

Student's Book

Achievers

A1+

Carolyn Barraclough
Martyn Hobbs Julia Starr Keddie



Richmond

Student's Book

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NICOLÁS
GILGIER R.A

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CHALLENGE	INTERACTION	WRITING
Find out about people's likes and dislikes	 Greetings & introductions Saying hello Asking how people are Introducing people Saying goodbye PRONUNCIATION Third person -s do and does	A personal profile WRITING SKILL Using punctuation
Plan your ideal school	 Survival in the classroom Students' questions Answering questions PRONUNCIATION <i>can</i> and <i>can't</i>	A description of a school WRITING SKILL Using conjunctions
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Make a tourist brochure	 Buying lunch Serving Ordering Paying PRONUNCIATION Comparatives with <i>than</i> Superlatives	An article WRITING SKILL Referencing words
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Choose items for a survival weekend	 Asking for and giving opinions Asking for opinions Giving opinions Agreeing and disagreeing PRONUNCIATION <i>some</i>	A description of an animal WRITING SKILL <i>because</i> & <i>because of</i>
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A Viking Hero page 142

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INTERACTIVE RESOURCES:



Starter



LISTENING

1 Listen and match questions 1-3 with answers A-C.

- | | |
|--------------------|-----------------------|
| 1 How are you? | A She's okay, thanks. |
| 2 And you? | B I'm fine, thanks. |
| 3 How is your mum? | C I'm okay, thanks. |

2 Listen to the second conversation and complete the sentences.

- I'm not feeling very ...
- I've got a ...
- I'm very ..., thanks.
- That's ...



VOCABULARY

Greetings

3 Complete the sentences and questions with the words from the box.

fine Hi How See thanks well you

- A: How is Max?
B: He's fine, ...
- A: Bye!
B: ... you!
- A: Hello, Nick.
B: ..., Josh!
- A: ... are you?
B: I'm ..., thanks.
- A: How are ..., Carlos?
B: I'm not feeling very ...

4 Work in pairs. Decide what the missing expressions in the mini-dialogues are. Then practise the mini-dialogues.

1 I'm okay thanks.

2 He's fine, thanks.

3 How are you?

4 That's good.

5 See you soon!

6 How's your sister?

GRAMMAR

be | Subject pronouns

I'm Amy. I'm not Eve.
You're happy. Are you Polly?
Jack's at school. Max isn't in my class.
Is he the new teacher?
We're students.
Billy and Liam aren't from London.
Subject pronouns
I you he she it we they

5 Complete the sentences with the correct form of be.

- The new boy in my class ... Spanish. ✓
- I ... from England. X
- Matt ... at school today. X
- We ... Brazilian. ✓
- ... your parents teachers?
- ... Lisa okay?

6 Rewrite the sentences with a subject pronoun.

- Josh is from Boston. He's from Boston.
- The weather is cold today.
- You and Freya are twelve.
- Mrs Jones is a teacher.
- Maya and Max are at the cinema.
- My best friend and I are happy.

7 Work in pairs. Take turns to choose a famous person. Don't tell your partner. Your partner asks you questions and you answer.

Is she a pop star?

No, she isn't.

READING

- 1 Work in pairs. Write down all the words for family you know in English.
brother, sister ...
- 2 Read the text. Match the ages to the people in Joe's family.

10 12 14 40 84 88

Today's topic is ...

Families

We've all got one and this week we want you to tell us all about your family!

I'm Joe and I'm twelve years old. I've got one brother and one sister. My brother is fourteen and his name's Ben and my sister is ten and her name's Erin. My sister is very annoying! My mum and dad are Lucy and Mike. They're 40.



My grandmother Betty and grandfather Frank are my mum's parents. They're both 88 and they're Irish. They've got a house in Ireland. It's enormous and we go there in the summer. Bill is my dad's dad and he's 84. He's very funny.

My dad hasn't got any brothers or sisters but my mum's got a sister called Clara. Clara's husband is Mark. Clara's my aunt and Mark's my uncle. They've got three children. They're my cousins and their names are Alfie, Charlie and Katie.

- 3 Decide if the sentences are true or false.

- 1 Erin is annoying.
- 2 Granddad Bill is a very serious man.
- 3 Betty and Frank are Irish.
- 4 Lucy and Clara are sisters.
- 5 Joe hasn't got any cousins.

VOCABULARY

Family

- 4 What can you remember about Joe's family? Write the correct family words for the members of his family. Check your answers in the text.
- | | |
|-----------------|-----------------------------|
| 1 Ben brother | 6 Bill |
| 2 Erin | 7 Betty and Frank |
| 3 Lucy | 8 Clara |
| 4 Mike | 9 Mark |
| 5 Lucy and Mike | 10 Alfie, Charlie and Katie |

- 5 Work in pairs. Take turns to say the name of a member of your family. Your partner guesses who it is.

Mimi.

She's your mum.

GRAMMAR

have got | Possessives

I've got two brothers.

I haven't got any cousins.

Have you got any brothers or sisters?

Lidia's got four sisters, but she hasn't got a brother.

We use possessive adjectives and 's to show possession.

my your his her its our their

Jack's brother is funny.

- 6 Write sentences. Use the correct form of *have got*.

- 1 we / a computer ~~X~~ *We haven't got a computer.*
- 2 you / mobile phone ?
- 3 Harry / two cousins ✓
- 4 my parents / a car ~~X~~
- 5 Esther / a sister ?
- 6 I / three brothers ✓

- 7 Look at the family tree and complete each sentence. Use a word from the box.

Liam's my Rob's
Ruth's their



- 1 Dave and Moira are Liam's grandparents.
- 2 Mary and Rob are Ruby, Liam and ... parents.
- 3 Liam: 'Ruby and Ruth are ... sisters.'
- 4 Liam is Ruby and Ruth's brother. He's ... brother.
- 5 Dave is ... dad.

Starter

LISTENING

- 1 Look at the picture. What objects can you name?
table, pencil ...
- 2 Copy the words. Then listen and tick the words you hear.

bag book class computer desk door
mobile phone notebook window

- 3 Choose the correct words. Then listen again and check.

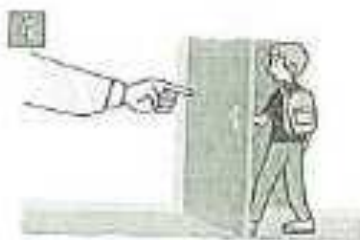
- 1 The students are in class 7 / year 7.
- 2 Harry closes / opens the door.
- 3 Lily moves to a different desk / class.
- 4 The students open their books at page 5 / 25.
- 5 The students write in their books / notebooks.

VOCABULARY

Classroom instructions

- 4 Match the instructions with the pictures.

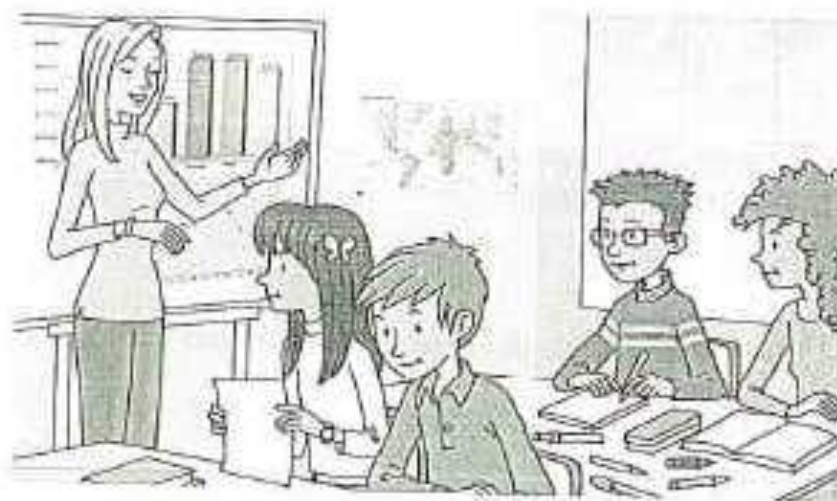
Close the door. Look at the board. Listen to the CD.
Open your book. Work in pairs. Write your name.



- 5 Work in small groups. Take turns to give classroom instructions to the others.

Look at the window.

Open your dictionary.



GRAMMAR

Imperatives | Plurals

Write in your notebooks. Don't write in your books.

Close the door, please. Don't close the window!

Plurals

book - books

class - classes

family - families

Irregular plurals

child - children

person - people

man - men

woman - women

- 6 Complete the sentences with the verbs in the box. Use the affirmative or negative imperative forms.

do eat open send stand wear

- 1 ... your homework now!
- 2 ... there. I can't see.
- 3 ... the window, please. It's very hot in here.
- 4 ... your trainers in the house. They're dirty.
- 5 ... me a text later.
- 6 ... in the classroom! It isn't lunchtime.

- 7 Work in small groups. Take turns to give instructions. Use the verbs below.

ask leave listen look move speak

- 8 Write the plural for the nouns.

1 desk

4 sandwich

7 woman

2 box

5 brother

8 bus

3 diary

6 child

9 person

VOCABULARY

Free time activities

4 Read the questionnaire again. Decide if the sentences are true, false or not mentioned.

- 1 In his free time, Matheus reads and draws pictures.
- 2 Matheus goes to football matches with his dad.
- 3 He doesn't play games online.
- 4 He sends about 20 text messages a week.
- 5 He goes to the cinema with his family.

5 Complete these sentences about Matheus.

- 1 Matheus lives ...
- 2 Matheus's favourite sport is ...
- 3 He plays football ...
- 4 Matheus doesn't send ...
- 5 Matheus watches films ...
- 6 He doesn't play ...

6 Read **Word Zone**. Then find more examples of **-ing** forms in the questionnaire. How many can you find?

**-ing forms**

We can add **-ing** onto verbs. We can use this form like a noun.

I love movies.

I love singing.

Football is my favourite sport.

Swimming is my favourite sport.

7 Write your answers to the questions in the questionnaire.

In my free time, I draw cartoons. I collect cartoon pictures, too.

8 Ask and answer the questions with a partner. Are your answers the same or different?

Our hobbies are different.

I draw cartoons, but you do a lot of sports.

9 Complete the expressions below with the verbs in the box.

go go for go to have play

1 ...	a run a walk a bike ride a swim
2 ...	basketball football computer games a musical instrument
3 ...	the cinema the beach the park the gym
4 ...	shopping swimming skateboarding bowling
5 ...	a sleepover a party a barbecue a picnic

10 Look at the photos and write sentences about the people you can see.

At the weekend, Johnny likes going for a bike ride.



11 Write five sentences about activities you like. Then compare your answers with a partner.

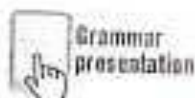
At the weekend, I like going to the beach. What about you?

Yes, I like that, too.

No, I prefer going skateboarding.

GRAMMAR

Present simple questions



We use *do* or *does* to make questions in the present simple.

Do you play basketball at school? Yes, I do.

Do you go for a run on the beach? No, I don't.

Do they walk to school? Yes, they do.

Does she collect vinyl records? No, she doesn't.

We can use question words before *do* or *does* when we want more information.

What films do you like?

Where does your brother go to school?

Question words include *who, when, where, which, why, what, how*

Grammar in context, page 111

PRONUNCIATION *do* and *does*

1 Listen. How are *do* and *does* pronounced in each sentence? Listen again and repeat.

1 Does he like action movies?

2 Do you buy tickets online?

3 When does the film start?



2 Put the words in the correct order and add *do* or *does* to make questions.

1 go / to the cinema / your family / all together / ?

Do your family go to the cinema all together?

2 a barbecue / have / you / when the weather is nice / ?

3 your friend / play / a musical instrument / ?

4 having / like / you and your friends / sleepovers / ?

5 see / you / at the cinema / many films / ?

6 for walks or bike rides / your best friend / go / ?

3 In pairs, ask and answer the questions in exercise 2.

Do your family go to the cinema all together?

No, we don't.

4 Complete the questions. Use the question words in the box and *do / does* or *is / are*.

How much What Where Which Who Why

1 ... the time? *What's the time?*

2 ... it cost?

3 ... one ... you like best?

4 ... your sister go to a different school?

5 ... you want to sit?

6 ... the main actors in this film?

5 Complete the interview with a question word and the words in brackets.

1 ... film ... best? (you / like)

I love *Despicable Me 2*. It's a fantastic animation film.

2 ... it's a good film? (you / think)

Because it's very funny. I love the minions. They're small and yellow and cute!

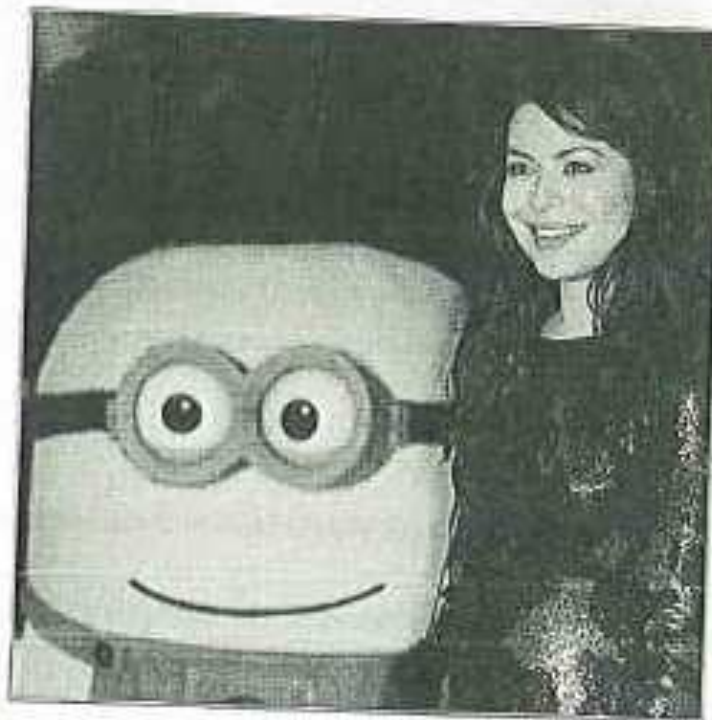
Miranda Cosgrove is in it too. She's my favourite actor.

3 ... character ... ? (Miranda / play)

She plays the voice of Margo, the little girl with glasses.

4 I know Miranda is from the US. ... ? (she / live)

She's from California. She lives in Los Angeles.



6 In pairs, ask and answer questions about your favourite actor.

who / your favourite actor

where / he or she from

how old / he or she

which films / he or she act in

what characters / he or she play

why / you like him or her

CHALLENGE

Find out about people's likes and dislikes

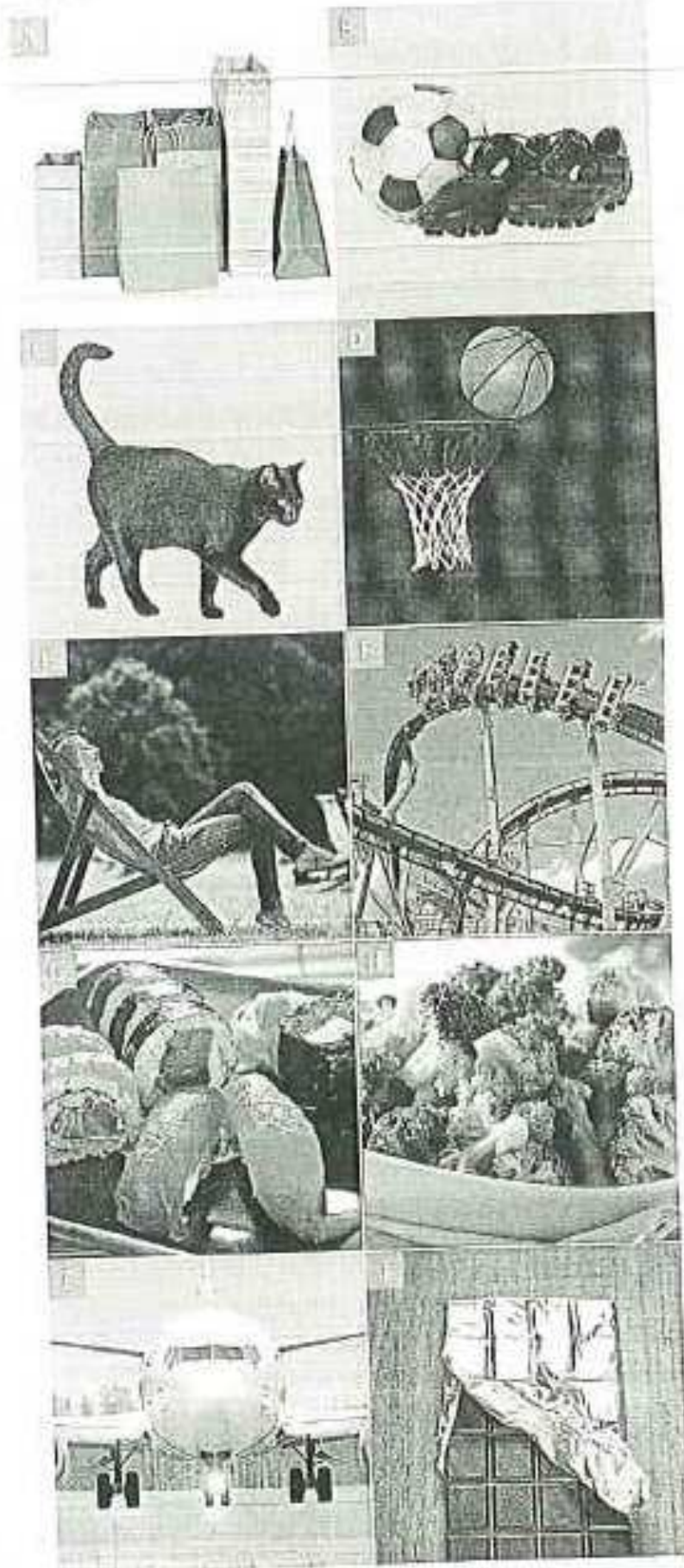
PREPARATION

- 1 Look at the photos. Write your opinion about each photo.

I love shopping.

I'm not into football.

I enjoy going on rollercoasters.



DO THE CHALLENGE

- 2 Copy and complete the questionnaire below with your opinions on the photos in exercise 1.

	My opinion	Student with same opinion
shopping	I hate it.	
football	I love it.	

- 3 Work as a class. Find students who have the same opinion as you about the things in exercise 1. Follow the instructions.

- Ask different classmates questions beginning *What do you think about ...?*
- Say if your opinion is the same, or different.
- If a student has the same opinion as you, write their name in the form.
- If a student has a different opinion, don't write their name. But ask them a new question.
- Try to talk to lots of different students.

Tom, what do you think about shopping?

I can't stand it.

I'm the same!

Tara, what do you think about football?

I love it!

Oh, really? I hate it!

FOLLOW UP

- 4 Work in pairs. Tell your partner about the other people in the class.

Tom and Sam love football.

That's interesting. And Sam isn't into basketball.

INTERACTION

Greetings & introductions

Express yourself

Saying hello

Hello.

Hi. Hey.

Good morning.

Asking how people are

How are you? And you?

Very well, thanks.

Fine, thanks.

OK. Not bad.

Introducing people

This is (my friend)....

Nice to meet you.

Pleased to meet you.

You too.

Saying goodbye

Goodbye. Bye.

See you.

Good night.

WELCOME TO THE UK

- 1 Look at the picture. Where are the people? Why are they there?



- 2 Listen and answer the questions.

- Where is Hannah's flight from?
- What is the name of Jessica's father?
- What is her mother's name?
- Who is Josh?

IN THE MORNING



- 3 Listen and decide if the sentences are true or false.

- Jessica is an exchange student.
- Eric is in the same class as Jessica at school.
- Hannah's favourite band is Haim.
- Eric doesn't like Bruce Springsteen.

- 4 Look at *Express yourself*. Then listen again and note the expressions you hear.

- 5 Look at the expressions below and write *Formal* or *Informal*.

- Good morning *Formal*
- Hello, Mr Jackson.
- See you.
- Not bad.
- Pleased to meet you.

YOUR TURN TO SPEAK

- 6 Imagine you are an exchange student like Jessica. Write the following information about you.

Name	
Country	
City	
Age	

- 7 It is your first day at your new school. Work in small groups. Follow the instructions below.

- Introduce yourself to another student.
- Ask and answer questions.
- Introduce that person to another student.
- Use expressions from *Express yourself*.

WRITING

A personal profile

- 1 Read Adrianna's profile quickly and complete the information about her.

Age:
Country:
Favourite singer:
Outdoor hobbies:

About Me

by Adrianna



Personal facts

I'm twelve years old and I'm from Poland. I live in Lublin and I go to a big secondary school.

Likes and dislikes

I like hanging out with my friends and we love having sleepovers. We sometimes talk for hours and we don't sleep!

I like listening to pop music on the radio. My favourite singer is Ed Sheeran. He's amazing and I love the song *I See Fire*. My brother listens to rap music, but I can't stand it. I think it's horrible!

Free time and hobbies

In my free time, I enjoy playing games online. *Candy Crush Saga* is fantastic! I also love going for bike rides and I'm into skateboarding, so I go to the park every weekend.



- 2 Read the profile again and answer the questions.

- Where does Adrianna live?
- What does she do at sleepovers?
- What type of music does she like?
- What type of music doesn't she like?
- What does she think of *Candy Crush Saga*?
- Where does she go at the weekend?

WRITING SKILL

Using punctuation

- 3 Match the types of punctuation with the correct use. Find examples of the punctuation in the profile.

- | | |
|--------------------|---|
| 1 Full stop . | A when one or more letters are missing, or for possession |
| 2 Comma , | B at the start of a sentence; for names of people, places, months and days of the week; for i |
| 3 Capital letter E | C for a small break between different parts of a sentence |
| 4 Apostrophe ' | D at the end of a sentence |

- 4 Write out these sentences with the correct punctuation.

- my names eduardo and im from sao paulo in brazil
- i like swimming but i dont go very often
- we go to the beach on saturdays and sundays
- my favourite group is coldplay they arent american theyre british

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 5 Look at the headings. Think of two or three things about you for each heading. Make notes.

- personal facts
- likes and dislikes
- free time and hobbies

WRITE NOW

- 6 Write your profile.

- Use Adrianna's profile as a model.
- Use your notes from exercise 5.
- Use full stops, capital letters, commas and apostrophes correctly.

CHECK AND CORRECT

- Check that the punctuation is correct.
- In pairs, swap your profiles and check each other's work.

READING

- 1 Discuss the questions with a partner.

What do you do after school?
 Do you go to after-school clubs?
 What do you do in your free time?

- 2 Quickly read the webpage and match the descriptions of the clubs with the names below. There is one extra club.

Art club Chess club Cookery club Drama club
 Film club Magazine club Science club Sports club

FOR PARENTS | FOR STUDENTS | ABOUT OUR SCHOOL

AFTER-SCHOOL CLUBS



W
Westfield School

It's time to go home, right? Wrong! Come and join one of our fantastic clubs. You can act, sing, cook, do sport – lots of things! You can't say no!

- Are you the next Channing Tatum or Jessica Alba? Well, come to the School Hall on Thursdays and find out! You can be in the next school play. You can even sing and dance! 3pm – 4.30pm
- Science is cool! We do experiments and learn about our amazing world. We're in the Science Labs on Mondays from 3.15pm to 4.45pm. See you there!
- Can you design a webpage, write an article or take photos? Then join our team at the Westfield e-magazine. We meet on Thursdays and Fridays at 3.15pm. And our new magazine goes online on Monday mornings!
- 'I want to play chess but I can't understand the rules.' No worries. We can teach you! You can play for fun or enter our chess competition. Tuesdays 3.15pm – 4.45pm
- On Wednesday afternoons, we make fantastic works of art! You can draw, paint, take photos or make masks and sculptures. We're in the Art Studio from 3.15pm – 5pm!
- Can you cook pasta or make a pizza? No? Then the Cookery club is for you! We can teach you basic cookery skills. And then you can eat your food! Mondays 3.15pm – 4.30pm, in the Kitchen.
- Do you like football, tennis, basketball or gymnastics? Well, join us at the Sports Hall on Wednesdays from 3pm to 4.30pm. You can keep fit and have a great time!



We use **can** to talk about ability and possibility.
ABILITY *I can swim 500 metres.*
POSSIBILITY *You can take part in clubs after school.*
 Use **can** + infinitive without **to**.
She can do gymnastics.
We can't (cannot) go to chess club today.
Can you act? Yes, I can. No, I can't.
What can you see?

Grammar presentation page 114

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

- 1 play / you / can / chess / ?
- 2 can / to do our homework / use / we / a computer
- 3 chat online / in the lesson / can't / we
- 4 she / instrument / can / play / what / ?
- 5 the school play / can't / I / act / in / this year
- 6 you / a break / now / have / can

2 Listen to three dialogues about a school show. Copy the grid and put a tick (✓) for Yes and a cross (x) for No in the correct boxes.

	Marina	Ryan	Kate
Play the piano	✓		
Sing	X		
Act	X		
Dance			
Paint scenery			
Make costumes			



3 Write three sentences about the people in exercise 2. Read them to a partner.

Marina can play the piano, but she can't sing.

PRONUNCIATION **can** and **can't**

4 How are **can** and **can't** pronounced in each sentence? Listen and repeat.

- 1 Milly can skateboard.
- 2 Josh can't play the piano.
- 3 Can you ride a bike? Yes, I can.
- 4 Can you swim? No, I can't.



More practice page 147

5 Copy the bingo card below. Then choose five activities that you can do and write them on your card.

BINGO!		
	BINGO!	
BINGO!		BINGO!
	BINGO!	

sing a song in English

say the alphabet in English

jump 10 times

do 10 push ups

swim 10 metres

ride a bike

use a computer

swat the odd fingers

skateboard

whistle Happy Birthday

play chess

play a musical instrument

make a paper plane

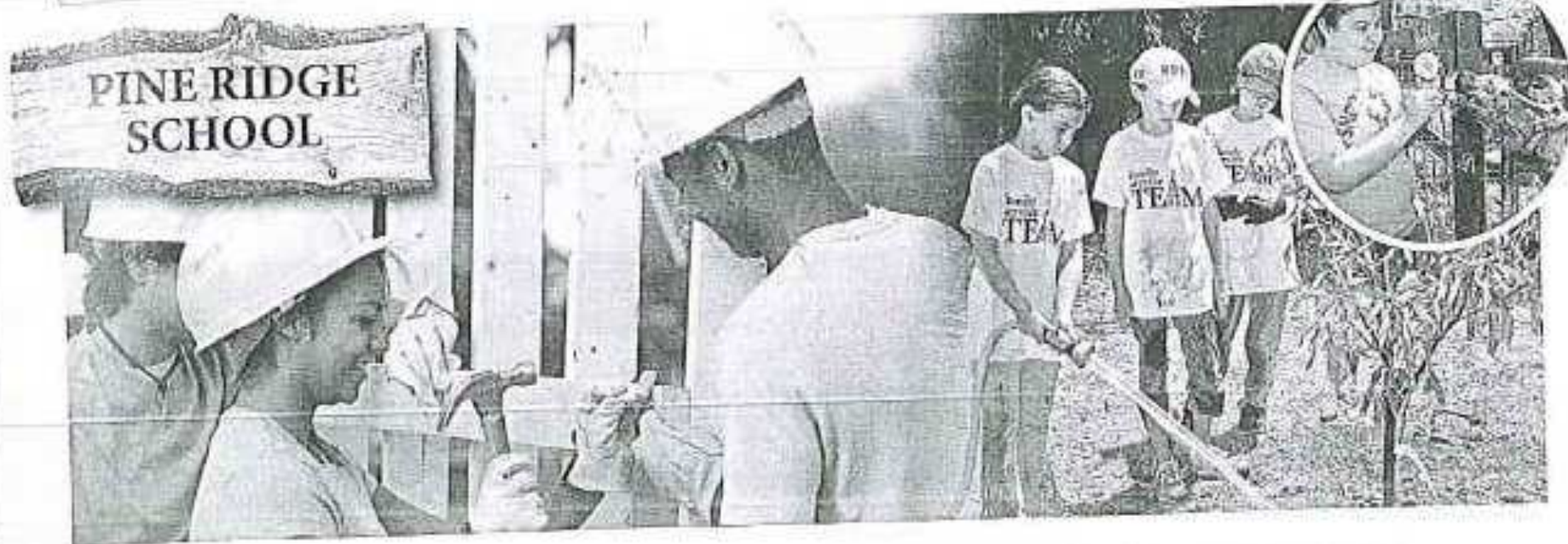
6 Work in small groups. Read the rules. Then play **Bingo!**

Rules

- DON'T show your card to the other players.
- Take turns to ask questions. Each person asks *Can you ... ?* about one of the activities.
- The other players say *Yes, I can* if the activity is on their card. They put a big tick (✓) in that box.
- The person who ticks all their activities first shouts **BINGO!** He / She is the winner.

LISTENING

Understand short interviews about an unusual school



1 In pairs, look at the title and the photos. What do you think the children are doing?

2 Listen and answer the questions.

1 Where is Pine Ridge school?



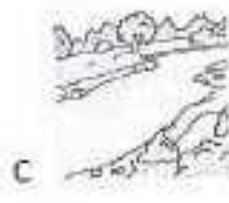
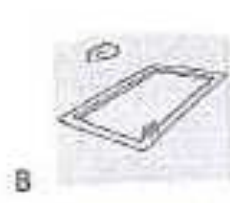
2 How many students are in Lily's class?



3 How does Enzo go to school?



4 Where can students go in the afternoon?



5 What foreign language can Amanda speak?



3 Listen again and answer these questions.

- How old is Lily?
- Is Lily's school big?
- Does Enzo like the exercise classes?
- Do students work in groups in the afternoon?
- What does Amanda like about the school?

4 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.



5 Look at the sentences. Change the blue words to make sentences for you. They can be true or false.

I'm Matt and I'm twelve.

My school is in London.

There are fifteen students in my Maths class.

There are about nine hundred students in my school.

In the morning, I get up at eight o'clock.

I study English three times a week.

6 Work with a partner. Read your sentences from exercise 5. Your partner decides if they are true or false.

I'm Amelia and I'm thirteen.

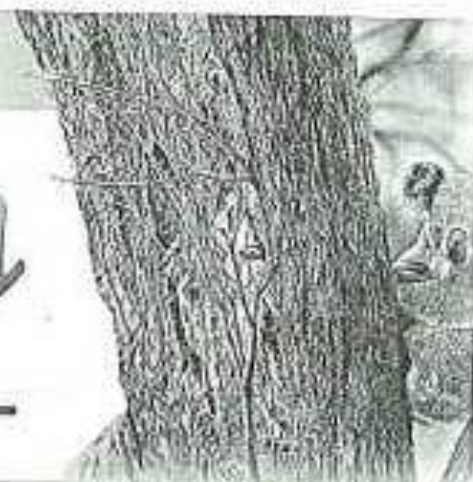
No, that's false. You're twelve.

- 1  What do you know about Australia? Discuss the questions in pairs.
 - 1 What language do they speak in Australia?
 - 2 What animals are there in Australia?
 - 3 What can you do in your free time in Australia?
- 2  Read the webpage and check if any of your ideas from exercise 1 are mentioned.

HOME • OUR SCHOOLS • SEARCH • CONTACT US



Australian SUMMER SCHOOL



Do you want to speak English every day? Do you want to study in a sunny country with lots of beaches? You can do both of these things in Australia!

Many students from other countries come to Australia. They study at high schools in the same class as Australian students. They all study the same subjects together – Maths, English, History, and many more. It's hard work, but the students always have a lot of fun, too!

Overseas students normally stay for a few weeks in the summer, but you can stay for a term or even a whole year. You can stay with a family near the school. They usually have children, so you can meet new friends before you start school.

Host families often take their visitors on exciting trips, too. Do you love animals? Come and meet our kangaroos and koalas. Do you want to learn to surf? Have surfing lessons on our fantastic beaches! Whatever you choose, Australia is a great place to study ... and to live!

Ask Tula

Tula is a student from the Philippines. She loves her Australian school in Sydney. She can answer your questions.



Can I wear my normal clothes?

Well, Australian students always wear a uniform. I've got a uniform now and I like it very much!

Can my parents visit me?

Yes, of course. They can stay in a hotel.

Is it always hot in Australia?

No, it isn't. It's sometimes quite a bit! Check online for the weather forecast.

Are Australian students friendly?

Yes, definitely. I've got lots of new friends now!

What's your favourite subject?

It's PE because we play cricket and I love it! Cricket isn't popular in my country.



WRITING

A description of a school

- 1 In pairs, think of five interesting facts about your school.

We do a lot of classes in English!

- 2 Read Jake's description. What is his favourite subject?

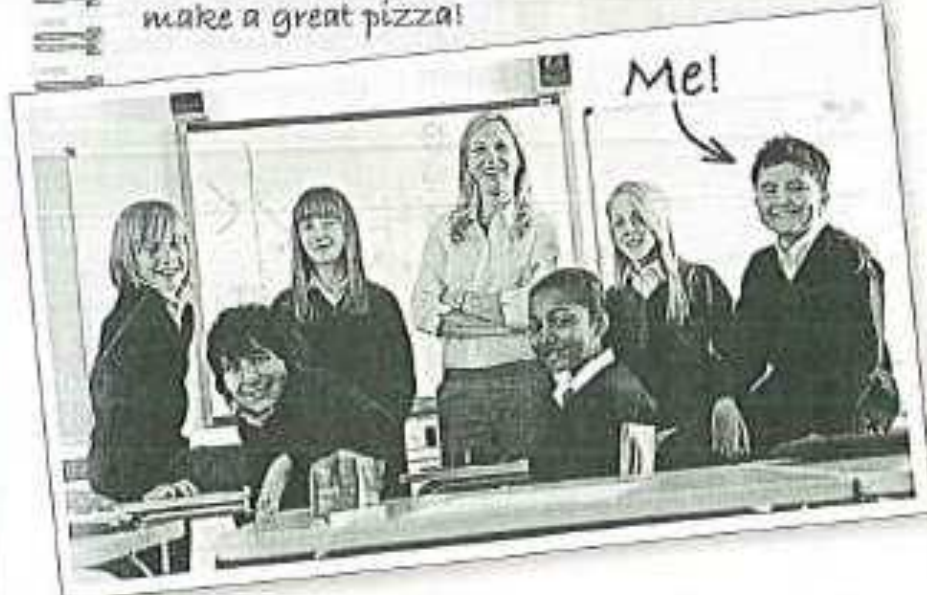
My school

By Jake Evans

I go to Southam High School in Essex. It's a big school and there are about 1,000 students. I usually walk to school with my friends but sometimes I get the bus.

I have five one-hour lessons each day – that's 25 lessons a week! I have Maths at 9am on Mondays and the teacher always gives us homework. My favourite subject is PE but I only have PE on Thursdays.

You can go to a lot of clubs at lunchtime or after school. I love sport and I go to Basketball club every Wednesday at 3.15pm. I'm also interested in food. I go to Cookery club at lunchtime on Fridays, but I'm the only boy there. I don't mind. I can make a great pizza!



- 3 Read the description again and answer the questions.

- 1 Where is Jake's school?
- 2 How many students are there in Jake's school?
- 3 How does Jake usually get to school?
- 4 Which club does Jake go to on a Wednesday?
- 5 When is the cookery club?
- 6 What can Jake cook well?

WRITING SKILL

Using conjunctions

- 4 Find the conjunctions *and*, *but* and *or* in the description. Then use them to complete the explanations below.

- 1 We use ... to add information.
My mum speaks German, Portuguese ... English.
- 2 We use ... to link alternative ideas.
Do you prefer coffee ... tea?
- 3 We use ... to contrast two ideas.
I love Geography ... I don't like Science.

- 5 Choose the correct conjunction in each sentence.

- 1 I love French *and / or / but* I can't stand Art.
- 2 It's 3.15pm. We can go to Chess club *and / or / but* Art club.
- 3 Sasha is very keen on drama *and / or / but* music.
- 4 My parents love Italian food *and / or / but* they don't like French food.
- 5 Do you take sandwiches to school *and / or / but* do you buy your lunch?

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 6 Think about your school and make notes. Use the topics below to help you.

- the name of your school
- the number of students
- how you get to school
- how many lessons you have each day / week
- what your favourite subject is
- which clubs you can do at your school
- which clubs you enjoy doing and when

WRITE NOW

- 7 Write your description.

- 1 Use Jake's description as a model.
- 2 Use your notes from exercise 6.
- 3 Use *and*, *but* and *or* to link your ideas.

CHECK AND CORRECT

- 8 Check and correct your description.

- 1 Check that the conjunctions are correct.
- 2 In pairs, swap your descriptions and check each other's work.

3

Party time!

Grammar	Present continuous Present continuous & present simple
Vocabulary	Telling the time Months & dates
Challenge	Describe a picture and find differences
Interaction	Meeting new people
Writing	A description of a photo

READING

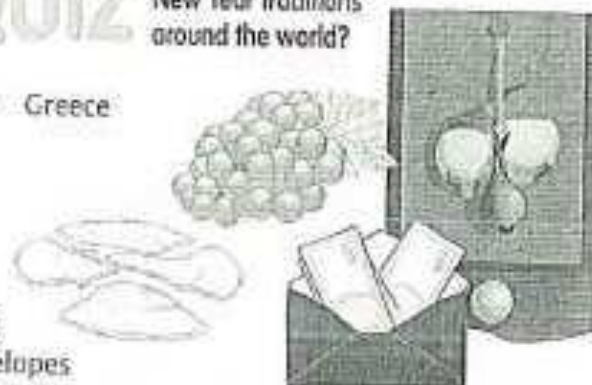
- 1 Do the New Year Quiz with a partner. Match the countries to the traditions.
- 2 Listen and check your ideas.
- 3 Look at the maps and read the article quickly. In which three cities is it twelve o'clock at night?

New Year Quiz

What do you know about New Year traditions around the world?

China Mexico Denmark UK Japan Greece

- 1 you break plates
- 2 you hang onions on your door
- 3 you eat 12 grapes for good luck
- 4 bells ring 108 times
- 5 you join hands and sing a special song
- 6 you give money to children in red envelopes



Happy New Year

It's midnight. We're standing on Westminster Bridge here in London. The bells of Big Ben are ringing. Fireworks are exploding in the sky. Crowds of people are watching and listening to the loud music. There's a fantastic atmosphere. But what's happening in other cities around the world?

It's twelve o'clock at night in Edinburgh and we're all having a great time. It's incredibly noisy here! We call the New Year 'Hogmanay'. People are singing a traditional song called 'Auld Lang Syne'. What are you doing? Josh

It's six o'clock in the afternoon in San Francisco and we're all waiting for the celebrations at midnight! We're all feeling very excited. We can't wait! Carmen

It's three o'clock in the morning here in Moscow and people are sleeping. It's snowing outside and very, very cold. Alina

It's eight o'clock in the evening here in Buenos Aires. We're preparing for the New Year's celebrations. People are cooking beans at home. Why? Because we eat beans before midnight. It brings good luck! Gabriel

It's seven o'clock in the morning here in Hong Kong and we're still waiting for the New Year. That's because we celebrate the Chinese New Year in January or February! Kai

Hi there! In Lisbon it's midnight and we're all partying! My family's having a party at home. It's a big family. I've got lots of aunts, uncles and cousins. And they're all here tonight! Bruno

We aren't celebrating in Sydney, Australia. It's 9am. The city is very quiet after the night's celebrations. But some people are having breakfast on the beach. Don't forget, it's the middle of summer here and it's very hot! Sienna

VOCABULARY

Telling the time

4 Read the article and answer the questions. What time is it in the following cities?

- 1 Moscow
- 2 Buenos Aires
- 3 London
- 4 Sydney
- 5 San Francisco
- 6 Hong Kong
- 7 Lisbon
- 8 Edinburgh

5 Read the article again and decide if the sentences are true or false.

- 1 People are standing on a bridge in the middle of London.
- 2 People are waiting for the New Year in the USA.
- 3 People are eating beans in Argentina.
- 4 Bruno's family are partying in the street.
- 5 In Scotland, people sing a traditional song at midnight.
- 6 The weather is very cold in Russia.
- 7 The Chinese New Year is in March.
- 8 It is morning in Australia and very quiet after the celebrations.

6 Look at **Word Zone** and find two other parts of the day in the article.



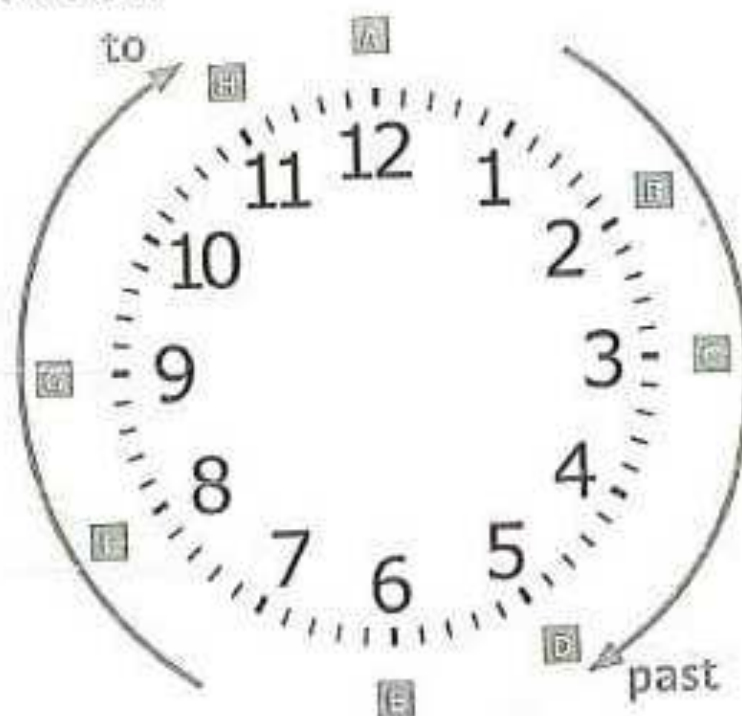
Parts of the day

- 1 It's six o'clock in the afternoon in San Francisco.
- 2 We're all waiting for the celebrations at midnight!
- 3 It's eight o'clock in the evening here in Buenos Aires.

7 In groups, discuss the questions.

- What are the New Year traditions in your country?
- What do people normally do on New Year's Eve?
- What does your family do?

8 Label the clock with the times below. Then listen and check.



- | | |
|---------------------------|-------------------------------|
| 1 It's twenty to six. | 5 It's half past five. |
| 2 It's ten past five. | 6 It's five o'clock. |
| 3 It's five to six. | 7 It's quarter to six. |
| 4 It's quarter past five. | 8 It's twenty-five past five. |

9 Listen and write the times you hear.

10 Write down five different times. You can choose them.
10.20, 2.45, ...

11 In pairs, ask each other the time and give your answers from exercise 10. Check your answers with your partner.

What's the time?

It's twenty past ten.

12 In pairs, ask and answer questions. You can invent your own questions, too!

What time do you ...

get up?

get up at 11 AM on Monday

have your first lesson?

have lunch?

finish school?

get up on Sundays?

13 Write sentences about your partner.

David gets up at half past six.

Are you doing your homework? Yes, I am.

Yes, it is.

LISTENING

Follow a live report from a festival



A special festival

- 1 In pairs, look at the photos. What can you see? What sort of festival do you think it is?
- 2 Listen to the report. What is the name of the festival?
- 3 Listen again and complete the notes.

A report by Eren Kurum

Country:	Turkey
Date:	¹ ... April
Things people do to celebrate:	play music, sing and ² ...
Age of children who come to visit:	from eight to ³ ...
Maria's favourite things:	friendly people and ⁴ ...
Who is running the country today?	⁵ ...

- 4 Listen again and answer the questions.

- 1 What town are Eren and Maria in?
- 2 Why are the schools closed?
- 3 What kind of decorations are there?
- 4 Where is Maria from?
- 5 Where is she staying?
- 6 Do all countries have this celebration?

- 5 Read the expressions in Face 2 Face. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



Welcome to
What a great idea!
Are you having fun?

page 146

- 6 In pairs, imagine you are at a special event or festival. It can be real or imaginary. First, make notes about it.
What festival is it?
What can you see?
What people are doing / wearing?
Is there music? What kind? What instruments are there?
Is there food? What kind?
- 7 Now give a short report about your event or festival to the class.

Student A: Say where you are. Describe what is happening.

Student B: Say who you are with. Say what you are doing.

READING

1 In pairs, describe what people are doing in each photo.

2 Read the article and match the photos with the messages.



Birthday photo competition

In this month's photo competition, we're looking for the best photos of birth traditions. Write a message and explain what's going on in your photo!

There are different traditions in a lot of countries. For example, in Japan, the birthday person usually wears new clothes. And in India, school pupils give chocolates to everyone in their class. Some traditions are messy. For example, Jamaica friends throw flour in your face!

Enter now!

1

In my photo, my parents are holding my arms and legs. They're lifting me up in the air thirteen times and then 'bumping' me down on the ground – once for each year of my age and one more time for luck. It's called 'the humps'. It's fun, but it's a bit dangerous!
Melissa, UK

2

You can't see me in my photo, but you can see a clown with a red nose and an orange wig. Why is the clown holding a cake? He's coming to find the birthday boy – me! When the clown finds you he gives you the cake – in your face! It's a new craze in my town!
Tobi, Switzerland

3

I'm from Nova Scotia in Canada. My birthday's on the 1st of January. In my photo, my mom is putting glitter on my nose. It's a tradition here to wear glitter on the birthday person. It's messy, but we believe it brings you luck.
Angelina, Canada

4

In my birthday photo, my brother isn't hitting me, he's pulling my ear twelve times for my twelfth birthday. It looks painful, but it doesn't hurt. Ear-pulling is a tradition here, and they do the same thing in other countries, too. My dad says that in Hungary they add a special birthday wish: 'I wish so long that your ears reach your ankles!'
Gonzalo, Argentina

VOCABULARY Months & dates

3 Read the article again. Write *UK, Switzerland, Argentina* or *Canada*. More than one answer is possible.

- 1 In this country, they celebrate birthdays with something you usually put on bread.
- 2 In these countries, the older you are, the more times something happens to you.
- 3 In this country, the celebration can be scary!
- 4 In this country, the celebration involves your whole body.
- 5 In these countries, the celebration involves food.
- 6 In this country, the celebration is similar to other countries.

4 Answer the questions.

- 1 Why are people sending in their photos?
- 2 What happens to Jamaican children on their birthday?
- 3 Does Melissa like the UK tradition?
- 4 Which 'tradition' is not an old one?
- 5 Can you think why people pull your ears on your birthday?

5 Read *Word Zone*. Then write sentences about you.

I take my dog for a walk twice a day.

Something that you do twice a day

Something that you do once a week

Something that you do three times a month



once, twice, three times

We use the word *time* when we repeat something.

He's pulling my ear twelve times.

We usually say *once* and *twice*, not *one time* or *two times*.

6 Discuss these questions in groups.

- Which tradition in the article do you like best?
- Which tradition don't you like?
- What do you usually do on your birthday?

I usually wake up early. I open my cards and presents before school.

Really? I open my presents after school.

7 Copy and write the missing months on the calendar.

July March May November September

JANUARY	FEBRUARY	1...
APRIL	2...	JUNE
3...	AUGUST	4...
OCTOBER	5...	DECEMBER

8 In pairs, guess which month your partner's birthday is. If you already know, choose a different person's birthday.

Is your birthday in August?

No, it isn't.

9 Copy and complete the table with the full form or short form of these ordinal numbers.

1 st	first	8 th		twentieth
2 nd	second		ninth	twenty-first
	third		tenth	22 nd
4 th		11 th		23 rd
	fifth	12 th		thirtieth
6 th			thirteenth	31 st
7 th		14 th		32 nd

10 Listen and match the people with four of the birthdays.

Saki Mateo Georgia Paddy

March	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

We use the present continuous to talk about activities in progress and temporary situations.

*It's 7am, so she's **getting ready** for school.*

*I'm **not doing** my homework now because it's time for dinner.*

*We're **on holiday** in Egypt and we're **staying** in a hotel by the beach.*

We use the present simple to talk about routines and facts.

*I **usually do** my homework when I get home from school.*

*About two million people **go** to the Rio carnival.*

© Pearson Education Ltd. page 115

- 1 Complete the sentences about these people's normal routines.

On Monday morning ...

- 1 Amanda usually ... jeans and a T-shirt to school. (wear)
- 2 Jorge and his friends always ... after school. (study)
- 3 Jen ... make-up. (not / put on)
- 4 My mum and dad usually ... in the café at work. (eat)
- 5 My grandparents ... songs in the street. (not / usually / sing)

- 2 Match the sentences from exercise 1 with the pictures A-E. Write about what they are doing today.



A they / dance / in the street



B she / wear / a carnival costume



C they / have / street food



D she / put on / face paint



E they / sing / with a band

- 3 For each sentence, choose the time expression which **isn't** possible.

- 1 The Samba band is playing fantastic music at the moment / on Saturdays / today.
- 2 I usually go to karate lessons on Fridays / after school / tomorrow.
- 3 We have our dinner outside in summer / today / at the weekend.
- 4 I'm wearing my favourite clothes every day / today / right now.
- 5 They're not having a dance lesson this week / right now / on Mondays.
- 6 Do you see your friends every day / today / in the holidays?

- 4 Write sentences and questions. Use the correct form of the verb.

- 1 Eliza / go / swimming / every weekend
- 2 we / go / to the zoo / today
- 3 students at this school / not / wear / a uniform
- 4 you / have / lunch / now?
- 5 it / not snow / this morning
- 6 the teacher / talk / to the class / at the moment

- 5 Look at the photo of a crazy school sports day. Answer the questions.

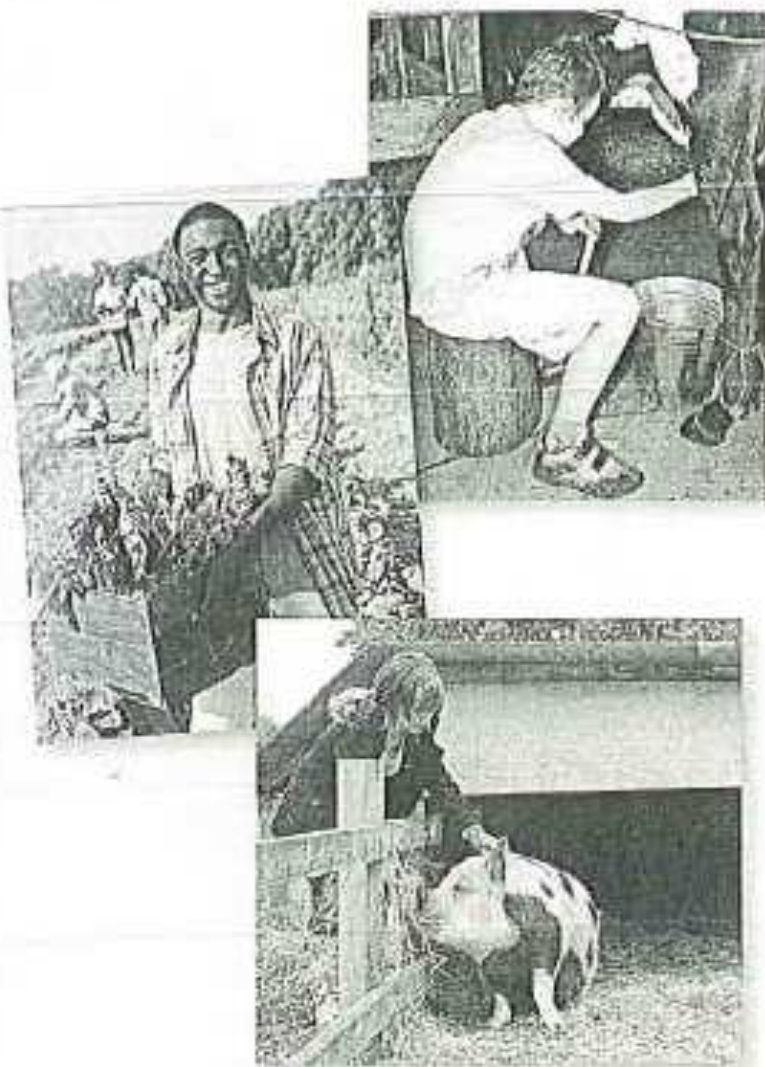
- Who can you see?
- What do they normally do?
- What are they doing now?



- 6 Now work in pairs. Ask questions and describe your photos to each other. Then look at each other's photos.
- Student A: Go to page 150. Describe the situation to Student B.
- Student B: Go to page 152. Describe the situation to Student A.

LISTENING

- 5 In pairs, look at the photos. What can you see? What sort of summer camp do you think this is?



- 6 Listen to the conversation and answer the questions.

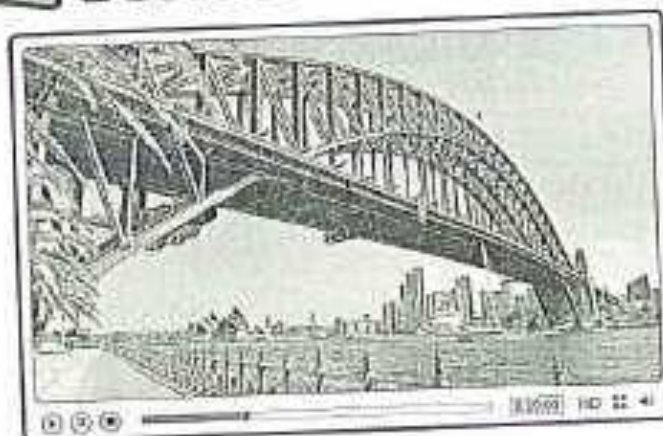
- Where is the summer camp?
- What ages is the camp for?
- What activity does Marcia enjoy at the camp?
- What kind of accommodation is there at the camp?
- Where does the food come from?
- What is Marcia's favourite food?
- When do the teenagers get free time?
- When can teenagers go to the summer camp?

SPEAKING

- Choose a photo from Units 1–3. Describe it to your partner. Can you find each other's photo?
- Write a description of your photo in about 50 words. Read your description to the class.

Video

Sydney



BEFORE YOU WATCH

- Work in pairs. What do you know about Sydney?
- Check you understand the following words. Why do you think they are important in Sydney?



NOW WATCH

- Check your answers to exercises 1 and 2.
- Answer the questions.
 - How many people live in Sydney?
 - When did the first Europeans come to Sydney?
 - What can you see every year on the Harbour Bridge?
 - How many places for watching opera or concerts are there at Sydney Opera House?
 - What is the name of a popular beach in Sydney?

FOLLOW UP

- In pairs, discuss the questions.
 - What is the most famous building in your country? Why is it famous?
 - Which city in your country is the most multicultural? Which countries do people come from to live there?
 - Are there any dangerous animals in your country? Where do they live and why are they dangerous?

FIND OUT

Find out about a famous building in your region. Write a paragraph about what different rooms it contains, and what happens in them.

READING

- 1 Match the places below with the photos in the article.

The Colosseum The Statue of Liberty The Lascaux Caves The Great Pyramid Machu Picchu

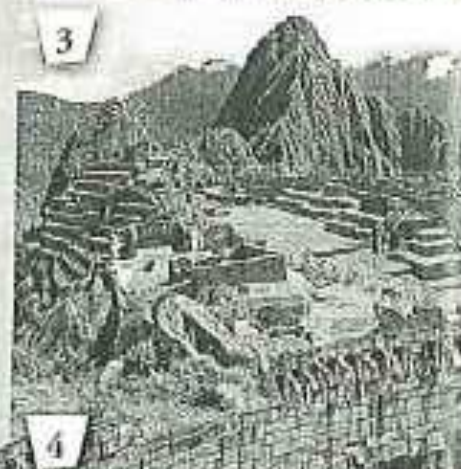
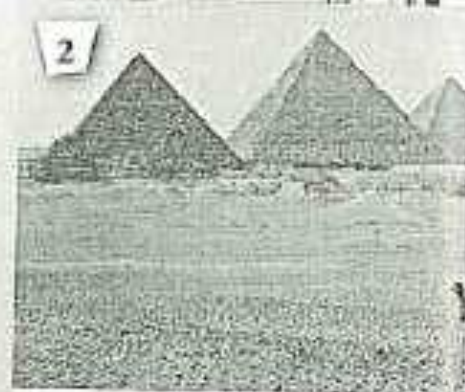
- 2 Quickly read the article and check your ideas.

WONDERS OF THE WORLD

There are some wonderful places in the world and they need our help. That's why the international organization UNESCO protects and preserves them as World Heritage Sites.

- 1 A woman is holding a torch and a tablet. The woman is 46 m tall and, at 204 tonnes, she is much heavier than a normal person. Meet the Statue of Liberty, a gift from France to the USA. She stands in New York harbour and welcomes visitors to America.
- 2 There are pyramids from Mexico to India, but the Great Pyramid in Giza, Egypt, is special. At 137 m, it's taller than the Statue of Liberty. The Great Pyramid is more famous than other Egyptian pyramids – but they are all worth a visit!
- 3 Machu Picchu is an Inca city in the mountains of Peru, over 500 km from the capital city Lima. It isn't as old as Ancient Rome, but it's over 500 years old. Every year, about 1,000,000 tourists travel there and visit its palaces and squares.
- 4 In the centre of Rome, Italy you can see an ancient Roman stadium. The Colosseum is bigger than many modern stadiums. Just imagine it when it was new, nearly 2,000 years ago with its gladiators and wild animals and 50,000 people in the crowd.
- 5 The Lascaux Caves have got beautiful paintings of animals on their walls. And they are over 17,300 years old! The Lascaux Caves are in the South West of France. Unfortunately you can't go inside. Carbon dioxide from visitors damages the paintings.

UNESCO stands for the United Nations Educational, Scientific and Cultural Organization.



VOCABULARY

Countries & nationalities

- 3 Read the article again and match the headings with the paragraphs. There is one heading you don't need.

A secret art gallery

A very big gift

A very long wall

An incredible building

An exciting stadium

A city in the mountains

- 4 Read the article again and answer the questions.

- 1 What is the Statue of Liberty holding?
- 2 How tall is the Great Pyramid?
- 3 What is Machu Picchu?
- 4 How old is the Colosseum?
- 5 Why can't people visit the Lascaux Caves?

- 5 Can you remember what the numbers below refer to? Find the facts in the text.

- 1 46
The Statue of Liberty is 46 metres tall.
- 2 137
- 3 1,000,000
- 4 50,000
- 5 17,300

- 6 Read Word Zone and find the missing abbreviations in the article.



Abbreviations

We often use abbreviations in texts for measurements.

millimetre = mm

kilogramme = kg

centimetre = cm

metre = m

kilometre = km

- 7 Discuss the questions with your partner.

Are there World Heritage Sites in your country? What are they?

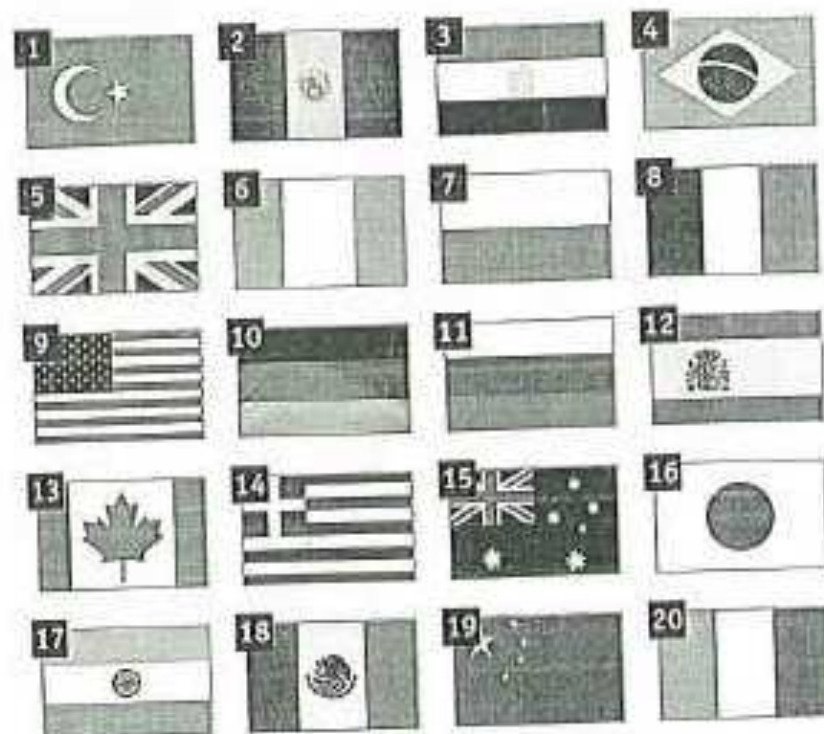
Do you know any World Heritage Sites in other countries?

- 8 In pairs, match each country with its nationality word and its flag.

China – Chinese – flag 19

China India Peru Italy Spain Australia
Turkey Great Britain Brazil Russia Germany
USA Canada France Greece Japan Mexico
Ireland Egypt Poland

Brazilian Mexican Irish German British
Japanese French Chinese Greek Indian
Peruvian Turkish Egyptian Italian American
Spanish Canadian Russian Australian Polish



- 9 Listen and check your answers to exercise 8.

- 10 Think of five things, places or people from around the world. Write sentences using countries or nationalities to describe them.

Ottawa – it's the capital city of Canada.

Neymar – he's a Brazilian footballer.

- 11 Work in groups. Read your sentences. The other students guess the answers.

It's the capital city of Canada.

Is it Montreal?

No, it isn't.

Is it Ottawa?



We use superlative adjectives to compare three or more things.

*Those houses are small but this house is **the smallest**.*

*This theatre is **the ugliest** building in town.*

*What's **the biggest** stadium in Mexico?*

*Which is **the most exciting** theme park?*

*The **best** thing about our town is the beach.*

*The **worst** thing about our town is the traffic.*

grammar presentation page 116

1 Make sentences with superlative adjectives.



- 1 The Shard / be / tall / building in London
The Shard is the tallest building in London.
- 2 The Tower of London / have got / interesting things to do
- 3 The London Eye / be / good / way to see London
- 4 The London Dungeon / be / scary / place to visit
- 5 Baker Street underground station / be / old / in London and the world
- 6 The Houses of Parliament / have got / famous / bell in the world – Big Ben

2 Complete the text with one word in each gap.

The Burj Khalifa is the ¹... famous building in Dubai. It has 163 floors and it's taller ²... Taipei 101 or the Shanghai Tower. It's ³... expensive, too. In fact, it's one of ⁴... most expensive buildings in the world – about 1.5 billion dollars!

The tower has an award for ⁵... Best tall Building in the Middle East and Africa. It appears in one of the *Mission Impossible* films so it's probably the ⁶... popular building for tourists, too.

PRONUNCIATION Superlatives

3 Listen and repeat the sentences.

- 1 He's the tallest person in my family.
- 2 This is the oldest restaurant in town.
- 3 It's the most modern school in the country.
- 4 Geography is the most interesting subject.



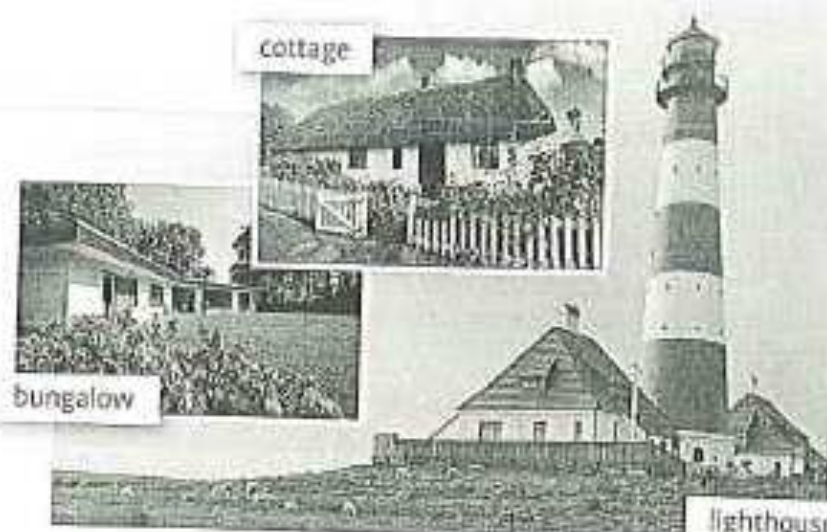
4 Work in pairs. Look at the information about places to stay on holiday. First, write some questions that you want to ask.

Student A: Go to page 151 and follow the instructions.

Student B: Look at the photos of places to stay near the beach and the words in the box. Write five questions using superlatives.

Which place is the biggest?

big cheap expensive far from the beach
near the beach small



5 Now do a role play in a tourist office. Follow the instructions.

Student A: You are a tourist. Ask your questions from exercise 4 about a holiday in a city.

Student B: You work in a tourist office. Look at the information below. Answer Student A's questions.

	Hotel	Youth hostel	Apartment
Distance from city centre	1 km	100 m	5 km
Price per week	£700	£120	£450
Location	Busy street	Very busy street, next to cafés and restaurants	Quiet street

6 Now swap roles. Follow the instructions.

Student A: You work in a tourist office. Go to page 152 and look at the information. Answer Student B's questions.

Student B: You are a tourist. Ask your question from exercise 4 about a holiday on the beach.

PREPARATION

- 1 Imagine a group of overseas students is visiting your town, city or region.
 - Decide where you can take your visitors on a day out. Make a list.
 - Choose a perfect day out for them.

Day out!

Morning

Afternoon

Evening

- 2 In pairs, look at the brochure about Ontario in Canada. Which place sounds the most interesting to you? Why?

Amazing ONTARIO!

Come and visit beautiful Ontario.
There's so much to see and do.

The CN Tower

The CN tower in Toronto, Ontario, is 553 metres tall. It isn't the tallest tower in the world any more, but it's still amazing. You have a great view of the city, too! Visitors love it. There's a glass floor, a cinema and a restaurant with great food. There are lifts, too, of course!

DO THE CHALLENGE

- 3 Now work in groups of three or four. First, choose three or four places from your list in exercise 1 to include in a brochure about your region.

I'd like to write about ...

Why don't we include ...?

- 4 Now make your brochure. First, each student writes a paragraph about one place. Include an introduction.
- 5 Make your brochure attractive. Include a heading, an introduction and photos or drawings if possible.

FOLLOW UP

- 6 Post your tourist brochures around the classroom. Read them and decide which one is the best, and why.

Queen Victoria Park

There are lots of parks in Ontario, but Queen Victoria Park is the best. It's next to Niagara Falls, so it's more exciting than other parks! It's a good place for tourists because in the autumn the trees are beautiful colours. The flowers here in spring are wonderful as well.

Toronto Zoo

Come to see over 460 different species of animal at Canada's best zoo. The zoo is divided into different zones which represent the areas of the world, so the animals' habitats are natural as possible. Don't miss the exciting native Canadian animals like moose, bison and grizzly bears!

A grizzly bear



Niagara Falls



Queen Victoria Park



CN Tower



INTERACTION

Buying lunch

Express yourself

Serving

What can I get you?

Can I help you?

Anything else?

Enjoy your lunch.

Ordering

Can I have ..., please?

I'd like ..., please.

That's all, thanks.

Paying

That's £8.50, please.

Here you are.

Here's your change.

IN A SHOPPING CENTRE

- 1 Look at the picture, listen and answer the questions.



- 1 What has Hannah got for Jessica?
- 2 What time is it?
- 3 What does Hannah want for lunch?

- 2 Look at the picture. Where are Hannah and Eric? What do you think they are saying?



- 3 Look at the menu. Can you buy your favourite pizza topping at Pete's Pizza Parlour? What is it?

Pete's Pizza Parlour

Slice of pizza £3.00

pepperoni • ham and mushroom • tuna
mushroom • cheese and tomato • salami

Cakes £1.50

Carrot cake • Muffin • Giant cookie

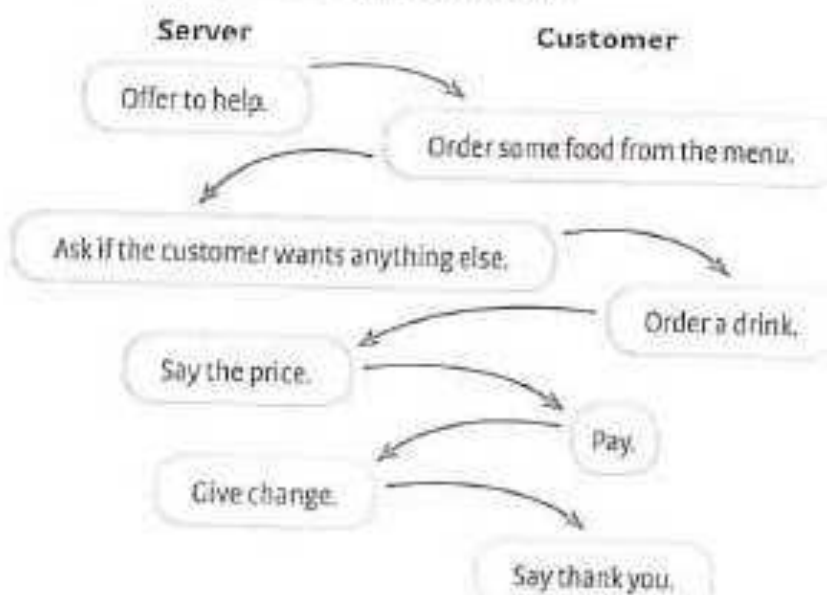
Drinks £1.00

Canned drinks • Fruit juice • Water

- 4 Listen and note what Hannah and Eric order.
- 5 Listen again. Note the expressions in *Express yourself* that you hear.

YOUR TURN TO SPEAK

- 6 Work in pairs and have the conversation below. Use language from *Express yourself*.



WRITING

An article

- 1 In pairs, discuss what you know about New York.
- 2 Read the article. What is the tallest building in New York?

THE EMPIRE STATE BUILDING

The Empire State Building is a skyscraper in New York in the USA. It is 443m high and there are 103 floors. Visitors can take a lift to the 80th floor. It takes one minute – that's quicker than the stairs! They can then walk up the stairs or get another lift up to the observation deck on the 86th floor. For the best views of the island of Manhattan, go to the 102nd floor.

About four million visitors visit this tourist attraction each year and there are often long queues, but it's worth the wait.

The tallest building in New York is the One World Trade Center. It's 541 m high. There are a lot of very tall buildings in Manhattan, and you can see them all from Brooklyn Bridge.



- 3 Read the article again and answer the questions.

- 1 How many floors are there in the Empire State Building?
- 2 How long does it take to reach the 80th floor in the lift?
- 3 Where are the best views of Manhattan from the Empire State Building?
- 4 How many people visit the Empire State Building every year?
- 5 What negative thing about this tourist attraction is mentioned?
- 6 How tall is the One World Trade Center?

WRITING SKILL

Referencing words

- 4 Look at the underlined referencing words in the article. Match them to the things below.

visitors the lift the One World Trade Center
the tall buildings in Manhattan the Empire State Building

- 5 Choose the correct referencing words in the text.

The ancient city of Angkor Wat is in Cambodia.

¹ They / It is more than 1,000 years old. The temples in ² it / them are beautiful and ³ it / they are very big. The biggest temple is higher than the city, and the wall outside ⁴ it / they is 4.5 m high. Every year, two million tourists visit ⁵ them / they. There are lots of other interesting things to see and do in Cambodia too and ⁶ it / them isn't a very expensive country to visit.



YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 6 Think of a building or monument that you know about. Make some notes. Use the ideas below or your own ideas. If you need help, turn to page 150.
 - the name of the building or monument
 - where it is
 - statistics: height / size
 - other interesting facts about it
 - number of visitors each year

WRITE NOW

- 7 Write your article.
 - 1 Use the article as a model.
 - 2 Use your notes from exercise 6.
 - 3 Use referencing words to avoid repetition.

CHECK AND CORRECT

- 8 Check and correct your article.
 - 1 Check that the referencing words are correct.
 - 2 In pairs, swap your articles and check each other's work.

5

Let's go out

Grammar Past simple of be | Past simple affirmative
 Vocabulary Places in a town | Irregular past tenses
 Challenge Tell a story
 Interaction Asking for and giving directions
 Writing A blog entry

READING

- 1 Look at the photos and answer the questions.

What can you see in the photos?
 Are there places like these in your town?
 What are your favourite places in your town?

- 2 Read Alisha's blog and find the names of the places in the photos.



My weekend in Manchester

It's Sunday night and I'm staying with my brother in Manchester for a few days. He's a student at the university. Yesterday was awesome. In the morning, we were near the Old Trafford football stadium. There was a match between Manchester United and Manchester City and the atmosphere was incredible. But the weather was awful!

So in the afternoon, the entertainment was ... shopping! We were at Afflecks for hours. It's a huge old building with loads of cool small shops. It's better than a shopping centre. There are cafés, vintage clothes shops, fancy dress, skates, old records, jewellery and cake shops with the best cupcakes ever! And then in the evening, we were in Chinatown in a fantastic restaurant. The food was delicious!

I wasn't interested in getting up early this morning. I was so tired! In the afternoon we were in Castlefield. It's a heritage park. There's an original Ancient Roman fort, the world's first industrial canal, and the world's oldest train station. OK, it's old stuff, but I had an amazing day! And it wasn't cold and rainy today!

How was your weekend? Let me know!

Alisha



Tom
 Man Utd v Man City? Wow!
 Were you at the match?



Alisha
 No, I wasn't. There weren't any tickets. And anyway, they were too expensive!



Connor
 I was in London at the Science Museum. Super cool!



Tom
 Manchester's OK but Oxford is great too!
 This afternoon we were at the castle.
 There were great views of the city.



Lucia
 I was at home in bed.
 I've got a horrible cold.



Alisha
 You poor thing!
 Good night!



3 Read Alisha's blog again and answer the questions.

Where was ...

- 1 Alisha on Saturday morning?
- 2 Alisha on Saturday evening?
- 3 Alisha on Sunday afternoon?
- 4 Connor at the weekend?
- 5 Tom at the weekend?
- 6 Lucia at the weekend?

4 Answer the questions.

- 1 Who is Alisha staying with in Manchester?
- 2 Why was there an incredible atmosphere at Old Trafford?
- 3 Why do you think Afflecks was better than a shopping centre?
- 4 Why wasn't Alisha interested in getting up early on Sunday?
- 5 What is special about Castlefield?
- 6 What was the weather like on Sunday?

5 Read Word Zone and answer the question.



Opinion adjectives

We can use adjectives to express our opinions. Find these adjectives in Alisha's blog. Which ones have a negative meaning?

awesome incredible awful fantastic amazing great horrible

6 Listen to Alisha's friends talking about last weekend. Match the people with the places. Who wasn't very happy?

- 1 Max
- 2 Ellie

- 3 Felipe
- 4 Matilda

- 5 Owen
- 6 Maya



VOCABULARY

Places in a town

7 Match the places in the box with the sentences below.

art gallery cinema hospital hotel library museum
park restaurant shopping centre sports centre
stadium theatre train station university

1. What is the best place to hang out?

2. The hospital is a very important place.

3. The shopping centre is a very busy place.

4. The university is a very important place.

5. There are loads of people in the park.

6. Can I have the sports centre place?

8. It's a very important place for the town.

9. It's a very important place for the town.

10. It's a very important place for the town.

11. It's a very important place for the town.

12. It's a very important place for the town.

13. Can I have the sports centre place?

14. It's a very important place for the town.

8 Write the following information about your town.

- the best place to hang out with friends
- the best place to go shopping
- the best place to eat
- the most interesting museum or art gallery
- the most beautiful building

9 Ask and answer questions. Use the information in question 8.

What's the best place to hang out?

I think it's the shopping centre.

10 Write a description of your town. Use the phrases below to help.

There are ... There is ... It hasn't got ...
It is / isn't ... It has got ... I like it because ...

More

The past simple of *be* is *was* / *were*.

He was happy. We were sad.

The teacher wasn't in the classroom.

The students weren't there either.

Were you late? Who was at the door?

The past simple of *there is* / *are* is *there was* / *were*.

There was a cat on the balcony.

There were some people outside.

Was there a problem? Yes, there was.

We use certain words and expressions to talk about past time.

yesterday

last week / last year

two days ago / two weeks ago

1 Write sentences. Use the correct past form of *be*.

- 1 a famous actor / in the shopping centre / yesterday
A famous actor was in the shopping centre yesterday.
- 2 my friend Jimmy / not at school / last week
- 3 you / not at the park / on Sunday
- 4 my cousins / in the restaurant with me / yesterday
- 5 our English lesson / good / this morning / ?
- 6 where / you / two weeks ago / ?

2 It's 25th July today. Read the poster and complete the sentences with the words in the box.

last week three days ago today
two days ago yesterday

The Run:

tour dates

Glasgow	Friday 18 th July
Leeds	Saturday 19 th July
Manchester	Tuesday 22 nd July
Birmingham	Wednesday 23 rd July
Bristol	Friday 25 th July
London	Saturday 26 th July



- 1 The Run were in Glasgow
- 2 There was a concert in Manchester
- 3 The band were in Birmingham
- 4 There wasn't a concert
- 5 The concert in Bristol is

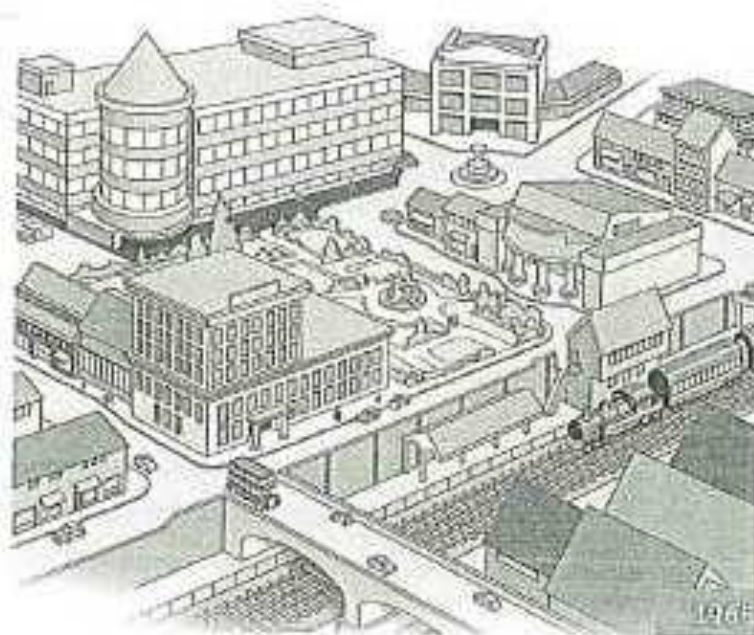
3 Listen and check your answers to exercise 2. Then answer the questions.

- 1 Why isn't Daniel going to the concert today?
- 2 Why hasn't Daniel got any tickets for the concert tomorrow?

4 Look at the picture of Newford town centre in 1965. Write sentences using the words below.

There wasn't a cinema in Newford in 1965.

a cinema a hospital a lot of cars a lot of shops
a park a stadium a theatre a train station



5 Ask and answer questions about the picture in exercise 4.

Was there a cinema in 1965?

No, there wasn't.

6 Write two questions about your own town in the past. Then ask and answer with a partner. If you don't know the answer, try to find out the information!

Was there a football stadium in 1990?

No! The football stadium is new.

We use the past simple to talk about finished actions and situations in the past.

Regular verbs

We watched a great programme yesterday.

I hurried home to watch the match on TV.

The bus stopped at the end of the road.

Irregular verbs

I did my homework before dinner.

We bought three tickets to the concert.

My friends made a cake for me.

10 January 2006, page 10
 11 January 2006, page 15

- 1 Complete the sentences with the past simple affirmative.

- 1 Sebastian ... his grandmother yesterday. (visit)
- 2 Daria ... the windows. (close)
- 3 Maxime ... for a history test last night. (study)
- 4 Diego ... football at the weekend. (play)
- 5 Valeria ... her birthday presents. (love)
- 6 Eliza ... some books for the teacher. (carry)
- 7 Anup ... his phone on the floor. (drop)
- 8 Sally ... to London by train. (travel)

- 2 Complete Adam's blog with the past simple form of the verbs in the box.

buy fall get on get up go (x2) have
leave lose run say see think

My crazy life!

last Friday, my friend's birthday party in a park near her house. I was really high (but not too high) ... my glasses I can't see without them and I ... (the woman) has I missed the party.

On Saturday morning, I was five or six years old. I was tired and we were the first to get out of bed. I wasn't hungry, but all the other members of the family went to the shopping centre and I ... a present for my mum, but I ... on the line!

17. (b) In the end, I was a very firm and when I
 18. I was very happy and I dropped my paper
 19. all over the people in front of me.

The Monday morning I ... it was Sunday so I ... late that night ... but you ... of course ... was late for school, I was a horrible weekend.

- 3 Listen and check your answers to exercise 2.



PRONUNCIATION -ed endings

- 4 Listen and decide which ending you hear in each group of verbs. Listen again and repeat.

Idl Hl Hdl

- | | | | | |
|---|---------|---------|--------|--------|
| 1 | looked | watched | liked | |
| 2 | arrived | played | opened | |
| 3 | wanted | waited | needed | texted |

 More practice

More practice

page 148

- 5 Write five sentences that are true for you. Choose a past time expression to start your sentences. Add more information after the verb.

last week / weekend / month / year

yesterday

one / two / three weeks / months ago

yesterday morning / afternoon / evening

this morning

buy go have leave lose get up
visit play watch listen

*This morning, I left my homework on the desk in my bedroom.
Last weekend, my little cousin had a birthday party at the zoo.*

PREPARATION

- 1 In pairs, look at the pictures. Describe what is happening in each picture.
- 2 Look at the following expressions. Put the verbs into the past simple tense.

fall out of his pocket

get off the ride

can't find his wallet

pick up the wallet

ask if his wallet was there

go into the lost property office with the wallet

DO THE CHALLENGE

- 3 Work in pairs. Practise telling the story. Use the past simple tense, and use the expressions in exercise 2 and Express Yourself to help you.

Express yourself

Talking about past events

First, ... Next, ...

Then, ... After that, ...

- 4 Now work in fours. Follow the instructions.

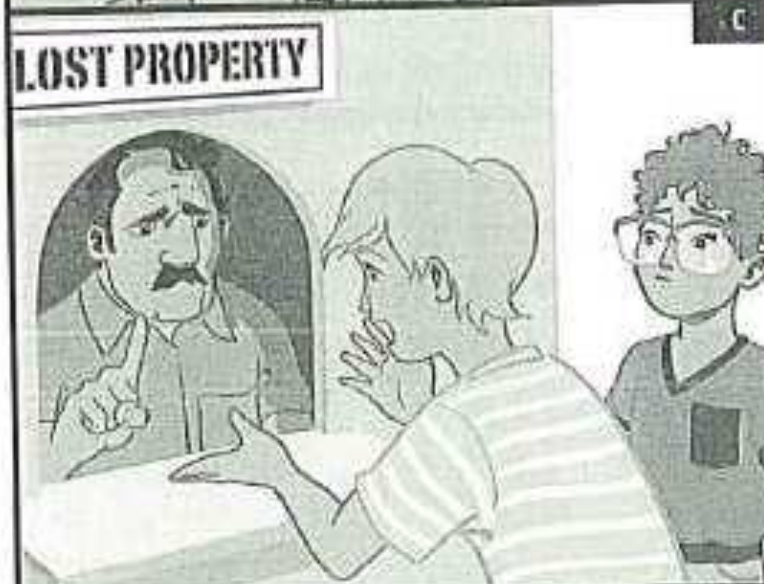
Pair A: Tell the story.

Pair B: Listen. Give pair A a point for every correct past simple tense that they use.

- 5 Now swap roles. Pair B tell the story, and Pair A give points. Who has the most points?

FOLLOW UP

- 6 In pairs, decide what happened next in the story. Write a paragraph.
- 7 Read your paragraph to the class. Take a class vote on the best ending.



INTERACTION

Asking for and giving directions

Express yourself

Asking for directions

Excuse me ...

Where's the ...?

How do I get to ...?

Is the ... near here?

Giving directions

Go straight on.

Go past the ...

Turn left / right.

Take the first / second left.

It's on your left / right.

It's on the corner.

AT A THEME PARK

1 Listen and answer the questions.

- Who wants to go on the Big Dipper?
- Why doesn't Hannah want to go on it?
- How do they plan to stay in contact?

2 Find 1 on the map. Then listen. Follow the directions. Where does Eric want to get to?

3 Find 2 on the map. Then listen and complete the directions.

Treasure Island? Let me think. Yes. Go ... Take the ... left. Then turn ... Go straight on, and it's ... your left, next to the Wild Wood.

4 Find 3 on the map. Listen and follow the directions. Why does Eric need the lost property office?

5 Listen and answer the questions.

- What was Hannah and Jessica's last ride?
- Where do they want to go next?
- Why is Eric unhappy?
- Was the Big Dipper fun?

6 Find 4 on the map. Then listen again and follow the directions.

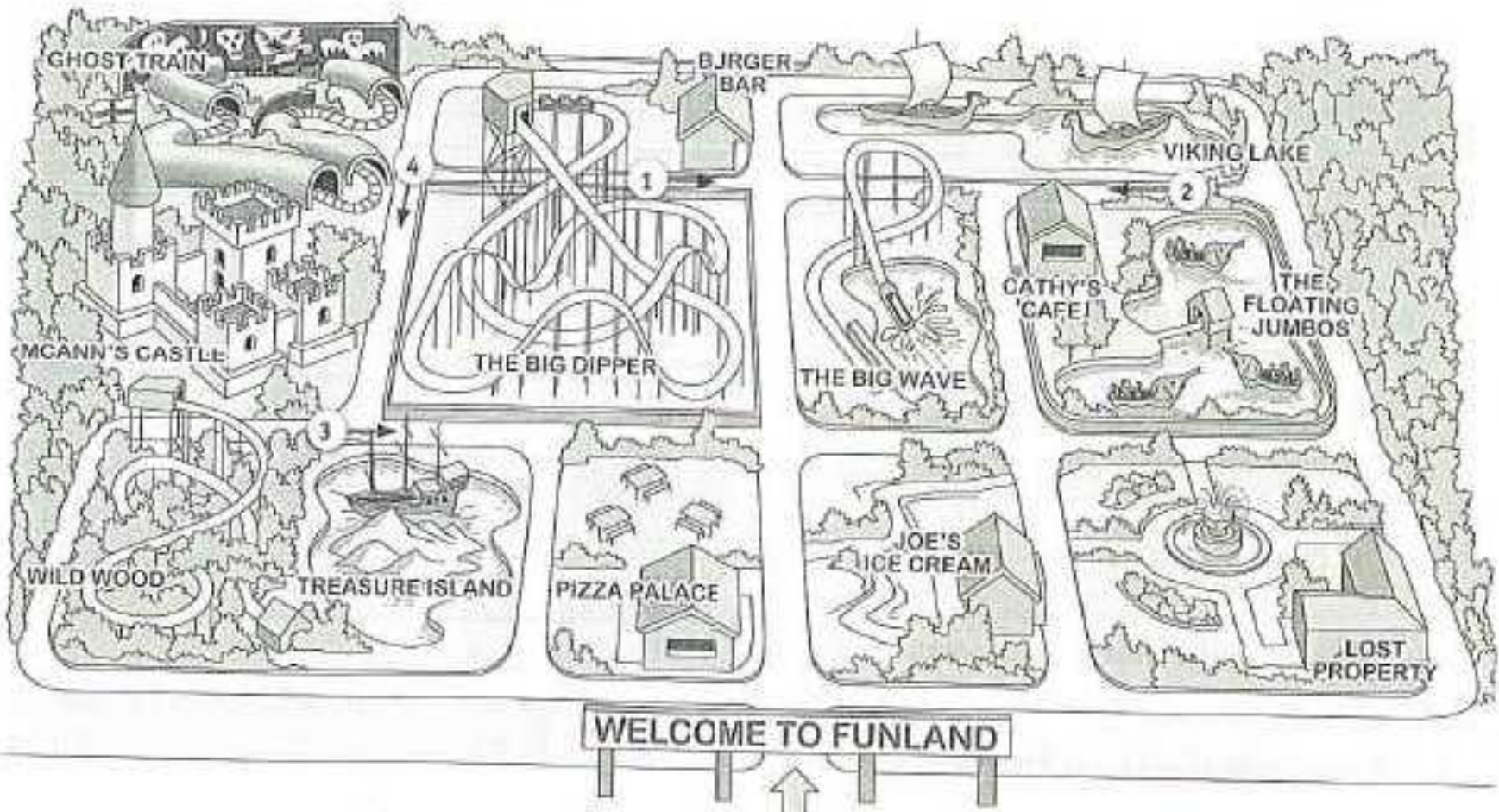
YOUR TURN TO SPEAK

7 You are at Funland. Follow the instructions below.

- Choose a place to start on the map.
- Student A asks for directions and Student B gives them.
- Choose another place to start and swap roles.

Excuse me, where's Viking Lake?

Go straight on, ...





Past simple questions

We use question words before *did* with the infinitive to ask for information about the past.

What did you have for lunch yesterday?

When did you wake up this morning?

Why did they leave?

Where did she go?

Who did you see?

How did he know?

How much milk did you drink?

Remember to add *did*. page 118

- 1 Put the words in the correct order to make questions. Remember to add *did*.

1 the pioneers / why / leave home / ?

Why did the pioneers leave home?

2 take / the journey / how long / ?

3 where / the journey / they / start / ?

4 with them / take / what / they / ?

5 they / when / travel / ?

6 which way / go / they / ?

- 2 Match the questions in exercise 1 with the correct answers A-F.

A About 5-6 months.

B At a town called Independence.

C Because they wanted a better life.

D In the spring and summer because the weather was fine.

E From Minnesota to Oregon.

F Things like furniture, clothes, money and jewellery.

- 3 Make your own information questions about the following facts from the interview on page 64.

You want to find out:

1 Why Abel's friend asked him to help

2 How far the pioneers travelled from east to west

3 How many kilometres they travelled each day

4 Where the pioneers put heavy furniture

5 Where they slept at night

6 Why pioneers took some things off their wagon

- 4 Make two more questions about the pioneers. You can use *did* or *was / were*.

What food did the pioneers eat?

- 5 Work with a partner. Ask your questions from exercises 3 and 4 and try to find the information on page 64. If you don't know the answer, guess!

What food did the pioneers eat?

I think they ate things like rabbits.

- 6 Read the interview and make the questions with *was / were*, *did* and a question word if you need one.

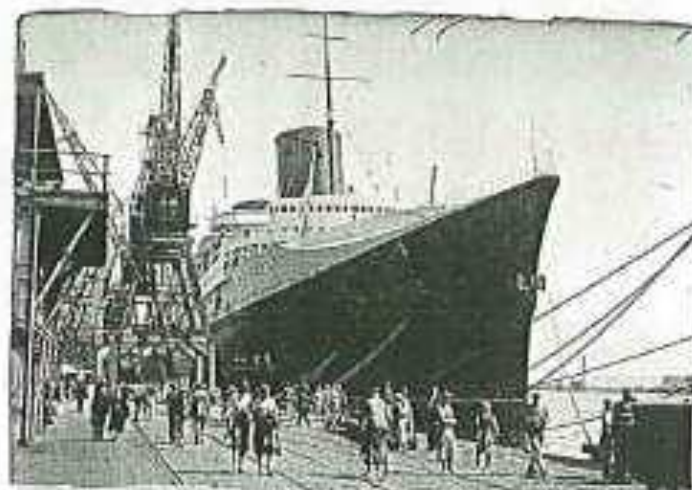


The 60-second interview

Antonio Balestrin



- 1 *When did you come to the US?*
I came to the US in 1947 when I was nineteen years old.
- 2 ...
No, I didn't fly. Plane tickets were very expensive then. I sailed in a big ship.
- 3 ...
Yes, I enjoyed it most of the time, but I was seasick some days. I didn't enjoy that!
- 4 ...
I left home because I wanted to see the world.
- 5 ...
No one. I travelled on my own.
- 6 ...
No, I wasn't lonely. I met lots of interesting people on the ship ... and one special person, too.
- 7 ...
A young lady called Angelina. She became my wife!



- 7 Listen and check the questions.

PREPARATION

- 1 Look at the topics below. Write five words or expressions for each topic.



DO THE CHALLENGE

- 2 In pairs, look at the questionnaire. Think of a question to ask for each number.
What was your favourite toy when you were young?
Did you have a pet?
- 3 Now copy the questionnaire and complete the information for you.

When I was young ...

	Me	Classmate
1 your favourite toy		
2 your pet		
3 your favourite teacher		
4 your best friend in primary school		
5 your favourite lesson		
6 your best holiday		
7 your favourite TV programme		

- 4 Work in pairs. Interview each other and complete the questionnaire with your partner's answers.
- 5 Compare your answers. What have you got in common?

I lived in Milan and Daniela lived in Milan, too.

FOLLOW UP

- 6 Work with a new student. Tell your new partner some facts about the other student.

Kasia's favourite teacher was Miss Mazur.

Eduardo liked art lessons at primary school.

INTERACTION

Talking about a day trip

Express yourself

Time expressions

Yesterday / Last week, ...

First of all, ...

Then ...

After that, ...

Giving opinions

It was great / terrible /

boring / fun.

I had a great day.

Responding

Really?

Did you?

No way!

That's amazing / interesting.

What did you do next?

Poor you! Lucky you!

A TRIP INTO THE PAST

- 1 Look at the picture and read the flyer. Answer the questions.

- Where are Hannah and Jessica?
- What are they doing?
- Why do you think they are there?



COKETOWN

What was life like over 100 years ago?
Travel back in time and experience the
sights, the sounds, the smells of a real
Victorian town. In Coketown, you can:

- A go on a steam train
- B wear real Victorian clothes
- C see inside Victorian homes
- D talk to real Victorians
- E ride in a Victorian bus
- F go shopping in Victorian shops
- G try some traditional Victorian sweets
- H ride a Victorian bicycle – it isn't easy!



- 2 Listen to the conversation and check your ideas.

- 3 Listen and decide if the sentences are true or false.

- 1 Hannah and Jessica used different money in Coketown.
- 2 They thought life in the Victorian times was fun.
- 3 Jessica enjoyed the day more than Hannah.

- 4 Listen again. Which activities from the flyer did they do?

- 5 Listen again to both conversations. Note the expressions in *Express yourself* that you hear.

YOUR TURN TO SPEAK

- 6 Imagine that you visited Coketown. Read the questions and make notes.

- When did you go?
- Who did you go with?
- What five things did you do there?
- What was the best thing?

- 7 Take it in turns to act out conversations. Remember to sound interested!

I went to Coketown yesterday.

Really? What's that?

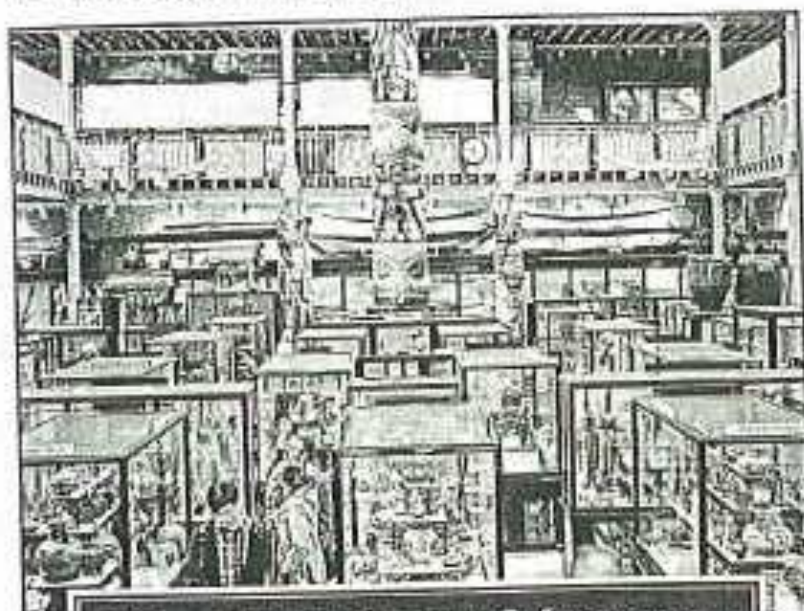
It's a Victorian town.

Who did you go with?

WRITING

A review of a museum

- 1 Look at the photo. What objects can you see? Where in the world do you think they come from?
- 2 Read the review and check your ideas.



The Pitt Rivers Museum

By Max White

In my opinion, the Pitt Rivers Museum is the best museum in Oxford. Entry is free, and there are lots of interesting objects to look at. The museum has more than half a million different objects from all over the world.

Personally, the native American clothes are my favourite things in the museum. There are some beautiful, painted coats from North Quebec. The Innu women made the coats but they didn't wear them. They gave them to the men and they wore them to go hunting.

The African objects are also really interesting and I think some of the bowls are amazing. Some of the bowls are from ancient Egypt and are thousands of years old but they don't look old.

I didn't like the musical instruments. In my view, they're a bit boring.

The Pitt Rivers Museum is a great place for people of all ages.

- 3 Read the review again and complete the sentences.

- 1 The Pitt Rivers Museum is in ...
- 2 ... to the museum is free.
- 3 There are more than ... objects in the museum.
- 4 The painted coats come from ...
- 5 The Innu men wore the painted coats when they went ...
- 6 Max thinks the African bowls are ...

WRITING SKILL

Giving your opinion

- 4 Complete this expression for giving an opinion from the review. Then find three other ways Max gives his opinion.

— opinion

- 5 Put the words in order and write sentences.

- 1 Greek / love / the / / vases / Personally
- 2 Roman / beautiful / is / / Jewellery / the / think
- 3 audio guide / view / the / In / boring / was / my
- 4 opinion / my / Viking Museum / the / is / best / the / In

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 6 Think of a museum you know. Make notes about it. Use the ideas below to help you. If you can't think of a museum, turn to page 151.

- the name of the museum
- the number of objects you can see there
- where the objects are from
- your favourite things (say why you like them)
- something you don't like (say why)

WRITE NOW

- 7 Write a review of the museum you chose in exercise 6.

- 1 Use Max's review as a model.
- 2 Use your notes from exercise 6.
- 3 Use expressions for giving your opinion.

CHECK AND CORRECT

- 8 Check and correct your review.

- 1 Check that the expressions for giving your opinion are correct.
- 2 In pairs, swap your reviews and check each other's work.

Review Units 4-6

READING

- 1 In pairs, look at the photos and answer the questions. What can you see in the photos? Are there places like this where you live? What are your favourite places in your town?
- 2 In the same pairs, make a list of all the differences you can see in the photos. Then, read about Dubai in the past.

Dubai is possibly the fastest-growing city in the world. But it looked very different even only 25 years ago. The city was a poor fishing village until they found oil in the 1960s. People rode camels instead of driving fast cars, and they didn't live in the tall skyscrapers that you can see there today. There were no huge hotels or luxurious shopping centres yet. Look at the photo of Dubai in the past. You can see the Sheikh Zayed Road in the 1990s, the longest road in the United Arab Emirates. There were only a few tall buildings in the desert. In the other photo, you can see the same road today. It now joins places like the Palm Jumeirah, Dubai Marina and Dubai Waterfront.

Then and Now: Dubai



In the past, small markets selling fresh meat, vegetables and fruit lined the Dubai Creek and rowing boats and small fishing boats brought fish to the shore. At one of the oldest traditional markets in Dubai, the al-Naif souq, men bought and sold camels. Today, the rebuilt market is popular with tourists. They can walk round over a hundred different air-conditioned shops selling souvenirs, watches, jewellery, handbags and clothes. Dubai started to become popular with tourists in the 1990s and by 1999 they opened the third tallest hotel in the world, the Burj Al Arab. With seven-star hotels, the world's tallest tower, underwater hotels, and man-made islands, it is easy to see why people come to Dubai.



- 3 Read the article again and decide if the sentences are true or false.
- 1 Dubai was a rich city before the 1960s.
 - 2 The city didn't always have hotels.
 - 3 The al-Naif souq is the newest market in the city.
 - 4 They now sell camels at the market.
 - 5 Dubai didn't have many tourists before the 1990s.
- 4 Read the article again and answer the questions.
- 1 What type of place was Dubai before 1960?
 - 2 How did people travel around in Dubai in the past?
 - 3 Where did people sell food in Dubai in the past?
 - 4 What can tourists find in the al-Naif souq today?
 - 5 When was the third tallest hotel in the world opened?

LISTENING

- 5 Before you listen, look at the photos in pairs, and discuss the questions.

What can you see in the photos?

Where do you go on holiday?

How do you think holidays now are different from 60 years ago?



- 6 Listen to the conversation and complete the sentences.

- 1 Mary was ... when she first went on holiday.
- 2 Mary's family travelled by ... to Blackpool every summer.
- 3 Mary stayed in a ... on holiday in Blackpool.
- 4 Mary had ... rides around the beach.
- 5 Mary enjoyed walking along the ...

WRITING

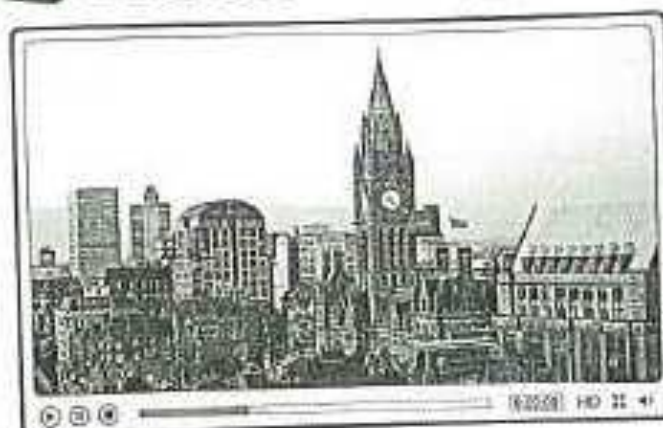
- 7 Write a description of your favourite place to go on holiday. Use the phrases below to help.

My favourite place to go on holiday is ...
It is/isn't ... There is ... There are ...
It has/hasn't got ... I like it because ...

- 8 Read your description to the class.

Video

Manchester



BEFORE YOU WATCH

- 1 Work in pairs. What do you know about Manchester? What can you see in the photo?
- 2 Check you understand the following words. Why do you think they are important in Manchester?

football

The Industrial Revolution

factories

shopping

music

NOW WATCH

- 3 Check your answers to exercises 1 and 2.
- 4 Answer the questions.
 - 1 In which part of England is Manchester?
 - 2 What can you do in Castlefield?
 - 3 When did Manchester City first win the Premier league?
 - 4 How many visitors go to the Arndale Centre every year?
 - 5 In which part of Manchester can you eat Chinese food?

FOLLOW UP

- 5 In pairs, discuss the questions.
 - 1 Are there many factories in your town or city? If so, what do they make there?
 - 2 Do you support a football team or other sports team? Why did you choose them? What about your friends and family?
 - 3 Who are your favourite bands and singers at the moment? Which country and city they are from?

FIND OUT

Find out about an important city in your country. Write a paragraph about its history and what it's famous for now.

Grammar	Countable & uncountable nouns some / any Quantifiers
Vocabulary	Animals Parts of the body
Challenge	Choose items for a survival weekend
Interaction	Asking for and giving opinions
Writing	A description of an animal

READING

- 1 What do you know about deserts? In pairs, answer the questions.
 - What is a desert?
 - What is the world's largest desert?
 - How hot can it get in the world's hottest desert?
- 2 Quickly read the introduction to the blog and the first paragraph. Find the answers to the questions in exercise 1.

INTO THE WILD

A survival guide to extreme nature by MARK HAMELIN



Nature can be dangerous. There are many extreme environments from jungles to mountains, from rivers to seas. Today we're looking at deserts.

What is a desert?

It's hot and dry, right? Well, that's half right. A desert is an area of dry land that receives less than 250 mm of rain per year. This means that Antarctica is in fact the world's largest desert. But most deserts, such as the Sahara and the Sonoran, are hot. Temperatures in the Sonoran can go up to 49°C and in the Sahara to an incredible 58°C.

A desert trip

Deserts are inhospitable places. So when you go on a desert journey, it's important to be prepared. Here is some essential equipment:

- a spade • some extra fuel • a first aid kit • lots of water
- a wool blanket • some pieces of carpet • a signal mirror and some flares

In an emergency

Your car breaks down. You haven't got any food or water. What can you do? Well, first the good news. You can survive three weeks without food. Unfortunately, you can only go three days without water. So, you can collect rainwater. You can dig a hole in a dry river bed and look for water. Or you can drink the liquid from inside a cactus. By the way, you can eat different kinds of cactus fruit. It's an important friend!

What lives in the desert?

Lots of insects and animals live in deserts. Some animals like lizards, bats and mice are no problem. But coyotes and snakes are dangerous. And you don't want to share your sleeping bag with a scorpion or a spider. So try to keep your body clothed and off the ground!

*Have you got any questions?
Just write to Mark.*

Review Unit 5

VOCABULARY

1 Unscramble the words for places in a town.

- | | |
|--------------|--------------|
| 1 olthe | 6 bliryar |
| 2 esrtuarnta | 7 astmdiu |
| 3 niemca | 8 enivruysit |
| 4 hetetar | 9 shoitapl |
| 5 akrp | 10 sumemu |

2 Match five of the places from exercise 1 with the definitions below.

- a place that has books for people to read and borrow
- a place at the highest level of education where you can study for a degree
- a place where you can see films
- a place where people stay for a short time, paying for their room and meal
- a place where people who are ill or injured can get medical treatment

3 Copy and complete the table with the correct past simple form of the irregular verbs.

Present simple	Past simple
leave	
run	
have	
give	
get up	
drive	
go	
take	
see	
meet	

4 Complete the sentences with the past simple form of the verbs in exercise 3.

- We ... shopping all day on Saturday.
- I ... my best friend Hannah outside the art gallery in the morning.
- The train ... the station 45 minutes late.
- In the Louvre Museum in Paris, I ... the famous Mona Lisa painting.
- My mum ... my friends and me home after the show at the theatre.

GRAMMAR

5 Put the words in order to make past simple sentences and questions with be.

- footballer / famous / was / yesterday / outside / a / the / stadium
- were / we / two / concert / at / a / rock / ago / days
- wasn't / why / at / Jim / week / school / last / ?
- weren't / library / there / any / at / students / this / morning / the
- was / yesterday / where / Angela / ?

6 Match the two parts of the past simple sentences.

- | | |
|--------------------------|--|
| 1 Were you | A at school last week. |
| 2 My friend Becky wasn't | B lesson helpful to you this morning? |
| 3 There were | C dogs in the park? |
| 4 Was my | D at the train station yesterday? |
| 5 Were there any | E lots of people at the restaurant last night. |

7 Complete the sentences with the past simple affirmative of the verbs in brackets.

- Laura ... a great film at the cinema last night. (watch)
- Simon ... his bike on his way to school last week. (fall off)
- Andrew ... his phone under the sofa. (find)
- Kim ... in the front row at the stadium. (sit)
- Emma ... at the restaurant 10 minutes late this evening. (arrive)

8 Write past simple affirmative sentences with the words below.

- Sebastian / play / basketball at the park / yesterday
Sebastian played basketball at the park yesterday.
- Valerie / eat / fish and chips by the seaside / three weeks ago
- Sally / make / a cake for Lisa's birthday / last night
- Rob / buy / a present for his mum / yesterday afternoon
- Marta / drop / her popcorn on the floor / yesterday evening

DICTIONARY

9 Listen and write.

Review Unit 6

VOCABULARY

1 Complete the words for clothes and accessories.

- | | |
|-------------------|--------------|
| 1 j _ k _ t | 6 sk _ t |
| 2 t _ o _ _ e _ s | 7 j _ _ _ er |
| 3 s _ _ ks | 8 sh _ _ _ |
| 4 tral _ _ _ _ | 9 h _ _ |
| 5 ear _ _ _ _ s | 10 s _ _ _ f |

2 Put the words from exercise 1 into the correct category.

CLOTHES

ACCESSORIES

3 Read the definitions and write the word.

- A flat piece of plastic or metal that you can use to brush your hair. c _ _ _
- This usually hangs on a wall and tells the time. c _ _ _
- A large cover, often wool, which you can put over yourself to keep you warm. b _ _ _ _
- A book in which you write down things you have to do each day. d _ _ _
- This is flat, usually round, and you put your food on it. p _ _ _ _

4 Complete the sentences about everyday objects using the words in the box.

camera cups cushion jewellery lamp

- Do you want a ... so you can be more comfortable on the sofa?
- Don't forget the ... I want to take lots of photos today.
- Can you turn the ... on in the corner? I want to read but it's quite dark.
- There are no clean ... Whose turn is it to do the washing up?
- My grandmother has some beautiful gold ...

GRAMMAR

5 Complete the sentences with the negative past simple form of the verbs in the box.

drink go stay visit wait

- I ... my grandparents at the weekend.
- We ... to the beach yesterday.
- They ... any orange juice this morning.
- We ... in a hotel last week.
- He ... for me at the train station yesterday.

6 Write past simple questions using the words below.

- you / buy / those earrings / yesterday / ?
- your brother / go / to the exhibition / last week / ?
- you and Kyle / take / lots of photos / on holiday / ?
- Georgia / travel / by bus / at the weekend / ?
- you / try / the pepperoni pizza / at the restaurant / last night / ?

7 Complete the past simple questions with the correct question word.

- ... did you get home from football practice today?
- ... didn't you go to the cinema at the weekend?
- ... did you walk with to school today?
- ... did you go after school?
- ... did you know it was my birthday?

8 Read the replies. Then make past simple questions using a question word and *did*.

- My journey started at 6 o'clock this morning.
When did your journey start?
- I bought a T-shirt, jacket and trainers from the shopping centre.
- No one. I went to the art gallery on my own.
- We travelled to my cousin's house by car.
- We went to the football match on Saturday.

DICTIONATION

9 Listen and write.

Review Unit 7

VOCABULARY

1 Unscramble the words for animals.

- | | |
|----------|------------|
| 1 psirde | 6 zlidar |
| 2 nlio | 7 elaeg |
| 3 nesak | 8 tab |
| 4 ceotyo | 9 socprnio |
| 5 ohser | 10 emuos |

2 Choose the correct animal that matches the description.

- This desert animal has a long neck and one or two humps on its back. It can survive for a long time without food or water. **horse / camel**
- This is a large reptile with a long tail, hard skin and lots of big teeth. It lives in rivers in hot countries. **crocodile / snake**
- This is a small animal with eight thin legs. They make webs to catch their food. **spider / lizard**
- This small animal looks like a mouse but it has wings. It flies and eats at night. **eagle / bat**
- This large bird hunts other animals for food, has a sharp beak, and very good sight. **eagle / coyote**

3 Find the word that doesn't match with the others.

- leg wing arm hand finger
- elbow face knee ankle shoulder
- feather body head arm leg
- hand leg knee foot toe
- wing tail feather foot hand

4 Match the sentences with the correct parts of the body.

- | | |
|---|------------|
| 1 Only birds have these. | A hair |
| 2 Some animals have this to keep themselves warm. | B knee |
| 3 Our feet are attached to these. | C legs |
| 4 We have one of these in the middle of our leg. | D feathers |
| 5 Our eyes, nose and mouth are on this. | E face |

GRAMMAR

5 Put the nouns in the box in the correct category

banana chicken egg homework information
meal milk money news pasta slice tomato

COUNTABLE

UNCOUNTABLE

6 Complete the sentences and questions with *some* or *any*.

- Are there ... spiders in the zoo?
- The keeper has got ... fish for the penguins.
- Here are ... apples for the horse.
- Did you know that ... animals don't eat meat?
- There isn't ... sugar left in the pot.

7 Make questions using *How much* or *How many* and the words below. Add the other words you need.

- eagles / there / in the wild / ?
How many eagles are there in the wild?
- juice / we / got / in the fridge / ?
- legs / a spider / got / ?
- sandwiches / we / taking / with us / ?
- food / bears / eat / ?

8 Choose the correct answer.

- We saw a few / a lot snakes in the zoo.
- We haven't got a lot / much food for the journey.
- There weren't many / much people in the desert.
- We only have a little / a few time before the zoo closes.
- There are a lot / a few of biscuits in my backpack.

DICTIONARY

9 Listen and write.

Review Unit 8

VOCABULARY

- 1 Put the holiday words in the box in the correct category.

adventure B&B beach campervan city cottage
hotel sightseeing skiing tent walking youth hostel

TYPE OF HOLIDAY TYPE OF ACCOMMODATION

- 2 Read the definitions and match them with the holiday words in exercise 1.

- 1 You can stay in one of these while camping on a campsite. It can sometimes be difficult to put up.
- 2 You may do this activity while visiting interesting places and buildings as a tourist.
- 3 On this type of holiday there is no transport and you go everywhere on foot.
- 4 Here you can stay in a room and have breakfast the next morning. It's usually in a private house.
- 5 This is a place with cheap and simple accommodation and meals, especially for young people who are travelling.

- 3 Unscramble the words for weather.

- | | |
|----------|-----------|
| 1 uynsn | 5 yci |
| 2 coylud | 6 arinnig |
| 3 idnyw | 7 noswnig |
| 4 ofgyg | 8 tsorym |

- 4 Complete the sentences with the correct weather words in exercise 3.

- 1 It's lovely and ... so we're going to the beach.
- 2 Be careful when you ride your bike to school. The roads are ...
- 3 We can't go skiing now because it's ... When it stops, we will go.
- 4 It's very ... and I can't see the road clearly.
- 5 It's ... again and everything is wet in the tent.

GRAMMAR

- 5 Look at the Smith family's holiday plans. Write five sentences using the present continuous and going to.

Destination: Switzerland

Accommodation: chalet

Travel: car

Activities: skiing, walking

Weather forecast: no rain, snowy and icy

- 6 Write questions using the words below. Then match them with their answers.

- 1 where / you / go / on holiday next summer / ?
Where are you going on holiday next summer? B
- 2 you / stay / in a tent / ?
- 3 what / activities / do / there / ?
- 4 you / travel / by plane / ?
- 5 what / you / eat / ?

- A Yes, we are. Our flight is on a Saturday morning.
B We're going to the Lake District in the UK.
C Lots of things – walking, cycling. I'm going to go swimming in the lake, too.
D I don't know yet, but I want to try all the local food.
E No, we're going to stay in our campervan.

- 7 Complete the sentences with *will* or *won't* and the verbs in brackets.

- 1 It ... (be) foggy and windy over the weekend.
- 2 I ... (take) my umbrella just in case it rains.
- 3 We ... (go) camping because it's too cold.
- 4 My parents ... (stay) in a cottage by the lake.
- 5 The south of the country ... (have) any rain.

- 8 Write questions about the Parker family to match the replies.

- 1 Yes, they will go on a sightseeing holiday.
- 2 No, they won't stay in a hotel. They will stay in a B&B.
- 3 Yes, the weather will be warm and sunny.
- 4 No, they won't have time to visit their family near the city.
- 5 No, I don't think they will need umbrellas.

DICTIONARY

- 9 Listen and write.

Grammar Reference Unit 6

Past simple negative & questions

Negative

I didn't study Vikings at school.
 You didn't study Vikings at school.
 He didn't study Vikings at school.
 She didn't study Vikings at school.
 We didn't study Vikings at school.
 They didn't study Vikings at school.

To form the negative form of the past simple, we use *didn't* with the infinitive. This is a contraction of *did not*. We usually use the contraction.

We use the infinitive main verb, not the past simple form.
We didn't finish our homework last night. (past simple of *finish* = *finished*)

Questions	Short answers
Did I study Vikings at school?	Yes, I did. / No, I didn't.
Did you study Vikings at school?	Yes, you did. / No, you didn't.
Did he study Vikings at school?	Yes, he did. / No, he didn't.
Did she study Vikings at school?	Yes, she did. / No, she didn't.
Did we study Vikings at school?	Yes, we did. / No, we didn't.
Did they study Vikings at school?	Yes, they did. / No, they didn't.

To form *yes / no* questions with the past simple, we use *did* + pronoun + infinitive.

Did he go to the concert last night?

To form short answers with the past simple, we use *Yes, I did* or *No, I didn't*.

Did we study the Vikings last year?
No, we didn't.

Past simple questions (2)

Questions

Where did I go last night?
 Where did you go last night?
 Where did he go last night?
 Where did she go last night?
 Where did we go last night?
 Where did they go last night?

We use question words before *did* with the infinitive to ask for more information about the past.

The question words include: *what, when, why, where, who, how, how much / how many / how long*.
How did the pioneers travel?
When did they make the journey?

When we ask a question with a question word, we don't answer *yes / no*. Instead, we give information.

Questions	Answers
What did the Vikings look like?	Some had dark hair. Some were short.
When did the Vikings travel to other countries?	They travelled from 800 AD to 1100 AD.
Why did they go?	They wanted to explore.
Where did they go?	They went west and east.
Who did they see?	They saw different types of people.
How did they travel?	They sailed boats.
How long were they away from home?	They were away for a long time.

Grammar Reference Unit 7

Countable & uncountable nouns

We use countable nouns for things which we can count. They have a singular and a plural form. In the singular, we can use them with the indefinite article *a / an* and the number one.

Bring a sleeping bag when you go camping!
I saw an eagle when I went hiking last year.
I've got one dog and one cat.

Only countable nouns can be used in the plural. We can use them with a number above one. We can also use them on their own to talk about things in general.

There are many different plants in the desert.
Penguins live in Antarctica.

We use uncountable nouns for things which only have a singular form. We can't count them, and we can't use *a / an* or the number one with them. But we can use them on their own to talk about things in general.

Too much chocolate isn't good for you.
I love bread, especially with butter.

With plural nouns and uncountable nouns, we can use quantifiers to talk about quantity.

some / any

We often use *some* and *any* with plural countable nouns and uncountable nouns to talk about quantity.

We use *some* in affirmative sentences to talk about an unspecified quantity.

There are some dangerous animals in the desert.
There's some tea if you want.
I'm going to play football with some friends.

We use *any* in negative sentences and questions. In questions, it means an unspecified quantity, but in negative sentences it means none.

Are there any monkeys in the desert? Have you got any biscuits?
Sorry, there isn't any milk.
I don't like any animals, especially not dogs.

When we make an offer, we usually use *some*, not *any*.
Would you like some bread?

Quantifiers: (how) much / (how) many / a lot (of) / a few / a little

We use various quantifiers to talk about quantity with countable plural nouns and uncountable nouns.

	Affirmative	Negative	Questions
Plural countable nouns	<i>a lot (of)</i> <i>a few</i>	<i>many</i> <i>a lot (of)</i>	<i>(how) many</i>
Uncountable nouns	<i>a lot (of)</i> <i>a little</i>	<i>much</i> <i>a lot (of)</i>	<i>(how) much</i>

We use *much* and *many* in negative sentences for a small quantity.

I haven't got much water, sorry.
I don't have much homework tonight.
There aren't many people here.
I don't play many sports.

We use *much*, *how much*, *many* and *how many* in questions to ask about quantity.

Have you got much milk left?
How much jam is there?
Do you like many animals?
How many snakes did you see?

We sometimes use *many* in affirmative sentences for a large quantity. But *a lot / lots* is more common in spoken English.
My uncle visits many places. / My uncle visits lots of places.

We use *a lot (of)* and *lots (of)* in affirmative sentences for a large quantity and in negative sentences for a small quantity. They mean the same, but *lots* is more informal.
We eat lots of bread in my family.
That crocodile has a lot of babies.

We always include *of* before the noun. But when we omit the noun, for example in an answer, we don't include *of*.
How much water would you like? A lot, please!

We use *a few* and *a little* for a small quantity.
We've got a few hours before the film begins. Shall we get dinner?
I only want a little milk in my coffee, please.

Grammar Reference Unit 8

Present continuous for future

We often use the present continuous to talk about fixed arrangements in the future, especially when we say at what time or who with.

Our flight is leaving at 5.30 on Monday, so we're packing Sunday night.

I can't meet you tomorrow, sorry. I'm going swimming with Phil.

We usually use the present continuous to ask about someone's plans or arrangements.

Where are you going on holiday?

Are you doing anything later?

See page 115 for the form of the present continuous.

be going to

Affirmative	Negative
<i>I'm going to visit Portugal.</i>	<i>I'm not going to visit Portugal.</i>
<i>You're going to visit Portugal.</i>	<i>You aren't going to visit Portugal.</i>
<i>He's going to visit Portugal.</i> <i>She's going to visit Portugal.</i>	<i>He isn't going to visit Portugal.</i> <i>She isn't going to visit Portugal.</i>
<i>We're going to visit Portugal.</i> <i>They're going to visit Portugal.</i>	<i>We aren't going to visit Portugal.</i> <i>They aren't going to visit Portugal.</i>

Questions	Short answers
<i>Am I going to visit Portugal?</i>	<i>Yes, I am. / No, I'm not.</i>
<i>Are you going to visit Portugal?</i>	<i>Yes, you are. / No, you aren't.</i>
<i>Is he going to visit Portugal?</i> <i>Is she going to visit Portugal?</i>	<i>Yes, he is. / No, he isn't.</i> <i>Yes, she is. / No, she isn't.</i>
<i>Are we going to visit Portugal?</i> <i>Are they going to visit Portugal?</i>	<i>Yes, we are. / No, we aren't.</i> <i>Yes, they are. / No, they aren't.</i>

We use **be going to + verb** for talking about future intentions.

I'm going to learn Spanish in Mexico next year.

My friend is going to travel to Asia when he finishes school.

We can also use **be going to** for plans, but we usually use it when we haven't decided all the details of the plan, such as the time, or when the exact time doesn't matter.

I'm going to work in America one day.

Are you going to be at home on Sunday? Can I come and see you?

will & won't

Affirmative	Negative
<i>I will go on holiday next year.</i>	<i>I won't go on holiday next year.</i>
<i>You will go on holiday next year.</i>	<i>You won't go on holiday next year.</i>
<i>He will go on holiday next year.</i>	<i>He won't go on holiday next year.</i>
<i>She will go on holiday next year.</i>	<i>She won't go on holiday next year.</i>
<i>We will go on holiday next year.</i>	<i>We won't go on holiday next year.</i>
<i>They will go on holiday next year.</i>	<i>They won't go on holiday next year.</i>

Questions	Short answers
<i>Will I go on holiday next year?</i>	<i>Yes, I will. / No, I won't.</i>
<i>Will you go on holiday next year?</i>	<i>Yes, you will. / No, you won't.</i>
<i>Will he go on holiday next year?</i>	<i>Yes, he will. / No, he won't.</i>
<i>Will she go on holiday next year?</i>	<i>Yes, she will. / No, she won't.</i>
<i>Will we go on holiday next year?</i>	<i>Yes, we will. / No, we won't.</i>
<i>Will they go on holiday next year?</i>	<i>Yes, they will. / No, they won't.</i>

We can use **will** to make predictions about the future. The negative form is **won't**.

We usually contract **will** to **'ll** with pronouns when we speak. **Won't** is a contraction of **will not**. We normally use the contraction.

Will has the same form for all subjects – *I, you, he, she, it, we* and *they*.

We use **will** to make predictions about the future.

They will visit us next month.

It won't snow this winter.

We often use **will** with *I think* and *I don't think*.

I think John will study in Spain next year.

The weather's usually dry in June, so I don't think you'll need your umbrella.

Grammar Reference Unit 9

Modals: rules & obligation

must / mustn't

must	mustn't
<i>I must switch off my phone.</i>	<i>I mustn't switch off my phone.</i>
<i>He must switch off his phone.</i>	<i>He mustn't switch off his phone.</i>

Must has the same form for all subjects – *I, you, he, she, it, we* and *they*.

We use *must* to talk about rules, to tell someone to do something or when something is necessary.
You must remember to change your passwords.
He must come home now.

We use *mustn't* to tell someone not to do something.
 We usually contract *must not* to *mustn't* when we speak.
You mustn't tell anyone your password.
We mustn't drink water near your computer.

have to / don't have to

have to	don't have to
<i>You have to upload all your photos.</i>	<i>You don't have to upload all your photos.</i>
<i>He has to upload all his photos.</i>	<i>He doesn't have to upload all his photos.</i>

We use *have to* to talk about rules, to tell someone to do something or when something is necessary.

Have to is a present simple verb – *you, we* and *they* have the same form as *I*. *She* and *it* has the same form as *he*.
Sarah has to change the ink in the printer.
They have to remember to click save every 10 minutes.

We use *don't / doesn't have to* when something isn't necessary.

We usually contract *does not* to *doesn't* and *do not* to *don't* when we speak.
You don't have to use the computer to go online. Here, use my phone.
She doesn't have to type in all the details.

Auxiliary verbs

We use verbs with main verbs to create different forms in different tenses. The auxiliary verbs don't have any meaning themselves – they are part of the grammar. Each tense uses auxiliary verbs in a different way.

In the present simple, we use *do* + infinitive in negative forms, questions and short answers.

Negative	
<i>I don't like working on the tablet.</i>	
<i>He doesn't like working on the tablet.</i>	
Questions	Short answers
<i>Do you like working on the tablet?</i>	<i>Yes, I do. / No, I don't.</i>
<i>Does he like working on the tablet?</i>	<i>Yes, he does. / No, he doesn't.</i>

In the past simple, we use *did* + infinitive in negative forms, questions and short answers.

Negative	
<i>I didn't like working on the tablet.</i>	
Questions	Short answers
<i>Did you like working on the tablet?</i>	<i>Yes, I did. / No, I didn't.</i>

In the present continuous, we use *be* + *ing* form in all forms.

Affirmative	Negative
<i>Are you working on the tablet?</i>	<i>I'm not working on the tablet.</i>
<i>Is he working on the tablet?</i>	<i>He isn't working on the tablet.</i>
Questions	Short answers
<i>Are you working on the tablet?</i>	<i>Yes, I am. / No, I'm not.</i>
<i>Is he working on the tablet?</i>	<i>Yes, he is. / No, he isn't.</i>

We also use *have* as an auxiliary verb in the present perfect. We use it with the past participle in all forms.

Affirmative	Negative
<i>I have worked on the tablet.</i>	<i>I haven't worked on the tablet.</i>
<i>He has worked on the tablet.</i>	<i>He hasn't worked on the tablet.</i>
Questions	Short answers
<i>Have you worked on the tablet?</i>	<i>Yes, I have. / No, I haven't.</i>
<i>Has he worked on the tablet?</i>	<i>Yes, he has. / No, he hasn't.</i>

SPEAKING

Picture narration

1 ABOUT THE TEST

In the Speaking section, you will see six pictures and tell the story that the pictures show. You will have one minute to prepare your story and one minute to tell the story.



Look at each picture and think of a summary sentence to describe what you see. Keep it simple, using the language you know in English. Try to avoid thinking in your first language as you may make mistakes by translating directly.

1 Read *About the test* and the *Tip*. Then read sentences A–C and find the mistakes in each one.

- A She began to think about a vacation. "This year, I'm going to a beach private with palm trees," she thought.
- B "I'll to relax all day on the beach, and I'll to have a personal waiter to look after me."
- C One cold, winter day, Jessie was sitting by the fire. Was looking at hot and sunny places on her tablet.

2 Now look at the pictures 1–3 in the *Task*. Match each summary sentence A–C in exercise 1 to the correct pictures.

3 Listen to a student telling the beginning of the story. Check your answers to exercises 1 and 2.

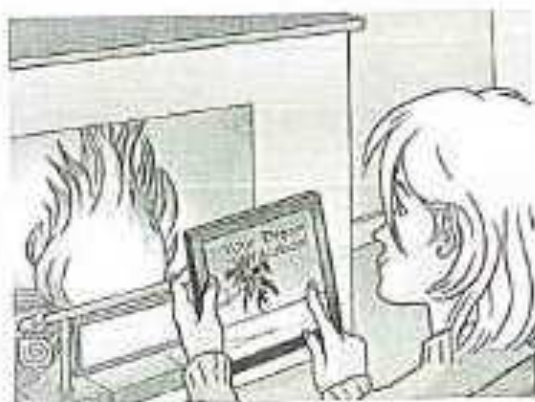
4 Write your own summary sentences for pictures 4–6. In pairs, choose one sentence to read aloud. Can your partner guess which picture it describes?

NOW YOUR TURN

5 Now tell the whole story in your own words. You will have one minute to prepare and one minute to tell the story.

TASK

The six pictures below show a story about a vacation.



1



2



3



4



5



6

Prepare for Cambridge Exams Unit 9

READING AND WRITING

Reading to complete a text with the right grammar words

1 ABOUT THE EXAM

In this part of the test you read a short text, such as an email, with ten gaps. Sometimes there are two emails. You must complete the text(s) by writing one word in each gap. The words will all be grammar words such as prepositions, pronouns, conjunctions, articles or auxiliary verbs.

TIP: Read the whole text before you begin completing any gaps, so you know what it is about. Decide if it is in the past, present or future, and if you need a singular or plural word. Write only one word in each gap. Perfect spelling is essential in this test. When you have finished, read through the complete text to check it all makes sense.

1 Choose the right word to complete each sentence.

- 1 The weather ... lovely yesterday.
- 2 I ... to go now, sorry!
- 3 We went to a great party ... week!
- 4 I can't come ... I'm too busy.
- 5 I'm very good ... swimming.
- 6 Jane's got a ... of friends.
- 7 My dad's got ... new job.
- 8 What time ... your parents get home?

Think!

- is or was?
have or must?
next or last?
because or but?
at or in?
few or lot?
a or the?
do or does?

2 Read *About the exam* and the *Tip*. Then read the *Task*. What does Pete want from Jim?

NOW YOUR TURN

3 Do the *Task*. Complete the emails with one word in each gap.

TASK

Example: (0) you

To Jim
From Pete

Are (0) busy today? I hope (1) because I need your help. I'm trying (2) do my history project and my computer's not working. I can't print anything! I know (3) good you are with things (4) this, so can you come and have (5) look at it for me?

To Pete
From Jim

I'm at football practice now (6) I'm free later. (7) it OK if I come to your place just (8) six o'clock? I'm not sure (9) the problem might be. Have you tried switching everything off and then switching (10) all back on again? Sometimes that works!

4 In pairs, compare your answers. Which ones did you get wrong? Revise those grammar points!

LISTENING COMPREHENSION

Short conversations

- 1 Read *About the test* and the *Tip*. Then answer the questions.

- 1 How many people will speak?
- 2 How many times do you hear the text?
- 3 Do you have to remember specific details?

- 2 Listen to and read a short conversation. Make a note of the specific details.

Zac: Excuse me, Will. Can I use your calculator, please?

Will: Sure, Zac, go ahead. I can use the calculator on my smartphone.

Zac: Do you understand how to work out the equations we have to do for homework?

Will: No, not really. I'm going to ask my older brother to help me this evening.

Zac: You're lucky. I have a little sister. I'm sure she doesn't know how to do equations.

Will: There are some good websites online. Some of them explain things really clearly.

Zac: That's a good idea, but my laptop is broken at the moment.

Will: I know. Would you like to come to my house after school and we can do the homework together?

Zac: Great idea. I'll text my mom to check if it's OK.

- 3 Listen again. Answer questions 1–3 in Task A.

TASK A

- 1 What does Zac ask to borrow?

- A a smartphone
- B Will's homework
- C a calculator
- D Will's brother

- 2 Why does Zac think Will is luckier than him?

- A Will's sister can do equations.
- B Will's brother can help him with the homework.
- C Will can do equations.
- D Will has a younger sister.

- 3 How will the boys do the homework?

- A They'll ask Will's mom to check it.
- B They'll use a smartphone.
- C They'll do it together at Will's house.
- D They'll ask Will's brother to do it for them.

ABOUT THE TEST

In the Listening Comprehension section, you will listen to a number of short conversations between two students, or a student and a school staff member. Each conversation is followed by three or more questions, each with four answer choices. Choose the best answer A, B, C, or D. You will hear each talk only one time.



Some of the questions will be about a specific detail you heard. Practice listening to short conversations and remembering details, or taking notes of important details as you listen.

NOW YOUR TURN

- 4 Do Task B. First listen and then answer the questions.

TASK B

- 1 What's the main topic of the conversation?

- A what gadgets the technology club has
- B how to be safe online
- C how to become a member of the technology club
- D which game consoles are the best

- 2 What does Poppy have to do before she can join the club?

- A write the rules carefully
- B log off the computer
- C tell others not to eat or drink in the IT room
- D agree to the rules

- 3 Why doesn't Poppy need to attend the course tomorrow?

- A Only boys need to take the course.
- B The course isn't obligatory.
- C She's already taken that course.
- D She doesn't have time.

- 4 According to the conversation, which of the following is NOT true?

- A There are smartphones and game consoles in the technology club.
- B It's important to follow the rules and attend the safety online course.
- C Members need to log off the equipment at the end of each session.
- D There is a small fee to join the club.

THE NEW BOY

A boy is cycling down a high street on a warm September morning. He's wearing a sweater and his new second-hand school jacket, but he feels cold. He looks at the shops – the fast food restaurants, the supermarkets, the charity shops – they are all similar but different to the shops he knows. Even the sun is strange and new here. It is low in the sky and hurts his eyes. He starts thinking about his home town and remembers his road and the tree outside his house and –

'Hey, look out!'

Joseph stops suddenly. The driver of a car is red-faced and angry.

'You're on the wrong side of the road, mate!'

'S... sorry,' Joseph says.

'Just be careful,' says the man, and he drives away.

Joseph shakes his head. It's a bad start to the day.

Ten minutes later, Joseph is riding through the park when he hears a strange sound. His bicycle wobbles and he nearly falls off. He examines his front wheel. There's a piece of broken glass in the tyre.

'Oh no, I don't want to be late,' he thinks, 'not today.'

At 8.25, Joseph finally pushes his bike through the school gates. A small group of students are looking at him.

'Who's that?' one asks.

'I don't know. He looks like a new boy.'

'He's got a really old bike!'

They laugh. Then a bell rings.

'Hurry up!' one of them says, a tall fair-haired boy. 'Lessons start in a few minutes!'

The friends run into the school entrance. Joseph stands alone in the playground. He looks up at the building and feels very small and nervous. He doesn't want to go in. He wants to go home. But he has no choice.

The first lesson is History. Mr Andrews, the teacher, talks about British kings and queens but Joseph doesn't know the names. Mr Andrews speaks quickly, too, and it's hard for Joseph to follow him. Suddenly he asks Joseph a question and Joseph doesn't understand it. The fair-haired boy says something and some students laugh.

'Stop talking, Lucas,' says Mr Andrews.

'OK, sir!' says Lucas, smiling.

Mr Andrews repeats the question but Joseph still doesn't know what to say.

'Don't worry, Joseph. I know this is all new for you.'

Maths is next – it's one of Joseph's favourite subjects –



then English. The class read a play out loud. Joseph tries to follow it but it's difficult. In the end, he just listens to the sounds. His eyes move to the window. Outside a wind is blowing the leaves from the trees and some clouds are racing across the sky. He watches them come and go ...

After a horrible lunch, Joseph walks around the playing field. Students are standing in groups, chatting and looking at their phones. Some of them are playing football. He checks his phone. There's a message from his sister, Rebecca.

'How's your new school? Hope you're having a great day!'

He can't tell her the truth.

'All OK,' he texts. But it isn't. The bell rings in the distance. It isn't OK at all.

'Bonjour, Joseph. Bienvenue à la leçon. Comment ça va?'

'Très bien, merci,' says Joseph.

Lucas stops drawing in his exercise book and looks up. He sees the new boy sitting at the front of the class. He is having a conversation with Ms Piau, the French teacher. Ms Piau really is French, and she isn't talking to him the way she normally talks to the class. They are talking the way people talk in their own language. Then the new boy smiles and they both laugh.

Maxie puts up her hand.

'Yes, Maxie?' says Ms Piau.

'Miss, what are you talking about?'

Pronunciation

UNIT 3 -ing

- 1 Listen and repeat these sounds and words.

/ŋ/ bring morning reading
/ŋk/ drink tank thank

- 2 Copy the table below. Then listen to some more words and write them in the correct column.

-ing /ŋ/	-ink /ŋk/

- 3 Listen, check your answers and repeat the words.

UNIT 4 Comparatives with *than*

In comparative sentences, we pronounce *than* /ðən/. We also use the weak vowel /ə/ in many comparative adjectives, e.g. *bigger* /bɪgə(r)/.

- 1 Read the box above. Then listen and repeat these sentences.

John is taller than Mike.
Madrid is hotter than London.
I am older than you.

- 2 Read the sentences out loud. Underline the /ə/ sounds.

- The film is better than the book.
- My phone is newer than my laptop.
- Our school is more modern than your school.
- My sister is nicer than my brother.
- David's hair is darker than mine.
- Rome is more beautiful than Moscow.

- 3 Listen and check. Then listen and repeat.

UNIT 5 -ed endings

There are three ways of pronouncing -ed endings:

/t/ when words end in these unvoiced sounds: /p/ /f/ /s/ /k/ /θ/ /ʃ/ /tʃ/
/d/ when words end in voiced sounds, including vowels
/ɪd/ when words end in /t/ or /d/

- 1 Read the box above. Then listen and repeat the sounds and words in the table below.

/t/	/d/	/ɪd/
stopped kicked	played changed	wanted landed

- 2 Read the sentences out loud and decide if the -ed ending is pronounced /d/, /t/ or /ɪd/.

- Mike tried to understand.
- We looked for the ring for hours.
- I waited for over an hour for the train.
- They walked home after the concert.
- The match finished at 9.30pm.
- Everyone studied hard for the exam.
- We watched a film about Africa.
- They started school on the same day.

- 3 Listen and check. Then listen and repeat.

UNIT 6 The letter o

We usually pronounce the letter o /ɒ/ like in *dog*. But in many other words, it has a different pronunciation.

- 1 Listen and repeat the words.

hot stop knock comb hello open
money other front woman women

- 2 Find pairs of words, one in each box, which have the same sound.

clock come no move

love over do top

- 3 Listen and check.

UNIT 7 *some*

Some can be stressed or unstressed. This changes the pronunciation.

Stressed: *Some food is very bad for you.*

Unstressed: *Let's take some water.*

1  Read the box above. Then listen and repeat.

- 1 Some students in my class are 13.
- 2 Some animals live in trees.
- 3 There's some cheese in the fridge.
- 4 There are some foxes in the garden.

2  Now listen and choose the correct words in the rules below.

- 1 We say /sʌm/ when it is stressed / unstressed.
- 2 We say /səm/ when it is stressed / unstressed.

3 Read the sentences out loud. Decide if *some* is stressed or unstressed.

- 1 I'd like some potatoes, please.
- 2 Some people don't eat any meat.
- 3 Some of my friends live in the USA.
- 4 There are some nice flowers in your garden.
- 5 Some spiders are poisonous.
- 6 I'm going to the cinema with some friends.

4  Listen and check. Then listen and repeat.

UNIT 8 *be going to*

In sentences and questions with *be going to*, we usually stress the words that are the most important. These are usually the nouns, verbs and adjectives.

We pronounce /tə/ before consonants and /tu:/ before vowels.

1 Read the box above. Then read the sentences out loud. Underline the words you think will be stressed.

- 1 We're going to visit our grandparents.
- 2 What are you going to do tomorrow?
- 3 I'm going to study Maths.
- 4 Are you going to watch TV tonight?
- 5 They aren't going to ask questions.
- 6 She's going to open her presents later.

2  Listen and check your answers.

3  Listen again. How is *to* pronounced in each sentence?

4  Now listen again and repeat.

UNIT 9 *must / mustn't*

We often stress *must* in sentences and questions. It is pronounced /mast/. We don't pronounce the first *t* in *mustn't*. We pronounce it /masnt/.

1  Read the box above. Then listen and repeat the sentences.

- 1 I must go home soon.
- 2 You mustn't be late.
- 3 'Must I sit here?' 'Yes, you must.'

2  Now listen and complete the sentences with *must* or *mustn't*.

- 1 You ... wait here.
- 2 You ... take a taxi.
- 3 They ... speak French.
- 4 I ... leave the house today.
- 5 She ... come home after school.
- 6 You ... read your notes.
- 7 I ... work today.
- 8 He ... be there all day.

3  Listen again and repeat.

Communication

UNIT 3 Page 34 exercise 6

STUDENT A

Describe the photo to student B. Use the words in the box to help you. Then ask Student B questions about his / her photo.

sack jump race

- Who can you see?
- What do they normally do?
- What are they doing now?



UNIT 3 Page 37 exercise 5



UNIT 3 Page 35 exercise 4

STUDENT A

Describe your picture to Student B.

Then look at your picture and listen to Student B's description.

When you hear something that is different in your picture, say stop.



UNIT 4 Page 49 exercise 6

Use the notes to help you to write your description.

The Great Wall of China

- ✓ in the north of China - goes from the east to the west
- ✓ very old, longest wall in the world (8,850 km long), highest part of the wall is 8 metres high
- ✓ 25,000 towers along the wall
- ✓ 10 million visitors a year

UNIT 4 Page 46 exercise 4 STUDENT A

Look at the photos below and the words in the box. Write five questions using superlatives that you want to know about the places to stay.

Which place has the best facilities?

modern expensive cheap far from the city centre
near the city centre good facilities bad facilities



Apartment



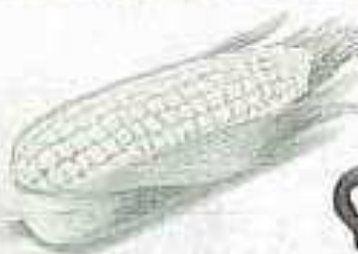
Youth Hostel



UNIT 6 Page 63 exercise 6 STUDENT B

Look at the information about corn. Present the information to Student A.

AZTEC FACT SHEET Corn



Corn was a very important food for the Aztecs. What did they do with it?

- make / small flat pancakes called tortillas which are still popular today
- use / corn leaves to wrap their lunch
- put / corn in a hot pan to make popcorn
- decorate / places with strings of popcorn for special festivals

UNIT 6 Page 69 exercise 6

Use the notes to help you to write your review.

The British Museum in London

- ✓ 80,000 objects on display – 8 million objects in the whole museum collection
- ✓ objects from all over the world
- ✓ favourite thing: Lewis chess men (probably from Scandinavia)
- ✓ 82 ivory pieces, very old (made between AD1150–1200), really beautiful
- ✓ don't like: the painting (not very interesting)
prefer to go to an art gallery to see paintings

UNIT 3 Page 34 exercise 6 STUDENT B

Ask Student A questions about his / her photo.
Then describe your photo to Student A. Use the words in the box to help you.

hold legs race

- Who can you see?
- What do they normally do?
- What are they doing now?



UNIT 3 Page 35 exercise 4 STUDENT

Describe your picture to Student A.

Then look at your picture and listen to Student A's description.

When you hear something that is different in your picture, say *stop*.



UNIT 4 Page 46 exercise 6 STUDENT

Look at the information. Answer Student B's questions.

	Cottage	Bungalow	Lighthouse
Distance from beach	2 km	On the beach!	200 m
Price per week	£700	£600	£800
Year built	1703	2014	1895
Size	3 bedrooms	1 bedroom	2 bedrooms

Irregular Verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was / were	been	leave	left	left
beat	beat	beaten	let	let	let
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	read	read	read
can	could	—	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	set	set	set
dream	dreamt / dreamed	dreamt / dreamed	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	smell	smelt / smelled	smelt / smelled
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	sweep	swept	swept
grow	grew	grown	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lay	laid	laid	win	won	won
learn	learnt / learned	learnt / learned	write	wrote	written

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A1	A2	B1	B2	C1	C2
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ISBN: 978-84-668-2043-4



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