

Upstream

BEGINNER A1+



Student's Book

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Express Publishing

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	UNIT 2 (pp. 16-23)	<ul style="list-style-type: none"> families host families camps 	<ul style="list-style-type: none"> e-mails factfile Curricular Cuts: <i>Around the UK! (Geography)</i>
Self-Assessment Module 1 (pp. 24-25) – Across the Curriculum 1 & Songsheet 1 (p. 26)			
Module 2	UNIT 3 (pp. 28-35)	<ul style="list-style-type: none"> daily routines jobs 	<ul style="list-style-type: none"> everyday activities; subjects; jobs
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Module 4	UNIT 8 (pp. 76-83)	<ul style="list-style-type: none"> weather and related feelings seasonal activities clothes 	<ul style="list-style-type: none"> weather; seasons; months; adjectives related to feelings; activities; clothes
	UNIT 9 (pp. 88-95)	<ul style="list-style-type: none"> tomorrow's world personal plans future plans 	<ul style="list-style-type: none"> article about food preferences according to star sign article giving advice on cooking Curricular Cuts: <i>Calorie Lab (Maths)</i>
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	UNIT 8 (pp. 76-83)	<ul style="list-style-type: none"> extinct animals animal stars stories 	<ul style="list-style-type: none"> parts of the body; animals
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	UNIT 9 (pp. 88-95)	<ul style="list-style-type: none"> tomorrow's world personal plans future plans 	<ul style="list-style-type: none"> an article about a typical day in the future an article about gap year activities Culture Clip: <i>The new Wembley Stadium</i>
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Grammar	Listening	Speaking	Writing
to be; a/an; this/that		spelling names; exchanging phone numbers; classroom language	
to be; question words	<ul style="list-style-type: none"> - completing a registration form - identifying the language heard on tape - completing short exchanges on introductions & greetings 	<p>talking about countries and nationalities; introductions & greetings</p>	<ul style="list-style-type: none"> - a pen-pal letter <p><i>Portfolio: a registration form; a factfile for a country; a map of your country</i></p>
have got; can; possessive case/pronouns/adjectives	<ul style="list-style-type: none"> - introducing one's family - deciding on what presents to buy for a host family 	<p>describing physical appearance; talking about character; talking about abilities; asking for and offering help</p>	<ul style="list-style-type: none"> - a postcard <p><i>Portfolio: a family tree; an entry to a host families magazine; a famous family from your country</i></p>
present simple; like/love + -ing; prepositions of time; adverbs of frequency	<ul style="list-style-type: none"> - a song - identifying time 	<p>talking about daily routines; expressing preferences; talking about school subjects; telling the time; talking about jobs</p>	<ul style="list-style-type: none"> - a job ad <p><i>Portfolio: a song for a competition; a paragraph about your daily routine</i></p>
there is/are; plurals; prepositions of place; imperative	<ul style="list-style-type: none"> - completing information about Windsor Castle - matching people to houses 	<p>talking about houses; talking about location; giving directions</p>	<ul style="list-style-type: none"> - a fax message <p><i>Portfolio: a paragraph about your house; a home exchange listing</i></p>
countable/uncountable nouns; some/any; much/many/a lot of	<ul style="list-style-type: none"> - finding what people are ordering - choosing the correct picture 	<p>talking about food preferences; ordering food; giving advice; preparing food; talking about food quantities</p>	<ul style="list-style-type: none"> - a recipe <p><i>Portfolio: a star menu; a shopping list</i></p>
present continuous; comparisons	<ul style="list-style-type: none"> - a song - matching people to places in New York 	<p>talking about weather & seasons; talking about how the weather makes us feel; describing actions happening now; buying clothes; comparing clothes</p>	<ul style="list-style-type: none"> - a letter while on holiday <p><i>Portfolio: a postcard; a poster with family activities; an article about your town/city</i></p>
ordinals; past simple (regular verbs); prepositions of time; used to	<ul style="list-style-type: none"> - sorting information about a famous person 	<p>talking about dates of birth; talking about the Cheyenne's way of life; talking about past habits & activities</p>	<ul style="list-style-type: none"> - a biography <p><i>Portfolio: a factfile about a famous person; an entry to a website with what you used to do as a child</i></p>
had, could; past simple (irregular verbs)	<ul style="list-style-type: none"> - completing information about a Museum of Natural History/animal stars 	<p>describing animals; narrating events; showing surprise</p>	<ul style="list-style-type: none"> - a story <p><i>Portfolio: a paragraph about an extinct animal; a paragraph about an animal star, a 'For Sale' poster for Black Beauty</i></p>
simple future; be going to; present continuous for future arrangements	<ul style="list-style-type: none"> - completing information about an organisation 	<p>making predictions about life in the future; talking about plans and intentions</p>	<ul style="list-style-type: none"> - an e-mail <p><i>Portfolio: ads; a paragraph about an organisation; a short description of a stadium</i></p>
must/mustn't, can, should/shouldn't; present perfect; superlatives	<ul style="list-style-type: none"> - a song - matching people to countries 	<p>talking about travelling; talking about personal experiences and personal changes; paying/accepting compliments in English</p>	<ul style="list-style-type: none"> - a letter giving news <p><i>Portfolio: a short paragraph giving information about your country; an article with your travel experiences</i></p>

Let's Start

▶ Alphabet

1  Listen and repeat.

2 Talk with your friend.

A: *What's your name?*


B: *Mario.*

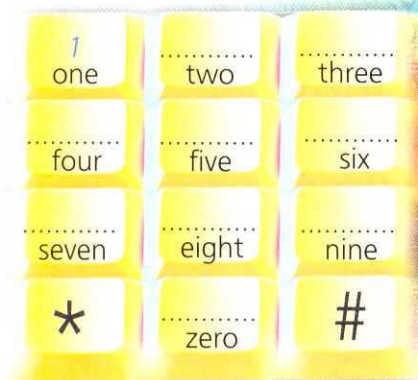
A: *How do you spell it?*

B: *M-A-R-I-O.*

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww
Xx Yy Zz

▶ Numbers

3 a.  Read and write the numbers. Then, listen and repeat.



b. Make a telephone list with your classmates' phone numbers.

Name	Telephone
.....
.....

A: *Hello, what's your name?*

B: *Alex. That's A-L-E-X.*

A: *And your last name?*

B: *Cotton.*

A: *Cotton? How do you spell it?*

B: *C-O-Double T-O-N.*

A: *What's your phone number?*

B: *409295*

A: *Thanks.*

4  Listen and repeat.

10 ten	16 sixteen
11 eleven	17 seventeen
12 twelve	18 eighteen
13 thirteen	19 nineteen
14 fourteen	20 twenty
15 fifteen	

5 Read and match.

21	a hundred
22	ninety-nine
33	eighty-eight
44	fifty-five
55	seventy-seven
66	sixty-six
77	forty-four
88	twenty-one
99	thirty-three
100	twenty-two

6  Listen and circle.

forty – fourteen	fifty – fifteen
ninety – nineteen	seventy – seventeen

Colours

► Colours

7 a. Look, read and match.

blue

orange

red

grey

white

pink

yellow

brown



black

b. Talk with your friend.

A: What's your favourite colour?

B: Blue. What about you?

c. Put the colours in alphabetical order.

black, blue ...

purple

green

► This/That – A/An

This is a sharpener.



That is an envelope.



8 Look, ask and answer.

This

1 exercise book

2 umbrella

3 pencil

4 dictionary

That

5 apple

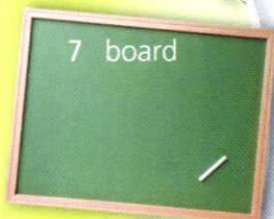
6 pen



7 board

8 eraser

9 bag



1 A: What's this?

B: It's an exercise book.

► **You know more English than you think!**

9 Match the pictures to the words.



- sandwich
- coffee
- cassette
- pizza
- popcorn
- computer
- video camera
- taxi
- radio
- telephone

5

► **Useful Language**

10 Listen and complete.

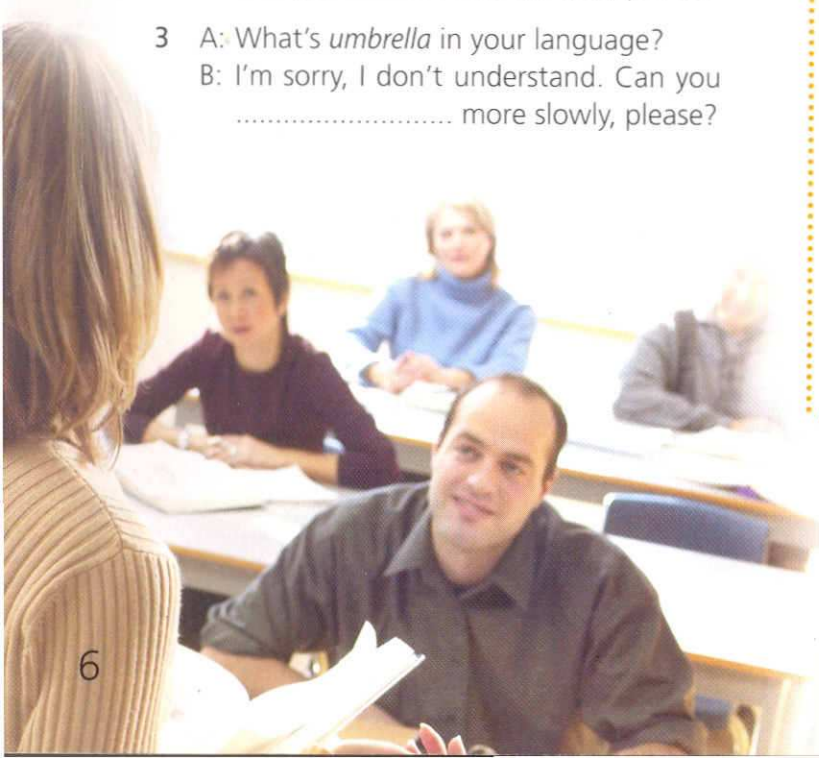
- know • speak • repeat

- 1 A: What's *this* in English?
B: I'm sorry, I don't
- 2 A: What does *favourite* mean?
B: Can you that, please?
- 3 A: What's *umbrella* in your language?
B: I'm sorry, I don't understand. Can you more slowly, please?

Study skills

How to become a better learner

- Try to learn 10 words a day – use the new words both inside and outside the class.
- Refer to a dictionary or to the Word List at the back of your book for the new words.
- Try to speak to your teacher and classmates in English. The more you practise English, the better you will become.
- Listen to English songs and English programmes. You will begin to understand more and more each day.
- Use a weekly chart so that you can always plan ahead.



Family & Friends

Module 1 (Units 1 & 2)

▶ Before you start

- How do you spell your name?
- Can you say four colours in English?

▶ Look at Module 1

- Find the page numbers for pictures 1-4.

▶ Find the unit and page number(s) for

- a map of the world
- a website
- a TV guide
- a magazine article
- ads

In this Module you will ...

▶ listen, read and talk about ...

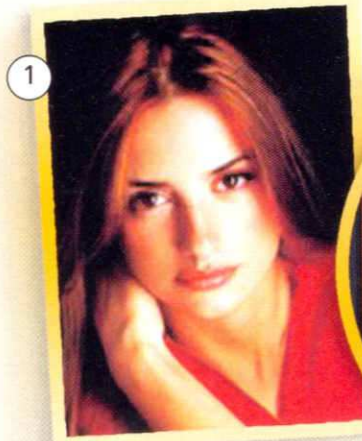
- making friends on the Internet
- famous people and places
- Italy
- TV programmes
- host families
- buying presents for a host family
- camps for families

▶ learn how to ...

- give geographical information (countries/capital cities/nationalities)
- ask for/give personal information
- introduce yourself and greet others
- identify and describe family members
- talk about personal possessions
- talk about abilities
- ask for and offer help

▶ practise ...

- the verb 'to be'
- possessives
- question words
- the verb 'have got'
- the verb 'can'

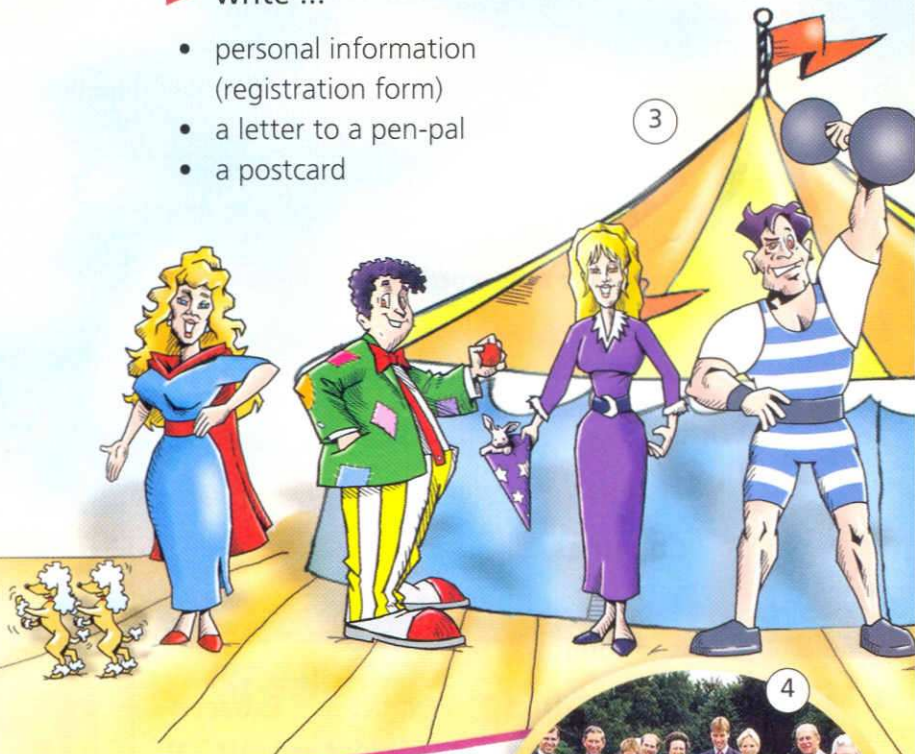


▶ do a project about ...

- another country
- your country
- your family
- a famous family in your country

▶ write ...

- personal information (registration form)
- a letter to a pen-pal
- a postcard



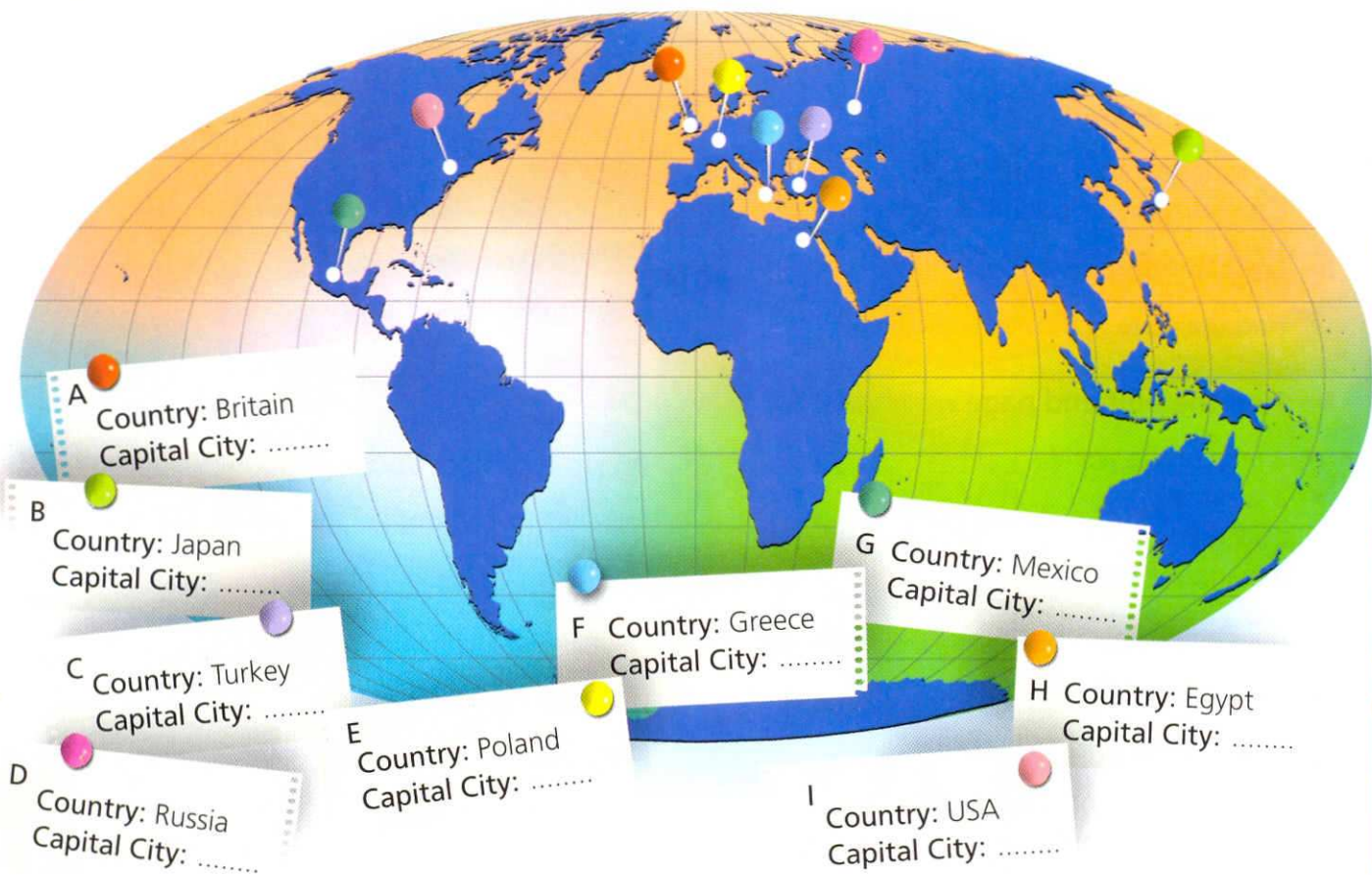
Curricular Cuts (Geography): Around the UK!

Culture Clip: The British Royal Family

Across the Curriculum 1: Who do you take after?
Songsheet 1: Dreamland

1a

Friends on the Net



A Country: Britain
Capital City:

B Country: Japan
Capital City:

C Country: Turkey
Capital City:

D Country: Russia
Capital City:

E Country: Poland
Capital City:

F Country: Greece
Capital City:

G Country: Mexico
Capital City:

H Country: Egypt
Capital City:

I Country: USA
Capital City:

Study skills

Remembering new words

You can remember new words more easily by connecting them with music, sounds, colours, food, landmarks, etc.

Vocabulary

Countries

- Listen and match the music extracts to the countries.

Extract 1	Extract 2	Extract 3	Extract 4
Egypt	Japan	Mexico	Russia

- How's your Geography? Complete the map with the capital cities. Use: *Ankara, Athens, Cairo, London, Mexico City, Moscow, Tokyo, Warsaw, Washington D.C.*

b. Now, talk with your partner.

A: *Where's Ankara?* B: *In Turkey.*

- Can you find your country on the map? What's the name of your country in English? Look it up in your dictionary.

Listening

- Listen and complete the form. Then, ask and answer about Hector.

Registration Form

Full name:

Age:

Country:

Town/City:

User ID:

Password:

e-mail address:

- What's his name?
- How old is he?
- Where is he from?
- Where exactly?

Reading

- 5 a. Look at the text and the title. Is it a magazine article or a website? What information do you expect to read?
- b. Read the texts and write *T* for true or *F* for false.
- 1 Olga is English. 3 Leo is Kim's friend.
- 2 Kim and Leo are from Japan. 4 Hector is seven.

e-Friends

Search

Olga
 Hi! My name's Olga and I'm from Russia. I'm 21 years old and my favourite singer is Robbie Williams. I hope to make friends with you. Contact me (in English) at Olga_mm@e-friends.com

Kim & Leo
 This is a picture of me (Kim) and my best friend Leo. We are 23. We are from Japan. Our favourite singer is Celine Dion. Want to be our e-friend? Drop us an e-mail if you like at kile@e-friends.com

Hector Mercado
 I'm Hector Mercado and I'm almost 17 years old. I'm from Mexico City, Mexico. My favourite singer is Britney Spears. I would like to write to e-friends from all over the world. Please write to me. My e-mail is hectormex@efriends.com

- 6 Listen and read. Then, fill in the table for each person.

Name	Age	Country	Favourite singer
Olga	21	Russia	.....
Kim & Leo	.....	.....	.....
Hector	.....	.....	.....

Speaking

- 7 Use the table in Ex. 6 to talk about each person.

Olga is 21 years old. She's from Russia. Her ...

Writing

- 8 Portfolio: Would you like an e-friend? Make a registration form and write about you.



Who is Who?

We all know who they are - but do we know where they are from?



b. Where do they speak the languages in Ex.2a? Say.

They speak German in Germany and Austria.

3 A lot of English words come from all over the world. Can you guess where they're from? Read and choose.

Vocabulary

► Countries/Nationalities/Languages

1 a. Read and match.

- | | |
|-------------------------|------------------------|
| 1 He's French. F | 5 She's Spanish. |
| 2 She's German. | 6 She's Italian. |
| 3 He's Austrian. | 7 He's Brazilian. |
| 4 She's American. | 8 He's Chinese. |

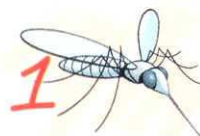
b. Ask and answer questions.

- A: *What nationality is Arnold Schwarzenegger?*
B: *He's Austrian. He's from Austria.*

Listening

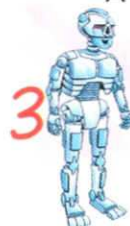
2 a. What language do they speak? Listen and underline.

- Speaker 1: Turkish – Spanish
Speaker 2: Italian – Russian
Speaker 3: French – Chinese
Speaker 4: Japanese – German



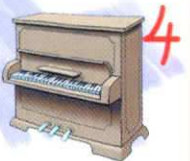
Mosquito is a word.
A Spanish B French

Ketchup is a word.
A German B Chinese




Robot is a word.
A Russian B Czech

Piano is a(n) word.
A Italian B Japanese



Zebra is a(n) word.
A Turkish B African

Grammar

► **The Verb 'to be' (Affirmative)** 
Grammar Reference

4 a. Study the table.

I am (I'm) from Germany.
 You are (You're) English.
 He/She/It is (He's/She's/It's) Italian.
 We/You/They are
 (We're/You're/They're) } from Egypt.

b. Read and fill in.

- This 1) a picture of my e-friends, John and Carol. They 2) English. They 3) from London. London 4) the capital city of England. Carol 5) sixteen. John and I 6) the same age. We 7) both eighteen.



► **Question Words** 
Grammar Reference

5 Read and underline.

- 1 How/What is your last name?
- 2 Who/What is your address?
- 3 Where/How are you from?
- 4 Who/What is your favourite actor?
- 5 How/What is your mother's/father's name?
- 6 How/Where do you spell it?

Speaking

6 **Portfolio:** In pairs, take it in turns to interview one another. Use the questions in Ex. 5 and your own ideas. Record your interviews.

GAME

Find the questions for the other team's answers.

Team A S1: I'm from the USA.

Team B S1: Where are you from?

Teacher: Good. One point for Team B.

Reading

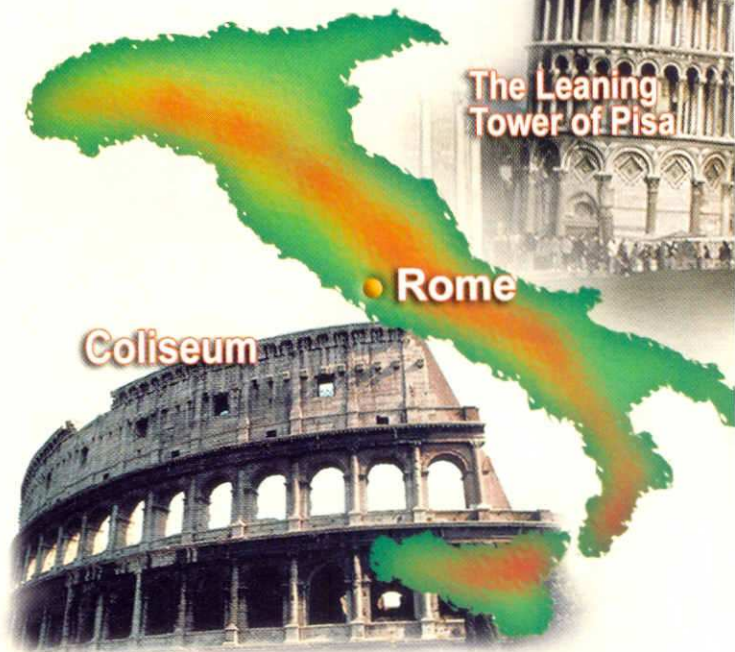
7 Read and complete the factfile.

Italy

This is a map of Italy. There are about 58 million people in Italy. They speak Italian there.

One of the most famous landmarks in Italy is the Coliseum. It's in Rome, the capital of Italy.

Other things to see in Italy are: the Trevi Fountain, The Leaning Tower of Pisa and St Mark's Square.



FACTFILE

Country: Capital City:

Population: Famous Landmarks:

Language: Other things to see:

 **Writing** (a factfile)

8 **Portfolio:** Make a factfile for another country and write about it.

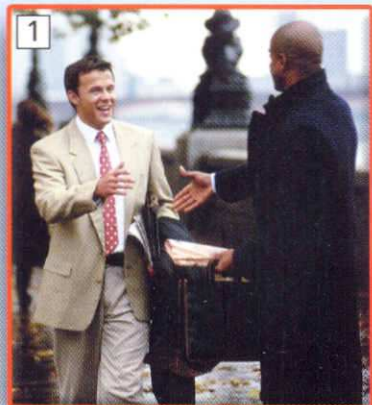
1c

Pleased to meet you!

Listening & Reading

▶ Introductions & Greetings

1 You are going to hear four short dialogues with people introducing or greeting each other. Which four of these sentences do the people say? Guess. Then, listen and check your answers.



A: Hi, Mike. How are things?
 B: Not bad. How are you?
 A:

- Pretty good, thanks.
- How do you spell your name?
- Hello, I'm Jim Brown.
- Where are you from?
- Pleased to meet you, Mrs Mills.
- Have a nice day!

A:
 B: Hi! My name's Matthew Skinner, but please call me Matt.
 A: Nice to meet you, Matt.



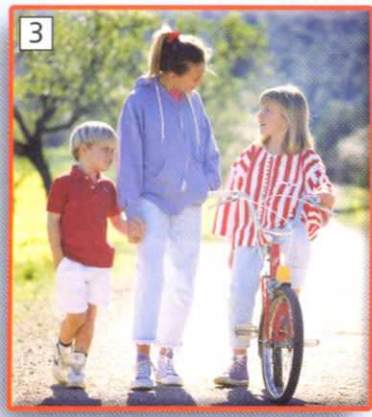
2 Read the dialogues and match them to the headings.

- a Introducing someone
- b Saying 'Goodbye'
- c Introducing oneself
- d Saying 'Hello'

Everyday English

3 Introduce or greet one another. Use the dialogues in Ex. 1 as examples.

- 1 introduce yourself to your partner
- 2 introduce your partner to your teacher
- 3 greet your partner
- 4 say goodbye to your partner



A: Mum, this is Hilary. She's from the USA. Hilary, this is my mum.
 B:
 A: Nice to meet you too, Hilary.

Pronunciation

▶ Word Stress

4 a. Listen and repeat.
 • Italy • Italian • Brazil

b. Read and underline the stress.

- Canada
- Austria
- Mexico
- Brazilian
- Russia
- Poland
- American
- Canadian
- Chinese
- Japan



A: Goodbye, Mummy. See you later!
 B: Bye, bye, Amy.

Exploring Grammar

► The Verb 'to be' (Negative/ Interrogative/Short Answers)

Grammar Reference

5 a. Fill in the table.

Negative	
I	not (I'm not) Russian.
You	not (You aren't) from Spain.
He/She/It	not (He/She/It isn't) German.
We/You/They are	not (We/You/They aren't) from Poland.
Interrogative	Short Answers
Are you Japanese?	Yes, I am./No, I'm not.
..... he/she/it from China?	Yes, he/she/it is./ No, he/she/it isn't.
Are they Polish?	Yes, they are./ No, they aren't.

b. Fill in: *isn't, aren't, am not.*

- Tony from Brazil. He's from England.
- They British. They are Japanese.
- I John. I'm Stuart.
- He a singer. He's an actor.
- It a boy. It's a girl.

6 Put the words in the correct order to form questions. Then, answer them.

- you/from/are/Spain?
.....
- your/bag/is/black?
.....
- Ricky Martin/favourite/is/your/singer?
.....
- your/from Italy/teacher/is?
.....
- your friends/German/are?
.....

Speaking

- 7 a. You are a tour guide for City Tours. Find out where the tourists are from.
Student A: Ask student B questions to fill in your table.
Student B: Ask student A questions to fill in your table.

City Tours

• Student A

TOURISTS	COUNTRY
Karl Schnyder	Germany
Monica Valente	
Jerry and Christine Wheeler	Australia
Diego Tavares	Mexico
Klara Vogel	
Gloria and Frank Benson	

City Tours

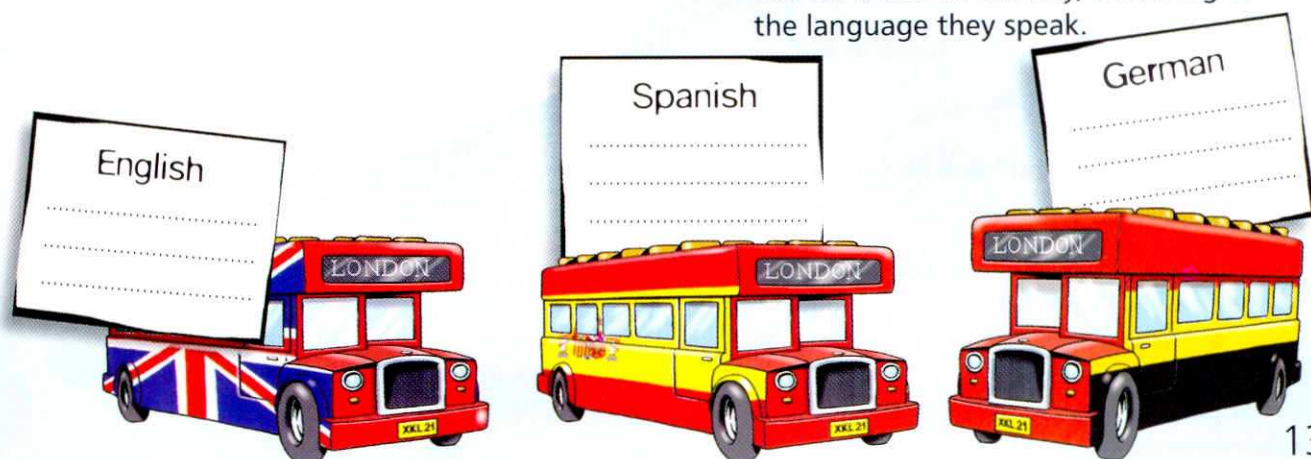
• Student B

COUNTRY	TOURISTS
USA	Gloria and Frank Benson
Austria	Klara Vogel
	Diego Tavares
	Jerry and Christine Wheeler
Spain	Monica Valente
	Karl Schnyder

A: *Where's Karl Schnyder from?*

B: *He's from*

- b. Now, put the tourists on the correct bus for a tour of the city, according to the language they speak.



1d

Tell me everything!

Writing (a pen-pal letter)



~~I~~ am ~~K~~elly. → I am Kelly. ~~p~~aris is the capital city of ~~f~~rance. → Paris is the capital city of France.

1 Read and correct.

Dear Eva, ^M

1 Hi! ~~my~~ name's Stuart. I'm 17 years old and i'm from liverpool. It's a city in the north of england.

2 This is a picture of me and my best friend sue. She's american. We're in Year 10 at school. My favourite singers are Christina Aguilera and Beyoncé. They're great! I love football, too. My favourite team is Liverpool.

3 What about you? Please write soon and tell me everything!

Love,
Stuart



2 Read the letter again and complete. Use: favourite things, age, country.

Paragraph 1: name, city,

Paragraph 2: best friend, year at school,

A letter to a new pen-pal

Paragraph 3: ask to write back soon

Study skills

Brainstorming

Before you start writing your composition, think about the topic and write down anything that comes to mind about it. After that, you can decide what to include.

4 Portfolio: Write a letter to a new pen-pal. Use the plan from Ex. 2 and some of your ideas from Ex. 3 to help you.

Discuss & Write

3 What about you? Ask and answer.

- 1 How old are you?
- 2 Where exactly are you from?
- 3 What's your best friend's name?
- 4 What year are you in at school?
- 5 What are some of your favourite things? (singer/football team/colour/etc)

COM + EDDY

Eddy, what flies without going anywhere?

I know, Com! A flag!



Curricular Cuts

GEOGRAPHY

1

Listening & Reading

- 1 a. Look at the compass and fill in. Use: *south-east, south-west, north-west, north-east.*

- b. Read and listen to the texts and complete.

Speaking

- 2 Look at the map and ask and answer.

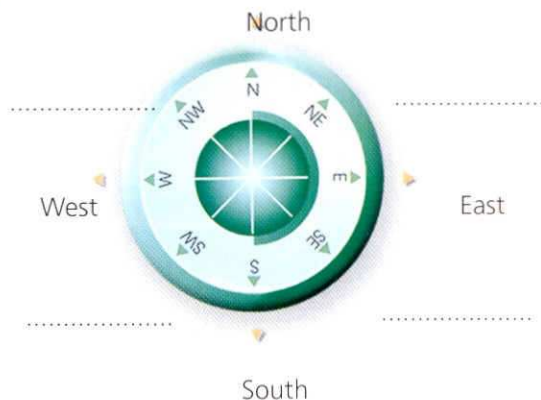
A: *Where's Cardiff?*
 B: *It's in Wales.*
 A: *Where exactly?*
 B: *In the south.*

Writing

- 3 Portfolio: Draw a map of your country with towns and cities. Then, present it to your class.

This is ... The capital is ... It's in the ...

AROUND THE UK!



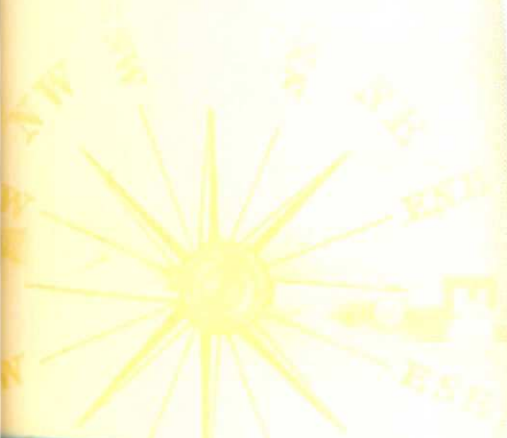
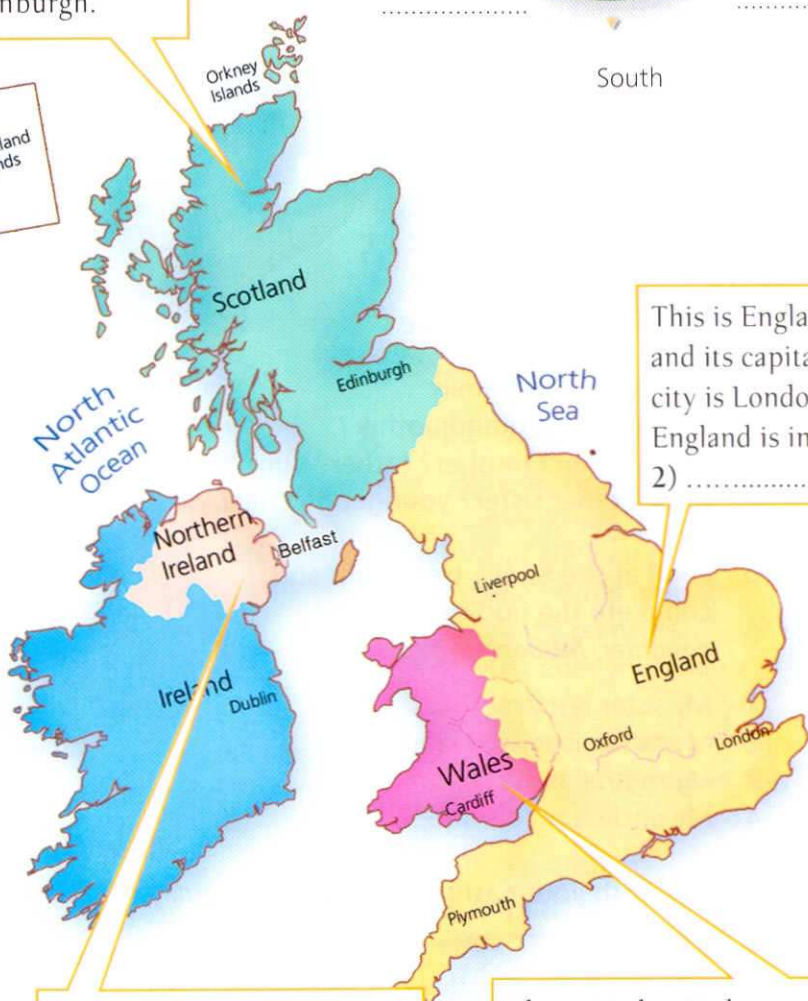
Scotland is in the 1)
 Its capital city is Edinburgh.

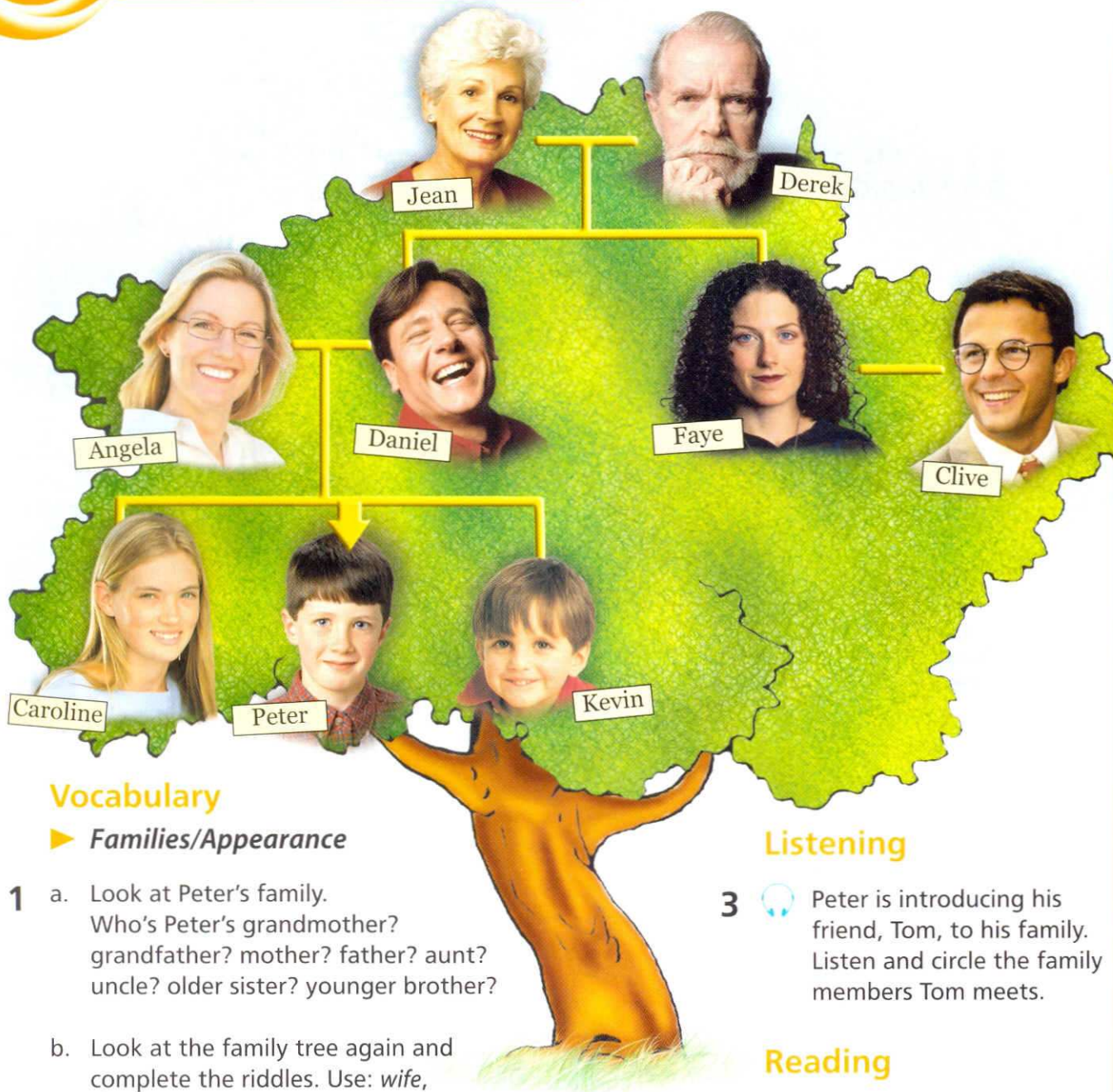


This is England and its capital city is London. England is in the 2)

This is Northern Ireland. Northern Ireland is in the 3)
 Its capital city is Belfast.

This is Wales. Wales is in the 4)
 The capital city of Wales is Cardiff.





Vocabulary

Families/Appearance

- 1 a. Look at Peter's family.
Who's Peter's grandmother?
grandfather? mother? father? aunt?
uncle? older sister? younger brother?

- b. Look at the family tree again and complete the riddles. Use: *wife, daughter, husband* or *son*.

- 1 My sister is my mother's
- 2 My father is my grandfather's
- 3 My mother is my father's
- 4 My uncle is my aunt's

- c. Talk with your partner about Peter's family.

A: *Who's Jean?*

B: *She's Peter's grandmother.*

- 2 Describe Peter's family. Use the words below.

- long dark hair • grey hair • short hair and glasses
- fair hair and blue eyes • a beard and a moustache

Clive has got short hair and glasses.

Listening

- 3 Peter is introducing his friend, Tom, to his family. Listen and circle the family members Tom meets.

Reading

- 4 a. Who's your favourite TV family? Describe them.

My favourite TV family are the Camdens in 'Seventh Heaven'. The Camdens, Eric and Annie, have got seven children. Their names are ...

Study skills

Scanning

Read the task. Read the text quickly and find the information you need. Do not concentrate on the details or any unknown words.

b. Read the article quickly and underline the names of Melissa's mother and father.

A Week on TV FRIDAY

8:30 The Wallace Family

The Wallace Family hit your TV screens this week!
Alison Frayne (Melissa Wallace) tells you all about them.



Hi! I'm Melissa Wallace and I'm a member of the Wallace family. We're from Liverpool, England. But there's lots more ...

First, meet my grandma and grandad, Frank and Rose. They live with us and they both love cooking. That's great news for Mum!



Now, meet my mum! She's called Elizabeth, but most people call her Beth. She's got short hair and a beautiful smile! She loves flowers, chocolate - and my dad, of course!

Here's my dad, Al, with my brother Tony. Dad's great fun! He calls Tony 'Einstein'! Tony is only 8, but he's very clever for his age. He's very cute, too! He's got fair hair and big blue eyes. His favourite animal is ...



Patch!



We call him Patch because he's got black patches on his ears and eyes! Patch and Tony have a lot of fun together.

Watch this week's episode on TV and find out more!!!

5 Listen and read the article again and fill in.

8:30 The Wallace Family

In this week's episode, 1)-year-old Tony and his dog, 2), have got a big problem. Tony asks grandma, 3) for help. Melissa and her 4), Beth, meet a famous singer. Watch and find out who it is!

6 Complete these sentences. Then, make your own sentences.

- That's for mum!
- Most people Beth.
- He's very his age.
- Patch and Tony have together.

7 Say five things you remember about the Wallace Family.

Speaking

8 In pairs, ask and answer.

- Where are you and your family from?
- What are your grandparents called? What are your parents' names?
- What does your mother look like?
- Have you got any brothers or sisters? Are you an only child?

Writing

9 Portfolio: Make your family tree and present it to your class. Include photos/drawings and names.

I'm ... and I'm a member of the ... family. We're from ... First, meet my ...

Vocabulary

► Appearance/Character

1 a. Look and fill in the names.



Ruth Flash

Russ Flash

Rachel Flash

Ray Flash

Name	Ruth Flash	.....	.....	.....
Appearance	<ul style="list-style-type: none"> quite short and pretty long, fair hair blue eyes 	<ul style="list-style-type: none"> tall and handsome dark, wavy hair brown eyes 	<ul style="list-style-type: none"> slim and good-looking straight, fair hair brown eyes 	<ul style="list-style-type: none"> short and a little overweight dark, curly hair brown eyes
Character	<ul style="list-style-type: none"> very kind and friendly 	<ul style="list-style-type: none"> quite serious 	<ul style="list-style-type: none"> very clever 	<ul style="list-style-type: none"> very funny

b. Talk with your partner about the Flash family.

- A: *What does Ruth Flash look like?*
 B: *She's quite short and pretty. She's got long, fair hair and blue eyes.*
 A: *What's she like?*
 B: *She's very kind and friendly.*

2 What does your best friend look like? What's he/she like? Tell the class about him/her.

My best friend's called He/She's

Grammar

► Have Got

Grammar Reference

3 Study the table.

I **have got** fair hair, but I **haven't got** blue eyes. She **has got** a brother, but she **hasn't got** a sister.
 Have you **got** a big family?
 Yes, I **have**./No, I **haven't**.
 Has he **got** a beard? Yes, he **has**./No, he **hasn't**.

4 Read and complete the sentences.

- 1 **Have** you **got** any brothers or sisters?
- 2 She brown eyes.
- 3 Mark a big nose.
- 4 They not a big family.
- 5 She long hair.
- 6 I not blue eyes.

5 Go around the class and find out information about your classmates. Write each classmate's name only once.

Find someone who ...

	Name
1 has got two brothers.
2 has got a father with a beard.
3 has got a pet.
4 has got a mother with fair hair.
5 has got a younger sister.

- A: *John, have you got two brothers?*
 B: *No, I haven't.*
 A: *Susie, have you got two brothers?*
 C: *Yes, I have.*

Reading

- 6 a. Read the title and the introduction. What do you think 'a host family' is?

> THE Host Post <

Face the world

Live with a family abroad!

Are you a student? Do you want to study and learn about another country? Host families from around the world are waiting to welcome you into their homes ...



This week, our reporter Ashley Briar is with the Cordez family in Mexico.

My name is Inez Cordez. I live with my husband, Gustavo, my son Paco and daughter Patty in Veracruz, Mexico.

We've got a house right by the sea – we're very lucky! Paco is twelve and loves football. Patty is eight years old and she's very pretty. She loves school and she's very clever for her age.

We all like swimming very much – and everyone in the family loves my home-made tacos!

We're all very happy with our family life, and we would love to share it with someone!

- b. Read the text and find out ...

- 1 the name of Inez Cordez' husband, son and daughter.
- 2 how old her son and daughter are.
- 3 what they all like doing.
- 4 what their favourite food is.

- c. Listen and read about the Cordez family again and complete the phrases. Then, choose any two and make sentences.

- | | |
|-----------------------|-----------------------|
| 1 right the sea | 3 life |
| 2 tacos | 4 share someone |

Speaking

- 7 **Portfolio:** Work in pairs. **Student A** is Ashley Briar. **Student B** is Inez Cordez. Act out the interview and record it. Use the following:
- your name? your husband's name?
 - any children? their names? age?
 - favourite family activity?
 - favourite food?

Study skills

Identifying key information

Before you listen, read the choices carefully. Listen and match the choices to the people. Be careful: you always hear the extra ones, too.

Listening

- 8 Maria wants to buy some presents for her host family. Listen and match the people to the presents.

People

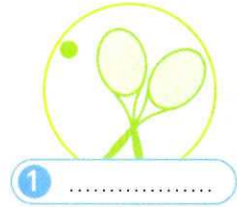
- | | |
|------------------|--------------------------|
| 1 Mr Richardson | <input type="checkbox"/> |
| 2 Mrs Richardson | <input type="checkbox"/> |
| 3 Danny | <input type="checkbox"/> |
| 4 Amanda | <input type="checkbox"/> |

Presents

- | |
|--------------------|
| A cook book |
| B video |
| C computer game |
| D doll |
| E gardening gloves |
| F story book |

Writing

- 9 **Portfolio:** Your family would like to be a host family. Write to 'The Host Post', giving details of you and your family.



1



2



3 play chess



4 cook



5 dive



6



7 play baseball



10



8



11 ride a horse



9



12 surf the Internet

- ride a bike
- play football
- swim
- take photos
- ski
- play tennis



Yes, I can.
Yes, a little./Yes, really well.
Yes, but not very well.



No, I can't.
No, not at all.
No, I'm hopeless.

Vocabulary

▶ Activities

- 1 a. Read and complete.
b. Now, talk with your friend.

A: *Can you play baseball?*
B: *Yes, I can./No, I can't.*

Pronunciation

▶ /ə/, /æ/ and /ɑ:/

- 2 a. Listen and repeat.
 - 1 /ə/ I can dance.
 - 2 /æ/ Can you ski? Yes, I can.
 - 3 /ɑ:/ No, I can't. I can't play tennis.
- b. Say the sentences.
 - 1 I can ski, but I can't dive.
 - 2 Can you cook? No, I can't.
 - 3 Can you ride a bike? Yes, I ... can.

Exploring Grammar

▶ Possessives

Grammar Reference

This is **Laura's** bike. It's **her** bike. The bike is **hers**.

- 3 a. Read the examples above. Which question do they answer?
 - a What is it?
 - b Whose is it?
- b. Complete the list. Use: *theirs, hers, ours, yours*.

my - mine	his - his	its - —	your -
your - yours	her -	our -	their -
- 4 Complete the sentences with the correct form of the words in capital letters.

1 The blue car is	I
2 mother is a teacher.	SHE
3 That book isn't; it's	YOU/HE
4 dog's name is Spotty.	WE
5 This beautiful house is	THEY
6 father is a doctor.	HE
7 Has fish got a name?	YOU
8 Please give that to Jackie, it's	SHE

5 Read and underline.

- 1 Meet my/mine wife, Sue.
- 2 She's got two brothers. Theirs/Their names are Gary and Robert.
- 3 This is my phone. Where is your/yours?
- 4 Is this car Jenny's? No, it isn't hers/her.
- 5 We live in Italy. Ours/Our house is in Rome.

GAME

Give your teacher something that belongs to you. Your teacher hands out the objects around the class. Find out whose object you've got and give it back.

- S1: Excuse me, is this your pen?
 S2: No, it isn't mine. I think it's John's.
 S1: John, is this your pen?
 S3: Yes, it is. Thanks.

Everyday English

▶ Asking for/Offering help

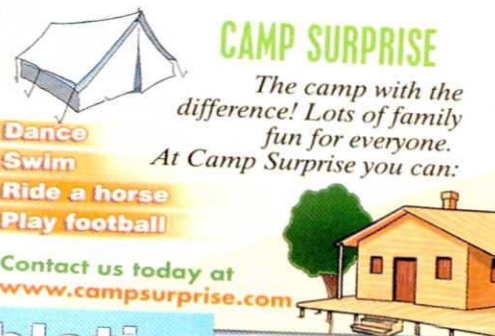
- 6 a. Listen and read the short dialogues. In which dialogue is someone asking for help? offering help?
- 1 A: Good morning, how can I help you?
 B: Oh, hello. I need a card for my mobile phone.
 - 2 A: Can you post these letters for me, please?
 B: Sure, no problem.
- b. Now, act out similar dialogues.
- 1 A: ask how you can help
 B: ask for a film for your camera
 - 2 A: ask your partner to open the door for you
 B: agree to help your partner

Listening & Reading

- 7 a. Look at the ads. Where would you like to go? Which of the activities would you like to do?

- b. Which camp are they talking about? Read and listen and choose.

CAMP SURPRISE
 The camp with the difference! Lots of family fun for everyone.
 At Camp Surprise you can:



Dance
 Swim
 Ride a horse
 Play football

Contact us today at www.campsurprise.com

Camp Athletic
 Dance your way to fitness - we've got great ways to keep the whole family fit and healthy!
 At Camp Athletic you can:



Dance
 Ride a horse
 Ride a bike
 Play volleyball

Lots of fun for the whole family!
 Check out our website www.campathletic.com

- Shirley: Hi, Ben. You look happy.
 Ben: I am! Shirley, I've got some great news!
 Shirley: Oh, what?
 Ben: Well, you want to keep fit. Right?
 Shirley: Yes, definitely.
 Ben: There's this great camp for all the family. We can all keep fit together.
 Shirley: That sounds good. Can you play tennis there?
 Ben: I don't think so. But you can do lots of other things. You can dance or ride a horse, for instance.
 Shirley: Oh, really? The kids love horses.
 Ben: Yes, and I can play volleyball there, too.
 Shirley: Have they got a website?
 Ben: Yes, I've got it here.
 Shirley: Let's get on the Internet and find out more.

c. Read and write Yes or No.

- 1 Shirley wants to keep fit.
- 2 The camp isn't for families.
- 3 The kids don't like horses.

Speaking

- 8 Portfolio: In pairs, act out a similar dialogue to Ex. 7 about the other camp. Record your dialogues.

Writing (a postcard)



Opening Remarks

- Hi ...,
Greetings from ...!
- Hello ...,
Wish you were here!

Closing Remarks

- See you soon.
All my love,
- Take care.
Best wishes,

- 1 The Taylor family are at Camp Active. Read what they say and fill in the postcard.

There's a big swimming pool here!

I can play volleyball and tennis.

I love horses!

Discuss & Write

- 3 What about you? Ask and answer. Imagine you are at a camp ...
- 1 What's the name of the camp?
 - 2 Who are you with at the camp?
 - 3 What can you do there?

Writing

- 4 **Portfolio:** You and your family are at a camp. Send a postcard to a friend telling him/her all about it. Include:
- name of camp
 - what you can do there
 - your friend's address

Dear Rachel,

Here we are at Camp Active. It's fantastic and there are a lot of things to do here!

The camp has got a 1) We can swim all day. We can play 2) and 3) too. We can even ride a 4) !

It's very nice here and we are really enjoying ourselves!

Hope you're OK.

Love,
Jean



Rachel Clark

22, Lake Road

Oxford

OX2 5JT

England

- 2 Read the postcard again and answer the questions.

- 1 Who is the postcard from?
- 2 Who is the postcard to?
- 3 Whose address is on the postcard?
- 4 How does it begin and end?

COM+ EDDY

Eddy, this is my new little sister!



Are you sure? She looks more like your grandad's sister. She hasn't got any hair or teeth!

Culture Clip

Reading

- 1 a. Who's Queen Elizabeth II? What do you know about her and the Royal Family? Listen and read and check your answers.
- b. Read the text again and answer the questions.
- Who's Prince Philip?
 - How many grandchildren has the Queen got?
 - Who are Prince Charles' sons?

Listening

- 2 Listen and choose.
- The speakers are at
 - Windsor Castle.
 - Buckingham Palace.
 - Balmoral Castle.
 - Buckingham Palace has got about
 - 60 rooms.
 - 16 rooms.
 - 600 rooms.
 - The Queen has got over
 - 100 cars.
 - 100 corgis.
 - 100 carriages.

Speaking & Writing

- 3 **Portfolio:** Think of a famous family in your country. Answer the questions, then use your answers to write about them.
- How many people are in the family?
 - What are their names?
 - Where do they live?
 - Have they got any pets?
 - What else do you know about them?



THE BRITISH ROYAL FAMILY



Queen Elizabeth II is the Queen of the United Kingdom. Her husband is called Prince Philip. The Queen has got four children: Anne, Charles, Andrew and Edward and seven grandchildren. Prince Charles has got two sons, Prince William and Prince Harry. They are very handsome! They're both quite tall, with fair hair and blue eyes. They've got a lot of fans!

The Queen has also got four pet corgis. The Queen loves her pets. She takes them with her in her private aeroplane when she visits other countries!

Self-Assessment

MODULE 1

Vocabulary

1 Read and write the missing word.

- 1 Brazil -
- 2 Britain -
- 3 - Chinese
- 4 - French
- 5 - German
- 6 Italy -
- 7 Japan -
- 8 - Mexican

(8 marks)

2 Read and underline the correct word.

- 1 Drop/Contact me an e-mail if you like.
- 2 The Eiffel Tower is a famous capital city/landmark in France.
- 3 My uncle's wife is my grandmother/aunt.
- 4 I like Pam's good-looking/curly hair.
- 5 My brother is my father's daughter/son.
- 6 He's not fat; he's a little overweight/tall.
- 7 I live/meet with my parents.
- 8 Mark is only seven, but he's very lovely/clever for his age.
- 9 Everyone in the family loves my mother's home-made/serious cakes!
- 10 We can start playing tennis. We can keep lucky/fit in this way.

(10 marks)

3 Look, read and choose.



- 1 A cook
B play chess



- 2 A play basketball
B play football



- 3 A ride a horse
B ride a bike



- 4 A surf the Internet
B take photos



- 5 A ski
B dive



- 6 A play tennis
B play baseball

(12 marks)

Grammar

4 Circle the correct item.

- 1 is John? At school.
A Where B What C How
- 2 We from the UK. We're British.
A aren't B is C are
- 3 Is this camera?
A you B your C yours
- 4 is this dictionary?
A Whose B Who C Which
- 5 Come and meet parents.
A Harry's B Harry C Harry is
- 6 is Chris from? Germany.
A Where B What C How
- 7 This house is
A hers B her C she
- 8 How old ?
A he is B are he C is he

(16 marks)

5 Read and answer about yourself.

- 1 Have you got a computer?
.....
- 2 Can you ride a bike?
.....
- 3 Have you got any pets?
.....
- 4 Can you speak French?
.....
- 5 What colour eyes have you got?
.....
- 6 Can you play chess?
.....

(12 marks)


Communication

6 Complete the exchanges.

- a Oh, hello. I need a film for my camera.
 - b Nice to meet you, Jeff.
 - c Not bad. How are you?
- 1 A: Hi, Alan. How are things?
B:
 - 2 A: Good morning. How can I help you?
B:
 - 3 A: Hi! My name's Jeffrey, but please call me Jeff.
B:

(12 marks)

Listening

7  Belinda is talking to her friend Dave about her holiday shopping. Listen and match the country to the items. There are two extra items you do not need.

- | | |
|-----------|--------------|
| 1 France | A chocolates |
| 2 Greece | B radio |
| 3 Spain | C camera |
| 4 Germany | D coffee |
| 5 Turkey | E bag |
| | F cassette |
| | G book |

(10 marks)

Reading & Writing

8 Read this information about a woman who wants to travel around Europe. Fill in the information on the PASSPORT APPLICATION.

Kerry Taylor lives in the UK. She is 22 years old and she's a teacher. She's from a city called Chester in England.

PASSPORT APPLICATION	
First name:	1)
Surname:	2)
Age:	3)
Date of birth:	16/7/1982
Place of birth:	4)
Sex:	Female
Job:	5)

(20 marks)

(Total = 100 marks)

NOW

I can...

- talk about countries and nationalities
- ask for and give personal information
- introduce myself and greet other people
- talk about family members
- describe appearance and character
- talk about abilities
- ask for and offer help
- write short friendly letters/a postcard

... in English!

WHO DO YOU TAKE AFTER?

- Do a survey. Ask ten people in your class and fill in the table. Which eye/hair colour is the most common? How many people take after their mother/father?

Name	Eye colour	Hair colour	Mother's eye colour	Father's eye colour	Mother's hair colour	Father's hair colour
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Songsheet 1

- Read the title. What kind of people do you expect to find in *Dreamland*?

DREAMLAND

- Read the lyrics and try to guess the missing words. Then, listen and check your answers.

The boy I like's from Dreamland
 He looks just like Brad Pitt!
 He's got fair hair and big blue eyes
 And he's tall and very 1)

He's funny and he's friendly
 And he loves to give me flowers
 He can play guitar and sing love songs
 For hours and hours and 2)

The girl I like's from Dreamland
 She looks just like Cameron Diaz
 She's slim and fair, she's got lovely hair,
 Big eyes and such cute 3)

She's sweet and kind and clever
 And she loves to watch TV –
 Her favourite sport is football
 And her favourite guy is 4)



A Way of Life

Module 2 (Units 3 & 4)

► Before you start

- Where are you from?
- Who's your favourite singer?
- Have you got any brothers or sisters?
- What's your best friend like?

► Look at Module 2

- Find the page numbers for pictures 1-4.

► Find the unit and page number(s) for

- | | | |
|----------------------|--------------------------|--------------------------|
| • a song | <input type="checkbox"/> | <input type="checkbox"/> |
| • a timetable | <input type="checkbox"/> | <input type="checkbox"/> |
| • a quiz | <input type="checkbox"/> | <input type="checkbox"/> |
| • classified ads | <input type="checkbox"/> | <input type="checkbox"/> |
| • a magazine article | <input type="checkbox"/> | <input type="checkbox"/> |
| • notices | <input type="checkbox"/> | <input type="checkbox"/> |
| • a fax message | <input type="checkbox"/> | <input type="checkbox"/> |

In this Module you will ...

► listen, read and talk about ...

- a song competition
- school timetables
- Sophia, both a mother and a student
- jobs
- the qualities needed to become a police officer
- Windsor Castle & Queen Mary's Doll's House
- a Home Exchange Programme
- types of houses
- shops and places
- notices in public places

► learn how to ...

- express preferences
- talk about daily routines
- talk about school subjects
- tell the time
- talk about jobs and job preferences
- identify rooms and things in a house
- describe houses
- talk about location
- give directions

► practise ...

- simple present
- adverbs of frequency
- there is/are
- prepositions of place
- plurals

► do a project about ...

- a song competition
- your daily routine
- your dream house

► write ...

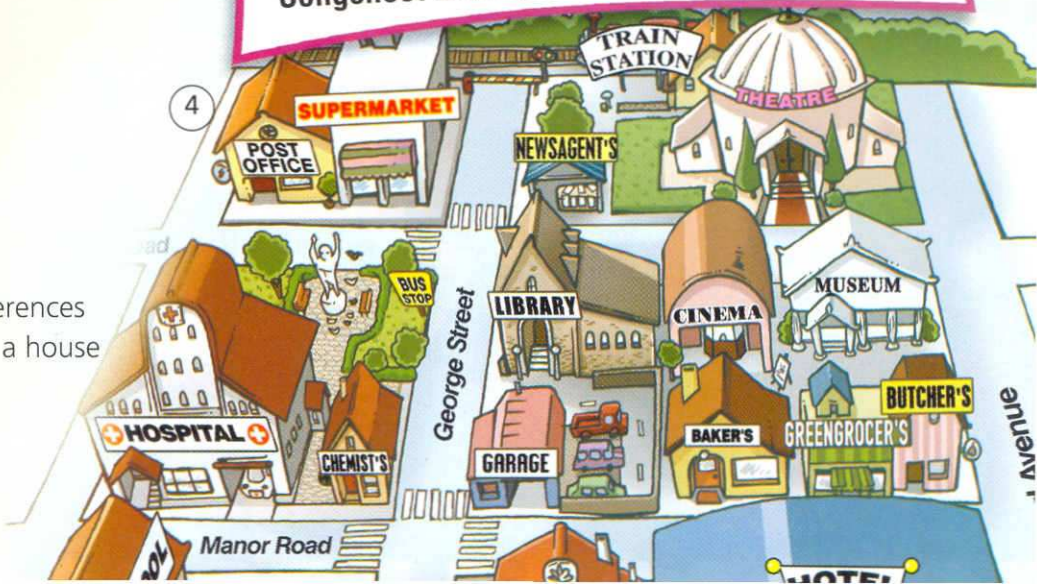
- a job ad
- a home exchange listing
- a fax message



Culture Clip: Home on the range!

Curricular Cuts (Art & Design): In Good Shape!

Across the Curriculum 2: People who help us!
Songsheet 2: A Room of Your Own!



3a

Day by day

Vocabulary

► Everyday life

1 a. The pictures show some of the things we do every day. Complete the phrases with the following verbs:

- go (to) • have • do • read • walk

b. What do you do in the ...

- morning?
- afternoon?
- evening?

A: *What do you do in the morning?*

B: *I have breakfast, then I go to school. What about you?*

2 What do you like (*) doing? What do you love (**) doing? Use the key and say.

- | | | | |
|-----------------------|-------------------------------------|----------------------|--------------------------|
| 1 reading books | <input checked="" type="checkbox"/> | reading comics | <input type="checkbox"/> |
| 2 watching TV | <input type="checkbox"/> | watching videos | <input type="checkbox"/> |
| 3 going to the cinema | <input type="checkbox"/> | going to the theatre | <input type="checkbox"/> |
| 4 playing board games | <input type="checkbox"/> | playing video games | <input type="checkbox"/> |
| 5 swimming in the sea | <input type="checkbox"/> | swimming in a pool | <input type="checkbox"/> |
| 6 going to the gym | <input type="checkbox"/> | going jogging | <input type="checkbox"/> |

1 *I like reading comics, but I love reading books.*

Listening & Reading

3 a. Read the song competition announcement. What is the competition about? What images, sounds, etc come to mind? Tell the class.

Song Competition

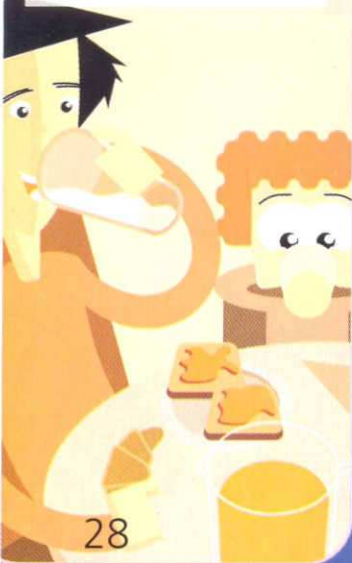
Prizes For the Best Entries for A song about your Perfect Day! We want to know ALL about it. Send in Your song and Try your Luck!

b. Listen to the song. Tick (✓) the words in the list each time you hear them. Don't look at the song lyrics.

- | | | | |
|---------|-------|----------|-------|
| • day | ..... | • every | ..... |
| • sun | ..... | • fly | ..... |
| • birds | ..... | • planet | ..... |

My Day

1 breakfast



2 school



3 a lesson



4 homework



4 a. Read the song and say *every day* or *on a perfect day*.

- | | |
|---|--------------------------|
| 1 I lie in bed and watch
the sun rise. | 3 I watch the birds fly. |
| 2 I get up, then get
dressed. | 4 I don't need to worry. |
| | 5 I rush to the office. |
| | 6 I have breakfast. |

b. Choose a title for the song.

- My Daily Routine
- A World without Worry
- Going to the Office

Speaking

5 Make a list of all the things you do every day and what you would like to do on your perfect day. Then, tell the class.

Every day I get up early and go to school. On my perfect day I would like to go on a picnic in the country.

Writing

6 Write a song for the competition.

My routine from day to day
Is very dull and flat

I, I

What do you think of that?

But on my perfect day, oh boy!

I do the things I want to

I, I

It's different and it's fun too!

No worries, no hurries

On my perfect day

I, I

It's great in every way!

1st Prize

I dream of a day
When there's no need to hurry:
On my perfect day
I don't need to worry –

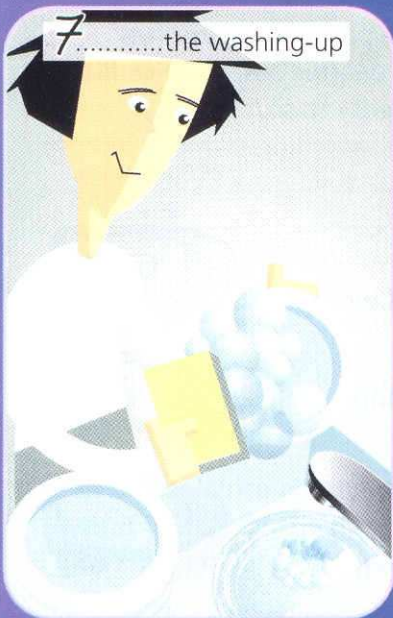
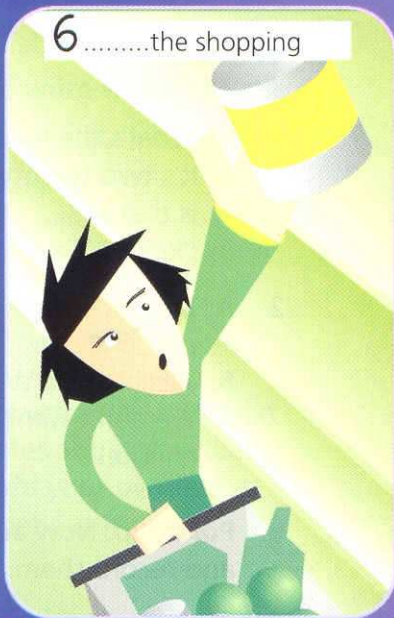
I watch from my bed
As the sun rises high
I sit and I look
At the birds as they fly.

Every day the sun rises
Every day the birds fly
But I don't seem to notice
And I ask myself why.

Is it because of
My daily routine?
Every day the same thing
You know what I mean!

I get up, then get dressed,
Have breakfast and then
I rush to the office –
Again and again!

Why isn't there time
To just look for hours
At the wonderful things
On this planet of ours?





Vocabulary

School Subjects

- Which of these subjects do you do at school? Which one is your favourite?
 - Complete the school timetable by adding the following: Geography (x2), History (x2), French (x1), Art (x1), Music (x1), Science (x3), ICT (x2), Maths (x1), English (x2), PE (x1).



	Monday	Tuesday	Wednesday	Thursday	Friday	
weekdays	9:15	Maths	Science	.....	.....	Maths
	10:05	History	Science	.....	.....	Maths
	11:15	English	Music	.....	.....	.....
	12:05	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
	13:15	ICT	French	.....	.....	.....
	14:05	PE	Art	.....	.....	.....
	15:00	PE	Geography	.....	.....	.....
						weekends Saturday/ Sunday



- Now ask and answer, as in the example.

A: *When do you have Maths?*
 B: *I have Maths on Mondays and Fridays. What about you?*



- Look at the times. Do you tell the time in the same way in your language?



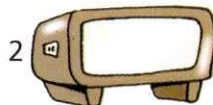
5:05 = five past five/five oh five
 5:15 = (a) quarter past five/five fifteen
 5:40 = twenty to six/five forty

Listening

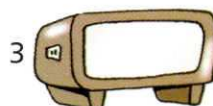
- Listen and write the times.



- Now, ask and answer.



- A: *What time is it?*
 B: *It's half past six/six thirty.*



Everyday English

Telling the time

- Listen and circle. Then, read out the dialogues.

1 A: What's the time, Jerry?
 B: It's two twenty/twenty to two.
 A: Is that all?
 B: I know! Time is going so slowly today!

2 A: Look at the time! It's five/twenty-five past one!
 B: Take it easy! We've got plenty of time.
 A: We don't want to leave it till the last minute!

- Portfolio:** Now act out similar dialogues and record them.

Reading

- 5 a. Look at the title and the picture. What do you think the text is about? Listen and read and check your answers.

Housework & Homework



Every morning, Sophia Edwards gets up, gets dressed and goes to college.

Nothing unusual about that, except that Sophia and her daughter Lina are in the same class! They both study French and History at Chester College. Lina thinks it's great that her mum is one of her classmates. "My mum helps me with my homework, but I have to help her with the housework, too! In the evening, we usually do our homework together, then she cooks dinner and I do the washing-up." Sophia loves being a student again after so many years. "I think homework is better than housework any day!" she says.

- b. Read again and write True *T* or False *F*.
- Sophia is a college student.
 - Sophia studies English.
 - Sophia helps Lina with her homework.

Speaking

- 6 You are Sophia Edwards. Read the text again and keep notes about your daily routine. You can add your own ideas. Then, tell the class about it.

Exploring Grammar

► Present Simple (Affirmative)

Grammar Reference

I study hard every day.
He meets his friends on Saturdays.

- 7 a. Read the sentences above and choose. We use the *Present Simple* to talk about daily routines. True/False
- b. Read the text again and underline all the *Present Simple* verb forms. Which verb forms are in the third person singular?
- 8 Complete the sentences.
- Tom and Meg (go) jogging on Saturdays.
 - My grandfather (live) in a village.
 - Jonathan (brush) his teeth every morning.
 - Mark (listen) to music every evening.
 - Lucy (do) her homework every afternoon.
 - Anna (teach) Maths at St. James School.

Pronunciation

► /s/, /z/ and /iz/

- 9 Listen and tick (✓). Then, listen again and repeat.

	/s/	/z/	/iz/
writes	✓		
goes			
matches			
loves			
eats			
tidies			

Writing

- 10 Portfolio: Write about your daily routine (what you do in the morning/afternoon/evening).

Careers day



pilot



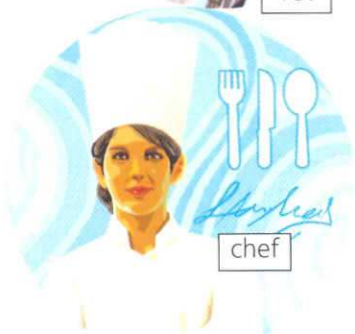
reporter



police officer



vet



chef



doctor

- 1 He works at a hospital. He usually wears a white coat. He likes helping sick people. He's a
- 2 He usually works outdoors. He wears a uniform. He protects people. He's a
- 3 She reports the news. She works for a TV station or a newspaper. She likes writing. She's a
- 4 He travels all over the world. He flies aeroplanes. He's a
- 5 She works in a restaurant. She likes cooking. She's a
- 6 He takes care of sick animals. He's a

Vocabulary

► Jobs

- 1 a. Read the sentences and write the jobs.
b. What do you want to be? Ask and answer.
A: *What do you want to be?*
B: *A pilot.*
A: *A pilot? Why?*
B: *Because I want to travel. Or Because I like travelling.*

GAME

Think of a job and write it down on a piece of paper. The rest of the class try to guess which job it is.

Leader: *(thinks of a police officer)*
Team A S1: *Do you work in an office?*
Leader: *No, I don't.*
Team B S1: *Do you wear a uniform?*
Leader: *Yes, I do. etc*

Exploring Grammar

► Present Simple

(Interrogative/Negative)



Grammar Reference

Interrogative	Short Answers
Does he play tennis?	Yes, he does./No, he doesn't.
Negative	
We do not (don't) walk to school every day.	

- 2 Study the table and complete the sentences.
We form the *interrogative* and *negative* sentences with and
- 3 Read and choose.
 - 1 A Do Stan like travelling?
B Does Stan like travelling?
 - 2 A Mandy doesn't like working long hours.
B Mandy don't like working long hours.
 - 3 A Do mechanics work 9 to 5?
B Does mechanics work 9 to 5?
 - 4 Do you like working with animals?
A Yes, I like. B Yes, I do.

Reading

4 Do the quiz.

quiz

WOULD YOU BE
A GOOD POLICE OFFICER?

- A police officer hardly ever works from 9 to 5.
A I can do that. B That's impossible for me.
- A police officer sometimes works at night.
A Good, I don't like mornings.
B Sorry, I have to sleep at night.
- A police officer works outside.
A Great! B Oh, no!
- A police officer usually wears a uniform.
A Cool! B No way!
- A police officer sometimes works with animals (e.g. dogs or horses).
A That's wonderful! B Yuk!
- A police officer's job is sometimes dangerous.
A Danger is my middle name.
B Mmm, I'm not sure I like that.
- Nowadays, a police officer often uses a computer.
A Great! I love computers.
B Sorry, I hate computers and computers hate me!
- A police officer always works with people.
A Good. I like people. B What, always?

Score

Mostly A: Great! The police force needs people like you.
Mostly B: Are you sure you want to be a police officer?
Think again!

Exploring Grammar

► Adverbs of Frequency



Grammar Reference

A pilot **always** wears a uniform at work.
A police officer **usually** works long hours.
A reporter **often** travels abroad.
A pilot's job is **sometimes** dangerous.
A chef **never** takes work home.

- 5 a. Read the sentences above and underline the correct words.

We use *adverbs of frequency* before/after the main verb and before/after auxiliary verbs.

- b. Underline the adverbs of frequency in the quiz.

- 6 Put the words in the correct order.

- Peter/breakfast/has/8 o'clock/at/in the morning/always.
- go/Does/usually/shopping/your mother/Saturdays/on?
- never/to school/go/at the weekend/We.
- plays/sometimes/basketball/me/with/He.
- I/often/go/the cinema/to/don't.

Listening

- 7 a. Read the first four sentences of the dialogue. What do you think the dialogue is about? Listen and check.

Mr Ruthers: Good morning. Simon, is it?

Simon: Yes, sir. Simon Talbot. Class 10C.

Mr Ruthers: Fine. Right then, Simon. Which jobs are you interested in?

Simon: I'd like to be a police officer, sir.

Mr Ruthers: A police officer? Well, I've got your marks and they are very good, especially in English and ICT.

Simon: Yes, sir. And I'm really good at sports, too. I love PE.

Mr Ruthers: Well, police officers need to be fit.

Simon: I'd like some more information.

Mr Ruthers: OK. Here's something for you to read. I can answer any questions you've got when I see you next.

Simon: Thank you for your help, sir.

- b. Read the dialogue again and answer.

- Which job is Simon interested in?
- Which subjects is he good at?

Study skills

Acting out

When we act out a dialogue, we should think of the place we are in and how the speaker feels. We should also use gestures, expressions, etc.

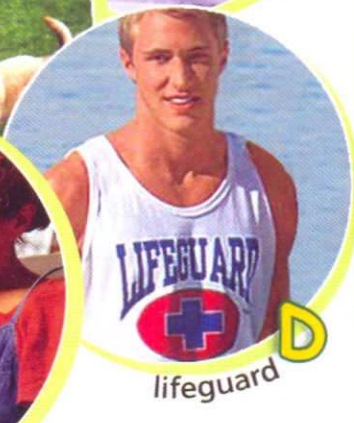
Speaking

- 8 **Portfolio:** Work in pairs. Imagine you are a careers teacher and a student. Act out a similar dialogue to Ex. 7a. Record your dialogue.

Writing (job ads)

1 These people are looking for a job. The following sentences are taken from their 'job wanted' ads. Can you match the sentences to the jobs? Some sentences can go with more than one job.

- 1 I like cooking. C
- 2 I'm a good swimmer and diver.
- 3 I know the area very well.
- 4 I love children.
- 5 I like helping people.
- 6 I'm fit and strong.
- 7 I can ride a motorbike.
- 8 I like working outdoors.
- 9 I love animals.
- 10 I like walking.
- 11 I'm good at reading stories.



2 Read the following advertisements and fill in the job.

Do you need a?

I'm a 19-year-old student and I live in Peckham, South London. I love children and I'm good at reading stories, cooking and sport. I can work every evening and Saturday nights. Please contact Susan Davies on 2083722846.

Wanted: holiday job as a

I'm 21 and I live in the Brighton area. I can swim and dive really well and I'm good at helping people. I don't mind working weekends.

Please phone John Lomas: 0870 702 3458.

Discuss & Write

3 Read the rubric and tick (✓) the relevant information you need to include in a 'job wanted' ad.

You need some extra money. You want to work as a pizza delivery boy/girl or a dog-walker. Write your ad.

- kind of job
- age
- date I was born
- area I live in
- things I'm good at
- what kind of food I like
- my favourite colour
- days and hours I can work
- name
- my parents' names
- phone number

4 **Portfolio:** Use the information from Ex. 3 to write your ad. You can use the ads in Ex. 2 as models.

COM+ EDDY

Are you good at Maths?

What do you mean?

Yes and no.

Yes, I'm no good at Maths.

Culture Clip

Reading

- 1 What do you know about cowboys? Look at the picture and label it. Use: *cattle, lasso, spurs, Stetson*.

- 2 Read the article and choose a heading (A-D) for each paragraph (1-3). There is one extra heading .

- A Time out
B Life in the camps
C Cowboys and their music
D A cowboy's routine

Listening & Speaking

- 3 a. Listen and read the article again and make notes under the following headings. Then, talk about cowboys.

- where they live
- how they spend the day
- what they do in the evening
- what they do in their free time

- b. Think of a typical job in your country. Use the headings from 3a to talk about it.

Home on the range!

Cowboys, with their Stetsons and spurs, are familiar figures on TV. But what's a cowboy's life really like?

1

Cowboys spend most of their time outdoors, usually travelling from camp to camp. The camps are very basic – they don't have electricity or hot water, so the life of a cowboy is not a comfortable one.

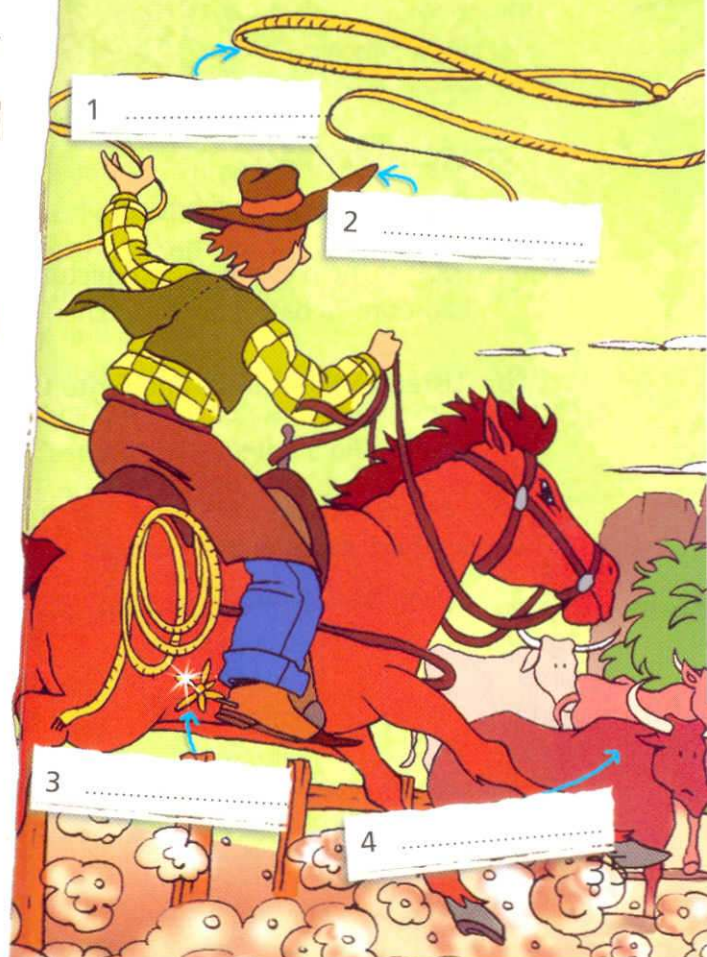
2

A cowboy's day always begins very early in the morning: They get up, eat a big breakfast and get ready for the long day ahead. They spend the day looking after the cattle. After a hard day's work, they often relax around a campfire in the evening, singing songs and telling stories.

3

In their free time, there's nothing a cowboy likes more than a rodeo! At the rodeos they can show their skill with a lasso and win a lot of money riding the wild bulls and horses!

A cowboy's life isn't easy but no one can say that it isn't exciting. Most cowboys agree that they would never want to do anything else!



4a

Fit for a Queen!



Vocabulary

► Rooms/Things in a house

1 a. Look at the pictures. Which picture shows: a bedroom? a bathroom? a kitchen? a living room?

b. Listen to the sounds and write the rooms.

1 *bedroom* 2 3 4

2 Look at the pictures again and match them to the words below. Then, describe the rooms.

fridge:	5	cupboards:	.....	bed:	.....
towels:	.....	cushions:	.....	fireplace:	.....
sink:	.....	lamp:	.....	sofa:	.....
curtains:	.....	coffee table:	.....	armchair:	.....
cooker:	.....	pillows:	.....	
bedside table:	.....	bath:	.....	

Listening

3 Listen and complete.

Windsor Castle

Size: 1) acres


In the State Apartments you can see:
2) by Rembrandt and Rubens.

From 3) to March, visitors can also look around George IV's private apartments.

Do visit Queen Mary's Doll's 4), the most famous doll's house in the world.

The Castle is open until 5)

Reading

- 4  Look at the title and the picture. In pairs, read the words below and guess what the text is about. Then, listen and read and check your answers.

- house • doll • castle
- queen

Study skills

Understanding new words through context

You can understand what a word means by reading the rest of the sentence/phrase. The words you already know can often give you clues as to what the unknown word means.

- 5 Read the text again and find ...
- 1 two things in paragraph 1 that we can use to get from one floor to another.
 - 2 the opposite of the word 'hot' in paragraph 2.
 - 3 another word in paragraph 2 that means 'small'.
 - 4 a word in paragraph 3 that means more or less the same as 'lovely'.

- 6 What do you think of Queen Mary's Doll's House? Read the text again and underline the things that you find amazing. Then, tell the class.

It's got forty rooms. That's amazing!

Speaking

- 7 In pairs, talk about your home.
- Do you live in a house or a flat?
 - How many rooms are there?
 - Have you got a garden or a garage?
 - Have you got your own room? What's in it?

A Dream House!



By John Dylan

This magnificent house has got everything! There are more than forty rooms, including five bathrooms and garages for five cars. It has also got two lifts and two staircases. A dream house? Yes, but there's one small problem. This is Queen Mary's Doll's House, so there aren't any people in it!

Everything in the house is tiny, but the amazing thing is that it all works. For example, there is hot and cold water in the bathrooms and the books have got real stories in them. The house has even got electricity and the lifts can go up and down!

Queen Mary's Doll's House is eighty years old. You can see it in Windsor Castle, near London. Many people visit the Castle just to see the Doll's House! It is one of the most beautiful houses in Britain – what a pity nobody lives in it!

Writing

- 8 **Portfolio:** Write a paragraph about your house. Include: location, number of rooms & some furniture, something special about it.

4b

Home exchange



A



B



C

Vocabulary

Houses/Interiors

- 1 a. Look at the pictures of different homes. Which is a flat, a cottage or a villa?
 - b. Read the sentences and underline the correct words.

- 1 Flats are usually in busy/quiet areas.
 - 2 Cottages are usually modern/traditional.
 - 3 Villas are usually cheap/expensive.
 - 4 Cottages usually have small/spacious rooms.
 - 5 Villas are usually attractive/unattractive.
- c. Describe the homes above. Use the adjectives from Ex. 1b.

A: *This is a villa. It's in a ... area and it's very It looks expensive and probably has ... rooms. It's a very attractive house.*

Listening

- 2 Listen to Phil and Pat talking about different houses. Where does each person live?

- | | |
|----------|-------------|
| A Stuart | C Ray & Liz |
| B Emma | D Ben |

- | | | | |
|------------------|--------------------------|-------|--------------------------|
| Studio apartment | <input type="checkbox"/> | Villa | <input type="checkbox"/> |
| Cottage | <input type="checkbox"/> | Flat | <input type="checkbox"/> |

Reading

- 3 a. What's a Home Exchange? Would you like to stay in someone else's house when you are on holiday?



Home Connection International

The best Home Exchange Organisation in the World!

- Over 10,000 members exchange homes every year through Home Connection International.

Members: Rosa & Pedro Aguilera
Country: Spain
Town/City: Malaga

We've got an attractive villa near Malaga, Spain. We live in a quiet area, but we're only twenty minutes away from the busy tourist centre and the beach. There is a spacious living room, a large fully fitted kitchen, four bedrooms and two bathrooms. There is also large garden with a swimming pool. We'd like to exchange for three-bedroom flat in Barcelona for the winter months.

- b. Listen and read the text and complete the sentences

- 1 The villa is in a area.
- 2 It's only minutes away from the beach.
- 3 There is a garden and rooms.

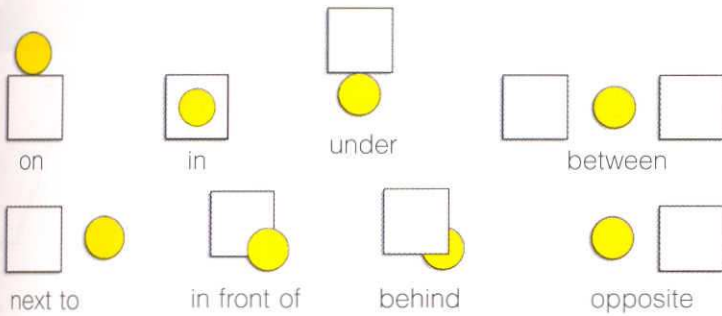
Speaking

- 4 **Student A:** You work for *Home Connection International*. Read the text again and write down the questions you want to ask Rosa and Pedro Aguilera (e.g. name, country, town, etc.). **Students B and C:** You are Rosa and Pedro Aguilera. Read the text again and be ready to answer Student A's questions.

Exploring Grammar

► Prepositions of place

Grammar Reference



- 5 a. Look at the picture of the studio apartment. What colour is the floor? What is there on the wall? How many windows are there?



- b. What's the best place for the objects? Draw lines and talk with your partner.

A: Is there a wardrobe in your studio apartment?
 B: Yes, there is.

A: Where exactly?
 B: Next to the mirror.

GAME

Hide a CD somewhere in the studio apartment. The rest of the class try to guess where it is.

Team A S1: Is it on the fridge? Team B S1: Is it under the table?
 Leader: No, it isn't. Leader: Yes, it is.

► Plurals

Grammar Reference

There is a cup in the cupboard.
 There are some cups in the sink.
 Are there any knives on the table?
 Yes, there are./No, there aren't.

- 6 Read the examples above and write the words in plural.

cup -
 glass - glasses
 knife -

- 7 Katy is having a house-warming party for six people tonight. Here's what's already on her table.

1 plate = 4 4 fork = 0
 2 glass = 0 5 cup = 1
 3 knife = 2 6 spoon = 1

- What else does Katy need? Read and say.

1 There are four plates. She needs two more plates.
 2 There aren't any glasses. She needs six glasses.

Pronunciation

► /əʊ/ and /oʊ/

- 8 Listen and tick (✓). Then, listen and repeat.

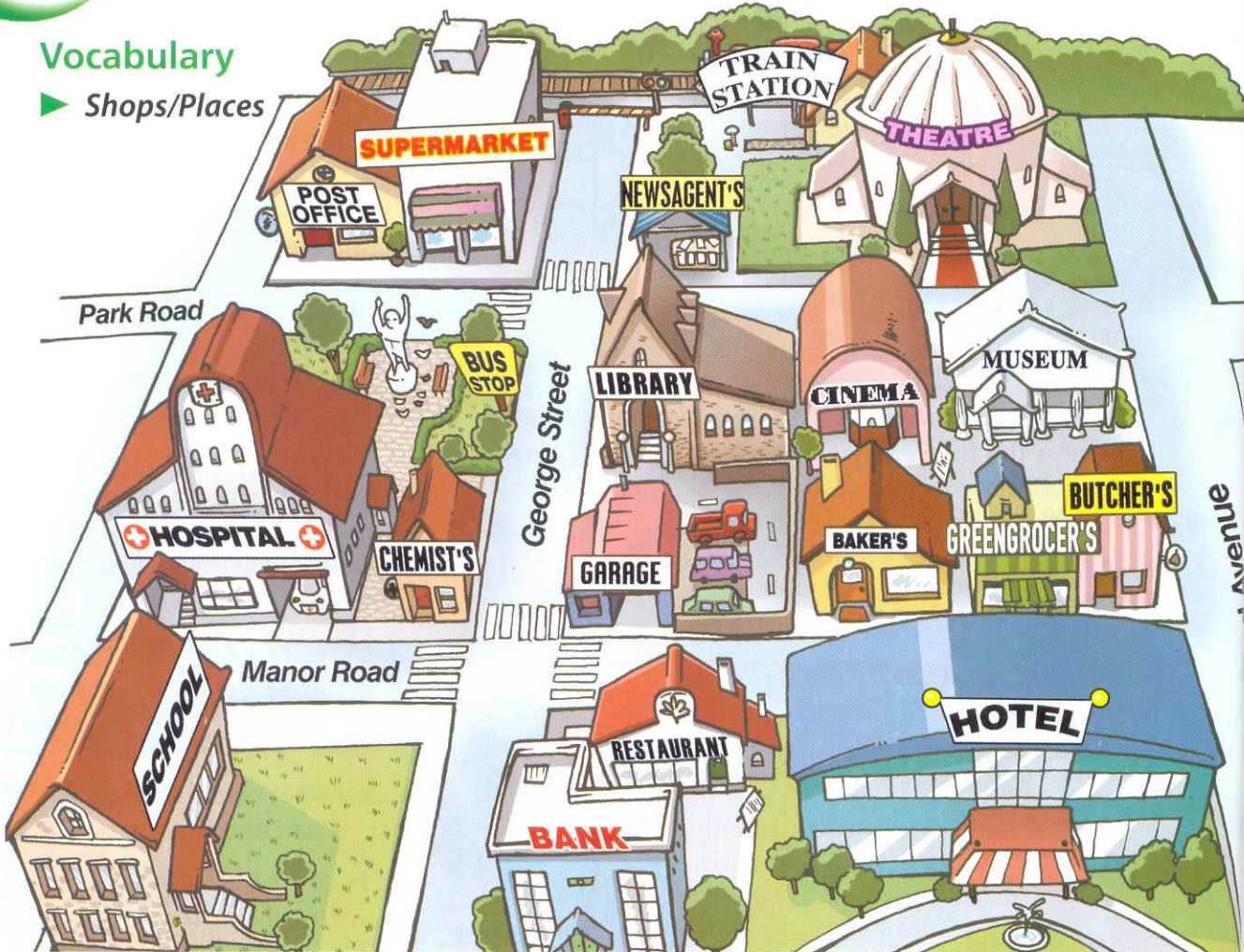
	/əʊ/	/oʊ/
towel	✓	
sofa		✓
house		
go		
town		

Writing

- 9 Portfolio: You want to exchange your house for a month in the summer. Send a description of your house to Home Connection International.

Vocabulary

► Shops/Places



1 In pairs, look at the shops and the places on the map. Do you know what they are? You can use your dictionaries to help you. Are there any words similar in your language?

Reading

2 Look at the places on the map. Where can you see these notices? Read and choose.

1



- A in a butcher's
- B in a newsagent's
- C in a restaurant

2



- A at a chemist's
- B at a post office
- C at a museum

3



- A in a chemist's
- B in a greengrocer's
- C in a garage

4



- A in a butcher's
- B in a park
- C in a bank

5



- A at a train station
- B in a baker's
- C in a restaurant

6



- A in a library
- B in a park
- C at a supermarket

- 3 Look at the map and answer the questions.
- 1 You are at the theatre. Do you **turn left** or **right** to get to the supermarket?
 - 2 You are at the bank. Do you **take the first turning on your left** or **right** to get to the baker's?
 - 3 You are at the chemist's. Do you **go along** *Manor Road* or *Park Road* to get to the restaurant?
 - 4 You are outside the hospital. What's **opposite** you?

Everyday English

▶ Giving directions

Asking for directions

Is there a ... near here?
 How do I get to the ... from here?
 Can you tell me the way to the ...?

Giving directions

Walk along .../Walk past ...
 Take the first/second turning on the left/right
 Turn left/right into ...
 It's on the corner of ... and ...
 It's on your left/right.

- 4 a. Read and complete the dialogue. Then, listen and check your answers.
- A: Excuse me, is there a bank?
- B: Yes, there's one on George Street.
- A: How to George Street from here?
- B: Go along Park Road and take the first turning on your right.
- A: Thanks a lot.
- B: The bank's on the, opposite the school. You can't miss it!

- b. **Portfolio:** You are at the bus stop. In pairs, use the prompts and the useful language to act out similar exchanges. Record your dialogues.
- baker's • post office

Listening

- 5 a. Look at the picture and read the sentences below. What do you think the dialogue is about? Listen and check your answers.
- Oh, my back is killing me!
 - Home sweet home.
 - The only thing is, it's a bit expensive around here.
- b. Read the dialogue and underline the reasons that Andy and Donna like their new house.



Andy: Oh, my back is killing me!
Donna: Don't worry, it's the last box. We're finally in our new home!
Andy: Thank goodness! Home sweet home.
Donna: Oh, Andy! I love this house! It's much better than our old one.
Andy: Yes, it's great. It's in a nice neighbourhood, too.
Donna: And it's perfect for the kids. There's a park right opposite us and the school's just down the road.
Andy: The only thing is, it's a bit expensive around here.
Donna: Hmm, I know, but it's worth it. We've got a pretty good lifestyle here. We're very lucky.
Andy: Let's celebrate ... put the kettle on Donna, it's time for tea!

- c. Look at Ex. 5a. Say what the other speaker says.

Speaking

- 6 Your friend wants to move into your neighbourhood. Answer his/her questions: What kind of shops are there? Are there any parks/schools? Is it an expensive or a cheap area?

4d

Getting there!

Writing (a fax message)

- 1 Read the fax message. Which is Monica's new house: a, b, c or d?

To: Simon Miles
 From: Monica Adams
 Fax Number: 567 892 3453

Simon,

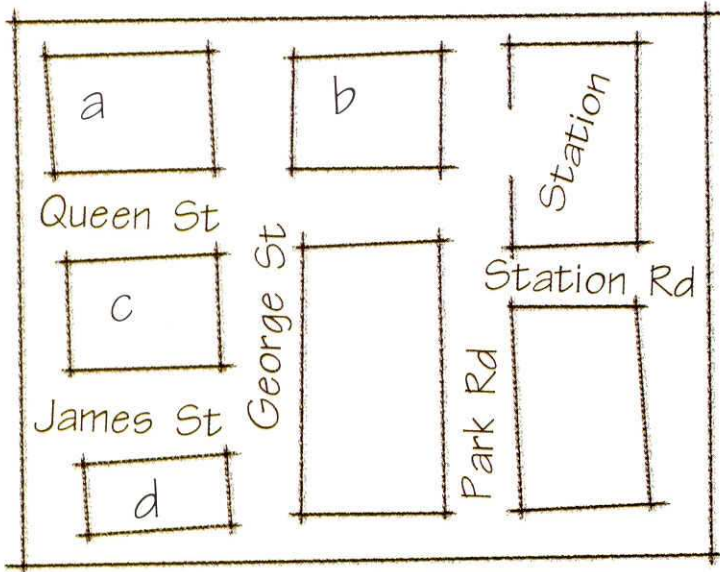
I'm so pleased you can come on Sunday. Here are the directions to my new house.

Come out of the station and turn left. Walk along Park Road and take the first turning on your right into Queen Street. Turn left again into George Street. Then, walk along George Street and take the first turning on your right into James Street. My house is on the left, opposite the cinema.

Don't get lost! Just phone me if there's a problem.

See you soon.

Monica

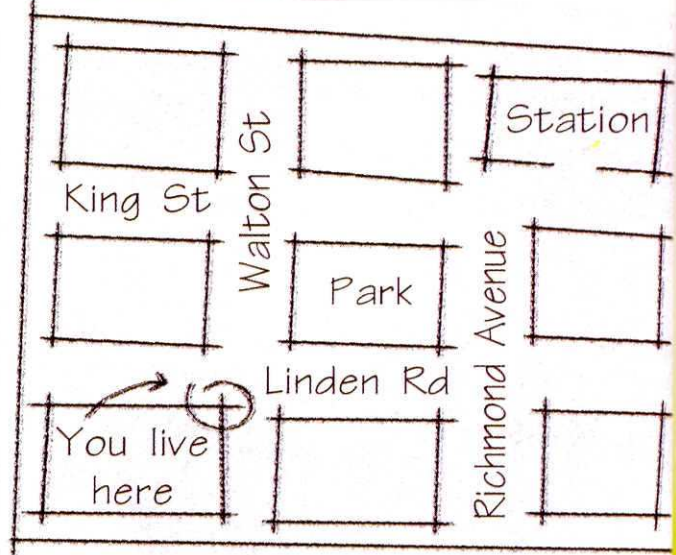


- 2 Read the fax message again and put the headings in the right order.

- a closing remarks
- b directions
- c reason for sending the fax
- d map of the area

Discuss & Write

- 3 Look at the map. In pairs, find two ways to get to your house from the station. Then, tell the class.



Study skills

Plans, Diagrams

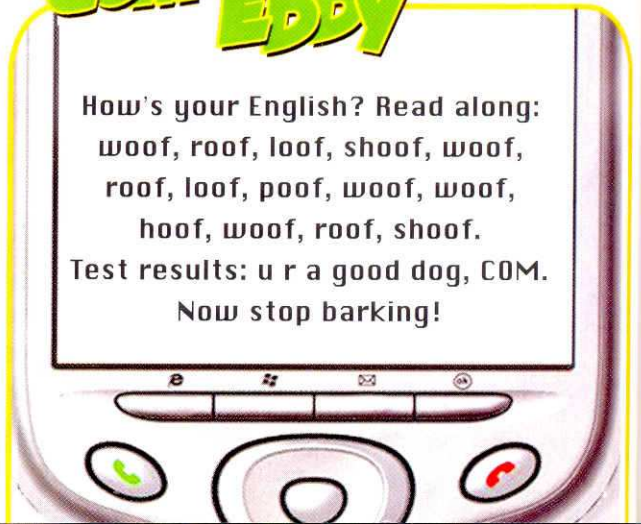
When giving directions, it is a good idea to draw a plan, a diagram, a map, etc before we start writing. In this way we can write about what we can see.

- 4 A friend is coming to see you on Saturday. Send him/her a fax message telling him/her how to get to your house from the station. You can use the map above or your own. Include: directions, map of the area.

COM+ EDDY

How's your English? Read along:
 woof, roof, loof, shoof, woof,
 roof, loof, poof, woof, woof,
 hoof, woof, roof, shoof.

Test results: u r a good dog, COM.
 Now stop barking!



Reading

- 1 Look at the pictures. Which building is a: *café*, *petrol station*, *chemist's*, a *basket company*?
- 2 Read and name three things you can do to a building to attract customers.

In Good Shape!

One way to attract customers is to build a shop that makes people look twice!

Some buildings have got bright colours, others have got strange shapes or funny signs. These buildings in the USA can put a smile on most people's faces. Which is your favourite?

- 3 **Portfolio:** Think of something you would like to sell. Design a building to attract customers.

A



B



C



D



Self-Assessment

MODULE ②

Vocabulary

1 Use the words below to complete the sentences.

- reporter • walk • library • pilot
- newsagent's • do • museum • bank
- shelf • busy

- 1 I the dog every afternoon.
- 2 I never have any time during the week to the shopping.
- 3 Every morning, Jack stops at the to buy the paper.
- 4 I would like to buy a, please. I need one for all my books.
- 5 Steve wants to be a so he can fly all over the world.
- 6 I go to the every Saturday. I love looking at Picasso's work.
- 7 My street is very I can't sleep at night.
- 8 Can you tell me where the is? I want to get a book to read.
- 9 My aunt is a She works for the BBC and she's on TV every night.
- 10 I have no money left! What time does the close?

(20 marks)

2 Choose the correct item.

- 1 Janet is a nurse and works at St. Mary's
A hospital B hotel
C post office
- 2 There is a double in the kitchen.
A coffee table B bed C sink
- 3 My dad is a teacher. He works in a
A theatre B garage
C school
- 4 Can you get me a kilo of meat and some sausages at the ?
A butcher's B chemist's
C baker's

5 There are two bed-side tables and a in the bedroom.

- A dressing table B sofa
C microwave

6 We eat at the Chinese in Maple Street every month.

- A supermarket B greengrocer's
C restaurant

(12 marks)

Grammar

3 Put the words in the correct order.

- 1 History/10:30/at/I/on/have/always/
Mondays
.....
- 2 usually/What/weekends/do/the/at/do/you
..... ?
- 3 homework/night/never/does/Diane/at/her
.....
- 4 long/She/hours/doesn't/often/work
.....
- 5 park/rarely/Mary/the/in/jogging/goes
.....

(10 marks)

4 Circle the correct word.

- 1 Gary **doesn't/don't** want to work long hours.
- 2 There is a swimming pool **next/behind** the house.
- 3 Do you like **travel/travelling** to different countries?
- 4 There are five **plate/plates** on the table. We need one more.
- 5 **Are there/Is there** a bedroom and a bathroom upstairs?
- 6 Does he work in a restaurant? Yes, he **works/does**.
- 7 There are four **knives/knives** on the table.
- 8 The train station is **opposite/between** the baker's.
- 9 These **glass/glasses** in the sink are dirty.
- 10 Mary doesn't eat **fish/fishes**.

(20 marks)

Communication

5 Use the words/phrases to complete the dialogues.

- Can you tell me
- Take the first turning
- between

A: Excuse me! 1)
the way to the train station?

B: Of course. 2)
on the left. It's 3)
the hotel and the restaurant on Kent Road.

A: Thanks a lot!

- o'clock
- What time
- Half past
- noon

A: 4) do you get up Philip?

B: 5) seven.

A: And do you have a lunch break at
6) ?

B: Actually, around one 7)

A: Let's have lunch then!

(14 marks)

Listening

6 You are going to hear four conversations. For questions 1-4, put a tick (✓) under the correct answer.

1 What time can Susie go to the cinema?



A

B

C

2 Which house does the woman want?



A

B

C

3 What subject does Kelly have now?



A

B

C

4 What does Peter want to be?



A

B

C

(12 marks)

Reading & Writing

7 Read and complete the job ad. Write ONE word for each space.

I'm 1) 19 year-old-student and I
2) in the central London area. I
know the down town area really 3) I
4) ride a motorbike and I'm good
5) working with people. I can
work evenings and I don't 6)
working weekends.

Please phone Steven Edwards: 207495 3101

(12 marks)

(Total = 100 marks)

NOW I can...

- talk about daily routine
- talk about school subjects and timetables
- tell the time
- talk about jobs
- describe houses, rooms and things in them
- talk about location
- write job ads/fax messages

... in English!

FIREFIGHTERS: People who help us

Fighting fires is just one part of a firefighter's daily routine. Firefighters also educate people on fire safety. They give talks and demonstrations to groups in the community. Firefighters also respond to emergency calls. This involves rescuing people and animals from dangerous situations.




Firefighters need to:

- ... follow instructions.
- ... be very fit.
- ... react quickly.
- ... work in a team.
- ... keep calm in dangerous situations.
- ... be brave.

- 1 What do firefighters do? Read and say. Which of the qualities is most important to you? Rank them in order of importance by writing a number (1-6) before them.
- 2 Can you think of any other people who help our community? Choose two and write their qualities.

Songsheet 2

- 1  Listen and name six things the singer can do in her room.

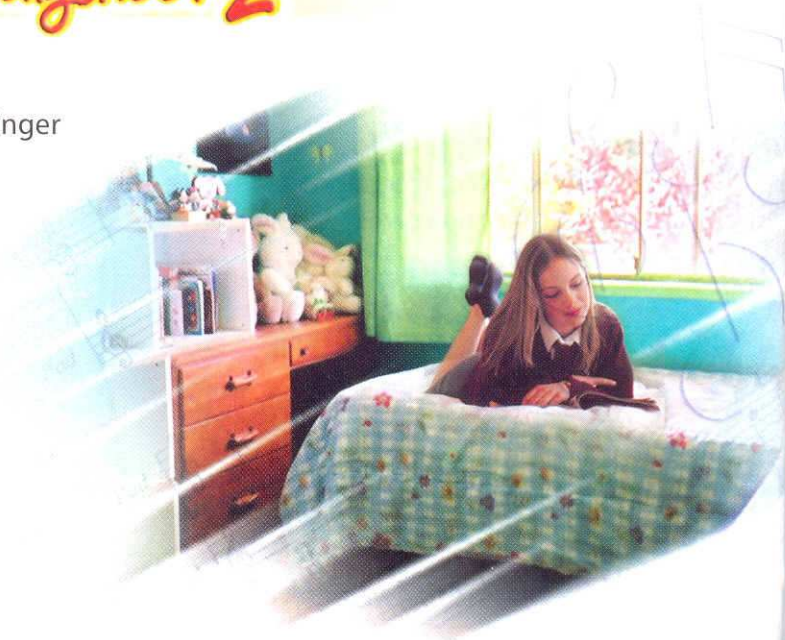
A room of your OWN

*Your room is your castle
Your palace, your space
There's nowhere quite like it
There's no other place!*

*There's nothing quite like
A room of your own
You can talk with your friends
Or sit there alone!*

*You can lie in your bed
And read all day long
Or put on some music
And sing a nice song!*

*When it's time to relax
Or study, or chat
Your room is the best place
To do all of that!*



- 2 What kinds of things do you do in your room? Talk with your friend.
- 3 Explain these sayings. Are there similar sayings in your language?
 - An Englishman's home is his castle.
 - There's no place like home.
 - Home is where the heart is.

Eat, Drink and Enjoy!

Module 3 (Units 5 & 6)

► Before you start

- What do you usually do at the weekend?
- What do you want to be? Why?
- What's in your room?
- What kind of shops are in your neighbourhood?

► Look at Module 3

- Find the page numbers for pictures 1-4.

► Find the unit and page number(s) for

- menus
- a magazine article
- a recipe
- a song
- a cartoon strip
- a letter

In this Module you will ...

► listen, read and talk about ...

- star signs and food
- food containers and utensils
- Simon and Paula preparing their shopping list
- preparing food
- weather and seasons
- how the weather affects our feelings
- the weather in England
- seasonal activities
- The Bancroft Arnesen Expedition
- clothes

► learn how to ...

- express food preferences
- order food
- give advice on cooking
- give cooking instructions
- talk about the weather and how it makes us feel
- describe actions happening at the time of speaking
- talk about activities
- talk about clothes
- compare things



► practise ...

- countable/uncountable nouns
- some/any
- much/many/a lot of
- present continuous
- comparatives

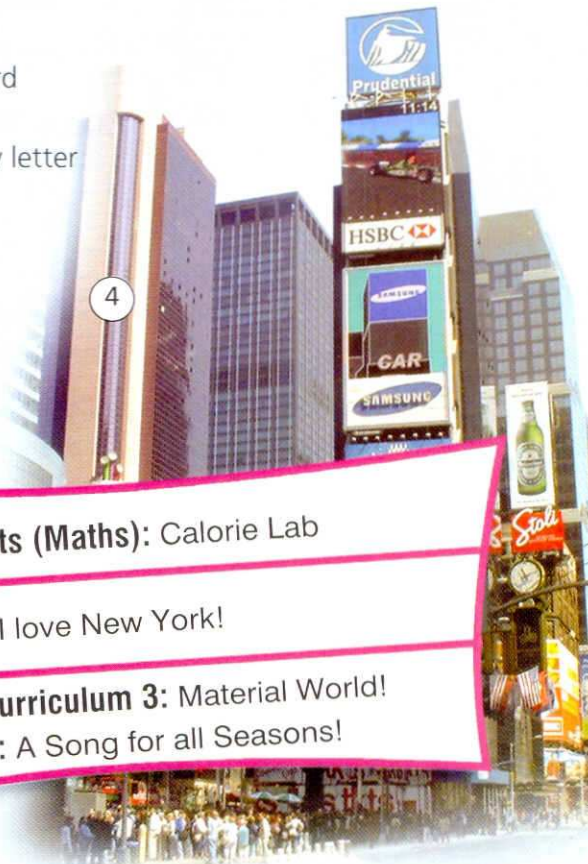


► do a project about ...

- your favourite three-course meal (a star menu)
- shopping (a shopping list)
- family activities (a poster)

► write ...

- a postcard
- a recipe
- a friendly letter



Curricular Cuts (Maths): Calorie Lab

Culture Clip: I love New York!

Across the Curriculum 3: Material World!
Songsheet 3: A Song for all Seasons!

5a

A matter of taste

Vocabulary

▶ Food/Drink items

1 a. Here are some food/drink items that are similar in many languages. How do you say them in your language?

- bananas • biscuits • burgers • cakes • chilli • soup
- chocolate • coffee • cola • croissants • hot-dogs
- lemonade • milkshake • pizza • salad • sandwiches

b. What's your taste? Tell your friend.

A: I love burgers, but I hate soup. What about you?

B: Well, I love...

2 Which of the food items below can you find on the menu? Read and label the pictures.

Mad Hatter's

Restaurant

Starters

- Chicken salad (chicken, lettuce, tomatoes, cucumber, olive oil)
- Mad Hatter's Mix (sausage, beef, lamb)

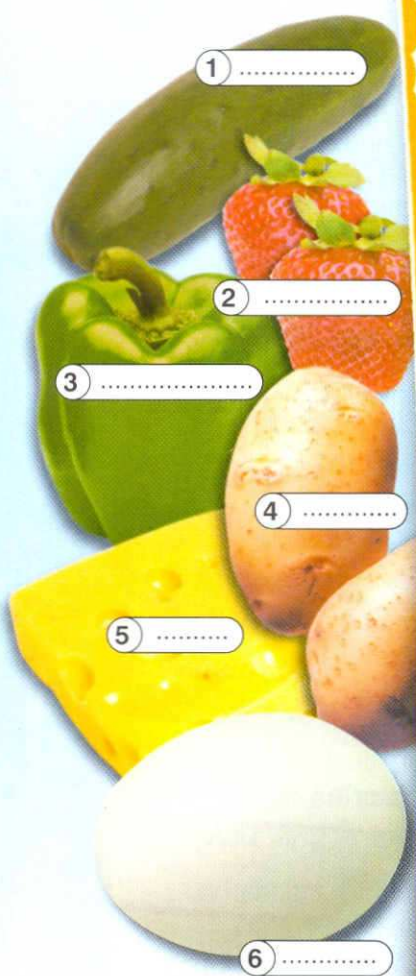
*All served with fresh bread rolls and butter.

Main Courses

- Vegetarian pizza (green pepper, onions, cheese)
- Stir-fry rice (rice, mushrooms, egg, peas, peanuts)
- Steak (served with potatoes and carrots)
- Mad Hatter's pasta (pasta, cream sauce, garlic)

Desserts

- Cheesecake
- Chocolate mousse
- Ice cream
- Fruit salad (apple, strawberries, orange, cherries)



Listening

3 a. What are Daniel and Jessica having? Listen and write a *D* for Daniel and a *J* for Jessica on the menu.

b. In pairs, ask and answer.

A: What starter are you having?

B: I like vegetables, so I'm having the chicken salad. What about you?

A: I fancy the Mad Hatter's Mix.



Water

The Water signs (Cancer, Scorpio, Pisces) are romantic and sensitive. They like 'comfort food', **such as** bread, biscuits, pasta, cheese, peanut butter and ice cream. Water signs like to **share** their favourite food with others, and when they're feeling sad, they **turn to** these foods for comfort.

Earth

The Earth signs (Taurus, Virgo, Capricorn) love their food – in fact, they adore it! Earth signs are practical, but they like the expensive things in life. They like steak, pasta with cream sauce, cheesecake, chocolate mousse and French cheeses. No **fast food** for Earth signs!

Fire

The Fire signs (Aries, Leo, Sagittarius) are lively and full of energy. It's no surprise that they are very daring when it comes to food. They love anything **hot and spicy**, such as peppers, chilli, garlic – the hotter, the better! No rice or pasta for fire signs. They like to **try** food with a fiery flavour, such as Indian, Mexican or Thai food.

Air

The Air signs (Gemini, Libra, Aquarius) are sociable and hard-working. These signs like food that is light, quick and easy. Fruit, vegetables, nuts, sandwiches and energy bars are favourites because they're healthy and easy to **carry around**. No long, relaxing dinners for these people!

Reading

- 4 What's your star sign in English? What element (Water, Earth, Fire, Air) are you? Read the first sentence from each paragraph and find out.
- 5 What kind of food do the Water/Earth/Fire/Air signs like? Listen and read and say.
- 6 Complete the sentences, using the words in bold from the text. Then, use the word(s) to make your own sentences.
 - 1 When I'm in a bad mood I always
..... chocolate to cheer me up!
 - 2 I always take sandwiches to school because they're easy to
 - 3 This cake is delicious. Do you want to some?
 - 4 I like Italian food pizza and pasta.

- 5 My son likes such as burgers and chips.
- 6 This pizza is too much for me. Do you want to it?
- 7 There's a lot of garlic and chilli in the soup. It's very

Speaking

- 7 Are you typical of your star sign? Read the paragraph about your element again and say.

I'm Cancer. I do like 'comfort food' such as bread and cheese. I think I'm a typical Water sign.

Writing (a menu)

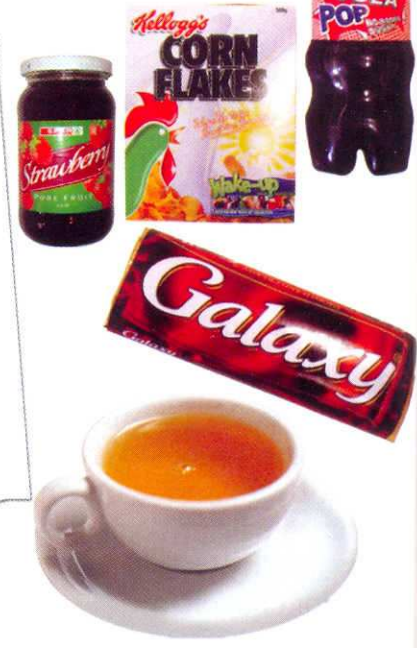
- 8 Make your star menu. Include:
 - your star sign
 - your favourite starter, main course and dessert

5b

What's on the list?



- 1 a of bread
- 2 a of jam
- 3 a of cake
- 4 a of chocolate
- 5 a of tea
- 6 a of milk
- 7 a of cereal
- 8 a of cola
- 9 a of orange juice
- 10 a of peas

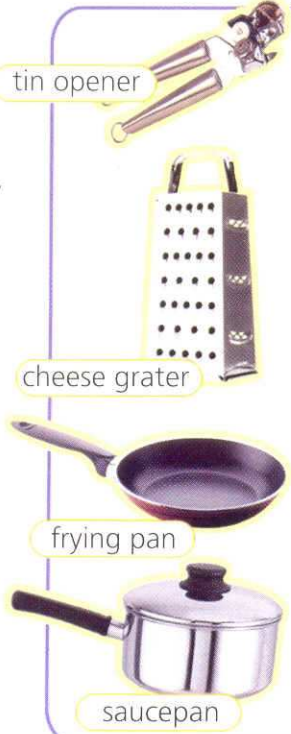


Vocabulary

▶ Food Containers/Utensils

- 1 a. Look at the pictures and complete the phrases with: *cup, glass, bottle, piece, loaf, bar, carton, tin, packet, jar.*
 - b. In pairs, ask your partner for two things: to make breakfast with, to take to school, to have as a snack.
- A: *Can I have a loaf of bread and a jar of jam, please?*
 B: *Yes, certainly. Here you are.*

2 Look, read and complete the sentences.



- 1 I've got the cheese, but where's the *cheese grater*?
- 2 Can you pass me the please? I want to open this tin of tuna.
- 3 Let's have some fried eggs. Where's the
- 4 Put some water in the to make the pasta.

GAME

Say a food/drink item. The student next to you continues with another word beginning with the last letter of your word.

S1: *egg* S2: *garlic etc.*

Pronunciation

▶ /ə/

3 Listen and repeat.

- | | |
|---------------------|-------------------|
| a slice of bread | a packet of flour |
| a jar of mayonnaise | a bottle of water |

Exploring Grammar

▶ Countable/Uncountable Nouns



There is a tomato in the fridge.
 There are **two/some** tomatoes in the bag.
 There is **some** bread on the table.
 There are **two loaves of** bread in the trolley.
 Is there **any** coffee in the cupboard?
 There aren't **any** bananas left.

4 Read the examples above and fill in.

- 1 We use with singular countable nouns.
- 2 We use/..... with countable and uncountable nouns.

- 3 We use in affirmative sentences.
- 4 We use in interrogative and negative sentences.

5 a. Read and fill in *some* or *any*. Then, act out the short dialogues.

- 1 A: I'm thirsty. Is there 1) orange juice left?
B: No, sorry, there isn't 2) But there's 3) Coke if you want it.
- 2 A: I'm so hungry. Let's get 4) fish and chips.
B: Oh, I don't want 5) fish and chips, but I wouldn't mind a pizza.

b. Now, talk with your friend.

- lemonade/apple juice
- pizza/club sandwich

Everyday English

▶ Ordering Food



- £1.50 = one pound fifty (pence)
- €1.05 = one euro five (cents)
- \$2.10 = two dollars ten (cents)

6 a. Listen to two short dialogues. Which dialogue takes place in a restaurant?, in a fast food restaurant?

- 1 A: I'd like a chicken burger and some chips, please.
B: OK, anything else?
A: No, thanks. How much is it?
B: That's £2.20.
- 2 A: Are you ready to order, sir?
B: Yes, I'd like the cheese omelette and a salad, please.
A: Very well sir. What would you like to drink?
B: A glass of cola, please.

b. Act out similar dialogues with your partner.

- veggie burger/orange juice/£1.80
- prawn curry/rice/mineral water

Listening & Reading

7 a. What do you usually have for breakfast? Who does the shopping in your house?

b. Listen to Simon and Paula. Where are they? What time of the day is it?

Simon: What's for breakfast? I'm starving.

Paula: Well, there's some cereal.

Simon: Cereal? Have we got any eggs?

Paula: No, sorry. Do you want a slice of bread?

Simon: OK. Where's the jam?

Paula: Erm, we haven't got any jam, but we've got some butter.

Simon: Great! Bread and butter for breakfast. Is the coffee ready?

Paula: Yes, here you are.

Simon: Can you pass me the sugar, please?

Paula: We haven't got any. Sorry, Simon.

Simon: Paula, I'm going to the supermarket. Make a list of everything we need!

c. Read and make Paula's shopping list for Simon.

Speaking

8 **Portfolio: Student A:** Tick (✓) the items you have got and cross (X) the ones you want. **Student B:** Ask Student A what you need to buy. Record your dialogue.

eggs	cereal
bread	jam
milk	potatoes
sugar	cheese
butter	apples

B: Have we got any eggs?

A: Yes, we have. or

No, we haven't. Can you get some, please?

Writing

9 **Portfolio:** You are having a barbecue for your friends. Make your shopping list.

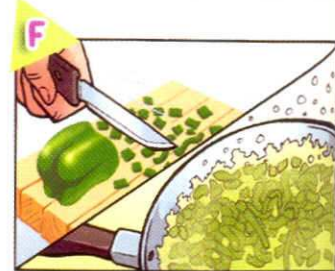
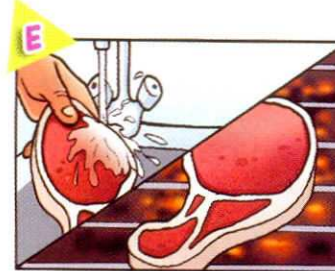
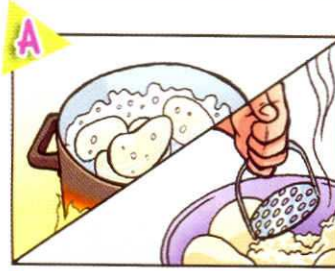
Vocabulary

▶ Preparing food

1 a. Match the sentences to the pictures.

- 1 Boil the potatoes, then **mash** them.
- 2 Wash the steak, then **grill** it.
- 3 Cut the cheese, then **grate** it.
- 4 Chop the peppers, then **fry** them.
- 5 Add the egg, then **mix** it with the flour.
- 6 Peel the onion, then **slice** it.

- A
- B
- C
- D
- E
- F



b. Now, talk with your friend.

A: *What do I do with the potatoes?*

B: *You should boil them first and then mash them.*

Exploring Grammar

▶ Much/Many/A lot of

Grammar Reference

There is **a lot of** meat in the pie.
 Is there **much** rice in the packet?
 How much cheese do we need? **A lot./Not much.**

There are **a lot of** tomatoes in the salad.
 There aren't **many** onions on the pizza.
 How many biscuits are left? **A lot./Not many.**

2 Read the examples above and complete the sentences.

- 1 We use in affirmative sentences.
- 2 We use in negative/interrogative sentences before uncountable nouns.
- 3 We use in negative/interrogative sentences before countable nouns.

3 Read and correct.

- 1 Is there ~~many~~ ^{much} cheese left?
- 2 We need much onions for the sauce.
- 3 How much carrots do you need?
- 4 There aren't much apples in the fridge.
- 5 How many salt do you need?
- 6 There aren't much vegetables left.

4 Use the key below to talk with your friend.

A lot *** Not much/many ** A bit*

Beef & Vegetable STEW

Ingredients

2 kilos	beef	***
5 large	tomatoes	***
1 tin	mushrooms	***
5 medium	potatoes	***
2 large	onions	**
3 medium	carrots	**
2 tablespoons	butter	*
4 tablespoons	flour	*
2 teaspoons	salt	*
1 teaspoon	pepper	*



A: *Let's make Beef and Vegetable Stew today. How much beef do we need?*

B: *Quite a lot. We need two kilos.*

A: *How much butter do we need?*

B: *Just a bit. We only need two tablespoons.*

What's cooking?

Do you ever wonder why your eggs crack when you try to boil them? Do your eyes water when you peel onions? Well, this week in our *What's Cooking?* section, three leading chefs share their secrets with you.

Ken Lees, head chef at Tornado in Cambridge, says: "I'm amazed at how many people have difficulty boiling an egg! The secret is never to boil eggs straight from the fridge, they're sure to crack."

Sandy Carter runs her own restaurant in the west end of London. Here's what she's got to say: "We serve a lot of meat at the restaurant, so I can give you this advice: You shouldn't put salt on meat before you grill it – add the salt later. Always

turn the meat over halfway through to grill the other side."

Nigel Thomas works as a chef at L'Etoile in Cardiff. Here are Nigel's tips: "When you peel onions, hold them under running water. That way you can save yourself a lot of tears! For perfect mashed potatoes, always mash them when they're hot!"

We hope our experts' advice is useful! Let us know! Next week: How to save time in the kitchen.

Reading

5 a. Read the title of the article and the introduction. What do you think the text is about? Listen and read to check.

b. Read the text again and match. Then, use any three phrases to make sentences.

- | | |
|-----------|---------------------|
| 1 eggs | a my secrets |
| 2 my eyes | b advice |
| 3 share | c time |
| 4 run | d crack |
| 5 give | e water |
| 6 save | f my own restaurant |

Exploring Grammar

Object Pronouns



Grammar Reference

SUBJECT + VERB + OBJECT

Gary	is looking for	Paul.
He	is looking for	him.

6 a. Read the table and complete the list.

I -	he -	it - it	you -
you - you	she - her	we -	they -

b. Read the text and underline all the object pronouns. Then, circle.

- | | |
|------------------|------------------|
| 1 them (line 3) | chefs/eggs |
| 2 it (line 21) | meat/salt |
| 3 them (line 27) | onions/tears |
| 4 them (line 30) | experts/potatoes |

7 Rewrite the sentences by replacing the words in bold with subject/object pronouns.

- Chris and Alex are making dinner. Go and help **Chris and Alex**.
They are making dinner. Go and help them.
- Look at **Ben**! **Ben** can cook really well!
- Sue and I** are having lunch. Join **Sue and me**.
- Mary** needs a tin opener. Give the **tin opener** to **Mary**.
- Go with **Joe and Bill**. **Joe and Bill** are just leaving.

Speaking

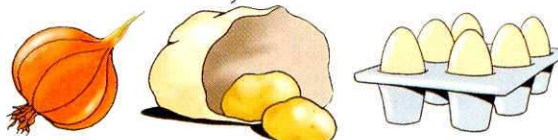
8 Read the article again and underline the chefs' advice. Then, tell the class about the correct/incorrect way of cooking.

You shouldn't boil eggs straight from the fridge.

Listening

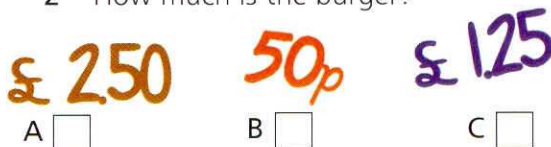
9 Listen and choose the correct picture.

1 What do they need?



- A B C

2 How much is the burger?



- A B C

Writing (A recipe)



First, boil the water and ...
 Next, put the cooked pasta in a ...
 Then, mix the eggs and ...
 Finally, put some grated cheese over the pasta and ...

- 1 a. Look at the picture and read the name of the recipe. What do you think you need to make this recipe?
- b. Put the instructions in the right order to complete the recipe.
- 2 Read the recipe again and fill in: *finally, next, first.*

Cheesy Stuffed Potatoes



- * Serves: 8 people
- * Prep. Time: 15 minutes
- * Cooking Time: 1 hour 15 minutes

A 1), mix the inside of the potatoes with the cheese, yogurt, butter, salt and pepper. Then, put the mixture back inside the potato skin.

B **Ingredients**
 4 potatoes
 1 cup grated cheese
 4 tbsp yogurt
 2 tbsp butter
 salt and pepper

C 2), put the stuffed potatoes back in the oven and cook for fifteen minutes. You can serve the stuffed potatoes with fresh salad.

D 3), clean the potatoes well. Put the potatoes in the oven and cook at 190°C for one hour. When the potatoes are ready, cut each one in half, take out the inside and put it in a bowl.

Study skills

Abbreviations

When we write the ingredients of a dish, we usually use short forms (abbreviations). You can find the abbreviations in your dictionary.

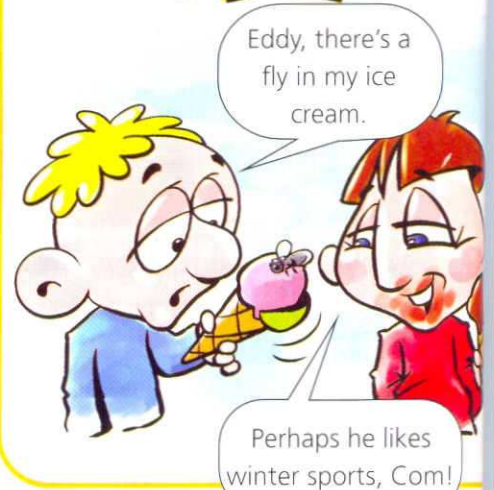
- 3 Look up the abbreviations in your dictionary and write their full forms.

- 1 °C
- 2 Kg
- 3 tbsp
- 4 tsp
- 5 g
- 6 min

Discuss & Write

- 4 What about you? Ask and answer.
 - 1 What's your favourite dish?
 - 2 What are the ingredients?
 - 3 How do you make it?
- 5 **Portfolio:** Write the recipe for your favourite dish. Include:
 - ingredients • instructions

COM+ EDDY



Reading

- 1 Read and answer: What is a calorie? Why do we get fat?

CALORIE LAB

We measure the energy in food in terms of calories. The body needs food for energy, so that we are able to move, grow and think properly. A well-balanced diet is one that gives the right amount of calories as well as the right amount of nutrients. The body stores the energy it does not use in the form of fat. In simple terms: if you eat more than your body needs, you get fat!

I can only eat 1,500 calories a day.

- 2 Look at the calorie chart below. Write down breakfast, lunch and dinner for Louise.

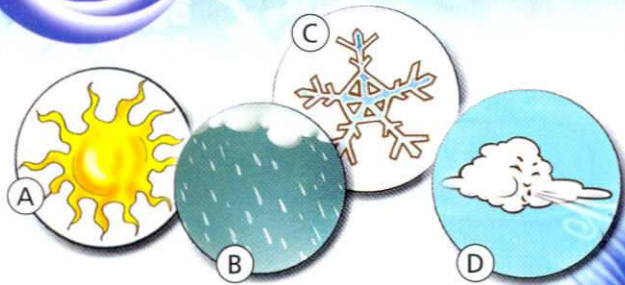


Boiled potatoes	200	Apple	125
French fries	335	Banana	140
Bread (slice)	75	Orange	115
Butter	150	Breakfast cereal	200
Cheese	320	Cheese sandwich	400
Egg	84	Tuna sandwich	315

Beef	420
Chicken	200
Fish	180
Rice	210
Spaghetti	220
Green salad	100
Mixed vegetables	120
Cheeseburger	320
Burger	285

Milk	150
Chocolate milkshake	330
Cola	135
Orange juice	70
Ice cream	270
Chocolate bar	250

	Calories
Breakfast:	
.....
.....
Lunch:	
.....
.....
Dinner:	
.....
.....
Total:	..... calories



Always Changing

- b. Listen to the song and check your answers.

Vocabulary

► Weather/Seasons/Months

- 1 a. Read and match.
- It's wet and it's raining. B
 - It's snowing and it's freezing cold.
 - It's windy and it's quite chilly.
 - It's sunny and it's boiling hot.
- b. Which season is it? Look and say. Use: *autumn, summer, spring, winter.*
- It's wet and it's raining. It's like that in autumn.*
- 2 Which months go with which seasons in Britain? Are the seasons the same in your country?

June, December, July, January, September, March, October, April, November, May, February, August

- June, July and August are summer months.*

Listening

- 3 a. You are going to hear a song about how someone feels in all types of weather. In pairs, discuss:
- What type of music do you think the song is? (Rock, classical, pop, etc.)
 - Do you expect the singer to be a man or a woman?
 - What are some words you expect to hear?

*The weather is always changing
It reminds me of my feelings.*

When the sun is shining, way up high
I feel so happy, I could fly!

When the wind is blowing all about
I'm angry and I scream and shout!

When it's raining and the sky is grey
I'm sad and blue; I cry all day!

When thunderstorms are crashing outside
I'm scared and there's nowhere to hide!

But when it's snowing and everything's white
Then my life is magic and bright!

- 4 Listen and match.

- This speaker feels sad and upset on rainy days.
- This speaker feels angry on windy days.
- This speaker feels stressed on snowy days.
- This speaker feels happy and relaxed on sunny days.

Speaker 1

Speaker 3

Speaker 2

Speaker 4

Speaking

- 5 Talk with your friend.

- What's your favourite season? Why?
- What's the weather like today?
- How does this kind of weather make you feel?
- Is the weather typical for this time of year?

Reading

- 6 Look at the pictures and answer the questions. Then, listen and read and check your answers.
- Where do you think the man is?
 - Where do you think he is from?

It's Tommy Trotter's first day in London.



1

2

3

Is it OK to sit up top?

Oh, no! What's happening? That wind is really strong!

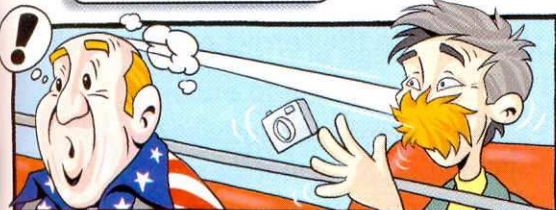
It sure is a great day for sightseeing!

Of course, sir. But be careful – it's getting quite windy.

Good morning, sir. Lovely weather we're having!

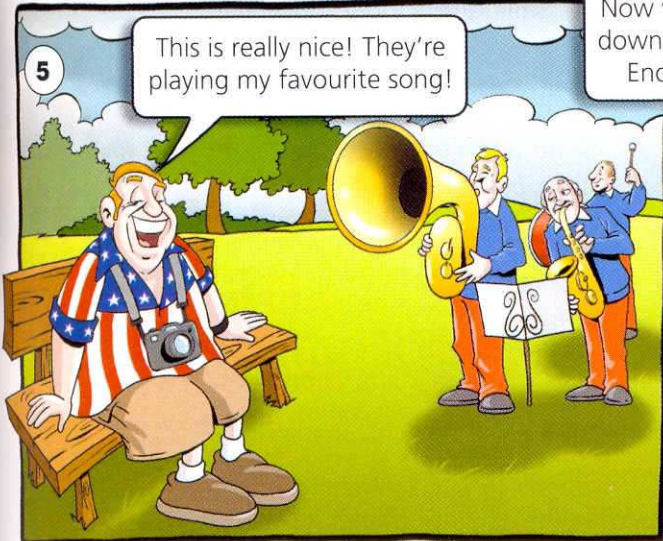
I'm so sorry.

It's OK. The wind is blowing really hard!



4

The sun is shining again. Tommy is in Hyde Park.



5

Now what? It's pouring down! I'm going home! Enough is enough!

Later that evening...

This is really nice! They're playing my favourite song!

How's the weather, dear?

It's difficult to say. It changes from one minute to the next!

7 Here is one of Tommy's postcards. Read the cartoon, look at the pictures and complete it.

Hi, Bob!

London's great! I'm enjoying all the sights. Now, I'm in 1) Park. The 2) is shining and the band is 3) one of my favorite songs. I love London! Wish you were here.

Love,
Tommy



Writing (a postcard)

8 Portfolio: Imagine you are a tourist in your town/city. Send a postcard to a friend, telling him/her what you are doing and what the weather is like.



Study skills

Remembering New Words

You can remember new words more easily by putting them in categories (e.g. winter activities, summer activities, etc.).

Vocabulary

► Seasonal activities

1 There's a lot of action in Jane Blonde's new film. Say what she's doing in each scene. Use: *snowboard, ice-skate, sled, water-ski, scuba dive, windsurf, climb, camp, sail, bungee jump.*

1 *She's ice-skating.*

- Which of these can we do in winter/summer?

Exploring Grammar

► Present Continuous

Grammar Reference

What are you doing at the moment?
I'm climbing in the mountains.
He isn't skiing. He's snowboarding.
Are you camping? Yes, I am./No, I'm not.

2 Read the examples above. Is the following sentence true (T) or false (F)?

We use the *Present Continuous* for things happening at the moment of speaking.

3 Put the words in the correct order to make sentences.

- 1 Paul/at the moment/football/playing/is
Paul is playing football at the moment.
- 2 diving lesson/not/are/a/they/now/having
- 3 are/in/Italy/skiing/we
- 4 sailing/on/Linda/the/is/lake?
- 5 in/they/camping/are/mountains/the?
- 6 not/hotel/at/staying/am/I/a

4 Read and complete the jokes. Use: *look, have, put, eat.*

- 1 **Boy:** My mum *is having* a new baby.
Girl: What's wrong with the old one?
- 2 **Girl:** Why you a banana with the skin on?
Boy: Oh, it's all right. I know what's inside.
- 3 **Girl:** The police for a man with one eye called Harry Jones.
Boy: Oh, really? What's his other eye called?
- 4 **Man:** What are you doing up my apple tree, boy?
Boy: One of your apples fell down and it back!

GAME

In groups, finish your teacher's sentences. The group with the most sentences wins.

Teacher: *Be quiet! I'm trying to ...*

Group 1: *I'm trying to listen to the news. etc*

Listening & Reading

- 5 Where is the Antarctic? Is it in the North or the South Pole? Here are some words connected with the Antarctic: *glacier, ice, sled, temperature*. Can you think of any more? Use your dictionaries, if you like.
- 6 Read the title and the first paragraph. Who are Bancroft and Arnesen?
- 7 a. Listen and read the text and match the numbers to what they refer to.

- | | |
|-------------|------------|
| 1 45 and 47 | a kilos |
| 2 2,400 | b age |
| 3 113 | c miles |
| 4 5,000 | d calories |

- b. Read the article again and choose an activity. Draw a picture of it and present it to the class.

This is my picture. It's Ann and Liv holding their countries' flags at the South Pole.

Speaking

- 8 In turns, interview one another.
- 1 Would you like to go on a special journey? Where?
 - 2 Do you like travelling in winter or summer? Why?
 - 3 What activities do you like doing throughout the year?

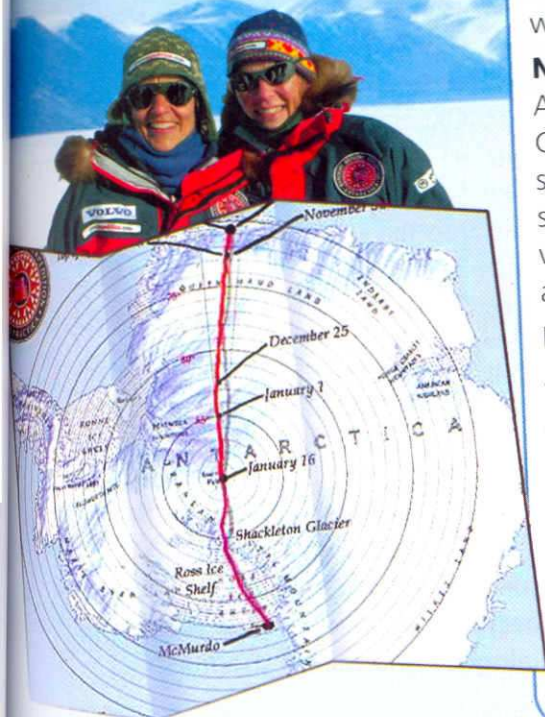
Writing

- 9 **Portfolio:** Make a poster with scenes from your favourite films. Include pictures and short descriptions.

This is a scene from the 'Aviator'. Leonardo di Caprio is flying an aeroplane.

Dare to dream

The Bancroft Arnesen Expedition



October 2000

Ann Bancroft, 45, and Liv Arnesen, 47, both teachers, are preparing for a 2,400 mile journey across the Antarctic. These brave women are making history and are an example to women and men everywhere.

November 2000

Ann and Liv are climbing the Sygyn Glacier. They are skiing, and at the same time pulling their 113-kilo sleds behind them! It is summer, with 24 hours of daylight, but the average temperature is -28°C .

December 2000

Ann and Liv are continuing their journey to the South Pole. They are keeping fit and strong by eating 5,000 calories a day!

January 2001

Ann and Liv are at the South Pole. It's a very proud day for

both of them. They are holding their countries' flags (Ann, USA and Liv, Norway).

February 2001

Ann and Liv are making their way down the Shackleton Glacier towards the Ross Ice Shelf. It's a dangerous path as the ice here is very rough and sharp. They are hoping to reach McMurdo Station soon!

Monday, February 19, 2001

The end of a long, but historic, journey! Ann and Liv, the first women ever to cross the Antarctic, are getting ready to leave McMurdo by helicopter. The Sir Hubert Wilkins ship is waiting to take them home at last, to family and friends. After months on the ice and snow, the two women are looking forward to a home-cooked meal and a hot bath!

Just my style!



Vocabulary

► Clothes

- 1 a. Look at the pictures above. Which items ...
- 1 are perfect for the beach?
 - 2 can you wear to the office?
 - 3 can you wear on your feet?
 - 4 can you wear in cold weather?
- b. Talk with your friend.

What do you think of these clothes?

- I think they're great!
- They're just my style.
- They're really trendy.
- I'm not so sure.
- They're just not me.
- I'm not that keen.

A: What do you think of these shorts?
 B: Mmm, well I'm not so sure. They're just not me.

Pronunciation

► /g/ and /ŋ/

- 2 Listen and repeat.

Gary's buying shoes and Gail's looking at the gloves.

Everyday English

► Buying clothes

- 3 a. Read, choose and complete the dialogue. Then, listen and check your answers.

Assistant: 1)

Customer: Yes, I'm looking for something to go with these trousers.

Assistant: 2)
They are half price, too.

Customer: They're really trendy. Do you have one in dark blue?

Assistant: 3)

Customer: OK. Have you got it in medium?

Assistant: 4)

Customer: OK. Where are the changing rooms?

Assistant: 5)

Customer: Thanks.

- A Well, we have some nice shirts in.
- B They're over there.
- C Can I help you, sir?
- D I'm afraid not. But there is a light blue one
- E Yes, here's one. Would you like to try it on?

- b. **Portfolio:** In pairs, act out similar dialogues and record them.

Listening & Reading

- 4 a Ashley is packing for her camping trip. What kind of clothes do you think she is packing? Listen and check your answers.

Kate: Hi, Ashley. What are you doing?
Ashley: Oh, hi Kate. I'm packing for my camping trip. I can't decide what to take.
Kate: You need to take your walking boots.
Ashley: Yeah, I know. They're horrible, though – they're just not me.
Kate: Well, as long as they're comfortable. That's what matters.
Ashley: I suppose. Do you think I should take a jacket?
Kate: Definitely.
Ashley: Shall I take my denim jacket?
Kate: Oh, Ashley! You need something warmer than a denim jacket!
Ashley: But I want to look nice. Shall I take my new dress?
Kate: You must be kidding! A tracksuit is a better idea, though. And much more comfortable.
Ashley: Ugh! No chance! I hate tracksuits!
Kate: Are you really sure you want to go camping, Ashley?
Ashley: Hmm, I'm not sure. I'm beginning to have second thoughts.
Kate: And it's Pete's party this weekend.
Ashley: A party? Oh, I can wear my new dress!

- b. Complete the categories with the words in bold from the dialogue. Then, choose and respond to the sentences.

Agree	Not sure	Disagree
You're right.	I don't really know.	No way!
Absolutely.	Let me think about it.	Absolutely not!
<i>Yeah, I know.</i>	.....	.....
.....

- I think it's OK to spend a lot of money on designer clothes.
You're right./I don't really know./No way!
- As long as clothes are comfortable, I don't care!
- Sports clothes are really horrible!
- It's important to wear fashionable clothes.
- People who look nice get better jobs.

Speaking

- 5 **Portfolio:** You want to go on a trip (business, cruise, etc). Ask your friend to help you pack the right clothes. Use Ex. 4a to help you. Record your dialogues.

Grammar

► Comparisons

Grammar Reference

- 6 Study the examples. Then, read the dialogue and underline the comparisons.

This dress is **smaller than** that one.
 The tie is **more expensive than** the shirt!
 These sunglasses are **better than** my old ones.
 Jeans are **worse than** shorts in hot weather.

- 7 Read and complete the sentences.

- Carol's skirt is *more expensive than* (expensive) her blouse.
- Are your shoes (big) Dan's?
- Suits are (good) jeans for the office.
- Shorts are (comfortable) tracksuits in hot weather.
- Your trainers are (bad) mine.

- 8 In pairs, ask and answer.



- A: Come and look at the boots. Which ones do you like?
 B: Well, these ones are cheaper, but those are nicer.

Writing (a letter while on holiday)



1 Put the topic sentence in the right place.

Dear Ralph,

1 It's fabulous here and we're having a really fantastic time. The Pyramids are magnificent close up! Just so you can enjoy some of the sights, I'm sending you some photos.

2 As you can see in the photo, there are even people selling souvenirs close to the Pyramids! Can you see Darren? He's the one drinking Coke! Walking around in the sun is thirsty work! The camels are waiting to take tourists on a tour of the Pyramids - much better than taxis!

3 It's another wonderful day - hot and sunny and it isn't even summer yet! Believe it or not, Darren and I are walking around in our T-shirts and jeans! I suppose it's still raining back in England!

Anyway, bye for now.
See you soon.
Laura

- a Everywhere you go, there are shops and markets.
- b We're having great weather here, too.
- c I'm writing to you from sunny Cairo!

Study skills

Topic Sentences

We usually begin a paragraph with a topic sentence. This sentence tells us what the paragraph is about. The rest of the sentences in the paragraph give more information, examples, etc. of the things mentioned in the topic sentence.

The nightlife here is wonderful! There are a lot of great restaurants and shows to choose from. You can even take a boat trip down the river.

2 Read the letter again and write the paragraph number.

- a weather, clothes Para:
- b sights and activities Para:
- c where you are staying and reason for writing Para:
- d closing remarks (saying goodbye) Para:

Discuss & Write

3 Imagine you are on holiday. Ask and answer the questions below.

- 1 Where are you? Who are you with?
- 2 What are you doing?
- 3 What's the weather like?
- 4 What are you wearing?

4 **Portfolio:** Write a letter to a friend while on holiday, telling him/her all about it.



Culture Clip

Listening

- 1 a. What do you know about New York? What else do people call New York? What are some of the famous places you can visit there? Talk with your friend.
- b. Where are they? Listen and match the people to the places.
- | | |
|---------|-------------------------|
| 1 Barry | A Central Park |
| 2 Ruth | B Museum of Modern Art |
| 3 Simon | C Empire State Building |
| 4 James | D Broadway |

Reading

- 2 In pairs, finish the sentence in as many ways as possible. Then, listen to the article and check your answers.

When you are in New York, you can ...

- 3 Read the article and match the titles to the paragraphs. Then, explain the words/phrases in bold.

- A Places to shop
B Things to see
C What you can do at night

- 4 Say three things you would like to see/do in New York.

Speaking

- 5 What can a visitor see/do in your town/city? Tell the class. Talk about:
- things to see
 - places to shop
 - nightlife

Writing (an article)

- 6 **Portfolio:** Write an article about what visitors can do/see in your town/city. Use ideas from Ex. 5 and the article in Ex. 3 as a model.

I ♥ New York

New York, the capital of the world, has an energy like no other city and a **skyline** that everyone recognises. A trip to the Big Apple is an experience of a lifetime, with hundreds of things to see and do.

1

One of the first places to head for is Manhattan. Here you can visit Times Square, The Empire State Building and take a walk in Central Park – always alive with skaters, cyclists and joggers. For art lovers, the **Museum of Modern Art** is one of the world's **top** museums, and the Guggenheim isn't far behind. The Statue of Liberty is a short **ferry ride** from the centre.

2

New York offers serious shoppers some of the best shops in the world – head for **Saks** on 5th Avenue, and don't forget **Macy's** and **Bloomingdale's**, even if it's only **window shopping!**

3

For entertainment, New York offers a nightlife like no other – it's not called *The city that never sleeps* for nothing! And of course, there's **Broadway**, where you can see some of the best performances in the world and **rub shoulders with** the rich and famous!

So, go on – take a **bite** of the Big Apple. You won't be disappointed!

Self-Assessment

MODULE 3

Vocabulary

1 Look, read and choose the correct item.

1 A potato
B bean

2 A rice
B pasta

3 A steak
B chicken

4 A crisps
B sandwich

5 A strawberry
B apple

6 A biscuits
B yogurt

(18 marks)

2 Look, read and match.

- | | |
|-------------------|--------------------|
| 1 tie: | 5 gloves: |
| 2 scarf: | 6 swimsuit: |
| 3 jacket: | 7 T-shirt: |
| 4 raincoat: | 8 tracksuit: |

a

b

c

d

e

f

g

h

(16 marks)

Grammar

3 Read and choose the correct item.

- I'm crazy spicy food.
A about B of C with
- What right now?
A you doing B are you doing
C are you do
- We haven't got cheese for the omelette.
A some B any C a
- How ice cream is left?
A much B many C a lot
- Do you ever go?
A camping B camp C to camp
- Look at Sue. She
A snowboarding
B snowboards
C is snowboarding
- Jeans are than trousers.
A comfortabler
B comfortable
C more comfortable
- Your shoes are mine.
A bigger than B bigger
C big
- We are at a lovely hotel.
A stay B staying C stays
- Are there tomatoes left?
A a lot B many C much
- There's jar of jam in the fridge.
A a B some C any
- He football at the moment.
A plays B is playing
C are playing

(12 marks)

Communication

4 Use the words/phrases to complete the dialogues.

- ready to order • bottle of water
- would you like
- the chicken curry and rice

- 1 A: Are you 1)
, sir?
 B: Yes, I think I'll have
 2)
, please.
 A: Very well, sir. What
 3)
 to drink?
 B: A 4)
 please.

- How much • in medium
- accept Visa

- 2 A: Excuse me.
 Have you got this skirt
 5)?
 B: Certainly, madam.
 A: 6) is it?
 B: £25.
 A: Do you 7)
?
 B: Yes, of course.

(14 marks)

Listening

5 Listen and match the people to the activities. There is one extra sentence.

- A This speaker goes bungee jumping quite often.
 B This speaker is crazy about scuba diving.
 C This speaker wants to go sailing.
 D This speaker loves sledding.
 E This speaker thinks windsurfing is very difficult.

- Speaker 1 Speaker 3
 Speaker 2 Speaker 4

(20 marks)

Reading & Writing

6 Look at the pictures and complete the recipe.

Bean Soup

Ingredients

- ½ kg beans
- 1 onion
- 3 carrots
- olive oil
- salt, pepper

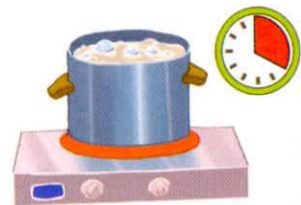
1 First, soak the beans for 12 hours.



2 Wash them well and place them in a deep



3 Next, the for minutes.



4 Chop the and the



5 Then, put in the



6 Finally, add and boil the soup until the beans are tender. Add to taste.

(20 marks)

(Total = 100 marks)

NOW I can...

- talk about food and my food preferences
- order food
- give advice about cooking
- talk about the weather and how it makes me feel
- talk about activities
- talk about clothes
- compare things
- write recipes/letters while on holidays

... in English!

Material World!



1 Read and complete.

Wool keeps you warm. It is good for coats,
.....

Cotton keeps you cool and dry. It is good for
T-shirts,

Nylon stretches to your body shape. It is
good for swimsuits,

2 Look in your wardrobe. Make a list of your
woollen, cotton and nylon clothes.

Songsheet 3



1 Poets and songwriters often give human
qualities to non-human things when they write.
**Listen to the song. Then, read and match the
pictures to the actions.**

A Song for all Seasons

Birds are rehearsing a song,
Flowers are opening their eyes,
Spring is here!

The sun is smiling with joy,
Butterflies are kissing the flowers,
Summer's here!

Leaves are changing clothes,
The wind is breathing out,
Autumn's here!

Clouds are looking down,
Snowflakes are dancing around me,
Winter's here!

2 Read the song again and illustrate the rest of the
actions.



All in the Past

Module 4 (Units 7 & 8)

▶ Before you start

- What star sign are you?
- What's your favourite dish? What's in it?
- What are you wearing today?
- What's the weather like today?

▶ Look at Module 4

- Find the page numbers for pictures 1-4.

▶ Find the unit and page number(s) for

- | | | |
|---------------------------|--------------------------|--------------------------|
| • a quiz | <input type="checkbox"/> | <input type="checkbox"/> |
| • magazine articles | <input type="checkbox"/> | <input type="checkbox"/> |
| • a poem | <input type="checkbox"/> | <input type="checkbox"/> |
| • a web page | <input type="checkbox"/> | <input type="checkbox"/> |
| • a biography | <input type="checkbox"/> | <input type="checkbox"/> |
| • a story | <input type="checkbox"/> | <input type="checkbox"/> |
| • an extract from a novel | <input type="checkbox"/> | <input type="checkbox"/> |

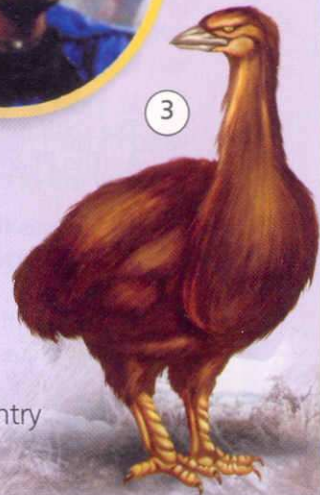
In this Module you will ...

▶ listen, read and talk about ...

- when famous people were born
- the early years of famous people
- Sean Connery
- the Cheyenne and Inuit ways of life
- two friends talking about their favourite soap opera
- things people used to do when they were children
- a museum of Natural History
- extinct animals
- famous animal stars
- a woman narrating her experience

▶ learn how to ...

- give dates of birth
- talk about life in the past
- talk about the weekend
- talk about past habits
- describe extinct animals
- narrate events
- show surprise



▶ practise ...

- Past Simple
- ordinal numbers
- prepositions of time
- time words

▶ do a project about ...

- a famous person from your country
- an extinct animal
- an animal star

▶ write ...

- an entry for a website about your past habits
- a biography
- a story



Curricular Cuts (History): The Birth of Youth Culture!

Literature Corner: Black Beauty

Across the Curriculum 4: Dance steps
Songsheet 4: Rocking Chair Rock

Brainteaser



- What was Madonna's first (1st) big hit?
A Holiday B American Pie
- Tom Hanks' second (2nd) Oscar was for his role in
A Forrest Gump B Philadelphia
- What's the title of the third (3rd) Harry Potter book?
A The Order of the Phoenix
B The Prisoner of Azkaban
- The sixth (6th) Star Wars film is
A The Phantom Menace B Revenge of the Sith
- Which was the twentieth (20th) James Bond film?
A Tomorrow Never Dies B Die Another Day
- Who was the thirty-fifth (35th) President of the United States?
A John F. Kennedy B Bill Clinton

Vocabulary

► Ordinal numbers

- In pairs, do the quiz above.
- When were these famous people born? Read and match the seasons to the dates. Then, talk with your friend.



- | | |
|---|--|
| <p>1 Rowan Atkinson was born in winter.</p> | <p>2 Julia Roberts was born in autumn.</p> |
| <p>3 Bruce Willis was born in spring.</p> | <p>4 Cameron Diaz was born in summer.</p> |

- 19th March • 28th October
- 6th January • 30th August

- A: When was Rowan Atkinson born?
B: I think he was born on the sixth of January.



- Look at the box and talk with your partner.

1700 ► seventeen hundred
1994 ► nineteen ninety-four
2003 ► two thousand and three

- A: When were you born?
B: I was born on the tenth (10th) of December, 1990. How about you?

Exploring Grammar

► Past Simple (to be)



Grammar Reference

I was at home last night. Where were you?
She wasn't at home when I called her.

- Form the questions. Then, match them to the answers.

- How/your/at work/first day?
How was your first day at work?
- the party/last night/good?
- How much/your new sunglasses?
- you/late/why?
- Gary and Sue/where/last year?

- A Yes, it was great!
B We were at school until five o'clock.
C They were in Spain.
D They were £50.
E It wasn't bad.

The EARLY Days

(A) Michelle Pfeiffer was born on 29th April, 1958 in Santa Ana, California. One of her jobs as a young girl was on the checkout at a supermarket. In 1978 she won a beauty contest and it was then that her acting career started. Her first big part was opposite Maxwell Caulfield in *Grease II*. Among her many films since then are *Dangerous Minds*, *Batman Returns* and *What Lies Beneath*. She is now one of America's sweethearts and one of the most beautiful women in Hollywood!

(B) Nelson Mandela was born in a small village in Africa on 18th July, 1918. There were no schools in his village – the wonderful fields of Africa were his school. When he was about five years old he was a shepherd. Sometimes there wasn't enough food and he was often hungry. But Mandela was a good student and very clever. He moved to the city when he was a young man and studied law at university. From 1994 to 1999, he was the president of South Africa.

(C) **J.K.** Rowling was born in Bristol, England on 31st July, 1965. She was very popular at school and was class leader in her final year. Later on, she worked as an English teacher in Portugal. One day, she was in a café in Scotland with her young daughter. She had an idea for a story about a young boy called Harry Potter. Soon Harry Potter was one of the most famous wizards in the world!

Reading

- 5 a. Look at the title. What information do you expect to find in this article? Listen and read and check your answers.
- b. Read the text again and write A, B or C.
- 1 This person was born in an English-speaking country.
 - 2 One of this person's first jobs was at a supermarket.
 - 3 This person was a shepherd.
 - 4 This person studied at university.
 - 5 This person was a teacher in another country.

Speaking

6 Keep notes on each person under the following headings: *name, date of birth, place of birth, first job(s)*. Then, talk about them.

Study skills

Listening for detailed understanding

Read the sentences (1-6) and underline key words. Listen for the information that will help you decide if the sentences are correct (Yes) or incorrect (No).

Listening

- 7 a. Do you know who this actor is? Do you know any of his films?
- b. Listen and tick (✓) the correct box. Then, correct the incorrect sentences.
- | | Yes | No |
|--|--------------------------|--------------------------|
| 1 Sean Connery was born in Ireland on 25 th August. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 He joined the Navy when he was sixteen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He worked as a bricklayer and a postman. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 His favourite pastime was bodybuilding. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Sean Connery was 21 years old when he had his first big success. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 His first Bond film was <i>Dr No</i> . | <input type="checkbox"/> | <input type="checkbox"/> |



Writing

8 **Portfolio:** Write a paragraph about someone famous from your country. Include: name, date of birth, place of birth, first job(s), first big success.

- Animals they hunted:
deer, 1)
- Where they lived:
2)
- What they used for hunting:
3)
- What they used for travelling: horses

The Cheyenne



The Inuit

- Animals they hunted: polar bears, caribou, 4), whales
- Where they lived: tents, 5)
- What they used for hunting: 6)
- What they used for travelling: sleds, kayaks

Vocabulary

► Ways of life

- 1 a. Which of the following words are:
a) animals? b) weapons? c) homes? Use your dictionaries, if necessary.

buffalo, spears, tepees, igloos, bows and arrows, seals

- b. Read and complete the information about the Cheyenne and the Inuit with the words from Ex. 1a. Then, talk about their way of life.

The Cheyenne hunted deer and buffalo. They lived in ... They used ... for hunting.

Exploring Grammar

► Past Simple (Affirmative)



They **walked** in the park **yesterday**.
He **studied** for a test **last night**.
We **stopped** for the night in a small hotel.

- 2 Read the examples above. Is the following sentence true (T) or false (F)?

We use *Past Simple* to talk about things that happened in the past.

- 3 a. Read and complete the poem.

Cheyenne Dream

Grandfather, I 1) *dreamed* (dream) of you last night
We 2) (walk) together in the early morning
And 3) (watch) the deer and
The buffalo greet the day,
Your bow and arrows ever ready,
We 4) (cry) our hunter's call.
Down by the river, the women 5) (laugh)
As they 6) (gather) wood
While nearby, the children
7) (play) their favourite games.
Day 8) (turn) into night – young men
9) (dance) by the light
Of the campfire to the steady rhythm of the drums.
There was a smile on my face
When I 10) (close) my eyes
But this morning all is gone: just your memory
To keep the moments alive.

- b. Now, close your eyes and listen to the poem. Then, draw a scene from it and present it to the class.

These are the Cheyenne women. They are gathering wood.

Pronunciation

▶ /ed/

- 4  Listen and tick (✓).

	/d/	/t/	/ɪd/
listened	✓		
played			
decided			
stopped			

Exploring Grammar

▶ **Prepositions of Time** 

Grammar Reference

On Monday, 7th July, Valentine's Day, etc.

In May, the winter, 1998, etc.


At the weekend, 4 o'clock yesterday, etc.

- 5 Read and underline the correct preposition.

- I was born at/on 16th February.
- We visited our uncle at/on the weekend.
- They moved to their new house in/on 1983.
- He opened his restaurant on/at New Year's Day.
- She phoned her mother at/in 11 o'clock yesterday.

Listening & Reading

- 6 a. You are going to hear Matulik, an Inuit, talking about life in the past. What words come to mind when you think of the Inuit? Tell the class.

 Listen and choose the sentence that best describes the Inuit way of life.

- The Inuit were cruel to animals.
- The Inuit never had celebrations.
- The Inuit were happy with their way of life.

- 7 Read the article about the Inuit and choose the best word (A, B or C).

- A at B in C on
- A who B which C how
- A uses B use C used
- A with B for C by
- A listen B listened C are listening
- A When B And C Before

The INUIT*

Matulik is an Inuit. These are his memories of the old way of life. He wrote them in 1975, when he was 74: *I was born 1) 1901, in a snow house – or igloo. We didn't always live in an igloo, as most people think! Sometimes, in winter, maybe – but only for a short while. In summer we lived in a tent made from seal or caribou skin.*

My father was a very good hunter and showed me 2) to hunt. We hunted seals, whales, polar bears and caribou. We 3) our kayak (a type of canoe) or our dogs and sleds. We only killed animals when we needed to, and we used every part of the animal 4) food, clothes, tents, and spears!

My best memories are the celebrations we used to have – there was always drumming and dancing and games for children and grown-ups! Our grandparents told us wonderful stories, and we 5) to them for hours. It was my favourite time!

6) the white man arrived, life changed forever for the Inuit. I'm telling you the way it was, so that people can see how strong and caring the Inuit people are.

* The Inuit do not like to be called 'Eskimos'.



Speaking

- 8 **Portfolio:** You are Matulik. Read the article again and keep notes under the following headings. Then, tell the class about the old way of life.

- when you were born
- where you lived in summer/winter
- your father • your best memories
- your grandparents

It's all in the past!

Listening

▶ Past habits and activities

- Do you watch soap operas on TV? What are they usually about? Which is your favourite one? Why?
 - Listen to two friends talking about their favourite soap opera and answer the questions.

Jason: Did you watch *The Northerners* last night?

Debbie: No, I didn't. I missed it. What happened?

Jason: Oh, it was really good! The Mackeys were away for the weekend and Phil decided to have a party.

Debbie: Oh, no! Let me guess. He destroyed the house, right?

Jason: Well, not quite. He invited all his friends from school, so it was a really noisy party.

Debbie: I bet Mabel next door was happy, then!

Jason: She called the police, as usual.

Debbie: Oh, typical!

Jason: Yes, but guess what happened when the police arrived!



- What's the name of the soap opera?
 - Where was Phil Mackey's party?
 - Who did he invite?
 - Who lives next door to Phil?
- What do you think happened when the police arrived? Guess. Then, listen and check your answers.

Exploring Grammar

▶ Past Simple (Negative/ Interrogative)

Grammar Reference

- Read the dialogue in Ex. 1 again and complete the sentences.

Negative	
I did not (didn't) walk to school yesterday.	
Interrogative	Short Answers
..... you watch the film last night?	Yes, I did./No, I

- Put the verbs in brackets into the *Past Simple*.

1 A: you (visit) your grandmother last Sunday?

B: No, I (study) for an exam.

2 A: your mum (bake) a chocolate cake yesterday?

B: No, she She (change) her mind and (bake) an apple pie instead.

3 A: Where they (stay) last summer?

B: They (rent) a lovely cottage in the country.

GAME

Your teacher whispers to you what you did yesterday. Draw a picture on the board. The rest of the class tries to guess what you did.

Teacher: (whispers wash hair)

S1: (draws a bottle of shampoo) What did I do yesterday?

S2: Did you wash your hair?

S1: Yes, I did.



Speaking

4 a. Write about you. Then, ask your friend.



	Me	My Friend
Last week, how many times did you ...		
1 watch TV?
2 order a take-away meal?
3 study all evening?
4 visit friends?
5 use the Internet?
6 play a sport?
7 help your parents?
8 listen to music?

A: Did you watch TV last week?
 B: Yes, I did. I watched it five times.

b. Now tell the class about your friend. The class decides whether your friend is a busy bee or a lazy lizard.

Harry didn't watch TV at all. He ordered ...

Everyday English

Talking about the weekend

5 a. Look at the table and complete the sentences. Then, listen and check your answers.

Asking	Answering
<ul style="list-style-type: none"> How was your weekend? Did you do anything special at the weekend? Did you have a good weekend? 	<ul style="list-style-type: none"> Really hectic! Not bad. No, it was a complete disaster!

A: was your weekend?
 B: Really hectic! Shopping, cinema – tennis on Sunday. How was yours?
 A: Not, I just relaxed at home.

b. Now, in pairs act out similar dialogues about your weekend.

Reading

6 a. Look at the web page below. Is it about:
 a) things people did regularly in the past and continue to do now? or b) things people did regularly in the past but they don't do now?
 b. Read the entries. How much did you like them? Rate them by colouring in the stars.

Things I used to do when I was a kid

Help/FAQs Search

kellysmith
 I used to believe my PE teacher's name was Jim Class!
 rating: ☆ ☆ ☆ ☆ ☆

georgeatkins
 I used to think kangaroos kept their money in their pouches!
 rating: ☆ ☆ ☆ ☆ ☆

juliebrown
 I used to eat my dog's biscuits - I thought the brown ones were chocolate!
 rating: ☆ ☆ ☆ ☆ ☆

samallan
 I used to think little people lived inside our TV!
 rating: ☆ ☆ ☆ ☆ ☆

bobsoars
 I used to like tomato ketchup on everything. I used to eat tomato ketchup sandwiches!
 rating: ☆ ☆ ☆ ☆ ☆

c. Looking back! What did you use to believe/wear/eat/watch/like/play?
 I used to believe there was a man on the moon.

Writing (a web page entry)

7 Portfolio: Write your entry for the web page about the things you used to do. Have a class discussion about the funniest entries.

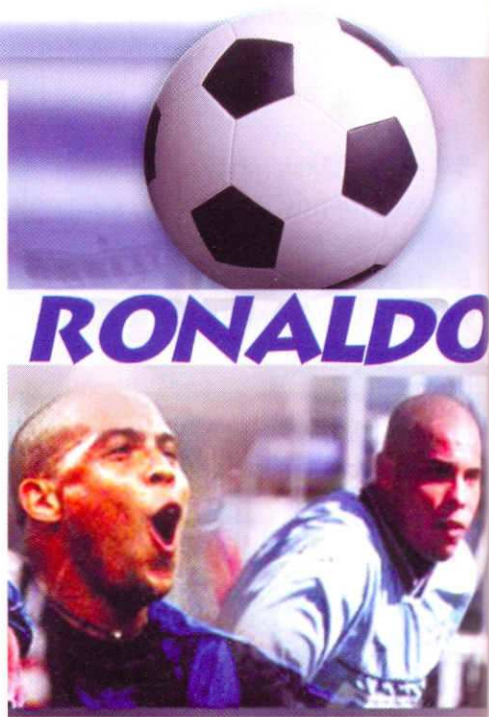
From rags to riches

Writing (a biography)

- Who's the man in the picture? What do you know about him? Tell the class.
- Read the biography and match the numbers (1-3) to what they refer to (a-c).

1	1976	a	the age he was when Jairzinho discovered him
2	14	b	the goals he scored for a Brazilian team
3	54	c	the year he was born

- Ronaldo Luiz Nazario da Lima, the famous footballer, was born on 22nd September 1976 in a poor area of Rio de Janeiro, Brazil.
- Ronaldo didn't have the things most children have, but his great joy in life was football. He often missed school and was usually outside with his friends, with no shoes on, playing football with a rag ball! Ronaldo's mother didn't want him to play football. She believed that there was no future in this for him. But Ronaldo loved the sport so much that nothing could stop him from playing it.
- When Ronaldo was 14 years old, a former football player, Jairzinho, discovered him. He realised that he was a talented player, and two years later Ronaldo played for a Brazilian team, scoring 54 goals in 54 games! Ronaldo was on his way to the top and everyone wanted him on their team. In fact, they thought he was the greatest football player since Pele.
- Today, Ronaldo is one of the best players in the world and everyone knows his name. He is living proof of a person who turned his dream into a reality!



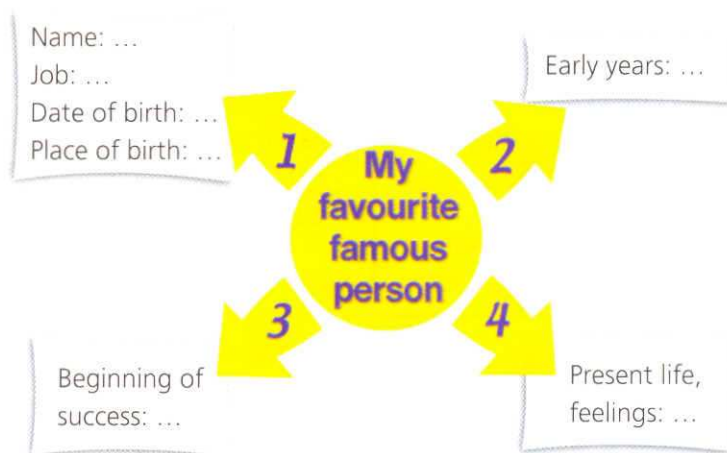
- Read the biography again and answer.

In which paragraph does the writer mention ...

 - A Ronaldo's present life and feelings? para: ...
 - B the beginning of his success? para: ...
 - C Ronaldo's name, job, date and place of birth? para: ...
 - D Ronaldo's early years? para: ...

Discuss & Write

- Who is your favourite singer/athlete/actor? Think and complete the spidergram and tell the class.



Study skills

Organising your ideas

Before you begin writing, organise your ideas in a spidergram. This will help you write your composition.


- Portfolio:** Use the information in Ex. 4 and the model in Ex. 2 and write a biography of a famous person for a magazine.

Curricular Cuts

HISTORY

7

Listening

- 1  What's your/your parents' favourite type of music?
Listen and match the music extracts with the decades.

Extract 1 Extract 2 Extract 3 Extract 4

1920s 1950s 1970s 1980s



Speaking

- 2 The 50's marked the beginning of many new trends. What do you think was the most interesting trend? Discuss with your friend.

Films

- Drive-in movies first appeared.
- Teenagers copied the style of their favourite actors/actresses such as Marilyn Monroe, James Dean and Marlon Brando.



Music

- Rock n' roll was the most popular music.
- Famous singers such as Bill Haley, Elvis Presley, Jerry Lee Lewis became teenage idols.
- Portable radios became popular.



Fashion

- Women started to wear their hair in pony tails.
- Men started to wear boxer shorts.
- Blue jeans became very popular.



Reading

- 3 In what ways were young people in the 1950s different from those in the past? Read and answer.



THE BIRTH OF YOUTH CULTURE

The Second World War ended in 1945 and by the 1950s, for the first time in history, young people started to have a voice of their own. Before the 50s, young people dressed like their parents, listened to the same music as their parents and took life seriously.

All that changed in the 1950s: young people now had their own money to spend and started to make their own decisions. The teenager was born!

Fashion and music were two areas where teenagers could express themselves and films were also a big influence on the styles of the times – James Dean, Marlon Brando, Elvis Presley and Marilyn Monroe were all teenage idols, and helped change the way teenagers looked at themselves.

Writing

- 4 **Portfolio:** Find information and write paragraphs about the lives of Marilyn Monroe, Marlon Brando and James Dean. Include: pictures, dates of birth, famous films, clothes, hairstyles, etc.

Listening

- What is an extinct animal? Read and choose.
 - An animal that no longer exists.
 - An animal that lives only in certain places in the world.
- What things can you see in a museum of Natural History? Read the information below quickly and find out. Then, listen and complete.

MUSEUM OF NATURAL HISTORY

Entrance Hall: paintings of flowers and

Upstairs

Left: models of dinosaurs and other extinct

Right, in the theatre: a film about planet Earth. The film lasts minutes.

Museum shop: sells models of extinct animals, , postcards, etc. Guide books cost £

Museum closes at

CREATURES OF LONG AGO!

Our planet is home to thousands of amazing animals, but what is more amazing is all the different types of animals that once existed on Earth. Some of the creatures that used to roam the world look as if they belong in a horror film!

Reading

- Look at the pictures and the title. What is the text about? Which picture shows: a) a fish? b) a bird? c) a reptile?

- Match the parts of the body with the creature. Then, listen and read and check your answers.

- small head, long neck and tail, flippers
- fin, bony blades
- small head, long neck, big wings, thick legs

Exploring Grammar

Past Simple (Had/Could)

Grammar Reference

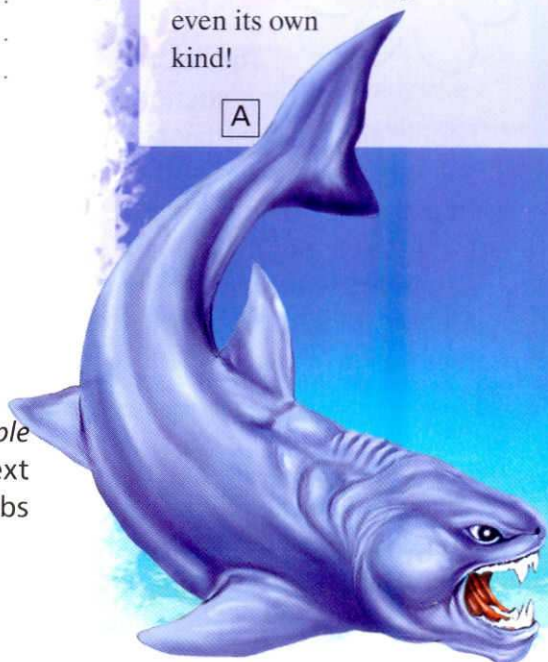
The Elephant Bird **didn't have** a big head. It **had** a small head. It **could** walk, but it **couldn't** fly.

- Read the sentences above. What is the *present simple* form of the verbs *had* and *could*? Then, read the text again and underline all the *past simple* forms of the verbs 'have got' and 'can'.

Dunkleosteus was a frightening creature!

It was up to ten metres long and had a fin on its back like a shark. Dunkleosteus had two long bony blades that could crush just about anything! It could swim very fast and it ate other fish, including sharks and even its own kind!

A

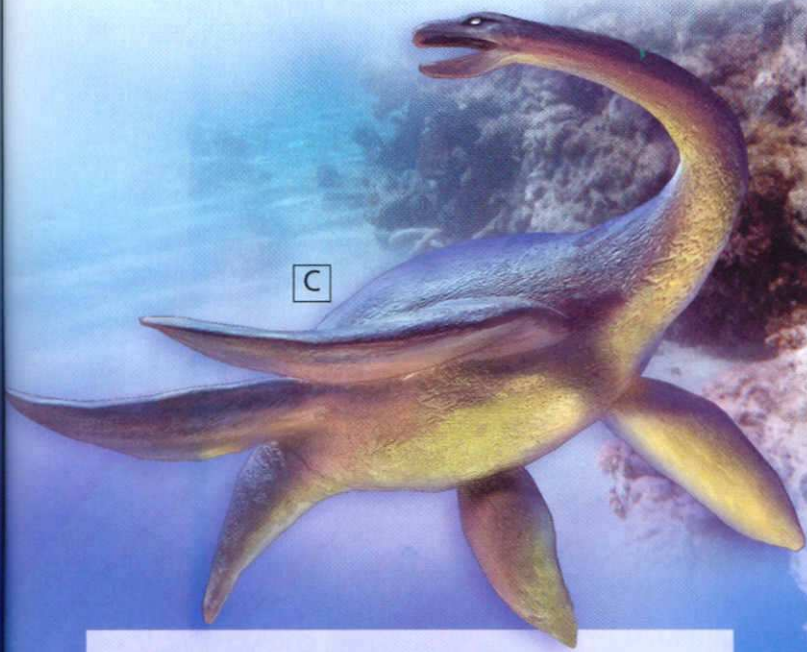


B



The last Elephant Bird died in 1649. This huge creature was the heaviest of all known birds. It had a long neck and a small head. Its body was large and it had wings and two short, thick legs. Its eggs were the largest in the animal kingdom. The Elephant Bird was three metres tall and weighed four hundred and fifty kilos. Not surprisingly, it couldn't fly!

C



Plesiosaurus was a reptile that lived during the Jurassic period. It was not a dinosaur, but a sea creature that was from three to eighteen metres long. It had a small head, a long neck and tail and four flippers. Plesiosaurus could probably walk on land. Some people believe that the Loch Ness Monster is a Plesiosaurus!

5 Read the text again and correct the sentences.

- 1 Plesiosaurus had a big head.
 - 2 Plesiosaurus couldn't swim.
 - 3 The Elephant Bird had a short neck.
 - 4 The Elephant Bird could fly.
 - 5 Dunkleosteus had two fins on its back.
 - 6 Dunkleosteus couldn't swim.
- 1 *Plesiosaurus didn't have a big head. It had a small head.*

Speaking

6 Look at the extinct animals. Work with a friend. Discuss these questions.

- 1 What was it called?
- 2 What type of creature was it?
- 3 How big was it?
- 4 What did it look like?
- 5 What could it do/not do?

Writing


7 Portfolio: You are a famous palaeontologist! Write about an extinct animal. Include: pictures/drawings, name, type of animal, what it looked like, what it could do/not do.

COM+EDDY



Reading

► **Animals**

- 1 a. Why are these names important in the history of space travel?
- Yuri Gagarin • Neil Armstrong • Laika
- b. Read the headline and look at the picture. What do you think the text is about?
- 2 Read the text quickly and find ...
- 1 what HAM stands for.
 - 2 two colours.
 - 3 where HAM went in 1963.
 - 4 how old HAM was when he died.
 - 5 three nouns with the word 'space' in them.
- 3  Listen and read. Answer the questions.
- 1 When did HAM fly to space?
 - 2 How old was HAM when he went to the National Zoo in Washington?
 - 3 Where's HAM's grave?

- 4 Say four things you remember about HAM and his travel to space.

Exploring Grammar

► **Past Simple (Irregular Verbs)**

Grammar Reference

They **went** to the zoo yesterday.
 Did she **go** to school yesterday?
 He **didn't go** to the gym last night.

- 5 Study the examples above. Then, read the article again and underline the *Past Simple* of the following verbs.

• fly • do • come • go
 • take • hang • make

One small step for a chimp!

Before man ever reached the stars, there were chimps! No one really seems to remember these brave animals, but they helped to make space exploration a reality. The first chimp in space was called HAM (Holloman AeroMedical), a three-year-old from Africa. HAM was a smart, loveable chimp with a good nature – a perfect choice for the space flight. HAM flew into space on 31st January, 1961. During the flight, HAM did some simple tasks such as pulling a right-hand lever when a white light came on and a left-hand lever when a blue light came on. His spacecraft splashed down in the ocean and took in water, but helicopters flew in to rescue him!

Soon afterwards, the first astronauts followed the path made by the chimps. The rest, as they say, is history. The chimps hung up their spacesuits and retired! In 1963, HAM went to the National Zoo in Washington D.C., and in the early 80's he moved to North Carolina State Zoo. He died in 1983, aged 27 and was buried in front of the New Mexico Museum of Space.

Study skills

Past Simple Irregular Verbs

You can find the Past Simple of irregular verbs in your dictionary.

e.g. go – went

6 Look up the following verbs and write the Past Simple of each one.

- bring • cut • drink • eat • feel • get
- give • lie • put • run • see • shake
- take • think • write

7 In pairs, ask and answer the questions.

- 1 What time did you get up this morning?
- 2 What did you have for breakfast?
- 3 What did you do after breakfast?
- 4 How did you come to school today?
- 5 Who did you first see in class?

Pronunciation

▶ /æ/, /ɔ:/, /eɪ/

8 Write the past simple of the following verbs in the correct column. Then listen and check.

- begin • bring • drink • eat • fight
- give • make • swim • think

/æ/	/ɔ:/	/eɪ/
.....
.....
.....



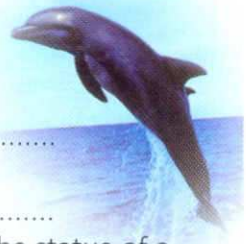
9 Read the sentences about Rob's journey to Africa and choose the correct item.

- 1 Rob to Africa last month.
A saw B went C sent
- 2 He lots of people there.
A made B said C met
- 3 They into the mountains.
A spent B drove C got
- 4 There wild animals all around them.
A were B flew C ate
- 5 Rob some amazing photos.
A knew B took C drew
- 6 When he got back, he them to a famous magazine.
A sold B bought C brought

Listening & Speaking

10 Listen and complete.

Stage name: Flipper
 Real name: Mitzi
 Sex: female
 Born: 1)
 Films/TV shows: *Flipper*
 Died: 2)
 Special facts: grave beneath the statue of a 3)



Stage name: Lassie
 Real name: Pal
 Sex: 4)
 Born: 1940
 Films/TV shows: *Lassie Come Home*
 Special facts: has a 5)
 on the Hollywood Walk of Fame
 Died: 1957



11 Use the information above to talk about Flipper and Lassie.

Flipper was a female dolphin and her real name was...

Writing

12 Portfolio: Choose one of the animals and write a paragraph about it.

Reading

Study skills

Beginnings and endings of stories

When we begin a story, we say **where** and **when** the story takes place and **who** the people in the story are.

In the last paragraph, we usually give the **end of the story** and **people's feelings**.

- 1 Read and complete the sentences. Then, read the beginning of the story and answer the questions.



Alan Barnes **1)** (**be**) in his hospital bed, staring out of the window at the bright August sunshine and thinking about the past. He felt as if he was a young boy again, and he **2)** (**can**) walk and run and play football – all of the things that he couldn't do now. A young girl's voice **3)** (**shake**) him out of his daydream.

- 1 Where does the story take place?
- 2 When does the story take place?
- 3 Who is the story about?

- 2 Read and complete the sentences. Then, read the ending of the story and answer the questions.

Megan **1)** (**hold**) his hand as he **2)** (**take**) his first step. There were tears in Nurse Hammond's eyes as she held up her camera to capture the moment. He **3)** (**feel**) so thankful for this miracle in his life, and especially thankful to the young girl by his side. It was then that he realised how the greatest happiness can often follow the greatest sadness!

- 1 What happened in the end?
- 2 How did the man feel?

Speaking

- 3 Read the beginning and the ending of the story again. In pairs, use the questions below to decide on the events in the missing parts of the story.

- 1 Why do you think the man is in hospital?
- 2 Who is the young girl in the story?
- 3 How did the girl help the man? Why?

Exploring Grammar

▶ Time Words



Grammar Reference

He looked around, **then** opened the door and went in.

As soon as he got into bed, there was a knock on the door.

The dog started to bark as Paul got into his car. **Suddenly**, we heard someone screaming.

- 4 Read the examples above, then complete the sentences.

- 1 I was out in the garden., a huge dog jumped over the fence.
- 2 Everyone clapped he walked in.

- 3 It started to rain
..... I stepped
out of the door.
- 4 I saw smoke coming out of
the oven
I walked into the kitchen.
- 5 He picked up his suitcase,
..... got onto the train.

GAME

Answer your classmates' questions without using Yes or No.

S1: Did you watch a film last night?

You: I did./I watched a great film.
etc

Everyday English

► Showing surprise

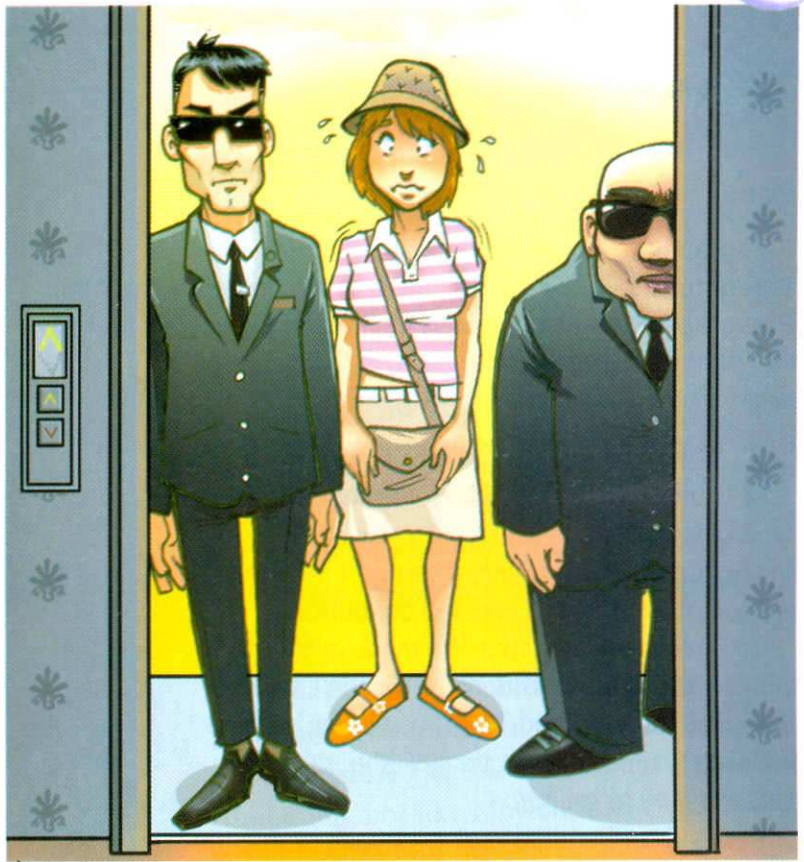
- Did it?
- Really? I didn't know that!
- Wow! • Never! • No way!
- I don't believe it!
- You're joking!
- Are you sure?

5 In pairs, act out short dialogues as in the example.

- Yuri Gagarin/die/in plane crash/seven years after/first space flight!
- Vincent Van Gogh/paint/picture every day/the last 70 days/his life!
- Alexander Graham Bell/invent/phone but/never call/his wife because/deaf!
- Leonardo da Vinci/write/one hand and draw/other/the same time!

A: Yuri Gagarin died in a plane crash seven years after his first space flight!

B: Really? I didn't know that!



Listening

- 6 a. Look at the picture. Where are the people? How does the woman feel? Why? Listen and read and check your answers.

Rachel: Something really embarrassing happened to me the other day!

Pam: Did it? What?

Rachel: Well, Mr Gibbs gave me five thousand pounds to take to the bank.

Pam: Wow! That's a lot of money!

Rachel: I know! I was really nervous about having so much money on me, so I put it under my hat ... you know, to be safe.

Pam: Yeah. Go on.

Rachel: Well, I was on my own in the lift, and then it stopped and two really big men got in. They looked a bit, well, scary.

Pam: Really. So what happened?

Rachel: Well the doors closed and the two men just stood there, looking at each other ... and I thought 'Oh, no! They know about the money!'

Pam: Never! So then what!

- b. What happened next? In pairs, continue the dialogue. Then, listen and check your answers.

Writing (a story)



Plan

Paragraph 1: time, place and people involved

Paragraphs 2-3: the events of the story, one after the other

Paragraph 4: what happened at the end & people's feelings

Last Saturday was the first day of my holiday. I jumped out of bed, feeling really happy and quickly got ready to leave for the airport. 'Spain, here I come!' I shouted as I got into the lift and pressed the button.

Ten seconds later, the lift made a strange sound and stopped suddenly. I couldn't believe it! I cried for help and heard a woman's voice outside. 'There's no electricity,' she said 'Be patient. I'll try to get help.'

I waited and waited and eventually someone came, but it took them a long time to rescue me. When I got out of the lift, I looked at my watch. It was too late to get to the airport in time!

I went back upstairs to my flat – not in the lift this time – and sat on the sofa, feeling really miserable. When I turned on the TV, there was a travel programme on. 'Hello holidaymakers,' the presenter said happily. 'This week we're in Spain and we're having a fantastic time!' I think that was the worst moment of my life!



- 1 a. Read the rubric. What should the story be about?



Write a story for a magazine competition with the title:
The worst moment of my life.

- b. Look at the pictures above. What do you think happened? Then, read the story and check your answers.

- 2 Read the story again and put the events in the order they happened.

- a I got ready to leave for the airport.
- b I got out of the lift, but it was too late.
- c I turned on the TV and there was a travel programme about Spain on.
- d I got into the lift and pressed the button.
- e I went back to my flat.
- f The lift made a strange sound and stopped.
- g A woman tried to get help.

1

Discuss & Write

- 3 Think of the worst moment of your life ...
- 1 When/Where did it happen? Who were you with?
 - 2 How did it start?
 - 3 What happened then?
 - 4 What happened in the end? How did you feel?

Writing

- 4 **Portfolio:** Use your ideas from Ex. 3 and the model in Ex. 2 to write a story for a magazine competition about *the worst moment of your life.*

Reading

- 1 Read the information about the writer. Why do you think she decided to write about horses?

Anna Sewell (1820-1878) was born in Norfolk, England. She had an accident as a child and used to move with horse-drawn carriages. She learned to love animals, especially horses. She wrote only one book, *Black Beauty* (1877), the story of a mistreated horse.

Black Beauty tells the story of a horse who remains strong and good-tempered even though he is treated badly by some of his owners. It is also an exciting and moving story and helped change the way people treated animals.

- 2 Read the extract from the novel and answer the questions. Then, explain the words in bold.

- 1 Why did they decide to call the horse *Black Beauty*?
- 2 Why did Black Beauty like John?

Speaking

- 3 What kind of treatment do horses like? Read again and tell the class.

Horses like people to brush their mane and tail.

Writing

- 4 **Portfolio:** Unfortunately, Black Beauty changed owners many times. Make a 'For Sale' poster for Black Beauty. Include:

- picture
- short description of appearance and character

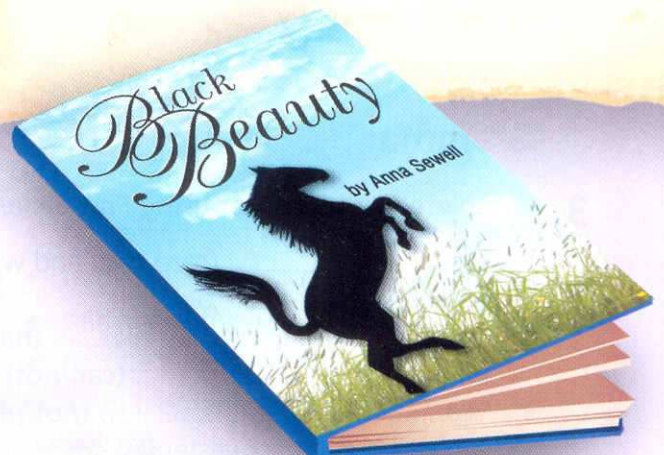
Black Beauty

"Yes," she said, "he is really quite a beauty, and he has such a sweet, **good-tempered** face, and such a fine, intelligent eye – what do you say to calling him Black Beauty?"

"Black Beauty – why, yes, I think that is a very good name. If you like it shall be his name;" and so it was.

When John went into the **stable** he told James that master and mistress had chosen a good, **sensible** English name for me, that meant something; not like Marengo, or Pegasus, or Abdallah.

John seemed very proud of me; he used to make my **mane** and tail almost as smooth as a lady's hair, and he would talk to me a great deal; of course I did not understand all he said, but I learned more and more to know what he meant, and what he wanted me to do. I grew very fond of him, he was so **gentle** and kind; he seemed to know just how a horse feels, and when he cleaned me he knew the tender places and the **ticklish** places; when he brushed my head he went as carefully over my eyes as if they were his own, and never **stirred up** any ill-temper.



Self-Assessment

MODULE 4

Vocabulary

1 Look and write the ordinal numbers.

- 1 1st:
- 2 12th:
- 3 35th:
- 4 3rd:
- 5 5th:
- 6 22nd:
- 7 40th:
- 8 88th:

(8 marks)

2 Read and match the words to the definitions.

- | | | | |
|---|------------|---|------------|
| a | checkout | f | kayak |
| b | tepee | g | spacesuit |
| c | shepherd | h | astronaut |
| d | igloo | i | wizard |
| e | soap opera | j | bricklayer |

- 1 A person who builds walls or buildings.
- 2 A person trained to travel in space.
- 3 A person who looks after sheep.
- 4 A type of house from hard snow.
- 5 A TV series about the lives of a group of characters.
- 6 A piece of clothing people wear when they travel in space.
- 7 A type of tent from animal skin.
- 8 A man that people believe has got magical powers.
- 9 A type of boat with a covering over the top.
- 10 The place in a shop where you pay for what you buy.

(20 marks)

Grammar

3 Complete the sentences using *Past Simple*.

- 1 I (can) read and write when I was five years old.
- 2 The Elephant Bird (have) wings, but it (can/not) fly.
- 3 We (not/play) football in the park yesterday.
- 4 When (you/be) born?

- 5 They (stop) at the supermarket for some milk.
- 6 He (give) me his new T-shirt.
- 7 What time (she/get up) this morning?
- 8 They (fly) to Paris last Monday.
- 9 (you/write) a letter to Mark last night?
- 10 They (not/run) in the marathon after all.

(10 marks)

4 Read and underline the correct preposition.

We don't usually do very much **1) at/in** the weekends, but last Saturday evening we drove out to our friend's cottage. **2) In/On** Sunday we got up **3) at/in** six o'clock **4) at/in** the morning! We wanted to go fishing on the lake. We caught a lot of fish! We came back some time **5) on/in** the afternoon. **6) At/On** night we cooked the fish over a fire outside. We sat around for hours, eating and talking. It was a lovely evening. We went to bed **7) in/at** around midnight. Early the following morning, we drove back to the city. We can't wait for our next visit!

(14 marks)

Communication

5 Read and number the sentences.

- A Well, my weekend was a complete disaster! I burnt the dinner, argued with Steve and lost my handbag!
- B Oh, dear! Sorry I asked!
- C Hi, Charles, how was your weekend?
- D Not bad, Emma. I went out with some friends on Saturday and spent Sunday by the swimming pool. What about you?

(8 marks)

Listening

6 Listen to Val talking to Elaine about a children's play and tick (✓) A, B or C.

- | | | | |
|---|-------------------------|----------------------------------|--------------------------|
| 1 | Thomas is | A at school. | <input type="checkbox"/> |
| | | B at the theatre. | <input type="checkbox"/> |
| | | C at the shops. | <input type="checkbox"/> |
| 2 | The name of the play is | A <i>Rock and Roller</i> . | <input type="checkbox"/> |
| | | B <i>Costs a Dollar</i> . | <input type="checkbox"/> |
| | | C <i>Rollercoaster</i> . | <input type="checkbox"/> |
| 3 | How old is Thomas? | A seven | <input type="checkbox"/> |
| | | B eight | <input type="checkbox"/> |
| | | C ten | <input type="checkbox"/> |
| 4 | At the end of the play | A there is a talent competition. | <input type="checkbox"/> |

(20 marks)

Reading & Writing

7 Read the information about Halle Berry and answer the questions.

- 1 When and where was Halle Berry born?
- 2 What did Halle do at school?
- 3 What contest did she win as a teenager?
- 4 What was her first big role?
- 5 What famous award did she win?

(10 marks)

8 Now, use your answers to write about Halle Berry.

(10 marks)

(Total = 100 marks)

NOW I can...

- talk about past activities and life in the past
- talk about famous people and animals
- talk about the weekend
- narrate events
- write biographies/stories

... in English!



Halle Berry

① **Born:** 14th August, 1968

Place of birth: Ohio, USA

② **Early Years:** cheerleader, class president, editor at school; won Miss Teen All-American beauty contest

③ **Beginning of success:** did some work for TV; first big role in *The Last Boy Scout*

④ **Present life:** Oscar winner; one of the top ten female stars in the world

Across the Curriculum 4

1 Look and practise. *Dance Steps!*

L= left foot R= right foot



Get ready




Cross L over R




Step back on R



Step L to side

- Now, repeat to the other side (right crosses left, etc).
- 2  Play the music. Stand in a line and do the steps together.

Songsheet 4

- 1  Listen and say what Grandma did when she was young.



Rocking Chair ROCK

Grandma sits in her rocking chair
And softly strokes her silver hair
She goes on a trip down Memory Lane
And all at once, she's young again ...

Back to the days before she grew old
Back to the days when she rocked and rolled
Back to the days when she wore nylon stockings
She doesn't stop – she just keeps on rocking!

Back to the days before she got older
Back to the days when she drank Cherry Cola
Back to the days when Elvis was shocking
She doesn't stop – she just keeps on rocking!



Adventure!

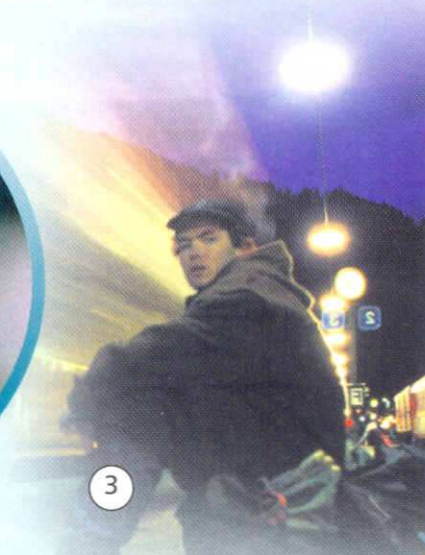
Module 5 (Units 9 & 10)



1



2



3



4

► **Before you start**

- Where/ When were you born?
- What did you do at the weekend?
- What did you use to do as a child?

► **Look at Module 5**

- Find the page numbers for pictures 1-4.

► **Find the unit and page number(s) for**

- ads
- articles
- e-mails
- travel magazine article
- a letter

In this Module you will ...

► **listen, read and talk about ...**

- life in the future
- sports
- organisations that offer gap year activities
- future plans
- travelling
- etiquette in different countries
- travel experiences
- personal changes

► **learn how to ...**

- make predictions about the future
- give personal plans and intentions
- invite people out in English
- give information to people travelling to your country
- talk about personal experiences
- talk about personal changes
- pay/accept compliments in English

► **practise ...**

- will
- be going to
- Present Continuous (future meaning)
- must/mustn't
- should/shouldn't
- can/can't
- Present Perfect
- superlatives

► **do a project about ...**

- an organisation that offers courses in your country
- a stadium in your country
- people visiting your country and the information they need

► **write ...**

- ads in magazines of the future
- an e-mail
- a travel magazine article about your travel experiences
- a friendly letter giving news

Culture Clip: A Brilliant Future

Curricular Cuts (Science): A Ray of Sunshine

Across the Curriculum 5: Novels about travelling
Songsheet 5: Get into the Groove!



Future Horizons

Vocabulary

► Life in the future

1 a. Read and match.

- | | | | |
|----------------------------|-------------------------|----------------------------|-------------------|
| 1 <input type="checkbox"/> | Space station vacations | 4 <input type="checkbox"/> | Nutrition pills |
| 2 <input type="checkbox"/> | Intelligent kitchens | 5 <input type="checkbox"/> | Air cars |
| 3 <input type="checkbox"/> | Solar-powered houses | 6 <input type="checkbox"/> | Emotional clothes |

- a clothes that change to suit your mood
- b a type of car that flies in the air
- c holidays at a space station
- d kitchens with a fridge, cooker, etc that you can programme to do things for you
- e houses that use energy from the sun for heat, light, etc
- f food in the form of a pill

b. What will life be like in the future? Talk with your friend.

- A: *There will be spacestation vacations in the future.*
 B: *What do you mean?*
 A: *There will be holidays at space stations.*
 B: *It sounds too good to be true! / I'm not so sure.*

Reading

2 Read the introduction of the interview. What is it about?

Writers of Science Fiction have got their own ideas about life in the future. We talked to the author of the best-seller 'Future Horizons', Alfred Franks, about some of his ideas.

Interviewer: 1

Alfred: We'll wake up and reach out for our coffee. It will be ready and waiting and just how we like it! Our live-in robot will see to that! Then, we'll put on our clothes – and they will change colour to suit our mood.

Interviewer: 2

Alfred: Think about it. It will make things a lot easier – people will stay away when you're in a bad mood!

Interviewer: 3

Alfred: We'll probably relax in front of our PCs. It will give us a virtual tour of wherever we want to go – cinema, museum, even the funfair!

3 Read the interview and fill in the missing questions. Then, listen and check.

- a So, everyone will know how we're feeling?
- b What will we do after work?
- c What will our mornings be like?

Listening

- 4  Listen to the full interview. Which two other things does Alfred Franks mention?

Exploring Grammar

▶ Will 

Grammar Reference

We **will** only use solar energy in the future.
We **won't** use petrol.

- 5 a. Read the sentences above. When do we use *will*? Complete the rule.

We use *will* to ...

- a make predictions about the future.
b give advice for the future.

- b. Read the interview again and underline all the forms of *will*.

- 6 Read the ads and make predictions about the future.

- 1 *In the future, people will live longer.*

1 **Take a Vita-Revive pill a day and live to be 150!**

2 **JOIN ET.COM and make friends from other planets!**

3 **2FIX: THE PERFECT ROBOT FOR ALL YOUR HOUSEWORK!**

4 **Galactic Tour: Travel to other planets for only £400!**

5 **AIRWAY AUTOS**
Need a new car? Drop in today for a test drive over the city. Look at our latest selection!

6 **ATLANTIS ESTATE: THE BEST UNDERWATER HOUSES ON THIS PLANET!**

7 **Rainbow Selection**
Come and try on our new range of T-shirts. They change colour to suit your mood!

Speaking

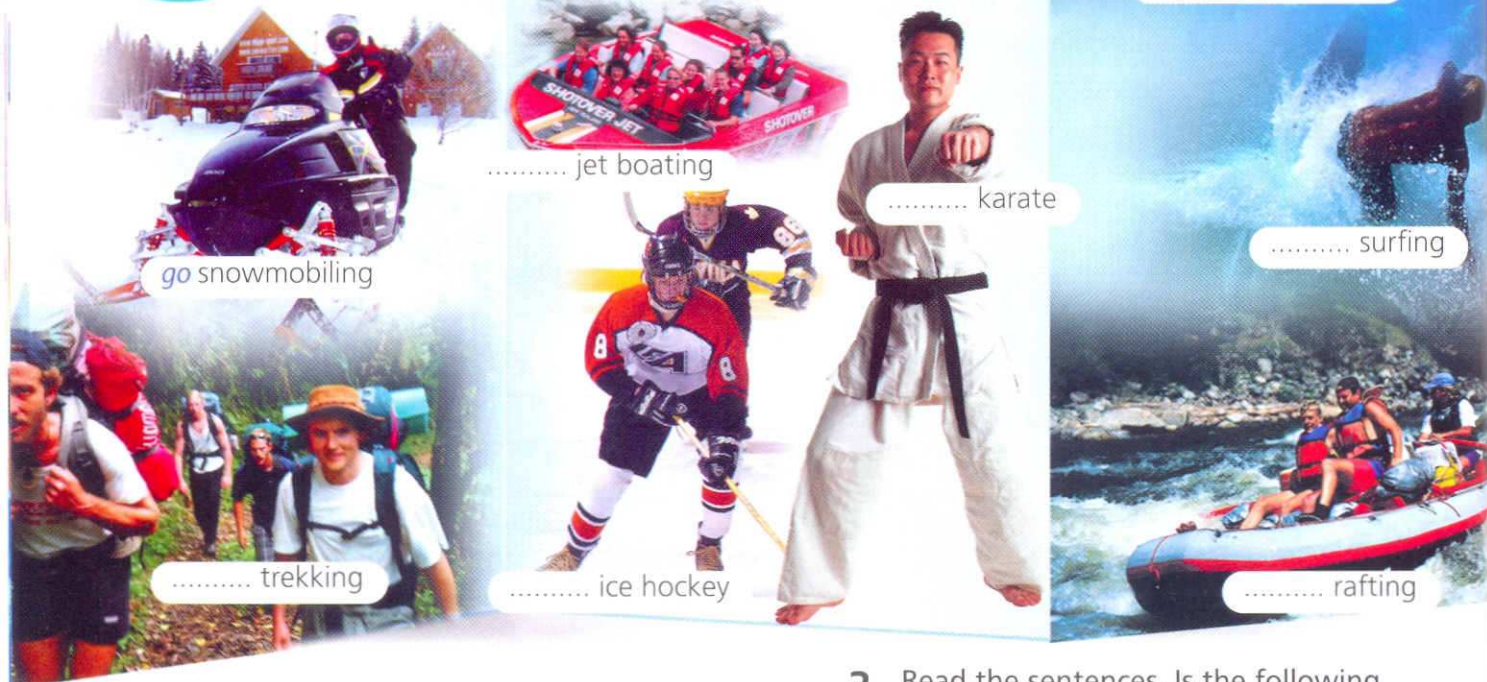
- 7 a. Look at the picture on page 88 and say what Alfred Franks' ideas are about life in the future.
b. Will life in the future be better or worse? Take a vote.

 Writing (ads)

- 8 **Portfolio:** You live in the future! Write ads for a magazine. Think about food, clothes, transport, houses, etc. Present them to the class.

This is an ad about robots. In the future, people won't work at all. Robots will do everything.

Action-packed!



go snowmobiling

..... jet boating

..... karate

..... trekking

..... ice hockey

..... surfing

..... rafting

Vocabulary

Sports

Study skills

Collocations

Certain nouns go with certain verbs. When you learn new words for sports, check in your dictionary to see which verb we use with them (e.g. play – tennis). Write them down together.

- 1 Do, go or play? Look up the sports in your dictionary and complete the phrases above.
- 2 You're going on a Sport Venture Weekend. Choose three of the above activities you are going to do.
A: I'm going to go trekking and jet boating. I'm going to play ice hockey, too. What about you?
B: I'm going to ...

Exploring Grammar

Be going to

Grammar Reference

What are you going to do next weekend?
We are going to visit our friends.

- 3 Read the sentences. Is the following explanation true (T) or false (F)?

We use *be going to* to talk about plans and intentions.

- 4 Ask your friend about his/her plans for this year and put a tick (✓) or a cross (x).

- | | | |
|---|----------------------------|-------|
| 1 | travel to another country? | ..... |
| 2 | learn another language? | ..... |
| 3 | get married? | ..... |
| 4 | find a part-time job? | ..... |
| 5 | move to a new city/town? | ..... |
| 6 | join a club? | ..... |

A: Are you going to travel to another country?
B: Yes, I am. /No, I'm not.

- Now, tell the class.

Nick is going to travel to another country this year.
He isn't going to ...

Pronunciation

/e/, /ɜ:/

- 5 Listen and tick (✓). Then, listen and repeat.

	/e/	/ɜ:/		/e/	/ɜ:/
help	✓		birth		
learn		✓	work		
elephant			trek		

FILLING THE GAP!

Taking a year out between school and university or a job is an exciting way to develop personal skills and gain experience. Many young people plan their gap year very carefully, making the most of this opportunity to do something useful with their time:



Angela Raymond is going to go on the **Africa & Asia Venture**. 'I'm going to teach English and Sports in Nepal. It's a great opportunity for me – I'm going to learn Nepali and find out about the history and culture of the region.'

AFRICA & ASIA VENTURE

Tel: 01380 729009 Website: www.aventure.co.uk



Paul Summers is going to join the **African Conservation Experience**.

'I'm going to do some wildlife research in South Africa. I can't wait! I'm going to work mainly with rhinos and elephants – it's the chance of a lifetime.'

AFRICAN CONSERVATION EXPERIENCE

Tel: 0870 241-5816 Website: www.ConservationAfrica.net



Caroline Thomas is going to be part of the **Wind, Sand & Stars** team. 'I'm going on an expedition to the Sinai desert. I'm going to go trekking in the mountains and I'm going to work with Bedouin tribes. It's going to be tough, but very rewarding.'

WIND SAND & STARS

Tel: 020 7359 7551 Website: www.windsandstars.co.uk

Reading

- 6 a. Do you know what *gap year* means? Read the first paragraph of the web page and find out.
- b. Read the rest of the web page and answer the questions.
- 1 What is Angela going to teach in Nepal?
 - 2 What kind of animals is Paul going to work with?
 - 3 Where's Caroline going to go?

Speaking

- 7 **Portfolio:** You are one of the people from the web page. Use the appropriate information to tell your partner about your gap year.
- say the name of the organisation you are going to join
 - where you are going to go
 - what you are going to do there

Listening

- 8 Listen and complete.



Tel: 01337 860079
Website: www.peakleaders.com

Peak Leaders UK Ltd is a well established family business. It specialises in **1)** and Snowboard Instructor Courses in **2)**, New Zealand and Argentina. In Argentina there is **3)** in the Andes; in New Zealand there is **4)**; in Canada there is ice hockey and **5)** Courses are busy, but there is plenty of party time with people who'll become friends for life.

Writing

- 9 **Portfolio:** Find information about another organisation and write a short paragraph about it. Use Ex. 8 as a model.



Making plans

Listening & Reading

▶ Future plans

- 1 a. Read the first sentence. What is the dialogue about? Listen and check.

Judy: Phil, did you put the surf board on the car rack?

Phil: No, not yet. I'll do it when I get back from work. It will only take a minute.

Judy: What time will you be back?

Phil: I'll probably be back by half past four.

Judy: Oh, good. I'll get everything ready so we can leave straight away.

Phil: Is my blue shirt clean?

Judy: No it isn't, but I'm going to put some washing on in a minute.

Phil: Thanks. Do you need me to pick anything up on the way home? What are we going to eat?

Judy: I'm going to make some sandwiches for the journey and we can have a nice meal when we get to the hotel. We're meeting Gail and Patrick at eight.

Phil: OK. I'll see you later, then. Bye.

Judy: And Phil ... I think you'll need these!

Phil: Ah yes, my car keys. I won't get very far without those, will I?

- b. Read again and answer the questions.

- 1 What time will Phil be back from work?
- 2 When are they meeting Gail and Patrick?

Exploring Grammar

▶ Be going to Vs Will

Grammar Reference

A: It's Pam's birthday party on Sunday.
 B: I know. I'm **going to** buy a present for her this afternoon.
 C: Really? I'll help you choose one, then.

- 2 Read the examples above and complete the rules. Then, read the dialogue again and find examples of *be going to* and *will*.

We use for on-the-spot-decisions.
 We use for plans and intentions.

- 3 Read and underline.

- 1 A: Oh, no! The cooker isn't working!
 B: Don't worry. I **am going to/will** fix it.
- 2 A: What are your plans for Sunday? **Are you going to/Will you** have dinner with your parents?
 B: I think so.
- 3 A: What are those?
 B: Theatre tickets. We **are going to/will** see a show this evening.
- 4 A: Phil, that music is too loud!
 B: OK, I **am going to/will** turn it down.

▶ Present Continuous

(future meaning)



Grammar Reference

Are you coming to Jim's party tonight?
 I'm **flying** to Paris tomorrow morning.

- 4 Read the sentences above. Are they about the present or the future? Which tense do we use to talk about future arrangements?
- 5 What is Lynne doing next week? Look and say.

NOVEMBER

Mon
 have a driving lesson – 6:00 p.m.

Tue
 go shopping with Mum – 5:00 p.m.

Wed
 play tennis with George – 10:00 a.m.

Thur
 take dog to vet – 4:00 p.m.

Fri
 leave for Manchester – 7:00 p.m.

- A: What is Lynne doing on Monday?
 B: She's **having a driving lesson** at six in the evening.



In teams, decide what you will do with the items above.

Team A S1: *Helmet.*
 Team B S1: *I'll go cycling, etc*

Everyday English

▶ **Inviting people out**

Inviting	Accepting/Refusing
Would you like to ...?	That sounds nice.
Are you doing anything ...?	Yes, I'd love to.
What/How about ...?	Sure, why not?
Let's ...	Sorry, I can't.
Shall we ...?	Mm, I'm not sure. I've got other plans.

6 a. Read and complete the dialogue. Then, listen and check your answers.

- A: Are you doing anything tonight, Paul?
 1) we go for a meal?
 B: Oh, sorry I can't tonight. I'm going to stay in. I have to study for my exam.
 A: 2) tomorrow night? Are you doing anything then?
 B: No, I'm not. What have you got in mind?
 A: I'm going to go bowling. 3) come?
 B: That 4)
 A: I'll give you a ring at about five tomorrow.
 B: OK, see you.

b. **Portfolio:** In pairs, act out similar dialogues and record them.

Speaking

7 **Student A:** You are going to go on the course below. Read the ad and answer Student B's questions.

Learn English Holidays

Improve your English and have a holiday at the same time!

We offer a two-week course in beautiful Devon for only £ 450!

The price includes:

- Full board
- Activities: surfing, horse riding, table tennis and sailing
- All lessons

Arlington House, Devon UK, Tel/Fax: +44 1409 253678

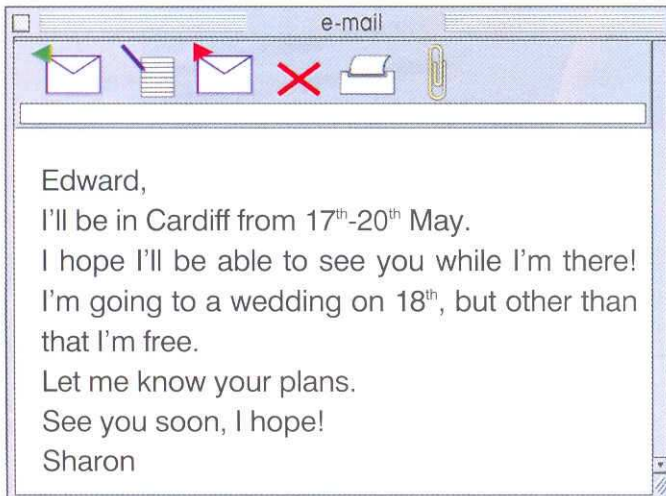
Student B: Your friend is going to go on a course in England. Ask him/her the following questions.

- Where/go?
- How much/pay?
- Why/go?
- What else/do?
- How long/stay?

Writing (an e-mail)

1 Read Sharon's e-mail and answer the questions.

- 1 Where will Sharon be from 17th to 20th May?
- 2 What is she doing on the 18th?
- 3 Who does she want to meet up with?

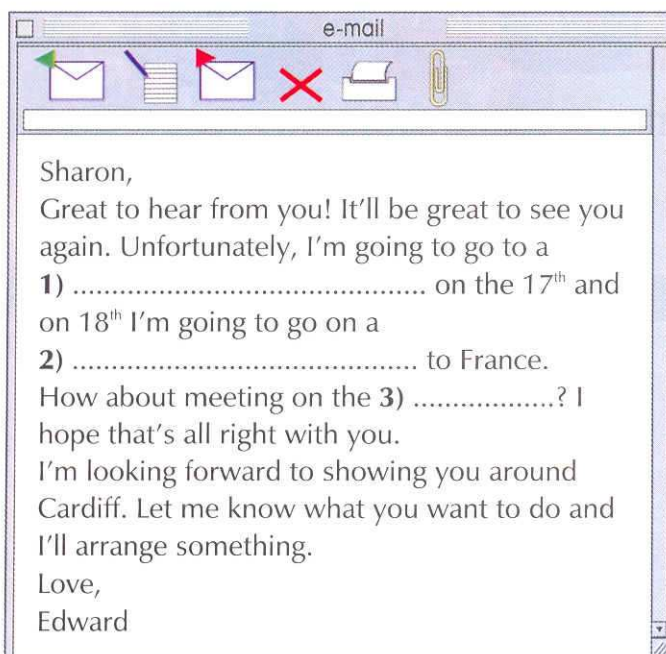


2 Read Edward's diary and complete his e-mail to Sharon.

17th - concert in the evening

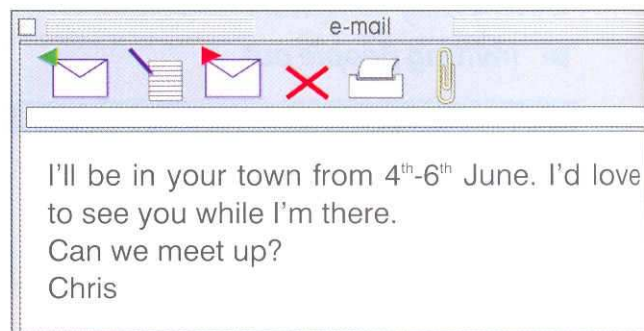
18th - day trip to France

19th - free



Discuss & Write

3 a. Read this e-mail from a friend and answer the questions.



- 1 What's the name of your friend?
- 2 When does your friend want to meet you?

b. You are going to be busy on the 4th and 5th. Decide what you are doing on those days and complete your diary.

4th -

5th -

6th - free

c. **Portfolio:** Use your completed diary and reply to your friend's e-mail.

COM+ EDDY

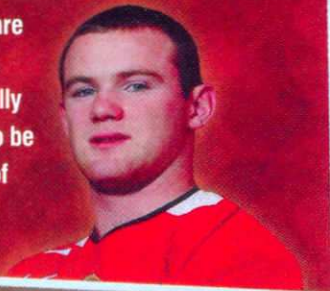
- Knock! Knock!
- Who's there?
- Will!
- Will who?
- Will you open the door? It's freezing out here!

Culture Clip

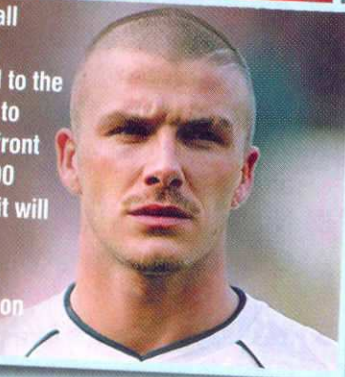
Reading & Listening

- 1 Who are the men in the pictures? What are they talking about? Read and find out.

The plans are amazing ... and hopefully it's going to be a big part of my life.



We're all looking forward to the chance to play in front of 90,000 fans ... it will be the greatest stadium on earth.



A Brilliant Future

In 2006, English sport will have a new home – a brilliant new stadium built for the twenty-first century! Here are some facts and figures about the new Wembley Stadium in London, the world-famous venue for rugby, football and concerts:

- With 90,000 seats it will be the largest football stadium in the world!
- The London Eye could fit between the top of the arch and the pitch.
- The new stadium will have a sliding roof.
- There will be 478 food service points.
- There will be two giant screens in the stadium, each the size of 600 TV sets.
- There will be room inside for the equivalent of 25,000 double decker buses.
- There will be 2,618 toilets – more than any other stadium in the world.

Will it really be everything they say? The stadium will open on 13th May 2006 for the FA Cup Final. Check it out!

- 2 Here are some words from the text. Match them to their definitions. Then, listen and read the text.

- | | |
|--------------|---|
| 1 figures | a very big |
| 2 venue | b same as |
| 3 pitch | c an area for playing sports, especially football |
| 4 giant | d numbers |
| 5 equivalent | e a place where a public event happens |

- 3 Read the text again and write what the following figures refer to:

- | | |
|-----------|-------|
| 1 2006: | ..... |
| 2 90,000: | ..... |
| 3 478: | ..... |
| 4 600: | ..... |
| 5 25,000: | ..... |
| 6 2,618: | ..... |

- 4 Which events would you like to attend at the new stadium? Talk with your friend.

Speaking & Writing

- 5 Think of a stadium in your country. In pairs, discuss the following questions.

- 1 What's the name of the stadium?
- 2 Where is it?
- 3 What are some facts and figures about the stadium? (seats, pitch, roof, etc.)

- 6 **Portfolio:** Use your answers in Ex. 5 and write a short article about a stadium in your country. Use Ex. 2 as a model.

Listening

- Talk with your friend.
 - How do you usually travel? By plane, train, coach or boat?
 - Do you like to travel light? What do you usually take with you?
- Listen to the song. How does the singer feel?

I'm leaving the city,
 And the bright neon lights,
 I won't take a suitcase,
 'Cause I'm travelling light!

I'm travelling light,
 I'm going away,
 I'm travelling light,
 I'm leaving today!

I'm catching the first train,
 It will all be alright,
 I don't need to worry,
 'Cause I'm travelling light!

Travelling light

- Read the song and write the questions for the answers below.

- I don't like the city.
 - No, I'm travelling light.
 - Today!
 - By train.
- Why are you leaving?

Exploring Grammar

► Can/Should/Must



Grammar Reference

Can I swim in the hotel pool?
 You **should** keep your money in the hotel safe.
 You **must** check out before 12 o'clock.
 You **mustn't** bring pets into the hotel.

- Read the examples above. Which sentence: a) expresses prohibition? b) asks for permission? c) gives advice? d) shows obligation?
- Read and circle.
 - A: Can I get a visa at the airport?
 B: No. **You must/You can** get one before you leave the country.
 - A: What time **can we/should we** be at the airport?
 B: No later than five.
 - A: **Can I/Should I** take my dog on the train with me?
 B: Yes, as long as it's in a pet carrier.
 - A: Can I leave my mobile phone switched on during the flight?
 B: No, **you mustn't/you shouldn't** leave it on. Switch it off before you get on the plane.

Speaking

- Answer the questions about your country by circling **Yes** or **No**.
 - DRIVING:** Must I have an international driving licence? **Yes/No**
 - BRINGING A PET:** Must my pet have a microchip? **Yes/No**
 - THE DRINKING WATER:** Is it OK to drink the tap water? **Yes/No**
 - TIPPING:** Should I tip taxi drivers, waiters, etc? **Yes/No**
 - VISA:** Do I need a visa? **Yes/No**
- Now, ask and answer.

A: *What do I do about driving?*
 B: *You must have an international driving licence.*

Reading

- 6 a. Read the dictionary entry below and the title of the article. What do you think the article is about? Listen and read and check your answers.

etiquette /etɪket/ **Etiquette** is a set of rules or customs for polite behaviour in social situations.

Study skills

Reading for detailed understanding

Read the sentences, one at a time. Go back to the text to find the information you need. If the information you need is not in the text, then the answer is *Doesn't Say*.

- b. Read the text and write *R* for Right, *W* for Wrong or *DS* for Doesn't Say.
- 1 In New Zealand, it is OK to be late for appointments.
 - 2 In Thailand, you should always take off your shoes before going into a house.
 - 3 In India, if your feet touch another person, you must say 'sorry'.
 - 4 In South Korea, number 4 brings bad luck.
 - 5 In Egypt, you shouldn't add salt to your food when you're eating in someone's home.
 - 6 In Mexico, you shouldn't leave your money on the counter.
- 7 Read the article again and explain the words in bold. Which rules of etiquette did you find interesting? Are there any similar rules in your country?

Writing

- 8 **Portfolio:** Write a paragraph giving information to someone visiting your country. Think of: *gifts, shopping, visiting people, greeting and talking to people, gestures, eating* etc. Use ideas from Ex. 6b.

Travel Wise!

Travel, so they say, broadens the mind. It's always a good thing to experience different ways of life, but it's also a good idea to check the Dos and Don'ts of each country. So, just in case you're thinking of taking a world tour, here are a few tips from around the globe!

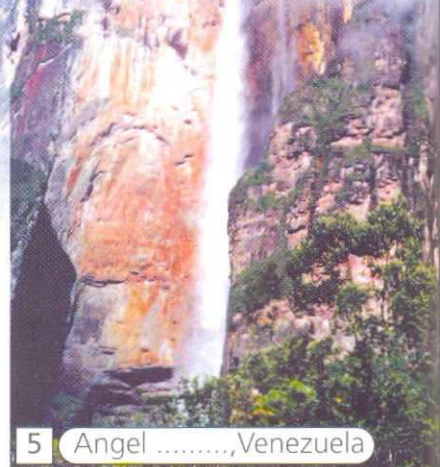
- In New Zealand, you should always be on time or early for all appointments. Being **punctual** is part of the culture.
- In Thailand, check to see if the **host** is wearing shoes. If not, you should take yours off before entering the house.
- In India, you mustn't show the **soles** of your feet or touch a person's head.
- In South Korea, the number 4 is unlucky. You should never give anyone a present that has got four items in it.
- In Germany, you shouldn't **chew** gum when you are talking to someone. This is very **rude**.
- In Egypt, you should leave some food on your plate or your host will think you're hungry and he'll keep filling it up.
- In Mexico, when you buy something from a shop, you should put the money in the **cashier's** hand, not on the counter.
- In Russia, you shouldn't give an **even number** of flowers to anyone.



1 Bondi Beach, Australia



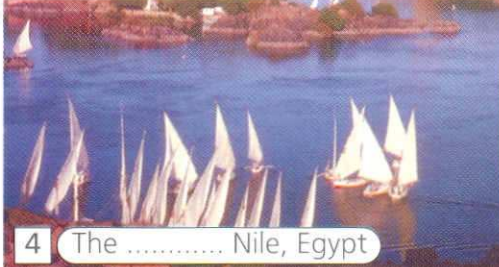
2 Everest, Nepal



5 Angel, Venezuela



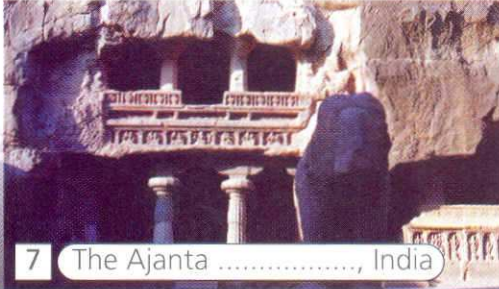
3 Titicaca, Peru



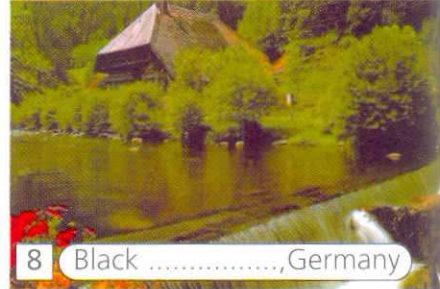
4 The Nile, Egypt



6 The Amazon, Brazil



7 The Ajanta, India



8 Black, Germany

Vocabulary

Natural features

- 1 a. Do you know any of these places? Look at the pictures above and complete the names.
- Beach • Falls • Forest • River • Jungle • Lake
 - Mount • Caves

b. In pairs, ask and answer.

A: Have you ever been to Australia?
 B: No. What's it like?
 A: It's fabulous! You should see Bondi Beach. It's incredible!

Listening

- 2 Listen and match the people to the countries.

PEOPLE

- 1 Gill
- 2 Jack
- 3 Anne
- 4 Thomas
- 5 Beth
- 6 Paul

COUNTRY

- A Australia
- B Germany
- C Peru
- D Brazil
- E Egypt
- F Venezuela
- G India
- H Nepal

Pronunciation

/i:/, /ɪ/

- 3 Listen and tick (✓). Then, listen again and repeat.

	/i:/	/ɪ/		/i:/	/ɪ/
ski			drink		
swim			eat		
bill			see		
sleep			pick		

Reading

- 4 a. What's the best travel experience you've ever had? Tell the class.
- b. Read the article and find the name(s) of ...
- 1 four countries. 3 two dishes.
 - 2 three sports. 4 a dance.
- c. Which experiences are shown in the pictures? Read the article again and underline the sentences that best describe them.

On my TRAVELS

This week, Andy Brown, a reader from Newcastle, tells us about his travels.

Travelling is a great way to see and do some really interesting things.

I've travelled to most parts of Europe. I've skied in Switzerland and I've swum in Lake Como in Italy. I've eaten frogs' legs in France and I've danced the flamenco in Spain!



I've also lived in Hawaii. I've seen Mauna Loa, the world's biggest volcano. I've worked as a tour guide in Honolulu, I've eaten Huli-Huli chicken at a Luau, a Hawaiian celebration, and I've surfed in the Pacific Ocean! I've had some great experiences on my travels and I can't wait to get back on the road!

Don't forget to send us your travel experiences. We're waiting!

www.travellight.com

Exploring Grammar

► Present Perfect

Grammar Reference

I have been all around Australia.
He **has travelled** to many different countries.
We **haven't packed** our things yet.
Has she **come back** from Spain yet?

- 5 a. Read the sentences above. How do we form *Present Perfect*? Complete.

Subject +/..... + Past Participle

- b. Read the article again and underline all the *Present Perfect* forms.
- 6 Read and complete the sentences.
- 1 He (travel) around Britain five times.
 - 2 (you/ever/stay) in a five-star hotel?
 - 3 He (not/decide) where to go on holiday.
 - 4 She (sail) across the Atlantic Ocean.
 - 5 We (not/visit) the National Museum yet.
 - 6 The train (not/arrive) yet.

- 7 Look up the following verbs and write the past participle of each one.

1 buy	3 eat	5 see
2 come	4 fly	6 swim

- 8 Gary has had a busy week preparing for his holidays. Look and say.

THINGS TO DO:

- | | |
|----------------------------------|---|
| - pick up the tickets | ✓ |
| - buy new sunglasses | ✗ |
| - wash clothes | ✓ |
| - take suit to the dry cleaner's | ✗ |
| - cancel newspaper | ✓ |
| - pay bills | ✗ |

Gary has already picked up the tickets. He hasn't bought new sunglasses yet.

Speaking

- 9 **Portfolio:** You have just returned from a tour around the world. Tell your friend about:

- which places you have visited
- which activities you have done
- which foods you have tried

Record yourselves.

Writing

- 10 **Portfolio:** Write to *Travel Light* magazine about your travel experiences. Use Ex. 4b as a model.

Vocabulary

► Personal changes

1 Do you like changes in your life? Read the phrases and say which of these things ...

- a you have never done;
- b you have already done;
- c you have always wanted to do.

- redecorate my room
- move house
- change jobs
- start my own business
- lose weight
- change my hairstyle

I have never redecorated my room.

Listening & Reading

2 a Listen to a dialogue between two people. They are ...

- A friends who haven't seen one another for some time.
- B friends who meet up regularly.

b. Read and complete the dialogue with the sentences from the box.

Laura: Frank! I don't believe it! I haven't seen you for ages. How are you?

Frank: 1)

Laura: Thanks. I've lost a bit of weight recently. So, what have you been up to?

Frank: 2) I started there a year ago.

Laura: That's good. I left work a couple of years ago. I've got a one-year-old son now.

Frank: 3)

Laura: Thanks. It's the best thing that ever happened to me!

Frank: 4)

Laura: No. We've moved to Parklands. Why don't you come over for dinner sometime?

Frank: 5)

Laura: Well, here's my phone number. Give me a ring and we'll arrange a day.

Frank: It's a deal! You're the best cook I've ever known – but don't tell my wife I said that!

Laura: I'll be waiting for your call.

Frank: You can count on it! Bye Laura.



- A Hello, Laura. Fancy seeing you here! You look great!
- B Yeah, I'd like that. We can catch up on the last five years.
- C So you're a mother. Congratulations!
- D Well, I've changed jobs. I work at a travel agent's now.
- E Are you still living in Oak Street?

Speaking

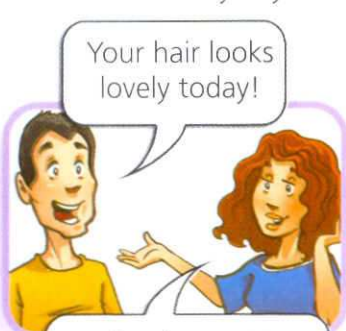
3 Portfolio: In pairs, act out similar dialogues to Ex. 2 and record them.

Everyday English

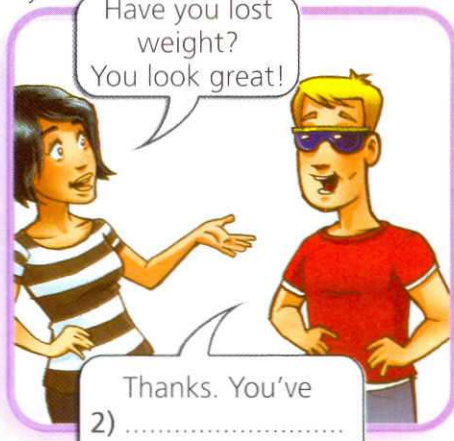
► Paying/Accepting compliments

- 4 Look, read and complete. Then, listen and check your answers.

• made my day • nice of you



Thank you. It's
1)
to say so.



Thanks. You've
2)
..... !

GAME

In groups of four, take a minute to write down a compliment you want to pay to each person in your group. Then, in turns, compliment one another. Don't forget to accept the compliment!

S1: *I really like your new dress!*

S2: *Thank you. It's nice of you to say so!*

Exploring Grammar

► Present Perfect vs Past Simple

Grammar Reference

I have moved house.
I moved house six months ago.

- 5 a. Read the sentences above and complete the rules.

We use for things that happened in the past at a definite time.

We use for things that happened in the past but we don't know exactly when.

- b. Read the dialogue in Ex. 2b again and find examples of *Present Perfect* and *Past Simple*.

- 6 Ask and answer.

- A: (win/competition)
B: (song competition/last year)
- A: (see/famous person)
B: (Jennifer Aniston in Greece/last summer)

- A: (break/bone)
B: (arm/when I was ten)
- A: (see/musical)
B: (*Billy Elliot*/last week)
- A: *Have you ever won a competition?*
B: *Yes, I won a song competition last year.*

► Superlatives

Grammar Reference

Jake is **taller than** Josh.
Harry is **the tallest** in the class/of all.

- 7 Read the examples above and match the sentences.

- We use the comparative form to compare
 - We use the superlative form to compare
- a more than three people, animals/etc.
b two people/animals/etc.

- 8 Read and complete.

- Do you remember Roy? He was (**handsome**) boy in the class.
- Nigel is (**fit**) person I know.
- I think Diana's (**slim**) Rosie.
- This is (**bad**) cold I've ever had.
- Rowan Atkinson is much (**funny**) Jim Carrey.
- The Black Forest is (**beautiful**) place I've ever been to.

- Tell the class about your family. Use: *tall, short, slim, old, young, beautiful, handsome, funny, friendly, interesting, etc.*

My Uncle Billy is the funniest person I know.

Writing (a friendly letter)



Opening remarks:

- Sorry I haven't been in touch for a while.
- I'm sorry it has taken me so long to write.
- Apologies for not writing sooner.

1 Brendan is studying at Drama School. What kind of things do students do at Drama School? Read and put a tick (✓).

- | | | | |
|-------------------|------|---------------------|------|
| 1 Theatre studies | .... | 4 Stage fencing | .... |
| 2 Lighting design | .... | 5 Stage management | .... |
| 3 Maths | .... | 6 Foreign languages | .... |

Study skills

Writing your final draft

Before you hand in your composition to be corrected by the teacher, make sure you read it and check that you haven't made any mistakes in spelling, punctuation, grammar, etc.

2 Read Brendan's letter and identify: a) three spelling mistakes, b) two punctuation mistakes, c) three grammar mistakes. Then, correct them.

Dear Heather,

Sorry I haven't been in touch for a while, but I've had a realy busy term! I'm really enjoying Drama School and I has made some good friends here.

We've already put on two shows so far this term, so as you can imagine, thinks have been pretty hectic. And, guess what? I've got short hair now! I had to, for the part of Hamlet! I've also learning some stage-fencing ... cool, huh?

We've just got back from a trip to Stratford-upon-Avon. We spent a weak there and did some workshops with the Royal Shakespeare Company? It was one of the best times I've ever had.

I hope things are going well for you in your new job. Have you made any plans for a holiday yet. How about come to London for a few days? I'd love to see you and catch up on all the news from home.

Write soon and let me know,
Love,
Brendan

3 Read the letter again and complete the plan.

- your friend's news
- your news • apologise

Para 1:
& give reasons for not writing sooner
Paras 2 & 3: give
.....
Para 4: ask about
.....

Discuss & Write

4 Think of all the things that have happened to you in the last six months and keep notes under the following headings.

- changes in appearance • new experiences • journeys

Now, tell the class.

5 **Portfolio:** You haven't written to a good friend because you have been really busy. Write a letter telling him/her all your latest news. Use Ex. 2 as a model.

CON+EDDY

I haven't slept for days.

Why not?

Because I sleep at nights!

Reading

1 Here are some words connected with the sun. Can you think of any more? Use your dictionaries, if you wish.

- sunshine
- ray
- tan
- sunscreen

2 Look at the diagram. How many kinds of rays are there? Which rays do not go through the ozone layer?

3 Read and answer.

- 1 Which rays did scientists believe to be safe?
- 2 What time of year are UVB rays stronger?
- 3 How can we protect ourselves from these rays?

4 Finding the right SPF for you!

- a Think about how long you can stay in the sun before you start going red (e.g. 20 minutes).
- b Calculate how long you usually stay in the sun (e.g. 3 hours = 180 minutes).
- c Divide the number in b by the number in a (e.g. $180 \div 20 = 6$).
- d The answer is the correct SPF for you.

a Ray of Sunshine

UVA:

These are present all year round and cause the skin to age and wrinkle. Scientists used to believe that these were the 'safe' rays, but in fact they do the most damage. UVA rays can get through clothes, hats and even windows.

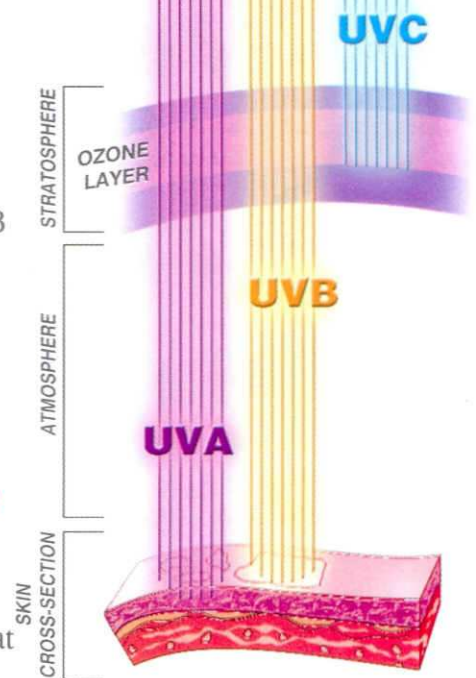
UVB:

These are the 'burning' rays and are stronger in the summer, especially from 10am to 3 pm. UVB rays are the cause of sunburn and can also damage your eyes.

UVC:

These are the most powerful and harmful rays. Fortunately, the ozone layer stops them from reaching Earth. That is why it is important to protect the ozone layer!

A bright sunny day makes us all feel good, and getting a nice tan in the summer makes us feel healthy and fit. But, in fact, the rays from the sun can cause a lot of damage.



How can we protect ourselves from the sun's rays? The most obvious answer is a sunscreen. Always put on a suntan lotion with a high SPF (Sun Protection Factor). It's also a good idea to wear sunglasses and a hat.

Self-Assessment

MODULE 5

Vocabulary

1 Look, read and number the sports.

surfing	<input type="checkbox"/>
trekking	<input type="checkbox"/>
jet boating	<input type="checkbox"/>
snorkelling	<input type="checkbox"/>
rafting	<input type="checkbox"/>
snowmobiling	<input type="checkbox"/>

(12 marks)

2 Look and write the words.

1  ctarke	2  lemthe	3  prlefisp
4  cie ketsas	5  frus rdaob	6  lgegosg

(12 marks)

3 Read and underline the correct word.

- In the future, cars will run on solar energy/nutrition pills.
- Can you help me? I can't get/reach the top shelf?
- Have you got any plans for your venture/gap year?
- I can't wait to go to Tibet; it's a great opportunity/skill for me.
- Hawaii is a popular holiday destination/adventure for people all over the world.
- We lay on the relaxing/sandy beach for hours.

(12 marks)

Grammar

4 Read and match the sentences.

- A: Are you coming to my party on Saturday?
 - A: I'm meeting James in town at eight o'clock.
 - A: Why are you wearing your trainers?
 - A: I'm taking the kids to see the new Disney film tonight.
- B: Because I'm going to go jogging in the park.
 - B: I'm not sure. I'll ring you on Friday.
 - B: Are you? Oh, I'm sure they'll love it!
 - B: Are you going to drive there or take a taxi?

(4 marks)

5 Read and complete the sentences using *Present Perfect* or *Past Simple*.

- I (lose) my camera.
(you/see) it anywhere?
- Jane
(work) in Argentina in 1999.
- George (start)
his new job two days ago.
- They (not/finish)
their homework yet.
- Frank
(just/buy) a new house.
- (you/do)
anything special last night?
- She
(travel) to a lot of countries.
-
(he/call) the doctor yet?
- You
..... (already/eat)
four sandwiches!
- We (go)
to a concert last Sunday.

(10 marks)

6 Read and choose the correct item.

- 1 You park here. Use the car park in Queen Street.
A must B mustn't
C can
- 2 These are the shoes I've ever had.
A comfortable
B more comfortable
C most comfortable
- 3 You pay before you get on the bus.
A must B mustn't
C shouldn't
- 4 Use this bowl. It's than the other one.
A big B bigger
C biggest
- 5 *La Luna* is the restaurant in town.
A good B better
C best
- 6 You check out of the hotel by 12.
A should B mustn't
C must

(6 marks)

Communication

7 Read and complete.

- A: Are you **1** anything special on Saturday, Julie?
- B: Not that I know of. Why?
- A: Do you fancy **2** to see the new *George Clooney* film?
- B: That **3** nice.
- A: I'll **4** you a ring tomorrow morning.
- B: OK, thanks.

(4 marks)

Listening

8 Listen and complete the missing information.



Need to get away?
Call in today!

- Fantastic deals on package holidays in
- -week holidays on the Costa del Sol.
- A luxury with full board.
- Cost of package, including flight, only £ !

We're open 9 am – pm.

(20 marks)

Reading & Writing

9 Michelle is a student at a ballet school. Complete her letter to her friend, Daniel, using the notes below.

- ✓ already put on three shows – things very hectic
- ✓ grow my hair for part of *Sleeping Beauty*
- ✓ just got back from trip to London – do workshops with Royal Ballet

Dear Daniel,

Sorry I haven't been in touch for a while, but I've had a really busy term. I'm really enjoying ballet school and I have made some good friends here.

.....

.....

Write soon with all your news.

Love,
Michelle

(20 marks)

(Total = 100 marks)

NOW I can...

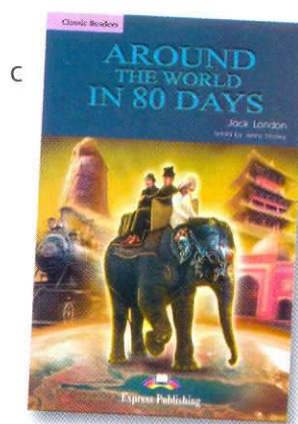
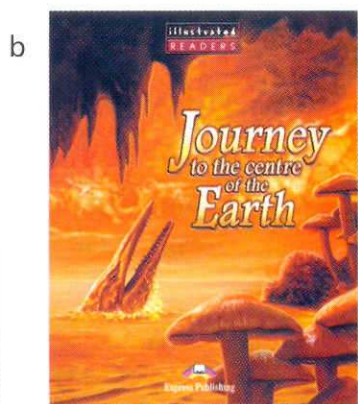
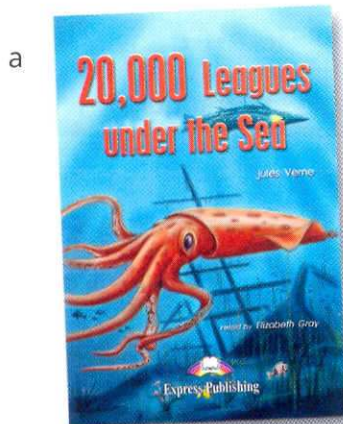
- talk about sports and sports equipment
- talk about the future
- give personal plans and intentions
- talk about personal experiences
- write e-mails/letters

... in English!

Across the Curriculum 5



1 Look at the novels. Are they about: a) travelling or b) monsters?



2 Read and match the characters to the novels.

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | Phileas Fogg, a rich man who travelled to win a bet |
| 2 | <input type="checkbox"/> | Captain Nemo, the captain of an underwater ship |
| 3 | <input type="checkbox"/> | Professor Lidenbrock, the leader of an expedition |

3  Listen to an extract and match it to the correct novel.

Songsheet 5



Get Into The Groove!

Hold on tight
Gonna dance with you all night
And I ain't takin' no for an answer!

Hold me close
Gonna sweep you off your toes
Coz I ain't no statue, I'm a dancer!

*Gonna make you dance
Gonna make you move
Gonna make you get
Into the groove!*

1  Listen and read. Underline the words that mean: *I'm going to, I'm not (a), because.*

2 Read the following lines from songs and try to rewrite them in 'correct' English! Check with your teacher.

Ain't no sunshine when she's gone

Ain't gonna cry over you

Ain't it the truth?

Never gonna give you up

I ain't got no money and I ain't got no hair

.....

.....

.....

.....

.....

Special Days



Hogmanay

THE SCOTTISH NEW YEAR!

Lead-in


- a. Look at the title and the pictures.
What's the name of the celebration?
Where is it? When is it?
- b. What comes to mind when you think
of New Year (sounds, images, tastes,
smells)?

Reading



- Match the words to the definitions.

1	<input type="checkbox"/>	Coal
2	<input type="checkbox"/>	Shortbread (shortie)
3	<input type="checkbox"/>	First-footer
4	<input type="checkbox"/>	Bells
5	<input type="checkbox"/>	Black bun

- A a black substance that you put on the fire
(a symbol of good luck at New Year)
- B metal objects that make a ringing sound
- C a fruit cake that people eat at Hogmanay
- D the first person to step into your house
after midnight on December 31st (a tall,
dark handsome man brings good luck)
- E a type of biscuit, popular in Scotland

-  Look at the cartoon. What's the name
of the family? Read the cartoon and
complete the speech bubbles with
some of the words from Ex. 2. Then,
listen and check your answers.

Listening

-  Listen to 'Auld Lang Syne', a traditional
Scottish New Year song.
-  Grandpa McBean cannot remember the
words to 'Auld Lang Syne'. The rest of the
family made up their own simpler
version. Listen and read and sing along!

THE MACBEANS



Remember the Old Times

How could we all forget our friends
And put them out of mind?
How could we all forget our friends
And forget about old times?

Remember the old times, my dears
Remember the old times
We'll make a toast to all our friends
And remember the old times.



Speaking

- 6 How does your family celebrate New Year? In pairs, discuss the following questions.
- 1 Do you stay at home or go out?
 - 2 Do you invite friends and relatives?
 - 3 Do you eat any special food? What kind?
 - 4 Do you have firework displays?
 - 5 What do you do when the clock strikes midnight?
 - 6 Do you sing any songs?
 - 7 Do you have any symbols of good luck?

Writing

- 7 **Portfolio:** Write about how you celebrate New Year. Start like this: *New Year is one of my favourite times of the year. My family ...*



Valentine's Day



Love is in the air!

Valentine's Day is a popular celebration all over the world. Nowadays it's usual to send Valentine's cards, flowers or chocolates to the people you love. In the past, however, people did some very unusual things!

In the Middle Ages, young men and women took names from a jar to see who their valentines were. They wore the names on their sleeves for a week. Today, when we say that someone is **1)**, we mean that it is easy to understand how they are feeling!

Lead-in

- 1 The phrases below all mean the same thing. Can you guess which languages they are? What do they mean?

♥ *Je t'aime!*


♥ *Te amo!*

♥ *Ich liebe dich!*

♥ *Ti amo!*

Now, say it in your language!

Reading

- 2  Read the text and complete it with the following phrases. Then, listen and check your answers.

'You unlock my heart'

'wears their heart on their sleeve'

'Good Morning, 'tis Valentine's Day!'

- 3 Answer the questions. Then, explain the words in bold.

- 1 What do people do on Valentine's Day nowadays?
- 2 What did they do in the Middle Ages?
- 3 What gifts were popular in Wales?
- 4 Why did women in Britain and Italy get up before sunrise?

In Wales, men carved wooden spoons and gave them as gifts on 14th February. Hearts and keys were popular decorations on the spoons, meaning 2)

In Britain and Italy, women got up before sunrise and stood at their windows. The first man they saw, or someone who looked like that man, would be their husband within a year!

An old English custom was for people to call out to each other 3) Whoever said it first got a present from the other!



4 a. Do you know any poems or songs about love? In pairs or groups, write down as many song/poem titles you can think of with the word 'love' in them! You've got three minutes!



b. Listen and read this famous love poem and find:

- 1 two words that mean *beautiful*.
- 2 another word for *tune*.
- 3 a word that means *girl/woman*.

*My love is like a red, red rose
That's newly sprung in June
My love is like the melody
That's sweetly played in tune

As fair are you, my bonny lass
So deep in love am I
And I will love you still, my dear
Till all the seas run dry.

(Robert Burns, adapted)*

● **Over to you!** Close your eyes and think of your favourite person. Make sentences beginning with *My love is like ...* . Think of sights, sounds, smells and tastes. Be as humorous as you wish!

My love is like a summer's day. His eyes are bright and his smile warms my day!
My love is like a chocolate chip cookie. She's the sweetest girl I know!

Did You Know?

The colour of a rose represents a particular feeling:
Red: love, passion
Yellow: friendship
White: true love
Pink: happiness
Black: goodbye

Pairwork Activities

Visual Materials

1A

Camp Relax

Montana, USA

Camp Relax
the camp with a difference!
You can do all your favourite things in your own time:

- Play chess
- Draw
- Play table tennis
- Have cookery lessons

Feel at home... there's something here for all the family.
Call us at 555 345 788 or e-mail us at www.camprelax.com!

2A

BARNES SCHOOL BENEFIT CONCERT

SATURDAY **29th** SEPTEMBER
SUNDAY **30th** SEPTEMBER

At Mainline Stadium
TICKETS: £2.50

3A

BRIXTON MARKET

Electric Avenue, Brixton (nearest station: Brixton)

COME AND SHOP AT BRIXTON MARKET. WE SELL CLOTHES, FOOD AND LOTS MORE!



OPEN Mon - Sat 9-6 Wed 9-3

4A

SPARKS MUSEUM

More than 200 exhibits to look at.

OPEN DAILY
10 am - 5 pm

Café and shop open 9:30 am - 4:30 pm
Picnic area and playground for children.

Tickets: Adults £6.50 Children £1.95
SPECIAL PRICE FOR GROUPS!

5A

PRO-ACTIVE WEEKEND

MULTI-ACTIVITY COURSES INCLUDING:

- Rock climbing
- Trekking
- Rafting
- Diving

From October: mountain biking will replace diving.

5, Castle Street, Llangollen North Wales
Activity Bookings 01978 86918

£230 including Bed & Breakfast.



1B @ Internet Explorer

The Host Post

Name of Host Family:
Yamada

Country:
Japan

Family members:
5 (mother, father, two sons, one daughter)

Favourite food:
sushi

Favourite family activity:
swimming

2B

Baird Road, Bathgate, Scotland



House to let!

- 2 bedrooms • large living room
- modern kitchen • small garden

**Close to train station and shops.
Call 01506 496556**

3B

Jasmine's Restaurant

82, SLOANE AVENUE
(Nearest station: Sloane Square)
PRICE PER PERSON: £17
Food type: Indian



The Best Indian restaurant in London!
Excellent value for money!

4B

Writing Workshop

Tanner House, Ashburton
Tel: (01364) - 652 772

**WE OFFER A SHORT COURSE
ON CREATIVE WRITING.**

Time: Saturday 10th July - Sunday 11th July

Price: £250

You must be 18 or over.

5B

Rosita Suites

Take a seven-day break and discover the best of Mexico.
Enjoy comfortable accommodation, live music and friendly service!



FACILITIES • 260 suites • spa • pool • free parking • room service • restaurant

Cost: £1,500 including flights.

Pairwork Activities

Visual Materials

1B

Family Camp

- Name?
- Phone number?
- Where?
- E-mail address?
- What/do?

2B

School Benefit Concert

- Name/school?
- When?
- Where?
- How much/tickets?

3B

Market

- Name?
- When/open?
- What/nearest station?
- What/sell?
- Where?

4B

Museum

- Open weekends?
- Café?
- Place for children?
- Children's tickets? £?
- Special price/groups?

5B

Activity Weekend

- What/do?
- Telephone number?
- How much?
- What/price/include?
- Mountain biking?

Pairwork Activities

Visual Materials

set 2

STUDENT A

1A Host Family

- Name?
- Who/family members?
- What/favourite activity?
- Where/from?
- What/favourite food?

2A House to let

- Where?
- How much?
- Rooms?
- Garden?
- Telephone number?

3A Restaurant

- Name?
- Address?
- What kind/food?
- Nearest station?
- Price?

4A Writing Workshop

- When?
- Where?
- How much?
- Telephone number?
- Children?

5A

Holiday

- Name/hotel?
- Where?
- How many days?
- Facilities
- Price?

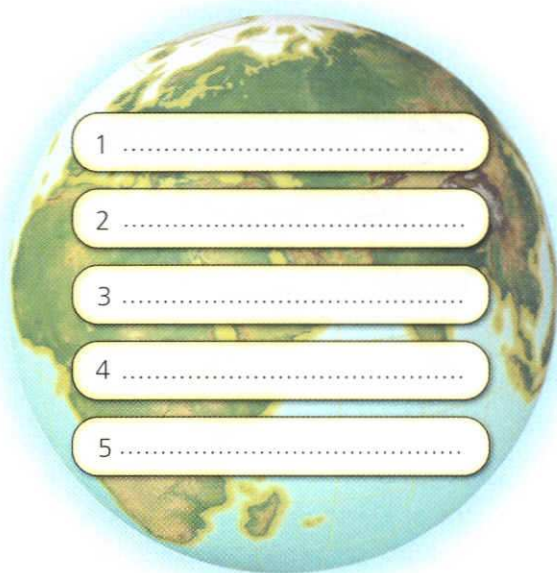
Word Perfect

1 Countries

1 Find fifteen countries. Whoever finishes first is the winner!

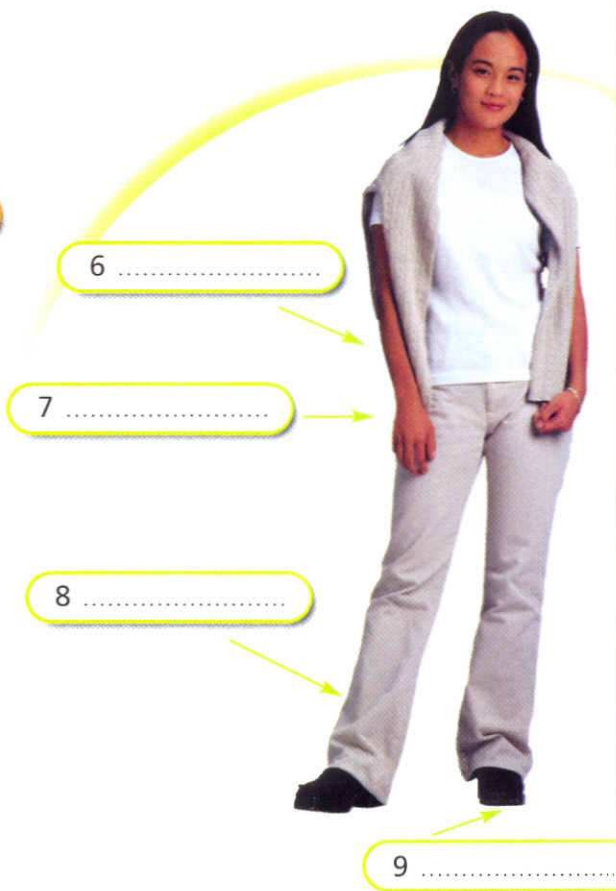
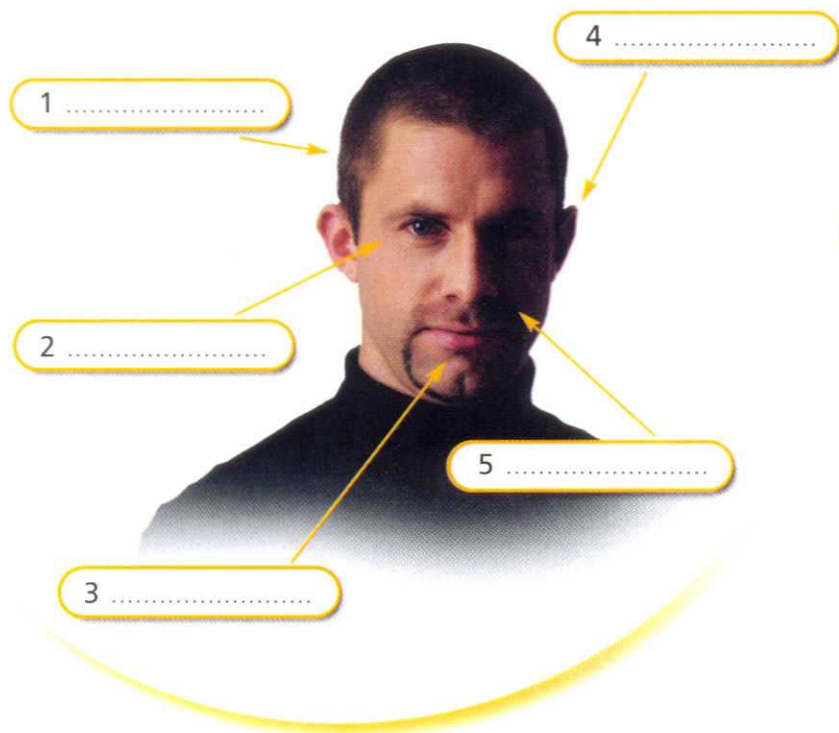


2 Which of these countries do you want to visit? Make a list of your top five choices.



2 Parts of the Body

1 Label the parts of the body.



2 Point to parts of your body. Ask your partner to name them. Speed it up to make it fun!

3 Jobs

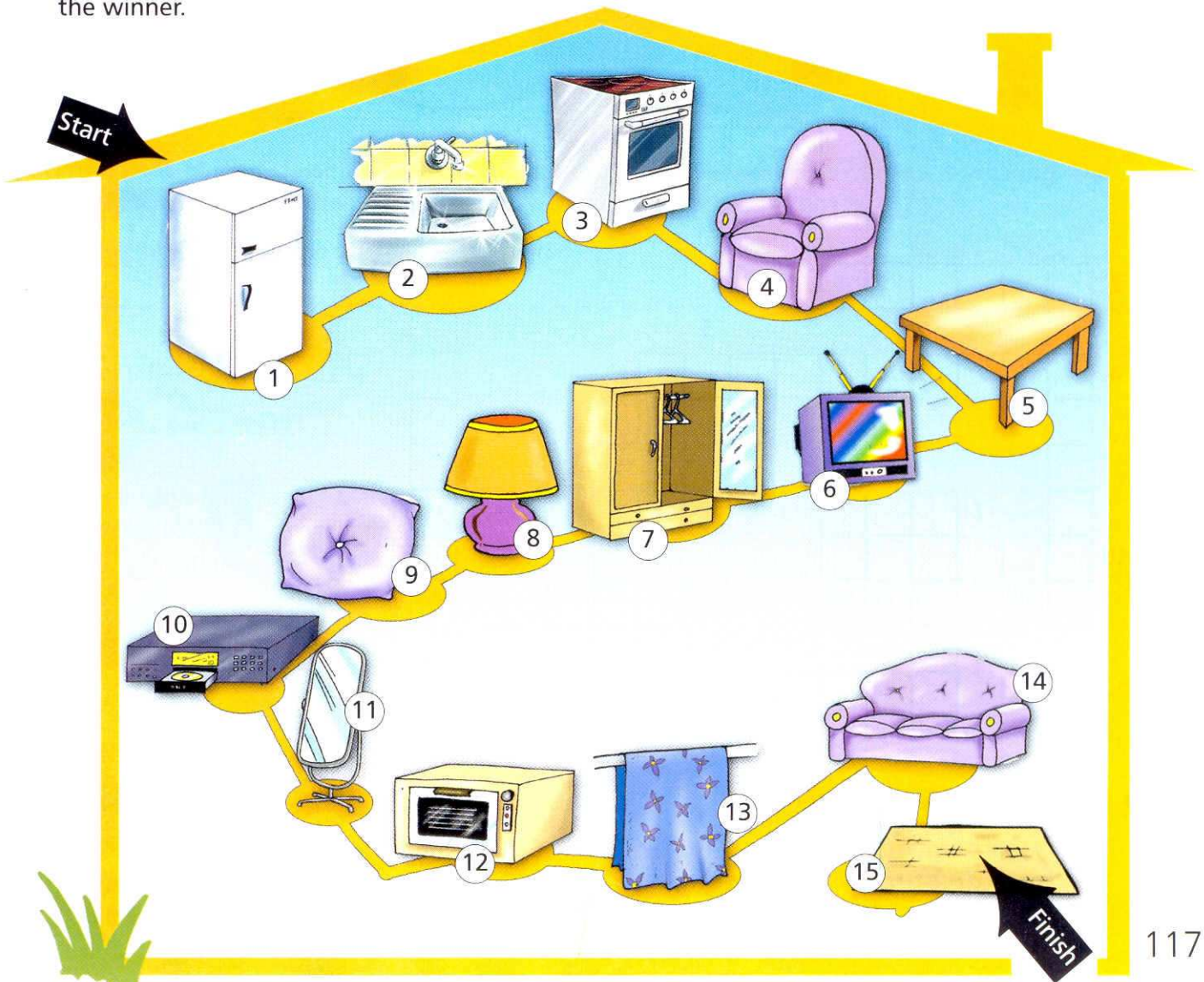
1 What's the job? Read the descriptions and write. You've got only two minutes!

- | | |
|---|---------------------|
| 1 I fly aeroplanes. | p _ _ _ _ |
| 2 I work for a TV station. | r _ _ _ _ _ |
| 3 I protect people. | p _ _ _ _ o _ _ _ _ |
| 4 People come to me when they're ill. | d _ _ _ _ |
| 5 People bring their pets to me. | v _ _ |
| 6 I work at a hotel. | c _ _ _ |
| 7 I can look after your baby at nights. | b _ _ _ _ _ |
| 8 I look after people when they swim. | l _ _ _ _ _ |

2 Which of these jobs do you like the most? Find someone in the class who likes the same job.

4 Things in a House

11 In pairs or teams, play the game. Place a counter on START. Take turns to throw the dice and name the item. If you can't name it, go back to START. The one who gets to the FINISH first is the winner.



Word Perfect

5 Buildings

1 Complete the words.

1 p _ _ t o _ fi _ e

2 _ _ pe _ mar _ et

3 bu _ c _ er _ _

4 tr _ _ n st _ ti _ _

5 l _ br _ _ y

6 s _ _ ool

7 res _ _ ur _ nt

8 pet _ _ l sta _ _ on

9 g _ _ ag _

10 gre _ _ _ ro _ er's

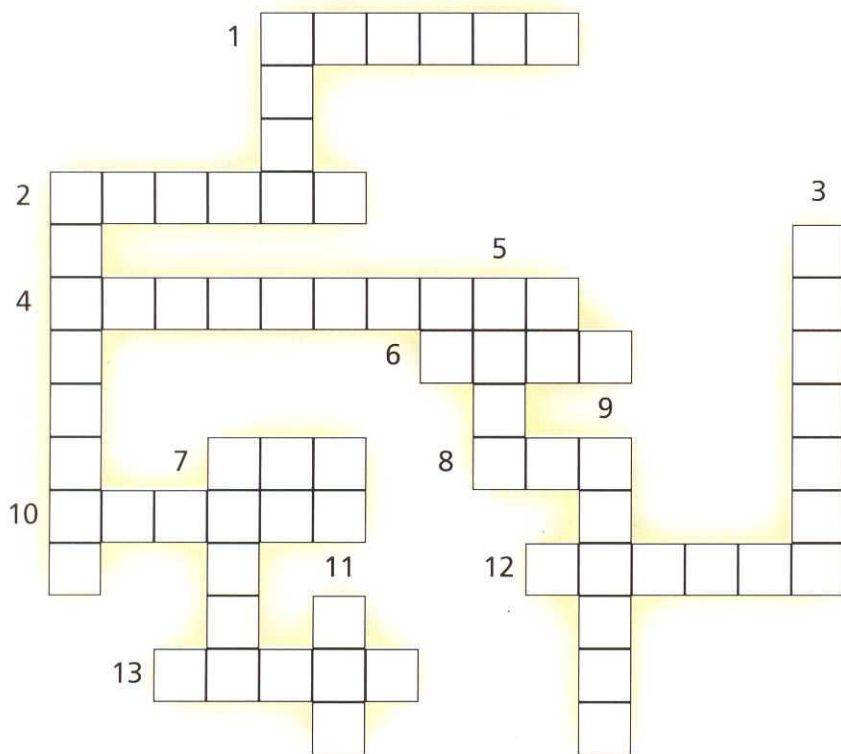
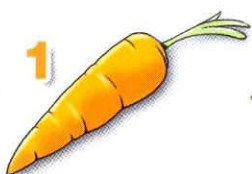
11 _ _ nem _

12 c _ _ é

2 Imagine you are at one of the buildings above. Mime an action. The rest of the class tries to guess where you are.

6 Food

1 Complete the crossword.



2 Add to your friend's sentence.

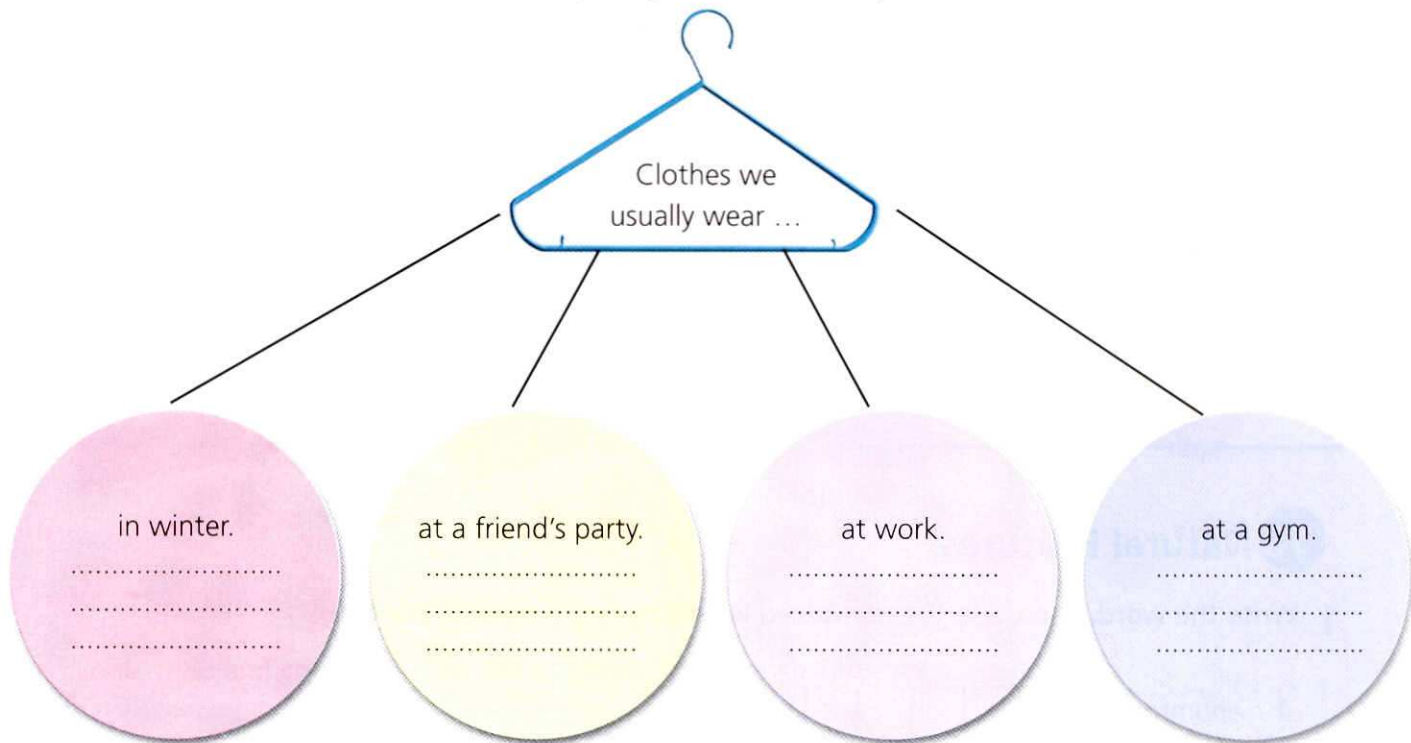
S1: I've got a carton of milk.

S2: I've got a carton of milk and some cheese.

S3: I've got a carton of milk, some cheese and ...

7 Clothes

- 1 Complete the spidergram below with at least three items of clothing for each category. Then, work with a friend and add from his spidergram the clothes you haven't included.



- 2 I spy! Look at your classmates and close your eyes. Describe what a classmate is wearing. The rest of the class (with their eyes closed) try to guess who that person is.

S1: She's wearing jeans and a red blouse. Who is it?

8 Ordinal numbers

- 1 Write the sentences.

- Hannah's birthday: 1st March
Hannah's birthday is on the first of March.
- Sam's birthday: 15th April
.....
- Diana's birthday: 22nd May
.....
- Fiona's birthday: 12th June
.....
- Alan's birthday: 3rd July
.....
- Harry's birthday: 31st August
.....

- 2 When are your classmates' birthdays? Ask them and make a list.

Word Perfect

9 Sports

1 Look and write the sports.

- 1 t _ _ _ _ _
- 2 s _ _ _ _ _
- 3 s _ _ _ _ _
- 4 i _ _ h _ _ _
- 5 f _ _ _ _ _
- 6 t _ _ _ _ _
- 7 s _ _ _ _ _
- 8 b _ _ _ _ _
- 9 s _ _ _ _ _



2 Mime one of the sports. Ask your friend to name the sport.

10 Natural Features

1 Write the word. Then, use the numbered letters to find a famous waterfall.

- 1 anumtoni

			1				
--	--	--	---	--	--	--	--
- 2 virre

	2			
--	---	--	--	--
- 3 ialfs

	3			
--	---	--	--	--
- 4 glujen

			4		
--	--	--	---	--	--
- 5 evac

	5		
--	---	--	--
- 6 tofser

		6			
--	--	---	--	--	--
- 7 habec

		7		
--	--	---	--	--

The

1	2	3	4	5	6	7
---	---	---	---	---	---	---

 Falls

2 Are there any famous natural features in your country? What are they called? Work with your friend and make a list.

Grammar Check

Let's Start

► A/An

1 A or An? Say, then write.



1 a telephone



2 apple



3 elephant



4 taxi



5 computer



6 exercise book



7 board



8 eraser

► This/These – That/Those

2 Look, read and complete. Use *This is*, *That is*, *These are* or *Those are*.

1 *This is* a TV.



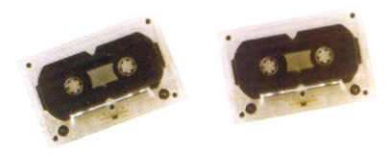
2 cameras.



3 a phone.



4 cassettes.



5 an orange.



6 an umbrella.



Grammar Check

Unit 1

▶ The Verb 'to be'

1 Write: *you, he, she, it, we* or *they*.

- | | | |
|----|----------------|-----------|
| 1 | Bill | <i>he</i> |
| 2 | Sara and Frank | ..... |
| 3 | sandwich | ..... |
| 4 | Wendy | ..... |
| 5 | George and I | ..... |
| 6 | two boys | ..... |
| 7 | cat | ..... |
| 8 | Danny | ..... |
| 9 | you and John | ..... |
| 10 | piano | ..... |

2 Complete the sentences, as in the example.

- We *are* from Germany.
We're from Germany.
- I twelve years old.
I twelve years old.
- They at home.
They at home.
- He not a teacher.
He a teacher.
- It a dictionary.
It a dictionary.
- We not from Italy.
We from Italy.
- She my friend.
She my friend.
- I not a student.
I a student

3 Ask and answer, as in the examples. Then, write.



- 1 *Are they* guitars?
No, they aren't. They're violins.

- 2 *Is she* a student?
Yes, she is.



- 3 a cinema?
.....

- 4 apples?
.....
..... bananas.



- 5 a doctor?
.....
..... a chef.

- 6 glasses?
.....



▶ Question Words

4 Fill in the questions with: *How, What, Where* or *Who*. Then, answer them about yourself.

- Where* are you from?
.....
- old are you?
.....
- is your address?
.....
- is your favourite actor?
.....

5 Write questions for the words in bold.

- Justin Timberlake is my favourite singer.
Who is your favourite singer?
- The Coliseum is **in Rome**.
.....
- Frank is from the **USA**.
.....
- She is **forty years old**.
.....
- My last name is **Jones**.
.....
- It's a **pencil**.
.....

Unit 2

▶ Have got

1 Look, ask and answer. Then, write.



Mike



Bill & Sam



Sue



Janet & Tim



Peter



Barbara

- 1 A: *Has Mike got a bike?*
B: *No, he hasn't.*
He's got a car.
- 2 A: *Have Bill and Sam got a pet?*
B: *Yes, they have.*
- 3 A: a computer?
B:
- 4 A: a small house?
B:
..... a big house.
- 5 A: a mobile phone?
B:
- 6 A: a horse?
B:
..... a dog.

▶ The verb 'Can'

2 Make true sentences using *can* or *can't*.

- 1 horse/run fast
A horse can run fast.
- 2 dog/ski
.....
- 3 chef/cook
.....
- 4 parrot/talk
.....
- 5 fish/walk
.....

3 What can you do/not do? Put a tick (✓) or a cross (x). Then, ask your friend what he/she can/can't do. Then, write.

	Me	My friend
swim
cook
ski
ride a bike
dive
play chess

I can, but I can't

My friend, but

▶ Possessive case/adjectives/pronouns

4 Read the examples. Then, complete the table.

- Jenny • Joseph • Alice • the cat
- the man • Rose

/s/	/z/	/z/
<i>Pat's</i>	<i>George's</i>	<i>the dog's</i>
.....
.....

5 Read and make sentences, as in the example.

- 1 (he/books)
These are his books.
These books are his.
- 2 (she/bike)
.....
.....
- 3 (they/horse)
.....
.....
- 4 (I/home)
.....
.....
- 5 (we/football)
.....
.....

Grammar Check

Unit 3

► Present Simple

1 Put the verbs in brackets into the *present simple*.

- | | |
|--|---|
| 1 I <i>play</i> (play) tennis at the weekends. | 5 I (watch) TV in the evenings. |
| 2 She (go) to bed quite early every night. | 6 Harry (study) music with a great pianist. |
| 3 Gary (like) swimming. | 7 Grandma Rose (read) stories to her grandchildren. |
| 4 My Mum (wash) the dishes after every meal. | 8 They (have) eggs in the morning. |

2 Write questions and negations, as in the example.

- | | |
|---|--|
| 1 Helen likes pizza.
<i>Does Helen like pizza?</i>
<i>Helen doesn't like pizza.</i> | 4 The cat likes milk.
.....
..... |
| 2 We play baseball on Sundays.
.....
..... | 5 They live in London.
.....
..... |
| 3 Sue walks to work every day.
.....
..... | 6 Darren works in an office.
.....
..... |

3 Put the adverb of frequency in the correct place, as in the example.

- | | |
|---|--|
| 1 I drink milk in the morning. (always)
<i>I always drink milk in the morning.</i> | 5 Lou eats in a restaurant. (hardly ever)
..... |
| 2 Adam goes to bed late at night. (never)
..... | 6 Do you get up early? (usually)
..... |
| 3 I watch TV. (sometimes)
..... | 7 Is he late for school? (often)
..... |
| 4 You can see birds in the garden. (rarely)
..... | 8 Judy doesn't go to the gym. (usually)
..... |

4 Make true sentences about yourself using the adverbs of frequency below.

• always • often • sometimes • never • usually • rarely

- | | | |
|--------------------|--------------------|---------------|
| 1 do my homework | 4 go to the cinema | 7 eat out |
| 2 play video games | 5 meet my friends | 8 watch TV |
| 3 cook dinner | 6 get up early | 9 read comics |

Unit 4

► Prepositions of place

1 Look, read and complete. Use: *in front of, on, next to, in, opposite.*

This is Diana's living room. There is a sofa and 1) *next to* it there is a lamp. 2) the sofa are Diana's two cats, Fluffy and Sam. Can you see the table 3) the sofa? There is some fruit 4) a bowl 5) the table. Diana loves fruit!



► Plurals

2 Write the plurals.

- 1 house *houses*
- 2 bookcase
- 3 shelf
- 4 carpet
- 5 chair
- 6 table
- 7 lamp
- 8 bed
- 9 glass
- 10 knife

4 Correct the mistakes.

- 1 How many **child** are there in the class? ..
children
- 2 Who are those **men** over there?
.....
- 3 There are two **woman** waiting for you.
.....
- 4 Our baby has got only four **tooth**.
.....
- 5 My **foot** are killing me!
.....
- 6 I don't like **mouse**. I hate them!
.....

3 Say the words in the plural. Then, write them in the correct box.

- desk • apple • hat • baby • bus • radio
- clock • ferry • dish • key • book • rose
- orange • shirt

/s/	/tʒ/	/z/
<i>desks</i>	<i>buses</i>	<i>apples</i>
.....
.....
.....

Grammar Check

Unit 5

▶ Countable/Uncountable nouns

1 Countable or Uncountable? Read and write C or U.

- | | | |
|---|----------|-------|
| 1 | meat | U |
| 2 | cherry | ..... |
| 3 | cucumber | ..... |
| 4 | milk | ..... |
| 5 | potato | ..... |
| 6 | jam | ..... |
| 7 | bread | ..... |
| 8 | coffee | ..... |

2 Make the following nouns countable.

- some flour – two *packets of flour*
- some jam – five
- some tea – three
- some water – nine
- some cake – six

▶ Some/Any

3 Read and complete the dialogue. Use: *some* or *any*.

Adam: Kelly, I'm going to the supermarket. Do we need anything?

Kelly: Yes, we do. Can you buy 1) *some* oranges? We haven't got 2)

Adam: OK. Anything else? Have we got 3)cereal?

Kelly: Yes, we've got 4), but we haven't got 5) bread.

Adam: Bread, OK.

Kelly: And Adam? Can you buy 6) apple juice? Kids love it!

Adam: 7) apple juice, OK.

▶ Much/Many/A lot of

4 Fill in: *much*, *many* or *a lot of*.

- There isn't *much* coffee left.
- Are there people at the park today?
- He has got friends.
- Is there lemonade left in the carton?
- There isn't sugar in the cake.

- Have you got money on you?
- There aren't potatoes in the bag.
- There is bread left.

5 Answer the questions. Use: *a lot*, *much* or *many*.

- Have you got any eggs?
Yes, *a lot*.
- Is there any milk in the fridge?
No, not
- How many apples do we need?
Not
- Have you got any cheese?
Yes,
- How much butter do we need?
Not
- Are there any cherries left?
No, not

▶ Object Pronouns

6 Read and complete the table.

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I	.....	my	.....
You	you	.....	.....
.....	.....	his	.....
She	her	.....	.....
.....	it	.....	—
We	.....	.....	ours
You	you	.....	.....
.....	them	their	.....

7 Complete the sentences with the correct object pronoun.

- Do you know **that man**? Yes, I live next to
- Come here**, Frank. I need to talk to
- We** are in the garden. Can you see
- She** can dive so well. Look at
- These are lovely **photographs**. Can I see
- It's a lovely **dog**. What shall we call

Unit 6

► Present Continuous

1 Complete the sentences, using the verbs in brackets in the *present continuous*.

- 1 There's Mike. He *is sitting* (sit) at his desk.
- 2 Gary (travel) to New York right now.
- 3 (they/watch) TV in their rooms?
- 4 I (have) a bath.
- 5 The boys (not/wear) their new clothes today.
- 6 She (stand) by the door.

2 Look, ask and answer. Then, write.



- 1 (she/sing)
A: *Is she singing?*
B: *No, she isn't. She's dancing.*



- 2 (they/play basketball)
A: *Are they playing basketball?*
B: *Yes, they are.*



- 3 (she/read a newspaper)
A: ?
B:



- 4 (she/have a lesson)
A: ?
B:



- 5 (she/plant flowers) 6 (it/snow)
A:
..... ?
B:
.....

► Comparisons

3 Write the comparative form of the following adjectives.

- 1 young *younger*
- 2 beautiful
- 3 fat
- 4 happy
- 5 large
- 6 handsome

4 Write sentences, as in the example.

- 1 Roy's car is very big.
Yes, it's bigger than mine.
- 2 Margaret's camera is very expensive.
.....
- 3 Gary's house is very small.
.....
- 4 Jenny's hair is very long.
.....
- 5 These trainers are very good.
.....
- 6 Tom's test marks are very bad.
.....

5 Fill in the comparative form, as in the example.

- 1 Brian works *harder than* (hard) Mike.
- 2 English is (interesting) Geography.
- 3 Russia is (large) France.
- 4 Sue is (pretty) Rose.
- 5 Carl is (careful) Janet.
- 6 We need a (big) house this.

Grammar Check

Unit 7

► Past Simple (Was/Were)

1 Fill in the gaps with *am, is, are, was* or *were*.

- We *are* students. We go to Thomas Tallis school.
- I hot. Close the window, please.
- We home all day yesterday.
- She in Italy a month ago.
- They at a party last Saturday.
- Frank my friend. He is 15 years old.
- Sam here an hour ago.
- your parents at home now?

2 Fill in *was, wasn't, were* or *weren't*.

- A: *Was* Peter here?
B: Yes, he *was*.
- A: John and Derek teachers?
B: No, they They doctors.
- A: Charlie Chaplin an actor?
B: Yes, he
- A: Marlon Brandon and James Dean singers?
B: No, they They famous actors.
- A: Where you yesterday afternoon?
B: I at the cinema.
- A: Alexander Graham Bell a director?
B: No, he He an inventor.

3 Read and complete the sentences. Use: *there was, it was, there were* or *they were*.

- There were* twenty people outside the bank.
- a woman in our garden.
- a great party.
- Sara's friends.
- a cold morning.
- a lot of clouds in the sky.
- a call for you last night.
- an old house.

► Past Simple (Regular Verbs)

4 Write the *past simple* of the verbs in the correct box. Then, read them out.

- want • live • stop • stay • talk • visit
- wash • study • travel • laugh • watch
- hate • dance • love • decide

/d/	/t/	/ɪd/
<i>lived</i>
.....
.....
.....
.....

5 Put the verbs in brackets into the correct form of the *past simple*.

- Did you visit* (visit) your grandparents last Sunday?
- We (stop) for a cup of tea on our way home.
- I (look) for my camera everywhere, but it wasn't anywhere.
- She (not/cook) dinner. She (order) a take-away meal.
- (you/stay) in a hotel?
- Debra (post) the letters on her way to work.
- We (dance) all night.
- (she/study) for her test?

► Prepositions of Time

6 Complete the sentences with *at, on* or *in* where necessary.

- He moved to his new house *in* 2004.
- We played tennis yesterday.
- I was at the park this afternoon.
- We watched a film 9'clock.
- I returned from Spain 2000.
- Charles visited his grandmother last Monday.
- Harry called Sophie Valentine's Day.
- Ian lived in the USA winter.

Unit 8

► Past Simple (Had/Could)

1 Read and complete the sentences with *had* or *did ... have*.

- 1 *Did* you *have* breakfast this morning?
- 2 Roy long hair when he was a baby.
- 3 They not a good time when they were on holiday.
- 4 We a pet cat when we were children.
- 5 you your own TV when you were little?
- 6 She not many friends as a kid.
- 7 You a call from work.
- 8 she a party last night?

2 Read and complete the sentences with *can*, *can't*, *could*, *couldn't*.

- 1 Kelly is only three years old. She *can't* read yet.
- 2 When I was younger, I only ride a bike, but now I ride a horse, too!
- 3 The little bird was very young and it fly.
- 4 He dive really well. Look at him!
- 5 I see anything. Where are my glasses?
- 6 I get into my house because I didn't have my keys with me.
- 7 It was very cold, so we play outside.
- 8 Tom swim even when he was four years old.

► Past Simple (Irregular Verbs)

3 What did you do yesterday? Ask and answer, as in the example. Then, write.

go/anywhere? (cinema)

- 1 A: Did you go anywhere?
B: *I went to the cinema.*

meet/anyone? (our English teacher)

- 2 A:?
B:

eat/anything? (popcorn)

- 3 A:?
B:

drink/anything? (cola)

- 4 A:?
B:

4 Read and put the verbs in brackets in the *past simple*. Then, join the sentences.

- 1 He *bought* (buy) a big chocolate cake,
- 2 because
- 3 We (not/go) to the
- 4 concert because
- 5 He (eat) the whole cake because
- 6 She (leave) the city because
- 7 She (not/make) the beds because
- 8 He (go) to the dentist, because
 - a he (have) a toothache.
 - b we (cannot) find any tickets.
 - c her husband (offer) to do it for her.
 - d it (be) his birthday.
 - e she (want) to live in the country.
 - f he (be) very hungry.

► Time Words

5 Fill in with *then*, *as soon as*, *as*, *suddenly*.

- 1 Please write to me *as soon as* possible.
- 2, he started laughing and everyone looked at him.
- 3 They decided to go home it was very late.
- 4 he came, we sat down to eat.
- 5 She had a shower, she went to bed.
- 6, it started to rain.
- 7 Sara got up early she wanted to revise for the exams.
- 8 First, I went to the bank, I went to the supermarket.

Grammar Check

Unit 9

► Will

1 Answer the questions about yourself using *perhaps*, *I think* or *probably* as in the example.

- 1 What do you think you will do in the summer?
I think I will go on holidays. or
Perhaps I will go on holidays. or
I will probably go on holidays.
- 2 Where do you think you will be next weekend?
.....
- 3 When do you think you will buy a (new) car?
.....
- 4 What do you think you will do on your birthday?
.....

► Be going to

2 Fill in the gaps with the correct form of *be going to* and the verbs in brackets.

- 1 Carol *is going to visit* (visit) her friend in Germany in the summer.
- 2 I (not/cook) dinner tonight. Jeff is taking us out.
- 3 He (not/buy) a new CD player. He (fix) his old one.
- 4 Bob and Fiona (wash) the dishes after lunch.
- 5 Sara (be) an actress when she grows up.
- 6 We (not/play) tennis this afternoon. The weather isn't very good.

3 Read and write the questions, as in the example.

- 1 Mike and Helen got engaged last week. (When/get married?)
When are they going to get married?
- 2 Ruth is going to college in October. (What/study?)
.....

3 Chris is going to travel around Spain next month. (How/travel?)
.....

4 Julie's coming for dinner tonight. (What/you/cook?)
.....

5 I'm going to the club. (Who/you/meet there?)
.....

► Present Continuous (Future Meaning)

4 Read and match.

- | | |
|---|--|
| 1 | What are you doing on Saturday evening? |
| 2 | When are you leaving? |
| 3 | I'm having dinner with Terry tonight. Do you want to come? |
| 4 | Why are you in such a hurry? |
- I'm really late. I'm meeting Mr Williams in less than 10 minutes!
 - I'm flying at 12 o'clock on Monday.
 - Nothing, I'm free.
 - Sure, I'd love to.

► Be going to vs Will

5 Fill in the gaps with *will* or *be going to* and the verbs in brackets.

- 1 I can't go out tonight. I *am going to study* (study) for my test.
- 2 It's hot in here. I (open) the window.
- 3 I don't like my job. I (look) for another one.
- 4 'The phone's ringing.' 'OK. I (answer) it.'
- 5 'My shirt is dirty.' 'I know. I (wash) it right now.'
- 6 'What are your plans for the summer?' 'We (stay) with our parents in the country.'
- 7 'I can't do this exercise.' 'I (help) you, then.'
- 8 'I can't carry this suitcase. It's too heavy.' 'I (carry) it for you.'

Unit 10

► Can/Should(n't)/Must(n't)

1 Read and complete the sentences with *can*, *should*, *shouldn't*, *must* or *mustn't*.

- 1 It's cold. We *should* go inside.
- 2 I go out, sir?
- 3 I sleep at my friend's house tonight, Mum?
- 4 This dress is very short. You wear it.
- 5 You take scissors or knives with you on the plane.
- 6 You talk during the exams.
- 7 You be quiet in a library.
- 8 I leave one hour earlier, Mr Walter?
- 9 Jill is a nice person. You meet her.
- 10 You eat so much. You'll get fat.
- 11 You park your car here. It says "No Parking".
- 12 Foreign languages are necessary. You learn at least one.

► Present Perfect

2 Put the verbs in brackets into the correct form of the *present perfect*.

- 1 We *have invited* (invited) Frank for dinner.
- 2 He (teach) English in a lot of schools.
- 3 She (not/give) me back my pen.
- 4 (they/move) into their new house yet?
- 5 I (lose) my expensive camera. (you/see) it anywhere?
- 6 (you/ever/eat) snails?
- 7 My mum (make) a delicious cake. Do you want some?
- 8 Mary (go) to the shops.
- 9 It's the best story I (ever/read).
- 10 (the baby/drink) its milk?

3 Put the verbs in brackets into the *present perfect* or *past simple*.

- 1 We *didn't go* (go) to Jim's party yesterday.
- 2 (you/ever/fly) in a helicopter?
- 3 Frank (go) to the park an hour ago.
- 4 (you/watch) the film last night?
- 5 (she/pay) the bills yet?
- 6 Emma (live) in London in 2000.
- 7 Don (already/paint) the walls.
- 8 I (buy) a car last year.
- 9 They (not/send) the letters yet.
- 10 She (work) in a zoo last summer.

► Superlatives

4 Fill in the superlative form as in the example.

- 1 It's *the most interesting* (interesting) book I've ever read.
- 2 She's (happy) person I know.
- 3 It's (good) place in the world.
- 4 He's (handsome) man in the world.
- 5 That's (bad) meal I've ever had.
- 6 He's (funny) person I know.
- 7 It is (large) animal in the world.
- 8 It's (big) building in town.

5 Read and underline.

- 1 He is taller than/of me.
- 2 I am the young/youngest in my family.
- 3 It's better/the best joke I've ever heard.
- 4 My house is small/smaller than theirs.
- 5 His dad is quite tall/taller.
- 6 Trains are more comfortable/the most comfortable than buses.

American English–British English Guide

American English

British English

A

account
airplane
anyplace/anywhere
apartment

bill/account
aeroplane
anywhere
flat

B

bathrobe
bathtub
bill
billion=thousand million
busy (phone)

dressing gown
bath
banknote
billion=million million
engaged (phone)

C

cab
call/phone
can
candy
check
closet
connect (telephone)
cookie
corn
crazy

taxi
ring up/phone
tin
sweets
bill (restaurant)
wardrobe
put through
biscuit
sweetcorn, maize
mad

D

desk clerk
dessert
downtown
drapes
drugstore/pharmacy
duplex

receptionist
pudding/dessert/sweet
(city) centre
curtains
chemist's (shop)
semi-detached

E

eggplant
elevator

aubergine
lift

F

fall
faucet
first floor, second floor, etc
flashlight
French fries
front desk (hotel)

autumn
tap
ground floor, first floor, etc
torch
chips
reception

G

garbage/trash
garbage can
gas
gas station
grade

rubbish
dustbin/bin
petrol
petrol station/garage
class/year

I

intermission
intersection

interval
crossroads

J

janitor

caretaker/porter

K

kerosene

paraffin

L

lawyer/attorney
line
lost and found

solicitor
queue
lost property

M

mail
make a reservation
motorcycle
movie
movie house/theater

post
book
motorbike/motorcycle
film
cinema

N

news-stand

newsagent

O

office (doctor's/dentist's)
one-way (ticket)
overalls

surgery
single (ticket)
dungarees

American English

British English

P

pants/trousers
pantyhose/nylons
parking lot
pavement
pedestrian crossing
(potato) chips
public school
purse

trousers
tights
car park
road surface
zebra crossing
crisps
state school
handbag

R

railroad
rest room

railway
toilet/cloakroom

S

sales clerk/sales girl
schedule
shorts (underwear)
sidewalk
stand in line
store, shop
subway

shop assistant
timetable
pants
pavement
queue
shop
underground

T

truck
two weeks

lorry, van
fortnight/two weeks

V

vacation
vacuum (v.)
vacuum cleaner
vest

holiday(s)
hoover
hoover
waistcoat

W

with or without (milk/cream in
coffee)

black or white

Y

yard

garden

Z

(pronounced, "zee")
zero
zip code

(pronounced, "zed")
nought
postcode

Grammar

He just went out./
He has just gone out.

He has just gone out.

Hello, is this Steve?

Hello, is that Steve?

Do you have a car?/
Have you got a car?

Have you got a car?

Spelling

aluminum
analyze
center
check
color
honor
jewelry
practice(n,v)

aluminium
analyse
centre
cheque
colour
honour
jewellery
practice(n)
practise(v)
programme
realise
tyre
traveller

program
realize
tire
trave(l)ler

Expressions with prepositions and particles

different from/than
live on X street
on a team
on the weekend
Monday through Friday

different from/to
live in X street
in a team
at the weekend
Monday to Friday

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt (burned)	burnt (burned)	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
flee	fled	fled	spend	spent	spent
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
hang	hung (hanged)	hung (hanged)	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learnt (learned)	learnt (learned)	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			

Grammar Reference

Starter Unit

This/That

- We use **this** to talk about/point to people, animals or things which are near us.
- We use **that** to talk about/point to people, animals or things which are far away from us.

Note: When we ask *What's this?/What's that?* we answer: *It is (It's).*
What's this? It's a bag. (NOT: This/That is a bag.)

A/An

The indefinite article **a/an** is used before singular countable nouns.

- We use **a** before nouns which begin with a consonant sound.
a pen a board
- We use **an** before nouns which begin with a vowel sound.
an apple an umbrella

Unit 1

The verb 'to be'

Affirmative		Interrogative
Long form	Short form	
I am	I'm	Am I?
You are	You're	Are you?
He is	He's	Is he?
She is	She's	Is she?
It is	It's	Is it?
We are	We're	Are we?
You are	You're	Are you?
They are	They're	Are they?

Negative	
Long form	Short form
I am not	I'm not
You are not	You aren't
He is not	He isn't
She is not	She isn't
It is not	It isn't
We are not	We aren't
You are not	You aren't
They are not	They aren't

Short answers are answers to questions which begin with the verb form *is/are*. In short answers we do not repeat the whole question. We only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the verb form *is (isn't)/are (aren't)*.

- Are you English? — Yes, I am/we are.
 No, I'm not/we aren't.
- Is he/she/it French? — Yes, he/she/it is.
 No, he/she/it isn't.
- Are they Chinese? — Yes, they are.
 No, they aren't.

Question Words

We use **question words** to ask for different kinds of information. They come at the beginning of the sentence.

- What's** your name?
- How** old are you?
- Where** are you from?
- Who** is your favourite singer?

Unit 2

The verb 'have got'

Affirmative		Interrogative
Long form	Short form	
I have got	I've got	Have I got?
You have got	You've got	Have you got?
He has got	He's got	Has he got?
She has got	She's got	Has she got?
It has got	It's got	Has it got?
We have got	We've got	Have we got?
You have got	You've got	Have you got?
They have got	They've got	Have they got?

Negative	
Long form	Short form
I have not got	I haven't got
You have not got	You haven't got
He has not got	He hasn't got
She has not got	She hasn't got
It has not got	It hasn't got
We have not got	We haven't got
You have not got	You haven't got
They have not got	They haven't got

Use

We use the verb **have got**:

- to show that something belongs to somebody.
She has got a pet.
- to describe people, animals or things.
He has got fair hair.

In **short answers** we only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the verb *have (haven't)/has (hasn't)*. We don't use *got*.

- Have you got a brother? — Yes, I/we have.
 No, I/we haven't.
- Has he/she/it got blue eyes? — Yes, he/she/it has.
 No, he/she/it hasn't.
- Have they got curly hair? — Yes, they have.
 No, they haven't.

Note: **It's got** = It has got/Tony's got = Tony has got
 It's = it is

The verb 'can'

We use the verb **can**:

- to show ability.
I can ski.

Affirmative	Negative		Interrogative
	Long form	Short form	
I can swim	I cannot swim	I can't swim	Can I swim?
You can swim	You cannot swim	You can't swim	Can you swim?
He can swim	He cannot swim	He can't swim	Can he swim?
She can swim	She cannot swim	She can't swim	Can she swim?
It can swim	It cannot swim	It can't swim	Can it swim?
We can swim	We cannot swim	We can't swim	Can we swim?
You can swim	You cannot swim	You can't swim	Can you swim?
They can swim	They cannot swim	They can't swim	Can they swim?

In **short answers** we only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the verb **can/can't**.

Can I/you/he, etc ride a horse? } Yes, I/you/he, etc can.
No, I/you/he, etc can't.

Possessives

Possessive Case

- We use the possessive case to show that something belongs to somebody.
Frank's bike
- The possessive case is formed with 's for people and animals.
Jim's camera. The horse's tail.
- When the same thing belongs to two or more people we add 's only to the last noun.
Jack and Kathy's house.
- When we want to know to whom something belongs we use the question word **whose**.
Whose mobile phone is this?

Possessive Adjectives/Pronouns

Possessive adjectives		Possessive pronouns	
my	its	mine	—
your	our	yours	ours
his	your	his	yours
her	their	hers	theirs

Possessive adjectives/pronouns show:

- that something belongs to somebody.
- the relationship between two or more people.

We put possessive adjectives before nouns. Possessive pronouns are not followed by nouns.
This is my book. This book is mine.
That is our car. That car is ours.

Unit 3

Present Simple

Affirmative	Negative		Interrogative
	Long form	Short form	
I live	I do not live	I don't live	Do I live?
You live	You do not live	You don't live	Do you live?
He lives	He does not live	He doesn't live	Does he live?
She lives	She does not live	She doesn't live	Does she live?
It lives	It does not live	It doesn't live	Does it live?
We live	We do not live	We don't live	Do we live?
You live	You do not live	You don't live	Do you live?
They live	They do not live	They don't live	Do they live?

Form

Affirmative

- We form the **present simple** with the **subject** (noun or **personal pronoun**) and the **verb**. We usually add an **-s** to the third person singular in the affirmative.

Negative

- We form the third person singular in the negative with **does not/doesn't + main verb**.
- We form all other persons in the negative with **do not/don't + main verb**.

Interrogative

- We use **do + subject + verb** in all persons except for the third person singular.
- We use **does + subject + verb** in the third person singular.

Do you like Science? Does he like Geography?

Spelling: 3rd person singular affirmative

- Most verbs take **-s** in the third person singular.
I eat – he eats
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I miss – he misses, I finish – he finishes
- Verbs ending in a **consonant + y** drop the **-y** and take **-ies**.
I study – he studies
- Verbs ending in a **vowel + y** take **-s**.
I play – he plays

Use

We use the **present simple** for:

- daily routines, repeated, actions or habits**.
I get up at 7 am every day.
- permanent states**.
She works in a bank.

Pronunciation (third person singular)

-s or **-es** ending is pronounced:

- /s/** with verbs ending in **/f/, /k/, /p/,** or **/t/** sounds.
he eats
- /ɪz/** with verbs ending in **/s/, /ʃ/, /tʃ/, /dʒ/** or **/z/** sounds.
he catches
- /z/** with verbs ending in all other sounds.
he swims

Time expressions used with the present simple:

every hour/day/week/month/summer/year etc, usually, always, every morning/evening/afternoon/night, in the morning/ afternoon etc.

In **short answers** we only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the auxiliary verb **do/don't** or **does/doesn't**. We do not repeat the main verb.

Do you like tennis? } Yes, I do/we do.
No, I don't/we don't.

Does he/she/it like tennis? } Yes, he/she/it does.
No, he/she/it doesn't.

Do they like tennis? } Yes, they do.
No, they don't.

Adverbs of Frequency

We use **adverbs of frequency** with the present simple. They show us how often something happens and include the following: *never, sometimes, usually, rarely, often, always.*

- Adverbs of frequency go before the main verb in simple tenses.
I usually eat breakfast at 7:30.
He never plays tennis.
- But they go after the verb 'to be' in simple tenses.
He is always tired.
It is rarely cold here in the winter.

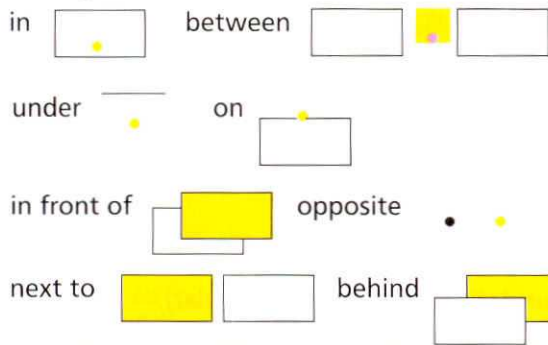
Unit 4

There is/There are

- We use **there is** in the singular.
There is a washbasin in the bathroom.
- We use **there are** in the plural.
There are four chairs in the kitchen.

Prepositions of place

We use **prepositions of place** to say where somebody or something is.



Plurals

- Most nouns take **-s** to form their plural.
hat → hats, cup → cups
- Nouns ending in **-s, -ss** or **-x** take **-es** to form their plural.
glass → glasses, dress → dresses
- Nouns ending in a **vowel + y** take **-s** in the plural.
boy → boys, day → days
- Nouns ending in a **consonant + y** drop the **-y** and take **-ies**.
baby → babies, strawberry → strawberries
- Nouns ending in **-f** or **-fe**, drop the **-f** or **-fe** and take **-ves** in the plural.
wolf → wolves, knife → knives

Irregular Forms			
Singular	Plural	Singular	Plural
man	men	foot	feet
woman	women	tooth	teeth
child	children	person	people

Unit 5

Countable/Uncountable Nouns

Countable nouns are nouns which can be counted (e.g.

one tomato, two tomatoes, etc) and can be in the singular or the plural. We put **a** before the noun in the singular when it begins with a consonant sound and **an** when it begins with a vowel sound.

Uncountable nouns are nouns which cannot be counted and they usually have no plural. These nouns include:

- food:** cheese, butter, meat, salt, pepper, bread, chocolate, jam, etc
- liquids:** coffee, milk, water, tea, lemonade, orange juice, wine, etc

- We can use countable and uncountable nouns after phrases of quantity, such as: **a jar/bottle/cup/glass/slice/piece/loaf/tin/kilo/carton/can/bowl/packet + of**, etc.

Some/Any

- We use **some** with uncountable nouns in the affirmative.
There is some cheese in the fridge.
- We also use **some** with countable nouns but only in the plural.
There are some bananas in the fruit bowl!
- We use **any** with countable and uncountable nouns in the negative.
There isn't any sugar in the tea.
There aren't any apples on the tree.
- We also use **any** with countable and uncountable nouns in questions.
Is there any milk in the carton?
Are there any knives on the table?

Much/Many/A lot of

- We use **much** with uncountable nouns in negative and interrogative sentences.
There isn't much butter left.
Is there much coffee in the pot?
- We use **many** with plural countable nouns in interrogative and negative sentences.
Are there many boys in the class?
There aren't many chairs in the kitchen.
- In questions we use **how much** to ask about the amount of something and **how many** to ask about the number of things.
How much + uncountable noun
How many + countable noun
How much sugar do we need? Not much./A lot./A kilo., etc (We want to know the amount.)
How many eggs are there in the fridge? Not many./A lot./A kilo., etc (We want to know the number.)
- We use **a lot of** with plural countable nouns and uncountable nouns in affirmative sentences.
She has got a lot of friends.
There's a lot of juice left in the carton.

Note: We omit **of** when **a lot** is not followed by a noun.
Are there many apples in the basket? Yes, there are a lot.

Object Pronouns

Subject Pronouns	I, you, he, she, it, we, you, they
Object Pronouns	me, you, him, her, it, us, you, them

- **Object pronouns** are personal pronouns which go after a verb or a preposition as objects, but **Subject pronouns** go before verbs as subjects.
*Look at **him!** He is an actor.*

Unit 6

Present Continuous

Affirmative	Negative	Interrogative
I'm sailing	I'm not sailing	Am I sailing?
You're sailing	You aren't sailing	Are you sailing?
He's sailing	He isn't sailing	Is he sailing?
She's sailing	She isn't sailing	Is she sailing?
It's sailing	It isn't sailing	Is it sailing?
We're sailing	We aren't sailing	Are we sailing?
You're sailing	You aren't sailing	Are you sailing?
They're sailing	They aren't sailing	Are they sailing?

We form the **present continuous** with the verb **to be** and the main verb + -ing.

I am talking now.

We use the **present continuous** for:

- actions happening now, at the moment of speaking.

Time expressions used with the present continuous:

now, at the moment, etc.

In **short answers** we use **Yes** or **No**, the **subject pronoun** and the verb **to be** in the correct form. **We do not repeat the main verb + -ing.**

- Are you eating? — Yes, I am./Yes, we are.
No, I'm not./No, we aren't.
- Is he/she/it eating? — Yes, he/she/it is.
No, he/she/it isn't.
- Are they eating? — Yes, they are.
No, they aren't.

Comparisons

Adjective	Comparative
small	smaller
big	bigger
busy	busier
expensive	more expensive

Form

- **One-syllable** adjectives form the comparative by adding **-(e)r**.
old – older (than)
- **More than two-syllable** adjectives form the comparative with **more + adjective**.
comfortable – more comfortable

Spelling

- **One-syllable** adjectives ending in a vowel + consonant **double the consonant** and add **-er**.
thin – thinner (than)
- **Two-syllable** adjectives ending in a consonant + y **replace -y with -i** and add **-er**.
trendy – trendier (than)

Use

- We use the **comparative form + than** to compare **two people, things, places** etc.
*Jill's sunglasses are **nicer than** Carol's.*

Irregular Comparatives

Adjective	Comparative
good	better
bad	worse

Unit 7

Past Simple 'To be'

Affirmative	Negative		Interrogative
	Long form	Short form	
I was	I was not	I wasn't	Was I?
You were	You were not	You weren't	Were you?
He was	He was not	He wasn't	Was he?
She was	She was not	She wasn't	Was she?
It was	It was not	It wasn't	Was it?
We were	We were not	We weren't	Were we?
You were	You were not	You weren't	Were you?
They were	They were not	They weren't	Were they?

Form

Affirmative

- The past simple of the verb 'to be' is **was** for **I, he, she, it** and **were** for **we, you, they**.

She was at home yesterday.

Negative

- We form negative sentences by putting **not** after **was/were**.

She was not at school yesterday.

Interrogative

- We form questions by putting **was/were** before the **subject pronoun** (I, you, he, etc).

Was she at school?

Use

- We use the past simple for actions which finished at a definite stated time in the past. That is we know when the action happened.

Time expressions used with the past simple:

yesterday, last week, last month, last year, two days/weeks/months/years ago, in 2005, etc

In **short answers** we only use **Yes** or **No**, the **personal pronoun** and the verb form **was/wasn't** or **were/weren't**. **We do not repeat the whole question.**

- Were you in Spain? — Yes, I was./Yes, we were.
No, I wasn't./No, we weren't.
- Was he/she/it in Spain? — Yes, he/she/it was.
No, he/she/it wasn't.
- Were they in Spain? — Yes, they were.
No, they weren't.

Past Simple (Regular)

Affirmative	Negative		Interrogative
	Long form	Short form	
I listened	I did not listen	I didn't listen	Did I listen?
You listened	You did not listen	You didn't listen	Did you listen?
He listened	He did not listen	He didn't listen	Did he listen?
She listened	She did not listen	She didn't listen	Did she listen?
It listened	It did not listen	It didn't listen	Did it listen?
We listened	We did not listen	We didn't listen	Did we listen?
You listened	You did not listen	You didn't listen	Did you listen?
They listened	They did not listen	They didn't listen	Did they listen?

Form

Affirmative

- We form the **past simple** of regular verbs by adding **-ed** to the main verb.
*He **played** football yesterday.*

Negative

- We form negative sentences with **did not/didn't** and the main verb without **-ed**.
*He **did not/didn't** play football yesterday.*

Interrogative

- We form questions with the auxiliary verb **did**, the subject pronoun and the main verb without **-ed**.
***Did** he **play** football yesterday?*

Spelling

- Verbs ending in **-e** take only **-d**.
like – liked
- Verbs ending in a **consonant + y**, drop the **y** and take **-ied**.
study – studied
BUT, verbs ending in a **vowel + y**, take **-ed**.
play – played
- Verbs ending in one stressed vowel between two consonants double the last consonant and take **-ed**.
stop – stopped
BUT *visit – visited*
- Verbs ending in one **l**, double the **l** and take **-ed**.
travel – travelled

Use

We use the **past simple** for:

- actions which happened at a definite stated time in the past.
*Ted **invited** his friends to his house last Sunday.*
- past habits.
*He **played** the piano when he was young.*

Time expressions used with the past simple:
yesterday, last night/month, three weeks ago, in 1995, etc.

In **short answers** we only use **Yes** or **No**, the subject pronoun and the auxiliary verb **did/didn't**. We do not repeat the whole question.

- Did you finish? — Yes, I/we did.
No, I/we didn't.
- Did he/she/it finish? — Yes, he/she/it did.
No, he/she/it didn't.
- Did they finish? — Yes, they did.
No, they didn't.

Pronunciation

The suffix **-ed** is pronounced:

- /ɪd/** when the verb ends in a **/t/** or **/d/** sound.
wanted
- /t/** when the verb ends in a **/k/, /s/, /tʃ/, /ʃ/, /f/** or **/p/** sound.
liked, missed, watched, washed, laughed, stopped
- /d/** when the verb ends in any other sound.
closed, studied, loved

Prepositions of Time

AT	IN	ON
time: at 4 o'clock	months: in April, in May, etc	days: on Sunday, on New Year's Day
holidays: at Christmas	seasons: in the winter/spring etc	dates: on 20 th September, etc
expressions: at noon, at the moment, at the weekend, etc	years: in 2003, in 1971, etc	
	expressions: in the evening/afternoon, etc	

Unit 8

Had/Could

Had

Affirmative	Negative		Interrogative
	Long form	Short form	
I had	I did not have	I didn't have	Did I have
You had	You did not have	You didn't have	Did you have
He had	He did not have	He didn't have	Did he have
She had	She did not have	She didn't have	Did she have
It had	It did not have	It didn't have	Did it have
We had	We did not have	We didn't have	Did we have
You had	You did not have	You didn't have	Did you have
They had	They did not have	They didn't have	Did they have

Form

Affirmative

- The past simple of the verb **have (got)** is **had**. It is the same in all persons.
*I **had** a bicycle.*

Negative

- We form negative sentences with **didn't** and **have**.
*I **didn't have** many toys when I was young.*

Interrogative

- We form questions with the helping verb **did**, the subject pronoun and the verb **have**.
***Did** you **have** a mobile phone last year?*

In **short answers** we only use **Yes** or **No**, the subject pronoun and the helping verb **did/didn't**. We do not repeat the whole question.

- Did you have a toy? — Yes, I/we did.
No, I/we didn't.
- Did he/she/it have a toy? — Yes, he/she/it did.
No, he/she/it didn't.
- Did they have a toy? — Yes, they did.
No, they didn't.

Could

Affirmative	Interrogative	Negative
I could play	Could I play?	I couldn't play
You could play	Could you play?	You couldn't play
He could play	Could he play?	He couldn't play
She could play	Could she play?	She couldn't play
It could play	Could it play?	It couldn't play
We could play	Could we play?	We couldn't play
You could play	Could you play?	You couldn't play
They could play	Could they play?	They couldn't play

Form

Affirmative

- In the simple past **can** becomes **could**.
He could swim.

Interrogative

- We form questions by putting **could** before the subject.
Could you play the piano?

Negative

- We form negative sentences by putting the word **not** after **could**.
They could not/couldn't run fast.

Use

- We use **could** to express ability in the past.
He could ride a bike when he was four.

In **short answers** we only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the verb **could/couldn't**.

Could I/you/he, etc play football? } Yes, I/you/he, etc could.
No, I/you/he, etc couldn't.

Past Simple (Irregular Verbs)

Affirmative	Negative		Interrogative
	Long form	Short form	
I made	I do not make	I didn't make	Did I make?
You made	You did not make	You didn't make	Did you make?
He made	He did not make	He didn't make	Did he make?
She made	She did not make	She didn't make	Did she make?
It made	It did not make	It didn't make	Did it make?
We made	We did not make	We didn't make	Did we make?
You made	You did not make	You didn't make	Did you make?
They made	They did not make	They didn't make	Did they make?

Form

- Irregular verbs do not form the past simple by adding **-ed**.
bring – brought, give – gave, etc
- We form questions and negative sentences with **did/did not (didn't)** and the base form of the verb.
It had a small head and a long neck – Did it have a small head and a long neck? – It didn't have a small head and a long neck.

In **short answers** we use **Yes** or **No**, the subject pronoun and the auxiliary verb **did/didn't**. We do not repeat the whole question.

Did you make a cake yesterday? Yes, I did./No, I didn't.

Did you swim? } Yes, I/we did.
No, I/we didn't.

Did he/she/it swim? } Yes, he/she/it did.
No, he/she/it didn't.

Did they swim? } Yes, they did.
No, they didn't.

Time expressions used with the past simple:
yesterday, last Monday/last night/last week, three days/a million years/ages ago, then, when.

Time Words

We usually use time words such as *then, as soon as, as, suddenly*, to join two sentences together and to express time or reason.

As soon as he went to bed, the doorbell rang.

Unit 9

Will

Affirmative		Interrogative
Long form	Short form	
I will travel	I'll travel	Will I travel?
You will travel	You'll travel	Will you travel?
He will travel	He'll travel	Will he travel?
She will travel	She'll travel	Will she travel?
It will travel	It'll travel	Will it travel?
We will travel	We'll travel	Will we travel?
You will travel	You'll travel	Will you travel?
They will travel	They'll travel	Will they travel?

Negative	
Long form	Short form
I will not travel	I won't travel
You will not travel	You won't travel
He will not travel	He won't travel
She will not travel	She won't travel
It will not travel	It won't travel
We will not travel	We won't travel
You will not travel	You won't travel
They will not travel	They won't travel

Form

Affirmative

- We form the **simple future** with **will** and the base form of the verb.
He will visit his cousin.

Interrogative

- We form questions by putting **will** before the subject pronoun.
Will he be back soon?

Negative

- We form the negative by putting **not** after **will**.
He will not/won't go diving.

Use

We use the **simple future**:

Grammar Reference

- for predictions about the future.
You will be a great tennis player one day.
- for promises or on-the-spot decisions.
I'll buy you a new car.

Time expressions used with the simple future:
tomorrow, next week/month/year, soon, etc.

In short answers we only use the subject pronoun and *will/won't*. We do not repeat the whole question.

- Will you eat? — Yes, I will./Yes, we will.
 No, I won't./No, we won't.
- Will he/she/it eat? — Yes, he/she/it will.
 No, he/she/it won't.
- Will they eat? — Yes, they will.
 No, they won't.

Be going to

Affirmative	Negative	Interrogative
I'm going to take	I'm not going to take	Am I going to take?
You're going to take	You aren't going to take	Are you going to take?
He's going to take	He isn't going to take	Is he going to take?
She's going to take	She isn't going to take	Is she going to take?
It's going to take	It isn't going to take	Is it going to take?
We're going to take	We aren't going to take	Are we going to take?
You're going to take	You aren't going to take	Are you going to take?
They're going to take	They aren't going to take	Are they going to take?

Form

Affirmative

- We form **be going to** with the verb **to be** (is, am, are), **going to** and the base form of the verb.
He is going to fly to Italy tonight.

Negative

- We form the negative by putting **not** after the verb **to be**.
He is not/isn't going to have a driving lesson this weekend.

Interrogative

- We form questions by putting the verb **to be** before the subject pronoun.
Is she going shopping this afternoon?

Use

We use **be going to**:

- for plans and intentions for the (near) future.
I am going to play ice hockey this afternoon.

Present Continuous (future meaning)

- We can use the **present continuous** for actions we have already arranged to do in the near future, usually, with verbs of movement, such as: *come, go, fly, travel, leave*, etc.
I am meeting Paul at five o'clock.

Be going to/Will

Be going to	Will
<ul style="list-style-type: none">• We use be going to for plans and intentions. <i>I'm going to buy a car this summer.</i>	<ul style="list-style-type: none">• We use will for on-the-spot decisions. <i>I'll buy you this dress.</i>

Unit 10

Can/Should/Must

Modal verbs are verbs that go before other verbs. They include **can, can't, must, mustn't, should, shouldn't**, etc.

- They do not take an **-s, -ing** or **-ed** suffix.
- Modal verbs are always followed by the base form of another verb.
He should do his homework. (NOT: He should does his homework.)

Can/Can't

- We use **can** to ask for permission.
Can I go out?
- We use **can't** to deny permission.
You can't go out. It's cold.

Should/Shouldn't

- We use **should** to give advice.
You should go to the doctor.
- We use **shouldn't** to advise someone not to do something.
You shouldn't swim in the deep end of the pool.

Must/Mustn't

- We use **must** to express obligation.
I must tidy my room.
- We use **mustn't** to express prohibition.
You mustn't park here.

Present Perfect

Regular Verbs

Affirmative		Interrogative
Long form	Short form	
I have travelled	I've travelled	Have I travelled?
You have travelled	You've travelled	Have you travelled?
He has travelled	He's travelled	Has he travelled?
She has travelled	She's travelled	Has she travelled?
It has travelled	It's travelled	Has it travelled?
We have travelled	We've travelled	Have we travelled?
You have travelled	You've travelled	Have you travelled?
They have travelled	They've travelled	Have they travelled?

Negative	
Long form	Short form
I have not travelled	I haven't travelled
You have not travelled	You haven't travelled
He has not travelled	He hasn't travelled
She has not travelled	She hasn't travelled
It has not travelled	It hasn't travelled
We have not travelled	We haven't travelled
You have not travelled	You haven't travelled
They have not travelled	They haven't travelled

Irregular Verbs

Affirmative	Interrogative	Negative
I've bought	Have I bought?	I haven't bought
You've bought	Have you bought?	You haven't bought
He's bought	Has he bought?	He hasn't bought
She's bought	Has she bought?	She hasn't bought
It's bought	Has it bought?	It hasn't bought
We've bought	Have we bought?	We haven't bought
You've bought	Have you bought?	You haven't bought
They've bought	Have they bought?	They haven't bought

Form

Affirmative

- We form the affirmative with the auxiliary verb **have/has** and the past participle.

He has studied for the text.

- We form the past participle of regular verbs by adding **-ed** to the verb.

arrive – arrived

pack – packed

- We form the past participle of irregular verbs differently. (See list of irregular verbs at the end of the book.)

Interrogative

- We form questions by putting **have/has** before the subject pronoun.

Have you written the letter?

Negative

- We form questions by putting **have/has** before the subject pronoun.

You haven't written the letter.

Use

We use the **present perfect**:

- for actions which happened at an unstated indefinite time in the past. The exact time is not important.

They have painted the house. (When did they paint it? We don't know when; the time is not mentioned.)

Time expressions used with the present perfect:

ever, never, yet, already.

- already** is used in statements and goes between the verb **have** and the past participle.
They have already ordered.
- yet** is used in questions and negative statements and goes at the end of the sentence.
Has he moved house yet?
He hasn't posted the letter yet.
- ever** is used in questions and goes between the verb **have** and the past participle.
- never** is used to make a negative statement and goes between the verb **have** and the past participle.
I have never met a famous person.

Present Perfect/Past Simple

Past Simple	Present Perfect
We use the past simple for: <ul style="list-style-type: none"> an action which happened at a stated time in the past. <i>They bought a car one year ago.</i> 	We use the present perfect for: <ul style="list-style-type: none"> an action which happened in at an unstated indefinite time in the past. <i>They have bought a house.</i> (When? We don't know. The time is not mentioned.)

Superlatives

Adjective	Comparative	Superlative
tall	taller	tallest
lazy	lazier	laziest
fat	fatter	fattest
handsome	more handsome	most handsome

Form

- One-syllable** adjectives form the superlative by adding **-est**.
fast – faster – fastest
- More than two-syllable adjectives form the superlative with **most** + adjective.
beautiful – more beautiful – most beautiful

Spelling

- One-syllable** adjectives ending in a vowel + consonant double the consonant and add **-est**.
big → bigger – biggest
- Two-syllable** adjectives ending in a consonant + y replace **-y** with **-i** and add **-est**.
happy – happier – happiest

Use

- We use **the** + **superlative form** + **of/in** to compare three or more people or things.
He is the tallest of all.
He is the tallest in the class.

Irregular Superlatives

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst

Let's start

a hundred (n) /ə hʌndrəd/
 alphabetical order (n) /ælfəbetikəl ɔːdə/
 apple (n) /æpəl/
 bag (n) /bæg/
 black (n) /blæk/
 blue (n) /bluː/
 board (n) /bɔːd/
 cassette (n) /kæset/
 circle (n) /sɜːkəl/
 classmate (n) /klɑːsmet/
 coffee (n) /kɒfi/
 colour (n) /kʌlə/
 computer (n) /kəmputə/
 dictionary (n) /dɪkʃənri/
 eight (n) /eɪt/
 eighteen (n) /eɪtɪn/
 eighty-eight (n) /eɪti eɪt/
 eleven (n) /ɪlevən/
 envelope (n) /envəloʊp/
 eraser (n) /ɪreɪzə/
 exercise book (n) /eksə'saɪz bʊk/
 favourite (adj) /feɪvərɪt/
 fifteen (n) /fɪftɪn/
 fifty (n) /fɪfti/
 fifty-five (n) /fɪfti faɪv/
 five (n) /faɪv/
 forty (n) /fɔːti/
 forty-four (n) /fɔːrti fɔː/
 four (n) /fɔː/
 fourteen (n) /fɔːtiːn/
 friend (n) /frend/
 green (n) /grɪn/
 grey (n) /greɪ/
 know (v) /noʊ/
 language (n) /læŋgwɪdʒ/
 last name (n) /lɑːst neɪm/
 list (n) /lɪst/
 listen (v) /lɪsən/
 make (v) /meɪk/
 match (v) /mætʃ/
 nine (n) /naɪn/
 nineteen (n) /naɪntiːn/
 ninety (n) /naɪnti/
 ninety-nine (n) /naɪnti naɪn/
 number (n) /nʌmbə/
 one (n) /wʌn/
 orange (n) /ɒrɪndʒ/
 pen (n) /pen/

pencil (n) /pensl/
 phone (n) /fəʊn/
 pink (n) /pɪŋk/
 pizza (n) /pɪtsə/
 popcorn (n) /pɒpkɔːn/
 purple (n) /pɜːpəl/
 put (v) /pʊt/
 radio (n) /reɪdiəʊ/
 read (v) /riːd/
 red (n) /red/
 repeat (v) /rɪpiːt/
 sandwich (n) /sænwɪdʒ/
 seven (n) /sevən/
 seventeen (n) /sevəntiːn/
 seventy (n) /sevənti/
 seventy-seven (n) /sevənti sevən/
 sharpener (n) /ʃɑːpənə/
 six (n) /sɪks/
 sixteen (n) /sɪkstɪnθ/
 sixty-six (n) /sɪksti sɪks/
 slowly (adv) /sləʊli/
 speak (v) /spiːk/
 spell (v) /spel/
 talk (v) /tɔːk/
 taxi (n) /tæksi/
 telephone (n) /telɪfoʊn/
 ten (n) /ten/
 thirteen (n) /θɜːtiːn/
 thirty-three (n) /θɜːti/
 three (n) /θriː/
 twelve (n) /twelv/
 twenty (n) /twenti/
 twenty-one (n) /twenti wʌn/
 twenty-two (n) /twenti tuː/
 two (n) /tuː/
 umbrella (n) /ʌmbrelə/
 understand (v) /ʌndə'stænd/
 useful (adj) /juːsfəl/
 video camera (n) /vɪdiəʊ kæmərə/
 What's your name? (phr) /wɒts jʊə neɪm?
 white (n) /waɪt/
 write (v) /raɪt/
 yellow (n) /jeləʊ/
 zero (n) /zɪərəʊ/

Module 1

UNIT 1a

address (n) /ædres/
 age (n) /eɪdʒ/
 all over the world (phr) /ɔːlməʊst/
 Ankara (n) /æŋkərə/
 answer (v) /ɑːnsə/
 article (n) /ɑːtɪkəl/
 ask (v) /ɑːsk/
 Athens (n) /æθɪnz/
 best friend (n) /best frend/
 Britain (n) /brɪtən/
 Cairo (n) /kaɪrəʊ/
 capital city (n) /kæpɪtəl sɪti/
 city (n) /sɪti/
 complete (v) /kəmpliːt/
 contact (v) /kɒntækt/
 country (n) /kʌntri/
 drop (v) /drɒp/
 each (adj) /iːtʃ/
 Egypt (n) /iːdʒɪpt/
 e-mail (n) /iː meɪl/
 exactly (adv) /ɪgzæktli/
 expect (v) /ɪkspekt/
 extract (n) /ekstrækt/
 fill in (phr v) /fɪl ɪn/
 find (v) /faɪnd/
 form (n) /fɔːm/
 full name (n) /fʊl neɪm/
 Greece (n) /griːs/
 hope (v) /hoʊp/
 How old? (phr) /haʊ ɒld?
 information (n) /ɪnfə'meɪʃən/
 Japan (n) /dʒəpæn/
 London (n) /lʌndən/
 look up (phr v) /lʊk ʌp/
 magazine (n) /mægəziːn/
 make friends (phr) /meɪk frends/
 map (n) /mæp/
 Mexico (n) /meksɪkəʊ/
 Mexico City (n) /meksɪkəʊ sɪti/
 Moscow (n) /mɒskəʊ/
 music (n) /mjuzɪk/
 Net (n) /net/
 partner (n) /pɑːtnə/
 password (n) /pɑːswɜːd/
 person (n) /pɜːsən/
 picture (n) /pɪktʃə/
 Poland (n) /pəʊlənd/

registration form (n) /redʒɪstreɪʃən fɔːm/
 Russia (n) /rʌʃə/
 singer (n) /sɪŋə/
 text (n) /tekst/
 title (n) /taɪtəl/
 Tokyo (n) /təʊkiəʊ/
 town (n) /taʊn/
 Turkey (n) /tɜːki/
 USA (n) /juː es ə/
 user ID (n) /juːzər aɪ diː/
 want (v) /wɒnt/
 Warsaw (n) /wɔːsɔː/
 Washington DC (n) /wɒʃɪŋtən diː siː/
 website (n) /websaɪt/
 where (adv) /weə/

UNIT 1b

African (adj) /æfrɪkən/
 American (adj) /əmerɪkən/
 another (pron) /ənʌðə/
 Austria (n) /ɒstriə/
 Austrian (adj) /ɒstriən/
 both (n) /boʊθ/
 Brazil (n) /bræzɪl/
 Brazilian (adj) /bræzɪliən/
 China (n) /tʃaɪnə/
 Chinese (adj) /tʃaɪnɪz/
 choose (v) /tʃuːz/
 come from (phr v) /kʌm frəm/
 Czech (adj) /tʃek/
 factfile (n) /fæktfaɪl/
 famous (adj) /feɪməs/
 France (n) /frɑːns/
 French (adj) /frentʃ/
 German (adj) /dʒɜːmən/
 Germany (n) /dʒɜːməni/
 guess (v) /ges/
 in turns (phr) /ɪn tɜːnz/
 interview (v) /ɪntə'vjʊː/
 Italian (adj) /ɪtəliən/
 Italy (n) /ɪtəli/
 ketchup (n) /ketʃʌp/
 landmark (n) /lændmɑːk/
 million (n) /mɪliən/
 mosquito (n) /mɒskiːtoʊ/
 nationality (n) /næʃənæliːti/
 people (n) /piːpəl/
 piano (n) /piænəʊ/

point (n) /pɔɪnt/
 population (n) /pɒpjʊleɪʃən/
 question (n) /kwɛstʃən/
 record (n) /rɛkɔ:d/
 robot (n) /rɒbɒt/
 Rome (n) /rəʊm/
 same (adj) /seɪm/
 say (v) /seɪ/
 see (v) /si:/
 Spain (n) /spɛɪn/
 Spanish (adj) /spæniʃ/
 speaker (n) /spi:kə/
 study (v) /stʌdi/
 thing (n) /θɪŋ/
 underline (v) /ʌndə'laɪn/
 word (n) /wɜ:d/
 zebra (n) /zebrə/

UNIT 1c

actor (n) /æktə/
 boy (n) /bɔɪ/
 bye (convention) /baɪ/
 Canada (n) /kænədə/
 check (v) /tʃek/
 correct (adj) /kərekt/
 dialogue (n) /daɪəlɒg/
 example (n) /ɪgzɑ:mpəl/
 find out (phr v) /faɪnd aʊt/
 girl (n) /gɜ:l/
 greet (v) /gri:t/
 greeting (n) /gri:tɪŋ/
 have a nice day (phr)
 hear (v) /hɪə/
 hello (convention) /heləʊ/
 hi (convention) /haɪ/
 How are things? (phr)
 How are you? (phr)
 introduce (v) /ɪntrədjʊ:s/
 introduction (n)
 /ɪntrədʌkʃən/
 Nice to meet you. (phr)
 Not bad. (phr)
 oneself (pron) /wʌnsɛlf/
 Pleased to meet you. (phr)
 pretty good (phr)
 See you later. (phr)
 sentence (n) /sentəns/
 teacher (n) /ti:tʃə/
 tour (n) /tʊə/
 tour guide (n) /tʊə' gaɪd/
 tourist (n) /tʊərɪst/

UNIT 1d

England (n) /ɪŋɡlənd/
 everything (pron) /evriθɪŋ/
 football (n) /fʊtbɔ:l/
 help (v) /help/
 idea (n) /aɪdi:ə/
 letter (n) /letə/
 love (n) /lʌv/
 new (adj) /nju:/
 north (n) /nɔ:θ/
 pen-pal (n) /pen pəl/
 school (n) /sku:l/
 soon (adv) /su:n/
 team (n) /ti:m/
 tell (v) /tel/
 year (n) /jɪə/

CURRICULAR CUTS 1: Geography

Belfast (n) /belfɑ:st/
 Cardiff (n) /kɑ:'dɪf/
 class (n) /klɑ:s/
 compass (n) /kʌmpəs/
 draw (v) /drɔ:/
 Edinburgh (n) /edɪnb'rə/
 north-east (n) /nɔ:θ i:st/
 Northern Ireland (n)
 /nɔ:ðə'n aɪələnd/
 north-west (n) /nɔ:θ west/
 present (n) /prez'nt/
 Scotland (n) /skɒtlənd/
 south-east (n) /saʊθ i:st/
 south-west (n) /saʊθ west/
 Wales (n) /weɪ'lz/

UNIT 2a

aunt (n) /ɑ:nt/
 beard (n) /biə'd/
 beautiful (adj) /bju:tɪfəl/
 below (prep) /bi'ləʊ/
 big (adj) /bɪg/
 brother (n) /brʌðə/
 call (v) /kɔ:l/
 chocolate (n) /tʃɒklɪt/
 clever (adj) /klevə/
 cooking (n) /kʊkɪŋ/
 dad (n) /dæd/
 dark hair (n) /dɑ:k heə/
 daughter (n) /dɔ:tə/

describe (v) /dɪskraɪb/
 dog (n) /dɒg/
 ear (n) /ɪə/
 episode (n) /epɪsəʊd/
 eye (n) /aɪ/
 fair (adj) /feə/
 family (n) /fæmɪli/
 family ties (n) /fæmɪli taɪz/
 family tree (n) /fæmɪli tri:/
 father (n) /fɑ:ðə/
 first (adj) /fɜ:'st/
 flower (n) /flaʊə/
 Friday (n) /fraɪdeɪ/
 glasses (n) /glɑ:sɪz/
 grandfather (n)
 /grændfɑ:ðə/
 grandmother (n)
 /grænmlðə/
 great fun (phr)
 hit the TV screens (phr)
 husband (n) /hʌzbənd/
 include (v) /ɪnklʊd/
 live (v) /lɪv/
 long (adj) /lɒŋ/
 look like (phr)
 meet (v) /mi:t/
 member (n) /membə/
 mother (n) /mʌðə/
 moustache (n) /məstɑ:ʃ/
 mum (n) /mʌm/
 news (n) /nju:z/
 older (adj) /oʊldə/
 only child (n) /oʊnli tʃaɪld/
 patch (n) /pætʃ/
 problem (n) /prɒbləm/
 remember (v) /rɪməmbə/
 riddle (n) /rɪd'l/
 screen (n) /skri:n/
 short (adj) /ʃɔ:t/
 sister (n) /sɪstə/
 smile (n) /smaɪl/
 son (n) /sʌn/
 TV (n) /ti: vi:/
 uncle (n) /ʌŋkəl/
 week (n) /wi:k/
 wife (n) /waɪf/
 younger (adj) /jʌŋgə/

UNIT 2b

abroad (adv) /abrɔ:d/
 activity (n) /æktɪvɪti/

appearance (n) /əpiərəns/
 character (n) /kærɪktə/
 computer game (n)
 /kəmpi:tə' geɪm/
 cook book (n) /kʊk bʊk/
 curly (adj) /kɜ:'li/
 detail (n) /dɪteɪl/
 doll (n) /dɒl/
 friendly (adj) /frendli/
 funny (adj) /fʌni/
 gardening gloves (n)
 /gɑ:d'nɪŋ glʌvz/
 goodlooking (adj) /gʊd
 lʊkɪŋ/
 handsome (adj) /hænsəm/
 happy (adj) /hæpi/
 home (n) /həʊm/
 home-made (adj) /həʊm
 meɪd/
 host family (n) /həʊst
 fæmɪli/
 house (n) /haʊs/
 kind (adj) /kaɪnd/
 learn (v) /lɜ:n/
 life (n) /laɪf/
 lucky (adj) /lʌki/
 nose (n) /nəʊz/
 once (adv) /wʌns/
 overweight (adj)
 /oʊvə'weɪt/
 pair (n) /peə/
 phrase (n) /freɪz/
 quite (adv) /kwaɪt/
 reporter (n) /rɪpɔ:'tə/
 right by the sea (phr)
 serious (adj) /sɪəriəs/
 share (v) /ʃeə/
 slim (adj) /slɪm/
 someone (pron) /sʌmwʌn/
 story book (n) /stɔ:ribʊk/
 straight (adj) /streɪt/
 student (n) /stju:d'nt/
 swimming (n) /swɪmɪŋ/
 taco (n) /tækoʊ/
 tall (adj) /tɔ:l/
 video (n) /vɪdɪəʊ/
 wait (v) /weɪt/
 wavy (adj) /wevi/
 welcome (v) /welkəm/
 world (n) /wɜ:ld/
 would love (phr)

UNIT 2c

a little (phr)
 act out (phr v) /ækt aʊt/
 ad (n) /æd/
 baseball (n) /beɪsbɔ:l/
 belong (v) /bɪlɒŋ/
 camera (n) /kæmərə/
 camp (n) /kæmp/
 card (n) /kɑ:d/
 chess (n) /tʃes/
 cook (v) /kʊk/
 dance (v) /dɑ:ns/
 definitely (adv) /defɪnɪtli/
 difference (n) /dɪfrəns/
 dive (v) /daɪv/
 excuse me (phr)
 film (n) /fɪlm/
 fish (n) /fɪʃ/
 fitness (n) /fɪtnəs/
 for instance (phr)
 give (v) /gɪv/
 give back (phr v) /gɪv bæk/
 good morning (phr)
 hand out (phr v) /hænd aʊt/
 healthy (adj) /helθi/
 hopeless (adj) /hoʊpləs/
 keep fit (phr)
 kid (n) /kɪd/
 mobile phone (n) /moʊbaɪl fəʊn/
 no problem (phr)
 not at all (phr)
 object (n) /ɒbdʒɪkt/
 offer (n) /ɒfə/
 play (v) /pleɪ/
 post (v) /pəʊst/
 really well (phr)
 ride a bike (phr)
 ride a horse (phr)
 similar (adj) /sɪmɪlə/
 ski (v) /ski/
 something (pron) /sʌmθɪŋ/
 sound (v) /saʊnd/
 sure (adj) /ʃʊə/
 surf the Internet (phr)
 swim (v) /swɪm/
 take photos (phr)
 tennis (n) /tenɪs/
 today (adv) /tədeɪ/
 volleyball (n) /vɒlɪbɔ:l/

UNIT 2d

all day (phr)
 begin (v) /bɪɡɪn/
 best wishes (n) /best wɪʃɪz/
 closing remark (n) /kloʊzɪŋ rɪmɑ:k/
 end (v) /end/
 even (adv) /i:vən/
 fantastic (adj) /fæntæstɪk/
 greetings (n) /gri:tɪŋz/
 imagine (v) /ɪmædʒɪn/
 opening remark (n) /oʊpənɪŋ rɪmɑ:k/
 postcard (n) /pəʊstkɑ:d/
 see you soon (phr)
 send (v) /send/
 take care (phr)
 teeth (n) /ti:θ/
 wish (v) /wɪʃ/

CULTURE CLIP 2

aeroplane (n) /eəreɪpleɪn/
 carriage (n) /kærɪdʒ/
 castle (n) /kɑ:səl/
 children (n) /tʃɪldrən/
 corgi (n) /kɔ:gi/
 fan (n) /fæn/
 palace (n) /pæləs/
 pet (n) /pet/
 Prince (n) /prɪns/
 private (adj) /praɪvɪt/
 Queen (n) /kwɪn/
 room (n) /ru:m/
 Royal Family (n) /rɔɪəl fæmɪli/
 think (v) /θɪŋk/
 United Kingdom (n) /ju:nəɪtɪd kɪŋdəm/
 visit (v) /vɪzɪt/

ACROSS THE CURRICULUM 1

survey (n) /sʊ:veɪ/
 take after (phr v) /teɪk ɑ:ftə/

SONGSHEET 1

guy (n) /ɡaɪ/

hour (n) /aʊə/
 lyrics (n) /lɪrɪks/

Module 2

UNIT 3a

afternoon (n) /ɑ:ftəˈnu:n/
 announcement (n) /əˈnaʊnsmənt/
 bed (n) /bed/
 best entry (n) /best ˈentri/
 bird (n) /bɜ:d/
 board game (n) /bɔ:d geɪm/
 breakfast (n) /breɪkfəst/
 cinema (n) /sɪnɪmə:
 come to mind (phr)
 competition (n) /kəmˈpɪtɪʃən/
 daily (adv) /deɪli/
 day (n) /deɪ/
 different (adj) /dɪfrənt/
 dream (v) /dri:m/
 dull (adj) /dʌl/
 evening (n) /i:vnɪŋ/
 flat (adj) /flæt/
 fly (v) /flaɪ/
 fun (adj) /fʌn/
 get dressed (phr)
 get up (phr v) /get ʌp/
 go (v) /ɡoʊ/
 gym (n) /dʒɪm/
 high (adj) /haɪ/
 homework (n) /hoʊmwɜ:k/
 hurry (v) /hʌri/
 image (n) /ɪmɪdʒ/
 jog (v) /dʒɒɡ/
 lesson (n) /lesən/
 lie (v) /laɪ/
 look (v) /lʊk/
 luck (n) /lʌk/
 mean (v) /mi:n/
 morning (n) /mɔ:ɪnɪŋ/
 need (v) /ni:d/
 newspaper (n) /nju:spetəpə/
 notice (v) /nəʊtɪs/
 office (n) /ɒfɪs/
 perfect (adj) /pɜ:fɪkt/
 planet (n) /plænɪt/
 pool (n) /pu:l/
 prize (n) /praɪz/
 rise (v) /raɪz/

routine (n) /ru:ti:n/
 rush (v) /rʌʃ/
 seem (v) /si:m/
 send in (phr v) /send ɪn/
 shopping (n) /ʃɒpɪŋ/
 sit (v) /sɪt/
 stay (v) /steɪ/
 sun (n) /sʌn/
 theatre (n) /θi:ətə:
 try (v) /traɪ/
 video game (n) /vɪdɪəʊ geɪm/
 walk (v) /wɔ:k/
 washing-up (n) /wɒʃɪŋ ʌp/
 watch (v) /wɒtʃ/
 wonderful (adj) /wʌndəfʊl/
 worry (v) /wʌri/

UNIT 3b

add (v) /æd/
 Art (n) /ɑ:t/
 college (n) /kɒlɪdʒ/
 dinner (n) /dɪnə:
 English (n) /ɪŋɡlɪʃ/
 except (prep) /ɪksept/
 Geography (n) /dʒɪəgrəfi/
 History (n) /hɪstəri/
 housework (n) /haʊswɜ:k/
 ICT (abbreviation for *Information and Communications Technology*)
 Is that all? (phr)
 keep notes (phr)
 leave (v) /li:v/
 Maths (n) /mæθs/
 Monday (n) /mʌndeɪ/
 nothing (pron) /nʌθɪŋ/
 PE (abbreviation for *Physical Education*)
 plenty of time (phr)
 Saturday (n) /sætəˈdeɪ/
 Science (n) /saɪəns/
 subject (n) /sʌbdʒɪkt/
 Sunday (n) /sʌndeɪ/
 take it easy (phr)
 Thursday (n) /θɜ:zdeɪ/
 tidy (adj) /taɪdi/
 time (n) /taɪm/
 timetable (n) /taɪmteɪbəl/
 together (adv) /təgeðə/

Tuesday (n) /tʃu:zdeɪ/
 unusual (adj) /ʌnju:ʒuəl/
 village (n) /vɪlɪdʒ/
 Wednesday (n) /wenzdeɪ/
 weekday (n) /wi:kdeɪ/
 weekend (n) /wi:kend/

UNIT 3c

animal (n) /æniməl/
 career (n) /kæriə/
 chef (n) /ʃef/
 coat (n) /kəʊt/
 cool (adj) /ku:l/
 danger (n) /deɪndʒə/
 dangerous (adj) /deɪndʒərəs/
 doctor (n) /dɒktə/
 excellent (adj) /eksələnt/
 hardly ever (adv) /hɑ:dlɪ
 evə/
 hate (v) /heit/
 hospital (n) /hɒspɪtəl/
 impossible (adj) /ɪmpɒsɪbəl/
 interested (adj) /ɪntrestɪd/
 long hours (n) /lɒŋ aʊəz/
 mark (n) /mɑ:k/
 mechanic (n) /mɪkænik/
 middle name (n) /mɪdəl
 neɪm/
 mostly (adv) /məʊstli/
 no way (phr)
 nowadays (adv) /naʊədeɪz/
 outdoors (adv) /aʊtdɔ:z/
 outside (adv) /aʊtsaɪd/
 paper (n) /peɪpə/
 piece (n) /pi:s/
 pilot (n) /paɪlət/
 police force (n) /pəli:s fɔ:s/
 police officer (n) /pəli:s
 ɒfɪsə/
 protect (v) /prətekt/
 rest (v) /rest/
 score (n) /skɔ:/
 sick (adj) /sɪk/
 sleep (v) /sli:p/
 take care of (phr)
 travel (v) /trævəl/
 TV channel (n) /ti:vi:
 tʃænl/
 uniform (n) /ju:nɪfɔ:m/
 use (v) /ju:z/

vet (n) /vet/
 wear (v) /weə/
 work (v) /wɜ:k/

UNIT 3d

babysitter (n) /beɪbɪsɪtə/
 contact (v) /kɒntækt/
 delivery boy (n) /dɪlɪvəri bɔɪ/
 diver (n) /daɪvə/
 dog-walker (n) /dɒg
 wɔ:kə/
 extra money (n) /ekstre
 mʌni/
 hunt (v) /hʌnt/
 lifeguard (n) /laɪfgɑ:d/
 look for (phr v) /lʊk fə/
 mind (v) /maɪnd/
 motorbike (n) /məʊtəbaɪk/
 strong (adj) /strɒŋ/
 swimmer (n) /swɪmə/

CULTURE CLIP 3

agree (v) /əgreɪ/
 ahead (adv) /əhed/
 basic (adj) /beɪsɪk/
 bull (n) /bʊl/
 campfire (n) /kæmpfaɪə/
 cattle (n) /kætəl/
 comfortable (adj) /kɒmfətəbəl/
 cowboy (n) /kaʊbɔɪ/
 early (adv) /ɜ:li/
 easy (adj) /i:zi/
 electricity (n) /ɪlektɪsɪtɪ/
 exciting (adj) /ɪksaɪtɪŋ/
 familiar (adj) /fæmɪliə/
 figure (n) /fɪgə/
 free time (n) /fri:taɪm/
 get ready (phr)
 horse (n) /hɔ:s/
 hot water (n) /hɒt wɔ:tə/
 label (v) /leɪbəl/
 lasso (n) /læsə/
 range (n) /reɪndʒ/
 relax (v) /rɪləks/
 rodeo (n) /rəʊdiəʊ/
 show (v) /ʃəʊ/
 skill (n) /skɪl/
 spend (v) /spend/
 spurs (n) /spɜ:z/

Stetson (n) /stetsən/
 time out (n) /taɪm aʊt/
 typical (adj) /tɪpɪkəl/
 wild (adj) /waɪld/

UNIT 4a

acre (n) /eɪkə/
 amazing (adj) /əmeɪzɪŋ/
 apartment (n) /əpɑ:tmənt/
 armchair (n) /ɑ:mtʃeə/
 bath (n) /bɑ:θ/
 bathroom (n) /bɑ:θru:m/
 bedroom (n) /bedru:m/
 coffee table (n) /kɒfi teɪbəl/
 cooker (n) /kʊkə/
 cupboard (n) /kʌbəd/
 curtain (n) /kɜ:tən/
 cushion (n) /kʊʃən/
 doll's house (n) /dɒlz haʊs/
 fireplace (n) /faɪəpleɪs/
 floor (n) /flɔ:/
 fridge (n) /frɪdʒ/
 furniture (n) /fɜ:nɪtʃə/
 garage (n) /gærɑ:ʒ/
 garden (n) /gɑ:dən/
 kitchen (n) /kɪtʃɪn/
 lift (n) /lɪft/
 living room (n) /lɪvɪŋ ru:m/
 location (n) /ləʊkeɪʃən/
 magnificent (adj) /mægnɪfɪsənt/
 March (n) /mɑ:tʃ/
 opposite (prep) /ɒpəzɪt/
 own (pron) /əʊn/
 pillow (n) /pɪləʊ/
 side table (n) /saɪd teɪbəl/
 sink (n) /sɪŋk/
 size (n) /saɪz/
 sofa (n) /səʊfə/
 staircase (n) /steəkeɪs/
 tiny (adj) /taɪni/
 towel (n) /taʊəl/
 visitor (n) /vɪzɪtə/
 what a pity (phr)

busy (adj) /bɪzi/
 carpet (n) /kɑ:prɪt/
 CD player (n) /si:di: pleɪə/
 centre (n) /sentə/
 chair (n) /tʃeə/
 cheap (adj) /tʃi:p/
 cottage (n) /kɒtɪdʒ/
 cup (n) /kʌp/
 exchange (v) /ɪksʃeɪndʒ/
 expensive (adj) /ɪkspensɪv/
 fork (n) /fɔ:k/
 glass (n) /glɑ:s/
 home exchange (n) /həʊm
 ɪksʃeɪndʒ/
 house-warming party (n) /haʊs wɔ:ming pɑ:ti/
 interior (n) /ɪntɪəriə/
 knife (n) /naɪf/
 microwave (n) /maɪkroʊweɪv/
 minute (n) /mɪnɪt/
 modern (adj) /mɒdən/
 plate (n) /pleɪt/
 quiet (adj) /kwaɪət/
 shelf (n) /ʃelf/
 small (adj) /smɔ:l/
 spacious (adj) /speɪʃəs/
 spoon (n) /spu:n/
 studio apartment (n) /stju:diəʊ əpɑ:tmənt/
 swimming pool (n) /swɪmɪŋ
 pu:l/
 table (n) /teɪbəl/
 traditional (adj) /trədiʃənəl/
 unattractive (adj) /ʌnetræktɪv/
 villa (n) /vɪlə/
 wall (n) /wɔ:l/
 wardrobe (n) /wɔ:droub/
 washing machine (n) /wɒʃɪŋ məʃɪn/
 window (n) /wɪndəʊ/
 winter (n) /wɪntə/

UNIT 4c

a bit (phr)
 avenue (n) /əveɪnju:
 baker's (n) /beɪkəz/
 bank (n) /bæŋk/
 box (n) /bɒks/
 bus stop (n) /bʌs stɒp/

UNIT 4b

area (n) /eəriə/
 attractive (adj) /ətreɪktɪv/
 beach (n) /bi:tʃ/
 bookcase (n) /bʊkkeɪs/

butcher's (n) /bʊtʃə'z/
 chemist's (n) /kemists/
 corner (n) /kɔːnə/
 down the road (phr)
 finally (adv) /faɪnəli/
 get (v) /get/
 go along (phr v) /gəʊ əlɒŋ/
 greengrocer's (n)
 /grɪŋgrouseɪz/
 home sweet home (phr)
 hotel (n) /hoʊtel/
 kettle (n) /kɛtəl/
 last (adj) /lɑːst/
 library (n) /laɪbrəri/
 lifestyle (n) /laɪfstɑɪl/
 miss (v) /mɪs/
 museum (n) /mjuːzi.əm/
 my back is killing me (phr)
 neighbourhood (n)
 /neɪbə'hʊd/
 newsagent's (n)
 /njuːzeɪdʒənts/
 pie (n) /paɪ/
 place (n) /pleɪs/
 post office (n) /pəʊst ɒfɪs/
 pretty (adv) /prɪti/
 restaurant (n) /restərɒnt/
 road (n) /rəʊd/
 shop (n) /ʃɒp/
 street (n) /stri:t/
 supermarket (n)
 /suːpə'mɑːkɪt/
 take the first turning (phr)
 tea (n) /tiː/
 thank goodness (phr)
 ticket (n) /tɪkɪt/
 train station (n) /treɪn
 steɪʃən/
 turn left (phr)
 turn right (phr)
 walk past a place (phr)
 worth (n) /wɜːθ/

UNIT 4d

directions (n) /daɪrekʃənz/
 fax (n) /fæks/
 get lost (phr)
 message (n) /mesɪdʒ/
 pleased (adj) /pliːzd/

**CURRICULAR CUTS 4: Module 3
 Art & Design**

attract (n) /ə'trækt/
 basket (n) /bɑːskɪt/
 bright (adj) /braɪt/
 build (v) /bɪld/
 café (n) /kæfeɪ/
 company (n) /kʌmpəni/
 customer (n) /kʌstəmə/
 design (n) /dɪzəɪn/
 face (n) /feɪs/
 petrol station (n) /petrəl
 steɪʃən/
 sell (v) /sel/
 shape (n) /ʃeɪp/
 sign (n) /saɪn/
 strange (adj) /streɪndʒ/

**ACROSS THE
 CURRICULUM 2**

brave (adj) /breɪv/
 calm (adj) /kɑːm/
 community (n) /kəmjuːnɪti/
 demonstration (n)
 /demənstreɪʃən/
 educate (v) /edʒʊkeɪt/
 emergency (n) /ɪmɜːdʒənsi/
 fight (n) /faɪt/
 fire (n) /faɪə/
 fire safety (n) /faɪə seɪfti/
 firefighter (n) /faɪə'faɪtə/
 follow (v) /fɒləʊ/
 give a talk (phr)
 group (n) /gruːp/
 instructions (n)
 /ɪnstrʌkʃənz/
 involve (v) /ɪnvɒlv/
 quickly (adv) /kwɪkli/
 react (v) /riækt/
 rescue (v) /reskjʊ/
 respond (v) /rɪspɒnd/
 situation (n) /sɪtʃueɪʃən/

SONGSHEET 2

alone (adj) /ə'ləʊn/
 chat (v) /tʃæt/
 space (n) /speɪs/

UNIT 5a

adore (v) /ədɔːr/
 Aquarius (n) /ækweəriəs/
 Aries (n) /eəriːz/
 banana (n) /bə'nɑːnə/
 beef (n) /biːf/
 biscuit (n) /bɪskɪt/
 bread (n) /bred/
 butter (n) /bʌtə/
 cake (n) /keɪk/
 Cancer (n) /kænsə/
 Capricorn (n) /kæprɪkɔːn/
 carrot (n) /kærət/
 carry around (phr v) /kæri
 əraʊnd/
 cheese (n) /tʃiːz/
 cheesecake (n) /tʃiːzkeɪk/
 cherry (n) /tʃeri/
 chicken (n) /tʃɪkɪn/
 chili (n) /tʃɪli/
 Coca-cola (n) /kəʊkə kəʊlə/
 comfort (n) /kʌmfə't/
 cream sauce (n) /kriːm sɔːs/
 croissant (n) /kwæsn̩/
 cucumber (n) /kjuːkʌmbə/
 daring (adj) /deəriŋ/
 dessert (n) /dɪzɜːt/
 earth (n) /ɜːθ/
 egg (n) /eg/
 element (n) /elɪmənt/
 energy (n) /enə'dʒi/
 energy bar (n) /enə'dʒi
 bɑːr/
 fiery (adj) /faɪəri/
 food (n) /fuːd/
 fruit (n) /fru:t/
 garlic (n) /gɑːlɪk/
 Gemini (n) /dʒemɪnaɪ/
 green pepper (n) /grɪn
 pepə/
 hard-working (adj) /hɑːd
 wɜːkɪŋ/
 hot and spicy (phr)
 hot-dog (n) /hɒt dɒg/
 ice cream (n) /aɪs kriːm/
 Indian (adj) /ɪndiən/
 lamb (n) /læm/
 lemonade (n) /leməneɪd/
 Leo (n) /liːəʊ/
 lettuce (n) /letɪs/

Libra (n) /lɪbrə/
 light (adj) /laɪt/
 lively (adj) /laɪvli/
 main course (n) /meɪn
 kɔːs/
 matter (n) /mætə/
 menu (n) /menjuː/
 Mexican (adj) /meksɪkən/
 milkshake (n) /mɪlkʃeɪk/
 mousse (n) /muːs/
 mushroom (n) /mʌʃrʊm/
 nut (n) /nʌt/
 olive oil (n) /ɒlɪv ɔɪl/
 onion (n) /ʌnʃən/
 pasta (n) /pæstə/
 pea (n) /piː/
 peanut (n) /piːnʌt/
 Pisces (n) /paɪsɪz/
 potato (n) /pə'teɪtəʊ/
 quick (adj) /kwɪk/
 rice (n) /raɪs/
 romantic (adj) /rəʊmæntɪk/
 Sagittarius (n)
 /sædʒɪteəriəs/
 salad (n) /sæləd/
 sausage (n) /sɔːsɪdʒ/
 Scorpio (n) /skɔː'piəʊ/
 sensitive (adj) /sensɪtɪv/
 serve (v) /sɜːv/
 sociable (adj) /səʊʃəbəl/
 soup (n) /suːp/
 star sign (n) /stɑː saɪn/
 starter (n) /stɑːtə/
 steak (n) /steɪk/
 strawberry (n) /strɔːbri/
 such as (phr)
 surprise (n) /sə'praɪz/
 taste (n) /teɪst/
 Taurus (n) /tɔːrəs/
 Thai (adj) /taɪ/
 tomato (n) /tə'mɑːtəʊ/
 turn to (phr v) /tɜːn tu/
 vegetarian (adj)
 /vedʒɪteəriən/
 Virgo (n) /vɜːgəʊ/
 water (n) /wɔːtə/

UNIT 5b

bar (n) /bɑːr/
 barbecue (n) /bɑː'bɪkjʊ/
 bottle (n) /bɒtəl/

can (n) /kæn/
 carton (n) /kɑːtɪn/
 cent (n) /sent/
 cereals (n) /sɪəriəlz/
 cheese grater (n) /tʃiːz
 greɪtə/
 club sandwich (n) /klʌb
 sænwɪdʒ/
 cola (n) /kəʊlə/
 container (n) /kɒntɪneɪ/
 curry (n) /kʌri/
 dollar (n) /dɒlə/
 euro (n) /jʊərəʊ/
 fast food restaurant (n)
 /fɑːst fuːd restərɒnt/
 fish and chips (phr)
 flour (n) /flaʊə/
 frying pan (n) /fraɪɪŋ pæn/
 jam (n) /dʒæm/
 jar (n) /dʒɑː/
 loaf (n) /ləʊf/
 mayonnaise (n) /meɪəneɪz/
 milk (n) /mɪlk/
 mineral water (n) /mɪnərəl
 wɔːtə/
 orange juice (n) /ɒrɪndʒ
 dʒuːs/
 order (v) /ɔːdə/
 packet (n) /pækɪt/
 peas (n) /piːz/
 pence (n) /pens/
 pound (n) /paʊnd/
 prawn (n) /prɔːn/
 saucepan (n) /sɔːspən/
 slice (n) /slaɪs/
 snack (n) /snæk/
 starve (v) /stɑːv/
 thirsty (adj) /θɜːsti/
 tin (n) /tɪn/
 tin opener (n) /tɪn ɒpənə/
 trolley (n) /trɒli/
 tuna (n) /tjuːnə/
 utensil (n) /juːtensəl/

UNIT 5c

advice (n) /ædvɪs/
 amazed (adj) /əmeɪzd/
 boil (v) /bɔɪl/
 chop (v) /tʃɒp/
 clean (v) /kliːn/
 crack (v) /kræk/

cut (v) /kʌt/
 fry (v) /fraɪ/
 grate (v) /ɡreɪt/
 grill (v) /ɡrɪl/
 ingredient (n) /ɪnɡrɪdɪənt/
 kilo (n) /kiːləʊ/
 leading (adj) /liːdɪŋ/
 mash (v) /mæʃ/
 meat (n) /miːt/
 medium (adj) /mɪdiəm/
 mix (v) /mɪks/
 peel (v) /piːl/
 prepare (v) /prɪpeə/
 running water (n) /rʌnɪŋ
 wɔːtə/
 save (v) /seɪv/
 secret (n) /sɪkrɪt/
 stew (n) /stjuː/
 tablespoon (n) /teɪbəlspuːn/
 tear (n) /tɪə/
 teaspoon (n) /tiːspuːn/
 vegetable (n) /vedʒtəbəl/
 wonder (v) /wʌndə/

UNIT 5d

abbreviation (n)
 /əbrɪvɪeɪʃən/
 bowl (n) /bəʊl/
 in half (phr)
 next (adv) /nekst/
 oven (n) /ʌvən/
 potato skin (n) /pəteɪtəʊ
 skɪn/
 preparation time (n)
 /preɪpəreɪʃən taɪm/
 recipe (n) /resɪpi/
 stuffed potatoes (n) /stʌft
 pəteɪtəʊz/
 then (adv) /ðen/
 winter sport (n) /wɪntə
 spɔːt/
 yoghurt (n) /jɒɡət/

CURRICULAR CUTS 5: Maths

amount (n) /əmaʊnt/
 calorie (n) /kæləri/
 chart (n) /tʃɑːt/
 cheeseburger (n)
 /tʃiːzbɜːɡə/

diet (n) /daɪət/
 fat (n) /fæt/
 French fries (n) /frentʃ
 fraɪz/
 grow (v) /ɡrəʊ/
 in terms of (phr)
 lab (n) /læb/
 measure (v) /meʒə/
 move (v) /muːv/
 nutrient (n) /njuːtriənt/
 properly (adv) /prɒpəli/
 spaghetti (n) /spəʒeti/
 store (v) /stɔː/
 term (n) /tɜːm/
 well-balanced (adj) /wel
 bælənst/

UNIT 6a

angry (adj) /æŋɡri/
 April (n) /eɪprɪl/
 August (n) /ɔːɡəst/
 autumn (n) /ɔːtəm/
 band (n) /bænd/
 be careful (phr)
 blow (v) /bləʊ/
 blues (n) /bluːz/
 boiling hot (phr)
 chilly (adj) /tʃɪli/
 classical (adj) /klæsɪkəl/
 cold (adj) /kəʊld/
 crash (v) /kræʃ/
 cry (v) /kraɪ/
 December (n) /dɪsembə/
 enough is enough (phr)
 February (n) /febjuəri/
 freezing cold (phr)
 hide (v) /haɪd/
 January (n) /dʒænjəri/
 July (n) /dʒulaɪ/
 June (n) /dʒuːn/
 magical (adj) /mædʒɪkəl/
 May (n) /meɪ/
 month (n) /mʌnθ/
 November (n) /nəʊvembə/
 October (n) /ɒktəʊbə/
 pour (v) /pɔː/
 rain (v) /reɪn/
 rainy (adj) /reɪni/
 relaxed (adj) /rɪlæks/
 remind (v) /rɪmaɪnd/
 rock (n) /rɒk/

sad (adj) /sæd/
 scream (v) /skriːm/
 season (n) /siːzən/
 September (n) /septembə/
 shine (v) /ʃaɪn/
 shout (v) /ʃaʊt/
 sightseeing (n) /saɪtsiːɪŋ/
 sky (n) /skaɪ/
 snow (v) /snəʊ/
 snowy (adj) /snəʊi/
 spring (n) /sprɪŋ/
 stressed (adj) /strest/
 summer (n) /sʌmə/
 sunny (adj) /sʌni/
 thunderstorm (n)
 /θʌndə'stɔːm/
 upset (adj) /ʌpset/
 weather (n) /weðə/
 wet (adj) /wet/
 wind (n) /wɪnd/
 windy (adj) /wɪndi/

UNIT 6b

action (n) /ækʃən/
 average (adj) /ævərɪdʒ/
 bungee jump (v) /bʌndʒɪ
 dʒʌmp/
 climb (v) /klaɪm/
 continue (v) /kɒntɪnjuː/
 cross (v) /krɒs/
 dare (v) /deə/
 daylight (n) /deɪlaɪt/
 expedition (n) /ekspɪdɪʃən/
 glacier (n) /glæsiə/
 historic (adj) /hɪstɒrɪk/
 hold (v) /həʊld/
 ice (n) /aɪs/
 ice-skating (n) /aɪs sketɪŋ/
 journey (n) /dʒɜːni/
 lake (n) /leɪk/
 look forward to (phr v) /lʊk
 fɔːwəd tu/
 make history (phr)
 mountain (n) /maʊntɪn/
 proud (adj) /praʊd/
 pull (v) /pʊl/
 reach (v) /riːtʃ/
 rough (adj) /rʌf/
 sail (v) /seɪl/
 scene (n) /siːn/
 scuba dive (v) /skuːbə daɪv/

sharp (adj) /ʃɑːp/
sled (n) /sled/
snowboard (v) /snoʊbɔːd/
temperature (n)
/temprətʃə/
throughout (prep) /θruːaʊt/
water-ski (v) /wɔːtə ski/
windsurf (v) /wɪndzɜːf/

UNIT 6c

absolutely (adv) /æbsəluːtli/
blouse (n) /blaʊz/
boot (n) /buːt/
changing room (n)
/tʃeɪndʒɪŋ ru:m/
clothes (n) /kloʊðz/
colourful (adj) /kʌləfʊl/
cruise (n) /kruːz/
dark blue (adj) /dɑːk bluː/
denim jacket (n) /denɪm
dʒækt/
disagree (v) /dɪsəɡriː/
dress (v) /dres/
fashionable (adj)
/fæʃənəbəl/
glove (n) /ɡlʌv/
go with (phr v) /ɡoʊ wɪð/
half price (adj) /hɑːf praɪs/
have second thoughts (phr)
horrible (adj) /hɒrɪbəl/
jacket (n) /dʒækt/
keen (adj) /kiːn/
kid (v) /kɪd/
no chance (phr)
pack (v) /pæk/
raincoat (n) /reɪnkəʊt/
scarf (n) /skɑːf/
shirt (n) /ʃɜːt/
shoe (n) /ʃuː/
shorts (n) /ʃɔːts/
skirt (n) /skɜːt/
sock (n) /sɒk/
style (n) /stɑɪl/
suit (n) /suːt/
sunglasses (n) /sʌŋɡləsɪz/
swimsuit (n) /swɪmsuːt/
tie (n) /taɪ/
tracksuit (n) /træksuːt/
trainers (n) /treɪnəz/
trendy (adj) /trendi/
trip (n) /trɪp/

trousers (n) /traʊzəz/
T-shirt (n) /tiːʃɜːt/
warm (adj) /wɔːm/

UNIT 6d

camel (n) /kæməl/
close up (n) /kloʊs ʌp/
fabulous (adj) /fæbjʊləs/
pyramid (n) /pɪrəˈmɪd/
sight (n) /saɪt/
souvenir (n) /suːvəˈnɪər/
taxi (n) /tæksɪ/

CULTURE CLIP 6

bite (n) /baɪt/
building (n) /bɪldɪŋ/
cyclist (n) /saɪklist/
disappointed (adj)
/dɪsəˈpɔɪntɪd/
experience (n) /ɪkspɪəriəns/
ferry (n) /feri/
head for (phr v) /hed fə/
jogger (n) /dʒɒɡə/
nightlife (n) /naɪtlaɪf/
recognise (v) /rekəɡnaɪz/
rich (adj) /rɪtʃ/
rub shoulders with sb (phr)
skater (n) /skeɪtə/
skyline (n) /skaɪlaɪn/
window shopping (n)
/wɪndəʊ ʃɒpɪŋ/

ACROSS THE CURRICULUM 3

cotton (n) /kɒtən/
material (n) /məˈtɪəriəl/
nylon (n) /naɪlən/
wool (n) /wʊl/

SONGSHEET 3

breathe out (phr v) /briːð
aʊt/
butterfly (n) /bʌtəˈflaɪ/
human (adj) /hjuːmən/
kiss (v) /kɪs/
non-human (adj) /nɒn
hjuːmən/
quality (n) /kwɒləti/

rehearsing (v) /riːhɜːsɪŋ/
snowflake (n) /snoʊfleɪk/

Module 4

UNIT 7a

acting (adj) /æktɪŋ/
beauty contest (n) /bjʊti
kɒntest/
big hit (n) /bɪɡ hɪt/
birth (n) /bɜːθ/
bodybuilding (n)
/bɒdɪˈbɪldɪŋ/
brainteaser (n) /breɪntɪzə/
bricklayer (n) /brɪkleɪə/
charmed (adj) /tʃɑːmd/
checkout (n) /tʃekɑʊt/
date (n) /deɪt/
field (n) /fiːld/
hungry (adj) /hʌŋɡri/
join (v) /dʒɔɪn/
law (n) /lɔː/
navy (n) /neɪvi/
pastime (n) /pɑːstɑɪm/
postman (n) /pəʊstmən/
president (n) /prezɪdnt/
role (n) /roʊl/
shepherd (n) /ʃepəˈd/
start (v) /stɑːt/
success (n) /səkseɪs/
sweetheart (n) /swiːthhɑːt/
university (n) /juːnɪvɜːsɪti/
I was born (phr)
wizard (n) /wɪzəd/

UNIT 7b

a short while (phr)
alive (adj) /əlaɪv/
arrow (n) /æroʊ/
bow (n) /boʊ/
buffalo (n) /bʌfələʊ/
canoe (n) /kənuː/
caribou (n) /kærɪbuː/
celebration (n) /selɪˈbreɪʃən/
Cheyenne (n) /ʃaɪæn/
cruel (adj) /kruːəl/
deer (n) /diə/
drum (n) /drʌm/
forever (adv) /fəˈevə/
gather (v) /ɡæðə/

grown-up (n) /ɡroʊnʌp/
igloo (n) /ɪɡluː/
Inuit (n) /ɪnjuɪt/
kayak (n) /kaɪæk/
maybe (adv) /meɪbi/
memory (n) /meməri/
moment (n) /moʊmənt/
nearby (adv) /nɪəˈbaɪ/
polar bear (n) /pəʊləˈ beə/
river (n) /rɪvə/
seal (n) /siːl/
skin (n) /skɪn/
spear (n) /spɪə/
tent (n) /tent/
tepee (n) /tiːpiː/
way (n) /weɪ/
weapon (n) /wepən/
whale (n) /weɪl/
wood (n) /wʊd/

UNIT 7c

apple pie (n) /æpəl paɪ/
as usual (phr)
bee (n) /biː/
believe (v) /bɪliːv/
cow (n) /kaʊ/
destroy (n) /dɪstrɔɪ/
disaster (n) /dɪzɑːstə/
entry (n) /entri/
exam (n) /ɪgzæm/
habit (n) /hæbɪt/
hectic (adj) /hektɪk/
invite (v) /ɪnvɑɪt/
kangaroo (n) /kæŋɡəruː/
lazy (adj) /leɪzi/
lizard (n) /lɪzəd/
moon (n) /muːn/
noisy (adj) /nɔɪzi/
pouch (n) /paʊtʃ/
rag (n) /ræg/
regularly (adv) /regjʊləˈli/
shampoo (n) /ʃæmpuː/
soap opera (n) /soʊp
ɒpərə/
take-away meal (n) /teɪk
əweɪ miːl/

UNIT 7d

a living proof (phr)
biography (n) /baɪɒɡrəfi/

consider (v) /kənsɪdə/
 discover (v) /dɪskʌvə/
 footballer (n) /fʊtbɔːlə/
 game (n) /ɡeɪm/
 joy (n) /dʒɔɪ/
 riches (n) /rɪtʃɪz/
 talented (adj) /tæləntɪd/

CURRICULAR CUTS 7: History

boxer shorts (n) /bɒksəʃ
 ʃɔːts/
 copy (v) /kɒpi/
 decision (n) /dɪsɪʒən/
 drive-in movies (n) /draɪv ɪn
 muːvɪz/
 express (v) /ɪkspres/
 idol (n) /aɪdəl/
 influence (n) /ɪnfluəns/
 pony tail (n) /pɒni teɪl/
 popular (adj) /pɒpjələ/
 portable (adj) /pɔːtəbəl/
 teenager (n) /tiːneɪdʒə/
 voice (n) /vɔɪs/
 youth (n) /juːθ/

UNIT 8a

animal kingdom (n)
 /ænɪməl kɪŋdəm/
 blade (n) /bleɪd/
 body (n) /bɒdi/
 bony (adj) /bəʊni/
 close (v) /kloʊz/
 creature (n) /kriːtʃə/
 crush (v) /krʌʃ/
 dinosaur (n) /daɪnəsəʊ/
 entrance hall (n) /entrəns
 hɔːl/
 exist (v) /ɪɡzɪst/
 extinct animal (n) /ɪkstɪŋkt
 ænɪməl/
 flipper (n) /flɪpə/
 frightening (adj) /fraɪtənɪŋ/
 gorilla (n) /ɡɒrɪlə/
 guidebook (n) /ɡaɪdbʊk/
 head (n) /hed/
 heavy (adj) /hevi/
 horror film (n) /hɒrəʃ fɪlm/
 huge (adj) /hjuːdʒ/
 land (n) /lənd/

leg (n) /leg/
 metre (n) /mɪtə/
 model (n) /mɒdəl/
 neck (n) /nek/
 no longer (phr)
 painting (n) /peɪntɪŋ/
 palaeontologist (n)
 /pəleɪɒntɒlədʒɪst/
 period (n) /pɪəriəd/
 probably (adv) /prɒbəbli/
 reptile (n) /reptal/
 roam (v) /rəʊm/
 sea (n) /siː/
 shark (n) /ʃɑːk/
 surprisingly (adv)
 /səpraɪzɪŋli/
 tail (n) /teɪl/
 thick (adj) /θɪk/
 upstairs (n) /ʌpstɪəz/
 weigh (v) /weɪ/
 wing (n) /wɪŋ/

UNIT 8b

afterwards (adv)
 /ɑːftəwəːdz/
 astronaut (n) /æstrɒnɔːt/
 beneath (prep) /bɪniθ/
 bury (v) /beri/
 chimp (n) /tʃɪmp/
 choice (n) /tʃɔɪs/
 die (v) /daɪ/
 explore (v) /ɪksplɔː/
 fact (n) /fækt/
 feel (v) /fiːl/
 flight (n) /flaɪt/
 grave (n) /ɡreɪv/
 hall of fame (phr)
 hang (v) /hæŋ/
 headline (n) /hedlaɪn/
 left-hand (adj) /left hænd/
 lever (n) /liːvə/
 lovable (adj) /lʌvəbəl/
 nature (n) /neɪtʃə/
 ocean (n) /oʊʃən/
 path (n) /pɑːθ/
 retire (v) /rɪtaɪə/
 right-hand (adj) /raɪt
 hænd/
 shake (v) /ʃeɪk/
 space travel (n) /speɪs
 trævəl/

spacesuit (n) /speɪsuːt/
 splash down (phr v) /splæʃ
 daʊn/
 stage (n) /steɪdʒ/
 stand for (phr v) /stænd
 fə/
 star (n) /stɑː/
 statue (n) /stætʃuː/
 take on (phr v) /teɪk ɒn/
 task (n) /tɑːsk/
 zoo (n) /zuː/

UNIT 8c

capture (v) /kæptʃə/
 daydream (v) /deɪdriːm/
 embarrassing (adj)
 /ɪmbærəsɪŋ/
 fence (n) /fens/
 hand (n) /hænd/
 hat (n) /hæt/
 jump (v) /dʒʌmp/
 knock (v) /nɒk/
 marry (v) /mæri/
 miracle (n) /mɪrəkl̩/
 nervous (adj) /nɜːvəs/
 pick up (phr v) /pɪk ʌp/
 sadness (n) /sædnəs/
 safe (adj) /seɪf/
 scary (adj) /skeəri/
 smoke (n) /smoʊk/
 stare (v) /steə/
 step (v) /step/
 story (n) /stɔːri/
 sunshine (n) /sʌnʃaɪn/
 take place (phr)
 thankful (adj) /θæŋkful/
 you're joking (phr)

UNIT 8d

airport (n) /eəˈpɔːt/
 button (n) /bʌtən/
 involve (v) /ɪnvɒlv/
 miserable (adj) /mɪzərəbəl/
 patient (adj) /peɪʃənt/
 presenter (n) /prezəntə/
 press (v) /pres/
 travel programme (n)
 /trævəl prɒɡræm/

LITERATURE CORNER

accident (n) /æksɪdənt/
 beauty (n) /bjʊti/
 brush (v) /brʌʃ/
 fine (adj) /faɪn/
 gentle (adj) /dʒentəl/
 good-tempered (adj) /ɡʊd
 tempəd/
 horse-drawn (adj) /hɔːs
 drɔːn/
 intelligent (adj) /ɪntelɪdʒənt/
 mane (n) /meɪn/
 master (n) /mɑːstə/
 mistreated (adj) /mɪstrɪtɪd/
 mistress (n) /mɪstrəs/
 moving (adj) /muːvɪŋ/
 owner (n) /əʊnə/
 reason (n) /riːzən/
 remain (v) /rɪmeɪn/
 sensible (adj) /sensəbəl/
 smooth (adj) /smuːð/
 stable (n) /steɪbəl/
 stir up (phr v) /stɜːr ʌp/
 sweet (adj) /swiːt/
 tender (adj) /tendə/
 ticklish (adj) /tɪkəlɪʃ/
 treat (n) /triːt/
 treatment (n) /triːtmənt/

SONGSHEET 4

Cherry Cola (n) /tʃeri
 kɒlə/
 keep on (phr v) /kiːp ɒn/
 nylon stocking (n) /naɪlɒn
 stɒkɪŋ/
 rocking chair (n) /rɒkɪŋ
 tʃeə/
 shocking (adj) /ʃɒkɪŋ/
 silver (adj) /sɪlvə/
 softly (adv) /sɒftli/
 stroke (n) /stroʊk/

Module 5

UNIT 9a

author (n) /ɔːθə/
 best-seller (n) /best selə/
 drop in (phr v) /drɒp ɪn/
 emotional (adj) /ɪmɒʃənəl/
 estate (n) /ɪsteɪt/

Word List

funfair (n) /fʌnfɛə/
future (n) /fju:tʃə/
heat (v) /hi:t/
mention (v) /menʃən/
mood (n) /mu:d/
nutrition (n) /nju:triʃən/
PC (abbreviation for
personal computer)
pill (n) /pɪl/
plan (n) /plæn/
prediction (n) /prɪdɪkʃən/
put on (phr v) /pʊt ɒn/
science fiction (n) /saɪəns
fɪkʃən/
see to (phr v) /si: tu/
selection (n) /sɪlekʃən/
solar-powered (adj) /soʊlə
paʊəd/
space station (n) /speɪs
steɪʃən/
tomorrow (adv) /təməroʊ/
transport (n) /trænsˈpɔ:t/
underwater (adj)
/ʌndəˈwɔ:tə/
vacation (n) /vəkeɪʃən/
virtual reality (n) /vɜ:ˈtʃjuəl
riæliti/
wake up (phr v) /weɪk ʌp/

UNIT 9b

chance (n) /tʃɑ:ns/
club (n) /klʌb/
conservation (n)
/kɒnsəˈveɪʃən/
course (n) /kɔ:rs/
dessert (n) /dɪzɜ:t/
develop (v) /dɪveləp/
establish (v) /ɪstæblish/
gain (v) /geɪn/
gap year (n) /gæp jɪə/
get married (phr)
ice hockey (n) /aɪs hɒki/
instructor (n) /ɪnstrʌktə/
jet boating (n) /dʒet boʊtɪŋ/
karate (n) /kəˈrɑ:ti/
mainly (adv) /menli/
opportunity (n) /ɒpəˈtju:niti/
personal (adj) /pɜ:ˈsənl/
rafting (n) /rɑ:ftɪŋ/
region (n) /ri:dʒən/
research (n) /rɪsɜ:tʃ/

snorkelling (n) /snɔ:kɪŋ/
snowmobiling (n)
/snəʊməʊbɑɪlɪŋ/
surfing (n) /sɜ:fɪŋ/
tough (adj) /tʌf/
trekking (n) /trekɪŋ/
tribe (n) /traɪb/
venture (n) /ventʃə/
wildlife (n) /waɪldlaɪf/

UNIT 9c

arrangement (n)
/əˈreɪndʒmənt/
bowling (n) /boʊlɪŋ/
fix (v) /fɪks/
full board (n) /fʊl bɔ:d/
goggles (n) /gɒɡlɪz/
helmet (n) /helmit/
ice skate (n) /aɪs sket/
improve (v) /ɪmˈpru:v/
key (n) /ki/
lifejacket (n) /laɪfɔ:dʒækɪt/
loud (adj) /laʊd/
rack (n) /ræk/
racket (n) /rækɪt/
rucksack (n) /rʌksæk/
ski (n) /ski/
straight away (phr)
surf board (n) /sɜ:f bɔ:d/
turn down (phr v) /tɜ:n
daʊn/

UNIT 9d

concert (n) /kɒnsə:t/
day trip (n) /deɪ trɪp/
diary (n) /daɪəri/
fancy (v) /fænsi/
free (adj) /fri:
unfortunately (adv)
/ʌnfɔ:ˈtju:nətli/

CULTURE CLIP 9

arch (n) /ɑ:tʃ/
area (n) /eəriə/
brilliant (adj) /brɪljənt/
century (n) /sentʃəri/
definition (n) /defɪnɪʃən/
double decker bus (n)
/dʌbəl dekeɪ bʌs/

equivalent (adj) /ɪkwɪvələnt/
event (n) /ɪvent/
giant (adj) /dʒaɪənt/
hopefully (adv) /hoʊpfʊli/
pitch (n) /pɪtʃ/
public (adj) /pʌblɪk/
rugby (n) /rʌɡbi/
sliding roof (n) /slaɪdɪŋ ru:f/
stadium (n) /stædɪəm/
venue (n) /venju:/

UNIT 10a

appointment (n)
/əˈpɔɪntmənt/
behaviour (n) /biˈheɪvjə/
broaden (v) /brɔ:dən/
cashier (n) /kæʃɪə/
catch the train (phr)
chew (v) /tʃu:/
coach (n) /kəʊtʃ/
counter (n) /kaʊntə/
detailed (adj) /diˈteɪld/
driving license (n) /draɪvɪŋ
laɪsəns/
during (prep) /dʒʊərɪŋ/
enter (v) /entə/
etiquette (n) /etɪket/
even number (n) /i:vən
nʌmbə/
fill up (phr v) /fɪl ʌp/
gesture (n) /dʒestʃə/
gift (n) /ɡɪft/
gum (n) /ɡʌm/
host (n) /həʊst/
international (adj)
/ɪntəˈnæʃənəl/
microchip (n) /maɪkrəʊtʃɪp/
neon light (n) /ni:ɒn laɪt/
obligation (n) /ɒblɪgeɪʃən/
per carrier (n) /pɜ:kæriə/
plane (n) /pleɪn/
polite (adj) /pəlaɪt/
prohibition (n) /prəʊɪbɪʃən/
punctual (adj) /pʌŋktʃuəl/
rude (adj) /ru:d/
sole (n) /soʊl/
suitcase (n) /su:tkeɪs/
take off (phr v) /teɪk ɒf/
tap water (n) /tæp wɔ:tə/
taxi driver (n) /tæksi draɪvə/
tip (v) /tɪp/

touch (v) /tʌtʃ/
train (n) /treɪn/
travel light (phr)
understanding (n)
/ʌndəˈstændɪŋ/
unlucky (adj) /ʌnlʌki/
visa (n) /vɪzə/
waiter (n) /weɪtə/
wise (adj) /waɪz/

UNIT 10b

bill (n) /bɪl/
can't wait (phr)
cave (n) /keɪv/
dry cleaner (n) /draɪ klɪnə/
falls (n) /fɔ:lz/
forest (n) /fɒrɪst/
frog (n) /frɒɡ/
get back (phr v) /get bæk/
incredible (adj) /ɪnkredɪbəl/
jungle (n) /dʒʌŋɡl/
mount (n) /maʊnt/
volcano (n) /vɒlkeɪnəʊ/

UNIT 10c

accept (v) /æksept/
arrange (v) /əˈreɪndʒ/
be up to (phr v) /bi ʌp tu/
business (n) /ˈbɪznɪs/
catch up (phr v) /kætʃ ʌp/
change jobs (phr)
compliment (n)
/kɒmplɪmənt/
for ages (phr)
hairstyle (n) /heəˈstɑɪl/
meet up (phr v) /mi:t ʌp/
redecorate (v) /riːdekeɪt/
travel agent (n) /trævəl
eɪdʒənt/
weight (n) /weɪt/

UNIT 10d

apology (n) /əˈpɒlədʒi/
drama school (n) /drɑ:mə
sku:l/
foreign (adj) /fɒrɪn/
in touch (phr)
lighting design (n) /laɪtɪŋ
dɪzɑɪn/

management (n) /mænidʒmənt/
 punctuation (n) /pʌŋktʃueɪʃn/
 sooner (adv) /su:nə/
 spelling (n) /speliŋ/
 stage fencing (n) /steɪdʒ
 fensɪŋ/
 workshop (n) /wɜ:kʃɒp/

CURRICULAR CUTS 10 Science

all year round (phr)
 burn (v) /bɜ:n/
 cause (n) /kɔ:z/
 damage (n) /dæmɪdʒ/
 diagram (n) /daɪəgræm/
 divide (v) /dɪvaɪd/
 factor (n) /fæktə/
 lotion (n) /ləʊʃn/
 ozone layer (n) /oʊzəʊn
 leɪə/

powerful (adj) /paʊəfʊl/
 ray (n) /reɪ/
 redden (v) /redn/
 sunscreen (n) /sʌnskri:n/
 suntan (n) /sʌntæn/
 tan (n) /tæn/

ACROSS THE CURRICULUM 5

captain (n) /kæptɪn/
 leader (n) /li:də/
 literature (n) /lɪtrətʃə/
 monster (n) /mɒnstə/
 novel (n) /nɒvəl/
 win a bet (phr)

SONGSHEET 5

hold on (phr v) /həʊld ɒn/
 sweep off (phr v) /swi:p ɒf/
 toe (n) /toʊ/

HOGMANAY

bell (n) /bel/
 bun (n) /bʌn/
 coal (n) /kəʊl/
 firework display (n) /faɪəwɜ:k displeɪ/
 first-footer (n) /fɜ:st fʊtə/
 forget (v) /fə'get/
 metal (n) /metl/
 midnight (n) /mɪdnaɪt/
 out of mind (phr)
 relative (n) /relətɪv/
 ringing sound (n) /rɪŋɪŋ
 saʊnd/
 shortbread (n) /ʃɔ:tbred/
 strike (v) /straɪk/
 substance (n) /sʌbstəns/
 toast (n) /toʊst/

VALENTINE'S DAY

bonny (adj) /bɒni/
 carve (v) /kɑ:v/

custom (n) /kʌstəm/
 decoration (n) /dekəreɪʃn/
 friendship (n) /frendʃɪp/
 run dry (phr)
 heart (n) /hɑ:t/
 lass (n) /læs/
 melody (n) /melədi/
 particular (adj) /pə'tɪkjʊlə/
 passion (n) /pæʃn/
 poem (n) /poʊm/
 represent (v) /reprɪzent/
 sleeve (n) /sli:v/
 sunrise (n) /sʌnraɪz/
 tune (n) /tju:n/
 unlock (v) /ʌnlɒk/
 wooden (adj) /wʊd'n/

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