

**Excite, educate,
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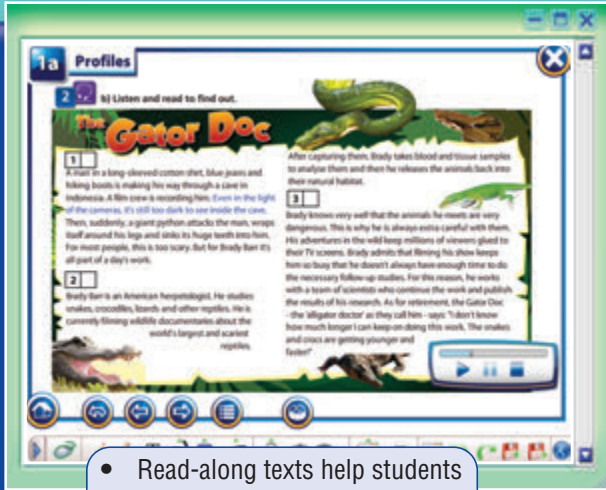


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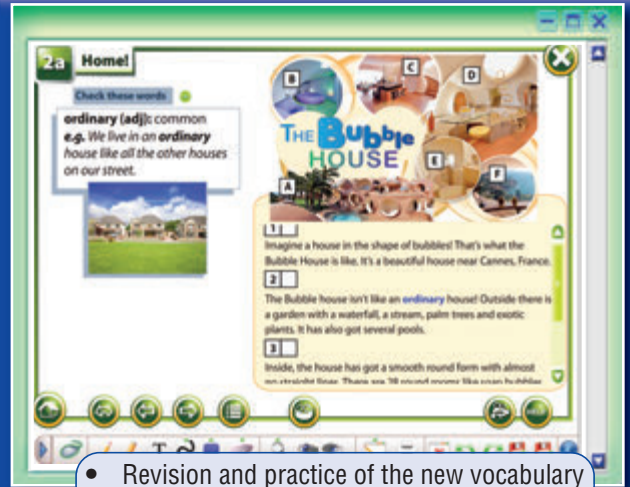
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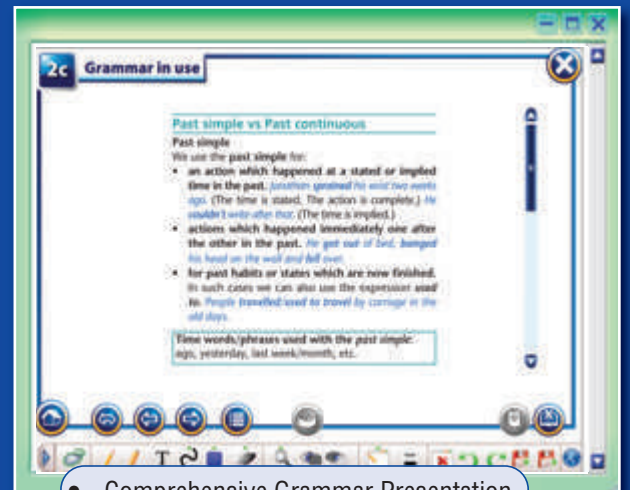
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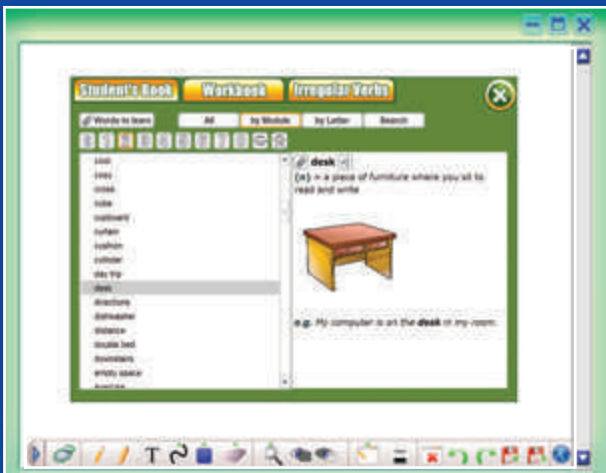
- Revision and practice of the new vocabulary with definitions, examples & visuals



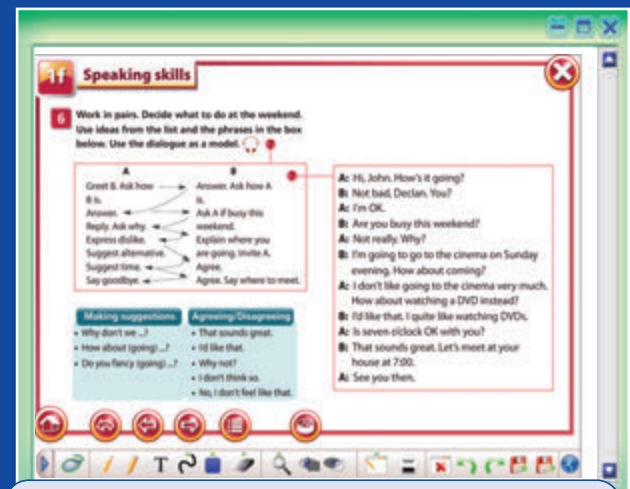
- Animated grammar to study and practise the grammar structures presented in class



- Comprehensive Grammar Presentation



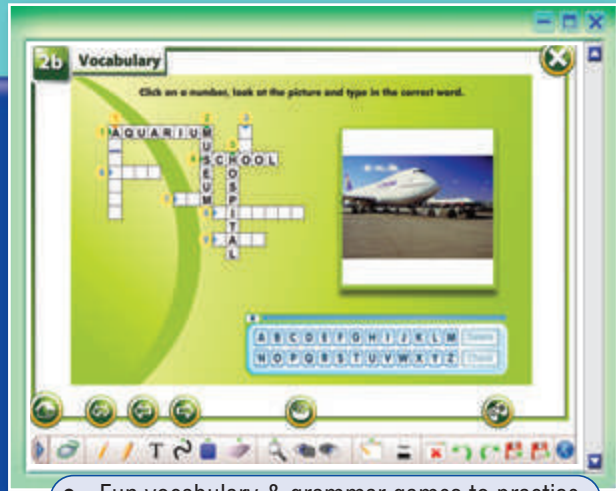
- A vocabulary list with audio in every lesson helps students learn the new words and practise spelling and pronunciation



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



- Fun quizzes for every module



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



- Videos to familiarise students with different aspects of English culture



- Authentic documentaries thematically linked



- Fully interactive activities to practise and revise grammar & vocabulary

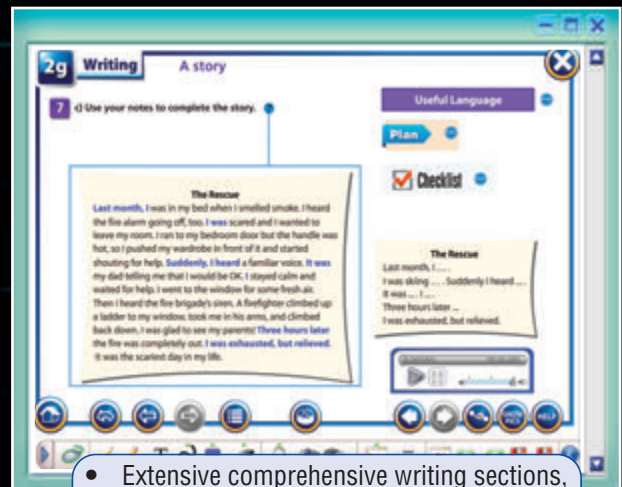


- An easy-to-use bilingual Digital Dictionary with audio

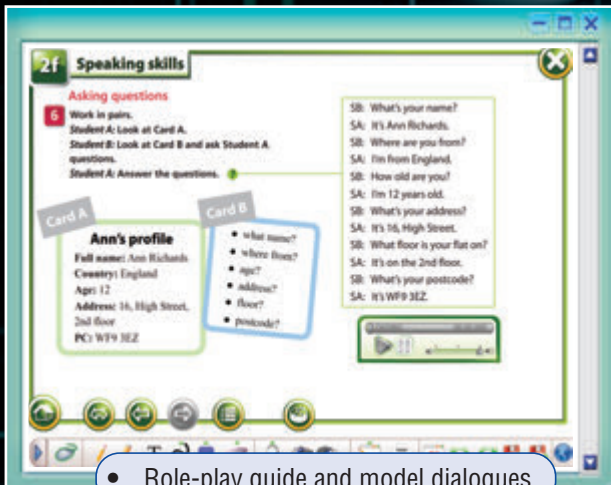
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- Vocabulary presentation through visuals



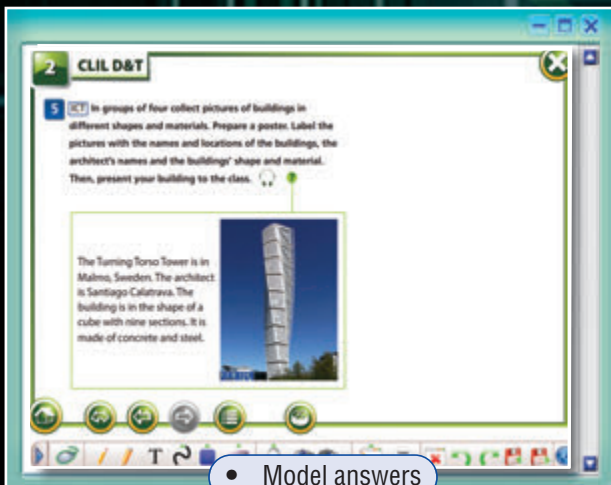
- Extensive comprehensive writing sections, with model compositions and plans



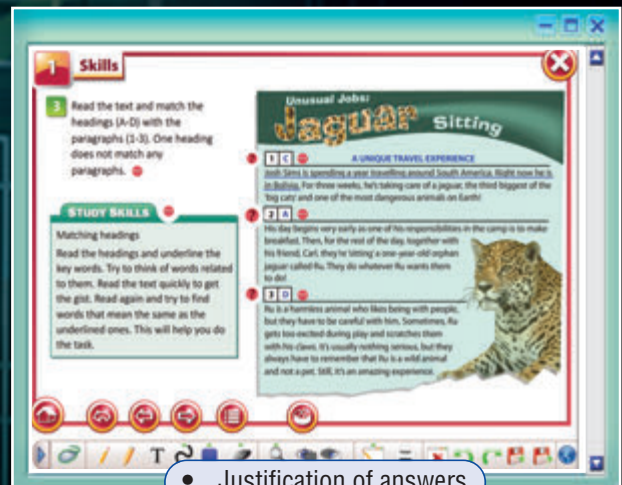
- Role-play guide and model dialogues



- Fun board games to consolidate the language presented in each module



- Model answers



- Justification of answers

On Screen

Student's Book

1



Virginia Evans - Jenny Dooley



Express Publishing

Contents

	Vocabulary	Grammar	Reading	Listening
Starter (pp. 6-9)	<ul style="list-style-type: none"> • alphabet • school objects • days of the week • cardinal numbers • colours 	<ul style="list-style-type: none"> • <i>a/an – the</i> • the imperative 		identify numbers
Unit 1 Hello! (pp. 10-22)	<ul style="list-style-type: none"> • countries & nationalities • abilities • character adjectives • school subjects • sports 	<ul style="list-style-type: none"> • <i>can</i> • <i>to be</i> • subject/object pronouns • possessive adjectives • question words • plurals 	<i>Favourite heroes.org</i> (blog entries) – (multiple matching, answer questions)	<ul style="list-style-type: none"> • school timetable (gap filling) • dialogue (multiple matching) • dialogues (multiple choice)
Progress Check 1 (p. 23)				
Skills 1 (p. 24): Reading (multiple matching) – Listening (T/F statements) (p. 25): Reading (matching headings to paragraphs)				
Check your progress (p. 25)				
Unit 2 Homes (pp. 26-38)	<ul style="list-style-type: none"> • rooms • furniture & appliances • ordinal numbers • places in a town • materials/shapes 	<ul style="list-style-type: none"> • prepositions of place • possessive adjectives/pronouns • <i>there is/there are</i> • <i>some/any – a/an</i> • <i>this/these – that/those</i> • <i>have got</i> 	<i>The Bubble House</i> (article) – (matching headings to paragraphs, complete sentences)	<ul style="list-style-type: none"> • an advert (note taking) • dialogues (multiple choice) • an announcement (T/F statements)
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Unit 3 People (pp. 42-54)	<ul style="list-style-type: none"> • family members • parts of the body • appearance • daily routine/free time • the time 	<ul style="list-style-type: none"> • possessive case • <i>who's/whose</i> • present simple • adverbs of frequency • <i>like/love/hate + ing</i> form 	<i>Lionel Messi</i> (article) – (matching headings to paragraphs, sentence completion)	<ul style="list-style-type: none"> • a monologue (T/F statements) • dialogues (multiple choice) • an announcement (T/F statements) • a dialogue (multiple matching)
Progress Check 3 (p. 55)				
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Check your progress (p. 57)				
Unit 4 Travel (pp. 58-70)	<ul style="list-style-type: none"> • the weather • seasons/months • temperature • holiday activities • clothes • means of transport 	<ul style="list-style-type: none"> • present continuous • present simple vs. present continuous • prepositions of time • <i>the/-</i> 	postcards-email (multiple matching, answer questions)	<ul style="list-style-type: none"> • matching people to seasons • dialogues (multiple choice) • dialogue (multiple choice) • dialogue (matching exchanges)
Progress Check 4 (p. 71)				
Skills 4 (p. 72): Reading (multiple matching) – Listening (matching exchanges) (p. 73): Reading (text completion) – Writing (an email)				
Check your progress (p. 73)				

Pronunciation/Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
	<ul style="list-style-type: none"> classroom language ask about addresses & telephone numbers ask about age 		Greetings	
counting syllables <i>/s/, /z/, /ɪz/</i> -s ending (plurals)	<ul style="list-style-type: none"> ask for – giving personal information describe what you/others are like talk about what you/others can/can't do ask questions 	<ul style="list-style-type: none"> a post about your favourite hero a short text about you a poster about your favourite sports people an email to your e-friend presenting yourself (SKILLS: Word order, capital letters, linkers: <i>and/but</i>) a fact file about your country 	<i>Sporting Superstars</i> (article) – (complete sentences)	(Geography) <i>The UK</i> (article) – (matching)
word stress	<ul style="list-style-type: none"> describe a strange house using notes describe your area describe a model village describe your house give directions ask questions 	<ul style="list-style-type: none"> a poster about strange houses around the world description of your area a paragraph about your house a short text advertising an attraction in your country an email describing your home (SKILLS: punctuation, adjectives, brainstorming) a poster about buildings in various shapes & materials 	<i>Bekonscot Model Village</i> (article) – (T/F/DS statements)	(D&T) <i>A 'green' home</i> (article) – (answer questions)
<i>/s/, /z/, /ɪz/</i> -s ending (3rd person singular present simple)	<ul style="list-style-type: none"> present a person using notes present your family describe your routine on Mondays identify & describe people ask about/tell the time dialogue completion talk about the structure of a bone 	<ul style="list-style-type: none"> an email about Messi a text describing your friend an article about a charity in your country an email describing your best friend (SKILL: linkers: <i>also/too/or</i>, word order) 	<i>Giving Children a Helping Hand</i> (article) – (T/F statements, answer questions)	(Science) <i>Our skeleton</i> (article) – (answer questions, identify reference in a text)
<i>/ɪŋ/</i>	<ul style="list-style-type: none"> describe a person's trip invite – accept/refuse describe clothes describe your favourite season respond to situations describe pictures 	<ul style="list-style-type: none"> sentences about various tribes describe your favourite season/clothes/activities an advert about a tourist destination in your country a postcard from a place you are in (SKILLS: apostrophes, tenses, word order, brainstorming) a poem 	<i>ABTours</i> (Internet advert) – (multiple matching, identify author's purpose)	(Literature) <i>Bed in Summer</i> by R.L Stevenson (poem) – (rhyme)

Vocabulary
Grammar
Reading
Listening
**Unit 5
History
(p. 74-86)**

- jobs
- culture
- theatre/cinema
- science/technology
- space

- *was/were*
- *had*
- *could*
- past simple (regular verbs)

Ancient Egypt
(informative text) –
(T/F/DS statements)

- monologues (multiple matching)
- an announcement (T/F statements)
- dialogues (multiple choice)
- monologues (matching exchanges)
- a monologue (note taking)

**Progress Check 5
(p. 87)**

Skills 5 (p. 88): Listening (multiple choice) – Speaking (responding to situations)
(p. 89): Reading (multiple matching)

Check your progress (p. 89)
**Unit 6
Animals
(pp. 90-102)**

- animals
- parts of animals
- environment
- pets

- past simple (irregular verbs)
- comparisons
- adverbs of manner

Dinosaurs (article) –
(multiple choice, answer questions)

- a monologue (identify animals)
- an announcement (T/F statements)
- dialogue (multiple matching)
- a monologue/ a dialogue (multiple choice)

**Progress Check 6
(p. 103)**

Skills 6 (p. 104): Reading (multiple matching) – Speaking (dialogue completion) – Use of English (text completion) –
(p. 105): Reading (matching headings to paragraphs) – Use of English (sentence completion) – Writing (a note)

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**Unit 7
Predictions
(pp. 106-118)**

- computers
- gadgets
- technology in education

- *will*
- *be going to*
- present continuous (future meaning)

Our planet – Our future
(article) – (T/F statements)

- a dialogue
- an announcement (T/F statements)
- monologues (multiple matching)
- advert (note taking)

**Progress Check 7
(p. 129)**

Skills 7 (p. 120): Use of English (text completion) – Listening (multiple choice)
(p. 121): Reading (text completion) – Listening (multiple matching) – Writing (an email)

Check your progress (p. 121)
**Unit 8
Glorious food
(pp. 122-134)**

- food & drinks
- containers
- tableware
- cutlery
- meals
- festivals

- countable/uncountable nouns
- modal verbs
- *some/any/(a) few/(a) little, (how) much, (how) many*
- present perfect

Chinese New Year
(article) – (T/F/DS statements, answer questions)

- a shopping list
- an announcement (gap filling)
- monologues (multiple matching)
- an announcement (T/F statements)
- a dialogue (multiple choice)
- an announcement (note taking)

**Progress Check 8
(p. 135)**

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Grammar Reference (GR1-GR8)
Notions & Functions (NF1-NF4)
Writing Bank (WB1-WB2)

Word List (WL1-WL21)
American English – British English Guide (AE-BEG1)
Irregular Verbs (IV1)

Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
/t/, /d/, /ɪd/ -ed ending	<ul style="list-style-type: none"> present the Ancient Egyptians a presentation of famous inventors read dates narrate a historical event describe a visit to a place dialogue completion 	<ul style="list-style-type: none"> sentences about the Ancient Egyptians space facts a paragraph about an important historical event in your country a biography (SKILLS: sequence of events, past tenses, express admiration) a poster of famous monuments 	<i>Guy Fawkes & Bonfire Night</i> (matching headings to paragraphs)	(History) <i>Our World of Monuments</i> (informative text) – (multiple matching)
counting syllables	<ul style="list-style-type: none"> sentences about dinosaurs describe an animal summary of a story picture story card a presentation about reptiles 	<ul style="list-style-type: none"> sentences about Ankylosaurus a presentation about the possible theories why dinosaurs died out describe an animal a myth about an animal a story (SKILLS: sequence of events, tenses, adverb-verb collocations) 	<i>Crow Brings the Daylight</i> (story) – (multiple choice)	(Science) <i>Mammals</i> (informative article) – (matching headings to paragraphs)
Listening (T/F statements)				
will//ll/won't	<ul style="list-style-type: none"> make predictions present our solar system describe ICT equipment used at schools/colleges explain how you/your friends use a mobile phone express certainty/uncertainty about future plans respond to situations 	<ul style="list-style-type: none"> predictions about our world in 2100 sentences about gadgets you use weekend plans compare schools an email about holiday plans (SKILLS: word order, error correction) 	<i>Schools with a difference</i> (articles) – (multiple matching)	(Science) <i>The Solar System</i> (informative text) – (T/F statements)
have//ve	<ul style="list-style-type: none"> describe Chinese dishes & what they symbolise compare typical meals in your country to meals in the UK compare food festivals order food at a fast food restaurant talk about healthy eating habits 	<ul style="list-style-type: none"> compare New Year celebrations a list of foods/drinks you buy every week a paragraph about a food festival in your country an email about a food festival (SKILLS: punctuation, error correction) 	<i>Festive Fruit</i> (article) – (multiple choice, answer questions).	(Food technology) <i>My eatwell plate</i> (persuasive article) – (answer questions)

What's in this unit?

- ▶ **Topics:** Houses, Places in a town
- ▶ **Vocabulary:** houses, rooms, furniture & appliances, ordinal numbers, places in a town
- ▶ **Grammar:** prepositions of place, possessive adjectives/pronouns, *there is/there are, a/an – some – any, this/these – that/those, have got*
- ▶ **Reading:** an article
- ▶ **Listening:** dialogues, monologues, an announcement
- ▶ **Speaking:** describing your house, giving directions, asking questions
- ▶ **Writing:** an email describing your home
- ▶ **Culture:** *Bekonscot Model Village*
- ▶ **CLIL:** *(D&T) A green home*
- ▶ **Skills:** reading (multiple matching), listening (multiple choice), use of English (text completion), writing (an email)

STUDY SKILLS

Learning new words

Associate new words with pictures. This helps you remember them.

Reading

1 Look at the pictures. Which shows:

- 1 a **kitchen** with a **glass table**?
- 2 a **bathroom**?
- 3 a round **house** like bubbles?
- 4 a **waterfall** and a **garden** with palm trees?
- 5 a **bedroom** with a round bed and a **thick carpet**?
- 6 a **living room** and **stairs**?
- 7 a **round window** with a view of the sea?



THE Bubble HOUSE

1

Imagine a house in the shape of bubbles! That's what the Bubble House is like. It's a beautiful house near Cannes, France.

2

The Bubble house isn't like an ordinary house! Outside there is a garden with a waterfall, a stream, palm trees and exotic plants. It has also got several pools.

2 Where is this house? How many rooms are there in it?



Listen and read to find out.

3 Read the text and match the paragraphs to the headings. One heading is extra.

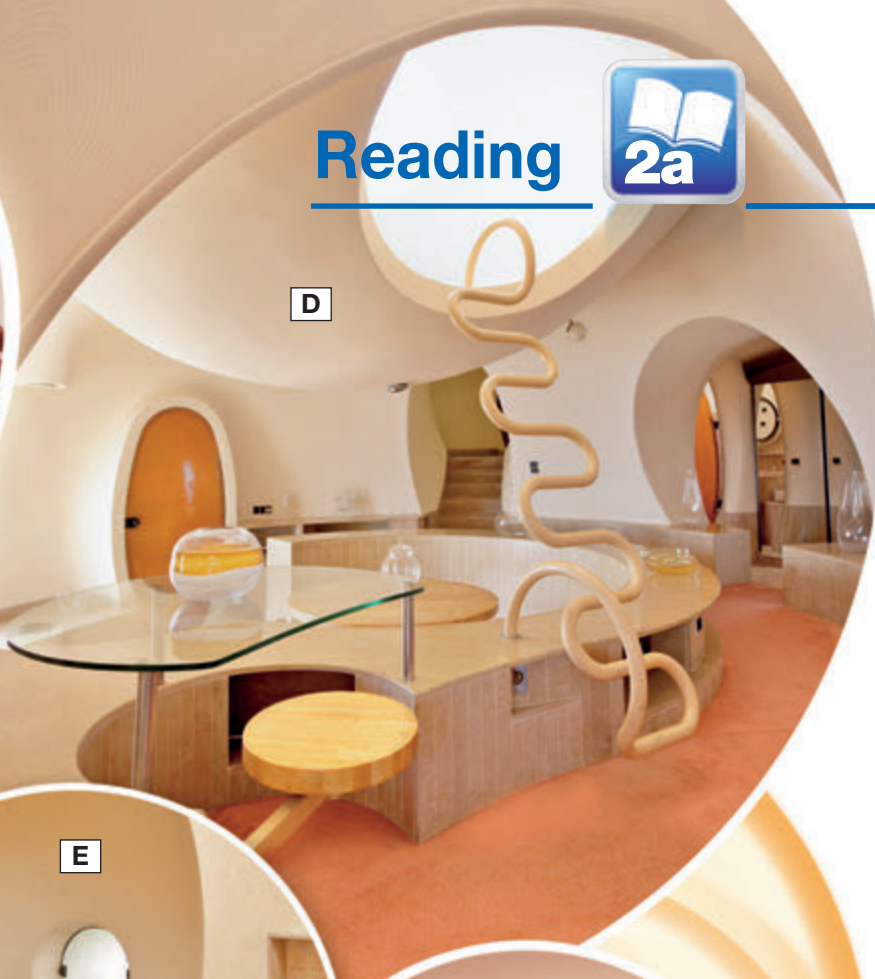
- A **A different kind of house** B **A special place to visit**
 C **Great location** D **Many rooms**



C



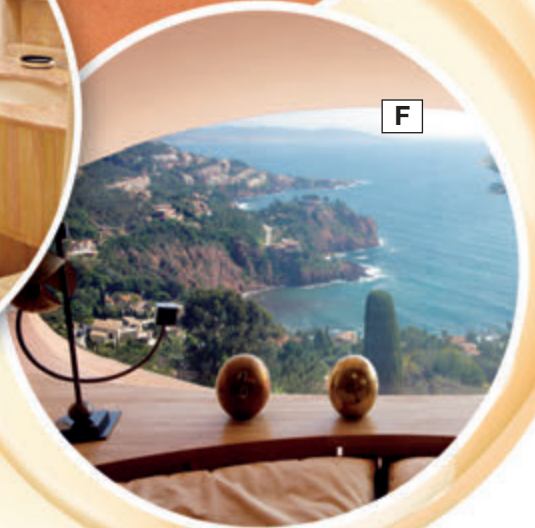
D



E



F



3

Inside, the house has got a smooth round form with almost no straight lines. There are 28 round rooms like soap bubbles with oval windows. There are two kitchens, two bathrooms and a living room with a great view of the blue Mediterranean Sea. There are also ten bedrooms with round beds, thick carpets and simple furniture. Most of the furniture, like sofas, beds and coffee tables, is round. There aren't any pictures on the walls. The Bubble House is an amazing house.

Check these words

- *in the shape of* • *ordinary* • *outside*
- *stream* • *exotic plant* • *several* • *smooth*
- *round form* • *straight line* • *soap bubble*
- *view* • *thick* • *simple* • *furniture* • *sofa*
- *coffee table* • *picture* • *wall* • *amazing*

4 Read again and complete the sentences.

- 1 The Bubble House is near
- 2 Outside the house there is
- 3 Inside there are ten
- 4 Most of the furniture like sofas and beds is

Vocabulary

5 Match the words in bold in the text with their synonyms.

- unusual • excellent • plain • some
- common • shape • heavy

Speaking

6 Complete the table, then use your notes to present the Bubble House to the class.

LOCATION	OUTSIDE	INSIDE

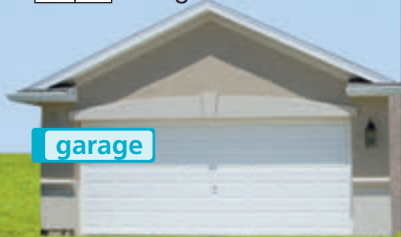
Writing

7 **ICT** In groups, collect information about strange houses around the world. Prepare a poster. Include photographs and write a few sentences about each house. Present your poster to the class.

Rooms

1 Match the rooms (1-5) to the pictures (A-E).

- 1 kid's bedroom
- 2 kitchen
- 3 bathroom
- 4 master bedroom
- 5 living room



Furniture & Appliances

2 a) In which rooms can you see the following?

- single bed • wardrobe
- double bed • fridge
- cooker • carpet
- washbasin • curtains
- pillows • desk • chairs
- table • dishwasher
- cushions • sofa
- armchair • cupboard
- bookcase

I can see a double bed in the master bedroom and a single bed in the kid's bedroom.

b) List the words in Ex. 2a under the headings: **FURNITURE** – **APPLIANCES** – **OTHER**. Compare with your partner.

3 a) Listen to Stella describing her room. Make notes.

b) How similar is Stella's room to your room? Tell the class.

c) How many rooms are there in your house? Tell your partner.

4 Use the prepositions of place to complete the description.

Prepositions of place

in on under

behind opposite in front of between next to

This is my parents' bedroom. Their bed is very big and has a pillow 1) it. There is a carpet 2) the floor 3) the bed. The bed is 4) two bedside cabinets. 5) the bed there is a window. There is also a wardrobe in their room. 6) the wardrobe is a sofa. 7) the wardrobe there is a tall plant. My parents' bedroom is very nice.



5 a) **SPEAKING** Which of these are in your bedroom? Tick (✓).

- 1 bed ; 2 desk ; 3 window ;
 4 door ; 5 computer ; 6 TV ;
 7 chair ; 8 plant ; 9 wardrobe ;
 10 bookcase ; 11 carpet ; 12 poster

b) Show your list to your partner. He/She asks where each is.

A: *Where's the bed?*

B: *It's opposite the wardrobe.*

Ordinal numbers

6 Listen and say.

- | | |
|-----------------------------|----------------------------------|
| 1 st = first | 13 th = thirteenth |
| 2 nd = second | 14 th = fourteenth |
| 3 rd = third | 15 th = fifteenth |
| 4 th = fourth | 16 th = sixteenth |
| 5 th = fifth | 17 th = seventeenth |
| 6 th = sixth | 18 th = eighteenth |
| 7 th = seventh | 19 th = nineteenth |
| 8 th = eighth | 20 th = twentieth |
| 9 th = ninth | 21 st = twenty-first |
| 10 th = tenth | 22 nd = twenty-second |
| 11 th = eleventh | 23 rd = twenty-third |
| 12 th = twelfth | 100 th = a hundredth |

7 Listen and write which floor each person's room is on, then say.

- Mary – • Peter –
- Sandra – • Steve & Paul –

Possessive adjectives/pronouns

Possessive adjectives	my	your	his/her/its	our	your	their
Possessive pronouns	mine	yours	his/hers	ours	yours	theirs

This is my book. It's mine.

➤ see p. GR3

8 Choose the correct word.

- This is **my/mine** bed. It isn't **your/yours**.
- Our/Ours** room is small. **Your/Yours** is big.
- Her/Hers** house is next to **their/theirs**.
- This is **their/theirs** flat. **Our/Ours** is on the next floor.

Places in a town

9 Look at the pictures. In which place can you:

- | | |
|--------------------------|---------------------------------|
| 1 see statues ? | 9 take a train ? |
| 2 buy clothes ? | 10 see firefighters ? |
| 3 see fish ? | 11 see police officers ? |
| 4 post letters ? | 12 get money ? |
| 5 see doctors ? | 13 see paintings ? |
| 6 see flowers ? | 14 exercise ? |
| 7 read books ? | 15 see zebras ? |
| 8 take a flight ? | |



10 Listen to Mark talking about his neighbourhood. Which of the places in Ex. 9 are there?

11 **SPEAKING** Which of the places in Ex. 9 can you see in your area? Tell your partner.

In my area you can see a park, ... and ...

12 **WRITING** Use your answers in Ex. 11 to write about what is in your area.



1 Read the examples and complete the rules. Find examples in the joke.

There is - There are

Singular	Plural
There is a bathroom downstairs.	There are two bedrooms upstairs.
There isn't a bookcase in the kitchen.	There aren't three beds in the bedroom.
Is there a garage outside?	Are there cushions on the sofa?

We use 1)/..... in the singular.
 We use 2)/..... in the plural.
 We use 3)/..... in questions.

➤ see p. GR2

2 Complete the sentences with *there is/isn't, there are/aren't, is/are there*.

- A: four bedrooms in your house?
B: No, four bedrooms in my house. two.
- A: a bookcase in the living room?
B: No, a bookcase, but a table.
- A: four chairs in the kitchen?
B: No, three.
- A: two beds in your bedroom?
B: No, one.
- A: a desk in your room?
B: No,, but a bedside table.

3 Fill in *there is, there isn't, there are, there aren't* to make the sentences true for you.

In our kitchen ...

- | | |
|----------------------|-----------------------|
| 1 a cooker. | 3 a carpet. |
| 2 two windows. | 4 three chairs. |
| | 5 a table. |

4 Read the examples. Complete the rules in sentences (1-4).

a/an - some - any

- Is there a desk in your room?
- Yes, there is a desk but there isn't an armchair.
- Are there any books on the desk?
- Yes, there are some books but there aren't any flowers.
- Is there any money on the table?
- Yes, there is some money on the table.

We use 1) in affirmative, negative and interrogative sentences with countable nouns in the singular.

We use 2) in affirmative sentences with uncountable nouns or nouns in the plural.

We use 3) in negative sentences with uncountable nouns or nouns in the plural.

We use 4) in questions with uncountable nouns or nouns in the plural.


➤ see p. GR2

5 Complete the sentences with *some/any, a/an*.

- There are cupboards in the kitchen.
- There aren't art galleries in the town.
- There is aquarium opposite our house.
- There is vase on the table.
- Are there paintings in the museum?
- There is armchair in the room.
- Is there library in the town?
- There aren't parks in the city.
- There are clothes in the wardrobe.
- Is there dishwasher in the kitchen?
- Are there zebras at the zoo?
- There are plants in the garden.

6 Read the examples. Then complete the rules.

This/These - That/Those



This is my notebook and these are my pens.

That is my desk and those are my books.

We use 1)/..... for things near us.
 We use 2)/..... for things far away from us.

➤ see p. GR2

7 **SPEAKING** Point to things near to/far from you. Your partner makes sentences using *this/these, that/those*.

- A: (points to a chair)
 B: *This is a chair.* (points to the window)
 A: *That is a window.*



Have you got a guitar?

Yes, I have.

Can you play it?

No, I can't.

Why?

It's got a hole in the middle.

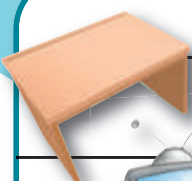


8 Read the theory. Find examples in the joke.

Have got

Affirmative	Negative
I/You have got a TV.	I/You haven't got a computer.
He/She/It has got a TV.	He/She/It hasn't got a computer.
We/You/They have got a TV.	We/You/They haven't got a computer.
Interrogative	Short Answers
Have I/you got a desk?	Yes, I/you have. / No, I/you haven't.
Has he/she/it got a desk?	Yes, he/she/it has. / No, he/she/it hasn't.
Have we/you/they got a desk?	Yes, we/you/they have. / No, we/you/they haven't.

➤ see p. GR3

9 Look at the table below. Then write sentences about what the people *have/haven't got* in their bedrooms, as in the example.

	Lucy	Tom & Jason	Amy
	✓	✓	X
	X	✓	✓
	✓	X	X

ot a desk and a computer in her bedroom. She hasn't got a TV.

10 Fill in *have got* or *has got*.

Hi Tony,

How are you? I'm fine. My new house is great! It

1) a big kitchen, a nice living room and two bathrooms. My bedroom is small, but it

2) a big bed and a wardrobe in it. My sisters, Amy and Kate, 3) a big room. It

4) two beds, a desk and a chair in it. They

5) a TV in their room, but I

6) a computer in mine.

Come and see us soon.

Write back,
 Mike

11 Fill in *have* or *has*. Then answer the questions based on the text in Ex. 10.

- Has* Mike got a wardrobe in his bedroom?
 Yes, *he has*.
- Amy and Kate got a desk in their bedroom?
- their new house got three bathrooms?
- Amy and Kate got one bed in their bedroom?
- Mike got a TV in his bedroom?

12 **WRITING** Draw a simple picture of your house. Then write a short paragraph describing it. Use Ex. 10 as a model.

BEKONSCOT Model Village

There are many model villages in the UK, but Bekonscot Model Village in Beaconsfield is one not to **miss**.

Visitors can explore six towns and villages on a site the size of two football pitches. One special attraction is a ten-mile track model railway through the **whole** place. As many as twelve trains can operate at the same time, going through tunnels, crossing bridges over rivers and a lake, **passing** the windmill and the castle, and stopping at the stations.

Walk down Bekonscot Town High Street, past the police station and school. Bend down and look in the windows to see the people inside! Visit the zoo with **miniature** animals and the small fishing village with little boats in the harbour. Bekonscot Model Village is one hour by car from London. That's **close** enough for a day trip, but there are **too many** things to see in just one day!



Reading

1 Look at the pictures. Which shows:

- 1 a fishing village with a harbour and fishing boats?
- 2 a railway bridge?
- 3 a lake?
- 4 a castle?
- 5 a train station?
- 6 an airport?
- 7 a windmill?

2 Where is this place? What can you see there? What is special about it?



Listen and read to find out.

3 Read the text and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say).

- 1 Bekonscot Model Village is the only model village in England.
- 2 More than twelve trains can travel round the track at a time.
- 3 You can jump on a train at the station.
- 4 There are miniature people in the houses.
- 5 It is not expensive to visit.
- 6 Bekonscot Model Village is quite near London.

Vocabulary

4 Fill in: *pitch, explore, crossing, station, attractions, bend*.

- 1 There are a lot of places to in this model village.
- 2 We can play football on this
- 3 The village has got a lot of special
- 4 There is a train the bridge.
- 5 down to see the inside of the miniature house.
- 6 There is a police in the village.

5 Match the highlighted words to their synonyms: *very small, entire, near, a lot of, skip, going past*.



B



C



E



D



F

Check these words

- model village • miss • visitor • explore • town • village • site
- football pitch • track • operate • tunnel • cross • pass • past
- bend down • zoo • miniature • close • day trip

Speaking

6 a) Read the text again and complete the table.

PLACE
LOCATION
ATTRACTIONS
DISTANCE

b) Use your notes to describe Bekonscot Model Village to the class.

7 **THINK!** Complete the sentence.

I would like to visit Bekonscot Model Village because ...
Find someone in the class who wants to visit the place for the same reasons as you do.

Listening

8 **1.26** Listen to an advert about a special attraction in England and complete the gaps (1-5).

LEGOLAND WINDSOR

Special UK theme 0) *park*
Watch a show in the Duplo 1)
Meet a dragon in the Knight's 2)
See 3) buildings and cars in Miniland.
Open daily 9:30 am to 4) pm
Ticket Prices: Adults £43.20 Children £ 5)



Writing

9 **THINK!** Think of a special attraction in your country. Make notes under the headings in Ex. 6a. Write a short text advertising the place. Decorate it with pictures. Present it to the class.

Multiple choice

Preparing for the task

- 1** Read the question and look at the pictures. What does each show? Can you think of any related words?

Where are the speakers?



Now read the script. Which is the correct answer?

- A:** Oh look! There's the main entrance to the museum over there.
B: Yes, but I need to park the car first.
A: I can go and buy the tickets and you can find an empty space.
B: OK. See you inside at the gift shop.

- 2** a) Read the rubric, then read questions 1-5. What can you see in each picture?

You are going to hear five short recordings. For questions 1-5 choose the answer which matches what you have heard by circling the appropriate letter (A, B or C).

- 1 Where's the desk?



- 2 Which floor is John's house on?



- 3 What hasn't Kate got in her bedroom?



- 4 Where's Peter?



- 5 Dad wants Bill to ...
A water the flowers. **B** bring him a ladder.
C look for the cat.

- 1.27** b) Do the listening task.

T/F statements

Preparing for the task

- 3** Match the sentences with similar meanings.

- 1** There's a living room next to the kitchen.
2 I have got posters on my wall.
3 We've got a garden.
4 We've got a view of the park from our house.

- A** There is a lovely garden outside the house.
B The kitchen is next to the living room.
C There's a park opposite our house.
D There are posters in my room.

- 4** a) Read the rubric and the sentences. Underline the key words.

You're going to listen to an announcement twice. Decide which sentences (1-3) are *T* (true) and which are *F* (false).

- 1 The art gallery has got two floors.
 2 It is opposite the park.
 3 The announcement is about the opening of the art gallery.

- 1.28** b) Do the listening task.

Pronunciation: Word stress

- 5** **1.29** Listen and underline the stressed syllables. Listen again and repeat.

Each word only has one stress. We only stress vowels.

- library • cooker • sofa
- wardrobe • bookcase
- bedroom • garden • nice
- fantastic • beautiful

Everyday English

Describing your house & Giving directions

1 Read the first and the last exchange in the dialogue. What is the dialogue about?



Helen: Hi, Sally. How's your new flat?
 Sally: It's pretty cool.
 Helen: **1)**
 Sally: It's really big. It's got a large living room, a modern kitchen, two bedrooms and one bathroom.
 Helen: **2)**
 Sally: It's on the third floor. My room has got a great view of the park. Why don't you come visit us tomorrow?
 Helen: **3)**
 Sally: Go up Middle Street, past the library and turn left into Hill Street. Walk past the gym. It is opposite the park.
 Helen: See you tomorrow, then.

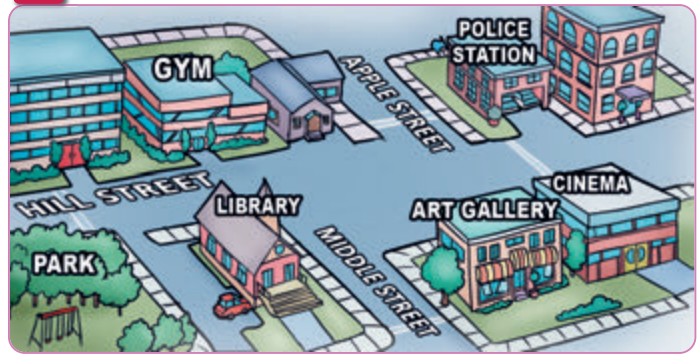
2 a) Read the dialogue and complete the gaps with the sentences below. One sentence is extra.

- A How can I get there?
- B What's it like?
- C What's the address?
- D What floor is it on?

b) Listen, read and check.

3 Take roles and in pairs read out the dialogue.

4 Find Sally's house on the map.



5 Work in pairs. Your partner wants to find out about your home. Describe it, and invite him/her to visit. Give directions. Use the language below to act out a dialogue similar to the one in Ex. 2a.

Asking about sb's home

- What's your new home like?
- How many rooms are there?
- What floor is it on?
- Is it big?

Describing your home

- It's big/small/nice/beautiful/cool, etc.
- There are five rooms in it: a small kitchen, a ...
- It's on the first/second/third, etc floor.
- Yes, it's quite big./ It's small but cosy.

Asking about directions/address

- How can I get there?
- Could you tell me how to get there?
- What's your address, please?

Giving directions

- Go down ... street.
- Take the first/second turning on your left/right.
- Walk past the ...
- Turn left/right into ...
- Walk down/up ... street.

Asking questions

6 Work in pairs.
Student A: Look at Card A.
Student B: Look at Card B and ask Student A questions.
Student A: Answer the questions.

Card A

Ann's profile

Full name: Ann Richards
Country: England
Age: 17
Address: 16, High Street, 2nd floor
PC: WF9 3EZ

Card B

- what name?
- where from?
- age?
- address?
- floor?
- postcode?



Rubric analysis

- 1** Read the rubric. Use the underlined words to answer the questions.

Write an email to your English-speaking friend (50-100 words). In your email include this information:

- say where your new house is
- describe your favourite room
- invite him/her to visit

- 1 What are you going to write?
- 2 Who is it for?
- 3 What should it contain?

Model analysis

- 2** a) Read the email and fill in the missing words.

b) Which of the following are in John's email?

- A John's address
- B what is in John's bedroom
- C what there is in each room
- D how many rooms it has
- E where his house is
- F an invitation to spend a weekend together

- 3** Match the paragraphs (A-C) to the headings (1-3).

- 1 rooms & John's bedroom
- 2 invitation & closing remarks
- 3 opening remarks & general description of house

- 4** Find and replace the opening and closing remarks in John's email with phrases from the Useful Language box.

From: John
To: Mark
Subject: my new home

Hi Mark,

A How are you? I'm so happy **1)** my new house! It's in a quiet street near a park. It's **2)** the first floor with a great view of the garden outside.

B It's got a large living room, a nice kitchen and two bedrooms. My favourite room **3)** my bedroom. It's very big. It's got a bed, a desk and a wardrobe. There **4)** posters of my favourite footballers **5)** the walls.

C I can't wait for you to come and see it. How **6)** next weekend? Let me know.

Write back soon,
John

Punctuation

We use a(n):

- **full stop** (.) at the end of affirmative and negative sentences (*It's on the third floor. It isn't very big.*)
- **comma** (,) to separate items in a list (*There is a bed, a desk and a bookcase.*)
- **question mark** (?) at the end of questions (*Is it big?*)
- **exclamation mark** (!) at the end of sentences to express strong feelings (*It's just great!*)

- 5** Read the theory. Find examples in John's email.

- 6** Put the correct punctuation marks in these sentences.

- 1 Which floor is it on
- 2 There's a sofa a coffee table a fireplace and a bookcase in it
- 3 It isn't very big but it's got a great view of the park
- 4 It's fantastic
- 5 Is there a park in the area
- 6 It's near my favourite café
- 7 The garden is so beautiful
- 8 Is there a garage

Adjectives

Adjectives describe nouns. They can go before nouns or after the verb **to be**, (*My house is big. It's a big house.*)

7 Read the theory. Find examples of adjectives in John's email.

8 Put the words in the correct order.

- 1 My/in/busy/house/a/street/is
.....
- 2 The/is/living room/big
.....
- 3 is/My/small/room
.....
- 4 nice/It's/garden/got/a
.....
- 5 great/is/My/house/new
.....
- 6 a/It's/large/got/desk
.....

Writing

STUDY SKILLS

Brainstorming

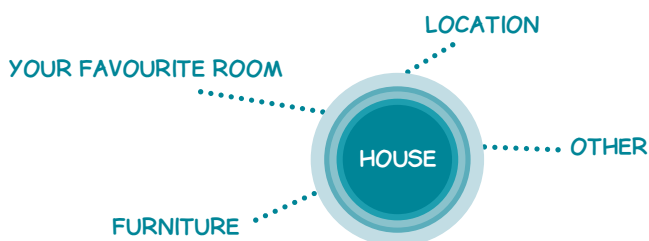
Before you start writing, read the rubric, underline the key words, then brainstorm for words/ideas related to the topic. This will help you do the writing task.

9 Read the rubric. Underline the key words, and then brainstorm for words/ideas under the headings below.

Write an email to your English-speaking friend (50-100 words).

In your email:

- explain where your house is,
- describe your favourite room,
- invite him/her to visit.



10 Use your notes in Ex. 9 to complete your email to your friend. Use the plan and phrases from the Useful Language box to guide you.

Useful Language

Opening remarks

- Hi! • Hello! • How are you?
- Hope you are OK.

General description

- It's in a quiet/busy street.
- It's opposite the park.
- It's on the first/second etc. floor.
- It's got a garage/a balcony etc.

Rooms

- There are three etc. rooms in my house.
- It's got a large/small etc. living room, a modern/small/cosy etc. kitchen.
- There are two/three etc. bedrooms.

Favourite room

- My favourite room is ...
- It's got (*a large bed, a desk, etc.*)
- There is (*a bookcase, a wardrobe, etc.*)
- There are (*paintings, etc.*) on the walls.

Invitation

- Come visit us.
- Can't wait to show you my (new) house.

Closing remarks

- Write back soon. • Please write soon.

Plan

Hi + (friend's first name),

(Para 1) opening remarks

(Para 2) general description of house
(location, rooms), description of
favourite room

(Para 3) invitation, closing remarks

sign off

(your first name)

Hi ...,

How are you? I ...

It's in a It's It's got a My
favourite room is It's got

Can't wait to show How about ... ?

Write back,



Checklist

When you finish writing your email, check for the following:

- grammar mistakes
- use of capital letters
- correct punctuation
- word order in sentences
- clear paragraphs
- appropriate opening/closing remarks



Materials

metal WOOD sand marble
GLASS ROCK



A 'green' home

Shapes



square



triangle



rectangle



circle



cube



pyramid



cylinder



sphere

1 1.31 a) Listen and repeat.

Which of these materials is the house made of? What shape is the house in the picture?

b) Why is this house 'green'?

1.32 Listen and read to find out.

2 Read the text and answer the questions.

- 1 What is a heliotrope?
- 2 How tall is the house?
- 3 Why is the main part of the house a cylinder?
- 4 Where is the Heliotrope House?

3 Match the words in bold in the text to their synonyms.

- not hot • central • track
- full • tall • not cold

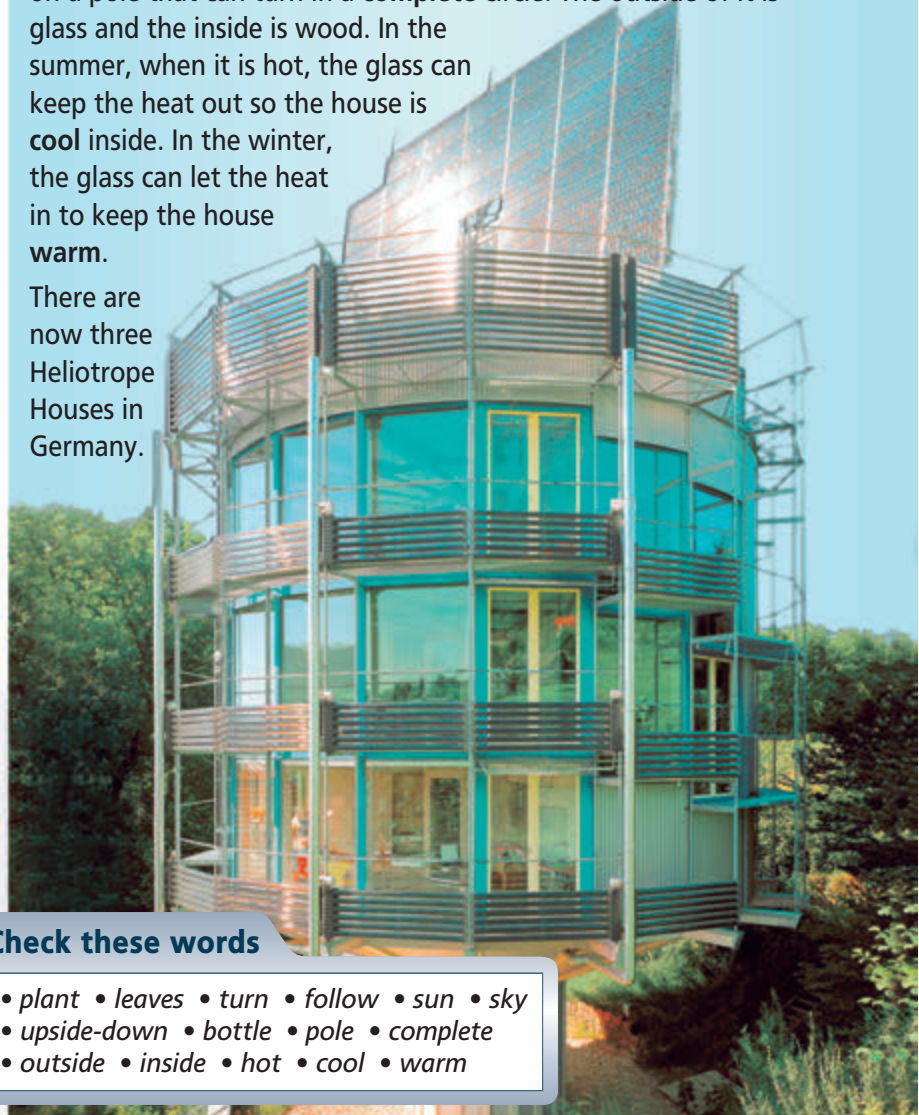
4 Use these words/phrases to make sentences based on the text.

- heliotrope • in the shape of
- cylinder • pole • glass
- complete circle • wood
- cool • warm • design

A heliotrope is a plant with leaves that can turn to follow the sun across the sky. This is the idea behind the Heliotrope House by Rolf Disch.

This 'green' house is about 15 metres **high** and has the shape of an upside-down bottle. The **main** part of the house is a cylinder on a pole that can turn in a **complete** circle. The outside of it is glass and the inside is wood. In the summer, when it is hot, the glass can keep the heat out so the house is **cool** inside. In the winter, the glass can let the heat in to keep the house **warm**.

There are now three Heliotrope Houses in Germany.



Check these words

- plant • leaves • turn • follow • sun • sky
- upside-down • bottle • pole • complete
- outside • inside • hot • cool • warm

5 In groups of four, collect pictures of buildings in different shapes and materials. Prepare a poster. Label the pictures with the names and locations of the buildings, the architect's names and the buildings' shape and material.

Vocabulary

1 Choose the odd word out.

- kitchen – bedroom – bathroom – carpet
 - bookcase – wardrobe – library – cupboard
 - pillow – armchair – sofa – chair
 - floor – door – window – garden
 - fridge – cooker – washing machine – statue
- (5x2=10)

2 Fill in the right word.

- You can see statues there. m _ _ _ _ _
 - You post letters there. p _ _ _ o _ _ _ _ _
 - You can take a flight there. a _ _ _ _ _
 - You can get money there. b _ _ _
 - You can borrow books there. l _ _ _ _ _
- (5x2=10)

3 Write the ordinal numbers.

- | | |
|-------------|--------------|
| 1 4th | 4 2nd |
| 2 3rd | 5 12th |
| 3 1st | 6 20th |
- 6x2=12



Everyday English

4 Fill in: *Walk past the park – It's on the third floor – It's small but cosy – 16, Hill Street.*

- A: How can I get there?
B:
 - A: What's your address, please?
B:
 - A: What's your new home like?
B:
 - A: What floor is it on?
B:
- (4x5=20)

Grammar

5 Complete the sentences with *this, these, that* or *those* and *is* or *are*.

- | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
| 1 a plant. | 2 books. |
|  |  |
| 3 flowers. | 4 a computer. |
- (4x2=8)

6 Fill in with *there is* or *there are*.

- curtains in the bedroom.
 - a cooker in the kitchen.
 - cushions on the sofa.
 - a table in the living room.
 - chairs in the kid's bedroom.
- (5x2=10)

7 Fill in *some* or *any*.

- Are there books on the table?
 - There are pillows on the bed.
 - There aren't stairs in her flat.
 - There are chairs in the garage.
 - Are there plants in the kitchen?
- (5x2=10)

8 Choose the correct preposition.

- The flowers are **on/between** the table.
 - The sofa is **under/opposite** the chair.
 - The computer is **in/on** the desk.
 - The bank is **on/in front of** the post office.
 - The wardrobe is **in/next to** the bed.
- (5x2=10)

9 Put the words in the right order.

- got/Stella/garden/has/a/big?
.....
 - the town/got/an/hasn't/aquarium
.....
 - has/a /TV/got/Paul?
.....
 - plants/got/we/our/any/haven't/house/in
.....
 - the city/fire station/got/has/a
.....
- (5x2=10)

Total: 100

Grammar in Focus

Fill in the correct form of the words in brackets or fill in the gap.

- Anna **1** (**be**) 16 years old. Her flat is **2** the eighth floor. Anna **3** (**have got**) a big room. There are posters **4** the walls. **5** desk is very big. There are **6** books and a computer on it. **7** 's your room like?

Reading

Multiple matching

Preparing for the task

- 1** Read the extract. Which of the two sentences best matches it?

This tiny house is in a quiet area near the park. It's got two bedrooms, a small kitchen and a small bathroom. Outside there is a large garden for children to play in.

The house is ideal for

- A a small family.
- B only one person.

- 2** Read the information about three towns (A-C) and the questions (1-4) below. For every question choose the town it refers to and write the appropriate letter in the box. One of the towns matches two questions.

A Roundwood is a very small and old town in the Wicklow Mountains in Ireland. It has got fantastic scenery and is a favourite place of many photographers. Visitors can go horse riding, fish in the lake, play golf, or just go for a walk. There are very nice restaurants in the town.

B Lavenham is a small quiet town in Suffolk, England. It is a very old town with beautiful old houses. It has got a traditional butcher's and a baker's and other nice shops where you can buy clothes and other great things. It is a great place to visit for a day or a weekend, but it hasn't got a train station. You can stay at one of its lovely hotels.

C Port Douglas is a small town in Australia. It is on the sea and not far from the Great Barrier Reef. It is very popular with young people. It has got nice hotels with pools. There are good restaurants where you can eat and have fun, too.

	Which place is ideal for ...	
1	buying things?	
2	swimming?	
3	doing sports?	
4	taking pictures?	

Listening

Multiple choice

- 3** a) Read the questions and look at the pictures. What do you see?



- b) You are going to hear five short recordings. For questions 1-5, choose the answer which matches what you have heard by circling the appropriate letter (A, B or C).

- 1 What hasn't the flat got?

A



B



C



- 2 Where is Ned's book?

A



B



C



- 3 What floor is Karen's flat on?

A



B



C



- 4 Where are the speakers?

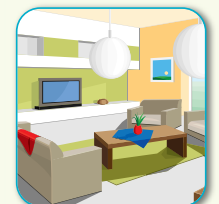
A



B



C



- 5 Dave is calling Jim to ...

- A ask to meet him this evening.
- B invite him to a football match.
- C say sorry.

Use of English

Text completion

Preparing for the task

- 1** Look at the sentence and the word in brackets. What does the gap ask for?

..... flat is on the second floor. **(I)**

Which of these words best completes the sentence: *my? me?*

- 2** Complete the gaps with an appropriate word based on the one in brackets.

- 1 My brother got a big bedroom. **(have)**
- 2 There are some on the bed. **(pillow)**
- 3 Our flat is on the floor. **(three)**
- 4 There are some on the desk. **(book)**

STUDY SKILLS

Text completion

Read the text carefully to get to know the gist of it. Identify what is missing in each gap (noun, adjective, etc). Carefully select the word that best fits each gap. You can't change the words given. Read the completed text to see if it makes sense.

- 3** Read the text. Complete the gaps (1-5) with the correct form of the appropriate word from the box. Correct grammar and spelling is required. One word does not match any of the gaps.

- | | |
|----------------------|--------------------|
| A one | D appliance |
| B room | E I |
| C comfortable | F live |

Dear Michelle,

How are you? **1)** sister and I are very happy because we've got a new house in the country. It's in a very beautiful and quiet place about three kilometres from town, so I am not far from college at all. It is a modern two-storey house and has got lots of **2)** It has got a huge **3)** room, a modern kitchen and dining room, and three bedrooms. It is **4)** than our old flat in town. The master bedroom is on the ground floor and mine is on the **5)** floor. I've got a lovely view of the sea from my room. It's fantastic!

Love,
Charlotte

Writing

Writing Bank 1

- 4** Read the rubric, then write your email.

Write an **email** to your English-speaking e-friend (50-100 words). In your email:

- tell him/her where your town is,
- describe your town,
- write what you like most about it.

Workbook p. 23

Check your progress

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can do these in English

- describe a house
- describe a room
- talk about places in a town
- give directions
- write an email describing your house

and I can do these tasks

- multiple matching (reading)
- multiple choice (listening)
- text completion (use of English)
- writing (an email)

THE HOBBIT HOUSE

In the fantasy world of *The Hobbit and The Lord of the Rings*, the hobbits have got **unique** homes with round doors, round windows and a **pretty** garden. They look great, but there is one big problem: they are far too **small**! Luckily though, there is now a hobbit house that people can enjoy!

This real-life hobbit house is in a forest in the Welsh countryside. Many of the building materials in the house are natural. For example, it has got straw walls, wooden ceilings and

a grass roof. Outside, there is a **large** garden, a fun playground and a pond with lots of trees.

Inside the house, there is a bedroom, a toilet, a kitchen and a living room. There is an area just for toys and a huge round window where you can get a **fantastic** view of the woods! Most of the furniture is handmade, such as the tables and chairs. For electricity, there is a solar panel so the people in the house can enjoy all the comforts of modern life. It really is a dream home!

1 ★ Read the text and mark the sentences as *T* (true) or *F* (false).

- 1 The hobbit house has got round windows.
- 2 The hobbit house is in Wales.
- 3 There are wooden walls in the hobbit house.
- 4 There are four rooms in the house.
- 5 There is no electricity in the house.

2 ★★ Read the text again and answer the questions.

- 1 What is the problem with the hobbit houses in the films?
- 2 Where can you find the real-life hobbit house?
- 3 What rooms are inside the hobbit house?
- 4 What can you see from the window in the hobbit house?

3 ★ Match the words in bold in the text to their synonyms.

- beautiful • special • tiny • big • amazing

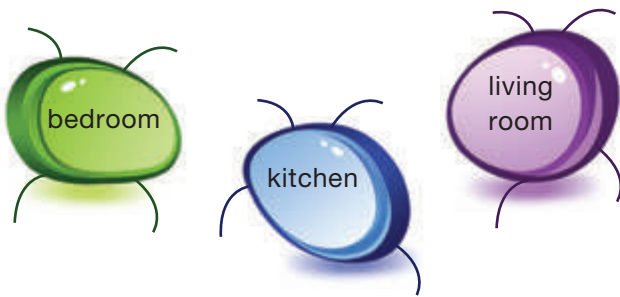
4 ★★ Fill in the gaps with: *forest, view, handmade, solar, dream, natural*.

- 1 The hobbit house is a(n) home for many people.
- 2 Most of the building materials in the house are
- 3 There are many pieces of furniture in the house.
- 4 The hobbit house has got panels for electricity.
- 5 There are a lot of trees in a
- 6 You can get a great of the woods from the living room window.

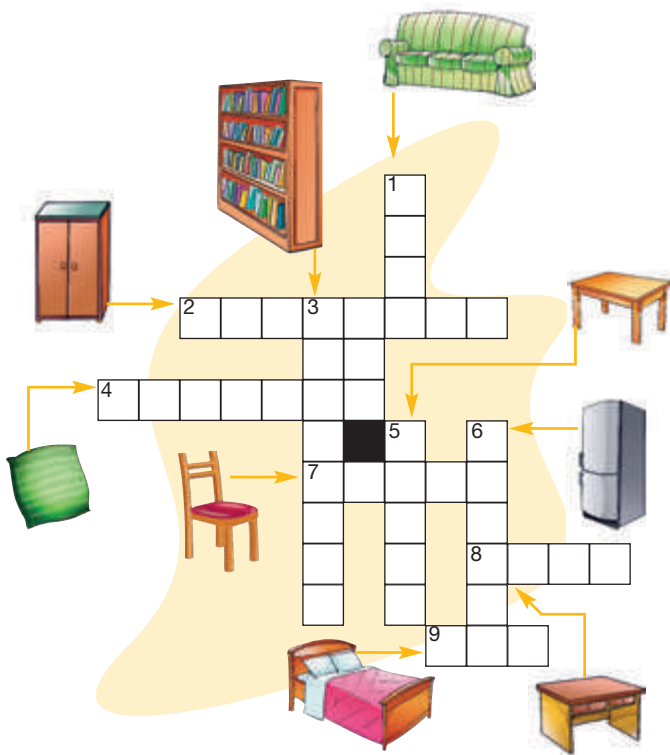
Rooms, Furniture & Appliances

1 ★ Complete the spidergrams with the words in the box. Add one more word.

- bed • sofa • cooker • wardrobe • table
- pillows • cushions • armchair • fridge



2 ★★ Complete the crossword.



Ordinal numbers

3 ★ Write the ordinal numbers in words.

- | | |
|--------------|--------------|
| 1 6th | 5 17th |
| 2 2nd | 6 1st |
| 3 12th | 7 8th |
| 4 20th | 8 23rd |

Prepositions of place

4 ★ Look at the picture. Make sentences using prepositions of place, as in the example.



- 1 vase/table *There is a vase on the table.*
- 2 table/fireplace
- 3 carpet/table
- 4 armchair/sofa
- 5 fireplace/windows
- 6 plant/lamp

Places in a town

5 ★ Look at the pictures and write the names of the places in the town.



- | | |
|-----------------|-----------------|
| 1 z _ _ | 5 a _ _ _ _ |
| 2 p _ _ o _ _ _ | 6 t _ _ s _ _ _ |
| 3 a _ _ _ _ | 7 p _ _ s _ _ _ |
| 4 l _ _ _ _ | 8 a _ g _ _ _ _ |

There is/There are

1 ★ Look at the picture and fill in *there is/there isn't* and *there are/there aren't*.



- 1 *There is* a bed, but a TV.
- 2 pillows, but a wardrobe.
- 3 flowers, but any posters.
- 4 a computer, but a plant.
- 5 an armchair, but a bedside cabinet.

Prepositions of place

2 ★ Fill in the gaps with: *in, between, next to, in front of, under, on* (x2).



There's a table
 1) *between* the wall and the chair. The chair is
 2) the table.
 There are photos and a lamp 3) the table. There's a mirror
 4) the wall.
 There's a basket
 5) the table. There are flowers
 6) it. There's a carpet 7) the table and the chair.

This – These/That – Those

3 ★ Complete the sentences, as in the example.



1 *This is* a fridge and *that is* a washing machine.



2 an armchair and cushions.



3 forks and spoons.



4 a computer and books.

some/any/a/an

4 ★ Choose the correct item.

- 1 Is there **an/a** armchair in the living room?
- 2 There are **some/any** clothes in the washing machine.
- 3 There aren't **some/any** cushions on the sofa.
- 4 There is **a/an** desk in my bedroom.
- 5 Are there **some/any** books on the table?

5 ★ Make sentences using *some, any, a or an*, as in the example.

Summer Town	
✓	✗
shops	museums
hospitals	art gallery
gym	banks
parks	libraries

- 1 *In Summer Town there are some shops, but there aren't any museums.*
- 2
- 3
- 4

Possessive adjectives

6 ★ Fill in the gaps with the correct *possessive pronoun or adjective*.

A: This is **1** *my* new bedroom.
 B: Wow! It's really nice! Is this **2** bed?
 A: No. It's **3** brother's. That's
4 bed.
 B: **5** sister and I have the same
 bedroom, too. She is only six years old and
6 toys are all over the floor.
 A: Don't worry. **7** brother is 16, but
8 school books are usually on
 the floor!

have got

7 ★ Fill in *have got or has got*. Then write negations and questions, as in the example.

- 1 Mark *has got* a computer.
Mark hasn't got a computer.
Has Mark got a computer?
- 2 We a TV in the living room.

- 3 Emma a desk in her bedroom.

- 4 I a plant in my room.

- 5 They two bathrooms.

8 ★ Fill in *have ('ve), haven't, has ('s) or hasn't*, as in the example.

- 1 A: *Have* you got a TV in your bedroom?
 B: No, I
- 2 A: they got a bookcase in
 their living room?
 B: Yes, they
- 3 A: Anna got a desk in her
 bedroom?
 B: No, she, but she
 got an armchair.
- 4 A: How many bathrooms
 you got in your house?
 B: We got two bathrooms.

9 ★★ Complete the second sentence, using the words in brackets in the correct form. Do not use more than four words to complete each sentence.

- 1 Lucy (**have got/a desk**) in her room.
 Lucy in her room.
- 2 What (**be/she**) favourite museum?
 What favourite museum?
- 3 These (**be not/you**) books.
 These books.
- 4 The aquarium (**be/opposite**) the zoo.
 The aquarium the zoo.
- 5 Where (**be/the hospital**), please?
 Where, please?

10 ★★ Complete the second sentence, so that it means the same as the first sentence. Use the word in bold.

- 1 This is John and that is John's house. (**HIS**)
 This is John and that
 house.
- 2 The bank is behind the post office.
 (**FRONT**)
 The post office is the bank.
- 3 There are six rooms in her house. (**GOT**)
 Her house
 six rooms.
- 4 She hasn't got any flowers in her room.
 (**ANY**)
 There flowers in her room.
- 5 This is Lisa – Lisa's sister works in the
 bank. (**HER**)
 This is Lisa –
 in the bank.

11 ★★ Put the words in the correct order.

- 1 are/clothes/wardrobe/There/some/in/the

- 2 football/Dave/play/can't

- 3 flowers/her/are/These

- 4 Are/any/here/parks/there?

- 5 a/haven't/They/got/TV

2

Listening skills

SAMPLE PAGE FROM
WORKBOOK & GRAMMAR BOOK

Multiple choice

1 ^{1.5} ★ You are going to hear five short texts twice. For questions 1-5, choose the answer that matches what you have heard by circling the appropriate letter (A, B, or C).

1 Where is the book?



2 Which building is opposite the library?



3 What floor is the speaker's flat on?

A **1st** B **3rd** C **4th**

4 Where is Anthony?



5 Lynn asks Christine
A to give her directions.
B to buy her tickets.
C to see a film with her.

Multiple matching

2 ^{1.6} ★ You are going to hear a conversation between Anna and Maria. Match the floors (A-E) to the people (1-4). Write the appropriate letter (A, B, C, D or E) in the right box. You'll hear the conversation twice. One floor is extra.

PEOPLE		FLOORS
<input type="checkbox"/> 1	Anna	A fourth
<input type="checkbox"/> 2	Maria	B eighth
<input type="checkbox"/> 3	Stella	C seventh
<input type="checkbox"/> 4	Kyra	D tenth
		E third

T/F statements

3 ^{1.7} ★ You are going to listen to an announcement twice. Decide which sentences (1-3) are *T* (true) and which are *F* (false).

- 1 All items in the shop are in the sale.
- 2 You can find rugs on the second floor.
- 3 The speaker is advertising products.

Dictation

4 ^{1.8} ★ Listen and complete the sentences.

- 1 My new house
- 2 It has got
- 3 My room is
- 4 It's got
- 5 Behind it,
- 6 From here, you

Matching exchanges

1 ★ Match the questions (1-6) to the answers (A-G). One answer is extra.

- | | | | |
|-----------------------------------|---------------------------------------|----------|---------------------------------------|
| 1 <input type="checkbox"/> | Which street is your house on? | A | The second. |
| 2 <input type="checkbox"/> | How do I get to your house? | B | Opposite the post office. |
| 3 <input type="checkbox"/> | Is your flat big? | C | It's fantastic! |
| 4 <input type="checkbox"/> | How's your new flat? | D | A park and an art gallery. |
| 5 <input type="checkbox"/> | What floor is your flat on? | E | Carter Road. |
| 6 <input type="checkbox"/> | What things can you see in your area? | F | Walk past the library and turn right. |
| | | G | It's small but cosy. |

Responding to situations

2 ★ For each situation (1-4), choose the appropriate response. Circle A, B or C.

- 1 How do you ask for directions to the cinema?
 - A What's the address of the cinema, please?
 - B Could you tell me how to get to the cinema?
 - C Is the cinema near here?

- 2 Your friend is visiting your house. Give him directions.
 - A Go down High Street and turn left.
 - B It's between the park and the gym.
 - C 156, Appledore Road.

- 3 How do you invite someone to your house?
 - A Why don't you come visit?
 - B When can you visit me?
 - C Why can't you visit?

- 4 Tell your friend what you think of his new flat.
 - A That's great!
 - B It's pretty cool!
 - C I'm so happy!

Dialogue completion

3 ★ Read the dialogue and fill in the gaps by choosing the correct words (A, B or C).

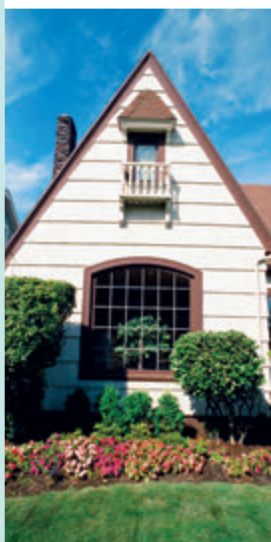
Tom: Hi Bill. **1**) is your new flat?
 Bill: It's great.
 Tom: What's it like?
 Bill: Well. It's very big. It **2**) a nice living room, a large kitchen, a bedroom and a bathroom.
 Tom: What floor is it on?
 Bill: It's on the second floor. Why don't you come visit on Saturday?
 Tom: Sure. How can I get there?
 Bill: First, **3**) down Chester Street and turn into Banks Street. It's opposite the cinema.
 Tom: OK. **4**) you on Saturday.

- | | | |
|---------------------|------------------|-----------------|
| 1 A How | B What | C Where |
| 2 A have got | B has got | C is |
| 3 A going | B go | C can go |
| 4 A Watch | B Look | C See |

Describing your house

4 ★★ Complete the dialogue. Use: *big, address, view, rooms, walk, cosy, turn, like*.
Two words don't match.

A: What's your new home
 1)?
 B: It's small but **2**)
 A: How many **3**) are there?
 B: Four. There is a nice living room, a kitchen, a bathroom and a bedroom. My bedroom has got a **4**) of the garden. Why don't you come visit?
 A: OK. What's your **5**)?
 B: 121 Baker Street. Go down Main Street past the market and **6**) left. My house is opposite the school.



2 

Writing

An email description

1 ★ Read the rubric then the email. Fill in the gaps (1-3) with the sentences (A-C).

Write an **email** to your English pen-friend about your school. Include information about its location and your classroom and invite him to visit (50-60 words).

From: Bob
To: Nick
Subject: My new school



Hi Nick,

A How are you? **1**

It's on a quiet street near the city centre. It's opposite a pretty park and a little café.

B It's got an amazing gym, a nice canteen and two playgrounds. My classroom is on the first floor. **2** It's got a computer, a large TV and two blackboards. There are also cool posters of famous people on the walls.

C I can't wait to show you my new school.

3 Write back soon and let me know.

Bob

- A How about this weekend?
- B I'm so happy about my new school!
- C It's really big.

2 ★ Read the email again. Which paragraph contains

- the location of the school? **1**
- a description of the school? **2**
- an invitation? **3**
- opening remarks? **4**
- closing remarks? **5**
- a description of the writer's classroom? **6**

3 ★ Which adjectives does the writer use to describe the following?

- | | |
|----------------|-----------------|
| 1 street | 5 canteen |
| 2 park | 6 TV |
| 3 café | 7 posters |
| 4 gym | 8 people |

4 ★ Read the remarks (1-4) and mark them as O (opening) or C (closing).

- 1 Please write soon.
- 2 Hope you are OK.
- 3 How are things with you?
- 4 Email me when you can.

5 ★ Punctuate the sentences.

- 1 It's got a bookcase a desk and a computer in it
- 2 It's just fantastic
- 3 Are there any parks near the school
- 4 How many students are there in your school
- 5 It's quite small but very cosy and comfortable

Your turn

6 ★ Answer the questions.

- 1 How old is your best friend?
.....
- 2 Where is your school?
.....
- 3 What is there near your school?
.....
- 4 What facilities are there in your school?
.....
- 5 Where is your classroom?
.....
- 6 What things are there in your classroom?
.....

7 ★★ Use your answers in Ex. 6 to complete the email about your school.

Hi ...,

How are you? I'm It's on ... near

It's got My classroom is It's It's got There is/are also

I can't wait for you to come and see it. How about ...?

Write back,

...

ENGLISH
Homes

England there are many different types of houses, from beautiful big castles to pretty little cottages. Some houses / while others are over 500 years old! Big or small, old or new, the houses in England are unique. They are different from houses in other parts of the world and so they are an important part of English culture.

The main types of houses in England are detached, semi-detached and terraced houses. Most people have got semi-detached houses. These houses have got another house on one side but not on the other. Detached houses have got no houses on either side. They are quite expensive. Most detached and semi-detached houses have got two gardens as well as a garage. Terraced houses are long rows of houses, one next to the other. They can be big or small, but they have only got one garden.



1 a) ★ Read the text and mark the sentences (1-6) as T (true), F (false) or DS (doesn't say).

- 1 All the houses in England are very old.
- 2 Detached houses are expensive.
- 3 People in cities have usually got terraced houses.
- 4 Terraced houses have got two gardens.

b) ★ Which type of house can you see in the picture?

2 ★★ What kinds of houses do you have in your country? Write a few sentences.

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

2 

Across Cultures

1 ★ Read the text and complete the sentences.

- 1 An old Manhattan railway line is now
- 2 High Line Park visitors can enjoy
- 3 In the park there are

2 ★★ Is there a park in the area you live in? Describe it by completing the sentences.

In my city there is The park is At the park, visitors can The park has got



The **Park** in the **Sky**

In Manhattan, New York, there is an old railway line on steel columns high above the city streets. These old train tracks are now a popular park in the city. The High Line Park is 8 metres above the city streets. Visitors to the park can walk the 2.5-kilometre length of the park on one of its many trails. They can enjoy outdoor art exhibitions and incredible views of the Hudson River. The park has got many green spaces with various types of trees and gardens. It's the perfect quick escape from stressful city living.

Reading

Multiple matching

- 1** Read the adverts (A-C) and the questions (1-4). For each question choose the right advert and write the correct letter in the box next to it. One advert matches two questions.

PLACES FOR RENT!

A HOUSE FOR RENT IN SURREY.
This modern two-storey house has got two large gardens and a double garage. Inside, there are four bedrooms, two bathrooms, a kitchen and a living room. It is in a great location, with a children's playground opposite the house and many schools in the area.
£1,250/month. Call 254 896.

B FANTASTIC FLAT IN THE CITY CENTRE.
This small one-bedroom flat is on the fourth floor of a 1950s building. It's got a single bedroom, a nice kitchen and living area and a shower room. It is close to the city's main universities as well as the train station.
£450/month. Call 865 547.

C TO RENT: COTTAGE IN RICHMOND.
This one-storey house is in the beautiful Yorkshire countryside. It has got a small kitchen, a bright living room, a bathroom and a cosy bedroom. There are many nature parks and walking paths in the local area.
£650/month. Call 843 314.

	Which home is best for
1	outdoor activities?
2	a student?
3	peace and quiet?
4	a large family?

Use of English

Text completion

- 2** Complete the gaps (1-3) with appropriate words (A-F) from the box to have a grammatically and lexically correct text.

- | | | |
|------------|---------|-----------|
| A opposite | C site | E between |
| B arrive | D place | F come |

MURRAY'S GYM IS HERE!

Murray's Gym is now in your town and it's time to get into shape! We are **1** the library in the town centre. We've got a big exercise room, a swimming pool and a health food restaurant on the roof. It's got lots of delicious food and it's the perfect **2** for a meal after exercising. Membership is free for the first month, so **3** and join today!

Speaking

Dialogue completion

- 3** Complete the dialogues (1-3) with appropriate responses by circling the appropriate letter (A, B or C).

- 1** X: What floor is it on?
Y:
A It's got three floors.
B It's on the second.
C It's got a great view.
- 2** X:
Y: Turn left at the post office.
A How can I get there?
B Where's the post office?
C What's the address?
- 3** X: I can meet you outside the art gallery.
Y:
X: 35, Station Road.
A Can you give me directions?
B What's the address, please?
C Could you tell me how to get there?

Reading

Matching headings to paragraphs

1 Read the text. For paragraphs (1-3), choose the right heading (A-D). One heading is extra.

- A Inside the house
- B Visiting times
- C A green home
- D Like a small animal

AN UNUSUAL HOME

1

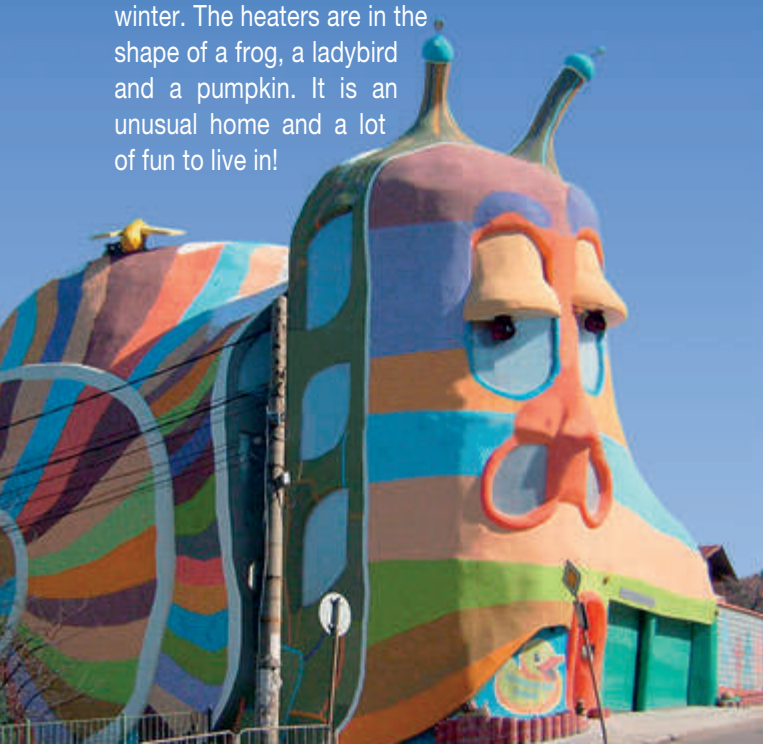
In Sofia, Bulgaria, there is a very unusual family home. It is five floors high and it's in the shape of a snail! Its mouth is a door and its eyes are windows. Its body and big round shell are multi-coloured. The shell is full of little windows, so light can get inside, and on top of it, there's a little ladybird and a butterfly.

2

It is a very popular attraction for visitors to Sofia, but it is also the home of one of the world's top architects. There are no corners or straight lines in the building. There are no bricks or concrete blocks. Every building material in the house is light and friendly to the environment.

3

The snail house has rooms just like a normal house. There is a living room, bedrooms, a kitchen and a bathroom. It has also got two garages. It has got old-fashioned furniture and funny heaters to keep the house warm in winter. The heaters are in the shape of a frog, a ladybird and a pumpkin. It is an unusual home and a lot of fun to live in!



Use of English

Text completion

2 Read the email and complete the gaps (1-5) with appropriate words from the box in the correct form. One word is extra.

they five poster we have got final

From: Claire
To: Sandy
Subject: New flat!

Hi Sandy!

How are you? My family and I are so happy in **1)** new flat. It's on the **2)** floor of a modern building in the centre of town. It's really big, with two bathrooms and four bedrooms. I am really excited because I have **3)** got my own room! It's amazing! It **4)** a double bed, a desk and a large bookcase. I've also got some **5)** of my favourite actors on the wall. Come visit me soon!

Love,
Claire

Sentence completion

3 Choose the correct word.

- 1 The sofa is **in front of/over** the window.
- 2 Can you tell me **how/where** to get to the train station?
- 3 My new house **is/has got** a view of the sea.
- 4 Are **there/they** any parks in the local area?
- 5 My room is **on/in** the second floor of the house.

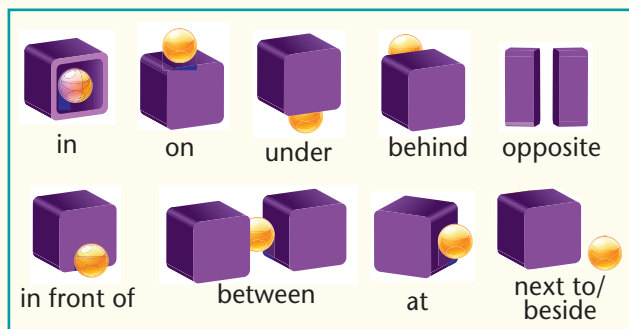
Unit 2

There is/There are

	Singular	Plural
AFFIRMATIVE	There is a crayon./ There's a crayon.	There are crayons.
NEGATIVE	There isn't a crayon.	There aren't any crayons.
INTERROGATIVE	Is there a crayon?	Are there any crayons?

- We use **there is** to list things in the singular.
There is a sofa, an armchair and a table in the living room. (NOT: ~~There are~~ a sofa, an armchair and a table in the living room.)
- We use **there are** to list things in the plural.
There are two pillows on the sofa. (NOT: ~~There're~~ two pillows on the sofa.)
- In short answers, we use **Yes, there is/are** or **No, there isn't/aren't**. We do not repeat the whole question. *Is there a fridge in the kitchen? Yes, there is.* (NOT: Yes, there is a fridge in the kitchen.)

Prepositions of place



- We use **prepositions of place** to say where somebody or something is.
- We use **in** with cities and countries. *in Rome, in Italy*

This/These – That/Those

- We use **this (singular)/these (plural)** to point to people, things or animals **near us**.
This is a chair. These are chairs.
- We use **this/these** to introduce people.
This is my sister. These are my friends, Jane and Paul.
- We use **that (singular)/those (plural)** to point to people, things or animals **far away from us**.
That is a chair. Those are chairs.
- We use **this/these** and **that/those** in questions. We answer these questions with **it** or **they**.
What's this/that? It's a wardrobe. (NOT: ~~This/That~~ is a wardrobe.) *What are these/those? They are cushions.* (NOT: ~~These/Those~~ are cushions.)

a/an – some – any

	Countable nouns		Uncountable nouns
	Singular	Plural	
AFFIRMATIVE	There is a chair.	There are some chairs.	There is some milk.
NEGATIVE	There isn't a chair.	There aren't any chairs.	There isn't any milk.
INTERROGATIVE	Is there a chair?	Are there any chairs?	Is there any milk?

- Some** is used in affirmative sentences with plural countable nouns and with uncountable nouns.
We need some apples and some milk.
- A/An** is used in affirmative, negative and interrogative sentences with countable nouns in the singular.
There's a cooker. There isn't an armchair. Is there a table?
- Any** is used in negative and interrogative sentences with both countable nouns in the plural and uncountable nouns.
There aren't any pillows on the bed. Is there any juice in the fridge?

There is/There are

- 1** Fill in: *there is, there isn't, there are, there aren't.*



- There is a table in the living room, but **there isn't** a bookcase.
- two sofas, but an armchair.
- a TV, but a computer.
- windows, but any pictures on the walls.
- curtains on the windows, but a carpet.

2 Use the prompts to write questions. Then answer them, as in the example.

- 1 three books/table? – Yes
*Are there three books on the table?
Yes, there are.*
- 2 computer/desk? – No
- 3 pillows/bed? – No
- 4 four posters/wall? – Yes
- 5 six cushions/sofa? – Yes
- 6 plant/bedside cabinet? – No

Prepositions of place

3 Circle the correct prepositions.

- 1 His bedroom is **between** / **under** / **next to** the bathroom.
- 2 There's a garden **in** / **in front of** / **on** the house.
- 3 The bathroom is **between** / **on** / **under** the living room and the kitchen.
- 4 The bedrooms are **in** / **on** / **next to** the first floor.
- 5 My house is **opposite** / **in** / **between** the train station.





4 Look at the picture and fill in the gaps with the correct preposition.



Mark has a nice bedroom. There is a desk **1) in front of** the window. The desk is **2) next to** the window and the bed. There is a chair **3) under** the desk. There is a computer **4) on** the desk. There are vases **5) on** the desk. There is a wardrobe **6) next to** the desk.

This/These – That/Those

5 Fill in the gaps with: *this, these, that, those*.

- 1 *This* is my book. 
- 2 is my bag. 
- 3 are my pencils. 
- 4 are my trainers. 

a/an – some – any

6 Complete the exchanges with *a, an, some or any*.

- 1 A: Are there *any* windows in the kitchen?
B: There is window, but there aren't curtains.
- 2 A: There are books on the table.
B: I can see them, but I can't find bag to put them in.
- 3 A: Is there armchair in your living room?
B: Yes, there is. And there is sofa, too.
- 4 A: Are there posters on your bedroom wall?
B: No, there aren't posters, but there are paintings.
- 5 A: There aren't chairs in the kitchen.
B: No, but there is table.

7 Fill in *a, an, some or any*.

Hi Sally,

How are you? I'm fine. My new bedroom is nice. There is **1) a** big bed with **2)** pink pillows on it. There is **3)** big window with curtains. There is **4)** armchair in my room, but there isn't **5)** desk. There aren't **6)** posters on the walls. Are there **7)** posters in your bedroom?

Write back and tell me about your room.

Donna

Types of houses

1 Label the pictures: *block of flats, bungalow, villa, cottage, detached, semi-detached, terraced, skyscraper.*



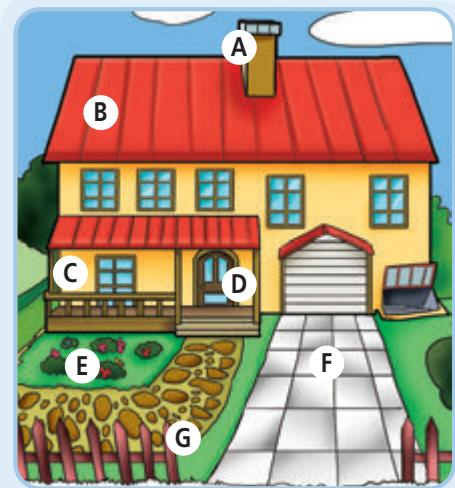
2 Match the words to their definitions.

- | | | |
|---|--------------------------|---------------------|
| 1 | <input type="checkbox"/> | terraced house |
| 2 | <input type="checkbox"/> | semi-detached house |
| 3 | <input type="checkbox"/> | bungalow |
| 4 | <input type="checkbox"/> | skyscraper |
| 5 | <input type="checkbox"/> | villa |
| 6 | <input type="checkbox"/> | block of flats |
| 7 | <input type="checkbox"/> | detached house |
| 8 | <input type="checkbox"/> | cottage |

- A** a house that is joined to another house on one side
B a small house in the countryside
C a house that is part of a row of houses
D a house that isn't joined to another house
E a house with only one floor
F a luxury house
G a very tall building
H a building with many flats in it

3 a) Look at the picture and match the words (1-7) to the letters (A-G).

- | | | |
|---|--------------------------|----------|
| 1 | <input type="checkbox"/> | roof |
| 2 | <input type="checkbox"/> | garden |
| 3 | <input type="checkbox"/> | chimney |
| 4 | <input type="checkbox"/> | veranda |
| 5 | <input type="checkbox"/> | fence |
| 6 | <input type="checkbox"/> | entrance |
| 7 | <input type="checkbox"/> | driveway |



b) Now ask and answer questions about the picture in Ex. 3a with your partner, as in the example.

- A: Where is the driveway?
 B: In front of the house.*

4 Answer the questions.

- Do you live in the city or the countryside?
- What type of house do you live in?
- Is your house/flat big or small?
- What is the most common type of house in your country?

Unit 1

Read through Unit 1 and mark the sentences as **T (true)** or **F (false)**. Then write a similar quiz of your own.

- 1 *Cat Woman* is from Gotham City.
- 2 *Green Lantern* is from planet Earth.
- 3 Captain Britain's real name is Brian Braddock.
- 4 Katie Taylor is a chessplayer.
- 5 Andy Murray is from Scotland.
- 6 Gareth Bale is a tennis player.
- 7 Gary Kasparov is a famous chess player.
- 8 Buenos Aires is in Colombia.
- 9 Belfast is the capital city of Northern Ireland.
- 10 Cardiff is Scotland's capital city.

Unit 2

Choose the correct word. Then write a similar quiz of your own.

- 1 The Bubble House is in **France/Germany**.
- 2 There are **8/28** round rooms inside the Bubble House.
- 3 You can get money from a **library/bank**.
- 4 There are zebras in an **aquarium/zoo**.
- 5 **Cushions/Pillows** are on beds.
- 6 There is a model railway in Bekonscot Model Village with a **ten-mile/twenty-mile** track.
- 7 Legoland Windsor is open every **day/weekend**.
- 8 A heliotrope is a **plant/house**.
- 9 The outside of the Heliotrope House is **wood/glass**.
- 10 A sphere is **square/round**.

Unit 3

Read through Unit 3 and complete the sentences. Then write a similar quiz of your own.

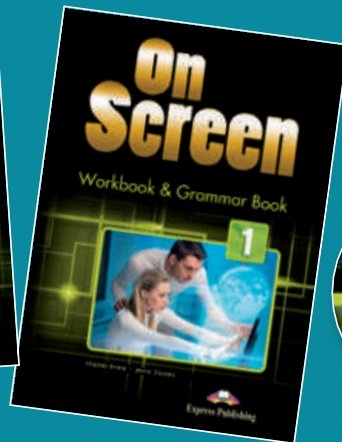
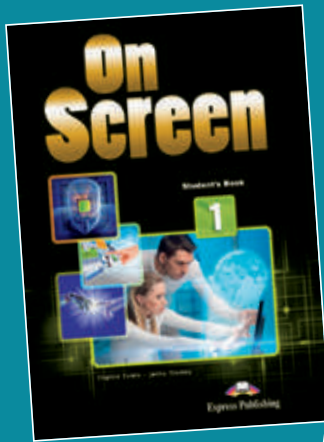
- 1 Lionel Messi is from A.....
- 2 Lionel Messi's n..... is 'the flea'.
- 3 Lionel Messi works for his own c.....
- 4 My mum's mum is my g.....
- 5 Barnardo's is a charity that helps c..... in need.
- 6 Our arms contain long b.....
- 7 John w..... to school in the morning.
- 8 The skull protects our b.....
- 9 My aunt's husband is my u.....
- 10 Our s..... holds our body upright.

Unit 4

Read through Unit 4 and mark the sentences as **T (true)** or **F (false)**. Then write a similar quiz of your own.

- 1 The Afar people live in India.
- 2 The Khasi is a tribe in India.
- 3 Americans say fall instead of winter.
- 4 The Lake District is in the USA.
- 5 There is an aquarium in Washington D.C.
- 6 We usually wear boots when it is raining.
- 7 Rhodes is in Greece.
- 8 It's -10°C. It's boiling hot.
- 9 Robert Louis Stevenson is a famous Scottish poet.
- 10 Gloves and hats are accessories.

For the Student

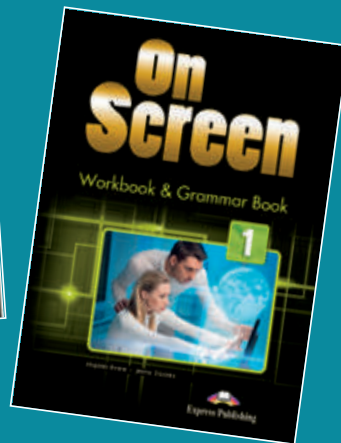
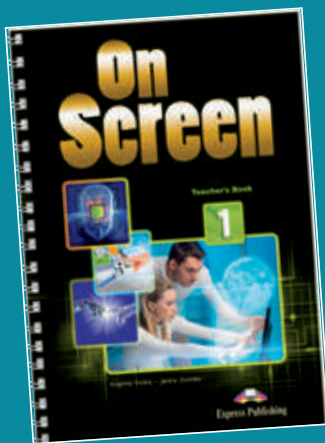


- Student's Book
- Workbook & Grammar Book
- Student's Audio CD
- eBook
- DigiBook



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- Teacher's Book (interleaved) with Workbook Key
- Workbook & Grammar Book
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On Screen

Student's Book

2



Virginia Evans - Jenny Dooley



Express Publishing

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Pronunciation/Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
	<ul style="list-style-type: none"> greetings/introductions telling the time 	a registration card		
intonation in questions	<ul style="list-style-type: none"> talking about daily routines expressing likes/dislikes making suggestions – agreeing/disagreeing asking questions 	<ul style="list-style-type: none"> a summary a paragraph about what you do on Saturdays a paragraph about your typical week & plans for the weekend an email about your daily routine & free time (SKILLS: capital letters, punctuation, word order, linkers: <i>and – too – but – because</i>) 	<i>A day in the Life of a Jillaroo</i> (blog entry) – (T/F statements, answer questions)	(PSHE) <i>How to Make a Good First Impression</i> (article) – (gapped text)
<ul style="list-style-type: none"> /t/, /d/, /ɪd/-ed ending past simple /ɔ/, /əʊ/ 	<ul style="list-style-type: none"> comparing holidays describing a holiday sympathising/showing interest dialogue completion asking questions 	<ul style="list-style-type: none"> an email about a visit to a place a blog entry about a holiday of yours an informal email about your holiday (SKILLS: adjectives, tenses, opening/closing remarks, brainstorming) 	<i>Travel Time</i> (email, letter) – (multiple matching, answer questions)	(Science) <i>Waves</i> (informative text) – (headings)
/e/, /æ/, /ʌ/	<ul style="list-style-type: none"> narrating a story describing clothes asking about/describing experiences – commenting/describing feelings dialogue completion describing pictures 	<ul style="list-style-type: none"> a summary a story (SKILLS: sequence words, tenses, adjectives, story cards) 	<i>Grandmother Spider Steals the Sun</i> (story) – (multiple matching, answer questions)	(Geography) <i>Clouds</i> (informative text) – (multiple matching, answer questions)
Use of English (text completion) sentence transformations)				
silent letters	<ul style="list-style-type: none"> expressing opinion – agreeing/disagreeing matching exchanges dialogue completion 	<ul style="list-style-type: none"> healthy foods for athletes a recipe compare sports events an email about a sports event an email expressing your opinion (SKILLS: adjectives, expressing opinion, word order, avoid repetition) 	<i>Super Sunday</i> (magazine article) – (headings, answer questions)	(Science) <i>Caring for your Brain</i> (article) – (answer questions, complete sentences)
Use of English (text completion)				

	Vocabulary	Grammar	Reading	Listening
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Skills 5 (pp. 96-97): Reading (multiple choice) – Listening (matching exchanges) – Speaking (dialogue completion) – (pp. 98-99): Reading (text completion) – Listening (multiple matching) – Use of English (sentence completion),				
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Skills 8 (pp. 150-151): Reading (multiple matching, multiple choice) – Listening (matching exchanges) – Use of English (pp. 152-153): Reading (matching headings to paragraphs) – Listening (multiple choice) – Use of English				
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Grammar Reference (GR1-GR12) Notions & Functions (NF1-NF4) Writing Bank (WB1-WB2) Word List (WL1-WL5) American English – British English Guide (AE-BEG1) Irregular Verbs (IV1)				

Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
homophones	<ul style="list-style-type: none"> comparing festivals describing a special day asking about/describing an event – expressing feelings dialogue completion asking for information 	<ul style="list-style-type: none"> compare festivals describe an embarrassing experience you had an email describing a celebration you attended (SKILLS: adjectives, recommending, error correction) 	<i>Finding your Roots</i> (magazine article) – (multiple choice)	(History) <i>May Day</i> (article) – (answer questions)
Use of English (text completion)				
sentence transformations) – Writing (an email)				
/dʒ/, /tʃ/	<ul style="list-style-type: none"> asking for/making suggestions – agreeing/ disagreeing matching exchanges asking questions 	<ul style="list-style-type: none"> a letter from Mother Earth an email about an event you attended an article providing solutions to a problem (SKILLS: join ideas, expand sentences, error correction) 	<i>El Grando</i> (article) – (multiple choice, complete sentences)	(Environmental Science) <i>Precious Water</i> (quiz, informative text, persuasive text) – (multiple matching, identifying numbers)
Speaking (responding to situations, dialogue completion)				
(text completion, sentence transformations) – Writing (an email)				
/ɔ/ in comparative -er	<ul style="list-style-type: none"> giving directions identifying people describing your flat/ neighbourhood talking about (dis)satisfaction 	<ul style="list-style-type: none"> a summary a text about an attraction in your country an informal letter describing your neighbourhood (SKILLS: word order, brainstorming) 	<i>Petrified Wood Park</i> (Internet advert/ persuasive text) – (missing sentences, complete sentences)	(Art & Design) <i>The Gherkin</i> (article) – (headings, answer questions)
(text completion) – Speaking (responding to situations)				
text completion, sentence completion) – Writing (a note)				
th: /θ/, /ð/	<ul style="list-style-type: none"> describing a film expressing preferences/likes – dislikes asking about a film dialogue completion 	<ul style="list-style-type: none"> a summary a quiz a short book review a film review (SKILLS: adjectives, recommending, brainstorming) 	<i>The Hobbit: From Bestseller to Box Office</i> (article) – (T/F statements, answer questions)	(ICT) <i>How to Import Pictures from a Mobile Phone to a Computer</i> (instructions) – (T/F statements)
(text completion) – Speaking (responding to situations, dialogue completion)				
(sentence transformations, sentence completion) – Writing (an email)				

Unit 1

Day in, day out

What's in this unit?

- ▶ **Topics:** People, Work, Education
- ▶ **Vocabulary:** daily routines, free-time activities, jobs & qualities, school subjects
- ▶ **Grammar:** present simple, present continuous, adverbs of frequency, question words, *-ing* form
- ▶ **Reading:** magazine articles
- ▶ **Listening:** an interview, a conversation
- ▶ **Speaking:** likes & dislikes, suggestions
- ▶ **Writing:** an informal email about your daily routine & free time
- ▶ **Culture:** Australian Jillaroos
- ▶ **CLIL:** (PSHE) *How to make a good first impression*
- ▶ **Skills:** reading (multiple matching, matching headings to paragraphs), use of English (text completion, sentence completion), listening (multiple matching)

Reading

- 1** a) What can the superheroes in pictures B-E do? What do they fight? How are the people in picture A related to them?



Listen and read to find out.

- b) Use the spidergram to tell the class.



STUDY SKILLS

T/F statements

Read the text quickly to see what it is about. Read the sentences and underline the key words. Read the text again and find the part that contains the answer. Make sure all the elements in the statement are true. Be careful with statements that contain words such as **always**, **only**, **never**, **not**. Remember the information can be paraphrased.

THE Real-Life SUPERHEROES

B



A

Superheroes Anonymous is a group of people in New York, who try to keep their **communities** safe.

Like all of the famous superheroes in films and comics the real identities of the members of Superheroes Anonymous are a secret. This group of real-life superheroes **get together** and fight crime on the streets. The group meeting looks like a fancy-dress party. Men and women wear colourful costumes, masks and long black capes. But who are these superheroes?

- 2** Read the text again and mark the sentences **T** (true) or **F** (false). Use the underlined words to help you do the task.

- 1 People know the members' real names.
- 2 Superheroes Anonymous is a group of everyday people.
- 3 During the day they look like everyone else.
- 4 They always meet in the evening.
- 5 They only protect people in danger.



Night Owl explains that these people are **ordinary**, but choose to lead **extraordinary** double lives, just like Batman, Spider-Man or Superman. Night Owl says he is an accountant in the day. He goes to work in a suit and tie and works 9-5. At night, he **puts on** his superhero costume and hangs out with his friends on the streets to fight crime. "We don't use our free time to surf the Net, watch TV or read novels," Night Owl says.

Not all of the members of Superheroes Anonymous fight crime. They also help people who need help. They give food and clothing to **the homeless**, or make sure that **elderly** people living **alone** are safe and warm.

Why do they do this? "I live to see the look on people's faces when I help them," explains Night Owl. "I feel like I'm walking on air afterwards." Night Owl deserves to feel **proud**. These heroes are excellent role models.

Check these words

- community • real identity • secret • fight crime
- colourful costumes • lead double lives • accountant
- put on • hang out • read a novel • the homeless
- elderly • live alone • deserve • proud • role model

3 Read the text again and answer the questions.

- 1 Why does the group's meeting look like a fancy-dress party?
- 2 What do the real-life superheroes do as part of the community?
- 3 What does Night Owl mean when he says "I feel like I am walking on air"?

Vocabulary

4 Match the words in bold to their meanings.

- usual • wears • pleased with himself
- people who live in the same areas
- unusual • old • meet
- people without a house to live in
- by themselves

5 **COLLOCATIONS** Fill in the gaps with the words: *fight, proud, real, make, Net, elderly*.

- | | | |
|---------|----------|------------------|
| 1 | identity | 4 to feel |
| 2 | crime | 5 surf the |
| 3 | people | 6 |
| | | sure |

6 Fill in the gaps with a verb from the list.

- make • fight • deserve • live • look
 - lead • hang • put on
- 1 Some elderly people alone and need help.
 - 2 The members like real superheroes when they wear their costumes.
 - 3 Some superheroes out together on the streets.
 - 4 In films all superheroes help to crime.
 - 5 Superheroes sure that other people are safe.
 - 6 Superheroes double lives so their friends don't know that they are superheroes.
 - 7 I think superheroes all to feel proud of themselves.
 - 8 Superheroes really like to take off their work clothes and their costumes.

Speaking

7 What is a typical day in the life of Night Owl? Make notes, then use them to compare it with a typical day of yours. Tell the class.

Writing

8 Complete the summary of the text. Then, tell the class.

Superheroes Anonymous is a group of They get together to fight They help the They are ordinary people but they lead In the morning they go to work but at night

1b

Vocabulary

Jobs & Places of work

1 a) Form nouns to label the pictures.

1

2

3

4

5

6

bank
travel
tour
swimming
taxi
shop

guide
agent
clerk
driver
instructor
assistant

b) Who says each sentence? Choose from the jobs in Ex. 1a.

- 1 I take tourists to historical places.
- 2 I teach people how to swim.
- 3 I sell things to customers.
- 4 I give or take money.
- 5 I arrange holidays for people.
- 6 I drive people where they want to go.

2 a) Check these words in the Word List.

- doctor • teacher • gardener • farmer
- taxi driver • secretary • nurse • waiter
- actor • cook • lawyer • accountant
- police officer

b) Where does each person work? Write or say sentences.

- hospital • theatre • outdoors • office
- restaurant • school

A doctor works in a hospital.

Character adjectives

3 Fill in: *reliable, sociable, creative, unfriendly, careful, lazy, patient, polite.*

- 1 Keith is and enjoys talking to people.
- 2 John is and doesn't make mistakes.
- 3 Ann is very; she doesn't mind waiting for things.
- 4 Helen is; she is great at making unusual things.
- 5 Paul is; he has very good manners.
- 6 She's; you can count on her to do the job.
- 7 Kate can be at times and doesn't like working.
- 8 Bob can be at times; he behaves in an unkind way.

4 Match the adjectives to their opposites. Check in your dictionaries.

Note: We use *ir-, un-, im-* to form negative adjectives.

Positive	Negative
1 <input type="text"/> patient	a lazy
2 <input type="text"/> creative	b irresponsible
3 <input type="text"/> hard-working	c unsociable
4 <input type="text"/> sociable	d unfriendly
5 <input type="text"/> responsible	e impatient
6 <input type="text"/> friendly	f unimaginative

5 ^{1.5} Listen to Kate talking about herself and complete the sentences.

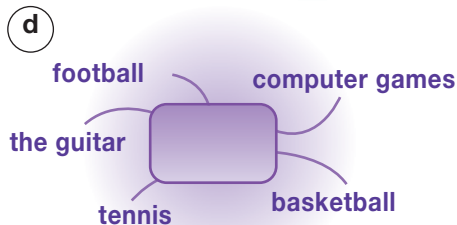
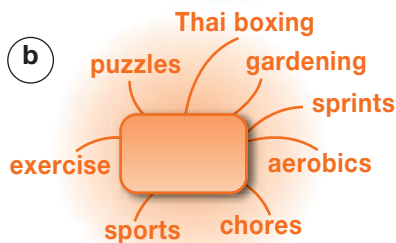
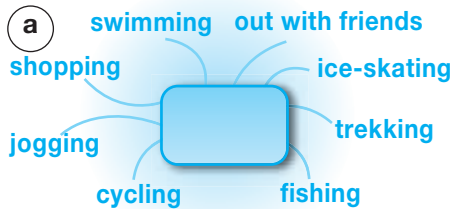
Kate works as a ...
She works in ...
She needs to be ..., ... and

6 **SPEAKING** Which character qualities best describe you/your friend? Give reasons.

I'm very ... ; I always I'm a bit lazy though; I sometimes My friend is

Free-time activities

7 a) Fill in: *do, play, go, go to*.



b) SPEAKING Which of these activities do you/don't you do in your free time? Tell your partner.

I don't ... but I ...

8 Listen to Mark talking about his free-time activities. What does he like? - doesn't he like?



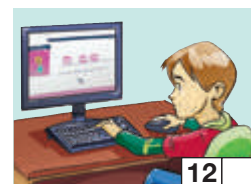
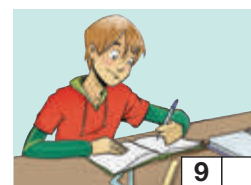
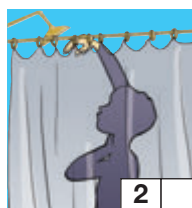
9 **SPEAKING** Compare Mark's free-time activities to yours.

*Mark likes I like ... too .
Mark doesn't like ... but I do.
I don't like*

Daily routine

10 Match phrases A-M to the pictures (1-13).

- | | | |
|-------------------------|------------------------|----------------------------------|
| A have breakfast | F have a shower | K surf the Net |
| B have lunch | G make the bed | L catch the bus to school |
| C have dinner | H get up | M school finishes |
| D go back home | I watch TV | |
| E do homework | J go to bed | |



11 **SPEAKING** What is Peter's daily routine? Tell the class.

Peter gets up at 7 o'clock. He has ...

12 Use these verbs to complete the text: *go (x2), surf, chat, get, have (x2), help*.

I ♥ Saturdays

Saturdays are great. I **1**) up at about 9:00 and **2**) breakfast. Then I **3**) with the chores at home. We **4**) lunch, then I sometimes **5**) shopping with my mum. In the evenings I usually **6**) the Net or I **7**) online. My friends and I sometimes **8**) to the cinema.

(Sandra, 14)

13 **WRITING** Compare your Saturdays to Sandra's.

Sandra usually gets up at about 9:00. I don't get up at 9:00. I always get up at 10:00.



Present simple vs Present continuous

Present simple

- routines/habits
Do they eat dinner at 7:00 every evening?
She goes shopping on Saturdays.
- permanent states
They don't live in London. They live in Paris.

Time expressions: every day/week/month/year etc, on Mondays, in the summer, twice a week

Present continuous

- actions happening now
I'm not watching TV, Mum. I'm studying.
- actions happening around the time of speaking – *Are you staying with Lynn?*
- future arrangements
They are flying to Ankara tomorrow.

Time expressions: now, at the moment, at present, today, tomorrow, this Monday

Note: some verbs (want, like, need, believe, etc) don't have continuous tenses.

I like dancing. (NOT: I am liking dancing.)

▶ see pp. GR3-GR4

1 a) Read the table. How do we form the affirmative/interrogative/negative of the present simple/present continuous?

b) Read the joke. Find examples of the uses of the present simple and the present continuous.

2 Study the box, then write the third person singular of the verbs.

get + -s → gets	play + -s → plays
go + -es → goes	study + -ies → studies
catch + -es → catches	

- | | | | |
|--------|--------|---------|----------|
| 1 like | 3 do | 5 stay | 7 listen |
| 2 cry | 4 read | 6 teach | 8 try |

3 Study the box, then write the verbs adding -ing.

Verb + -ing form

sleep + -ing → sleeping	cry + -ing → crying
write + -ing → writing	study + -ing → studying
lie + -ing → lying	get + -ing → getting

▶ see p. GR4

- | | | | |
|--------|---------|--------|---------|
| 1 put | 4 swim | 7 tie | 9 study |
| 2 have | 5 relax | 8 ride | 10 try |
| 3 die | 6 plan | | |

4 a) Fill in: love, hate, like, not mind, not like in the correct form.

- Jan **1**) loves surfing the Net.
- She also **2**) playing basketball.
- She **3**) going shopping.
- She **4**) watching TV.
- She **5**) doing chores.

b) Now write sentences about you.

I like I enjoy I don't like I hate

5 Form questions and answer them, as in the example.

- 1 Dad/have breakfast? – sleep
Is Dad having breakfast?
No, he isn't. He is sleeping.
- 2 Tom/send emails? – surf the Net
- 3 Rachel and Beth/do puzzles? – do their homework
- 4 Mum/watch TV? – cook

6 **SPEAKING** In pairs write questions. Use the *present simple* or the *present continuous*.

- 1 you/get up at 7:00/every day?
A: Do you get up at 7:00 every day?
B: No, I don't. I get up at 7:30 every day.
- 2 you/do sports/every weekend?
- 3 you/tidy your room/now?
- 4 you/eat out/on Sundays?
- 5 you/watch TV/now?

7 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 A: What (you/do) after school on Mondays?
B: I (go) cycling.
- 2 A: (you/catch) the bus home from school today?
B: No, I (meet) Emma in the park.
- 3 A: What time (Carol/leave) for school?
B: She always (leave) at 8:30.
- 4 A: (Sue/work) on Saturdays?
B: No, she only (work) Mondays to Fridays.
- 5 A: Julie (not/play) tennis tonight.
B: I (not/play) either – I (go) to the cinema.

8 Put the verb in brackets into the *present simple* or the *present continuous*.

- A: Hi Louise. It's Susie. What **1** (you/do) this afternoon?
B: Hi Susie! Nothing much. You?
A: I **2** (go) to yoga class in an hour. **3** (you/want) to come with me?
B: Sure! But I **4** (need) to be back by 7:30 because we **5** (all/have) dinner together tonight.
A: No problem. The class **6** (finish) at 7:00.
B: OK! See you soon!

Adverbs of frequency

Adverbs of frequency answer the question: **How often?** They usually go **before** the main verb, but **after** the verb **to be**.

➤ see p. GR4

9 Fill in: *never, usually, always, often, sometimes, hardly ever*.

- 100% I **1** *always* go to bed at 11:00.
75% I **2** play football on Saturdays.
50% I **3** watch TV in the evenings.
25% I **4** cook dinner.
5% I **5** eat out.
0% I am **6** late for school.

10 Write the words in the correct order, as in the example.

- 1 goes/usually/Stuart/to bed at 11:00.
Stuart usually goes to bed at 11:00.
- 2 sometimes/we/football/play/on Saturdays
- 3 late/watch TV/never/they/at night
- 4 is/always/Annie/patient with others

11 Write true sentences about you/your friends. Use *adverbs of frequency*.

I usually watch TV in the evenings. My friend ...


12 **SPEAKING** In pairs, ask each other what you do in the mornings/afternoons/evenings every day and what you are doing this weekend. Use *adverbs of frequency* and question words like: *What, How often, Where, When, Who, Whose, Which*.

- A: What do you usually do on Monday mornings?*
B: I usually go to school. I never play football.
A: Where are you going this Saturday evening?
B: I'm going to the shopping centre.

13 **WRITING** Write a short paragraph about your typical week and your plans for the weekend.

Reading

1 Look at the picture. What are Jillaroos and Jackaroos? What do they do?

 Listen and read to find out.

2 Read the text and complete the sentences.

- 1 Erin thinks the scenery is
- 2 Erin stays on
- 3 The Jillaroos start work
- 4 Jillaroos and Jackaroos have to make their horses
- 5 Jillaroos also learn to
- 6 Erin's favourite time is when they

3 Read again and mark the sentences *T* (true) or *F* (false).

- 1 Life in the Australian outback is different from Sydney.
- 2 Jillaroos get up very early to feed the animals.
- 3 Sheila is Erin's best friend.

4 Read the blog again and answer the questions.

- 1 What are Jillaroos and Jackaroos?
- 2 What do they learn on the ranch?
- 3 Why do they have to spend a lot of time with their horses?



Erin's Australian Adventure Blog

12 July



Hi everyone! Well, here I am, in the Australian outback! It's a big **change** from Sydney, but I'm really enjoying the peace and **quiet** here, and the **scenery** is just amazing! It's **late** now and the sun is slowly setting behind the mountains. I'm still dressed in my work clothes.

For two weeks, I'm what they call a 'Jillaroo', which is a cowgirl in training. The young men training with me are called 'Jackaroos'. There are twenty of us staying on the ranch. Every morning we wake up at **sunrise** to feed the ranch animals before we have breakfast. After that, we spend most of the morning with the horses. For Jillaroos and Jackaroos, your horse is your **best** friend, so we learn how to **gain** their trust. My horse's name is Sheila. We're not **close** friends yet, but we're making progress.

Being a Jillaroo isn't just about working with horses. In the evenings, we go trekking and learn how to **set up** campsites. Our **instructor**, Bill, is **great**. I love it when we **gather** around the campfire drinking tea.

Well, that's all for now. Wish me luck on the ranch!



Check these words

- *adventure*
- *the outback*
- *peace*
- *quiet*
- *scenery*
- *sun setting*
- *training*
- *sunrise*
- *feed*
- *gain trust*
- *make progress*
- *set up*
- *campsite*
- *gather*
- *campfire*
- *luck*

Leave a comment

Vocabulary

5 Match the words in bold to their synonyms.

- build • difference • view • win • come together • teacher • fantastic

6 Match the highlighted words to their opposites.

- noise • worst • early • sunset • distant

7 Fill in: *setting, trekking, instructor, peace, close, survive.*

- 1 She likes the and quiet of the countryside.
- 2 Look! The sun is behind the mountain.
- 3 Tammy and Laura are friends.
- 4 It's difficult to in the Australian outback.
- 5 We like going
- 6 Our is showing us how to set up campsites.

Prepositions

8 Fill in: *on, at, in.*

- 1 She makes breakfast the morning.
- 2 He goes to bed 9:30.
- 3 He doesn't work Mondays.
- 4 He starts work noon.
- 5 They often go camping weekends.
- 6 She goes to the cinema Saturday afternoons.

STUDY SKILLS

Collocations

Collocations are two or more words that go together. e.g. *fast train* (NOT: ~~quick train~~). Learn these words together. This will help you sound natural in English.

9 **COLLOCATIONS** Do or make? Complete the gaps. Check in your dictionaries.

- | | |
|---------------------|---------------------|
| 1 progress | 6 breakfast |
| 2 tea | 7 the washing |
| 3 homework | 8 your best |
| 4 sb a favour | 9 a decision |
| 5 friends | 10 a promise |

10 Fill in: *gain, big, luck, sets, feed, set up.*

- | | |
|------------------------|------------------|
| 1 change | 4 to trust |
| 2 the sun | 5 to |
| 3 to the animals | campsites |
| | 6 wish me |

Speaking

11 a) Tell the class three things you learnt from the text.

b) Read the text again and complete the mindmaps, then describe a typical day in the life of a Jillaroo to the class.

A Jillaroo's typical day

In the mornings ...

- 1 *feed animals.*
- 2
- 3

In the evenings ...

- 4
- 5
- 6

STUDY SKILLS

Multiple matching

Read the rubric and the list of words. While you listen, try not to get distracted as all the options are mentioned.

Listening

12 ^{1.8} Read the rubric, then do the task.

You are going to hear a telephone conversation between two friends about working as a Jackaroo. For every day (1-4) choose the duty (A-E) Chris has to do. One duty is extra.

DUTIES

A) cook lunch B) set up a campsite
C) feed animals D) go trekking E) ride horses

Writing

13 **ICT** Think of an outdoor job in your country. Collect information, then write or say a few sentences about it. Think about: *name of job, place, daily routine.*



Listening skills

Multiple choice

Preparing for the task

STUDY SKILLS

Read the rubric, then read the questions and possible answers. If there are pictures, think of vocabulary related to them. This will help you do the task.

- 1 Read the text and the question. Find the numbers in the text. Which answer is correct?

I get up at about 7:00 because my school is not far from my house. I get dressed and have breakfast. The school bus usually picks me up at 7:45. Classes start at 8:30 but we usually reach school at 8:15.

Pam

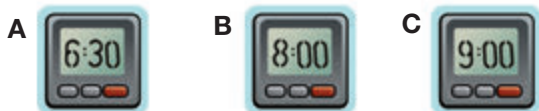
Pam starts school at ...



- 2 Read the rubric, then the questions and possible answers.

You are going to hear five recordings about people's everyday lives. For each question (1-5), choose the right answer (A, B or C).

- 1 What time is dinner?



- 2 What part of the body does the chair help?



- 3 Where does Dave work?



- 4 What class is the woman thinking of joining?



- 5 What is the woman describing?

- A what she likes cooking
B her favourite hobby
C her morning routine



Now do the task.

- 3 Listen to the last speaker again. How is your morning different from hers? Tell your partner or write sentences.

Multiple matching

- 4 Where do you usually do these hobbies? List under the headings:

INDOORS

OUTDOORS

BOTH

- drawing • photography • horse riding
- cycling • collecting stamps/coins • fishing
- swimming • reading • dancing • painting
- playing an instrument
- doing sports • playing computer games

- 5 You are going to listen to Paul talking to his sister Anna about his friends' hobbies.



Listen and match the people to their hobbies. There is one extra hobby.

PEOPLE

HOBBIES

1	<input type="checkbox"/>	Paul	A	cycling
2	<input type="checkbox"/>	Jeff	B	doing sports
3	<input type="checkbox"/>	Steve	C	collecting coins
4	<input type="checkbox"/>	Ahmed	D	photography
			E	drawing

- 6 Use the adjectives to write or say sentences about the hobbies in Ex. 4, as in the example.

- boring ≠ interesting • expensive ≠ cheap
- exciting ≠ dull • easy ≠ difficult

I don't like horse riding. It's expensive.

Intonation in questions

- 7 Read the theory, then listen and say.

questions which start with a question word:

falling intonation – *Where's Bob?*

Yes/No questions: rising intonation – *Are you OK?*

- Are you going out? • Are you coming?
- Who's Ahmed? • When is he leaving?
- Does she still go horse riding?

Speaking skills



Everyday English

Expressing likes/dislikes –
Making suggestions

- 1** Read the first and the last exchange. What is the dialogue about?

Listen and read to find out.



Anna: Hi, Mary. How's it going?
Mary: Not bad, Anna. You?
Anna: I'm OK.
Mary: Are you busy this weekend?
Anna: Not really. Why?
Mary: I'm going to the pool on Saturday afternoon. Do you want to come?
Anna: I don't really like swimming. Why don't we go bowling instead?
Mary: That's a good idea. I really like bowling a lot.
Anna: Is 6:00 OK with you?
Mary: That's great. Let's meet at 6:00 outside the shopping centre.
Anna: See you there.

- 2** Find phrases in the dialogue which express likes/dislikes. Replace them with phrases from the box below.



- I really enjoy/love ...
- I'm fond of ... • I quite like ...
- ... is my favourite ... • I prefer ...

- I don't mind



- I don't enjoy/like ... at all.
- I can't stand ... • I hate ...
- I don't like ... very much.

- 3** a) Decide if each set of sentences are similar or not. Tick (✓) or cross (X) accordingly.

- 1 a He hates bowling.
b Bowling is his favourite sport.
2 a She hates pop music.
b She can't stand pop music.
3 a She prefers tennis.
b She doesn't like tennis.

Note

like, hate, love, prefer, don't mind, fond of, enjoy, can't stand take a noun, or -ing form.
I like swimming.
I hate playing tennis.

- b) Use phrases from Ex. 2 to make the sets in Ex. 3a that don't match similar in meaning.

- 4** Use the phrases in Ex. 2 to express likes/dislikes. Use these phrases: *fishing, go to the cinema, go horse riding, watch DVDs, play tennis, play football, play computer games.*

A: *Do you like fishing?*

B: *I can't stand it.*

- 5** a) Work in pairs. Take roles and read the dialogue in Ex. 1 aloud.

- b) Replace the underlined phrases in the dialogue in Ex. 1 with appropriate ones from the box below.

Making suggestions

- Why don't we ...?
- How about (going) ...?
- Do you fancy (going) ...?

Agreeing/Disagreeing

- That sounds great.
- I'd like that. • Why not?
- I don't think so.
- No, I don't feel like that.

- 6** Work in pairs. Decide what to do at the weekend. Use ideas from Ex. 4 and the phrases in the box in Ex. 5b. Use the dialogue in Ex. 1 as a model.

Asking questions

- 7** Work in pairs.

Student A: Look at Card A, which gives information about a job.

Student B: Look at Card B and ask Student A questions.

Student A: Answer the questions.

Card A

Job advert

Part-time sales assistant
Fridays and Saturdays 9 to 5
Applicants must be over 16.
Call Peter on 223 6578
(morning hours)

Card B

- what job?
- working hours?
- what age?
- phone number?
- when/call?

Rubric analysis

- 1** Read the rubric and look at the underlined words. Use them to answer the questions.

This is part of an email from a new e-friend, Peter.

So, what do you do? What's your daily routine? What do you do in your free time? Do you like doing sports?

Write Peter an **email** answering his questions (50-100 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words should you write?

Model analysis

- 2** Read Andy's email. Match the paragraphs to the headings.

- 1 free-time activities
- 2 daily routine
- 3 personal information
- 4 closing remarks

- 3** Find in the email: *three school subjects, three sports, three free-time activities, five daily routine activities.*

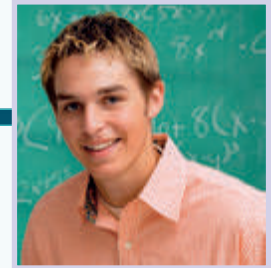
Capital letters

We use capital letters:

- To start a sentence (*I'm Tom*)
- with names (*Karl*)
- with school subjects (*History*)
- with the personal pronoun I (*I'm Andy*)
- with days of the week (*Sunday*), months (*January*)
- with names of cities (*Glasgow*), countries (*Scotland*), continents (*Europe*) and languages (*Spanish*)

- 4** a) Read the theory. Find examples in Andy's email.

From: Andy
To: Peter
Subject: My daily routine & free time



Dear Peter,

A I'm a 15-year-old student in secondary school. I live in London, England.

B My day starts very early because lessons begin at 8:00. I get up at 6:30 and at 7:45 I walk to school. I like History and Geography, but I hate Maths! In the afternoons, I do my homework and help with the chores. In the evenings, I surf the Net and sometimes watch TV. I go to bed at about 10:00.

C On Sundays I often go to the cinema. I love doing sports, too. I like ice-skating and cycling. My favourite sport is swimming.

D What about you? Write back.

Andy

- b) Rewrite the sentences using capital letters.**

- 1 i go to the park on saturdays.
- 2 john's from toronto in canada.
- 3 helen can speak italian and polish.
- 4 sara's birthday is in june.

Punctuation

We use:

- **full stop** (.) at the end of a sentence (*I am Tony.*)
- **comma** (,) to separate items in a list (*I like Maths, Chemistry and Physics.*)
- **question mark** (?) at the end of a question (*How old are you?!*)
- **exclamation mark** (!) at the end of an exclamation sentence (*Maths is great!*)

- 5** Read the theory. Put the correct punctuation marks in these sentences.

- 1 At school I study Music History Art Maths and Science
- 2 I'm not good at Geography
- 3 Do you like Physics
- 4 History is great
- 5 What are your favourite school subjects
- 6 My day starts very early

Word order

6 Put the words in the correct order.

- 1 I/Chemistry/enjoy/really.
- 2 the shopping centre/and/My friends/often/go to/I/on Saturdays.
- 3 cycling/I/basketball/like/and.
- 4 the Net/I/In the evenings/surf/often.
- 5 back/I/After school/walk/home.
- 6 He/often/football/plays.
- 7 isn't/my/History/school subject/favourite.
- 8 can't/She/Chemistry/stand.

Linkers

We use:

- **and, too** to join similar ideas. (*I like Maths. I like History. I like Maths **and** History. I like History. I like Maths **too**.)*
- **but** to join opposing ideas. (*Doing sports is exciting, **but** collecting coins is dull!*)
- **because** to give a reason. (*I never go to the pool. I never go to the pool **because** it's crowded.*)

7 a) Read the theory. Find examples in Andy's email.

b) Use these words to join the sentences: *and, but, too, because.*

- 1 John studies History. He also studies Geography.
- 2 I like Maths. I don't like French.
- 3 Stella is studying to be an actress. She is also studying to be a singer.
- 4 Sylvia is studying Biology. She loves animals and wants to be a vet.
- 5 Paul wants to be an engineer. I want to be an engineer.

8 Replace the underlined phrases in Andy's email with phrases from the Useful Language box.

Writing

9 Read the rubric. Underline the key words. Make notes of what you can write to John.

Write an **email** to a new e-friend, John (50-100 words). In your email

- present yourself.
- describe a typical weekday for you.
- say what you prefer doing at weekends.

10 Use your notes in Ex. 9 to complete the email. Follow the plan. Use phrases from the Useful Language box.

Useful Language

Personal information

- I'm (name) ... • I am a student. I work as a ... • I live in ... • I'm ... years old

Daily routine

- My day starts at ... • I usually get up at ... After ... I go to ...
- After school, I ... In the afternoons ... In the evenings ... At weekends ...
- I usually go to bed at ...

Likes/Dislikes

- I like ... a lot. / I'm good at ... / I really enjoy ... / I prefer ... / ... is my favourite ...
- I don't really like ... / I'm not fond of ... / I can't stand ...

Free Time

I usually/sometimes (*hang out with my friends, go to the park, go cycling, etc*)

Closing remarks

- Please write to me soon. • Write soon.
- I hope to hear from you soon.

Plan

Dear + (friend's first name),

(Para 1) opening remarks, name, age, what you do

(Para 2) daily routine/favourite school subjects

(Para 3) weekend activities

(Para 4) closing remarks, ask friend to write back

(your first name)

Dear John,

I'm a ... in I live

I get up at and then I My favourite school subjects are ... and I don't really like In the afternoons, I ... and In the evenings I

At weekends, I usually I ... too. Sometimes, I



Checklist

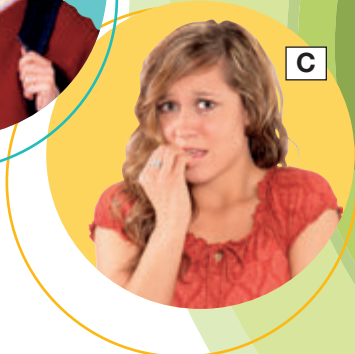
When you finish writing your email, check for:

- grammar mistakes • punctuation
- use of capital letters • use of linkers
- paragraphs

Make sure you answer all the questions in the rubric.



1 Look at the pictures. Which shows someone: *biting her nails? smiling? making eye contact?*



2 How can you make a good impression when you meet someone for the first time? Read through to find out.

3 Read the text and complete the gaps (1-3) with the correct word (A-C).

4 Choose the correct word.

- 1 Don't **eat/bite** your nails.
- 2 Smiling **shows/points** you are friendly.
- 3 **Showing/Playing** with your hands suggests you are nervous.
- 4 I don't know Bill well enough to **form/make** an opinion.
- 5 When you are talking to someone, make eye **impression/contact** with them.

5 Listen and read the text. What did you learn from it? Tell the class.



It only takes three seconds for someone to form an opinion about you when you 1) them for the first time. That's why it's so important to make a good first impression. Whether you're starting at a new school or an after-school club, here are some tips to make sure your first impression is a great one.

Do ...

- Smile a lot. This helps to show that you are a friendly person.
- Make eye contact. You want to show that you're listening to the other person.
- Be polite. Listen 2) the other person and don't look around.

Don't ...

- Show you're nervous. Don't bite your nails or 3) with your hands too much. This makes the other person nervous, too.
- Talk about yourself all the time.

1 A meeting	B meet	C meets
2 A with	B at	C to
3 A play	B plays	C playing

Check these words

- *form an opinion* • *first impression* • *tip*
- *eye contact* • *nervous* • *bite nails*



Vocabulary

1 Fill in: *do, go, play, make*.

- | | |
|---------------------|--------------------|
| 1 progress | 6 board |
| 2 shopping | 7 basketball |
| 3 friends | 8 my best |
| 4 a decision | 9 a favour |
| 5 ice-skating | 10 my nails |

(10x2=20)

2 Match the opposites.

- | | |
|------------------------------------|----------|
| 1 <input type="checkbox"/> sunrise | A worst |
| 2 <input type="checkbox"/> quiet | B early |
| 3 <input type="checkbox"/> best | C sunset |
| 4 <input type="checkbox"/> late | D noise |

(4x3=12)

3 Choose the correct word.

- He works in an office. **waiter/accountant**
- She works in a restaurant. **cook/teacher**
- He works outdoors. **tour guide/bank clerk**
- He works in a theatre. **travel agent/actor**
- She works in a hospital. **lawyer/nurse**

(5x2=10)

4 Fill in: *does, goes, hangs, chats, surfs, plays*.

- Steve often out with friends.
- Laura the Net in the evenings.
- He puzzles.
- He online.
- She sometimes trekking.
- He usually computer games.

(6x2=12)

5 Choose the correct word.

- Superman's **real/polite** identity is a secret.
- Superheroes **lead/deserve** double lives.
- Superheroes Anonymous **gather/fight** crime.
- Jillaroos try to **feed/gain** their horses' trust.
- The sun is **setting/going** now.

(5x2=10)

Everyday English

6 Match the sentences. There is one extra sentence.

- | | |
|---------------------------------------------------------------|-----------------------------|
| 1 <input type="checkbox"/> Do you like football? | A In a bank. |
| 2 <input type="checkbox"/> What time do you get up? | B Not really. |
| 3 <input type="checkbox"/> How often do you go to the cinema? | C He's patient and polite. |
| 4 <input type="checkbox"/> What does he do? | D In the evening. |
| 5 <input type="checkbox"/> What is he like? | E Every Saturday. |
| 6 <input type="checkbox"/> Where does he work? | F He works as a bank clerk. |
| | G At 7:30. |

(6x2=12)

Grammar

7 Put the verbs in brackets into the correct tense.

- How **(he/get)** to school?
- He **(not/watch)** TV now.
- What **(you/do)** now?
- **(Sally/work)** in a bank?
- She **(tidy)** her room now.
- He **(study)** Spanish at school.

(6x2=12)

8 Put the adverbs in the correct place.

- Steve arrives at school late. **(never)**
- He can be lazy. **(sometimes)**
- Pete goes to bed at 10:00. **(usually)**
- She is careful. **(always)**
- They play basketball. **(often)**
- She walks to school. **(hardly ever)**

(6x2=12)

Total: 100

Grammar in Focus

Put the verbs in brackets into the correct tense or choose the correct word.

Bob 1) **(work)** as a teacher. 2) **His/Her** day 3) **(start)** very early. When he 4) **(finish)** work, he 5) **(go)** back home. He 6) **(play)** with his children 7) **or/because** he 8) **(help)** his wife 9) **with/at** the chores. Bob 10) **(not/work)** now. His children 11) **(have)** football practice at the moment so Bob 12) **(wait)** for them in his car. He always 13) **(drive)** them home when he 14) **(not/work)**.

Reading

Multiple matching

Preparing for the task

1 Read the texts. Choose the correct option.

A

Science Class
visit to the
Science Museum
Monday,
5th April

- 1 This text is an **announcement/email**.
- 2 You can see this text in a **bank/school**.
- 3 This text **advertises a product/gives information**.

B

Keep Quiet
Please

- 1 This text is a **sign/an invitation**.
- 2 You can see this text in a **restaurant/library**.
- 3 This text tells people not to **talk/eat**.

C

For a great day out
visit London Zoo!

Opening Times:
10 am - 4 pm

Tickets:
£20 (adults) – £15.50
(children)

- 1 This text is part of an **instructions leaflet/a brochure**.
- 2 You can see this text in a **zoo/an email**.
- 3 This text **advertises a local attraction/asks for money**.

STUDY SKILLS

Read the texts to get to know what each is about. Think where you can see each/what the purpose is. Read the sentences A-E and underline the key words. They will help you do the task.

2 Read texts 1-4 and sentences A-E below. For each text choose the appropriate sentence. One sentence is extra and does not match any of the texts.

1

The club is not open this weekend.
Aerobics classes are moving to
Wednesday evening.
Please ask Sam for the new timetable.

2

Learn to be an actor!
Private classes available with a
trained performer!
For more details call 987-2542.

3

Students please note that the History exam
tomorrow is now in ROOM 17B.

4

Shop assistant for weekend work, 11 am - 6 pm
every Saturday.
No experience is necessary. Please talk to Mary
inside the shop.

A	You can see this text on a school noticeboard.	
B	You can see this text in an email.	
C	This text advertises a job.	
D	You can see this text at a sports centre.	
E	This text advertises acting lessons.	

Use of English

Sentence completion

Preparing for the task

3 Choose the correct word. Do the sentences test grammar (G) or lexis (L)? Which words helped you decide?

- 1 What time you get up? G
A is B do C does
- 2 She goes to school 8:00.
A on B in C at
- 3 He doesn't walk to school.
A never B usually C sometimes
- 4 How does she play tennis?
A many B time C often
- 5 She likes Geography Maths.
A and B or C to
- 6 They are a lesson now.
A have B has C having
- 7 He's good Spanish.
A at B of C with
- 8 I hope to hear you soon.
A to B from C back
- 9 I don't tennis at all.
A prefer B like C stand
- 10 I can't pop music.
A stand B enjoy C hate
- 11 He always goes to the gym Mondays.
A in B at C on
- 12 Do you watch TV the evenings?
A on B in C at
- 13 He out with his friends at weekends.
A hangs B meets C finds
- 14 She sometimes the Net.
A watches B goes C surfs
- 15 They sports on Saturdays.
A go B make C do

STUDY SKILLS

Read the text, then the options. Decide what each gap tests: *grammar* or *lexis*. Choose the best option. Pay attention to the words before and after each gap. They will help you do the task.

4 Read the text. Fill in each gap 1-3 with the correct word (A, B or C).

From: Anna
To: Kate
Subject: Hi!

Hi Kate,

I'm writing to you from Australia. I'm
1) a ranch training to be a cowgirl.
I get up before the sun rises to feed the animals, then I have breakfast. Then I work with my horse. It's not easy, 2)
I like it a lot. Right now we are resting before we go trekking.
I'm 3) a great time.

Write back,
Anna

- 1 A in B at C on
- 2 A and B but C because
- 3 A having B enjoying C doing

Listening

Multiple matching

5 ^{1.15} You are going to hear a conversation between a brother and a sister. Match the hobbies (A-E) to the people (1-4). Write the appropriate letter (A, B, C, D or E) in the right box. You'll hear the conversation twice. One hobby is extra and does not match any of the people.

PEOPLE

- | | |
|---|--------|
| 1 | Amy |
| 2 | Paul |
| 3 | Martin |
| 4 | Bob |

HOBBIES

- | | |
|---|----------------|
| A | aerobics |
| B | computer games |
| C | photography |
| D | drawing |
| E | swimming |

Reading

Matching headings to paragraphs

Preparing for the task

1 Read the headings. Decide which words best match the underlined words.

- A DAILY ROUTINE
 B TRAINING HARD

- get up • go to the gym
- exercise • have lunch
- go to bed • keep fit
- walk to work
- work out in gym
- Thai boxing • do sprints

2 Now read the text and decide which heading (A, B) in Ex. 1 best matches the paragraph below. Underline the words that helped you decide.

Being a stuntman is a demanding job. Stuntmen work out in the gym almost every day to keep fit. On a normal week they usually have five sessions of one hour each. I usually do sprints and Thai boxing.

STUDY SKILLS

Matching headings

Read the headings and underline the key words. Try to think of words related to them. Read the text quickly to get the gist. Read again and try to find words that mean the same as the underlined ones. This will help you do the task.

3 Read the text and match the headings (A-D) with the paragraphs (1-3). One heading does not match any paragraphs.

- A DAILY ROUTINE
 B FUN TIME
 C A UNIQUE TRAVEL EXPERIENCE
 D FRIENDLY BUT DANGEROUS

Unusual Jobs: Jaguar Sitting

1 Josh Sims is spending a year travelling around South America. Right now he is in Bolivia. For three weeks, he's taking care of a jaguar, the third biggest of the 'big cats' and one of the most dangerous animals on Earth!

2 His day begins very early as one of his responsibilities in the camp is to make breakfast. Then, for the rest of the day, together with his friend, Carl, they're 'sitting' a one-year-old orphan jaguar called Ru. They do whatever Ru wants them to do!

3 Ru is a harmless animal who likes being with people, but they have to be careful with him. Sometimes, Ru gets too excited during play and scratches them with his claws. It's usually nothing serious, but they always have to remember that Ru is a wild animal and not a pet. Still, it's an amazing experience.



Use of English

Text completion

Preparing for the task

4 a) Read the sentences. What type of words are missing in each sentence? Choose.

- 1 Eric from Canada. **preposition/verb**
- 2 He is a **noun/adjective**
- 3 He is friendly sociable. **noun/conjunction**
- 4 He always spends afternoons at the pool. **possessive adjective/pronoun**
- 5 Right now he is the Net. **noun/verb**
- 6 Their flat is on the floor. **adjective/noun**

b) Choose the word which best completes each gap.

- | | |
|----------------------|------------------|
| 1 coming – comes | 4 he – his |
| 2 student – students | 5 surf – surfing |
| 3 and – but | 6 two – second |

STUDY SKILLS

Text completion

Read the text carefully to get to know the gist of it. Identify what is missing in each gap (noun, adjective, etc). Carefully select the word that best fits each gap and decide how to change it. Read the completed text to see if it makes sense.

- 5 Read the text. Complete the gaps with appropriate words from the box in the correct form. Correct grammar and spelling is required. One word is extra.

friend I study go three get

Hi Mary,

I'm Laura. I live in Newport, Wales. I'm almost 14.

1) parents are doctors. My brother 2) at university. He wants to be a lawyer. We live in a flat on the 3) floor. I like History and Spanish. Right now, I'm 4) ready to go out with my 5) They're waiting for me. Be my e-friend.

Laura

Sentence completion

Preparing for the task

- 6 a) Read sentences 1 and 2. Then underline the correct options in sentences A and B.

1 He (not/like) Geography much. He prefers Maths.

- A The sentence **describes an action happening now/contains a verb which doesn't have continuous forms**.
- B The verb in brackets **should be in the third-person singular/should be in the affirmative**.

2 "When (you/play) basketball?" "At 7:30 on Saturdays."

- A The verb describes **a routine/an action happening now**.
- B The verb in brackets **should be in the interrogative/be in the first person singular**.

- b) Complete the gaps in sentences 1 and 2.

STUDY SKILLS

Read the sentence and pay attention to the words in brackets. You can't change the order they are given in. Find the words in the sentence that will help you decide how to use the words in brackets. Complete the sentence and check to see if it makes sense.

- 7 Complete the sentences using the correct form of the verbs in brackets. Do not change the order of the words. Add any necessary words.

- 1 He always (do/homework) in the afternoon. He always in the afternoon.
- 2 She (enjoy/play/basketball) in her free time. She in her free time.
- 3 She (be/always) late for school. She late for school.
- 4 They (not/listen) to music at the moment. They to music at the moment.
- 5 We (not/be/really) close friends. We close friends.

▶ Workbook p. 13

Check your progress

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

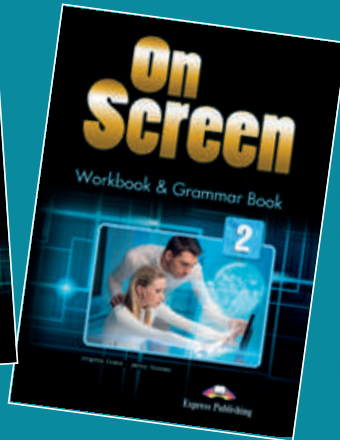
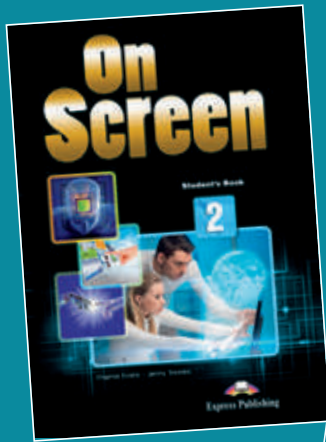
Now I can do these in English

- talk & write about daily routines/free-time activities
- talk about jobs
- express likes/dislikes
- ask questions
- make suggestions – agree/disagree
- use capital letters & correct punctuation
- join sentences with *and, too, but, because*

and I can do these tasks

- multiple matching (reading)
- text completion (use of English)
- multiple matching (listening)
- matching headings to paragraphs (reading)
- sentence completion (use of English)

For the Student

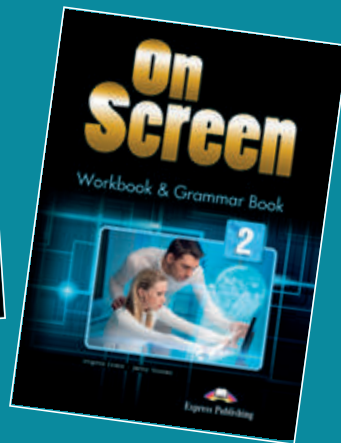
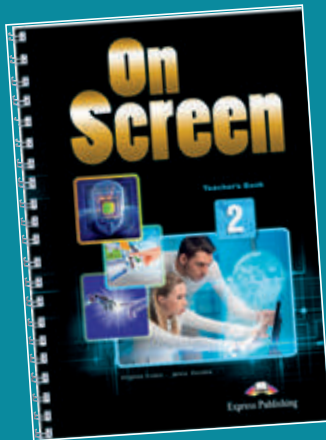


- Student's Book
- Workbook & Grammar Book
- Student's Audio CD
- eBook
- Digibook

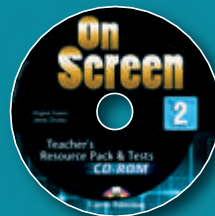
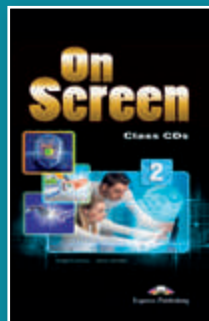


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For the Teacher



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- Workbook & Grammar Book
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- Class Audio CDs
- IWB software
- Digibook



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On Screen

Student's Book

3



Virginia Evans - Jenny Dooley



Express Publishing

Contents

	Vocabulary	Grammar	Reading	Listening
Starter (pp. 6-9)	<ul style="list-style-type: none"> daily routines free-time activities food/drink 	<ul style="list-style-type: none"> question words pronouns possessive adjectives/ pronouns can/have/do present simple adverbs of frequency 		
Unit 1 Profiles (pp. 10-22)	<ul style="list-style-type: none"> work & earnings character adjectives appearance teen problems phrasal verbs (work) prepositions word formation (person nouns) 	<ul style="list-style-type: none"> present simple present continuous adverbs of frequency stative verbs relative clauses comparative/superlative forms 	<i>The Gator Doc</i> (article) – (matching headings to paragraphs, answer questions, SKILLS: distinguish truths-pseudotruths)	<ul style="list-style-type: none"> matching people to jobs multiple choice (dialogue) multiple matching (monologues) multiple choice (monologue/dialogue)
Progress Check 1 (p. 23)				
Skills 1 (pp. 24-25): Reading (multiple matching) – Listening (multiple choice) – Speaking (dialogue completion)				
(pp. 26-27): Reading (text completion) – Listening (multiple choice)				
Check your progress (p. 27)				
Unit 2 Nature's Fury (pp. 28-40)	<ul style="list-style-type: none"> natural disasters weather phrasal verbs (disasters) prepositions word formation (abstract nouns) 	<ul style="list-style-type: none"> past simple past continuous <i>used to/would</i> adverbs (form) 	<i>My Volcano Adventure</i> (blog) – (matching headings to paragraphs, answer questions, SKILLS: Predict content)	<ul style="list-style-type: none"> weather forecast multiple choice (monologue, dialogue) multiple matching
Progress Check 2 (p. 41)				
Skills 2 (pp. 42-43): Reading (multiple matching) – Listening (multiple matching) – Use of English (text completion)				
(pp. 44-45): Reading (matching headings to paragraphs) – Use of English (text completion, sentence completion)				
Check your progress (p. 45)				
Unit 3 Experiences (pp. 46-58)	<ul style="list-style-type: none"> holiday activities experiences holiday problems feelings events phrasal verbs (travel) prepositions word formation (-ing/-ed participles) 	<ul style="list-style-type: none"> present perfect present perfect continuous present perfect vs past simple <i>so/such</i> (clauses of result) 	<i>A polar adventure</i> (article) – (missing sentences, answer questions, SKILLS: skimming)	<ul style="list-style-type: none"> monologue (listen for specific information) multiple choice (dialogues) multiple choice (monologues/dialogues)
Progress Check 3 (p. 59)				
Skills 3 (pp. 60-61): Listening (T/F statements) – Reading (multiple choice) – Speaking (responding to situations)				
(pp. 62-63): Reading (multiple matching) – Listening (multiple matching) – Writing (an email)				
Check your progress (p. 63)				
Unit 4 Law & Order (pp. 64-76)	<ul style="list-style-type: none"> breaking the law safety feelings phrasal verbs (crime) prepositions word formation (nouns related to crime) 	<ul style="list-style-type: none"> past perfect past perfect continuous <i>-ing form/(to) -infinitive</i> <i>too/enough</i> types of adverbs order of adjectives 	<i>Crime never pays</i> (news reports) – (multiple matching, SKILLS: predict content from key words)	<ul style="list-style-type: none"> multiple choice (monologue, dialogue) announcement (note taking)
Progress Check 4 (p. 77)				
Skills 4 (pp. 78-79): Listening (T/F statements, matching exchanges) – Use of English (text completion)				
(pp. 80-81): Reading (text completion) – Listening (multiple choice) – Writing (an email)				
Check your progress (p. 81)				

Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
/s/, /z/, /ɪz/ -s ending (3rd person singular)	<ul style="list-style-type: none"> likes/dislikes describe your daily routine describe room & what is in it decide what to eat 	sentences about eating habits		
stress in compound nouns	<ul style="list-style-type: none"> talk about jobs compare & contrast shops asking for/giving advice describe pictures 	<ul style="list-style-type: none"> a description of a scene compare classmates a text about a shop in your town/city an informal email giving advice (SKILLS: opening/closing remarks, informal style, give advice) 	<i>TOPSHOP TOPMAN</i> (article) – (gapped text)	(PSHE) <i>Money Matters</i> (article) – (matching headings to paragraphs)
/e/, /z/, /n/	<ul style="list-style-type: none"> TV presentation narrate an experience ask about/describe/ comment on sb's experience describe feelings dialogue completion describe a picture 	<ul style="list-style-type: none"> a paragraph describing a natural disaster in your country a list of disasters in your country a story (SKILLS: using adverbs/ adjectives, feelings, picture cards, sequence of events) 	<i>Sandy Strikes</i> (diary entries) – (multiple choice, answer questions)	(History) <i>A City Burns down</i> (article) – (complete sentences)
<i>so/such</i> intonation in exclamations	<ul style="list-style-type: none"> narrate an expedition ask about an experience/ describe an experience describe feelings match exchanges compare biomes 	<ul style="list-style-type: none"> a blog entry a paragraph about your last holiday semi-formal thank you letter (SKILLS: error correction, informal/semi-formal style tenses) an email from a holiday resort an email about a charity event 	<i>Greetings from</i> (postcards about charity events) – (multiple choice, answer questions)	(Geography) <i>Biomes</i> (text) – (answer questions)
intonation in exclamations (<i>how, what</i>)	<ul style="list-style-type: none"> make a witness statement describe pictures express likes giving reasons respond to situations 	<ul style="list-style-type: none"> a summary of a news report an email describing something you witnessed (SKILLS: order of adjectives, adverbs, participles) 	<i>Agatha Christie's Miss Marple</i> (article) – (T/F statements, answer questions)	(Literature) <i>The Hound of the Baskervilles</i> (extract) – (answer questions, stylistic devices)

	Vocabulary	Grammar	Reading	Listening
Unit 5 Technology (pp. 82-94) Progress Check 5 (p. 95)	<ul style="list-style-type: none"> space technology electrical devices the Internet (technology) phrasal verbs prepositions word formation (prefixes) 	<ul style="list-style-type: none"> <i>will – going to</i> present continuous/ present simple (future meaning) conditionals wishes 	<i>Chat with Bina 48</i> (article) – (missing sentences, answer questions, SKILLS: dictionary entries)	<ul style="list-style-type: none"> multiple choice (monologue/ dialogue) matching speakers (monologues) announcement (T/F statements)
Skills 5 (pp. 96-97): Listening (multiple choice) – Speaking (dialogue completion) – Reading (multiple matching) (pp. 98-99): Reading (matching headings to paragraphs) – Use of English (text completion, sentence completion) –				
Check your progress (p. 99)				
Unit 6 Healthy mind healthy body (pp. 100-112) Progress Check 6 (p. 113)	<ul style="list-style-type: none"> illnesses health food & drink quantities cooking methods extreme sports injuries health problems phrasal verbs (health) prepositions word formation (suffixes) 	<ul style="list-style-type: none"> the passive reflexive/emphatic pronouns the causative 	<i>poisonous mushrooms, poison oak, Gm the future of food</i> (texts) – (multiple choice, answer questions)	<ul style="list-style-type: none"> multiple choice (monologue – dialogue) matching (monologues) a talk (T/F statements) an announcement (T/F statements)
Skills 6 (pp. 114-115): Listening (multiple matching, T/F statements) – Reading (multiple matching) – (pp. 116-117): Reading (multiple matching) – Listening (multiple matching) – Writing (a note)				
Check your progress (p. 117)				
Unit 7 Global issues (pp. 118-130) Progress Check 7 (p. 131)	<ul style="list-style-type: none"> social issues environmental issues education animals in danger phrasal verbs (global issues) prepositions word formation 	<ul style="list-style-type: none"> modals deductions singular/plural nouns relatives/clauses <i>some/any/no/every</i> compounds <i>the/—</i> 	<i>Lion lights</i> (article) – (multiple choice, answer questions)	<ul style="list-style-type: none"> an announcement (T/F statements) dialogue/ monologue (multiple choice) matching speakers (multiple matching)
Skills 7 (pp. 132-133): Listening (T/F statements) – Reading (multiple choice) – Speaking (responding to situations) (pp. 134-135): Reading (multiple matching) – Use of English (text completion, sentence completion),				
Check your progress (p. 135)				
Unit 8 Culture (pp. 136-148) Progress Check 8 (p. 149)	<ul style="list-style-type: none"> art cultural events & venues TV programmes/Books/Theatre mass media theatre/cinema musical instruments phrasal verbs (media/art) prepositions word formation 	<ul style="list-style-type: none"> reported speech clauses of purpose, reason, result, concession question tags 	<i>Musical instruments across America</i> (article) – (multiple matching)	<ul style="list-style-type: none"> monologues (matching speakers) advert (note taking) announcement (T/F statements) monologue/ dialogue (multiple choice)
Skills 8 (pp. 150-151): Listening (T/F statements, matching exchanges) – Reading (multiple matching) – (pp. 152-153): Listening (multiple choice) – Reading (matching headings to paragraphs) –				
Check your progress (p. 153)				
Grammar Reference (GR1-GR14) Notions & Functions (NF1-NF4) Writing Bank (WB1-WB2) Word List (WL1-WL22) American English – British English Guide (AE-BEG1) Irregular Verbs (IV1)				

Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
homophones	<ul style="list-style-type: none"> a presentation of an android express annoyance/ sympathise discuss pros & cons of using mobile phones dialogue completion a presentation on computers 	<ul style="list-style-type: none"> express opinion about robots instructions on how to take a photo using a digital camera a questionnaire a for-&-against essay (SKILLS: linkers, formal language, paragraph structure) 	<i>Textin' Teens in the USA</i> (persuasive text) – (matching headings to paragraphs, answer questions)	(ICT) <i>About Computers</i> (informative texts) – (multiple matching)
Writing (an email)				
/s/, /ʃ/	<ul style="list-style-type: none"> describe an injury treat an injury respond to situations describe a picture 	<ul style="list-style-type: none"> a text about plants a text about natural remedies an opinion essay (SKILLS: topic, supporting sentences, express opinion) 	<i>Natural healing</i> (article) – (multiple matching, answer questions)	(Science) <i>Our Skin</i> (informative article) – (answer questions, T/F statements)
Use of English (text completion)				
interjections	<ul style="list-style-type: none"> an interview description of educational system in your country a presentation to raise awareness about problems compare NGOs dialogue completion present problems/suggest solutions 	<ul style="list-style-type: none"> a summary a text about an NGO in your country suggesting solutions to problems essay (SKILLS: formal language, linkers, supporting sentences) 	<i>Making the World a Better Place</i> (texts) – (multiple matching, answer questions)	(Environmental Science) <i>What is your Water Footprint</i> (article) – (headings)
sentence transformations) – Writing (an email)				
intonation in question tags	<ul style="list-style-type: none"> describe an event book tickets for an event complain respond to situations a presentation about Op Art 	<ul style="list-style-type: none"> biography of an artist a review of a book a text about a traditional musical instrument formal letter of complaint (SKILLS: formal style, linkers of concession) 	<i>Cultural events</i> (adverts) – (multiple choice)	(Art & Design) <i>Op Art</i> (article) – (answer questions)
Speaking (dialogue completion)				
Use of English (text completion, sentence completion) – Writing (an email)				

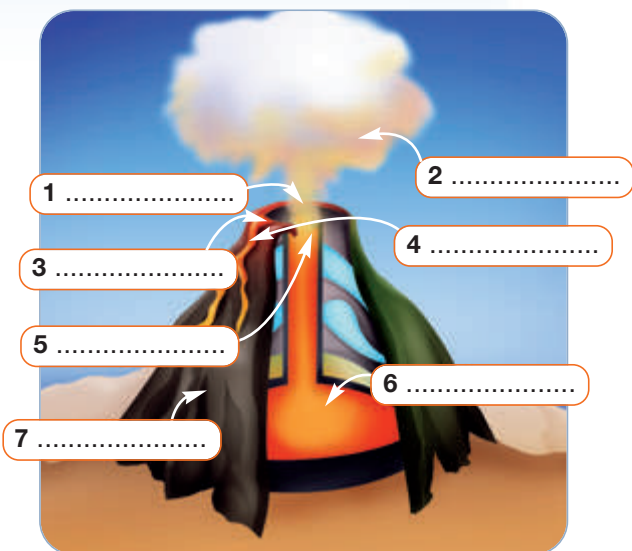
What's in this unit?

- ▶ **Topics:** Nature, Health, Disasters
- ▶ **Vocabulary:** natural disasters, weather, phrasal verbs, prepositions, word formation
- ▶ **Grammar:** past simple, past continuous, *used to/would/past simple*
- ▶ **Reading:** a blog
- ▶ **Listening:** dialogues, a monologue
- ▶ **Speaking:** narrating experiences, dialogue completion, describe a picture
- ▶ **Writing:** a story
- ▶ **Culture:** *Sandy Strikes*
- ▶ **CLIL:** (History) *A City Burns Down!*
- ▶ **Skills:** reading (multiple matching, matching headings to paragraphs), listening (multiple matching), use of English (text completion, sentence completion)



Reading

- 1** a) Use these words to label the diagram: *lava, slope, crater, magma, smoke and ash cloud, rim, lava stream.*



- b)** Listen and check. Listen and repeat. What are these words in your language?

Check these words

- erupt • located in • worth the effort • fellow • fans
- camp overnight • hike • disappointed • fountain of lava
- safe distance • magnificent • run down
- slope • rise • admit • approach • rim • risk • burn
- heat • unbelievable • close encounter • unforgettable

STUDY SKILLS

Predicting content

Read the title of the text and the first sentence in each paragraph. This will help you predict what the text is about.

- 2** Read the title and the first sentence in each paragraph. What is the text about? Read through and check.
- 3** Match the paragraphs (1-3) to the headings (A-D). There is one extra heading.

- A An amazing view
- B Close enough
- C A difficult hike
- D A huge volcano

Nia Davies' BLOG

SEARCH



Home

Archive

Blogger

1

I am **fascinated** by volcanoes. So, when I heard the news that Mount Nyamulagira was erupting, I had to see it! Located in Virunga National Park in the Democratic Republic of the Congo, it wasn't easy to get there, but it was worth the **effort**. I joined a group of **fellow** volcano fans who were camping overnight close to the volcano. We hiked for four hours to get there. Each of us was carrying our own food, water and sleeping bag, so by the time we arrived we were exhausted – but not **disappointed**.

2

We saw the first fountains of lava as we approached the camp. The camp was a safe **distance** from the crater, but the lava was shooting 200 metres into the air. The colours were magnificent! As we got closer, we could see the streams of red lava. They were running down the slopes of the volcano. Smoke and ash were **rising** into the sky. It was wonderful, but I admit, I was a bit scared.

3

Once the sun was up, we **approached** the rim. We didn't go right up to it – we didn't want to risk getting any burns! But the heat was **unbelievable**; it was too hot for me. I took some fantastic pictures. My close encounter with an erupting volcano was unforgettable!



Did you Know?

Magma and lava are the same thing – liquid rock. It's called magma while it's in the volcano and lava when it comes out!

4 Answer the questions.

- How did they reach the volcano?
- What made Nia feel scared?
- Why did Nia think the visit "was worth the effort"?

Vocabulary

5 Match the words in bold in the text with their synonyms: *disheartened, astonishing, interested, moving upwards, hard work, range, similar, went closer to.*

6 Fill in: *erupt, hike, rise, admit, risk* in their correct form.

- We watched as the smoke and ash into the sky.
- If we went any closer we getting burns.
- The volcano and hot lava flowed out of the crater.
- I that I was scared of the volcano.
- We for four hours to get to the camp.

7

Speaking

a) Listen and read the text. Then, put the events in the order they happened.

- A The group saw the lava.
- B The volcano erupted.
- C The group went close to the crater.
- D Nia decided to go to the Congo.
- E The group arrived at the camp.
- F The group walked for hours.

b) Use the list to give the class a summary of the text.

Writing

8 Imagine you were in the same group as Nia. Send your English-speaking friend an email narrating your experience.

Natural disasters

1 a) Complete the news reports. Use:

- wildfire • hurricane • tsunami
- avalanche
- volcanic eruption
- flood
- earthquake



In November, 2012, heavy rains filled the streets of Birmingham and the caused severe damage to the area.

1 At midnight on 29th August, 2010, a(n) occurred at Mount Sinabung in Indonesia, causing a huge cloud of smoke and ash.



3 On 29th October, 2012, a(n) called Sandy hit the New Jersey coastline with 80 mph winds.

4 On 11th March, 2011, a huge hit the coastline of Japan causing mass destruction.



5 On 12th January, 2010, at 4:53 local time, a(n) hit the island of Haiti creating aftershocks for several days.



6 In October 2003, a(n) broke out in San Diego County in California burning down over 280,000 acres of forest.



7 In April, 2013, 5 snowboarders died in a(n) in the Rocky Mountains in Denver, USA.

b) Which of these disasters are common in your country? Tell the class.

2 Fill in: *collapsed, rescued, saved, survived, shook, damaged, erupted, hit, recover, caused, evacuate, warned.*

- 1 A skier a young boy that got trapped in an avalanche.
- 2 He without food for two weeks in his snowed-in car.
- 3 Emergency services three people after the building in the early hours last Friday.
- 4 The house violently during the earthquake.
- 5 A tsunami the island after the earthquake.
- 6 The tsunami 100 houses and the death of ten people.
- 7 Firefighters asked people to the burning building immediately.
- 8 They were on a trip in New Zealand when the volcano
- 9 The police people to stay inside or go to higher ground.
- 10 The Mayor expressed his worries about whether his town will from the disaster.

3 Choose the correct word. Check in the Word List.

It all happened really quickly. We heard the warning on the news, but there was no time to 1) go away/escape. The river 2) burst/ exploded its banks and we 3) reached/climbed onto the roof to get as high as possible because the water was 4) rising/lifting fast. We were lucky, as the 5) rescuers/helpers got to us quickly and took us to 6) safety/shelter.
Glenn, 15, Wales

Comments ▶

Which disaster is Glenn describing?

4 Listen to Kate describing a disaster she experienced. What happened? Listen and make notes, then tell the class.

Weather

5 a) **COLLOCATIONS** Choose the odd word out.

- 1 high – low – freezing – good **temperatures**
- 2 bitterly – quite – heavy – really **cold**
- 3 dry – lovely – strong – bad **weather**
- 4 wet – torrential – heavy – light **rain**
- 5 foggy – strong – rough – chilly **wind**
- 6 strong – thick – dense – heavy **fog**
- 7 cold – fresh – thick – freezing **air**

b) Use the collocations in sentences of your own.

6 Choose the correct word.

- 1 Most of the people left the area before the storm **arrived/reached**.
- 2 I watched as the black clouds **collected/gathered** in the sky.
- 3 Temperatures **rose/raised** last weekend.
- 4 The rain was **pouring/dropping** down as we were walking towards the village.
- 5 An avalanche happened when a huge area of snow **melted/dissolved**.
- 6 During the hurricane the wind **blew/poured** at over 100 mph.

7 a) Listen to the weather forecast. What will the weather be like today in the morning, afternoon and evening?

b) What was the weather like in your country yesterday? Tell the class.

Phrasal verbs (related to disasters)

8 Underline the correct particle.

- 1 When a fire **breaks out/off**, you should call the fire department.
- 2 After the flood, there was a lot of mess to **clean up/out**.
- 3 Dean was injured so we **called in/for** an ambulance.
- 4 Don't try to **put off/out** the fire yourself, call for help.
- 5 It was raining for two days before the weather **cleared up/off**.
- 6 The lights **went out/off** and I got scared.

Prepositions

9 Fill in: *from* (x3), *to*, *on*, *with*.

- 1 There was a lot of damage the building after the earthquake.
- 2 Sandbags can help protect buildings water damage.
- 3 Firefighters saved three men the burning building.
- 4 People in remote areas often depend their neighbours for help in times of disaster.
- 5 Volunteers helped the rescue efforts.
- 6 We haven't heard James since the earthquake hit.

Word formation (abstract nouns)

10 Form nouns derived from the words in bold.

We use *-ance* (*appear – appearance*), *-ery/-ry* (*slave – slavery*), *-f* added to verbs ending in *-ve* (*believe – belief*), *-ion/-ation* (*admire – admiration, digest – digestion*), *-ment* (*move – movement*), *-ness* (*happy – happiness*) to form abstract nouns.

- 1 Your in this matter is highly appreciated. (**ASSIST**)
- 2 The rescue team got medals for their (**BRAVE**)
- 3 It was a to see everyone sound and safe. (**RELIEVE**)
- 4 It was the captain's to abandon the ship. (**DECIDE**)
- 5 The issued a tsunami warning. (**GOVERN**)
- 6 The of the disaster forced the government to ask for help. (**SERIOUS**)

11 **WRITING** **ICT** What disasters happened in your country in the last ten years? Collect information, then write a few sentences about each. Use the texts in Ex. 1 as a model. Present the information to the class.



Past simple vs Past continuous

Australia's

YOUNG REPORTERS' BLOG

Ben (18:53)

Hi guys!

Let me tell you what **1) happened** to me last Tuesday. I **2) was working** out in the fields on my dad's farm while my parents **were doing** chores inside the house. It was a perfect day. The sun **3) was shining** and a light breeze **was blowing**. But then everything changed. At about 1:30 in the afternoon, I **4) was fixing** a fence when I **noticed** a cloud of black smoke in the distance and I could smell something burning. I **5) realised** that it was a wild fire, so I ran back to the house and **called** the emergency services.

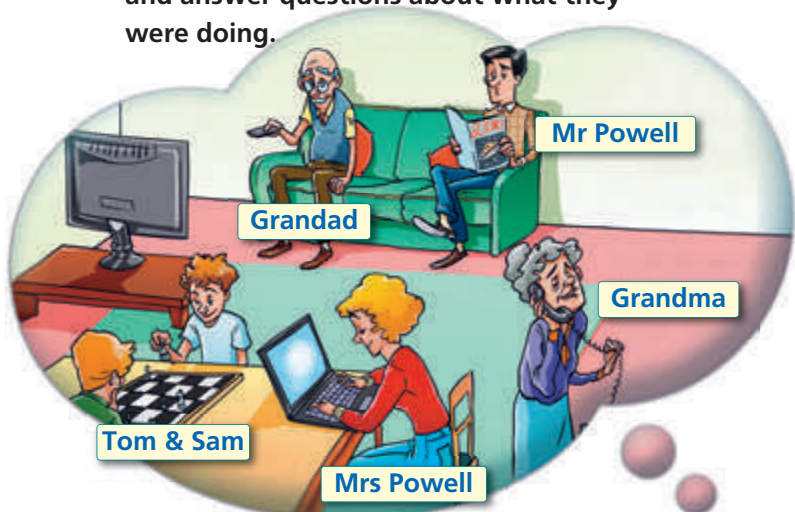
All night, firefighters **6) were spraying** the flames with water from trucks and helicopters. Eventually, they managed to put out the fire. Did any of you see the wild fire last week?

- A** an action which happened at a specific time in the past (stated or implied)
- B** actions which happened one after the other in the past
- C** an action which was happening at a specific time in the past
- D** two actions which were happening at the same time in the past
- E** an action which was happening in the past when another action interrupted it
- F** background information to a story

see pp. GR3-GR4

1 Read the text. Which verb forms in bold are in the *past simple*, *past continuous*? Match them to their uses. How do we form these tenses? Is it the same in your language?

2 The Powells were in their living room yesterday at 8 o'clock when the earthquake happened. In pairs, use the prompts to ask and answer questions about what they were doing.



- 1 Mr Powell/watch TV/read a magazine
A: *Was Mr Powell watching TV?*
B: *No, he wasn't. He was reading a magazine.*
- 2 Grandma/read a magazine/talk on the phone
- 3 Tom and Sam/send an email/play board game
- 4 Grandad/play a board game/watch TV
- 5 Mrs Powell/talk on the phone/send an email

3 Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 A: When *did the tsunami hit* (the tsunami/hit) the coast?
B: At 6:42 this morning. Most people (still/sleep) in their beds at that time.
- 2 A: What (happen) to Douglas last weekend?
B: He (walk) in the mountains when he (see) an avalanche. He (call) the emergency services. They (arrive) quickly and (rescue) three people.
- 3 A: What (you/do) at 10 o'clock last night when the hurricane hit?
B: I (do) my homework and my brother Ben (read) a book.

4 Complete the sentences with your own words.

- 1 I was tidying my bedroom when
- 2 Last Saturday I
- 3 At 7:30 last night I
- 4 I was reading a book while
- 5 I ate my dinner and then

5 Put the verbs in brackets into the *past simple* or the *past continuous*.

THE DOWNTON GAZETTE

A devastating flash flood **1**)
(occur) in the village of Downton yesterday. Emma Michael, a local resident, narrowly escaped injury when floodwaters **2**) **(wash away)** a bridge on her way to work. "It **3**) **(rain)** and the wind **4**) **(blow)** as I **5**) **(drive)** to work yesterday morning," says Emma. "I **6**) **(listen)** to the radio when I **7**) **(hear)** reports that the water in the river **8**) **(be)** really high. I **9**) **(stop)** my car to take a look and, at that moment, a huge wall of water **10**) **(rush)** down the river and **11**) **(sweep away)** the bridge. I **12**) **(have)** a lucky escape!"

6 **SPEAKING** In pairs, ask and answer questions, as in the example.

- The fire broke out.
 (• watch TV/living room • run/outside)
A: What were you doing when the fire broke out?
B: I was watching TV in the living room.
A: What did you do?
B: I ran outside.
- The hurricane hit. (• do/my homework • hide/in the basement)
- The earthquake happened. (• have/an English lesson • crawl/under a desk)

Sentence transformations

7 Complete the second sentence so that it means the same as the first. Use up to three words.

- The firefighters arrived while the fire was still burning.
 The fire was still burning
 arrived.
- Alan started watching TV at 7:00 and he finished at 9:00.
 Alan at 8:30.
- The storm started during our lunchbreak.
 While we
 the storm started.
- It was still raining when we got to school.
 We got
 it was still raining.

used to/would/past simple

John used to live in a village. He didn't use to have a bike back then. He used to walk to school. All this changed last year when he moved to the big city.

- We use **used to/past simple** to talk about past habits/states.
- We use **would** for repeated past actions BUT not for past states.
- We use the **past simple** and NOT **used to** for actions which happened at a definite time in the past.

➔ see p. GR4

8 a) Read the text and the theory. Underline all *used to* forms. Which is a *past habit*? a *past state*?

b) Which forms of *used to* can be replaced with *would*? Why?

c) Can we replace *changed with used to/would*? Why? Why not?

9 Choose the correct item.

- We **felt/used to feel** the quake last night.
- When Mark was a child, he **used/would** visit his grandparents every weekend.
- The Smiths **would buy/bought** a new house last month.
- Lyn **used to/would** have a yacht.
- They **told/would tell** everyone the news.


10 **SPEAKING** Look at the pictures. In pairs, say where the people were, what they were doing, what they could see, hear or smell, how they were feeling. Use the *past simple* and *past continuous*.

- A: It was a beautiful day at the beach. The sun was shining.*
B: Peter and his dad were walking on the beach ...



11 **WRITING** Using your answers from Ex. 10, write a short story entitled "A Terrifying Experience". Use the *past simple* and *past continuous*.

Reading

1  Listen to the sounds and look at the pictures. What comes to mind?

2 a) Look at the pictures. Which shows:


flooded streets? 1

trees swaying in the wind? 2

a car under a fallen tree? 3

power lines on the ground? 4

b) Read the title. What do you think Sandy is? How are these sentences related to the texts?

 Listen and read to find out.

3 Read the diary entries and choose the right answer A, B, C or D.

- 1 The writer woke up because of
A thunder.
B rain.
C wind.
D her mum's voice.
- 2 While they were in the basement they felt
A safe. **C** surprised.
B scared. **D** lucky.
- 3 The writer was relieved that
A all her neighbours were safe.
B emergency services were close.
C the house was in good condition.
D a puppy survived the hurricane.
- 4 The author's purpose is to
A explain how a disaster happened.
B describe a bad experience.
C inform us of a disaster.
D describe a surprising rescue.



SANDY Strikes

5th May

What a terrible night! It was 11 o'clock and I was sleeping. Suddenly, I heard a loud bang. I realised it was thunder, and I jumped out of bed! I ran to the window and saw that it was raining heavily. The wind was blowing and the trees were swaying. Then, my mother came into my bedroom. She looked very shocked and she was shaking. "Hurricane Sandy is coming!" she cried. We ran downstairs into the basement where we were safe from the storm. The wind was so strong that the whole house was shaking. Outside, we could hear windows smashing. It was terrifying!

Check these words

• bang • realise • thunder • rain heavily • wind • blow
 • sway • shake • cry • basement • safe • smash
 • terrifying • power line • emergency services • siren
 • clear up • yelp • porch • shiver • mud • miracle • survive

4 Read the texts again and answer the questions.

- 1 Why did the family go to the basement?
- 2 What effect did Sandy have on the town?



6th May

We spent all of last night in the basement. When we finally came out in the morning, we were surprised by what we saw. The streets were flooded, there were power lines on the ground and our car lay under a fallen tree. All across town, the sirens of the emergency services were wailing while people were clearing up the mess in their homes and gardens. Luckily our house wasn't too badly damaged. There was only some glass on the floor, and rubbish on our lawn. Thankfully, no one was hurt. As we were cleaning up the lawn, I suddenly heard a little yelp. It was coming from under the porch. I went to get a closer look and couldn't believe my eyes! There before me was a tiny white puppy. It was shivering and covered in mud. When it saw me, it jumped into my arms. It's such a miracle that this little dog survived such a terrible storm!

Vocabulary

5 Fill in the gaps with a verb: *sway, blowing, shake, smash, wailing, clear up, shiver, survive.*

- 1 The sirens of the emergency services were very loudly.
- 2 Everyone worked together to the streets after the storm.
- 3 The trees started to in the wind.
- 4 The wind was hard.
- 5 Harry used a rock to the window.
- 6 The earthquake caused the walls to
- 7 We were lucky to such a huge storm!
- 8 Emma started to because she was cold.

- 6** Replace the words in bold with the following words: *bang, shocked, luckily, cried, relieved, hurt, safe, rubbish.*
- 1 No one was **injured** in the hurricane.
 - 2 "It's an earthquake!" she **shouted**.
 - 3 There was a loud **noise** outside my window.
 - 4 There was **litter** all over the street.
 - 5 She looked **scared** and she was crying.
 - 6 We felt **calm** when the storm was finally over.
 - 7 They were **protected** from the storm in the basement.
 - 8 **Fortunately**, the hurricane didn't cause much damage to the area.

7 **COLLOCATIONS** Fill in: *heavily, power, loud, strong, services.*

- | | | | |
|--------------|------|---------|-----------|
| 1 | bang | 4 | lines |
| 2 rain | | 5 | emergency |
| 3 | wind | | |

Speaking

8 a) Read the diary entries again and put the events in the order they happened.

- A We were cleaning up the lawn when I heard a yelp.
- B We ran downstairs.
- C 1 I was sleeping when I heard a loud bang.
- D We came out of the basement.
- E My mother came to my room.
- F We saw power lines on the ground and heard sirens.
- G The puppy jumped into my arms.
- H I looked out of the window.
- I We went into the basement.

b) **THINK!** Imagine you were a reporter. Use the events in Ex. 8a to tell the class what happened from your point of view.

Writing

9 Think of a disaster in your country or in other countries. Write how it was similar/different to the one in the text.



Listening skills

Multiple choice

Preparing for the task

1 Read the question and possible answers. Then read the extract from the script. Use the underlined words/phrases to choose the best option.

- 1 Peter was in his room when he
 A heard a noise. B the lights went out. C the bell rang.

Bob: Hi, Peter. How was your weekend?

Peter: You won't believe what happened to me! I was lying in my bed listening to music when I thought I heard the bell ring. I went to check who it was, but there was no one. Only some kids were playing in the streets making noise. I closed the door behind me and went back to my room. I felt a bit anxious. Then there was thunder and the lights went out.

2 a) Read the rubric, then read the questions and possible answers and underline the key words, then do the task.

You are going to hear two recordings twice. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- 1 When the earthquake hit, Jodie was
 A playing outside. B in her bedroom. C on the stairs.
- 2 When the room shook, Jodie thought
 A there was a strange noise.
 B there was nothing to worry about.
 C it would fall on her.
- 3 The dialogue is mainly about
 A a music show on TV. B family members.
 C an earthquake that hit the area.

Recording 2

- 4 When Annie first looked out of the window, she saw
 A Katie. B the barn. C trees on fire.
- 5 The barn caught fire straight away because
 A it was an old building. B the trees were blazing.
 C there was a lot of hay in it.
- 6 Annie talks mostly about
 A her family and their house. B her feelings and the fire.
 C Melbourne and Australia.

b) Retell Annie's story from her mother's point of view.

Matching exchanges

Preparing for the task

3 a) Read statement 1. What can the question be?

1 No, it was hot and sunny.

b) Choose the question (A-D) that matches the statement.

- A Was it a sunny day yesterday?
 B What's the weather like?
 C Did it rain yesterday?
 D Did it stop raining?

c) What makes the other options inappropriate?

4 a) Read the rubric and the statements A-E. Think of a question that can answer each.

You are going to hear four questions. Read the answers. For every question 1-4 choose the right answer (A-E). One answer doesn't match any of the questions.

- A Yes, if he doesn't take long.
 B Yes, he was late.
 C No, he was half an hour late.
 D Maybe he had an appointment.
 E Because he had to catch the bus.

1	2	3	4

b) Do the listening task.

Pronunciation /e/, /æ/, /ʌ/

5 Listen and tick (✓). Listen and repeat. Can you think of one more word for each sound?

	/e/	/æ/	/ʌ/		/e/	/æ/	/ʌ/
bet				cut			
bat				met			
but				back			

Everyday English

Narrating experiences

1 a) Listen to the sounds. What phrases come to mind?

b) The sounds are related to the dialogue. What is it about? Read through and check.

2 Read the dialogue. Fill in each gap (1-4) with the correct word (A, B or C). Is it *formal* or *informal*?

Andy: Hey Bob. I **1** about the earthquake. Are you alright?

Bob: I'm OK now, but it was terrible. There was a loud rumbling **2** and then, everything started shaking.

Andy: Poor you. I bet you were terrified!

Bob: I was. The windows **3** and the furniture fell over. Luckily no one was hurt.

Andy: You had a lucky escape.

Bob: I know. It was a horrible **4** and I'm relieved it's over.

- | | | |
|-------------|-----------|---------------|
| 1 A hear | B heard | C was hearing |
| 2 A sight | B sound | C noise |
| 3 A smashed | B crashed | C collapsed |
| 4 A picture | B idea | C experience |

3 Listen to the dialogue. Take roles and read it aloud.

4 Replace the underlined sentences in the dialogue with sentences from the language box.

Asking about an experience

- What happened?
- Is everyone OK?

Describing an experience

- It was awful/frightening etc.
- It was a horrible/terrifying etc experience.

Commenting on sb's experience

- You were very lucky.
- I bet you were scared/relieved etc.

Describing feelings

- I was terrified/scared/relieved etc.

5 Read the news headline and act out a dialogue similar to the one in Ex. 2. Use sentences from the language box. Make sure you use informal style.

HURRICANE SANDY HITS THE US FLOODING TOWNS AND LEAVING MILLIONS WITHOUT POWER

Setting the scene

STUDY SKILLS

When we describe a picture we talk about the place (where), the time (when), the people (who), the weather, the activities, their clothes and their feelings (what).

6 Look at the picture. Use the words to complete the description: *looking, cold, Monday, nervous, had, warm, waiting, directions*.



One **1** morning Teresa was **2** for a train. She **3** a job interview that day. It was **4** on the platform but she was wearing her **5** coat, hat and gloves. She was **6** at her map for **7** and feeling **8** about the interview.

7 Look at the picture. Use the words to set the scene.

- Dora
- autumn afternoon
- going home
- raining hard
- light jacket and jeans
- carry shopping bags
- miserable



A DISASTROUS HOLIDAY

Model analysis

- 1** Read the rubric, then the model. How do the underlined words in the rubric relate to the model?

Your English teacher has asked you to write a short story (60-100 words) about a holiday of yours. Your story should contain:

- a yacht.
- a storm.

STUDY SKILLS

Setting the scene

We start a short story by setting the scene. In order to do so we imagine we are looking at a picture and describe the place (where), the time (when), the weather, the people involved (who), their clothes, their activities and their feelings.

- 2** a) Look at the picture and read the paragraph. Answer the questions.



Last weekend, John went boating on the lake. It was sunny, so he was wearing his favourite shirt, a cap and sunglasses. It was a perfect day to go sailing. He felt relaxed as he enjoyed the summer breeze on his face.

- 1 Where and when did the story happen?
- 2 What was the weather like?
- 3 Who are the main characters?
- 4 What did they do?
- 5 How did they feel?

b) How does the writer set the scene in the story in Ex. 1?

A Last summer, I was in Ibiza with my family. One day, my dad hired a yacht and we went sailing. The weather was strange that day. One minute, it was hot and the next, it was cool, so I decided to wear a jacket. All morning, the sea was calm. But after lunch, I started to feel worried when the sky grew dark.

B Minutes later it started raining heavily and a massive wave smashed into us. Before I knew what happened, my sister and I were in the sea. I swam fast towards her. I held Lisa's head above the waves and looked round for the yacht. It was on its side. Luckily, one of the lifeboats floated nearby. I pushed my sister into it and climbed in. I couldn't see my parents anywhere.

C It took five hours for the rescue team to find us. When they brought us back to shore, our parents were waiting for us. We were relieved to be safe and back together.

- 3** a) List the events in the story in the order they happened.
b) Use the list to retell the story in the third person.

Feelings

- 4** How does each speaker feel? Choose from the feelings in the list.

- tired • relieved • confused • sad • excited • scared
- 1 At last the storm was over and we were on solid ground.
 - 2 As the train was pulling out of the station, I couldn't hold back my tears.
 - 3 Suddenly, I heard a strange noise from downstairs and the lights went out. I screamed.
 - 4 It was very late and I was looking forward to going to sleep.
 - 5 I couldn't understand if it was a dream or if it really happened.
 - 6 We couldn't wait for our holiday to start.

STUDY SKILLS

Using adverbs/adjectives

When we write a story, we can use verb-adverb collocations and a variety of adjectives. They make our story sound more interesting to the reader.

Adverbs

- 5** a) Study the theory. Find examples in the story in Ex. 2.

Form:

- adjective + -ly: careful - carefully
- adjective ending in -ic + -ally: electronic - electronically
- adjective ending in -e → -y: terrible - terribly
- adjective ending in -y → -ily: easy - easily

Irregular forms: good - well, fast - fast, hard - hard

b) Form adverbs from the adjectives below to complete the sentences.

- happy • hard • patient • heavy • quick • ironic
- slow • careful

- 1 He waited for the rescue team to find him.
- 2 She ran to the police officer and asked for help.
- 3 The wind was blowing and the trees were swaying.
- 4 The girl approached the old lady and gave her hand to her.
- 5 It was raining all night.
- 6 We cheered when we saw the lifeguard-boat come close.
- 7 He looked at the man and smiled
- 8 The young boy was listening to what the leader was explaining.

Adjectives

- 6** Replace the adjectives in bold with these adjectives: *huge, kind, pleasant, tall.*

It was a **1) nice** summer afternoon. In the garden, the birds were chirping in the **2) nice** trees. Suddenly, the walls started shaking, and dishes and glasses crashed to the floor and broke. There was a **3) big** boom, the pipes burst and the kitchen started to fill with water. We heard a siren outside. A **4) nice** firefighter came to our door to see if we were OK.


Writing

- 7** a) Read the rubric.

Your teacher has asked you to write a **short story** (50-100 words) entitled **The Rescue**. In your story you should include:

- a bedroom.
- a fire.

- b) Look at the pictures and try to put them in correct chronological order.

 Listen and check.



-  c) Listen again and make notes. Use your notes to complete the story.

Useful Language

Setting the scene

- Last summer/year etc I/my family etc went to/travelled around etc...
- We stayed ...

Events

- One day/morning etc ... we/I decided to ...
- We watched ... Then, I ...
- Suddenly ... etc
- After that ...
- I/We etc started screaming/yelling etc.

Ending

- We were relieved/happy/sad ...
- It was the most ... experience of my life.

Plan

- (Para 1) *set the scene (time, place, people, weather, activity)*
- (Para 2) *events in the order they happened & main event*
- (Para 3) *what happened in the end; people's feelings*

The Rescue

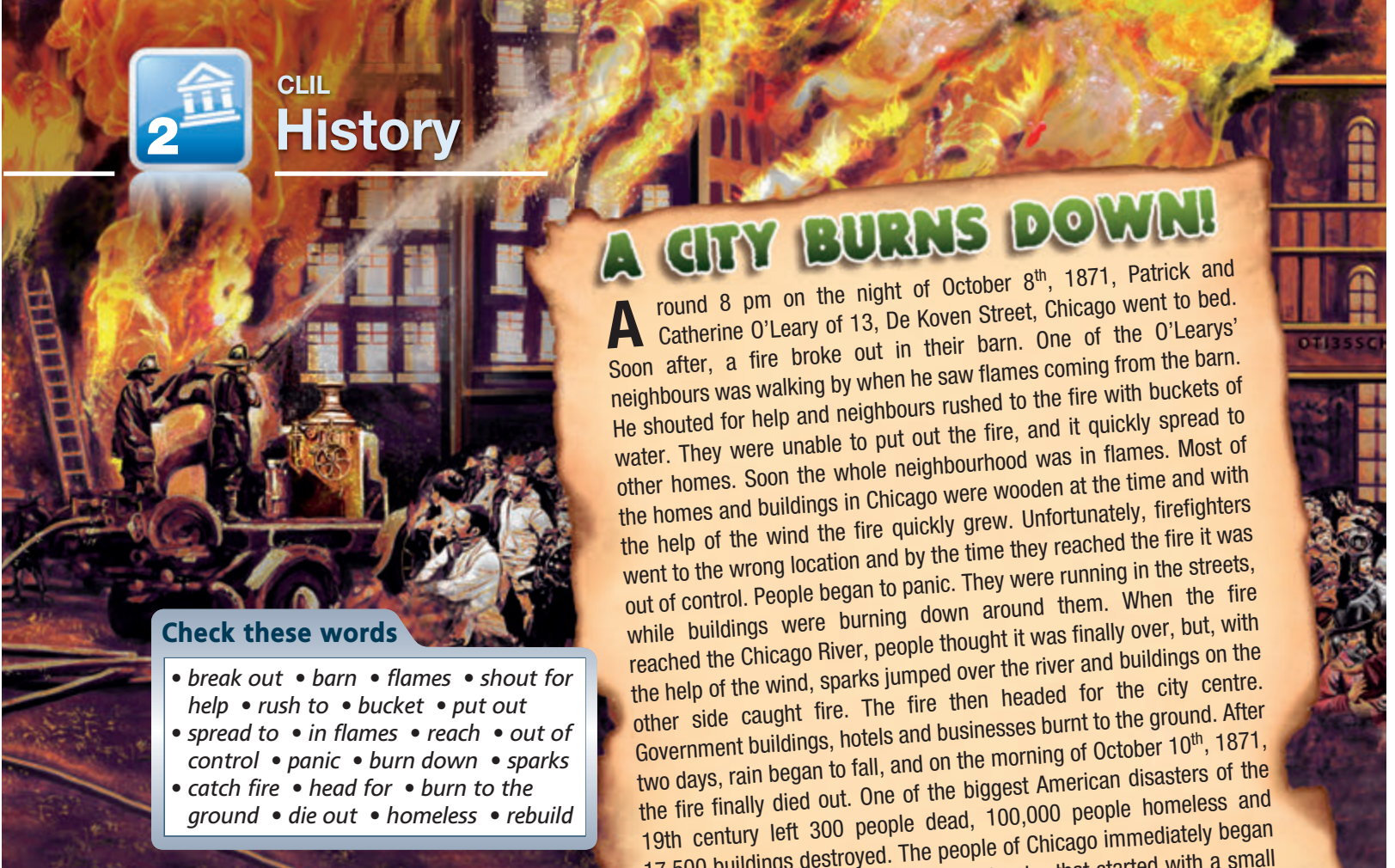
Last month, I ...
 I was ... Suddenly I heard ... It was ... I ...
 Three hours later ...
 I was exhausted, but relieved.



Checklist

When you finish your piece of writing, check it for the following:

- Does your story include everything asked for in the rubric?
- Is the sequence of events clear?
- Are your paragraphs well structured?
- Does your story contain past tenses?
- Is there a variety of adjectives and adverbs?
- Are there any spelling or grammar mistakes?



A CITY BURNS DOWN!

Around 8 pm on the night of October 8th, 1871, Patrick and Catherine O'Leary of 13, De Koven Street, Chicago went to bed. Soon after, a fire broke out in their barn. One of the O'Learys' neighbours was walking by when he saw flames coming from the barn. He shouted for help and neighbours rushed to the fire with buckets of water. They were unable to put out the fire, and it quickly spread to other homes. Soon the whole neighbourhood was in flames. Most of the homes and buildings in Chicago were wooden at the time and with the help of the wind the fire quickly grew. Unfortunately, firefighters went to the wrong location and by the time they reached the fire it was out of control. People began to panic. They were running in the streets, while buildings were burning down around them. When the fire reached the Chicago River, people thought it was finally over, but, with the help of the wind, sparks jumped over the river and buildings on the other side caught fire. The fire then headed for the city centre. Government buildings, hotels and businesses burnt to the ground. After two days, rain began to fall, and on the morning of October 10th, 1871, the fire finally died out. One of the biggest American disasters of the 19th century left 300 people dead, 100,000 people homeless and 17,500 buildings destroyed. The people of Chicago immediately began to rebuild their city from this disaster that started with a small fire in the O'Learys' barn.

Check these words

- *break out* • *barn* • *flames* • *shout for help* • *rush to* • *bucket* • *put out*
- *spread to* • *in flames* • *reach* • *out of control* • *panic* • *burn down* • *sparks*
- *catch fire* • *head for* • *burn to the ground* • *die out* • *homeless* • *rebuild*

1 a) Check the meaning of the words/phrases in bold in the Word List.

The Chicago Fire ...

- 1 **broke out** in a house.
- 2 was **out of control** when firefighters arrived.
- 3 reached the Chicago River and many buildings on the other side **caught fire**.
- 4 destroyed the city centre and many buildings **burnt to the ground**.
- 5 **died out** after one day.
- 6 left 17,500 people **homeless**.

b) Which of the above sentences are true about the Chicago Fire?

Listen and read to find out.

2 Read the text and complete the sentences.

- 1 A neighbour saw flames
- 2 Neighbours tried to put out the fire with
- 3 Before long all of the neighbourhood was
- 4 At first, firefighters arrived at the
- 5 As the fire got worse people started to
- 6 After crossing the river the fire

3 Answer the questions.

- 1 Why did the Chicago fire grow so quickly?
- 2 What happened to the fire when it reached the river?
- 3 What makes the Chicago Fire one of the biggest American disasters?

4 Fill in: *broke, burnt, put, died, rushed, spread*.

- 1 The fire out after a few hours.
- 2 A fire out in the school.
- 3 Firefighters to the burning home.
- 4 Many buildings down.
- 5 The fire quickly to other homes.
- 6 They couldn't out the fire, so they called the fire brigade.

5 Use the following to make sentences based on the text: *Patrick & Catherine O'Leary, 13 De Koven Street, Chicago, firefighters, Chicago River, October 10 1871, 100,000, O'Leary's barn*.

6 Find information about a disaster that happened in your country. Compare it to the Chicago Fire.



Vocabulary

- 1** Fill in: *rescue, evacuate, blow, survive, erupt, damage, pour* in the correct form.
- Active volcanos
 - In a hurricane, winds at 80 mph.
 - The emergency services a woman trapped in the avalanche.
 - The rain down for days.
 - They told us to the school.
 - After the disaster, she without food for two weeks.
 - The hurricane didn't the house. (7x2=14)

- 2** Choose the correct word.
- Temperatures **raise/rise** in the summer.
 - The fire **arrived/reached** the edge of the city.
 - It's **bitterly/heavily** cold outside.
 - He **gathered/warned** us to stay inside.
 - The hurricane **hit/shook** the coast.
 - The **strong/heavy** winds caused problems.
 - Power **lines/pipes** were on the ground.
 - The city took many years to **recover/save** from the disaster. (8x2=16)

- 3** Read the description and fill in the correct natural disaster.
- A skier was trapped under the snow for five hours. a _____
 - Over 200,000 acres of forest burnt down. w _ _ _ f _ _ _
 - We saw smoke and ash coming from the mountain. v _ _ _ _ e _ _ _ _
 - A huge wave caused mass destruction along the coast. t _ _ _ _
 - The ground was shaking and several buildings collapsed. e _ _ _ _ _ (5x3=15)

- 4** Choose the correct item.
- He depends **on/to** his friends for help.
 - The firefighters put **out/off** the fire.
 - The Mayor has new plans to protect the city **from/of** floods.
 - The injured skier called **in/for** help.
 - I last heard **from/of** Laura an hour ago. (5x3=15)

Everyday English

- 5** Complete the exchanges with: *it was awful. – What happened? – She was lucky. – Is everyone OK?*
- A: I had a terrifying experience.
B:
 - A: I heard about the flood. Are you alright?
B: I'm OK now, but
 - A: Our house collapsed in the earthquake.
B: Oh no!
 - A: Karen wasn't hurt in the fire.
B: I know. (4x5=20)

- 6** Grammar
- Put the verb in brackets into the *past simple* or the *past continuous*.
- The flood (**damage**) the house.
 - He (**walk**) home when he (**see**) the smoke.
 - The wind (**blow**) and rain (**fall**) when we left.
 - They (**look**) for Amy all night.
 - They (**evacuate**) the area while the fire (**burn**). (5x2=10)

- 7** Choose the correct item.
- She **used to/would** have long hair.
 - They **would turn/turned** around and saw the avalanche coming.
 - We **heard/used to hear** a noise coming from outside.
 - I **used to/would** like listening to music while studying.
 - I **used to/use to be** afraid of thunder. (5x2=10)

Total: 100

Grammar in Focus

Put the words in brackets into the correct form, choose the correct item or fill in the gaps.

I **1** **used to/would** live in New York, but when I was 12 I **2** (**move**) to California. On my first day of school, I **3** (**sit**) in my classroom when I **4** (**feel**) the ground start to shake. I **5** (**be**) scared, but luckily it **6** (**not/ last**) long and there was no damage **7** the school building.

Reading

Multiple matching

Preparing for the task

- 1** Match the sentences (1-4) with the sentences (A-D) that have similar meanings. Which words helped you to decide?

- 1** People who are outside should stay away from the walls of buildings.
- 2** Put on long sleeves, long trousers and good shoes to protect yourself from broken objects.
- 3** Get under a piece of heavy furniture and hold on to it.
- 4** Stay indoors until the shaking stops.

- A** Don't go outside until everything is no longer moving and it's clear that there's no more danger.
- B** Use a table, desk or bed as a shelter and don't let go of it.
- C** Change out of summer clothing, which makes injuries more likely.
- D** To stay safe, don't go near tall structures, and avoid doorways in particular.

STUDY SKILLS

In this task all three paragraphs are of the same type (e.g advertisement) and on the same topic. The rubric tells you both. Once you know the topic and text type, try to predict in your head what language you will see in the three paragraphs. When you read the paragraphs, take note of the key vocabulary. To help you to match the questions to the texts, look for language within the questions that somehow refers to the key words and phrases in the paragraphs.

- 2** Read the information from three earthquake safety advice leaflets (A-C) and the questions (1-4). For each question choose the correct leaflet and write the appropriate letter in the box. There is one question that matches none of the paragraphs.

EARTHQUAKE
safety advice

A If an overnight earthquake wakes you, don't get up. Trying to move to a safer location is more dangerous than staying under the sheets. For example, broken glass can injure you if you try to go downstairs. Instead, stay where you are and protect your head with a pillow.

B Stop at the roadside in a safe place. Avoid bridges and locations near trees, damaged buildings and broken power lines. Don't leave your vehicle and don't remove your seat belt. Switch on the radio and listen for advice from the authorities.

C Don't waste food or water. Major earthquakes can create a shortage of both. If water is still running from the tap, it's a good idea to fill a bathtub. If you are without power, unplug all electrical items to prevent fires when the electricity returns.

	Which leaflet gives useful advice for	
1	survivors of an earthquake?	
2	people who work nights?	
3	people who are in cars?	
4	people who experience an earthquake while sleeping?	

Listening

Multiple matching

Preparing for the task

- 3** Read the script. Use the underlined words to match the people to the weather conditions.

Ann: *Is John back from his skiing holiday in Austria yet, Henry?*

Henry: *Yes, but he had an awful time.*

Ann: *Oh no! Why?*

Henry: *He said it was rainy and foggy the whole time. The snow just melted away so they had to close the ski slope.*

Ann: *Wow! How unlucky! How about his sister Sandy? I think she went skiing in Italy at the same time.*


Henry: *Yes, she's back home too. She had better luck. The temperature was around zero the whole time. Everything was white like a winter wonderland!*

PEOPLE

- 1 John
2 John's sister

WEATHER

- A snow
B fog

- 4**  You are going to hear a conversation between two friends. Match the different types of weather (A-E) to the people (1-4). Write the appropriate letter (A, B, C, D or E) in the right box. One weather type is extra and does not match any of the people.

PEOPLE

- 1 Billy
2 Billy's parents
3 Julie's brother
4 Julie

TYPES OF WEATHER

- A rainy
B hot
C windy
D stormy
E cold

Use of English

Text completion

Preparing for the task

- 5** a) Read the sentences. Decide which type of word is missing from each sentence.

- 1 It was hard to keep when the lights went out. **(particle/adjective)**
- 2, nobody was seriously injured. **(adverb/pronoun)**
- 3 I was forward to the volcano hike. **(verb/noun)**
- 4 We hold emergency drills regularly because we live an earthquake zone. **(preposition/conjunction)**
- 5 The rescuers to the collapsed building. **(verb/adjective)**
- 6 By 3 o'clock the fire was getting out control. **(preposition/adjective)**

- b) Now choose the correct word for each gap.

- 1 calm/calming
- 2 Fortunately/Fortunate
- 3 looking/looked
- 4 with/in
- 5 rushed/rushing
- 6 from/of

- 6** Read the task below. Complete the gaps (1-3) with the words from the box to make the text grammatically and lexically correct. There are three extra words that you don't need.

- | | | |
|-----------|-------------|------------|
| A pushing | C expected | E agreed |
| B waited | D discussed | F carrying |

The story of Pompeii in Italy is one of the most famous natural disasters in history. Although the town was very close to the volcano Vesuvius, nobody **1**) it to erupt the way it did in 79 AD. In fact, people **2**) that Vesuvius was extinct. The eruption buried the town so quickly that many people were still **3**) out everyday activities when they were killed.

Reading

Matching headings to paragraphs

Preparing for the task

- 1** Read the headings. Decide which of the words below the headings best match the underlined words.

A All flooded **B** Saved from the air

- sky • crowds • water • disaster • rescuer • survive
- helicopter • coastline • waves

- 2** Read the paragraph below and decide which heading from Ex. 1 best matches it. Underline the words that helped you decide.

Skier Cedric Genoud spent 17 hours buried under 50 cm of snow after an avalanche in the Swiss Alps in 2010. He survived by making a hole in the snow around his face with his hands so that he could breathe. His rescuers were in a helicopter when they noticed snow that was moving where Cedric lay.

- 3** Read the text and match the headings (A-D) with the paragraphs (1-3). One heading does not fit for any paragraph.

1

When Erika and Stefan Svanstrom from Sweden planned a four-month-long honeymoon in 2010, they were hoping for the trip of a lifetime. The couple certainly had a memorable trip, but not exactly for the reasons they were expecting.

2

On the first stage of their journey, they got stranded in the German city of Munich due to one of Europe's worst ever blizzards. Then in Cairns in Australia, they were evacuated from their accommodation because of a cyclone, and spent 24 hours in a shopping centre with 2,500 other people. They then experienced flooding in Brisbane and came close to wildfires in Perth.

3

They had some good luck when they moved on to New Zealand – they arrived just after a major earthquake in Christchurch. But in Tokyo their timing wasn't so good. They were there during one of the biggest earthquakes in Japanese history. Fortunately, they survived to tell the tale of their extraordinary trip.

- A** Delayed and disrupted
- B** Scorching weather
- C** Extra-special holiday
- D** From one danger zone to another

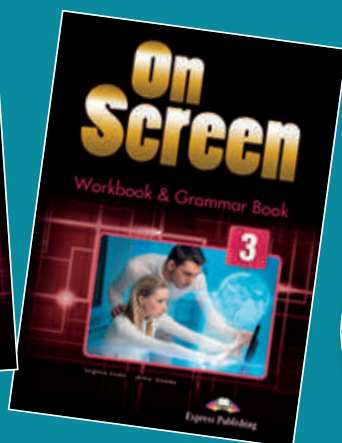
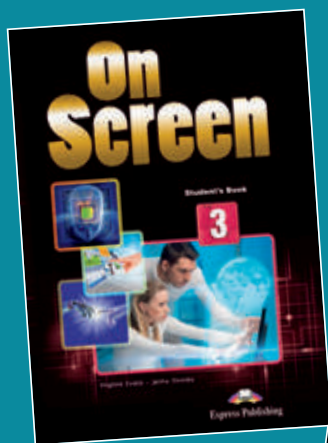
Use of English

Text completion

Preparing for the task

- 4** Choose the correct option. Discuss whether the sentences test grammar or lexis.

- 1** I was a bath when the fire alarm went off.
A taken **B** taking
C to take
- 2** A tsunami was possible, so we headed the hills.
A for **B** in **C** at
- 3** We couldn't see because of the smoke.
A nothing **B** something
C anything
- 4** His mistake the accident.
A caused **B** happened
C made
- 5** I was both scared and fascinated the experience.
A of **B** by **C** on
- 6** The oldest building in the town burnt in the fire.
A down **B** through
C off
- 7** We need to the town from possible flooding.
A prevent **B** protect
C insure
- 8** He was covered dirt and mud, but he was uninjured.
A of **B** in **C** up
- 9** There was water everywhere – I believe my eyes.
A wouldn't **B** couldn't
C shouldn't
- 10** Sadly, the fire 30 people dead.
A made **B** left
C caused

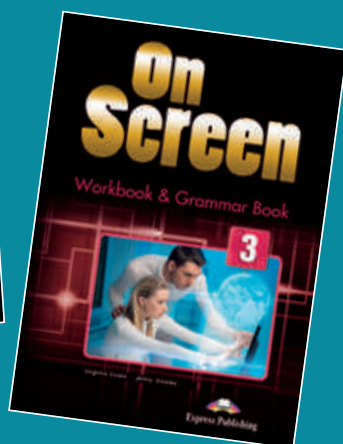
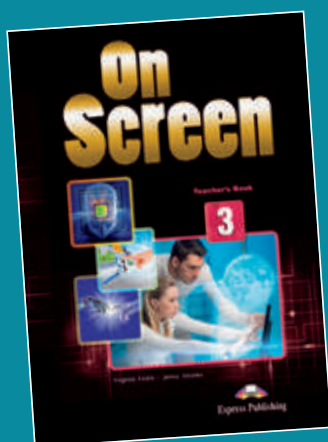


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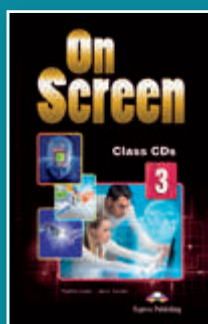


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