and practice 7

7.1 ■ *have to* and *should*

have to and *don't have to*

Affirmative and negative				
I We You They	have to don't (= do not) have to			work.
He She It	has to doesn't (= does not) have to			
Questions and short answers				
Do	I we you they	have to	work?	Yes, I do. No, I don't.
Does	he she it			Yes, he does. No, he doesn't.

Use

- In affirmative sentences, we use *have to* to show that it is necessary to do something.
  We have to tidy our rooms on Saturday mornings.
  He has to wear black shoes at school.
- We use *don't have to* when it isn't necessary for someone to do something.
  You don't have to pay for this course. It's free.
  She doesn't have to get up early at the weekend. She can stay in bed until 10.00 a.m.
- We use the question form *Do I / you / we / they have to … ?* or *Does he / she / it have to … ?* to ask if it is necessary to do something.
  Do we have to buy the tickets now?
  Does he have to take the test?

1 Write sentences with the correct form of *have to*.

1 She / not / sweep the floor.
  She doesn't have to sweep the floor.
2 They / empty the bins / after breakfast.
  _____
3 you / do your homework / on Friday night?
  _____
4 We / make our beds / in the morning.
  _____
5 My friends / not / wear / school uniform.
  _____
6 Julie and I / walk / home every afternoon.
  _____
7 I / not / go to school / at the weekend.
  _____
8 My dog / sleep / in the kitchen.
  _____

2 Study the chart and complete the sentences with *has to / have to* and *doesn't have to / don't have to*.

What are the rules at Joe's school and at Sue and Kate's school? Do they have to:

	Joe	Sue & Kate
wear school uniform?	✔	✔
do homework every night?	✘	✔
be at school before 8.30 a.m.?	✘	✔
eat lunch at school?	✔	✘
tidy the classroom every day?	✘	✘

1 Joe has to wear school uniform.
2 Sue and Kate _____ school uniform.
3 Joe _____ homework every night.
4 Sue and Kate _____ homework every night.
5 Joe _____ at school before 8.30 a.m.
6 Sue and Kate _____ at school before 8.30 a.m.
7 Joe _____ lunch at school.
8 Sue and Kate _____ lunch at school.
9 Joe _____ his classroom every day.
10 Sue and Kate _____ their classroom every day.

should and *shouldn't*

Affirmative and negative			
I You He / She / It We They	should shouldn't (= should not)		sit on this sofa.
Questions and short answers			
Should	I you he / she / it we they	sit on this sofa?	Yes, you should. No, you shouldn't.

Form

- *Should* is used with an infinitive without *to*.
- The forms of *should* are the same for all persons.
- There is no auxiliary *do* in questions or negatives.

Use

- We use *should* to give advice, or when the speaker feels that it is important for someone to do something.
  You should always wear a helmet when you ride a bike.
  We should send an email to our cousin.
- We use *shouldn't* to give advice, or when the speaker feels that it is important for someone not to do something.
  You shouldn't worry so much!
  He shouldn't shout at his little sister.

3 **Complete the sentences with *should* or *shouldn't*.**

1 You should wear a coat – it's cold outside.
2 We _____ take the train. It's very expensive. We _____ go by bus.
3 Suzie's bike is dirty. She _____ clean it.
4 You _____ help Mum with the housework.
5 You _____ spend all your money on sweets.
6 I _____ go to bed so late. I always feel so tired.

4 **Put the words in the correct order.**

1 tonight / should / we / out / go / ?
Should we go out tonight?
2 so / they / work / late / shouldn't / .
_____
3 should / water / drink / I / more / .
_____
4 doctor / to / should / the / go / you / .
_____

7.2 ■ Past simple: *be* and *can*

Past simple: *be*

Affirmative and negative			
I He / She / It	was wasn't (= was not)	at home yesterday.	
You / We / They	were weren't (= were not)		
Questions and short answers			
Was	I he / she / it	at home yesterday?	Yes, I was. No, he wasn't.
Were	you / we / they		Yes, you were. No, you weren't.

Form

- The past simple affirmative forms of *be* are *was* and *were*.
- The negative is formed by adding *n't* (= *not*).
  You / We / They were / weren't in London last night.
  I / He / She / It was / wasn't on the bus.
- The past simple question form of *be* is formed by changing the order of the subject and the verb.
  Were you / we / they in London last night?
  Was I / he / she / it on the bus?

Use

We use the past simple form of *be* to talk about situations in the past.

1 **Complete the sentences with *was* or *were*.**

1 I was at Ted's house last night.
2 They _____ very friendly.
3 My sister and I _____ very busy last week.
4 She _____ happy, but her brothers _____ sad.
5 A _____ you in the garden?
B Yes, I _____.

2 **Rewrite the sentences using the past simple.**

1 I'm not hungry, but I am tired.
I wasn't hungry, but I was tired.
2 She is at school.
_____
3 A Are you a student?
_____
B No, I'm not. I'm a teacher!
_____
4 A Is your sister in her bedroom?
_____
B Yes, she is.
_____
5 We aren't very rich, but we are happy.
_____
6 They are at the station.
_____

Past simple: *can*

Affirmative and negative			
I You He / She / It We They	could couldn't (= could not)		play the piano.
Questions and short answers			
Could	I you he / she / it we they	speak English?	Yes, I could. No, we couldn't.

Form

- *Could* is used with an infinitive without *to*.
- The forms of *could* are the same for all persons.

Use

- We use *could* to describe ability in the past.

3 **Write sentences using *could* and *couldn't*.**

1 Jane / ride a bike / when she was three. ✔
Jane could ride a bike when she was three.
2 My friends / hear / the music at the concert. ✘
_____
3 I / swim / when I was a child. ✘
_____
4 you / play the violin / when you were younger? ?
_____
5 We / remember / the teacher's name. ?
_____
6 they / climb / up the ladder? ✔
_____

Grammar reference and practice 8

8.1 ■ Past simple: affirmative

Affirmative			
I You He / She / It We They	lived	in Spain	three years ago.

Spelling rules

- Most regular verbs: add *-ed*
- Regular verbs ending in *-e*: add *-d*
- Short regular verbs ending in consonant + vowel + consonant: double final consonant and add *-ed*
- Regular verbs ending consonant + *-y*: change *-y* to *-ied*

Use

We use the past simple for:

- a completed past action or a past state. We often use it with expressions that show when things happened, such as *yesterday*, *… ago*, *when I was a child*, *in April / in 2008*, *last night / last week / last month / last year*, etc.
  The girls played football with their friends yesterday.
  We travelled from Kazakhstan to Kenya last year.
- a past habit, often with an adverb of frequency or a time expression, such as *every week / every Monday / every summer / every year*.
  We usually walked to the sports centre after school.
  They phoned their uncle every Monday.
- a sequence of actions in the past.
  He smiled at the girl and then disappeared.

1 Choose the correct word.

1 They **look** / **looked** for their dog in the garden.
2 She **chats** / **chatted** to her friends last night.
3 We often **used** / **use** the internet for our homework when we were students.
4 Thomas Edison **invented** / **invents** the light bulb.
5 You **tried** / **try** very hard yesterday. Well done!
6 The students **want** / **wanted** to change their course last year.

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

1 Jess and Amy watched (watch) an interesting programme on TV.
2 We _____ (stay) at a hotel.
3 You _____ (copy) my homework!
4 My father _____ (wait) for me outside the station.
5 The film _____ (start) at 7.20 and it _____ (finish) at 9.00.
6 She _____ (like) her new phone.
7 They _____ (study) Japanese at college.
8 I _____ (hate) cheese when I was a child.

8.2 ■ Past simple affirmative: irregular verbs

- Many verbs have irregular past simple forms, for example, *have* → *had*, *know* → *knew*, *teach* → *taught*.

Common irregular past simple verbs

become	became	know	knew
buy	bought	leave	left
catch	caught	make	made
come	came	meet	met
do	did	put	put
eat	ate	run	ran
find	found	see	saw
get	got	sing	sang
give	gave	teach	taught
go	went	think	thought
grow	grew	understand	understood
have	had	wear	wore
hear	heard	win	won

1 Write sentences in the past simple.

1 My father / teach / English and Russian / when he was younger.
My father taught English and Russian when he was younger.
2 We / buy / a new armchair / last weekend.
_____
3 I / wear / a beautiful green dress / at my friend's party.
_____
_____
4 Jude and Max / go / to Australia / in 2013.
_____
_____
5 My sister / make / a cheese and mushroom pizza / and I / eat / it.
_____
_____
6 We / write / a letter / to the President of the USA / last year.
_____
_____
7 My friends / give / me / a wonderful present / for my birthday.
_____
_____
8 Gemma / leave / her homework / in her bag.
_____
_____

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

1 He _____ (write) beautiful poems for my sister.
2 We _____ (find) an expensive phone in the park.
3 I _____ (have) an amazing holiday last month.
4 Sam _____ (put) the book on his teacher's desk.
5 They _____ (go) to the café in the morning.
6 I _____ (hear) a strange noise last night.
7 Jan _____ (leave) her house an hour ago.
8 Luca _____ (run) in a race last weekend.

8.3 ■ Past simple: negative and questions

Past simple: negative form

Negative		
I You He / She / It We They	didn't (= did not) study	German at school.

- We form the negative of regular and irregular verbs with *didn't* + infinitive without *to*.

1 Rewrite the sentences in the negative.

1 She liked the film.
She didn't like the film.
2 We saw a cat in the road.
_____
_____
3 My cousins wrote a book about Spanish history.
_____
_____
4 Ned played tennis with his friend, James.
_____
_____
5 I planted a tree in our garden.
_____
_____
6 The children waited for their friends.
_____
_____
7 I bought a new pair of jeans yesterday.
_____
_____
8 The dog ate all the biscuits on the table.
_____
_____

Past simple: questions and short answers

Yes/No questions and short answers			
Did	I you he / she / it we they	understand the homework?	Yes, I did. No, we didn't.
Wh- questions			
Where	did	I you he / she / it we they	go?
Who			see?

- We make past simple *yes/no* questions with: *Did* + subject + infinitive + ?
- We make past simple *wh-* questions with: Question word + *did* + subject + infinitive + ?

2 Write questions in the past simple.

1 your friends / travel / to Sweden last year?
Did your friends travel to Sweden last year?
2 Where / your sister / find / her phone?
_____
_____
3 she / like / the ice cream?
_____
_____
4 What / Tom / put / on the table?
_____
_____
5 How / you / get / here?
_____
_____
6 you / remember / your book?
_____
_____
7 he / read / my magazine?
_____
_____
8 we / see / this film / last year?
_____
_____

3 Match the questions from exercise 2 to the answers. There are two answers that you do not need.

a It was in her bag! ☐
b His phone. ☐
c No, you didn't. ☐
d No, we didn't. ☐
e Oh no! I forgot it! ☐
f They didn't. ☐
g No, she didn't. ☐
h I rode my bike. ☐
i Yes, they did. ☑ 1
j Yes, he did. ■

Grammar reference and practice 9

9.1 ■ *going to*: future plans

Affirmative and negative			
I	'm (= am) 'm not (= am not)		going to meet our friends.
He She It	's (= is) isn't (= is not)		
We You They	're (= are) aren't (= are not)		
***Yes / No* questions and short answers**			
Am	I	going to meet our friends?	Yes, I am. No, I'm not.
Is	he she it		Yes, he is. No, he isn't.
Are	we you they		Yes, they are. No, they aren't.

***Wh-* questions**				
Where	am	I	going to	stay?
Who	is	he she it		see?
What	are	we you they		watch?

Use

We use *be* + *going to*:

- to describe an intention.
  I'm going to finish my homework tonight.
  I'm not going to meet my friends tonight.
- to talk about a future plan.
  We are going to move to Germany next year.
  We aren't going to see our grandparents this weekend.

1 Study the information and write affirmative and negative sentences with *going to* about Amy's plans.

~~pack suitcase~~ ✔ watch a film ✘
~~phone her friend~~ ✘ drive to the airport ✔
find passport ✔ play football ✘
do homework ✘ fly to Madrid ✔

1 She's going to pack her suitcase.
2 She isn't going to phone her friend.
3 She _____ her passport.
4 She _____ her homework.
5 She _____ a film.
6 She _____ to the airport.
7 She _____ football.
8 She _____ to Madrid.

2 Complete the sentences with *going to* and the verbs in brackets.

1 A What are you going to do (you / do) next weekend?
  B I _____ (play) tennis with my friends.
2 She _____ (not / buy) any new clothes.
  She _____ (save) her money.
3 _____ (you / make) supper tonight?
4 Where _____ (they / stay) while they're on holiday?
5 The twins _____ (not / have) a party for their birthday this year.
6 A _____ (he / tidy) his room this afternoon?
  B No, he _____. He _____ (visit) his cousins.
7 My brother and I _____ (join) the drama club next term.
8 You _____ (start) your new job next week.

3 Write questions with *going to* and short answers.

1 you / go to the beach / this weekend ✔
Are you going to go to the beach this weekend?
Yes, I am.
2 they / watch a film / this evening ✘
_____
_____
_____
3 your sister / study / in Spain ✔
_____
_____
_____
4 Dani and Michael / play basketball / today ✔
_____
_____
_____
5 we / be late / for the party ✘
_____
_____
_____
6 Carly / start her new job / next week ✔
_____
_____
_____

9.2 ■ *will*: predictions

Affirmative and negative			
I You He / She / It We They	will ('ll) won't (= will not)		be very lucky.
***Yes / No* questions and short answers**			
Will	I you he / she / it we they	win the competition?	Yes, I will. No, they won't.
***Wh-* questions**			
Where	will	I you he / she / it we they	live?

Use

- We use *will* and *won't* (= *will not*) to express predictions about the future.
  It will rain next week.
  We won't use cars or planes in the future.
- We often use *I think*, *maybe* and *probably* with *will*.
  I think I'll stay at home tonight.
  Maybe I'll come to the party.
  She probably won't come after all.

1 Complete the sentences with the phrases below.

■ won't get married ■ won't go ■ ~~will you have~~
■ will move ■ will be ■ will earn ■ will win ■ will sell
■ will it be

1 What job will you have when you leave school?
2 I think my team _____ the match.
3 You probably _____ before you are 30.
4 I think the next president of the USA _____ a woman.
5 _____ sunny tomorrow?
6 I think my family _____ to another country next year.
7 She probably _____ to university, but she _____ a lot of money.
8 I think my parents _____ their car soon.

2 Write sentences with *will* and *won't*.

What will the world be like in 2050?

1 Robot teachers / teach / our children.
  Robot teachers will teach our children.
2 Many people / take / holidays on the moon.
  _____
  _____
3 Families /probably / live / in smaller houses.
  _____
  _____
4 People / not eat / meat.
  _____
  _____
5 We / grow plants / in space.
  _____
  _____
6 I think / there / not be / any wars.
  _____
  _____
7 It / not rain / very often.
  _____
  _____
8 We / probably / not use / desktop computers.
  _____
  _____

3 Prediction or plan? Choose the correct options.

1 I think we **will** / **are going to** all live in underground houses by 2050.
2 My mum **will** / **'s going to** start her new job tomorrow.
3 They **won't** / **aren't going to** take the train to the shops. They **will** / **'re going to** walk.
4 She probably **won't** / **isn't going to** stay in this country. She loves travelling.
5 In the future, people **will** / **are going to** have much smaller families.
6 I've got my ticket! I **'ll** / **'m going to** fly to Rome on Thursday!



Grammar reference and practice 10

10.1 ■ Present perfect: affirmative and negative

Regular verbs

Affirmative and negative		
I We You They	have haven't (= have not)	competed in the Olympics.
He She It	has hasn't (= has not)	

Form

- We form the present perfect with *have* / *has* and the past participle of the main verb.
- The past participle of regular verbs is the same as the past simple form.
  Past simple: *We played football in the park yesterday.*
  Present perfect: *We have played football three times this week.*

Use

We use the present perfect:

- to talk about experiences and things that have happened at an indefinite time in the past.
  I've worked in a lot of different places in my life.
  He's rowed across the Atlantic Ocean three times.
  They've travelled a lot in Africa and Asia.
- to talk about an action or event that started or happened in the past, but has a connection with the present. The action or event might be finished or unfinished.
  I've opened a box of chocolates. Do you want one?
  She's used the last clean cup in the house!
  We've lived in this town all our life. (We were born here and we still live here now.)
- to talk about recent events.
  Our head teacher has resigned!

1 Choose the correct words.

1 She **have** / **has** danced in some major competitions around the world.
2 We **don't** / **haven't** phoned our friends in Australia this month.
3 I've **post** / **posted** your letter for you.
4 The college has **offer** / **offered** me a place to study physics.
5 I **hasn't** / **haven't** prepared lunch, because I'm not hungry.
6 He **hasn't** / **haven't** returned the book to the library.

2 Complete the sentences with the present perfect form of the verbs below.

■ bake ■ finish ■ not visit ■ ~~pack~~ ■ talk ■ walk

1 *I've packed* my bag and I'm ready to go.
2 My sister _____ a delicious cake.
3 Henry _____ from Brighton to Edinburgh – that's 600 kilometres!
4 The programme _____, so let's switch off the TV.
5 We _____ to a lot of people and they all love our idea.
6 Nick's grandmother is feeling a bit lonely, because he _____ her this week.

Irregular verbs

- Many verbs have irregular past participle forms.

been and *gone*

The verb *go* has two past participle forms: *been* and *gone*.

- We use *been* when we know that someone has returned from a place.
  Dad has been to the supermarket. (He is back home now.)
- We use *gone* when the person has not returned.
  Dad has gone to the supermarket. (He is still at the supermarket.)

Common irregular past participles

become	become	make	made
buy	bought	meet	met
break	broken	put	put
catch	caught	ride	ridden
come	come	run	run
do	done	say	said
eat	eaten	see	seen
find	found	sing	sung
get	got	swim	swum
give	given	teach	taught
go	gone / been	think	thought
have	had	understand	understood
hear	heard	wear	worn
know	known	win	won
leave	left	write	written

3 Write sentences in the present perfect.

1 She / write / five books for children.
She's written five books for children.
2 My parents / teach / at different schools / around the world.
_____
3 They / not give / any money / to charity.
_____
4 I / not hear / this song before.
_____
5 Mike / run / two marathons / this year.
_____
6 You / make / a terrible mistake.
_____

4 Write positive and negative sentences in the present perfect.

1 We haven't eaten (eat) chocolate today. ✘
2 I _____ (write) a story for my homework. ✔
3 I _____ (know) Sara for ten years. ✔
4 She _____ (go) to the USA. ✘
5 We _____ (break) the phone. ✔
6 They _____ (win) any football matches. ✘
7 He _____ (ride) a horse. ✔
8 She _____ (meet) my brother. ✘

10.2 ■ Present perfect: questions and short answers

Yes / No questions and short answers			
Have	I / we / you / they	met my brother?	Yes, I have. No, they haven't.
Has	he / she / it		Yes, he has. No, she hasn't.
Wh- questions			
Where	have	I / we / you / they	been?
What	has	he / she / it	done?

- We make present perfect *yes/no* questions with:
  Have / Has + subject + past participle + ?
- We make present perfect *wh-* questions with:
  Question word + *have / has* + subject + past participle + ?

1 Put the words in order to make questions.

1 you / why / taken / have / bag / my / ?
Why have you taken my bag?
2 he / has / book / your / read / ?
_____
3 received / have / you / email / my / ?
_____
4 you / homework / where / put / have / your / ?
_____
5 you / your / have / dog / found / ?
_____
6 glass / has / broken / the / ?
_____
7 said / has / what / she / ?
_____
8 people / how / seen / have / many / this film / ?
_____

10.3 ■ Present perfect with *ever* and *never*

- In present perfect questions, we often use *ever* (= at any time in the past).
  Have you ever eaten Japanese food?
- To express a negative, we can use *never* (= at no time in the past) + affirmative verb.
  She's never left her home town.

1 Write questions and short answers.

1 you / ever / sail / to France? ✔
Have you ever sailed to France?
Yes, I have.
2 Sara / ever / teach / English? ✔
_____
_____
3 they / ever / visit / the museum? ✔
_____
_____
4 you / ever / climb / a mountain? ✘
_____
_____
5 he / ever / sing / in public? ✔
_____
_____
6 the girls / ever / play / basketball? ✘
_____
7 you and your friends / ever / go / camping? ✔
_____
_____
8 Dan / ever / win / a competition? ✘
_____
_____

2 Study the chart. Write sentences in the present perfect about Max's experiences and Bob and Sam's experiences.

	Max	Bob & Sam
sail across the Atlantic	✘	✘
swim in the sea	✔	✔
walk across a desert	✘	✔
jump out of an aeroplane	✔	✘
ride an elephant	✔	✘

1 Max has never sailed across the Atlantic.
2 He has swum in the sea.
3 He _____ across a desert.
4 He _____ out of an aeroplane.
5 He _____ an elephant.
6 Bob and Sam _____ across the Atlantic.
7 They _____ in the sea.
8 They _____ across a desert.
9 They _____ out of an aeroplane.
10 They _____ an elephant.

Literature Insight 1 *The Adventures of Tom Sawyer* – Mark Twain

Before you read

1 Read about Mark Twain. How old was he when he left school? What was his first job?
2 Read the background to the story. Who does Tom live with?

About the author

Mark Twain (real name Samuel Langhorne Clemens)
Born: 1835 in Missouri, USA
Died: 1910
Important works: *The Adventures of Tom Sawyer* (1876), *The Prince and the Pauper* (1881), *The Adventures of Huckleberry Finn* (1884), *A Connecticut Yankee in King Arthur's Court* (1889)

Did you know? Mark Twain grew up in Hannibal, Missouri, on the Mississippi River. The Mississippi is a very important river in the USA. When Twain was growing up, many slaves escaped from their owners on this river. The river offered them freedom. This is where he set the story of Tom Sawyer and many of his other books.
Like Tom, Twain didn't like school. He left when he was 12 and got a job as a printer. He had many jobs in his life. He worked on boats on the Mississippi and he was a journalist. He also fought in the army during the Civil War. Later he became a writer. He had a lot of pen names before he chose the name Mark Twain. He signed some of his stories Thomas Jefferson Snodgrass and W Epaminondas Adrastus Blab.
Mark Twain loved cats. There were nineteen of them in his house when he was a child. Later, he had three dogs. He called them 'I know', 'You know' and 'Don't know'. He also loved science. His book *A Connecticut Yankee in King Arthur's Court* is about a time traveller. He travels back in time to the court of King Arthur and introduces modern technology to the King.

1 Read the extract on pages 112 to 113. Where is Joe going?

2 Read the extract again. Match sentences A–G to gaps 1–7 in the extract.

A More friends came to laugh at Tom.
B 'You call this work?' he said.
C He was the richest boy in St Petersburg.
D I can go to the river any day.
E Joe began to get interested and said:
F He sat down and ate Joe's apple.
G Tom thought for a second.

3 SPEAKING Work in pairs. Answer the questions.

1 Why is Tom painting the fence?
2 Why do Tom's friends help?
3 What do you think happens next?

4 Read what happens next. What do the boys decide to do?

Background to the story

Tom Sawyer is a 12-year-old boy. He lives with his Aunt Polly and his half-brother Sid in St Petersburg, Missouri. This is a town in America on the Mississippi River. Tom likes swimming in the river, fishing and having adventures with his friends. He doesn't like school and he's always in trouble. Aunt Polly is often angry with him.
One day, she makes him paint the garden fence. Tom doesn't want to do this. He thinks of a clever plan. He tells his friends that painting is fun. Soon all his friends are helping.



'I *am* sorry, Tom.'

Tom said nothing. The paint brush moved up and down.

'Working for your aunt?' said Joe. 'I'm going down to the river. I'm sorry you can't come with me.'

Tom put down his brush.

[1] _____.

'Painting a fence?' said Joe. 'Of course it's work!'

'Perhaps it is and perhaps it isn't. But I like it,' said Tom.

'[2] _____. I can't paint a fence very often.'

Joe watched Tom for about five minutes. Tom painted very slowly and carefully. He often stopped, moved back from the fence and looked at his work with a smile.

[3] _____:

'Tom, can I paint a little?'



4 _____. 'I'm sorry, Joe. You see, my aunt wants me to do it because I'm good at painting. My brother Sid wanted to paint, too, but she said no.'

'Oh, please, Tom, just a little. I'm good at painting, too. Hey, do you want some of my apple?'

'No, Joe, I can't—'

'OK, you can have *all* my apple!'

Tom gave Joe the brush. He did not smile, but for the first time that day he was a very happy boy.

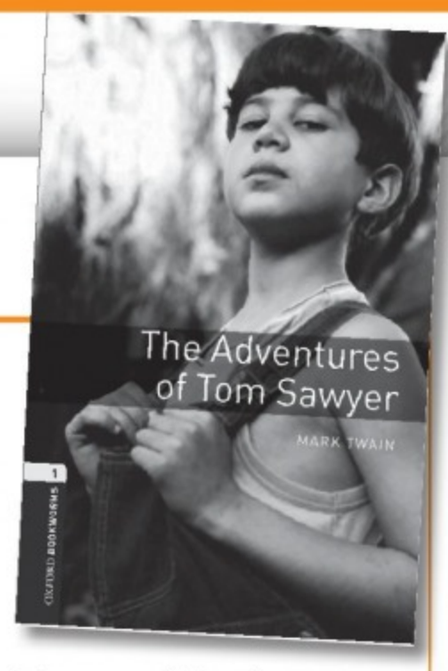
5 _____.

6 _____, but soon they all wanted to paint, too. By the afternoon Tom had three balls, an old knife, a cat with one eye, an old blue bottle, and a lot of other exciting things.

7 _____, and the fence – all 30 metres of it – was a beautiful white. He went back to the house.

From Oxford Bookworms Library Level 1: *The Adventures of Tom Sawyer* by Mark Twain, retold by Nick Bullard, 9780194789004

Read on



One evening, Tom climbs out of his bedroom window. He goes to the graveyard with his friend Huckleberry Finn. They are looking for ghosts. They don't see any ghosts, but they do see a murder. Injun Joe murders Doctor Robinson. Tom and Huck don't tell anyone, because they're afraid. Injun Joe is a dangerous man. Then it's the summer holidays. There's no school and Tom wants to do something exciting. Tom, Huck and Joe Harper run away to Jackson Island.

5 LI.01 **Listen to the next part of the story. What are the two activities they do in the river?**

6 LI.01 **Listen again. Are the sentences true (T) or false (F)? Correct the false ones.**

1 Tom can hear planes.
2 All the boats from St Petersburg are on the river.
3 Bill Turner fell in the river last winter.
4 Huck can't sleep that night.
5 The next morning Joe isn't there.
6 Tom tells them his story at lunch.

7 SPEAKING Work in pairs. Answer the questions.

1 Why do the three boys go to Jackson Island?
2 What do they do on the island?
3 When do they see the boats? How many boats are looking for them?
4 Where does Tom go?

Writing

8 Write an email to a friend. Tell him/her about your weekend on an island. Include the following ideas and your own ideas:

- who you went with (friends, family)
- what you did (swimming, tennis, games)
- what you ate (barbecues, a picnic)
- why you liked it / didn't like it (fun, exciting, boring, cold)



Literature Insight 2 *The Wizard of Oz* – L Frank Baum

Before you read

1 Read about L Frank Baum. What did his father build him in 1880?
2 Read the background to the story. Where does the storm blow Dorothy's house?

About the author

Lyman Frank Baum (always called Frank)
Born: 1856 in Chittenango, New York
Died: 1919 in Hollywood, California

Important works: *Mother Goose in Prose* (1897), *Father Goose, His Book* (1899), *The Wizard of Oz* (1900)

Did you know? L Frank Baum was an actor and a writer. When he was a child he didn't like his first name, Lyman. He always used his middle name, Frank. He had a bad heart, so he didn't go to school. A tutor taught him at home.
Baum liked reading, writing, selling fireworks and keeping chickens. He also loved the theatre. His parents were very rich and his father built him a theatre in 1880. Baum was an actor, until he married Maud Gage in 1882.
They had four sons, and every evening he invented stories for them. In 1897, he wrote his first children's book. He worked with a friend, WW Denslow, who was an artist and did the illustrations for Baum's books. In 1900, they published *The Wonderful Wizard of Oz*, now usually called *The Wizard of Oz*.
It was a great success and Baum became famous. He published many other books about Oz and in 1911 he moved to Hollywood. Baum wasn't a good businessman and he lost all his money, but he wrote one new book about Oz every year. After Baum died, MGM made a film of *The Wizard of Oz*. Judy Garland played the part of Dorothy.

1 Read the extract on pages 114 to 115. Who runs out from the trees?

2 Read the extract again. Put the sentences a–h in the correct order.

___ **a** The Tin Man says that the Emerald City is far away.
___ **b** The Lion says that he's a coward.
___ **c** Dorothy, Toto and the Lion sleep under a big tree.
___ **d** The Lion and Toto become good friends.
___ **e** Dorothy hits the Lion on the nose with her bag.
1 **f** They can hear noises in the trees.
___ **g** A lion chases Toto.
___ **h** Dorothy tells the Lion about the Wizard of Oz.

3 SPEAKING Work in pairs. Answer the questions.

1 Why does Dorothy not like the noises which came from the trees?
2 Think of three adjectives which describe the lion.
3 What do they all want to ask the Wizard of Oz for?

4 Read what happens next. What do the monkeys do to Dorothy and her friends?



Background to the story

The story begins with a terrible storm. It blows Dorothy's house away, with Dorothy and Toto her dog inside, to a country called Oz. When the house lands, it kills the Wicked Witch of the East.
The Good Witch of the North arrives. She gives Dorothy a pair of red shoes and a kiss. They can protect her.
The great Wizard of Oz lives in the Emerald City. Only he can send Dorothy back to Kansas. On her journey Dorothy meets a scarecrow and a tin man. They both need help from the Wizard, so they join Dorothy.

So they all walked along the yellow brick road. There were many tall trees next to the road, and sometimes the three friends heard noises from animals behind the trees. Dorothy did not like these noises very much.

'How far is it to the Emerald City?' she asked the Tin Man. 'Do you know?'

'It's a long way, I think,' said the Tin Man. 'And we must be careful because—'

But just then a big lion suddenly ran out from the trees, into the road. It opened its mouth – it had long yellow teeth – and began to run after Toto.

Dorothy was afraid for Toto. She ran up to the lion and hit it on the nose with her bag. 'Don't hurt my dog!' she cried angrily. 'He's smaller than you!'

'I didn't hurt him,' said the Lion. 'Don't hit me again – please!'

'Why – you're afraid!' said Dorothy. 'Be quiet,



Toto, he isn't going to hurt you. He's more afraid than you are. He's just a big coward.'

'It's true,' said the Lion. 'I am a coward. Everyone thinks lions are brave. I make a lot of noise, but I'm not brave. I'm just a coward.' And the Cowardly Lion began to cry.

Then Dorothy told him about the Wizard of Oz.'Come with us to the Emerald City,' she said. 'I want to go back to Kansas, the Scarecrow wants some brains, and the Tin Man wants a heart. Perhaps the Wizard of Oz can make you brave.'

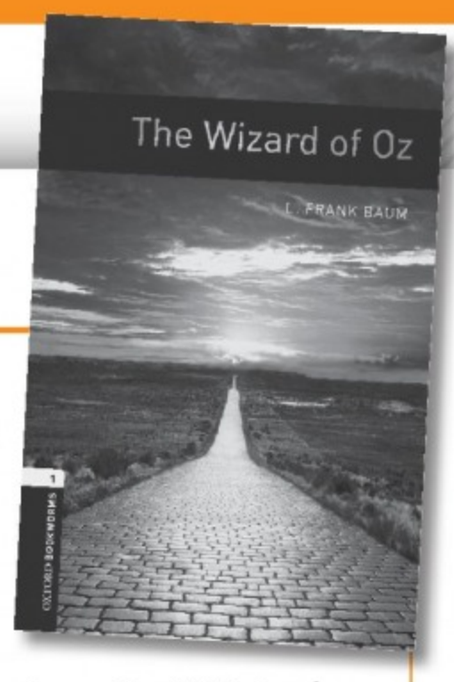
'Oh, thank you!' said the Lion. 'I would very much like to be brave.'

And so the Cowardly Lion came with them. At first Toto was afraid of him, but very soon he and the Lion were good friends.

That night Dorothy and Toto slept under a big tree, next to the Cowardly Lion's big, warm body. In the morning they ate the last of their bread.

From Oxford Bookworms Library Level 1: *The Wizard of Oz* by L. Frank Baum, retold by Rosemary Border, 9780194789264

Read on



When Dorothy and her friends reach the Emerald City they meet the great Wizard. He can help them, but first he wants them to kill the Wicked Witch of the West. Dorothy, the Scarecrow, the Tin Man and the Lion leave the Emerald City. They walk to where the Witch of the West lives. But the Witch has a magic eye. She can see the friends on the road and she becomes very angry. She calls her magic monkeys. She asks them to kill the people and the dog and bring the lion to her. The monkeys leave, but when they find Dorothy, they can't kill her. The kiss from the Good Witch of the North protects Dorothy and Toto. The monkeys take the straw out of the Scarecrow, they break the Tin Man and they put the Lion in the cellar. They carry Dorothy and Toto to the Witch's house.

5 **LI.02 Listen to the next part of the story. What does the witch want?**

6 **LI.02 Listen again. Complete sentences 1–10 with characters A or B.**

A Dorothy **B** The Witch

1 _____ didn't know the red shoes were magic.
2 _____ only took off the red shoes to wash.
3 _____ was afraid of water.
4 _____ lost a shoe.
5 _____ took one of the red shoes.
6 _____ got angry.
7 _____ threw water.
8 _____ disappeared.
9 _____ put the Witch's black hat on.
10 _____ called for the magic monkeys.

7 **SPEAKING** **Work in pairs. Answer the questions.**

1 Do you think that the Wizard can help Dorothy and her friends? How?
2 Imagine that you have a pair of magic shoes. What wish do you make?

Writing

8 **Dorothy goes on a journey from Kansas to the Emerald City. She makes some new friends. Imagine you went on an unusual journey. Include the following:**

- where you went
- who you met
- what happened
- how you got home

Before you read

1 Read about William Shakespeare. How old was he when he got married?
2 Read the background to the story. What do the witches tell Banquo? What do you think this means?

About the author

William Shakespeare (also called The Bard)
Born: 1564 in Stratford-upon-Avon, England
Died: 1616 in Stratford-upon-Avon

Important works: *Richard III* (1592), *Romeo and Juliet* (1594), *A Midsummer Night's Dream* (1595), *Hamlet* (1600)

Did you know? Historians do not know the exact date of Shakespeare's birth. They think he was probably born on 26 April, St George's Day (St George is the patron saint of England). William went to the grammar school in Stratford and studied Latin. In 1582, when he was only 18, he married Anne Hathaway. She was eight years older than him. They had three children, a daughter Susanna and twins Hamnet and Judith.
William became an actor and he went to London with a theatre company called the Lord Chamberlain's Men. He began to write plays, which became very popular. He wrote historical plays, comedies and tragedies. When London theatres closed because of the plague, Shakespeare wrote poetry. His theatre company built the Globe Theatre in London in 1599. Queen Elizabeth I often went there. The theatre was rebuilt and reopened in 1997 and you can see performances of Shakespeare's plays there.
William Shakespeare died a rich and respected man in Stratford-upon-Avon on 23 April 1616. Many people today believe that he is the greatest writer in the English language.

1 Read the extract on pages 116 to 117. Who can Macbeth see in his chair?

2 Read the extract again. Are the sentences true (T) or false (F)? Correct the false ones.

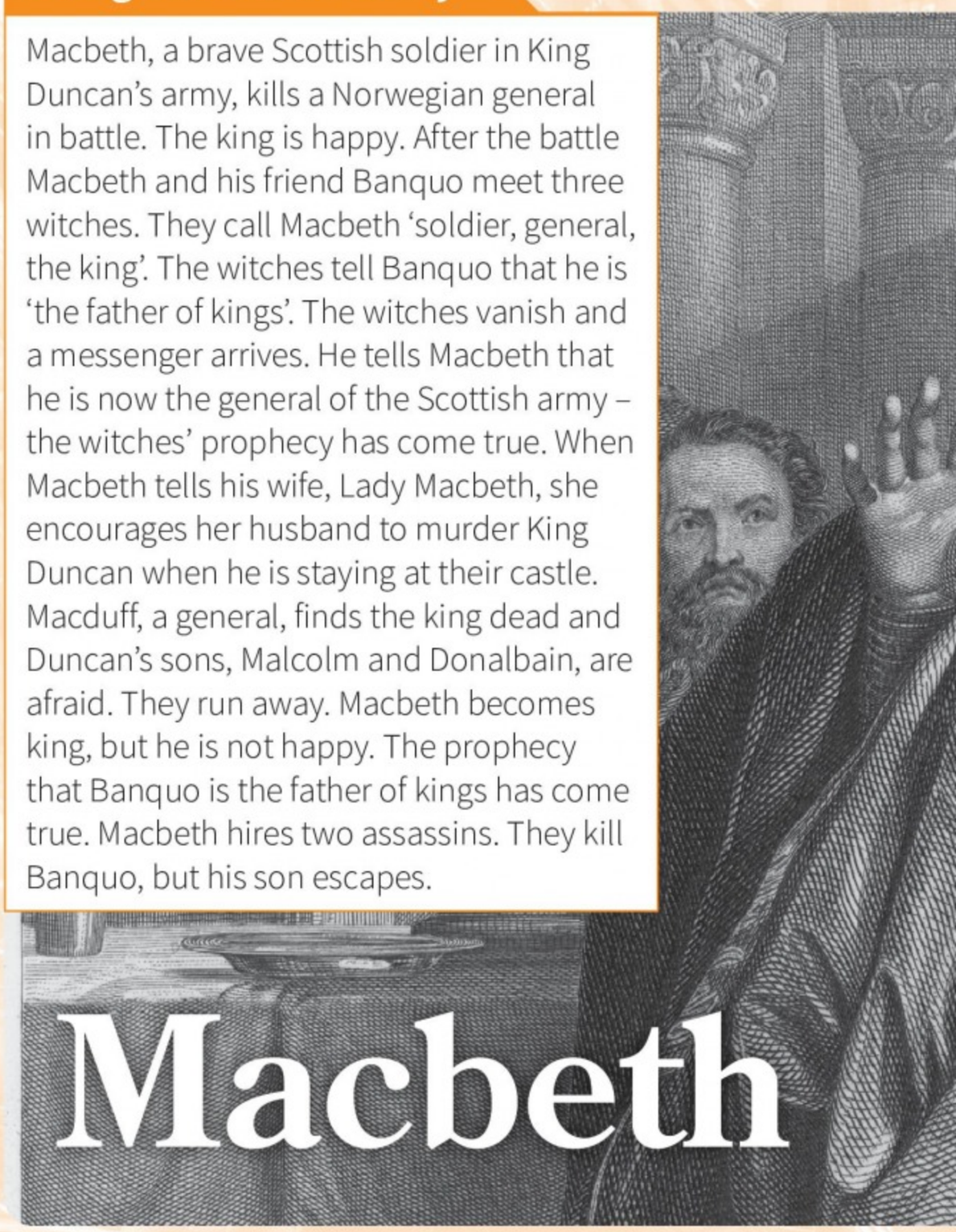
1 At the king's castle they are having a banquet in the kitchen.
2 There is food and wine on the table.
3 There is blood on the ghost's face.
4 The ghost speaks to Macbeth.
5 The dinner guests can see the ghost.
6 Lady Macbeth tells the guests that her husband is well.
7 Macbeth drinks a toast to Banquo.
8 Banquo's ghost does not appear again.

3 SPEAKING Work in pairs. Answer the questions.

1 When Macbeth arrives, what does he say to the guests about his friend Banquo?
2 Where is Banquo's ghost sitting? How does Macbeth react?
3 Do you think Macbeth is happy now he is king? Why / why not?

Background to the story

Macbeth, a brave Scottish soldier in King Duncan's army, kills a Norwegian general in battle. The king is happy. After the battle Macbeth and his friend Banquo meet three witches. They call Macbeth 'soldier, general, the king'. The witches tell Banquo that he is 'the father of kings'. The witches vanish and a messenger arrives. He tells Macbeth that he is now the general of the Scottish army – the witches' prophecy has come true. When Macbeth tells his wife, Lady Macbeth, she encourages her husband to murder King Duncan when he is staying at their castle. Macduff, a general, finds the king dead and Duncan's sons, Malcolm and Donalbain, are afraid. They run away. Macbeth becomes king, but he is not happy. The prophecy that Banquo is the father of kings has come true. Macbeth hires two assassins. They kill Banquo, but his son escapes.



Macbeth went into the dining room. There were a lot of people in the room, and there was a lot of food and wine on the table.

'Where's my good friend Banquo?' asked Macbeth. 'He isn't here. He's late!'

'It doesn't matter,' said Lady Macbeth. 'Come and sit down. Your chair is here.'

Macbeth walked to the table, then he stopped suddenly. There was a ghost in his chair! The ghost looked up at him. It was Banquo and his face was bloody!

'What's happening?' cried Macbeth. He was afraid.

The ghost looked at him, but didn't speak. 'Why are you looking at me? I didn't do it!' Macbeth cried.

Everyone at the table looked at Macbeth. 'What's wrong, my lord?' they asked. 'Why are you worried?'

They couldn't see the ghost – but Macbeth could see it.

'I'm sorry, everyone, my husband isn't well,' said Lady Macbeth.

She took Macbeth out of the room. 'What's the



matter with you?' she asked angrily. 'You're imagining things again. First it was a dagger in front of you on the night of Duncan's murder, and now this ghost. What's wrong? Don't be afraid. Be a man. Be brave. There's no one in your chair!'

'But he's a dead man. How can he come back?' said Macbeth. 'And how can you look at him and not be afraid?'

'What are you talking about? What are people going to think? There is no ghost! Your friends at the table are worried. Now, go back and sit in your chair!'

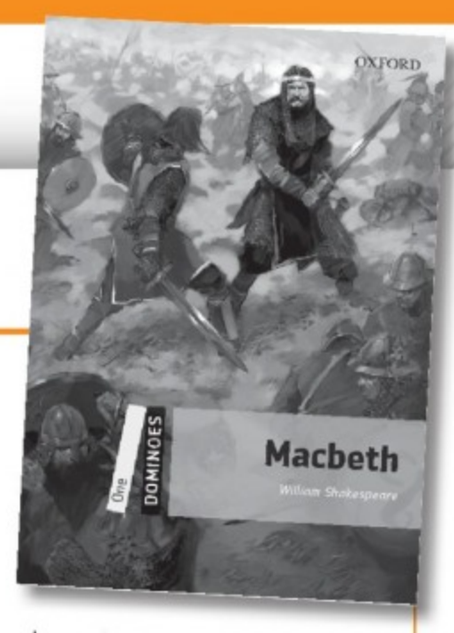
They went back into the dining room. Macbeth couldn't see the ghost now, so he sat down happily.

'I'm sorry, my friends,' he said to his visitors. 'Sometimes I feel ill and I begin to imagine things; but please don't worry about me. I'm better now. Come on, let's have some wine! Let's drink to our friend Banquo! He isn't here with us tonight and I'm sorry for that!'

Just then, Banquo's ghost came through the door and walked across the room. Macbeth cried out again. 'Get away from me!'

From Dominoes One: *Macbeth* by William Shakespeare, retold by Alistair McCallum, 9780194609159

Read on



Alone in the castle, Macbeth tells his wife that he is afraid of Macduff, another general. He thinks that Macduff plans to kill him. Macbeth cannot sleep, so he searches for the witches. He wants to know more about the future.

Macbeth finds them in a dark cave. They are throwing things into a pot on a fire. The witches tell him to be careful of Macduff. They say that no child born from a woman can hurt him. They tell him to be careful when trees near his castle begin to move. Then the ghost of Banquo, with his children and grandchildren wearing crowns, appears.

Macbeth sends soldiers to Macduff's castle. They kill his wife and children. Macduff and Malcolm plan to attack Macbeth's castle.

4 Read what happens next. Who is Macbeth afraid of?

5 LI.03 Listen to the next part of the story. What strange things does Lady Macbeth do?

6 LI.03 Listen again. Choose the correct answers.

1 Lady Macbeth's servant is talking to
a a doctor. **b** a servant. **c** a soldier.

2 When Lady Macbeth is asleep she
a gets up. **b** wakes up. **c** reads.

3 She carries a candle in her hand because she is afraid of
a murderers. **b** Macbeth. **c** the dark.

4 Lady Macbeth talks of washing her
a face. **b** hands. **c** hair.

5 She says that Duncan was old, but had a lot of
a money. **b** gold. **c** blood.

6 She is sad because
a Banquo's sons are dead.
b Macbeth isn't dead.
c Macduff's wife and children are dead.

7 SPEAKING Work in pairs. Answer the questions.

1 The murders started with King Duncan. Lady Macbeth persuaded her husband to murder the king. Do you think that she is sorry? Why / why not?

2 Is *Macbeth* a moral play? What is the moral?

Writing

8 Imagine you are Banquo. You are worried. You think it is dangerous for King Duncan to go to Macbeth's castle. Write a letter to him. Tell him:

- about your meeting with the witches.
- about Macbeth's wife who wants to be queen.
- not to go to the castle.

Before you read

1 Read about Thomas Hardy. Hardy set his novels in Wessex. Is Wessex a real place name? Where is it?
2 Read the background to the story. Who does Farmer Lodge bring home one day?

About the author

Thomas Hardy
Born: 1840 near Dorchester, England
Died: 1928 in Dorchester

Important works: *Far from the Madding Crowd* (1874), *The Mayor of Casterbridge* (1886), *Tess of the d'Urbervilles* (1891), *Jude the Obscure* (1895).

Did you know? As a child Thomas Hardy loved school, and he studied many subjects including Latin and Greek. In 1856, when he left school, he worked for a local architect and church restorer. In 1862, he studied architecture in London, but returned home two years later. He wrote poems and stories. It was his second novel, *Far from the Madding Crowd*, that made him successful and famous. Hardy set his novels in the countryside of Wessex. This is a very old name for the south-western part of England, which he used to make his readers think of its history. He wrote four great tragic novels, all of which display a pessimistic view of life. In his novels *Tess of the d'Urbervilles* and *Jude the Obscure*, Hardy criticized Victorian morals. This caused a scandal and some people burned his books. Hardy didn't write any more novels after this, but wrote poetry for the rest of his life. He wrote *Wessex Poems* in 1898. Hardy's ashes are buried in Westminster Abbey in London, but his heart is buried in the graveyard at Stinsford Church, alongside the graves of his parents, his grandparents and his first wife.

1 Read the extract on pages 118 to 119. In Rhoda's dream, what does the phantom have on her third finger?

2 Read the extract again. Choose the correct answers.

1 One evening Rhoda's son is
a at the table. **b** in front of the fire. **c** in bed.
2 Rhoda stares at the fire and she can see a picture of
a her son. **b** Gertrude Lodge. **c** Farmer Lodge.
3 The phantom … on Rhoda's body.
a kneels **b** sits **c** stands
4 The phantom had a cruel
a laugh. **b** smile. **c** look.
5 Rhoda is afraid and she … the phantom's arm.
a pulls **b** breaks **c** hits
6 The dream makes Rhoda feel
a cold. **b** hot. **c** warm.

3 SPEAKING Work in pairs. Answer the questions.

1 Who appears to Rhoda in the dream? Why is the phantom laughing?
2 Does Rhoda sleep again? How does she feel next morning?

Background to the story

Rhoda Brook is tall with beautiful, dark eyes, but she is very poor. She works very hard as a milkmaid on Farmer Lodge's farm. She isn't married, but she has a 12-year-old son. The boy is Farmer Lodge's son, but the farmer never comes to see them.
One day the farmer brings his new wife home. Rhoda doesn't want to meet her, but she wants to know what she looks like. She sends her son to church so that he can tell his mother what Mrs Lodge is like. The boy tells his mother that Gertrude Lodge is small and very pretty. Rhoda makes a picture in her head of the farmer's new wife. The picture is like a photograph.



One night, two or three weeks later, when the boy was in bed, Rhoda Brook sat by the dying fire in her little house. She stared at the fire for a long time, but she saw only the picture in her head of the new wife. At last, tired from her day's work, she went to bed.

But the picture of Gertrude Lodge did not go away. When Rhoda slept, the young wife was still there in Rhoda's dreams. She sat on Rhoda's body in the bed, staring into Rhoda's face. Her blue eyes were cold, and with a cruel laugh, she put her left hand in front of Rhoda's eyes. There, on the third finger, was her wedding ring. And the phantom of Gertrude Lodge laughed again.

Rhoda turned this way and that way, but the phantom was still there. It sat, heavier and heavier, on Rhoda's body, and now Rhoda could not move. Always in her ears was that cruel laugh, and always



in front of her eyes was that left hand with its wedding-ring.

At last, half-dead with terror, Rhoda suddenly put out her right hand, took hold of the phantom's left arm, and pulled it hard.

The phantom fell off the bed onto the floor, and Rhoda sat up.

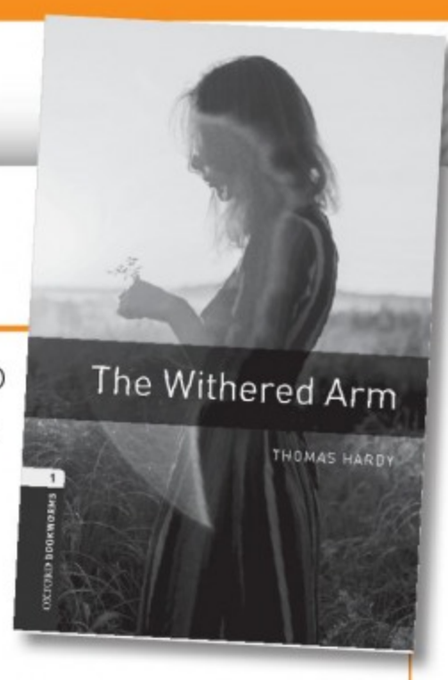
'Dear God!' she cried. She felt cold, so cold. 'That was not a dream – she was here!'

She could still feel the young woman's arm under her hand – a warm, living arm. She looked on the floor for the woman's body, but there was nothing there.

Rhoda Brook slept no more that night, and at the dairy early the next morning, she looked pale and ill. She could not forget the feel of that arm under her hand.

From Oxford Bookworms Library Level 1: *The Withered Arm* by Thomas Hardy, retold by Jennifer Bassett, 9780194789257

Read on



The next morning a woman comes to Rhoda's cottage. It is Gertrude Lodge and she has some shoes for Rhoda's son. Gertrude looks the same as the phantom in Rhoda's dream, but her eyes are kind and not cruel. Rhoda and Gertrude become friends.

One day Gertrude tells Rhoda that she had a bad dream and then her arm hurt. There are yellowy-brown marks on her left arm. They look like finger marks. Rhoda is afraid that she did this to Gertrude. Only witches can harm people in dreams. Is Rhoda a witch? Gertrude asks Rhoda to take her to Mr Trendle's house. He is a wise man and he can look at her arm. Rhoda doesn't want to meet the wise man. He understands dreams and witches.

4 Read what happens next. The story is called *The Withered Arm*. Who has a withered arm?

5 LI.04 Listen to the next part of the story. How does Gertrude see the face of her enemy?

6 LI.04 Listen again. Complete sentences 1–7 with characters A–C.

A Rhoda **B** Gertrude **C** Mr Trendle

1 _____ is at home.
2 _____ looks at Rhoda for a long time.
3 _____ is surprised she has an enemy.
4 _____ can see into the room.
5 _____ sees the face of her enemy in the egg.
6 _____ can't hear the name Gertrude whispers.
7 _____ has a very pale face.

7 SPEAKING Work in pairs. Answer the questions.

1 What does Mr Trendle look like?
2 Whose face do you think Gertrude sees in the egg?
3 What do you think will happen next?

Writing

8 Witches in stories can do good things and bad things. In the story, Rhoda has a dream and she hurts Gertrude's arm. Imagine that she can also make Gertrude's arm better. Use the ideas to write a good ending to this story.

- describe Rhoda / in front of / fire
- goes to bed / has a dream
- Gertrude appears / they speak
- Rhoda touches Gertrude's arm / better
- Rhoda / Gertrude / friends again

Literature Insight 5 *Sherlock Holmes and the Duke's son* – Conan Doyle

Before you read

1 Read about Arthur Conan Doyle. Who gave him the idea for the character of Sherlock Holmes?
2 Read the background to the story. How did the Duke's son leave the school at night?

About the author

Sir Arthur Ignatius Conan Doyle
Born: 1859 in Edinburgh, Scotland
Died: 1930 in Crowborough
Important works: *A Study in Scarlet* (1887), *Micah Clarke* (1889), *The Hound of the Baskervilles* (1902)

Did you know? Conan Doyle studied medicine at Edinburgh University. When he finished university, he worked as a ship's doctor. He went on voyages to Antarctica and West Africa. Then he became a doctor in Southsea, in the south of England. While he was waiting for patients, he wrote stories. Dr Joseph Bell, one of Conan Doyle's teachers at medical school, gave him the idea for a new character – a very clever private detective. This character was Sherlock Holmes, and his friend was called Watson. The first Holmes story, *A Study in Scarlet*, was published in 1887.
A Scandal in Bohemia (1891) was the first Holmes story to become very popular. The public loved this unusual detective, who smoked a pipe, played the violin and lived at 221B Baker Street in London. Fifty-six Sherlock Holmes stories appeared in *Strand* magazine from 1891–1927. The stories are set in Victorian London, the English countryside and abroad, for example, in the USA and Switzerland. Since then, many other writers have written stories about Holmes, including comics and graphic novels. More than 70 actors have played him in more than 200 films.

1 Read the extract on pages 120 to 121. What did Arthur receive the day before he disappeared?

2 Read the extract again. Answer the questions.
1 Where does Holmes write things down?
2 How do they know that Arthur didn't go home?
3 Who is the unhappiest man in England?
4 Who doesn't like people talking about his life?
5 Where did the police find a man and a boy?
6 What language does Arthur not learn at school?
7 Which train did Dr Huxtable catch?
8 Who owns a bicycle?

3 SPEAKING Work in pairs. Answer the questions.
1 Do you think Arthur is with the German teacher? Where do you think Arthur is?
2 What skills do you need to be a great detective?
3 Do you like mystery stories? Why / why not?

Background to the story

A visitor arrives one day at the house of the famous detective, Sherlock Holmes. The man is Dr Huxtable and he has a famous school in the north of England. He looks pale and ill and he tells Holmes and Dr Watson that three days ago, the Duke of Holdernesse's son, Arthur, disappeared. Arthur was unhappy when his parents separated and his mother went to live in France. This is why the Duke sent him away to school. The Duke is one of the greatest and richest men in the country and he is offering five thousand pounds for news of his son and one thousand pounds for the name of the kidnapper.
Arthur disappeared at night. He went out of his bedroom window and climbed down the ivy. Heidegger, the German teacher, is also missing, and he took a bicycle.





Holmes took out a little notebook, and began to write things down.

'The boy didn't go home, of course,' he said.

'No, no. We asked at Holdernesse Hall at once,' said Dr Huxtable. 'The Duke is very afraid for his son – and I am the unhappiest man in England. Mr Holmes, you are a famous detective – please help me!'

'You make things very difficult for me,' Holmes said. 'How can I find marks in the ivy or on the ground after three days? Why didn't you come to me at once?'

'Because of the Duke,' Dr Huxtable said. 'He doesn't like people talking about his unhappy family life.'

'And what are the police doing?'

'Well, they heard about a boy and a young man at the station early on Tuesday. They looked for them, and last night they found them in Liverpool – but it was a man and his son going to visit a friend. We lost three days because of that. And last night I couldn't sleep, so I took the first train down to London this morning.'

'Well, Dr Huxtable, some more questions,' said Holmes. 'Did the boy take German lessons?'

'No.'



'So he didn't know the German teacher well, then.'

'He probably never spoke to him,' said Dr Huxtable.

'Mmm,' said Holmes. 'Does the boy have a bicycle?'

'No.'

'Was any other bicycle missing?'

'No.'

'So. Did the German teacher ride away on his bicycle in the night, with the boy on his back? I don't think so. But what happened to the bicycle? Now, what about visitors? Did the boy have any visitors the day before?'

'No.'

'Did he get any letters?'

'Yes, one letter. From his father.'

'Do you open the boys' letters, Dr Huxtable?'

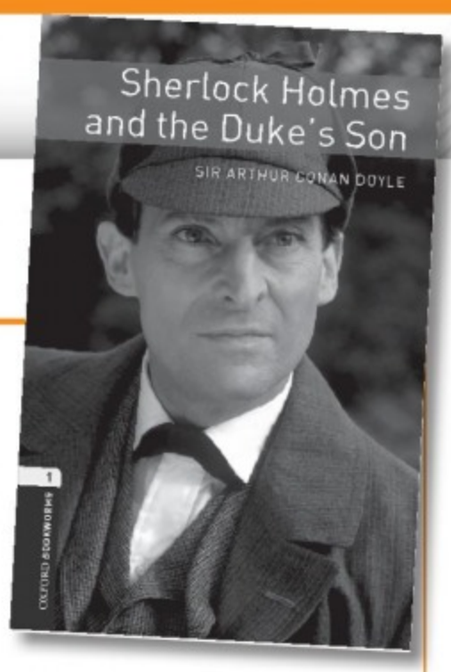
'No.'

'Then how do you know that the letter was from the father?'

'I know the Duke's handwriting. And he says that he wrote a letter to his son.'

From Oxford Bookworms Library Level 1: *Sherlock Holmes and the Duke's Son* by Sir Arthur Conan Doyle, retold by Jennifer Bassett, 9780194789196

Read on



Holmes and Watson catch a train to Dr Huxtable's school. They meet the Duke and Mr James Wilder, his secretary. The Duke is surprised to see Holmes. He does not want people to know about his son's disappearance.

The Duke leaves and Sherlock Holmes studies a map of the area. When the gardener finds a school hat on the moors, Holmes knows that Arthur and the German teacher did not travel by road.

The next day Holmes and Watson walk across the moor. They don't find any footprints, but they find cow tracks, bicycle tracks and blood.

4 Read what happens next. What does Holmes find on the moors?

5 LI.05 Listen to the next part of the story. What does the workman do when he sees the body?

6 LI.05 Listen again. Complete the sentences.

1 Watson offers to run back to the _____.
2 Holmes writes a _____ to Dr Huxtable.
3 The workman runs down the _____.
4 Then Holmes _____ carefully.
5 The German teacher left without his _____.
6 The German teacher _____ eight kilometres from the school.
7 The German teacher needed a bicycle because Arthur was moving _____.
8 Someone hit the German teacher on the _____.

7 SPEAKING Work in pairs. Answer the questions.

1 In your opinion, did Arthur kill the German teacher? Why / why not?
2 Would you like to go to a school like Arthur's? Why / why not?
3 In pairs, imagine that one of you is Sherlock Holmes and the other is the Duke of Holdernesse. Ask and answer questions to find out more about Arthur. Find out what he looks like, what his hobbies are and what sport he plays.

Writing

8 Arthur is a new boy at school and his mother is in France. Imagine that you are Arthur. Write a letter to your mother, the Duchess. Include the following ideas and your own ideas:

- where the school is
- what your friends are like
- what you do every day
- what your room is like
- what your teachers and lessons are like

Exam Insight 1

Listening

Exam strategy

- Read the questions before you listen.
- Try to predict the main topic of each recording.
- Predict the words you might hear.

1 Look at the questions in exercise 2. Match the words below with the recording you think you will hear them in.

skateboard ■ water ■ teach ■ drawing ■ pool ■ singing ■ picture ■ musical

2 EXAM TASK EI.01 Listen to recordings 1–4 and choose the correct answers.

1 On which days does the boy do his swimming training?
- **a** Tuesday and Thursday
- **b** Tuesday, Thursday and Saturday
- **c** Tuesday, Thursday, Saturday and Sunday

2 What does Ben think about skateboarding?
- **a** His friend Maria isn't very good at it.
- **b** He doesn't like it.
- **c** He isn't very good at it.

3 What does the girl say about her family and music?
- **a** Her mother sings, her sister plays the piano and her dad plays the guitar.
- **b** Her mother sings, her sister plays the guitar and her dad listens to rock music.
- **c** Her mother sings, her sister plays the piano and her dad listens to rock music.

4 What does Dan want Gemma to do?
- **a** Draw a picture of Dan.
- **b** Draw a picture of Mr Granger.
- **c** Draw a picture of a football.

Reading

Exam strategy

- Read the text quickly.
- Read the questions.
- Try to find the answers for each question in the text.
- Remember – the questions are in the same order as the information in the text.

3 Read the article about Sophie quickly. Find the following information.

1 the name of the football team
2 the name of the stadium
3 the number of spectators at the match

4 EXAM TASK Read the text. For each question, choose the correct answer.

1 Who likes Tottenham Hotspur?
- **a** Only Sophie.
- **b** Only Sophie and her dad.
- **c** Everyone in Sophie's family.

2 Where does Sophie go after saying goodbye to her family?
- **a** To the family room.
- **b** To the tunnel.
- **c** To her seat in the stadium.

3 What does Sophie think about Mousa Demebele?
- **a** She likes him.
- **b** She doesn't like him.
- **c** She doesn't know who he is.

4 Who does Sophie watch the match with?
- **a** Her family.
- **b** The players.
- **c** The other mascots.

Real lives

Sophie Sayeed, 14, describes her amazing experience as a Tottenham Hotspur mascot

It is two o'clock in the afternoon on Saturday, 12th June, and this is a very exciting day! I'm with my parents and my brother in the family room at White Hart Lane, in North London – home of Tottenham Hotspur Football Club. My whole family – my mum, my dad, my eight-year-old brother, Steve, and I are big fans of Tottenham. It's a special day for me because I am one of the mascots for Tottenham's match today. Tottenham Hotspur chooses eleven young mascots for every important match.

Now it's half past two. I walk into the tunnel area with the other ten mascots. We meet the Tottenham players and talk to them. The players sign autographs and pose for photographs with us. Then we all return to the family room. We change into the Tottenham kit – special clothes for the match – and say goodbye to our families. My mum, dad and brother go to their seats in the stadium and wait for the match to begin, but I go back to the tunnel with the other mascots.

It is now three o'clock and the players are in the tunnel and ready to start the game. The bell rings and we all run out onto the pitch. Each mascot runs together with one member of the team. I am with Mousa Dembélé – my favourite player! I can hear shouting and singing from the crowds. There are more than 30,000 spectators for today's match at White Hart Lane and the noise is incredible! The players and the mascots stand together on the pitch for a photo session. The mascots shake the hands of the players and of the referee. Then, finally, we wave at the crowds for one last time before we join our families to watch the match. What an amazing experience!

Exam Insight 1

Use of English

Exam strategy

- Read the text and try to guess the missing words.
- Look at the words in the list. Are they the same as your guesses?
- Complete the gaps you are certain about.
- Remember that there are two words you do not need.

5 EXAM TASK Complete the gaps in the text with the words below. There are two words that you do not need.

can ■ don't ■ fast ■ for ■ go ■ hasn't ■ him ■ into ■ listening ■ their ■ them ■ to

My hero



My grandfather is my hero. He's tall and he's got short white hair. He's 86 years old and he lives in a small flat next [1]_____ the university. It's got a living room, a small kitchen, a bathroom and a bedroom, but it [2]_____ got a garden. He loves [3]_____ to music and he has got more than 500 CDs. He keeps [4]_____ in a box under his bed. He [5]_____ play the piano and the violin. He's in a band called The Old Timers. Sometimes they perform at a café in town. Everyone in the band is more than 80 years old! He can't walk very [6]_____, but he goes out every day and meets his friends in the library or in the park. They read the newspapers together and play chess. Sometimes, they [7]_____ swimming on Friday afternoons at the sports centre. On Sundays, we usually have lunch at his flat. He's really [8]_____ cooking and he often prepares unusual food. We [9]_____ always like his food, but he's very funny and we always enjoy spending time with [10]_____.

Speaking

Exam strategy

- Read the task carefully.
- Think of one or two pieces of information for each point and one or two questions for the other person.
- Remember to show interest in the other person's information.

6 Match these words with the four points in the exam task below. There are three words for each point. Then use the words to write two sentences for each point.

at the weekend ■ bedroom ■ brother ■ chat online ■ cousin ■ garden ■ grandmother ■ have a shower ■ often ■ photography ■ play tennis ■ sofa

7 EXAM TASK Role-play the situation below at a party.

Student A: Talk to another guest. Find out about the person's:

- daily routine.
- likes and dislikes.
- family.
- home.

Student B: One of the other guests talks to you. Answer his/her questions about:

- your daily routine.
- your likes and dislikes.
- your family.
- your home.

Writing

Exam strategy

- Read the task carefully and make notes for each point.
- Use a new paragraph for each new point.
- Remember to check your grammar, spelling and punctuation.

8 EXAM TASK Write an email to your penfriend in another country. Describe your best friend. Write 60–80 words. Include information about:

- your friend's appearance.
- your friend's personality.
- your friend's interests.
- when you meet and what you do together.

Exam Insight 2

Listening

1 Match words 1–4 to definitions a–d.

1 forest rangers	**a** these places keep animals in captivity
2 farmers	**b** protecting the environment
3 zoos	**c** these people keep animals for food
4 conservation	**d** these people protect the forest

Exam strategy

- Look at the questions before you listen.
- Think about what kind of information you need to answer them, for example a number, a price, a verb, a noun, etc.

2 EXAM TASK EI.02 **Listen to a radio interview. Then answer the questions with no more than four words or numbers.**

1 How many mountain gorillas are there in the wild?

2 How many mountain gorillas are there in zoos and wildlife parks?

3 Where does The Gorilla Organization send information about mountain gorillas?

4 What is the mountain gorillas' habitat?

5 What does the organization teach forest rangers to do?

6 Who uses the forests to grow food?

Reading

Exam strategy

- Read the gapped sentences carefully. Think about what kind of information you need to complete them.
- Read the text and underline the key information.
- Remember to check your answers for grammar and spelling.

3 Read the text quickly and choose the best answers.

1 Farm:shop is in a **small town** / **big city**.
2 There are **herbs** / **animals** and plants in the shop.
3 Susan and Pierre **often** / **rarely** visit the shop.

4 EXAM TASK Read the text again. Complete sentences 1–6 with the missing words.

1 The writer of the text thinks that the shop is very _____ from the noisy street outside.
2 Some of the plants are not inside the shop, they are in _____ _____.
3 The chickens live _____ _____ _____ of the shop.
4 _____ _____ can have meetings on the third floor.
5 Susan Turner is buying vegetables and _____ at the shop.
6 Pierre Dupont works as a _____.



It's a warm day in April when I visit the Farm:shop in Dalston, London. Outside, the street is busy and noisy, with cars, buses and people. But when I walk into the shop, I find a very different part of London: a peaceful, calm and green space.

Farm:shop in Dalston is a farm, it's a shop, it's a café and it's a school. The shop has got a small garden, where they grow a lot of vegetables, herbs and mushrooms. There are more plants and fruit inside the shop – on the floor, on shelves and growing up the walls! There are also large tanks of fish and even chickens on the roof!

You can eat food from the shop at the café and you can learn about farming and gardening at special classes. Upstairs, on the third floor, there is a meeting room for local businesses. You can have a party here or you can hire a desk and work here.

Susan Turner visits the shop once or twice a week. 'I love the fresh food,' she says, 'and I like visiting the chickens on the roof! There are always new things in the shop. Today I'm buying carrots, potatoes and some eggs.'

Pierre Dupont is enjoying a cup of coffee and a piece of homemade cake in the café. 'I'm a writer,' he says, 'but it's difficult and boring to stay at home all day. I come here in the afternoons and I use a desk upstairs in the meeting room. Sometimes I help in the shop. There are always interesting people here.'

Exam Insight 2

Use of English

Exam strategy

- Read through the whole text.
- Look at the words before and after each gap.
- Read the complete sentences aloud. Do they make sense?

5 EXAM TASK Read the text and choose the correct answers to complete gaps 1–9. Write the correct letter (a–d) in the gaps.

We grow our own food

We live in a small house in the country. It's got a big garden and we grow [1]___ of food in it. We grow potatoes, beans, onions, peas and tomatoes. We haven't got [2]___ carrots in our garden because no one in our family likes carrots! We've got [3]___ apple trees at the bottom of the garden, but they don't produce [4]___ fruit at the moment because they're very young. We also keep some animals; we've got [5]___ pigs and a goat called Tilly. I love the pigs, but I don't like Tilly. She's always trying to eat the plants!

It's early April now and [6]___ rains quite often at this time of year. I don't like getting wet, but I know it's really good for the plants. Today, though, it isn't raining. It's a warm, [7]___ day and my dad and I are in the garden. My dad [8]___ a hole for some new potatoes. It's hard work and he's very tired and hot. I'm chasing Tilly, but she's running [9]___ from me!

1	**a** much	**b** a lot	**c** many	**d** some
2	**a** a	**b** much	**c** some	**d** any
3	**a** some	**b** any	**c** a little	**d** much
4	**a** many	**b** much	**c** some	**d** a few
5	**a** a few	**b** much	**c** a little	**d** any
6	**a** are	**b** there	**c** do	**d** it
7	**a** sunny	**b** sun	**c** suns	**d** shines
8	**a** digs	**b** dig	**c** is digging	**d** are digging
9	**a** in	**b** for	**c** away	**d** out

Speaking

Exam strategy

- Look at the photo carefully and think about the vocabulary you need to describe it.
- Use connecting words like *so*, *but* and *because* to organize your ideas.

6 Look at the photo below and think about how to describe it. Make notes about:

- the people (what they are doing and feeling).
- the animals.
- the scenery.
- the weather.



7 EXAM TASK Read the task below. You have 30 seconds to prepare, and 60 seconds to give your talk.

Look at the photo. Describe what you see and give your opinion about the activity in the photo.

Writing

Exam strategy

- Read the task carefully and think about the type of text. Is it formal or informal?
- Write a plan. Make a list of five or six key words to include in each paragraph.
- Remember to check your grammar, spelling and punctuation.

8 Look at the sentences (1–6) below. Are they formal (F) or informal (I)?

1 Dear Mrs Smith ☐
2 Best wishes ☐
3 Hi John ☐
4 Yours sincerely ☐
5 Write soon! ☐
6 I look forward to hearing from you. ☐

9 EXAM TASK Write an email to a foreign friend. Describe a traditional meal from your country. Write 80–100 words. Answer these questions in your email:

- When do people usually eat this food?
- Do people usually eat it at home or at a restaurant?
- Is the food healthy or unhealthy?
- Do you like it?

Exam Insight 3

Listening

Exam strategy

- Read the sentences before you listen and underline the key words.
- Sometimes the words in the recording are different from the words in the sentences. Listen for synonyms and antonyms.

1 Find synonyms and antonyms for words 1–5 below.

a few ■ a lot of ■ bad ■ difficult ■ easy
expensive ■ great ■ half price ■ like ■ not into

	antonym	synonym
1 enjoy	_____	_____
2 many	_____	_____
3 hard	_____	_____
4 good	_____	_____
5 cheap	_____	_____

2 EXAM TASK EI.03 Listen to the conversation. Are the sentences true (T) or false (F)?

	T	F
1 Jackie has to get a birthday present for her brother.		
2 Jackie's brother is 16.		
3 Jackie's brother enjoys reading about basketball.		
4 Jackie's brother hasn't got many DVDs.		
5 Adam thinks that it's hard to choose a present.		
6 Jackie wants to spend more than £20.		
7 Jackie thinks that a hat is a good idea.		
8 The clothes in Albatross are usually very cheap.		

Reading

Exam strategy

- Read the task carefully. You don't need to understand every word in the text.
- Look for the main idea in each paragraph. Then look for the heading which matches this idea.

3 Read the article quickly and choose the best option.
The article is about:

a where you can buy a good birthday present in Brighton.
b some different places to eat in Brighton.
c one small part of Brighton with a lot of interesting places.

North Laine

Are you looking for the perfect present for an unusual friend? Do you want to find a pair of vegetarian shoes? Perhaps you need to buy an electric guitar or a bunch of flowers. Or maybe you want to meet your friends for a Chinese meal and then go to the cinema or watch a comedy show? You can do all of these things in North Laine – a small but lively area in the centre of Brighton. Here's our guide to the five most interesting places in North Laine.

A Snooper's Paradise

It's not one shop, it's a group of 90 small shops all together in one large building. You can buy second-hand clothes, antique furniture, old magazines and unusual jewellery here – as well as a lot of other things.

B Komedia

This is a fantastic arts venue with comedy shows every weekend and special performances for children. You can also listen to live music here. It's got a small café with an excellent kitchen, so you can eat good food and watch a great show at the same time.

C Canteen

There are more than 30 cafés and restaurants in North Laine, but Canteen is our favourite. It serves fresh pies with potatoes and peas. All the ingredients are local and the food is delicious!

D Pen to Paper

You can buy cheap pencils for 50p here or you can spend £300 on a Mont Blanc pen. This shop has got diaries, journals, notebooks, pens and pencils. You can also find unusual birthday cards here.

E The Animal House

There are a lot of different things in this shop – cards, toys, games, clothes – but everything has an animal theme here. You can find a toy monkey for your baby brother, a zebra-patterned bag for you and a lovely mug with a picture of a cat on it for your grandmother!

4 EXAM TASK Read the text again. Match the information in sentences (1–6) to paragraphs (A–E). There is one sentence that you do not need.

1 This place sells writing supplies. ☐
2 This place provides entertainment. ☐
3 This place has things for people of different ages. ☐
4 This place is a café and also a shop. ☐
5 There is more than one shop here. ☐
6 The food here is from the area around Brighton. ☐

Exam Insight 3

Use of English

Exam strategy

- Read the text quickly to get the general idea.
- Then look at each gap and think about what kind of word you need: adjective, adverb, verb or noun.
- You can use prefixes, for example, *un-* or *im-* to make the word negative.
- You can use suffixes, for example, *-ly* to form adverbs or *-ment*, *-er* or *-or* to form nouns.
- Sometimes you need to make a comparative or superlative form of the adjective.

5 EXAM TASK Read the text. Complete the gaps in the text (1–10) with the correct form of the words in brackets.

The perfect job

Everyone in our village knows my brother Jed because he's always doing sport and he wears very [1]_____ (usual) clothes with bright colours and strange patterns. Jed is twenty-five years old and he has got a really [2]_____ (interest) job. He works as a clothes [3]_____ (design) for a sports company. It's the perfect job for him because he was really good at art and design at school, and he loves playing sport. He is the [4]_____ (good) football player in our town and he's also an excellent horse [5]_____ (ride). But his favourite sport is triathlon: running, cycling and swimming. Even when it's very cold, wet and [6]_____ (wind), Jed spends three hours every day training. He often cycles twenty kilometres to work and then the same distance home in the evening! We live in a village at the top of a hill and his office is in the town at the bottom of the hill, so he travels very [7]_____ (quick) in the morning, but his journey home in the evening is much [8]_____ (slow)! 'Cycling is [9]_____ (fast) than walking and [10]_____ (exciting) than driving,' he says. 'It's the best way to travel!'



Speaking

Exam strategy

- Read the task carefully.
- For a role-play, remember to use the appropriate language for your role.
- Remember to listen to your partner and respond to their questions or suggestions.

6 Look at the sentences below. Decide if they are from a patient (P) or a doctor (D).

1 Are you worried about anything? ☐
2 You should take these pills. ☐
3 I've got a bad headache. ☐
4 What's the problem? ☐
5 Can you give me some advice? ☐
6 I feel dizzy. ☐

7 EXAM TASK Role-play the situation below at a doctor's surgery.

Student A: You don't feel well. Talk to a doctor about your problems.

- Describe the problem.
- Ask for some advice.
- Listen to the doctor's suggestions.
- Thank the doctor.

Student B: You are a doctor. Give advice to a patient.

- Listen to the patient's problem.
- Ask questions about the problem.
- Give some advice.
- Say goodbye to the patient.

Writing

Exam strategy

- Think about the person you are writing to.
- Make sure you include at least one idea for each point.
- Remember to use linking words of addition: *too* and *also* when you add an extra idea.
- Remember to check your grammar, spelling and punctuation.

8 Look at the task below and make notes. Think of one piece of advice for each point.

9 EXAM TASK Your friend is worried about an interview for a job in a local shop. Write an email giving your friend advice. Write 80–100 words. Include information about:

- how to prepare for the interview.
- what kind of clothes to wear.
- what questions she should ask.
- what things she should/shouldn't do.

Exam Insight 4

Listening

Exam strategy

- Read each statement or question before you listen.
- Think about the key words you might hear in each recording.
- It's more important to understand the main idea of each recording than to understand every word.

1 Match the words to make collocations. Then predict which collocations will match questions a–f below.

1 revise	a a word of a language
2 I'm so	b an adventure
3 it's a great	c really hard for something
4 it's	d excited
5 set	e opportunity
6 can't speak	f up a sports club

2 EXAM TASK EI.04 Listen to five young people talking about their plans for the future. Match question (A–F) to speakers (1–5). There is one question you do not need.

Which speaker is going to:	1	2	3	4	5
A start a new job?					
B learn a new language?					
C move to a new country?					
D teach?					
E buy a new car?					
F take an exam?					

Reading

Exam strategy

- Read the text quickly to understand the general meaning.
- Read the sentence before and after each gap.
- After you complete the task, read the text again and check that it makes sense.

3 Read the text about Steve Jobs quickly. Put these events into the correct order.

___ **A** He set up NeXt.
___ **B** He returned to Apple.
___ **C** He met Steve Wozniak.
___ **D** He and Wozniak started a company in his garage.
___ **E** He went to Reed College.

4 EXAM TASK Read the text again. Match sentences A–G to the gaps 1–6. There is one sentence that you do not need.

Steve Jobs

Steve Jobs was born in 1955 in San Francisco, California. [1]___ This part of Northern California is famous because there are a lot of technology companies there.

Steve's father, Paul, was a mechanic and he encouraged his son's early interest in electronics and technology. [2]___. In 1971, Jobs met Steve Wozniak. Wozniak was 21: five years older than Jobs. They were both interested in electronics and computers and they immediately became friends.

Jobs was very clever but he didn't enjoy school. He joined Reed College in 1972, but he didn't finish the course. [3]___ He worked as a video game designer at Atari electronics. For the next two years, between 1974 and 1976, Jobs worked for Atari and at the same time, he joined a computer club with Steve Wozniak. The members of the club talked about their ideas together and built their own computers.

In 1976, Wozniak and Jobs decided to set up their own computer company. They chose the name Apple and their first office was Jobs' garage. [4]___ This was a new idea, and it became popular very quickly. By 1980, Apple Computers was worth more than $200 million.

But Jobs wasn't always popular with other people in the company. [5]___ In 1985 he left Apple and formed a different computer company, NeXt. He also became the chairman of Pixar Animation Studios. Pixar made several very successful films, including *Toy Story* and *Finding Nemo*.

In 1996, Apple bought NeXt and Jobs returned to Apple. Between 1996 and 2010, Jobs and Apple launched several very successful products, including: the iMac™, the iPod™, the iPhone™ and the iPad™. [6]___ He fought the illness for many years, but finally died in 2011.

Jobs was a very important influence in the world of computing. His sense of design and his interest in new and exciting ideas helped to make computers popular with a whole generation.

A But Jobs became very ill with cancer in 2003.
B He got married to Laurene Powell in 1991.
C Five years later, in 1960, his family moved to 'Silicon Valley'.
D They wanted to make computers for people at home – personal computers.
E He taught Steve how to build radios and televisions from basic materials.
F He had a lot of arguments and got angry very quickly.
G In 1974, when he was 19 years old, he left college and started his first job.

Exam Insight 4

Use of English

Exam strategy

- Read the whole text quickly.
- Think about tense – is the gapped sentence in the past, present or future?
- Think about the subject of the verb – is it singular or plural?
- Remember that some verbs take the *-ing* form: *She hates watching TV.*

5 EXAM TASK Read the text about planning a journey. Complete the text with the correct form of the verbs in brackets.

An amazing journey

Last year, my family [1]_____ (make) a big decision. We decided to leave our house and our comfortable lives and to spend one year travelling around the world. My parents didn't want [2]_____ (travel) by plane because they don't enjoy [3]_____ (fly). So they bought a big bus and put a small kitchen and some beds in it. Then we all sat down together and started to plan our journey. There was one big problem, though – my mother couldn't drive! So she [4]_____ (take) some lessons with a driving school. There's a big car park near our house, and my mum practised driving the bus round and round the car park every evening. She [5]_____ (pass) her test last month and she's already a really confident driver.

It's Saturday today and I usually [6]_____ (go) out with my friends at the weekend, but today, I [7]_____ (pack) my suitcase, because we [8]_____ (start) our amazing journey tomorrow. My father [9]_____ (drive) the bus to Dover and then we [10]_____ (take) the ferry to Calais. I hope the weather [11]_____ (be) good for the boat journey!



Speaking

Exam strategy

- Look at both photos carefully before you start.
- Remember to answer all the questions.
- When you state your opinion, remember to give reasons.

6 Match these statements to the photos. One statement matches both photos.

1 They are dancing and laughing.
2 It's probably summer because the sun is shining.
3 I think it's inside.
4 Everyone is very happy.
5 I can see some food on the table.

7 EXAM TASK These photos show people at different types of parties. Talk about the photos. Answer the following questions:

- What are the people doing?
- How are the parties similar?
- How are they different?
- Which type of party would you enjoy more? Why?



Writing

Exam strategy

- When describing events, remember to use sequencers: *at first*, *soon*, *later*, etc.
- Try to use different adjectives to make your email more interesting.
- Remember to check your grammar, spelling and punctuation.

8 EXAM TASK Write an email to a friend. Tell them about a very bad day you had. Write 80–100 words. Include information about:

- where you were.
- who you were with.
- what happened.
- why it was a bad day.

Exam Insight 5

Listening

Exam strategy

- Read the gapped sentences and predict the main topic of the listening.
- Think about the information you need for each gap: a number, a date, a place, a name, a noun, etc.
- Read the sentences after completing them. Do they make sense?

1 Match the sentences in exercise 2 to the gaps in 1–4.

1 a type of person / people _____ and _____
2 a place _____, _____ and _____
3 an amount of money _____
4 a possession _____

2 EXAM TASK EI.05 Listen to Tara talking about her bike ride from Ireland to Croatia. Complete the sentences with information from the listening. Write only one word or number in each gap.

1 Tara spent time in _____ when she was a child.
2 She stayed with different _____ during her journey.
3 She didn't always cycle 100 km per day because she had to cross some _____.
4 She rode her bike in seven different _____.
5 Someone stole her _____ in France.
6 Some _____ helped her when she was lost in Switzerland.
7 She donated more than £ _____ to Guy's Hospital in London.

Reading

Exam strategy

- Read the text quickly. Then read the questions.
- Read the text again carefully and underline any information that matches the questions.
- Look for key words in the text. Remember: they are usually different from those in the questions.

3 EXAM TASK Read the text. For each question, write AW (Angkor Wat), MP (Machu Picchu) or VK (Valley of the Kings).

1 Which place is important to more than one religion? _____
2 Which place is the oldest historical site? _____
3 Which place was abandoned in the 16th century? _____
4 Which place includes temples surrounded by trees and plants? _____
5 Which place includes temples and houses? _____

AROUND THE WORLD: THREE CONTINENTS – THREE ANCIENT WORLDS

1 ASIA

Angkor Wat, in Cambodia, is the largest religious monument in the world. It's a group of 12th century temples, originally dedicated to the Hindu God Vishnu. In the 14th century it became a Buddhist site and today it is a major religious monument for both Hindus and Buddhists. The temples are still in good condition, but the jungle has grown around them so that between and inside the temples there are trees and plants. The whole monument covers more than 400 square kilometres – that's an area bigger than Paris! About 500,000 tourists visit Angkor Wat every year.

2 SOUTH AMERICA

In the 15th century, high up in the Andes mountains in Peru, the Incas built a stone city, Machu Picchu, with palaces, temples and about 150 houses.
The construction of this city was an amazing achievement. The Incas cut huge steps into the side of the mountain and then carried the stone up the mountain to build the city. When Spain conquered the Inca people in 1533, they destroyed many Inca cities, but they never discovered Machu Picchu at the top of the mountain. Between 1570–1580, all the Incas left Machu Picchu. Perhaps they became ill, but no one really knows why.

3 AFRICA

More than 3,500 years ago, the Ancient Egyptians began to build amazing tombs – places for their dead kings. They built them in a valley by the Nile River, and we now call this the 'Valley of the Kings'. The most famous tomb in the Valley of the Kings is probably the tomb of Tutankhamun. Howard Carter discovered it in 1922. Inside the tomb there were beautiful objects, gold jewellery and decorations on all the walls. There was also the body of the Pharaoh (Egyptian King) Tutankhamun. Cairo Museum is now the home of many of these objects and sometimes there are special exhibitions in other major museums, including London and New York, but Tutankhamun still rests in his tomb in the Valley of the Kings.

Exam Insight 5

Use of English

Exam strategy

- Read the text quickly to understand the general idea.
- Look at the words before and after the gap.
- Think about the kind of word you need: a preposition, a pronoun, an auxiliary verb, etc.
- Read through the completed text to check that it makes sense.

4 EXAM TASK **Read the text about Kira Salak. Complete gaps 1–8 with the missing words. Use one word in each gap.**

PROFILE OF AN ADVENTURER: KIRA SALAK

Kira Salak is a novelist, a travel writer and an adventurer. She [1]_____ visited some of the world's [2]_____ dangerous places, including Madagascar, Borneo, Rwanda, and the Democratic Republic of Congo. *Book Magazine* described her as '[3]_____ craziest woman adventurer of our day.' And the *New York Times* said, 'She's a real life Lara Croft.'

Kira was born [4]_____ Chicago, USA, in 1971. She loved sport [5]_____ school, and when she was a teenager she wanted to train as an Olympic athlete. But she was also very interested in writing and finally she decided to give [6]_____ her Olympic training and to focus on travel writing.

When Kira was 24 [7]_____ old, she became the first woman to travel across Papua New Guinea, and later she wrote a book about her experience. In 2005 she cycled over 1,200 kilometres across Alaska to the Arctic Ocean and in 2006 she travelled 966 kilometres by kayak down the Niger River to Timbuktu.

She's also written a novel, won several journalism awards, and when she isn't travelling, she enjoys taekwondo, camping and mountain climbing.

What are her plans for the future? 'I want [8]_____ ride a horse across Mongolia,' she says.

Speaking

Exam strategy

- Use a variety of adjectives and adverbs to make your description more interesting.
- Make sure you include information about each point.
- You can always include extra information about the topic.

5 Write at least three more holiday words for each heading.

HOLIDAYS

Activities sightseeing, _____, _____, _____

Places beach, _____, _____, _____

People friends, _____, _____, _____

Adjectives exciting, _____, _____, _____

6 EXAM TASK **Talk about your favourite holiday experience. Include answers to the questions below.**

- Where did you go?
- What did you do there?
- Who did you go with?
- Why did you enjoy it?

Writing

Exam strategy

- Read the task carefully and make notes for each point.
- Include your personal opinion as well as facts and information.
- Remember to check your grammar, spelling and punctuation.

7 EXAM TASK **Write a review of a good place for tourists to visit in your country. Write 100–120 words. Include:**

- why you like it.
- what people can do or see there.
- the best time of the year to visit and why.
- the best way to travel there.

GS Global skills — Studying effectively

1 Read the article and answer the questions with ideas from the article.

1 How can you have conversations in English with people around the world?
2 How can you use art to help your English?
3 How can you study English when you're on the bus?
4 How can you use music to help your English?

englishblog POSTS ABOUT FOLLOW ARCHIVE

Strategies for language learning: What do you do?

Five students tell us about the strategies they use to learn English.

I chat with people from different countries when I play games online. It's fun! *Mehmet, Turkey*

I've got a lot of coloured pens, so when I learn a lot of new words, I make colourful mind maps. Sometimes I draw pictures to help me remember new words, too. *Shing, China*

I don't have a lot of free time, so I study English for ten minutes when I get up in the morning, and ten minutes before I go to bed. *Cristina, Spain*

I have a flashcard app on my phone. I use it when I'm on the bus. *Luigi, Italy*

I say to myself, 'I want to learn 20 new words,' or 'I want to read a newspaper in English.' *Fernanda, Brazil*

I listen to a lot of English and American songs. My favourite place for listening to music is in bed! *Yumi, Japan*

Like | Share | Comment

2 Tick (✔) five good ideas for studying effectively.

Learning to learn

A Eat regular meals. ☐
B Get up early and go to bed late. ☐
C Try out different learning strategies. ☐
D Have breakfast before seven o'clock. ☐
E Study with friends. ☐
F Look after your health. ☐
G Write essays with long paragraphs. ☐
H Do exercise. ☐

3 Complete the collocations with the words below.

a mind map ■ a question ■ a test ■ an essay ■ some research

1 A Why is your hand up?
B Because I want to ask _____ .
2 A Why do you need to use the internet?
B I want to do _____ for a school project.
3 A I've got some coloured pens and a big sheet of paper.
B Good. We can make _____ to plan our work.
4 A Do you want to watch the rugby?
B Yes, but I can't. I need to write _____ .
5 A Why have you got those books?
B I need to revise for _____ . I want to get 100%!

4 Complete the poster with the words below.

cereal ■ goals ■ healthy ■ organize ■ playground ■ relax ■ spend ■ study apps

Study strategies

Plans

- Set clear [1]_____ , for example, 'Learn five new words every day.'
- Don't study all day. [2]_____ your time well. For example, study for an hour and then [3]_____ for an hour.
- [4]_____ time with friends and family.

Food

- Eat a good breakfast, for example, [5]_____ with milk and fruit.
- Take a [6]_____ packed lunch to school.

Fresh air and exercise

- Don't stay in the classroom at breaktime. Talk to friends or play football in the [7]_____ .

Technology

- Use [8]_____ on your phone to plan your time and revise.

5 TASK Think about what you want or need to change in your life to study more effectively. Use the words below. Write a list of your ideas.

apps ■ exercise ■ food ■ goals ■ time

To study more effectively, I need to ...
I'd also like to ...

Assess your progress

	Mark (1–3)
1 Give five strategies that can help you study effectively.	
I can understand strategies for studying and learning.	
2 Give four ideas for a healthy life that will help you be a better learner.	
I can think about ways to become a better learner. I can create a poster about being a good language learner.	

How can I improve?

GS Global skills Working in a team



1 Read the problem and answer. Are the statements true (T) or false (F)? Correct the false ones.

1 Syed often has good ideas for the project.
2 He doesn't want to tell his team about his ideas.
3 He doesn't like the project.
4 Gina thinks it's a problem to have different styles.
5 She thinks the team leader could ask Syed to speak first at every meeting.

Too quiet for the team?

Dear Gina,
I'm in a team at school for a science competition. The problem is that I like to think first and then speak, but everyone else talks so much and so quickly that I don't have a chance to give my opinions. I have a lot of good ideas and I want people to know about them, but I'm a quiet person and it's difficult for me to share them. It's a great project, but maybe I'm just not right for the team. Should I leave?
Syed

Dear Syed,
Don't leave if you're enjoying the project. You're a quiet person, but that's OK. It's normal to have different styles within a team. In fact, it's a good thing! It sounds like you've got lots to bring to your group, so take time before each meeting to think about how you can talk about your ideas clearly. Make notes if necessary. It's really important that all teammates have time to talk in a meeting, so speak to your team leader about how you're feeling. Perhaps they could ask each team member to give their opinion in turn. Good luck!
Gina

2 Complete the tips with the words below.

■ clear ■ points ■ positive ■ ~~reasons~~ ■ respect ■ suggestions

Communicating effectively in a team

1 Give *reasons* for your opinion.
2 Be _____ . Explain important _____ so that everyone understands.
3 Check that everyone is happy with your _____ .
4 Be kind. Say _____ things about other people's ideas.
5 Show that you _____ your teammates.

3 GS.01 Complete the conversation with the missing words. Then listen and check your answers.

Jen So, we need to plan a park for the centre of town. That's a big project!
Myra Yes, it is. [1]_____ we need to decide what kind of park we want to have. [2]_____ we need to draw it and write some descriptions.
Tom OK. Well, we want a lot of trees and flowers in the park, right? What do you think? Do you [3]_____ ?
Jen Well, yes, trees and flowers are nice, but I [4]_____ we need a large play area for children, too, [5]_____ the park is next to a primary school.
Tom Oh yes, I see. That's a good [6]_____ .
Myra There are a lot of flats and houses near the park, too. Why don't we have a path around the park so that people can go jogging? Maybe we could have an outdoor gym area, too, where they can exercise.
Jen That's a [7]_____ idea! So, who's good at drawing?

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

■ include ■ make ■ share ■ solve

1 It's important to _____ everyone in the team.
2 How are we going to _____ the problem?
3 I'd like to _____ my idea with the group.
4 I can _____ some positive comments about the plan.

5 TASK Imagine that three people are designing a small hotel in a city. Write their conversation. Use the ideas below or your own ideas.

■ bedrooms ■ café ■ garden ■ restaurant

Assess your progress

	Mark (1–3)
1 Give four positive responses you can make to team members' suggestions.	
I can understand the skills I need to work well in a team.	
2 Name two things you do well in a team and two things you should improve.	
I can think about my strengths and weaknesses as a team member.	
3 Think of a way to improve something in your classroom. Discuss your ideas in a team and make a plan.	
I can take part in a teamwork task.	

How can I improve?

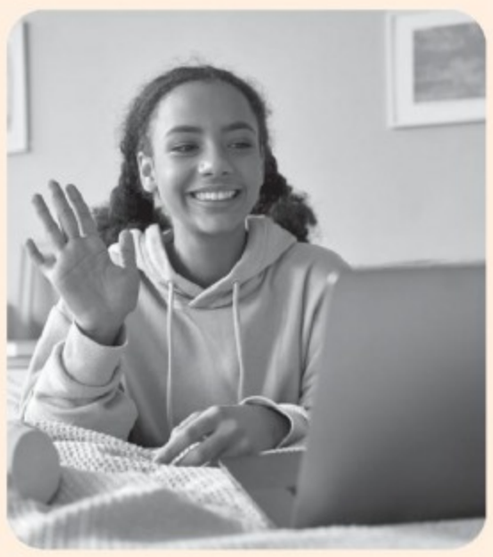
GS Global skills Using technology wisely

1 Read the article and complete each sentence with one word from the article.

1 When we do _____ things for people, we also help ourselves.
2 Why not send a kind picture, word, _____ , email or message to a friend?
3 You could share some _____ stories about different topics on social media.
4 Use a video call to connect with a friend or _____ .
5 Help others by setting up a _____ to raise money.
6 At Freerice.com, you can help hungry people and learn new English _____ .

Using technology to be kind

Research shows that when we do kind things for other people, we feel good, too. So, why not challenge yourself to do five kind things with technology this week? Here are a few ideas …



- Send a kind picture, word or video to a friend on social media every day for a week.
- Send an email or message to a friend that says 'Thank you for being my friend. I like you because (you're kind / you're funny / you listen to me, etc.)'.
- Share some good news on social media. Look for inspiring stories about health, art, education, science and technology.
- Make time for a video call with a friend or relative who lives far away from you.
- Set up a web page to raise money for people who need help.
- Answer English vocabulary questions on Freerice.com. This online game donates 20 grains of rice to the World Food Programme (WFP) every time you choose the correct answer, so you can help others and improve your vocabulary at the same time!

Share your activities on social media. Others might take up the challenge, too!

2 Complete the sentences with the words below.

links ■ password ■ photos ■ privacy settings ■ security updates

1 Check your _____ and make sure people you don't know can't see your photos and videos.
2 Remember to include numbers and symbols when you choose a new _____ .
3 It's important to use antivirus software and install _____ regularly.
4 Think carefully before you post _____ of your friends on social media.
5 Don't click on the _____ in emails if you don't know the sender.

3 Complete the sentences with the words below. Use the definitions in brackets as clues.

devices ■ malware ■ online accounts ■ phishing ■ virus

1 What _____ (for example, a phone, tablet or laptop) do you use and how many _____ (for example, email or Instagram) do you have?
2 What should you do if you get a _____ (a small computer program that goes from computer to computer and causes problems) on your phone?
3 How do you keep yourself safe from _____ (fake emails or text messages from people who want to steal your personal information) and _____ (software, program or code that causes problems to computers and computer networks)?

4 TASK Think about how you could improve the way you use technology. Consider the questions below. Write about your ideas.

- How can I use technology more wisely?
- How can I use technology to be kind?
- What offline activities do I want to do more?

I know that there are ways that I can use technology better.
For example, I could be more careful about how I …

Assess your progress

	Mark (1–3)
1 Give five tips for staying safe online.	
I can understand advice for staying safe online.	
2 Name three ways in which technology can help people, and three more that can cause problems.	
I can discuss the positive and negative effects of technology.	
3 What questions should we ask ourselves about our online activities?	
I can research and give a presentation on digital safety and well-being.	

How can I improve?

GS Global skills — Speaking confidently in public

1 Read the article and match sentences A–F to gaps 1–5. There is one sentence that you do not need.

A It should be horizontal, not upright.
B People want to hear you, not your washing machine.
C Don't answer questions with 'So,' or 'Erm …'.
D Avoid wearing all black or white.
E Choose a good place to make your recording.
F Try to look at the camera all the time.

How to make a video presentation

Here are some useful tips for recording presentations on video.

Location

[1]___ It should be somewhere quiet. [2]___ There should be plenty of light, too, but don't have windows behind you.

Your clothes

Wear smart clothes, and make sure their colours are different to your background. [3]___ Don't wear brand logos.

Positioning your phone

Don't hold your phone while you film. Put it on a flat surface, or use a tripod. [4]___ The camera should be at the same level as your eyes.

You

Sit or stand up straight, and don't make too many hand gestures. [5]___ Finally, remember to relax and smile!

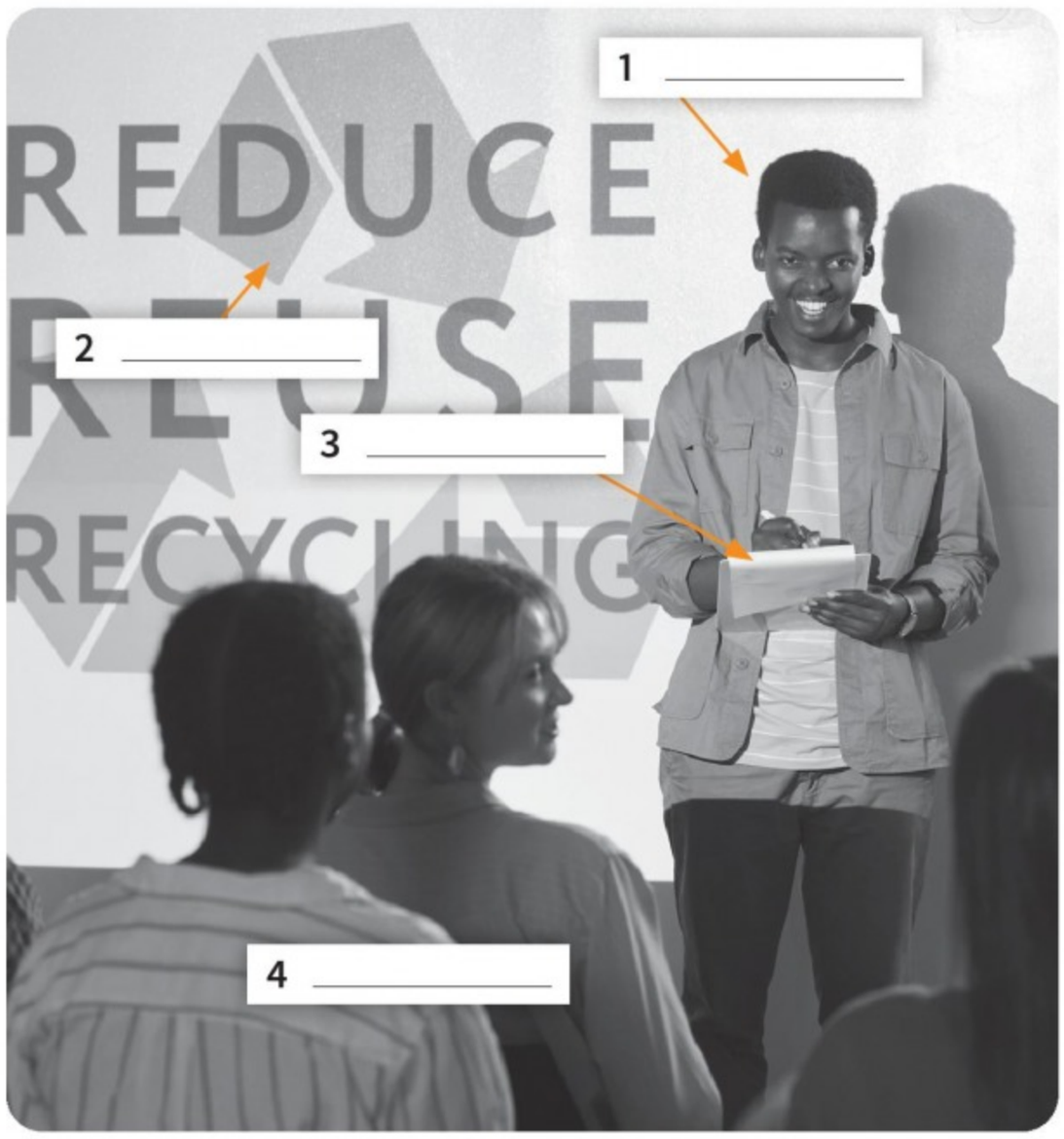
2 Complete the collocations with the words below.

■ breathe ■ fold ■ make ■ smile ■ stand up ■ use

1 Try to _____ eye contact with everyone.
2 _____ straight with your shoulders back.
3 _____ at the audience. You want to show them that you are happy and relaxed.
4 Don't _____ your arms. This body language can seem unfriendly.
5 _____ slowly and deeply. Try counting 1, 2, 3 in and 1, 2, 3 out before you start speaking.
6 _____ hand gestures, but don't move a lot.

3 Label the people and things in the picture with the words below.

■ audience ■ notes ■ public speaker ■ slide



4 Complete the sentences with the words below.

■ focus on ■ memorize ■ pause

1 You don't need to _____ your presentation. Use notes.
2 Remember to _____ from time to time to give your audience time to think.
3 _____ the ideas you're talking about, not how you feel.

5 TASK Prepare a two-minute presentation about one of the topics below. Video yourself, or do your presentation in front of the mirror. Remember to follow the advice on the page.

■ your clothes preferences ■ your family ■ your hobbies

Hi, my name's Lola, and my presentation is about …

Assess your progress

	Mark (1–3)
1 Give six tips for confident body language when speaking in public.	
I can understand tips for public speaking.	
2 Give four ways to prepare for a presentation to make you feel more confident.	
I can discuss strategies for looking and feeling confident in presentations. I can prepare and give a short presentation.	

How can I improve?

GS Global skills — Making a good impression at work

1 Are the statements true (T) or false (F)? Read the text and check your answers.

1 Asking questions can help a relationship.
2 *Yes/no* questions are good for starting conversations.
3 People can't always answer questions quickly.
4 You should always answer people's questions.
5 It's OK if people don't want to answer your questions.

When did you last ask a really good question?

Asking questions shows people that you're interested in them, and the right kind of questions can improve relationships hugely. So, what kind of questions should you ask?

Closed yes/no questions, such as 'Do you walk to work?' are useful for finding out facts and checking information, but they don't naturally lead to conversation. To get people talking, it's better to ask open questions with 'Who / What / Why / Where / How', like 'How do you get to work?' These can also be useful follow-up questions after a closed question.

When you don't know someone well, a good tip is to start with general, impersonal questions (open or closed) such as 'How many people work here?' and then move to more specific, personal ones like 'What did you do before you worked here?'

Allow people time to answer your questions, and listen carefully to their answers. Finally, remember that nobody has to answer questions. If someone asks you a question you don't want to answer, say, 'I'd rather not say.' And if someone says that to you, respect their response and don't push for an answer.

2 Answer the questions about preparing for your first day at work.

1 How can you research the organization you're going to work for?
2 How can you get your clothes ready?
3 What should you take to work with you?
4 How can you show your employer you're interested?

3 Complete the sentences with the adjectives below.

curious ■ enthusiastic ■ organized ■ polite ■ proactive ■ punctual ■ sociable

1 Olivia likes chatting with people. She's very _____ .
2 Louise is never late. She's very _____ .
3 Victor doesn't wait for people to tell him what to do. He's very _____ .
4 Natalia knows what she needs to do, when she needs to do it and how she wants to do it. She's very _____ .
5 Aiden has good manners. He's very _____ .
6 Sienna gets excited about new projects and she has a lot of energy for them. She's very _____ .
7 Brody is interested in things. He's very _____ .

4 Label the pictures with the words below.

canteen ■ CV ■ office ■ printer






1 _____ 2 _____ 3 _____ 4 _____

5 Complete the sentences with the correct form of the words below.

client ■ colleague ■ manager ■ web designer

Hi Clem! Work experience is going well. My [1]_____ are all really friendly. I sit between a man called Ben and a woman called Iris. Iris is a [2]_____ and creates some amazing web pages. Our [3]_____ is called Marcia. She gives me different jobs to do. Today, I'm going to a meeting with her and a new [4]_____ . It will be really interesting! Owen

6 TASK Imagine you are starting a new job next Monday with a travel company in the centre of your town or city. Write about what you are going to do. Use the verbs below and your own ideas.

arrive ■ ask ■ find out ■ prepare ■ wear

Before my first day, I'm going to ...

Assess your progress

	Mark (1–3)
1 Give seven adjectives to describe a good attitude on a first day of work.	
I can read and understand a description of someone's first day of work experience.	
2 Give six tips about what a new employee should do during their first day.	
I can discuss ways to make a good impression at work. I can present advice on making a good impression.	

How can I improve?

Wordlist

This list contains the key words from the units in the Student Book.

Welcome

aunt (n) /ɑːnt/ the sister of your mother or father, or the wife of your uncle: *My aunt is a lovely lady.*

autumn (n) /ˈɔːtəm/ the part of the year between summer and winter: *In autumn, the leaves fall from the trees.*

(read a) book (n) /bʊk/ a thing that you read or write in, that has a lot of pieces of paper joined together inside a cover: *I'm reading a new book.*

bored (with sth) (adj) /bɔːd/ not interested; unhappy because you have nothing interesting to do: *I'm bored with this book.*

brother (n) /ˈbrʌðə(r)/ a man or boy who has the same parents as you: *My brother is called Brian.*

cousin (n) /ˈkʌzn/ the child of your aunt or uncle: *Paul and I are cousins.*

dad (n) /dæd/ an informal word for father: *This is my dad.*

daughter (n) /ˈdɔːtə(r)/ a girl or woman who is sb's child: *They have two daughters and a son.*

granddaughter (n) /ˈgrændɔːtə(r)/ the daughter of your son or daughter: *Mr and Mrs May are excited about the birth of their first granddaughter.*

grandfather (n) /ˈgrænfɑːðə(r)/ the father of your mother or father: *My grandfather has died.*

grandmother (n) /ˈgrænmʌðə(r)/ the mother of your mother or father: *I always go to my grandmother's house after school.*

grandparent (n) /ˈgrænpeərənt/ the mother or father of your mother or father: *This is a picture of two of my grandparents.*

grandson (n) /ˈgrænsʌn/ the son of your son or daughter: *Their grandson is a doctor.*

husband (n) /ˈhʌzbənd/ the man that a woman is married to: *Her husband is Chinese.*

mum (n) /mʌm/ an informal word for mother: *This is my mum.*

nephew (n) /ˈnefjuː/ the son of your brother or sister: *This is my youngest nephew, Charlie.*

niece (n) /niːs/ the daughter of your brother or sister: *My niece, Jenny, will be two next month.*

parent (n) /ˈpeərənt/ a mother or father: *Her parents live in Italy.*

sister (n) /ˈsɪstə(r)/ a girl or woman who has the same parents as you: *I've got two older sisters.*

son (n) /sʌn/ a boy or man who is sb's child: *They have a son and two daughters.*

spring (n) /sprɪŋ/ the part of the year after winter, when plants start to grow: *The flowers of this plant bloom in spring.*

summer (n) /ˈsʌmə(r)/ the season that comes between spring and autumn: *I am going to Spain in the summer.*

uncle (n) /ˈʌŋkl/ the brother of your mother or father, or the husband of your aunt: *Uncle Steve works for a big software company in California.*

wife (n) /waɪf/ the woman that a man is married to: *This is my wife, Josephine.*

winter (n) /ˈwɪntə(r)/ the coldest season of the year: *It often snows in winter.*

Unit 1

(check your) answer (n) /ˈɑːnsə(r)/ a reply to a question in a test or an exam: *The answers are at the back of the book.*

art (n) /ɑːt/ the activity of producing things such as paintings, designs, etc.: *I am really good at art.*

ask a question (v) /ɑːsk ə ˈkwestʃən/ *You will have the opportunity to ask questions.*

(by) bike (n) /baɪk/ a bicycle; a vehicle with two wheels. You sit on it and move your legs to make the wheels turn: *I go to school by bike.*

bin (n) /bɪn/ a thing that you put rubbish in: *Put your rubbish in the bin.*

blackboard (n) /ˈblækbɔːd/ a dark board that a teacher writes on with a white substance called chalk: *Look at the blackboard.*

(look at the) board (n) /bɔːd/ a thin flat surface on the wall that a teacher writes on: *All the new vocabulary is on the board.*

(by) bus (n) /bʌs/ a large vehicle that carries a lot of people along the road and stops often, so they can get on and off: *We went to town by bus.*

(by) car (n) /kɑː(r)/ a vehicle with four wheels, usually with enough space for four or five people: *She travels to work by car.*

calculator (n) /ˈkælkjuleɪtə(r)/ a small piece of electronic equipment that you use for finding amounts or numbers using mathematics: *We aren't allowed to use calculators in the test.*

chair (n) /tʃeə(r)/ a piece of furniture for one person to sit on, with four legs, a seat and a back: *The chairs were arranged in a circle.*

citizenship (n) /ˈsɪtɪzənʃɪp/ the study of the responsibilities and rights of the people in a country: *We have citizenship classes twice a week.*

clock (n) /klɒk/ an object that shows you the time: *I set my alarm clock for 6.30 a.m.*

desk (n) /desk/ a type of table that you sit at to write or work: *The students sat quietly at their desks.*

(listen to a) dialogue (n) /ˈdaɪəlɒg/ a conversation between people: *Listen to this short dialogue between a shop assistant and a customer.*

diary (n) /ˈdaɪəri/ a book where you write what you are going to do: *I never forget my diary.*

dictionary (n) /ˈdɪkʃənri/ a book, website or piece of software that explains what words mean: *Look up the words in your dictionary.*

do some research (v) /duː sʌm rɪˈsɜːtʃ/ to study sth carefully and try to discover new facts about it: *I've done some research to find out the cheapest way of travelling to London.*

door (n) /dɔː(r)/ the way into a building or room; a piece of wood, glass or metal that you use to open and close the way in to a building or room: *Can you close the door, please?*

drama (n) /ˈdrɑːmə/ the study of plays and acting: *Mrs Weston teaches drama at our school.*

DT (n) /diː ˈtiː/ design and technology: the study of making drawings that show how sth should be made, how it will work, etc. and the activity of making it: *George made a beautiful table in DT.*

English (n) /ˈɪŋglɪʃ/ the study of the English language: *English is my favourite subject at school.*

(do an) exercise (n) /ˈeksəsaɪz/ a piece of work that you do to learn sth: *Please do exercises 1 and 2.*

exercise book (n) /ˈeksəsaɪz ˌbʊk/ a book that you use at school for writing in: *Please write these sentences in your exercise book.*

folder (n) /ˈfəʊldə(r)/ a cover made of cardboard or plastic for keeping papers in: *The teacher opened the folder and took out three sheets of paper.*

(play) football (n) /ˈfʊtbɔːl/ a game for two teams of 11 players who try to kick a round ball into the other team's goal on a field: *Peter's playing in a football match tomorrow.*

geography (n) /dʒiˈɒgrəfi/ the study of the Earth and everything on it, such as mountains, rivers, land and people: *Have you revised for the geography test?*

get dressed (v) /ˌget ˈdrest/ to put clothes on yourself: *I got dressed and had my breakfast.*

get home (v) /ˌget ˈhəʊm/ to come back to the place where you live: *When did he get home?*

get up (v) /ˌget ˈʌp/ to get out of bed: *What time do you usually get up?*

glue (n) /gluː/ a thick liquid that you use for sticking things together: *Stick the picture to the card with glue.*

go to bed (v) /ˌgəʊ tə ˈbed/ to lie in a bed and go to sleep: *It's time to go to bed.*

have a shower (v) /ˌhæv ə ˈʃaʊə(r)/ to wash yourself by standing under water that falls from above you: *I had a shower after the tennis match.*

have breakfast (v) /ˌhæv ˈbrekfəst/ to eat the first meal of the day: *I never have breakfast.*

have dinner (v) /ˌhæv ˈdɪnə(r)/ to eat the largest meal of the day, usually in the evening: *What time do you usually have dinner?*

have lunch (v) /ˌhæv ˈlʌntʃ/ to eat the meal that you eat in the middle of the day: *What time do you usually have lunch?*

history (n) /ˈhɪstri/ the study of things that happened in the past: *Albert is a history teacher.*

(do) homework (n) /ˈhəʊmwɜːk/ work that a teacher gives to you to do at home: *Have you done your French homework?*

ICT (n) /ˌaɪ siː ˈtiː/ information and communication technology: the study of the use of computers, the internet, video and other technology: *We're learning how to make simple websites in ICT at the moment.*

interactive whiteboard (n) /ˌɪntəræktɪv ˈwaɪtbɔːd/ a piece of classroom equipment using a computer connected to a large screen that you can write on or use to control the computer by touching it with your finger or a pen: *Nearly every classroom has an interactive whiteboard.*

(use the) internet (n) /ˈɪntənet/ the international system of computers that makes it possible for you to see information from all around the world on your computer and to send information to other computers: *The internet is a useful study tool.*

make a mind map (v) /meɪk ə ˈmaɪnd mæp/ to create a diagram that presents information with a central idea in the middle and connected ideas arranged around it: *For each topic, create a mind map.*

map (n) /mæp/ a drawing of a town, a country or the world that shows things like mountains, rivers and roads: *Can you find Glasgow on the map?*

maths (n) /mæθs/ the study of numbers, measurements and shapes: *Maths is great!*

meet (friends) (v) /miːt/ to come together with other people: *I often meet friends at the weekend.*

modern languages (n pl) /ˌmɒdn ˈlæŋgwɪdʒɪz/ the study of languages that are spoken now: *Ms James is Head of Modern Languages at our school.*

music (n) /ˈmjuːzɪk/ the study of the sounds that you make by singing, or by playing instruments: *Our music teacher plays the guitar in a band.*

on foot (phrase) /ˌɒn ˈfʊt/ walking: *We'll go on foot.*

(work in) pairs (n pl) /peəz/ groups of two people together: *I'd like you to work in pairs for this task.*

PE (n) /ˌpiː ˈiː/ physical education: sport and exercise that are done as a subject at school: *We have PE on Tuesdays.*

pen (n) /pen/ an object that you use for writing with a coloured liquid called ink: *Can I borrow your pen, please?*

pencil (n) /ˈpensl/ a thin object that you use for writing or drawing. Pencils are usually made of wood and have a black or coloured point: *Bring a pencil and paper with you.*

pencil case (n) /ˈpensl ˌkeɪs/ a small bag or box that you keep pens, pencils, etc. in: *Do you like my new pencil case?*

pencil sharpener (n) /ˈpensl ˌʃɑːpnə(r)/ a small device that you use for making pencils sharp: *Have you got a pencil sharpener I could borrow?*

(chat on the) phone (n) /fəʊn/ a piece of equipment that you use for talking to sb who is in another place: *I love chatting on the phone.*

(by) plane (n) /pleɪn/ an aeroplane; a vehicle with wings that can fly through the air: *I like travelling by plane.*

poster (n) /ˈpəʊstə(r)/ a big piece of paper on a wall, with a picture or words on it: *We designed a poster on the theme of healthy eating.*

RE (n) /ˌɑːˈriː/ religious education: the study of religion: *We study different systems of belief in RE.*

revise for a test (v) /rɪˈvaɪz fə(r) ə test/ to prepare for an exam by looking again at work that you have done: *I can't come out tonight because I have to revise for a test.*

walk (v) /wɔːk/ to move or go somewhere by putting one foot in front of the other on the ground, but without running: *We walk to school every day.*

rubber (n) /ˈrʌbə(r)/ a small piece of rubber that you use for taking away marks that you have made with a pencil: *Do you have a rubber?*

ruler (n) /ˈruːlə(r)/ a long piece of plastic, metal or wood that you use for drawing straight lines or for measuring things: *Use a ruler to measure the sides of the triangle.*

school bag (n) /ˈskuːl ˌbæg/ a bag that you use for carrying schoolbooks, a pencil case, etc.: *I'm getting a new school bag for my birthday.*

science (n) /ˈsaɪəns/ the study of natural things: *We did an interesting experiment in our science class.*

scissors (n pl) /ˈsɪzəz/ a tool for cutting that has two sharp parts that are joined together: *These scissors aren't very sharp.*

(write a) sentence (n) /ˈsentəns/ a group of words that tells you sth or asks a question: *In this exercise you have to fill in the gaps in the sentences.*

sheet of paper (n) /ʃiːt əv ˈpeɪpə(r)/ a thin flat piece of paper (= thin material for writing or drawing on): *Take out a sheet of paper and write your name at the top.*

start school (v) /ˌstɑːt ˈskuːl/ start being at school: *What time do you start school each day?*

student (n) /ˈstjuːdnt/ a person who is studying at a school, college or university: *Every student takes a test in English at the end of the course.*

teacher (n) /ˈtiːtʃə(r)/ a person whose job is to teach: *Mr Morton is my English teacher.*

(study for a) test (n) /test/ an exam that you do in order to show what you know or what you can do: *We have a vocabulary test every Friday.*

(read a) text (n) /tekst/ a short piece of writing that you study: *Read the text quickly.*

textbook (n) /ˈtekstbʊk/ a book that teaches you about sth: *Open your textbooks at page 151.*

Wordlist

(by) train (n) /treɪn/ a vehicle that is pulled by an engine along a railway line: *I'm going to Bristol by train.*

(learn) vocabulary (n) /vəˈkæbjələri/ the words in a language: *Remember to learn vocabulary.*

watch TV (v) /ˌwɒtʃ tiːˈviː/ to look at progammes and films on the television: *Grandma always watches TV in the evenings.*

window (n) /ˈwɪndəʊ/ an opening in a building with glass in it: *Open the window. It's hot in here.*

(read the) word (n) /wɜːd/ a letter or group of letters that has a meaning: *Read the word carefully.*

write an essay (v) /raɪt ən ˈeseɪ/ to produce a piece of writing as part of a course of study: *I have to write an essay about climate change this weekend.*

Unit 2

acting (n) /ˈæktɪŋ/ performing in plays or films: *Have you ever done any acting?*

aerobics (n) /eəˈrəʊbɪks/ physical exercises that people often do in classes, with music: *I do aerobics twice a week to keep fit.*

archery (n) /ˈɑːtʃəri/ the sport of shooting arrows: *The centre offers archery courses.*

athletics (n) /æθˈletɪks/ sports like running, jumping and throwing: *Sam goes to an athletics club after school on Tuesdays.*

bad (adj) /bæd/ not able to work or do sth well: *He's a bad teacher.*

badminton (n) /ˈbædmɪntən/ a game for two or four players who try to hit a kind of light ball with feathers on it (called a shuttlecock) over a high net, using a racket (= a piece of equipment which you hold in your hand): *Do you want to play badminton?*

basketball (n) /ˈbɑːskɪtbɔːl/ a game for two teams of five players who try to throw a ball into a high net: *Who won the basketball match?*

big (adj) /bɪg/ large in size or amount: *They live in a very big house.*

canoeing (n) /kəˈnuːɪŋ/ the activity of moving through water in a light narrow boat for one or two people, using a flat piece of wood called a paddle: *Canoeing is an exciting watersport.*

cello (n) /ˈtʃeləʊ/ a large wooden musical instrument with strings. You sit down to play it and hold it between your knees: *I play the cello.*

clarinet (n) /ˌklærəˈnet/ a musical instrument made of wood with holes in it. You play it by blowing into it: *I'm learning to play the clarinet.*

(play a) computer game (n) /kəmˈpjuːtə(r) ˌgeɪm/ a game that you play on a computer: *They play computer games every evening.*

cooking (n) /ˈkʊkɪŋ/ making food ready to eat: *Who does the cooking in your family?*

cricket (n) /ˈkrɪkɪt/ a game for two teams of 11 players who try to hit a small hard ball with a piece of wood (called a bat) on a large field: *We watched a cricket match.*

dancing (n) /ˈdɑːnsɪŋ/ moving to music: *We both like dancing.*

different (adj) /ˈdɪfrənt/ many and not the same: *They sell 30 different sorts of ice cream.*

difficult (adj) /ˈdɪfɪkəlt/ not easy to do or understand: *The exam was very difficult.*

drawing (n) /ˈdrɔːɪŋ/ the art of drawing pictures with a pen or a pencil: *Sue is very good at drawing.*

(play the) drums (n pl) /drʌmz/ a musical instrument made of empty containers with plastic stretched across the ends. You play the drums by hitting them with sticks: *She plays the drums in a band.*

easy (adj) /ˈiːzi/ not difficult to do or understand; not causing problems: *The homework was easy.*

enjoy (v) /ɪnˈdʒɔɪ/ to like sth very much: *I enjoy playing football.*

flute (n) /fluːt/ a musical instrument that you hold out to the side and play by blowing: *Suzanne plays the flute in an orchestra.*

good (adj) /gʊd/ able to do sth well: *She's a good driver.*

guitar (n) /gɪˈtɑː(r)/ a musical instrument with strings: *Ben played the guitar and Isabel sang.*

gymnastics (n) /dʒɪmˈnæstɪks/ physical exercises that are done inside a building, often using special equipment such as bars and ropes: *She won a gold medal in gymnastics.*

hockey (n) /ˈhɒki/ a game that is played on a field by two teams of 11 players who try to hit a small hard ball into a goal with a curved wooden stick: *Rosie is a member of the school hockey team.*

interested (in sb / sth) (adj) /ˈɪntrəstɪd/ wanting to know or hear more about sth/sb; enjoying or liking sth/sb: *Are you interested in cats?*

into (sth) /ˈɪntə/ very interested in sth, for example as a hobby: *I'm really into canoeing.*

karate (n) /kəˈrɑːti/ a Japanese sport where people fight with their hands and feet: *Jake is taking part in a karate competition on Saturday.*

keyboards (n pl) /ˈkiːbɔːdz/ a musical instrument like a small electrical piano: *Harry plays keyboards in a band.*

like (v) /laɪk/ to enjoy sth: *I like playing tennis.*

love (v) /lʌv/ to like sth very much: *I love skiing.*

new (adj) /njuː/ different from before: *The teacher usually explains the new words to us.*

noisy (adj) /ˈnɔɪzi/ making a lot of noise; full of noise: *The restaurant was too noisy.*

old (adj) /əʊld/ done or had before now: *My old job was more interesting than this one.*

painting (n) /ˈpeɪntɪŋ/ the act of making pictures using paint (= a coloured liquid that you put on things with a brush): *Painting is harder than drawing.*

piano (n) /piˈænəʊ/ a big musical instrument that you play by pressing black and white bars called keys: *Can you play the piano?*

quick (adj) /kwɪk/ fast; taking or lasting a short time: *Can I ask a quick question?*

quiet (adj) /ˈkwaɪət/ with very little or no noise: *It was very quiet in the library.*

rock climbing (n) /ˈrɒk ˌklaɪmɪŋ/ the sport of climbing rocks and mountains with ropes, etc.: *Have you ever been rock climbing?*

rugby (n) /ˈrʌgbi/ a game like football for two teams of 13 or 15 players. In rugby, you can kick and carry the ball: *Do you prefer rugby or football?*

running (n) /ˈrʌnɪŋ/ the sport of moving very quickly on your legs: *How often do you go running?*

sailing (n) /ˈseɪlɪŋ/ the sport of controlling a boat with sails: *They do a lot of sailing.*

same (adj) /seɪm/ not different; not another: *Emma and I like the same kind of music.*

saxophone (n) /ˈsæksəfəʊn/ a musical instrument made of metal that you play by blowing into it: *I play saxophone in a jazz band.*

singing (n) /ˈsɪŋɪŋ/ making musical sounds with your voice: *Natalie takes singing lessons.*

skateboarding (n) /ˈskeɪtbɔːdɪŋ/ the activity of moving over the ground on a long piece of wood or plastic on wheels: *Mark loves skateboarding.*

skiing (n) /skiːɪŋ/ The sport of sliding over snow on a pair of long, flat, narrow pieces of wood or plastic that are fastened to boots: *We go skiing every winter.*

small (adj) /smɔːl/ not large in size or amount: *I grew up in a small town.*

swimming (n) /swɪmɪŋ/ the sport or activity of moving your body through water: *Swimming is my favourite sport.*

(play) tennis (n) /ˈtenɪs/ a game for two or four players who hit a ball to each other over a net using a piece of equipment called a racket: *Let's play tennis.*

trumpet (n) /ˈtrʌmpɪt/ a musical instrument that is made of metal and that you blow: *My brother is learning to play the trumpet.*

unusual (adj) /ʌnˈjuːʒuəl/ not expected or normal: *A field is an unusual place for a violin lesson.*

usual (adj) /ˈjuːʒuəl/ happening or used most often: *I sat in my usual seat.*

violin (n) /ˌvaɪəˈlɪn/ a musical instrument that you hold under your chin and play by moving a stick (called a bow) across the strings: *Erica plays the violin in the school orchestra.*

volleyball (n) /ˈvɒlibɔːl/ a game where two teams try to hit a ball over a high net with their hands: *We played volleyball on the beach.*

Unit 3

after that (adv) /ˌɑːftə ˈðæt/ used to introduce the next item in a list of things: *After that, have a drink and a snack in the museum café.*

armchair (n) /ˈɑːmtʃeə(r)/ a soft comfortable chair with side parts where you can put your arms: *She was asleep in an armchair.*

ask for other people's opinions (v) /ɑːsk fə(r) ˈʌðə(r) ˈpiːplz əˈpɪnjənz/ to find out what other people think: *We asked for other people's opinions about how the work should be done.*

bank (n) /bæŋk/ a place that keeps money safe for people: *I've got £500 in the bank.*

bath (n) /bɑːθ/ a large container that you fill with water and sit in to wash your body: *Can you answer the phone? I'm in the bath!*

bathroom (n) /ˈbɑːθruːm/ a room where you can wash and have a bath or shower: *Go and wash your hands in the bathroom.*

be clear (v) /biː klɪə(r)/ to be easy to understand and not confusing: *Your meaning needs to be clear.*

be kind (v) /biː kaɪnd/ to be gentle, friendly and caring: *You've been very kind and helpful.*

bed (n) /bed/ a piece of furniture that you sleep on: *This is a very comfortable bed.*

bedroom (n) /ˈbedruːm/ a room where you sleep: *I share a bedroom with my sister.*

bedside table (n) /ˌbedsaɪd ˈteɪbl/ a small piece of furniture for a lamp, clock, etc. next to a bed: *There was a glass of water on the bedside table.*

bidet (n) /ˈbiːdeɪ/ a large bowl in the bathroom that you can sit on in order to wash your bottom: *Each bathroom has a bath, a bidet and a washbasin.*

bus stop (n) /ˈbʌs ˌstɒp/ a place where buses stop and people get on and off: *The bus stop is five minutes' walk from here.*

café (n) /ˈkæfeɪ/ a place where you can buy a drink and sth to eat: *There's a nice café near here.*

carpet (n) /ˈkɑːpɪt/ a piece of thick material that is used for covering floors and stairs: *Oh no, I've spilled coffee on the new carpet!*

ceiling (n) /ˈsiːlɪŋ/ the top part of the inside of a room: *We painted the ceiling white.*

chest of drawers (n) /ˌtʃest əv ˈdrɔːz/ a large piece of furniture with parts that you can pull out (called drawers). A chest of drawers is usually used for keeping clothes in: *Put your clothes away in your chest of drawers.*

cinema (n) /ˈsɪnəmə/ a place where you go to see a film: *Let's go to the cinema tonight.*

city (n) /ˈsɪti/ a large and important town: *Venice is one of the most beautiful cities in the world.*

city centre (n) /ˌsɪti ˈsentə(r)/ the most important part of a city, usually in the middle, where most of the shops and offices are: *It is very expensive to park your car in the city centre.*

cooker (n) /ˈkʊkə(r)/ a piece of kitchen equipment for cooking using electricity or gas. It has places for heating pans on the top and an oven for cooking food inside it: *The kitchen has a gas cooker, a fridge and a dishwasher.*

countryside (n) /ˈkʌntrɪsaɪd/ land with fields, woods, farms, etc., that is away from towns and cities: *There are magnificent views over open countryside.*

cupboard (n) /ˈkʌbəd/ a piece of furniture with shelves and doors, where you keep things like clothes or food: *We put the sugar, flour and jam away in the kitchen cupboard.*

curtains (n pl) /ˈkɜːtnz/ two pieces of cloth that you can move to cover a window: *Could you open the curtains, please?*

cushion (n) /ˈkʊʃn/ a cloth bag filled with sth soft, which you put on a chair: *She sat back in the armchair with a cushion behind her head.*

dining room (n) /ˈdaɪnɪŋ ˌruːm/ a room where people eat meals: *We are waiting for you in the dining room.*

dishwasher (n) /ˈdɪʃwɒʃə(r)/ a machine that washes things like plates, glasses, knives and forks: *Could you empty the dishwasher, please?*

finally (adv) /ˈfaɪnəli/ used to introduce the last in a list of things: *Finally, after dinner, enjoy some traditional Irish music in the hotel bar.*

fireplace (n) /ˈfaɪəpleɪs/ the open place in a room where you light a fire: *There's a rug in front of the fireplace.*

first (adv) /fɜːst/ used to introduce what happens before anything else: *First fry the onions, then add the potatoes.*

floor (n) /flɔː(r)/ the part of a room that you walk on: *There weren't any chairs so we sat on the floor.*

freezer (n) /ˈfriːzə(r)/ an electric container which keeps food very cold (below 0° Celsius) so that it stays fresh for a long time: *There's some ice cream in the freezer.*

fridge (n) /frɪdʒ/ a metal container, usually electric, which keeps food cold, but not frozen: *Can you put the milk in the fridge, please?*

front door (n) /ˌfrʌnt ˈdɔː(r)/ the main door at the front of a house: *Jo's at the front door.*

garden (n) /ˈgɑːdn/ a piece of land by your house where you can grow flowers, fruit and vegetables: *Let's have lunch in the garden.*

give reasons for your opinions (v) /gɪv ˈriːznz fɔː(r) jə(r) əˈpɪnjənz/ to explain why you feel a certain way about sth: *If you don't agree with me, please give reasons for your opinions.*

hall (n) /hɔːl/ the room in a house that is near the front door and has doors to other rooms: *You can leave your coat in the hall.*

hospital (n) /ˈhɒspɪtl/ a place where doctors and nurses look after people who are ill or hurt: *My brother is in hospital – he's broken his leg.*

kitchen (n) /ˈkɪtʃɪn/ a room where you cook food: *We usually eat in the kitchen.*

lamp (n) /læmp/ an electric light that stands on a table: *It was dark, so I switched on the lamp.*

leisure centre (n) /ˈleʒə ˌsentə(r)/ a public building where people can go to do sports and other activities in their free time: *On Saturdays, we usually go swimming at the leisure centre.*

library (n) /ˈlaɪbrəri/ a room or building where you go to borrow or read books: *My library books are due back tomorrow.*

listen carefully (v) /ˈlɪsn ˈkeəfəli/ to pay close attention to sb / sth that you can hear: *Please listen carefully.*

living room (n) /ˈlɪvɪŋ ˌruːm/ a room in a house where people sit together and watch television or talk: *There's a sofa in the living room.*

mirror (n) /ˈmɪrə(r)/ a piece of special glass where you can see yourself: *Look in the mirror.*

museum (n) /mjuˈziːəm/ a building where people can look at old or interesting things: *Have you ever been to the Science Museum in London?*

next (adv) /nekst/ used to introduce a new or different item in a list of things: *Next, take a bus to the City Museum.*

park (n) /pɑːk/ place with grass and trees, where anybody can go to walk, play games or relax: *We had a picnic in the park.*

police station (n) /pəˈliːs ˌsteɪʃn/ an office where police officers work: *They took the men to the police station for questioning.*

restaurant (n) /ˈrestrɒnt/ a place where you buy a meal and eat it: *We went to a Chinese restaurant.*

roof (n) /ruːf/ the top of a building, that covers it: *All the houses have red tiled roofs.*

rug (n) /rʌg/ a small piece of thick material that you put on the floor: *The dog sat on the rug.*

shelf (n) /ʃelf/ a long flat piece of wood on a wall or in a cupboard, where things can stand: *Put the plates on the top shelf.*

shopping centre (n) /ˈʃɒpɪŋ ˌsentə(r)/ a place where there are many shops, either outside or in a covered building: *I often meet friends at the shopping centre on Saturday afternoons.*

shower (n) /ˈʃaʊə(r)/ a place where you can wash by standing under water that falls from above you: *There's a shower in the bathroom.*

shutters (n pl) /ˈʃʌtəz/ wooden or metal covers on the outside of a window: *Close the shutters at night.*

sink (n) /sɪŋk/ the place in a kitchen where you wash dishes: *Leave the dirty plates in the sink.*

sofa (n) /ˈsəʊfə/ a long soft seat for more than one person: *Jane and Bob were sitting on the sofa.*

stadium (n) /ˈsteɪdiəm/ a place with seats around it where you can watch sport: *As you leave the city centre, the football stadium is on your left.*

stairs (n pl) /steəz/ steps that lead up and down inside a building: *I ran up the stairs to the bedroom.*

suburb (n) /ˈsʌbɜːb/ one of the parts of a town or city outside the centre: *We live in the suburbs.*

table (n) /ˈteɪbl/ a piece of furniture with a flat top on legs: *Let me help you clear the table.*

theatre (n) /ˈθɪətə(r)/ a building where you go to see plays: *I'm going to the theatre this evening.*

then (adv) /ðen/ used to introduce the next item in a list of things: *We had dinner. Then we watched a movie.*

toilet (n) /ˈtɔɪlət/ a large bowl with a seat, that you use when you need to empty waste from your body: *Excuse me, I'm just going to the toilet.*

town (n) /taʊn/ a place where there are a lot of houses, shops and other buildings: *I live in a small town near Oxford.*

train station (n) /ˈtreɪn ˌsteɪʃn/ a place where trains stop so that people can get on and off: *Is the train station far from the city centre?*

university (n) /ˌjuːnɪˈvɜːsəti/ a place where people go to study more difficult subjects after they have left school: *I'm going to university soon.*

village (n) /ˈvɪlɪdʒ/ a very small town in the countryside: *She lives in a village in the mountains.*

wall (n) /wɔːl/ a side of a building or room: *There's a poster on the wall.*

wardrobe (n) /ˈwɔːdrəʊb/ a cupboard where you hang your clothes: *My clothes are in the wardrobe.*

washbasin (n) /ˈwɒʃbeɪsn/ the large bowl in a bathroom where you wash your hands and face: *In the bathroom, there is a bath, a washbasin and a toilet.*

washing machine (n) /ˈwɒʃɪŋ məˌʃiːn/ a machine that washes clothes: *Put your dirty clothes in the washing machine now!*

window (n) /ˈwɪndəʊ/ an opening in a building with glass in it: *It was cold, so I closed the window.*

Unit 4

background (n) /ˈbækgraʊnd/ the things at the back in a picture: *This is a photo of my house with the mountains in the background.*

bear (n) /beə(r)/ a big wild animal with thick fur: *A large brown bear came out of the forest.*

bite (v) /baɪt/ if an insect or snake bites you, it hurts you by pushing a small sharp part into your skin: *I've been bitten by a mosquito.*

(at the) bottom (n) /ˈbɒtəm/ the lowest part of something: *Look at the photo at the bottom of the page.*

bouldering (n) /ˈbəʊldərɪŋ/ the sport of rock climbing on low rocks without special equipment: *Bouldering is quite popular amongst young people.*

budgie (n) /ˈbʌdʒi/ a small blue or green bird that people often keep as a pet: *I have to clean out the budgie's cage once a week.*

bungee jumping (n) /ˈbʌndʒi dʒʌmpɪŋ/ a sport in which you jump from a high place, for example a bridge, with a thick elastic (= material that can stretch) rope tied round your feet: *Have you ever tried bungee jumping?*

butterfly (n) /ˈbʌtəflaɪ/ an insect with big coloured wings: *Caterpillars develop into butterflies.*

cactus (n) /ˈkæktəs/ a plant with a lot of sharp points that grows in hot dry places: *The bears eat cacti, fruit, mice and ants.*

carry (v) /ˈkæri/ to hold sth and take it to another place or keep it with you: *I carried my bag upstairs.*

cat (n) /kæt/ a small animal with soft fur that people keep as a pet: *A cat ran across the road.*

caving (n) /ˈkeɪvɪŋ/ the sport of walking and climbing through caves under the ground: *There are some areas around here that are good for caving.*

centre (n) /ˈsentə(r)/ the part in the middle of sth: *There was a candle in the centre of the table.*

chicken (n) /ˈtʃɪkɪn/ a bird that people often keep for its eggs and its meat: *We keep free-range chickens on our farm.*

cloud (n) /klaʊd/ a white or grey shape in the sky that is made of small drops of water: *Look at those dark clouds. It's going to rain.*

cloudy (adj) /ˈklaʊdi/ if the weather is cloudy, the sky is full of clouds: *The day will be cloudy, with occasional heavy showers.*

cold (adj) /kəʊld/ not hot or warm; with a low temperature: *Put your coat on – it's cold outside.*

cool (adj) /kuːl/ a little cold; not hot or warm: *It's hot outside but it's nice and cool in here.*

cow (n) /kaʊ/ a big female farm animal that is kept for its milk or meat: *There were some cows in the field next to our camp site.*

desert (n) /ˈdezət/ a large, dry area of land with very few plants: *I crossed the Sahara Desert on foot.*

dig (v) /dɪg/ to move earth and make a hole in the ground: *They dug a tunnel through the mountain for the new railway.*

diving (n) /ˈdaɪvɪŋ/ the sport of swimming underwater wearing breathing equipment, collecting or looking at things: *The main purpose of his holiday to Greece was to go diving.*

dog (n) /dɒg/ an animal that many people keep as a pet or to guard buildings: *I love dogs!*

eagle (n) /ˈiːgl/ a large bird that can see very well. It catches and eats small birds and animals: *A golden eagle flew overhead.*

elephant (n) /ˈelɪfənt/ a very big wild animal from Africa or Asia, with a long nose (called a trunk) that hangs down: *An elephant can live for up to 80 years.*

fish (n) /fɪʃ/ an animal that lives and breathes in water, and has thin flat parts (called fins) that help it to swim: *Jack keeps exotic fish.*

flower (n) /ˈflaʊə(r)/ the brightly coloured part of a plant that comes before the seeds or fruit: *She gave me a bunch of flowers.*

follow (v) /ˈfɒləʊ/ to come or go after sb or sth: *Follow me and I'll show you the way.*

foreground (n) /ˈfɔːgraʊnd/ the things at the front of a picture: *The man in the foreground is my father.*

forest (n) /ˈfɒrɪst/ a large area of land covered with trees: *We went for a walk in the forest.*

fox (n) /fɒks/ a wild animal like a small dog with a long thick tail and red fur: *Foxes have a keen sense of smell.*

giraffe (n) /dʒəˈrɑːf/ a big animal from Africa with a very long neck, long legs and big dark spots on its skin: *Male giraffes often fight each other using their long necks.*

grass (n) /grɑːs/ a plant with thin green leaves that covers fields and gardens. Cows and sheep eat grass: *Don't walk on the grass.*

grassland (n) /ˈgrɑːslænd/ a large area of land where grass grows: *There's nothing there except open grassland and a few sheep.*

guinea pig (n) /ˈgɪni pɪg/ a small animal with short ears and no tail, that people often keep as a pet: *We keep guinea pigs in our back garden.*

hamster (n) /ˈhæmstə(r)/ a small animal that people keep as a pet. A hamster can keep food in the sides of its mouth: *This is my pet hamster, called Nibbles.*

horse (n) /hɔːs/ a big animal that can carry people and pull heavy things: *Can you ride a horse?*

horse riding (n) /ˈhɔːs raɪdɪŋ/ the sport or activity of riding a horse for pleasure: *Kate goes horse riding at the weekends.*

hot (adj) /hɒt/ having a high temperature: *It's hot today, isn't it?*

hunt (v) /hʌnt/ to chase animals to kill them for food: *Young lions have to learn to hunt.*

ice (n) /aɪs/ water that has become hard because it is frozen: *I slipped on a patch of ice.*

lizard (n) /ˈlɪzəd/ a small animal that has four legs, a long tail and rough skin: *Lizards basked on rocks in the hot sun.*

look for (v) /ˈlʊk fə(r)/ to try to find sth: *I'm looking for my keys.*

(in the) middle (n) /ˈmɪdl/ the part that is the same distance from the sides or ends of sth: *I'm in the middle of my class photo.*

monkey (n) /ˈmʌŋki/ an animal with a long tail, that can climb trees: *Monkeys were swinging from the trees.*

mountain (n) /ˈmaʊntən/ a very high hill: *Everest is the highest mountain in the world.*

mountain biking (n) /ˈmaʊntən baɪkɪŋ/ the sport of riding a bicycle with a strong frame and wide tyres over rough ground: *Ross and Ben often go mountain biking at the weekends.*

mouse (n) /maʊs/ a small animal with a long tail: *Our cat caught a mouse.*

parrot (n) /ˈpærət/ a bird with very bright feathers that can copy what people say: *Does your parrot speak?*

pig (n) /pɪg/ a fat animal that people keep on farms for its meat: *My Uncle Joe is a pig farmer.*

plant (n) /plɑːnt/ anything that grows from the ground: *Don't forget to water the plants.*

rabbit (n) /ˈræbɪt/ a small animal with long ears. Rabbits live in holes under the ground: *The dog ran after a rabbit.*

rainy (adj) /ˈreɪni/ with a lot of rain: *It was a cold, rainy day.*

run away (v) /ˌrʌn əˈweɪ/ to go quickly away from sb or sth: *The rabbit ran away from the dog.*

sand (n) /sænd/ powder made of very small pieces of rock, that you find on beaches and in deserts: *We played in the sand and swam in the sea.*

sheep (n) /ʃiːp/ an animal that people keep on farms for its meat and its wool: *They keep sheep and pigs on their farm.*

snake (n) /sneɪk/ an animal with a long thin body and no legs: *Do these snakes bite?*

snow (n) /snəʊ/ soft white pieces of frozen water that fall from the sky when it is very cold: *Eight centimetres of snow fell during the night.*

snowboarding (n) /ˈsnəʊbɔːdɪŋ/ the sport of moving down mountains that are covered in snow using a large board that you fasten to both your feet: *Have you ever been snowboarding?*

snowy (adj) /ˈsnəʊi/ with a lot of snow: *The school bus is often late on snowy days.*

spider (n) /ˈspaɪdə(r)/ a small animal with eight legs, that catches and eats insects: *Spiders spin webs to catch flies.*

stormy (adj) /ˈstɔːmi/ with strong wind and rain: *The plane was delayed due to stormy weather.*

sunny (adj) /ˈsʌni/ bright and warm with light from the sun: *Tomorrow will be warm and sunny.*

surfing (n) /ˈsɜːfɪŋ/ the sport of riding on waves while standing on a board (called a surfboard): *His hobbies include surfing and photography.*

tiger (n) /ˈtaɪgə(r)/ a wild animal like a big cat, with yellow fur and black stripes. Tigers live in Asia: *Tigers are nearly extinct in the wild.*

(at the) top (n) /tɒp/ the highest part or point of something: *The bathroom is at the top of the stairs.*

Wordlist

tortoise (n) /ˈtɔːtəs/ an animal with a hard shell on its back, that moves very slowly: *Tortoises can live to over 100 years old.*

tree (n) /triː/ a big plant that can live for a long time. Trees have a central part (called a trunk) and many smaller parts (called branches): *Apples grow on trees.*

warm (adj) /wɔːm/ having a pleasant temperature that is fairly high, between cool and hot: *It's nice and warm by the fire.*

whale (n) /weɪl/ a very big animal that lives in the sea and looks like a very big fish: *Whales, dogs and humans are all mammals.*

white-water rafting (n) /ˌwaɪt ˈwɔːtə ˈrɑːftɪŋ/ the sport of travelling in a rubber boat down a section of a river where water is moving very fast: *We went white-water rafting down the river.*

windy (adj) /ˈwɪndi/ with a lot of wind: *It's very windy today!*

wolf (n) /wʊlf/ a wild animal like a big dog: *I've seen wolves in the zoo, but not in the wild.*

zorbing (n) /ˈzɔːbɪŋ/ the sport or activity of rolling down a hill in a large clear plastic ball: *I've never tried zorbing before.*

Unit 5

apple (n) /ˈæpl/ a hard round fruit with green or red skin: *Would you like a glass of apple juice?*

(a) bottle (of water) (n) /ˈbɒtl/ a glass or plastic container for liquids, with a thin part at the top: *They drank two bottles of water.*

boring (adj) /ˈbɔːrɪŋ/ not interesting: *I thought that film was a bit boring.*

bowl (n) /bəʊl/ a deep round dish that is used for holding food or liquids: *I had a bowl of soup for lunch.*

bread (n) /bred/ food made from flour and baked in an oven: *I like bread and butter with my soup.*

(a) can (of cola) (n) /kæn/ a metal container for food or drink that keeps it fresh: *Two cans of lemonade, please.*

carrot (n) /ˈkærət/ a long thin orange vegetable that grows under the ground: *I'd like a kilo of carrots, please.*

(a) carton (of juice) (n) /ˈkɑːtn/ a container made of very thick paper (called cardboard) or plastic: *I'll open a new carton of juice.*

check your privacy settings (v) /tʃek jɔː(r) ˈprɪvəsi ˈsetɪŋz/ to look at the part of a website, app, etc. that lets you control who can see information about you: *Don't forget to check your privacy settings!*

cheese (n) /tʃiːz/ a yellow or white food made from milk: *Can I have extra cheese on my pizza?*

chocolate (n) /ˈtʃɒklət/ a dark brown sweet food that is made from seeds (called cocoa beans) that grow on trees in hot countries: *Do you like chocolate?*

chocolate cake (n) /ˈtʃɒklət ˌkeɪk/ a sweet food that you make from flour, eggs, sugar and butter and chocolate, and bake in the oven: *I ordered a slice of chocolate cake and a cup of coffee.*

choose a strong password (v) /tʃuːz ə strɒŋ ˈpɑːswɜːd/ to select a secret word or phrase that other people can't guess, in order to use a computer or system: *You should choose a strong password when you create a new account.*

click on a link (v) /klɪk ɒn ə lɪŋk/ to press one of the buttons on a computer mouse in order to open a website: *Be careful when you click on a link you don't recognize.*

coffee (n) /ˈkɒfi/ a brown drink that you make by adding water to a powder made from cocoa beans (= seeds from a tree that grows in hot countries): *Would you like another cup of coffee?*

cream (n) /kriːm/ the thick liquid on the top of milk: *We had strawberries and cream for dessert.*

crisps (n pl) /krɪsps/ very thin pieces of potato cooked in hot oil and eaten cold. Crisps are sold in bags and have many different flavours: *I had a sandwich and a packet of crisps in my lunch box.*

cucumber (n) /ˈkjuːkʌmbə(r)/ a long vegetable with a green skin, that we often eat in salads: *Slice the cucumber and add it to the salad.*

cup (n) /kʌp/ a small round container with a handle, that you can drink from: *Would you like a cup of tea?*

delicious (adj) /dɪˈlɪʃəs/ very good to eat: *This soup is delicious.*

disgusting (adj) /dɪsˈgʌstɪŋ/ very unpleasant: *What a disgusting smell!*

download a file (v) /ˌdaʊnˈləʊd ə faɪl/ to save sth from the internet to your phone or computer: *I downloaded the files I need for this assignment.*

exciting (adj) /ɪkˈsaɪtɪŋ/ sth that is exciting makes you have strong feelings of happiness and enthusiasm: *We watched an exciting film last night.*

fork (n) /fɔːk/ an object with long points at one end, that you use for putting food in your mouth: *Please use your knife and fork.*

fruit salad (n) /ˌfruːt ˈsæləd/ a mixture of prepared fruit that you eat as a dessert: *For dessert, we had a choice of fruit salad or ice cream.*

glass (n) /glɑːs/ a cup without a handle that is made of glass: *Could I have a glass of water, please?*

grape (n) /greɪp/ a small green or purple fruit that we eat or make into wine: *I bought some apples, some pears and a bunch of grapes.*

ham sandwich (n) /ˌhæm ˈsænwɪtʃ/ two pieces of bread with a slice of ham between them: *Would you like a ham sandwich?*

ice cream (n) /ˈaɪs ˌkriːm/ very cold sweet food made from milk: *Do you like ice cream?*

install a security update (v) /ɪnˈstɔːl ə sɪˈkjʊərəti ˈʌpdeɪt/ to protect a computer using the most recent version of a computer program: Mum has just installed a security update on her laptop.

interesting (adj) /ˈɪntrəstɪŋ/ enjoyable and entertaining; holding your attention: *This book is very interesting.*

(a) jar (of jam) (n) /dʒɑː(r)/ a glass container for food: *I can't open this jar of jam.*

jug (n) /dʒʌg/ a container with a handle that you use for holding or pouring liquids: *There was a jug of milk on the table.*

ketchup (n) /ˈketʃəp/ a cold sauce made from tomatoes: *Do you want ketchup on your chips?*

(a) kilo (of apples) (n) /ˈkiːləʊ/ a kilogram: a measure of weight. There are 1,000 grams in a kilo: *I bought a kilo of apples.*

knife (n) /naɪf/ a sharp metal object with a handle that you use for cutting things: *I need a sharp knife to cut this meat.*

lettuce (n) /ˈletɪs/ a plant with big green leaves that you eat cold in salads: *Wash the lettuce and mix in the salad dressing.*

(a) litre (of oil) (n) /ˈliːtə(r)/ a measure of liquid: *Try to drink a litre of water a day.*

(a) loaf (of bread) (n) /ləʊf/ bread that has been baked in one piece: *How much is a loaf of bread?*

lovely (adj) /ˈlʌvli/ beautiful or very nice: *We had a lovely holiday.*

mug (n) /mʌg/ a big cup with straight sides: *Lisa sat in front of the fire with a mug of hot chocolate.*

mushroom (n) /ˈmʌʃrʊm/ a plant with a flat top and no leaves that you can eat as a vegetable: *Mushrooms are very good for you.*

mushroom pizza (n) /ˌmʌʃrʊm ˈpiːtsə/ a flat round piece of bread with tomatoes, cheese and mushrooms on top, that is cooked in an oven: *I ordered a mushroom pizza and some juice.*

nut (n) /nʌt/ a dry fruit that has a hard outside part with a seed inside: *This chocolate contains nuts.*

olive oil (n) /ˌɒlɪv ˈɔɪl/ oil that is produced from olives (= small green or black fruit): *Fry the onions in a little olive oil.*

onion (n) /ˈʌnjən/ a round vegetable with many layers and a strong smell. Cutting onions can make you cry: *Can I have some onions, please?*

orange (n) /ˈɒrɪndʒ/ a round fruit with a colour between red and yellow, and a thick skin: *I bought six juicy oranges at the market.*

orange juice (n) /ˈɒrɪndʒ ˌdʒuːs/ the liquid from an orange that you can drink: *I'd like a glass of orange juice, please.*

(a) packet (of sweets) (n) /ˈpækɪt/ a small box or bag that you buy things in: *We ate a packet of biscuits between us.*

pasta (n) /ˈpæstə/ an Italian food that is made from flour, water and sometimes eggs, which comes in many different shapes: *We had pasta and tomato sauce for lunch.*

peach (n) /piːtʃ/ a soft round fruit with a yellow and red skin and a large stone in the centre: *I opened a tin of peaches.*

peas (n pl) /piːz/ very small round green vegetables. Peas grow in long, thin cases (called pods): *There are some frozen peas in the freezer.*

pepper (n) /ˈpepə(r)/ a red, green or yellow vegetable that is almost empty inside: *Add red peppers to the salad to give it some colour.*

plate (n) /pleɪt/ a round dish that you put food on: *Careful! The plate is very hot.*

post a photo (v) /pəʊst ə ˈfəʊtəʊ/ to put a picture on the internet: I'm going to post this photo online.

potato (n) /pəˈteɪtəʊ/ a white vegetable with a brown or red skin that grows underground: *I bought two kilos of potatoes.*

rice (n) /raɪs/ short, thin white or brown grain from a plant that grows on wet land in hot countries. We cook and eat rice: *Would you like rice or potatoes with your chicken?*

salmon (n) /ˈsæmən/ a big fish with pink meat that lives in the sea and in rivers: *Would you like some smoked salmon?*

salt (n) /sɔːlt/ a white substance that comes from seawater and from the earth. We put it on food to make it taste better: *Add a little salt and pepper.*

scary (adj) /ˈskeəri/ frightening: *Patrick told us a scary ghost story.*

(a) slice (of pizza) (n) /slaɪs/ a thin piece that you cut off bread, meat or other food: *Would you like a slice of pizza?*

spoon (n) /spuːn/ an object with a round end that you use for eating, serving or mixing food: *Give each person a knife, a fork and a spoon.*

steak (n) /steɪk/ a wide flat piece of meat, especially meat from a cow (called beef): *I'd like steak and chips, please.*

strange (adj) /streɪndʒ/ unusual or surprising: *Did you hear that strange noise?*

strawberry (n) /ˈstrɔːbəri/ a soft red fruit with seeds near the surface: *Strawberries are my favourite fruit.*

sugar (n) /ˈʃʊgə(r)/ a sweet substance that comes from certain plants: *Do you take sugar in your coffee?*

sweets (n pl) /swiːts/ small pieces of sweet food: *He bought a packet of sweets for the children.*

(a) tin (of peaches) (n) /tɪn/ a metal container for food that keeps it fresh: *I opened a tin of beans.*

tomato (n) /təˈmɑːtəʊ/ a soft red fruit that you cook or eat cold in salads: *My mum makes the most delicious tomato soup.*

tomato sauce (n) /təˌmɑːtəʊ ˈsɔːs/ a cold sauce made from tomatoes: *Would you like tomato sauce on your chips?*

yoghurt (also yogurt) (n) /ˈjɒgət/ a thick liquid food made from milk: *Do you like yoghurt?*

Unit 6

alarm clock (n) /əˈlɑːm klɒk/ a clock that makes a noise to wake you up: *She set the alarm clock for half past six.*

backpack (n) /ˈbækpæk/ a bag that you carry on your back, for example when you are walking or climbing: *She was carrying her clothes in her backpack.*

baggy (adj) /ˈbægi/ if clothes are baggy, they are big and loose: *He wore jeans and a baggy T-shirt.*

baker's (n) /ˈbeɪkəz/ a shop that sells bread and cakes: *I went to the baker's to buy some bread.*

bargain (n) /ˈbɑːgən/ sth that is cheaper than usual: *At just £10, the dress was a real bargain!*

Bluetooth headphones (n pl) /ˌbluːtuːθ ˈhedfəʊnz/ a piece of equipment you wear on your head that makes it possible to listen to music without other people hearing it, and that doesn't need to be connected by wires: *My Bluetooth headphones are my favourite possession.*

Bluetooth speaker (n) /ˌbluːtuːθ ˈspiːkə(r)/ a piece of equipment where the sound comes out of a computer or other device, that doesn't need to be connected by wires: *I'll take my Bluetooth speaker to the park later.*

bookshop (n) /ˈbʊkʃɒp/ a shop that sells books: *She went to the bookshop to buy a London guidebook.*

boots (n pl) /buːts/ a shoe that covers your foot and ankle and sometimes part of your leg: *I need a new pair of boots for the winter.*

brand new (adj) /ˌbrænd ˈnjuː/ completely new: *I've got a brand new computer!*

butcher's (n) /ˈbʊtʃəz/ a shop that sells meat: *She went to the butcher's for some lamb chops.*

camera (n) /ˈkæmərə/ a piece of equipment that you use for taking photographs or moving pictures: *I need a new film for my camera.*

cap (n) /kæp/ a soft hat with a hard curved part at the front: *He always wore a baseball cap.*

cardigan (n) /ˈkɑːdɪgən/ a piece of clothing which fastens at the front like a jacket and is usually made of wool: *Where's my cardigan? It's getting cold in here.*

cheap (adj) /tʃiːp/ costing little money: *That restaurant is very good and quite cheap.*

chemist's (n) /ˈkemɪsts/ a shop that sells medicines, soap and other personal goods: *I'm just going to the chemist's to get my tablets.*

clothes shop (n) /ˈkləʊðz ʃɒp/ a shop that sells clothes (= things like trousers, shirts and coats): *Katie works in a clothes shop on the High Street.*

coat (n) /kəʊt/ a piece of clothing that you wear over your other clothes when you are outside: *Put your coat on – it's cold today.*

colourful (adj) /'kʌləfl/ having bright colours or a lot of different colours: *The flowers in our garden are so colourful.*

consumer (n) /kən'sju:mə(r)/ a person who buys or uses sth: *Consumers want more information about the food they buy.*

credit card (n) /'kredɪt kɑ:d/ a plastic card from a bank that you can use to buy sth and pay for it later: *Can I pay by credit card?*

debt (n) /det/ money that you must pay back to sb: *He's borrowed some money but he still has debts.*

department store (n) /dɪ'pɑ:tmənt stɔ:(r)/ a big shop that sells a lot of different things: *Harrods is a famous department store in London.*

designer label (n) /dɪˌzaɪnə 'leɪbl/ the name or trademark of a fashion company, usually famous and expensive: *Syed only wears clothes with a designer label.*

discount (n) /'dɪskaʊnt/ money that sb takes away from the price of sth to make it cheaper: *Students often get a discount on rail travel.*

do (sth) up (v) /du: 'ʌp/ to fasten sth: *Do up the buttons on your shirt.*

donate (v) /dəʊ'neɪt/ to give sth, especially money, to people who need it: *They donated $10,000 to the hospital.*

dress (n) /dres/ a piece of clothing with a top part and a skirt, that a woman or girl wears: *I bought a new dress for the wedding.*

DVD player (n) /ˌdi: vi: 'di: pleɪə(r)/ a piece of equipment that you use for playing DVDs (= small plastic discs that you record films and music on): *Put the DVD into the DVD player and press 'play'.*

e-reader (n) /'i: ri:də(r)/ a device for reading electronic books: *My e-reader is very convenient.*

excellent (adj) /'eksələnt/ very good: *She speaks excellent Spanish.*

expensive (adj) /ɪk'spensɪv/ costing a lot of money: *She always wears expensive clothes.*

fashionable (adj) /'fæʃnəbl/ popular or in a popular style at the time: *She was wearing a fashionable black hat.*

fishmonger's (n) /'fɪʃmʌŋgəz/ a shop that sells fish: *Is there a fishmonger's near here?*

fit (v) /fɪt/ to be the right size or shape for somebody: *These jeans fit very well.*

games console (n) /'geɪmz kɒnsəʊl/ a small computer that you connect to a television and use to play games: *The company is selling a new games console.*

greengrocer's (n) /'gri:ngrəʊsəz/ a shop that sells fruit and vegetables: *We went to the greengrocer's and bought a lettuce.*

half price (adj) /hɑ:f praɪs/ for half the usual price: *These jeans were half price in the sale!*

hang (sth) up (v) /hæŋ 'ʌp/ to put an item of clothing on a hook or a hanger: *Hang your coat up over there.*

happy (adj) /'hæpi/ feeling very pleased: *It's her birthday today so she's very happy.*

hat (n) /hæt/ a thing that you wear on your head: *She's wearing a hat.*

incomplete (adj) /ˌɪnkəm'pli:t/ not finished; with parts missing: *This list is incomplete.*

inconvenient (adj) /ˌɪnkən'vi:niənt/ causing you problems or difficulty: *Is this an inconvenient time? I can call back later.*

incorrect (adj) /ˌɪnkə'rekt/ not right or true: *There were several incorrect answers.*

inexpensive (adj) /ˌɪnɪk'spensɪv/ low in price: *This is a very inexpensive little car.*

informal (adj) /ɪn'fɔ:ml/ relaxed and friendly; suitable for a relaxed occasion: *Don't get dressed up for the party – it will be very informal.*

intolerant (adj) /ɪn'tɒlərənt/ not able to accept behaviour or opinions that are different from your own: *She's very intolerant of young children.*

jacket (n) /'dʒækɪt/ a short coat with sleeves: *He wore a denim jacket and jeans.*

jeans (n pl) /dʒi:nz/ trousers made of strong cotton material (called denim). Jeans are usually blue: *He wore jeans and a T-shirt.*

jumper (n) /'dʒʌmpə(r)/ a warm piece of clothing with sleeves, that you wear on the top part of your body. Jumpers are often made of wool: *She wore a red jumper with a blue scarf.*

laptop (n) /'læptɒp/ a small computer that is easy to carry: *Moira took her laptop to the lecture.*

look for (sth) (v) /'lʊk fə(r)/ to try to find sb or sth: *I'm looking for my keys. Have you seen them?*

make-up (n) /'meɪk ʌp/ special powders and creams that you put on your face to make yourself more beautiful: *She put on her make-up.*

market (n) /'mɑ:kɪt/ a place where people go to buy and sell things, usually outside: *There is a fruit and vegetable market in the town.*

material (n) /mə'tɪəriəl/ cloth that you use for making clothes: *Is there enough material for a dress?*

necklace (n) /'neklәs/ a piece of jewellery that you wear round your neck: *He bought the necklace as a present for his wife.*

newsagent's (n) /'nju:zeɪdʒənts/ a shop that sells things like newspapers, magazines, sweets and cigarettes: *I went to the newsagent's and bought a magazine and a bar of chocolate.*

phone shop (n) /'fəʊn ʃɒp/ a shop that sells mobile phones: *Harry works at a phone shop in town.*

post office (n) /'pəʊst ɒfɪs/ a building where you go to send letters and packages and to buy stamps: *Where's the main post office?*

purchase (n) /'pɜ:tʃəs/ sth that you have bought: *Sophie showed me her purchases.*

put (sth) away (v) /pʊt ə'weɪ/ to put sth back in its usual place: *She put her socks away in the drawer.*

put (sth) on (v) /pʊt 'ɒn/ to take clothes and wear them: *Put your coat on.*

recycle (v) /ˌri:'saɪkl/ to do something to materials like paper and glass so they can be used again: *Aluminium cans can be recycled.*

reuse (v) /ˌri:'ju:z/ to use sth again: *Please reuse your envelopes.*

sale (n) /seɪl/ a time when a shop sells things for less money than usual: *In the sale, everything is half price.*

sandals (n pl) /'sændlz/ light open shoes that you wear in warm weather: *She was wearing shorts and sandals.*

sandwich shop (n) /'sænwɪtʃ ʃɒp/ a shop that sells sandwiches, drinks and other snacks: *There's a sandwich shop opposite my office.*

scarf (n) /skɑ:f/ a piece of material that you wear around your neck or head: *Kay wore her new scarf.*

scruffy (adj) /'skrʌfi/ untidy and perhaps dirty: *She was wearing scruffy jeans.*

second-hand (adj) /sekənd 'hænd/ not new; used by another person before: *I want to buy a second-hand car.*

shirt (n) /ʃɜ:t/ a thin piece of clothing that you wear on the top part of your body: *He wore a blue shirt.*

shorts (n pl) /ʃɔ:ts/ short trousers that end above your knees: *She wore shorts and a T-shirt.*

skirt (n) /skɜ:t/ a piece of clothing for a woman or girl that hangs from the waist and covers part of the leg: *She wore a dark blue skirt.*

smartphone (n) /'smɑ:t fəʊn/ a mobile phone that can also do some of the things that a computer can do: *You can use your smartphone to access the internet.*

sock (n) /sɒk/ an item of clothing that you wear on your foot, inside your shoe: *I can't find any socks!*

sports shop (n) /'spɔ:ts ʃɒp/ a shop that sells sports equipment and clothes: *I went to the sports shop and bought some new tennis balls.*

tablet (n) /'tæblət/ a small, flat computer that you can carry with you and that you work by touching the screen: *This game can be played on a tablet or a smartphone.*

take (sth) back (v) /teɪk 'bæk/ to return sth to the place that you got it from: *I took the dress back because it didn't go with my shoes.*

take (sth) off (v) /teɪk 'ɒf/ to remove sth, especially clothes: *Come in and take your coat off.*

take (sth) out (v) /teɪk 'aʊt/ to remove sth from a bag or a cupboard, drawer, etc.: *She opened the drawer and took out a T-shirt.*

tidy (adj) /'taɪdi/ with everything in the right place: *Her room is very tidy.*

tight (adj) /taɪt/ Tight clothes fit very closely in a way that is often uncomfortable: *These shoes are too tight.*

tights (n pl) /taɪts/ a thin piece of clothing that a woman or girl wears over her feet and legs: *There's a hole in these tights.*

top (n) /tɒp/ a piece of clothing that you wear on the top part of your body: *I like your top – is it new?*

trainers (n pl) /'treɪnəz/ soft shoes that you wear for doing sport or with informal clothes: *She wore jeans and trainers.*

trousers (n pl) /'traʊzəz/ a piece of clothing for your legs and the lower part of your body: *Your trousers are on the chair.*

try (sth) on (v) /traɪ 'ɒn/ to put on a piece of clothing to see if you like it and if it is big enough: *I tried the jeans on but they were too small.*

unattractive (adj) /ˌʌnə'træktɪv/ not nice to look at: *His office was in an unattractive grey building.*

undo (v) /ʌn'du:/ to open sth that was tied or fixed: *I can't undo this zip.*

unfair (adj) /ˌʌn'feə(r)/ not treating people in the same way or in the right way: *It was unfair to give chocolates to my brother and not to me.*

unfashionable (adj) /ʌn'fæʃnəbl/ in a style that is not popular at a particular time: *He wore an unfashionable black suit.*

unfriendly (adj) /ʌn'frendli/ not friendly; not kind or helpful to other people: *Our new neighbours seemed rather unfriendly.*

unhappy (adj) /ʌn'hæpi/ not happy: *He was very unhappy when he failed the exam.*

unimportant (adj) /ˌʌnɪm'pɔ:tnt/ not important: *Anyone can enter the competition; age is unimportant.*

unkind (adj) /ˌʌn'kaɪnd/ unpleasant and not friendly: *It was unkind of you to laugh at her.*

unlucky (adj) /ʌn'lʌki/ having bad luck: *They were unlucky to lose because they played very well.*

unzip (v) /ˌʌn'zɪp/ if you unzip a bag, piece of clothing, etc., you open it by pulling on the zip (= the device that fastens the opening, with two rows of metal or plastic teeth): *She unzipped her bag and took out a key.*

wallet (n) /'wɒlɪt/ a small flat case for money and bank cards: *Somebody stole my wallet.*

zip (sth) up (v) /zɪp 'ʌp/ to fasten sth together with a zip: *She zipped up her dress.*

Unit 7

ankle (n) /'æŋkl/ the part of your leg where it joins your foot: *She fell and broke her ankle.*

antibiotics (n pl) /ˌæntibaɪ'ɒtɪks/ a type of medicine which fights illness in a person's body: *The doctor gave me some antibiotics for my cough.*

arm (n) /ɑ:m/ the part of your body from your shoulder to your hand: *Put your arms in the air.*

back (n) /bæk/ the part of your body that is between your neck and your bottom: *He lay on his back and looked up at the sky.*

bandage (n) /'bændɪdʒ/ a long piece of white cloth that you tie around a part of the body that is hurt: *A nurse put a bandage around my knee.*

blocked nose (n) /ˌblɒkt 'nəʊz/ the problem you have when it is difficult to breathe through your nose because you have a cold: *I've got a blocked nose.*

breathe deeply (v) /bri:ð 'di:pli/ to fill your lungs with air: *Breathe deeply and you'll calm down.*

broken arm (n) /ˌbrəʊkən 'ɑ:m/ if you have a broken arm, one of the bones in your arm is damaged: *Lisa has a broken arm.*

broken leg (n) /ˌbrəʊkən 'leg/ if you have a broken leg, one of the bones in your leg is damaged: *I was taken to hospital with a broken leg.*

bruise (n) /bru:z/ a dark mark on your skin that comes after sth hits it: *How did you get that bruise on your knee?*

burn (n) /bɜ:n/ a place on your body where fire or heat has hurt it: *I've got a burn on my arm.*

(wash the) car (n) /kɑ:(r)/ a vehicle with four wheels, usually with enough space for four or five people: *Dad washes the car once a week.*

chest (n) /tʃest/ the top part of the front of your body: *She held the baby against her chest.*

clear the table (v) /klɪə(r) ðə 'teɪbl/ to remove cutlery and dishes from a table after a meal: *The waiter cleared the table after we finished eating.*

cold (n) /kəʊld/ common illness of the nose and throat: *I think I'm getting a cold.*

competitor (n) /kəm'petɪtə(r)/ a person who is trying to win a competition: *There are ten competitors in the first race.*

cough (n) /kɒf/ an illness that makes you send air out of your throat with a sudden loud noise: *I've got a bad cough.*

cut (n) /kʌt/ an injury on the skin, made by sth sharp like a knife: *He had a deep cut on his leg.*

dangerous (adj) /'deɪndʒərəs/ sth that is dangerous may hurt you: *It's dangerous to drive a car at night without any lights.*

dizzy (adj) /'dɪzi/ if you feel dizzy, you feel that everything is turning round and round and that you are going to fall: *The room was hot and I started to feel dizzy.*

Wordlist

do the ironing (v) /ˌduː ðiː ˈaɪənɪŋ/ making clothes smooth using an iron: *I usually do the ironing on Sunday evenings.*

do the shopping (v) /ˌduː ðə ˈʃɒpɪŋ/ to buy the things you need from shops: *She does her shopping after work.*

do the washing-up (v) /ˌduː ðə wɒʃɪŋ ˈʌp/ to wash the plates, knives, forks and pans after a meal: *I'll do the washing-up if you cook the meal.*

elbow (n) /ˈelbəʊ/ the part in the middle of your arm where it bends: *She fell and broke her elbow.*

face (n) /feɪs/ the front part of your head: *Have you washed your face?*

feel sick (v) /fiːl ˈsɪk/ to feel that food is going to come up from your stomach: *The motion of the boat made her feel sick.*

finger (n) /ˈfɪŋgə(r)/ one of the five parts at the end of your hand: *She cut her finger on some glass.*

fit (adj) /fɪt/ healthy and strong: *I keep fit by jogging every day.*

flu (n) /fluː/ an illness like a very bad cold that makes your body sore and hot: *I think I've got flu.*

fold your arms (v) /fəʊld jə(r) ɑːmz/ to put one of your arms over the other and hold them against your body: *She folded her arms and stared at him.*

foot (n) /fʊt/ the part of your leg that you stand on: *I've been walking all day and my feet hurt.*

hand (n) /hænd/ the part at the end of your arm that has four fingers and a thumb: *She held the letter in her hand.*

hard-working (adj) /ˌhɑːd ˈwɜːkɪŋ/ working with effort and energy: *My sister is very hard-working.*

have a temperature (v) /hæv ə ˈtemprətʃə(r)/ to feel very hot because you are ill: *She felt sick and she had a temperature.*

hay fever (n) /ˈheɪ fiːvə(r)/ an illness like a cold. Grass and other plants can cause hay fever: *I've got hay fever.*

head (n) /hed/ the part of your body above your neck: *She turned her head to look at me.*

(have a) headache (n) /ˈhedeɪk/ a pain in your head: *I've got a headache.*

help with the cooking (v) /help wɪð ðə ˈkʊkɪŋ/ to do something useful for somebody who is preparing a meal: *My little brother likes to help with the cooking.*

hip (n) /hɪp/ the place where your leg joins the side of your body: *I put my hands on my hips.*

hoover the floor (v) /ˈhuːvə(r) ðə flɔː(r)/ to clean a carpet or the floor with a machine that sucks up dirt: *I hoovered the floor after the party.*

ill (adj) /ɪl/ not well; not in good health: *Mark is in bed because he is ill.*

injection (n) /ɪnˈdʒekʃn/ if you have an injection, a doctor or nurse puts a drug into your body using a special needle (called a syringe): *The doctor gave the baby an injection.*

knee (n) /niː/ the part in the middle of your leg where it bends: *I fell and cut my knee.*

lay the table (v) /leɪ ðə ˈteɪbl/ to put knives, forks, plates and other things on the table before you eat: *Please lay the table for eight guests.*

lazy (adj) /ˈleɪzi/ A person who is lazy does not want to work: *Don't be so lazy – come and help me!*

leg (n) /leg/ one of the long parts of the body that is used for walking and standing: *She sat down and crossed her legs.*

load / unload the dishwasher (v) /(ˌʌn)ləʊd ðə ˈdɪʃwɒʃə(r)/ to put dirty dishes in / remove clean dishes from a dishwasher: *We loaded the dishwasher after the dinner was over.*

load / unload the washing machine (v) /(ˌʌn)ləʊd ðə ˈwɒʃɪŋ məˈʃiːn/ to put dirty clothes in / remove clean clothes from a washing machine: *I unload the washing machine after the buzzer sounds.*

make eye contact (v) /meɪk aɪ ˈkɒntækt/ when two people look at each other's eyes at the same time: *She's very shy and never makes eye contact with people.*

make the bed (v) /meɪk ðə bed/ to put covers and sheets straight on a bed: *I make my bed every day.*

medicine (n) /ˈmedsn/ special liquid that helps you to get better when you are ill: *Take this medicine every morning.*

neck (n) /nek/ the part of your body between your shoulders and your head: *Helen wore a silver chain round her neck.*

(have a) nosebleed (n) /ˈnəʊzbliːd/ a sudden flow of blood that comes from your nose: *What's the best thing to do when you have a nosebleed?*

painkiller (n) /ˈpeɪnkɪlə(r)/ a drug that makes pain less strong: *She's on painkillers.*

plaster (n) /ˈplɑːstə(r)/ a small piece of sticky material that you put over a cut on your body to keep it clean: *You should put a plaster on that cut.*

player (n) /ˈpleɪə(r)/ a person who plays a game: *She's an excellent tennis player.*

poor (adj) /pɔː(r)/ with very little money: *She was too poor to buy clothes for her children.*

rash (n) /ræʃ/ a lot of small red spots on your skin: *He came out in a rash where the plant had touched him.*

rich (adj) /rɪtʃ/ having a lot of money: *He wants to be rich and famous.*

(take out the) rubbish (n) /ˈrʌbɪʃ/ things that you do not want anymore: *Could you take out the rubbish, please?*

runner (n) /ˈrʌnə(r)/ a person who runs: *The French runner is in the lead.*

safe (adj) /seɪf/ not dangerous: *Is it safe to swim in this river?*

shivery (adj) /ˈʃɪvə(r)i/ shaking because you are cold or ill: *I went to bed feeling cold and shivery.*

shoulder (n) /ˈʃəʊldə(r)/ the part of your body between your neck and your arm: *She fell asleep with her head on his shoulder.*

skater (n) /skeɪtə(r)/ a person who skates: *One of the skaters fell.*

smile (v) /smaɪl/ to make a friendly expression with the corners of your mouth turned upwards: *She smiled at him and he smiled back.*

sneeze (v) /sniːz/ to make air come out of your nose and mouth with a sudden loud noise, for example because you have a cold: *Pepper makes you sneeze.*

(have a) sore throat (n) /ˌsɔː(r) ˈθrəʊt/ a pain in your throat: *I've got a sore throat.*

(have a) sprained ankle (n) /spreɪnd ˈæŋkl/ if you have a sprained ankle, you have hurt and damaged it by turning it suddenly or falling: *What's the best treatment for a sprained ankle?*

sprinter (n) /sprɪntə(r)/ a person who runs short distances very fast: *There were four 100-metre sprinters in the England team.*

stand up straight (v) /stænd ʌp streɪt/ to be on your feet with your back and shoulders straight: *You'll look taller if you stand up straight.*

stomach (n) /ˈstʌmək/ the part inside your body where food goes after you eat it: *Lie on your stomach and lift your arms off the ground.*

(have) stomach ache (n) /ˈstʌmək eɪk/ a pain in your stomach: *I've got stomach ache.*

swimmer (n) /swɪmə(r)/ a person who swims: *He's a good swimmer.*

tidy your bedroom (v) /ˈtaɪdi jɔː(r) ˈbedrʊm/ to put everything in the right place in your bedroom: *Please tidy your bedroom before your friends arrive.*

toe (n) /təʊ/ one of the five parts at the end of your foot: *Did I tread on your toe? Sorry.*

(have) toothache (n) /ˈtuːθeɪk/ a pain in your tooth: *I've got toothache.*

(the) toughest (n) /ˈtʌfɪst/ (the) strongest: *Only the toughest go climbing here in winter.*

unwell (adj) /ʌnˈwel/ not well; ill: *I feel unwell.*

use hand gestures (v) /juːz hænd ˈdʒestʃəz/ to make movements with your hands to show a particular meaning: *Using hand gestures can help you to communicate.*

walk the dog (v) /wɔːk ðə dɒg/ to go on a short journey on foot to exercise the dog: *My brother walks the dog every evening.*

(hang out / bring in the) washing (n) /ˈwɒʃɪŋ/ clothes that you have washed: *Shall I hang the washing out?*

weak (adj) /wiːk/ not powerful or strong: *She felt very weak after her long illness.*

well (adj) /wel/ healthy: *'How are you?' 'I'm very well, thanks.'*

wrist (n) /rɪst/ the part of your body where your arm joins your hand: *I wear a bracelet on my wrist.*

Unit 8

accountant (n) /əˈkaʊntənt/ a person whose job is to make lists of all the money that people or businesses receive and pay: *Nicky is an accountant.*

architect (n) /ˈɑːkɪtekt/ a person whose job is to design and plan buildings: *Sam wants to be an architect when he grows up.*

article (n) /ˈɑːtɪkl/ a piece of writing in a newspaper or magazine: *Did you read the article about young fashion designers?*

be born (v) /bi ˈbɔːn/ to start your life: *He was born in 1990.*

beautiful (adj) /ˈbjuːtɪfl/ very nice to see, hear or smell: *She has a beautiful voice.*

builder (n) /ˈbɪldə(r)/ a person whose job is to make buildings: *The builders are starting work on the new school today.*

die (v) /daɪ/ to stop living: *She died of cancer.*

doctor (n) /ˈdɒktə(r)/ a person whose job is to make sick people well again: *The doctor will see you soon.*

electrician (n) /ɪˌlekˈtrɪʃn/ a person whose job is to make and repair electrical systems and equipment: *John's an electrician.*

engineer (n) /ˌendʒɪˈnɪə(r)/ a person whose job is to plan, make or repair things like machines, roads or bridges: *My brother is an engineer.*

factory worker (n) /ˈfæktri ˌwɜːkə(r)/ a person who works in a place where things are made with machines: *He works at the car factory.*

fall in love (with sb) (v) /ˌfɔːl ɪn ˈlʌv/ to begin to love sb: *He fell in love with Anna immediately.*

fiction (n) /ˈfɪkʃn/ stories that sb writes and that are not true: *I enjoy reading fiction.*

get a job (v) /get ə ˈdʒɒb/ to start working in a place: *She got a job as a waitress.*

get divorced (v) /get dɪˈvɔːst/ to end a marriage by law: *They got divorced last year.*

get married (v) /get ˈmærid/ to take sb as your husband or wife: *Kat and Paul got married last year.*

go to university (v) /gəʊ tə ˌjuːnɪˈvɜːsəti/ to regularly attend university (= a place where people go to study more difficult subjects after they have left school): *I'm hoping to go to university.*

grow up (v) /grəʊ ˈʌp/ to become an adult; to change from a child to a man or woman: *I want to be a doctor when I grow up.*

have a baby (v) /hæv ə ˈbeɪbi/ when a woman has a baby, she produces a child from her body: *She's going to have a baby.*

lawyer (n) /ˈlɔːjə(r)/ a person who has studied the law and who helps people or talks for them in a court of law: *Susan is training to be a lawyer.*

magical (adj) /ˈmædʒɪkl/ wonderful, extremely enjoyable: *It was a really magical evening.*

national (adj) /ˈnæʃnəl/ connected with a particular country, or shared by a whole nation: *The national flag of Japan is white and red.*

natural (adj) /ˈnætʃrəl/ finding sth easy: *She's a natural dancer: strong and graceful.*

non-fiction (n) /nɒn ˈfɪkʃn/ writing that is about real people, events and facts: *You'll find biographies in the non-fiction section of the library.*

novel (n) /ˈnɒvl/ a book that tells a story about people and things that are not real: *'David Copperfield' is a novel by Charles Dickens.*

nurse (n) /nɜːs/ a person whose job is to look after people who are sick or hurt: *My sister works as a nurse in a hospital.*

office worker (n) /ˈɒfɪs ˌwɜːkə(r)/ a person who works at a desk in an office: *The train was full of office workers on their way home.*

play (n) /pleɪ/ a story that you watch in the theatre or on television, or listen to on the radio: *We went to see a play at the National Theatre.*

plumber (n) /ˈplʌmə(r)/ a person whose job is to put in and repair things like water pipes and baths: *The plumber came to mend the broken pipes.*

poem (n) /ˈpəʊɪm/ words arranged in lines in an artistic way, often with sounds repeated at the ends of lines: *I wrote poems about the countryside.*

political (adj) /pəˈlɪtɪkl/ connected with politics or the government: *Do you belong to a political party?*

powerful (adj) /ˈpaʊəfl/ having a lot of strength or power: *Richard is a very powerful swimmer.*

professional (adj) /prəˈfeʃənl/ doing sth for money as a job: *He is a professional footballer.*

retire (v) /rɪˈtaɪə(r)/ to stop working because you are a certain age: *My grandfather retired last year.*

scientist (n) /ˈsaɪəntɪst/ a person who studies science or works with science: *Scientists have made an important new discovery.*

script (n) /skrɪpt/ the written words that actors speak in a play or film: *Who wrote the film script?*

shop assistant (n) /ˈʃɒp əˌsɪstənt/ a person who works in a shop: *The shop assistant helped me.*

short story (n) /ˌʃɔːt ˈstɔːri/ a piece of writing that is shorter than a novel: *He gave me a collection of short stories by Thomas Hardy.*

successful (adj) /səkˈsesfl/ if you are successful, you have got or done what you wanted, or you have become popular, rich, etc.: *Her uncle is a successful actor.*

take a break (v) /teɪk ə breɪk/ to stop doing something for a short period of time: *After you finish the test, you may take a break.*

take a test (v) /teɪk ə test/ to take an exam to see how much you know about a subject: *We take a test every Friday in English class.*

take care (v) /ˌteɪk 'keə(r)/ to be careful: *Take care when you cross the road.*

take control (of sth) (v) /ˌteɪk 'kən'trəʊl/ to use your power to deal with sth: *The police have now taken control of the situation.*

take part (in sth) (v) /teɪk 'pɑːt/ to join with other people in an activity: *We all took part in the discussion.*

take photos (of sth) (v) /ˌteɪk 'fəʊtəʊz/ to use a camera to record pictures: *I took photos of all the famous sights.*

take place (v) /ˌteɪk 'pleɪs/ to happen: *The wedding of Katherine and Warren will take place on 19 July.*

take turns (v) /ˌteɪk 'tɜːnz/ to do sth one after the other: *You can't both use the computer at the same time. Why don't you take turns?*

traditional (adj) /trə'dɪʃənl/ related to old beliefs or customs of a particular group of people: *The children all wore traditional costumes.*

vet (n) /vet/ a doctor for animals: *Mary is training to be a vet.*

waiter / waitress (n) /'weɪtə(r)/ a man or woman who brings food and drink to your table in a restaurant: *The waiter took our order.*

wonderful (adj) /'wʌndəfl/ extremely good; great: *What a wonderful present!*

Unit 9

achievement (n) /ə'tʃiːvmənt/ sth that sb has done after trying hard: *Climbing Mount Everest was his greatest achievement.*

attraction (n) /ə'trækʃn/ sth that is interesting or enjoyable: *Big Ben is a major tourist attraction.*

bald (adj) /bɔːld/ with no hair or not much hair: *My dad is going bald.*

beard (n) /bɪəd/ the hair on a man's chin: *He has got a beard.*

blonde (adj) /blɒnd/ with light-coloured hair: *She is tall and blonde.*

call back (v) /'kɔːl bæk/ to telephone somebody again: *I am busy cooking now. Can you call back in an hour?*

cardboard (n) /'kɑːdbɔːd/ very thick paper that is used for making boxes, etc.: *Put the books in a cardboard box.*

celebration (n) /ˌselɪ'breɪʃn/ a time when you enjoy yourself because you have a special reason to be happy: *We had a big family celebration when Uncle Tony came home.*

clay (n) /kleɪ/ a kind of heavy earth that becomes hard when it is dry: *She shaped the clay into a pot.*

come up with (sth) (v) /kʌm 'ʌp wɪð/ to find an answer or a solution to sth: *Engineers have come up with new ways of saving energy.*

curious (adj) /'kjʊəriəs/ having a strong desire to know about sth: *They were very curious about the people who lived upstairs.*

curly (adj) /'kɜːli/ with a lot of curls: *He's got curly hair.*

cut (sb) off (v) /kʌt 'ɒf/ to stop or interrupt sb's telephone call: *We were cut off before I could give her my message.*

decoration (n) /ˌdekə'reɪʃn/ a beautiful thing that you add to sth to make it look nicer: *When shall we put up the Christmas decorations?*

dyed (adj) /daɪd/ dyed hair is not its natural colour: *Diane has dyed blonde hair.*

enjoyment (n) /ɪn'dʒɔɪmənt/ a feeling of enjoying sth: *I get a lot of enjoyment from travelling.*

entertainment (n) /ˌentə'teɪnmənt/ sth that entertains people, for example films, concerts or television: *There isn't much entertainment for young people in this town.*

enthusiastic (adj) /ɪnˌθjuːzi'æstɪk/ feeling or showing a lot of excitement and interest about sb / sth: *You don't sound very enthusiastic about the idea.*

fair (adj) /feə(r)/ Fair skin or hair is light in colour: *He's got fair hair.*

find (sth) out (v) /faɪnd 'aʊt/ to get information about sth: *Can you find out what time the train leaves?*

foam (n) /fəʊm/ a light rubber material that is used inside seats, etc. to make them comfortable: *We slept on foam mattresses on the floor.*

freckles (n pl) /'freklz/ small light brown spots on a person's skin: *She has curly brown hair and freckles.*

get off the line (v) /ˌget ɒf ðə 'laɪn/ to stop using a telephone line: *I'll get off the line in case somebody else is trying to call.*

get through (to sb) (v) /get 'θruː/ to be able to speak to sb on the telephone: *I tried to call Kate but I couldn't get through.*

give up (v) /gɪv 'ʌp/ to stop trying to do sth: *I give up – what's the answer?*

glass (n) /glɑːs/ a hard, usually clear material used for making windows and bottles: *His car windows have dark glass.*

glasses (n pl) /'glɑːsɪz/ two pieces of glass or plastic (called lenses) in a frame that people wear over their eyes to help them see better: *Does she wear glasses?*

go ahead (v) /gəʊ ə'hed/ to begin or continue to do sth: *We decided to go ahead with the match in spite of the heavy rain.*

graduation (n) /ˌgrædʒu'eɪʃn/ the act of successfully completing a university degree: *My whole family came to my graduation ceremony.*

hang up (v) /'hæŋ ʌp/ to end a telephone call: *I couldn't hear anyone on the line, so I hung up.*

hold on (v) /həʊld 'ɒn/ to wait: *Could you hold on a moment, please?*

leather (n) /'leðə(r)/ the skin of an animal that is used to make things like shoes, jackets or bags: *He wore jeans and a leather jacket.*

look like (sb) (v) /'lʊk laɪk/ to have a similar appearance to sb: *John looks like his father.*

look up (v) /'lʊk ʌp/ to try and find information in a book: *If you don't understand a word, look it up in a dictionary.*

marble (n) /'mɑːbl/ a hard attractive stone that is used to make statues (= models of people) and parts of buildings: *Marble is always cold when you touch it.*

medium-height (adj) /ˌmiːdiəm 'haɪt/ not tall and not small: *He's medium-height with dark hair.*

medium-weight (adj) /ˌmiːdiəm 'weɪt/ not fat and not thin: *He's medium-weight with blond hair.*

metal (n) /'metl/ a solid substance that is usually hard and shiny, such as iron, tin or gold: *This chair is made of metal.*

moustache (n) /mə'stɑːʃ/ the hair above a man's mouth, below his nose: *He has got a moustache.*

organized (adj) /'ɔːgənaɪzd/ able to plan your work, life, etc. in an efficient way: *Sarah is a very organized person.*

overweight (adj) /ˌəʊvə'weɪt/ too heavy or fat: *The doctor said I was overweight.*

paper (n) /'peɪpə(r)/ thin material for writing or drawing on or for wrapping things in: *Take a sheet of paper and write your name at the top.*

pick up (the phone) (v) /pɪk 'ʌp/ to answer the telephone: *I called her office but nobody picked up.*

plastic (n) /'plæstɪk/ an artificial material that is used for making many different things: *These chairs are made of plastic.*

polite (adj) /pə'laɪt/ having or showing good manners and respect for other people's feelings: *Our waiter was very polite and helpful.*

proactive (adj) /ˌprəʊ'æktɪv/ controlling a situation by making things happen rather than waiting for things to happen and then reacting to them: *Managers must be proactive in preventing problems.*

punctual (adj) /'pʌŋktʃuəl/ always doing sth at the arranged or correct time, not late: *She has been reliable and punctual.*

put (sb) through (to sb) (v) /pʊt 'θruː/ to connect sb on the telephone to the person they want to speak to: *Can you put me through to the manager, please?*

put (sth) together (v) /pʊt tə'geðə(r)/ to produce sth: *They put together a list of good hotels nearby.*

reaction (n) /riˈækʃn/ what you do, say or think as a result of something that happens: *His first reaction was to run away.*

set (sth) up (v) /set 'ʌp/ to start sth: *The company was set up in 1981.*

slim (adj) /slɪm/ thin, but not too thin: *Her father was a tall slim man in his forties.*

sociable (adj) /'səʊʃəbl/ enjoying spending time with other people: *He's a sociable child who'll talk to anyone.*

speak up (v) /spiːk 'ʌp/ to talk louder: *Can you speak up? I can't hear you!*

stone (n) /stəʊn/ the very hard material that is in the ground. Stone is sometimes used for building: *There is a high stone wall around the garden.*

tanned (adj) /tænd/ if you are tanned, your skin has become brown because you have spent time in the sun: *He had dark hair and a tanned face.*

thin (adj) /θɪn/ not fat: *He's tall and thin.*

wax (n) /wæks/ the substance that is used for making candles (= tall sticks that you burn to give light) or for making things shine: *I bought a tin of wax floor polish.*

what is … like? (v) /wɒt ɪz … laɪk/ words that you say when you want to know more about sb or sth: *'What's your new teacher like?' 'She's really nice.'*

wood (n) /wʊd/ the hard substance that trees are made of: *The table is made of wood.*

work (sth) out (v) /wɜːk 'aʊt/ to find the answer to sth: *We worked out the cost of the holiday.*

Unit 10

activity holiday (n) /æk'tɪvəti ˌhɒlədeɪ/ a holiday where you do things like sailing, diving and climbing: *We are planning an activity holiday.*

apartment (n) /ə'pɑːtmənt/ the American English word for flat: *Their apartment is on the fifth floor.*

beach (n) /biːtʃ/ a piece of land next to the sea that is covered with sand or stones: *We lay on the beach in the sun.*

beach holiday (n) /'biːtʃ ˌhɒlədeɪ/ a holiday where you spend a lot of time on the beach and in the sea: *I don't really like beach holidays; I prefer walking in the countryside.*

bed and breakfast (n) /ˌbed ənd 'brekfəst/ a private house or small hotel where you pay for a room to sleep in and a meal the next morning: *I stayed in a bed and breakfast.*

book (a holiday) (v) /bʊk/ to buy tickets or arrange to do something in the future: *They booked a holiday in New York for September.*

camper van (n) /'kæmpə(r) væn/ a vehicle that you use for sleeping in on holiday: *We travelled across Europe in a camper van.*

camping holiday (n) /'kæmpɪŋ ˌhɒlədeɪ/ a holiday where you sleep in a tent: *We're planning a camping holiday in France.*

campsite (n) /'kæmpsaɪt/ a place where you can stay in a tent: *We found a lovely campsite by a lake.*

candy (n) /'kændi/ the American English word for sweets; small pieces of sweet food: *The children eat too much candy.*

caravan (n) /'kærəvæn/ a large vehicle that is pulled by a car. You can sleep, cook, etc. in a caravan when you are travelling or on holiday: *The caravan site was full.*

catch (a train) (v) /kætʃ/ to get on a train, bus or plane to travel somewhere: *She caught the 10.30 train to Liverpool.*

check into (a hotel) (v) /tʃek 'ɪntu/ to tell the person at the desk in a hotel that you have arrived: *We checked into our hotel at 3 p.m.*

check out of (v) /tʃek 'aʊt əv/ to pay your bill and leave a hotel: *Please check out by 10 a.m.*

chill out (v) /tʃɪl 'aʊt/ to relax and not feel angry or nervous: *I work hard all week so on Sundays I just chill out.*

chips (n pl) /tʃɪps/ the American English word for crisps: *He bought a bag of potato chips and a bar of chocolate.*

coast (n) /kəʊst/ the part of the land that is next to the sea: *Their holiday house is near the coast.*

cruise (n) /kruːz/ a holiday when you travel on a ship and visit a lot of different places: *They went on a world cruise.*

day trip (n) /'deɪ trɪp/ a visit to a place that lasts one day: *We didn't go away on holiday; we just went on day trips.*

drop off (v) /drɒp 'ɒf/ to stop a vehicle so that sb can leave it: *Can you drop me off here, please?*

eraser (n) /ɪ'reɪzə(r)/ the American English word for rubber: *May I borrow your eraser, please?*

fall (n) /fɔːl/ the American English word for autumn: *I'm starting university next fall.*

farm holiday (n) /'fɑːm ˌhɒlədeɪ/ a holiday where you stay on a farm: *The children would like to go on a farm holiday.*

fries (n pl) /fraɪz/ the American English word for chips: *Do you want fries with your burger?*

garbage (n) /'gɑːbɪdʒ/ the American English word for rubbish: *Don't forget to put the garbage out.*

get away (v) /get ə'weɪ/ to go on holiday: *I'm hoping to get away for a few days in May.*

get back (v) /get 'bæk/ to return: *When did you get back from your holiday?*

get into (v) /get 'ɪntu/ to enter a vehicle: *I saw the man getting into a blue van.*

get off (v) /get 'ɒf/ to leave sth such as a bus or train: *Where did you get off the bus?*

Wordlist

get on (v) /get 'ɒn/ to climb onto a bus or train: *I got on the train.*

get out of (v) /get 'aʊt əv/ to leave a vehicle: *A woman got out of the car.*

go abroad (v) /gəʊ ə'brɔːd/ to go to another country: *Are you going abroad this summer?*

go away (v) /gəʊ ə'weɪ/ to leave the place where you live for at least one night: *They have gone away for the weekend.*

guided tour (n) /ˌgaɪdɪd 'tʊə(r)/ a visit of a building or city with a person who tells you about the place: *We went on a guided tour of the castle.*

harbour (n) /'hɑːbə(r)/ a place where ships can stay safely in the water: *We went to look at the boats in the harbour.*

holiday (n) /'hɒlədeɪ/ a time when you do not go to work or school, and often go and stay away from home: *I'm going to Spain for my holiday.*

hotel (n) /həʊ'tel/ a place where you pay to sleep and eat: *I stayed at a hotel near the airport.*

island (n) /'aɪlənd/ a piece of land with water all around it: *We visited the Greek islands last summer.*

lake (n) /leɪk/ a big area of water with land all around it: *We went swimming in the lake.*

look forward to (v) /lʊk 'fɔːwəd tə/ to wait for sth with impatience and pleasure: *I'm looking forward to seeing you again.*

miss (a train) (v) /mɪs/ to arrive too late for something: *I had to walk because I missed the bus.*

movie theater (n) /'muːvi ˌθɪətə(r)/ the American English word for cinema; a place where you go to see a film: *Is there a movie theater in town?*

pack (a bag) (v) /pæk/ put clothes in a bag in preparation for a trip: *I packed my bags and called for a taxi.*

pants (n pl) /pænts/ the American English word for trousers: *Lewis wore black pants with a yellow T-shirt.*

pick up (v) /'pɪk ʌp/ to come to get sb: *Grandpa picks me up from school every day.*

postcard (n) /'pəʊstkɑːd/ a card with a picture on one side, that you write on and send by post: *She sent me a postcard from California.*

queue up (v) /kjuː 'ʌp/ When people queue up, they stand in a line waiting for sth: *People queued up outside the ticket office.*

river (n) /'rɪvə(r)/ a long wide line of water that flows into the sea: *People were fishing along the banks of the river.*

set off (v) /set 'ɒf/ to start a journey: *We set off for Oxford at two o'clock.*

sightseeing holiday (n) /'saɪtsiːɪŋ ˌhɒlədeɪ/ a holiday where you visit the famous places and things of interest in a city or country: *Rose's parents went on a sightseeing holiday to Prague.*

ski resort (n) /'skiː rɪˌzɔːt/ a place where a lot of people go on holiday to ski: *We stayed at a ski resort in the Alps.*

ski trip (n) /'skiː trɪp/ a holiday where you ski (= move along on snow on long flat pieces of metal or plastic that you fix to boots): *The school organizes a ski trip every winter.*

sneakers (n pl) /'sniːkə(r)z/ the American English word for soft shoes that you wear for sports or with informal clothes: *He was wearing old jeans and a pair of blue sneakers.*

soccer (n) /'sɒkə(r)/ the American English word for football: *Ben plays for the university soccer team.*

souvenir (n) /ˌsuːvə'nɪə(r)/ sth that you keep to remember a place or a special event: *I bought this cowboy hat as a souvenir of Texas.*

study holiday (n) /'stʌdi ˌhɒlədeɪ/ a holiday where you learn about a subject: *The company offers study holidays for young people in the UK.*

summer camp (n) /ˌsʌmə(r) 'kæmp/ a place where children spend their holidays away from home in the summer: *The children go on summer camp in June.*

sweater (n) /'swetə(r)/ the American English word for jumper: *She wore a red sweater with a blue scarf.*

take off (v) /'teɪk ɒf/ when a plane leaves the ground and starts to fly: *The plane took off an hour late.*

temple (n) /'templ/ a building where people go to say prayers to a god or gods: *Please remove your shoes before entering the temple.*

theme park (n) /'θiːm pɑːk/ a type of amusement park (= a large park which has a lot of things that you can ride and play on) where the activities are all based on a single idea: *We went to a theme park called Waterland.*

tower (n) /'taʊə(r)/ a tall narrow building or a tall part of a building: *Did you go up the Eiffel Tower?*

vacation (n) /və'keɪʃn/ the American English word for holiday: *They're on vacation in Hawaii.*

volcano (n) /vɒl'keɪnəʊ/ a mountain with a hole in the top where fire, gas and hot liquid rock (called lava) sometimes come out: *Is Mount Etna an active volcano?*

walking holiday (n) /'wɔːkɪŋ ˌhɒlədeɪ/ a holiday where you walk from one place to another and sleep in a tent or a cheap hotel in each place: *We went on a walking holiday in the Alps.*

waterfall (n) /'wɔːtəfɔːl/ a place where water falls from a high place to a low place: *Come to Niagara and see the spectacular waterfall.*