

CAMBRIDGE



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2nd Edition
1

MORE!

Student's Book

with Cyber Homework and Online Resources



Grammar	Vocabulary and Pronunciation	Skills and Communication	MORE!
STARTER Welcome back!			
<ul style="list-style-type: none"> subject pronouns present simple of <i>be</i> possessive adjectives plural nouns 	<ul style="list-style-type: none"> classroom objects and language greetings saying hello numbers asking about age international words colours days of the week Sounds right the alphabet	<ul style="list-style-type: none"> listen to and understand international words listen to and complete a dialogue to introduce yourself read about other people and where they are from listen to and complete facts about other people spelling talk about yourself and others 	
UNIT 1 How are you?			
<ul style="list-style-type: none"> subject pronouns (revision) present simple of <i>be</i> (revision) questions with <i>Who</i> (revision) possessive adjectives (revision) 	<ul style="list-style-type: none"> feelings numbers (1-20) (revision) Sounds right days of the week (revision)	<ul style="list-style-type: none"> introduce yourself ask how people feel ask about age read, talk and write about days of the week and feelings listen and order a dialogue complete a form 	Culture The United Kingdom Extra Reading International Crime Busters Europe: London
UNIT 2 Where's your book?			
<ul style="list-style-type: none"> prepositions of place questions with <i>Who, Where, Why, What, What colour?</i> imperatives 	<ul style="list-style-type: none"> classroom objects prepositions of place Sounds right /ə/	<ul style="list-style-type: none"> ask and say where things are give instructions ask for words in English read about classrooms around the world listen to a description of classroom objects ask and answer about classroom objects write a description of a friend 	The Story of the Stones 1 DVD They're here! CLIL Maths: graphs and charts Check your progress 1 Units 1 and 2
UNIT 3 Your house is fantastic!			
<ul style="list-style-type: none"> <i>there is/are</i> questions with <i>Whose...?</i> and the possessive 's adjectives 	<ul style="list-style-type: none"> adjectives furniture rooms 	<ul style="list-style-type: none"> describe things give information describe rooms and furniture listen to a description of a room read and talk about your ideal bedroom write a description of your ideal bedroom 	Culture Houses around the world Extra Reading International Crime Busters Europe: Berlin
UNIT 4 Is he French?			
<ul style="list-style-type: none"> <i>have got</i> the article <i>a / an</i> 	<ul style="list-style-type: none"> parts of the body countries and nationalities describe people Sounds right /h/	<ul style="list-style-type: none"> talk about nationality describe people talk about possessions read descriptions of people listen to and understand descriptions of people describe famous people write a profile for your best friend 	The Story of the Stones 2 DVD Don't worry - it's me! CLIL Geography: continents and nationalities Check your progress 2 Units 3 and 4
UNIT 5 I never eat chips!			
<ul style="list-style-type: none"> present simple (positive) spelling: 3rd person singular adverbs of frequency 	<ul style="list-style-type: none"> food in a restaurant Sounds right /ɪ/ and /i:/	<ul style="list-style-type: none"> reply to offers talk about favourite foods listen and talk about what you eat read about different diets and foods write about what you eat 	Culture School in England Extra Reading International Crime Busters Europe: Athens

Grammar	Vocabulary and Pronunciation	Skills and Communication	MORE!
UNIT 6 I go to bed at ten			
<ul style="list-style-type: none"> present simple (negatives and questions and short answers) object pronouns 	<ul style="list-style-type: none"> daily activities Sounds right days of the week chant (revision)	<ul style="list-style-type: none"> ask and tell the time talk about routines / times read about other people's daily routines listen and talk about daily routines write about your day 	The Story of the Stones 3 DVD Don't be scared! CLIL Science: a healthy diet Check your progress 3 Units 5 and 6
UNIT 7 How much is this?			
<ul style="list-style-type: none"> demonstrative adjectives and pronouns countable and uncountable nouns <i>How much? / How many?</i> <i>some / any</i> 	<ul style="list-style-type: none"> clothes 	<ul style="list-style-type: none"> talk about prices talk about and describe clothes buy clothes in a shop listen, read and understand a story invent the ending to a story write a text about unusual clothes 	Culture Sports in Great Britain Extra Reading International Crime Busters Europe: Madrid
UNIT 8 I love singing!			
<ul style="list-style-type: none"> <i>can</i> for ability / permission <i>can</i> questions and short answers <i>like / love / hate doing</i> 	<ul style="list-style-type: none"> family members Sounds right <i>can</i>	<ul style="list-style-type: none"> talk about ability ask for permission talk about things you like doing talk about family read a text about an acrobat listen and understand what activities people do talk about fitness write a text about sports 	The Story of the Stones 4 DVD Rats CLIL Music: the orchestra Check your progress 4 Units 7 and 8
UNIT 9 Where are you calling from?			
<ul style="list-style-type: none"> present continuous 	<ul style="list-style-type: none"> telephone numbers ordinal numbers months of the year dates 	<ul style="list-style-type: none"> talk on the phone talk about birthdays discuss dates say what people are doing read about mobile phones listen and understand a phone conversation write a postcard 	Culture TV or not TV? Extra Reading International Crime Busters Europe: Zurich
UNIT 10 I'm surfing the web!			
<ul style="list-style-type: none"> articles present simple vs. present continuous 	<ul style="list-style-type: none"> computers free-time activities Sounds right /w/	<ul style="list-style-type: none"> make invitations talk about your free time listen and talk about technology read about collections write about a hobby 	The Story of the Stones 5 DVD Two more to go! CLIL Technology: mobiles Check your progress 5 Units 9 and 10
UNIT 11 The chocolates were delicious!			
<ul style="list-style-type: none"> past simple of <i>be</i> (positive, negative, questions and short answers) past time expressions 	<ul style="list-style-type: none"> furniture prepositions (revision) Sounds right <i>was / were</i>	<ul style="list-style-type: none"> say where people were say where things are / were read, listen to and understand a mystery story talk and write about the past 	Culture British history Extra Reading International Crime Busters Europe: Norway
UNIT 12 Where were you last night?			
<ul style="list-style-type: none"> past simple 	<ul style="list-style-type: none"> things to do places to go Sounds right /t/ /d/ /ɪd/	<ul style="list-style-type: none"> say when you were somewhere find out information read and listen to a story write a short letter 	The Story of the Stones 6 DVD Three stones to rule the universe! CLIL History: biography Check your progress 6 Units 11 and 12

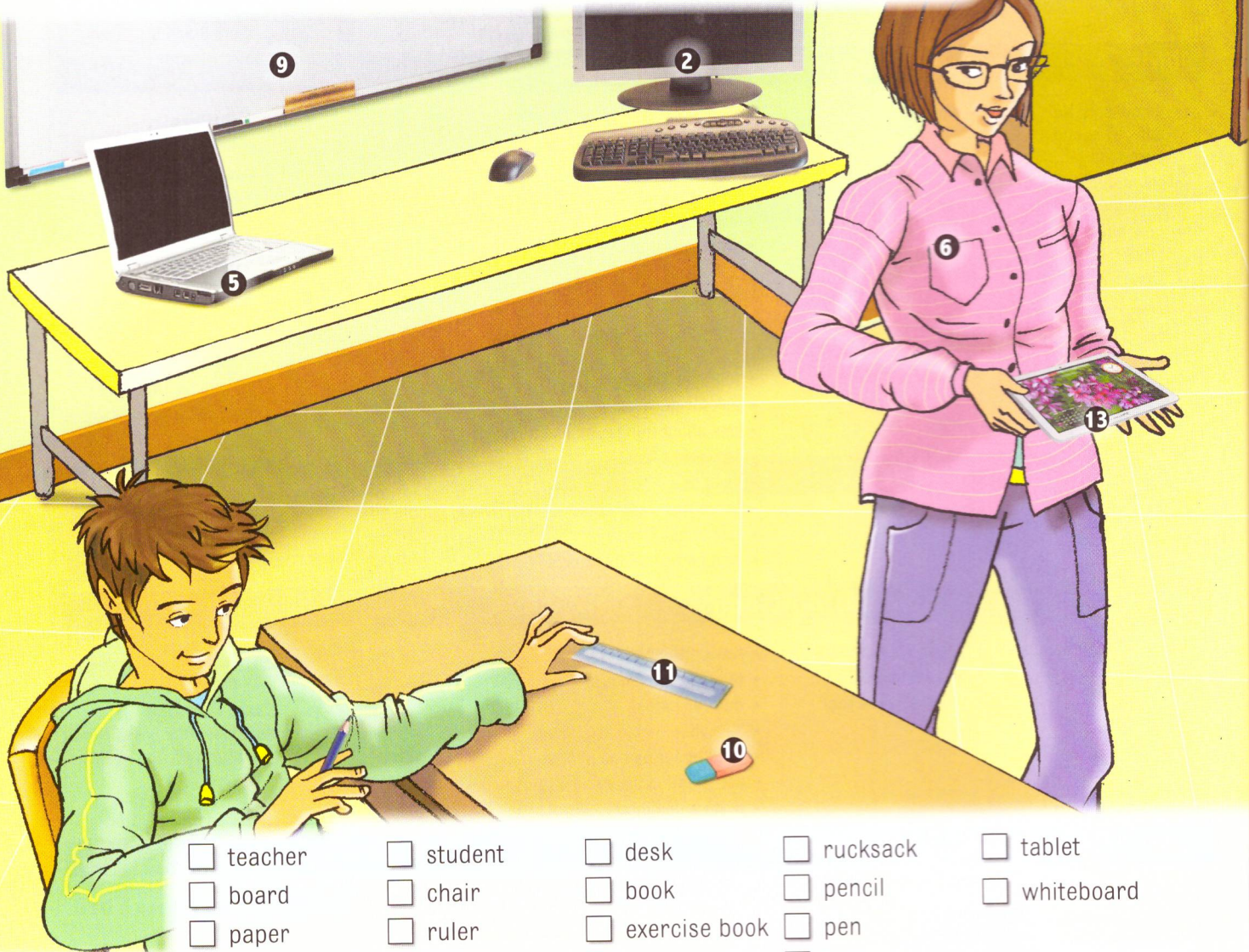
STARTER Welcome back!

Vocabulary The classroom

02
CD1

1

Look at the picture. Write the numbers in the boxes. Listen and check.



☐ teacher

☐ student

☐ desk

☐ rucksack

☐ tablet

☐ board

☐ chair

☐ book

☐ pencil

☐ whiteboard

☐ paper

☐ ruler

☐ exercise book

☐ pen

☐ rubber

☐ pencil case

☐ computer

☐ laptop

Vocabulary Classroom language

03
CD1

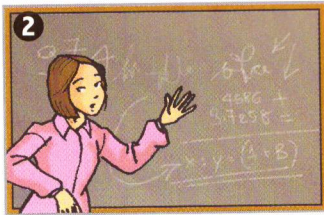
2

a Listen and repeat.

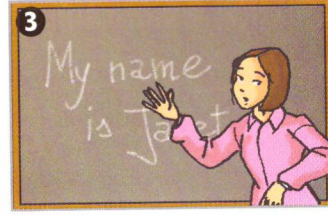
b Write S next to the phrases for students and T next to the ones for the teacher.



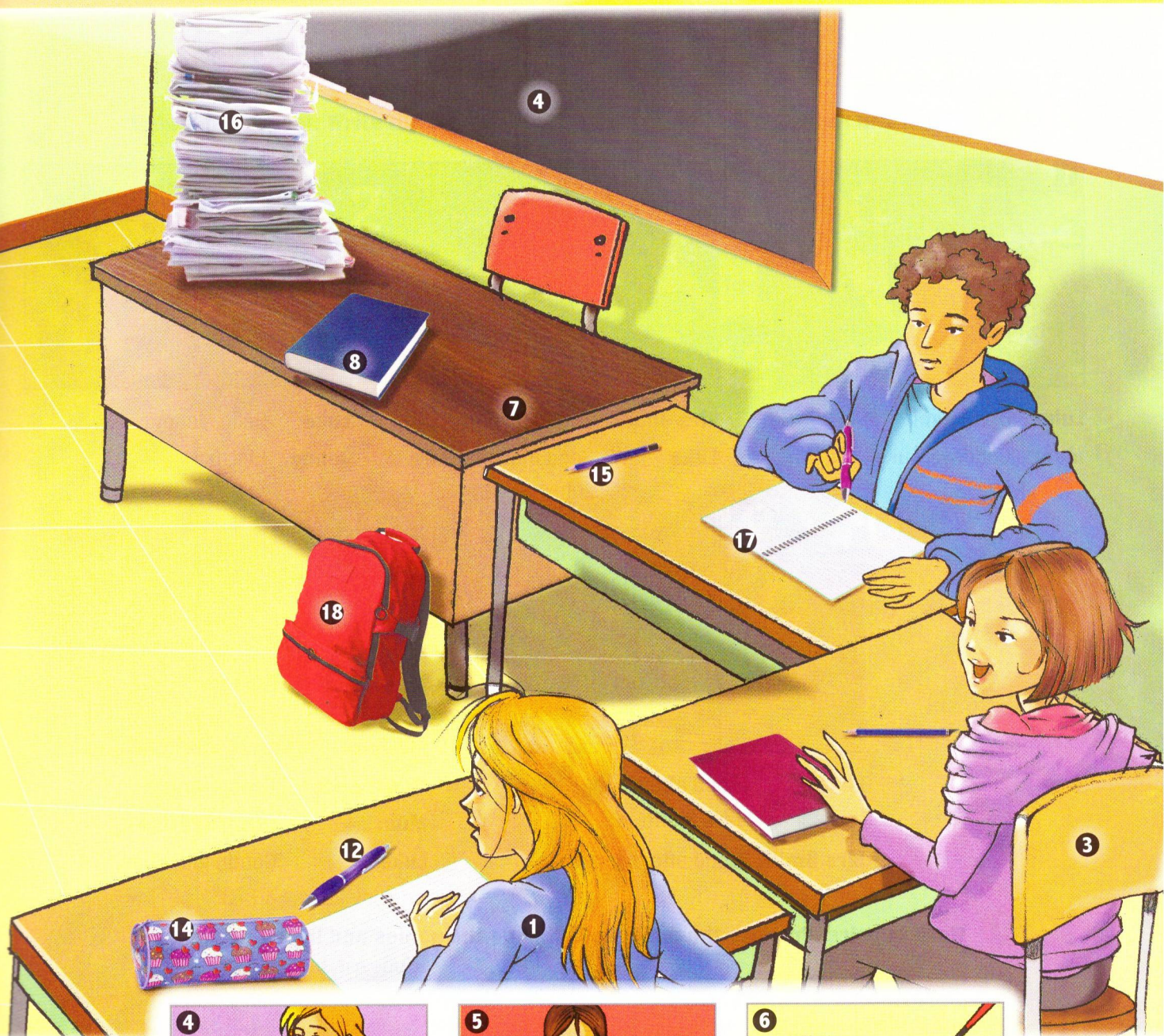
I don't understand.



Look at the board.



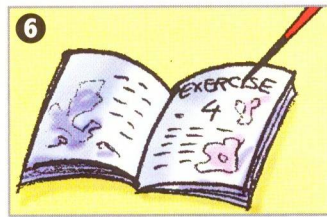
Copy the sentence.



Can you repeat that, please?



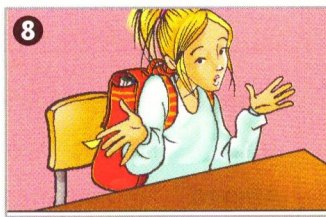
Listen to the CD.



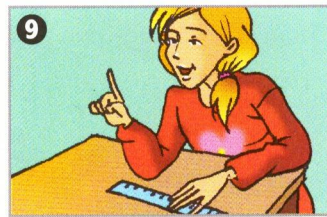
Do exercise four, please.



What's the homework, please?



Sorry, I'm late.



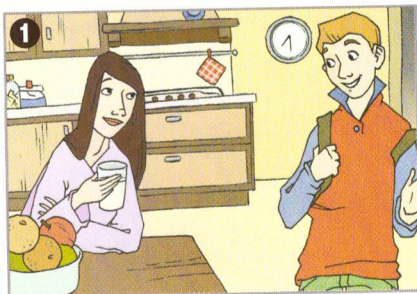
How do you spell 'ruler'?

Vocabulary

Greetings

04
CD1

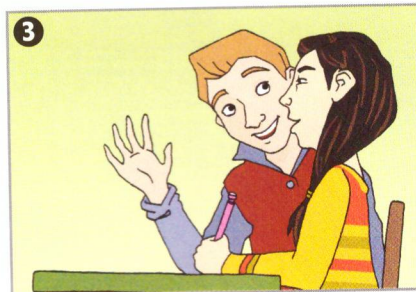
3 Listen and repeat.



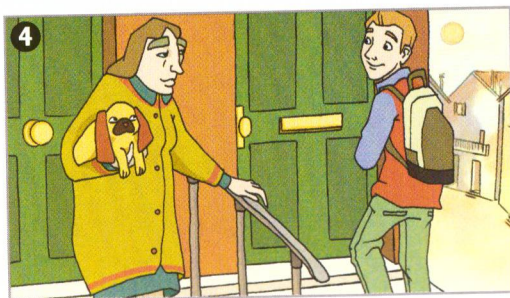
Luke Bye, Mum!
Mum Goodbye, Luke.



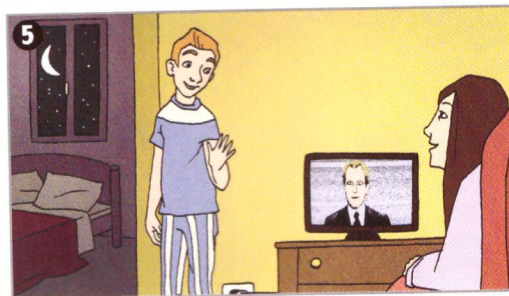
Mrs Jones Good morning, Luke.
Luke Good morning, Mrs Jones.



Luke Hello, Jenny.
Jenny Hi, Luke.



Luke Good afternoon, Mrs Smith.
Mrs Smith Good afternoon, Luke.



Newsreader Good evening.
Mum Goodnight, Luke.
Luke Goodnight, Mum.

4 Work in pairs. Practise the dialogues. Change the names and invent new ones.

Saying hello

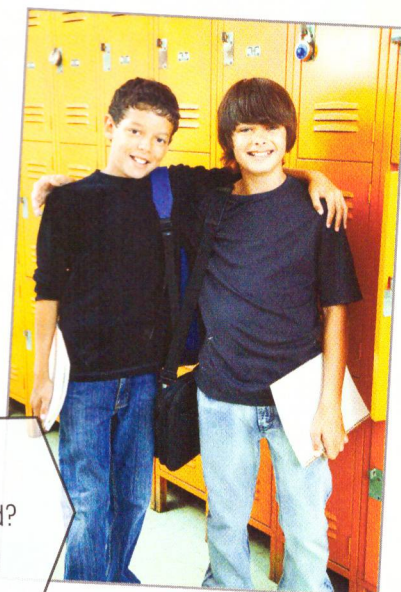
05
CD1

5 Listen and repeat.



Michela Hi Sue! How are you?
Sue Hi, Michela. I'm fine. And you?
Michela Great, thanks!

Ahmed Hello, Matt! How are you?
Matt I'm fine. How are you, Ahmed?
Ahmed I'm fine, thanks!



6 Work in pairs and practise the dialogues. Change the names and invent new ones.

Communication

Asking about age

06
CD1

7 Listen and repeat. Write the words.

six
eight
seventeen
twelve
fifteen
two

1 one	2.....two.....	3 three	4 four	5 five	6	7 seven
8	9 nine	10 ten	11 eleven	12	13 thirteen	14 fourteen
15	16 sixteen	17	18 eighteen	19 nineteen	20 twenty	21 twenty-one

07
CD1

8 Listen and circle the correct names and numbers.

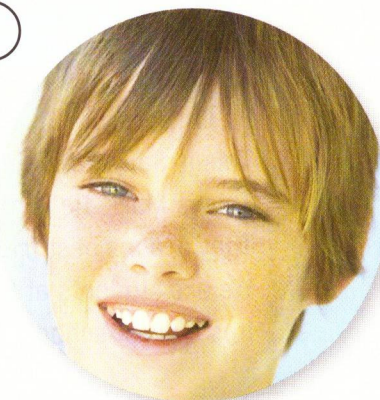
- A** Hi! What's your name?
B I'm Sarah / Susie.
A How old are you?
B I'm 13 / 14.

- C** Hi! What's your name?
D I'm Tom / Tim.
C How old are you?
D I'm 13 / 14.

9 Work in pairs. Practise the dialogues. Change the names and ages and invent new ones.



Hi! What's your name?
 I'm Mark.
 How old are you?
 I'm 13.

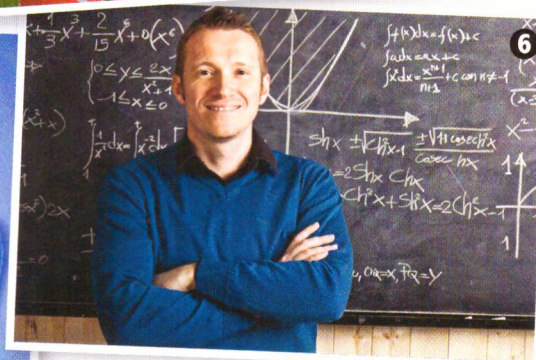


Grammar

Simple present of *be* Positive

Subject pronouns	<i>be</i>	
I	am	
He / She / It	is	14.
You / We / They	are	

10 Circle the correct verb.



- 1 He *is / am / are* nine.
- 2 It *is / am / are* great.
- 3 I *am / is / are* thirteen.
- 4 She *is / am / are* fourteen.

- 5 We *are / is / am* students.
- 6 You *are / is / am* a teacher.
- 7 They *are / is / am* exercise books.

Subject pronouns

08
CD1

11 Listen and read. Circle the subject pronouns below.

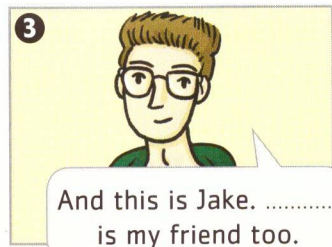
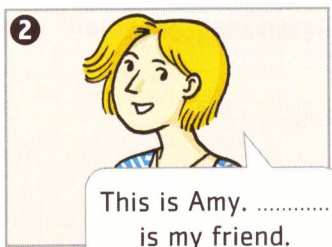
Hi, I'm Jenny.
This is Sally. She is my friend.
This is Mark. He is my friend too.
They are my best friends.
We are students at Gateways School.
It is a great school.



Grammar

12 Complete the dialogue with the correct subject pronouns.

I
you
he
she
it
we
you
they



13 Complete the text for yourself. Then tell the class.

Hi, I'm
This is is my friend.
And this is is my friend too.
We are students at school.

Plural nouns

To make nouns plural, we add an 's'.

14 Reread the text in exercise 12 and complete the table.

Singular	Plural
friend	1.....
student	2.....
teacher	teachers

Some plurals are irregular:

Singular	Plural
child	children
man	men
woman	women
person	people

15 Make the sentences plural.

- The ruler is blue.
The rulers are blue.
- The child is 14.
.....
- The pen is red.
.....

- The man is English.
.....
- My friend is great.
.....
- The book is about London.
.....

Grammar

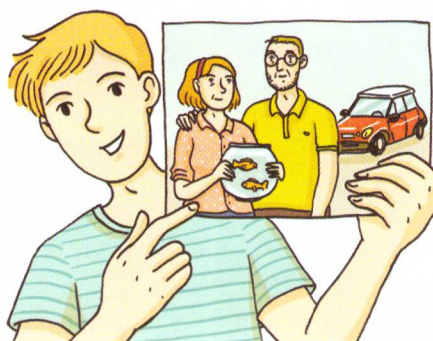
Possessive adjectives

Subject pronoun	Possessive adjective
I	my
He / She / It	his / her / its
You / We / They	your / our / their

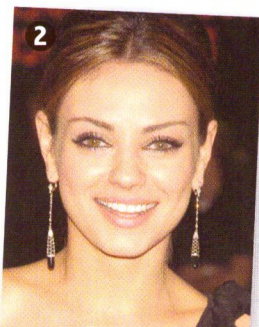
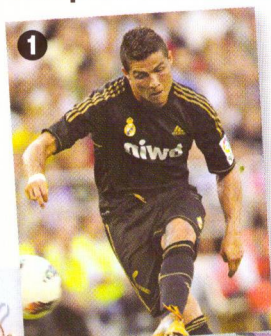
09
CD1

16 Listen and read. Use the table above. Circle the possessive adjectives in the text.

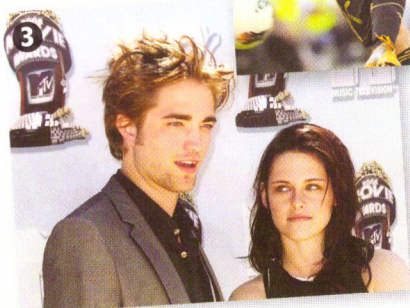
Hi! My name is David and
this is my family.
My dad – his name is Alan.
My mum – her name is
Christina.
Our surname is Spencer.
And the fish? Their names
are Splish and Splash!
And the car? Its name is
Betty.
What's your name?



17 Complete the sentences with the correct possessive adjective.



- 1 name is Cristiano.
- 2 name is Mila.
- 3 names are Robert and Kristen.
- 4 name is *The Batmobile*.
- 5 What's your name?
..... name is
- 6 What's the name / number of your class?
..... class is



18 Complete the sentences about yourself and your family. Use the words below.

my
our
her
your
his

- 1 name is
- This is my mum. 2 name is
- This is my dad. 3 name is
- 4 surname is
- What's 5 surname?

Vocabulary Days of the week

10
CD1

19 Complete the days of the week. Then listen and repeat.

M _ _ D A _

F R _ _ A Y

T _ E _ D _ Y

S _ T _ _ D A _

W E _ _ E S _ A _

S _ _ D _ Y

T _ U _ _ D A _

20 Answer the question. Then ask six friends. Write their names in the diary above.

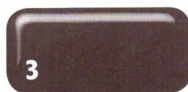
What day is your birthday this year?

Vocabulary Colours

11
CD1

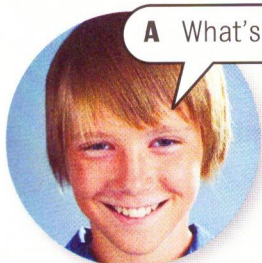
21 Write the colours under the correct picture. Then listen, check and repeat.

grey red green blue yellow orange pink purple black white



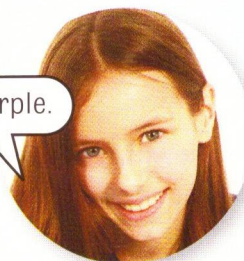
12
CD1

22 Listen and repeat. Ask other students about their favourite colour.



A What's your favourite colour?

B My favourite colour is purple.



International words

13
CD1

23 Write the words under the pictures. Listen and check.

bus
tennis
hotel
taxi
hamburger
pizza
football
supermarket



1



2



3



4



5



6



7

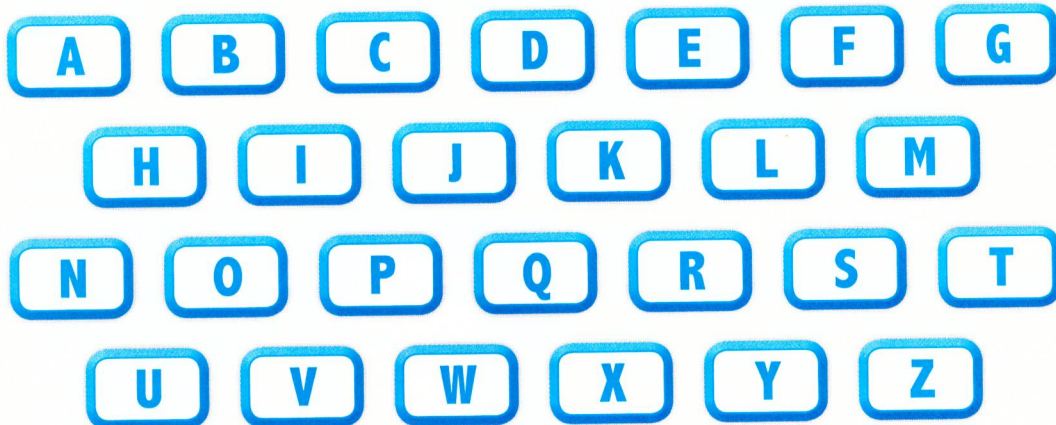


8

Sounds right The alphabet

14
CD1

24 Listen and repeat the alphabet.



15
CD1

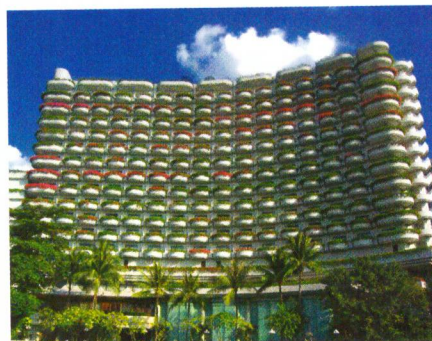
25 Listen and circle the correct letter.

Spelling

16
CD1

26 a Listen and repeat.

- A** How do you spell 'hotel'?
B H-o-t-e-l / I don't know.



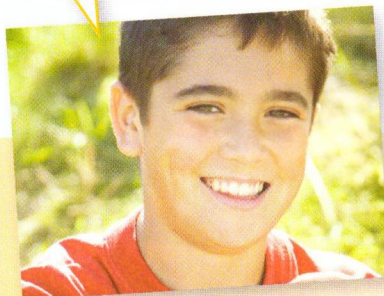
- C** How do you spell your name?
D M - A - R - I - O

b Work with a partner. Choose different words and names. Ask and answer about spelling.

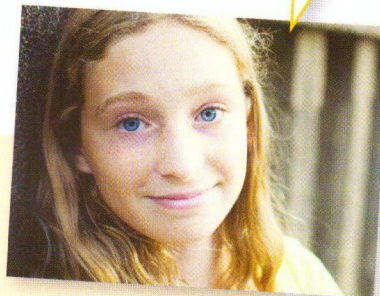
Reading

27 Read the texts and complete the table below.

Hi, my name's Michael. I'm from London. I'm twelve years old and I'm in Year 8 at school. My favourite colour is red. My favourite food is pizza.



Hi, my name's Alice. I'm from Brighton. I'm thirteen years old and I'm in Year 9 at school. My favourite colour is purple. My favourite food is chicken.



NAME	.....	.....
FROM	.....	.....
AGE	.....	.....
YEAR	.....	.....
FAVOURITE COLOUR	.....	.....
FAVOURITE FOOD	.....	.....

Listening

17
CD1

28 Listen and complete the dialogue.

- Jake** What's your ¹..... ?
- Sarah** My name's Sarah.
- Jake** How old are you?
- Sarah** I'm ²..... years old.
- Jake** Where are you from?
- Sarah** I'm from ³.....
- Jake** What's your favourite colour?
- Sarah** My favourite colour is ⁴.....
- Jake** And what's your favourite food?
- Sarah** My favourite food is ⁵.....



Writing and speaking

29 Complete the dialogue for yourself. Then practise it with a friend.



Now do **CYBER HOMEWORK Starter** www.cambridge.org/elt/more

STARTER

UNIT 1 How are you?

You learn

- subject pronouns (revision)
- present simple of *be* (revision)
- questions with *Who?*
- possessive adjectives (revision)
- words for feelings
- numbers (revision)

and then you can

- introduce yourself
- ask how people feel

18
CD1

1

Listen and read.

Kelly Hi, Joe, hi, Adam!

Joe, Adam Hello, Kelly!

Kelly How are you?

Joe Fine, thanks.

Adam And you?

Kelly I'm OK. This is Leah. She's new.

Joe Hi, Leah!

Leah Hi. Are you Joe?

Adam No, my name's Adam. And this is Joe.

Joe Nice to meet you.

Kelly Come on, Leah. We're late for Meg's party.

Adam Oh, a party? Who's Meg?

Leah My sister. She's eight today.

Joe Mmm – a party! With cake ... I'm hungry!

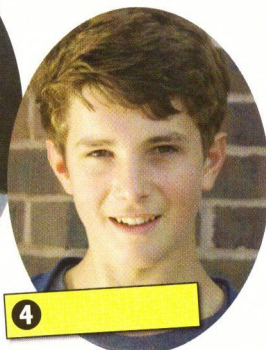
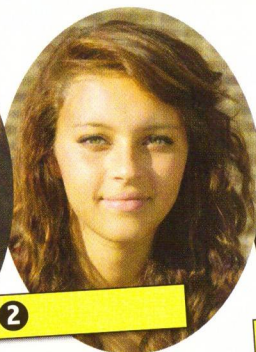
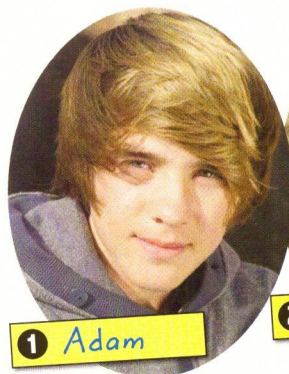
Kelly Sorry, boys. It isn't for you! Guests only! Bye!

Leah See you!

Dialogue work

2 Write the names under the pictures.

Kelly
Joe
Adam
Leah



3 Write the names in the spaces.

1 is fine.

4 is eight today.

2 is new.

5 is hungry.

3 is OK.

Introducing yourself

19
CD1

4 Listen and complete the dialogues.



Dialogue 1

Olivia Hello, Emma. How are you?

Emma Hi, Olivia. I'm fine, thanks.
How ¹ you?

Olivia Great, thanks.

Emma Olivia, this ² Lucas.

Lucas Hi, Olivia. Nice to meet you.

Olivia Hi, Lucas. Nice to meet you too.

Dialogue 2

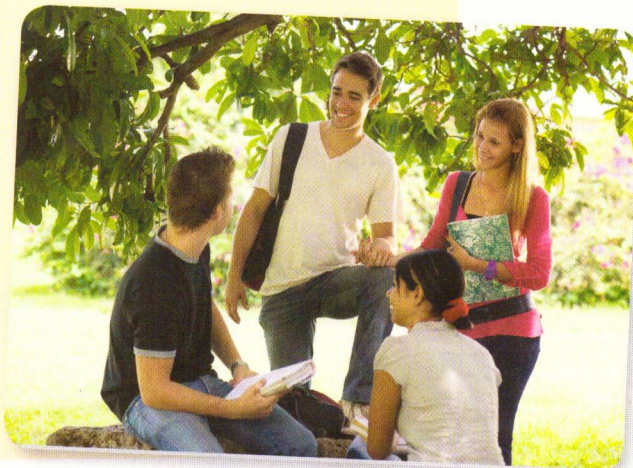
Noah Hi, Tom. Meet Anna and Kim.
They ³ new here.

Kim Hi, Tom!

Tom Hi, Kim and Anna. Oh, sorry.
I ⁴ late. Bye!

Kim and Anna Bye, Tom.

Noah Bye, bye!



5 Act out the dialogues from exercise 4.

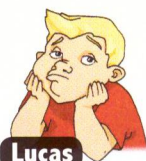
Vocabulary

20
CD1

1

Feelings

a Listen and circle the correct word.



Lucas



David



Peter



Kate

- 1 angry/bored 2 excited/sad 3 tired/hungry 4 bored/cold



James



Grace



Tina



Anna



Sarah



Fred

- 5 hot/scared 6 angry/sad 7 hot/cold 8 sad/happy 9 nervous/hungry 10 angry/worried

b Now work with a partner and ask and answer.

A Who's happy?

B Anna. Who's ...?

Numbers (revision)

21
CD1

2

a Listen and circle the correct numbers.

- | | |
|-------------------------------------|--------------------------------------|
| 1 <i>three / nineteen</i> books | 5 <i>nine / nineteen</i> chairs |
| 2 <i>six / sixteen</i> pens | 6 <i>eleven / eighteen</i> friends |
| 3 <i>thirteen / fifteen</i> pencils | 7 <i>twelve / twenty</i> students |
| 4 <i>twenty / four</i> houses | 8 <i>seven / seventeen</i> computers |

22
CD1

b Listen and write the correct numbers.

- | | |
|-----------------|-------------------|
| 1 taxis | 5 footballs |
| 2 laptops | 6 pencils |
| 3 friends | 7 buses |
| 4 books | 8 pens |

Sounds right Days of the week (revision)

3

a Complete the days of the week. Number them in the correct order.

- | | | | |
|--------------------------|-------|------------------------------------|--------|
| <input type="radio"/> Th | | <input checked="" type="radio"/> 1 | Monday |
| <input type="radio"/> Su | | <input type="radio"/> F | ..... |
| <input type="radio"/> W | | <input type="radio"/> Tu | ..... |
| <input type="radio"/> Sa | ..... |  |  |

23
CD1

b Listen and check.

Communication

Asking how people feel

24
CD1

4 Listen and match the names and the feelings.

- | | | |
|----------|--------------------------|-----------|
| 1 Anna | <input type="checkbox"/> | a angry |
| 2 Fred | <input type="checkbox"/> | b worried |
| 3 Lucas | <input type="checkbox"/> | c hot |
| 4 Tina | <input type="checkbox"/> | d happy |
| 5 Peter | <input type="checkbox"/> | e nervous |
| 6 David | <input type="checkbox"/> | f sad |
| 7 Kate | <input type="checkbox"/> | g hungry |
| 8 Grace | <input type="checkbox"/> | h scared |
| 9 James | <input type="checkbox"/> | i bored |
| 10 Sarah | <input type="checkbox"/> | j cold |
| 11 Mike | <input type="checkbox"/> | l tired |

5 a Now interview four of your classmates.

A How are you today?

B I'm *happy / OK / sad*.

b Report back to the class.

Anna is happy today but David is sad.

Sarah is happy today and Joe is too.

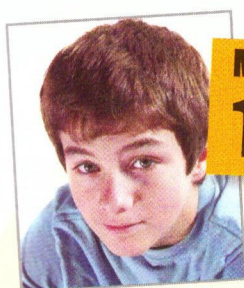
Asking about age

6 Work in pairs. Ask and answer questions about the photos.

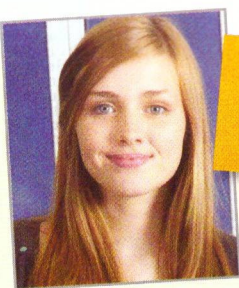
A How old is *Mike*?

B He's *twelve*.

A *That's right. / That's wrong – he's ...*



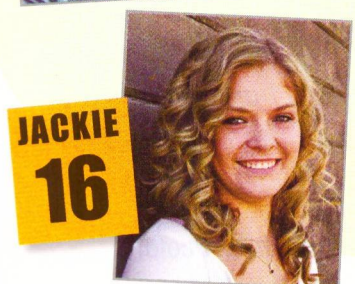
MIKE
12



JANE
17



SIMON
15



JACKIE
16



ERICA
11



TOM
14

Grammar

Subject pronouns (revision)

All English sentences need a subject and a verb.

Look at the dialogue on page 14 and complete the examples with the correct subject pronouns.

¹.....'m hungry. ².....'s new. ³.....'re late.

I'm Patrick.

You're in class 2A.

He's seven.

She's happy.

It's new.

We're friends.

You're hungry.

They're angry.

1 Circle the correct subject pronoun.

- 1 He / I / They are from London.
- 2 It / You / We is nice.
- 3 I / You / They am thirteen.
- 4 We / They / She is fourteen.
- 5 I / He / We are English.

2 Complete the sentences with the correct pronoun.



..... are excited!



..... is a teacher.



..... are twenty.



..... am late.



..... are scared.



..... is a nice car.



..... is from London.

Present simple of be Positive (revision)

I'm (= I am) sad.

You're (= You are) cold.

He's (= He is) bored.

She's (= She is) in class 3B.

It's (= It is) blue.

We're (= We are) busy.

You're (= You are) happy.

They're (= They are) twelve.

3 Complete the text with *am*, *is* or *are*.

- 1 Hi, I'm Elina and I ¹..... thirteen now. My pencil case ²..... blue. This is my friend, Bobby. He ³..... from Manchester. We ⁴..... in Year 8 at school.
- 2 Hello! I'm Shelly and this is Dean. We ⁵..... in Year 7. Look at our bags! They ⁶..... purple. Purple is our favourite colour!

Present simple of be Negative

Look at the dialogue on page 14 and complete the example.

It ¹..... for you!

I'm not nervous. (= I am not ...)

You / We / They aren't happy.
(= You / We / They are not ...)

He / She / It isn't hungry.
(= He / She / It is not ...)

4 Circle the correct word.

- 1 He *isn't* / *aren't* happy today.
- 2 They *isn't* / *aren't* hungry.
- 3 It *isn't* / *aren't* Sunday – it's Monday!
- 4 I *isn't* / *'m not* hungry.
- 5 You *isn't* / *aren't* cold.
- 6 We *isn't* / *aren't* scared.

Grammar

Present simple of be Questions and short answers

Complete the questions with **Am, Is or Are**.

Questions

1 I right?

Are you happy?

2 Sally nervous?

Is it Monday?

Are we late?

3 Fred and Dan hot?

Short answers

Yes, you are. / No, you aren't.

Yes, I am. / No, I'm not.

Yes, he / she is. /

No, he / she isn't.

Yes, it is. / No, it isn't.

Yes, you are. / No, you aren't.

Yes, they are. / No, they aren't.

5 Complete the questions with the correct word.

- 1 you happy?
- 2 he hungry?
- 3 I late?
- 4 they excited?
- 5 we in the correct class?
- 6 it Friday tomorrow?

6 Now write the answers.

- 1 Yes,
- 2 No,
- 3 Yes,
- 4 Yes,
- 5 No,
- 6 Yes,

Questions with Who?

Look at the dialogue on page 14 and complete the example.

1 Meg?

To ask about someone, use *Who?*

A Who's (is) he? **B** He's (He is) David.

A Who are they? **B** They're (They are) David and Maria.

7 Write the questions.

- 1 Who's he? He's Mark.
- 2? She's Mrs Page.
- 3? We're the new students.
- 4? I'm Frances.
- 5? They're *One Direction*!

Possessive adjectives (revision)

Dawn is **my / your / her / his / our / their** sister.

I'm the singer in a band. **Its** name is *Be Bop*.

8 Listen and repeat the rap.

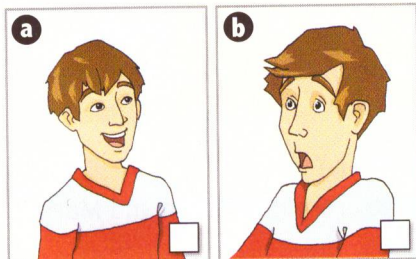
25
CD1

This isn't **my** cat. It isn't **your** cat. It isn't **his** cat. Oh, no! It's **her** cat. Yes, I'm **her** cat. This isn't **our** dog. It isn't **your** dog. Of course not. It's **their** dog. That's right, I'm **their** dog. Woof, woof!

Skills

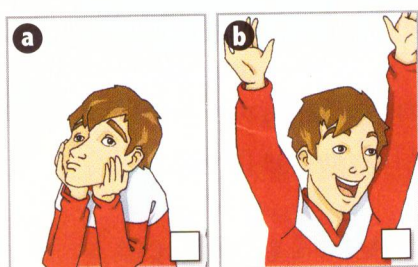
Reading

1 Read and tick (✓) the correct pictures.

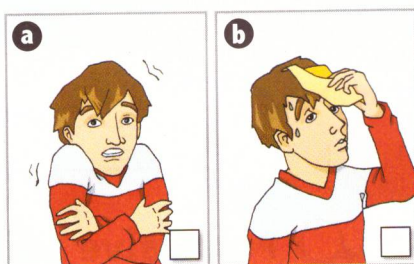


Monday

It's Monday morning and Kevin's scared. He's got an English test.
It's Tuesday afternoon. Kevin's bored.
It's Wednesday evening. Kevin's hot.
It's Thursday evening. Kevin's angry. He's got a lot of homework.
It's Friday afternoon. Kevin's excited. Tomorrow's Saturday.
It's Saturday. Kevin's very happy.
It's Sunday. Kevin's sad. There's school tomorrow.



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday

Listening and speaking

26
CD1

2 a Listen and number the dialogue in the correct order.

- ☐ A OK. Here's a slice of pizza.
- ☐ A How are you, Julia?
- ☐ A Hungry? OK – here's an apple.
- ☐ B An apple? Yuk. No, thanks.
- ☐ B A slice of pizza! Thanks. Now I'm happy!
- ☐ B I'm hungry. I'm really hungry.

b Work in pairs. Practise the dialogue below. Invent new ones.

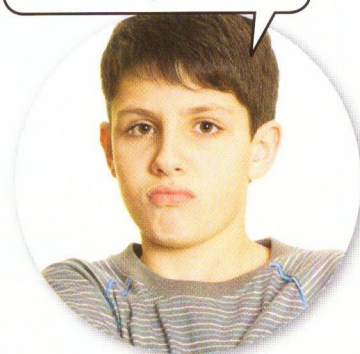
- A How are you, (name)?
- B I'm happy. I'm really happy! / I'm worried. I'm really worried.
- A That's great! / Oh no!

Speaking

3 a Look at Dave's diary. Say how he feels.

Monday	☹️	History Test!
Tuesday	😊	Football!!
Wednesday	😊	PE this morning!
Thursday	☹️	Maths!
Friday	😄	It's the weekend!

On Monday, he's sad.



b Now complete the diary below for yourself and discuss in pairs.

A On Monday, I'm happy.

B Why?

A It's school!

Monday
Tuesday
Wednesday
Thursday
Friday

Writing Completing forms

4 a Complete the form.

About me

Name: _____

Age: _____

Nationality: *From* _____

School: _____

My friends: _____

I am happy / sad / excited etc today. _____



b Write a short text about you.

My name is I'm and I'm from

.....

.....

I'm today.

Culture

The United Kingdom

Look at the map and complete the table.

London Belfast The Bann Ben Nevis Loch Ness Cardiff

	ENGLAND	SCOTLAND	WALES	N. IRELAND
Mountains		1	Snowdon	
Rivers	The Thames	The Tweed		2
Lakes	Windermere	3		
Capital cities	4	Edinburgh	5	6

The facts

COUNTRIES

England, Scotland, Wales and Northern Ireland

LANGUAGES

English, Welsh, Gaelic and Irish

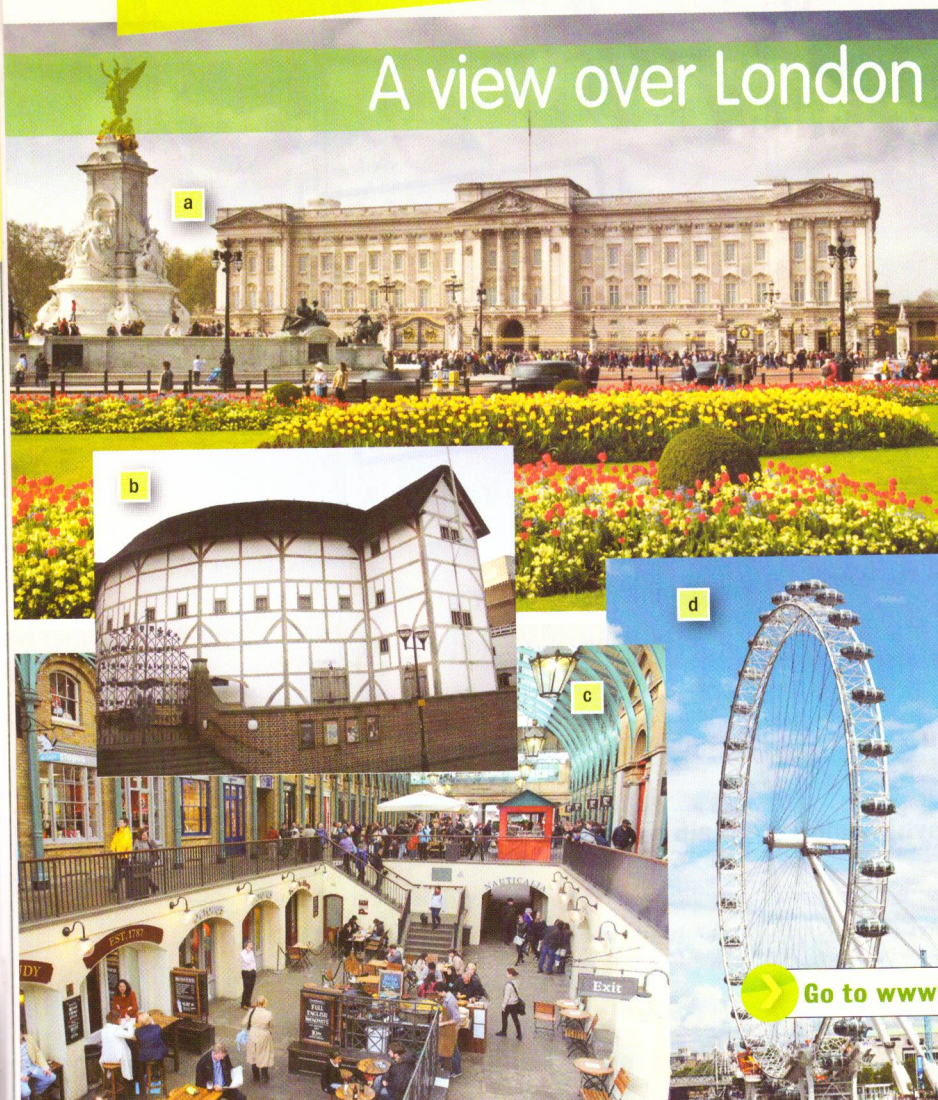
POPULATION

63,002,000



A view over London

Read about London and match the photos to the correct places.



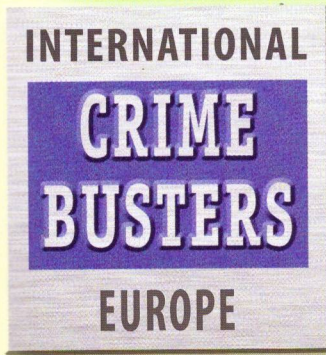
- ☐ The London Eye is the biggest wheel in Europe. It is 135 metres high with 32 capsules for 25 people.
- ☐ Buckingham Palace is the home of the Queen of England. It is big with 600 rooms. There are 400 servants and 39 royal guards here.
- ☐ The Globe Theatre is one of London's most famous theatres and a copy of Shakespeare's Globe Theatre. It is a round theatre with no roof.
- ☐ Covent Garden is a market with shops and stalls and nice clothes and crafts.

MORE! Online Action Box

Listening and Quiz online.

Write a text for the **MORE! Online journal**. Put it online for students from other countries to read.

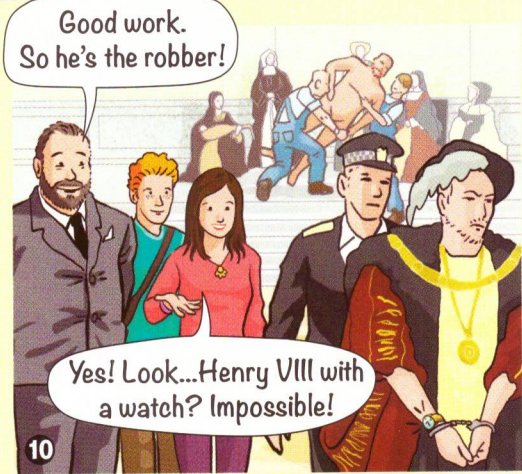
Go to www.cambridge.org/elt/more for extra CULTURE



The International Crime Busters are flying into London.



Outside Scotland Yard.



UNIT 2 Where's your book?

You learn

- prepositions
- questions with *Who*, *Where*, *Why*, *What*, *What colour?*
- imperatives
- words for classroom objects
- prepositions

and then you can

- say where things are
- give instructions

28
CD1

1 Listen and read.

Mr Jones Good morning, class!

Class Good morning, Mr Jones!

Mr Jones Who's this?

Leah I'm Leah.

Mr Jones Ah, yes, Leah - the new girl.

Leah Yes, that's right!

Mr Jones I'm Mr Jones, your English teacher. Sit here, Leah, next to Kelly.

Take out your books, please.

Adam, where's your book?

Adam It's in my bag, Mr Jones.

Mr Jones Well, open your bag then!

Adam But my bag isn't here, Mr Jones.

Mr Jones Where is it?

Adam I don't know, Mr Jones.

Mr Jones Don't laugh, Joe. It isn't funny. What colour is your bag, Adam?

Adam It's black and white.

Mr Jones Is that your bag under Joe's chair?

Adam Yes, it is!

Mr Jones Joe, give Adam his bag. Be quiet, everyone, and open your books.

Dialogue work

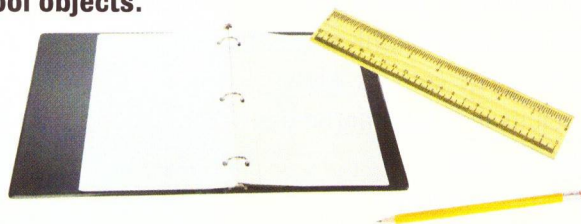
2 Circle the correct answer.

- 1 Leah sits next to *Joe* / *Kelly*.
- 2 Mr Jones is a *teacher* / *student*.
- 3 *Joe's* / *Adam's* book isn't on his desk.
- 4 Adam's bag is black and *red* / *white*.
- 5 Mr Jones is *happy* / *angry* when the class laughs.
- 6 Adam's bag is under *Leah's* / *Joe's* chair.

Saying where things are

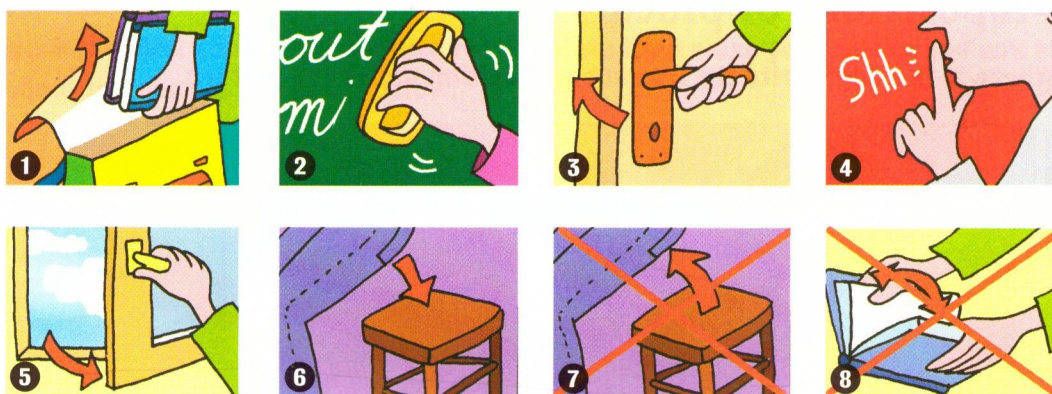
3 Work in pairs and make dialogues about school objects.

- A** Where's my *rubber*?
B I don't know. What colour is it?
A It's *white*.
B Look! It's there *under your chair*.



Giving instructions

4 Match the pictures to the speech bubbles and write the correct number.



- Sit down. ☐ Clean the board. ☐ Don't open your books. ☐
 Open the window. ☐ Don't talk. ☐ Don't stand up. ☐
 Close the door. ☐ Take your books out. ☐

5 Check your answers in pairs.



- B** Number 1.
A Sit down.
B Number 6.
A Wrong! Try again!
A Correct!

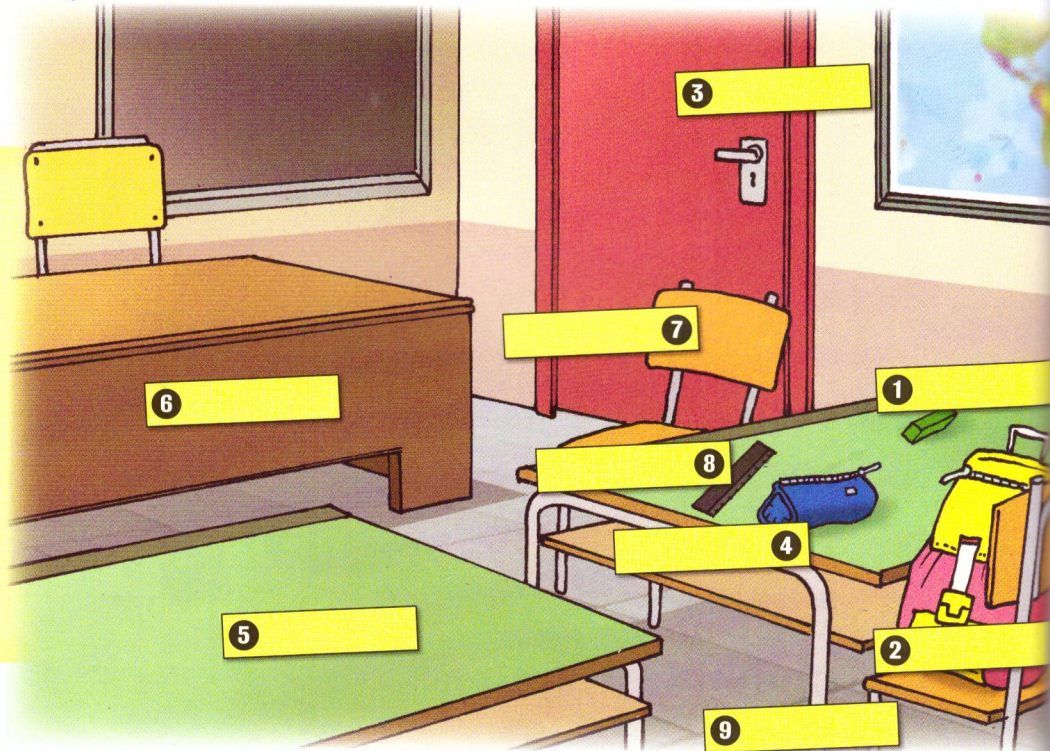


Vocabulary

Classroom objects

- 1** Read and label the objects in the picture.

In my classroom, the floor is grey and our desks are green. Our chairs are orange. The teacher's desk is brown. The door is red. My bag is yellow and pink. Yellow and pink are my favourite colours. My pencil case is blue and my ruler is black. My rubber is green.



Prepositions of place

- 2** Where is the dog? Write the correct preposition under the picture.

in
on
under
next to
in front of
behind



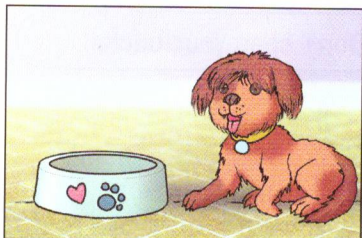
1



2



3



4



5



6

- 3** Work in pairs and talk about different objects in and around the classroom.

A Where's the computer?

B It's on the table behind the door.

A Where's the English poster?

B It's on the wall in front of your desk.

Communication

Sounds right /ə/

29
CD1

4

a Listen and repeat.

- 1 teacher **er** 2 computer **er** 3 play **er** 4 under **er** 5 number **er** 6 colour **our**

30
CD1

b Listen and repeat.

- 1 Why is the teacher under the desk?
2 What colour is the teacher's computer?

Asking for words in English

5

a Complete the sentences with the correct word from your language.

- 1 What's in English? It's 'rucksack'.
2 What's in English? It's 'pencil case'.
3 What's in English? It's 'rubber'.

b Work in pairs and ask and answer about other objects in the classroom.

Saying where things are

6

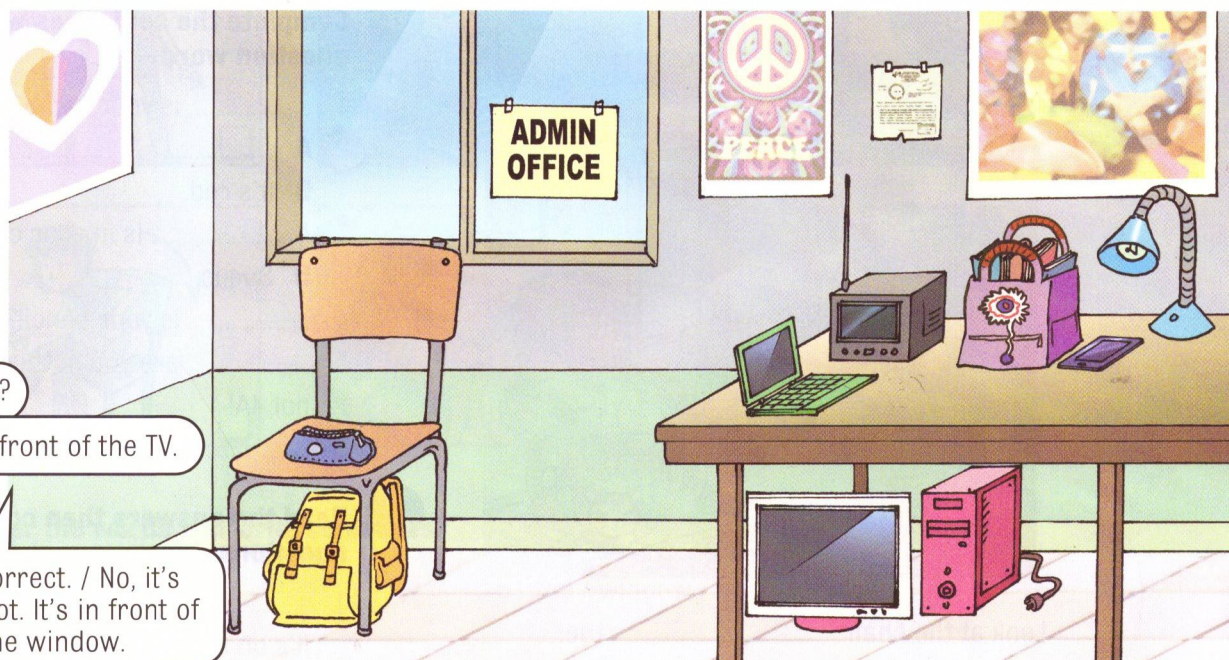
Work in pairs. Look at the picture for 1 minute then close your books and ask and answer about the objects in the list below.

rucksack
pencil case
laptop
computer
bag
books
tablet
TV

A Where's the laptop?

B It's in front of the TV.

A Correct. / No, it's not. It's in front of the window.



Giving instructions

7

Work in pairs. Tell each other things to do around the classroom.

A Stand up, please!

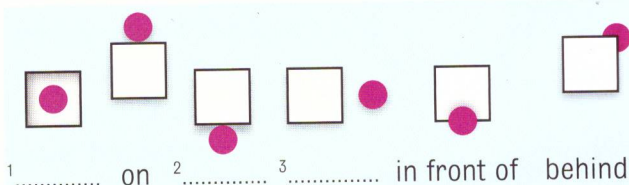
B Open your book, please!

Grammar

Prepositions

- 1 Write the prepositions under the correct picture.

next to in under



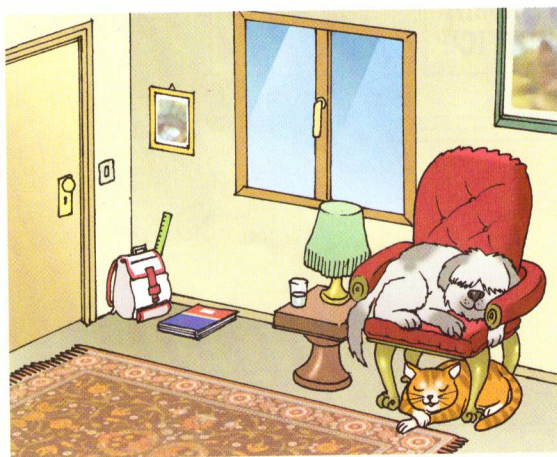
- 2 Complete the text with the words below.

in (x2) behind on next

Hi, my name is Zena. I'm fourteen and I'm
 1 class 5A. My desk is 2
 to the window and my friend Anna's desk is
 3 my desk. My exercise book is
 4 my desk. My pencils and pens are
 5 my pencil case.

- 3 Look at the picture and complete the sentences.

in on under next to on next to



Look at the chair 1 the
 window. There's a dog 2 the
 chair and a cat 3 the chair!
 And my school bag is in the corner. There's a
 ruler 4 the bag. My English
 book is 5 the floor,
 6 my bag.

Questions with Who, Where, Why, What, What colour?

- 4 Look at the dialogue on page 24 and complete the table.

1	's your book?
2	is your bag, Adam?
Who's	she?
Why	are you under the desk?
What's	the capital of Peru?

Translate the question words into your own language.

- 5 Circle the correct word.

- What / Where is your English teacher's name?
- Who / What colour is your rucksack?
- Who / Why is your best friend?
- Where / What is he from?
- Why / What is he here?
- Where / What is your dog now?

- 6 Complete the sentences with the correct question word.

- is your name?
- A is your pen?
B It's red.
- A is in your class?
B Sue is.
- is your pencil?
- are you in this class? This is 4D not 4A!
- is the teacher? He's late.

- 7 Read the answers then complete the questions.

- is my tablet?
It's on the table next to the window.
- class is he in?
7A.
- are you with?
Sarah.
- is the teacher late today?
She's with the headmaster.

Grammar

Imperatives

8 Look at the dialogue on page 24 and complete the table.

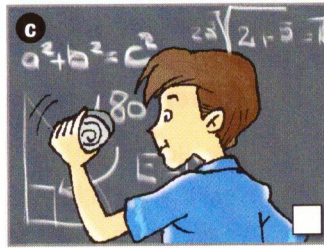
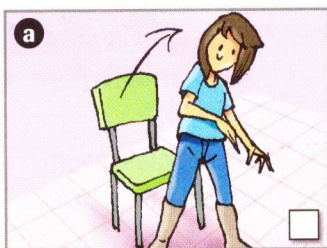
+	-
1 here, Leah...	Don't put your books in your bag.
2 out your books, please.	Don't run!
3 Well, your bag then!	4 laugh, Joe.

9 Complete the phrases.

Don't Clean Sit Take Stand Close

- out your books.
- the window, please. I'm cold!
- open your books!
- up!
- down!
- the board.

10 Match the sentences from exercise 9 with the pictures. Write the numbers.



11 Reorder the words and write sentences.

- | | |
|--------------------------------|---|
| 1 the / close / door
..... | 5 the / window / open / don't
..... |
| 2 your / books / open
..... | 6 open / don't / door / the
..... |
| 3 up / stand / don't
..... | 7 pairs / in / work
..... |
| 4 down / don't / sit
..... | 8 board / clean / the / please
..... |

Skills

Reading

1 a Read and match the person to the correct classroom.



1 Hi, my name's Catalina.

I'm eight years old and I'm from Chile. My classroom is a blue and white bus with desks and chairs and pictures on the walls. It's great! My desk is next to the bus door. My favourite exercise book is orange and my favourite pencil is red and green.



2 Hi, my name's Alhad.

I'm eleven years old and I'm from India. There are mats on the floor in our classroom. My schoolbag is green and my pencil case is yellow. My favourite colours are yellow and green. They are the colours of my favourite football team.



3 Hello, my name's Arro.

I'm ten years old and I'm from Finland. There is a whiteboard in our classroom and the desks are orange with black chairs. My schoolbag is red and my pencil case is black. Our exercise books for English are blue.



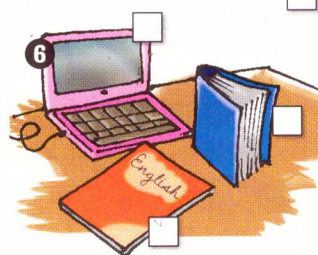
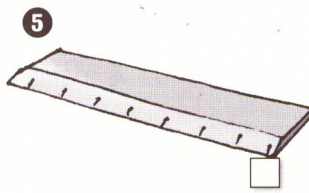
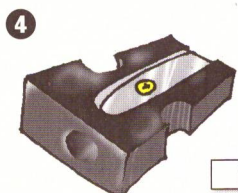
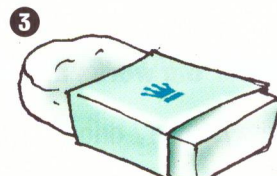
b Answer the questions.

- | | |
|--|--|
| 1 How old is Catalina? | 6 Where are the mats in his classroom? |
| 2 Where is her classroom? | 7 What are his favourite colours? |
| 3 What colour is her favourite pencil? | 8 Where is Arro from? |
| 4 Who is from India? | 9 What colour is the board in his classroom? |
| 5 How old is he? | 10 What are blue? |

Listening

2 Listen to Ben and tick (✓) the objects he talks about.

31
CD1



Skills

Speaking

3 Work in pairs. Interview your partner. Then change the words and invent new dialogues.

Boy What colour's your *pencil case*?

Girl It's *blue and green*.

Boy OK. What colour's your *rucksack*?

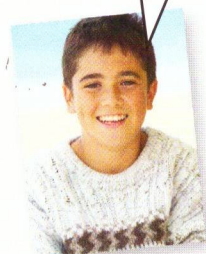
Girl My *rucksack*? It's *yellow*.

Boy What's your favourite colour?

Girl *Yellow!*

A What colour's your pencil case?

B Blue.



Writing Descriptions

4 a Complete the text with the adjectives below.

happy sad yellow brown green blue pink purple

This is Emma. Her hair is ¹.....

Her eyes are ².....

She is ³..... today.

She is not ⁴.....

This is her rucksack. It is ⁵.....

Her pencil case is ⁶.....

Her ruler is ⁷..... Her favourite colour is ⁸.....



Tip

Note!

Adjectives always come **after** the verb *be*.

b Now write a description of a friend and his or her schoolbag.

DVD

The Story of the Stones 1 They're here!

Watch Episode 1 and match the pictures to the phrases.

1 Let me see. **2** How strange! **3** At last!



Graphs and charts

1 Read the key facts and label the diagrams.

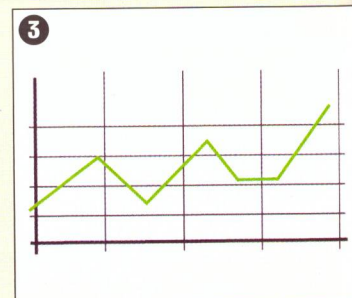
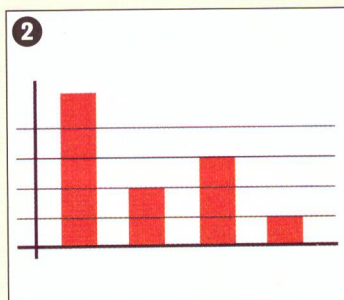
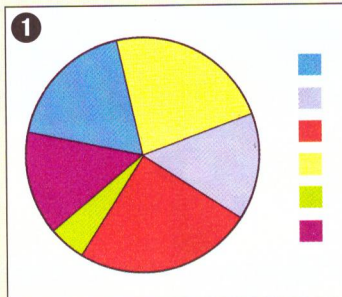
Key facts!

Data is another word for information.

Data can be shown on graphs and charts.

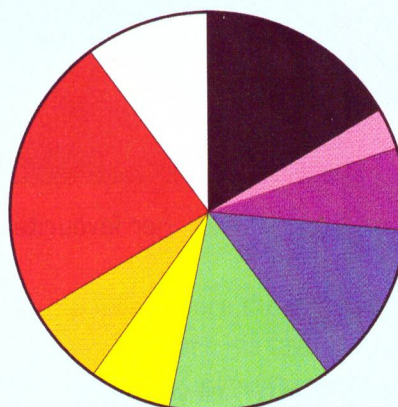
Here is a pie chart, a bar chart and a line graph.

Which one is which?



2 30 students talk about their favourite colours. Answer the questions below.

- 1 What is their favourite colour?
- 2 Does anyone like pink?
- 3 Does anyone like black?
- 4 Do more students like purple or green?
- 5 How many colours do they like in total?

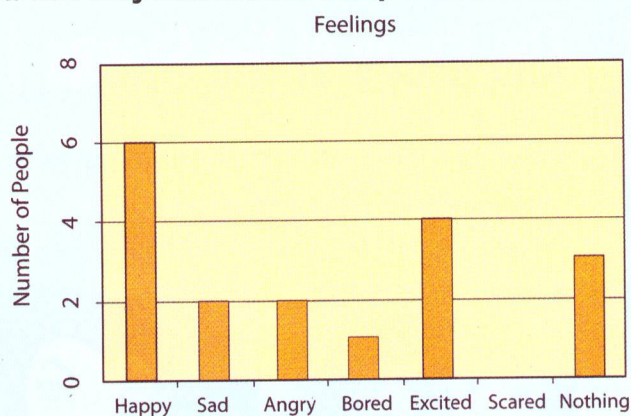


Favourite colors:

- purple
- white
- green
- black
- blue
- pink
- yellow
- orange
- red

3 The students make a bar chart to show how they feel. Answer the questions below.

- 1 Use the chart to find out how many students feel sad.
- 2 How many feel happy?
- 3 How many are excited?
- 4 Do any students feel scared?
- 5 How many students are in the class?



WEBQUEST

- Draw a graph or a pie chart for the students in your class on a computer. Choose one of the topics from exercise 2 or 3.
- Print it out and present it to the class.



Check your progress 1

Units 1 and 2

1 Write the numbers. [½ point each]

seventeen
eight
thirteen
twenty-five
twelve
fourteen

2 Write the objects.

1 c _ _ _ _ 4 CD _ _ _ _
2 c _ _ _ _ 5 d _ _ _
3 b _ _ _ _ 6 w _ _ _ _

3 Complete the questions.

1 you bored?
2 your pen on your desk?
3 Steve scared of dogs?
4 Sue and John happy?
5 your sister 12 years old?

4 Match the answers to the questions in exercise 3.

a No, she's 13.
b Yes, I am.
c Yes, he is.
d Yes, it is.
e Yes, they are.

5 Complete the questions and answers. [2 points each]

1 colour is your pencil case?
.....
2 is your favourite actor?
.....
3 is your rucksack?
.....
4 is your English teacher?
.....
5 is the capital of your country?
.....
6 old are you?
.....

6 Write the sentences using the negative form.

1 I'm new here.
.....
2 They are hungry.
.....
3 It's very hot today.
.....
4 My teachers are friendly.
.....
5 Yellow is her favourite colour.
.....
6 We are late for school.
.....

7 Complete the dialogue.

A ¹..... morning, Mrs Carter.
B Hello, Tim. How ².....
³..... ?
A ⁴..... fine, thanks.
This ⁵..... Jane.
B Hi, Jane. Nice ⁶..... meet
⁷.....

8 Translate the sentences.

1 My pencil is under my desk.
.....
2 Our car is in front of the school.
.....
3 The cat is on the chair.
.....
4 Don't look at your book!
.....
5 Sit next to the window.
.....
6 Don't be sad!
.....

☐ 6
TOTAL ☐ 50

☐ 12

MY PROGRESS SO FAR IS...

brilliant! ☐ quite good. ☐ not great. ☐

UNIT 3

Your house is fantastic!

You learn

- *There is / are*
- questions with *Whose...?* and the possessive 's
- adjectives
- words for furniture
- rooms in the house

and then you can

- describe rooms and furniture
- give information

32
CD1

1

Listen and read.

Kelly What's your new house like, Leah?

Leah It's great.

Adam Is it big?

Leah Umm – well, yes, it is. There are six bedrooms and three bathrooms.

Adam Six bedrooms? Wow! Is there a TV in your bedroom?

Leah Yes, there is. And there's a DVD player too, and a computer on the desk.

Kelly Really?

Leah Yes. But there isn't a wardrobe.

Kelly So, where are your clothes?

Leah In the room next to my bedroom.

Adam Your wardrobe is a room?! Wow, your house is fantastic! Are there any good posters on the walls? In your bedroom, I mean.

Leah Of course! There are posters of all my favourite singers and bands. And there are lots of bookshelves, too. But there aren't a lot of books!

Kelly Wow. What an amazing house. Can we come and see it?

Leah Sure! You can see it now. Look. There it is.

Kelly But that isn't a big house ... Whose is it?

Adam It's Leah's house! It's a joke!

Leah You're right! It's my house. It isn't big really. There are two bedrooms and a bathroom. There's a desk in my room and posters on the wall, but no computer or TV. And there isn't a garden. But that's OK. We're happy!

Dialogue work

2 Read the dialogue again and write Yes or No.

- 1 Is Leah's new house big? *No.*
- 2 Are there six bedrooms?
- 3 Is there one bathroom?
- 4 Are there posters on the walls?
- 5 Is there a desk?
- 6 Is there a computer in Leah's room?
- 7 Is there a garden?
- 8 Is Leah happy in her house?

Describing things

3 a Work with a partner. Find the opposites.

big early friendly good old beautiful unfriendly bad new ugly small late



b Complete the questionnaire for yourself then ask and answer with a partner.



A What's your bedroom like?

B It's small with a window.

What's he/she/it like?

your bedroom
your mobile phone
your house / flat
your parent's car
your computer
your best friend

Me

.....
.....
.....
.....
.....
.....

My partner

.....
.....
.....
.....
.....
.....

Giving information



4 Complete the dialogue with the words below. Listen and check, then practise it with a partner.

where
accident
please
spell
fire
in

- A** Quickly! There's a ¹ in Horton Street!
- B** Can you ² that, please?
- A** Yes, it's H-O-R-T-O-N Street.
- B** OK, an ³ in Horton Street.
- A** No, there isn't an accident there! There's a fire!
- B** OK, sorry! And ⁴ are you now?
- A** I'm ⁵ Winchester Street.
- B** Can you spell that too, ⁶ ?
- A** W-I-N-C-H-E-S-T-E-R Street! OK?
- B** OK.

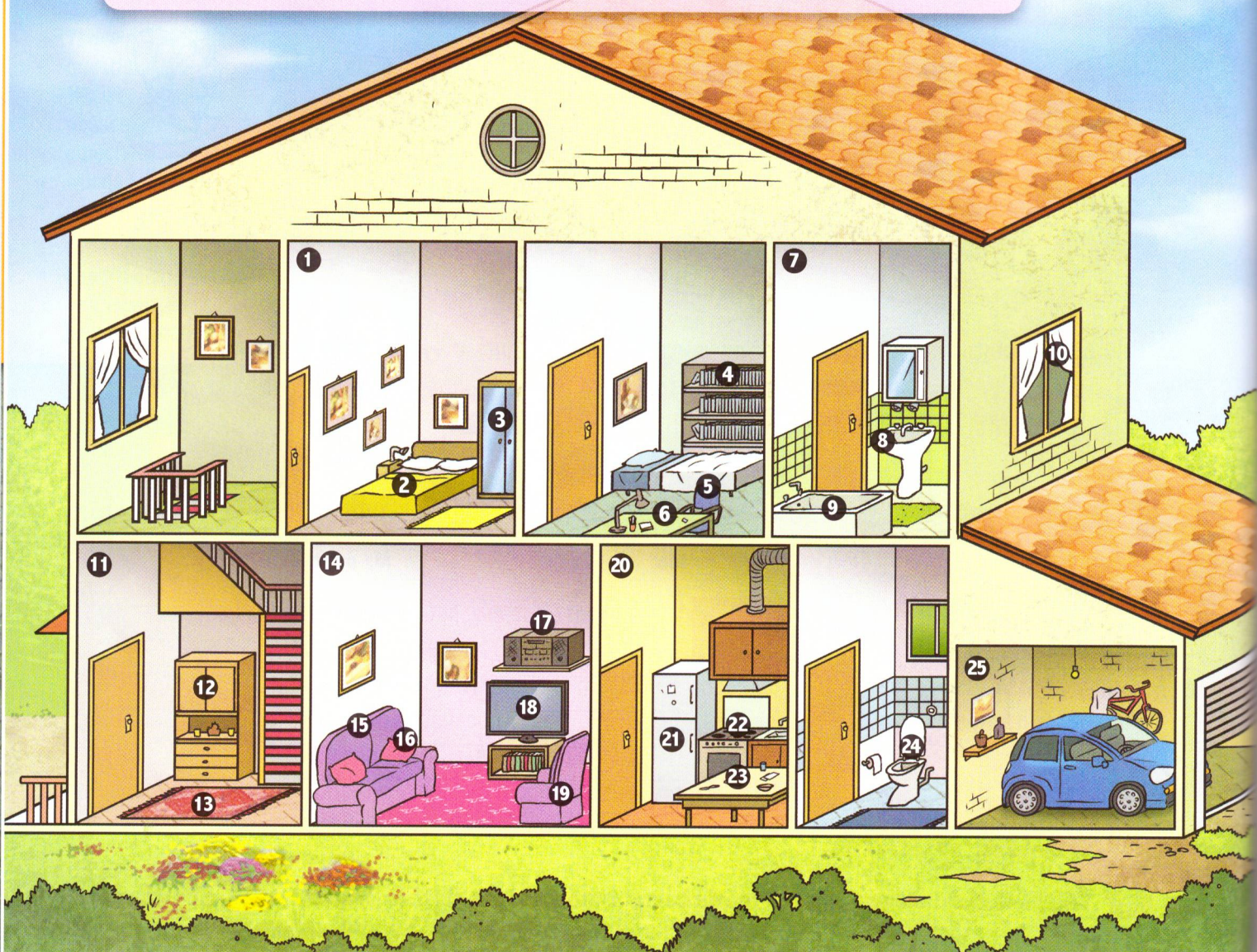
Vocabulary

Furniture and rooms

34
CD1

1 Write the correct number for the rooms and furniture in the list below, then listen and check.

- | | | | | |
|--------------------------------------|-----------------------------------|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> kitchen | <input type="checkbox"/> bathroom | <input type="checkbox"/> washbasin | <input type="checkbox"/> desk | <input type="checkbox"/> curtains |
| <input type="checkbox"/> hall | <input type="checkbox"/> bedroom | <input type="checkbox"/> bath | <input type="checkbox"/> armchair | <input type="checkbox"/> cushion |
| <input type="checkbox"/> living room | <input type="checkbox"/> bed | <input type="checkbox"/> cooker | <input type="checkbox"/> cupboard | <input type="checkbox"/> rug |
| <input type="checkbox"/> garage | <input type="checkbox"/> sofa | <input type="checkbox"/> fridge | <input type="checkbox"/> table | <input type="checkbox"/> bookcase |
| <input type="checkbox"/> toilet | <input type="checkbox"/> stereo | <input type="checkbox"/> wardrobe | <input type="checkbox"/> TV | <input type="checkbox"/> chair |



2 Work in pairs. Cover up the list in exercise 1. Your partner says a number. You say the word.

A 14

B living room.

Communication

Describing rooms and furniture

- 3** Work in pairs. Describe one of the rooms in exercise 1. Your partner guesses which one it is.

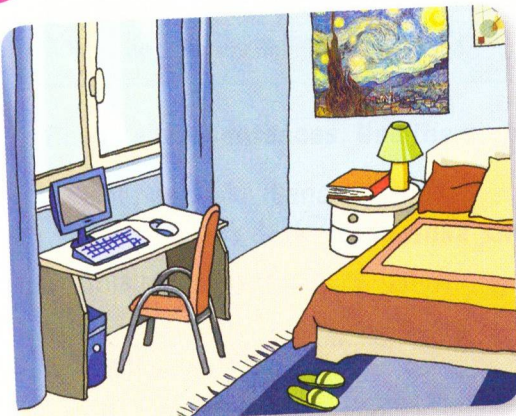
A There's a purple sofa and pink cushions.

B It's the living room.

- 4** Now describe your house or flat to your partner.

There are four rooms in my house / flat, a kitchen, bathroom, etc.

- 5** Look at the picture and complete the text with the correct words.



This is my ¹..... . There is a really comfortable ²..... and next to it, a bedside ³..... with a ⁴..... on it. In front of the window, there's a ⁵..... and a ⁶..... I do my homework at the ⁷..... My ⁸..... is blue. It's my favourite colour. The ⁹..... and the ¹⁰..... are blue.

- 6** Circle the correct words then check your answers with a partner.

- A** What's your bedroom like?
B Well, there's a blue ¹cooker / rug and white curtains.
A Is there an armchair?
B No, there isn't, but there's a ²sink / chair by my desk. It isn't an armchair. What about yours?

- A** Well, there's an armchair and a TV in my ³sofa / bedroom.
B What colour's your armchair?
A It's green, the same as my bed. But the ⁴rug / bath is blue and yellow.
B My bed's blue – the same as the rug. I like blue!

- 7** Practise the dialogue in exercise 6 with a partner then use it to describe your bedroom at home.

- 8** Work with partner. Talk about your favourite rooms.



A What's your favourite room in your house?



B It's the living room because it's big with red and yellow curtains.

Grammar

There is/are

1 Look at the dialogue on page 34 and complete the table below.

Positive	Negative	Questions	Positive	Negative
There is a nice big wardrobe.	² a wardrobe.	³ a TV in your bedroom?	Yes, ⁵	No, there isn't.
¹ six bedrooms and three bathrooms.	There aren't curtains.	⁴ any good posters on the walls?	Yes, there are.	No, there aren't.

2 Circle *There is* or *There are*.

- There is* / *There are* a poster of a horse in my room.
- There are* / *There is* two blue chairs in the room.
- There is* / *There are* a computer on the table.
- There is* / *There are* a pencil case on the floor.
- There are* / *There is* six books in the room.
- There are* / *There is* twenty children in the class.

3 Put the words into the correct order and write sentences.

1 bag / a / the / in / book / is / There / .

.....

2 are / bags / the / There / floor / on / three / .

.....

3 in / the / white / living room / There / are / curtains / .

.....

4 a stereo / There / in / is / room / my / .

.....

5 armchair / in / red / the / There / hall / a / is / .

.....

6 in / two / are / garage / the / There / cars / .

.....

4 Write a description of the room in the photo.

.....

.....

.....

.....

.....

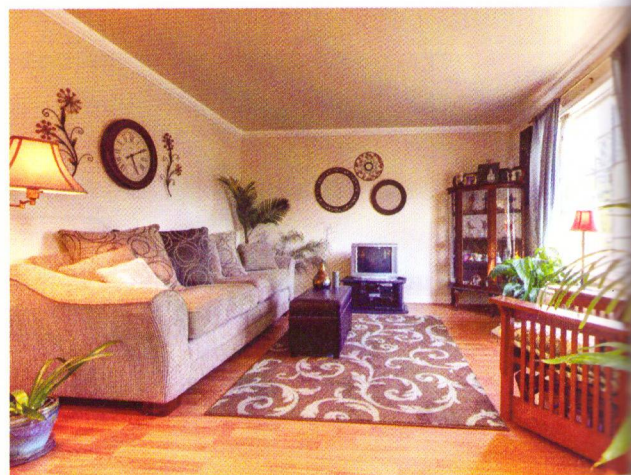
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.....

.....

.....

.....



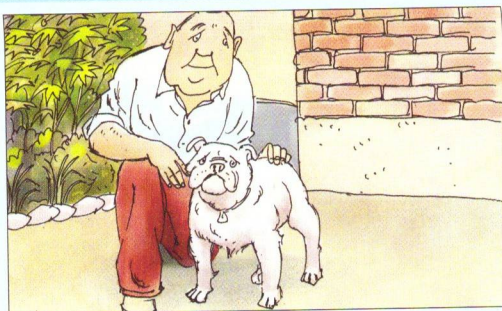
Grammar

Questions with Whose...? and the possessive 's

5 Look at the dialogue on page 34 and complete the table below.

Use **Whose...?** to ask who something belongs to:

1 is it? It's Leah's house.



Bob's dog. (This is Bob. This is his dog.)



Nigella's pizza. (This is Nigella. This is her pizza.)

6 Rewrite the sentences. Use the names of the people in brackets with the possessive 's.

1 Is it her desk? (Sandra)

Is it Sandra's desk?

2 This MP3 player is hers. (Lucy)

3 It's his pen. (Tim)

4 It's her cat. (Martha)

5 Steak is his favourite food. (Ken)

6 They're her CDs. (Sandy)

7 What's her favourite colour? (Annie)

8 Where's her schoolbag? (Jane)

9 Is this his? (Mike)

10 Are they his pictures? (Tom)

7 Follow the lines and write sentences using the possessive 's.

desk

books

smartphone

rucksack

camera

tablet

Meg



Noel



Sarah



Ben



Sue



David



1 Whose smartphone is it?

It's Meg's.

2 Whose camera is it?

3 Whose books are they?

4 Whose rucksack is it?

5 Whose desk is it?

6 Whose tablet is it?

Grammar

Questions with *Whose...?* and the possessive *'s*

5 Look at the dialogue on page 34 and complete the table below.

Use ***Whose...?*** to ask who something belongs to:

1 is it? It's Leah's house.



Bob's dog. (This is Bob. This is his dog.)









Nigella's pizza. (This is Nigella. This is her pizza.)

6 Rewrite the sentences. Use the names of the people in brackets with the possessive *'s*.

- | | |
|---|---|
| 1 Is it her desk? (Sandra)
<i>Is it Sandra's desk?</i> | 6 They're her CDs. (Sandy)
..... |
| 2 This MP3 player is hers. (Lucy)
..... | 7 What's her favourite colour? (Annie)
..... |
| 3 It's his pen. (Tim)
..... | 8 Where's her schoolbag? (Jane)
..... |
| 4 It's her cat. (Martha)
..... | 9 Is this his? (Mike)
..... |
| 5 Steak is his favourite food. (Ken)
..... | 10 Are they his pictures? (Tom)
..... |

7 Follow the lines and write sentences using the possessive *'s*.

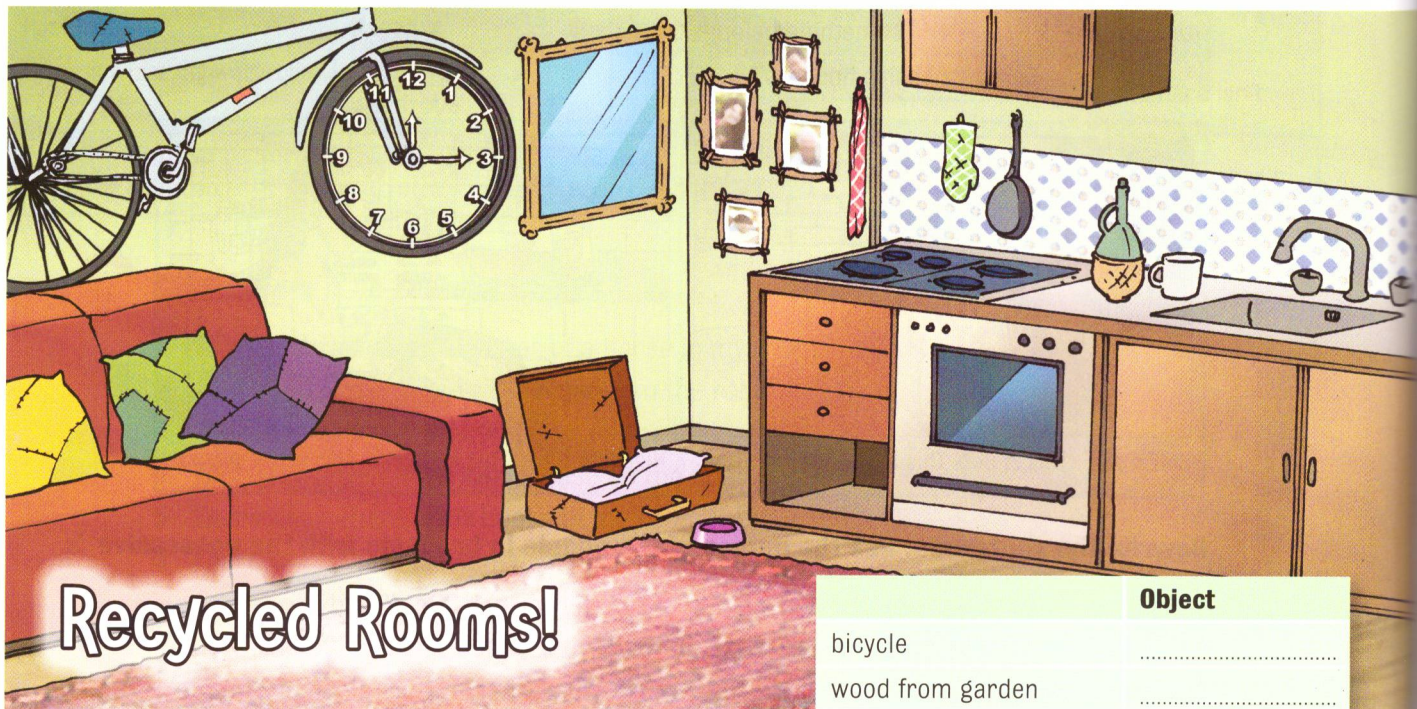
desk	books	smartphone	rucksack	camera	tablet
Meg	Noel	Sarah	Ben	Sue	David
					

- | | | |
|---|----------------------------------|--------------------------------|
| 1 Whose smartphone is it?
<i>It's Meg's.</i> | 3 Whose books are they?
..... | 5 Whose desk is it?
..... |
| 2 Whose camera is it?
..... | 4 Whose rucksack is it?
..... | 6 Whose tablet is it?
..... |

Listening

35
CD1

- 1** a Listen and circle the recycled objects in the picture below.



Recycled Rooms!

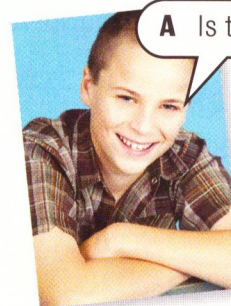
- b** Now complete the table. Write the name of the recycled objects.

	Object
bicycle
wood from garden
dad's old jackets
old bottles
old suitcase and cushion

Speaking

- 2** What is your ideal bedroom like? Tick the items below then interview your partner.

	Me	My partner
big	<input type="checkbox"/>	<input type="checkbox"/>
desk	<input type="checkbox"/>	<input type="checkbox"/>
posters and photos	<input type="checkbox"/>	<input type="checkbox"/>
sofa	<input type="checkbox"/>	<input type="checkbox"/>
curtains	<input type="checkbox"/>	<input type="checkbox"/>
photos	<input type="checkbox"/>	<input type="checkbox"/>
cupboards	<input type="checkbox"/>	<input type="checkbox"/>
rug	<input type="checkbox"/>	<input type="checkbox"/>
TV	<input type="checkbox"/>	<input type="checkbox"/>
computer	<input type="checkbox"/>	<input type="checkbox"/>
DVD player	<input type="checkbox"/>	<input type="checkbox"/>
wardrobe	<input type="checkbox"/>	<input type="checkbox"/>
bookcase	<input type="checkbox"/>	<input type="checkbox"/>



A Is there a sofa?

B Yes there is.



A What colour is it?

A Is it big or small?

A Where is it?

A Are there any posters?

B No, there aren't.

Reading

3 Read the description of Hannah's bedroom and circle T (True) or F (False).

My bedroom is fantastic!

There are five photos of my friends in frames on the wall and there is a small green armchair with red and green cushions. The material for the cushions is my mum's old curtains!! There are two big red cushions on the floor and a small white rug. There is a wooden desk with my computer on it and there are two big bookcases for all my books and CDs.



- | | |
|--|-------|
| 1 There are three photos on the wall. | T / F |
| 2 There is a red armchair with cushions. | T / F |
| 3 There is a TV. | T / F |
| 4 There are two big cushions on the floor. | T / F |
| 5 There is a blue rug on the floor. | T / F |
| 6 There are two bookcases. | T / F |

Writing Order of adjectives



Remember!

Number	size/shape	colour	object(s)
two	big	blue	picture frames

4 a Complete the text with the words on the left.

isn't
is
films
books
cushions
bed
sofa
bedroom

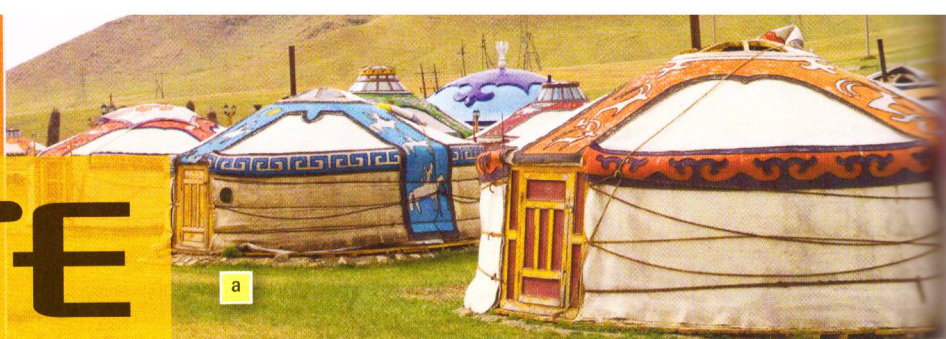
In my ideal ¹....., there ²..... a big TV so
I can watch my favourite ³..... There are lots of
⁴....., but there ⁵..... a computer. There is a nice red
⁶..... with five big ⁷..... There is a small blue
⁸..... and blue curtains.

b Now write a description of your ideal bedroom.

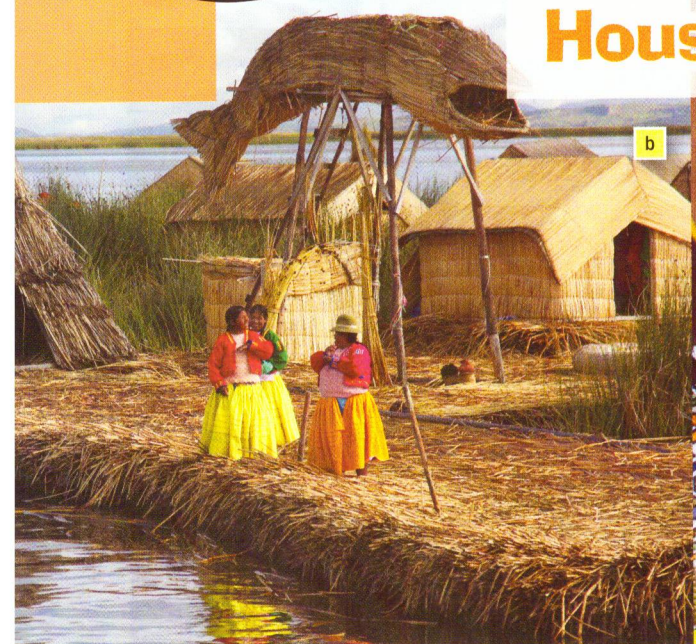
In my ideal bedroom, there is a
There are on the wall and
on the floor.
.....
.....



Culture



Houses around the world



Read the texts and match them to the correct photo.

- ☐ The Mongolian people are from central Asia. They are 'nomads' – they move to find food for their sheep. Their houses are 'yurts'. They are made of wood and felt. Yurts are easy to move. Camels or yaks carry parts of the yurt on their back. There is only one room in a yurt. You can build a yurt in about two hours.
- ☐ This is a house in Vietnam. It has got long legs – 'stilts'. The house isn't on the ground because there is a lot of rain here. The kitchen is usually in the middle of the house. The family sit and talk there. Sheep, pigs or cows often live under the house.
- ☐ The Uros people are from Lake Titicaca in Peru. There are about two thousand of them on fifty floating islands of long grass (reeds). Some Uros families have motor boats and solar panels. There is also a floating radio station! The reed is very important to the Uros – they eat it, make tea from it and use it as a medicine.
- ☐ The Ndebele women are from South Africa. Their houses have bright colours and geometrical designs. Every woman has her own designs and teaches them to her daughters. The designs can have a message - someone in the house is getting married, for example. The women work for a long time to finish their designs.



Complete the sentences.

- 1 There about fifty floating islands on Lake Titicaca.
- 2 The designs on the Ndebele houses sometimes have a
- 3 The Vietnamese house is on stilts because there is a lot of
- 4 A yurt isn't very big - there is only one
- 5 The is in the middle of the Vietnamese house.
- 6 Camels carry the yurts their back.
- 7 The Ndebele are South Africa.
- 8 Some Uros people have panels.

MORE! Online Action Box

Listening and Quiz online.

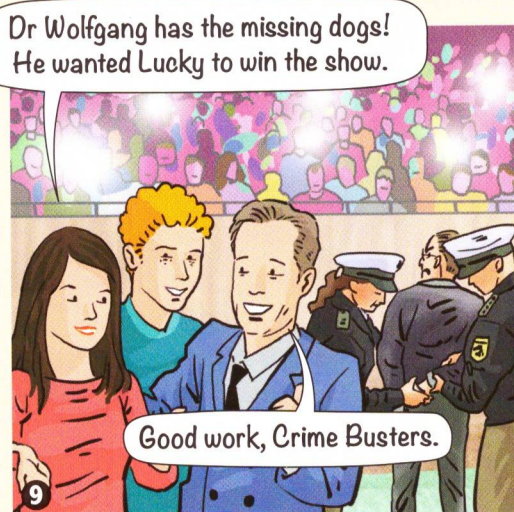
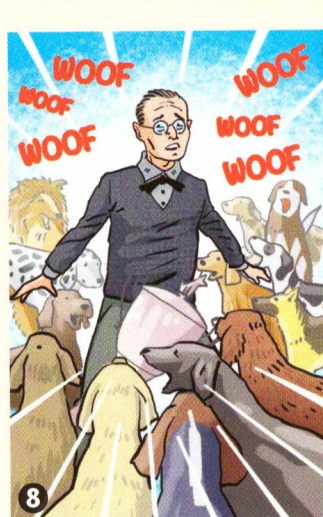
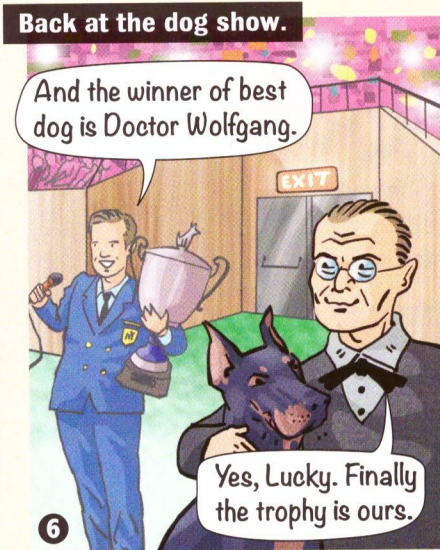
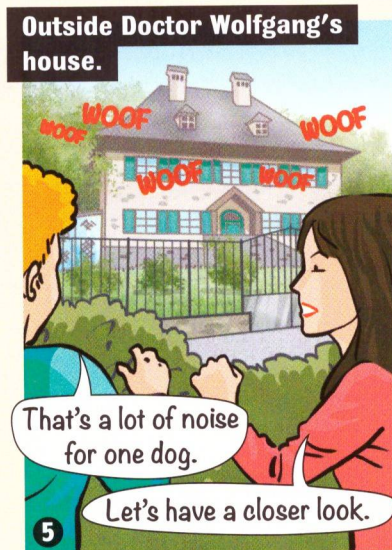
Write a text for the **MORE! Online journal**. Put it online for students from other countries to read.



Go to www.cambridge.org/elt/more for extra CULTURE

INTERNATIONAL CRIME BUSTERS EUROPE

The International Crime Busters are flying into Berlin.



UNIT 4 Is he French?

CHURCHILL SQUARE

You learn

- have got
- the article *a / an*
- parts of the body
- countries and nationalities

and then you can

- talk about nationality
- describe people
- talk about possessions

37
CD1

1

Listen and read.

Kelly Who's that?

Joe I don't know. There are lots of people around him.

Kelly He's probably famous ... Maybe he's a football star. He's tall, and he's got dark hair and blue eyes.

Joe Has he got a football shirt?

Kelly Yes, he has.

Joe Oh, it's Jerome Brunel. He's the new football player.

Kelly Is he French?

Joe Yes, he is. Take a photo!

Kelly But I haven't got a camera on my phone. It's an old one.

Joe There's a camera on my phone. Go and stand next to him.

(after the photo)

Kelly Thank you, Jerome!

Dave My name isn't Jerome! It's Dave.

Kelly What? Aren't you the famous football player?

Dave No, I'm not! I've got the team's shirt, because they're my favourite team!

Dialogue work

2 Read the dialogue again and correct the mistakes in the sentences below.

- 1 Dave has got blonde hair.
- 2 His eyes are brown.
- 3 He's short.
- 4 He's got a basketball shirt.
- 5 Kelly's got a camera.

Talking about nationalities

3 Match the flags to the nationalities, then listen and check.



Jamaica



France



Brazil



Switzerland



The USA



Turkey



China



Italy



Sweden

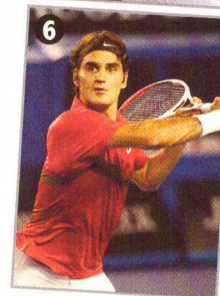
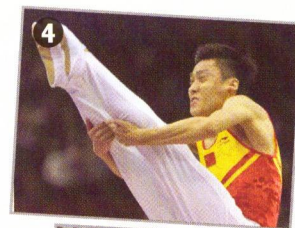
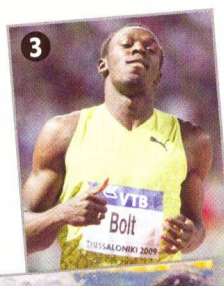


Britain

- | | | | | | | | |
|-------------|--------------------------|------------|--------------------------|-----------|--------------------------|------------|--------------------------|
| a Brazilian | <input type="checkbox"/> | d American | <input type="checkbox"/> | g Swiss | <input type="checkbox"/> | i Jamaican | <input type="checkbox"/> |
| b Chinese | <input type="checkbox"/> | e Swedish | <input type="checkbox"/> | h Turkish | <input type="checkbox"/> | j Italian | <input type="checkbox"/> |
| c British | <input type="checkbox"/> | f French | <input type="checkbox"/> | | | | |

4 Look at the photos of these Olympic Champions and say where you think each person is from.

- A** Where's number 1 from?
B I think *she's* from Britain. *She's* British.
A *That's right!* / *That's wrong!*



5 Work in pairs. Think of some other famous sportspeople and describe them.

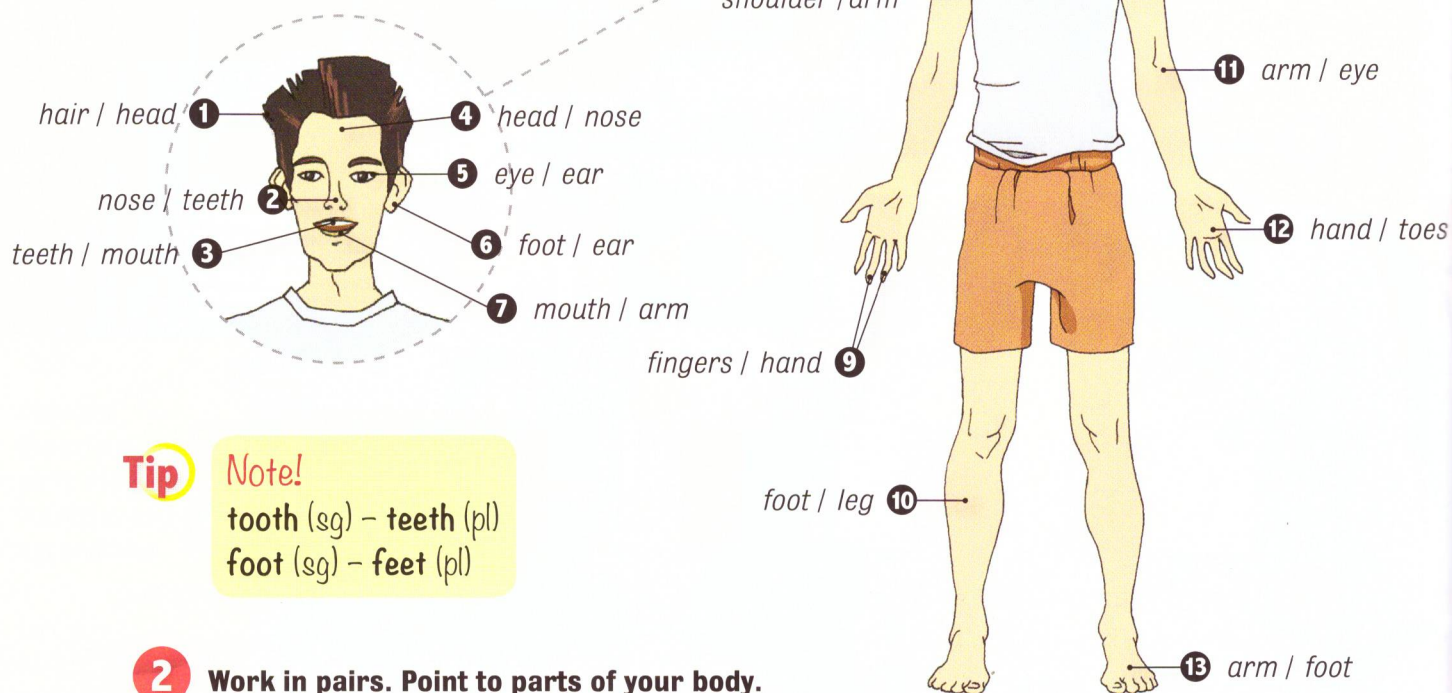
- | | |
|---|--------------------------------------|
| A He's tall, and he's got fair hair and blue eyes. | B Is it ... ? |
| B Is he British? | A Yes, it is. / No, it isn't. |
| A I think so. / No, he isn't. He's ... | |

Vocabulary

39
CD1

Parts of the body

- 1** Look at the picture and circle the correct labels. Listen and check.



Tip

Note!

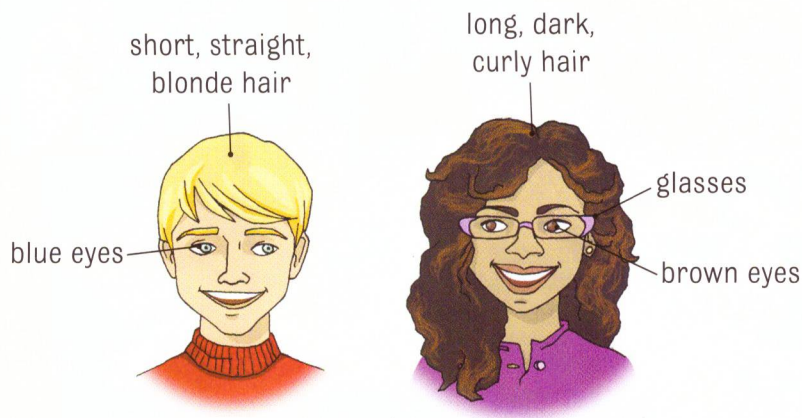
tooth (sg) – teeth (pl)
 foot (sg) – feet (pl)

- 2** Work in pairs. Point to parts of your body. Your partner says the correct word.

Describing people

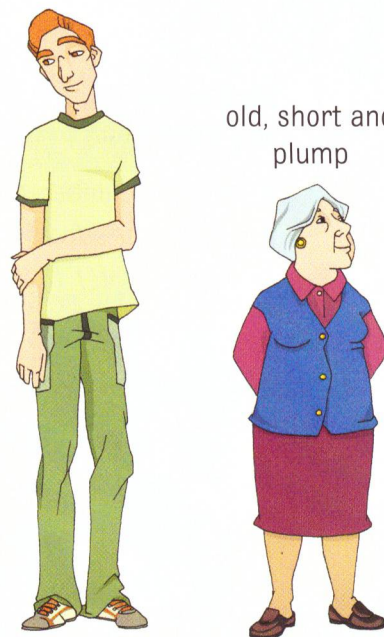
40
CD1

- 3** Listen and point.



young, tall and slim

old, short and plump



- 4** Work with a partner. Describe someone in the class. Guess who it is.

A He's tall with glasses. He's got short, curly hair.
B It's Jorge.
A Yes, it is. / No, it isn't. Try again!

Communication

Sounds right /h/

41
CD1

5 a Listen and repeat.

1 **h**and 2 **h**appy 3 **h**ead 4 **h**ungry 5 **h**air 6 **h**er

42
CD1

- b** 1 Put your hands on your head.
2 Is he happy or hungry?

Describing people

43
CD1

6 a Work in pairs. Listen and repeat.

- A** Has *Tom* got *blue eyes*? **A** Has *Maria* got *dark hair*?
B Yes, he has. **B** No, *she* hasn't. *She's* got *blonde hair*.

b Now talk about other students in your class.

- A** Has *Mario* got *blue eyes*?
B No, *he* hasn't. *He's* got *brown eyes*. / *I don't know*.

Talking about possessions

7 Interview three other students in your class about possessions and tick the things they have got. Then tell the class.

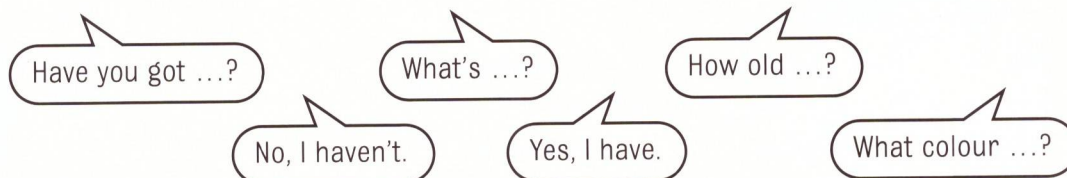
A	Have you got	Name	Name	Name
	
	a computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a camera?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a tablet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a smartphone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B

Yes, I have. / No, I haven't.



8 Work in pairs. Ask and answer about other things you have got like pets, a mountain bike etc.



Grammar

have got

1 Look at the dialogue on page 44 and complete the table below.

Positive				Negative			
I / you / we / they	have / 've	got	dark hair.	I / you / we / they	have not / ³.....	got	a camera.
He / she / it	¹..... / 's		blue eyes.	He / she / it	has not / hasn't		big feet.

Questions			Short answers	
			Positive	Negative
Have I / you / we / they	got	long hair?	Yes, I / you / we / they have .	No, I / you / we / they haven't .
²..... he / she / it		a football shirt?	Yes, he / she / it ⁴.....	No, he / she / it hasn't .

2 Complete the sentences with the positive short form of *have got*.

- My mum a new car.
- They a big house.
- I a nice little dog.
- My grandma a very small garden.
- She a new digital camera.
- We a garage.

3 Look at the picture of the pirate. Circle the correct verb.

- He's got / He hasn't got a beard.
- He's got / He hasn't got a wooden leg.
- He's got / He hasn't got a parrot on his right shoulder.
- He's got / He hasn't got a hat.
- He's got / He hasn't got blonde hair.
- He's got / He hasn't got a hook.



4 Circle the correct word.

- Have / Has you got a car?
- Have / Has he got blonde hair?
- Have / Has they got a house in London?
- Have / Has she got a butterfly on her left shoulder?
- Have / Has you got a euro for me?
- Have / Has your sister got brown eyes?

5 Match the questions and answers.

- | | |
|--|-------------------|
| 1 Have you got a computer, Maria? | a Yes, he has. |
| 2 Has your sister got a camera? | b Yes, we have. |
| 3 Has your dad got a car? | c Yes, it has. |
| 4 Have your brothers got mobile phones? | d Yes, they have. |
| 5 Has your dog got brown eyes? | e Yes, I have. |
| 6 Has your computer got a DVD drive? | f Yes, he has. |
| 7 Have you got two tablets, Lisa and Hannah? | g Yes, she has. |

Grammar

The article a / an

- 6** Look at the dialogue on page 44 and complete the table.

1	football shirt
	photo
	camera
	pen
	room

2	apple
	eye
	ice cream
	old one
	umbrella

- 7** Look at the table above and complete the rule.

- Before a noun that starts with a consonant use
- Before a noun that starts with a vowel use

- 8** Reorder the words and write sentences and questions.

- cat / I've / a / got / .
I've got a cat.
- dog / is / There / the / in / garden / a / .
.....
- father / teacher / My / is / a / .
.....
- house / in / live / a / We / small / .
.....
- apple / he / Has / got / an / ?
.....
- a / you / Have / bike / got / ?
.....

- 9** Circle the correct word.

- He's got *a / an* red car.
- I've got *an / a* banana.
- Let's have *a / an* party!
- Gloria's got *a / an* blue T-shirt.
- It's *a / an* umbrella.
- That's *a / an* egg!

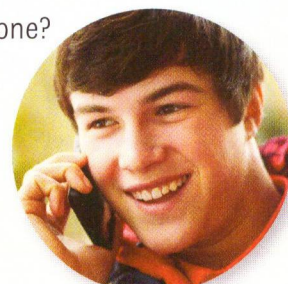
- 10** Circle the correct word or phrase.

- A** *Have / Has* you got a green car?
B Yes, I have.
- A** Has she got a smartphone?
B Yes, she *has / have*.
- A** *Has / Have* he got long hair?
B Yes, he has!
- A** He *haven't / hasn't* got blue eyes.
B No, he hasn't.
- A** *Have / Has* I got something on my head?
B No, you haven't.
- A** *Have / Has* that woman got brown eyes?
B Yes, she has.

- 11** Complete the dialogue.



- Boy** 1..... you 2..... smartphone?
Girl Yes, I 3.....
Boy 4..... it good?
Girl Yes, 5..... very good. I 6..... got about 200 apps for it now!
Boy Wow!



Skills

Reading

1 Read the text and complete the profiles on the right.



I've got four new friends on my Social networks page! They're all from the summer course in Cambridge. Their names are Gunilla, Mark, Riccardo and Flavia. Gunilla's got short blonde hair and blue eyes. She's from Sweden and she's 15. Flavia's got long black hair and brown eyes and she's from Brazil. Riccardo's got short black hair and glasses. He's 16 and from Italy. Mark is British. He's got curly brown hair and green eyes. He's got a very nice accent! He's an English teacher!

Name: 1 Joreksonn
Nationality: 2
Hair: short, 3
Eye colour: blue
Age: 4

Name: 1 Braga
Nationality: 2
Hair: long, 3
Eye colour: 4
Age: 15

Name: 1 Rossi
Nationality: 2
Hair: 3 , black
Eye colour: brown, wears 4
Age: 5

Name: 1 Thompson
Nationality: 2
Hair: 3 , brown
Eye colour: 4
Age: 34

Listening

44
CD1

2 Listen to these interviews and complete the table below.

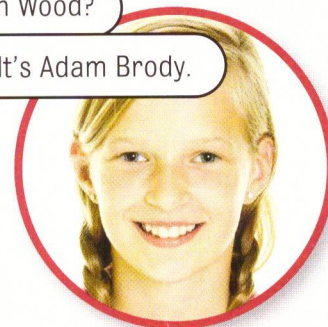
Name:	Lizzy Reed		Tom Brooks	
Age:	.....		.....
Colour of eyes:	.....		.....
Colour of hair:	.....		.....
Tick the boxes:	tall <input type="checkbox"/>	short <input type="checkbox"/>	tall <input type="checkbox"/>	short <input type="checkbox"/>
	slim <input type="checkbox"/>	plump <input type="checkbox"/>	slim <input type="checkbox"/>	plump <input type="checkbox"/>
Brothers or sisters?	.....		.....
Pet?	.....		.....
Favourite colour?	.....		.....
Favourite singer?	Robbie Williams		Bruno Mars	

Speaking

- 3** Work in pairs and describe a famous person to your partner. Your partner can ask you three more questions about him or her and then they guess the name!



- A** He's an actor. He's American.
- B** Is he short?
- A** No, he's tall.
- B** Is he plump?
- A** No, he's slim.
- B** Has he got brown hair?
- A** Yes, he has.
- B** Is it Elijah Wood?
- A** No, it isn't. It's Adam Brody.



Writing A profile

- 4** Complete this profile of a best friend with the words below.

British Lucy orange Manchester United London twelve green slim

My best friend's name is ¹..... She is ²..... years old. She is ³.....
 She's from ⁴..... She's tall and ⁵..... She's got brown hair and ⁶.....
 eyes. Her favourite colour is ⁷..... Her favourite football team is ⁸.....

Tip Names of people, places, football teams and nationalities have capital letters.

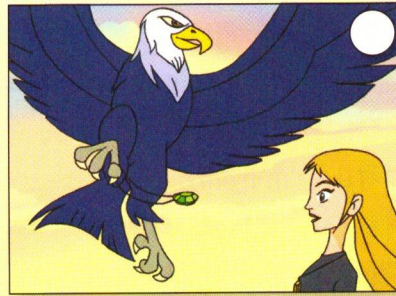
- 5** Now write your own profile for a best friend.



The Story of the Stones 2 Don't worry - it's me!

Watch Episode 1 and match the pictures and the phrases.

- 1 Try it! 2 Let go! 3 What's going on?



CLIL Geography

Continents and nationalities

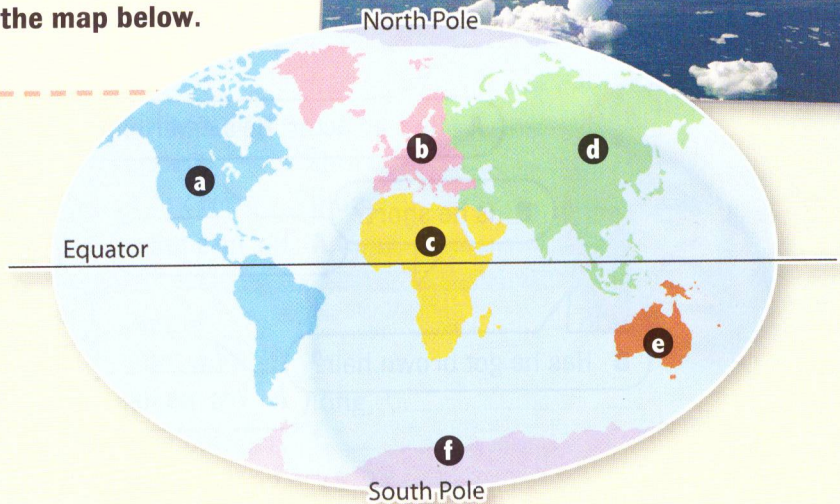
- 1** Read the key facts and match the continents and the letters from on the map below.

Key facts!

There are six continents in the world: America, Africa, Australasia, Asia, Europe and Antarctica.

There are two 'poles'. The South Pole is in Antarctica.

The North Pole is not in any continent. It is just ice on the Arctic Ocean.



America ☐ Africa ☐ Australasia ☐ Asia ☐ Europe ☐ Antarctica ☐

- 2 a** There are many countries in each continent. In which continent do you think these countries are? Discuss your answers with a partner.

I think Japan is in ...

I agree. / No, I think it's in ...

Japan

New Zealand

Morocco

Brazil

Germany

Canada

Nigeria

India

Spain

Argentina

- b** Now check your answers on a map.

- c** Look at the nationality words below and complete the sentences. Then check with a partner.

Spanish
German
Canadian
Brazilian
Indian
Moroccan
New Zealanders
Japanese

- 1 People from Japan are Japanese.
- 2 People from New Zealand are
- 3 People from Morocco are
- 4 People from Brazil are
- 5 People from Germany are
- 6 People from Canada are
- 7 People from India are
- 8 People from Spain are

- 3** Now circle the continent and country you are from on the map and complete the sentence.

I'm from I'm is in

WEBQUEST

- Pick a continent and find out about two countries in it.
- Talk about the geography of the countries and what the people look like.



Check your progress 2

Units 3 and 4

1 Write the opposites. [½ point each]

- 1 big -
- 2 early -
- 3 unfriendly -
- 4 bad -
- 5 old -
- 6 happy -

☐ 3

2 Write the nationalities.

- 1 Britain
- 2 France
- 3 China
- 4 Italy
- 5 Switzerland
- 6 The USA

☐ 6

3 Complete the sentences with *There is / There are / There isn't / There aren't*.

- 1 a desk in my bedroom. ☒
- 2 many posters in my room. ☒
- 3 a green rug. ☒
- 4 blue curtains. ☒
- 5 a big bookcase. ☒

☐ 5

4 Reorder the words.

- 1 two / I've / brothers / got / .
.....
- 2 hasn't / garden / a / got / She / .
.....
- 3 he / new / got / Has / car / a / ?
.....
- 4 got / They / computer / have / a / .
.....
- 5 Have / eyes / got / green / you / ?
.....

☐ 5

5 Complete the questions and answers. [2 points each]

- 1 Tom a mobile phone?
..... ☒
- 2 they an umbrella?
..... ☒
- 3 you brown hair?
..... ☒

- 4 Sally glasses?
..... ☒
- 5 you the English books?
..... ☒
- 6 it a garage?
..... ☒

☐ 12

6 Write the sentences using the negative form.

- 1 She has got a big dog.
.....
- 2 They have got a mobile phone.
.....
- 3 I have got black hair.
.....
- 4 You have got a sister.
.....
- 5 We have got a new DVD.
.....
- 6 Dad has got blue eyes.
.....

☐ 6

7 Complete the dialogue.

- A ¹ car is this?
B It isn't Jack's. Jack ² a car.
A ³ you a car, Melissa?
B Yes, I ⁴ and I ⁵ a bicycle, too.
A ⁶ bicycles are they?
B ⁷ Ben and Jenny's.

☐ 7

8 Translate the sentences.

- 1 There is a big dog in the garden.
.....
- 2 Is there a computer on the desk?
.....
- 3 There aren't any bags on the floor.
.....
- 4 Have you got a red umbrella?
.....
- 5 John hasn't got any brothers or sisters.
.....
- 6 What colour hair have you got?
.....

☐ 6

TOTAL ☐ 50

MY PROGRESS SO FAR IS... brilliant! ☐ quite good. ☐ not great. ☐

UNIT 5 I never eat chips!



45
CD1

1

Listen and read.

You learn

- present simple
- spelling 3rd person singular
- adverbs of frequency
- words for food / in a restaurant

and then you can

- make and reply to offers and requests
- talk about favourite food

Waitress Hello. What would you like to eat?

Adam Um, can I have a cheeseburger, please?

Waitress Would you like chips with that?

Adam Yes, please! And a coke, thanks.

Waitress OK. And for you? Would you like a burger too?

Leah No, thanks. Can I have an egg salad, please, and some water?

Adam What about chips?

Leah I never eat chips!

Adam Well, I never eat salad.

Leah But it's good for you! I try and eat healthy food every day, Adam.

Adam Really? I try and eat chips every day!

Leah They're aren't very good for you, Adam!

Waitress Here you are!

(later)

Leah Mmm, this salad is delicious. And it's so healthy!

Adam Mmm, this *burger* is delicious. And the chips are great, too ... Hey, those are my chips! You never eat chips, remember?

Leah Sorry, Adam. But they're delicious. Have some salad!

Adam OK. Mm. It's very good.

Dialogue work

2 Circle T (True) or F (False) for the sentences below.

- | | |
|-------------------------------------|-------|
| 1 Leah doesn't want a cheeseburger. | T / F |
| 2 Leah wants a coke. | T / F |
| 3 Leah has salad once a week. | T / F |
| 4 Adam wants chips. | T / F |
| 5 Adam likes Leah's salad. | T / F |
| 6 Leah hates Adam's chips. | T / F |

3 a Read the dialogue on page 54 again and complete the dialogue below.

Waitress What would you like to eat?
Adam Can I have a ¹....., please?
Waitress Would you like ²..... with that?
Adam Yes, please! And a coke, thanks.

b Act out other dialogues using different foods.

Replying to offers

4 Listen and circle the words you hear.

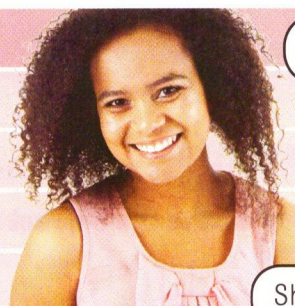
- | | |
|--|--|
| 1 A banana / apple
B Yes, please. / No, thanks. | 3 A sandwich / hamburger
B Yes, please. / No, thanks. |
| 2 A orange / apple
B Yes, please. / No, thanks. | 4 A ice cream / yoghurt
B Yes, please. / No, thanks. |

Talking about favourite foods

5 Listen and tick the food you hear, then talk about Kate and Mark.

Kate likes:

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> apples | <input type="checkbox"/> salad |
| <input type="checkbox"/> oranges | <input type="checkbox"/> spinach |
| <input type="checkbox"/> bananas | <input type="checkbox"/> carrots |
| <input type="checkbox"/> kiwis | <input type="checkbox"/> potatoes |



Kate likes ...

She eats ...

Mark likes:

- | | |
|-------------------------------------|----------------------------------|
| <input type="checkbox"/> hamburgers | <input type="checkbox"/> fish |
| <input type="checkbox"/> rice | <input type="checkbox"/> chicken |
| <input type="checkbox"/> pizza | <input type="checkbox"/> oranges |
| <input type="checkbox"/> noodles | <input type="checkbox"/> grapes |



Mark likes ...

He always eats ...

Vocabulary

Food

48
CD1

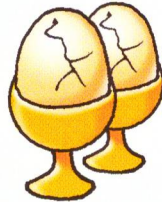
1 Listen and repeat.



onions



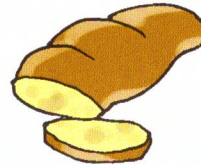
tea



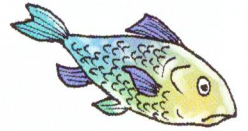
eggs



rice



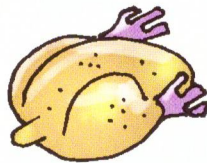
bread



fish



cherries



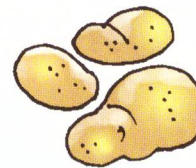
chicken



oranges



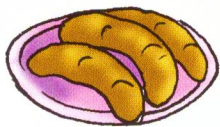
milk



potatoes



coffee



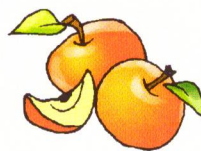
sausages



grapes



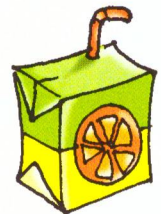
spinach



apples



carrots



orange juice

2 Write the words from exercise 1 in the correct category.

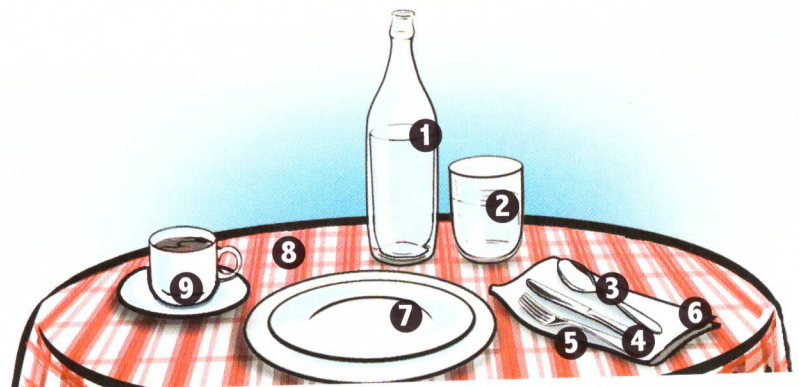
Drinks	Vegetables	Fruit	Meat	Others

In a restaurant

49
CD1

3 Write the numbers next to the correct word, then listen and check.

bottle
fork
spoon
knife
plate
napkin
tablecloth
glass
cup and saucer

☐
☐
☐
☐
☐
☐
☐
☐
☐


Communication

Sounds right /ɪ/ and /i:/

50
CD1

4 a Listen and repeat.

1 he she meet cream fourteen

2 it his fish six chicken

51
CD1

b Listen and repeat.

1 His name's Steve. He's fourteen.

2 Meet his dog – she's six!

Talking about what you eat

5 a Complete the questionnaire.

How healthy are you?

How often do you eat:	often	sometimes	never
apples?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
chocolate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pizza?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spinach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fish?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
oranges?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
chicken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sausages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How often do you drink:			
tea / coffee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
herbal tea?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fruit juice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Good!

Foods that are good for you:

apples, spinach, fish, oranges, chicken

Drinks that are good for you:

water, herbal tea

Not so good!

Foods that are not so good for you:

chocolate, pizza, sausages

Drinks that are not so good for you:

coffee, tea, fruit juice (often contains a lot of sugar)

b Discuss your answers with a partner.

A I often eat *apples*. What about you?

B Sometimes. / No, never. / Yes, always.

6 Write and say what you eat for:

breakfast.

lunch.

dinner.

What's your favourite food?

Grammar

Present simple Positive

1 Read the examples and complete the table.

I eat salad every week.	My dad loves it.	She eats it every day.
I / you / we / they	love	salad.
He / she / it	1	

2 Circle the correct word.

- | | |
|--|--|
| 1 I <i>wash</i> / <i>washes</i> my bike on Fridays. | 5 He <i>studies</i> / <i>study</i> French with me. |
| 2 She <i>loves</i> / <i>love</i> curry and rice. | 6 They <i>watch</i> / <i>watches</i> TV at the weekends. |
| 3 We <i>hate</i> / <i>hates</i> football. | 7 We <i>go</i> / <i>goes</i> to the cinema on Sundays. |
| 4 You <i>teach</i> / <i>teaches</i> Italian at our school. | 8 She <i>takes</i> / <i>take</i> the bus to school. |

Spelling 3rd person singular

Notice the spelling.

Relax	My dad always relax es after Sunday breakfast.
Kiss	She kiss es her mum goodbye every morning.
Wash	He wash es his bike on Saturdays.
Do	Mary do es the shopping.
Carry	Steve carri es the shopping for his mum.
Watch	Jenny watch es DVDs every day.

3 Complete the third person singular form of these verbs. Use the Present simple.

- | | | |
|------------------------|-------------------|----------------------|
| 1 I eat he <u>eats</u> | 5 I like he | 9 I pass he |
| 2 I work she | 6 I mix he | 10 I study he |
| 3 I tidy she | 7 I cry she | 11 I play it |
| 4 I go it | 8 I do she | 12 I watch she |

4 Reorder the words and write sentences in the Present simple.

- Paul / on / Saturday / mornings / visits / grandparents / his / .
Paul visits his grandparents on Saturday mornings.
- parents / My / in / France / spend / their holidays / .
.....
- brother / goes / to work / His / eight o'clock / at / .
.....
- wears / that / T-shirt / every day / She / to / school / .
.....
- play / on / football / They / in the park / friends / with / their / Sundays / .
.....

Grammar


Adverbs of frequency

5 Read the examples and complete the rule.

I **often** play football. I am **never** late.

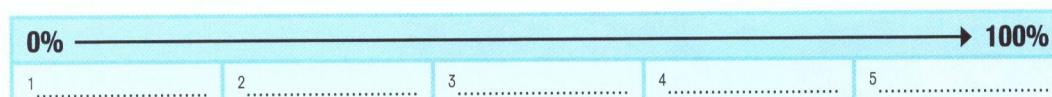
Frequency adverbs usually go ¹..... the main verb.

But they go ²..... the verb *be*.

<div style="text-align: center;"> 100%  0% </div>	I always	eat popcorn at the cinema.
	I usually	
	I often	
	I sometimes	
	I never	

6 Write the words in the correct place on the scale.

sometimes never always often usually



7 Reorder the words and write sentences.

- 1 beef / eat / never / I
.....
- 2 She's / hungry / always
.....
- 3 take / an / I / to school / always / apple
.....
- 4 for school / late / usually / He's
.....
- 5 go / to a restaurant / They / sometimes
.....
- 6 She / on Sundays / often / goes / to the cinema
.....
- 7 do / I / on Saturdays / homework / never
.....
- 8 are / We / at school / on Mondays / usually
.....

8 Write the sentences correctly using the words in brackets.

- 1 We to a restaurant. (go sometimes)
- 2 He fish. (eats never)
- 3 I on Sunday. (curry eat usually)
- 4 I'm in the morning. (hungry never)
- 5 She bananas. (eats always)

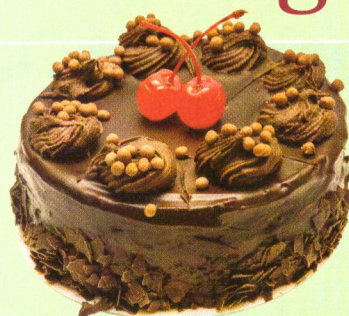


Reading

1 Read the texts and write: *unhealthy, healthy or very healthy* under them.



Healthy Eating!



Olga My mum usually makes soup for dinner. Then we often have meat or chicken with vegetables and potatoes. My favourite vegetable is beans. I don't like spinach or broccoli. For pudding, we often have ice cream. We sometimes have cake. My favourite is chocolate cake. My sister's favourite is carrot cake. My mum makes really good cakes!

.....

Max I usually have a burger and chips for lunch! I sometimes have chicken and chips. I never eat vegetables. I hate them. My sister likes spinach but I hate it. I often drink coke. It's bad for you, I know. I don't like water. It's boring!

.....

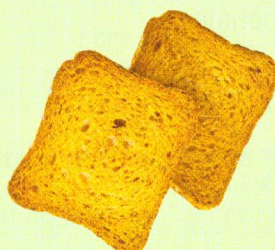


Richard My mum always cooks dinner. My favourite dish is fish pie. That's fish with potatoes. We usually have it twice a week. We always have vegetables with it. My favourite vegetable is spinach. I also like fruit. I love cherries. I usually drink water.

.....

Katy For lunch, I usually have vegetable soup or I sometimes have chicken with salad. I don't like chips and I don't like red meat. Oh, and I always eat fruit. I love oranges. I usually drink water. I hate fizzy drinks, especially coke.

.....



Eva I usually have warm milk for breakfast and I always have an egg with some toast. I never have butter on my toast. Then I have some fruit. I sometimes have a banana but I usually have an apple.

.....

2 Now circle the correct words.

- 1 Eva *always* / *never* has an egg for breakfast.
- 2 Katy *loves* / *hates* coke.
- 3 Max *often* / *never* eats vegetables for lunch.
- 4 Olga *often* / *sometimes* has ice cream for dessert.
- 5 Richard has fish *twice a week* / *every day*.

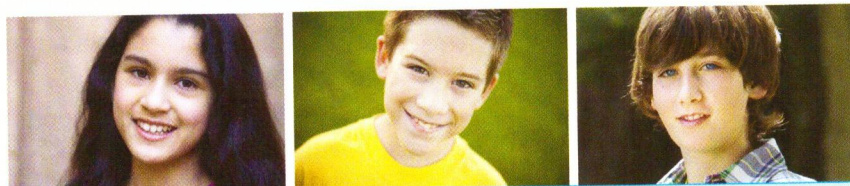
3 Circle T (True) or F (False).

- | | |
|--|-------|
| 1 Max never eats vegetables. | T / F |
| 2 Katy sometimes has salad at lunch. | T / F |
| 3 Eva never has fruit for breakfast. | T / F |
| 4 Olga often eats spinach. | T / F |
| 5 Richard never drinks water with his meals. | T / F |

Listening and speaking

- 52 CD1
- ### 4 Listen to the students below, then listen again and complete the table with the correct adverb of frequency.

always
usually
often
sometimes
never



	Sarah	Ben	Chris
chicken			
meat			
burger			
chips			
salad			
vegetables			
fruit			
ice cream			
rice			
fish			
cake			

5 Now ask a friend about what they eat.

A What do you usually have for breakfast, lunch, dinner?

B I usually have ...

Writing A short text

6 Complete the paragraph for yourself. Use adverbs of frequency.

The Food I Eat

I fish. I chicken. I vegetables.

I fruit. I biscuits and cakes.

For breakfast, I usually have

For lunch, I usually have

For dinner, I usually have

Culture

School in England

In Britain, children go to school between the ages of 5 and 16. This is called compulsory education and it is free. Schools teach the National Curriculum, which is divided into Key Stages. Students do tests at the end of each Key Stage.



Most students eat their lunch in the school canteen. Some students bring their own lunch, others buy a meal in the canteen.

Most schools encourage sports

and have their own teams. Popular sports are football, hockey, basketball and athletics.

Students don't usually wear a uniform at Sixth Form College.



The facts

Primary School

Children go to primary school between the ages of 5 and 11.

Age 5–7 Key Stage 1

Age 7–11 Key Stage 2

At the end of Key Stage 2, students choose a secondary school.

Secondary School

Age 11–14 Key Stage 3

Age 14–16 Key Stage 4

At the end of Key Stage 4, students do GCSE (General Certificate of Secondary Education) exams.

When they are 16, students can choose to leave school or to stay at school for another two years and study for their A-levels. You usually need three A-levels in order to go to university. You can study for A-levels at secondary school or at Sixth Form College.

Public schools

In Britain, 'public schools' are private and students have to pay fees in order to study there. There are more than 250 public schools and they are usually very expensive. The fees can cost up to £10,000 a term.

Work in pairs and answer the questions.

- 1 What age do children start school in your country?
- 2 What types of schools are there?
- 3 When does compulsory education stop?
- 4 What tests must students do?

More! Online Action Box Listening and Quiz online.

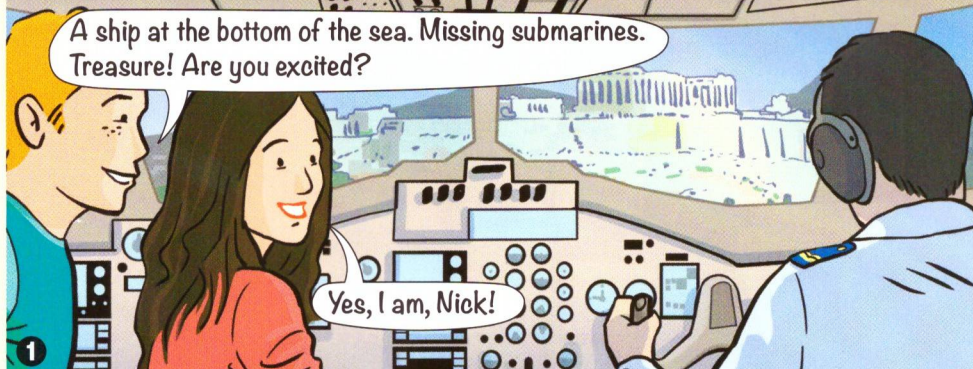
Write a text for the [MORE! Online journal](#). Put it online for students from other countries to read.



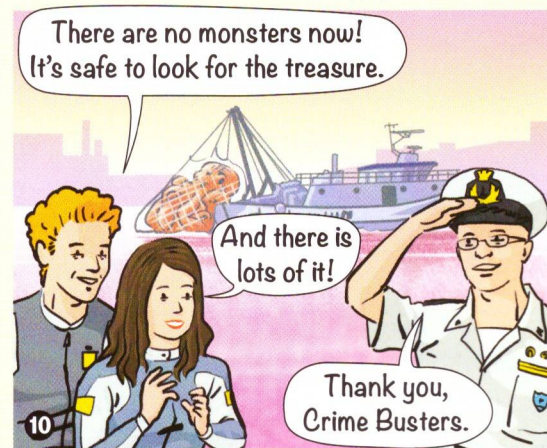
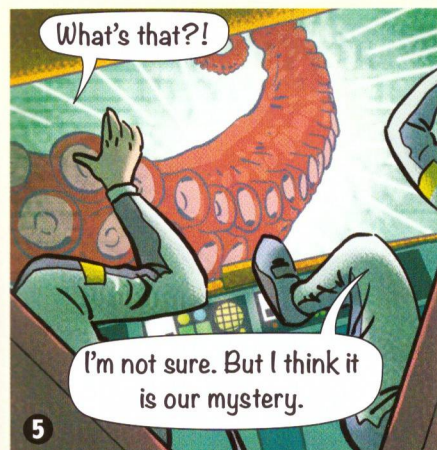
Go to www.cambridge.org/elt/more for extra CULTURE

INTERNATIONAL CRIME BUSTERS EUROPE

The International Crime Busters are flying into Athens.



The ship is under the sea, here. We know there is treasure on it, but every time we send down a minisub, it never comes back. Someone doesn't want us to find the treasure!



UNIT 6

I go to bed at ten



You learn

- present simple (negatives and questions)
- object pronouns
- words for daily activities

And then you can

- ask and tell the time
- talk about routines

54
CD1

1 Listen and read.

Mr Jones Who's got the answer to question 5? Joe?
(Joe snores)

Mr Jones Joe! Wake up! You're in the classroom! You aren't at home in bed!

Joe Sorry, Mr Jones. I'm tired!

Mr Jones What's the matter? Are you ill?

Joe No, I'm not. But my life is very hard.

Mr Jones Oh dear. Why? What do you do every day?

Joe Well, I get up early every morning. I wake up at seven o'clock, and have breakfast. Then I go to school. I work hard at school every day, and after lunch, I do sports. Then I go home and do my homework. I help my mum in the house, and tidy my room. Then I have dinner and finish my homework. I go to bed at ten o'clock.

Mr Jones But why do you go to bed so late? Do you have a lot of homework to do?

Joe No, I don't have a lot of homework, Mr Jones.

Mr Jones What do you do every night, then, until ten?

Joe I watch TV and play computer games for three hours.

Mr Jones That sounds like a very hard life!

Dialogue work

2 Read the dialogue again and circle the correct answer.

- 1 Joe is *tired* / *sad*.
- 2 He *wakes up* / *gets up* at seven o'clock.
- 3 He *goes to bed* / *watches TV* at ten o'clock.
- 4 He *does* / *doesn't* have a lot of homework to do.
- 5 He *does* / *doesn't* have time to watch TV and play computer games.

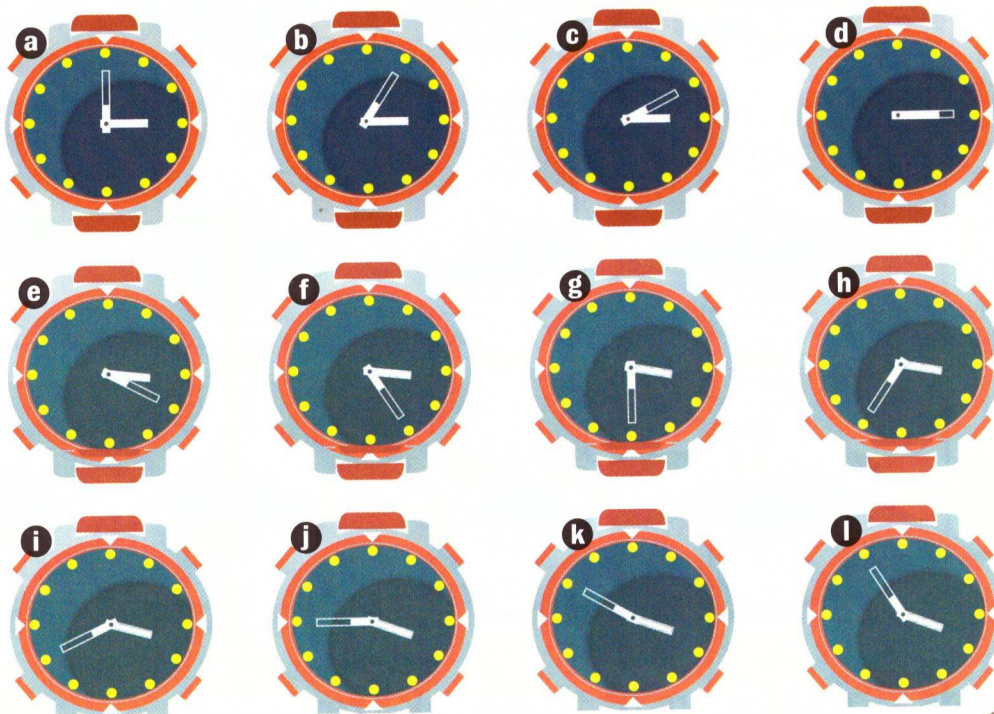
3 Work in pairs. Invent dialogues.

A What's the matter with you?

B I'm *bored* / *tired* / *hungry*.

Asking and telling the time

4 Listen and repeat the times.



5 Work in pairs. Point to a clock and ask and answer about the times.

A What's the time?

B It's half past three.

6 Say what you usually do at the times below.

8.30 am 1 pm 4 pm 6 pm
7 pm 9-10 pm

I usually get to school at 8.30 am.

Tip

Note!

am = in the morning (before 12 am)
pm = in the afternoon (after 12 am)



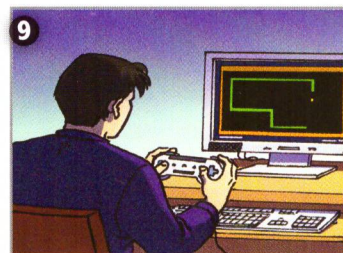
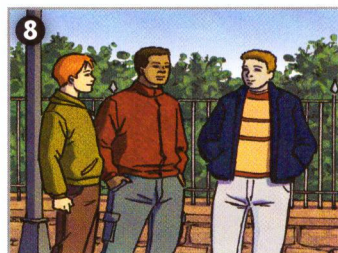
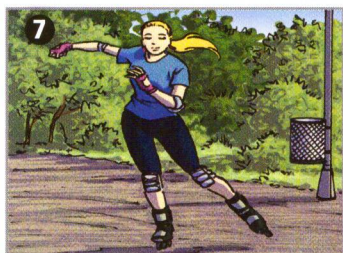
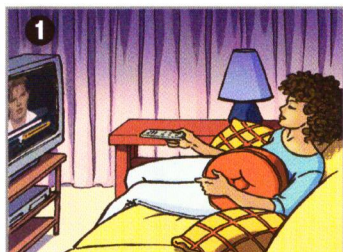
Vocabulary

Daily activities

56
CD1

1 Listen and write the number of the correct picture next to the verb.

- watch TV ☒
- read a book ☐
- take the dog for a walk ☐
- play the piano ☐
- hang out with friends ☐
- surf the web ☐
- do homework ☐
- listen to music ☐
- play football ☐
- go rollerblading ☐
- play computer games ☐
- go shopping ☐



Sounds right! Days of the week (revision)

57
CD1

2 Listen and repeat.

Monday, Tuesday, Wednesday – sad!
Thursday, Friday – they aren't bad!
Saturday and Sunday – great!
Tomorrow's Monday – don't be late!

3 Work in pairs. Ask and answer.

A Today's Friday. What day is tomorrow?

B Saturday.

B Yes.

B Today's Tuesday. What day is tomorrow?

Communication

Talking about routines

4 a Complete the questionnaire, then ask three other students.

A Do you surf the web every day?

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

Do you:	Me:	Name:	Name:	Name:
surf the web every day?
go shopping with your mum on Saturdays?
play any sports at the weekend?
play an instrument?
play computer games every day?
listen to music every day?
watch television every evening?
read a lot?

b Talk about your answers with the class.

Marco surfs the web every day, but he doesn't play any sports at the weekend.

Talking about time

5 Circle the correct words, then listen and check. Practise the dialogues in pairs.

- A** What's the *time* / *clock*?

B It's twenty-five to eight.
- A** It's half *past* / *to* three in the afternoon.

B Oh, no! I'm late!
- A** What time is it *in* / *for* London?

B It's 7 pm.
- A** Excuse me, what time is it?

B It's quarter *to* / *at* eleven.
- A** Is it *early* / *midday* now?

B Yes, it is. It's two minutes past twelve.
- A** What time is it, please?

B I don't know. I can't see the *clock* / *half an hour*.



Grammar

Present simple Negative

- 1 Look at the dialogue on page 64 and complete the table.

Present simple negative	
I / you / we / they	¹ have a lot of homework.
He / she / it	doesn't live here.

- 2 Circle the correct word.

- They *don't* / *doesn't* like fish soup.
- I *don't* / *doesn't* eat a lot of chocolate.
- Emily *don't* / *doesn't* know how to cook an egg!
- Harry and Ron *don't* *play* / *plays* computer games.
- Dad *doesn't* *know* / *knows* how to drive.

- 3 Circle the correct negative form.

I always go rollerblading in the park at weekends. My best friend, Tina, ¹*don't* / *doesn't* like rollerblading. She plays football but I ²*don't* / *doesn't* like that! My brothers ³*doesn't* / *don't* do a lot of sport. They watch it on TV but they ⁴*don't* / *doesn't* play or do anything! I ⁵*don't* / *doesn't* want to spend all my time in front of the TV so I go out! My mum ⁶*don't* / *doesn't* watch TV either – she reads, all the time!

- 4 Complete the text with the words below.

cooks live makes works
buys doesn't (x2)

Hi, I'm Eamon from Dublin in Ireland.
I ¹..... with my three brothers and two sisters. My mum ²..... work. She's always at home. My dad ³..... three days a week. When he's at home, he ⁴..... We like that because the food he ⁵..... is lovely! My mother ⁶..... cook. She ⁷..... a lot of meals from the supermarket!

Present simple Questions and short answers

- 5 Look at the dialogue on page 64 and complete the table.

Questions		
¹	I / you / we / they	have a lot of homework to do?
Does	he / she / it	go to bed at 9 o'clock?

Short answers

Positive	Yes, I / you / we / they do .
	Yes, he / she / it does .
Negative	No, I / you / we / they don't .
	No, he / she / it doesn't .

- 6 Circle the correct word.

- Do* / *Does* you play an instrument?
- Does* / *Do* Shane like computer games?
- Do* / *Does* your brother go rollerblading?
- Does* / *Do* your sister play football?
- Do* / *Does* you like your new trainers?
- Does* / *Do* they go shopping at weekends?

- 7 Write answers for the questions in exercise 6.

- Yes,
- No,
- Yes,
- Yes,
- Yes,
- No,



Grammar

8 Write questions and answers.

- 1 you / know / how to speak German (X)
..... ?
.....
- 2 Adriano / speak / English (✓)
..... ?
.....
- 3 the boys / go / to the sports centre / at the weekend (✓)
..... ?
.....
- 4 your teacher / explain / everything (X)
..... ?
.....
- 5 your parents / like / computer games (X)
..... ?
.....
- 6 the lesson / finish / at 4 pm (✓)
..... ?
.....

9 Complete the sentences with *Do* or *Does*.

- 1 you go to bed early every night?
- 2 your mother work?
- 3 you get to school at 8.30 am?
- 4 your family have a car?
- 5 you have a lot of homework to do every night?

10 Now answer the questions above.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Object pronouns

11 Complete the table with the words below.

him them us me
her you it you

Subject pronouns		Object pronouns
I	→	1
you	→	2
he	→	3
she	→	4
it	→	5
we	→	6
you	→	6
they	→	8

12 Circle the correct object pronoun.

- 1 This is Harry. Do you know *him* / *her*?
- 2 Look at these new photos!! We love *them* / *her*.
- 3 I don't know how to do this exercise. Can you help *her* / *me*, please?
- 4 The dog's hungry! Feed *it* / *them*, please.
- 5 We're tired now. Can you take *us* / *we* home, please?

13 Complete the sentences with the correct object pronouns.

- 1 This is Mike. He's my brother-in-law. My sister is married to
- 2 **A** Where is Sue?
B Paul is at home with
She isn't well.
- 3 Mark and Sarah! Take these jackets with
- 4 **A** Do you know ?
B Yes, that's Leo.
- 5 The Smiths aren't here. We are going without !
- 6 At Christmas, my aunt takes all to the theatre; Mum, Dad, my brothers and me.
- 7 I haven't got any money with
I can't pay!

Skills

Reading

- 1** Read the text and circle T (True) or F (False).
Correct the sentences that are false.



Hi! I'm Bradley. I live with my mother and father and two sisters on a sheep farm in northern Australia. We don't live near other people so I spend a lot of time on my own, but it's fun. There is a river near my house and I've got a horse so I can ride when I want. It's cool living here. The big city is one and a half hours away by bus.

I get up at half past six, then have breakfast. At seven, I leave the house and walk for ten minutes to the school bus stop.



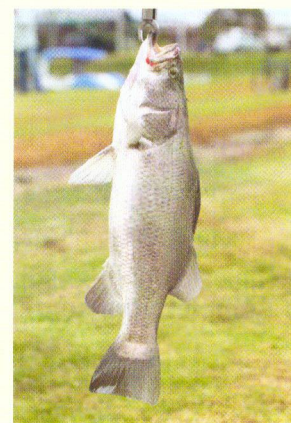
School starts at nine and ends at four. I get home at half past five. Then I help my father, ride my horse or play ball with my sisters.

Dinner is at seven. After that, I do my homework, play computer games or watch TV with Mum and Dad.

On Saturdays or Sundays I go to the river to fish. I often catch barramundi. Sometimes, we have barramundi for dinner!

- 1 Bradley lives in the north of America.
- 2 He gets up at half past six.
- 3 His dad takes him to school.
- 4 School starts at nine o'clock.
- 5 He comes home at six pm three days a week.
- 6 He rides his horse after school.
- 7 Dinner is at eight o'clock.
- 8 At weekends, Bradley goes fishing.

T / F
T / F
T / F
T / F
T / F
T / F
T / F
T / F



Listening

59
CD1

- 2** Listen and circle the correct word(s).



- 1 Kate gets up at quarter past *seven / six*.
- 2 She takes the dog for a walk at *half / quarter* past six.
- 3 Kate practises the piano for *one hour / two hours* in the morning.
- 4 They eat breakfast at *half / twenty* past seven.
- 5 Kate finishes school at half past *five / three*.
- 6 Kate practises the piano for *one hour / two hours* in the evening.

Speaking



3 Listen and repeat, then interview your partner.

- A** Can I interview you for a school project?
B Yes, go ahead.
A OK, first question. When do you get up in the morning?
B At quarter to seven.

- A** And when do you leave for school?
B At quarter past eight.
A And when do you do your homework?
B Usually from five to six.
A Thanks!

Writing Connecting words



Remember!

We use words like 'and' and 'then' to make connections in a text.

4 Read the text and circle the connecting words.



MY DAY!

I get up at half past five and I have breakfast at quarter past six. My dad goes to work at half past six and he takes me to school in his car. Then I wait in the cafeteria for school to start. Our school starts at eight o'clock and it ends at half past one. In the afternoon, I do my homework, then I hang out with my friends, read or play computer games. I watch TV from five to six. We have dinner at seven. At nine o'clock, I go to bed.

5 Write a text similar to the one above about your day.



The Story of the Stones 3 Don't be scared!

Complete the dialogue. Watch Episode 3 again to check.

Go on
 But it's true
 Well done
 Promise

- Daniel** Don't make fun of me!
Sarah!
Emma Daniel.
 Rub your stone!
Daniel No, I don't want to.
Sarah OK. Me first, then you. Promise?
Daniel!
Sarah Great, Daniel!



A Healthy Diet

- 1** Read the key facts. What are the four main food groups we need to stay healthy?

Key facts!

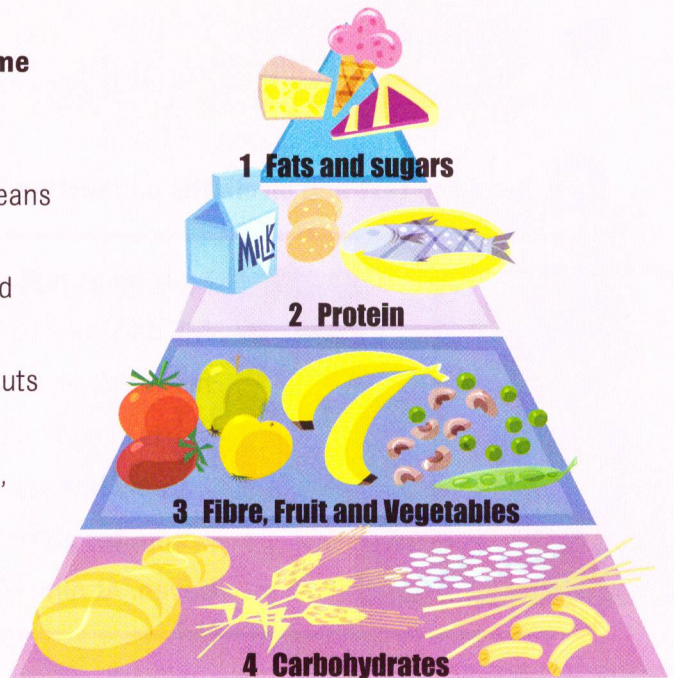
Our bodies need a balanced diet to work well. The four main food groups are carbohydrates, proteins, fats and fibres. There are vitamins and minerals in these foods. Each of them does a specific job for our bodies.

To stay healthy, drink enough water and eat the correct amount of food from the four groups.

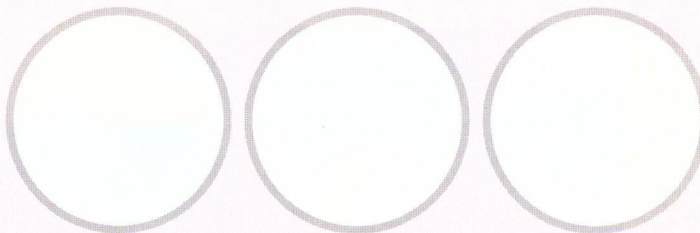
- 2** a Look at the food pyramid below. This shows the correct amount of each food group we need for a healthy diet.

- b Complete the sentences with the name of the correct food group.

- 1
and like tomatoes, beans and bananas help us digest our food.
- 2 like bread, cereal and potatoes give us fuel and energy.
- 3 like meat, milk and nuts helps us grow and repair our body.
- 4 like butter, oil, cakes, sweets etc and cheese give us energy.



- 3** Draw the foods you eat for breakfast, lunch and dinner. Now compare them with a partner. Whose diet is healthier?



I usually have toast, tea and an egg for breakfast. What about you?

I have ...

WEBQUEST

Find out:

- What is genetically modified food? Do you think it is a good idea?
- What is a Mediterranean diet? How healthy is it?



Check your progress 3

Units 5 and 6

1 Reorder the letters to write food words. [½ point each]

- | | |
|-----------------|-----------------|
| 1 kncehci | 4 ihsnpca |
| 2 egsusaa | 5 topatpo |
| 3 edarb | 6 innoo |

☐ 3

2 Complete the daily activities.

- 1 a book
- 2 computer games
- 3 with friends
- 4 music
- 5 the web
- 6 the dog for a walk

☐ 6

3 Reorder the words and write sentences.

- 1 walk / park / They / to / usually / the / .
.....
- 2 late / never / school / She / for / is / .
.....
- 3 cinema / go / sometimes / Saturday / We /
the / on / to / .
.....
- 4 Mark / day / vegetables / eats / every / .
.....
- 5 dinner / for / pasta / often / eat / We / .
.....

☐ 5

4 Circle the correct word.

- 1 We *doesn't* / *don't* play football every day.
- 2 *Does* / *Do* Sally go to the cinema every Friday?
- 3 Harry *does* / *doesn't* have a new car.
- 4 *Do* / *Does* they study English at school?
- 5 I *doesn't* / *don't* like rollerblading.

☐ 5

5 Complete the questions and answers. [2 points each]

- 1 you usually walk to school?
.....
- 2 your teacher speak English?
.....
- 3 you eat pizza once a week?
.....
- 4 your English lesson finish now?
.....

5 your friend like football?
.....

6 you and your friends like
computer games?
.....

☐ 12

6 Write the sentences using the negative form.

- 1 They like fish.
.....
- 2 Paul eats a healthy lunch every day.
.....
- 3 I watch TV every evening.
.....
- 4 We play volleyball twice a week.
.....
- 5 Dad does the shopping on Saturday.
.....
- 6 She walks to work.
.....

☐ 6

7 Complete the dialogue.

- A ¹ you like pizza?
B Yes, ²
A ³ you and Adam like
hamburgers?
B ⁴ No,
A ⁵ Dave eat rice?
B Yes, ⁶ but he ⁷ eat
pasta.

☐ 7

8 Translate the questions and sentences.

- 1 Do you tidy your bedroom every week?
.....
- 2 Does your sister play computer games?
.....
- 3 They don't go to school on Sunday.
.....
- 4 He doesn't know her.
.....
- 5 Do they live in Dublin?
.....
- 6 She doesn't like fish.
.....

☐ 6

TOTAL ☐ 50

MY PROGRESS SO FAR IS...

brilliant! ☐ quite good. ☐ not great. ☐

UNIT 7

How much is this?



02
CD2

1

Listen and read.

You learn

- demonstrative adjectives and pronouns
- countable and uncountable nouns
- *How much?* / *How many?*
- *some* / *any*
- words for clothes

and then you can

- talk about prices
- talk about clothes

Adam I want to buy a present for my sister. It's her birthday tomorrow.

Kelly This is a nice picture.

Adam How much is it?
Kelly £7.99. How much money have you got?

Adam £10.00. But I want to buy this T-shirt. Can I try this on, please?

Assistant Of course.
Kelly Why do you want to try it on? It's for your sister.

Adam No, it isn't for her. It's for me!

Kelly But it's £6.99!.....

(10 minutes later)

Now you've only got £3.01 left! There aren't any nice clothes for that price, Adam!

Adam Hold on, these socks are nice. Excuse me, how much are these socks?

Assistant They're £3.99.

Adam Oh dear ...

Assistant But those red ones are £2.99!

Adam Great! So I've got a new T-shirt, and my sister's got some red socks!

Let's go and buy the card now! Erm, can you lend me some money?

Dialogue work

2 Read the dialogue again and correct the wrong information in each sentence.

- 1 Adam wants to buy a present for his mother. sister
- 2 It's her birthday today.
- 3 The picture is £6.99.
- 4 Adam's got £20.00.
- 5 The T-shirt is for Adam's sister.
- 6 The red socks are £3.99.



£ = pound p = pence \$ = dollar € = euro

Talking about prices

03
CD2

3 Listen and repeat the prices.

£28 \$39 €47 £52 £65 \$73 £81 €99 €100

04
CD2

4 Guess the price of the objects, then listen and check.

I think the sweets are ...

I think the key-ring is ...

I think the mobile phone is ...



05
CD2

5 Listen to the dialogues and act them out, then invent another.

Dialogue 1

Boy How much are the trainers?
Shop assistant They're £29.99.
Boy And the T-shirt?
Shop assistant It's £6.99. Or two for £9.99.
Boy Thank you.

Dialogue 2

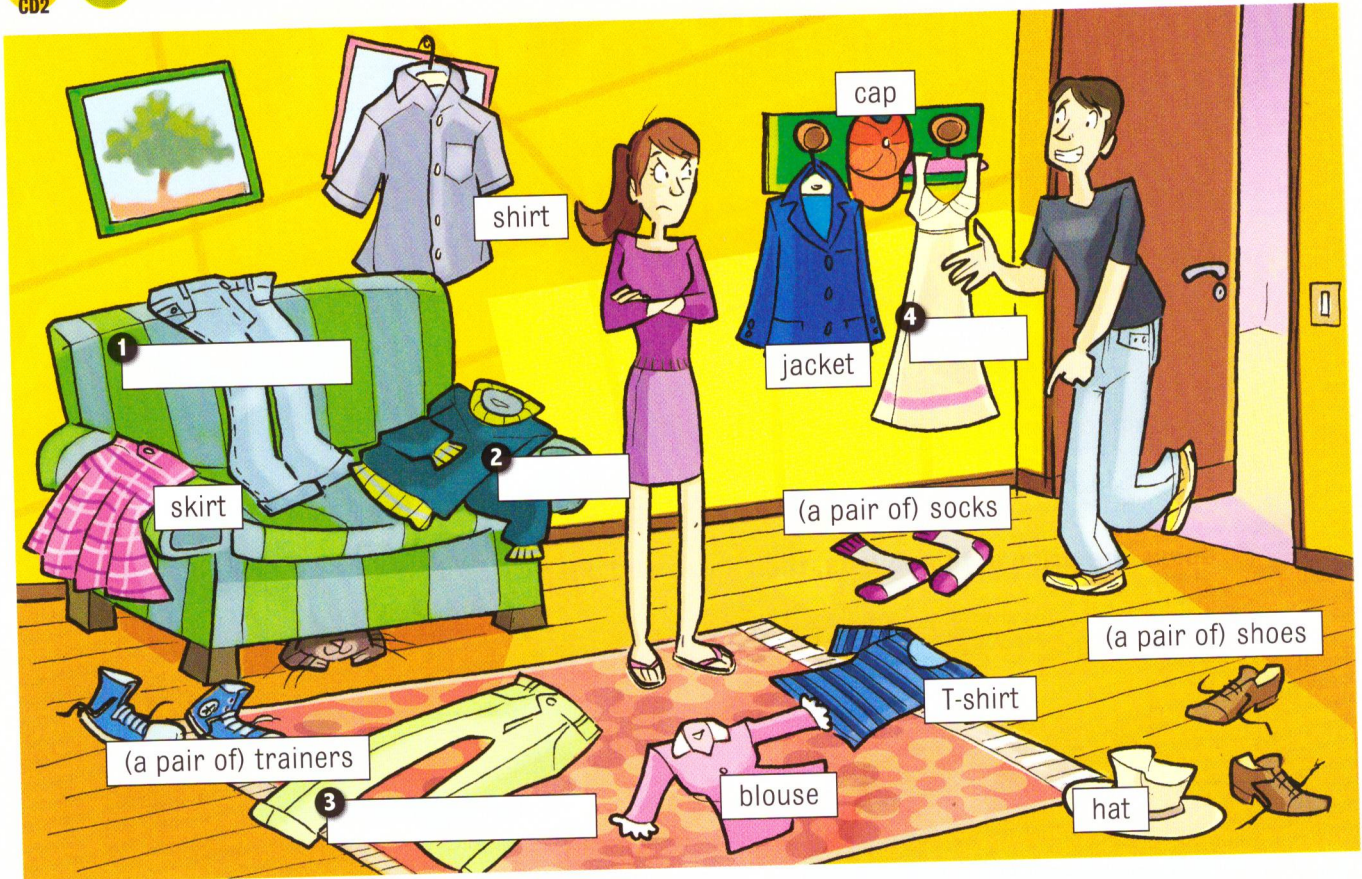
Shop assistant Yes, please?
Girl How much is the DVD? There's no price on it.
Shop assistant They're all £12.99.
Girl Thank you.

Vocabulary

Clothes

06
CD2

1 Listen and write the missing words, then listen and repeat.



Describing clothes

2 Ask and answer questions about the clothes in the picture above.

A What colour's the dress?

B It's green, pink and white ...

A What colour are the jeans?

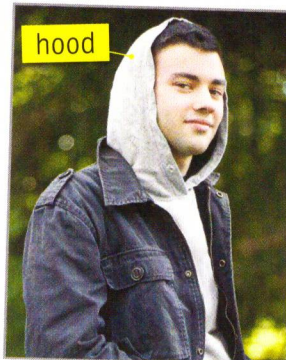
B They're ...

3 a Describe the photos below.

casual

hood

He's got a top with a hood ...



SMART



b Now describe your clothes to a partner.

Communication

Talking about clothes

4 Interview your partner.

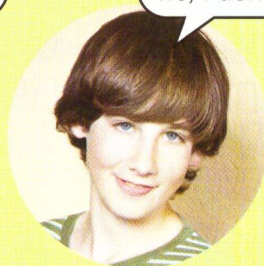
Questions:

Do you buy your own clothes?
Do you get clothes for your birthday?
Do you wear T-shirts with animals?
Do you wear pink clothes?
Do you wear jeans with holes?
Do you wear caps?
Do you wear a ring?
Do you like red / blue / ...?

Answers:

Yes, I do.

No, I don't.



5 Ask and answer questions about someone in your class. B must guess who it is.



A Does he sometimes wear *blue jeans*?
B Yes, he does.
A Does he often wear *brown shoes*?
B No, he doesn't.
A Does he always wear *T-shirts*?
B Yes, he does.
A Is it John?
B Yes, it is / No, it isn't.



Buying clothes in a shop

07
CD2

6 Listen and circle the correct words to complete the dialogue.

A Excuse me. How ¹*much* / *lot* are these jeans?
B They're £50.00. ²*Do* / *Does* you like them?
A Yes, I ³*do* / *does*! But I haven't got £50.
B I have got jeans for £25.
A ⁴*Where* / *What* are they?
B Look! ⁵*Those* / *That* jeans in the window are £25.
A Oh! They're nice! I'd like a black ⁶*pair* / *one*, please.

7 Write a new dialogue and act it out for the class.

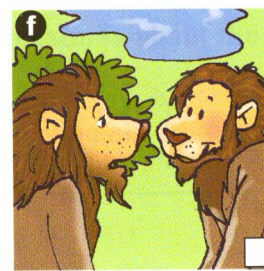
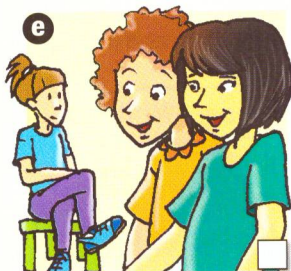
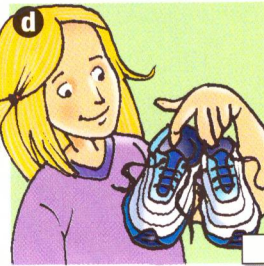
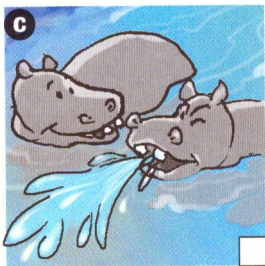
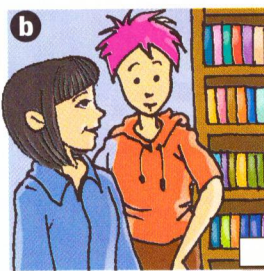
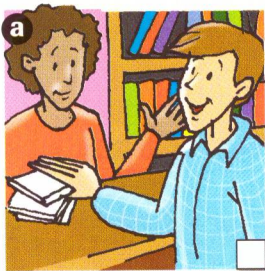


Grammar

Demonstrative adjectives and pronouns

1 Match the sentences and the pictures.

- 1 I like these trainers.
- 2 I like those trainers.
- 3 How much are these DVDs?
- 4 How much are those DVDs?
- 5 Don't drink that water!
- 6 Don't drink this water!



2 Look at the pictures and complete the table.

Do you like 1 top?	
2 top's nice.	
3 trousers are nice.	
How much are 4 trousers?	

Countable and uncountable nouns

3 Look at the examples and circle the correct word to complete the rule.

Countable: **boys, houses, trousers, tops.**

Uncountable: **money, food, ham.**
(NOT: ~~moneys, foods, hams~~)

We *do / do not* add an -s to uncountable nouns to make them plural.

Uncountable nouns always use the verb in the singular:

The money **is** in my pocket.

Countable nouns use both singular and plural forms of the verb depending on whether they are singular or plural.

The cap **is** here.

The caps **are** on the floor.

4 Write if these nouns are C (Countable) or U (Uncountable).

- | | |
|---------------|-----------------|
| 1 money | 5 T-shirt |
| 2 book | 6 shoe |
| 3 water | 7 sock |
| 4 pasta | 8 food |

5 Complete the sentences with *is* or *are*.

- 1 The pasta ready.
- 2 The socks on the floor.
- 3 The water in the bottle.
- 4 Those houses new!
- 5 This food delicious!
- 6 Those trainers cool!!



Grammar

How much? / How many?

- 6 Read the examples and complete the rule with **How much** and **How many**.

How much money have you got?

How many T-shirts have you got?

We use ¹..... with countable nouns.

We use ²..... with uncountable nouns.

- 7 Complete with **How much is** or **How much are**.

- 1 A the DVD?
B It's £11.80.
- 2 A the jeans?
B They're £43.88.
- 3 A the T-shirts?
B They're £6.
- 4 A the CD?
B It's £14.50.
- 5 A the shoes?
B They're £42.99.
- 6 A the sweater?
B It's £23.00.

some / any

- 8 Look at the examples and complete the rules with **some** or **any**.

I haven't got **any** nice clothes.

Have you got **any** money?

She always gives me **some** money.

I want **some** new trousers.

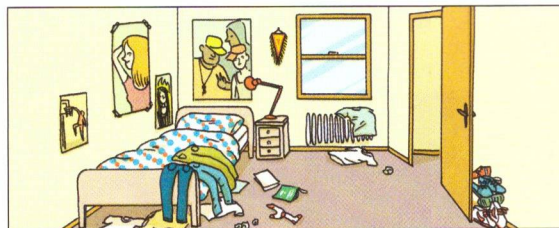
With uncountable and countable plural nouns:

use ¹..... in positive sentences.

use ²..... in negative sentences.

use ³..... in questions.

- 9 Complete the text with **some** or **any**.



My brother's room is so messy! There are clothes all over the floor. There are ¹..... shirts near the window and ²..... T-shirts under the bed. Are there ³..... trainers? Yes, there are! Three pairs behind the door. There aren't ⁴..... shoes and there aren't ⁵..... sweaters. But there are ⁶..... jeans and trousers on the bed. He needs to tidy up his room before Mum comes home.

- 10 Complete the dialogue with the words below.

much some (x2) any (x2)

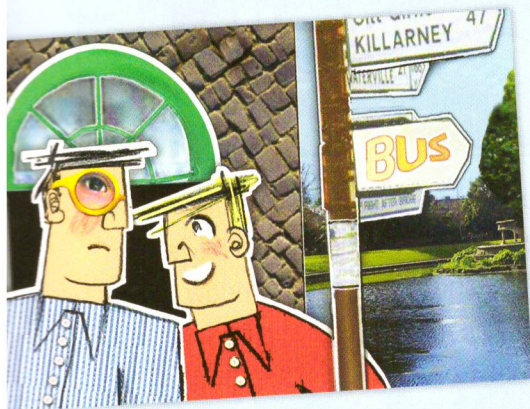
- A Have you got ¹..... money, Sue?
B Yes, how ²..... do you want?
A Well, I want to buy ³..... new jeans, so I think about £30.
B Have you got ⁴..... change? I've got a £50 note.
A Just a minute. Yes, I've got ⁵..... notes here – two £20s. Here you are.
B And here you are!
A Thanks!

- 11 Circle the correct word.

What's in this suitcase? Ah! There are ¹any / some books and there's ²some / any money – lots of money! But there aren't ³any / some clothes and there aren't ⁴some / any documents. Are there ⁵any / some photos? No, I can't see any. I need to go and talk to someone about this!

Reading

1 Read the text from *The Clever Woman* and circle the correct answer below.



One day Sean Murphy is at the bus stop with a friend. He looks very sad.

"What's wrong?" asks his friend.

"I've got a big problem," says Mr Murphy.

"When I go home I'm tired. I want to sit on the sofa and read my book and relax.

But I never relax.

I never read my

book. When I come home my mother plays the guitar. My wife plays the piano. My two younger children fight and my two older children argue about the television. And the pots and pans are on the cooker."

Mr Murphy's friend listens to him carefully.

Then he says: "Go and see Linda McCormack! She's a very wise woman. She knows the answer to everything."

Linda McCormack listens carefully.



"Have you got any chickens?" she asks him.

Mr Murphy looks confused.

"Yes," he answers. "I've got two chickens!"

"Then bring the chickens into your house," says the wise woman and smiles.

Sean thanks her. Then he rides back home on his bike. He is much happier now.

As soon as he gets home he goes to the hen house and he brings his two chickens into the house.



1 Sean Murphy relaxes at home.

A Right

B Wrong

C Doesn't say

2 There are six people in Sean's family.

A Right

B Wrong

C Doesn't say

3 Sean has four chickens at home.

A Right

B Wrong

C Doesn't say

4 Sean also has four dogs.

A Right

B Wrong

C Doesn't say

5 Sean rides a bike.

A Right

B Wrong

C Doesn't say

6 When he gets home, he brings three chickens back into the house.

A Right

B Wrong

C Doesn't say

Listening

08
CD2

2 Listen to the next bit of the story and answer the questions.

- 1 How many instruments are there in the house?
- 2 How many geese does Sean bring into the house?
- 3 How does Sean get to Linda's house?
- 4 Which animal does Sean bring into the house at the end?
- 5 How much noise is there in the house?
- 6 Who is asleep?

Speaking

09
CD2

3 Work in groups of three. Read the text. How do you think the story finishes? Listen and check.

Linda says: 'Put the chickens back in the hen house.'

Writing Describing appearance

Tip

Use adjectives. Adjectives make sentences interesting.

4 Read the text below and circle the adjectives.

My Unusual Friend

My friend loves clothes. Her favourite T-shirt is small and red with a picture of a balloon on it. She often wears it with a denim jacket and skirt and a black cap. She never wears shoes, just pink spotted trainers. She's got long, blonde hair and big, blue eyes and she sometimes paints her nails blue!

She always looks great!

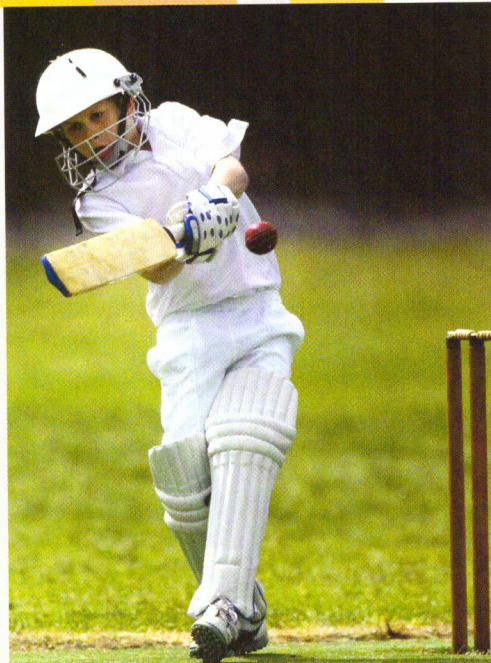
5 Invent a friend with unusual clothes. Write your own text.

My friend
 His / Her favourite is
 He / She often wears
 He / She never
 He's / She's got hair and eyes
 and he / she sometimes
 He / She always looks



Culture

Sports in Great Britain



▲ Diane, 15, Swansea, Wales

I play football with the school team. I love football. We train twice a week, three times if there's a match. We usually train after school. Our coach makes us work hard. We start with warm-up exercises and then we practise dribbling or tackling. At the end, we sometimes play a short match. I'm a striker, which means it's my job to score goals. Defenders will do anything to stop you from scoring.

◀ Phillip, 13, Croydon, England

My favourite sport is cricket. Cricket is a team sport and there are 11 players in each team. The teams take turns batting and bowling. You need to be strong and fast to be a good bowler. When you bowl, you throw the ball to the person on the other team who is batting. They hit the ball as far as they can, then run between 2 sets of sticks called stumps to score runs. The team that is bowling tries to 'bowl out' the batting team by throwing the ball to the stumps before the player finishes a run. The team with the highest number of runs wins. Easy? No!

◀ Emma, 13, Croydon, England

My favourite sport is golf. I practise for two hours every day and I play matches on Saturdays too. I also go to the gym for an hour every day before school. I've got a handicap of four (most adult players never get their handicap under 10). I take part in tournaments all over the country. I play against adults and teenagers of my own age.

Match the names to the definitions below.

- | | |
|------------|--|
| 1 striker | a a number given to a player to show how good he/she is |
| 2 coach | b a person who trains a team |
| 3 bowler | c a stick used to hit a ball |
| 4 defender | d kick the ball past another player without losing control |
| 5 dribble | e a person who scores goals |
| 6 bat | f a person who throws the ball to the person batting |
| 7 handicap | g a person who stops players from scoring |

Answer the questions about cricket.

- How many players are in a cricket team?
- What are the sticks on the cricket field called?
- How do you 'bowl someone out'?
- How do you win a match?

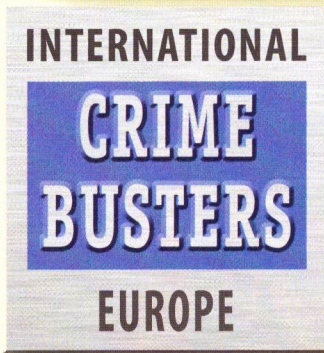
MORE!

Online Action Box

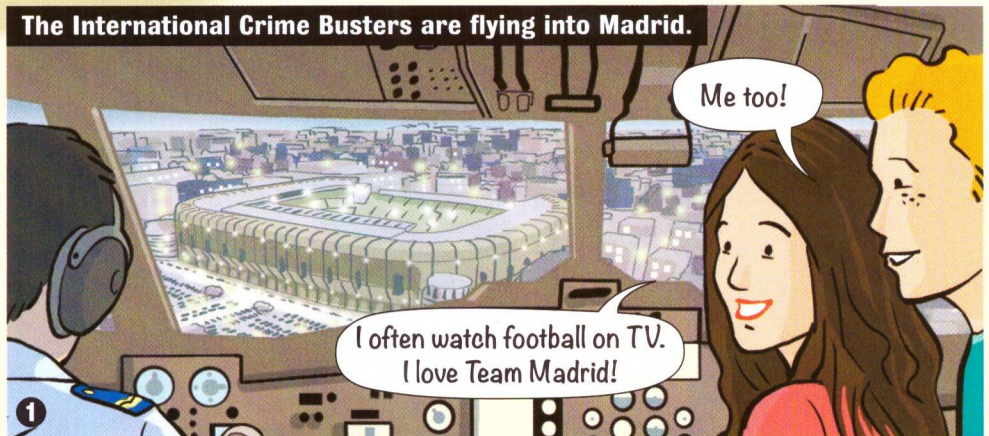
Listening and Quiz online.
Write a text for the [MORE! Online journal](#). Put it online for students from other countries to read.



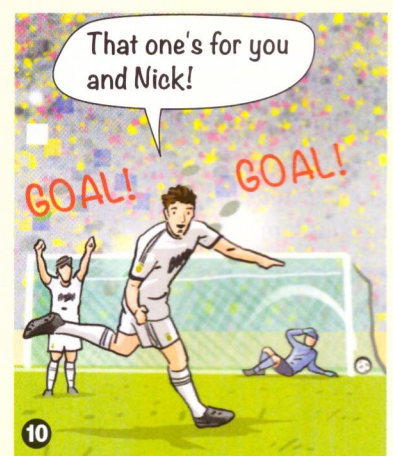
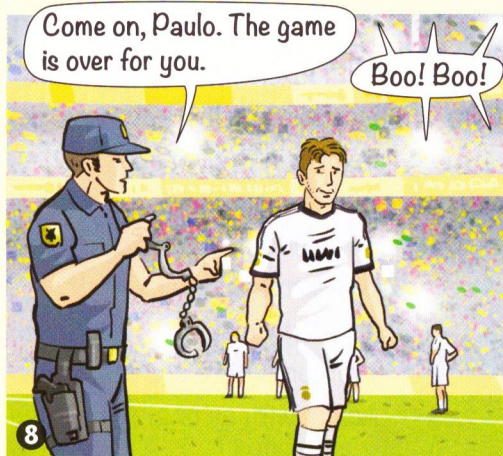
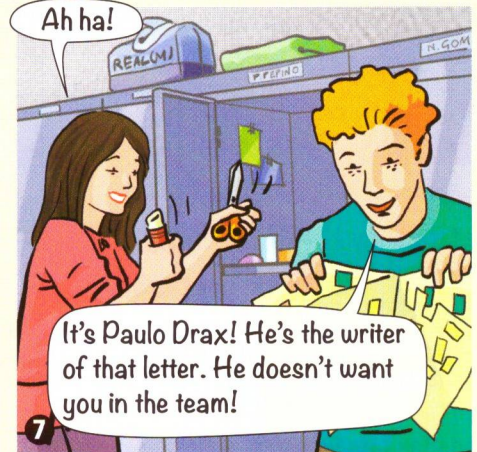
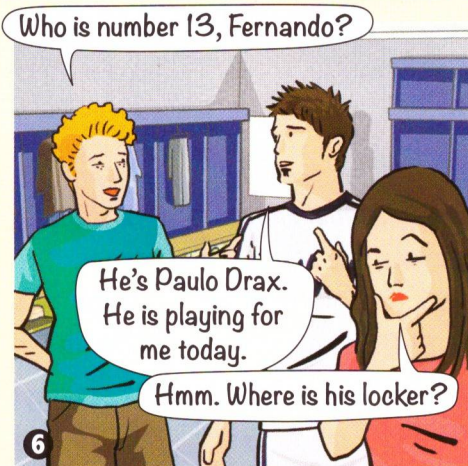
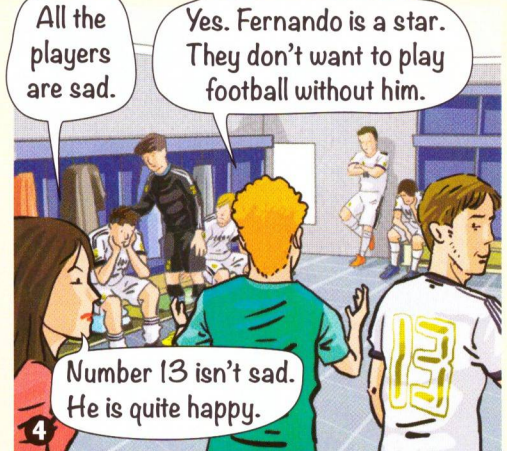
Go to www.cambridge.org/elt/more for extra CULTURE



The International Crime Busters are flying into Madrid.



It's our star player, Fernando Man. He doesn't want to play for us.



UNIT 8

I love singing!

11
CD2

1

Listen and read.

You learn

- *can* for ability / permission
- *can* questions and short answers
- *like / love / hate doing*
- words for family members

and then you can

- talk about ability
- talk about things you like doing
- ask for permission
- talk about family

Adam
Leah

Leah and Adam are in the end-of-year school show.

Are your parents here, Leah? Yes, there they are. Can you see them? That's my mum, in the front row, and that's my dad next to her. And the girl next to him is my sister. Oh, good, Grandpa is here too! That's a surprise.

Adam
Leah

Why? Well, he can't hear very well, and he hates listening to pop music! Is your mum here? Yes. She's just behind your parents! But my dad isn't here. He's working in another country.

Adam

Leah
Adam

Is that your brother? Yes. He plays in a band, you know.

Leah
Adam

Really? What does he play? He plays the guitar, but he can sing too, and he can dance really well ... he can do everything!

Leah

He's lucky. I can't dance at all. But I love singing.

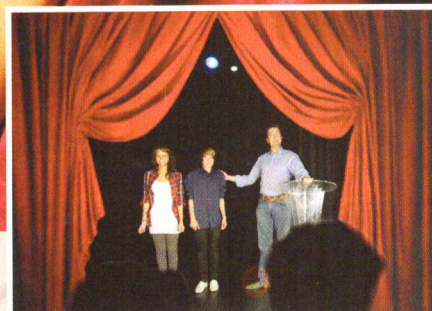
Adam

I love singing too. But I don't like doing it in front of everyone!

Leah
Mr Jones

Don't worry. We're the best! *(whispers to kids)* OK, are you ready to start?

(loudly) Welcome to our show, everyone! Here are Leah and Adam, with a song!



Dialogue work

2 Circle T (True) or F (False) for the sentences below.

- | | |
|--|-------|
| 1 Leah's parents aren't at the show. | T / F |
| 2 Leah's grandpa loves listening to pop music. | T / F |
| 3 He can't hear very well. | T / F |
| 4 Adam's dad isn't at the concert. | T / F |
| 5 Adam's brother can sing well. | T / F |
| 6 Adam's brother can't play the guitar. | T / F |
| 7 Leah can dance well. | T / F |
| 8 Adam doesn't like singing. | T / F |

Talking about ability

3 Look at the pictures and say what you can and can't do.

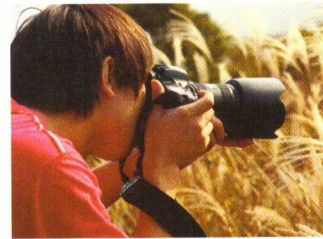
I can ride horses,
but I can't drive a car.



ride horses



drive a car



take good photos



tell jokes



play an instrument



speak German

Talking about family

4 Work in pairs. Bring photos to the class and present members of your family. Say what they can and can't do.

- A** That's my *uncle / aunt*.
He / She likes riding horses.
- B** How old is *he / she*?
- A** *He / She's 32.*

- B** What can *he / she* do?
- A** *He / she can play the piano.*

Asking for permission

5 Listen and repeat, then work in pairs and invent other dialogues.

- A** Can I go to the *toilet*, please?
- B** Yes, of course.
- A** Can I open the *window*, please?
- B** No, please don't.

- A** Can I borrow your *pen*, please?
- B** Sure, here you are.
- A** Can I borrow your *computer*, please?
- B** Sorry, it doesn't work.

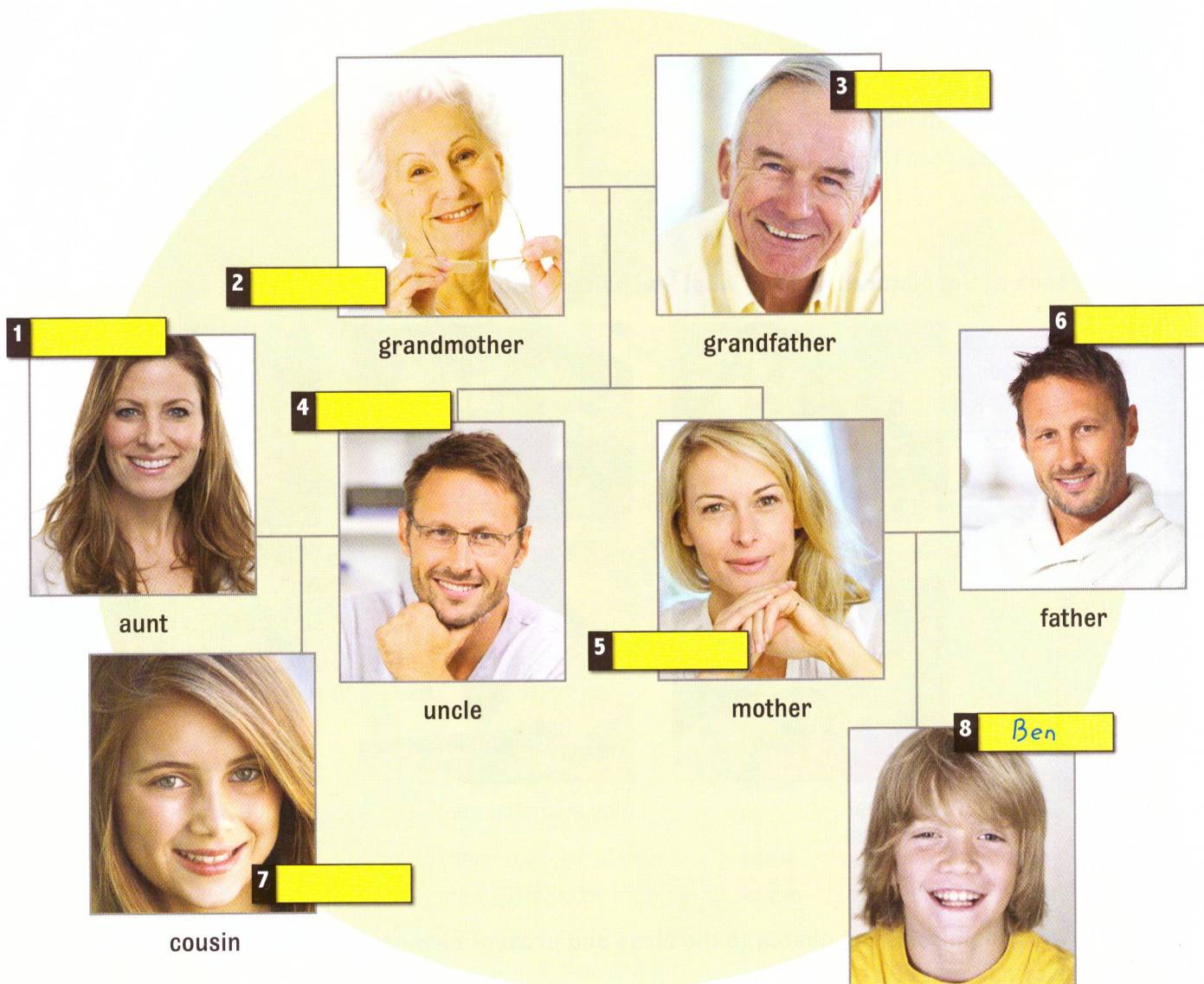
Vocabulary

Family members

13
CD2

1 Listen and write the names.

Lisa Fred William Juliette Susan Anthony Natasha



2 Complete the sentences. Use the words below.

son
daughter
wife
husband
mother-in-law
father-in-law
brother
sister

- 1 Ben is Natasha's son
- 2 Lisa is William's
- 3 Fred is Natasha's
- 4 Juliet is Susan's
- 5 Natasha is William's
- 6 Anthony is William's
- 7 William is Natasha's
- 8 Natasha is Fred's

Communication

Talking about family

3 Work with a partner. Ask and answer questions about the family in exercise 2.

A Is Lisa William's mother-in law?

B Yes, that's right.

A Is Juliette Susan's sister?

B No, she's her daughter.

4 Work with a partner. Write a list of names of people in your family then ask and answer.

A Who's Suzanne?

B She's my aunt.

A Who are Cindy and Jane?

B They're my cousins.

Sounds right Can

14
CD2

5 Listen and repeat.

Can you carry fifteen cans?
Can you drink them in one go?
Can you eat a hundred apples?
Can you really? Is that so?



I can't carry fifteen cans.
I can't drink them in one go.
I can't eat a hundred apples.
I'm not a hippo, no no no!

Talking about ability

6 Ask three students the questions below then tell the class.

Marco can count to 100 in English but he can't...

The Challenge Game

Name:.....

Name:.....

Name:.....

1 Can you say the alphabet backwards?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

2 Can you count to 100 in English?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

3 Can you draw a horse?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

4 Can you dance salsa?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

5 Can you speak another language?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

6 Can you drive a car?

7

(Write your own question here)

Grammar

Can for ability







1 Read the dialogue on page 84 and complete the examples and table below.

- 1 He plays the guitar, but he sing too.
- 2 I dance at all.

	+	-	
I / you / we / they / he / she / it	can	can't	speak French.

Can is the same for all subjects, both singular and plural.

2 Circle the letter of the correct sentence.

- 1 
 - a Gregory can play the drums.
 - b Gregory can't play the drums.
- 2 
 - a Mel can't drive.
 - b Mel can drive.
- 3 
 - a Bryan can juggle.
 - b Bryan can't juggle.
- 4 
 - a They can't walk on their hands.
 - b They can walk on their hands.
- 5 
 - a She can speak French very well.
 - b She can't speak French very well.
- 6 
 - a Kevin can't read braille.
 - b Kevin can read braille.

3 Complete the sentences with **can** or **can't**.

- 1 I can't come now, but I come tomorrow.
- 2 I haven't got a computer, so I surf the web.
- 3 She's a really good runner – she run a marathon in around 3 hours.
- 4 My cat can't swim but it climb trees.
- 5 My little sister's three years old. She walk but she can't read.

Can Questions and short answers

4 Read the dialogue on page 84 and complete the table below.

Questions		
1	I / you / we / they / he / she / it	see them?
Short answers		
✓	Yes, I / you / we / they / he / she / it can .	
✗	Yes, I / you / we / they / he / she / it can't .	

5 Complete with **Can**, **can** or **can't**.

- 1 you climb trees?
Yes, I
- 2 you ride a horse?
No, I
- 3 he play the piano?
No, he
- 4 she speak French?
No, she
- 5 they rollerblade?
Yes, they
- 6 our dog swim?
Yes, it



Grammar

Can for permission

6 Complete the phrases in the table.

1 I go to the party this evening?	Yes, you can . / No, you can't .
2 I see her at the weekend?	

7 Match the questions and answers.

- | | | |
|---------------------------------------|--------------------------|--|
| 1 Can I borrow your camera? | <input type="checkbox"/> | a Sorry, I haven't got a computer. |
| 2 Can I send an email? | <input type="checkbox"/> | b No, it's hot in here. |
| 3 Can I come to dinner at your house? | <input type="checkbox"/> | c Sorry, not tonight. |
| 4 Can Kate stay for the weekend? | <input type="checkbox"/> | d Yes, of course. Do you like curry? |
| 5 Can I go out tonight? | <input type="checkbox"/> | e Sorry, not now. I'm taking pictures. |
| 6 Can I close the window, please? | <input type="checkbox"/> | f Yes, but ask her parents first. |

Like / love / hate doing

8 Read the dialogue on page 84 and complete the examples below.

I ¹ singing too ...
and he ² listening to pop music!
He likes telling jokes.
Do you like meeting up with all your family?

After the verbs **like / love / hate**, we often use verb + **ing**.

Tip

Spelling rules

- change the final 'e' to 'ing' -
hide → hiding
- in one-syllable words, double the final consonant if there is a single vowel before it - **win → winning**

9 Write the -ing form of the verbs.

- | | |
|-------------------------|---------------------|
| 1 watch <u>watching</u> | 4 go |
| 2 ride | 5 run |
| 3 swim | 6 rollerblade |

10 Complete the sentences with the -ing form of the verb in the box.

talk look meet get up tell sit cycle play eat walk

- I love early!
- We hate and waiting. It's boring!!
- My dad likes at old films on TV.
- Giulia loves jokes. She's very funny!
- Do you like to different people?
- They love their friends in town on Saturdays.
- He hates meat!
- She likes on her bike at weekends.
- Does he like tennis at the weekend?
- He hates to school.



Skills

Reading

- 1** Read the text and circle T (True) or F (False) for the sentences below.

A Day In the Life of...

Hi! My name is Isabelle and I'm from America. I'm an acrobat. I can juggle, do tightrope-walking and unicycle and I am also a contortionist. I can sit on my head!!

I'm a member of an acrobatic group. There are 150 of us from 40 different countries. At the moment, we're in London so my hotel room is my home.

I get up at 10.55 am and order breakfast. Then I have a shower and

email my friends in America and chat to them.

During my routine, I am 10 metres above the ground. There is no safety net and sometimes I'm nervous but I love performing. It's amazing. Once my routine is over, I go to the cafeteria and have dinner. I'm always hungry!

I love dancing and, after the show, I often go to a club. I sometimes go to bed at 6 am!

- | | |
|--|-------|
| 1 Isabelle is from Europe. | T / F |
| 2 Isabelle can juggle and walk a tightrope. | T / F |
| 3 There are 140 people in the acrobatic group. | T / F |
| 4 At the moment, she is in London. | T / F |
| 5 Isabelle gets up very early in the morning. | T / F |
| 6 Isabelle's routine is on the ground. | T / F |
| 7 She is sometimes nervous during a performance. | T / F |
| 8 She never eats after a show. | T / F |
| 9 She goes straight to bed after a show. | T / F |
| 10 She always goes to bed early. | T / F |

Listening and speaking

15
CD2

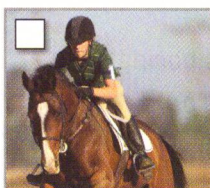
- 2** Listen and tick (✓) the sports Katie can do.



ice skating



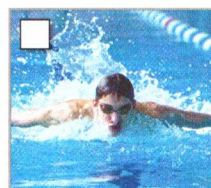
skiing



horse riding



rollerblading



swimming



football

- 3** Now ask a friend and tick or cross the pictures.

A Can you ...?

B Yes, I can. / No, I can't.

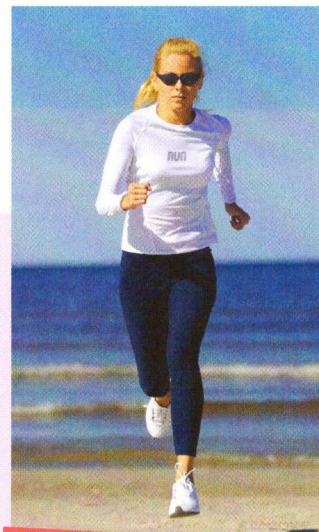
Skills

Reading and speaking

- 4** Complete the questionnaire and see how fit you are then interview another student.

How Fit Are You?

- | | yes | no |
|---|-----------------------|-----------------------|
| 1 Can you run 1 kilometre easily? | <input type="radio"/> | <input type="radio"/> |
| 2 Can you do 20 press-ups without feeling tired? | <input type="radio"/> | <input type="radio"/> |
| 3 Do you do exercise every day? | <input type="radio"/> | <input type="radio"/> |
| 4 Do you walk for 30 minutes at least three times a week? | <input type="radio"/> | <input type="radio"/> |
| 5 Do you walk or cycle to school? | <input type="radio"/> | <input type="radio"/> |
| 6 Have you got a good pair of trainers? | <input type="radio"/> | <input type="radio"/> |
| 7 Can you play a sport well? | <input type="radio"/> | <input type="radio"/> |
| 8 Do you like playing sport rather than watching it? | <input type="radio"/> | <input type="radio"/> |
| 9 Can you swim 20 lengths of the pool? | <input type="radio"/> | <input type="radio"/> |
| 10 Are you a member of a sports team? | <input type="radio"/> | <input type="radio"/> |



0-4 ☐ Do more exercise. It helps you to feel good about yourself.

5-7 ☐ Well done – you are quite fit. Perhaps do another sport so you can be very fit for next year!

8-10 ☐ You are extremely fit! Good for you! Keep up the good work!

Writing More connecting words

Tip **and** – adds an idea | **but** – contrasts ideas | **so** – tells you the consequence of something

- 5 a** Read the text and circle the correct linking word.

My name's Joe. I'm twelve years old *and* / *so* I love sports. I can swim *and* / *but* I can't dive. I can play football very well *but* / *and* I'm in the school football team. I like basketball too *and* / *but* we don't play basketball at school. I can rollerblade *and* / *but* I haven't got any rollerblades *but* / *so* I don't often go rollerblading.

- b** Now write a similar text about yourself.

DVD

The Story of the Stones 4 Rats!

Complete the dialogue. Watch Episode 4 again to check.

Let's get out
of here

Good idea

Rats

Emma

Sarah

Darkman

Sarah

Daniel

I've got an idea. You morph and then you free us.

¹

² !

Well done, Daniel!

Quick. ³

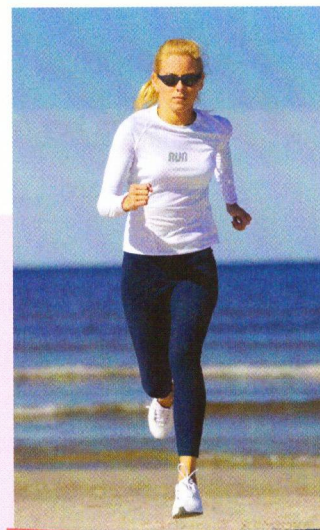
Skills

Reading and speaking

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How Fit Are You?

- | | yes | no |
|---|-----------------------|-----------------------|
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| 3 Do you do exercise every day? | <input type="radio"/> | <input type="radio"/> |
| 4 Do you walk for 30 minutes at least three times a week? | <input type="radio"/> | <input type="radio"/> |
| 5 Do you walk or cycle to school? | <input type="radio"/> | <input type="radio"/> |
| 6 Have you got a good pair of trainers? | <input type="radio"/> | <input type="radio"/> |
| 7 Can you play a sport well? | <input type="radio"/> | <input type="radio"/> |
| 8 Do you like playing sport rather than watching it? | <input type="radio"/> | <input type="radio"/> |
| 9 Can you swim 20 lengths of the pool? | <input type="radio"/> | <input type="radio"/> |
| 10 Are you a member of a sports team? | <input type="radio"/> | <input type="radio"/> |



0-4 ☐ Do more exercise. It helps you to feel good about yourself.

5-7 ☐ Well done – you are quite fit. Perhaps do another sport so you can be very fit for next year!

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- b Now write a similar text about yourself.

DVD The Story of the Stones 4 Rats!

Complete the dialogue. Watch Episode 4 again to check.

Let's get out
of here

Good idea

Rats

Emma

Sarah

Darkman

Sarah

Daniel

I've got an idea. You morph and then you free us.

1

2!

Well done, Daniel!

Quick. 3!

The orchestra

1 Read the key facts below and write the letter next to the correct word.

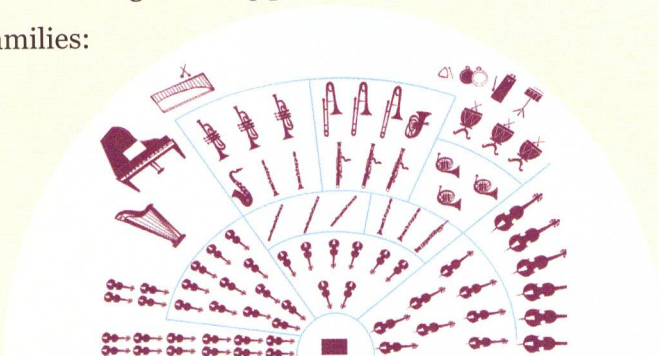
- 1 Keyboard ☐ 2 Brass ☐ 3 Percussion ☐ 4 Strings ☐ 5 Woodwind ☐

Key facts!

The word *orchestra* comes from a Greek word meaning 'dancing place'.

An orchestra has five different instrument families:

- A** horn, trombone, trumpet, tuba
- B** violin, guitar, cello, harp, viola
- C** recorder, flute, oboe, clarinet, saxophone
- D** tambourine, bell, drum, cymbals, gong, triangle
- E** harpsichord, piano



2 a Reorder the letters and write the correct words for the instruments.

- | | | | | | |
|----------|-------|--------------------------|------------|-------|--------------------------|
| 1 umdr | | <input type="checkbox"/> | 5 lufte | | <input type="checkbox"/> |
| 2 hpar | | <input type="checkbox"/> | 6 petrunt | | <input type="checkbox"/> |
| 3 bymacs | | <input type="checkbox"/> | 7 iartgu | | <input type="checkbox"/> |
| 4 olvini | | <input type="checkbox"/> | 8 rinetcla | | <input type="checkbox"/> |

b Listen and tick the instruments you hear in exercise 2.

A famous composer

3 Read about Mozart and complete the notes with the dates and ages on the left.

- 6
- 1791
- 35
- 1756
- 12

Wolfgang Amadeus Mozart

Born: January 27th, ¹....., Salzburg, Austria

Father: Leopold Mozart (a musician)

Age: 5, writes his first music

²....., is an excellent pianist and violinist

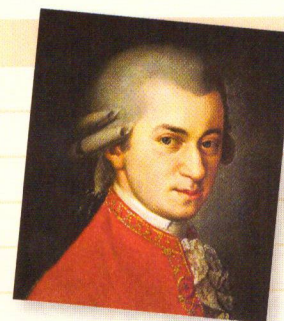
7, publishes his first piece of music

³....., writes his first opera

Writes many famous operas: *The Marriage of Figaro*, *The Magic Flute*, *Don Giovanni*, etc

⁴....., becomes very ill, writes his *Requiem*

Dies in ⁵..... and the *Requiem* is unfinished.



WEBQUEST

Find out about one of the Mozart operas below and do a presentation for the class.

- *The Marriage of Figaro*
- *The Magic Flute*
- *Don Giovanni*

Check your progress 4

Units 7 and 8

1 Write the names of the clothes. [½ point each]

- | | |
|-----------------|-----------------|
| 1 t _ a _ _ _ _ | 4 j _ _ k _ _ |
| 2 s _ _ _ _ r | 5 t _ o _ _ _ _ |
| 3 s _ _ _ t | 6 b _ _ _ _ |

2 Reorder the letters and write the members of the family.

- | | |
|---------------|-------|
| 1 tudhgrae | ..... |
| 2 rebhotr | ..... |
| 3 fngaahrtdre | ..... |
| 4 sinuco | ..... |
| 5 bhnsuda | ..... |
| 6 rtemho | ..... |

3 Complete the sentences with *is* or *are*.

- The money on the table.
- The shoes under the bed.
- The rice ready.
- The milk in the cup.
- The trousers with holes cool!

4 Complete the questions with *can* and write the answers.

- Harry rollerblade? ☒
- Ben swim? ☒
- they cook? ☒
- she cycle? ☒
- we speak English? ☒

5 Complete the questions and answers. [2 points each]

- you drive?
- your friend dance?
- How much pizza you eat?
- you like skiing?

- your friend like playing football?
- you and your friends like going to the cinema?

6 Write complete sentences using the words below.

- They / like / juggle
- We / hate / play computer games
- Mum / like / rollerblade
- You / love / go out
- I / like / use the computer
- She / hate / dance

7 Complete the dialogue.

- A ¹..... you swim very well?
 B Yes, ².....
 A ³..... your dad play the piano?
 B ⁴ No,
 A ⁵..... your brother speak French?
 B Yes, ⁶..... but he ⁷..... speak German.

8 Translate the questions.

- How much are the trainers?
- How many CDs have you got?
- Have you got any money?
- Can she ride a horse?
- Can we have pizza tonight?
- Do you like reading?

TOTAL 50

MY PROGRESS SO FAR IS...

brilliant! ☐ quite good ☐ not great ☐

Go to www.cambridge.org/elt/more for MORE! training

CHECK YOUR PROGRESS 4 UNIT 8

UNIT 9

Where are you calling from?

You learn

- present continuous
- telephone numbers
- ordinal numbers
- months of the year
- dates

and then you can

- talk on the phone
- talk about birthdays
- say what people are doing

17
CD2

1

Listen and read.

Joe Hello, is that the police station?

Police Yes, it is. Who's calling?

Joe My name's Joe. I'm phoning you about a problem in the shopping centre. A young man's running out of a music shop. Everyone's running after him. He isn't stopping! I think he's a thief. People are taking photos of him.

Police I see ... where are you calling from?

Joe The Blue Mountain Shopping Centre. I'm standing outside the music shop, on the second floor.

Police What's your phone number, Joe?

Joe It's 07894 558 321.

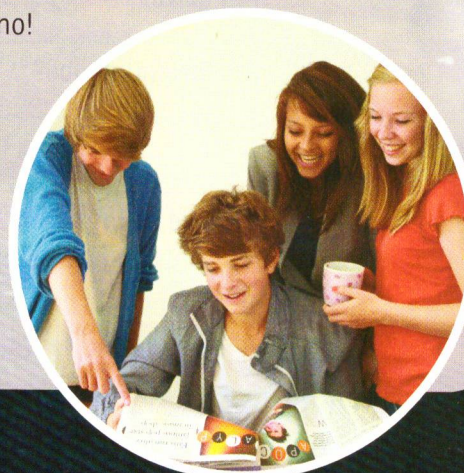
Police OK, a police car is going to the shopping centre now. Wait there.

(next day)

Joe Is that today's newspaper? Perhaps the story about the thief's in it.

Adam Let's see. Yes, it's today's date ... May 7th. Here's the story: *Star Mark Diamond At The Blue Mountain Shopping Centre!* Look at the photo! He's running away from all the fans! Your thief is a famous pop star!

Joe Oh no!



Dialogue work

2 Read the dialogue again and circle the correct words or expressions.

- 1 Joe is standing *in / near* the shopping centre.
- 2 He is talking to the police *at the police station / on his mobile phone*.
- 3 A man is running *out of / into* the music shop.
- 4 The music shop is on the *second / third* floor.
- 5 People are *taking photos of / writing stories about* the man.
- 6 Perhaps the man is a *policeman / thief*.
- 7 A police car is coming to the shopping centre *tomorrow / now*.
- 8 The next day, the story *is / isn't* in the newspaper.

Telephone numbers

18

CD1

3 Listen and circle the numbers you hear.

- | | |
|-------------------------|-------------------------|
| 1 721 580 / 712 508 | 4 2305 5727 / 2350 5727 |
| 2 299 5043 / 299 5034 | 5 1682 5522 / 1682 2255 |
| 3 6619 5832 / 6119 5832 | 6 2867 501 / 2877 501 |

4 Work in pairs and read the dialogue, then invent others.

- A** Have you got *Jack's* phone number?
B Yeah, I have. Just a moment. Ready? It's *8693 2210*.
A *8693 2210*. Thanks. I'm trying to send him a text message.

Talking on the phone

5 Work in pairs and invent dialogues using the words below.

- Tom** Hi, Tom speaking.
Sandra Hi, Tom. It's Sandra here. What are you doing?
Tom I'm playing *Super Hero III*. It's great.



- 1 TV programmes.

I'm watching It's really interesting!

I'm watching It's boring!

- 2 Music.

I'm listening to It's great!

I'm listening to It's terrible!

- 3 Computer games.

I'm playing It's difficult!

I'm playing It's easy!



Vocabulary

Ordinal numbers

19
CD2

1 Listen and repeat.

1 st the first	9 th the ninth	17 th the seventeenth
2 nd the second	10 th the tenth	18 th the eighteenth
3 rd the third	11 th the eleventh	19 th the nineteenth
4 th the fourth	12 th the twelfth	20 th the twentieth
5 th the fifth	13 th the thirteenth	21 st the twenty-first
6 th the sixth	14 th the fourteenth	30 th the thirtieth
7 th the seventh	15 th the fifteenth	
8 th the eighth	16 th the sixteenth	

2 Read and complete the ordinal numbers on the right.

1 third	3.....	5 twelfth	12.....	9 sixth	6.....
2 ninth	9.....	6 tenth	10.....	10 thirtieth	30.....
3 second	2.....	7 twenty-first	21.....	11 fourteenth	14.....
4 first	1.....	8 eighteenth	18.....	12 twentieth	20.....

Months of the year

3 Complete the months of the year.

January	1	5 May	9 September
April	2 February	6 June	10 October
November	3 March	7 July	11
August	4	8	12 December



We write 'on 7th May'.

We say 'on May the seventh' or 'on the seventh of May'.

Dates

20
CD2

4 Listen and tick the dates you hear.

1 11 th February	<input type="checkbox"/>	4 21 st December	<input type="checkbox"/>	7 5 th November	<input type="checkbox"/>
2 12 th October	<input type="checkbox"/>	5 19 th March	<input type="checkbox"/>	8 13 th January	<input type="checkbox"/>
3 4 th August	<input type="checkbox"/>	6 2 nd May	<input type="checkbox"/>	9 6 th June	<input type="checkbox"/>

5 Now read the dates below.

3 rd September	10 th August
1 st May	2 nd February
4 th July	21 st November
30 th December	19 th June

Communication

Discussing dates

- 6** Look at the festivals below. Do you celebrate them in your country? If so, work in pairs and discuss the date for each.



Hallowe'en
Mother's Day
Father's Day

Independence Day
International Workers' Day / May Day
New Year's Day

A The 4th of July is Independence Day in America.

Yes, that's correct. / No, I think it's ...



Talking about birthdays

21
CD2

- 7 a** Listen and complete the dialogue.

A How old are you, Julie?

B On ².....

B I'm ¹.....

A What day is it this year?

A And when's your birthday?

B A ³....., I think.

- b** Now interview four other students in the class and complete the table below.

Name	Birthday	Age	Day

Saying what people are doing

22
CD2

- 8** Listen and circle what you think each person is doing.

- Dan** riding a bike / playing football
- Conrad** reading a text message/ skateboarding
- Frazer** looking after the dog / cooking spaghetti
- Kate** watching TV / playing computer games
- Gabby** ice-skating / playing the piano
- Sherry** sending a text message / riding a horse
- Dave** riding a bike / playing tennis
- Chris** watching television / using the computer
- Maria** playing volleyball/ cooking
- Ted** swimming / driving



Grammar



Present continuous Positive

1 Read the dialogue on page 94 and complete the examples below.

- I'm you about a problem in the shopping centre.
- He's away from all the fans!
- People are photos of him.

I'm	doing some homework now.
He / She / It's	playing football at the moment.
You / We / They're	trying to find something.

Use the **Present continuous** to talk about actions happening at the moment of speaking.

2 Circle the correct word.

- They *are* / *is* playing basketball.
- I *am* / *is* walking the dog.
- We *are* / *am* watching TV with Mum.
- Samantha *is* / *are* riding her new bike.
- Tamsin and Jade *are* / *is* feeding their pets.
- Michael *is* / *am* cooking dinner in the kitchen.
- You *are* / *is* writing a text message.
- He *are* / *is* standing near my dad!
- Mark and Steve *are* / *is* working together at the moment.
- Sarah *are* / *is* running a marathon!

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

What ¹..... happening in my house at the moment? Well, Dad ²..... making lunch in the kitchen and he and Mum ³..... talking. My brother ⁴..... watching TV in the living room. Tilly and Twister, my two cats, ⁵..... playing with their toys. And me? I ⁶..... waiting for my friend to come.

4 Complete the text with the verbs below.

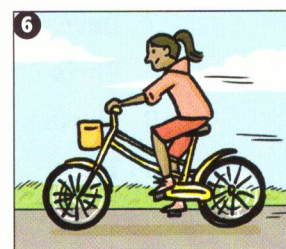
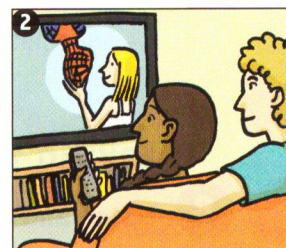
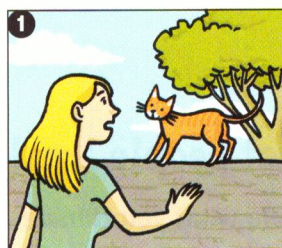
play skate ride learn send

The children are all busy in the park today. Josie is ¹..... basketball with her friends and Martin and John are ²..... their bikes. Grace and Nina are ³..... and Karen is ⁴..... to skateboard. What's Ben doing? Oh, he's ⁵..... another text message to Suzy! He likes Suzy! That was quick! Suzy's reading the text message right now!

5 Complete the sentences with the verbs then match them to the correct picture.

riding watching sending
cooking playing looking

- They're football. ☒
- He's a text message. ☐
- She's her bike. ☐
- She's at her cat. ☐
- He's spaghetti. ☐
- They're TV. ☐



Grammar

Present continuous Negative

6 Read the dialogue on page 94 and complete the example below.

1 He stopping!

	Short form	
I'm	not	isn't aren't
He / She / It is		
You / We / They are		
		playing computer games right now.

7 Write the verbs in the negative form.

- They're making a lot of noise.
.....
- I'm writing an essay for my English teacher.
.....
- David's travelling to France today.
.....
- He is talking to me.
.....
- They are playing football.
.....
- We are having a good time.
.....
- They are watching TV.
.....
- I'm waiting for my friend.
.....

8 Complete the sentences with the negative form of *be*.

- It snowing.
- I sad.
- You reading my book.
- She watching TV.
- He writing an email.
- They listening to the teacher!
- It working!
- We playing that computer game!

Present continuous Questions and short answers

9 Read the examples and complete the table.

Am I disturbing you?	No, you aren't .
Are you listening to me?	Yes, I am .

is am are isn't aren't

Questions	Short answers	
	Positive	Negative
¹ I disturbing you?	Yes, you are .	No, you ⁴
² you listening to me?	Yes, I am .	No, I'm not .
³ she watching TV?	Yes, she is .	No, she ⁵

10 Match the questions and answers.

- A** Tom and Cindy, are you listening to music? ☐
- A** Is she reading a book? ☐
- A** Are you watching TV, Tim? ☐
- A** Is Mark eating spaghetti? ☐
- A** Are they drinking hot chocolate? ☐
- A** Are you writing a message, Rita? ☐
- B** Yes, I am.
- B** No, I'm not.
- B** Yes, they are.
- B** No, we aren't.
- B** Yes, she is.
- B** No, he isn't.



Reading and speaking

1 Read the texts and the sentences below and circle T (True) or F (False).



Karl

I can't live without my mobile. I use it all the time. In fact, at the moment I'm sending a text. I send about 15 texts every day to my friends. I hate getting texts from my mum.

It's so embarrassing. But most of all I hate not having credit. When I haven't got any credit, I can't speak to my friends and that's terrible! I've got some great pictures of my friends on my phone. This is one of my friend, James. He's sending a text message. And this is a picture of me playing with my dog. Cool!



Cheryl

I haven't got a mobile phone and I don't want one. I hate talking on the phone. My friends have all got phones

and they text all the time. At the moment, my friend is talking on the phone and I'm waiting for her to stop. We're standing outside a new clothes shop in town and I want to go in and buy some new things but she is still talking!

- | | |
|--|--------------|
| 1 Karl is sending a text. | T / F |
| 2 Cheryl is standing outside a clothes shop. | T / F |
| 3 Karl has got photos on his phone. | T / F |
| 4 Cheryl loves talking on the phone. | T / F |
| 5 Most of Cheryl's friends haven't got phones. | T / F |
| 6 Karl's mum never sends him texts. | T / F |
| 7 Karl always has credit. | T / F |
| 8 Karl sends a lot of texts. | T / F |

2 Work in pairs and ask and answer the questions below.

Have you got a mobile phone?

How much money do you spend on your phone every week?

How many messages do you send/receive every day?

3 What do these text messages mean?



- a** C U L8R = See
- b** Can U w8 4 me? =
- c** R U OK? =
- d** Gr8 2 C U ! =

4 Can you write other text messages in English?

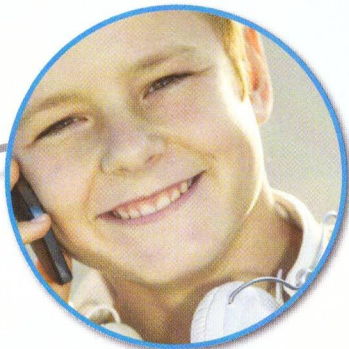
Listening

23
GD2

5 Listen to what Caroline says and circle the correct answer.



- 1 How many phone calls does Caroline make? **2 / 3**
- 2 Does she talk to Jude? **Yes / No**



24
GD2

6 Listen again and answer the questions.

- 1 What is Jude's phone number?
- 2 Is Jude at home?
- 3 Are Jude and Matthew studying?
- 4 What are they doing?
- 5 Has Matthew got an MP3 player?
- 6 Who likes Caroline?

.....

.....

.....

.....

.....

.....

Writing A postcard

7 Read Tony's postcard and circle the verbs in the Present continuous.

Hi Billy,
I'm sitting in a restaurant. I'm drinking an orange juice and eating a pizza.
The food here is great!
I'm watching the people on the street.
I'm having a lot of fun. Rome is wonderful.
I love this city!
See you soon,
Tony



8 Now write your own postcard. Use the words and phrases from above.

Hi

I'm

I'm and

The is great.

I'm

I'm this city!

See you soon.

.....



.....

.....

.....

.....

.....

Culture

TV or not TV

80% of teens in the UK say that watching TV is one of their favourite pastimes. Over half of them say that they that would like to be a TV presenter when they grow up. Their favourite programmes are reality TV shows such as *Big Brother* and *X Factor*, and soaps such as *EastEnders* and *Neighbours*.

What are soaps?

Soaps, or soap operas, are TV and radio programmes in episodes. Most soaps follow the lives of a group of characters who live or work in the same area. Popular soaps are on television for years. You can see the characters as they grow up, get jobs, fall in and out of love, etc. The stories are usually very dramatic and every episode has a surprise event. Soap operas got their name because the first soaps had advertisements from soap companies.

Read the text quickly and find out:

the percentage of teenagers whose hobby is watching TV

dream jobs for more than 50% of teenagers

the favourite programmes of British teenagers

Read the words and translate them into your own language.

- 1 characters
- 4 surprise event
- 2 grow up
- 5 advertisements
- 3 fall in love

25
CD2

What do you think?

A new invention called Square-eyes will encourage young people to do exercise by giving them extra time watching TV. You simply put Square-eyes into your shoe and it records how many steps you take in a day. Square-eyes then sends the information to the television and it calculates how much watching time you have earned. The more you walk the more TV you can watch in the evening.

Now listen to Tracy from London and circle T (True) or F (False) for the sentences below.

- 1 Tracy is an actress in a soap opera. T / F
- 2 Tracy studies soap operas at school. T / F
- 3 The class discusses the theme of the soap opera. T / F
- 4 They watch lots of different soap operas. T / F
- 5 Not many young people watch soap operas. T / F
- 6 Tracy thinks that studying soap operas is a good idea. T / F

MORE! Online Action Box Listening and Quiz online.

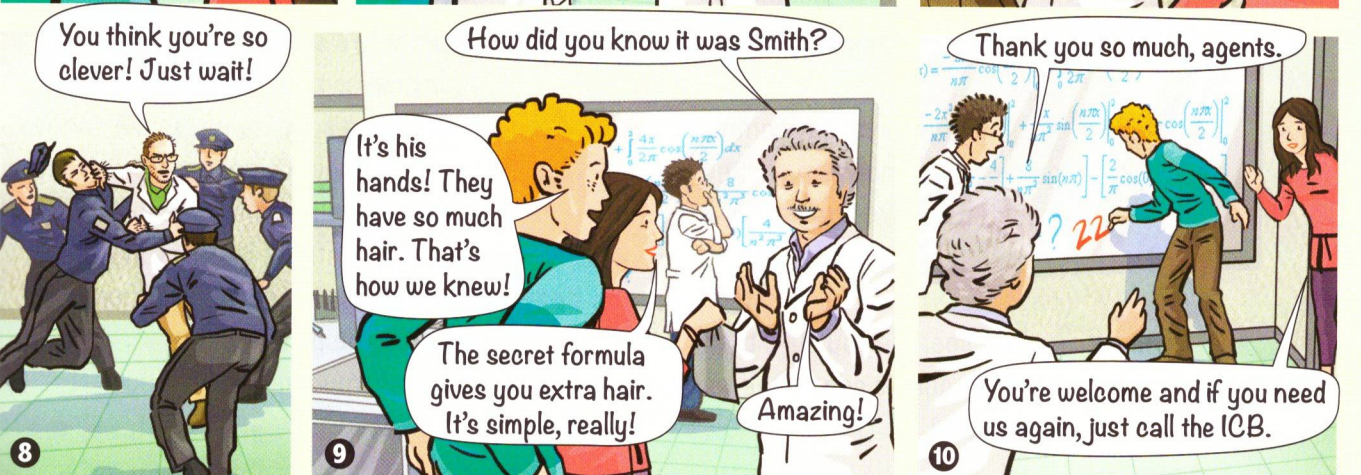
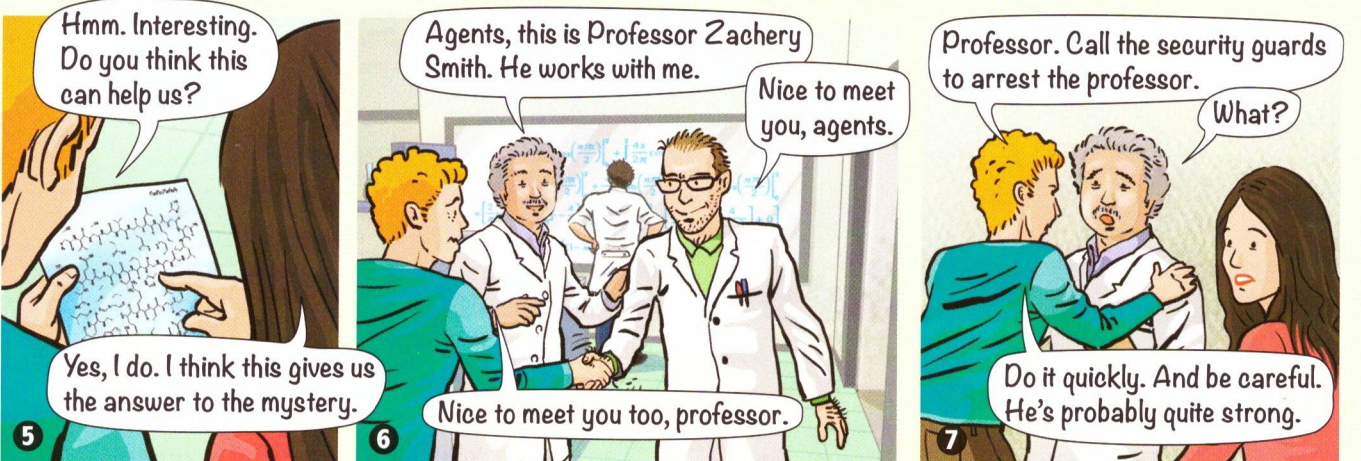
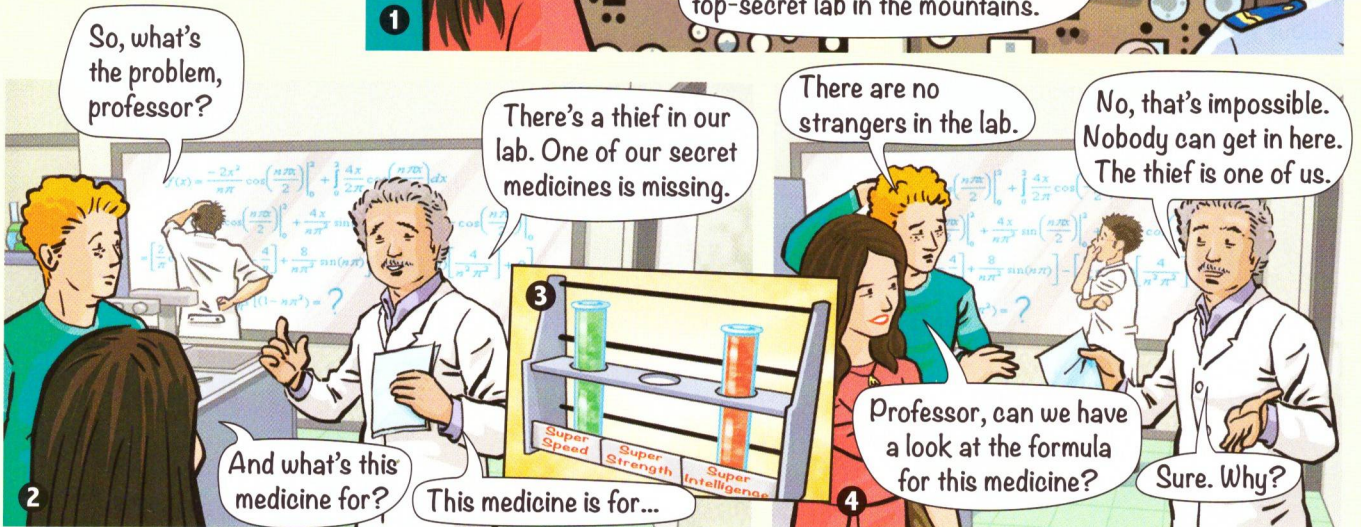
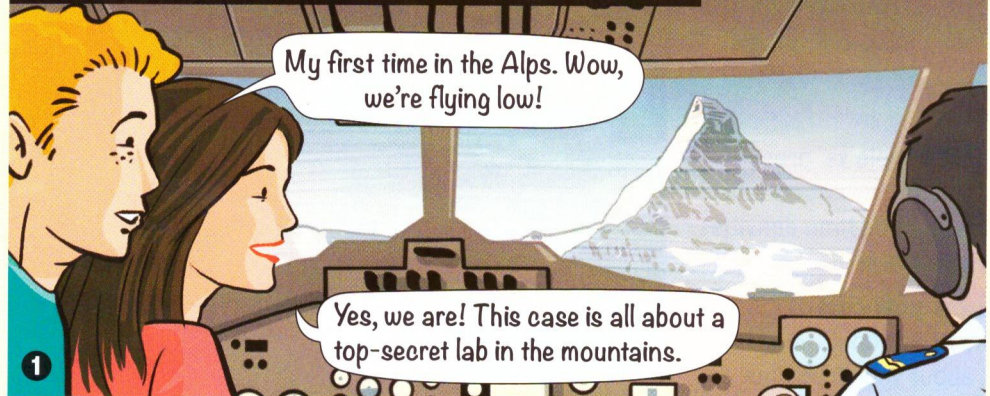
Write a text for the [MORE! Online journal](#). Put it online for students from other countries to read.



Go to www.cambridge.org/elt/more for extra CULTURE

INTERNATIONAL CRIME BUSTERS EUROPE

The International Crime Busters are flying into Zurich.



UNIT 10

I'm surfing the web!

You learn

- articles
- present simple vs. present continuous
- words for free-time activities and computers

and then you can

- make invitations
- talk about your free time



27
CD2

1

Listen and read.

Adam Hi, Kelly, what are you doing?
Are you playing computer games again?

Kelly No, I don't always play computer games! Right now, I'm surfing the web! But I've got a problem with my computer. I can't print this page ...

Adam Let me see. Are you sure the printer cable is connected to the computer?

Kelly Yes, but it still isn't working.

Adam Well, there's something wrong with your printer then. Send it to me by email. Then come to my house and we can print it out there. I can download some new music too. We can watch a DVD or something later if you want.

Kelly OK ... hold on, look at this. There's no paper in the printer tray!

Adam Silly you! You need to fill it up!

Kelly Yes, I know!

Dialogue work

2 Match the sentence halves.

- | | |
|------------------------|-------------------------------------|
| 1 Kelly is | a print the page. |
| 2 Kelly doesn't always | b surfing the web. |
| 3 Kelly can't | c something wrong with the printer. |
| 4 Adam thinks there is | d play computer games. |
| 5 Kelly needs | e to add paper to the printer. |

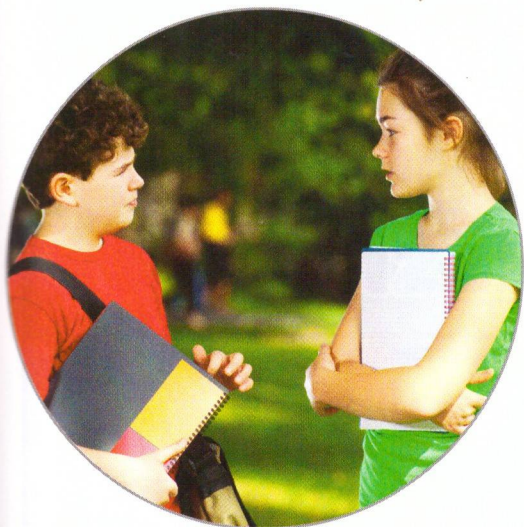
Making invitations

3 Work in pairs and practise the dialogue, then invent new ones.

- A** What are you doing right now?
B *I'm surfing the web and listening to music.*
A Can you come over to my place?
B Why? What's going on?
A *Steve and I are playing a computer game.*

28
CD2

4 a Listen and circle the correct words, then listen again and repeat.



- 1 **Jim** Would you like to come to the ¹*match / cinema* with me this evening?
Sue I'd love to.
Jim Shall we meet at ²*school / the youth club*?
Sue Sure. Let's meet there at ³*7 pm / 8 pm*.

- 2 **Mel** Would you like to go for a ⁴*bike ride / run*?
Mark Sorry, I can't.
Mel What about tomorrow?
Mark OK, let's go in the morning at about ⁵*9 / 11*.
Mel OK, great!

b Invent new dialogues using the other words.



Vocabulary

Computers

1 Complete the expressions with the words on the left.

burn
check
click
create
run
save
send
surf

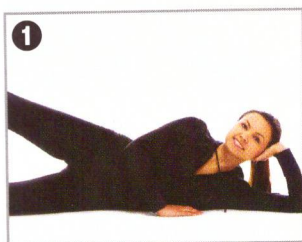
- 1 to create a backup of your files
- 2 to your hard disk for viruses
- 3 to an email to a friend
- 4 to your files on your hard disk
- 5 to a program
- 6 to with a mouse
- 7 to the web
- 8 to a CD



Free time activities

2 Write the correct expression under the picture.

have a pizza meet friends have an ice cream go for a run walk the dog go rollerblading
go skateboarding exercise in the gym go swimming go for a walk play football go for a bike ride



.....
.....



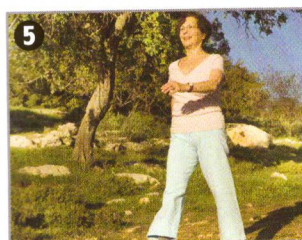
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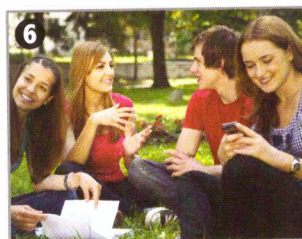
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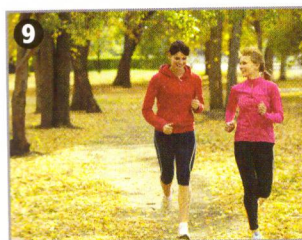
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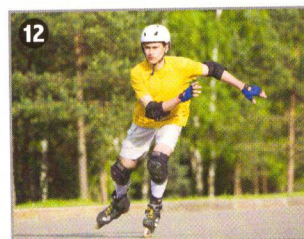
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Communication

29
CD2

3 Listen and repeat.

We can hang out **w**ith friends,
We can **w**atch TV,
We can **w**alk, **w**e can talk –
Have a **w**eekend with me!

Talking about your free time

4 Ask and answer in pairs.

What do you like doing in your free time?
How often do you do it?
How much time do you spend on it?
Who do you do it with?

an hour a day / two hours a week
once a month / every day
my friend(s) / my brother / on my own

5 Complete the questionnaire, then interview your partner.

Are you a Computer Whizzkid?



- 1 Are you connected to the web at the moment?
- 2 Do you spend more than 3 hours on your computer each day?
- 3 Do you play a lot of computer games?
- 4 Can you upload music and photos?
- 5 Have you got your own blog?
- 6 Can you make links from one page to another?
- 7 Can you use more than 10 computer software programs?
- 8 Can you fix your computer when it goes wrong?
- 9 Do you watch films on a computer?
- 10 Are you on any social networks at the moment?



- 1–3 You are not a computer whizzkid and probably don't like computers and technology that much.
4–7 You are a bit of a computer whizzkid and use your computer sometimes but not all the time.
8–10 You are a computer whizzkid!

Grammar

Articles

- 1 Read the examples and complete the rules below.

Steve and I are playing a computer game.
How often do you run an anti-virus program?
There's something wrong with the hard disk.

The indefinite articles are **a** and **an**.

¹..... is used before nouns that begin with a consonant.

²..... is used before nouns that begin with a vowel sound.

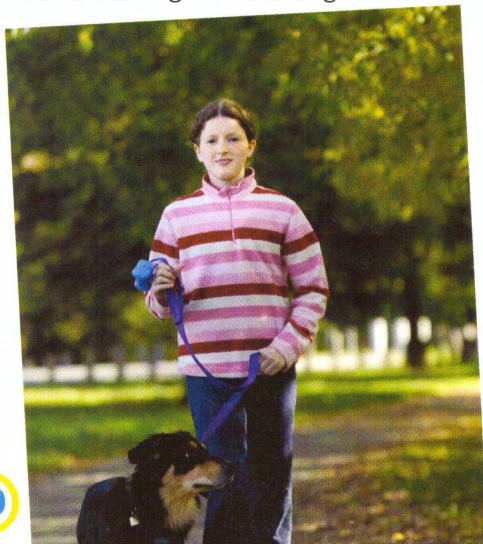
The definite article is **the**.

- 2 Complete the sentences with **a**, **an** or **—**.

- 1 She's having lunch with her friends.
- 2 Look! There's ice cream bar!
- 3 He lives in old house.
- 4 She is working in company in the centre of town.
- 5 I'm phoning man from Italy.
- 6 They're eating hamburger with cheese.

- 3 Circle the correct answer.

- 1 I am surfing **a** / **the** web.
- 2 Have you got **an** / **the** laptop?
- 3 She is fixing **a** / **an** old computer.
- 4 We are washing **an** / **the** car.
- 5 They are having **a** / **an** pizza.
- 6 He is walking **an** / **the** dog.



- 4 Complete the sentences with **a**, **an** or **the**.

- 1 theatre in our town is closed on Sundays!
- 2 That's great film!
- 3 He's got orange computer!
- 4 house at the end of the road is my grandma's.
- 5 man who lives opposite us is my Maths teacher.
- 6 It's portable laptop, not tablet!

Present simple vs. present continuous

What **are** you **doing** right now?

I**'m looking** at the computer.

Steve and I **are playing** computer games.

How often **do** you **run** an anti-virus program?

I **don't** eat meat.

He often wears **s** jeans.

Does she like tennis?

I only **read** about TV programmes.

- 5 Study the examples and complete the rules with the Present simple or Present continuous.

To talk about habit, routines and general information, we use the ¹.....

To talk about what's happening at the moment of speaking we use the ².....

We always use the verb **be** in the Present ³.....

We use **do** and **does** to make questions in the Present ⁴.....

We use **don't** and **doesn't** to make negative sentences in the Present ⁵.....

We add an **-s** to the third person singular in the Present ⁶.....

Grammar

6 Complete the sentences with the Present simple or the Present continuous.

- Brian usually the computer to do his homework. (use)
- I'm lost. I to find Tim's house. (try)
- you to come to the cinema with us? (want)
- Iris a very good day today! (not have)
- The teacher always we're good students. (say)
- you for the bus? (wait)

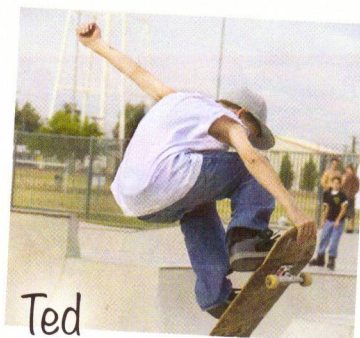
7 What are these people doing? Look at the photos and write questions and answers.



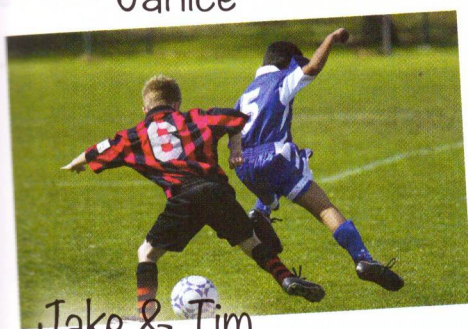
Janice



Mike



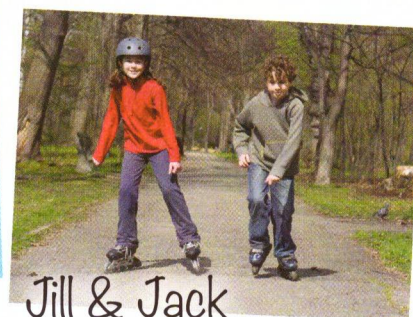
Ted



Jake & Tim



Joe



Jill & Jack

- | | |
|--|---|
| 1 Janice / rollerblading
<i>Is Janice rollerblading?</i>
<i>No, she's walking the dog.</i> | 4 Jake and Tim / meeting friends
.....? |
| 2 Mike / swimming
.....? | 5 Joe / swimming
.....? |
| 3 Ted / skateboarding
.....? | 6 Jill and Jack / having an ice cream
.....? |

8 Circle the correct sentence.

- | | |
|---|--|
| 1 a Mum washes her hair at the moment.
b Mum's washing her hair at the moment. | 4 a Are you working at the moment?
b Are you work at the moment? |
| 2 a I spend a weekend in the country.
b I'm spending a weekend in the country | 5 a Sheena is liking living in Scotland.
b Sheena likes living in Scotland. |
| 3 a Ben is sometimes staying at our house.
b Ben sometimes stays at our house. | 6 a I'm printing this essay.
b I print this essay. |



Reading

1 Read the texts. Then read the sentences below and write the name of the person they refer to.

- 1 She is wearing a T-shirt with an owl on it.
- 2 He takes photos of graffiti art.
- 3 She's got sixty key rings.
- 4 He is making a poster.
- 5 She is looking for a particular type of key ring.
- 6 She is choosing photos.



Mark

I collect photos of graffiti.

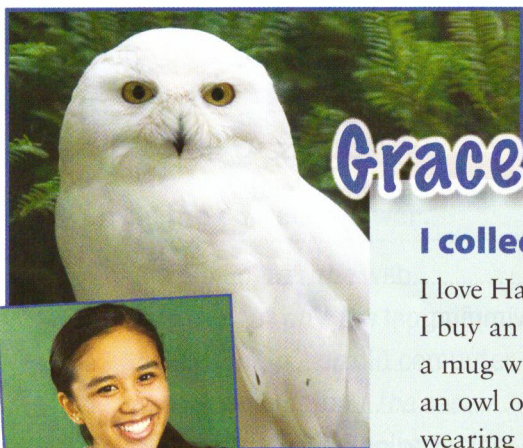
I take the photos on my mobile phone. I stick all the photos together on my laptop. Then I make posters of graffiti art and I give them to my friends. Today I am making a poster for my sister. She is choosing the photos at the moment.



Sarah

I collect key rings.

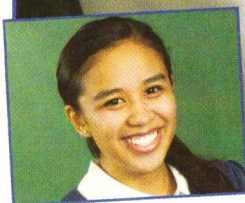
I've got sixty key rings in my collection. Today I'm in a gift shop. I'm looking for a key ring with a zebra on it. I love zebras. I make my own key rings too. I've got a beautiful one with different coloured beads.



Grace

I collect owls.

I love Harry Potter's snowy owl, Hedwig. Every time I go to a new place, I buy an owl. I've got lots of different things with owls on them. I've got a mug with an owl on it, a T-shirt with an owl on it and a bracelet with an owl on it. I am wearing my owl T-shirt now. My friend Hermione is wearing an owl bracelet.



Listening

30
CD2

2 Listen to what Robbie is doing at the moment and circle T (True) or F (False).

- | | |
|--|-------|
| 1 Robbie is playing a computer game on his tablet now. | T / F |
| 2 Robbie uploads music for his friends. | T / F |
| 3 He is uploading some music now. | T / F |
| 4 Robbie's sister rides a bike. | T / F |
| 5 Jake and Lucas are playing volleyball in the photo. | T / F |
| 6 Robbie's friend Lucas is calling him now. | T / F |

Speaking

- 3** What do you do on your computer/tablet/phone? Tick the boxes for you. Then ask a friend.

	Me	My friend
download music and films?	<input type="checkbox"/>	<input type="checkbox"/>
call friends?	<input type="checkbox"/>	<input type="checkbox"/>
play online games?	<input type="checkbox"/>	<input type="checkbox"/>
post photos on social networks?	<input type="checkbox"/>	<input type="checkbox"/>
research projects?	<input type="checkbox"/>	<input type="checkbox"/>
do homework?	<input type="checkbox"/>	<input type="checkbox"/>
blog?	<input type="checkbox"/>	<input type="checkbox"/>

A Do you ...?

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

Writing Describing a hobby

- 4** Read the text, then write about your own hobby or the hobby

My hobby is collecting tea bags. I have a large collection from all over the world. Every time my dad or friends go away on holiday, I ask them to bring back different ones for me. They are all lovely colours. I like looking at them. I have over 5000 in my collection now.



My hobby / My friend's hobby is
 I have / She / He has



The Story of the Stones 5 Two more to go!

Complete the dialogue. Watch Episode 5 again to check.

Oh, come on
 I'm not sure
 be careful
 Just a minute

Emma This message is from ...?
Daniel I don't know. Sunborn I guess – but
Emma I'm sure it's a trap. Let's not go!
Sarah We're fast. We're strong. We're clever.
 What do you think, Daniel?
Daniel I'm not sure ... Remember the net! Remember Darkman! He's bad
 and he's clever.
Sarah Listen. I can fly. Nothing can happen to me. I want to check it out, OK?
Emma OK. But Sarah – !



Mobiles!

- 1** Where are all the old mobile phones?
Read the key facts below and find out.

Key facts!

- There are six billion mobile phones in use in the world today.
- That's more than ten billion mobiles in the world since 1994.
- Many people change their mobiles every 12-18 months, even if the phone works well.
- Only 5% of people recycle their old phones.



A What can I do with my old mobile phone?

B Does it work?

A Yes.

B You can sell it. Give it to your family, a friend or a charity. Recycle it or keep it in a drawer.

C What can I do with my old mobile phone?

B Does it work?

C No.

B You can keep it in a drawer. Sell it. Give it to a charity or recycle, but please don't throw it in the bin.

C What happens if I give it to a charity?

B Some phones are given to people who need them, others are sold for recycling. Most of the chemicals can be used again to make new phones!

C What happens if I throw my phone in the bin?

B It will go to landfill and the chemicals in it will leak into the water in the ground!

C What chemicals? Isn't a phone just plastic and metal?

B No!

- 2** What is inside a mobile phone?
Listen and tick (✓) the boxes below.

plastic

☐

lithium (Li)

☐

glass

☐

chromium (Cr)

☐

paper

☐

lead (Pb)

☐

wood

☐

mercury (Hg)

☐

nickel (Ni)

☐

cadmium (Cd)

☐

- 3** Discuss with a partner.

- 1 Do you ever use a mobile? What do you do with it?
- 2 How many times do you use a mobile in one day?

WEBQUEST

Find out:

- Where can you sell or give away old mobile phones near your home?
- How are modern mobile phones different from the first mobiles?



Check your progress 5

Units 9 and 10

1 Write the ordinal numbers. [½ point each]

- 1 12th 4 23rd
2 4th 5 2nd
3 1st 6 21st

☐ 3

2 Write the computer words.

- 1 b _ _ _ a disk 5 c _ _ _ _ on the mouse
2 s _ _ _ the web 6 e _ _ _ _ some text
3 r _ _ a program 7 s _ _ _ to the hard disk
4 c _ _ _ _ _ a file

☐ 7

3 Complete the questions in the Present continuous. Use the verbs in brackets.

- 1 he a horse? (ride)
2 we English? (study)
3 she an email?
(write)
4 they in the sea?
(swim)
5 I to music?
(listening)

☐ 5

4 Match the answers to the questions in exercise 3.

- a Yes, I am.
b No, we aren't.
c Yes, she is.
d Yes, they are.
e No, he isn't.

☐ 5

5 Write questions and answers in the Present continuous. [2 points each]

- 1 Jenny / eat pizza ☒ / eat pasta ☒
.....
2 Your brother / play the piano ☒ / play the guitar ☒
.....
3 Mark and Lucy / swim ☒ / cycle ☒
.....
4 You and Tony / go to the park ☒ / go to the stadium ☒
.....
5 They / drink milk ☒ / drink hot chocolate ☒
.....

- 6 I / read ☒ / sleep ☒
.....

☐ 12

6 Circle the correct sentence.

- 1 a They are running now.
b They run now.
2 a She sends emails every day.
b She is sending emails every day.
3 a We read a book at the moment.
b We are reading a book at the moment.
4 a Ellie and Kirsten play tennis at the moment.
b Ellie and Kirsten are playing tennis at the moment.
5 a I do my homework now.
b I am doing my homework now.
6 a You eat pizza every Sunday.
b You are eating pizza every Sunday.

☐ 6

7 Complete the dialogue.

- A ¹ Jack
every week? (swim)
B Yes, ²
A ³ he at the
moment? (swim)
B ⁴ No,
A ⁵ What he ?
(do)
B He ⁶
(watch TV)

☐ 6

8 Translate the questions and sentences.

- 1 Are you phoning your mum?
.....
2 They are travelling to London now.
.....
3 Does she live in France?
.....
4 He is wearing a blue T-shirt.
.....
5 Are you eating an ice cream?
.....
6 Is your friend playing with her dog?
.....

☐ 6

TOTAL ☐ 50

MY PROGRESS SO FAR IS...

brilliant! ☐ quite good. ☐ not great. ☐

UNIT 11

The chocolates were delicious!

You learn

- past simple of *be*
- past time expressions
- words for furniture
- prepositions (revision)

and then you can

- say where people were
- say where things are

32
CD2

1

Listen and read.

Leah is staying at Adam's house for a few nights while her parents are away. But, there is a problem...

Mum Adam, were you in the kitchen last night?

Adam No, I wasn't. Why?

Mum There were four chocolates in the fridge last night. They were in blue paper. Now there's only one left. Where were you last night?

Adam I was in bed, Mum! First I was here in the living room. You were with me, remember?

Mum Yes, that film was on TV. But it was over at 9.

Adam I was in the shower after that. Then it was bedtime. Maybe it was Dad.

He wasn't in the living room last night...

Leah I was on the computer last night at 8.30. There was an email from Celine. I was in my room at 9.

Mum Well, there was some blue paper next to the computer this morning. It was from the missing chocolates!

Adam Sorry, I was hungry, Mum.

Mum Adam! The chocolates weren't for you!

Adam But they were delicious, Mum...

Dialogue work

2 Read the dialogue again and circle T (True) or F (False) below.

- | | |
|--|-------|
| 1 There was a film on TV last night. | T / F |
| 2 Adam was in the living room from 8 to 9. | T / F |
| 3 Leah was on the computer at 8.30. | T / F |
| 4 There were four chocolates in the fridge this morning. | T / F |
| 5 There was some blue paper next to the computer this morning. | T / F |

33
CD2

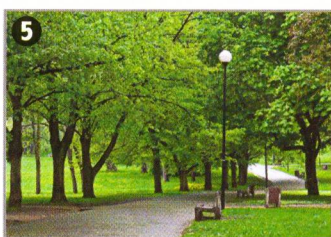
3 Listen and repeat.

- | | |
|-------------------------------------|------------------------------------|
| A Where was Leah yesterday evening? | A Where were Mum and Adam at 8.30? |
| B She was in the bedroom. | B They were in the living room. |

Saying where people were

34
CD2

4 Listen and match the people to the correct places. Write the number next to the name.



- ☐ Mark ☐ Meg ☐ Paul ☐ Sally ☐ Zach ☐ Emma

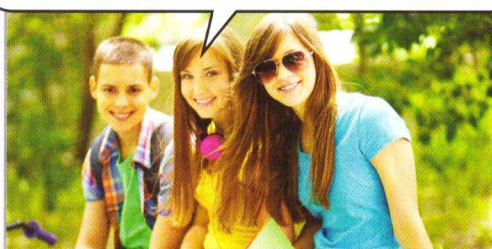
5 Work with a partner and check your answers.

A Sally was at the cinema yesterday evening.

B Correct. / No, she wasn't. She was at the ...

6 Say where you were yesterday and at other times last week.

A I was in the park with my friends
yesterday / on Saturday / last Sunday.



B I was...



Vocabulary

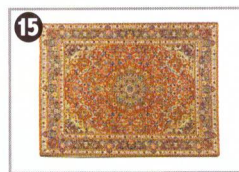
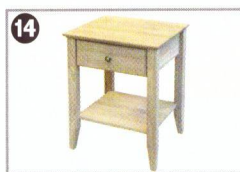
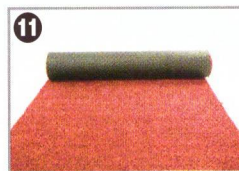
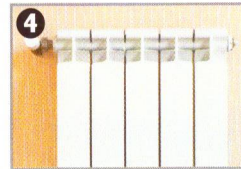
Furniture (revision)

35
CD2

1

Write the correct names under the photos, then listen and check.

lamp
cupboard
armchair
sink
curtains
wardrobe
radiator
bed
cooker
rug
table
fridge
bedside table
carpet
chair
sofa

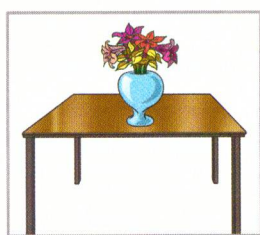


Prepositions (revision)

2

Where is the cat and the objects below? Write the correct preposition under the picture.

in
above
under
behind
on
in front of
between
next to



vase

1



cat

2



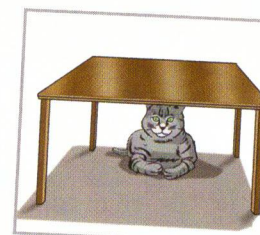
picture

3



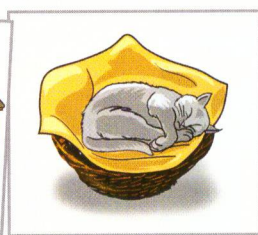
cat

4



cat

5



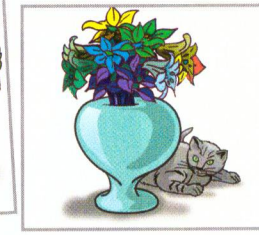
cat

6



vases

7



cat

8

Communication

Saying where things are

- 3 Work in pairs. Ask your partner questions about objects in his/her bedroom and write a list.

A Is there a clock on your bedside table?

B Yes, there is. / No, there isn't.

Sounds right was / were

36
CD2

- 4 Listen and repeat.

He was happy.

I was hot.

She was happy.

I was not.

I wasn't happy.

I was sad.

They were happy.

I was mad.

Was he happy?

Yes, he was.

Were you happy?

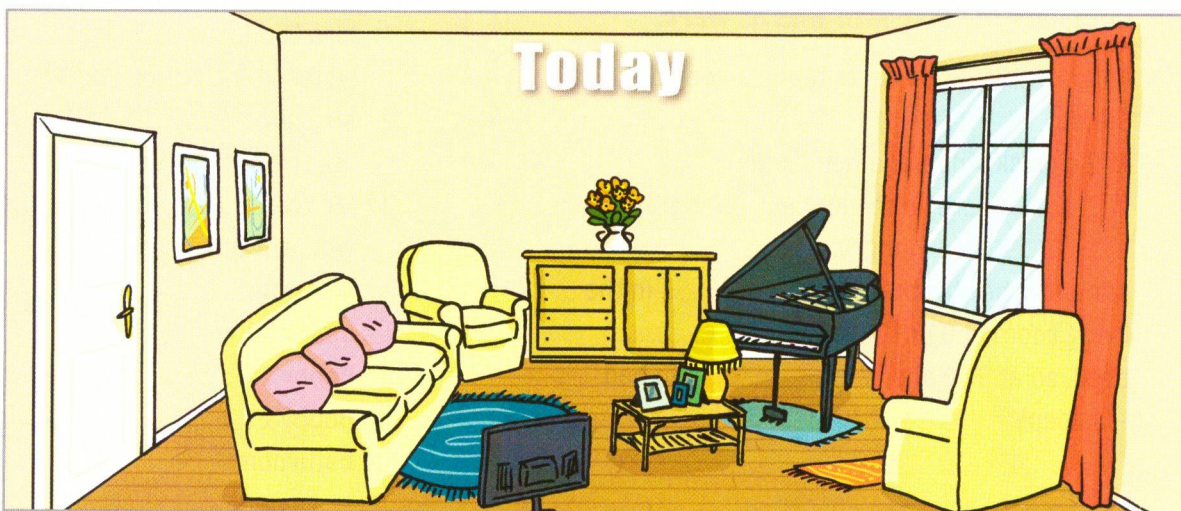
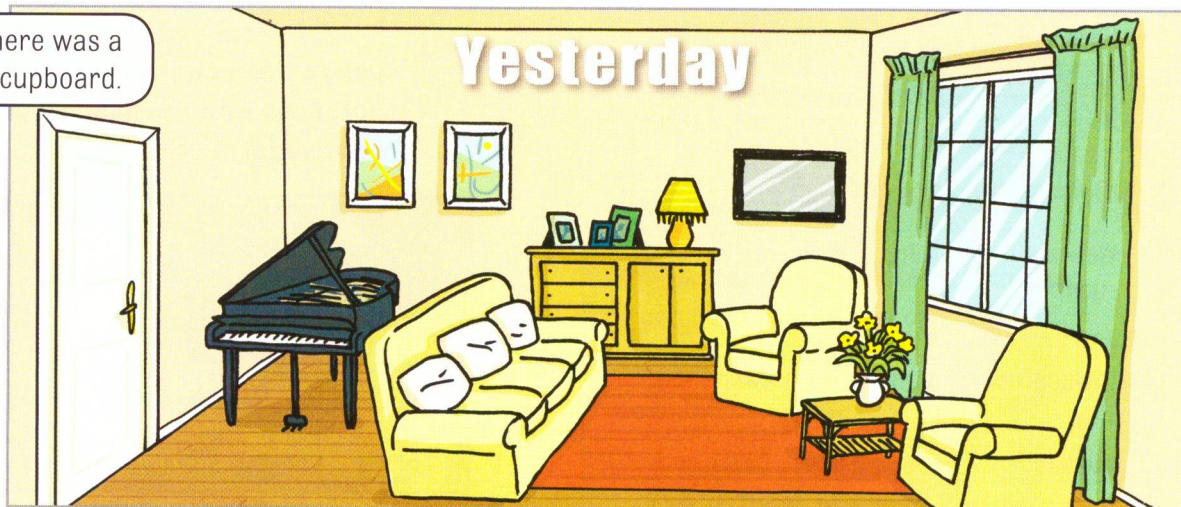
No, because...



Saying where things were

- 5 Look at the two photos of the room and talk about the differences between yesterday and today.

Yesterday, there was a lamp on the cupboard.



Grammar

Past simple of *be* Positive and negative

1 Look at the sentences from the dialogue on page 114.

Adam First, I was in the living room.

Mum There were four chocolates in the fridge last night.

Adam He wasn't in the living room last night.

Mum The chocolates weren't for you!

Now complete the table.

Positive	Negative
I ¹ in the living room.	I wasn't in the kitchen. (was not)
You were at home.	You weren't with him. (were not)
He was in his bedroom.	He ⁵ with us. (was not)
She ² with me.	She wasn't in her bedroom. (was not)
It was on the fridge.	It ⁶ in your bedroom. (was not)
We were in the living room.	We weren't at home. (were not)
You ³ in the bedroom.	You ⁷ at home. (were not)
They ⁴ in the kitchen.	They ⁸ alone. (were not)

2 Complete the text with *was* or *were*.

Anna ¹ at home all day on Sunday.

At 2 o'clock, Anna and her family

² in the kitchen, eating. They ³ hungry.

Anna and her brother ⁴ in the living room at 9 pm. Anna ⁵ tired, so at 9.30 she ⁶ in bed – asleep!

3 Where was Ken? Reorder the words to make sentences.

1 room / He / in / his / was / .

2 was / on / He / to / phone / Mike / the / .

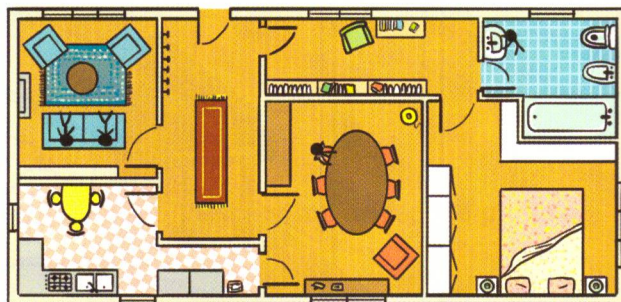
3 the / park / were / Mike / at / He / and / .

4 Mike / were / He / at / and / cinema / the / .

4 Circle the correct verb.

At 6 pm, I ¹ *was* / *were* at home with my sister. We ² *weren't* / *wasn't* alone – our mum ³ *was* / *weren't* there. Dad ⁴ *wasn't* / *were* there – he ⁵ *was* / *were* at work. My sister and I ⁶ *were* / *was* hungry!

5 Look at the picture. Complete the sentences with the positive or the negative form.



1 Mrs Lodge (✓) with her sister in the sitting room.

2 Mr Lodge (X) in the library with his wife.

3 Mr Lodge (X) with his wife at 7 pm.

4 Mr Lodge (✓) in the dining room.

5 Bobby (X) with his dad.

6 Bobby (✓) in the bathroom.

Grammar



Past simple of be Questions and short answers

6 Look at the sentences below.

Adam, **were** you in the kitchen last night?

No, I **wasn't**.

Was the football game on TV yesterday?

Yes, it **was**.

Now complete the table.

Questions	Short answers	
	Positive	Negative
Was I late?	Yes, I was.	No, I wasn't.
Were you in my room?	Yes, you 1	No, you weren't.
Was he in my room?	Yes, he was.	No, he 6
Was she in my room?	Yes, she 2	No, she 7
Was it cold?	Yes, it 3	No, it 8
Were we late?	Yes, we were.	No, we weren't.
Were you late?	Yes, you 4	No, you 9
Were they late?	Yes, they 5	No, they 10

7 Match the questions and answers.

- | | |
|--|--------------------------|
| 1 Where were you at 9 pm? | <input type="checkbox"/> |
| 2 Was your mum in the kitchen? | <input type="checkbox"/> |
| 3 Where was your dad? | <input type="checkbox"/> |
| 4 Were you in the living room at 6 pm? | <input type="checkbox"/> |
| 5 Where were your sisters? | <input type="checkbox"/> |
| 6 Were you and Nick hungry? | <input type="checkbox"/> |
- a He was in the library.
b I was in my bedroom.
c Yes, we were.
d No, I wasn't.
e Yes, she was.
f They were in the dining room.

8

Complete the questions and answers.

- A** Where you at 9 pm?
B I was in my bedroom.
- A** Was your mum in the kitchen?
B Yes, she
- A** was your dad?
B He was in the library.
- A** Were you in the living room at 6 pm?
B No, I
- A** Where your sisters?
B They were in the dining room.
- A** Were you and Nick hungry?
B No, we



Past time expressions

You were there **yesterday evening**.

Where were you **at 5 o'clock**?

Where were you **from 6 to 9**?

Last Sunday I was at a football game.

I was not at home **yesterday**.

9

Reorder the words to make sentences.

- late / I / morning / was / yesterday / .
.....
.....
- They / at / last / Tuesday / were / school / .
.....
.....
- We / at / gym / the / were / from 7 to 9 / .
.....
.....
- He / there / wasn't / 8 o'clock / at / .
.....
.....



Skills

Listening

37

CD2

1

Listen and match the people to the correct rooms.

- | | |
|-----------------------|--------------------|
| 1 Lady Grant is in | a the kitchen. |
| 2 The cook is in | b the living room. |
| 3 Percy is in | c the library. |
| 4 Lucinda is in | d the bathroom. |
| 5 Lord Grant is in | e the bedroom. |
| 6 Tom Barrymore is in | f the dining room. |

Reading

2

Read the story *Teacups* and circle T (True) or F (False) for the sentences below. Correct the false sentences.

Teacups



'Give me your notes, Jenkins.'

'Of course, Inspector.'

'Now let's look at these notes again. Hmmm. The butler was in the kitchen from 8.30 pm to 10 pm, but he wasn't in the living room. And he wasn't in his bedroom.'

The maid was in the library from 8 pm to 10 pm, cleaning the fireplace for the next day. The cook wasn't there at all. She was at home with her sick daughter.

Mr and Mrs Strong were in the living room drinking tea at 8.30 pm. And their daughter Sara was with them. Good. At 9 pm, Mrs Strong was in her bedroom. And, at 10 pm, she was dead. On the floor, there was a knife and a cup of tea.'

'All my notes are correct, Inspector.'

'Yes, I can see that, Jenkins. Very good. I think we can arrest the butler now.'

'But why the butler, sir?'

'I don't think he's telling the truth. All those teacups, Jenkins – and he was in the kitchen all the time? It's the butler's job to serve them tea. I don't believe him. Go and arrest him.'

- | | |
|--|-------|
| 1 The butler was in the kitchen from 8.30 pm to 10 pm. | T / F |
| 2 The maid was in the library at 7 pm. | T / F |
| 3 The cook wasn't there. | T / F |
| 4 Mr and Mrs Strong were in the living room at 10 pm. | T / F |
| 5 Sara Strong was in the living room at 8.30 pm. | T / F |
| 6 At 9 pm, Mrs Strong was in her bedroom. | T / F |

Listening and speaking

38
CD2

- 3** Listen and read the dialogue, then interview three students in your class and compare answers.

Martin Hi, *Nora*, where were you yesterday?
Nora I was *at the football match*.
Martin Really? How was it?
Nora *Brilliant*. And where were you?
Martin I was *at home, doing homework*.
Nora Oh. *Poor you!*

Writing Using time markers

Tip

Time prepositions

Use **at** with times (at 5 o'clock)

From and **to** with a period of time (from Monday to Friday)

On with days of the week (on Sunday)

Until about a length of time. (I was there until 10.00)

- 4** Read the text and circle the time prepositions.

Last Sunday, Noreen was at home. She was in bed until 11 o'clock.

At 1 pm, she was in the kitchen with her family for lunch.

Noreen was in the park with her dog from 2.30 to 4 pm.

She was back home at 4.30 pm.

At 7 o'clock, Noreen was in the living room.

At 9.30, she was in bed again.
She was tired!



- 5** Write a text about yourself.

Last Sunday, I was
 Then,
 From to , I was
 At o'clock
 At o'clock



Culture

British history

Read the texts and match them to the correct photo.

☐ **Hadrian's Wall** is in the north of England. The Romans built it to keep the Scots out of Roman Britain. The Romans came to Britain in 43 AD and built many cities such as London, Bath and Chester. The suffixes *-chester* (Manchester) and *-caster* (Lancaster) come from the Latin word for camp (*castra*).

☐ **Westminster Palace** is the official name of the Houses of Parliament, where the British Government meets. It became a Royal Palace after The Norman Conquest of Britain in 1066. The Palace has a clock tower, with London's most famous bell: Big Ben.

☐ **Stonehenge** is one of the most famous and mysterious places in Britain. No-one knows when it was built or who built it. Some experts think it dates to 4000 BC, when farmers built it for ceremonies.

☐ **Stratford-upon-Avon** was the home of Britain's most famous author, William Shakespeare. It is a typical Elizabethan town. Over 2 million tourists come to the small town every year to visit Shakespeare's home. Shakespeare wrote 37 plays and 154 poems before he died, aged 52, in 1616. His most famous plays include *Romeo and Juliet*, *Hamlet* and *Macbeth*.



Listen and say which places Anne and Paul are visiting.

They are visiting

.....

.....

.....

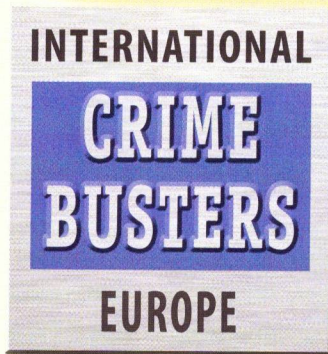
MORE! Online Action Box

Listening and Quiz online.

Write a text for the [MORE! Online journal](#). Put it online for students from other countries to read.



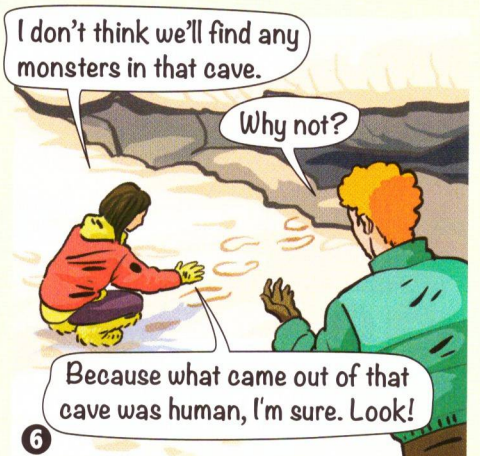
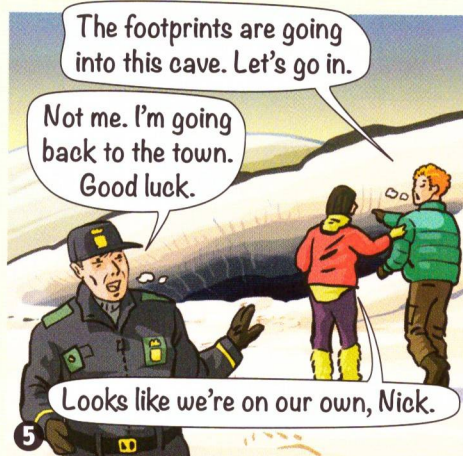
Go to www.cambridge.org/elt/more for extra CULTURE



The International Crime Busters are flying into Oslo.



Wow! The Northern lights!



UNIT 12

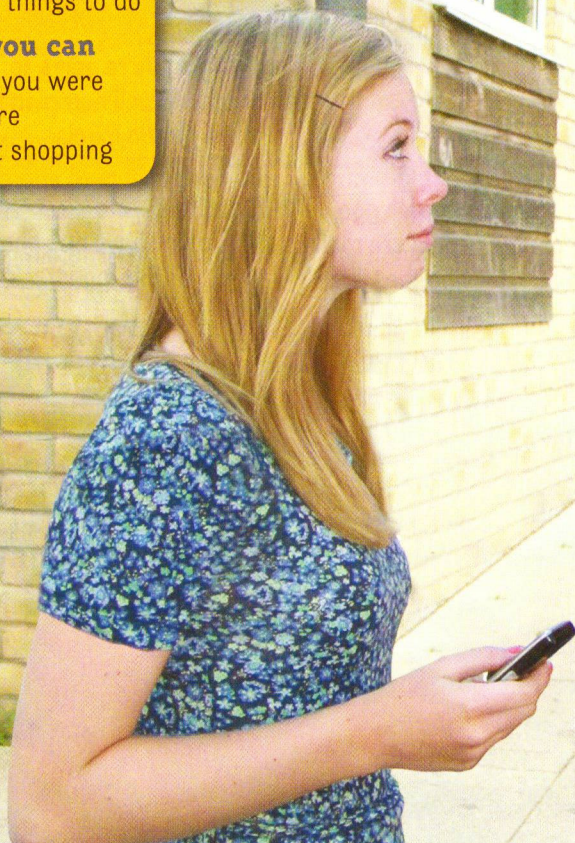
Where were you last night?

You learn

- past simple
- places to go
- words for things to do

and then you can

- say when you were somewhere
- talk about shopping



41
CD2

1

Listen and read.

Kelly Hi, Dave! You weren't at the party on Saturday. Were you away?

Dave Yes, I was on the Isle of Wight for three days with Mum and Dad. There was a great music festival there. There were more than 50 thousand people!

Kelly Wow! What was it like?

Dave It was fantastic! Of course, it rained! You know what summer is like in England!

Kelly Of course!! Were you in a hostel?

Dave No, we camped in a field. It was fun. The campsite was very well organised. There was one site

where people put up your tent for you which was very helpful! I'm not very good with tents!

Kelly No, neither am I! Were there places to eat?

Dave Yes, of course, and there were different groups playing in all of them. It was cool. We danced a lot. It was amazing. I want to go again next year!

Kelly Yeah, I'd like to go too. Can I come with you?

Dave Sure!

Dialogue work

2 Read the sentences and circle T (True) or F (False).

- | | |
|---|-------|
| 1 Dave was ill on Saturday. | T / F |
| 2 He was with his uncle. | T / F |
| 3 Dave was on the Isle of Wight for three days. | T / F |
| 4 The weather was good. | T / F |
| 5 They camped. | T / F |
| 6 Dave wants to go again. | T / F |
| 7 Kelly doesn't want to go to the festival. | T / F |

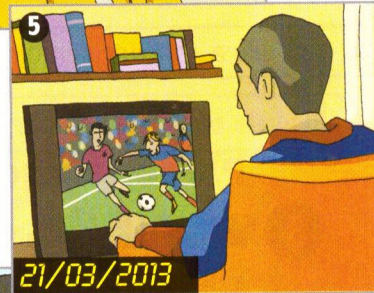
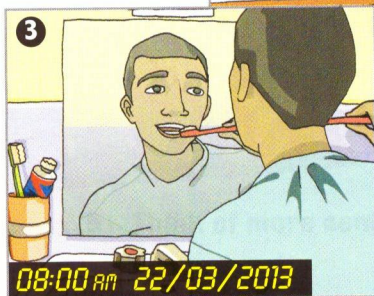
Saying when you were somewhere

3 Look at the pictures and say where Enrique was. Use expressions like ... hours / months ago, yesterday evening, last year, etc.

The time is 11 am.
The date is
22nd March 2013.



Enrique was on a bus 10 minutes ago.



4 a Work in pairs. Ask and answer questions with your partner.

10 minutes 2 hours 8 hours 2 days
1 week 1 year

A Where were you 10 minutes ago?

B I was at lunch!

b Discuss your answers with the class. Were any of you in the same places at the same time?

Vocabulary

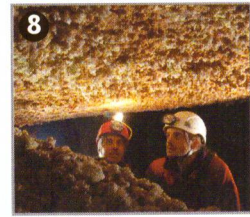
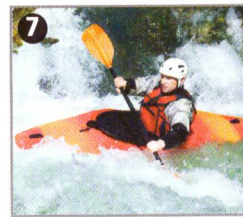
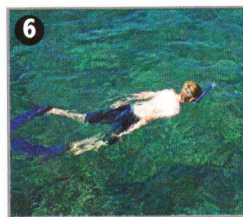
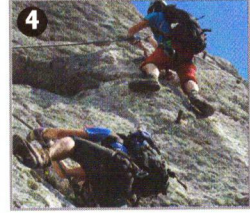
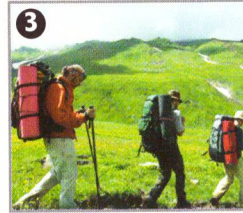
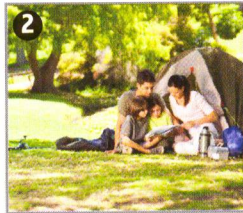
Things to do

42
CD2

1

Write the words under the correct photos, then listen and check.

caving
snorkelling
biking
hiking
camping
scuba diving
climbing
kayaking



2

Look at the equipment below and say which sport you use it for.

A You use a *rope* for climbing.

rope
bike and helmet
kayak and paddle

wetsuit, aqualung and fins
tent and sleeping bag
snorkel, mask

hiking boots
and backpack

Places to go

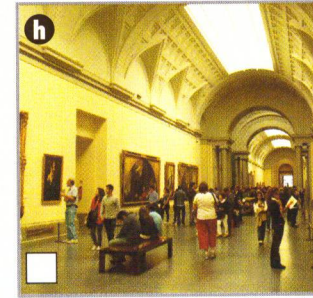
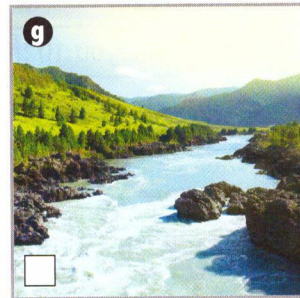
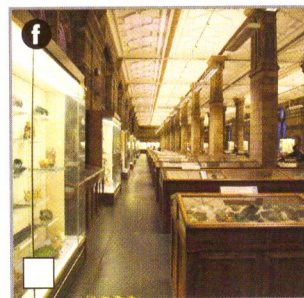
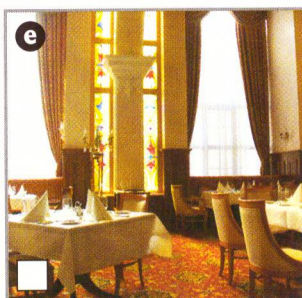
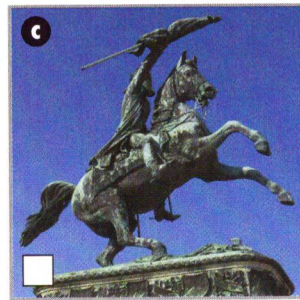
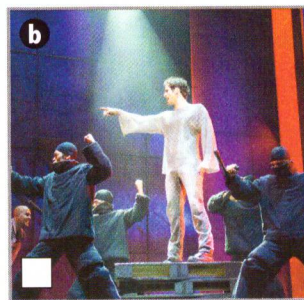
3

Match the words to the photos.

1 theme park
2 restaurant
3 museum

4 art gallery
5 monument
6 show

7 theatre
8 river



Communication

43
CD2

4

Sounds right /t/ /d/ /ɪd/

Listen and repeat.

/t/

- 1 She walked to the park.
- 2 We looked at the photos.
- 3 They danced all night.

/d/

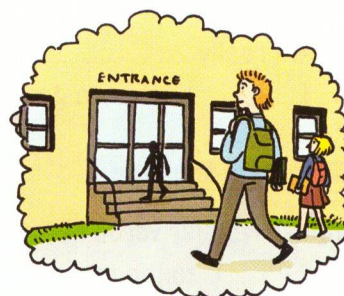
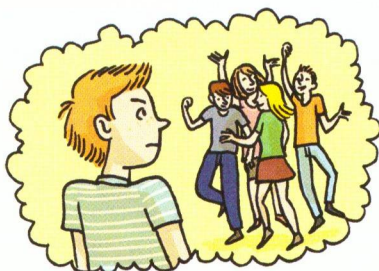
- 4 We listened to CDs.
- 5 I loved the music.
- 6 He played the piano.

/ɪd/

- 7 He needed some money.
- 8 It started to rain.
- 9 She hated the film.

5

a Look at the pictures of this young boy and complete the sentences below.
Use verbs from exercise 4.



When I was ten, I dancing.

I playing with my train.

I to school.



Now, I love dancing, I hate playing with my train and I drive to school!!

b Think of more sentences beginning with *When I was ten, ...* and tell the class.

Finding out information

44
CD2

6

Stephen wants to try scuba diving.
Listen and complete the dialogue.

Stephen Hi. ¹..... is a scuba diving lesson?

Assistant It's ²..... per hour.

Stephen OK. What do I need ?

Assistant Just your swimming costume.

We provide the equipment and ³..... Is it your first time?

Stephen Yes, it is. What time do the lessons ⁴.....?

Assistant Well, the beginner's course starts on ⁵..... at 8 pm in the swimming pool.

You need to complete this form. There are ⁶..... lessons in total.

Stephen OK, how much does it cost?

Assistant It's ⁷..... for the complete course.

Stephen OK, thank you!



b Work in pairs and invent similar dialogues for other sports courses.

Grammar

Past simple regular verbs Positive

1 Complete the sentences with these words.

scored played finished wanted

- I for the school team.
- The game about an hour ago.
- We really to win.
- I a goal.

2 Complete the rule.

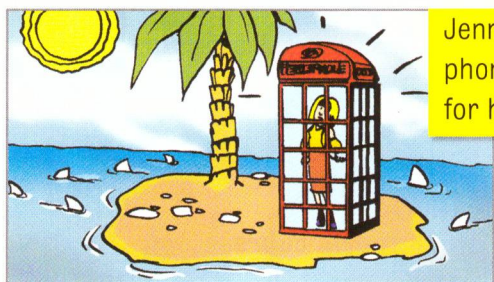
To use regular verbs in the past tense we add ¹..... to the end of the verb.

If the verb ends in **-e**, then we just add ².....

If the verb ends in consonant **+y** we change the **-y** to ³..... and add ⁴.....

3 Write the Past simple forms of these verbs.

walk	look
wait	open
love	like
relax	hate
watch	live
listen	play
surf	borrow
close	arrive
touch	happen
climb	dance
talk	phone
hurry	try
study	



4 Circle the Past simple forms of the verbs in the text below then complete the table.

Yesterday I played football. At 6 o'clock it started to rain. So I phoned my friend Daniel. We listened to some CDs and then watched a great film on TV. At 10, Daniel's father arrived. Daniel wanted to see the ending of the film. He asked his father if that was OK. Fortunately, it was!

Present	Past
.....
.....
.....
.....
.....
.....
.....
.....
.....

5 Complete the sentence with the Past simple form of the verbs.

- Mr Miller's dog a cat. (chase)
- Dad at 7 pm. (arrive)
- The dog into the water. (jump)
- I to music all evening. (listen)
- Sarah me at 9. (phone)
- I Annie's schoolbag. (carry)

6 Complete the text with the Past simple form of the verbs below.

be (x5) look (x3) turn show
open (not) be

The alarm clock rang. I ¹..... at it – it ²..... 5 am.
I ³..... it off. A few minutes later, it rang again. I ⁴..... at it – it ⁵..... 4.45 am! Then there ⁶..... a strange noise. Something ⁷..... in the garden. I ⁸..... the window. I ⁹..... out. This

Grammar

7 Complete the story with the Past simple of the verbs below.

to be (x3)
shout
rescue
walk
stay
happen
want



Last Saturday something bad ¹.....
We ²..... at the sea. The sea ³.....
warm that day. I can't swim but I ⁴..... to
go into the water. I ⁵..... into the sea alone.
My friends ⁶..... on the beach. Suddenly,
the water ⁷..... very deep. 'Help, help, I
can't swim,' I ⁸..... Of course, my friends
⁹..... me. Now I'm having swimming
lessons!

8 Circle the correct answers to complete the text.

Yesterday, ¹..... my birthday. My friends and
I ²..... in the park ³..... the morning.
Then we ⁴..... some food so we ⁵.....
to my house. Mum and Dad weren't there, so I
⁶..... them. 'Can you come home? My friends
and I are hungry!' They ⁷..... home ten
minutes later and ⁸..... us a great meal!



1 **A** on
B is
C was

3 **A** at
B in
C on

5 **A** was
B were
C walked

7 **A** were
B is
C arrived

2 **A** was
B are
C played

4 **A** wanted
B were
C shouted

6 **A** those
B phoned
C them

8 **A** cooked
B watched
C liked

9 Complete the text with the verbs below.



was chased watched tried jumped were

My friend and I ¹..... a DVD yesterday evening.
It ²..... about a bank robbery. The robber
³..... out of the bank window and ⁴.....
to run away. But the police ⁵..... the robber.
And they ⁶..... surprised when they found out it
was a child!!

Skills

Reading

1

Read the story and circle T (True) or F (False) for the sentences below.



My name is Mark and I was on an adventure holiday last month. I love scuba diving so I decided to book a dive with the local diving school.

My instructor helped me to put on my aqualungs, my own old mask and fins and showed me the depth gauge where you can see how much oxygen is in the tanks.

I dived under the waves behind the instructor. It was incredible

– so many different fish and such beautiful colours! I was in another world! Suddenly, the instructor waved to me and pointed at his watch. It was difficult to see through my face mask as it is quite old but his signal looked like ten minutes more. I continued swimming around, looking at the fish and rocks and the strange creatures of the sea. Then, suddenly, I started to feel strange – dizzy and tired. There were black spots in front of my eyes and my body was heavy. That is all I remember...

The next thing I remember is I was on the beach, lying on the sand with my instructor. He looked angry.

‘What happened?’ he said. ‘I signalled for you to come to the surface but when I looked back you weren’t there. Where were you?’

‘You signalled 10 minutes more,’ I said. I was still very tired and it was difficult to speak.

‘No way,’ he said. ‘There was fifteen minutes of oxygen in your tank so it was a very short dive. You looked at me, then disappeared. You nearly died. I pulled you to the surface!’

‘My mask wasn’t clear,’ I said. ‘It looked like ten minutes to me.’

‘I think you need a new mask,’ he replied. ‘You were very lucky!’

- | | |
|---|-------|
| 1. Mark wanted to go caving. | T / F |
| 2. The mask and fins were his own. | T / F |
| 3. The depth gauge shows you how much oxygen is in the tanks. | T / F |
| 4. The instructor signalled ten minutes more. | T / F |
| 5. Mark’s instructor was angry with him after the dive. | T / F |
| 6. The instructor pulled him to the surface. | T / F |
| 7. There was twenty minutes of oxygen in the tank. | T / F |
| 8. Mark needs a new mask. | T / F |

45
CD1

Listening

2 Listen and circle T (True) or F (False).

- | | |
|--|-------|
| 1 Mrs Smith worked in a shop. | T / F |
| 2 She cleaned a room on the second floor. | T / F |
| 3 The director checked on Mrs Smith. | T / F |
| 4 The floor was still dirty. | T / F |
| 5 Part of the modern sculpture wasn't there. | T / F |
| 6 The jacket with five roses wasn't there. | T / F |
| 7 The jacket with roses was part of a sculpture. | T / F |
| 8 The sculpture was worth £ 40,000. | T / F |

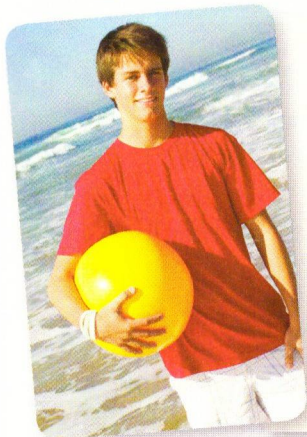


Writing Letter format



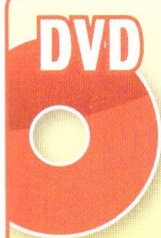
When writing a letter, use 'Dear' at the beginning and 'Love' or 'Best wishes' (if you don't know the person very well) at the end.

3 Read the letter and circle all the past verbs.



Dear Jo,
I was in Italy for two weeks this year with my family. We stayed for a week in Rome and for a week on the beach near Rome. We visited a lot of famous buildings and museums. I enjoyed it, but I was tired by the end.
The beach was great. I played volleyball and relaxed. I wanted to speak Italian but I didn't. I was too shy!
I loved my holidays.
What about you?
Love,
Pete

4 Reply to Pete's letter and describe your last holiday.

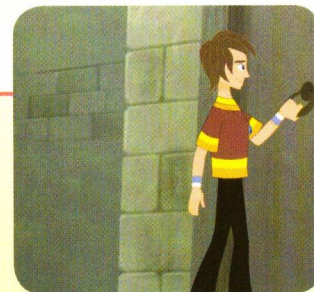


The Story of the Stones 6

Three stones to rule the universe!

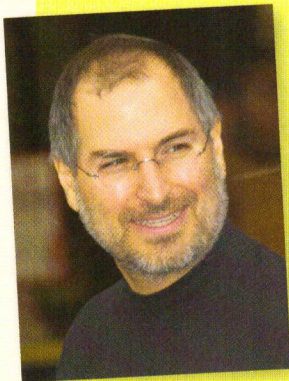
Complete the dialogue. Watch Episode 6 again to check.

- | | | |
|-----------------|----------------|---|
| How dare you! | Darkman | It's not the real stone! |
| You're welcome. | Daniel | Phew! |
| That was close. | Sunborn | Thank you all very much. You were a great help. |
| | Emma | ..... |



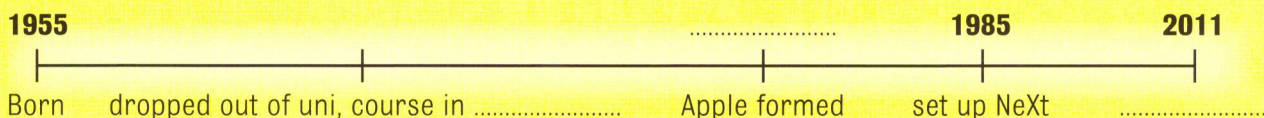
Biography Modern History Makers

1 Read about Steve Jobs and complete the timeline below.



STEVE JOBS – inventor and businessman

Steve Jobs was born in America in 1955. He was clever and good at electronics, but he dropped out of university. During this time, he did a course in font design. He started the Apple Company in 1976, with his school friend, Steve (Woz) Wozniak, who invented the first Apple computer. Apple computers were more 'user friendly' than other computers. They used images rather than commands – a pair of scissors to show 'Cut', a pen to show 'Colour', etc and clear and easy fonts. He stayed at Apple until 1985 then set up his own company NeXT and bought the animation company Pixar. His company won prizes for *Toy Story* and other films. In 1996, he went back to Apple as the CEO. He died of cancer in 2011.



2 Read about J.K. Rowling and complete the table below.

J.K. Rowling – author

Jo Rowling was born in England in 1965 and wrote her first story about a rabbit when she was six. She was on a long train journey when she had the ideas for all the Harry Potter books. When she wrote *Harry Potter and the Philosopher's Stone* she was divorced, had a baby girl and no job. She wrote most of the story in cafes in Edinburgh with her daughter asleep in a pushchair! Published in 1997, Harry Potter won the British Children's Book of the Year award. She wrote the next six 'H.P.' books between 1998 and 2007. So far there are more than 450 million copies of Harry Potter books in 72 languages and all the books are now films. Jo Rowling set up the Volant Charitable Trust in 2000. This gives money from her books and films to various charities.



Name:

Born:

Nationality:

Occupation:

History:

Achievements:

Why you think she is special:

WEBQUEST

Find out:

- Who invented the internet and the World Wide Web and why?
- Write a short biography or timeline of this man.



Check your progress 6

Units 11 and 12

1 Reorder the letters for the names of furniture.

- 1 afos
- 2 gdierf
- 3 rahimrac
- 4 pardcbuo
- 5 rahic
- 6 dbseied lbaet

☐ 6

2 Write the names of the places. [½ point each]

- | | |
|----------------|-------------------|
| 1 m | 4 r |
| 2 t | 5 t p |
| 3 a .. g | 6 m |

☐ 3

3 Complete the sentences.

- 1 My brother at the museum yesterday. ☒
- 2 I hungry last night. ☒
- 3 My mum and dad at the restaurant on Saturday. ☒
- 4 We at the theme park last month. ☒
- 5 I late for the English lesson. ☒

☐ 5

4 Match the questions to the answers.

- 1 ☐ Was he late for the English lesson?
- 2 ☐ Were your mum and dad at the theatre?
- 3 ☐ Was your sister at home on Saturday?
- 4 ☐ Were we at the party last weekend?
- 5 ☐ Was I at the art gallery yesterday?

- | | |
|-------------------|-------------------|
| a Yes, I was. | d Yes, they were. |
| b No, we weren't. | e No, she wasn't. |
| c Yes, he was. | |

☐ 5

5 Reorder the words to make sentences. Then write the questions. [2 points each]

- 1 yesterday / was / at 6 pm / park / My / at / brother / the / .
- 2 Tom's / museum / was / class / the / on Tuesday / at / .
- 3 restaurant / friends / at / My / the / last weekend / were / .
- 4 last night / was / late / She / .

- 5 supermarket / We / on Saturday / the / at / were / .

- 6 I / kitchen / the / was / in / .

☐ 12

6 Complete the sentences with the Past simple form of the verbs.

- 1 They on holiday last summer. (relax)
- 2 We computer games all evening. (play)
- 3 My friends and I at the party. (dance)
- 4 Ben and Dan for three hours on Sunday. (walk)
- 5 My sister in London last year. (live)
- 6 You for the bus for 20 minutes. (wait)

☐ 6

7 Complete the dialogue.

- A ¹ you at the party on Saturday?
- B Yes, I ²
- A ³ Jess there too?
- B ⁴ No, she
- A ⁵ Tom and Ellie there?
- B Yes, they ⁶ but Mark and Katie ⁷ there.

☐ 7

8 Translate the questions and sentences.

- 1 Were you late for school yesterday?
- 2 They weren't at the cinema on Sunday.
- 3 Maria watched TV last night.
- 4 John phoned me last week.
- 5 My cousins stayed at the hotel at the theme park.
- 6 The film finished at 10 pm.

☐ 6

TOTAL ☐ 50

MY PROGRESS SO FAR IS...

brilliant! ☐ quite good. ☐ not great. ☐

WORDLIST

STARTER

birthday /'bɜːθdeɪ/
black /blæk/
blue /bluː/
board /bɔːd/
book /bʊk/
bus /bʌs/
bye /baɪ/
car /kɑː/
chair /tʃeə/
chicken /'tʃɪkɪn/
child /tʃaɪld/
colour /'kʌlə(r)/
classroom /'klɑːsrʊm/
computer /kəm'pjʊtə(r)/
day /deɪ/
desk /desk/
to do /tə 'duː/
eight /eɪt/
eighteen /,eɪ'tiːn/
eleven /ɪ'levn/
English /'ɪŋɡlɪʃ/
exercise book /'eksəsaɪz
 buk/
favourite /'feɪvərɪt/
fifteen /,fɪf'tiːn/
fine /faɪn/
fish /fɪʃ/
five /faɪv/
football /'fʊtbɔːl/
food /fuːd/
four /fɔː(r)/
fourteen /,fɔː'tiːn/
Friday /'fraɪdeɪ/
friend /frend/
from /frəm/
good afternoon /,ɡʊd
 ɑːftə'nuːn/
good evening /,ɡʊd 'iːvnɪŋ/
good morning /,ɡʊd
 'mɔːnɪŋ/
goodnight /ɡʊd'nart/
goodbye /,ɡʊd'baɪ/
great /ɡreɪt/
green /ɡriːn/
grey /ɡreɪ/
hamburger /'hæmbɜːɡə(r)/
hello /hə'ləʊ/
hi /haɪ/
homework /'həʊmwɜːk/
hotel /həʊ'tel/
to know /tə 'nəʊ/
laptop /'læptɒp/
man /mæn/
Monday /'mʌndeɪ/
name /neɪm/
nine /naɪn/
nineteen /,naɪn'tiːn/
number /'nʌmbə(r)/
old /əʊld/

one /wʌn/
orange /'ɒrɪndʒ/
paper /'peɪpə(r)/
pen /pen/
pencil /'pensl/
pencil case /'pensl keɪs/
person /'pɜːsn/
pink /pɪŋk/
pizza /'piːtsə/
purple /'pɜːpl/
to read /tə 'riːd/
red /red/
repeat /rɪ'piːt/
rubber /'rʌbə(r)/
rucksack /'rʌksæk/
ruler /'ruːlə(r)/
Saturday /'sætədeɪ/
seven /'sevn/
seventeen /,sevn'tiːn/
six /sɪks/
sixteen /,sɪks'tiːn/
student /'stjuːdnt/
Sunday /'sʌndeɪ/
supermarket /suːpə'mɑːkɪt/
surname /'sɜːneɪm/
tablet /'tæblət/
taxi /'tæksi/
teacher /'tiːtʃə(r)/
tell /tel/
ten /ten/
tennis /'tenɪs/
thanks /θæŋks/
thirteen /,θɜː'tiːn/
three /θriː/
Thursday /'θɜːzdeɪ/
Tuesday /'tjuːzdeɪ/
twelve /twelv/
twenty /'twenti/
twenty-one /,twenti'wʌn/
two /tuː/
understand /,ʌndə'stænd/
Wednesday /'wenzdeɪ/
week /wiːk/
where /weə(r)/
white /waɪt/
whiteboard /'waɪtbɔːd/
woman /'wʊmən/
to work /tə 'wɜːk/
to write /tə 'raɪt/
year /jɪə(r)/
yellow /'jeləʊ/

UNIT 1

act /ækt/
age /eɪdʒ/
agent /'eɪdʒənt/
angry /'æŋɡri/
area /'eəriə/
back /bæk/
band /bænd/

big /bɪɡ/
biggest /'bɪɡɪst/
bored /bɔːd/
boy /bɔɪ/
building /'bɪldɪŋ/
busy /'bɪzi/
capital /'kæpɪtl/
capsule /'kæpsjuːl/
cat /kæt/
clever /'klevə(r)/
clothes /kləʊðz/
cold /kəʊld/
to come /tə 'kʌm/
copy /'kɒpi/
correct /kə'rekt/
country /'kʌntri/
craft /kraːft/
diary /'daɪəri/
dog /dɒɡ/
door /dɔː(r)/
England /'ɪŋɡlənd/
excited /ɪk'saɪtɪd/
famous /'feɪməs/
to feel /tə 'fiːl/
feeling /'fiːlɪŋ/
to go /tə 'ɡəʊ/
guest /ɡest/
happy /'hæpi/
here /hɪə(r)/
history /'hɪstri/
home /həʊm/
hot /hɒt/
house /haʊs/
hungry /'hʌŋɡri/
impossible /ɪm'pɒsəbl/
inside /ɪn'saɪd/
Ireland /'aɪələnd/
Irish /'aɪrɪʃ/
language /'læŋɡwɪdʒ/
late /leɪt/
look /lʊk/
manager /'mænɪdʒə(r)/
market /'mɑːkɪt/
maths /mæθs/
meet /miːt/
most /məʊst/
mountain /'maʊntən/
nationality /,næʃə'næləti/
nervous /'nɜːvəs/
new /njuː/
next /nekst/
nice /naɪs/
of course /əv 'kɔːs/
party /'pɑːti/
PE /piː 'iː/
people /'piːpl/
photo /'fəʊtəʊ/
place /pleɪs/
police /pə'liːs/
population /,pɒpjə'leɪʃn/
river /'rɪvə(r)/

robber /'rɒbə(r)/
robbery /'rɒbəri/
roof /ruːf/
round /raʊnd/
royal guard /,rɔɪəl 'ɡɑːd/
sad /sæd/
same /seɪm/
scared /skeəd/
school /skuːl/
Scotland /'skɒtlənd/
servant /'sɜːvənt/
shop /ʃɒp/
singer /'sɪŋə(r)/
slice /sleɪs/
sorry /'sɒri/
stalls /stɔːlz/
sure /ʃʊə(r)/
test /test/
theatre /'θiətə(r)/
tired /'taɪəd/
today /tə'deɪ/
tomorrow /tə'mɒrəʊ/
very /'veri/
Wales /weɪlz/
watch /wɒtʃ/
weekend /'wiːkend/
Welsh /welʃ/
wheel /wiːl/
who /huː/
why /waɪ/
worried /'wʌrɪd/

UNIT 2

actor /'æktə(r)/
at last /ət 'lɑːst/
bag /bæg/
behind /brɪ'haɪnd/
CD player /,siː 'diː pleɪə(r)/
chart /tʃɑːt/
to clean /tə 'kliːn/
to close /tə 'kləʊz/
corner /'kɔːnə(r)/
data /'deɪtə/
eye /aɪ/
Finland /'fɪnlənd/
floor /flɔː(r)/
graph /ɡrɑːf/
hair /heə(r)/
headmaster
 /,hed'mɑːstə(r)/
in /ɪn/
information /,ɪnfə'meɪʃn/
in front of /ɪn 'frʌnt əv/
to laugh /tə 'lɑːf/
to look /tə 'lʊk/
mat /mæt/
next to /'neks tuː/
obviously /'ɒbvɪəsli/
on /ɒn/
open /'əʊpən/

person (plural people)

person /'pɜːsn/ ('pi:pl/)
picture /'pɪktʃə(r)/
pie chart /'paɪ tʃɑ:t/
poster /'pəʊstə(r)/
quiet /'kwaɪət/
right /raɪt/
to run /tə 'rʌn/
to see /tə 'si:/
shop /ʃɒp/
to show /tə 'ʃəʊ/
to sit /tə 'sɪt/
small /smɔ:l/
to stand /tə 'stænd/
strange /streɪndʒ/
to take /tə 'teɪk/
team /ti:m/
under /'ʌndə(r)/
window /'wɪndəʊ/

UNIT 3

accident /'æksɪdənt/
armchair /'ɑ:mtʃeə(r)/
bath /bɑ:θ/
bathroom /'bɑ:θrʊm/
bed /bed/
bedroom /'bedrʊm/
bedside table /'bedsaɪd
'teɪbl/
bicycle /'baɪsɪkl/
big /bɪg/
bookcase /'bʊkkeɪs/
**bookshelf (plural
bookshelves)** /'bʊkʃelf/
(/'bʊkʃelvz/)
bright /braɪt/
camel /'kæml/
camera /'kæməɾə/
carpet /'kɑ:pɪt/
children /'tʃɪldrən/
comfortable /'kʌmfətəbl/
cooker /'kʊkə(r)/
cow /kaʊ/
cupboard /'kʌbəd/
curtain /'kɜ:tn/
cushion /'kʊʃn/
daughter /'dɔ:tə(r)/
design /dɪ'zeɪn/
DVD player /,di: vi: 'di:
pleɪə(r)/
every /'evri/
fantastic /fæn'tæstɪk/
felt /felt/
film /fɪlm/
to float /tə 'fləʊt/
to fly /tə 'flaɪ/
frame /freɪm/
fridge /frɪdʒ/
furniture /'fɜ:nɪtʃə(r)/
garage /'gærɑ:dʒ/

grass /grɑ:s/
to get married /tə ,get
'mæɪd/
hall /hɔ:l/
hour /'aʊə(r)/
ideal /aɪ'di:l/
island /'aɪlənd/
jacket /'dʒækɪt/
joke /dʒəʊk/
kitchen /'kɪtʃən/
lake /leɪk/
lamp /læmp/
left /left/
light /laɪt/
living room /'lɪvɪŋ rʊm/
long /lɒŋ/
medicine /'medsn/
message /'mesɪdʒ/
to miss /tə 'mɪs/
mobile phone /,məʊbaɪl
'fəʊn/
motor boat /'məʊtə bəʊt/
often /'ɒfn/
pedigree /'pedɪgri:/
pig /pɪg/
quickly /'kwɪkli/
radio station /'reɪdɪəʊ
steɪʃn/
recycled /,ri:'saɪkld/
reed /ri:d/
rug /rʌg/
sheep /ʃi:p/
sink /sɪŋk/
smartphone /'smɑ:t'fəʊn/
sofa /'səʊfə/
solar panel /,səʊlə 'pænl/
south /saʊθ/
spell /spel/
steak /steɪk/
stereo /'steriəʊ/
suitcase /'suɪtkeɪs/
table /teɪbl/
tea /ti:/
toilet /'tɔɪlət/
trophy /'trəʊfi/
unfriendly /ʌn'frendli/
wardrobe /'wɔ:drəʊb/
washbasin /'wɒʃbeɪsn/
whose /hu:z/
wood /wʊd/
wooden /'wʊdn/
yak /jæk/
yurt /jɜ:t/

UNIT 4

accent /'æksent/
American /ə'merɪkən/
Argentina /,ɑ:dʒən'ti:nə/
Argentinian /,ɑ:dʒən'tɪniən/
arm /ɑ:m/

banana /bə'nɑ:nə/
basketball /'bɑ:skɪtbɔ:l/
beard /biəd/
before /brɪ'fɔ:(r)/
blonde /blɒnd/
box /bɒks/
Brazil /brə'zɪl/
Brazilian /brə'zɪliən/
Britain /'brɪtn/
British /'brɪtɪʃ/
brother /'brʌðə(r)/
butterfly /'bʌtəflaɪ/
Canada /'kænədə/
Canadian /kə'neɪdiən/
China /'tʃaɪnə/
Chinese /'tʃaɪni:z/
clue /klu:/
continent /'kɒntɪnənt/
curly /'kɜ:li/
dark /dɑ:k/
DVD drive /,di: vi: 'di: draɪv/
ear /ɪə(r)/
early /'ɜ:li/
equator /'i'kwetə(r)/
fair /feə(r)/
father /'fɑ:ðə(r)/
feet /fi:t/
finally /'famaɪli/
finger /'fɪŋgə(r)/
flag /flæg/
foot /fʊt/
football player /'fʊtbɔ:l
pleɪə(r)/
France /frɑ:ns/
French /frentʃ/
Geography /dʒɪ'ɒgrəfi/
German /dʒɜ:mən/
Germany /'dʒɜ:məni/
glasses /'glɑ:sɪz/
hair /heə(r)/
hand /hænd/
head /hed/
hook /hʊk/
India /'ɪndiə/
Indian /'ɪndiən/
interesting /'ɪntrəstɪŋ/
Italian /ɪ'tæliən/
Italy /'ɪtəli/
Jamaica /dʒə'meɪkə/
Jamaican /dʒə'meɪkən/
Japan /dʒə'pæn/
Japanese /,dʒəpə'ni:z/
leg /leg/
Moroccan /mə'rɒkən/
Morocco /mə'rɒkəʊ/
mountain bike /'maʊntən
baɪk/
mouth /maʊθ/
New Zealand /,nju: 'zi:lənd/
New Zealander /,nju:
'zi:ləndə(r)/

Nigeria /,naɪ'dʒɪəriə/
Nigerian /,naɪ'dʒɪəriən/
nose /nəʊz/
parrot /'pærət/
pet /pet/
phone /fəʊn/
plump /plʌmp/
shirt /ʃɜ:t/
short /ʃɔ:t/
shoulder /'ʃəʊldə(r)/
sister /'sɪstə(r)/
slim /slɪm/
Spain /speɪn/
Spanish /'spæniʃ/
sport /spɔ:t/
straight /streɪt/
Sweden /'swɪ:dn/
Swedish /'swɪ:diʃ/
Swiss /swɪs/
Switzerland /'swɪtsələnd/
tall /tɔ:l/
teeth /ti:θ/
toe /təʊ/
T-shirt /'ti:ʃɜ:t/
Turkey /'tɜ:ki/
Turkish /'tɜ:kiʃ/
umbrella /ʌm'brelə/
the USA /ðə ju: es 'eɪ/
to wear /tə 'weə(r)/
to worry /tə 'wʌri/
young /jʌŋ/

UNIT 5

always /'ɔ:lweɪz/
apple /æpl/
athletics /æθ'letɪks/
beans /bi:nz/
beef /bi:f/
biscuit /'bɪskɪt/
boring /'bɔ:ɪŋ/
bottle /'bɒtl/
bread /bred/
breakfast /'brekfəst/
broccoli /'brɒkəli/
bus /bʌs/
butter /'bʌtə(r)/
to buy /tə 'baɪ/
cake /keɪk/
canteen /kæn'ti:n/
carrot /'kærət/
to carry /tə 'kæri/
to catch /tə 'kætʃ/
cheeseburger
'tʃi:zbɜ:gə(r)/
cherry /'tʃeri/
chips /tʃɪps/
chocolate /'tʃɒklət/
cinema /'sɪnəmə/
coffee /'kɒfi/

compulsory education

/kəmˌpʌlsəri ˌedʒuˈkeɪʃn/

to cook /tə ˈkʊk/**to cry** /tə ˈkraɪ/**cup** /kʌp/**curry** /ˈkʌri/**delicious** /dɪˈlɪʃəs/**dinner** /ˈdɪnə(r)/**drink** /drɪŋk/**egg** /eg/**encourage** /ɪnˈkʌrɪdʒ/**expensive** /ɪkˈspensɪv/**fee** /fi:/**fish** /fɪʃ/**fizzy** /ˈfɪzi/**fork** /fɔ:k/**free** /fri:/**fruit** /fru:t/**glass** /glɑ:s/**grape** /greɪp/**to hate** /tə ˈheɪt/**healthy** /ˈhelθi/**herbal tea** /ˈhɜ:bl ˈti:/**hockey** /ˈhɒki/**holiday** /ˈhɒlɪdeɪ/**ice cream** /aɪs ˈkri:m/**to kiss** /tə ˈkɪs/**kiwi** /ˈki:wi:/**knife** /naɪf/**to leave** /tə ˈli:v/**lunch** /lʌntʃ/**meal** /mi:l/**meat** /mi:t/**milk** /mɪlk/**to mix** /tə ˈmɪks/**monster** /ˈmɒnstə(r)/**month** /mʌnθ/**to move** /tə ˈmu:v/**mystery** /ˈmɪstri/**napkin** /ˈnæpkɪn/**never** /ˈnevə(r)/**noodle** /ˈnu:dl/**to notice** /tə ˈnəʊtɪs/**once** /wʌns/**onion** /ˈʌnjən/**orange** /ˈɒrɪndʒ/**orange juice** /ˈɒrɪndʒ

ˌdʒu:s/

park /pɑ:k/**to pass** /tə ˈpɑ:s/**plate** /pleɪt/**popcorn** /ˈpɒpkɔ:n/**popular** /ˈpɒpjələ(r)/**potato** /pəˈteɪtəʊ/**primary school** /ˈpraɪməri

sku:l/

pudding /ˈpʊdɪŋ/**quick** /kwɪk/**to relax** /tə rɪˈlæks/**to remember**

/tə rɪˈmembə(r)/

restaurant /ˈrestrɒnt/**rice** /raɪs/**rocket** /ˈrɒkɪt/**salad** /ˈsæləd/**sandwich** /ˈsænwtɪʃ/**saucer** /ˈsɔ:sə(r)/**sausage** /ˈsɒsɪdʒ/**sea** /si:/**secondary school**

/ˈsekəndri sku:l/

ship /ʃɪp/**shopping** /ˈʃɒpɪŋ/**sometimes** /ˈsʌmtaɪmz/**soup** /su:p/**spinach** /ˈspɪnɪʃ/**spoon** /spu:n/**to study** /tə ˈstʌdi/**submarine** /ˌsʌbməˈri:n/**sugar** /ˈʃʊɡə(r)/**tablecloth** /ˈteɪblklɒθ/**tea** /ti:/**term** /tɜ:m/**to tidy** /tə ˈtaɪdi/**toast** /təʊst/**treasure** /ˈtreʒə(r)/**underwater**

/ˌʌndəˈwɔ:tə(r)/

uniform /ˈju:nɪfɔ:m/**university** /ˌju:nəˈvɜ:sɪti/**usually** /ˈju:ʒəli/**vegetable** /ˈvedʒtəbl/**to visit** /tə ˈvɪzɪt/**warm** /wɔ:m/**to wash** /tə ˈwɒʃ/**to watch** /tə ˈwɒtʃ/**water** /ˈwɔ:tə(r)/**yoghurt** /ˈjɒgət/**UNIT 6****a lot** /ə ˈlɒt/**answer** /ˈɑ:nsə(r)/**away** /əˈweɪ/**balanced diet** /ˌbælənst

ˈdaɪət/

body /ˈbɒdi/**brother-in-law**

/ˈbrʌðərɪnlɔ:/

bus stop /ˈbʌs stɒp/**cafeteria** /ˌkæfəˈtɪəriə/**carbohydrate**

/ˌkɑ:bəˈhaɪdreɪt/

cereal /ˈsɪəriəl/**clock** /klɒk/**cool** /ku:l/**to drive** /tə ˈdraɪv/**end** /end/**energy** /ˈenədʒi/**expensive** /ɪkˈspensɪv/**to explain** /tu ɪkˈspleɪn/**farm** /fɑ:m/**fat** /fæt/**to feed** /tə ˈfi:d/**fibre** /ˈfaɪbə(r)/**to finish** /tə ˈfɪnɪʃ/**first** /fɜ:st/**fishing** /ˈfɪʃɪŋ/**fuel** /ˈfjuəl/**fun** /fʌn/**genetically modified food**

/dʒəˌnetɪkli ˌmɒdɪfaɪd

ˈfu:d/

to get up /tə ˌget ˈʌp/**to give** /tə ˈɡɪv/**to hand out** /tə ˌhænd ˈaʊt/**hard** /hɑ:d/**to have breakfast** /tə ˌhæv

ˈbrekfəst/

horse /hɔ:s/**ill** /ɪl/**instrument** /ˈɪnstəmənt/**to interview** /tu ɪntəˈvju:/**life** /laɪf/**to listen to** /tə ˈlɪsn tu:/**to live** /tə ˈlɪv/**to make fun of** /tə ˌmeɪk

ˈfʌn əv/

mineral /ˈmɪnərəl/**money** /ˈmʌni/**mother** /ˈmʌðə(r)/**music** /ˈmjuzɪk/**northern** /ˈnɔ:ðən/**o'clock** /əˈklɒk/**oh dear** /əʊ ˈdɪə(r)/**oil** /ɔɪl/**parent** /ˈpeərənt/**piano** /piˈænoʊ/**to play** /tə ˈpleɪ/**to practise** /tə ˈpræktɪs/**protein** /ˈprəʊtɪn/**to repair** /tə rɪˈpeə(r)/**to ride a horse** /tə ˌraɪd ə

ˈhɔ:s/

rollerblading

/ˈrəʊləbleɪdɪŋ/

routine /ruːˈti:n/**to send** /tə ˈsend/**to snore** /tə ˈsnɔ:(r)/**to speak** /tə ˈspi:k/**specific** /spəˈsɪfɪk/**to spend** /tə ˈspend/**sports centre** /ˈspɔ:tɪs

sentə(r)/

to start /tə ˈstɑ:t/**to surf** /tə ˈsɜ:f/**Sunday** /ˈsʌndeɪ/**sweets** /swi:tɪs/**to talk** /tə ˈtɔ:k/**thing** /θɪŋ/**Thursday** /ˈθɜ:zdeɪ/**trainer** /ˈtreɪnə(r)/**vitamin** /ˈvɪtəmi:n/**to wake up** /tə ˌweɪk ˈʌp/**to walk** /tə ˈwɔ:k/**to want** /tə ˈwɒnt/**way** /weɪ/**UNIT 7****to argue** /tu ˈɑ:gju:/**balloon** /bəˈlu:n/**to bat** /tə ˈbæt/**to bowl** /tə ˈbəʊl/**cap** /kæp/**card** /kɑ:d/**casual** /ˈkæʒʊəl/**clothes** /kləʊðz/**coach** /kəʊtʃ/**confused** /kənˈfju:zd/**denim** /ˈdenɪm/**document** /ˈdɒkjəmənt/**dress** /dres/**to dribble** /tə ˈdrɪbl/**excuse me** /ɪkˈskju:z mi:/**family** /ˈfæməli/**goal** /gəʊl/**goose (plural geese)** /gu:s/

(ˈgi:s/)

guitar /ɡɪˈtɑ:(r)/**gym** /dʒɪm/**hairband** /ˈheəbənd/**ham** /hæm/**hat** /hæt/**hen** /hen/**to hold on** /tə ˌhəʊld ˈɒn/**hole** /həʊl/**hood** /hud/**how many** /ˌhaʊ ˈmeni/**how much** /ˌhaʊ ˈmʌtʃ/**jeans** /dʒi:nz/**key-ring** /ˈki:ɪŋ/**to lend** /tə ˈlend/**magazine** /ˌmæɡəˈzi:n/**match** /mætʃ/**messy** /ˈmesi/**nail** /neɪl/**MP3 player** /ˌem pi: ˈtri:

pleɪə(r)/

to paint /tə ˈpeɪnt/**pair** /peə(r)/**pocket** /ˈpɒkɪt/**present** /ˈpreznt/**price** /praɪs/**problem** /ˈprɒbləm/**ready** /ˈredi/**ring** /rɪŋ/**sandal** /ˈsændl/**to score** /tə ˈskɔ:(r)/**shoe** /ʃu:/**skirt** /skɜ:t/**smart** /smɑ:t/**to smile** /tə ˈsmaɪl/**sock** /sɒk/

spotted /'spɒtɪd/
 stick /stɪk/
 striker /'straɪkə(r)/
 sweater /'swetə(r)/
 to tackle /tə 'tækl/
 top /tɒp/
 tournament /'tɔːnəmənt/
 to train /tə 'treɪn/
 trousers /'traʊzəz/
 to try on /tə 'traɪ 'ɒn/
 volleyball /'vɒlibɔːl/
 warm-up /'wɔːmʌp/
 to win /tə 'wɪn/

UNIT 8

acrobat /'ækɹəbæt/
 alphabet /'ælfəbet/
 aunt /ɑːnt/
 bell /bel/
 to borrow /tə 'bɒrəʊ/
 cello /'tʃeləʊ/
 clarinet /'klærə'net/
 to climb /tə 'klaɪm/
 cousin /'kʌzn/
 cymbal /'sɪmbl/
 to dance /tə 'dɑːns/
 difficult /'dɪfɪkəlt/
 to dive /tə 'daɪv/
 drum /drʌm/
 exercise /'eksəsaɪz/
 father-in-law /'fɑːðərɪnlɔː/
 fit /fɪt/
 flute /fluːt/
 gong /gɒŋ/
 grandfather /'grændfɑːðə(r)/
 grandmother /'grændmʌðə(r)/
 grandparent /'grændpeərənt/
 Greek /griːk/
 harp /hɑːp/
 harpsichord /'hɑːpsɪkɔːd/
 hear /hɪə(r)/
 hippo /'hɪpəʊ/
 horn /hɔːn/
 ice skating /'aɪs skeɪtɪŋ/
 instrument /'ɪnstɹəmənt/
 to juggle /tə 'dʒʌɡl/
 kilometre /'kɪləmi:tə(r)/
 length /leŋθ/
 luck /lʌk/
 lucky /'lʌki/
 moment /'məʊmənt/
 mother-in-law /'mʌðərɪnlɔː/
 oboe /'əʊbəʊ/
 opera /'ɒprə/
 orchestra /'ɔːkestrə/
 pool /puːl/
 recorder /rɪ'kɔːdə(r)/
 to roller blade /tə 'rəʊlə bleɪd/

row /rəʊ/
 safety net /'seɪftɪ net/
 saxophone /'sæksəfəʊn/
 show /ʃəʊ/
 shower /'ʃaʊə(r)/
 to sing /tə 'sɪŋ/
 skiing /'skiːɪŋ/
 surprise /sə'praɪz/
 to swim /tə 'swɪm/
 tambourine /'tæmbə'reɪn/
 tightrope-walking /'taɪtrəʊpwɔːkɪŋ/
 tonight /tə 'naɪt/
 tree /triː/
 triangle /'traɪæŋɡl/
 trombone /trɒm'bəʊn/
 trumpet /trʌmpɪt/
 tuba /'tjuːbə/
 uncle /'ʌŋkl/
 to unicycle /tə 'juːnɪsaɪkl/
 violin /'vaɪə'liːn/

UNIT 9

advertisement /əd'veɪtɪsmənt/
 air /eə(r)/
 April /'eɪprəl/
 August /'ɔːɡəst/
 to calculate /tə 'kælkjuleɪt/
 to call /tə 'kɔːl/
 to celebrate /tə 'selɪbreɪt/
 credit /'kredɪt/
 December /dɪ'sembə(r)/
 to disturb /tə dɪ'stɜːb/
 eighth /eɪtθ/
 embarrassing /ɪm'bærəsɪŋ/
 to enjoy /tu ɪn'dʒɔɪ/
 essay /'eseɪ/
 event /ɪ'vent/
 fan /fæn/
 February /'februəri/
 fifth /fɪfθ/
 formula /'fɔːmjələ/
 Halloween /'hæləʊ'iːn/
 to happen /tə 'hæpən/
 information /ɪnfə'meɪʃn/
 to invent /tu ɪn'vent/
 invention /ɪn'venʃn/
 January /'dʒænjuəri/
 July /dʒu'laɪ/
 June /dʒuːn/
 to look after /tə 'lʊk 'ɑːftə(r)/
 marathon /'mærəθən/
 March /mɑːtʃ/
 May /meɪ/
 newspaper /'njuːzpeɪpə(r)/
 November /nə'vembə(r)/
 October /ɒk'təʊbə(r)/
 outside /'aʊt'saɪd/
 pastime /'pɑːstaɪm/

phone number /'fəʊn nʌmbə(r)/
 policeman /pə'liːsmən/
 police station /pə'liːs steɪʃn/
 potion /'pəʊʃn/
 probably /'prɒbəbli/
 programme /'prəʊgræm/
 to record /tə rɪ'kɔːd/
 second /'sekənd/
 security guard /sɪ'kjʊərətɪ gɑːd/
 September /sep'tembə(r)/
 shopping centre /'ʃɒpɪŋ sentə(r)/
 skateboard /'skeɪtbɔːd/
 to snow /tə 'snəʊ/
 soap opera /'səʊp ɒprə/
 soon /suːn/
 stadium /'steɪdɪəm/
 strong /strɒŋ/
 teen /tiːn/
 terrible /'terɪbl/
 text message /'tekst mesɪdʒ/
 theme /θiːm/
 thief /θiːf/
 third /θɜːd/
 toy /tɔɪ/
 to travel /tə 'trævl/
 TV presenter /'tiː 'viː prɪzentə(r)/
 twelfth /twelfθ/
 you're welcome /jə 'welkəm/

UNIT 10

art /ɑːt/
 backup /'bækʌp/
 beautiful /'bjʊ:tɪfl/
 blog /blɒɡ/
 bracelet /'breɪslət/
 to burn /tə 'bɜːn/
 cable /'keɪbl/
 charity /'tʃærəti/
 to check /tə 'tʃek/
 to check out /tə 'tʃek 'aʊt/
 chemical /'kemɪkl/
 to click /tə 'kɪk/
 to collect /tə kə'lekt/
 to connect /tə kə'nekt/
 to create /tə kri'eɪt/
 to download /tə 'daʊn'ləʊd/
 drawer /dɹɔː(r)/
 file /faɪl/
 to fill up /tə 'fɪl 'ʌp/
 to fix /tə 'fɪks/
 free time /'friː 'taɪm/
 graffiti /grə'fiːti/
 hard disk /'hɑːd 'disk/

to interview /tu ɪntə'vjuː/
 invitation /ɪnvi'teɪʃn/
 landfill /'lændfɪl/
 link /lɪŋk/
 lost /lɒst/
 mouse /maʊs/
 mug /mʌɡ/
 opposite /'ɒpəzɪt/
 owl /aʊl/
 to print /tə 'prɪnt/
 printer /'prɪntə(r)/
 program /'prəʊgræm/
 rich /rɪtʃ/
 secret /'siːkrət/
 software /'sɒftweə(r)/
 square /skweə(r)/
 trap /træp/
 to upload /tu ʌp'ləʊd/
 virus /'vaɪrəs/
 wrong /rɒŋ/
 zebra /'zebrə/

UNIT 11

above /ə'baʊ/
 ago /ə'ɡəʊ/
 to arrest /tu ə'rest/
 attack /ə'tæk/
 to believe /tə brɪ'liːv/
 between /brɪ'twiːn/
 brilliant /'brɪliənt/
 butler /'bʌtlə(r)/
 ceremony /'serəməni/
 cook /kʊk/
 to date /tə 'deɪt/
 to drill /tə 'drɪl/
 expert /'eksɹpɜːt/
 to fail /tə 'feɪl/
 footprint /'fʊtprɪnt/
 to found /tə 'faʊnd/
 human /'hjuːmən/
 lamp /læmp/
 landmark /'lændmɑːk/
 library /'laɪbrəri/
 maid /meɪd/
 play /pleɪ/
 to scare /tə 'skeə(r)/
 sick /sɪk/
 to stay /tə 'steɪ/
 tourist /'tuərɪst/
 tower /'taʊə(r)/
 typical /'tɪpɪkl/
 truth /truːθ/
 village /'vɪlɪdʒ/
 yesterday /'jestədeɪ/

UNIT 12

amazing /ə'meɪzɪŋ/
 art gallery /'ɑːt gæləri/
 aqualung /'ækwələŋ/

to arrive /tu ə'raɪv/
baby /'beɪbi/
backpack /'bækpæk/
to book /tə 'bʊk/
boot /bu:t/
café /'kæfeɪ/
to camp /tə 'kæmp/
camping /'kæmpɪŋ/
campsite /'kæmpsait/
cancer /'kænsə(r)/
caving /'keɪvɪŋ/
to chase /tə 'tʃeɪs/
church /tʃɜ:tʃ/
clear /kliə(r)/
to cut /tə 'kʌt/
to die /tə 'daɪ/
director /daɪ'rektə(r)/
dizzy /'dɪzi/
to drop out /tə ,drɒp 'aʊt/
electronics /ɪˌlek'trɒnɪks/
exhibition /ˌeksɪ'bɪʃn/
festival /'festɪvəl/
fin /fɪn/
font /fɒnt/
form /fɔ:m/
heavy /'hevi/
helmet /'helmt/
helpful /'helpfl/
hiking /'haɪkɪŋ/
hostel /'hɒstl/
to hurry /tə 'hʌri/
instructor /ɪn'strʌktə(r)/
job /dʒɒb/
to jump /tə 'dʒʌmp/
kayak /'kaɪæk/
kayaking /'kaɪækɪŋ/
mask /mɑ:sk/
monument /'mɒnjumənt/
museum /mju:'ziəm/
paddle /'pædl/
prize /praɪz/
pushchair /'puʃtʃeə(r)/
rabbit /'ræbɪt/
to rain /tə 'reɪn/
to reply /tə rɪ'plaɪ/
to rescue /tə 'reskju:/
to ring /tə 'rɪŋ/
rock /rɒk/
rope /rəʊp/
rose /rəʊz/
rubbish /'rʌbɪʃ/
scissors /'sɪzəz/
scuba diving /'sku:bə
daɪvɪŋ/
sculpture /'skʌlptʃə(r)/
to shout /tə 'ʃaʊt/
to signal /tə 'sɪgnəl/
to sleep /tə 'sli:p/
sleeping bag /'sli:pɪŋ bæɡ/
snorkel /'snɔ:kl/
snorkelling /'snɔ:kəlɪŋ/

special /'speʃl/
sunny /'sʌni/
surface /'sɜ:fɪs/
swimming costume
/'swɪmɪŋ kɒstju:m/
swimming pool /'swɪmɪŋ
pu:l/
tank /tæŋk/
tent /tent/
theme park /'θi:m pɑ:k/
to touch /tə 'tʌtʃ/
train /treɪn/
weather /'weðə(r)/
wetsuit /'wetsu:t/

PRONUNCIATION GUIDE

Vowels

/i:/	see
/ɪ/	bit
/e/	bed
/æ/	sad
/ɑ:/	father
/ʌ/	cut
/ʊ/	cook
/u:/	too
/i/	happy
/ə/	above
/ɒ/	got
/ɔ:/	saw
/u/	actual

Diphthongs

/ɜ:/	circle
/eɪ/	say
/aɪ/	buy
/ɔɪ/	boy
/əʊ/	go
/aʊ/	now
/ɪə/	hear
/eə/	hair
/ʊə/	sure
/ju:/	few
/aɪə/	fire
/aʊə/	power

Consonants

/p/	push	/ʒ/	meaSure
/b/	bank	/h/	hot
/t/	time	/w/	Water
/d/	diary	/tʃ/	chair
/k/	Carpet	/dʒ/	joke
/g/	big	/m/	more
/f/	surf	/n/	snow
/v/	very	/ŋ/	sing
/θ/	thin	/r/	ring
/ð/	that	/l/	small
/s/	sit	/j/	you
/z/	zero		
/ʃ/	shine		

IRREGULAR VERB LIST

Present

Past

become	became
begin	began
break	broke
build	built
buy	bought
come	came
cut	cut
dig	dug
do	did
drive	drove
fall	fell
fight	fought
find	found
fly	flew
forget	forgot
get	got
get up	got up
give	gave
go	went
have	had
hear	heard
hit	hit
hold	held
know	knew

Present

Past

leave	left
lose	lost
make	made
meet	met
put	put
read	read
ring	rang
run	ran
say	said
see	saw
sing	sang
sit	sat
sleep	slept
speak	spoke
stand	stood
steal	stole
take	took
take off	took off
teach	taught
tell	told
think	thought
wake	woke
win	won
write	wrote