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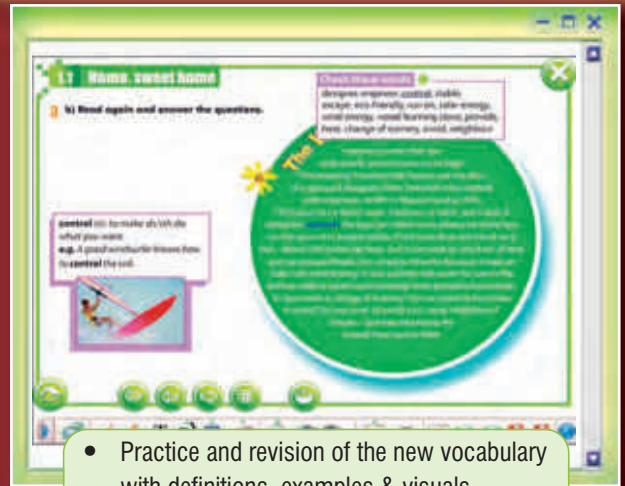
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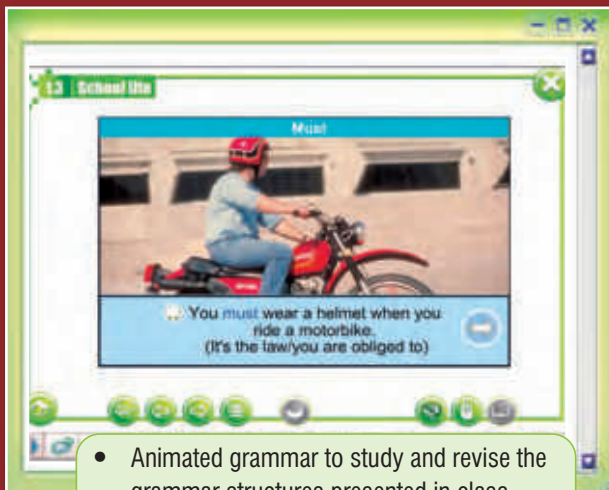
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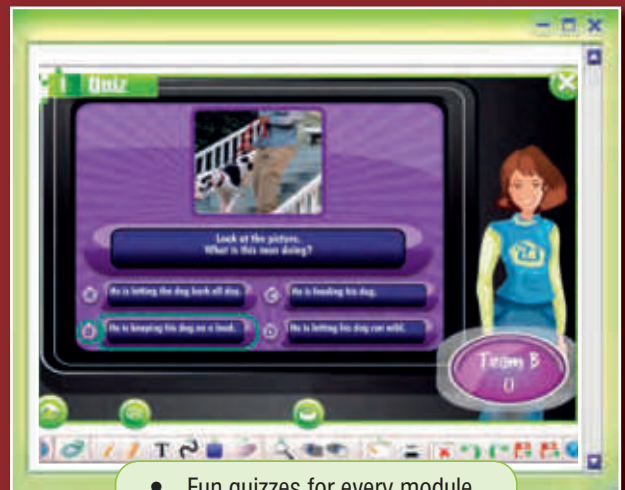
- Read-along texts help students improve their reading skills



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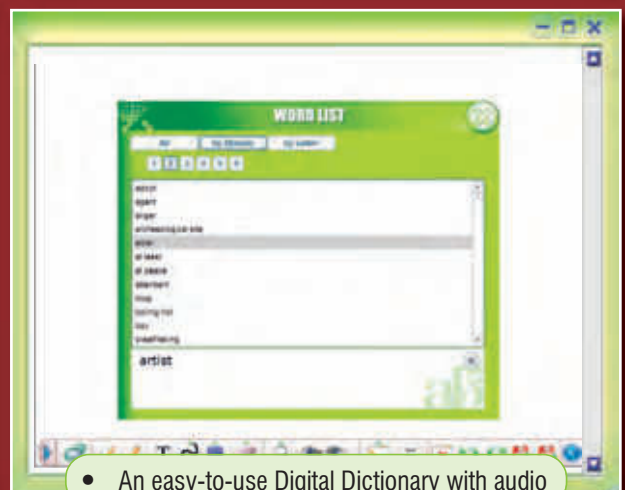
- Animated grammar to study and revise the grammar structures presented in class



- Fun quizzes for every module



- Fully interactive activities to practise and revise grammar & vocabulary



- An easy-to-use Digital Dictionary with audio



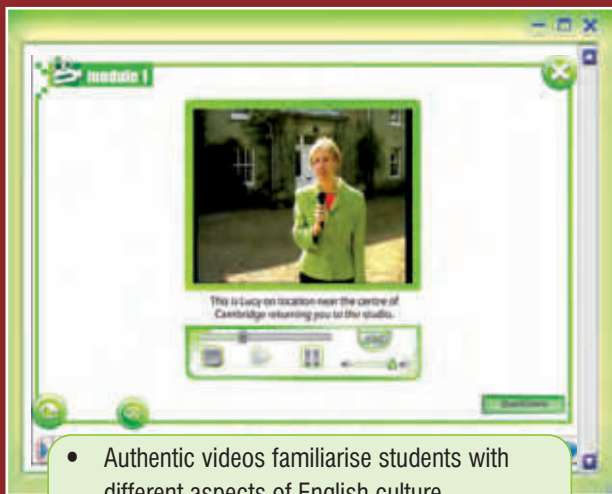
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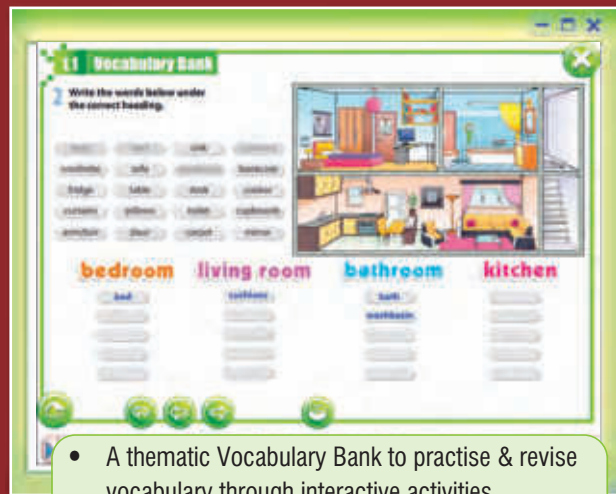
- A fully-animated Reader to motivate students



- Fun vocabulary & grammar games to revise the content of each module



- Authentic videos familiarise students with different aspects of English culture



- A thematic Vocabulary Bank to practise & revise vocabulary through interactive activities



- A vocabulary list with audio in every lesson helps students learn new words and practise spelling and pronunciation



- Speaking & writing models help students correctly prepare homework without parental involvement

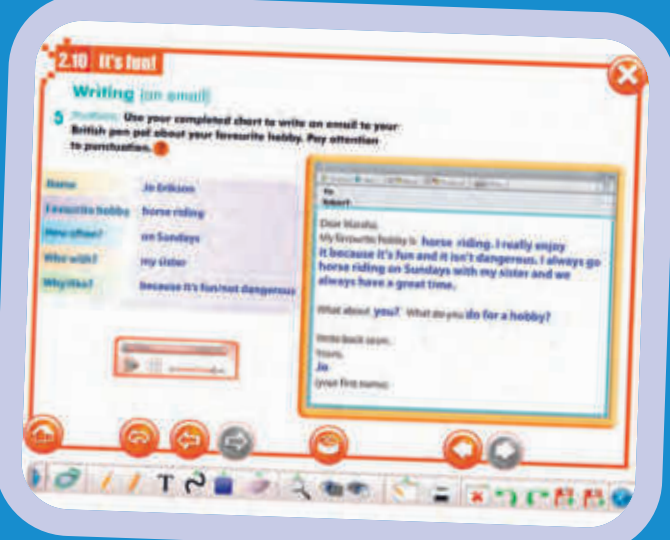




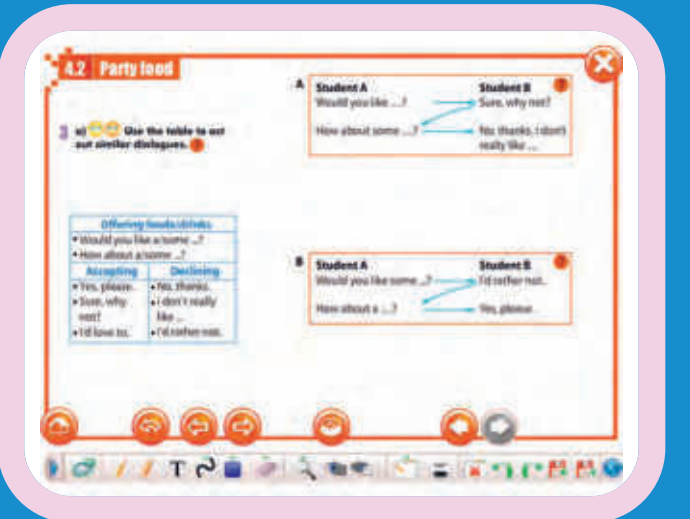
• Vocabulary presentation through visuals



• Fun board games



• Extensive, comprehensive writing sections, with model compositions and plans



• Role-play guide and model dialogues



• Fully interactive workbook



• Fully interactive grammar



# Upload



Virginia Evans  
Jenny Dooley


# 1



Express Publishing

# Contents

| Vocabulary | Grammar | Skills/Functions | Writing/Learning Evidence |
|------------|---------|------------------|---------------------------|
|------------|---------|------------------|---------------------------|

|  <b>MODULE 1 Profiles</b> (pp. 5-25) |  |   |  |
|---|--|---|--|
| <b>1</b>  | greetings & introductions  |   | <ul style="list-style-type: none"> <li>greet people</li> <li>introduce yourself &amp; others</li> <li>say goodbye</li> </ul>                                   |
| <b>2</b>  | the English alphabet   | personal subject pronouns   | <ul style="list-style-type: none"> <li>ask about names</li> <li>listen to identify information</li> </ul>  |
| <b>3</b>  | <ul style="list-style-type: none"> <li>cardinal numbers (1-100)</li> <li>colours</li> </ul>  | <ul style="list-style-type: none"> <li>the verb <i>to be</i> (affirmative)</li> <li>word order of subject &amp; verb</li> </ul> | <ul style="list-style-type: none"> <li>listen for specific information</li> <li>count from 1-100</li> </ul>  |
| <b>4</b>  | telephone numbers  | <i>what</i> questions   | <ul style="list-style-type: none"> <li>address people</li> <li>give personal information</li> <li>apply for membership</li> </ul>                              |
| <b>5</b>  | countries, continents & nationalities  |   | Reading: <i>Our Global Village</i>   |
| <b>6</b>  | jobs   | the verb <i>to be</i> (negative)  | <ul style="list-style-type: none"> <li>Reading: <i>Famous People</i></li> <li>read for specific information</li> </ul>   |
| <b>7</b>  | occupations  | <ul style="list-style-type: none"> <li>the verb <i>to be</i> (questions &amp; short answers)</li> <li>question words</li> </ul> | act out a job interview  |
| <b>8</b>  | family & relatives   | <ul style="list-style-type: none"> <li>possessive adjectives</li> <li>possessive case</li> </ul>                                | <ul style="list-style-type: none"> <li>identify relations</li> <li>talk about your family members</li> <li>Reading: <i>The British Royal Family</i></li> </ul> |
| <b>9</b>  | <ul style="list-style-type: none"> <li>physical appearance</li> <li>months, seasons</li> <li>ordinal numbers (1st-30th)</li> </ul> | <ul style="list-style-type: none"> <li>questions</li> <li>pronunciation of /s/, /j/, /tʃ/</li> </ul>                            | <ul style="list-style-type: none"> <li>Reading: <i>My best friend</i></li> <li>talk about your best friend</li> <li>read dates</li> </ul>                      |
| <b>10</b>   | family & feelings  | <ul style="list-style-type: none"> <li><i>have got</i></li> </ul>   | <ul style="list-style-type: none"> <li>Reading: <i>An amazing talent</i></li> <li>read for specific information</li> </ul>                                     |

Self-Check 1 (p. 26)

|  <b>MODULE 2 Everyday activities</b> (pp. 27-47) |   |   |   |
|---|---|---|---|
| <b>1</b>  | everyday activities   | <ul style="list-style-type: none"> <li>present simple (affirmative)</li> <li><i>at, in</i></li> </ul>                 | <ul style="list-style-type: none"> <li>listen for specific information</li> <li>sequence of events</li> </ul>   |
| <b>2</b>  | activities  | present simple (3rd person singular) – pronunciation  | <ul style="list-style-type: none"> <li>match texts to visual prompts</li> <li>listen for gist</li> <li>complete charts</li> </ul>                       |
| <b>3</b>  | the time  |   | ask for & tell the time   |
| <b>4</b>  | <ul style="list-style-type: none"> <li>school subjects</li> <li>lifestyles</li> </ul> | <ul style="list-style-type: none"> <li>present simple (negative)</li> <li><i>too – but</i> (linking ideas)</li> </ul> | <ul style="list-style-type: none"> <li>listen for specific information</li> <li>compare class timetables</li> <li>Reading: <i>Lifestyles</i></li> </ul> |
| <b>5</b>  | work routines   | present simple (affirmative/negative)   | <ul style="list-style-type: none"> <li>Reading: <i>The Ravenmaster</i></li> <li>use graphic organisers</li> </ul>                                       |
| <b>6</b>  | <ul style="list-style-type: none"> <li>sports</li> <li>days of the week</li> </ul>    | present simple ( <i>yes/no</i> questions) – intonation  | <ul style="list-style-type: none"> <li>Reading: <i>A school announcement</i></li> </ul>   |
| <b>7</b>  | leisure activities  | adverbs & expressions of frequency  | <ul style="list-style-type: none"> <li>Blog: leisure activities</li> <li>talk about frequency</li> </ul>  |
| <b>8</b>  | means of transportation   | present simple ( <i>wh</i> -questions) – intonation   | <ul style="list-style-type: none"> <li>interview a person</li> <li>read for specific information</li> </ul>   |
| <b>9</b>  | places to go & activities   | prepositions of time ( <i>at, on, in</i> )  | <ul style="list-style-type: none"> <li>invite/accept - decline</li> <li>Reading: <i>Are you a couch potato?</i></li> </ul>                              |
| <b>10</b>   | hobbies   | punctuation   | <ul style="list-style-type: none"> <li>express likes/dislikes</li> <li>use dictionaries</li> </ul>  |

Self-Check 2 (p. 48)



| Vocabulary | Grammar | Skills/Functions | Writing/Learning Evidence |
|------------|---------|------------------|---------------------------|
|------------|---------|------------------|---------------------------|

## MODULE 3 Weather and Clothes (pp. 49-69)

|    |   |   |   |   |
|----|---|---|---|---|
| 1  | holiday activities                        | present continuous (affirmative)  | <ul style="list-style-type: none"> <li>describe actions happening now</li> <li>pronunciation of <i>-ing</i> ending</li> </ul>                               | write a description of actions happening now            |
| 2  | carnival                                  | present continuous (negative)   | <ul style="list-style-type: none"> <li>describe pictures</li> <li>report a parade happening now</li> </ul>  | write a report of a parade happening now                |
| 3  | the weather                               | present continuous ( <i>yes/no</i> questions)   | <ul style="list-style-type: none"> <li>read for specific information</li> <li>act out a telephone conversation describing what you are doing now</li> </ul> | describe what you are doing                             |
| 4  | seasonal activities                       |   | <ul style="list-style-type: none"> <li>read postcards</li> <li>read for specific information</li> </ul>   | write a postcard to your pen pal                        |
| 5  | clothes                                   | present continuous ( <i>wh</i> -questions)  | <ul style="list-style-type: none"> <li>talk about actions happening now</li> <li>listen for gist</li> </ul>   | describe activities happening now & people's clothes    |
| 6  | shops                                     | <ul style="list-style-type: none"> <li><i>this/these – that/ those</i></li> <li>spelling</li> </ul> | <ul style="list-style-type: none"> <li>identify places</li> <li>buy clothes/ask about prices</li> </ul>   | write sentences about shops                             |
| 7  | parts of the body & verbs related to them | <i>can/can't</i> (ability)  | <ul style="list-style-type: none"> <li>Reading: <i>A Real Superhero</i></li> <li>learn new vocabulary</li> </ul>  | design your own superhero & describe what he/she can do |
| 8  | celebrations                              | present simple vs. present continuous   | <ul style="list-style-type: none"> <li>listen for specific information</li> <li>describe a celebration</li> </ul>   | write an email to your pen pal about a celebration      |
| 9  | action verbs                              | object pronouns   | <ul style="list-style-type: none"> <li>improve speaking skills</li> <li>read a comic strip</li> </ul>   | write a comic strip                                     |
| 10 | actions verbs (at sports camps)           | <i>and, or</i> (linking ideas)  | <ul style="list-style-type: none"> <li>Reading: <i>A letter from a sports camp</i></li> <li>complete charts</li> </ul>                                      | write an informal letter following a plan               |

Self-Check 3 (p. 70)

## MODULE 4 Food (pp. 71-91)

|    |   |   |  |  |
|----|---|---|--|--|
| 1  | foods/drinks                                  | <ul style="list-style-type: none"> <li>plurals – countable/uncountable nouns</li> <li>pronunciation of <i>-s</i> ending plural forms /s/, /z/, /ɪz/</li> </ul>                      | <ul style="list-style-type: none"> <li>describe how often you eat/drink certain foods/drinks</li> <li>express likes/dislikes about various foods/drinks</li> </ul>                     | write sentences about foods/drinks you like/dislike  |
| 2  | party food                                    | <i>a/an – some/any – There is/There are</i>   | <ul style="list-style-type: none"> <li>offer foods/drinks</li> <li>Reading: <i>Birthdays around the world</i></li> </ul>   | write a short text about how you celebrate birthdays in your country   |
| 3  | containers                                    | <ul style="list-style-type: none"> <li><i>how many/how much, too many/too much, a lot of, some, few/not many, little/not much, any</i></li> <li>pronunciation/intonation</li> </ul> | <ul style="list-style-type: none"> <li>Reading: <i>Food for Fuel</i></li> <li>read for specific information</li> <li>predict content</li> <li>talk about your eating habits</li> </ul> | write a paragraph about what you eat for breakfast/lunch/dinner  |
| 4  | supermarket sections                          | <ul style="list-style-type: none"> <li>pronunciation of /θ/, /ð/</li> <li>sentence stress</li> </ul>  | <ul style="list-style-type: none"> <li>decide on a shopping list</li> <li>listen for gist</li> </ul>   | write your shopping list   |
| 5  | UK currency (coins & notes)                   |   | <ul style="list-style-type: none"> <li>pay for things</li> <li>Reading: <i>Shopping habits</i></li> </ul>  | <ul style="list-style-type: none"> <li>compare your shopping habits to another person's</li> <li>write a text about your family's shopping habits</li> </ul> |
| 6  | food preparation – ingredients & measurements |   | <ul style="list-style-type: none"> <li>give instructions how to make a Mexican dish</li> <li>describe activities happening now</li> </ul>  | write a recipe – convert measurements  |
| 7  | food verbs                                    | <i>how much/how many, some/any</i> (revision)   | <ul style="list-style-type: none"> <li>Reading: <i>National dishes</i></li> <li>describe how to cook a dish</li> </ul>   | write about a typical dish from your country   |
| 8  | tastes  | <ul style="list-style-type: none"> <li><i>can/could/may</i></li> <li>pronunciation of <i>would you, I'd, can I, could I</i></li> </ul>  | <ul style="list-style-type: none"> <li>describe different tastes</li> <li>give your order</li> </ul>   | write a menu (dishes & prices)   |
| 9  | places to buy food/drinks                     | <ul style="list-style-type: none"> <li>the imperative</li> <li>prepositions of place</li> </ul>   | ask for/give directions  | compare your area to another area  |
| 10 | market products                               | <i>was/were</i>   | <ul style="list-style-type: none"> <li>Reading: <i>Special Markets</i></li> </ul>  | write a blog entry about a market in your town   |

Self-Check 4 (p. 92)

Cultural & Curricular Section (pp. 93-101), Workbook: Vocabulary & Grammar Practice (pp. 102-117), Grammar Reference (GR1-GR4), Word List (WL1-WL7)

# 2.4 School days

## Vocabulary

School subjects

1 a) Listen and repeat.



## Grammar

Present simple (negative)

2 Study the table. Now, fill in the gaps with *don't* or *doesn't*.

| NEGATIVE |              |      |
|----------|--------------|------|
| I        | don't get up | He   |
| You      | at six.      | She  |
|          |              | It   |
| We       | don't get    | They |
| You      | up at six.   |      |
|          |              |      |

- Emma \_\_\_\_\_ play tennis.
- Mario \_\_\_\_\_ get up at 7 o'clock.
- Steve and Mary \_\_\_\_\_ live in Mexico.
- We \_\_\_\_\_ have breakfast at 8 o'clock.
- You \_\_\_\_\_ work on Saturdays.
- I \_\_\_\_\_ go to bed late.

3 Look at the class timetable and correct the statements. What is your class schedule for Monday?

| MONDAY        |             |
|---------------|-------------|
|               | Mark        |
| 8:30 – 9:25   | ICT         |
| 9:30 – 10:25  | Maths       |
| 10:25 – 10:40 | Maths       |
| 10:40 – 11:35 | BREAK       |
| 11:40 – 12:30 | Art         |
| 12:30 – 1:30  | PE          |
| 1:30 – 2:25   | LUNCH BREAK |
| 2:30 – 3:25   | English     |
|               | Music       |

## Listening

b) Now, listen and tick (✓) the school subjects each person likes.

**Peter:** Art  – History  – Science

**Ann:** Science  – Music  – PE

**Louise:** Maths  – PE  – English

**Mark:** English  – ICT  – Geography

c) Complete the sentences.


I like ♥ \_\_\_\_\_

I don't like ♥ \_\_\_\_\_

- Tanya and Mark have Music at 8:30. *Tanya and Mark don't have Music at 8:30. They have Music at 2:30.*
- Tanya has Maths at 9:30. \_\_\_\_\_
- Tanya and Mark have PE at 1:30. \_\_\_\_\_
- Mark has Art at 2:30. \_\_\_\_\_
- Tanya and Mark have lunch at 2. \_\_\_\_\_



## Reading & Listening

- 4 Look at the table.  Listen, read, and tick (✓) the phrases that are true for Kagai. Then, complete the table about yourself. Give the text another title.

|                            | Kagai | You |
|----------------------------|-------|-----|
| 1 live in a small village  |       |     |
| 2 walk to school           |       |     |
| 3 go to school by bus      |       |     |
| 4 have lunch at school     |       |     |
| 5 share books              |       |     |
| 6 do chores                |       |     |
| 7 chat online              |       |     |
| 8 do homework at school    |       |     |
| 9 watch TV in the evening  |       |     |
| 10 go to bed at 10 o'clock |       |     |

### Check these words

village, share books, doesn't mind, lucky, electricity, hot meal, do chores, fetch water, wood, under, bed net, protect, mosquito, share the bed

## Writing

- 5 **THINK** In what ways is your daily routine different from/similar to Kagai's? In three minutes, write a short paragraph. Use the completed chart in Ex. 4.

*Kagai lives in a small village, but I don't live in a small village. I live in a big city. Kagai walks to school. I walk to school, too.*

Read your paragraph to the class.

### Did you know?

In British English we write all school subjects with capital letters not just languages. *I like Maths and English.*

## lifestyles

Kagai lives in a small village in Kenya. Every day he walks to school. He shares books with two other boys, but he doesn't mind. Kagai is lucky because his school is the only one with electricity. Lunch break is one of his favourite times because he eats a hot meal at the school canteen. He does his homework at school. When he goes home, he does chores like fetching water and wood. There is no electricity at his house. He goes to bed at 8 o'clock. He sleeps under a bed net that protects him from the mosquitoes. He shares the bed with his two brothers.



# 2.5 Work routines

## Vocabulary

- 1 The pictures show what a ravenmaster does at work.  
🔊 Listen and repeat.



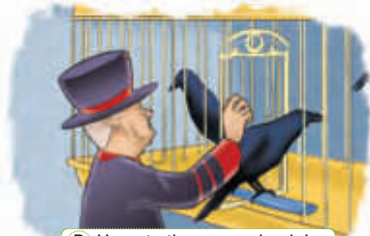
A He feeds the ravens.



B He cleans the cages.



C He lets the ravens out of the cages in the morning.



D He puts the ravens back in the cages in the evening.



E He gives water to the ravens.

### Check these words

different, unusual, only, take care of, let out of the cages, before, during, look after, until, love, fun, pleasure, part of

## Reading

- 2 🔄 Listen, read, and put the pictures in Ex. 1 in the correct order.

**THINK** Why is Derrick's job special?

Derrick's job is special because \_\_\_\_\_



The Tower of London

ravenmaster

## The Ravenmaster

There are a lot of different jobs in the world, but Derrick Coyle's job is very unusual. He is the only ravenmaster at the Tower of London.

The ravenmaster is the person who takes care of the ravens that live in the Tower of London. Derrick lives there with his wife. His day starts at 5 o'clock in the morning. He lets the ravens out of the cages, he feeds them, gives them water and cleans their cages. He does all that before he has breakfast. During the day he feeds the birds and looks after them until he puts them back in the cages at about 9 o'clock in the evening.

Derrick works seven days a week but he doesn't mind. He loves his job. "It's a lot of fun, and gives me a lot of pleasure," he says. "The ravens are part of the family."



raven



## Writing & Speaking

### 3 Form true sentences about Derrick.

- 1 he/live/in the Tower of London \_\_\_\_\_  
\_\_\_\_\_
- 2 he/start/work/at 9 o'clock in the morning  
\_\_\_\_\_
- 3 he/take care of/ravens \_\_\_\_\_  
\_\_\_\_\_
- 4 he/live/with his friends \_\_\_\_\_  
\_\_\_\_\_
- 5 he/work/five days a week \_\_\_\_\_  
\_\_\_\_\_
- 6 he/love/his job \_\_\_\_\_  
\_\_\_\_\_

### STUDY SKILLS

#### Using graphic organisers

Use a graphic organiser to record the key information in a text. It will help you understand the main points better.

### 4 a) Complete the graphic organiser with information from the text. Use the completed fact file to present Derrick to the class.

|                |                   |
|----------------|-------------------|
| Name:          | 1) _____<br>_____ |
| Job:           | 2) _____<br>_____ |
| Place of work: | 3) _____<br>_____ |
| Work routine:  | 4) _____<br>_____ |

b) **ICT** 🤖🤖🤖 In groups gather more information about the Tower of London and the ravenmaster. Present it to the class. Use these key words: Tower Ravens.

## Listening

### 5 Listen to Matt talking about his daily routine and mark the sentences *T* (true), or *F* (false). What is Matt's job?

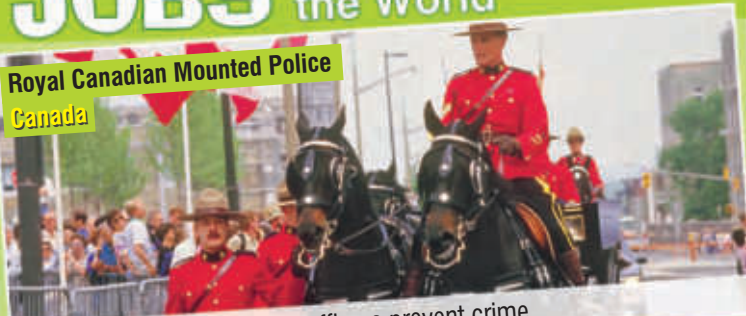
- 1 Matt gets up at 9 o'clock. \_\_\_\_\_
- 2 He walks the dog. \_\_\_\_\_
- 3 He leaves the house at noon. \_\_\_\_\_
- 4 He finishes work at 11 pm. \_\_\_\_\_
- 5 He has dinner with his friends. \_\_\_\_\_
- 6 He goes to bed at 2 am. \_\_\_\_\_

## Project

### 6 🤖🤖🤖 Work in groups. Gather information about people who wear a uniform at work, and prepare a poster. Write a few sentences about them.

## JOBS around the World

### Royal Canadian Mounted Police Canada



RCMP officers prevent crime.

### The Foot Guards - London



They guard the Queen and Buckingham Palace.

### Police officers the UK



They patrol the streets and protect people.

# 2.6 Be active

## Vocabulary

### Sports

1 Match the pictures to the sports.  
 Listen and repeat.

- 1  hockey
- 2  baseball
- 3  karate
- 4  swimming
- 5  gymnastics
- 6  skateboarding
- 7  cycling
- 8  bowling

Now complete the table.  
 Listen and check.

|      |  |
|------|--|
| do   |  |
| go   |  |
| play |  |



## Grammar

### Present simple (yes/no questions)

2 Study the table.

| QUESTIONS                   | SHORT ANSWERS  |
|-----------------------------|--|
| Do I/you like tennis?       | Yes, I/you <b>do</b> .<br>No, I/you <b>don't</b> .               |
| Does he/she/it like tennis? | Yes, he/she/it <b>does</b> .<br>No, he/she/it <b>doesn't</b> .   |
| Do we/you/they like tennis? | Yes, we/you/ they <b>do</b> .<br>No, we/you/ they <b>don't</b> . |

#### INTONATION

For yes/no questions we use falling intonation.

*Do you like tennis?*

3 Fill in the gaps with *do*, *does*, *don't*, or *doesn't*.  
 Listen and check. Listen and repeat. Pay attention to the intonation.

- A: \_\_\_\_\_ you go swimming?  
 B: No, I \_\_\_\_\_.
- A: \_\_\_\_\_ Paul like football?  
 B: No, he \_\_\_\_\_. He likes basketball.
- A: \_\_\_\_\_ he work as a teacher?  
 B: No, he \_\_\_\_\_.
- A: \_\_\_\_\_ she play badminton on Fridays?  
 B: Yes, she \_\_\_\_\_.
- A: \_\_\_\_\_ they do karate?  
 B: No, they \_\_\_\_\_. They do gymnastics.
- A: \_\_\_\_\_ she meet her friends after school?  
 B: Yes, she \_\_\_\_\_. They meet at the mall.



# Riverdale Middle School AFTER SCHOOL ACTIVITIES

|      |     |            |             |
|------|-----|------------|-------------|
| MON  | 4-5 | hockey     |             |
|      | 5-6 | gymnastics | /  swimming |
|      | 6-7 | football   |             |
| TUES | 4-5 | badminton  |             |
|      | 5-6 | karate     |             |
|      | 6-7 | tennis     |             |
| WED  | 4-5 | hockey     |             |
|      | 5-6 | gymnastics | /  swimming |
|      | 6-7 | football   |             |
| THU  | 4-5 | football   |             |
|      | 5-6 | badminton  |             |
|      | 6-7 | karate     |             |
| FRI  | 4-5 | gymnastics | /  swimming |
|      | 5-6 | tennis     |             |

Students have until Friday to sign up for the activity of their choice. Before you sign up, please get a permission form from the secretary and have your parents sign it.  
*The Headteacher*

## 4 Write questions and answers.

1 Kevin/play basketball? (Yes)  
*Does Kevin play basketball?*  
*Yes, he does.*

2 Ann and Lucy/do gymnastics? (No)

\_\_\_\_\_

3 Sally/play tennis? (Yes)

\_\_\_\_\_

4 Mark/play basketball? (No)

\_\_\_\_\_

5 Tony/go cycling? (Yes)

\_\_\_\_\_

## Reading & Listening

### 5 a) Listen and repeat. Then, answer the questions.

*Days of the Week*

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

1 What day is it today?

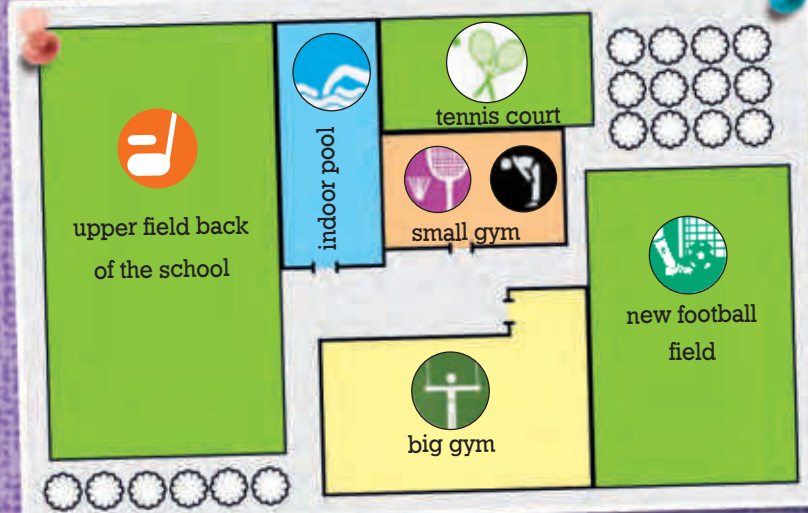
\_\_\_\_\_

2 What day is it tomorrow?

\_\_\_\_\_

3 What days are part of the weekend?

\_\_\_\_\_



### b) Read and write the name of the sport.

1 Students play it every Wednesday from 6:00 to 7:00. \_\_\_\_\_

2 Students do it in the school's indoor pool. \_\_\_\_\_

3 Students play it in the small gym. \_\_\_\_\_

4 Students play it every Friday. \_\_\_\_\_

5 Students play it at the back of the school. \_\_\_\_\_

6 Students do it in the big gym. \_\_\_\_\_

## Writing

c) **THINK** Think of your favourite sport. In three minutes, write a few sentences about it. Read your sentences to the class.

# 2.7 How often ...?

## Vocabulary

### Leisure activities

- 1 a) Listen and say. Which of the activities in the list can you see in the photos?



## Teens' TOP LEISURE Activities

- 1 watch TV
- 2 go to an amusement park
- 3 do volunteer work
- 4 listen to CDs
- 5 hang out with friends
- 6 talk on the phone
- 7 surf the Net
- 8 play video games
- 9 go dancing/to the cinema
- 10 read magazines/newspapers/ books
- 11 go shopping
- 12 exercise (go jogging, go to the gym, etc.)

## Grammar

### Adverbs & expressions of Frequency

Adverbs of frequency (**always, usually, often, sometimes, rarely, seldom, never**) tell us how often something happens. They go before the main verb, but after the verb **to be**. *He **sometimes** goes dancing. He **is never** late for school.* We can also talk about frequency using: **every day/week/morning/month/year**, etc. **once/twice/three/four times a day/week/month/year**, etc. *He goes swimming **twice a week**.*

- b) Complete the sentences with adverbs of frequency.



- 1 He \_\_\_\_\_ watches TV in the evening. (100%)
- 2 He \_\_\_\_\_ surfs the Net. (50%)
- 3 He \_\_\_\_\_ goes swimming. (25%)
- 4 He is \_\_\_\_\_ late for school. (10%)
- 5 He \_\_\_\_\_ reads newspapers. (0%)
- 6 He \_\_\_\_\_ goes to bed early. (75%)

- c) 😊😊 Ask and answer questions to find out about your partner's leisure activities. Use phrases from Ex. 1a.

A: How often do you go jogging?

B: I go jogging **every** afternoon.



## Reading

2 a) Look at the blog. What is it about? Listen, read and check.

### Mandy's Blog > Leisure time > What's yours?

At the weekend I usually hang out with friends, shopping or at the cinema, but sometimes I go bowling with my family. My dad is really good and often wins but my mum never does. She is lucky if she manages to knock down any pins. But she doesn't mind. We all have a good time. What about you? What do you do at the weekend?

**Post a comment**

Bowling sounds like fun. I often hang out with my friends, too. We usually play computer games, but sometimes we like to do something different. We play mini golf. We don't compete with each other, but we always have fun.

Rob 17

**Posted 17/10**

I love mini golf, I always have a good time when I play with my friends, but we don't go that often. I rarely have any spare time at the weekend because I am in a football team. We usually have practice on Saturdays and we often have a match on Sunday. My friends come to watch me play and they always cheer very loudly.

Sandy 18

**Posted 20/10**

### Check these words

go bowling, win, knock down pins, compete with, spare time, practice, cheer loudly

b) Read the text and mark the sentences *T* (True) or *F* (False). Correct the false statements.

- 1 Mandy spends most weekends with her friends. \_\_\_\_\_
- 2 Her mum is a great bowler. \_\_\_\_\_
- 3 Mandy's mum is lucky and always knocks down the pins. \_\_\_\_\_
- 4 Rob's friends go bowling, too. \_\_\_\_\_
- 5 Rob thinks mini golf is not a serious game. \_\_\_\_\_
- 6 Sandy rarely plays mini golf. \_\_\_\_\_
- 7 Her football team plays a match every Sunday. \_\_\_\_\_
- 8 Her friends support her when she plays. \_\_\_\_\_

## Listening

3 Listen to Trevor talk about his leisure activities and tick (✓) the appropriate boxes.

| TREVOR          | never | rarely/<br>seldom | sometimes | often | usually | always |
|-----------------|-------|-------------------|-----------|-------|---------|--------|
| surf the Net    |       |                   |           |       |         |        |
| play football   |       |                   |           |       |         |        |
| watch TV        |       |                   |           |       |         |        |
| go dancing      |       |                   |           |       |         |        |
| read newspapers |       |                   |           |       |         |        |
| go on a picnic  |       |                   |           |       |         |        |

Trevor never ...

## Speaking

4 Use adverbs of frequency to make sentences about your leisure activities and daily routine on Sundays. Choose from the list or use your own ideas. Read them to the class.

go on a picnic    watch TV  
 go to the gym    go to the cinema  
 go dancing    go out with my friends  
 have a shower    go to work/school  
 cook dinner    get up early  
 go jogging    visit my cousins

*I sometimes go on a picnic.*

## Writing

5 What do you do in your leisure time? Post your comment to Mandy's blog.

# 2.8 How ...?

## Vocabulary

### Means of transport

1 Listen and repeat. Answer the questions.



- 1 What's your favourite means of transport?
- 2 How do you go to school?

## Grammar

### Present simple (wh- questions)

2 Match the questions to the answers.

- |  |                               |
|--|-------------------------------|
| 1 <input type="checkbox"/> What time do you get up?                | A Because we learn a lot.     |
| 2 <input type="checkbox"/> When do you eat lunch?                  | B He plays badminton.         |
| 3 <input type="checkbox"/> Why do you like it here?                | C I get up at 7:30.           |
| 4 <input type="checkbox"/> How does she go to school?              | D She goes to school on foot. |
| 5 <input type="checkbox"/> Where do they live?                     | E I eat lunch at 12:30.       |
| 6 <input type="checkbox"/> What does he do after school?           | F Maths.                      |
| 7 <input type="checkbox"/> Which is your favourite school subject? | G They live in Cancun.        |

**Intonation in wh- questions**  
 For wh- questions we use rising intonation.

*Who are you?* BUT *Do you live here?*

Listen and check. Listen and repeat. Pay attention to the intonation.


3 Complete the quiz. Write: *what, when, which, why, how* or *where*.  
 Listen and check.

- 1 \_\_\_\_\_ sports do you play?
- 2 \_\_\_\_\_ do lessons start?
- 3 \_\_\_\_\_ does your teacher go to work?
- 4 \_\_\_\_\_ do you go at the weekend?
- 5 \_\_\_\_\_ time do you go to bed?
- 6 \_\_\_\_\_ do you like your school?
- 7 \_\_\_\_\_ do you spell your name?

Ask and answer the questions in the quiz. Pay attention to the intonation.



## Reading & Listening

- 4 a) Complete the interview.  
 Listen and check.

Kenny is 15. He doesn't go to an ordinary school. He goes to a sports school.



- Interviewer: 1) \_\_\_\_\_ you get up?  
 Kenny: I get up at seven thirty and have breakfast.
- Interviewer: 2) \_\_\_\_\_ you go to school?  
 Kenny: By bike.
- Interviewer: 3) \_\_\_\_\_ you start lessons?  
 Kenny: At eight thirty. We have classes until twelve thirty. Then we have lunch.
- Interviewer: 4) \_\_\_\_\_ you have lunch?  
 Kenny: I have lunch in the school canteen.
- Interviewer: 5) \_\_\_\_\_ you do after lunch?  
 Kenny: We don't have lessons. We play football, badminton, hockey, or we go swimming. Then at 5 o'clock we go home.
- Interviewer: 6) \_\_\_\_\_ you like your school?  
 Kenny: Because I love sports.



- b) Now mark the sentences *T* (true), or *F* (false). Correct the false statements.

- 1 Kenny gets up at 7 o'clock.  
\_\_\_\_\_
- 2 He goes to school on foot.  
\_\_\_\_\_
- 3 Lessons start at 8:30.  
\_\_\_\_\_
- 4 He has lunch at school.  
\_\_\_\_\_
- 5 He has lessons after lunch.  
\_\_\_\_\_
- 6 He goes back home late in the evening.  
\_\_\_\_\_
- 7 He likes sports.  
\_\_\_\_\_

### STUDY SKILLS

#### Role play



When you act out a dialogue, try to sound as natural as possible. Use gestures and correct intonation to express your feelings.

- c)   Take roles and read out the interview. Pay attention to the intonation.

**THINK** Complete the sentence.

I like my school because ... .

### Writing (an interview)

- 5 **Portfolio:**   Use the questions in the dialogue in Ex. 4a to interview your partner. Write out the interview.

# 2.9 Evenings out

## Vocabulary

### Places to go

1 Listen and repeat. What do you do in each place?



1 sports centre



2 shopping centre



3 exhibition centre



4 museum



5 fast food restaurant



6 stadium



7 opera house



8 art gallery



9 concert hall



10 cinema

- watch a film
- shop
- eat with friends
- see ancient statues, fossils, etc.
- see paintings
- listen to a concert
- watch a sports event
- see displays of cars, furniture, etc.
- see an opera
- play sports



We play sports at a sports centre.

## Inviting/Accepting – Declining

2 a) Listen to and read the dialogue. What does Martin invite Kelly to do?

Martin: Are you busy **this afternoon**?

Kelly: Not really. Why?

Martin: Do you want to **come to the football match with us**?

Kelly: Sure. What time does it start?

Martin: **At four thirty.**

Kelly: And what time **does it finish**?

Martin: **At six fifteen.**

Kelly: That's fine. See you there.

### Invite

- Do you want to ...?
- Why don't you ...?
- Let's ...

### Accept

- Sure, why not?
- Yes, that sounds fine.
- That's a good idea.

### Decline

- Sorry, I can't.
- Thanks, but I can't.
- I'm afraid I can't.

b) Use the expressions in the box above to act out similar dialogues. Use these ideas:

go to the pool open: 6:00 - close: 9:00

go to the school concert start: 6:30 - finish 8:30

go to the cinema start 7:00 - finish 9:00



## Grammar

### Prepositions of time

- 3 Study the table. Then fill in the gaps with *at*, *on*, or *in*.

|    |   |
|----|---|
| at | <ul style="list-style-type: none"> <li>hours (<i>at 8:00</i>)</li> <li>special occasions (<i>at Christmas</i>)</li> <li>at night, at noon</li> <li>at weekends/the weekend</li> </ul>                         |
| on | <ul style="list-style-type: none"> <li>days (<i>on Monday</i>)</li> <li>dates (<i>on April 25th</i>)</li> <li>on weekdays,</li> </ul>   |
| in | <ul style="list-style-type: none"> <li>months (<i>in August</i>)</li> <li>seasons (<i>in the winter</i>)</li> <li>years (<i>in 1992</i>)</li> <li>in the morning, in the afternoon, in the evening</li> </ul> |

- I go to the football stadium \_\_\_\_\_ Sundays.
- He surfs the Net \_\_\_\_\_ the evening.
- I usually go to bed \_\_\_\_\_ 10 o'clock.
- We go on holiday \_\_\_\_\_ August.
- I meet my friends \_\_\_\_\_ weekends.
- His birthday is \_\_\_\_\_ 1st March.
- I don't usually sleep \_\_\_\_\_ noon.
- He goes to school \_\_\_\_\_ weekdays.

Now write true sentences about yourself.

- I have lunch at school at noon.*
- \_\_\_\_\_ weekdays.
- \_\_\_\_\_ weekends.
- \_\_\_\_\_ August.
- \_\_\_\_\_ the morning.
- \_\_\_\_\_ the evening.

## Reading & Writing

- 4 a) Look at the title and the picture. Then answer the questions.

- Who is a 'couch potato'?
- What can someone do to stop being a 'couch potato'?



Listen and read the text. Were your answers correct?

### Check these words

junk food, pop, couch potato, valuable, tips, change habits, become, healthy, teen, wise, plenty of, hungry, bowl, glass, biscuits, delicious, contain fat, tasty, give up, turn on, tune, get off, couch, start a healthy life

*Do you watch TV or play video games during your free time? Do you eat junk food and drink pop when you watch TV? Then you are a true couch potato. Here are some valuable tips to change your couch potato habits and become a healthy teen.*

- Exercise is wise. It helps you look and feel happy. When you have some free time, go cycling or play basketball with your friends. It is lots of fun and you get plenty of exercise too!
- Your favourite series is on and you feel hungry. Get a bowl of different fruit with a glass of juice instead of biscuits and pop. They are delicious and don't contain fat. They are tasty, too.

**It is hard to change your habits, but don't give up. When you don't feel like going out, turn on the radio, find your favourite tune, and start dancing. It's fun! Get off that couch and start your healthy life today!**

## ARE YOU A COUCH POTATO?



- b) Use the words in the **Check these words** box to write a short summary of the text. Read your summary to the class.

- 5 How often do you go to the places in Ex. 1? In three minutes, write sentences about yourself. Find someone who goes to the same places as you.

*I usually watch a film at the cinema at the weekend.*

**THINK** Your friend is a couch potato. In three minutes, write a few sentences about his/her lifestyle. Read your sentences to the class.

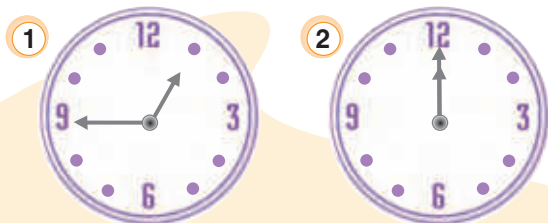
*My friend is a couch potato. He/She eats junk food when he/she watches TV.*

### Vocabulary Practice

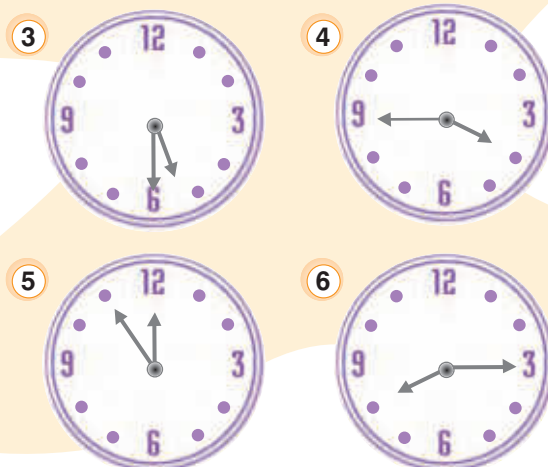
1 Match the prompts in column A to the ones in column B to form full sentences, as in the example.

| Column A |                                | Column B |  |
|----------|--------------------------------|----------|--|
| 1        | <i>D</i> We start work at 9 am | A        | home from school at 4 pm.                |
| 2        | David catches                  | B        | shopping on Fridays.                     |
| 3        | Susan never goes to the cinema | C        | lunch at twelve thirty.                  |
| 4        | I get                          | D        | and finish at 5 pm.                      |
| 5        | He usually goes                | E        | the train to work at 8 am every morning. |
| 6        | Jill plays                     | F        | on weekdays.                             |
| 7        | The children have              | G        | homework in the evening.                 |
| 8        | Carol does her                 | H        | sports on Sundays.                       |

2 Ask and answer questions, as in the example.



1 A: What time is it, please?  
B: It's twelve forty-five./It's quarter to one.



3 Write sentences, as in the example.

| NAME         | MEANS OF TRANSPORT | LEAVE HOME | ARRIVE AT WORK |
|--------------|--------------------|------------|----------------|
| PAUL         |                    | 7:00       | 8:00           |
| ANN          |                    | 8:15       | 8:45           |
| TOM AND LUCY |                    | 8:45       | 9:15           |

1 Paul goes to work by train. It takes him an hour. He leaves his house at seven o'clock and arrives at work at eight o'clock.

2 Ann \_\_\_\_\_  
\_\_\_\_\_

3 Tom and Lucy \_\_\_\_\_  
\_\_\_\_\_

### Listening

4 Listen and circle the correct answer.

- 1 a Yes, I do.                      b No, they don't.
- 2 a On Monday.                    b It's quarter to four.
- 3 a Karate.                          b Maths.
- 4 a Friday.                          b March.
- 5 a Twice a week.                  b In the evening.
- 6 a On train.                        b By bus.
- 7 a Monday.                        b Swimming.



**Grammar Practice**

**Present simple**

**1** Write the third person singular. Then complete the table, as in the examples.

- |                           |                     |
|---------------------------|---------------------|
| I walk – he <i>walks</i>  | I go – he _____     |
| I kiss – he <i>kisses</i> | I teach – he _____  |
| I fly – he <i>flies</i>   | I buy – he _____    |
| I like – he _____         | I finish – he _____ |
| I watch – he _____        | I cry – he _____    |
| I enjoy – he _____        | I clean – he _____  |
| I talk – he _____         | I eat – he _____    |

|      |                |
|------|----------------|
| -s   | <i>walks,</i>  |
| -es  | <i>kisses,</i> |
| -ies | <i>flies,</i>  |

**2** Fill in the blanks with: *does* or *is*.

- A: **1)** \_\_\_\_\_ your dad collect stamps?  
 B: Yes, he **2)** \_\_\_\_\_.  
 A: And what about your mum? **3)** \_\_\_\_\_ she collect anything?  
 B: Well, she likes to collect recipes. She **4)** \_\_\_\_\_ a really good cook.  
 A: Oh, **5)** \_\_\_\_\_ she cook every day?  
 B: No, not every day. She **6)** \_\_\_\_\_ usually very busy, but when she **7)** \_\_\_\_\_ free, she cooks Mexican food.  
 A: Oh, Mexican food **8)** \_\_\_\_\_ delicious!  
 B: Yes, it **9)** \_\_\_\_\_.



**3** Put the verbs in brackets in the correct *present simple* form.

- A: \_\_\_\_\_ (*she/work*) as a nurse?  
 B: Yes, she does. She \_\_\_\_\_ (*take*) care of sick people.
- We \_\_\_\_\_ (*start*) work at 9:00, and we \_\_\_\_\_ (*finish*) at 5:00.
- Bob \_\_\_\_\_ (*like*) tennis, but he \_\_\_\_\_ (*be*) crazy about football.
- My sister \_\_\_\_\_ (*not/like*) going to the opera.
- \_\_\_\_\_ (*you/watch*) TV in the morning?
- \_\_\_\_\_ (*he/like*) going to the park?
- Marion \_\_\_\_\_ (*walk*) to school.
- \_\_\_\_\_ (*they/live*) in Madrid?
- Sheila \_\_\_\_\_ (*be*) a teacher.
- \_\_\_\_\_ (*he/go*) to the gym in the evening?

**4** Fill in the gaps with: *am (not), is(n't), are(n't), do(n't), or does(n't)*.

- A: \_\_\_\_\_ Sheila work from 9 to 5?  
 B: No, she \_\_\_\_\_ . She finishes work at 3 pm.
- A: \_\_\_\_\_ Cathy at home?  
 B: No, she \_\_\_\_\_ . She \_\_\_\_\_ at school.
- A: \_\_\_\_\_ the McFees from the UK?  
 B: No, they \_\_\_\_\_ . They \_\_\_\_\_ from the USA.
- A: \_\_\_\_\_ you busy tonight?  
 B: No, I \_\_\_\_\_ . Why?  
 A: \_\_\_\_\_ you want to go out for dinner?  
 B: Yes, I'd love to.
- A: \_\_\_\_\_ Joe and Al go out on Sundays?  
 B: No, they \_\_\_\_\_ . That's the day they watch sports on TV.
- A: Hi, I \_\_\_\_\_ Joe, your new neighbour.  
 B: Nice to meet you.

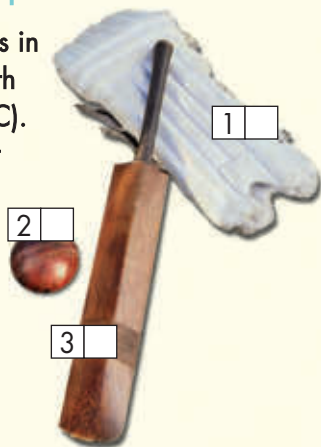
# Culture Corner 2

## A National Sport



### Sports equipment

- 1 Label the items in the picture with the words (A-C). In which sport do you use these items?



- A cricket bat  
B cricket ball  
C leg pads

- 2 Match the players in the pictures (1-3) to their descriptions (A-C).


- A The batsman tries to hit the ball.  
B The wicketkeeper is behind the batsman and catches the ball from the bowler.  
C The bowler throws the ball.

### Cricket Facts

- 1 Cricket is one of the national sports of the UK.
- 2 There are two teams in each cricket game with eleven players in each team.
- 3 The Ashes is a famous cricket contest between England and Australia.
- 4 One of the most famous UK cricket players of all time is WG Grace.
- 5 The most famous cricket ground in the UK is Lord's home of the Marylebone Cricket Club (MCC) the oldest club ever.

- 3 What do you know about cricket? How are these names related to it?

- The Ashes • WG Grace
- the MCC • Lord's

 Listen and read to find out.

- 4 **Portfolio:** Make a poster about the most popular sport in your country. Use the text in Ex. 3 as a model. You can use pictures to decorate your poster.



# Curricular Cut **2** Music

1 Look at the pictures. Which are wind instruments? Which are string instruments? Which are percussion instruments? Which is your favourite instrument?



2 a) Look at the title, the introduction, and the subheading of the article. What is it about?

b) 🧐🧐 What is country music about? Decide in pairs.  
🔄 Listen, read and check.

- modern life, love & feelings
- problems people have
- sad or funny stories

3 🧐🧐 Read the article again and explain the highlighted words. Then in pairs, ask and answer five questions based on the text.

4 **Portfolio:** Complete the table with information about a typical kind of music from your country. Then write a short paragraph about it.

## Dance to the **BEAT**

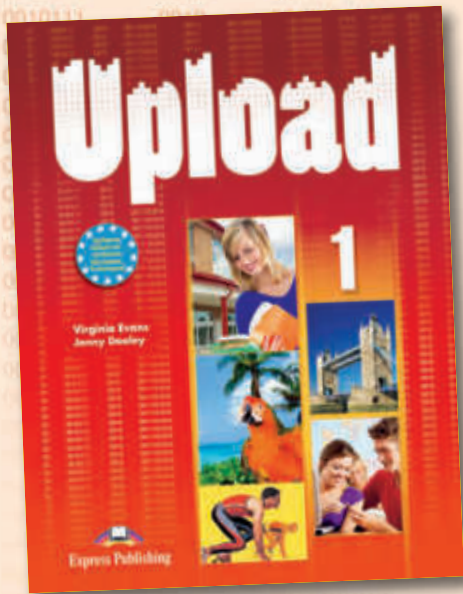
Music is a part of our lives. It is all around us. Every country in the world has its own special kind of music. Each kind of music is different and tells us about the place it comes from and the people who play it and listen to it.

### COUNTRY MUSIC

Country music is from America. It is sometimes called bluegrass, honky-tonk, or mountain music. Each song tells a story about modern life, love, and feelings. Musicians play the banjo, and sometimes the violin or harmonica. Patsy Cline, Dolly Parton, Tim McGraw, and Reba McEntire are some of the most famous country singers.

|                      |  |
|----------------------|--|
| Country of origin    |  |
| About                |  |
| Instruments          |  |
| Famous bands/singers |  |

# For the Student



Student's Book & Workbook

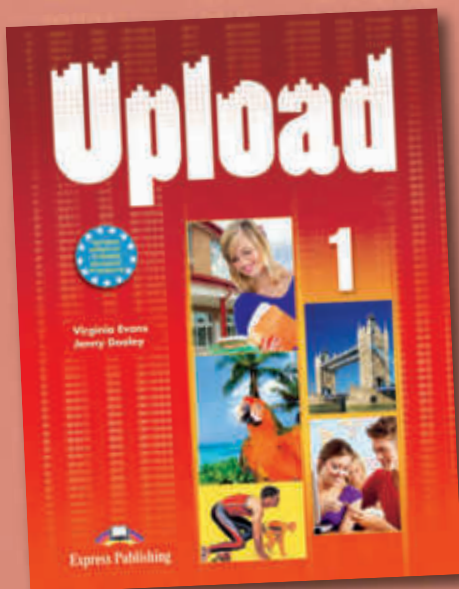


Student's CD

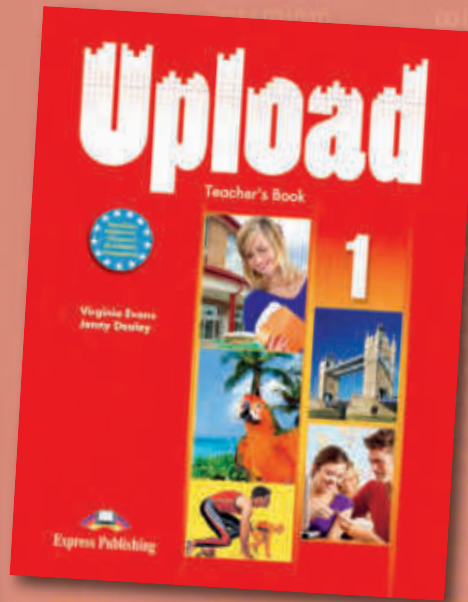


ieBook

# For the Teacher



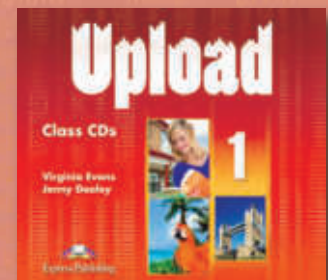
Student's Book & Workbook



Teacher's Book



IWB Software



Class CDs



# Upload

Student's Book & Workbook



Virginia Evans  
Jenny Dooley




# 2



Express Publishing

# Contents

|   | Vocabulary   | Grammar                         | Skills/Functions  | Writing/Learning Evidence  |
|---|--|---------------------------------|---|--|
|  <b>Comparisons</b> (pp. 5-25) |  |                                 |   |  |
| 1   | physical appearance  | comparative forms               | <ul style="list-style-type: none"> <li>describe people</li> <li>Reading: <i>The Fantastic Four</i> (gist)</li> <li>listen for specific information</li> </ul> | compare two comic book characters  |
| 2   | character adjectives   | linkers                         | <ul style="list-style-type: none"> <li>compare people's characters</li> <li>Reading: <i>Face Reading</i></li> </ul>   | write about your face shape and character  |
| 3   | clothes: patterns & styles   | too/enough                      | <ul style="list-style-type: none"> <li>describe clothes</li> <li>shop for a present</li> </ul>  | write descriptions of people and their clothes   |
| 4   | sports   |                                 | <ul style="list-style-type: none"> <li>agree/disagree</li> <li>Reading: <i>The Williams Sisters</i></li> <li>read/listen for specific information</li> </ul>  | write a short article comparing two famous people  |
| 5   | hobbies  |                                 | <ul style="list-style-type: none"> <li>discuss likes/ dislikes</li> <li>Reading: <i>Family Ties</i></li> <li>read/listen for specific information</li> </ul>  | write a short descriptive text about a person you admire   |
| 6   | geographical features  | the superlative                 | <ul style="list-style-type: none"> <li>Reading: <i>Extreme Earth</i></li> <li>read/listen for specific information</li> </ul>                                 | write a quiz about places in the world   |
| 7   | places in a city   | comparative & superlative forms | <ul style="list-style-type: none"> <li>Reading: <i>Sister cities</i></li> <li>make comparisons</li> <li>pronounce /h/ silent /h/</li> </ul>                   | write a short text about your city   |
| 8   | means of transportation  | comparisons                     | <ul style="list-style-type: none"> <li>read for gist/ main message</li> <li>listen for specific information</li> <li>buy a train ticket</li> </ul>            |  |
| 9   | types of buildings   |                                 | <ul style="list-style-type: none"> <li>describe location</li> <li>Reading: <i>Building Big</i></li> <li>read for specific information</li> </ul>              | <ul style="list-style-type: none"> <li>complete a chart</li> <li>give a presentation on buildings</li> </ul> |
| 10  | <ul style="list-style-type: none"> <li>objects</li> <li>materials</li> <li>shapes</li> </ul> | order of adjectives             | <ul style="list-style-type: none"> <li>read/listen for specific information</li> <li>act out dialogues</li> <li>describe objects</li> </ul>                   | make a poster  |

Self-Check 1 (p. 26)

|   |                                     |                                      |  |  |
|---|-------------------------------------|--------------------------------------|--|--|
|  <b>True stories</b> (pp. 27-47) |                                     |                                      |  |  |
| 1   | weekend activities                  | was/were                             | <ul style="list-style-type: none"> <li>read/listen for specific information</li> <li>talk about past activities</li> </ul>             | write a short email                          |
| 2   | past activities                     | past simple ( regular-affirmative)   | <ul style="list-style-type: none"> <li>Reading: <i>Thanksgiving</i></li> <li>pronounce -ed endings</li> </ul>                          | give a speech as a pilgrim                   |
| 3   | ancient civilizations               | past simple ( irregular-affirmative) | <ul style="list-style-type: none"> <li>Reading: <i>The Aztecs</i> (gist)</li> <li>summarize a text</li> </ul>                          | give a presentation on the Incas             |
| 4   | accidents & disasters               | past simple (negative/questions)     | <ul style="list-style-type: none"> <li>Reading: <i>Chilling Coincidences</i></li> <li>give &amp; react to bad news</li> </ul>          | write an account of a fictional experience   |
| 5   | jobs                                | wh-questions                         | <ul style="list-style-type: none"> <li>Reading: <i>Conquering Everest</i></li> <li>listen for specific information</li> </ul>          | write a quiz about famous historical figures |
| 6   | the supernatural                    |                                      | <ul style="list-style-type: none"> <li>Reading: <i>Roswell: Case Not Closed</i></li> <li>intonation in yes/no/wh- questions</li> </ul> | write a story                                |
| 7   |                                     |                                      | <ul style="list-style-type: none"> <li>read/listen for specific information</li> <li>narrate a story</li> </ul>                        | write a comic strip                          |
| 8   | animals                             |                                      | <ul style="list-style-type: none"> <li>Reading: <i>Alebrijes</i></li> <li>talk about past activities</li> </ul>                        | design a fictional animal                    |
| 9   | musical instruments/ types of music |                                      | <ul style="list-style-type: none"> <li>discuss past events</li> <li>Reading: <i>Music US</i></li> </ul>                                | write a fact file about a famous musician    |
| 10  |                                     |                                      | <ul style="list-style-type: none"> <li>Reading: <i>Presidents of the US</i></li> <li>read/listen for specific information</li> </ul>   | write a short biography                      |

Self-Check 2 (p. 48)



| Vocabulary | Grammar | Skills/Functions | Writing/Learning Evidence |
|------------|---------|------------------|---------------------------|
|------------|---------|------------------|---------------------------|



## Instructions & Regulations (pp. 49-69)

|    |  |  |   |   |
|----|--|--|---|---|
| 1  | <ul style="list-style-type: none"> <li>rooms</li> <li>furniture</li> <li>appliances</li> </ul> | the imperative   | <ul style="list-style-type: none"> <li>read for specific information</li> <li>compare/describe houses</li> <li>Reading: <i>The Walking House</i></li> </ul> | write reasons to buy/rent a strange house   |
| 2  | chores   | <i>have to</i> (obligation)  | <ul style="list-style-type: none"> <li>read/listen for specific information</li> </ul>  | write about your weekly chores  |
| 3  | school rules   | <i>must – must(n't)</i>  | <ul style="list-style-type: none"> <li>Reading: <i>School of Fame</i></li> <li>read for gist/main message</li> </ul>  | write a short list of school rules  |
| 4  | good/bad neighbours  | <ul style="list-style-type: none"> <li><i>must/ must(n't)</i></li> <li><i>have to/don't have to</i></li> </ul> | <ul style="list-style-type: none"> <li>apologise/accept an apology</li> <li>listen for specific information</li> </ul>                                      | write a list of rules for a block of flats  |
| 5  | accidents  | <i>should/shouldn't</i> (advice)   | <ul style="list-style-type: none"> <li>give advice</li> <li>Reading: <i>Jungle Survival Tips</i></li> </ul>   | write about safety on the Internet  |
| 6  | body language  | modals   | <ul style="list-style-type: none"> <li>read for gist/main message</li> <li>listen for specific information</li> <li>Reading: <i>Body Talk</i></li> </ul>    | <ul style="list-style-type: none"> <li>write a leaflet of dos and don'ts for tourists</li> <li>give a presentation on body language in different countries</li> </ul> |
| 7  | camping equipment  | <i>can – can't</i>   | <ul style="list-style-type: none"> <li>talk/ask about rules</li> <li>Reading: <i>Go Camping</i></li> </ul>  | write an email giving news  |
| 8  | public places & activities   | <i>may – may not</i>   | <ul style="list-style-type: none"> <li>make suggestions</li> <li>read for gist/main message</li> </ul>  | present signs from various places   |
| 9  | public transport   | modal verbs  | <ul style="list-style-type: none"> <li>Reading: <i>Station Safety</i></li> <li>read/listen for specific information</li> </ul>                              | write a short leaflet about bike safety   |
| 10 | environmental problems   | suggestions  | <ul style="list-style-type: none"> <li>read/listen for specific information</li> <li>make suggestions</li> <li>Reading: <i>Did you know?</i></li> </ul>     | write an email making suggestions   |

Self-Check 3 (p. 70)



## Plans & predictions (pp. 71-91)

|    |                           |   |   |  |
|----|---------------------------|---|---|--|
| 1  | holiday activities        | <i>be going to</i> (affirmative)              | <ul style="list-style-type: none"> <li>read/listen for specific information</li> <li>Reading: an email</li> </ul>   | write about your planned holiday activities  |
| 2  | eco-tourism activities    | <i>be going to</i> (negative & interrogative) | <ul style="list-style-type: none"> <li>read for specific information</li> <li>talk about weekend activities</li> </ul>                                    | write about someone's planned weekend activities   |
| 3  | weather                   |   | <ul style="list-style-type: none"> <li>read/listen for specific information</li> <li>talk about the weather</li> <li>Reading: a cartoon strip</li> </ul>  | give a presentation on weather conditions around the world   |
| 4  | New Year's resolutions    |   | <ul style="list-style-type: none"> <li>read/listen for gist</li> <li>intonation in expressing surprise</li> <li>Reading: <i>Charlie's blog</i></li> </ul> | post comments on a blog  |
| 5  | the future                | will (affirmative, negative & interrogative)  | <ul style="list-style-type: none"> <li>express certainty/uncertainty</li> <li>Reading: <i>What the future holds</i></li> </ul>                            | write five predictions about the future  |
| 6  | predictions               | <i>will – wh</i> -questions                   | <ul style="list-style-type: none"> <li>make predictions</li> <li>Reading: <i>The fortune-teller</i></li> </ul>  | write predictions about the future of a famous person  |
| 7  | compass points/ locations |   | <ul style="list-style-type: none"> <li>book a flight</li> <li>Reading: <i>Chile Tours</i></li> </ul>  | write a travel itinerary   |
| 8  | robot abilities           | <i>will – predictions</i>                     | <ul style="list-style-type: none"> <li>read/listen for specific information</li> <li>Reading: <i>Robot School</i></li> </ul>                              | <ul style="list-style-type: none"> <li>give a presentation on a robot</li> <li>design a robot of the future</li> </ul> |
| 9  | stages of life            | <i>will – be going to</i>                     | <ul style="list-style-type: none"> <li>read for gist/specific information</li> <li>Reading: a dialogue</li> </ul>   | write five predictions about your future   |
| 10 | jobs                      |   | <ul style="list-style-type: none"> <li>talk about/research jobs</li> <li>Reading: <i>Teenage Millionaire</i></li> </ul>                                   | write about your dream career  |

Self-Check 4 (p. 92)

Cultural & Curricular Section (pp. 93-101), Workbook: Vocabulary & Grammar Practice (pp. 102-117), Grammar Reference (GR1-GR4), Rules for Punctuation (GR5), Word List (WL1-WL6), Irregular Verbs

# 2.1 Leisure time

## Vocabulary

### Weekend activities

- 1 Listen and say. Where were you last Sunday?

I was at the \_\_\_\_\_



1 circus

2 aquarium

3 pool

4 amusement park



5 zoo

6 water park



7 beach

8 flea market



9 gym

10 Internet café

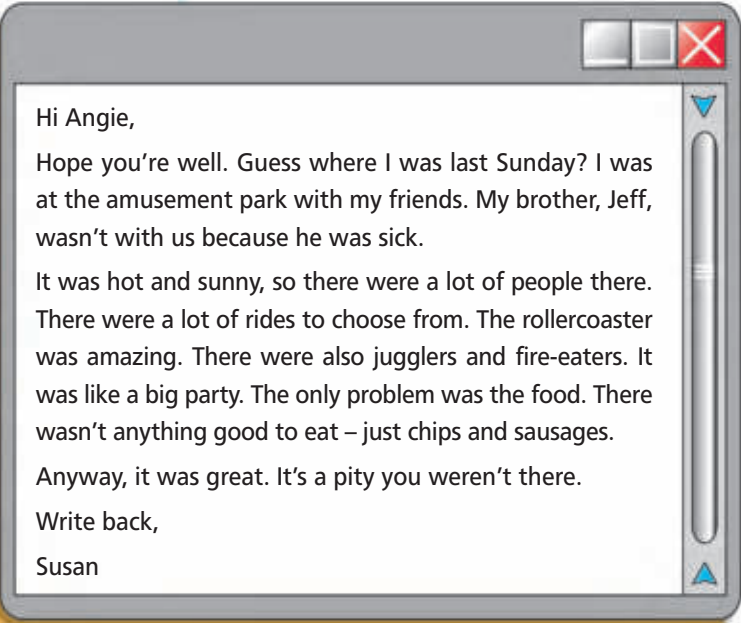
11 arcade

## Reading

- 2 Listen and read the email and complete sentences 1-6. Use the words: *hot and sunny, alone, people, home, good, amusement park.*

### Check these words

sick, hot and sunny, ride, choose from, rollercoaster, amazing, juggler, fire-eater, it's a pity



Hi Angie,

Hope you're well. Guess where I was last Sunday? I was at the amusement park with my friends. My brother, Jeff, wasn't with us because he was sick.

It was hot and sunny, so there were a lot of people there. There were a lot of rides to choose from. The rollercoaster was amazing. There were also jugglers and fire-eaters. It was like a big party. The only problem was the food. There wasn't anything good to eat – just chips and sausages.

Anyway, it was great. It's a pity you weren't there.

Write back,

Susan

- 1 Last Sunday Susan was at the \_\_\_\_\_.
- 2 She wasn't \_\_\_\_\_.
- 3 Her brother was at \_\_\_\_\_.
- 4 The weather was nice. It was \_\_\_\_\_.
- 5 The place was full of \_\_\_\_\_.
- 6 The food wasn't \_\_\_\_\_.



## Grammar

### Was/Were

3 a) Read the table. Find examples in Susan's email on p. 28.

| AFFIRMATIVE   | NEGATIVE  |
|---|---|
| I/He/She/It <b>was</b> at home.<br>We/You/They <b>were</b> at home. | I/He/She/It <b>wasn't</b> at the park.<br>We/You/They <b>weren't</b> at the park. |
| INTERROGATIVE   | SHORT ANSWERS   |
| <b>Was</b> I/he/she/it at home?                                     | Yes, I/he/she/it <b>was</b> .<br>No, I/he/she/it <b>wasn't</b> .                  |
| <b>Were</b> we/you/they at home?                                    | Yes, we/you/they <b>were</b> .<br>No, we/you/they <b>weren't</b> .                |

b) Fill in: *was* or *were*.

Last Saturday morning ...

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1 Jane _____ at the flea market.   | 4 The kids _____ at the stadium. |
| 2 Sam and Ann _____ at the arcade. | 5 We _____ at the beach.         |
| 3 Becky _____ at work.             | 6 They _____ at the zoo.         |

c) Fill in: *was*, *were*, *wasn't* or *weren't*.

- A: Where 1) \_\_\_\_\_ you last Sunday, Betty? 2) \_\_\_\_\_ you at home?  
 B: No, I 3) \_\_\_\_\_. I 4) \_\_\_\_\_ at the water park.  
 A: Wow! 5) \_\_\_\_\_ you alone?  
 B: No, Jane and Mark 6) \_\_\_\_\_ with me.  
 A: 7) \_\_\_\_\_ your parents there, too?  
 B: No, they 8) \_\_\_\_\_. They 9) \_\_\_\_\_ at home.  
 A: What 10) \_\_\_\_\_ the weather like?  
 B: It 11) \_\_\_\_\_ hot and sunny.  
 A: 12) \_\_\_\_\_ there many people at the park?  
 B: Oh yes! There 13) \_\_\_\_\_ a lot of people on the slides. It 14) \_\_\_\_\_ exciting. Where 15) \_\_\_\_\_ you?  
 A: I 16) \_\_\_\_\_ at the pool with my brother.  
 B: What 17) \_\_\_\_\_ it like?  
 A: It 18) \_\_\_\_\_ fun.  
 B: 19) \_\_\_\_\_ Jenny with you?  
 A: No, she 20) \_\_\_\_\_. She 21) \_\_\_\_\_ sick.

## Listening

4 a) Listen and match the people (1-5) to the places (A-F). One place does not match.

- |                            |       |                  |
|----------------------------|-------|------------------|
| 1 <input type="checkbox"/> | Ben   | <b>A</b> zoo     |
| 2 <input type="checkbox"/> | Mark  | <b>B</b> beach   |
| 3 <input type="checkbox"/> | Sally | <b>C</b> stadium |
| 4 <input type="checkbox"/> | Nick  | <b>D</b> theatre |
| 5 <input type="checkbox"/> | Jenny | <b>E</b> park    |
|                            |       | <b>F</b> arcade  |

## Speaking

b) Use the phrases to ask and answer, as in the example.

| at         | with       | feelings   |
|------------|------------|------------|
| the park   | friends    | fun 😄      |
| home       | family     | boring 😞   |
| a party    | relatives  | tiring 😫   |
| the cinema | classmates | exciting 😲 |

- A: Where were you last Sunday, Laura?  
 B: I was at the park.  
 A: Who were you with?  
 B: My cousin.  
 A: What was it like?  
 B: It was fun.

## Writing

5 Write a short email to your pen pal about last weekend.

Last weekend I was \_\_\_\_\_.  
 It was \_\_\_\_\_ (weather). I was with \_\_\_\_\_. There was/were \_\_\_\_\_. It was \_\_\_\_\_ (fun/nice).

# 2.2 Long ago

## Vocabulary

### Past activities

1  Listen and say.



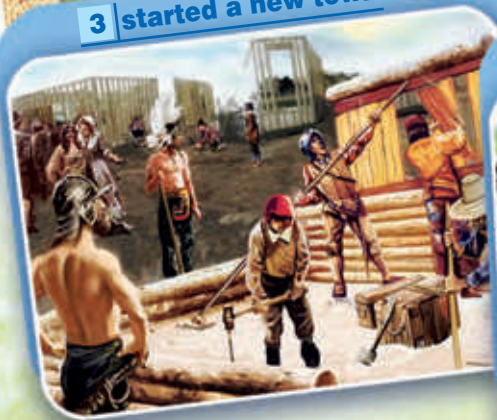
1 sailed

2 arrived

3 started a new town

4 helped them to grow crops

5 celebrated with a feast




### Check these words

trip, last, dear, arrive in, journey, passenger, crewman, die, was born, voyage, name, native, grow crops, harvest, celebrate together, feast, wild duck

## Listening & Reading

2 a) Americans celebrate *Thanksgiving* on the last Thursday in November. What is the story of this celebration? Look at the pictures and the map and guess.

 Listen, read, and check.

11 November, 1620

My dear wife,

We arrived in North America. The journey was difficult. Two passengers and a crewman died. It was sad. A baby boy was born on the voyage. We named him Oceanus. I hope things go well here!

Your husband,

Christopher

## Thanksgiving - how it all started

The Pilgrims were a small group of people who decided to leave England and start a new life in America. In 1620 they sailed to America on a ship called the *Mayflower*. The trip lasted 66 days. The Captain of the ship was Christopher Jones.

10 December, 1621

Dear wife,

I am well. The first winter was very hard. It was cold and there was very little food. We started a new town, Plymouth. The natives helped us grow crops. The harvest was great. We celebrated it together with the natives with a feast. There was turkey, wild ducks, boiled pumpkin, fish and bread from corn.

Your husband,

William



b) Read the text and choose the best option *a* or *b* to complete the sentences.

- The Pilgrims were
  - English people.
  - Native Americans.
- The captain's first name was
  - Christopher.
  - Oceanus.
- The journey to the new country
  - lasted a month.
  - wasn't easy.
- The Pilgrims managed to have enough food because the natives
  - helped them grow crops.
  - offered them their harvest.

## Grammar

### Past simple (regular – affirmative)

- 3 a) Study the theory. List all the regular *past simple* forms in the texts on p. 30.

I/You/He/She/It/We/You/They  
cooked fish yesterday.

We use the past simple for actions that happened at a certain time in the past.

**Time expressions used with the past simple:** yesterday, last week/month/summer etc., a week/year etc. ago

### Spelling

- verb + **-ed** *play – played*
- verb ending in **-e** + **-d** *live – lived*
- verb ending in a vowel between two consonants → double the last consonant + **-ed** *slip – slipped*
- verb ending in **-y** → **-y** + **-ied** *cry – cried*

b) Fill in the gaps with the *past simple* form of the verbs in brackets.

- The Pilgrims \_\_\_\_\_ (**arrive**) in America on the Mayflower.
- They \_\_\_\_\_ (**want**) to start a new life there.
- They \_\_\_\_\_ (**try**) hard to survive.
- They \_\_\_\_\_ (**stay**) at a place called Plymouth.
- Half of the people \_\_\_\_\_ (**survive**) the hard winter.
- One day, a Native American \_\_\_\_\_ (**enter**) their village.
- He \_\_\_\_\_ (**welcome**) them to the new country.
- He and his friends \_\_\_\_\_ (**show**) them how to grow crops.
- The Pilgrims \_\_\_\_\_ (**thank**) the natives for their help.
- They all \_\_\_\_\_ (**celebrate**) the harvest with a feast.

## Pronunciation

- 4 a) Write the past simple of the following verbs.  
 ☞ Listen and check (✓). Listen and say.

|   |        |                | /t/ | /d/ | /ɪd/ |
|---|--------|----------------|-----|-----|------|
| 1 | watch  | <i>watched</i> | ✓   |     |      |
| 2 | like   |                |     |     |      |
| 3 | arrive |                |     |     |      |
| 4 | visit  |                |     |     |      |
| 5 | stop   |                |     |     |      |
| 6 | walk   |                |     |     |      |

b) Use four of the verbs above to write sentences about you and your friends.

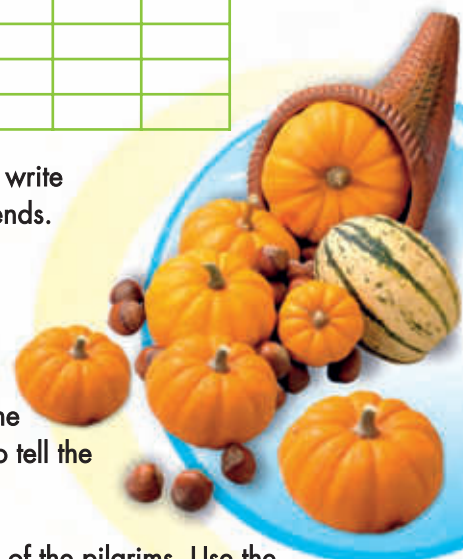
*I watched TV last night.*

## Speaking & Writing

- 5 a) Use the pictures in Ex. 1 and the information in the texts on p. 30 to tell the class how Thanksgiving started.

b) **THINK** Imagine you were one of the pilgrims. Use the verbs: *arrive, (journey) be, die, (winter) be, help (us grow), celebrate, thank* to make your speech during the first feast. Thank the Native Americans for their help.

*Dear friends,  
We arrived here a year ago.*



# 2.3

# Ancient civilisations

## Vocabulary

### Ancient civilisations

1 Listen and say.



# The AZTECS

1 The Aztecs lived in what is now central and southern Mexico. They ruled a large empire from the 14th to the 16th century. Tenochtitlan was the most important city in the empire. They built it in 1325 on an island where Mexico City stands today.

2 Their emperor was the head of the empire. He controlled it with his powerful army. The Aztec people were farmers, craftsmen and merchants.

3 They grew vegetables and fruits, hunted for animals and went fishing. They ate corn, avocados, tomatoes, meat, fish and chili peppers.

4 Most Aztecs made their houses from mud and bricks. They also built pyramids.

5 They used boats to transport goods. They usually travelled on foot.

6 All children went to school. They learned History, Myths and Religion. They respected their teachers.

7 The Aztecs played music, danced and wrote poetry. Children played a game similar to basketball and soccer.

8 The Spanish conquered the Aztecs in 1521. Diseases like smallpox killed most of them.

## Listening & Reading

2 The Aztecs were a great and powerful people. What do the pictures in Ex. 1 tell you about them?

Listen and check.

### Check these words

central, southern, rule, empire, stand, head, control, powerful, avocado, chili pepper, mud, brick, respect, poetry, disease, smallpox

3 Read the text and label the paragraphs (1-8) with the headings (A-H). Compare with your partner.





b) Look at the text and write all the past forms of the verbs below. Which are regular (R)? Which are irregular (I)?

- |                           |                    |
|---------------------------|--------------------|
| 1 live – <i>lived</i> (R) | 11 use – _____     |
| 2 rule – _____            | 12 travel – _____  |
| 3 be – _____              | 13 learn – _____   |
| 4 build – _____           | 14 respect – _____ |
| 5 control – _____         | 15 play – _____    |
| 6 grow – _____            | 16 dance – _____   |
| 7 hunt – _____            | 17 write – _____   |
| 8 go – _____              | 18 conquer – _____ |
| 9 eat – _____             | _____              |
| 10 make – _____           | 19 kill – _____    |

c) Use verbs from Ex. 4b in the *past simple* to complete the sentences.

## THE INCAS

- The Incan Emperor \_\_\_\_\_ in a palace.
- The Incas \_\_\_\_\_ their houses using stones.
- They \_\_\_\_\_ corn, potatoes, beans and peppers in their fields.
- They \_\_\_\_\_ excellent farmers.
- They \_\_\_\_\_ potatoes, peppers and avocados.
- They \_\_\_\_\_ animals to transport food across the empire.
- Only the sons of rich people \_\_\_\_\_ to school.
- At school they \_\_\_\_\_ the Inca language, History and Religion.

## Speaking & Writing

- 5 Use the pictures in Ex. 1 to give the class a short summary of the text in Ex. 2.

**THINK** Compare the people in your country nowadays to the Aztecs.

*The Aztecs had an emperor who ruled them but today we don't have an emperor.*

**ICT** 🙄🙄🙄 Gather information about the Incas and present it to the class. You can do some research on the Internet using this key word: **Incas**.

- A THE EMPEROR & THE PEOPLE
- B FREE TIME
- C EDUCATION
- D LOCATION
- E HOUSES
- G TRANSPORT
- F FOOD
- H THE END OF THE AZTECS

## Grammar

**Past simple** (irregular – affirmative)

- 4 a) Study the example.

I/You/He/She/It/We/You/They **ate** fish yesterday.



# 2.4 In the news

## Vocabulary

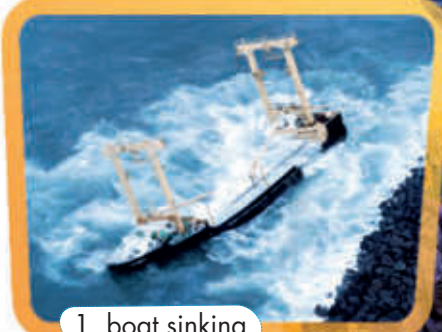
### Accidents & disasters

1 Listen and say. Match the newspaper headlines (A-E) to the disasters (1-5). Which words helped you decide?

- A 50 INJURED IN TRAIN COLLISION
- B BUILDING BOILER EXPLODES
- C NO SURVIVORS IN AEROPLANE CRASH
- D TANKER SINKS IN ATLANTIC
- E FLOOD LEAVES 200 HOMELESS



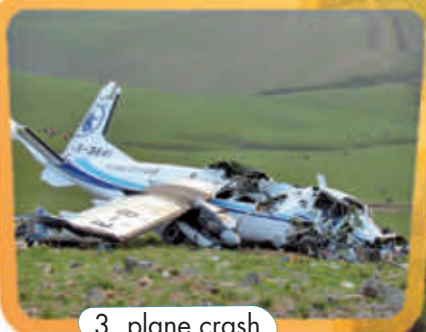
## Chilling Coincidences



1 boat sinking



2 river flood



3 plane crash



4 train accident



5 explosion

## Listening & Reading

2 a) The picture above shows the *Titanic*. What do you know about this ship? Read sentences 1-5 and choose the correct answer.

Listen and check.

- 1 The *Titanic* set sail from .... on 10 April, 1912.  
A New York      B Southampton
- 2 The weather was  
A stormy.      B sunny.
- 3 The *Titanic* hit a(n)  
A iceberg.      B ship.
- 4 The ship sank at ..... on 15 April.  
A 2:20 am      B 10:20 am
- 5 The number of people who died was more than  
A 1500.      B 150.

### Check these words

sink, icy, major, disaster, shock, hardly anyone, expect, predict, dramatic end, novel, luxury liner, iceberg, drowning, band leader, survive



When the *Titanic* sank on 15 April, 1912, hundreds of people lost their lives in the icy cold waters of the Atlantic. It was a major disaster that shocked the world. Hardly anyone expected the huge ship to sink. However, some people predicted the ship's dramatic end.

Years before the ship sailed, a writer told a story very similar to the *Titanic*'s. In 1898, Morgan Robertson wrote *Futility*. In his novel, he describes the last voyage of a large luxury liner, the *Titan*. Just like the *Titanic*, the ship in the novel sank when it hit an iceberg.

On the night the *Titanic* sank, a young girl, Jessie, was ill in bed in Kirkcubright, Scotland. Suddenly she started crying and said she saw a ship sinking and people drowning. She also heard a man called Wally playing a violin. Jessie died at 11:40 pm, the exact time the *Titanic* hit the iceberg. Wally, or Wallace Hartley, was the *Titanic*'s band leader. Unfortunately, he didn't survive that night.

Were these just chilling coincidences, or is there something more to it?

b) Listen and read the text and mark the sentences (1-6) T (true), F (false), or DS (doesn't say).

- 1 The *Titanic* sank in the evening. \_\_\_\_\_
- 2 Morgan Robertson was a writer. \_\_\_\_\_
- 3 The *Titan* was a real ship. \_\_\_\_\_
- 4 Jessie couldn't walk. \_\_\_\_\_
- 5 Jessie was on board the *Titanic*. \_\_\_\_\_
- 6 Wally died in the accident. \_\_\_\_\_

### Grammar

Past simple (negative/interrogative)

3 a) Study the table.

| NEGATIVE  |  |
|---|--|
| I/You/He/She/It/We/ You/They <b>didn't go</b> out last night. |  |
| INTERROGATIVE   | SHORT ANSWERS  |
| Did I/you/he/she/it/we/you/they <b>watch</b> TV?              | <b>Yes</b> , I/you/he/she/it/we/you/they <b>did</b> .<br><b>No</b> , I/you/he/she/it/we/you/they <b>didn't</b> . |

b) Make questions. Then answer them.

- 1 *Titanic*/sink/1920?  
*Did the Titanic sink in 1920?*  
*No, it didn't. It sank in 1912.*
- 2 *Titanic*/sink/the Pacific?  
\_\_\_\_\_
- 3 Morgan Roberston/write/*Titanic*?  
\_\_\_\_\_
- 4 the *Titan*/hit/a ship?  
\_\_\_\_\_
- 5 Jessie/see/people crying?  
\_\_\_\_\_

### Everyday English

Giving bad news & reacting

4 Listen and read. Use the headlines in Ex. 1 and the language in the box to act out exchanges.

| Giving bad news  | Reacting   |
|--|--|
| <ul style="list-style-type: none"> <li>• You won't believe what happened.</li> <li>• Did you hear?</li> <li>• Listen to this.</li> </ul> | <ul style="list-style-type: none"> <li>• Oh no!</li> <li>• Oh dear!</li> <li>• That's terrible.</li> <li>• How sad!</li> </ul> |

A: *Did you hear? 50 people were injured when two trains collided.*

B: *Oh dear!*

### Speaking & Writing

5 Imagine you survived the sinking of the *Titanic*. Use these phrases to write about your experience. Tell the class.

set sail   hit   sound/alarm  
run for/lifeboats   be lucky to get on  
watched in horror   ship/sink   be awful

*Our ship set sail from Southampton on 10 April, 1912. ...*

# 2.5 Trivia time

## Vocabulary

### Jobs

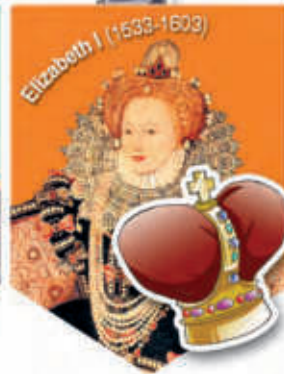
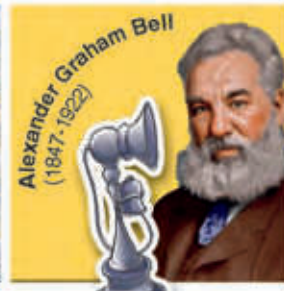
- 1 Listen and say. Match the jobs to the people in the pictures.
- a pilot • an explorer • an inventor
  - a scientist • a queen • a writer
  - an astronaut • a physicist

Ask and answer questions, as in the example.

A: What did Amelia Earhart do?  
 B: She was a pilot.  
 A: When was she born?  
 B: In 1897.  
 A: When did she die?  
 B: In 1937.

## Reading

- 2 a) Are you a trivia whiz? Test your knowledge in the category of amazing feats!



1 Which ocean did the first female pilot, Amelia Earhart, fly solo over?  
 A the Indian  
 B the Pacific  
 C the Atlantic

4 Who was the first female Nobel Prize winner?  
 A Jane Addams  
 B Bertha von Suttner  
 C Marie Curie

8 How did Abraham Lincoln die?  
 A He got very sick.  
 B Someone shot him.  
 C In a train accident.

2 When did James Naismith invent basketball?  
 A In 1861.  
 B In 1891.  
 C In 1936.

5 Samuel Morse created the telegraph and the Morse code. Where was he from?  
 A Britain  
 B Brazil  
 C America

9 Who were the first people to reach the top of Mount Everest?  
 A Robert Peary & Junko Tabei  
 B Neil Armstrong, Buzz Aldrin, and Michael Collins  
 C Sir Edmund Hillary & Tenzing Norgay

3 Where did Charles Dickens work when he was a child?  
 A In the fields.  
 B In a bakery.  
 C In a shoe polish factory.

6 When did Alexander Fleming discover penicillin?  
 A In 1892.  
 B In 1928.  
 C In 1898.

7 Who was the first Queen of England?  
 A Mary I  
 B Elizabeth I  
 C Queen Victoria

10 How many voyages did Christopher Columbus make?  
 A Two  
 B Three  
 C Four


## Listening

- b) Now listen and check. Who got the highest score in the class?



## Grammar

### Wh- questions

- 3 a)  Listen and read the examples. Pay attention to the intonation. Find examples in the quiz on p. 36.

|                             |                                |
|-----------------------------|--------------------------------|
| Who was she?                | Why did he leave?              |
| Where did he go last night? | How did she come?              |
| When did he leave?          | How many people did he invite? |

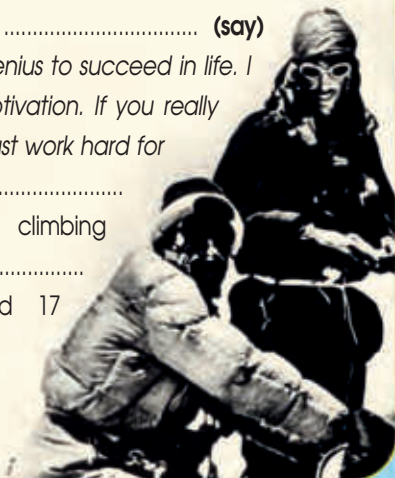
- b) Underline the correct question word.

- 1 **What/Why** did James Naismith do for a living? He was a university professor.
- 2 **Who/What** did he teach? He taught sports.
- 3 **Where/When** did he invent basketball? In 1891.
- 4 **Why/What** were the first basketball baskets? Peach baskets.
- 5 **When/How** did it become an official Olympic event? In 1936.

- 4 a) Read the text and put the verbs in the *past simple*.

## Conquering EVEREST

Sir Edmund Hillary was born in 1919 and 1) ..... (**grow up**) in New Zealand. He 2) ..... (**work**) as a beekeeper and 3) ..... (**like**) climbing mountains. Together with Tenzing Norgay he 4) ..... (**become**) the first person to reach the top of Mount Everest on 29 May, 1953. It 5) ..... (**take**) them seven weeks to get from base camp to the top and only three days to come down. They 6) ..... (**survive**) on a little food and sweet drinks. As he once 7) ..... (**say**) "One doesn't have to be a genius to succeed in life. I think it all comes down to motivation. If you really want to do something, you must work hard for it." Sir Edmund Hillary 8) ..... (**organise**) more mountain climbing expeditions. He also 9) ..... (**build**) clinics, hospitals and 17 schools in Nepal. He 10) ..... (**die**) on 11 January, 2008.



## STUDY SKILLS

### Comprehension check

After you finish reading a text, ask each other questions based on the text. This helps you test whether you understood it or need to read it again.

- b)  Ask and answer *wh-* questions.


A: *When was Sir Edmund Hillary born?*

B: *In 1919. Where did he grow up?*


A: *In New Zealand. etc.*

- c) **THINK** What makes someone successful in life according to Sir Edmund Hillary? Do you agree? Spend three minutes writing your thoughts. Read your sentences to the class.

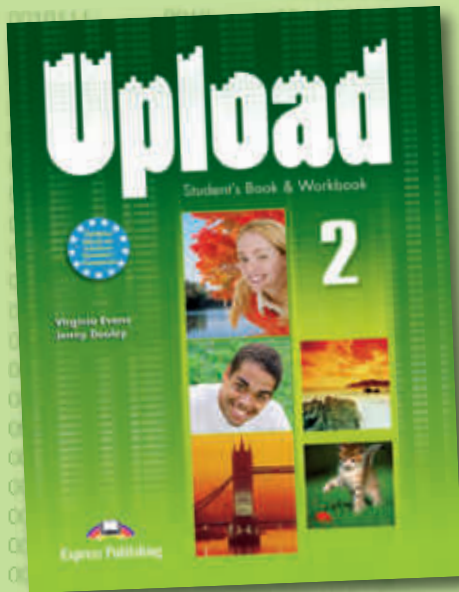
## Listening & Writing

- 5 a)  Listen to a short biography of a famous explorer. For questions 1-5, circle the correct answer (A or B).

- 1 Where was Ferdinand Magellan born?  
A Portugal B Spain
- 2 When did he leave Spain?  
A 1480 B 1519
- 3 How many ships did he have?  
A four B five
- 4 What ocean did he name?  
A The Pacific Ocean  
B The Atlantic Ocean
- 5 How many of his men survived the journey?  
A 115 B 150

- b) **Portfolio:**  Collect information about famous historical figures from your country. Prepare a quiz like the one in Ex. 2.

# For the Student



Student's Book & Workbook

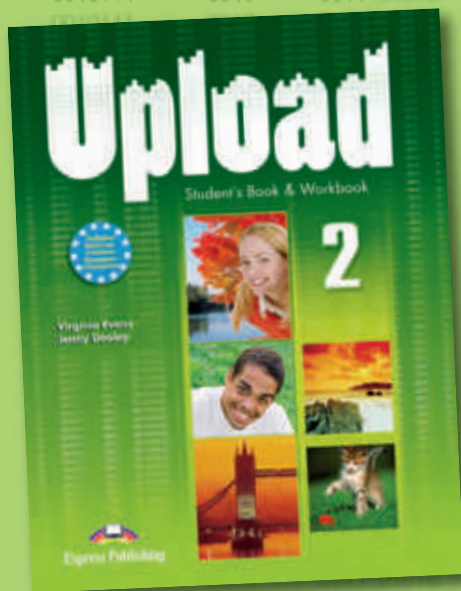


Student's CD

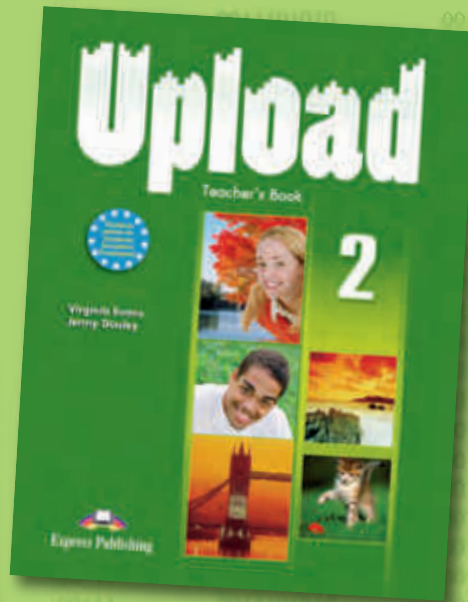


iBook

# For the Teacher



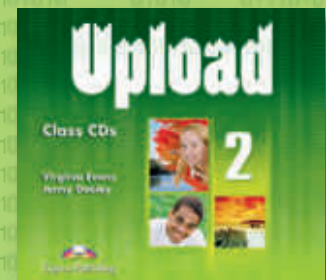
Student's Book & Workbook



Teacher's Book



IWB Software



Class CDs



# Upload

Student's Book & Workbook



Virginia Evans  
Jenny Dooley

# 3



Express Publishing

# Contents

| Vocabulary | Grammar | Skills/Functions | Writing/Learning Evidence |
|------------|---------|------------------|---------------------------|
|------------|---------|------------------|---------------------------|

| MODULE 1 Cause & effect (pp. 5-25) |                                    |  |  |  |
|------------------------------------|------------------------------------|--|--|--|
| 1                                  | verbs related to water             | conditional type 0   | <ul style="list-style-type: none"> <li>present the water cycle</li> <li>compare grammar structures</li> <li>Reading: <i>Cool cool water</i></li> </ul> | facts about using water<br>conditional type 0                      |
| 2                                  | space                              | <ul style="list-style-type: none"> <li>present simple</li> <li>pronunciation: -s ending</li> </ul> | <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>Reading: <i>Saturn</i></li> </ul>   | a poster of our solar system                                       |
| 3                                  | bad habits/<br>annoying situations | conditional type 0   | <ul style="list-style-type: none"> <li>express annoyance/agree-disagree</li> <li>Reading: a dialogue</li> </ul>  | sentences about things that annoy members of our family            |
| 4                                  | environmental problems             | conditional type 1   | <ul style="list-style-type: none"> <li>give/react to news</li> <li>cause &amp; effect</li> <li>Reading: <i>Earth SOS</i></li> </ul>                    | a presentation on how to help the environment                      |
| 5                                  | hobbies                            | <i>will</i>  | <ul style="list-style-type: none"> <li>give advice/express results</li> <li>Reading: <i>The Expert advises</i></li> </ul>                              | an email giving advice   |
| 6                                  | animals/habitats                   | present simple – present continuous  | <ul style="list-style-type: none"> <li>complete chart with information from text</li> <li>Reading: <i>Animal Blog</i></li> </ul>                       | a blog entry about an endangered animal in your country            |
| 7                                  | hi-tech; robots                    | conditional type 1   | <ul style="list-style-type: none"> <li>predict content of script</li> <li>Reading: <i>Can you believe it?</i></li> </ul>                               | a paragraph about the future of robots                             |
| 8                                  | the weather                        | <ul style="list-style-type: none"> <li>present continuous</li> <li><i>going to</i></li> </ul>      | <ul style="list-style-type: none"> <li>talk about the weather</li> <li>Reading: <i>Weather proverbs</i></li> </ul>                                     | a paragraph about the weather in different seasons in your country |
| 9                                  | aches & pains                      | the imperative   | <ul style="list-style-type: none"> <li>ask about health – complain/express sympathy</li> <li>Reading: <i>An apple a day ...</i> (quiz)</li> </ul>      | a dialogue giving advice   |
| 10                                 | future plans                       | join ideas ( <i>too, both, and, as well, whereas</i> )   | ask about future plans/make predictions  | a blog entry about your life in the future                         |

Self-Check 1 (p. 26)

| MODULE 2 Special moments (pp. 27-47) |                                   |   |   |  |
|--------------------------------------|-----------------------------------|---|---|--|
| 1                                    | childhood memories                | <i>used to</i>  | <ul style="list-style-type: none"> <li>talk about childhood memories</li> <li>Reading: <i>Before FAME and FORTUNE</i></li> </ul>                      | sentences about your past habits & routines  |
| 2                                    | life in the past                  | past simple – present simple  | <ul style="list-style-type: none"> <li>compare past &amp; present activities</li> <li>Reading: <i>Coming to America</i></li> </ul>                    | a short paragraph about your life as a child and now   |
| 3                                    | means of transport                | <ul style="list-style-type: none"> <li>-ed ending/<br/>pronunciation</li> </ul>   | <ul style="list-style-type: none"> <li>buy a train ticket</li> <li>Reading: <i>Travel through time</i></li> </ul>                                     | sentences about different means of transport   |
| 4                                    | towns                             | <ul style="list-style-type: none"> <li><i>used to</i> – past simple</li> <li>pronunciation of <i>used to</i></li> </ul> | <ul style="list-style-type: none"> <li>complete a graphic organiser with information from text</li> <li>Reading: <i>The City of Angels</i></li> </ul> | <ul style="list-style-type: none"> <li>compare a city then and now</li> <li>a paragraph about your town</li> </ul>         |
| 5                                    | inventions/<br>electrical devices | <i>too – enough</i>   | <ul style="list-style-type: none"> <li>complete an order form</li> <li>buy an appliance</li> <li>Reading: a dialogue</li> </ul>                       | a dialogue buying an appliance   |
| 6                                    | lifestyles                        | <i>some, any, a lot of, much, many, C/U nouns</i>   | <ul style="list-style-type: none"> <li>use dictionaries to explain words</li> <li>Reading: <i>Australian Aborigines</i></li> </ul>                    | a summary of a text  |
| 7                                    | types of families                 | possessive case   | <ul style="list-style-type: none"> <li>describe family members</li> <li>Reading: a dialogue</li> </ul>  | a short description of a family photograph   |
| 8                                    | clothes & fashion                 |   | <ul style="list-style-type: none"> <li>complimenting on clothes</li> <li>Reading: <i>Clothes &amp; Fashion</i></li> </ul>                             | complete a chart & compare fashion then and now  |
| 9                                    | sports                            | -ed/-ing adjectives   | <ul style="list-style-type: none"> <li>express feelings</li> <li>Reading: <i>Sports Trivia</i></li> </ul>   | a quiz about sports  |
| 10                                   | holiday activities                |   | <ul style="list-style-type: none"> <li>invite/accept – refuse</li> </ul>  | <ul style="list-style-type: none"> <li>opening/closing remarks in informal emails</li> <li>an email giving news</li> </ul> |

Self-Check 2 (p. 48)



| Vocabulary | Grammar | Skills/Functions | Writing/Learning Evidence |
|------------|---------|------------------|---------------------------|
|------------|---------|------------------|---------------------------|



## Disasters & mysteries (pp. 49-69)

|    |                              |   |   |  |
|----|------------------------------|---|---|--|
| 1  | natural disasters            | past continuous (affirmative/negative)                | <ul style="list-style-type: none"> <li>narrate an event</li> <li>pronunciation: <i>-ing</i> ending</li> <li>Reading: diary entries</li> </ul> | an interview about a natural disaster  |
| 2  | action verbs                 | past continuous (interrogative/short answers)         | <ul style="list-style-type: none"> <li>give a witness statement</li> <li>Reading: a cartoon strip</li> </ul>                                  | an email about a rescue you witnessed  |
| 3  | crime                        | past continuous, past simple                          | <ul style="list-style-type: none"> <li>express surprise</li> <li>Reading: newspaper reports</li> </ul>  | summarise an event; a newspaper report   |
| 4  | food/drinks                  | adverbs/adverbs of manner                             | <ul style="list-style-type: none"> <li>describe dreams</li> <li>Reading: <i>Strange Dreams Blog</i></li> </ul>                                | a dream of yours   |
| 5  | strange encounters           | prepositions of movement                              | <ul style="list-style-type: none"> <li>Reading: <i>Fact or Fiction</i></li> </ul>   | an encounter you had with a strange creature                                     |
| 6  | accidents; parts of the body | past continuous/past simple with <i>when/as/while</i> | <ul style="list-style-type: none"> <li>events in chronological order</li> <li>Reading: <i>That hurt!</i></li> </ul>                           | a story about an accident  |
| 7  | mysteries                    | <i>some/any/no/every</i> & compounds                  | <ul style="list-style-type: none"> <li>Reading: <i>Mysterious Mansion</i></li> </ul>  | an ending to a story   |
| 8  | strange creatures            | linking words   | <ul style="list-style-type: none"> <li>ask for information/react</li> <li>Reading: a dialogue</li> </ul>                                      | a ghost story  |
| 9  | bad experiences              |   | <ul style="list-style-type: none"> <li>prioritise events</li> <li>Reading: a cartoon strip</li> </ul>   | sentences describing feelings  |
| 10 | adventures                   | linkers: <i>so, because, but, and, as well as</i>     | <ul style="list-style-type: none"> <li>set the scene</li> <li>Reading: <i>The rescue</i></li> </ul>   | <ul style="list-style-type: none"> <li>set the scene</li> <li>a story</li> </ul> |

Self-Check 3 (p. 70)




## Experiences (pp. 71-91)

|    |                     |  |  |  |
|----|---------------------|--|--|--|
| 1  | places & signs      | <i>can/could</i>                                   | <ul style="list-style-type: none"> <li>make offers &amp; requests</li> <li>identifying places</li> <li>Reading: dialogues</li> </ul> | short dialogue about buying things                   |
| 2  | airport             | relatives; relative clauses                        | <ul style="list-style-type: none"> <li>identify people, places, things</li> <li>Reading: dialogue</li> </ul>                         | describe people/things                               |
| 3  | places              |  | <ul style="list-style-type: none"> <li>give directions</li> <li>recognise street signs</li> </ul>                                    | a dialogue asking for and giving directions          |
| 4  | work environment    | subject/object pronouns – possessive adjs/pronouns | <ul style="list-style-type: none"> <li>identify types of messages</li> <li>Reading: short messages</li> </ul>                        | a memo   |
| 5  | clothes             | question tags                                      | <ul style="list-style-type: none"> <li>make complaints about clothes</li> <li>Reading: a dialogue asking for a refund</li> </ul>     | clothing care symbols                                |
| 6  | help out at home    | past forms of modals                               | <ul style="list-style-type: none"> <li>reprimand</li> <li>Reading: a dialogue</li> </ul>   | a note   |
| 7  | food/drinks         | comparative/superlative                            | <ul style="list-style-type: none"> <li>decide on &amp; order food/drinks</li> <li>Reading: dialogue at a restaurant</li> </ul>       | a dialogue ordering food                             |
| 8  | wildlife activities | present perfect                                    | <ul style="list-style-type: none"> <li>Reading: <i>Amazing Experiences</i></li> </ul>  | sentences about your experiences                     |
| 9  | customs & behaviour | present perfect vs past simple                     | <ul style="list-style-type: none"> <li>Reading: <i>Keep in mind</i></li> </ul>   | a blog entry about an experience of yours            |
| 10 | charity events      |  | <ul style="list-style-type: none"> <li>make requests; agree – refuse</li> <li>Reading: an email</li> </ul>                           | a semi-letter making a request<br>semi-formal letter |

Self-Check 4 (p. 92)

Cultural & Curricular Section (pp. 93-101), Workbook: Vocabulary & Grammar Practice (pp. 102-117), Grammar Reference (GR1-GR8), Rules for Punctuation (GR9), Word List (WL1 - WL5), American English – British English Guide, Irregular Verbs

## Vocabulary Electrical Devices

- 1 a)  Listen and say. Which of these devices do you have at home?
- b) What do we use each appliance for? Use the phrases to write sentences.

- vacuum up dust
- wash dishes
- watch films
- iron clothes
- keep food and drinks cold
- cook food

*We use a cooker to cook food.*



vacuum cleaner

DVD player

## What Did we Use to DO WITHOUT...?



dishwasher



fridge




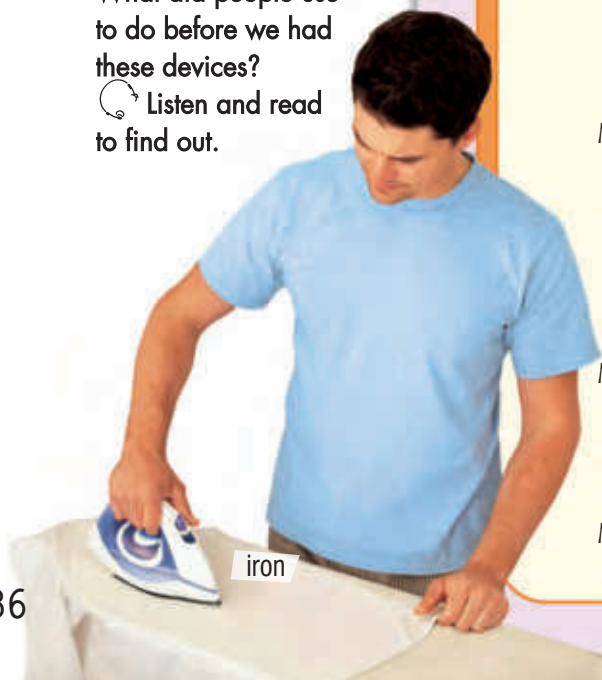
cooker

### Check these words

mess, broom, sweep up, take ages, nonsense, bake bread, wood-burning stove, ice, afford, by hand, how on earth, survive, dramatic

## Reading

- 2 a) Read the title and look at the pictures. What did people use to do before we had these devices?
-  Listen and read to find out.



iron

Ann: Oh no!

Mrs Harris: What's the problem?

Ann: I need to clean up this mess but the vacuum cleaner isn't working.

Mrs Harris: So what! Just use a broom and sweep it up.

Ann: What? That's going to take me ages to do!

Mrs Harris: Nonsense. I remember I used to sweep the floors every Sunday morning while your grandmother baked bread in the wood-burning stove.

Ann: Next you're going to tell me you didn't have a fridge or a TV.

Mrs Harris: Not when I was your age. We used to buy ice to keep things cool. And we didn't have a TV until I was fifteen. We didn't have enough money to afford one. We used to listen to the radio in the evening, though.

Ann: I suppose you didn't have a dishwasher either.

Mrs Harris: That's right. They were too expensive to afford one. We used to do the washing up by hand. It was the same with washing clothes.

Ann: That's awful! How on earth did you survive?

Mrs Harris: Oh, don't be so dramatic! It wasn't that bad! Now go and sweep up your mess!



b) Complete the sentences. Tell the class.

People ...

1 *used to sweep up with a broom* but now we have vacuum cleaners.

2 \_\_\_\_\_  
but now we have cookers.

3 \_\_\_\_\_  
but now we have fridges.

4 \_\_\_\_\_  
but now we have dishwashers.

5 \_\_\_\_\_  
but now we have washing machines.

## Grammar

### Too – Enough

3 a) Read the theory. Find examples in the dialogue.

- **too + adjectives/adverb + to-infinitive** (negative meaning = more/less than what is needed) *The cooker is too expensive to buy.* (We can't buy it, it's very expensive.)
- **adjective/adverb + enough + to-infinitive/noun + enough** (positive meaning; as much as wanted/needed) *This mixer is easy enough to use.* (It's very easy to use. I can use it easily.) *We have enough money to buy this iron.* (We can afford to buy it.)

b) Complete the exchanges with *too* or *enough* and the words in brackets.

1 A: Did you buy that new fridge?

B: No, it was \_\_\_\_\_  
(big) to fit in my kitchen.

2 A: Did you cook dinner?

B: No, there was \_\_\_\_\_  
(food) from last night.

3 A: What's wrong?

B: This microwave is \_\_\_\_\_  
(complicated). I can't use it.

4 A: I can't lift this armchair. It's \_\_\_\_\_  
(heavy).

B: Let me help you.

5 A: I don't have \_\_\_\_\_  
(time) to help you clean the fridge.

B: That's OK. I'll do it.

## Listening

4 John wants to buy a DVD player.  
Listen and complete the form.

### PURCHASE ORDER FORM

#### Value Mart

Purchase Order Form

11/03/2010

Order number: 41389

#### PRODUCT DETAILS

Item code: 1) \_\_\_\_\_

Description: Megatron DVD 212

#### CUSTOMER DETAILS

Name: John Clarkson

Address: 2) \_\_\_\_\_, London, SE25

Telephone: 3) \_\_\_\_\_

Payment: 4) Credit Card  Cash on delivery

Delivery Service: 5) \_\_\_\_\_

## Writing & Speaking

5 a) Your partner wants to buy one of these appliances. Write a dialogue similar to the one in Ex 4. Use the following questions. Act out your dialogue to the class.

- How can I help you?
- Can you please tell me the item code?
- Can I have your name and address please?
- Your telephone number please?
- How would you like to pay for the ...?
- Would you like express delivery?

|   |  |  |
|---|--|--|
|  <p>Pierce Microwave<br/>Code: 5811</p> <p>£58.00</p> |  <p>Vavoom Mixer<br/>Code: 2991</p> <p>£34.00</p> |  <p>Welsa Hair Dryer<br/>Code: 4731</p> <p>£18.00</p> |
|---|--|--|

b) **THINK** Imagine a day in your life without any appliances. In three minutes write a few sentences. Read them to the class.

# AUSTRALIAN ABORIGINES

## Check these words

nomadic people, hunt, gather, respect, guard, special place, sandstone, formation, branch, wallaby, reptiles, desert, clothing, belt, tool, weapon



**Dating back more than 40,000 years ago, the Australian Aborigines were nomadic people that used to hunt and gather food by travelling the land.**

### Beliefs

Aborigines respected nature because it gave them food to eat and a place to live. They guarded and protected certain places in nature. One such special spot is the Uluru, which is a large, red, sandstone rock formation. Aboriginal people of today still highly respect it.

### Houses

Australian Aborigines moved around a lot. For this reason, they built simple, small houses from branches and leaves.

### Food

Australian Aborigines used to eat kangaroos, wallabies, fish and reptiles. They also gathered a lot of berries and plants. Today, many Aborigines who live in the deserts eat the same things.


### Music

Music was an important part of Aboriginal life. They used to play different wooden instruments like the 'didgeridoo'. Today, Aboriginal music of Australia mixes traditional sounds with modern instruments to create new styles like Aborigines rock music.

### Clothes

Australian Aborigines didn't wear much clothing. They used to wear belts to carry tools and weapons. In cold weather they wore thick capes made of animal skins.

## Reading & Speaking

1 a)  Listen and say. Look up any unknown words in your dictionaries.

- hunt and gather food
- respect
- nature
- build houses from branches and leaves
- eat kangaroos
- gather berries
- play wooden instruments
- wear thick capes

b) What do the phrases in Ex. 1a tell you about the Australian Aborigines?

 Listen, read and check.

## STUDY SKILLS

### Using dictionaries to explain words

A dictionary presents words in alphabetical order. For each word there is information about the type of word and its meaning, spelling, pronunciation and use.

pronunciation      type of word      meaning

**hunt** /hʌnt/verb = search for and try to catch an animal

*Ancient Egyptians hunted for food using spears.*

use



2 Read the text in Ex. 1. For statements 1-5 choose the correct answer A, B or C. Find evidence in the text.

- Uluru is a special place for the Australian Aborigines
  - because it is old.
  - because it is made of red sandstone.
  - because it is part of nature.
- Australian Aborigines built simple small houses because
  - the weather was very bad.
  - they didn't stay in them for long.
  - they didn't have tools.
- They used to eat
  - meat only.
  - vegetables only.
  - meat and vegetables.
- A 'didgeridoo' is
  - a modern aboriginal musical instrument.
  - a traditional type of music.
  - a wooden instrument played by Australian Aborigines.
- To make their winter clothes they used
  - hair.
  - animal skins.
  - leaves.

## Grammar

### Some – Any – A lot of – Much – Many

3 a) Read the theory. Which words can we use only with: countable nouns? uncountable nouns? Which words can we use with both countable and uncountable nouns? Find examples of uncountable nouns in the text.

**Countable nouns** are nouns we can count.

*an/one apple — two apples*

*I eat a lot of berries.*

*How many berries do you eat?*

- too many*  
(more than needed)
- a lot of/ lots of*
- some/a few*
- not many/ very few*
- not any*



**Uncountable nouns** are nouns we cannot count. *(some) rice*

(NOT: ~~one rice — two rices~~)

*I drink a lot of milk.*

*How much milk do you drink?*

- too much*  
(more than needed)
- a lot of/lots of*
- some/a little*
- not much/ very little*
- not any*



b) Fill in *a, an, some* or *–*. Then mark the nouns *C* (countable) or *U* (uncountable).

1 *–* weather (*U*); 2 \_\_\_ house \_\_\_; 3 \_\_\_ rock \_\_\_; 4 \_\_\_ berry \_\_\_; 5 \_\_\_ desert \_\_\_; 6 \_\_\_ milk \_\_\_; 7 \_\_\_ nature \_\_\_; 8 \_\_\_ orange \_\_\_

c) Choose the correct item.

There are **1) a lot of/much** Aboriginal people in Australia. In the beginning there were 600 dialects, nowadays there are only **2) a few/a little** left—just 200. **3) Some/Any** tribes had **4) a few/a little** languages back then. Aborigines developed **5) some/little** musical instruments. There was very **6) few/little** food so they had to move from one place to another. Their ability to adapt helped them to survive for so **7) many/few** years.

## Speaking & Writing

4 Use the words in the *Check these words* box to complete the sentences.

- The Australian Aborigines moved from place to place. They were \_\_\_\_\_.
- Aboriginal Australians used to eat \_\_\_\_\_ like lizards.
- Uluru was a \_\_\_\_\_ for Aborigines and they worshipped it.
- We should all \_\_\_\_\_ nature.

5 a) Write a short summary of the text. Read it to the class.  
b) **THINK** In three minutes write a few sentences comparing Australian Aborigines' lifestyle to yours. Tell the class.

# 2.7 Family Life

## Vocabulary Families


1 a) Match the pictures A-C with the phrases:

- |                            |                 |                            |                      |
|----------------------------|-----------------|----------------------------|----------------------|
| 1 <input type="checkbox"/> | nuclear family  | 3 <input type="checkbox"/> | single parent family |
| 2 <input type="checkbox"/> | extended family |                            |                      |

 Listen and check then say.

## Listening

b)  Listen to Petra describing the people in her family. Which picture (A-C) does she describe?

2 a) Match the words to form pairs.  
 Listen and check, then say.

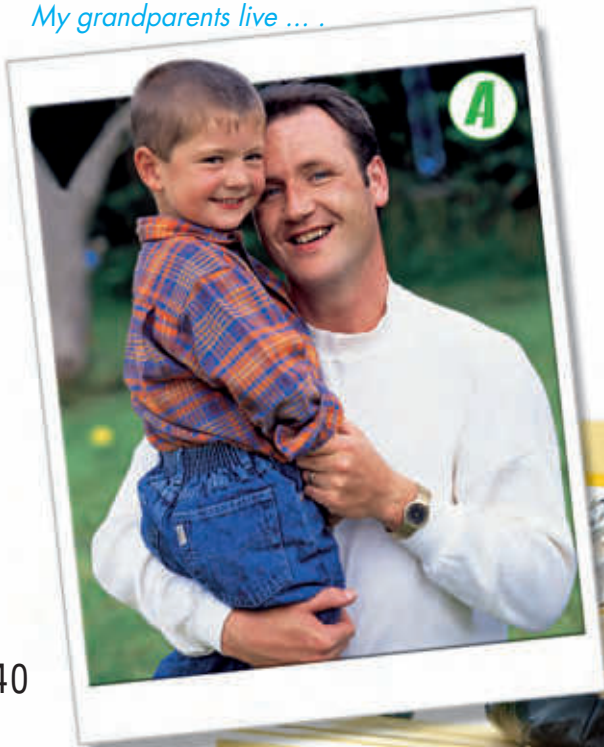
- |                            |                  |   |                 |
|----------------------------|------------------|---|-----------------|
| 1 <input type="checkbox"/> | dad              | a | aunt            |
| 2 <input type="checkbox"/> | (great) granddad | b | niece           |
| 3 <input type="checkbox"/> | brother          | c | wife            |
| 4 <input type="checkbox"/> | nephew           | d | (great) grandma |
| 5 <input type="checkbox"/> | uncle            | e | mum             |
| 6 <input type="checkbox"/> | husband          | f | mother-in-law   |
| 7 <input type="checkbox"/> | father-in-law    | g | sister          |

b) Use the words above to talk about your family. What type is it?

*We are an extended family.*

*In my family there are four of us. My dad, ...*

*My grandparents live ...*




## Check these words

look through, album, bring back, memories, have a look, recognise, in the middle, twin, fit and healthy, rest, lecture

## Reading

3 a) Read the first exchange of the dialogue. What is it about?

 Read and listen to the rest of the dialogue to find out.

- Sue: Hi, Jane! What are you doing?  
 Jane: Hi, Sue. I'm looking through this album of old family photos my mum just sent me. Some of them really bring back memories!  
 Sue: That's interesting! Can I have a look?  
 Jane: Of course. Let's see if you can recognise me in this photo! My mum took it when I was about eight, I think. Now, which one is me?  
 Sue: I think this is you, in the middle. Is that your grandma behind you?  
 Jane: Yes, you're right – and that's my granddad, standing behind her. My parents are on the left. The girl in front of my mum is my sister, Lisa. The ones on the right are my mum's twin sister, her husband and my cousin, Billy. He's so funny. We all lived on the farm. It was really fun for us kids.  
 Sue: Well, you all look fit and healthy. I guess all that fresh air was good for you. Anyway, I'll look at the rest later – I have a lecture now.  
 Jane: Okay, see you!





## Grammar

## Possessive case

- 4 Read the theory. Find examples in the dialogue. Then circle the correct item.

- singular nouns + 's *Ann's dad*
- plural noun + ' *my grandparents' house*
- irregular plurals + 's *the men's car*

We add 's to the last noun of a phrase to show common possession.

*Ann and Bob's mum* BUT *Ann's and Bob's bikes*

- 1 John's the **childrens'/children's** uncle.
- 2 That's **Jennys'/Jenny's** dad.
- 3 That is **Sue and Steve's/Sue's and Steve's** grandpa.
- 4 They are the **girl's/girls** parents.

## STUDY SKILLS

## Describing pictures

When you describe a picture, give a clear idea of what it shows. Describe the place, the weather, the people, their clothes, the activities and their feelings.

## Speaking &amp; Writing

- 5 Find a family photograph. Write a short description of it. Read your description to the class.

## Useful language

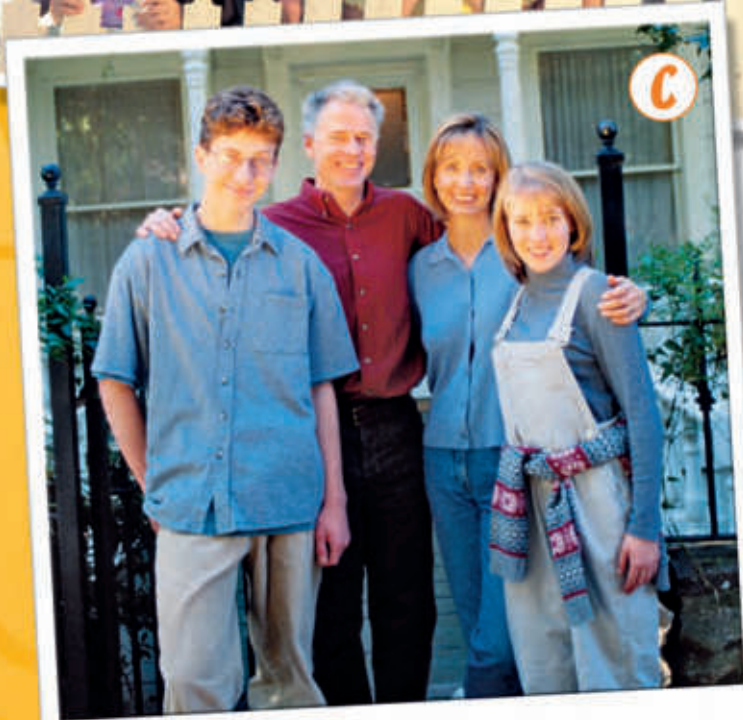
- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| • The ... on the right is ...         | • The ... in the (blue shirt) is ... |
| • The ... in the middle/center is ... | • The ... with the ... is ...        |
|                                       | • The ... wearing the ... is ...     |

*This is a photograph of my family when we were on holiday ...*

b) Read the dialogue again and decide whether these statements are *T* (true) or *F* (false).

- 1 Jane is looking at some photographs.
- 2 The photo shows Jane as a child.
- 3 Jane has two sisters.
- 4 Jane's mum has a brother.
- 5 Sue lived on a farm as a child.
- 6 Jane is going to a lecture.

c) Use picture B to present Jane's family to the class.

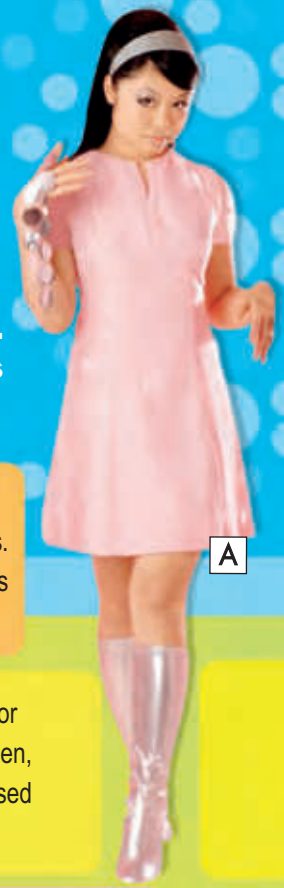


# 2.8

## Changing Fashion



Fashion is fun, but fashion is also an important part of people's lives. People often use fashion to say something about how they think or feel about life. How a person dresses often defines who a person is.



A

Music changed fashion in the 60s more than any other decade. In the early 60s, people dressed in trendy clothes. Men used to wear short-sleeved shirts and loose trousers; women, A-line dresses. With *The Beatles* came collarless jackets and tight trousers. Then hippies wore bell-bottom trousers (trousers which are very wide at the bottom), bright colours and headbands.

One word sums up music and fashion in the 1970s: ABBA. They were famous for their music and their very colourful outfits. Girls wore mini-skirts and boots. For the men, it was tight tops and bell-bottoms. Platform shoes became very popular. Disco fans used to wear three-piece suits and shirts with long collars.

### Vocabulary Clothes

1 a) Match the sentences to the pictures.

- 1  Mark is wearing a frilly **shirt** and a velvet **jacket** with gold **buttons**.
- 2  Martha is wearing bright colours and **bell-bottom trousers**. She has **earrings** on her ears.
- 3  Susan is wearing **leggings**, long, thick **socks** called **leg warmers** and **high-heeled sandals**. She has a long **necklace** around her neck.
- 4  John is wearing a **three-piece suit**, a black shirt, **platform shoes** and sunglasses.
- 5  Lyn is wearing a **mini dress** with **knee-high boots**.

b) List the words in bold under the headings. Listen and check.

- clothes
- accessories
- shoes
- other

In the 1980s, glamorous musicians like David Bowie and Duran Duran inspired fashion designers. Men used to wear frilly shirts, velvet jackets with gold buttons and baggy trousers. Women used to wear leggings, long, thick socks called leg warmers, sweatshirts and ripped jeans.

### Check these words

fashion, defines, decade, trendy, short-sleeved, loose, collarless, tight, wide, bottom, outfit, collar, glamorous, inspire, fashion designer, frilly shirt, buttons, baggy, ripped

### Reading & Speaking

2 a) What do you know about fashion in the past? What kind of clothes did people wear in the second half of the 20th century? Listen and read to find out.

b) Read again and mark the statements T (true), F (false) or DS (doesn't say). Correct the false statements.

- 1 In the 1960s, men copied the Beatles' hairstyle. \_\_\_\_\_
- 2 Headbands were popular in the 1960s. \_\_\_\_\_
- 3 Women wore mini-skirts in the 1970s. \_\_\_\_\_
- 4 In the 1970s, clothes were not plain. \_\_\_\_\_
- 5 Ripped jeans were fashionable in the 1970s. \_\_\_\_\_
- 6 In the 1980s, men used to wear thick socks. \_\_\_\_\_





## Listening

4 Listen and circle the correct response.

- 1 a) Do you think so?    b) Is it new?
- 2 a) It looks nice.        b) Not really.
- 3 a) Thanks!                b) That's nice.
- 4 a) It's nice.                b) It's a bit expensive.

## Everyday English

### Complimenting

5 a) Fill in: *go, fit, suit, match* in the correct form.

- 1 A: What do you think of this shirt?  
B: You look good. It \_\_\_\_\_ your trousers.
- 2 A: How about this dress?  
B: It \_\_\_\_\_ you perfectly. It's just the right size.
- 3 A: What do you think of these boots?  
B: They look nice on you. They \_\_\_\_\_ with your clothes.
- 4 A: Do you like this hat?  
B: It really \_\_\_\_\_ you. It looks great on you.

b) Work in pairs. You are in a department store. Your partner wants to buy some clothes and shoes. Comment on their choice.

3 a) Use words from the *Check these words* box to complete the sentences.

- 1 Some people believe that the way you dress \_\_\_\_\_ your personality.
- 2 He doesn't like wearing baggy trousers. He prefers \_\_\_\_\_ ones.
- 3 I don't understand why some young people wear \_\_\_\_\_ jeans. They look awful with all those holes in them.
- 4 Many \_\_\_\_\_ show their clothes in Paris.
- 5 John is wearing a velvet jacket with gold \_\_\_\_\_.
- 6 Ann wears \_\_\_\_\_ clothes. She looks like a film star.

b) Use the words in Ex. 1 to talk about different fashion styles from the 1960s to 1980s.

| Asking  | Responding  |
|---|---|
| <ul style="list-style-type: none"> <li>• What do you think of ...?</li> <li>• How about this ...?</li> <li>• Do you like this ...?</li> </ul> | <ul style="list-style-type: none"> <li>• It looks nice on you.</li> <li>• It really suits you.</li> <li>• You look good.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• It doesn't suit/fit you well.</li> <li>• I think it's awful.</li> </ul>                    |

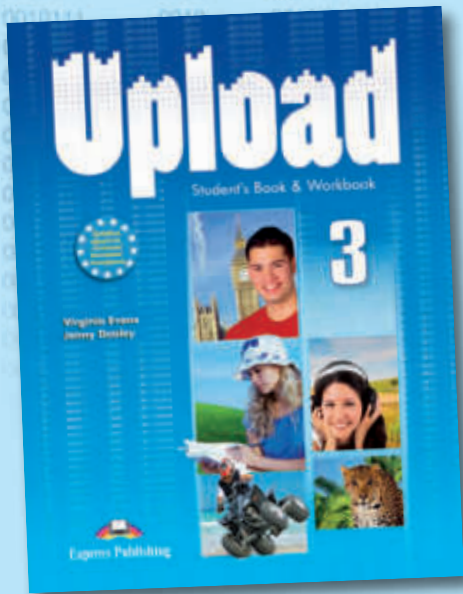
## Writing

6 *Portfolio*: Complete the chart with information from the text. Then write about what young people wear nowadays. Write sentences comparing them.

|         | 1970s | Nowadays |
|---------|-------|----------|
| Clothes |       |          |
| Shoes   |       |          |

*In the 1970s, young men used to wear tight tops and bell-bottoms whereas nowadays young men wear baggy trousers.*

# For the Student



Student's Book & Workbook

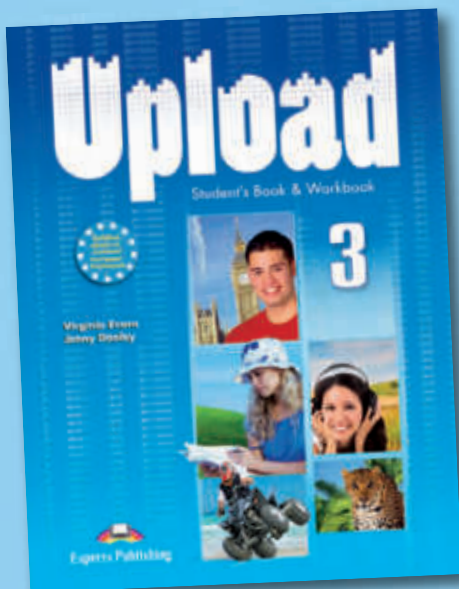


Student's CD

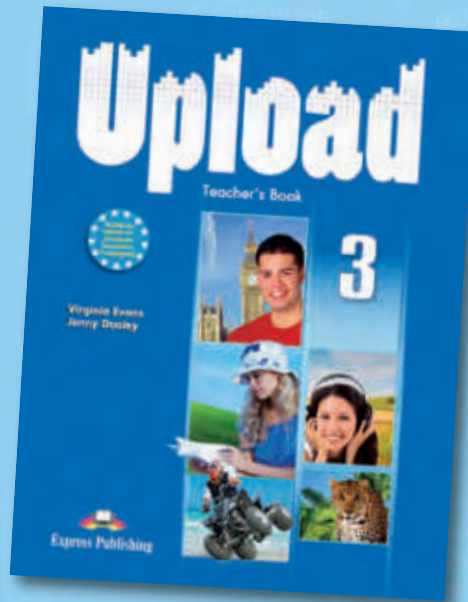


ieBook

# For the Teacher



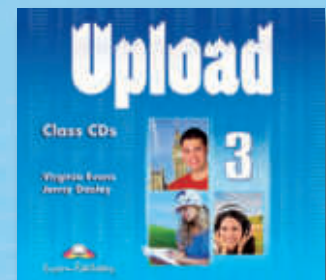
Student's Book & Workbook



Teacher's Book



IWB Software



Class CDs



# Upload

Student's Book & Workbook



**Virginia Evans**  
**Jenny Dooley**




# 4




**Express Publishing**

# Contents

| Vocabulary | Grammar | Skills/Functions | Writing |
|------------|---------|------------------|---------|
|------------|---------|------------------|---------|

|  <b>Experiences</b> (pp. 5-25) |                            |   |  |
|---|----------------------------|---|--|
| <b>1</b>  | activities & extreme sport | present perfect simple (affirmative – negative – interrogative/questions) | <ul style="list-style-type: none"> <li>talk about experiences</li> <li>Reading: <i>Mark's blog: Experiences</i></li> </ul> a blog entry about an experience of yours                       |
| <b>2</b>  | wildlife                   | present perfect (questions & short answers)                               | <ul style="list-style-type: none"> <li>using technology to improve English</li> <li>Reading: postcardss</li> </ul> describe a person's experience  |
| <b>3</b>  | holiday preparation        | present perfect: <i>already, yet, since, for</i>                          | <ul style="list-style-type: none"> <li>remind and reassure</li> <li>Reading: a dialogue</li> </ul> a holiday preparation list  |
| <b>4</b>  | embarrassing situations    | present perfect vs past simple  | <ul style="list-style-type: none"> <li>express embarrassment &amp; respond</li> <li>Reading: <i>Blogger: embarrassing moments</i></li> </ul> a blog entry about an embarrassing experience |
| <b>5</b>  | personal achievements      | <i>used to</i>  | <ul style="list-style-type: none"> <li>complete tables</li> <li>Reading: <i>Lighting up lives!</i></li> </ul> a short autobiography  |
| <b>6</b>  | personal changes           | collocations  | <ul style="list-style-type: none"> <li>comments on sb's appearance</li> <li>Reading: <i>Record-breaking looks</i></li> </ul> describe how family members have changed                      |
| <b>7</b>  | superstitions              | exclamations  | <ul style="list-style-type: none"> <li>expand vocabulary</li> <li>Reading: <i>Are you a believer?</i></li> </ul> superstitions in your country   |
| <b>8</b>  | holiday activities         | indirect questions  | <ul style="list-style-type: none"> <li>brainstorming, edit other's piece of writing</li> <li>Reading: an email</li> </ul> an email (informal style)  |
| <b>9</b>  | nasty accidents            | past perfect  | <ul style="list-style-type: none"> <li>summarize a text</li> <li>Reading: <i>Succeeding against all odds</i></li> </ul> an article about a person's achievements                           |
| <b>10</b>   | hobbies                    | present perfect vs past simple (revision)                                 | <ul style="list-style-type: none"> <li>improve reading skills</li> <li>Reading: <i>Reader's Letters</i></li> </ul> a letter to a magazine about an activity you have tried                 |

Self-Check 1 (p. 26)

|  <b>Imaginary situations</b> (pp. 27-47) |                        |   |   |
|---|------------------------|---|---|
| <b>1</b>  | neighbourhood problems | <i>would</i>                                      | <ul style="list-style-type: none"> <li>state problems &amp; suggest solutions</li> <li>Reading: <i>Better Neighbourhoods</i></li> </ul> a short paragraph suggesting ways to make your neighbourhood better |
| <b>2</b>  | global problems        | Conditional type 2                                | <ul style="list-style-type: none"> <li>talk about imaginary situations</li> <li>Reading: <i>Global problems</i></li> </ul> write about imaginary situations   |
| <b>3</b>  | family problems        | Conditional type 2                                | <ul style="list-style-type: none"> <li>give advice</li> <li>Reading: emails</li> </ul> a letter giving advice   |
| <b>4</b>  | teenage problems       | Conditional type 1/2 <i>will</i> , present simple | <ul style="list-style-type: none"> <li>multiple matching listening</li> <li>Reading: <i>Ask Advice</i></li> </ul> complete sentences  |
| <b>5</b>  | situations             | Conditional type 3                                | <ul style="list-style-type: none"> <li>narrate an incident</li> <li>Reading: <i>Can you believe it?</i></li> </ul> compare a person's action to what you would do   |
| <b>6</b>  | crime                  | past simple – past continuous                     | <ul style="list-style-type: none"> <li>narrate events</li> <li>Reading: a dialogue</li> </ul> an article about an illegal activity  |
| <b>7</b>  | holiday problems       | <i>so – such a(n)</i>                             | Reading: <i>Roger's blog</i><br>a blog entry about a bad holiday experience   |
| <b>8</b>  | difficult situations   | adjectives/adverbs                                | <ul style="list-style-type: none"> <li>writing stories</li> <li>Reading: <i>All's well that ends well</i></li> </ul> a story  |
| <b>9</b>  | environmental dangers  | present simple/continuous (revision)              | <ul style="list-style-type: none"> <li>predict missing information</li> <li>Reading: <i>Coral Reefs</i></li> </ul> collect & present information about coral reefs  |
| <b>10</b>   | everyday ethics        | Conditional types 1/2/3 (revision)                | <ul style="list-style-type: none"> <li>Reading: <i>Finders Keepers – Losers Weepers?</i></li> </ul> a paragraph about what you would do in an imaginary situation   |

Self-Check 2 (p. 48)



| Vocabulary | Grammar | Skills/Functions | Writing |
|------------|---------|------------------|---------|
|------------|---------|------------------|---------|

## MODULE 3 Likes & Dislikes (pp. 49-69)

|    |                      |   |  |   |
|----|----------------------|---|--|---|
| 1  | TV programmes        | <ul style="list-style-type: none"> <li>-ing form (<i>love, like, etc</i>)</li> <li>to-infinitive (<i>would, love, would like, etc</i>)</li> </ul> | <ul style="list-style-type: none"> <li>express specific preference</li> <li>Reading: a dialogue</li> </ul>                     | a dialogue deciding on what to watch on TV      |
| 2  | sports equipment     | (to)-infinitive   | <ul style="list-style-type: none"> <li>improve understanding</li> <li>Reading: <i>Sports with a Twist</i></li> </ul>           | a presentation about a sport                    |
| 3  | types of books       | -ing form   | <ul style="list-style-type: none"> <li>express opinions</li> <li>Reading: <i>Who's the new Harry Potter?</i></li> </ul>        | a short description of your favourite book      |
| 4  | food/drinks          | <ul style="list-style-type: none"> <li>C/U nouns</li> <li>a/an – some/any/a few/a little</li> </ul>   | <ul style="list-style-type: none"> <li>Reading: <i>From edible to incredible</i></li> </ul>                                    | design & present a piece of artwork using food  |
| 5  | types of buildings   | comparisons <i>too/enough</i>   | <ul style="list-style-type: none"> <li>use mind maps</li> <li>Reading: <i>The Bizarre Blog</i></li> </ul>                      | an article about an unusual building            |
| 6  | types of music       | adverbs of degree   | <ul style="list-style-type: none"> <li>expand information</li> <li>Reading: <i>MP3s – too much of a good thing?</i></li> </ul> | an article about your favourite band            |
| 7  | types of holidays    | verbs taking to-infinitive/-ing form with difference in meaning   | <ul style="list-style-type: none"> <li>Reading: messages</li> </ul>  | a postcard                                      |
| 8  | films                |   | <ul style="list-style-type: none"> <li>recommend &amp; comment on films</li> <li>Reading: an email</li> </ul>                  | an email reviewing a film you watched           |
| 9  | free-time activities | plural/group nouns  | <ul style="list-style-type: none"> <li>report statistics</li> <li>Reading: <i>A purrfect hobby!</i></li> </ul>                 | a questionnaire & bar graph presenting findings |
| 10 | festive activities   | <i>will – be going to – present continuous</i>  | <ul style="list-style-type: none"> <li>learn synonyms</li> <li>Reading: <i>Amazing blazes</i></li> </ul>                       | an article about a festival in your country     |

Self-Check 3 (p. 70)

## MODULE 4 All around us (pp. 71-91)

|    |                          |   |   |   |
|----|--------------------------|---|---|---|
| 1  | people's appearance      | <i>who/that, which/that, whose</i>              | <ul style="list-style-type: none"> <li>learn prepositions</li> <li>describe appearance</li> <li>Reading: <i>Lucky stars?</i></li> </ul> | descriptions of family and friends            |
| 2  | character                | form negative adjectives                        | <ul style="list-style-type: none"> <li>describe character</li> <li>Reading: <i>The Afghan girl</i></li> </ul>                           | an article describing your best friend        |
| 3  | clothes & accessories    | defining/non defining relative clauses          | <ul style="list-style-type: none"> <li>Reading: <i>All about me</i></li> </ul>  | an article presenting yourself                |
| 4  | personal belongings      | order of adjectives                             | <ul style="list-style-type: none"> <li>describe objects</li> <li>Reading: <i>Hooked on ...?</i></li> </ul>                              | an article about your favourite object        |
| 5  | money                    | reported speech (statements, questions)         | <ul style="list-style-type: none"> <li>buy things; pie charts</li> <li>Reading: <i>Money Matters</i></li> </ul>                         | a survey and a pie chart of the results       |
| 6  | job qualities            | modals  | <ul style="list-style-type: none"> <li>give reasons</li> <li>Reading: <i>Odd jobs</i></li> </ul>  | a short paragraph about an unusual job        |
| 7  | landmarks & attractions  | <i>where</i> (relative adverbs)                 | <ul style="list-style-type: none"> <li>make plans</li> <li>Reading: <i>London City Sights Cruise</i></li> </ul>                         | a sightseeing brochure                        |
| 8  | city life – country life | linkers   | <ul style="list-style-type: none"> <li>topic/supporting sentences</li> <li>Reading: <i>Country living</i></li> </ul>                    | a for-and-against essay                       |
| 9  | weather                  | modal verbs (revision) reported speech (orders) | <ul style="list-style-type: none"> <li>read effectively</li> <li>Reading: <i>Enjoy the sunshine</i></li> </ul>                          | a short article about tanning and its effects |
| 10 | everyday objects         | passive voice                                   | <ul style="list-style-type: none"> <li>add points; express purpose; show contrast</li> <li>Reading: <i>Creative Minds</i></li> </ul>    | an article about the invention of an object   |

Self-Check 4 (p. 92)

Cultural & Curricular Section (pp. 93-101), Workbook: Vocabulary & Grammar Practice (pp. 102-117), Grammar Reference (GR1-GR9), Rules for Punctuation (GR10), Word List (WL1-WL5), American English – British English Guide, Irregular Verbs

# 3.6 Music forever

## Vocabulary

### Types of music

1 Listen and match the music extracts to the types of music (1-8). Which is your favourite type of music?

- |                            |        |                            |           |
|----------------------------|--------|----------------------------|-----------|
| 1 <input type="checkbox"/> | jazz   | 5 <input type="checkbox"/> | rap       |
| 2 <input type="checkbox"/> | reggae | 6 <input type="checkbox"/> | salsa     |
| 3 <input type="checkbox"/> | rock   | 7 <input type="checkbox"/> | classical |
| 4 <input type="checkbox"/> | ethnic | 8 <input type="checkbox"/> | hip hop   |

2 Do you like singing? Do you sing in the shower or when you listen to a CD? Which is your favourite song?

## Reading

3 a) Do you have a personal music player? Do you listen to it every day? How long do you listen to it for? Is it safe to listen to music this way?

Listen and read to find out.

b) Read the text again and complete statements 1-5 using A, B, or C.

- The writer says MP3 players
  - can hold most of your music.
  - change the way music sounds.
  - are not easy to use.
- Scientists warn that the biggest danger is
  - listening to your MP3 player too often.
  - listening to your MP3 player with the volume too high.
  - listening to your MP3 player at concerts.
- New MP3 players might have
  - lower volume.
  - different headphones.
  - better sound quality.
- For now, the best advice is
  - to buy an MP3 player with new safety controls.
  - to listen to your MP3 player at a lower volume.
  - to listen to your MP3 player at a volume of 85 decibels.

# MP3s

too much of a good thing?

*It's Saturday morning and you're out for a walk through the park or you're taking the bus to meet friends in the centre. It's the perfect time to listen to your favourite music on your MP3 player.*



58% of young people don't know that MP3 players can damage their hearing!

Over 220 million people bought MP3 players last year!

Almost 20% of US teens are going deaf from listening to music too loud or for too long.

c) Use words from the *Check these words* box to complete the sentences.

- Most teenagers \_\_\_\_\_ on their MP3 players.
- Nobody knew just how much MP3s would \_\_\_\_\_ we listen to music.
- Many young people don't know that listening to their MP3s too much can \_\_\_\_\_.
- Scientists \_\_\_\_\_ that MP3 player users might \_\_\_\_\_ if they listen to music for too long at a high volume.
- The best advice is to listen to music at a \_\_\_\_\_.



## Have you heard about the MP3 revolution?

MP3 players are very popular and have really changed the way we buy and listen to music. We all enjoy listening to music where or when we like, and we can store so much music on MP3 players in clear digital sound. But a new scientific report has warned that millions of young people could go deaf because they listen to their music **too** loud and for **too** long. The report said that ten percent (10%) of MP3 player users could permanently damage their hearing within just five years. MP3 players have 'in ear' headphones that can hit the eardrum at a very high level: up to 120 decibels. This is extremely loud and is the same as thunder, a rock concert or a police siren!

### Advice: Listen carefully

The way MP3 players are made could change. 'We need to make sure that the safety controls are effective enough and can keep up with new technology,' says Meglena Kuneva, an international commissioner. This means that new MP3 players could be quieter in the future. For now, listening to your MP3 players at a lower volume and for no more than an hour each day should protect your hearing. Listening to your MP3 players at a volume over 85 decibels is really not very good for your ears and is almost as loud as an electric drill!

### Check these words

revolution, change the way, store music, digital sound, scientific report, warn, go deaf, permanently, damage their hearing, hit the eardrum, thunder, police siren, effective, lower volume, electric drill

### STUDY SKILLS

#### Personalising information

When you finish reading a text, ask yourself how the information is relevant to you. This will create personal associations that will help you improve your English.

## Speaking

d) **THINK** What did you learn from the text? How are you planning to use your MP3 player in the future? Why? Tell the class.

## Grammar

### Adverbs of degree

4 a) Read the theory. Find examples in the text.


#### Adverbs of degree

|                                |  |
|--------------------------------|--|
| not very (X)                   | <i>Reggae music was <b>not very</b> popular before the 70s.</i>                  |
| quite/rather/fairly/pretty (✓) | <i>Their music is <b>quite/rather/fairly/pretty</b> popular in this country.</i> |
| very (✓✓)                      | <i>Their music is <b>very</b> ethnic with a touch of rock.</i>                   |
| extremely/really (✓✓✓)         | <i>That was a(n) <b>extremely/really</b> good concert.</i>                       |

b) Circle the most appropriate word.

- Put your coat and gloves on. It's **extremely** / **fairly** cold out today.
- Sam went home disappointed. He was **really** / **not very** happy with his performance.
- The guitar was **quite** / **not very** expensive, but she managed to get the money to buy it.
- It was **pretty** / **not very** easy to find the stadium; I only took one wrong turn.
- He is a **not very** / **rather** bad drummer. The band isn't going to recruit him.

## Listening

5  Listen to three people talking about their favourite type of music. What type does each person like listening to? Why?

**John** **Kelly** **Chris**

## Writing


6 **ICT** Think of your favourite singer/band. Collect information about them and write a short text (50-70 words). Present them to the class. Talk about:

- name
- country of origin
- type of music they play
- what makes them special


# 3.7 Wish you were here!

## Vocabulary

### Types of holidays

- 1 a)  Listen and say.
- b) Where did you go for your last holiday? What did you do? Tell the class.

## Reading

- 2 a) Look at the texts. What type is each: *email*? *postcard*? *letter*? What are they about?  
 Listen, read, and check.

b) Read the texts and complete the sentences. What did you learn about each place?

- James is in \_\_\_\_\_.
- Claire is staying \_\_\_\_\_.
- She didn't stay at the hotel her friend suggested because \_\_\_\_\_.
- Sasha spent four days \_\_\_\_\_.
- Norway is famous for \_\_\_\_\_.

c) **THINK** Which place would you like to visit? Why? In three minutes write a few sentences. Tell the class.



beach vacation



eco-holiday



camping holiday

**A**

Hey Sam,  
 How are you? I'm having a great time here in Japan. We're staying in a really cool hotel in Tokyo. The people here are very friendly and I've seen a lot of the sights. I couldn't come to Japan without having some sushi, which is delicious. But have you ever heard of chocolate sushi? I don't mean chocolate or sweets that look like it – but real sushi wrapped in chocolate. Have you ever tried eating raw fish, wrapped in chocolate dipped in soy sauce? I wouldn't recommend it.  
 See you when I get home.  
 James

**B**

Hi Charlotte!

Well, Emma and I have finally arrived in Bali. I remember you telling us how beautiful Bali is, and all I can say is... you were right! It's gorgeous here! We're staying in a cute little beach hut next to the sea. We tried to get into that hotel you told us about but unfortunately it was fully booked. So far, we've done loads of sightseeing, and yesterday we rented a car and drove up to the highest point on the island. The view was incredible. I regret to say that both Emma and I forgot to take our cameras, though. Can you believe it? Today, we're going snorkelling. I can't wait!

Love,  
 Claire



**C**

Dear Mum and Dad,  
 Norway is amazing. Katie and I have just got back from our 4-day whale-watching cruise, and neither of us can stop talking about it! We saw pods of whales every day, and at night, we saw the Northern Lights on the horizon. Amazing!  
 The cruise was really expensive, but neither of us regrets spending so much money. I mean, we are never going to forget seeing those things, right?  
 Today, we're doing a city tour of Oslo. In fact, I'd better stop writing if I want to mail this before the tour bus comes to pick us up!  
 Miss you. See you in a few weeks.  
 Love,  
 Sasha

## Check these words

sights, hear of, sweets, wrapped, raw, dipped, recommend, hut, (be) fully booked, rent a car, pod of whales, city tour, pick up





hiking holiday



sightseeing holiday



cycling holiday



cruise

## Grammar

### Verbs taking *to-infinitive* or *-ing form* with a change in meaning

#### 3 a) Read the theory. Find examples in the texts in Ex. 2.

Certain verbs take either the **to-infinitive** or the **-ing form** but with a change in meaning.

**forget + to-infinitive** = not remember

*I forgot to mail the letter.*

**forget + -ing form** = forget a past event

*I will never forget diving through the ice cold waters.*

**remember + to-infinitive** = not forget

*They remembered to book their seats in advance.*

**remember + -ing form** = recall a past event

*I don't remember ordering room service.*

**try + to-infinitive** = do one's best, attempt

*We tried to swim in the rough waters but couldn't.*

**try + -ing form** = do sth as an experiment

*It's still early there. We can try calling them later.*

**stop + to-infinitive** = stop for a while in order to do sth else

*They stopped to take a break at the foot of the hill.*

**stop + -ing form** = finish, end

*It stopped raining and the sun came out.*

**regret + to-infinitive** = be sorry

*I regret to say that they cancelled the trip.*

**regret + -ing form** = have second thoughts

*She regrets taking so much luggage with her on her trip.*

#### b) Put the verbs in brackets into the *to-infinitive* or *-ing form*, as in the example.

- We regret \_\_\_\_\_ (inform) visitors that the museum closes in 10 minutes.
- I regret \_\_\_\_\_ (not/try) the local food when I was in Korea.
- London was great, but it didn't stop \_\_\_\_\_ (rain) the whole time we were there!
- Let's stop \_\_\_\_\_ (grab) a bite to eat before we do any more sightseeing. I'm really hungry.
- Remember \_\_\_\_\_ (call) us when you land.
- I don't remember \_\_\_\_\_ (visit) the temple.
- Oh no! I forgot \_\_\_\_\_ (pack) my camera!
- I'll never forget \_\_\_\_\_ (swim) with dolphins in the Caribbean.
- Shall we try \_\_\_\_\_ (catch) the 7:18 am bus? If we leave now, we might just make it.
- The guidebook says we should try \_\_\_\_\_ (bargain) with vendors at street markets.

## Listening

#### 4 Listen to two friends talking about holiday plans and mark the sentences *T* (true) or *F* (false).

- Alex couldn't reach Claire on the phone yesterday. \_\_\_\_\_
- Claire has met her cousins before. \_\_\_\_\_
- Claire hasn't decided how long she will stay in Australia for. \_\_\_\_\_
- Alex hasn't been to Melbourne before. \_\_\_\_\_
- Alex asks Claire to send him a photo. \_\_\_\_\_

## Writing

#### 5 You are on holiday and want to write a postcard to a friend. Use ideas from Ex. 2 and the plan below to write your postcard (40-60 words).

Hi ...,  
 Greetings from ... . I'm having ... . I've been ... .  
 Right now I'm ... . Tomorrow, I want ... . I can't ... .  
 See you soon.

...

# 3.8 Seen anything good?



## Vocabulary

### Types of films

- 1 a) Listen and say.
- b) Which type of film do/don't you like? Why? Use these adjectives to tell the class.
  - entertaining • interesting
  - funny • exciting • scary
  - romantic • boring

*I prefer action films because they are exciting. I don't really like thrillers. They are scary.*

## Reading

- 2 a) Read the first and last paragraph of the email. What is it about?  
 Listen and read to find out.
- b) Read the email. Copy and complete the table with the information about the film John saw.

|                  |  |
|------------------|--|
| Name             |  |
| Type             |  |
| Actors/Actresses |  |
| Plot             |  |
| Recommendation   |  |

Hi Andrew,

How was your weekend? I went to the cinema on Saturday evening and I saw a great film. It was a thriller called *Inception*, and it was fantastic!

Leonardo DiCaprio plays Dom Cobb, a skilled thief who enters people's dreams to steal their secrets. But he is also a fugitive on the run from the law, trying to get back to his children. He gets one final job that could either give him his life back or land him in prison. His task is not to steal an idea, but to plant one instead. *Inception* also stars Joseph Gordon-Levitt, Ellen Page, and Cillian Murphy.

I really enjoyed this film. The plot was exciting and the acting was fantastic. I thought the special effects were amazing too. It's a must-see!

What about you? Have you seen any good films recently? Write back soon.

John

### Check these words

skilled, secret, fugitive, on the run, land, prison, plant

## Recommending

- 3 a) Complete the reviews with: *a waste of time*, *a must-see*, *highly recommend it*.
  - A *Salt* was excellent! A mix of adventure and thriller makes it the perfect film for those who like spy stories. I found it exciting. Go and see it; I **1**) \_\_\_\_\_.
  - B *Robin Hood* was full of action with amazing special effects! The plot was interesting and the acting was fantastic. It's **2**) \_\_\_\_\_; you'll love it!
  - C *The Spy Next Door* was awful! The plot was dull and the acting was terrible. It's **3**) \_\_\_\_\_.





b) Fill in: *plot, cast, script, end, effects*.

- The \_\_\_\_\_ she wrote is **dull/clever/exciting**. It is about a poor Irish family moving to the USA.
- The \_\_\_\_\_ is **excellent/weak/awful** including some Oscar Award winning actors.
- The story has a **tragic/dramatic/surprising** \_\_\_\_\_.
- The book has a(n) **(absolutely) thrilling/(rather) boring/slow** \_\_\_\_\_ with an unexpected twist.
- The special \_\_\_\_\_ were **amazing/great/terrible**.

c) Rewrite the extract. Replace the words in bold using these adjectives: *terrible, weak, boring, dull, awful*.

The story was **1) interesting** and the acting was **2) excellent**. The script was **3) clever** and the plot was **4) exciting**. I thought it was a **5) thrilling** film.

### Everyday English

#### Commenting on films

- 4 Use the language in the table and the adjectives in Ex. 3b to talk about films, as in the example.

| Asking   | Positive Comments   | Negative Comments  |
|--|---|--|
| <ul style="list-style-type: none"> <li>What did you think of ...?</li> <li>Did you enjoy ...?</li> <li>Have you seen ...?</li> </ul> | <ul style="list-style-type: none"> <li>It was fantastic/great/amazing.</li> <li>I was very impressed.</li> <li>It was better than we expected.</li> <li>It's a must-see.</li> </ul> | <ul style="list-style-type: none"> <li>It was nothing special.</li> <li>It was a waste of time.</li> <li>I was so disappointed.</li> </ul> |

A: *Have you seen the new horror film yet?*

B: *Yes, I have! It was amazing!*

A: *What did you think of the special effects?*

B: *They were great!*

### Listening

- 5 Listen and match the people (1-5) to the films they prefer (A-F). One type of film doesn't match.

|   |                          |         |             |
|---|--------------------------|---------|-------------|
| 1 | <input type="checkbox"/> | Billy   | A thriller  |
| 2 | <input type="checkbox"/> | Sabrina | B animation |
| 3 | <input type="checkbox"/> | Jake    | C horror    |
| 4 | <input type="checkbox"/> | Rebecca | D romance   |
| 5 | <input type="checkbox"/> | Will    | E superhero |
|   |                          |         | F comedy    |

### Writing

(an informal email reviewing a film)

- 6 a) **THINK** of a film you saw recently. Answer the questions.

- What's the name of the film?
- What type is it?
- Who stars in it?
- What is the film about?
- What did you like most?

b) **Portfolio**: Use your answers in Ex. 6a to write an email telling your friend about the film (80-100 words). Follow the plan.

#### PLAN

- Dear (friend's first name),
- Para 1 opening remarks, reason you are writing (*when/what you saw*)
- Para 2 plot of the film
- Para 3 your personal opinion & recommendation
- Para 4 closing remarks

# 3.9 Free time

## Vocabulary

### Free-time activities

#### STUDY SKILLS

##### Reporting statistics

To report statistics we use:  
 most people/the majority (80%), half of (50%), twenty per cent (20%), a few (7%), very few (3%), no one (0%)

- 1 a) Look at the graph. Use phrases from the *Study Skills* box to talk about what teenagers in the USA do in their free time.

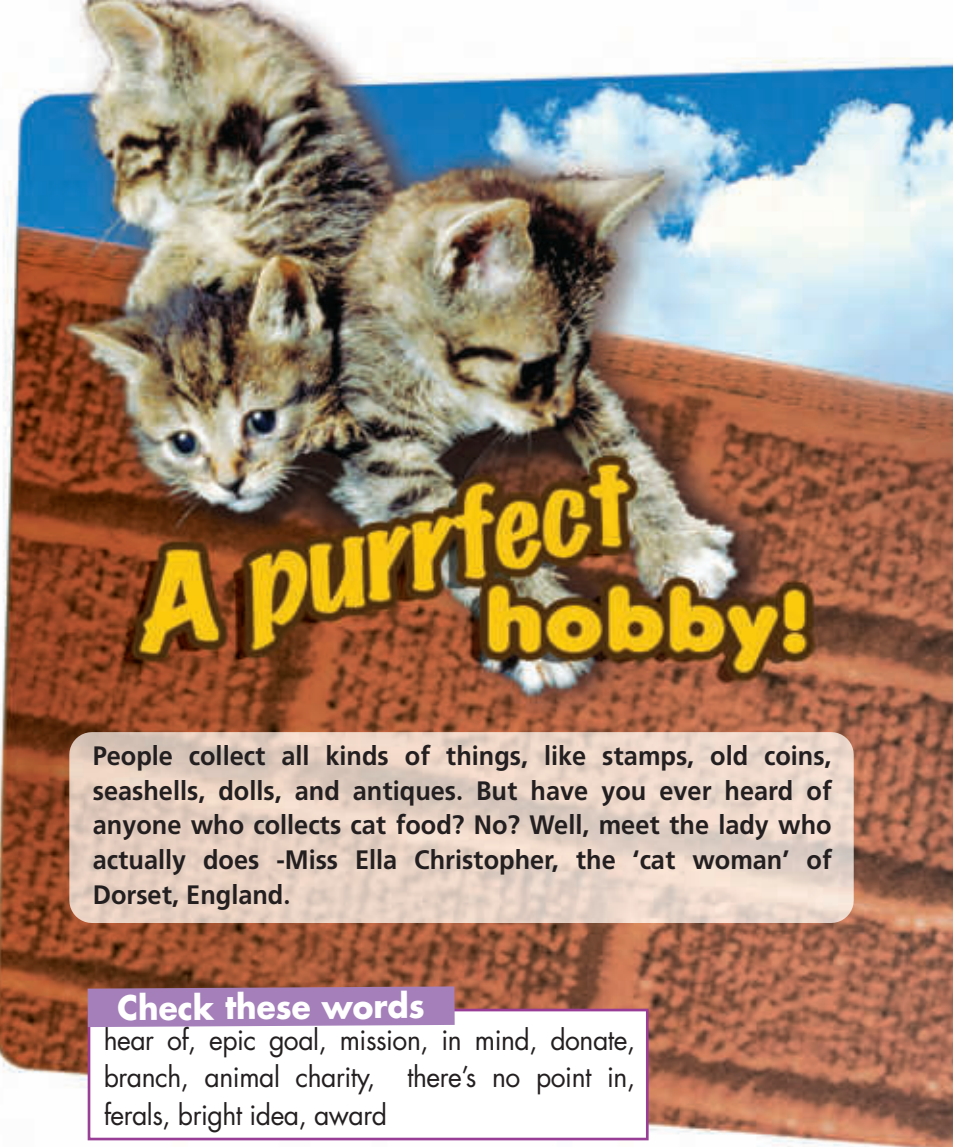
*Most American teenagers like playing sports in their free time.*

- b) Which of these activities do you like to do in your free time?

## Reading & Speaking

- 2 a) Read the title of the text and look at the picture. What kind of hobby is the text about?

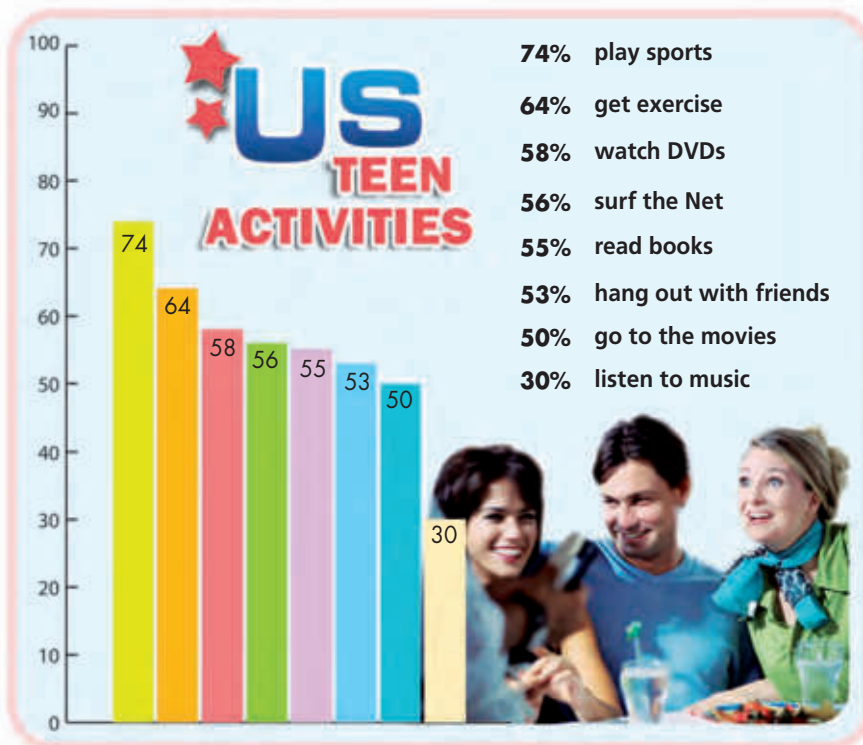
🔊 Listen and read to find out.



People collect all kinds of things, like stamps, old coins, seashells, dolls, and antiques. But have you ever heard of anyone who collects cat food? No? Well, meet the lady who actually does -Miss Ella Christopher, the 'cat woman' of Dorset, England.

#### Check these words

hear of, epic goal, mission, in mind, donate, branch, animal charity, there's no point in, ferals, bright idea, award



- b) Read the text again and mark the following sentences *T* (true), *F* (false), or *DS* (doesn't say). Find evidence in the text.

- Ella has collected a can of cat food for every year of her life. \_\_\_\_\_
- Ella doesn't collect cans as a hobby. \_\_\_\_\_
- Ella bought all the cans herself. \_\_\_\_\_
- Ella's neighbours help her with the cats. \_\_\_\_\_
- Ella's donation has helped feral cats most of all. \_\_\_\_\_
- Ella doesn't have any cats at home. \_\_\_\_\_



Six years ago, Ella Christopher set herself an epic goal – she decided to collect a can of cat food for every day of the first fifty years of her life. The total number of cans came to 18,262. That's a lot of cat food! But Ella didn't collect cat food just to keep at home; she had a more serious mission in mind. Ella donated all the cans of cat food to her local branch of Cats Protection, a national animal charity. That means all the cats without homes in Ella's local area will have a free meal!

Ella's hobby has saved the charity about £ 10,000 in cat food. But how did she manage to collect so many cans? Ella asked her friends and family to donate cat food to add to her collection. "I did it instead of getting birthday presents and Christmas presents, because when you get older there's no point in having loads of things. My neighbors call me the cat woman because they see all the cans going in and out."

Mr. Frank Mitchell from Cats Protection says, "Each day, our charity feeds about 60 cats in its care and 150 feral cats in the area." Frank thinks Ella's donation is amazing. "It has saved this branch a lot of money," he says; "certainly the feral cats wouldn't survive without it."

Ella, who lives with two cats of her own, Cybil and Wizzy, has won the Cats Protection Bright Ideas Award and plans to continue her cat food collection. "The next step will be to get 3,650 cans by the time I'm 60!" she says.

c) Use words from the **Check these words** box in the correct form to complete the sentences.

- 1 A lot of people \_\_\_\_\_ money to charity.
- 2 You can find a local \_\_\_\_\_ of your favorite charity by looking in the phonebook.
- 3 Ella's \_\_\_\_\_ is to help as many cats as possible.
- 4 Ella's collection was so helpful to the cat charity that she won an \_\_\_\_\_.
- 5 Now Ella has the \_\_\_\_\_ to collect of 3,650 cans by the time she is 60.

3 a) **THINK** What impressed you the most in the text? In three minutes write a few sentences. Tell the class.

b) **THINK** Complete the sentence.

If I were Ella, I \_\_\_\_\_.

## Grammar

### Plural/Group nouns

4 a) Read the theory and find examples in the text.

We use plural nouns for groups of people or things that are usually followed by a plural verb.

- nouns such as **clothes, stairs, wages, etc.**  
*The stairs are very steep.*
- objects that have two parts such as **shoes, pants, glasses, shorts, socks, scissors, etc.**  
*Your pants are in the washing machine.*

We can use a **singular verb** and the phrase **a pair of ...** before objects that have two parts.

*Where are my shoes? This pair of jeans is expensive.*

We use a singular verb with group nouns such as **family, team, group, crew, class, company** and words like **news, math, physics, etc.**

*The team is ready to go into the pool.*

b) Choose the correct verb form.

- 1 These clothes **look/looks** great on you.
- 2 Ella's shoes **is/are** very expensive.
- 3 Where **is/are** the scissors?
- 4 Cats Protection is a charity that **care/cares** for cats.
- 5 This pair of socks **isn't/aren't** mine.
- 6 The wages **is/are** very low.
- 7 The news **is/are** on at 6:00.
- 8 Your pants **is/are** in the closet.
- 9 Math **is/are** her favourite subject.
- 10 Where **is/are** my glasses? I can't read without them.

## Listening

5 Listen to two people talking about their free-time activities. Which activity does each one describe? Which words helped you decide?

**Mark**

**Sue**

## Writing

6 Prepare a questionnaire to find out what free-time activities your classmates like doing. Collect the completed questionnaires and prepare a bar graph to present your findings. You can use the bar graph in Ex. 1 as a model.

# For the Student



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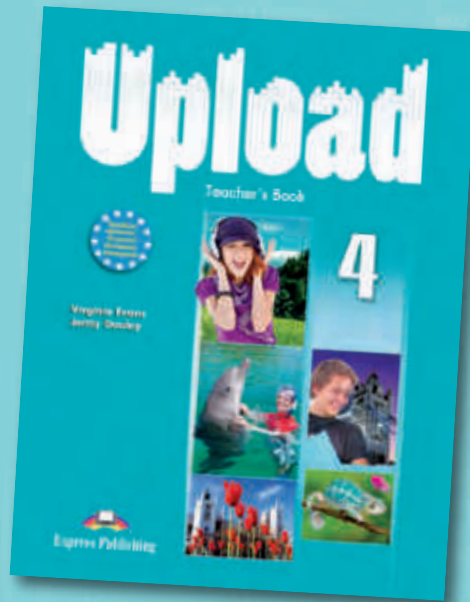


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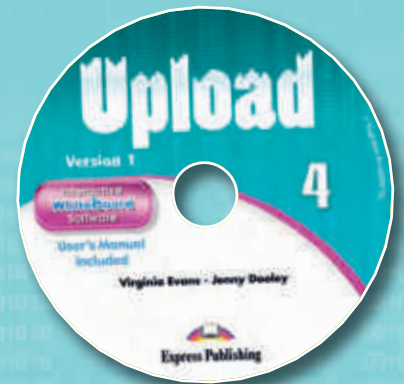
# For the Teacher



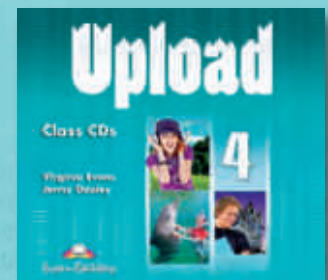
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