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# Activate!

A2

Students' Book



Your book on your computer with ideas

Active Book



PEARSON  
Longman

## Welcome to Activate!



Hi, guys! My name's Eva, and this is my brother.

Before we start, we'd like to do this questionnaire together.

Hi, I'm Leo! We're here to help you learn English, but we want you to have fun, too!

## The **LANGUAGE** questionnaire

- 1 What languages can you speak?
  - A My own language and English.
  - B My own language, English and one other language.
  - C Lots of languages!
- 2 Are you good at English?
  - A It's not my best subject!
  - B Yes, I'm usually good at English.
  - C Yes, I'm good at English and I love it!
- 3 Do you like speaking English in class?
  - A No, I don't.
  - B It's OK.
  - C Yes, I enjoy speaking English.
- 4 Do you ever speak English outside class?
  - A No, never.
  - B Yes, sometimes with my friends.
  - C Yes, when I travel abroad.
- 5 Do you like watching English-speaking films on TV or at the cinema?
  - A Yes, I love them!
  - B I like them, but I always read the subtitles.
  - C I prefer films in my own language.
- 6 What English book did you study last year?
  - A I can't remember!
  - B It was big and red. There was a nice picture on the front cover.
  - C Our English book was ..... (name).



What will your English book be this year?



Look out for these real-life stories!



### WHO?

Who went to the Olympics?  
See page 63.



### WHAT?

What are these monkeys doing?  
See page 17.



### WHEN?

When did a girl find this crystal skull?  
See page 34.



### WHERE?

Where are these teenagers going?  
See page 44.



### HOW?

How did this boy's life change?  
See page 9.

Hi! Look out for us in the Skillzones and the Wordzones. We're here to help!

We're on the Active Book, too! See you soon!

### WHY?

Why is this man jumping out of a plane?  
See page 70.





And don't forget to go to [iTests.com](http://iTests.com) for extra exam practice!


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	Listening	Speaking	Writing DVD on Active Book
at	<b>Hobbies</b> Multiple matching	<b>Talking about sports and hobbies</b> Completing a questionnaire Likes and dislikes	<b>A paragraph</b> Conjunctions <b>DVD</b> <i>Britain's got talent!</i>
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	<b>School trip</b> Completing notes	<b>Making plans</b> Talking about possible plans	<b>An email</b> Talking about plans <i>Looking forward to ...</i> <b>DVD</b> <i>Serious ocean</i>
arbs	<b>Going shopping</b> Multiple-choice pictures	<b>Shopping</b> Matching questions and answers In a shop	<b>An invitation</b> Inviting <b>DVD</b> <i>Swap, don't shop!</i>

Unit	Reading	Vocabulary	Grammar
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8 Wild things page 70	Man in the wild Right/Wrong/Doesn't say	Wild places Weather adjectives  Your world geography	Making comparisons Comparatives Superlatives

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10 Weird places page 88	Holidays Multiple matching  Your local geography	Buildings and places Compound nouns	Using the present simple passive Present simple passive Past simple passive

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11 Jobs 4 kids page 98	Bindi, jungle girl Matching  Your careers	Jobs Phrasal verbs	Talking about general truths and future possibilities Zero conditional First conditional First conditional – modals
12 Is that really true? Page 106	Mythbusters Multiple-choice questions	Science and technology Phrasal verbs  Your science	Reporting what someone says Reported statements Reporting verbs Relative clauses




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Vocabulary File and DVD Activities page 130

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Listening	Speaking	Writing DVD on Active Book
<b>Borrowing</b> Multiple-choice pictures 	<b>Talking about sports</b> Explaining meaning of signs/rules	<b>A factfile</b> Position of adjectives <b>DVD</b> <i>BMX champion</i>
<b>Wild animals</b> Table completion  <b>Your wild animals</b>	<b>Talking about another country</b> Asking and answering questions Describing feelings	<b>A postcard</b> Writing about an experience <b>DVD</b> <i>Elephant safari</i>
<b>Food</b> Multiple matching  <b>Your food technology</b>	<b>Advice</b> Asking for and giving advice	<b>An article</b> Describing food <b>DVD</b> <i>A chocolate drink?</i>
<b>Famous places</b> Multiple-choice questions	<b>Describing buildings</b> Describing objects	<b>A brochure</b> Giving information <b>DVD</b> <i>Cave hotel</i>
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<b>Technology</b> Multiple matching	<b>Finding out about an event</b> Asking for information	<b>A review</b> Saying something is good or bad <b>DVD</b> <i>Sticky tape</i>

## 1

# Hopes and dreams

## Get ideas

- 1 Match the photos with the sentences.



A



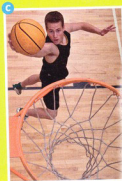
E



B



F



C



D

## Time to read

- 3 Look at the four people on page 9. What are their talents?

### EXAMZONE

Do you have to answer questions about an article? First, read all the questions. Then read the article and find out what it says about each question.



- I'm good at playing chess, but I hate competitions!
- I enjoy writing stories. My dream is to write a book one day.
- My hobby is shopping. I'm very good at it!
- My favourite sport is basketball. My dream is to play for my country.
- I love dancing. My dream is to be on stage.
- I like Maths and computer games. My dream is to make a computer game.

- 2 Which person from Exercise 1 would you like to be? Why?

- 4 Read the article. Choose the best answer, A, B or C.

- Faryl plays football on Saturdays.  
A Right B Wrong C Doesn't say
- Only two contestants are younger than Faryl.  
A Right B Wrong C Doesn't say
- George always dances at a dance school.  
A Right B Wrong C Doesn't say
- George is hurt in his dance show.  
A Right B Wrong C Doesn't say
- Kate's dog likes being on stage.  
A Right B Wrong C Doesn't say
- Kate's dog is difficult to work with.  
A Right B Wrong C Doesn't say
- At first, the judges aren't sure about Jeremy's act.  
A Right B Wrong C Doesn't say



# HAVE THEY GOT TALENT?

These four young people are in a TV talent show. They're about to go on stage in front of a live audience. They all love what they do, but whose dreams will come true?



## FARYL SMITH

Faryl Smith loves classical singing, but she's also good at football and plays for a team every week. At twelve years old, Faryl is one of the youngest contestants.

When she finishes her song, some people have tears in their eyes.

**'I'm a normal girl with a big voice.'**

## JEREMY LYNCH

When twenty-year-old Jeremy Lynch tells the judges that he's good at 'freestyle football', they are surprised. 'Do you think you can make this entertainment and not sport?' they ask. 'Just watch me!' he smiles. Jeremy starts juggling the ball with his feet. Is he the winner?



**'Just watch me!'**



## GEORGE SAMPSON

George Sampson, who is fourteen, often has an audience because he usually dances in the streets of Manchester. He uses the money he earns from these shows to pay for dance lessons because they're expensive. On stage, George's act ends with a crash. It doesn't look good. Is he OK?

**'My dream is to travel the world.'**

## KATE NICHOLAS AND GIN

When I meet Kate, sixteen, and her six-year-old dog, Gin, the dog wags her tail. She always enjoys performing. Animals are sometimes hard to work with, but Kate isn't worried. The music plays and Gin starts dancing backwards – on two legs! When they finish their dance, they both smile. The judges look pleased, too.



**'We spend most of the time with each other.'**

### 5 Complete the table with information from the article.

Family name	First name	Age	Talent
Smith	Faryl	12	singing
Sampson			
Lynch			
Nicholas			

### Time to talk

#### 6 Who do you want to win the talent show? Why?

### Summarise

Use the table in Exercise 5 to give information about each contestant in your own words. Add any extra information you can remember.  
 Faryl is good at ...  
 Kate and Gin enjoy ...  
 George loves ...  
 Jeremy's talent is ...



Coming up ... *Britain's got talent!* DVD clip. See page 130.

# Talent and hobbies



## 1 Find these things in the picture.

audience contestants judges stage winner

## 2 Complete the sentences with these words.

act dream entertainment live  
perform show take part talent

- My dad sometimes does a magic .....  
act
- This funny film is great ..... for the whole family.
- My ..... is to work with animals when I'm older.
- He's too shy to ..... in front of thousands of people.
- Listen to the radio. It's a ..... concert with Girls Aloud.
- Good evening and welcome to our .....!
- Angela is a fantastic singer. She's got a lot of .....
- I ..... in our school show every year.

## 3 Read the article. Choose the best answer, A, B or C.

Jeremy and his friends often 1) ..... freestyle football 2) ..... They don't normally go on 3) ..... , they do their 4) ..... in the street or in a shopping centre. They usually have a large 5) ..... , but there isn't a 6) ..... ! They have definitely got 7) ..... It's their 8) ..... to go to Argentina and meet Maradona.

- |                   |                 |               |
|-------------------|-----------------|---------------|
| 1 A perform       | B take part     | C have        |
| 2 A dreams        | B talents       | C shows       |
| 3 A audience      | B stage         | C competition |
| 4 A dance         | B act           | C dream       |
| 5 A judge         | B audience      | C contestant  |
| 6 A judge         | B talent        | C show        |
| 7 A talent        | B entertainment | C winner      |
| 8 A entertainment | B act           | C dream       |

## Memory game

Write five words from this page that you find hard to spell. Memorise them, close your books, then write them again. Quiz your partner – who can remember more words correctly?

## Time to talk

### Your media

- Do you have shows like these in your country? Which one would you like to be on? Why?

Britain's got talent      Who wants to be a millionaire?  
Pop idol

## WORDZONE

Look! Many **noun forms** are the same as the **verb form**.

judge (n) – judge (v)

Some are very similar.

performance (n) –  
perform (v)

→ Vocabulary File, page 130



## Talking about the present

## GRAMMARZONE

## Present simple

- A something that is always or usually true  
George **lives** in Manchester.
- B a habit or routine  
George normally **dances** in the streets.
- C do/does to make questions and don't/doesn't to make negatives  
**Do** you **spend** a lot of time together?  
No, we **don't**.

## Time expressions

- D adverbs of frequency before the present simple  
George **often** has an audience.
- E other time phrases at the beginning or end of a sentence  
Faryl plays for a team **every week**.

→ Grammar File, page 136

## 1 Make questions and sentences using the present simple.

- She / love / dancing and singing  
She **loves** dancing and singing.
- My best friend / not / like / basketball  
do / he / play chess?
- Our teacher / take part / in talent shows
- My brother / go / to stage school
- I / not / watch TV / every day
- do / they / enjoy / playing football?
- My cousins / not / play / tennis

## 2 Complete the text with the correct form of the verbs.

1) ..... **go** ..... (go) to dance lessons every week with Leo. We normally 2) ..... (enjoy) our lessons and we 3) ..... (work) very hard. We often 4) ..... (practise) new dance moves.

5) ..... (love) taking part in a dance, but I 6) ..... (not/like) jumping and kicking. Look at Leo! He 7) ..... (like) jumping high in the air. He often 8) ..... (do) a big kick, too. It 9) ..... (not/look) easy. Be careful, Leo! Don't jump off the stage!

## 3 Write the words in the correct order.

- I every Saturday go shopping
- often George plays computer games
- We in the evening watch TV
- always takes her dog for a walk Kate in the morning
- plays football at the weekend usually Faryl

## 4 Complete the article with the best answer, A, B or C for each space.

1) ..... Charlie Parker goes to the Anatoly Karpov Chess School in Kansas, USA. 2) ..... the children 3) ..... sleep in large dormitories. They 4) ..... get up early and eat breakfast together. They 5) ..... play chess for two hours a day with a special chess teacher. Charlie 6) ..... takes part in competitions 7) ..... His dream is to be world chess champion one day!



- |                    |                |                    |
|--------------------|----------------|--------------------|
| 1 A Today          | B Now          | C Every summer     |
| 2 A Always         | B Tonight      | C At night         |
| 3 A normally       | B at present   | C now              |
| 4 A this afternoon | B always       | C in the evening   |
| 5 A usually        | B this morning | C never            |
| 6 A sometimes      | B one day      | C in the afternoon |
| 7 A normally       | B today        | C at the weekend   |

## Time to write

## 5 What do you usually do at the weekend/in the summer? Write three sentences.

I often go swimming at the weekend.

## Get ideas

### 1 What is the most popular hobby in your class?



## Time to listen

### 2 Listen to the conversations and write the correct name.

Alex Barbara Georgia Greg Harry Jessica  
Lara Nadia Nick and Jim Samuel

- ..... Harry ..... likes playing computer games.  
..... Greg ..... likes making models.
- ..... Georgia ..... likes painting pictures.  
..... Samuel ..... likes break dancing.
- ..... Nadia ..... likes skateboarding.  
..... Barbara ..... likes collecting comics.
- ..... Nick and Jim ..... like juggling.  
..... Nadia ..... likes riding her bike.
- ..... Alex ..... likes telling jokes.  
..... Jessica ..... likes doing magic tricks.

### 3 Look at Exercise 2. Choose the correct answer.

- Does Harry like making models?  
A Yes, he does.  
B No, he doesn't.
- Does Georgia enjoy painting?  
A Yes, she does.  
B No, she doesn't.
- Do Barbara and Jessica like telling jokes?  
A Yes, they do.  
B No, they don't.
- Do Nick and Jim enjoy juggling?  
A Yes, they do.  
B No, they don't.

### 4 Listen and match the speaker with the hobby.

#### People

- James ☐ B
- Tom ☐ F
- Becky ☐ E
- Lucy ☐ D
- Alfie ☐ G

#### Hobbies

- magic tricks
- telling jokes
- break dancing
- skateboarding
- singing
- painting a picture
- juggling
- karate

### 5 Listen again. Who is the winner?

EXAMZONE

What can you do if you are not sure of the answer the first time?  
Just make a note of the answer you think is right.



## Asking and answering

### GRAMMARZONE

#### Present simple questions and short answers

A *do* or *does* for questions in the present simple

*Do you like skateboarding?*

B *do*/*don't* or *does*/*doesn't* for short answers

*Yes, I do./No, I don't.*

→ Grammar File, page 136

## Get ideas

- Who is interested in sports in your class? Who is interested in hobbies like music and dance?
- Write the quiz questions. Then answer the questions.

## How laid-back are you?

- how many / hobbies / you / have?  
How many hobbies do you have?  
A 1 or 2 hobbies and interests  
B 3–5 hobbies and interests  
C I have so many that I can't count them.
- what types of hobbies / you / prefer?  
A mainly arty  
B a mix of sporty and arty  
C mainly sporty
- how many hours / you / usually / sleep each night?  
A 9 hours or more  
B usually 8–9 hours  
C less than 8 hours
- you / like / spending time on your own?  
A I love spending time on my own.  
B I don't mind spending time on my own.  
C I can't stand spending time on my own.
- what / your dream / in life?  
A Well, I often daydream.  
B My dream is just to be happy.  
C I dream of being famous and successful.

laid-back very relaxed about everything

Quiz answer key  
Mostly A: You're so laid-back you're nearly horizontal!  
Mostly B: You enjoy having things to do, but you know how to relax.  
Mostly C: You love being busy and you never relax!

- Ask a partner about his/her answers.
- Tell another student about your partner's answers.

- Listen and complete the conversation between Eva and Leo with words and phrases from the Useful language.

Eva: This is so cool! I 1) love skateboarding. Come on, Leo!

Leo: You know I'm 2) not keen on skateboarding. I always fall over!

Eva: Well, what are you 3) good at?

Leo: Lots of things! I'm 4) a fan of computer games, I'm 5) into painting pictures and making models, too.

Eva: But what sports do you 6) enjoy?

Leo: Er, I 7) love break dancing. I practise every day. Just watch me, ... Ow!

## Useful language

## Likes and dislikes

I'm good/brilliant at ...

I'm keen on ... + noun or -ing

I like/love/enjoy ...

I don't mind ... + noun or -ing

I'm OK/not good at ...

I'm not keen on ... + noun or -ing

I don't like/dislike ...

## Time to speak

- Practise the conversation in Exercise 5 with a partner. Change the words in bold.

## SKILLZONE

Scared of making a mistake? Don't be!

Always say **something**, even if you are not sure that it's correct.

It's the best way to learn!



- Make questions. Then ask and answer the questions with a partner.

what / hobbies / you / enjoy?

What hobbies do you enjoy?

what / sports / you / keen on?

what / school subjects / good at?

you / have / any other interests?

## Get ideas

- 1 You are an interviewer. Choose three things you need for your interview.



- 2 Read the interview with Kate. Match three questions with her answers.

- 1 What time do you usually get up?
- 2 Why do you like dogs?
- 3 Where do you live?
- 4 Where do you normally train?
- 5 Are you good at dancing?
- 6 Do your parents have dogs?
- 7 Do you take part in many competitions?
- 8 Does Gin travel a lot?

## Find the right words

- 3 Find words in **bold** in the interview with these meanings.

- We use ...
- 1 ... **because** ... to give a reason why.
  - 2 ... to add extra information.
  - 3 ... to add opposite information.
  - 4 ... to give a reason. It means **therefore**.
  - 5 ... at the end of a sentence, after a comma. It means **also, as well**.

Interviewer: A ...

Kate: Well, I like all animals, **but** dogs are definitely my favourite animal **because** they're so cute! Dogs are also really friendly and they like to learn new tricks. My parents are dog trainers, too, so we all love dogs.

Interviewer: B ...

Kate: We spend a lot of time together **and** we train for several hours most days – the garden is the best place. It takes a long time to learn a new routine **so** I usually get up early before school and we train together. I'm a student so I don't have much time!

Interviewer: C ...

Kate: Gin loves taking part in competitions, so yes, we travel a lot. It's fun to meet new people. Sometimes she stays with me in hotels, **too!** Gin is my best friend.



## Plan ahead

- 4 Complete the application form with information from Exercises 1 and 2.

Family name	Nickolas	First name	Kate	Age	16
Phone number					
Email					
Job					
Parents' job(s)					

## SKILLZONE

Not good at spelling?

Take care to copy information correctly and clearly.

In English we often spell words differently from the way they sound!



- 5 Complete the interview with Kate. Use the Useful language.

**Interviewer:** Tell us about you. What are your hopes and dreams?

**Kate:** I really love dogs 1) ..... *because* ..... they are so cute and friendly, 2) ..... I like all animals. I'm very good at dancing 3) ..... I'm very interested in working with dogs, 4) ..... My dream is to train animals to work in films 5) ..... I hope I can do that when I'm older.



## Useful language

and  
but  
too

because  
so

- 6 Complete the application form with information about you.

First name

Family name

Age

Email

Hobbies

- 7 Answer these questions about your hopes and dreams.

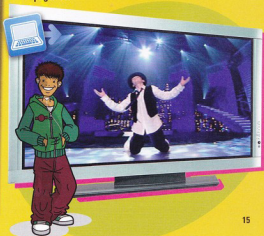
- What are you interested in?
- What are you good at?
- Do you have a special talent?
- What's your dream?

## Time to write a paragraph

- 8 Write a short paragraph about your hopes and dreams. Use your answers in Exercise 7.

## Time to watch Britain's got talent!

- 9 Watch the DVD clip and do the activities on page 130.



# 2 Time out

## Get ideas

- 1 Which is your favourite festival? Why?

your town's festival

a famous festival

a religious festival

- 2 What is the most important thing at a festival?

food and drink

things to do

music

clothes



- 5 Read the webpage again and choose which sentence (A-F) fits each gap (1-4) in the text. You do not need all the sentences.

## Time to read

- 3 Match the photos (A-D) with these festival words.

competition costume fireworks  
parade tradition

- 4 Read the webpage on page 17 quickly. At which festivals can you see these?

- 1 food  
2 animals

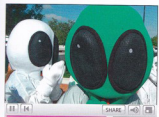
- A People are getting hurt because they are going so fast!  
B Some special guests are looking at them and choosing the best costume.  
C They are cooking some food and then giving it to the people in the competition!  
D They aren't eating them, they're throwing them!  
E Some of the visitors are running along with them.  
F Students are marching through the town with flavoured rice and fruit.



## A Battle of the oranges

▶ PLAY VIDEO

Wow! This is an amazing festival! I'm at the Battle of the oranges! It's a very old tradition here at Ivrea, Italy, and it lasts for three days. People in the town have got into teams and they've got lots of oranges. 1) ... And tonight we are watching fireworks!



## B Alien festival

▶ PLAY VIDEO

This is a really spooky festival! I'm in New Mexico in the USA. Every year in July there is an alien festival here for three days. People believe aliens visited this place many years ago so now they celebrate this. Lots of people dress up in alien costumes and now they are walking in a parade. 2) ..... I can see some very strange ones!



## C Monkey buffet

▶ PLAY VIDEO

The town of Lopburi in Thailand is famous for its monkeys. Every year the town has an outdoor food festival and they invite all the monkeys! I'm here today and there are over 600 monkeys all eating a special feast. 3) ..... Lots of people are dancing and taking photographs. The monkeys are jumping everywhere. Ew! A monkey is eating my ice cream!



## D Cheese rolling

▶ PLAY VIDEO

I'm in Gloucestershire in the UK. It's famous for its cheese. Every year they have a cheese-rolling festival. It's over 200 years old. I'm watching the races and people are chasing cheese down a very high hill! 4) ..... It's very exciting! Next they are giving the prizes. I can't wait!

## Summarise

Which festivals are old?

Which festivals last more than one day?

Name five things you can see at these festivals.

## Time to talk

- 6 Which festival would you like to take part in? Why?

Coming up ... *The monkey festival* DVD clip. See page 130.

Do you need to understand a word in a text?

Try to guess! Use the situation and words before and after to help you.



# Celebrations

## 1 Make words from the letters.



B stensrpe

A todroanseio



C esgust

D atsef

E vnairlca



## 2 Choose the correct word to complete each phrase.

- |             |                 |
|-------------|-----------------|
| 1 celebrate | a in a show     |
| 2 have fun  | b guests        |
| 3 invite    | c in a parade   |
| 4 perform   | d at a festival |
| 5 march     | e my birthday   |

## 3 Complete these sentences with the correct form of the phrases in Exercise 2.

- I always celebrate my birthday by having a party.
- I'm ..... in town on Saturday and I'm at the front!
- We are not ..... many ..... because our house is small.
- I want to ..... at the festival. I would like to sing some songs.
- You can always ..... because there are so many things to do.

## WORDZONE

Some **adjectives** always go with the **same preposition**.

interested **in**    afraid **of**  
keen **on**    different **from**

→ Vocabulary File, page 130



## 4 Complete the blog with one word for each space.

Write-my-blog.com ▶

day 22 ▶ This week I'm at the balloon festival in Bristol. Bristol is famous 1) ..... for ..... this festival. It's fantastic! Lots of balloons 2) ..... flying into the air. They are all different colours. There is 3) ..... competition to see how far they can go. This festival is different 4) ..... other festivals because you can go in the balloons! And if you get bored 5) ..... watching balloons, there's a parade you can watch and lots of food to eat. So come and 6) ..... fun at the festival. It's on tomorrow as well. See you there!



## Memory game

Add a, e, i, o, u to make festival words.

p \_ \_ d \_  
c \_ l \_ b \_ r \_ t \_ o \_ n  
f \_ r \_ w \_ r \_ k \_ s  
t \_ r \_ d \_ t \_ o \_ n  
f \_ \_ s \_ t  
c \_ r \_ n \_ v \_ l

## Time to talk

### Your culture

## 5 Think of a celebration or festival in your country.

When is it?    Where is it?    What happens?  
What do you eat?    What can you do?

## Talking about now or the near future

### GRAMMARZONE

#### Present continuous to be + verb + -ing

**A** to talk about something happening now  
A monkey **is eating** my ice cream!

**B** to talk about temporary situations with time words and phrases like *now, right now or at the moment*  
She's **celebrating her birthday today**.  
He's **working** in London **at the moment**.

#### Present continuous for future

**C** to talk about things in the near future  
Tonight **we're watching** fireworks!

→ Grammar File, page 136



Are you sure about the future?  
Then use the present continuous,  
e.g. We're meeting at six o'clock

#### 1 Complete the sentences with the present continuous form of the verbs.

- At the moment we **'re talking** (talk) about our holidays.
- This summer I ..... (prepare) for the competition.
- I ..... (not watch) TV! I ..... (do) my homework!
- He ..... (run) in front of the parade!
- She ..... (shop) in town.
- They ..... (not play) football now. The game is over!

#### 2 Complete the email with the present simple or the present continuous form of these verbs.

like make plan play visit **work** write

Hi Tom,

How are you? I'm really bored with everything! My mum 1) **'s working** in her shop and my dad is out. He 2) ..... my aunt. My brother 3) ..... games on his Xbox! I 4) ..... computer games, but not all the time! It's my birthday on Friday so I 5) ..... my party!

At the moment I 6) ..... down the guests I want to invite. My mum always 7) ..... a cake for me. I'm going to tell some jokes at the party! I hope you can come.

Love, Sarah

#### 3 Write sentences about what Eva is doing this week.

On Monday she's meeting friends.

<b>Monday</b> meet friends	<b>Tuesday</b> stay home
<b>Wednesday</b> visit grandparents	<b>Thursday</b> go to cinema
<b>Friday</b> practise basketball	<b>Saturday</b> go shopping
<b>Sunday</b> sleep!	

#### Time to write

##### 4 Write sentences about:

- what you are doing now.
- what you are doing this week.

## Get ideas

- 1 Do you often tell jokes?
- 2 Match these jokes with their answers.



a chocolate 'baaa' a flatmate  
a football team a lost kangaroo

What do you call ...

- 1 a friend who has an elephant on his head?
- 2 a kangaroo at the North Pole?
- 3 something with 22 legs, 11 heads and 2 wings?
- 4 a sheep covered in chocolate?

- 3 Complete the sentences with these phrases.

guess play tell

- 1 If you don't know then you can ..... the answer.
- 2 I often ..... tricks on my brother. He hates it!
- 3 Can you ..... me a joke?

**GRAMMARZONE**

Do you need to choose between a lot of answers?

Read them all carefully first and listen for similar information.



## Time to listen

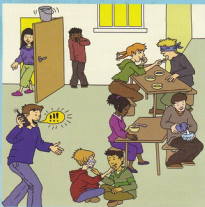
- 4 Listen. What happens on April Fool's Day?
- 5 Listen again. What is each person doing? Write a letter (A–H) next to each person. You do not need all the letters.

### People

- 1 Gavin
- 2 Tom
- 3 Kevin
- 4 Ann
- 5 Erin

### What are they doing?

- A running
- B putting salt in the sugar
- C walking through a door
- D shouting
- E eating
- F drawing on someone's face
- G laughing
- H waiting



## How something happens

## GRAMMARZONE

### Adverbs

add -ly or -ily to say how something happens  
He's noisy! He eats **noisily**.

→ Grammar File, page 137

- 6 Complete the sentences with adverbs.

- 1 He's running ..... quickly ..... (quick).
- 2 She plays ..... (good).
- 3 He's working ..... (quiet).
- 4 It fell ..... (sudden).
- 5 They are talking ..... (noisy).



## Get ideas

- 1 Do the quiz. Then check your answers.

## What type of party person are you?

1

At a party do you like to

- A dance?  
B chat?  
C watch DVDs?

2

Who do you talk to at a party?

- A everybody  
B just people I know  
C only the person who invited me

3

If there is a game at the party, do you

- A try to win?  
B play for a short time?  
C make sure everyone knows the rules?

All As: You are a real party person!  
All Bs: You like small, quiet parties.  
All Cs: You don't like parties. Stay at home!

## Useful language

## Describing activities

He's singing loudly.

She's dancing slowly.

It looks boring.

It looks fun!

## Time to speak



- 2 Look at the picture and listen to Anna talking about her party. Complete the sentences with two or three words.

- 1 Sally *is singing loudly* into a hairbrush.  
2 Jemma ..... on the table.  
3 A boy ..... some juice .....  
4 Two boys ..... to each other and .....  
5 Carol ..... a huge hamburger.

24

- 3 Listen to these words from Exercise 2 and complete the table.

are you party dancing do

/a:/	/u:/
are	

- 4 Work with a partner. Take it in turns to say what is happening in this photo. Use these ideas to help you.

Who can you see?

Are they talking/dancing/singing?

Does the celebration look fun or boring?



## Get ideas

- 1 Do you read anybody's blog? Why/Why not?
- 2 What do you think a blog should be about?
  - your school subjects
  - what you think about something
  - your daily life
  - the history of your country
  - your family history

## Find the right words

- 3 Tara is at a festival. Read her blog and write names for the people in the picture.

## Useful language

Saying where things are

I'm	next to	the table.
He's	behind	Sally.
She's	opposite	him.

Write-my-blog.com

Tara: day 1 Wow! I'm having a fantastic time here. I'm at a magician's festival so there are a lot of funny things happening! There's a competition for the best trick. I'm standing next to Tom. He's doing a card trick. His hands are moving very quickly. Sally is opposite him and she's got a black hat with a rabbit in it. There's a long table with food on it and behind that is Chris. He's got a big knife - I don't know what he's doing with that!

Mr Larkin is in the middle of the room. He's holding a cup and looking worried! There's a stage at the back and Mrs Jones is in front of that. She's giving drinks to everyone. Tim is between her and the door and he's holding a glass of water up-side down, but it's not going on the floor! They're stopping the competition soon and we're voting for who we want to win.



- 4 Complete the sentences with these words.

behind between in front of  
in the middle of next to opposite

- 1 Tara is next to the boy doing a card trick.
- 2 The girl opposite Tom is holding a hat.
- 3 The man with the cup is in the middle of the room.
- 4 The teacher with drinks is in front of the stage.
- 5 The boy with the water is between the teacher and the door.
- 6 Chris is behind the table with the food.

- 5 Look at the short forms of verbs from Tara's blog. Write the full forms.

1 I'm having a fantastic time.

I am

2 I'm standing next to Tom.

3 He's doing a card trick.

4 She's got a black hat.

5 There's a long table.

6 They're stopping the competition.

7 We're voting for who we want to win.

## Plan ahead

- 6 Read Tom's blog. Match the paragraphs (A–D) with (1–4).

- 1 how he feels
- 2 people he is with
- 3 the place
- 4 what is happening

**Write-my-blog.com**

**A** I'm having brilliant fun today! It's my birthday and all my friends have come to see me. Later on my family is coming, too!

**B** We're all in the garden because I'm having a barbecue. At the moment it's sunny and we're sitting on the grass. My two dogs are sitting next to us waiting for some food! Behind my house there is a swimming pool so we're going swimming later.

**C** Some of us are chatting and my brother is playing tricks on my friends. I'm opening some of my presents. I've got some really good ones, like a new game for my Xbox.

**D** I'm really happy because I like it when everybody is here and we're having fun. But also I'm feeling nervous because I don't know what trick my brother is going to play on me!

- 7 Make sentences using these notes.

- 1 I / with / my friends / my dad  
I'm with my friends and my dad.
- 2 We / have / party / garden
- 3 We / watch / fireworks / next to / bonfire
- 4 Mum / cook / some food, / then / we / have / cake
- 5 I / happy / excited

## Time to write a blog

- 8 Make notes for a blog about your day.

who I am with:  
where I am:  
what is happening:  
what I'm doing:  
how I feel:

- 9 Write your blog. Write about 100 words.

SKILLZONE

Do you need to describe a situation?

Remember to say:

- who is there: I'm with my mum!
- where you are: We're at the festival, in front of the stage.
- what is happening: There are lots of people marching in a big parade. Everybody is laughing.
- how you feel: It's great!

Time to watch *The monkey festival*

- 10 Watch the DVD clip and do the activities on page 130.



## Vocabulary

## 1 Choose the best answer, A, B or C.

1 The ..... watch everyone and decide who is the best.

- A judges  
B contestants  
C winners

2 Lots of ..... are coming to the party.

- A audience  
B decorations  
C guests

3 It's George's ..... to be on TV.

- A talent  
B dream  
C feast

4 I sometimes feel frightened when I sing on .....

- A carnival  
B stage  
C show

5 Our school always ..... in the parade.

- A invites  
B acts  
C marches

6 Come and ..... the New Year with us!

- A entertain  
B have fun  
C celebrate

7 Every year we have a summer ..... in our town.

- A festival  
B act  
C performance

8 Who can we ..... to our talent show?

- A invite  
B entertain  
C perform

## 2 Complete each pair of sentences with a noun or verb form of the word in capitals.

1 Ben Stiller is usually a ..... judge ..... in our talent competition. JUDGE  
He ..... judges ..... our art competition every year.

2 We really enjoy watching these music ..... SHOW  
I can ..... you how to do magic tricks.

3 My brother's band ..... live in our local park. PERFORM  
Their ..... is always a big success.

4 I want to ..... in TV programmes. ACT  
Their ..... was really funny.

5 What's your ..... ? DREAM  
She often ..... about being famous.

## 3 Match the words to make sentences.

- |                                     |                           |
|-------------------------------------|---------------------------|
| 1 He's not very good                | a in playing chess?       |
| 2 Are you interested                | b of fireworks.           |
| 3 My sister's really keen           | c from the one in Brazil! |
| 4 I'm afraid                        | d for its red buses.      |
| 5 Our village carnival is different | e at dancing.             |
| 6 Do you get bored                  | f on music festivals.     |
| 7 We don't believe                  | g with watching parades?  |
| 8 London is famous                  | h in monsters.            |

## 4 Complete the text with the best answer, A, B or C.

## Skateboard city!

Every summer there is a skateboarding

1) ..... in Charlotte, North Carolina, USA. Are you interested 2) ..... taking part? Arrive at 8 a.m. and put your name down. There are competitions for beginners as well as for professional skateboarders. A group of 3) ..... will give a cash prize to the 4) ..... of each competition. As well as skateboarding, there is plenty of music as the park has a huge 5) ..... where exciting bands perform 6) ..... all day. For people who are keen 7) ..... fashion, there are shops where you can buy skater clothes too. It's a great day out!

- |                 |            |            |
|-----------------|------------|------------|
| 1 A party       | B festival | C park     |
| 2 A to          | B for      | C in       |
| 3 A contestants | B judges   | C audience |
| 4 A winner      | B win      | C winning  |
| 5 A parade      | B band     | C stage    |
| 6 A live        | B living   | C alive    |
| 7 A to          | B on       | C in       |

## Grammar

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

- love having barbecues / We / at the weekend. / in the garden  
*We love having barbecues in the garden at the weekend.*
- tricks on me! / My brother / often / plays
- dance / always / My best friend and I / at parties.
- They / to this radio station / listen / every day.
- at night. / My dad / works / normally
- There / fireworks / always / in the evening. / are
- never / in competitions. / takes part / She
- sometimes / tells / Our teacher / jokes in English.

### 6 Match the questions with the answers.

- Do you celebrate April Fool's Day? *d*
  - What sports do you play?
  - Does your brother like shopping?
  - Do they usually go to the carnival?
  - What time does the party start?
  - How often do you go to the cinema?
  - Does Anna play for your team?
  - Does it often rain here?
- a Every weekend.  
 b Nine o'clock in the evening.  
 c Yes, he does.  
 d Yes, I do.  
 e No, it doesn't.  
 f Yes, they do.  
 g Football and basketball.  
 h No, she doesn't.

### 7 Choose the correct verbs.

- She's going/She goes* skateboarding every day.
- We're having/We have* fun at the carnival today.
- They're judging/They judge* the contestants now.
- I'm staying/I stay* with my grandparents every summer.
- He's watching/He watches* a talent show at the moment.
- We're practising/We practise* our dance routine every evening.

### 8 Complete the sentences with the correct adverb forms.

- The students are working ..... *quietly* ..... (quiet) this morning.
- I usually go very ..... (fast) on my skateboard.
- The teacher is explaining the problem too ..... (quick).
- Our dog often jumps up ..... (sudden).
- My dad can't dance ..... (good).
- Two boys are singing ..... (noise).
- My brother shouted at me ..... (angry).
- My gran usually walks very ..... (slow).

### 9 Complete the blog with one word for each space.

Write-my-blog.com ▶

▶ We 1) ..... *are* ..... having a party at our house tonight because it's New Year. We aren't 2) ..... many people this year, just my cousins and some friends. We usually 3) ..... fancy dress clothes and 4) ..... a big meal, but my mum 5) ..... want to cook again, so we're getting takeaway pizza 6) ..... evening! My dad always 7) ..... his guitar and we normally have fireworks in the garden 8) ..... midnight. Our dogs 9) ..... like the fireworks or Dad's guitar so they 10) ..... stay in my bedroom!



Did you remember all the vocabulary and grammar points?

- Vocabulary File, page 130
- Grammar File, page 136 and 137

# 3 What's cool in school?

## Get ideas

- 1 Read this school noticeboard. Match the words in bold with the correct picture.

1 FOR SALE  
Calculator, 1 year old  
Half price

2 Please put litter in the **bin** provided.

3 Under-sixteens football competition. Get your entry form from the **school secretary** in reception.

4 Tickets for the international cricket **match** are on sale now. See Mr Nixon in Classroom 3.

5 Be part of our new choir! Auditions in the **hall** after school today.

6 Spend £3.00 in the school **canteen** and get a free drink!



Worried about finding the right word?  
The questions are usually in the same order as the text.

**EXAMZYX**

## Time to read

- 2 Read the article on page 27 quickly and decide which notice (1–6) in Exercise 1 Imran saw.

- 3 Complete the words. Use the clues to help you.

- a large group of people who sing together c h o i r
- a test to see if you're good enough to perform a
- to become a member of a group j
- a performance by singers or musicians c
- part of a song sung by one person s
- something you feel or do after an event

- 4 Read the last paragraph in the article again. Answer these questions.

- What kind of music did Gareth arrange for the choir?
- How did Imran feel after the concert?

## Summarise

In your own words, make sentences explaining what people did.

Gareth / message      the choir / classical music  
Imran / the choir      Imran's friends / rap music

## Time to talk

- 5 Do you agree with Imran's decisions? What do you think of Gareth's actions?



# BOYS DON'T SING

Imran Siddique goes to a secondary school for boys, where PE, Science and Maths are the most popular subjects on the timetable. Fourteen-year-old Imran has the voice of an angel, but singing is not cool, or is it?



Last year, the music teacher, Gareth Malone, started a school choir. He decided to have auditions so he put a message on the noticeboard near the canteen. Imran saw the message, but he didn't join the choir. Why? Because his friends didn't think singing was cool.

The new choir practised in the hall every week, without Imran. The boys didn't like classical music, but Gareth found them some modern songs and they were happy. Even the PE teachers joined in! They were so good that they won a place at a big concert in London, but one special person wasn't in the choir.

Gareth knew that Imran was a good singer. One morning he looked for Imran in the break. Imran's friends were into rap music and Gareth listened to them rapping. This gave him an idea ...

Gareth arranged a special piece of music for the choir. It included a rap and a solo for Imran. The day of the concert arrived and the boys travelled to London. There were thousands of people in the audience so they felt a bit nervous. It was time for the choir to perform. After the concert, what was Imran's reaction? 'I was over the moon, 110%!' At last singing was cool!



## School

### 1 Choose the correct words.

- Young children go to primary school, older children go to *second/secondary* school.
- At school we study lots of different *subjects/objects*.
- You need a *timetable/message* so you know what lesson you have next.
- You can meet your friends outside in the *hall/playground*.
- Most schools have *break/lunch* in the middle of the morning.
- If you're hungry you can buy some food in the *canteen/classroom*.
- Teachers and pupils can put messages on the *noticeboard/blackboard*.

### WORDZOOM

Compound nouns are usually made from two words.

*black + board = blackboard*

→ Vocabulary File, page 131

Try to learn the words together.



### 2 How many compound nouns can you find in Exercise 1?

### Your school subjects

### 3 Which are your top three favourite school subjects? Why? Ask your classmates to find out the most popular subject in your class.

- Maths
- PE
- Science
- English
- French
- Art
- History
- Geography
- Computer Studies

### 4 Complete the speech bubble with these words.

blazer jeans jumper skirt tie trainers trousers

This is my school uniform. Boys wear 1) *trousers*... and girls wear a 2) ..... We can't wear 3) ..... or T-shirts. We all wear a shirt and 4) ..... I hate my tie, it's really uncomfortable!  
We don't have sweatshirts, we have a smart school 5) ..... and black socks and shoes. We can wear 6) ..... but only in PE!  
Sometimes we wear a 7) ..... (a kind of jacket with the school logo on the pocket), but we don't wear a hat or a dress, thank goodness!



### 5 Find the clothes which are not school uniform.

- |              |          |       |
|--------------|----------|-------|
| 1 skirt      | trousers | jeans |
| 2 shirt      | T-shirt  | tie   |
| 3 sweatshirt | blazer   | skirt |
| 4 shoes      | trainers | socks |

### 6 Write the words for things you find in school.

- Students in the UK often wear this to school. u n i f o r m
- You use this to see what lessons you have each day. t \_ \_ \_ \_ \_ t \_ \_
- Boys and girls wear one round their necks. H \_ \_ \_ \_ \_
- This subject teaches you about the past. s \_ \_ \_ \_ \_
- This is a type of school for teenagers. b \_ \_ \_ \_
- You can relax between lessons at this time.

## Memory game

Describe a person from this book. Say what he/she is wearing. Your partner guesses who it is.  
*He's wearing a grey tie.*  
*Is it Gareth Malone on page 277?*  
*Yes, it is.*

## Time to talk

### 7 Do you have a school uniform? Do you think wearing a uniform is a good idea? Why/Why not?

## Talking about the past

## GRAMMARZONE

## Past simple

**A** the past simple of *be* for something that started and finished in the past

*One special person **wasn't** in the choir.*

**B** add *-ed* to form the regular past simple, but be careful of spelling changes

e.g. *travel* = *travelled*

*The choir **travelled** to London.*

**C** some irregular verbs do not use *-ed*

*Imran **saw** the message.*

**D** use *did/didn't* + infinitive to make negative sentences in the past

*His friends **didn't think** that singing was cool.*

→ Grammar File, page 137

- 1** Read Imran's timetable and complete the sentences.

Time	Monday
8.30 a.m.	English
9.15 a.m.	Geography
10.00 a.m.	Geography
10.45 a.m.	BREAK
11.00 a.m.	French
11.45 a.m.	Maths
12.30 a.m.	LUNCH
1.30 a.m.	Science
2.15 a.m.	PE

- English ..... **was** ..... the first lesson.
- Imran ..... Maths before lunch.
- There ..... two Geography lessons.
- He ..... French after break.
- He ..... in the canteen at one o'clock.
- Maths ..... after lunch.
- There ..... six lessons in the day.
- The last lesson ..... at two o'clock.

- 2** Play pairs! Match the present and past forms of the verbs.

go	bought	had	put
saw	went	wear	felt
feel	found	put	see
wore	buy	find	have

- 3** With a partner, choose a verb from Exercise 2 and make a sentence about what you did yesterday.

**A:** I bought a new shirt yesterday.

**B:** I didn't buy a shirt, I bought a jumper.

- 4** Complete the diary with the correct form of these verbs.

be be come cry do  
go perform say see think

Our school choir 1) ..... **went** ..... to London yesterday. It 2) ..... brilliant! We 3) ..... Trafalgar Square and the London Eye. In the evening we 4) ..... at the Royal Albert Hall. Our parents 5) ..... to see us. We 6) ..... on TV too! After the concert our mums 7) .....! My mum 8) ..... we were fantastic. Imran's mum said, 'I just 9) ..... "That's my baby there!" It was a bit embarrassing, but I'm really glad we 10) ..... it! Gareth was really proud.



## Time to write

- 5** Write three sentences about your school timetable for yesterday.

*I didn't have Science yesterday.*

## Get ideas

- 1 Where do you think this school is? What are the students doing?



## Time to listen

- 2 Listen to these questions about Chen's school and complete the sentences.

- 1 Where ..... your school?
- 2 ..... you have classrooms?
- 3 ..... you happy there?
- 4 What subject ..... you like best?

### SKILLZONE

Are you listening to a description?  
Before you listen, use the picture to help you guess what you will hear.



- 3 Chen is talking about his school. Listen and choose the best answer, A, B or C.

- 1 Chen lived in a  
A town.  
B village.  
C city.
- 2 His school was  
A on a river.  
B on a bus.  
C inside a mountain.
- 3 His school had  
A six teachers.  
B eight teachers.  
C nine teachers.

- 4 The school did not have  
A a playground.  
B a gym.  
C a roof.
- 5 Chen liked his school because  
A the classrooms were big.  
B he had long holidays.  
C he had many friends.
- 6 Chen's favourite subject was  
A Science.  
B Maths.  
C Geography.

- 4 Listen again and match the questions with the answers.

- 1 When did you go to your primary school?
  - 2 Did you have big classes?
  - 3 When did you play football?
  - 4 Were you happy?
- a On Mondays.  
b Yes, I was.  
c Eight years ago.  
d Yes, we did.

- 5 Would you like to go to Chen's school? Why/Why not?

## Asking questions about the past

### GRAMMARZONE

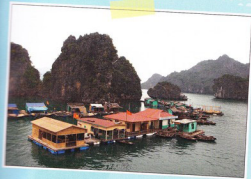
#### Past simple questions

- A past simple of *be* to ask questions about the past use *was/were* or *wasn't/weren't* for short answers  
*Were you happy there? Yes, I was. No, I wasn't.*
- B other verbs use *did* + infinitive to ask questions in the past simple  
*Did he go to school in China?*
- C some past simple questions use time phrases:  
*last week, two hours ago, etc.*  
*Did she talk to Chen yesterday?*

→ Grammar File, page 137

## Get ideas

- 1 How do you think the children get to this school?



- 2 Maddy is talking to Jo about her visit to the river school. Match the answers with the questions.

- 1 Which school did you visit?
- 2 How did you get to the school?
- 3 How many children were in your class?
- 4 Were there a lot of teachers?
- 5 Did you do Science?
- 6 Did you do sport?
- 7 Was it good fun?
- 8 Did you like it?

- A** There was only one class. There were twenty-five of us.  
**B** No, we didn't. We had nowhere to play!  
**C** No, there weren't! There were only three!  
**D** I went to a school on a river!  
**E** Yes, it was a nice, friendly school.  
**F** Not always – if the weather was bad I felt a bit seasick!  
**G** We went on a boat. The house where I stayed was on the river too!  
**H** Yes, we did, but not every day.

## Time to speak

- 4 Work with a partner. Ask and answer questions.

## Student A

Look at page 118. Imagine you visited one of these schools last week. Prepare to answer questions about these things:

- how you got to the school
- what subjects the children studied
- how many teachers and students there were
- what things you couldn't do
- if you liked the school

## Student B

Write six questions to ask your partner about the school they visited. Use the questions in Exercise 2 to help you.

- 5 Change roles and repeat Exercise 4.

## Useful language

## Asking questions about the past

*Did you ...?*

*How did you ...?*

*Were you ...?*

*Was/Were there ...?*

- 6 What do you like about school? With a partner, put these things in order of how important they are to you (1 = most important).

teachers  
 other students  
 size of the class  
 subjects  
 time for sport  
 good canteen

- 3 Listen and check your answers.

## Get ideas

- 1 Can you remember your first day at school? How did you feel?



## Find the right words

- 2 Read about Troy's first day at high school. Put the things he did in the correct order.

- A went to the library
- B met the other students
- C had a test
- D had a break and played basketball
- E went to the canteen

Write-my-blog.com

**Troy**

My name's Troy. I go to East High, New Mexico, in the USA. I definitely remember my first day! It was really scary. First we met all the new students in our class. There were so many! Then we had two lessons. After that we had a break and some of us played football or other sports. I played basketball. Next we had Science – it was really hard. Then we went to the canteen and had lunch. I talked to some students and made friends. After lunch we had to do a project in Geography so we went to the library. We went back to class and we had a test! Before we went home, Mrs Darbus came to see us and told us about the school musical. I thought that was really cool!

- 3 Find five words in Troy's blog that tell you the order of events.

- 4 Complete Gabriella's blog with the words from Exercise 3.

Write-my-blog.com

**Gabriella**

Hi, my name's Gabriella. I go to the same school as Troy. I started 1) ..... after ..... him, but I remember my first day. 2) ..... I met my teacher and 3) ..... we had two Maths lessons. I love Maths so that was great! 4) ..... we had a break and I talked to other students. I saw someone I knew – Troy. It was nice to see a friend. 5) ..... that we had Geography and we had a test. I wasn't very good. And the teacher gave us a lot of homework to do. 6) ..... we went home Mrs Darbus told us about the school musical. I was so happy! I really like my school.

- 5 What did Troy and Gabriella like about their school?

- 6 Think about a typical day at school. Put these things in order.

- 1 First,
  - 2 Next
  - 3 Then
  - 4 After (that)
  - 5 Before
- a we have lunch.
  - b we have lessons and a break.
  - c we go home, we do sports.
  - d we have to give our names to the teacher.
  - e we have more lessons and maybe we do a test.



## Plan ahead

- 7 You decide to take part in this website competition. Which things (A–D) do you need to write about?

**COMPETITION!**

We want to know what your first day at secondary school was like.  
 What did you do? Who did you meet?  
 What did you like? What didn't you like?  
 Write and tell us!

**Click the link to do our competition.**

The best story will win tickets to see *High School Musical*.

- A what I did in the morning ✓  
 B what my mum did when I was at school  
 C something I liked  
 D the first thing I saw  
 E something I didn't like  
 F what I did in the afternoon  
 G where I ate lunch  
 H the first person I met

- 8 Put the things you chose in Exercise 7 in the order you want them in your story.

## Useful language

## Ordering events

First ...	Then ...	Before ...
Next ...	After (that) ...	Finally, ...

## Time to write a short story

## SKILLZONE

Writing about an experience?

Can't decide what to write about?

Make a list!

Remember to include:

- what you did.
- who was there.
- how you felt.



- 9 Write about your first day at school for the competition in Exercise 7. Write about 80 words.

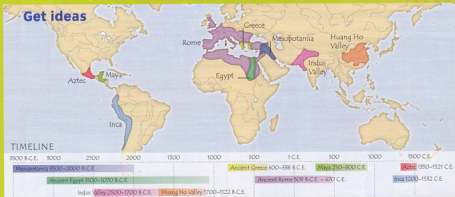
Time to watch *Boys don't sing*

- 10 Watch the DVD clip and do the activities on page 131.



# 4 Ancient treasure

## Get ideas



## Your world history

- Find these ancient cultures on the map. Put them in order (1–6) from earliest to latest.

Mayans in Central America (250–900 CE)  
 Aztecs in Mexico (1350–1521 CE)  
 Incas in Peru (1200–1532 CE)  
 Romans in Europe (509 BCE – 476 CE)  
 Ancient Egyptians (3100–1070 BCE) 1  
 Ancient Greeks (800–338 BCE)

- Were any of these cultures near your country?

## Time to read

- Read Part 1 of the story and answer the questions.

Who are the main characters?  
 Why was it a special day?

## The crystal skull, Part 1

Imagine that your dad is a famous archaeologist, like Indiana Jones in the movies. Now go back in time and imagine this story.

The date? The 1920s  
 The country? Belize, Central America  
 The place? An ancient Mayan temple

In 1925, a girl named Anna Mitchell-Hedges was travelling with her father in Central America. Her father was working in an ancient temple. One day, they were exploring the temple when Anna saw a shiny object. It was a small crystal skull!

Anna picked up the skull carefully and looked at it. As she was staring at it, her father looked up. 'What's that?' he asked. He was very excited by her discovery. It was 1<sup>st</sup> January which was Anna's 17<sup>th</sup> birthday. The ancient skull was better than any present!



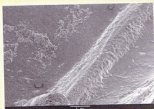
## 4 Read Part 2 of the story and answer these questions.

What did Anna do with the skull? What did scientists see on the skull?

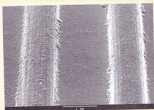
## The crystal skull, Part 2

When she was older, Anna travelled to many countries. Hundreds of people came to hear her talk and to see the skull. Everyone believed it was an ancient Mayan object from around 1500 BCE. Some people believed it was magical.

Many years later, other people found more crystal skulls. Scientists looked at one crystal skull with a powerful microscope. While they were looking through the microscope, they saw small machine-made marks. These showed that the skull was modern. We now know that the skulls are all fake! Someone probably made them in Germany in the 19<sup>th</sup> or 20<sup>th</sup> century. Did Anna's father buy the skull? Did he hide it for her to find? Did they make up the story? Maybe the skull knows the secret!



hand-made marks in crystal = ancient



machine-made marks in crystal = modern

### EXAMZONE

How can you check that you have the right answer?

Look for words that are related, for example, father – daughter.



archaeologist  
machine-made  
fake

a person who studies ancient civilisations  
made by a machine  
not real

### 5 Read the story again and answer the questions with Yes or No.

- 1 Mr Mitchell-Hedges' daughter was with him. **Yes**
- 2 Anna found a skull from a human body.
- 3 Anna's dad was happy when she found the skull.
- 4 Anna talked to many people about the skull.
- 5 Anna's crystal skull is the only one in the world.
- 6 We know the skull is thousands of years old.
- 7 We don't know the real story of the skull.

## Summarise

Order the main events in the story using *First*, *Then*, *Next* and *Finally*.

- ... Anna gave talks about the skull.
- ... scientists tested the skull.
- ... Anna found the skull.
- ... Anna went to Central America with her father.

## Time to talk

- 6 Do you think Anna's father bought the skull? Why/Why not?



Coming up ... *The mystery of the crystal skull* DVD clip. See page 131.

## History and dates

- 1 Match the words to complete dates from the story on pages 34 and 35.

- |                    |           |
|--------------------|-----------|
| 1 19 <sup>th</sup> | a BCE     |
| 2 20 <sup>th</sup> | b century |
| 3 1500             | c January |
| 4 19               | d 1920s   |
| 5 1 <sup>st</sup>  | e 25      |
| 6 the              | f century |

- 2 Label the museum objects with these words.

bones coins jewellery mask  
skull statue swords vase



- 3 Complete the sentences with words from Exercise 2.

- There is no hair on this ancient .....skull.....
- Your body has hundreds of ..... in it!
- We found a small ..... of a horse.
- This amazing face ..... is red and gold.
- Rich people wore gold ..... like this necklace.
- We found fifty gold ..... , too!

- 4 Complete the newspaper article with one word for each space.

In the 1990s, local archaeologists found lots of interesting things in an 1) ..... ancient ..... Roman villa. All the objects are from around 500 2) .....

First, they found a small 3) ..... , but there wasn't any oil in it! There weren't any gold 4) ..... , but there was a small piece of gold 5) ..... . They think it belonged to a young girl. Then they found some small 6) ..... which are probably from a dog or a cat. Finally, they found a life-size 7) ..... of a lion, but they think this is from the 18<sup>th</sup> 8) ..... !

## WORDZONE

Say *the first of September*, but write *1st September*.

Group numbers in pairs for years.

1926 = *nineteen twenty-six*

Write 2010, but say *two thousand and ten*

→ Vocabulary File, page 131



## Memory game

You are archaeologists. Take it in turns to add to a list of objects you found or didn't find on your last trip.

*We found a mask from 200 BCE.*

*We found a mask from 200 BCE, but we didn't find any coins.*

## Time to talk

- 5 Ask and answer with a partner.

- What year were you born? *I was born in 1999.*
- What year did you start school?
- What year will it be ten years from now?
- What is the date today?

## More about the past

## GRAMMARZONE

## Past continuous

**A** to talk about an action that was in progress in the past

*Anna's father **was working** in an ancient temple.*

**B** to set a scene in a story

*In 1925, a teenage girl **was travelling** with her father.*

## Past continuous and past simple

**C** to talk about an action that happened while another action was in progress

*They **were exploring** the temple **when** Anna **saw** a shiny object.*

→ Grammar File, page 137

- 1** Read Adam's notes. Write sentences about what he was doing yesterday.

## Things to do: Thursday

10.00–11.00	Clean Mayan objects with Joe.
11.00–1.00	Put Mayan objects in boxes.
1.00–3.00	Have lunch with museum director.
3.00–4.00	Send emails to all team members.
4.00–6.00	Write a report.
6.00–7.00	Swim in hotel pool!

- At ten thirty *Adam and Joe were clearing Mayan objects.*
- At midday Adam ...
- At two o'clock he and the museum director ...
- At three thirty he ...
- At five o'clock he ...
- At six thirty he ...

- 2** Make questions (?) or negative sentences (X).

- Adam / swim / eight o'clock **X**  
*Adam wasn't swimming at eight o'clock.*
- he / write / a report / five o'clock ?
- Adam and Joe / clean / Mayan objects / one o'clock **X**
- Adam and the museum director / have lunch / midday ?

- 3** Complete the diary with the best answer, A, B, or C for each space.



It was my birthday on 22<sup>nd</sup> February and my favourite present was a metal detector. Eva and I 1) ..... it into the garden. I didn't find anything, but while Eva was 2) ..... the detector we heard a strange noise. The metal detector 3) ..... 'beeping'. 'There's metal here!' she shouted. We dug a hole and 4) ..... an old lid from a bottle. There was a date on the lid: 2002!

The next day Dad took us to a big field. We looked for hours, but we only found a metal drink can. I was feeling really bored 5) ..... suddenly the detector made a beeping noise. It was another can. As we were walking away I saw a small shiny object. I picked 6) ..... a small coin. Was it a Roman coin from 200 7) ..... ? No, it 8) ..... It was an old penny from 1899. It wasn't very important, but it was like treasure to me!

- |                 |                  |                      |
|-----------------|------------------|----------------------|
| 1 <b>A</b> take | <b>B</b> took    | <b>C</b> were taking |
| 2 <b>A</b> use  | <b>B</b> used    | <b>C</b> using       |
| 3 <b>A</b> was  | <b>B</b> were    | <b>C</b> is          |
| 4 <b>A</b> find | <b>B</b> finding | <b>C</b> found       |
| 5 <b>A</b> when | <b>B</b> why     | <b>C</b> because     |
| 6 <b>A</b> on   | <b>B</b> up      | <b>C</b> off         |
| 7 <b>A</b> 19th | <b>B</b> century | <b>C</b> BCE         |
| 8 <b>A</b> was  | <b>B</b> were    | <b>C</b> wasn't      |

## Time to write

- 4** Choose a date that is important to you. Write a short paragraph about that day.

Where did you go?

Who did you see?

How did you feel?

## Get ideas

- 1 What kind of treasure would you like to find? Why?

jewellery money something very old

## Time to listen

- 2 Look at the map and listen to the computer game instructions. Write the names of the objects next to the letters A–E.

bones box mask temple vase



- 3 Listen to Milly talking about *Treasure World*. Which of these things did she find? Which one didn't she find?

bag coins gold ring skull statue

- 4 Choose one letter in each word to see what Milly found at the end of the game.

Do you enjoy doing puzzles?  
Find the mystery word!

My first is in coins **s**  
My second is in jewellery  
My third is in bones  
My fourth is in ring  
My fifth is in gold  
My whole is very dangerous!

## Expressing likes and dislikes

### GRAMMARZONE

#### -ing forms

- A use the -ing form of a verb after verbs like *prefer* and phrases like *look forward to*  
Milly **enjoys playing** computer games.

#### to infinitive

- B use the to infinitive after verbs like *want*, *promise*, *agree*, *decide*, *hope* and phrases like *would like*  
I **hope to find** a gold ring!

→ Grammar File, page 138

- 5 Choose the correct words.

- She would like *finding/to find* a gold ring.
- I prefer *to do/doing* History to anything else.
- It's not far so I don't mind *to walk/walking*.
- I'm tired *to go/of going* around this museum.
- We look forward *to seeing/see* you next week.
- Sleeping/To sleep* at the weekend is my favourite activity.

### SKILLZONE

Do you need to listen for detail?

Make sure you understand what words you need to listen for.





## Get ideas

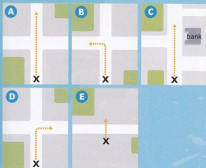
- 1 What do you do if you don't know the way? Why?

A keep walking  
B ask someone  
C go home

- 2 Match the pictures to the directions.

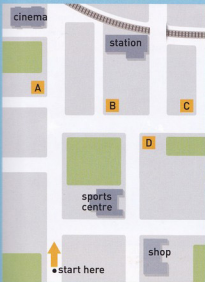
1 turn left    2 turn right    3 go straight on  
4 go past the bank    5 cross the road

X = start here



## Time to speak

- 3 Listen to these directions and follow them on the map. Where is the museum, A, B, C or D?



- 4 Find the silent letter or letters in each word. Listen and check your answers.

guess island know listen please right  
straight talk two write

## Useful language

## Asking for directions

Can you tell me where ... is?

Can you tell me how to get to ...?

## Giving directions

Go straight on.

Go past ...

Turn left/right.

On your left/right.

Cross the road.

- 5 Look at the map in Exercise 3. Take it in turns with a partner to ask for and give directions to one of these places. Start from the town centre.

cinema shop sports centre station

A: Can you tell me where the sports centre is?

B: Yes. Go straight on, then turn right. The sports centre is on your left.

## SKILL ZONE

Do you need to ask for information?  
Remember to ask politely. Say Please and Thank you.



- 6 Work in pairs. Student A look at page 119. Student B look at page 124. Student A ask Student B the way to the villa. Use the Useful language to help you.

## Get ideas

- 1 Read the opening lines (A–C) of stories and match them to these titles.

- 1 **The mystery of the ancient temple**  
2 **Treasure chest adventure**  
3 **A ghost in the house**

A It was a very dark night and the old house was completely quiet. Suddenly, ...

B They travelled across the mountains for three days and then they saw the ruins of a temple. There was nobody else there ...

C Tommy and his dog were looking for the buried treasure. They saw a brown box and then they heard a voice behind them ...

- 2 Which of these stories would you like to read? Why?

## Find the right words

- 3 Read the story and write T or R for each word in bold.

T = time when something happened

R = reason why something happened

**Last weekend** Tom was camping with his friends. They did not want to go home because they were having a good time. But **on the last night** they were all very tired **so** they all went to sleep early.

**In the middle of the night** a strange noise woke Tom up. He heard a bang, like a gun. He was very scared, but he got up and looked outside his tent. He couldn't see anything **because** it was so dark. He decided to go outside and look round. He found a stick to use as a weapon and put on his coat **because** it was raining very heavily.

**Then** he saw a bright light and a big man was walking towards him. He screamed. The

man put his hand on his shoulder, 'Tom, Tom! It's me, Dad!' Tom looked up. 'It was raining **so** we came to get you.' Tom was very surprised, but happy!



- 4 Complete the sentences with the words in bold from the story.

- 1 *In the middle of the night* I woke up suddenly when I heard a strange noise!  
2 We couldn't help him ..... he was too far away.  
3 It was hot ..... we didn't walk very far.  
4 First, I packed my bag, ..... I left the house quietly.  
5 ..... of our holidays we decided to have a party.  
6 ..... I went to stay with my cousin.

## Useful language

### Giving a reason

We left early **because** we had a long way to travel.

I was scared **so** I picked up a stick.

### Talking about time in the past

*last week/last weekend*

*in the middle of the night*

*on the last day/night*

## Plan ahead

- 5 Complete Charlie's story with these words and phrases.

because next on the last day so then



Charlie was staying at his aunt's house in Egypt. He was having a great time.

1) *On the last day* of his holiday Charlie's aunt took him to see the pyramids. Charlie was very excited 2) ..... he was studying the pyramids in school.

At the pyramids Charlie's aunt said he must stay with her. Charlie started to explore and 3) ..... he saw he was on his own. He was lost and he didn't know what to do. He was inside a pyramid and it was very dark. He heard strange noises 4) ..... he was very scared. He walked and walked and he heard people talking and 5) ..... he saw a light.

He ran to the light and came out into the sun. He felt very happy to be safe!

- 6 Put (A–E) in the order they appear in Charlie's story to make a plan.

- A What happened?  
B Where did the story happen?  
C How did he feel after the event?  
D What were they doing?  
E What was the result?

- 7 Write answers to the questions in Exercise 6.

The story happened in Egypt.

## Time to write a story

- 8 Choose the beginning of one of the stories from Exercise 1. Write the story. Write about 100 words.

## SKILLZONE

Are you writing a story? Make sure you:

- plan your story.
- use past tenses and lots of adjectives.
- use linking words, e.g. because, so, first, then, next.
- use time phrases, e.g. in the morning, at the weekend.

Time to watch *The mystery of the crystal skull*

- 9 Watch the DVD clip and do the activities on page 131.



## Vocabulary

### 1 Complete the sentences with one word for each space.

- 1 An ~~archaeologist~~ finds and studies historical objects.
- 2 The bones which form your head are called a ~~s~~.....
- 3 A c..... is one hundred years.
- 4 If something is very old, it is a.....
- 5 Small pieces of metal money are called c.....
- 6 Some UK school uniforms include a smart shirt with a t..... around the neck.
- 7 A short rest between two lessons is called a b.....
- 8 We can learn about the Ancient Romans in H..... lessons.
- 9 A s..... school is for students older than eleven or twelve.
- 10 A c..... is a place in school where you can eat meals.

### 2 Make compound nouns with these words.

beard board ground room Studies table uniform

- 1 notice ..... ~~board~~ .....
- 2 time .....
- 3 class .....
- 4 black .....
- 5 play .....
- 6 school .....
- 7 Computer .....

### 3 Choose the correct answer.

- 1 2025  
A two thousand and twenty-five  
B two hundred and twenty-five
- 2 We say  
A the fifth of September.  
B the fifth September.
- 3 1800-1899  
A the eighteens  
B the nineteenth century
- 4 1752  
A one thousand seven hundred and fifty-two  
B seventeen fifty-two
- 5 2016  
A twenty sixteen  
B two-oh-one-six
- 6 1600-1699  
A seventeen century  
B the sixteen hundreds

### 4 Match the notices (A-H) with these sentences. There are three extra notices.

- 1 Walk in this place. F
- 2 There are lots of ancient objects here.
- 3 You can sing here.
- 4 Make sure the classroom is clean.
- 5 These students do not have a lesson.

**A** Remember!  
Year 7 trip to the  
archaeological  
museum tomorrow!  
Be ready at 9 a.m.

**B** Please put  
your rubbish  
in the bin!

**C** Lost!  
New calculator.  
Please hand to school secretary.

**D** Class 10R. No Science today.  
Mrs Jackson is away.

**E** Teacher found Roman coins in our  
playground!  
Come to a special talk this Saturday.

**F** No running in  
the school hall.

**G** Geography trip to  
the Black Mountains.  
Interested? Sign here.

**H** Choir practice - every Thursday,  
4-5 p.m. in the music room.

## Grammar

## 5 Write the past simple form of these verbs.

- 1 go ..... *went* .....
- 2 buy .....
- 3 have .....
- 4 do .....
- 5 find .....
- 6 give .....

## 6 Complete the sentences with the past tense of the verbs.

- 1 Antonio *didn't wear* (not/wear) his school tie.
- 2 Joanna ..... (be) in the choir last year.
- 3 Sofia ..... (put) a message on the noticeboard.
- 4 Nick ..... (not/have) any homework.
- 5 Teresa and Olga ..... (buy) tickets for the tennis match.
- 6 We ..... (see) our Maths teacher at the cinema.
- 7 Paulo and Emilio ..... (not/be) at the concert.
- 8 They ..... (feel) excited about the school trip.

## 7 Choose the best answer, A, B or C.

- 1 ..... to the concert last night?  
 A Did you go  
 B You went  
 C Were you going
- 2 What ..... at seven o'clock?  
 A they were doing  
 B did they  
 C were they doing
- 3 How many people ..... in the choir?  
 A were there  
 B was there  
 C they were
- 4 ..... any important objects?  
 A Were they finding  
 B Did they find  
 C They found
- 5 ..... with her father?  
 A She travelling was  
 B She was travelling  
 C Was she travelling
- 6 What song .....  
 A they did sing?  
 B did they sing?  
 C they sang?

## 8 Choose the correct words.

- 1 We were *sitting/sat* in our Geography lesson when we were *seeing/saw* a dog at the window.
- 2 When they were *entering/entered* the hall, the choir was *singing/sang*.
- 3 The archaeologist was *exploring/explored* some Roman ruins when he was *finding/found* the gold jewellery.
- 4 *Did you visit/Were you visiting* the Acropolis while you were *travelling/travelled* in Greece?
- 5 I was *studying/studied* the ancient Mayans when I was *reading/read* about the lost temple.
- 6 When she was *arriving/arrived* at the auditions, lots of people were *waiting/waited* outside in the rain.
- 7 Some teachers were *joining/joined* in while we were *practising/practised* our new songs.
- 8 Why were you *leaving/did you leave* the room when the teacher was *talking/talked*?

## 9 Complete the conversation between two friends.

**Kaya:** Did you do your History homework last night, Esra?

**Esra:** 1) *Yes*.

**Kaya:** Well done. I didn't finish mine.

**Esra:** 2) *.....*

**Kaya:** Well, I was writing my essay when my mobile rang ...

**Esra:** 3) *.....*

**Kaya:** It was my mum.

**Esra:** 4) *.....*

**Kaya:** She was working late, so I cooked my own dinner.

**Esra:** 5) *.....*

**Kaya:** No, I didn't. It was too difficult!

**Esra:** 6) *.....*

**Kaya:** Um, because I was watching TV.

**A** Did you do your homework after that?

**B** Why not? The teacher wants it today!

**C** No, it wasn't! Anyway, why didn't you phone me?

**D** What did she want?

**E** Yes, I did. I spent two hours on it.

**F** Who was it?



Did you remember all the vocabulary and grammar points?

→ Vocabulary File, page 131

→ Grammar File, pages 137 and 138

## 5

Homesick?  
Seasick

## Get ideas

- 1 You're going on a long boat trip. What do you need? Choose three things.



rucksack



suitcase



i-Pod



lip gloss



chocolate



sunglasses



mobile

## Time to read

- 2 Look at the photo on page 45. Where are the people? What are they doing?
- 3 Read the interview on page 45 and complete the table.

Adventurer	Age
Harry 1) ..Drummond..	13
Katie 2) .....	14
Callum Kenny	3) .....
Robyn Sercombe	13
4) .....	Brockley
Conor Curry	15
Sybil	5) .....
6) .....	Gersch
	15

- 4 Complete the interview on page 45 with the best answer, (A-H). You do not need all the letters.

NOTES

Not sure how to choose the correct answer? Read each question carefully and look for clues in the language.  
For example:  
she - her  
Do you ...? - Yes, I do.



A record total of over 40,000 twelve- to fifteen-year-olds applied to take part in the Children's BBC programme, *Serious Ocean!* Here are the lucky winners.

The eight adventurers will sail to Chile and round Cape Horn, the most dangerous stretch of ocean in the world! When they arrive they will take part in an environmental project to help seals. Are they ready for their trip?



- A Yes, I will. The longest I've ever been away from home is five days.
- B I will miss my friends and my dog! I think I'll probably miss my dog more than my mum.
- C The boat we're sailing on is called *Valhalla*. We'll cook and eat and live and sleep on it.
- D I'm looking forward to seeing the boat and the others.
- E I'll take my lip gloss.
- F No, I won't be late. I packed my rucksack last night.
- G I'm not worried, I'm really excited.
- H We'll be away for four weeks.



# Serious ocean



## The Interview

*Interviewer:*

How are you feeling about the trip?

Katie Barclay, 14:

I'm getting a bit nervous about leaving everyone for four weeks!

Callum Kenny, 14:

1) ..... 2) .....

Robyn Sercombe, 13:

There's no going back now!

David Gersch, 15:

The thing I'm worrying about most is the seasickness!

*Interviewer:*

Will you take a lot of things with you?

David Gersch, 15:

Yeah, the kit is the best kit ever!

Sybil, 15:

2) .....

*Interviewer:*

I won't feel homesick, will you?

Callum Kenny, 14:

Yes, because as a family we're quite close.

Conor Curry, 15:

I'll probably cry when I get there, but I don't see the point of being homesick!

Robyn Sercombe, 13:

3) .....

*Interviewer:*

What are you looking forward to?

Harry Drummond, 13:

4) .....

*Interviewer:*

What will you miss?

Charlotte Brockley, 13:

5) .....

Sybil, 15:

My iPod and my friends.

Conor Curry, 15:

I think the thing I'll miss most is my little cousin, Jack. I'll miss my guitar and chocolate. Definitely chocolate. I don't even know if I'll be able to live without chocolate!

## Summarise

Close your books. What things will the children miss? How many things can you remember?



## Time to talk

- 5 When was the last time you felt seasick or homesick? Where were you?

Coming up ... *Serious ocean* DVD clip. See page 132.

## Travel

### 1 Choose the correct verbs.

- 1 *live*/look without something
- 2 *get*/worry there (or here)
- 3 *miss*/be away from home
- 4 *take*/worry about something
- 5 *look*/be forward to something
- 6 *get*/take something with you
- 7 *live*/pack a bag, rucksack or suitcase
- 8 *miss*/pack someone

### 2 Complete Sybil's email with a verb from Exercise 1 in the present simple or past simple.

**mailbox**
Today Mail Calendar Contacts

Reply Reply All Forward Delete

Hi Mum,

I'm in Chile! We 1) ..... *got* ..... here at 9 p.m. yesterday. The journey was fantastic, but hard work. I 2) ..... forward to bedtime every night!

I'm glad you 3) ..... my iPod in my bag because I can't 4) ..... without my music! Sometimes I 5) ..... about my dog. Is he OK without me? We'll 6) ..... away from home for two more weeks, but everything is fine.

I 7) ..... you!

Sybil

## Your transport

### 3 Put the vehicles into the correct column.

bike boat bus car helicopter lorry  
motorbike plane ship taxi train van

Air	Land	Sea
helicopter		



### 4 Complete the sentences with one word for each space.

- 1 We use ..... *lorries* ..... and ..... *vans* ..... to carry heavy things on the road.
- 2 We live near an airport so lots of ..... fly over our house.
- 3 This ..... can carry thirty or forty passengers on the road.
- 4 My brother can't drive a car, but he can ride a .....
- 5 Planes and ..... can fly.
- 6 There are lots of ..... in the station.
- 7 There aren't any buses, but you can take a .....
- 8 Riding a ..... is good for the environment.

## WORDZONE

Do you want to talk about **travel**?  
Use the **right verb**!

*sail* – in a boat

→ Vocabulary File, page 132



### 5 Choose the correct verbs.

- 1 You can *take*/sail a taxi.
- 2 I'd love to *ride*/take a motorbike.
- 3 My dad *catches*/drives a van.
- 4 The pilot is *flying*/driving the helicopter.
- 5 We're *driving*/sailing in a small boat.
- 6 You can *fly*/catch a bus into town.

## Memory game

Close your books. Write as many words as you can for each of these things!

- 1 a type of **transport**
- 2 something you **miss** when you're away from home
- 3 something you **take with you** on holiday
- 4 something you **can't live without**

## Time to talk

### 6 What is your favourite type of transport? Why?

## Talking about the future

## GRAMMAR ZONE

## will

**A** will or won't + infinitive without to to talk about something that we think or know will happen in the future

*I'll probably cry.*

**B** when we suddenly decide to do something

*I'll take a taxi.*

**C** to make a promise or an offer

*I'll buy it for your birthday.*

## Present continuous for future

**D** to talk about things we have arranged to do or not do in the future

*The boat we're sailing on is called 'Valhalla'.*

→ Grammar File, page 138

**1** Write sentences about the future using **will/won't**.

1 our teacher / ride a bike to school tomorrow  
*Our teacher will ride a bike to school tomorrow.*

2 I / fly in a plane one day

3 My gran / drive a van at the weekend

4 My friends and I / catch a bus soon

5 I / sail on a boat next year

**2** Read the *Top Gear* article. Complete each space with **'m, is, are or will/won't**.

**3** Write one to four words to complete the sentences about the article.

1 *The TV presenters* ..... are racing two amazing, expensive vehicles.

2 ..... costs £880,000.

3 The race will take place along .....

4 ..... a top speed of 400 km/h.

5 ..... fly straight up in the air and back down.

6 The race ..... boring.

## Top Gear

I'm staying in this evening because my favourite programme is on TV at 8 p.m. Tonight's *Top Gear* programme 1) ..... is ..... showing a very unusual race. The TV presenters 2) ..... racing two amazing, expensive vehicles: a Bugatti Veyron, which costs about £880,000, and a Eurofighter Typhoon plane, which costs £67 million! The car will drive 1.6 kilometres along an airport runway, and then it will turn round and race back. The plane 3) ..... fly 1.6 kilometres straight up into the sky and then it 4) ..... turn round and race back down to Earth!

At top speed, the Veyron will reach about 400 kilometres per hour. The Typhoon 5) ..... travel at about 2400 kilometres per hour! Which vehicle will win? Nobody knows, but it definitely 6) ..... be boring! I 7) ..... looking forward to it!



## Time to write

**4** Write about what car/transport you will have when you're older. Think about these things:

- What type of car or transport will you have?
- What colour will it be?
- How much will it cost?
- Will your parents/friends like it?

*I won't have a car. I'll have a bike. It will be very cheap!*



## Get ideas

### 1 Match the questions and answers to talk about making plans.

- What are you going to do this weekend?
  - Are you going to have a party on Saturday?
  - Is your dad going to take you to a football match tomorrow?
- A No, he isn't. He's too busy. We're going to go next weekend.
- B I'm going to go on a boat trip with my family.
- C Yes, of course I am.

## More about the future

### GRAMMARZONE

#### going to

A for things we have decided to do in the future  
I'm **going to watch** my favourite programme tonight.

#### shall

B to make suggestions about the future  
**Shall we go to the cinema on Saturday?**

→ Grammar File, page 138

### 2 Complete the conversation with **going to** or **shall**.

- Are you ..... go on the school trip tomorrow?
- Yes, of course. .... we meet at the bus stop?
- That's a good idea. Are you ..... take your mobile?
- Yes, and I'm ..... take my camera, too.

## Time to listen

### 3 Read the questions. Listen and complete Max's answers.

- Are you going to pack now? Yes, **I am!**
- Are you going to take Tatty? No, .....
- Is Adam going to sit with you on the bus? Yes, .....
- Is the bus going to stop when people need the toilet? No, .....

### SKILLZONE

Before you listen, try to guess what information is missing.

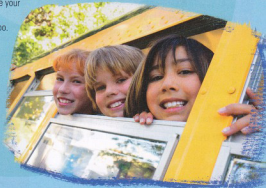
Date? Numbers?  
A name?  
A place?



### 4 Listen to a teacher talking about plans for a school trip. Complete the notes.

#### School trip

- |                      |                           |
|----------------------|---------------------------|
| Destination          | 1) <b>Greensea Island</b> |
| Meet at              | 2) ..... bus station      |
| Departure time       | 3) ..... a.m.             |
| Bus number           | 4) .....                  |
| Bring spending money | 5) Not more than .....    |
| Youth hostel address | 6) 15 Mill Lane, .....    |



## Get ideas

- 1 What kinds of things do you do after school and at the weekend?

hang out with friends   music lessons  
play computer games   sports   talk on MSN  
text friends   other things

- 2 Listen to Kyle and Sam's plans and choose the correct words.

- 1 Kyle is going to *go out/stay in*.  
2 Kyle is going to *hang out with/talk to* friends on MSN.  
3 Sam will be at *an adventure park/home*.

## Time to speak

- 3 Complete these sentences about your plans for next week. Tell your partner.

- 1 On ... I'm going to ...  
2 Next week I'm not going to ...

- 4 Look at the holiday club brochure. Tell a partner one thing you're going to do and one thing you're not going to do.

I'm going to ...

- 5 Complete your own *Massive Adventure!* plan. Ask and answer questions with a partner.

Name: .....

Monday	..... <i>Go sightseeing in town</i> .....
Tuesday	.....
Wednesday	.....
Thursday	.....
Friday	.....

A: Are you going to *play the drums*... on Monday?

B: Yes, I am./No, I'm not. What about you?

A: Maybe I'll .....

B: What else are you going to do?

A: On ....., I think I'm going to .....

B: Shall we .....

A: Yes, that's a great idea!

## Useful language

## Talking about possible plans

Perhaps + will ...    I think + will/going to ...  
Maybe + will ...    I will + probably + verb ...

# MASSIVE ADVENTURE!

## THE HOLIDAY CLUB WITH A DIFFERENCE!

Go for a trip on a banana boat! Take your friends, too!

Catch the old steam train up into the mountains.

Learn to sail a dinghy.

Ride on a camel!

Make your own videos and show them to an audience.



Fly with the birds.  
Try parasailing!



Learn to play the drums!

Take the tram into town.

Go sightseeing.

Paint and photograph local wildlife.

Have a helicopter ride at the local airport.

Join us in August at Big Beach Sports Stadium.  
Monday - Friday, 9 a.m. - 4 p.m.

# Get ideas



- 1 You're going on a cruise. Look at the map. What cities are you going to visit?

## Find the right words

- 2 Complete Alex's email with these prepositions. What plans has he got?

at in on to without

- 3 Complete each phrase with a preposition from Exercise 2.

- See you ..... 2<sup>nd</sup> February.
- Let's leave ..... half past two.
- They met ..... January.
- We're going ..... England.
- Don't go ..... your ticket.

## Plan ahead

- 4 You're going to sail on this cruise ship. Write three activities that you are/aren't going to do. I'm going to have dinner in the restaurant.

mailbox

[Today](#)
[Mail](#)
[Calendar](#)
[Contacts](#)

[Reply](#) | [Reply All](#) | [Forward](#) | [Delete](#)

Hi Tania,

We're going on holiday 1) ..... Russia, but we aren't going 2) ..... fly, we're going to go on a cruise! We're leaving early 3) ..... Friday morning so we're getting up 4) ..... 4 a.m. I'm really looking forward 5) ..... it.

We're going to meet our friends 6) ..... Dover and get 7) ..... the ship there. The ship looks really cool – I'll send you a photo. There are lots of things to do – I'm going to go 8) ..... the swimming pool every day, but I won't go 9) ..... the climbing wall because it looks really scary!

I'm going to take my mobile phone with me because I can't live 10) ..... it! I'll text you every day.

See you soon,  
Alex





- 5 Put the email in the correct order (1–4).

# mailbox

Reply | Reply All | Forward | Delete

A We're going arrive in Buenos Aires at the weekend.  
I'm looking forward to seeing you. Are you coming to meet me?

B Love,  
Ricardo

C Hi Tara,

D I'll phone you soon.

## Useful language

### Talking about plans

I'm looking forward to + noun.

I'm looking forward to + verb + -ing.

- 6 Complete the table with these email phrases.

Best wishes, Bye for now, Dear Hello, Hi,  
I'll phone you soon, I'll see you when I get back,  
I'll send you a postcard, Love,

Beginning	Middle	Ending
Dear ...		

- 7 Use these notes to plan your email.

- Greeting
- Paragraph 1  
Where are you going to go? When?  
What are you looking forward to?
- Paragraph 2  
What will/won't you take with you?  
What can't you live without?  
What will you miss?
- Pre-ending  
Make a promise or agreement.
- Ending

- 8 Compare your email plan from Exercise 7 with a partner.

## Time to write an email

- 9 Use your notes to write an email about your cruise.

### SKILLZONE

Want to write an interesting email?  
Always make notes first  
so you have a plan to  
follow.



## Time to watch *Serious ocean*

- 10 Watch the DVD clip and do the activities on page 132.



# 6 Swap, don't shop!

## Get ideas

- 1 What do you like buying at the shops? Put these things in order (1 = favourite).

books CDs clothes computer games  
DVDs magazines sports gear toys

- 2 Complete the questions about shopping with these words. Ask and answer with a partner.

buy cost pay price spend

- How much do you usually ..... *spend* ..... on magazines every month?
- How much do CDs ..... ?
- What do you think is a good ..... for computer games?
- Do you usually ..... for your books?
- How often do you ..... new clothes?

## Time to read

- 3 Read the webpage and match the photos (1-4) with the correct person (A-D).



SWITZLIK

Do you want to understand why someone is writing?

Read the text quickly and try to find the main point.



- 4 Choose the correct words.

- Annie doesn't want her *necklace/posters*.
- Charlie doesn't want his *skateboard/tennis racquet*.
- Ben doesn't want his *computer/computer games*.
- Kate doesn't want her *CDs/mobile phone*.

- 5 Complete the sentences with words from the webpage.

- Annie has not swapped ..... *clothes* ..... on the Swap Shop.
- Annie does not like ..... at the shopping mall.
- Ben has made a ..... on the Swap Shop.
- Charlie bought his tennis racquet .....
- The sports shop told Charlie his racquet was .....
- Kate could buy a cheap phone from a .....
- Kate has swapped ..... already.

## Summarise

Explain in your own words who swapped what and say why.

*Ben swapped a computer game because he was bored with it.*

## Time to talk

- 6 What would you like to swap? Why? What would you swap it for.

# Swap shop



Why don't you sign up to the website **Swap Shop?**

You can swap something you don't want for something you do want

– and you don't need to pay anything! Here are some ideas from our members ...

## Annie

**'I've got a necklace I want to swap.'**



I've had it for two years and I don't like it anymore.

I've only worn it three times! I want to swap it for a bracelet or some posters. I'd like a poster of Buffy, from the TV programme. I haven't swapped clothes before, but I think I will now! It's better than spending money at the shopping mall.

## Ben

**'I've made a new friend.'**



I buy a lot of computer games, but they really cost a lot. The problem is I've played them all too many times already. I heard about the Swap Shop and swapped one of my games. I was really happy and I've made a new friend – the boy I swapped my game with! Now I want to swap more because I'm bored with my old games.



## Charlie

**'I hate shopping!'**

I hate shopping! I love the idea of Swap Shop and I'd like a skateboard.

I've got a tennis racquet I want to swap.

I've had it since last year and it's too small. I went to the sports shop to try and change it, but they said it was too old. So I'm going to try the Swap Shop. The best thing is it doesn't cost anything!



## Kate

**'I've swapped some CDs.'**

I want a new mobile phone. Mine's quite old. I've saved some money, but it's not enough. A department store

near us sells cheap ones, but they don't have much choice. So I've decided to try and swap mine for a different one on the Swap Shop. I've swapped some CDs on the Shop. It's a brilliant idea!

**swap** to give something to another person and exchange it for something they have



Coming up ... **Swap, don't shop!** DVD clip. See page 132.

## Shopping

### 1 Match the pictures with the places.

bookshop department store shopping mall  
sports shop supermarket



## WORDZONE

Sometimes we put two words together to make a **compound noun**.

An assistant who helps you in a shop is a **shop assistant**.

→ Vocabulary File, page 132



### 2 Choose the correct words.

cheap closed customers expensive  
for sale open shop assistant try on

- Something which costs a lot. ... **expensive** ...
- You can't buy anything when the shop is this. ....
- This person helps you in a shop. ....
- This is when something is available to buy. ....
- This is when you see if something is the right size. ....
- These people buy things in a shop. ....
- You can buy things when the shop is this. ....
- Something which costs very little. ....

### 3 Complete the text with words from Exercise 2.

## Love it or hate it?

Abercrombie & Fitch is a New York clothes shop for young people. It's very different!

Karen I **love** it!

It's really cool! All the (1) **shop assistants** look like models and they stand by the door and talk to you when you go in. (2) ..... can have their photo taken with them. It's (3) ..... in the evenings as well so it's like a disco. There are lots of sports clothes for sale, but they're not (4) ..... I've bought three things from there - I love it!



Rick I **hate** it!

I hate it. I've only been there once and I don't know why anyone goes there. It's got really loud music. When you (5) ..... clothes you can't see because it's so dark! Also you need lots of money because it's so (6) .....



## Memory game

With a partner, write five things that you can buy in each of these shops.

sports shop supermarket department store

Check your answers as a class. Pairs get one point for each answer that no one else has.

## Time to talk

### Your economics

- What do you think about when you are buying something? Why?

friendly shop assistant price quality

## Talking about experiences

## GRAMMARZONE

## Present perfect simple

past X ← now

*I've had the necklace for two years. (and I have it now)*

We often use *for* and *since* with the present perfect.

→ Grammar File, pages 138 and 139

- 1 Complete the interview with the correct form of the present perfect.

<b>Interviewer</b>	So Victoria, do you like shopping?
<b>Victoria</b>	Oh, yes! I 1) ..... <i>have been</i> ..... (be) to three big shops today and I 2) ..... (buy) lots of clothes.
<b>Interviewer</b>	Do you prefer department stores or shopping malls?
<b>Victoria</b>	Oh, I like malls! I 3) ..... (not/visit) the malls in every city I 4) ..... (be) to, but I would like to!
<b>Interviewer</b>	Do you think you can do too much shopping?
<b>Victoria</b>	Oh, no. I 5) ..... (spend) a lot of my life shopping. I 6) ..... (had) my own website since 2008 for people who want advice about shopping. It's very successful! I'm a shopaholic!

- 2 Choose the correct words.

- I haven't bought any CDs *for/since* two years.
- This shop has been here *for/since* 1920.
- Those customers have been in the shop *for/since* an hour!
- My favourite clothes shop has been closed *for/since* a week.
- The department store has been open *for/since* 8 a.m.

- 3 Complete the text with the best answer, A, B or C for each space.



Debbie  
USA

Hi,  
I'm Debbie. I live in Denver, Colorado. It's great here! I 1) ..... just started high school and I love it. I've already acted in a school play and I've 2) ..... New York on a trip with my class. The shopping there is amazing. Now winter is coming so I go skiing at weekends. I've skied 3) ..... I was five so I'm quite good! I've broken my leg twice, but I still love skiing! Also this year my parents have 4) ..... a snowboard for me. I can't wait to try it. What about you?



Paul  
Australia

Hi,  
I'm Paul. I live in Perth in Australia. I've lived here 5) ..... five years. Your life sounds great. I 6) ..... been skiing. We are near the sea so I go sailing at weekends. I've sailed to some islands near here and to Sydney, but I haven't been 7) ..... a month because we've got exams. My dad 8) ..... been to New York, too! He bought me a baseball cap! Also I like acting – I've 9) ..... in the school play four times. Write soon!

- |             |             |            |
|-------------|-------------|------------|
| 1 A has     | <b>B've</b> | C had      |
| 2 A visited | B visit     | C visiting |
| 3 A when    | B for       | C since    |
| 4 A buy     | B buying    | C bought   |
| 5 A for     | B since     | C just     |
| 6 A didn't  | B haven't   | C wasn't   |
| 7 A already | B since     | C for      |
| 8 A had     | B have      | C has      |
| 9 A been    | B done      | C gone     |

- 4 Tell a partner about five things you have done in your life.

*I've been to London.*

## Time to write

- 5 Write about what you have done recently.

What have you bought this week?

*I've bought a T-shirt.*

Where have you been?

What haven't you done that you want to do?

## Get ideas

- 1 Do you prefer shopping with your parents, friends or on your own? Why?

## Time to listen

- 2 What can you see in the pictures in Exercise 3?

1 A book B DVD C bag

- 3 Listen to the conversations. Choose the best answer, A, B or C for each question.

- 1 What has Jason bought?



- 2 Who has the girl been shopping with?



- 3 Who does Milly want to buy a present for?



- 4 Which shop has Tom visited?



- 5 Which shop has just opened?



- 4 Listen again and answer the questions.

- Has Jason watched the DVD already?
- Has Mark ever been shopping with his sister?
- Has Milly got Sarah's present yet?
- Has Tom bought some jeans?
- Has the first speaker got some new trainers?

## Using adverbs with the present perfect

### GRAMMARZONE

#### Questions

A use **ever** in questions to ask if an event has happened

*Have you **ever been** to New York?*

B use **never** to say that something hasn't happened

*I've **never been** shopping with my dad.*

#### already, just, yet

C use **already**, **just** and **yet** with the present perfect

*I've **already/just seen** that film.*

→ Grammar File, pages 138 and 139

Remember!  
We use **yet** and **ever** in questions and **never**, **just** and **already** when we answer.



- 5 Complete the questions with the correct form of the verbs.

- ..... you ..... to a shopping mall? (ever/go)
- ..... you ..... that new film ..... ? (see/yet)
- ..... you ..... a present you didn't like? (ever/receive)
- Which books ..... you ..... recently? (read)
- Which countries ..... you ..... ? (visit)

- 6 Ask and answer the questions in Exercise 5 with a partner.



## Get ideas

- 1 What have you bought recently? What questions did you ask the shop assistant?

## Time to speak

- 2 Read the conversation between Thalia and a shop assistant. Choose the best answer (A–G) for each space. You do not need all the letters.



**Shop Assistant:** Can I help you?

**Thalia:** 1) ..... F.....

**Shop Assistant:** Oh, yes. Here it is. Would you like to try it?

**Thalia:** 2) .....

**Shop Assistant:** It's £15.50.

**Thalia:** 3) .....

**Shop Assistant:** Have you seen this other game? It's almost the same.

**Thalia:** 4) .....

**Shop Assistant:** It's only £8.00.

**Thalia:** 5) .....

A No, I haven't. It looks interesting.

B No, I haven't got enough money.

C No, it's OK. How much is it?

D Well, I have seen a new game that I prefer.

E OK. I'll take it.

F Yes, I'd like that new game. I think it's called 'Board Race'.

G Oh, that's a bit expensive for me.

## Useful language

## In a shop

Can I help you?

Would you like to try it?

I'm sorry, we haven't got any.

How much is it?

It's too expensive.

I'll take it.

- 3 Listen and check your answers. Then practise the conversation with a partner.
- 4 Which of these things would you like to buy? Why?

A



£45.99

B



£69.99

C



£499.00

D



£49.99

E



£9.99

F



£38.99

- 5 Choose two of the things in Exercise 4. Take it in turns to be a shop assistant and a customer.

**Assistant:** Ask if the customer wants some help.

**Customer:** Tell the assistant what you would like to buy.

**Assistant:** Tell the customer about the thing he/she wants to buy.

**Customer:** Ask how much it costs.

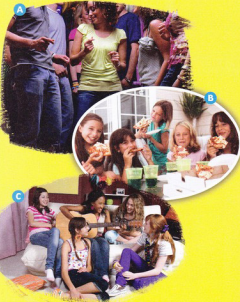
**Assistant:** Tell the customer the price.

**Customer:** Decide if you want to buy it.

- 6 Work with a partner. Student A look at page 116. Student B look at page 124. Take it in turns to be a shop assistant and a customer.

## Get ideas

- 1 What do you like doing at parties? Have you ever been to a swap party?
- 2 Match the photos with the invitations.



**1 mailbox** Today Mail Calendar Contacts

Reply | Reply All | Forward | Delete

I am thirteen on Monday so I want everyone to come to my house after school for a party. We're going to have pizza and play games. Bring some music if you want to. It's from 5.30 to 9.00.

- 2** Do you want to come to my music club? It's on Tuesday at the youth club. Bring your guitar. We play music and sing songs. Everybody can come and we'll have a great time! It starts at 6.30 p.m. Don't be late! Bring some money to buy a drink in the break.

- 3** Class 13 is having a party on Saturday. It's a dance party! We'll have competitions and you can learn new dances. Bring your favourite CD. There will be snacks and a prize for the best dancer! It's at 7.30 p.m. in the school hall. Come along!

## Find the right words

- 3** Read the party invitation and find this information.

date place time type of party  
what you can do there

## Have you ever been to a swap party?

It's a great idea – you can bring things you don't want like your old CDs and games and swap them for something you want! And it's free!

Maybe you have some sports gear you have had for two or three years and you don't use it any more. Then come to the swap party and swap it!

Our swap party is at Blethan High School in the main hall from 6 p.m. on 16<sup>th</sup> November.

Food and drink stalls.

## Meet your friends and have fun!

- 4** Complete these sentences with words and phrases from the invitation in Exercise 3.

- 1 Have you ever been to a computer party?
- 2 You ..... your old computer games and swap them!
- 3 The party is ..... the High School.
- 4 It is ..... 7 p.m. ....  
6th March.
- 5 ..... and enjoy yourself!

- 5** What party do you want to have? Write sentences for your invitation.

- 1 Ask someone to come to your party.  
*Please come to our swap shop party.*
- 2 Say the time and date.
- 3 Say why it is a good idea.
- 4 Say why they will have fun.

## Useful language

### Inviting

Please come to ...  
It's at/on ...

You'll enjoy it because ...  
It'll be great because ...

## Plan ahead

- 6 Complete this invitation for a swap party with one word for each space.

Class 4G is having a ..... party this Friday, at .....

It's a great idea - you can bring ..... and swap them for ..... And it's free!

Maybe you have some ..... you don't use anymore. Then come ..... and swap them! Our ..... is at ..... in the .....

from ..... until 10.00 p.m. on .....

Food and ..... stalls outside the main hall.

Dance ..... will be playing from 7.00 p.m.

to .....

Meet ..... and have fun!



- 7 You and your friend are planning to have a party. Read your friend's email and find out:

- what you have to write.
- what type of party it will be.
- who you will invite.

## mailbox

Today Mail Calendar Contacts

Reply | Reply All | Forward | Delete  
From: Sarah@ibec.com Subject: Swap Party

Hi,

Why don't we have a swap party at your house this weekend? It'll be great. I'm studying so can you write an invitation? Tell everyone in the class about it and what to bring. We could have some music as well. What do you think?

Sarah

- 8 What do you need to plan for your party? Make notes about these things.

## Swap party

- Date?
- Time?
- Where?
- Ask people to bring ...
- What can people do at the party?

## Time to write an invitation

- 9 Now write your swap party invitation. Write about 60 words.

You can decorate your invitation if you want to!

## SKILLZONE

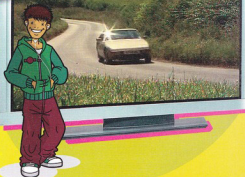
Do you need to write an invitation? Remember to include this information:

- what the invitation is for
- the time, date and place
- what people should bring
- why it will be exciting



## Time to watch Swap, don't shop!

- 10 Watch the DVD clip and do the activities on page 132.



# Vocabulary

## 1 Choose the best answer, A, B or C.

- 1 What time will we ..... there?  
A live B take **C get**
- 2 I'm going on a school trip and I think I'll ..... my family.  
A worry B miss C look
- 3 Don't forget to ..... your toothbrush.  
A take B be C have
- 4 We're going to ..... on these special jackets.  
A try B pack C get
- 5 Don't ..... too much money on clothes for the trip.  
A buy B miss C spend
- 6 They're going to ..... a small boat to Chile.  
A ride B sail C drive
- 7 Shall we ..... the bus at five o'clock?  
A miss B catch C pack
- 8 She's not ..... forward to this trip.  
A getting B worrying C looking

## 2 Choose the odd word out.

- |             |           |            |                |
|-------------|-----------|------------|----------------|
| 1 pay       | spend     | buy        | <b>clothes</b> |
| 2 rucksack  | assistant | suitcase   | bag            |
| 3 fly       | drive     | sail       | pack           |
| 4 customer  | shopping  | department | supermarket    |
|             | mall      | store      |                |
| 5 motorbike | van       | lorry      | ride           |
| 6 cheap     | for sale  | train      | expensive      |
| 7 spend     | miss      | buy        | pay            |
| 8 car       | taxi      | plane      | bus            |

## 3 Choose the correct words.

catch mobile pay plane price  
sail suitcase swap

- 1 You pack this when you go on holiday. .... **suitcase** .....
- 2 You do this when you change something you have for something you want. ....
- 3 You do this when you travel by boat. ....
- 4 You can fly in this. ....
- 5 This is the amount of money you pay for something. ....
- 6 You can use this to phone home. ....
- 7 You do this when you give a shop assistant money. ....
- 8 You can do this to a bus or a train. ....

## 4 Choose the correct words.

- 1 My mum's going to work in the new department shop/store.
- 2 Shall we go to the shopping mall/market?
- 3 I don't want to take/drive a taxi, it's too expensive.
- 4 Let's ask the shop customer/assistant for help.
- 5 My dad usually rides a motorbike/car to work.
- 6 I'd love to drive a big ship/truck.

## 5 Complete the conversation. There are two extra sentences you do not need.

- Adam:** I hate shopping. Shall we go to the cinema now?
- Marta:** 1) .....**C**.....
- Adam:** Why? You bought new jeans there last week.
- Marta:** 2) .....
- Adam:** What trip? Where are you going?
- Marta:** 3) .....
- Adam:** Oh, right! Walking boots will be quite useful then! But be quick!
- Marta:** 4) .....
- Adam:** Yes, but that's not important. They're really expensive, look ...
- Marta:** 5) .....
- Adam:** These are quite cheap.
- Marta:** 6) .....
- Adam:** Yes, over there. Just hurry up or we'll miss the film.
- A** We're going to climb a mountain in Scotland.
- B** Hmm, they're OK. I'll buy them. Can you see a shop assistant?
- C** Maybe later, but I need to go to the department store first.
- D** Yes, but the shopping mall isn't open yet.
- E** OK. We won't be long. What about these? I like the colour!
- F** How much do you want to spend?
- G** Yes, but now I need walking boots for the school trip.
- H** Ninety pounds! I haven't got enough money to buy those.

## Grammar

## 6 Complete the sentences with these words.

going to shall will

- .....~~shall~~..... we invite Greg to the party?
- I think I ..... work as a gardener next year.
- Are you ..... go shopping this weekend?
- ..... you come to the sports shop with me?
- What ..... we do now?
- We're ..... buy a DVD for Nina's birthday.

## 7 Match the words to make sentences.

- Have you ever .....
  - They haven't arrived
  - What are you going to
  - I promise I won't
  - My friend and I have just
  - We're all
  - Are they really
  - I think we're going
- a been to a big shopping mall?  
b to miss the bus.  
c be late for the party.  
d flying there by helicopter?  
e meeting outside the cinema.  
f do at the weekend?  
g learnt how to sail!  
h yet, but they'll be here soon.

## 8 Choose the best answer, A, B or C.

- Have you been on a school trip this year?  
A Yes, I have.  
B Yes, I did.  
C Yes, I've been.
- Are they going to come with us to the concert?  
A No, they won't.  
B No, they haven't.  
C No, they aren't.
- Is he coming home soon?  
A Yes, he will.  
B Yes, he is.  
C Yes, he came.
- Will you help me choose some new trainers?  
A Yes, I have.  
B Yes, I am.  
C Yes, I will.
- Has the film finished yet?  
A Yes, it has.  
B Yes, it is.  
C Yes, it finished.



## 9 Choose the correct words.

- I've just/never watched the *Serious ocean* DVD clip. It's great!
- He's never/already flown before so he's quite scared.
- Have they just/ever sailed a boat before or is this their first time?
- Nick's already/just bought some trainers and he's paying the assistant now.
- She hasn't been on her school trip yet/already.
- I've said goodbye to my family just/already.
- Have you been to that new sports shop yet/ever?
- They've already/yet gone to catch the bus into town.

## 10 Complete the postcards with one word for each space.

Dear Mum and Dad,  
I'm having a great time in France. Do you miss me I) ..... yet ..... ?  
We've just 2) ..... to the Palace of Versailles near Paris and tomorrow we're 3) ..... to go to Disneyland. I'm really 4) ..... forward to it! Our teacher 5) ..... take lots of photos of us so we can put them in the school magazine.  
See you soon!  
Stefan

Dear Nadia,  
I've 6) ..... been away from home before, but I'm not missing my family. Don't tell them, though!  
We went to Disneyland yesterday. It was the best theme park I've 7) ..... seen! I've 8) ..... phoned your home but you weren't there. I hope you haven't forgotten about me 9) .....  
I 10) ..... come and see you at the weekend and tell you all about it!  
Miss you!  
Stefan

Did you remember all the vocabulary and grammar points?

→ Vocabulary File, page 132

→ Grammar File, pages 138 and 139

7

## Win or lose!

## Get ideas

- 1 Match the Olympic sports (1–8) with the photos (A–H).

A



B



C



G



H



F



E



- 1 beach volleyball c
- 2 archery
- 3 BMX racing
- 4 taekwondo
- 5 synchronised diving
- 6 basketball
- 7 swimming marathon
- 8 table tennis

- 2 What other Olympic sports do you know?

## Time to read

- 3 Look at the questions and photos in the factfile on page 63 and answer the questions.

- 1 What is the girl's name?
- 2 What is her sport?
- 3 Where are the bike riders?
- 4 What does the girl want to do?
- 5 What do you think will happen?

- 4 Read the factfile again and choose the best answer, A, B or C.

- |               |           |          |
|---------------|-----------|----------|
| 1 A at        | B on      | C round  |
| 2 A dangerous | B bad     | C dirty  |
| 3 A also      | B and     | C too    |
| 4 A being     | B getting | C doing  |
| 5 A says      | B speaks  | C talks  |
| 6 A easy      | B easily  | C easier |

FACTFILE

Not sure if you have the correct answer?

Read the whole sentence with your answer to see if it makes sense.





# Speedy!

She can do amazing things with a bike, but can she win an Olympic gold medal? Meet **Shanaze**, the queen of BMX racing.

## Who is Shanaze?

Shanaze Reade, nineteen, is fast and brave and she wants to win. Her friends call her 'Speedy Readey' and you can see why, as she flies 1) ..... the race track on her bike.

## What is BMX?

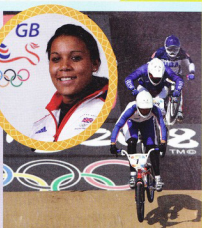
BMX, which was a new sport for the Beijing Olympics, is an extremely 2) ..... race. Shanaze has broken many bones because riders have to jump 3–4 metres up in the air. It's a long way down!

## Why did she take up this sport?

Shanaze is 'sports-mad', so when she saw her cousin race his BMX bike, she had to try it 3) ..... ! She was only ten and couldn't afford a new bike, so she bought her first BMX bike second-hand for £1! By the time she was fifteen she was the under-eighteen world champion. When she is 4) ..... ready to race, Shanaze can't be nervous. 'I visualise putting my brain into a box and closing it,' she 5) ..... 'I become like a robot.'

## Did she win an Olympic medal?

So what happened in the Olympic final? At the last turn, Shanaze knew she could win silver 6) ..... , but that wasn't enough. Shanaze didn't have to think – she only wanted gold. She tried to overtake the bike in front, but crashed onto the track. She couldn't win the gold medal. Was it the right choice? Shanaze thought so, 'It is the Olympics and you have to give it everything and go for gold.'



## Summarise

Answer the questions in your own words.

- How old was Shanaze when she bought her first bike?
- How did she start BMX riding?
- How old was Shanaze when she became under-eighteen world champion?
- Why didn't she win the gold medal in Beijing?



## Time to talk

- 5 Did Shanaze make the right decision? Why? What's your opinion of BMX racing? Is it fun or dangerous?

Coming up ... **BMX champion** DVD clip. See page 133.

## Sports

### 1 Find these things in the picture.

bronze medal   champion   gold medal   race  
silver medal   Olympic flag   track



### 2 Match these verbs with the clues.

crash   fall   overtake   visualise   win

- 1 You do this when you come first in a race. **win**
- 2 Sportspeople often do this before a race or game.
- 3 If you run very fast you can pass other runners.
- 4 When divers are very high up, they might do this.
- 5 Sometimes two bike riders do this.

### 3 Choose the correct words.

- 1 Taekwondo is a very dangerous/brave sport.
- 2 Divers have to be brave/fast to dive from ten metres.
- 3 There are five sports in the pentathlon so you have to be nervous/sports-mad to take part.
- 4 Beach volleyball can be a very fast/dangerous game.
- 5 Runners often feel sports-mad/nervous before a race.

**WORDZONE**

Do you want to talk about **places where you play sports**?

Add the place name after the sport.

volleyball court  
hockey pitch

→ Vocabulary File, page 133



## Your sport

### 4 Add one more sport to each place.

court

volleyball  
badminton

pitch

hockey  
baseball

track

running  
race

pool

diving  
water polo

## Memory game

Say the name of a place where you can play sport.  
Your partner says a sport you can play there.

track

running

court

basketball

## Time to talk

### 5 Did you do any sports this week? Where?

## Talking about ability, possibility and obligation

### GRAMMARZONE

#### Modal verbs – ability

**A** to talk about something we are/aren't able to do at this moment

*I **can't find** my knee pads.*

**B** to talk about something we were able to do in the past

*I **could ride** a bike when I was six.*

#### Modal verbs – possibility

**C** can or can't to talk about possibility

*Can she **win** an Olympic medal?*

#### Modal verbs – obligation

**D** to talk about something necessary in the present

*Riders **have to** jump three to four metres.*

**E** to talk about obligation in the past

*She **had to** buy a new swimming hat.*

→ Grammar File, page 139

- 1** Complete the table with four sentences about things you can/can't do.

diver play basketball ride a bike ride a horse  
run fast skateboard ski swim fifty metres

Can	Can't
I can swim fifty metres.	

- 2** Make questions then ask and answer with your partner.

1 swim 50 metres / three years old?

**A:** Could you swim 50 metres when you were three years old?

**A:** No, I couldn't.

2 swim fifty metres / now?

**A:** Yes, I can.

3 ride a bike / five years old?

4 ride a horse / now?

5 skateboard / eight years old?

- 3** Complete Eva's diary with *can/can't* and *could/couldn't*.

#### Day 1

1) ..... *can* ..... Leo learn how to skateboard? I don't know, but I'm going to teach him!

#### Day 2

Yesterday Leo 2) ..... skateboard, but he

3) ..... do it now. It was really difficult to teach him! At first, he 4) ..... stand on the board. He fell off every time! Then he 5) ..... stand up, but he stayed in one place because he 6) ..... move.

#### Day 3

Now Leo 7) ..... skateboard quite well, but he

8) ..... go very fast and he 9) ..... jump!

- 4** Choose the correct forms of the verbs.

1 Shanaze *has to/have to* wear a helmet in case she crashes.

2 You *doesn't have to/don't have to* wear a helmet for skateboarding, but it's a good idea.

3 A basketball player *has to/doesn't have to* be tall.

4 A swimmer *has to/have to* wear swimming goggles in a race.

- 5** Complete the article with one word for each space.

Lin is 1) ..... *an* ..... Olympic diver from China who performed at his first Olympics when he was seventeen with his diving partner, Huo, eighteen. Lin's parents had 2) ..... sell their house to pay for his training, so Lin knew 3) ..... couldn't let them down!



However, before the Olympics, Lin could 4) ..... dive as well as normal because he was growing so fast. Luckily, his coach organised extra help so he didn't 5) ..... to miss the competition.

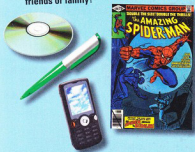
Before the final, 6) ..... boys were feeling the pressure. 7) '..... can't say I'm not nervous,' said Huo. 8) ..... they win gold? The answer was Yes! 'I'm grateful to all those who helped me,' said Lin.

### Time to write

- 6** Write a short paragraph about your favourite sport.

## Get ideas

- 1 What kind of things do you borrow from friends or family?



## Talking about permission

### GRAMMARZONE

#### Modal verbs – permission

- A for asking or refusing permission

*Could I borrow your swimming goggles?  
No, you can't.*

- B have to or don't have to when something is not necessary  
allowed to or not allowed to when something is forbidden

*You don't have to stay in your room, but you're not allowed to go out.*

→ Grammar File, page 139

- 2 Ask a partner for permission to borrow something.

A: May I borrow your pencil?

B: Yes, you may.

## Time to listen

- 3 Listen to each conversation and number the answer you hear. There is one extra answer.



### EXAMZONE

Not sure of the right answer?  
Make a note after the first listening, then check when you listen again.



- 4 Listen to the conversations. Choose the best answer, A, B or C for each question.

- 1 What does Eva borrow?



- 2 Which day is the school sports day?



- 3 Who is the winner of the 200-metre race?



- 4 What time is the 200-metre race?



- 5 Which object is not allowed in the race?



- 5 Put the events in Exercise 4 in the order they happened. Listen again if necessary.

After that Finally First Next Then

## Get ideas

- 1 Match the photos with the words.

bowling    football    ice skating    skateboarding



- 2 Think of your favourite sport and answer these questions.

Do you play this sport?

Do you watch it on TV?

Where do people play this sport?

What equipment do you need?

Is it dangerous?

- 3 Match each sign with the place you might see it. There is one extra place.

1 park B

2 skateboard park

3 ice skating rink

4 basketball court

5 tennis court

6 bowling alley

7 swimming pool

A Get your boots in the boot room. Take a numbered ticket for your shoes.

C Open 11 a.m. – 11 p.m.  
Outdoor shoes are not allowed.  
Get your soft shoes at the desk.

B No ball games allowed!

D Lockers are available for your clothes and bags.

F Please put on helmets, knee pads and elbow pads before you enter.

E Racquets and balls for hire from reception.  
No games after 8 p.m.

## Time to speak

- 4 Work with a partner. Explain the meaning of each sign.

A: What does sign A mean?

B: It means that you can get boots in the boot room. You have to take a ticket for your shoes.

If you're not sure of the answer, say so.

Try and explain in another way.

Say,  
'Well, I'm not quite sure' or 'I'm not 100% sure'.



- 5 Read the sports rules. Use the Useful language to explain the notice to your partner.

## Avon Skateboard Park

Be careful. Look out for other people.

Danger! Use helmets.

Don't enter without your knee and elbow pads!

No dogs allowed.

## Greenvale Swimming Pool

Opening hours: 1 p.m. – 7 p.m.

Wear swimming hats at all times.

Diving not allowed.

Don't run near the pool!

## Useful language

## Explaining information

The sign says ...

It says here ...

It means that ...

## Get ideas

- 1 Make a list of famous sportspeople you know. Who is the youngest person on your list?
- 2 Do you know the girl in the photos? Think of two questions to ask her.

## Find the right words

- 3 Complete Ellie's factfile with these adjectives. Does the factfile answer your questions in Exercise 2?

brilliant gold happy Paralympic short tall young

- 4 Put the words in the correct order to make sentences about Ellie's factfile.

- 1 The / special / Paralympics / are / Olympic Games.  
The Paralympics are special Olympic Games.
- 2 not / very / tall. / Ellie Simmonds / is
- 3 Ellie / young / swimmer. / a / is
- 4 talented / is / very / She / a / girl.
- 5 She / gold / won / medals. / two
- 6 felt / really / Ellie / happy.

# PARALYMPICS!

## What are the Paralympics?

The Paralympics is another name for the 1) ..... Olympics. These are Olympic Games for people with disabilities: some of them can't see, others can't run or walk, but they can all break records and win medals.

## Who is Ellie Simmonds?

Ellie Simmonds is a 2) ..... swimmer from Wales in the UK. However, she was born with 'achondroplasia', which means she is very 3) ..... – she's only 1 metre, 14 centimetres 4) ..... She took up swimming after she watched the Athens Olympics in 2004. Ellie was very 5) ..... when she took part in her first Olympics as she was only thirteen. She had to train for eighteen hours each week before and after school to get ready for the Paralympics.



## Did she win a medal?

Actually, Ellie won two 6) ..... medals although she was racing against adults from all over the world! After her first race Ellie couldn't believe she'd won. She said, 'I imagined this race in a dream – I finished in the medals. But I did not dream I would win the gold, I'm really 7) .....!'





## Plan ahead

- 5 Choose one of the sportspeople in Exercise 1. Write two sentences about him/her using adjectives from the Useful language.

### Useful language

#### Position of adjectives

- ... is very fast.
- ... is a really famous basketball player.
- ... is a very interesting person.

- 6 Read the notes about a famous young footballer and complete the factfile. Then write two more questions for him.

Name:	Arda Turan
Job:	Football player
Does he score goals?	Yes, lots of brilliant goals!
From?	Istanbul, Turkey
Teams?	Galatasaray, Manisaspor, and Turkey!
Other teams interested?	Newcastle United when he was twenty-one

### Who is Arda Turan?

Arda Turan is an excellent 1) *football player*.  
He's from 2) .....

### What has he done?

He has played for some good teams, including Galatasaray,

3) ..... and Turkey, of course! He has scored 4) .....

5) ..... were very interested in him when he was only 6) .....



## Time to write a factfile

- 7 Write a factfile about a young sportsperson. Write five or six sentences.

### SKILLZONE

Do you find it hard to think of ideas for your writing? Imagine you are the reader and write a list of questions about things you want to know.



## Time to watch BMX champion

- 8 Watch the DVD clip and do the activities on page 133.



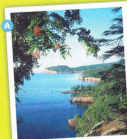
## 8

## Wild things

## Get ideas

- 1 Where are these places? Match these place names with the photos.

the Amazon   the Andes   the Great Lakes   the Sahara



- 2 Match the places in Exercise 1 with these words.

desert   lake   mountains   rainforest

## Time to read

- 3 Look at the article. Where is the man?  
What is he doing?

## SKILLZONE

Getting ready to read an article?

Use the photos and the title to help you predict what the article will be about.



## Man in the wild



## A Where does he go?

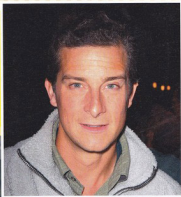
Bear Grylls is a man who likes adventure! In his television programme, *Born Survivor*, a helicopter drops him into areas which are miles away from other people. He has been to the rainforest in Brazil, to frozen mountains in the Andes and to the desert in Africa.

5

## B What does he do?

His adventures are more difficult to than usual because he only has the clothes he is wearing. He must use only his own strength and skill to get out. He has to find food in the middle of the jungle, on top of a mountain or under the ice.

15



### C What is difficult?

Bear says that the temperature can be a problem as he goes to places that are much hotter or much colder than anywhere else on Earth. In Siberia he had to swim under the ice of a frozen lake. He was standing with no clothes on, waiting to jump into a hole and his feet actually froze to the ice! Bear says extreme cold is worse than extreme heat, but he thinks it is less dangerous in cold places. He says, 'Crocodiles and snakes don't live in cold places!'

20

25

### D Why does he do it?

He likes adventure and he thinks living in these places is easier than doing an office job. 'It's not as boring as home because I never know how the day will end!' he says.

30



4 Read the article quickly. What does Bear do? Does he like it?

5 Read the article again. Are sentences 1–5 'Right' (A) or 'Wrong' (B). If there is not enough information to answer, choose 'Doesn't say' (C).

1 Bear is on a television programme.

A Right B Wrong C Doesn't say

2 Bear is going to the Andes for the first time.

A Right B Wrong C Doesn't say

3 Bear travels with very few things.

A Right B Wrong C Doesn't say

4 Bear has just been to the Antarctic.

A Right B Wrong C Doesn't say

5 Bear prefers cold places.

A Right B Wrong C Doesn't say

6 Bear doesn't like working in an office.

A Right B Wrong C Doesn't say

## Summarise

Complete the sentences about Bear in your own words.

*Bear Grylls has been to ...*

*He thinks cold places are worse because ...*

*He thinks living in these places is easier than doing an office job because ...*

## Time to talk

6 Would you like to travel with Bear Grylls? Why/Why not? Where would you like to travel to? Use these words to help you.

different difficult exciting frightening  
fun great impossible interesting lonely



Coming up ... *Elephant safari* DVD clip. See page 133.

## Wild places

- 1 Put these words in the correct column.

desert Earth hill jungle lake moon mountains  
ocean rainforest river sea valley wood

Planet	Water	Land
	lake	

- 2 Choose the correct words.

- Sometimes in winter the lakes/oceans turn to ice.
- In summer you can see snow on the top of some mountains/jungles.
- A rainforest/desert can be very dark because there are so many trees.
- Over seventy percent of the Earth/rainforest is water.
- A big valley/river can be dangerous because the water goes very fast.
- Jungles/Hills can be scary because you can't always see the animals in the trees.

## Your world geography


- 3 Find examples of these places with a partner.  
Use an atlas to help you.

ivers Amazon oceans  
mountains seas  
deserts

**WORDZONE**

Do you want to talk about the **weather**?  
Then just add -y!  
sun – sunny  
snow – snowy  
→ Vocabulary File, page 133

Remember!  
Sometimes you have  
to double the last letter.



- 4 Make adjectives from these nouns.

cloud fog rain storm sun wind



- 5 Choose three places from Exercise 1. Describe the weather you can find there.

In the jungle it's hot and rainy.

- 6 Complete the words. Use the clues to help you.

- it's very high and difficult to climb  
m ountain
- when it rains and there are big black clouds  
s ky
- a place that is wet with lots of trees  
r iver
- the world  
E arth
- when it looks grey and you can't see in front of you  
f og
- somewhere with no water or trees  
d esert
- this brings fresh water to the sea  
r iver
- a place between two mountains  
v alley

## Memory game

Tell your partner about a place. Can they guess where it is?

It's very  
high with lots of  
snow.

A mountain!

## Time to talk

- 7 Say what the weather is like in your country.

In summer ...

In winter ...

## Making comparisons

## GRAMMARZONE

## Comparatives

- A** for short adjectives, add -er (+ than) to compare two people or things  
*He goes to places that are much **hotter** or much **colder** than anywhere else.*
- B** for adjectives ending in -y, change to -ier  
*He finds living in these places **easier** than doing an office job.*
- C** for long adjectives, add more/less + adjective (+ than)  
*He thinks it is **less dangerous than** being in cold places.*
- D** some adjectives are irregular: bad – worse, good – better  
*Bear finds extreme cold **worse than** extreme heat.*
- E** as + adjective + as to compare two things that are equal  
*The jungle can be **as hot as** the Sahara.*

→ Grammar File, page 140



Remember! With some words you need to double letters, e.g. hot – hotter

## 1 Choose the correct words.

- I think hot countries are nicer/more nice than cold countries.
- Sam says Turkey is more interesting than/as the USA.
- Do you think it is more good/better to be too hot or too cold?
- My sister thinks dogs are funnier/funner than cats!
- The animals in the UK are not as dangerous as/than the animals in Africa!
- Travelling by car is worse/bad than travelling by train.

## 2 Use the comparative form of these adjectives to write sentences about the cities.

cold dry hot rainy sunny

August	Moscow	Istanbul	Krakow	Madrid
Average sun (hours)	8	11	6	11
Average temperature (°C max)	31	41	34	38
Average rain (mm)	71	30	91	15

Moscow is colder than Istanbul.

## 3 Read Annie's holiday blog and choose the best answer, A, B, or C for each space.



When we left London the sky was black  
 1) ..... stormy, but when we arrived  
 2) ..... Brazil it was sunny and hot!  
 We stayed in 3) ..... hotel in Rio de Janeiro for two nights and then we went to the rainforest. It was darker 4) ..... the city and quite frightening! But the Amazon river is fantastic and we've  
 5) ..... lots of amazing animals. I wasn't as scared 6) ..... I expected because we've got a nice guide. The food here is delicious and the people are great. I love Brazil – the weather is good and it's fun 7) ..... I don't want to come home!

Posted by: **Annie**

- |                 |                  |               |
|-----------------|------------------|---------------|
| 1 <b>A</b> and  | <b>B</b> because | <b>C</b> if   |
| 2 <b>A</b> in   | <b>B</b> to      | <b>C</b> at   |
| 3 <b>A</b> one  | <b>B</b> the     | <b>C</b> a    |
| 4 <b>A</b> for  | <b>B</b> than    | <b>C</b> with |
| 5 <b>A</b> seen | <b>B</b> saw     | <b>C</b> see  |
| 6 <b>A</b> than | <b>B</b> by      | <b>C</b> as   |
| 7 <b>A</b> then | <b>B</b> so      | <b>C</b> but  |

## Time to write

## 4 How much do you know about life in the UK? Think about:

- food
- size of the country
- weather

## 5 Write two sentences comparing your country to the UK.

Brazil is hotter than the UK.

# Get ideas



## Your wild animals

- 1 Match the photos with the animals. Which is your favourite animal? Why?

cheetah dolphin elephant giraffe kangaroo  
penguin polar bear rat snake tiger

## Time to listen

- 2 Listen to two friends talking about some amazing animals. Where did the boy see the animals?

### EXAMZONE

Do you need to complete some information?

Before you listen:

- look at the information carefully.
- think about what kind of words are missing



- 3 Listen again and complete the table with one word for each space.

Animal	Extreme!	Strange fact!
tiger	the largest animal in the 1) _____ family	You can hear it from 2) _____ km away.
polar bear	the biggest 3) _____ eater	It can smell food from 4) _____ km away.
kangaroo	more kangaroos than 5) _____ in Australia.	It can live in temperatures of 6) _____ degrees.
Emperor penguin	lives in the worst 7) _____	It doesn't eat for 8) _____ days.
dolphin	one of the most 9) _____ animals	It can jump and turn 10) _____ times.

## More comparisons

### GRAMMARZONE

#### Superlatives

- A the + -est for short adjectives to compare something with a number of other things  
*It was **the coldest** night of my life.*
- B for adjectives ending in -y, change to the ... -iest  
*The **scariest** thing is the wind.*
- C the + most/least for long adjectives  
*It was **the most frightening** journey ever.*
- Grammar File, page 140

- 4 Complete the sentences with the superlative form of the adjectives.

- The cheetah is .... **the fastest** .... (fast) animal in Africa.
- ..... (small) snake is ten centimetres long.
- Polar bears are ..... (danger) of all the bears.
- Dolphins are always having fun and are ..... (happy) animals.
- Elephant have ..... (good) memories of all the animals.

- 5 Work with a partner. Choose three animals and put them in order.

The biggest	The fastest	The most dangerous
1 <b>elephant</b>	1 .....	1 .....
2 <b>horse</b>	2 .....	2 .....
3 <b>mouse</b>	3 .....	3 .....



## Get ideas

- 1 You're going to another country. What do you need to know? Use these ideas to help you.

dangerous animals food language  
places weather

You need to know the language so you can ask for things in shops.

## Time to speak

- 2 Listen to Ramon talking about his trip to India. Which four things does he talk about?



- |               |                              |
|---------------|------------------------------|
| • the land    | • animals he saw             |
| • the food    | • some places to see         |
| • the people  | • the language               |
| • the weather | • what he thinks about India |

- 3 What does Ramon say about these things? Use the Useful language to help you.

the jungle It was dry. It was fantastic.  
the rain  
the birds  
the tigers  
India

## Useful language

## Asking questions

What is/was the weather like?  
Is/Was the food good?  
Are/Were there any ...?  
What did you think of ...?

## Describing feelings

... is/was fantastic. ... are/were scary.  
... is/was exciting. ... is/was incredible.  
... is/was horrible. ... is/was frightening.

- 4 How do we say the underlined words? Listen and repeat the sentences.

What was the weather like?

There were some elephants.

We went in a truck and saw some tigers.

It was incredible.

- 5 Look at these maps. Which country would you prefer to visit? Why?



- 6 Write questions to find out information about the two countries. Use the ideas in Exercise 1 and the Useful language to help you.
- 7 Student A look at page 121. Student B look at page 125. Student A ask questions to find out information about South Africa. Student B ask questions to find out information about Canada.
- 8 Decide with your partner which country is the best place to visit and why.

## Get ideas

- 1 Look at this holiday advert. What can you do on the trip? Do you think it will be an easy trip?

There's only fish to eat!

### Arctic Adventure

Come with us on an Arctic Adventure to see polar bears in the wild!

We will arrive by special plane and dogs will take you on a sledge to where we stay.

On your trip you can:



build ice houses (igloos)



cook on an open fire

visit where polar bears live and take photos of them

Bring lots of warm clothes.  
It can get as cold as  $-20^{\circ}\text{C}$ !

- 2 Read this postcard from Sarah. Is she having a good time in the Arctic?

Hi,

I'm having an amazing time in the Arctic! We arrived in a small plane - it was the most frightening journey ever. Then dogs pulled us on a sledge to our camp. We slept in tents. It was the coldest night of my life. And the wind makes a noise at night - it's the scariest thing here!

The worst thing is that we have to cook all our own food and I'm a terrible cook. But I did help to build an igloo - it was brilliant! The best thing is watching the polar bears in the wild. I think they are fantastic animals. I've taken lots of photos to show you.

Love,

Sarah

## Find the right words

- 3 Find these things in Sarah's postcard.

the most frightening thing *plane journey*  
the scariest thing  
the worst thing  
the best thing

- 4 Think of a holiday you have been on. Complete these sentences.

1 The worst thing was ...  
2 The funniest thing was ...  
3 The most boring thing was ...  
4 The ... thing was ...

- 5 Tell your experiences in Exercise 4 to a partner.

### Useful language

#### Writing about an experience

The best thing is/was ...  
The scariest thing was ...  
The funniest thing was ...  
... is/was the worst thing.  
... was the most boring thing.

## Plan ahead

- 6 Put the questions in the order of the information in Sarah's postcard.

- a What's the weather like? ☐  
b Where is she sleeping? ☐  
c What is the worst thing? ☐  
d Where is she? ☒  
e How did she travel? ☐  
f What is the best thing? ☐



- 7 You are on this Australian Adventure holiday! Ask and answer questions from Exercise 6 with a partner.

A: Where are you?

B: I'm in the desert.

## Australian Adventure

Would you like to see a kangaroo jumping?



Join us in Australia:

- camp out in the desert
- watch the sun on Uluru
- catch fish in the river
- see kangaroos in the wild with their young



Bring big boots — there are lots of snakes!

- 8 Complete this postcard about the Australian Adventure holiday with one word for each space.

Hi Sarah,

I'm having a wonderful time in Australia! We got to Sydney then we drove to the middle of Australia in a bus. The weather is very, very

2) ..... and it is sunny all day. We are sleeping in tents in the 3) .....

The worst 4) ..... is it's very uncomfortable. We eat fish that we catch in the 5) ..... — they're delicious! We have

seen lots of kangaroos with their babies which is amazing! The 6) ..... thing is there are lots of snakes! Anyway, I'm having fun.

See you soon.

7) .....

Ben

## Time to write a postcard

- 9 Write a postcard about an amazing holiday you have been on. Write 80–100 words.

SKILLZONE

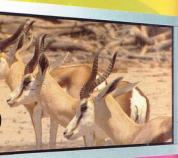
Do you need to write a postcard?

- Remember to say *Hi* and *Goodbye*!
- Say where you are and what you have done.
- Use adjectives to say how you feel.
- Talk about what you like and don't like.
- Check your writing for mistakes.



## Time to watch Elephant safari

- 10 Watch the DVD clip and do the activities on page 133.



## Vocabulary

### 1 Choose the odd word out.

- |            |            |              |           |
|------------|------------|--------------|-----------|
| 1 archery  | basketball | <u>medal</u> | taekwondo |
| 2 medal    | sports-mad | Olympics     | athlete   |
| 3 champion | crash      | fall         | race      |
| 4 desert   | jungle     | lake         | igloo     |
| 5 lake     | ocean      | island       | river     |
| 6 snake    | survivor   | crocodile    | cheetah   |

### 2 Complete the table with these words.

badminton baseball diving hockey race  
running volleyball water polo

badminton	.....	court
.....	.....	pitch
.....	.....	track
.....	.....	pool

### 3 Choose the correct words.

- There are a lot of trees in the rainforest/desert.
- The jungle/mountain can be very difficult to walk through.
- There was a river at the bottom of the ocean/valley.
- We enjoyed ourselves when we went on a boat on the lake/valley.
- Polar bears/Tigers live at the North Pole.
- I hate rain. I like it when it is really dry/cold.
- You can go faster if you go sailing when it's windy/foggy.
- Would you like to go camping in the Earth/wood?

### 4 Match the words to make names of sports.

- |                |              |
|----------------|--------------|
| 1 beach        | a diving     |
| 2 BMX          | b marathon   |
| 3 synchronised | c racing     |
| 4 table        | d polo       |
| 5 swimming     | e volleyball |
| 6 water        | f tennis     |

### 5 Complete the sentences with the correct adjectives.

- I hate foggy days. (fog)
- The weather was ..... (storm)
- It is very ..... (wind)
- Tomorrow it will be ..... (cold)
- I hope it's not a ..... day. (rain)
- I'm getting ..... (wet)
- It's very ..... (sun)
- Yesterday was ..... (cloud)

### 6 Match the places with the countries where you can find them.

desert island jungle lake mountain rainforest

- |                 |                           |
|-----------------|---------------------------|
| 1 South Africa  | ..... <u>jungle</u> ..... |
| 2 Canada        | .....                     |
| 3 Mediterranean | .....                     |
| 4 Switzerland   | .....                     |
| 5 Brazil        | .....                     |
| 6 Saudi Arabia  | .....                     |

### 7 Choose the best answer, A, B or C.

- Alana fell when she tried to ..... the bike in front of her.  
 A overtake  
 B run  
 C catch
- Running races take place on a .....  
 A pitch  
 B court  
 C track
- You need to wear ..... when you are skateboarding.  
 A goggles  
 B knee pads  
 C soft shoes
- ..... live at the South Pole.  
 A Kangaroos  
 B Snakes  
 C Penguins
- You need to be careful if you walk on a ..... lake!  
 A frozen  
 B melted  
 C still
- You need a lot of ..... to survive in dangerous places.  
 A qualifications  
 B skill  
 C time

### 8 Read the descriptions and complete the words.

- you jump into water from very high up diving
- you have to do ten sports p .....
- the best medal you can get g .....
- weather that is heavy rain and cloudy s .....
- a small brown animal with a long tail r .....
- it shines at night m .....
- a place with lots of trees w .....
- an animal with a very long neck g .....

## Grammar

## 9 Choose the correct words.

- 1 *Could/May* you ride a bike when you were six?
- 2 You *have to/are allowed* to wear the right equipment when you skateboard.
- 3 I *don't have to/have to* practise everyday, but it's better if I do!
- 4 She *was allowed to/can* run a mile in five minutes!
- 5 I *couldn't/was allowed* to go to the park when I was eight, but I can now.
- 6 The cheetah can run *faster/the fastest* than any other animal in the world.
- 7 The desert in Australia was not as hot *as/than* he expected.
- 8 The *best/good* thing to do is to watch the animals at night.

## 10 Put the words in the correct order to make questions and sentences.

- 1 Please / my / trainers / on? / can you / help me / put  
*Please can you help me put my trainers on?*
- 2 tennis racket. / I / find / my / can't
- 3 because / she was ill. / She / run / couldn't
- 4 the competition. / wasn't allowed to /  
take part in / He
- 5 practise / Our team / every day. / has to
- 6 at climbing / He / better / was / me. / than
- 7 I / The desert / hottest / is / have ever been.  
the / place
- 8 so / go riding. / we / very foggy / can't / It's

## 11 Complete the sentences with the correct comparative or superlative form of the adjectives.

- 1 Moscow is much *colder than* (cold) Miami.
- 2 It is ..... (easy) to travel by plane than by train.
- 3 She thought volleyball was ..... (difficult) basketball.
- 4 He is much ..... (good) me at skateboarding.
- 5 Going up hills is not ..... (hard) going up mountains.
- 6 It was ..... (bad) experience of my life!
- 7 I think that snakes are ..... (scary) animals of all.
- 8 Tigers are ..... (dangerous) animals in India.

## 12 Choose the best answer, A, B or C.

- 1 Kim says ..... best holiday she has ever had was in Africa.  
A a  
B the  
C one
- 2 She ..... do lots of different things when she's there.  
A may  
B can  
C could
- 3 In the jungle she saw some of the ..... dangerous animals in the world.  
A most  
B more  
C very
- 4 You ..... stay in the car because the animals are dangerous.  
A have to  
B are allowed to  
C don't have to
- 5 The weather was hotter ..... other places she has visited.  
A to  
B from  
C than
- 6 The ..... thing was she missed a walk up a big mountain.  
A bad  
B worse  
C worst
- 7 She forgot her trainers so she ..... to play in the team.  
A can't  
B wasn't allowed  
C doesn't have to
- 8 Now she ..... look at her photographs to remember her special trip.  
A may  
B could  
C can

Did you remember all the vocabulary and grammar points?

- Vocabulary File, page 133
- Grammar File, pages 139 and 140



## 9

Chocolate is  
good for you

## Get ideas

- 1 How much do you know about chocolate?  
Choose the correct words to complete the facts.

## Chocofacts!

- 1 Many years ago, people used chocolate as *money/medicine*.  
2 Chocolate *will/won't* give you spots.  
3 One piece of chocolate gives you enough energy to walk *50/100* metres.  
4 People in the *USA/Switzerland* eat more chocolate than in any other country.

- 2 Do you know how to make chocolate?  
Put these pictures in the correct order.



## Time to read

- 3 Read the article about the chocolate factory.  
Match these headings with paragraphs (A–D).

- How we help my dad
- My father's job
- My dad's strange recipes
- How to make chocolate

The  
chocolate  
factory:

A My dad loves chocolate! But he wants perfect chocolate. So three years ago he thought, *I must make my own chocolate!* He wanted to make his own chocolate from the bean so he could make the best chocolate. He bought a cocoa bean farm in Venezuela because cocoa only grows in hot and rainy places. Now he owns a chocolate factory.







**B** We all help on the farm. We need to be very careful when we cut the beans from the tree. Then, when the beans are dry, they go in a machine which cleans them. Then we roast them for forty-five minutes to get the delicious chocolate flavour. But you mustn't leave the beans for too long or they will burn. After that a special machine cuts them into small pieces and presses them. This makes a chocolate liquid, and then you can make anything you want!

**C** To make a chocolate bar, you stir in some milk and sugar. If you add lots, you get white chocolate, but if you want dark chocolate then you don't need to add very much. Then you leave it to go hard for several hours. My dad makes very good chocolate that he sells to shops in London. At home we usually have chocolate ice cream and cakes and chocolate to drink.

**D** My dad tries to make new types of chocolate things. Sometimes we help, but we mustn't eat too much chocolate or he gets angry! My dad has made a chocolate sauce to go with meat and a chocolate and tomato soup and even chocolate with rice!

- 4 Read the article again and check your answers to Exercise 2.

**EXERCISE 2**

Do you need to answer 'Yes' or 'No' questions correctly?

Make sure that you read the whole sentence carefully first!



- 5 Read the article again and answer **Yes** or **No** for each question.

- 1 The writer's father bought a farm in a hot country.  
*Yes*
- 2 The cocoa beans go in a machine which dries them.
- 3 The family helps to cut the beans.
- 4 If you want white chocolate, you add a lot of milk.
- 5 The writer's father sells chocolate ice cream in London.
- 6 The writer's father makes some unusual food with chocolate.

## Summarise

Where do cocoa beans grow?

What three things do you need to make chocolate?

## Time to talk

- 6 Would you like to try any of these foods? Why/Why not?

chocolate drink

meat in chocolate sauce

chocolate and tomato soup

chocolate ants



Coming up ... **A chocolate drink?** DVD clip. See page 134.

## Food and cooking

- 1 Do you think these foods are healthy?  
Why/Why not? Put them in order  
(1 = my favourite).

carrots chicken egg fish fruit juice  
potato steak sugar



- 2 Match these cooking words with their meanings.

boil burn chop fry grill roast slice stir

- 1 to cook something slowly in oil inside the oven  
*roast*
- 2 to cook something quickly in oil on top of the oven
- 3 to cut something into more than one piece with a knife
- 4 to cook something under heat
- 5 to cook something until it turns black
- 6 to cook something in hot water
- 7 to move something around with a spoon
- 8 to cut something into thin pieces

WORDZONE

Sometimes we can **change verbs into adjectives** by adding **-ed** or **-ied**.

cook – *cooked*

fry – *fried*

→ Vocabulary File,  
page 134



- 3 Match the words with the food.

boiled fried grilled roasted



- 4 Complete the article with these words. You do not need all the words.

add chop drink hard liquid milk  
roast sauce stir sugar

### Have some chocolate with your ice cream!

I love making chocolate 1) ..... *sauce* .....  
to put on my ice cream!

First, I 2) ..... some chocolate  
into pieces and mix it with some  
3) .....

Then I heat it and 4) ..... it all  
the time so it turns into a liquid.

Finally, I put some 5) ..... in and  
put it on my ice cream. Yum, yum!

## Memory game

Draw some food or drink. Can your partner  
guess what it is?

Is it a carrot?

Yes, it is.

## Time to talk

- 5 How do you like your food cooked?

## Obligation and prohibition

## GRAMMARZONE

## Modal verbs – obligation and prohibition

**A** *must* + infinitive without *to* to say something is necessary

*You **must eat** healthy foods.*

**B** *mustn't* + infinitive without *to* to say it is necessary not to do something

*You **mustn't eat** too much chocolate.*

**C** *need* or *don't need* + *to* + infinitive to talk about something necessary or unnecessary

*We **need to be** very careful when we cut the beans.*

→ Grammar File, page 140

We use *have to* when we talk about somebody else making us do something, e.g. *I have to do my homework!*



- 1** Complete the conversation. Use *must* or *mustn't* and the verbs in brackets.



- Jenny:** Can I go out, Dad?  
**Dad:** Not yet. You 1) *must help*... (help) your mother do the washing-up.  
**Jenny:** She said I 2) ..... (touch) the glasses, so I can't help!  
**Dad:** Well, you 3) ..... (tidy) your room before you go out.  
**Jenny:** I don't want to. It's boring!  
**Dad:** Jenny! You 4) ..... (speak) to me like that!  
**Jenny:** But I 5) ..... (go), Dad! I'm meeting friends at half past five.  
**Dad:** They'll wait for you. Now go and do it!

- 2** Complete the sentences with *need to* and *don't need to*.

Shopping List	
milk	eggs
<del>sugar</del>	<del>flour</del>
chocolate	butter

- 1 I *need to* ..... buy some milk.  
 2 I ..... buy any chocolate.  
 3 I ..... buy any flour.  
 4 I ..... buy any sugar.  
 5 I ..... buy some eggs.  
 6 I ..... buy some butter.

- 3** Look at the rules for the Chocolate Park. Write sentences with *must*, *mustn't*, *need to* and *don't need to*.

- 1 You *must* get your ticket before you go on a ride.

## Welcome to the Chocolate Park!

The park has lots of rides and things you can do. Read these rules first!

- 1 Get your ticket before you go on a ride.  
 2 Listen to what the guide tells you.  
 3 Don't eat chocolate on a ride.  
 4 Don't put your hands outside the seat.  
 5 It is important to bring some dry clothes because you may get wet.  
 6 Don't worry about a hat, we will give you a special one to wear.



## Time to write

- 4** Write three things you *must* do, three things you *mustn't* do and three things you *need to* do.

I *must* call my grandmother.  
 I *mustn't* chew gum in school.  
 I *need to* work harder.

## Get ideas

- 1 Which food groups do you eat the most? Match the colours on the plate with these food groups.

bread, potatoes, rice (B)  
fruit and vegetables (F)  
meat and fish (M)  
dairy foods (milk, yoghurt, eggs) (D)  
sugar and fat (sweets, snacks) (S)



- 2 What do your friends eat? Ask students in your class and complete the food facts chart with their names.

	bread, potatoes, rice	meat and fish	fruit and vegetables	Dairy foods
What do you eat most?				

## Time to listen

### Your food technology

- 3 Listen to Jordan talking to some students and answer these questions.

- Why is Jordan talking to them?
- What are their problems?

### SKILLZONE

Do you need help understanding?  
Remember to listen for other ways of saying things:  
*advice - help*



- 4 Listen again and match each student (1–6) with Jordan's advice (A–H). You do not need all the letters.

#### Name

- 1 Katia A  
2 Lauren  
3 Mark  
4 Sally  
5 Peter  
6 Helen

#### Jordan's advice

- A Eat more vegetables.  
B Eat less cheese.  
C Eat more fruit.  
D Eat less bread.  
E Eat more meat.  
F Eat less sugar.  
G Eat more salad.  
H Eat less meat.

## Giving advice

### GRAMMARZONE

#### should and shouldn't

A *should* + infinitive without to to give advice  
*You should eat more fruit.*

B *should* to ask for advice  
*What should I do?*

→ Grammar File, page 140

- 5 Complete the sentences giving advice.

- 1 A: I had three fillings at the dentist today.  
B: You *should eat* (eat) less sugar.  
2 A: I've forgotten my homework.  
B: You ..... (tell) the teacher.  
3 A: It's my mum's birthday tomorrow.  
B: You ..... (make) a cake for her.  
4 A: He needs more energy to play sport.  
B: He ..... (drink) energy drinks.  
5 A: Dad likes watching DVDs, doesn't he?  
B: Yes, we ..... (get) him one for his birthday.  
6 A: I've lost my mobile phone.  
B: You ..... (look) in your jacket!

## Get ideas

- 1 Match the food types with what each one does.

gives you energy    good for your skin  
helps you sleep    makes you grow

A Chocolate gives you energy.



- 3 What advice would you give each of these people? Use the phrases in Exercise 2.



## Time to speak

- 2 Listen to Tom giving Gina advice. Complete the phrases you hear.

- 1 Why ..... do more exercise?  
2 You ..... eating bread.  
3 You ..... fruit.

## Useful language

## Asking for advice

What should I do?

What can I do?

## Giving advice

Why don't you ...?

You should ...

You could stop ...

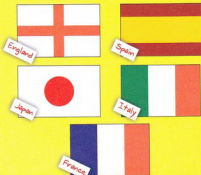
- 1 Why don't you eat more meat?  
4 Choose one of these problems. With a partner ask for and give advice. Use the Useful language to help you.

I've got bad skin. I want to be stronger.  
I want to have more energy for sport.

- 5 Think of a problem and ask three people in your class for advice. Who gave you the best advice? Why?

## Get ideas

- 1 Match the food with the countries.



A snails



B spaghetti



C sushi



D fish and chips



E paella



- 2 Which food would you like to try? Why?  
Which would you not like to try?

## Find the right words

- 3 Complete the article with these words.

look smell taste

### What's your typical food?

We asked readers from around the world, 'What's the typical food in your country?' and 'How do you make it?'

Hill My name's Helene. I come from France. My favourite food from my country is snails! They 1) look ..... horrible, but they 2) ..... delicious. They 3) ..... like chicken. We eat them on special occasions and birthdays. You can eat them all year round. You need to cook them because you can't eat them raw. When they are cooking they 4) ..... wonderful! First, you fry some onion in butter then you put the snails in. You mustn't cook them for too long because then they will 5) ..... nasty. You should try them because they are tasty!



- 4 Read the article again and find similar words.

good: delicious  
not good: .....

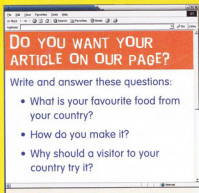
- 5 Do you like these things? Write sentences with *looks, tastes, smells*.

- 1 chocolate *It tastes ...*
- 2 steak
- 3 medicine
- 4 ice cream
- 5 cabbage
- 6 cheese



## Plan ahead

- 6 Read this webpage. Match the sentences with the questions.



- A You boil it for thirty minutes.  
 B It's a traditional Sunday meal.  
 C I really like steak!

- 7 What is your favourite food from your country? Write one sentence about each of these things:

- how it tastes
- how to cook it
- where to eat it
- when to eat it

My favourite food is ...  
 It tastes ...

## Useful language

## Describing food

*It looks delicious!*  
*It tastes quite good.*  
*It smells lovely!*  
*It looks like a burger.*

- 8 Make notes on these things.

- Typical food in my country
- My favourite food
- How to make my favourite food
- Why a visitor should try it

## Time to write an article

- 9 Write an article for a website about your favourite food from your country. Write about 80 words.

## SKILLZONE

Do you need to describe something?

- Write about how it looks, tastes or feels.
- Try to use a variety of words.
- Say why you like it.



## Time to watch A chocolate drink?

- 10 Watch the DVD clip and do the activities on page 134.



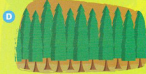
# 10 Weird places

## Get ideas

### 1 Your local geography

- 1 Match the pictures with these places.  
Which places have you visited?

beach canal cave forest  
island volcano



## Time to read

- 2 Read the emails quickly and answer the questions.

- 1 What does Safiye want to do?
- 2 Who wants to stay somewhere very unusual?
- 3 Who mentions his/her father's job?
- 4 Where does Ricardo want to go?

1 Dear Travel Advisor,  
This year we'd like to go to the UK, but we don't want to stay in one place. We'd love to travel around.  
Ricardo

2 Dear Travel Advisor,  
Can you help us? We're looking for a family holiday, but I'd like to do some activities and my sister wants to stay somewhere relaxing. My mum and dad want some sunshine, too!  
Safiye

3 Dear Travel Advisor,  
My dad is a wildlife photographer and I love wild animals, too. We're looking for an exciting holiday, but we don't want a typical safari holiday.  
Matt

4 Dear Travel Advisor,  
We can't decide where to go, maybe Greece or Turkey. The thing is, we like staying in really weird places! We don't need a swimming pool, but we need somewhere cool.  
Ed

## SKILLZONE

Lots of texts to read?  
Find and underline key information in each description, then search for a text that matches the key information.

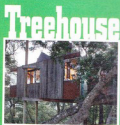


- 3 Read the brochures. Decide which holiday accommodation (A–F) would be most suitable for each person (1–4) in Exercise 2.

- A** The Giraffe Manor hotel in Kenya is surrounded by a beautiful forest where there is a large herd of giraffes. You are allowed to feed them!



- B** You can stay in a real treehouse in California, USA. The rooms in this hotel are made of wood, of course, and they are built high up in the trees. A ladder is provided for you to reach your room!



## Cave Hotel

A long time ago, there were volcanoes in this part of Turkey so the rock is very soft. The rooms in this amazing hotel are created from caves. It looks like something from another planet, but the rooms are never too hot!

- D** Canal barges are a great way to see more of the English countryside. Inside there are bedrooms, a bathroom and a kitchen space in the living room. Don't worry about steering the barge – a free lesson is included!



## E Greek island windmill

*Do you want to stay in a windmill? Come to this hotel in Sifnos! There's a great swimming pool with a jacuzzi where you can relax. If you are feeling energetic, horse riding and Greek dancing lessons are provided!*



Many families love to spend a day at the beach, but what about a night at the beach? There's a new hotel on the beach in Weymouth, UK, and it's made of sand! It's unusual, but not very comfortable!

## Summarise

In your own words, say why each chosen holiday is right for each person.

*A canal barge is right for Ricardo because he wants to travel around.*

## Time to talk

- 4** Tell your partner about a place you have been to.  
Place ...? Name ...? When ...? Where ...?  
*I've been to a forest ...*



Coming up ... *Cave hotel* DVD clip. See page 134.

# Buildings and places

## 1 Complete the sentences with these places.

barge hotel manor treehouse windmill

- 1 A barge is a houseboat which travels on canals.
- 2 A ..... is a very large house in the countryside.
- 3 A ..... turns wind into power.
- 4 A ..... is a place where a lot of people stay.
- 5 A ..... is a small wooden building in a tree.

## 2 Match the pictures with the words.

caravan castle cottage farm guest house lighthouse tent tower



## 3 Choose the correct words.

- 1 A guest house/caravan is a small hotel.
- 2 A farm/tower is a very tall building.
- 3 A castle/lighthouse is built in or near the sea.
- 4 You can pack a tent/cottage into a bag and carry it.
- 5 A caravan/tower is a home on wheels.
- 6 A tent/castle is a large, strong building which protected people in the past.
- 7 A farm/lighthouse is place that is used to grow food.

## WORDZONE

A **compound noun** is made of two words. They can be **together** or **separate**.

A house for guests is a guest house.

A mill which uses wind power is a windmill.

→ Vocabulary File, page 134



## 4 Write a definition for each compound noun.

bathroom bedroom dining room  
front door living room

A bathroom is a room that we wash in.

## 5 Complete the text with one word for each space. Then find two compound nouns.

Last summer we visited a sheep 1) farm in Wales. The farmhouse had lots of 2) ..... for guests, but we didn't sleep there. In the garden there was a small campsite so we stayed there in a 3) ..... The 4) ..... door was just a hole in the tent. There wasn't a 5) ..... so we washed in the small river!

We ate all our meals in the fresh air because there wasn't a 6) ..... room. It was fun, but my mum wants to stay in a 7) ..... house or a hotel next year!

## Memory game

Play a memory game as a class. Take it in turns to add to the list.

I'm going to stay in a manor.

I'm going to stay in a manor and a lighthouse .....

## Time to talk

- 6 What places have you stayed in? What were they like?

## Using the present simple passive

### GRAMMARZONE

#### Present simple passive

**A** for formal writing or when we don't know who does the action

*The rooms **are built** high up in the trees.*

**B** by + person or thing after the passive to draw attention to the object

*The hotel **is surrounded by** a beautiful forest.*

→ Grammar File, page 141

#### 1 Complete the sentences with *am*, *is* or *are*.

- The tents are large and sleeping bags ..... **are** ..... provided.
- The lighthouse ..... built on a lonely rock in the sea.
- These old cottages ..... made of local stone.
- A tour of the castle ..... included in the price.
- I'm staying on a farm and I ..... surrounded by sheep.
- The manor house ..... protected by a high wall.

#### 2 Choose the correct verb forms.

- Our canal barge *makes/is made* of wood.
- Most of our meals *cook/are cooked* in the tiny kitchen.
- My brother and I *open/are opened* the gates on the canal.
- The barge *steers/is steered* by my dad.
- We *visit/are visited* lots of interesting places.
- Towels and bed sheets *provide/are provided*.

#### 3 Rewrite each sentence in the passive. Start with the words in bold.

- They keep **cows** on the farm.  
*Cows are kept on the farm.*
- We use **lighthouses** to help ships.
- Every year thousands of tourists visit the **tower**.
- Many visitors enjoy **the castle gardens**.
- Dad's old car pulls **our new caravan**.
- We provide **a large breakfast**.

#### 4 Complete the text with the correct passive form of the verbs.

### You are invited to the twelfth annual sandcastle competition!

Place: Bournemouth beach

Date: 16<sup>th</sup> August

Competitors 1) ..... *are asked* ..... (ask) to pay an entrance fee of £1.00.

Cash prizes 2) ..... (award) to the best sandcastles in each age group: 6–10, 11–16, 17 and over.

All the money which 3) ..... (raise) from the competition

4) ..... (give) to local charities.

Each sandcastle 5) ..... (judge) by a group of professionals.

Please note, all the sandcastles

6) ..... (build) from sand and water only!

Many of the sandcastles 7) ..... (decorate).

Sorry, adults 8) ..... (not/allow) to take part!



### Time to write

#### 5 Write a competition poster! Complete these three sentences and add more information of your own.

You are invited to our annual ... competition!

Competitors ...

Cash prizes ...

## Get ideas

- 1 Match these famous places with the correct country.

Argentina and Brazil   China  
Poland   Russia   Turkey



The Kremlin Palace



Castle Square



Iguazu Falls



Ephesus



The Bird's Nest Stadium

- 2 How much do you know about these places?  
Do the quiz!

- The Library at Ephesus was built by  
A the Ancient Greeks.  
B the Ancient Romans.
- Castle Square in Warsaw was rebuilt in  
A the 1940s.  
B the 1950s.
- The Kremlin Palace is located in  
A Moscow.  
B St Petersburg.
- The Iguazu Falls in South America are made up of  
A 275 waterfalls.  
B 27 waterfalls.
- The Bird's Nest Stadium in Beijing is made of  
A metal and wood.  
B metal and concrete.

## Time to listen

- 3 Listen and check your answers.

- 4 Listen to Romek telling Joanna about his holiday.  
Choose the best answer, A, B or C.



- Romek went on holiday to  
A Poland. B Japan. C the USA.
- The upside down house was designed by  
A a designer. B a builder. C a businessman.
- This upside down house is located  
A in a village. B in a forest. C in a city.
- It was built in  
A 14 days. B 21 days. C 114 days.
- Items of furniture were put  
A on the wall. B on the ceiling. C on the roof.
- Visitors said that they felt  
A fed up. B homesick. C dizzy.

## Using the past simple passive

### GRAMMARZONE

#### Past simple passive

Form the past simple passive with the past simple of be (was/were) and the past participle.

**Active** The Romans **built** the Library at Ephesus.

**Passive** The Library at Ephesus **was built** by the Romans.

→ Grammar File, page 141

- 5 Make past simple passive sentences using **by**.

- the Kremlin towers / design / architects from Italy  
The Kremlin towers were designed by architects from Italy.
- the Library at Ephesus / build / hundreds of workers
- the Library / rebuild / archaeologists from Austria
- the 2008 Olympics / attend / thousands of visitors



## Get ideas

- 1 What are these things made of? Find more examples in your classroom.

cotton leather paper wood

A Shoes are made of leather.



- 2 Use the notes to make questions to ask about buildings.

- 1 what type / building? What type of building is it?
- 2 where?
- 3 when / built?
- 4 how big / tall?
- 5 who / made by?
- 6 what / made of?
- 7 what / like?

- 3 Listen to how we link words together in a sentence. Mark the links.

- 1 They took us to an upside down house.
- 2 What was it like?
- 3 The front door was in the roof!
- 4 Does anyone live in the house?

- 4 Listen again and repeat the sentences.

## Time to speak

- 5 Choose one of the cards below. Ask and answer the questions from Exercise 2 with a partner.

## Tower of cards

Location: Dallas,  
Texas, USA  
Built by: Bryan Berg  
Made: 2007  
Height: 7.86 metres



## Glass pyramid

Location: Louvre  
Museum, Paris, France  
Designed by: I.M. Pei  
Finished: 1989  
Height: 20.6 metres



## Shwedagon Pagoda

Location: Burma  
Height: 99 metres  
Covered in: gold  
Built: 2500 years ago!



## Useful language

## Describing objects

What's it made of?

What material is it made of?

What's it like?

It's made of glass/metal/silver/gold.

It looks very/really ... beautiful/interesting/modern.

## EXAMZONE

What happens if you don't understand the question?  
Just say:

Please can you repeat the question?

or:

Could you say that again, please?



## Get ideas

1 Look at the text below and answer the questions.

1 What type of text is it?

- A a poster  
B an invitation  
C a brochure

2 What is the purpose of the text?

- A to describe the library  
B to give important information about the library  
C to explain what books are in the library

## Find the right words

2 Write the full form of the verbs underlined.

- 1 they're made are  
2 there's no charge  
3 you're allowed  
4 we've got CDs  
5 library's located

3 Complete the text with the full forms of the phrases in Exercise 2.

## SKILLZONE

Confused about apostrophes?  
They usually replace a missing letter.  
It's made of ... -  
It's made of ...



4 Complete the table with the short and full forms.

Informal (short form)	Formal (full form)
I'm invited.	<i>I am invited.</i>
I can't see.	
	It is not true.
He's ten.	
She's got a ticket.	
	We do not use the library.
	They are made of glass.
They aren't allowed.	

## Use the library!



## General information

This fantastic modern 1) library is located in the centre of Kansas, USA. The library was opened in 2004 and the building looks very unusual because the walls 2) ..... of giant books! Are you thirteen or older? 3) ..... to join the library.  
Are you younger than thirteen? You must ask your parents first.

## Cost?

4) ..... to use the library.

## What is there?

As well as thousands of books,  
5) ..... and DVDs which are available for you to borrow too. Several computers are provided for Internet research.

## Address and phone number

14 West Street, Kansas City, MO 64105  
PHONE: 816.701.3400

## Opening times

9.00 a.m. – 9.00 p.m.	Monday – Wednesday
9.00 a.m. – 6.00 p.m.	Thursday
9.00 a.m. – 5.00 p.m.	Friday
10.00 a.m. – 5.00 p.m.	Saturday
1.00 p.m. – 5.00 p.m.	Sunday

## Plan ahead

- 5 Read this brochure and write a suitable heading for each section. Use the text Exercise 3 to help you.

# COME TO THE CROOKED HOUSE!

## 1 ..... General information .....

This strange building is located in a town called Sopot in Poland. It is made of glass and bricks. The design is based on drawings in a children's book. The roof is made of blue-green glass tiles so it looks like a dragon!

## 2 ..... ..

It is not a real house because there are shops and restaurants inside.

## 3 ..... ..

You can visit it any day when the shops are open.

## 4 ..... ..

It's free, but you can bring some money and have a drink or a snack here!

## 5 ..... ..

53 Bohaterow Monte Cassino, Sopot



## Useful language

### Giving information

It looks like ...

It's free./There's no charge.

There is/are ... inside.

- 6 Choose an interesting place near you and make notes about it. Ask a friend about his/her place.

Place?  
Location?  
Built/Made?  
What can you do there?  
Opening times?  
Other information?

## Time to write a brochure

- 7 Write a brochure about an interesting place near you. Write about 100 words.

## SKILLZONE

Do you need to write a formal brochure, letter or article?

- Think about what your reader needs to know.
- Use headings.
- Set out the information clearly on the page.
- Do not use short forms.
- Use the passive where possible.



## Time to watch Cave hotel

- 8 Watch the DVD clip and do the activities on page 134.



## Vocabulary

### 1 Complete the table with these words.

apple burger carrot chicken chips pizza  
potato salad steak

Meat	Fruit and vegetables	Bread and potatoes
burger		

### 2 Put these places to stay in order of size (1 = smallest).

farm .....  
cottage .....  
tent ..... 1 .....  
caravan .....  
castle .....  
lighthouse .....

### 3 Complete the sentences with compound nouns.

bath dining camp guest light sand tree wind

- The children climbed up into the .... tree .... house in the garden.
- We built an enormous ..... castle on the beach.
- In the Netherlands there are a lot of ..... mills.
- We've got a shower in our ..... room.
- We're going to a small ..... house because it's more friendly than a big hotel.
- Our ..... room is very small so we eat in the kitchen.
- We stayed in our tent on a very nice ..... site.
- The ..... house isn't used anymore so you can stay there for holidays.

### 4 Change these verbs for preparing food into adjectives.

- boil ..... boiled
- cut .....
- fry .....
- roast .....
- stir .....
- slice .....

### 5 Choose the best answer, A, B or C.

- Last year my friends and I stayed on a ..... on the canal for our holidays.  
A guesthouse  
B barge  
C lighthouse
- We had a great time cooking for ourselves, but sometimes the food was ..... !  
A burnt  
B sliced  
C stirred
- We caught our own ..... and they tasted delicious.  
A meat  
B eggs  
C fish
- We ate a lot of chocolate and not many ..... so it wasn't very healthy!  
A chips  
B vegetables  
C pizzas
- One day we went to visit the town. It had a fantastic bridge made of ..... that you could see through.  
A glass  
B silver  
C wood
- We went to the beach and built ..... and I won the competition for the best one.  
A windmills  
B treehouses  
C sandcastles
- On the last night it rained a lot so we went to stay in a guest .....  
A caravan  
B house  
C tent
- It was great, but next year I'd like to stay in a ..... made of rock. That would be cool!  
A cave  
B volcano  
C forest

## Grammar

## 6 Choose the correct words.

- 1 You *mustn't/needn't* eat so much chocolate!
- 2 We *don't need to/mustn't* take boots on a beach holiday.
- 3 I think you *should/must* eat more fruit.
- 4 Do you *have to/must* know how to put up a tent?
- 5 Did you *must/need* to buy more sugar for the cake?
- 6 She *must/has* to stop eating so many chips – she'll get fat!
- 7 I think he *should/has* to get more exercise.
- 8 You *mustn't/don't have to* come camping if you don't want to.

## 7 Put the words in the correct order to make sentences.

- 1 plastic. / made / The caravan / is / of  
The caravan is made of plastic.
- 2 water. / by / The castle / surrounded / is
- 3 every / are / Breakfast and dinner / day. / provided
- 4 near / The lighthouse / the rocks. / built / is
- 5 included / holiday. / on / are / Two tours / each
- 6 by / All meals / cooked / the owner and his wife. / are
- 7 Over / the gardens. / are / fifteen animals / kept / in
- 8 10,000 / visited / visitors / every / is / The manor house / by / year.

## 8 Rewrite the sentences using the past passive.

- 1 They built The Eiffel Tower in Paris in 1889.  
The Eiffel Tower *was built in Paris in 1889.*
- 2 They made The Statue of Liberty in France.  
The Statue of Liberty ...
- 3 A famous actor opened the bridge.  
The bridge ...
- 4 My sister invited Maria to the party.  
Maria ...
- 5 They did not allow students to take books home.  
They ...
- 6 An Australian designed the tower.  
The tower ...
- 7 Lots of people entered the competition.  
The competition ...
- 8 My mum cooked the cake.  
The cake ...

## 9 Read the blog and choose the best answer, A, B or C.

Write-my-blog.com

We've just had an amazing holiday! We went to stay in a treehouse in Africa. We were 1) ..... out into the jungle by a guide and we came to this huge tree that had a whole house in it. The house was made 2) ..... wood and had holes instead of windows! We climbed up very long ladders, and our luggage 3) ..... carried up by the guide. We had two bedrooms and a sitting room. We 4) ..... do anything! We had a cook, and all our meals were made 5) ..... him. Every day we 6) ..... collected in the car and we went to take photographs of the animals. I saw a giraffe that was almost as tall as our treehouse! On the last day we had a special meal with meat, fruit and a cake 7) ..... of carrots. You 8) ..... try a holiday like this – I loved it! Check out the photos on my webpage!

- |                    |           |                 |
|--------------------|-----------|-----------------|
| 1 A drove          | B drive   | <b>C driven</b> |
| 2 A in             | B of      | C at            |
| 3 A be             | B was     | C were          |
| 4 A didn't need to | B mustn't | C shouldn't     |
| 5 A with           | B by      | C from          |
| 6 A being          | B have    | C were          |
| 7 A made           | B done    | C cooked        |
| 8 A can            | B need to | C should        |

Did you remember all the vocabulary and grammar points?

- Vocabulary File, page 134
- Grammar File, pages 140 and 141



# 11 Jobs 4 kids

## Get ideas

### 1 Your careers

#### 1 Match the photos with the jobs.

doctor hairdresser office worker  
police officer taxi driver teacher

#### 2 What other jobs do you know?



## Time to read

### 3 Read the article about Bindi Irwin. Which jobs does Bindi do?

clothes designer fashion model  
TV presenter vet zoo keeper

## Bindi, jungle girl

Bindi Irwin is the busiest girl I know. Bindi, who is from Australia, started working when she was very young. Her dad, Steve Irwin, was a famous animal expert. Her family own Australia Zoo and Bindi often looks after the animals and feeds them.

However, that's not her only job. As well as the zoo, Bindi is a TV presenter on her own programme, *Bindi, Jungle Girl*, which is on the Discovery Channel. She began her TV career when she was eight years old! She also designs and sells clothes for kids. Is this too much for a young teenager? Tell us *your* views!







# It's a hard life!

**Teacher:** In our country, young people don't work until they're about sixteen or eighteen. Maybe older. I think it's wrong for children to work. Do you agree?

**Max:** 1) ..... If young people work, they don't study. That's really bad. School work is more important, isn't it?

**Angela:** 2) ..... Sorry, but I don't agree, Max. Bindu's family owns Australia Zoo. That's a very important business. They help a lot of rare animals and they help children to learn about them. I think if your family owns a business then it's OK for kids to help out.

**Teacher:** What do you think, David?

**David:** 3) ..... Also, if Bindu believes in helping animals then she needs to

**Torosa:** Can I say something? I think Bindu has too many jobs to deal with. It she works too hard now she'll be tired and stressed when she's older. That's true, but if she does lots of TV programmes now she'll be very rich in the future!

**Adam:** 4) ..... Bindu won't enjoy life if she's too tired! I think she should wait for a few years.

**Nicola:** 5) ..... I think her mum is pushing her too hard. Bindu needs friends and teachers and school lessons. She can help out at the zoo, but she doesn't need to work in TV or design clothes!

**Teacher:** Well, you've all got interesting opinions. Let's watch Bindu on TV and see if that changes your opinion.

**4** Choose from the sentences (A-H) the one which fits each gap in the conversation. There are two extra sentences which you do not need to use.

- A Me too!  
B Yes, I know.  
C I think Angela's right.  
D No, I didn't see the programme.  
E Hang on a minute, money isn't that important.  
F That's a good idea.  
G Yes, I do.  
H No, it isn't.

## EXAMZONE

Lots of answers to choose from?  
Read the whole conversation before you choose the answer.  
Skim for a general idea and scan for specific information.



## Summarise

In your own words, say why each person thinks it's OK or not OK for Bindu to work.

## Time to talk

**5** What jobs can kids do? Do you agree with kids working? Why/Why not?

She's wrong.  
That's true.  
I agree.  
Sorry.  
I don't agree.

## Jobs

### 1 Write the names of each job.

- I present programmes on TV. I'm a TV presenter.
- I report news for our local paper. I'm a .....
- I design clothes. I'm a .....
- I write books and articles about science. I'm a .....
- I farm fruit and vegetables. I'm a .....
- I paint people's houses. I'm a .....
- I photograph animals. I'm a .....
- I sing in a group. I'm a .....

### 2 Find jobs from Exercise 1 in the picture.



### 3 Complete each space with the name of a job.

## Singer in town

The world-famous pop 1) singer..... Seyonbe was in town today. I met her at the Golden Theatre for an interview. And of course our 2) ..... came with me and took some fabulous photos!

There were twenty police 3) ..... at the door to protect Seyonbe from all the fans who were waiting outside! We talked for an hour and I learnt some interesting information. Next year Seyonbe will become a 4) ..... as she will work on a book about her life story.

After we spoke, Seyonbe's taxi 5) ..... took her across town to visit her favourite 6) ..... so next time you see her she'll have a fantastic new hairstyle!

## WORDZONE

Want to know the difference between a two-part verb and a **phrasal verb**? It's easy!

A phrasal verb **changes the normal meaning of the main verb**.

*She took off her jumper.*

(two-part verb)

*The plane took off.* (phrasal verb)

→ Vocabulary File, page 135



### 4 Match these phrasal verbs with their meanings.

- |              |                   |
|--------------|-------------------|
| 1 look after | a solve a problem |
| 2 help out   | b continue        |
| 3 grow up    | c become older    |
| 4 hang on    | d assist          |
| 5 deal with  | e care for        |
| 6 carry on   | f wait            |

### 5 Complete the sentences with the correct form of the phrasal verbs in Exercise 4.

- Doctors and nurses look after you when you're ill.
- Famous people often have to ..... difficult reporters.
- When I ..... I want to be a TV presenter.
- I don't work, but I like to ..... at my parent's shop.
- ..... a minute, I'm not ready for the photographer yet!
- Don't stop now, ..... working!

## Memory game

Say the first part of a phrasal verb. Your partner says the correct preposition.

Hang ...

... on.

## Time to talk

- 6 Would you like to do a job after school?  
Why/Why not?

## Talking about general truths and future possibilities

### GRAMMARZONE

#### Zero conditional

**A** *if/when + present simple + comma (,) + present simple for a general truth*  
*If children work, they don't study.*

#### First conditional

**B** *if/when + present simple + comma (,) + will/won't for a possible action in the future*  
*If she's too tired, Benji won't enjoy life!*

→ Grammar file, page 141



- 2** Complete the sentences with the correct form of the first conditional.
- If you *aren't* good at talking, you *won't* be a great presenter!
  - If *you* (go) to university, I *will* (study) medicine.
  - If you *don't* (study), you *will* (fail) your exams.
  - If your parents *don't* (tell) you to get a job, what *will* you do?
  - When I *see* the teacher, I *will* (tell) her you're ill.
  - If she *doesn't* (pass) the exam, she *will* (take) it again.
  - When I *am* older, I *will* (be) a hairdresser.
  - If he *doesn't* (like) animals, he *won't* (not/enjoy) this job.
- 3** Complete the advert with one word for each space.

## Teen TV!

- If you want to be a TV presenter, this is your big chance!
- Interested? If so, think you're the right person for the job, just send us an email and a video clip.
  - If you make your video clip, think about the following things:
    - be lively
    - be entertaining
    - speak clearly
    - think quickly
  - We like your video clip, we invite you to an audition at the TV studios.
  - If you (be) hear from us by 30<sup>th</sup> June, your application is not successful!

### Time to write

- 4** What do you need to be a good television presenter? Write three sentences.



**Solution**  
 call the fire brigade  
 999  
 book an appointment  
 at the doctor's  
 go to the hairdresser's  
 ask a taxi driver  
 where to go  
 your pet is ill

**Problem**  
 there's a fire  
 you need the police  
 you feel ill  
 you need a haircut  
 you don't know  
 where to go  
 your pet is ill

- 1** Write sentences. Use *if* and a comma in the correct place.
- If there's a fire, call the fire brigade.

## Get ideas

- 1 Do you get school reports? What was the best/worst comment on your last report?

## Time to listen

- 2 Match the famous names with the correct school report. Listen and check.

Christopher Columbus    Indiana Jones  
Leonardo Da Vinci    Maria Cailas

A

Surname: .....

First name: .....

He never uses the school bus. Yesterday he jumped over four cars. If he wants to be an archaeologist, he should be more careful!

B

Surname: .....

First name: .....

He's brilliant at Art, Science and Maths. He's also very good at inventing things. However, he must learn to explain things clearly if he wants to do well!

C

Surname: .....

First name: .....

He's a clever boy, but he isn't very good at Geography. If he can't read maps, he won't get anywhere in this world!

D

Surname: .....

First name: .....

If she doesn't stop singing in class there might be trouble. How can she listen to the teacher while she's singing?

11.3  
C

- 3 Listen and complete the school report.

Surname  
First name  
Class

Einstein  
Albert  
1) .....

Subjects  
Maths

Albert is brilliant at Maths. Top of the class! Definitely his strongest subject. If he carries on like this, he'll win a 2) .....

Science

3) .....

He won't pass his exam in this subject if he doesn't work harder.

Music

He tries hard, but when he plays the 4) ..... the other children cover their ears!

Possible careers

A scientist or a 5) .....  
Not a musician!



## More future possibilities

### GRAMMARZONE

#### First conditional – modals

can, should, might and must can be used in first conditional sentences instead of will

*If he wants to be an archaeologist, he **should** be more careful!*

→ Grammar File, page 141

- 4 Choose the correct modal verb.

- Carol is too shy. She should/can take part in the lesson more.
- Naomi is very clever, but if she wants to do well she must/might stop talking all the time.
- If George can't/shouldn't sit still he won't do well in secondary school.
- Andreas might/must find things easier if he moves to a different Maths class.

### SKILLZONE

Are you good at listening for detail?

Decide what information is missing before you listen, then listen very carefully!



## Get ideas

- 1 Make sentences for each situation with a partner.  
Then write the sentences.

1

you / miss the bus

you / have to walk

If you miss the bus, you'll have to walk.  
If you don't miss the bus, ...

2

you / have to walk

you / late for school

3

you / late for school

?

## Time to speak

- 2 Read the problem page emails and give advice to each person.

If you talk to your mum, she might understand your problem.

- 3 Compare advice with a partner. Decide which is the best advice together.

## Useful language

## Making suggestions

My suggestion is to ...  
I'd advise you to ...  
I think the best idea is to ...  
What about ... + -ing?  
Why don't you ... + verb?

SKILL ZONE

Speak clearly so your partner can understand you easily. If your partner doesn't understand you, offer to repeat what you said and speak more slowly.



## mailbox

Today Mail Calendar Contacts

Reply | Reply All | Forward | Delete

I want to get a part-time job. I'd like to work as a babysitter, but my mum won't let me. How can I make her change her mind?

*Patricia*

## mailbox

Today Mail Calendar Contacts

Reply | Reply All | Forward | Delete

I have lots of homework this year, but my parents want me to look after my little brother every evening. It's a full-time job! He's really naughty, too! Help!

*Dexter*

## mailbox

Today Mail Calendar Contacts

Reply | Reply All | Forward | Delete

My brother works as a waiter at a restaurant at the weekend. He comes home late and wakes me up because we share a room! It's driving me crazy!

*Harry*

## Ask Anna Maria ...



# Get ideas

- 1 What jobs are these people famous for?



Miley Cyrus



Cristiano Ronaldo



Johnny Depp



J. K. Rowling



Barack Obama

## Find the right words

- 2 Read Miley's school report. What are her best subjects?  
3 Complete the report with these words.

although but but however or or

### Report

Surname	Cyrus
First name	Miley
General comment	Miley is a confident girl who has lots of friends, 1) ..... <i>but</i> ..... she is sometimes shy. If she carries on working hard in Drama and Music, she will definitely have a good career as an actor 2) ..... a musician.
Music	3) ..... Miley is very good at singing, she needs to improve her guitar playing.
Maths	Miley tries hard in Maths, 4) ..... it's not her best subject.
Drama	I think Miley will be a successful actor. 5) ..... , she should look for radio 6) ..... TV work if she wants to get more experience.

- 4 Complete the sentences with *or*, *but*, *however* or *although*.

- 1 Do you want to be a doctor ..... *or* ..... a dentist?
- 2 Bindi enjoys being a zookeeper, ..... it's hard work!
- 3 I'd love to work in TV, ..... I don't want to be a presenter.
- 4 ..... he has a part-time job, he does well at school.
- 5 Do you prefer to play football ..... watch football?
- 6 Miley Cyrus is an actor, ..... , she's a singer, too.



## Plan ahead

- 5 Read Usain's school report and add commas where necessary.



**Surname:** Bolt

**First name:** Usain

**General comment**

If Usain carries on running around school he might knock down a student or a teacher – or both! I think his surname says it all: he is as fast as a 'bolt' of lightning! However, sometimes he needs to slow down a bit.

**History:** Usain always works hard in History but I don't think he will choose this as a career.

**Science:** Although ...

**PE:** In my opinion ...  
However ...

- 6 Now use the notes to complete the report.

**Science:** Usain – good at Science – doesn't sit still – needs to concentrate more – finds that very difficult.

**PE:** Usain will be very successful runner, but not sure if will reach the Olympics. Should be careful if wants to avoid injuries.

## Useful language

### Contrasting

In the middle of a sentence:

- **or** to show a different choice
- **but** to show a contrast

At the beginning of a sentence:

**However** to show an idea that is different

**Although** to show two different ideas in one sentence

We can also use *although* in the middle of a sentence.

## Time to write a report

- 7 Choose a celebrity or sportsperson and make notes for his/her school report.

Surname:

Name:

Good at (subject): Why?

Bad at (subject): Why?

Possible future career?

(conditional sentence):

SKILLZONE

Remember!

Use a comma when the **if** clause is at the beginning of the sentence.

If she wants to be successful, she can't sit around all day.



- 8 Write a short school report for a famous person. Include a general comment and two subjects.

## Time to watch *When will I be famous?*

- 9 Watch the DVD clip and do the activities on page 135.



## Is that really true?

## Get ideas

- 1 Do you think these ideas are true?  
Why/Why not?

Elephants are  
scared of mice!



Cutting onions  
makes you cry!



You can't fold a piece of paper  
more than seven times!



- 2 Match these words with their meanings.

- |              |   |
|--------------|---|
| 1 experiment | a a small copy of a building or machine         |
| 2 model      | b a special room used for scientific work       |
| 3 explosion  | c a test to see if something is true            |
| 4 laboratory | d a machine that can do jobs like a person      |
| 5 robot      | e when something breaks apart with a loud noise |

## Time to read

- 3 Read the article on page 107 and match these topics with the paragraphs (1–5).

- 1 a big bang *paragraph 2*
- 2 the future
- 3 the team
- 4 a quick way to get down
- 5 finding your way

## EXAMZONE

Need to choose the correct option?

Read the text first. Then read the question carefully. Try to answer the question before you read the choices.

Make sure  
you find the right place  
in the text.



- 4 Read the article and choose the best answer, A, B or C.

- 1 What do Jamie and Adam like testing?  
A new ideas  
**B** things people believe  
C science from the past
- 2 What did they do to make the pen explode?  
A hit it  
B used it  
C threw it
- 3 Where did they test the knife in the sail?  
A on a boat  
B in the laboratory  
C in the Caribbean
- 4 When could Jamie see more clearly?  
A with a cover over one eye  
B when there were objects in a room  
C after covering his eye
- 5 Jamie and Adam want to find out if robots  
A can do science.  
B are intelligent.  
C can be trained to do work.

## Summarise

Describe one test that was successful.  
Do James and Adam like their work? Why?

## Time to talk

- 5 Would you like to work in the Mythbusters laboratory? Why/Why not?

# MYTHBUSTERS

- 1 Jamie and Adam are engineers who test popular science myths to see if they are true – or could be true. They spend their time doing experiments and building models so they can find out if the science behind what people believe is correct or not.
- 2 They wanted to test James Bond's exploding pen. Could a pen really make a big explosion like in the film? They filled a pen with a small amount of explosive and threw it into the air. Guess what? When it hit the ground, it made a big explosion. Obviously they didn't use a real person to throw the pen, but it did make a big hole – nearly two metres wide! Jamie said he was very surprised.
- 3 They also decided to test some of the 'science' from the film *Pirates of the Caribbean*. They tested if a man can go down a sail on a boat from the top to the bottom using a long knife. They couldn't do this in the laboratory so they had to use a real boat. Adam told me that it did not work. The sail is too strong to cut easily. If you tried this you would fall a long way!
- 4 Next they tried to find out about another idea used in the film – if you cover one eye before you go into somewhere dark, can



you see better? Jamie covered his eye then tried to walk round objects in a dark room. He said this worked well. He could see much better. So some of the science in films is true – but not all of it!

5 I asked the team if they enjoyed their work. They said that they loved it! They have a lot of fun, but they are serious scientists. They are all very good at Maths, Chemistry and Physics. And they still have a lot of myths to bust! Adam said they would research robots next. 'We want to see how clever they really are!'

myth to bust a story many people believe to be true



Coming up ... **Sticky tape** DVD clip. See page 135.

## Science and technology

- 1 Complete the facts with the correct form of these verbs.  
Which fact is the most surprising?

design discover invent research test

- The Chinese invented the first toothbrush in 1498.
- An American ..... the planet Pluto in 1930.
- The Russians ..... the first satellite in 1957.
- A man from Norway ..... special tool to slice cheese in 1925.
- A company in the USA ..... how fast ketchup comes out of a bottle.

### WORDZONE

Want to know how to **remember phrasal verbs**? Remember the verbs together!

By preposition: **turn on, get on**

By verb: **look for, look out**

By opposites: **turn on, turn off**

→ Vocabulary File, page 135



- 2 Match the phrasal verbs with their meanings.

- |            |                                  |
|------------|----------------------------------|
| 1 find out | a start electricity to a machine |
| 2 turn on  | b discover                       |
| 3 turn off | c try to find                    |
| 4 look for | d be careful                     |
| 5 look out | e stop electricity to a machine  |

- 3 Complete the sentences using the correct form of the verbs in Exercise 2.

- I spent hours looking for my calculator!
- I ..... the computer because no one was using it.
- When I ..... my phone it makes a funny noise.
- .....! You mustn't run in the Science lab.
- I ..... a lot about space travel when I watched that TV programme.

### Your science

- 4 Complete the sentences with numbers and these measurements.

centimetres kilograms kilometres litres metres

- Our teacher is 157 centimetres tall.
- Our classroom is ..... by .....
- It's ..... from my house to my school.
- My school bag weighs .....
- I drink ..... of water every day.

- 5 Complete the article with the best answer, A, B or C for each space.

## Secret codes

It is very important to know what your enemy is doing. It is also important 1) ..... your enemy does not know what you are doing! All through history people have used codes 2) ..... send messages. A Spartan designed one of 3) ..... first codes by writing letters inside a belt. The Greeks 4) ..... a code which changed letters into numbers. Julius Caesar developed a code that moved each letter of the alphabet three places so, 5) ..... example, A became D and B became E. To find 6) ..... what a code is you need to be good at Maths and have lots of patience! One way to begin is to look 7) ..... certain letters and see how often they appear in a message. These days computers are often used to break codes, 8) ..... It still needs human skill to find the clues!

Vhfuhw frghv

- |             |                |            |
|-------------|----------------|------------|
| 1 A who     | B that         | C what     |
| 2 A for     | B with         | C to       |
| 3 A the     | B a            | C those    |
| 4 A invents | B has invented | C invented |
| 5 A for     | B in           | C at       |
| 6 A on      | B out          | C off      |
| 7 A to      | B in           | C for      |
| 8 A but     | B because      | C so       |

## Memory game

In groups, make a list of verbs and measurements from this page.

Close your books. Take it in turns to call out a word for the other team to spell on the board. The team with the most correctly spelt words is the winner.

## Time to talk

- 6 With a partner, decide which is the most important invention in history. Why?

## Reporting what someone says

## GRAMMARZONE

## Reported statements

- A** to report what someone else says in the present simple, move the main verb into the past simple  
*'It **works** well.'* He said it **worked** well.

## Reporting verbs

- B** say (to someone) (that) ...  
*'He said that he **was** surprised.'*
- C** tell someone (that) ...  
*He **told** me that they had a secret code!*

## Other verbs

- D** will becomes would and can becomes could  
*We **will** investigate robots.*  
*He said they **would** investigate robots.*  
*'You **can** come with me.'*  
*She said I **could** go with her.*

→ Grammar File, page 141 and 142

## 1 What did the people say? Complete the sentences.

- 1 She said she liked listening to music.  
*'I **like** listening to music.'*
- 2 He said he would see me soon.  
*'I .....*
- 3 They said they were very busy.  
*'We .....*
- 4 He told me I couldn't work in the kitchen.  
*'You .....*

## 2 Complete the sentences.

- 1 'I'm bored.'  
 He said **he was bored**
- 2 'I like doing experiments.'  
 She said .....
- 3 'I can't come!'  
 He told me .....
- 4 'I'll help you.'  
 My dad told me .....
- 5 'We go to the museum every week.'  
 They said .....
- 6 'We are playing football on Saturday.'  
 We told her .....

## 3 Write sentences using said or told.



She said she was having a lovely time.

## 4 Complete the emails with one word for each space.

mailbox Today Mail Calendar Contacts

Reply | Reply All | Forward | Delete

Hi Lara,  
 Can you come to the science museum with me on Sunday? I called earlier but your mum said you 1) ..... out. She said you 2) ..... be free tomorrow. Tim said he 3) ..... to come, too. I hope that is OK?  
 Sam

mailbox Today Mail Calendar Contacts

Reply | Reply All | Forward | Delete

Hi Sam!  
 Yeah, Mum 4) ..... me that you called. I'm sorry I can't come because my cousin asked if he 5) ..... visit me tomorrow. I said 6) ..... I would help him with his computer. Maybe we can go next weekend?  
 Let me know!  
 Lara

## Time to write

## 5 Choose a topic and write three sentences.

- things someone in your family said to you yesterday
- things a teacher told you last week

## Get ideas

- 1** How often do you use a computer? What things do you use a computer for?

chatting to friends  
doing homework  
looking at videos and photos  
looking for information  
playing games

- 2** Choose the correct word to complete the technology facts.

- When you are working on a computer, you should always *save/keep* your work.
- It's a good idea to look at several *pages/websites* to get information.
- If you shop on *Net/online* you don't have to queue!
- The *Internet/website* helps us find out what is going on very quickly.
- Computers are a cheap way to *message/text* your friends.

## GRAMMARZONE

Make sure you read the question carefully. It tells you what information to listen for.



## Time to listen

- 3** Listen to Simon talking about why his friends use a computer. Match each friend (1–6) with the reason why (A–H). You do not need all the letters.

Name	Reason
1 Anna	A to chat to friends
2 Thorkild	B to do homework
3 Grace	C to watch videos
4 Jamie	D to look at photos
5 Elly	E to play games
6 Simon	F to write about themselves
	G to find out about a hobby
	H to shop

- 4** Listen again and decide which two people are not very good at using computers.

## Giving more information

## GRAMMARZONE

### Relative clauses

**A** as part of a sentence to say which person or thing we are talking about  
(who to talk about people, which to talk about things, that to talk about people or things)  
*That's the museum **which/that** has robots in it.*

**B** who or which with commas give extra information  
*My cousin, **who** is a scientist, plays a lot of computer games.*

→ Grammar File, page 142

- 5** Complete the sentences with *who*, *which* or *that*.

- That's the girl ..... **who** ..... won a prize for her Science project.
- I'm going to buy the game ..... has a secret code in it.
- My dad, ..... is a taxi driver, doesn't like using computers.
- Have you seen that film ..... looks at life on other planets?
- The Science museum, ..... only opened last year, is going to close.

- 6** Write three sentences about your own life using *who*, *which* or *that*.

My mum, *who* is a teacher, works at my school.  
My school ...  
This is the book ...





## Get ideas

- 1 What information do you need to have when you visit a museum?



- 2 Listen to Dan asking questions about a technology museum. Complete the sentences.

- 1 What can I see there?
- 2 ..... is it open?
- 3 ..... is it?
- 4 ..... is the museum exactly?

## Useful language

## Asking for information

What ...?	How often ...?
When ...?	Where ...?
How much ...?	Who ...?



- 3 Which part of these words is stressed? Listen and complete the table.

computers everything exactly listen museum  
robots technology university

1 <sup>st</sup> syllable	2 <sup>nd</sup> syllable
<u>everything</u>	comput <u>ers</u>

## Time to speak

- 4 You are going to visit a music museum. Read the advert and make questions from these notes.

- 1 address? *What's the address?*
- 2 student ticket/price?
- 3 where/buy/tickets?
- 4 open/weekend?
- 5 telephone number?

## Visit our fantastic Music Museum

See old instruments and make your own music.

Open Mon–Sat, 9 a.m. – 5 p.m.

92 Hill Street (near the library)

Tel: 813927

£5 for students and children £6 for adults

Tickets available at the door  
or online at [www.musicmuseum.eu](http://www.musicmuseum.eu)

- 5 Work in pairs. Ask and answer questions about the museum in Exercise 4.

### EXAMZONE

Do you need to ask questions?

Look carefully at the notes you are given. Think about the kind of information you need. Remember to use the verb in the correct form, e.g.

How much does it cost?  
When is it open?



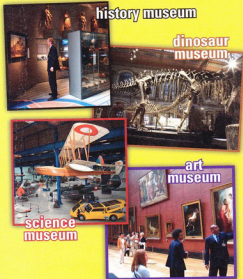
- 6 Work with a partner. Student A look at page 123. Student B look at page 125.

- Student A: ask questions to find out the information you need about a science day.
- Student B: ask questions to find out the information you need about a computer game sale.

- 7 Which day would you prefer? Why? Discuss with your partner.

## Get ideas

- 1 Do you like visiting museums? Why/Why not?  
Which types of museums have you visited?



## Find the right words

- 2 Read this review of a museum. Does the writer think you should visit it?

# REVIEW

Last weekend I went to the Science museum in Leeds with my friends. There were lots of things to see and do there. There was a space lab where you could look at the planets, a 3D cinema and a car design laboratory.

In general, it was very good. The car design lab was especially interesting. The most exciting thing was that we camped overnight in the museum and watched 3D films. They were very funny.

The worst thing was that it was very expensive, especially the shop. Also, some of the exhibits were old and broken and the food they gave us was horrible.

I think it's worth going to the museum because most of it was enjoyable. But take your own food!

- 3 Find the words that describe the museum and complete the table.

Good	Bad
interesting	expensive

- 4 Choose one of these things. Write three sentences saying what you think about it. Use adjectives from Exercise 3.

I think the Harry Potter book is very exciting because ...



## Useful language

### Saying something is good

You should definitely go and see this!  
I would recommend it to everyone!  
It's worth going to the ...

### Saying something is bad

The only bad thing was that ...  
It's not a good idea to visit it ...  
It's not worth visiting the ...

- 5 Would you recommend any of the things in Exercise 4 to your friends? Why/Why not?

1 You should definitely buy Miley Cyrus's new CD! It has her latest hit on it!

## Plan ahead

- 6 You have decided to reply to this notice. What do you have to tell people about the museum?  
Match 1–4 to the questions in the notice.

- 1 what was good
- 2 information about the museum
- 3 recommendation
- 4 what I didn't like

**Hey! Have you been to a good museum recently?**

**Write and tell our readers about it.**

What did you see there?

Was it good?

Was there anything you didn't like?

Would you tell your friends to go there?

- 7 Put paragraphs (A–D) in the correct order. Then complete the review with suitable phrases from the Useful language.

## REVIEW

- A 1) ..... the Art museum – especially if you've got a birthday. It's a really fun day!
- B Do you want to know what you would look like as an alien on Mars, or a movie star on the cover of a magazine? Or maybe you want to design a cool sign for your room or a new cover for your favorite CD? You can do all these things on a computer at the Art museum. And you can take your designs home with you! I went to the museum last week and it was great.
- C The 2) ..... that it was very busy so we didn't get enough time on everything and it is quite expensive.
- D The 3) ..... we made our own film and printed T-shirts that we designed. The people at the museum are great and really friendly.

## Time to write a review

- 8 Choose a museum you have been to. Make notes for each section.

- What was the museum?
- What can you see there?
- What did I enjoy?
- What didn't I like?
- Would I recommend it to friends?

- 9 Write a review of a museum you have visited. Write about 140 words.

**SKILLZONE**

Give your opinion!

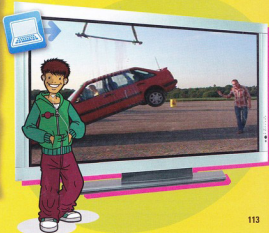
- Give information about the subject, e.g. what it is, when you saw it.
- Say what is good and why.
- Say what is not good and why.
- Give a summary of your views.



- 10 Show your review to a partner. Does he or she want to go to your museum? Why/Why not?

## Time to watch Sticky tape

- 11 Watch the DVD clip and do the activities on page 135.



## Vocabulary

### 1 Match the jobs with the work that people do.

- 1 I give children lots of homework. **d**
- 2 People pay me to take them places.
- 3 I type letters on a computer and make phone calls.
- 4 I take pictures.
- 5 I wear clothes and my photo is in magazines.
- 6 I grow and sell fruit and vegetables.
- 7 I cut people's hair.
- 8 I catch criminals.
- a I'm a taxi driver.
- b I'm a hairdresser.
- c I'm a photographer
- d I'm a teacher.
- e I'm an office worker.
- f I'm a police officer.
- g I'm a fashion model.
- h I'm a farmer.

### 2 Choose the correct words.

- 1 If you want to be a vet you'll have to look after/over animals.
- 2 The best way to find out about work is to help out/with at your mum or dad's office.
- 3 Young people who are growing out/up now really need to understand technology.
- 4 If you hang on/up for a minute, I'll go and get her.
- 5 I'd like to be a nurse because they deal out/with visitors as well as patients.
- 6 The teacher left the room, but they carried out/on with the experiment.
- 7 We need to find out/on how big the explosion will be!
- 8 He turned on/up the television to watch the new science programme.

### 3 Complete the word in each sentence.

- 1 They did an e xperiment to see how far the plane could fly.
- 2 Scientists do a lot of tests in a l \_\_\_\_\_.
- 3 Sometimes it is useful to make a small m \_\_\_\_\_ of a machine.
- 4 The e \_\_\_\_\_ was really loud!
- 5 It would be great if scientists could invent a r \_\_\_\_\_ to do all your homework.
- 6 We had to measure the t \_\_\_\_\_ outside at twelve noon.
- 7 He works everyday so his job is f \_\_\_\_\_.
- 8 He is paid a good w \_\_\_\_\_ in his job.

### 4 Match the jobs with where they happen.

babysitter farmer nurse reporter scientist  
singer waiter writer

- 1 in a theatre **singer**
- 2 on a farm
- 3 in someone's home
- 4 in a restaurant
- 5 at a newspaper office
- 6 in a hospital
- 7 at a desk
- 8 in a laboratory

### 5 Complete the conversation between two friends.

There are two extra sentences you do not need.

**Tim:** Jessie, come and watch this science programme. It's great.

**Jessie:** 1) .....**d**.....

**Tim:** What? I can't hear you!

**Jessie:** 2) .....

**Tim:** It's OK, I'll come into the kitchen where you are. Oops!

**Jessie:** 3) .....

**Tim:** Sorry. I'll clean it up. Where's the cloth?

**Jessie:** 4) .....

**Tim:** Here it is. Did you know coke is very good for cleaning money?

**Jessie:** 5) .....

**Tim:** No. It was on that programme about weird science.

**Jessie:** 6) .....

**Tim:** It is serious. You should watch it!

- a I don't know. Go and look for it. You used it last.
- b Turn off the TV then!
- c That's a great idea! When?
- d I can't, I've got a Science project to finish.
- e No. Is that what you spend your time doing in Science lessons?
- f Have you seen that new science programme?
- g Look out! Your drink is going all over my project!
- h Well, I'm interested in more serious science.



## Grammar

## 6 Match the words to make sentences.

- 1 If you go to university, a
  - 2 If you go to America, b
  - 3 I'd like to come, c
  - 4 He could be a doctor, d
  - 5 When I speak to her, e
  - 6 She works with animals, f
  - 7 If you want to work there, g
  - 8 If he turns off the lights, h
- a or he may want to be a vet.  
b I'll tell her about the party.  
c but I haven't got enough money.  
d give them a call.  
e you'll be able to get a good job.  
f although she's scared of some of them!  
g the animals will still be able to see.  
h write to me!

## 7 Complete the sentences using the correct form of the verbs.

- 1 He said he wanted (want) to help me with the test.
- 2 She said the experiment they were doing ..... (be) hard to finish.
- 3 He told her she ..... (do) very well in her job.
- 4 I said that I ..... (be) surprised the explosion was so big!
- 5 He said that I ..... (use) his computer this afternoon.
- 6 She said the website ..... (have) some useful ideas.
- 7 She said she ..... (come) to see us tomorrow.
- 8 He told me that I ..... (not/be) good enough to go on TV.

## 8 Choose the correct words.

- 1 He's the boy who/which designed that new computer game.
- 2 She's just got a new job in an office, which/that is good news.
- 3 My mum, that/who is a good singer, was in a pop band twenty years ago!
- 4 They did an experiment that/who was very difficult.
- 5 The Science project which/who we did last year was quite easy.
- 6 She's the TV presenter who/which met my favourite band!
- 7 My uncle, who/that lives in France, is a famous scientist.
- 8 He's going to design a robot which/who can go into space.



## 9 Complete these letters with one word for each space.

Dear Sir or Madam,

I am writing 1) ..... to ..... you because I always watch your TV show, 'Mythbusters', and I wanted to come and help on the show. I am a Science student and I 2) ..... done lots of Science projects so I am really interested. My friend told 3) ..... that I could write to you and ask. 4) ..... you need any students to help, will you let me know, please?

Many thanks,  
Andrea

Dear Andrea,

Thank you for your letter saying you 5) ..... interested in being on our TV programme, 'Mythbusters'. We do sometimes ask students to come and help with the experiments 6) ..... we do in our show. 7) ..... , at the moment, we do not have 8) ..... spaces. If we get any in the future, we 9) ..... contact you.

Good luck 10) ..... your Science projects and keep watching!

Yours sincerely,

Martin Brown

Did you remember all the vocabulary and grammar points?

→ Vocabulary File, page 135

→ Grammar File, pages 141 and 142

## Personal information Unit 1, page 13

### Answering personal questions



Use complete sentences in your answers.



- 1 Answer these questions about yourself. Then ask a partner.

- 1 What **sports** are you keen on?
- 2 Do you enjoy **English**?
- 3 Are you good at **singing**?
- 4 What **school subjects** are you bad at?
- 5 What's your favourite **film**?

- 2 Change the words in bold in Exercise 1 to make two more questions for your partner. Use these words to help you.

chess dancing History hobbies song  
sport(s) subject(s) TV programme

- 3 Tell the class one fact about you or your partner. They have to guess which person you are describing.

He's brilliant at Maths.

Is it George?

### Useful language

#### Talking about yourself

- I'm good/brilliant at ...
- I'm keen on + noun or -ing
- I like/love/enjoy ...
- I don't mind + noun or -ing
- I'm OK at ...
- I'm not good at ...
- I'm not keen on + noun or -ing
- I don't like/dislike ...

## Going shopping Unit 6, page 57

### Role play

- 1 Work with a partner. Take it in turns to buy something in a shop.

**Student A:** Look at the information below.

**Student B:** Look at the information on page 124.

- 1 Read this information and then help Student B, a customer. Use the Useful language to help you.

### Student A

You are a shop assistant in a music shop.

MP3 player A £15

MP3 player B £20

- 2 Read this information then try to buy a T-shirt from Student B's shop.

### Student A

You want to buy a T-shirt.

You have £8.

### Useful language

#### In a shop

- Can I help you?
- How much is it?
- Would you like to try it?
- It's too expensive.

Have you seen this?

I'll take it.

I'm sorry, we haven't got any.



Remember to be polite!



- 2 Now work together and decide what things you like shopping for most.



## Describing photos Unit 2, page 21

## Activities

## 1 Choose words to describe each photo.

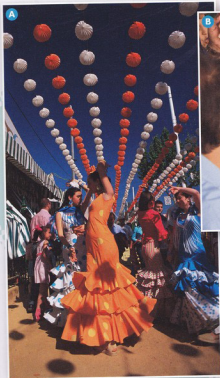
celebration costume decorations family festival  
food garden street tradition

## 2 Work with a partner. Use the questions below to help you describe the photos.

Student A: Describe photo A.

Student B: Describe photo B.

- Who are the people? Family or friends?
- What are they doing?
- Where are they?
- What objects and people are there?



## 3 Answer these questions with your partner.

- 1 What do both photos show?
- 2 How do the people feel?
- 3 Which photo do you like best? Why?

## Useful language

## Describing activities

He's singing loudly.  
She's dancing slowly.  
He's drinking a lot of juice.  
It looks fun!  
It looks boring.

TIP!

Think about the words  
you need before you start  
to speak.



## Asking questions about the past

Unit 3, page 31

### Asking and answering questions

- 1 Take it in turns to choose one of the schools in the photos and answer your partner's questions.

#### Are you talking about a photo?

Imagine you visited the school. Think about these things:

- how you got to the school
- what subjects the children studied
- how many teachers and students there were
- what things you couldn't do
- if you liked the school

#### Are you asking questions?

Write six questions to ask your partner about the school they visited.

#### On a bus!

- |              |                    |
|--------------|--------------------|
| 12 students  | no playground      |
| 2 teachers   | very friendly      |
| a blackboard | no Science lessons |



#### In a tree!

- 8 students  
2 teachers  
a blackboard  
no playground  
good Geography lessons  
no PE lessons



### Useful language

#### Asking questions about the past

- Did you ... ?  
How did you ... ?  
Were you ... ?  
Where was ... ?  
When ... ?  
Why ... ?



#### Under a tree!

- |              |                |
|--------------|----------------|
| 24 students  | big playground |
| 1 teacher    | very friendly  |
| a blackboard | no Art lessons |

- 2 Now work with a partner and answer these questions.

Which school would you prefer to go to?  
Why?

When you are talking about the past, remember to use time phrases.



## Asking for and giving directions

Unit 4, page 39

## Role play

- 1 Work with a partner. Take it in turns to ask for and give directions.

Student A: Look at Map A below.

Student B: Look at Map B on page 124.



## Useful language

## Asking directions

Can you tell me where ... is?  
Can you tell me how to get to ... ?  
Where is ... ?

## Giving directions

Go straight on ...  
Go past ...  
Turn right ...

**TIP!** Make your directions as simple as possible!



## Making plans Unit 5, page 49

## Saying what you are going to do

- 1 It's a national holiday tomorrow so you've got a day off school. Choose which things you are going to do.

## Go out

Go to the cinema.  
Go shopping.  
Hang out with friends.

## Stay in

Wake up late.  
Ask a friend to come to your house.  
Talk to friends on MSN/text friends.  
Play computer games.  
Do a hobby (painting, chess, etc.).  
Do homework.

- 2 Ask your partner about his/her plans.

- What are you going to do in the morning?
- Are you going to ... in the afternoon?
- Have you got any plans for the evening?

**TIP!**

When you work in pairs, try to continue the dialogue with your partner. Ask: What about you? What are you going to do?



## Useful language

## Talking about possible plans

Perhaps + will ...  
Maybe + will  
I think + will/going to  
I will + probably + verb

## Explaining information

Unit 7, page 67

### Asking for and giving information

- 1 You are on a school trip to a tourist attraction in Britain. Take it in turns to ask and answer with your partner.

## Student A

### Ask for information.

- 1 Can I eat my sandwiches here?
- 2 What time is the last bus to Oxford?
- 3 What time does the museum open, please?
- 4 Can I leave my bag here?
- 5 How much is a child's ticket?
- 6 Where can I get a towel, please?
- 7 It's 9 p.m. now. Are we allowed to swim?

## Student B

### Give information.

Use the signs to answer Student A's questions.

Science  
Museum

Open 9 a.m. – 6 p.m.

### Entrance:

Adults: £2.50

Children under sixteen: £1

London – Oxford  
Buses run every hour  
from 06.15 to 22.15.

No food  
allowed!

Swimming towels  
for hire from  
reception.  
No swimming  
after 8.30 p.m.

Lockers are  
available for  
your personal  
belongings.

TIP

Try to sound polite when you ask questions: say 'please'.



## Useful language

### Explaining information

Well, the sign says ...

It means that ...

Yes, we can./No we can't, because it says here ...

## Describing feelings Unit 8, page 75

## Role play

- 1 Take it in turns to find out about your partner's country.

**Student A:** Use your list of questions in Exercise 6, page 75 to find out information about South Africa. Read the card below to answer questions about Canada.

**Student B:** Read the role card on page 125.

## Student A

## Canada

- mountains and lakes
- cold, snowy, icy
- food: lots of fish
- French and English
- dangerous animals: polar bear, black bear, big deer

- 2 Now work together and answer this question.

Which country do you think is the most dangerous to visit?

## Useful language

## Asking questions

- What is/was the weather like?  
Is the food good?  
Are there any ... ?  
What do/did you think of ... ?

## Describing feelings

- ... are/were exciting/incredible.  
... is/was fantastic/scary/frightening/horrible.

TIP!

Sound enthusiastic when you answer questions and give lots of information.



## Advice Unit 9, page 85

## Asking for and giving advice

- 1 Choose one of these problems.

I can't do my homework.

My parents won't let me go out with my friends.

I wasn't picked to play in the sports team.

I've spent too much money on my mobile phone.



- 2 Work in groups of three. Ask your group for advice.

## Useful language

## Giving advice

- Why don't you ... ?  
You could ...  
You should ...

## Asking for advice

- What should I do?  
What can I do?

- 3 Say who gave you the best advice. Why?

- 4 In your group, decide who is the best person to ask for advice and why.

- a parent
- a friend
- a teacher
- a brother or sister

TIP!

When you give advice, give a reason to help the other person.



## Describing objects Unit 10, page 93

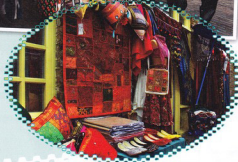
### Making guesses

**TIP**

When you describe an object, think about its colour, size, shape, age and material. Use interesting adjectives if you can.



- 1 Look at the photos and describe an object. Your partner has to guess what you are describing.



### Useful language

#### Describing objects

What's it made of?

What material is it made of?

What's it like?

It's made of card/plastic/

wood/glass/metal/silver/gold.

It looks very/really/ugly/

beautiful/interesting/

unusual/simple/modern.

- 2 Think of an object in the photo, but **DON'T** tell your class which one. The other students have to guess which object you are thinking of.

## Making suggestions Unit 11, page 103

### Role play

**TIP**

React to your partner's suggestions.

Say:

(That's a) good idea!

Hmm, I'm not sure ...

I'm too scared/shy.



- 1 In pairs, take it in turns to choose a problem. Give your partner advice.

- I don't understand my Maths lessons.
- My best friend isn't speaking to me.
- My teacher gives us too much homework.
- I have to be home at 10 p.m., but my friends can stay out later.
- My friend phones me five times every evening!
- My brother/sister is allowed to go into town on his/her own, but I'm not.

### Useful language

#### Making suggestions

My suggestion is to ...

I'd advise you to ...

I think the best idea is to ...

What about ... (+ -ing)?

Why don't you ... (+ verb)?



## Asking for information

Unit 12, page 111

### Role play

- 1 Work with a partner. Take it in turns to find out the information you need.

**Student A:** Look at the information below.

**Student B:** Look at the information on page 125.

- 1 Read the card below and make questions for Student B about the Science day.

### Student A

#### Science Day

- Day?
- Watch?
- Meet?
- Cost?
- Open?

- 2 Read the information below to answer Student B's questions about the computer game sale.

### Computer game sale

Friday, 29<sup>th</sup> August

New games: 10% discount

Free handset with every game

Store opens 9 a.m.

Competitions  
for under-14s.

### Useful language

#### Asking for information

What ... ?  
When ... ?  
How much ... ?  
How often ... ?  
Where ... ?  
Who ... ?

- 2 Now work together and answer these questions.

- 1 What are the different ways you can find out about events?
- 2 Which is the best way? Why?

**TIP**

Remember to use the correct intonation in questions.



## Role play

- 1 Work with a partner. Take it in turns to ask for and give directions.

**Student A:** Look at Map A on page 119.

**Student B:** Look at Map B below.



## Role play

- 1 Work with a partner. Take it in turns to buy something in a shop.

**Student B:** Look at the information below.

**Student A:** Look at the information on page 116.

- 1 Read this information then try to buy an MP3 player from Student A's shop.

### Student B

You want to buy an MP3 player. You have £18.

- 2 Read this information and then help Student A, a customer. Use the Useful language on page 116 to help you.

### Student B

T-shirt A £10

T-shirt B £7.50

- 2 Now work together and decide what things you like shopping for most.

## Useful language

### Asking directions

Can you tell me where ... is?

Can you tell me how to get to ... ?

Where is ... ?

### Giving directions

Go straight on ...

Go past ...

Turn right ...

## Describing feelings Unit 8, page 75

## Role play

- 1 Take it in turns to find out about your partner's country.

**Student B:** Use your list of questions in Exercise 6, page 75 to find out information about Canada. Read the card below to answer questions about South Africa.

**Student A:** Read the role card on page 121.

## Student B

## South Africa

- mountains, jungle
- hot, dry
- chicken, bread, fruit
- 11 languages including English!
- dangerous animals: snakes, lions, leopards

## Useful language

## Asking questions

What *is/was* the weather like?

Is the food good?

Are there any ... ?

What *do/did* you think of ... ?

## Describing feelings

... *are/were* exciting/  
incredible.

... *is/was* fantastic/scary/  
frightening/horrible.

- 2 Now work together and answer this question.

Which country do you think is the most dangerous to visit?

TIP

Sound enthusiastic when you answer questions and give lots of information.



## Asking for information Unit 12, page 111

## Role play

- 1 Work with a partner. Take it in turns to find out the information you need.

**Student B:** Look at the information below.

**Student A:** Look at the information on page 123.

- 1 Read the information below and answer Student A's questions about the Science day.

Science day  
Saturday, 6<sup>th</sup> July

Special talks on Physics and Chemistry

Watch experiments

Meet scientists

£4.50

Open at 10 a.m.

- 2 Read the card below to make questions for Student A about a computer game sale.

## Student B

## Computer game sale

- Date?
- Discount?
- Free gift?
- Open?
- Age/Competitions?

## Useful language

## Asking for information

What ... ?

How much ... ?

Where ... ?

When ... ?

How often ... ?

Who ... ?

- 2 Now work together and answer these questions.

- 1 What are the different ways you can find out about events?
- 2 Which is the best way? Why?

## A description (1) Unit 2

Are you writing a description of an event? Follow this plan.

- 1 Think of an event that is interesting for readers, or where something strange or funny happened.
- 2 Make a list of the things you want to talk about and put them in order. Use linking words (*and, so, but, because*) to make it clear when or why things happened.
- 3 Make it sound exciting or interesting by writing about how you feel.

### Plan

#### Paragraph 1

- 1 Say what the event is and where you are.

*I'm at the festival/party.*

*We're in the street/the middle of town/a small village.*

#### Paragraph 2

- 2 Say who you are with and what you are doing.

*I'm here with my ...*

*We're sitting/watching/walking ...*

#### Paragraph 3

- 3 Talk about other things that are happening at the event.

*People are eating ...*

*Some people are dancing ...*

*There is a competition for ...*

#### Paragraph 4

- 4 Say how you feel about the event.

*I'm really happy because ...*

*I feel nervous because ...*

### Check your writing

- Have you described **all the people** at the event and **what they are doing**?
- Is your language **friendly** and **informal**?
- Have you described **how you feel** about where you are?

## A description (2) Unit 3

Are you writing a description of an experience? Follow this plan.

- 1 Try to imagine who will read your description and what will be interesting for them.
- 2 Think of all the things that happened to you and put them in order.
- 3 Think of what you liked and didn't like about your experience and why.



### Plan

#### Paragraph 1

- 1 Say what experience you are going to describe.

*It was my first day at a new school.*

*We were on a camping holiday.*

#### Paragraph 2

- 2 Describe the events of the day and say when they happened.

*First, we had lunch.*

*Then we went on a beautiful river.*

*After that we played really funny games.*

- 3 Describe the people you met.

*The first person I saw was ...*

*I met a really nice boy ...*

#### Paragraph 3

- 4 Say what you liked and didn't like about the experience.

*The French lesson was really fun because ...*

*I didn't like the festival because it was raining all day.*

### Check your writing

- Have you used **interesting adjectives** to describe the people and things in your experience?
- Are there **linking words** to show when things happened, e.g. *First, ..., Next ..., Then ...*
- Have you written three or four **paragraphs**?

# An email or informal letter Unit 5

## An invitation Unit 6

Are you writing an email or informal letter? Follow this plan.

- 1 Imagine you're talking to your reader. You can ask him/her informal questions. Think of interesting information to tell him/her.
- 2 Use short forms for emails and informal letters, e.g. 'It's exciting!' not 'It is exciting!'
- 3 Make an arrangement or promise, e.g. say when you'll see your friend or ask him/her to reply.

Are you writing an invitation? Follow this plan.

- 1 Think carefully about what your reader needs to know, e.g. what, when, where.
- 2 Think of some reasons why your reader will want to come to your event.
- 3 Make sure you make your event sound exciting and interesting.



### Plan

- 1 Begin your email or informal letter with an informal greeting.

*Hi,*

*Dear (+ name),*

#### Paragraph 1

- 2 Ask how your friend is. Say what your news is.

*How are you? How are things?*

*Guess what? I'm going ...*

#### Paragraph 2

- 3 Give more information.

*We're going to ...*

#### Paragraph 3

- 4 Make a suggestion or agreement.

*I'll phone/write/buy you a present.*

*See you soon.*

- 5 End with a suitable phrase.

*Bye for now, (name)*

*Best wishes, (name)*

*Love, (name)*

### Check your writing

- Does your letter **begin** and **end** with suitable phrases?
- Have you used the **short forms** of verbs?
- Is there **plenty of information** about your plans?

### Plan

#### Paragraph 1

- 1 Say what you are inviting the reader to and give details.

*Come to a party!*

*It's at 6 p.m. at the school.*

*Come and stay at my house on Saturday.*

#### Paragraph 2

- 2 Tell them what they will be able to do.

*There will be music and food.*

*Enter a competition!*

*Bring your CDs to swap.*

*We'll go shopping in the afternoon.*

#### Paragraph 3

- 3 Tell your readers why they will have fun.

*It'll be great because ...*

*There will be lots to do.*

*You'll meet lots of people.*

### Check your writing

- Have you used a **heading** at the top of your invitation?
- Is the **punctuation** correct?
- Have you asked your reader to **let you know** if he or she can come?

## An article Unit 9

Are you writing an article? Follow this plan.

- 1 Think about your reader - who is your article for?
- 2 Write down your ideas and put them in order.
- 3 Write a sentence at the beginning of each paragraph to introduce the topic.

### Plan

#### Paragraph 1

- 1 Ask a question to make your reader interested.  
*Have you ever tried chocolate soup?*  
*Would you like to go to Africa?*
- 2 Say what your article is about.  
*I usually eat quite healthy food.*  
*(say what it is) ... is the most important building in our town.*  
*(say who it is) ... is the most famous footballer/pop star/actor in the world.*

#### Paragraph 2

- 3 Give the main information.  
*The food in Canada is very interesting because ...*  
*The building has been here for over two hundred years ...*  
*My school is much better than other schools because ...*

#### Paragraph 3

- 4 Add extra information.  
*Our typical dish is really good for you because ...*  
*You can also travel to the islands and see ...*  
*He's a wonderful person because ...*

#### Paragraph 4

- 5 Give your opinion.  
*I like chicken best of all because ...*  
*I would like to meet (say who it is) because ...*  
*It was the best holiday I have ever had.*

### Check your writing

- Have you used **interesting adjectives** and **facts**?
- Is your article well-organised with a **clear beginning** and **end**?
- Is the **main information** in paragraphs 2 and 3?

## A brochure Unit 10

Are you writing a formal brochure? Follow this plan.

- 1 Think about what your readers need to know, e.g. things to do, opening times and days, address. Anything else?
- 2 Decide on the order of information for your brochure. Use headings, lists or tables to set out information clearly for your reader.
- 3 Don't be too personal or chatty! Use full forms and some examples of the passive.



### Plan

- 1 Think of a heading for your brochure.

#### Paragraph 1

- 2 Write a heading. Give general information.  
*This fantastic modern library is located in ...*  
*It was opened in ...*

#### Paragraph 2

- 3 Write a heading. List useful information or write clear sentences.  
*It's free. It costs ... The entrance fee is ...*

#### Paragraph 3

- 4 Write a heading. List useful information or write clear sentences.  
*As well as ..., we have (also) got ...*  
*... is/are provided.*

#### Paragraph 4

- 5 Write a heading. Use punctuation and new lines to present information clearly.  
*14 West 10th Street, Kansas City, MO 64105*  
*Phone: 816.701.3400*

#### Paragraph 5

- 6 Write a heading. Put useful information in a table.

9:00 a.m. - 9:00 p.m.	Monday - Wednesday
9:00 a.m. - 6:00 p.m.	Thursday
9:00 a.m. - 5:00 p.m.	Friday
10:00 a.m. - 5:00 p.m.	Saturday
1:00 p.m. - 5:00 p.m.	Sunday

### Check your writing

- Is the **information organised** clearly?
- Does each part have a **clear heading**?
- Have you included **tables or lists**?
- Have you used **full forms** and some **passive tenses**?



## A report Unit 11

Are you writing a report? Follow this plan.

- 1 Plan your headings and some facts for each heading.
- 2 Think about both sides, good and bad. Use linking words to make your points.
- 3 How will your report end? What suggestion(s) will you make?

## Plan

## Paragraph 1

- 1 Write headings. Give key information, e.g. name, surname, teacher's name, class.

*Surname: Bolt*

*First name: Usain*

## Paragraph 2

- 2 Write a heading. Give a general comment.

*He is as fast as a 'bolt' of lightning! However, sometimes he needs to slow down a bit.*

## Paragraph 3

- 3 Write 2–3 headings. Give information under each heading.

*History: Usain always works hard in history, but I don't think he will choose this as a career.*

## Paragraph 4

- 4 Write a heading. Give some final advice or a suggestion about future actions.

*In my opinion, Usain will be very successful runner. However, I'm not sure if he will reach the Olympics.*

## Check your writing

- Does your report have **headings**?
- Have you used **linking words** for **contrast**, e.g. *however, but, or, although*?
- Have you used **correct punctuation**, especially **commas**?
- Does your report end with a **suggestion** or a **piece of advice**?

## A review Unit 12

Are you writing a review? Follow this plan.

- 1 Think about your reader. Who is your review for?
- 2 Use adjectives to describe what you think.
- 3 Remember to give your opinion.



## Plan

## Paragraph 1

- 1 Say what your review is about.

*(Title) ... is a good book/game/film.*

*(Name) museum is in the middle of (say place).*

*(Title) ... is a new magazine for ...*

## Paragraph 2

- 2 Describe what you are reviewing.

*The main character is ...*

*In the game you have to ...*

*The museum has many objects from the last century ...*

*The book is about ...*

- 3 Say what you liked and what you didn't like.

*What was good was ...*

*What I didn't like was ...*

*(say what it is) ... wasn't very good because ...*

## Paragraph 3

- 4 Tell the reader if you recommend what you are reviewing and why.

*You should go and see ...*

*I would recommend ...*

*It's not worth buying ...*

## Check your writing

- Have you got three clear **paragraphs**?
- Is there **enough information** about what you are reviewing?
- Have you given a **recommendation** at the end of your review?



## 1 Hopes and dreams

### Talent and hobbies

page 8

basketball (n)  
chess (n)  
computer games (n)  
dancing (n)  
football (n)  
shopping (n)  
writing (n)

### Talent and hobbies

page 10

act (n)  
audience (n)  
contestant (n)  
dream (n)  
entertainment (n)  
judge (n)  
live (adj)  
perform (v)  
show (n)  
stage (n)  
take part (v)  
talent (n)  
winner (n)

### Talent and hobbies

other pages

break dancing  
collecting comics  
juggling  
karate  
magic tricks  
making models  
painting pictures  
riding a bike  
singing  
skateboarding  
telling jokes  
tennis

### Wordzone

Noun and verb forms page 10

Noun	Verb
act	act
dream	dream
judge	judge
performance	perform
show	show

### Wordzone EXTRA

entertainment entertain  
winner win

## 2 Time out

### Celebrations page 16

competition (n)  
costume (n)  
festival (n)  
fireworks (n)  
parade (n)  
tradition (n)

### Celebrations page 18

carnival (n)  
celebrate (v)  
decorations (n)  
feast (n)  
guest (n)  
invite (v)  
march (v)  
present (n)

### Phrases page 18

celebrate my birthday  
have fun at a festival  
invite guests  
march in a parade  
perform in a show

### Phrases EXTRA

guess the answer  
play a trick

### Wordzone

#### Adjectives and prepositions

page 18

afraid of  
bored of/with  
different from  
interested in  
keen on

### Wordzone EXTRA

believe in  
famous for  
good at  
prepare for

## DVD Activities

### Britain's got talent!

#### Words you might need

**the final** – the last part of a competition when the judges choose the winner

#### 1 Predict! Then watch and check.

George wins *Britain's got talent*. Yes / No

#### 2 Who says each sentence? Kate (K) or George (G).

- 1 It's miles away from what I normally do every day. K / G
- 2 I'm naturally a shy person. K / G
- 3 It's the biggest moment in both our lives. K / G
- 4 Not only will it change my life, it will save my life. K / G

### Time to talk

#### 3 Which dance do you like best? Why?

### The monkey festival

#### Words you might need

**steal** – take something from someone without their permission

**chef** – a person whose job is to cook meals, usually in a restaurant

#### 1 Predict! Then watch and check.

People in the Lop Bhuri think monkeys are very bad for the city. Yes / No

#### 2 Circle the food the monkeys like to eat.

butter  
cake  
chicken  
fruit  
ice cream  
jelly  
milk  
sausages  
steak  
tea

### Time to talk

#### 3 Would you like to go to the monkey festival? Why/Why not?

### 3 What's cool in school?

#### School page 26

bin (n)  
calculator (n)  
canteen (n)  
hall (n)  
match (n)  
school secretary (n)

#### School page 28

blackboard (n)  
break (n)  
classroom (n)  
lesson (n)  
noticeboard (n)  
playground (n)  
primary school (n)  
secondary school (n)  
subject (n)  
timetable (n)

#### Subjects page 28

Art (n)  
Computer Studies (n)  
English (n)  
French (n)  
Geography (n)  
History (n)  
Maths (n)  
PE (n)  
Science (n)

#### School uniform

page 28

blazer (n)  
jacket (n)  
jeans (n)  
shirt (n)  
shoes (n)  
skirt (n)  
sweatshirt (n)  
T-shirt (n)  
tie (n)  
trainers (n)  
trousers (n)  
uniform (n)

#### Wordzone

##### Compound nouns

blackboard (n)  
classroom (n)  
homework (n)  
noticeboard (n)  
playground (n)  
sweatshirt (n)  
timetable (n)

### 4 Ancient treasure

#### History and dates page 34

ancient (adj)  
Aztecs (n)  
culture (n)  
Egyptians (n)  
Greeks (n)  
Incans (n)  
Mayans (n)  
Romans (n)

#### History and dates page 36

archaeologist (n)  
bone (n)  
century (n)  
coin (n)  
gold (adj)  
jewellery (n)  
mask (n)  
skull (n)  
statue (n)  
sword (n)  
vase (n)

#### Abbreviations after dates

bce (Before the Common Era)  
ce (Common Era)

#### Wordzone

##### Writing and saying dates

page 36

##### Write

1<sup>st</sup> January, 2<sup>nd</sup> February, 3<sup>rd</sup> March,  
4<sup>th</sup> April, 5<sup>th</sup> May, etc.  
1991, 2010, etc.

##### Say

The first, second, third, fourth, fifth,  
etc. of January, February, etc.  
Up to 2000 e.g. 1996: nineteen  
ninety-six  
after 2000 e.g. 2010: two thousand  
and ten OR twenty ten  
16<sup>th</sup> century: sixteenth century

### DVD Activities

#### Boys don't sing

##### Words you might need

**MC** – Master of Ceremonies, the person who performs a piece of rap music

- Predict! Then watch and check.**
  - The boys always wear their school ties and blazers. Yes / No
  - Imran sings for Gareth. Yes / No
- Choose the phrase that best describes the information in the DVD clip.**
  - Lots of boys wanted to join Gareth's choir.
  - It was difficult for Gareth to find singers for the choir.
  - The boys did lots of sport so they didn't want to sing.

#### Time to talk

- Music is an important lesson. Do you agree? Why/Why not?**

### The mystery of the crystal skull

##### Words you might need

**astronomer** – someone who studies the stars

**symbol** – something that represents something else

**skilled** – very good at something

**kingdom** – an area or country that a king rules

- Predict! Then watch and check.**

Where does the man/woman in the DVD think that crystal skulls come from?

  - Aztecs
  - Maya
  - Europe
- Are the sentences true (T) or false (F)?**
  - The Mayans were good at building. T / F
  - Skulls were a symbol of intelligence. T / F
  - The Aztecs lived in the sixteenth century. T / F

#### Time to talk

- Who do you think made the skulls? Why?**



## 5 Homesick? Seasick!

### Planning a trip *page 44*

chocolate (n)  
iPod (n)  
lip gloss (n)  
mobile (n)  
rucksack (n)  
suitcase (n)  
sunglasses (n)  
trip (n)

### Phrases *page 46*

be away from home  
get there/here  
live without something  
look forward to something  
miss someone  
pack a bag, rucksack or suitcase  
take (something) with you  
worry about something

### Planning a trip

*other pages*

homesick (n)  
seasick (n)  
seasickness (n)

### Travel and transport

*page 46*

bike (n)  
boat (n)  
bus (n)  
car (n)  
helicopter (n)  
lorry (n)  
motorbike (n)  
plane (n)  
taxi (n)  
ship (n)  
train (n)  
van (n)  
vehicle (n)

### Travel and transport

*other pages*

airport (n)  
cruise ship (n)  
race (n)  
runway (n)

### Wordzone

*Using the right verb page 46*

catch a bus  
drive a van  
fly a helicopter  
ride a motorbike  
sail in a boat  
take a taxi

## 6 Swap, don't shop!

### Shopping *page 52*

book (n)  
buy (v)  
CD (n)  
clothes (n)  
computer game (n)  
cost (v)  
DVD (n)  
magazine (n)  
necklace (n)  
pay (v)  
poster (n)  
price (n)  
skateboard (n)  
spend (v)  
sports gear (n)  
tennis racquet (n)  
toy (n)

### Shopping *page 54*

bookshop (n)  
cheap (adj)  
closed (adj)  
customer (n)  
department store (n)  
expensive (adj)  
for sale (adj)  
open (adj)  
shop assistant (n)  
shopping mall (n)  
sports shop (n)  
supermarket (n)  
try on (v)

### Shopping *other pages*

product (n)  
shopaholic (n)  
size (n)  
swap (v)

### Wordzone

*Compound nouns page 54*

bookshop  
computer game  
department store  
shop assistant  
shopping mall  
sports gear  
sports shop  
supermarket

## DVD Activities

### Serious ocean

#### Words you might need

**explorer** – a person who travels to a place to find out about it

**finalist** – a person who is in the final of a competition

#### 1 Predict! Then watch and check.

The sixteen finalists in the BBC competition have a challenge.

Are they going to

**A** swim 100 metres across the water?

**B** sail 100 metres across the water?

**C** walk 100 metres on a rope across the water?

#### 2 Answer the questions.

1 How did the finalists feel about their challenge?

2 How many people did you see on the ropes?

3 How many people finished the challenge successfully?

### Time to talk

#### 3 Do you think the challenge will help the adventurers on their sailing trip? Why/Why not?

## Swap, don't shop!

#### Words you might need

**paperclip** – a small piece of metal to hold paper together

**junk** – something that is not worth anything

#### 1 Predict! Then watch and check.

Has James's dream come true?

Yes / No

#### 2 Put the things James swapped in the order he swapped them.

ball  
bike  
book  
car  
golf bag  
gym  
paperclip 1  
plane  
speedboat

### Time to talk

#### 3 What would you like to get in a swap? What would you swap?

## 7 Win or lose

### Sports page 62

archery (n)  
basketball (n)  
beach volleyball (n)  
BMX racing (n)  
diver (n)  
pentathlon (n)  
swimming marathon (n)  
synchronised diving (n)  
table tennis (n)  
taekwondo (n)

### Sports page 64

bronze (adj)  
champion (n)  
crash (v)  
fall (v)  
gold (adj)  
medal (n)  
Olympics, the (n)  
overtake (v)  
race (n)  
silver (adj)  
sports-mad (adj)  
track (n)  
visualise (v)  
water polo (n)  
win (v)

### Sports other pages

bowling (n)  
final (n)  
ice skating (n)  
skateboarding (n)  
training (n)

### Wordzone

#### Where sports are played page 64

diving/swimming pool  
hockey/baseball/football pitch  
running/race track  
volleyball/badminton/tennis court

## 8 Wild things

### Wild places page 70

Amazon, the (n)  
Andes, the (n)  
desert (n)  
Great Lakes, the (n)  
jungle (n)  
lake (n)  
mountain (n)  
rainforest (n)  
Sahara, the (n)

### Wild places page 72

adventure (n)  
crocodile (n)  
Earth (n)  
hill (n)  
island (n)  
moon (n)  
ocean (n)  
river (n)  
sea (n)  
valley (n)  
wood (n)

### Wild places other pages

ice (n)  
igloo (n)  
sledge (n)  
survivor (n)  
temperature (n)

### Wordzone

#### Talking about the weather page 72

**Noun**  
cloud  
cold  
fog  
rain  
snow  
storm  
sun  
wind

**Verb**  
cloudy  
cold  
foggy  
rainy  
snowy  
stormy  
sunny  
windy

### Wild animals page 74

cheetah  
dolphin  
elephant  
giraffe  
kangaroo  
penguin  
polar bear  
rat  
snake  
tiger

## DVD Activities

### BMX champion

#### Words you might need

**rebel** – a person who doesn't like someone telling them what to do

**professional** – a person who does a sport or hobby as a job

#### 1 Predict! Then watch and check

A Shanaze rides in the streets when she trains. Yes / No

B Shanaze says she is a professional sports person. Yes / No

#### 2 Are the sentences true (T) or false (F)?

A Shanaze trains hard. T / F

B Most people think BMX is about 'doing tricks'. T / F

C Shanaze talks about the Olympic final. T / F

### Time to talk

#### 3 Do you think BMX is a good Olympic sport? Why/Why not?

### Elephant safari

#### Words you might need

**tracks** – the marks something makes when it moves across the ground

**to spot** – to see

#### 1 Predict! Then watch and check

The elephants attack the man. Yes / No

#### 2 Are the sentences true (T) or false (F)?

1 Elephants live in the desert in only two countries. T / F

2 Desert elephants have smaller feet than other elephants. T / F

3 The elephant they see is quite small. T / F

### Time to talk

#### 3 Would you like to get very close to an elephant? Why/Why not?

## 9 Chocolate is good for you

### Food and cooking

page 80

energy (n)  
recipe (n)  
spot (n)

### Food and cooking

page 82

add (v)  
boil (v)  
burn (v)  
carrot (n)  
chicken (n)  
chop (v)  
cook (v)  
cut (v)  
drink (n)  
egg (n)  
fish (n)  
fruit juice (n)  
fry (v)  
grill (v)  
liquid (n)  
potato (n)  
roast (v)  
sauce (n)  
slice (v)  
steak (n)  
stir (v)

### Food and cooking

other pages

burger (n)  
butter (n)  
cabbage (n)  
cheese (n)  
dairy food (n)  
fat (n)  
flour (n)  
meat (n)  
oven (n)  
rice (n)  
salad (n)  
snack (n)  
soup (n)  
sweets (n)  
vegetable (n)  
yoghurt (n)

### Wordzone

Changing verbs into adjectives

page 82

boil	boiled
cook	cooked
fry	fried
grill	grilled
roast	roasted

## 10 Weird places

### Buildings and places

page 88

beach (n)  
canal (n)  
cave (n)  
forest (n)  
island (n)  
volcano (n)

### Buildings and places

page 90

barge (n)  
caravan (n)  
castle (n)  
cottage (n)  
farm (n)  
guest house(n)  
hotel (n)  
houseboat (n)  
lighthouse (n)  
manor (n)  
tent (n)  
tower (n)  
tree house (n)  
windmill (n)

### Wordzone

Compound nouns page 90

bathroom  
bedroom  
campsite  
dining room  
farmhouse  
guest house  
living room  
windmill

### Materials page 93

card  
cotton  
glass  
leather  
paper  
wood

## DVD Activities

### A chocolate drink?

Words you might need

disgusting – horrible

pulverise – turn something into a powder

#### 1 Predict! Then watch and check.

A chocolate drink was invented before chocolate bars.

Yes / No

#### 2 Choose the phrase that best describes the information in the DVD clip.

- A The people who picked cocoa beans made the first chocolate bar.
- B A scientist made a chocolate bar when he was making chocolate powder.
- C People have eaten chocolate bars for thousands of years.

### Time to talk

#### 3 Have you ever cooked with chocolate? What did you make?

### Cave hotel

Words you might need

troglydite – a person who lives in a cave

to form – to make

Cappadocia – an area in central Turkey where cave houses are found

#### 1 Predict! Then watch and check.

- Volcanoes formed this soft rock
- A 10 million years ago.
- B 20 million years ago.
- C 30 million years ago.

#### 2 Are the sentences true (T) or false (F)?

- 1 People lived in these caves until the 1850s. T / F
- 2 The TV presenter flies over Cappadocia in a hot air balloon. T / F

### Time to talk

#### 3 Would you like to stay in a cave hotel? Why/Why not?





## 11 Jobs 4 kids

### Jobs page 99

clothes designer (n)  
doctor (n)  
fashion model (n)  
hairstylist (n)  
office worker (n)  
police officer (n)  
taxi driver (n)  
teacher (n)  
TV/radio presenter (n)  
vet (n)  
zoo keeper (n)

### Jobs page 100

farmer (n)  
painter (n)  
photographer (n)  
nurse (n)  
reporter (n)  
singer (n)  
writer (n)

### Jobs other pages

actor (n)  
babysitter (n)  
full-time (adj)  
musician (n)  
part-time (adj)  
waiter (n)

## Wordzone

### Phrasal verbs page 100

carry on  
deal with  
grow up  
hang on  
help out  
look after  
take off

## 12 Is that really true?

### Science and technology page 106

bust (v)  
experiment (n)  
explosion (n)  
laboratory (n)  
model (n)  
myth (n)  
robot (n)

### Science and technology page 108

design (v)  
discover (v)  
invent (v)  
research (v)  
test (v)

## Measurements

page 108  
centimetre (n)  
kilogram (n)  
kilometre (n)  
litre (n)  
metre (n)

### Science and technology other pages

code (n)  
satellite (n)

## Wordzone

### Remembering phrasal verbs

page 108

### By preposition

get on  
go on  
keep on  
put on  
turn on

### By verb

get off  
get on  
get up  
look at  
look for  
look out

### By opposites

get on – get off  
turn on – turn off  
turn up – turn down

## DVD Activities

### When will I be famous?

#### Words you might need

**showbusiness** – working as a performer in a theatre or on TV

**Sylvia Young Theatre School** – a well-known theatre school in London

**Les Misérables** – a very famous musical

**The West End** – an area of London where there are lots of theatres

### 1 Predict! Then watch and check.

Which three jobs does Perry want to do?

actor                  dancer  
footballer          musician  
singer

### 2 Answer the questions.

- Which days of the week do students study normal lessons?
- Why does Perry leave school early on his first day?
- How does Perry feel after his performance?

## Time to talk

### 3 What do you think about Perry's life at the theatre school?

## Sticky tape

#### Words you might need

**sticky tape** – Sellotape

### 1 Predict! Then watch and check.

It takes fifty pieces of sticky tape to lift a car completely off the ground. Yes / No

### 2 Answer the questions.

- Which part of the car did they stick the sticky tape to?
- What happened when they first tried to lift the car?
- Did the pieces of sticky tape lift the car for a long time?

## Time to talk

### 3 What do you think you can lift with 100 pieces of sticky tape?

bike                  fridge  
dog                  human

## Unit 1

### Present simple

#### Positive

I/We/You/They	dance.
He/She/It	dances.

#### Negative

I/We/You/They	<b>don't</b> dance.
He/She/It	<b>doesn't</b> dance.

#### Questions

<b>Do</b>	I/we/you/they	dance?
<b>Does</b>	he/she/it	dance?

#### Short answers

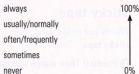
<b>Yes,</b>	I/you/we/they	<b>do.</b>
	he/she/it	<b>does.</b>
<b>No,</b>	I/you/we/they	<b>don't.</b>
	he/she/it	<b>doesn't.</b>

We use the present simple to talk about:

- something that is always true or usually true.  
*She sings classical music.*
- a habit or routine.  
*She plays football every week.*
- fixed timetables.  
*The show starts at 8 p.m.*

### Time expressions

We use adverbs of frequency with the present simple to say **how often** something happens.



Adverbs of frequency come:

- before main verbs.  
*We **always** have singing lessons on Fridays.*
- after **be**.  
*We **are normally** tired after school.*
- after auxiliary verbs.  
*They've **never** been on stage.*
- after modal verbs.  
*You **should** always practise before you perform.*

We can use other time phrases to say **how often** something happens.

Time phrases come:

- at the beginning of a sentence.  
***On Mondays** he goes to chess class.*
- at the end of a sentence.  
*I have dance lessons **every week**.*

## Unit 2

### Present continuous

#### Positive

I	<b>am ('m)</b>	looking.
He/She/It	<b>is ('s)</b>	
We/You/They	<b>are ('re)</b>	

#### Negative

I	<b>am ('m) not</b>	looking.
He/She/It	<b>is not (isn't)</b>	
We/You/They	<b>are not (aren't)</b>	

#### Questions

<b>Am</b>	I	looking?
<b>Is</b>	he/she/it	
<b>Are</b>	we/you/they	

#### Short answers

<b>Yes,</b>	I	<b>am.</b>
	he/she/it	<b>is.</b>
	we/you/they	<b>are.</b>
<b>No,</b>	I	<b>'m not.</b>
	he/she/it	<b>isn't.</b>
	we/you/they	<b>aren't.</b>

Notice the spelling changes:

- sit > sitting, make > making*

We use the present continuous to talk about:

- something happening now.  
*What **are you eating**?*
- temporary situations.  
*He's **studying** to be a doctor.*

We often use the present continuous with time words and phrases like *now, right now* or *at the moment*.

*She's **working** at the moment.*

### Present continuous for future

We use the present continuous to talk about:

- something that is about to happen.  
*Next they're **walking** in the parade.*
- things we have arranged to do in the near future.  
*We're **leaving** for the picnic at 10.00 tomorrow morning.*

We often use the present continuous with future time words and phrases like *this evening, next week, at the weekend, on Friday, in the summer*.

*They're **having** a party on Saturday.*

## Adverbs

We can create adverbs by adding -ly to adjectives in order to say how something happens.

He walks **quickly**.

She speaks **quietly**.

He plays the piano **beautifully**.

Some adjectives do not change.

fast → fast      early → early

late → late      hard → hard

Some adjectives are irregular.

good → well

## Unit 3

### Past simple

#### Positive

I/He/She/It/We/You/They	listened.
-------------------------	-----------

#### Negative

I/He/She/It/We/You/They	didn't listen.
-------------------------	----------------

#### Questions

Did	I/we/you/he/she/it/they	listen?
-----	-------------------------	---------

#### Short answers

Yes.	I/he/she/it/we/you/they	did.
No.		didn't.

Notice the spelling changes:

study > studied, practise > practised, travel > travelled

We use the past simple to talk about:

- an action that started and finished in the past.  
*They all **practised** hard.*
- one completed action after another.  
*The audience **arrived** and the concert **started**.*  
(First, the audience arrived and then the concert started.)
- actions that happened regularly in the past.  
*I **listened** to my CD **every day**.*

### Irregular verbs

Some verbs do not form the past simple with -ed. They are irregular:

be > was/were, eat > ate, drink > drank, find > found,  
go > went, see > saw

positive	I/He/She/It/We/You/They	won	the competition.
negative	I/He/She/It/We/You/They	didn't win	the competition.
question	Did	I/he/she/it/we/you/they	win the competition?

## Time phrases with the past

We often use time expressions with the past:

yesterday, last week, last month, last year,  
two weeks/months/years ago, in 2005

We were in Spain in 2009.

I had a Science lesson **three days ago**.

## Unit 4

### Past continuous

#### Positive

I/He/She/It	was	exploring.
We/You/They	were	

#### Negative

I/He/She/It	was not (wasn't)	exploring.
We/You/They	were not (weren't)	

#### Questions

Was	I/he/she/it	exploring?
Were	we/you/they	

#### Short answers

Yes.	I/he/she/it	was.
	we/you/they	were.
No.	I/he/she/it	wasn't.
	we/you/they	weren't.

We use the past continuous to talk about:

- an action that was in progress in the past.  
*We were **looking** for an ancient temple.*
- to set the scene in a story.  
*It was **raining** when we **arrived**.*

We use the past simple and the past continuous together to talk about an action that happened while another action was in progress:

*I **was cleaning** when he **arrived**.*

### Past continuous and past simple

We often use when before the action in the past simple and while or as before the action in the past continuous. Notice when we use a comma (,):

*She was sleeping **when** the phone rang.*  
***When** the phone rang, she was sleeping.*

*The phone rang **while** she was sleeping.*  
***While** she was sleeping, the phone rang.*

**to- infinitive**

We use **to + infinitive**:

- after certain verbs e.g. *advise, agree, allow, ask, begin, choose, continue, decide, forget, hate, help, hope, learn, like, offer, order, plan, prefer, prepare, promise, refuse, start, stop, want, would like, would love.*

*He forgot **to bring** his books.*

*The waiter asked them **to leave**.*

- after certain adjectives, e.g. *happy, glad, possible, sorry, pleased.*

*She was happy **to help**.*

*I'm glad **to be** here.*

**-ing forms**

We use **-ing forms**:

- after certain verbs, e.g. *begin, continue, enjoy, hate, keep, like, love, prefer, practise, remember, start, stop, suggest.*  
*I enjoy **cooking** for friends.*
- after phrases that end with prepositions, e.g. *bad at, bored with, fed up with, good at, interested in, tired of.*  
*He's really good at **finding** clues.*
- after certain expressions *can't stand, it's no use, looking forward to, mind.*  
*I don't mind **helping** you.*

We can also use the **-ing form** of a verb like a noun, as the subject of a sentence.

**Learning** to be a DJ is hard work.

**Unit 5****will****Positive**

I/He/She/It/We/You/They	<b>will ('ll)</b>	sail to Chile.
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**Negative**

I/He/She/It/We/You/They	<b>will not (won't)</b>	sail to Chile.
-------------------------	-------------------------	----------------

**Questions**

<b>Will</b>	I/he/she/it/we/you/they	sail to Chile?
-------------	-------------------------	----------------

**Short answers**

<b>Yes,</b>	I/he/she/it/we/you/they	<b>will.</b>
<b>No,</b>		<b>won't.</b>

We use **will + infinitive without to**:

- to talk about things we think, believe or know will happen in the future.  
*The teenagers **will miss** their families when they go away next week.*
- to make a promise or an offer.  
*I'll **help** you pack your bags.*
- for an unplanned decision that we make at the moment of speaking.  
*'Tea or coffee?'*  
*'I'll **have** tea, please.'*

**going to****Positive**

I	<b>am ('m)</b>	<b>going to</b>	leave tomorrow.
He/She/It	<b>is ('s)</b>		
We/You/They	<b>are ('re)</b>		

**Negative**

I	<b>am not ('m not)</b>	<b>going to</b>	leave tomorrow.
He/She/It	<b>is not (isn't)</b>		
We/You/They	<b>are not (aren't)</b>		

**Question**

<b>Am</b>	I	<b>going to</b>	leave tomorrow?
<b>Is</b>	he/she/it		
<b>Are</b>	we/you/they		

**Short answers**

<b>Yes,</b>	I	<b>am.</b>
	he/she/it	<b>is.</b>
	we/you/they	<b>are.</b>
<b>No,</b>	I	<b>'m not.</b>
	he/she/it	<b>isn't.</b>
	we/you/they	<b>aren't.</b>

We use **be going to + infinitive** to talk about:

- things that we have decided or planned to do in the future.  
*I'm **going to pack** my suitcase tonight.*
- a future prediction based on evidence we know or can see now.  
*Look at the traffic! It's **going to be** a difficult journey!*

**shall**

To make suggestions about the future.

*Shall we go to the cinema on Saturday?*

→ **will** in conditional forms see Unit 11.

→ Present continuous for future see Unit 2.

**Unit 6****Present perfect simple****Positive**

I/We/You/They	<b>have ('ve)</b>	<b>started.</b>
He/She/It	<b>has ('s)</b>	

**Negative**

I/We/You/They	<b>have not (haven't)</b>	<b>started.</b>
He/She/It	<b>has not (hasn't)</b>	

**Questions**

<b>Have</b>	I/we/you/they	<b>started?</b>
<b>Has</b>	he/she/it	

## Short answers

Yes,	I/we/you/they	have.
	he/she/it	has.
No,	I/we/you/they	haven't.
	he/she/it	hasn't.

We use the present perfect simple to talk about:

- a past action or experience that is still true at the moment of speaking.  
*We've lived here for ten years. (we still live here)*
- a past action or experience with results in the present.  
*He's bought a new DVD. (he has it now)*

## Present perfect with adverbs

## already

We use *already* when something has happened before now.

*I've already seen that DVD.*

## ever and never

We use *ever* in questions and statements to talk about whether an event or experience has/hasn't happened at some time in the past. We use *never* for something that hasn't happened and for a negative answer.

*'Have you ever been to Scotland?'*

*'No, I've never been there.'*

## for

We use *for* when we refer to the period of time.

*I've waited for about a year/a long time/three minutes.*

## just

We use *just* for very recent events, things that happened a very short time ago.

*We've just been to that shop!*

## since

We use *since* when we refer to the starting point in time.

*We played tennis since I was eight/2008/the beginning of term.*

## yet

*Yet* means 'up to now'. We use *yet* with a negative verb to say that something has not happened, but we think that it will in the future.

*The train hasn't arrived yet.*

We also use *yet* in questions.

*Have you spoken to your new teacher yet?*

## Notes

*Already* and *just* come after *has/have*. *Yet* comes at the end of a sentence or question.

## Unit 7

## Ability – can, could

## Positive

I/He/She/It/ We/You/They	can	paint.
	could	

## Negative

I/He/She/It/ We/You/They	can't	paint.
	couldn't	

## Questions

Can/Could	I/he/she/it/we/you/they	paint?
Can't/Couldn't		

## Short answers

Yes,	I/he/she/it/we/you/they	can/could.
No,		can't/couldn't.

We use *can* and *could* + infinitive without *to* to talk about ability and possibility in the present.

*BMX riders can jump high on their bikes.*

We use *could* + infinitive without *to* for a general ability to do something in the past.

*She could ride a bike when she was two years old.*

## Obligation – have to

present (have to)	You <b>have to</b> go now.	<b>Do you have to</b> go now?
past	He <b>had to</b> go home.	<b>Did he have to</b> go home?

We use *have to* + infinitive without *to* to talk about:

- when an action is necessary because another person says so, or there is a rule.  
*My PE teacher says we have to arrive early before a match. We have to wear goggles for swimming lessons.*
- obligation in the past.  
*I didn't watch TV last night because I had to do my homework.*

We use *don't/doesn't have to* to say there is no obligation.

*You don't have to use your own BMX bike, you can borrow one.*

## Permission – can

We use *can/could* for asking or refusing permission.

*Can I borrow your basketball kit? No, you can't.*

## Unit 8

## Adjectives – comparatives and superlatives

Type	Comparative	Superlative
adjectives with one syllable, ending in -e <i>nice</i>	add -r <i>nicer</i>	add -st <i>the nicest</i>
adjectives with one syllable <i>long, fast</i>	add -er <i>longer, faster</i>	add -est <i>the longest, fastest</i>
adjectives with one syllable ending in one vowel and one consonant <i>big, fat, thin</i>	double the consonant, add -er <i>bigger, fatter, thinner</i>	double the consonant, add -est <i>the biggest, fattest</i>
adjectives with two syllables ending in -y <i>easy, happy</i>	delete -y add -ier <i>easier, happier</i>	delete -y add -iest <i>the easiest, happiest</i>
adjectives with two or more syllables <i>difficult, important</i>	more/less + adjective <i>more difficult, less important</i>	the most/least + adjective <i>the most difficult, the least important</i>

Irregular adjective	Comparative	Superlative
<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>far</i>	<i>further</i>	<i>the furthest</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>much</i>	<i>more</i>	<i>the most</i>
<i>many</i>	<i>more</i>	<i>the most</i>

We use comparative adjectives + *than* to compare two people or things that are not equal.

*I am **younger** than my sister.*

We use the superlative form to compare three or more things.

*I am **younger** than my sister but my brother is **the youngest**.*

We use (not) *as* + adjective + *as* to compare two things that are equal.

*My mum is **as clever** as my dad.*

*She isn't **as tall** as I am.*

## Unit 9

Obligation – *must*, *have to*, *don't have to*, *mustn't*, *need to*

present/future ( <i>must</i> )	<i>I <b>must</b> leave.</i>	<i>I <b>mustn't</b> leave.</i>	<i><b>Must I</b> leave?</i>
present ( <i>have to</i> )	<i>You <b>have to</b> leave.</i>	<i>You <b>don't have to</b> leave.</i>	<i><b>Do you have to</b> leave?</i>
present/future ( <i>need to</i> )	<i>He <b>needs to</b> leave.</i>	<i>He <b>doesn't need to</b> leave.</i>	<i><b>Does he need to</b> leave?</i>
past	<i>He <b>had to</b> leave.</i>	<i>He <b>didn't have to</b> leave.</i>	<i><b>Did he have to</b> leave?</i>
future	<i>He <b>will have to</b> leave.</i>	<i>He <b>won't (= will not) have to</b> leave.</i>	<i><b>Does he have to</b> leave?</i>
present perfect	<i>He <b>has had to</b> leave.</i>	<i>He <b>hasn't had to</b> leave.</i>	<i><b>Has he had to</b> leave?</i>
present/future	<i>He <b>should</b> leave.</i>	<i>He <b>shouldn't</b> leave.</i>	<i><b>Should he</b> leave?</i>

**must/mustn't**

We use *must* for present or future obligation. We use *must*:

- when the speaker thinks it is necessary to do something.  
*I **must** learn my verbs for the exam.*

We use *must not* (*mustn't*):

- to say that it is necessary not to do something or that something is not allowed.  
*You **mustn't** forget to bring your passport.*  
*You **mustn't** listen to music in the library.*

*Must* is not used in the past. We use *had to* or *didn't have to*.

→ *have to* see Unit 7.

**need/don't need to**

We use *need to* and *don't need to* + *to* infinitive to say when something is necessary.

*It's very hot – you **don't need to** bring your coat.*

*You **need to** bring something to eat because there is no café.*

*Do I **need to** do my homework tonight?*

**should/shouldn't**

We use *should* and *shouldn't* to give advice.

*You **should work** harder.*

*You **shouldn't play** on the computer all day!*

We can also use *should* to ask for advice.

*What do you think I **should do**?*

## Unit 10

### The passive

We form the passive with the correct tense of *be* + past participle. The object of an active sentence becomes the subject of a passive sentence.

### Present simple passive

The Tower of London **is visited** by thousands of tourists every year.

**Are we allowed** to feed the giraffes?

### Past simple passive

The castle **was built** by a very rich man.

This photo **wasn't taken** in Africa.

We use the passive:

- in formal writing, especially in reports and newspapers.  
*The new hotel **was opened** yesterday.*
- when we don't know who does the action.  
*Four glasses **are broken**.*
- to pay more attention to the action than the person doing it.  
*The classroom **was decorated** with plants and flowers.*
- when we want to emphasise the importance of the person/thing doing the action, e.g. if someone has done a special or well-known job. In this case we use *by* + person/thing.  
*The Eiffel tower **was designed by** Gustave Eiffel.*

Some verbs only have a passive form:

*I **was born** in Poland.*

## Unit 11

### Zero conditional

if clause	Main clause
present simple	present simple

We use the zero conditional to talk about things that are always or generally true as a result of an action or situation.

*If my mum **needs** help, I **look after** my little brother.*

*I **look after** my little brother **if** my mum **needs** help.*

### First conditional

if clause	Main clause
present simple	will

We use the first conditional to talk about possible actions in the future.

*If the animals are hungry, I **will feed** them.*

*I **will feed** the animals **if** they're hungry.*

Note:

We can use an imperative in the main clause instead of *will*.

*If you get a pet, **look after** it carefully.*

We can use *should/can/might/must* instead of *will*.

*If you **work** as a TV presenter, you **might** meet famous people.*

We can use the present continuous instead of the present simple.

*If you're **having** problems with your homework, I can help.*

## Unit 12

### Reported speech

We use **direct speech** to show the exact words that a person used.

*'I want to go to the cinema,' said Ian.*

We use **reported speech** to tell somebody else what a person said.

*Ian said (that) he wanted to go to the cinema.*

After a past tense reporting verb the original verbs usually move one tense into the past, and the pronouns and possessive adjectives change.

### Tense changes

Direct speech	Reported speech
present simple <i>Adam said, 'I'm hungry.'</i>	past simple <i>Adam said (that) he <b>was</b> hungry.</i>
present continuous <i>Rory said, 'They're watching TV.'</i>	past continuous <i>Rory said (that) they <b>were</b> watching TV.</i>
am/is going to <i>Nick said, 'I'm going to train harder.'</i>	was/were going to <i>Nick said (that) he <b>was going to</b> train harder.</i>
will <i>Sarah said, 'I will wash the car.'</i>	would <i>Sarah said (that) she <b>would</b> wash the car.</i>
can/could <i>Andrew said, 'I can see it.'</i>	could <i>Andrew said (that) he <b>could</b> see it.</i>
must/have to <i>He said, 'I must practise more.'</i>	had to <i>He said (that) he <b>had to</b> practise more.</i>
should/could/would <i>'I should eat less chocolate,' said Caroline.</i>	no change <i>Caroline said (that) she <b>should</b> eat less chocolate.</i>



## Expressions of time and place

We also change some expressions of time and place.

Direct speech	Reported speech
now	then
today, tonight	that day, that night
tomorrow	the next day/the following day
yesterday	the day before/the previous day
tonight	that night
next week/month/year	the following week/month/year
last week/month/year	the previous week/month/year
a month/week ago	the previous month/week
here	there
this	that
these	those

## say or tell?

The most common reporting verbs for statements are *say* and *tell*.

He **said** she was going to the library.

Simon **said** they were going to a concert the next evening.

We can use *tell* when we know who somebody is talking to.

She **told** him/her (that) ...

Steve **told** Barbara (that) ...

## Defining relative clauses

He's the boy	<b>who/that</b>	knows me.
The film	<b>which/that</b>	I'm watching is very interesting.

We use defining relative clauses to say who or what we are talking about. We don't use commas in defining relative clauses.

We use these relative pronouns:

- *who* or *that* for people.
- *which/that* for things/animals.

A relative pronoun can be the subject or object of a relative clause.

The boy **who** knows me sings in the choir.

(The boy knows me = subject)

The boy **who** I know sings in the choir.

(I know the boy = object)

We do not need the relative pronoun when it is the object.

The boy I know sings in the choir.

## Non-defining relative clauses

We use non-defining relative clauses to give extra information about something or somebody. We use commas to separate non-defining relative clauses from the rest of the sentence. We don't use *that* in non-defining relative clauses. We can't leave out the relative pronoun.

Phil, **who** doesn't like reading, never goes to the library.

My football club, **which** is near my house, is very good.

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