

# Discover English Discover a wider world

*Tiếng Anh 6 English Discovery* is the portal to a fascinating world of English language knowledge and skills for the 21st century learners. The authentic content and engaging style in which it is presented is designed to inspire and challenge teenagers.

By interacting with the content, rather than just practising, students acquire the language at a deeper cognitive level. Rather than just another subject on the curriculum, English becomes the tool through which they access a wider world of knowledge, skills and experience.

## AUTHENTIC

The language in English Discovery presented through relevant and inspiring real life content motivate students to use English as it is really spoken.

## INTERACTIVE

Numerous opportunities for interaction with real-life content across print and digital formats allow students to develop their language skills at a deeper cognitive level.

## RELIABLE

Thoroughly researched and challenging content delivered within the 'Assessment for Learning' principles improves students' chances for exam success.

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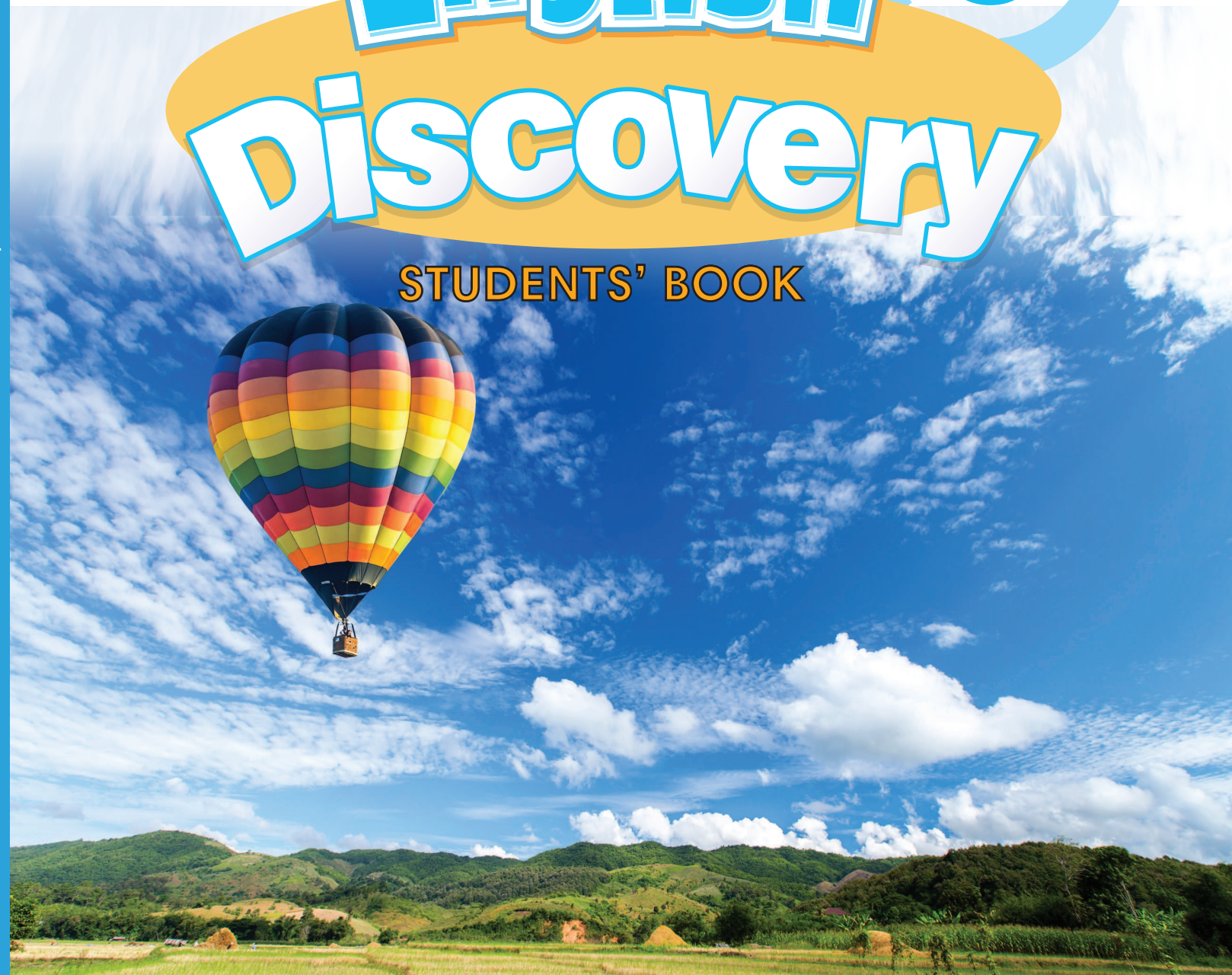
TRẦN THỊ LAN ANH (Chủ biên)  
HOÀNG THỊ MINH LÝ

Tiếng Anh 6 English Discovery

STUDENTS' BOOK

TRẦN THỊ LAN ANH (Chủ biên)  
HOÀNG THỊ MINH LÝ

# TIẾNG ANH English 6 Discovery STUDENTS' BOOK



UNIVERSITY OF EDUCATION  
PUBLISHER



CÔNG TY TNHH ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC CẢNH BÙOM  
Điện thoại: 024 3266 9140 www.pearsonelt.com

Pearson

NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM

Địa chỉ: Tầng 6, Toà nhà 128 đường Xuân Thủy,  
quận Cầu Giấy, TP. Hà Nội  
Điện thoại: 024.37547735 | Fax: 024.37547911

UNIVERSITY OF EDUCATION PUBLISHER

Address: 128 Xuan Thuy Street,  
Cau Giay District, Hanoi  
Phone: 024.37547735 | Fax: 024.37547911

Email: uep@hnue.edu.vn

Website: www.nxbdhsp.edu.vn

Chịu trách nhiệm xuất bản:  
Giám đốc: NGUYỄN BÁ CƯỜNG

Chịu trách nhiệm nội dung:  
Tổng biên tập: ĐỖ VIỆT HÙNG

Biên tập viên:  
NGUYỄN THỊ NHÀN - NGUYỄN THỊ NGÂN

Responsible for publishing:  
Director: NGUYEN BA CUONG

Responsible for content:  
Editor in chief: DO VIET HUNG

Editors:  
NGUYEN THI NHAN - NGUYEN THI NGAN

Chịu trách nhiệm bản quyền nội dung  
và hình ảnh:  
Pearson Education South Asia Pte. Ltd.

Responsible for content  
and pictures copyright:  
Pearson Education South Asia Pte. Ltd.

Tiếng Anh English Discovery Student’s Book 6

ISBN: 978-604-.....

In ..... cuốn, khổ 21x29,7 cm  
tại .....  
Địa chỉ: .....  
Số xác nhận đăng kí xuất bản: .....ĐHSP  
Quyết định xuất bản z : ..... ngày .....2020  
In xong và nộp lưu chiểu Quý .....năm 2020

Print ..... copies, size 21x29,7 cm  
at .....  
Address: .....  
Publishing registration No.: ...../ĐHSP  
Decision of Publishing No.: ..... ngày .....2020  
Printed and released in the ..... Quarter, 2020

TRẦN THỊ LAN ANH (Chủ biên)  
HOÀNG THỊ MINH LÝ

# TIẾNG ANH

# English

# 6

# Discovery

## STUDENTS' BOOK



# LỜI NÓI ĐẦU

**Tiếng Anh 6 English Discovery** được biên soạn theo Chương trình giáo dục phổ thông 2018 (ban hành kèm theo thông tư số 32/2018/TT-BGDĐT ngày 26/12/2018) cho học sinh lớp 6 cấp trung học cơ sở. Sách giúp các em phát triển năng lực tiếng Anh thông qua nhiều hoạt động và nội dung hấp dẫn, phù hợp với lứa tuổi và văn hoá, truyền thống Việt Nam, cũng như bổ sung kiến thức và kĩ năng toàn cầu của thế kỉ XXI.

**Tiếng Anh 6 English Discovery** bám sát nguyên lí của dạy học theo đường hướng giao tiếp (Communicative Language Teaching Approach). Triết lý dạy và học được bộ sách thể hiện thông qua việc phát triển cho học sinh các nhóm năng lực thành phần cấu thành nên năng lực giao tiếp xuyên suốt các bài học. Hệ thống mục tiêu bài học được xây dựng theo các năng lực thuộc Khung đánh giá tiếng Anh toàn cầu GSE (Global Scale of English) kết hợp với các năng lực được quy định trong Chương trình giáo dục phổ thông 2018. Bộ sách hướng tới tính ứng dụng cao trong giao tiếp thông qua việc sử dụng các tình huống giao tiếp đa dạng trong đời thực liên quan và gắn liền với những gì học sinh quan tâm.

**Tiếng Anh 6 English Discovery** chú trọng đến việc phát triển con người toàn diện. Bên cạnh việc xây dựng năng lực ngôn ngữ, sách còn giúp học sinh hình thành và phát triển các kĩ năng và phẩm chất cần thiết của công dân thế kỉ XXI, như kĩ năng hợp tác, giải quyết vấn đề, năng lực tư duy, sáng tạo và thói quen học tập suốt đời. Các nội dung tích hợp liên môn (Content Language Integrated Learning – CLIL) giúp học sinh khám phá ngôn ngữ đang học từ góc nhìn về thế giới xung quanh các em. Từ việc sử dụng được tiếng Anh để giao tiếp, các em sẽ có thêm kiến thức về cuộc sống quanh mình, hình thành mối liên kết giữa những gì đã biết, đã được trải nghiệm với nội dung bài học, từ đó giúp quá trình học và phát triển tiếng Anh trở nên tự nhiên và hiệu quả nhất.

Các tác giả

# TIẾNG ANH

# English 6

# Discovery

## STUDENTS' BOOK

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Clear summary of unit contents in terms of Vocabulary and Grammar

Learning objective (Can-do statement) for every lesson

Key Vocabulary recorded

Vocabulary sets pulled out from reading text

Special focus on teaching collocations and chunks of vocabulary

## 1

### People are people

**VOCABULARY**  
Nationalities | Family | Adjectives to describe people | Verbs | Personality adjectives | Clothes and footwear items

**GRAMMAR**  
can for ability | have got

**Grammar:** Welcome to my life!

**Speaking:** She's famous.

**1.1 VOCABULARY** Nationalities, family, adjectives to describe people

I can talk about family and nationalities.

**My multinational family**

My name's Asha. I'm a teenager – I'm thirteen years old. I'm English and French, but my family is multinational.

My mum's name is Sonia. She's English. My dad's name is Henri. He's French. My granny Cara (my mum's mother) is Irish and my grandpa Abe is from the USA. My other grandfather, Gus (my dad's father), is Argentinian and my grandma Miyo is from Japan.

My auntie Rita (my mum's sister) is married. Her husband's name is Alex. He's Scottish. Their son's name is Tommy. He's my baby cousin – only nine months old. My uncle Antoine (my dad's brother) is married too. His wife's name is Ota. She's from Poland. Their daughter (my cousin Ana) is thirteen years old too. We're good friends.

**2 1.02** Complete the Vocabulary A box with countries and nationalities from the text. Listen and check.

Vocabulary A Countries and nationalities			
England – 1 <u>English</u>	Argentina – 5 _____	Germany – German	
France – 2 _____	Japan – 6 <u>Japanese</u>	Italy – Italian	
Ireland – 3 _____	Scotland – 7 _____	Holland – Dutch	
_____ 4 <u>American</u>	_____ 8 <u>Polish</u>		

**3 1.03** Study the Vocabulary B box. Write the words in the correct group. One word can go in both groups. Listen and check.

Vocabulary B Family	
aunt	brother
cousin	daughter
father	grandfather
grandmother	husband
mother	sister
son	uncle
wife	

**Q** aunt. \_\_\_\_\_  
**A** brother. \_\_\_\_\_

**4** Study the Watch out! box. Read the text on page 10 again and rewrite the sentences using 's. Who says these sentences?

**Possessive 's**  
We use 's to talk about our family members, names, appearance and possessions.  
*Asha's mother is English.*  
*Gus's hair is grey.*  
*My grandparents' home is in L.A.*

**Watch out!**

- The name of my mum is Sonia.  
*My mum's name is Sonia. (Asha)*
- The name of my brother is Antoine.
- The name of my husband is Gus.
- The son of my sister is a baby.
- The mother of my husband is Japanese.
- The names of my cousins are Asha and Tommy.
- The sister of my wife is married to Henri.
- The wife of my uncle is Polish.

**5 1.04 WORD RECOGNITION**  
Write the words below in the correct column. Some words can go in more than one column. Listen and check.

Eyes	Hair	General appearance
big	blonde	big
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**6** In pairs, ask and answer questions about the people in the photos on page 10. Use words from Exercise 5.

A: Is Cara's hair long?  
B: No, it isn't. It's short.  
A: Is Rita old?  
B: No, she isn't.

**7** Let's play the truth game! Work in pairs.

Student A: Write four sentences about the people in your family. Three sentences are true. One sentence is false. Read them aloud to Student B.

Student B: Guess the false one. Then change the role.

A: There are four people in my family.  
I have a brother. He is thirteen years old.  
He has blonde hair.  
B: False! Your brother has black hair.

Vocabulary presented via listening and visuals

Personalisation in the And You? sections

# A UNIT OF THE STUDENTS' BOOK

Clear grammar tables

21st century skill of critical thinking

One lesson per page or opening

Reading texts in a variety of genres

Vocabulary set pulled out from reading text

Manageable texts about contemporary issues to engage students' attention

Everyday phrases and expressions pulled out of the presentation

Group and pair work for real exchange of information and opinions

## 1.2 GRAMMAR can

I can use can to talk about abilities.

**1** In pairs, match one of the words/phrases below with each photo (A-D). Read and check.

dance fly jump run stay under water sing speak a foreign language swim

**2** Study the Grammar box. Read the text again and complete the sentences with can or can't.

1 Marlon can speak Japanese.  
2 Tom can't stay under water for a long time.  
3 Phuong Anh can dance but she can't walk.  
4 Tara can't fly, but she can jump.

**Grammar** can  
I can use can and can't to talk about abilities.  
They can dance. She can't fly.  
Can he speak English? Yes, he can. / No, he can't.  
How many languages can you speak?

**3** **1.05** Can you guess what famous people can or can't do? In pairs, make sentences with can or can't. Listen and check.

1 Katy Perry / sing / dance in a wheelchair  
2 Beyoncé / speak Japanese / dance  
3 Stephen Hawking / talk using a computer / walk  
4 Ronaldo and Neymar / play football / jump six metres  
5 MC Trấn Thành / speak Chinese / speak German

**4** Write six questions with can using the words/phrases in A and B below.

A you your brother/sister your friend your parents  
B dance jump three metres sing speak English speak three languages stay under water for one minute swim one kilometre

Can you dance?  
Can your parents speak English?

**5** In pairs, ask and answer the questions in Exercise 4.

A: Can you dance?  
B: No, I can't but I can sing.

## 1.3 READING and VOCABULARY The different faces of Jennifer Lawrence

I can find specific details in an article and talk about general appearance and personality.

**1** **CLASS VOTE** Who is your favourite actor/actress?

**2** **1.06** Match photos A-D below with the sentences 1-4. Read the text and check.

1 Her make-up is perfect.  
2 She's a poor.  
3 She's a mutant.  
4 She can shoot arrows.

**3** Read the text again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

1 Jennifer is American.  
2 Reel is a teenager.  
3 Rosalyn can't shoot arrows.  
4 Katniss' hair is short.  
5 Raven is a young woman.  
6 Raven and Jennifer are 100 percent different.

**4** Study the Vocabulary box. Find the words in the text. How do you say the words in your language?

**Vocabulary** Personality adjectives  
brave clever friendly funny nervous nice quiet

**5** In pairs, write sentences about the people you know. Use adjectives from the Vocabulary box.

My uncle is my cousin.  
My mum/dad is my best friend.  
My uncle is funny. He isn't quiet.

**6** Choose the correct options to make the sentences true for you. You can choose more than one option. In groups, compare your answers.

• My eyes are blue / brown / green / other ( )  
• My hair is long / short / not long or short ( )  
• My hair is black / blonde / brown / other ( )  
• I'm short / tall.  
• I'm brave / clever / nice / quiet / nervous / friendly / funny.

A: My eyes are green. My hair is long and blonde. I'm friendly and happy.  
B: My eyes are green too, but my hair is short and black. I'm quiet and ...

## The different faces of Jennifer Lawrence

Jennifer Lawrence is twenty-seven. She's from Kentucky, the USA. She's friendly and funny. She's slim, tall (1.75 m) and pretty. Her eyes are blue and her hair is blonde. But Jennifer is an actress and actresses can change their appearance.

In *Winter's Bone* Jennifer is Reel, a quiet seventeen-year-old girl from a poor family. She's unhappy. Her hair is long and dirty.

In *The Hunger* Games Jennifer is Katniss, a nervous woman with beautiful blonde hair and perfect make-up.

In *X-Men* Jennifer is the mutant Raven. Raven's clever, she can speak fourteen languages, but she isn't very nice. She's very different from Jennifer. She's over 100 years old. Her hair is red, her eyes are yellow and her skin is blue! But Raven and Jennifer are not completely different: Raven can change her appearance too.

## 1.4 GRAMMAR have got

I can use have got to talk about possession.

**3** Study the Grammar box. Find examples of have got in the text.

**Grammar** have got  
I've got (have got) a sister. He hasn't got (has not got) a big family.  
Have they got a pet? Yes, they have. / No, they haven't. What have you got?

**4** **1.08** Complete the text about Max's best friend with the correct form of have got. Listen and check.

Sol Gardner is English and he's my best friend. The Gardners <sup>1</sup> a big flat in my street. Mr Gardner is an actor and his wife is a singer. Sol <sup>2</sup> short hair and brown eyes. He <sup>3</sup> two sisters, Carla and Nikki. They <sup>4</sup> a Labrador, Charlie. The Gardners <sup>5</sup> a car, but Mr Gardner has got a motorbike. Sol is an uncle now - his sister Carla is married and they <sup>6</sup> a daughter, Ida.

**5** Make questions with have got. In pairs, ask and answer the questions.

1 Max / a sister / ?  
Has Max got a sister?  
2 Max / a blog / ?  
3 Lily / any hobbies / ?  
4 the Greggs / a garage / ?  
5 Sol / any brothers / ?

A: Has Max got a sister? B: Yes, he has.

**6** In pairs, ask and answer the questions. Tell the class about your partner.

• Have you got any brothers or sisters / a blog/friends in another country?  
• Have you and your family got a house or a flat/a car?  
• Has your best friend got a big family/a pet?  
A: Have you got any brothers or sisters?  
B: Yes, I have. I've got two brothers. Have you ...

## 1.5 LISTENING and VOCABULARY Fashion

I can identify specific details in a conversation and talk about clothes.

**1** Look at the pictures and read the blog. In your opinion, which person (A-D) has got a nice style?

**2** **1.09** Listen and match the names with pictures A-D.

1 Duncan 2 Sam 3 Marc 4 Donna

**3** **1.10** Listen again. Mark the sentences T (true) or F (false).

1 Chrissy is a fan of Donna's hair.  
2 Donna's sunglasses are from a supermarket.  
3 Sam is fifteen years old.  
4 Sam's boots are Spanish.  
5 Duncan is a student.  
6 Marc's bike is from France.

**4** Study the Vocabulary box. Complete the sentences about the people in the photos.

**Vocabulary** Clothes and footwear  
Clothes: dress hat jacket jeans shirt shorts skirt sweater sweatshirt T-shirt tracksuit trousers  
Footwear: boots shoes trainers  
Other: hat (sun)glasses

**5** **1.11** **DICTIONARY** Listen to a recording about Chrissy. Listen again and write down what you hear. Then make similar sentences about yourself.

**6** **1.12** Order the words to make compliments. Listen and check.

1 trainers / your / are / really cool / !  
2 style / you / great / 've got / !  
3 fantastic / your shirt / is / colour / really nice / it's a / !

**7** In pairs, make compliments about your partner's clothes. Use Exercise 6 to help you. Be nice!

A: Your sunglasses are great!  
B: Thanks. Your sweater is really nice!

## 1.6 SPEAKING Greeting people



**AUDIO SHE'S FAMOUS**

Max: Hey, Sol. That girl in the red T-shirt!  
Sol: What about her?  
Max: That's Clare Philips. She's famous. She's a TV presenter. Come on! ... Excuse me, Hi!  
Girl: Hello.  
Max: How are you?  
Girl: I'm fine, thanks. How are you?  
Max: I'm good, I'm Max.  
Girl: Pleased to meet you, I'm ...  
Max: This is my friend, Sol.  
Sol: Hi. How's it going?  
Girl: Fine, thanks, but ...  
Nice to meet you.  
Yeah, nice to meet you too.  
Oh, this is really cool!  
What is it ...  
The famous Clare Philips in the park in my town! I think you're wonderful.  
Thanks, but I'm not Clare Philips. My name's Jenny Dobbs. I'm not famous.  
Oh, I'm sorry, I ...  
No worries! See you.  
Bye ... Sorry!  
Oh, Clare! You're wonderful!

What about her? Come on!  
Excuse me. Really cool!  
I'm sorry. No worries.

**OUT of class**

- 1.13 Look at the photo and choose the correct option. Read or listen and check.  
1 Max and Sol are in the park / at school.  
2 The girl is / isn't Max's sister.  
3 She is / isn't famous.

- 2 Study the Speaking box. Find the phrases in the dialogue.

### Speaking Greeting people

Hello/Hi!  
How are you/How's it going?  
I'm fine/good, thanks.  
My name's .../I'm ...  
Pleased/Nice to meet you.  
This is my friend, Sol.  
Bye/Goodbye/See you (later).

- 3 Complete the sentences with the words below.

- a by fine hi how I'm it meet this  
b This is my friend, Ian.  
c Hi, Al, ... Jo.  
d I'm good, ... are you?  
e Nice to ... you too.  
f I'm ..., thanks. My name's Al.  
g Oh! Look at the time! ...!  
h Hi, how's ... going?

- 4 1.14 Complete the dialogue with sentences from Exercise 3. Listen and check.

Jo: Hello!  
Al: Hi.  
Jo: 1  
Al: 2  
Jo: 3  
Al: 4  
Al: This is my friend, Ian.

- 5 In groups of three, practise the dialogue in Exercise 4.

- 6 In groups of three, have a conversation. Follow these steps. Then swap roles.

- You meet in a canteen.
- Student A, greet Student B.
- Student B, introduce Student C to Student A.
- Say goodbye.

**And you**

## 1.7 WRITING A description

I can write a short description of a person.

- 1 CLASS VOTE Read the texts quickly. In your opinion, are Jade and Lionel heroes?

**A My hero**  
by Karin  
My hero is my friend Jade Pryce. She's thirteen years old and she's a student at my school. She's English but her mother is from Spain. Jade is short and she's got dark hair. Life is very difficult for Jade. She's a good student but she's got big problems with her health and she's often not at school. But Jade is very brave and she's always very happy, friendly and funny. That's why she's my hero.

**B My hero**  
by Paulo  
My hero is the sportsman Lionel 'Leo' Messi. He's about thirty and he's a footballer. Messi is from Argentina and he can speak Spanish and English. He's married and he's got three children. He's got dark hair and he isn't very tall. Leo Messi is one of the world's top football players and he's got a lot of money. He is very rich. He is a very nice person. He's got a charity for children with problems. He's my favourite football player and my hero.

- 2 In pairs, read the texts again. Mark the sentence T (true) or F (false).

- 1 Jade hasn't got an easy life.
- 2 Jade isn't clever.
- 3 Leo Messi is Spanish.
- 4 He's got a wife and children.

- 3 In pairs, tick the things Karin and Paulo mention in their descriptions in Exercise 1.

- 1 personality
- 2 nationality/ languages
- 3 hobbies
- 4 appearance
- 5 age/job

- 4 Study the Writing box and check your answers in Exercise 3.

### Writing A description

#### Introduce the person

My hero is my friend ...  
the singer ...  
My favourite sports star/ actor is ...

#### Age/Occupation

She's thirteen and she's a student.  
He's about thirty and he's a footballer.

#### Nationality/Languages/Family

He's from Argentina.  
She can speak three languages.  
He's married and he's got two children.

Odd numbered units contain writing skills work covering a range of genres

She can dance, she can sing too. ... She can dance, and she can sing.  
He can dance, he can't sing. ... He can dance, but he can't sing.

### Writing Time

- 5 Write a description of your hero. Use the texts in the box to help you. Write

... and/or but.

Regular class vote provides opportunities for group work and personalisation

Every functional dialogue is presented through a drama video

Pronunciation activities work with vocabulary from the unit

All key language and functions are reviewed in a measurable way on this page

## GLOSSARY Nationalities | Family | Appearance adjectives | Personality adjectives | Clothes and footwear

adj: adjective adv: adverb n: noun np: noun phrase v: verb vp: verb phrase prep: preposition

appearance	/ə'piərəns/ (n)	ngươi hình	nationality	/nə'ʃənələti/ (n)	quốc tịch
adult	/ˈædlt/ (n)	cô, dì, bác gái	nice	/naɪs/ (adj)	tốt, dễ chịu
brother	/ˈbrʌðə/ (n)	đồng cam	personality	/ˌpɜːsnə'liːti/ (n)	tính cách
child	/tʃɪldrən/ (n)	trẻ em	poor	/puː/ (adj)	nghèo
cheerful	/tʃɪəfʊl/ (adj)	hào hứng, vui vẻ	pretty	/ˈpriː/ (adj)	khả là
clever	/ˈklevə/ (adj)	thông minh, nhanh nhẹn	quiet	/ˈkwaɪət/ (adj)	yên lặng, yên tĩnh
cool	/kuːl/ (adj)	thời trang, sành điệu	shirt	/ʃɜːt/ (n)	áo sơ mi
dark	/dɑːk/ (adj)	tối, sẫm màu	shoes	/ʃuːz/ (n)	giày
difficult	/ˈdɪfɪkəl/ (adj)	khó khăn, khó	short	/ʃɔːt/ (adj)	ngắn
easy	/iːzi/ (adj)	dễ dàng	shorts	/ʃɔːts/ (n)	quần soóc
friendly	/ˈfrendli/ (adj)	thân thiện	shirt	/ʃɜːt/ (n)	áo sơ mi
funny	/ˈfʌni/ (adj)	vui vẻ	slim	/slɪm/ (adj)	苗条, thon thả
glasses	/ˈglɑːsɪz/ (n)	kính (râm)	small	/smɔːl/ (adj)	nhỏ
granny	/ˈgræni/ (n)	bà	smart	/smɑːt/ (adj)	thông minh, sành điệu
hat	/hæt/ (n)	mũ (có vành)	strong	/strɒŋ/ (adj)	khỏe mạnh
hobby	/ˈhɒbi/ (n)	sở thích	sweater	/ˈswetə/ (n)	áo len
name	/neɪm/ (n)	quần áo	sweatshirt	/ˈswetʃɜːt/ (n)	áo chui đầu
make-up	/ˈmeɪkʌp/ (n)	trang điểm, sự trang điểm	tracksuit	/ˈtrækst/ (n)	bộ quần áo thể thao
married	/ˈmæriəd/ (adj)	đã kết hôn	trainers	/ˈtreɪnəz/ (n)	giày thể thao
			trousers	/ˈtraʊnzəz/ (n)	quần dài
			T-shirt	/ˈtiːʃɜːt/ (n)	áo phông, áo thun
			young	/jʌŋ/ (adj)	trẻ, trẻ tuổi

### VOCABULARY IN ACTION

- 1 Use the glossary to find:

- eight clothes and footwear items
- six personality adjectives
- five appearance adjectives

- 2 Complete the pairs below.

- 1 father and mother
- 2 mum and ...
- 3 sister and ...
- 4 son and ...
- 5 husband and ...
- 6 grandma and ...
- 7 uncle and ...

- 3 Complete the table with clothes and footwear.

clothes	footwear
shirt	shoes
shorts	trainers
sweater	trousers
sweatshirt	T-shirt
tracksuit	young

- 4 1.15 PRONUNCIATION Listen to how we pronounce the /i:/ sound. Listen again and repeat.

- 5 1.16 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.

- 1 My sister is pretty and slim.
- 2 It's different in Italy.

## Revision

### VOCABULARY

- 1 Complete the text with the words below.

American brother children cousins daughter  
English famous France quiet wife

My uncle Mike is 'American' - he's from Oregon in the USA. He's my mother's ... He's a very ... person but I like him a lot. He's married. His ... name is Diane. She's an ... woman from London. She's an actress but she isn't very ... Mike and Diane's home is in Paris. In ... They have got ... two sons and one ... They are my favourite ...

- 2 Look at the picture. Complete the words in the description of Emily.

Emily is a very 'friendly' person. She's eight years 'a' ... She's short and 's' ... She's got a 'p' ... face and long, brown 'h' ... Today she's got a white 's' ... a blue 't' ... black 's' ... and pink 's' ...

- 3 Look at the picture in Exercise 2 and write a description of Richie. Write about his clothes, appearance and personality.

Richie is twelve years old. He's ...

- 4 Complete the questions with ONE word.

- 1 Are you a ... fan?
- 2 Can your grandmother ... football?
- 3 Can your dad drive a ...? What about your mum?
- 4 How many foreign ... can you speak?
- 5 Is it possible to ... a language in a day?

### GRAMMAR

- 5 Order the words to make sentences. Use the possessive 's.

- 1 grandma / grey / hair / my  
My grandma's hair is grey.
- 2 blue / English teacher / eyes / our  
3 best friend / my / name / Paul  
4 car / dad / my / very old  
5 clothes / cool / my / sister

- 6 Make sentences about Janey. Use can/can't.

- 1 dance well (✓) drive a car (X)  
Janey can dance well but she can't drive a car.
- 2 speak Spanish (✓) speak Polish (X)  
3 swim (✓) fly (X)  
4 cook (✓) jump six metres (X)

- 7 Make sentences about Janey. Use has got/hasn't got.

- 1 two grannies (✓) a big family (X)  
Janey has got two grannies but she hasn't got a big family.
- 2 blonde hair (✓) blue eyes (X)  
3 a cool T-shirt (✓) a football shirt (X)  
4 an interesting hobby (✓) a pet (X)

- 8 In pairs, ask and answer questions about your best friend. Use can, have got and phrases from Exercises 6 and 7.

- A: Can your friend cook? B: Yes, he can.
- A: Has he got a pet? B: No, he hasn't.

### SPEAKING

- 9 Work in pairs. You meet at a new school.

Student A, follow the instructions below. Student B, go to page 111.

Student A, have a conversation with Student B, using these phrases in the correct order. You start.

- My name's ...
- Hello!
- Oh! Look at the time! Bye!
- This is my friend, Jim.
- I'm good. How are you?

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to be; subject pronouns; possessive adjectives; the alphabet; spelling

## My world

### VOCABULARY

Alphabet | Possessions | Colours |  
Classroom language | Cardinal and  
ordinal numbers | Days of the week |  
Months | Seasons | Dates | Telling  
the time

### GRAMMAR

to be | Subject pronouns | Possessive  
adjectives | Demonstrative pronouns |  
Plural nouns | Imperatives | Object  
pronouns | wh - questions



A



B



C



D



E

- 1 Study the Grammar A box. In pairs, match sentences 1–5 with photos A–E. How do you say the underlined words in your language?

#### Grammar A

#### Subject pronouns

I you he she it we they

- Karolina and Kasia are friends. They're thirteen and they're from Krakow.
- Here's Marie and George. She's a doctor and he's a teacher. They aren't at work today.
- This is a photo of me and my friend Fraser. We're from Edinburgh.
- I'm Katie Skinner. I'm not from London. I'm here on holiday. It's a great city.
- A: Excuse me, are you really the Queen?  
B: No, I'm not. I'm Mary Reynolds. I'm an actress.

- 2 Study the Grammar B box. Find examples of *to be* in the sentences in Exercise 1.

Grammar B	to be
+	-
I'm (am) Julie.	I'm not (am not) an actor.
You/We/They're (are) friends.	You/We/They aren't (are not) students.
He/She's (is) a teenager.	He/She isn't (is not) from London.
?	Short answers
Are you a student?	Yes, I am./No, I'm not.
Is she a teacher?	Yes, she is./No, she isn't.
Are they from Paris?	Yes, they are./No, they aren't.

- 3 Complete the sentences about the people in Exercise 1 with *is/Isn't* or *are/aren't*.

- Karolina and Kasia **aren't** from Edinburgh.
- George \_\_\_\_\_ a doctor.
- Marie \_\_\_\_\_ a teacher.
- Fraser and I \_\_\_\_\_ teenagers.
- Katie \_\_\_\_\_ from London.
- Mary \_\_\_\_\_ an actress.

- 4 Replace the words in bold in Exercise 3 with subject pronouns.

1 **They** *aren't from Edinburgh.*

- 5 Make questions with *to be*. In pairs, ask and answer the questions.

- Karolina / thirteen / ?  
A: *Is Karolina thirteen?*  
B: *Yes, she is.*
- Kasia / fifteen / ?
- Marie and George / students / ?
- Katie / in London / ?
- Mary / an actress / ?

- 6 Study the Grammar C box. Choose the correct option.

Grammar C		Possessive adjectives				
I	you	he	she	it	we	they
my	your	his	her	its	our	their

- My sister is ten. *His / Her* name is Kirsty.
- We're at Greenwood School. *Your / Our* English teacher is Mrs. Smith.
- A: Hi! What are *your / our* names?  
B: I'm Todd and he's Dan.
- Our two cats are great. *Our / Their* names are Fiona and Minka.
- This is my friend from America. *His / Her* name is Tom.
- Here's a photo of my dog. *Its / Their* name is Rocky.

- 7 Go around the class saying the letters of the English alphabet. Which sound is not available in Vietnamese?



- 8 0.1 Study the Watch out! box. Listen and write down the names. Then spell your first name and your surname.

#### Spelling

Geeta = G-double E-T-A

Harry = H-A-double R-Y

**Watch OUT!**

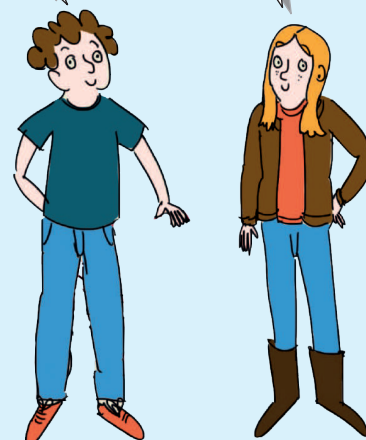
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- I'm \_\_\_\_\_.

- 9 Ask three of your friends to spell their names.

**And YOU**

*How do you spell your name?*

*H-U-O-N-G.  
How do you spell your name?*





## 0.2

## MY THINGS

Possessions; plural nouns; demonstrative pronouns; colours



- 1 In pairs, look at the picture of a garage sale. What is the purpose of a garage sale?
- 2 Study the Vocabulary box. Which things can you see in the picture?

### Vocabulary Possessions

bag bike book computer guitar key laptop  
mobile phone skateboard teddy TV wallet watch

- 3 Study the Grammar A box. Write the plural form of the words in the Vocabulary box.

bag – bags

### Grammar A Plural nouns

#### Regular

cat → cats apple → apples class → classes  
match → matches baby → babies monkey → monkeys

#### Irregular

man → men woman → women child → children

- 4 Study the Grammar B box. Complete the speech bubbles in the picture with words from the box.

### Grammar B Demonstrative pronouns

#### Singular

↓ this → that

#### Plural

↓ these → those

- 5 Choose the correct option.

- 1 This / These films are very interesting.
- 2 That / Those book is great.
- 3 This / These men are our friends.
- 4 That / Those watches are old.
- 5 That / Those phone is new.
- 6 That / Those women are teachers.
- 7 This / These apples are good.

- 6 In pairs, look at the picture in Exercise 1 and find something:

- 1 **red**
- 2 **yellow**
- 3 **blue**
- 4 **green**
- 5 **brown**
- 6 **black**
- 7 **orange**

*This T-shirt is blue. This ...*

- 7 Work in pairs. What are your favourite colours?

*My favourite colours are ...*

And  
Y?U



0.3

## IN MY CLASS

Imperatives; classroom language; object pronouns

- 1 Complete the classroom rules for an English class with the verbs below.

talk watch write

### Our rules

- 1 \_\_\_\_\_ in English – don't talk in Vietnamese!
- 2 \_\_\_\_\_ in your exercise book. Don't write in your coursebook!
- Learn English at home too. Read websites in English.<sup>3</sup> \_\_\_\_\_ YouTube videos in English.



- 2 Study the Grammar A box. In pairs, find examples of imperatives in Exercise 1.

### Grammar A Imperatives

+

Watch this film!

Write the words in your books!

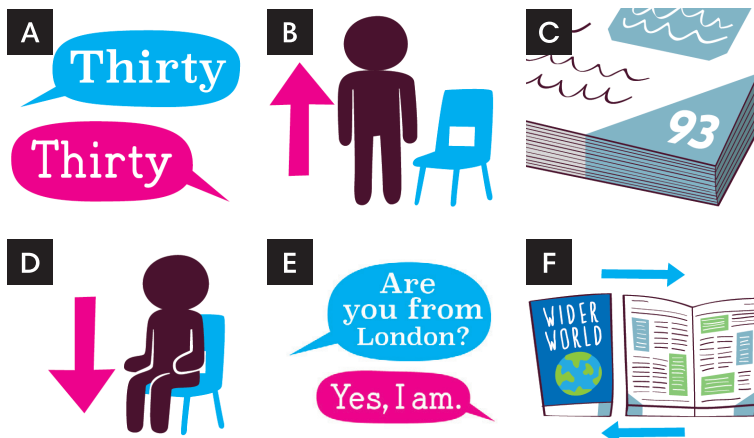
-

Don't eat in class!

Don't talk!

- 3 0.2 Match verbs 1–6 with pictures A–F. Listen and follow the instructions.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> ask/answer           | 4 <input type="checkbox"/> repeat          |
| 2 <input type="checkbox"/> stand (up)           | 5 <input type="checkbox"/> sit (down)      |
| 3 <input type="checkbox"/> open/close your book | 6 <input type="checkbox"/> turn to page 93 |



- 4 Study the Grammar B box. Complete the sentences with object pronouns.

### Grammar B Object pronouns

I	you	he	she	it	we	they
me	you	him	her	it	us	them

- Magda's a nice girl. Talk to her.
- Excuse \_\_\_\_\_, is this your pen?
- Mum and I are here now. Please phone \_\_\_\_\_.
- Wow! Listen to \_\_\_\_\_! He's fantastic!
- Don't look at your phone! Put \_\_\_\_\_ in your bag.
- Thanks for your help. This present is for \_\_\_\_\_.
- Look at \_\_\_\_\_ – they're great!

- 5 0.3 Match questions 1–4 with answers a–d. Listen and check.

- What's the English word for 'thú vị'?
  - Excuse me, which page are we on?
  - What's the spelling of *exercise*?
  - What's the homework?
- Exercise 5 on page 4.
  - Interesting.
  - E-X-E-R-C-I-S-E.
  - Page 9.

- 6 Ask your teacher two questions. Use Exercise 5 to help you.

What is the English word for "thành công"?





0.4

## MY BIRTHDAY IS ...

Days of the week; months, seasons; cardinal and ordinal numbers; dates

- 1 **0.4** Write the missing days of the week. Listen and check your spelling.

1 Monday                      5 Friday  
2 \_\_\_\_\_                6 \_\_\_\_\_  
3 \_\_\_\_\_                7 Sunday  
4 \_\_\_\_\_

- 2 **0.5** Complete the calendar with the months below. Listen and check.

August   February   May   November



- 3 In pairs, write the months for each season. Use the pictures in Exercise 2 to help you.

Summer: May , \_\_\_\_\_ , \_\_\_\_\_

Autumn: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Winter: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Spring: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- 4 **0.6** Study the Watch out! box. Listen and write the numbers you hear.

### Saying numbers

300 = three hundred (**not** three hundreds)  
511 = five hundred and eleven  
4,000 = four thousand (**not** four thousands)  
8,921 = eight thousand nine hundred and twenty-one

**Watch  
OUT!**

a thirteen                      e \_\_\_\_\_  
b \_\_\_\_\_                      f \_\_\_\_\_  
c \_\_\_\_\_                      g \_\_\_\_\_  
d \_\_\_\_\_                      h \_\_\_\_\_

- 5 Write the ordinal numbers in words.

1 <sup>st</sup> <u>first</u>	15 <sup>th</sup>
2 <sup>nd</sup> second	20 <sup>th</sup> twentieth
3 <sup>rd</sup>	21 <sup>st</sup> twenty-first
4 <sup>th</sup>	26 <sup>th</sup>
5 <sup>th</sup> fifth	30 <sup>th</sup> thirtieth

- 6 **0.7** Study the Watch out! box. Listen and choose the date you hear.

### Saying dates

In British English, we write *1<sup>st</sup> November*. We say 'November the first' or 'the first of November'.

**Watch  
OUT!**

1 a 1<sup>st</sup> January                      b 11<sup>th</sup> January  
2 a 13<sup>th</sup> March                      b 30<sup>th</sup> March  
3 a 29<sup>th</sup> July                      b 20<sup>th</sup> July  
4 a 13<sup>th</sup> October                      b 30<sup>th</sup> October  
5 a 21<sup>st</sup> December                      b 23<sup>rd</sup> December

- 7 In pairs, ask and answer the questions.

1 What day is it today?  
2 What day is it tomorrow?  
3 What's your favourite day of the week?  
4 What's your favourite month and season?  
5 When's your birthday?

**And  
YOU**



0.5

## WHAT'S YOUR ... ?

Telling the time; saying phone numbers; wh - questions



1 0.8 In pairs, complete the times for the clocks in the picture. Listen and check.

- 1 It's eight o'clock.
- 2 It's half past \_\_\_\_\_./It's seven thirty p.m.
- 3 It's a quarter to \_\_\_\_\_./It's \_\_\_\_\_ forty-five a.m.
- 4 It's ten \_\_\_\_\_ four.
- 5 It's \_\_\_\_\_ to \_\_\_\_\_.
- 6 It's twenty-five \_\_\_\_\_./It's one \_\_\_\_\_ p.m.

2 0.9 Listen to six short dialogues and write the times.

- |                   |         |
|-------------------|---------|
| 1 <u>3.00 p.m</u> | 4 _____ |
| 2 _____           | 5 _____ |
| 3 _____           | 6 _____ |

3 Make questions.

- 1 your / what / name / is / ?  
What is your name?
- 2 where / you / from / are / ?  
\_\_\_\_\_
- 3 is / when / birthday / your / ?  
\_\_\_\_\_
- 4 who / best friend / your / is / ?  
\_\_\_\_\_
- 5 are / how old / you / ?  
\_\_\_\_\_
- 6 your / what / favourite thing / is / ?  
\_\_\_\_\_
- 7 phone number / is / what / your / ?  
\_\_\_\_\_

4 0.10 Complete the interview with the questions in Exercise 3. Listen and check.

- A: a \_\_\_\_\_  
 B: I'm Jake.  
 A: b \_\_\_\_\_  
 B: Fifteen.  
 A: c \_\_\_\_\_  
 B: Bolton, a big town near Manchester.  
 A: d \_\_\_\_\_  
 B: 6<sup>th</sup> November. I'm a Scorpio!  
 A: e \_\_\_\_\_  
 B: 038744 3219.  
 A: f \_\_\_\_\_  
 B: My mum, probably!  
 A: g \_\_\_\_\_  
 B: Probably my new skateboard.



5 Study the Watch out! box. In pairs, take turns to say the phone numbers.

### Saying phone numbers

We write *038 744 3219*.

We say 'oh three eight seven double four, three two one nine'.

**Watch  
OUT!**

- |               |               |
|---------------|---------------|
| 1 69330 554   | 3 10 982 633  |
| 2 774 649 085 | 4 416 887 602 |

6 In pairs, ask and answer the questions in Exercise 3. Tell the class three interesting things about your partner.



# 1



1.1

## VOCABULARY

Nationalities, family, adjectives to describe people

I can talk about family and nationalities.

## People are people

### VOCABULARY

Nationalities | Family | Adjectives to describe people | Verbs | Personality adjectives | Clothes and footwear items

### GRAMMAR

can for ability | have got

**Grammar:** Welcome to my life!



**Speaking:** She's famous.



A



B



C



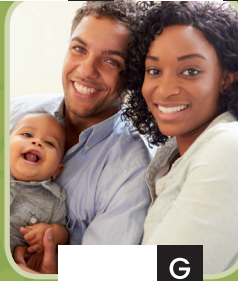
D



E



F



G



H



I



K

L



Asha

M


## My multinational family

My name's Asha. I'm a teenager – I'm thirteen years old. I'm English and French, but my family is multinational.


My mum's name is Sonia. She's English. My dad's name is Henri. He's French. My granny Cara (my mum's mother) is Irish and my grandpa Abe is from the USA. My other grandfather, Gus (my dad's father), is Argentinian and my grandma Miyo is from Japan.

My auntie Rita (my mum's sister) is married. Her husband's name is Alex. He's Scottish. Their son's name is Tommy. He's my baby cousin – only nine months old. My uncle Antoine (my dad's brother) is married too. His wife's name is Ola. She's from Poland. Their daughter (my cousin Ana) is thirteen years old too. We're good friends.

**1** **1.01** Look at the photos. How many people are there in the family? Read the text and write the names of the people.

- 2  **1.02** Complete the Vocabulary A box with countries and nationalities from the text. Listen and check.

Vocabulary A		Countries and nationalities
England – <sup>1</sup> <u>English</u>	Argentina – <sup>5</sup> _____	Germany – German
France – <sup>2</sup> _____	<sup>6</sup> _____ – Japanese	Italy – Italian
Ireland – <sup>3</sup> _____	Scotland – <sup>7</sup> _____	Holland – Dutch
<sup>4</sup> _____ – American	<sup>8</sup> _____ – Polish	

- 3  **1.03** Study the Vocabulary B box. Write the words in the correct group. One word can go in both groups. Listen and check.

Vocabulary B	Family
aunt brother cousin daughter father grandfather grandmother husband mother sister son uncle wife	

♀ aunt, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 ♂ brother, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- 4 Study the Watch out! box. Read the text on page 10 again and rewrite the sentences using 's. Who says these sentences?

#### Possessive 's

We use 's to talk about our family members, names, appearance and possessions.

*Asha's mother is English.*

*My uncle's car is electric.*

*Gus's hair is grey.*

*My grandparents' home is in L.A.*

**Watch  
OUT!**

- The name of my mum is Sonia.  
My mum's name is Sonia. (Asha)
- The name of my brother is Antoine.  
\_\_\_\_\_
- The name of my husband is Gus.  
\_\_\_\_\_
- The son of my sister is a baby.  
\_\_\_\_\_
- The mother of my husband is Japanese.  
\_\_\_\_\_
- The names of my cousins are Asha and Tommy.  
\_\_\_\_\_
- The sister of my wife is married to Henri.  
\_\_\_\_\_
- The wife of my uncle is Polish.  
\_\_\_\_\_

- 5  **1.04** **WORD FRIENDS**

Write the words below in the correct column. Some words can go in more than one column. Listen and check.

big blonde blue brown dark  
green grey long old red  
short slim small tall young

Eyes	Hair	General appearance
<u>big</u>	<u>blonde</u>	<u>big</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 6 In pairs, ask and answer questions about the people in the photos on page 10. Use words from Exercise 5.

A: *Is Cara's hair long?*

B: *No, it isn't. It's short.*

A: *Is Rita old?*

B: *No, she isn't.*

- 7 Let's play the truth game!  
Work in pairs.

Student A: Write four sentences about the people in your family. Three sentences are true. One sentence is false. Read them aloud to Student B.

Student B: Guess the false one. Then change the role.

A: *There are four people in my family.  
I have a brother. He is thirteen years old.  
He has blonde hair.*  
B: *False! Your brother has black hair.*





1.2

## GRAMMAR *can*

I can use *can* to talk about abilities.

- 1 In pairs, match one of the words/phrases below with each photo (A–D). Read and check.

dance fly jump run stay under water  
sing speak a foreign language swim

Aida's blog

### Fantastic people



**Tara Davis**

is a young Californian athlete. She can't fly, but she can jump 6.73 metres!

**Tom Sietas**

is from Germany. He can stay under water for twenty-two minutes and twenty-two seconds.



**Phương Anh**

is from Việt Nam. She can't walk, but she can sing and dance in her wheelchair.

**Marlon Couto Ribeiro**

is a young man from Brazil. He can speak eleven languages, e.g. Spanish, Japanese and French.



- 2 Study the Grammar box. Read the text again and complete the sentences with *can* or *can't*.

- 1 Marlon can speak Japanese.
- 2 Tom \_\_\_\_\_ stay under water for a long time.
- 3 Phương Anh \_\_\_\_\_ dance but she \_\_\_\_\_ walk.
- 4 Tara \_\_\_\_\_ fly, but she \_\_\_\_\_ jump.

#### Grammar

*can*

We use *can* and *can't* to talk about abilities.

+

They can dance.


?

-

She can't fly.

Can he speak English? Yes, he can. / No, he can't.

How many languages can you speak?

- 3  1.05 Can you guess what famous people can or can't do? In pairs, make sentences with *can* or *can't*. Listen and check.

- 1 Katy Perry / sing / dance in a wheelchair  
*Katy Perry can sing, but she can't dance in a wheelchair.*
- 2 Beyoncé / speak Japanese / dance
- 3 Stephen Hawking / talk using a computer / walk
- 4 Ronaldo and Neymar / play football / jump six metres
- 5 MC Trấn Thành / speak Chinese / speak German

- 4 Write six questions with *can* using the words/phrases in A and B below.

**A** you your brother/sister your friend  
your parents

**B** dance jump three metres sing speak  
English speak three languages stay under  
water for one minute swim one kilometre

*Can you dance?*

*Can your parents speak English?*

- 5 In pairs, ask and answer the questions in Exercise 4.

*A: Can you dance?*

*B: No, I can't but I can sing.*


And  
Y?U



1.3

## READING and VOCABULARY The different faces of Jennifer Lawrence

I can find specific details in an article and talk about general appearance and personality.

1 **CLASS VOTE** Who is your favourite actor/actress?2  1.06 Match photos A–D below with the sentences 1–4. Read the text and check.

- 1 ☐ Her make-up is perfect.  
 2 ☐ She's poor.  
 3 ☐ She's a mutant.  
 4 ☐ She can shoot arrows.

3 Read the text again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

- 1 ☐ Jennifer is American.  
 2 ☐ Ree is a teenager.  
 3 ☐ Rosalyn can't shoot arrows.  
 4 ☐ Katniss' hair is short.  
 5 ☐ Raven is a young woman.  
 6 ☐ Raven and Jennifer are 100 percent different.

4 Study the Vocabulary box. Find the words in the text. How do you say the words in your language?

**Vocabulary** Personality adjectives

brave clever friendly funny nervous nice quiet

5 In pairs, write sentences about the people you know. Use adjectives from the Vocabulary box.

my uncle      my cousin  
 my mum/dad      my best friend

*My uncle is funny. He isn't quiet.*

6 Choose the correct options to make the sentences true for you. You can choose more than one option. In groups, compare your answers.

- My eyes are blue / brown / green / other (\_\_\_\_\_).
- My hair is long / short / not long or short.
- My hair is black / blonde / brown / other (\_\_\_\_\_).
- I'm short / tall.
- I'm brave / clever / nice / quiet / nervous / friendly / funny.

*A: My eyes are green. My hair is long and brown. I'm friendly and happy.**B: My eyes are green too, but my hair is short and black. I'm quiet and ...*And  
YOU

## The different faces of Jennifer Lawrence

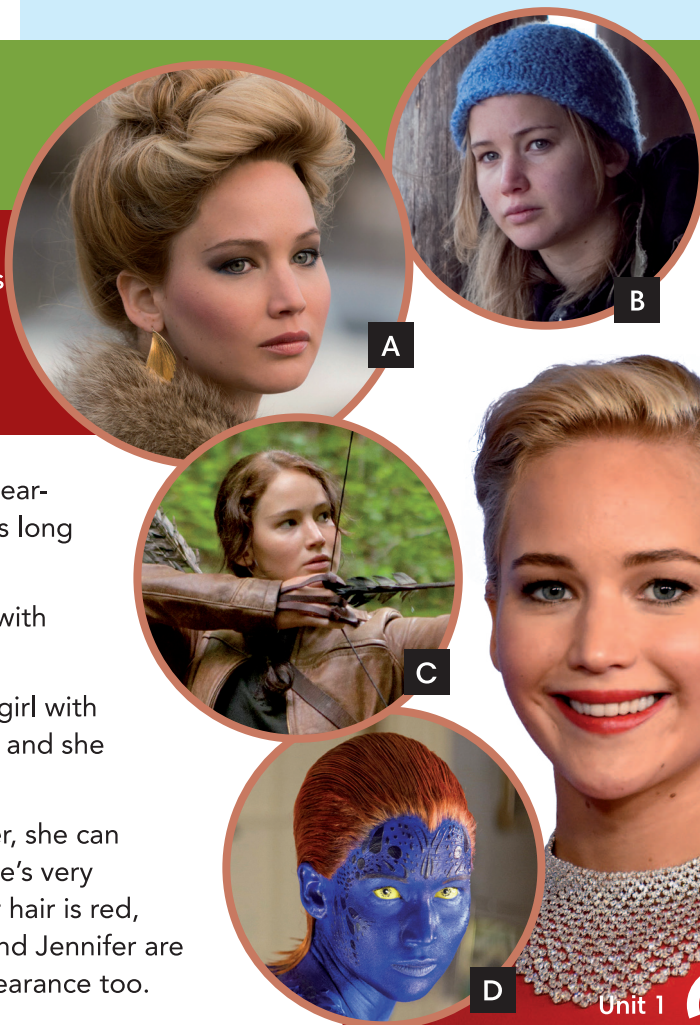
Jennifer Lawrence is twenty-seven. She's from Kentucky, the USA. She's friendly and funny. She's slim, tall (1.75 m) and pretty. Her eyes are blue and her hair is blonde. But Jennifer is an actress and actresses can change their appearance.

In *Winter's Bone* Jennifer is Ree, a quiet seventeen-year-old girl from a poor family. She's unhappy. Her hair is long and dirty.

In *American Hustle* she's Rosalyn, a nervous woman with beautiful blonde hair and perfect make-up.

In *The Hunger Games* Jennifer is Katniss, a teenage girl with long dark hair and grey eyes. She's brave and strong and she can shoot arrows.

In *X-Men* Jennifer is the mutant Raven. Raven's clever, she can speak fourteen languages, but she isn't very nice. She's very different from Jennifer. She's over 100 years old. Her hair is red, her eyes are yellow and her skin is blue! But Raven and Jennifer are not completely different: Raven can change her appearance too.





## 1.4

## GRAMMAR *have got*

I can use *have got* to talk about possession.



**WELCOME TO MY LIFE!**

**Max:** Hi there! Welcome to *To The Max*. I'm Max Gregg and I'm thirteen. My family and I are from Boston in the United States, but at the moment our hometown is Rye in England.

I'm a dance fanatic. I've got my own dance studio in our garage at home. I've also got a video blog about dance. It's got some great tips about how to do different kinds of modern dance. My video blog hasn't got any fans at the moment.

I've got a big sister, Lily. She's nineteen and she's at university. Has she got any hobbies? Well, her hobby is learning languages. She can speak four languages: English, German, Polish and Russian. She's really smart!

*Hi there!*

**OUT of class**

**1** Look at the photo. What can Max do?

**2** **1.07** Listen and answer the questions.

- 1 How many dance studios has Max got?
- 2 How many video blogs has Max got?
- 3 How many sisters has Max got?

**3** Study the Grammar box. Find examples of *have got* in the text.

Grammar	<i>have got</i>
+	-
I've got (have got) a sister.	He hasn't got (has not got) a big family.
?	
Have they got a pet? Yes, they have./No, they haven't. What have you got?	

**4** **1.08** Complete the text about Max's best friend with the correct form of *have got*. Listen and check.

Sol Gardner is English and he's my best friend.  
The Gardners <sup>1</sup> \_\_\_\_\_ a big flat in my street.  
Mr Gardner is an actor and his wife is a singer.  
Sol <sup>2</sup> \_\_\_\_\_ short hair and brown eyes. He <sup>3</sup> \_\_\_\_\_ two sisters, Carla and Nikki. They <sup>4</sup> \_\_\_\_\_ a Labrador, Charlie. The Gardners <sup>5</sup> \_\_\_\_\_ a car, but Mr Gardner has got a motorbike. Sol is an uncle now – his sister Carla is married and they <sup>6</sup> \_\_\_\_\_ a daughter, Ida.

**5** Make questions with *have got*. In pairs, ask and answer the questions.

- 1 Max / a sister / ?  
*Has Max got a sister?*
- 2 Max / a blog / ?

3 Lily / any hobbies / ?

4 the Greggs / a garage / ?

5 Sol / any brothers / ?

**A:** *Has Max got a sister?*

**B:** *Yes, he has.*

**6** In pairs, ask and answer the questions. Tell the class about your partner.

- Have you got any brothers or sisters/ a blog/friends in another country?
- Have you and your family got a house or a flat/a car?
- Has your best friend got a big family/a pet?

**A:** *Have you got any brothers or sisters?*

**B:** *Yes, I have. I've got two brothers. Have you ...*





1.5

## LISTENING and VOCABULARY Fashion

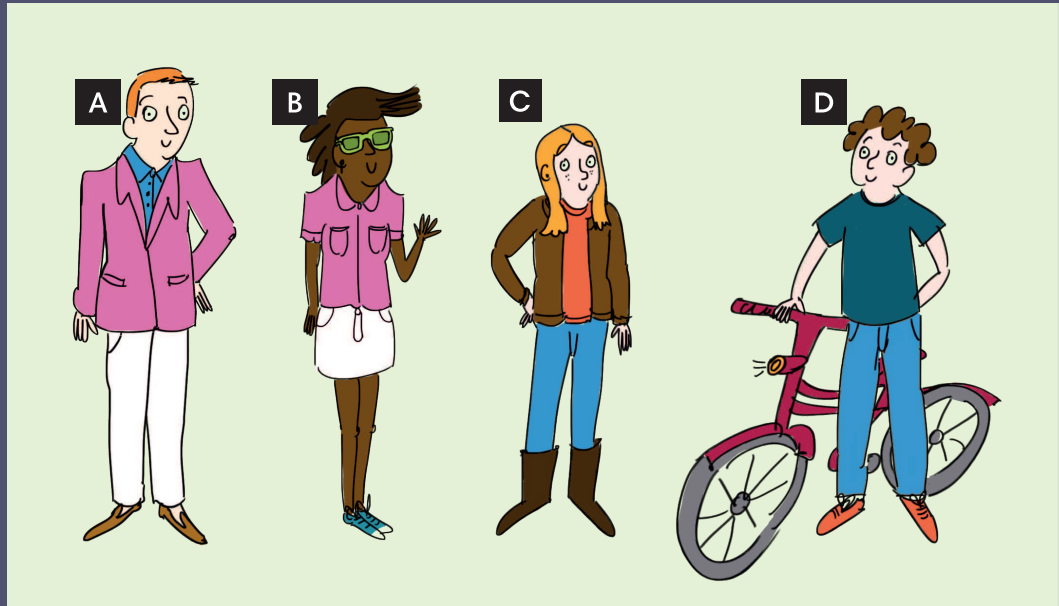
I can identify specific details in a conversation and talk about clothes.

## The Newport Look

3 May

NO RAIN TODAY.  
MAYBE SUMMER  
IS HERE! 😊

And here are some of the fantastic summer styles on the streets of Newport this morning. It's not true that Newport isn't a fashionable city! :-)



1 Look at the pictures and read the blog. In your opinion, which person (A-D) has got a nice style?

2 1.09 Listen and match the names with pictures A-D.

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1 <input type="checkbox"/> Duncan | 3 <input type="checkbox"/> Sam   |
| 2 <input type="checkbox"/> Marc   | 4 <input type="checkbox"/> Donna |

3 1.10 Listen again. Mark the sentences T (true) or F (false).

- 1 ☐ Chrissy is a fan of Donna's hair.
- 2 ☐ Donna's sunglasses are from a supermarket.
- 3 ☐ Sam is fifteen years old.
- 4 ☐ Sam's boots are Spanish.
- 5 ☐ Duncan is a student.
- 6 ☐ Marc's bike is from France.

4 Study the Vocabulary box. Complete the sentences about the people in the photos.

## Vocabulary Clothes and footwear

**Clothes:** dress hat jacket jeans shirt shorts skirt sweater sweatshirt T-shirt tracksuit trousers

**Footwear:** boots shoes trainers

**Other:** hat (sun)glasses

- 1 Duncan has got a pink jacket, a blue \_\_\_\_\_ and white \_\_\_\_\_.
- 2 Donna has got a pink \_\_\_\_\_, a short \_\_\_\_\_ and green \_\_\_\_\_.
- 3 Sam has got a brown \_\_\_\_\_, blue \_\_\_\_\_ and brown \_\_\_\_\_.
- 4 Marc has got blue \_\_\_\_\_ and a blue \_\_\_\_\_.

5 1.11 **DICTIONATION** Listen to a recording about Chrissy. Listen again and write down what you hear. Then make similar sentences about yourself.

6 1.12 Order the words to make compliments. Listen and check.

- 1 trainers / your / are / really cool / !  
\_\_\_\_\_
- 2 style / you / great / 've got / !  
\_\_\_\_\_
- 3 fantastic / your shirt / is / ! / colour / really nice / it's a / !  
\_\_\_\_\_

7 In pairs, make compliments about your partner's clothes. Use Exercise 6 to help you. Be nice!

A: *Your sunglasses are great!*

B: *Thanks. Your sweater is really nice!*





## 1.6

## SPEAKING Greeting people

I can greet and introduce people.



AUDIO SHE'S FAMOUS

Max: Hey, Sol. That girl in the red T-shirt!  
 Sol: What about her?  
 Max: That's Clare Philips. She's famous. She's a TV presenter. Come on! ... Excuse me. Hi!  
 Girl: Hello.  
 Max: How are you?  
 Girl: I'm fine, thanks. How are you?  
 Max: I'm good. I'm Max.  
 Girl: Pleased to meet you. I'm ...  
 Max: This is my friend, Sol.  
 Sol: Hi. How's it going?  
 Girl: Fine, thanks, but ...  
 Sol: Nice to meet you.  
 Girl: Yeah, nice to meet you too.  
 Max: Oh, this is really cool!  
 Girl: What is...  
 Max: The famous Clare Philips in the park in my town! I think you're wonderful.  
 Girl: Thanks, but I'm not Clare Philips. My name's Jenny Dobbs. I'm not famous.  
 Max: Oh. I'm sorry. I ...  
 Girl: No worries! See you.  
 Max: Bye ... Sorry!  
 Sol: Oh, Clare! You're wonderful!

What about her? Come on!  
 Excuse me. Really cool!  
 I'm sorry. No worries.

**OUT of class**

1 1.13 Look at the photo and choose the correct option. Read or listen and check.

- 1 Max and Sol are *in the park* / *at school*.
- 2 The girl *is* / *isn't* Max's sister.
- 3 She *is* / *isn't* famous.

2 Study the Speaking box. Find the phrases in the dialogue.

### Speaking Greeting people

Hello!/Hi!  
 How are you?/How's it going?  
 I'm fine/good, thanks.  
 My name's .../I'm ...  
 Pleased/Nice to meet you.  
 This is my friend, Sol.  
 Bye./Goodbye./See you (later).

3 Complete the sentences with the words below.

bye fine hi how I'm it meet ~~this~~

- a This is my friend, Ian.
- b Hi, Al. \_\_\_\_\_ Jo.
- c I'm good. \_\_\_\_\_ are you?
- d Nice to \_\_\_\_\_ you too.
- e I'm \_\_\_\_\_, thanks. My name's Al.
- f \_\_\_\_\_, Ian. Nice to meet you.
- g Oh! Look at the time! \_\_\_\_\_!
- h Hi, how's \_\_\_\_\_ going?

4 1.14 Complete the dialogue with sentences from Exercise 3. Listen and check.

Jo: Hello!	Jo: 5 _____
Al: 1 <u>h</u>	Ian: 6 _____
Jo: 2 _____	Jo: 7 _____
Al: 3 _____	Al: Goodbye!
Jo: 4 _____	Ian: See you!
Al: This is my friend, Ian.	

5 In groups of three, practise the dialogue in Exercise 4.

6 In groups of three, have a conversation. Follow these steps. Then swap roles.

- You meet in a canteen.
- Student A, greet Student B.
- Student B, introduce Student C to Student A.
- Say goodbye.

**And YOU**



I can write a short description of a person.

- 1 CLASS VOTE** Read the texts quickly. In your opinion, are Jade and Lionel heroes?

A

### My hero

by Karin

My hero is my friend Jade Pryce. She's thirteen years old and she's a student at my school. She's English but her mother is from Spain. Jade is short and she's got dark hair.

Life is very difficult for Jade. She's a good student but she's got big problems with her health and she's often not at school. But Jade is very brave and she's always very happy, friendly and funny. That's why she's my hero.



B

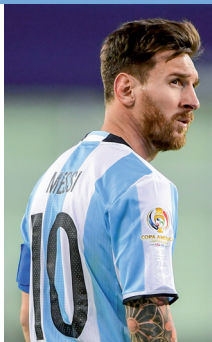
### My hero

by Paulo

My hero is the sportsman Lionel 'Leo' Messi. He's about thirty and he's a footballer. Messi is from Argentina and he can speak Spanish and English.

He's married and he's got three children. He's got dark hair and he isn't very tall.

Leo Messi is one of the world's top football players and he's got a lot of money. He is very rich. He is a very nice person. He's got a charity for children with problems. He's my favourite football player and my hero.



- 2** In pairs, read the texts again. Mark the sentences T (true) or F (false).

- 1 ☐ Jade hasn't got an easy life.
- 2 ☐ Jade isn't clever.
- 3 ☐ Leo Messi is Spanish.
- 4 ☐ He's got a wife and children.

- 3** In pairs, tick the things Karin and Paulo mention in their descriptions in Exercise 1.

- |  |                                       |
|--|---------------------------------------|
| 1 <input type="checkbox"/> personality               | 3 <input type="checkbox"/> hobbies    |
| 2 <input type="checkbox"/> nationality/<br>languages | 4 <input type="checkbox"/> appearance |
|  | 5 <input type="checkbox"/> age/job    |

- 4** Study the Writing box and check your answers in Exercise 3.

#### Writing

#### A description of a person

##### Introduce the person

My hero is my friend .../  
the singer ...  
My favourite sports star/  
actor is ...

##### Age/Occupation

She's thirteen and she's a student.  
He's about thirty and he's a footballer.

##### Nationality/Languages/ Family

He's from Argentina.  
She can speak three languages.  
He's married and he's got two children.

##### Appearance

She's tall and slim.  
She's got glasses.  
He's got black hair and brown eyes.

##### Personality/Positive things about the person

She's got a difficult life but ...  
She's brave/clever/friendly.  
He's a great person.

##### and, but

She can dance. She can sing too. → She can dance, **and** she can sing.  
He can dance. He can't sing. → He can dance, **but** he can't sing.

#### Writing Time

- 5** Write a description of your hero. Use the texts in Exercise 1 and the Writing box to help you. Write about:

- his/her age, job, nationality and appearance.
- his/her personality.

#### TIP

Connect your ideas with *and* or *but*.

adj: adjective    adv: adverb    n: noun    np: noun phrase    v: verb    vp: verb phrase    prep: preposition

<b>appearance</b>	/ə'piərəns/	(n)	ngoại hình	<b>nationality</b>	/,næʃə'næləti, ,næʃə'nælɪti/	(n)	quốc tịch
<b>auntie</b>	/'ɑ:nti/	(n)	cô, dì, bác gái	<b>nice</b>	/naɪs/	(adj)	tốt, dễ chịu
<b>brave</b>	/breɪv/	(adj)	dũng cảm	<b>personality</b>	/,pɜ:sə'næləti, ,pɜ:sə'nælɪti/	(n)	tính cách
<b>children</b>	/'tʃɪldrən/	(n)	trẻ em	<b>poor</b>	/pɔ:/	(adj)	nghèo
<b>country</b>	/'kʌntri/	(n)	nước, quốc gia	<b>pretty</b>	/'prɪti/	(adv)	khá là
<b>dance</b>	/dɑ:ns/	(n)	điệu nhảy, múa	<b>quiet</b>	/'kwaɪət/	(adj)	yên lặng, yên tĩnh
<b>different</b>	/'dɪfərənt/	(adj)	khác nhau	<b>shirt</b>	/ʃɜ:t/	(n)	áo sơ mi
<b>dirty</b>	/'dɜ:ti/	(adj)	bẩn	<b>shoes</b>	/ʃu:z/	(n)	giày
<b>dress</b>	/dres/	(n)	váy	<b>short</b>	/ʃɔ:t/	(adj)	ngắn
<b>easy</b>	/'i:zi/	(adj)	dễ, dễ dàng	<b>shorts</b>	/ʃɔ:ts/	(n)	quần soóc
<b>face</b>	/feɪs/	(n)	khuôn mặt	<b>skirt</b>	/skɜ:t/	(n)	chân váy
<b>family</b>	/'fæməli/	(n)	gia đình	<b>slim</b>	/slɪm/	(adj)	mảnh mai, thon thả
<b>famous</b>	/'feɪməs/	(adj)	nổi tiếng	<b>small</b>	/smɔ:l/	(adj)	nhỏ
<b>fashionable</b>	/'fæʃənəbəl/	(adj)	hợp mốt	<b>smart</b>	/smɑ:t/	(adj)	thông minh, lanh lợi
<b>footwear</b>	/'fotweə/	(n)	đồ đi ở chân (giày, dép)	<b>strong</b>	/strɒŋ/	(adj)	khỏe mạnh
<b>friendly</b>	/'frendli/	(adj)	thân thiện	<b>sweater</b>	/'swetə/	(n)	áo len
<b>funny</b>	/'fʌni/	(adj)	vui vẻ	<b>sweatshirt</b>	/'swetʃɜ:t/	(n)	áo chui đầu
<b>(sun)glasses</b>	/'sʌŋ,glɑ:sɪz/	(n)	kính (râm)	<b>tracksuit</b>	/'træksu:t, -sju:t/	(n)	bộ quần áo thể thao
<b>granny</b>	/'græni/	(n)	bà	<b>trainers</b>	/'treɪnəz/	(n)	giày thể thao
<b>hat</b>	/hæt/	(n)	mũ (có vành)	<b>trousers</b>	/'traʊzəz/	(n)	quần dài
<b>hobby</b>	/'hɒbi/	(n)	sở thích	<b>T-shirt</b>	/'ti:ʃɜ:t/	(n)	áo phông, áo thun
<b>jeans</b>	/dʒi:nz/	(n)	quần bò	<b>young</b>	/jʌŋ/	(adj)	trẻ, trẻ tuổi
<b>make-up</b>	/'meɪkʌp/	(n)	đồ trang điểm, sự trang điểm				
<b>married</b>	/'mærid/	(adj)	đã kết hôn				

## VOCABULARY IN ACTION



### 1 Use the glossary to find:

- eight clothes and footwear items  
**sweater,...**
- six personality adjectives  
**nice,...**
- five appearance adjectives  
**slim,...**

### 2 Complete the pairs below.

- father and **mother**
- mum and \_\_\_\_\_
- sister and \_\_\_\_\_
- son and \_\_\_\_\_
- husband and \_\_\_\_\_
- grandma and \_\_\_\_\_
- uncle and \_\_\_\_\_

### 3 Complete the table with clothes and footwear.

	
b o o t s	d _ e _ s
j _ _ k _ _	h _ _
j _ _ n s	s _ o _ t _
s _ e _ _ e _	s k _ _ t
s _ e _ t _ h _ r _	s _ _ _ l _ _ s _ s
t r _ c _ _ u _ _	T - _ _ _ r _

### 4 1.15 PRONUNCIATION Listen to how we pronounce the /ɪ/ sound. Listen again and repeat.

big **E**nglish child**E**n

### 5 1.16 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.

- My **s**ister **i**s **p**retty and **s**lim.
- I**t's **d**ifferent **i**n **I**taly.

# Revision

## VOCABULARY

### 1 Complete the text with the words below.

American brother children cousins daughter  
English famous France quiet wife

My uncle Mike is <sup>1</sup>American – he's from Oregon in the USA. He's my mother's <sup>2</sup>\_\_\_\_\_. He's a very <sup>3</sup>\_\_\_\_\_ person but I like him a lot. He's married. His <sup>4</sup>\_\_\_\_\_ 's name is Diane. She's an <sup>5</sup>\_\_\_\_\_ woman from London. She's an actress but she isn't very <sup>6</sup>\_\_\_\_\_. Mike and Diane's home is in Paris, in <sup>7</sup>\_\_\_\_\_. They have got three <sup>8</sup>\_\_\_\_\_ – two sons and one <sup>9</sup>\_\_\_\_\_. They are my favourite <sup>10</sup>\_\_\_\_\_.

### 2 Look at the picture. Complete the words in the description of Emily.

Emily is a very <sup>1</sup>friendly person. She's eight years <sup>2</sup>o\_\_\_\_\_. She's short and <sup>3</sup>s\_\_\_\_\_. She's got a <sup>4</sup>p\_\_\_\_\_ face and long, brown <sup>5</sup>h\_\_\_\_\_. Today she's got a white <sup>6</sup>s\_\_\_\_\_, a blue <sup>7</sup>T-\_\_\_\_\_, black <sup>8</sup>s\_\_\_\_\_ and pink <sup>9</sup>s\_\_\_\_\_.



Emily

Richie

### 3 Look at the picture in Exercise 2 and write a description of Richie. Write about his clothes, appearance and personality.

*Richie is twelve years old. He's ...*

### 4 Complete the questions with ONE words.

In pairs, ask and answer the questions.

- Are you a \_\_\_\_\_ fanatic?
- Can your grandmother \_\_\_\_\_ football?
- Can your dad drive a \_\_\_\_\_? What about your mum?
- How many foreign \_\_\_\_\_ can you speak?
- Is it possible to \_\_\_\_\_ a language in a day?

## GRAMMAR

### 5 Order the words to make sentences. Use *be* and the possessive's.

- grandma / grey / hair / my  
*My grandma's hair is grey.*
- blue / English teacher / eyes / our
- best friend / my / name / Paul
- car / dad / my / very old
- clothes / cool / my / sister

### 6 Make sentences about Janey. Use *can/can't*.

- dance well (✓) drive a car (X)  
*Janey can dance well but she can't drive a car.*
- speak Spanish (✓) speak Polish (X)
- swim (✓) fly (X)
- cook (✓) jump six metres (X)

### 7 Make sentences about Janey. Use *has got/hasn't got*.

- two grannies (✓) a big family (X)  
*Janey has got two grannies but she hasn't got a big family.*
- blonde hair (✓) blue eyes (X)
- a cool T-shirt (✓) a football shirt (X)
- an interesting hobby (✓) a pet (X)

### 8 In pairs, ask and answer questions about your best friend. Use *can, have got* and phrases from Exercises 6 and 7.

*A: Can your friend cook? B: Yes, he can.*

*A: Has he got a pet? B: No, he hasn't.*

## SPEAKING

### 9 Work in pairs. You meet at a new school. Student A, follow the instructions below. Student B, go to page 111.

Student A, have a conversation with Student B, using these phrases in the correct order.

You start.

- My name's ...
- Hello!
- Oh! Look at the time! Bye!
- This is my friend, Jim.
- I'm good. How are you?

# 2



2.1

## VOCABULARY Food and drink, meals

I can talk about food and drink.

## It's delicious!

### VOCABULARY

Food and drink | Meals |  
Places to eat | Cooking |  
Popular supermarket foods

### GRAMMAR

there is/there are + some/any |  
Countable and uncountable nouns |  
Quantifiers | too much/too many,  
not enough

### Grammar: I'm starving!



### Speaking: Anything else?



## What is 200 calories?

Fruit is good for us. 200 calories is 385 grams of apples or 444 millilitres of orange juice. But other things aren't good for us. 200 calories is one small packet of crisps (37 grams) or only 34 grams of bacon.

What about the other things in the pictures?  
How many grams or millilitres is 200 calories?

1 385 grams 	2 444 millilitres 	3 37 grams 	4 34 grams 
5 290 grams 	6 570 grams 	7 1425 grams 	8 28 grams 
9 150 grams 	10 75 grams 	11 333 millilitres 	12 496 millilitres 

1 Look at the photos. Which things can you name?

2 2.01 Study the Vocabulary A box. Match photos 1–12 with the words. Listen and check.

Vocabulary A	Food and drink			
Fruit:	<input type="checkbox"/> apples	<input type="checkbox"/> grapes		
Vegetables:	<input type="checkbox"/> carrots	<input type="checkbox"/> celery		
Meat:	<input type="checkbox"/> bacon	<input type="checkbox"/> cheeseburger		
Drinks:	<input type="checkbox"/> cola	<input type="checkbox"/> orange juice	<input type="checkbox"/> milk	
Other:	<input type="checkbox"/> butter	<input type="checkbox"/> crisps	<input type="checkbox"/> eggs	

3 2.02 Add the words below to the correct group in the Vocabulary A box. Listen and check.

bananas biscuits breakfast cereal chicken milkshake  
muffins potatoes yoghurt



(Phở)

- 4 CLASS VOTE** What are your favourite types of food and drinks? Are they good or bad for you?

*I like crisps, but they aren't very good for me.  
My favourite food is Phở. It's good for my health.*


- 5** Study the Vocabulary B box. How do you say the words in your language?

#### Vocabulary B Meals

breakfast lunch dinner



(Bún bò)

- 6**  **2.03** Listen to two friends talking and complete the times in the table.

	Breakfast	Lunch	Dinner
Ian	1 <u>7.30 a.m.</u>	3 _____	4 _____
Lee	2 _____	5 _____	6 _____

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

- 1 What time is your breakfast?
- 2 What is a typical breakfast for you?
- 3 Do you often eat Phở for breakfast? Why (not)?





## 2.2

## GRAMMAR *there is/there are*

I can use *there is/there are* to talk about places to eat in town.

- 1 CLASS VOTE** Study the Vocabulary box. Have you got these places in your country? Vote for your favourite place to eat.

### Vocabulary Places to eat

burger bar café fast food restaurant  
pizzeria restaurant sandwich bar  
vegetarian café

*My favourite place to eat is a ...*

- 2** Read the blog post. Which places from the Vocabulary box are in Brixton Village Market?



London is an expensive city but in Brixton Village Market there are some cheap restaurants. There are two fantastic pizzerias. My favourite is Franco Manca££ – the pizzas are fantastic. There's a good burger bar, Honest Burgers££ – the cheeseburgers are great. And there's a cool café called Rosie's£. The cakes are delicious, there's free wi-fi and Rosie is really friendly.

### FAQs

- Q:** Is there a McDonald's in Brixton Village Market?  
**A:** No, there isn't, but there are some good fast food restaurants.  
**Q:** Are there any vegetarian cafés in Brixton?  
**A:** Yes, there are. There aren't any vegetarian cafés in the market but there's a place called The Veg Bar ££ about 1 km away.

cheap: ££££££ expensive: ££££££

### Grammar *there is/there are*

	Singular	Plural
+	<b>There's</b> a sandwich bar.	<b>There are</b> some burger bars.
-	<b>There isn't</b> a vegetarian café.	<b>There aren't</b> any pizzerias.
?	<b>Is there</b> an Italian restaurant? Yes, <b>there is</b> ./No, <b>there isn't</b> .	<b>Are there</b> any cafés? Yes, <b>there are</b> ./ No, <b>there aren't</b> .

- 3** Complete the sentences about restaurants in Brixton with the correct form of *there is/there are*.

- There's** a café called Black and White. ✓
- \_\_\_\_\_ some excellent burger bars. ✓
- \_\_\_\_\_ a cheap vegetarian café. ✗
- \_\_\_\_\_ an African restaurant. ✓
- \_\_\_\_\_ any Polish restaurants. ✗
- \_\_\_\_\_ a German sandwich bar? ?

- 4**  **2.04** Read the description of the market and choose the correct option. Listen and check.

In the market in my town there are <sup>1</sup>some / any great restaurants. <sup>2</sup>*There / There's* a café with delicious cakes. It's called The Savoy. There's <sup>3</sup>*a / an* Indian restaurant, Delhi Deli. It's very good. There <sup>4</sup>*aren't / isn't* a Japanese restaurant but <sup>5</sup>*it's / there's* a Chinese place called the Red Dragon. There <sup>6</sup>*are / is* two pizzerias, Mario's and Pomodoro. Mario's pizzas are brilliant. There's <sup>7</sup>*a / some* vegetarian café, Vegatastic. There aren't <sup>8</sup>*any / some* burger bars but there <sup>9</sup>*are / 's* a sandwich bar – Slices. It's cheap and the sandwiches are good.

- 5** In pairs, ask and answer questions about the text using the words below.

- an Indian restaurant?
- a Japanese restaurant?
- a Chinese restaurant?
- any pizzerias?
- any burger bars?
- any sandwich bars?

- 6** Role-play: Student A, ask about places to eat in town. Student B, answer Student A's questions. Use the Vocabulary box and the Grammar box to help you.

**And  
YOU**



2.3

## READING and VOCABULARY What can you do with an egg?

I can find specific details in a blog entry and talk about preparing food.

**OLLIE**  
the teenage chef

### What can you do with an EGG?



There are lots of great recipes with eggs. You can **beat** them with salt and pepper and make scrambled eggs. You can **fry** them in oil and have them for breakfast with bacon – it's not good for you, but it's delicious! You can **boil** an egg in water and eat it with toast. It's great and a boiled egg only has seventy-two calories! There are delicious egg desserts too: you can **bake** a cake or make a chocolate mousse.

I'm from London but my favourite egg recipe isn't English; it's Spanish omelette. It's very easy. The ingredients are potatoes (500 grams), one large onion, six eggs, oil, salt and pepper. **Cut up** the potatoes and onion and fry them in oil. Then beat the eggs in a bowl with a fork. **Add** the potatoes, onion, salt and pepper. Cook it in a frying pan with some oil. Then use a plate to turn the omelette over and cook the other side. Olé!



#### 1 CLASS VOTE Can you cook?

😊 I'm an expert chef!	😐 I can cook a little.	😞 I can't make toast!
-----------------------	------------------------	-----------------------

#### 2 Study the Vocabulary box. Match the words with A-F in the photos. Can you add more words to the box?

Vocabulary		Cooking			
<input checked="" type="checkbox"/> A	bowl	<input type="checkbox"/>	frying pan	<input type="checkbox"/>	plate
<input type="checkbox"/>	fork	<input type="checkbox"/>	pepper	<input type="checkbox"/>	salt

#### 3 2.05 Read the text and answer the questions. Listen and check.

- Which egg recipe is not very good for you?
- What has seventy-two calories?
- What nationality is Ollie?
- How many eggs are there in the recipe for Spanish omelette?
- How many ideas for cooking eggs are there in the text?

#### 4 2.06 WORD FRIENDS Complete the phrases with the highlighted verbs in the text. Listen and check.

- |                                 |                             |
|---------------------------------|-----------------------------|
| <sup>1</sup> <b>boil</b> water  | <sup>4</sup> _____ an egg   |
| <sup>2</sup> <b>bake</b> a cake | <sup>5</sup> _____ salt     |
| <sup>3</sup> _____ an onion     | <sup>6</sup> _____ potatoes |

#### 5 2.07 Complete the recipe with words from Exercises 2 and 4. Listen and check.

### Egg-mayo sandwich

Boil two eggs. Take off the shells and put the eggs in a <sup>1</sup>**b** \_\_\_\_\_.  
<sup>2</sup>**C** \_\_\_\_\_ up a small onion. Use a <sup>3</sup>**f** \_\_\_\_\_ to mix the onion with the eggs. <sup>4</sup>**A** \_\_\_\_\_ salt and mayonnaise. Put two slices of bread on a <sup>5</sup>**p** \_\_\_\_\_ and add the egg-mayo mixture. Enjoy!

#### 6 In pairs, talk about your favourite recipes with eggs.

*My favourite recipe is banana bread. The ingredients are bananas, eggs, sugar ...*





## 2.4

## GRAMMAR Quantifiers

I can use countable and uncountable nouns and talk about quantities of food.



**I'M STARVING!**

- Sol: Are you hungry?  
 Max: Yes, I'm starving!  
 Sol: Are there any crisps?  
 Max: No, there aren't, and there aren't any biscuits. But there's a lot of celery and there's some ketchup.  
 Sol: No, thanks! Is there any cheese?  
 Max: Yes, there is.  
 Sol: How much cheese is there?  
 Max: Eh ... Oh! There isn't much cheese. But there are some eggs. And there are a lot of potatoes.  
 Sol: How many eggs are there?  
 Max: Seven. Catch! Oops! Six!  
 Sol: OK, let's make a Spanish omelette!  
 Max: Can you do that?  
 Sol: Of course I can.  
 Max: There aren't many onions. Just two small ones.  
 Sol: That's fine.  
 Max: Oh no! There isn't any oil! Here it is.  
 Sol: OK, I've got the potatoes. Can you do the onions?  
 Max: Yeah.

*I'm starving! Let's make ... !  
 Of course.*

**OUT of class**

- 1** In pairs, look at the photo. Which of the ingredients below can you see?

biscuits celery cheese crisps eggs  
 ketchup oil onions potatoes

- 2** Study the Grammar A box. Mark the words in Exercise 1 C (countable) or U (uncountable).

### Grammar A Countable and uncountable nouns

#### Countable nouns

**Singular:** a banana, an apple **Plural:** bananas, apples

#### Uncountable nouns

bread, milk

I've got three apples.

~~I've got three milks.~~

- 3** Study the Grammar B box. Find examples of quantifiers in the dialogue.

### Grammar B Quantifiers

#### Countable nouns

? **How many** apples are there?  
 Are there **any** bananas?

+ There's **an** apple (a banana).  
 There are **some** apples.  
 There are **a lot/lots of** apples.


- There aren't **any** biscuits.  
 There aren't **many** bananas.

#### Uncountable nouns

**How much** milk is there?  
 Is there **any** milk?

There's **some** milk.  
 There's **a lot/lots of** milk.

There isn't **any** cola.  
 There isn't **much** water.

- 4**  **2.08** Choose the correct option. Listen and check.

Sol: OK, banana bread ... Is there <sup>1</sup>a / any butter?

Max: Yes, there <sup>2</sup>is / are.

Sol: How <sup>3</sup>any / much butter is there?

Max: There's <sup>4</sup>a lot of / many butter – half a kilo. It's very hard.

Sol: <sup>5</sup>Are / Is there any bananas?

Max: Yes, <sup>6</sup>are / there are.

Sol: <sup>7</sup>Are / How many bananas are there?

Max: There aren't <sup>8</sup>many / much bananas – just three.

- 5** Write about the food and drink in your kitchen. Then, in pairs, ask and answer to find out what's in your partner's kitchen.

*In my kitchen, there's some milk but there isn't ...  
 Is there any ... in your fridge?  
 How much ... is there?*





2.5

## LISTENING and VOCABULARY Shopping for food

I can identify specific details in a conversation and talk about shopping for food.



A 26p



B



C



D



E

1 Look at photos A-E. Which things can you name?

2 Match photos A-E with the words in the Vocabulary box. Then answer the questions below.

### Vocabulary Popular supermarket foods

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> beans        | <input checked="" type="checkbox"/> A cheese and onion crisps |
| <input type="checkbox"/> brownies     | <input type="checkbox"/> chocolate chip cookies               |
| <input type="checkbox"/> fish fingers |   |

- Which of the foods in the photos come in packets? Which come in tins?
- Can you buy these things in your country?

3 2.09 Listen to Greg and his parents. Complete the shopping list with words from the Vocabulary box.

tea	apples	1 _____
bread	ice cream	2 _____
milk	yoghurt	3 _____

4 2.10 Study the Watch out! box. Listen and write the prices below in words.

### How to say prices:

35p = thirty-five p/pence  
£1.56 = one pound fifty-six (pence)  
£2.70 = two pounds seventy (pence)

**Watch  
OUT!**

- 26p twenty-six pence
- 70p \_\_\_\_\_
- £2.10 \_\_\_\_\_
- £2.28 \_\_\_\_\_
- £4.15 \_\_\_\_\_

5 2.11 Greg and his parents are at a supermarket. Listen and match the prices in Exercise 4 with photos A-E above.

6 2.12 Greg and his friend Lucy are at the supermarket. Complete their conversation with the words below. Listen and check.

about buy cheap expensive get  
good much

Greg: Let's <sup>1</sup> buy some fruit.

Lucy: Yes, <sup>2</sup> \_\_\_\_\_ idea. I like bananas.  
How <sup>3</sup> \_\_\_\_\_ are they?

Greg: They're <sup>4</sup> \_\_\_\_\_. A kilo of bananas is only 64p!

Lucy: OK, let's <sup>5</sup> \_\_\_\_\_ some bananas.

Greg: What <sup>6</sup> \_\_\_\_\_ chocolate biscuits?

Lucy: No, they're <sup>7</sup> \_\_\_\_\_.

7 Work in groups. Your class has 500,000 VND. Make a shopping list for your class picnic. Then compare your list with another group.

- Let's buy/get ...
- What about...?
- How much is it/are they?
- Yes, good idea./No, it's/they're expensive.
- It's/They're cheap.

**And  
YOU**



## 2.6

## SPEAKING Ordering food

I can order food and drink.



## AUDIO ANYTHING ELSE?

- Max: Is it vegetarian here?  
 Lily: It's vegan. No meat, eggs or cheese. Just fruit and vegetables and ...  
 Ginny: Hi. What would you like?  
 Lily: Thai noodles for me, please.  
 Max: A soya burger with chips, please. Can I have some ketchup with that?  
 Ginny: Of course.  
 Dad: Can I have a hamburger?  
 Lily: Dad! They haven't got any meat here!  
 Dad: Oh sorry! An omelette then.  
 Ginny: This is a vegan café, sir. There isn't any meat or eggs or ...  
 Dad: A cheese sandwich?  
 Ginny: Or cheese!  
 Dad: Salad Surprise.  
 Ginny: OK. Anything else?  
 Lily: No, thanks.  
 Ginny: Can I get you some drinks?  
 Dad: Yes, please. A big glass of milk. Just joking!

Just joking!

**OUT** of  
class

- 1 **CLASS VOTE** Look at the snacks below. What are the three favourite snacks in your class?

burger chips hot dog kebab noodles  
 pizza sandwich

- 2 **2.13** Look at the photo. Listen and answer the questions.

- Max, Lily and Dad are in a café. What kind of café is it?
- What things are mentioned on the menu?

- 3 Study the Speaking box. Complete the gaps with the underlined phrases in the dialogue.

## Speaking

## Ordering in a café

## Waiter

What would you like?  
 Of course.  
 Anything else?  
 Is that all?  
 Sure.<sup>2</sup> \_\_\_\_\_  
 Here you are.  
 (Is) everything OK?  
 Any desserts?  
 That's £24.80, please.

## Customer

<sup>1</sup> \_\_\_\_\_ /A burger, please./  
 Can I have a burger?/I'd like some ice cream.  
 Can I have some ketchup with that?  
 No, thanks./Yes, please./Yes, thanks.  
 Excuse me, have you got any salt?  
 It's delicious.  
 How much is that?  
 Here you are.

- 4 **2.14** Complete the dialogue with words from the Speaking box. Listen and check. In pairs, practise reading the dialogue.

Kezia: Hi! What <sup>1</sup> \_\_\_\_\_ you like?  
 Dad: A hot dog, <sup>2</sup> \_\_\_\_\_.  
 Kezia: <sup>3</sup> \_\_\_\_\_ else?  
 Dad: Yes, can I <sup>4</sup> \_\_\_\_\_ some chips?  
 Kezia: OK, a hot dog with chips. <sup>5</sup> \_\_\_\_\_ you are.  
 Dad: Thanks. Oh, <sup>6</sup> \_\_\_\_\_ I have some ketchup with that?  
 Kezia: Sure. Can I <sup>7</sup> \_\_\_\_\_ you a drink?  
 Dad: No, <sup>8</sup> \_\_\_\_\_. How <sup>9</sup> \_\_\_\_\_ is that?  
 Kezia: <sup>10</sup> \_\_\_\_\_ £2.95.  
 Dad: Here you <sup>11</sup> \_\_\_\_\_. Thanks.

- 5 In pairs, take turns to order food from Exercise 1. Use the dialogue in Exercise 4 to help you.





## 2.7

## ENGLISH IN USE too much/too many, not enough

I can use *too much/too many* and *not enough* to talk about quantities.

### Too many cooks spoil the broth.



There's too much meat on that plate.



There aren't enough chips on that plate.



There isn't enough salt in that sauce.



There's too much salt!  
There isn't enough meat!  
There are too many chips!

### 1 Read the cartoon and answer the questions.

- How much meat is there on the woman's plate – a lot or not much?
- How many chips are there – a lot or not many?
- How much salt is there in the sauce – a lot or not much?
- Is the woman happy with her meal?

#### Language too much/too many, not enough

When we aren't happy because there is a lot of something, we use **too much/too many**.

There's **too much salt** in this sauce.

There are **too many chips** on my plate.

When we aren't happy because there isn't much of something, we use **not enough**.

There **isn't enough meat** on my plate.

There **aren't enough chips** on that plate.

### 2 Study the Language box and look at the pictures. Complete the sentences with the correct form of be and too much/too many or not enough.



1 There **isn't enough** milk in my glass!



2 There \_\_\_\_\_ milk in my glass!



3 There \_\_\_\_\_ grapes on my plate!



4 There \_\_\_\_\_ grapes on my plate!

### 3 2.15 Look at the list for a picnic for twelve people. Write sentences with too much/too many and not enough. Listen and check.

*There's too much celery.*

#### Foods and drinks for the picnic

- 12 kilos of celery
- 10 grams of chocolate
- 18 melons
- 2 packets of crisps
- 3 sandwiches
- 72 boiled eggs
- 50 litres of cola
- 1 bottle of water

### 4 Work in pairs. Make a list of eight types of food and drink for your class picnic. Include quantities (e.g., three bananas). Then comment on your partner's, using not enough and too much/ too many.

**And You?**

A: *There isn't enough fruit on your list.*

B: *Yes. I think that there's too much cheese on your list.*

A: *And there are too many biscuits on your list.*

adj: adjective	adv: adverb	n: noun	np: noun phrase	v: verb	vp: verb phrase	prep: preposition
bread	/bred/	(n)	bánh mì	meal	/mi:l/	(n) bữa ăn
brownie	/'braʊni/	(n)	bánh quy sô-cô-la	meat	/mi:t/	(n) thịt
burger/hamburger	/'bɜ:gə/	(n)	bánh mì bơ-gô/ham-bơ-gô	menu	/'menju:/	(n) thực đơn
	'hæmbɜ:gə/			noodles	/'nu:dəlz/	(n) mì sợi
burger bar	/'bɜ:gə bɑ:/	(np)	quầy bánh mì bơ-gô	oil	/ɔil/	(n) dầu ăn
café	/'kæfeɪ/	(n)	cà phê	omelette	/'ɒmlət, 'ɒmlɪt/	(n) trứng tráng
cake	/keɪk/	(n)	bánh ngọt	pizza	/'pi:tə/	(n) bánh pi-za
cheap	/tʃi:p/	(adj)	rẻ	pizzeria	/'pi:tə'ri:ə/	(n) quán bán bánh pi-za
chips	/tʃɪps/	(n)	khoai tây chiên giòn	price	/praɪs/	(n) giá cả
chocolate mousse	/'tʃɒklət mu:s/	(np)	bánh kem sô-cô-la mềm	restaurant	/'restərɒnt/	(n) nhà hàng
cook	/kʊk/	(v)	nấu ăn	salad	/'sæləd/	(n) món rau sống trộn, món sa-lát
delicious	/dɪ'liʃəs/	(adj)	ngon	sandwich	/'sænwɪdʒ/	(n) bánh mì kẹp
drink	/drɪŋk/	(n)	đồ uống	sandwich bar	/'sænwɪdʒ bɑ:/	(np) quán bán bánh mì kẹp
expensive	/ɪk'spensɪv/	(adj)	đắt	snack	/snæk/	(n) đồ ăn nhẹ
fast food restaurant	/'fɑ:st fu:d' restərɒnt/	(np)	cửa hàng đồ ăn nhanh	soup	/su:p/	(n) xúp
fish fingers	/'fɪʃ 'fɪŋgəz/	(np)	thanh cá tẩm bột chiên giòn	spaghetti	/spə'geti/	(n) món mì ống
food	/fu:d/	(n)	đồ ăn	sugar	/'ʃʊgə/	(n) đường
fruit	/fru:t/	(n)	hoa quả	supermarket	/'su:pə,mɑ:kət, 'su:pə,mɑ:kɪt/	(n) siêu thị
hot dog	/hɒt dɒg/	(n)	bánh mì xúc xích	tea	/ti:/	(n) trà, chè
hungry	/'hʌŋgri/	(adj)	đói	tomato	/tə'mɑ:təʊ/	(n) cà chua
ice cream	/aɪs kri:m/	(n)	kem	vegetable	/'vedʒtəbəl/	(n) rau củ
kebab	/kə'bæb, kɪ'bæb/	(n)	bánh mì kẹp thịt nướng	vegetarian café	/'vedʒə'teəriən 'kæfeɪ/	(np) quán bán đồ chay
ketchup	/'ketʃəp/	(n)	nước sốt cà chua	water	/'wɔ:tə/	(n) nước
kitchen	/'kɪtʃən, 'kɪtʃɪn/	(n)	bếp			
mayonnaise	/'meɪə'neɪz/	(n)	nước xốt may-on-ne			

## VOCABULARY IN ACTION

### 1 Use the glossary to find:

- seven types of food **kebab**,...
- five places to eat **restaurant**,...
- four types of desserts **cake**,...

### 2 Complete the names of meals a–c. Then complete gaps 1–8 with the food words below.

brownie ~~cereal~~ chips dessert milk  
salad sandwich tomato

#### My favourite meals

<sup>a</sup> <b>B</b> <b>r</b> <b>e</b> <b>a</b> <b>k</b> <b>f</b> <b>a</b> <b>s</b> <b>t</b>	fruit and <sup>1</sup> <b>cereal</b> , a glass of 2 _____
<sup>b</sup> <b>L</b> _____ <b>c</b> _____	<sup>3</sup> _____ soup and a bacon 4 _____
<sup>c</sup> <b>D</b> _____ <b>r</b> _____	chicken and <sup>5</sup> _____, a vegetable <sup>6</sup> _____ and cola; a <sup>7</sup> _____ with ice cream for 8 _____

### 3 Complete the sentences with one word. The first letter is given.

- Can you give me a **g** \_\_\_\_\_ of milk?
- Oh no! For lunch we've got two **p** \_\_\_\_\_ of crisps and a **t** \_\_\_\_\_ of beans.
- You can have boiled eggs, fried eggs or **s** \_\_\_\_\_ eggs.
- To make chips, **c** \_\_\_\_\_ up some potatoes, then **f** \_\_\_\_\_ them in a frying pan.  
**A** \_\_\_\_\_ salt and pepper. Enjoy!

### 4 2.16 PRONUNCIATION Listen to how we pronounce the /ɪ/ and /i:/ sounds. Listen again and repeat.

/ɪ/: chicken crisps /i:/: three meals

### 5 2.17 PRONUNCIATION In pairs, say the phrases. Listen, check and repeat.

- milk **i**n the **k**itchen
- e**at **m**eat
- c**heap chips
- f**ish for **t**ea
- a **t**in of **b**eans
- c**heese and **b**iscuits

# Revision

## VOCABULARY

1 Choose the odd word out. Say why.

- |              |        |              |            |
|--------------|--------|--------------|------------|
| 1 apple      | banana | grape        | yoghurt    |
| 2 bread      | carrot | celery       | potato     |
| 3 bacon      | burger | cheese       | chicken    |
| 4 cola       | egg    | juice        | milk       |
| 5 brownie    | cake   | ice cream    | ketchup    |
| 6 bowl       | fork   | pepper       | plate      |
| 7 hot dog    | kebab  | fish fingers | pizza      |
| 8 burger bar | café   | lunch        | restaurant |

1 Yoghurt is different. It's not a fruit.

2 Write the correct word for each definition.

- In this place you can eat vegetables but you can't eat meat. **v** \_\_\_\_\_ **r** \_\_\_\_\_
- A big shop with lots of different food. **s** \_\_\_\_\_
- A restaurant with a typical Italian meal. **p** \_\_\_\_\_
- A room where you can cook. **k** \_\_\_\_\_
- Fried potatoes in a packet. **c** \_\_\_\_\_
- Hot fried potatoes on a plate. **c** \_\_\_\_\_
- A type of chocolate cake. **b** \_\_\_\_\_
- Hot bread for breakfast. **t** \_\_\_\_\_

3 Look at the picture. Name ten things on the table. Use the wordlist to help you. Don't write the words down.



4 Look at the picture in Exercise 3 for one minute and then close your books. In pairs, write down ten things on the table. Can you remember them all?

three bananas, ...

## GRAMMAR

5 Write sentences about the picture in Exercise 3. Use *there is/there are*.

There are three bananas. There's ...

6 Complete the dialogue with one word in each gap.

A: Are there <sup>1</sup> any fish fingers in the fridge?

B: No, <sup>2</sup> \_\_\_\_\_ aren't.

A: Is there <sup>3</sup> \_\_\_\_\_ ice cream?

B: Yes, there's <sup>4</sup> \_\_\_\_\_ chocolate ice cream.

A: How <sup>5</sup> \_\_\_\_\_ ice cream is there?

B: There's a <sup>6</sup> \_\_\_\_\_ of ice cream – two litres!

A: How <sup>7</sup> \_\_\_\_\_ apples are there?

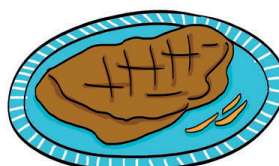
B: There <sup>8</sup> \_\_\_\_\_ many apples – only two.

7 Work in pairs. Write a list of six things in your fridge. Don't show the list to your partner. Ask questions to find out what is in your partner's fridge.

*Are there any fish fingers in your fridge?*

*How many ...?*

8 Look at the pictures and complete the sentences. Use *not enough* and *too much/too many*.



1 There \_\_\_\_\_ chips on my plate.



2 There \_\_\_\_\_ cola in the bottle.



3 There \_\_\_\_\_ apples in the bowl.



4 There \_\_\_\_\_ cheese in the sandwich.

## SPEAKING

9 Work in pairs. Student A, follow the instructions below. Student A, go to page 111. Student B starts first. Then change roles and have the conversation again.

Student A, you are in your favourite restaurant. Student B is your waiter.

- Order a big meal with drinks and a dessert.
- Ask for extras (e.g. ketchup or salt).
- Ask how much it is.

3

## Every day

### VOCABULARY

Verbs to describe routines | Verb collocations | Pets | Free time activities | Adjectives to describe feelings

### GRAMMAR

Present Simple (affirmative and negative) | Present Simple (questions and short answers)

**Grammar:** Max's press conference



**Speaking:** Sol, meet Eva!



# My day

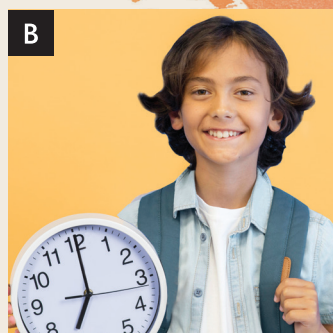
posted on 2 March



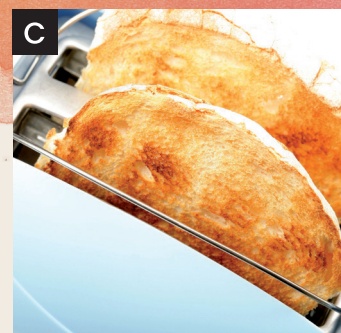
63 posts 90 followers 159 following



Oh, no. It's 6:45 already!



15 minutes later...



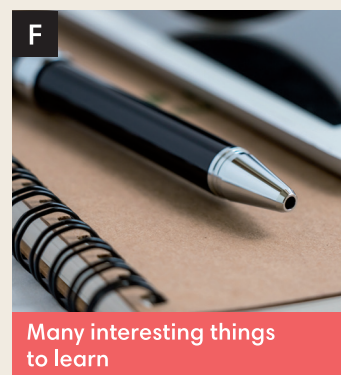
7:15 a.m.



7:30 a.m.



8:10 a.m. At school



Many interesting things to learn



12:45 p.m. A nice lunch with friends



Me and Lucy



We time



Reading in bed

**Tommy:** A typical nice Friday!

**MaryB:** Great photos, Tommy!

3.1

## VOCABULARY Verbs to describe routines

I can talk about daily routines.

**1 CLASS VOTE** What's your favourite time of day?  
*Morning is my favourite time of day.*

- 2 Read and tell how you say the underlined words in the text below in your language.

■■■■■ often  
 ■■■■ sometimes  
 ■■■ never

**Watch  
OUT!**

## A day in the life of a 6<sup>th</sup> Grader Tommy

We have asked Tommy, a 6<sup>th</sup> grader - to describe his typical day. This is what he told us:

At 6:45, Mom or Dad comes in and wakes me up (but I \_\_\_\_\_ get up immediately). At 7:00, I drag myself out of bed and into the shower. From 7:15 to 7:30, I grab some breakfast and then catch the bus to school. At 8:10, we arrive at school and I get ready for my first class. We \_\_\_\_\_ learn about school activities, study skills, and spend time on thinking and reading activities. From 12:15 to 12:45 is our lunch time. After school, I take the bus home and get a snack. I first spend some time with my dog - Lucy and then relax for a while. Between 16:10 and 17:30, I \_\_\_\_\_ practice the flute or participate in one of my club activities. My family often has dinner at 19:00. This is the "we time" of the day. My whole family sits down together, at least on most days. After that, I usually spend about one or two hours doing my homework. From 21:30 to 22:00, I usually read a book in bed, then fall asleep.

- 3 Study the Vocabulary box. Match the verbs with photos A-J on page 30.

Vocabulary	Verbs to describe routines
exercise	have lunch/dinner
get up	have a shower
go home	relax
go to bed	study
go to work/school	wake up
have breakfast	work

- 4 **WORD FRIENDS** Complete the phrases with the verbs below. Use the text in Exercise 2 to help you.

spend have study catch participate in

- \_\_\_\_\_ some time doing my homework/relaxing/catching with my friends
- \_\_\_\_\_ breakfast/lunch/dinner
- \_\_\_\_\_ school clubs/social activities/dance classes
- \_\_\_\_\_ the bus to school/home/to work
- \_\_\_\_\_ Maths/English

- 5 Complete the sentences in the quiz with One word. Tick the sentences that are true for you. Go to page 111 and check.

## ARE YOU an early bird or a night owl?

- ☐ I often wake \_\_\_\_\_ before 9 a.m. on Saturday morning.
- ☐ I love breakfast!
- ☐ I can wake up for school without an \_\_\_\_\_.
- ☐ I often exercise \_\_\_\_\_ the morning.
- ☐ I'm never in bed before midnight.
- ☐ Don't speak to me at breakfast!
- ☐ I often text friends late in the evening.
- ☐ In my opinion, the best time to \_\_\_\_\_ homework is late at night.

- 6 **CLASS SURVEY** Interview three students in your class using the questions below. Write their names and answers in the columns. Then report to the class.



	Student 1 .....	Student 2 .....	Student 3 .....
What time do you often wake up on weekends?			
How often do you exercise?			



## 3.2

## GRAMMAR Present Simple (affirmative and negative)

I can use the Present Simple to talk about pets and their habits.

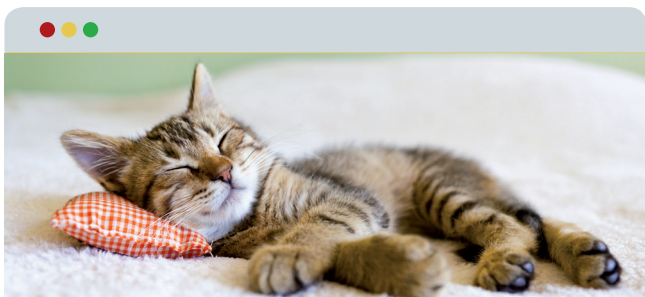
- 1 CLASS VOTE** In groups, study the Vocabulary box. How many more pets can you think of in two minutes? Have you got a family pet?

### Vocabulary

### Pets

budgie hamster guinea pig pony tortoise

- 2** Read Lowri's post. Who is perfect in her family?



### A house, not a hotel!

by Lowri, 11

'You don't help at home!' 'You spend all your time with your friends – we never see you!' 'This is a house, not a hotel!' My parents often say these things to my sister Cara and me.

But they don't say anything about George's bad habits! George sleeps all day – he doesn't do anything! When my parents come home in the evening, George wakes up, washes and gets something to eat. After that he goes out and doesn't come back all night!

In the morning when I leave for school, George walks back into the house and falls asleep. But my parents never say to George, 'This is a house, not a hotel!' In fact, Mum says he's the perfect cat!

- 3** Study the Grammar box. Find more examples of the Present Simple in the text in Exercise 2.

### Grammar

### Present Simple (affirmative and negative)

+

I **eat** a lot.  
He **goes** to bed late.

I never exercise.

-

We **don't listen**.  
She **doesn't help** us.

I **don't** never exercise.

- 4** **3.01** Study the Watch out! box. Listen and repeat.

play → plays wash → washes  
cry → cries

**Watch  
OUT!**

- 5** **3.02** Write the third person form of the verbs below in the correct category. Listen, check and repeat.

finish go help kiss make miss  
stay study tidy worry

/s/ eats, \_\_\_\_\_, \_\_\_\_\_

/z/ plays, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_

/ɪz/ washes, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- 6** Complete the texts with the Present Simple form of the verbs in brackets.

### Sadie

My dog Petra sometimes <sup>1</sup>**tries** (try) to sleep on me and I <sup>2</sup>\_\_\_\_\_ (wake up). And after that I <sup>3</sup>\_\_\_\_\_ (not sleep) all night. She <sup>4</sup>\_\_\_\_\_ (not want) to sleep on my bed at weekends. She only <sup>5</sup>\_\_\_\_\_ (do) it on the night before an exam! 😊

### Tom

We <sup>6</sup>\_\_\_\_\_ (have) a problem with our hamsters, Ben and Gerry. During the day, they're quiet and they <sup>7</sup>\_\_\_\_\_ (not come) out. But at night they <sup>8</sup>\_\_\_\_\_ (have) a big party! 😊

- 7** In pairs, tell about any bad habits your pets/people in your family have. Use Exercise 6 to help you.

**A:** Our dog eats my mum's shoes!

**B:** My cat sleeps on my laptop when I'm busy.  
In the morning my dad never stops talking!

**And  
YOU**



## 3.3

## READING and VOCABULARY Life on the International Space Station

I can find specific details and main ideas in an article and talk about free time activities.

- 1 Check if you understand the underlined words. What do you know about the International Space Station? In pairs, tick the sentences you think are true.

- 1 ☐ The International Space Station orbits the Earth once every six months.
- 2 ☐ There are normally 15 astronauts on the station.
- 3 ☐ Astronauts are on the station for half a year.

- 2 Read Part 1 of the text and check your answer to Exercise 1.



**Life on the International SPACE STATION**

**Part 1.**  
The International Space Station orbits the Earth every ninety minutes. There are normally three to ten astronauts on the station and they work there for six months.

- 3 Read Part 2, 3 and 4 of the text and choose one heading for each part.

## Part 2.

Astronauts have very small cabins and they sleep in sleeping bags. Many astronauts have problems sleeping. It's noisy and it's hard to stop moving. Washing is also difficult – you can't take a shower. Astronauts eat three times a day. There isn't much fresh food and a lot of the food is instant – you just add hot water.

- a. Noise in space    b. Not an easy life    c. Free time

## Part 3.

Astronauts work about eleven hours a day. They do experiments, write reports and talk to scientists on Earth. Sometimes they do spacewalks to check the space station. They also exercise about two hours a day. At weekends astronauts clean the station.

- a. Hard work    b. Walking in space    c. A busy routine

## Part 4.

There is also time to relax. There are often astronauts from different countries on the station and the atmosphere is great. Astronauts watch films, read, listen to music, browse the Internet, chat with friends online or play cards. But their favourite activity is watching our beautiful Earth. It's never boring!

- a. Free time    b. A boring life    c. Hard work

- 4 Work in pairs. Which facts about life on the International Space Station are surprising to you?

## 5 WORD FRIENDS

Choose the correct answers.

- 1 In the evenings I listen \_\_\_ music.  
a at    b the    **c to**
- 2 When we have a long break at school, my friends and I often \_\_\_ cards.  
a write    b play    c do
- 3 How often do you \_\_\_ TV or films on DVD?  
a look    b see    c watch
- 4 I usually browse \_\_\_ for half an hour before breakfast.  
a the internet  
b TV  
c the radio
- 5 My friends live far from me but I often \_\_\_ with them online.  
a phone  
b contact  
c chat

- 6 In pairs, say what you often/sometimes/never do. Use the Word Friends in Exercise 5 or your own ideas. Tell the class about your partner.



*Nam often browses the Internet.  
He sometimes reads but he never plays cards.*



## 3.4

## GRAMMAR Present Simple (questions and short answers)

I can use the Present Simple to ask about routines.



MAX'S PRESS CONFERENCE

Max imagines his life as a famous dancer.

- Reporter:** Where do you come from?  
**Max:** I come from Boston, Massachusetts, but I live in England.  
**Reporter:** You live in England! Do you know the Queen?  
**Max:** No, I don't.  
**Reporter:** Your show *Max on Ice* is awesome! How many hours do you practise?  
**Max:** I practise three hours in the morning and ...  
**Reporter:** Do English people really drink tea at five o'clock?  
**Max:** Well, I don't but ...  
**Reporter:** How do you exercise?  
**Max:** Well, I do taekwondo and ...  
**Reporter:** Do other people in your family dance?  
**Max:** No, they don't.  
**Reporter:** Does your father come to your shows?  
**Max:** No, he doesn't. He's in England.  
**Reporter:** How do you relax?  
**Max:** Um, I listen to music.  
**Reporter:** Do you like New York?  
**Max:** Yes, I do. It's great to be here.  
**Sol:** Max ... Max ... Hey, mate! There's a question for you on your blog.  
**Max:** What does it say?  
**Sol:** 'Work from home for 500 dollars a day. Check our website for more information. Click on the link.'

Hey, mate!

**OUT** of  
class

- 1 **3.03** Listen. In which city is Max in his daydream?
- 2 Study the Grammar box. Find examples of questions and short answers in the dialogue.

### Grammar

### Present Simple (questions and short answers)

#### Questions

Do you **like** hip-hop?  
 Does he **help** you?

#### Wh- questions

Where **do** they **live**?  
 How **does** she **relax**?

#### Short answers

Yes, I **do**./No, I **don't**.  
 Yes, he **does**./No, he **doesn't**.

#### Answers

They **live** in Paris.  
 She **reads**.

- 3 Complete the questions with **do** or **does**. Match the questions (1–6) with the short answers (a–f).

- 1 ☒ **c** When **do** you watch TV?
- 2 ☐ Where \_\_\_\_\_ your best friend come from?
- 3 ☐ \_\_\_\_\_ you listen to the radio?
- 4 ☐ What time \_\_\_\_\_ you get up?
- 5 ☐ \_\_\_\_\_ your mum and dad play cards?
- 6 ☐ \_\_\_\_\_ your best friend have a pet?

- a Yes, they do.
- b At 7.30 a.m.
- c In the evening.
- d No, he doesn't.
- e No, I don't.
- f Poland.

- 4 In pairs, ask and answer the questions in Exercise 3. Tell the class about your partner.

- 5 Order the words to make questions.

1 relax / do / how / you / ?

How do you relax?

2 classmates / watch / your / TV / do / ?

3 any pets / have / your grandma / does / ?

4 do / do / when / your homework / you / ?

5 go / you / what time / do / to bed / ?

6 you / often go / to the cinema / do / ?

- 6 In pairs, ask and answer the questions in Exercise 5.





I can identify specific details in a radio programme and talk about feelings.



- 1 What can you see in photos A and B? In pairs, match the photos with comments 1–4.
- 1 ☐ I'm not a fan of winter. I feel tired and sad and I'm often ill.
  - 2 ☐ Winter's great – I feel happy when I see the first snow of the year.
  - 3 ☐ Winters here are cold, dark and grey. I often don't go out all day.
  - 4 ☐ Winter is my favourite season – I love Christmas and I'm a big fan of winter sports!

2 3.04 Listen to Part 1 and choose the correct answers.

- 1 Over to You is
  - a a video blog on the internet.
  - b a radio programme.
  - c a TV programme.
- 2 'To get the blues' means to feel
  - a cold and tired.
  - b sad and ill.
  - c tired and sad.
- 3 The topic today is about
  - a how to feel good about life.
  - b the weather.
  - c energy.

3 3.05 Listen to Part 2. Match the speakers (1–4) with the things they do to feel happy (a–f). There are two extra ideas.

- |                                  |  |
|----------------------------------|--|
| 1 <input type="checkbox"/> Mark  | a eat something delicious              |
| 2 <input type="checkbox"/> Tim   | b do something nice for another person |
| 3 <input type="checkbox"/> Lisa  | c have a shower                        |
| 4 <input type="checkbox"/> Karen | d drink hot chocolate                  |
|                                  | e read a book                          |
|                                  | f watch a sad film                     |

4 Study the Vocabulary box. Underline the words with a positive meaning.

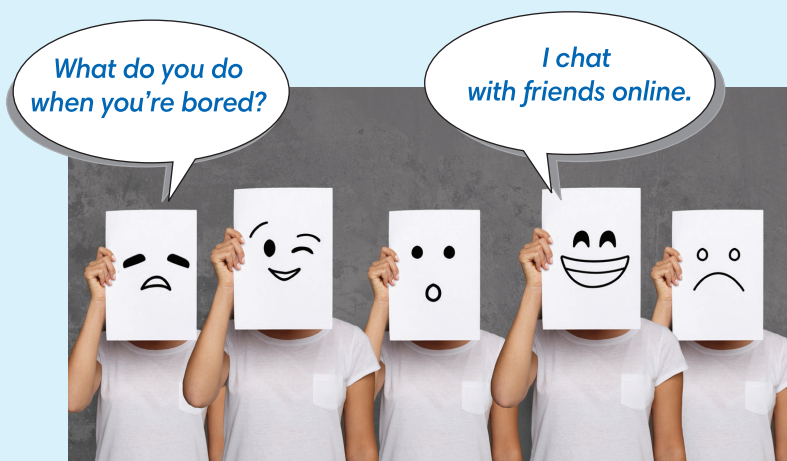
Vocabulary	Feelings
bored	excited
happy	relaxed
sad	tired
unhappy	worried

5 Complete the sentences with words from the Vocabulary box. Sometimes more than one answer is possible.

- 1 Sam is worried. He's got a lot of problems.
- 2 I'm so \_\_\_\_\_! I've got tickets to see my favourite band.
- 3 Tom feels \_\_\_\_\_. He says there's nothing to do here.
- 4 They feel \_\_\_\_\_. Everything in their life is great.
- 5 Sarah is really \_\_\_\_\_. She doesn't have much energy.
- 6 I'm \_\_\_\_\_. I want to cry.

6 In pairs, talk about what you do when you're bored or unhappy. Use the ideas below or your own ideas.

go for a walk   go to the shops   listen to music  
phone a friend   play with a pet





## 3.6

## SPEAKING Talking about likes and dislikes

I can talk about likes and dislikes.



## AUDIO SOL, MEET EVA!

Max is skateboarding in the park with friends when, suddenly, he hears loud hip-hop music.

Max: Hi, I'm Max.

Eva: I'm Eva. What do you think of my dancing?

Max: I really like it. You're a great dancer! Good music too!

Eva: Oh, do you like hip-hop?

Max: I like it a lot. It's my favourite music.

Eva: Do you like dance as well?

Max: Yes, I do. I like tango a lot – but it's a bit hard for me. I prefer breakdance. Like this ...

Eva: Wow, you're really good!

Max: Oh, it's my best friend, Sol. Hey, Sol! He's a great guy. Sol, meet Eva. Eva's an amazing dancer! She's half-Brazilian, half-English, but she lives here in Rye now. Unfortunately, she doesn't go to our school.

Sol: Oh. What school do you go to?

Eva: Saint Alfred's.

Sol: Oh, my sister goes there. She really likes it. What do you think of it?

Eva: I don't mind it. Are you a dance fanatic like Max?

Sol: Er, no. I don't enjoy dancing.

Max: Actually, Sol can't stand dancing.

Eva: Oh, never mind!

a bit hard  
guy

OUT of  
class

1 3.06 Read the dialogue and answer the questions. Listen and check.

- Are both Eva's parents Brazilian?
- What's her favourite music?
- Does she go to Max and Sol's school?

2 Study the Speaking box. Find examples of the phrases in the dialogue.

## Speaking

## Talking about likes and dislikes

What do you think of ...? Do you like ...?  
What kind of ... do you like?



It's my favourite (music).

I like ... but I prefer ...

I love/I really enjoy/I really like ...

I like ... (a lot).



I quite like ...

I don't mind .../It's OK.



I don't like/I don't enjoy ...

I hate/I can't stand ...

## Be careful!

We often use verbs of like/dislike with the *-ing* form.  
I love/enjoy/don't mind/can't stand **dancing**.

We also often use these phrases with pronouns  
(*it, him, her, them*, etc.).

A: Do you like dancing?

B: I love **it**!

3 Complete the dialogues with phrases from the Speaking box. In pairs, compare your answers.

1 A: What do you think of hip-hop?

B: 😊 I don't mind it.

C: 😊 \_\_\_\_\_

2 A: Do you like cats?

B: 😊 \_\_\_\_\_

C: 😊 \_\_\_\_\_

3 A: Do you like doing homework?

B: 😊 \_\_\_\_\_

C: 😊 \_\_\_\_\_

4 In groups of three, practise the dialogues in Exercise 3. Use new phrases from the Speaking box.

5 In pairs, ask and answer questions about the things below. Use phrases from the Speaking box.

Chinese food chocolate grammar exercises  
guinea pigs Justin Bieber pizza playing tennis  
tidying your room

A: *What do you think of Chinese food?*

B: *I love it. What about you?*

And  
YOU



## 3.7

## WRITING Describing daily routine

I can write about a daily routine.

**Post by Erik, 19 November at 20.13**

Hi, my name's Erik, I'm thirteen and I come from Tromsø in Norway. It's quite big (70,000 people) but it isn't a typical European city. We're 350 km north of the Arctic Circle, so from November to February it's dark, day and night. It's often very cold, even minus forty degrees. But we love winter – the sky is often a beautiful colour and we love skiing.


**Post by Erik, 23 November at 21.12**
**My day**

I wake up at seven o'clock, have a shower and then have breakfast: bread, cheese and yoghurt. After that I go to school. School starts at eight thirty every day. We have lunch at eleven o'clock and at two o'clock we go home. After school I do my homework – I'm in Grade 7, so there's a lot of homework now! My parents come home at four o'clock and then we have dinner – meat or fish and potatoes. After that I often meet my friends and we play computer games. In winter I usually stay at home because it's cold and dark. We read or we chat by the fire. I go to bed at ten o'clock.

**1 Read Erik's first post quickly. In pairs, answer the questions.**

- Which country is Erik from?
- In your opinion, is Tromsø a fun city to live in?

**2 Read Erik's second post. In pairs, say what things are different in Việt Nam.**

*In Norway school starts at eight thirty. In some areas in Việt Nam it starts at seven thirty.*

**3 Study the Writing box. In pairs, find the words in blue in Erik's second post.**
**Writing Writing about your daily routine**

Use the Present Simple to describe your routine.

I wake up/get up at ...

**Then** I ...

**After that** I ...

School starts/We go home at ...

After school I ...

Use conjunctions (e.g. *and*, *but*, *so*, *because*) to link sentences.

I don't have breakfast **because** I'm never hungry./

I'm never hungry, **so** I don't have breakfast.

I walk to school **because** it's very close./

I live near the school, **so** I walk.

**4 Complete the sentences with *so* or *because*.**

- We don't have a TV, **so** I watch DVDs on my computer.
- I often don't have breakfast \_\_\_\_\_ I don't have time.
- I wake up early \_\_\_\_\_ my cat wants something to eat.
- I often exercise, \_\_\_\_\_ I feel relaxed.
- I take the dog for a walk in the morning, \_\_\_\_\_ I get up early every day.
- I'm often tired in the evening, \_\_\_\_\_ I go to bed before 10 p.m.
- My mum drives me to school \_\_\_\_\_ it's too far to walk.

**Writing Time**
**5 Write about your daily routine.**

Use Erik's second post, the vocabulary in Lesson 3.1 and the Writing box to help you.

adj: adjective    adv: adverb    n: noun    np: noun phrase    v: verb    vp: verb phrase    prep: preposition

<b>afternoon</b>	/ˌɑːftəˈnuːn/	(n)	buổi chiều	<b>ill</b>	/ɪl/	(adj)	ốm
<b>amazing</b>	/əˈmeɪzɪŋ/	(adj)	đáng kinh ngạc, sững sốt	<b>kind</b>	/kaɪnd/	(n)	loại
<b>bored</b>	/bɔːd/	(adj)	buồn chán	<b>late</b>	/leɪt/	(adj, adv)	muộn
<b>budgie</b>	/ˈbʌdʒi/	(n)	con vẹt	<b>like</b>	/laɪk/	(v)	ưa thích
<b>can't stand</b>	/kɑːnt stænd/	(vp)	không thể chịu được	<b>love</b>	/lʌv/	(v)	yêu thích, yêu mến
<b>clean</b>	/kliːn/	(adj)	sạch, sạch sẽ	<b>morning</b>	/ˈmɔːnɪŋ/	(n)	buổi sáng
<b>cry</b>	/kraɪ/	(v)	khóc	<b>never</b>	/ˈnevə/	(adv)	không bao giờ
<b>doctor</b>	/ˈdɒktə/	(n)	bác sĩ	<b>night</b>	/naɪt/	(n)	đêm
<b>don't mind</b>	/dəʊnt maɪnd/	(vp)	không thấy phiền	<b>often</b>	/ˈɒfən, ˈɒftən/	(adv)	thường
<b>early</b>	/ˈɜːli/	(adj)	sớm	<b>pet</b>	/pet/	(n)	thú cưng
<b>Earth</b>	/ɜːθ/	(n)	trái đất	<b>pony</b>	/ˈpɒni/	(n)	con ngựa pô-ni
<b>enjoy</b>	/ɪnˈdʒɔɪ/	(v)	thích thú	<b>prefer</b>	/prɪˈfɜː/	(v)	thích hơn
<b>evening</b>	/ˈiːvɪŋ/	(n)	buổi tối	<b>rich</b>	/rɪtʃ/	(adj)	giàu có
<b>excited</b>	/ɪkˈsaɪtəd, ɪkˈsaɪtɪd/	(adj)	hào hứng, phấn khởi	<b>sad</b>	/sæd/	(adj)	buồn rầu
<b>favourite</b>	/ˈfeɪvərət, ˈfeɪvərɪt/	(adj)	được ưa thích	<b>sleeping bag</b>	/ˈsliːpɪŋ bæɡ/	(np)	túi ngủ
<b>free time</b>	/frɪ ʤə ˈfriː taɪm/	(np)	thời gian rảnh rỗi	<b>sometimes</b>	/ˈsʌmtaɪmz/	(adv)	đôi khi
<b>guinea pig</b>	/ˈɡɪni pɪɡ/	(n)	chuột lang	<b>teacher</b>	/ˈtiːtʃə/	(n)	giáo viên
<b>habit</b>	/ˈbæd ˈhæbət/	(n)	thói quen	<b>thirsty</b>	/ˈθɜːsti/	(adj)	khát
<b>hamster</b>	/ˈhæmstə/	(n)	chuột ham-xơ-tơ	<b>tidy</b>	/ˈtaɪdi/	(adj)	gọn gàng, ngăn nắp
<b>happy</b>	/ˈhæpi/	(adj)	sung sướng, hạnh phúc	<b>tired</b>	/taɪəd/	(adj)	mệt, mệt mỏi
<b>hard</b>	/hɑːd/	(adj)	khó, khó khăn	<b>tortoise</b>	/ˈtɔːtəs/	(n)	rùa cạn
<b>(= difficult)</b>				<b>unfortunately</b>	/ʌnˈfɔːtʃənətli/	(adv)	không may, đáng tiếc
<b>hate</b>	/heɪt/	(v)	ghét	<b>wash</b>	/wɒʃ/	(v)	rửa, giặt giũ
<b>have a party</b>	/hæv ə ˈpɑːti/	(vp)	tổ chức tiệc	<b>without</b>	/wɪðˈaʊt/	(prep)	không có, thiếu
				<b>worried</b>	/ˈwɒrɪd/	(adj)	lo lắng

## VOCABULARY IN ACTION

### 1 Use the glossary to find:

- two jobs **doctor**,...
- five pets **hamster**,...
- four times of the day **evening**,...
- seven feelings or emotions **excited**,...

### 2 Replace the words in bold with the words below to make sentences with the opposite meaning. In pairs, say which sentences are true for you.

bored early **hate** never  
unhappy work worried

- I **enjoy** sleeping in a sleeping bag.  
*I **hate** sleeping in a sleeping bag.*
- My dad **often** washes his car.
- I'm always really **excited** at the start of the summer holidays.
- I always arrive at school **late**.
- I feel **relaxed** before I go to the dentist's.
- My cat is always **happy** when I play with her.
- Unfortunately, I've got too much **free time** at the moment!

### 3 Complete with one word in each gap. In pairs, say when you prefer to do these things.

- browse** the internet
- go \_\_\_\_\_ the cinema
- listen \_\_\_\_\_ music
- \_\_\_\_\_ homework

*I usually ... in the morning.*

### 4 3.07 PRONUNCIATION Listen to how we pronounce the /æ/ sound. Listen again and repeat.

**a**ctor **a**stronaut **ba**g

### 5 3.08 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.

- Un**h**appy **c**ats **h**ave **ba**d **h**abits.
- H**arry's **h**amster is always **h**appy.
- Do **a**stronauts **relax** in their sleeping **ba**gs?
- P**amela does karate when she's **sad**.
- I can't **sta**nd **tha**t **a**ctor.

# Revision

## VOCABULARY

### 1 Complete the sentences with ONE word.

- 1 I **text** friends all the time.
- 2 I never \_\_\_\_\_ breakfast – I don't have time!
- 3 My parents often \_\_\_\_\_ asleep in front of the TV.
- 4 I'm a night owl. I often \_\_\_\_\_ films or \_\_\_\_\_ to the radio late at night.
- 5 I \_\_\_\_\_ stand getting up on winter mornings.
- 6 I always \_\_\_\_\_ a party on my birthday.
- 7 I \_\_\_\_\_ mind dogs but I prefer cats.

### 2 Choose the correct option.

It's the school holidays but I have jobs to do at home every day. Do your parents ask you to <sup>1</sup>make / **(do)** housework? I <sup>2</sup>take / walk the dog for a walk every morning. In the afternoon I <sup>3</sup>make / go shopping for my mum. After dinner I <sup>4</sup>wake / wash up. And of course, Mum tells me to <sup>5</sup>wash / tidy my room every day too!

### 3 Complete the sentences with the words below to make them true for you. In pairs, compare your answers.

bored cold excited happy hungry ill  
relaxed sad tired thirsty worried

- 1 I never feel \_\_\_\_\_ with my friends.
- 2 I often feel \_\_\_\_\_ after school.
- 3 I sometimes feel \_\_\_\_\_ on winter mornings.
- 4 I often feel \_\_\_\_\_ at school.
- 5 I often feel \_\_\_\_\_ in summer.

## GRAMMAR

### 4 Choose the correct option.

George is a photographer for *The Richmond Gazette*. He <sup>1</sup>get up / **(gets up)** at six o'clock. He tries to be quiet because he <sup>2</sup>don't / doesn't want to wake up his wife, Ann. George and Ann <sup>3</sup>live / lives in Richmond but they <sup>4</sup>don't / doesn't have a car, so George walks to work. George usually <sup>5</sup>has / have breakfast at a café near the office. Photographers at the Gazette <sup>6</sup>start / starts work at 7 a.m and they <sup>7</sup>finish / finishes at 2 p.m. George doesn't usually <sup>8</sup>go / goes home at 2 p.m. – he <sup>9</sup>meet / meets Ann in town and they <sup>10</sup>have / has lunch or go shopping.

### 5 Order the words to make questions. In pairs, answer the questions using the text in Exercise 4.

- 1 George / does / what time / get up / ?  
**What time does George get up?**
- 2 do / have / George and Ann / a car / ?
- 3 they / where / live / do / ?
- 4 have / does / breakfast / George / ?
- 5 start work / what time / does / George / ?
- 6 how many hours / work / the photographers / do / ?
- 7 in the afternoon / Ann and George / usually do / what / do / ?

## SPEAKING

### 6 Complete the sentences with the words below so they are true for your partner. Read your sentences to him/her to check.

love enjoy quite like don't mind  
don't like can't stand

- 1 You **don't like** getting up early.
- 2 You \_\_\_\_\_ hamsters.
- 3 You \_\_\_\_\_ listening to music.
- 4 You \_\_\_\_\_ browsing the internet.
- 5 You \_\_\_\_\_ having a shower.
- 6 You \_\_\_\_\_ going shopping.
- 7 You \_\_\_\_\_ feeling hungry.

**A:** You don't like getting up early.

**B:** It's true. I can't stand getting up early!

**A:** You love hamsters.

**B:** Yes, I do. But I prefer guinea pigs.

## Love to learn

### VOCABULARY

Classroom objects | School subjects |  
Making friends | Learning

### GRAMMAR

Present Continuous | Present Continuous  
and Present Simple | Prepositions  
of place

**Grammar:** No school today



**Speaking:** The Maths exam



Phong and Lan



Some of Lan's favourite erasers

## Back to school blues? Not for Lan and Phong!

It's the end of August and for thousands of school children that means the end of the summer holidays. But for Lan and her friend Phong, it's their favourite time of year. The pair, who are in Year 6 at Hoa Hồng International School, say

they love buying pens, pencils, erasers and exercise books for the new school year. 'We're stationery\* fanatics!', says Phong. Lan has more than 300 erasers. 'I buy new ones all the time. I can't stop!', she says.

\* pens and materials for writing

### 4.1

## VOCABULARY School

I can talk about classroom objects and school subjects.

- 1 CLASS VOTE** Study the Vocabulary A box. In pairs, find four classroom objects in the text and add them to the list. How many more words can you think of in two minutes?

### Vocabulary A Classroom objects

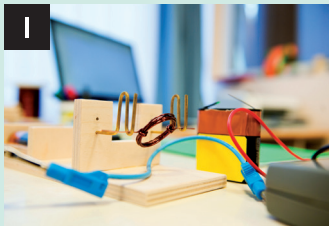
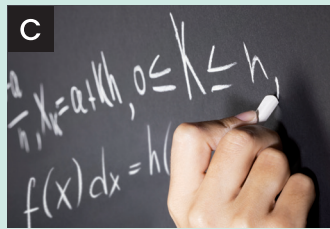
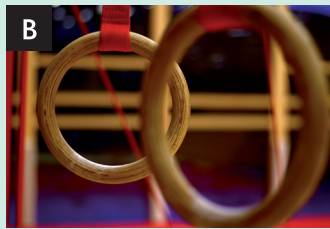
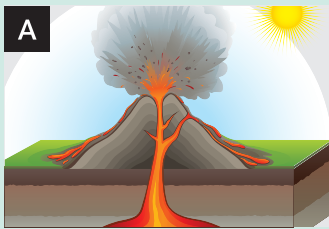
calculator pencil case poster projector ruler sports bag  
textbook whiteboard

- 2** **4.01** Listen to five dialogues and write the classroom objects you hear.

- 3** Study the Vocabulary B box. In pairs, match the words with photos A–L on page 41. Which are your favourite subjects?

### Vocabulary B School subjects

<input checked="" type="checkbox"/> Art	<input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Geography
<input type="checkbox"/> History	<input type="checkbox"/> Maths	<input type="checkbox"/> Information Technology (IT)	<input type="checkbox"/> Music
<input type="checkbox"/> PE	<input type="checkbox"/> Physics	<input type="checkbox"/> English	



**4 In pairs, look at the timetable and complete the sentences about Hoa Hồng International School and your school.**

- At Hoa Hồng International School, they have **five** lessons every day. At our school, we have \_\_\_\_\_.
- The first lesson starts at \_\_\_\_\_ o'clock. At our school, the first lesson \_\_\_\_\_.
- Each lesson is \_\_\_\_\_ minutes long. At our school, lessons are \_\_\_\_\_ minutes long.
- There are \_\_\_\_\_ breaks in a school day. At our school, there are \_\_\_\_\_.
- There is a break of \_\_\_\_\_ minutes for lunch. At our school, \_\_\_\_\_.
- At Hoa Hồng International School, French is one of the foreign languages. At our school you can learn \_\_\_\_\_.

**Hoa Hồng International School Class 6B Timetable**

	<b>Lesson 1 9.00–10.00</b>	<b>Lesson 2 10.00–11.00</b>	<b>11.00– 11.20</b>	<b>Lesson 3 11.20–12.20</b>	<b>Lesson 4 12.20–13.20</b>	<b>13.20– 14.10</b>	<b>Lesson 5 14.10–15.10</b>
<b>Mon</b>	PE	Maths	Break	English	French	Lunch	Physics
<b>Tues</b>	Art	Music		PE	Biology		French
<b>Wed</b>	Drama	English		History	IT		Geography
<b>Thurs</b>	French	Chemistry		Geography	English		History
<b>Fri</b>	English	Presentation skills		Maths	Maths		PE

- 5** In pairs, talk about days you like/ don't like at school. Say why.

*I love Mondays because we have ...*

*I don't like ... because ...*






## 4.2

## GRAMMAR Present Continuous

I can use the Present Continuous to talk about things happening now.

- 1 Look at the photo. Do you think the girls know each other?



- 2  **4.02** Read and listen. Look at Alice's message on page 111 to find out why she doesn't want to talk to her friends.


Sara: Hi, Alice. How's it going?  
 Alice: [silence]  
 Sara: Alice. Hello! I'm talking to you!  
 Alice: [silence]  
 Sara: You aren't speaking to me. Why?  
 Alice: [silence]  
 Sara: Are you feeling OK, Alice?  
 Alice: [silence]  
 Caitlin: Hi, you two! How's it going?  
 Sara: I'm fine, but Alice isn't speaking to me. Is she speaking to you?  
 Caitlin: I don't know. Are you speaking to me, Alice?  
 Alice: [silence]  
 Caitlin: No, she isn't! What's wrong, Alice? Are we irritating you?  
 Alice: [silence]  
 Sara: Yes, we are! We're wasting our time! Are you coming with me to the snack bar now, Caitlin? Ted and Leo are waiting.  
 Caitlin: Yes, I am. Wait a minute. Now she's writing something. And why is she smiling?

- 3 Study the Grammar box. Find more examples of the Present Continuous in the dialogue.

Grammar	Present Continuous
+	-
I'm talking. You're talking. He's talking.	I'm <b>not</b> talking. They <b>aren't</b> talking. She <b>isn't</b> talking.
?	<b>Short answers</b>
Are they talking? Is she talking?	Yes, they <b>are</b> ./No, they <b>aren't</b> . Yes, she <b>is</b> ./No, she <b>isn't</b> .
How's it going? Why <b>are</b> they smiling?	
<b>Time expressions:</b> now, at the moment	

- 4 Make sentences in the Present Continuous. Decide if the sentences are true or false.

- Alice / speak / to Sara  
*Alice is speaking to Sara. It's false!*
- Sara / feel / fine
- Sara / write / a note
- Caitlin / not speak / to Alice
- Ted and Leo / go / to the snack bar
- Sara and Caitlin / not wait / at the snack bar

- 5  **4.03** What's happening? Listen and write sentences in the Present Continuous. Use the verbs below.

cry laugh rain run sleep type

*It/Somebody is ...  
 Some people are ...*

- 6 Complete the questions and short answers. Use the Present Continuous. In pairs, ask and answer the questions.

- A: *Are you feeling* (you/feel) hungry?  
 B: *No, we aren't.* Gran always gives us a big breakfast!
- A: \_\_\_\_\_ (you/feel) tired?  
 B: \_\_\_\_\_ I'm studying for a test!
- A: \_\_\_\_\_ (it/rain) now?  
 B: \_\_\_\_\_ I hope it stops soon!
- A: \_\_\_\_\_ (your parents/watch) TV?  
 B: \_\_\_\_\_ They're at work.
- A: \_\_\_\_\_ (the teacher/wear) brown shoes today?  
 B: \_\_\_\_\_ They're black.

- 7 In pairs, take turns to ask and answer about what the people/animals below are doing now.

- your best friend
- your brother/sister
- your grandparents
- your parents
- your teacher
- your pet

A: *What's your pet doing now?*  
 B: *My dog, Felek, is sleeping.*

**And  
 YOU**



## 4.3

## READING and VOCABULARY School days

I can find specific details in a short story and talk about making friends.

- 1 **CLASS VOTE** What memories do you have of your first day at your school?

- good
- bad
- good and bad

- 2 Check if you understand the words below.

bell classmates form tutor register



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

## Part 1

## David's First Day: Meet the form tutor

I'm meeting my form tutor for the first time – the two of us in a big classroom. Mr Grey has got glasses and he's wearing a grey jacket. He's writing information about me in the register. I'm looking at the numbers on the board and thinking that he probably teaches Maths. I'm really bad at Maths.

1. What is Mr Grey doing?
2. Is Maths David's best subject?

- 4 Read Part 2 of the story. Complete gaps (1–3) in the text with sentences (a–d). There is one extra sentence.

- a He lives at the Children's Home.
- b It's a very long walk.
- c They've also got grey trousers and glasses.
- d Some boys stop and look at me.

- 5 Read Part 2 again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

- 1 ☐ The boys in David's class look the same.
- 2 ☐ David isn't happy to see the boy from the bus.
- 3 ☐ David doesn't like what Mr Grey says about him to the class.
- 4 ☐ David is smiling at Amrik.

## Part 2

## David's First Day: Meet the classmates

The bell rings and boys are starting to come into the classroom. Tall, short, big, happy, sad. I'm standing at the front of the classroom with Mr Grey.

....(1)..... One of them is the tall boy from the bus this morning. Bad news!

Now Mr Grey is talking about me to my new classmates. 'This is David. Be nice to him. ....(2).....'

Oh no! Why is he saying this? It's really difficult to make friends with people after that! I remember my first days at all the other schools. 'David, you can sit next to Amrik.' Now I'm walking to my new desk.

....(3)..... Amrik is looking at me with a small, brave smile. He's wearing an old Manchester City shirt. I already know we're best friends.

- 6 **WORD FRIENDS** Which of the phrases can you find in the text?

best friend  
get to know somebody  
make friends with somebody  
meet somebody for the first time

- 7 Complete the sentences with words from Exercise 6. In pairs, say which sentences are true for you.

- 1 I sometimes feel nervous when I meet people for the first **time**.
- 2 It's easy for me to make friends \_\_\_\_\_ people.
- 3 My \_\_\_\_\_ friend and I chat for hours every evening.
- 4 I'm shy. People say it's difficult to get to \_\_\_\_\_ me.

- 8 In pairs, say which things are important/not important to you when you make friends with someone. Use these ideas to help you.

- like the same fashion/style
- like the same music
- like the same football team
- have a similar personality (funny, quiet, etc....)

*It's important/not important that my friends like the same music.*





## 4.4

## GRAMMAR Present Simple and Present Continuous

I can talk about what usually happens and what is happening now.



**NO SCHOOL TODAY**

On Mondays Max, Sol and Eva usually have a long day at school. But it's a holiday today and they're having a day in the countryside with their bikes.

**Supervisor:** Welcome to the mountain bike course. You guys are really lucky – it always rains on Monday mornings but it isn't raining today! Are you ready to start?


Max, Sol and Eva are exploring the mountain bike course.

**Max:** Wow! Isn't this fantastic? Just think, Sol. Usually at this time on a Monday, Mrs Jones gives us a really difficult Physics test, but today we're riding our bikes in the beautiful countryside! Are you enjoying it, Eva?

**Eva:** Yeah! I don't usually enjoy adventure parks but I'm really enjoying myself today!

You're (really) lucky.  
Are you ready? Wow!

**OUT**of  
class

**1**  **4.04** Listen. Where are Max, Sol and Eva spending the day?

**2** Study the Grammar box. Find examples of the Present Simple and Present Continuous in the dialogue.

## Grammar

## Present Simple and Present Continuous

We use the Present Simple for things we do regularly.  
I usually **have** lunch at twelve o'clock.

We use the Present Continuous for something happening now/at the moment.

I'm on holiday. It's twelve o'clock and I'm **drinking** cola in a café.

## 3 Choose the correct option.

- 1 Do they ride / Are they riding their bikes now?
- 2 Usually it doesn't rain / isn't raining all summer.
- 3 Sol's sleeping. He doesn't watch / isn't watching TV.
- 4 Max's dad goes / is going to the supermarket on Saturdays.
- 5 Excuse me, do you use / are you using this computer?
- 6 My grandad doesn't drive / isn't driving – he can travel by bus for free.

4 Complete questions 1–6 with *is, are, do or does*. Match them with answers a–f.

- 1 ☒ **d** Are you wearing jeans now?
  - 2 ☐ \_\_\_\_\_ you wear jeans at the weekend?
  - 3 ☐ \_\_\_\_\_ it raining now?
  - 4 ☐ \_\_\_\_\_ you have lunch at school?
  - 5 ☐ \_\_\_\_\_ you checking your phone?
  - 6 ☐ \_\_\_\_\_ your best friend often check his/her phone?
- a Yes, he does. About every five minutes!  
b No, I'm not. I'm listening to the teacher!  
c Yes, I do. I bring sandwiches from home.  
~~d No, I'm not. I'm wearing shorts.~~  
e No, it isn't.  
f No, I don't. I wear tracksuit trousers.

## 5 In pairs, talk about what you do on holiday and how it's different from now. Think about

- the clothes you wear.
- what you do.
- what you eat or drink.
- the people you spend time with.

On holiday I ... At the moment I ...






4.5

## LISTENING and VOCABULARY Famous schools

I can identify specific details in a radio programme and talk about boarding schools.


- 1 Are there any famous schools in your town/region/country?
- 2  **4.05** Listen to the first part of a radio programme about a famous boarding school. In pairs, answer the questions.
- In which city is it?
  - Is it a new school?
  - Do all the pupils live in the school?
  - Are boarding schools popular in your country?

boarding school: a school where pupils live and study

**Watch OUT!**

- 3  **4.06** Listen again and complete the notes.

	<i>Broadboard School</i>
	• <i>private boarding school in the</i> 1 <i>of London</i>
	• <i>about</i> 2 <i>years old</i>
	• <i>costs £35,000 for one</i> 3
	• <i>has 750 pupils; about</i> 4 <i>live at school seven days a week</i>

- 4  **4.07** Listen to the second part of the programme. Mark the sentences T (true) or F (false).

- ☐ Pupils eat breakfast in their rooms.
- ☐ Pupils don't have a long walk to their classrooms.
- ☐ Classes finish at four o'clock, from Monday to Saturday.
- ☐ Students study in the evenings from 7.15 p.m. to 9 p.m.
- ☐ Students have an hour to relax before bed.

- 5  **4.08** **WORD FRIENDS** Listen and choose the correct option.

- stop / start school
- have / learn classes
- go to / visit school
- revise for / study exams
- make / do homework



- 6 Complete the questions with words from Word Friends in Exercise 5. In pairs, ask and answer the questions.

- Do you think it's a good idea to start school at ten o'clock every day?
- What time do you usually \_\_\_\_\_ to school?
- Do students at your school have \_\_\_\_\_ on Saturday mornings?
- When do you usually do your \_\_\_\_\_?
- Do you enjoy revising \_\_\_\_\_ exams?

- 7 What are the good things about going to a boarding school. Read the sentences and tick the ones you agree with. In pairs, compare your ideas.

**And YOU**

- ☐ You live at school seven days a week.
- ☐ It's very expensive.
- ☐ There's a lot of time to study.
- ☐ You're with your classmates all day.
- ☐ You don't see your parents/sister/brother often.

A: *It's good that you're with your classmates all day.*

B: *For me it's a bad thing.*



## 4.6

## SPEAKING Polite requests

I can make and respond to polite requests.



AUDIO THE MATHS EXAM

Teacher: Your Maths exam is starting now. You have three hours.

Max: Sol? Sol! Sol! Can I borrow your eraser?

Sol: Sure.

Max: Thanks, buddy! ... Sol, can I borrow a pencil? This one's broken!

Sol: Yes, OK. Here you are.

Max: Sol, can I borrow your ruler?

Sol: I'm sorry, but I'm using it. You can have it in a minute, OK?

Max: OK, that's fine! Psst! Sol! Can you tell me the answer to question 3B? Is it 93?

Sol: Sorry, I can't. This is an exam! Can I have another piece of paper, please?

Teacher: Yes, of course.

Sol: Max, can you stop that?

Teacher: Sol Gardner! This is an exam! Why are you talking?

buddy  
That's fine.

**OUT** of  
class

**1 CLASS VOTE** Do you often borrow school things (pens, pencils, etc.) from your classmates?

**2** **4.09** Read or listen. What three things does Max ask to borrow?

**3** Study the Speaking box. Find examples of polite requests and responses in the dialogue.

Speaking	Polite requests	
Request	☹️	😊
Can I borrow your pen/phone?	Sorry, I'm using it. Sorry, I need it. Sorry, you can't.	Sure. Yes, OK. Yes, of course. Yes, no problem. OK, just a second.
Can I look at your exercise book?		
Can I have a piece of paper/a glass of water?		
Can you help me with this exercise/box?	Sorry, I can't.	
Can you tell me the answer/the time?		

**4** **4.10** Complete the dialogues with one word in each gap. Listen and check. In pairs, practise reading the dialogues.

- A: Excuse me, can you tell me the time, please?  
B: Yes, of \_\_\_\_\_. It's twenty to eight.
- A: Sophie, can you help \_\_\_\_\_ with my homework?  
B: \_\_\_\_\_, I can't. I'm really busy.
- A: Hi! Sorry, can \_\_\_\_\_ help me with this box?  
B: OK, \_\_\_\_\_ a second.
- A: Can I \_\_\_\_\_ the keys to your car, Dad?  
B: Sorry, you \_\_\_\_\_. 'Never again' means 'never again'!

**5** **4.11** Listen and choose the correct response for each request. In pairs, compare your answers. Then listen again.

- a Yes, OK. b Sorry, I can't.
- a Yes, of course. b Sorry, you can't.
- a Sorry, I can't. b Sorry, I need it.
- a Sorry, I can't. b Sure.
- a Sorry, you can't. b Sorry, I can't.

**6** In pairs, make and respond to requests. Use these ideas or your own. You can say no.

Can I ...?

- borrow your phone/dictionary/shoes
- have some of your water/your chair
- look at your textbook/the texts on your phone
- wear your glasses/jacket

Can you ...?

- tell me your address/the password on your phone
- give me a piece of paper/200,000 VND/your watch

A: Can you make me lunch? B: Sorry, I can't.





4.7

## ENGLISH IN USE Prepositions of place








I can use prepositions of place to describe position.

- 1 In pairs, look at the picture. How many mice can you see?

### Panic in the Biology class!



- 2 Study the Language box. How do you say the prepositions in your language?

Language	Prepositions of place	
	behind	 next to
	between	 on
	in	 under
	in front of	

- 3 In pairs, write sentences about the mice in the picture. Write one sentence for each preposition in the Language box.

*There's a mouse on the teacher's head.*

- 4 Choose the correct option. Are any of the sentences true for you?

- In Maths lessons I always sit *between* / next to my best friend.
- There's a nice park *under* / *between* my house and my friend's house.
- I always have a lot of papers *on* / *between* my desk.
- Our teacher always stands *in front of* / *under* the class.
- There's a bin *between* / *under* my desk at home.
- I always have an extra pencil *in front of* / *in* my pencil case.

- 5 Write 10 sentences to describe the picture in Exercise 1. Use prepositions of place you have learnt. Follow the examples.

- The teacher is in front of the students.
- There are some books on the table.



adj: adjective	adv: adverb	n: noun	np: noun phrase	v: verb	vp: verb phrase	prep: preposition
<b>Art</b> /ɑ:t/		(n) môn mỹ thuật	<b>History</b> /'hɪstəri/	(n) môn lịch sử		
<b>bin</b> /bɪn/		(n) thùng rác	<b>in front of</b> /ɪn frʌnt əv/	(prep) ở phía trước		
<b>Biology</b> /baɪ'ɒlədʒi/		(n) môn sinh học	<b>irritate</b> /'ɪrəteɪt, 'ɪrɪteɪt/	(v) gây khó chịu		
<b>blackboard</b> /'blækbo:d/		(n) bảng đen	<b>laugh</b> /lɑ:f/	(v) cười (thành tiếng)		
<b>boarding school</b> /'bɔ:diŋ sku:l/		(np) trường nội trú	<b>lucky</b> /'lʌki/	(adj) may mắn		
<b>borrow</b> /'bɒrəʊ/		(v) mượn	<b>Maths</b> /mæθs/	(n) môn toán		
<b>break</b> /breɪk/		(n) giờ nghỉ giải lao	<b>memory (of sth)</b> /'meməri/	(n) ký ức, kỉ niệm (về)		
<b>broken</b> /'brʊkən/		(adj) bị vỡ, bị gãy	<b>Music</b> /'mju:zɪk/	(n) môn âm nhạc		
<b>buddy</b> /'bʌdi/		(n) bạn thân	<b>next to</b> /nekst tə/	(prep) bên cạnh		
<b>busy</b> /'bɪzi/		(adj) bận rộn	<b>(classroom) object</b> /('kla:srʊm) 'ɒbdʒɪkt/	(n) đồ dùng trong lớp học		
<b>calculator</b> /'kælkjəleɪtə, 'kælkjəleɪtə/		(n) máy tính	<b>Physics</b> /'fɪzɪks/	(n) môn vật lí		
<b>Chemistry</b> /'keməstri, 'kemɪstri/		(n) môn hóa học	<b>piece of paper</b> /pi:s əv 'peɪpə/	(np) mẩu/tờ giấy		
<b>classmate</b> /'kla:smet/		(n) bạn cùng lớp	<b>poster</b> /'pəʊstə/	(n) tranh vẽ khổ lớn, áp phích		
<b>countryside</b> /'kʌntrisaɪd/		(n) vùng nông thôn	<b>private school</b> /'praɪvət sku:l/	(n) trường tư thục		
<b>course</b> /'kɔ:s/		(n) khóa học	<b>school project</b> /(sku:l) 'prɒdʒekt/	(np) dự án học tập, bài tập lớn		
<b>dictionary</b> /'dɪkʃənəri/		(n) từ điển	<b>projector</b> /prə'dʒektə/	(n) máy chiếu		
<b>English</b> /'ɪŋɡlɪʃ/		(n) môn tiếng Anh	<b>school bag</b> /sku:l bæɡ/	(np) cặp sách		
<b>exercise book</b> /'eksəsaɪz bʊk/		(np) sách bài tập	<b>school year</b> /sku:l jɪə/	(np) năm học		
<b>ex-pupil</b> /eks 'pi:pu:l/		(n) học sinh cũ	<b>sports bag</b> /spɔ:ts bæɡ/	(np) túi đựng đồ thể thao		
<b>fantastic</b> /fæn'tæstɪk/		(adj) tuyệt vời	<b>(school) subject</b> /(sku:l) 'sʌbdʒɪkt/	(n) môn học		
<b>(for) free</b> /(fə) fri:/		(adj) miễn phí	<b>teach</b> /ti:tʃ/	(v) dạy học		
<b>form tutor</b> /fɔ:m 'tju:tə/		(np) giáo viên chủ nhiệm	<b>test</b> /test/	(n) bài kiểm tra		
<b>Geography</b> /dʒi'ɒɡrəfi, 'dʒɒɡ-/		(n) môn địa lí	<b>textbook</b> /'tekstbʊk/	(n) sách giáo khoa		
<b>(hard) work</b> /(hɑ:d) wɜ:k/		(n) công việc (khó khăn)	<b>timetable</b> /'taɪm,teɪbəl/	(n) thời khóa biểu		
			<b>whiteboard</b> /'waɪtbɔ:d/	(n) bảng trắng		

## VOCABULARY IN ACTION

### 1 Use the glossary to find:

- nine school subjects **Art, ...**
- five things that pupils take to school every day **calculator, ...**
- two prepositions of place **behind, ...**

### 2 In pairs, make five sentences about your classroom. Use the ideas below and the prepositions you have learned.

bin      blackboard      door  
dictionary      exercise book      window  
poster      projector      our teacher  
school bag

*We're sitting next to/behind ...  
My school bag is ...*

### 3 Complete the questions with one word in each gap. In pairs, answer the questions.

- Who is your form **tutor** this year?
- Who is your best \_\_\_\_\_? Do you \_\_\_\_\_ to the same school?
- Do you wear a school \_\_\_\_\_? Do you think it's a good idea?
- Do you \_\_\_\_\_ classes at the weekend? How do you feel about it?

### 4 4.12 PRONUNCIATION Listen to how we pronounce the /j/ sound. Listen again and repeat.

calculator      menuu      music      popular

### 5 4.13 PRONUNCIATION In pairs, say the words. Listen, check and repeat.

- |             |           |           |
|-------------|-----------|-----------|
| 1 excuse me | 3 pupil   | 5 uniform |
| 2 tutor     | 4 student | 6 usually |

# Revision

## VOCABULARY

### 1 Complete the school subjects.

- 1 Art
- 2 M \_ t \_ s
- 3 H \_ \_ t \_ r \_
- 4 G \_ \_ \_ r \_ p \_ y
- 5 B \_ \_ l \_ \_ y
- 6 M \_ si \_

### 2 In pairs, ask and answer the questions.

Which subject:

- 1 do you enjoy?
- 2 do you think is easy?
- 3 do you think is difficult?

### 3 Match the words with the definitions.

break    classmate    PE  
register    timetable

- 1 a book with the names of all the pupils in a class register
- 2 a plan with all the lessons a class has in one week \_\_\_\_\_
- 3 a short time between lessons for pupils and teachers to relax \_\_\_\_\_
- 4 somebody who is in the same class as you \_\_\_\_\_
- 5 a school subject: you exercise or play sports \_\_\_\_\_

### 4 Complete the words in the sentences. In pairs, say who you are like.

- 1 Nina is always very quiet when she meets people for the first time.
- 2 Charlie's got a lot of friends. It isn't a problem for him to make friends w \_\_\_\_\_ people.
- 3 Jake has very happy m \_\_\_\_\_ of his first school.
- 4 Trudi's mum always waits for her in her car in f \_\_\_\_\_ of the school.
- 5 Brett thinks that learning a language is hard w \_\_\_\_\_.
- 6 Lara usually sits n \_\_\_\_\_ to her b \_\_\_\_\_ friend.
- 7 Toni often asks if he can borrow a pen or a p \_\_\_\_\_ of paper.

*I'm like Brett – I think languages are difficult.*

## GRAMMAR

### 5 Complete the text messages with the Present Continuous form of the verbs in brackets.

I <sup>1</sup> 'm waiting (wait) to see the doctor. What <sup>2</sup> \_\_\_\_\_ (you/do)?

I'm in a PE lesson with Mrs Wilson. We <sup>3</sup> \_\_\_\_\_ (play) hockey today.

So how <sup>4</sup> \_\_\_\_\_ (you/write) a text now?

I <sup>5</sup> \_\_\_\_\_ (not feel) very well, so I <sup>6</sup> \_\_\_\_\_ (not do) PE. Sara is with me. She <sup>7</sup> \_\_\_\_\_ (not feel) well either. We <sup>8</sup> \_\_\_\_\_ (watch) the hockey game from the window. It <sup>9</sup> \_\_\_\_\_ (rain) and Mrs Wilson and the girls <sup>10</sup> \_\_\_\_\_ (get) very wet!

### 6 In pairs, complete the sentences with names of your friends or classmates so that the sentences are true.

- 1 Tuấn is working hard at the moment.
- 2 \_\_\_\_\_ is wearing blue trainers today.
- 3 \_\_\_\_\_ always wears make-up.
- 4 \_\_\_\_\_ isn't feeling very well today.
- 5 \_\_\_\_\_ doesn't live far from the school.
- 6 \_\_\_\_\_ laughs a lot.
- 7 \_\_\_\_\_ is sitting next to the window.

### 7 Choose the correct option.

- 1 Do you enjoy / Are you enjoying this party?
- 2 Ella is a great student. She works / is working hard all year.
- 3 History is my favourite subject. We learn / are learning about Christopher Columbus at the moment.
- 4 Matt and Frank aren't watching / don't watch TV – they're revising for an exam.
- 5 My cat usually sleeps / is usually sleeping on my school bag!

## SPEAKING

### 8 In pairs, make and respond to polite requests. Student A, follow the instructions below. Student B, go to page 111.

- Student A, you are in an English lesson. You don't have a pen. Ask Student B to lend you a pen. Thank Student B.
- Listen to Student B's problem. You have a dictionary but you're using it at the moment. Student B can borrow it in a minute.

# 5

## The music of life

### VOCABULARY

Musical instruments | Types of music  
Opinion adjectives | Live music

### GRAMMAR

Comparatives | Superlatives

**Grammar:** The best dancer



**Speaking:** What do you suggest?



5.1

### VOCABULARY Music


I can talk about types of music and musical instruments.

**1** Which instruments can you see in the photos?

#### Vocabulary A

#### Musical instruments

- |                                      |                                 |                                    |                                    |
|--------------------------------------|---------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> accordion   | <input type="checkbox"/> drums  | <input type="checkbox"/> harmonica | <input type="checkbox"/> saxophone |
| <input type="checkbox"/> bass guitar | <input type="checkbox"/> flute  | <input type="checkbox"/> keyboards | <input type="checkbox"/> trumpet   |
| <input type="checkbox"/> cello       | <input type="checkbox"/> guitar | <input type="checkbox"/> piano     | <input type="checkbox"/> violin    |

**2**  **5.01** Listen and number the instruments in Vocabulary A in the order you hear them.

**3** Study the Vocabulary B box. In groups, write typical instruments for these types of music.

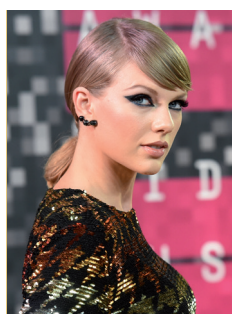
- 1 classical: cello, flute,
- 2 jazz: \_\_\_\_\_
- 3 pop, blue, rock: \_\_\_\_\_
- 4 traditional: \_\_\_\_\_

#### Vocabulary B

#### Types of music

classical country hip-hop jazz pop rap blue rock  
techno traditional

4 Complete the information about musicians with words from Vocabulary A and B.



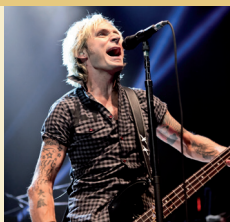
Taylor Swift is a <sup>1</sup>country singer and a <sup>2</sup>p\_\_\_\_\_ star. She can play the <sup>3</sup>g\_\_\_\_\_ and the <sup>4</sup>p\_\_\_\_\_.

Kanye West is a <sup>5</sup>h\_\_\_\_\_ -h\_\_\_\_\_ singer and songwriter. He can play the <sup>6</sup>k\_\_\_\_\_ and the <sup>7</sup>d\_\_\_\_\_.



Nicola Benedetti is a <sup>8</sup>c\_\_\_\_\_ musician. She plays the <sup>9</sup>v\_\_\_\_\_.

Mike Dirnt plays the <sup>10</sup>b\_\_\_\_\_ g\_\_\_\_\_ in American <sup>11</sup>r\_\_\_\_\_ group Green Day.



Nguyễn Lê is a <sup>12</sup>j\_\_\_\_\_ musician. He plays the <sup>13</sup>g\_\_\_\_\_.

5 5.02 In groups, do the quiz. Listen and check.

## The ABC of Music

- Which of these instruments is typical in country music?  
a saxophone      b cello      c harmonica
- What nationality are Sia Furler, Kylie Minogue and AC/DC?  
a Australian      b British      c Canadian
- What's the name of Pharrell Williams' 2014 hit song?  
a Happy      b Hello      c Sugar
- Which pop star is famous for the hit songs *Baby* and *Love yourself*?  
a Ed Sheeran      b Hozier      c Justin Bieber
- How long is a standard violin?  
a 20.4 cm      b 35.6 cm      c 48.2 cm
- Listen to this piece of classical music. Who is the composer?  
a Beethoven      b Mozart      c Vivaldi



6 In pairs, ask and answer the questions.

- What instruments can you play?
- What instrument do you want to learn to play?
- Can any of your friends or family members play an instrument?
- What kind of music do you listen to?
- Do you follow any singers, musicians or groups on Twitter or Facebook?

A: *What instruments can you play?*

B: *I can play the flute but not very well. What about you?*





5.2

## GRAMMAR Comparatives

I can make comparisons.

# ALPHA BOYS

The number one fan page for the number one boy band!



Ali



Liam



Perry



Harry



Akira

### Fun facts about the Alpha Boys

	Age	Height	Personality
Ali	17	1.84	friendly
Liam	18	1.81	funny
Perry	19	1.81	cool
Harry	17	1.67	quiet
Akira	16	1.73	intelligent

### Who's your favourite? **Reply**


<b>Rico 4</b>	Ali's a great dancer.
<b>bluesky</b>	Ali's a good dancer, but Harry's better. Harry's cuter than Ali too.
<b>trikimiki</b>	I agree Harry's better than Ali, but I like Akira. He's really cool and intelligent.
<b>bluesky</b>	What? Harry's cooler than Akira! He's more intelligent too.
<b>Rico4</b>	Harry can't really dance. His moves are worse than mine! And he's really small. Ali's bigger and stronger than him. Ali's friendlier too. Harry never smiles.

- 1 Study the Grammar box. Find comparative adjectives in the message board.

### Grammar Comparative adjectives

Adjective	Comparative
quiet	quieter
successful	more successful
sad	sadder
happy	happier
interesting	more interesting
good	better
bad	worse

Harry is **quieter than** Ali.

- 2  **5.03** In pairs, complete the text with the comparative form of the adjectives in brackets. Which member of the Alpha Boys is it? Listen and check.

He's <sup>1</sup>**funnier** (funny) than Akira. He's got a <sup>2</sup>\_\_\_\_\_ (good) sense of humour. He's <sup>3</sup>\_\_\_\_\_ (thin) than Akira and <sup>4</sup>\_\_\_\_\_ (tall) too but he's <sup>5</sup>\_\_\_\_\_ (short) than Ali. He's <sup>6</sup>\_\_\_\_\_ (old) than Ali but he's <sup>7</sup>\_\_\_\_\_ (young) than Perry.

- 3 Make comparative sentences.

- Lan / young / Linh  
*Lan is younger than Linh.*
- Taylor Swift / tall / Ed Sheeran
- His friend / successful / him
- Arcade Fire's music videos / good / Rebecca Black's
- Many pop songs / happy / rap songs
- Playing the guitar / interesting / playing the harmonica

- 4 Work in groups. How many comparative sentences can you write about the Alpha Boys? Use the adjectives below to help you.

bad big cool cute friendly funny good  
intelligent nice old quiet strong tall thin young

*Perry's taller than Akira.*

- 5 In pairs, compare people that you know well. Use the Grammar box and the adjectives in Exercise 4 to help you.

*A: I think my mum is more beautiful than this singer.*

*B: Yes, I agree but I think she is taller than your mum.*





## 5.3

## READING and VOCABULARY Musicals at the theatre

I can find specific details in reviews and give opinions about musicals.

**1 CLASS VOTE** Answer the questions and count the votes.

- Do you read reviews on the Internet before you go to see a film or concert?
- In your opinion, which is better: the cinema or the theatre?
- Do you like musicals?

**2** **5.04** Read and listen to the reviews (1-2). Match them with these comments (a-b).

**a** 'I love this show! Go and see it!'



**b** 'This show isn't very good.'



**3** Read the texts again and choose the correct answers.

- Emma Brown*
  - is a story about a doctor.
  - is a film and a theatre show.
  - has got old and new songs.
- James likes the show because
  - he likes the film.
  - it's three hours long.
  - the acting, dancing and music are good.
- Jo doesn't like the show because
  - it's long and not very interesting.
  - the acting and dancing are very bad.
  - it's longer than *The Music In You*.

**4** Study the Vocabulary box. Find the adjectives in the texts and write them in the correct column in the table below.

**Vocabulary** **Opinion adjectives**

alright brilliant boring cool fantastic  
funny great interesting OK terrible

+	+/-	-
brilliant	alright	



**BetterCheckIt!**

Reviews of

***Emma Brown, The Musical***

Regal Theatre, London

**1** You probably know the story because it's a film. Emma is a girl from London. Her parents want her to be a doctor, but she wants to be a dancer. The film's OK, but the musical is better. It's wonderful! It's three hours long, but it never feels boring. The actors are brilliant and the dance routines are fantastic! The music is cool too – the songs are old but they're great. And it's funny! I recommend it 100 percent. In fact, I want to see it again!

James, Durham

**2** I'm a big fan of musicals and I love dance shows, but this show really isn't much fun. The actors are talented and the dance routines are alright, but the story isn't very interesting and the music is terrible. The songs are really old – they're from the 1980s! The show is three hours long, but it seems longer. It's a bit boring, to be honest. *The Music In You* is better!

Jo, Watford

**5** In pairs, compare these things. Use the adjectives in the Vocabulary box.

- jazz music – rock music
- classical music – techno
- the cinema – the theatre
- CDs – live streaming
- your favourite music – your parents' favourite music

**A:** *I think rock music is boring. Jazz is better.*

**B:** *I prefer rock – it's cool. You can't dance to jazz music. I think it's terrible.*

**6** Write two or three sentences about your favourite film, musical or music video. In groups, compare your reviews.





## 5.4

## GRAMMAR Superlatives

I can use superlatives to compare more than two people or things.



*Before the ceremony:*

**Max:** The Steps are the most important prizes for dancers in the USA.

**Sol:** Max is my best friend. He's the nicest guy. I hope he wins.

**Lily:** Max trains hard. He's the fittest person in our family.

**Eva:** Max is sweet. He's the sweetest guy I know.

*In the theatre:*

**Max:** This is the worst moment! I'm really nervous!

**Jenny:** The prize for the best breakdancer goes to Max!

**Max:** Thank you! This is the happiest moment of my life. I want to thank my biggest fans: my dad and my sister Lily. And my best friends, Sol and Eva. Thank you, thank you!

**Jenny:** The prize for the most original dance routine goes to Max!

**Max:** Thank you! This is the most fantastic day!

**Jenny:** The coolest dance move ... Max! The cutest hairstyle ... Max! The greatest person in the world ... Max!

*He's sweet.*

**OUT of class**

### 1 5.05 Listen and answer the questions.

- 1 Where are Max and the others?
- 2 Who thinks Max is fit? Sweet? Nice?
- 3 How many prizes does Max win?

### 2 Study the Grammar box. Find examples of superlatives in the dialogue.

Grammar		Superlatives
Adjective	Comparative	Superlative
cool	cooler	the coolest
beautiful	more beautiful	the most beautiful
fit	fitter	the fittest
lazy	lazier	the laziest
original	more original	the most original
good	better	the best
bad	worse	the worst

### 3 In pairs, complete the sentences with the comparative or superlative forms of the adjectives in brackets.

- 1 Eva is younger than Sol. Max is the youngest. (young)
- 2 Max is \_\_\_\_\_. Sol. Eva is \_\_\_\_\_. (fit)
- 3 Max is \_\_\_\_\_. Eva. Sol is \_\_\_\_\_. (funny)
- 4 Sol is a \_\_\_\_\_ dancer \_\_\_\_\_ Lily. Dad is \_\_\_\_\_ dancer. (bad)
- 5 Lily has \_\_\_\_\_ eyes \_\_\_\_\_ Jenny. Eva has \_\_\_\_\_ eyes. (beautiful)

### 4 In pairs, write superlative sentences for prizes in these categories.

- |                 |                  |
|-----------------|------------------|
| 1 long hair     | 5 nice smile     |
| 2 short hair    | 6 original ideas |
| 3 fit boy/girl  | 7 funny stories  |
| 4 tall boy/girl | 8 cool style     |

*The prize for the longest hair goes to ...*

### 5 In groups, decide on the prize winners in the categories in Exercise 4.

**A:** I think the prize for the longest hair in our class goes to Hương.

**B:** No, I think Lâm has longer hair than Hương.

**C:** OK, the prize for the longest hair goes to Lâm.





5.5

## LISTENING and VOCABULARY World Music Day

I can identify specific details in a radio programme and talk about live music.

- 1 Look at the poster for World Music Day. What instruments are the musicians playing?



- 2 Study the Vocabulary box. Check if you understand the words.

## Vocabulary

## Live music

audience band concert group  
orchestra singer stage street musician

- 3 5.06 Choose the correct option. Listen and check.

In a typical pop <sup>1</sup>audience / concert the singer and the band play on a <sup>2</sup>concert / stage. They're higher up than the <sup>3</sup>audience / group. It's different for the <sup>4</sup>band / orchestra in a classical music concert, of course. And it's different for <sup>5</sup>singers / street musicians too. They're right next to the audience.

- 4 5.07 Listen to a radio programme about World Music Day. Write T (true) or F (false) .

- 1 ☐ World Music Day is a new festival from France.
- 2 ☐ World Music Day is only for professional musicians.
- 3 ☐ On World Music Day you can enjoy music in many different places.
- 4 ☐ On World Music Day you don't always pay to go to a concert.

- 5 5.08 Listen again and complete the notes.

## World Music Day (WMD)

Date: \_\_\_\_\_ 1 \_\_\_\_\_  
 First WMD: \_\_\_\_\_ Country: France  
 Year: <sup>2</sup> \_\_\_\_\_  
 People play music: in streets, in <sup>3</sup> \_\_\_\_\_ ,  
 at home  
 Takes place in: more than 700 cities in  
<sup>4</sup> \_\_\_\_\_ countries

- 6 In pairs, ask and answer the questions about your favourite live music concerts.

A: What kind of live music concert do you enjoy most?

B: I really enjoy classical music concerts.





## 5.6

## SPEAKING Making suggestions

I can make and respond to suggestions.



## AUDIO WHAT DO YOU SUGGEST?

- Lily: It's really hard to get a birthday present for Dad.
- Eva: Can I make a suggestion?
- Max: Sure.
- Lily: Yes, of course.
- Eva: Why don't you get him a musical instrument?
- Max: Yeah, great idea! Why don't we get him a trumpet?
- Lily: Yes, why not? Or what about a harmonica?
- Eva: I don't get it. What's so funny?
- Lily: Dad can't play music. He's worse than me and I'm terrible.
- Max: Sorry, Eva. Have you got any other suggestions?
- Eva: How about a karaoke system? ... What?
- Lily: That's not a good idea. Dad loves music, but he's the worst singer in the world!
- Eva: Oh! Well, what do you suggest?
- Lily: Let's get him a CD.
- Max: No!
- Eva: Why not?
- Max: Because he only listens to punk rock. Listen!
- Eva: Wow!
- Max: I know. It's terrible!
- Eva: I've got an idea. Why don't you ...

*I don't get it. What's so funny?*  
*Wow! I've got an idea.*

OUT of class

## 1 5.09 Listen and answer the questions.

- 1 What presents does Eva suggest?
- 2 Why do Max and Lily laugh?
- 3 Why does Max not like Lily's suggestion?

## 2 Study the Speaking box. Find examples of the phrases in the dialogue.

## Speaking Making suggestions

What do you suggest?	
Have you got any (other) suggestions?	
Can I make a suggestion?	Sure./Yes, of course.
Why don't you/we ...?	Yes, why not?/Great idea!
How/What about ...?	Maybe./I'm not sure.
Let's ...	No, that's not a good idea.

## 3 5.10 Guess: what is Eva's final idea? Listen and check. Why is it a good present?

## 4 5.11 Complete the dialogue with phrases from the Speaking box. Listen and check.

- Sol: I want to get my grandma a present. What <sup>1</sup>*do you suggest*?
- Max: Why <sup>2</sup>\_\_\_\_\_ get her a book?
- Sol: I'm <sup>3</sup>\_\_\_\_\_. Have you got <sup>4</sup>\_\_\_\_\_?
- Max: How <sup>5</sup>\_\_\_\_\_ a CD?
- Sol: Hmm, <sup>6</sup>\_\_\_\_\_.
- Max: Or <sup>7</sup>\_\_\_\_\_ some chocolates?
- Sol: Yeah, <sup>8</sup>\_\_\_\_\_! <sup>9</sup>\_\_\_\_\_ go to the shops.
- Max: Can I <sup>10</sup>\_\_\_\_\_?
- Sol: <sup>11</sup>\_\_\_\_\_.
- Max: <sup>12</sup>\_\_\_\_\_ we look online? It's easier.

## 5 5.12 Listen to five suggestions. Respond with words or phrases from the Speaking box.

## 6 Work in pairs. Student A, follow the instructions below. Student B, go to page 111.

And YOU

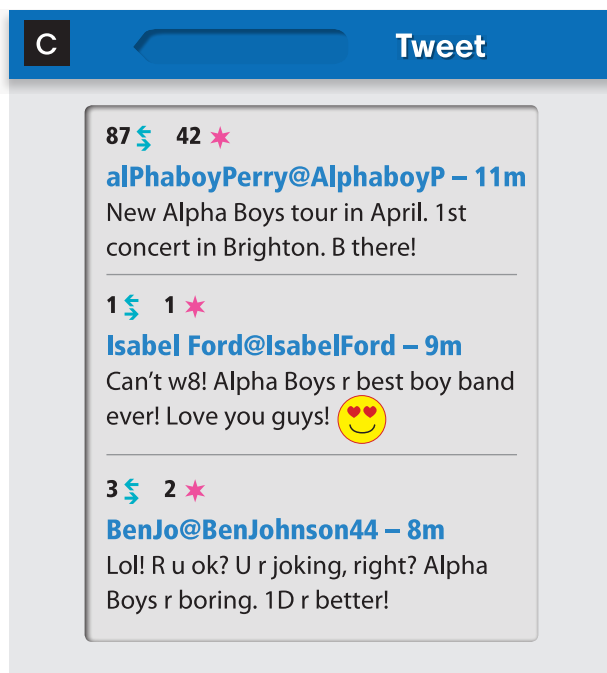
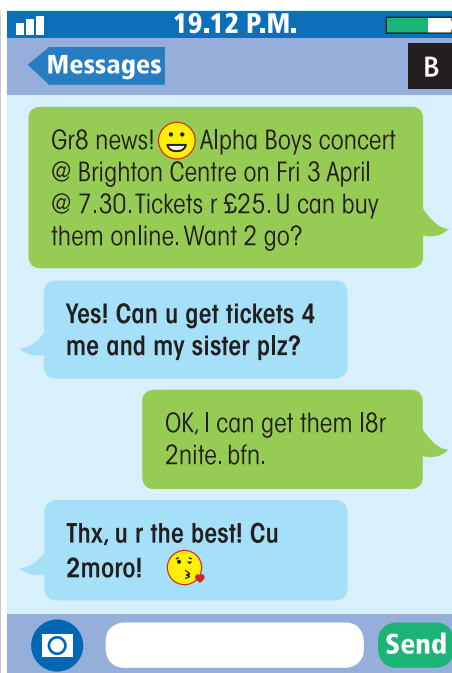
- 1 Read these situations to Student B. Respond to his/her suggestions.
  - It's my father's/mother's birthday soon and I want to get him/her a present.
  - I'm a little bit hungry.
- 2 Listen to Student B's situations. Make suggestions.



## 5.7

## WRITING Texts and tweets

I can write short messages (texts and tweets).



### 1 Look at the pictures and answer the questions.

- 1 What's the person doing in picture A?
- 2 How are texts different from tweets?

### 2 CLASS VOTE Answer the questions.

- 1 Are you on Twitter?
- 2 How often do you write texts or tweets?
- 3 What's better, texting or tweeting? Why?

### 3 In pairs, read the texts and tweets in B and C and answer the questions.

- 1 When is the Alpha Boys concert in Brighton?
- 2 How much are the tickets?
- 3 Who likes/doesn't like Alpha Boys?

### 4 Study the Writing box. In pairs, write out the texts and tweets in pictures B and C with all the words.

Great news! There's an Alpha Boys concert ...

#### Writing

#### Writing texts and tweets

To make texts and tweets short, you can:

- take away some words, e.g. *I, you, there; a/an, the, some; be, do, have*
- use symbols and short forms, e.g.
  - @ = at; 2 = to/too; 4 = for
  - b = be; c = see; u = you; r = are; y = why
  - bfn = bye for now; lol = laughing out loud; plz = please; 2nite = tonight; 2moro = tomorrow
  - use emojis

- 1 😊 2 🙄 3 😍 4 😞 5 😱

### 5 Match emojis 1–5 in the Writing box with meanings a–e.

- |   |   |
|---|---|
| a <input type="checkbox"/> I'm sad.     | d <input type="checkbox"/> I love it/you! |
| b <input type="checkbox"/> Kisses!      | e <input type="checkbox"/> I'm happy.     |
| c <input type="checkbox"/> I'm shocked. |   |

### 6 Make the sentences shorter. Use the Writing box to help you.

- 1 Do you want to come here later?  
*Want 2 come here l8r?*
- 2 I've got the tickets for the concert.
- 3 Wait for me at the bus stop, please.
- 4 Are you OK to see us tomorrow?
- 5 Great! Thanks. Bye for now.
- 6 See you tonight!
- 7 Why are you late?!

### Writing Time

#### 7 In groups, write texts or tweets to other groups about the ideas below.

Reply to the messages you receive.

- school and homework
- plans with friends (TV, sport, shopping, music, cinema)

Maths homework difficult!  
Want 2 study 2gether 2nite?



adj: adjective	adv: adverb	n: noun	np: noun phrase	v: verb	vp: verb phrase	prep: preposition
acting	/ˈæktɪŋ/	(n) diễn xuất		musical instrument	/ˈmjuːzɪkəl	(np) nhạc cụ
alright	/ˌɔːlˈraɪt/	(adj) ổn			ˈɪnstɹəmənt/	
awards ceremony	/əˈwɔːdz ˈserəməni/	(np) lễ trao giải		(street) musician	/('stri:t) mjuːˈzɪʃən/	(n) nhạc công đường phố
ballet dancer	/ˈbæleɪ ˈdɑːnsə/	(np) diễn viên múa ba-lê		orchestra	/ˈɔːkəstrə, ˈɔːkɪstrə/	(n) dàn nhạc
boy band	/bɔɪ bænd/	(np) ban nhạc nam		original	/əˈrɪdʒɪnəl, -dʒənəl/	(adj) nguyên bản
break dancer	/breɪk ˈdɑːnsə/	(np) vũ công nhạc breakdance		pop star	/pɒp stɑː/	(np) ngôi sao nhạc Pop
CD	/ˌsiː ˈdiː/	(n) đĩa nhạc		prize	/praɪz/	(n) giải thưởng
cinema	/ˈsɪnəmə, ˈsɪnɪmə/	(n) rạp chiếu phim		punk rock	/pʌŋk rɒk/	(n) nhạc punk
composer	/kəmˈpəʊzə/	(n) nhà soạn nhạc		review	/rɪˈvjuː/	(n) bài điểm (báo, sách...)
cute	/kjuːt/	(adj) đáng yêu		sense of humour	/sens əv ˈhjuːmə/	(np) khiếu hài hước
dance move	/dɑːns muːv/	(np) bước nhảy		shocked	/ʃɒkt/	(adj) bị sốc,
dance routine	/dɑːns ruːˈtiːn/	(np) bài nhảy		show	/ʃəʊ/	bị ấn tượng mạnh
dancer	/ˈdɑːnsə/	(n) vũ công, diễn viên múa		singer	/ˈsɪŋə/	(n) buổi biểu diễn
dancing	/ˈdɑːnsɪŋ/	(n) khiêu vũ		solo artist	/ˈsəʊləʊ ˈɑːtɪst/	(n) ca sĩ
filmmaker	/ˈfɪlmˌmeɪkə/	(n) nhà làm phim				(np) nghệ sĩ biểu diễn một mình
fit	/fɪt/	(adj) khỏe mạnh		songwriter	/ˈsɒŋˌraɪtə/	(n) nhạc sĩ
funny	/ˈfʌni/	(adj) hài hước, buồn cười		stage	/steɪdʒ/	(n) sân khấu
headphones	/ˈhedfəʊnz/	(n) tai nghe		story	/ˈstɔːri/	(n) câu chuyện
intelligent	/ɪnˈtelədʒənt, ɪnˈtelɪdʒənt/	(adj) thông minh		successful	/səkˈsesfəl/	(adj) thành công
interesting	/ˈɪntrəstɪŋ, ˈɪntrɪstɪŋ/	(adj) thú vị		talented	/ˈtæləntəd, ˈtæləntɪd/	(adj) tài năng
lazy	/ˈleɪzi/	(adj) lười nhác		terrible	/ˈterəbəl, ˈterɪbəl/	(adj) kinh khủng
live music	/laɪv ˈmjuːzɪk/	(np) nhạc sống		theatre	/ˈθɪətə/	(n) nhà hát
hit song	/hɪt/	(np) bài hát yêu thích		typical	/ˈtɪpɪkəl/	(adj) đặc trưng
message	/ˈmesɪdʒ/	(n) tin nhắn		win	/wɪn/	(v) chiến thắng
				wonderful	/ˈwʌndəfəl/	(adj) tuyệt vời

## VOCABULARY IN ACTION

### 1 Use the glossary to find:

- six adjectives to describe music or dance **wonderful, ...**
- one type of music **pop, ...**
- nine people who work in music or dance **ballet dancer, ...**

### 2 Complete the types of music.

- p o p
- r \_ \_
- r \_ c \_
- j \_ \_ z
- h \_ \_ -h \_ \_
- c \_ u \_ \_ r \_
- t \_ \_ h \_ \_
- c \_ \_ s \_ i \_ a \_
- t \_ \_ d \_ \_ i \_ \_ a \_

### 3 In pairs, complete the sentences. Say if the sentences are true for you.

- My grandparents often **listen** to music at home. They have a piano in their living room.
- I'm a big \_\_\_\_\_ of One Direction. I want to \_\_\_\_\_ them in concert one day.
- My dad \_\_\_\_\_ rock music, especially AC/DC. He sometimes \_\_\_\_\_ to concerts.
- My mum \_\_\_\_\_ to pop every day in the car. She loves Britney Spears.
- It's quicker and easier to \_\_\_\_\_ tickets for concerts online.

### 4 5.13 PRONUNCIATION Listen to how we pronounce the /æ/ and /ʌ/ sounds. Look at the underlined letters and decide which sound you hear. Write the words in the correct column.

band drums fan punk country jazz funny  
rap ballet trumpet classical wonderful

/æ/	/ʌ/
band	drums

### 5 5.14 PRONUNCIATION Listen, check and repeat.

# Revision

## VOCABULARY

- 1 Complete the questions with the words below. There are two extra words. In pairs, ask and answer the questions.

artist award ballet classical fan hit  
moves music show street

- Do you like dancing? Have you got any good dance moves?
- In your opinion, who's the best composer of \_\_\_\_\_ music?
- Do you think it's more difficult to be a \_\_\_\_\_ dancer or a break dancer?
- What's your favourite \_\_\_\_\_ song this year?
- Where does the Oscar \_\_\_\_\_ ceremony take place?
- Do your parents give money to \_\_\_\_\_ musicians?
- What's the best place to listen to live \_\_\_\_\_ in your town?
- Is your favourite singer a solo \_\_\_\_\_ or is he/she in a group?

- 2 Complete the words in the text.

In a typical rock <sup>1</sup>**group** there is a <sup>2</sup>**s**\_\_\_\_\_, a drummer, two <sup>3</sup>**g**\_\_\_\_\_ players and a <sup>4</sup>**b**\_\_\_\_\_ guitarist. Sometimes there is a <sup>5</sup>**k**\_\_\_\_\_ player too. In a rock <sup>6</sup>**c**\_\_\_\_\_ the musicians stand on the <sup>7</sup>**s**\_\_\_\_\_. The <sup>8</sup>**a**\_\_\_\_\_ is in front of the group. If the concert is good, it's a lot of <sup>9</sup>**f**\_\_\_\_\_ and everyone is <sup>10</sup>**d**\_\_\_\_\_.

- 3 In pairs, use these adjectives to guess your partner's opinion about the people and things below.

alright boring brilliant cool fantastic  
funny great interesting OK terrible

- musicals
- boy bands
- hip-hop
- dance shows
- awards
- ballet dancing
- break dancing
- punk rock
- music lessons
- classical music

A: *You think musicals are boring.*

B: *False – I think they're great.*

## GRAMMAR

- 4 Study the fun facts and compare Stacey and Mo from the Go Girls.

### Fun facts about the Go Girls

	Age	Height	Good musician?	Personality
Stacey	17	1.78		friendly, nice
Mo	18	1.60		intelligent, quiet

*Stacey is younger than Mo.*

- 5 Complete the questions with the superlative forms of the adjectives in brackets. In pairs, ask and answer the questions.

- Who is the worst (bad) singer in your family?
- Who is \_\_\_\_\_ (funny) person in your school?
- Who is \_\_\_\_\_ (talented) musician in your town?
- Who has got \_\_\_\_\_ (nice) personality in your family?
- Who is \_\_\_\_\_ (fit) person you know?
- What is \_\_\_\_\_ (interesting) programme on TV right now?
- What is \_\_\_\_\_ (good) pop group in the world?
- Who is \_\_\_\_\_ (successful) singer your country?

A: *Who is the worst singer in your family?*

B: *My dad! No, my little sister – she's terrible!*

## SPEAKING

- 6 Work in pairs. Student A, follow the instructions below. Student B, go to page 111.

- Student A, you have a ticket for a pop concert, but you can't go. You don't know what to do with the ticket. Ask Student B for suggestions.
- Listen and respond to Student B's suggestions. (Don't accept the first one!)
- Then listen to Student B's problem and make suggestions (e.g. wear it only in front of your grandmother, give it to a friend).

## A question of sport

### VOCABULARY

Sports | Sportspeople |  
Collocations: *score a goal, win a match*, etc. | Sports competitions |  
Interests and hobbies: collocations with *go, do* and *play*

### GRAMMAR

*was/were* | *there was/there were* |  
Past Simple affirmative (regular and irregular verbs) | *ago*

**Grammar:** A funny thing happened to me



**Speaking:** What do you do in your free time?



6.1

## VOCABULARY Sports

I can talk about sports and sportspeople.

**1** Study the Vocabulary A box. In pairs, ask and answer the questions.

- 1 Which sports can you see in the photos?
- 2 Which are team sports and which are usually individual sports?

### Vocabulary A Sports

archery baseball basketball cycling football ice hockey  
judo running swimming tennis

**2** Study the Vocabulary B box. Match the sportspeople with the right sports in the Vocabulary A box. Which word can go with more than one sport?

### Vocabulary B Sportspeople

cyclist player runner swimmer

# CRAZY FOR SPORTS

## PART 1

- 1 In which city can you play a tennis match at Wimbledon?  
a London    b New York    c Paris
- 2 How many teams are there in the football World Cup finals?  
a 8    b 16    c 32
- 3 What sport do the Bulls, the Celtics and the Rockets play?  
a baseball    b basketball    c American football
- 4 To win this race, cyclists go about 3,500 km in July. In which country?  
a France    b Italy    c Spain
- 5 In the Olympics, what's the shortest race for a swimmer to win a gold medal?  
a 25m    b 50m    c 100m
- 6 On 22 September 2015, in a match between Bayern Munich vs. \* Wolfsburg, a Polish football player scored five goals in nine minutes! What's his surname?  
a Klose    b Lewandowski    c Podolski


\*vs. = versus – it means 'against'



## PART 2

- 7 In what time can the fastest cyclist cycle one kilometre?  
a 1 minute    b 1 minute 30 seconds    c 2 minutes
- 8 US basketball \_\_\_\_\_ Steph Curry scores a lot of points and wins a lot of matches. How tall is he?  
a 1.61m    b 1.91m    c 2.21m
- 9 The fastest marathon \_\_\_\_\_ usually come from two African countries. Ethiopia is one; what's the other?  
a Egypt    b Kenya    c Nigeria
- 10 Katie Ledecky is a fast \_\_\_\_\_. How far can she swim in 4 minutes?  
a 100m    b 200m    c 400m



3  **6.01** In groups, do Part 1 of the quiz. Listen and check.

4 Complete the questions in Part 2 of the quiz with the correct forms of the words in the Vocabulary B box.

5 In pairs, complete the sentences with the words given in the box.

score	play	win	points
race	match	sport	

- 1 I play with my friends in the park.  
I score a lot of goals.
- 2 I don't think I can win the 100-metre \_\_\_\_\_, but I think I can \_\_\_\_\_ a medal.

- 3 We often play this \_\_\_\_\_ in PE. There are five players in each team. You score \_\_\_\_\_, not goals.
- 4 In my favourite sport, two or four players can \_\_\_\_\_ a match. To win a \_\_\_\_\_, you need to score more points than the other player(s).

6 In groups, ask and answer the questions.  
Who is the sportiest person in your group?

- 1 How often do you play/do your favourite sport? How often do you win?
- 2 What other sports do you play/do?

And  
YOU



## 6.2

GRAMMAR *was/were*

I can use *was/were* to talk about events in the past.

- 1 **6.02** Read and listen to the interview. Complete the following table.

date <sup>1</sup> _____	country <sup>2</sup> _____
number of teams <sup>3</sup> _____	
final match <sup>4</sup> _____	
crowd <sup>5</sup> _____	champion <sup>6</sup> _____

date – 1991

## Leetown Secondary School School Magazine Issue 5

### What do you know about women's football?

**An interview with our PE teacher,  
Ms Schmidt** by Heather Tremblay

- Q:** When was the first Women's Football World Cup?  
**A:** It was in 1991.  
**Q:** Was it in Europe?  
**A:** No, it wasn't. It was in China.  
**Q:** How many teams were there?  
**A:** There were twelve teams.  
**Q:** Which teams were in the final?  
**A:** It was Norway vs. the USA.  
**Q:** Was there a big crowd?  
**A:** Yes, there was. There were 63,000 people in the stadium.  
**Q:** What was the final score?  
**A:** It was 2-1 to the USA.  
**Q:** Were you there?  
**A:** No, I wasn't! I was born in 1985. I was only six years old in 1991!

- 2 Study the Grammar box. Find examples of *was/were* and *there was/there were* in the interview.

#### Grammar *was/were*

+	-
I <b>was</b> in China. We <b>were</b> happy.	She <b>wasn't</b> in Brazil. They <b>weren't</b> sad.
?	
Where <b>was</b> the match? <b>Were</b> you there? Yes, I <b>was</b> ./No, I <b>wasn't</b> .	
there is/isn't → there <b>was/wasn't</b> there are/aren't → there <b>were/weren't</b>	

- 3 **6.03** Complete the second part of the interview with the correct forms of *was* or *were*. Listen and check.

- Q:** Who's the best female footballer in the world?  
**A:** The American Carli Lloyd. She <sup>1</sup>**was** the best player in the 2015 World Cup.  
**Q:** <sup>2</sup>\_\_\_\_\_ the 2015 World Cup in the USA?  
**A:** No, it <sup>3</sup>\_\_\_\_\_. It <sup>4</sup>\_\_\_\_\_ here in Canada.  
**Q:** Which teams <sup>5</sup>\_\_\_\_\_ in the final?  
**A:** The USA vs. Japan. The Japanese <sup>6</sup>\_\_\_\_\_ bad, but the Americans <sup>7</sup>\_\_\_\_\_ better. After sixteen minutes the score <sup>8</sup>\_\_\_\_\_ 4-0 to the USA! The final score <sup>9</sup>\_\_\_\_\_ 5-2.

- 4 Complete the dialogue between Lisa and her gran with the correct forms of *there was* or *there were*.

- Lisa: <sup>1</sup>**Was there** a girls' football team at your school, Gran?  
 Gran: No, <sup>2</sup>\_\_\_\_\_. But <sup>3</sup>\_\_\_\_\_ a hockey team.  
 Lisa: <sup>4</sup>\_\_\_\_\_ any boys in the hockey team?  
 Gran: No, <sup>5</sup>\_\_\_\_\_. And <sup>6</sup>\_\_\_\_\_ any girls in the football team. But every year <sup>7</sup>\_\_\_\_\_ a hockey match – girls vs. boys.  
 Lisa: <sup>8</sup>\_\_\_\_\_ a football match with girls vs. boys too?  
 Gran: Yes, <sup>9</sup>\_\_\_\_\_. It was great fun!

- 5 **6.04** In pairs, choose the correct option to complete the questions about a sports match. Listen and check.

- What sport **(was)** / were it?
- The match **was** / Was the match in a stadium?
- How many players **was** / were there in each team?
- There was** / Was there a big crowd?
- What **was** / wasn't the final score?
- Was** / Were you the best player?

- 6 In pairs, use the questions in Exercise 5 to ask and answer about a time when you were a player in a sports match.

- A:** What sport was it?  
**B:** It was volleyball.  
**A:** Was the match in a stadium?  
**B:** No, it wasn't. It was in a PE class at school.





6.3

## READING and VOCABULARY Young sports stars

I can find specific details in a text and talk about places to play sport.

### Young sports stars

A



Lan's mother was born in 1958. She first learnt to swim when she was three years old in a small canal. Her first swimming coach was her grandfather. She participated in five sports games and she won a total of 8 gold medals.

B



Tennis player Garbiñe Muguruza was born in Caracas, Venezuela, in October 1993. Her mother is Venezuelan but her father is Spanish. So which country does she represent? It wasn't an easy decision. But now when she's on the tennis court, she's Spanish.

C



When Dina Asher-Smith was eight, her dream was to run on the track in the Olympics. Now she's the fastest British female runner in history. Dina was born in December 1995. In July 2015 she was the first British woman to run 100 metres in under eleven seconds.

D



Kristaps Porziņģis was born in Latvia in August 1995. When he was fifteen years old, he was 2.03 m tall! Now he's 2.21 m tall. So where do you think he plays sport? On a basketball court, of course. Kristaps is one of the best players in the NBA.

- CLASS VOTE** Who is the most popular sports star in your country?
- Read the texts and complete the table. If you can't find the information in the texts, try to guess the answers from the photos.

	Country	Sport	Age
Lan's mother			
Garbiñe Muguruza			
Dina Asher-Smith			
Kristaps Porziņģis			

- Read the texts again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

- ☐ Lan's mother first learnt to swim in a swimming pool.
- ☐ Lan's mother won 8 gold medals in sports games.
- ☐ Garbiñe's father is from Madrid.
- ☐ It wasn't easy for her to choose a country to play for.
- ☐ Dina was in the Olympics when she was eight years old.
- ☐ In 2015 she was the fastest woman in the world.
- ☐ Kristaps was very tall when he was fifteen.
- ☐ He's the tallest basketball player in the NBA.

- Study the Vocabulary box. Which places can you see in the photos?

#### Vocabulary

#### Places to play sport

basketball court   tennis court   football field/pitch  
swimming pool   running track

- In pairs, complete the text with one word in each gap.

Our school is great for sport. There's a good football <sup>1</sup>pitch with a 400-metre-long running <sup>2</sup>\_\_\_\_\_ around it. There are two outdoor tennis <sup>3</sup>\_\_\_\_\_, there's a basketball <sup>4</sup>\_\_\_\_\_ in the gymnasium and there's a small indoor swimming <sup>5</sup>\_\_\_\_\_ too.

- In pairs, ask and answer the questions below.

- What's your favourite sport now? Who's your favourite sports star?
- Do you want to be a professional sportsperson? Why? / Why not?

*My favourite sport is ... and my favourite star is ...*

And  
YOU



## 6.4

## GRAMMAR Past Simple affirmative (regular and irregular verbs)

I can use the Past Simple to talk about events in the past.



### A FUNNY THING HAPPENED TO ME

Max: Good shot!

Eva: Thanks! I did archery at a sports camp last year. I had a great time. I won a medal!

Sol: Hi.

Max: Sol, what's wrong?

Sol: I went jogging yesterday.

Max: You went jogging?

Sol: Yes. It started well, but then I got something in my shoe, so I stopped. I took my shoe off and put it on a car. Then the car moved away. I tried to catch it. I ran after it but ... I walked home - two miles with one shoe!

Eva: Wow! Poor you!

Max: A funny thing happened to me this morning. I wanted to do some skateboarding, so I came here. A reporter from South Radio saw me. She asked me lots of questions. It's for a show about young people and sport.

Eva: When's it on?

Max: Sunday.

**Good shot!**

**What's wrong? Poor you!**

**When's it on?**

**OUT of class**

**1** **6.05** Look at the photo. What sport is Sol doing? Listen and check.

**2** Study the Grammar A box. Write the Past Simple form of the verbs below. Find them in the dialogue and check.

ask happen move start stop  
try walk want

### Grammar A Past Simple affirmative (regular verbs)

call – called like – liked jog – jogged carry – carried

I **called** you yesterday.

**Time expressions:** this morning, yesterday, last night, last week, last month, last year

**3** **6.06** Look at the table. Listen and repeat.

/d/	/t/	/ɪd/
called	watched	ended
jogged	danced	waited

**4** **6.07** Find the Past Simple form of these verbs in the dialogue and complete the Grammar B box. Listen and check.

### Grammar B Past simple affirmative (irregular verbs)

come – <b>came</b>	put – _____
do – _____	run – _____
get – _____	see – _____
go – _____	take – _____
have – _____	win – _____

**5** **6.08** Complete Lily's story with the Past Simple form of the verbs in brackets. Listen and check.

'I <sup>1</sup> **went** (go) for a run yesterday. In the park I <sup>2</sup> \_\_\_\_\_ (stop) to drink some water. There was a newspaper on a bench. I <sup>3</sup> \_\_\_\_\_ (start) to read it. I <sup>4</sup> \_\_\_\_\_ (find) two tickets for a tennis match! I was really happy. But then I <sup>5</sup> \_\_\_\_\_ (see) a young man. He <sup>6</sup> \_\_\_\_\_ (ask) me a question: 'Are they your tickets?' I <sup>7</sup> \_\_\_\_\_ (say) no and then <sup>8</sup> \_\_\_\_\_ (give) him the tickets. He <sup>9</sup> \_\_\_\_\_ (smile).'

**6** Let's play the truth game!  
Work in pairs. Go to page 111.

Student A: Write two sentences about yourself in the Past Simple. Make sure one sentence is true. One sentence is false. Read them aloud to Student B. Student B: Guess the false one. Then change the role.

*A: I went jogging in the park yesterday. I ran 5 kilometres at home this morning.*

*B: False! You didn't run 5 kilometres this morning.*

**And You?**



6.5

## LISTENING and VOCABULARY Sporting moments

I can identify specific details in a radio sports programme and talk about a sports match.

- 1 Study the Vocabulary box. Check if you understand the words. In pairs, answer the questions below.

### Vocabulary Sports competitions

cup league tournament  
final semi-final

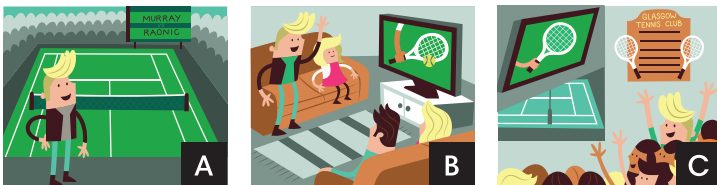
- Is there an international tennis tournament in your country?
- Who were the football league champions in your country last year?

- 2 6.09 Listen to a radio phone-in and match the speakers (1-4) with the information (a-d).

- |         |                        |
|---------|------------------------|
| 1 Keith | a ran in a race.       |
| 2 Emma  | b is a sports fanatic. |
| 3 Sam   | c talks about 2016.    |
| 4 Jim   | d tells a sad story.   |

- 3 6.10 Listen again and choose the correct answers.

- 1 Where was Keith when Andy Murray won Wimbledon?



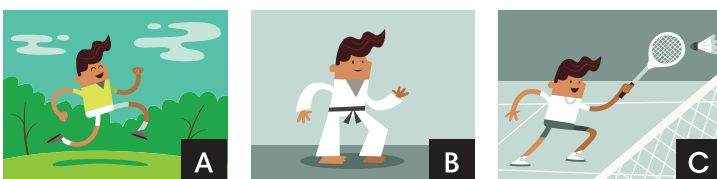
- 2 What was Emma's best time for ten kilometres before last Sunday?



- 3 How much were the train tickets that Sam bought?



- 4 What does Jim do every day?



- 4 6.11 **WORD FRIENDS** Complete the sentences with the correct form of the verbs below. Listen and check.

do go play win lose

- Andy Murray **won** the Wimbledon tennis tournament in 2016.
- Emma often \_\_\_\_\_ running. Her friend \_\_\_\_\_ the race last Sunday.
- Liverpool was in the cup final but they \_\_\_\_\_ the game 2-1.
- Jim \_\_\_\_\_ jogging every morning. At weekends he \_\_\_\_\_ badminton and \_\_\_\_\_ judo. He \_\_\_\_\_ for the school football team.

- 5 6.12 Choose the correct option. Listen and check.

I love sport. I often <sup>1</sup>do / **go** cycling and I <sup>2</sup>do / play gymnastics after school but my favourite sport is basketball. I <sup>3</sup>go / play basketball a lot. I <sup>4</sup>play for / win my school team. This year we <sup>5</sup>scored / won our first three matches in the national tournament. In the semi-final I <sup>6</sup>lost / scored twenty points! I was really happy. In the final we <sup>7</sup>played for / lost the game by one point.

- 6 In groups, talk about a sporting moment when you were really happy or sad. Use these ideas below to help you.



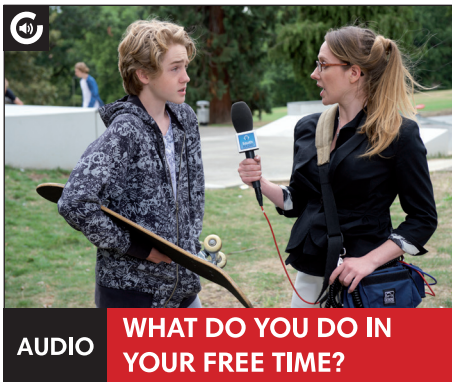
- I saw it on TV./I was there in the stadium.
- I played in a tournament.
- I scored a goal/won the match.
- The final score was ...
- It was surprising/fantastic/great/crazy/terrible.
- I was really happy/sad.



## 6.6

## SPEAKING Talking about hobbies and interests

I can talk about hobbies and interests.



- Vicky: So, Greg, what do you do in your free time?
- Max: I hang out with my friends and I do a lot ... I dance. I mean, I do a lot of dancing.
- Vicky: Dancers need to be fit. Do you do much sport? Do you go running, for example?
- Max: No, I'm not very keen on running. It's boring.
- Vicky: But you like sport, right?
- Max: Not really. I play football sometimes but to be honest, I'm not really into sport. I love dancing.
- Vicky: Do you play for a football team?
- Max: No, I'm not interested in team sports. I go cycling with my friend Dad, I mean, Sol. I'm a big fan of skateboarding. Is that a sport?
- Vicky: I don't think so, no. OK, thanks. That was twelve-year-old Greg Marks.

To be honest, ...

OUT of class

- 1 Look at the photo and answer the questions. Go to page 112 and check.

- Where is Max?
- Who is he talking to?

- 2 6.13 Read or listen. What does Max do in his free time?

- 3 Study the Speaking box. Find examples of the phrases in the dialogue.

## Speaking

## Talking about hobbies and interests

What are your hobbies and interests?  
 What do you do in your free time?  
 I go running/cycling.  
 I do a lot of judo/sport/dancing.  
 I play video games/football.  
 I hang out with my friends.  
 Are you into sport?  
 I'm a big fan of skateboarding/mountain biking.  
 I love/I'm interested in/I'm really into extreme sports.  
 Not really./I'm not very keen on/I'm not really into sport.

- 4 In pairs, complete the text with one verb in each gap.

Rob is a sports fanatic. He <sup>1</sup>plays basketball for a team. He <sup>2</sup>\_\_\_\_\_ a lot of judo. He <sup>3</sup>\_\_\_\_\_ swimming every evening. He <sup>4</sup>\_\_\_\_\_ really into racket sports – he <sup>5</sup>\_\_\_\_\_ a big fan of squash. He always <sup>6</sup>\_\_\_\_\_ out with his friends at the sports centre.

- 5 6.14 Complete the dialogue with sentences a–h. There are three extra sentences. Listen and check.

Jay: What do you do in your free time?

Kay: <sup>1</sup>c

Jay: What sports do you do?

Kay: <sup>2</sup>\_\_\_\_\_

Jay: Yes, mountain biking is cool.

Kay: <sup>3</sup>\_\_\_\_\_

Jay: I hang out with my friends.

Kay: <sup>4</sup>\_\_\_\_\_

Jay: Not really. I'm not very keen on sport. But I'm really into sports video games.

Kay: <sup>5</sup>\_\_\_\_\_

- Are you into sport?
- I did judo when I was younger.
- I do a lot of sport.
- I go swimming, I play football and I'm a big fan of cycling.
- I'm not into team sports.
- My sister's a great football player.
- Really? I'm not interested in video games. I prefer real-life sports.
- What about you? What are your hobbies?

- 6 In pairs, talk about your hobbies and interests. Tell the class about your partner.

And YOU



6.7

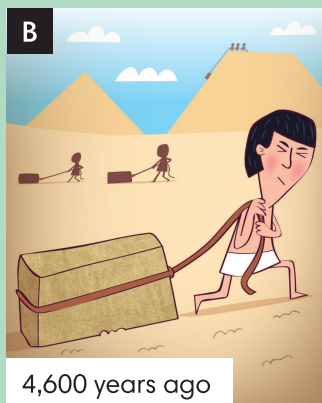
## ENGLISH IN USE *ago*

I can use *ago* to talk about events in the past.

### The history of sport



100,000 years ago



4,600 years ago



1,900 years ago



100 years ago

### 1 Match pictures A–D with captions 1–4.

- 1 ☐ The Ancient Romans loved team sports.
- 2 ☐ In the early years of the twentieth century, motor racing was a popular sport. It was very exciting.
- 3 ☐ In prehistoric times, people were big sports fans. Sometimes they ran very fast.
- 4 ☐ The Ancient Egyptians were keen on sport. They did a lot of weight training.

### 2 Study the Language box. How do you say the phrases in your language?

#### Language *ago*

To talk about when something happened, we use a time expression + **ago**.

ten seconds ago	twenty minutes ago
an hour ago	a few days ago
three weeks ago	six months ago
many years ago	a long time ago

### 3 In pairs, work out how long ago these things happened.

- 1 The first Tour de France was in 1903 – \_\_\_\_\_ ago.
- 2 Women first swam in the Olympic Games in 1912 – \_\_\_\_\_ ago.
- 3 Basketball legend Michael Jordan was born in 1963 – \_\_\_\_\_ ago.
- 4 Serena Williams won Wimbledon for the first time in 2002 – \_\_\_\_\_ ago.
- 5 Spain won the Football World Cup in South Africa in 2010 – \_\_\_\_\_ ago.
- 6 The Olympic Games were in Rio de Janeiro in 2016 – \_\_\_\_\_ ago.

### 4 6.15 Complete the text with one word in each gap. Listen and check.

I'm very keen <sup>1</sup>**on** sport. I <sup>2</sup> \_\_\_\_\_ a lot of exercise. Two weeks <sup>3</sup> \_\_\_\_\_ I ran in a ten-kilometre race and I won a gold <sup>4</sup> \_\_\_\_\_. <sup>5</sup> \_\_\_\_\_ week I played tennis on a beautiful tennis <sup>6</sup> \_\_\_\_\_ at Wimbledon. I lost, but it <sup>7</sup> \_\_\_\_\_ a great game. Yesterday I played <sup>8</sup> \_\_\_\_\_ England in the football World Cup. We won the <sup>9</sup> \_\_\_\_\_ 4–2 and I scored all four <sup>10</sup> \_\_\_\_\_. Yes, I'm a big fan <sup>11</sup> \_\_\_\_\_ sports video games!

### 5 Write 5–8 sentences about a sport game that you played recently. You can use the text in Exercise 4 as an example. You may answer these questions:

- How long ago did you play that sport?
- Who did you play with?
- Did you win or lose the game?

**And  
you**

adj: adjective    adv: adverb    n: noun    np: noun phrase    v: verb    vp: verb phrase    prep: preposition

basketball court	/ˈbɑːskɛtbɔːl kɔːt/	(np)	sân bóng rổ	the Olympics	/ði ɒˈlɪmpɪks/	(np)	Thế Vận Hội
breaststroke	/ˈbreɪstɹəʊk/	(n)	kiểu bơi ếch	outdoor	/ˌaʊtˈdɔː/	(adj)	ngoài trời
champion	/ˈtʃæmpɪən/	(n)	nhà vô địch	professional	/prəˈfeʃənəl/	(adj)	chuyên nghiệp
the Champions League	/ðə ˈtʃæmpɪənzliːg/	(np)	cúp bóng đá C1 Châu Âu	racket sports	/ˈrækət spɔːts/	(n)	các môn thể thao dùng vợt
crowd	/kraʊd/	(n)	đám đông	reporter	/rɪˈpɔːtə/	(n)	người đưa tin
cup	/kʌp/	(n)	cúp (phần thưởng cho nhà vô địch)	running track	/ˈrʌnɪŋ træk/	(np)	đường chạy
exciting	/ɪkˈsaɪtɪŋ/	(adj)	hấp dẫn, gây hồi hộp	(final) score	/('fainəl) skɔː/	(n)	kết quả chung cuộc
final	/ˈfaɪnəl/	(adj)	cuối cùng	sports centre	/spɔːts ˈsentə/	(n)	trung tâm thể thao
football field (pitch)	/ˈfʊtbɔːl fiːld (pɪtʃ)/	(np)	sân bóng đá	sports fan	/spɔːts fæn/	(np)	người hâm mộ thể thao
footballer	/ˈfʊtbɔːlə/	(n)	cầu thủ bóng đá	sports fanatic	/spɔːts fəˈnætɪk/	(np)	người đam mê thể thao
gymnasium	/dʒɪmˈneɪziəm/	(n)	phòng tập thể dục	sports star	/spɔːts stɑː/	(n)	ngôi sao thể thao
hockey	/ˈhʊki/	(n)	môn khúc côn cầu	sportsman/woman	/ˈspɔːtsmən/	(n)	người chơi thể thao
individual sport	/ˌɪndəˈvɪdʒuəl spɔːt/	(np)	môn thể thao cá nhân	'spɔːts,womən/			
indoor	/ˈɪndəː/	(adj)	trong nhà	squash	/skwɒʃ/	(n)	môn bóng quần
interest	/ˈɪntrəsts/	(n)	mối quan tâm	stadium	/ˈsteɪdiəm/	(n)	sân vận động
jog	/dʒɒg/	(v)	chạy bộ	table tennis	/ˈteɪbəl ˌtenɪs/	(np)	môn bóng bàn
league	/liːg/	(n)	liên đoàn	team	/tiːm/	(n)	đội
marathon	/ˈmærəθən/	(n)	cuộc đua ma-ra-tông	team sport	/tiːm spɔːt/	(np)	môn thể thao đồng đội
(gold) medal	/('gəʊld) ˈmedl/	(n)	huy chương (vàng)	tennis court	/ˈtenɪs kɔːt/	(np)	sân quần vợt
motor racing	/ˈməʊtə ˈreɪsɪŋ/	(np)	môn đua xe mô-tô	volleyball	/ˈvɒlibɔːl/	(n)	môn bóng chuyền
mountain biking	/ˈmaʊntən ˈbaɪkɪŋ/	(np)	môn đạp xe leo núi	weight training	/weɪt ˈtreɪnɪŋ/	(np)	môn tập tạ
the NBA	/ði ˌen biː ˈeɪ/	(np)	giải bóng rổ nhà nghề Mỹ	world championship	/wɜːld ˈtʃæmpɪənʃɪp/	(np)	giải vô địch thế giới

## VOCABULARY IN ACTION

### 1 Use the glossary to find:

- five people **champion**, ...
- six places **basketball court**, ...
- four ball sports **baseball**, ...
- three sports with races **cycling**, ...

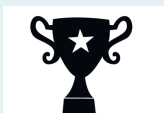
### 2 Match pictures 1–5 with words from the glossary.



1 **team**



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

### 3 In pairs, complete the sentences with one word.

- I'm not interested **in** football.
- My mum runs \_\_\_\_\_ marathons.
- My brother's really keen \_\_\_\_\_ mountain biking.
- I don't like swimming. I'm scared \_\_\_\_\_ water.
- I often \_\_\_\_\_ cycling with my friends.
- My grandma \_\_\_\_\_ aerobics every morning.
- My friend plays hockey \_\_\_\_\_ a team.
- My football team won their \_\_\_\_\_ 6–2 last week.

1 **I am interested in football. It's my favourite sport.**

### 4 6.16 PRONUNCIATION In pairs, listen and find one word in each group with a different pronunciation from the others. Use the underlined letters to help you.

- |                      |                           |                    |                      |
|----------------------|---------------------------|--------------------|----------------------|
| 1 <u>f</u> inal      | <u>f</u> it               | <u>l</u> ive (adj) | <u>t</u> ime         |
| 2 <u>c</u> ycling    | <u>e</u> x <u>c</u> iting | <u>i</u> ce hockey | the <u>O</u> lympics |
| 3 bad <u>m</u> inton | <u>b</u> iking            | <u>s</u> wimming   | <u>w</u> in          |

### 5 6.17 PRONUNCIATION Listen, check and repeat.

# Revision

## VOCABULARY

1 In pairs, match events 1–4 with definitions a–d. Do you find these events boring, OK or exciting?

- 1 ☐ the Champions' League
- 2 ☐ the NBA
- 3 ☐ the Olympics
- 4 ☐ the World Cup

- a An international football tournament that happens every four years.
- b The best football teams in Europe try to win this every year.
- c It happens every four years; there are lots of different sports.
- d A basketball competition in North America.

A: *What do you think of the World Cup?*

B: *It's exciting. I love it.*

2 Choose the correct option.

- 1 My uncle Jim is a sports fanatic / player / star – he watches sports on TV all day long.
- 2 There was a big crowd / team / ticket at the match – 60,000 people.
- 3 Volleyball is a(n) individual / racket / team sport.
- 4 Let's go to the swimming court / pool / track.
- 5 Did you see the match? What was the final champion / goal / score?
- 6 I was first in the race. I lost / scored / won the gold medal!
- 7 Do you want to do / go / play tennis on Saturday?
- 8 On sports day I ran in the 100-metre goal / point / race.

## GRAMMAR

3 Choose the correct option.

- A: Where was / were the final of the football World Cup in 1950?
- B: It <sup>2</sup>was / were in the Maracana stadium in Rio de Janeiro, Brazil.
- A: Which teams <sup>3</sup>was / were in the final?
- B: Brazil and Uruguay.
- A: How many people <sup>4</sup>there were / were there in the stadium?
- B: <sup>5</sup>There were / Were almost 200,000 people!
- A: <sup>6</sup>Was / Were there a surprise?
- B: Yes, <sup>7</sup>there / it was. On paper, the Uruguayan team <sup>8</sup>wasn't / weren't so good. The Brazilian players <sup>9</sup>was / were better. But the final score <sup>10</sup>there was / was Uruguay 2, Brazil 1.
- A: Oh! The Brazilian fans <sup>11</sup>wasn't / weren't very happy!

4 Make sentences in the Past Simple, using the given words.

- 1 get up / five hours ago
- 2 watch / TV / this morning
- 3 run / five kilometres / yesterday
- 4 call / a friend / last night
- 5 find / some money / a few days ago
- 6 see / a good film / last week

5 Complete the text with the Past Simple form of the verbs in brackets.

My family <sup>1</sup>had (have) a really sporty weekend. My mum <sup>2</sup>\_\_\_\_\_ (take) part in a race. My dad <sup>3</sup>\_\_\_\_\_ (win) a tennis tournament. My sister <sup>4</sup>\_\_\_\_\_ (do) something new: she <sup>5</sup>\_\_\_\_\_ (try) ice hockey for the first time and she <sup>6</sup>\_\_\_\_\_ (love) it! My little six-year-old brother <sup>7</sup>\_\_\_\_\_ (jog) two miles and <sup>8</sup>\_\_\_\_\_ (play) football in the park. My grandparents <sup>9</sup>\_\_\_\_\_ (come) for lunch on Sunday – they <sup>10</sup>\_\_\_\_\_ (walk) six miles from their house! And me? Well, I <sup>11</sup>\_\_\_\_\_ (make) a cake and then we all <sup>12</sup>\_\_\_\_\_ (eat) it. I don't like sport!

## SPEAKING

6 Complete the sentences below about yourself. Then work in pairs. Ask and answer about each other's hobbies, using the following sentences.

- 1 I often go cycling.
- 2 I do a lot of \_\_\_\_\_.
- 3 I play \_\_\_\_\_.
- 4 I often hang out with your friends in \_\_\_\_\_.
- 5 I'm a big fan of \_\_\_\_\_.
- 6 I'm interested in \_\_\_\_\_.
- 7 I'm really into \_\_\_\_\_.
- 8 I'm not very keen on \_\_\_\_\_.

A: *What do you do in your free time?*

B: *I often go swimming. What are you interested in doing in your free time?*

A: *I'm interested in playing chess.*

# The time machine

## VOCABULARY

Talking about history | Technology, internet and computers | Everyday technology

## GRAMMAR

Past Simple negative (regular and irregular verbs) | Past Simple questions and short answers (regular and irregular verbs)

**Grammar:** When I was your age, ...



**Speaking:** The picnic



The



Last week we asked you to choose one great idea and say how it changed our lives for the better. Here are the first of your suggestions.



### 1 Laura, 13, Bristol

Before the invention of the bicycle in the nineteenth century, most people never travelled more than fifty kilometres all their lives. Thanks to the bicycle, it **became** easier for people to change where they lived or worked.



### 2 Ed, 12, Stoke-on-Trent

Today's hairdryers aren't very different from the first ones from 100 years ago. Thanks to the hairdryer, people **began** to wash their hair more often (a good thing!).

7.1

## VOCABULARY History and technology

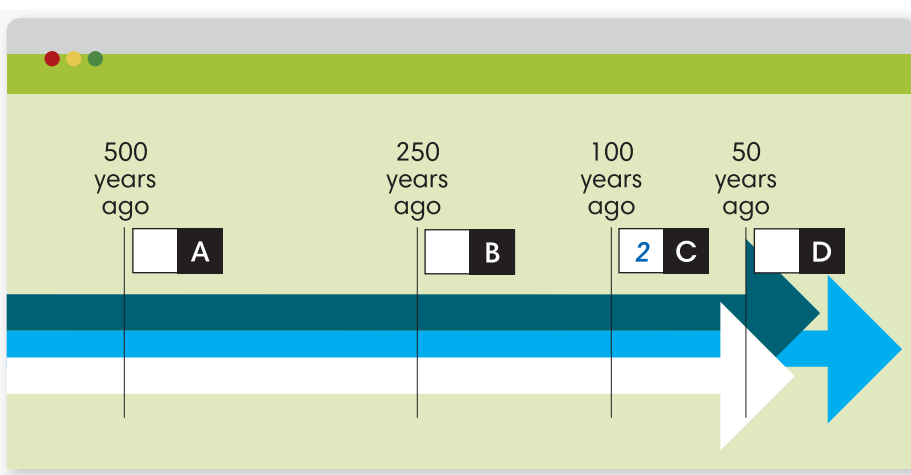
I can talk about technology and important moments in the past.

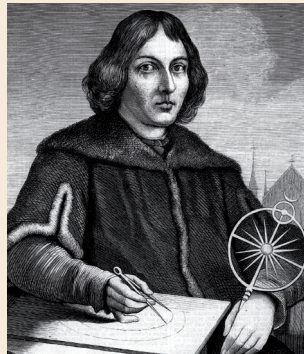
- 1 Study the Vocabulary A box. How do you say the phrases in your language? Order the phrases (1 = the oldest, 6 = the most recent).

### Vocabulary A Talking about history

☐ in 2012   ☐ in the 1700s   ☐ in the 1970s   ☒ in the Middle Ages  
☐ in the nineteenth century   ☐ seventy years ago

- 2 Read the texts on the website and put the ideas on this timeline. In pairs, say which idea you think was the most important.





### 3 Elly, 13, London

Before the 1500s, people **thought** that the Earth was the centre of the universe. Then Copernicus **wrote** his theory that the Earth goes around the Sun. It completely changed how we **understood** our world.



### 4 Amadip, 12, Birmingham

When IBM **sold** its first personal computer, it was great news. After this, computers were for everyone, not just computer programmers. Millions of people **bought** their first computers in the 1980s.

Remember to vote [here](#). Four more of your ideas next week!

- 3 Look at the highlighted irregular Past Simple forms in the texts. Match them with the infinitives below. How do you say the verbs in your language?

become begin buy sell think  
understand write

*become – became*

- 4 Complete the blog post with the Past Simple form of the verbs in brackets. Which of the dates was most important in your opinion?

- 5 Study the words in Vocabulary B box. These words are highlighted in the blog post in Exercise 4. Find the words/phrases in the blog post that can help you guess the meanings of these words.

#### Vocabulary B

#### Computers and Information Technology

search engine smartphone  
social networking site web browser  
webcam website

### Randolph's guide to internet history

1990

- British scientist Sir Timothy Berners-Lee **thought** (think) of the first internet **web browser**, the World Wide Web.

1993

- Scientists at Cambridge University connected a camera to the internet. They wanted to check when their coffee was ready. It <sup>2</sup> \_\_\_\_\_ (become) the first **webcam**.

1998

- The birth of the Google **search engine**. It quickly <sup>3</sup> \_\_\_\_\_ (become) one of the most popular websites on the internet.

2001

- The Wikipedia **website** <sup>4</sup> \_\_\_\_\_ (begin). Jimmy Wales <sup>5</sup> \_\_\_\_\_ (write) the first words: 'Hello, world!'

2006

- Anyone with an email address <sup>6</sup> \_\_\_\_\_ (can) join the **social networking site** Facebook.

2007

- The first iPhones. Apple <sup>7</sup> \_\_\_\_\_ (sell) 1 million in seventy-four days!

2008

- Millions of people <sup>8</sup> \_\_\_\_\_ (buy) their first **smartphone**. People <sup>9</sup> \_\_\_\_\_ (can) use their phones to get on the web, play games, take photos and watch videos. Smartphones changed millions of lives.



### 6 CLASS SURVEY

Interview three students in your class using the questions below. Write their names and answers in the columns. Then report to the class.

	Student 1	Student 2	Student 3
	.....	.....	.....
What's your favourite search engine?			
What's your favourite website to study English?			
What's your favourite social networking site?			



## 7.2

## GRAMMAR Past Simple (negative)

I can use the Past Simple negative to talk about events in the past.



### People chat

#### Nottingham in the fourteenth century

Posts Photos Discussions Reviews



**Ivor:** Wow! Guys, look at this picture from a website about the history of Nottingham! Nottingham had a castle in the Middle Ages but it didn't have a station! 😞



**Bea:** Also people wore shoes or boots in the Middle Ages but they didn't wear trainers. And people didn't say 'cool' in the Middle Ages! 😊



**Nathan:** Children ate cakes in the fourteenth century but they didn't eat chocolate bars!



**Smiffy:** LOL! You saw dogs and pigs in towns in the fourteenth century but you didn't see Chihuahuas.

**1** In pairs, look at the picture above. What is strange about it? Read the comments and check.

**2** Study the Grammar box. Find more examples of Past Simple negatives in the comments.

#### Grammar Past Simple (negative)

They **didn't wear** jeans.  
They **didn't watch** satellite TV.  
People **wore** boots but they **didn't wear** trainers.  
They **played** football but they **didn't play** basketball.

**3** In pairs, make more sentences about the mistakes in the picture. Use the ideas below to help you.

bananas	buses	cameras
tractors	helicopters	MP3 players
plastic bottles	phones	sunglasses
computer games	trainers	T-shirts TVs

*People didn't wear/eat/use/play ... in the Middle Ages.*

*You didn't have ... in the fourteenth century.*

**4** Complete the sentences with the Past Simple forms of the verbs in brackets.

- I **walked** (walk) to the shops but I \_\_\_\_\_ (not buy) anything.
- Ola \_\_\_\_\_ (have) a shower this morning but she \_\_\_\_\_ (not wash) her hair.
- Last night Dan \_\_\_\_\_ (go) to bed early but he \_\_\_\_\_ (not sleep) well.
- We \_\_\_\_\_ (work) hard yesterday but we \_\_\_\_\_ (not feel) tired.
- They \_\_\_\_\_ (come) to the party on Saturday but they \_\_\_\_\_ (not stay) long.
- Marion \_\_\_\_\_ (tell) me what to do but I \_\_\_\_\_ (not understand).
- I \_\_\_\_\_ (want) to go to the concert but I \_\_\_\_\_ (not have) enough money for a ticket.

**5** In pairs, talk about what you did/didn't do last night.

Use the ideas below or your own.

do homework	go to bed early
have a shower	stay at home
listen to music	watch a movie
talk to friends	watch TV

*Last night I did homework. I didn't watch a movie ...*





I can find main ideas and specific details in an article and talk about everyday technology.

**1** In pairs, look at the photo in the article. Do you think the girls are having a good time?

**2** **7.01** Check if you understand the words below. Then listen and read the article and choose the best title.

candle experiment  
take part

- A The worst month of my life
- B A schoolgirl's dream comes true
- C We don't know how lucky we are!

**3** Read the text again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

- 1 ☐ Only people from Birmingham took part in *The Big Switch Off*.
- 2 ☐ Becky played a musical instrument with her sister.
- 3 ☐ It was quite difficult for Becky to live without the Internet.
- 4 ☐ The Carters often ate at the table before the experiment.
- 5 ☐ The Carters couldn't cook during *The Big Switch Off*.

**4** Study the Vocabulary box. In pairs, find the things in the box that:

- 1 Becky talks about in the article.
- 2 You usually find in the kitchen/bathroom.
- 3 You think are most useful.

#### Vocabulary

#### Everyday technology 1

charger cooker electric toothbrush fridge kettle washing machine

## The Birmingham Mail

Last month Birmingham schoolgirl Becky Carter and her family took part in *The Big Switch Off*, an experiment to live without electricity for a month. Becky talked to us about the experiment.

Q: Was it difficult to live without electricity?

A: No, not really – it was fun! Sometimes we all played cards. My sister and I gave little concerts – we played the guitars. Often we just sat with candles and read or talked. We also went to the cinema a lot! But it was a bit hard without the internet at home. At the beginning I used my phone but then the battery died and I couldn't use my charger!

Q: What were the best things?

A: It was cool to eat together at the table every day. Before *The Big Switch Off* we always had dinner in front of the TV.

Q: What were the lessons you learned from the experiment?

A: First, it's great we have a gas cooker! Most important, I learned that electricity is awesome! Man lived for hundreds of thousands of years without electricity – we're lucky to have it.



**5** In pairs, talk about the last time you/your family were without electricity. How was it?

*Last winter we had no electricity for twenty-four hours after some bad weather. It was exciting/boring/fun!*

And  
YOU



## 7.4

## GRAMMAR Past Simple (questions and short answers)

I can use the Past Simple to ask and answer questions about the past.



WHEN I WAS YOUR AGE, ...

**1** In pairs, look at the photo. What do you think Max's dad is saying?

**Dad:** Twelve o'clock and you're having breakfast! When I was your age, I got up at five o'clock!

**Max:** Seriously? Did you really get up at five o'clock every day?

**Dad:** Yes, I did.

**Lily:** Why did you get up so early?

**Dad:** I had a job. Did I never tell you about it?

**Max:** No, you didn't. What did you do?

**Dad:** I worked at a gas station. I got pocket money for washing cars!

**Lily:** So, did you leave school when you were thirteen?

**Dad:** No, I didn't. Of course not! I worked before school every morning.

**Max:** Did Grandma drive you to school?


**Dad:** No, she didn't. I cycled ten miles to school and it always rained in 1995! And I was busy after school.

**Lily:** What did you do after school?

**Dad:** Well, I helped Grandpa in his shop for four hours. Then I took Daisy for a walk, ... another hour.

Seriously? Of course not!

**OUT of class**

**2**  **7.02** Listen. Why did Max's dad get up early when he was a teenager?

**3** Study the Grammar box. Find examples of Past Simple questions and short answers in the dialogue.

**Grammar** Past Simple (questions and short answers)

Did you **get up** early? Yes, I **did**./No, I **didn't**.

Did they **cycle** to school? Yes, they **did**./No, they **didn't**.

Where **did** he **work**?

**4** In pairs, order the words to make questions. Ask and answer questions about your morning.

1 you / have / a good sleep / did / ?

2 get up early / you / did / ?

3 did / you / for breakfast / have / what / ?

4 have / did / a shower / you / ?

5 walk / you / did / to school / ?

6 arrive / what time / you / at school / did / ?

**A:** Did you have a good sleep?

**B:** No, I didn't! I ...

**5** Complete the questions with the Past Simple forms of the verbs below.

come do go have **learn** live

1 **Did** you **learn** English at primary school?

2 Which primary school \_\_\_\_\_ you \_\_\_\_\_ to?

3 \_\_\_\_\_ your mum \_\_\_\_\_ a job when you were little?

4 \_\_\_\_\_ your family \_\_\_\_\_ in a different town when you were little?

5 What \_\_\_\_\_ your grandad \_\_\_\_\_?

6 Where \_\_\_\_\_ your grandparents \_\_\_\_\_ from?

**6** Match questions 1–6 in Exercise 5 with answers a–f.

a ☐ I went to Aston primary school.

b ☒ No, we didn't. But we learned Spanish.

c ☐ Yes, she did. She worked as an engineer.

d ☐ I think they came from Portugal.

e ☐ Yes, we did. We lived in London.

f ☐ He was a teacher.

**7** In pairs, ask and answer the questions in Exercise 5. Tell the class about your partner.

*Minh's grandparents came from Hà Nội. ...*





7.5

## LISTENING and VOCABULARY The noughties

I can identify specific details in a radio interview and talk about my childhood.

### Noughties nostalgia

The best website about growing up in the first decade of the twenty-first century!

Did you enjoy being young in the noughties\*? Share your memories here!



Who didn't love Clifford, 'the big red dog'?



LOL small!



With a fingerboard, the fun never ended! 😊



Harry, our hero!



Ah, these boots! I wanted some but Mum always said no! 😞



Hannah Montana was the best!

\* a popular name for the years 2000–2009

1 In pairs, look at the webpage. How many of the things/people from the noughties do you know?

2 7.03 Listen and match the speakers (1–3) with the questions they are answering (a–f). There are two questions for each speaker.

- a ☐ Who was your idol when you were seven or eight?
- b ☐ Did you have a favourite singer or group when you were little?
- c ☐ Which cartoons did you like?
- d ☐ What was your first phone like?
- e ☐ What toys did you like best?
- f ☐ Do you remember any fashion from when you were younger?

3 7.04 Listen again and write down the speakers' answers to the questions in Exercise 2.

4 Study the Vocabulary box. How do you say the words in your language?

#### Vocabulary Everyday technology 2

CDs DVDs earphones games console  
MP3 player ringtone tracks (songs)

5 Complete the questions with words from the Vocabulary box. In pairs, ask and answer the questions.

- 1 How many music tracks do you have on your phone or \_\_\_\_\_?
- 2 Does your family have any film \_\_\_\_\_? If yes, which ones?
- 3 Who has the biggest collection of music \_\_\_\_\_ in your family?
- 4 Do you listen to music on \_\_\_\_\_? What colour are they?
- 5 How often do you change the \_\_\_\_\_ on your phone?
- 6 Do you have a \_\_\_\_\_? What's your favourite game?

6 In pairs, talk about when you were younger. Ask and answer the questions in Exercise 2.

*My idol when I was six was Spiderman.  
My favourite singer was Đông Nhi.  
I had all her CDs!*





## 7.6

## SPEAKING Agreeing and disagreeing

I can agree and disagree with statements.



AUDIO THE PICNIC

Max, Dad and Eva are having a picnic. They are discussing the pros and cons of smart phones.

**Dad:** You're not listening to me – you're checking your phones! People don't talk or listen any more – they just check their phones.

**Eva:** That's not fair! We are listening. You can have a conversation and check your phone at the same time.

**Dad:** Sorry, but I disagree. It's rude. Smartphones are terrible. They're bad for your eyes and the microwaves can't be good for your brain.

**Max:** Maybe you're right, but smartphones are really useful for checking information. Train times, for example. Remember when you could only get information at the station? It was a pain in the neck!

**Eva:** I agree. Smartphones are great. And a phone is more than a phone. It's an alarm clock, an MP3 player, an address book, a camera ...

**Dad:** That's true, but I still think smartphones are dangerous. People don't look where they're going because they look at their smartphones all the time. Max! You're looking at your phone again!

*That's not fair!  
a pain in the neck*

**OUT**of  
class

- 1 **7.05** Read or listen to Part 1 of the conversation between Max, Eva and their dad. Who is/isn't a fan of smartphones?

- 2 **7.06** Listen to Part 2 of the conversation above. Tick the things Max and Eva do with their smartphones.

- 1 ☐ phone the police
- 2 ☐ phone for an ambulance
- 3 ☐ take a selfie with a police officer
- 4 ☐ take a photo of the car
- 5 ☐ check where they are on a map

- 3 Study the Speaking box. Find examples of the phrases in the dialogue.

## Speaking

## Agreeing and disagreeing

## Agreeing

I agree.  
I think so too.  
That's right.

## Maybe

Maybe you're right, but ...  
Perhaps that's true, but ...  
I'm not sure.

## Disagreeing

(Sorry, but) I don't agree/I disagree.

- 4 **7.07** Complete the dialogue with one word in each gap. Use the Speaking box to help you. Listen and check.

A: History is a really interesting subject.

B: I think I <sup>1</sup>so too.

A: We're lucky to have Mrs Brown this year. She's a great teacher.

B: Yes, I <sup>2</sup>\_\_\_\_\_. But she gives us too much homework.

A: Maybe you're <sup>3</sup>\_\_\_\_\_, but homework is a great way to learn.

B: Sorry, <sup>4</sup>\_\_\_\_\_ I don't agree. The best way to learn is to have fun!

A: Perhaps that's <sup>5</sup>\_\_\_\_\_.

- 5 In pairs, read these statements to your partner. Does he/she agree with you?

- The computer is the most important invention of the last 150 years.
- Smartphones are very useful.
- People don't have conversations any more because of smartphones.
- Homework is a bad idea.

A: *The computer is the most important invention of the last 150 years.*

B: *I'm not sure. Perhaps the car is the most important invention.*

**And  
YOU**



## 7.7

## WRITING An email

I can write a personal email with news.

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

- 1 Do you often send emails? Who do you write to?
- 2 Who do you get emails from?

*I sometimes write thank-you emails to aunts and uncles after Christmas.*

*Most of the emails I get are spam!*

**2** In pairs, read the email and answer the questions.

- 1 Who wrote the email?
- 2 Who did he write to? Why?
- 3 Who is staying with Max and his dad at the moment?

Hi Lily,

How are you? I tried to phone but there was no answer. Did your first exam go OK?

Grandma came to stay yesterday. This morning we went to Rochester Castle. Then we had lunch in a restaurant next to the river. The castle was boring but lunch was nice! After that Grandma bought me two T-shirts for my birthday. Lucky me!

Guess what! I asked Grandma about Dad's job at the gas station. She said that he lost his job after only three days because he was late for work every morning! 😊

Phone me!

Lots of love,

Max  
xxx

**3** In pairs, tick the things Max writes about in his email.

- 1 ☐ what he did yesterday/today
- 2 ☐ plans for the future
- 3 ☐ funny or surprising news

**4** Study the Writing box. Find examples of the phrases and sentences in Max's email.

**Writing** An informal email with personal news

**Greetings**  
Hi Lily,/Hi Auntie Lynne,

**Ask for news**  
How are you?  
Did your exam go OK?  
Did you have a nice Christmas?  
How was your week?

**Give your news from the last few days**  
yesterday/at the weekend/this morning/  
next/then/after that  
I went to/saw/visited/met/bought/made/  
played/stayed ...

**Add some funny or surprising news**  
Guess what! Jen told me that Keira likes me!

**Closing sentence**  
See you soon./Write back soon./Phone me.

**Ending**  
Love,/Lots of love,/Love and hugs,/Kisses,

**5** In pairs, find examples of the Past Simple in Max's email.

**Writing Time**

**6** Write an email to a good friend with your news from last week. Use Max's email and the Writing box to help you. In your email, you should

- include a greeting.
- ask for news.
- give your news.
- add some funny or surprising news.
- include a closing sentence and an ending.



adj: adjective    adv: adverb    n: noun    np: noun phrase    v: verb    vp: verb phrase    prep: preposition

address book	/ə'dres bʊk/	(np)	sổ ghi địa chỉ	idol	/'aɪdl/	(n)	thần tượng
agree	/ə'ɡri:/	(v)	đồng ý	invention	/ɪn'venʃən/	(n)	phát minh
at the same time	/ət ðə seɪm taɪm/	(pp)	cùng một lúc	kettle	/'ketl/	(n)	ấm đun nước
become	/bɪ'kʌm/	(v)	trở thành, trở nên	little (=young)	/'lɪtl/	(adj)	nhỏ tuổi
begin	/bɪ'ɡɪn/	(v)	bắt đầu	member	/'membə/	(n)	thành viên
candle	/'kændl/	(n)	cây nến	MP3 player	/,em pi: 'θri: 'pleɪə/	(n)	máy nghe nhạc số
century	/'sentʃəri/	(n)	thế kỉ	Old Town	/əʊld taʊn/	(n)	Phố Cổ
change	/tʃeɪndʒ/	(v)	thay đổi	personal computer	/'pɜːsənəl	(np)	máy tính cá nhân
charger	/'tʃɑːdʒə/	(n)	bộ sạc điện	(PC)	kəm'pjʊ:tə/		
collection	/kə'lekʃən/	(n)	bộ sưu tập	plastic bottle	/'plæstɪk 'bɒtl/	(np)	chai nhựa
computer game	/kəm'pjʊ:tə geɪm/	(np)	trò chơi trên máy tính	pocket money	/'pɒkət 'mʌni/	(np)	tiền tiêu vặt
computer programmer	/kəm'pjʊ:tə 'prəʊɡræmə/	(np)	lập trình viên	primary school	/'praɪməri sku:l/	(np)	trường tiểu học
(gas) cooker	/(gæs) 'kʊkə/	(n)	bếp (ga)	rude	/ruːd/	(adj)	thô lỗ, bất lịch sự
dangerous	/'deɪndʒərəs/	(adj)	nguy hiểm	satellite	/'sætəlaɪt/	(n)	vệ tinh
disagree	/,dɪsə'ɡri:/	(v)	không đồng ý	the noughties	/ðə nəʊ'tɪz/	(np)	những năm từ 2000 đến 2009
DVD	/,di:vi: 'di:/	(n)	đĩa DVD	theory	/'θiəri/	(n)	lí thuyết
electric toothbrush	/'iːlektrɪk 'tu:θbrʌʃ/	(np)	bàn chải đánh răng điện	track (=song)	/træk/	(n)	bài hát trong đĩa nhạc
email address	/'i:meɪl ə'dres/	(n)	địa chỉ email	tractor	/'træktə/	(n)	máy kéo
experiment	/ɪk'sperɪmənt, ɪk'sperɪmənt/	(n)	thí nghiệm	travel	/'trævl/	(v)	đi lại, du lịch
fridge	/frɪdʒ/	(n)	tủ lạnh	understand	/,ʌndə'stænd/	(v)	hiểu
games console	/geɪmz kən'səʊl/	(np)	máy chơi điện tử	universe	/'juːnɪvɜːs, 'juːnɪvɜːs/	(n)	vũ trụ
gas station	/gæs 'steɪʃən/	(np)	trạm xăng	useful	/'juːsfəl/	(adj)	hữu ích
hairdryer	/'heə'draɪə/	(n)	máy sấy tóc	washing machine	/'wɒʃɪŋ mə'ʃiːn/	(n)	máy giặt
helicopter	/'helɪkɒptə, 'helɪkɒptə/	(n)	máy bay trực thăng	World Wide Web	/wɜːld waɪd web/	(np)	mạng thông tin toàn cầu
				write back	/raɪt bæk/	(vp)	viết thư trả lời

## VOCABULARY IN ACTION

1 Complete the words for things you can get for your mobile phone.

- 1 r i n g t o n e      3 c \_ \_ r \_ \_ r  
2 b \_ \_ t \_ r \_      4 e \_ \_ p \_ \_ n \_ s

2 Match pictures 1–5 with words from the glossary. In pairs, say which you think was the most important invention.



1 fridge      2 \_\_\_\_\_      3 \_\_\_\_\_



4 \_\_\_\_\_      5 \_\_\_\_\_

3 Match words 1–6 with words a–f. In pairs, choose three word pairs and make sentences with them.

- |   |         |           |
|---|---------|-----------|
| 1 <input checked="" type="checkbox"/> f | pocket  | a bottle  |
| 2 <input type="checkbox"/>              | web     | b engine  |
| 3 <input type="checkbox"/>              | primary | c browser |
| 4 <input type="checkbox"/>              | search  | d cooker  |
| 5 <input type="checkbox"/>              | plastic | e school  |
| 6 <input type="checkbox"/>              | gas     | f money   |

4 7.08 **PRONUNCIATION** Listen to the words below and write them in the correct group according to the word stress.

address agree become begin  
cartoon coffee email kitchen photo  
police smartphone website

- 1 coffee, ...  
2 address, ...

5 7.09 **PRONUNCIATION** Listen, check and repeat.

# Revision

## VOCABULARY

1 Replace the words in **bold** with the words below to make sentences with the opposite meaning.

begin disagree join lose ~~remember~~  
rude sell

- I never **forget** my email address.  
*I **never remember** my email address.*
- Last year I decided to **leave** a popular social networking site.
- The people who work in that phone shop are very **friendly**.
- It was a good idea to **buy** that smartphone.
- Piotr and I always **agree** about which computer games we like.
- When did she **get** her job?
- What time did the race **end**?

2 Complete the words in the sentences. Use the glossary to help you.

- Leonardo da Vinci lived in the fifteenth **c**\_\_\_\_\_.
- I wrote her an email but she never wrote **b**\_\_\_\_\_.
- The first satellite **d**\_\_\_\_\_ from the 1950s.
- My dad has got a very big **c**\_\_\_\_\_ of CDs.
- My dad always has a **c**\_\_\_\_\_ of coffee at breakfast.
- I don't use social **n**\_\_\_\_\_ sites very often.

3 In pairs, say when you/your family first got these things.

- your first MP3 player
- your first PC
- your first colour TV

*I got my first MP3 player 3 years ago.*

*I think we got our first PC in the noughties.*

*I'm not sure, but I think we got our first colour TV in the 1970s.*

## GRAMMAR

4 Make sentences about what you did/ didn't do when you were five years old using the Past Simple forms of the verbs below. In pairs, compare your answers.

eat have like listen to play

*When I was five, I ate a lot of candy. I didn't ....*

5 Complete the dialogue with the Past Simple forms of the verbs in brackets.

Where <sup>1</sup> **were you** (you/be) yesterday?  
I <sup>2</sup> \_\_\_\_\_ (not see) you online.

My phone <sup>3</sup> \_\_\_\_\_ (stop) working and I couldn't get on the web.

Oh! What <sup>4</sup> \_\_\_\_\_ (you/do)?

I <sup>5</sup> \_\_\_\_\_ (go) for a walk with my brother.

Really? Where <sup>6</sup> \_\_\_\_\_ (you/go)?

We <sup>7</sup> \_\_\_\_\_ (visit) the old town. And we <sup>8</sup> \_\_\_\_\_ (have) dinner at a lovely restaurant.

Nice! <sup>9</sup> \_\_\_\_\_ (your brother/enjoy) it?

Yes, he <sup>10</sup> \_\_\_\_\_! He <sup>11</sup> \_\_\_\_\_ (take) a lot of photos – he <sup>12</sup> \_\_\_\_\_ (not want) to go home! We're planning to have another day without the internet tomorrow! 😊

Cool!

## SPEAKING

6 In pairs, follow the instructions below. Then swap roles.

- Student A, make a sentence that is true for you using the ideas below.

*I think the noughties were cool.*

- Student B, do you agree with Student A's opinion?

electric toothbrushes  
plastic bottles  
social networking sites  
the noughties  
games consoles  
smartphones  
the World Wide Web  
the twenty-first century

is  
are  
were

useful  
dangerous  
brilliant  
cool  
expensive  
boring  
exciting

I can talk about different countries.

## Talking to the world

### VOCABULARY

Geography | Learning languages | Communicating | Verb + preposition collocations

### GRAMMAR

Modal verbs: *have to*/*don't have to*, *mustn't* | Articles: first and second mention

### Grammar: A mystery prize



### Speaking: What do you mean?



## What's special about ...?

Young people around the world tell us what's special about their countries.

### #1 New Zealand

New Zealand is one of the most beautiful countries. It's a land of islands and mountains, lakes and rivers. The highest mountains are on the South Island. That's where they filmed *Lord of the Rings*. Aoraki/Mount Cook is 3,724 metres high! Most people live on the North Island, especially in Auckland, the biggest city. The longest river, the Waikato, is on the North Island too. It's 425 kilometres long.

What's special about New Zealand? Well, it's very far away from other countries. It's in the South Pacific Ocean, about 10,000 kilometres west of South America. And it's 1,500 kilometres east of Australia across the Tasman Sea.

Another special thing is that there are only 4.6 million people but there are about 30 million sheep!

Jessica, 15 years old



New Zealand has spectacular mountains and beautiful rivers and lakes.




### Fact box

Population: 4.6 million  
Languages: English/Maori  
Capital city: Wellington  
Money: New Zealand dollar  
Flag:



### Did you know?

- In 1893 New Zealand became the first country in the world where women could vote.
- Film-maker Peter Jackson, actor Russell Crowe and opera singer Kiri Te Kanawa are from New Zealand.
- The national sport of New Zealand is rugby.

- 1**  **8.01 CLASS VOTE** Read the text on page 80 and decide whether these statements are true or false.

- 1 They filmed *Lord of the Rings* there.
- 2 It's in the Atlantic Ocean.
- 3 It's 10,000 kilometres from South America.
- 4 6 million people live there.

- 2** Study the Vocabulary box. Which of the words can you find in the text? How do you say them in your language?

### Vocabulary Geography

#### Compass points

east north south west

#### Continents

Africa Antarctica Asia Australia  
Europe North America South America

#### Countries

capital city flag language money  
population

#### Nature

island lake mountain ocean river sea

- 3** In pairs, take turns to ask and answer the questions about New Zealand.

- 1 What's the population?
- 2 What are the colours of its flag?
- 3 Where is it?
- 4 What is the capital city? Is it the biggest city?
- 5 What's the name of its highest mountain? How high is it?
- 6 What's the name of its longest river? How long is it?
- 7 What languages do the people speak?
- 8 What money do they use?
- 9 What famous people come from there?
- 10 What's the most popular sport?

**A:** *What's the population of New Zealand?*

**B:** *Four point six million.*

**A:** *Did you know that?*

**B:** *Yes, I did./No, I didn't.*

- 4** In groups, do the quiz. Go to page 112 and check.

### What do you know about the world?

- 1 The capital city of Japan is \_\_\_\_\_.  
a Beijing    b Cairo    c Tokyo
- 2 The country to the south of France is \_\_\_\_\_.  
a Belgium    b Italy    c Spain
- 3 Việt Nam is in \_\_\_\_\_.  
a Africa    b Asia    c Europe.
- 4 The population of \_\_\_\_\_ is about ninety million.  
a China    b Egypt    c France
- 5 The \_\_\_\_\_ flag is green, white and red.  
a Vietnamese    b French    c Italian
- 6 The \_\_\_\_\_ river starts in Peru.  
a Amazon    b Danube    c Nile
- 7 The money in Canada is the Canadian \_\_\_\_\_.  
a dollar    b franc    c pound
- 8 Mont Blanc is a \_\_\_\_\_ between France and Italy.  
a mountain    b river    c sea
- 9 In Switzerland there are \_\_\_\_\_ official languages.  
a two    b three    c four
- 10 Madagascar is a(n) \_\_\_\_\_ to the east of Africa.  
a island    b lake    c ocean

- 5** In pairs, ask and answer the questions in Exercise 3 about one of the countries you know well.

**A:** *What is the population of our country, Việt Nam?*

**B:** *...million. What are the colours of our country's flag?*





## 8.2

GRAMMAR Modal verbs: *have to*/*don't have to*, *mustn't*

I can use *have to*/*don't have to* and *mustn't* to talk about cultural rules.

- 1 **8.02** Check if you understand the phrases below. Read paragraph A of the text. Which country has the most surprising rule?

accept a present    jump the queue    wait in a queue



A

When you travel, you have to know about the cultural rules in the countries you visit. For example, in China you have to receive a present with two hands, but in the USA you don't have to use two hands to accept a present – one is fine. In Spain, in the summer, you *mustn't* be noisy after lunch. You don't have to take a siesta, but you have to be quiet. And in Britain you have to wait in a queue for everything and you *mustn't* jump the queue.

B

In Japan you <sup>1</sup>*have to* / *mustn't* take off your shoes when you visit someone's home. But in France you <sup>2</sup>*have to* / *don't have to* take off your shoes – you can keep them on. Austrians are very punctual, so you <sup>3</sup>*don't have to* / *mustn't* be late for a meeting in Vienna. In Germany you <sup>4</sup>*have to* / *don't have to* wait for the green light to walk across the street, but in Egypt you <sup>5</sup>*have to* / *don't have to* wait – you can cross any time! And in Singapore you <sup>6</sup>*have to* / *mustn't* chew gum in public.

- 2 Study the Grammar box. Find examples of *have to*, *don't have to* and *mustn't* in paragraph A of the text.

## Grammar

Modal verbs: *have to*/*don't have to*, *mustn't*

You **have to** be quiet. = It's necessary.  
You **don't have to** take a siesta. = It isn't necessary.  
You **mustn't** be noisy. = Don't do it!

- 3 **8.03** Read paragraph B of the text and choose the correct option. Listen and check.

- 4 **8.04** In pairs, complete the sentences with *have to*, *don't have to* or *mustn't*. Listen and check.

In Britain:

- you \_\_\_\_\_ queue at the bus stop when you're the only person there.
- you \_\_\_\_\_ say 'please' and 'thank you' a lot.
- you \_\_\_\_\_ forget to say 'thank you' when someone opens a door for you.

In Spain:

- you \_\_\_\_\_ say 'please' or 'thank you' in a café.
- you \_\_\_\_\_ give a friend two kisses when you meet.
- you \_\_\_\_\_ forget to kiss everyone goodbye.

- 5 Match sentences 1–5 with notices A–E.

- You have to walk here.
- You don't have to eat here, but you can if you want.
- You *mustn't* use your phones in class.
- You have to talk in English all the time.
- You *mustn't* say anything at this time.

A

*Don't use Spanish in the English class!*

B

**NO RUNNING IN THE CORRIDORS!**

C

D

**Turn off your mobiles!**

E

**DO NOT TALK DURING THE EXAM.**

- 6 Complete the sentences with *have to*, *don't have to* or *mustn't* so they are true for you. In pairs, compare your answers.

- I \_\_\_\_\_ take a bus to school at 6:30 everyday.
- I \_\_\_\_\_ be late for school.
- I \_\_\_\_\_ use mobile phones in class.
- I \_\_\_\_\_ say 'thank you' when someone gives me a present.
- In my family I \_\_\_\_\_ sleep a siesta when I don't want to.

*I don't have to take a bus to school at 6:30 everyday. What about you?*

And  
YOU



I can find specific details in an article and talk about learning languages.



### Part 1

Chee\*, a 28-year-old H'Mong woman in Sa Pa, set up a company called 'Thank you, Sa Pa'\* to train poor children as tour guides. She hopes to free local girls from being illiterate home helpers. Traditionally, many H'Mong people believe that daughters should work, and going to school is only for the sons.

### Part 2

At the age of 11, Chee often joined other children in a spot in front of a rock church, one of the most popular tourist attractions in Sa Pa. The tourists did not understand her so she decided to learn English.

The number of tourists in Sa Pa increased at the beginning of the 2000s. Many of them were willing to sit down and teach local children some basic English. Chee learned a lot from them and soon she could communicate in English.

(\*: the real names of the woman and her company have been changed to protect their identity)

- 1** In groups, read through Part 1 and 2 of the text. Choose the best heading for each part. There are more headings than you may need.

- a Chee's Story      c Sa Pa  
b H'Mong People      d 'Thank you, Sa Pa'

- 2** Read Part 1 again. In pairs, mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).

- ☐ 'Thank you, Sa Pa' is a company owned by Chee.
- ☐ The company helps to train children to be tour guides for free.
- ☐ Traditionally, education in Sa Pa was only for boys, not girls.

- 3** Read Part 2 again. In pairs, take turns to ask and answer the following questions.

- When did more tourists come to Sa Pa?
- Why did Chee learn English?
- Could Chee speak English fluently before the age of 11?
- Who did she learn English from?

- 4** Study the Vocabulary Box. Which words/phrases can you find in the texts?

#### Vocabulary

#### Learning languages

native language	ethnic language	illiterate
foreign language	basic sentences	words
learn a language	speak a little Vietnamese	communicate

- 5** Complete the sentences below using the correct forms of words/phrases in the Vocabulary Box.

- Your \_\_\_\_\_ is the language that you learn at home when you're a child.
- Some children in mountainous areas are still \_\_\_\_\_ as they are not able to read or write.
- After five years of learning English as a \_\_\_\_\_ the little girl is now able to use English to \_\_\_\_\_ with foreign visitors.
- John: "Hoa, help me! I don't understand what Nam is saying because I could only \_\_\_\_\_"
- All the \_\_\_\_\_ in this sentence are new to me. I cannot understand what it means.

- 6** Use the questions below to interview at least three friends. Report the findings to the whole class.

- When did you start to learn English?
- Why did you learn it?
- Where did you learn it?
- What do you like the most when learning English?
- Is there any other foreign language you also like to learn?





## GRAMMAR Articles: first and second mention

I can use *a/an* and *the* to talk about places in town.



VIDEO A MYSTERY PRIZE (Part 2)

- Sol: Read that clue again.  
 Max: 'Look for a woman with wings.'  
 Eva: Is there a statue of **an angel** here?  
 Max: Look, under the angel's feet! There's **a note**!  
 Eva: Take a photo of the note. Has your camera got **a zoom**? Use the zoom. What does it say?  
 Max: 'William entered here B4!'  
 Eva: I don't get it.  
 Max: 'William entered here before.' Is it a door? Or **a gate**?  
 Sol: Got it! William is King William IV! Let's go to the Pavilion!  
 Later:  
 Sol: Here's the gate – the William IV gate!  
 Max: And there's the clue: 'Iri al la biblioteko'? Is that French?  
 Eva: No, and it isn't Spanish. I think it's Esperanto.  
 Max: What does it mean?  
 Eva: *Biblioteca* is library in Spanish. Is there **a library** near here? Let's go to the library.

Got it! What does it mean?

**OUT of class**

- 1 **8.05** In pairs, check if you understand the words below. Use a dictionary if necessary. Listen to Part 1 and complete the advert.

charity clue mystery prize treasure hunt

Where and when: \_\_\_\_\_  
 Prize: \_\_\_\_\_  
 Entry fee: \_\_\_\_\_

Make money for <sup>4</sup>\_\_\_\_\_ in the World!

- 2 **8.06** Listen to Part 2 and choose the correct option.

- 'A woman with wings' is *a pop star* / *a statue of an angel*.
- William IV is the name of *a gate* / *the Pavilion in Brighton*.
- In Esperanto, 'biblioteko' means 'book' / 'library'.
- The prize is *a dictionary* / *a language course*.

- 3 Study the Grammar box. Look at the words in bold in the dialogue. Find and underline the things which are mentioned the second time in the dialogue.

### Grammar Articles: first and second mention

The first time we mention something, we use <i>a</i> or <i>an</i> .	The second time we mention something, we use <i>the</i> .
You have to find <b>a place</b> .	Then you go to <b>the place</b> .
Is there <b>an island</b> here?	Let's go to <b>the island</b> .

- 4 Complete the questions with *a/an* or *the*.

- Have you got \_\_\_\_\_ smartphone? Where did you buy \_\_\_\_\_ phone? What do you use \_\_\_\_\_ phone for?
- Is there \_\_\_\_\_ statue of \_\_\_\_\_ famous person in your city? Where is \_\_\_\_\_ statue? Who's \_\_\_\_\_ famous person?
- Think of \_\_\_\_\_ interesting city. What is the name of \_\_\_\_\_ city? Where is \_\_\_\_\_ city? Is there \_\_\_\_\_ palace in \_\_\_\_\_ city? How old is \_\_\_\_\_ palace?
- Think of \_\_\_\_\_ country. Where is \_\_\_\_\_ country? Do you know \_\_\_\_\_ famous person from this country? Who is \_\_\_\_\_ famous person?

- 5 In pairs, choose one topic in Exercise 4. Ask and answer the questions in that topic. Make changes to the questions if necessary.

**And YOU**

- A: Is there a statue of a famous person in your city?  
 B: Yes, there is.  
 A: Where is the statue?  
 B: It's near Hoàn Kiếm Lake in Hà Nội.  
 A: Who's the famous person?  
 B: It's King Lý Thái Tổ.



8.5

## LISTENING and VOCABULARY Communication

I can identify the main ideas and specific details in a conversation.



- 1 Study the Vocabulary box. What types of communication can you see in the photos? Write the words from the Vocabulary box in the correct column in the table below.

Vocabulary	Types of communication
conversation	email (Facebook) post letter
phone call	postcard Skype call text message tweet
Speaking	Writing
<i>conversation</i>	<i>email</i>

- 2 **CLASS VOTE** Which three types of communication do you use the most with your friends?

- 3 **8.07** Listen to a class of English language students in the UK. What is the class about?

- a how to write emails and messages
- b communication problems
- c foreign languages

- 4 **8.08** Listen again and choose the correct answers.

- 1 The teacher tells a story about \_\_\_\_\_.
  - a a phone call.      b a Facebook post.
  - c a Skype call.
- 2 The teacher's surname is \_\_\_\_\_.
  - a What.      b Watt.      c Wedd.
- 3 Sonia wanted to eat \_\_\_\_\_.
  - a a jam sandwich.      b some strawberries.
  - c a ham sandwich.
- 4 Mario \_\_\_\_\_.
  - a lives in the US.      b made a mistake.
  - c did something brave.
- 5 In Italian, baldo means \_\_\_\_\_.
  - a having no hair.      b being brave.
  - c you are bad.

- 5 **8.09 WORD FRIENDS** Complete the Word Friends with the verbs below. Listen and check.

ask call chat have  
make post send

- 1 \_\_\_\_\_ a conversation
- 2 \_\_\_\_\_ a phone call
- 3 \_\_\_\_\_ someone
- 4 \_\_\_\_\_ someone a question
- 5 \_\_\_\_\_ online
- 6 \_\_\_\_\_ a message on Facebook
- 7 \_\_\_\_\_ a text

- 6 Complete the sentences with one word in each gap.

- 1 I \_\_\_\_\_ a good conversation at breakfast this morning.
- 2 My mum asks me a lot of \_\_\_\_\_ about school. I don't always answer her.
- 3 My best friend lives in New Zealand. We often \_\_\_\_\_ online.
- 4 I \_\_\_\_\_ a message on Facebook last night.
- 5 I \_\_\_\_\_ a friend on the phone last night. We talked for hours.
- 6 I don't like making \_\_\_\_\_ calls. It's quicker and cheaper to send a \_\_\_\_\_.

- 7 In pairs, say if the sentences in Exercise 6 are true for you.

A: *I had a good conversation about music at breakfast this morning. What about you?*

B: *No, I didn't have a good conversation. I never talk to anyone at breakfast!*





## 8.6

## SPEAKING Understanding

I can check if people understand me and say if I understand.



## WHAT DO YOU MEAN?

- Grandma: Hey, sweetie! Can I use the phone to call Marta in Miami?
- Dad: Sure, Mom.
- Max: Why don't you use my tablet?
- Grandma: Skypee. What's that?
- Max: It's not 'Skypee', it's 'Skype'. It's an application for video chats.
- Grandma: I don't understand. What do you mean?
- Max: You can make free video calls.
- Grandma: Oh, I see!
- Max: To join, you have to fill in your profile, right?
- Grandma: I'm not sure I understand. Do you mean my name?
- Max: Yeah, personal details. Your name, date of birth – know what I mean? Have you got an email address?
- Grandma: Sure, I use email a lot.
- Max: OK, then you have to choose a Skype name. Do you understand?
- Grandma: No. I'm sorry, I don't get it.
- Max: It's a name to identify you on Skype. Look, that's my name – you see?
- Grandma: Oh, right. Now I get it.

Hey, sweetie!

**OUT**  
class

- 1 **8.10** Look at the photo. What is Max explaining? Does his grandma understand? Read or listen to the dialogue and check.

- 2 Study the Speaking box. Find the phrases in the dialogue.

## Speaking

## Understanding

## Check if people understand

(Do you) know what I mean? (Do) you see?  
(Do you) get it/understand? ..., right?

## Say you don't understand

I'm sorry, I don't get it/understand.  
I'm not sure I get it/understand.

## Ask for clarification

What do you mean? Do you mean ...?

## Say you understand

Now I get it/understand. I see. Oh, right!

- 3 **8.11** Complete the dialogue with one word in each gap. Listen and check.

- Grandad: What are you doing, Kirsty?
- Kirsty: I'm writing a tweet on Twitter.
- Grandad: I'm not <sup>1</sup> sure I understand. What's Twitter?
- Kirsty: It's a social networking service.
- Grandad: I'm <sup>2</sup> \_\_\_\_\_, I don't <sup>3</sup> \_\_\_\_\_. What do you <sup>4</sup> \_\_\_\_\_?
- Kirsty: Tweets are like texts, but you can only use 140 characters.
- Grandad: <sup>5</sup> \_\_\_\_\_ you mean 140 words?
- Kirsty: No, 140 characters – letters or numbers, <sup>6</sup> \_\_\_\_\_? Look.
- Grandad: Oh, right. Now I see.

- 4 Work in pairs. Student A, follow the instructions below. Student B, go to page 112.

- 1 Explain how to connect a smartphone to wi-fi. Use the Speaking box to help you.

switch on your phone → go to settings → check if the wi-fi is on → go into wi-fi and choose a network → write in the password

*OK, to connect your phone to wi-fi, first you have to switch on your phone, right? Then you have to ...*

- 2 When Student B explains, say you understand or don't understand and ask for clarification if necessary. Use the Speaking box to help you.

*I'm sorry. I don't get it. What's ...?*





## 8.7

## ENGLISH IN USE Should you or Shouldn't you?

I can use **should/ shouldn't + V** to give advice about online safety.

### 1 In pairs, ask and answer the following questions.

- How often do you use the Internet?
- What is your favourite website?
- Do you often share your photos/ videos on the Internet?

### Staying Safe Online

- Don't post any personal information online such as your address, email address, mobile number, or vacation plan.
- Think carefully before posting your pictures or videos. Once you've put a picture of yourself online, it's not just yours anymore.
- Don't befriend people you don't know.
- Don't meet people you've met online. Speak to your parent or carer about them.

(adapted from <http://www.safetynetkids.org.uk>)

### 2 Read the advice from Safety Net Kids website, and decide whether the following statements are True or False.

	True	False
1. You <i>should</i> tell your parents right away if people you know online want to meet you.		
2. You <i>should</i> make friends with people you don't know.		
3. You <i>should</i> think carefully before saying or posting anything online.		
4. You <i>shouldn't</i> tell others your passwords.		
5. You <i>should</i> only post photos of yourself.		

### Language should/ shouldn't + verb (infinitive)

We use **should/ shouldn't** ...

to tell someone what he or she is expected to do or not to do

You **shouldn't tell** anyone your Internet passwords.

You **should check** with your parents before downloading or installing softwares.

### 3 Read and complete the following conversations with either *should* or *shouldn't* + verb.

- A: Do you know this guy? (pointing at the computer screen)  
 B: Which one?  
 A: This one. He's sending me a friend request.  
 B: No. You \_\_\_\_\_ (befriend) with someone you don't know.
- A: Giang, I'm filling in this form to register for a website; and they're asking for my email password.  
 B: Be careful! You \_\_\_\_\_ (provide) your passwords in online forms.

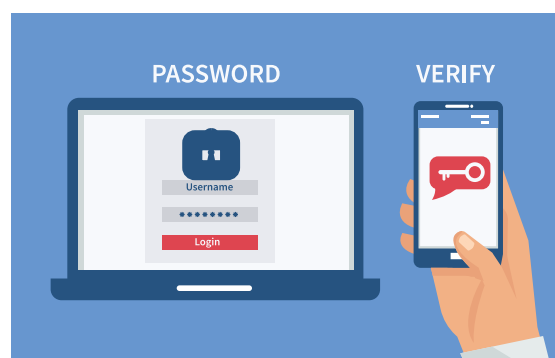
### 4 Look at the pictures and write some advice about Internet safety under each picture using either *should* or *shouldn't* + verb.



You should always log off your device after using.



### 5 Work in groups of four. Create a poster to give advice about Internet safety. Present your poster to the class.



adj: adjective    adv: adverb    n: noun    np: noun phrase    v: verb    vp: verb phrase    prep: preposition

<b>Africa</b>	/ˈæfrɪkə/	(n)	Châu Phi	<b>palace</b>	/ˈpæləs, ˈpælis/	(n)	cung điện
<b>Antarctica</b>	/ænˈtɑːktɪkə/	(n)	Châu Nam Cực	<b>password</b>	/ˈpɑːswɜːd/	(n)	mật khẩu
<b>Asia</b>	/ˈeɪʃə, -ʒə/	(n)	Châu Á	<b>personal details</b>	/ˈpɜːsənəl ˈdiːteɪlz/	(np)	thông tin cá nhân
<b>believe in</b>	/bəˈliːv ɪn/	(v)	tin vào	<b>phone call</b>	/fəʊn kɔːl/	(np)	cuộc gọi điện thoại
<b>bilingual</b>	/baɪˈlɪŋɡwəl/	(adj)	song ngữ, thành thạo hai ngôn ngữ	<b>(Facebook) post</b>	/ˈfeɪsbʊk pəʊst/	(n)	bài viết (trên Facebook)
<b>camera</b>	/ˈkæməərə/	(n)	máy ảnh	<b>queue</b>	/kjuː/	(v)	xếp hàng
<b>capital city</b>	/ˈkæpɪtl ˈsɪti/	(np)	thủ đô	<b>river</b>	/ˈrɪvə/	(n)	sông
<b>charity</b>	/ˈtʃærəti, ˈtʃæriti/	(n)	từ thiện	<b>Skype call</b>	/ˈskaɪp kɔːl/	(np)	cuộc gọi thông qua ứng dụng Skype
<b>clue</b>	/kluː/	(n)	gợi ý, đầu mối	<b>(speak) fluently</b>	(/spiːk/) /ˈfluːəntli/	(adv)	(nói) trôi chảy
<b>communication</b>	/kəˈmjʊːnəˈkeɪʃən	(np)	vấn đề khi giao tiếp	<b>statue</b>	/ˈstætʃuː/	(n)	bức tượng
<b>problem</b>	ˈprɒbləm/			<b>survive</b>	/səˈvaɪv/	(v)	sống sót, tiếp tục tồn tại
<b>conversation</b>	/ˌkɒnvəˈseɪʃən/	(n)	hội thoại, cuộc nói chuyện	<b>talk to</b>	/tɔːk tə/	(v)	nói chuyện với
<b>culture shock</b>	/ˈkʌltʃə ʃɒk/	(np)	sốc văn hóa	<b>text message</b>	/tekst ˈmesɪdʒ/	(np)	tin nhắn văn bản
<b>forget</b>	/fəˈget/	(v)	quên	<b>treasure hunt</b>	/ˈtreʒə hʌnt/	(np)	truy tìm kho báu
<b>gate</b>	/geɪt/	(n)	cổng	<b>tweet</b>	/twiːt/	(v)	viết và đăng trên mạng xã hội Twitter
<b>geography</b>	/dʒɪˈɒɡrəfi/	(n)	địa lý học	<b>video call</b>	/ˈvɪdiəʊ kɔːl/	(np)	cuộc gọi có hình ảnh
<b>grammar</b>	/ˈɡræmə/	(n)	ngữ pháp	<b>video chat</b>	/ˈvɪdiəʊ tʃæt/	(n)	nhắn tin có hình ảnh
<b>intensive course</b>	/ɪnˈtensɪv kɔːs/	(np)	khóa học cấp tốc	<b>viewer</b>	/ˈvjuːə/	(n)	người xem
<b>island</b>	/ˈaɪlənd/	(n)	đảo	<b>vocabulary</b>	/vəˈkæbjələri/	(n)	từ vựng
<b>join</b>	/dʒɔɪn/	(v)	tham gia		/vəˈkæbjələri, /		
<b>lake</b>	/leɪk/	(n)	hồ	<b>war</b>	/wɔː/	(n)	chiến tranh
<b>learn about</b>	/lɜːn əˈbaʊt/	(v)	học về	<b>world</b>	/wɜːld/	(n)	thế giới
<b>letter</b>	/ˈletə/	(n)	chữ cái	<b>zoom</b>	/zuːm/	(v)	phóng to, thu nhỏ (hình ảnh)
<b>mystery prize</b>	/ˈmɪstəri praɪz/	(np)	giải thưởng bí ẩn				
<b>native language</b>	/ˈneɪtɪv ˈlæŋɡwɪdʒ/	(np)	ngôn ngữ mẹ đẻ				
<b>native speaker</b>	/ˈneɪtɪv ˈspiːkə/	(np)	người bản ngữ				

## VOCABULARY IN ACTION

## 1 Write the correct word for each definition.

- The opposite of south      **n o r t h**
- The opposite of east      **w \_ \_ \_**
- Every country has one      **f \_ \_ \_**
- You need this to buy things      **m \_ \_ \_ \_**
- The continent to the east of Europe      **A \_ \_ \_**

2 Complete the sentences with *should* and *shouldn't*.

- You \_\_\_\_\_ go to bed early tonight.
- Mom, you \_\_\_\_\_ use Skype for free phone calls.
- Students \_\_\_\_\_ copy the work from their friends.
- Tom, you \_\_\_\_\_ use a dictionary to check the meaning of this word.
- Parents \_\_\_\_\_ use mobile phones for long hours in front of children.

3  **8.12 PRONUNCIATION** Listen to how we pronounce the /ʃ/ and /tʃ/ sounds. In pairs, say the words.

/ʃ/: shoe, conversattion, ocean,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
/tʃ/: chat, nature, question, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

4  **8.13 PRONUNCIATION** Write the words below in the correct group in Exercise 3. Use the underlined letters to help you. Listen, check and repeat.

charity    offcial    populattion  
shock    shout    sketch    statue

# Revision

## VOCABULARY

- 1 Look at the map. Complete the text about Peru with one word in each gap.



- 2 Write about your country. Use the text in Exercise 1 to help you.

- 3 Complete the sentences with the words below. In pairs, say if you agree.

bilingual call fluently foreign  
grammar vocabulary

- To get a good job in this country, you have to speak two foreign languages.
- English \_\_\_\_\_ is easy – except for the irregular verbs.
- It's a good idea to study new \_\_\_\_\_ just before you go to sleep.
- You can learn to speak a language \_\_\_\_\_ in two years.
- \_\_\_\_\_ people speak two languages fluently.
- It's easier to write a letter in English than to make a phone \_\_\_\_\_.

- 4 Choose the correct option.

- I asked / had an interesting conversation with Joe.
- You don't have to take off / on your shoes in the kitchen.
- You have to put your hand up to ask / make the teacher a question.
- You mustn't worry about / for the exam – it's next week.
- You have to fill / look in your profile to join this group.

## GRAMMAR

- 5 Complete the sentences with the correct form of *have to*, *don't have to* or *mustn't*. Write two similar sentences about your country.

- In many African countries you have to use your right hand to eat – you \_\_\_\_\_ eat with your left hand.
- In some countries, like Germany, you \_\_\_\_\_ cross the road when the light is red. You \_\_\_\_\_ wait for the green light. In other places you can cross the road when you like – you \_\_\_\_\_ wait for the green light.
- In Switzerland you \_\_\_\_\_ throw things on the street – you \_\_\_\_\_ put them in a bin.

- 6 Complete the questions with *a*, *an* or *the*. In pairs, ask and answer the questions.

- Have your parents got a car? What colour is a car? Is there a computer in a car?
- Did you get a postcard from a friend last summer? Where was a postcard from? Who was a friend?
- Is there a river in your town? What's the name of a river? Does a river go into a lake? What's the name of a lake?

## SPEAKING

- 7 Work in pairs. Student A, follow the instructions below. Student B, go to page 112.

- Student A, explain to Student B how to send a text message from your phone. Use these phrases to make sure Student B understands you.

(Do you) know what I mean? Do you get it? You see?

- Swap roles. Student B tries to explain something to you. Use at least three of these phrases to say you understand/don't understand and ask for clarification.

I'm sorry, I don't get it. I'm not sure I understand.  
What do you mean? Now I get it. I see. Oh right!

# 9

## Getting around

### VOCABULARY

Transport | Travel | Holiday activities  
Weather

### GRAMMAR

Present Continuous for future arrangements | *be going to* for plans

**Grammar:** Here comes the summer



**Speaking:** Twenty minutes before Max's audition



9.1

## VOCABULARY Transport and travel

I can talk about means of transport and travel.

- Study the Vocabulary A box. Match the words with photos A–I. Which of these means of transport do you use?

### Vocabulary A Means of transport

bicycle/bike bus car coach motorbike taxi train  
tram underground/metro

LIFESTYLE

BUSINESS DIRECTORY

LOCAL INFO

BUY/SELL

REGISTER | SIGN IN

## The Newtown Herald

Lifestyle > Travel

**Traffic is a big problem in Newtown. There are too many cars. Not many people ride bikes or walk to get to the city centre. Sue and Scott Stewart wanted to do something about it, so they organised a travel challenge. Our reporter Dev White talked to them.**

**Dev:** What is a [travel challenge](#)?

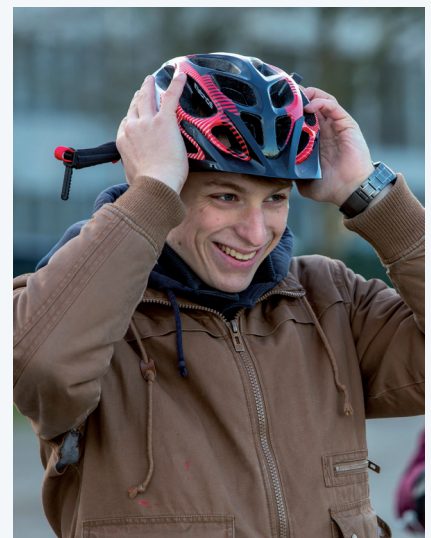
**Sue:** It's a race between people using different means of transport. People have to go across town from the train station to the university. They can use a bike, a motorbike, a car, a bus or simply walk.


**Scott:** We want to show the best way to get around town.

**Dev:** You mean the fastest form of transport?

**Scott:** Yes, but also the cheapest and most enjoyable.

**Sue:** The healthiest too.



- 2  **9.01** Study the Vocabulary B box. Listen to Part 2 of the interview and complete the notes below.


**Vocabulary B** Places in town

bike lane bus station bus stop  
car park train station university

**Newtown Travel Challenge**


- 5 participants
- Pedestrian: Sue Stewart
- <sup>1</sup> \_\_\_\_\_: Scott
- Motorbike: their cousin <sup>2</sup> \_\_\_\_\_
- Distance: <sup>3</sup> \_\_\_\_\_ km
- Stop at the <sup>4</sup> \_\_\_\_\_ on the way – more realistic
- Car: Mrs Harris (Scott's <sup>5</sup> \_\_\_\_\_)
- <sup>6</sup> \_\_\_\_\_: Mr Stewart (Sue and Scott's dad)



- 3  **9.02** **WORD FRIENDS** Listen again and complete the phrases with the verbs below.

drive get (x2) go (x2) park ride  
take wait (x2)

- 1 **go** on foot
- 2 \_\_\_\_\_ a bike/a motorbike
- 3 \_\_\_\_\_ by bus/car/motorbike
- 4 \_\_\_\_\_ a car
- 5 \_\_\_\_\_ a car/a motorbike (in a car park)
- 6 \_\_\_\_\_ into/out of a car/a taxi
- 7 \_\_\_\_\_ a bus/a train/your car
- 8 \_\_\_\_\_ at the bus stop
- 9 \_\_\_\_\_ on/off a bus/train/bike
- 10 \_\_\_\_\_ for a bus

- 4  **9.03** Complete the comments with one word in each gap. Listen and check.

**How do you get to school?**



Briony

I go to school <sup>1</sup> **by** bus. I get <sup>2</sup> \_\_\_\_\_ the bus at the bus stop near my house. I never have to wait long <sup>3</sup> \_\_\_\_\_ a bus – only a minute or two. I <sup>4</sup> \_\_\_\_\_ off the bus at the bus stop near the school.



Jeff

I <sup>5</sup> \_\_\_\_\_ the bus from my house to the train <sup>6</sup> \_\_\_\_\_. Then, I go to Middleford by train. When I <sup>7</sup> \_\_\_\_\_ off the train, I walk to school. It isn't far.



Millie

My dad <sup>8</sup> \_\_\_\_\_ us a lift to school every morning by car. We get <sup>9</sup> \_\_\_\_\_ of the car at the big car <sup>10</sup> \_\_\_\_\_ near the school. We're sometimes late when the traffic is bad.



Mohammed

I usually ride my <sup>11</sup> \_\_\_\_\_ to school but sometimes I <sup>12</sup> \_\_\_\_\_ on foot. It isn't far but it's quicker to go <sup>13</sup> \_\_\_\_\_ bike. I'm never late for school.

- 5 In groups, talk about how you get to school. Use Exercise 3 and 4 to help you. Who has the easiest/most difficult trip to school? Who has the most exciting/most boring trip?

**A:** *How do you get to school?*

**B:** *I usually go on foot but in bad weather I sometimes get a lift.*





## 9.2

## GRAMMAR Present Continuous for future arrangements

I can use the Present Continuous to talk about future arrangements.

- 1 Do you know the person in the photo? Read the posts and check.

Fanpages

Ed Sheeran in Bristol!

Posts Latest photos Discussions Reviews

**edfan1:** Wow! Ed Sheeran is playing in Bristol on 22 June! Are you guys going?

**Jimbo:** I'm not going. We're going on holiday that day.

**Cara:** Yes, I am! 😊 I'm going with Pablo. His mum is giving us a lift from Cardiff. What about you, edfan1?

**edfan1:** Yes, I'm going too. I live in Bristol, so I'm taking the bus. You're lucky you're going with Pablo – I don't know any fans in Bristol! 😞

**Pablo:** Why don't we meet before the concert? We're going to Perfect Pizza on Broad Street first – my mum's got us a table for seven o'clock. You're welcome to join us.

**edfan1:** Great! Thanks, Pablo! BTW, what are you guys wearing to the concert?

**Pablo:** We're wearing our new Ed-Sheeran-With-Cat T-shirts, of course! 😊

- 2 Read the posts again. In pairs, answer the questions.

- When is the Bristol concert?
- Who plans to go to the concert by car?
- Where do they agree to meet? What time?

- 3 Study the Grammar box. Find examples of the Present Continuous in the posts.

Grammar	Present Continuous for arrangements
We're <b>going</b> to the Bristol concert on 22 June. He <b>isn't going</b> . He's <b>going</b> on holiday. Are you <b>coming</b> with us tomorrow? Yes, we <b>are</b> .	

- 4 Complete the text with the Present Continuous form of the verbs in brackets.

Fanpages

Ed Sheeran – December concerts!

Posts Latest photos Discussions Reviews

**edfan1:** Ed Sheeran <sup>1</sup>**is giving** (give) a Christmas concert in Bristol on Thursday. I <sup>2</sup>\_\_\_\_\_ (go) – I've got a ticket already. Anybody else?

**Cara:** I can't go. My sister and I <sup>3</sup>\_\_\_\_\_ (sing) in the school Christmas concert that evening. 😞 What about you, Pablo?

**Pablo:** I <sup>4</sup>\_\_\_\_\_ (not go) but my mum is. She <sup>5</sup>\_\_\_\_\_ (see) Ed in Bristol on Thursday. And she <sup>6</sup>\_\_\_\_\_ (go) to his Birmingham concert on Saturday. On Sunday he <sup>7</sup>\_\_\_\_\_ (play) in Manchester – she's buying a ticket for that too! She's crazy about him! I'm sorry, but I don't like Ed Sheeran now! 😞

- 5 In pairs, plan an afternoon in town. Student A, follow the instructions below. Student B, go to page 112.

## Student A

- Start the conversation. Ask Student B if he/she is doing anything on Friday.
- On Saturday you and your family are travelling to the capital city to see a musical. Ask Student B if he/she is doing anything on Sunday evening.
- Suggest going to the cinema at 6 p.m. on Sunday.

- 6 Write about your plan for the next few weeks. Write at least three things. Use these ideas.

I	meet
My family and I	visit
My friend(s) and I	watch
	have lunch with
	go to (the dentist/doctor)
	see (a film)
	take the train/bus to
	have a party

*My family and I are having lunch with my grandparents on Sunday.*  
*I'm meeting Adrian to play tennis next week.*





9.3

## READING and VOCABULARY Holidays

I can find specific details in a text and talk about holidays.

1 **CLASS VOTE** Where do you prefer to spend your holidays?

- in the mountains
- in a quiet village
- in a city
- on the beach
- by a lake
- at home

## 2 Read the descriptions of people looking for a holiday. What do they like?

1 ☐

Kirsty, twelve, and her brother Evan, ten, like trying new things. This year their parents don't have time to take them on holiday, so Kirsty and Evan are looking for other options.

2 ☐

Minh and his family are from Hà Nội. They love nature, but they don't want to travel far.

## 3 Read the holiday adverts (A–C) and match them with the people in Exercise 2 (1–2). There is one extra advert. Which holiday sounds the most interesting to you?

## 4 Study the Vocabulary box. In pairs, find the words in the adverts. In your opinion, which holiday activities are the most fun?

## Vocabulary

## Holiday activities

hiking sailing shopping sightseeing skiing  
sunbathing surfing swimming walking

## 5 In groups, suggest a city, town or region in your country for people who want to try the activities in the Vocabulary box.

*Hạ Long Bay is a good place for sailing.*

*Đà Nẵng is a great place for swimming and sunbathing.*

## 6 Work in groups. You're going on holiday together for four days. Choose your location and plan your holiday. Tell the class.

- where you are going.
- how you are getting there.
- which activities you are doing each day.

And YOU

This week's

## TOP HOLIDAY TIPS



**A** Go hiking through the beautiful mountains of the Mercantour National Park in the south of France with a donkey! A family holiday to remember! Don't worry, we teach you how to make friends with your donkey!



**B** Rockaway Beach is great for sunbathing, swimming and surfing. At the same time, you're only forty-five minutes away from central New York – just take the A train to go shopping or sightseeing in Manhattan. We recommend the fun, inexpensive Freeland Hotel near the beach.



**C** Are you looking for a special weekend for your family? The Moonlight is in a quiet and beautiful forest and is only 40 km from Hà Nội city centre. Go walking

among the trees and have a lovely time with your family. The views in the moonlight are just beautiful.



## 9.4

## GRAMMAR *going to for plans*

I can use *be going to* to talk about future plans.



**HERE COMES THE SUMMER!**

- Eva:** It's the end of school year soon. Any plans for the summer?
- Sol:** I'm not going to do anything for a week! I'm really tired!
- Eva:** Yeah, tell me about it! What are you going to do, Max?
- Max:** Well, I've got that big audition at the National Youth Theatre in London.
- Eva:** How are you going to get there?
- Max:** Believe it or not, Dad's going to take me!
- Sol:** Your dad? But he hates driving in London.
- Max:** I know. But we're going to leave really early, just to be safe. What about you, Eva? Any plans?
- Eva:** We're going to spend most of the summer in Brazil, with my grandparents. So I'm not going to be here much.
- Max:** Lucky you!
- A text arrives on Sol's phone.*
- Sol:** That's my mum. It's time to go – we promised to be back at eight thirty.

*Tell me about it!  
Believe it or not, ...  
Lucky you!*

**OUT of class**

- 1** **9.04** Listen. Why is Max planning to go to London this summer?

- 2** Study the Grammar box. Find examples of *be going to* in the dialogue.

### Grammar *be going to for plans*

I'm **going to get up** late every morning!  
They're **not going to tell** anyone.  
What **are you going to do** after you leave school?  
Are you **going to live** abroad in the future? Yes, I **am**./No, I'm **not**.

- 3** **9.05** Complete the sentences with the correct form of *be going to* and the verbs in brackets. Listen and check.

- I'm tired. I **'m going to go** (go) to bed early.
- Your exam results are terrible. You \_\_\_\_\_ (work) harder next year, son.
- Nadia says she \_\_\_\_\_ (not go) to university.
- I'm worried about you. When \_\_\_\_\_ (you/go) to the doctor's?
- Next year we \_\_\_\_\_ (travel) around Europe by train.
- I \_\_\_\_\_ (not buy) him a birthday present – he never buys one for me!

- 4** Use the information in the table and write five sentences about the people's plans for the summer. Use *be going to*.

	get up early	help in the garden	visit family
<b>Sol</b>	X	X	X
<b>Max and Lily</b>	✓	✓	X
<b>Eva</b>	✓	X	✓

- 5** In pairs, talk about your plans for the next ten years. Use these ideas or your own.

- learn to drive
- get married
- move to another country
- start a business
- study at university
- write a novel/make a film
- be a famous musician/actor/sports star

*I'm going to be a famous actor but I'm not going to move to another country.*

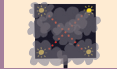




I can identify specific details in conversations and talk about the weather.



Paris (France)



New York (USA)



Mexico City (Mexico)



Đà Nẵng (Việt Nam)



Norwich (UK)



Athens (Greece)



- 1 Study the Vocabulary box. Match the words with the photos. There are three extra words.

Vocabulary	Weather		
<input type="checkbox"/> cloudy	<input type="checkbox"/> hot	<input type="checkbox"/> sunny	
<input type="checkbox"/> cold	<input type="checkbox"/> rainy	<input type="checkbox"/> warm	
<input type="checkbox"/> foggy	<input type="checkbox"/> snowy	<input type="checkbox"/> windy	

- 2 9.06 Listen to three people talking about today's weather in their city. Write the names of the cities and match them with the photos.

Speaker	Name of city	Photo
1		
2		
3		

- 3 9.07 Listen to three recordings and answer the questions.

- How high are the passengers flying at the moment?
- What is Kitty doing after lunch?
- Where is Struan going with his grandfather?

- 4 9.08 Listen again and choose the correct answers.

- The weather in London is
  - cloudy.
  - cold.
  - windy.
- The weather in Athens at the moment is
  - great.
  - foggy.
  - cold.
- Struan's grandfather thinks that in Scotland
  - the weather never changes.
  - it's never warm.
  - it often rains.

- 5 In pairs, ask and answer the questions.

- What's the weather like today?
- What was the weather like yesterday?
- What's your favourite month for the weather?

*I like May because it's often warm and sunny.*





9.6

## SPEAKING Directions

I can ask for and give directions.



AUDIO

**TWENTY MINUTES BEFORE  
MAX'S AUDITION**

- Max:** There's one problem with this plan.  
We don't know where to go.
- Sol:** Just a sec! I've got a map app on my phone. Oh no, the GPS on my phone isn't working!
- Eva:** It's probably all these tall buildings.  
Why don't we ask somebody for directions?
- Max:** Good thinking! Excuse me. Where's the National Youth Theatre, please?
- Woman:** Go to the end of the road. Then turn left at the traffic lights into Holloway Road. Go past the Odeon Cinema. Then take the first turning on the left. That's Windsor Road. The theatre's on the right. You can't miss it! It's not far.
- Max:** Great, thank you. So, go straight on, turn left, then take the first turning on the right ...
- Sol/Eva:** Left!

*Just a sec! Good thinking!*

**OUT of  
class**

- 1 **9.09** Listen to Part 1. Why do Max, Eva and Sol decide to get out of the car?
- 2 **9.10** Read or listen to Part 2. Are they far from the theatre?
- 3 Study the Speaking box. Find examples of the phrases in the dialogue.

### Speaking

### Asking for and giving directions

Excuse me. Where's the ...?/How do I get to ...?/  
Is there a ... near here?

There's a ... in Windsor Street.

Go to the end of the road.

Go straight on.

Go past the cinema/station.

Turn left/right.

Turn left at the crossroads/traffic lights, into ...

Take the first/second turning on the left.

It's next to/opposite the ...

It's on the left/right.

It's not far.

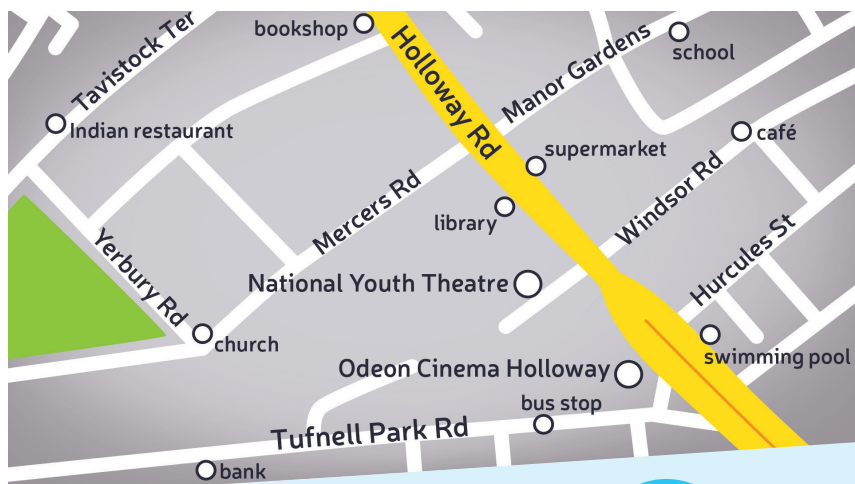
You can't miss it.

- 4 **9.11** Complete the dialogue with words from the Speaking box. Listen and check.

**Eva:** Excuse me, Mr Gregg. Where's the car? I left my phone there.

**Dad:** Go to the <sup>1</sup>end of the road. <sup>2</sup>\_\_\_\_\_ left into Holloway Road. Go <sup>3</sup>\_\_\_\_\_ the library. <sup>4</sup>\_\_\_\_\_ the third turning on the left. My car's <sup>5</sup>\_\_\_\_\_ the left. It's <sup>6</sup>\_\_\_\_\_ far. Here's the key!

- 5 **9.12** You're outside the National Youth Theatre. Find it on the map. Listen again. Where did Dad park his car?



- 6 In pairs, look at the map in Exercise 5. You're at the school on Manor Gardens. Ask for and give directions. Use the Speaking box to help you.

Student A, ask for directions from the school to:

- the swimming pool.
- the Indian restaurant.

Student B, ask for directions from the school to:

- the bookshop.
- the bank.

**And  
YOU**



I can write an invitation email.

- 1 In pairs, talk about the last good news you celebrated. How did you celebrate it?
- 2 In pairs, read the email quickly and answer the questions.
  - 1 Who wrote the email?
  - 2 What is the good news?
  - 3 Who is Eva going to invite?
  - 4 What time is she planning to meet Sol?
  - 5 What is she going to buy for Max?

Hi Sol,

How are you? Did you hear the good news? Max passed his audition to the National Youth Theatre!

I'm planning a surprise for Max to celebrate his success and, of course, I'd like to invite you too! 😊 I'm going to invite Lily and Max's dad as well.

I reserved a table at Viva, the vegan café in the Arcade, for six o'clock on Friday. Let's meet under the bus station clock at quarter to six. I'm going to buy a card and ask everyone to sign it before we get to the restaurant. BTW, I'm not going to say anything to Max about this yet – it's a secret!

What do you think of my plan? Write back soon!

Love,  
Eva



- 3 Study the Writing box. Find examples of the phrases in Eva's email.

### Writing An invitation email

#### Greetings/News

How are you? I'm fine. Did you hear the news?

#### Invitation

I'm celebrating (my birthday on) ...

We're going to the cinema./I'm having a party./I'm planning a surprise.

... and I'd like to invite you./Can you come?/I hope you can come.

#### Meeting arrangements

The bus is leaving at ...

My dad can give us a lift to ...

Let's meet outside ...

#### Other plans/More information

I'm going to bring/wear ...

You don't have to bring/wear/buy ...

- 4 Read the advert and complete the sentences.  
Write no more than three words in each gap.

### ACE Go-karts for teenagers

We're the most popular go-karting track in town! We're open every weekend from 10 a.m. to 6.30 p.m. Please note all group members must be thirteen years old or more.

A session is two and a half hours long. Prices start at **£45**. We have a good choice of food and drinks in our café.

Click [here](#) to reserve a session.



- 1 On Saturdays Ace Go-karts opens at \_\_\_\_\_.
- 2 The minimum age is \_\_\_\_\_.
- 3 A session starting at twelve probably finishes at \_\_\_\_\_.
- 4 You don't have to bring \_\_\_\_\_.

### Writing Time

- 5 You're celebrating your birthday this Saturday. Write an email inviting a friend to come. Use Eva's email and the Writing box. In your email, you should
  - include greetings/news.
  - invite your friend to the go-karting session and arrange how to meet.
  - mention what he/she doesn't have to bring.


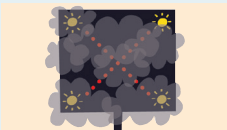

adj: adjective	adv: adverb	n: noun	np: noun phrase	v: verb	vp: verb phrase	prep: preposition
bike lane	/baɪk leɪn/	(n)	làn đường xe đạp	pedestrian	/pəˈdestriən/	(n) người đi bộ
bookshop	/'bʊkʃɒp/	(n)	cửa hàng sách	plan	/plæn/	(n) kế hoạch
building	/'bɪldɪŋ/	(n)	tòa nhà	promise	/'prɒm.ɪs/	(v) hứa
bus stop	/bʌs stɒp/	(n)	bến xe buýt		/'pra:mɪs/	
car park	/kɑː pɑːk/	(n)	bãi đỗ xe	public transport	/ˌpʌblɪk ˈtrænspɔːt/	(np) giao thông công cộng
celebrate	/'seləbreɪt, 'selɪbreɪt/	(v)	kỷ niệm	rainy	/'reɪni/	(adj) có mưa
(town) centre	/(taʊn) ˈsentə/	(n)	trung tâm (thị trấn)	reserve (a table)	/rɪˈzɜːv (ə ˈteɪbəl)/	(v) đặt bàn trước
coach	/kəʊtʃ/	(n)	xe khách chạy đường dài	go shopping	/gəʊ ʃɒpɪŋ/	(vp) đi mua sắm
cloudy	/'klaʊdi/	(adj)	nhiều mây	go walking	/gəʊ wɔːkɪŋ/	(vp) đi dạo
crazy about (sb)	/'kreɪzi ə ˈbaʊt/	(adj + pre)	say mê	go sailing	/gəʊ ˈseɪ.lɪŋ/	(n) đi thuyền buồm
crossroad	/'krɒsrəʊd/	(n)	ngã tư	secret	/'siːkrət/	(n) bí mật
cyclist	/'saɪklɪst, 'saɪklɪst/	(n)	người đi xe đạp	sightseeing	/'saɪt, siːɪŋ/	(n) ngắm cảnh, tham quan
family holiday	/'fæməli ˈhɒlədi/	(np)	kỳ nghỉ gia đình	sign (a card/letter)	/saɪn (ə kɑːd/ ˈletə)/	(v) kí (trên bưu thiếp/thư)
far	/fɑː/	(adj)	xa, xa xôi	snowy	/'snəʊi/	(adj) có tuyết
foggy	/'fɒgi/	(adj)	có sương mù	special	/'speʃəl/	(adj) đặc biệt
get around	/get ə ˈraʊnd/	(vp)	đi loanh quanh tham quan	success	/sək ˈses/	(n) sự thành công
invite	/ɪn ˈvaɪt/	(v)	mời	sunbathing	/'sʌnbetɪŋ/	(n) tắm nắng
metro/	/'metrəʊ/	(n)	tàu điện ngầm	sunny	/'sʌni/	(adj) trời nắng
underground	/'ʌndəgraʊnd/			swimming	/swɪmɪŋ/	(n) bơi lội
motorbike	/'məʊtəbaɪk/	(n)	xe máy	traffic lights	/'træfɪk laɪts/	(np) đèn giao thông
national park	/'næʃənəl pɑːk/	(np)	vườn quốc gia	tram	/træm/	(n) tàu điện
opposite	/'ɒpəzɪt/	(adj)	đối diện	university	/'juːnə ˈvɜːsəti/	(n) trường đại học
				weather	/'weðə/	(n) thời tiết
				windy	/'wɪndi/	(adj) có gió

## VOCABULARY IN ACTION

### 1 Use the glossary to find:

- six holiday activities *sightseeing, ...*
- three places in town *bookshop, ...*
- five words to talk about the weather *cloudy, ...*




### 2 Match the pictures 1–6 with words from the wordlist.

1 windy

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### 3 Complete the words in the questions. In pairs, ask and answer the questions.

- What's the cheapest way to get around your town?
- Do you travel by public t \_\_\_\_\_?
- At what age do people usually l \_\_\_\_\_ to drive in your country?
- Would you like to live a \_\_\_\_\_?

### 4 9.13 PRONUNCIATION Listen to how we pronounce the /eɪ/ and /ɑː/ sounds. Look at the underlined letters and decide which sound you hear. Write the words in the correct column.

accommodation bike lane car  
car park celebrate dangerous make  
past place rainy

/eɪ/	/ɑː/
accommodation	car

### 5 9.14 PRONUNCIATION In pairs, say the sentences. Listen, check and repeat.

- We started walking to the car park.
- Is this place dangerous?
- Is it far to the car?
- We're waiting for a train.
- What's the name of this place?
- Public transport can be faster than a car.

# Revision

## VOCABULARY

- 1 Complete the text with one word in each gap. Tell your partner how you get to school.

Sometimes Mum gives me a <sup>1</sup>*lift* to school but I usually go <sup>2</sup>\_\_\_\_\_ bus. I'm lucky – the bus <sup>3</sup>\_\_\_\_\_ is opposite my house. Sometimes the eight o'clock bus is really busy and I can't get <sup>4</sup>\_\_\_\_\_ it, so I have to wait <sup>5</sup>\_\_\_\_\_ the bus at ten past, but it's OK – I'm never late <sup>6</sup>\_\_\_\_\_ school. The bus takes about twenty minutes and I get <sup>7</sup>\_\_\_\_\_ in Duke Street, next to the school.

- 2 In pairs, explain the words below. Choose the two activities that you like best.

hiking shopping sightseeing  
skiing sunbathing

- 3 In pairs, complete gaps 1–3 with prepositions. Then complete gaps a–e with the activities in Exercise 2.

Place	Activity
<sup>1</sup> <i>in</i> the town centre	a <i>shopping</i> , b _____
<sup>2</sup> _____ the mountains	c _____, d _____
<sup>3</sup> _____ the beach	e _____

- 4 In pairs, take it in turns to tell your partner about your best holiday ever. Use these ideas.

- Where did you go?
- How did you travel there?
- What activities did you do?
- What was the weather like?

*Last summer my family went to the mountains. We went by train to ...*

## GRAMMAR

- 5 Phong and Chi live in Hải Phòng. They are planning a holiday in Hà Nội this Saturday. Look at the table and write about their arrangements. Use the Present Continuous.

6.45 a.m.	take a taxi to Niệm Nghĩa station
7 a.m.	get the coach to Hà Nội
5 p.m.	leave Hà Nội
7 p.m.	arrive back in Hải Phòng

*At 7 a.m. they're taking ...*

- 6 Look at the list of what Phong and Chi want to do in Hà Nội. Write about their plans. Use *going to*.

- visit Hồ Chí Minh Mausoleum
- meet Tom's brother for lunch
- visit Thủ Lệ zoo
- go walking around Hoàn Kiếm lake

*They're going to visit ...*

- 7 Order the words to make questions. In pairs, choose five questions to ask your partner.

- what / today / having for lunch / are / you / ?  
*What are you having for lunch today?*
- getting / are / you / a lift home from school / this afternoon / ?
- how / going to / are / celebrate your next birthday / you / ?
- you / going to / are / this evening / do homework / ?
- where / you / this year / going on holiday / are / ?
- who in your family / celebrating a birthday / is / soon / ?
- this weekend / what / your parents / doing / are / ?
- in the future / you / going to / are / learn to drive / ?

## SPEAKING

- 8 In pairs, ask for and give directions.

### Student A

- Ask Student B for directions from the bus/train station in your town to your school.
- Give Student B directions from your school to the town centre.

### Student B

- Give Student A directions from the bus/train station in your town to your school.
- Ask Student A for directions from your school to the town centre.

I can talk about people and their jobs.

## WHAT JOBS ARE GOOD FOR YOU?

Do the flow chart to find out.

## My dream job

### VOCABULARY

Jobs | Work and jobs

### GRAMMAR

Will for future predictions

First conditional

Should and shouldn't

**Grammar:** If you don't study ...



**Speaking:** I'll definitely pass



**1** **10.01 I KNOW!** Work in groups. Which jobs below are in the photos? How many more jobs can you think of in two minutes?

### Vocabulary Jobs

architect artist builder chef doctor driver  
electrician farmer firefighter mechanic  
nurse pilot politician police officer postman/ woman  
receptionist secretary tour guide waiter/waitress

**2** Find jobs from the Vocabulary box for the people in the sentences below.

He/She ...

- 1 works in a hospital. *doctor/nurse*
- 2 helps people on holiday. \_\_\_\_\_
- 3 draws pictures of buildings for builders. \_\_\_\_\_
- 4 offers food and drink in a restaurant. \_\_\_\_\_
- 5 answers the phone in an office or a hotel. \_\_\_\_\_

**3** Follow the job chart to find a good job for you.  
In pairs, compare your jobs.

*A: What jobs do you see in the flow chart?*

*B: Artist, chef, or driver*

*What do you think of them?*

*What do you want to be in the future?*

**4** **WORD FRIENDS** Check if you understand these Word Friends. Then find jobs from the Vocabulary box for Asha, Minh and Milie. There is more than one job for each person.

work from nine to five	be happy at work
work indoors/outdoors	work in a team
get to work on time	work at the weekend
earn (good) money	wear a uniform
	work alone

*Asha – secretary, receptionist, ....*

**5** In pairs, choose a job from the Vocabulary box. Find out your partner's job in ten questions. You can only ask yes or no questions and answer yes or no.

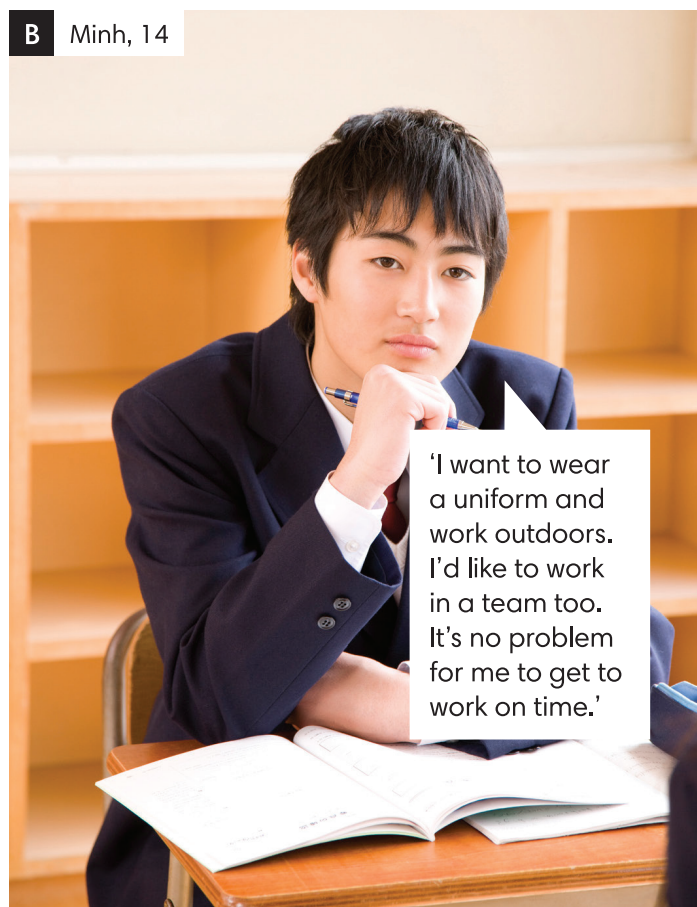
*A: Do you work indoors?*

*B: Yes, I do.*

*A: Do you wear a uniform?*

*B: No, I don't.*

**B** Minh, 14



'I want to wear a uniform and work outdoors. I'd like to work in a team too. It's no problem for me to get to work on time.'

**C** Milie, 12



'I want to be happy at work. I enjoy working alone. I don't mind working at the weekend.'

**A** Asha, 12



'I want to work from nine to five, and I'd like to work indoors but the most important thing for me is to be successful.'

**6** Tell your partner about your dream job. Why do you like it?  
Follow the example.



*My dream job is a tour guide.*

*I love the job because I want to work with other people.*




## 10.2

## GRAMMAR Will for future predictions

I can use *will* to talk about future predictions.

1 What is your favourite part of the school day? Why?

2  10.02 Read the text and tick (✓) the things the writer mentions. Would you like all your lessons at home?

- |                                    |   |                                      |
|------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> break     | <input type="checkbox"/> classroom      | <input type="checkbox"/> homework    |
| <input type="checkbox"/> test      | <input type="checkbox"/> school uniform | <input type="checkbox"/> course book |
| <input type="checkbox"/> timetable |   |                                      |

## A school day in 2035?

Higson Corporation Global Schools –  
Saturday 5 May 2035, 08.57 a.m.

Good morning, Emily!  
Your Maths test will start in three minutes. There's an online meeting with your Chinese teacher at 10 a.m. Have a nice day!

Education will be very important in 2035 but children won't go to school. So how will they learn? They will study in their bedrooms at home. Computers will organise the timetable for each day. Pupils will do all their homework and tests online, because we won't have paper course books. They'll only have contact with their teachers through the internet. But will they enjoy their lessons? No, they won't – some things will never change!

3 Find more examples of *will/won't* in the text in Exercise 2.

Grammar Will for future predictions	
+	-
I <b>will work</b> hard. They <b>will play</b> .	I <b>won't work</b> hard. They <b>won't play</b> .
?	
Will you <b>study</b> a lot?	Yes, I <b>will</b> ./No, I <b>won't</b> .
Will children <b>play</b> games?	Yes, they <b>will</b> ./No, they <b>won't</b> .
How <b>will</b> they <b>learn</b> ?	
<b>Time expressions:</b> <i>in 2035/twenty years' time/the next five years/the future by (= before) 2035/Christmas/my twentieth birthday</i>	
I <b>don't think</b> this <b>will happen</b> . NOT <del>I think this won't happen.</del>	

4 Complete the text with *will* or *won't* and the verbs in brackets.

1. English **won't be** (not be) so popular in 2035, but Chinese and Portuguese \_\_\_\_\_ (become) very important.
2. Pupils \_\_\_\_\_ (not learn) through listening to CDs and DVDs. Instead, pupils \_\_\_\_\_ (chat) to students of their age in other countries to practise languages.
3. In the future students \_\_\_\_\_ (not have) the chance to gossip with friends between lessons because everyone \_\_\_\_\_ (learn) at home.
4. So \_\_\_\_\_ students in 2035 \_\_\_\_\_ (feel) lonely?

5 In pairs, say if and when you think these predictions will come true. Use time expressions with *in* or *by*.

- 1 Schools will give laptops to all their pupils.  
*I think this will happen by 2040.*  
*I don't agree. I don't think this will happen.*
- 2 Students won't learn foreign languages – everyone will use computers to translate.
- 3 Many people will decide to study abroad.
- 4 Students will use the internet in exams.
- 5 Robots will do all the hard, unpleasant jobs.

6 Tick (✓) the things you think you will do before your twentieth birthday.

- |   |  |
|---|--|
| <input type="checkbox"/> learn to drive       | <input type="checkbox"/> get married         |
| <input type="checkbox"/> go to university     | <input type="checkbox"/> buy a house or flat |
| <input type="checkbox"/> work or study abroad |  |

7 In pairs, use the phrases in Exercise 6 to ask and answer. Follow the example.

- A: *Will you learn to drive before your twentieth birthday?*  
B: *Yes, I will./No, I won't.*





I can find specific details in a text and talk about jobs.



Johnny Depp

## WHAT DID FAMOUS PEOPLE DO?

Some celebrities know what it's like to look for a job and to work from nine to five. For example, did you know that Johnny Depp sold pens in a call centre before he became an actor? It's hard to believe but it's true.

And Johnny Depp is not the only famous person who had a normal job before becoming famous. Model Megan Fox worked as a waitress. Beyoncé helped out at her mother's beauty salon. Jennifer Lopez (JLo) had a temporary job in a lawyer's office. And Tom Cruise had a part-time job delivering newspapers.

Some celebrities had jobs that don't seem surprising. Writer J.K. Rowling was an English teacher. She had a full-time job in a school in Portugal before she wrote about Harry Potter.

But other famous people had more surprising jobs. Brad Pitt, for example, once got a very strange job. He had to dress up as a giant chicken to attract customers to a restaurant! It was better than being unemployed but I'm sure he wasn't upset when he lost that job.



Beyoncé

- 1 **10.03** Read the text. What jobs did the people have when they were young?

*Johnny Depp worked in a call centre.*

- 2 Read the two texts. Mark the sentences ✓ (right), X (wrong) or ? (doesn't say).

- 1 ☒ In the writer's opinion famous people don't know about normal people's lives.
- 2 ☐ Johnny Depp sold the writer a pen.
- 3 ☐ JLo's mother helped her get a job.
- 4 ☐ J.K. Rowling taught English when she was younger.
- 5 ☐ Brad Pitt once had a very unusual job.

- 3 **10.04** Find the phrases below in the text. How do you say them in your language?

### Vocabulary

### Work and jobs

#### Types of jobs

full-time job   part-time job   temporary job

#### Work

work in an office   work for a company   look for a job  
work as a waitress   be unemployed   get/have/lose a job

- 4 **10.05** Use the phrases or part of the phrases in the Vocabulary box to complete the text. Listen and check.

I don't have a full-time job. I have two <sup>1</sup>part-time jobs. In the morning, I work <sup>2</sup>\_\_\_\_\_ the town council. I'm a gardener. And in the evening, I work <sup>3</sup>\_\_\_\_\_ a waiter in a café. It's tiring but I don't want to be <sup>4</sup>\_\_\_\_\_. I want to earn more money so I'm <sup>5</sup>\_\_\_\_\_ for a new job but it's difficult to <sup>6</sup>\_\_\_\_\_ a good job. Last year I had a <sup>7</sup>\_\_\_\_\_ job for the summer in a restaurant at the beach. The money was great! Unfortunately, I <sup>8</sup>\_\_\_\_\_ my job when autumn came.

- 5 In pairs, ask and answer to find out the two jobs you would like to do in the future.

And  
YOU

actor   waitress   beauty salon's assistant  
teacher   lawyer   artist  
film star   tour guide

A: *I'd like to work as a lawyer. What about you?*

B: *No, I don't want to work indoors.*



## 10.4

## GRAMMAR First Conditional

I can use the First Conditional to talk about probability.



## IF YOU DON'T STUDY ... (Part 1)

Mum: Where do you think you're going?

Lee: I'm just going to see Billy and Krystal.

Mum: Oh no, you're not, Lee Marshall! Your end of year tests are starting on Thursday. You can go back to your room and start revising! If you don't study, you won't pass your tests – it's as simple as that! These tests are important.

Lee: Billy's mum lets him go out in the evenings! It's not fair!

Mum: Billy always gets better marks than you. You'll have to repeat the year if you don't get better marks. And if you have to repeat the year, you won't be with your friends at all.

Lee: OK! OK! I get the message!

Mum: I won't tell you again! Oh, and another thing ...

*It's as simple as that!  
I get the message!*

**OUT** of  
**class**

1 What's happening in the photograph? What do you think Lee's mum is saying?


2  10.06 Listen to Part 1. Why is Lee's mum angry with him?

3 Find more examples of the First Conditional in the dialogue in Exercise 4.

## Grammar First Conditional

**if** + Present Simple, **will** + verb

If I **get** a bad mark in the test, my parents **will be** angry. You'll **have** to repeat the year **if you don't get** better marks.

4  10.07 Choose the correct option. Then watch or listen to Part 2 and check.

## Part 2

Amy: Hi Lee! How's your History revision going?

Lee: Terrible! And I'm really tired now.

Amy: So go to bed! If you <sup>1</sup>**get up** / 'll **get up** early tomorrow, you <sup>2</sup>**feel** / 'll **feel** fresher and you'll remember more.

Lee: Yes, maybe. But I had a great idea. I wrote all the dates for the History test on the back of my ruler! If I <sup>3</sup>**forget** / 'll **forget** something in the test, I <sup>4</sup>**check** / 'll **check** it on my ruler.

Amy: You can't do that! That's cheating! And I'm sure they <sup>5</sup>**catch** / 'll **catch** you if you <sup>6</sup>**cheat** / 'll **cheat**. And if they <sup>7</sup>**catch** / 'll **catch** you, you <sup>8</sup>**have** / 'll **have** to repeat the year. Don't be an idiot, Lee! Please!

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

- If I **pass** (pass) all my exams, I'll be so happy!
- If I get good marks, my grandmother \_\_\_\_\_ (buy) me a laptop!
- If Tiggy \_\_\_\_\_ (get) the results of the test, she'll phone me.
- My mum won't be pleased if I \_\_\_\_\_ (not get) a good mark.
- We'll have to phone the doctor if she \_\_\_\_\_ (not feel) better soon.
- If you break it, I \_\_\_\_\_ (not lend) you anything again!

6 Finish the sentences to make them true for you. Then compare with a partner.

- If there's nothing good on TV tonight, **I'll read a book.**
- If I get some money for my birthday, I ...
- If I don't understand my homework, I ...
- If my phone stops working, I ...

**And  
YOU**



I can identify specific details in a conversation and talk about my dream job.



1 In pairs, look at the photo. What do you think the boy wants to do in the future?

2 In pairs, check if you understand the meanings of the words or phrases below.

uniform	(be) on time	tough
walks of life	admire	mind

3 10.08 Listen and choose the correct answer.

- What does Minh want to be in the future?
  - He wants to be a police officer.
  - He wants to work as an officer.
  - He wants to work in the post office.
- What does Minh like about his future job?
  - He can work in a team.
  - He can work outdoors.
  - He can meet different types of people.
- Who inspires Minh to think about his dream job?
  - His parents.
  - His uncle.
  - His cousin.
- What is Mai's dream job?
  - She wants to be a police officer like Minh.
  - She is not certain about her future job.
  - She wants to be like her mum.

4 10.09 Listen again and check if the following statements are true or false. Write T (true) or F (false).

- ☐ Minh can see many police officers on the streets in Hanoi.
- ☐ A police officer can work from 6:00 a.m.
- ☐ Minh does not like the stories about police officers.

5 Complete the sentences below with words from Exercise 2.

- Choosing a job at this age is a \_\_\_\_\_ thing to do.
- Please arrive \_\_\_\_\_ next time. You need to respect the rule.
- I \_\_\_\_\_ nurses in hospitals as they often have to work very hard to take care of patients.
- I don't \_\_\_\_\_ working outdoors in crowded places.
- This job will allow you to meet people from all \_\_\_\_\_.

6 In pairs, role-play the following situation:



Student A wants to be a doctor. Below are Student A's reasons.

- A doctor can help many people in need.
- A doctor can travel to many places in the country to help people.
- A doctor does not have to do a lot of office work.

Student B wants to be a famous movie star. Below are Student B's reasons.

- A movie star can travel to many places to shoot movies.
- A movie star can meet a lot of people.
- A movie star can be creative in the job.

Use the following sample to start with:

A: Have you ever thought about what you want to do in the future?

B: I want to be a famous movie star.



## 10.6

## SPEAKING Probability

I can talk about probability.



- Amy: Gosh! That was a really difficult test.  
 Billy: Yes! That last question? What a nightmare! I couldn't remember any of the dates. I probably won't get any points for it!  
 Amy: I definitely won't! I didn't even answer that question – I didn't have time!  
 Billy: Oh, don't worry, Amy. You'll probably pass!  
 Amy: I don't know. I might pass. Fingers crossed! How about you, Lee?  
 Lee: I thought it was easy! I'll definitely pass! In fact, I think I may get a ten.  
 Amy: But History's your worst subject. You didn't cheat, did you? Because they'll definitely see from your answers that you cheated!  
 Lee: No, I didn't cheat!  
 Billy: So, how did you do it?

Gosh! What a nightmare!  
 Fingers crossed!

**OUT** of  
class

- 1 **CLASS VOTE** How do you feel before an important exam?  
☐ relaxed ☐ nervous ☐ frightened
- 2 Look at the photo. Who do you think looks most relaxed: Amy, Lee or Billy? What do you think they're talking about?
- 3 **10.10** Listen. Then find examples of the phrases below in the dialogue. Who is most confident about passing the exam?

## Speaking Probability

- I **will definitely/probably** pass.
- I **may/might** pass.
- I **definitely/probably won't** pass.

- 4 **10.11** Complete the sentences with the words in brackets. Listen and check.

- Brighton **will probably be** expensive. (be/will/probably)
- Billy's uncle \_\_\_\_\_ them camp on his farm. (let/will/definitely)
- There \_\_\_\_\_ space in Amy's tent for Krystal. (be/will/definitely)
- Krystal \_\_\_\_\_ to stay in a tent. (want/won't/probably)
- Krystal \_\_\_\_\_ to stay in a hotel. (want/might)
- Lee \_\_\_\_\_ borrow money for his train ticket. (have to/may)

- 5 Say if these things **will** come true in your country in the next ten years. Use the Speaking box to help you.

- People will stop using banknotes.
  - Food will be cheaper.
  - Our football team will win the World Cup.
  - Newspapers will still be popular.
  - People will live longer.
  - Everyone will use public transport.
- People may stop using banknotes.*

- 6 In pairs, use the Speaking box in Exercise 3 to say about what will happen to you in the next ten years.

Will you ...

- learn a new language?
- be famous?
- buy a car/motorbike?
- still live in your hometown?
- become a fantastic cook?

*I will definitely learn a new language.*

**And  
YOU**

I can talk about people's skills and emotions.



- 1 What can you see in the drawing?
- 2 Read the teacher's notes and match the descriptions (a-f) with the children in the drawing.

- a. Bruce is good at counting but he isn't very good at sharing things.
- b. Wendy is fond of talking. She enjoys telling the other children what to do.
- c. Kevin isn't afraid of taking risks and he's really interested in planes.
- d. Hannah is brilliant at drawing but she's hopeless at spelling.
- e. Albert is keen on helping other people. He's always the first to come when someone's in trouble.
- f. Kay is crazy about running. She's the fastest in the class.

- 3 Find examples of the adjectives with prepositions in Exercise 2.

#### Language Adjectives with prepositions

After these phrases we add verb + -ing:  
 (not very) good at, crazy about, keen on,  
 (really) bad at, afraid of, fond of, hopeless at,  
 brilliant at, interested in  
 Bruce is good at counting.  
 Wendy is fond of talking.

- 4 In pairs, use the teacher's notes and these jobs to make predictions about the children in the picture.

accountant artist athlete  
 astronaut doctor nurse pilot  
 police officer politician

*Bruce is good at counting. I think he'll be an accountant.*

- 5 10.12 Read the text and choose the correct option. Listen and check.

My son loves watching car races on TV but he's afraid <sup>1</sup>of / in / on going fast in the car. He's brilliant <sup>2</sup>about / at / of learning languages but he's really bad <sup>3</sup>on / to / at remembering people's names. He's keen <sup>4</sup>about / in / on doing Sudoku puzzles but he's not very <sup>5</sup>fond / good / afraid at doing Maths problems. He's <sup>6</sup>crazy / keen / brilliant about playing the guitar but he's hopeless at <sup>7</sup>sing / singing / to sing. He's <sup>8</sup>good / keen / crazy at working with his hands and he's fond <sup>9</sup>at / on / of working in the garden but he thinks he'll work in an office when he's older. I don't understand him.

- 6 In groups, use the phrases in Exercise 3 and the skills below to ask and answer questions.

And  
YOU

learn languages	work with your hands	talk
watch car races	play the guitar	sing
do Maths problems	do Sudoku puzzles	dance
read science books	save money	
remember things	drive fast	

A: *Are you good at dancing?*

B: *No, I'm not good at dancing but I'm good at singing.*

- 7 Write sentences about you and your friends. Use the answers in Exercise 6. You should write at least four sentences.

adj: adjective    adv: adverb    n: noun    np: noun phrase    v: verb    vp: verb phrase    prep: preposition

architect	/ˈɑːkɪtekt/	(n)	kiến trúc sư	office work	/ˈɒfɪs wɜːk/	(np)	công việc văn phòng
artist	/ˈɑːtɪst, ˈɑːtɪst/	(n)	nghệ sĩ		/ˈɑːfɪs wɜːk/		
astronaut	/ˈæstrənɔːt/	(n)	phi hành gia	ordinary	/ˈɔːdɪnəri/	(adj)	bình thường
babysitter	/ˈbeɪbɪ, sɪtə/	(n)	người trông trẻ	part-time (job)	/ˌpɑːt ˈtaɪm/	(adj)	(công việc) bán thời gian
builder	/ˈbɪldə/	(n)	thợ xây	pilot	/ˈpaɪlət/	(n)	phi công
call centre	/kɔːl ˈsentə/	(n)	trung tâm tư vấn, hỗ trợ	police officer	/pəˈliːs ˈɒfɪsə(r)/	(n)	cảnh sát
challenging (job)	/ˈtʃæləndʒɪŋ/	(adj)	(công việc) thử thách		/pəˈliːs ˈɑːfɪsə(r)/		
chef	/ʃef/	(n)	đầu bếp	politician	/ˌpɒləˈtɪʃən/	(n)	chính trị gia
college	/ˈkɒlɪdʒ/	(n)	trường cao đẳng	postman/woman	/ˈpəʊsmən/	(n)	người đưa thư
course book	/kɔːs bʊk/	(np)	giáo trình		/ˈpəʊswʊmən/		
creative (job)	/kriˈeɪtɪv/	(adj)	(công việc) sáng tạo	receptionist	/rɪˈsepʃənɪst/	(n)	lễ tân
dream (job)	/driːm/	(adj)	(công việc) mơ ước	repeat a year of school	/rɪˈpiːt/	(vp)	học lại 1 năm
education	/ˌedʒʊˈkeɪʃən/	(n)	giáo dục	revision	/rɪˈvɪʒən/	(n)	ôn tập
electrician	/ɪˌlekˈtrɪʃən/	(n)	thợ điện	science book	/ˈsaɪəns bʊk/	(np)	sách khoa học
farmer	/ˈfɑːmə/	(n)	người nông dân	secretary	/ˈsekrətri/	(n)	thư kí
firefighter	/ˈfaɪəˌfaɪtə/	(n)	lính cứu hỏa	summer job	/ˈsʌməˌdʒɒb/	(np)	công việc mùa hè
fruit picker	/fruːt ˈpɪkə/	(np)	người hái trái cây	tour guide	/tuəˌgaɪd/	(np)	hướng dẫn viên du lịch
full-time (job)	/ˌfʊl ˈtaɪm/	(adj)	(công việc) toàn thời gian	translate	/ˈtrænsˈleɪt/	(v)	dịch
homework	/ˈhəʊmwɜːk/	(n)	bài tập về nhà	unemployed	/ˌʌnɪmˈplɔɪd/	(adj)	thất nghiệp
journalist	/ˈdʒɜːnəlɪst/	(n)	nhà báo	unpleasant	/ˌʌnˈplezənt/	(adj)	không dễ chịu
lifeguard	/ˈlaɪfgɑːd/	(n)	nhân viên cứu hộ	waiter/waitress	/ˈweɪtə/	(n)	nhân viên phục vụ bàn
look for (a job)	/ˌlʊk fɜː/	(v)	tìm (việc)		/ˈweɪtrəs/		
mechanic	/məˈkænɪk/	(n)	thợ cơ khí				
nightmare	/ˈnaɪtmɛə/	(n)	ác mộng				
nurse	/nɜːs/	(n)	y tá				

## VOCABULARY IN ACTION

### 1 Use the glossary to find:

- five jobs in which you spend a lot of time working outdoors **builder, ...**
- three jobs you need to be creative **architect, ...**
- four jobs for which you have to wear a uniform **firefighter, ...**
- two places where people work **call centre, ...**

### 2 In pairs, say how you feel about the ideas below. Use an adjective and a preposition.

doing grammar exercises    reading about celebrities  
cheating in tests    giving presentations  
learning languages    wearing a school uniform

- I'm (not) keen on/    I'm brilliant at/
- fond of ...    good at ...
- I'm (really) bad at ...    I'm (not) afraid of ...

### 3 Complete the text with suitable words.

I spend a long time studying <sup>1</sup>for exams. But something always goes wrong on the day I <sup>2</sup>\_\_\_\_\_ the exam. The worst thing is when I have to <sup>3</sup>\_\_\_\_\_ an essay. After that there's the horrible wait to <sup>4</sup>\_\_\_\_\_ the results.

### 4a 10.13 PRONUNCIATION Listen to the underlined letter(s) in each word and decide which sound you hear.

cheat   chef   college   electrician   dangerous  
gymnasium   journalist   language   politician  
receptionist   soldier   teacher

1 /dʒ/	2 /ʃ/	3 /tj/
		<u>cheat</u>

### 4b 10.14 PRONUNCIATION Listen and check.

# Revision

## VOCABULARY

### 1 Complete the words in the sentences.

- 1 My big brother was **u n e m p l o y e d** for six months. But now he's got a **p \_ \_ \_ - \_ \_ \_** job.
- 2 A famous **a \_ \_ \_ \_ \_ \_ \_** is designing the Beckham's new house.
- 3 I love cooking – I want to work as a **c \_ \_ \_** when I'm older.
- 4 I started **s \_ \_ \_ \_ \_ \_ \_** school last week. My form **t \_ \_ \_ \_** is really nice.
- 5 During breaks most pupils play outside in the **p \_ \_ \_ \_ \_ \_ \_**. But one or two pupils prefer reading in the school **l \_ \_ \_ \_ \_ \_**.

### 2 Complete the text with suitable words.

First, I wanted to be a lawyer but you need to study a lot and I'm not crazy about revising for <sup>1</sup>**exams**. After that I wanted to be a journalist but I realised that I wasn't interested in <sup>2</sup>\_\_\_\_\_ articles. Next I thought about becoming a driver but I couldn't <sup>3</sup>\_\_\_\_\_ my driving test. I started working in a call centre but I really hated answering the <sup>4</sup>\_\_\_\_\_. It wasn't a surprise when I <sup>5</sup>\_\_\_\_\_ my job. After that I was a hotel receptionist for a month but I couldn't get to work <sup>6</sup>\_\_\_\_\_ time. Then I worked <sup>7</sup>\_\_\_\_\_ a bike courier but found out I don't like <sup>8</sup>\_\_\_\_\_ alone. Finally, I have the perfect job – I walk dogs for a living. I love it!

### 3 In pairs, talk about people you know and the jobs they have. Why do you think they chose these jobs?

*My uncle is a mechanic – he's good at working with his hands.*

### 4 Complete the second sentence so that it means the same as the first one.

- 1 Helen enjoys working abroad.  
Helen is keen **on working abroad**.
- 2 Magda loves learning languages.  
Magda is crazy \_\_\_\_\_.
- 3 Jack works really badly in a team.  
Jack is hopeless \_\_\_\_\_.
- 4 Mary doesn't enjoy working indoors.  
Mary isn't interested \_\_\_\_\_.

## GRAMMAR

### 5 Complete the text with *will* or *won't* and the words in brackets. Then, in pairs, write predictions about today's school day.

Our first class today is English. I'm sure we <sup>1</sup>**'ll talk** (talk) a lot in English and we <sup>2</sup>\_\_\_\_\_ (play) some cool games. Then it's History. <sup>3</sup>\_\_\_\_\_ (we/watch) a film? I hope so! This afternoon isn't so good. Our first class after lunch is Maths. We <sup>4</sup>\_\_\_\_\_ (probably/do) a lot of exercises and I'm sure I <sup>5</sup>\_\_\_\_\_ (not understand) anything. After that it's Rugby. I'm sure that somebody <sup>6</sup>\_\_\_\_\_ (forget) his rugby boots and Mr Hodd <sup>7</sup>\_\_\_\_\_ (shout) at us.

### 6 Complete the dialogue with the correct form of the First Conditional.

- Ann: How are you getting to your job interview?  
Bea: By bike. The farm isn't far from town.  
Ann: But what <sup>1</sup>**will you do** (you/do) if the weather <sup>2</sup>\_\_\_\_\_ (be) bad?  
Bea: It's OK. If it <sup>3</sup>\_\_\_\_\_ (rain), I <sup>4</sup>\_\_\_\_\_ (take) the ten o'clock bus.  
Ann: But if the bus <sup>5</sup>\_\_\_\_\_ (arrive) late, how <sup>6</sup>\_\_\_\_\_ (you/get) there then?  
Bea: I <sup>7</sup>\_\_\_\_\_ (phone) for a taxi if something <sup>8</sup>\_\_\_\_\_ (go) wrong.  
Ann: But if there <sup>9</sup>\_\_\_\_\_ (not be) a signal, you <sup>10</sup>\_\_\_\_\_ (not able to phone) for a taxi.  
Bea: You worry too much!

## SPEAKING

### 7 In pairs, talk about careers. Student A, look below. Student B, go to page 112.

#### Student A

- 1 You work in a Student Careers office. Ask Student B what he/she likes doing.
- 2 Ask Student B about his/her career plans.
- 3 Give advice: *You definitely/probably won't enjoy being a .../You might be good at ...*

# IRREGULAR VERBS LIST

INFINITIVE	PAST SIMPLE
<b>be</b> [bi:]	<b>was/were</b> [wɒz/wɜ:]
<b>become</b> [bɪ'kʌm]	<b>became</b> [bɪ'keɪm]
<b>begin</b> [bɪ'gɪn]	<b>began</b> [bɪ'gæn]
<b>break</b> [breɪk]	<b>broke</b> [brəʊk]
<b>bring</b> [brɪŋ]	<b>brought</b> [brɔ:t]
<b>build</b> [bɪld]	<b>built</b> [bɪlt]
<b>burn</b> [bɜ:n]	<b>burned</b> [bɜ:nd]/ <b>burnt</b> [bɜ:nt]
<b>buy</b> [baɪ]	<b>bought</b> [bɔ:t]
<b>can</b> [kæn]	<b>could</b> [kʊd]
<b>catch</b> [kætʃ]	<b>caught</b> [kɔ:t]
<b>choose</b> [tʃʊz]	<b>chose</b> [tʃəʊz]
<b>come</b> [kʌm]	<b>came</b> [keɪm]
<b>cost</b> [kɒst]	<b>cost</b> [kɒst]
<b>cut</b> [kʌt]	<b>cut</b> [kʌt]
<b>do</b> [du:]	<b>did</b> [dɪd]
<b>draw</b> [drɔ:]	<b>drew</b> [dru:]
<b>dream</b> [dri:m]	<b>dreamed</b> [dri:md]/ <b>dreamt</b> [dremt]
<b>drink</b> [drɪŋk]	<b>drank</b> [dræŋk]
<b>drive</b> [draɪv]	<b>drove</b> [drəʊv]
<b>eat</b> [i:t]	<b>ate</b> [et, eɪt]
<b>fall</b> [fɔ:l]	<b>fell</b> [fel]
<b>feed</b> [fi:d]	<b>fed</b> [fed]
<b>feel</b> [fi:l]	<b>felt</b> [felt]
<b>fight</b> [faɪt]	<b>fought</b> [fɔ:t]
<b>find</b> [faɪnd]	<b>found</b> [faʊnd]
<b>fly</b> [flaɪ]	<b>flew</b> [flu:]
<b>forget</b> [fə'get]	<b>forgot</b> [fə'gɒt]
<b>forgive</b> [fə'gɪv]	<b>forgave</b> [fə'geɪv]
<b>get</b> [get]	<b>got</b> [gɒt]
<b>give</b> [gɪv]	<b>gave</b> [geɪv]
<b>go</b> [gəʊ]	<b>went</b> [went]
<b>grow</b> [grəʊ]	<b>grew</b> [gru:]
<b>hang</b> [hæŋ]	<b>hung</b> [hʌŋ]
<b>have</b> [hæv]	<b>had</b> [hæd]
<b>hear</b> [hɪə]	<b>heard</b> [hɜ:d]
<b>hit</b> [hɪt]	<b>hit</b> [hɪt]
<b>hold</b> [həʊld]	<b>held</b> [held]
<b>hurt</b> [hɜ:t]	<b>hurt</b> [hɜ:t]
<b>keep</b> [ki:p]	<b>kept</b> [kept]

INFINITIVE	PAST SIMPLE
<b>know</b> [nəʊ]	<b>knew</b> [nju:]
<b>learn</b> [lɜ:n]	<b>learned</b> [lɜ:nd]/ <b>learnt</b> [lɜ:nt]
<b>leave</b> [li:v]	<b>left</b> [left]
<b>lend</b> [lend]	<b>lent</b> [lent]
<b>let</b> [let]	<b>let</b> [let]
<b>lie</b> [laɪ]	<b>lay</b> [leɪ]
<b>lose</b> [lu:z]	<b>lost</b> [lɒst]
<b>make</b> [meɪk]	<b>made</b> [meɪd]
<b>meet</b> [mi:t]	<b>met</b> [met]
<b>pay</b> [peɪ]	<b>paid</b> [peɪd]
<b>put</b> [pʊt]	<b>put</b> [pʊt]
<b>read</b> [ri:d]	<b>read</b> [red]
<b>ride</b> [raɪd]	<b>rode</b> [rəʊd]
<b>ring</b> [rɪŋ]	<b>rang</b> [ræŋ]
<b>run</b> [rʌn]	<b>ran</b> [ræn]
<b>say</b> [seɪ]	<b>said</b> [sed]
<b>see</b> [si:]	<b>saw</b> [sɔ:]
<b>sell</b> [sel]	<b>sold</b> [səʊld]
<b>send</b> [send]	<b>sent</b> [sent]
<b>set</b> [set]	<b>set</b> [set]
<b>show</b> [ʃəʊ]	<b>showed</b> [ʃəʊd]
<b>sing</b> [sɪŋ]	<b>sang</b> [sæŋ]
<b>sit</b> [sɪt]	<b>sat</b> [sæt]
<b>sleep</b> [sli:p]	<b>slept</b> [slept]
<b>speak</b> [spi:k]	<b>spoke</b> [spəʊk]
<b>spend</b> [spend]	<b>spent</b> [spent]
<b>stand</b> [stænd]	<b>stood</b> [stʊd]
<b>steal</b> [stri:l]	<b>stole</b> [stəʊl]
<b>sweep</b> [swi:p]	<b>swept</b> [swept]
<b>swim</b> [swɪm]	<b>swam</b> [swæm]
<b>take</b> [teɪk]	<b>took</b> [tuk]
<b>teach</b> [ti:tʃ]	<b>taught</b> [tɔ:t]
<b>tell</b> [tel]	<b>told</b> [təʊld]
<b>think</b> [θɪŋk]	<b>thought</b> [θɔ:t]
<b>understand</b> [ˌʌndə'stænd]	<b>understood</b> [ˌʌndə'stʊd]
<b>wake</b> [weɪk]	<b>woke</b> [wəʊk]
<b>wear</b> [weə]	<b>wore</b> [wɔ:]
<b>win</b> [wɪn]	<b>won</b> [wʌn]
<b>write</b> [raɪt]	<b>wrote</b> [rəʊt]

## STUDENT ACTIVITIES

### Unit 1 Revision **SPEAKING** Exercise 9

#### Student B

Have a conversation with Student A, using these phrases in the correct order. Student A starts.

- Hi, ... . I'm .../My name's ...
- I'm fine, thanks.
- Hi, how's it going?
- See you!
- Hi, ... . Pleased to meet you.

### Unit 2 Revision **SPEAKING** Exercise 9

#### Student B

You are a waiter in Student A's favourite restaurant.

- Say hello and ask him/her, 'What would you like?'
- Take his/her order.
- Ask him/her, 'Anything else?'
- Ask him/her if everything is OK.

### Unit 3 Lesson 3.1, Exercise 5

#### Quiz results

If your sentences are mainly from 1–4, you are definitely an early bird. If they're from 5–8, you are definitely a night owl. Many people are a mix of the two.

### Unit 4 Lesson 4.2, Exercise 2

I'm fine, you idiots! 😊 But I can't speak!  
Today is 5 March – the day of my sponsored silence for Sian's operation. Remember?!  
You're paying me 50p an hour to not speak!  
PS: Can I come with you to the snack bar too?

### Unit 4 Revision **SPEAKING** Exercise 8

#### Student B

- You're in an English lesson. Listen to Student A's problem. You have a pen and you're not using it at the moment.
- You don't have a dictionary. Ask Student A to lend you a dictionary. Thank Student A.

### Unit 5 Lesson 5.1, Exercise 6

Penny is thinking of Adele.

### Unit 5 Lesson 5.6, Exercise 6

#### Student B

- 1 Listen to Student A's situations. Make suggestions. Use the ideas below if you need to
  - buy a ticket for a concert/get a CD/pay for a meal in a restaurant.
  - make a sandwich/buy a packet of crisps/eat an apple.
- 2 Read these situations to Student A. Respond to his/her suggestions.
  - It's a boring Sunday afternoon. I feel sad.
  - I've got an English exam tomorrow.

### Unit 5 Revision **SPEAKING** Exercise 6

#### Student B

- Listen to Student A's problem and make suggestions (e.g. give the ticket to a friend (me!), ask for your money back, sell the ticket online).
- Then ask Student A for suggestions for this problem: Your grandmother gives you a Miley Cyrus T-shirt for your birthday. You don't like Miley Cyrus. What do you do?
- Listen and respond to Student A's suggestions. (Don't accept the first one!)

### Unit 6 Lesson 6.4, Exercise 7

What	Where	When
eat some crisps	at home	this morning
go jogging	at school	last night
play football	in the town centre	yesterday
run 5 kilometres	in the park	last week
see a tennis match	on the bus	last month
win a medal	on TV	last year

## STUDENT ACTIVITIES

### Unit 6 Lesson 6.6, Exercise 1

- 1 Max is in the skateboard park.
- 2 He's talking to a reporter from South Radio.

### Unit 8 Lesson 8.1, Exercise 4

#### Answers

- |           |                                   |
|-----------|-----------------------------------|
| 1 Tokyo   | 7 dollar                          |
| 2 Spain   | 8 mountain                        |
| 3 Asia    | 9 four – French, German, Italian, |
| 4 Egypt   | Romansh                           |
| 5 Italian | 10 island                         |
| 6 Amazon  |                                   |

### Unit 8 Lesson 8.6, Exercise 4

#### Student B

- 1 When Student A explains, say you understand or don't understand and ask for clarification if necessary. Use the Speaking box to help you.  
*I'm not sure I understand. What do you mean?*
- 2 Explain how to download an attached file from an email. Use the speaking box to help you.

switch on your computer or tablet → connect to the Internet → go to your email website → click on the email you want to check → click on the attached file below the text → choose a place to save the file (e.g., desktop/ downloads/document) → save the file onto your computer or tablet

*OK, to download a song from a music site, first you have to switch on your computer or tablet. Do you understand? Then you have to ...*

### Unit 8 Revision **SPEAKING** Exercise 7

#### Student B

- Student A tries to explain something to you. Use at least three of these phrases to say you understand/don't understand and ask for clarification.

I'm sorry, I don't get it.  
I'm not sure I understand.  
What do you mean?  
Now I get it. I see. Oh right!

- Swap roles. Explain to Student A how to post a message on your favourite social networking site. Use these phrases to make sure Student A understands you.

(Do you) know what I mean?  
Do you get it? You see?

### Unit 9 Lesson 9.2, Exercise 5

#### Student B

- You are visiting a family member on Friday. Ask Student A if he/she is doing anything on Saturday.
- You don't have any plans for Sunday.
- You think Student A's suggestion is a good idea.

### Unit 10 Revision **SPEAKING** Exercise 7

#### Student B

- 1 You are at a Student Careers office. You enjoy working with your hands, being creative, working alone and being in contact with nature.
- 2 You're thinking of working as an accountant.
- 3 Listen to Student A's advice. Say which advice you agree with: *I probably won't enjoy .../I might/may be good at working as a ...*

**1** Read the text and look at the map. Match the fact files (A-E) with the cities (1-5)

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

- 1 What is the official language of Việt Nam?
- 2 Where are the following places?
  - a Ninh Kiều Wharf
  - b Hoàn Kiếm Lake
  - c The Golden Bridge Hands
  - d Cát Bà National Islands
  - e Sài Gòn Opera House

**3** In pairs, do the tasks below.

- 1 Name some national holidays and traditional festivals in Việt Nam.
- 2 How many ethnic groups are there in your hometown? Do they speak Vietnamese?
- 3 Write a fact file for your hometown. Include this information:
  - location
  - well-known places
  - population
  - traditional dishes

**A** Location: \_\_\_\_\_ is in the north of Việt Nam, nearly 90 km away from the coastal area.  
Area: about 3,300 km<sup>2</sup>.  
Population: over 7 million people.  
Tourist Attractions: Hồ Chí Minh Mausoleum, The Old Quarter, Hoàn Kiếm Lake.  
Weather: Spring, Summer, Fall, and Winter.

**B** Location: \_\_\_\_\_ is a coastal city, located in the north of Việt Nam.  
Area: about 1,500 km<sup>2</sup>.  
Population: over 2 million.  
Tourist Attractions: Cát Bà Island, Đồ Sơn Beach, Cát Bà National Park.  
Weather: Spring, Summer, Fall, and Winter.

**C** Location: \_\_\_\_\_ is the largest city in central Việt Nam.  
Area: about 1,300 km<sup>2</sup>.  
Population: over 1 million.  
Tourist Attractions: The Golden Bridge Hands, Mỹ Khê Beach, Mỹ Sơn Sanctuary, Dragon Bridge.  
Weather: a rainy season and a dry season.

**D** Location: \_\_\_\_\_ is in the south of Việt Nam, named after a historic personality.  
Area: about 2,100 km<sup>2</sup>.  
Population: nearly 9 million.  
Tourist Attractions: Củ Chi Tunnels, Notre Dame Cathedral, Sài Gòn Opera House, Bến Thành Market.  
Weather: a rainy season and a dry season.

**E** Location: \_\_\_\_\_ is in the south-west of Hồ Chí Minh City.  
Area: about 1,500 km<sup>2</sup>.  
Population: over 1 million.  
Tourist Attractions: Cái Răng floating market, Bàng Lãng stork garden, Ninh Kiều Wharf.  
Weather: a rainy season and a dry season.

**Legend:**

- 1 Hà Nội City
- 2 Hải Phòng City
- 3 Đà Nẵng City
- 4 Cần Thơ City
- 5 Hồ Chí Minh City

(Source: <http://chinhphu.vn/portal/page/portal/English>)

## Việt Nam: facts and figures

- There are 54 ethnic groups in Việt Nam, and the Việt (Kinh group) makes up 87% of the population.
- Hà Nội is the capital of Việt Nam. The official language is Vietnamese.
- Việt Nam is not only a country with beautiful scenery and unique cuisine but also a place to discover a rich and diverse culture.

The thin old man with snow white hair  
Sits by the window frame  
He sits there quite a lot, you know  
Again and again and again

He looks across the hills and fields  
The big wide-open plain  
He sees it every day, you know  
Again and again and again

He watches fat white cows go past  
Their heads all wet with rain  
They go by every day, you know  
Again and again and again

In his head he walks the paths  
And cycles down the lane  
It's just a dream he has, you know  
Again and again and again

*(By You-know-who)*



**1** Can you remember a poem from school?

**2** Read the poem above and choose the best title.

- a Country life
- b My favourite day
- c The window

**3** Read the poem again. Answer the questions.

- 1 Where do you think the writer lives?
- 2 How do you think the old man feels? Why?
- 3 The word *frame* nearly rhymes with *again*. Find two more words in the poem that rhyme (or nearly rhyme) with *again*.
- 4 There are four lines in a verse. How many verses are there in the poem?
- 5 Find two examples of repetition in the poem – where the writer repeats a word or phrase.
- 6 Is the punctuation in the poem correct?

**4** Do you like reading poetry? Why? / Why not?

**5** In pairs, think of some words which rhyme (or nearly rhyme) with *again*. Then write another verse for the poem. Share it with the class.

- *pain* , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- *game* , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**6** **PROJECT** Prepare a short presentation about a famous poem from your country.

- Copy the poem onto a piece of paper.
- Draw a picture to go with it.
- Make notes about what it means.
- Make notes about the rhymes, repetition and punctuation.

**7** **PROJECT** Read your poem to the class. Use your notes to explain the poem to your classmates and say why you like it.

# Aerobic and anaerobic exercise

Everyone knows that exercise is good for us. But there are different kinds of exercise and they are good for different reasons.

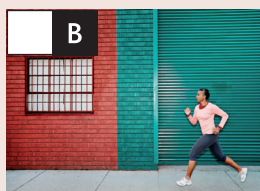
## Aerobic exercise

When we do aerobic exercise, we move our whole body and use lots of different muscles. We need lots of oxygen to burn fat and carbohydrates

to give us energy. Aerobic exercise isn't always fast or difficult. It can be as easy as walking and jogging or as hard as dancing or swimming. The hardest aerobic exercise is when we do skilled sports like volleyball or tennis. Aerobic exercise is good for our heart and can also help us get thinner.

## Anaerobic exercise

When we do anaerobic exercise, we only use some muscles because we want them to get stronger. We don't use a lot of oxygen and we only burn carbohydrates. Weightlifting, sit-ups and push-ups are examples of this. Anaerobic exercise is good for some muscles and also for our bones and joints.



### 1 In pairs, ask and answer the questions.

- What kind of exercise do you do?
- Do you know the difference between aerobic and anaerobic exercise?

### 2 Read the article above and check your ideas from Exercise 1. Label the photos (A-E) A (aerobic) or AN (anaerobic).

### 3 Read the article again. Choose A (aerobic), AN (anaerobic) or B (both).

Which type of exercise:

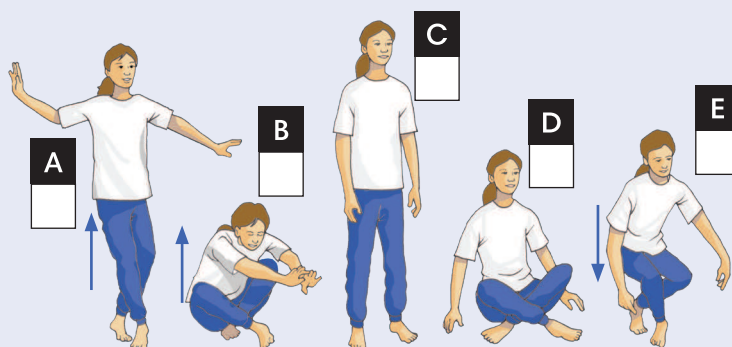
- doesn't need a lot of oxygen? A / AN / B
- is good for our heart? A / AN / B
- burns fat? A / AN / B
- burns carbohydrates? A / AN / B
- is good for our bones? A / AN / B

### 4 What kind of exercise do you like – aerobic or anaerobic? Why?

### 5 In pairs, read the text on the right about a test and order the pictures (1-5).

### How flexible are you?

Exercise is important for our flexibility and our balance. Here's a quick test. It shows how good your flexibility and balance are. Stand in the middle of the room. Cross your legs. Sit down but don't use your arms or knees. Then stand up. Again, don't use your hands, arms or knees. Can you do it? Don't try if you've got a bad leg or back!



### 6 PROJECT Use the Internet to research a useful exercise or fitness test. Make notes about:

- what and how you do the test/exercise.
- why it is good for you.
- who can and can't do it.

### 7 PROJECT Write a paragraph about the exercise or test. Add some pictures. Show your project to the class.

## What is a mummy?

The Ancient Egyptians buried dead people in an interesting way. They prepared the body with special oils and put it in a stone or wooden box called a sarcophagus. These bodies lasted a long time. They are called mummies. People also put food and valuable things with the bodies. Sometimes they even put the dead person's pet cat there!

### Why did they do this?

The Ancient Egyptians thought that the spirit of the dead person went to another world. They needed their body and lots of their things to use in this **afterlife**\*. They needed food and drink for the journey there.

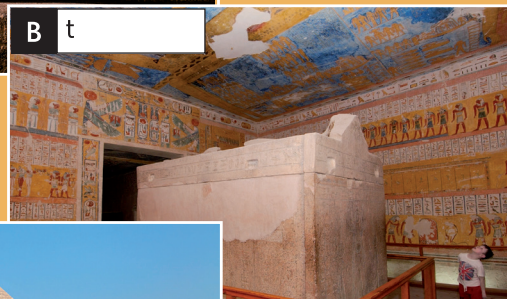
### Where did they put the sarcophagus?

They put poor people in the sand, but they buried rich people in tombs. They painted the walls with pictures from their lives. Between 2628 and 1638 BC, the pharaohs (the kings) went into special tombs. They were great stone pyramids.

(\*) **afterlife** /'ɑ:f.tə.laɪf/ (n) thế giới bên kia



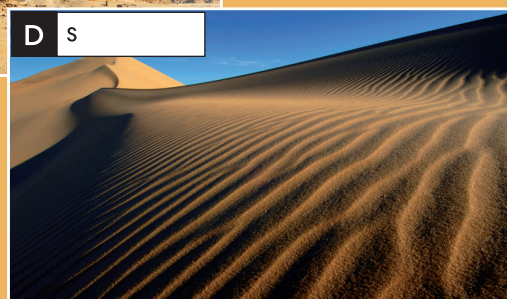
A s



B t



C p



D s

1 Do you know what an Egyptian mummy is?

2 Read the article above quickly and complete the labels for photos A–D.

3 Read the text again. Mark the sentences T (true) or F (false).

- 1 ☐ They buried animals with the people.
- 2 ☐ They thought that dead people had another life.
- 3 ☐ They buried all Egyptians in tombs.

4 **PROJECT** Use the Internet to research a famous Egyptian mummy. Make notes about:

- who the person was.
- what things were with the mummy.
- where we can see it.
- any other interesting information.

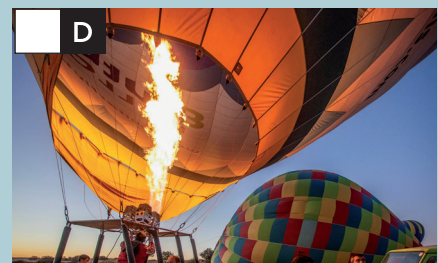
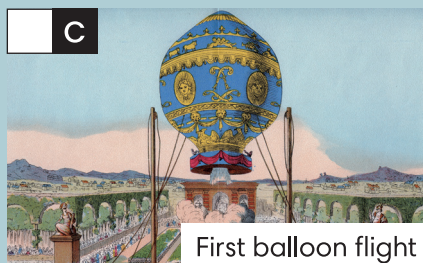
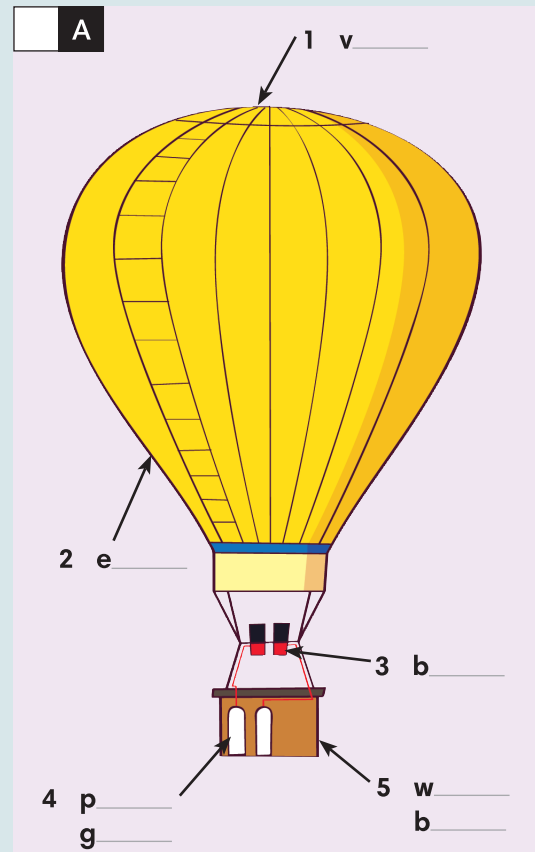
5 **PROJECT** Write a paragraph about the mummy. Add some pictures. Show your project to the class.

**1** The hot-air balloon was the first form of flying that carried people. The first passengers were a sheep, a duck and a chicken! Then a few weeks later, on 21 November 1783 in France, a balloon carried two people.

**2** The hot-air balloon uses science in a very easy but clever way. Hot air rises in colder air because it is lighter and less dense, just like the way our body floats on water.

**3** The hot-air balloon has three main parts. There is a balloon envelope - this holds the air. At the top, there is a valve. Under the envelope, there is a burner. This uses propane gas to heat the air in the balloon. There is a wicker basket to carry passengers.

**4** When the pilot wants the balloon to go higher, he turns up the gas to make the air hotter. To go down, he opens the valve at the top of the balloon. Some hot air leaves the balloon and it goes down.



**1** Read the article above. Match pictures A-D with paragraphs 1-4.

**2** Complete the labels in picture A.

**3** Read the article again. Answer the questions.

- 1 Who were the first passengers in a hot-air balloon?
- 2 When did the first hot-air balloon carry people?
- 3 Why do hot-air balloons have wicker baskets?
- 4 How do hot-air balloons go down?

**4** Would you like to travel in a hot-air balloon? Why? / Why not?

**5 PROJECT** Use the Internet to research a famous airship (an aircraft that used hot gas). Make notes about:

- its name and when it flew.
- how it moved.
- if it was safe.
- any other interesting information.

**6 PROJECT** Write a paragraph about the airship. Add some pictures. Show your project to the class.

This edition (2020) published by Pearson Education South Asia Pte. Ltd.  
9 North Buona Vista Drive, #13-05/06  
The Metropolis, Tower One  
Singapore 138588

ISBN: .....

Printed in Vietnam

This book is compiled from Wider World Student's Book 1, ISBN: 978-1-292-10646-5. Authors: Bob Hastings and Stuart McKinlay

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www.pearsonelt.com

The Publishers would like to thank all the teachers and students around the world who contributed to the development of this work, especially the teachers on the Teacher Advisory Panel:

### Acknowledgements

The Publishers would like to thank all the teachers and students around the world who contributed to the development of Wider World, especially the teachers on the Wider World Teacher Advisory Panel:

Irina Alyapysheva, CEE; Reyna Arango, Mexico; Marisa Ariza, Spain; Alfredo Bilopolski, Argentina; Isabel Bleuca, Spain; Camilo Elcio de Souza, Brazil; Ingrith del Carmen Ríos Verdugo, Mexico; Edward Duval, Belgium; Norma González, Argentina; Natividad Gracia, Spain; Claribel Guzmán, Mexico; Izabela Lipińska, Poland; Fabián Loza, Mexico; Miguel Mozo, Spain; Huỳnh Thj Ai Nguyễn, Vietnam; Joacyr Oliveira, Brazil; Montse Priego, Spain; Gladys Rodríguez, Argentina; Lyudmila Slastnova, CEE; Izabela Słepniewska, Poland.

### Photo Acknowledgements

The Publishers would like to thank the following for their kind permission to reproduce their photographs:

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**123RF.com:** bloodua 106 (D), Jacek Chabraszewski 70 (C), dmbaker 10 (M), Vadim Guzha 83b, Gema Ibarra 34 (D), Daniel Kaesler 94 (map), langstrup 138 (E), nerthuz 71 (bike), Gennadiy Poznyakov 82 (Laura), Charles Wollertz 105 (B), Sutichak Yachiangkham 34 (E), Feng Yu 47 (K); **Alamy Stock Photo:** ADS 109 (B), Bailey-Cooper Photography 4 106 (B), Blend Images 138 (A), 138 (B), blickwinkel 139 (D), Paul Briden 109 (C), Chronicle 82 (pennyfarthing), Cultura Creative (RF) 60cr, 99 (B), Dallet-Alba 139 (A), Lee Dalton 37t, Michael Dwyer 39 (B), epa european pressphoto agency b.v. 73 (D), Stephen Flint 107 (Millie), foodfolio 27 (D), Yana Gayvoronskaya 25 (C), GerryRousseau 111 (D), Pol Hansen 47 (B), Hero Images Inc. 60r, Roberto Herrett 33 (C), Image Source 83 (Amadip), 138 (D), imageBROKER 109 (A), INTERFOTO 83 (Copernicus), 140 (C), Jeff Morgan 12 109 (D), Fredrick Kippe 83 (Elly), Thom Lang 140 (D), Chris leachman 46tr, Sheldon Levis 68, Yadid Levy 81 (C), David Lichtneker 107 (Mohammed), Larry Lilac 139 (E), LiliGraphie 105 (C), Melvyn Longhurst 111 (C), Yon Marsh 70 (E), Paul Martin 89, MBI 25r, Mediablitzimages 27 (E), 34 (C), Stelios Michael 93 (A), Mint Images Limited 10 (H), moodboard 10 (L), NASA Photo 37b, Shaun M. Neary 108, Andrey Nekrasov 139 (B), ONOKY - Photononstop 60cl, Caroline Penn 56, Rob Pinney 24, Radius Images 9cr, Relaximages 111 (A), Reuters / Mike Blake 59 (Kanye West), ScottPhotos 82 (Ed), Evan Sklar 111 (B), StockbrokerXtra 39 (A), Jochen Tack 106b, Tetra Images 10 (I), UniversalPhotography 65, Tatiana Volgutova 25 (B), Tony Watson 70 (A), David Wei 58 (MIM), Zefrog 116, Zoonar GmbH 70 (B); **BBC Worldwide Learning:** 10bl, 21, 22bl, 34bl, 45, 46bl, 57r, 58bl, 69, 70bl, 82bl, 94bl, 105br; **Bel Canto:** 33 (B); **Bridgeman Art Library Ltd:** Gooseberries on a Table, 1701 (oil on paper mounted on wood), Coorte, Adrian (c.1660-1707) / Cleveland Museum of Art, OH, USA / Leonard C. Hanna, Jr. Fund / Bridgeman Images 136l (B), Pears and Grapes on a Table; Piores et Raisins sur une Table, 1913 (oil on canvas), Gris, Juan (1887-1927) / Private Collection / Photo © Christie's Images / Bridgeman Images 136r (A), Still life of flowers and plants, by Michelangelo Merisi da Caravaggio (1571-1610), detail / De Agostini Picture Library / G. Nimatallah / Bridgeman Images 136l (C), Still Life with Open Drawer, c.1879-1882 (oil on canvas), Cezanne, Paul (1839-1906) / Private Collection / Photo © Christie's Images / Bridgeman Images 136r (B), The final tie of the Association Cup Competition at Kennington Oval, 1892 (colour woodcut), English School, (20th century) / National Football Museum, Manchester, UK 81 (A); **Dans le Noir ?:** 33 (A); **FLPA:** J.-L. Klein and M.-L. Hubert 104; **Fotolia.com:** aleksandarfilip 58 (drums), allvision 59r, arcadi62 58 (accordion), bit24 23, C-You 71 (racket), Daxiao Productions 61, erphotographer 71 (football and boots), fotohavan.eu 34 (H), nikkytok 58 (piano), Miguel Garcia Saaved 58 (trumpet), Seamartini Graphics 10 (background), Nikolai Sorokin 58 (guitar); **Getty Images:** alb\_marangoni / iStock / Getty Images Plus 87 (C), amazingmikaël / iStock / Getty Images Plus 107 (Jeff), Nicolas Asfour / AFP 87 (D), Billie Weiss / LatinContent 17 (B), Brainsil / iStock / Getty Images Plus 46t, Caroline / Corbis 106 (E), James Darell / Photodisc 94 (Jessica), Ratão Diniz / Brazil Photos / LightRocket 81 (D), Kevin Dodge / Corbis 48,

Johannes Eisele / AFP 73 (C), Mohamed Farag / Anadolu Agency 73 (B), Fotosearch 106 (G), funnybank / DigitalVision Vectors 63t, Geber86 / E+ 138 (C), John Giustina / The Image Bank 99 (C), Christie Goodwin / Redferns 59 (Mike Dirnt), Steve Granitz / WireImage 13br, Tom Grill / The Image Bank 25 (D), Mike Hill / Photographer's Choice 41tr, Image Source 10 (C), Imagno 82 (hairdryer), Seth Joel / Taxi 4 (B), Juanmonino / E+ 60c, Kemter / iStock / Getty Images Plus 70 (D), lillisphtography / E+ 51 (building), Vincenzo Lombardo / Stockbyte 17 (A), Colin McPherson / Corbis 85, mediaphotos / iStock / Getty Images Plus 99 (A), Jason Merritt 59 (Taylor Swift), Dean Mitchell / E+ 60l, Jeff J Mitchell 59 (Nicola Benedetti), mtreasure / iStock / Getty Images Plus 95 (boy), NurPhoto 111 (F), Patrick Smith / Getty Images for IAAF 12 (A), PeopleImages / DigitalVision 63c, FRANK PERRY / AFP 97b, Photodisc 140 (header), Polka Dot / Getty Images Plus 51 (boy), ranplett / E+ 83 (computer), RollingEarth / iStock / Getty Images Plus 4 (E), Clive Rose 73 (A), Sappington Todd 10 (D), Serjio74 / iStock / Getty Images Plus 111 (E), stuartpitkin / E+ 47 (G), targovcom / iStock / Getty Images Plus 63b, technotr / iStock / Getty Images Plus 70 (F), Andrew Toth 59 (Wynton Marsalis), Miguel Tovar / LatinContent 80, ullstein bild 97t, vitranc / iStock / Getty Images Plus 47 (I), william87 / iStock / Getty Images Plus 4 (A), Alison Wright 1; **Guzelian Ltd:** Lorne Campbell 105 (A); **Imagemore Co., Ltd:** 58 (flute); **Pearson Education Ltd:** Studio 8 4 (donut 0.1), 6 (donut 0.2), 7 (donut 0.3), 8 (donut 0.4), 9 (donut 0.5), 12 (donut 1.2), 14 (donut 1.4), 24 (donut 2.2), 26 (donut 2.4), 36 (donut 3.2), 38 (donut 3.4), 48 (donut 4.2), 50 (donut 4.4), 60 (donut 5.2), 62 (donut 5.4), 72 (donut 6.2), 74 (donut 6.4), 84 (donut 7.2), 86 (donut 7.4), 96 (donut 8.2), 98 (donut 8.4), 108 (donut 9.2), 110 (donut 9.4), Jon Barlow 10 (Grammar), 10 (Speaking right), 14 (Video), 16 (Audio right), 22 (Grammar), 22 (Speaking), 22/1, 22/2, 22/3, 22/4, 22/5, 22/6, 22/7, 22/8, 22/9, 22/10, 22/11, 22/12, 26 (Video), 28 (Audio), 34 (Grammar), 34 (Speaking), 38 (Video), 40 (Audio), 46 (Grammar), 46 (Speaking), 50 (Video), 52 (Audio), 58 (Grammar), 58 (Speaking), 62 (Video), 64 (Audio), 70 (Grammar), 70 (Speaking), 74 (Video), 76 (Audio), 82 (Grammar), 82 (Speaking), 86 (Video), 88 (Audio), 94 (Grammar), 94 (Speaking), 98 (Video), 100 (Audio), 106 (Grammar), 106 (Speaking), 110 (Video), 112 (Audio), 113bl, Rob Judges 57 (B), Coleman Yuen. Pearson Education Asia Ltd 106 (I), Sozajiten 58 (harmonica); **PhotoDisc:** 10 (donut 1.1), 22 (donut 2.1), 34 (donut 3.1), 46 (donut 4.1), 58 (donut 5.1), 70 (donut 6.1), 82 (donut 7.1), 94 (donut 8.1), 106 (donut 9.1); **Press Association Images:** Michael Bahlo / DPA 33tr, Richard Drew 12 (B); **Reuters:** Michael Caronna 32, Christian Charisius 81 (B), Jason Lee 12 (C), Wolfgang Rattay 33br; **Rex Shutterstock:** 20th Century Fox / Shutterstock 44, 92, Atlas Entertainment 13 (A), c.20thC.Fox / Everett 13 (D), Lionsgate 13 (C), Steve Meddle / ITV / Shutterstock 4 (C), Walt Disney Pictures 87 (F), Warner Bros 87 (A), Winter's Bone Productions 13 (B); **Marlon Couto Ribeiro:** 12 (D); **Shutterstock.com:** Africa Studio 136 (header), Nenad Aksic 34 (B), Aaron Amat 71 (basketball), Amble Design 10 (A), Audi Dela Cruz 27 (B), Juanan Barros Moreno 106 (C), Chris Baynham 141 (cup of tea), Tatiana Belova 113br, Thomas Bethge 137 (header), BlueSkyImage 16 (donut 1.6), 28 (donut 2.6), 40 (donut 3.6), 52 (donut 4.6), 64 (donut 5.6), 76 (donut 6.6), 88 (donut 7.6), 100 (donut 8.6), 112 (donut 9.6), Candus Camera 10 (B), Chromakey 34 (J), Daniel 83t, daulon 47 (A), Pichugin Dmitry 94 (background), 94 (lake), Dr.Margorius 136 (egg right), Dragon Images 17 (donut 1.7), 29 (donut 2.7), 41 (donut 3.7), 53 (donut 4.7), 65 (donut 5.7), 77 (donut 6.7), 89 (donut 7.7), 101 (donut 8.7), 113 (donut 9.7), Elena Elisseeva 4 (D), EQRoy 87 (E), FreeProd33 47 (E), Fulcanelli 47 (L), Peter Hermes Furian 41bl, glenda 25 (A), gvictoria 34 (A), Nataliya Hora 138 (header), Horiyan 58 (saxophone), improvize 47 (J), Stephen Inglis 139 (header), Inga Ivanova 47 (C), Johnson76 106 (H), karnizz 106 (A), Mats 27 (A), MaxyM 36l, Wei Ming 58 (cello), Mny-Jhee 27 (C), Monkey Business Images 7bl, 10 (G), 107 (Briony), Adrian Niederhaeuser 47 (F), Sergey Peterman 13 (donut 1.3), 25 (donut 2.3), 37 (donut 3.3), 49 (donut 4.3), 61 (donut 5.3), 73 (donut 6.3), 85 (donut 7.3), 97 (donut 8.3), 109 (donut 9.3), POM POM 87 (B), pun photo 34 (background), Annette Shaff 34 (I), Alexandr Shevchenko 106 (F), StockLite 15 (donut 1.5), 27 (donut 2.5), 39 (donut 3.5), 51 (donut 4.5), 63 (donut 5.5), 75 (donut 6.5), 87 (donut 7.5), 99 (donut 8.5), 111 (donut 9.5), tHaNtHiMa LiM 34 (G), Triff 47 (H), Anke van Wyk 71 (swim hat), Zadorozhnyi Viktor 47 (D), Nickolay Vinokurov 139 (C), Cedric Weber 93 (B), Yukikae4B 34 (F); **Tjalf Sparnaay:** 136 (egg left), 136l (A); **Vittra:** 57 (A); **www.imagesource.com:** 94 (flag), 95 (flag), 142 (flag)

**Cover images:** Front: **Getty Images:** Steven Swinnen / EyeEm

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### Illustration Acknowledgements

Tim Bradford (Illustration Web) 8, 75, 130, 132, 134; Graham Kennedy 84, 103, 117, 131, 133, 135, 138; Brian Lee 137; John Lund (Beehive Illustration) 9, 29, 53, 101; Maria Serrano Canovas (Plum Pudding Illustration) 6, 15, 19, 31, 96, 131, 133; Claire Rollet (Illustration Web) 49; Mark Ruffle (Beehive Illustration) 29; The Boy Fitz Hammond 7, 39, 77, 78, 90, 107, 112, 114, 135, 140

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