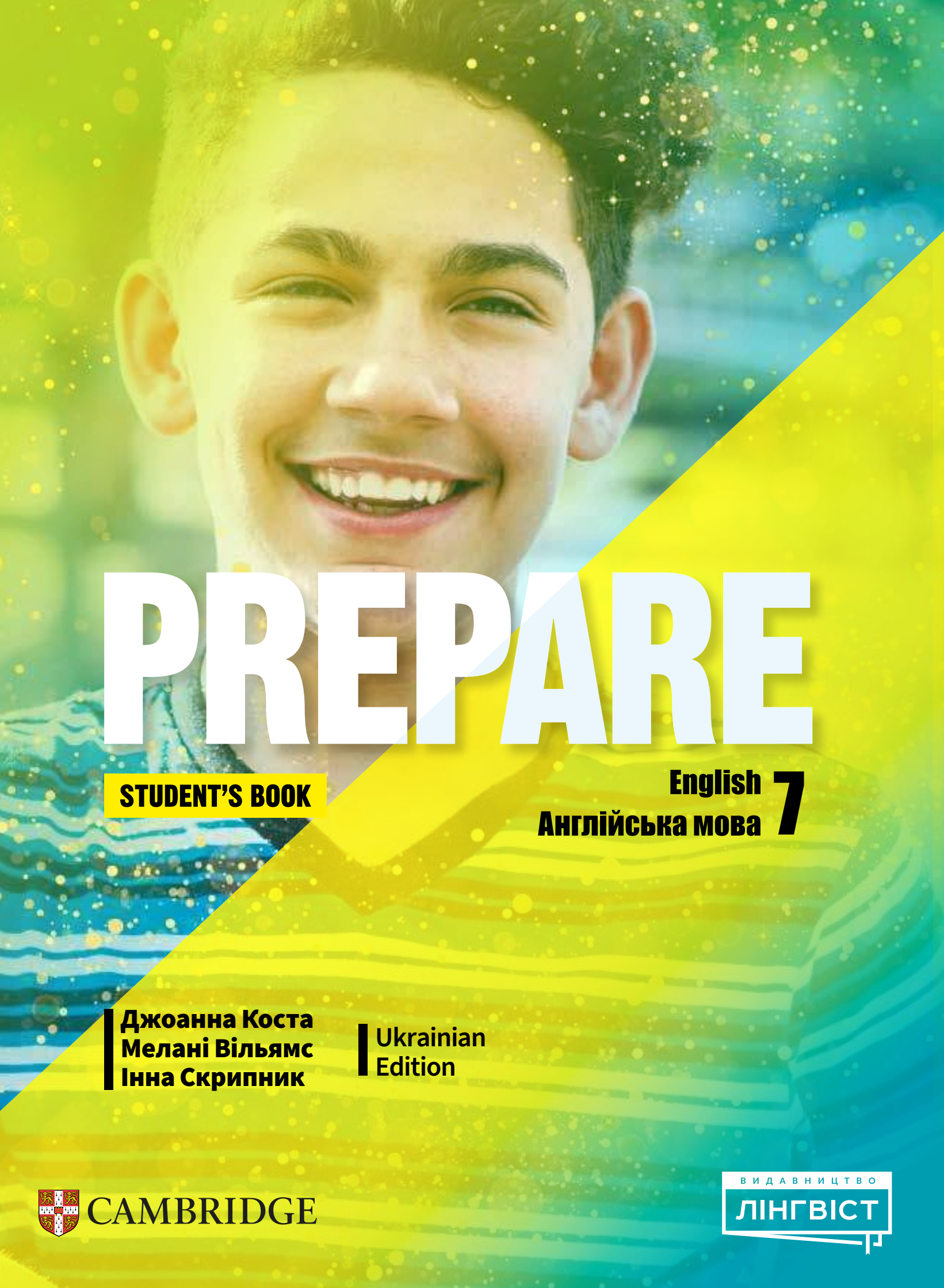

PREPARE

STUDENT'S BOOK

English 7
Англійська мова

Джоанна Коста
Мелані Вільямс
Інна Скрипник

Ukrainian Edition

CAMBRIDGE

ВИДАВНИЦТВО ЛІНГВІСТ

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2 OUR CHANGING PLANET *page 14*	*Geographical features* *ə th: /θ/ and /ð/* *Animals*	*Verbs we don't usually use in the continuous*	*The Earth: A changing planet* *Learning about the giant panda*
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3 ON HOLIDAY *page 20*	*Holidays: Ways of travelling* *ə Silent letters* *Holiday vocabulary*	*Past simple*	*First holidays with friends* *Teen travel tips: Uzhhorod*
4 MY PLACE *page 24*	*Homes* *ə /iː/ and /ɪ/* *Adjectives to describe homes*	*Past continuous and past simple*	*A new home* *Strange houses*
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5 SCHOOL *page 32*	*School subjects* *ə Word patterns take*	*Comparative and superlative adverbs*	*New ways of learning* *Clarissa's blog*
6 FAVOURITE THINGS *page 36*	*Materials* *Adjectives for describing objects*	*Possession* *ə Weak forms: a and of*	*Special memories*
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7 ADVENTURE HOLIDAYS *page 42*	*Holiday activities* *Things to take on an adventure holiday*	*Present continuous for future* *ə Sentence stress: present continuous*	*Karpaty adventure weekend*
8 LIFE IN THE FUTURE *page 46*	*Furniture and household appliances* *Words with two meanings*	*Future with will* *Future with may and might* *ə will and won't*	*What will you put in your time capsule?*
Life Skills *Communication: Having a good conversation* *page 50*			
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9 SPORTS, GAMES AND ACTIVITIES *page 54*	*Sports and activities* *Sports vocabulary* *Suffix -er*	*must, mustn't, have to and don't have to* *ə must and mustn't*	*Cool Zone Climbing Centre rules* *What are eSports?*
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Culture *Sport for everyone* *page 62*			
11 CITY LIVING *page 64*	*Places in a city* *Uncountable nouns*	*Determiners* *ə the*	*Signs, notices and messages*

LISTENING	SPEAKING	WRITING	VIDEO
A conversation about the Duke of Edinburgh's Award	*Talking about yourself*		
A conversation about animals		*An article about an animal*	
			Glacier National Park
A conversation with a hotel receptionist	*A conversation at a tourist information centre*		
Five short conversations		*A description of a home*	*Homes*
An interview about homeschooling	*Describing your perfect school*		*School subjects*
Asking people about their favourite things *A conversation about people's belongings*		*Adjective order*	
			High school in the US
A conversation about an adventure holiday *A talk about an adventure holiday*	*Talking about an adventure holiday*		*Adventures!*
An interview about homes of the future *Five short conversations*		*too, also, as well*	*Time capsule*
A conversation about eSports and mind sports	*Talking about eSports*		*Games*
Young app developers talk about their work		*An email*	
			Football
World cities quiz *Six short conversations*	*Making requests in different situations*		*Favourite cities*

UNIT	VOCABULARY	GRAMMAR	READING
12 FILMS *page 68*	*Types of film* *Conjunctions*	*Relative pronouns who, which, that* *ə Spelling and syllables*	*What makes a movie a hit?* *Showing today at Star Cinema*
Life Skills *Creativity and innovation: Brainstorming page 72*			
Review 3 *Units 9-12 page 74*			
13 LIFE EXPERIENCES *page 76*	*Outdoor activities* *Past participles*	*Present perfect with ever and never* *ə Past participles*	*The great outdoors: 10 things to do before you're 16* *Life quiz*
14 SPENDING MONEY *page 80*	*Shops* *Units of measurement and money*	*Present perfect with just, yet and already* *ə Intonation: questions and statements*	*York Times* *Pocket money*
Culture *Shopping and money page 84*			
15 FREE TIME *page 86*	*Free-time activities* *Collocations about having fun*	*Present perfect with for and since* *ə Weak forms*	*My hobby – geocaching*
16 LANGUAGES OF THE WORLD *page 90*	*Words to describe language learning* *Large numbers* *ə Word stress in numbers*	*Present perfect and past simple*	*Languages of the world*
Life Skills *Learning to learn: Effective learning page 94*			
Review 4 *Units 13-16 page 96*			
17 STAYING HEALTHY *page 98*	*Body parts* *Adjectives to express emotion*	*Reflexive pronouns*	*Accident!* *Teen health* *ə /uː/ and /ʊ/*
18 FROM COVER TO COVER *page 102*	*Books and reading* *Words about books*	*First conditional* *ə Sentence stress*	*Signs, notices and messages* *Books to make you laugh this summer*
Culture *Literary genres. Ukrainian classical writer page 106*			
19 DIFFERENT INGREDIENTS *page 108*	*Words to describe cooking* *ə Ways to pronounce ea* *Ingredients* *do and make*	*Present simple passive*	*Breakfast cereals* *The taste test*
20 LIFE CHANGES *page 112*	*change as a verb and noun* *Life changes*	*Past simple passive* *ə Sounds and spelling*	*Life changes* *Kevin Pearce*
Life Skills *Study skills: Better learning outcomes page 116*			
Review 5 *Units 17-20 page 118*			
Language skills *page 120*			
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Vocabulary list *page 141*			
Grammar reference and practice *page 148*			

Key to symbols:

ə Pronunciation *Video*

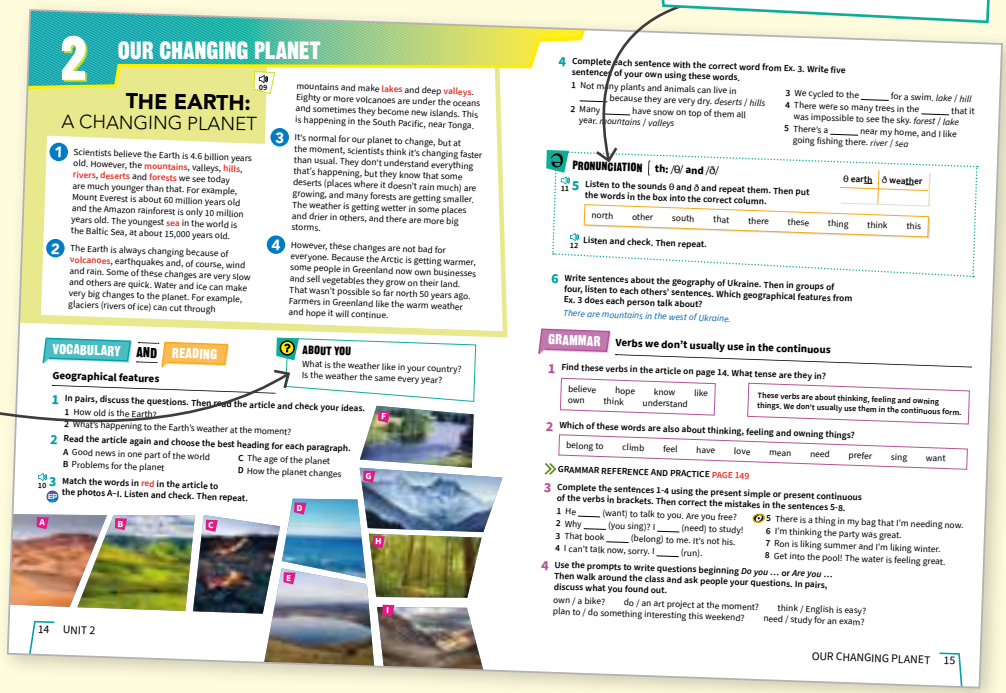
LISTENING	SPEAKING	WRITING	VIDEO
A conversation about going to the cinema		*An invitation to the cinema*	
An interview with an explorer	*Doing your own Life Quiz*		*Life experiences*
A conversation about a birthday picnic		*An email*	
			Famous markets
Three young people talk about free-time activities *A talk about an unusual hobby*	*An interview about an unusual hobby*		
Five short conversations *A talk about different languages*		*Information about your English class*	*Different languages*
Five short conversations	*Giving advice*		*Health*
A talk about a reading competition		*A story*	
			How teens read
A talk about a cooking competition	*Talking about a recipe*		*Favourite foods*
A conversation about a new school		*A biography*	

WELCOME TO PREPARE

LEARN ABOUT THE FEATURES IN YOUR NEW STUDENT'S BOOK!

ABOUT YOU
At the start of the unit, talk about you and your life

PRONUNCIATION
Practise and improve your pronunciation





PREPARE TO WRITE
Prepare, plan and check your writing

TALKING POINTS
Say what you think about the topic in the text



VIDEO
Watch interviews with teenagers like you

LIFE SKILLS

Develop important skills that you can use in your daily life

VIDEO

Watch interesting documentaries about the culture topics

CULTURE

Learn about the culture of English-speaking countries and the wider world

LANGUAGE SKILLS

Extra tasks to improve reading, writing, speaking and listening skills

REVIEW

Check your progress

PROJECT

Work together to create something fun and expand your learning

VIDEO

Watch teenagers doing speaking tasks in an exam situation

1 IT'S A CHALLENGE!

The Duke of Edinburgh's Award

This is a great way to have fun, make new friends and learn new things. The award has four parts:

01



- **VOLUNTEERING** – Give your time to make a difference to people's lives.
- **FITNESS** – Do some exercise and get fitter.
- **SKILLS** – Learn something new – or get better at something you like.
- **EXPEDITION** – Go camping and hiking in the countryside.

If you complete everything, you get a certificate.
Write an email to Mr Jones, The Duke of Edinburgh's Award leader at our school. Describe yourself and say why you want to do the award.





ABOUT YOU

Do you have any awards or prizes? If yes, what did you win them for? If no, do you know about any awards or prizes for young people in your country?

VOCABULARY AND READING

Adjectives of personality

1 **Read the poster and look at the photos. Then answer the questions in pairs.**

1 What is The Duke of Edinburgh's Award?
2 What activities do students do for the award?
3 Can you do an award like this at your school?
4 If not, would you like to do one?

2 **Read the emails on page 11. Answer the questions with *Daniel* or *Grace*.**

1 Who plays two instruments?
2 Who is happy with what they're doing?
3 Who is preparing a surprise for another person?
4 Who is teaching a person how to do something?

02 EP **3** **Check the meaning of the words in the emails on page 11. Then use them to complete the sentences. Listen, check and repeat.**

1 Ben is very _____. He never does any work.
2 My grandpa's 70, but he's still really _____. He cycles everywhere and plays tennis.
3 Sonia is very _____. She always thinks of other people and is good to them.
4 Everyone likes Toby. He's the most _____ boy in the school.
5 Sue is so _____. She always makes us laugh.
6 When I speak to adults, I try to be _____.
7 Sara is very _____. She's easy to talk to.
8 Most people in my class talk a lot, but Fred is _____ and doesn't say much.
9 I wasn't sure how to do my project, but Ann was _____. She told me about some websites.
10 Suchitra is very _____. She can paint and draw, and she writes excellent stories.

4 **Write sentences about a partner using the adjectives in Ex. 3. Give them to a teacher to read out for the class and guess who they are about.**



To: Mr Jones
From: Daniel
Subject: The Duke of Edinburgh's Award

I'd love to do The Duke of Edinburgh's Award. I'm a **friendly** person and I'm **popular** at school. I'm **funny** – I often make people laugh, but I work hard and I'm **polite** to the teachers.

Music is important to me. I'm good at the guitar and I'm learning to play the keyboard. I'm a very **active** person – I play hockey and go swimming every week. I'm also teaching my brother to swim.



To: Mr Jones
From: Grace
Subject: The Duke of Edinburgh's Award

I hope I can do this award. I'm a **quiet** person – I don't talk much, but I'm very **creative**. Art is my favourite subject. At the moment, I'm doing a big painting, and it's going well.

I like to be busy – I'm not a **lazy** person. I'm also **helpful**. My neighbour's quite old, and I often go shopping with her. She always tells me I'm **kind**. It's her birthday soon. My mum and I are planning a party for her, but she doesn't know about it!

GRAMMAR Present simple and present continuous



1 Complete the table with examples of the present simple and present continuous from the two emails. Then complete the rules.

Present simple	Present continuous
I often make people laugh	*I'm learning to play the keyboard*

1 We use the present _____ to talk about things happening now, around now and at the moment.

2 We use the present _____ to talk about things that are always true or happen regularly.

GRAMMAR REFERENCE AND PRACTICE PAGE 148

2 Choose the correct form of the verb.

1 I *watch* / *am watching* Dynamo Kyiv play football every week.
2 Sorry, I can't talk now, I'm busy. I'*m practising* / *practise* the piano.
3 We learned about rivers last term, and now we *learn* / *are learning* about forests.
4 I'm quite lazy – I *don't always do* / *'m not always doing* my homework.

3 Correct the mistakes in the sentences.

1 It rains a lot at the moment.
2 I sell my English book. Would you like to buy it?
3 I'm often wearing a jacket, even when it's hot.
4 We are swimming and sunbathing every day.

4 Work with a partner. Look at the photos on page 10. Say what the people are doing. Then say how often / when you do the activities in the photos.

A: *She's playing the guitar.* **B:** *I never play the guitar, but I sometimes play the piano.*

5 Imagine you are writing an email like Grace's and Daniel's. Make notes. Think of some:

- adjectives to describe yourself
- sports and hobbies you usually do
- things you are learning / planning / doing now.

Now write your email.

EAST PARK HIGH SCHOOL

REGISTER TO DO THE DUKE OF EDINBURGH'S AWARD

03

HOME | NEWS | ACTIVITIES | PHOTOS | MESSAGES | SEARCH:

YOUR LEADER: MR JONES

Today, you are going to start using The Duke of Edinburgh's Award part of our school website. This has all your details on it, and it shows the activities you are doing. You can also get news and messages from Mr Jones here.

What you need to do:

- Fill in the online form with all your details.
- Choose your activities. You have to discuss and agree these with Mr Jones first.

Here are some ideas, but there are lots more on the DofE website:

Volunteering – helping older people, picking up rubbish or working with animals

Fitness – dance, sport or exercise classes

Skills – playing an instrument, studying a language, learning chess or improving your drawing skills

- You have to do each activity you choose for at least an hour a week for three months. Take lots of photos, and write about what you are doing. Put all this information on the website. When you finish, you can use it to print a book about your time doing the award. This costs about £20.

PERSONAL DETAILS

FIRST NAME:	Grace
SURNAME:	Hopkins
AGE:	14
FIRST LANGUAGE:	English

CONTACT DETAILS

EMAIL ADDRESS:	g.hopkins@topnet.com
ADDRESS:	44 Meadow Avenue, London N24 6BG
HOME TELEPHONE:	020 7946 0945
MOBILE:	0770 900 573
ACTIVITIES:	



READING

1 **Read the web page quickly. Who is it for?**

2 **Read the information on the website. Are the sentences right (✓) or wrong (✗)?**

1 Mr Jones is going to put news on the website.
2 He is going to fill in the students' forms.
3 Students need to talk to Mr Jones before they choose their activities.
4 If students don't like the ideas, they can choose others.
5 Students have to spend several hours a week doing each activity.
6 Students can put information about their activities on the website.

VOCABULARY Personal details

04 **1** EP **Read Grace's details. Match questions 1–7 to the words and phrases on the form above. Listen and check. Then repeat.**

1 What's your family name?
2 How old are you?
3 Where do you live?
4 What do you speak at home?
5 What numbers can we call you on?
6 What's your email address?
7 What's your first name?

05 **2** **Listen to Grace's contact details. Then repeat them.**

1 g.hopkins@topnet.com
2 44 Meadow Avenue, London N24 6BG
3 020 7946 0945
4 0770 900 573

TALKING POINTS

Which parts of the award do you think are most useful? Which look most fun? Why? Why is it a good idea to do awards like this?

PRONUNCIATION The alphabet

3 Practise saying the letters of the alphabet.

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

06 **4** Decide which letter has a different sound in each group. Listen and check.

1 H J U
2 E M P
3 Z L Y
4 K P V
5 W X U
6 C O G

5 In pairs, ask and answer questions. Use the contact details for Sam and Jo.

What's your email address?

My email address is sam.brown@coolmail.com

How do you spell that?

LISTENING

07 **1** Listen to the conversation. What are Grace and Daniel talking about? Who is Finn?

07 **2** Listen again. Complete the table with the activities the friends choose.

	Grace	Daniel	Finn
Skill			
Fitness			

08 Listen to the end of the conversation again. Complete Finn's contact details.

1 Address: _____
2 Phone number: _____
3 Email address: _____@facemail.com

Sam
sam.brown@coolmail.com
289 Sandy Lane, Oxford O22 3PG
Tel 01865 995478
Mob 06968 133 254

Jo
jo.marsh@melly.co.uk
72 Hale Street, Manchester M4 8QT
Mob 07473 964 443



SPEAKING

1 In pairs, ask and answer questions to complete the form for each other. Spell your surnames.

FIRST NAME: _____
SURNAME: _____
AGE: _____
ADDRESS: _____
EMAIL ADDRESS: _____
PHONE NUMBER: _____

2 In pairs, ask and answer the questions.

School:
How much homework do you get?
What's your favourite subject?
Tell me something about your school.

Free time:
What do you do in your free time?
Who do you spend your free time with?
Tell me something about what you did last weekend.

LANGUAGE SKILLS PAGE 133

2 OUR CHANGING PLANET

09

THE EARTH: A CHANGING PLANET

1 Scientists believe the Earth is 4.6 billion years old. However, the **mountains**, valleys, **hills**, **rivers**, **deserts** and **forests** we see today are much younger than that. For example, Mount Everest is about 60 million years old and the Amazon rainforest is only 10 million years old. The youngest **sea** in the world is the Baltic Sea, at about 15,000 years old.

2 The Earth is always changing because of **volcanoes**, earthquakes and, of course, wind and rain. Some of these changes are very slow and others are quick. Water and ice can make very big changes to the planet. For example, glaciers (rivers of ice) can cut through mountains and make **lakes** and deep **valleys**. Eighty or more volcanoes are under the oceans and sometimes they become new islands. This is happening in the South Pacific, near Tonga.

3 It's normal for our planet to change, but at the moment, scientists think it's changing faster than usual. They don't understand everything that's happening, but they know that some deserts (places where it doesn't rain much) are growing, and many forests are getting smaller. The weather is getting wetter in some places and drier in others, and there are more big storms.

4 However, these changes are not bad for everyone. Because the Arctic is getting warmer, some people in Greenland now own businesses and sell vegetables they grow on their land. That wasn't possible so far north 50 years ago. Farmers in Greenland like the warm weather and hope it will continue.

VOCABULARY AND READING

Geographical features

ABOUT YOU

What is the weather like in your country? Is the weather the same every year?

1 **In pairs, discuss the questions. Then read the article and check your ideas.**

1 How old is the Earth?

2 What's happening to the Earth's weather at the moment?

2 **Read the article again and choose the best heading for each paragraph.**

A Good news in one part of the world

B Problems for the planet

C The age of the planet

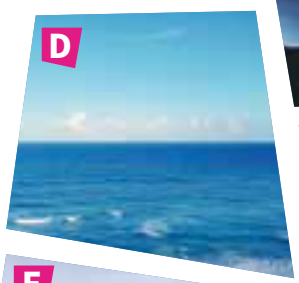
D How the planet changes

10 **3** EP **Match the words in red in the article to the photos A–I. Listen and check. Then repeat.**



















4 **Complete each sentence with the correct word from Ex. 3. Write five sentences of your own using these words.**

1 Not many plants and animals can live in _____ because they are very dry. *deserts* / *hills*
2 Many _____ have snow on top of them all year. *mountains* / *valleys*
3 We cycled to the _____ for a swim. *lake* / *hill*
4 There were so many trees in the _____ that it was impossible to see the sky. *forest* / *lake*
5 There's a _____ near my home, and I like going fishing there. *river* / *sea*

PRONUNCIATION th: /θ/ and /ð/

θ earth	ð weather

11 **5** **Listen to the sounds θ and ð and repeat them. Then put the words in the box into the correct column.**

north other south that there these thing think this

12 **Listen and check. Then repeat.**

6 **Write sentences about the geography of Ukraine. Then in groups of four, listen to each others' sentences. Which geographical features from Ex. 3 does each person talk about?**

There are mountains in the west of Ukraine.

GRAMMAR Verbs we don't usually use in the continuous

1 **Find these verbs in the article on page 14. What tense are they in?**

believe hope know like own think understand

These verbs are about thinking, feeling and owning things. We don't usually use them in the continuous form.

2 **Which of these words are also about thinking, feeling and owning things?**

belong to climb feel have love mean need prefer sing want

GRAMMAR REFERENCE AND PRACTICE PAGE 149

3 **Complete the sentences 1-4 using the present simple or present continuous of the verbs in brackets. Then correct the mistakes in the sentences 5-8.**

1 He _____ (want) to talk to you. Are you free?
2 Why _____ (you sing)? I _____ (need) to study!
3 That book _____ (belong) to me. It's not his.
4 I can't talk now, sorry. I _____ (run).
5 There is a thing in my bag that I'm needing now.
6 I'm thinking the party was great.
7 Ron is liking summer and I'm liking winter.
8 Get into the pool! The water is feeling great.

4 **Use the prompts to write questions beginning *Do you …* or *Are you …* Then walk around the class and ask people your questions. In pairs, discuss what you found out.**

own / a bike? do / an art project at the moment? think / English is easy?
plan to / do something interesting this weekend? need / study for an exam?

READING

1 **Look at the picture below. In pairs, write down three things you know about pandas. Read the article once to check your ideas.**

2 **Are these sentences right (✓) or wrong (✗)?**

1 The writer helped to look after giant pandas on her trip.
2 Pandas only eat bamboo.
3 Baby pandas are very light when they are born.
4 Scientists know exactly how many wild pandas there are.
5 It's possible to see a panda in Mexico.

Learning about the

GIANT PANDA

13



When I planned my trip to China, one of things I really wanted to do was to work at the Dujiangyan Panda Base in Chengdu. I spent seven days there, looking after the pandas, giving them food and cleaning their enclosures.

While I was there, I learned a lot about pandas. Wild pandas live in bamboo forests, high in the mountains of central China. In the past, they also lived in other parts of China and in Myanmar and Vietnam, but they don't any more. They spend about 12 hours a day eating bamboo, but they sometimes eat other plants or small animals. At Dujiangyan, we also gave them fruit, like apples, and special panda cakes made of rice, eggs and flour and other things.

Adult giant pandas weigh between 75 and 135 kilograms. Females usually only have one baby panda, or cub, at a time. The cubs only weigh about 85 grams when they are born! The little cub drinks milk for about four months and then begins to eat bamboo. Young pandas stay with their mothers for around 18 months.

Scientists think there are now between 1,500 and 2,000 pandas in the wild. This is a low number, but it's double what it was in the 1970s. The reason the number is going up is because of all the work scientists are doing at places like the Dujiangyan Panda Base in Chengdu. There are also about 325 pandas in zoos in a number of different countries, including the United States, Mexico, Japan and Germany.

VOCABULARY Animals

14 **1** **Match the words in the box to the photos A–J. Listen, check and repeat.**

EP





















dolphin elephant giraffe monkey parrot
penguin polar bear snake tiger whale

2 **Answer the questions about the animals in Ex. 1.**

1 Where do the animals come from?
2 Where do they live (sea, mountains, forest)?
3 Which are dangerous?
4 Look at each photo carefully. Are the animals in a zoo or are they wild?
5 How many other animals can you name in English?

TALKING POINTS

What are your five favourite animals? Why do you like them? How often do you go to zoos? Do you like them?

LISTENING

15 **1** **You will hear Gina talking to her uncle about some photos of animals. Where did he take each photo? For each question, choose the correct answer.**

15 **2** **Listen again and check.**

LANGUAGE SKILLS PAGE 132

3 **Work in pairs. Look at the photos of the two animals below. Use the prompts 1–9 to write questions about these animals.**

1 What kind of animal / it?
2 Where / from?
3 Where / live?
4 What / eat?
5 How much / weigh?
6 How many / left in the wild?
7 What / babies / called?
8 How many babies / female have?
9 How long / baby stay with / mother?

Photographs	Countries
0 lion *D*	A Argentina
1 monkey	B England
2 snake	C India
3 penguin	D Kenya
4 dolphin	E Mexico
5 elephant	F New Zealand
	G Scotland
	H South Africa





Student A, on page 136 you have information about the kakapo.
Student B, on page 138 you have information about the sand cat.

WRITING

PREPARE TO WRITE | An article about an animal

GET READY Underline the prepositions ***between***, ***about***, ***around*** and ***including*** in the article about pandas on page 16. Think about their meaning. Which two have the same meaning in the article?

Complete the sentences with ***between, about, around*** or ***including***.

1 This competition is for anyone _____ the ages of 10 and 14.
2 There are _____ 40,000 African lions left in the wild.
3 The zoo is closed _____ January and March.
4 I've got lots of pets, _____ a rabbit and two cats.

PLAN Plan your article about an animal. Choose one of the animals in Vocabulary Ex. 1 or a different one. Write three paragraphs. Make notes for what to include in each paragraph.

Paragraph 1 the kind of animal it is / where it lives / what it eats

Paragraph 2 what it weighs / information about its babies

Paragraph 3 how many are left in the wild / in zoos

WRITE Write your article. Try to include the prepositions from ***Get Ready***.

IMPROVE In pairs, compare your articles. Can you improve them?

CULTURE

NATIONAL PARKS IN UKRAINE

FACT FILE National Parks

The world's oldest national park is Yellowstone National Park (in the USA), founded in 1872. The oldest Ukrainian national park is Carpathian National Nature Park, established in 1980. There are 54 national parks in Ukraine nowadays. The most famous one is Askania-Nova Biosphere Reserve.

1 **Discuss the questions in pairs.**

1 Do you like spending time outdoors? Why?
2 Do you like walking in parks or forests? Why?
3 What is a national park?
4 What can you do there?

2 **Look at the pictures. In pairs, discuss what you can see in each one and how they are connected with parks. Read the texts to check your ideas.**

3 **Match the texts 1–5 with the photos A–E.**

16



Podilski Tovtry National Nature Park

1 Podilski Tovtry is a national park located in the Podillia region, in Western Ukraine. The park covers an area of 17,000 hectares and includes nature reserves and protected areas. This is the largest park in Ukraine and one of the largest in Europe. This park is located along the banks of the Dniester River. The park has various different ecosystems, including wetlands, grasslands and forests. The park is one of the Seven Natural Wonders of Ukraine.

2 National Park Podilski Tovtry is home to a wide variety of wildlife, including roe deer, wild boars, wolves, wild cats, red foxes, badgers, otters, and others. A lot of local caves have become a cosy home for 14 kinds of bats. In addition, in this national park, you can find 65 animal species and 60 types of plants from the Red Book of Ukraine.

3 Podilski Tovtry is a great place to visit if you love observing nature and having fun. You can go hiking, bike riding, or birdwatching. You can even try a hot-air balloon ride! There is an educational centre that teaches people about the animals and the environment in the park.



4 Podilski Tovtry region is known as the possible birthplace of the Ukrainian language. This area is also famous for its ancient churches and monasteries. There are more than 300 archaeological sites and historical objects, but the most popular tourist location is Atlantis Cave. This natural wonder is full of fantastic stalactites and stalagmites. There is also an underground river that used to be part of the Dnipro River. It is a really special and magical place that is worth seeing.



5 This national park offers a variety of activities for mobility impaired people. The park provides accessible trails, viewing platforms, as well as wheelchair-accessible restrooms and shelters. The park also has several interactive exhibits that are interesting to visitors of all ages and abilities.



4 **Are these sentences right (✓) or wrong (✗)?**

1 Podilski Tovtry is the largest park in Europe.
2 A lot of different animals live in the park.
3 This national park is a great place for spending time actively.
4 You can learn about the environment there.
5 You can't find ancient churches there.
6 Atlantis Cave is the only tourist attraction in this region.
7 There is also an underground waterfall in Atlantis Cave.
8 There are many activities for people with special needs.

5 **Find words in the text that match the definitions.**

1 a place with a lot of water, also called a swamp (paragraph 1)
2 something that makes you feel surprised (paragraph 1)
3 all living organisms not domesticated by humans (paragraph 2)
4 the natural in which animals, plants and wildlife live (paragraph 3)
5 a natural underground space (paragraph 4)
6 can be reached or entered (paragraph 5)

17 **6** **Listen and complete the information.**

	National Park Podilski Tovtry	Atlantis Cave
Leave hotel at	at [1] _____ a.m.	at 9:00 a.m.
Transport	taking a minibus	taking a [5] _____
Lunch	[2] _____, fruit and drinks	[6] _____ and uzvar
Things to take	[3] _____ and insect repellent	plenty of snacks, drinks and warm clothes
Animals you could see	[4] _____, foxes, badgers and wild boars	bats, [7] _____, and some rare birds

TALKING POINTS

Which walk would you prefer to go on? Explain why.



PROJECT

Description of a national park

Research another national park in Ukraine. Use the internet or books to find out

- where it is
- what the landscape is like
- what animals and plants there are
- what the climate is like
- why it is a national park

Present your information to the class. Use pictures and photos to make the presentation more interesting.

01 NOW WATCH THE CULTURE VIDEO

3 ON HOLIDAY



FIRST HOLIDAYS WITH FRIENDS

19

Most of us can't wait to go on holiday without our parents. We can choose where to go, what to do and who to go with. But are first holidays with friends always great? Read about Sophie, Fred and Chris. Where did they go? Did they have a good time?

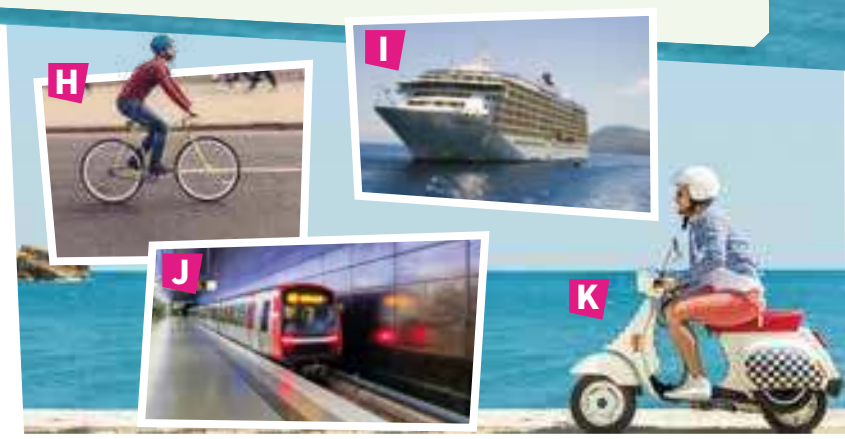
Last summer, after we finished our exams, I invited my friend Paula to go on holiday to Greece with me. We got a flight to Athens and then we went by ship to the island of Milos. We were really tired when we got there, but we both wanted a swim, so we went to the beach. You can guess! We lay down and closed our eyes and when we woke up TWO hours later, we were really hot and thirsty – and red! Never again! **Sophie, 16**

My first holiday was a weekend in London. Jim, Simon and I travelled by tram from my house to the bus station. When we arrived there, I put my hand in my pocket but my wallet wasn't there! Where was it? I think I lost it on the tram. Jim and Simon each lent me money for the coach. We stayed at Jim's aunt's house in London and we had a fantastic weekend. **Fred, 13**

My first holiday was with my friend Tom at a campsite in a forest near our town. We didn't want my parents to drive us there, so we went by bus and then on foot. It was a long walk to the forest and it was raining! I put the tent up quickly because I knew how to do it, but all our things were wet. Then the sun came out the next day. We dried everything and had a great time! **Chris, 12**

ABOUT YOU

Where and how often do you go on holiday? Do you always go on holiday to the same place? How do you usually get there?



VOCABULARY AND READING

Holidays: Ways of travelling

18 EP **Match the words in the box to photos A–K. Listen, check and repeat. Decide whether each type of transport moves in the air, on land or in the water.**

by bike	by boat	by coach	on foot	by helicopter	by motorbike	by plane
by scooter	by ship	by tram	by underground			

2 Read the article quickly and find out where Sophie, Fred and Chris went on holiday. How did each of them get there?

3 Read the article again and answer the questions.

1 What does the article mean by 'first holidays'?
2 What happened while the girls were sleeping?
3 What did Fred lose?
4 How did he pay for the coach?
5 What was the weather like when Chris and Tom were putting up the tent?

PRONUNCIATION Silent letters

20 **4** **In pairs, read the words aloud. Which are the silent letters? Listen and check. Then repeat.**

climb	flight	guess	half
island	knew	two	where

5 **Look at the photos A–K on page 20. Discuss the questions with your partner.**

1 Do you like these different ways of travelling? Why? / Why not?
2 Do you think riding a bike is difficult? Why? / Why not?
3 Do you think going in a boat or a ship is enjoyable? Why? / Why not?
4 Do you prefer going on holiday to the sea or in the mountains?

LANGUAGE SKILLS PAGE 134

GRAMMAR Past simple

1 **Find the past simple forms in the sentences 1-5. Now answer the questions a-c. Find all the examples of the past simple in the article.**

1 Where was it?
2 Did they have a good time?
3 My wallet wasn't there.
4 We dried everything.
5 We didn't want my parents to drive us, so we went by bus.

a Which past simple verbs are regular?
b Which past simple verbs are irregular?
c Which verb never has *did* in questions and negatives?

2 **Complete the sentences using the past simple of the verbs in brackets.**

1 _____ (you / go) on holiday last year?
2 They _____ (not travel) by boat to the island because the weather _____ (be) bad.
3 The holiday _____ (not be) great, but I _____ (enjoy) the afternoons on the beach.
4 _____ (the plane / arrive) on time?

3 **Read questions a and b, complete the answers. Then answer questions 1–3.**

a Who did Sophie invite to go on holiday with her? She invited _____ to go on holiday with her.
b Who lost his wallet? _____ lost his wallet.

1 Which question uses *did* + infinitive?
2 What is the verb form in the other question?
3 Are questions **a** / **b** asking for information about the subject / object?

4 **Choose a or b for each question.**

1 Who did the boy see?	**a** His mother saw him.	**b** He saw his mother.
2 Who saw the boy?	**a** His mother saw him.	**b** He saw his mother.

GRAMMAR REFERENCE AND PRACTICE PAGE 149

5 **Complete the sentences using the past simple of the verbs in brackets.**

1 Who _____ (take) you to the airport?
2 Where _____ (you / go camping) last summer?
3 Who _____ (book) the flights, your mum or dad?
4 Who _____ (you / go) on holiday with?

Correct the mistakes in the sentences.

5 I maked two new friends on my holiday.
6 I watch TV yesterday evening.
7 It was a pity you lefted the party early.

6 **In pairs, ask and answer the questions.**

Where did you go on your last holiday? Who did you go with? How did you get there? What did you do there? What was the best thing you did? Why?

READING

1 **Look at the photos. In which Ukrainian city can you see the places shown in the photo? Read the text and check your ideas.**


Sakura Alley


Pedestrian Bridge


Mini sculptures around the city


Uzhhorod Castle

TEEN TRAVEL TIPS ▶ UZHHOROD

21

ALICIA (12), GREECE

Last May, I spent my holiday at my grandparents' house in Ukraine. They live in a town near Uzhhorod, so I decided to visit this city. It was great, because I got to see the Sakura Festival! Sakura Alley was crowded because there were a lot of people taking photos of the trees. It was fantastic to see the blooming trees and watch their pink petals falling like snow. I also enjoyed trying the local dishes, but the most fun activity was to find mini sculptures around the city. I would definitely recommend visiting Uzhhorod to others.

SHIVEN (11), INDIA

My family and I are travelling around Ukraine by car this month. We want to see different historical sites. Last week, we visited Uzhhorod Castle as a part of our journey. I usually prefer sightseeing on foot because in India I always travel by scooter. We explored the city, took lots of photos and enjoyed the views. The castle, with its old towers, courtyards and walls, impressed me a lot. The local people are very friendly and helpful, so don't hesitate to ask them for tips on the best places to go and things to do.

PAOLO (13), ITALY

Last August, we booked a hotel not far from the pedestrian bridge. It was a quiet place, so we went sightseeing along the river. I was really fascinated when I found a mini sculpture next to the bridge. At the weekend, we cycled through the streets as we prefer riding bikes instead of walking. The city was not as crowded as we expected. The only problem was the language, so my advice is to learn a bit of Ukrainian before you go.

2 **For each question, choose the correct answer. Say Alicia, Shiven or Paolo.**

1 Who enjoyed trying local dishes?
2 Who cycled through the streets?
3 Who took lots of photos of Sakura Alley?

LANGUAGE SKILLS PAGE 122

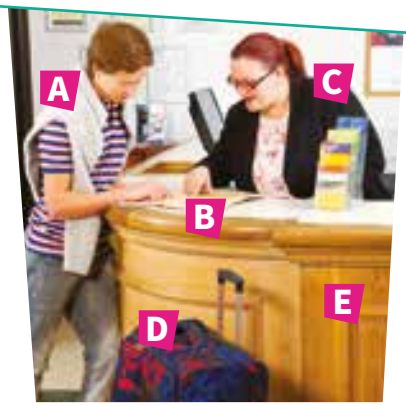
TALKING POINTS

In pairs, look at the photos in Ex. 1. Discuss which ones you think look interesting to visit. What three places would you show to a foreign friend visiting Ukraine?

VOCABULARY Holiday vocabulary

22 EP **1** **Match the letters A-E in the photo with the words in the box. There are three words for A and two words for D. Listen, check and repeat.**

guest	guidebook	luggage	map	receptionist
suitcase	tourist	visitor		



2 **Now complete the sentences with the correct form of the words from the box in Ex. 1. There is one extra word.**

1 You can see the names of the streets and the tourist attractions on a _____ of the city.
2 Thousands of _____ visit Uzhhorod every year.
3 It's a good idea to buy a _____ to plan a holiday.
4 I've only got one small _____ for all my clothes. I hope I can get everything in it.
5 We stayed in a really small hotel in Uzhhorod. It only had room for eight _____.
6 We put all our _____ in the back of the taxi. We didn't want to have the bags on the seats.
7 At the hotel, the _____ gave us our room key.

3 **In pairs, ask and answer the questions.**

1 How much luggage do you take with you on holiday?
2 What do you put in your suitcase when you go on holiday?
3 Do many tourists come to visit your town? What do they like to see?
4 Did you stay in a hotel on your last holiday? Did you like it?

LISTENING

1 **Look at the photo in Vocabulary Ex. 1. In pairs, discuss the questions.**

What can you see? Who are the people? What are they doing?

23 **2** **Listen to the conversation between Jake, a student on holiday in Uzhhorod, and the receptionist. Why is Jake speaking to the receptionist?**

23 **3** **Listen again. Are the sentences right (✓) or wrong (✗)?**

1 Jake's group wants to visit Uzhhorod in June.
2 They are going to spend a week in the city.
3 There is a food festival not far from the hotel.
4 The receptionist talks about different attractions.
5 The receptionist offers some tickets at a lower price.

SPEAKING

1 **Discuss the questions.**

1 Do you like visiting historical sites? Why?
2 Would you like to visit old castles? Why?

24 **2** **Jake phones the tourist information centre for some information. Listen to his conversation. What places is he going to visit?**

24 **3** **Listen and repeat the phrases from the conversation.**

4 **Role-play a conversation about Chynadiyovo village. In pairs, ask and answer questions using the information on page 136. Use phrases from Ex. 2.**

1 address?
2 open every day?
3 what time / close?
4 what activities / do?
5 what places / visit?
6 web address?

Clerk: How may I help you?
Jake: Can you give me some information about your day trips, please?
Clerk: Yes, certainly. The Uzhhorod Castle is our best seller, and you can book the trip online. You'll really enjoy it.
Jake: That's perfect. Thanks.
Clerk: It's the best way to learn about our region's history.
Jake: That's a really good idea. Oh, by the way, have you got any information about the trip to Chynadiyovo village?
Clerk: Yes, of course. It's all on our website. Have a good day.

4 MY PLACE

ABOUT YOU

02 **Watch the video and discuss the questions.**

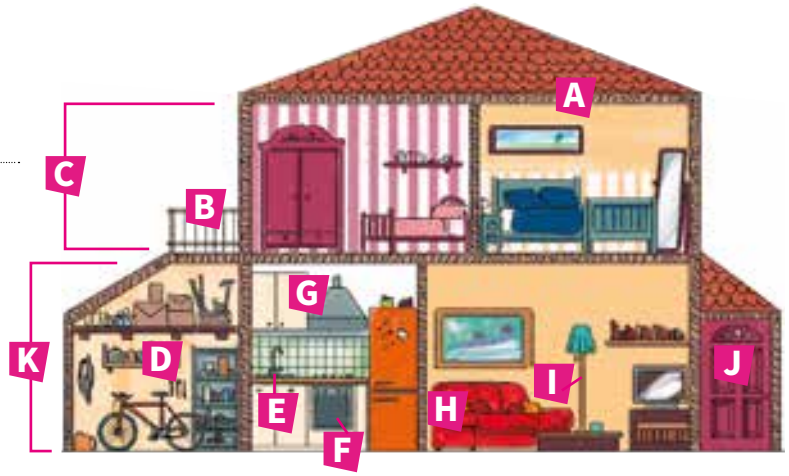
Where do you live? Who do you live with? How many bedrooms are there in your home? Do you share a bedroom? What's the most interesting thing about your room? Would you like to live in an unusual house?

VOCABULARY AND READING

Homes

25 EP **1 Match the words in the box to A–K in the picture. Listen and check. Then repeat.**

balcony ceiling cooker cupboard
entrance first floor garage
ground floor lamp sink sofa



2 Describe your home to your partner using words from Ex. 1.

3 Read the article about Paula and Gary's homes and look at the photos. Which photo, A or B, shows where Paula and Gary live now?

A New HOME 26



Paula and Gary lived in a modern house. It had a living room and a kitchen on the ground floor and on the first floor two bedrooms, one with a balcony and a bathroom. Next to the house they had a garage for their car, and they even had a small garden with a little gate painted green. It sounds perfect!

But Paula and Gary weren't happy. They both wanted to live somewhere more interesting, so they started to look for a new home. They were looking at homes on the internet one day, when Tim, Gary's dad, had an idea. Tim had his own lorry business and he was selling one of his lorries. Why didn't Paula and Gary buy it and make it into their new home? Gary and Paula thought this was a brilliant idea and bought it that same day.

It was a busy year: Gary was building everything for their new home, while Paula was working. He built cupboards around the cooker and the sink and he even built the shower. They bought a small sofa because there wasn't enough space for a big one.

Finally, six months ago, Gary finished the work on the lorry and they moved in. Gary and Paula love their new home! Paula thinks the best thing is the entrance made of wood and glass and Gary loves the high ceiling because he's tall.

There's no place like home!



4 **Read the text again. Answer the questions.**

1 How many floors did Paula and Gary's old house have? What was on each floor?
2 What did Gary and Paula buy from Tim?
3 Who built the things for the new home?
4 What do Paula and Gary like most about their new home?

PRONUNCIATION /iː/ and /ɪ/

27 **5** **Listen to the two words. Which has an /iː/ sound and which has an /ɪ/ sound?**

sink ceiling

28 **6** **In pairs, match the words to the sounds in Ex. 5. Listen and check. Then repeat.**

eat	feet	fit	he'll	he's	hill
his	it	leave	live	seat	sit

GRAMMAR Past continuous and past simple

1 **Look at the example sentences from the text and find all the verbs there. Which verbs are past simple and which verbs are past continuous?**

a Gary was building everything for their new home, while Paula was working.
b They were looking at homes on the internet one day, when Tim, Gary's dad, had an idea.
c Gary finished the work and they moved in.

Match i–iii to sentences a–c.

i One action follows the other.
ii The actions are happening at the same time.
iii One action interrupts the other.

2 **Choose the correct words to complete the sentence.**

To form the past continuous, we use the *present* / *past* simple of the verb *be* and the *present* / *past* participle.

GRAMMAR REFERENCE AND PRACTICE PAGE 151

3 **Complete the sentences using the past simple or the past continuous.**

1 We _____ (live) in an apartment for a year and then we moved to a house.
2 My dad _____ (cook) dinner in the kitchen when I arrived home.
3 I did my homework and we _____ (eat) dinner in the kitchen.
4 While my parents_____ (watch) TV, I was playing computer games.







4 **Correct the mistakes in the sentences.**

1 We waited at a bus stop when we first met.
2 We were amazed when we were finding so much money.
3 While I cleaning the kitchen, I saw the broken window.
4 I was leaving the house just after you called me.

5 **Look at the three pictures. Write the story shown in the pictures using the past simple and past continuous. Write 35 words or more.**

LANGUAGE SKILLS PAGE 127

6 **In pairs, take turns to describe what you did yesterday. Use the past simple and past continuous with *when* and *while*.**

While I was having breakfast …

When I got to school …

READING

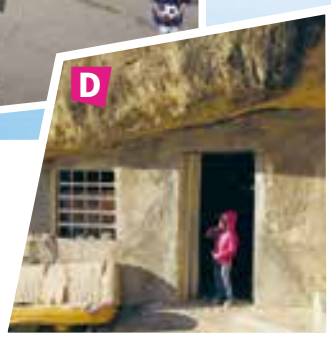
1 Look at the photos of the unusual homes. What do you think they are like inside?

2 Read the article and match the photos A–D to paragraphs 1–4.









STRANGE HOUSES

29

Most of us live in an apartment or in a house. Our homes often look similar to our neighbours' from the outside, but on the inside they can be very different. Most of us like our homes to be cosy and comfortable, but we have very different ideas about what that means. Some people like to have bright colours and lots of furniture, others prefer a cool, modern-looking home. However, some houses look very unusual from the outside. Have a look at these four photos.

1 Do you like flying? Then, this attractive house is for you. It's in Lebanon and is the shape of a plane. It's got small windows, so it's not very light inside, but in a warm country, small windows keep a house cool in summer.

2 This very unusual house is in Mexico. It looks like part of the rock – and it is! The walls and the roof of the house are part of a very big rock. The family made the house more than 30 years ago. We can't see inside, but it looks quite dark, cool and peaceful.

3 In 1968, a group of swimmers first had the idea to build this tiny house on a rock in the middle of the River Drina in Serbia. It's not only small but, as you can see, it's also not easy to get there. In winter it can be quite cold, so people use it mostly in the summer.

4 A Japanese company designed this football-shaped house in 2006. It's got 32 sides and four legs and can sit on top of water. It's very small but has big windows, so there is lots of light. What a great place to live!

3 Read the article again and answer the questions.

1 What does the house in Lebanon look like?
2 What is the Mexican house made of?
3 What can you find in the middle of the River Drina?
4 When do most people use the house? Why?
5 What does the Japanese house look like?
6 Why is it very bright inside?

TALKING POINTS

Which of these houses would you like to live in? Why? Which of these houses would you not like to live in? Why? Do you know about any other unusual homes? Tell your partner about them.

VOCABULARY Adjectives to describe homes

30 **1** Find these words in the article. Complete the table. Listen and check.

EP

attractive bright cold comfortable cool cosy dark light peaceful tiny unusual warm

Opinion	Size	Temperature	Sound	Light

2 **In pairs, tell your partner about your home. Use the words from Ex. 1.**

3 **In pairs, choose one of the unusual places in the article. Decide how you can make it into a comfortable home. Present your unusual home to the class.**

LISTENING

31 **1** **For each question, choose the correct answer.**

1 What is the number of Maria's house?



2 Which is Jason's house?



3 What time is Jenny going to leave school today?

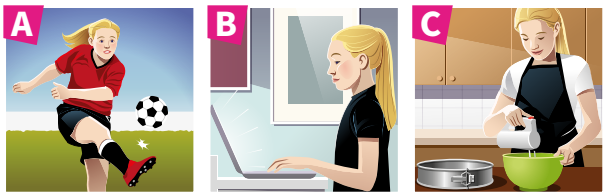


LANGUAGE SKILLS PAGE 128

4 What colour does Ben want to paint his bedroom?



5 What is Sarah going to do this afternoon?



WRITING

PREPARE TO WRITE | A description of a home

GET READY Read Fernanda's description of her home. Which city does she live in? How many rooms does her family's apartment have? We use pronouns instead of nouns, so we don't have to repeat nouns. Which nouns do the underlined pronouns in her description replace?

Now replace the underlined nouns in this paragraph with pronouns.

David lives with his family in a small house in York. The house is new and the house has two bedrooms. David shares his bedroom with his sister, Mia. Mia is two. David's mum, Helen, is a doctor and his dad, Ron, is a nurse. Helen and Ron both work at the hospital.

To: From: Reply Forward

Hi, I'm Fernanda. I live with my family in an apartment in São Paulo, Brazil. It's on the ninth floor of a big block near the city centre. It's got a kitchen, a living room, a bathroom and two bedrooms. I share one of the bedrooms with my sister, Luiza. She's 15. I'd like my own bedroom, but it's OK sharing with Luiza. We like the same things and we enjoy talking at night.

PLAN Think about your home. Where is it? What kind of home is it? Who lives there? How many rooms has it got? Do you have your own room, or do you share a bedroom? Make notes.

WRITE Write a description of your home. Use pronouns for some of the nouns.

IMPROVE Read your description and look for mistakes. Check that you included all the information from your plan and that you have used some pronouns.

LIFE SKILLS CRITICAL THINKING

ACCEPTING OTHER PEOPLE'S OPINIONS

LIFE SKILLS

Other people's ideas can help us learn, be fun and make life interesting. We should listen to other people and enjoy learning new things when we discuss opinions.

1 **Make sentences that are true for you.**
In pairs, compare your sentences. Did you have the same ideas?

2 **Explain why each sentence is true for you.**

I sometimes agree with my parents because they know more than me, but other times they are too strict.

I	always	agree with my parents.
	often	agree with my best friends.
	sometimes	agree with my teachers.
	never	change my opinion.

3 **Look at the words in the box. In pairs, discuss the questions.**

1 Do you talk to your friends or family about these topics?
2 Do you always have the same opinions?

films food holidays
homework music sports

4 **Do the quiz and choose the two best options. Then in pairs, compare your answers.**

How important is it to listen?

32

We talk to other people and give our opinions every day. Maybe you talk about what to do after school with your friends, or about plans for the weekend with your family. It's important to give your opinions, but it is also important to listen to other people's opinions and think about the best option. How good are you at listening? Do the quiz.

1 **When you listen to someone, do you …**
- **a** look at him/her and smile?
- **b** say, 'That's interesting' or 'That's a good idea'?
- **c** interrupt and give your own opinion as soon as possible?

2 **When someone has an idea, do you …**
- **a** always agree with him/her and think his/her ideas are good?
- **b** ask questions about the idea to get more information?
- **c** always disagree with him/her and often think he/she is wrong?

3 **When you have a different opinion to someone else, do you …**
- **a** ignore him/her by not listening and turning your head away?
- **b** think about his/her opinion before you say you don't like it?
- **c** explain your opinion and ideas?

4 **How can a group of people agree when they have different opinions?**

They can …
- **a** explain their reasons for their opinions.
- **b** exchange ideas with each other by talking and listening.
- **c** not work together.

5 **Is it good to change your opinion when you listen to other people's ideas?**
- **a** Sometimes. I respect other people and know I am sometimes wrong.
- **b** Never. I'm always right and I don't like to change.
- **c** Maybe. If I have a good reason.

5 **Match the questions 1–5 in Ex. 4 to the advice a–e.**

a It's important to have your own opinions. Don't always agree immediately.

b Sometimes you can change your opinion because you decide another idea is better.

c You should be polite to other people and listen carefully when they are speaking.

d It's best to talk when there is a problem and think of ideas that make everyone happy.

e It is important to listen to other people's opinions and decide if the ideas are good or bad. Don't get angry or stop listening. Maybe they are really good ideas!

6 **Match the highlighted words in the quiz to the definitions.**

1 not pay attention to _____

2 have the same opinion as _____

3 speak when another person is speaking _____

4 be polite to _____

5 give and receive _____

33 **7** **Listen to David and Jenny discussing what to do for their friend Martha's birthday. Answer the questions.**

1 Why doesn't David like the idea of a surprise party?

2 Why does Jenny think the cinema could be a good idea?

3 Who will pay for the food and drink?

4 What does Jenny want to give Martha?



33 **8** **Listen again and complete the sentences with the phrases in the *Useful language* box.**

Jenny: We did it last year and it was fun.
David: **(1)** _____ why not do something different?
Jenny: We could go to the cinema.
David: **(2)** _____ the cinema is expensive.
Jenny: You're right. Do you like the idea of a picnic in a park?
David: Yes, I do. That's a **(3)** _____.
David: Do you think she wants to go to the park in the centre for her birthday?
Jenny: **(4)** _____ that's the best place.
David: Do you think Martha likes orange or lemon?
Jenny: **(5)** _____. What do you think is best?

USEFUL LANGUAGE

great idea
I'm not sure
I'm sure
Maybe, but
Yes, but

9 **Are the statements true (T) or false (F) for you? In pairs, compare your answers and explain your opinion. Be polite!**

I think …

1 pizza is better than pasta.

2 cats are nicer than dogs.

3 maths is easier than history.

PROJECT *Planning an exchange visit*

A group of students from another country are coming to visit your school. Your teacher wants you to plan some activities for the day. Prepare a timetable.

- Work in small groups.
- Read the situation.
- Individually, think of an activity you could do with the students. Think of a reason why it is a good idea.
- Write your ideas in your notebook.
- In your group, decide what activities to do and prepare a timetable for the day. Use the *Useful language* from Ex. 8 to discuss the best options.
- Make a welcome poster for the visiting students to see when they arrive. Include pictures and photos to make it attractive.
- Present your poster to another group or to the class.

REVIEW 1 UNITS 1–4

VOCABULARY

1 Write the missing letters to complete the word for each set.

1 receptionist luggage tourist h _ _ _ _ _ _ _
2 tram underground scooter t _ _ _ _ _ _ _ _ _
3 balcony ceiling cupboard h _ _ _ _
4 address age surname i _ _ _ _ _ _ _ _ _ _ _

2 Complete the sentences with the correct words.

1 I don't want to go in the car to the beach. Walking is good for us, so let's go _____.
2 We've got a _____ in our apartment block, but I don't use it. I always use the stairs.
3 Do you ever come to school _____ bike?
4 _____ are large white animals in the Arctic.
5 _____ are birds too, but they can't fly. They spend a lot of time swimming in the ocean.

3 Read the descriptions. Write the missing letters to complete the words.

1 This place is very dry. It's hot in the day and often cold at night. _ _ _ _ r _
2 This place is all water and it moves all the time. _ i _ _ _
3 This place is low and is often between two mountains. _ _ _ l _ _
4 This place is a kind of mountain, but it has a hole in the top. v _ _ _ _ _ _

GRAMMAR

1 Choose the correct options to complete the sentences.

1 I like to watch swimming competitions because *I'm swimming / I swim* too.
2 Everyone *wants / want* to have more friends.
3 The weather was really hot, but I still *have / had* a great time there.
4 In my town, *there is / there are* a lot of shopping centres and sports centres.

Correct the mistakes in the sentences.

5 I visited Thao Cam Vien zoo, but I didn't liked it.
6 Every day we doing different tests or exams at school.
7 Do you liked the competition?
8 I can't go shopping today because I working.

2 Complete the sentences. Use the present simple or present continuous.

1 I _____ (think) that's Olivia over there. What _____ (she / do)?
2 Sorry, I _____ (not know) where the station is. I _____ (come) from another town.
3 That aeroplane _____ (fly) very low. I _____ (hope) everything's OK.
4 My aunt _____ (travel) a lot, but she _____ (not travel) at the moment.

3 Complete the text about Bohdana using the past simple and past continuous.

Bohdana wants to do dance for the fitness part of a competition. Last month, she **(0)** *bought* (buy) a dance DVD, so she **(1)** _____ (can) learn at home. But it was quite difficult because while she **(2)** _____ (watch) the DVD, she **(3)** _____ (also practise) the dance steps. When her mum **(4)** _____ (come) home, she **(5)** _____ (say) to Bohdana, 'Why don't you join a dance class? It's a much better way to learn.' 'That's a good idea,' **(6)** _____ (answer) Bohdana.

LISTENING

34 **1 For each question, choose the correct picture.**

1 What day does Antonio play football?



2 How much is a family ticket to the zoo today?



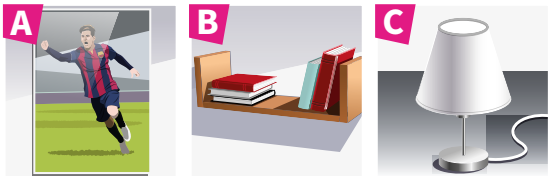
3 What time does the girl's coach arrive?



4 What is the number of Rosa's house?



5 What did Marco buy for his bedroom?



WRITING

1 Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.



SPEAKING

1 Work in pairs. Make questions and then ask and answer with your partner. Take turns to speak.

1 Name? **2** Age? **3** Live? **4** Country?

2 Take turns to ask and answer the questions in the table.

Now let's talk about your home.	Now let's talk about your school.
5 When did your family move into this home?	**5** When do you arrive at school in the mornings?
6 How many rooms has your home got? What are they?	**6** Which languages do you learn at school?
7 What colour is the furniture in the bedroom?	**7** How many students are there in your class?
8 Which is your favourite room?	**8** What's your favourite subject?
9 Tell me something about your bedroom.	**9** Tell me something about your classroom.

5 SCHOOL

ABOUT YOU

03 **Watch the video and discuss the questions.**

How many different subjects do you study?

How much homework do you usually get each day?

VOCABULARY AND READING

School subjects

35 EP **1 Match the school subjects in the box to the pictures A–L. Listen and check. Then repeat.**

biology chemistry design and technology drama foreign languages geography history ICT maths PE physics science

2 Read the article about schools in Finland and choose the best title.

A Starting young **B** New ways of learning **C** Time for homework

3 Read the article again and answer the questions.

1 At what age do Finnish students go to school?
2 How long are they at school every day?
3 Do students have any homework?
4 Do subject words appear on all school timetables?
5 How do some experts think our brains work?
6 In Finland, do students
   a complete a project at the same time as they learn school subjects, or
   b study school subjects and then complete a project?

36



In international tests of maths, science and reading, students in Finland do well. This is good news! But when you look more carefully at the schools, it's not easy to explain. Finnish students don't start school until they are seven years old. The school day is short, about five hours, and there are only three or four classes a day. Students don't have much homework and there are no exams. So, why don't they do badly in tests? Perhaps something else can explain it.

There is another unusual feature of schools in Finland. For most of us, the school timetable is a list of subjects, for example ICT, history, foreign languages, geography, with one lesson following another. But some experts believe our brains work in a different way. They say our brains don't divide our learning into subjects. Our brains learn better when they get new information in context. This is why some Finnish schools don't teach subjects separately. Instead, they give students a project, such as 'the weather', and then bring school subjects into the project.

So how do some experts believe we learn most easily? Here's an example of a project with a class of 12-year-olds. Students watch a video re-enactment of the end of the city of Pompeii. Then on their laptops they compare ancient Italy under the Romans with modern Finland. Groups look at different parts of the topic and then share their ideas. They also use 3D printers to make a tiny Roman building. Later, they use the pieces of the building for a game. This project includes history, ICT, and design and technology.



4 **In pairs, ask and answer the questions.**

1 Which are your favourite subjects?
2 Which subjects don't you enjoy as much?
3 Which subjects are you best at?

ə PRONUNCIATION Word patterns

37 **5** **Listen and look at the word patterns in the table. Then put the words in the box into the correct column.**

0o	0oo	o0oo
topic	*audience*	*communicate*

biology chemistry classroom
favourite geography history
languages science technology

38 **Listen and check. Then repeat.**

GRAMMAR Comparative and superlative adverbs

1 **Look at the adverbs in the sentences. Decide which ones are simple adverbs, comparative adverbs or superlative adverbs.**

1 In international tests of maths, science and reading, students in Finland do **well**.
2 When you look **more carefully** at the schools, it's not easy to explain.
3 Do students learn **better** when the school day is shorter?
4 So, why don't they do **badly** in tests?
5 When there is no exam, do students study **hard**?
6 Do students learn **more efficiently** when they study subjects or when they study a topic?
7 So, how do some experts believe we learn **the most easily**?

2 **Look at the comparative and superlative adverbs and in Ex. 1 again and answer the question.**

Which word do we often use before superlative adverbs?

3 **Complete the table.**

Adjective	*bad*	2 _____	5 _____	8 _____	*easy*	14 _____
Simple adverb	1 _____	3 _____	6 _____	*efficiently*	11 _____	15 _____
Comparative adverb	*worse*	4 _____	7 _____	9 _____	12 _____	*harder*
Superlative adverb	*the worst*	*the best*	*the most carefully*	10 _____	13 _____	16 _____

» GRAMMAR REFERENCE AND PRACTICE PAGE 152

4 **Write the correct form of the adverb for the adjective in brackets.**

1 Laura often makes mistakes because she always does her homework very _____ (quick).
2 Hans speaks _____ (fast) in our class.
3 You speak English much _____ (good) than me.
4 Please can you speak _____ (slow)? I didn't understand you before.
5 None of us did well in the exam, but I did _____ (bad)!

5 **Correct the mistakes in the sentences.**

1 You speak English really good.
2 I made friends much easier at my new school.
3 Drama classes helped me speak clearer.
4 Catch this bus and get more quickly home.

6 » **Work with a partner. Go to page 136.**

READING

1 **Read Clarissa's blog quickly. Where is she studying now, at home or at school?**



Clarissa's blog

39

31 July 2018

A few years ago, I wasn't very happy at school and I wasn't doing well in tests. So, when I was eight, Mum and Dad decided to teach me at home.

Homeschooling – great, I thought! I could stay in bed all day! Well, it wasn't quite like that! My parents found out what I needed to learn. Sometimes I had lessons, but most of the time I studied things I liked and found interesting. That's how homeschooling works best.

My favourite hobby was playing computer games, so, with Dad's help, I began to write my own computer programs. But I liked making models too, and for that I needed … maths! At school, maths was boring, but now it was useful for making my models. I made a model boat and I needed to understand science and maths to do that – oh, and design and technology too!

So were there any bad things about homeschooling? Not really. I missed my friends, but I saw them at weekends and we talked about school! They told me about their week at school, and I told them about mine. Mine always seemed more fun to me. Some weeks I studied more than they did. Other weeks I didn't study much at all. And I never had homework!

I'm 15 now, and I'm back at school because I need to take exams. I don't mind. It's nice to study with my friends again.

2 **Read Clarissa's blog again. For each question, choose the correct answer.**

1 Why did Clarissa's parents teach her at home?
- **A** Her parents didn't like her school.
- **B** She was too old for her school.
- **C** She was having problems at school.

2 What does Clarissa say about homeschooling in the second paragraph?
- **A** She only learned what her parents told to.
- **B** She chose what she wanted to learn.
- **C** She studied in bed a lot of the time.

3 She preferred doing maths at home because
- **A** her dad was able to explain it to her.
- **B** it helped her do things she enjoyed.
- **C** she had more time to spend on it.

4 What was the difference between Clarissa's and her friends' school experiences?
- **A** Clarissa didn't have to do any homework.
- **B** She had more work to do than they did.
- **C** Her friends enjoyed themselves more.

5 What does she say about homeschooling?
- **A** It's important to have daily lessons.
- **B** It's hard to find time to see friends.
- **C** Learning doesn't always have to come from books.

LANGUAGE SKILLS PAGE 123

TALKING POINTS

What do you like about going to school?
What are the good things about homeschooling? What are the bad things about it? Would you like to study at home? Why? / Why not?

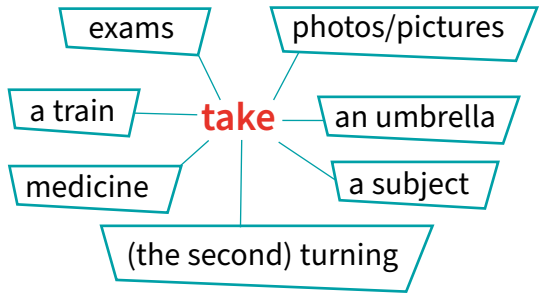
VOCABULARY *take*

1 **What does *take* mean in this sentence?**

I'm 15 now, and I'm back at school because I need to take exams.

40 **2** **Now look at the mind map. Match the meanings of *take* a–g to these words. Listen and check. Then repeat.**

EP



a carry
b make
c do
d study
e go along
f use
g catch

3 **Write an example sentence for each meaning of *take*.**

4 **Complete the questions with the correct form of the words from Ex. 2 and then answer them. In pairs, compare your answers.**

1 Do you take an _____ out with you in the rain?
2 Which _____ do I need to take to get to the park from here? The one on the left?
3 What extra _____ would you like to take at school?
4 Do you usually take _____ when you are ill?
5 Have you taken any _____ today with your new camera? How many?
6 When was the first time you took a _____ to go somewhere? Were you on holiday?
7 How do you feel when you take an _____ at the end of the school year?

LISTENING



41 **1** **Listen to the *What's New* section on a morning radio show. A boy called Ethan is talking about his experience of schooling. What phrase does Ethan use for the education he had on the trip?**

41 **2** **Listen again. Are the sentences right (✓) or wrong (✗)?**

1 Ethan's mum left her job because she wanted to see the world.
2 Ethan's parents didn't tell anyone else about their plans.
3 Ruth and Ethan's parents helped with the 'world schooling'.
4 Ruth and Ethan do a lot of different things when they are travelling.

3 **In pairs, discuss the questions.**

1 Would you like to be 'world schooled'?
2 What would you miss about your school?
3 Which parts of the world would you like to visit?

SPEAKING

1 **In pairs use the questions to describe your perfect school. Make notes. Then tell the rest of the class about it. Take turns in your group to speak.**

1 Where is the school?
2 What lessons do you have?
3 How many students are there?
4 Who are the teachers?
5 How long are the school days/holidays?
6 Do you wear a uniform?
7 What makes your school better than other schools?

6 FAVOURITE THINGS

VOCABULARY AND LISTENING

ABOUT YOU

Do you have a favourite thing? What is it? Where did you get it? Why is it special? What do you like about it?

Materials

42 EP **1** Look at the photos below. Match the materials in the box to the photos A–J. Listen and check. Then repeat.

cotton	glass	gold	leather	metal	paper	plastic	silver	wood	wool



2 What are the things in the photos made of? Talk about the photos with your partner.

The headphones are made of plastic.

3 Look at the examples. Which word is a noun and which is an adjective?

The box is made of **wood**. It's a **wooden** box.

4 Work with your partner. Use the materials as adjectives to describe and find the things in the photo.

They're cotton T-shirts. Photo B

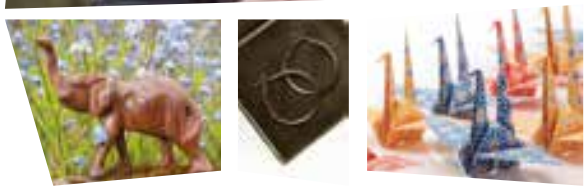


5 In pairs, look around the classroom and at what people are wearing. Find as many things as you can that are made from the materials in Ex. 1. Say what they are.

43 **6** Cam is doing a project for school. He asks three people in the street about their favourite things. Listen to the recording. Which thing was a present?

43 **7** Listen again and complete the table.

	Speaker 1	Speaker 2	Speaker 3
What is the thing?			
Who does it belong to?			
What is it made of?			



GRAMMAR Possession

1 **Look at the pictures. Match sentences 1 and 2 to pictures A and B.**





1 It's my brother's dog. 2 It's my brothers' dog.

2 **Look at sentences 1 and 2 in Ex. 1. Which sentence has *'s* and which sentence has *s'*? Why?**

3 **Complete the sentences. Use the word in brackets in the singular or plural and *'s* or *s'*.**

1 That's my _____ (sister) car. My dad bought them one to share last year.
2 I don't have a computer, but I use my _____ (brother) when I need to. I lend him my camera when he needs it.
3 My little sister loves going to the _____ (child) disco. There are games and activities for little kids.
4 Don't put any cake on those plates! I use them for the _____ (dog) food. They don't like the bowls from the pet shop.

4 **Look at the words in red in the two examples from the listening. Find the determiners and circle the pronouns. Then complete the table.**

1 They're not **mine**. They're **my** sister's.
2 Oh and what are **theirs**? **Your** dad's for example.

Determiners	my	your	his	her	our	their
Pronouns	*mine*					

GRAMMAR REFERENCE AND PRACTICE PAGE 153

5 **Look at the pictures and decide who the football player is. Match sentences 1 and 2 to pictures A and B.**





1 He's a friend of theirs. 2 He's a friend of hers.

6 **Complete the sentences with the correct word.**

1 That's not Robert's book, it's Paula's. Robert lost _____ yesterday.
2 My parents had a holiday on a boat. It belonged to a friend of _____.
3 A cat plays in our garden sometimes, but it's not _____. We've got a dog.
4 You can't use my dad's football. But you can borrow _____. I got it yesterday.
5 Where is your hat? I saw Ben's in the garden, but I don't know where _____ is.
6 Sally is so good at art. That picture is _____.

7 **Correct the mistakes in the sentences.**

1 You can read your favourite book's there.
2 My friends name's Ben.
3 Bring your computer because my is broken.
4 My bedroom is bigger than their.

PRONUNCIATION Weak forms: *a* and *of*

44 **8** **Listen and repeat.**

She's a friend of mine. They're friends of ours.
He's a friend of hers. Is he a friend of yours?

9 **Think of three things that are special and belong to different people in your family. In pairs, tell each other about them. Use the questions to help you.**

1 What are they? What are they made of?
2 Who do they belong to?
3 Where did they come from?
4 Why are they special?
5 What else can you say about them?

READING

1 **In pairs, tell about a special present someone gave you. What was it?**

HILL CREST ACADEMY

45

Special Memories

ANJA, AGE 13

My special memory is from when I was three years old. We were staying with my grandparents at their house in the country. They lived in an old wooden house. I remember the house was always cold and it was near a forest. When it was time for bed, Grandma took me upstairs to read me a story. On my bed there was a lovely wool blanket. It was really colourful. I remember touching it and it was so, so soft. 'It's yours. I made it for you,' my grandma said. I still have the blanket on my bed at home. It looks really small there, but I remember when I was younger it seemed so big!

PETE, AGE 14

My special memory isn't from very long ago. I was opening presents on my 13th birthday. My older brother gave me a large box. It was very hard. What could it be? I opened it and felt inside. I'm blind, so I needed to touch everything because I can't see. It was smooth and round. I remember thinking 'It's a leather football' and feeling upset. I can't play football because I can't see the ball. I picked it up. It felt quite heavy, and it made a noise. My brother told me it was a special football for blind people. There are little metal balls inside that make a noise when someone kicks or throws it. Perfect! Now I play football all the time.













2 **Anja and Pete wrote about special memories in their online school magazine. Look at objects A–F. What present did Anja / Pete get?**

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

1 What was Anja's grandparents' house like?
2 When did Anja first see the blanket?
3 What was it like?
4 Who was Pete's present from?
5 What did it feel like?
6 What happened when he took it out of the box?

TALKING POINTS

Anja's memory is from when she was three years old. What's your earliest memory?

Pete's memory is of his special football. What other special things can help someone like Pete?

VOCABULARY Adjectives for describing objects

46 EP **1** **Match the words in the box to photos A–F. Listen and check. In pairs, describe the objects in the photos. Use the adjectives from the box and others you know.**

colourful	hard	heavy	large
little	lovely	old	pretty
round	small	smooth	soft

2 **Take turns to describe something in the classroom to your partner for them to guess what it is. Use the words from Ex. 1 to help you.**

It's large, smooth and colourful. It's made of paper and it's on the wall.

A map?

Yes.

LISTENING

47 **1** **For each question, choose the correct answer. You will hear Carmen talking to Murat about some things she has found in her grandparents' house. Who does each thing belong to?**

0 clock *E* **1** computer **2** hat
3 toy bear **4** painting **5** jacket

A aunt **B** brother **C** cousin **D** father **E** grandfather
F grandmother **G** mother **H** uncle

47 **2** **Listen again and check your answers.**

WRITING

PREPARE TO WRITE | Adjective order

GET READY

THE CITY MUSEUM
Have you got a favourite thing or something from the past you want to tell us about? Send us an email. Describe the object and say why it's special for you and attach a photo if you have one.
Email: citymuseumfavobs@museum.uk

To: citymuseumfavobs@museum.uk
From: Ben

I've got a beautiful, old, silver ring. It was my uncle's. I keep it in a small, red, wooden box as it's very special. He gave it to me when I was ten. I never wear it, but I like to look at it.
From
Ben



Read the notice from the museum and then read Ben's email reply.
What's his favourite thing?
Put the adjectives from the email in the correct column in the table.

Adjective order

Opinion	Size	Physical quality	Shape	Age	Colour	Material
(pretty)	(big)	(hard)	(square)	(new)	(blue)	(gold)

Find three more examples of pairs of adjectives in the texts on page 38 and add them to the table.

PLAN You are going to write to the museum about something special. Use these questions to plan your email.

What is it? Where/who did it come from? What does it look like?

Plan your email to the museum.

What groups of adjectives can you use to describe your object? What order do they go in?

WRITE Write an email to the museum. Use Ben's email to help you. Write about 35 words.
Draw a picture of the object.

IMPROVE In pairs, read each other's email. Check for mistakes with adjectives. Rewrite your emails.

CULTURE

SECONDARY SCHOOL IN THE UK AND UKRAINE



1 **Discuss the questions with your partner.**

1 Do you like going to school? Why? / Why not?

2 At what age do people start secondary school in Ukraine?

2 **Work with a partner. Read the title and the subtitles. Make predictions about the UK school system. Read the web page. Were any of your ideas mentioned?**

The secondary school system in the UK

48

From the age of 11 to 16, children go to secondary school. Most take children of all abilities and are called comprehensive schools. But there are also grammar schools, where children take an exam to enter, especially in Northern Ireland. In Scotland, secondary schools are called high schools or academies. When they are 14, all children choose the subjects they want to study at GCSE (or National 5 exams in Scotland). These are national exams you take at 16. Everyone has to do English and maths. Students also choose four or more additional subjects from a list. This includes subjects like languages and sciences but also photography and drama.

The school year

The school year goes from September to July in England and Wales, August to June in Scotland and September to June in Northern Ireland. There are three terms and short holidays in the middle of each term. The Christmas and Easter holidays are usually two weeks, and the summer holiday is six weeks, or two months in Northern Ireland.

The school day

The school day at secondary schools goes from about 8.45 a.m. to 3.30 p.m. There's a break in the morning and another for lunch. Most British school students have to wear a uniform. Each school has its own colours for the uniforms.

Sixth form / S5 and S6

When students are 17 and 18, they take more exams. In Scotland, these exams are called Highers in the first year and Advanced Highers in the second year. In the rest of the UK, students go into the sixth form to study four subjects at AS level in their first year and three of these at A level in the second year. You need to pass these high-level exams to go to university.

TALKING POINTS

In groups, find what is the same and different in the UK and Ukrainian school systems.

3 **Read the web page again and complete the table.**

Types of public secondary schools in the UK	1 _____ schools – These schools take children of all abilities. 2 _____ schools – Children need to pass an exam to get in these schools. 3 _____ schools or academies – These are secondary schools in Scotland.

4 **Read the information on the Lyceum Leader website. What can students study there? Answer the questions.**

Lyceum Leader

Parents Teachers Students

Secondary School

Welcome to the Lyceum Leader website. The school, built in 1933, has a very long history. Our school gives every student the chance to get a good level of education as well as develop their leadership and social skills. Lyceum Leader is a public school for boys and girls aged 6-18. As well as Ukrainian and English languages students study literature, history, geography, maths, physics, chemistry, biology, etc. Computer science and P.E. are also very important subjects. In the 7th grade, students will focus on a main subject with increased contact time.



School Diary

Date: 22 January
Holiday: Ukrainian Unity Day
Time: 2 p.m.
Come to the front yard and join our human chain! We are going to hold hands and make a big line which symbolises the unity of the Ukrainian people.

Date: 21 February
Holiday: International Mother Language Day
Time: the whole day
We are starting our celebration with language competitions during the first lesson. Then you can join poetry readings which start at noon in the library. The best poetry readers will win a book signed by a modern Ukrainian author Serhiy Zhadan.

1 What skills can the students develop at the Lyceum?
2 Which subjects do they study at the Lyceum?
3 How can the students win the prizes on International Mother Language Day?

50 **5** **Listen to Andriy and Chris talking after running the cross-country race. Answer the questions.**

1 Who won the cross-country race?
2 What regular school subjects do students study at Woodedge School?
3 Where do the Woodedge School students spend time?
4 What makes Woodedge School different from other schools?
5 What is a key to success according to Chris?

6 **Compare Lyceum Leader with your own school. Talk to your partner about these things:**

- after-school clubs
- how long the day is
- number of students
- school concerts
- special days
- school lunches
- school trips

PROJECT *A school web page*

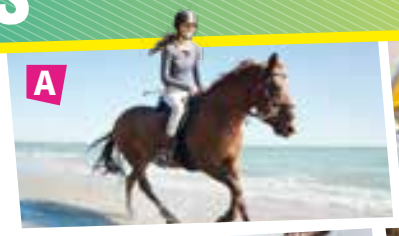
Design a web page for your school. Include this information:

- a description of the school
- photos of your friends and the building
- a newsletter with school events for one month

Present your web page to the class.

04 NOW WATCH THE CULTURE VIDEO

7 ADVENTURE HOLIDAYS





















ABOUT YOU

05 **Watch the video and discuss the questions.**
What adventure holiday would you like to go on? How would you like to get/travel there? Who would you like to travel with?

VOCABULARY AND LISTENING

Holiday activities

51 **1** EP **What activities can you do on adventure holidays? Match the words in the box to photos A–J. Listen and check. Then repeat.**

camping	diving	hiking	horse riding
kite surfing	mountain biking	paddle boarding	
sailing	waterskiing	zip wiring	

52 **2** **Listen to Tara and her friend Dan talking about their adventure holiday. Which activities from Ex. 1 do they <u>not</u> mention?**

52 **3** **Listen again. Complete the table with Tara's and Dan's holiday activities.**

Monday	Tuesday	Wednesday	Thursday	Friday

4 **Complete the sentences with the verbs in the box.**

EP
1 Tara's _____ the airport by car.
2 Tara and Dan are _____ a bus at 5 a.m. in the morning.
3 They have to _____ from the mountains to the activity centre alone.
4 Tara and Dan are _____ early on Monday morning.
5 Dan hopes he doesn't _____ in the mountains.

get back	get lost
getting on	getting to
getting up	

5 **In pairs, ask and answer the questions.**

1 What time do you get up in the morning?
2 When was the last time you got lost?
3 How do you get to school?
4 When did you last get on a train?

6 **Work with a partner. Talk together about the adventure activities in Ex. 1. Do you like these activities? Say why or why not.**

7 **In pairs, ask and answer the questions.**

Do you think:

- going sailing is dangerous?
- going camping is boring?
- going kite surfing is difficult?
- going paddle boarding is amazing?
- going horse riding is exciting?
- going mountain biking is hard?

8 **In pairs, ask and answer the questions.**

1 Which of these adventure activities do you like best? Why?
2 Do you like doing activities on the water? Why?
3 Is it better to do adventure activities when the weather is rainy or cold? Why?
4 Do you prefer doing activities on your own or with other people? Why?

GRAMMAR Present continuous for future

1 **Look at the examples. Then choose the correct words to complete the sentences in the box.**

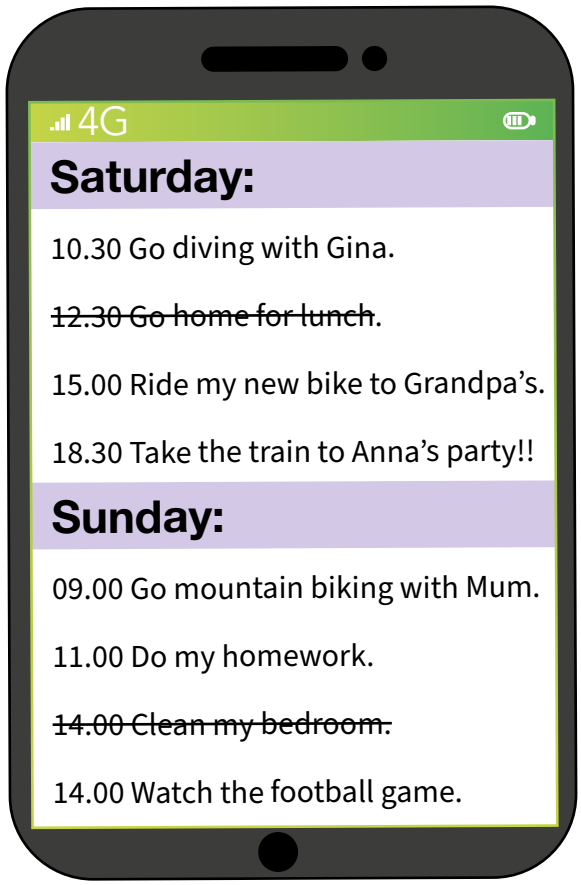
We're getting on a bus at five o'clock today.
I'm not taking my keyboard with me next week.
When are we going paddle boarding?

1 We can use the present continuous to talk about *now* / *the future* / *now and the future*.
2 The sentences are about *now* / *the future*.
3 We *usually* / *never* use a time word with the present continuous for the future.

GRAMMAR REFERENCE AND PRACTICE PAGE 154

2 **Look at Bella's diary for this weekend. Write her plans using the present continuous and mention the day and time for each activity. Is there anything she isn't doing?**

She isn't cleaning her room at 2 p.m. on Sunday.



3 **Correct the mistakes in the sentences.**

1 Taylor Swift sings at the football stadium next Saturday.
2 I'm very excited that you come to visit next summer.
3 Do you bring any money with you this evening?
4 I don't visit my grandparents next weekend.

PRONUNCIATION Sentence stress

53 **4** **Look at the sentences. Decide which words in each sentence are stressed. Listen and check.**

1 We're going kite surfing next week.
2 Are you going mountain biking in the summer?
3 They aren't buying a paddle board this weekend.
4 He's going camping next month.
5 Is she coming horse riding with us this evening?
6 He isn't going hiking during the holidays.

5 **In pairs, read out your sentences from Ex. 2.**

What are you doing on Tuesday?

On Tuesday, we're …

6 **In pairs, write a list of the activities you'd like to do on an adventure week. Where would you like to go? Now plan it. Choose at least one activity for each day.**

7 **Work with another pair. Use the present continuous to ask and answer questions about each other's adventure weeks. Choose the best activities from your group to make a perfect week. Tell the class.**

This is our perfect adventure week on the Black Sea. On Monday morning, we're learning how to waterski and then in the afternoon we're …

READING

1 **Look at the photos on the leaflet and answer the questions. Then read the school leaflet and check the answers.**

1 What place are students going to visit during their adventure weekend?
2 What activities do you think people can do there?

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

1 Where can parents find information on what students should bring?
2 Why should students not take too much in their bags?
3 What distance will students walk during the weekend?
4 How is the group getting to Karpaty village?



Karpaty!* Adventure Weekend

54

Karpaty* is a small village about 17 km northeast of Mukachevo in the Zakarpattia Region.

In May all the students of the 7th grade are going to Karpaty village for the adventure weekend. The village is located in the heart of the Carpathian Mountains. The weather is quite changeable there. It can be sunny one minute and rainy the next. Please make sure that your child brings the right clothes and comfortable shoes. See the kit list below. It's important students don't bring a lot of clothes as every person needs to carry some camping equipment.

Students spend the weekend hiking (10 km a day).

Saturday: we'll be visiting Schoenborn Palace.

Sunday: we'll be exploring the Spring of Youth and the nearby waterfall.

We are camping on the top of the mountain for two nights. The evening activity is roasting marshmallows over a campfire. Students sleep in tents of four. We are travelling to Mukachevo by train, which leaves at 8 p.m. on Friday. We are taking the bus from Mukachevo to the village. This is where our hiking starts! For more details, contact your teacher.

VOCABULARY Things to take on an adventure holiday

55 EP **1** **Match the words in red from the kit list to photos A-L. Listen and check. Then repeat.**

2 **Read the kit list again. Which of the things on the list do the students need for:**

wet weather? sleeping?
eating and drinking? cold weather?
sunny weather? keeping clean?

KIT LIST

CLOTHES
- walking boots
- waterproof trousers and jacket
- walking socks
- underwear
- T-shirts
- pyjamas
- sweaters
- trainers
- walking trousers

KIT FOR EACH GROUP
- tent
- map and compass
- food and snacks

OTHER KIT
- backpack
- towel
- sleeping bag
- torch
- wash bag
- first-aid kit
- plate, bowl, mug, knife, fork, spoon
- water bottle
- warm hat or sun hat
- gloves
- sun cream
- sunglasses

TALKING POINTS

Do you like the idea of an adventure weekend with the school? Do you like hiking / camping? What else would you like to do on the weekend?



LISTENING

1 **Work in pairs. How do you say these dates?**

17th August	21st November	3rd February

Write down four other dates. In pairs, say them for your partner to write down.

2 **Read the information sheet. What kind of information are you going to listen for?**

56 **3** **For each question, write the correct answer in the gap. Write one word or a number or a date or a time.**

You will hear a teacher telling students about an adventure holiday.

» **LANGUAGE SKILLS** PAGE 129

Exciting New

Adventure Holiday

Name: Across the Water

Start date: (1) _____

Number of student places: (2) _____

Place: Close to a **(3)** _____

Cost: (4) £ _____

For more information, phone: (5) _____



SPEAKING

1 **Laura is on an adventure holiday. Read the conversation and answer the questions.**

1 What are Laura and her dad going to do on Saturday morning and Saturday afternoon?
2 What's Laura's dad going to do on Sunday morning?
3 What's Laura going to do on Sunday morning?

2 **Look at the words in the conversation.**

Which phrases are used:

a to make suggestions
b to agree
c to disagree
d to express regret

57 **3** **Listen to the conversation. Practise it in pairs.**

4 **Read the programme for an adventure weekend. Say what you want to do. In pairs, talk about your weekend choices. Use Ex. 1 to help you.**

Make suggestions, agree and disagree, depending on what you are planning for the weekend.
Can you get your partner to change their mind?

Dad: Let's go waterskiing on Saturday morning, Laura.
Laura: I'm not that interested in waterskiing, Dad. How about mountain biking?
Dad: I'd prefer to go kayaking or something like that.
Laura: Kayaking! That's a great idea!
Dad: What shall we do in the afternoon? Would you like to go horse riding?
Laura: I'd love to. Where is it?
Dad: It's near the beach. It's a shame about the waterskiing. I wanted to do that. Never mind.
Laura: Why don't you go on Sunday morning with Mum, and I can sleep late?
Dad: Good idea. So, on Saturday we're going kayaking in the morning and …
Laura: … we're going horse riding in the afternoon!

GOLDEN SANDS BEACH ***Come and join us this weekend!***

	MORNING	AFTERNOON	EVENING
SATURDAY	surfing OR waterskiing	climbing OR hiking	barbecue OR night walk and picnic in the forest
SUNDAY	zip wiring OR mountain biking	tennis OR beach volleyball	

8 LIFE IN THE FUTURE

Homes of the future







ABOUT YOU

In pairs, look at the words. Imagine it's the year 2040. Describe what these things are like.

books cars computers homes
planes smartphones televisions

VOCABULARY AND LISTENING

Furniture and household appliances

air conditioning barbecue bin bookcase
drawer fridge heating lights roof
seat stairs washing machine

58 EP **1 Match the definitions 1–12 to the words in the box. Listen, check, repeat.**

1 This keeps your food cold.
2 This makes your clothes clean.
3 This keeps you cool.
4 This is a place for things you like to read.
5 This keeps the rain out of your home.
6 This is for cooking food outside.
7 These take you from one floor to another.
8 You put clothes and small things in it.
9 These make it easier to see when it's dark.
10 This is for sitting on.
11 This keeps your home warm.
12 You put things you don't want in this.

2 In pairs, answer the questions about the words in Ex. 1.

1 Which things need electricity to work?
2 Which things are furniture?
3 Where in a home do you usually find each thing?

3 Look at these actions. In what situations we use hands / technology? In pairs, compare your answers.

open your front door turn off the TV
turn on the lights close the windows
close the garage door lock the car

59 **4 Listen to a radio interview about homes of the future. What furniture do they talk about? Number the information in the order you hear it.**

- ☐ **a** changing music and lights in rooms
- ☐ **b** changes to the outside of buildings
- ☐ **c** having a computer as part of a table
- ☐ **d** homes of the future are different from ours
- ☐ **e** using smartphones to turn washing machines on and off

5 In pairs, discuss which things in your house you would like to control using your hands and without touching anything.

GRAMMAR Future with *will*

1 Look at these examples from the interview.

I think they'll be very different from today's homes.

You won't have to use your hands to do it.
Will it work for the heating and the lights too?

GRAMMAR REFERENCE AND PRACTICE PAGE 155

2 **Choose the correct words to complete the rules.**

1 We use **will** when we think something is going to happen *now / in the future*.
2 We often *use / don't use* 'think' before **will**.
3 After **will**, we use the infinitive *without / with* 'to'.
4 We *use / do not use* third person 's' with will.
5 To make a negative, we put 'not' *before / after* **will**.
6 To make a question with **will**, we *use / don't use* the auxiliary 'do'.

3 **Complete the sentences with the correct form of *will*.**

1 My phone isn't working very well. It _____ (not be) possible to text you later.
2 I think my sister _____ (arrive) late because she missed her train.
3 People _____ (use) different new technology, not only their smartphones.
4 _____ (people / live) on the moon in the future? I don't think so, do you?

Future with *may* and *might*

4 **Look at these examples from the interview. Choose the correct words to complete the rules.**

Seats, bookcases and things like that **might not look** very different. But you **may have** a table or drawer with a computer inside it. **Might** our homes **look** different on the outside, too?

GRAMMAR REFERENCE AND PRACTICE PAGE 155

1 We use *may*, *might* when we think is *possible / definitely going to happen* in the future.
2 We *often use / don't use* 'think' before *may*, *might*.
3 After *may* and *might*, we use the infinitive *without 'to' / with 'to'*.
4 We *use / do not use* third person 's' with *may* and *might*.
5 To make a negative, we put 'not' *before / after may* and *might*.
6 To make a question with *may*, *might*, we *use / don't use* the auxiliary 'do'.

5 **Put the words in brackets in the correct order to complete the sentences.**

1 How _____ (help / might / technology) ill people in their homes?
2 I _____ (not / might / want) robots here.
3 We _____ (be able / not / may) to see you tomorrow. We're very busy.

6 **Correct the mistakes in the sentences.**

1 I met a new friend, and I think you can like her.
2 I'm not sure, but the book will be on the desk.
3 It don't rain this evening. The weather app on my phone says sunshine all day.

PRONUNCIATION *will* and *won't*

60 **7** **Listen and repeat.**

Houses will be smaller.
I'll live in a big house.
People won't use door keys.
I won't walk anywhere.

8 **In pairs, use will, may, might to talk about your ideas from *About you*.**

9 **Read the sentences. Do you think these things will happen in the future?**

1 People will live under the sea.
2 Space travel might cost the same as a plane ticket.
3 People may travel to Mars and live there.
4 There will be cars without drivers.

10 **In groups of three, discuss your answers. Use *will*, *may* and *might*.**

I think people might live under the sea in the future. What do you think?

WHAT WILL YOU PUT IN YOUR TIME CAPSULE?

61



A _____

There is a little bag on the moon with a time capsule inside it. The capsule is tiny, about the size of a small **(1)** _____. At the top, it says: 'Goodwill messages from around the world brought to the moon by the astronauts of Apollo 11.' The Apollo 11 Astronauts **(2)** _____ it there in 1969. There are 73 messages from **(3)** _____ countries written on the time capsule in very small letters. Each one is smaller than a human hair. The messages are to anyone who **(4)** _____ the time capsule in the future. Who will that be? Who **(5)** _____ where those people will come from? They might come from Earth, but they might be from **(6)** _____ else in the solar system.

B _____

Harold Davisson had a shop in Seward, Nebraska in the USA. He thought it was important for his children and grandchildren to touch and see real things, not just to read about them in books. So he decided to build the biggest time capsule in the world. He put more than 5,000 real objects inside, including clothes and even a new car and buried it on 4th July 1975 in front of his shop. Then he heard there was another time capsule bigger than his, so he put a second time capsule on top of the first one. His grandchildren will open them both on 4th July 2025. They know some of the things they will find, but they might find things Harold didn't tell them about!







READING

1 **Look at the photos of the time capsules. What do you think a time capsule is? Do you think time capsules are a good idea? Why / Why not?**

2 **Read both texts quickly. Choose the best title for each text.**

1 Two are better than one **2** Out of this world

3 **Read text A. For each question, choose the correct answer for each gap.**

1	**A** money	**B** coin	**C** pence	**4**	**A** finds	**B** looks	**C** learns
2	**A** arrived	**B** travelled	**C** left	**5**	**A** understands	**B** thinks	**C** knows
3	**A** usual	**B** different	**C** available	**6**	**A** everywhere	**B** nowhere	**C** somewhere

LANGUAGE SKILLS PAGE 124

4 **Read the texts again and answer the questions. Which time capsule, A or B**

is older? might people open first? is for someone's family? has something for people to read?

5 **Discuss with your partner. Which time capsule do you think will be the most interesting for the people who will open it? Why?**

TALKING POINTS

06 Watch the video and ask and answer the questions in groups.

What will you put in your time capsule to show people in the future what life is like today? What eight things will you put in your group time capsule? Say why.

VOCABULARY Words with two meanings

1 **Some English words have two meanings. Read the sentences. What are the two meanings of *letter*?**

There are 73 messages written on the time capsule in tiny **letters**. Some people wrote **letters** to people in the future and put them inside their time capsules.

2 **Each word in the box has two meanings. What are they?**

book	kind	picture	ring	watch

3 » **Go to page 137.**

LISTENING

1 **Read the questions and the answers. In which questions will you hear one person speaking, and in which questions will you hear two people speaking?**

62 **2** **For each question, choose the correct answer.**

1 You will hear two friends talking about technology. What do they think they will use in the future?
A smartphones
B smart watches
C smart glasses

2 You will hear a teacher talking about an activity students are doing in class. What does she say?
A They will finish the project in groups.
B They will complete the project at home.
C They will write the project on a computer.

3 You will hear a boy talking about his shopping trip. What did he buy?
A something to wear **B** something to read
C something to eat

4 You will hear a daughter talking to her father about a new computer he is buying for her. What does she like best about the computer?
A the software **B** the colour **C** the size

5 You will hear a boy talking to his mother about the weather. What will the weather be like?
A It'll be wet. **B** It'll be cloudy.
C It'll be sunny.

» **LANGUAGE SKILLS** PAGE 131

WRITING

PREPARE TO WRITE *too, also, as well*

GET READY More than 50 years ago, some children buried a time capsule. In a few years, people will open it. Read the letter. How many predictions do they make? How many of them are true now?

> We're writing this in 1965. Here are our predictions for 2025. There will be cities under the sea and there might be cities on Mars, **too**. Robots will teach the students. Most doctors will be robots **as well**. **Also**, I think there will be cars that drive themselves.

We use *too*, *as well* and *also* to add more information. Choose the correct options.

1 *Too* comes at the *beginning / the middle / the end* of a sentence.

2 *As well* comes at the *beginning / the middle / the end* of a sentence.

3 At the beginning of a sentence, *also has / doesn't have* a comma (,) after it.

PLAN You are going to write a letter for a time capsule. Plan your ideas. What do you think the world will be like in 50 years?

WRITE Write a letter. Use children's letter to help you. Write about 60 words. Use *also, too, as well*.

IMPROVE In pairs, read each other's letters. Check for mistakes and try to make your letters better.

LIFE SKILLS COMMUNICATION

HAVING A GOOD CONVERSATION

LIFE SKILLS

To have a good conversation, you should remember that:

- when only one person talks and the other listens, it is not a conversation!
- some people are quiet, some people like talking more.
- a good conversation includes everyone.



Good conversations

64

Imagine you have to spend an hour with a student you don't know from another class. Maybe you're going to take a test, or you're waiting to see the head teacher. For some people, it's a difficult situation because you don't know the person very well. For other people, it's easy to start a conversation and say, for example, *How are you?* or *Are you nervous?*

Talking to an older person can be even more difficult. For example, your parents' friends or aunts, uncles or grandparents. Sometimes they ask all the questions and you only answer! The best way to manage this is to think of questions to ask the other person. People like to talk about their experiences and to give an opinion about things.

Group conversations are also difficult to manage sometimes, but there are some easy ways to make sure everyone speaks, including yourself! If you are a person who can talk easily, then think about the others in the group. If you notice one person is not speaking, then ask them a question. A simple *And you?* or *Why?* Or show interest – *Really?*

When you are in a group and everyone is talking at the same time, it is sometimes hard to interrupt, especially if you think this is not a polite thing to do. When you want to give your own opinion politely, you can use *Excuse me, can I say something?* Then other people know you have something to say.

We can all learn to have good conversations.



1 **Are these statements true (*T*) or false (*F*) for you? In pairs, compare your ideas.**

1 I talk more than I listen.
2 I like to hear different opinions.
3 I'm quiet, so I don't want to talk.
4 I prefer to talk in pairs than in groups.

63 **2** **Listen to the conversations and answer the questions.**

Conversation 1 Does the conversation include everyone?
Conversation 2 Is the girl, Poppy, polite?
Conversation 3 How does the boy stop his grandmother's questions?

3 **Read the text above and tick (✓) the best sentence.**

The text explains how to …

a speak more clearly.
b improve your conversation skills.
c ask questions.
d make more friends.

4 **Read the text again and match the two halves of the sentences.**

1 To start a conversation with someone you don't know well
2 To have a good conversation with someone
3 To give your opinion when other people are talking

a you should interrupt politely.
b you can ask how they feel.
c you can ask them a question.

5 **Complete the sentences with a verb from the box. Find the verb in the text to check your answers.**

ask	give	make	show	speak

1 You should always _____ in English here.
2 I wanted to _____ interest in him, so I asked him about his hometown.
3 Please _____ sure you bring it tomorrow.
4 Can I _____ a question? How does it work?
5 At the end you should _____ your opinion.

6 **Do you prefer to listen or to speak? Tell your partner about a time when you preferred to listen or to speak.**

65 **7** **In Newton school, the students are working on a time capsule project. Each group has to choose a country and an object from that country to include in the capsule. Listen to the conversation. Which country and which object does the group choose?**

65 **8** **Listen again and answer the questions.**

1 What is the Time Capsule Project?
2 What reason does each group give for choosing their object?
3 Why did the third group talk about Malawi?

9 **Complete the conversation with some of the phrases from the *Useful language* box.**

Ali: I think we should choose a small country. **(1)** _____, Jamie?
Jamie: I'm not sure. Maybe a big country is better.
Ali: **(2)** _____?
Jamie: Because people are more likely to know about a big country.
Lily: **(3)** _____? I think it's better to choose a country with interesting history.

USEFUL LANGUAGE

Helping others to speak	Interrupting politely
Do we all agree?	Excuse me
What do you think?	Can I say something?
Come on! Why?	Pardon?

PROJECT *A time capsule*

You are going to make a time capsule that you will open in two years' time.

- Work in small groups.
- In your group discuss these questions:
  - What will you make the time capsule with: a box, a bag, a tin?
  - How will you decorate it?
  - Where will you keep it? Remember, in two years you are going to open it.
  - What will you put in it?

Draw your time capsule and present it to the rest of the class.

REVIEW 2 UNITS 5–8

VOCABULARY

1 **Use the correct form of *get*, *go* or *take* to complete the sentences.**

1 At our school, we _____ exams at the end of every term.
2 I _____ back from school at about 5.30 every day.
3 My friends _____ sailing this afternoon at the activity centre.
4 Our flight was at 6.00 in the morning, so we _____ up at 3.00.
5 I think I prefer _____ kite surfing to waterskiing.

2 **Put the words in the correct column.**

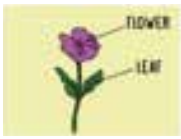
air conditioning bookcase compass cotton first-aid kit fridge gold heating leather map metal plastic roof silver sleeping bag stairs tent torch

Materials	Home	Adventure

3 **Match the school subjects in the box to the pictures 1–8.**

biology chemistry foreign languages geography history ICT maths physics


1 _____



2 _____



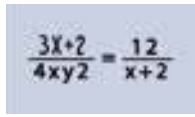
3 _____


4 _____


5 _____



6 _____



7 _____


8 _____

GRAMMAR

1 **Choose the correct words to complete the sentences.**

1 She is very *good* / *well* at climbing.
2 You have to bring a pencil and an *art's* / *art* book.
3 We *meet* / *are meeting* at 5 p.m. tomorrow.
4 How was *you* / *your* dinner yesterday?

Correct the mistakes in these sentences.

5 I want to be a friend of him. He is funny.
6 I going to Mexico to visit Manuela, a friend.
7 We are meeting at the park at two o'clock because before that I going to the dentist's.

2 **Put the words in brackets in the correct order to make sentences.**

1 _____ (will / brother / study / My) drama.
2 _____ (It / not / might / snow) tomorrow.
3 _____ (may / We / not / get) lost if we follow the path.
4 What time _____ (will / get / they) back?
5 _____ (I / take / may / not) my camera there.
6 _____ (might / People / share) cars in the future.

3 **Complete the sentences with the correct adverb form in brackets.**

1 Please write your name _____ (clear) on the exam paper.
2 We didn't win. I played _____ (bad) of all!
3 You have to speak _____ (loud) than that. No one can hear you.
4 Usain Bolt ran _____ (fast) of all the runners in the 2016 Olympic Games.
5 Our new television works _____ (good).
6 My baby brother smiles _____ (happy) of all the babies I know.

READING

1 **For each question, choose the correct answer.**

1	**A** wanted	**B** enjoyed	**C** hoped
2	**A** spent	**B** made	**C** took
3	**A** closing	**B** finishing	**C** testing
4	**A** go	**B** happen	**C** become
5	**A** later	**B** soon	**C** next
6	**A** sees	**B** gives	**C** helps

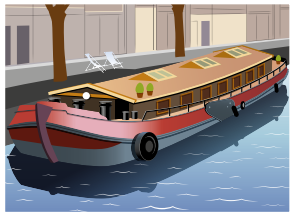
Bill Gates

Bill Gates was born on 28th October 1955. He **(1)** _____ reading as a child and did very well in maths and science at school. He went to Harvard University to study law in 1973, but he **(2)** _____ more time on computers than in the classroom. In 1975, he left university without **(3)** _____ his studies and started Microsoft with his friend Paul Allen. Microsoft grew quickly to **(4)** _____ one of the biggest companies in the world. In 1994, he married Melinda French in Hawaii. Six years **(5)** _____, he and his wife started the Bill and Melinda Gates Foundation because they wanted to do good things. This company **(6)** _____ people all over the world with education.

SPEAKING

1 **Work with a partner. You are going to talk about the six homes in the pictures. In pairs, discuss these questions. Take turns to speak.**

1 Do you like these different homes? Why?
2 Do you think...
sleeping in a tent is comfortable? staying on a mountain is dangerous? living near water is unusual? making a home from a bus is difficult? sleeping in a tree house is fun?
3 Which is better? A small home or a large home? Why?
4 Which is better? A home you can move or a home that stays in one place? Why?





LISTENING

67 **1** **For each question, choose the correct answer.**

1 You will hear a teacher talking to students about a school trip. What do they need to bring?
A some snacks **B** a torch **C** walking boots

2 You will hear a girl talking about her history homework. What does she say about it?
A She didn't understand it.
B She didn't finish it.
C She didn't have her book.

3 You will hear a woman talking to her son. What is she most unhappy about?
A He didn't eat his breakfast.
B He missed the bus.
C He got up late.

4 You will hear two friends talking about a visit to the sports centre. What did they do there?
A They had a snack. **B** They played tennis.
C They went swimming.

5 You will hear a man talking to his daughter. What's the weather like at the moment?
A It's raining. **B** It's windy. **C** It's sunny.

9 SPORTS, GAMES AND ACTIVITIES



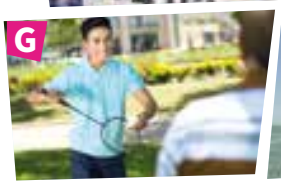




























ABOUT YOU

How many sports can you name? Which ones do you do at your school? Do you play video games?

I belong to Cool Zone climbing club now! You don't have to be a member to climb there, but it's cheaper if you are. Why don't you become a member too? It's really easy to join. I just had to fill in a form and agree to the club rules. I didn't have to bring a photo – they took one of me there and made my membership card. Max

VOCABULARY AND READING

Sports and activities

68 **1** **Match the words in the box to photos A–O. Listen and check. Then repeat.**

EP

badminton board game card game climbing cricket dance class diving fishing fitness class golf karate puzzle skateboarding skiing video game

2 **Look at the photos in Ex. 1. In pairs, decide which activities need special equipment or a sports kit.**

3 **Write about your favourite sport or activity, using the ideas below.**

- number of players
- special equipment
- sports kit
- how you play
- who wins

4 **Read Max's message and the climbing club rules. Answer the questions.**

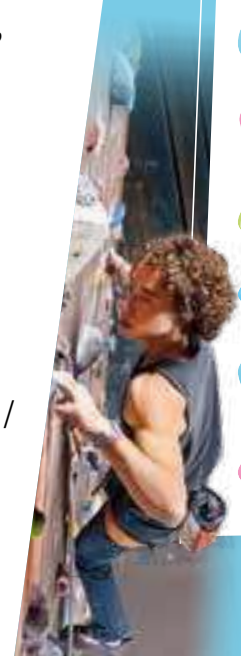
1 What sort of club is Cool Zone?
2 What does Max want his friend to do?
3 Can you climb? Would you like to learn?
4 What sports clubs are there in your school / local area? Do you belong to any of them?

COOL ZONE

Climbing Centre Rules

69

1. You must show your membership card every time you come.
2. You must not lend your membership card to anyone else.
3. You do not have to bring your own climbing shoes.
4. You must not talk to people when they are climbing.
5. You must not take photos or record videos.
6. If you are under 12, you must climb with an adult.
7. You must climb with a partner if you are a beginner.
8. You do not have to book if you come on a weekday.
9. You must not stand under people when they are climbing.
10. If you have an accident, you must tell a member of staff.



GRAMMAR *must, mustn't, have to, don't have to*

1 **Find the examples of *must*, *must not*, *have to* and *don't have to* in the club rules on page 54. Match sentences 1–4 to meanings a–c. Use one of the meanings twice. Then find the main verb after *must* and *have to* in the box on the right. Is it the infinitive with *to* or without *to*?**

1 You must do this.
2 You have to do this.
3 You mustn't (must not) do this.
4 You don't have to do this.

a Do not do this.
b It's not necessary to do this.
c It's necessary to do this.

The past of *must* and *have to* is *had to*.
I had to fill in a form.

The past of *don't have to* is *didn't have to*.
I didn't have to bring in a photo.

» GRAMMAR REFERENCE AND PRACTICE PAGE 156

2 **Read the climbing club rules again and answer the questions.**

1 Is it OK for your friend to use your membership card?
2 Can you chat to your friends while climbing?
3 Can you take photos in the club?
4 Is it OK to climb alone if you are 14?
5 Is it necessary to book if you go on a Monday?
6 Can you stand under people when they are climbing?

3 **Read the dance class rules. Rewrite them using *must*, *mustn't* or *don't have to*.**

1 Don't chew gum or bring food into the class.
2 Don't talk while the teacher is talking.
3 Special clothes are not necessary.
4 Put your phone on silent during the lesson.
5 Don't leave a class before the end.
6 Don't wear street shoes inside the studio.
7 It's not necessary to call if you miss a class.
8 Take off all jewellery before class.

4 **Last week, there was a swimming competition. Write sentences about what people had / didn't have to do.**

5 **Think of eight things you had / didn't have to do last week. Then ask and answer with a partner.**

6 **Correct the mistakes in the sentences.**

1 The skatepark is free – we haven't to pay.
2 You must to bring your pencil to the next lesson.
3 We mustn't bring food. Jake's mum is making.
4 When I was 18, I must live far away from home.
5 Dad says I mustn't help him, so I can come to you!

0 Cost: £5 to enter the competition.
They had to pay £5 to enter the competition.
1 Arrive at the pool at 8.30 a.m.
2 Wear a swimming hat.
3 You can wear goggles if you want.
4 Bring sandwiches for lunch.
5 Last race at 6 p.m. Not necessary to stay until 6 p.m.

PRONUNCIATION *must* and *mustn't*

70 **7** **Listen and repeat.**

You must listen carefully. /məs/ You mustn't speak now. /mʌsnt/

71 **8** **For each sentence, put a (✓) if you hear *must* and a (✗) if you hear *mustn't* in your notebooks. Then listen again and repeat.**

9 » **Work with a partner. Go to page 137.**

READING

1 **Look at the photos. What do you think is happening? Who do you think the people in the photos are? Read the article quickly to check your ideas.**

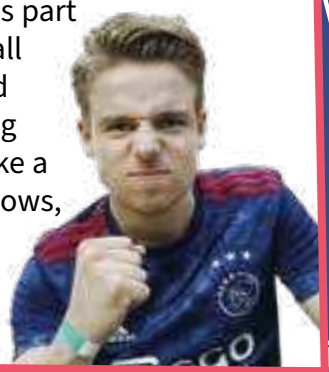
72



Playing a good video game is an exciting experience. Games are full of light, sound, action and surprises, and this makes them fun to watch as well as to play. Because of this, more and more people are taking part in eSports. This is the short name for electronic sports – playing video games against other people in competitions. There are huge tournaments all over the world, where big crowds watch matches on giant screens, and millions more watch online.

Just like many normal sports, eSports players usually play in teams, and have fans who follow them through every competition. Prizes for important eSports competitions are very large, and eSports champions can earn more than £1 million a year. That makes it sound like a great job, but in fact it's not easy to be a winner. Players have to practise for up to 14 hours a day, so they don't get much rest. The games they play change often and there are always new things to learn.

ESports stars are not well known in the way that some football stars are. However, some top eSports players now work for real football teams. For example, Koen Weijland, a professional player of the football video game FIFA, is part of Ajax, a famous Dutch football team. As a little boy he wanted to be a footballer and was a big fan of Ajax, so for him this is like a dream come true. And who knows, maybe one day, eSports stars like him will be as famous as today's top footballers.





2 **For each question, choose the correct answer.**

1 What does the writer say in the first paragraph?
- **A** eSports are more fun to watch than to play.
- **B** eSports are becoming more popular.
- **C** Most people don't understand eSports.

2 What is hard for top eSports players?
- **A** They don't have a lot of free time.
- **B** They don't make much money.
- **C** They get bored of playing video games.

3 What is the writer doing in the third paragraph?
- **A** explaining why eSports stars are not famous
- **B** showing how eSports and sports come together
- **C** describing the daily life of an eSports star

4 What is the best title for this article?
- **A** Are eSports a good thing?
- **B** The history of eSports
- **C** What are eSports?

3 **In small groups, ask and answer the questions.**

1 Do you play video games? If yes, which ones?
2 Would you like to watch an eSports competition? Why / Why not?
3 Do you know any eSports stars?
4 Do you think eSports is a good name for these competitions? Why / Why not?

VOCABULARY Sports vocabulary; Suffix *-er*



1 EP **Find the words from the box in the article. Match them to the definitions 1-6.**

1 This person comes first in a competition.
2 This person loves a sports star or team.
3 This describes a person who earns money for something most people do as a hobby.
4 You get this if you do well in a competition.

champion	fan	prize	
professional	take part	tournament	

5 This is a competition that includes several matches or games.
6 This means to join other people in an activity.

2 **Find these words in the text: *winner*, *player*, *footballer*. What do they mean?**

3 **Make people from these words.**

EP

clean	climb	dance	dive
golf	photograph	run	sing
ski	swim	teach	work

We can add *-er* to some verbs and nouns to make a person. If the spelling is vowel + consonant + vowel, you must double the last letter before adding *-er*.
win – winner
If the word already ends in *e*, add *-r*

4 **Make some sentences using at least one word from Ex. 1 and one word from Ex. 3. In pairs, compare your sentences.**

There were lots of photographers at the sports tournament.

LISTENING

73 **1** **You will hear a girl called Lily talking to her dad about eSports and mind sports. Which of these words do you think you will hear? Listen once and tick the ones you hear.**

board games	body	brain	
card games	chess competition		
equipment	football	medal	prize
Olympics	tournament	video games	

73 **2** **Read the sentences, then listen again. Decide if each sentence is right (✓) or wrong (✗).**

1 Lily explains to Dad what eSports are.
2 Dad agrees that thinking is important in sport.
3 Dad and Lily both think that Olympic medals are special.
4 Dad and Lily both think that chess will be in the Olympics one day.

TALKING POINTS

07 Watch the video and ask and answer the questions.

What board games do you have at home? How often do you play board games? Do you like playing chess? Are you good at it? Do you think that games like chess should be in the Olympics? Why? / Why not?

SPEAKING

1 **In small groups, talk about the sentences. Say if you agree with them or if you don't and say why. Use the phrases in the box to help you.**

1 eSports are not sports because you don't have to be fit.
2 It's a good idea to have eSports in the Olympics.
3 Thinking and using your brain is important in every sport.
4 Mind sports will be in the Olympics in ten years' time.

I think / I don't think …	That's true.
I agree / I don't agree …	I'm not sure.
I suppose so …	Maybe
I see!	

10 USEFUL WEBSITES

VOCABULARY AND READING

Relationships

ABOUT YOU

Do your friends or family ever have problems? What kind? What do you do when you have a problem? Who do you talk to? Do you often try to find advice online?

1 **Read the problems on the website. In pairs, discuss the problems and think of some advice for each person.**

TEEN TROUBLES

74



Got a problem and not sure who to ask for advice? Write to us and we will help! When you see this, click to hear some advice from Dr Mandy, our top teen expert!



I go to dance lessons with some close friends of mine. The teacher moved me to a higher-level group, but she says my friends have to stay in the lower level. I'm worried about moving to a new class without them. I'll really miss seeing them! What should I do?

Andrea, 13

I am homeschooled and I don't spend much time with people my age. I am friends with some of my neighbours, and I have old friends from primary school, but they often forget to invite me when they go out. I have penfriends as well, but it's not the same as seeing people.

Ben, 15





My best friend won't stop copying me! I love wearing bright clothes and looking different from everyone else. But last month my friend started buying all the same things as me. Now we look exactly the same as each other!

Katy, 14

75 **2** **Listen to Dr Mandy giving three pieces of advice to the teenagers. Write the correct name beside each number in your notebooks.**

75 **3** **Listen again. Make notes about the advice for each person. Was any of your advice the same?**

76 **4** **Match the people from the box to the descriptions 1-10. Listen, check and repeat.**

EP

best friend	classmate	close friend	
contact	guest	member	neighbour
old friend	penfriend	relative	

1 You live near this person.
2 This person is a visitor in your home.
3 You have this person's details in your phone.
4 This person belongs to a group or club.
5 You like this person. You know each other well.
6 You met this person a long time ago.
7 This person is part of your family.
8 This is your one special friend.
9 You study with this person.
10 You don't meet this person. You write to them.

5 **In pairs, ask and answer the questions. Write three more questions. Then with a different partner, ask and answer your new questions.**

1 How many contacts do you have online?
2 Are you friendly with your neighbours?
3 How many of your relatives live near you?

PRONUNCIATION *gh*

77 **6** **Listen to the words and repeat them. Put them into the correct column.**

bright caught daughter enough flight neighbour right straight thought

/aɪ/ **night**	
/eɪ/ **eight**	
/ʌf/ **rough**	
/ɔ:/ **bought**	

78 **Listen and check. Then repeat.**

GRAMMAR Verb patterns: gerunds and infinitives

1 **Look at the example sentences. Then complete the rules about verb patterns.**

I'm worried **about moving** to a new class.
You'll get better **at dancing**.
Thank you **for writing** to the website.
Try to talk to her about how you feel.
If you **decide to do** this, you can give her advice.
They often **forget to invite** me when they go out.
My best friend won't **stop copying** me.
I'll really **miss seeing** them.

1 We use the **gerund** (*-ing* form) after prepositions: *about*, _____, _____ (also *by*, *of*, *with*, etc.)
2 We use the **infinitive** + ***to*** after some verbs: *try*, _____, _____ (also *choose*, *learn*, *hope*, *plan*, *need*, *want*)
3 We can use the **gerund** after some verbs: *stop*, _____ (also *finish*, *don't mind*)
4 We can use either the **gerund** or the **infinitive** after these verbs: *start*, *begin*, *enjoy*, *like*, *love*, *prefer.*

2 **Look at two more examples. What form do we use when the verb is the subject?**

Studying alone isn't easy.
Leaving your friends behind is difficult.

GRAMMAR REFERENCE AND PRACTICE PAGE 157

3 **Choose the correct form of the verb. Both forms may be possible.**

1 My friend decided *buy* / *to buy* new shoes.
2 *Wait* / *Waiting* for people makes me angry.
3 I helped her by *carry* / *carrying* her books.
4 One day, I hope *to be* / *being* a doctor.
5 *Swim* / *Swimming* in the sea is lovely.
6 I don't mind *to sit* / *sitting* by the window.
7 Everyone loves *to get* / *getting* presents!
8 I'm thinking of *get* / *getting* a new poster.

Correct the mistakes in the sentences.

9 I hope see you very soon, and I hope that you like my mobile phone.
10 I want write about my life.
11 I like play computer games best.
12 You can get to my house taking the bus.
13 It's better to finish study before we go out.
14 Would you mind come with me to the shops?

4 **Complete each sentence with a verb from the box in the gerund or infinitive.**

chat come eat go pass spend watch

1 _____ chocolate isn't very good for you.
2 _____ TV late at night makes you tired.
3 _____ my exam is very important to me.
4 Jack didn't want _____ to my party.
5 _____ with friends is really good fun.
6 My best friend spends all her free time _____ to the shops with the new girl in our class.
7 _____ a lot of time indoors is quite boring.

5 **In groups of three, each person writes a few sentences about a problem. Listen to each other's problems and give advice. Who has the most interesting problem? Who gives the best advice?**

READING

1 **Say the things you use websites and apps for:**
chatting to friends; doing schoolwork; finding information; listening to music; playing games; reading articles; sharing photos, stories; etc.; watching videos.

2 **What are your three favourite websites or apps? In pairs, compare your answers.**

3 **Read what the people say. Which of the activities in Ex. 1 do they want to do?**

4 **Read about six websites and decide which is best for each person. In pairs, compare your answers.**



1 I'm working on a project about the human body at the moment and I'm interested in learning about animals. I like having fun online too.

I'm hoping to become a writer one day. I'd like to put my stories online and discuss ideas with people my age. 2





3 I like to know what is happening in the world. I'm also interested in music and would like to learn more about my favourite stars.

I'm interested in nature. I want to learn about ways to help the planet. I like making short films and want to share them with others. 4



79

SIX GREAT WEBSITES FOR TEENAGERS

A EcoCentral

This site is all about looking after the Earth. There are facts about different animals as well as information about forests, deserts and oceans. You can upload your own videos onto the site for everyone to see.

B TeenPress

This is one of the best sites on the web for teenagers who love writing. You can share your work with others, and there is a message board where you can chat about things that are important to you.

C ChannelTwenty

On this site, you can watch a daily news programme and search for information about big news stories. There are also videos on different subjects, articles about famous bands, games and competitions. The app is free and works on all kinds of smartphones.

D ScienceZone

There's lots of information on this site about maths, chemistry and biology. You can 'visit' some of the world's most famous museums and watch wildlife via webcams. There are also some very cool games, such as Save the Planet.

E Tune-in

There are millions of songs on this site for you to download or listen to online. You can save your favourite songs in your own list. If you're in a band, you can record your music and upload it. The website is large, but the menu is easy to use. The app that goes with it is excellent.

F Inside-the-cover

Finding out about your favourite writers is easy on this site. There are lots of interesting articles and information about the latest books. You can read blogs by well-known writers and post questions and messages to them. There are links to other sites too.

VOCABULARY Internet nouns and verbs

1 **Look at the words in the texts on page 60. Find six nouns and six verbs. Match the nouns to definitions 1–6.**

EP

1 This is all the pages online that you can visit.
2 You can write here for others to read / reply to.
3 If you click on these, you go to another website.
4 This is another way of saying 'website'.
5 These are online diaries.
6 You look at this list to choose what to visit.

Use the verbs to complete the sentences.

7 You can _____ a short voice message and then share it with friends.
8 You can _____ for information online by typing a word into a box.
9 You can _____ a message or question on the internet for others to read.
10 You can _____ a file from your computer onto a website.
11 You can _____ a file from the internet to your computer.
12 You can _____ a document or other file on your computer so you don't lose it.

80 **Listen and check. Then repeat.**

2 **Think about your favourite website. Make notes about what you can you see at the site. Use words from Vocabulary Ex. 1. Tell the class.**

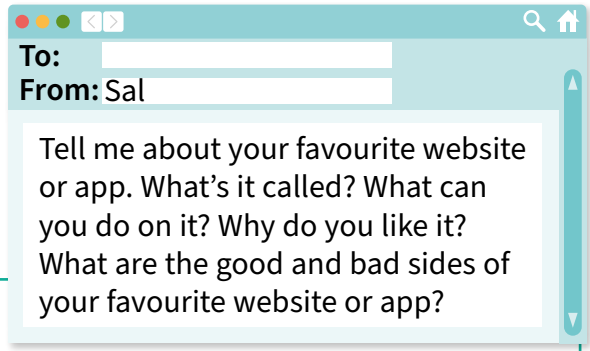
LISTENING

81 **1** **What is good or bad about using the Internet? Listen to three teenagers and check your ideas. Then listen again and fill the gaps.**

1 The Internet was invented in _____.
2 It's a great way to stay _____ with people all over the world.
3 Online learning requires a lot of discipline and _____.
4 A lot of _____ is accessible with some clicks.

2 **Discuss the questions in pairs.**

1 How much time do you spend on the Internet?
2 What information do you usually search on the Internet?
3 How will your life be different without the Internet?



WRITING

PREPARE TO WRITE An email

GET READY Count how many times these phrases are used to start sentences in the texts in Reading Ex. 4. Then find three other ways of starting sentences in the texts.

There is / There are … You can … This …

PLAN You are going to reply to this email from your penfriend.

Make notes to help you answer each question.

WRITE Write your email. Use the descriptions of the websites in Reading Ex. 4 to help you. Try to begin each sentence with a different phrase.

Begin *Dear Sal*, and end with your name.

IMPROVE In pairs, read each other's emails. Check that you both included all the information from your plan and that you started each sentence with a different phrase.

LANGUAGE SKILLS PAGE 126

CULTURE

SPORT FOR EVERYONE

1 **Discuss the questions with your partner.**

1 What sports do you like playing or watching?
2 What ball games do you know? What are the rules of these games?
3 Do you know such a game as floorball? What do you think the rules of this game are? Who can play it?

2 **What can you see in the photos? Read the text and check your ideas. Match the photos A–D to the paragraphs 1–4.**

A NEW SPORT? 82

1 Floorball is a new sport similar to hockey and is played indoors with a plastic ball and special sticks. Floorball is most popular in Sweden and Finland, but it is becoming more popular in places like Ukraine, the USA, and Canada. It is a fast team game, aiming to score more goals than the opposing team within the time limit. The players must use sticks to pass the ball to the opposing team's goal. The team with the most goals is the winner.

2 Floorball is a sport that was created in the 1970s in Sweden. It began when some students wanted to play hockey indoors, using a plastic ball instead of a puck. They made their own rules which eventually became floorball. The sport soon became popular around the world, and it continues to grow as more people discover its unique combination of speed, skills, and team play.

3 Having the right equipment is important for a safe and enjoyable game. To play floorball, you need a floorball stick and a ball. Goalkeepers also have chest and leg protection, a helmet and gloves. The floorball stick is light and flexible, usually about a metre long. The ball is also plastic and a little smaller than a hockey puck.

4 Floorball is a game that anyone can play. It is a sport that does not involve physical contact, so people of all ages, sizes and genders can take part. This game can be inclusive and adapted for people of all abilities. Floorball is a great way to stay active, have fun, and make friends. With its growing popularity, floorball might soon become an Olympic sport.







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

1 What is the aim of a floorball game?
2 Where was floorball created?
3 What do you need to play floorball?
4 What sport is floorball similar to? Why?
5 Why is a floorball sport for everyone?
6 Is floorball an Olympic sport?

4 **Match the highlighted words in the text to the definitions.**

1 inside a building
2 a hard hat that protects a head
3 a group of people who play together
4 how fast something is
5 an instruction about how to do something
6 things you use for a game

TALKING POINTS

Which sports in your country are played only by girls or boys?

5 **Look at the table about unusual sports. In pairs, try to complete the gaps.**

	Floorball	Hobby horsing	Sepak Takraw
When people first played it	In the late 1960s	In [1] _____	In 1960
Combination of	[2] _____ and football	riding a horse and show [3] _____	[4] _____ and football
Where people most play it	In Central and Northern [5] _____	In Europe, especially in [6] _____	In Asia, particularly in [7] _____
Going to try	[8] _____	No	Yes

83 **Listen and check. Complete the information you didn't know.**



PROJECT ***The history of a sport***

Find out about the history of a sport popular in Ukraine. Make a poster to present the information to the class. Use pictures and photos to make the poster more interesting. Include information about:

- when and where it started
- who plays the sport: only men, only women or both
- some famous teams or players
- what tournaments there are for this sport

Present your poster to the class.

08 NOW WATCH THE CULTURE VIDEO

11 CITY LIVING





ABOUT YOU

What are the three biggest cities in your country?
What are they famous for?
What's good or bad about living in cities?





















VOCABULARY AND LISTENING

Places in a city

1 **Think about what you can do at the places in the box. Write five questions. Then test your partner.**

A: *Where do you go to buy a stamp?*
B: *A post office. What do you use a bridge for?*

café church hospital library
museum park police station
post office restaurant shop
sports centre theatre
train station university

84 **2** **Match the words in the box to photos A–L. Listen and check.**

EP

art gallery cathedral embassy
fountain mosque old town
palace shopping area skyscraper
stadium statue temple

3 **In pairs, talk about the city where you live, or your capital city. What things from Ex. 1 and 2 does it have? What are their names?**

4 **What countries are these cities in? Which are capital cities? What are they famous for?**

Beijing Cairo Kyiv London
Mexico City Mumbai New Delhi
New York Paris Rio de Janeiro
Rome San Francisco Tokyo

85 **5** **Listen to the quiz. Match the cities in the box from Ex. 4 to each question. You don't have to use all of them.**

85 **6** **Read the sentences and write the name of the city. Listen and check.**

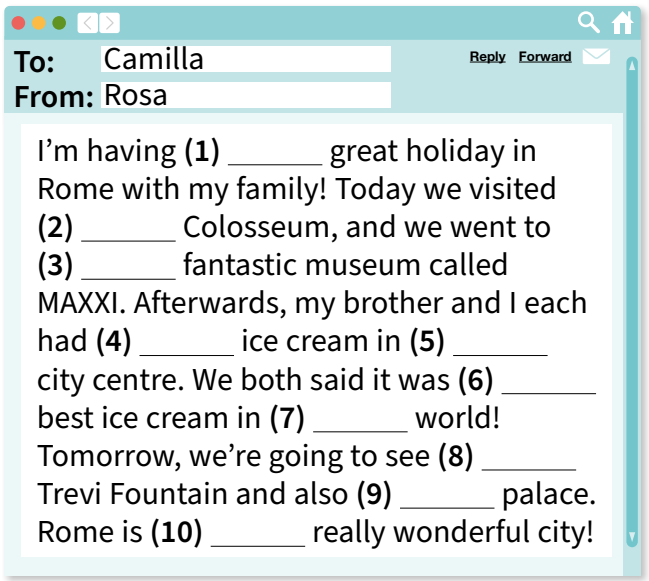
1 It's the largest city in the world.
2 Every year, there's a big carnival here.
3 Lots of films are made here.
4 The city has a lot of bridges.
5 The Olympic Games were in this city in 2016.
6 It has a statue that's known around the world.
7 It's the second-biggest city in China.
8 Its most famous cathedral is on an island.

GRAMMAR Determiners

1 **Read the sentences in Ex. 6 on page 64 again and find all the examples of *a/an* and *the*. Choose the correct word to complete the rules.**

We use ***the*** / ***a/an*** to introduce something for the first time.
We use ***the*** / ***a/an*** to talk about something already mentioned; with superlatives; if there is only one in the world; in front of *first*, *second*, etc.

2 **Complete the email with *the* or *a/an*.**



PRONUNCIATION *the*

86 **3** **Listen and repeat. When do we say /ðiː/ and when do we say /ðə/?**

/ðiː/ **the:** the oldest, the east, the Atlantic Ocean, the Olympic Games
/ðə/ **the:** the youngest, the north, the Pacific Ocean, the World Cup

87 **4** **Put the words into the correct row in Ex. 3. Listen and check.**

the apple, the Arctic, the dog, the Earth, the Indian Ocean, the North Sea, the orange, the River Nile, the Statue of Liberty, the umbrella

5 **Read the examples below and find all the examples of *all*, *both*, *other* and *another*. Choose the correct word to complete the rules.**

All the questions are about cities.
The city has both beaches and museums.
There are many other great places to visit.
There's another beautiful church in the city.

We use ***all*** / ***both*** to talk about two things.
We use ***all*** / ***both*** to talk about a total number of things.
Another / ***Other*** means 'one more'.

GRAMMAR REFERENCE AND PRACTICE PAGE 158

6 **Complete the text about Australian cities with *all*, *both*, *other* and *another*. Use each word twice.**

Australian cities have a lot to offer visitors to the country. **(1)** _____ visitors to Australia should go to Sydney. It's the largest and oldest city in the country, and **(2)** _____ the Opera House and Harbour Bridge are important world-famous monuments. **(3)** _____ popular cities are Perth, Brisbane and Cairns.

From Cairns, you can enjoy **(4)** _____ the rainforest and the ocean. **(5)** _____ thing you can do in Cairns is learn **(6)** _____ about the culture of the Aboriginal people of Australia.

Melbourne is **(7)** _____ great Australian city. It has excellent museums. Phillip Island is not far from Melbourne, and you can see koalas, penguins, kangaroos and many **(8)** _____ animals here.

7 **In pairs, write a city quiz.**

Choose three cities. Write some notes about each one. Describe the cities to another pair of students. Can they guess your cities? Can you guess theirs?

READING

1 **Look at the signs, notices and messages. For 1–4, where would you see them? For 5 and 6, where is the writer? Match each sign to a place in the box.**

at school	in a shop	by a river	at a train station	in a café	on a website

1

Wildlife Safari Park

Open March to October

Under 16s £12.50 Adults £25.00

Click here to book!

88

2

Boat Trips

10 a.m. and 2 p.m.

Trips take **3 hours**

Full details available from Tourist Information Office

3

Jeans for All

Need a bigger or smaller pair?

Ask the assistant

4

Left Luggage

We open early and close late

Large bag – £6.00 | **Small bag – £3.00**

5

Tilly – we're all waiting for you at the Silver Fish Café. The film starts soon! Shall we wait here for you or meet you at the cinema?

6

To: Jack

From: Lily

Reply Forward

Can't call as class is starting, but are you free Saturday night? We've got tickets for a rock concert and Dad says I can bring a friend!

2 **For questions 1–6, choose the correct answer. In pairs, compare your answers and say why you chose the answer you did.**

1 **A** Children cannot come here without an adult.
B It's not possible to see the animals all year.
C Summer prices are lower than winter ones.

2 **A** There's one trip in the morning and another in the afternoon.
B Go online to get more information about the boat trips.
C One of the boat trips is longer than the other.

3 **A** Some of these jeans aren't available in all sizes.
B The assistant can tell you which size looks best.
C Staff here can help you find the right size.

4 **A** You can leave your suitcases here.
B You must arrive early to leave your bag.
C If you have two bags, you get a discount on the smaller one.

5 What must Tilly do now?
A Go to the cinema as quickly as possible.
B Let her friends know what to do next.
C Stay where she is until her friends arrive.

6 Why did Lily write this message?
A to give Jack some bad news about the concert on Saturday
B to tell Jack to get a ticket for the concert
C to invite Jack to a concert

LANGUAGE SKILLS PAGE 120

TALKING POINTS

09 Watch the video and ask and answer the questions.

What's your favourite city? Why do you like it there? Is there anything you don't like about it? What places in your city do you go to regularly and why?

VOCABULARY Uncountable nouns

1 EP **Complete the table. Match the uncountable nouns in the box to the countable nouns in the table.**

electricity	food	~~furniture~~	homework
information	jewellery	luggage	
money	news	staff	traffic	wildlife

Countable	1 *desk*	2 *project*	3 *article*	4 *car*	5 *coin*	6 *meal*	7 *battery*
Uncountable	*furniture*						

Countable	8 *details*	9 *animals*	10 *shop assistant*	11 *suitcase*	12 *necklace*
Uncountable					

2 **Complete the sentences with the countable or uncountable form of the words in the table in Ex. 1.**

1 I've got two science _____ to finish today.
2 There's too much _____ on the streets.
3 Mum prepared a lot of _____ for our picnic.
4 My new radio doesn't use much _____.
5 The number of _____ in Africa is going down.
6 I took a small _____ when I went on holiday.

3 » **Work with a partner. Go to page 137.**

LISTENING

1 **Read the six conversations. Which conversations do pictures A and B show?**





1 **A:** Hi. Can I help you?
B: **(1)** _____ go bowling this afternoon.
A: Ah, **(2)** _____ we're closing in ten minutes. Come back tomorrow morning.
B: Oh, OK. Thanks.

2 **A:** Excuse me. **(3)** _____ open the door for me?
B: **(4)** _____. There you are.
A: Thanks!

3 **A:** **(5)** _____ leave my guitar here while I go round the museum?
B: **(6)** _____. You need to put it in the cloakroom. It's over there, next to the shop.
A: Thank you.

4 **A:** Excuse me. **(7)** _____ open the window? It's really hot in here.
B: **(8)** _____. I'm hot too!

5 **A:** Excuse me. **(9)** _____ the way to the skatepark?
B: **(10)** _____. Walk along this road for about 100 metres, then turn left. You'll see the park on your right.
A: Great! Thanks very much.

6 **A:** Excuse me. **(11)** _____ have a can of lemonade, please?
B: **(12)** _____. That's £1.50, please.

89 **2** **Complete the conversations with the phrases from the box. Listen and check. In pairs, practise the conversations.**

Can you tell me	Could I	Could you
Do you mind if I	I'd like to	I'm afraid not
I'm sorry, but	Is it OK if I	No problem
Of course	Sure	That's fine

SPEAKING

1 **In pairs, write three new conversations. Then role-play your conversations for the class for them to guess where you are.**

For each conversation choose:
a different place – shop / café / park, etc.
a different request / a ticket / help / advice, etc.

12 FILMS

VOCABULARY AND READING

ABOUT YOU

How often do you go to the cinema? What's your favourite film? Why do you like it?

Types of film

90 **1** **Match the types of film in the box to the pictures A–I. Listen and check.**

EP

action film adventure film animated film comedy
drama horror film musical science-fiction film thriller



2 **In groups, answer the questions.**

1 Name an example of each type of movie in Ex. 1.
2 Which is your favourite type of film?

3 **Read the blog about the 'tricks' movie companies use to make their films into hits. Match the 'tricks' a–e to paragraphs 1–5.**

a Make a movie that might win a prize.
b Make a film that has a story or characters that the audience knows and likes.
c Advertise the movie well.
d Use actors who are really famous.
e Make a film which people will talk about.

WHAT MAKES A MOVIE A HIT?

91

We all know a good film when we see it. It has a great story, excellent photography and wonderful acting. But what makes a good movie into a big hit? This is a question that filmmakers are always asking themselves! Of course, there is no perfect answer. However, movie companies have a few tricks which help make their films become as successful as possible.

1 _____

Some stars have fans who will go and see any movie they are in. Unfortunately, not all movies that have big stars in them are successful, and using famous actors can be expensive!

2 _____

There are lots of movies which come from books, comics, computer games or TV shows. Just think of Harry Potter, Wonder Woman, X-Men, Star Wars, etc. People already love these, so they can't wait to see the film.

3 _____

People often check to see what newspapers or websites are saying about a film before they go and see it. Also, people who love a movie will tell their friends how good it is.

4 _____

This is really important. As well as posters and trailers, most big films will now have a website that gives extra information about the film. Also, when a new film comes out, the stars of the movie usually travel around the world and give interviews to get people interested in the film.

5 _____

Awards like the Oscars and the Golden Globes let people know which films are good to watch. A movie that gets an award often becomes much more popular than before.

4 **Read the blog again. Are the sentences right (✓) or wrong (✗)?**

1 Great acting is the most important aspect of a good film.
2 It costs film companies a lot of money to use famous actors.
3 People only use reviews in papers to decide which film to watch.
4 The job of a famous actor includes telling the public how good the film is.

5 **In pairs, look at the points in Ex.3 again and discuss what is most important to you when choosing a film to see.**

GRAMMAR Relative pronouns *who, which, that*

1 **Find the examples of *who*, *which* and *that* in the blog post.**

Choose two words to complete each sentence.
1 We use ***who*** / ***that*** / ***which*** when we talk about people.
2 We use ***who*** / ***that*** / ***which*** when we talk about things.

GRAMMAR REFERENCE AND PRACTICE PAGE 159

2 **Choose the correct answer. Write *A* (*who/that*) or *B* (*which/that*).**

1 I like films _____ make me laugh.
2 There's a cinema _____ is over 100 years old.
3 I know a person _____ knows Jaden Smith.
4 I know a lot of actors _____ can do tricks.

3 **Choose the correct words to complete the text.**

4 **Match the two halves of the sentences and join them with who or which.**

1 IMAX cinemas are popular with people
2 The cinemas have special seats
3 Some IMAX cinemas have screens
4 There's a 3-D film called *Bugs*!

a _____ shows you the world of insects.
b _____ move, and sometimes you feel wind or water during the film.
c _____ are as tall as four double-decker buses – about 16 metres.
d _____ like 3-D films.

5 **Correct the mistakes in the sentences.**

1 There are two windows don't close very well.
2 I want to sell a TV who is two years old.
3 It's a music concert it's going to be in São Paulo.

Cinemas of the future?

In the past, people **(1) who / which** wanted to see a film had to go to the cinema. These days many cinemas can't find enough customers **(2) which / that** are happy to pay their high ticket prices. That's why some cinemas are trying different ideas. There are cinemas **(3) which / who** have giant beds instead of seats. Others have, dining tables or even hot tubs! Some cinemas show '4D' films. These are 3D films with special effects **(4) who / that** happen in the cinema at the same time as in the film. These can be rain, wind and smells. The seats also move around, so you really feel like you are in the movie!

PRONUNCIATION Spelling and syllables

92 **6** **Listen and repeat the words. How many letters does each word have? How many syllables?**

action – 6 letters, 2 syllables

action adventure because children
chocolate cinema dictionary
different horror interesting
medicine photography sometimes
where which while who

7 **Work in small groups. Go to page 137.**

Showing today at

STAR CINEMA

93



A The Drake Adventures

Tom Drake is on holiday with his family, visiting various European cities. He doesn't enjoy sightseeing or museums, so he is really bored and can't wait to go home. But things change when the family visits a castle, where Tom sees two men steal a painting. He is in big trouble when the men come after him. Things get really exciting when Tom finds out who the men are and what their real reason for stealing the painting is.



B Body Swap

Hannah and her brother Chris were good friends when they were little, but now they hate each other. Everyone thinks Hannah is really cool, but no one wants to be Chris's friend, and she says she won't help him. Then, one morning, they wake up in each other's bodies. They have to learn to understand each other better, or they'll stay this way forever. This film will make you laugh till you cry!



C Game, Set and Match

Carly James is a brilliant young tennis player, but has lots of problems in her life. She's not close to her parents because they're often away on business, and she doesn't find schoolwork easy. But while she's preparing for a big competition, she starts working with a new coach. It seems he is the one person who really understands her. He knows that she can be a big star if she listens to him and works hard. Finally, things start to improve for Carly, but can she do well in the competition?

READING

1 **Read about the films. What type of film do you think each one is?**

2 **In pairs, answer the questions.**

1 Which film is about someone who gets the help she needs?
2 Which film is about someone who is in danger?
3 Which film is about someone who is unliked?

VOCABULARY Conjunctions

Conjunctions are words that join parts of sentences together.

I enjoy films. I don't like going to the cinema.
*I enjoy films, **but** I don't like going to the cinema.*
I want to go shopping. I haven't got any clothes.
*I want to go shopping **because** I haven't got any clothes.*

I'm having a party on my birthday.
I'm visiting my family on my birthday.
*I'm having a party **and** I'm visiting my family then.*

EP **These words can also be conjunctions:**

if	or	so	that	when	where	while

TALKING POINTS

Which of these films would you like to see? Why? Do you prefer watching films at home or at the cinema? Why?

1 **Find all the conjunctions on the cinema web page. Study the sentences carefully, then match the two halves of the sentences below.**

1 My friend says that	**a** we get the best view of the screen.
2 I like eating popcorn while	**b** books are better than films.
3 We usually sit at the back, where	**c** people talk during the film.
4 I don't like it when	**d** I'm watching a film in the cinema.
5 I could have a party for my birthday or	**e** I didn't stay till the end.
6 The film was very scary, so	**f** we could go to the cinema.

2 **Complete the sentences so that they are true for you. Then, in groups, compare your answers.**

I often listen to music while I'm _____
I'd like to live in a place where _____
In the future, I am sure that _____
I'm happiest when _____
I only get angry if _____
This weekend, I'll _____ or _____

LISTENING

94 **1** **For each question, choose the correct answer. You will hear Finley inviting a friend to the cinema. In pairs, compare your answers. Then listen again to check your answers.**

1 What day will they go to the cinema?
A Friday **B** Saturday
C Sunday

2 What does Ana say about *Body Swap*?
A It's a bit too short.
B It's got famous actors in it.
C It's popular with her friends.

3 What time does the film begin?
A 6.10 **B** 6.30 **C** 6.45

4 How much are the tickets?
A £5.00 **B** £7.50 **C** £10.00

5 How will they get home?
A They'll get a lift. **B** They'll walk.
C They'll get the bus.

LANGUAGE SKILLS PAGE 130

WRITING

PREPARE TO WRITE | An invitation (cinema)

GET READY Read the invitation to the cinema in the email and answer the questions.
Who is Jake inviting? What film does he want to see? When does he want to go?

Look at the prepositions. Which preposition do we use with: times? days? streets? if you are moving to a place?

PLAN Plan your own invitation to the cinema. What day are you going? Which film are you going to see? What's it about? What time does it start? Which cinema are you going to? How are you getting there?

Hi Leo,
Would you like **to** come to the cinema with me and a few friends **on** Saturday? We want to see **Ghostbusters**. It's about a group of women who try to find ghosts **in** New York. It sounds really good! It's on **at** Galaxy Cinema and it starts **at** 6.45 p.m. We're meeting **at** the bus stop **on** Friar Road **at** 6 p.m. Let me know if you can come!
Jake

WRITE Write your invitation. Begin with *Hi/Dear* and your friend's name. End with your name. Use some relative pronouns, conjunctions and prepositions. Write 50–80 words.

IMPROVE In pairs, read each other's invitations. Check for mistakes with relative pronouns, prepositions and conjunctions.

LIFE SKILLS CREATIVITY AND INNOVATION

BRAINSTORMING

LIFE SKILLS
Brainstorming is a way to think of different ideas in a group or individually: to solve a problem, to create something, to plan something.
If more people take part, then there are more ideas.

1 **When do you need ideas from other people? Say the sentences that are true for you. Then in pairs, compare your answers.**

- to do projects at school
- to decide what to wear in the morning
- to make a room more attractive for a party
- to do homework
- to buy a present for a friend

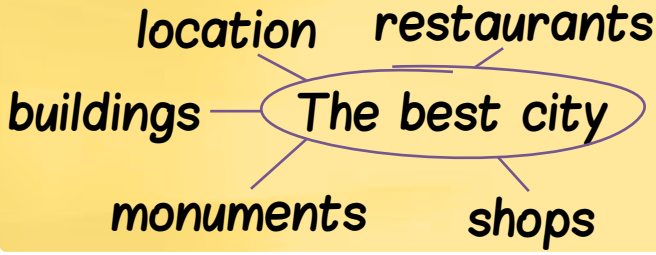
2 **Think of an example where you worked with other people to get ideas and tell the class.**

Last term, we had a science project. We had to think of an experiment to do in groups.

3 **Read the text and match groups A–D to the brainstorm techniques 1–4.**

How and what can we brainstorm?

1 Mind map



2 Lists

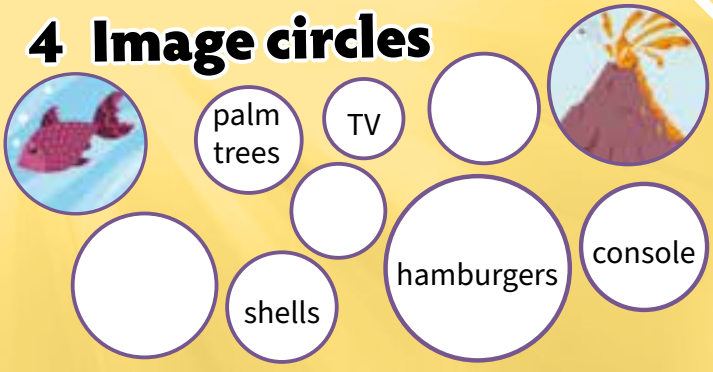
School trip to the mountains

Food	Drink	Clothes	Equipment
sandwiches biscuits	water juice	warm sweater boots	backpack whistle

3 Cards



4 Image circles



4 **Read the texts again and answer the questions.**

Group A 1 Did all the students write ideas?
2 How did they organise their ideas?

Group B 3 What did the students write in the circles?
4 Did all the students write in the circles?

Group C 5 What did the students write in the middle circle?
6 Did they learn new information?

Group D 7 What did the students use to show ideas?
8 What did they do with ideas that were the same?

95

Group A. We chose one person in our group to be the secretary, who wrote down the ideas. We put the ideas in lists in different columns. When we had lots of ideas, we numbered them in order of importance. Then, we crossed out the ideas we didn't like so much. In the end, we planned a fantastic event!

Group B. In my group, we drew lots and lots of circles on the page. Then, we took turns to put an idea in each bubble or circle. We didn't write sentences. Instead, we wrote one or two words which expressed our idea, although some people drew a picture. Some of the ideas were crazy, but it was fun to see things that other people thought were important.

Group C. We decided to draw a circle in the middle of the page and write the topic in the centre. Then, we drew lines which connected the middle circle to the other circles. Each of the circles contained ideas about a different part of the topic. It was good because everyone knew different pieces of information, like names or places, so when we finished, we had a lot to write about.

Group D. Each person in the class wrote one idea on a card. Then, we put all the cards on the board at the back of the room. We put the cards that had the same ideas together in groups on the board and then we voted to decide on the best one.

5 **In pairs, discuss which brainstorming idea you think is best and explain why.**

96 **6** **Listen to four students planning a school party. Which brainstorming method do they use?**

96 **7** **Listen again and answer the questions.**

1 What are the topics they mention first?
2 List two of the themes the students suggest.
3 Which nationalities do they mention?
4 How many topics do they have at the end?
5 What is the name of the final topic they mention?

96 **8** **Choose the correct options. Listen again and check.**

USEFUL LANGUAGE

1 *Do we* / *Shall we* all write down a list of suggestions *first* / *firstly*?
2 *Why don't we* / *We think to* make a mind map?
3 *Then* / *Last*, what about the other circles?
4 *What about* / *Let's* start with the theme.
5 *Shall we* / *How about* different nationalities?
6 *Next* / *After*, we'll have to choose decorations.

PROJECT *An advertisement*

You see this advertisement for a competition and decide to take part.
Have you got an idea for a new film?
Make a poster with the title, names of the actors and a scene from the film. Write a short description of the scene you choose.
The winners will spend a day at the film school, learning to use cameras and create special effects.

- Work in small groups.
- Read the situation.
- Decide which brainstorming technique you are going to use.
- Brainstorm ideas.
- Choose the best ideas and make a poster for the competition.
- Present your poster and explain your film idea to another group or to the class.

REVIEW 3 UNITS 9–12

VOCABULARY

1 **Match the words 1–8 to a–h to make compound nouns. Use each word once only.**

1 shopping	**2** card	**3** old	**4** fitness
5 art	**6** action	**7** message	**8** shop

a class	**b** film	**c** game	**d** board
e assistant	**f** area	**g** gallery	**h** town

2 **Find the odd word out in each set. Say why it does not fit.**

0 blog link (prize) site
'Prize' is the odd one out. The others are all about the internet.

1 horror skier musical adventure

2 embassy mosque temple cathedral

3 guest member statue relative

4 skyscraper tournament champion professional

3 **Write the missing letters to complete the word in each sentence.**

1 Ben loves all kinds of sport. He's starting k _ _ _ _ _ lessons on Saturday.

2 I was really sad when my mum was in hospital. I m _ _ _ _ _ her a lot.

3 I don't want to play cards. Let's do a p _ _ _ _ _ instead.

4 It didn't take a long time to u _ _ _ _ _ all the photos to my blog.

5 I found a great new website for teens. You don't have to pay. It's free to j _ _ _.

6 I got my mum a necklace for her birthday as I know she loves j _ _ _ _ _ _ _ _.

GRAMMAR

1 **Choose the correct words to complete the sentences.**

1 My dad *hadn't* / *didn't have* to work yesterday.

2 I'm happy with your idea about *go* / *going* shopping.

3 I think I lost it on *the* / *a* sofa in the living room.

4 I bought three shirts *who* / *which* cost £10, £17 and £25.

Correct the mistakes in these sentences.

5 Oh, and we must forget to take our video and camera.

6 I will try call to you on Wednesday.

7 My favourite meal is pizza. I love it, especially the pizza who my mum cooks!

2 **Put the words in the correct order to make sentences.**

1 for / contact / Could / to / school / you / try / the / me / ?

2 anyone / speak / exam / mustn't / to / before / Students / the / .

3 worried / was / about / another / Taras / dance / joining / class / .

4 caught / bus / outside / hospital / that / Elsa / stops / the / the / .

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

1 My best friend hopes _____ (take part) in the cricket match on Saturday.

2 We decided _____ (visit) the art gallery first.

3 I forgot _____ (do) my maths homework last night.

4 You need _____ (write) your names on this list before we start.

5 I didn't enjoy _____ (watch) that horror film last night.

READING

1 **For each question, choose the correct answer.**

1 **A** Ben wants Jim to go to the cinema without him.
B Ben will catch the next bus.
C Ben is meeting his mum at the cinema.

2 **A** There is something missing from the skateboard.
B The skateboard is several years old.
C The skateboard is too small for Diana.

3 **A** Penny asks John to send a text to Aunt Sandra.
B Penny wants to call Aunt Sandra.
C Penny needs to get Aunt Sandra's address.

4 **A** All pizzas are free in the evening.
B Two pizzas cost the same as one.
C The cheapest pizzas cost £6.

1

Jim
I missed the bus! Don't wait for me. My mum can give me a lift later, so I'll meet you after the film.
Ben

2

Skateboard for sale

- Nearly new
- Small size
- Needs wheels
- £20

Diana 09863567

3

John
I forgot Aunt Sandra's address! My battery's low, so please phone her to say I'm coming, and text me Aunt Sandra's address. Thanks!
Penny.

4

Pizzas

Starting at £6
Buy two, get one free
6 p.m.–9 p.m. only



LISTENING

97 **1** **For these questions, choose the correct answer.**
You will hear Serena talking to her friend Ed about the new sports centre.

1 What does Serena like best about the new sports centre?
A She can take fitness classes.
B She can play racket sports.
C She can go climbing.

2 The sports centre closes
A at the same time every day.
B later on Saturdays and Sundays.
C earlier in the holidays.

3 Serena thinks Ed will like climbing because
A he already knows the teacher.
B he doesn't like team sports.
C he's got a strong body.

4 Ed likes board games because
A they make him think.
B he doesn't have to move around.
C he can't play them at school.

5 Ed can contact the games club
A by text.
B by letter.
C by email.

13 LIFE EXPERIENCES

The Great Outdoors:

10 things to do before you're 16

98



Have you ever climbed a tree or kayaked down a river? No, you haven't? Well, now's the time to do it!

Start with these ten activities. Download the app and tick the activities off as you do them. You can do them in any order and at any time. When you have finished these ten, click on another section, Animals, People or Sport, and download ten more. Compare your activities with your friends.

› **Off you go! No time to lose.**

VOCABULARY AND READING

Outdoor activities

99 **1** EP **Match the phrases in the box to the pictures on the website A–J. Listen, check and repeat.**

camp under the stars	climb a tree	explore a cave
kayak down a river	look for fossils	pick wild fruit
play in the snow	record birdsong	
track wild animals	try rock climbing	



100 **2** **Listen to Juan talking to his friend Susanna about the activities on the website. Which activities would Juan like to do?**

100 **3** **Listen again and complete the table about Susanna. Which activities are new for Susanna and which are not new?**

Activity								
New								
Not new								
When?								
Where?								

ABOUT YOU

List as many outdoors activities that you can think of. Which ones do you like doing? Which ones don't you like doing?

4 **Look at the table. In pairs, ask and answer the questions.**

1 Which of the outdoor activities on the website do you like doing or would you like to do? Why?
2 Which ones don't you like doing or wouldn't you like to do? Why?

GRAMMAR Present perfect with *ever* and *never*

1 **Read the statements and questions. Then, choose the correct words to complete the rules.**

Statements	Questions	Short answers
I've picked wild fruit. *I've* **never** *tracked wild animals.*	*Have you* **ever** *kayaked down a river?* *Have you* **ever** *climbed a tree?*	*Yes, I have.* *No, I haven't.*

1 We use ***have*** or ***has*** and the *present* / *past* participle of the main verb to form the present perfect.
2 We use the **present perfect** to talk about experiences in the *past* / *present* / *future.*
3 We *can* / *can't* use words like *last week* or *ago* with the present perfect.
4 We use *never* / *ever* in present perfect questions about people's experiences.
5 We use *never* / *ever* in present perfect statements about people's experiences.

GRAMMAR REFERENCE AND PRACTICE PAGE 160

2 **Make sentences and questions in the present perfect.**

1 My mum / visit / a safari park.
2 I / never camp / in the winter.
3 you / ever pick / fruit from a tree?
4 Kris / ever climb / a mountain?
5 We / never return / to the amazing campsite.
6 My little sisters / play / in snow.

3 **Correct the mistakes in the sentences.**

1 I never try sleeping under the stars before.
2 These are the best apples I ever picked.
3 My mother has never play the piano.
4 No, I've ever failed an exam.

PRONUNCIATION Past participles

101 **4** **Listen to the past participles and decide in which words we say *-ed* as an extra syllable. Write these verbs as past participles in the correct column.**

climb collect end explore finish hate
jump paint play tidy try want

camped	recorded

102 **Listen and check. Then repeat.**

5 **Make questions about the activities on the website on page 76 using the present perfect. Then, in pairs, ask and answer them.**

Have you ever played in the snow?

Yes, I have.



READING

1 **Read the introduction to the quiz. For each question, write the correct answer. Write ONE word for each gap.**

LANGUAGE SKILLS PAGE 125

2 **Match the questions in the Life Quiz to photos A–L.**

3 **Answer the questions in the Life Quiz. In pairs, compare your answers. Are your answers the same or different?**

To: Nina
From: Marco
Reply Forward

Hi Nina
Have **(0)** *a* look at this quiz. I found it **(1)** _____ the internet and thought you'd like to see it. It's about people's different life experiences, both good **(2)** _____ bad. Don't worry! I did the quiz and there are quite a **(3)** _____ things I haven't done. Some things are more fun **(4)** _____ others – for example who wants to ride a horse? However, I read that it's important to have different kinds of life experiences because they help us learn **(5)** _____ the world. Let **(6)** _____ know what you think.
Marco.

Life Quiz

103

1. Have you ever **swum** with sharks?
2. Have you ever **broken** anything valuable?
3. Have you ever **met** a famous person?
4. Have you ever **had** a bad dream?
5. Have you ever **eaten** Korean food?
6. Have you ever **been** in a film?
7. Have you ever **made** fresh pasta?
8. Have you ever **slept** in a tent?
9. Have you ever **grown** vegetables to eat?
10. Have you ever **ridden** a horse?
11. Have you ever **flown** in a plane?
12. Have you ever **sent** a message in a bottle?



VOCABULARY Past participles

1 EP **What is the past simple form of each verb in the box?**

Now, match each verb to a past participle in the quiz.

be	break	eat	fly	grow
have	make	meet	ride	
send	sleep	swim		

TALKING POINTS

10 Watch the video and ask and answer the questions.

What's the most amazing thing you've ever done? What's the most interesting place you've ever visited? What's the most unusual thing you've ever done? Have you swum with dolphins? Have you ridden a camel? Have you eaten a frog?

2 **In pairs, take turns to name a photo from the Life Quiz and make a true statement about it.**

Picture I — I've ridden a horse. Picture A — I've never slept in a tent. I like sleeping inside.

3 **In groups, ask and answer questions about the most exciting thing each of you has done. Tell the class.**

LISTENING

104 **1** **Listen to the radio show. Jim is talking to Christina Wells, an explorer. Which three parts of the world does she talk about?**

104 **2** **Listen again. Complete the questions about each trip. Then in pairs, answer the questions.**

Trip 1

1 Complete Jim's question to Christina: Have you ever _____?

2 What was she doing in the rainforest?

3 What information did she not want to share with people?

Trip 2

4 Complete Jim's question to Christina: Have you ever _____?

5 How was she travelling to the North Pole?

6 What did she do to help her think more clearly?

Trip 3

7 What is different for Christina about this trip?

8 How will she travel?

9 How long will it take?

SPEAKING

1 **Now, you're going to write your own Life Quiz.**

a In pairs, think of other life experiences you think are important. They can be good or bad.

b In pairs, write six questions beginning *Have you ever …*

c In small groups, read each other's questions and choose eight questions you think are the best.

d Individually, write the eight questions for the Life Quiz on a piece of paper. Make sure there is room to write answers for at least two students.

e Ask your questions to at least two other students in the class. Don't ask students from your group.

f In your original group, discuss the answers students gave you to the eight questions.

g Report back to the class about the results of the Life Quiz. Use the phrases in the box to help you.

We asked … students.
Some of the students we asked have …
Most of the students we asked have …
Most of the students we asked haven't …
None of the students we asked have …
All of the students we asked have …



14 SPENDING MONEY





ABOUT YOU

Do you like shopping? Why? / Why not?
What shops do you go to the most?

VOCABULARY AND READING

Shops

105 EP **1** **Match the words in the box to the photos A–L. Listen and check. Then repeat.**

bakery	bookshop	butcher's
café	chemist's	clothes shop
department store	market	
newsagent's	shoe shop	
sweet shop	supermarket	

2 **Where can you buy these things? Choose from the shops in Ex. 1. Sometimes, there is more than one possibility.**

bread	burgers	chocolates
dictionary	magazines	socks
sun cream	tea towels	trainers

3 **In pairs, think of at least two more things you can buy in each shop.**

4 **Read the advertisements. What kind of shops are they? Where can you …**

1 surf the internet?
2 buy something to wash your hands with?
3 buy something for a lower price than usual?
4 have some free food?
5 pick up something you bought online?

5 **Read the advertisements again and answer the questions.**

1 What is the date of the magazine?
2 When does each shop open?

YORK TIMES 106

21st March

Reading Time
16 Old Road

Doors open 6th March

Are you a reader? Then this is the place for you. Choose something from the shelves. Then relax, have a coffee and read. Comfortable sofas and free wi-fi.

Something Special

52 Main Street

Do you like sweets and chocolates? Come and choose from the hundreds we have in our shop. You can even try before you buy! Opening 20th March.

One Foot After Another
13 River Avenue

We've got everything you need for your feet. There's something for everyone in our store. Walking boots on sale. Our first day is 3rd April.

Shop and Try

www.shopandtry.net

All the latest fashions in clothes. Order online, collect from our shop in York. Try your jeans, jumpers and dresses on in store. Make sure they're right for you!

Open from 24th March

Brown's Chemist's

30 Grove Street

As well as medicines, get soap and make-up here. Everything you need for baby too. Free coffee.

Opening 19th March

GRAMMAR Present perfect with *just*, *yet*, *already*

1 **The date of the magazine is 21st March. Which shops are open and which shops will be open soon?**

Reading Time (6th March). It has **already** opened.
Something Special (20th March). It has **just** opened.
One Foot After Another (3rd April). It hasn't opened **yet**.
Has One Foot After Another opened **yet**? No, it hasn't.

Choose the correct sentence, a or b, for these two shops. Today is 21st March.

Shop and Try opens on 24th March.
Brown's Chemist's opened on 19th March.

a It hasn't opened **yet**.
b It has **just** opened.

2 **Study the examples in Ex. 1. Then match 1–4 with a–d to make sentences about the present perfect.**

1 To talk about something which happened a very short time ago,
2 To talk about something which we expect to happen in the future,
3 To talk about something which happened not long ago, or sooner than someone expected,
4 To ask about something which we expect to happen in the future,

a we use the present perfect negative with ***yet***.
b we use present perfect questions with ***yet***.
c we use the present perfect with ***already***.
d we use the present perfect with ***just***.

GRAMMAR REFERENCE AND PRACTICE PAGE 161

3 **Look at the things in the picture that Carla has just bought for a camping trip. Then, look at her shopping list. Answer the questions using *yet* and *already*.**

1 Which things has she already bought?
2 Which things hasn't she bought yet?



4 **Write a list of six things you've just done. In pairs, compare your lists.**

I've just opened my book.

5 **Correct the mistakes in the sentences.**

1 You already borrow my book for a week.
2 I've just bought a new smartphone, but I didn't put music on it yet.
3 I just see a football match with my father.
4 I already have bought something to eat.
5 Are you still looking for your keys? If you don't find them yet, I think they are in your bag.

PRONUNCIATION
Intonation: questions and statements

107 **6** **Listen and repeat.**

Has your brother arrived yet? Yes, he's just arrived.
Has your sister arrived yet? Yes, she's already arrived.

7 **Make a list of ten things you do every day. In pairs, ask and answer questions about today.**

A: *Have you done your homework yet?*
B: *Yes, I've already done my homework.*



READING

1 **In pairs, ask and answer the questions.**

1 What is pocket money?
2 Do you get pocket money?

2 **Read the article quickly. Match the question to the correct paragraph.**

a So what happens in different countries?
b Do teens have to work for their pocket money?
c Do parents tell teens what to spend money on?
d What do teenagers spend their money on?
e Do all teenagers get pocket money?

3 **Answer the questions about the article.**

1 What is pocket money called in the USA?
2 What do some teens have to do before they get their pocket money?
3 What do some parents want their children to do with their pocket money?

TALKING POINTS

What was the most surprising thing for you in the article?

VOCABULARY Units of measurement and money

1 EP **Complete the sentences using words from the box.**

centimetres dollars / cents euros / cents
grams kilograms kilometres litres
metres millilitres pounds / pence

1 You buy food in _____ or _____.
2 You buy drink in _____ or _____.
3 You use _____, _____ and _____ to buy things.
4 You find out how far away something is in _____, _____ and _____.

109 **2** **Work with a partner and decide how you say the amounts. Listen and check. Then repeat.**

260 g €15.34 700 ml 55 cm
2.5 l 37 p £19.99 6 kg 62 c $27
₴715 1.65 m

POCKET MONEY

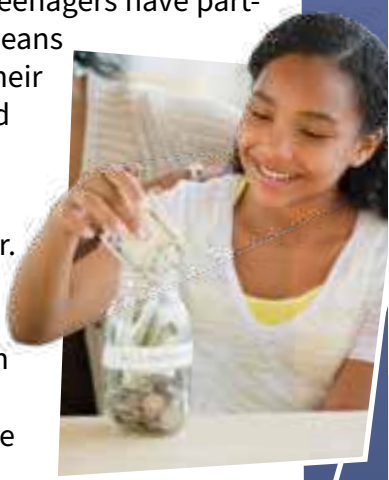
Did you know?

108

1 Most teenagers receive pocket money every week. But not everyone gets the same amount of money. Have you asked your friends how much they get? You might be surprised. And if you're a girl you'll be amazed to learn that boys often get more than girls of the same age!

2 Teenagers up to the age of about 15 in the UK have about £5 a week in pocket money. But in Italy, France and Spain, the same age group gets about €9, which is a bit more. In the US, pocket money is called 'an allowance'. Most teenagers get an allowance of about $30, which is more than £20 or €25.

3 Quite a lot of teenagers do. They have to do things in the house, like washing-up and cleaning and then they get their pocket money. If they don't do the jobs, they don't get the money. Some teenagers have part-time jobs too, which means they have more than their pocket money to spend each week.



4 You might be surprised at the answer. Teenagers in the UK spend more of their money on food than on clothes. Is that true for you too? Teens do more shopping online than before and online clothes shopping is cheaper. So perhaps this is one reason they don't spend so much on clothes.

5 Some parents do! They only let them buy some things. Other parents want their teens to save all their pocket money and spend it on something big in the future, or not spend it at all.

3 **Complete the descriptions for photos 1–4 with the words in the box.**

EP

a pair of	a set of	a slice of	a variety of



1 ___ pizza



2 ___ sunglasses



3 ___ cups



4 ___ drinks

4 **Complete the sentences with the words from Ex. 3.**

1 I've just bought _____ shoes. Do you like them?
2 Let's have _____ music styles at the party.
3 Can you pass me the knife? I'll cut you _____ cake.
4 Our teacher has got _____ keys for the school.

LISTENING

1 **Work in pairs. Say what you like to eat on your birthday.**

110 **2** **David and Lana are planning a birthday picnic for their friend Pia. Listen and tick (✓) the things they have already got. How much of each food and drink have they got or do they want?**

Things for Pia's Picnic

- pizzas
- fruit juice
- crisps
- water
- apples

Plus



- cake
- blanket
- lemonade
- presents!

3 **Read the next part of Lana and David's conversation and answer the questions in the box.**

Lana: Hey, just a minute, we forgot about music. We haven't chosen yet. We can't have a party without music. What shall we do?

David: I could bring my guitar, I suppose.

Lana: Yes, and I can text everyone who's coming, if you like, and ask them to bring instruments, too. Right. Is that all?

David: The biscuits! I'll make them this afternoon. If not, I'll make them in the morning.

Lana: OK.

1 Which two underlined phrases make offers and suggestions?
2 Which underlined phrase says what the situation will be when something does not happen?

4 **In pairs, write conversations. Use the ideas below and the conversation in Ex. 3 to help you. Then, in pairs, practise the conversations.**

1 You're planning a day out at the beach. You forgot about the food.
2 You're planning a visit to a new shopping centre. You forgot how to get there.

WRITING

PREPARE TO WRITE | An email

GET READY Read the note from David to his dad. Correct the punctuation. Add full stops, capital letters, apostrophes and question marks. In pairs, compare your corrected notes.

dear dad
Lana and i need to get some things for pias party please can you take us to the supermarket this morning thanks see you later
david

PLAN You have just bought a birthday present for your sister. Write a message about it to your English friend Sam. In your message say what you have bought for your sister, why you chose it, which shop you bought it in.

WRITE 25 words or more. Make sure you include information about all three ideas. Think carefully about punctuation.

IMPROVE In pairs, read each other's notes and look for mistakes.

CULTURE

SHOPPING AND MONEY

1 **In pairs, discuss the questions.**

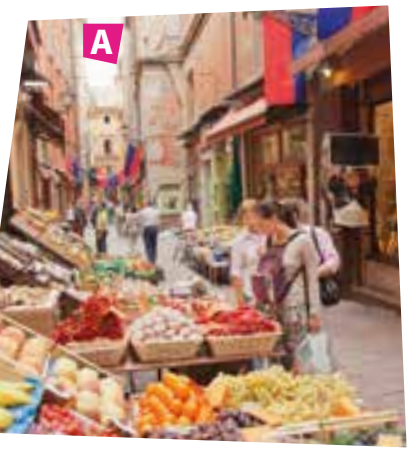
1 Where do you usually go shopping?

2 Do you or your parents ever shop in markets?

2 **Match the types of markets in the box to the photos A–D. How many objects can you name that you can buy in them? Do you have similar markets in your country?**

food market	clothes market
antiques market	flower market

3 **Read about three famous markets. Which one isn't a food market?**









Amazing MARKETS

111

A Andriivskyi Uzviz is a historic street in Kyiv famous for its charming architecture, special atmosphere, and beautiful views of the city. The market at Andriivskyi Uzviz is also a very popular destination for tourists looking for unique souvenirs and handmade crafts. The market is held at weekends and offers a wide variety of goods, including traditional Ukrainian embroidery, wood carvings, paintings, and ceramics. Visitors can also find delicious homemade treats and snacks in the stalls.



C St Lawrence Market in Toronto, Canada, started in 1803, but they built the buildings you can see today in 1904. The market is open Tuesday to Saturday from 8 a.m. to early evening. You can buy many different things there from more than a hundred stalls, especially fresh food and delicious homemade products. A fun thing to do is cookery classes in the Market Kitchen. There, you can learn to make different dishes and take them home to eat! The farmers' market opens on Saturdays at 5 a.m., and local farmers come to sell meat, fruit, vegetables, eggs, etc.



Hell's Kitchen market is an outdoor street market in New York, USA. It only opens at weekends from 9 a.m. to 5 p.m., with nearly a hundred stalls on the streets – but if the weather is bad, there aren't so many people selling or buying. It started in 1976, and you can buy antiques, such as old furniture or clothes and jewellery. If you enjoy music, it is a great place to visit because there are often jazz concerts, and you can buy musical instruments there, as well. Local artists also show their paintings, sculptures and photos.



4 **Read the text again and answer the questions.**

Which market(s) …

1 has an impressive range of handcrafted things?
2 has fewer visitors if it is raining?
3 can you buy a guitar in?
4 can you learn to cook in?
5 has the historic buildings on the street?

5 **Find words in the text that match the definitions.**

1 a kind of small shop (text A) _____
2 presents you buy to remind you of a place or special event (text A) _____
3 rings, necklaces, etc. (text B) _____
4 food that people prepare themselves (text C) _____

112 **6** **Listen to Alice talking to her friend Dan about a market. Which part of the market did she like most?**

112 **7** **Listen again. Are these statements right (✓) or wrong (✗)?**

1 Alice went to Camden Lock Market last Saturday.
2 Camden Lock Market is very big.
3 You can buy fresh fruit and vegetables in the market.
4 Alice bought three T-shirts and a handbag.

TALKING POINTS

Which market would you like to visit: Andriivskyi Uzviz, Hell's Kitchen, St Lawrence or Camden Lock? Explain why.

PROJECT *A market*

Find out about a famous market in Ukraine. Make a poster to present the information to the class. Use pictures and photos to make the poster more interesting. Include information about:

- where it is
- when it is open
- what you can buy, see and do there

Present your poster to the class.

11 NOW WATCH THE CULTURE VIDEO

15 FREE TIME











ABOUT YOU

How many hours of free time do you have per week? Is this the right amount, too much or too little?

VOCABULARY AND LISTENING

Free-time activities

1 EP **In pairs, match photos A–E to activities in the questionnaire. Which of the activities do you think are most popular in your class?**

2 **Do the questionnaire in your class. Walk around the room and ask people which activities they do in their free time, which they'd like to try and which they are not interested in. Write your results for each activity or hobby like this:**
~~###~~ //

3 **In small groups, look at all your results and write some sentences. Were you surprised by any of your results? Why?**

In our class, lots of / some / a few people already do these activities: _____.
In our class, lots of / some / a few people want to try these activities: _____.
In our class, no one likes these activities: _____.

113 **4** **Listen to three young people talking about what they do in their free time. Write the activity or activities from the questionnaire below each speaker.**

Owen	Kyle	Erin

Questionnaire

Activities	I do this	I'd like to try this	I'm not at all interested in this
chatting			
collecting			
cooking			
going out with friends			
going shopping			
listening to music			
making things			
photography			
playing an instrument			
playing computer games			
playing sport			
reading books			
singing, acting, dancing			
spending time online			
watching TV			

113 **5** **Listen again. Are the sentences right (✓) or wrong (✗)?**

1 Owen keeps his computer in his bedroom.
2 Owen thinks he uses his computer too much.
3 Kyle still collects pins and badges.
4 Kyle does two different sports.
5 Erin has got a new guitar.
6 Erin has her own camera.

GRAMMAR Present perfect with *for* and *since*

1 **Look at these examples. Then, complete the rules below with *for* or *since*.**

I've had my own computer **for** three years.
I haven't bought any football cards **for** a long time.
I've played the guitar **for** two years.
I've had this guitar **since** January.
I've had one of them **since** I was ten.
My dad's had his camera **since** he was a teenager.

1 We use _____ with an amount of time, such as a number of hours / months / years.
2 We use _____ with the time when the action started, such as a day / date / age.

GRAMMAR REFERENCE AND PRACTICE PAGE 161

2 **Complete the sentences with *for* or *since*.**

1 We've had our puppy _____ 31st October.
2 The students have worked _____ Monday.
3 You've been at this school _____ six months.
4 They've known Jules _____ a long time.

3 **Complete the sentences so they are true for you. In pairs, compare your answers.**

1 I haven't read a comic since _____.
2 I haven't watched a cartoon for _____.
3 I've been able to _____ since I was_____.
4 I've lived in my home since _____.
5 I've had this pen for _____.
6 I've known my best friend since _____.

4 **Correct the mistakes in the sentences.**

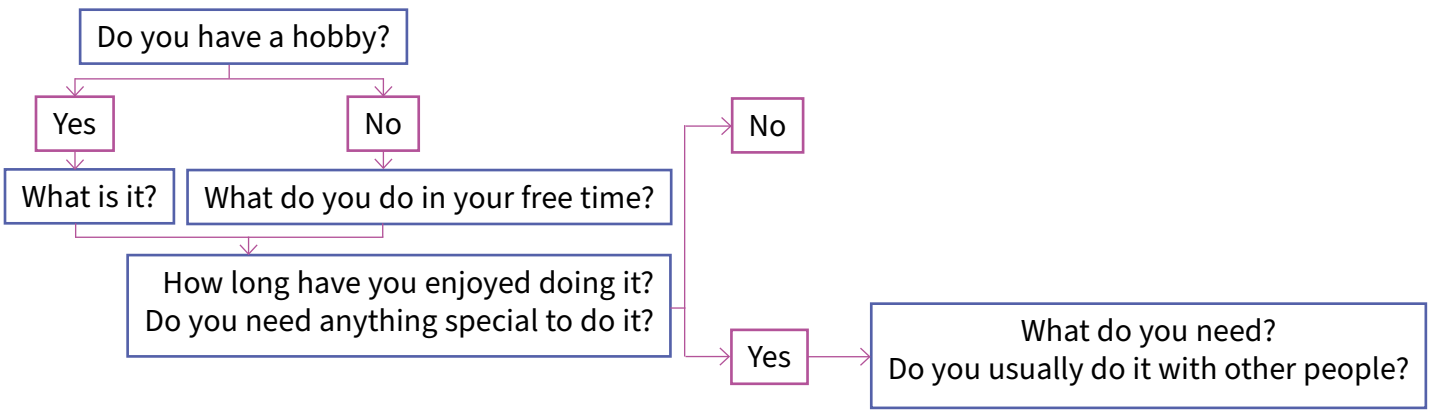
1 It's been my hobby from I was ten years old.
2 I've needed one since a month.
3 I've had it since a year.
4 It has been open since one month.

PRONUNCIATION Weak forms

114 **5** **Listen to the sentences and notice the pronunciation of the underlined words. Listen again and repeat.**

I've had this since I <u>was</u> three. He's played basketball <u>for</u> two years. I've just walked home <u>from</u> school. They haven't been <u>to</u> your house since Saturday. I've bought <u>some</u> nice shoes.

6 **In pairs, ask and answer.**



7 **Write sentences about your partner. In groups, read out your sentences. How much did your partner remember about you?**

Vlad has done karate since he was seven. He has a special white jacket and trousers called a gi. He has a blue belt. He's had it for six months.

READING

1 **Look at the photos and the title of the blog. What do you think geocaching is? Read the blog once to check your ideas.**

115

MY HOBBY – geocaching

Blog post written by Lucy Barton, aged 14



I started geocaching because of my uncle – he's done it for years. Geocaching is a treasure hunt that you do with an app. The 'treasure' is a box called a cache that someone else has hidden. There are 2 million of these, all over the world! It's a really fun hobby and I'm so glad my uncle told me about it. We have a great time doing it together, but if he's busy I go with friends, or do it by myself.

The app takes you quite close to the cache, and then it gives you a puzzle to help you find exactly the right place. A lot of older people are geocachers, so some of the puzzles are difficult for me as they are about movies and TV shows that I haven't seen. But I don't really mind – I can always look them up on the internet!

It's a fantastic feeling when you find a cache! You have to open the box and put your name in the little book inside. Often, there are things in the cache as well. You can take something out to keep if you want to, but if you do that, you should always put something new inside for the next person.

Next year, I'm going to start using the paid version of the app. Then, I can make and hide my own caches! I'm also going to tell all my friends and family about geocaching. It's such a great way for everyone, from adults to little kids, to spend time together, enjoy themselves and get to know their local area.



2 **Read the text again. For each question, choose the correct answer.**

1 What do we learn about Lucy from the first paragraph?
- **A** She has done her hobby for longer than her uncle.
- **B** She didn't enjoy her hobby much at the beginning.
- **C** She doesn't always do her hobby with other people.

2 What must you do when you find a box?
- **A** check how many people have already found it
- **B** leave something of yours for the next person
- **C** write down who you are in the little book

3 What does Lucy plan to do in the future?
- **A** spend more time geocaching in the city
- **B** get other people interested in geocaching
- **C** spend less money on going geocaching

4 What do we find out about geocaching from this article?
- **A** It's becoming more popular every year.
- **B** It takes a long time to learn how to do it.
- **C** It's a good hobby for people of all ages.

TALKING POINTS

What makes geocaching a good hobby? Would you like to try it? Why / Why not?

VOCABULARY Collocations about having fun

1 **Look at the phrases in the box. Which ones are in the blog?**

EP

have	fun a great time a laugh
spend time	with a friend doing a hobby

be feel	glad happy
enjoy	yourself an activity

a(n)	fun brilliant exciting fantastic	feeling day out hobby feeling

2 **Complete the sentences with the correct form of *have*, *spend*, *be* or *enjoy*.**

1 I _____ a great time at the party last night.
2 _____ time with friends is my favourite free-time activity.
3 My brother _____ playing computer games more than anything else.
4 I always _____ fun when I see my cousins.
5 I _____ most of yesterday at the beach. It _____ a really fun day.
6 It _____ an amazing feeling to win the race! I _____ so glad I entered!
7 My dad and my brother went fishing and they really _____ themselves.

3 **Complete the sentences so they are true for you. In pairs, compare your answers.**

1 It was a fantastic feeling when I _____.
2 I love spending time with _____.
3 The last time I had a good time was _____.
4 I always enjoy myself when I _____.
5 My idea of a fun day out is _____.
6 I was really glad when _____.

LISTENING

116 **1** **Listen to a girl talking about her hobby – beekeeping. Who is she speaking to? How long has she done her hobby?**

116 **2** **Listen again and decide if the sentences are right (✓) or wrong (✗).**

1 Libby got her bees as a birthday present.
2 Libby loved beekeeping as soon as she tried it.
3 Libby does more for her bees in summer than in winter.
4 Libby says it's good to have lots of bees in her hive.
5 Libby says collecting the honey is her favourite part of beekeeping.

SPEAKING

1 **In pairs, prepare an interview. One of you is a journalist. The other has an unusual hobby. Use the examples of unusual hobbies in the box, or you can choose your own.**

dog training fencing jewellery making
remote-controlled vehicles

In the interview, the journalists must ask at least five questions.

Tell me about…
How long have you…?
When did you…?
How do you feel about…?
Why did you…?
How did you get the idea to…?
Are you glad you…?

2 **Practise your interview. Then, role-play your interview in front of the class.**

16 LANGUAGES OF THE WORLD

VOCABULARY AND LISTENING

Words to describe language learning

ABOUT YOU

How do you feel about learning English? Is it a fun hobby? Is it boring and not very useful? Is it important for your future?

1 Complete the quiz with the words in the box.

EP

articles exercises guess list look up meaning mistakes spell topic translate

What kind of language learner are you?

1 When do you use English outside the school?
- **A** to read **(1)** _____ online
- **B** when I'm on holiday abroad
- **C** to watch English-language movies / TV shows
- **D** only when I'm doing homework

2 What do you do when you find a new word?
- **A** **(2)** _____ it _____ in a dictionary
- **B** try to **(3)** _____ what it means
- **C** ask my teacher to **(4)** _____ it
- **D** ask my little brother for the **(5)** _____

3 What's the best way to learn vocabulary?
- **A** from a **(6)** _____ of words
- **B** by doing vocabulary **(7)** _____
- **C** by reading books and magazines
- **D** five minutes before a test

4 Which of these sentences do you agree with?
- **A** It's important to be able to **(8)** _____ correctly.
- **B** Making **(9)** _____ is an important part of learning.
- **C** Grammar is more important than pronunciation.
- **D** I learn if the **(10)** _____ of the lesson is interesting.

2 Do the quiz. Choose one answer for each question. Turn to page 138 to see the results. Do you agree with them? In pairs, compare the results.

117 **3** Choose the correct answer. Read through the questions before you listen. In pairs, compare your answers. Then, listen again and check.

1 You will hear a boy called Danny talking to his friend. How did Danny improve his Spanish?
- **A** by writing to his penfriend
- **B** by practising online
- **C** by spending time in Spain

2 You will hear a teacher talking to her class. What does she want them to work harder on?
- **A** their grammar
- **B** their pronunciation
- **C** their vocabulary

3 You will hear two friends talking about some homework. Why hasn't the boy done it?
- **A** He forgot to make a note of it.
- **B** He wasn't at the lesson.
- **C** He wrote down the wrong thing.

4 You will hear a boy telling her mother about his new friend, Yumi. What languages does Yumi speak well?
- **A** English, Ukrainian and Swedish
- **B** Swedish, Japanese and English
- **C** Japanese, Swedish and Ukrainian

5 You will hear a boy giving a classmate some important news. How did he find out about it?
- **A** from a family member
- **B** he heard it on the radio
- **C** the teacher told him



GRAMMAR Present perfect and past simple

1 **Look at the sentences. Which are present perfect and which are past simple? Complete the rules with *present perfect* or *past simple*.**

1 She lived in Sweden three years ago.
2 She learned Ukrainian last year.
3 She's spoken Japanese since she was a baby.
4 Did you go to Spain in the holidays?
5 I've already finished mine.
6 The teacher gave it to us three days ago.

GRAMMAR REFERENCE AND PRACTICE PAGE 162

1 We use the
- **a** _____ with words and phrases like *yesterday*, *ago*, *last year*, *in the holidays.*
- **b** _____ with words like *since*, *already*, *yet*, *just*, *ever*.

2 We use the
- **a** _____ to talk about an action that began in the past but continues into the present.
- **b** _____ to talk about someone's general life experiences.
- **c** _____ to talk about an action that finished in the past.
- **d** _____ to talk about an action that finished in the past, but the result is important or interesting now.

2 **Match the sentences to the rules in the box in Ex. 1.**

1 Have you done the German homework yet?
2 Did you meet anyone interesting?
3 I haven't missed any lessons this term.
4 She's lived all over the world!
5 I've just heard some amazing news!
6 We had a lesson with her this morning.
7 I've noticed you're using grammar a lot these days.

3 **Complete the text with the present perfect or past simple form of the verbs in brackets.**

4 **Choose the correct verb form to complete each sentence.**

1 Yesterday, I *have watched* / *watched* a swimming competition with my brother.
2 I *already bought* / *have already bought* the tickets for the film tonight.
3 I'm in Melbourne, and I *saw* / *have seen* the sea.

5 **Complete the conversations with the present perfect or past simple of the verbs in brackets.**

1 **A:** Where _____ (you go) last summer, Robin?
B: We _____ (go) to New York to visit my sister. She _____ (live) there since 2014.
2 **A:** _____ (you ever eat) curry?
B: Yes, I _____ (have) some yesterday.
3 **A:** _____ (you enjoy) the *Toy Story* films when you were little, Sergio?
B: I _____ (never see) any of the *Toy Story* films. But I _____ (like) *Despicable Me.*

6 **In pairs, make conversations. Ask a question in the present perfect, and answer in the past simple. Use the conversations in Ex. 5 for ideas.**

An amazing language learner

Dmytro Hrechka is a Ukrainian polyglot who **(1)** _____ (learn) seven languages. In the past, Dmytro **(2)** _____ (study) English and French at school, but he **(3)** _____ (feel) confident to use them until he **(4)** _____ (visit) Canada in 2010. Before this journey, Dmytro **(5)** _____ (be) afraid of speaking a foreign language and **(6)** _____ (think) he sounded silly. But later, he **(7)** _____ (understand) that making mistakes is a natural part of the learning process. Nowadays, Dmytro is mastering Italian, Spanish and Portuguese. Yesterday, he **(8)** _____ (use) flashcards to learn some new vocabulary. Last week, he **(9)** _____ (listen) to Spanish music to improve his listening skills. Overall, Dmytro's language learning experience **(10)** _____ (become) a journey of discovery and growth.

READING

1 **Look at questions 1–4. In pairs, discuss the questions. Then, read the texts quickly to check your answers.**

1 How many languages are there in the world?
2 What European language family does Polish belong to?
3 Which Asian language has the most speakers?
4 What are some common second languages in Africa?

LANGUAGES *of the* WORLD

118

There are around 7,000 different languages in the world today. Languages that are similar to each other are in groups or 'families'. Some languages have a lot of speakers and others have very few. Many of the smaller languages have no writing, so when the last speaker dies, the language dies too.

Europe

Europe has 284 different languages. One language family here is Romance languages, which includes Spanish, Portuguese and Italian. Another is Slavic languages, such as Ukrainian, Polish and Czech.
English belongs to the Germanic group, and is the third largest language in the world: 335 million people speak it as a first language and 505 million speak it as a second language. The Basque language from Spain and France is very unusual. It doesn't belong to any language family!

Americas

This area has 1,060 languages. English and Spanish have the most speakers on these continents. Spanish, with 406 million speakers, is the world's second-largest language. Portuguese is spoken in Brazil. While in Canada people speak mainly English and French. There are also many other native languages, for example Mam, a Mayan language, which people speak in parts of Mexico and Guatemala.

Asia

Asia has 2,303 languages. Chinese has a billion speakers – more than any other language in the world. Hindi is the world's fourth largest language, and Arabic comes fifth. Some parts of Asia have a very large number of languages.

Australia and Oceania

This area has 1,311 languages in total. The main language of Australia and New Zealand is English, but there are a lot of smaller languages too. Papua New Guinea has only around 8 million people, but it has 832 languages – more than any other country! Unfortunately, some Aboriginal languages are very small now and have only one or two speakers.

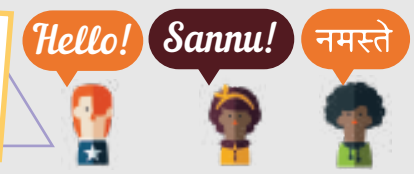
Africa

Human language probably began on this continent. There are 2,146 languages here. Many people in Africa can speak more than one language because, as well as their own language, they also speak English, French or Portuguese.

TALKING POINTS

12 Watch the video and discuss the questions.

What languages do you speak? What languages are you studying? What languages do your parents speak?



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

1 Where do you come from?
2 What languages do people in Ukraine speak?
3 Do you enjoy studying English?
4 Tell me what you do in your English lessons.

VOCABULARY Large numbers

119 EP **1** **Match the numbers to the words. Find all the big numbers in the text and write them in words. Then listen and check. In pairs, practise saying the numbers.**

176	seven billion
7,468	one hundred and seventy-six
76,000,000	seven thousand four
7,000,000,000	hundred and sixty-eight
	seventy-six million

PRONUNCIATION Word stress in numbers

120 **2** **Listen to the numbers and find the stressed syllable. Can you make a rule about the stress in numbers? Work in pairs. Practise saying the numbers.**

thirteen	thirty
fifteen	fifty
eighteen	eighty
nineteen	ninety

3 **Work in pairs. Student A, say a number from the text. Student B, close your book. Can you remember what the number refers to?**

Two hundred and eighty four.

That's the number of languages in Europe.

LISTENING

121 **1** **You will hear a man giving some information about different languages. In pairs, discuss the possible answers. Listen and check.**

1 How many colour words are there in Greek? How many in English?
2 How many number words does the Pirahã language of Brazil have?
3 Some languages have no words for *left*, *right*, *in front of* and *behind*. How do they say where things are?
4 How is technology helping small languages?

WRITING

PREPARE TO WRITE
Information about your English class

GET READY Read what a Spanish student wrote about her English class. Look at how she uses capital letters. Find examples of these uses:

- after a full stop
- for people's names
- for countries
- for nationalities
- for languages
- for 'I'

PLAN Plan a paragraph about your English class. Make notes about: people's nationalities; languages people speak; languages people in the class are learning; your likes, dislikes, plans about learning English.

My name is María and I come from Spain. Most of the people in my English class are from Spain too, but one of my classmates is from China and two are from Ecuador. The languages people speak in my class are Spanish, Catalan, Chinese and English. I like speaking in English, but I find listening difficult. I plan to spend more time learning vocabulary in the future.

WRITE Write 50–70 words, using all your notes.

IMPROVE In pairs, read each other's paragraphs. Check that you have both included all the information you need and have used capital letters correctly.

LIFE SKILLS LEARNING TO LEARN

EFFECTIVE LEARNING



LIFE SKILLS

To learn something well, you need to

- use a notebook
- revise
- practise
- try

It's normal to make mistakes when we are doing something new. But we can learn from our mistakes as well.

1 **Answer the questions.**

1 How did you learn that 2 x 2 = 4, 2 x 3 = 6, 2 x 4 = 8, etc.?
2 How did you learn to ride a bicycle?
3 How do you learn to remember names and dates in history?

2 **Match questions 1–3 in Ex. 1 to answers a–c. Then match them to one of the ideas in the *Life skills* box.**

a At first, I couldn't do it, but my brother helped me to go along our street every day until one day I could do it by myself.
b We said it in class and repeated it lots and lots of times.
c I work with a friend. We ask each other questions about the things we learn.

3 **Did you learn to do these things in the same way? In pairs, discuss how you learn.**

4 **Read the text. Circle the language skills it mentions.**

a reading **b** listening
c speaking **d** writing

Have you ever thought about how babies learn to speak? For the first months of their lives, they cry and make noises, but, in general, children start forming words when they are about 12 months old. Which are the first words they say? Sometimes, they are the words they hear most often, sometimes the words for things they like. They usually start with words like mama, papa or dada. Some scientists say that sounds like ma, da, pa and ba are the easiest sounds to make, so when parents are very happy because their child is saying mama, in fact the baby is just experimenting with making noises!

All children begin learning their language first by listening and then speaking. They start with words for objects, like *car* or *dog*, then verbs for actions, like *drink* or *eat*, slowly adding other kinds of words to make sentences. They can understand more difficult words and sentences, but they can't say them. Some children speak more than others (just like adults!) and some children speak earlier than others, but by practising, they all learn in the end.

One mother tells the story of her son who didn't speak until he was four years old. Before then, he pointed when he wanted something or just made strange noises. One day, he came into the kitchen for breakfast and said, 'Can I have some chocolate cereal, please?' And then, he never stopped chatting.

So when you start to learn another language, remember that it took years for you to learn yours! If you keep listening and trying hard to speak, you improve, just like in your own language.

5 **Read the text on page 94 again. Are the sentences right (✓) or wrong (✗)?**

1 Babies make their first sounds when they are about a year old.
2 Their first words are often words they have heard a lot.
3 Some scientists think babies aren't thinking about their mother when they say *mama*.
4 Babies use verbs before nouns when they start speaking.

6 **Match the highlighted words in the text to the definitions.**

1 making an effort to do something
2 doing new things to find out something
3 repeating something again and again
4 talking
5 making the shape of something
6 increasing the number of something

123 **7** **Listen to Mario talking to his class about learning English. Why did he improve? Then listen again and complete the sentences.**

1 Mario didn't like English at first because he couldn't remember the ____ and ____.
2 He met the brothers at the ____.
3 After the holiday, he sent his new friends ____.
4 When he needed a new word, he used an ____.
5 He's going to ____ his friends next summer.

123 **8** **Listen again and tick (✓) the expressions Mario uses to make his presentation.**

USEFUL LANGUAGE

1 Hello, my name's Mario.
2 I'm going to talk about …
3 Next,
4 For example,
5 Finally,
6 To sum up,
7 Does anyone have any questions?

9 **Do you know any people who speak English? Do you try to talk to them in English? In pairs, discuss your experiences.**

Did you know?

- Babies can learn any language. No language is more difficult than another.
- A boy from the USA, Michael Kearney, spoke his first words when he was four months old and finished secondary school when he was six years old.

PROJECT *Sharing resources*



Funland
Description: *This is a vocabulary game. You have to read definitions or words and match them to the pictures.*
Opinion: *It's a fun game, but you have to be good at fishing!*

- Work in small groups.
- Individually, think of something you read in English that was interesting – a web page, a blog, a game, an article, a book, etc. or something you enjoyed watching in English – a video, a film, a series, a cartoon, an activity from your coursebook, etc.
- In your group, prepare a short information page about each idea.
- Include: the title, what it is, where you can find it (the link to a web page or a video etc.), your opinion, photos, screenshots or drawings.
- Present your idea to the class. Try to use some of the expressions from Ex. 8 and be ready to answer any questions about it.
- Create a class file for everyone and add new pages when you find other interesting things to read or watch in English.

REVIEW 4 UNITS 13–16

VOCABULARY

1 **Complete the sentences with a word from the box.**

dollars	grams	litres
metres	pair	pounds
set	slices	

1 I've lost my _____ of coloured pens. Can I borrow yours?
2 There are ten of us, so let's cut the melon into ten _____.
3 I think I've lost my new _____ of gloves. My mum won't be pleased!
4 The jacket was on sale for 30 _____ and 99 cents.
5 We need 250 _____ of flour to make the cake.
6 My dad's nearly two _____ tall. That's much taller than me.
7 In our family, we drink two _____ of milk a day. We all have it on our cereal.
8 I haven't got any money for the bus. Can you lend me two _____ 50 pence, please?

2 **Match words from A to words in B to make verb phrases about life experiences.**

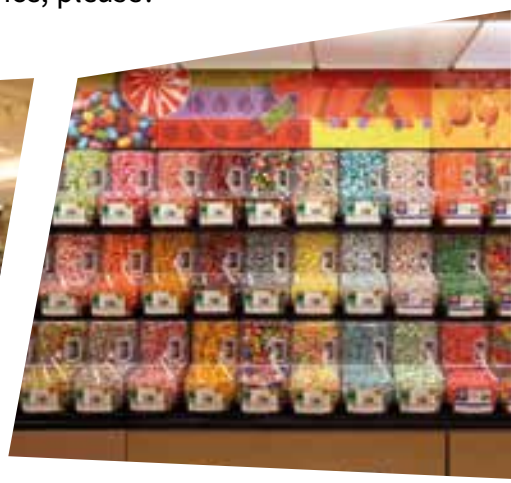
A	B
1 camp	a cave
2 climb	under the stars
3 explore	wild animals
4 kayak	in the snow
5 look for	down a river
6 pick	a tree
7 play	wild fruit
8 track	fossils

Now, write a sentence using each verb phrase.

3 **Look at the photos and complete the names of the places.**



1 d_____ s_____



2 s_____ s_____



3 m_____



4 c_____ s_____



5 b_____



6 s_____

GRAMMAR

1 **Choose the correct options to complete the sentences.**

1 They *have never seen* / *never don't see* a city like it.
2 Dan *has just bought* / *just buy* the paint.
3 I have had it *since* / *for* one year.
4 Last night, my sister *left* / *have left* her bag on the train.

Correct the mistakes in the sentences.

5 I never been to a wedding and I want to come.
6 Eve has played the violin for she was six.
7 I have texted you an hour ago, but you didn't answer.

2 **Write questions for the answers. Then, answer the questions about yourself. Use *never, just, yet* or *already* in your answers.**

0 *Have you ever done a Saturday job?*
No, I've never done a Saturday job.
1 I've lived in this town for five years.
2 No, I've never cooked a pizza.
3 Yes, I've already read three books this year.
4 I've known my best friend since I was three.

3 **Complete the text with the correct form of the verbs in brackets. Use the past simple or present perfect.**

I **(1)** _____ (love) languages since I **(2)** _____ (be) a little boy. My dad is English and my mum is Spanish, and when I was young, they **(3)** _____ (speak) both languages to me at home. So I **(4)** _____ (begin) learning English and Spanish as a baby. Now, we live in Japan. I **(5)** _____ (not start) learning Japanese yet. But I'm going to learn it soon.

LISTENING

124 **1** **For each question, choose the correct answer.**

You will hear Ella and Tom talking about people's hobbies. What is each person's hobby?

PEOPLE	HOBBIES
0 Suzy *F*	**A** collecting things
1 Jason	**B** cooking
2 Laura	**C** doing sport
3 Tom	**D** horse riding
4 Ella	**E** listening to music
5 Maria	**F** photography
	G playing an instrument
	H shopping

WRITING

1 **You would like to go camping next weekend.**

Write an email to your English friend, Sam.

- Ask Sam to come with you.
- Say where you want to go camping.
- Tell Sam what to bring.

Write 25 words or more.

SPEAKING

1 **Make questions. Then, in pairs, ask and answer the questions.**

1 How many languages / you speak?
2 your parents / speak / same language?
3 What language(s) / they speak?
4 Which languages / would / like / learn?
5 like / learn / English?
6 What / best thing / about learning English?

17 STAYING HEALTHY

ABOUT YOU

13 **Watch the video and discuss the questions.**

Have you ever hurt yourself? What happened? Have you ever had an accident? Have you ever broken a bone?

VOCABULARY AND READING

Body parts

125 **1** **Match the words in the box to the body parts 1–12. Listen and check. Then repeat.**

EP

ankle	back	blood	brain	ear	finger
heart	neck	stomach	thumb	toe	tongue

126 **2** **Name the body parts A–H. Listen and check.**

3 **Work in pairs. One of you says a letter or a number, the other says the body part.**

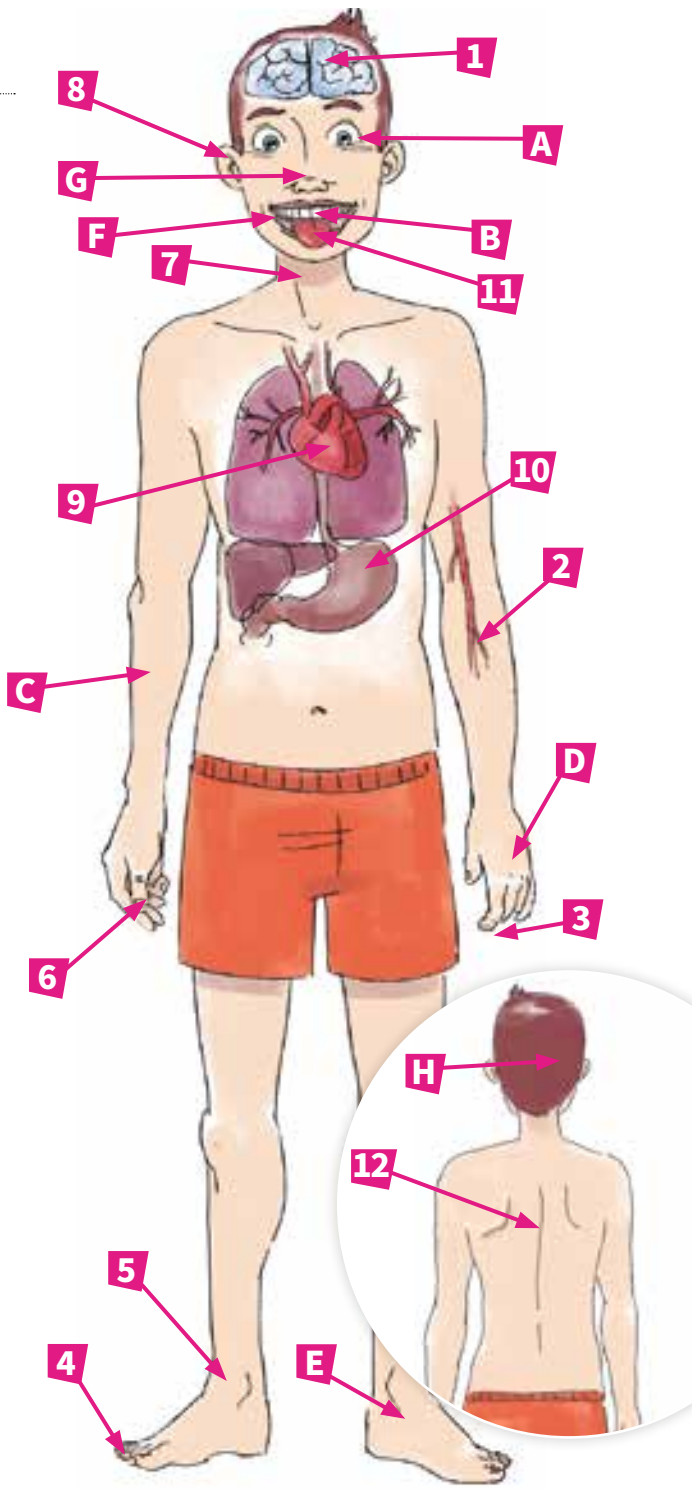
4 **Match the definitions with the words from Ex. 1. You may need to make some of the words plural.**

1 You've got ten of these on your feet. _____
2 Your food goes into here when you eat. _____
3 You think with this. _____
4 This joins your leg to your foot. _____
5 You've got four of these on each hand. _____
6 This carries things that keep us healthy around our bodies. _____
7 This joins your body to your head. _____
8 You've got one of these on each hand. _____
9 You hear with these. _____
10 This is opposite to the front of your body. _____
11 This sends blood around your body. _____
12 You use this to talk. _____

5 **Read Ben's blog on page 99 about what happened to him yesterday. Which parts of his body did he hurt?**

6 **Are these sentences right (✓) or wrong (✗)?**

1 Ben got a bike for his birthday.
2 There were often quite a lot of people on the cycle path.
3 The two cyclists knocked Ben off his bike.
4 The two cyclists came back to help Ben.
5 Ben was able to ride his bike after the accident.
6 Ben had blood on his clothes when he got home.



ACCIDENT!

Posted by Ben09 on Monday 13th May

127

This is me with my new bike – before the accident! Have you ever fallen off your bike and hurt yourself? Well, here's my story.

It was my birthday (thanks for all the texts) and this amazing bike was my present. I went for a ride by myself along the bike path. The path isn't usually busy. But that day there were two cyclists coming towards me. I slowed down as quickly as possible but I forgot it was a new bike with good brakes! I stopped really suddenly and fell off. I hit my ankle and it really hurt. The two cyclists rode past and didn't stop. I sat on the ground and watched their backs as they rode away. They were enjoying themselves too much to think about me! I got up by myself and picked up my bike, which luckily was OK. My heart was beating fast as I cycled slowly home and people were looking at me! When I got there I found out why – there was blood all over my T-shirt from a cut on my ear.

GRAMMAR Reflexive pronouns

1 **Look at the examples. Complete the Grammar box with reflexive pronouns: *himself*, *yourselves*, *herself*, *ourselves*.**

Have you ever fallen off your bike and hurt **yourself**?
They were enjoying **themselves** too much.

GRAMMAR REFERENCE AND PRACTICE PAGE 163

We use *-self* when the subject and the object of the verb are *the same* / *a different* person.

I	**myself**	*we*	**c** _____
you	**yourself**	*you*	**d** _____
he	**a** _____	*they*	**themselves**
she	**b** _____		

2 **Look at two more examples from Ben's blog and match sentences 1 and 2 to meanings a and b.**

1 I went for a ride by myself.
2 I got up by myself.

We use the expression *by myself, yourself etc.* to mean **a** *alone* or **b** *without any help*.

3 **Complete the sentences with the correct reflexive pronouns.**

1 Peter wasn't badly hurt and drove _____ to the hospital.
2 Zoë told _____ that she wasn't ill.
3 Ben and Sara prepared all the food by _____.
4 'You can help _____ to paper and pens,' the teacher said to the students.

Correct the mistakes in the sentences.

5 I bought a new shirt for me which was nice.
6 Our friends had a really good time together and everybody enjoyed.
7 We were both hungry, so we went out and bought us some sandwiches.

4 **Read the conversation and answer the questions.**

- What's Sara done?
- Where's she going?
- Who's going with her?

Anna: Hi, Sara, are you ok?
Sara: Hi, Anna, not really. I've hurt my big toe.
Anna: Horrible! Are you going to the doctor?
Sara: Yes.
Anna: Are you going by yourself?
Sara: Yes, but I'll be fine.
Anna: No, you won't. I'll come with you.

5 **In pairs, write your own conversations. Use the conversation in Ex. 4 and the sentences from the box to help you. Practise your conversations.**

Help yourselves! I tried it myself and it was delicious. They didn't enjoy themselves that day. He couldn't do it by himself.



Teen Health

128

Today's topics

- How much exercise should I do?
- Are some foods healthier than others?
- Can it be dangerous to listen to loud music?
- Is it OK to feel sad sometimes?



















1 _____

Yes! But how do you know when it's too loud? Can someone sitting next to you on the train hear the music on your earphones? They can? Do they get upset? Do they get angry? Well, then you need to make it quieter. Remember, you need to look after your ears, so you'll be able to hear well when you're older.

2 _____

Everyone tells you it's not healthy to sit at the computer all day. For one thing, it's very lonely and can make you feel lazy. But doing too much sport can also be bad for you. Your body is still young, so you shouldn't do too much exercise. You can easily hurt something. About an hour of sport a day is right for a teenager. You should also think about when you do sport. For example, you can get a stomach ache if you play tennis just after you've eaten.

3 _____

Everyone feels unhappy from time to time, so you're not alone. Don't be surprised. It's normal for your feelings to change at your age. Is there something you're worried about? Find a friendly person to talk to, like your mum or dad or a teacher. You might get a bit embarrassed, but you'll be glad that you did. If you talk about your problems, they aren't so bad.

4 _____

The answer to this is yes! I'm sure you know that a plate of fruit is better for you than a plate of chips! But what your growing body, your heart and your brain need is variety. If you are careful and eat a bit of everything, then you are healthier. Don't forget fresh fruit, vegetables and eggs! Eating a variety of healthy food gives you energy and can help you feel confident about studying and doing exams.

READING

1 **Work with a partner. Look at the *Teen Health* website. What do you think the answers to the questions are?**

2 **Look at the questions on the *Teen Health* website. Match them to the paragraphs.**

3 **In pairs, read the texts again. Tell your partner what they say about:**
earphones; hearing well; too much sport; playing sport after meals; feelings; a friend, parent or teacher; a plate of chips; variety

4 **In pairs, ask and answer the questions.**

1 Do you eat healthily? What do you like to eat?

2 Do you do too little or enough exercise?

PRONUNCIATION /uː/ and /ʊ/

129 **5** **Listen and repeat the sentence. Do both the *oo* words have the same sound?**

These types of f<u>oo</u>d are g<u>oo</u>d for you.

What other words sound like:

a *food*?

b *good*?

6 **In pairs, discuss whether you agree with the website's answers to the teenagers' questions.**

TALKING POINTS

Do you worry about any of these things? What do you worry about? Why?

VOCABULARY Adjectives to express emotion

1 **Match the words in the box to photos A–J. Then complete the sentences with the adjectives.**

EP

angry	confident	embarrassed
friendly	lazy	lonely
surprised	unhappy	upset
worried		

1 I feel very _____ today. All I want to do is sit here and read my book.

2 I was so _____ when the teacher asked me to read my story. My face went red!

3 Tom doesn't have friends. He gets very _____.

4 Sue is very _____. She's shouting really loudly.

5 You look _____ today. Usually, you're smiling and laughing! What's the matter?

2 **Talk about different situations when you had some of the feelings in Ex. 1.**

LISTENING

130 **1** **Look at the pictures. What you can see in each one? Then, for each question, choose the correct picture.**

1 What time is basketball practice today?



2 Which food does the girl choose?



3 Which earphones does the boy buy?



4 What's the weather like?



5 What are they going to do?



SPEAKING

1 **Look at photos A–D below and match them to the things the teenagers are worried about 1–4.**

1 I failed my exam.

2 They haven't picked me for the team.

3 My parents don't understand me.

4 I think it's broken.

2 **Work in pairs. Take turns to be the teenager asking a question about one of the problems in Ex. 1 and the person giving advice.**

A: *I failed my exam. What can I do?*

B: *You should ask the teacher what you need to work on.*

How about …	Why don't you …
Why not …	You should …





18 FROM COVER TO COVER

VOCABULARY AND READING

Books and reading

ABOUT YOU

Write a list of all the things you've read in the last three days. How many books are included in your list? What kind of books are they?

1 **Look at the messages, signs and notices. Where would you see 3, 4, 5 and 6?**

1 131

Kat
I've just finished an amazing book – the kind you pick up and then can't put down again! I'll lend it to you, if you want.
Amber

2

To: All students
From: School secretary
Reply Forward

Everyone – please remember! If you don't return your library books by the end of term, you will have to pay for them.

3

HILLCREST SCHOOL

The writer Jill Hadfield is speaking here next Tuesday! If you buy a book after her talk, she'll write in it for you.

4



Put books back on the right shelves when you've finished with them.
Library receptionist

5

If you buy two books today, we'll give you another from this table
FOR FREE!



6

Class 9A
Everyone who took a maths textbook home, please bring it back to school tomorrow. If you don't, I won't be able to lend them to 9B.
Miss Taylor

2 **For each question choose the correct answer.**

1 What is Amber doing in this message?
- **A** telling Kat when she'll finish her book
- **B** asking Kat for some advice about a book
- **C** finding out if Kat wants to borrow a book

2 What must students do?
- **A** take the borrowed books back to the library
- **B** collect the ordered books from the library
- **C** choose books they want to take out of the library

3 Next Tuesday, students will be able to
- **A** find out how to write a book.
- **B** listen to a well-known writer.
- **C** get some books at a special price.

4 The receptionist wants people to
- **A** ask if they cannot find the right book.
- **B** return books to the correct place.
- **C** give books back to him when they've finished them.

5 **A** Every customer will get a free book today.
- **B** There's a discount on all books for today.
- **C** You can get three books for the price of two.

6 **A** Miss Taylor wants to give the books to another class.
- **B** Miss Taylor has new maths books to lend to the class.
- **C** Miss Taylor would like to know who borrowed her books.

3 **In pairs, compare your answers. Discuss why you chose each answer and change any you think are wrong.**



4 **Find the phrasal verbs in the texts in Ex. 1 and 2. Then match each one to its meaning a–h.**

EP

bring back	find out	
give back	pick up	put back
put down	take back	take out

a return something to a person
b lift something with your hands
c return from somewhere with something
d learn something new
e return something to the place you bought it
f put something you are holding onto a table
g return something to a place
h remove something from somewhere

5 **Complete the sentences with phrasal verbs from Ex. 4 in the correct tense.**

1 Can you _____ all the books from the floor?
2 My mum went to China and _____ some great presents for us.
3 My book is so exciting. I can't _____ it _____!
4 When you've finished with my book, can you _____ it _____ in my room?

6 » **In pairs, go to page 138. Choose one of the situations and write a short conversation. Use at least three phrasal verbs in your conversation.**

7 **In small groups, ask and answer the questions.**

1 What's your school library like? What sort of books can you borrow from it?
2 Do you ever borrow books or other things from friends? Do you look after them carefully?

GRAMMAR First conditional

1 **Look at the sentences in the first conditional. Then, find all the examples in Ex. 1 on page 102.**

If you buy two books today, **we'll give** you another from this table for free!
I'll lend it to you, **if you want**.

Sentences in the first conditional have two clauses: ***if*** + **verb … , *will*** + **infinitive**
1 Does the *if* clause have to come first?
Yes, it does. / No, it doesn't.
2 What tense do we use after *if*?
Present simple / Future simple

We use first conditional sentences to talk about a possible future.
3 How sure are we about that future?
Very sure / Not very sure

2 **Choose the correct answers to the questions.**

» GRAMMAR REFERENCE AND PRACTICE PAGE 164

3 **Match the two halves of the sentences.**

1 We'll miss the film
2 I won't tell anyone
3 If you don't eat fast food,
a if you don't hurry.
b you'll be healthier.
c if you don't want me to.

4 **Complete these sentences with your own ideas.**

1 You won't get into the football team if …
2 If our team get into the final, …
3 If I have time this weekend, …
4 I'll lend you my jacket if …

Correct the mistakes in the sentences.

5 I'm happy if you come to my party.
6 If you join this class, you like it.
7 If you like, we would go by car.

PRONUNCIATION Sentence stress

132 **5** **Listen to the sentences. Mark the stressed words. Practise the sentences.**

0 **I'll** bring **cake** if **you** bring **sand**wiches.
1 They'll come if you invite them.
2 If you pass the exam, I'll buy you a present.
3 You'll miss the bus if you don't hurry.
4 If you help Tom, I'll help Pete.

6 » **In pairs, go to page 138 and play the *If* game.**

READING

1 **Look at the pictures of the books and try to guess what they are about. Read the texts quickly to check your ideas.**

2 **For each question, choose the correct answer. Write *A* for Natalie, *B* for Heidi or *C* for Davina.**

Who...

1 didn't like the way the book ended?
2 plans to read more books by the same writer?
3 explains where she bought the book?
4 thought the pictures inside were excellent?
5 thinks some people may get the wrong idea about the book?
6 says it didn't take her long to read the book?

TALKING POINTS

Do you like reading? If yes, what sort of books? What's the best book you've ever read?

VOCABULARY Words about books

1 EP **Read the texts again and the words from the box. Then, match them to the definitions 1–9.**

author	chapter	cover	drawings	
end	opinion	pages	shelf	title

1 This is the last part of the book.
2 The words and pictures on this describe books.
3 This is the name the writer gives to the book.
4 These pictures are done with a pen or pencil.
5 You can put your books on this.
6 You turn these as you read.
7 This person writes books.
8 This is what you think about something.
9 This is one of the sections of a book that usually has a number or title.

2 **Complete the questions with words from Ex. 1.**

1 Do you listen to other people's _____?
2 Are books with _____ in them just for kids?
3 Do you like books with hundreds of _____ or do you prefer shorter ones?
4 Have you ever got to the _____ of a book and felt sad that it was finished?

133

BOOKS TO MAKE YOU laugh this summer

We asked three readers to tell us about a funny book they enjoyed – here's what they told us.

A NATALIE



My mum bought this for me for my birthday and I knew from the picture on the front and the title that I was going to love it. I read it in just two days and I was really sad when I got to the end. The story is about a girl who has to help her family by getting back some stolen paintings – I found it really exciting! I'm now a huge fan of the author, Ally Carter – I have all her other books on my shelf ready for the summer.

B HEIDI



In my opinion, this is one of the funniest books ever written for teenagers. It's about a 15-year-old boy who wants to start a rock band, but the adults in his life all try to stop him. Nothing goes right for him until the very end of the story. The writer is also an artist and the clever drawings on each page help the story along. Unfortunately, the cover makes it look like it's for little kids, which is a shame as it might stop some teenagers from picking it up.

C DAVINA

I got this book for a great price in my local store. It's a funny story about a terrible girl who has to learn to be a better person. It's the first time I've tried this kind of book, but I really enjoyed it. Of course, it's not perfect – I wasn't happy with what happens in the last few pages. But it was a lot of fun, and I think I'll probably read more like it in the future.





LISTENING

134 **1** **Listen to the teacher talking to his class. Which of these is he talking about?**

a new book a competition a website a writer

134 **2** **Read the sentences and listen again. Are the sentences right (✓) or wrong (✗)?**

1 To win, you need to read more books than anyone else.
2 If you enter, you'll have to buy lots of books.
3 The teacher will give the students all the instructions they need.
4 One of the prizes is a writing course.
5 You can see people's opinions of books on the competition website.
6 The website blog is written by teenagers who like writing stories.



3 **In pairs, ask and answer the questions.**

1 How many books do you usually read in the long school holiday?
2 Would you like to enter a competition like this?

WRITING

PREPARE TO WRITE | A story

GET READY

a He started to feel a bit bored, **so** he took his book out of his bag and started reading it.
b **Unfortunately**, Tom was enjoying the book so much that he missed his bus, **and** he had to wait for the next one.
c Tom was waiting for his bus, **but** it was late. There was lots of traffic **because** the weather was bad.







Look at the pictures and read the sentences. Put the sentences in the box in the correct order to tell the story.

Complete each sentence with one of the linking words in **red** above.

1 I'm tired this morning _____ I read my book until midnight last night.
2 I lost my library book _____ I had to pay for a new one.
3 I liked the writer's first book _____ I hated her second one.
4 _____ the shop didn't have the book I wanted.
5 I like books that can make me laugh _____ cry.

PLAN You are going to write a story about the pictures on page 139.

- Look at the pictures carefully.
- Make notes about the story. Answer the questions *Who?*, *Where?* and *What is happening?*
- Write down key vocabulary and decide what tense to use.

WRITE Now write the story shown in the pictures on page 139. Remember to write about every picture and use linkers. Write 35 words or more.

IMPROVE In pairs, read each other's stories and check you have both used linking words correctly.

CULTURE

LITERARY GENRES. UKRAINIAN CLASSICAL WRITER



1 **In pairs, ask and answer the questions.**

1 What books do you like reading? Who wrote them?
2 Can you name some famous Ukrainian authors?

2 **What facts about Ivan Franko can you name? Have you read any of his books? Read the infographic on page 107. Compare your answers.**

3 **Look at the highlighted words in the text. Match them to the definitions.**

1 short stories that tell how to behave well and usually use animals as main characters
2 a group of people who live together and have something in common
3 pieces of texts that people use to act in a theatre or a film

135 **4** **Listen to the text about Ivan Franko. Answer the questions. Then, complete the fact file.**

1 What literature genres did Ivan Franko work in?
2 What kind of characters did Ivan Franko depict in his works?
3 What did Franko write except poetry and dramas?

135 **Listen and check. Then repeat.**

FACT FILE **Ivan Franko**

Nationality: (1) _____
Century: (2) _____
Types of works: (3) many famous _____
Main themes: (4) _____
Important symbol of (5) Ukrainian _____ and _____ _____

136 **5** **Match the literary genre with its explanation. Then, listen and check.**

Genre	Explanation
1 Poetry	**a** A story that is usually long and made up with lots of details and characters, and often covers important topics.
2 Short story	**b** A genre that uses words to express ideas and feelings in a highly creative and imaginative way. It often follows a specific pattern of rhythm and rhyme, and can be written in a wide variety of forms.
3 Drama	**c** A short piece of writing giving someone's ideas about politics, society , etc.
4 Novel	**d** A genre which typically tells a single narrative. It usually focuses on a single event, or a few characters, and it often tries to evoke emotions or illustrates a moral theme. It is shorter than novels.
5 Essay	**e** A genre that tells a story through dialogue and action between characters. It is usually performed on stage in a theatre, but it can also be presented on film or radio.

Ivan Franko





Birthplace
Lviv region



Works include
poetry, short stories, novels, fables, literary criticism, and essays



Poetry characterised by
lyrical, romantic style, focus on nature and patriotism



Short stories characterised by
realism, elements of folk tales and folklore, poetic, philosophical issues, characters with strong moral convictions



Plays characterised by
strong characters, exciting stories about society, a mixture of sadness and humour, popularisation of the art of Ukrainian theatre



Famous works
Zakhar Berkut (1883), The Painted Fox (1890), Stolen Happiness (1893), Moses (1905)



Interesting fact
there are more than 100 pseudonyms: Dzhedzhalik, Brut Foma, Myron, Kremin, Mark, Vyrshorob Holopupenko

6 **In pairs, ask and answer the questions.**

1 What is the most interesting piece of writing you have read recently? What literary genre is it?
2 Have you ever written a story or poem? If yes, what was it about?
3 How can literature help people understand different cultures?



TALKING POINTS

Would you like to read the book *Zakhar Berkut*? Why / Why not?

PROJECT

An infographic

Think about another Ukrainian author. Create an infographic about her / him. Use the internet or books to find out

- where he / she was born
- what literary genres he / she worked in
- the most famous works he / she wrote
- what he / she liked to write about
- what interesting facts about the author you know

Tell your class about your favourite author and show your infographic.

14 NOW WATCH THE CULTURE VIDEO

19 DIFFERENT INGREDIENTS

Breakfast cereals

137





Breakfast cereals are popular in many countries. They are made from grains, such as corn, wheat and rice. They are usually eaten with milk, or with yogurt and fruit. In the beginning, cereals were health foods, but these days some children's cereals are 50% sugar, and doctors say we shouldn't eat them too often.

There are lots of kinds of cereal. This is how cereals in different shapes, like stars and balls, are made.







- First, the grain is taken to the factory, where it is cleaned and checked.
- Then it is **prepared** for cooking. It is made into flour and **mixed** with other ingredients. Water is **added** and the mixture is **boiled**.
- When it is soft, it is put into special machines which make it into shapes like stars, circles, or even letters of the alphabet.
- The shapes are **baked** in an oven to dry them. Then, they are 'puffed' in another machine to make them light and full of air.
- After that, they are **covered** with sugar or honey. Some are **filled** with chocolate. The cereal pieces are then **dried** in hot air.
- Finally, the cereal is packed into boxes, ready for the shops.



VOCABULARY AND READING

Words to describe cooking

1 **Read the text and put photos A–C in the correct order.**

2 **Look at the verbs in the text. Match them to the definitions below. Write the verbs in the infinitive.**

EP

1 Put one thing with another thing.
2 Make something ready.
3 Take the water out of something.
4 Join two or more things together using a spoon or a machine.
5 Cook something like a cake in an oven.
6 Cook in water.
7 Put something on top of something else.
8 Make an empty space full.

3 **In pairs, ask and answer the questions.**

1 What other kinds of food do you eat for breakfast?
2 How do you prepare them?
3 Describe the best breakfast you have ever had.

ABOUT YOU

Do you eat breakfast cereals? How often do you eat them? What kinds do you like? Do you think they are healthy?

PRONUNCIATION Ways to pronounce *ea*

138 **4** **Listen to the different ways to say the letters *ea*.** /ɪə/ ear /e/ head /iː/ seat

139 **5** **In pairs, put these words into the correct column of the table. Listen and check. Then repeat.**

beach bread breakfast clean eat
healthy meal near ready teacher wheat

/ɪə/ **ear**	/e/ **head**	/iː/ **seat**

GRAMMAR Present simple passive

1 **Look at the sentence from the article. The verbs are in the present simple passive. Find other examples of the present simple passive in the text on page 108 and complete the rules.**

The grain **is taken** to the factory, where it **is cleaned** and **checked**.

1 To make the passive, we use the verb _____ and the _____ of the main verb.
2 When we use the passive, we *always have to* / *don't always have to* say who does the action.

GRAMMAR REFERENCE AND PRACTICE PAGE 165

2 **Complete the text with the present simple or present simple passive form of the verb.**

3 **Rewrite the sentences in the passive. You don't need to say who does the action.**

0 People throw away a lot of food these days.
A lot of food is thrown away these days.
1 They play loud rock music in café.
2 People often eat bread with butter and jam.
3 They serve lunch at 12.30 every day.
4 Our teacher puts our paintings on the wall.
5 People in Britain eat a lot of chocolates.

4 **Choose the correct options**

1 My house *paints* / *is painted* red and blue.
2 These trousers *are cost* / *cost* only £15!
3 Do you know that girl? She *calls* / *is called* Sarah.
4 My sister's children *call* / *are called* Ben and Tom.
5 The kitchen drawer *breaks* / *is broken* and the cooker is not working.
6 The price of the ticket *includes* / *is included* lunch.
7 Dinner *is always cooked* / *always cooks* by my dad.

How orange juice is made

The oranges **(1)** _____ (pull off) the trees and then they **(2)** _____ (put) into boxes. These **(3)** _____ (send) to a factory which **(4)** _____ (make) juice.
At the factory, the fruit **(5)** _____ (wash and dry) and any bad oranges **(6)** _____ (throw away). After that, the fruit **(7)** _____ (cut) in half and the juice **(8)** _____ (remove) by a machine. Most factories then **(9)** _____ (heat) the juice to 94 °C. This makes it last a lot longer (6–8 months outside the fridge). The hot juice **(10)** _____ (put) into cartons or bottles and then left to cool. Finally, lorries **(11)** _____ (take) the cartons to supermarkets, where they **(12)** _____ (sell).



5 **In pairs, invent a snack. Draw a picture of it and describe what it is like and how it is made. Read your description to the class.**

6 **While you are listening to the other descriptions, imagine you are the manager of a food company. Decide which new snack you are going to make.**

READING

1 **Look at the website. Whose blog does it recommend? What is it about? What information can you find there?**



140

PEOPLE TO FOLLOW

Yevhen Klopotenko is a highly respected Ukrainian chef who promotes traditional Ukrainian cuisine. When Yevhen was **(1)** _____ young boy, he wanted to become one of the country's most famous chefs.

(2) _____ his blog, he posts recipes, gives cooking advice, and talks about his cooking experiences.

He is great at cooking many Ukrainian dishes, especially borscht, a type of beet soup, **(3)** _____ galushky, dumplings **(4)** _____ potatoes and mushrooms. Thanks to him, borscht is officially recognised as a Ukrainian cultural heritage.

If you are interested **(5)** _____ Ukrainian cuisine and culture, Klopotenko's blog is a great resource **(6)** _____ you. Yevhen's blog has lots of ideas and inspiration about Ukrainian cooking.

2 **Complete the *People to Follow* on the web page. For each question, write the correct answer. Write one word for each gap.**


A


B


C


D

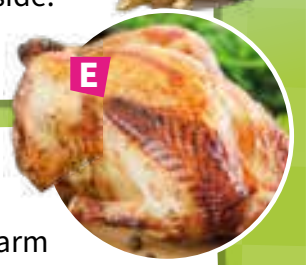
Potato Pancakes!

YOU NEED:
6 potatoes
1 onion
2 eggs
20 g flour
salt and pepper
100 ml oil (for frying)

HOW TO MAKE THEM
1 Peel and grate potatoes and an onion.
2 Mix the grated potatoes, onion, eggs, flour, salt and pepper in a large bowl.
3 Heat the oil in a frying pan.
4 Drop spoonfuls of the potato mixture into the hot oil.
5 Fry until golden brown, about 2 minutes on each side.
6 Serve the pancakes hot on a plate, with sour cream on the side. Enjoy!


G


F


E

Varenyky!

YOU NEED:
For the dough:
250 g flour
100 ml warm water
20 g sugar
salt (1 pinch)
For the filling:
blueberries mixed with sugar

HOW TO MAKE THEM
1 In a large bowl, combine flour and salt. Slowly add warm water and stir until the mixture forms a soft dough.
2 Turn the dough onto a lightly floured surface and knead it until it is smooth and elastic.
3 Roll out the dough to make it about 1.5 mm thick.
4 Cut out circles with a glass.
5 Place a teaspoon of blueberries in the centre of each circle.
6 Fold each circle in half and press the edges together.
7 Put varenyky into the boiling water until they float.
8 Sprinkle them with sugar and serve with sour cream. Enjoy!

3 **Read the two recipes. Match each recipe to one of the photos A–G. Which recipe would you like to make? Do you know any other recipes?**

TALKING POINTS

15 **Watch the video, then discuss the questions.**
What's your favourite food? Do you like to cook? Talk about your favourite breakfast.

VOCABULARY Ingredients; *make* and *do*

141 **1** **Match the words in the box to photos A–H below. Listen and check. Then repeat.**

EP

beans	carrots	garlic	melon	pears
potatoes	salt and pepper	steak		

2 **Now, write them in the table under the correct headings. Add more words you know to each column.**

Meat	Fruit	Vegetables	Other
steak			

3 **Check the meaning of these words in a dictionary. Can you find pictures of foods cooked like this on the web page on page 110?**

EP

baked	boiled	
fried	grilled	roast

4 **In pairs, say what you use each thing for.**

1 knife / fork / spoon
You use a knife to cut food. You use a fork …

2 mug / glass / cup

3 bowl / plate / dish

5 **Put the words / phrases with *make* and *do* in the correct column in the table.**

EP

the bed	a cake	~~the cleaning~~
~~a cup of tea~~	the dishes	your homework
a mess	a mistake	the shopping
the washing		

make	do
a cup of tea	*the cleaning*



6 **Which of the things in Ex. 5 do you sometimes/often/never do?**

LISTENING

142 **1** **For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a woman giving information about a cooking competition.**

142 **2** **In pairs, compare your answers. Then, listen again and check.**

SCHOOL CHEF COMPETITION

For students aged:	12–15
Last date to enter:	**(1)** _____ June
Number of teams:	**(2)** _____
Where competition will be:	**(3)** the _____
Name of chef:	**(4)** John _____
Prizes:	**(5)** T-shirts, cookbooks and _____

SPEAKING

1 **You are going to enter the Junior Chef cooking competition. Work in teams and decide on your recipe.**

- What ingredients will you need for your recipe? Make a list together.
- How you will cook it? Write a simple recipe. Look at the ones on page 110.
- Who will do the different jobs, such as shopping, cutting, washing up … ?
- Why is it a good meal to serve in a school café?

USEFUL LANGUAGE

Can you cut the vegetables?
I'd prefer not to do the dishes.
I'll buy the ingredients.
I'm not sure about that.

Let's …
That's a great idea.
That sounds good!
What about …?
Why don't we …?

2 **Present your ideas to the class. Choose the best dish for your school café.**

20 LIFE CHANGES

VOCABULARY AND READING

ABOUT YOU

Have you moved house or changed schools recently? Talk to your partner about it.

change as a verb and noun

1 **Match sentences 1–4 to the meanings of *change* a–d.**

EP

1 I'm sorry, I can't **change a ten-pound note**.
2 You've really **changed your life**.
3 Please can I **change this jacket**? It's too small.
4 We had to **change planes** in San Francisco.

a take something back to a shop and get something else in its place
b give someone smaller coins when they have paid with a larger coin or note
c move from one kind of transport to another
d do something very different from when you were younger

Now look at sentences with the noun *change* (5–8) and match them to meanings e–h.

5 Remember to bring a **change of shoes**. It might be wet.
6 I'll email you my **change of address**.
7 That will **make a change**.
8 My grandparents hate **change**.

e new contact details
f something interesting because it's new
g something becoming different
h another item of similar clothing

2 **Go to page 139.**

3 **Look at pictures A–F in the article. In pairs, discuss the life changes they show. Which picture is about Joe's life change?**

LIFE CHANGES

143



Hi, my name's Joe and I'm 15. I want to tell you about something which changed my life. My mum always sang me songs at bedtime when I was a little boy. The songs weren't written by other people. They were all her own work. Anyway, Mum changed her job and it meant we had to move from London to New York. I was very excited but sad to leave my friends. When we were changing planes in Dublin my mum started talking to a man who worked for a record company. She told him about her songs, and he asked her to send him some of them. When we got to New York, Mum sent him some songs, and he loved them. A year later, her first album was released and it sold a million copies in a week! She recorded another and soon she was rich.

Our old apartment wasn't very comfortable and because mum had lots of money we moved to a really big apartment with a great view of Central Park. Then, our lives really changed. Suddenly, everything was done for us, our food was cooked by someone else, our apartment was cleaned, I was driven to school, Mum and I were flown everywhere in a private plane. I know it sounds amazing and it is, but actually I'd like to go back to my old life in London.













4 **Read the post again and answer the questions.**

1 What did Joe remember about his bedtimes?
2 Why did they move from London?
3 What happened in Dublin that changed their lives?

GRAMMAR Past simple passive

> The past simple passive is formed with the *present simple* / *past simple* of the verb 'be' plus the *past simple* / *past participle* of the main verb.

1 **Look at the example sentences from the article. Choose the correct words to complete the rule.**

1 Everything **was done** for us.
2 Mum and I **were flown** everywhere in a private plane.

» GRAMMAR REFERENCE AND PRACTICE PAGE 166

2 **Find other examples of the past simple passive in Joe's post. How many examples tell you who did the action? Why isn't it always necessary to say who did the action?**

3 **Write sentences in the past simple passive about what happened before the day of Joe's 16th birthday.**

0 The guests / invite. *The guests were invited.*
1 The music / chose.
2 The food / prepare.
3 The presents / buy.

4 » **Go to page 140.**

5 **Correct the mistakes in the sentences.**

1 It gave to me by my uncle.
2 My bike is stolen last year.
3 They were cost £25.
4 The school open five years ago.

PRONUNCIATION Sounds and spelling

6 **Choose the word in each group which has a different sound.**

1	buy	boy	by	6	meat	meet	met
2	which	witch	watch	7	own	one	won
3	hear	hair	here	8	their	there	they
4	would	word	wood	9	toe	too	to
5	know	now	no	10	were	wear	where

144 **In pairs, compare your answers. Then listen and check.**

7 **In pairs, take turns to read these sentences aloud.**

1 The boys went to buy some food in the shop by the river.
2 Did you see which witch had a watch?
3 Did you hear that? You can get your hair cut here.
4 Would you write a word on the wood, please?
5 I know there are no books there now.
6 You met Sophie at that cafe, but we can't meet there because I don't eat meat.
7 She won one of her own.
8 They arrived there in their car.
9 My toe hurts too much to put on those shoes.
10 Where were you yesterday? Did you wear that coat?

8 » **Work with a partner. Go to page 140.**

READING

1 **Look at the photos. What do you learn about Kevin Pearce from the fact file?**

2 **Read the fact file to check your ideas from Ex. 1.**

145

Kevin Pearce was born in **(1)** _____ on 1st November 1987. He grew up where there was plenty of snow in the winter and loved snowboarding from when he was young. He entered his first snowboarding competition when he was **(2)** _____ years old. He moved to California with his brother in **(3)** _____ and started training full-time at Mammoth Mountain. Over the next **(4)** _____ years, he travelled a lot and won events in New Zealand and Switzerland. He was a star of the snowboarding world.

In December 2009, when Kevin was training in Utah, he crashed and was very badly **(5)** _____. He spent three months in hospital and it took him a year to learn basic skills like **(6)** _____, talking and swallowing again. His brother Adam left work to help look after Kevin.

Kevin slowly got better, but he was not able to take part in snowboarding competitions any more. In 2013, a documentary film about his life called *The Crash Reel* was **(7)** _____. A year later, a foundation called **(8)** _____ was started by Kevin and his brother Adam. This helps people who have had brain injuries and teaches activities like yoga and meditation.

(9) _____ 2014, Kevin has been busy visiting schools and hospitals. He talks about how important it is for people to look after their brains and to wear helmets. In 2017, he moved to **(10)** _____ in Vermont.

FACT FILE **Kevin Pearce**

Born: New Hampshire, 1st November 1987

January 1997: entered first snowboarding competition

2002: moved to California with brother Adam

August 2006: won Slopestyle event in New Zealand

January 2008: won open halfpipe in Switzerland

December 2009: received serious brain injury training in Utah

2010: had to relearn how to walk, talk and swallow

2010: his brother Adam left work to help look after Kevin

2013: the Sundance Film Festival showed documentary film about his life, *The Crash Reel*

2014: Adam and Kevin set up *Love Your Brain Foundation*

2014 – today: giving talks at schools and hospitals

2017: moved back to Vermont





3 **Read the fact file again and complete Kevin's biography. Then answer the questions about Kevin.**

1 What sport did he start doing when he was a small boy?
2 Who did he go to California with?
3 What did he do at Mammoth Mountain?
4 Which part of his body did he hurt worst in the crash?
5 How long did it take before he could do basic things again?
6 Was Kevin able to return to competition snowboarding after his accident?
7 What kinds of things does *Love Your Brain* teach?

TALKING POINTS

How has Kevin's life changed from when he was a teenager? In pairs, discuss what you think he learned from the accident.

VOCABULARY Life changes

1 **Look at the phrases about things that happen in people's lives. Can you put them in order? Some might happen more than once. Work with a partner and then compare your list with another pair.**

be born become a teenager change schools
find part-time work get married
go to high school learn to walk and talk
move house take exams travel
start school start working or training

2 **In pairs, compare your lists. Now, invent a story of someone's life which uses all these phrases. Use the text about Kevin Pearce to help you.**

LISTENING

146 **1** **For each question, choose the correct answer. You will hear Tetiana talking to her friend Jon about her new school.**

1 What time did Tetiana arrive for her exam at her new school?
A 8.30 **B** 8.40 **C** 9.00

2 How does Tetiana get to her new school at the moment?
A by bike **B** on foot **C** by car

3 What can Tetiana take home from school?
A a musical instrument **B** sports kit
C a science textbook

4 What has Jon just started doing?
A playing in a band **B** playing hockey
C working

5 What reason does Jon give for wanting to stay at his school next year?
A friends **B** a school trip
C his mum and dad

WRITING

PREPARE TO WRITE A biography

GET READY Look at the text about Kevin Pearce again.

1 How many paragraphs are there?
2 What are the topics of each paragraph?
3 When in each paragraph is Kevin's name used?
4 When is his full name used?
5 When is the pronoun *he* used instead of *Kevin*?

PLAN Read the fact file for Serena Williams. You are going to write a short biography about her. Think about: how many paragraphs you will write; what the topic of each paragraph will be; when you will use her full name, first name and the pronoun *she.*

WRITE Write your biography. Use the passive as well as the active in your writing.

IMPROVE In pairs, read each other's biography and check for mistakes. Check that you have both included all the necessary information.

FACT FILE Serena Williams



Born: 26th September 1981 in Michigan in the USA

1984: began to play tennis

1999: won her first tournament, the US Open tennis title

2002: won the Wimbledon tennis tournament

2002: became the number one player in the world

2004: started her own designer label, Aneres (Serena spelt backwards)

2008: opened Serena Williams Secondary School in Kenya

2012: won the singles gold medal at the Olympic Games

Languages: English, some French, Spanish and Italian

Family: husband – Alexis Ohanian, one daughter, born 1st September 2017

LIFE SKILLS STUDY SKILLS

BETTER LEARNING OUTCOMES

LIFE SKILLS

When you have a school test you should: organise your time, prepare what you need, keep calm and don't worry! If you prepare well and relax, you will do well.

1 Do the quiz choosing ONE option. Check the results in Ex. 2.

1 In your Nature Studies lesson you prefer
- **a** to read instructions.
- **b** to listen to explanations.
- **c** to get started.

2 You will remember the writer's biography better when you
- **a** read a book.
- **b** listen to the teacher.
- **c** do a project.

3 The best way for you to learn the information in your History class is through
- **a** reading. **b** talking. **c** taking notes.

4 You can memorise facts about a new country when you
- **a** see a picture or diagram.
- **b** listen to clarification or definition.
- **c** draw a map yourself.

2 Look at the results of the quiz on page 140. Discuss with your partner:

1 Are the results true for you?
2 How can you use this information to study more productively?
3 What tips can you give to others with your learning style?
4 Which of your friends' tips would you like to try?

3 Does each person have only one learning style? Read the text and compare your answers.



147

Learning Styles

Learning styles are the different ways a person understands information. The three main types of learning styles are visual, auditory, and kinaesthetic. Some individuals learn better by seeing information, while others understand more by hearing instructions. There are also people who learn best by doing or interacting with things.

It's also very common for people to have a mix of learning styles.

- If you are a visual learner, you should use visual aids, like pictures and diagrams. You can also highlight key points in texts to help you remember them. If you have an important test, you should create a visual map to help you recall information.
- As an auditory learner, you should try to record lectures and listen to them multiple times. You must also read information out loud to help you remember it. You may study in groups with your friends. Try to have discussions with them.
- Kinaesthetic learners should actively use physical objects. You can do different experiments or role-playing. Try to create physical models or diagrams to help you understand the material.

To sum up, it's important to figure out which way of learning works best for you and use it. With effort and some practice, every student can do well in school.

4 **Read the text again. Are the statements true (T) or false (F)?**

1 Everyone learns in the same way.
2 Visual learners should read out loud.
3 Auditory learner must use visual maps.
4 Kinaesthetic learners learn best by doing.

5 **Classify these activities according to the learning styles. Complete the table.**

Visual	Auditory	Kinaesthetic
Draw a diagram		

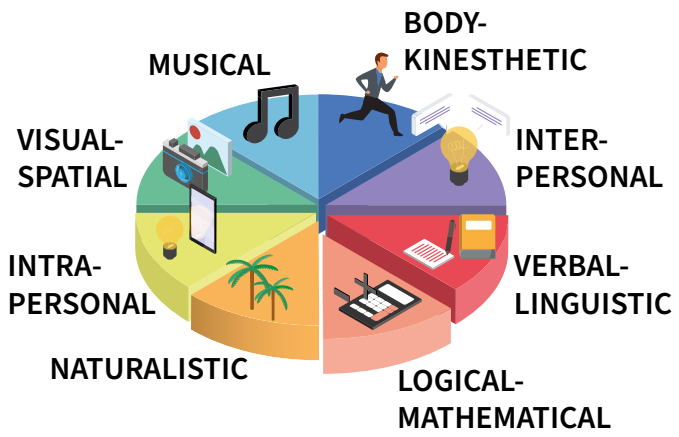
- ~~Draw a diagram~~
- Discuss the concepts of the lesson
- Make physical models of the concepts
- Act out the situation
- Use the whiteboard to draw a triangle
- Make a triangle using blocks
- Read aloud a paragraph
- Orally summarise the main points of the lesson

6 **Using the table from Ex. 5 discuss in groups which activities you like doing during the lessons. List your top three activities on different lessons. Add more if needed.**

148 **7** **Look at the diagram and think what Professor Brain is going to talk about. Listen and check your predictions. Then listen again and fill in the gaps.**

1 But what if I told you that there _____ different types?
2 As you know, everyone learns _____, and this is because of Multiple Intelligences.
3 If you have strong linguistic intelligence, you should use techniques such as taking _____.
4 Even if you don't think you'll be good at them, it's important to push yourself to _____ new activities

MULTIPLE INTELLIGENCES



148 **8** **Complete the expressions for giving advice. Then listen and check.**

USEFUL LANGUAGE
should shouldn't must

1 _____ we only use techniques related to our type of intelligence?
2 And _____ students worry that they learn differently to their classmates?
3 You _____ find what works for you.
4 You _____ be upset if something doesn't come easily to you.

PROJECT *A presentation*

Work in small groups. Look at the diagram in Ex. 7, make a short video or presentation about Multiple Intelligences. In your project:

- choose one learning style from the diagram in Ex. 7
- think about the classroom activities that suit that style of learner
- in groups, prepare a short video / oral presentation giving advice for that learning style

Present your project and be ready to answer any questions.

REVIEW 5 UNITS 17–20

VOCABULARY

1 **Put the letters in order to make words for parts of the body.**

1 mtuhb _____
2 grinfse _____
3 cekn _____
4 are _____
5 eadh _____
6 ranib _____
7 thare _____
8 cakb _____
9 nekal _____

2 **Look at the words. Which words are used to talk about books (*B*) and which words are used to talk about preparing food (*F*)?**
Now, match the words to the definitions.

bowl	chapter	cover	knife
plate	shelf	spoon	title

1 This is a section of a book that has a number or title. _____
2 We put soup in this. _____
3 We use this to cut our food. _____
4 We put books on this. _____
5 We eat our food off this. _____
6 This is the name of a book. _____
7 This is the front and back of a book. _____
8 We use this to eat soup and ice cream. _____

3 **Complete the sentences with the correct form of the words in the box.**

be born	change schools	find out	give back	take back	take out

1 He only _____ the name of the book yesterday. He didn't know it before.
2 Can I borrow your book? I _____ it _____ to you later.
3 I (not) _____ last year. We moved house, but I stayed at the same school.
4 Can you _____ the forks from the drawer?
5 My grandmother _____ on 15th June 1962.
6 (you) _____ your library book yesterday?

GRAMMAR

1 **Choose the correct options to complete the sentences.**

1 You must bring your pyjamas and clean clothes for *you* / *yourself*.
2 If it *will be* / *is* all right, I'll meet you in the café.
3 The batteries *include* / *are included* in the price.
4 This present *gave* / *was given* to me by my father.

Correct the mistakes in the sentences.

5 I bought a blue shirt for me, which is very nice.
6 If you like, we go by car.
7 You like the class if you come.
8 You need to bring a photo of you with your name on the back.

2 **Complete the sentences with the verbs in the box. Use the past passive.**

bake	find	open	sell	write

1 That book _____ by my mother. She's an author.
2 Her bike _____ in the park after she lost it.
3 The cakes _____ for too long!
4 The new school _____ last week.
5 The paintings _____ for a lot of money.

3 **Complete the text with the correct form of the verbs in brackets. Use the present simple active or present simple passive.**

WHAT HAPPENS IN AN ICE CREAM FACTORY?

First, the cream, eggs and sugar **(1)** _____ (mix) together in a big machine. Then, the mixture **(2)** _____ (cook) to kill any bacteria and make it safe to eat. After this, the flavourings **(3)** _____ (add). These **(4)** _____ (include) chocolate, vanilla, coffee, mint and fruit of all kinds. Some ice cream makers also **(5)** _____ (put) pieces of marshmallow or nuts in their ice cream.

The next step is very important. The ice cream **(6)** _____ (freeze) and mixed at the same time in a special machine. After it **(7)** _____ (come) out of the machine, it **(8)** _____ (put) into boxes and then into a big freezer. When it is very cold and hard, it **(9)** _____ (send) to the shops for us to buy. Around 13 billion litres of ice cream **(10)** _____ (sell) every year around the world.

READING

1 **For each question, write the correct answer.**

Write one word for each gap.

Hi Dave,

I'm sorry I didn't see you on the last day **(0)** *of* term to say goodbye. I hope you have a really lovely summer holiday in the mountains **(1)** _____ your family. I'm sure it **(2)** _____ be sunny and warm. We're going to London for a week. I'm very excited because it's my first visit there. I want **(3)** _____ see all the famous places. We went to Madrid last year, and that was really interesting, **(4)** _____ it was too hot for me. I hope London won't **(5)** _____ so warm.

See **(6)** _____ next term!

Sally

SPEAKING

1 **Work with a partner. Take turns to ask and answer the questions.**

Tell your partner about health and fitness.
What exercise do you do to stay healthy?
Which foods keep you healthy?

Tell your partner about books.
Do you prefer reading on a screen to reading real books? Why?
What is the best book you have read?

Tell your partner about food.
Describe your favourite meal.
What food can you cook?
Who's the best cook in your family?

Mrs Smith's town

Years Mrs Smith has lived in the town: **(0)** *60* years. Age of town: **(1)** _____ years

Town in 1980

Number of people: **(2)** _____
Day shops closed: **(3)** _____
Name of old cinema: **(4)** the _____
Cost of cinema seat: £ **(5)** _____

LISTENING

149 **1** **For each question, write one word or a number or a date or a time.**

You will hear a woman talking to a class of students about the history of her town.

Reading Multiple-choice signs, notices and messages (Unit 11, Unit 18, Review 3)

UNDERSTANDING THE TASK

There are six short texts to read.
They may be emails, text messages, signs, notices, postcards, etc.

What do I have to do?

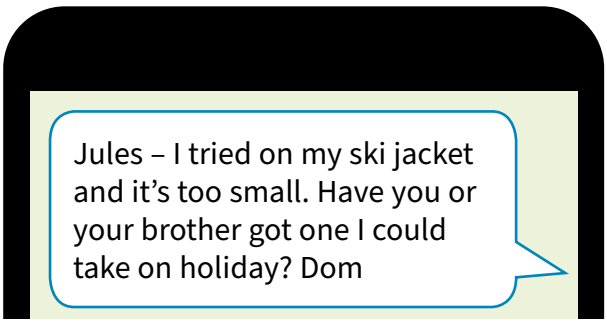
Each text has a multiple-choice question for you to answer.

TIPS FOR SUCCESS

- Look at each text and think about where you would see it.
- Decide what the main message of the text is.
- Read all the options carefully. Think about the meaning of each one. Don't just choose an option because it has words or ideas from the text.

1 **Look at the task and read question 1. What kind of message is it? Which option is the correct answer? Why are the other two wrong?**

1



Dom would like Jules to

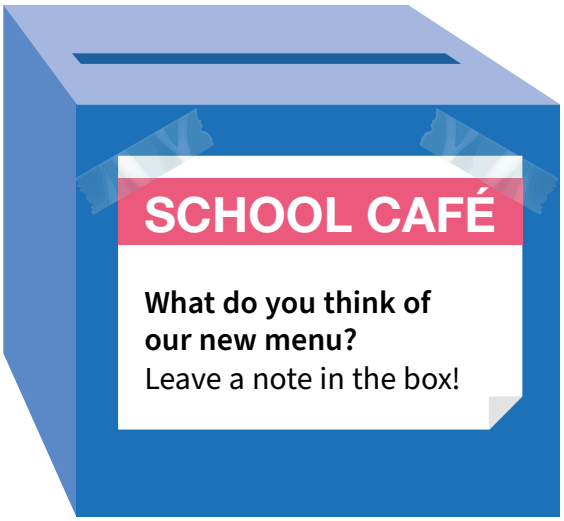
A find a jacket that Dom can borrow.

B tell Dom what size jacket is best.

C ask his brother to return Dom's jacket.

2 **Now you try. Complete the Reading task. Use the *Tips for Success* to help you.**
For each question, choose the correct answer.

2

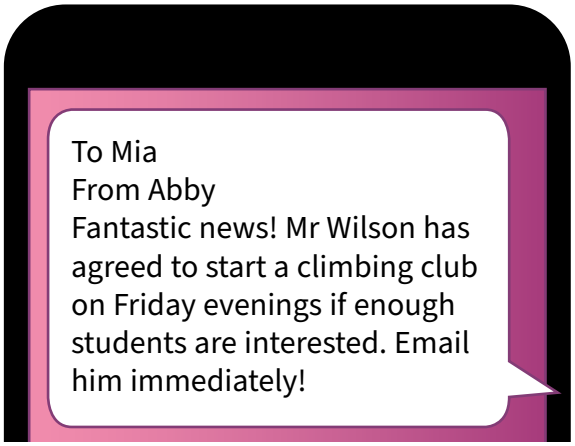


A Students can get information about the new menu here.

B The café is asking for ideas for new dishes to add to the menu.

C This is how students can give their opinion of the menu.

3



A Abby is excited about how good the climbing club was.

B Abby wants Mia to contact Mr Wilson as soon as possible.

C Abby and Mia are the only students who like climbing.

4



What do students find out from this message?

A what kind of painting can go into the exhibition

B how long they've got to finish their paintings

C why the art exhibition is taking place in July

5

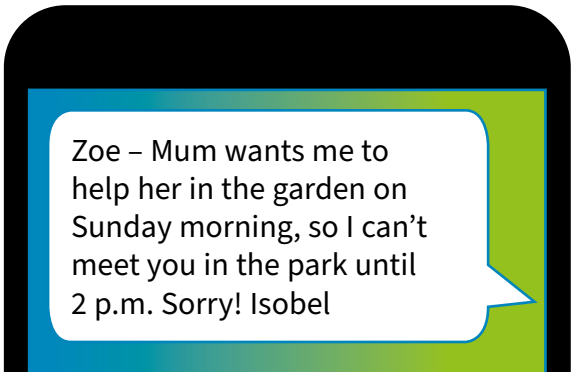


A The shopping centre closes later than usual two days a week.

B You can see films here from Tuesday to Thursday.

C Some places in the centre close earlier than others.

6



A Isobel will ask her mum if she can go to the park.

B Isobel won't be able to meet Zoe this weekend.

C Isobel will see Zoe later than they planned.

Reading **Multiple-choice three short texts (Unit 3, Unit 12, Unit 18)**

UNDERSTANDING THE TASK

There are three short texts to read. They might be about people, places, books, films, etc.

What do I have to do?

There are six questions to answer. Match each question to one of the texts.

TIPS FOR SUCCESS

- Find the key words in the questions.
- Read the texts and find the information which matches the question exactly. The meaning will be the same, but the words will be different.
- Don't worry if you don't understand every word in the text.

1 **Look at the title of the article and read the questions. Then, read the article and find the answer to question 1. Find the part of the text that gives you the answer.**

2 **Now you try. Complete the task. Use the *Tips for Success* to help you. For each question, say Sarah, Andrea or Alex.**

1 Who knows other people who live in homes like hers?
2 Who says that she feels safe in her home?
3 Who is happy with the size of her home?
4 Who says that guests enjoy spending the night in her home?
5 Who needs a lift when she wants to visit friends?
6 Who lives in the centre of the city?

THREE *UNUSUAL* HOMES



Sarah

My home is a houseboat on a river. My parents and I have lived here since I was four, and I can't remember living anywhere else. Lots of my friends live on houseboats too, so it feels normal to me. We haven't got much space, but we don't mind – it's enough for us. Visitors love staying here and are surprised by how comfortable it is. They always sleep really well and love being on the water.

Andrea

My friends at school think my lighthouse home is very cool. I like it, but it's not easy living here. The rooms are round, so it's hard to fit furniture in, and they're not very big. Also, my parents have to drive me everywhere as we are so far from town. The sea is only about 10 metres away, so it gets very exciting when there is a storm. But the building is very strong, and I never feel afraid.



Alex

My name is Alex. I'm from Chernivtsi. I live in an unusual Ship-House, which has been a part of my city since the 19th century. It's situated in the middle of Chernivtsi, and it's always been a wonder to the locals and tourists. I love living here as it's always fun to explain to people what kind of building it is. As the Ship-House is located in the city centre, I can easily get to my school, shops, and other places.



Reading Multiple-choice one long text (Unit 5, Unit 9, Unit 15)

UNDERSTANDING THE TASK

There is a magazine or website article.

What do I have to do?

You have five multiple-choice questions to answer.

TIPS FOR SUCCESS

- One or two questions will test your understanding of the text as a whole.
- The other questions will test details, opinions or feelings in the text.
- Don't just match words in the options with words in the text. Think carefully about the meaning.

1 **Read the text and the questions, but don't answer the questions yet. One question tests your understanding of the whole text. Which question is it?**

2 **Choose the correct answer. Use the *Tips for Success* to help you.**

Luke Thill



When he was 12, Luke Thill was at home during the school holidays. He was bored and looking for a fun activity, but he didn't want to play computer games or ride his bike. Then, he heard about people who build, and live in, very small wooden houses. 'I decided that I wanted to build one in my garden,' he said. 'I thought if I made enough money doing jobs for my neighbours, it might be possible.'

Luke's dad agreed to help, but he had a few rules. Luke had to pay for everything himself and had to do most of the work. Luke describes his dad as his 'coach' and says that working as a team brought them closer together. It took them a year and a half to finish the house and it cost $1,500.

The house is three metres long and two metres wide. Downstairs, it has a kitchen and sitting area with a TV, and upstairs there's a little bedroom. When he began, Luke was already quite good at repairing things, but there was a lot he didn't know. 'It all seems very simple to me now,' he said. 'But at the time, I had no idea what to do.'

Luke sleeps in his house about twice a week, does homework there after school and invites friends round. He enjoyed building his little house so much that he plans to build a second, bigger one, and in a few years' time he'd like to live in it full time.

1 What is the writer doing in this text?
- **A** giving advice to teenage builders
- **B** describing an interesting project
- **C** saying why small houses are popular

2 Why did Luke decide to build a little house?
- **A** He needed something to do.
- **B** He liked the one his neighbour had.
- **C** It was a way to meet new people.

3 Luke's dad was happy to
- **A** do most of the building work.
- **B** lend Luke money for the house.
- **C** show Luke how to do things.

4 What does Luke say about building the house?
- **A** He was surprised it was so easy.
- **B** He learned a lot while he was doing it.
- **C** He broke some things at the beginning.

5 What would Luke like to do next?
- **A** make another little house
- **B** build houses for his friends
- **C** move out of the family home

Reading Multiple-choice cloze factual text (Unit 8, Unit 10, Review 2)

UNDERSTANDING THE TASK

There is a short newspaper, magazine, website or encyclopaedia article to read.

What do I have to do?

Complete the text by choosing the correct word for each gap.

There are six multiple-choice questions.

TIPS FOR SUCCESS

- Before choosing an answer, read the whole sentence so you understand what it is about.
- Look at the words around the space carefully before choosing the one you think is best.
- With some questions, you need to think about grammar as well.

1 **Read the article and try question 1. What is the answer? Why?**

2 **Now you try. Complete the Reading task. Use the *Tips for Success* to help you.**
For each question, choose the correct answer.

THE CITY WHERE PEOPLE CAN SEND EMAILS TO TREES

A few years ago, workers in Melbourne, Australia, gave each of the city's 70,000 trees ID numbers and email addresses. They did this so that people had a way of **(1)** _____ workers know when there was a **(2)** _____ with a tree or if it was dangerous. They could then send someone to work on it and make it **(3)** _____.

The emails soon started arriving. However, workers got a big **(4)** _____ when they read them because many people were using the email addresses to send love letters to the trees. They **(5)** _____ the trees stories, asked them questions and said how beautiful they were. The workers joined in by sending replies from the trees. The email conversations are **(6)** _____ to read and show how important trees are to the people of Melbourne.



1	**A** making	**B** letting	**C** getting
2	**A** mistake	**B** trouble	**C** problem
3	**A** safe	**B** correct	**C** well
4	**A** adventure	**B** surprise	**C** experience
5	**A** spoke	**B** told	**C** explained
6	**A** popular	**B** glad	**C** wonderful

Reading Open cloze email (Unit 13, Unit 19, Review 5)

UNDERSTANDING THE TASK

There is a short text, such as an email, postcard or internet post. Sometimes, there may be two emails.

What do I have to do?

You have to complete the text by writing one word in each space.

TIPS FOR SUCCESS

Read the text once without thinking about the gaps, so you know what it is about.

- Think about what kind of word is needed for the gap, e.g. preposition, pronoun, article.
- Read the whole sentence carefully.
- Only write one word in each space or you will not get the mark.
- Spell each word perfectly or you will not get the mark.

1 **Read the texts once. What kind of words are missing, grammar or vocabulary?**

2 **Now you try. Complete the Reading task. Use the *Tips for Success* to help you.**

For each question, write the correct answer.
Write **one** word for each gap.

Example: **0** *my*

To: Bart
From: Shammi

Guess what? Mum says I can paint the walls in **(0)** _____ bedroom. I'm really happy **(1)** _____ I hate the colour it is now! **(2)** _____ you want to come and help me? I'm free on Saturday afternoon and **(3)** _____ day on Sunday.

To: Shammi
From: Bart

Of course! I know **(4)** _____ much you hate your pink walls! Is it OK **(5)** _____ I come at ten on Sunday morning? By the way, **(6)** _____ colour are we going to use? I painted my room black a few weeks ago, and it looks fantastic!

Writing Guided writing email or note (Unit 10, Unit 14, Review 4)

UNDERSTANDING THE TASK

There is a short writing task.

What do I have to do?

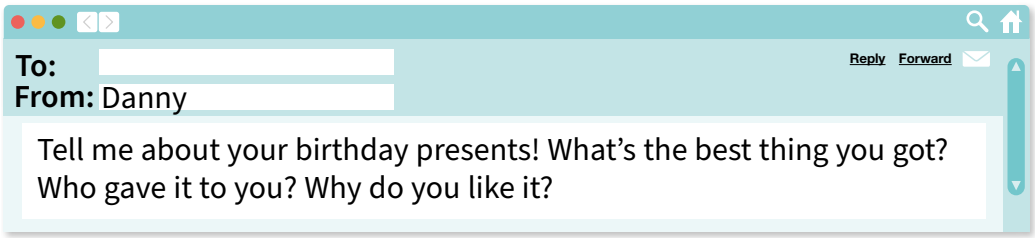
You have to write a short email or note to a friend. You may get some instructions to follow, or you may have part of a message with some questions to reply to.

TIPS FOR SUCCESS

- Find the important words in the email so you understand the topic and the three questions.
- When you have finished, check for spelling and grammar mistakes and that your email or note clearly includes answers to all three questions.
- Check you have written at least 25 words.

1 Read the task question and the four example answers. Which one is perfect? What is wrong with the other three?

Read the email from your English friend, Danny.



Write an email to Danny and answer the questions.
Write 25 words or more.

A

I got lots of fantastic presents for my birthday. The best thing was my bike, which my parents gave me. I love it because it's fast and a really cool colour. Lets go for a ride together soon!

B

My birthday was great. All my friends came to my party and we had a great time. We all missed you a lot! When can we see you?

C

I got lots of presents including a new mobile phone it's the best one I've ever had

D

My best present is earring from my frend. is bautiful I loving it and waring always

2 Now you try. Write your own answer to the Writing task. Use the *Tips for Success* to help you.

Writing Picture story
(Unit 4, Unit 18, Review 1)

UNDERSTANDING THE TASK

There is a story writing task.

What do I have to do?

You have to write a story based on three pictures.

TIPS FOR SUCCESS

- Look at all three pictures and get an idea of the whole story before you begin.
- Include something about every picture in your story.
- Use the past tense for the events of the story.
- Try to use linking words such as *so, and, but, because,* etc. in your story.

1 Read the task and the sample answer. Is there something about every picture? What tense is the story in? Why?

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.






Last week, Jim saw a poster at school about a cooking competition. He loves baking, so he decided to enter it. He went home and baked an amazing chocolate cake. Jim took his cake to the competition and was very happy and surprised when he got first prize for it.

2 Now you try. Do the Writing task below. Use the *Tips for Success* to help you.

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.






Listening 3-option multiple choice five short dialogues (Unit 4, Unit 17, Review 1)

UNDERSTANDING THE TASK

There are five short conversations.

What do I have to do?

Each conversation has a multiple-choice question for you to answer. The options are pictures.

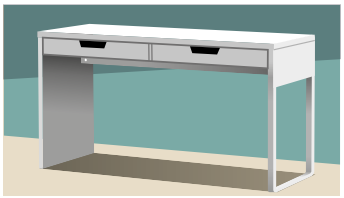
TIPS FOR SUCCESS

- You will hear something about each picture, but only one picture answers the question, so only give one answer.
- You hear the conversation twice, so don't worry if you miss the answer the first time.

1 **Look at the pictures for question 1. Write down some words you think you are going to hear in the conversation.**

150 **2** **Read the question carefully. Is it asking about what Ted has got or what he wants? Now, listen and answer the question.**

1 What would Ted like to get for his room?



A



B



C

150 **Listen again to check your answer.**

151 **3** **Now you try. Complete the Listening task. Use the *Tips for Success* to help you.**

For each question, choose the correct picture.

2 What is still in the car?



A



B



C

3 How much is the bag?



A

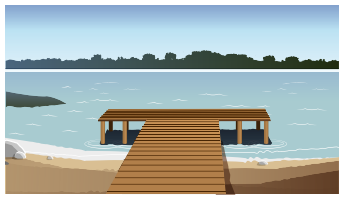


B



C

4 Where did they go camping last year?



A



B



C

5 What are the boys going to do now?



A



B



C

Listening Gap fill notes (Unit 7, Unit 19, Review 5)

UNDERSTANDING THE TASK

There is a person giving some information on a subject.

What do I have to do?

You need to listen and complete some notes. There are five pieces of information you need to write down. These will be words, numbers or spellings.

TIPS FOR SUCCESS

- Before you listen, think about the kind of information you need for the gap.
- Sometimes, you will hear two possible answers. Listen carefully to understand which one is correct.
- It's best to write numbers as numbers and not as words, so you don't make a mistake with spelling.
- You hear the recording twice, so don't worry if you miss the answer the first time.

152 **1** **Read the task. Then, listen to the first part and look at the example. You hear two days – Saturday and Friday. Why is Saturday correct and Friday wrong?**

153 **2** **Now you try. Complete the Listening task. Use the *Tips for Success* to help you.**

For each question, write the correct answer in each gap. You will hear someone talking about a gym. Write one **word**, or a **number** or a **date** or a **time**.

Bodyfit Gym

Club for teenagers

Day: *Saturday*

Price: **(1)** £ _____ per month

Start time: **(2)** _____ a.m.

Teacher's name: **(3)** _____

What not to wear: **(4)** _____

What to bring: **(5)** _____

Listening 3-option multiple choice dialogue (Unit 12, Unit 20, Review 3)

UNDERSTANDING THE TASK

There is a conversation between two people.

What do I have to do?

Listen and answer five multiple-choice questions.

TIPS FOR SUCCESS

- Read the questions before you listen so you know what information to listen for.
- You will hear something about all three options, so listen carefully to catch the meaning of what the people are saying.
- The answer can come from either speaker.
- At least one question will ask about the opinion or feelings of one of the speakers.
- You hear the conversation twice, so don't worry if you miss the answer the first time.

154 **1** **Read the questions and the instructions so you know what the conversation will be about. Then, look at question 1. Listen to the first part of the recording and answer the question below.**

Why is C the answer? Why are A and B wrong?

155 **2** **Now you try. Complete the Listening task. Use the *Tips for Success* to help you.**

For each question, choose the correct answer.
You will hear Callum talking to his friend Stella about going to a skatepark.

1 Callum says the new skatepark is close to
A the cinema.
B Callum's house.
C the swimming pool.

2 Stella does not like skateparks that are
A old.
B small.
C dirty.

3 What will the skatepark have in the future?
A a shop
B a roof
C a café

4 How much does it cost to use the skatepark at the moment?
A £7
B £5
C £3

5 The friends will see each other at the skatepark at
A 10 o'clock.
B 12 o'clock.
C 1 o'clock.



Listening 3-option multiple choice main idea, message, gist or topic (Unit 8, Unit 16, Review 2)

UNDERSTANDING THE TASK

There are five short conversations or monologues.

What do I have to do?

Listen and answer five multiple-choice questions.

TIPS FOR SUCCESS

- Read the focus question carefully as this will tell you what to listen for.
- The kind of things you'll be listening for include the topic, an opinion, someone's reasons for doing something, someone's likes and dislikes, activities, events, etc.
- Don't worry if you don't understand every word.
- Listen for the meaning, don't just match words in the question and answer.
- You hear the recordings twice, so don't worry if you miss the answer the first time.

156 **1** **Look at question 1. Then listen and choose the correct answer. Compare with a partner and say why you chose the answer you did.**

157 **2** **Now you try. Complete the Listening task. Use the *Tips for Success* to help you.**

For each question, choose the correct answer.

1 You will hear a girl talking to her mother. What does she want to eat?
- **A** a sandwich
- **B** some biscuits
- **C** a large meal

2 You will hear a girl talking to a friend about a TV programme. What does she say about it?
- **A** It was funny.
- **B** It was long.
- **C** It was exciting.

3 You will hear two friends talking about a walk they did together. What happened on the walk?
- **A** They got wet.
- **B** They got lost.
- **C** They hurt themselves.

4 You will hear a boy leaving a message for a friend. Where would he like to meet his friend?
- **A** at the bus stop
- **B** at the ticket office
- **C** at the big stage

5 You will hear a teacher talking to her class. What is she talking about?
- **A** a story they'll write
- **B** a book they'll read
- **C** a film they'll watch

Listening Matching
(Unit 2, Unit 6, Review 4)

UNDERSTANDING THE TASK

There is a longer dialogue.

What do I have to do?

You need to listen and match five people / days / times, etc. to eight possible answers.

TIPS FOR SUCCESS

- Before you listen, read the list A–H carefully and think about the kinds of words you may hear.
- Often the words in A–H will be different in the listening, e.g. *get ready for the concert = music practice*.
- You will hear the conversation twice, so don't worry if you cannot answer all the questions the first time.
- The information in the recording will be in the same order as the questions.

158 **1** **Read the task instructions and the example. Then, listen to the first part of the recording while you read the dialogue. Find the part of the text that gives you the answer to the example.**

Grandma: How was your half-term holiday, Jasmin?
What did you and your friends do?

Jasmin: Well, Grandma, I played the guitar a lot. I'm in the school concert next week and I need to get ready for it.

159 **2** **Now you try. Complete the Listening task. Use the *Tips for Success* to help you.**

For each question, choose the correct answer.

You will hear Jasmin telling her grandmother about her half-term holiday. What activity did each person do?

Example: 0 Jasmin [C]

People

1 Sophie ☐
2 Sam ☐
3 Joe ☐
4 Emily ☐
5 Gemma ☐

Activities

A cooking
B going online
C music practice
D photography
E shopping
F studying
G sport
H travelling

SPEAKING

Speaking Led questions
(Unit 1, Unit 16, Review 1, Review 4, Review 5)

UNDERSTANDING THE TASK

There are questions about you.

What do I have to do?

You need to talk to the teacher and answer the questions you are asked.

TIPS FOR SUCCESS

- Listen carefully to the teacher's questions. You and your partner will get questions on different topics.
- You can ask the teacher to say the question again if you don't understand.
- When the teacher says *Tell me about …* try to answer in two or three sentences.
- This part will take three to four minutes.

1 **The teacher will ask you questions like these. Which need short answers and which need longer answers?**

1 What's your name?
2 Where do you come from?
3 What's your best subject at school?
4 Do you like studying science?
5 What do you wear to school?
6 How much homework do you get?
7 Tell me something about your favourite teacher.
8 How much free time do you have?
9 Who do you spend your free time with?
10 Do you play computer games?
11 Do you like reading?
12 Tell me something about a hobby you enjoy.

2 **Match the answers a–e to the questions in Ex. 1. Which are good answers and which are not so good? Why?**

a No, I don't.

b No, not really. I find it quite difficult.

c Just my normal clothes. I don't have to wear a uniform.

d She's nice. I like her.

e I haven't got any hobbies.

160 **3** **Listen to some more answers and match them to the questions in Ex. 1.**

4 **Now you try. Take turns to ask and answer the Speaking questions. Use the *Tips for Success* to help you.**

Speaking Discussion with visual stimulus (Unit 3, Unit 7, Review 2)

UNDERSTANDING THE TASK

There is a conversation with your partner and the teacher about some pictures.

What do I have to do?

You need to answer the teacher's questions and talk to your partner as well.

1 **Look at the pictures. There are all places you can visit. Work with a partner and say what each one is.**

161 **2** **Listen to two students doing this task. Number the pictures in the order the students speak about them.**

161 **3** **Write the places in the table in the correct order. Then listen again and complete the table with (✓) for 'likes it' and (✗) for 'doesn't like it'. The first one has been done for you as an example.**

Place	Girl	Boy
Shopping centre	✓	✗

4 **What adjectives did you hear the speakers use about each place?**

5 **Now you try. Take turns to ask and answer the Speaking questions. Look at the pictures on the opposite page. Use the *Tips for Success* to help you.**

Here are some pictures that show different places to visit. Do you like these different places to visit? Say why or why not.

TIPS FOR SUCCESS

- Don't forget to say what you can see in the pictures. Let the teacher see how much vocabulary you know. Don't just say *yes* or *no*. Use some adjectives.
- Try to make correct sentences and questions if you can. Don't worry about making small mistakes.
- Let your partner speak too and ask him/her questions. You will get marks for that, too.
- Try to relax and enjoy yourself!

6 **Now ask and answer these questions together.**

Do you think:
going to a museum is boring?
visiting a castle is interesting?
going to the cinema is expensive?
shopping is fun?
going to a park is pleasant?

Which of these places do you like visiting best? Say why.

162 **7** **Listen to the last part of the task. Number the questions below in the order you hear them.**

☐ Do you prefer visiting places that are inside or outside? Why?

☐ Do you like places that teach you about history? Why?

☐ Do you prefer visiting places on your own or with other people? Why?

162 **8** **Listen again. What happens if the person gives a very short answer to a question?**

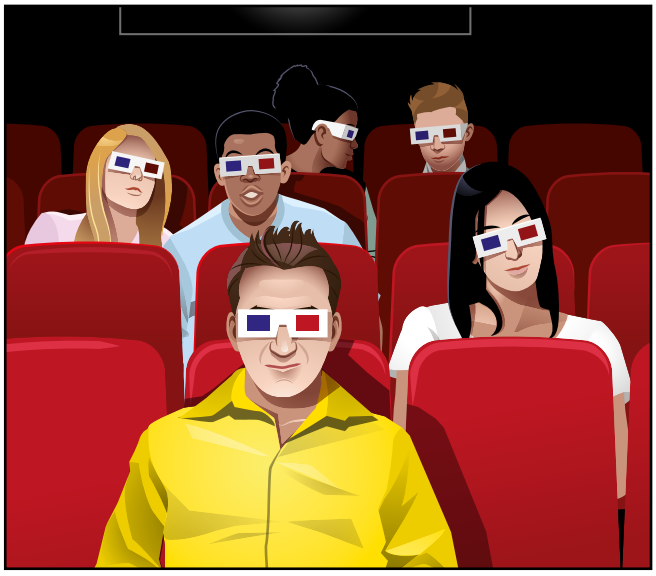
9 **Ask and answer the questions in Ex. 6 with your partner. Ask Why? / Why not? if your partner gives a short answer.**

Do you like these different places to visit?











EXTRA ACTIVITIES

UNIT 2 PAGE 17, EXERCISE 3

Student A
Ask your partner for information about the sand cat to write a fact file. Make a note of the answers. Then, answer your partner's questions about the kakapo. Use the information on the right:



FACT FILE Kakapo

What is it: A kind of parrot
From: New Zealand
Lives: only on two small islands
Eats: plants, fruit and nuts
Adult weight: 2–4 kg
Numbers: about 127 kakapos left in the wild, none in zoos
Kakapo babies are called chicks. Females have 2–3 chicks every two years. The chicks stay with their mother for 10 weeks.

UNIT 3 PAGE 23, EXERCISE 4

Role-play a conversation about Chynadiiovo village. In pairs, ask and answer questions using the information below. Use phrases from Ex. 2 page 23.

1 address?
2 open every day?
3 what time / close?
4 what activities / do?
5 what places / visit?
6 web address?

TOURIST INFORMATION CENTRE

Chynadiiovo village
Voloshyna St, 53B
Monday – Saturday
9 a.m. – 6 p.m.
Fascinating architecture, ancient chambers and fortified walls
Outdoor activities, sightseeing
Tales of ghosts

UNIT 5 PAGE 33, EXERCISE 6

Work with a partner. Take turns to make sentences.

Use one of the verbs in box A and the correct form of a comparative or superlative adverb made from the adjectives in box B.

A

dance	sing
eat	speak
laugh	study
learn	walk
run	write

B

bad	loud
careful	noisy
dangerous	quick
fast	quiet
good	slow

UNIT 8 PAGE 49, EXERCISE 3

Complete the sentences with the words in the box. Use each word twice.

book	kind	picture	ring	watch

1 Sorry, I'm busy now. I'll _____ you later.
2 You can draw a _____ of your time capsule, if you like.
3 She's really _____. She lent me her favourite jacket for the party.
4 I don't want to _____ TV. I'd prefer to listen to some music.
5 When you phone the cinema, can you _____ a ticket for me, too, please?
6 What _____ of soup would you like? Vegetable or chicken?
7 That's a beautiful _____ you've got on your finger.
8 Can I borrow your maths _____? I left mine at home.
9 I'll take a _____ of it with my phone.
10 I'm sorry, I don't know what the time is. My _____ is broken.

UNIT 9 PAGE 55, EXERCISE 9

In pairs, imagine you are setting up a sport or activity club at your school. Choose the sport or activity, then think of a name for your club. Write some rules for your club. Tell another pair about your club. Whose club sounds most fun?

UNIT 11 PAGE 67, EXERCISE 3

Play this game. Work in pairs. Student A chooses an uncountable noun from Ex. 1 page 67. Student B must ask a question beginning *How many …?* using a related countable noun. Student A answers the question.

A: *homework* **B:** *How many maths exercises did you do last night?* **A:** *Eight!*

UNIT 12 PAGE 69, EXERCISE 7

In small groups, design your own cinema. Think about:

- where your cinema will be
- the kind of films you'd like to show
- extra activities you might offer
- what you could sell
- the kind of seats you'll have

Choose one person from your group to present your ideas to the class.

We'll have shops that sell …
We'll show films that …
People who come to our cinema will …
Our cinema will be in a place which …

EXTRA ACTIVITIES

UNIT 16 PAGE 90, EXERCISE 2

Scores:

Add up your scores

A 4
B 3
C 2
D 1

12–16 You are a very serious language learner. You will do very well in your studies, but remember you can have fun when you are learning English! It's not all about getting the best mark in the class.

8–11 You enjoy learning English. You are happy to try new ways of learning and you are not afraid to make mistakes. You like using the language in real situations.

4–7 English probably isn't your favourite subject, but if you work hard, you can be good at it. Study a little but often, and you'll soon see the difference!

UNIT 2 PAGE 17, EXERCISE 3

Student B

Answer your partner's questions about the sand cat. Use the information on the right. Then ask your partner for information about the kakapo to write a fact file. Make a note of the answers.

FACT FILE Sand cat

What is it: a kind of cat
From: Africa, Asia
Lives: in deserts
Eats: insects, birds and other small animals
Adult weight: 1–3 kg
Numbers: No one knows how many there are in the wild; 200 in zoos.
Sand cat babies are called kittens.
Females have 18 kittens every year. The kittens stay with their mother for about six months.



UNIT 18 PAGE 103, EXERCISE 6

1 **Student A** Student B has got one of your books and you want it back by tomorrow at the latest.

Student B You don't know where the book is! Don't tell Student A the truth! Try to get more time to return the book.

2 **Student A** You want a book that Student B has borrowed from the library. You think Student B has had it for a very long time and want him/her to return it to the library so you can borrow it.

Student B You borrowed a book from the school library and Student A wants it. You haven't finished with it yet and want to keep it for as long as possible.

UNIT 18 PAGE 103, EXERCISE 6

The *If* game. Choose a sentence from 1–3 below and complete it. Then start a new sentence with the second part of your first sentence. Then write two more sentences.

If I have a party on my birthday, I'll …
If I have a party on my birthday, I'll ask all my friends.
If I ask all my friends, we'll make a lot of noise.

1 If I have enough money, I'll buy …
2 If I pass all my exams, I'll …
3 If I move to a new class next year, I'll …

In pairs, compare your answers.

UNIT 18 PAGE 105, WRITING





UNIT 20 PAGE 112, EXERCISE 2

Write a sentence for each of these situations.

A time when you:
- changed something in a shop.
- changed from one kind of transport to another of the same type.
- made a big or small change in your life, either because you wanted to or because someone else made it happen.
  For example, had a hair cut, moved things around in your bedroom.
- had to take a change of clothes somewhere.
- had to give someone a change of email address or change of phone number.
- enjoyed something because it was new or different.
- talked to someone who liked things in the past and didn't like life changing today, e.g computers, smartphones.

Last year, my parents bought me a jacket for my birthday, but I didn't like it.
So, I changed it for a different jacket that I really liked.

In groups, discuss your sentences for Ex. 2 page 112. Are any of them the same?

EXTRA ACTIVITIES

UNIT 20 PAGE 113, EXERCISE 4

Rewrite the text, changing the verbs in *italics* into the past simple passive. Decide if you need to say who did the action. Which of the four photos is best for the new text?



Empress Dowager Cixi



Emperor Qianlong



Emperor Guangxu

A CHANGING GARDEN

The Qing Emperor Qianlong **(1)** *designed* the Garden of Clear Ripples in the middle of the sixteenth century. But there was a war about 100 years later and people **(2)** *destroyed* some of the garden. So the Emperor Guangxu **(3)** *built* the garden and the buildings again and he **(4)** *gave* them a new name: the Summer Palace. Empress Dowager Cixi **(5)** *used* the Summer Palace. In 1924, someone **(6)** *changed* it into a public park.



Garden of Clear Ripples

UNIT 20 PAGE 113, EXERCISE 8

All these things have changed people's lives. In pairs, discuss each one and decide how important it is for our lives today. Decide which is the most important. What other things would you add to the list?

DNA was discovered.
The internet was created.
Electricity was discovered.
The steam engine was developed.
Air conditioning was invented.









UNIT 20 PAGE 116, EXERCISE 2

If the majority of your answers is ***a)***, you are a visual learner. A visual learner likes learning things by seeing images, diagrams, videos, or other visual aids.

Tip: *You should take notes or draw diagrams as it helps you remember things better.*

If you chose ***b)*** in almost all the questions, you are an auditory learner. An auditory learner prefers learning by listening to lectures, discussions, podcasts, or other audio materials.

Tip: *You should listen attentively when a teacher explains a concept. When you are paying attention, then you create an audio memory to help you remember new things.*

If you have more than two answers ***c)***, you are a kinaesthetic learner. A kinaesthetic learner learns better through talking or doing.

Tip: You should learn by taking part in hands-on activities, experiments, role-playing, or other physical tasks.

VOCABULARY LIST

UNIT 1

ADJECTIVES OF PERSONALITY

active /'æktɪv/ *активний (-а)*
creative /kjri'eɪtɪv/ *творчий (-а)*
friendly /'frendli/ *дружелюбний (-а)*
funny /'fʌni/ *кумедний (-а)*
helpful /'helpfəl/ *корисний (-а)*
kind /kaɪnd/ *добрий (-а)*
lazy /'leɪzi/ *лінивий (-а)*
polite /pə'laɪt/ *ввічливий (-а)*
popular /'pɒpjələ/ *популярний (-а)*
quiet /kwaɪət/ *тихий (-а), спокійний (-а)*

PERSONAL DETAILS

address /ə'dres/ *адреса*
age /eɪdʒ/ *вік*
email address /'iːmeɪl ə'dres/ *електронна адреса*
first language /'fɜːst 'læŋgwɪdʒ/ *рідна мова*
first name /'fɜːst neɪm/ *ім'я*
home telephone /'həʊm 'telɪfəʊn/ *домашній телефон*
mobile /'məʊbaɪl/ *мобільний телефон*
surname /'sɜːneɪm/ *прізвище*

UNIT 2

GEOGRAPHICAL FEATURES

desert /'dezət/ *пустеля*
forest /'fɒrɪst/ *ліс*
hill /hɪl/ *пагорб*
lake /leɪk/ *озеро*
mountain /'maʊntɪn/ *гора*
river /'rɪvə/ *річка*
sea /siː/ *море*
valley /'væli/ *долина*
volcano /vɒl'keɪnəʊ/ *вулкан*

ANIMALS

dolphin /'dɒlfɪn/ *дельфін*
elephant /'elɪfənt/ *слон*
giraffe /dʒɪ'rɑːf/ *жираф*
monkey /'mʌŋki/ *мавпа*
parrot /'pærət/ *папуга*
penguin /'peŋgwɪn/ *пінгвін*
polar bear /'pəʊlə beə/ *полярний ведмідь*
snake /sneɪk/ *змія*
tiger /'taɪgə/ *тигр*
whale /weɪl/ *кит*

UNIT 3

HOLIDAYS: WAYS OF TRAVELLING

by bike /baɪ 'baɪk/ *велосипедом*
by boat /baɪ 'bəʊt/ *човном*
by coach /baɪ 'kəʊtʃ/ *автобусом*
by helicopter /baɪ 'helɪkɒptə/ *вертольотом*
by motorbike /baɪ 'məʊtəbaɪk/ *мотоциклом*
by plane /baɪ 'pleɪn/ *літаком*
by scooter /baɪ 'skuːtə/ *скутером*
by ship /baɪ 'ʃɪp/ *кораблем*
by tram /baɪ 'træm/ *трамваєм*
by underground /baɪ 'ʌndəgraʊnd/ *метро*

HOLIDAY VOCABULARY

guest /gest/ *гість*
guidebook /'gaɪdbʊk/ *путівник*
luggage /'lʌgɪdʒ/ *багаж*
map /mæp/ *карта*
on foot /ɒn 'fʊt/ *пішки*
receptionist /rɪ'sepʃənɪst/ *секретар*
suitcase /'suːtkeɪs/ *валіза*
tourist /'tʊərɪst/ *турист (-ка)*
visitor /'vɪzɪtə/ *відвідувач (-ка)*

UNIT 4

HOMES

balcony /'bælkəni/ *балкон*
ceiling /'siːlɪŋ/ *стеля*
cooker /'kʊkə/ *плита*
cupboard /'kʌbəd/ *шафа*
entrance /'entrəns/ *вхід*
first floor /'fɜːst flɔː/ *перший поверх*
garage /'gærɑːʒ/ *гараж*
ground floor /'graʊnd flɔː/ *перший поверх*
lamp /læmp/ *лампа*
sink /sɪŋk/ *раковина*
sofa /'səʊfə/ *диван*

VOCABULARY LIST

ADJECTIVES TO DESCRIBE HOMES

attractive /ə'træktɪv/ *привабливий (-а, -е)*
bright /braɪt/ *яскравий (-а, -е)*
cold /kəʊld/ *холодний (-а, -е)*
comfortable /'kʌmftəbl/ *зручний (-а, -е)*
cool /kuːl/ *прохолодний (-а, -е)*
cosy /'kəʊzi/ *затишний (-а, -е)*
dark /dɑːk/ *темний (-а, -е)*
light /laɪt/ *світлий (-а, -е)*
peaceful /'piːsfəl/ *мирний (-а, -е)*
tiny /'taɪni/ *крихітний (-а, -е)*
unusual /ʌn'juːʒuəl/ *незвичайний (-а, -е)*
warm /wɔːm/ *теплий (-а, -е)*

UNIT 5

SCHOOL SUBJECTS

biology /baɪ'ɒlədʒi/ *біологія*
chemistry /'kemɪstri/ *хімія*
design and technology /dɪ'zaɪn ən tek'nɒlədʒi/ *дизайн і технології*
drama /'drɑːmə/ *драма*
foreign languages /'fɒrɪn 'læŋgwɪdʒɪz/ *іноземні мови*
geography /dʒi'ɒgrəfi/ *географія*
history /'hɪstəri/ *історія*
ICT /ˌaɪsiː'ti/ *інформаційно-комунікаційні технології (інформатика)*
maths /mæθs/ *математика*
PE /ˌpiː'iː/ *фізичне виховання*
physics /'fɪzɪks/ *фізика*
science /'saɪəns/ *наука*

TAKE

take [= **carry, e.g. an umbrella**] /teɪk/ *носити (парасольку)*
take [= **catch, e.g. a train**] /teɪk/ *сідати (в потяг)*
take [= **do, e.g. exams**] /teɪk/ *складати (іспити)*
take [= **go along, e.g. the second turning**] /teɪk/ *йти вздовж (повернути на другому повороті)*
take [= **make, e.g. a photo/picture**] /teɪk/ *робити (фото)*
take [= **study, e.g. maths**] /teɪk/ *вивчати (математику)*
take [= **use, e.g. medicine**] /teɪk/ *приймати (ліки)*

UNIT 6

MATERIALS

cotton /'kɒtən/ *бавовна*
glass /glɑːs/ *скло*
gold /gəʊld/ *золото*
leather /'leðə/ *шкіра*
metal /'metəl/ *метал*
paper /'peɪpə/ *папір*
plastic /'plæstɪk/ *пластик*
silver /'sɪlvə/ *срібло*
wood /wʊd/ *деревина*
wool /wʊl/ *шерсть*

ADJECTIVES FOR DESCRIBING OBJECTS

colourful /'kʌləfəl/ *кольоровий (-а, -е)*
hard /hɑːd/ *твердий (-а, -е)*
heavy /'hevi/ *важкий (-а, -е)*
large /lɑːdʒ/ *великий (-а, -е)*
little /'lɪtl/ *маленький (-а, -е)*
lovely /'lʌvli/ *милий (-а, -е)*
old /əʊld/ *старий (-а, -е)*
pretty /'prɪti/ *гарний (-а, -е)*
round /raʊnd/ *круглий (-а, -е)*
small /smɔːl/ *маленький (-а, -е)*
smooth /smuːð/ *гладкий (-а, -е)*
soft /sɒft/ *м'який (-а, -е)*
wooden /'wʊdən/ *дерев'яний (-а, -е)*

UNIT 7

GET

get back [= **arrive home**] /get 'bæk/ *повернутися*
get lost /get 'lɒst/ *загубитися*
get on [+ **form of transport**] /'get ɒn/ *сісти в (про транспорт)*
get to [= **arrive at**] /'get tə/ *дістатися до*
get up [= **leave the bed**] /get 'ʌp/ *вставати*

HOLIDAY ACTIVITIES

camping /'kæmpɪŋ/ *кемпінг*
diving /'daɪvɪŋ/ *дайвінг*
hiking /'haɪkɪŋ/ *піші прогулянки*
horse riding /'hɔːs 'raɪdɪŋ/ *верхова їзда*
kite surfing /'kaɪt 'sɜːfɪŋ/ *кайтсерфінг*

mountain biking /'maʊntɪn 'baɪkɪŋ/ *катання на гірських велосипедах*
paddle boarding /'pædl 'bɔːdɪŋ/ *веслування*
sailing /'seɪlɪŋ/ *плавання*
waterskiing /'wɔːtəˌskiːɪŋ/ *катання на водних лижах*
zip wiring /'zɪp 'waɪərɪŋ/ *зіплайн*

THINGS TO TAKE ON AN ADVENTURE HOLIDAY

backpack /'bækpæk/ *рюкзак*
first-aid kit fɜːst 'eɪd kɪt/ *аптечка*
map and compass /'mæp ən 'kʌmpəs/ *карта та компас*
sleeping bag /'sliːpɪŋ bæg/ *спальний мішок*
snacks /snæks/ *перекус*
sun cream /'sʌn kriːm/ *сонцезахисний крем*
tent /tent/ *намет*
torch /tɔːtʃ/ *ліхтарик*
trainers /'treɪnəz/ *кросівки*
walking boots /'wɔːkɪŋ buːts/ *взуття для прогулянок*
wash bag /'wɒʃbæg/ *косметичка*
waterproof trousers and jacket /'wɔːtəpruːf 'traʊzəz ən 'dʒækɪt/ *водонепроникні штани та куртка*

UNIT 8

FURNITURE AND HOUSEHOLD APPLIANCES

air conditioning /eə kən'dɪʃənɪŋ/ *кондиціонер*
barbecue /'bɑːbɪkjuː/ *барбекю*
bin /bɪn/ *смітник*
bookcase /'bʊkkeɪs/ *книжкова шафа*
drawer /drɔː/ *шухляда*
fridge /frɪdʒ/ *холодильник*
heating /'hiːtɪŋ/ *опалення*
lights /laɪts/ *світильники*
roof /ruːf/ *дах*
seat /siːt/ *місце*
stairs /steəz/ *сходи*
washing machine /'wɒʃɪŋ məˈʃiːn/ *пральна машина*

WORDS WITH TWO MEANINGS

book [= **for reading**] /bʊk/ *книга*
book [= **reserve**] /bʊk/ *бронювати*
kind [= **nice**] /kaɪnd/ *добрий (-а)*
kind [= **variety**] /kaɪnd/ *вид*
letter [= **in the mail**] /'letə/ *лист*
letter [= **part of writing**] /'letə/ *літера*
picture [= **drawing**] /'pɪktʃə/ *малюнок*
picture [= **photo**] /'pɪktʃə/ *зображення*
ring [= **jewellery**] /rɪŋ/ *каблучка*
ring [= **phone**] /rɪŋ/ *телефонувати*
watch [= **for the time**] /wɒtʃ/ *годинник*
watch [= **look at**] /wɒtʃ/ *дивитися*

UNIT 9

SPORTS AND ACTIVITIES

badminton /'bædmɪntən/ *бадмінтон*
board game /'bɔːd geɪm/ *настільна гра*
card game /'kɑːd geɪm/ *карткова гра*
climbing /'klaɪmɪŋ/ *альпінізм*
cricket /'krɪkɪt/ *крикет*
dance class /'dɑːns klɑːs/ *урок танців*
diving /'daɪvɪŋ/ *дайвінг*
fishing /'fɪʃɪŋ/ *риболовля*
fitness class /'fɪtnəs klɑːs/ *урок фітнесу*
golf /gɒlf/ *гольф*
karate /kə'rɑːti/ *карате*
puzzle /'pʌzl/ *пазл*
skateboarding /'skeɪtbɔːdɪŋ/ *скейтбординг*
skiing /'skiːɪŋ/ *катання на лижах*
video game /'vɪdiəʊ geɪm/ *відеогра*

SPORTS VOCABULARY

champion /'tʃæmpiən/ *чемпіон*
fan /fæn/ *фанат*
prize /praɪz/ *приз*
professional /prəˈfeʃənəl/ *професіонал*
take part /teɪk 'pɑːt/ *брати участь*
tournament /'tʊənəmənt/ *турнір*

SUFFIX *-ER*

cleaner /'kliːnə/ *прибиральник (-ця)*
climber /'klaɪmə/ *альпініст (-ка)*
dancer /'dɑːnsə/ *танцюрист (-ка)*
diver /'daɪvə/ *водолаз (-ка)*
golfer /'gɒlfə/ *гольфіст (-ка)*
photographer /fə'tɒgrəfə/ *фотограф (-иня)*
runner /'rʌnə/ *бігун (-ка)*
singer /'sɪŋə/ *співак (-чка)*
skier /'skiːə/ *лижник (-ця)*

VOCABULARY LIST

swimmer /ˈswɪmə/ *плавець (-чиня)*
teacher /ˈtiːtʃə/ *вчитель (-ка)*
worker /ˈwɜːkə/ *працівник (-ця)*

UNIT 10

PEOPLE

best friend /ˈbest ˈfrend/ *найкращий друг (подруга)*
classmate /ˈklɑːsmeɪt/ *однокласник (-ця)*
close friend /ˈkləʊs ˈfrend/ *близький друг (подруга)*
contact [= person you know] /ˈkɒntækt/ *контактна особа*
guest /gest/ *гість*
member /ˈmembə/ *учасник (-ця)*
neighbour /ˈneɪbə/ *сусід (-ка)*
old friend /əʊld frend/ *давній друг (подруга)*
penfriend /ˈpenfrend/ *друг (подруга) по листуванню*
relative /ˈrelətɪv/ *родич*

INTERNET NOUNS AND VERBS

blog /blɒg/ *блог*
download /ˌdaʊnˈləʊd/ *завантажити*
link /lɪŋk/ *посилання*
menu /ˈmenjuː/ *меню*
message board /ˈmesɪdʒ bɔːd/ *дошка оголошень*
post /pəʊst/ *опублікувати*
record /rɪˈkɔːd/ *записати*
save /seɪv/ *зберегти*
search /sɜːtʃ/ *шукати*
site /saɪt/ *сайт*
the web /ðə ˈweb/ *мережа*
upload /ʌpˈləʊd/ *вивантажити*

UNIT 11

PLACES IN A CITY

art gallery /ˈɑːt ˈgæləri/ *художня галерея*
cathedral /kəˈθiːdrəl/ *собор*
embassy /ˈembəsi/ *посольство*
fountain /ˈfaʊntɪn/ *фонтан*
mosque /mɒsk/ *мечеть*
old town /ˈəʊld ˈtaʊn ˈsentə / *старе місто*
palace /ˈpælɪs/ *палац*
shopping area /ˈʃɒpɪŋ ˈeəriə/ *торгова площа*
skyscraper /ˈskaɪˌskreɪpə/ *хмарочос*
sports centre /ˈspɔːts ˈsentə/ *спортивний центр*
stadium /ˈsteɪdiəm/ *стадіон*
statue /ˈstætʃuː/ *статуя*
temple /ˈtempl/ *храм*

UNCOUNTABLE NOUNS

electricity /ɪˌlekˈtrɪsəti/ *електрика*
food /fuːd/ *їжа*
furniture /ˈfɜːnɪtʃə/ *меблі*
homework /ˈhəʊmwɜːk/ *домашнє завдання*
information /ˌɪnfəˈmeɪʃən/ *інформація*
jewellery /ˈdʒuːəlri/ *прикраси*
luggage /ˈlʌgɪdʒ/ *багаж*
money /ˈmʌni/ *гроші*
news /njuːz/ *новина*
staff /stɑːf/ *персонал*
traffic /ˈtræfɪk/ *дорожній рух*
wildlife /ˈwaɪldlaɪf/ *дика природа*

UNIT 12

TYPES OF FILM

a comedy /ə ˈkɒmədi/ *комедія*
a drama /ə ˈdrɑːmə/ *драма*
a horror film /ə ˈhɒrə fɪlm/ *фільм жахів*
a musical /ə ˈmjuːzɪkəl/ *мюзикл*
a science-fiction film /ə ˌsaɪəns ˈfɪkʃən fɪlm/ *науково-фантастичний фільм*
a thriller /ə ˈθrɪlə/ *трилер*
an action film /ən ˈækʃən fɪlm/ *бойовик*
an adventure film /ən ədˈventʃə fɪlm/ *пригодницький фільм*
an animated film /ən ˈænɪmeɪtɪd fɪlm/ *анімаційний фільм*

CONJUNCTIONS

and /ənd/ *і, та*
because /bɪˈkəz/ *тому що*
but /bʌt/ *але*
if /ɪf/ *якщо*
or /ɔː/ *чи, або*
so /səʊ/ *отже*
that /ðæt/ *той, та, те*
when /wen/ *коли*

where /weə/ *де*
while /waɪl/ *моді як*

UNIT 13

OUTDOOR ACTIVITIES

camp under the stars /ˈkæmp ˈʌndə ðə ˈstɑːz/ *табір під зірками*
climb a tree /ˈklaɪm ə ˈtriː/ *лазити на дерево*
explore a cave /ɪkˈsplɔːr ə ˈkeɪv/ *досліджувати печеру*
kayak down a river /ˈkaɪæk daʊn ə ˈrɪvə/ *плавати на каяку по річці*
look for fossils /ˈlʊk fə ˈfɒsəlz/ *шукати скам'янілості, копалини*
pick wild fruit /ˈpɪk ˈwaɪld ˈfruːt/ *збирати дикі плоди*
play in the snow /ˈpleɪ ɪn ðə ˈsnəʊ/ *грати в снігу*
record birdsong /rɪˈkɔːd ˈbɜːdsɒŋ/ *записувати спів птахів*
track wild animals /ˈtræk ˈwaɪld ˈænɪməlz/ *вистежувати диких тварин*
try rock climbing /traɪ ˈrɒk ˈklaɪmɪŋ/ *спробувати скелелазіння*

PAST PARTICIPLES

be /biː/ → **been** / biːn/ *бути*
break /breɪk/ → **broken** /ˈbrəʊkən/ *ламати, розбивати*
eat /iːt/ → **eaten** /iːtən/ *їсти*
fly /flaɪ/ → **flown** /fləʊn/ *літати*
grow /grəʊ/ → **grown** /grəʊn/ *рости*
have /hæv/ → **had** /hæd/ *мати*
make /meɪk/ → **made** /meɪd/ *робити*
meet /miːt/ → **met** /met/ *зустрічати*
ride /raɪd/ → **ridden** /ˈrɪdən/ *їздити верхи*
send /send/ → **sent** /sent/ *надсилати*
sleep /sliːp/ → **slept** /slept/ *спати*
swim /swɪm/ → **swum** /swʌm/ *плавати*

UNIT 14

SHOPS

bakery /ˈbeɪkəri/ *пекарня*
bookshop /ˈbʊkʃɒp/ *книжковий магазин*
butcher's /ˈbʊtʃəz/ *м'ясний магазин*
café /ˈkæfeɪ/ *кафе*
chemist's /ˈkemɪsts/ *аптека*
clothes shop /kləʊðz ʃɒp/ *магазин одягу*
department store /dɪˈpɑːtmənt ˈstɔː/ *універмаг*
market /ˈmɑːkɪt/ *ринок*
newsagent's /ˈnjuːzˌeɪdʒənts/ *газетний кіоск*
shoe shop /ˈʃuː ʃɒp/ *магазин взуття*
supermarket /ˈsuːpəˌmɑːkɪt/ *супермаркет*
sweet shop /ˈswiːt ʃɒp/ *магазин солодощів*

UNITS OF MEASUREMENT

a pair of /ə ˈpeər əv/ *пара*
a set of /ə ˈset əv/ *набір*
a slice of /ə ˈslaɪs əv/ *шматочок*
a variety of /ə vəˈraɪəti əv/ *різновид*
centimetres /ˈsentɪˌmiːtəz/ *сантиметри*
dollars and cents /ˈdɒləz ən ˈsents/ *долари та центи*
euros and cents /ˈjʊərəʊz ən ˈsents/ *євро та центи*
grams /græmz/ *грами*
hryvnias /ˈhrɪvnjəz/ *гривні*
kilograms /ˈkɪləʊgræmz/ *кілограми*
kilometres /ˈkɪləˌmiːtəz/ *кілометри*
litres /ˈliːtəz/ *літри*
metres /ˈmiːtəz/ *метри*
millilitres /ˈmɪlɪˌliːtəz/ *міліметри*
pounds and pence /ˈpaʊndz ən ˈpens/ *фунти та пенси*

UNIT 15

FREE-TIME ACTIVITIES

chatting /ˈtʃætɪŋ/ *спілкування в чаті*
collecting things /kəˈlektɪŋ ˈθɪŋz/ *колекціонування речей*
cooking /ˈkʊkɪŋ/ *готування*
dancing /ˈdɑːnsɪŋ/ *танці*
going out with friends /ˈgəʊɪŋ aʊt wɪð ˈfrendz/ *проводити час з друзями*
going shopping /ˈgəʊɪŋ ˈʃɒpɪŋ/ *похід за покупками*
listening to music /ˈlɪsənɪŋ tə ˈmjuːzɪk/ *прослуховування музики*
photography /fəˈtɒgrəfi/ *фотографія*
playing an instrument /ˈpleɪɪŋ ən ˈɪnstrəmənt/ *гра на музичному інструменті*
playing computer games /ˈpleɪɪŋ kəmˈpjuːtə geɪmz/ *грання в комп'ютерні ігри*

VOCABULARY LIST

playing sport /'pleɪɪŋ 'spɔːt/ *заняття спортом*
reading books /'riːdɪŋ 'bʊks/ *читання книг*
singing /'sɪŋɪŋ/ *спів*
spend time doing something /spend taɪm 'duːɪŋ 'sʌmθɪŋ/ *витрачати час на щось*
spending time online /'spendɪŋ taɪm ɒn'laɪn/ *проведення часу онлайн*
watching TV /'wɒtʃɪŋ ˌtiː'viː/ *перегляд телевізора*

COLLOCATIONS ABOUT HAVING FUN

a brilliant day out /ə 'brɪliənt deɪ 'aʊt/ *блискучий вихідний*
a brilliant hobby /ə 'brɪliənt 'hɒbi/ *блискуче хобі*
a fantastic feeling /ə fæn'tæstɪk 'fiːlɪŋ/ *фантастичне відчуття*
a fun day out /ə 'fʌn deɪ 'aʊt/ *веселий вихідний*
a fun hobby /ə 'fʌn 'hɒbi/ *веселе хобі*
an exciting day out /ən ɪk'saɪtɪŋ deɪ 'aʊt/ *захопливий вихідний*
an exciting hobby /ən ɪk'saɪtɪŋ 'hɒbi / *захопливе хобі*
be glad /biː 'glæd/ *бути радим (-ою)*
be happy /biː 'hæpi/ *бути щасливим (-ою)*
enjoy an activity /ɪn'dʒɔɪ ən æk'tɪvəti/ *насолоджуватися діяльністю*
enjoy yourself /ɪn'dʒɔɪ jɔː'self/ *насолоджуватися*
feel happy /'fiːl 'hæpi/ *почуватися щасливим (-ою)*
have a great time /'hæv ə 'greɪt 'taɪm/ *добре проводити час*
have a laugh /'hæv ə 'lɑːf/ *сміятися*
have fun /'hæv 'fʌn/ *веселитися*
making things /'meɪkɪŋ 'θɪŋz/ *виготовлення речей*
spend time with someone /spend 'taɪm wɪð 'sʌmwʌn/ *проводити час з кимось*

UNIT 16

WORDS TO DESCRIBE LANGUAGE LEARNING

article /'ɑːtɪkl/ *стаття*
exercise /'eksəsaɪz/ *вправа*
guess /ges/ *вгадати*
list /lɪst/ *список*
look up /'lʊk ʌp/ *шукати*
meaning /'miːnɪŋ/ *значення*
mistake /mɪ'steɪk/ *помилка*
spell /spel/ *писати, читати по буквах*
topic /'tɒpɪk/ *тема*
translate /trænz'leɪt/ *перекладати*

LARGE NUMBERS

billion /'bɪliən/ *мільярд*
hundred /'hʌndrəd/ *сотня*
million /'mɪljən/ *мільйон*
thousand /'θaʊzənd/ *тисяча*

UNIT 17

BODY PARTS

ankle /'æŋkl/ *щиколотка*
back /bæk/ *спина*
blood /blʌd/ *кров*
brain /breɪn/ *мозок*
ear /ɪə/ *вухо*
finger /'fɪŋgə/ *палець*
heart /hɑːt/ *серце*
mouth /maʊθ/ *рот*
neck /nek/ *шия*
stomach /'stʌmək/ *шлунок*
thumb /θʌm/ *великий палець*
toe /təʊ/ *палець на нозі*
tongue /tʌŋ/ *язик*

ADJECTIVES TO EXPRESS EMOTION

angry /'æŋgri/ *сердитий (-а)*
confident /'kɒnfɪdənt/ *упевнений (-а)*
embarrassed /ɪm'bærəst/ *збентежений (-а)*
friendly /'frendli/ *дружелюбний (-а)*
lazy /'leɪzi/ *лінивий (-а)*
lonely /'ləʊnli/ *самотній (-я)*
surprised /sə'praɪzd/ *здивований (-а)*
unhappy /ʌn'hæpi/ *нещасливий (-а)*
upset /ʌp'set/ *засмучений (-а)*
worried /'wʌrid/ *стурбований (-а)*

UNIT 18

BOOKS AND READING

bring back /brɪŋ 'bæk/ *повертати*
find out /faɪnd 'aʊt/ *знаходити*
give back /gɪv 'bæk/ *віддавати*
pick up /pɪk 'ʌp/ *переїжджати*

put back /pʊt 'bæk/ *класти на місце*
put down /pʊt 'daʊn/ *класти*
take back /teɪk 'bæk/ *повертати*
take out /teɪk 'aʊt/ *витягати, брати*

WORDS ABOUT BOOKS

author /'ɔːθə/ *автор (-ка)*
chapter /'tʃæptə/ *розділ*
cover /'kʌvə/ *обкладинка*
drawings /'drɔːɪŋz/ *малюнки*
end /end/ *закінчення*
fan /fæn/ *фанат (-ка)*
opinion /ə'pɪnjən/ *думка*
pages /'peɪdʒɪz/ *сторінки*
shelf /ʃelf/ *полиця*
title /'taɪtl/ *назва*

UNIT 19

WORDS TO DESCRIBE COOKING

add /æd/ *додати*
bake /beɪk/ *випікати*
boil /bɔɪl/ *варити*
cover /'kʌvə/ *накривати*
dry /draɪ/ *сушити, витирати*
fill /fɪl/ *заповняти*
fried /fraɪd/ *смажений*
grilled /grɪld/ *смажений на грилі*
mix /mɪks/ *змішувати*
prepare /prɪ'peə/ *готувати*
roast /rəʊst/ *запікати*

INGREDIENTS

beans /biːnz/ *квасоля*
carrots /'kærəts/ *морква*
garlic /'gɑːlɪk/ *часник*
melon /'melən/ *диня*
pears /peəz/ *груші*
potatoes /pə'teɪtəʊz/ *картопля*
salt and pepper /'sɒlt ən 'pepə/ *сіль і перець*
steak /steɪk/ *стейк*

MAKE AND *DO*

do the cleaning /'duː ðə 'kliːnɪŋ/ *прибирати*
do the dishes /'duː ðə 'dɪʃɪz/ *мити посуд*
do the shopping /'duː ðə 'ʃɒpɪŋ/ *робити покупки*
do the washing /'duː ðə 'wɒʃɪŋ/ *прати одяг*
do your homework /'duː jə 'həʊmwɜːk/ *робити домашнє завдання*
make a cake /'meɪk ə 'keɪk/ *робити торт*
make a cup of tea /'meɪk ə 'kʌp əv 'tiː/ *робити чашку чаю*
make a mess /'meɪk ə 'mes/ *робити безлад*
make a mistake /'meɪk ə mɪ'steɪk/ *робити помилку*
make the bed /'meɪk ðə 'bed/ *заправляти ліжко*

UNIT 20

CHANGE AS A VERB AND NOUN

change [= alternative clothes] /tʃeɪndʒ/ *змінний одяг*
change [= become something different] /tʃeɪndʒ/ *змінитися*
change [= give money back when buying something] /tʃeɪndʒ/ *віддати решту*
change [= something in a shop] /tʃeɪndʒ/ *обмінятися щось в магазині*
change [= something new] /tʃeɪndʒ/ *зміна*
change [= transport] /tʃeɪndʒ/ *пересісти (в інший транспорт)*
change schools /'tʃeɪndʒ 'skuːlz/ *змінити школу*

LIFE CHANGES

be born /biː bɔːn/ *народитися*
become a teenager /bɪ'kʌm ə 'tiːnˌeɪdʒə/ *стати підлітком*
find part-time work /faɪnd 'pɑːt taɪm 'wɜːk/ *знайти підробіток*
get married /get 'mærid/ *одружитися, вийти заміж*
go to high school /gəʊ tə 'haɪ skuːl/ *йти навчатися до вищого навчального закладу*
learn to walk and talk /lɜːn tə 'wɔːk ən 'tɔːk/ *вчитися ходити та говорити*
move house /'muːv 'haʊs/ *переїжджати*
start school /'stɑːt 'skuːl/ *почати ходити до школи*
start working or training /stɑːt 'wɜːkɪŋ ɔː 'treɪnɪŋ/ *почати працювати або навчатися*
take exams /teɪk ɪg'zæmz/ *складати іспити*
travel /'trævəl/ *подорожувати*

GRAMMAR REFERENCE AND PRACTICE

WITH A TEACHER

UNIT 1 PRESENT SIMPLE AND PRESENT CONTINUOUS

Present simple

We use the **present simple** to talk about things that are always true or that happen regularly. We often use it with words like *often*, *usually*, *every day*, *twice a week*, etc.

*I usually **work** hard.*
*She **learns** English at school.*
***Does** he **work** here? No, he **doesn't**.*
***Do** they often **go** to the cinema? Yes, they **do**.*

Spelling: third person -s

Most verbs, add –s	*learn**s**, work**s**, live**s**, walk**s***
verbs that end in *-o, -s, -sh, -ch, -x* and *-zz* add *-es*	*go**es**, miss**es**, watch**es**, box**es**, buzz**es***
verbs that end in consonant + *-y*, remove the *-y* and add *-ies*	*stud**ies**, carr**ies***
irregular verbs	*have* → ***has***

Present continuous

We use the **present continuous** to talk about things that are happening now or at the moment. We often use it with words like *now*, *at the moment*, *today*, *this week*, etc.

*I'**m teaching** my brother to swim* **at the moment**.
*They'**re playing** tennis now.*
*You **aren't practising** the piano much this week.*
***Are** we **getting** fitter? Yes, we **are**.*

Spelling: *-ing* form

Most verbs add *-ing*	*play**ing**, go**ing**, learn**ing***
verbs ending in *-e*, remove *-e* and add *-ing*	*live* → *liv**ing**,* *make* → *mak**ing***
verbs ending in *-ie*, change the *-ie* to *-y* and add *-ing*	*lie* → ***lying***
one-syllable verbs ending in a vowel + a consonant (except *w, x* or *y*), double the consonant and add *-ing*	*sit* → *si**tting**,* *swim* → *swi**mming***
two-syllable verbs ending in a stressed vowel + a consonant, double the consonant and add *-ing*	*begin* → *begi**nning*** (**but** *open* → *opening*)
In British English, we double the final *l* in *travel*	*travel* → *trave**lling*** (American English: *travel* → *traveling*)

1 **Complete the conversation with the present simple or present continuous form of the verb in brackets.**

Sara: What **(0)** *are you doing* (do)?
Martina: I **(1)** _____ (paint) a picture of the trees.
Sara: But you **(2)** _____ (not like) art!
Martina: Yes, I know, but my friends **(3)** _____ (play) football at the moment and I **(4)** _____ (hate) that.
Sara: What sports **(5)** _____ you _____ (enjoy) doing?
Martina: I **(6)** _____ (go) swimming twice a week. What about you?
Sara: My best friend **(7)** _____ (play) hockey, but I **(8)** _____ (prefer) basketball.
Martina: I **(9)** _____ (not do) anything now. Let's go for a walk.
Sara: Good idea!

2 **Write complete sentences in the present simple or present continuous.**

0 I / play tennis / at the moment.
I'm playing tennis at the moment.
1 My dad / usually go to work by car.
2 We / learn how to play the guitar / today.
3 I / always watch TV / after dinner.
4 My friends / not swim in the sea / now.
5 My cousin / not have breakfast / every day.

UNIT 2 VERBS WE DON'T USUALLY USE IN THE CONTINUOUS

There are some verbs which we don't normally use in the present continuous:

- Verbs of thinking: *believe, understand, know, think, mean, hope*.

  *Scientists **believe** the Earth is 4.6 billion years old.*
  (**not** ~~*Scientists are believing*~~ …)
- Verbs of liking and not liking: *like, hate, love, want, need, prefer*.

  *I **like** those monkeys over there.*
  (**not** ~~*I'm liking*~~ …)
- Verbs of owning: *own, belong, have*.

  *That coat **belongs** to me.*
  (**not** ~~*That coat's belonging*~~ …)
- Verbs to describe sensations: *see, feel, hear, smell, taste*.

  *The water **feels** very cold.*
  However, we can use the present continuous to say how someone looks or feels now.

  *How **do** you **feel** today? I **feel** better.*
  or *How **are** you **feeling** today? I'**m feeling** better.*
  We often use *can* with these verbs.

  *I **can hear** the sea from my bedroom.*
  (**not** ~~*I'm hearing*~~)
- When *think* means 'have an opinion' about something, we do not use the continuous.

  *Scientists **think** there are about 1,000 wild pandas left.*
  (**not** ~~*Scientists are thinking*~~ …)
  However, when *think* means 'consider', we use the continuous.

  *I'**m thinking** of working in a zoo when I'm older.*

Practice

1 **Complete the table with the verbs.**

believe buy climb feel hate like make mean ~~need~~ own ~~run~~ sing understand want work

Verbs we can use in the continuous	Verbs we don't normally use in the continuous
run	*need*

2 **Choose the correct words to complete the sentences.**

0 Jack's behind that tree. I *can see* / *'m seeing* him.
1 I *know* / *'m knowing* the names of all the rivers in my country.
2 My brother *learns* / *'s learning* about the weather at the moment.
3 You *need* / *'re needing* to do your homework before Tuesday.
4 You're very quiet. What *do you think* / *are you thinking* about?
5 My friends *don't play* / *aren't playing* football today. It's cold.
6 Can you say that again? We *don't understand* / *aren't understanding*.
7 *Can you hear* / *Are you hearing* that strange noise?

3 **Write complete sentences. Use the present simple or the present continuous.**

0 Shh! I / think.
Shh! I'm thinking.
1 I / not understand / this exercise.
2 My friends / think football is boring.
3 What / you / do right now?
4 We / not want to watch the film.
5 That dog / belong to my cousin.
6 Penguins / not feel / the cold weather.
7 I / not like this book very much.

UNIT 3 PAST SIMPLE

Be

Positive	I / He / She / It **was** at home. You / We / They **were** at school.
Negative	I / He / She / It **wasn't** at school. You / We / They **weren't** at home.
Questions	**Was** I / he / she / it at home? **Were** you / we / they at school?
Short answers	Yes, I / he / she / it **was**. No, I / he / she / it **wasn't**. Yes, you / we / they **were**. No, you / we / they **weren't**.

GRAMMAR REFERENCE AND PRACTICE

WITH A TEACHER

Regular and irregular verbs

Positive	I / You / He / She / It / We / They **climbed** I / You / He / She / It / We / They **knew**
Negative	I / You / He / She / It / We / They **didn't walk** I / You / He / She / It / We / They **didn't write**
Questions	**Did** I / you / he / she / it / we / they **travel**? **Did** I / you / he / she / it / we / they **fly**?
Short answers	Yes, I / you / he / she / it / we / they **did**. No, I / you / he / she / it /we / they **didn't**.

- We use the past simple to talk about things that happened or didn't happen in the past.
  *Simon and I **travelled** by tram to the bus station.*
  *We **didn't want** my parents to drive us.*

Spelling: regular verbs

Most verbs add *-ed*	*play → play**ed***
verbs that end in *-e*, add *-d*	*decide → decide**d***
verbs that end in consonant + *-y*, change *-y* to *-i* and add *-ed*	*carry → carr**ied***
one-syllable verbs ending in a vowel + a consonant (except *w, x* or *y*), double the consonant and add *-ed*	*stop → sto**pped***
two-syllable verbs ending in a stressed vowel + consonant, double the consonant and add *-ed*	*prefer → prefe**rred***
In British English, we double the final *l* in *travel*	*travel → travel**led*** (America English: *travel → travel**ed***)

FOR IRREGULAR VERBS SEE PAGE 167

1 **Complete the paragraph with the past simple form of the verb in brackets.**

Kyiv is Ukraine's modern capital city, but what is its history? According to the legend, three warrior brothers **(1)** _____ (found) it in 482 AD. The names of these brothers **(2)** _____ (be) Kyi, Shchek, and Khoryv, and they also **(3)** _____ (have) a sister Lybid. They **(4)** _____ (come) from a faraway land looking for a new home. Soon they **(5)** _____ (find) a beautiful hill on the bank of the Dnipro River. They **(6)** _____ (decide) to settle down there and build their city. The family **(7)** _____ (name) the city Kyiv after the eldest brother, Kyi. Years **(8)** _____ (pass), and the city of Kyiv **(9)** _____ (become) a major trading place and a centre of culture and learning. As the city **(10)** _____ (grow), so did its fame and it eventually **(11)** _____ (become) the capital of the Kievan Rus. Today, Kyiv is a busy metropolis with a population of more than three million people. It is still an important industrial, cultural and educational centre in the very heart of Ukraine.

SUBJECT QUESTIONS

We normally use *do* or *did* in questions.
*Where **do** you live? What **did** you eat yesterday?*
However, we don't use *do* or *did* if the question word (*who*, *what*, etc.) is the subject. Look at these questions:

Subject: *Who helped you? **My mum** helped me.*

Object: *Who did you help? I helped **my sister**.*

2 **Choose the correct words to complete the questions.**

0 Who *did lend* / *lent* Fred money for the coach?
1 What *did the boy see* / *saw the boy*?
2 What *did happen* / *happened* to you? You're late!
3 Who *did eat* / *ate* the cake?
4 Where *did you go* / *went you* on holiday?
5 Who *did do* / *did* their homework last night?

UNIT 4 PAST CONTINUOUS AND PAST SIMPLE

Past continuous

Positive	I / He / She / It **was eating** a sandwich. You / We / They **were standing** on the balcony.

Negative	I / He / She / It **wasn't working** in the garden. You / We / They **weren't reading** a book.
Questions	**Was** I / he / she / it **building** some cupboards? **Were** you / we / they **painting** the gate?
Short answers	Yes, I / he / she / it **was**. No, he / she / it **wasn't**. Yes, you / we / they **were**. No, you / we / they **weren't**.

» FOR THE SPELLING OF THE -ING FORM, PAGE 148

Past continuous and past simple

We use the **past continuous**:

- to describe activities happening at a particular moment in the past. Sometimes, these activities happen at the same time. We're not interested when the activities started or finished.

  *Mum and Dad **were cooking**, my brother **was playing** and I **was doing** my homework.*

- after *while* to refer to a longer action or event that happened at the same time as another action.

  *While Gary **was painting** the bedroom, Paula **was painting** the living room.*

We use the **past simple**:

- when one action follows another.

  *I **put** on my coat and I **left** the house. Then, it **started** to rain.*

- after *when* to refer to a shorter action or event that happened in the middle of a longer one or interrupted it.

  *I **was putting** on my coat when it **started** to rain.*

» FOR THE PAST SIMPLE, SEE UNIT 3 PAGE 149

Practice

1 **Use the past continuous to write complete sentences.**

At 7.30 last night …

0 Mum / drive / her car into the garage.
Mum was driving her car into the garage.

1 it / rain.
_____

2 Dad / cook / dinner.
_____

3 my brother and I / watch TV in the living room.
_____

4 my sister / read.
_____

5 my grandparents / leave their apartment.
_____

2 **Choose the correct options to complete the sentences.**

0 I was studying in my bedroom when I *heard* / *was hearing* a strange noise.

1 While I was surfing, it *started* / *was starting* to rain.

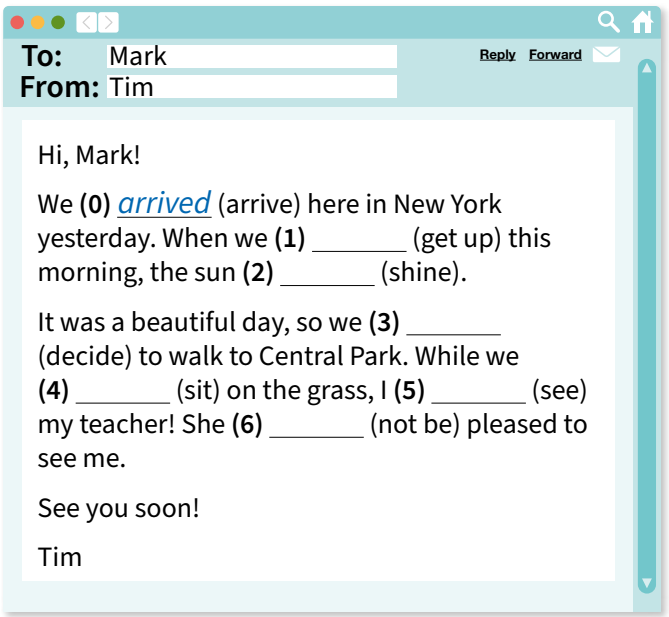
2 My friends *played* / *were playing* football in the classroom when the teacher came in.

3 We walked to the park and then we *had* / *were having* a game of football.

4 Ed rang me while I *did* / *was doing* my homework.

5 We *packed* / *were packing* our suitcases when the phone rang.

3 **Complete the email with the past simple or past continuous form of the verb in brackets.**


To: Mark
From: Tim
Reply Forward

Hi, Mark!

We **(0)** *arrived* (arrive) here in New York yesterday. When we **(1)** _____ (get up) this morning, the sun **(2)** _____ (shine).

It was a beautiful day, so we **(3)** _____ (decide) to walk to Central Park. While we **(4)** _____ (sit) on the grass, I **(5)** _____ (see) my teacher! She **(6)** _____ (not be) pleased to see me.

See you soon!

Tim

UNIT 5 COMPARATIVE AND SUPERLATIVE ADVERBS

Adjective	Adverb	Comparative	Superlative
Regular			
slow	slowly	more slowly	the most slowly
easy	easily	more easily	the most easily
simple	simply	more simply	the most simply
beautiful	beautifully	more beautifully	the most beautifully
Irregular			
good	well	better	the best
fast	fast	faster	the fastest
hard	hard	harder	the hardest
late	late	later	the latest

We use **adjectives** to describe a noun and **adverbs** to describe a verb.

- We form most adverbs by adding *-ly* to the adjective.
  *bad → bad**ly**, careful → careful**ly**, easy → eas**ily***
- Some adverbs do not end in *-ly*.
  good → well, fast → fast, hard → hard, late → late

We use **comparative adverbs** to compare two things.
*My brother talks **more quickly** than me.*

- We use *more* with adjectives that finish in *-ly*.
  *Jack did the exam **more carefully** than Nick.*
- The opposite of *more* is *less*.
  *Nick did the exam **less carefully** than Jack.*
- We add *-er* to *fast*, *hard* and *late*.
  *Peter swims **faster** than Mike. Jim arrived **later** than me.*
- The comparative form of the adverb *well* is *better*.
  *My sister speaks French **better** than my mum.*
- The comparative form of the adverb *badly* is *worse*.
  *I did much **worse** in my exam than Theo.*
- We can also use *often* to compare things.
  *I play tennis **more often** than basketball.*
- We can also use *(not) as* + adverb + *as* to compare things.
  *Oliver talks **as loudly as** Phil.* (= They both talk loudly.)
  *Jane doesn't write **as quickly as** Paula.* (= Paula writes more quickly than Jane.)
  We use **superlative adverbs** to compare one thing with two or more other things.
  *My dad walks **the most slowly** in our family.*
- We use *most* with adverbs that finish in *-ly*.
  *Of all our teachers, our maths teacher speaks **the most quickly**.*
- The opposite of *most* is *least*.
  *Kevin did his exam **the least carefully**.*
- We add *-est* to *fast*, *hard* and *late*.
  *Jason ran **the fastest**, so he won the race.*
- The superlative form of the adverb *well* is *the best*.
  *My grandma cooks **the best** in my house.*
- The superlative form of the adverb *badly* is *the worst*.
  *None of the teams played very well, but our team played **the worst**.*
- We can also use often to compare things.
  *When I was young, I played football **the most often**.*

Practice

1 **Write the adverb, comparative and superlative adverbs of the adjective.**

1 cheap, *cheaply*, _____, _____
2 heavy, _____, _____, _____
3 fast, _____, _____, _____
4 bad, _____, _____, _____
5 serious, _____, _____, _____
6 wonderful, _____, _____, _____

2 **Complete the sentences with the comparative or superlative form of the adverb in brackets.**

0 Natalie ran *the fastest* (fast), so she won the race.
1 Laura won the competition because she danced _____ (beautiful).

2 I watch films _____ (often) than sports programmes.
3 My sister plays the guitar _____ (well) than me.
4 Matt's mum helped him, so he finished the homework _____ (easily) than us.
5 Luke's teacher was happy with him because he did the exercise _____ (quickly).

3 Complete the sentences with *as* + adverb + *as*.

0 We all finished the exam quickly. I finished the exam *as quickly as* my friends.
1 I arrived home late, but my brother arrived home later. I didn't arrive home _____ my brother.
2 My best friend speaks more quietly than me. I don't speak _____ my best friend.
3 My parents eat very slowly. My dad eats _____ my mum.
4 William watches TV more often than his sister. William's sister doesn't watch TV _____ William.
5 My cousin is the best guitar player in my school. Nobody plays it _____ him.

UNIT 6 POSSESSION

's (apostrophe + s)

- We use 's (apostrophe + s) for people and animals.
  That's my brother's hat.
  (**not** ~~*the hat of my brother*~~)
  Where's the cat's bowl?
  (**not** ~~*the bowl of the cat*~~)
- With singular nouns, we use 's.
  my mum's necklace, my teacher's ring
- With plural nouns, we put the apostrophe (') at the end of the plural noun.
  my friends' shoes
  (**not** ~~*the shoes of my friends*~~)
  my cousins' jackets
  (**not** ~~*the jackets of my cousins*~~)
- If the plural noun does not end in -s (e.g. *children, men, women, people*), we use 's.
  The children's bedroom is over there.

Determiners and pronouns

Determiners	Pronouns
my	mine
your	yours
his	his
her	hers
our	ours
their	theirs

- We use pronouns instead of determiner + noun.
  *Is that my pencil on your desk? No, **yours** is over there.* (= your pencil)
  *Is this your jacket? No, it's **hers**.* (= her jacket)
  *Who do these books belong to? They're **ours**.* (= our books)
- We can use '*a friend of mine/yours/his,* etc.' instead of '*one of my/your/his, etc. friends*'.
  *This ball belongs to **a friend of mine**. He lent it to me.* (**not** ~~*a friend of me*~~)
  *Neil finished his homework. **A classmate of his** helped him.* (**not** ~~*a classmate of him*~~)

1 Rewrite the sentences with the apostrophe (').

0 The dogs bowl is empty.
The dog's bowl is empty.
1 Terrys gold coins are on the table.
2 The childrens shoes are near the door.
3 Both boys lunches are in the kitchen.
4 I can't find my sisters necklace. She'll be angry.
5 My cousins names are Ana and Eva.

2 Choose the correct words to complete the sentences.

0 That isn't Ben's book. *He* / (*His*) / *Him* is on the teacher's desk.
1 Nora saw Sue at the cinema. She's a friend of *she* / *her* / *hers*.
2 We don't live here. *We* / *Our* / *Ours* house is near the park.
3 I've got two cats. *They* / *Their* / *Theirs* names are Leo and Tiger.
4 Who does this jumper belong to? Is it *you* / *your* / *yours*?
5 I was shopping when I saw a classmate of *me* / *my* / *mine*.

3 **Complete the second sentence with the correct pronoun.**

0 I saw one of my friends yesterday.
I saw a friend of *mine* yesterday.

1 Jane went on holiday with one of her friends.
Jane went on holiday with a friend of _____.

2 We played football with one of our neighbours.
We played football with a neighbour of _____.

3 My sister borrowed one of my necklaces.
My sister borrowed a necklace of _____.

4 My parents had dinner with some of their friends.
My parents had dinner with some friends of _____.

5 I found some money in one of your shoes.
I found some money in a shoe of _____.

UNIT 7 PRESENT CONTINUOUS FOR FUTURE

FOR THE PRESENT CONTINUOUS, SEE UNIT 1 PAGE 148

- We often use the present continuous to talk about things that are happening now or at this moment (see Unit 1).
  *Tim's in the park. He**'s climbing** a tree.*
- We can also use the present continuous to talk about our future plans and arrangements.
  *I**'m meeting** Julie later. We**'re playing** tennis.*
- When we use the present continuous for the future, we usually use a future time expression (*later, on Monday morning, at 6 p.m. tomorrow,* etc.) to show we're talking about the future and not now.
  *We**'re learning** how to ski.* (= now, at this moment)
  *We**'re learning** how to ski next weekend.* (= future arrangement)

1 **Complete these sentences with the present continuous form of the verb in brackets. Then, read the sentences again. Are we talking about now or the future? Write *N* (now) or *F* (future).**

0 My friends *are hiking* (hike) in the mountains. *N*

1 We _____ (go paddle boarding) with Mia and Alfie on Friday.

2 _____ you _____ (listen) to me?

3 My dad _____ (not come) with us on holiday next week.

4 Be quiet! I _____ (do) my homework.

5 How _____ you and your friends (get) to football practice later?

2 **Sara is talking to Vicky. Look at Sara's diary and complete their conversation.**

DIARY

Thursday:	**a.m.** **p.m.** help Max with homework
Friday:	**a.m.** **p.m.** go to dentist
Saturday:	**a.m.** Dad's birthday, have pizza at Paolo's Pizzas **p.m.**
Sunday:	**a.m.** play basketball **p.m.** study
Monday:	**a.m.** maths test! **p.m.**

Vicky: Would you like to come to my house after school today?
Sara: I can't,
(0) *I'm helping Max with his homework*.
Vicky: How about Friday afternoon?
Sara: No, **(1)** _____.
Vicky: Are you free on Saturday?
Sara: It's my dad's birthday and we **(2)** _____.
Vicky: And on Sunday?
Sara: In the morning, **(3)** _____.
Vicky: What about the afternoon?
Sara: Oh no, I can't! **(4)** _____.
We've got a maths test on Monday!

3 **What are you doing at these times this week? Complete these sentences so they are true for you.**

0 (after school)
I'm doing my homework after school.

1 (tomorrow morning)
2 (Friday afternoon)
3 (Saturday morning)
4 (on Sunday)
5 (next week)

UNIT 8 FUTURE WITH *WILL*

Positive	I / You / He / She / It / We / They**'ll** (**will**) be very different in the future.
Negative	I / You / He / She / It / We / They **won't** (**will not**) live in big houses.
Questions	**Will** I / you / he / she / it / we / they drive cars?
Short answers	Yes, I / you / he / she / it / we / they **will**. No, I / you / he / she / it / we / they **won't** (**will not**).

- We use *will* to talk about things which we think are certain to happen in the future.
  *Everyone **will live** in big cities in the future.*
  *We **won't live** in small towns.*
- We often use expressions like *I think*, *I hope*, *I'm sure* or *certain* with *will*.
  *I **think** I'll **work** in a big bank.*
  *I'm **sure** my friends **won't live** in the same town.*

1 **Complete the predictions with *will* or *won't*.**

0 We / live / to be 120 years old.
We'll live to be 120 years old.

1 I / have / a big house and a fast car.
2 My friends / move away.
3 My cousin / become / a famous film star.
4 There / be / cities on other planets.
5 We / not buy / things in shops.

2 **Complete the questions with *will* and the verb in brackets, and then write your own answers.**

0 Where *will* people *build* (build) houses in the future?
I think *they will build houses under the sea.*

1 _____ students _____ (go) to school in the future?
I'm sure _____.

2 Where _____ we _____ (buy) clothes and shoes in the future?
I think _____.

3 How _____ people _____ (travel) from one place to another?
I'm certain _____.

4 _____ there _____ (be) more wars?
I hope _____.

5 _____ scientists _____ (discover) new things?
I'm sure _____.

FUTURE WITH *MAY* / *MIGHT*

Positive	I / You / He / She / It / We / They **may** / **might book** the hotel today.
Negative	I / You / He / She / It / We / They **may not** / **might not ring** you later.

- We use *may* and *might* to talk about future possibilities.
  *It **may rain** tomorrow.* (= I'm not sure.)
  *We **might go** for a walk later.* (= We aren't certain.)
- When we talk about future possibilities, *may* and *might* have the same meaning.
  *I **may** / **might** buy some new trainers tomorrow. Mine are very old.*
  *Jack's feeling ill. He **may not** / **might not** go to school tomorrow.*
- We don't often use *may* or *might* to ask questions about future possibilities. We usually use *will*.
  *What **will** you **take** on the school trip?*
  *I **may take** my sun hat and I **might take** my sunglasses.*

GRAMMAR REFERENCE AND PRACTICE

WITH A TEACHER

1 **Choose the correct words to complete the sentences.**

1 I'm sure I'*ll* / *may* go swimming. It's really hot.
2 We'*ll* / *may* have pizza or we'*ll* / *may* have a hamburger. We haven't decided yet.
3 My mum'*ll* / *might* be able to drive us to the concert, but she isn't sure.
4 Don't worry. I'm certain they *won't* / *may not* be late. They left 45 minutes ago.
5 Where *will* / *may* you go on holiday? We may go to South Africa.

2 **Write complete sentences with *may* or *might* and one of the verbs in the box.**

buy	~~go~~	not go	not rain
turn off		not understand	

0 I don't know what we're doing this evening. We *might go* to Molly's barbecue party.
1 I haven't got any sun cream. I _____ to the beach.
2 I'm really cold. I _____ the air conditioning.
3 Look! The clouds are moving. It _____ later.
4 It's my cousin's birthday. Her parents _____ her a new smartphone.
5 You _____ this teacher because she talks very fast.

UNIT 9 *MUST, MUST NOT (MUSTN'T), HAVE TO, DON'T HAVE TO*

must / mustn't

Positive	I / You / He / She / It / We / They **must** go.
Negative	I / You / He / She / It / We / They **mustn't** go.

- We use *must* and *mustn't* to talk about rules and obligations.

*You **must** switch off your mobile phone in class.*
*You **mustn't** eat or drink in the classroom.*

- We don't often use *must* in the question form. We prefer to use *Do* (*I, you,* etc.) *have to … ?*

***Do** I **have to** wear a swimming hat?*

Practice

1 **Write complete sentences with *must* or *mustn't*.**

0 ✗ you / walk on the grass
You mustn't walk on the grass.
1 ✓ they / fill in the form
2 ✗ we / forget Mum's birthday
3 ✗ my cousin / wear large earrings to school
4 ✓ you / practise for an hour every day
5 ✓ you / be careful

have to / don't have to

Positive	I / You / We / They **have to** go. He / She / It / **has to** go.
Negative	I / You / We / They **don't** (**do not**) **have to** go. He / She / It **doesn't** (**does not**) **have to** go.
Questions	**Do** I / you / we / they **have to** go? **Does** he / she / it **have to** go?
Short answers	Yes, I / you / we / they **do**. Yes, he / she / it **does**. No, I / you / we / they **don't**. No, he / she / it **doesn't**.

- We use *have to* to say something is necessary and *don't have to* to say something isn't necessary.

*You **have to** bring sandwiches.* (= you need to bring)
but *You **don't have to** bring a drink.* (= you don't need to bring)

2 **Complete the sentences and questions with the correct form of *have to* and the verb in brackets.**

0 *Do* you *have to join* (join) a club to play this sport?

1 Today's Saturday. I _____ (not go) to bed early.
2 My mum _____ (work) in London this week.
3 What time _____ your sister _____ (come) home when she goes out?
4 My uncle has got problems with his back. He _____ (go) swimming every day.
5 We _____ (not watch) the film, we can play a game instead.

must and have to

- *Must* and *have to* are similar.
  *I've got a test tomorrow. I **must** study. or I **have to** study.*
- *Mustn't* and *don't have to* are different.
  *You **mustn't** be late for class.* (= you can't be late. It's the rule.)
  *You **don't have to** bring your own equipment.* (= it isn't necessary but you can if you want.)
- In the past, we use *had to* for *must* and *have to*.
  *I didn't watch the film because I **had to** study.*
- The past of *don't have to* and *do you have to* is *didn't have to* and *did you have to*.
  ***Did** you **have to** stay at school late yesterday? No, I didn't.*
  *My mum **didn't have to** go to work this morning, so she drove me to school.*

3 Choose the correct words to complete the sentences.

0 You *don't have to* / *mustn't* help me but you can if you want.
1 When I was younger, I *had to* / *must* go to bed at 8 p.m.
2 No ball games, please! You *don't have to* / *mustn't* play football here.
3 *Do you have to* / *Must* you leave now? It's very early.
4 I *don't have to* / *mustn't* wear a swimming cap at my pool, but I usually wear one.
5 Shh! My sister's sleeping! We *don't have to* / *mustn't* wake her.

UNIT 10 VERB PATTERNS – GERUNDS AND INFINITIVES

- When we use two verbs together in a sentence, the second verb is usually **a gerund** (*sleeping, swimming,* etc.) or an infinitive (*to sleep, to swim*).
  *I **want to meet** my new neighbours.*
  *I **don't mind helping** close friends.*
- We use **an infinitive** after some verbs.
  *We **hope to see** you soon.*
  *He's **learning to play** the guitar.*
- We use **a gerund** after other verbs.
  *He **finished doing** his homework and watched TV.*
  *My dad **enjoys playing** chess.*
- We can use **a gerund** or **an infinitive** after these verbs: *start, begin, prefer, like, love*.
  *We went to the beach, but then it **started raining**. or … **it started to rain**.*
  *My friends **began playing** that game two hours ago.* or *My friends **began to play** …*
- We also use **a gerund** after prepositions (*at, in, for*, etc.).
  *Thank you **for inviting** me to your party.*
  *I'm thinking **of buying** a new bike.*

verb + gerund	finish, don't mind, enjoy, miss
verb + infinitive	decide, choose, learn, help, hope, plan, want, need
verb + gerund or verb + infinitive	start, begin, prefer, like, love

- We can use **a gerund** as the subject of a verb.
  ***Joining** the film club was a really good idea.*

1 Complete the sentences with the infinitive or gerund form of the verb in brackets.

0 I need *to buy* (buy) some new trainers.
1 I missed _____ (see) you at the party.
2 My brother decided _____ (study) maths at university.
3 I don't mind _____ (get up) early at the weekend.
4 _____ (make) friends isn't always easy.
5 My friends enjoy _____ (write) their blogs.
6 We finished _____ (download) the film and then we watched it.

2 Complete the sentences with the correct form of the verbs in the box.

~~do~~	fail	join	make	play	upload

0 I've found a new app for *doing homework*.
1 I'm interested in _____ new friends.
2 My brother is very good at _____ the guitar.
3 Don't worry about _____ the exam. It's easy!

4 My mum's getting better at _____ photos onto her blog.
5 I'm thinking of _____ a computer club.

3 Complete the sentences with a verb in the gerund or infinitive form so they are true for you.

0 My friends and I are interested in *sharing photos and stories*.
1 When I leave school, I hope _____.
2 I don't mind _____, but I don't like _____.
3 I started _____ when I was younger.
4 I prefer _____ to _____.
5 I'm thinking of _____ next weekend.

UNIT 11 DETERMINERS

a/an / the

We use ***a*** or ***an*** when we introduce something for the first time and when we talk about things in general.

*I visited **a** museum in Paris.*
*I bought **an** ice cream and **a** can of lemonade.*

We use ***the*:**

- when we talk about something already mentioned.
  *I visited a museum in Paris. **The** museum was very old.*
- before superlatives.
  *London is **the biggest** city in England.*
- before *first, second*, etc.
  ***The first** man to walk on the moon was Neil Armstrong.*
- when there is only one of something.
  *I went to **the sea** to swim.* (There's only one near.)

1 Complete the conversation with *a/an* or *the*.

Matt: Where did you go on holiday?
Jane: We went to St Malo. It's **(1)** _____ town in France.
Matt: Did you have a good time?
Jane: Yes, we went to **(2)** _____ beach every day and we swam in **(3)** _____ sea. In the evening, we ate in **(4)** _____ very good restaurant near our hotel.
Matt: What was the name of **(5)** _____ restaurant?
Jane: I can't remember. I bought you **(6)** _____ T-shirt. It was **(7)** _____ nicest one in the shop.
Matt: Thank you, Jane. You're **(8)** _____ first person to buy me a present from their holiday.

both / all

- We use *both* to talk about two things.
  ***Both** Rachel and Ruth enjoy going to the theatre.*
  (**not** ~~*The both Rachel and Ruth …*~~)
- We use *all* to talk about a total number of people or things.
  *We visited **all** the museums in the city.*

another / other

- We use *another* with a singular noun to talk about 'one other' person or thing. We write it as one word.
  *This café is closed. There's **another** one over there.*
- We use *other* with plural nouns and uncountable nouns to talk about people or things in general which are different from the ones we are talking about.
  *We wanted to see the palace and the cathedral, but my sister wanted to visit **other** places.*
  (**not** ~~*another places*~~)
  *Were there **other** people there?*
- We use *the other* with singular or plural nouns to talk about one or more things already mentioned.
  *We didn't eat in **the other** restaurant.* (= We know there are only two restaurants.)
  ***The other** famous places to visit are all in the old town.* (= We are talking about a list of famous places.)

2 Choose the correct word to complete the sentences.

1 This pencil is broken. Can I have *another* / *other* one?
2 *All* / *Both* my parents work in the city centre.
3 My friends want to write about their last holiday, but I've got *another* / *other* idea.
4 They built a new bridge because *another* / *the other* bridge is very old.

5 My dad's got five brothers and sisters. They *all* / *both* live near us.
6 I'd like to study *all* / *both* maths and science when I go to university.

3 Complete the sentences with the words in the box.

all	an	another	both	other	the

1 The website didn't give me much information, so I had to look at _____ websites.
2 I don't know what to get Sam for his birthday. Can you give me _____ idea?
3 _____ the cheaper hotels were full, so we stayed in a really expensive one.
4 She's lost her map, so she'll need to buy _____ one.
5 We didn't spend much time in _____ art gallery because there were a lot of people inside.
6 'Do you prefer the green or the blue scarf?' 'I think _____ scarves are nice.'

UNIT 12 RELATIVE PRONOUNS *WHO, WHICH, THAT*

- We use *who*, *which* and *that* with a short sentence (or clause) to give more information about people or things.
  *An actor is a person **who** plays a part in a film or play.*
  *A thriller is a type of film **which** is very exciting.*
- We use *who* with people.
  *A fan is a person **who** loves watching, reading or listening to something.*
- We use *which* with things.
  *Horror is a type of film **which** is too frightening for young children.*
- We can use *that* for people or things.
  *My sister is someone **that** loves all science fiction stories.*
  *3D films are films **that** make everything on screen seem more real.*

1 Complete the sentences with *who* or *which*.

1 There are now cinemas _____ are more like hotels.
2 A guest is a person _____ visits your house.
3 A fim star is someone _____ is a very successful and famous film actor.
4 A park is a place _____ often has lakes, woods and gardens.
5 This is a website _____ tells you how good films are.
6 It's best to go to the cinema with a friend _____ likes the same type of films as you.

2 Use *who*, *that* or *which* to make one sentence.

0 A singer was singing. He was very good.
The singer *who was singing* was very good.
1 A film festival is here in summer. It is good fun.
The film festival _____ is good fun.
2 A friend went to see a musical. He had a good time.
The friend _____ had a good time.
3 There's a shop near my house. It sells jazz CDs.
There's a shop near my house _____.
4 We went to a cinema. It had 12 screens.
We went to a cinema _____.
5 A neighbour likes watching drama films. She acts as a hobby.
The neighbour _____ acts as a hobby.

3 Match the two halves of the sentences and add *who* or *which*.

1 I know a person
2 There's a new film
3 Acting is a job
4 We've got two friends
5 I'd love to see that cinema

a only watch musicals.
b looks very easy, but isn't.
c has met Steven Spielberg.
d has beds instead of seats.
e I really want to see.



GRAMMAR REFERENCE AND PRACTICE

WITH A TEACHER

UNIT 13 PRESENT PERFECT WITH *EVER* AND *NEVER*

Present perfect

Positive	I / You / We / They**'ve** (**have**) **talked**. He / She / It**'s** (**has**) **decided**.
Negative	I / You / We / They **haven't** (**have not**) **gone**. He / She / It **hasn't** (**has not**) **taken**.
Questions	**Have** I / you / we / they **painted**? **Has** he / she / it **worked**?
Short answers	Yes, I / you / we / they **have**. No, I / you / we / they **haven't**. Yes, he / she / it **has**. No, he / she / it **hasn't**.

- We can use the present perfect to talk about our experiences before now.
  *I've **tried** rock climbing.*
- We use *have*/*has* + past participle.
  *My sister **hasn't slept** in a tent.*
- With regular verbs, we write the past participle in the same way as regular past simple verbs. (For spelling, see *Grammar reference and practice* Unit 3.)
  *My mum **has worked** for a famous magazine.*
- With irregular verbs, the past participle does not end in *-ed*.
  *I **have spoken** to a film star.*
- We sometimes use *ever* with present perfect questions to say 'in your life'.
  ***Have** you **ever climbed** a tree?*
- We sometimes use *never* with present perfect statements to say 'not ever in my life'.
  *My grandparents **have never flown** in a plane.*
- We don't use past time expressions like *yesterday, last weekend, two days ago*, etc. with the present perfect. We use them with the past simple.
  *I **played** tennis **yesterday**.* (**not** ~~*I've played tennis yesterday.*~~)

FOR PAST PARTICIPLES, SEE PAGE 167

Practice

1 **Write the past participle.**

1 arrive _____
2 enjoy _____
3 repair _____
4 stop _____
5 travel _____
6 walk _____
7 break _____
8 buy _____
9 fall _____
10 grow _____
11 lend _____
12 wear _____

2 **Complete the sentences with the present perfect with *never* and these verbs.**

explore grow kayak
learn meet ~~pick~~

0 I *have never picked* wild fruit.
1 We _____ down a river.
2 My parents have got a big garden, but they _____ vegetables there.
3 My friends _____ a famous person.
4 My grandma _____ to speak English.
5 I _____ a cave.

3 **Write complete questions in the present perfect with *ever*. Then write the short answer.**

0 you / swim / in a cold lake?
Have you ever swum in a cold lake?
Yes, *I have.*
1 your brother / write / a blog?
No, _____
2 your friends / ride / a horse?
Yes, _____
3 your teacher / forget / your name?
Yes, _____
4 you / sell / things you don't want?
No, _____
5 you and your friends / win / a competition?
No, _____

UNIT 14 PRESENT PERFECT WITH *JUST, YET* AND *ALREADY*

» FOR THE PRESENT PERFECT, SEE UNIT 13 PAGE 160

- We can use the present perfect with *just*, *yet* and *already*.

  I've just bought a new pair of shoes. Do you like them?

  I'm full. I've already eaten five slices of pizza.

  Have you seen that film yet?

  No, I haven't seen it yet, but I'm going to see it tomorrow.
- We use the present perfect with *just* to say that something happened a very short time ago. *Just* goes between *have* and the past participle.

  Would you like something to eat? No, thanks. I've just eaten. (= I ate something a very short time ago.)
- We use the present perfect with *already* to say that something happened before now, often sooner than we expected. We often use *already* in the positive. It usually goes between *have* and the past participle.

  Mum: *You should do your homework.*

  Son: *I've already done it.* (= The son has done his homework sooner than his mum expected.)
- We use the present perfect with *yet* to ask or talk about time until now. We often expect that something might happen in the future. We often use *yet* at the end of questions or negative sentences.

  Dave: *Have you been to the new café yet?*

  Sue: *No, I haven't been yet.* (= Sue might go to the café in the future.)

1 Rewrite the sentences with the word in brackets.

0 The new sports shop hasn't opened. (yet)
The new sports shop hasn't opened yet.

1 I've seen my best friend outside the library. (just)
2 Let's see a different film. I've seen that one. (already)
3 I'm hungry. I haven't eaten. (yet)
4 Rob can't play football. He's broken his foot. (just)
5 Have your friends arrived? (yet)

2 Choose the correct words to complete the sentences.

1 Can you lend me a pencil? I've *just* / *yet* broken mine.
2 We're having a lovely time in Paris. We've *already* / *yet* seen the Eiffel Tower and the Louvre museum.
3 It's Grandad's birthday. Have you phoned him *yet* / *just*?
4 Wait a moment! We haven't finished *yet* / *already*.
5 Dad's *just* / *yet* phoned. He's going to be late.
6 I've *already* / *yet* tidied my room. I'm not going to do it again.

3 Read the situations and write questions or sentences in the present perfect with *just*, *yet* or *already* and the verbs in brackets.

0 Your friend fell and hurt her leg two minutes ago. What does she say?
I can't move. I *have just hurt my leg.* (hurt)

1 You are in New York. You visited the Empire State Building yesterday, but you'd like to see the Statue of Liberty. What do you say?
I _____ (not/see)

2 A friend comes to your house and you are going to have lunch. What do you ask?
_____ you _____? (have lunch)

3 A friend lends you a book, but you read it last month. What do you say?
I _____ (read)

4 Your mum asks you to buy some bread from the bakery, but you did it earlier. What do you say?
_____ (buy)

5 Your friends are choosing a film to watch. What do you ask them?
_____ you _____? (choose)

UNIT 15 PRESENT PERFECT WITH *SINCE* AND *FOR*

» FOR THE PRESENT PERFECT, SEE UNIT 13 PAGE 160

- We can use the present perfect to talk about an action or situation which started in the past and continues in the present. We use *since* and *for* to say how long something has been happening.

  We've lived in this house since March.

  We've lived in this house for four months.

- We use *since* with the time when the action or situation started.

  *I've **had** this computer **since** 2013, January, my birthday, etc.*

- We use *for* with an amount of time, such as the number of hours, months, years, etc.

  *My dad's worked in that bank **for** eight weeks, six months, two years, etc.*

- We usually use *how long* with the present perfect to ask questions.

  ***How long have** you **had** your dog?*
  *We've **had** it **since** last year / **for** 11 months.*

1 Complete the table with the time expressions in the box.

~~10 o'clock~~	~~10 seconds~~	13th April, 2011
ages	breakfast	ever
five days	four months	I was young
May	my birthday	three minutes
Tuesday	two hours	two weeks
a year	years	

Since	For
10 o'clock,	*10 seconds,*

2 Complete the sentences with the present perfect form of the verbs in brackets and *for* or *since*.

0 My neighbours *have lived* (live) in their house *for* five years.
1 My aunt _____ (have) her cat _____ 2007.
2 My brother _____ (not eat) meat _____ a long time.
3 I _____ (like) playing tennis _____ I was young.
4 We _____ (not see) our cousins _____ months.
5 My mum and dad _____ (be) married _____ 1996.

3 Write complete sentences with the present perfect and *for* or *since* so they are true for you.

0 I / not play computer games
I haven't played computer games since yesterday.
1 We / not have maths
2 my best friend / live in his or her house
3 my mum / not cook a meal
4 my friends / know each other
5 I / not eat anything

4 Write complete questions with *How long …?* and the present perfect. Then, write your own answers with the present perfect and *for* or *since*.

0 you / know / your best friend?
How long have you known your best friend?
I've known him for four years.
1 your parents / live / here?
2 your best friend / have / his or her school bag?
3 you / study / in this school?
4 your favourite shop / be / open?
5 your English teacher / work / in your school?

UNIT 16 PRESENT PERFECT AND PAST SIMPLE

» FOR THE PAST SIMPLE, SEE UNIT 3 PAGE 149
» FOR THE PRESENT PERFECT, SEE UNITS 13, 14 AND 15 PAGES 160–161

We use the **present perfect**:

- to talk about an action that finished in the past, but the result is important now. We are not interested in when the action happened.

  *My brother's happy because he **has won** a competition.*

We can also use the **present perfect**:

- with *ever* and *never* to talk about our experiences until now.

  *I've **never learned** French.* (= until now, but I may learn it in the future)

- with *just, already* and *yet* to talk about things we have or haven't done recently.

  *We've **just finished** eating. I **haven't read** that book **yet**.*

- to talk about an action or situation which started in the past and continues into the present. We use *for* and *since* to say how long it has been happening.

  ***How long have** you **lived** here?*

  *I**'ve lived** here **since** 2005.*

  We use the **past simple**:
- to talk about an action that happened in the past.

  *My brother **won** a competition.*
- when we are interested in when the action happened.

  *My brother **won** the competition **last week**.*

  We can also use the **past simple**:
- to talk about experiences which happened over a time in the past.

  *When my dad **lived** in France for a month, he **didn't learn** French.* (= this time is finished. My dad doesn't live in France now.)

  Remember, when we ask questions about a time in the past, we use *When …?*

  ***When did** you **learn** to ride a bike?*

  *I **learned** to ride a bike **when** I was five years old.*

1 **Complete the table with these time expressions.**

already ever for 18 weeks
in 2008 ~~just~~ last week never
recently since 5th May
three days ago when I was younger
~~yesterday~~ yet

Present perfect	Past simple
just	*yesterday*

2 **Complete the sentences with the present perfect or past simple form of the verb in brackets.**

1 I _____ (buy) this bag when I was on holiday.
2 I _____ (not be) ill for a long time.
3 My best friend was late for school this morning because she _____ (miss) the bus.
4 We _____ (send) an email to our teacher three days ago, but she _____ (not answer) yet.
5 My mum and dad _____ (know) each other since they were children. They _____ (go) to school together.
6 You _____ (make) a lot of mistakes! Please write this story again.

3 **Write complete questions with *How long … ?* and the present perfect. Then, write your own answer with the present perfect.**

0 How long / live here?
How long have you lived here?
I've lived here for six years.

1 How long / know your English teacher?
2 How long / like your favourite band?

4 **Now, write complete questions with *When …?* Then, write your own answer with the past simple.**

0 When / start learning English?
When did you start learning English?
I started learning English four years ago.

1 When / learn to swim?
2 When / use a computer for the first time?

UNIT 17 REFLEXIVE PRONOUNS

» **FOR DETERMINERS AND PRONOUNS, SEE UNIT 6 PAGE 153**

I	myself	it	itself
you	yourself	we	ourselves
he	himself	you	yourselves
she	herself	they	themselves

- We use *-self* when the subject and the object of the verb are the same person.

  ***I** hurt **myself** when I was playing football.*
  (**not** ~~*I hurt me.*~~)

  ***My** friends enjoyed **themselves** at my party.*
  (**not** ~~*My friends enjoyed them.*~~)
- We can use *by + myself, yourself,* etc. to mean 'alone' or 'without any help'.

  *I usually walk to school **by myself.*** (= nobody walks with me)

  *They did their homework **by themselves.***
  (= nobody helped them)

GRAMMAR REFERENCE AND PRACTICE

WITH A TEACHER

1 **Complete these sentences with *myself*, *yourself*, *herself*, *himself*, *ourselves*, *yourselves*, *themselves*.**

1 My brother hurt _____ while he was climbing a tree.
2 I've just cut _____ with this knife.
3 Is it safe for those children to go swimming by _____?
4 Do you and your friends need help or can you clean the kitchen by _____?
5 If you're hungry, make _____ a sandwich!
6 We really enjoyed _____ at the party.

2 **Read the sentences and complete with *by* if you think you need to. If not, don't write anything.**

0 When Mum broke her ankle, she couldn't drive _____ herself to the station, so Dad took her.
1 I waited for 40 minutes _____ myself.
2 Please help _____ yourself!
3 Alexa didn't have any brothers or sisters, so she was used to being _____ herself.
4 The children are too young to go out _____ themselves.
5 Ben always covers _____ himself in sun cream when he goes out in the sun.
6 I really hope we enjoy _____ ourselves.

3 **Complete the conversation with the correct reflexive pronouns. Add *by* if necessary.**

Lara: Hi, Rosa. What are you doing standing there **(0)** *by yourself*?
Rosa: I can't get into my house. I just came out for a minute and the door closed **(1)** _____!
Lara: Oh, have you knocked on the door?
Rosa: There's nobody in at the moment. I was **(2)** _____.
Lara: Well, come in and wait in our house. We can have a chat and a sandwich and enjoy **(3)** _____! Oh, sorry. I've just remembered. Callum and Ed made **(4)** _____ lots of sandwiches earlier, so there isn't any bread left.
Rosa: Really? They made sandwiches **(5)** _____? They usually ask your mum or dad to do it for them!
Lara: I know. By the way, if you want to ring your mum, there's the phone.
Rosa: Oh, can I? Thanks.
Lara: No problem. Help **(6)** _____!

UNIT 18 FIRST CONDITIONAL

***If* + present simple,**	***will* / *won't* + infinitive**
If you **study** a lot,	you **will pass** the exam.
***will* / *won't* + infinitive**	***if* + present simple**
You **will pass** the exam	**if** you **study** a lot.

- We use the first conditional to talk about things that will or won't happen in a situation.
  *If you **talk** about the problem* (situation), *you'll **feel** better* (result).
  *If he **isn't** careful* (situation), *he'll **hurt** himself* (result).
- We can use a negative verb in the *if* clause and the *will* clause.
  ***If you don't finish** the book, you **won't know** how the story ends.*
- When the sentence begins with *If* we use a comma. When we use *if* in the middle of the sentence, we don't use a comma.
  If you get to the shop before 10 a.m., you'll get a free book.

1 **Choose the correct verb to complete the sentences.**

1 If you write to the author, she *send* / *'ll send* a nice reply.
2 You'll be late if you *won't* / *don't* hurry up.
3 Sam *doesn't* / *won't* find out about his surprise party if we don't tell him.

4 If you *won't* / *don't* like the book, we'll give you another one.
5 We won't have a picnic if Leo *doesn't* / *won't* want one.

2 Complete these sentences with the correct form of the verb in brackets.

1 We _____ (go) skiing if it _____ (snow) this weekend.
2 If you _____ (not be) careful, you _____ (fall).
3 He _____ (get) ill if he _____ (not stop) eating fast food.
4 If my friends _____ (not leave) now, they _____ (not catch) the train.
5 We _____ (not stay) at home if the weather _____ (be) nice on Saturday.
6 If Dad _____ (not come) soon, he _____ (miss) dinner.

3 Read the questions and write answers that are true for you.

1 What will your parents say if you're late home today?
If I'm late home, _____
2 What will you wear tomorrow if it's cold?
3 How will you feel if you pass all your exams?
4 What will you buy if you go shopping on Saturday?
5 Will you cook dinner if you get home before your parents tonight?
6 Will you watch TV if you finish all your homework?

UNIT 19 PRESENT SIMPLE PASSIVE

Present simple *be*	**+ past participle**
I'**m** (**am**) / '**m** (**am**) **not**	**given** homework every day.
You / We / They '**re** (**are**) / **aren't** (**are not**)	**taken** to school by car.
He / She / It '**s** (**is**) / **isn't** (**is not**)	**taught** by Mrs Kingston.

- We use the passive to talk about what happens to something or someone.
  *Cereal **is** often **covered** in sugar or chocolate.*
  *Packets of cereal **are sold** all over the world.*
- We often don't know, or we aren't interested in, who or what does the action.
  *The grain **is taken** to the factory.* (We aren't interested in who takes the grain.)
  *The cereal **is eaten** for breakfast.* (We aren't interested in who eats the cereal.)
- We can use *by* if we think it is important to say who does the action.
  *We are taught maths **by** Mr Green.* (= Mr Green teaches us maths.)
  *The grain is mixed **by** a special machine.* (= A special machine mixes the grain.)

FOR PAST PARTICIPLES, SEE UNIT 13 PAGE 160 AND THE IRREGULAR VERB LIST PAGE 167

1 Choose the correct words to complete the sentences.

1 Bread *is sold* / *are sold* in that shop.
2 We *is given* / *are given* a lot of homework on Fridays.
3 My bag *isn't made* / *aren't made* of leather.
4 The World Cup *is watched* / *are watched* all over the world.
5 I *'m not paid* / *isn't paid* to help at home.
6 My friends *isn't invited* / *aren't invited* to the party.

2 Complete the sentences with the present passive form of the verbs in brackets.

1 My best friend _____ (call) Jon. It's short for Jonathan.
2 Thousands of films _____ (download) every day.
3 Walking boots _____ (not need) for the school trip.
4 I _____ (give) money for my birthday by my parents.
5 In my school, uniforms _____ (not wear).
6 Cakes ____ (bake) in the oven.

3 **Rewrite the sentences in the present passive.**

0 Someone cleans our classroom every day.
Our classroom *is cleaned* every day.

1 People speak English all over the world.
English _____ all over the world.

2 We don't use the computers in our classroom.
The computers in our classroom _____.

3 They don't cook the food in our school.
The food _____ in our school.

4 My friends send me a lot of messages.
A lot of messages _____ my friends.

5 They don't grow bananas in England.
Bananas _____ in England.

6 Special machines make the food into different shapes.
The food _____ special machines.

UNIT 20 PAST SIMPLE PASSIVE

Past simple *be*	+ past participle
I / He / She / It **was** / **wasn't** (**was not**)	**given** a special award.
You / We / They **were** / **weren't** (**were not**)	**taken** to see a castle.

- We use the past passive to talk about what happened to something or someone.
  *This museum **was built** 150 years ago.*
  *Animals **were kept** in that building.*
  ***Was** St Paul's Cathedral **built** by Christopher Wren?*

FOR THE PRESENT PASSIVE, SEE UNIT 19 PAGE 165

FOR PAST PARTICIPLES, SEE UNIT 13 PAGE 160 AND THE IRREGULAR VERB LIST, SEE PAGE 167

1 **Write complete sentences in the past passive. Remember to use *by* if you say who did the action.**

0 This castle / build / a prince
This castle was built by a prince.

1 This photo / take / my sister.

2 The cakes / eat / my friends.

3 The Summer Palace / make / into a public park / in 1924.

4 We / not invite / to Megan's party last week.

5 We / show / around the library / the tour guide.

6 You / not give / a present / your brother.

2 **Choose the correct words to complete the sentences.**

1 Our school *is built* / *was built* in 2005.

2 I *am driven* / *was driven* to school because my dad's a teacher there.

3 My mum's mobile *is stolen* / *was stolen* yesterday.

4 London *is visited* / *was visited* by millions of people every year.

5 These sandwiches *are made* / *were made* last night.

6 That book *is written* / *was written* many years ago.

3 **Read the questions and write answers that are true for you.**

0 What's your best friend called?
My best friend is called Nick.

1 When were you born?

2 What were you given for your last birthday?

3 What fruit is grown in your country?

4 When was your house built?

5 How much homework are you given?

6 How old were you when you were first taught how to read?

LIST OF IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/ dreamt	dreamed/ dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned/learnt	learned/learnt
leave	left	left

Infinitive	Past simple	Past participle
lend	lent	lent
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written