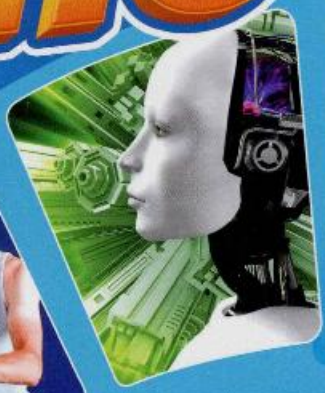
Prime Time









1







Student's Book

Virginia Evans
Jenny Dooley

Express Publishing

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Express Publishing

Contents

	Modules	Grammar	Vocabulary
Starter	**Starter** pp. 5-6	• *a/an*	• the alphabet • cardinal numbers (1-100) • ordinal numbers (1st-20th) • colours • school subjects
1	**People around the world** pp. 7-20 Language Review 1 p. 21 Skills Practice 1 pp. 22-23 Revision 1 p. 24	• the verb *to be* • subject pronouns • possessive adjectives *(my - mine)* • possessive pronouns • the verb *have got* • question words *(who, what, where, how old, which)* • comparisons • *can*	• countries; nationalities; jobs, sports & hobbies • days; months • greetings; saying goodbye; introduction • physical appearance • abilities • visiting places
2	**East West, Home's Best** pp. 25-38 Language Review 2 p. 39 Skills Practice 2 pp. 40-41 Revision 2 p. 42	• *there is/there are; some/any* • plurals • *this/that - these/those* • prepositions of place • the imperative • adjectives; position of adjectives • prepositions of movement • *a/an - The*	• houses; rooms & furniture/fixtures • appliances • places in a town; tourist attractions • geographical features • shops and products, places in an area • buildings & materials
3	**Day after day** pp. 43-56 Language Review 3 p. 57 Skills Practice 3 pp. 58-59 Revision 3 p. 60	• present simple • adverbs of frequency • prepositions of time • possession/*who/whose* • modals: *can, have to, should/ought to* • adjectives/adverbs	• free-time activities; daily routines • work routine • college life • the time • wild/domestic animals; pets • school rules • family members • reptiles
4	**Come rain or shine** pp. 61-74 Language Review 4 p. 75 Skills Practice 4 pp. 76-77 Revision 4 p. 78	• present continuous • present simple vs present continuous • *can/can't; must/mustn't* • object pronouns • Countable/Uncountable nouns • *some, any, a lot of, much, many, few, little* • *going to*	• the weather; seasons; seasonal activities • clothes; accessories; footwear • malls; places in a mall • food; drinks • market products • festivals & celebrations • types of climate
5	**Life in the past** pp. 79-92 Language Review 5 p. 93 Skills Practice 5 pp.94-95 Revision 5 p. 96	• *was/were* • *had* • *could* • past simple (regular/irregular verbs) • past continuous	• places in a town • childhood memories • structures & buildings; adjectives describing buildings • famous figures • types of films, feelings
6	**Have you ever ...?** pp. 97-110 Language Review 6 p. 111 Skills Practice 6 pp. 112-113 Revision 6 p. 114	• present perfect • *yet, already, ever, never, just, since, for* • present perfect vs past simple • the passive (present simple/past simple)	• experiences • means of transport • volunteering • technology • social etiquette • minor injuries/ailments

Vocabulary Bank pp. VB1-VB28
Writing Bank pp. WB1-WB6
Grammar Reference pp. GR1-GR9
Rules for Punctuation p. GR10

Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Curricular
	• asking about addresses • asking personal information		
• Star forum (sentence completion) • listening: identifying main points • dialogue (asking for personal information) • dialogue; introductions & greetings; listening: matching; identifying content • Special people (sentence completion); identifying people • completing a library card (gap filling) • Sports Stars (comprehension)	• talking about age; giving personal information • asking for/giving personal information • introducing yourself & others; greetings; saying goodbye • making comparisons • describing people • talking about abilities • intonation in questions • Pronunciation: /θ/, /ð/	• a blog entry about yourself, your favourite sport & sports person • a dialogue presenting yourself • a short text describing yourself • an informal email presenting yourself; Skills: word order; capital letters	• The Flag of the UK (answering comprehension questions) • (Geography) World Landmarks (quiz)
• Life in a shell (T/F/DS); predicting content • A house out of this world (comprehension) • Viewing a flat (dialogue) • The Floating Islands of Lake Titicaca (missing sentences) • a dialogue (asking for & giving directions) • listening for specific information • an email (comprehension)	• describing a house • talking about position • arranging to see a flat for rent • describing lifestyles • giving directions • Pronunciation: /uː/, /ʌ/, /əʊ/, /əɪ/	• a short text describing your house • a short text describing your bedroom • compare the Uros' lifestyle to yours • an email to a friend describing your house & favourite room; Skills: punctuation	• I ♥ NY City (multiple matching) • (Art & Design) Towers (identifying information)
• Snake milking (sentence completion) • In the Wild (T/F); listening for specific information • a dialogue (making arrangements) • What's for Breakfast? (multiple choice) • The Flying Fruit Fly Circus School! (missing sentences) • identifying people; dialogue about two people's families (T/F)	• expressing likes/dislikes; describing your daily routine • talking about activities; expressing frequency • asking for/telling the time; arranging for a time to meet • identifying people; discussing relations • describing reptiles • Pronunciation: /s/, /z/, /ɪz/; /θ/, /ð/	• compare a person's daily routine to yours • sentences about what you do at weekends • an email describing your visit at Giraffe Manor • an email to a friend about your family; Skills: linking ideas: *and, but, or* • a quiz about an animal category	• College Life (T/F statements) • (Science) reptiles (a quiz)
• A visit to Puebla (T/F) • a dialogue (buying a present) • a dialogue (buying drinks & snacks) • postcards from market places (multiple matching); listening for specific information • Breakfast around the world! (comprehension) • an advert for a festival (gap filling)	• describing a place • describing activities happening now • buying food/drinks • making suggestions • describing characteristics of different types of climate • Pronunciation: *-ing* ending; /aɪ/, /eɪ/	• a postcard from Puebla saying what you are doing now • a short text describing what is happening in photographs • a postcard from a festival; Skills: informal style; opening/closing remarks in informal emails • a short text about different types of climate	• The Mall of America (completing a graphic organiser) • (Geography) Tundra Climate – Hot Desert Climate (multiple matching)
• Troy (reading for specific information) • Ancient Egyptians (T/F) • a dialogue (childhood memories) • Machu Picchu (matching headings to paragraphs) • Francis Drake: Hero or villain? (multiple choice) • listening: favourite movies (multiple matching)	• describing Troy • describing childhood memories • describing a lost city • talking about films; expressing feelings • recommending a film • Pronunciation: *-ed* ending; minimal pairs /æ/-/ɑː/, /ʊ/-/uː/, /ɒ/-/ɔː/	• sentences about Troy • a quiz (T/F statements) • sentences about what Machu Picchu was like • an informal email describing a film you saw; Skills: recommending	• Life in the UK: The Swinging 1960s (complete sentences) • (History) Native Americans (multiple matching)
• postcards (multiple choice) • strange experiences (T/F) • embarrassing moments with my gadgets (missing sentences) • social etiquette (paragraphs to headings) • listening: matching speakers to injuries	• narrating experiences • offering to help • give advice • Pronunciation: diphthongs	• an informal email • a blog entry about an experience of yours • a paragraph about social etiquette in your country • a story; Skills: sequencing	• VSO: (Matching paragraphs to headings) • (Science) Mobile Phone Network (T/F)

Starter unit

The alphabet

1 Listen and repeat.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Asking about names

2 Ask and answer.

1 Peter Ross
A: What's your name?
B: Peter.
A: And your surname?
B: Ross.
A: How do you spell it?
B: R – O – double S

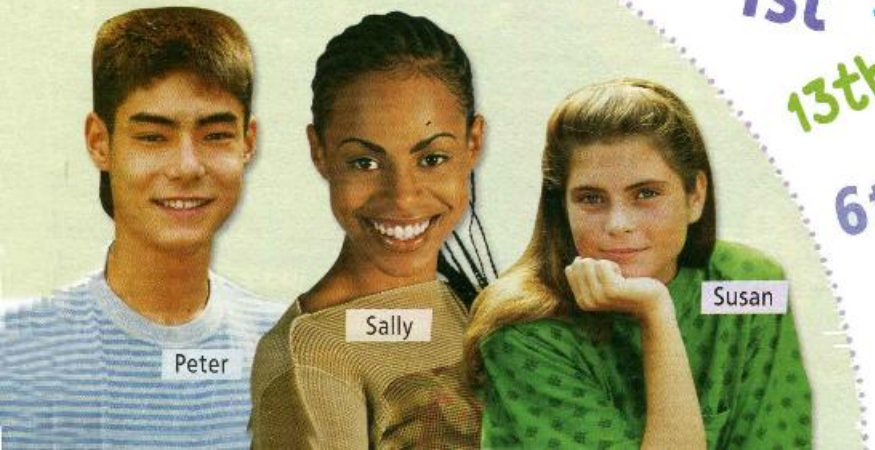
2 Luisa Fernandez
3 Martin Williams
4 Stephen Smithers
5 Alessandro Alvarez
6 Doug Benson
7 Bobby Myles
8 Susan Perry

Cardinal numbers

3 a) Listen and repeat.

1	one	11	eleven	21	twenty-one
2	two	12	twelve	30	thirty
3	three	13	thirteen	40	forty
4	four	14	fourteen	50	fifty
5	five	15	fifteen	60	sixty
6	six	16	sixteen	70	seventy
7	seven	17	seventeen	80	eighty
8	eight	18	eighteen	90	ninety
9	nine	19	nineteen	100	a/one hundred
10	ten	20	twenty		

b) Listen and say how old each person is.



Asking about addresses

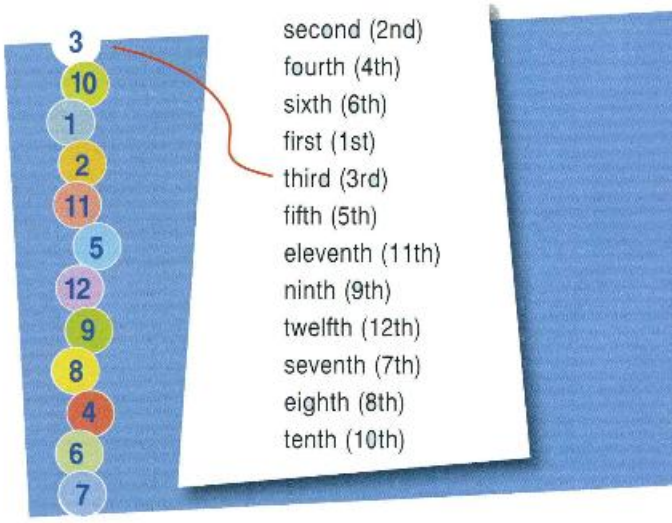
4 Ask and answer.

1 212 Milton Street – 272-8856
A: What's your address?
B: 212 Milton Street.
A: And your telephone number?
B: It's two – seven – two – double eight – five – six.

2 128 Burton Street – 976-5987
3 413 Broadway Avenue – 6689765
4 182 Graig Avenue – 572-8309
5 927 Lawton Street – 346-7859

Ordinal numbers

5 Match the cardinal numbers to the ordinal numbers, then listen and check. Listen and repeat.



6 Listen and circle the numbers you hear.



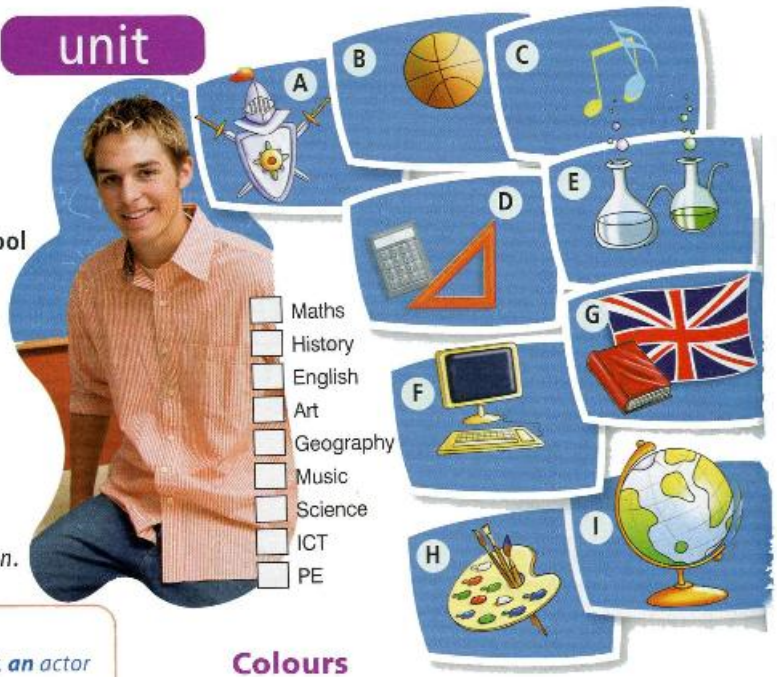
Starter unit

Vocabulary

School Subjects

7 a) **Match the pictures to the school subjects.**
Listen and check, then say.

b) **Which of these subjects can you study at university?**



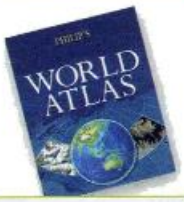
Grammar

A/An

8 **Read the theory box. Fill in: *a* or *an*.**

A/An

We use **a/an** before singular nouns. ***a** dancer, **an** actor*
We use **a** before consonant sounds (b, c, d, f, etc).
We use **an** before vowel sounds (a, e, i, o, u).
*He's **a** teacher. She's **an** actress.*



1 ..... atlas



2 ..... notebook



3 ..... folder



4 ..... briefcase



5 ..... eraser



6 ..... book



7 ..... schoolbag



8 ..... ruler



9 ..... pencil case

Colours

9 a) Listen and say.
b) **Look at the items in Ex. 8. Ask and answer, as in the example.**

A: What's this?
B: It's an atlas.

A: What colour is it?
B: It's blue.



10 **Ask and answer about yourselves.**



A: What's your name?
B: Alfonso.
A: And your surname?
B: Perez.
A: How old are you?
B: I'm 18.
A: What's your favourite colour?
B: Blue.



In this module you will learn ...

Vocabulary: countries; nationalities; sports & hobbies; jobs; physical appearance; days of the week; months; abilities

Grammar: the verb ***to be***; subject pronouns; possessive adjectives; possessive pronouns; the verb ***have got***; ***can***; question words; comparatives/superlatives

Everyday English: ask personal information; introduce yourself & others; greet people; say goodbye

Intonation/Pronunciation: intonation in questions; th /ð/, /θ/

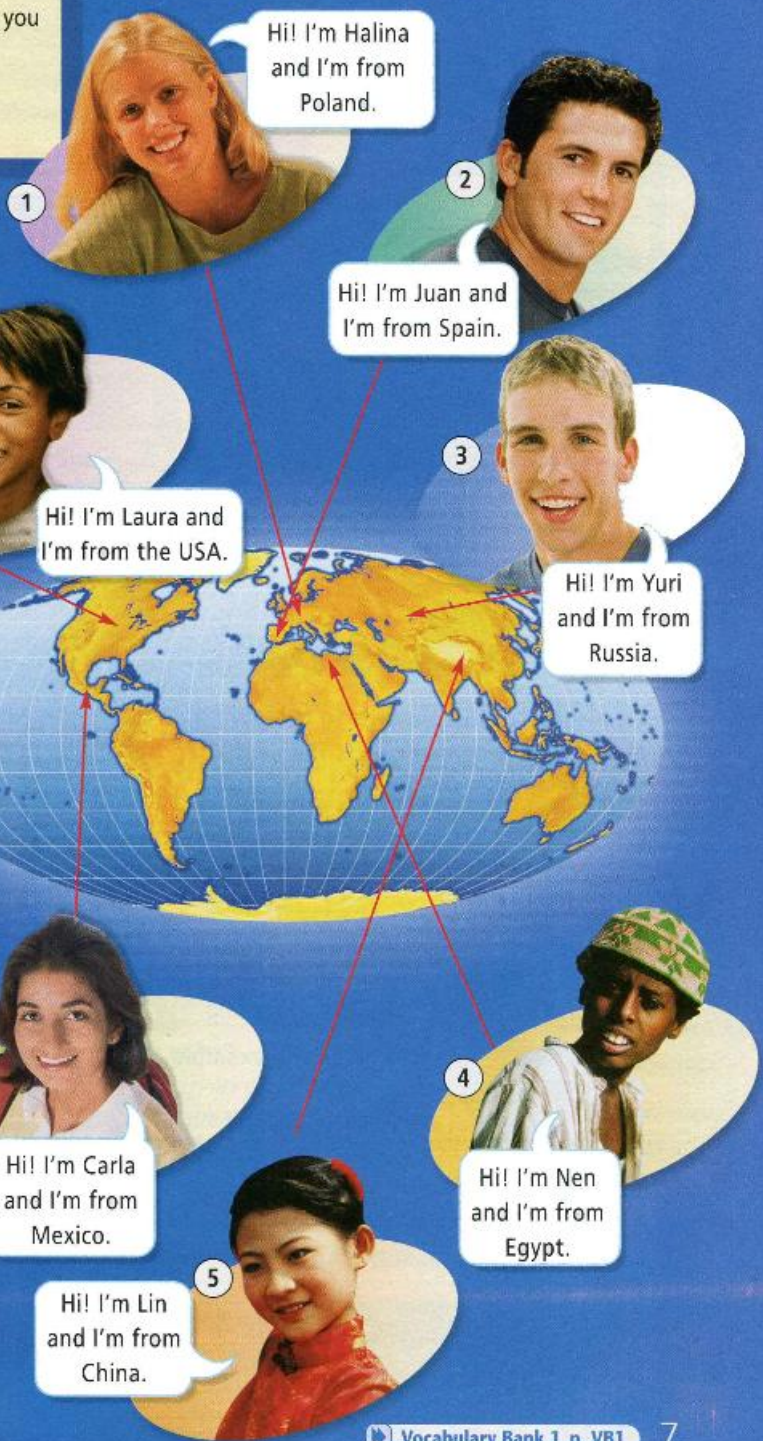
Writing: an informal email to a pen-friend about you and your favourite sports

Culture Corner: the UK's flag and holidays

Curricular *(Geography)*: World Landmarks

Module 1

People around the world



Vocabulary
Countries & Nationalities

1 Match the countries to the nationalities.
Listen and check. Listen and repeat.

1	Poland	A	Mexican
2	England	B	Chilean
3	Italy	C	Spanish
4	Peru	D	Argentinian
5	Russia	E	Brazilian
6	Argentina	F	American
7	Mexico	G	Polish
8	the USA	H	Italian
9	Ireland	I	English
10	Brazil	J	Peruvian
11	Chile	K	Irish
12	Spain	L	Russian
13	Germany	M	Portuguese
14	France	N	German
15	Portugal	O	French

2 Look and say.

Halina is from Poland. She's Polish.
Juan's from ... . He's ... .

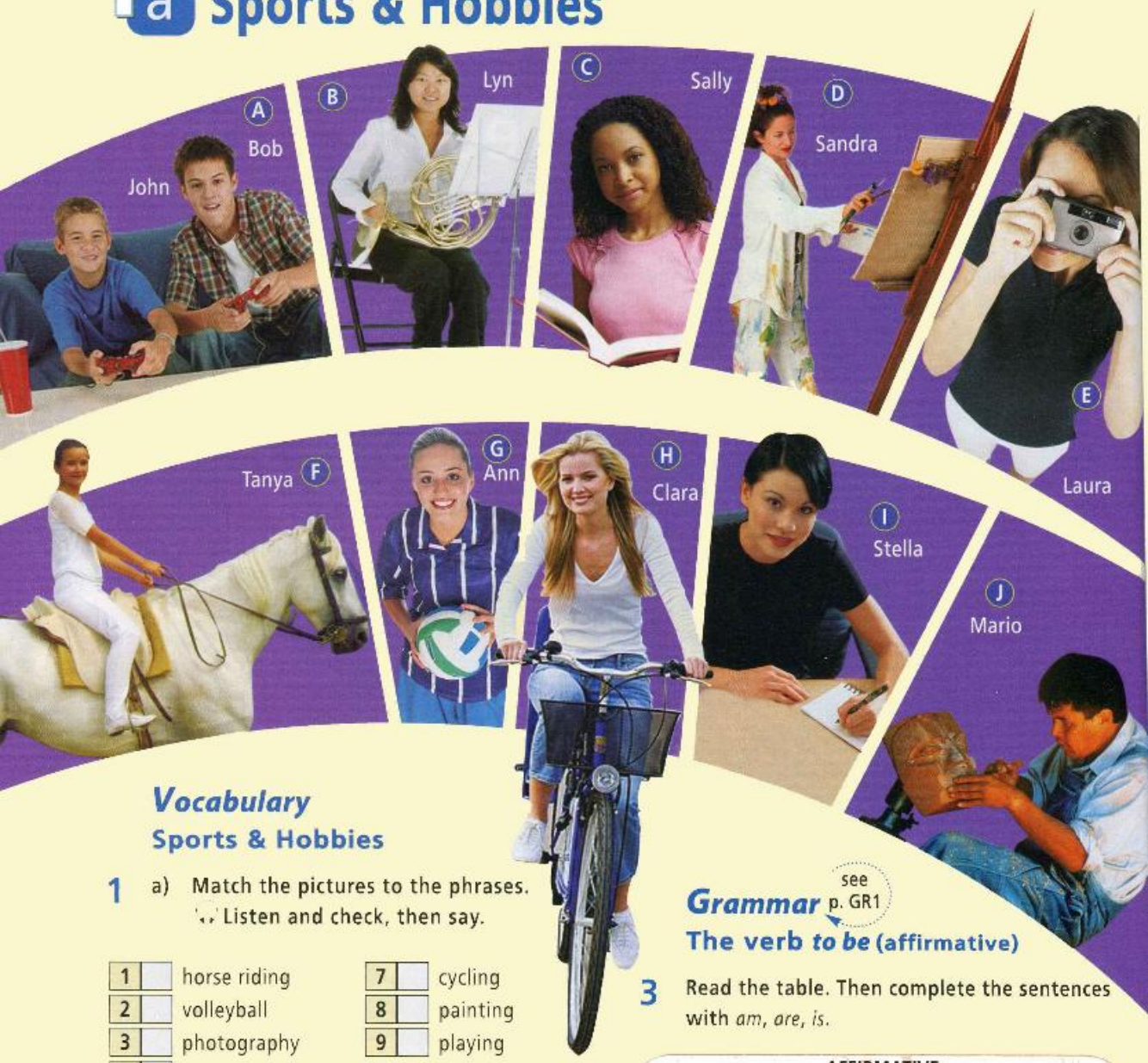
OVER TO YOU!

I'm from ..... .

I'm ..... .

Vocabulary Bank 1 p. VB1

1a Sports & Hobbies



Vocabulary
Sports & Hobbies

1 a) Match the pictures to the phrases. 👂 Listen and check, then say.

1	horse riding	7	cycling
2	volleyball	8	painting
3	photography	9	playing computer games
4	playing music	10	writing
5	woodwork		
6	reading		

b) Write sentences, as in the example. Tell the class.

John and Bob's favourite hobby is playing computer games.

2 👂 Listen to three teenagers talking. Write each person's favourite hobby.

Kate	Bob	Rosa

Grammar see p. GR1
The verb *to be* (affirmative)

3 Read the table. Then complete the sentences with *am*, *are*, *is*.

AFFIRMATIVE	
I ***am****/I'****m***	*Mexican.* *16 years old.*
You ***are****/You'****re***	
He ***is****/He's* *She* ***is****/She's* *It* ***is****/It's*	
We ***are****/We're* *You* ***are****/You're* *They* ***are****/They're*	

1 I ..... 17 years old.
2 We ..... teenagers.
3 You ..... in my class.
4 My favourite sport ..... football.
5 They ..... from Spain.

Listening & Reading

4 a) Who are the athletes in the pictures? What do you know about them?

b) Listen and read the forum. What is each teenager's dream?

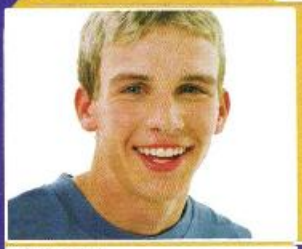


Check these words

student, favourite, dream, become, famous, basketball player, like, hero, good at, team, tennis club

Star forum

Join | Blog | Search Members



Hi! My name's Marco and I'm from Spain. I'm 17 years old and I'm a student. My favourite sport is basketball. My dream is to become a famous basketball player like my hero, Pau Gasol. My brother, Pedro, is 16 and he's very good at football. His favourite team is Real Madrid and his favourite footballer is Cristiano Ronaldo.

THE FAN



Hello! I'm Orla and this is my sister, Molly. I'm 16 and she's 18. We're from Ireland. Our favourite sports are basketball and tennis. We are very good at tennis. We're in the school tennis club. Our dream is to become famous tennis players like the famous American tennis stars, Venus and Serena Williams.

KITTEN GIRL

5 Read the text and complete the sentences. Use up to three words.

1 Marco and Pedro are from *Spain*.
2 Orla and Pedro are ..... old.
3 Molly and Orla are good at ..... .
4 Marco's dream is to become ..... .
5 Marco's brother is good at ..... .
6 Orla and Molly are in the ..... .

Speaking

6 Read the text again and complete the table. Use your notes to tell the class about each person.

	Country of origin	Age	Job	Favourite sport /athlete
Marco	*Spain*	*17*	*student*	*basketball, Pau Gasol*
Pedro				
Orla				
Molly				

Marco's from Spain. He's 17. He's a student. His favourite sport is basketball and his favourite athlete is Pau Gasol.
Orla's from .... . She's .... .

Writing

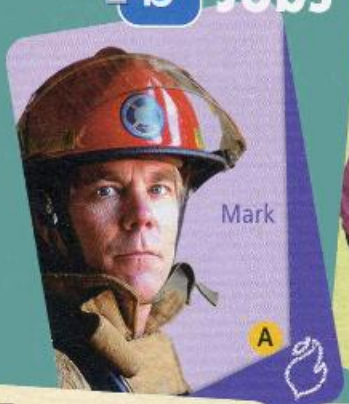
7 Complete the blog entry below about yourself.

My name's ... and I'm from ... . I'm ... years old and I'm a ... . My favourite sport is ... . My dream is to become a ... .



Vocabulary Bank 1 p. VB2

1b Jobs



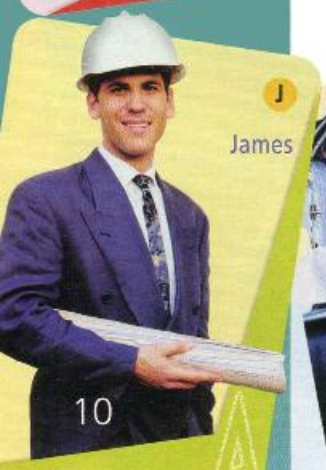














Vocabulary & Listening

1 a) **Match the words to the pictures.**
Listen and check, then say.

1 ☐ vet
2 ☐ astronaut
3 ☐ waiter
4 ☐ electrician
5 ☐ artist
6 ☐ fire fighter
7 ☐ nurse
8 ☐ architect
9 ☐ pilot
10 ☐ actress
11 ☐ author

b) **Write sentences.**

Laura is a vet.

2 Listen and write each person's job.

1 Peter .....
2 Kelly .....
3 Anna .....
4 Steven .....

Grammar see p. GR1

The verb *to be* (negative & interrogative)

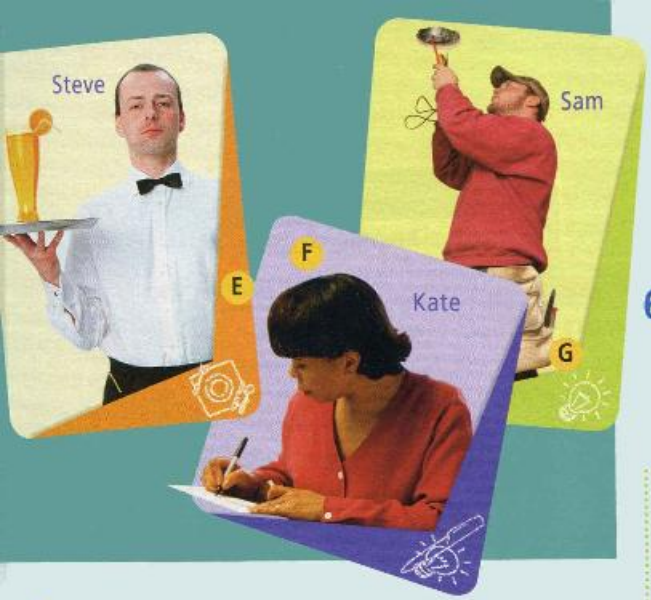
3 a) **Read the table.**

NEGATIVE	
*I **am not**/I'**m not***	*a doctor.*
*You **are not**/You **aren't***	*Spanish.*
*He/She/It **is not**/He/She/It **isn't***	*10 years old.*
*We/You/They **are not**/We/You/They **aren't***	

INTERROGATIVE		SHORT ANSWERS
***Am** I*	*a teacher?*	***Yes**, I **am**./**No**, I'**m not**.*
***Is** he/she/it*	*French?*	***Yes**, he/she/it **is**.* ***No**, he/she/it **isn't**.*
***Are** we/you/they*	*20 years old?*	***Yes**, we/you/they **are**.* ***No**, we/you/they **aren't**.*

b) **Fill in:** *'m not*, *isn't* **or** *aren't*.

1 She's from Mexico. She *isn't* from Spain.
2 You ..... Italian. You are German.
3 My favourite sport is tennis. It ..... football.
4 I am Polish. I ..... French.
5 We ..... vets. We are pilots.
6 I am an artist. I ..... a teacher.
7 Tony's sixteen years old. He ..... sixty years old.
8 They ..... from Spain. They are from Portugal.



4 Fill in: *is, are, 'm, 's, 're, 'm not, isn't* or *aren't*.

1 A: *Is* he from Mexico?
B: No, he ..... . He ..... from Japan.
2 A: ..... they Spanish?
B: No, they ..... . They ..... English.
3 A: What ..... your favourite sport?
B: My favourite sport ..... tennis.
4 A: ..... she twenty years old?
B: No, she ..... . She ..... twenty-two.
5 A: ..... you from Hungary?
B: No, I ..... . I ..... from Bulgaria.

Subject pronouns/Possessive adjectives/Possessive pronouns

5 Read the table. Then choose the correct word.

Subject pronouns	*I, you, he, she, it, we, you, they*
Possessive adjectives	*my, your, his, her, its, our, your, their*
Possessive pronouns	*mine, yours, his, hers, –, ours, yours, theirs*
I am Spanish. ***My*** *favourite sport is football.* *This is* ***my*** *ball. It's* ***mine****.*	

1 Ann's from Italy. **She/Her** is 15 years old. **His/Her** favourite sport is basketball. These shoes are **hers/her**.
2 Bob and Sally are 15. **Their/They** are British. **Their/They** favourite actor is Brad Pitt.
3 Peter's 16. **He's/It's** from the USA. **Its/His** friends are good at tennis.
4 **We/Our** are Polish. **We/Our** favourite singer is Beyoncé. **She/Her** is great. This CD is **our/ours**.
5 **I/My** parents aren't teachers. **They/We** are vets.
6 Tony's good at football. **Her/His** favourite footballer is Beckham. This poster is **his/my**.

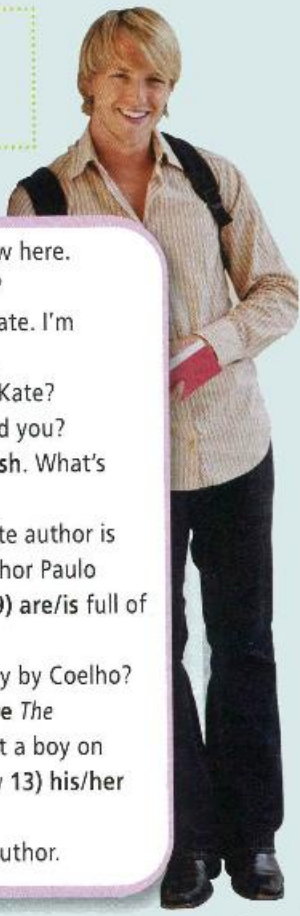
1b

Reading & Writing

6 Read the dialogue and underline the correct words.
Listen and check.
Who's Kate's favourite author?

Check these words

new, here, what, subject, literature, author, story, full of magic, journey, dream



John: Hi! I'm John Green. I'm new here. What's **1) you/your** name?
Kate: Hi John, **2) my/I** name is Kate. I'm **3) an/a** student here, too.
John: Where **4) is/are** you from, Kate?
Kate: I'm from New Zealand. And you?
John: I'm from **5) England/English**. What's your favourite subject?
Kate: Literature. **6) My/I** favourite author is the **7) Brazilian/Brazil** author Paulo Coelho. **8) His/He** stories **9) are/is** full of magic.
John: What's your favourite story by Coelho?
Kate: My favourite one **10) is/are** *The Alchemist*. **11) Its/It's** about a boy on **12) a/an** journey to follow **13) his/her** dream.
John: Coelho is **14) a/an** great author.

7 Write questions. Answer them.

1 Kate/actress?
Is Kate an actress? No, she isn't. She's a student.
2 John/student?
3 John & Kate/from the USA?
4 Kate's favourite author/Mark Twain?
5 Coelho's stories/full of magic?

8 Write a dialogue like the one in Ex. 6. Ask about *nationality, favourite author* and *favourite story*. Then act it out with your partner.

1c Culture Corner

Days:
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

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



THE FLAG OF THE UNITED KINGDOM

The Union Flag is the symbol of the United Kingdom. The colours of the UK flag are red, white and blue. It has got three crosses that are from each nation of the United Kingdom except for Wales. The flag is on every government building on certain special days and holidays. The Union Flag is also on the flags of some Commonwealth nations, such as Australia and New Zealand.

Check these words

symbol, cross, each, nation, except for, every, government building, certain, special, holiday, Commonwealth, on display

Second Monday in March
Commonwealth Day

21st April
Birthday of Queen Elizabeth II

2nd June
Coronation Day

Second Sunday in November
Remembrance Sunday

14th November
Birthday of the Prince of Wales

Note:
We say: **on** Monday, Tuesday, etc.
in January, February, etc.
BUT on 1st January

Days & Months

1 Listen and say. Which days are at the weekend? Which month(s) have got 31 days/30 days/28 days?

Reading & Listening

2 What colours are on the British flag? How many crosses are on it?
Listen, read and check.

3 When is the flag of the UK on display?

The flag of the UK is on display on Commonwealth Day, the second Monday in March.

Writing

4 What is your country's flag like? When is it on display? In five minutes write a short text like the one in Ex. 2. Tell the class.

Did you know?

The Union Jack is the nickname of the UK flag.

Everyday English 1d

Introductions & Greetings

1 Listen and read the dialogues. Match them to the headings.

Introducing yourself | Introducing others

A



Tony: Excuse me. Are you Sally?
Sally: Yes, I am.
Tony: Hi. I'm your new neighbour, Tony, Tony Hay.
Sally: Oh, hello, Tony. Nice to meet you.
Tony: Nice to meet you, too.

B



Jane: Hello, Patrick. How are you?
Patrick: Hi, Jane. Not bad. And you?
Jane: I'm OK. Patrick, this is Lucy. She's my friend from America.
Patrick: Pleased to meet you, Lucy.
Lucy: Pleased to meet you too, Patrick.

Greetings/Saying goodbye

2 Listen to and read the exchanges (1-4). Which are greetings? Which are goodbyes? Which dialogue(s) match(es) the picture?



1 A: Bye, Tom. See you later.
B: Bye, Peter. See you.

2 A: Good morning, Paul. How's it going?
B: Not bad, Mary. And you?
A: I'm fine, thanks.

3 A: Hello, Laura. How are you?
B: I'm OK, Helen. And you?
A: So-so.

4 A: Goodbye, Ted. Have a nice evening.
B: You too, Alex. Goodbye.

Study skills

Role playing
When you act out a dialogue you need to sound natural. Try using gestures and appropriate intonation.

3 Use the useful language below to act out dialogues for the situations (1-3).

Greet people	Respond
• Hi! How are you? • How's everything? • How's it going? • Hello! I'm	• Great. • I'm fine, (thanks). • I'm OK. • Not bad. • So-so.
Introduce yourself/others	**Respond**
• Hi! I'm ... . • Hello! I'm ... . • This is	• Nice to meet you. • Hi! I'm ... . • Hello! I'm ... . • Oh, hi. I'm ... .
Say goodbye	
• Goodbye. • Bye. • See you.	• See you later. • See you tomorrow. • Take care.

1 You see your friend in the street. Greet him/her.
2 Sally is a new student at your school. Introduce yourself and your friend to her.
3 The school day is over. Say goodbye to your friend.

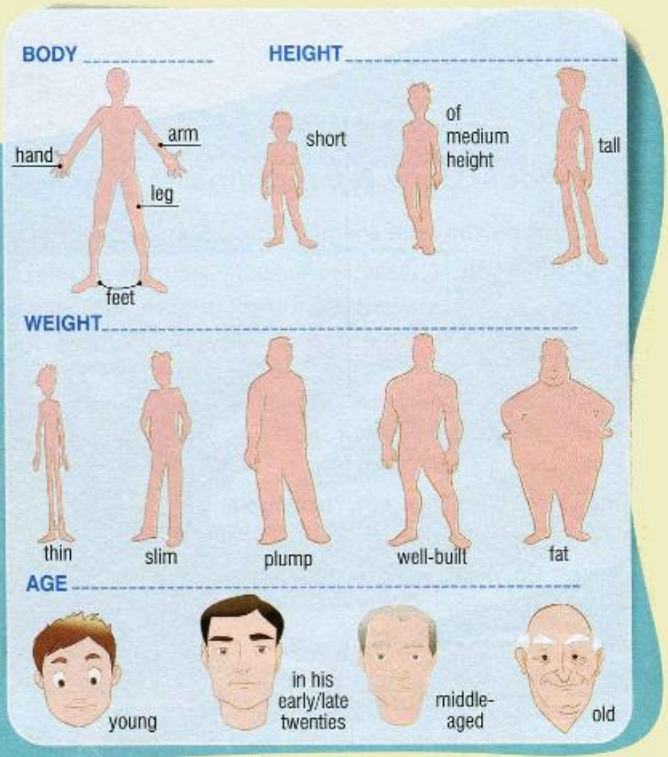
Pronunciation: /θ/ /ð/

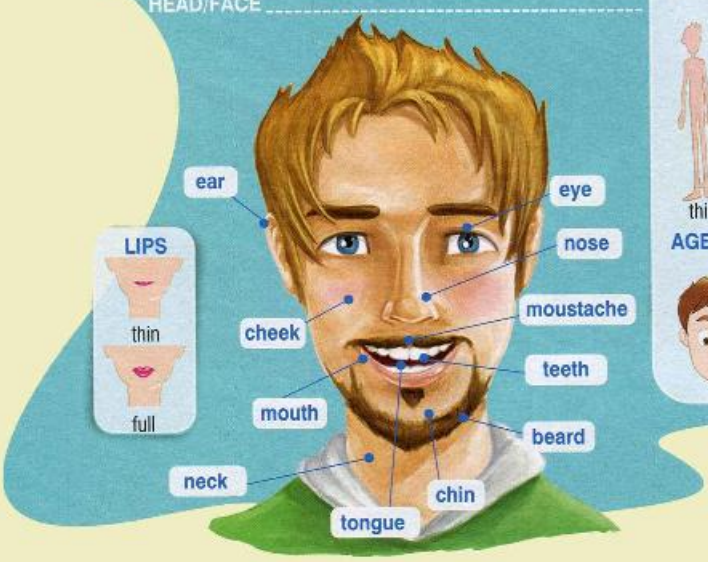
4 Listen and tick (✓). Then repeat.

	/θ/	/ð/		/θ/	/ð/
the			mother		
this			eighth		
thanks			tenth		

1e Appearance







Vocabulary
Physical appearance

1 a) Listen and say. Point to your face. Your partner says the part of the face you point to.

b) Mime and say words related to height and weight.

Grammar
see p. GR1

Have got

2 a) Read the table.

AFFIRMATIVE	NEGATIVE
I/You/We/They**'ve got** blue eyes. He/She/It**'s got** blue eyes.	I/You/We/They haven**'t got** green eyes. He/She/It hasn**'t got** green eyes.
INTERROGATIVE	**SHORT ANSWERS**
Have I/you/we/they **got** long hair? **Has** he/she/it **got** long hair?	**Yes**, I/you/we/they **have**. **No**, I/you/we/they **haven't**. **Yes**, he/she/it **has**. **No**, he/she/it **hasn't**.

We use **have got/has got** to express possession.
I**'ve got** blue eyes. My friend **has got** long hair.

b) Look at the pictures and complete the sentences with: *have got, has got, haven't got* or *hasn't got*.



1 Betty *hasn't got* blue eyes. She ..... dark eyes.
2 Sam ..... dark hair. He ..... fair hair.
3 Lyn and Betty ..... curly hair.
4 Betty ..... straight hair.
5 Mark ..... dark hair.
6 Mark and Sam ..... short hair.

c) Fill in: *has, have*, then answer the questions.

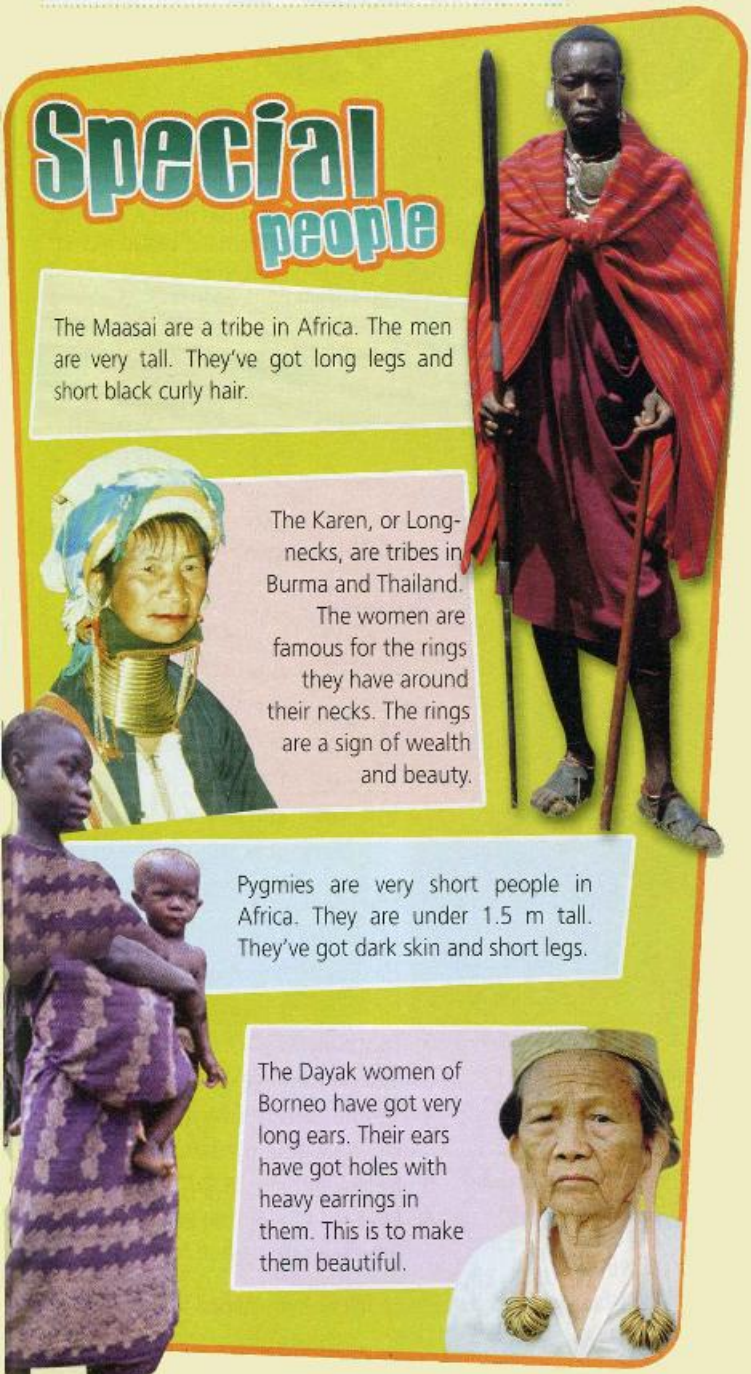
1 *Has* Betty got long, straight hair? Yes, she *has*.
2 ..... Sam and Mark got beards?
No, ...
3 ..... Mark got long hair? ..... .
4 ..... Sam got wavy hair? ..... .
5 ..... Sam got a moustache? ..... .
6 ..... Lyn and Sam got full lips? ..... .

Reading

3 What do you know about the people in the pictures? What is special about them?
Listen and read to find out.

Check these words

tribe, leg, famous for, ring, around, sign, wealth, beauty, skin, hole, heavy earrings, make, beautiful



4 a) Read the text and complete the sentences. Use the words: *heavy, curly, dark, tall, short, long.*

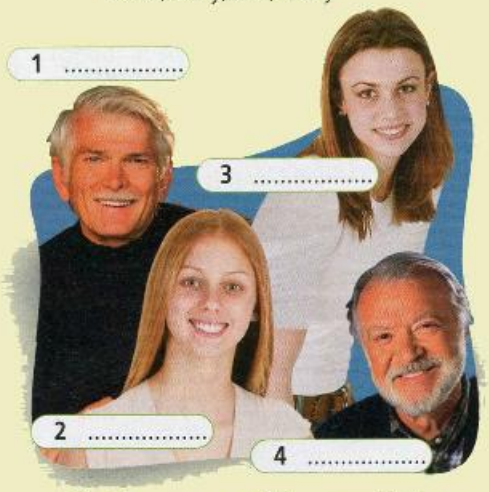
1 The Maasai are ..... . Their hair is ..... and ..... .
2 Pygmy people have got ..... skin.
3 Karen women have got very ..... necks.
4 The Dayak women have ..... earrings in their ears.

b) Describe the special people in the pictures.

5 THINK! Say one thing you can remember about each tribe in the text. Then compare yourself to them.

Listening & Speaking

6 a) Listen and label the people with the names: Chris, Sally, Jim, Mary



b) Choose one of the people in Ex. 6a and describe him or her to your classmates.

Writing

7 In three minutes write a few sentences describing yourself. Read them to the class.

Vocabulary Bank 1 p. VB4

1f Games & Leisure

Vocabulary
Sports

1 a) Listen and say. Are these words the same in your language?

b) Which are team sports? Which is your favourite one?


pole vault


tennis


martial arts


football


surfing


cycling


golf


cricket


swimming


canoeing


basketball


hockey

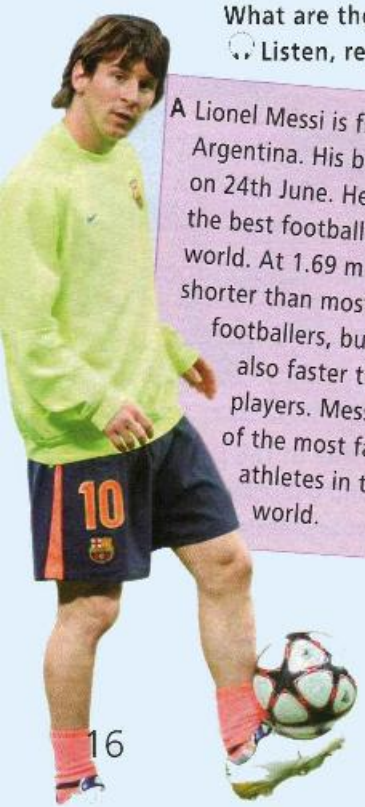
Check these words

fast, athlete, pole vaulter, Olympic gold medal, winner, award, female, world record

SPORTS STARS

Reading

2 a) What do you know about the sports stars in the pictures? Where are they from? What are their sports? Listen, read and check.



A Lionel Messi is from Argentina. His birthday is on 24th June. He is one of the best footballers in the world. At 1.69 m tall, he is shorter than most footballers, but he is also faster than other players. Messi is one of the most famous athletes in the world.



B Yelena Isinbayeva is a Russian pole vaulter. Her birthday is on 3rd June and she is 1.74 m tall. Yelena has got two Olympic gold medals and she is the winner of many other awards. She is the best female pole vaulter of all time.



C Michael Phelps is from the USA. His birthday is on 30th June. He has got 14 Olympic gold medals. That makes him the most successful Olympic athlete in history. The 1.93 m tall swimmer has also got more world records than any other swimmer.

b) Read and correct the sentences.

1 Lionel Messi is Italian.
Lionel Messi isn't Italian. He's Argentinian.
2 Lionel Messi is taller than most footballers.
3 Yelena Isinbayeva is 1.69 m tall.
4 Yelena Isinbayeva has got three Olympic gold medals.
5 Michael Phelps is British.
6 Michael Phelps has got 13 Olympic gold medals.

c) Say two facts about each athlete.

Grammar see p. GR2
Adjectives (Comparative/Superlative)

3 Read the table. Find examples in the text.

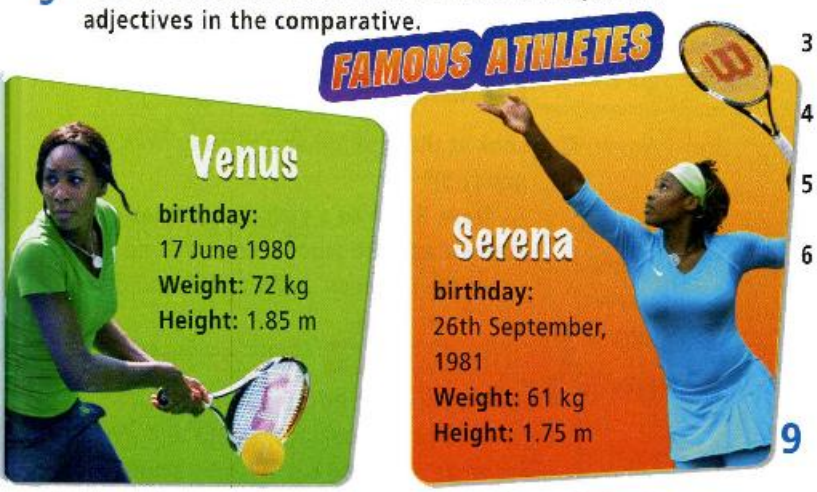
	Adjective	Comparative	Superlative
Short Adjectives	*young* *thin* *heavy* *nice*	*younger (than)* *thinner (than)* *heavier (than)* *nicer (than)*	*the youngest* *the thinnest* *the heaviest* *the nicest*
Long Adjectives	*beautiful*	*more beautiful (than)*	*the most beautiful*
Irregular	*good* *bad* *much/many*	*better* *worse* *more*	*best* *worst* *most*

We use the comparative to compare two people, things, etc.
Dennis is shorter than Michael.
We use the superlative to compare more than two people, things, etc.
Ann is the shortest of all. Ann is the shortest in her class.

4 Write the *comparative* form of the adjectives below.

1 dark ..... 5 easy .....
2 plump ..... 6 fat .....
3 famous ..... 7 beautiful .....
4 difficult ..... 8 good .....

5 Look at the photos and the fact files. Then, put the adjectives in the comparative.



1 Serena is ..... **(young)** than Venus.
2 Venus is ..... **(heavy)** than Serena.
3 Venus is ..... **(tall)** than Serena.
4 Serena has got ..... **(short)** hair than Venus.
5 Serena has got ..... **(many)** Grand Slam titles than Venus.

6 Write the *superlative* form of the adjectives in Ex.4.

dark – the darkest

7 Put the adjectives in brackets into the *superlative*.

1 Football is ..... **(popular)** sport in the world.
2 Usain Bolt is the ..... **(fast)** runner in the world.
3 ..... **(long)** golf hole in the world is at the Satsuki Golf Club in Japan.
4 Kung Fu is one of ..... **(old)** martial arts.
5 Michael Phelps is ..... **(successful)** swimmer in history.
6 ..... **(high)** tennis court in the world is in Dubai.

8 Complete the sentences with the adjectives in the *comparative* or the *superlative* form.

1 History is ..... **(difficult)** than Geography.
2 Russia is ..... **(big)** country in the world.
3 Molly is ..... **(good)** at science than Jennifer.
4 Pygmies are ..... **(short)** than the Maasai.
5 Janet has ..... **(long)** hair than Maya.
6 Basketball is a ..... **(fast)** game than football.

Speaking & Writing

9 Think of three friends or classmates. Use the adjectives below and compare them, as in the example.

• tall • short • long • young
• old • thin

Ben is taller than Niles. John is the tallest of all.
John has got shorter hair than Niles. Ben has got the shortest hair of all...

Vocabulary Bank 1 p. VB5

1g Skills

Can (Ability)

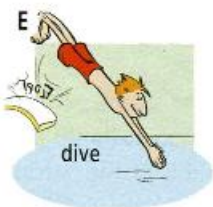
1 a) Listen and say.



















b) Listen to Paul. What can he do? What can't he do?

Paul can ..., but he can't ... .

2 Read the table. Ask and answer, as in the example.

AFFIRMATIVE	NEGATIVE
I/You/He, etc ***can*** *paint.*	*I/You/He, etc* ***can't*** *dance.*
INTERROGATIVE	**SHORT ANSWERS**
Can *I/you/he, etc dive?*	***Yes****, I/you/he, etc* ***can.*** */* ***No****, I/you/he, etc* ***can't.***

A: Can you jump?
B: Yes, I can.

Asking questions

see p. GR2

3 Read the table. Say the examples in your language.



Who – asks about a person.
Who's *she? She's Tanya.*
What – asks about something we don't know.
What's *this? It's her ball.*
Where – asks about a place.
Where's *Tanya from? The USA.*
How old – asks about age.
How old *is she? 15.*
Which – asks when there are two or more possible answers.
Which *is her favourite school subject: Maths or Science? Maths.*

Fill in: *who*, *what*, *where* **or** *how old*.

1 ..... 's Rosa from? Mexico.
2 ..... 's your name? Angela.
3 ..... is he? 14.
4 ..... 's she? Helen.
5 ..... is her favourite school subject: Art or Music?

Intonation in questions

4 a) Read the theory.
Listen to the examples.

The intonation goes up at the end of **yes/no** questions. It goes down at the end of **wh**-questions.

Can you speak Spanish? *What can you do?*

b) Listen and say.

1 How old are you?
2 Can he ride a bike?
3 Who can run fast?
4 What's your name?
5 Are they from Poland?
6 Who's Peter?

Listening & Speaking

5 Look at the card. What is missing from each gap (1-5)?
Now, listen to a dialogue between a student and the school secretary and complete the gaps. Act out a similar dialogue.

Study skills

Predicting missing information
Before you listen, look at the gaps and try to guess what is missing e.g. a name, a number, etc. This helps you do the task.

First Name: 0) *Kelly*
Surname: 1) .....
Single: ✓ **Married:** ☐ **Divorced:** ☐
Nationality: 2) ..... **Age: 3)** .....
Address: 4) .....
Telephone Number: 5) .....

Vocabulary Bank 1 p. VB6

Writing 1h

Emails

1 Read the theory. Find examples in the email.

Writing Tip

Capital letters
In English we use capital letters with: **names/surnames** *(Mary Stuart)*, **cities/countries/nationalities** *(Dublin/Ireland/Irish)*, **days/months** *(Monday/June)*, **languages** *(French)*, **rivers** *(the Thames)* **& the personal pronoun I** *(Tom and I)*.

2 Read the email. Where's John from? What are his favourite sports?

3 Capitalise the sentences.

1 richard is from cracow, poland.
.....
2 their favourite actress is nicole kidman. she's australian.
.....
3 his favourite day is sunday.
.....
4 moscow is by the volga river.
.....

4 Answer the questions.

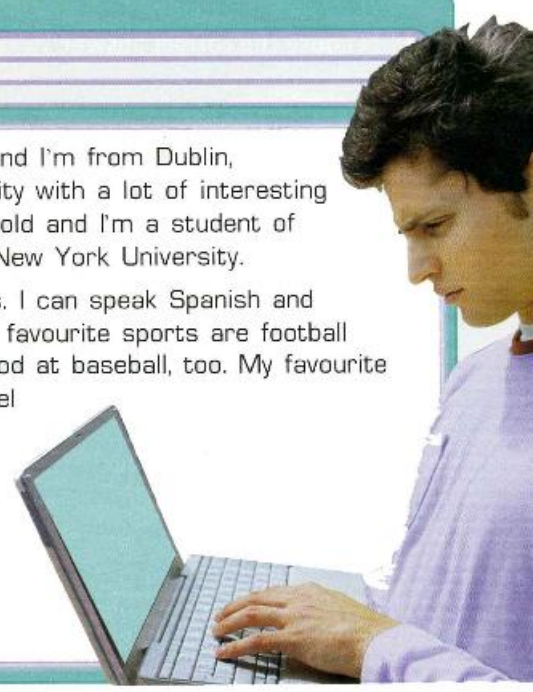
1 What's your name?
.....
2 Where are you from?
.....
3 How old are you?
.....
4 What can you do?
.....
5 What are you good at?
.....
6 What are your favourite sports?
.....
7 Who's your favourite singer/actor?
.....

From: John
To: Olaf
Subject: Hi!

Hi! My name's John and I'm from Dublin, Ireland. It's a great city with a lot of interesting places. I'm 18 years old and I'm a student of English literature at New York University.

I'm good at languages. I can speak Spanish and Russian very well. My favourite sports are football and swimming. I'm good at baseball, too. My favourite football player is Lionel Messi. He's great!

What about you?
Where are you from?
What are your favourite sports?
Please write soon.
John Miles



Study skills

Word Order
In affirmative and negative sentences, the subject always comes before the verb, while in questions the subject follows the auxiliary verb.
***John is** Irish. **He isn't** English. **Is he** 18 years old?*

5 Put the words in the correct order.

1 from / are / where / they?
2 at / he / good / Art / isn't
3 Sandra / is / her / name?
4 favourite singer / Beyoncé / my / is
5 you / are / Italian?
6 her / History / is / favourite subject?
7 he / well / swim / can

Writing (an email)

6 ***Portfolio:*** **Write an email to a new pen friend, Martyn. Use your answers in Ex. 4 and the plan below.**

Plan

Para 1: name/city/country/age/school
Hi! My name's ... . I'm from ... . I'm ... years old. I'm a(n) ... .
Para 2: what you're good at, what you can do, favourite sports/famous people
I'm good at ... . My favourite sports are ... .
Para 3: questions about pen friend

Writing Bank 1 p. WB1

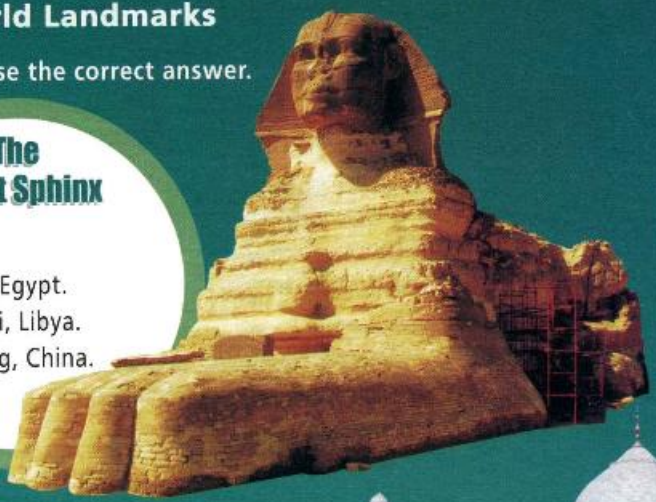
1i Curricular: Geography

World Landmarks

1 Choose the correct answer.

1 The Great Sphinx

is in
- A Giza, Egypt.
- B Tripoli, Libya.
- C Beijing, China.



2 The Leaning Tower of Pisa

is in
- A Spain.
- B Turkey.
- C Italy.



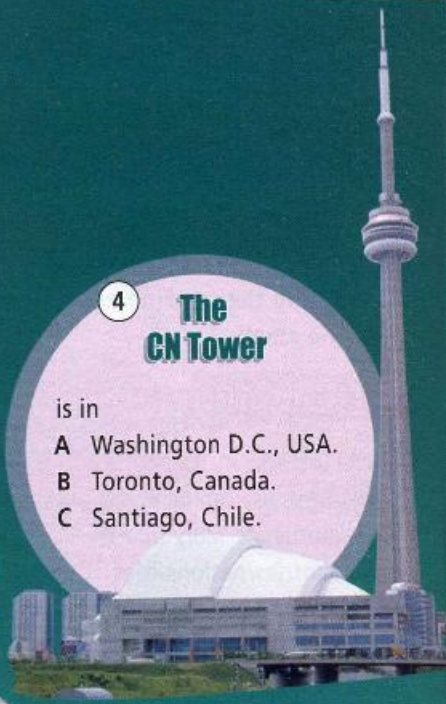
3 The Sun Pyramid of Teotihuacán

is in
- A Mexico.
- B Colombia.
- C Ecuador.



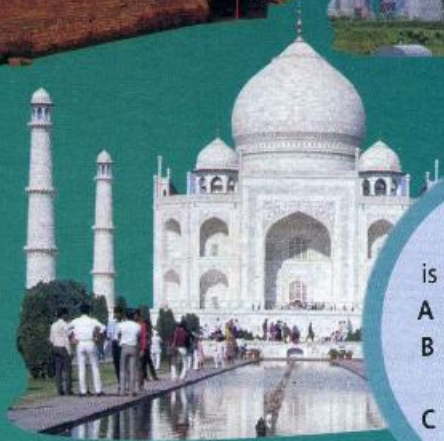
4 The CN Tower

is in
- A Washington D.C., USA.
- B Toronto, Canada.
- C Santiago, Chile.



5 The Taj Mahal

is in
- A Agra, India.
- B Dubai, United Arab Emirates.
- C Sydney, Australia.



6 The Emerald Buddha

is in
- A Beijing, China.
- B Bangkok, Thailand.
- C Kuala Lumpur, Malaysia.



2 Listen and check. Write sentences, as in the example.

The Taj Mahal is in ...

3 ICT Write a similar quiz about landmarks in various countries. You can do some research on the Internet using these key words: *World Landmarks*. Ask your partner to do the quiz.

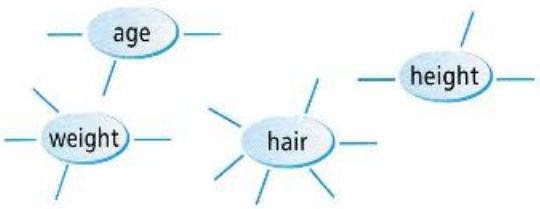
Language Review 1

1 **Fill in:** *favourite, riding, tribe, fighter, good, crosses, landmark, wavy, dream, capital.*

1 Anna's ..... at football. She's in the school team.
2 His ..... sport is basketball.
3 He's got short ..... hair and thin lips.
4 Tony is a fire ..... .
5 His ..... is to become a famous singer.
6 Her favourite hobby is horse ..... .
7 The UK flag has got three ..... .
8 Mexico City is the ..... city of Mexico.
9 Pygmies are a ..... in Africa.
10 The CN Tower is a famous ..... in Toronto.

2 **Complete the spidergrams with words from the list.**

• middle-aged • fair • straight • curly • long • wavy • fat • plump • thin • tall • short • old • of medium height • young • slim



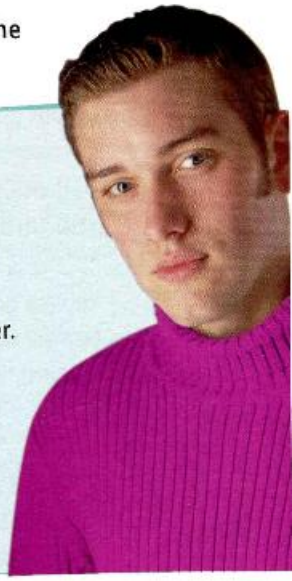
3 **Write the nationalities.**

1 Brazil .....
2 Spain .....
3 Poland .....
4 France .....
5 Ireland .....
6 Germany .....

4 **Write the opposites of the adjectives.**

1 tall boy ≠ *short boy*
2 slim girl ≠ .....
3 big eyes ≠ .....
4 straight hair ≠ .....
5 dark hair ≠ .....
6 full lips ≠ .....
7 big nose ≠ .....
8 long hair ≠ .....

5 **Read the text and underline the correct word.**



Hi! I **1) 'm/'re** Cormac. I'm from Manchester, England. I'm **2) British/Britain**. I'm 23 years old. **3) My/I** favourite person **4) is/are** Wayne Rooney, the **5) England/English** football player. **6) He/They** is very fast. Rooney **7) is/are** one of **8) three/third** children and **9) his/he** family is very important to **10) him/his.**

GAME

In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points is the winner.

• famous for • old • slim • dark skin • famous landmark • favourite • good at • have a dream • short curly hair • long legs • wealth and beauty • heavy earrings • tribe • school subject

Team A S1: Paris is ***famous for*** *the Eiffel Tower.*

Quiz

Mark the sentences *T* (true) or *F* (false). Write a quiz of your own for Module 1.

1 Cristiano Ronaldo is an author. .....
2 The Maasai are very short. .....
3 Venus Williams is an artist. .....
4 Paulo Coelho is from Brazil. .....
5 The Karen women have got long ears. .....
6 The Maasai are from America. .....
7 Coronation Day is on 2nd June. .....
8 The Taj Mahal is in the United Arab Emirates. .....

Reading

Study skills

Right/Wrong/Doesn't say statements
(3 option multiple choice text)

Read the rubric and the statements to familiarise yourself with the content of the text. Underline the key words in the statements and think of synonymous phrases. This will help you do the task.

1 **Read the rubric. What is the text about? Read through and check.**

You are going to read a text about the Olympic Games. For questions 1-7, mark the statements *R* (right), *W* (wrong) or *DS* (doesn't say).

2 **a) Read example (0) below. Look at the underlined words in the sentence, then look at the underlined words in the text. Is the sentence true or false?**

Example

0 The Summer Olympics happen every two years.
A Right (B) Wrong C Doesn't say

1 The Olympic Games are very expensive.
A Right B Wrong C Doesn't say

2 The Summer Olympics and the Winter Olympics take place in the same city.
A Right B Wrong C Doesn't say

3 Boxing is one of the first Olympic sports.
A Right B Wrong C Doesn't say

4 Usain Bolt has gold medals from the Paralympics.
A Right B Wrong C Doesn't say

5 The Winter Olympics has more sports than the Summer Olympics.
A Right B Wrong C Doesn't say

6 Russia has got very good ice hockey players.
A Right B Wrong C Doesn't say

7 The Finns can play hockey very well.
A Right B Wrong C Doesn't say



The Olympic Games

The Olympic Games are the biggest and most famous sport event in the world. There are three kinds of Olympics – the Summer Olympics, the Paralympics and the Winter Olympics. A different city has the Summer Olympics every four years. The Games are during two weeks of July or August. Then the same city has the Paralympics. It's an event for athletes who have got special bodies. American swimmer Jessica Long, for example, hasn't got legs, but she has got lots of medals.

The Winter Olympics are in February or March two years after the summer events, in a different city. There are 28 Summer Olympic sports. Some of the oldest Olympic sports are boxing and running. Tennis and the martial art taekwondo are two of the newest ones. Jamaican runner Usain Bolt is one of the most famous 21st-century Olympians. He has longer legs than the other runners. He's also very tall – 1.96m – and his arms are well-built. Bolt is the fastest athlete in the world. He can run the 100m in 9.58 seconds and the 200m in 19.19 seconds. He has Olympic gold medals for both events.

There are 15 sports in the Winter Olympics. Ice hockey is one of the most popular of all. It's also one of the hardest, because it's so fast. The Canadians, Czechs, Finns, Russians, Slovakians, Swedes and Americans are the best ice hockey players of all. The sport is a favourite hobby in their countries. Cold countries have got the best winter sport athletes. But Spain has got just two medals from 60 or 70 years of Winter Olympics!

b) Now do the task. Compare with a partner.

Speaking

3 **a) Answer the question.**

What's your favourite hobby? Why?

b) Now listen to two people answering the question. Who uses:

	Anna	Sam
full sentences		
appropriate stress		
appropriate intonation		
correct pronunciation		

Tick (✓) the boxes accordingly.

c) **Ask and answer the questions.**

1 What's your name?
2 Where are you from?
3 How old are you?
4 What's your favourite sport? Why?
5 What's your favourite school subject? Why?
6 What languages can you speak?

Listening

Study skills

Multiple matching

Read the rubric, then read the questions to familiarise yourself with the content of the recording. While you listen be careful because each speaker can use words from the statements which may mislead you.

4 a) **Read the rubric and the information. What will each speaker talk about?**

You are going to listen to four people talking about sports and hobbies. Listen and match the people (A-D) to the sentences (1-5). One sentence is extra.

A	Antony
B	Becky
C	Chris
D	Donna

Which person ...

1 can play basketball well?
2 is good at football?
3 isn't good at playing music?
4 is good at painting?
5 can play cricket well?

b) **Now listen to Speaker A and read what he says. Which sentence (1-5) does he match?**

I'm Antony and I'm from Brazil. Most people in my country are good at football, but I'm not. My favourite sports are basketball and cricket. I can't play cricket well, but I'm very good at basketball. I'm in the school team.

Read the script again. Which words from statements 1-5 does he use?

c) **Do the listening task. Compare your answers to your partner's.**

Writing (Writing Bank 1: informal letters p. WB1)

5 a) **Read the rubric and look at the words in bold. Answer the questions.**

This is part of a **letter** from your **English pen friend**, Marta.

What sport does your favourite athlete do? What does he/she look like? What about you? What's your favourite sport?

Write your English pen friend your letter 50-60 words.

1 Who is going to read your letter?
2 What information should you include?

Writing Tip

Informal style

When we write to people we know well, e.g. family members, friends, people our own age, we usually use informal style; that is: contractions *(I'm, you're, etc.)* and everyday language *(I'm OK)*.

b) **Now write your letter to your pen-friend. Use the language below to start/end your letter. Follow the plan.**

Plan

Dear (friend's first name),

Para 1: opening remarks *(Hi!/Hello! How are you? Thanks for your letter)*, your favourite athlete's name, nationality, and the sport he/she does.

Para 2: description of your athlete *(... is tall with ... eyes and ... hair. ... is kind/polite etc.)*

Para 3: your favourite sport, ask your friend's favourite sport, closing remarks *(My favourite sport is ... . Write back soon/Please write back)*

Yours,
(your first name)

1 Revision

1 **Write the nationality.**

1	England	6	Germany .....
2	Spain	7	Ireland .....
3	Russia	8	Italy .....
4	Brazil	9	France .....
5	Poland	10	the USA .....

10x1=10 marks

2 **Circle the odd word out.**

1 photography – pilot – cycling – horse riding
2 neck – author – nose – chin
3 electrician – waiter – nurse – woodwork
4 Tuesday – October – August – March
5 curly – straight – plump – wavy
6 lip – History – Science – Art
7 cheek – mouth – teeth – Geography
8 Friday – Sunday – Monday – July
9 moustache – beard – hair – music
10 pole vault – martial arts – eyes – tennis

10x1=10 marks

3 **Fill in:** *necks, lips, curly, height, late, moustache, dark.*

1 Betty's got long ..... hair.
2 He's got a beard and a ..... .
3 The Karen women have got long ..... with rings around them.
4 James is of medium ..... .
5 She's got full ..... .
6 Pygmy people have got very ..... skin.
7 Peter is in his ..... twenties.

7x2=14 marks

4 **Circle the correct word.**

1 Thomas **are / isn't** from England.
2 **Has / Have** Maria got long hair?
3 Emily and Jane **is / aren't** sisters.
4 **I have / am** 16 years old.
5 **Can / Have** you got blue eyes?
6 She **isn't / can't** play football well.
7 **Is / Are** you good at Maths?
8 **Can / Are** you ride a bike?
9 She **hasn't got / can't** thin lips.
10 He **can't / can** dive, but he can swim.

10x1=10 marks

5 **Circle the correct item.**

1 **They / Their** are from Mexico.
2 **Who / How** old are you?
3 **Her / She** favourite football player is Robbie Keane.
4 Mike is 14. **He / His** parents are teachers.
5 **Who's / What's** he? He's Peter.

5x2=10 marks

6 **Put the adjectives in brackets into the comparative/superlative.**

1 Tony is ..... **(tall)** than Mary.
2 She's ..... **(heavy)** than me.
3 John's ..... **(short)** of all.
4 Maths is ..... **(difficult)** subject of all.
5 Bob's ..... **(old)** of all.

5x2=10 marks

7 **Complete the exchanges with:** *See you later, I'm fine thanks, How's it going?, Have a nice evening, Nice to meet you, Are you Tony?.*

1 A: How are you, Liam?
B: .....

2 A: Bye, Ray. .....
B: You too, Jake.

3 A: Bye, Jamie.
B: Bye, Mary. .....

4 A: Hi, Ann. .....
B: Not bad! And you?

5 A: This is Jenny.
B: .....

6 A: Excuse me. .....
B: Yes, I am.

6x3=18 marks

8 **Write a short paragraph about yourself. Write your *name, age, nationality, what you look like, your favourite school subject* and *your favourite sport.***

18 marks

Total: 100 marks

Check your Progress

- talk about hobbies, sports & abilities ____
- talk about people's professions ____
- describe & compare people ____
- introduce yourself & others ____
- greet people & give personal information ____
- write an informal email ____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: houses, rooms, buildings, furniture, appliances, places in a town, shops

Grammar: *there is/there are*, *some/any*, plurals, *this/these – that/those*, *a/an – the*, prepositions of movement, prepositions of place, the imperative

Everyday English: viewing a house, asking for – giving addresses/phone numbers; asking for/giving directions

Pronunciation: /uː/, /ʌ/, /ðə/, /ði/

Writing: an email to a friend about your house

Culture Corner: I ♡ NYC!

Curricular ***(Art & Design)*:** Towers

Module 2

East, West, Home's Best

Vocabulary

Rooms in a house

1 Look at the pictures.
Listen and say.

2 Listen to Tom talking about his house and complete the sentences.

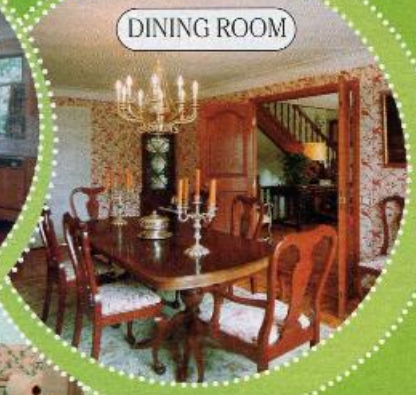
In Tom's house there is ..... .
His favourite room is ..... .

OVER TO YOU!

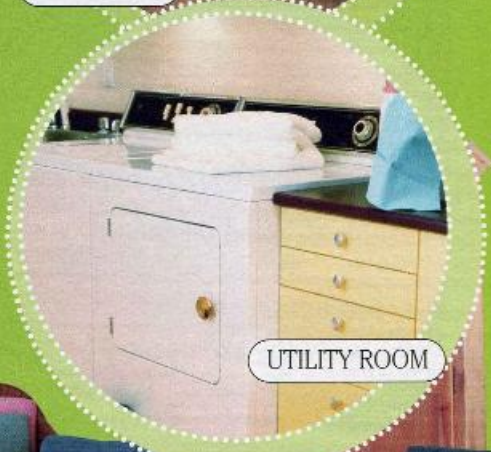
In my house there is ..... .

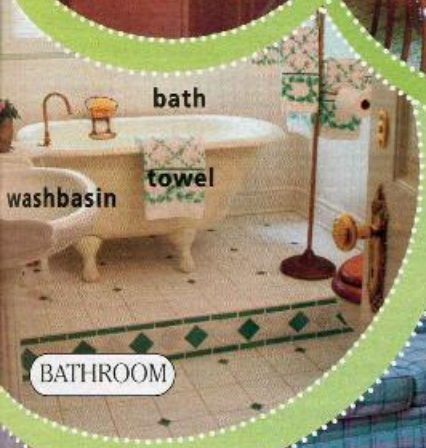
My favourite room is ..... .













2a The Nautilus House

Vocabulary
Furniture/Fixtures

1 Match the words to the numbers.
Listen and check.

A		bookcase
B		desk
C		wardrobe
D		bed
E		door
F		sink
G		window
H		cupboard
I		mirror
J		table
K		chair
L		stairs
M		sofa
N		garden
O		floor



Grammar
There is/There are

see p. GR2

2 a) Read the table.

AFFIRMATIVE	NEGATIVE
There's a bed in the bedroom. There are some pillows on the bed.	*There isn't a desk in the bedroom. There aren't any paintings on the walls.*
INTERROGATIVE	**SHORT ANSWERS**
Is there a window? Are there any flowers in the vase?	*Yes, there is./No, there isn't. Yes, there are./No, there aren't.*

Some/Any

- We use **some** in affirmative sentences. *There are some armchairs in the living room.*
- We use **any** in negative sentences and questions. *There aren't any flowers in the garden. Are there any chairs in the study?*

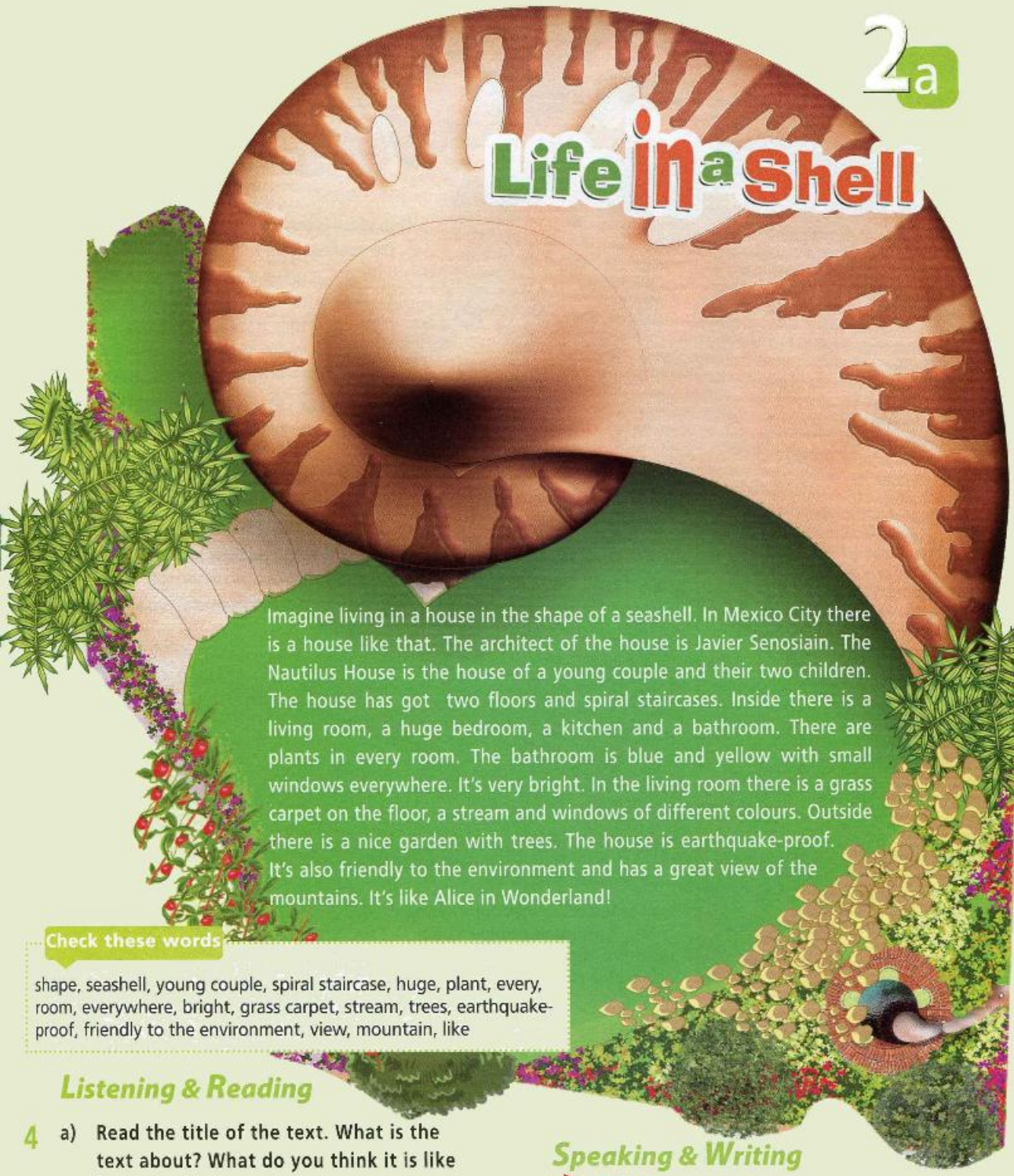
b) Look at the pictures and fill in: *is, are, isn't* or *aren't*.

1 There ..... a sofa in the kitchen.
2 There ..... some books in the bookcase.
3 There ..... a table in the kitchen.
4 There ..... a window in the kitchen.
5 There ..... some cupboards in the kitchen.
6 There ..... any towels in the bedrooms.

3 Fill in: *Is there* or *Are there*. Look at the pictures and answer the questions.

1 *Is there* a table in the kitchen? *Yes, there is.*
2 ..... a mirror in the bedroom? .....
3 ..... any books on the beds? .....
4 ..... any armchairs in the bedrooms? .....
5 ..... a wardrobe in the living room? .....
6 ..... any chairs in the kitchen? .....

Life in a Shell



Imagine living in a house in the shape of a seashell. In Mexico City there is a house like that. The architect of the house is Javier Senosiain. The Nautilus House is the house of a young couple and their two children. The house has got two floors and spiral staircases. Inside there is a living room, a huge bedroom, a kitchen and a bathroom. There are plants in every room. The bathroom is blue and yellow with small windows everywhere. It's very bright. In the living room there is a grass carpet on the floor, a stream and windows of different colours. Outside there is a nice garden with trees. The house is earthquake-proof. It's also friendly to the environment and has a great view of the mountains. It's like Alice in Wonderland!

Check these words

shape, seashell, young couple, spiral staircase, huge, plant, every, room, everywhere, bright, grass carpet, stream, trees, earthquake-proof, friendly to the environment, view, mountain, like

Listening & Reading

4 a) **Read the title of the text. What is the text about? What do you think it is like living in this house?**
Listen and read to find out.

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

1 The Nautilus house is like an animal. .....
2 There aren't any stairs in the house. .....
3 There are lots of windows. .....
4 There is a big garden outside. .....
5 The family hasn't got any neighbours. .....

Speaking & Writing

5 THINK! **Do you like this house? Give two reasons why you could live in it. Use words from the Check these words section.**

6 THINK! **Compare your house to the Nautilus house. Write about: *number of rooms, what there is inside the house, garden*. Tell the class.**

The Nautilus House has got two floors. My house hasn't got two floors. It's got one floor. etc

Vocabulary Bank 2 p. VB7

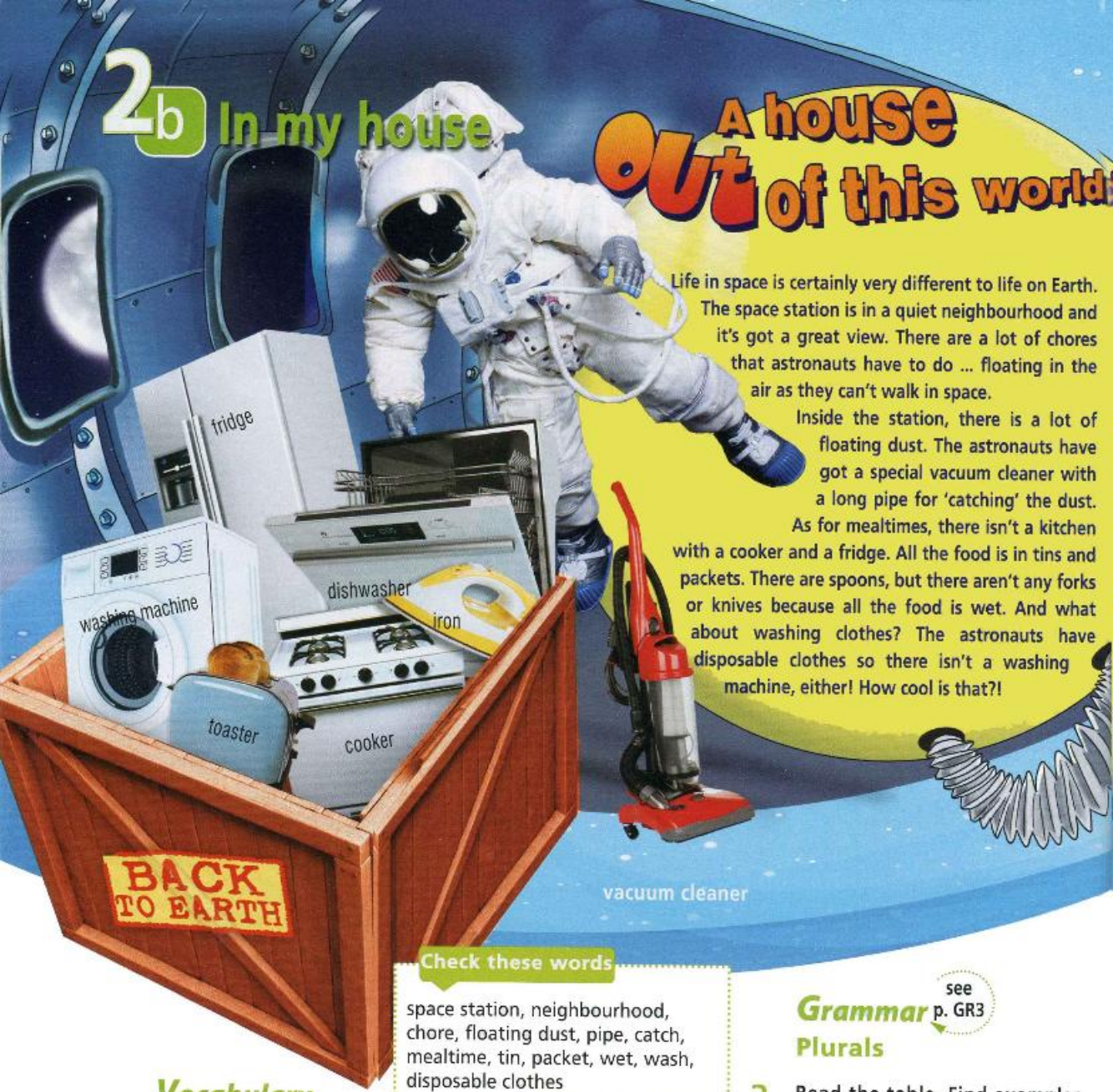
2b In my house

A house out of this world!

Life in space is certainly very different to life on Earth. The space station is in a quiet neighbourhood and it's got a great view. There are a lot of chores that astronauts have to do ... floating in the air as they can't walk in space.

Inside the station, there is a lot of floating dust. The astronauts have got a special vacuum cleaner with a long pipe for 'catching' the dust.

As for mealtimes, there isn't a kitchen with a cooker and a fridge. All the food is in tins and packets. There are spoons, but there aren't any forks or knives because all the food is wet. And what about washing clothes? The astronauts have disposable clothes so there isn't a washing machine, either! How cool is that?!



Check these words

space station, neighbourhood, chore, floating dust, pipe, catch, mealtime, tin, packet, wet, wash, disposable clothes

Vocabulary
Appliances

1 Listen and say. Which of these things have/haven't you got in your house? Write sentences.

We've got a cooker, a fridge, ... and ... .

Reading

2 a) Read the title of the text and look at the pictures. What could a 'house out of this world' be like? Listen and read the text to find out. Tell the class three things you remember from the text.

b) THINK! How are chores in space different from those on Earth? How does the writer feel about this house? Would you like to live there? Why (not)? Tell the class.

Grammar
see p. GR3
Plurals

3 Read the table. Find examples in the text.

PLURALS

- nouns + -s *vase – vases*
- -s, -ss, -sh, -ch, -x, -o, + -es *bus – buses, glass – glasses, brush – brushes, bench – benches, fox – foxes, tomato – tomatoes*
- consonant + y → ies *lady – ladies*, BUT *toy – toys*
- -f/-fe → -ves *leaf – leaves* BUT *roof – roofs*

IRREGULAR PLURALS

child – children, woman – women, man – men, foot – feet, tooth – teeth, mouse – mice, person – people

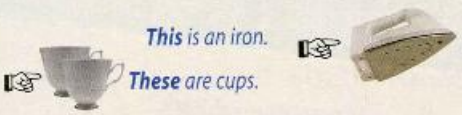
4 Write the plural forms.

1 dishwasher – .....
2 pillow – .....
3 cooker – .....
4 lady – .....
5 child – .....
6 dish – .....
7 boy – .....
8 glass – .....
9 knife – .....
10 man– .....

This/That – These/Those

5 a) Read the table.

- We use **this/these** for things near us.



- We use **that/those** for things far from us.



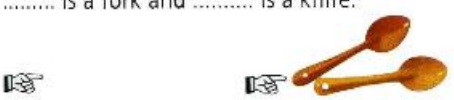
b) Point to things near you/far from you. Ask and answer.

A: What's this?
B: This is an eraser. What is that?

6 Fill in: *this, that, these, those.*



1 ..... is a fork and ..... is a knife.



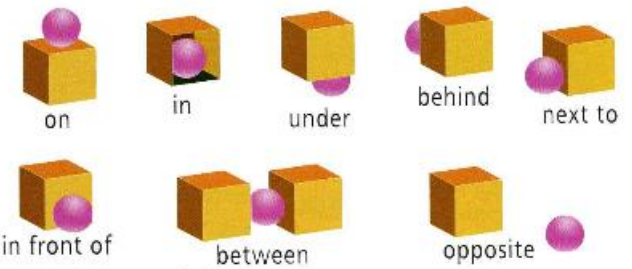
2 ..... is a dish and ..... are spoons.



3 ..... is an iron and ..... are kettles.

Prepositions of place

7 a) Listen and then make sentences.



The ball is on the box.

b) Complete the text with the correct prepositions.
Listen and check.



There's a fridge **1)** ..... the counter, **2)** ..... the table. There's a table **3)** ..... the windows. The table is **4)** ..... some chairs. There are some magazines **5)** ..... the table. There are a lot of cupboards **6)** ..... the wall. There's a kettle **7)** ..... the toaster and the dish drainer. There are some dishes **8)** ..... the dish drainer. **9)** ..... the dish drainer, there's a dishwasher.

Talking about position

8 Look at the kitchen. Ask and answer.

A: Where's the sink?
B: It's under the cupboards.

Speaking & Writing

9 a) What's your favourite room? Ask each other questions to find out what there is in it. Draw the room.

A: Is there a desk in your bedroom?
B: Yes, there is.
A: Where is it?
B: It's next to the bed.

b) Write a short text describing your favourite room. Include a picture. Read your description to the class.

Vocabulary Bank 2 pp. VB8-VB9 Ex. 7

2c Culture Corner



Check these words

statue, symbol of independence, ride, chance, boat, get wet, forget, horse and carriage, path, huge, lake, zoo, skating rink, skyscraper, flight

A A Speedboat Ride around the Statue of Liberty

This 43-metre statue is on Liberty Island and it's the symbol of American independence. The 30-minute ride is the best chance to take great photographs and have fun. There's a boat every hour. Be ready to get wet. Don't forget your camera!

B A Horse-and-Carriage Ride in Central Park

Taking a horse-and-carriage ride in a city?! Well, yes! There's a 6-mile path through beautiful trees and it's a great way to see this huge park! It's got lakes, restaurants, a zoo and a skating rink.

I ♥ NY city

NEW YORK CITY HAS IT ALL!

Reading & Listening

1 **Look at the leaflet about New York. What do you know about this city? What is there for tourists to see?**
Listen and read the leaflet to check.

2 **Read again and write the place (A, B or C).**

1 This is a good place to take photos. .....
2 There are animals here. .....
3 You can see shows here. .....
4 It's a place to see all of New York. .....

3 **Fill in: *huge, horse-and-carriage, get, skating, fantastic, take*. Use the phrases to make sentences about the places in the leaflet.**

1 ..... park
2 ..... rink
3 ..... views
4 ..... ride
5 ..... wet
6 ..... photographs

C A Skyride in the Empire State Building

The Empire State Building is a skyscraper with 102 floors and fantastic views! The Skyride on the second floor is a fun flight around the city, but it isn't on a plane – it's in a huge cinema!

Writing

4 **In groups, write two paragraphs about two tourist attractions in your town/city. Tell the class.**

Everyday English 2d

Flat hunting

1 Read the adverts. What are they about?



A

TYPE: 3rd Floor Flat
Bedrooms: 2 £2,300 per month
2 bathrooms, living room, large modern kitchen & study
Near the underground tel: 347-8628

B

TYPE: 1st Floor Flat
Bedrooms: 1 £1,450 per month
living room, bathroom, kitchen
Close to the university
tel: 347-3226

2 a) The following sentences appear in the dialogue below. Who says each: *an estate agent* or *a student*?
Listen and read to find out.

- How can I help you? • OK, let me see.
- How many rooms has it got?
- And how much is it? • Which floor is it on?
- Can I see it? • Is 6 o'clock this evening OK?
- What's the address?

A: Hello. Top Real Estate, this is Jenny. How can I help you?
B: Hi, my name's Kevin Meyer and I want to rent a flat near the university.
A: OK, let me see. There is a very nice flat for rent in that area.
B: How many rooms has it got?
A: It's a one-bedroom flat with one bathroom, a living room and a small kitchen.
B: And how much is it?
A: It's £1,450 per month.
B: That's perfect. Which floor is it on?
A: It's on the first floor.
B: Can I see it?
A: Of course. Is 6 o'clock this evening OK?
B: Yes. That's great. What's the address?
A: It's 91 Ridgeway Street.
B: Could you spell it, please?
A: Yes, it's R – I – D – G – E – W – A – Y.
B: Thank you.

b) Which advert does the dialogue match?

3 Find sentences in the dialogue which mean: *What can I do for you? – How much does it cost? – That's OK with me.*

4 Listen and repeat. Then, in pairs, act out similar dialogues using the ideas below.

A: What's your address, please?
B: *20 Milcote Road.*
A: Can you spell it, please?
B: *M – I – L – C – O – T – E.*

- 12 Longhurst Lane.
- 17 Morrison Avenue.
- 21 Primrose Street.

Pronunciation: /u:/, /ʌ/

5 Listen and tick (✓) the correct boxes. Listen again and repeat.

	/u:/	/ʌ/		/u:/	/ʌ/		/u:/	/ʌ/
much			dust			view		
roof			blue			under		

Speaking

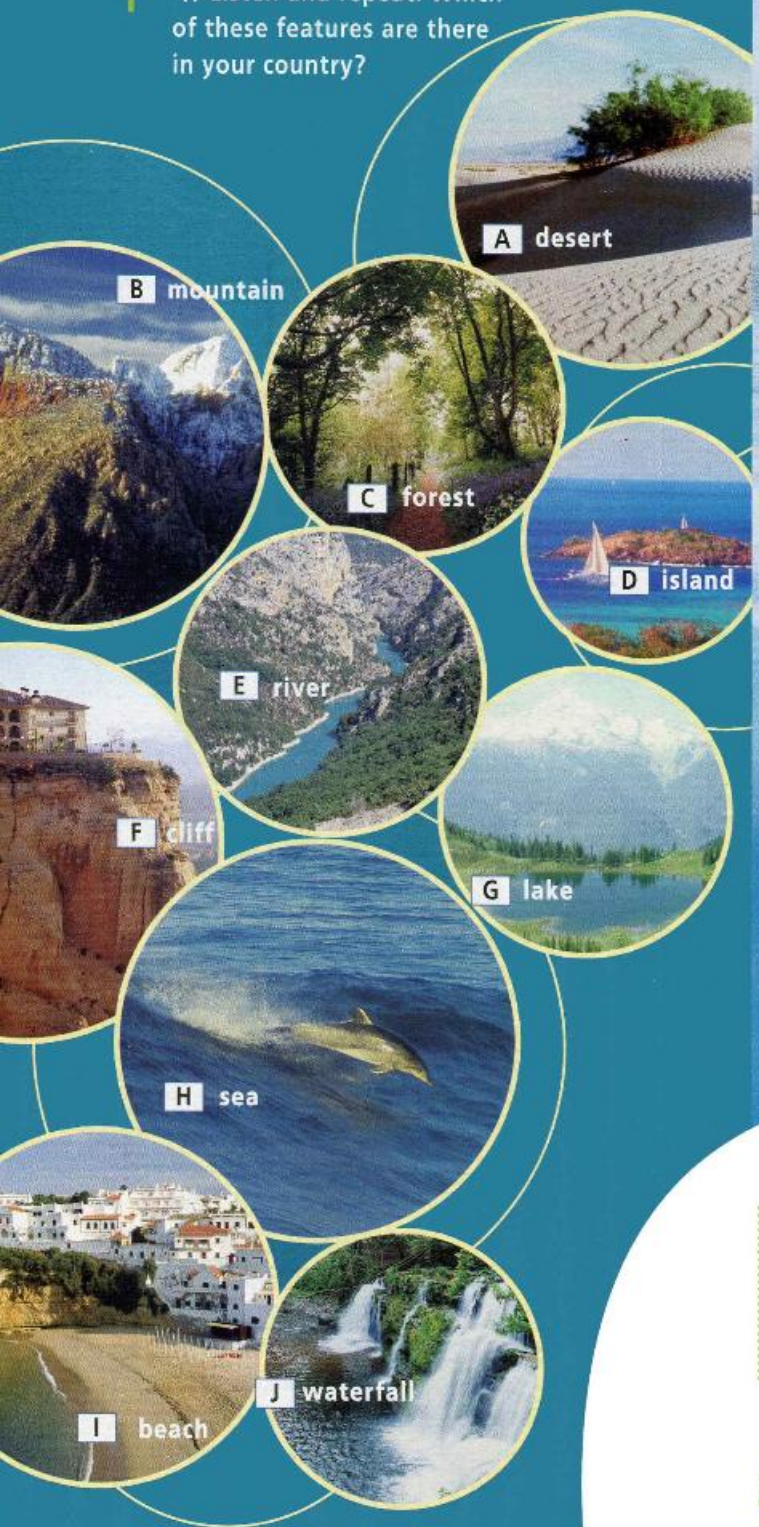
6 Work in pairs. You are interested in the flat in advert A. Call the estate agent to find out information about it. Act out your dialogue. Follow the plan.

A	B
Greet B. Offer to help.	Say who you are & what you want.
Say what is available.	Ask about number of rooms.
Name the rooms.	Ask about rent.
Say how much it costs.	Ask which floor it is on.
Name the floor.	Ask if you can see it.
Agree. Mention a time.	Agree. Ask about the address.
Say the address.	Thank.

2e Special places

Vocabulary
Geographical features

1 Listen and repeat. Which of these features are there in your country?



In my country there are a lot of lakes.

The Floating Islands of Lake Titicaca

What is it like having a different view from your window every day? Well, it's just like this for the Uros people of Lake Titicaca in Peru. There are over forty 'floating' islands here. Every day they are in a different place on the lake which is 3,812 metres above sea level.

These floating islands are home to about 300 people. Their surface is very soft and wet because they make the islands with totora reeds. There are small villages with three to ten families on each island.

Uros homes are small reed huts with one room. There is only one bed for the whole family. There isn't any heating and it is sometimes very cold on the lake.

Life on the islands is very simple. The men are fishermen on the lake. They have reed boats with amazing animal faces to go fishing. The women are at home with the children. There's one school for the children but there isn't a hospital or doctors nearby.

These days, the islands are very popular with tourists. It's only a 30-minute motor boat ride from the city of Puno to the islands. Everyone is welcome to experience this unique way of life!

Check these words

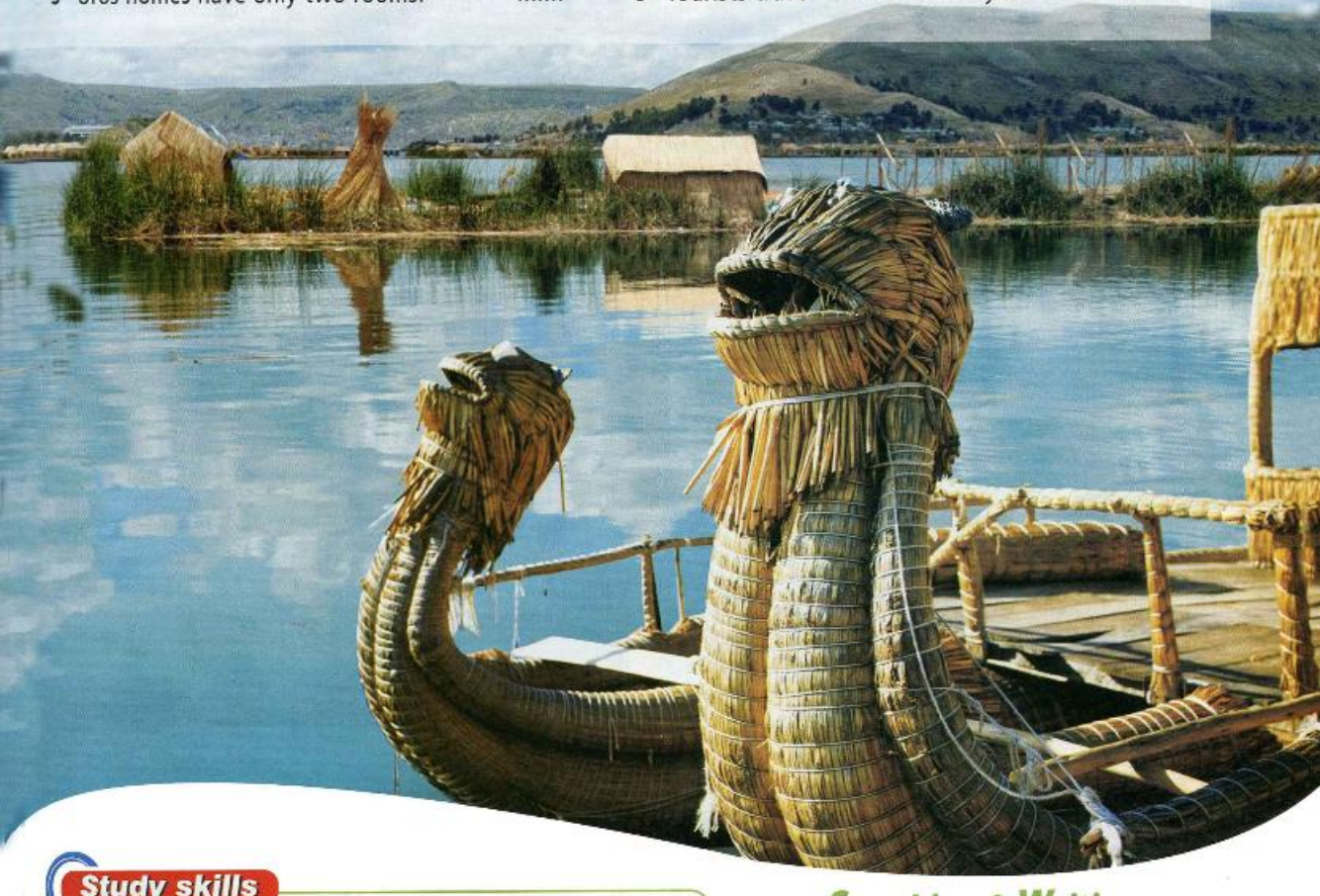
floating islands, place, home to, surface, soft, wet, totora reeds, reed huts, heating, simple, fishermen, reed boats, school, hospital, nearby, popular with, tourists, experience a unique way of life

Reading & Listening

2 What is an island? What is unusual about the islands of Lake Titicaca?
Listen and read the text to find out.

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

1 The Uros people live on a lake. .....
2 The islands of the Uros are man-made. .....
3 Uros homes have only two rooms. .....
4 Uros men make boats out of wood. .....
5 Uros children don't go to school. .....
6 Tourists travel to the islands by car. .....



Study skills

Identifying the author's purpose
When we read it is important for us to understand why the author wrote the text. Does he/she write to entertain, to persuade or to inform? This helps us understand the text better.

b) **What is the author's purpose?**

4 **Use the words in the list to complete the sentences.**

• welcome • different • popular • simple

1 People on the island have a ..... life.
2 Tourists are ..... on the islands.
3 The islands are in a ..... place every day.
4 The islands are ..... with tourists.

Speaking & Writing

5 a) **Use words from the Check these words box to describe the picture.**

b) **Imagine you are on one of the floating islands of Lake Titicaca. Write an email to your friend. Write: *where you are, what there is there, how you like it.***

6 THINK! **How does the Uros lifestyle differ from yours? In three minutes, write a few sentences. Read them to your partner.**

Vocabulary Bank 2 pp. VB9 Ex. 8-VB10 Ex. 9

2f Going around

Vocabulary
Shops & products

1 Match the shops to the products.
Listen and check, then say.





Reading

2 Look at the email. Who is it to/ from? What is it about? What shops are there in the author's neighbourhood?
Listen and read to find out.

3 Read the email and answer the questions.

1 When is Billy's birthday?
2 What time is the party?
3 How can Sam get to Billy's house?

Check these words
address, underground, station, turn left, turn right

email

To: Sam
From: Billy
Subject: party

Hi Sam,
There's a party at my house for my 13th birthday. It's at 5 pm on Saturday, 20th November. My address is 22, Forest Street.
Here's how you can get there. Take the underground to Central Station, go up the stairs and come out of the station onto High Street. There is a supermarket opposite the station. Turn left at the supermarket and walk along the street. Walk past the baker's. Turn left at the pet shop, then you're on King Street. Walk across the street. Then turn right at the next street. That's my street. My house is next to the florist's.
Be there!
Billy

Grammar The Imperative

see p. GR3

4 **Read the theory. Look at the signs and write sentences.**

To give orders we use **the imperative**.
Turn right. (affirmative) ***Don't turn*** *left.* (negative)

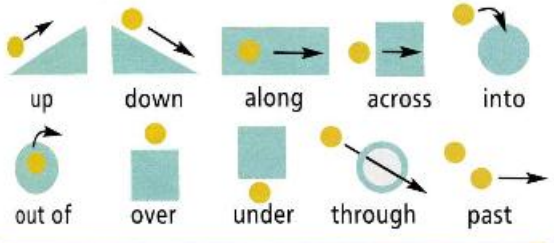





1 straight on (✓) *Go straight on.* 2 turn left (✗) 3 enter (✗) 4 turn right (✓)

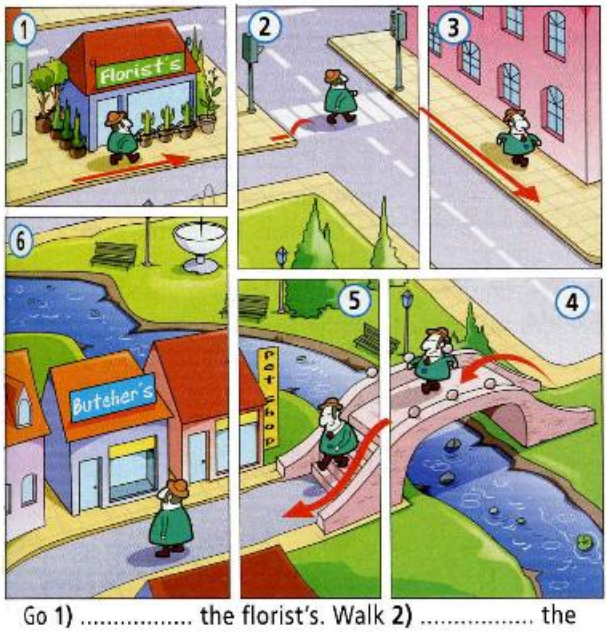
Prepositions of movement

5 a) **Listen and say. Find examples in the text.**



NOTE: go on foot **BUT** go by plane/train/bus/ car

b) **Look at the pictures and write the correct preposition.**
Listen and check.



Go **1)** ..... the florist's. Walk **2)** ..... the street at the traffic lights. Walk **3)** ..... the road. Go **4)** ..... the bridge and **5)** ..... the stairs. The pet shop is on your right – next to the butcher's.

A/An – The

6 **Read the theory. Find examples in the text.**

We use **a/an** before countable nouns (nouns we can count, e.g. one iron, two irons) in the singular when we talk about something for the first time.
There's ***a*** *cup on the table.*
We use **the** to talk about something specific.
The *cup is green. (Which cup?* ***The*** *cup on* ***the*** *table.)*
We don't use **the**:
a) before proper nouns. *John's here.*
b) with the words *this/that/these/those. This cup is blue.*
c) with possessive adjectives. *It is my cup.*
d) names of countries (*Spain*), cities (*Madrid*), continents (*Europe*).

7 **Fill in *a/an*, *the* or –.**

1 There is ..... table in the dining room. ..... table is brown.
2 There's ..... florist's in my neighbourhood. ..... florist's is next to a baker's.
3 Have you got ..... washing machine?
4 ..... their house is in ..... Cracow.
5 ..... view from my balcony is great!
6 ..... my house is next to ..... baker's.
7 ..... this desk is green.
8 ..... Jason has got ..... big room.
9 ..... carpet in my room is red.
10 There's ..... vase on ..... table. ..... vase is green.

Pronunciation: /ðə/, /ðiː/

the /ðə/ – words starting with consonant sound ***the*** *cup*
the /ðiː/ – words starting with vowel sound ***the*** *apple*

8 **Practise reading *the*.**
Listen and check.

- the fridge • the iron • the toaster
- the spoon • the eraser • the sofa
- the armchair • the bedroom

Speaking

9 **Draw the route you follow from your school to the nearest supermarket. Tell your partner.**

Vocabulary Bank 2 p. VB10 Exs. 10-12

2g Skills

Vocabulary
Places in an area

1 Look at the map and answer the questions.

1 Which place is behind the bookshop?
2 Which place is between the clothes shop and the cinema?
3 What is opposite the butcher's?

2 Where can you ...



1 watch a film?  2 borrow books



3 eat burgers?  4 have lunch?  5 buy stamps?  6 swim?

1 You can watch a film at the cinema.

Reading & Listening

3 Read and listen to the dialogue. Mark Ann's route on the map.

Ann: Excuse me, can you tell me where the post office is, please?
Bob: Sure. It's on Milton Street. Go down Merton Street, past the baker's and turn left into High Street. Walk past the library. Cross Milton Street. The post office is opposite the supermarket on your right.
Ann: Thanks!
Bob: You're welcome.

Speaking
Giving directions

4 Use the phrases below to give directions to different places on the map. Follow the plan.

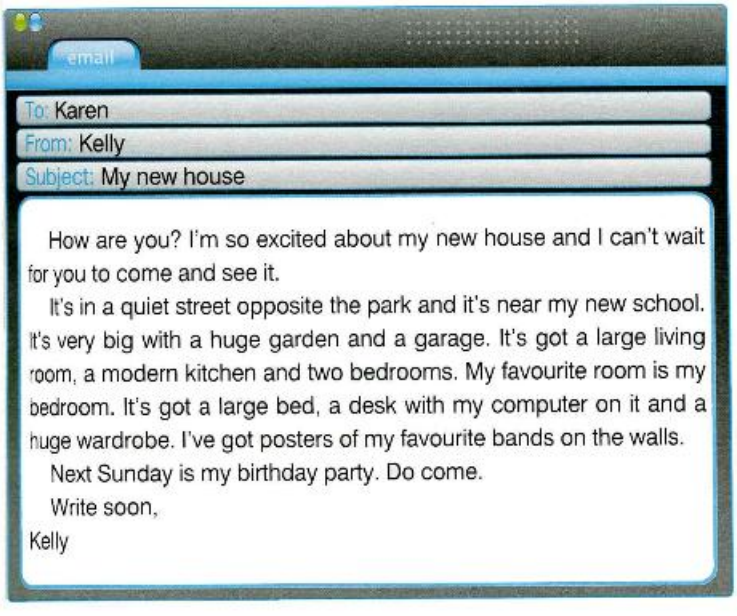
- Go down ... and turn left/right into ...
- Go straight on.
- The ... is on your left/right/opposite/next to/between/behind ...

A	B
Ask where X is.	Name the street.
Ask for directions.	Give directions.
Thank B.	Say goodbye to A.

Writing 2h

An email to a pen-friend

1 **Read the first two sentences in the text. What is the email about?**
Listen, read and check.


email

To: Karen
From: Kelly
Subject: My new house

How are you? I'm so excited about my new house and I can't wait for you to come and see it.

It's in a quiet street opposite the park and it's near my new school. It's very big with a huge garden and a garage. It's got a large living room, a modern kitchen and two bedrooms. My favourite room is my bedroom. It's got a large bed, a desk with my computer on it and a huge wardrobe. I've got posters of my favourite bands on the walls.

Next Sunday is my birthday party. Do come.

Write soon,
Kelly

2 **Which of the following are there in Kelly's email?**

- Kelly's address • where her house is • how big it is
- what there is in each room • who is in Kelly's family

3 **Read the theory. Is it the same in your language?**

Writing Tip

Punctuation
We use a **full stop** (.) at the end of affirmative and negative sentences. We use **question marks** (?) at the end of questions. We use a **comma** (,) to separate a list of items. We use an **exclamation mark** (!) at the end of sentences that express strong feelings.

4 **Complete the sentences with the correct punctuation. Use:** *(.), (?), (,), (!).*

1 Where is the baker's
2 It's fantastic
3 There are two banks on Princess Street
4 The flat has got a living room a kitchen a bathroom and two bedrooms
5 Is there a sports centre in the area

5 **Read the theory. Find examples in the email, then put the words in the correct order.** see p. GR4

Adjectives describe nouns. They can go before nouns or after the verb **to be**. *My flat is **big**. It's a very **beautiful** flat.*

1 house/my/small/is
2 got/it's/nice/garden/a
3 living room/got/has/the/furniture/modern
4 house/my/street/busy/is/a/in
5 is/there/garage/a/big

Writing (an informal email about your house)

6 **Answer the questions.**

1 Where's your house?
.....
2 What rooms are there?
.....
3 What's your favourite room? What's in it?
.....

7 ***Portfolio:*** **Use your answers in Ex. 6 to write an email to your friend describing your house (50-70 words). Follow the plan.**

Plan

Hi ...,
Para 1: greeting, opening remarks *(Thanks for your email about your house!)*
Para 2: where your house is, what rooms there are, *(My house is ... near .... It's ... .)* your favourite room *(My favourite room is ..... It has got .... There is also ... .)*
Para 3: closing remarks *(That's all for now.)*
.....

Writing Bank 2 p. WB2

2i Curricular: Art & Design

Listening & Reading

1 What is each tower in the pictures made of?

WOOD Glass Steel Brick

Listen, read and check.

Check these words

wood, glass, brick, steel tower, stand out, skyline, tonne, top, sight, cool, spaceship, second, great view, hundreds of flats, glass cube, slide out

Towers

Every city has its tower, but some are really amazing.

Eiffel Tower

The Eiffel Tower is a beautiful steel tower that stands out in the Paris skyline. It is 324 m tall and weighs over 10,000 tonnes. From the top you can see all the other wonderful sights of Paris. Over six million people visit the Eiffel Tower every year.

Space Needle

The Space Needle is a very cool steel tower in Seattle, Washington. It is 184 m tall. The top looks like a spaceship. It only takes 43 seconds to get to the top where there is a great view of the Cascade Mountains.

Eureka Skydeck 88

Eureka Skydeck 88 is a glass tower in Melbourne, Australia. It is 300 m tall and has got hundreds of flats. From the top there is an amazing view. There is also a glass cube that slides out with visitors inside.

2 Read the text. What do these numbers refer to: *184 m, 300 m, 43 seconds, 324 m, 10,000 tonnes, 6 million*?

3 Use words from the **Check these words** section to complete the sentences.

1 From the top there's a ..... of the city below.
2 Eureka Skydeck 88 has got .... for people to live in.
3 Tourists at the Skydeck can travel in a ..... .

4 THINK! Which tower is the most impressive to you? Why?

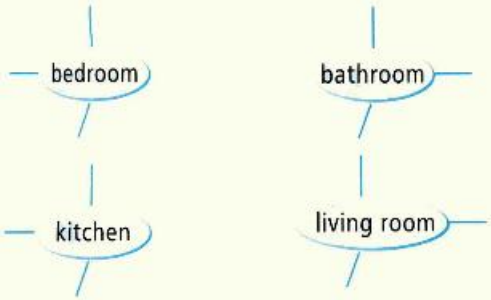
5 ICT In groups collect information about another tower or building. *Where is it?, What is it made of?, What does it look like?*

Present it to the class.

Language Review 2

1 **Complete the spidergrams with these words. Add one more word.**

• fridge • cupboard • toilet • bed • sofa
• dishwasher • wardrobe • sink • washbasin
• pillow • armchair • cushion • bath



2 **Fill in:** *quiet, earthquake, washing, skating, get, sea, estate, spiral.*

1 ..... shell
2 ..... staircase
3 .....-proof
4 ..... neighbourhood
5 ..... machine
6 ..... rink
7 ..... agent
8 ..... wet

3 **Choose the correct word.**

1 The house has a great **site/view** of the lake.
2 The lake is high above sea **ride/level**.
3 The Uros people have a unique **type/way** of life.
4 There are **floating/popular** islands on the lake that are in a different place each day.
5 There isn't a school **nearby/straight**.
6 Their houses are small **hats/huts** of reeds.
7 We have picnics **in/at** weekends.

4 **Choose the correct preposition.**

1 The house is **in/at** the shape of a seashell.
2 There are posters **on/in** the walls.
3 You can't walk **in/at** space.
4 There are small huts **in/on** the island.
5 The flat is **at/on** the third floor.
6 We're excited **for/about** our new house.
7 The place is popular **with/for** tourists.
8 The island is home **for/to** twenty families.

5 **Write the correct shop:** ***There you can buy ...***


1 b .....
meat


2 c .....
medicine


3 p..... o.....
stamps


4 c..... s.....
shirt


5 f..... r.....
burger


6 b .....
bread

GAME

In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points wins.

• sea level • home to • go straight • turn left
• unique way of life • estate agent
• second floor • huge park • chores
• vacuum cleaner • small windows
• friendly to the environment • great view

Quiz

Mark the sentences *T* (true) or *F* (false). Read through Module 2 and write a quiz of your own.

1 The Nautilus House is like a snake. .....
2 The Space Needle is in Melbourne. .....
3 The Uros people have got reed boats. .....
4 The Empire State Building has got 100 floors. .....
5 You can't walk in space. .....
6 The Statue of Liberty is on Ellis Island. .....
7 There aren't any lakes in Central Park. .....
8 Lake Titicaca is in Peru. .....

Reading

1 a) You are going to read a text about IKEA. What do you know about IKEA? Are there IKEA stores in your country? What can you buy there?

Home furniture stores



IKEA is a Swedish furniture company **0)** ..... stores in over 35 countries. It sells good-quality furniture, and kitchen and bathroom items at **1)** ..... low prices. You can buy everything **2)** ..... from beds and bookcases to dish racks and towels.

IKEA stores are usually **3)** ..... to motorways outside city centres. Stores are not difficult to see **4)** ..... they are always dark blue and yellow, and they are huge – about the size of five football fields!

Most IKEA stores are environmentally-friendly. Some stores even have thousands of plants on **5)** ..... roof to control the store's temperature.

Many customers go to IKEA to buy only one **6)** ..... two things. When they leave the store though, most shoppers have a lot more items in their shopping bags! **7)** ..... is because the products IKEA sells are good quality and reasonably priced.

IKEA stores aren't just about furniture though. Most stores have play areas for children, and restaurants. You **8)** ..... eat delicious Swedish food like salmon or meatballs at IKEA, as well as local food. In fact, many customers spend the whole day at IKEA.

Study skills

Multiple choice text

Read the text to get the gist. Read again and try to decide which word best completes each gap. Read the completed text again to see if it makes sense.

b) Choose the correct word A, B or C to complete the gaps (1-8)

Example			
0	A of	(B) with	C in
1	A very	B much	C the
2	A they	B their	C there
3	A next	B by	C at
4	A because	B and	C or
5	A they	B them	C their
6	A with	B or	C and
7	A There	B This	C Those
8	A do	B have	C can

Speaking

2 **Read the rubric, then in pairs do the task.**

B: Here is some information about a fast food restaurant.
A: You don't know anything about the fast food restaurant, so ask B some questions about it.

B – your answers



A – your questions



- address?
- closed / Mondays?
- when / breakfast?
- telephone number?
- discount / senior citizens?

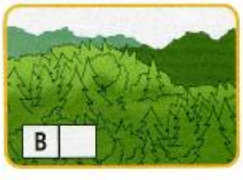
Listening

3 a) **Look at the pictures. What does each show?**

Example

0 What can the girl see from her flat?


A


B


C ✓

1 Where is the bread?


A


B


C

2 What hasn't the girl got?


A


B


C

3 Where is the nearest open chemist's?



A



B



C

4 How much is Jenny's rent?

£315
A

£415
B

£350
C

5 What is next to the supermarket?



A



B



C

b) **Read the rubric, then do the task. Compare with your partner.**

You will hear five short conversations. You will hear each conversation twice. For questions 1-5, (✓) *A*, *B* or *C*.

Writing (Writing Bank 2: Notices p. WB2)

Writing Tip

Notices

Notices are short pieces of writing which we write when we want to inform others about something. We use short clear sentences and avoid being chatty.

4 a) **Read the rubric and answer the questions.**

You are studying English at York university. You want to rent a flat nearby. Write a short notice to put on the student noticeboard (25-35 words). Include:

- what you want to rent
- details of what size flat, rooms, etc. you need
- the location you want
- how much rent you can afford

1 What are you going to write?
2 What information should you include?
3 Who is going to read it?

b) **Write your notice. Make sure you include all the points in the rubric.**

2 Revision

1 **Fill in:** *pillow, view, forest, floor, home, way, cushions, popular, level, friendly.*

1 There are some ..... on the sofa.
2 The house has got a great ..... of the mountains.
3 The islands are ..... to 300 people.
4 Their flat is on the first ..... .
5 The park is ..... with tourists.
6 Is there a ..... on the bed?
7 They've got a unique ..... of life.
8 The house is ..... to the environment.
9 There are trees in the ..... .
10 The lake is above sea ..... .

10x2=20 marks

2 **Circle the odd word out.**

1 kitchen – living room – laundry room – garden
2 sofa – dishwasher – armchair – chair
3 fridge – cooker – toaster – washbasin
4 iron – roof – attic – chimney
5 chemist's – butcher's – baker's – towel

5x2=10 marks

3 **Write the correct shop.**

1 You can buy bread at the b ..... .
2 You can buy meat at the b ..... .
3 You can buy medicine at the c ..... .
4 You can buy stamps at the p ..... .

4x2=8 marks

4 **Choose the correct word.**

1 **There/This** is a bed in the bedroom.
2 Is **that/these** a bookcase?
3 Walk **along/out of** the street.
4 There are **some/any** books on the desk.
5 Are there **some/any** posters on the wall?
6 There's a computer **on/in** the desk.
7 There aren't **some/any** forks on the table.
8 These are Ann's **child/children**.
9 Those are **knifes/knives**.
10 These **men/mans** are from Mexico.

10x2=20 marks

5 **Fill in:** *a, an* **or** *the.*

1 There's ..... baker's near my house.
2 Have you got ..... fridge?
3 Is this ..... island?
4 ..... chemist's near the park is very big.

4x2=8 marks

6 **Circle the correct response.**

1 A: Where's Ann?
B: **a** It's a lake.
b At home.

2 A: Is there a poster on the wall?
B: **a** Yes, there is.
b No, it isn't.

3 A: What's that?
B: **a** It's under the bed.
b It's an iron.

4 A: What's your address, please?
B: **a** M – E – R – T – O – N.
b 20, Merton Street.

5 A: Can you tell me where the cinema is?
B: **a** It's on Milton Street.
b 16, Primrose Street.

6 A: Can I see it?
B: **a** Yes, I can.
b Yes, of course.

7 A: How much is it?
B: **a** It's £1,000 a month.
b 16, Primrose Street.

7x2=14 marks

7 **Write a short text about your favourite room (50-60 words).**

20 marks

Total: 100 marks

Check your Progress

- describe houses and rooms ____
- describe a location ____
- arrange to view a house for rent ____
- compare different lifestyles ____
- ask for/give directions ____
- write an informal email describing my new house and favourite room ____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: free-time activities, daily routines, animals, pets, school rules, family members

Grammar: present simple, prepositions of time *(in/at/on)*, adverbs of frequency, possession, *have to/not have to, should, shouldn't, ought to, oughtn't to*, adverbs/adjectives; linkers *(and/or/but)*

Everyday English: making arrangements, telling the time

Pronunciation: /s/, /z/, /ɪz/, /d/, /ð/

Writing: an email giving news

Culture Corner: College Life in the USA

Curricular *(Science)*: Reptiles

Module 3

Day after day

Vocabulary

Free-time Activities

1 Listen and say.

- playing board games
- watching DVDs
- sending text messages
- snowboarding
- going to the library
- listening to music
- rollerblading
- surfing the Net
- going to the pool
- hanging out with friends
- reading books

2 Which activity does each person in the pictures like (☺) doing?

Peter likes snowboarding.

OVER TO YOU!

like ☺ not like ☹

I like ..... and ..... .
I don't like ..... and ..... .

A Peter

B Mary & Adam

C John & Becky

D Ann

Vocabulary Bank 3 p. VB11

3a Daily routines

Vocabulary

1 a) **Fill in with:** *get, have (x4), walk (x2), do (x2), watch, brush, go.*

Listen and check then say.

b) **What do you do** *in the morning* , *in the afternoon* , *in the evening* ?

In the morning, I get up, I have ... and then I ... .



1 ..... up



2 ..... a shower



3 ..... breakfast



4 ..... to school



5 ..... lessons



6 ..... sport



7 ..... dinner



8 ..... my homework



9 ..... the dog



10 ..... a DVD

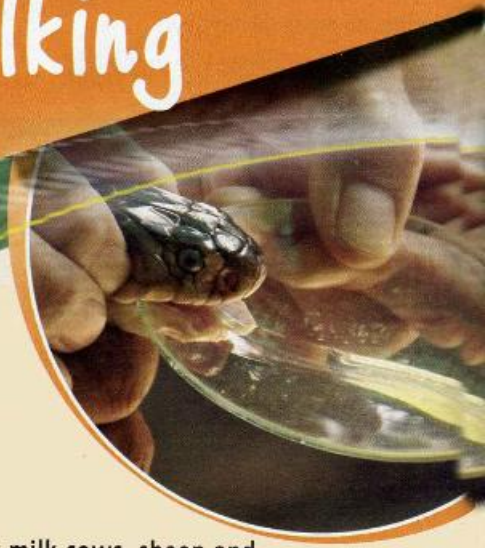


11 ..... my teeth



12 ..... to bed

Snake Milking



Reading

2 a) **We usually milk cows, sheep and goats. Can we milk snakes? What does Bill do at work? Is his job dangerous?**

Listen and read to find out.

b) **Read and complete the sentences.**

1 Bill works at ..... .
2 In the morning, he ..... .
3 At work he ..... .
4 Bill's job is important because ..... .

Grammar

see p. GR4

Present simple (affirmative)

3 **Read the table. How do we form the *present simple*? Find examples in the text.**

SINGULAR	PLURAL
I/You ***walk*** *to school.* *He/She/It* ***walks*** *to school.*	*We/You* ***walk*** *to school.* *They* ***walk*** *to school.*

We use the **present simple** to talk about:

- daily routines: *Every morning, I* ***eat*** *eggs for breakfast.*
- habits: *John* ***plays*** *tennis on Saturdays.*
- permanent states: *They* ***live*** *in London.*

Time expressions: every day/week, every afternoon/evening, on Mondays, etc.

Spelling rules

- verb + **-s** → *I run – he runs*
- verbs ending in **-ch**, **-o**, **-sh**, **-ss**, **-x**, + **-es** → *I watch – he watch**es**, I go – he go**es**, I wash – he wash**es***
- verbs ending in consonant + **y** drop the **-y** and take **-ies** → *I stud**y** – he stud**ies***

3a

We milk cows, we milk goats, but what about milking snakes? Well, Bill Hernandez does this every day! He works at a snake farm in Florida, USA. His daily routine is dangerous. The snakes often bite Bill on his hands and arms.

Every morning, Bill gets up early and walks to the farm. He catches different types of poisonous snakes from their enclosures and 'milks' them in his laboratory. The snakes bite a special glass cup and the venom falls into it from their teeth. In the afternoons, Bill and his team make medicine or 'antivenin' from this venom. Bill knows his job is very important. "Each year, poisonous snakes bite 8,000 people in the USA. They die without antivenin," he says.

In the evenings, Bill tries to forget all about snakes! He walks his puppy, Holly, and watches a DVD before he goes to bed.

Check these words

milk, cow, goat, snake farm, dangerous, bite, hand, arm, early, catch, type, poisonous, enclosure, laboratory, venom, teeth, team, make, medicine, antivenin, die, puppy

4 Put the verbs in brackets in the *present simple*. Which express: *a daily routine*? *a habit*? *a permanent state*?

1 I ..... **(listen)** to music after school.
2 Matt ..... **(like)** reading.
3 Tony and Jill ..... **(work)** in a shop.
4 Sally ..... **(walk)** to school every day.
5 We ..... **(live)** in a village.

Pronunciation: /s/, /z/, /ɪz/

5 Write the 3rd-person singular forms of the verbs from the text.

Listen and tick (✓). Listen again and repeat.

	/s/	/z/	/ɪz/
1 I do – he			
2 I work – he			
3 I get up – he			
4 I catch – he			
5 I fall – it			
6 I know – he			
7 I say – he			
8 I try – he			

Speaking & Writing

6 Make notes under the headings. Use your notes to talk about Bill's daily routine.

Morning Afternoon Evening

7 THINK! Compare your routine to Bill's. In three minutes write a few sentences. Tell the class.

Vocabulary Bank 3 p. VB12

3b Work days

Check these words

office work, outdoors, wildlife photographer, dawn, get ready, work shifts, hide, jungle, keep still, wait for a chance, return, share, beauty of nature

In the wild

Do you catch the bus or tube in the mornings? Lots of people do this to get to work but Nathan Dell doesn't. Nathan doesn't do office work. He works outdoors as a wildlife photographer. He often gets up before dawn, has breakfast then he gets ready to go to work. He doesn't work shifts or even 9 to 5. He hides among trees in the jungle, keeps very still and waits for a chance to photograph an animal. At the end of the day he returns to his camp. After dinner he checks the photographs on his computer. He sometimes works late to send the pictures to the magazine he works for. It's a tiring and dangerous job but Nathan is happy to share the beauty of nature with people all over the world through his photographs.

Vocabulary & Reading

1 Write down as many jobs as you can think of.

2 Look at the man in the photo. Which of the sentences (1-5) are true about him?
Listen, read and check.

1 Nathan works in a park. .....
2 He catches the tube to work. .....
3 He starts work early in the morning. .....
4 He sends his work using a computer. .....
5 He doesn't like his job. .....

3 a) Use words from the **Check these words** section to complete the sentences.

1 Nurses work in the morning or in the evening. They ..... .
2 ..... and don't move. There's something on your head.
3 Secretaries do ....., such as sending emails or answering phonecalls.
4 Police officers don't usually work indoors. They work .....
5 The morning shift starts very early, just before ..... .

b) **THINK!** Complete the sentence.

I admire Nathan because ...

Grammar see p. GR4

Present simple (negative/interrogative)

4 Read the table. Find examples in the text.

NEGATIVE	
I/You/We/They ***don't play*** *sport.*	*He/She/It* ***doesn't play*** *sport.*
INTERROGATIVE	**SHORT ANSWERS**
Do *I/you/we/they* ***go*** *running on Saturday?* ***Does*** *he/she/it* ***cook*** *on Sunday afternoons?*	***Yes,*** *I/you/we/they* ***do./*** ***No,*** *I/you/we/they* ***don't.*** ***Yes,*** *he/she/it* ***does./*** ***No,*** *he/she/it* ***doesn't.***



5 Jane and Tom Smith have busy weekends. Look at their timetables and correct the sentences. Use the verbs, *have, do, go, watch, play*.

		Jane	Tom
Saturday	10:00	tennis lesson	football practice
	16:00	homework	chores
	18:00	out with friends	out with friends
Sunday	10:00	chores	computer games
	16:00	violin lesson	homework
	18:00	DVD	DVD

1 Jane and Tom have a music lesson on Saturday mornings. *Jane and Tom don't have a music lesson on Saturday mornings. Jane has a tennis lesson and Tom has football practice.*
2 Jane hangs out with her friends on Saturday mornings.
3 Tom does chores on Sunday mornings.
4 Jane and Tom watch DVDs on Saturday evenings.
5 Jane does her homework on Sunday afternoons.
6 Jane and Tom play computer games on Sunday evenings.

Listening

6 a) Listen to Jack and Kate. Mark *T* (true) or *F* (false).



	Jack	Kate
go to school		
like Maths		
do sport		
get up early		
live in a flat		

b) Fill in *do, does*. Then answer the questions.

1 ..... Jack go to school? .....
2 ..... Jack get up early? .....
3 ..... Jack and Kate live in a flat? .....
4 ..... Kate like Maths? .....
5 ..... Kate do sport? .....

Prepositions of time

7 a) Study the table, then fill in *at, in* or *on*.

AT	the time *(at 3 o'clock), at weekends/ the weekend, at midday/night*
IN	*in the morning/afternoon/evening,* months/seasons *(in May, in the winter),* years *(in 2010)*
ON	days *(on Saturday(s), on Monday morning(s)),* dates *(on 8th June),* on weekdays

1 Sue doesn't work ..... Saturdays.
2 My birthday is ..... 20th December.
3 He never works ..... the evening.
4 They go to school ..... weekdays.
5 I have a dancing lesson ..... 6 o'clock.

Speaking

b) Use the phrases to ask and answer.

- watch TV/the evenings • get up/7 o'clock
- do your homework/Friday evenings
- do sport/the winter
- buy a magazine/weekends

A: Do you watch TV in the evenings?
B: Yes, I do. Do you ... ?

Adverbs of frequency

8 a) Read the theory box.

Adverbs of frequency tell us how often something happens. They go before the main verb, but after the verb 'to be'. *Tommy **often** goes skating. He **is never** late.*



b) How often do you ...

- read in bed? • help with chores?
- catch a bus? • go to the library?
- buy a newspaper? • do the shopping?
- send text messages?

Writing

9 Write a few sentences about what you do at weekends. Use adverbs of frequency (*often, always, usually, sometimes, never*).

3c Culture Corner

Check these words

exciting, study hard, make friends, Biology, Physics, Chemistry, English Literature, do projects, campus, dorm, adventure, live alone, meal plan, low price, join clubs, drama, newspaper, organise events, hold events, raise money, charity, poor, clean up the environment

1 **What is college life like in the US?**
Decide which sentences are *T* (true) and which are *F* (false).
Listen, read and check.

1 Students attend lessons for about five hours each day. .....
2 There are lessons every day. .....
3 Students spend more time doing projects than attending lessons. .....
4 Students can live on campus. .....
5 Students can't live on their own. .....
6 Students can become members of various clubs. .....

2 **Choose the correct word.**

1 Students **do/make** projects on the subject they study.
2 Most students live on **dorm/campus**. They stay in a room of their own in a **dorm/club** or **live/share** a room with another student.
3 Most students **do/join** a club that interests them a lot, such as sports or drama.

3 **Read again and make notes under the headings. Use your notes to talk about colleges in the USA.**

• Subjects • Lessons • Food
• Accommodation • Clubs

4 **What is college/university life like in your country? Make notes under the headings in Ex. 3. Tell the class.**

College Life

College life in the US is very exciting. College students study hard, learn a lot of things, make new friends, and have a lot of fun.

College Studies

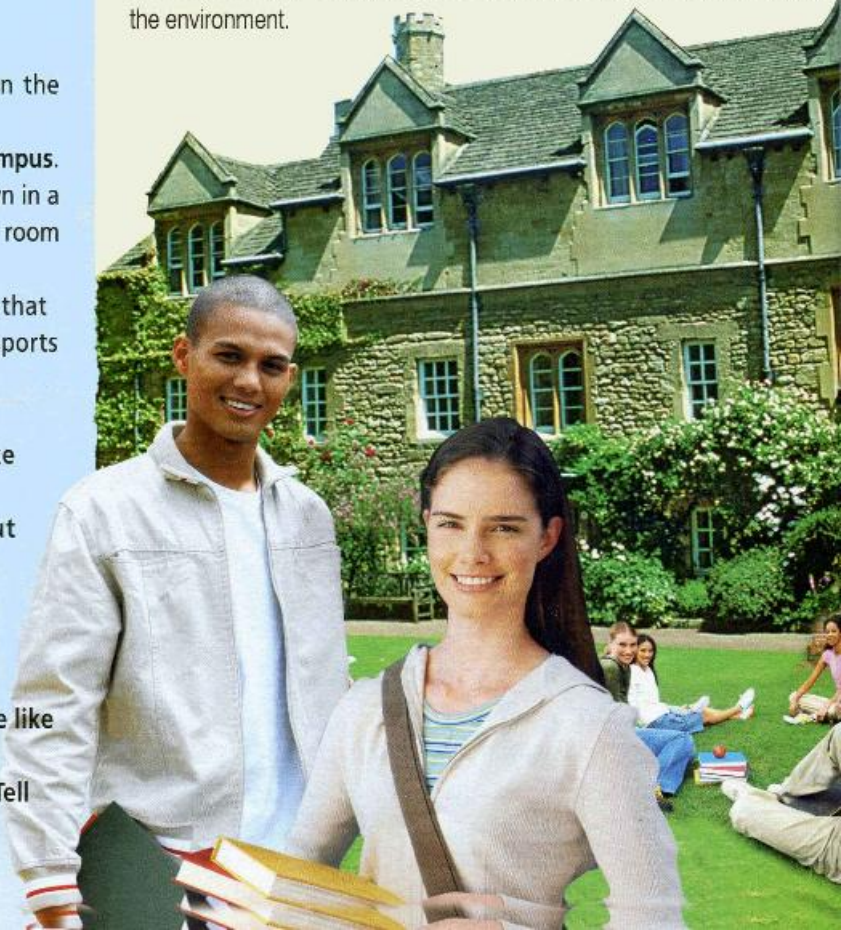
College students in the US study many different subjects like Science, Biology, Physics, Chemistry, Maths or English Literature. College students go to lessons for about five hours a day, five days a week and study or do projects for about three hours or more.

Life on Campus

Living on campus in a dorm is an adventure! It isn't like living at home. College students usually share a room in the dorm with another person. But sometimes they live alone. Most college students have a 'meal plan'. They can eat in the college dining hall for a low price.

Clubs

Many college students join clubs like sports, drama, newspaper and art. The clubs organise events like parties and dances. They also hold events to raise money for charity, collect clothes for the poor and even clean up the environment.



Everyday English 3d

Asking/Telling the time

1 Listen and say.



six o'clock
or
six



half past six or six thirty



(a) quarter to six
or
five forty-five



(a) quarter past six
or
six fifteen

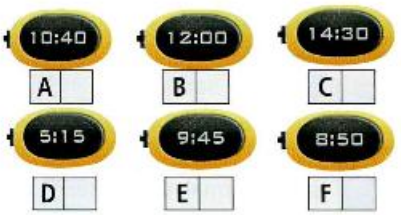


twenty to six
or
five forty



twenty past six
or
six twenty

2 a) Listen and number the clock faces in the order you hear them.



b) In pairs, use the clock faces in Ex. 2a to ask and tell the time, as in the examples.

A: Excuse me. Have you got the time, please?
B: Yes, it's ten forty/twenty to eleven.

A: Excuse me, please. What time is it?
B: It's twelve o'clock.

Making arrangements

3 a) Listen and say.

- Do you want to ...?
- That sounds good.
- What time do you want to meet?
- What time is it now?
- Is 6:30 OK for you?
- Let's meet (at the tennis courts) at 7:30.
- OK, see you there.

b) The sentences are from a dialogue between two friends. Where do they agree to meet? At what time? Listen and read to find out.

Tom: Do you want to play tennis in the park later, Jamie?
Jamie: That sounds good. What time do you want to meet?
Tom: What time is it now?
Jamie: It's quarter past three.
Tom: Right. Well, is 6:30 OK for you?
Jamie: Not really. My guitar lesson finishes at 6:30.
Tom: That's not a problem. Let's meet at the tennis courts at 7:30, then. Don't be late.
Jamie: OK, see you there.

4 Find sentences in the dialogue which mean:
– Make sure you're on time. – That's a great idea.
– No, it isn't. – Do you want to meet at half past six?
– That's OK.

Pronunciation: /d/, /ð/

5 Listen and tick (✓) the correct boxes. Listen again and repeat.

	/d/	/ð/		/d/	/ð/		/d/	/ð/
dad			dirty			there		
that			then			dear		

Speaking

6 Arrange to meet your partner. Use the sentences from Ex. 3a to act out your dialogue. Follow the plan.

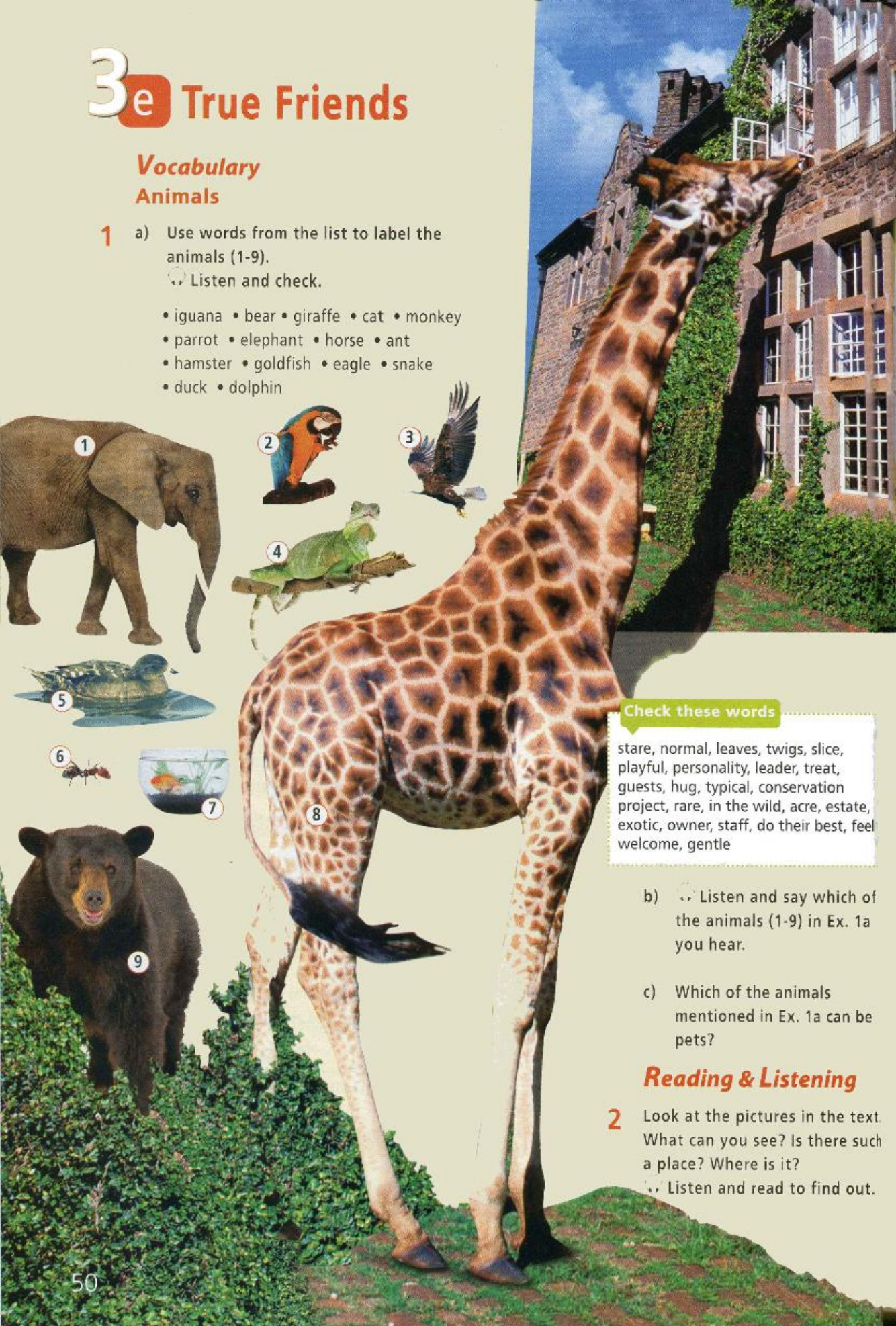
A	B
Suggest an activity & a place.	Agree & ask what time.
Ask what time it is now.	Reply.
Suggest a time to meet.	Say why that time isn't good for you.
Suggest another time.	Agree.

3e True Friends

Vocabulary
Animals

1 a) Use words from the list to label the animals (1-9).
Listen and check.

• iguana • bear • giraffe • cat • monkey
• parrot • elephant • horse • ant
• hamster • goldfish • eagle • snake
• duck • dolphin



Check these words

stare, normal, leaves, twigs, slice, playful, personality, leader, treat, guests, hug, typical, conservation project, rare, in the wild, acre, estate, exotic, owner, staff, do their best, feel welcome, gentle

b) Listen and say which of the animals (1-9) in Ex. 1a you hear.

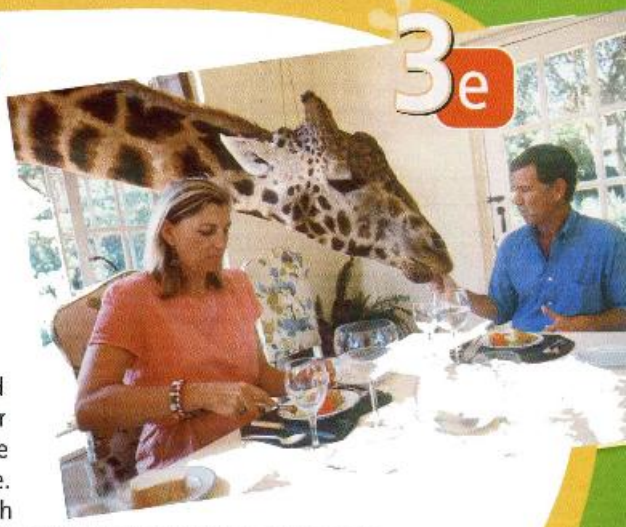
c) Which of the animals mentioned in Ex. 1a can be pets?

Reading & Listening

2 Look at the pictures in the text. What can you see? Is there such a place? Where is it?
Listen and read to find out.

What's for Breakfast?

3e



What's it like to wake up in the morning and see Lynne, a 5-metre tall Rothschild giraffe, staring through your window? It sounds **strange**, but this is a **normal** morning at the Giraffe Manor, a hotel in Kenya, Africa.

Every morning before 9 o'clock, the giraffes walk over and put their heads through the open windows to see what's for breakfast. In the wild, giraffes eat leaves and twigs, but here at the hotel they prefer a slice of toast and some orange juice. These **playful** creatures are like members of the family. Each one has its own name and personality. Lynne is the leader and loves treats from the guests. Arlene likes hugs while Barney is like a typical teenager – even though he's only 3.

The hotel is also a conservation project. The Rothschild giraffe is a **rare** animal with only a few hundred left in the wild. On the 140-acre estate there are also exotic birds and antelopes. The owners and the staff do their best to make their guests feel welcome. Giraffe Manor is a place that promises an **amazing** experience and lots of photographs with its **gentle** creatures.

3 **Now read the text and for questions 1-4 choose the best answer (A, B, C or D). Find evidence in the text.**

1 What animals live at Giraffe Manor?
- A Only giraffes.
- B Wild animals.
- C Only rare animals.
- D Birds, giraffes and antelope.

2 What do the giraffes like doing in the morning?
- A Eating from the trees.
- B Sharing guests' meals.
- C Opening the windows.
- D Playing with the families.

3 What does Lynne enjoy?
- A Hugs.
- B Treats.
- C Kisses.
- D Leaves.

4 What is special about the Rothschild giraffes?
- A They are very tall.
- B They are exotic.
- C There aren't many left.
- D They only eat sweets.

4 **Use words from the Check these words section to complete the sentences.**

1 Lynne, the giraffe, doesn't think it's rude to ..... at people through windows.
2 The ..... in the hotel are very friendly and always ready to help guests.
3 Chocolate is a welcome sweet ..... for everyone.
4 You can't see a Rothschild giraffe everywhere. It's a ..... animal.
5 On the ..... there are exotic birds and antelope.
6 The owners made all their ..... feel welcome.
7 Giraffes eat ..... and ..... .
8 The ..... is the head of the group that everyone else follows.
9 The staff always ..... to make sure the guests have a nice time.

5 **Match the adjectives in bold in the text to their synonyms:** *exceptional, typical, uncommon, kind, lively, fantastic.*

Speaking & Writing

6 THINK! **In three minutes write some reasons why someone should go to Giraffe Manor. Tell the class.**

7 **Imagine you are at Giraffe Manor. Send your English pen-friend an email. In your email write: *where you are, what the place is like, what is special about it* and *what you like the most*.**

Vocabulary Bank 3 p. VB13-VB14 Ex. 9

3f An amazing school

Vocabulary
School & school rules

1 a) In a minute write down as many school subjects as you can. Which is your favourite?

b) Listen and say.



1 switch off your MP3 player



2 be on time



3 wear a school uniform



4 bring a packed lunch



5 take part in sports

Reading & Listening

2 Look at the pictures with the text. What is unusual about this school? What subjects do you think students study here? Read to find out.



The Flying Fruit Fly Circus School

Check these word

juggle, trapeze, exist, circus skills, acrobatic tightrope walking, performance, course, performer, unique experience

1 ☐

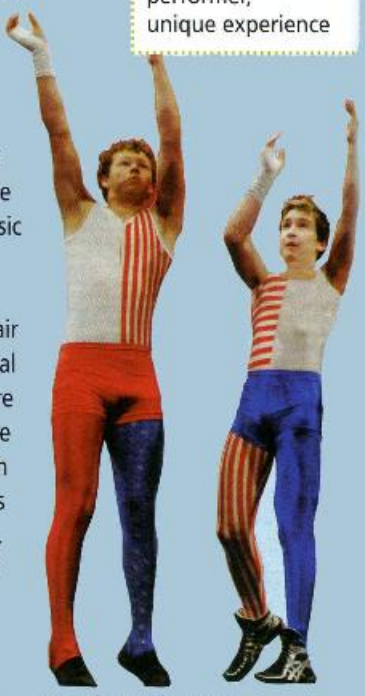
Imagine a school where the students don't play football and basketball in their sports lessons. Instead, they learn to juggle and fly fast through the air on a trapeze! Well, a school like this really exists. It's called the Flying Fruit Fly Circus School and it's in Wodonga, Australia.

2 ☐

The students at this school study circus skills such as acrobatics, clowning, trapeze, and tightrope walking. They also study dance, theatre and music and take part in many performances and tours.

3 ☐

Students don't spend all day flying through the air though! They have to work hard at all the normal subjects, like Maths and Science, too. There are also rules like at an ordinary school. Students have to be on time, wear a school uniform and switch their mobile phones off in class (they sometimes don't have to switch off their MP3 players, though!). Also, they don't get into the school easily. They have to do a circus skills course and then the school chooses its students.



4 ☐

After leaving the circus school, some students become performers, and others don't. But all the students have a uniqu experience at the school. It's a place where ordinary students can d extraordinary things!

The Flying Fruit Fly Circus has videos of its performances on YouTube! You should take a look. They're amazing!

3 a) Read again. Match the headings (A-E) with the paragraphs (1-4). There is one extra heading.

A Not All Fun and Games
B An Unforgettable Time
C Special Studies
D Be Famous
E A Special School

b) Listen and check. How similar is this school to yours? Write sentences.

In my school we don't study circus skills, but in the Flying Fruit Fly Circus School students study acrobatics, clowning, trapeze and tightrope walking.

Grammar

see p. GR5

Have to

4 Read the theory. Find examples in the text in Ex. 2.

AFFIRMATIVE/NEGATIVE	
I/You/We/They **have to/don't have to** work. He/She/It **has to/doesn't have to** work.	
INTERROGATIVE	**SHORT ANSWERS**
Do I/you/we/they **have to** work? Does he/she/it **have to** work?	**Yes**, I, etc **do./No**, I, etc. **don't**. **Yes**, he, etc. **does./No**, he, etc. **doesn't**.

- We use **have/has to** to express obligation/duty. *We **have to** wear a uniform at school.* (It's the rule./It's a duty.)
- We use **don't/doesn't have to** to express lack of obligation. *She **doesn't have to** work on Saturdays.* (It isn't necessary.)

5 a) Fill in: *have to, has to, don't have to, doesn't have to*, as in the example.

1 Jane *doesn't have to* sign in every morning. (✗)
2 Jane and Steve ..... respect their teachers. (✓)
3 Jane and Steve ..... be silent in the school library. (✓)
4 Jane and Steve ..... wear a uniform. (✗)
5 Steve ..... show an ID card. (✗)
6 Jane ..... study acrobatics. (✓)

b) Use the phrases to ask and answer questions, then tell the class what your partner *has to/doesn't have to* do.

- do sport at school
- do the washing-up every day
- walk to school
- do homework every evening
- share your bedroom with a brother/sister

A: *Do you have to do sport at school?*
B: *Yes, I do./No, I don't.*
A: *Do you have to ...*

Should/Ought to

6 Read the theory, then fill in *should/ought to* or *shouldn't/oughtn't to*.

We use **should/shouldn't** to give advice/make a suggestion. *You **should** go to the circus! It's great!* (It's a good idea.) *You **shouldn't** smoke.* (It's not a good idea.) We use **ought to/oughtn't to** to give advice. *You **ought to** be polite.* (It's morally right.)

In class ...

1 You ..... always listen to the teacher.
2 You ..... talk to others.
3 You ..... ask questions if you don't understand.
4 You ..... chew gum.

Adjectives/Adverbs

7 Read the theory and find examples in the text in Ex. 2.

- **Adjectives** describe nouns. They usually go before nouns but after the verb *to be*. *He's a **good** teacher.* They are the same in the singular and plural. *The students are **great**.*
- **Adverbs** describe verbs. *He speaks Russian **well**.* (How does he speak Russian? Well.)

Formation
adjective + -ly *quiet → **quietly***; adjective ending in ~~-e~~ + -ly *terrible → **terribly***; adjective ending in ~~-y~~ + -ily *happy → **happily*** Irregular forms: *good → **well**; fast → **fast**; hard → **hard**; early/late → **early/late***

8 Choose the correct word.

1 Max juggles really **good/well**.
2 Angie walks **quickly/quick**.
3 She's a **careful/carefully** driver.
4 Sam is really **badly/bad** at Maths.
5 My teacher speaks **softly/soft**.
6 Tina sings **bad/badly**.

9 Complete the sentences with the correct adverbs formed from the adjectives in the list.

- polite • late • happy • quiet • good

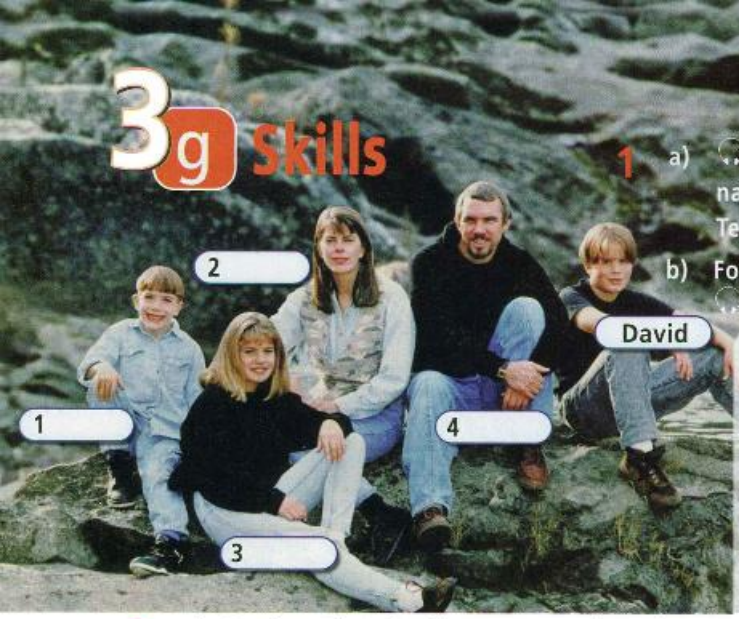
1 The children play ..... in the playground.
2 I think Ellie sings really .....!
3 He sat ..... and waited.
4 He often leaves work ..... .
5 Speak to your teachers ..... .

Speaking & Writing

10 Write what you *have to/don't have to do* at your school. Tell the class.

Vocabulary Bank 3 p. VB14 Exs. 10-12

3g Skills

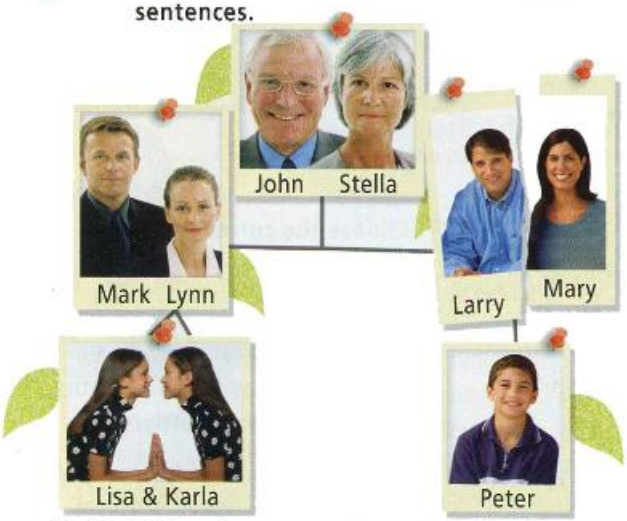


1 a) Listen and label the people with their names. Who's David's *father, mother, brother, sister*? Tell the class.

b) Form pairs. Listen and check, then repeat.

father (dad) → mother (mum)
son
husband
brother
uncle
grandson
cousin
grandfather/grandad
nephew
sister
daughter
wife
aunt
grandmother/grandma
granddaughter
cousin
niece

2 a) Look at Lisa's family tree. Complete the sentences.



1 Mark is Lynn's ..... .
2 Lynn is John and Stella's ..... .
3 Mary is Lisa and Karla's ..... .
4 John is Peter's ..... .
5 Larry is Peter's ..... .
6 Karla is Peter's ..... .
7 Mark is Peter's ..... .
8 Stella is John's ..... .
9 Karla is John's ..... .
10 Stella is Lisa's ..... .

b) Fill in: *married, twins, single, only, divorced.*

1 Peter hasn't got a wife. He's ..... .
2 Mark and Lynn are ..... .
3 Mary and Larry aren't married now. They're ..... .
4 Peter hasn't got any brothers or sisters. He's a(n) ..... child.
5 Lisa and Karla look the same. They're ..... .

3 Ask and answer questions. Use *who's* or *whose*.

Possession see p. GR5
- noun singular + **'s**. *John's mum*
- plural noun + **'**. *the girls' aunt*
- irregular plural + **'s**. *the men's house*

Who's ...? Who is ...? *Who's Lynn? She's Mark's wife.*
Whose ...? (ask who the possessor is) *Whose daughter is Lynn? John and Stella's.*

A: Who's Karla?
B: She's Lisa's sister. Whose cousin is Peter?
A: He's Lisa and Karla's cousin. Who's Larry?

4 Listen to Amy and Nick talking about their families and tick (✓) True or False.

	True	False
1 Amy is Nick's cousin.		
2 Nick is an only child.		
3 Amy has got a big family.		
4 Amy's mum is a doctor.		
5 Nick's parents are divorced.		
6 Nick lives with his grandparents.		

Identifying people

5 a) Read the dialogue. Who's Mary?

A: Who's that girl with you, Sandy?
B: Which one?
A: The one with the long brown hair.
B: That's my cousin, Mary.
A: She's very pretty.
B: Thanks.



b) Bring family photographs. Act out similar dialogues to find out who each person is.

Vocabulary Bank 3 p. VB15

Writing 3h

An email giving news

1 a) **Read the rubric and answer the questions.**

This is part of an email you received from your cousin Stella.

"How are things there? Are your parents OK? Write back and tell me all about you."

Write an email to Stella giving her your news.

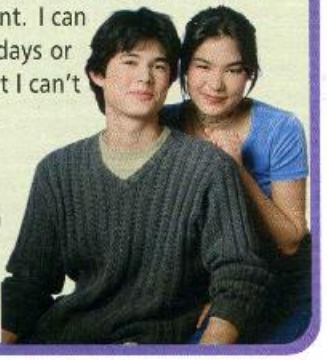
1 What does the rubric ask you to write?
2 Who is the reader?
3 What is it about?

b) **Read the email. Name the people in the photograph.**

Dear Stella,

1 Hi! I'm glad you're OK! Everything's fine here. I've only got good news to tell you.

2 Mum's got a new job. She works as a teacher at a primary school three blocks from home. She likes it a lot. The only problem is that she gets up very early. She has to be at school at 7:30 every morning. Dad wants to learn Spanish! He has lessons every afternoon. Sam and I go swimming. We go to the pool five times a week. Sam finds it tiring, but I'm really keen on it. I think it's fun. I also want to learn to play a musical instrument. I can have guitar lessons on Mondays or piano lessons on Fridays, but I can't decide. What do you think?



3 Have to go now. Mum wants me to help her with the housework. Write again soon.

Love,
Julia

2 **Match the paragraphs to the headings.**

A ☐ closing remarks – request to write back
B ☐ opening remarks; comment on last email
C ☐ family news

3 a) **Read the theory box. Find examples in Julia's letter.**

see p. GR5

Linking ideas

We use **and** for things that are similar. *Emma likes skiing **and** snowboarding.* We use **but** for things that are different. *I enjoy PE, **but** I don't like Maths.*

We use **or** to give a choice. *You can have cola **or** orange juice.*

b) **Fill in:** *and, but, or.*

1 Jane likes music, ... she doesn't like ICT.
2 Do you want to go to the cinema ..... watch a DVD?
3 I love surfing the Net ..... sending emails.
4 PE is really fun, ... it's sometimes tiring.
5 ICT is interesting ..... fun.

Writing (an email giving news)

4 **Answer the questions.**

1 How many people are there in your family?
2 What are their names?
3 What do they do?
4 What extra activities do you do?

5 ***Portfolio:*** **Use your answers in Ex. 4 to write an email to your English friend giving your news (80-100 words). Follow the plan. You can use Julia's email as a model.**

Plan

Dear (your friend's first name),
Para 1: opening remarks *(Hi! How are you?)*
Para 2: write your news *(what your parents/ brothers/sisters do; how often)*
Para 3: closing remarks; ask your friend to write back. *(Have to go now ... Write back ...)*
Yours,
(your first name)

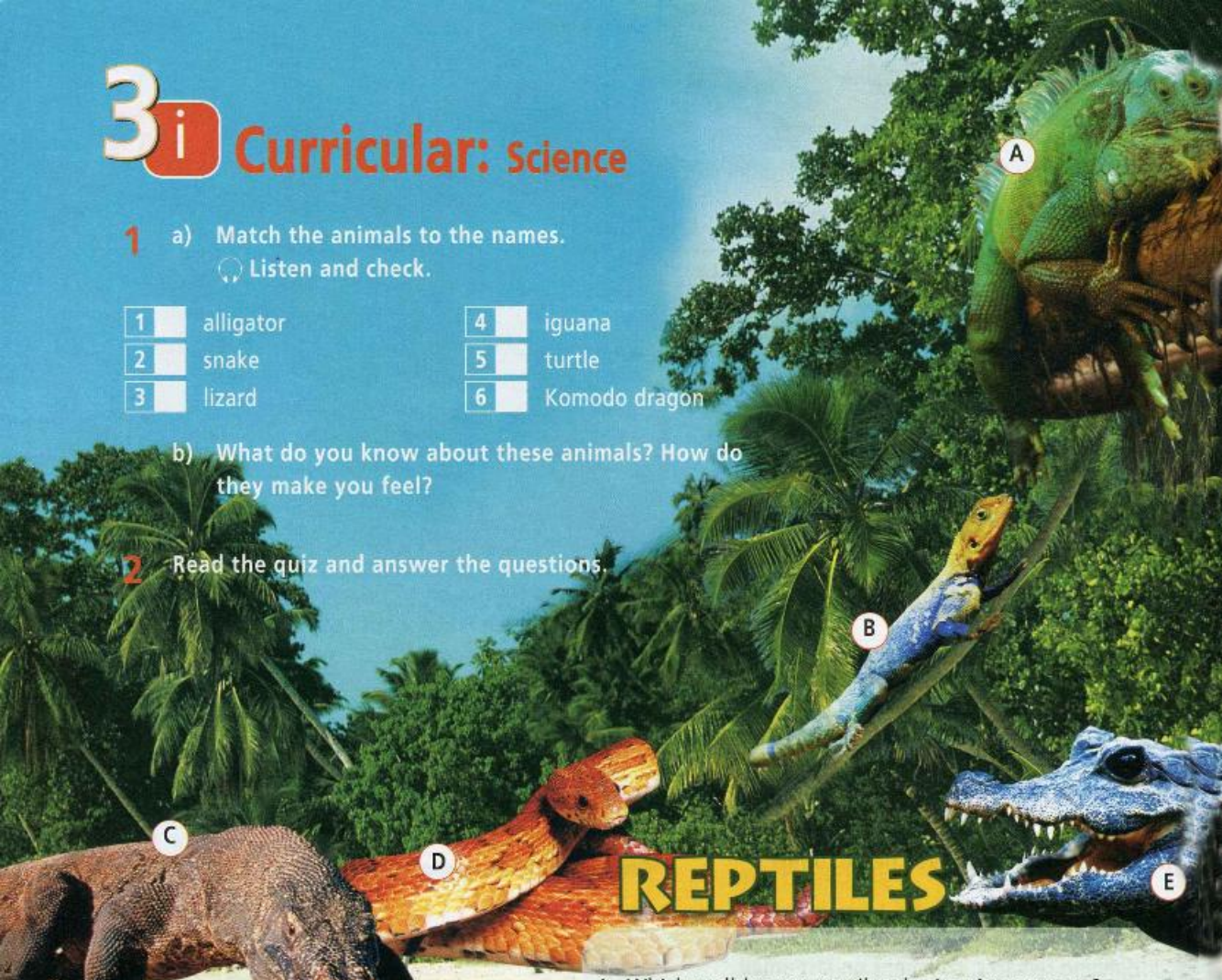
3i Curricular: Science

1 a) Match the animals to the names. Listen and check.

1 ☐	alligator	4 ☐	iguana
2 ☐	snake	5 ☐	turtle
3 ☐	lizard	6 ☐	Komodo dragon

b) What do you know about these animals? How do they make you feel?

2 Read the quiz and answer the questions.



Check these words

reptile, poisonous, exist, tortoise, cold, dry, hot, backbone, warm blood, meat, vegetables

1 Which well-known reptiles don't exist anymore?
A crocodiles B dinosaurs C tortoises

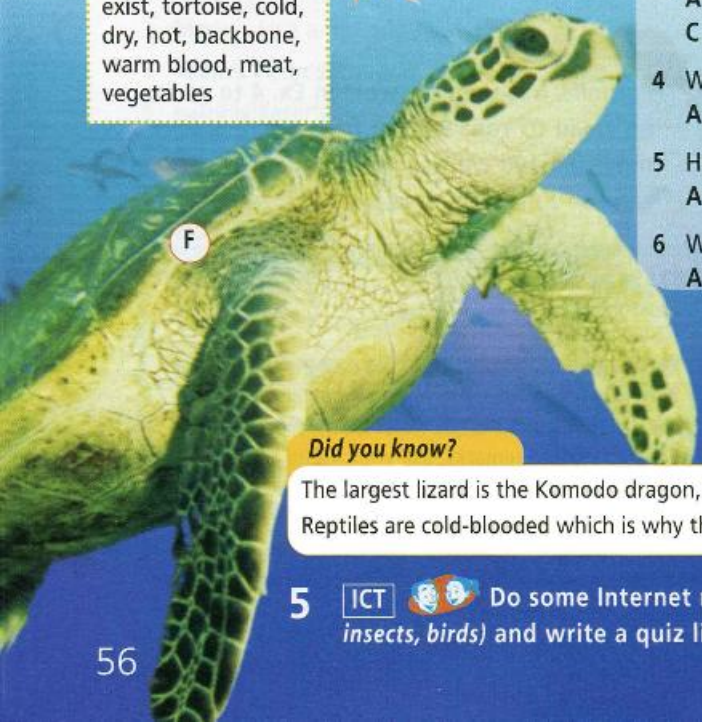
2 Which reptiles are poisonous?
A iguanas B alligators C tiger snakes

3 Where do most reptiles live?
A in cold places B in dry places
C in hot places

4 What haven't reptiles got?
A a backbone B ears C warm blood

5 How many legs do most reptiles have?
A six B four C eight

6 What do most reptiles eat?
A meat B vegetables C plants



3 Listen and check your answers.

4 Tell the class three things you learnt about reptiles.

Did you know?

The largest lizard is the Komodo dragon, which reaches a length of more than 3 metres. Reptiles are cold-blooded which is why they lie in the sun.

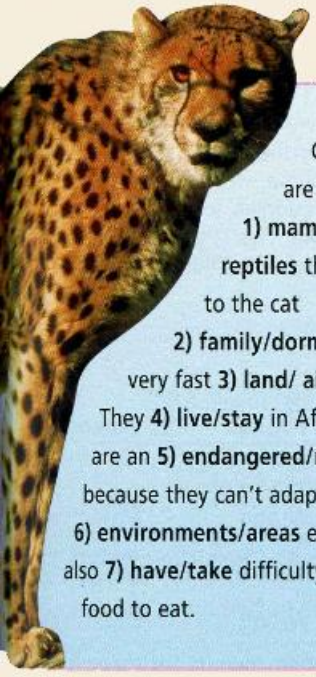
5 ICT Do some Internet research about another animal category *(e.g. mammals, insects, birds)* and write a quiz like the one in Ex. 2.

Language Review 3

1 Match the words.

1	send	A	a shower
2	do	B	work
3	catch	C	with friends
4	have	D	the dog
5	start	E	my homework
6	walk	F	text messages
7	go	G	the Internet
8	hang out	H	the bus
9	surf	I	a musical instrument
10	play	J	to bed

2 Choose the correct words.



Cheetahs are **1) mammals/ reptiles** that belong to the cat **2) family/dorm**. They are very fast **3) land/ air** animals. They **4) live/stay** in Africa. They are an **5) endangered/risky** species because they can't adapt to new **6) environments/areas** easily. They also **7) have/take** difficulty finding food to eat.

3 Write the times.

1 10:30 .....
2 9:15 .....
3 20:45 .....
4 8:30 .....
5 12:00 .....
6 3:10 .....

4 Write the correct word.

1 My mum's sister is my .....
2 My aunt's husband is my .....
3 My dad's parents are my .....
4 My mum's mum is my .....
5 My parents' son is my .....

5 Choose the correct prepositions.

1 He listens **to/at** music while he does his homework.
2 Snakes can bite you **in/on** your hands.
3 How do you get **at/to** work?
4 She starts work **in/at** 9 o'clock.
5 Let's look at the photographs **on/in** the computer.
6 He takes photographs **of/ from** wild animals **in/into** the jungle.
7 What is life **in/on** campus like?

6 Fill in: *daily, office, do, conservation, brush, take, work, share, hours, poisonous.*

1 ..... outdoors
2 ..... routine
3 ..... snake
4 ..... my teeth
5 ..... work
6 ..... medicine
7 ..... a room
8 ..... project
9 ..... my best
10 work long .....

GAME

In teams use the words below in sentences. Each correct sentence gets a point. The team with the most points wins: *exotic birds, aunt, uncle, grandmother, study hard, typical teenager, keep still, work shifts, work late, go shopping, have dinner, go to bed, free time, have lunch, dining hall, take part in, do a project, get up, niece, office work.*

Quiz

Mark the sentences *T* (true) or *F* (false). Read through Module 3 and write a quiz of your own.

1 Some snakes are poisonous. .....
2 Snakes haven't got legs. .....
3 Snakes are cold blooded. .....
4 Reptiles haven't got a backbone. .....
5 Kenya is in Europe. .....
6 The Rothschild giraffe is an endangered species. .....
7 People can make antivenin from snakes' venom. .....

Skills Practice 3

Listening

1 a) **Read the rubric then read the sentences and possible answers. What do you think the recording will be about?**

> Listen to James talking to Emma about a photograph. For questions 1-5, tick (✓) A, B or C. You will hear the conversation twice.

Example

0 Charlotte is James'
- A aunt. ☐
- B mum. ☑
- C cousin. ☐

---

1 James' aunt acts
- A in films. ☐
- B in plays. ☐
- C on TV. ☐

2 Emma loves
- A French food. ☐
- B Spanish food. ☐
- C Italian food. ☐

3 James looks more like
- A his mum. ☐
- B his dad. ☐
- C his brother. ☐

4 Emma's mother wants her to work as
- A a vet. ☐
- B an artist. ☐
- C an author. ☐

5 Emma wants to read James'
- A books. ☐
- B articles. ☐
- C short stories. ☐

b) **Do the listening task. Compare your answers with your partner.**

Reading

2 **Read the rubric and do the task. Justify your answers.**

> Read the article about a vet. Are sentences 1-7 'Right' (A), or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).



Cool Jobs:

Veterinarian – Sam Martin

It's fun being a vet. I like it because although it is hard work, every day is different! It all depends on what is wrong with the animals that come in.

At my clinic, I work long days on Mondays, Wednesdays and Fridays, and short days on Tuesdays, Thursdays and Saturdays. Sunday is my day off so I can spend some time with my family.

My day at my clinic begins at 7 am. My receptionist opens the door, turns on some music, and makes everyone a cup of tea or coffee. My assistant cleans and feeds the animals. The phones start to ring, and people make appointments. This is a very busy time of day!

At 9 am, pet owners start to arrive with their sick pets. Appointments take up the whole morning. At midday, I stop for 2 hours. I don't examine any new animal patients. I use these 2 hours to have lunch and do all my paperwork.

At 2 pm, I start to see sick animals again. At 5 pm, three students from a local school who love animals arrive to help out. I am always happy to see their smiling faces!

From 5 pm to 7 pm, I continue to see animal patients. Then, at 7 pm, we close our doors and the clean-up begins! We tidy the clinic, and feed and clean the animals. Of course, we also stroke them, and give them hugs and cuddles, too! Then, we turn off the lights and go home. This is the type of day I aim for. But of course unexpected things sometimes happen!

Example

0 There is a lot of variety in Sam's job.
(A) Right B Wrong C Doesn't say

---

1 Sam works seven days a week.
A Right B Wrong C Doesn't say

2 There is a lot to do at Sam's clinic before the sick pets arrive.
A Right B Wrong C Doesn't say

3 Sam sees pets and their owners for three hours in the morning.
A Right B Wrong C Doesn't say

4 Sam doesn't eat anything until the end of the day.
A Right B Wrong C Doesn't say

5 The three local schoolchildren want to become vets.
A Right B Wrong C Doesn't say

6 The clinic is open 24 hours a day.
A Right B Wrong C Doesn't say

7 Sam usually has a lot of surprises in his daily work.
A Right B Wrong C Doesn't say

Reading

3 a) **Read the rubric, then read the example. Which words in Joshua's sentences make F the right answer?**

> Read the conversation between Joshua and Sophie, then complete the gaps using sentences (A-H). There are two sentences you don't need.

Example

Joshua: What do you want to do at the weekend?

Sophie: 0) *F*

Joshua: That sounds good. Is it near?

Sophie: 1) .....

Joshua: Are there lions and tigers?

Sophie: 2) .....

Joshua: So what kind of animals has it got?

Sophie: 3) .....

Joshua: I love snakes.

Sophie: 4) .....

Joshua: How much are the tickets?

Sophie: 5) .....

Joshua: Let's phone and find out.

A It's got monkeys, parrots and snakes.
B I don't like snakes. Monkeys are my favourite animal.
C Yes, it's about half an hour away on foot.
D I think they're £10 each, but I'm not sure.
E What time does it open?
F Let's do something special. How about going to the zoo?
G No, it's not a big zoo but it has lots of other animals.
H Can we feed them?

b) **Do the task. When you finish, read the completed dialogue to see if it makes sense.**

Speaking

4 a) **Listen to someone describing the photograph and complete the gaps.**



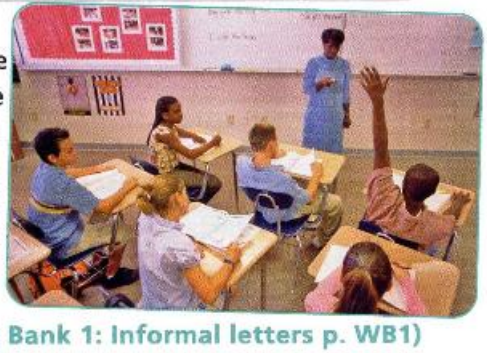
The photograph shows a family having **1)** ..... . There's the father, mother and two **2)** ..... . They are at the table in the **3)** ..... . They are in casual **4)** ..... . On the **5)** ....., there are cornflakes, fruit and orange juice. The parents look happy.

Study skills

Describing photographs

When you describe a photo, imagine you are describing it to a person who can't see it. Be as detailed as possible. Talk about **people** and their **clothes, time of day, place, weather, other things/objects** you can see and **people's feelings.**

b) **Look at the photo and make notes under the headings in the *Study Skills* box. Use your notes to describe the photo.**



Writing (Writing Bank 1: Informal letters p. WB1)

5 a) **Read the rubric. Think of vocabulary related to the points in the rubric. Write it down under the headings: *morning activities – afternoon activities – evening activities***

> You have received a **letter** from your **English penfriend,** Kim.
>
> *What is a typical weekday routine for you? When does your day start? What do you do in the morning, afternoon and evening?*
>
> Write her a letter and answer her questions (50-60 words).

b) **Use the activities from Ex. 5a to write your letter. Follow the plan.**

Plan

Dear Kim,
Para 1: opening remarks
Para 2: describe your typical weekday routine
Para 3: closing remarks, ask about Kim's typical weekday routine
(your first name)

Remember!

Informal style
- short forms
- everyday vocabulary
- everyday expressions

3 Revision

1 **Fill in:** *chores, exotic, promises, tiring, bite, typical, staff, poisonous, rare, stare.*

1 The jungle ..... an amazing experience.
2 It's rude to ..... at people.
3 Be careful! Snakes can .....!
4 What is a ..... Saturday for you?
5 The ..... at the hotel are very helpful.
6 Some snakes are ..... so be careful.
7 You can see a lot of ..... birds at the zoo.
8 Tina does all her ..... on Saturday mornings.
9 The Rothschild giraffe is a ..... animal. There are only a few hundred left.
10 The forty-minute walk to school is very ..... .

10x2=20 marks

2 **Complete the sentences with the *present simple* form of the verbs in brackets.**

1 Dad always ..... **(wash)** the car on Sundays.
2 I ..... **(not/want)** to go out.
3 Snakes ..... **(make)** loud hissing noises.
4 ..... **(he/often/get up)** late?
5 Katie ..... **(catch)** the bus to work every morning.
6 He ..... **(not/work)** in an office.
7 ..... **(you/walk)** to school?
8 She ..... **(be)** always late for work.
9 ..... **(he/play)** football?
10 Kate ..... **(not/have)** a shower in the morning.

10x1=10 marks

3 **Choose the correct word.**

1 He takes a **packed/treat** lunch with him to school.
2 **Switch/Put** off your MP3 players in class.
3 Do you have to wear a **course/uniform** at school?
4 They take **part/place** in performances.
5 The students study circus **skills/tours** such as acrobatics.

5x2=10 marks

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

1 What do you do ..... the evenings?
2 I'm usually asleep ..... midnight.
3 Grace wakes up early ..... weekdays.
4 Tim's birthday is ..... September.
5 It's Emma's birthday party ..... Saturday night.

5x2=10 marks

5 **Choose the correct word.**

1 We **have to/should** wear a uniform at school.
2 You **should/have to** respect your teachers.
3 He speaks Spanish **good/well**.
4 You **don't have to/shouldn't** lie to your parents.
5 He drives very **careless/carelessly**.

5x2=10 marks

6 **Match the exchanges.**

1	Is 1:30 OK for you?
2	What time is it now?
3	Don't be late!
4	Can we meet later?
5	Thank you.

A It's 7:15.
B OK, see you there.
C That's not a problem.
D You're welcome.
E Not really.

5x4=20 marks

7 **Write a short text about a typical Saturday. Write what you do in the morning/afternoon/evening (80-100 words).**

20 marks

Total: 100 marks

Check your Progress

- talk and write about my daily routine ____
- talk and write about free-time activities ____
- talk about college life & school rules ____
- talk about animals and pets ____
- talk about reptiles ____
- identify people ____
- tell the time ____
- write an email giving news ____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: seasons, weather & climate, holiday activities, clothes, drinks & snacks, market products, festivals & celebrations, food & drinks

Grammar: present continuous, present simple vs present continuous, stative verbs, ***must – can***, object pronouns; *some/any/a lot of/a few/a little/much/many*; *going to*, countable/uncountable nouns/quantifiers, *be going to*

Everyday English: buying drinks & snacks

Pronunciation: *-ing* ending; /aɪ/, /eɪ/

Writing: a postcard describing a festival

Culture Corner: Mall of America

Curricular *(Geography)*: Climate

Module 4
Come rain or shine

Vocabulary
Weather & Seasons

1 Match the descriptions (1-5) to the pictures (A-E). Listen and check.

1 It's freezing cold and snowy.
2 It's boiling hot and sunny.
3 It's windy, cold and rainy.
4 It's chilly and foggy.
5 It's warm, but it's cloudy.

OVER TO YOU!

What is the weather like in your city in *winter, spring, summer, autumn*?

In winter it's freezing cold and ...

Complete the sentence.

My favourite season is ... because ...



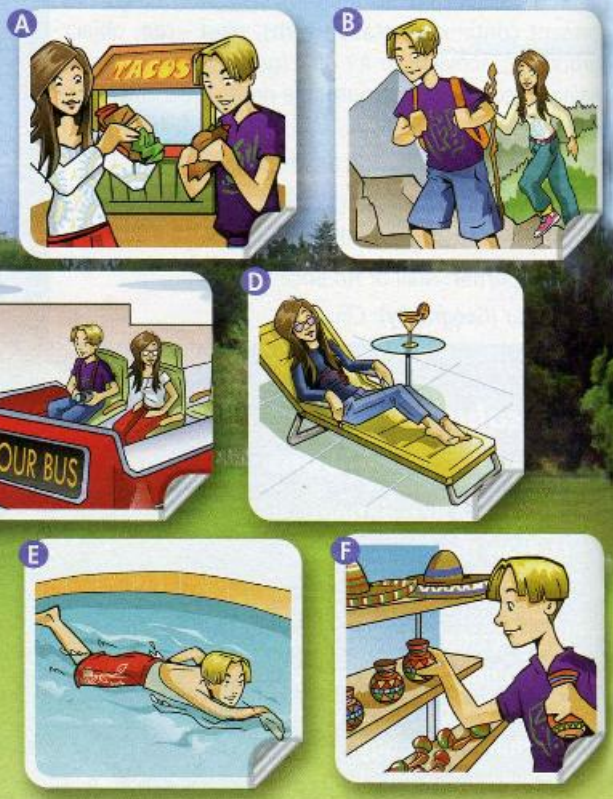
Vocabulary Bank 4 pp. VB16-VB17 Ex.3

4a On the go

Vocabulary
Holiday activities

1 **Match the sentences to the pictures.**
Listen and check, then say.

1 They're **sightseeing** on a tour bus.
2 He's **shopping** for souvenirs.
3 He's **swimming**.
4 She's **sunbathing**.
5 They're **eating** local dishes.
6 They're **hiking**.



Grammar see p. GR 5
Present continuous (affirmative)

2 **Read the table and complete the rule. Find examples of the spelling rules in the sentences in Ex. 1.**

LONG FORM	SHORT FORM
*I **am** walking.*	*I'**m** walking.*
*You **are** walking.*	*You'**re** walking.*
*He/She/It **is** walking.*	*He'**s**/She'**s**/It'**s** walking.*
*We/You/They **are** walking.*	*We'**re**/You'**re**/They'**re** walking.*

We use the **present continuous** for **actions happening now/at the moment/today**.
Form: noun/pronoun + ... + verb -ing form
Time expressions with the present continuous: now, at the moment, today

Spelling rules

- most verbs: + ***-ing*** → *fly – flying, eat – eating*
- verbs ending in consonant **+ -e** → ~~*-e*~~ **+ *-ing***
  come – coming
- verbs ending in a **vowel + a consonant: double the consonant and take *-ing***
  shop – shopping

Pronunciation

3 a) **Write the *-ing* form of the verbs.**

1	play	7	stop .....
2	wear	8	write .....
3	swim	9	run .....
4	make	10	read .....
5	do	11	have .....
6	send	12	sit .....

b) **Listen and say. Pay attention to the pronunciation of the *-ing* ending.**

Listening

4 **Listen to the sounds and circle what you hear. Then write sentences, as in the example.**

1 Tony: **watch TV** / **play tennis**
2 Stella: **swim** / **sleep**
3 Mike & Tom: **play computer games** / **play the guitar**
4 Dan: **ride a bike** / **ride a horse**

*Tony is **playing** tennis.*

Reading

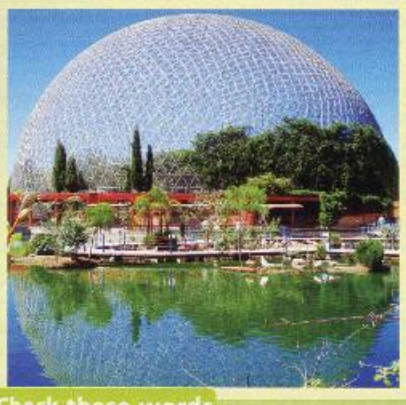
5 a) **Read the first sentence in Peter's postcards. Where is he? What is he doing there?**
Listen and read to find out.

b) **Read the postcards and mark the sentences *T* (true) or *F* (false) or *DS* (doesn't say).**

Friday, 10th September
Hi John,
After three days in Mexico City we're leaving for Puebla. It's hot and sunny today. The guide says the route is fantastic. The coach goes past snow-capped mountains and volcanoes. As for Puebla, everyone says it's beautiful with lots to do. I can't wait.
Peter

Saturday, 11th September
Dear Jenny,
Hi from Puebla. We're staying at a hotel near the centre. It's a bit chilly today. We're going on a tour around the city now. The bus stops along the route so we can visit lots of sights. I want to see the forts. Andy isn't coming with us. He wants to walk around the city centre and photograph the houses there. It's a pity you aren't here. See you soon.
Peter

Sunday, 12th September
Mike,
Greetings from Los Sapos. We're having a great time here. We're back from Parque Ecológico. It's a beautiful place with lots of animals and plants. Right now we're shopping for souvenirs. There's a flea market here with lots of crafts. The only problem is it's raining now so we are having a snack at a café and waiting for the rain to stop. Talk to you soon.
Peter



Check these words
guide, route, coach, snow-capped, mountain, volcano, can't wait, tour, sights, fort, it's a pity, flea market, crafts, snack

1 Puebla is near Mexico City. .....
2 Peter is travelling alone. .....
3 There are beautiful buildings in Puebla. .....
4 You can buy souvenirs at Los Sapos. .....
5 The weather is the same during Peter's visit. .....

6 **List all the present continuous forms in the text. Write their corresponding *present simple* forms.**

Speaking & Writing

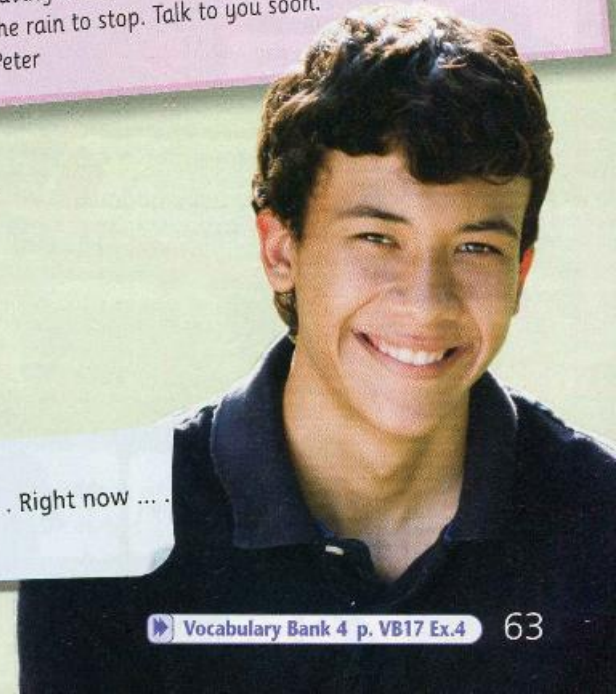
7 **Use these words to write sentences about Mexico. Tell the class.**

• snow-capped mountains & volcanoes • sights • forts
• city centre • animals & plants • flea market • crafts

8 **Imagine you are in a place in your country. Write a postcard to your pen-friend. Say:**

• where you are
• who else is with you
• what the city is like
• what you are doing now

Dear ...,
Greetings from ... . I'm with ... . Right now ... .
See you soon,



Vocabulary Bank 4 p. VB17 Ex.4

4b Shopping time



Vocabulary
Clothes

1 Listen and say. What do you usually wear: *at school? at a party? on a hot and sunny day? when it's raining and it's cold?* Tell your partner.

I usually wear ... at a party. etc.

Reading

2 Sandy is at a department store. What is she doing there? What does she buy?
Listen and read to find out.

Check these words

look for, present, success, together, expensive, guess, top, gorgeous, half-price, match

Sandy: Hi, Ann. How are you?
Ann: Oh, hi Sandy. What are you doing here? Are you shopping for clothes?
Sandy: No, I'm not. I'm looking for a present for Angela but I'm not having much success.
Ann: Let's find her something together.
Sandy: OK. Any ideas?
Ann: How about a bag?
Sandy: Good idea. She likes bags. What do you think of this blue one?
Ann: It's nice but I think it's a bit expensive.
Sandy: I guess you're right. What about these scarves?
Ann: She doesn't wear scarves. Wait! Here! These tops are gorgeous. Oh, and they are half-price. Do you like this one?
Sandy: That's great. Green matches the colour of her eyes.
Ann: Buy this, then.

3 Read and complete the sentences.

1 Sandy wants to buy .....
2 Ann offers to .....
3 They aren't buying the blue bag because .....
4 Angela doesn't wear .....
5 Sandy decides to buy ..... because .....

Grammar see p. GR 5

Present continuous (negative & interrogative)

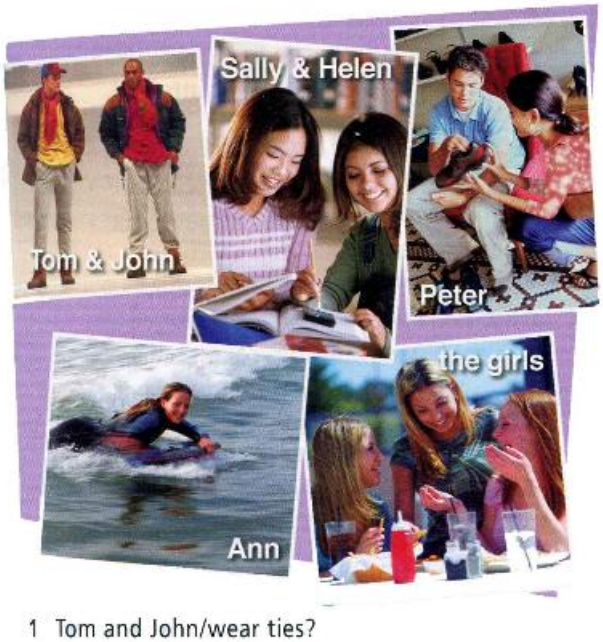
4 Read the table. How do we form the negative/interrogative of the *present continuous*? Find examples in the dialogue in Ex. 2.

NEGATIVE	
I ***am not/'m not*** *You/We/They* ***are not/aren't*** *He/She/It* ***is not/isn't***	***wearing*** *a scarf.*

INTERROGATIVE	SHORT ANSWERS
Am *I* ***winning****?*	***Yes****, I* ***am****./****No****, I'm not.*
Are *you/we/they* ***winning****?*	***Yes****, you/we/they* ***are****./* ***No****, you/we/they* ***aren't****.*
Is he/she/it ***winning****?*	***Yes****, he/she/it* ***is****./* ***No****, he/she/it* ***isn't****.*

5 Look at the pictures. Ask and answer questions. Use the phrases.

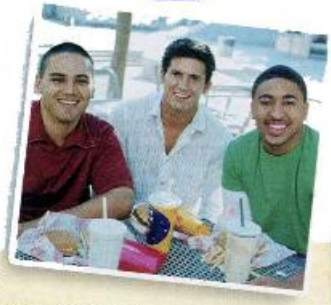
- try on shoes • do their homework
- have lunch • surf • wear scarves



1 Tom and John/wear ties?
Are Tom and John wearing ties? No! They aren't wearing ties. They are wearing scarves.
2 Sally and Helen/listen to music? .....
3 Peter/try on a sweatshirt? .....
4 Ann/swim? .....
5 The girls/look for a present? .....

6 Use the verbs in the list in the *present continuous* to complete the gaps.

- not rain • eat • have (x2)
- drink • sit • wear (x2)



These are my friends at university. They **1)** ..... at a café and **2)** ..... lunch. They **3)** ..... burgers and fries and **4)** ..... cola. It **5)** ..... today. It's quite hot actually. Jason and Jeff **6)** ..... shirts. Mike **7)** ..... a T-shirt. They **8)** ..... a great time.

Present simple vs. present continuous

7 a) Read the table.

We use the **present simple** to talk about habits & routines. *She often* ***wears*** *boots.*
We use the **present continuous** to talk about actions happening now. *I'm* ***wearing*** *my new dress today.*
Note: Some verbs don't have continuous forms because they express a state (e.g. *want, believe, like,* etc.).
I want to go out now. (*NOT:* ~~*I'm wanting.*~~)

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

1 A: We ..... **(go)** shopping. ..... **(you/want)** to come?
B: I can't. I ..... **(help)** Mum.
2 A: Why ..... **(you/take)** the umbrella?
B: It ..... **(rain)** outside.
3 A: What ..... **(you/wear)** at school?
B: I usually ..... **(wear)** a school uniform, but today I ..... **(wear)** my jeans and a T-shirt.
4 A: What ..... **(they/talk)** about?
B: I ..... **(not/know)**. I ..... **(think)** they ..... **(try)** to decide what to do tonight.

Speaking & Writing

8 Find pictures of your friends & family. Write sentences describing *where they are, what they are doing* and *what they are wearing*. Tell the class.

Vocabulary Bank 4 pp. VB18-VB19

4c Culture Corner

Check these words

skyscraper, appear, shopping mall, biggest, accessories, electronics, toys, travel agent, get tired of, food court, serve, variety of dishes, snack, dinosaur museum, indoor, roller coaster, aquarium, sea creature, shark

MALL OF AMERICA



The USA is famous for its skyscrapers that appear in most big cities and its huge shopping malls. Americans love shopping there.



The Mall of America, or MOA, in Minnesota with over 520 shops is the biggest mall in the USA. About 40 million people from many countries visit it every year. You can find everything there from accessories and books to electronics, toys and travel agents. When you get tired of shopping, you can eat in two big food courts. 20 fast food restaurants serve a variety of dishes and snacks. After that you can watch a film in a 14-screen cinema, visit a dinosaur museum, have fun at the indoor amusement park with roller coasters or play golf. There is even an aquarium with over 4,500 sea creatures including sharks! MOA has got something for everyone!

Did you know?

- The Mall of America can hold 32 Boeing 747s. You can even fit 258 Statues of Liberty in it.

1 Where do you go shopping? How often? Are there shopping malls in your city? What can you buy there? Tell the class.

2 a) Which of the following can you do in the Mall of America?
Listen, read and check.

- shop for clothes • book tickets • have lunch
- watch a film • stay in a hotel
- visit a museum • see sharks
- go on a roller coaster • dance

b) Read again and complete the chart.

Name:	
Location:	
Shops:	
Things to do:	

3 Use words from the **Check these words** section to complete the sentences.

1 You can see fish in a(n) .....
2 You can eat at a(n) .....
3 There are ..... at an amusement park.
4 There is a(n) ..... golf course so don't worry if it starts raining.
5 When you ..... walking you can relax at one of the cafés.

4 a) Imagine you are at the Mall. Call your friend to tell him/her about it.

A: Hi, Bob. It's Mark.
B: Hi, Mark. Where are you?
A: I'm calling from ... .

b) **THINK!** Would you like to visit this mall? Why/Why not? Tell the class.

5 Where do people in your city go shopping? What is the place like? Write a few sentences about it. Tell the class.

Everyday English 4d



Buying drinks & snacks

1 How often do you eat out? What do you usually eat/drink? Do you buy any of these drinks or snacks on the menu above?

2 a) Listen and say.

- What can I get you? • I'd like a hot dog, please.
- Anything else? • Can I have a cola, please?
- That's £5.15, please. • Here you are.
- Here's your change.

b) The phrases in Ex. 2a are from a dialogue at a snack bar at a food court. Who says each phrase, the cashier or the customer?
Listen and read to find out.

A: Next please. What can I get you?
B: Hi. I'd like a hot dog, please.
A: OK. Anything else?
B: Can I have a cola, please?
A: Sure. Here's your hot dog ... and your cola. That's £5.15, please.
B: OK. Here you are.
A: Thank you. Here's your change.
B: Thanks. Bye.

3 Find sentences in the dialogue which mean:
– *What would you like? – Of course.*
– *They cost £5.15.*

Pronunciation: /aɪ/, /eɪ/

4 Listen and tick (✓) the correct boxes. Listen again and repeat.

	/aɪ/	/eɪ/		/aɪ/	/eɪ/		/aɪ/	/eɪ/
buy			wait			I		
pay			my			late		

Speaking

5 Take roles. You are a customer and your partner is a snack bar cashier. Order something to eat and drink. Use the menu in Ex. 1 to act out your dialogue. Follow the plan.

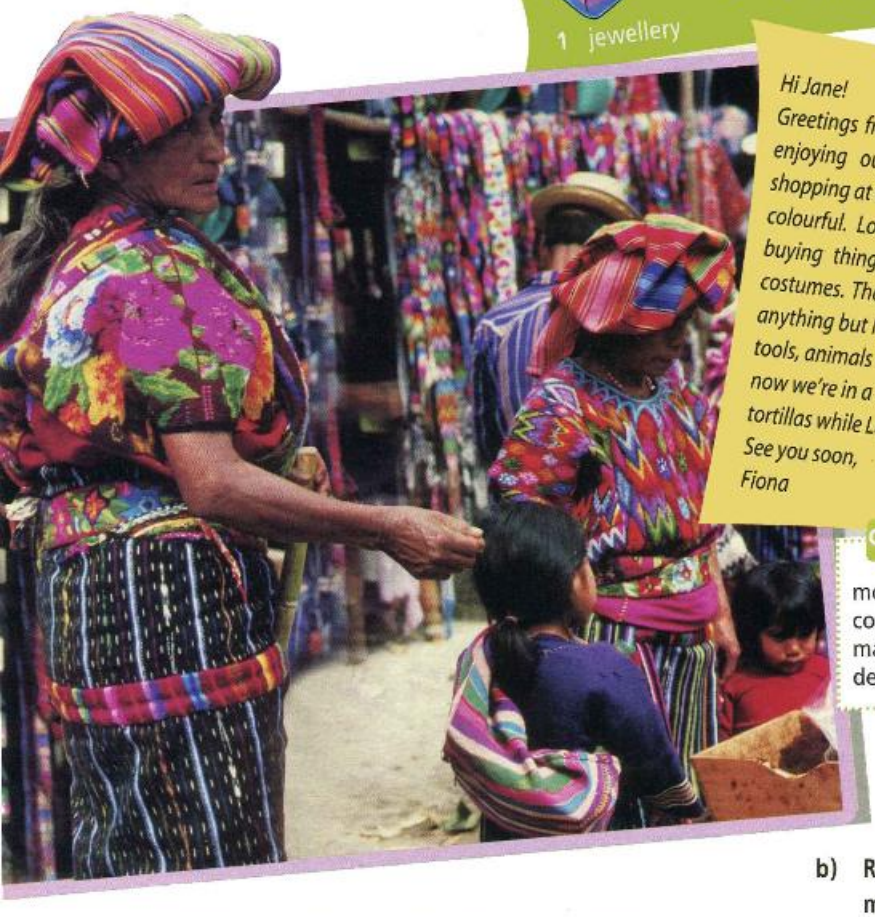
A	B
Ask how to be of help.	Order food.
Ask if customer wants something to drink.	Order a drink.
Give customer's order & say cost.	Offer money.
Give change. Thank customer.	Reply and say goodbye.

4e Weekend markets

Vocabulary
Market products

1 a) Listen and say.





Hi Jane!
Greetings from Guatemala! It's hot and sunny here and we're enjoying ourselves. Sunday is market day here, so we're shopping at the Chichi Market. It's in the mountains and it's very colourful. Lots of people are walking around the stalls and buying things. Most of them are locals in their traditional costumes. They're speaking their language. I don't understand anything but I like it. You can find all sorts of things like clothes, tools, animals and pottery as well as fruit and vegetables. Right now we're in a café at the centre of the market. Sandra is eating tortillas while Larry is taking photographs.
See you soon,
Fiona

Check these words

mountain, colourful, stall, local, traditional costume, speak their language, tool, follow, map, get lost, delicacy, fried insects, delicious, pineapple juice

b) Are there any street markets in your area? Which are market days? Which of the items in Ex. 1 can you find there? Tell the class.

2 THINK! Listen to the sounds. Imagine you are at a street market. What are you doing? Who else is with you? What can you see? What are the people around you doing? How do you feel? Tell the class.

Reading

3 a) The pictures show two different markets. Where is each one? What products do you think you can find there? Listen and read to find out.

b) Read again and write the name of the market, Chichi or Chatuchak.

1 People don't wear their everyday clothes there. .....
2 This market is open one day a week. .....
3 There are some strange foods there. .....
4 Mainly people from the area do their shopping there. .....
5 You can lose your way easily there. .....

4 Fill in: *get, colourful, fried, traditional, food, follow*. Use the phrases to write sentences about Chichi and Chatuchak Markets.

1 ..... market	4 ..... insects
2 ..... costumes	5 ..... lost
3 ..... a map	6 ..... stall

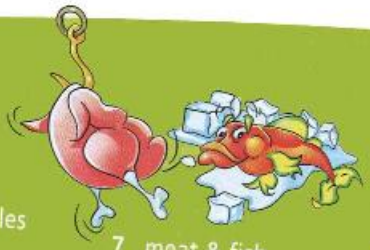
The Chichi Market is a very colourful market.



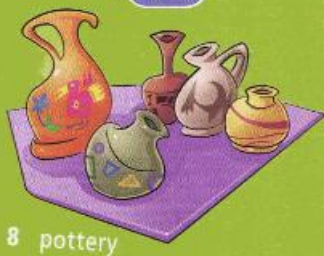
5 flowers



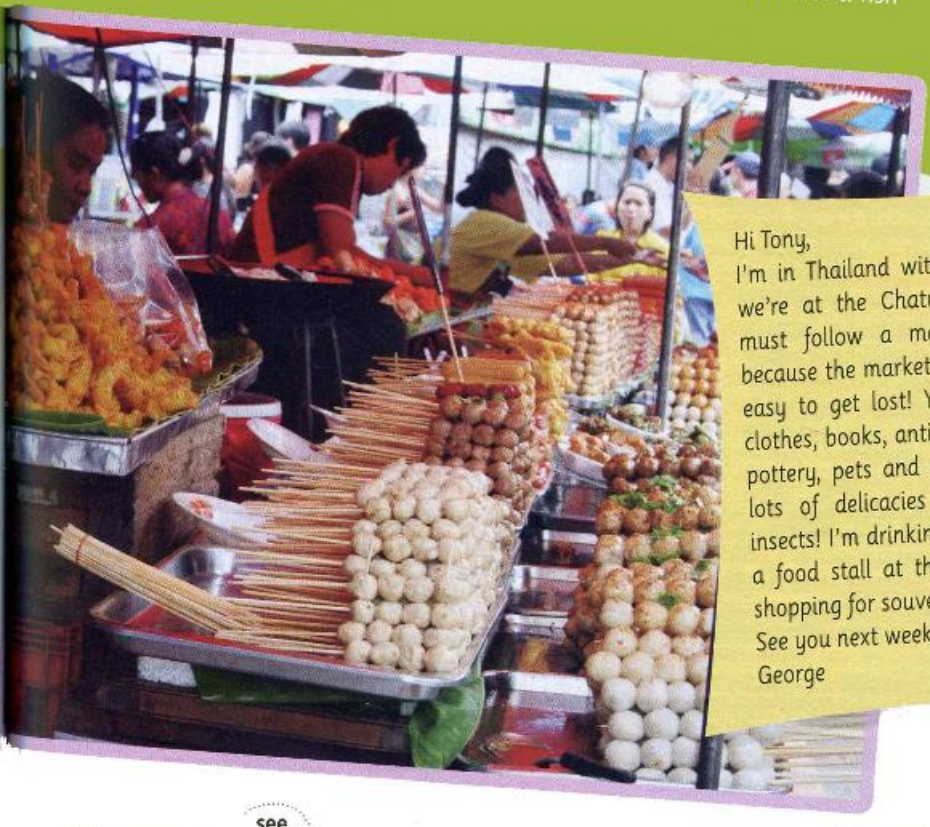
6 fruit & vegetables



7 meat & fish



8 pottery



Hi Tony,
I'm in Thailand with my classmates. Right now we're at the Chatuchak Weekend Market. You must follow a map when you walk around because the market has got 15,000 stalls and it's easy to get lost! You can find everything here: clothes, books, antiques, jewellery, shoes, flowers, pottery, pets and many other things. There are lots of delicacies to choose from, even fried insects! I'm drinking a delicious pineapple juice at a food stall at the moment while my friend is shopping for souvenirs. We're having a great time!
See you next week,
George

Grammar

see p. GR 6

Can – Must

5 **Read the theory. Find examples in the postcards in Ex. 3.**

*You **can** visit the market on Mondays.* (It's possible./It's allowed.)
*You **can't** visit the market on Fridays.* (It isn't possible.)
*You **must** use the litter bins.* (It's necessary./It's the rule.)
*You **mustn't/can't** bring pets here.* (It isn't allowed.)

6 **Rewrite the sentences using *can, can't, mustn't, can't*.**

1 It's possible to buy flowers there.
You *can buy flowers there.*
2 It isn't allowed to ride through the stalls.
You .....
3 It's possible to eat fried insects there.
You .....
4 Throw empty cans in the bins. It's the rule.
You .....
5 It's possible to have lunch there.
You .....

Listening

7 **Listen to four short exchanges at the Chatuchak Weekend Market. What does each person want to buy?**

A Sonya .....
B Peter .....
C George .....
D Alfred .....

Speaking & Writing

8 a) **Choose a picture and describe it to the class. Talk about: place, people, clothes, activities, feelings.**

b) THINK! **Which of the two markets in Ex. 3 do you want to visit? Why? In three minutes, write a few sentences about it. Read your sentences to the class.**

4f Food & drinks

Vocabulary
Food & drinks

1 a) Listen and say.



b) Complete the sentences about you.

1 I eat ..... every day.
2 I never eat ..... .
3 I never drink ..... .
4 I sometimes eat ..... .



What are you going to make for breakfast tomorrow? What do people eat in other parts of the world?

Japan: A traditional Japanese breakfast includes a bowl of soup and some steamed rice. People serve these with some fish and vegetables, together with a cup of green tea. Good manners are very important at the table; the rice should always be on a person's left-hand side and the soup on the right.

The United Kingdom: The typical English breakfast is a 'fry-up that includes a lot of fried food, like eggs, mushrooms, bacon, sausages and tomatoes with baked beans! They serve it with a few slices of toast and some butter and a cup of tea to finish. Not many people eat a 'fry-up' every morning. When they wake up tomorrow, most Brits are probably going to eat a bowl of cereal.

Poland: Polish people like a breakfast spread with a lot of choice. Fresh bread and creamy butter are essential. They prepare scrambled eggs, cold meats, sliced tomatoes and many different types of cheese for the breakfast table. They even have a soup made from milk. These days people can also have some yoghurt or cereal. Strong coffee or a pot of tea is always available.

Check these words

traditional, includes, steamed, good manners, important, fried, toast, breakfast spread, scrambled eggs, sliced, available

Reading

2 a) What do you usually have for breakfast? Is it the same in other countries? Listen and read to find out.

b) Read the text and write the countries: Japan, the UK or Poland.

1 They eat rice for breakfast in ..... .
2 Most people eat a bowl of cereal with milk in ..... .
3 They serve breakfast with toast and butter in ..... .
4 Table manners are important at breakfast in ..... .
5 Fresh bread and butter are important for breakfast in ..... .

Grammar

see p. GR 6

Countable/Uncountable nouns/ Quantifiers

3 Read the theory. Find examples in the text.

- Countable nouns are nouns we can count. They have plural forms.

an apple  *two apples* 

- Uncountable nouns are nouns we can't count. They don't have plural forms. *milk* 

Countable Nouns	Uncountable Nouns
I eat ***a lot of*** *oranges.* ***How many*** *oranges do you eat?*	*I drink* ***a lot of*** *milk.* ***How much*** *milk do you drink?*
• ***too many*** *oranges* (more than I need) 	• ***too much*** *milk* (more than I need) 
• ***a lot of/lots of*** *oranges* 	• ***a lot of/ lots of*** *milk* 
• ***a few/some*** *oranges* 	• ***a little/some*** *milk* 
• ***few*** *oranges* 	• ***little*** *milk* 

4 Write *a/an* or *some*. Then mark the nouns *C* (Countable) or *U* (Uncountable).

1	..... bread	.....	6	..... potatoes	.....
2	..... chicken	.....	7	..... peppers	.....
3	..... milk	.....	8	..... beans	.....
4	..... carrots	.....	9	..... apple	.....
5	..... rice	.....	10	..... tea	.....

5 Choose the correct word.

1 A: Can I have **a few/a little** onions, please?
B: OK. Anything else?
2 A: **How much/How many** cheese do we need?
B: Very **few/little**.
3 A: Here's your coffee.
B: There's **too many/too much** milk in it.
4 A: We've got **a few/a little** cherries.
B: Great! We can make a cherry pie.
5 A: **How much/How many** peppers are there?
B: There are **too many/lots of**. Don't buy any.

Be going to

6 Read the table. Are there similar structures in your language?

Affirmative	Negative
I'm going to eat pasta. He/She/It**'s going to** eat pasta. We/You/They**'re going to** eat pasta.	**I'm not going to** eat pasta. He/She/It **isn't going to** eat pasta. We/You/They **aren't going to** eat pasta.
Interrogative	
Am I **going to** eat pasta? **Is** he/she/it **going to** eat pasta? **Are** we/you/they **going to** eat pasta?	
We use **(be) going to** to talk about plans and intentions in the future. *What **are** you **going to** do tomorrow?*	
Time expressions: tomorrow, next week/month/year, etc.	

7 Complete the sentences with the verbs in brackets. Use the affirmative or negative of (be) *going to*.

1 Next Sunday we ..... **(visit)** the Real Food Festival.
2 Joanna ..... **(not/buy)** any apples today.
3 The girls ..... **(have)** a birthday party next weekend.
4 Mum ..... **(cook)** pasta for lunch.
5 They ..... **(not/eat)** pizza tonight.

Speaking & Writing

8 Find out what your partner *is going to/isn't going to* do this weekend. Use these ideas. You can use your own ideas as well.

• visit the aquarium • do homework • cook chicken • play the guitar • book tickets for theatre • shop for clothes • buy a birthday present • go hiking • have dinner with friends • make a cake

A: Are you going to visit the aquarium?
B: Yes, I am./No, I'm not.

9 Write six sentences about what you are going to do and what you aren't going to do this weekend.

Vocabulary Bank 4 p. VB20

4g Skills



Vocabulary
Festivals & celebrations

1 Match the phrases to the pictures.
Listen and check.

1 ☐ play music in the streets
2 ☐ dance in the streets
3 ☐ watch a parade
4 ☐ watch a fireworks display
5 ☐ crown the queen
6 ☐ paint their faces

2 Imagine you are at the place in picture F. Describe the scene. Think about:

• place • weather • people
• clothes • activities • feelings

It's ... . People ... . They are wearing ... . They are ... . Everyone is having ... .

Listening

3 Read the advert. What kind of information is missing in each gap?
Now listen and complete the gaps.

CINCO DE MAYO
Omaha, Nebraska
Be there!

30th April – **1)** ..... May
- crown the **2)** .....
- carnival rides and a **3)** .....
- live **4)** ....., food, fun
- Burrito **5)** ..... contest
- 5K Run/Walk

SPECIAL fireworks display

Speaking
Making suggestions

4 You and your friend are at the town carnival. Use the phrases in Ex. 1, your own ideas and the language in the table to act out exchanges, as in the example.

Suggesting	Replying
• Let's	• That sounds good.
• Shall we ... ?	• Great idea!
• Do you feel like (watching etc.) ... ?	• Sure, why not!
	• I'd rather not. Let's ... instead.

A: Let's dance in the streets.
B: I'd rather not. Let's watch the fireworks display instead.
A: Sure, why not!

Vocabulary Bank 4 p. VB21

Writing 4h

A postcard from a festival

1 **Read the postcard. Who is writing it? Where is she? What is happening there?**

2 **Which of the following does Erica mention in her postcard?**

1 the weather
2 the name of the festival
3 when the festival is
4 where Erica is staying
5 how people usually celebrate the festival
6 when the festival ends
7 what Erica is doing now
8 what other people are doing now

3 **Which of the sentences (1-5) are *O* (opening remarks), *C* (closing remarks)? What opening & closing remarks does Erica include in her postcard?**

1 Well, here I am in India.
2 Bye for now!
3 I'm having a great time here in India.
4 See you when I get back.
5 That's all for now!

Object pronouns see p. GR 7

4 a) **Read the theory. Find examples in the postcard.**

me us you you him, her, it } them	Object pronouns go **after** the main verb and in prepositional phrases. *I love **this festival**. I love **it**.* *Give this to Sue. Give this to **her**.*

b) **Replace the words in bold with appropriate object pronouns.**

1 Look at **these elephants**.
2 He's taking a photo of **the parade**.
3 Give this to **your aunt**.
4 She is dancing with **John**.

Hi Amy,
Greetings from Jaipur! It's hot and sunny and we're having a wonderful time! We're staying at my aunt and uncle's house. It's Holi here in India now – the festival of colours. People celebrate it every spring. They light bonfires and dance and sing around them. They also throw coloured powder at each other. At the moment we're watching a parade of painted elephants! It's really exciting here. People are dancing in the streets. I'm taking lots of fantastic photos! Give your parents my love.
See you next week,
Erica



5 **Rewrite the sentences. Use short forms or omit a pronoun.**

Writing Tip

When writing postcards to friends, use short forms *(We're staying)* and omit pronouns (e.g. *See you soon, NOT: ~~I'll see you soon.~~*) This helps you write in a friendly, informal style.

1 It is a bit cloudy today.
2 I can't wait to see you.
3 We miss you.
4 We are watching the parade now.
5 I do not want to leave!
6 I hope you are OK.

Writing (a postcard from a festival)

6 ***Portfolio:*** **Imagine you are at a festival in your country. Write a postcard to your English pen-friend. Follow the plan.**

Plan

Hi ... ,

Write your opening remarks, describe the weather, & say where you're staying. *(Greetings from ... . It's ... . We're staying ... .)*
Write the name of the festival, say when it is & what usually happens. *(It's ... here now. People celebrate it every ... . They ... and ... .)*
Describe what's happening now/what you are doing *(At the moment people are ... . I'm/We're ... .)*
Write your closing remarks. *(See you next week,)*
.....

Writing Bank 3 p. WB3

Curricular: Geography

Check these words

low temperature, characterise, exist, last, reach, shine, midnight sun, dark, drop, survive, dry, below freezing, hold in



1 a) **Read the dictionary entry. What is the climate in your country?**

climate /klaɪmət/ (n) the typical weather conditions of a particular place
e.g. wet, humid, etc.

b) **What characterises tundra and hot desert climates?**
Listen and read to find out.

TUNDRA CLIMATE

Cold weather and low temperatures characterise the tundra climate all year round. The winter season is long and hard. A short summer season exists. It lasts about 6 to 10 weeks and temperatures reach -1° C. The sun shines almost 24 hours a day during this season so people call the tundra "the land of the midnight sun". During the long winter months it is dark most of the day and temperatures drop to -35° C. No plants can survive in the tundra.

2 **Read the text again and mark the sentences *T* (for tundra climate) or *HD* (for hot desert climate).**

1 It doesn't rain very often. .....
2 It's very cold even during summer time. .....
3 Some kinds of plants can live there. .....
4 There's hardly any sunshine during the winter. .....
5 It can be hot in the morning but freezing cold in the evening. .....

HOT DESERT CLIMATE

Deserts are usually very hot all year round with temperatures over 46° C. They get very little rain and have very long dry periods. At night temperatures drop to below freezing. Only plants that hold in a lot of water can survive in hot desert climates.

3 **Complete the sentences with words from the Check these words section.**

1 Not many plants ..... in deserts.
2 Winters in the tundra climate are very long, they can ..... ten months.
3 It's so cold, the temperature is ..... .
4 It's very difficult for plants to ..... without water.
5 High temperatures ..... the hot desert climate.

4 ICT **In groups collect information about different types of climate. Use textbooks, encyclopaedias or the Net. You can use the key words: *climate types*. Present them to the class.**

Language Review 4

1 **Label the pictures.**

• freezing cold • snowy • sunny • windy
• rainy • foggy


1 .....


2 .....


3 .....


4 .....


5 .....


6 .....

2 **Fill in:** *sights, sightseeing, malls, chilly, boots, map, survive, parade, tired.*

1 It's ..... and foggy today. Take a coat with you.
2 There are a lot of ..... to visit in Puebla.
3 It's raining. Put on your....., please.
4 They are ..... on a tour bus.
5 Most Americans do their shopping at shopping ..... .
6 You need a ..... to find your way.
7 We are watching the carnival ..... now.
8 Plants can't ..... in very low temperatures.
9 I'm ..... of shopping; let's have a snack.

3 **Circle the odd word out.**

1 boots – trainers – sandals – socks
2 market – beach – mall – stalls
3 trousers – shorts – shoes – jeans
5 chilly – hot – warm – display

4 **Fill in:** *fireworks, snow-capped, flea, half, traditional, high, amusement, below, fried, roller.*

1 ..... market
2 ..... coasters
3 .....-price
4 ..... park
5 ..... insects
6 ..... heels
7 ..... costumes
8 ..... display
9 ..... freezing
10 ..... mountains

5 **Choose the correct preposition.**

1 The weather in Ireland **at/in** winter is often cold and windy.
2 There are thousands of stalls **at/to** the Chatuchak Market!
3 People are dancing **on/in** the streets.
4 Many people dance **at/in** the Rio Carnival.
5 Let's go **on/at** a tour around the city.
6 I'm tired **for/of** walking. Let's go for a coffee.
7 There are lots of souvenirs to choose **of/from**.

GAME

In teams, make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points wins.

• traditional costumes • tour bus • get lost
• snow-capped mountains • roller coaster
• tired of • follow a map • low temperatures
• freezing cold • watch a parade
• dance in the streets • paint their faces

Quiz

Answer the questions. Look at Module 4 and write a quiz of your own.

1 Is it cold in deserts at night?
2 Is the Chatuchak Weekend Market in Guatemala?
3 What is Holi?
4 Can plants survive in the tundra?
5 What is Los Sapos?
6 Is the Chichi Market in Thailand?
7 What do people call 'the land of the midnight sun'?
8 Is there an aquarium in the Mall of America?

Skills Practice 4

Reading

1 a) **Read the rubric, then read the example. Pay attention to the underlined words. Underline the words in notice H that match the underlined words in the example.**

> Which notice (A-H) says this (1-5)? For questions 1-5, mark the correct letter A-H. There are 2 extra notices.

b) **Underline the key words in sentences 1-5. Do the task. Justify your answers.**

Example

0 Everyone can have lessons here. H

1 You can always get something to eat here.

2 These are cheaper when you buy more.

3 You cannot use this at the weekend.

4 It's a good idea to buy something today.

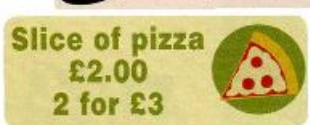
5 You can get souvenirs here.

A


B

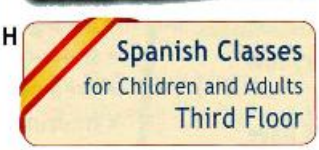

C


D


E


F


G


H




Jemma
Do you fancy going to the festival on Saturday? It should be fun. It's got a lot of fun activities, and we can dress up for the fancy dress competition and maybe win something. Meet me at the entrance to the park half an hour before everything kicks off so we don't miss anything. Bring your camera.
Elisa

Jemma's notes

Place:	0) *Millennium Park*
Prizes for:	1) .....
Date:	2) .....
Meet at:	3) .....
Time:	4) .....
Do not forget to take:	5) .....

Reading

2 a) **Read the rubric, then read the advert and the note. What are the note and advert about?**

> Read the information about the Barnham Festival. Complete Jemma's notes.

b) **Look at Jemma's notes. Underline the information in the texts that match each heading. Then, complete the notes. Check with your partner.**

Speaking

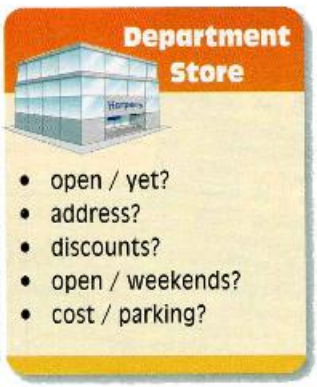
3 **Read the rubric, then in pairs, do the task.**

> B: Here is some information about a department store.
> A: You don't know anything about the department store, so ask B some questions about it.
> A, ask B your questions about the department store and B, you answer them.

B – your answers



A – your questions



Listening

4 a) **Read the rubric, then read the questions and possible answers. What is the recording about?**

Listen to Eddy and Maria talking about the weather. For questions 1-5, tick (✓) A, B or C. You will hear the conversation twice.

b) **Do the task. Compare your answers with your partner.**

Example

0 On a summer's day, the average temperature is
- A 30°C. ☐
- B 35°C. ☑
- C 45°C. ☐

1 Eddy's favourite season is
- A spring. ☐
- B autumn. ☐
- C summer. ☐

2 Gardens in Eddy's country have
- A grass lawns. ☐
- B flowers. ☐
- C desert plants. ☐

3 Eddy doesn't go to school when it is
- A windy. ☐
- B rainy. ☐
- C snowy. ☐

4 Maria thinks the weather today is
- A cold. ☐
- B warm. ☐
- C chilly. ☐

5 Eddy doesn't like it when the weather is
- A rainy. ☐
- B cold. ☐
- C windy. ☐

Writing (Writing Bank 1: emails p. WB1)

5 a) **Read the rubric, underline the key words then, in pairs, brainstorm for ideas under the headings:**

You have received this email from your English friend, Paul.

Summers in my country are hot but sometimes it rains. What is the weather like in your country in summer? What do people like doing in summer? What do you like doing in summer?

Write Paul an email and answer his three questions (40-50 words).

weather *boiling hot, ...*

activities *go to the beach, ...*

reasons *spend time with friends/ family, ...*

b) **Use your ideas from Ex. 5a to write your email. Follow the plan.**

Plan

Dear Paul,

Para 1: opening remarks, *(Hi! How are you?)*

Para 2: describe the weather, activities you do, reason you like them *(The weather is ... It's ... we often go ... I like it because ...)*

Para 3: ask Paul about what people in his country do in summer, closing remarks *(Write back soon.)*

(your first name)

4 Revision

1 **Fill in:** *flea, stalls, traditional, season, trainers, display, map, drop, freezing, boiling.*

1 Many people at the festival are wearing ..... costumes.
2 Don't forget your scarf and gloves – it's ..... cold today!
3 He's wearing shorts and ..... and he's playing football.
4 It's ..... hot today.Why don't we go to the beach?
5 There are a lot of souvenirs in the ..... market.
6 Let's watch the fireworks ..... .
7 There are a lot of ..... selling many different things.
8 We need to buy a ..... so we don't get lost.
9 Temperatures ..... in winter.
10 Summer is my favourite ..... because I love warm weather.

10x1=10 marks

2 **Circle the odd word out.**

1 cheese – butter – milk – salmon
2 eggs – grapes – cherries – watermelons
3 beans – beef – onions – eggplant
4 rice – pasta – carrots – cereal
5 cabbage – cauliflower – lettuce – yoghurt

5x2=10 marks

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

1 ..... **(Ben always/wear)** a suit to work?
2 We ..... **(watch)** the parade at the moment.
3 Mum ..... **(not/take)** photographs now.
4 It usually ..... **(snow)** a lot in the winter in Canada.
5 The sun ..... **(shine)** – it's a beautiful day!
6 He ..... **(want)** to buy some carrots.
7 ..... **(they/eat)** breakfast every day?
8 She ..... **(drink)** coffee now.

8x2=16 marks

4 **Choose the correct word.**

1 There are **a few/a little** carrots. We can make a salad.
2 There's too **much/many** sugar.
3 There isn't **much/many** chicken.
4 I've got **very few/a little** juice.
5 We have too **much/many** eggs.
6 We've got **a lot of/much** cherries.
7 There are very **few/little** grapes in the fridge.

7x2=14 marks

5 **Complete the sentences with the correct *be going to* form of the verbs in brackets.**

1 Rachel ..... **(not/wear)** her trainers tomorrow.
2 What ..... **(Max and Amy/do)** tonight?
3 Tom and Jane ..... **(meet)** Peter later.
4 Becky ..... **(shop)** for souvenirs tomorrow.
5 ..... **(you/have)** a party on Sunday?

5x2=10 marks

6 **Match the exchanges.**

1	What can I get you?	A	Thanks.
2	Here's your change.	B	Here you are.
3	Do you feel like dancing?	C	It's £1.50.
4	That's £1.95, please.	D	I'd like a hot dog, please.
5	How much is an ice cream cone?	E	Great idea!

5x4=20 marks

7 **You are at a festival in your country. Write an email to your friend telling him/her all about it (80-100 words).** *20 marks*

Total: 100 marks

Check your Progress

- talk and write about the weather, seasons & activities ____
- describe people's clothes ____
- buy drinks & snacks from a snack bar ____
- talk about market products ____
- describe pictures ____
- write a postcard about a festival ____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: places in a town, ancient civilisations, past activities, personal memories, types of films, famous figures
Grammar: ***was/were***, ***had***, ***could***, past simple of regular/irregular verbs
Everyday English: talk about childhood memories
Pronunciation: ***-ed*** ending; /æ/ – /ɑː/, /ɪ/ – /iː/, /ɒ/ – /ɔː/
Writing: an email to a friend recommending a film
Culture Corner: Life in the UK: The Swinging 1960s
Curricular ***(History)***: Native Americans

Module 5

Life in the past

Vocabulary
Places

1 Read the box. Which of the places *can/can't* you see in the pictures?

pool/theatre/beach/park/zoo/
gym/library/fast food restaurant/
opera house/aquarium/supermarket

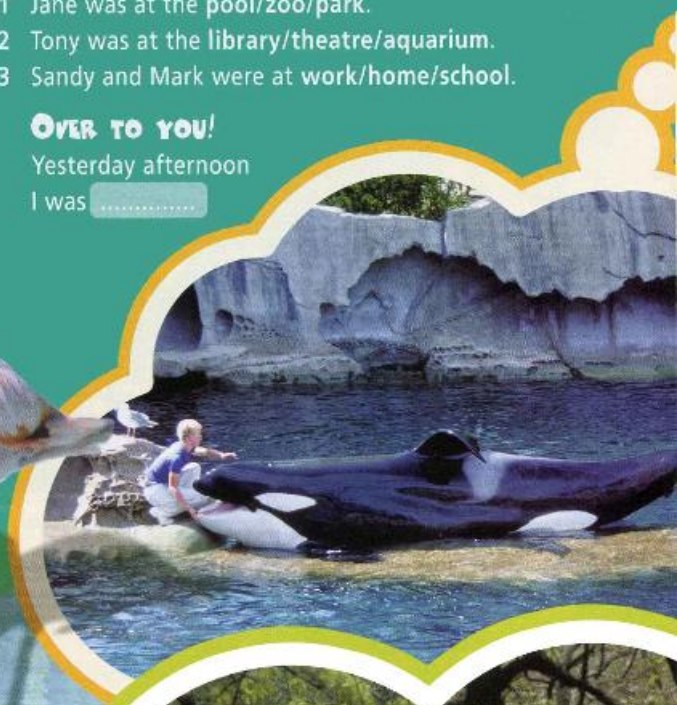
I can see a zoo, but I can't see a school or a supermarket.
I can see ..., but I can't see ... or ... .

2 Listen and circle.

1 Jane was at the **pool/zoo/park**.
2 Tony was at the **library/theatre/aquarium**.
3 Sandy and Mark were at **work/home/school**.

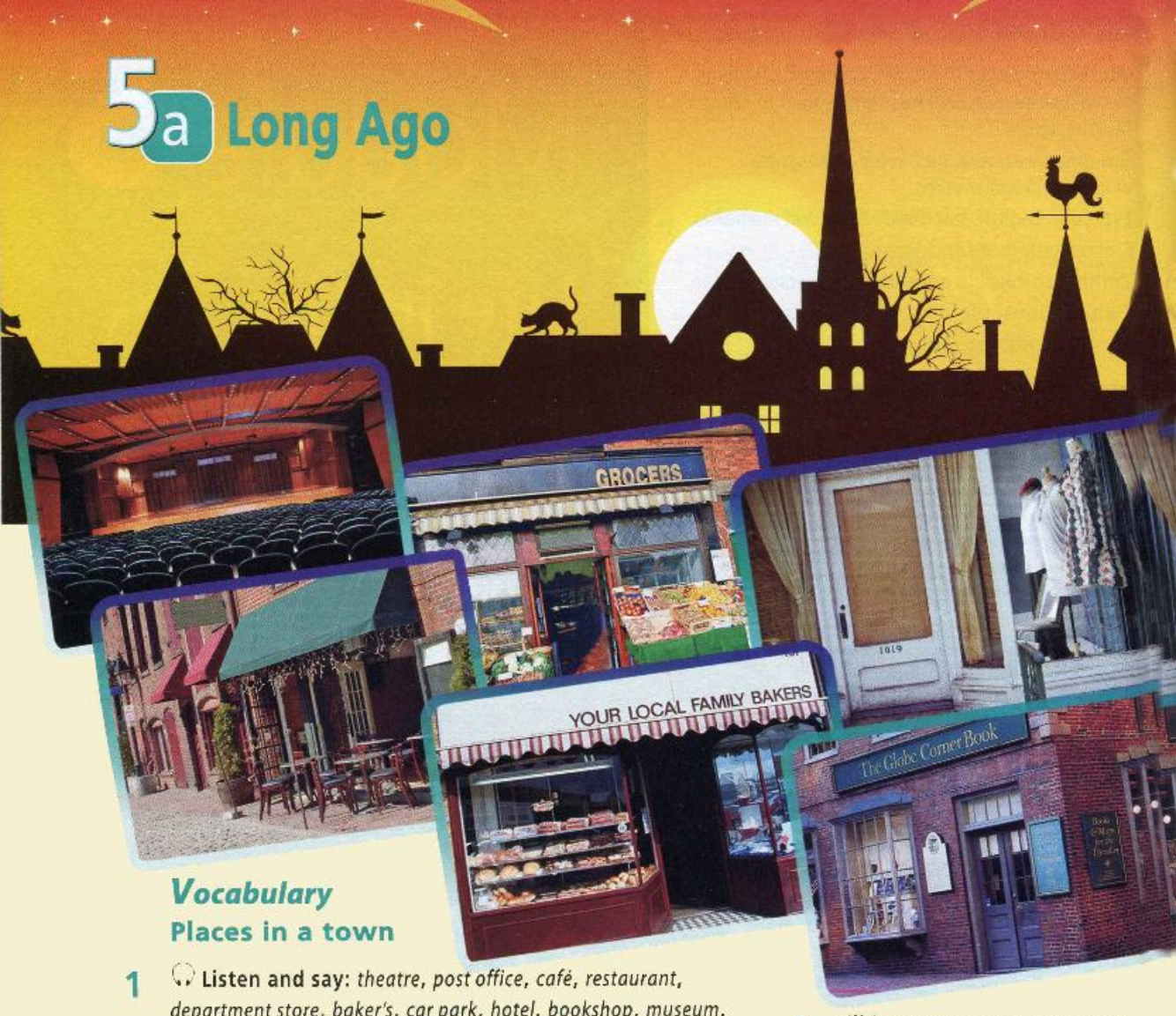
OVER TO YOU!
Yesterday afternoon
I was .....







5a Long Ago



Vocabulary
Places in a town

1 Listen and say: *theatre, post office, café, restaurant, department store, baker's, car park, hotel, bookshop, museum, hospital, block of flats, clothes shop, grocer's.*

Grammar see p. GR7
was/were

2 **Read the exchange. Use the verbs in bold to complete the table.**

A: **Were** you at the gym yesterday afternoon?
B: No, I **wasn't**. I **was** at the zoo.

AFFIRMATIVE		NEGATIVE	
I/He/She/It **1)** ..... We/You/They **were**	at the museum yesterday.	I/He/She/It **wasn't** We/You/They **weren't**	at the zoo last Saturday.
INTERROGATIVE		**SHORT ANSWERS**	
Was I/he/she /it **2)** ..... we/you/they	at the theatre last night?	**Yes**, I/he/she it **was**./ **No**, I/he/she it **3)** ..... **Yes**, we/you/they **were**./ **No**, we/you/they **weren't**.	

3 **Fill in *was, were, wasn't, weren't*.**

- A: Where **1)** ..... Steve last night?
  B: He **2)** ..... at home.
  A: **3)** ..... Bob with him?
  B: No, he **4)** ..... . He and Kelly **5)** ..... at the theatre.
- A: **6)** ..... you at the gym yesterday afternoon?
  B: No, we **7)** ..... . We **8)** ..... at the zoo. Where **9)** ..... you?
  A: I **10)** ..... at the library.

4 **Look and say what *there was/ there wasn't* on Kingsley Street 50 years ago. Make sentences.**

There was a theatre on Kingsley Street 50 years ago. There wasn't a post office.

5a

TROY

Listening & Reading

5 What do you know about Troy? Why was it famous?
Listen and read to find out.

6 Match the underlined adjectives in the text to their opposites: *empty, small, thin, unlucky, modern, wide.*

Troy was an ancient city in northwestern Turkey. It was the capital of the region of Troad and was the home of the king, his family and his officials. It was a fortress city and had thick stone walls and watchtowers. The king's palace was at the centre of the city and there was a large temple, a large marketplace, and houses nearby. There were also workshops to make clothes and to work metal and pottery. It was a busy city and its narrow streets were full of people. Hundreds of traders, farmers and other workers had small mud houses outside the city wall. It wasn't a very lucky city though. In the 12th century BC, it was the scene of one of the most famous wars in history, the Trojan War.

Check these words

ancient, region, officials, watchtowers, temple, workshops, pottery, mud

Grammar

see p. GR7

Had (past simple of *to have*)

7 a) Read the table. Find examples in the text.

AFFIRMATIVE	NEGATIVE
I/You/He, etc ***had*** *a bike at the age of five.*	*I/You/He, etc* ***didn't have*** *a car.*
INTERROGATIVE	**SHORT ANSWERS**
Did *I/you/he, etc have a bike?*	***Yes****, I/you/he, etc* ***did.*** / ***No****, I/you/he, etc* ***didn't.***

b) Now make true sentences about Troy. Use *was, wasn't, were, weren't, had, didn't have.*

1 Troy ..... a small city.
2 There ..... a palace in the city.
3 There ..... any hotels in the city.
4 The city ..... thick stone walls.
5 The city ..... narrow streets.
6 There ..... a temple in the city.
7 The city ..... a university.
8 They ..... supermarkets then.

Speaking & Writing

8 THINK! Read the text again. Imagine you are an archaeologist. In three minutes write about Troy and what life was like in the city. Tell the class.

Vocabulary Bank 5 p. VB22

5b Ancient Civilisations

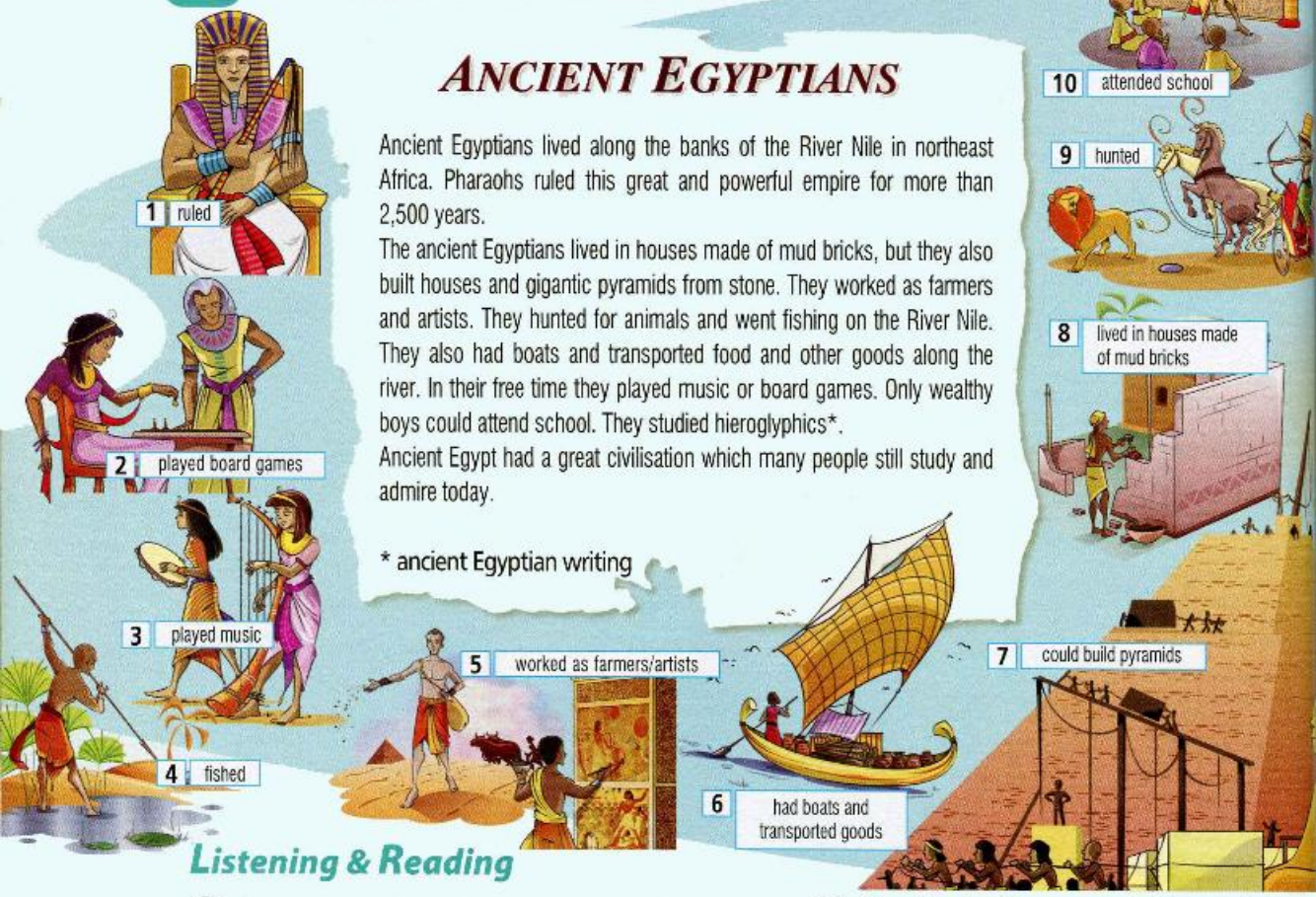
ANCIENT EGYPTIANS

Ancient Egyptians lived along the banks of the River Nile in northeast Africa. Pharaohs ruled this great and powerful empire for more than 2,500 years.

The ancient Egyptians lived in houses made of mud bricks, but they also built houses and gigantic pyramids from stone. They worked as farmers and artists. They hunted for animals and went fishing on the River Nile. They also had boats and transported food and other goods along the river. In their free time they played music or board games. Only wealthy boys could attend school. They studied hieroglyphics*.

Ancient Egypt had a great civilisation which many people still study and admire today.

* ancient Egyptian writing



Listening & Reading

1 Listen and say. Say the phrases (1-10) in your language.

2 The pictures show the lifestyle of the ancient Egyptians. Which sentences below are true about them?
Listen and read the text to find out.

1 They were farmers. .....
2 They fished on the River Nile. .....
3 They played football. .....
4 Only boys attended school. .....

Grammar see p. GR7

Could (past simple of *can*)

3 a) Read the table. Find examples in the text.

AFFIRMATIVE	NEGATIVE
I/You/He, etc **could** walk at the age of five.	I/You/He, etc **couldn't** talk at the age of two.
INTERROGATIVE	**SHORT ANSWERS**
Could I/you/he, etc write at the age of five?	**Yes**, I/you/he, etc **could**./ **No**, I/you/he, etc **couldn't**.

b) Use the text to complete the sentences with *had*, *didn't have*, *could* or *couldn't*.

1 Ancient Egyptians *could* build huge pyramids.
2 They ..... boats.
3 They ..... transport things by boat.
4 They ..... blocks of flats.
5 They ..... travel by plane.
6 They ..... cars.

Listening

4 Listen and tick (✓) what the ancient Romans could do. Write complete sentences.

1 play football	.....	4 write	.....
2 swim	.....	5 play the piano	.....
3 read	.....	6 ride bikes	.....

The ancient Romans could play football.

5 What about you? Use the verbs/ phrases in Ex. 4 to ask and answer questions.

A: Could you play football at the age of six?
B: Yes, I could./No, I couldn't.

Past simple (regular/irregular verbs)

see p. GR7

6 a) **Read the table. How do we form the affirmative/negative of the *past simple*?**

AFFIRMATIVE
I/You/He, etc ***played*** *tennis/****swam*** *yesterday.*
NEGATIVE
I/You/He, etc ***didn't play*** *tennis/****didn't swim*** *yesterday.*
INTERROGATIVE
Did *I/you/he, etc* ***play*** *tennis/****swim*** *yesterday?*
SHORT ANSWERS
Yes*, I/you/he, etc* ***did./No****, I/you/he, etc* ***didn't****.*
We use the **past simple** for actions which happened at a certain time in the past. *He* ***phoned*** *his friend last Monday.*
Irregular verbs have irregular past forms. See list at the back of the book.
Time expressions: last week/month/ year, etc, a week/two days ago, yesterday afternoon/evening, etc.

b) **Read the theory box. Find examples in the text.**

Spelling rules

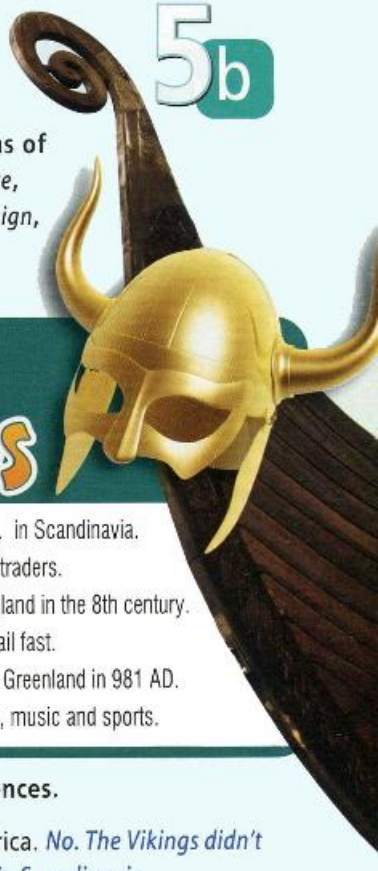
- verb + **-ed** → *start – started*
- verb ending in **e** + **-d** → *dance – danced*
- verb ending in consonant + ~~-y~~ + **-ied** → *carry – carried*
- verb ending in one stressed vowel between two consonants double the last consonant + **-ed** → *travel – travelled*

Pronunciation: /t/, /d/, /ɪd/

c) **Now write the *past simple* forms of the verbs below.**
Listen and tick (✓) the correct boxes. Listen again and repeat.

	/t/	/d/	/ɪd/
1 arrive –			
2 exist –			
3 play –			
4 design –			
5 ask –			
6 hurry –			
7 want –			
8 stop –			
9 travel –			
10 discover –			

7 a) **Use the past forms of the verbs *work, live, discover, travel, design, play* to complete the sentences.**



The Vikings

1 The Vikings ..... in Scandinavia.
2 They ..... as traders.
3 They ..... to England in the 8th century.
4 They ..... ships to sail fast.
5 Erik the Red ..... Greenland in 981 AD.
6 They ..... games, music and sports.

b) **Correct the sentences.**

1 The Vikings lived in Africa. *No. The Vikings didn't live in Africa. They lived in Scandinavia.*
2 They worked as sailors. .....
3 They designed aeroplanes. .....
4 Eric the Red discovered China in 981 AD. .....

8 a) **Read the table. How do we form the interrogative form of the *past simple*?**

b) **Use the phrases to ask and answer questions about the ancient Egyptians.**

- live on boats? • work as farmers?
- fish on the river? • sail boats?
- play music? • play football?
- girls attend school?

A: Did they live on boats?
B: No, they didn't.

Speaking & Writing

9 **Use the pictures on p. 82 to tell your partner about the ancient Egyptians.**

The ancient Egyptians lived along the banks of the ...

10 ICT **Collect information about the Aztecs. Write six T/F statements about them. Exchange with another group. You can do some research on the Internet using these key words: *the Aztecs*.**

Vocabulary Bank 5 p. VB23 Ex. 2

5C Culture Corner

Life in the UK

The Swinging 1960s



MUSIC & DANCE

Music was very important to teenagers in the 1960s. They were **crazy about** music and they listened to their favourite rock and roll bands, like *The Beatles* and *The Rolling Stones*, on the new radio station, BBC Radio 1. Young people also enjoyed dancing in the '60s. They wore the **latest** fashions at the dance halls and danced all night long.

FASHION

The 1960s fashion fads were cheap and colourful. Teenagers made their own clothes. Girls wore short mini skirts and tall boots. A lot of people were **shocked** when long hair became fashionable for boys. The colourful, floral prints of the 'hippy' style were also popular.

FILMS & TELEVISION

Spy films and TV shows, like *James Bond* and *The Avengers*, were big **hits** in the cinema and on TV. Most people had a television at home in the '60s. Programmes like *Top of the Pops*, which showed live pop music, were the **craze**. In 1969, families all over the UK watched Neil Armstrong walk on the moon!



Check these words

crazy about, band, radio station, latest fashion, dance hall, fad, shocked, fashionable, floral print, hippy style, popular, big hit, craze, moon

1 **What do the pictures tell us about life in the 1960s?**

2 **Read the text and complete the sentences.**

1 In the 1960s, teenagers listened to .....
2 Their favourite music bands were .....
3 They liked dancing at .....
4 The girls wore .....
5 The boys wore their hair .....
6 In the 1960s, most homes had a .....
7 *Top of the Pops* showed .....
8 In 1969 Neil Armstrong .....

Listen, read and check.

3 **Match the words in bold to their definitions:** *enthusiastic about, very surprised, fashion, most recent, successes.*

4 **Use the pictures to tell the class what the 1960s were like in the UK.**

Young people loved dancing in the 1960s.

5 **THINK!** **Compare life in the UK in the 1960s to life in your country nowadays. In three minutes, write a few sentences about it. Write about:** *music, dance, fashion, films* **and** *TV*. **Tell your partner.**

Everyday English 5d

Talking about childhood memories

1 Listen and say. Which of these activities did/didn't you do as a child?


played outside all day


delivered newspapers


had fancy dress parties


walked the dog


helped my parents with chores

2 a) Listen and repeat.

- I lived on a farm. • Did you like it?
- What about you? • How was that?
- Was it boring? • Do you miss all that?

b) **The sentences above are from a dialogue between two friends. Where did they live when they were children? Listen and read to find out.**

Angie: Did you live around here when you were a child, Paul?
Paul: No, I didn't. I lived in a small town by the sea.
Angie: Did you like it?
Paul: Yes, I did. After school, I delivered newspapers and walked the dog on the beach. At weekends, I played basketball with my friends.
Angie: It sounds like you had a nice life there.
Paul: Yes, it was great. What about you?
Angie: I lived on a farm.
Paul: How was that? Was it boring?
Angie: No, not at all. I helped my parents with chores after school. Sometimes, I milked the cows. At weekends, I had picnics with my friends and played outside all day long.
Paul: Do you miss all that?
Angie: Yes, sometimes I do!

3 **Find sentences in the dialogue which mean:**
Was your childhood home near here? – What was that like? – Do you wish you could go back sometimes? – I think you enjoyed your time there.

Pronunciation – minimal pairs

4 Listen and tick (✓) the correct boxes. **Listen again and repeat.**

	/æ/	/ɑ:/		/ɪ/	/i:/		/ɒ/	/ɔ:/
hat			sit			pot		
heart			seat			port		
park			sheep			spot		
pack			ship			sport		

Speaking

5 **Discuss your childhood memories. Use sentences in Ex. 2 to act out your dialogue. Follow the plan.**

A	B
Ask if B lived there as a child.	Say where you lived.
Ask if B liked it.	Respond & say what you did.
Comment on B's description.	Ask where A lived.
Say where you lived.	Ask A how it was.
Respond.	

Vocabulary Bank 5 p. VB23 Ex. 3

5e Lost Cities

Listening & Reading

1 a) **Look at the picture. What do you know about this place? What would you like to know about it? Write two questions.**

b) **Listen, read and see if you can answer your questions.**

2 **Read the text and match the headings (A-D) to the paragraphs (1-3). One heading does not match.**

A Culture
B Architecture
C History
D The people

Study skills

Matching headings to paragraphs
The title of a paragraph gives the main idea of that paragraph. Read the paragraph once to get the main idea. Then look for words related to the title. This will help you match the paragraph to its title.

Machu Picchu

It was 24th July, 1911. Hiram Bingham, an American archaeologist, was in the Andes Mountains in Peru. Suddenly he saw walls of stone in front of him. He couldn't believe it! Was this the lost city of Machu Picchu?

1 ____

Machu Picchu is an ancient Inca site in the Andes Mountains in Peru. It **dates back** to 1436. But what was it exactly and why did the Incas build it so high in the mountains? No one is really certain.

2 ____

Bingham found amazing things in Machu Picchu. He discovered stone buildings with thick walls, homes for the people and a beautiful palace for the **emperor**. There was even a huge pyramid. The city also had a tall tower, temples, storage rooms, baths, about 150 houses and a park. It had running water and water fountains. All the buildings were very strong. Even **earthquakes** didn't **destroy** them!

3 ____

The Incas were clever people and they knew how to do many things. They weren't only great builders and **astronomers**. They were also good farmers. They **constructed terraced** fields around the city and they **grew** potatoes, corn and cocoa.

Machu Picchu was a great city. Hundreds of people lived there. Then, one day, they left, and no one really knows why.

Did you know?

The name Machu Picchu means 'old mountain'.

Study skills

Using dictionaries to explain words

A dictionary presents words in alphabetical order. For each word there is information about the type of word and its meaning, spelling, pronunciation and use.

pronunciation — type of word — meaning

castle /ˈkɑːs^{ə}l/ noun a large building with thick high walls

The king has a beautiful castle on the hill

example sentence (use)

3 **Use your dictionaries to explain the words in bold in the text.**

Vocabulary

Structures

4 **Match the words to the structures (1-11). What are these words in your language? Use them to make true sentences about Machu Picchu.**

baths ☐, *fountain* ☐, *storage rooms* ☐, *palace* ☐, *park* ☐, *temple* ☐, *tower* ☐, *wall* ☐, *bridge* ☐, *pyramid* ☐, *houses* ☐

There were baths in Machu Picchu.



Adjectives

5 **a)** **Complete the opposites. Use:** *small x 2, modern, thin, weak, ugly.*

1 **thick** walls ≠ ..... walls
2 **strong** buildings ≠ ..... buildings
3 **beautiful** palace ≠ ..... palace
4 **tall** tower ≠ ..... tower
5 **huge** pyramid ≠ ..... pyramid
6 **ancient** town ≠ ..... town

b) **Fill in:** *ancient, thick, storage, stone, terraced, running.*

1 ..... rooms
2 ..... fields
3 ..... walls
4 ..... site
5 ..... water
6 ..... buildings

6 **Ask and answer questions, as in the example.**

1 Where/Hiram Bingham/travel to?
A: Where did Hiram Bingham travel to?
B: He travelled to Peru.
2 What/he/discover?
3 Who/live there?
4 When/the Incas/build Machu Picchu?
5 What/buildings/survive?
6 Earthquake/destroy them?
7 What/Inca farmers/construct?

Speaking & Writing

7 **Make statements using the prompts. Your partner agrees or disagrees.**

1 Hiram Bingham/a scientist ✗
A: Hiram Bingham was a scientist.
B: Wrong! He was an archaeologist.
2 He/American ✓
A: He was American.
B: Correct! He was American.
3 Hiram Bingham/discover/Machu Picchu/1912 ✗
4 The Inca/live/there ✓
5 Earthquakes/destroy buildings ✗
6 Many buildings/survive ✓
7 Farmers/construct/terraced fields ✓
8 Incas/be clever people ✓

8 THINK! **Imagine you are Bingham. In three minutes write a few sentences about Machu Picchu. Read them to the class.**

I found amazing things in Machu Picchu.

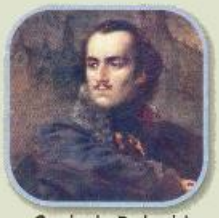
5f Heroes & Villains

Vocabulary
Famous figures

1 Look at the people in the pictures. Who was: *a French military leader? a Romanian prince? a Polish soldier & politician? an English admiral? an Italian explorer? a Russian tsar? an English pirate?*

Listen and check then make sentences.

Casimir Pulaski was a Polish soldier and politician.



Casimir Pulaski
(1745-1779)



Lord Nelson
(1758-1805)



Christopher Columbus
(1451-1506)



Napoleon Bonaparte
(1769-1821)



Vlad the Impaler
(1431-1476)



Ivan the Terrible
(1530-1584)



Blackbeard
(1680-1718)



Francis Drake:
A man history won't forget

Francis Drake was a sailor, an explorer, a pirate, and more. To the English, he was one of their greatest heroes of all time. He was the first Englishman to sail around the world and the man who saved his country from a Spanish invasion. To the Spanish, he was a villain; a pirate who stole their gold and terrorised them at sea.

Francis Drake was born in Devon, England, around 1540. His parents were poor farmers and Francis was the eldest of their 12 sons. Around the age of 13, he got a job on a ship and within 15 years he became one of the best sailors and navigators in the world. With the secret approval of England's Queen Elizabeth, Drake sailed the seven seas attacking Spanish ships and stealing their treasure. While he was working for his country the Spanish hated and feared him. They called him 'El Draque', the Dragon, and believed that he had supernatural powers.

In 1577, Queen Elizabeth asked Drake to sail to the Pacific coast of South America. The Spanish were building colonies there and Elizabeth wanted to stop them and set up her own colonies. Between 1577 and 1580, Drake attacked Spanish ships and colonies whenever he had the chance. He captured a Spanish treasure ship that was sailing off the coast of Lima in Peru and another that was carrying large amounts of gold and silver from South America to the Philippines. He stole so much treasure that when he returned to England in 1580 Queen Elizabeth was able to pay off the country's debt. She was so happy that she made Francis Drake a knight and people called him Sir Drake.

After Drake's return, King Philip of Spain discovered that Elizabeth was planning to set up colonies in the New World and was furious. He immediately began to build a huge navy to invade England and stop Elizabeth. On 19th July1588, the Spanish Armada, Spain's mighty navy, set sail to attack England but Drake easily defeated it. The victory was one of the proudest moments of Elizabeth's reign and of English history.

After defeating the Spanish, Drake returned to sea. He died in January 1596 while he was sailing in the Caribbean and his crew buried him at sea.

Check these words

explorer, pirate, invasion, terrorised, navigator, approval, treasure, supernatural powers, colonies, debt, navy, mighty

Listening & Reading

2 a) Look at the text. How are these names related to Francis Drake?

the Caribbean Devon Elizabeth I New World King Philip of Spain

Listen and read to find out.

b) Read the text and answer the questions.

1 **The Spanish and English**
- A disagree about the kind of man Drake was.
- B agree Drake was part hero, part villain.
- C think Drake was the greatest sailor in history.
- D admire Drake's skill as a pirate.

2 **From the text, we know that**
- A sailing was a popular job in 1500s England.
- B Drake's family was not wealthy.
- C Drake was the youngest child in his family.
- D there were few talented sailors in the 1500s.

3 **Queen Elizabeth I sent Drake on a voyage because**
- A England was in debt and she needed money.
- B she needed a reason to make Drake a knight.
- C England's colonies were under Spanish attack.
- D she didn't want Spain to control the New World.

4 **In 1588,**
- A England had colonies all over the New World.
- B Elizabeth I made Drake a knight.
- C England's navy was defeated.
- D Spain attacked England.

5 **After his victory over the Spanish Armada, Drake**
- A became ill.
- B retired.
- C moved to the Caribbean.
- D never enjoyed a greater success.

Grammar
see p. GR8

Past continuous

3 Read the table. Find examples in the text.

AFFIRMATIVE	NEGATIVE
I ***was*** *sailing* *You* ***were*** *sailing* *He/She/It* ***was*** *sailing* *We/You/They* ***were*** *sailing*	*I* ***wasn't*** *sailing* *You* ***weren't*** *sailing* *He/She/It* ***wasn't*** *sailing* *We/You/They* ***weren't*** *sailing*
INTERROGATIVE	**SHORT ANSWERS**
Was *I eating?* ***Were*** *you eating?* ***Was*** *he/she/it eating?* ***Were*** *we/you/they eating?*	***Yes****, I* ***was****./****No****, I* ***wasn't****.* ***Yes****, you* ***were****./****No****, you* ***weren't****.* ***Yes****, he/she/it* ***was****./****No****, he/she/it* ***wasn't****.* ***Yes****, we/you/they* ***were****./ ****No****, we/you/they* ***weren't****.*

We use the past continuous for actions: a) which took place at a specific time in the past. *They* ***were sleeping*** *at 7 am yesterday.* b) which were happening at the same time in the past. *He* ***was reading*** *while she* ***was watching*** *TV.*

4 Put the verbs in brackets into the *past continuous* to complete the sentences.

1 The wind ..... **(blow)** softly.
2 He ..... **(play)** tennis at 6 pm yesterday.
3 Mum ..... **(cook)** dinner while Dad ..... **(do)** the gardening.
4 He ..... **(fish)** all afternoon yesterday.
5 Julia ..... **(sleep)** at 6:00 yesterday.

5 What were you doing:
- at 5 o'clock yesterday afternoon?
- this time yesterday?
- at 10 o'clock last Sunday morning?
- at 8 o'clock yesterday in the evening?

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

1 He ..... **(get)** a job on a ship when he was 14.
2 The explorer ..... **(discover)** an island.
3 The sailors ..... **(clean)** the boat while the officers ..... **(have)** a meeting.
4 He ..... **(sail)** in the ocean when a pirate ship attacked them.
5 The men ..... **(drive)** to Madrid at 9 o'clock last night.

Speaking & Writing

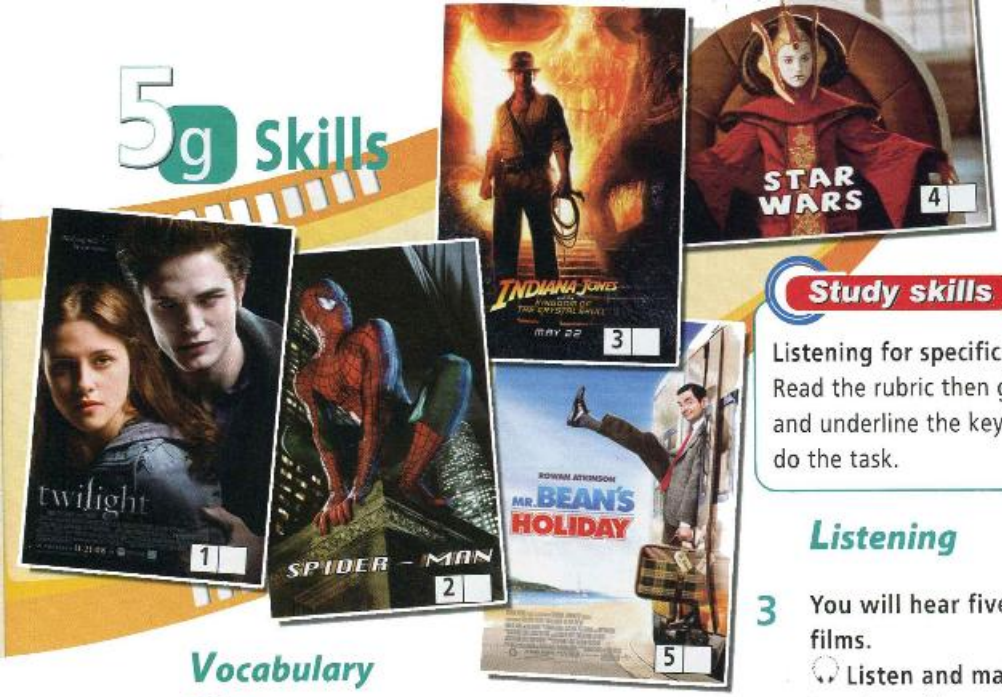
7 Read the text again and write what happened in the years in the list below. Use your notes to present Francis Drake to the class.

• 1540 • age of 13 • 1577 • 1577-1580 • 1588 • 1596

8 THINK! **Why is Drake a hero in English history? In three minutes write a few sentences. Tell the class.**

9 Write a paragraph about a famous person from history. Include: *name, date/place born, his/her achievements, date died.* Tell the class.

5g Skills



Vocabulary
Films

1 a) **Look at the film posters (1-5). What type of films (A-L) do you think they are?**

A	fantasy	G	animated
B	action	H	comedy
C	thriller	I	superhero
D	adventure	J	musical
E	science-fiction	K	horror
F	romance	L	western

Indiana Jones is a ...

b) **Listen to two musical extracts. Which type of film (A-L) does each match?**

2 **What types of films do you like/dislike? Use the adjectives to discuss, as in the example.**



A: What type of films do you like?
B: I like comedies because they are funny. How about you?
A: I don't like comedies. I think they are boring. I prefer science-fiction films. I think they're exciting.

Study skills

Listening for specific information
Read the rubric then go through the sentences and underline the key words. They'll help you do the task.

Listening

3 **You will hear five people talking about films.**
Listen and match the sentences to the speakers. One sentence *DOES NOT* match.

A I spend all my money at the cinema.
B I only go to the cinema at weekends.
C I like all types of films.
D I find it hard to stay awake during films.
E I never go to the cinema.
F Going to the cinema is an important part of my life.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking
Talking about films

4 **Put the verbs in brackets in the *past simple*.**

A: What **1)** ..... **(you/do)** last night?
B: I **2)** ..... **(watch)** a film on TV.
A: Which one?
B: *17 Again*. It's a comedy.
A: What **3)** ..... **(it/be)** like?
B: It **4)** ..... **(be)** great.
I **5)** ..... **(love)** it. Make sure you watch it.

5 **Use the language in the table to talk about a film you saw. Use the dialogue in Ex. 4 as a model.**

Asking	
What was ... like?	
Expressing likes/dislikes	
• It was great/amazing/fantastic, etc. • I loved it. • I quite liked it.	• It wasn't very good. • It was boring/tiring/frightening, etc. • I didn't like it.

Vocabulary Bank 5 p. VB24

Writing



5h

An email about a film

1 **Read an email about a film. Which of the following are in it?**

- title of the film
- type of film
- names of actors
- main points of the plot
- recommendation

Hi Julia,
How are you? I had a great weekend. I went to the cinema on Saturday night with my friends. We watched *Avatar* in 3D. It's a science fiction film with Stephen Lang.

Avatar is about an ex-marine, Jack, who goes to planet Pandora and becomes an avatar, a human mind in an alien body. Jack tries to survive there together with the native people.

I liked this film a lot. The plot was very interesting and the special effects were amazing. A lot of the film is computer generated. I think it's a must-see for everyone.

How about you? Did you enjoy your weekend?

Samantha

2 **Fill in the table with synonyms from the list:**

- amusing • dull
- depressing • scary
- great • thrilling
- terrible

good	*great*
bad	
boring	
sad	

funny	
frightening	
exciting	

3 **Rewrite the extract using positive adjectives.**

The story was **boring** and the acting was **awful**. The special effects were **terrible** and the music was **dull**. I think it was a **bad** film.

Recommending

4 **Complete the reviews with:** *you'll love it, It's a bore to watch, should see it, a must-see, miss it.*

A *Journey to the Centre of the Earth* was full of action and great special effects. It's **1)** ..... . Don't **2)** ..... .

B *Target* was too long. The story was confusing and the acting was terrible. **3)** ..... .

C *Indiana Jones* was a great film. The acting was great and the plot was thrilling. You **4)** ..... . I'm sure **5)** ..... .

Writing (an informal email)

5 **Read the rubric and answer the questions.**

This is part of an email you received from your English pen-friend, Sally, in which she asks:

- "Did you enjoy the cinema on Saturday night and why?
- What was the title of the film you saw and what type of film was it?
- Who starred in it and what was it about?
- What did you like most about it and why?

Write an email in reply.

1 What are you going to write about? To whom?
2 What's the name of the film?
3 What type is it?
4 Who stars in it?
5 What is the film about?
6 What did you like most?

Portfolio: **Use your answers to write your email. Follow the plan.**

Plan

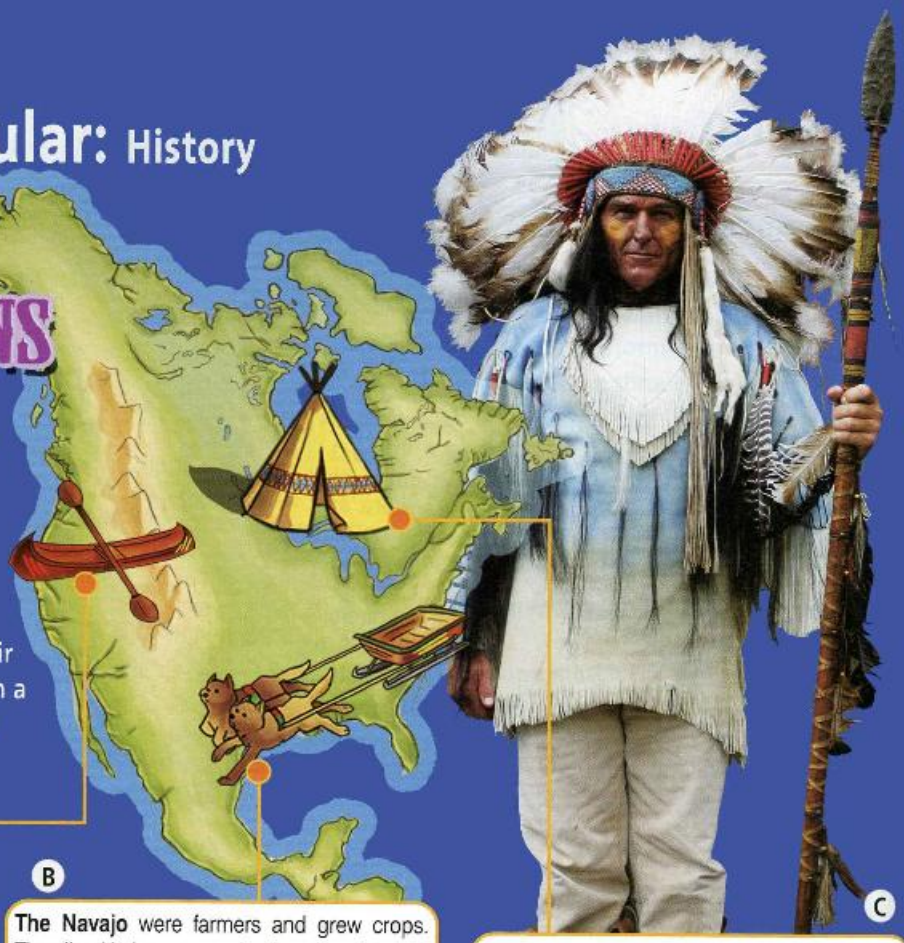
Dear ...,
Para 1: opening remarks, reason you are writing *(How are you? I had ... . I went ... and I saw ... . It's a ... film ... with ... .)*
Para 2: main points of the plot *(The film was about ... .)*
Para 3: your comments & recommendation *(I liked/didn't like it because ... .)*
Para 4: closing remarks *(How about you?)*
.....

Writing Bank 1 p. WB1

5i Curricular: History

NATIVE AMERICANS

When the Europeans arrived on the continent they called America in the 15th century, many different native tribes already lived there. These people respected the environment and their ways of life can still teach a lot to the modern world.



A

The Kwakiutl were fishermen. They had large wooden houses. Seven families could live in one house. They had canoes for fishing, hunting and trading. They used animal skin and even wood to make their winter clothes.

B

The Navajo were farmers and grew crops. They lived in houses made of earth and wood. They travelled on foot. Sometimes dogs pulled them on sleds. The women farmed, looked after the children and did the housework. The men hunted and protected the tribe.

C

At first, **The Cheyenne** lived like the Navajo. When the Europeans brought horses to America, they left their farms and moved from place to place. The men hunted buffalo. The women built their houses called 'tepees'. They used buffalo skin. They could take them down and move the village in an hour!

Listening & Reading

1 Close your eyes and listen to the music. Travel back in time. Now open your eyes. • *Where were you?* • *Who were you with?* • *What did you do there?*

2 Who are Native Americans? Listen and read to find out.

3 Write *N* (Navajo), *C* (Cheyenne) or *K* (Kwakiutl).

Which tribe(s) ...

1 made houses out of skin? .....
2 used animals to travel? .....
3 used parts of trees as clothes? .....
4 didn't live in one place? .....
5 lived near the sea? .....
6 grew their own food? .....

Check these words

arrive, continent, native tribe, respect, wooden, canoe, hunting, trading, animal skin, sled, look after, protect, buffalo

4 Make notes in the table about each tribe. Choose one tribe and use your notes to tell your partner about it.

	Kwakiutl	Navajo	Cheyenne
homes	*wooden houses*		
transport			
work/clothes			

5 ICT Collect more information about these tribes. You can do some Internet research using these key words: Native American tribes. Present your information to the class.

Language Review 5

1 Match the words to the descriptions.

1 watchtower
2 marketplace
3 temple
4 museum
5 baker's
6 aquarium
7 post office
8 grocer's

a It gives the person a good view of the area around the place they are guarding.
b You can buy sugar and flour there.
c You can see statues there.
d You can buy bread there.
e A small area in a town where people buy and sell goods.
f A building to worship gods in.
g A place where you can see fish.
h You can buy stamps there.

2 Choose the correct words.

Inishmore is a beautiful little island off the west coast of Ireland. At first, it seems exactly as it **1) was/were** eighty years **2) ago/before**, but in fact it isn't.

Back then, only a few tourists **3) went/go** to the island. There **4) wasn't/weren't** any ferry boats or an airport in those days. Life was **5) thin/difficult**. People didn't **6) have/had** much money. They **7) lived/stayed** in small stone cottages. They didn't even have electricity or **8) moving/running** water. Inishmore is very **9) boring/busy** today. There **10) are/were** guesthouses, restaurants and a lot of shops. People have got **11) ancient/modern** houses and fast cars. There is electricity in every house. There is even an airport. Inishmore is still beautiful, though.

3 Choose the correct preposition.

1 The streets were full **with/of** people.
2 The ancient Egyptians lived **across/along** the banks of the River Nile.
3 The Navajo had houses made **with/of** earth.
4 They travelled **by/on** foot.
5 Teenagers were crazy **about/for** *The Beatles*.
6 We lived **in/on** a farm ten years ago.
7 We had picnics **in/at** weekends.

4 Fill in: *animal, opera, attend, help, hunt, transport, deliver, native, running, special.*

1 ..... tribes
2 ..... skin
3 ..... house
4 ..... for animals
5 ..... water
6 ..... school
7 ..... goods
8 ..... newspapers
9 ..... with chores
10 ..... effects

GAME

In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points wins.

• ancient city • busy city • narrow street
• running water • destroy • powerful empire
• hunted for animals • transported goods
• science-fiction film • thick walls
• attended school • grew potatoes
• dates back to • a must-see • thrilling plot
• looked after • respected the environment
• protected

Quiz

Read through Module 5 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

1 Where was Troy?
2 What happened in Troy in the 12th century?
3 Where did the Vikings live?
4 Who ruled the ancient Egyptians?
5 Which rock bands were popular in the UK in the 1960s?
6 What did Neil Armstrong do?
7 Where is Machu Picchu?
8 What does 'Machu Picchu' mean?
9 What is special about *Avatar*?
10 What are tepees?

Reading

1 **a) Read the rubric, then read the text. What is the text about?**

> Read the article about the Ancient Phoenicians. Are sentences 1-7 'Right (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

The Ancient Phoenicians

The ancient Phoenicians were a great civilisation that inhabited the east coast of the Mediterranean Sea. The Phoenician civilisation lasted over 1,000 years. It began about 1550 BC and ended about 300 BC.

The Phoenicians were the best shipbuilders and sailors of the ancient world. For more than 400 years, they ruled the seas! They were the first people to learn how to sail using the stars at night.

The Phoenicians were brilliant traders too. They sailed their ships around the Mediterranean and sold things like wood and glass. One special item that they traded made them very rich. It was a purple-coloured dye. Purple was the colour of royalty in ancient times. No one in the ancient world knew how to make purple clothes except the Phoenicians.

Historians think the Phoenicians were the first civilisation in the world to use an alphabet. They also think that all the alphabets in the world today come from the Phoenician alphabet. The Phoenicians invented an alphabet and a writing system around 1,400 BC because they wanted to communicate with their trading partners. It consisted of 22 letters based on sound.

b) Do the task. Underline the words in the text and in the sentences that helped you decide. Compare with a partner.

Example

0 The Phoenicians lived beside the sea.
(A) Right B Wrong C Doesn't say

1 No one knows why the Phoenician civilisation ended.
A Right B Wrong C Doesn't say

2 Phoenician sailors used the stars to guide them in the right direction.
A Right B Wrong C Doesn't say

3 The Phoenicians traded glass for wood with the Greeks.
A Right B Wrong C Doesn't say

4 The Phoenicians became very wealthy by selling ships to royalty.
A Right B Wrong C Doesn't say

5 The Phoenicians developed their alphabet to record their history.
A Right B Wrong C Doesn't say

6 The Phoenician alphabet had letters based on what they could hear.
A Right B Wrong C Doesn't say

Listening

2 **a) Read the rubric, then the information. What does each gap (1-6) ask for: noun, number, etc.?**

> You will hear some information about an aquarium. Listen and complete questions 1-6.

High Fin's Aquarium

Information

Entrance through:	Aquatunnel moving walkway
Length of walkway:	1) .....
Number of species:	2) .....
Dive Week:	
Price of Tickets – children	3) .....
Aquatheatre:	4) ..... shows per day.
Price of map:	5) .....
Closing time today:	6) .....

b) Do the task. Check answers with your partner.

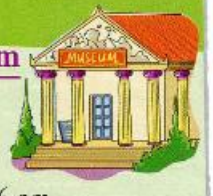
Speaking

3 a) Read the rubric, then in pairs do the task.

B: Here is some information about a National History Museum.
A: You don't know anything the National History Museum, so ask B some questions about it.
A, ask B your questions, and B, you answer them.

B – your answers

William Park's
National History Museum



314 Oak Street

Where history comes to life!

OPEN Tuesday – Friday 10 am-6 pm
Books, postcards & souvenirs available at the museum shop

Tickets: Adults €7.00 Children €4.00
Family €18.00
(Pick up your copy of our free guide book at the museum entrance)

A – your questions

National History Museum

where?
open / Mondays?
buy / souvenirs?
guidebook?
types of tickets?



b) Listen to another pair doing the task. Compare their dialogue to yours.

Writing

(Writing Bank 3: Postcards p. WB 3)

Writing Tip

Postcards
Postcards are short pieces of writing we send to people we know very well to tell them our news.

4 Read the rubric and underline the key words. Make notes under the headings, as in the example.

Read the postcard from your English pen-friend, Laura.

I'm having a great time in Ankara. Are you having a nice time? When did you arrive? Where are you staying? Which places have you visited? Write back.
Laura

Write Laura a postcard. Answer her questions (25-35 words).

Place *Rome*
Favourite place *museum, art gallery, ...*
Accommodation *hotel, five star ...*
Date you return *next week*
Date of arrival *last week*
Feelings *happy, relaxed ...*

5 a) Which of these sentences can you use in your postcard?

• Greetings from ... • The weather's just fine. • I'm staying at a beautiful ... • It's the best holiday in my life. • To get there take bus No. 7. • My family and I wanted to visit the art gallery but it was closed. • Every morning we go sightseeing. • Give me a call later • Everyone can come.

b) Which set can you use to start and end your postcard?

A	B	C
Dear friend, ... *Yours,*	*Dear Laura,* ... *See you,*	*Dear Laura Smith,* ... *Love,*

6 Write your postcard.

5 Revision

1 **Fill in:** *goods, ancient, science-fiction, frightening, palace, thick, board, ruled, hunted, chores.*

1 The Inca emperor lived in a beautiful ..... .
2 The Cheyenne Indians ..... buffalo.
3 Do you help your parents with .....?
4 *Star Trek* is a(n) ..... film.
5 The ancient Egyptians transported ..... on the River Nile.
6 Pharaohs ..... ancient Egypt for 2,500 years.
7 We often play ..... games.
8 Troy was a(n) ..... city in Turkey.
9 There were ..... stone walls in Machu Picchu. They were very strong.
10 I don't like horror films. They're ..... .

10x1=10 marks

2 **Choose the correct word.**

1 Sadly his **glory/invasion** days were over, and he died a few months later.
2 People believed he had **supernatural/huge** powers.
3 Spain was proud of its **glory/mighty** navy.
4 Drake **founded/became** a lot of English colonies.
5 *Avatar* is a computer-**generated/fiction** film.

5x2=10 marks

3 **Match the words.**

1	running	A	commander
2	narrow	B	water
3	naval	C	tribe
4	floral	D	streets
5	native	E	print

5x2=10 marks

4 **Fill in the gaps with** *had, could, was, were.*

1 Troy ..... a famous ancient city.
2 Where ..... you yesterday?
3 The ancient Greeks ..... a large empire.
4 I ..... swim at the age of six.
5 Ancient Egyptians ..... houses made of mud bricks.

5x2=10 marks

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

1 Nobody knows why the Incas ..... **(leave)** Machu Picchu.
2 The ancient Egyptians ..... **(transport)** goods by boat.
3 Hiram Bingham ..... **(find)** towers, temples and even a pyramid in Machu Picchu.
4 Christopher Columbus ..... **(sail)** to America.
5 They ..... **(not/play)** football at 7:00 yesterday afternoon.
6 Francis Drake ..... **(become)** a knight.
7 When ..... **(he/die)**?
8 Native Americans ..... **(respect)** the environment.
9 He ..... **(fix)** his boat when it started raining.
10 She ..... **(read)** a book while he ..... **(fish)**.

10x2=20 marks

6 **Match the exchanges.**

1	What was it like?	A	I watched TV.
2	How are you?	B	No, I wasn't.
3	What did you do?	C	Yes, I did.
4	Were you at home?	D	It was fantastic.
5	Did you like it?	E	Not bad, thanks

5x4=20 marks

7 **You went to the cinema to see a film. Write an email to your friend telling them about the film (60-80 words).**

20 marks

Total: 100 marks

Check your Progress

- talk and write about places in a town ____
- talk about ancient civilisations & historical figures ____
- talk about life in the past ____
- write an email recommending a film I saw ____
- talk about my childhood memories ____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

In this module you will learn ...

Vocabulary: experiences, means of transport, charity/volunteer activities, gestures & body language, accidents & injuries, technology

Grammar: present perfect, present perfect vs past simple, *yet, already, ever, never, just, since, for, the passive*

Everyday English: volunteering/offering to help

Pronunciation: /ɪə/, /iː/, /eɪ/

Writing: a short story describing an experience

Culture Corner: VSO (Volunteering Overseas)

Curricular (Science): Mobile Phone Network

Module 6

Have you ever ...?

Vocabulary

Exciting experiences

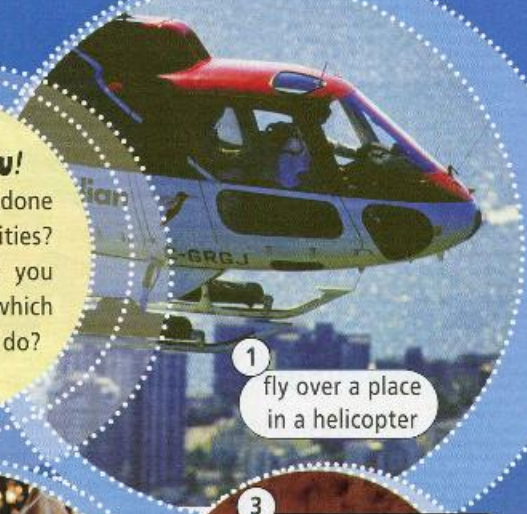
1 Listen and say.

2 Listen to John describing a photograph. Which one is he describing? What does he say about: *the place? the time of year? the weather? the people? people's clothes? the activity? people's feelings?*

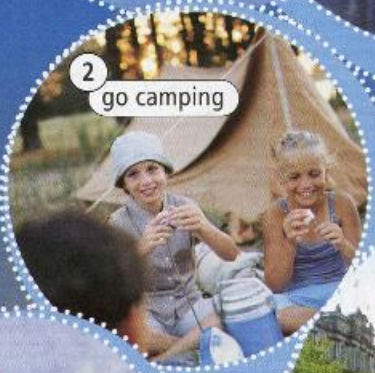
3 Choose a photograph and make notes under the headings in Ex. 2. Use your notes to describe the photograph to the class.

OVER TO YOU!

Have you ever done any of these activities? If yes, when did you do it? If not, which would you like to do?



1 fly over a place in a helicopter



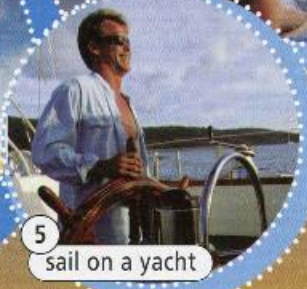
2 go camping



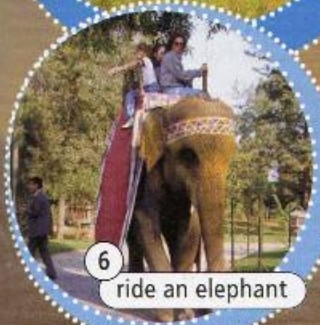
3 travel in a camper van



4 cycle across country



5 sail on a yacht



6 ride an elephant



7 drive a quad bike



8 go sightseeing on an open-top double-decker bus

6a Amazing Adventures

Vocabulary
Activities

1 Match the phrases to the pictures. Listen and check, then say.

1		climb a volcano
2		ride a camel
3		go bungee jumping
4		dive with sharks
5		ski down a mountain
6		jump out of a plane
7		swim with dolphins
8		try ice climbing



Listening & Reading

2 a) Look at the postcards. Where is each person?

b) Which of the activities in the pictures do you think each writer has done? Listen and read to find out.

c) Read the postcards again and choose *A*, *B*, *C* or *D* to complete each statement.

1 Paul liked, more than anything,
- A the city skyline.
- B swimming with dolphins.
- C the ferry ride.
- D taking photographs.

2 Sarah thinks she will always remember
- A the helicopter ride.
- B the river cruise.
- C the camel ride.
- D the Pyramids.

3 James is spending most of his time
- A climbing.
- B swimming.
- C walking.
- D cycling.

3 Match the words to make phrases. Use the phrases to make sentences based on the postcards.

1		dream	A a ferry ride
2		never	B comes to life
3		go on	C of the trip
4		highlight	D forget
5		history	E come true

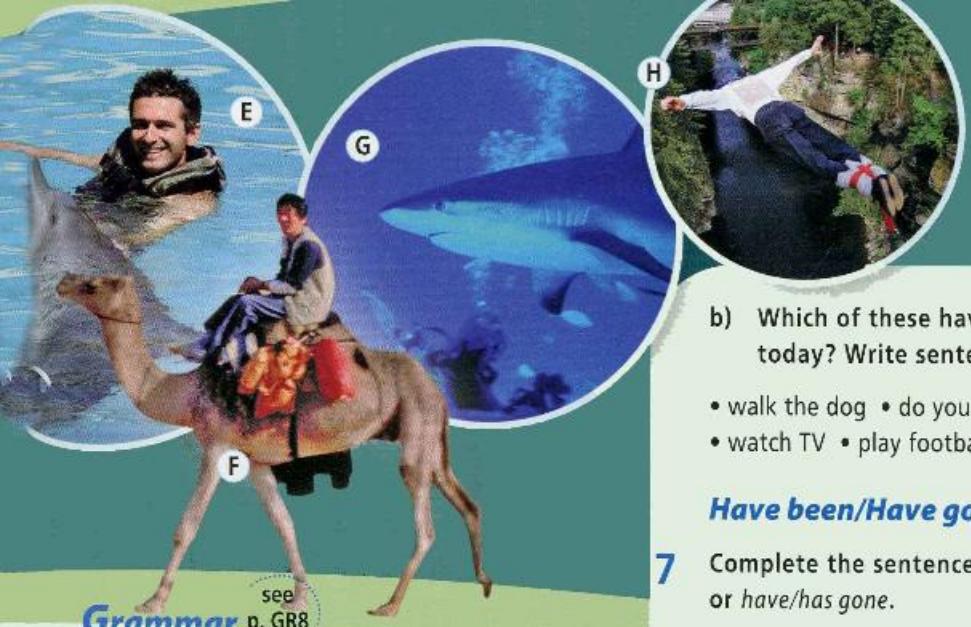
Hi Anna!
I'm having a brilliant time here in Perth, Australia! I've been here for a few days now and I've already taken a ferry ride to see the city skyline. I took some great photographs. I've also made a dream come true because I've swum with dolphins! It was an amazing experience! The water was so clear, and the dolphins swam really close to me. They were really happy and friendly. It was the highlight of my trip!
Best wishes,
Paul

Hello David,
Greetings from Egypt! What a country! There's so much to see and explore; history really comes to life here. I've already been sightseeing and taken loads of photos, but you'll never guess what I've done today! I've ridden a camel! We were in the desert with the Pyramids behind us. What an experience! I'll never forget it. Tomorrow, we're going on a river cruise down the Nile, travelling south. After that, we're taking a helicopter ride over the source of the Nile. I'm so excited!
Speak to you soon,
Sarah

Hi Mark,
It's really beautiful here in Sicily, Italy. It's a really interesting island, with a great climate and beautiful coastlines. I'm cycling around the island in order to experience as much of it as possible. I've seen some fantastic ancient ruins, and have gone swimming on beautiful beaches. I've also climbed up Mount Etna. It's the largest active volcano in Europe and it can get pretty hot up there! It was a thrilling climb. Sicily has been a fantastic experience, I definitely won't forget it.
Bye for now,
James

Check these words

ferry ride, skyline, make a dream come true, clear, highlight, explore, desert, river cruise, source, climate, coastline, ancient ruins, active volcano



Grammar see p. GR8

Present perfect (affirmative)

4 Read the table and find examples in the texts.

Form *have/has + past participle*

AFFIRMATIVE

I/You He/She/It We/You/They	*have* *has* *have*	*(just/already) flown to Rome.*

We use the **present perfect** for:

- experiences. *He **has travelled** abroad.*
- actions which started in the past and continue up to the present. *He **has lived** here **for** ten years/**since** May.* (He still lives here.)

Note: *He **has gone** to London.* (He is still there.)
*He **has been** to Edinburgh.* (He has come back.)

5 Match the *infinitives* to the *past participles*.

• go • work • sleep • walk • read • swim • see • tell • give • eat • make

• eaten • worked • gone • told • read • given • seen • walked • slept • made • swum

6 a) Put the verbs in brackets into the *present perfect*.

1 Karen ..... **(sail)** solo around Britain twice and is planning to sail to Iceland soon.
2 Ken and Paula ..... **(fly)** in a helicopter over New York and say it is an amazing experience.
3 We ..... **(drive)** quad bikes on the highlands in Scotland once and we loved it.
4 Tony ..... **(already/ride)** a camel in the desert and would like to try riding an elephant through a jungle.
5 Phil's dad ..... **(travel)** across Alaska on a dog sled. He's a real adventurer.

b) Which of these have you done today? Write sentences.

• walk the dog • do your homework
• watch TV • play football • eat breakfast

Have been/Have gone

7 Complete the sentences with: *have/has been* or *have/has gone*.

1 A: Where are Lyn and Tim?
B: They ..... on a ferry ride.
2 I don't live in Liverpool. I ..... only ..... there once.
3 Tina is alone in the house. Her parents .... on holiday.
4 A: Is Henry at home?
B: No, he ..... to work.
5 Craig wants me to go on holiday to Paris this summer, but I ..... already ..... there.
6 Lisa has just come home. She ..... at the sports centre.

Speaking & Writing

8 a) Read the texts again and complete the table. Use the table to say what each person has done while on holiday.

Name	Place	Activities
Paul	*Perth*	*- take a ferry ride* *- swim with dolphins*

b) Which holiday do you think is the most exciting? In three minutes write a few sentences. Tell the class.

c) Imagine you are on holiday. Write a short email to your English pen-friend. Write:

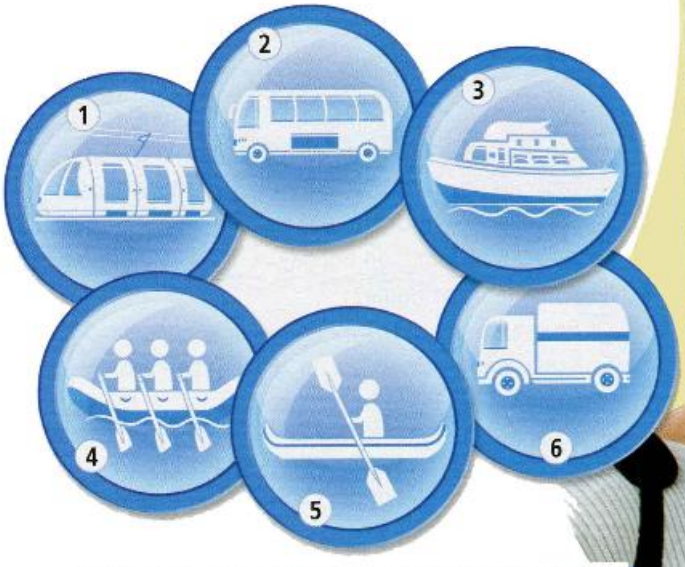
• where you are • where you are staying
• what activities you have done
• how you like it

6b Travel Experiences

Vocabulary
Means of transport

1 Listen and say. Which of the following can you see in the photographs?

• tram • boat • bus • car • cable car
• coach • lorry • helicopter • raft • van
• scooter • gondola • ship • taxi • ferry
• train • bike • canoe



Note: **in** a car/taxi **BUT on** a plane/bus/boat/bike/ferry/coach;
by car/taxi/bus/plane/ship **BUT on** foot

Listening & Reading

2 a) Look at the text. What is a blog? Where can you see it?

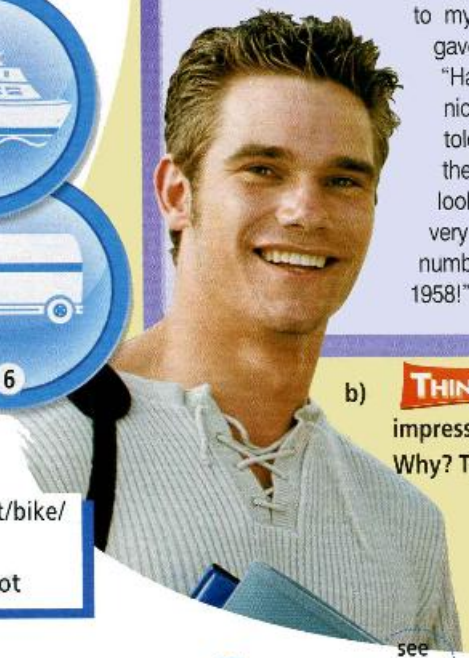
b) What can Nick's blog be about? Listen and read to find out. What means of transport does it mention?

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

1 Nick lives in London. .....
2 The bus was full when Nick got on. .....
3 The number 7 bus stopped running years ago. .....
4 The woman on the cable car was old. .....
5 John didn't see the woman. .....

Strange experiences

I've just come back from Europe. I really enjoyed it! But something very weird happened in London. One day, I was at Marble Arch and I decided to get on a London bus. Seconds later, a bus arrived. I was so excited; it was an old-style, red, double-decker bus! It was also a number 7, my lucky number, so I jumped on board. There were only two elderly ladies travelling; one smiled at me. The bus went through a strange part of London. There were very few cars around and all the streets, houses and even the people looked old-fashioned. The bus didn't stop anywhere. Ten minutes later we were back at the Marble Arch again. I got off the bus and went to my hotel. The receptionist gave me my room key. "Have you been anywhere nice today?" she asked. I told her about my tour on the number 7 bus. She looked surprised. "That's very strange," she said, "the number 7 bus hasn't run since 1958!"



b) THINK! Which experience impressed you the most? Why? Tell the class.

Grammar
see p. GR9

Present perfect (negative & interrogative)

4 Read the table and find examples in the text.

NEGATIVE		
I/You	***haven't***	
He/She/It	***hasn't***	***flown*** *to Milan* ***yet.***
We/You/They	***haven't***	

INTERROGATIVE	SHORT ANSWERS
Have *I/you* ***ever travelled*** *abroad?*	***Yes,*** *I/you* ***have.*** ***No,*** *I/you* ***haven't.***
Has *he/she/it* ***ever travelled*** *abroad?*	***Yes,*** *he/she/it* ***has.*** ***No,*** *he/she/it* ***hasn't.***
Have *we/you/they* ***ever travelled*** *abroad?*	***Yes,*** *we/you/they* ***have.*** ***No,*** *we/you/they* ***haven't.***

Nick's blog:

Check these words

weird, on board, elderly, old-fashioned, get off the bus, ghost, wear my hair in a bun, bouquet, lost in thought, puzzled look

Post a comment

Wow! That's so strange. Have you ever seen a ghost? I think I have! I was in San Francisco. My friend John and I took a ride on one of the famous cable cars. We were the only people travelling when a beautiful woman our age got on. She was dressed in a very old-fashioned grey suit. She wore her blonde hair in a bun and she carried a small bouquet of roses. She looked like someone from an old photograph. She was very still and lost in thought. John asked me to take some photographs because the view was amazing. I only looked out of the window for a moment, but when I turned back, the woman wasn't there. I asked John about her. John gave me a very puzzled look. "What woman?" he asked. But I know I saw her.

Posted by Judy (25)

5 **Put the verbs in brackets into the *present perfect*.**

1 A: ..... **(you/ever/ride)** a camel?
B: No, but I ..... **(fly)** on a plane.
2 A: Sarah ..... **(never/be)** snorkelling.
B: No, she hasn't but she ..... **(be)** bungee jumping once.
3 A: How is your holiday? ..... **(you/do)** anything special so far?
B: We ..... **(swim)** with dolphins and ..... **(climb)** up a volcano so far.
4 A: How's Tony?
B: I don't know. I ..... **(not/see)** him lately.
5 A: ..... **(they/reach)** London?
B: Yes, they ..... **(just/arrive)**.
6 A: ..... **(he/be)** on a plane before?
B: No, this is the first time he ..... **(travel)** by plane.
7 A: ..... **(you/hear)** from Jenny?
B: Yes, she's in Spain. She ..... **(be)** there a week now.

6 **Write complete questions. Answer them.**

1 you/ever/drive a lorry?
Have you ever driven a lorry?
Yes, I have./No, I haven't.
2 your parents/ever/travel to San Francisco?
3 you/ever/ride a scooter?
4 your teacher/ever/see a ghost?
5 you/ever/be on a double-decker bus?
6 your friends/ever/spend a night in a castle?

7 **Study the table. Find examples in the text.**

already – yet – since – for – just – ever – never

- We use **already** in affirmative sentences to say that sth is now finished. *He has **already** bought the tickets.*
- We use **yet** with negative and interrogative sentences to show that we expect sth to happen. *He hasn't arrived **yet**. Have they called **yet**?*
- We use **just** in affirmative sentences to say that sth happened recently. *She has **just** arrived.*
- We use **since** to say when sth started. *I've lived here **since** 2009.*
- We use **for** to say how long sth lasted. *He's lived here **for** ten years.*
- We use **ever** in the interrogative. *Have you **ever** travelled abroad?*
- We use **never** instead of the negative form to say that sth has not happened. *He has **never** ridden an elephant. = He hasn't ridden an elephant.*

8 **Choose the correct word. Write sentences using the words you didn't use.**

1 I have **ever/never** visited San Francisco.
2 Janet has lived in London **since/for** 2008.
3 She has **already/yet** booked the hotel room.
4 I haven't been abroad **since/for** years.
5 Have you **ever/never** ridden a bike?
6 John has **just/yet** missed the bus.
7 The Smiths have **just/yet** reached Sicily.
8 They haven't been on a cable car **already/yet**.

Writing

9 **Have you ever had a strange experience? Post your comment to Nick's blog. Write: *where you were – who was with you – what happened – how you felt.***

Vocabulary Bank 6 pp. VB25-VB26 Ex. 2

6C Culture Corner

Join Us

VSO

Sharing skills
Changing lives

1 Voluntary Service Overseas (VSO) is a charity organisation that organises many aid programmes around the world. The programme started in London in 1958 and today it is one of the largest volunteer organisations.

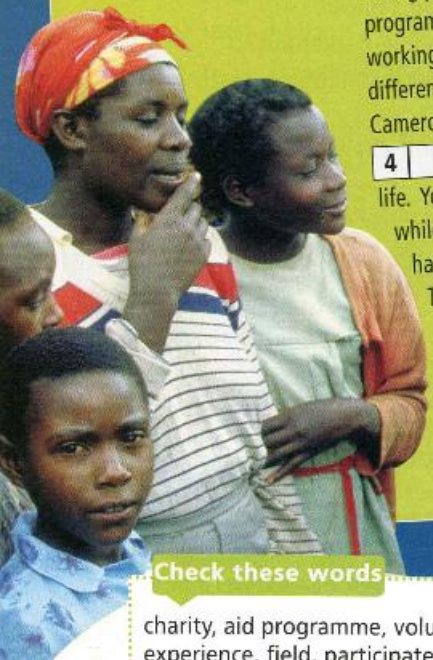
2 Volunteers must be between 18 and 75 years old. Long-term volunteers must have at least five years of experience in their field. There are many different types of professionals, from doctors to teachers, who volunteer for VSO.

3 If you want to volunteer, but don't have enough experience yet, you can still participate. Young people from 18-25 years old can be part of the six-month-long Global Xchange programme. This programme allows volunteers to live in a different country while working with the local people of the host community. Volunteers work in many different places around the world, including Cameroon, Nepal and Indonesia.

4 Being a volunteer changes your life. You learn about different cultures while working in a foreign community, hand in hand with the local people. The fulfilment of helping people bring positive change to their communities is an experience you never forget.

For more information visit:

www.vso.org.uk





Check these words

charity, aid programme, volunteer, experience, field, participate, allow, host community, hand in hand

1 Look at the pictures. What is the woman on the right doing there? How do you think she is feeling?

2 a) What do you think VSO is? How can it help people like the children in the picture? Listen and read to find out.

b) Match the paragraphs (1-4) with their correct headings (A-E). One heading does not match.

A BEING A VSO VOLUNTEER
B UNSKILLED VOLUNTEERS
C HOW TO MAKE DONATIONS
D EVERYONE CAN HELP
E WHAT IT IS

3 Think of a different heading for each paragraph.

4 Use the words from the Check these words box in the correct form to complete the sentences.

1 We are searching for ..... to help clean up the beach this weekend.
2 You can work ..... with the local people to help rebuild houses.
3 Jeff and Carol ..... in the tennis match last Friday.
4 The ..... organised a concert to raise money to help the homeless.
5 Doctors Without Borders accepts volunteers who work in the ..... of medicine.
6 My trip to the Amazon was an unforgettable ..... .

5 What type of voluntary work would/wouldn't you like to do? Why (not)? Tell the class.

6 What sort of charity organisations are there in your country that young people can do voluntary work for? Write a short paragraph. Present it to the class.

Everyday English 6d



Volunteering/Offering to help

1 Listen and repeat. Which of these have you done in aid of a charity?

2 a) Listen and repeat.

- I'm interested in volunteering.
- When are you available?
- I'm free on Saturday afternoons.
- We could use someone to walk the dogs.
- You can start on Saturday if you like.

b) The sentences above are from a dialogue between two people. Who do you think the speakers are and what are they talking about?
Listen and read to find out.

A: Good morning, Avondale Animal Shelter.
B: Hello, I'm interested in volunteering for the shelter.
A: Well, we are always looking for new volunteers. When are you available?
B: I'm free on Saturday afternoons.
A: Fantastic. We could use someone to walk the dogs. We are also looking for someone to help with fundraising. Are you interested?
B: I can definitely walk the dogs. As for fundraising, I can help to collect donations.
A: Great! You can start on Saturday if you like. Just come in around 2 pm and ask for Maria.
B: OK, I will be there. Goodbye.

3 Find sentences in the dialogue which mean:
When are you free? – I can make it on Saturday afternoons. – How does that sound to you? – Is Saturday OK with you? – I'll see you there.

Pronunciation (diphthongs)

4 Listen and say. Find words with these sounds in the dialogue in Ex 2. Can you add one more word for each sound?

/ɪə/ ear, near, hear, dear, cheer, ...
/iː/ eat, each, clean, keep, feed, ...
/eɪ/ pain, sail, main, mail, ...

Speaking

5 You want to help out in a(n) animal shelter/charity shop/home for the elderly. Take roles and act out a similar dialogue. Use the sentences in Ex. 2 and the plan below. Make sure to:

- say the reason you are calling & offer to volunteer,
- say the days/times you are available & ask how you could help,
- say what you can do,
- agree on suggested day to start.

A	B
Greet, saying the name of the charity.	Offer to volunteer.
Ask when he/she is available.	Say which days/times you are free.
Suggest volunteer activities.	Agree to help.
Say where and when he/she can start.	Agree. Say goodbye.

6e Technology

Vocabulary
Gadgets

1 a) Listen and say.

- text friends
- instant message someone
- send an email
- share photos
- write a blog
- chat online
- play video games
- look up maps
- listen to music
- download music/films, etc.
- browse web pages
- use a social networking site, e.g. Twitter, Facebook, Flickr, etc.
- use a search engine, e.g. Google, Searchalot, Yahoo, etc.

b) Use the phrases in Ex. 1a to say how we use these gadgets.

- smartphone • MP3 player
- tablet computer • laptop
- GPS receiver
- video games console

We can text friends with a smartphone.

Reading

2 a) Look at the text. Where can you see forums: *on the Internet, in a newspaper, in a magazine*?

b) What is this forum about? Read through and check.

3 a) Read the text and fill in the gaps with the missing sentences (A-F). There is one extra sentence. Compare with your partner. Which words helped you decide?

FORUM:

Embarrassing moments

A lot of us just can't live without our gadgets. In fact, we are so caught up in texting, tweeting, surfing and updating our Facebook statuses that we are unaware of what is happening in the world around us. Although gadgets are very useful, sometimes they can get us into trouble.

Post 7 of 36 Lauraloo 21:50

I've had a few awkward moments while using some of my gadgets. [1] Last year I moved to London to go to university. My dad bought me a GPS receiver so I could find my way around town easily. One evening I decided to use it to walk to a restaurant with my new friends. [2] Everyone followed me eagerly. But after walking half an hour we found ourselves at the same spot. I was puzzled. Suddenly one of my friends pointed across the square. There was the restaurant. [3] Then I understood. The GPS receiver was on driving mode and took us through all the one-way streets to reach the restaurant!

Post 8 of 36 Darioti 22:16

I think the most embarrassing moment I've ever had with a gadget was with my new smartphone. I bought this really cool smartphone one day when I was out shopping. [4] I took it out of its box and started playing around with it. It has an excellent menu and loads of applications but it was all new to me then. I was so busy going through the menu when suddenly I walked smack-bang into someone and their ice cream went all over me. Everyone around laughed at me standing there like a circus clown with ice cream all over my face. [5] I had a good laugh about it with my parents later that day though.

A I couldn't wait to try it out.
B I felt so stupid in front of the others.
C I threw my old phone away.
D The worst was with my GPS receiver.
E I was so embarrassed.
F I took it out of the car and entered the name of the restaurant.

Check these words

gadget, awkward, mode, spot, puzzled, can't wait, application, smack-bang

b) Listen and read the text. Which story do you think is the most embarrassing? Tell the class.

Grammar see p. GR9

Past simple vs present perfect

4 Read the theory. Find examples in the text.

We use the **past simple** for:
- an action which happened at a stated time in the past. *Peter **bought** a new CD last week.* (When? Last week.)
- an action that started and finished in the past. *Sue **had** the flu for two weeks.* (She hasn't got the flu anymore.)

Time expressions used with the past simple: ago, yesterday, last week/month, etc.

We use the **present perfect** for:
- an action which happened at an unstated time in the past. *David **has bought** a lot of CDs.* (When? We don't know. The time is not stated.)
- an action which started in the past and is still continuing in the present. *Lisa **has had** a cold for three days.* (She has still got a cold.)

Time expressions used with the present perfect: since, already, for, just, yet, ever, never, etc.

5 Choose the correct verb.

1 Julie **has sent/sent** Mary several text messages last night.
2 Dave is going to recycle his old computer. He **has had/had** it for over 10 years.
3 **Have you ever used/Did you ever use** Flickr to share photographs?
4 We **have had/had** a great time playing video games at Paul's house last night.
5 Jane **bought/has bought** a new mobile phone yesterday.
6 **I haven't received/didn't receive** a reply from the university yet.
7 Tara **was/has been** on the Internet since this morning.
8 How many emails **have you sent/did you send** so far today?
9 **Have you ever had/Did you ever have** an accident while text messaging?
10 Last Monday I **have left/left** the library at about 4:30 pm.

6 Complete the sentences with the verbs in brackets in the *past simple* or the *present perfect*.

1 A: Lisa ..... **(win)** a new laptop on the quiz show last night.
B: Yeah. I ..... **(just/hear)**. Isn't she lucky?
2 A: ..... **(you/see)** my new profile picture on Facebook?
B: Yes, I ..... **(be)** on Facebook last night. It's a cool photo.
3 A: I ..... **(have)** this laptop for years. I need to get a new one.
B: You can get cheap ones now. My brother ..... **(buy)** a new one last month.
4 A: Tony ..... **(not/visit)** us for ages. Is he all right?
B: Yeah. I ..... **(chat)** with him online the other day.
5 A: Owen ..... **(tell)** me you got a new smartphone.
B: Yes, it's great.

7 Complete the sentences with the correct *adverbs* from the list.

• always • never • since • already • ago • just • yet • ever

1 My dad has had the same mobile phone ..... 2006.
2 I've ..... had a GPS receiver. I prefer to use maps.
3 Karen only bought her MP3 player yesterday and she's ..... broken it.
4 Have you ..... thought about creating your own website?
5 Liam has ..... loved video games. He plays almost every day.
6 Martha is delighted. She has ..... won an iPad.
7 She hasn't left ..... .
8 John bought a new laptop a week ..... .

Speaking & Writing

8 Think of an embarrassing moment you had using any of your favourite gadgets. Write a short paragraph about it. Write: *where you were, who with, what happened, how you felt.*

Vocabulary Bank 6 p. VB26 Ex. 3-Ex.5

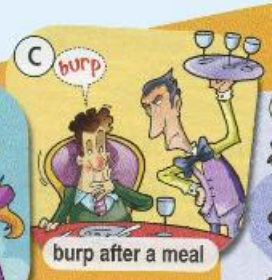
6f Cultural Habits

Vocabulary
Social etiquette

1 Listen and say.









Social Etiquette Around the World

If you have never travelled abroad you may not know that what is polite in one country could be very rude in another! Here are a few things you might like to know about social rules around the globe.



1 ☐ It may surprise you, but many Chinese people will look at the ground when they greet you. It is a way to show respect. In Europe and the USA people use lots of eye contact to be polite and friendly but in China, it is rude to make eye contact with strangers and Chinese people try to avoid it.

2 ☐ In Europe and the USA people have always shaken hands with a firm grip to show strength of character. If you have ever visited Turkey, you will know that for Turkish people, a firm handshake is very rude and it is seen as a sign of anger.

3 ☐ Flowers are a very thoughtful gift, but here's some advice. If you are going to Poland don't arrive at a party with yellow flowers known as chrysanthemums. They are used at funerals! In Italy, people have long believed that yellow flowers indicate jealousy, and red ones show secrecy!

4 ☐ Be careful what you do with your feet! In Thailand it has always been very disrespectful to point your feet, particularly the soles of your feet, at another person, or to show your feet in any way. So remember, if your host tells you to make yourself comfortable that doesn't mean you should put your feet up on the coffee table!

5 ☐ Has anyone ever told you it's impolite to point at people? In Malaysia it is rude to point at someone with your index finger. People use the whole fist and thumb to show direction. In the Philippines, people only point by moving their eyes towards a person or thing, or even by pursing their lips and pointing with their mouth.

6 ☐ Thinking about visiting Bulgaria? If so, then it can really help to remember the following: in Bulgarian body language, nodding your head up and down means no, while shaking your head from side to side means yes! So be careful how you move your head.

7 ☐ Don't get confused! In some parts of the world it's polite to eat all of the food on your plate at dinner but in China and Korea you should leave something. This shows that you were given enough food by your host. If you eat everything, your Chinese host feels obliged to offer you more. That is because he thinks you are still hungry!



Check these words

etiquette, polite, rude, globe, ground, respect, make eye contact, avoid, shake hands, strength, firm handshake, thoughtful, advice, jealousy, secrecy, disrespectful, sole, host, index finger, purse your lips, nod your head, side to side, confused, appreciate, obliged

2 **Which of the actions in Ex. 1 do people in your country consider impolite?**

In my country it's impolite to burp after a meal.



6f

Listening & Reading

3 a) Look at the title of the text and the headings (A-H). What do you think the text is going to be about? Listen, read and check.

Ⓐ DON'T USE YOUR HANDS

Ⓑ CHOOSE YOUR COLOURS CAREFULLY

Ⓒ KEEP YOUR SHOES ON THE GROUND

Ⓓ BE CAREFUL DURING MEALS

Ⓔ DON'T TALK WITH YOUR MOUTH FULL

Ⓕ EYES DOWN Ⓖ A NOD IN THE RIGHT DIRECTION

Ⓗ SHAKE LIGHTLY

b) Read paragraphs (1-7) in the text. What is the main idea in each?

c) Read the text and match the paragraphs to the headings. There is one extra heading. Which words helped you decide?

4 Fill in: *show, social, to make eye, firm, thoughtful, index, body, nod.* Then use the phrases to write sentences about social etiquette based on the text.

1 ..... contact	5 ..... respect
2 ..... my head	6 ..... finger
3 ..... rules	7 .... language
4 .. handshake	8 ..... gift

Americans make eye contact when they greet people to show politeness.

5 Read the text. Make a list of dos and don'ts for the following: • China • Europe • USA • Turkey • Poland • Thailand • Malaysia • Philippines • Bulgaria • Korea

Use the list to tell the class about social rules in these countries.

Grammar The passive

see p. GR9

6 Read the theory. Find examples in the text.

Form: **to be + past participle** of the main verb
We use the **passive** when we don't know who carried out an action or when the action is more important than the person who carries it out.

Present Simple
Active: *People send chrysanthemums to funerals.*
Passive: *Chrysanthemums are sent to funerals.*

Past Simple
Active: *Peter painted the portrait.*
Passive: *The portrait was painted by Peter.*

The object of the active sentence becomes the subject of the passive sentence. We use **by** in the passive sentence to introduce the person who did the action.

7 Rewrite the sentences in the passive.

1 In many countries, people offer handshakes as a greeting.
2 People give sweets and flowers as gifts to their host in Malaysia.
3 They kissed him three times on the cheek.
4 They serve dinner at 7 o'clock.
5 He offered flowers to the hostess.

Speaking & Writing

8 THINK! Do any of the social rules in the text apply in your country? Tell the class.

In my country people shake hands to greet each other.

9 What other social rules are there? Write a short paragraph about social etiquette in your country (60-70 words).

Vocabulary Bank 6 p. VB26

6g Skills

Vocabulary
Minor injuries/ ailments







1 Listen and say, then match the phrases to the pictures.

1		cut your finger
2		have a fever
3		sprain your wrist
4		have a toothache
5		twist your ankle
6		have a cold/the flu
7		have a headache
8		have a nosebleed
9		have a sore throat
10		have a stomach ache
11		get sunburnt



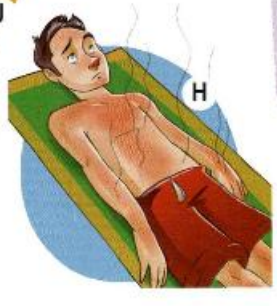














2 Ask and answer questions, as in the example.

A: Have you ever cut your finger?
B: Yes, I have. /No, I haven't.

Listening

3 Listen and match the speakers to the sentences. There is one extra sentence.

A The speaker ruined their new clothes.
B The speaker had a high temperature.
C The speaker ate too much.
D The speaker fell down.
E The speaker had to get professional help.
F The speaker wasn't able to walk.

1	2	3	4	5

Speaking
Giving advice

4 Listen to a dialogue between a doctor and a patient. Who says these phrases? What is the problem? What should the patient do?

- What are the symptoms?
- You can also take this to get your temperature down.
- What seems to be the problem?
- I think you should stay in bed for a couple of days.

5 Work in pairs. You have a runny nose and a cough and you can't stop sneezing. Your partner is the doctor. Use the language below to act out your dialogue. Follow the diagram.

Give advice
Why don't you ...?
I think you should/shouldn't ...
My advice is to ...
If I were you, I would ...

Have you got the flu?
Drink lots of fluids.
Take cough medicine.
Get lots of sleep.
Wash your hands.

A	B
Greet patient. Ask what the problem is.	Say what the problem is.
Ask about symptoms.	Describe the symptoms.
Say the patient has got the flu.	Ask what you should do.
Give the patient some advice.	Thank doctor.

Vocabulary Bank 6 p. VB28

Writing 6h

A story

1 **Read the rubric. Answer the questions.**

> A teen magazine has asked its readers to send in stories that end with *We never found out what that noise was* for its annual story competition. The best story wins a week's holiday. (120-150 words)

1 What are you going to write?
2 Who is going to read it?
3 Is it a first person narrative or a third person narrative?
4 How many main characters can there be?
5 Should the story be true or imaginary?
6 What tense should you mainly use?

Study skills

Sequencing
When you write a story, present the events in the order they happened. This helps the reader follow your story.

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

A		We put up our tent.
B		We heard a noise.
C		Travis tripped on a rock.
D		Travis and I went camping.
E		We went to get firewood.
F		We started running.
G		I called for help.
H		I pulled him to the tent.
I		A ranger picked us up.

3 **Find all the words in the story that show the sequence of events.**

Close Encounters

by Jim Hewit

Last summer my brother Travis and I decided to go camping. The mountain trail was not easy.
An hour later we found the perfect spot and put up our tent. Then we both looked for firewood. Suddenly we heard a strange noise. It was a low moaning sound, as if a creature was in pain. We froze. The noise became louder so we dropped the wood and ran as fast as we could back to our tent. Unfortunately, Travis tripped on a rock and twisted his leg. I dragged him back into the tent and then I called for help.
Thirty minutes later a ranger came to pick us up. We felt relieved. Travis ended up with a sore ankle. We never found out what that noise was.

Writing Tip

When you write a story you should start by setting the scene. Describe the place (where), the time (when), the main characters (who), the weather and what happened first.

4 **How does the writer set the scene in the story?**

5 **Read the rubric and answer the questions.**

> Your teacher has asked you to write a story about a(n) exciting/scary/embarrassing experience you had for the school's English magazine. Write your story (120-150 words).

1 What are you going to write?
2 Who is going to read it?
3 What can the story be about?

6 ***Portfolio:*** **Listen to Jane narrating her experience and take notes to answer the questions in the plan. Now use your notes and the plan below and write the story.**

Plan

Introduction	(set the scene)
Para 1:	Who? Where? When? What?
Main body	(events in the order they happened)
Paras 2-3:	What happened? What was the main event?
Conclusion	(end of the story, how people felt)
Para 4:	What happened in the end? How did you feel?

Writing Bank 4 p. WB4

6i Curricular: Science

Mobile Phone Network



Millions of people around the world use mobile phones to keep in touch with friends and family, and there is an 80% chance that you've got a mobile phone in your pocket or bag. Have you ever wondered, though, how a mobile phone **network** works?

A mobile phone is actually a sophisticated radio that uses radio waves to communicate, like a really good walkie-talkie. A walkie-talkie uses one channel and one **frequency** so only one person can talk at the same time. The mobile phone uses two frequencies, one for talking and one for listening, which means both users can talk at the same time; and it can use over 1600 channels.

When your mobile phone is on, the phone communicates to what we call a base station. A base station is a special antenna which can be on the top of a building or a communications tower. There are usually hundreds of base stations in cities all over the world. Sometimes telephone companies **disguise** their base stations so you don't even notice them. Each base station is at the centre of an area called a cell. All calls and messages in that area go to the cell's base station where a special base station controller **transmits** the call. Controllers can only take a certain number of calls at the same time so if a lot of people call, some of them may not be able to **get through**. This doesn't happen very often though because there are antennas everywhere. Keep an eye out for them!



Check these words

keep in touch, sophisticated, frequency, base station, antenna, cell, transmit



Did you know?

It is possible to locate a mobile phone user to a couple of metres anywhere on the planet.

1 **Look at the picture. How do you think a mobile phone network works?**
Listen and read the text to find out.

2 **Read the text and mark the sentences *T* (true) or *F* (false).**

1 A mobile phone uses radio waves to communicate. .....
2 Mobile phones use three frequencies. .....
3 All base stations are clearly visible. .....
4 There is a base station in every cell. .....
5 Controllers can usually take all calls. .....

3 **Match the words/phrases in bold in the text to their meaning.**

1 to manage to connect
2 to hide or cover sth so you can't see it
3 sends (a signal)
4 a radio signal
5 a system that joins things

4 ICT **How does a GPS system work? Collect information from the Internet. Make notes and present the information to the class.**

Language Review 6

1 **Fill in:** *ruins, donation, handshake, active, thought, contact, charity, burp, cruise, climate.*

1 In Japan it is rude to make eye ..... with strangers.
2 When I was in Egypt, I saw lots of ancient ..... .
3 Etna is one of the world's ..... volcanoes.
4 Because of its warm ....., Greece is a nice place to visit during the autumn.
5 He was lost in ..... so he didn't notice the car approaching.
6 In the UK, men often greet new people with a firm ..... .
7 VSO is a ..... organisation that helps people in need.
8 Last year we went on a river ..... down the Nile.
9 It's not polite to ..... after a meal.
10 You can make a ..... to help charity.

2 **Fill in the correct word from the list:** *purse, animal, firm, radio, social, blow, index, puzzled, donate, disabled.*

1 ..... etiquette
2 ..... your nose
3 ..... waves
4 ..... grip
5 ..... finger
6 ..... your lips
7 ..... look
8 ..... money
9 ..... people
10 ..... shelter

3 **Fill in:** *on, in,* **or** *by.*

1 ..... a bus
2 ..... a car
3 ..... foot
4 ..... plane
5 ..... a boat
6 ..... a ferry
7 ..... a coach
8 ..... train
9 ..... ship
10 ..... a bike

4 **Choose the correct words.**

1 I've **twisted/cut** my finger.
2 Riding a camel in Egypt would make my dream come **alive/true**.
3 Last year, I had a great holiday in a camper **lorry/van**.
4 Keep in **hand/touch** when you move to Poland.
5 Just **nod/contact** your head if you agree.
6 Jeff volunteered for a(n) **aid/host** programme in China.
7 Rachel **looked/cared** after my cat while I was away.

5 **Choose the correct preposition.**

1 Lucy always eats everything **on/in** her plate.
2 He cares **of/for** the elderly.
3 A dolphin came close **at/to** us while we swam.
4 A young man jumped **in/on** board the bus.
5 I'm free **on/in** Sunday mornings.
6 Darren couldn't get **off/through** on the telephone.
7 She was **by/on** a plane to Rome.
8 We're interested **to/in** helping to collect money for the shelter.

GAME

In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points wins.

• volunteer • elderly people • gadget • raise money • fundraising event • raffle tickets • animal shelter • browse a web page • point at people • text someone • chat online • write a blog • twist your ankle • have a cold • have a stomach ache • awkward

Quiz

Mark the sentences *T* (true) or *F* (false). Read through Module 6 and write a quiz of your own.

1 The Nile is in China. .....
2 Marble Arch is in London. .....
3 Yellow flowers mean secrecy in Italy. .....
4 Shake hands gently in Turkey. .....
5 San Francisco has got cable cars. .....
6 You shouldn't point your finger in Malaysia. .....
7 Mount Etna is in Sicily. .....
8 The Chinese look at the ground when they greet people. .....
9 Perth is in Australia. .....
10 In Bulgaria, nodding your head up and down means 'yes'. .....

Skills Practice 6

Listening

1 a) **Read the rubric, then look at the list of transport words. What is the recording about?**

> Listen to Matt talking to a friend about transport to school. Which type of transport does each person prefer? For questions 1-5, write a letter (A-H) next to each person. There are two extra letters. You will hear the conversation twice.

b) **Do the task. Check with your partner.**

Example

0 Matt D

People		Transport	
1 Steve	☐	A tram	
2 Patrick	☐	B car	
3 Michael	☐	C bike	
4 Jenny	☐	D train	
5 Steve	☐	E taxi	
		F scooter	
		G ferry	
		H bus	

Reading

2 a) **Read through the postcard. What is it about?**

> Complete this postcard. Write ONE word for each space.

Example

0 *from*

Hi Ralph,
Greetings 0) ..... Canada. I 1) ..... having a wonderful time. The weather outside 2) ..... freezing cold but I'm sitting in front 3) ..... an open fire at the hotel and writing my postcards. I 4) ..... spent most of my time here skiing 5) ..... the mountain. The view from 6) ..... top is spectacular. Yesterday, Colin 7) ..... I tried ice climbing - it was really exciting. I can't believe we have been here 8) ..... two weeks. It has 9) ..... a fantastic experience. It's 10) ..... pity you aren't here!
See you soon,
Simon

b) **Do the task. Read the completed postcard to check if it makes sense.**

Speaking

Study skills

Talking about a picture

Start by describing the picture as a whole (e.g. where, what), then go into more detail (who, how, what kind, how many, etc.). End by speculating about the scene. This will show you can go beyond a simple description.

3 a) **Look at the picture and complete the gaps. Listen and check. Underline the sentence which speculates on the scene.**



The picture shows a group of teenagers on a 1) ..... . There are three girls near the front and a boy sitting 2) ..... them. Others are sitting at the back. The girls are wearing bright 3) ..... clothes and smiling. They and the boy are 4) ..... texts or playing games on their mobiles. They all seem to be enjoying themselves so they are probably on a school trip somewhere. I personally find days out like this a welcome 5) ..... from the dull routine!

b) **In pairs, make your own speculations about the scene.**

e.g. Where are they going? What are they thinking? How do they feel?

c) **Describe the photo.**



Now answer the questions:

1 Do you think the people in the photo are enjoying their travel experience? Why (not)?
2 What was your favourite travel experience? Why?
3 What is your least favourite means of transport? Why?

Reading

4 **Read the rubric, then do the task. Underline the parts in the information that answer each gap.**

Read the information about a summer bazaar. Complete Chloe's notes.



Chloe
Can you call the caterer and confirm the arrangements for tomorrow? We have ordered refreshments for 200 people at a cost of £0.50 per person. Ask them to deliver an hour before we start. Their number is 0123 659 136. We also need them to prepare a receipt.
Sandra

Chloe's notes

Date:	0) *14 May*
Quantity:	1) .....
Total cost:	2) .....
Delivery time:	3) .....
Telephone:	4) .....
Ask for:	5) .....

Reading

5 **Read the rubric, then do the task. Compare with your partner.**

Complete the five exchanges. For questions 1-5, mark A, B or C.

1	When are you available?	A Yes , definitely. B You can start tomorrow. C I'm free in the evenings.
2	How long have you lived here?	A About two years. B For another two years. C Two years ago.
3	Good morning, Ann speaking.	A Have a nice day, too. B Okay, I'll be better. C Hello, can I speak to Steve?
4	Is Jack at home?	A No, he's been to work. B No, he has gone to work. C No, how does it work?
5	What's the problem?	A Are you interested? B Drink lots of fluids. C I have a high temperature.

Writing (Writing Bank 5: Notes p. WB5)

Writing Tip

A note

Notes are short pieces of writing we write to inform people about something/ ask for something, etc. We normally write them to people we know well. They are short and to the point.

6 a) **Read the rubric. Which beginning/ending below can you use for your note?**

You've arranged to go out with your flatmate but the animal centre you volunteer at suddenly needs your help. Leave your flatmate a note. In your note:

- explain why you left
- say when you'll be back
- suggest you can go out tomorrow
- ask your flatmate to call if he needs you

A
Peter,
See you,
Jack

B
My dear Peter,
Your flatmate,
Jack

C
My friend,
Yours,
Jack Perry

b) **Rewrite the sentences to make them shorter.**

1 I am really very sorry but I am afraid we can't go out tonight.
2 I have to go to the shelter because one of the people who works there is sick and they need help.
3 I don't think I'll be back until midnight.
4 Do you think we could go out tomorrow?
5 You can call me if you need anything.

c) **Write your note. Make sure it isn't chatty.**

6 Revision

1 **Fill in:** *thought, puzzled, purse, bun, participate, blow, volunteer, elderly, come, point.*

1 She wore her hair in a ..... .
2 Tom was lost in ..... and didn't notice the young woman.
3 We ..... for a children's hospital charity.
4 Ann gave me a ..... look, not knowing what to do.
5 This organisation raises money to help the ..... .
6 Everyone can ..... in the programme.
7 Visiting China was a dream ..... true.
8 You shouldn't ..... your nose in public.
9 Don't ..... with your finger; it's rude.
10 To whistle, you just ..... your lips and blow.

10x1=10 marks

2 **Fill in:** *ankle, flu, social, eye, finger, index, shake, nod, programme, disabled.*

1 twist your .....
2 cut your .....
3 have the .....
4 ..... etiquette
5 ..... finger
6 ..... hands
7 make ..... contact
8 ..... your head
9 care for ..... people
10 aid .....

10x1=10 marks

3 **Put the verbs in brackets in the *past simple* or the *present perfect*.**

1 They ..... **(leave)** for Italy last night.
2 We ..... **(already/book)** the tickets.
3 ..... **(you/ever/be)** abroad?
4 He's tired. He ..... **(just/finish)** work.
5 Maria ..... **(travel)** abroad last year.
6 Gary ..... **(not/arrive)** yet.
7 We ..... **(move)** to Rome last year.
8 Sam ..... **(go)** bungee jumping last summer.
9 Lisa ..... **(cycle)** across country many times.
10 Paul ..... **(ride)** a camel last year.

10x2=20 marks

4 **Fill in:** *already, just, yet, never, ever, since, for.*

1 I've ..... seen that film.
2 How long has Jane worked there .....?
3 Jack has ..... come back from India.
4 Tina has ..... been abroad.
5 I haven't been on holiday ..... two years.
6 Have you ..... visited China?
7 This is the best meal I've ..... eaten.
8 Has Jane woken up .....?
9 How long has it been..... you last went to the cinema?
10 It's been 6 months ..... I saw Katy.

10x2=20 marks

5 **Match the exchanges.**

1 ☐ When are you available?
2 ☐ Are you interested?
3 ☐ You can start next week.
4 ☐ I'm interested in volunteering.
5 ☐ I have a cold.

A Yes, definitely.
B We could really use a new volunteer.
C I'm free on Monday evenings.
D Okay, I'll be there.
E Why don't you see a doctor?

5x4=20 marks

6 **Write a story using the phrases below (120-150 words).**

• my family and I • on holiday in Egypt
• ride a camel/see Pyramids • fall off
• break leg • go to hospital • feel disappointed

20 marks

Total: 100 marks

Check your Progress

- talk and write about experiences ____
- write about a charity organisation ____
- volunteer/offer help to a charity ____
- talk and write about cultural habits ____
- talk about gadgets ____
- talk about minor injuries ____
- write a short story ____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

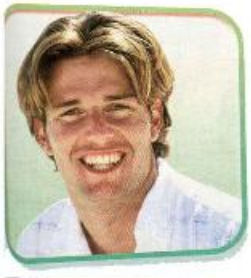
Vocabulary Bank 1

Countries and Nationalities

1 **Write the nationalities.**

the UK	1 *British*	the USA	7	Peru	13 .....
Spain	2	Russia	8	Portugal	14 .....
Brazil	3	France	9	Greece	15 .....
Chile	4	Turkey	10	China	16 .....
Italy	5	Mexico	11	Japan	17 .....
Argentina	6	Poland	12	Australia	18 .....

2 **Ask and answer.**

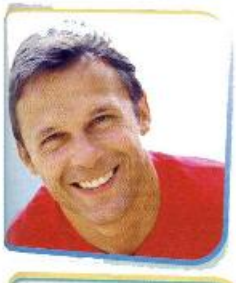


Janusz – Poland, Cracow

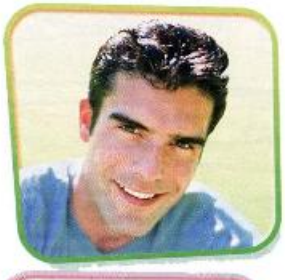
A: Hello! What's your name?
B: Janusz.
A: Where are you from?
B: I'm from Poland.
A: You're Polish, then.
B: Yes, I'm from Cracow.



Rosa – Spain, Madrid



Sergei – Russia, Moscow



Marco – Italy, Rome



Alex – the UK, London



Alicia – Peru, Lima

Vocabulary Bank 1

Sports & Hobbies

3 **Complete the sentences with the correct sport or hobby.**

1 Hello! My name's Jo and I'm 15. My favourite sport is  ..... .

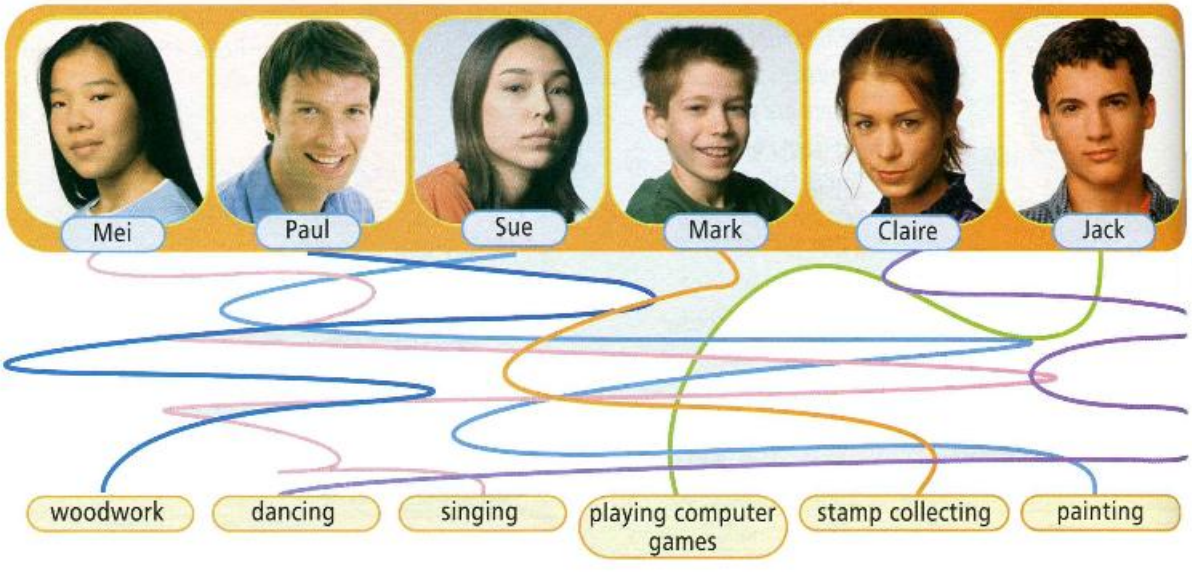
2 Hi! We're Juan and Pablo. We're 17. Our favourite sports are  ..... and  ..... .

3 Hello! I'm Steffi and I'm 14. My favourite hobbies are  ..... and  ..... .

4 Hi! We're Richard and Ann. We're 16. Our favourite hobbies are  ..... and  ..... .

5 What is your favourite sport/hobby? .....

4 **Follow the lines. What's each person's favourite hobby?**



1 *Mei's favourite hobby is singing.*
2 .....
3 .....
4 .....
5 .....
6 .....

Jobs

5 a) **Label the pictures.**

• doctor • dentist • teacher • vet • architect • pilot • nurse • artist • waiter
• reporter • electrician • actress • fire fighter • astronaut • author • chef



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



12 .....



13 .....



14 .....



15 .....



16 .....

b) **Which of these require a** *degree/ diploma/qualification*?

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

Speaking

c) **Work in pairs. Ask and answer questions, as in the example.**

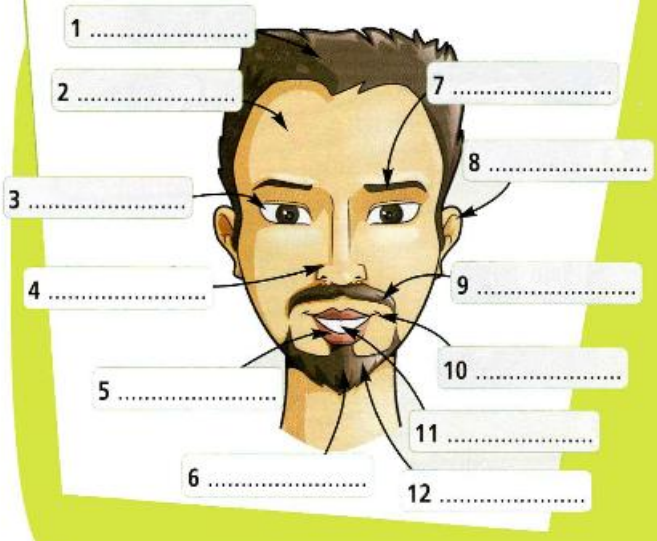
A: Who's she?
B: She's Mary.
A: What does she do?
B: She's an architect.

Vocabulary Bank 1

Parts of the body

6 **Write the names of the parts of the body next to the correct number.**

• nose • eye • moustache • beard • teeth
• ear • chin • eyebrow • hair • lips
• forehead • mouth



• ankle • arm • leg • foot • hand • neck
• toes • fingers • knee



7 **Circle the odd one out.**

1 chubby – well-built – slim – tall
2 arm – moustache – beard – hair
3 teeth – mouth – chin – lips
4 young – short – middle-aged – old
5 eye – nose – ear – leg
6 wavy – curly – straight – slim

8 **a) Look at the pictures and circle the correct word.**



He's in his **1) early twenties / late forties**. He's **2) slim / well-built** with **3) long / short**, **4) spiky / curly**, black hair, **5) blue / brown** eyes and **6) full / thin** lips.

He's **1) young / middle-aged** and rather **2) slim / chubby**. He's got short, **3) straight / wavy**, grey hair and a **4) big / small** mouth.





He's in his mid-thirties with **1) short / long**, **2) curly / wavy**, brown hair and small eyes. He's got a beard and a(n) **3) earring / moustache**.

She's in her **1) early thirties / late sixties**. She's tall and **2) fat / slim** with **3) long / short**, **4) straight / curly**, hair, blue eyes and **5) full/ thin** lips.





She's ten years old and rather **1) thin / plump**. She's got **2) shoulder-length / short**, **3) straight / curly**, dark hair, brown eyes and **4) thin / full** lips.

b) **Write short descriptions of you and your friends.**

Sports

9 **Label the pictures.**

- rollerblading • football
- basketball • javelin • baseball
- aerobics • tennis • ski jumping
- fencing • cycling • cricket
- snowboarding • volleyball
- ice hockey • surfing • skiing
- golf • wrestling • rugby • judo
- kickboxing


1 .....


2 .....


3 .....


4 .....


5 .....


6 .....


7 .....


8 .....


9 .....


10 .....


11 .....


12 .....


13 .....


14 .....


15 .....


16 .....


17 .....


18 .....


19 .....


20 .....


21 .....

Which sport(s) is/are: ***team sports? in the Olympic Games? winter sports? indoor sports? outdoor sports?***

10 **Complete the table, as in the examples. Decide where each sport takes place using the list below.**

- stadium • swimming pool • court
- pitch • course • ice rink

SPORT	PERSON	PLACE
tennis	*tennis player*	*court*
cricket	*cricketer*	*pitch*
ice hockey		
football		
golf		
swimming		
pole vault		

Sports equipment

11 **Fill in the gaps with the correct word from the list.**

- board • flippers • bat • gloves • helmet • racquet
- goggles

1 You wear ..... to keep your hands warm when you go snowboarding.
2 You use a ..... when you go cycling.
3 You wear ..... on your feet when you go snorkelling.
4 You surf on a ..... .
5 You wear ..... over your eyes when you go skiing.
6 You use a ..... to play tennis.
7 You use a ..... to hit the ball when you play cricket.

Vocabulary Bank 1

Abilities

12 a) Label the pictures with the verbs.

• surf • ski • dance • play the guitar
• sing • cook • dive • swim • ride a horse
• ride a bike • drive a car • run fast
• play cricket • paint • read • jump
• play computer games • write


1 .....


2 .....


3 .....


4 .....


5 .....


6 .....


7 .....

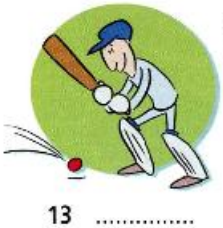

8 .....


9 .....


10 .....


11 .....


12 .....


13 .....


14 .....


15 .....


16 .....


17 .....


18 .....

b) Complete the sentences about you.

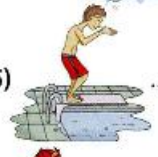
1 I can ..... and .....
2 I can't ..... or .....

13 Fill in the correct word.

Hi! My name's Peter and I'm from London. I'm 12 years old and I'm a student. I've got a lot of hobbies and I can do many things.

I can **1)**  ..... very well

and I can **2)**  ..... .

My favourite sports are football and baseball. I can **3)**  ..... well, too. I can also **4)**  ..... but I can't **5)**  ..... . I can't **6)**  ..... .

What about you? What are your hobbies?
Write soon.
Peter

14 Answer the questions.

What's your favourite sport? What equipment do you need to play it? How often do you play it? Who with? Where?

Tell the class.

Rooms – Furniture – Appliances

1 a) **Look at the picture below. Then match the words with the correct item.**

1 ☐ pillows	8 ☐ toilet	15 ☐ desk	22 ☐ poster
2 ☐ table	9 ☐ washbasin	16 ☐ fridge	23 ☐ painting
3 ☐ sink	10 ☐ dishwasher	17 ☐ sofa	24 ☐ curtains
4 ☐ mirror	11 ☐ door	18 ☐ bookcase	25 ☐ bath
5 ☐ bed	12 ☐ stairs	19 ☐ cushion	26 ☐ chair
6 ☐ cupboards	13 ☐ armchair	20 ☐ cooker	
7 ☐ bedside cabinet	14 ☐ wardrobe	21 ☐ carpet	



b) **Which rooms are there upstairs/downstairs?**

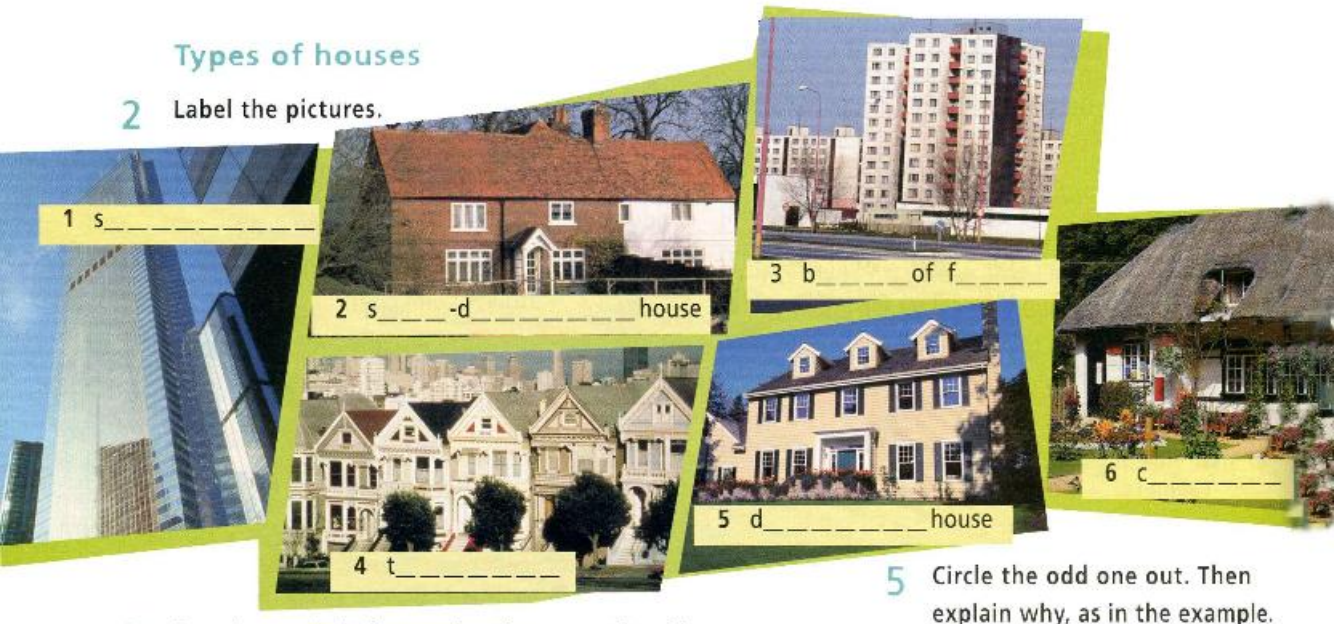
c) **Look at the bedroom in Ex. 1a. Which things are in your bedroom? Write sentences using *there is/are – there isn't/aren't*.**

In my bedroom there's a bed, but there isn't a desk.

Vocabulary Bank 2

Types of houses

2 **Label the pictures.**



3 **Put the words below under the correct headings.**

• attic • bathroom • gate • parking space • utility room • bedside cabinet • garden • roof • kitchen • sofa • study • dining room • cellar • stairs • cooker • bedroom • desk • terrace • iron • fridge • coffee maker • balcony • bookcase • hall • garage • armchair • basement • lawn • living room • swimming pool

Rooms	Furniture
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Appliances	Special Features
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

4 **Look at the picture in Ex. 1a. In pairs ask and answer where each item is. Use prepositions of place.**

A: Where are the pillows?
B: They're on the bed. Where's the wardrobe?
A: It's next to the door. etc.

5 **Circle the odd one out. Then explain why, as in the example.**

1 fridge – cupboard – desk
The *desk* is the odd one out. *The other two are in a kitchen.*
2 wardrobe – bed – cooker
The..... is the odd one out.
.....
3 sink – sofa – armchair
The..... is the odd one out.
.....
4 bedroom – bathroom – sofa
The..... is the odd one out.
.....
5 bookcase – bath – desk
The..... is the odd one out.
.....
6 table – sink – wardrobe
The..... is the odd one out.
.....

Speaking

6 **Work in pairs. Ask and answer the following questions.**

1 Do you have a big or a small house?
2 How many rooms are there in your house?
3 Which is your favourite room?
4 What is there in your favourite room?

Household chores

7 a) **Label the pictures.**

• make the bed • do the shopping • take out the rubbish • do the washing-up
• paint the wall • clean the windows • mop the floor • tidy the room
• do the ironing • cook dinner • dust the furniture • hoover the carpet
• do the washing • water the plants • change a light bulb


1 .....


2 .....


3 .....


4 .....


5 .....


6 .....


7 .....


8 .....


9 .....


10 .....


11 .....


12 .....


13 .....


14 .....

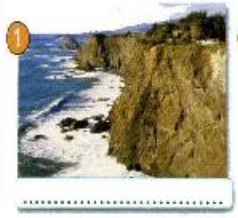

15 .....

b) **Do you help with household chores? Which ones do you do? How often?**

Geographical features

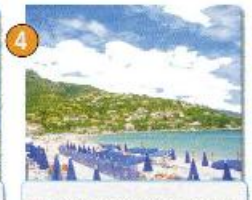
8 **Label the pictures.**

• sea • forest • mountain • river • desert • lake • island • cliff • waterfall • beach


1 .....


2 .....


3 .....


4 .....


5 .....


6 .....


7 .....


8 .....


9 .....


10 .....

Vocabulary Bank 2

9 **Complete the sentences with words from Ex. 8.**

1 The Mississippi ..... is 3,730 km long. It is one of the longest in the world.
2 Sherwood ..... in England is famous because of the Robin Hood legend.
3 The Mediterranean ..... is between southern Europe and North Africa.
4 Niagara Falls is the second largest ..... in the world.
5 The Sahara ..... is in Northern Africa.
6 The largest freshwater ..... in the world is in Russia.
7 Santorini is a very beautiful ..... in Greece.

Shops

10 **Look at the items and write where you can buy them.**

• post office • sports shop • clothes shop • bookshop
• newsagent's • music shop • baker's • chemist's
• butcher's • florist's • stationer's • pet shop • jeweller's
• electrical shop • greengrocer's • fishmonger's


1 stamp


2 meat


3 newspapers


4 sweaters


5 flowers


6 books


7 football


8 CD


9 bread


10 trout


11 medicine


12 pencils


13 vacuum cleaner


14 goldfish


15 gold ring


16 vegetables

We can buy a stamp at the post office.

11 **Find the places.**

1 You can watch a film there. c .....
2 You can buy stamps there. p.....
3 You can borrow a book from there. l.....
4 You can learn to read there. s.....
5 You can drink coffee there. c.....
6 You can have dinner there. r.....

Speaking

12 **Work in pairs. Which of these places are there in your area? Ask and answer questions.**

• post office • chemist's • cinema • music shop
• park • gym • school • baker's • pet shop
• fast food restaurant • Internet café • library
• clothes shop • butcher's • bookshop

A: Is there a post office?
B: Yes, there is./No, there isn't.

Free-time activities

1 **Label the pictures.**

- go to the cinema
- go rollerblading
- chat on the phone
- read a book
- play basketball
- surf the Net
- go snowboarding
- send a text message
- hang out with friends
- go to a party
- listen to music
- attend a concert
- go swimming
- play a board game
- go to the library
- watch a DVD



1 .....
.....



2 .....
.....



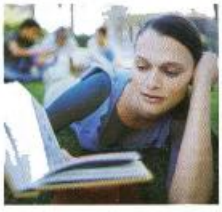
3 .....
.....



4 .....
.....



5 .....
.....



6 .....
.....



7 .....
.....



8 .....
.....



9 .....
.....



10 .....
.....



11 .....
.....



12 .....
.....



13 .....
.....



14 .....
.....



15 .....
.....



16 .....
.....

2 **a) Fill in the gaps with the correct form of the verbs from Ex. 1.**

1 She really loves ..... with her friends.
2 I have lots of CDs! Let's ..... to one of them!
3 Charlie likes ..... text messages to his friends.
4 I always ..... basketball in my free time.
5 They don't like ..... concerts.
6 In my free time, I like ..... the Net or ..... board games.
7 Sophie ..... on the phone to her friend in L.A. every weekend.
8 Macy often ..... to the library to study.
9 We ..... to the cinema every Saturday.
10 My sister rarely ..... books. She usually ..... DVDs.

b) What do you do in your free time? Tell the class.

Vocabulary Bank 3

Daily routines

3 **Read the text and fill in the gaps with the correct phrase. Use the correct form of the *present simple*.**

• cook dinner • watch a DVD • get up • play computer games • walk to school
• do his homework • have breakfast • have lunch • go to bed











Bob 1) ..... at 7 o'clock every morning. He gets dressed and 2) ..... . At 8 o'clock, he 3) ..... . At noon, he 4) ..... . After school, Bob goes home and 5) ..... . In the evening, he usually 6) ..... . At 7 o'clock, his mum 7) ..... . After dinner, Bob often 8) ..... and then, he 9) ..... at about 10 o'clock.

4 **a) Use the words in the list to fill in the table.**

• a lesson • to school • breakfast • homework • the dog • sports • a shower
• my teeth

DO	HAVE	WALK	PLAY	BRUSH

b) Which of these activities do you do in the morning? in the afternoon? in the evening?

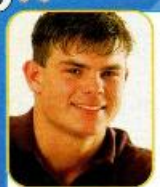
5 **Read what the two teenagers say. In each sentence underline the appropriate verb.**

A



On Saturdays, I **1) get/have/do** up very late. I drink some orange juice and then I **2) make/do/have** a shower. After that, I **3) leave/walk/get** to the city centre and **4) have/do/make** some shopping. When I come back, I have lunch and then I **5) watch/listen/play** a DVD. In the evenings, I usually **6) visit/get/hang** out with my friends. We sometimes go to the cinema or have dinner.

B



I usually wake up early on Saturdays. I have a big breakfast, then I **1) get/take/walk** my dog in the park. When I get back home, I often **2) watch/have/play** basketball with my brother. After lunch, I **3) look/surf/see** the Net or **4) send/listen/write** text messages to my friends. Later in the evenings, I **5) watch/make/listen** to music or I **6) get/go/leave** out.

Animals – Pets

6 **Use the words in the box to name the animals. Then write *D* (domestic), *W* (wild) and *P* (pet) next to the words.**

iguana	.....	hamster	.....
giraffe	.....	duck	.....
horse	.....	goldfish	.....
parrot	.....	snake	.....
bear	.....	elephant	.....
cow	.....	monkey	.....
eagle	.....		


1 .....


2 .....


3 .....


4 .....


5 .....


6 .....


7 .....


8 .....


9 .....


10 .....

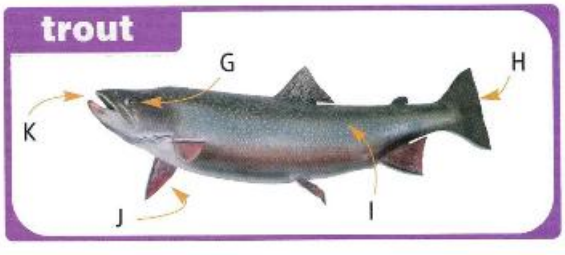

11 .....

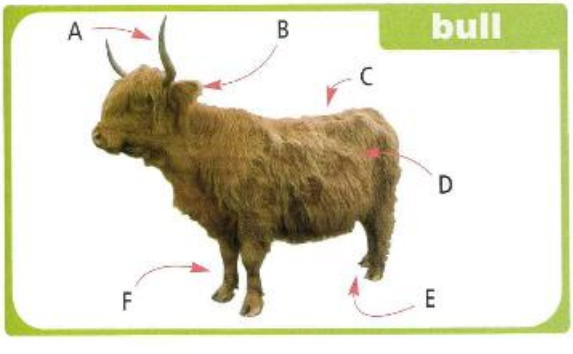

12 .....

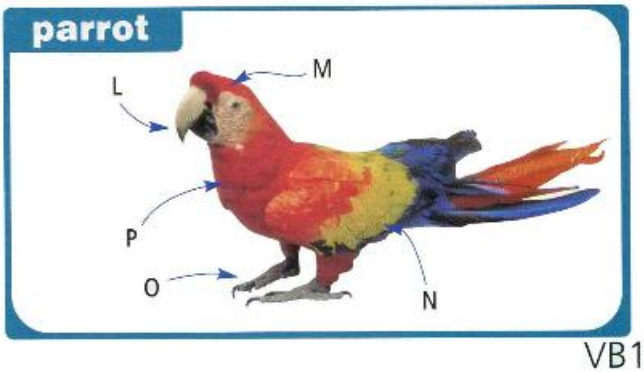

13 .....

7 **Match the words with the correct item.**

1	eye	7	ears	13	beak
2	mouth	8	body	14	feathers
3	fin	9	fur	15	claws
4	scales	10	hooves	16	wings
5	tail	11	legs		
6	horns	12	head		







8 Underline the odd word out.

1 **herbivores:** cow, elephant, giraffe, dog
2 **carnivores:** lion, horse, tiger, bear
3 **mammals:** dolphin, sheep, hen, cat
4 **reptiles:** ant, alligator, snake, lizard

Speaking

9 Work in pairs. Ask and answer the questions.

1 Have you got a pet? .....
2 What is your favourite animal? .....
3 Describe your favourite animal. .....
.....
.....
.....
.....

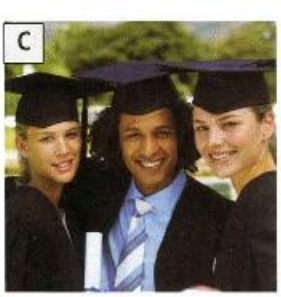
Types of schools

10 Match the pictures with the following places:

1 ☐ kindergarten
2 ☐ primary school
3 ☐ secondary school
4 ☐ college/university





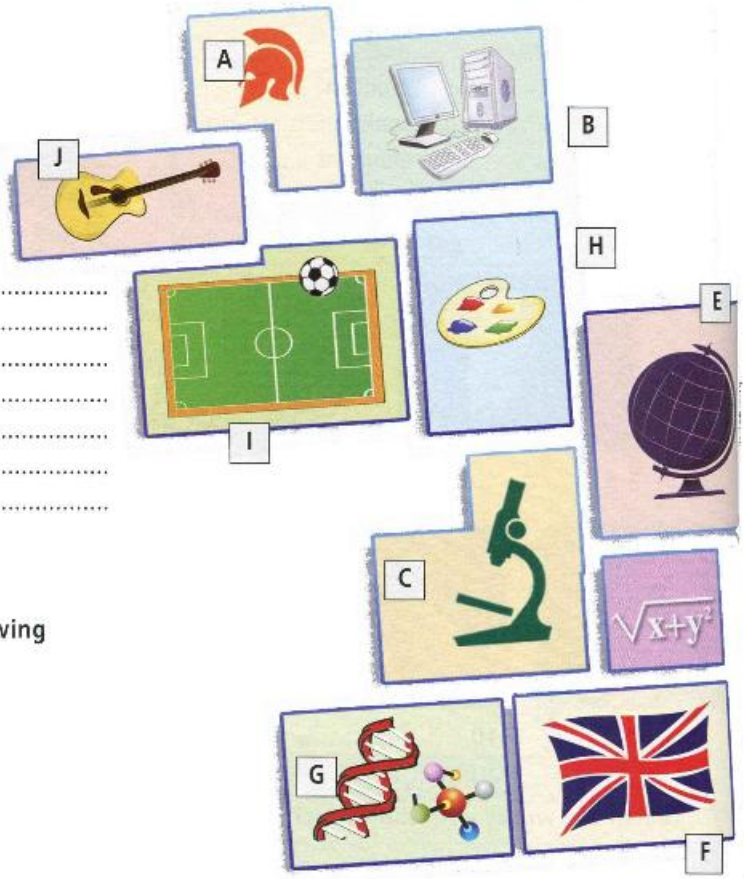




School subjects

11 Look at the pictures and write the subjects.

• English • Geography • ICT • Music • History
• Maths • Science • Art • Biology • PE



A ..... F .....
B ..... G .....
C ..... H .....
D ..... I .....
E ..... J .....

12 Which school subjects do you like most?

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

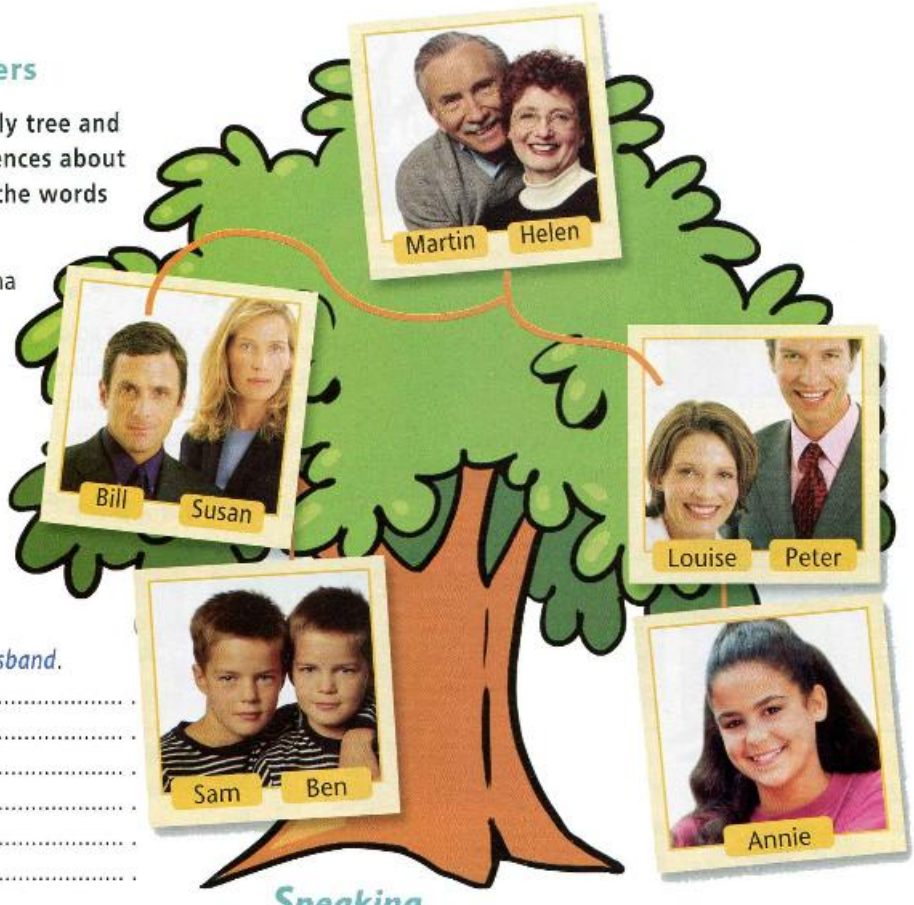
Which school subjects does your best friend like?

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

Family members

13 Look at Sam's family tree and complete the sentences about Sam's family with the words below.

- grandad • grandma
- dad • mum
- brother • sister
- uncle • aunt
- niece • nephew
- son • daughter
- father-in-law
- mother-in-law
- cousin
- husband • wife



1 Martin is Helen's *husband*.
2 Annie is Bill's .....
3 Martin is Peter's .....
4 Louise is Ben's .....
5 Ben is Peter's .....
6 Helen is Susan's .....
7 Sam is Annie's .....
8 Bill is Helen's .....
9 Annie is Louise's .....
10 Helen is Martin's .....
11 Peter is Annie's .....
12 Bill is Annie's .....
13 Louise is Bill's .....
14 Martin is Ben's .....
15 Helen is Sam, Ben and Annie's .....

14 Write the opposites.

MAN/BOY	WOMAN/GIRL
brother	.....
.....	wife
nephew	.....
.....	daughter
grandad	.....
.....	aunt
dad	.....
.....	mother-in-law
cousin	.....

Speaking

15 Work in pairs. Ask and answer the questions.

1 Have you got a big family?
.....
2 How many members are there in your family?
.....

16 Make your family tree. Present your family to the class.

Vocabulary Bank 4

Types of weather

1 Label the pictures.



1 .....



2 .....



3 .....



4 .....



5 .....

- sunny • cold
- freezing • boiling hot
- snowy • rainy
- icy • windy
- foggy • wet



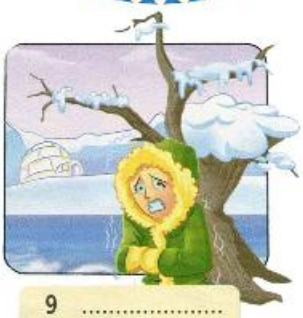
6 .....



7 .....



8 .....



9 .....



10 .....

2 Complete the weather descriptions. Use the words/phrases in the list.

- wet/rainy • freezing • hot/sunny • snowy
- cloudy/windy • making a snowman • swimming
- sunbathing • sailing • holding umbrellas

Weather around the world

Norway



It's 1) ..... here in Oslo. It's 2) ..... cold. Some children are 3) ..... with their parents. Others are playing in the snow. It's so much fun!

England



It's very 4) ..... and ..... here in London. Only a few people are walking in the streets. Some of them are 5) ..... .

Australia



It's 6) ..... and ..... in Sydney today. Most people spend the day at the beach. They are 7) ..... and 8) ..... . Some are building sandcastles. It's a lovely day.

the USA



It's 9) ..... and ..... here in Washington. It isn't very cold. A few people are 10) ..... . Others are walking in the park.

Speaking

3 **Work in pairs. Ask and answer the questions.**

1 What's the weather like in your country in autumn/winter/spring/summer?
2 What's your favourite type of weather?

Holiday activities

4 a) **Label the holiday activities.**

• take photographs • go to the beach • send postcards • swim in the sea • go for a walk
• go windsurfing • stay in a tent • play beach volleyball • go sightseeing
• visit museums • hike • eat local dishes • sunbathe • play in the snow • go on a boat trip
• shop for souvenirs • relax at a café • go skiing • stay in a hotel



1 ....



2 ....



3 ....



4 ....



5 ....



6 ....



7 ....



8 ....



9 ....



10 ....



11 ....



12 ....



13 ....



14 ....



15 ....



16 ....



17 ....



18 ....



19 ....

b) **What do you like doing while you are on holiday? Tell the class.**

Vocabulary Bank 4

Clothes

5 a) Write the words for the clothes, as in the example.

• hat • shirt • jeans • shorts • top • sandals • T-shirt
• skirt • suit • jacket • boots • socks • trainers • tie
• coat • jumper • gloves • belt • dress • trousers
• bag • sunglasses • cap • leggings • high heels



1 *hat*
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....
13 .....
14 .....
15 .....
16 .....
17 .....
18 .....
19 .....
20 .....
21 .....
22 .....
23 .....
24 .....
25 .....

b) Now put the items in the correct category.

Clothes	Shoes	Accessories

6 Circle the odd one out, as in the example.

1 suit, coat, (gloves)
2 dress, skirt, tie
3 belt, hat, shorts
4 socks, shoes, jacket
5 jeans, top, jumper
6 shoes, boots, cap

7 Look at the picture and write what Martha and Tony are wearing. What are you wearing now?



Martha .....
.....
.....
.....
.....
.....
.....
.....
.....

Tony .....
.....
.....
.....
.....
.....
.....
.....
.....



Materials

8 a) **Label the pictures.**

• cotton • wool • silk • leather • denim • lycra





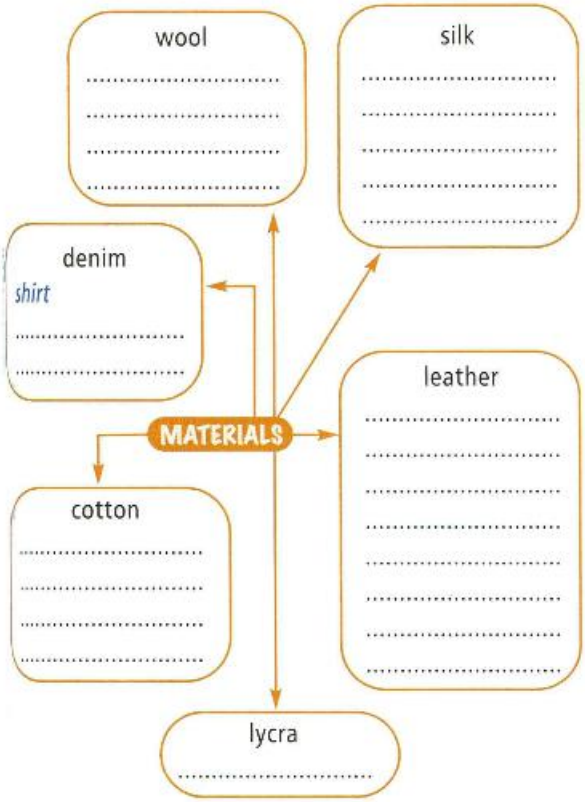
1 *denim* 2 ..... 3 .....





4 ..... 5 ..... 6 .....

b) **Fill in the spidergram with the words:** *skirt, hat, dress, jumper, jeans, jacket, coat, tie, shirt, gloves, belt, leggings, bag, scarf, boots.*



9 **Fill in:** *receipts, bargain, cashier's, list, assistant, fitting, purse, basket, coins, wallet, customer, change, trolley, notes.*

1 In most supermarkets you need a coin to use a shopping ..... .
2 You should always write a shopping ..... before going to the supermarket.
3 Can I have two £10 ..... instead of a twenty?
4 Always keep your ..... in case you want to take something back.
5 Kate wants to buy a red ..... to match her new bag.
6 The phone box does not take 2 and 5 pence ..... .
7 These leather boots only cost £20. They're a real ..... .
8 Excuse me, can I have ..... for a ten-pound note?
9 A ..... room is an area in a shop where you can try on clothes to see how they look.
10 Paul works as a shop ..... in a department store.
11 Shaun is a regular ..... at this shop.
12 Tim has only got £10 in his ..... .
13 You can pay for the things you want to buy at a ..... desk.
14 Can you help me carry my shopping .... ? It's quite heavy.

Speaking

10 **Answer the questions.**

1 What are you wearing today?
.....
2 What do you usually wear at school?
.....
3 What do you never wear at school?
.....
4 What do you wear at parties?
.....
5 What do you wear when you go out with your friends?
.....

Vocabulary Bank 4

Food – Drinks

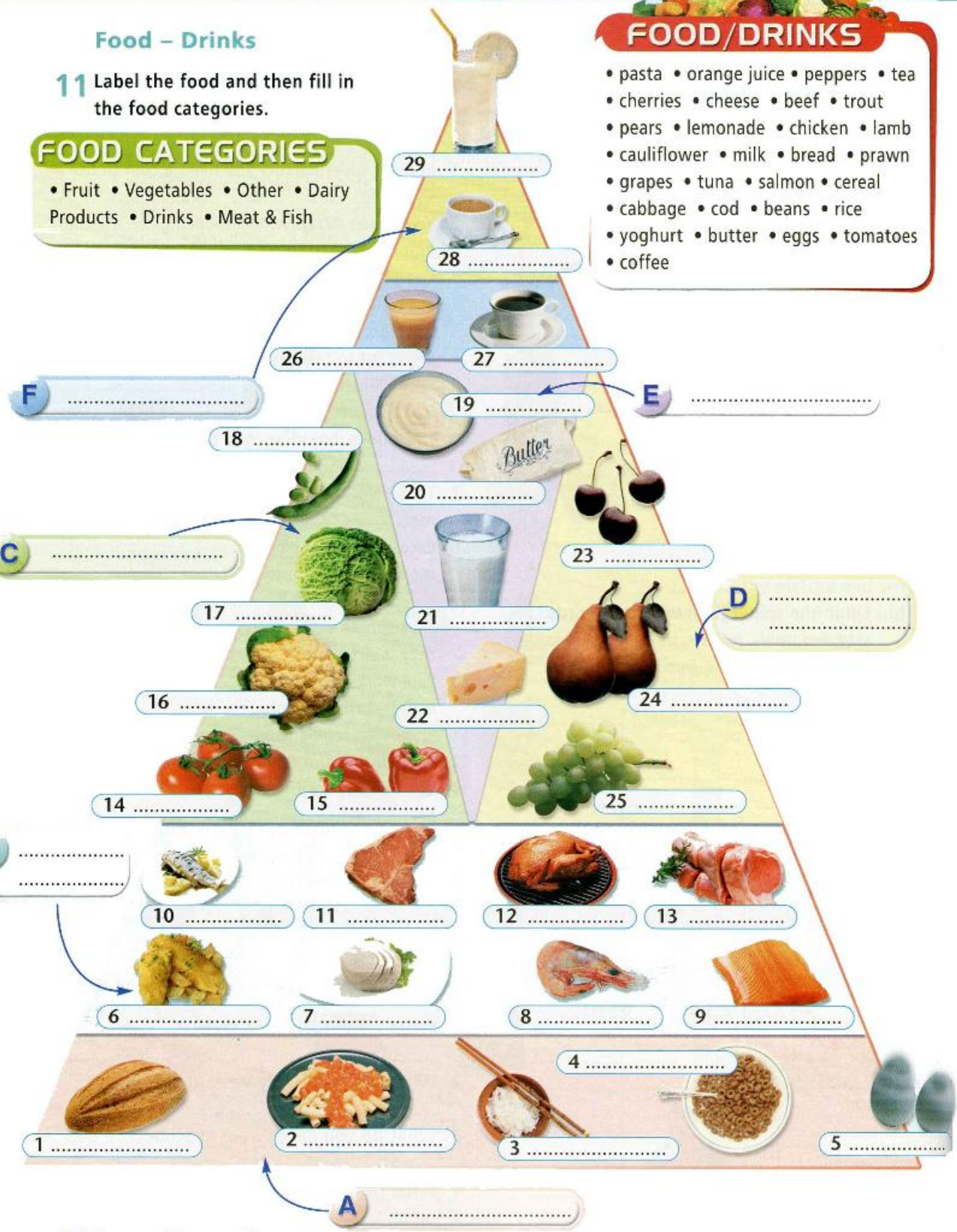
11 Label the food and then fill in the food categories.

FOOD CATEGORIES

• Fruit • Vegetables • Other • Dairy Products • Drinks • Meat & Fish

FOOD/DRINKS

• pasta • orange juice • peppers • tea • cherries • cheese • beef • trout • pears • lemonade • chicken • lamb • cauliflower • milk • bread • prawn • grapes • tuna • salmon • cereal • cabbage • cod • beans • rice • yoghurt • butter • eggs • tomatoes • coffee



12 Answer the questions.

1 What do you usually have for lunch?
2 What's your favourite fruit?
3 Which food/drinks do you like/don't you like?

Festivals & Celebrations

13 Label the activities.

- crown the queen • wear traditional costumes • listen to a band • paint their faces
- wear masks • watch a street parade • watch a fireworks display
- have a traditional meal • dance to music



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....

14 Use the words/phrases in the list to complete the texts.

A

St Patrick's Day is on 17th March. St Patrick is the patron saint of Ireland. On this day, people wear 1) ..... . They also pin a shamrock on their clothes and many of them 2) ..... with shamrocks. Big 3) ..... take place in every city or town all over the world. There are 4) ..... and lots of different 5) ..... . People sing and dance in the streets having fun. There is also a huge 6) ..... and activities for children like crafts, painting and games.

• floats • parades • green clothes • fireworks display • marching bands • paint their faces

B

Mardi Gras is a famous 1) ..... . There are over sixty fantastic parades with beautiful floats. People wear 2) ..... and carnival 3) ..... . They sing and 4) ..... showing off their costumes and having fun. People on the floats throw beads and 5) ..... to the crowds. Everyone eats the 6) ..... . It's a cake with purple, green and gold icing and a bean inside. The person who finds it must buy the next King Cake or organise the next King Cake party.

• small toys • colourful costumes • dance in the streets • traditional King Cake • carnival celebration • masks

Vocabulary Bank 5

Places in a town

1 **Label the pictures.**

• library • theatre • playground • aquarium • gym • factory • town hall • petrol station
• fast food restaurant • swimming pool • hotel • museum • department store
• zoo • stadium • block of flats • greengrocer's • police station • café • cinema
• hospital • clothes shop • car park • supermarket

1 
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2 
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4 
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13 

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14 
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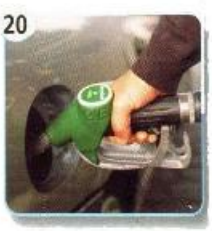
15 
.....

16 
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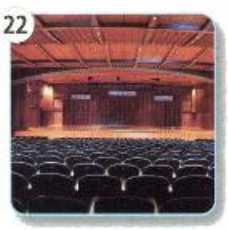
17 
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18 
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19 
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20 
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21 
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22 
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23 
.....

24 
.....

Ancient civilisations

2 **Fill in:** *transported, ruled, attended, conquered, ended, were, lived, had, discovered, worked, invented, dated back.*

1 In 1911, an American explorer, Hiram Bingham ..... the lost city of Machu Picchu in Peru with the help of local farmers.
2 The city ..... to 1450 AD.
3 The emperor ..... the Inca Empire with his army.
4 The Incas ..... in stone houses.
5 They ..... as farmers and craftsmen. They grew corn, potatoes, tomatoes, beans and peppers.
6 They ..... also great engineers and architects.
7 They ..... beautiful temples .
8 The Incas ..... food with the use of animals.
9 Only boys from the upper classes ..... school.
10 The Incas ..... many wind instruments, like the panpipe flute.
11 They ..... an Andean population of around 12,000,000 people within a period of 100 years.
12 In 1572, the Incan Empire ..... after the Spanish killed the last Incan ruler, Túpac Amaru.

Childhood memories

3 **Label the pictures with verbs in the list. Which of these activities did you do when you were a child?**

• visit • paint • make (x2) • sing • take • build • have (x2) • deliver • walk • help • play (x2) • watch • climb • decorate


1 .....
cartoons


2 .....
fancy-dress parties


3 .....
the dog


4 .....
in the park


5 .....
trees

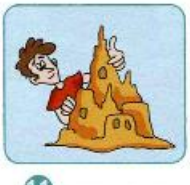

6 .....
picnics


7 .....
newspapers


8 .....
with chores


9 .....
pictures


10 .....
part in the school play


11 .....
a sandcastle


12 .....
a snowman


13 .....
the Christmas tree


14 .....
in the school choir


15 .....
in the school orchestra


16 .....
grandparents at weekends


17 .....
biscuits

Vocabulary Bank 5

Types of films

4 **Label the different types of films.**

- action • animated cartoon
- comedy • historical
- horror • musical
- adventure • romance
- detective • western
- science fiction • fantasy
- superhero • thriller



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



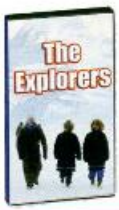
8 .....



9 .....



10 .....



11 .....



12 .....



13 .....



14 .....

5 **Fill in:** *detective, musicals, action, science-fiction, fantasy, comedies.*

1 Ben enjoys ..... with Steve Martin. He is really funny.
2 I just love ..... films like *Sherlock Holmes*.
3 My friend, Jim, really likes ..... films about things like aliens and life in the future.
4 My sister loves ..... . She likes films with songs and dancing.
5 I love ..... films like *Speed* with lots of car chases.
6 I like watching ..... films with magical creatures.

6 **Complete the sentences with adjectives.**

- boring • interesting • sad
- funny • exciting • frightening

1 A: What kind of films do you like?
B: Well, I like comedies because they make me laugh. They're so .....!
2 A: Do you like horror films?
B: No, I don't. They are too .....!
3 A: There was a(n) ..... historical film about the life of William Wallace on Channel 4 last night. Did you see it?
B: Yes, I did. It was really great.
4 A: Was the adventure film good?
B: No, it was very ..... . It had no action at all!
5 A: Did you go to the cinema last night?
B: Yes, I did. I saw *Star Trek*. It was a really ..... science-fiction film with amazing special effects.
6 A: Did you like the film?
B: Yes, but it was very ....! I couldn't stop crying!

Writing & Speaking

7 **Answer the questions. Tell the class.**

1 What is your favourite type of film? .....
.....
.....
2 Who's your favourite actor/ actress? Why do you like him/her?
.....
.....
.....
3 What is your favourite film? What is it about? Who stars in it?
.....
.....
.....

Means of transport

1 Label the pictures.

• aeroplane • train • scooter • boat • car • carriage • double-decker • ferry • bike
• helicopter • horse and carriage • hot-air balloon • lorry • motorbike • gondola • ship
• rickshaw • taxi • underground • van • tram • coach • canoe • quad bike • bus


1 .....


2 .....


3 .....


4 .....


5 .....


6 .....


7 .....


8 .....


9 .....


10 .....


11 .....


12 .....

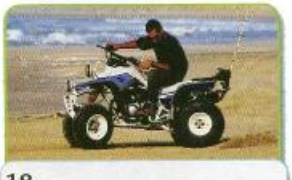

13 .....


14 .....


15 .....


16 .....


17 .....


18 .....


19 .....


20 .....


21 .....


22 .....


23 .....


24 .....

Vocabulary Bank 6

2 Match the words to make phrases.

1	take	a	licence
2	cycle	b	(sb) a lift
3	fasten	c	a flat tyre
4	miss	d	control
5	driving	e	your seatbelt
6	catch	f	lights
7	passport	g	path
8	get	h	ticket
9	give	i	a driving test
10	traffic	j	the plane
11	return	k	a train

Technology & Computers

3 Match the words to the computer parts.

• webcam • speakers • screen • keyboard
• CD/DVD drive • mouse • printer • scanner
• laptop



4 Circle the correct answer.

1 He cannot live without the Internet. He ..... online all the time.
A downloads B chats C saves

2 I've just ..... Ann a text message on her mobile.
A chatted B sent C kept

3 You can use a GPS to look up ..... in case you don't know how to reach a place.
A maps B networks C messages

4 Peter loves ..... video games when he has free time.
A doing B using C playing

5 Her parents bought her a video games ..... .
A console B message C engine

6 I always ..... to music on my MP3 player while I am in a bus.
A send B make C listen

7 It's illegal to ..... music from the Internet unless you pay for it.
A make B download C burn

8 Which social networking ..... do you use?
A scenes B sites C sights

9 Post your comment to my ..... .
A blog B iPad C site

10 Google and Yahoo are very popular search ..... people use to find information.
A blogs B web pages C engines

5 Which gadgets do you have? What do you use each for? Tell the class.

Body language

6 a) **Label the pictures.**

• bow • hug • kiss on the cheeks • shake hands • give a thumbs up • look somebody in the eyes • cross legs • blow my nose • burp • give flowers • show the soles of my feet • point at someone • wave at someone • cross my arms



1 .....
.....



2 .....
.....



3 .....
.....



4 .....
.....



5 .....
.....



6 .....
.....



7 .....
.....



8 .....
.....



9 .....
.....



10 .....
.....



11 .....
.....



12 .....
.....



13 .....
.....



14 .....
.....

b) **Which of these gestures are impolite in your country?**

7 **Write *T* (true) or *F* (false) for yourself.**

1 I never cross my arms when I talk to someone. .....
2 When I meet my granny, I kiss her on the cheeks. .....
3 I can't look somebody in the eyes when I'm lying. .....
4 I never shake hands when I first meet someone. .....
5 I always bow to my uncle. .....
6 I never give flowers when I visit a friend. .....

Vocabulary Bank 6

Aches & Pains

8 **Label the pictures.**

- a stomach ache • toothache • a headache
- a sore throat • temperature • a cough
- a cold/flu • a backache • a pain in my leg
- feel sick • a rash







....
....







....
....







....
....





....
....

9 **Complete with:** *a cold/the flu, rash, toothache, cough, feel sick, backache.*

1 If he has a ....., he shouldn't lift anything heavy.
2 John doesn't like the taste of milk. It makes him ..... .
3 Simon has a terrible ..... . It's so loud that it's keeping everyone awake at night.
4 I have a skin ..... . It's very itchy.
5 Jane is sneezing and coughing a lot. I think she has ..... .
6 Paul needs to go to the dentist immediately. His ..... is getting worse.

10 **a) Match the illnesses to the remedies.**

1	rash	a	drink some cough syrup
2	cough	b	take an aspirin
3	headache	c	put some cream on it
4	backache	d	have a rest
5	toothache	e	see the dentist

b) Now use phrases from Ex. 10a to fill in the exchanges.

1 A: I have a really bad headache.
B: You should ..... .
2 A: Becky has a cough.
B: Well, I think she should ..... .
3 A: Tony has a backache.
B: He should ..... .
4 A: I've got a nasty rash.
B: Why didn't you ..... ?

11 **Complete the sentences about yourself.**

1 When I have a headache, I ..... .
2 When I have toothache, I ..... .
3 I feel sick when ..... .

Informal emails / letters

Informal emails and letters are pieces of writing we send to people we know well. We usually start an informal email with *Dear* + the person's first name. In the first paragraph we write our opening remarks *(e.g. Hi! How are you?)* and the reason for writing. We write about the specific topics of our email in separate paragraphs. In the last paragraph we write our closing remarks. *(e.g. Have to go now.)* and sign off with an informal ending *(e.g. Yours)* and our first name.

We use informal style, that is:

- everyday vocabulary *(I'm having a great time.)*
- colloquial expressions/idioms *(Drop me a line.)*
- informal linkers *(so, and etc.)*
- short verb forms *(I can't, I'll be ...)*

Useful Language

Starting an informal email

- Dear Mum/Dad, Dear Aunt Claire,
- Dear Grandpa, Dear Tom/Lucy etc.

Opening remarks

- Hope you're OK. • How are you doing?
- Hi from Moscow/Rome/Cracow etc.
- Thanks for your email.
- Sorry I didn't write earlier, but I ...
- Sorry for not writing for so long.
- Hi! How are you?
- It was good to hear from you.
- I haven't heard from you for a while.

Reason for writing

- I wanted to drop you a line to tell you my news/to tell you about ... • I just wanted to ask/remind/thank etc. you ... • Just a quick email to tell you ... • I wondered if you'd like to ... • This is just to let you know ...
- I'm sorry to hear about ... • I was a bit worried and wanted to see if you're OK.

Making reference to future contact

- Drop me a line sometime.
- I hope to hear from you soon.
- Give me a call later.
- Let me know if you can make it or not.
- I was glad to hear about ...
- Let me know as soon as possible.

Closing remarks

- Email me soon.
- I'd better get going./Bye for now.
- I must go now./Got to go now.

Ending an informal email

Yours/Best wishes/Love/Take care etc + your first name

You have started a new job. Write an email to your English friend to tell him or her about it (120-150 words). Write about:

- where you are working and what your job is.
- what days you work and the hours you work.
- what you did on your first day on the job and whether you enjoyed the day.
- something you have already bought and something you would like to buy with the money from the job.

Dear Claire,

everyday vocabulary

opening remarks

How are you doing? Sorry for not writing for so long. I'm doing a lot these days. I wanted to drop you a quick line to tell you about my new job.

colloquial expressions

short verb forms

I'm working in a clothes shop when I'm not at school. I'm a shop assistant there. I put the clothes in the right places in the shop. I work two nights a week from 5pm until 8pm and on Saturdays from 9am to 5pm.

On my first day I learned where everything in the shop is. It was a bit tiring but it's great to have a job. I wanted a new mobile phone and now I've bought one! Also I'd like to buy some clothes from the shop!

informal linkers

closing remarks

Drop me a line soon!

Yours,

Rebecca

Practice

1 **Rewrite the first paragraph. Use phrases/sentences from the Useful Language box.**

2 **Replace the closing remarks in the email with other appropriate phrases.**

3 **Suggest a different ending to the email.**

Writing Bank 2

Informal announcements / notices

Announcements are short pieces of writing that we write to inform people of an event, happening, etc. The information can be good or bad news. Announcements/Notices need to answer *wh*-questions: *who, when, where, what and why* and sometimes *how much*. They usually start with a heading (Lost, Bowling Club, etc) to attract the reader's attention. We use short sentences and the imperative. We can put in **bold**, underline or *italicise* words we want to put emphasis on.

Useful Language

Starting
- We're happy/pleased to announce
- New Bowling Club • Attention • Lost!
- Announcement • Dear friends,

Type of event
- We're pleased to announce (a contest, an end-of-school party, etc.)...
- It's party time! • We're celebrating...
- We/I lost (a dog/a bag etc.)

Asking for participation
- Join us today! • Come and meet...
- Why don't you come...?
- We meet every... • Be there!

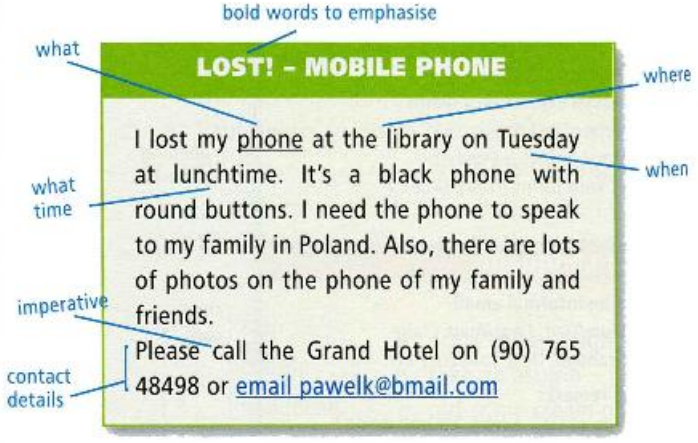
Giving details on participation
- Everyone's welcome./Anyone can join us.
- You must be *(over 15 years old)*.
- Participants/Those interested must have experience in...
- If you like/are interested in...

Describing special attractions/extras/prizes
- There are prizes for the first three...
- All participants will receive (a certificate of attendance)... • Prizes include...CDs of...
- Special events include *(a party by the pool, a concert with...etc.)*
- Free snacks and refreshments for everyone.

Describing an object
- It is a/an
- **opinion:** beautiful, cute, etc.
- **size:** huge, small, etc.
- **age:** young, old, etc.
- **shape:** round, square, etc.
- **colour:** red, blue, white, etc.
- **origin:** Chinese, British, etc.
- **material:** cotton, leather, etc.

Contact details
- If you are interested in..., call *(John, Mrs White)* on *(222 2222)*
- To join us, call....
- If you have seen it, please...
- Call *(Sue)* on...for more details.

You are studying in England. You've lost your mobile phone. You think you left it at the library. Write a notice about your lost phone to put up in the library. In your notice:
- say what the circumstances were of you losing your phone
- describe the phone
- give one reason why the phone is important to you
- give your contact details.



Practice

1 **Read the announcement below and answer the questions.**

CYCLING CLUB

Do you like riding your bike on summer nights? Come and join the Newtown School cycling club outside the Town Hall for our first ride of the year **on Friday, 28th May** at **7 pm**.
You don't need to have any cycling experience, but you must be over 15.
Bring your own bike and refreshments. For more information email sam.johnson@imail.com or call 187 87988.

A
1 What is the announcement about?
2 When is the event?
3 Where is the event?
4 What do you need to bring?
5 Can anybody take part?
6 How can you contact the club?

B Rewrite the part in the announcement that contains contact details. Then suggest another way to start the announcement.

Writing Bank 3

Postcards

Postcards are brief pieces of writing we send to people we know well, usually while we are on holiday. We write them to inform people of our news. Postcards are informal in style. We can omit personal pronouns, articles and auxiliaries and use informal linkers, participles and greetings, contracted verb forms and everyday language.

Useful Language

Starting a postcard

- Dear + person's first *name*, • Dear all,
- Dear Mum/Dad etc., Hi Pawel, etc.

Where you are writing from

- Greetings from ... • I'm in ... , It's great.
- I've just reached ... .
- We're here in ... on a ... .

Activities you are doing right now

I'm writing this postcard while ... (waiting for the bus to come/having coffee at a seaside café etc.)

Describing accommodation

The hotel is great, it has (a great view of the sea/a huge swimming pool, etc.)

Activities you do/did/have done/are going to do

- *Every morning I/we (go swimming/go sightseeing etc.)* • *Yesterday we (visited/ hired a car and .../ went on a boat ride etc.)* • *We've already visited (the aquarium/the museum etc.)*
- *We've tried local dishes* • *Tomorrow/Next week we are going to ...*

Describing the weather

- The weather's great/fine/terrible.
- It's getting chilly/hotter etc.
- It hasn't stopped raining for ...
- Right now it's raining/snowing ...
- It's hot and sunny/freezing cold/boiling hot.

Commenting on something particularly good/bad/funny about the holiday

- I tried *(fried snails)* but they were disgusting.
- We went sightseeing on an open-top bus – it was awesome.
- We waited to buy some souvenirs but we couldn't understand a word – it was so confusing.

Describing your feelings

- I'm/We're having a really great time.
- It's the best holiday we've ever had.
- It was the worst holiday ever.

Asking about the recipient's news

- What about you? • What are you up to?
- How's your *(holiday?)*
- I hope you're OK/having a great time/holiday etc.

Ending a postcard

- See you *(soon/in three weeks)*
- Wish you were here/Best wishes/Kisses/xxx/ Love + *your first name*

You are on holiday. Send your English friend a postcard. In your postcard:

- write where you are
- write about the weather
- say what you do every day.
- describe some food you liked.

informal greeting — Hi Ben, — informal linker

Greetings from Portugal! My dad and I arrived on Sunday and we're having a great time. Weather's hot and sunny and there's a beautiful beach near our hotel. It's my favourite place to go. Swim every morning a little then sunbathe until lunchtime. Go sightseeing in the afternoons then go to a fish restaurant in main street in evenings. Trying local dishes every time. Ate Portuguese cheese last night. It was delicious.

omission of article — short verb forms — omission of personal pronoun — use of participle

Wish you were here,

John — informal ending

Practice

1 **Read the model below. Why isn't it appropriate? Think about:** *chatty language, omission of pronouns/articles/ auxiliaries, layout, length*

Dear Ben,

I am writing to you from Elk, a beautiful town in Poland. My family and I decided to come here this summer, however it is raining while I am writing this postcard to you. Hopefully it will be hot again soon.

There are beautiful lakes and forests here, therefore I go for long walks every day or canoe down the river Elk. I am enjoying that very much. Most afternoons we go sightseeing and then we have dinner at excellent restaurants in the centre of the town. Last night I tried a local fish dish. It was a very interesting meal.

I am looking forward to seeing you soon.

Yours sincerely,

John

2 **Rewrite the model as a proper postcard.**

Writing Bank 4

Stories

Stories are written in the first person *(I/we)* or third person *(he/they)* and are about a series of events, real or imaginary. Stories consist of:

- an **introduction** in which we set the scene *(who, when, where, what)*.
- a **main body** consisting of two or more paragraphs where we develop our story, presenting the events that lead to the climax event and the climax event. We present the events in the order they happened.
- a **conclusion** in which we write what happened at the end of the events and how people felt.

We can use a variety of past tenses as well as a variety of adjectives or adverbs to make our story more interesting to the reader. We should always decide on the plot before writing a story. We link our ideas with appropriate words, *e.g. as soon as, while, before, first,* etc.

You're studying in England. The college magazine has asked its readers to send in stories entitled *A Day to remember*. Write a story (120-200 words) with this title.

A Day to Remember

variety of adjectives

set the scene

I woke up early on the day of the exam. It was a wet and windy day. I've often been late for college on rainy days because bad weather affects my bus so I quickly put on my raincoat and left the house.

events in the order they happened

I ran towards the bus stop but before I got there I realised I didn't have my ID with me. I ran back home, got it and ran as fast as I could to the bus stop.

As I got close I saw the bus leaving. I waved my hands wildly but the driver didn't notice me. I decided to get a taxi. I was lucky to find one but the traffic was terrible on the main road. We moved about 500 metres in half an hour! The driver tried to use smaller, quieter streets but they were crowded too. We reached college 15 minutes before the exam would start. I paid the taxi driver and ran up the stairs, but I slipped and fell on the ground. I tried to get up but my leg was very sore.

variety of adverbs

Then I saw a friend of mine. He kindly helped me stand up and offered to give me a lift home. "But the exam starts in a few minutes," I said. He looked at me then said "The exam isn't on the 4th, it's on the 14th." I was so surprised I couldn't say a word.

feelings

Practice

1 **Read the rubric and underline the key words, then answer the questions.**

A travel magazine has asked its readers to send in stories about a travel experience. Write a story (120-180 words) to send to the magazine.

1 Who is going to read your story?

2 Who should your story be about?
- A a friend of yours
- B yourself

3 What should the story be about?
- A your daily routine
- B childhood memories
- C an experience away from home

2 **Read the story below and answer the questions.**

1 What's the weather like when the story starts?
2 Where does the story take place – indoors or outside?
3 What problems do the people in the story have?
4 What happens in the end?



1 Johnny and Brenda began climbing the mountain on a fine morning. It was the first day of their holiday and they wanted to get a spectacular view of the sea.

2 They walked for four hours, then, just before they got to the top, clouds and thick fog appeared. Suddenly it was hard to know whether or not they were walking towards the sea. They sat down, ate their lunch and waited for the weather to get better, but it got colder and the fog got thicker. Then it started to rain.

3 They walked for hours without seeing anyone or any buildings. It got dark. They tried to ring the hotel but there was no mobile phone signal. Finally they came to an empty old cottage with no door. It was cold but at least they were out of the rain.

4 They spent all night there. When it got light, they were amazed to see the hotel at the end of the cottage's garden. They felt relieved.

3 **Read the story again. Which paragraph(s):**

- present(s) the events
- sets the scene
- ends the story
- contains the characters' feelings

4 **Number the events in the order in which they happen. Then use the list to retell the story in the first person. (I...).**

A ☐ The weather changed.
B ☐ They stopped and ate.
C ☐ They found a cottage to spend the night in.
D ☐ They walked up the mountain.
E ☐ They tried to use their phones but they didn't work.
F ☐ They realised they were close to their hotel.

5 **Read the extracts below and fill in the gaps with the linking words and phrases.**

a) At first, and, As soon as, then, Suddenly, before, As

1) ..... I arrived at the supermarket I got a trolley and started doing my shopping. It took me about an hour 2) ..... I reached the till. 3) ..... two men entered and ran towards the cashier. 4) ..... I thought they were some friends of hers but 5) ..... I realised they were robbers. They asked us to get down on the ground and asked the cashier to give them the money she had. 6) ..... the cashier was putting the money in a bag we heard a police siren. The men panicked, dropped the bag 7) ..... ran towards the exit. The police officers arrested them and took them to the police station.

b) but, then, As, Suddenly, so, At first, For a few minutes

1) ..... I was driving home, it started to snow. The road became dangerous. **2)** ..... a deer ran out of the forest and into the road. It was too late to change the direction of the car, **3)** ..... we hit it. I stopped the car and got out. The deer lay in the road. **4)** ..... I thought it was dead, **5)** ..... it opened its eyes. **6)** ..... it stood still, **7)** ..... it walked back into the forest.

6 a) **To make stories more interesting, you can use the following adjectives and adverbs instead of words we use a lot. Put them in the right box, as in the example.**

tiny, enjoyable, nasty, highly, brilliantly, enormous, delightful, extremely, successfully, horrible, little, remarkably, huge, absolutely, fabulous, pleasant, giant, terrific, terrible, wicked, attractive

BIG	*enormous*
SMALL	
BAD	
GOOD/NICE	
VERY	
WELL	

b) **Replace the words in bold in the extract below with suitable ones from the grid above.**

I used a **1) big** knife to chop up some lettuce for the barbecue. I did it too fast and gave myself a **2) bad** cut on the finger. It was **3) very** painful. I went upstairs and showed it to my wife. She bandaged it up **4) well**. Of course, it didn't look very **5) nice** but it was possible to cook. Then we heard a sound from the kitchen. We came downstairs and saw a **6) small** dog on the kitchen table. The barbecue meat was gone.

7 **You are studying in England. Your teacher is collecting stories about an experience of yours. Write a story (120-200 words) with the title: *An unforgettable journey*.**

Writing Bank 5

Informal messages / notes

Informal messages, or notes, are short pieces of writing we write to inform people about something, ask them to do something for us, arrange a meeting, etc.

Messages provide all the information needed without being chatty. We usually omit words, such as **personal pronouns** *(I, you, etc.)* **articles** *(a/an, the, etc.)*, **auxiliaries** *(am, have, etc.)* and **greetings** *(Dear, Yours, etc)*.

We can use the imperative, informal linkers, participles and short verb forms. We don't normally write them in paragraphs.

Useful Language

Starting a message

Person's first name only, *e.g. Tony/Mark*

Reason for writing the message

- Need to work late.
- Had to go shopping.
- Got phone call from Janusz.
- Richard just called and...
- Couldn't wait for you.
- Had to go to the *(supermarket)*.

Making arrangements for later

- Be back in... *(an hour)*
- I won't be late.
- Call you later.
- See you at *(the cinema)*.
- Call me if you have any problems.

Making suggestions

- How about...?
- We could (meet)...

Asking for a favour

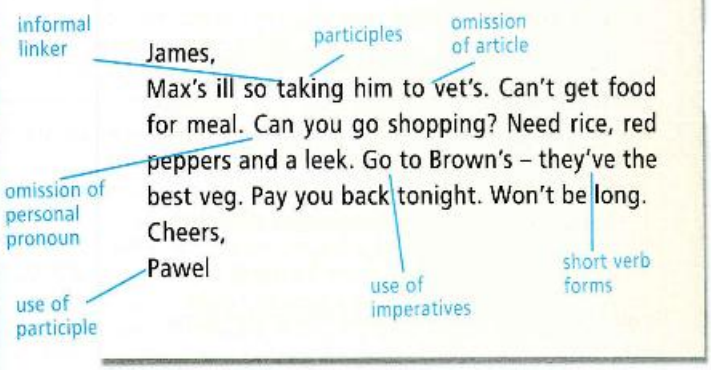
- Can/Could you...?
- Please, (...take it to...)

Ending a message

- Thanks.
- Cheers.
- See you.

You offered to cook a meal for your English roommate but you need to take your dog to the vet. Leave a note for your roommate. In your message:

- explain why you need to go out.
- ask your roommate to go shopping for the food you need.
- tell him/her where to buy the food.
- tell him/her you are paying for the shopping.



James,
Max's ill so taking him to vet's. Can't get food for meal. Can you go shopping? Need rice, red peppers and a leek. Go to Brown's – they've the best veg. Pay you back tonight. Won't be long.
Cheers,
Pawel

Practice

1 **Read the model below. Why isn't it appropriate? Think about:**

- layout
- way it starts/ends
- chatty language
- omission of pronouns/articles/auxiliaries

2 **Rewrite it to make it appropriate.**

Dear Sophie,
Jackie telephoned this afternoon. She is sick and she asked me to take her to the doctor's. I said yes. Unfortunately this means I cannot come with you to the aerobics class. Would you mind if you go on your own? I might be late. If I finish early, I'll call you so that we meet for coffee. Alternatively we could have dinner together. Please send me a text message to let me know if you agree.
Best wishes,
Louise

MODULE 1

The indefinite article *(a/an)*

- We use the indefinite article ***a*** before nouns which begin with a **consonant** sound (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
  a balloon *a horse* *a kite*
- We use the indefinite article ***an*** before nouns which begin with a **vowel** sound (a, e, i, o, u).
  an egg *an aeroplane* *an umbrella*

The verb *to be* (affirmative)

AFFIRMATIVE	
Long Form	**Short Form**
I **am**	I**'m**
you **are**	you**'re**
he **is**	he**'s**
she **is**	she**'s**
it **is**	it**'s**
we **are**	we**'re**
you **are**	you**'re**
they **are**	they**'re**

- We usually use the **long form** of the verb ***to be*** in written English. *They **are** from Poland and they **are** seventeen years old.*
- We use the **short form** of the verb ***to be*** in spoken English and informal written English.
  A: What's your name?
  B: My name's Marco and I'm from Italy.

The verb *to be* (negative & interrogative)

NEGATIVE		INTERROGATIVE
Long Form	**Short Form**	
I **am not**	I**'m not**	**Am** I?
you **are not**	you **aren't**	**Are** you?
he **is not**	he **isn't**	**Is** he?
she **is not**	she **isn't**	**Is** she?
it **is not**	it **isn't**	**Is** it?
we **are not**	we **aren't**	**Are** we?
you **are not**	you **aren't**	**Are** you?
they **are not**	they **aren't**	**Are** they?

- In short answers, we do not repeat the whole question. We use ***Yes*** or ***No***, the subject pronoun and the appropriate verb form.
- We use the long form of the verb ***to be*** in **positive short answers**. *Are you a teacher? Yes, **I am**. (NOT: ~~Yes, I'm.~~)*
- We use the **short form** of the verb ***to be*** in **negative short answers**.
  *Are you French? No, **I'm not**. (NOT: ~~No, I am not.~~)*

Subject Pronouns

SINGULAR	PLURAL
I	we
you	you
he / she / it	they

I → always with a capital letter
you → in the singular and plural
he → for a man or a boy
she → for a woman or a girl
it → for an animal or a thing
we → for people
they → for people, animals or things

Possessive Adjectives/Pronouns

POSSESSIVE ADJECTIVES	my/your/his/her/its/our/your/their
POSSESSIVE PRONOUNS	mine/yours/his/hers/–/ours/yours/theirs

- **Possessive adjectives** show:
  a) that something belongs to somebody. *This is **my camera**.*
  b) the relationship between two or more people. *She is **our sister**.*
- We put possessive adjectives ***before*** nouns. *He is **my brother**.*
- We use ***your*** for both the second person singular and plural.
- We do not put possessive pronouns ***before*** an adjective. *This book is **mine**.*

The verb *have got*

AFFIRMATIVE	NEGATIVE	
	Long Form	**Short Form**
I **have/'ve got**	I **have not got**	I **haven't got**
you **have/'ve got**	you **have not got**	you **haven't got**
he / she / it **has/'s got**	he / she / it **has not got**	he / she / it **hasn't got**
we / you / they **have/'ve got**	we / you / they **have not got**	we / you / they **haven't got**

INTERROGATIVE	SHORT ANSWERS
Have I **got**?	**Yes,** I **have**./No, I **haven't**.
Have you **got**?	**Yes**, you **have**./No, you **haven't**.
Has he/she/it **got**?	**Yes**, he/she/it **has**./No, he/ she/it **hasn't**.
Have we/you/they **got**?	**Yes**, we/you/they **have**./No, we/ you/they **haven't**.

- We form the 3rd-person singular in the negative with ***has not/hasn't got***.
- We form all the other persons in the negative with ***have not/haven't got***.
- We form the 3rd-person singular in the interrogative with ***has* + subject (noun or personal pronoun) + *got***.
- We form all the other persons in the interrogative with ***have* + subject + *got***.

Use

- We use the verb ***have got***:
  a) to show that something belongs to somebody. *He **has got** a computer and a bike.*
  b) to describe people, animals or things. *Lucy **has got** short brown hair and brown eyes. His dog **has got** a very short tail.*
  c) to talk about relationships. *I **have got** two brothers.*
- In short answers we use ***have/haven't/has/hasn't***.

Grammar Reference

Comparisons – Adjectives (Comparatives – Superlatives)

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
one-/two-syllable adjectives	short big nice	shorter (than) bigger (than) nicer (than)	**the** shortest **the** biggest **the** nicest
-y adjectives	easy	easier (than)	**the** easiest
more than two-syllable adjectives	successful	**more** successful (than)	**the most** successful
irregular adjectives	good bad much/many	**better** (than) **worse** (than) **more** (than)	**the best** **the worst** **the most**

Form

- With **one-syllable** and **two-syllable adjectives** we add ***-er*** in the comparative and ***-est*** in the superlative.
  *cold – colder (than) – **the** coldest*
  *fast – faster (than)– **the** fastest*
- With **adjectives of more than two syllables** we form the comparative with ***more*** and the superlative with ***the most***.
  *beautiful – **more** beautiful (than) – **the most** beautiful*
  *difficult – **more** difficult (than) – **the most** difficult*
- Some **two-syllable adjectives** such as ***friendly***, ***clever***, etc. form the comparative and superlative either with ***-er/-est*** or with ***more/the most***.
  *clever – cleverer (than)– **the** cleverest or*
  *clever – **more** clever (than) – **the most** clever*
- Some adjectives are **irregular** and change completely in the comparative and superlative.
  *good – **better** (than) - **the best***

Spelling

- With **one-syllable adjectives** ending in ***-e*** we add only ***-r*** in the comparative and ***-st*** in the superlative.
  *nice – nicer (than) – **the** nicest*
- With **one-syllable adjectives** that end in **vowel + consonant**, we double the last consonant and we add ***-er*** or ***-est***.
  *big – bigger (than) – **the** biggest*
- With **two-syllable adjectives** that end in ***-y***, we change the ***-y*** to ***-i*** and we add ***-er*** or ***-est***.
  *easy – easier (than) – **the** easiest*

Use

- We use **the comparative** to compare two people, animals, things, places, etc. We can use ***than*** with the comparative.
  *John is **taller than** Nick.*
  *Football is **more difficult than** basketball.*
- We use **the superlative** to compare one person, animal, thing, etc. with more than one person, animal, thing, etc. in the same group. We use ***the ... of/in*** with the superlative.
  *Ben is **the tallest** student **of** all.*
  *Russia is **the biggest** country **in** the world.*

Can

We use ***can*** to express ability. *I **can** speak Spanish.* ***Can*** is the same in all persons. The negative of ***can*** is ***cannot*** or ***can't***.

AFFIRMATIVE	I/you/he/etc. **can** dance.
NEGATIVE	I/you/he/etc. **cannot/can't** dance.
INTERROGATIVE	**Can** I/you/he/etc. dance?
SHORT ANSWERS	**Yes**, I/you/he/etc. **can**. **No**, I/you/he/etc. **can't**.

Question words

We use:

- ***Who*** for people.
  *A: **Who** are you?*
  B: I'm Bob.
- ***What*** for things.
  *A: **What** is it?*
  B: It's a book.
- ***Where*** for places.
  *A: **Where** is Michelle from?*
  B: She's from France.
- ***How old*** for age.
  *A: **How old** is Kate?*
  B: She's twelve years old.
- ***Which*** for things when there are two or more possible answers.
  *A: **Which** is your favourite colour, blue or red?*
  B: Blue.

MODULE 2

There is – There are – A/An – Some – Any

- We use ***there is/(there's)/there are*** to say that someone or something exists.
  ***There is** a television in the room.*
  ***There are** four oranges on the table.*
- ***There are*** doesn't have a short form.
- We use ***there is*** when we are listing individual things.
  ***There's** a melon, a watermelon and a carton of eggs on the table. (NOT: ~~There are~~ a melon, a watermelon and a carton of eggs on the table.)*

	SINGULAR	PLURAL
AFFIRMATIVE	There's **a** clothes shop in my neighbourhood.	There are **some** shops in my neighbourhood.
NEGATIVE	There isn't **a** baker's.	There aren't **any** supermarkets.
INTERROGATIVE	Is there **a** toy shop?	Are there **any** theatres?

SHORT ANSWERS	
Is there ...?	Yes, there is. No, there isn't.
Are there ...?	Yes, there are. No, there aren't.

- We use ***a/an*** in the **singular** in all three forms (affirmative, negative and interrogative).

*There's **a** melon. There isn't **a** watermelon. Is there **an** apple?*

- We use ***some*** in the plural in the affirmative.
  *There are **some** grapes in the bowl.*
- We use ***any*** in the plural in the negative and interrogative.
  *There aren't **any** berries. Are there **any** berries?*

Plurals

- Most nouns take ***-s*** to form their plural. *book – **books***
- Nouns ending in ***-s***, ***-ss***, ***-ch***, ***-x***, or ***-sh*** take ***-es***.
  *bus – **buses**, dress – **dresses**, church – **churches**, fox – **foxes**, brush – **brushes***
- Some nouns ending in ***-f*** or ***-fe*** drop the ***-f*** or ***-fe*** and take ***-ves*** to form their plural.
  *wolf – **wolves**, wife – **wives*** **BUT** *roof – roofs*
- Nouns ending in a **consonant** + ***-y*** drop the ***-y*** and take ***-ies***.
  *raspberry – **raspberries**, baby – **babies***
- Nouns ending in a **vowel** + ***-y*** take ***-s***.
  *boy – **boys**, toy – **toys***
- Some nouns ending in ***-o*** take ***-es***.
  *potato – **potatoes*** **BUT** *radio – **radios**, piano – **pianos**, photo – **photos**, video – **videos**, rhino – **rhinos**, hippo – **hippos***

Irregular plurals

SINGULAR	PLURAL	SINGULAR	PLURAL
man	men	foot	feet
woman	women	tooth	teeth
child	children	mouse	mice
person	people		

This/These – That/Those

- We use ***this/these*** to talk about or point to people, animals or things which are **near** us.



***This** is a table.*



***These** are CDs.*

- We use ***that/those*** to talk about or point to people, animals, or things which are **far** from us.



***That** is a lamp.*



***Those** are books.*

Prepositions of Place

We use **prepositions of place** to say where somebody or something is.



The Imperative

- We form the imperative with the base form of the verb without the subject. ***Stand up!***
- We form the negative imperative with ***do not/don't*** and the base form of the verb. ***Don't speak.***

Use

We use the imperative to:

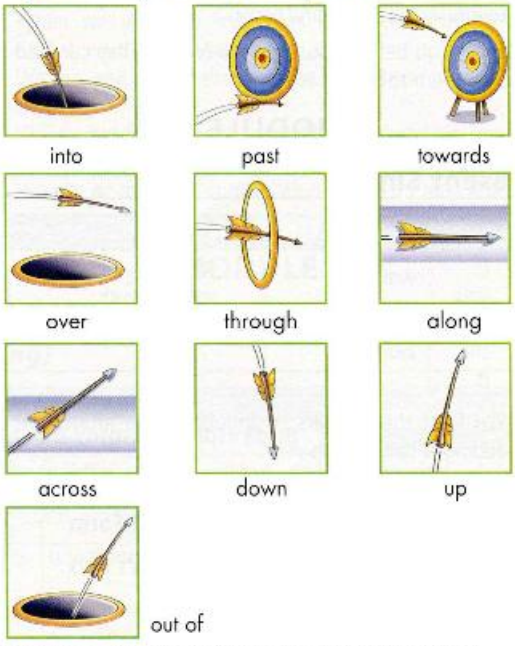
- give orders. ***Stop** that man!*
- give instructions. ***Open** the box first.*

Prepositions of Movement

Use

We use **prepositions of movement** to **show the direction** in which someone or something is moving. These prepositions are: ***up***, ***down***, ***along***, ***across***, ***into***, ***out of***, ***over***, ***under***, ***through***, ***past***.

*Walk **past** the library. Then turn **into** High Street.*



Note: *by + car/bus/train/taxi/plane/boat* **BUT** ***on foot***

When there is an article (***a/an/the***) or a possessive adjective (***my***, ***your***, etc.) before the means of transport, we don't use ***by***. *on the plane (NOT: ~~by the plane~~) in his car (NOT: ~~by his car~~)*

A/an – The

- We use ***a/an*** before countable nouns in the singular when we talk about something for the first time.
  *There is **an** orange on the table. There is **a** poster on the wall.*
- We use ***a*** before words that begin with a consonant sound. (b, c, d, f, etc.) ***a** vase*
- We use ***an*** before words that begin with a vowel sound (a, e, i, o, u) ***an** animal*

We use ***the*** to talk about something specific, when the noun is mentioned for the second time or it is already known.
*There is a book on the desk. **The** book is red.* (Which book? The book on the table.)

We don't use **the**:
- before proper nouns. *Alice is here.*
- with the words **this/that/these/those**. *That house has got a garden.*
- with possessive adjectives. *This is his book.*
- before names of countries *(Portugal)*, cities *(Paris)*, mountains *(Everest)*, islands *(Rhodes)*, lakes *(Lake Baikal)* and continents *(Europe)*.
- before sports. *Football is my favourite sport.*

Pronunciation
- **The** is pronounced /ðə/ before words which begin with a consonant sound. *the table*
- **The** is pronounced /ðiː/ before words which begin with a vowel sound. *the iron*

Adjectives

Adjectives are words that describe nouns. They have the same form in the singular and plural.
*a **beautiful** house – **beautiful** houses*

Adjectives go before nouns. *He is a **tall** boy.* They can also go after the verb **to be**. *The boy is **tall**.*

MODULE 3

Present Simple

AFFIRMATIVE	
I / you	work
he / she / it	works
we / you / they	work

- We form the 3rd-person singular in the affirmative by adding **-s** to the main verb.

NEGATIVE			
	Long Form		**Short Form**
I / you	**do not** work	I / you	**don't** work
he / she / it	**does not** work	he / she / it	**doesn't** work
we / you / they	**do not** work	we / you / they	**don't** work

- We form the 3rd-person singular in the negative with ***does not/doesn't*** + main verb.
- We form all the other persons in the negative with ***do not/don't*** + main verb.

INTERROGATIVE			SHORT ANSWERS
Do	I / you	work ...?	**Yes**, I/you **do**. **No**, I/you **don't**.
Does	he / she / it	work ...?	**Yes**, he/she/it **does**. **No**, he/she/it **doesn't**.
Do	we / you / they	work ...?	**Yes**, we/you/they **do**. **No**, we/you/they **don't**.

- We form the 3rd-person singular in the interrogative with **does + subject + main verb**.
- We form all the other persons in the interrogative with **do + subject + main verb**.

Use

We use the **present simple** for:
- permanent states – *She **lives** in London.*
- repeated actions – *He **plays** football on Sundays.*
- daily routines – *We **watch** TV every evening.*

Time expressions used with the present simple:
every hour/day/week/month/etc., usually, always, etc.

Spelling rules (3rd-person singular)
- Most verbs take **-s** in the 3rd-person singular.
  I talk – he talks *I hate – he hates*
- Verbs ending in **-ss**, **-sh**, **-ch**, **-x**, and **-o** take **-es**.
  I pass – he passes *I fix – he fixes*
  I brush – he brushes *I go – he goes*
  I watch – he watches
- Verbs ending in a **consonant + -y** drop the **-y** and take **-ies**. *I cry – he cries*
- Verbs ending in a ***vowel* + -y** take **-s**. *I play – he plays*

Prepositions of Time

We use prepositions of time to say when something happens.
We use ***at*** with:
- the time: ***at** 5 o'clock*, ***at** 9:30*, etc.
- holidays: ***at** Easter* etc.
- expressions: ***at** night*, ***at** noon*, ***at** midnight*, ***at** dawn*, ***at** the weekend* etc.

We use ***on*** with:
- days: ***on** Monday*, ***on** Tuesday*, etc.
- dates: ***on** 6th July*, etc.
- expressions: ***on** weekdays*, ***on** Monday morning(s)*, etc.

We use ***in*** with:
- months: ***in** March*, ***in** August*, etc.
- seasons: ***in** (the) winter*, ***in** (the) summer*, etc.
- years: ***in** 2020*, ***in** 2035*, etc.
- expressions: ***in** the morning/afternoon/evening*, ***in** an hour*, ***in** a minute*, ***in** a week/few days/month/year*, etc.

Adverbs of Frequency

- Adverbs of frequency tell us **how often** something happens. These are:
  always (100%) sometimes (25%)
  usually (75%) rarely/seldom (10%)
  often (50%) never (0%)
- Adverbs of frequency go **before the main verb**, but **after auxiliary verbs** and the verb **to be**.
  *We **are never** late for school in the morning. He **always drinks** a glass of milk at bedtime. He **is usually** late for work. Do you **often go** to the park with your friends? I **sometimes read** newspapers. They **rarely/seldom wake up** early on Saturdays.*

Have to

Affirmative

*I/You/We/They **have to** work on Saturdays.*
*He/She/It **has to** work on Saturdays.*

Negative
I/You/We/They ***do not/don't have to*** *work on Saturdays.*
He/She/It ***does not/doesn't have to*** *work on Saturdays.*

Interrogative / Short answers
Do *I/you/we/they* ***have to*** *work on Saturdays?*
Yes*, I/you/we/they* ***do****./****No****, I/you/we/they* ***don't****.*
Does *he/she/it* ***have to*** *work on Saturdays?*
Yes*, he/she/it* ***does****./****No****, he/she/it* ***doesn't****.*

We use ***have to / has to*** to express **obligation** or **duty**.
We ***have to*** *be at school at half past eight every morning.* (It's the rule./It's a duty.)
We use ***don't/doesn't have to*** to express **lack of obligation**.
They ***don't have to*** *go to school at the weekends.*

Should/Ought to

We use ***should/shouldn't/ought to/ought not to*** to give advice.
You ***should/ought to*** *exercise more often.* (It's a good idea.)
You ***ought to*** *see a doctor.* (It's my advice.)
You ***shouldn't*** *be late for school.* (It's not a good idea.)

Adjectives

Adjectives are words that describe nouns. They have the same form in the singular and plural.
a ***rare*** *animal – rare animals*

Adjectives go before nouns. *He is a* ***good*** *student.* They can also go after the verb to be. *This student is* ***good****.*

We usually form an adjective by adding ***-ful***, ***-al***, ***-ous***, ***-able***, ***-y***, ***-less*** to the noun/verb.

*play – play**ful***	*fashion – fashion**able***
*person – person**al***	*risk – risk**y***
*danger – danger**ous***	*care - care**less***

Adverbs

Adverbs describe verbs. They tell us how something is done.
She dances ***beautifully****.* (How does she dance? Beautifully.)

- We usually form an **adverb** by adding ***-ly*** to the adjective.
  *slow – slow**ly***
- Adjectives ending in ***-le*** drop the ***-e*** and take ***-y***.
  *possible – possib**ly***
- Adjectives ending in **consonant** + ***-y*** drop the ***-y*** and take ***-ily***.
  *happy – happ**ily***
- Adjectives ending in ***-l*** take ***-ly***.
  *beautiful – beautiful**ly***
- Some adverbs are irregular. They are either the same or completely different from the adjective.
  good – well, fast – fast, hard – hard, early – early, late – late

The Possessive Case

To show possession:

- we add ***'s*** when a noun is singular.
  *It is the boy**'s** cap.* (= It is his cap; the cap belongs to him.)
- we add ***'*** when a noun is plural and ends in ***-s***.
  *This is the girl**s'** house.* (= It is **their** house; the house belongs to them.)
- we add ***'s*** when a noun is plural irregular.
  *These are the women**'s** umbrellas.*
- we add ***'s*** to the last noun of a phrase to show that something belongs to two or more people.
  *This is Paul and Jane**'s** television.* (= It is their television.)

We use ***Who's/Who is*** to ask about a person.
Who's *Tom? My new classmate.*
We use ***Whose*** to ask who the possessor of something is.
Whose *bag is this? It's Mary's.*

Linkers

- When we want to link ideas in spoken and written English we use ***and***, ***but*** and ***or***.
- We use ***and*** to link similar ideas. *Fiona studies French* ***and*** *German.*
- We use ***but*** for things that are different. *I love football,* ***but*** *I don't like basketball.*
- We use ***or*** to give a choice. *We can go to the theatre* ***or*** *the cinema.*

MODULE 4

Present Continuous *(am, is, are + verb -ing)*

AFFIRMATIVE		INTERROGATIVE
Long Form	**Short Form**	
I **am** walking	I**'m** walking	**Am** I walking ...?
you **are** walking	you**'re** walking	**Are** you walking ...?
he / she / it **is** walking	he / she / it **'s** walking	**Is** he / she / it walking ...?
we / you / they **are** walking	we / you / they **'re** walking	**Are** we / you / they walking ...?

NEGATIVE	
Long Form	**Short Form**
I **am not** walking	I**'m not** walking
you **are not** walking	you **aren't** walking
he / she / it **is not** walking	he / she / it **isn't** walking
we / you / they **are not** walking	we / you / they **aren't** walking

Grammar Reference

SHORT ANSWERS
Yes, I **am**./**No**, **I'm not**.
Yes, he/she/it **is**./**No**, he/she/it **isn't**.
Yes, we/you/they **are**./**No**, we/you/they **aren't**.

Time expressions used with the present continuous:
now, at the moment, at present, these days, etc.

Form

We form the **present continuous** with the verb ***to be*** and the main verb + ***-ing*** (present participle).

Spelling of the present participle

- Most verbs add ***-ing*** after the base form of the main verb.
  *wash – **washing**, read – **reading**, watch – **watching***
- Verbs ending in ***-e*** drop the ***-e*** and add ***-ing***.
  *write – **writing**, take – **taking***
- Verbs ending in a **vowel + a consonant** double the consonant and add ***-ing***. *run – **running**, stop – **stopping***

Use

We use the present continuous for:

- actions happening now, at the time of speaking.
  *Jenny **is doing** her homework now.*
- actions happening around the time of speaking.
  *Jerry **is working** hard these days.*

Present Simple vs Present Continuous

We use the **present simple** for:

- permanent states. *John **lives** in New York.*
- daily routines. *He **works** from 11 to 7 every day.*
- repeated actions. *He usually **plays** tennis at weekends.*

We use the **present continuous** for:

- actions happening now, at the time of speaking.
  *Tony **is watching** TV right now.*
- actions happening not necessarily now, but around the time of speaking. *Laura **is looking** for a new job these days.*

Some stative verbs do not usually have a present continuous form. Some of these verbs are: ***have*** (= possess), ***like***, ***love***, ***want***, ***know***, ***live***, ***remember***, ***understand***, ***believe***, ***need***, ***see***, ***smell***, etc. *I **need** a bike. (NOT: ~~I'm needing a bike.~~)*
*I **have** a car. (NOT: ~~I'm having a car.~~)*
BUT *I'm **having** breakfast now.* (= I'm eating)

Can/Can't

We use ***can***:

- to express ability in the present.
  *Helen **can** speak four languages.*
- to show that something is possible or allowed.
  *You **can** visit the museum at weekends.*

We use ***can't***:

- to express lack of ability. *I **can't** play the piano.*
- to show that something isn't possible.
  *You **can't** visit the museum on Sundays – it's not open.*

Must/Mustn't

- We use ***must*** to express a rule. (obligation)
  *You **must** come to class on time.* (It's the rule.)
- We use ***mustn't*** to express prohibition.
  *You **mustn't** eat in class.* (It isn't allowed.)

Countable/Uncountable nouns – Quantifiers

- **Countable nouns** are nouns we can count. They have plural forms. *one pear - two pears*
- **Uncountable nouns** are nouns we can't count. They don't have plural forms. *milk, bread, pasta*
- **Uncountable nouns** usually have only singular forms. *meat (NOT: ~~two meats~~)*

COUNTABLE NOUNS Plural	UNCOUNTABLE NOUNS
How many potatoes are there?	**How much** tea is there?
Are there **any** potatoes?	Is there **any** tea?
There are **too many** potatoes.	There is **too much** tea.
There are **some** potatoes.	There is **some** tea.
There are **a lot of/lots of** potatoes.	There is **a lot of/lots of** tea.
There are **a few** potatoes.	There is **a little** tea.
There aren't **any** potatoes.	There isn't **any** tea.

- We use ***a/an*** with **countable nouns** in the **singular**.
  *I've got **an orange**.*
- We use ***some*** with **countable nouns** in the **plural** and **uncountable nouns** in the **affirmative**.
  *He's got **some** oranges. He's got **some** milk.*
- We use ***any*** with **countable nouns** in the **plural** and **uncountable nouns** in the **negative** and **interrogative**. *There aren't **any** apples. Is there **any** flour?*

Be going to

AFFIRMATIVE	
Long Form	**Short Form**
I **am going to**	I**'m going to**
you **are going to**	you**'re going to**
he, she, it **is going to**	he, she, it **'s going to**
we, you, they **are going to**	we, you, they **'re going to**

NEGATIVE	
Long Form	**Short Form**
I **am not going to**	I**'m not going to**
you **are not going to**	you **aren't going to**
he, she, it **is not going to**	he, she, it **isn't going to**
we, you, they **are not going to**	we, you, they **aren't going to**

INTERROGATIVE	SHORT ANSWERS
Am I **going to** ...?	**Yes**, I **am**./ **No**, I**'m not**.
Are you **going to** ...?	**Yes**, you **are**./ **No**, you **aren't**.
Is [he / she / it] **going to** ...?	**Yes**, he/she/it **is**. **No**, he/she/it **isn't**.
Are [we / you / they] **going to** ...?	**Yes**, we/you/they **are**. **No**, we/you/they **aren't**.

Use

We use ***be going to*** to talk about our future plans and intentions.

*She **is going to** make a pizza.* (She's planning to ...)

*What **are you going to** do at the weekend?*

Time expressions used with *be going to*: tomorrow, next week/month/year, etc

Object Personal Pronouns

SINGULAR	PLURAL
me	us
you	you
him / her / it	them

We use the object personal pronouns after verbs or prepositions as objects.

*I like Peter. I like **him**.*

*Look at the girls. Look at **them**.*

MODULE 5

Was/Were

AFFIRMATIVE	NEGATIVE
I **was**	I **was not/wasn't**
you **were**	you **were not/weren't**
he / she / it **was**	he / she / it **was not/wasn't**
we / you / they **were**	we / you / they **were not/weren't**

INTERROGATIVE	SHORT ANSWERS
Was I ...?	**Yes**, I **was**./ **No**, I **wasn't**.
Were you ...?	**Yes**, you **were**./ **No**, you **weren't**.
Was [he ...? / she ...? / it ...?]	**Yes**, he/she/it **was**. **No**, he/she/it **wasn't**.
Were [we ...? / you ...? / they ...?]	**Yes**, we/you/they **were**. **No**, we/you/they **weren't**.

Time expressions used with the past simple of the verb *to be*: yesterday, last week/month/year, two days/ weeks/months/years ago, in 1995, etc.

Had (past simple of *have*)

AFFIRMATIVE	I/you/he/she/it/we/they **had.**
NEGATIVE	I/you/he/she/it/we/they **did not/ didn't have**.
INTERROGATIVE	**Did** I/you/he/she/it/we/they **have**?
SHORT ANSWERS	**Yes**, I/you/he/she/it/we/they **did**. **No**, I/you/he/she/it/we/they **didn't**.

- ***Had*** is the past simple of the verb ***have***. It is the same in all persons in the singular and plural.
- We form the interrogative with ***did*** + **subject** + ***have***.
  ***Did he have** a lesson last night?*
- We form the negative with ***did not/didn't*** + ***have***.
  *I **did not/didn't have** a skateboard when I was five years old.*

Could (past simple of *can*)

AFFIRMATIVE	I/you/he/she/it/we/they **could** sing.
NEGATIVE	I/you/he/she/it/we/they **could not/ couldn't** sing.
INTERROGATIVE	**Could** I/you/he/she/it/we/they sing?
SHORT ANSWERS	**Yes**, I/you/he/she/it/we/they **could**. **No**, I/you/he/she/it/we/they **couldn't**.

Could is the past simple of ***can***. ***Could*** is the same in all persons in the singular and plural. *When he was young, he **could play** football.* (= he was able to play football)

Past Simple

Regular verbs

AFFIRMATIVE	INTERROGATIVE
I / you / he / she / it / we / you / they **waited**	**Did** I / you / he / she / it / we / you / they **wait**?

NEGATIVE
I/you/he/she/it/we/they **did not/didn't wait**.

Irregular verbs

AFFIRMATIVE	I/you/he/she/it/we/they **saw**.
INTERROGATIVE	**Did** I/you/he/she/it/we/they **see**?
NEGATIVE	I/you/he/she/it/we/they **did not/didn't see**.

SHORT ANSWERS	
Did I/you/he/she/it/ we/they **work**?	**Yes**, I/you/he/she/it/we/they **did**./ **No**, I/you/he/she/it/we/they **didn't**.

Form
We form the **past simple** with the **subject (noun or personal pronoun)** and the appropriate form of the **verb**.

Affirmative
- We form the affirmative of most regular verbs by adding ***-ed*** to the base form of the verb. *I play – I played*
- Other verbs have irregular affirmative forms. *I eat – I **ate***

Interrogative
We form the interrogative of the past simple with ***did* + subject + base form of the verb**. *Did you play tennis yesterday? Did you eat breakfast this morning?*

Negative
- We form the negative of the **past simple** with ***didn't* + base form of the verb**. *I didn't watch television yesterday. He didn't sleep well last night.*
- We form **positive** short answers with ***did*** and **negative** short answers with ***didn't***. *"Did you call him?" "Yes, I did." "Did you tell her?" "No, I didn't."*

Spelling: affirmative of regular verbs
- We add ***-d*** to verbs ending in ***-e***. *I live – I lived*
- Verbs ending in **consonant + *-y*** drop the ***-y*** and add ***-ied***. *I study – I studied*
- Verbs ending in one stressed vowel between **two consonants** double the last consonant and take ***-ed***. *I slip – I slipped*

Use
We use the **past simple** for:
- past habits. *He **wore** glasses when he was young.*
- actions which happened **at a specific time** in the past. The time is either mentioned or implied.
  *He **moved** to England from Australia **in 1984**.*
  *Mozart **composed** a number of symphonies and concerts.*

Time expressions used with the past simple: yesterday, last night/week etc., two weeks/a month ago, in 1988, etc.

Past Continuous *(was/were + verb -ing)*

AFFIRMATIVE	
I/He/She/It **was** play**ing**.	We/You/They **were** play**ing**.

NEGATIVE	
Long Form	**Short Form**
I/He/She/It **was not** play**ing**. We/You/They **were not** play**ing**.	I/He/She/It **wasn't** play**ing**. We/You/They **weren't** play**ing**.

INTERROGATIVE	SHORT ANSWERS
Was I play**ing**?	Yes, I **was**./No, I **wasn't**.
Were you play**ing**?	Yes, you **were**./No, you **weren't**.
Was he/she/it play**ing**?	Yes, he/she/it **was**./No, he/she/it **wasn't**.
Were we/you/they play**ing**?	Yes, we/you/they **are**./ No, we/you/they **aren't**.

Spelling rules
- verb + -ing *work – work**ing***
- verb ~~-e~~ + -ing *dance – danc**ing***
- one syllable verbs ending in vowel + consonant → *double consonant + -ing* *sit – sit**ting*** **BUT** *travel – travel**ling***

Use
We use the **past continuous**:
- for an action that was in progress at a stated time in the past. We do not know when the action started or finished.
  *She **was ironing** at 6 o'clock yesterday afternoon.* (We do not know when she started ironing or when she finished.)
- for a past action which was in progress when another action interrupted it. We use the **past continuous** for the action in progress (longer action) and the **past simple** for the action which interrupted it (shorter action). *I **was sleeping** when Alison **called**.*
- for two or more actions which were happening at the same time in the past (simultaneous actions).
  *Mum **was cooking** while I **was doing** my homework.*
- to give background information to a story.
  *It **was raining** and the wind **was blowing** when we left home.*

Time expressions used with the *past continuous*: while, when, as, all day/night/morning, all day yesterday, etc.

Note: ... ***while/as* + past continuous** (longer action)
... ***when* + past simple** (shorter action)

Past Simple vs Past Continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a **stated time** in the past *Keith **visited** London **last month**.* (The time is stated. The action is complete.)	actions **in progress** at a stated time in the past (we do not know when the action started or finished) *Eric **was working** at **five o'clock yesterday afternoon**.*
actions which happened **one after the other** in the past *He **got up, made** breakfast and **went** to work.*	two or more actions which were happening **at the same time** in the past *I **was watching** a film while my dad **was listening** to music.*

MODULE 6

Present Perfect *(have/has + past participle)*

AFFIRMATIVE			
Long Form		**Short Form**	
I/you	**have** arrived/ eaten	I/you	**'ve** arrived/ eaten
he/she/it	**has** arrived/ eaten	he/she/it	**'s** arrived/ eaten
we/you/they	**have** arrived/ eaten	we/you/they	**'ve** arrived/ eaten

NEGATIVE	
Long Form	**Short Form**
I / you **have not** arrived/eaten	I / you **haven't** arrived/eaten
he / she / it **has not** arrived/eaten	he / she / it **hasn't** arrived/eaten
we / you / they **have not** arrived/eaten	we / you / they **haven't** arrived/eaten

INTERROGATIVE			SHORT ANSWERS
Have	I / you	arrived?/eaten?	**Yes**, I/you **have**./ **No**, I/you **haven't**.
Has	he / she / it		**Yes**, he/she/it **has**. **No**, he/she/it **hasn't**.
Have	we / you / they		**Yes**, we/you/they **have**. **No**, we/you/they **haven't**.

Form

- We form the **present perfect** with the auxiliary verb ***have/has*** and the **past participle** of the main verb.
- We usually form the past participle of regular verbs by adding ***-ed*** to the verb. *play – **played***
- We form the past participle of irregular verbs differently. *leave – **left***
- We form questions by putting ***have/has*** before the subject. ***Have you travelled** by aeroplane?*
- We form negations by putting ***not*** after ***have/has***. *They ***haven't** finished yet.*

Use

We use the **present perfect** for:

- actions which started in the past and continue up to the present. *They ***have lived** in this house since last October.*
- experiences. *She ***has travelled** all over Europe.*

Time expressions used with the present perfect: for, since, yet, already, just, ever, never

Present Perfect vs Past Simple

We use the **past simple** for:

- past habits. *She ***lived** on a farm when she was young.*
- actions that happened at a specific time in the past. *They ***flew** to India last month.*

We use the **present perfect** for:

- actions which started in the past and continue up to the present. *She ***has lived** on a farm since she was young.*
- experiences. *They ***have flown** to India.*

The Passive

Form

We form the passive with the verb ***to be*** in the appropriate tense and the **past participle** of the main verb.

	ACTIVE	PASSIVE
Present Simple	*Joanna **waters** the plants.*	*The plants **are watered** by Joanna.*
Past Simple	*Joanna **watered** the plants.*	*The plants **were watered** by Joanna.*

We use **the passive**:

- when the person/people doing the action is/are **unknown**, **unimportant**, or **obvious** from the context.
  *The glass **was broken**.* (We don't know who broke it.)
  *The decision **was announced** yesterday.* (Who announced it is unimportant.)
  *The patient **was operated on**.* (It's obvious that the doctor operated on the patient.)
- when the **action** itself is **more important** than the person/people doing it, as in headlines, newspaper articles, formal notices, advertisements, etc.
  *Hundreds of buildings **were damaged** by the earthquake.*
- to make statements more formal or polite.
  *Wedding ceremonies **are held** in the city hall.* (formal)
  *This glass **wasn't cleaned** properly.* (more polite than saying: *'You **didn't clean** the glass properly'.*)

Changing from the active to the passive:

- The **object** of the active sentence becomes the **subject** of the passive sentence.
- The **active verb** remains in the same tense, but changes into a **passive form**.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or it is omitted.

	Subject	Verb	Object
ACTIVE	Mary	cooked	lunch.
	Subject	**Verb**	**Agent**
PASSIVE	Lunch	was cooked	by Mary.

- The agent can be omitted when the subject is ***they***, ***he***, ***someone/somebody***, ***people***, ***one***, etc.
  Active: *Someone left the door open.*
  Passive: *The door was left open.*
- The agent is not omitted when it is a specific or an important person, or when it is essential to the meaning of the sentence.
  *The announcement was made **by the president** himself.*
- With verbs that can take two objects, such as ***bring***, ***tell***, ***send***, ***show***, ***teach***, ***promise***, ***sell***, ***read***, ***offer***, ***give***, ***lend***, etc, we can form two different passive sentences.
  Active: *He offered her some flowers.*
  Passive: *She was offered some flowers.*
  Some flowers were offered to her. (passive, less usual)

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence.
  Here we are.
- for days of the week, months and public holidays.
  Friday, August, New Year
- for names of people and places.
  My teacher's name is Sally and she's from Chester, Vermont.
- for people's titles.
  Mr and Mrs Parker; Dr Mortimer; Professor Riggs; etc.
- for nationalities and languages.
  They are Chilean.
  He's fluent in German and Russian.
  Note: The personal pronoun **I** is always a capital letter. *Gus and I are going on holiday together.*

Full stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation.
  We're having a great time. You can never get bored here in Rio.
- after abbreviations. *Mr Jones is a great teacher.*

Comma (,)

A comma is used:

- to separate words in a list.
  We need sugar, milk, tomatoes and apple juice.
- to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
  Tony, who is a doctor, lives in Africa.
- after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc).
  Moreover, Jenny is very patient with children.
- when if-clauses or other dependent clauses begin with compound or complex sentences.
  If you have any questions, don't hesitate to ask.
  Note: No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.
  Mr Stevens is your maths teacher, isn't he?
- before the words asked, said, etc when followed by direct speech.
  "Turn down the music," said Sarah.

Question Mark (?)

A question mark is used:

- to end a direct question.
  Where are the children?

Exclamation Mark (!)

An exclamation mark is used:

- to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).
  That's a lie!
  What awful weather!

Quotation Marks (' ' " ")

Single quotation marks are used:

- when you are quoting someone in direct speech (nested quotes).
  "Then Helen said, 'Are you sure this is the right address?'"

Double quotation marks are used:

- in direct speech to report the exact words someone said.
  "What's your name?" she asked him.

Colon (:)

A colon is used:

- to introduce a list.
  There were three of us on the boat: my brother, my cousin Lyn and me.

Brackets ( )

Brackets are used:

- to separate extra information from the rest of the sentence.
  The most popular newspapers (i.e. The New York Times, The Observer, *etc) can be found almost anywhere in the world.*

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
  I'm (= I am) writing to complain about ...
  She left for Italy in the winter of '98. (=1998)
- before or after the possessive *-s* to show ownership or the relationship between people.
  Tom's car, my friend's husband (singular noun + 's)
  my parents' friends (plural noun + ')
  women's dresses (irregular plural + 's)

American English – British English Guide

American English	British English
A	
account	bill/account
airplane	aeroplane
anyplace/anywhere	anywhere
apartment	flat
B	
bathrobe	dressing gown
bathtub	bath
bill	banknote
billion=thousand million	billion=million million
busy (phone)	engaged (phone)
C	
call/phone	ring up/phone
can	tin
candy	sweets
check	bill (restaurant)
closet	wardrobe
connect (telephone)	put through
cookie	biscuit
corn	sweetcorn, maize
crazy	mad
D	
desk clerk	receptionist
dessert	pudding/dessert/sweet
downtown	(city) centre
drapes	curtains
drugstore/pharmacy	chemist's (shop)
duplex	semi-detached
E	
eggplant	aubergine
elevator	lift
F	
fall	autumn
faucet	tap
first floor, second floor, etc	ground floor, first floor, etc
flashlight	torch
French fries	chips
front desk (hotel)	reception
G	
garbage/trash	rubbish
garbage can	dustbin/bin
gas	petrol
gas station	petrol station/garage
grade	class/year
I	
intermission	interval
intersection	crossroads
J	
janitor	caretaker/porter
K	
kerosene	paraffin
L	
lawyer/attorney	solicitor
line	queue
lost and found	lost property
M	
mail	post
make a reservation	book
motorcycle	motorbike/motorcycle
movie	film
movie house/theater	cinema
N	
newsstand	newsagent
O	
office (doctor's/dentist's)	surgery
one-way (ticket)	single (ticket)
overalls	dungarees

American English	British English
P	
pants/trousers	trousers
pantyhose/nylons	tights
parking lot	car park
pavement	road surface
pedestrian crossing	zebra crossing
(potato) chips	crisps
public school	state school
purse	handbag
R	
railroad	railway
rest room	toilet/cloakroom
S	
sales clerk/sales girl	shop assistant
schedule	timetable
shorts (underwear)	pants
sidewalk	pavement
stand in line	queue
store, shop	shop
subway	underground
T	
truck	lorry, van
two weeks	fortnight/two weeks
V	
vacation	holiday(s)
vacuum (v.)	hoover
vacuum cleaner	hoover
vest	waistcoat
W	
with or without (milk/cream in coffee)	black or white
Y	
yard	garden
Z	
(pronounced, "zee")	(pronounced, "zed")
zero	nought
zip code	postcode

Grammar

He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?

Spelling

aluminum	aluminium
analyze	analyse
center	centre
check	cheque
color	colour
honor	honour
jewelry	jewellery
practice(n,v)	practice(n) practise(v)
program	programme
realize	realise
tire	tyre
trave(l)ler	traveller

Expressions with prepositions and particles

different <u>from</u>/<u>than</u>	different from/to
live <u>on</u> X street	live <u>in</u> X street
<u>on</u> a team	<u>in</u> a team
<u>on</u> the weekend	<u>at</u> the weekend
Monday <u>through</u> Friday	Monday <u>to</u> Friday

Pronunciation

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔː/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑː/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/oʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/uː/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔː/	floor, door
u	/ɜː/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps **BUT** hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly
m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea,ee	/ɪə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/iː/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear
	/ɜː/	earth, pearl, learn, search
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/ɔː/	court, bought, brought
au	/ɔː/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

Word List

Abbreviations												
	(adj)	*adjective*	(det)	*determiner*	(phr)	*phrase*	(pl n)	*plural noun*	(prep)	*preposition*	(sth)	*something*
	(adv)	*adverb*	(esp)	*especially*	(phr v)	*phrasal verb*	(pp)	*past participle*	(pro)	*pronoun*	(usu)	*usually*
	(conj)	*conjunction*	(n)	*noun*					(sb)	*somebody*	(v)	*verb*

Starter

(pp. 5-6)

a hundred /ə ˈhʌndrəd/ (number) = 100
alphabet /ˈælfəbet/ (n) = a, b, c, ..., z
And your surname? (phr)
And your telephone number? (phr)
Art /ɑːt/ (n) = painting and drawing as a school lesson
atlas /ˈætləs/ (n) = a book of maps
black /blæk/ (adj) =
blue /bluː/ (adj) =
book /bʊk/ (n) =
briefcase /ˈbriːfkeɪs/ (n) = a rectangular case for carrying business documents
brown /braʊn/ (adj) =
cardinal numbers /ˈkɑːdənəl ˈnʌmbəz/ (n) = 1, 2, 3, etc
colour /ˈkʌlə/ (n) = white, red, blue etc
double /ˈdʌbəl/ (adj) = twice as big
eight /eɪt/ (number) = 8
eighteen /ˌeɪˈtiːn/ (number) = 18
eighth /eɪtθ/ (adj) = 8th
eighty /ˈeɪti/ (number) = 80
eleven /ɪˈlevən/ (number) = 11
eleventh /ɪˈlevənθ/ (adj) = 11th
English /ˈɪŋglɪʃ/ (n)
eraser /ɪˈreɪzə/ (n) =
fifteen /ˌfɪfˈtiːn/ (number) = 15
fifth /fɪfθ/ (adj) = 5th
fifty /ˈfɪfti/ (number) = 50
first /fɜːst/ (adj) = 1st
five /faɪv/ (number) = 5
folder /ˈfəʊldə/ (n) =
forty /ˈfɔːti/ (number) = 40
four /fɔː/ (number) = 4
fourteen /ˌfɔːˈtiːn/ (number) = 14
fourth /fɔːθ/ (adj) = 4th
Geography /dʒiˈɒgrəfi/ (n) = the study of the countries, seas etc of the world
green /griːn/ (adj) =
grey /greɪ/ (adj) =
History /ˈhɪstəri/ (n) = the events of the past
How do you spell it? (phr)
How old are you? (phr)
ICT /aɪ siː ˈtiː/ (n) = Information and Computer Technology
Maths /mæθs/ (n) = Mathematics
Music /ˈmjuːzɪk/ (n) = the study of music
nine /naɪn/ (number) = 9
nineteen /ˌnaɪnˈtiːn/ (number) = 19
nineteenth /ˌnaɪnˈtiːnθ/ (adj) = 19th
ninety /ˈnaɪnti/ (number) = 90
ninth /naɪnθ/ (adj) = 9th
notebook /ˈnəʊtbʊk/ (n) =
one /wʌn/ (number) = 1
orange /ˈɒrɪndʒ/ (adj) =
ordinal numbers /ˈɔːdənəl ˈnʌmbəz/ (n) = 1st, 2nd, 3rd, etc
PE /ˌpiː ˈiː/ (n) = Physical Education (physical exercise as a school lesson)
pencil case /ˈpensəl keɪs/ (n) = a small bag where students put pencils
pink /pɪŋk/ (adj) =
purple /ˈpɜːpəl/ (adj) =
red /red/ (adj) =
ruler /ˈruːlə/ (n) =
schoolbag /ˈskuːlbæg/ (n) =
school subject /ˈskuːl ˈsʌbdʒɪkt/ (n) = an area of knowledge that we study at school
Science /ˈsaɪəns/ (n) = Physics, Chemistry and Biology
second /ˈsekənd/ (adj) = 2nd
seven /ˈsevən/ (number) = 7
seventeen /ˌsevənˈtiːn/ (number) = 17
seventh /ˈsevənθ/ (adj) = 7th
seventy /ˈsevənti/ (number) = 70
six /sɪks/ (number) = 6
sixteen /ˌsɪkˈstiːn/ (number) = 16
sixth /sɪksθ/ (adj) = 6th
sixty /ˈsɪksti/ (number) = 60
ten /ten/ (number) = 10
tenth /tenθ/ (adj) = 10th
third /θɜːd/ (adj) = 3rd
thirteen /ˌθɜːˈtiːn/ (number) = 13
thirteenth /ˌθɜːˈtiːnθ/ (adj) = 13th
thirty /ˈθɜːti/ (number) = 30
three /θriː/ (number) = 3
twelfth /twelfθ/ (adj) = 12th
twelve /twelv/ (number) = 12
twenty /ˈtwenti/ (number) = 20
twenty-one /ˌtwenti ˈwʌn/ (number) = 21
two /tuː/ (number) = 2
What's this? (phr)
What's your address? (phr)
What's your favourite colour? (phr)
What's your name? (phr)
white /waɪt/ (adj) =
yellow /ˈjeləʊ/ (adj) =

Module 1

1 (p. 7)

ability /əˈbɪləti/ (n) = the skill that sb has to do sth
American /əˈmerɪkən/ (adj)
Argentina /ˌɑːdʒənˈtiːnə/ (n)
Argentinian /ˌɑːdʒənˈtɪniən/ (adj)
ask personal information (phr)
Brazil /brəˈzɪl/ (n)
Brazilian /brəˈzɪliən/ (adj)
Chile /ˈtʃɪli/ (n)
Chilean /ˈtʃɪliən/ (adj)
China /ˈtʃaɪnə/ (n)
country /ˈkʌntri/ (n) = a nation
day /deɪ/ (n) = a period of twenty-four hours
Egypt /ˈiːdʒɪpt/ (n)
England /ˈɪŋgland/ (n)
English /ˈɪŋglɪʃ/ (adj)
flag /flæg/ (n) =
France /frɑːns/ (n)
French /frentʃ/ (adj)
German /dʒɜːmən/ (adj)
Germany /dʒɜːməni/ (n)
greet people (phr) = to say 'hello' to people
Hi! (greeting) = Hello!
hobby /ˈhɒbi/ (n) = a pastime
holiday /ˈhɒlɪdeɪ/ (n) = vacation

introduce yourself and others (phr)
Ireland /aɪələnd/ (n)
Irish /aɪərɪʃ/ (adj)
Italian /ɪtælɪən/ (adj)
Italy /ɪtəli/ (n)
job /dʒɒb/ (n) = work
Mexican /meksɪkən/ (adj)
Mexico /meksɪkəʊ/ (n)
month /mʌnθ/ (n) = a period of about four weeks
nationality /næʃənælətɪ/ (n) = what country you belong to
Peru /pəruː/ (n)
Peruvian /pəˈruːvɪən/ (adj)
physical appearance /fɪzɪkəl əˈpɪərəns/ (n) = looks
Poland /pəʊlənd/ (n)
Polish /pəʊlɪʃ/ (adj)
Portugal /pɔːtʃʊgəl/ (n)
Portuguese /pɔːtʃəgiːz/ (adj)
Russia /rʌʃə/ (n)
Russian /rʌʃən/ (adj)
say goodbye (phr) = to say sth when you leave
Spain /speɪn/ (n)
Spanish /spænɪʃ/ (adj)
sport /spɔːt/ (n) = a physical activity that helps you stay healthy
the USA /ðə juː es ˈeɪ/ (n)
week /wiːk/ (n) = a period of seven days

1a (pp. 8-9)

age /eɪdʒ/ (n) = the number of years you have lived
athlete /æθliːt/ (n) = a sportsperson
basketball /bɑːskɪtbɔːl/ (n)
basketball player /bɑːskɪtbɔːl pleɪə/ (n)
become /bɪˈkʌm/ (v) = to get
brother /brʌðə/ (n) = the boy/man with the same parents as you
computer game /kəmˈpjuːtə geɪm/ (n) = the game that you play on a computer
country of origin (phr) = where you come from
cycling /saɪklɪŋ/ (n) = riding a bicycle
dream /driːm/ (n) = an image that you have in your sleep
famous /feɪməs/ (adj) = well-known
favourite /feɪvərɪt/ (adj) = dearest
football /fʊtbɔːl/ (n)
forum /fɔːrəm/ (n) = a TV programme where people discuss sth important
good (at) /gʊd/ (adj) = successful (in)
hero /hɪərəʊ/ (n) = a good brave character
hobby /hɒbi/ (n) = a pastime
horse riding /hɔːs raɪdɪŋ/ (n)
job /dʒɒb/ (n) = work
like /laɪk/ (prep) = such as
painting /peɪntɪŋ/ (n) = a picture made with paint or crayons
photography /fəˈtɒgrəfi/ (n)
playing music (phr)
reading /riːdɪŋ/ (n)
sister /sɪstə/ (n) = the girl/woman with the same parents as you
sport /spɔːt/ (n) = a physical activity that helps you stay healthy
star /stɑː/ (n) =
student /stjuːdənt/ (n) = a pupil
team /tiːm/ (n) = a group
teenager /tiːneɪdʒə/ (n) = sb who is between 13 and 19 years old
tennis /tenɪs/ (n)
tennis club /tenɪs klʌb/ (n)
volleyball /vɒlɪbɔːl/ (n)
woodwork /wʊdwɜːk/ (n) = making things out of wood
writing /raɪtɪŋ/ (n)

1b (pp. 10-11)

actor /æktə/ (n) = a performer (man)
actress /æktrəs/ (n) a performer (woman)
architect /ɑːkɪtekt/ (n) = sb who designs houses as a job
artist /ɑːtɪst/ (n) = a painter, a musician, a sculptor
astronaut /æstrənɔːt/ (n) = sb who travels and works in space
author /ɔːθə/ (n) = a writer
British /brɪtɪʃ/ (adj)
Bulgaria /bʌlgeərɪə/ (n)
doctor /dɒktə/ (n) = sb who treats sick people
dream /driːm/ (n) = an image that you have in your sleep
electrician /ɪlɪktrɪʃən/ (n) = sb who repairs electrical equipment
fire fighter /faɪə faɪtə/ (n) = sb who puts out fires
follow /fɒləʊ/ (v) = to walk behind sb/sth
full (of) /fʊl/ (adj) = complete
great /greɪt/ (adj) = fantastic
here /hɪə/ (adv) = where you are now
Hungary /hʌŋgəri/ (n)
I am new here. (phr)
Japan /dʒəpæn/ (n)
journey /dʒɜːni/ (n) = travelling from one place to another
literature /lɪtərətʃə/ (n) = novels, plays and poetry
magic /mædʒɪk/ (n) = making impossible things happen
new /njuː/ (adj) = not old
New Zealand /njuː ˈziːlənd/ (n)
nurse /nɜːs/ (n) = sb who looks after sick people in hospital
pilot /paɪlət/ (n) = sb who flies a plane
singer /sɪŋə/ (n) = sb who sings
story /stɔːri/ (n) = an account
subject /sʌbdʒɪkt/ (n) = an area of knowledge that we study at school
teacher /tiːtʃə/ (n) = sb who gives lessons to pupils and students at school
vet /vet/ (n) = a doctor for animals
waiter /weɪtə/ (n) = sb who serves customers
what /wɒt/ (question word)
Where are you from? (phr)

1c (p. 12)

April /eɪprəl/ (n)
August /ɔːgəst/ (n)

building /ˈbɪldɪŋ/ (n) = a dwelling
certain /ˈsɜːtn/ (adj) = sure
Commonwealth /ˈkɒmənwelθ/ (n)
cross /krɒs/ (n) = ✚
December /dɪˈsembə/ (n)
each /iːtʃ/ (det) = every
every /ˈevri/ (det) = each
except for (phr) = apart from
February /ˈfebruəri/ (n)
Friday /ˈfraɪdi/ (n)
government /ˈgʌvənmənt/ (n) = a group of people who rule a country
holiday /ˈhɒlɪdeɪ/ (n) = vacation
important /ɪmˈpɔːtənt/ (adj) = significant
institution /ˌɪnstɪˈtjuːʃən/ (n) = a large organisation
January /ˈdʒænjuəri/ (n)
July /dʒuˈlaɪ/ (n)
June /dʒuːn/ (n)
March /mɑːtʃ/ (n)
May /meɪ/ (n)
Monday /ˈmʌndi/ (n)
nation /ˈneɪʃən/ (n) = a country
nickname /ˈnɪkneɪm/ (n) = an informal name that you use instead of the real name
November /nəʊˈvembə/ (n)
October /ɒkˈtəʊbə/ (n)
on display (phr) = on show
Saturday /ˈsætədi/ (n)
September /sepˈtembə/ (n)
special /ˈspeʃəl/ (adj) = unique
Sunday /ˈsʌndi/ (n)
symbol /ˈsɪmbəl/ (n) = a sign
Thursday /ˈθɜːzdi/ (n)
Tuesday /ˈtjuːzdi/ (n)
United Kingdom /juːˌnaɪtəd ˈkɪŋdəm/ (n)
Wednesday /ˈwenzdi/ (n)

1d (p. 13)

Excuse me. (phr)
friend /frend/ (n) = a buddy
Good morning. (greeting)
Goodbye. (greeting)
Great. /greɪt/ (adv) = Fine.
Have a nice evening. (phr)
How are you? (phr)
How's everything? (phr)
How's it going? (phr)
I'm fine, thanks. (phr)
I'm OK. (phr)
neighbour /ˈneɪbə/ (n) = sb who lives next door
Nice to meet you. (phr)
Not bad. (phr)
Pleased to meet you. (phr)
See you later. (phr)
See you. (phr)
So-so. (phr)
Take care. (phr) = (when saying goodbye to sb) Look after yourself.

1e (pp. 14-15)

around /əˈraʊnd/ (prep) = surrounding
arm /ɑːm/ (n) = each of the two parts of the body that connect the shoulders with the hands
beard /bɪəd/ (n) = hair that grows around a man's chin
beautiful /ˈbjuːtɪfəl/ (adj) = gorgeous
beauty /ˈbjuːti/ (n) = being attractive
cheek /tʃiːk/ (n) = each of the two soft parts of the face under the eyes
chin /ʧɪn/ (n) = the part of the face below the mouth
curly /ˈkɜːli/ (adj) = not straight
dark /dɑːk/ (adj) = black
ear /ɪə/ (n) = each of the two parts of the head that we use for hearing sounds
earring /ˈɪərɪŋ/ (n) = jewellery that you wear on your ear
eye /aɪ/ (n) = each of the two parts of the head that we use for seeing
fair /feə/ (adj) = light
famous (for) /ˈfeɪməs/ (adj) = well-known
fat /fæt/ (adj) = not thin
foot (pl: feet) /fʊt/ (n) = each of the ends of the two legs that we stand on
full /fʊl/ (adj) = complete
hair /heə/ (n) = we have it on the head
hand /hænd/ (n) = each of the two parts of the body that we use for holding things
heavy /ˈhevi/ (adj) = not light
hole /həʊl/ (n) = an opening in a surface
in his early/late twenties (phr)
leg /leg/ (n) = each of the two long parts of the body that we use for walking
lips /lɪps/ (pl n) = the outer parts of the mouth
long /lɒŋ/ (adj) = not short
make /meɪk/ (v) = to do
middle-aged /ˌmɪdl ˈeɪdʒd/ (adj) = between 40 and 65 years old
moustache /məˈstɑːʃ/ (n) = hair that grows on a man's upper lip
mouth /maʊθ/ (n) = the part of the face that we use for eating and speaking
neck /nek/ (n) = the part of the body that joins the head to the rest of the body
nose /nəʊz/ (n) = the part of the face that we use for breathing and smelling
of medium height (phr) = not very short and not very tall
old /əʊld/ (adj) = not young
plump /plʌmp/ (adj) = quite fat
ring /rɪŋ/ (n) = a round metal band that you wear on a finger
short /ʃɔːt/ (adj) = not tall
sign /saɪn/ (n) = an indication
skin /skɪn/ (n) = the natural covering of the body
slim /slɪm/ (adj) = thin
straight /streɪt/ (adj) = not bending or curving
tall /tɔːl/ (adj) = not short
tongue /tʌŋ/ (n) = the movable organ in the mouth
tooth (pl: teeth) /tuːθ/ (n) = each of the hard white parts in the mouth that we use for biting and chewing
thin /θɪn/ (adj) = not fat

tribe /traɪb/ (n) = a group of people of the same race ruled by a leader
wavy /'weɪvi/ (adj) = with slight curves
wealth /welθ/ (n) = richness
well-built /ˌwel 'bɪlt/ (adj) = having a big body with large muscles
young /jʌŋ/ (adj) = not old

1f (p. 16-17)

award /ə'wɔːd/ (n) = money or prize that sb is given
basketball /'bɑːskɪtbɔːl/ (n)
canoeing /kə'nuːɪŋ/ (n) = the sport of travelling in a canoe
cricket /'krɪkət/ (n)
cycling /'saɪklɪŋ/ (n) = riding a bicycle
difficult /'dɪfɪkəlt/ (adj) = hard to do
easy /'iːzi/ (adj) = not difficult
fast /fɑːst/ (adj) = not slow
female /'fiːmeɪl/ (adj) = of a woman/of a girl
football /'fʊtbɔːl/ (n)
gold medal /ˌgəʊld 'medl/ (n) = a round piece of gold that an athlete receives when he/she wins an athletic event
golf /gɒlf/ (n)
hockey /'hɒki/ (n)
leisure /'leʒə/ (n) = free time
martial arts /ˌmɑːʃəl 'ɑːts/ (n) = judo, karate, kung fu, etc
of all time (phr)

pole vault /'pəʊl vɔːlt/ (n) = an athletics event in which an athlete jumps over a high bar using a long pole
pole vaulter /'pəʊl vɔːltə/ (n) = an athlete of pole vault
surfing /'sɜːfɪŋ/ (n)
swimming /'swɪmɪŋ/ (n)
tennis /'tenɪs/ (n)
winner /'wɪnə/ (n) = sb who is successful in a competition
world record /ˌwɜːld 'rekɔːd/ (n) = best result worldwide

1g (p. 18)

address /ə'dres/ (n) = the name of the street your house is in and the number of your house
cook /kʊk/ (v) = to make food
dance /dɑːns/ (v) = to move your body and feet following a rhythm
dive /daɪv/ (v) = to go under the surface of the sea, a lake, etc
divorced /dɪ'vɔːst/ (adj) = not married any more
drive a car (phr) = to control a car
first name /ˌfɜːst 'neɪm/ (n)
married /'mærɪd/ (adj) = having a husband/wife
play the guitar (phr)
possible /'pɒsəbəl/ (adj) = probable
ride a bike (phr)
run fast (phr)
sing /sɪŋ/ (v)
single /'sɪŋgəl/ (adj) = unmarried
surname /'sɜːneɪm/ (n) = last name
swim /swɪm/ (v) = to move through water
telephone number /'telɪfəʊn ˌnʌmbə/ (n)

1h (p. 19)

interesting /'ɪntrəstɪŋ/ (adj) = exciting
place /pleɪs/ (n) = an area
Please write soon. (phr)
What about you? (phr)
What are you good at? (phr)
What can you do? (phr)

1i (p. 20)

Agra /'ɑːgrə/ (n)
Australia /ɒ'streɪliə/ (n)
Bangkok /ˌbæŋ'kɒk/ (n)
Beijing /ˌbeɪ'dʒɪŋ/ (n)
China /'tʃaɪnə/ (n)
Colombia /kə'lʌmbiə/ (n)
Dubai /duː'baɪ/ (n)
Egypt /'iːdʒɪpt/ (n)
Ecuador /'ekwədɔː/ (n)
Giza /'gizə/ (n)
India /'ɪndiə/ (n)
Italy /'ɪtəli/ (n)
Kuala Lumpur /ˌkwɑːlə 'lʊmpə/ (n)
landmark /'lændmɑːk/ (n) = a monument
Libya /'lɪbiə/ (n)
Mexico /'meksɪkəʊ/ (n)
Spain /speɪn/ (n)
Malaysia /mə'leɪziə/ (n)
Pisa /'piːsə/ (n)
Santiago /ˌsæntɪ'ɑːgəʊ/ (n)
Sydney /'sɪdni/ (n)
Thailand /'taɪlænd/ (n)
Toronto /tə'rɒntəʊ/ (n)
Tripoli /'trɪpəli/ (n)
Turkey /'tɜːki/ (n)
United Arab Emirates /juˌnaɪtəd ærəb 'emɪrəts/ (n)
Washington, D.C. /ˌwɒʃɪŋtən diː 'siː/ (n)

Language Review 1 (p. 21)

capital /'kæpɪtl/ (n) = the city where the government of a country is
fast /fɑːst/ (adj) = not slow
plump /plʌmp/ (adj) = quite fat

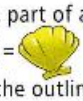
Module 2

2 (p. 25)

appliance /ə'plaɪəns/ (n) = an electric device that you use in the house
armchair /'ɑːmtʃeə/ (n) = a big comfortable chair
bathroom /'bɑːθrʊm/ (n) = the room where you have a bath
bath /bɑːθ/ (n) = a long container that you fill with water to wash your body
bedroom /'bedrʊm/ (n) = the room where you sleep
building /'bɪldɪŋ/ (n) = a dwelling
carpet /'kɑːpət/ (n) = a big rug
cushion /'kʊʃən/ (n) = a pillow on a sofa
dining room /'daɪnɪŋ rʊm/ (n) = the room where you eat
direction /dɪ'rekʃən/ (n) = way
furniture /'fɜːnɪtʃə/ (n) = large movable things in a house/an office
house /haʊs/ (n) = where you live

kitchen /ˈkɪtʃɪn/ (n) = the room where you cook food
living room /ˈlɪvɪŋ ruːm/ (n) = the room where you relax and watch TV
place /pleɪs/ (n) = an area
pillow /ˈpɪləʊ/ (n) = a soft cushion for resting your head in bed
shop /ʃɒp/ (n) = a place where you can buy goods
sofa /ˈsəʊfə/ (n) = a large comfortable seat for more than one person
towel /ˈtaʊəl/ (n) = cloth for drying your skin
tower /ˈtaʊə/ (n) = a tall narrow building, sometimes part of a castle
town /taʊn/ (n) = a small city
utility room /juːˈtɪlətɪ ruːm/ (n) = a laundry room
viewing a house (phr) = looking at a house that you want to buy
washbasin /ˈwɒʃˌbeɪsən/ (n) = a fixed bowl for washing your hands

2a (pp. 26-27)

bed /bed/ (n) = a piece of furniture for sleeping
be like (phr) = to look like
bookcase /ˈbʊkkeɪs/ (n) = a piece of furniture for putting books
bright /braɪt/ (adj) = with a lot of light
carpet /ˈkɑːpət/ (n) = a big rug
chair /tʃeə/ (n) = a piece of furniture for sitting
couple /ˈkʌpəl/ (n) = two people who are married/in a relationship
cupboard /ˈkʌbəd/ (n) = a set of shelves with doors for storing things
desk /desk/ (n) = a piece of furniture where you sit to read and write
door /dɔː/ (n) = what you open and close to get into and out of a room
earthquake-proof /ˈɜːθkweɪkˌpruːf/ (adj) = not harmed by earthquakes
every /ˈevrɪ/ (det) = each
everywhere /ˈevrɪweə/ (adv) = all over
floor /flɔː/ (n) = the place in a house where you stand
friendly to the environment (phr) = not harmful to the environment
garden /ˈgɑːdn/ (n) = an area with trees and flowers next to a house
grass /grɑːs/ (n) = an area covered with short green plants
huge /hjuːdʒ/ (adj) = enormous
imagine /ɪˈmædʒɪn/ (v) = to create a picture in your mind about sth
mirror /ˈmɪrə/ (n) = a piece of polished glass for looking at yourself
mountain /ˈmaʊntən/ (n) = a high land area that may have snow at the top
neighbour /ˈneɪbə/ (n) = sb who lives next door
plant /plɑːnt/ (n) = a flower/a tree
room /ruːm/ (n) = a part of a house
seashell /ˈsiːʃel/ (n) = 
shape /ʃeɪp/ (n) = the outline of an object
sink /sɪŋk/ (n) = a fixed bowl in a kitchen for washing dishes
sofa /ˈsəʊfə/ (n) = a large comfortable seat for more than one person
spiral /ˈspaɪərəl/ (adj) = 
staircase /ˈsteəkeɪs/ (n) = a set of stairs in a building
stairs /steəz/ (pl n) = steps
stream /striːm/ (n) = a small river
table /ˈteɪbl/ (n) = a piece of furniture where you eat
tree /triː/ (n) = a tall plant
view /vjuː/ (n) = scenery
wardrobe /ˈwɔːdrəʊb/ (n) = a cupboard where you hang and store your clothes
window /ˈwɪndəʊ/ (n) = an area of glass in a wall

2b (pp. 28-29)

astronaut /ˈæstrənɔːt/ (n) = sb who travels and works in space
catch /kætʃ/ (v) = to take suddenly
certainly /ˈsɜːtnlɪ/ (adv) = definitely
chore /tʃɔː/ (n) = a piece of housework
clothes /kləʊðz/ (pl n) = what we wear
cooker /ˈkʊkə/ (n) = an appliance for cooking
counter /ˈkaʊntə/ (n) = a worktop
cupboard /ˈkʌbəd/ (n) = a set of shelves with doors for storing things
dish /dɪʃ/ (n) = a plate
dishwasher /ˈdɪʃˌwɒʃə/ (n) = an appliance for washing dishes
disposable /dɪˈspəʊzəbəl/ (adj) = used only once
drainer /ˈdreɪnə/ (n) = a thing where you put wet dishes to dry
dust /dʌst/ (n) = dry dirt in the form of powder
eraser /ɪˈreɪzə/ (n) = 
floating /ˈfləʊtɪŋ/ (adj) = staying on the surface of water
fork /fɔːk/ (n) = a tool for picking up food
fridge /frɪdʒ/ (n) = an appliance for keeping food cold
iron /aɪən/ (n) = an appliance for making clothes smooth
kettle /ˈketl/ (n) = a container for boiling water
knife /naɪf/ (n) = a tool for cutting food
leaf /liːf/ (n) = each of the flat green parts of a plant
mealtime /ˈmiːltaɪm/ (n) = when you eat
neighbourhood /ˈneɪbəhʊd/ (n) = a part of a town
packet /ˈpækɪt/ (n) = a small box
pipe /paɪp/ (n) = a tube for water
quiet /ˈkwaɪət/ (adj) = making no noise
roof /ruːf/ (n) = the top of a house
space station /ˈspeɪs ˌsteɪʃən/ (n) = a spacecraft where astronauts live and work
spoon /spuːn/ (n) = a tool for eating soup
tin /tɪn/ (n) = a can
toaster /ˈtəʊstə/ (n) = an appliance for heating bread
vacuum cleaner /ˈvækjʊm ˌkliːnə/ (n) = an appliance for cleaning floors and carpets

wash /wɒʃ/ (v) = to clean with water and soap
washing machine /ˈwɒʃɪŋ məˌʃiːn/ (n) = an appliance for washing clothes
wet /wet/ (adj) = (of weather) rainy

2c (p. 30)

boat /bəʊt/ (n) = a small ship
camera /ˈkæmərə/ (n) = a piece of equipment for taking photos
carriage /ˈkærɪdʒ/ (n) = (in the past) a vehicle pulled by a horse
chance /tʃɑːns/ (n) = an opportunity
fantastic /fænˈtæstɪk/ (adj) = amazing, wonderful
flight /flaɪt/ (n) = a journey by air
forget /fəˈget/ (v) = to not remember
get wet (phr) = to get covered in water
horse /hɔːs/ (n) =
huge /hjuːdʒ/ (adj) = enormous
independence /ˌɪndɪˈpendəns/ (n) = freedom
lake /leɪk/ (n) = a water area surrounded by land
metre /ˈmiːtə/ (n) = 100 cm
mile /maɪl/ (n) = 1,609 metres
path /pɑːθ/ (n) = a trail
plane /pleɪn/ (n) = an aeroplane
ride /raɪd/ (n) = a journey in a car/bus/train
skating rink /ˈskeɪtɪŋ rɪŋk/ (n) = a surface of ice for sliding with special boots
skyscraper /ˈskaɪskreɪpə/ (n) = a very tall modern building
statue /ˈstætʃuː/ (n) = a sculpture of a person made of stone or metal
symbol /ˈsɪmbəl/ (n) = an object that represents sth
zoo /zuː/ (n) = a place where people can see different animals

2d (p. 31)

advert /ˈædvɜːt/ (n) = (advertisement) an announcement in a newspaper about a product, a job or an event
And how much is it? (phr) = And how much does it cost?
estate agent /ɪˈsteɪt ˌeɪdʒənt/ (n) = sb who buys and sells houses
flat /flæt/ (n) = an apartment
How can I help you? (phr) = What can I do for you?
rent /rent/ (n) = the money that you pay sb to live in their house
underground /ˈʌndəgraʊnd/ (adj) = under the surface of the Earth
university /ˌjuːnɪˈvɜːsəti/ (n) = a college
Which floor is it on? (phr) = Which level is it on?

2e (pp. 32-33)

above /əˈbʌv/ (prep) = in a higher place than sth else
be home to (phr) = to be the place where sth started or sb/sth usually lives
beach /biːtʃ/ (n) = a place with sand by the sea
cliff /klɪf/ (n) = a steep rocky surface next to the sea
desert /ˈdezət/ (n) = a large area of land without water or trees
entertain /ˌentəˈteɪn/ (v) = to amuse
experience /ɪkˈspɪəriəns/ (v) = to feel sth
fisherman /ˈfɪʃəmən/ (n) = a man who catches fish
floating /ˈfləʊtɪŋ/ (adj) = staying on the surface of water
forest /ˈfɒrəst/ (n) = a large area of land covered with trees
heating /ˈhiːtɪŋ/ (n) = a system for making a house warm
hospital /ˈhɒspɪtl/ (n) = a medical centre
hut /hʌt/ (n) = a small simple house or shelter made of wood
inform /ɪnˈfɔːm/ (v) = to tell sb about sth
island /ˈaɪlənd/ (n) = a land area surrounded by sea water
lake /leɪk/ (n) = a water area surrounded by land
motor boat ride /ˈməʊtə bəʊt ˌraɪd/ (n) = a journey in a small boat with an engine
mountain /ˈmaʊntən/ (n) = a high land area that may have snow at the top
nearby /nɪəˈbaɪ/ (adv) = not far away
persuade /pəˈsweɪd/ (v) = to make sb agree to do sth
place /pleɪs/ (n) = an area
popular (with) /ˈpɒpjələ/ (adj) = liked by many people
reed /riːd/ (n) = a tall plant in wet places
river /ˈrɪvə/ (n) = a long continuous flow of water
school /skuːl/ (n) = a place where pupils and students take lessons
sea /siː/ (n) = a large area of salty water
sea level /ˈsiː levəl/ (n) = how high the surface of the sea is
simple /ˈsɪmpəl/ (adj) = not difficult
soft /sɒft/ (adj) = not hard
surface /ˈsɜːfəs/ (n) = an area on the top or the outside of sth
tourist /ˈtʊərɪst/ (n) = sb who travels for pleasure
unique way of life (phr) = a special lifestyle
view /vjuː/ (n) = scenery
village /ˈvɪlɪdʒ/ (n) = a very small town
waterfall /ˈwɔːtəfɔːl/ (n) = water dropping from a higher to a lower point
welcome /ˈwelkəm/ (adj) = pleasant
wet /wet/ (adj) = (of weather) rainy

2f (pp. 34-35)

across /əˈkrɒs/ (prep) = from one side to the other
along /əˈlɒŋ/ (prep) = from the one end of a line to the other
baker's /ˈbeɪkəz/ (n) = a place where you can buy bread, cakes, etc

balcony /ˈbælkəni/ (n) = a high place on the outside wall of a house
bookshop /ˈbʊkʃɒp/ (n) = a place where you can buy books
bread /bred/ (n) = 
bridge /brɪdʒ/ (n) = a structure over a river, railway or road where people or vehicles can cross
butcher's /ˈbʊtʃəz/ (n) = a place where you can buy meat
chemist's /ˈkemɪsts/ (n) = a place where you can buy medicines and beauty products
clothes shop /kləʊðz ʃɒp/ (n) = a place where you can buy clothes
cross /krɒs/ (v) = to go across from one side of sth to the other
dictionary /ˈdɪkʃənəri/ (n) = a book with a list of words explained in another language
down /daʊn/ (prep) = in a lower place
dog /dɒg/ (n) = 
florist's /ˈflɒrɪsts/ (n) = a place where you can buy flowers
flower /flaʊə/ (n) = a small plant
into /ˈɪntə/ (prep) = to the inside of
jacket /ˈdʒækɪt/ (n) = a short coat
left /left/ (adv) = to the opposite direction of right
meat /miːt/ (n) = animals eaten as food
medicine /ˈmedsən/ (n) = a substance for curing an illness
order /ˈɔːdə/ (n) = a command
out of /ˈaʊt əv/ (prep) = to the outside of
over /ˈəʊvə/ (prep) = above
past /pɑːst/ (prep) = going in front of
pasta /ˈpæstə/ (n) = spaghetti
pet shop /ˈpet ʃɒp/ (n) = a place where you can buy animals, fish or birds to keep in the home
product /ˈprʊdʌkt/ (n) = sth made in a factory and sold
right /raɪt/ (adv) = correct
station /ˈsteɪʃən/ (n) = a stop
straight on (phr) = right on
supermarket /ˈsuːpəmɑːkɪt/ (n) = a large place where you can buy food, clothing, toiletries, cleaning products, etc
through /θruː/ (prep) = from the one end or side of sth to the other
traffic light /ˈtræfɪk laɪt/ (n) = 
turn /tɜːn/ (v) = to become
under /ˈʌndə/ (prep) = below
underground /ˈʌndəgraʊnd/ (n) = the train under the surface of the Earth
up /ʌp/ (prep) = in a higher place
vase /vɑːz/ (n) = a thing where you put flowers for decoration

2g (p. 36)

area /ˈeəriə/ (n) = a place
baker's /ˈbeɪkəz/ (n) = a place where you can buy bread, cakes, etc
behind /bɪˈhaɪnd/ (prep) = at the back of
between /bɪˈtwiːn/ (prep) = in the space that separates two things or people
bookshop /ˈbʊkʃɒp/ (n) = a place where you can buy books
borrow /ˈbɒrəʊ/ (v) = to get money from sb that you will give back later
burger /ˈbɜːgə/ (n) = a hamburger
butcher's /ˈbʊtʃəz/ (n) = a place where you can buy meat
buy /baɪ/ (v) = to give money and get sth
café /ˈkæfeɪ/ (n) = a cafeteria
chemist's /ˈkemɪsts/ (n) = a place where you can buy medicines and beauty products
cinema /ˈsɪnəmə/ (n) = a place where you can watch a film
clothes shop /ˈkləʊðz ˌʃɒp/ (n) = a place where you can buy clothes
eat /iːt/ (v) = to have food
fast food /ˌfɑːst ˈfuːd/ (n) = hamburgers, chips, etc
film /fɪlm/ (n) = a movie
gym /dʒɪm/ (n) = a place where you can work out
Internet café /ˈɪntənet kæfeɪ/ (n) = a café where you can pay to use the Internet
library /ˈlaɪbrəri/ (n) = a place with a collection of books that you can read or borrow
lunch /lʌntʃ/ (n) = a meal in the middle of the day
map /mæp/ (n) = a drawing of a country/countries
next to /ˈnekst tə/ (prep) = beside
opposite /ˈɒpəzɪt/ (prep) = on the other side of
park /pɑːk/ (n) = an open area with plants where people can walk and play
pet shop /ˈpet ʃɒp/ (n) = a place where you can buy animals, fish or birds to keep in the home
post office /ˈpəʊst ˌɒfɪs/ (n) = a place where you can buy stamps and send letters or packages
restaurant /ˈrestərɒnt/ (n) = a place where you can pay and eat
school /skuːl/ (n) = a place where pupils and students take lessons
stamp /stæmp/ (n) = a small piece of paper we put on an envelope before we post it
supermarket /ˈsuːpəmɑːkɪt/ (n) = a large place where you can buy food, clothing, toiletries, cleaning products, etc
watch /wɒtʃ/ (v) = to pay attention to sb/sth for a period of time

2h (p. 37)

band /bænd/ (n) = a group of musicians who play popular music
birthday party /ˈbɜːθdeɪ pɑːti/ (n) = a party that you give on your birthday
desk /desk/ (n) = a piece of furniture where you sit to read and write
garage /ˈgærɪdʒ/ (n) = a place next to your house where you keep your car
modern /ˈmɒdn/ (adj) = not old

poster /'pəʊstə/ (n) = a big picture
sb can't wait (to do sth) (phr) = sb is eager (to do sth)

2i (p. 38)

brick /brɪk/ (n) = a red hard block for building houses
cool /kuːl/ (adj) = at a lower temperature
cube /kjuːb/ (n) = 
flat /flæt/ (n) = an apartment
glass /glɑːs/ (n) = a substance for making bottles, windows, etc
great view (phr) = fantastic scenery
hundred /'hʌndrəd/ (number) = 100
inside /ɪn'saɪd/ (adv) = in a place
million /'mɪljən/ (number) = 1,000,000
only /'əʊnli/ (adv) = nothing/nobody else except this
over /'əʊvə/ (prep) = above
second /'sekənd/ (adj) = 2nd
sight /saɪt/ (n) = a tourist attraction
skyline /'skaɪlaɪn/ (n) = the line where the sky meets mountains or buildings
slide /slaɪd/ (v) = to move without lifting your feet
spaceship /'speɪsʃɪp/ (n) = a spacecraft
stand out /stænd 'aʊt/ (phr v) = to be more noticeable than others
steel /stiːl/ (n) = a hard metal made from iron and carbon
tonne /tʌn/ (n) = 1,000 kilograms
top /tɒp/ (n) = a peak
tower /taʊə/ (n) = a tall narrow building, sometimes part of a castle
view /vjuː/ (n) = scenery
visit /'vɪzɪt/ (v) = to go to sb's place for pleasure
visitor /'vɪzɪtə/ (n) = sb who visits sb else
wood /wʊd/ (n) = the material that forms the trunks and branches of trees

Language Review 2 (p. 39)

medicine /'medsən/ (n) = a substance for curing an illness
stamp /stæmp/ (n) = small piece of paper we put on an envelope before we post it

Module 3

3 (p. 43)

animal /'anɪməl/ (n) = a cat, a horse, a tiger, etc
arrangement /ə'reɪndʒmənt/ (n) = an agreement
daily routine /'deɪli ruː'tiːn/ (n) = all the things you do every day
family member /'fæməli membə/ (n) = a person in your family
free-time activity /ˌfriː taɪm æk'tɪvəti/ (n) = a pastime
go to the library (phr)
go to the pool (phr)
hang out with friends (phr) = to spend fun time with friends
listen to music (phr)
pet /pet/ (n) = an animal that you keep in the home
play board games (phr) = to play chess, Monopoly, etc
reptile /'reptaɪl/ (n) = a snake
rollerblading /'rəʊləbleɪdɪŋ/ (n) = moving on a pair of boots with wheels on the bottom
school rule /skuːl 'ruːl/ (n) = what you must and mustn't do at school
send text messages (phr) = to send SMSs
snowboarding /'snəʊbɔːdɪŋ/ (n) = going down snowy slopes using a narrow board
surf the Net (phr) = to spend time looking for and finding information on the Internet
watch DVDs (phr)

3a (pp. 44-45)

antivenin /ˌæntɪ'venɪn/ (n) = an antidote
arm /ɑːm/ (n) = each of the two parts of the body that connect the shoulders with the hands
bite /baɪt/ (v) = to cut with your teeth
brush your teeth (phr) = to clean your teeth
catch /kætʃ/ (v) = to take suddenly
compare /kəm'peə/ (v) = to say if two people or things are similar or not
cow /kaʊ/ (n) = 
dangerous /'deɪndʒərəs/ (adj) = unsafe
die /daɪ/ (v) = to stop living
do my homework (phr) = to do my schoolwork at home
early /'ɜːli/ (adv) = not late
enclosure /ɪn'kləʊʒə/ (n) = a closed area
get up /get 'ʌp/ (phr v) = to get out of the bed
go to bed (phr) = to go to sleep
goat /gəʊt/ (n) = 
habit /'hæbɪt/ (n) = a regular activity
hand /hænd/ (n) = each of the two parts of the body that we use for holding things
have breakfast (phr) = to have the first meal of the day
have a shower (phr) = to wash your body
have dinner (phr) = to have the last meal of the day
have lessons (phr) = to take lessons
important /ɪm'pɔːtənt/ (adj) = significant
in the afternoon (phr) = before evening
in the evening (phr) = in the early part of the night
in the morning (phr) = in the early part of the day
laboratory /lə'bɒrətri/ (n) = a place where scientists do tests
make /meɪk/ (v) = to produce
medicine /'medsən/ (n) = a substance for curing an illness
milk /mɪlk/ (v) = to get milk from a cow, a goat, etc

permanent /ˈpɜːmənənt/ (adj) = continuing for all the time
play sport (phr)
poisonous /ˈpɔɪzənəs/ (adj) = containing or producing poison
puppy /ˈpʌpi/ (n) = a young dog
snake farm /ˈsneɪk fɑːm/ (n) = a place where people keep snakes
team /tiːm/ (n) = a group
tooth /tuːθ/ (n) (pl: teeth) = each of the hard white parts in the mouth that we use for biting and chewing
type /taɪp/ (n) = a group of people or things with similar characteristics
venom /ˈvenəm/ (n) = poison
village /ˈvɪlɪdʒ/ (n) = a very small town
walk the dog (phr) = to take the dog for a walk
walk to school (phr) = to go to school on foot
watch a DVD (phr)

3b (pp. 46-47)

admire /ədˈmaɪə/ (v) = to find sb/sth attractive and pleasant to look at
after /ˈɑːftə/ (prep) = when some time has passed
among /əˈmʌŋ/ (prep) = within a group
answer /ˈɑːnsə/ (v) = to say sth when sb asks you sth else
beauty /ˈbjuːti/ (n) = being attractive
bed /bed/ (n) = a piece of furniture for sleeping
before /bɪˈfɔː/ (prep) = earlier than an event
birthday /ˈbɜːθdeɪ/ (n) = the day you celebrate the day you were born on
bus /bʌs/ (n) = 
busy /ˈbɪzi/ (adj) = active
camp /kæmp/ (n) = a campsite
catch a bus (phr) = to take a bus
chance /tʃɑːns/ (n) = an opportunity
check /tʃek/ (v) = to examine
date /deɪt/ (n) = a particular day shown by a number
dawn /dɔːn/ (n) = the early morning
day /deɪ/ (n) = Sunday, Monday, etc
dinner /ˈdɪnə/ (n) = the last meal of the day
evening /ˈiːvnɪŋ/ (n) = the early part of the night
get ready (phr) = to prepare yourself
go out (with) /gəʊ ˈaʊt/ (phr v) = to go for a walk/to the cinema, etc (with sb)
hide /haɪd/ (v) = to keep sth out of view
indoors /ˌɪnˈdɔːz/ (n) = inside a place
jungle /ˈdʒʌŋgəl/ (n) = a tropical forest
keep still (phr) = to not move
magazine /ˌmægəˈziːn/ (n) = a periodic publication with pictures and stories
midday /ˌmɪdˈdeɪ/ (n) = the middle of the day
morning /ˈmɔːnɪŋ/ (n) = the early part of the day
nature /ˈneɪtʃə/ (n) = everything in the physical world
newspaper /ˈnjuːzˌpeɪpə/ (n) = a daily publication with news
night /naɪt/ (n) = the dark part of the day
nurse /nɜːs/ (n) = sb who looks after sick people in hospital
office work /ˈɒfɪs ˌwɜːk/ (n) = the work that sb has to do in an office where they work
outdoors /ˌaʊtˈdɔːz/ (adv) = outside a place
park /pɑːk/ (n) = an open area with plants where people can walk and play
phone call /ˈfəʊn kɔːl/ (n) = a telephone call
play computer games (phr) = to play games on a computer
police officer /pəˈliːs ˌɒfɪsə/ (n) = a member of the police force
practice /ˈpræktɪs/ (n) = doing sth regularly in order to do it better
return /rɪˈtɜːn/ (v) = to go back
season /ˈsiːzən/ (n) = each of the four periods of a year
secretary /ˈsekrətəri/ (n) = sb who works in an office
send /send/ (v) = to arrange for sth to be taken somewhere
share /ʃeə/ (v) = to have/use sth with sb else
shift /ʃɪft/ (n) = the time period during a day when sb works
through /θruː/ (prep) = from the one end or side of sth to the other
timetable /ˈtaɪmˌteɪbəl/ (n) = a schedule
tiring /ˈtaɪərɪŋ/ (adj) = making you feel that you need to rest
tube /tjuːb/ (n) = the underground train in London
wait /weɪt/ (v) = to stay in a place until sb arrives
weekday /ˈwiːkdeɪ/ (n) = any day of the week except weekends
weekend /ˌwiːkˈend/ (n) = Saturday and Sunday
wildlife photographer /ˈwaɪldlaɪf fəˌtɒgrəfə/ (n) = sb who takes photos of animals in nature
winter /ˈwɪntə/ (n) = the coldest season
work /wɜːk/ (n) = sth that you get money to do
work shifts (phr) = to work sometimes in the morning and sometimes in the evening

3c (p. 48)

about /əˈbaʊt/ (prep) = not exactly
accommodation /əˌkɒmədeɪʃən/ (n) = a place to stay
adventure /ədˈventʃə/ (n) = an event full of excitement, action and danger
attend /əˈtend/ (v) = to go to
another /əˈnʌðə/ (det) = one more, sb/sth else
become /bɪˈkʌm/ (v) = to be
Biology /baɪˈɒlədʒi/ (n) = a school lesson about living things

campus /ˈkæmpəs/ (n) = the area of a university
charity /ˈtʃærəti/ (n) = an organisation that helps people who are in need
cheap /tʃiːp/ (adj) = not costing much money
Chemistry /ˈkemɪstri/ (n) = a school lesson about how substances are made and change
clean up /klɪːn ʌp/ (phr v) = to remove the dirt from a place
club /klʌb/ (n) = an organisation for people to enjoy similar activities
collect /kəˈlekt/ (v) = to pick up
college /ˈkɒlɪdʒ/ (n) = an educational institution
dining hall /ˈdaɪnɪŋ hɔːl/ (n) = a place in a university where students eat
do projects (phr) = to get information about subjects
dorm /dɔːm/ (n) = a place in a university where students sleep
drama /ˈdrɑːmə/ (n) = a play for the theatre, TV or radio
English Literature /ˌɪŋglɪʃ ˈlɪtərətʃə/ (n) = novels, plays and poetry in English
environment /ɪnˈvaɪərənmənt/ (n) = the natural world around us
event /ɪˈvent/ (n) = an organised competition
exciting /ɪkˈsaɪtɪŋ/ (adj) = making you feel happy and enthusiastic
fraternity /frəˈtɜːnəti/ (n) = a university club for boys
hard /hɑːd/ (adv) = with a lot of effort
hold /həʊld/ (v) = to have
interest /ˈɪntrəst/ (v) = to make sb want to pay attention to sth
join /dʒɔɪn/ (v) = to connect
live alone (phr) = to live by yourself
make friends (phr) = to get to know and like people
Maths /mæθs/ (n) = Mathematics
meal plan /miːl plæn/ (n) = a timetable for meals
member /ˈmembə/ (n) = sb who belongs to a group
on their own (phr) = by themselves
organise /ˈɔːgənaɪz/ (v) = to arrange
pass /pɑːs/ (v) = to be successful in an exam
Physics /ˈfɪzɪks/ (n) = a school lesson about natural forces
poor /pɔː/ (adj) = not rich
price /praɪs/ (n) = cost
raise money /reɪz ˈmʌni/ (phr) = to collect as much money as possible for a particular reason
Science /ˈsaɪəns/ (n) = Physics, Chemistry and Biology
share /ʃeə/ (v) = to have/use sth with sb else
sorority /səˈrɒrəti/ (n) = a university club for girls
study /ˈstʌdi/ (v) = to go to classes to learn a subject
test /test/ (n) = an exam
various /ˈveəriəs/ (adj) = of several different things

3d (p. 49)

agree /əˈgriː/ (v) = to say 'yes' to what sb said
(a) quarter past (phr) =
(a) quarter to (phr) =
clock /klɒk/ (n) =
clock face /klɒk feɪs/ (n) = the front part of a clock
Don't be late. (phr)
Excuse me. (phr)
half past (phr) =
Have you got the time, please? (phr) = What time is it, please?
Is 6:30 OK for you? (phr)
Let's meet at the courts at 7:30. (phr)
OK, see you there. (phr)
on time (phr) = at the correct time
problem /ˈprɒbləm/ (n) = a difficulty
tell the time (phr) = to say what time it is
That sounds good. (phr)
twenty past (phr) =
twenty to (phr) =
What time do you want to meet? (phr)
What time is it? (phr) = What's the time?

3e (pp. 50-51)

acre /ˈeɪkə/ (n) = 4,047 square metres
amazing /əˈmeɪzɪŋ/ (adj) = astonishing
animal /ˈænɪməl/ (n) = a cat, a horse, a tiger, etc
antelope /ˈæntələʊp/ (n) = an animal like a deer
ant /ænt/ (n) =
bear /beə/ (n) =
cat /kæt/ (n) =
conservation project /ˌkɒnsəˈveɪʃən ˌprɒdʒekt/ (n) = a careful study on the protection of nature
creature /ˈkriːtʃə/ (n) = a living animal or a person
do their best (phr) = to do as well as they can
dolphin /ˈdɒlfɪn/ (n) =
duck /dʌk/ (n) =
eagle /ˈiːgəl/ (n) =
elephant /ˈelɪfənt/ (n) =
estate /ɪˈsteɪt/ (n) = property
everywhere /ˈevriweə/ (adv) = in every place
exceptional /ɪkˈsepʃənəl/ (adj) = excellent
exotic /ɪgˈzɒtɪk/ (adj) = unusual, often from a distant land
fantastic /fænˈtæstɪk/ (adj) = amazing, wonderful
feel welcome (phr) = to feel that other people are happy that you are with them
follow /ˈfɒləʊ/ (v) = to walk behind sb/sth
feather /ˈfeðə/ (n) = each of the soft things on a bird's body
fur /fɜː/ (n) = the thick soft hair that covers animals' bodies

gentle /ʤentl/ (adj) = light, not rough
giraffe /ʤɪ'rɑːf/ (n) = 
goldfish /gəʊldfɪʃ/ (n) = 
group /gruːp/ (n) = a number of people/things together
guest /gest/ (n) = a visitor
hamster /hæmstə/ (n) = a mouse without a tail
head /hed/ (n) = the top part of people's and animals' bodies
horse /hɔːs/ (n) = 
hug /hʌg/ (n) = putting your arms around sb to show love
iguana /ɪ'gwɑːnə/ (n) = 
in the wild (phr) = in nature
kind /kaɪnd/ (adj) = helpful
leader /liːdə/ (n) = a person in control of a group of people
leaf (pl: leaves) /liːf/ (n) = each of the flat green parts of a plant
lively /laɪvli/ (adj) = cheerful and exciting
make sure (phr) = to become certain
manor /mænə/ (n) = a big house and the land around it
members of the family (phr) = parents and children
monkey /mʌŋki/ (n) = 
normal /nɔːməl/ (adj) = standard
own /əʊn/ (det) = not anybody else's
owner /əʊnə/ (n) = the person who possesses sth
parrot /pærət/ (n) = 
personality /pɜːsə'nælətɪ/ (n) = sb's character and behaviour
playful /pleɪfəl/ (adj) = active and happy
prefer /prɪ'fɜː/ (v) = to like sth better than sth else
promise /'prɒmɪs/ (v) = to say that you will do sth and give your word
rare /reə/ (adj) = not common
rude /ruːd/ (adj) = impolite
slice /slaɪs/ (n) = a flat piece of bread, cheese, meat, etc
snake /sneɪk/ (n) = 
staff /stɑːf/ (n) = personnel
stare /steə/ (v) = to look at sb/sth for a long time
strange /streɪnʤ/ (adj) = unusual
sweet /swiːt/ (n) = a candy
toast /təʊst/ (n) = heated bread
treat /triːt/ (n) = sth special that you buy yourself or sb else
twig /twɪg/ (n) = a very small branch
typical /'tɪpɪkəl/ (adj) = characteristic
uncommon /ʌn'kɒmən/ (adj) = not usual
wake up /weɪk 'ʌp/ (phr v) = to be up after being asleep
window /'wɪndəʊ/ (n) = an area of glass in the wall

3f (pp. 52-53)

acrobatics /ækrə'hætɪks/ (n) = difficult body exercises
be on time (phr) = to be in a place at the correct time
bring /brɪŋ/ (v) = to come to a place and give sb sth
chew /ʧuː/ (v) = to bite food repeatedly
choose /ʧuːz/ (v) = to decide what you want from a variety of things
circus /'sɜːkəs/ (n) = a group of performers and animals who travel to places to entertain people
class /klɑːs/ (n) = a school grade
clowning /'klaʊnɪŋ/ (n) = the performance of a clown at a circus
course /kɔːs/ (n) = a series of lessons
do the washing-up (phr) = to wash the dishes
driver /draɪvə/ (n) = sb who drives a car, a bus, etc
easily /'iːzəlɪ/ (adv) = without problems
exist /ɪg'zɪst/ (v) = to live
experience /ɪk'spɪərɪəns/ (n) = gained knowledge or skill
extraordinary /ɪk'strɔːdənərɪ/ (adj) = unusual
fly /flaɪ/ (v) = to move quickly through the air
gum /gʌm/ (n) = chewing gum
ID card /aɪ 'diː kɑːd/ (n) = a card with a person's photograph and personal details
imagine /ɪ'mæʤɪn/ (v) = to create a picture in your mind about sth
instead /ɪn'sted/ (adv) = in place of sb/sth
juggle /'ʤʌgəl/ (v) = to throw in the air and catch three or more things quickly
leave /liːv/ (v) = to go away from a place
MP3 player /ˌem piː 'θriː 'pleɪə/ (n) = gadget you listen music on
ordinary /'ɔːdənərɪ/ (adj) = common, usual
packed lunch /pækt 'lʌnʧ/ (n) = food that you take with you
performer /pə'fɔːmə/ (n) = an actor, a singer, etc
performance /pə'fɔːməns/ (n) = a show
polite /pə'laɪt/ (adj) = kind
respect /rɪ'spekt/ (v) = to have a good opinion of sb/sth
school rule /skuːl ruːl/ (n) = what you must and mustn't do at school
school uniform /skuːl 'juːnɪfɔːm/ (n) = a set of clothes that all children have to wear at school
sign in /saɪn 'ɪn/ (phr v) = to write your name on a paper to enter a place
silent /'saɪlənt/ (adj) = without making any sound
skill /skɪl/ (n) = ability
spend /spend/ (v) = to pass your time
switch off /swɪʧ 'ɒf/ (phr v) = to turn off
take part in (phr) = to be involved in sth
through the air (phr) = in the air
tightrope walking /'taɪtrəʊp ˌwɔːkɪŋ/ (n) = walking on a rope
tour /tʊə/ (n) = a holiday trip visiting many places
trapeze /trə'piːz/ (n) = bar of wood hanging from two ropes on which people in a circus walk
unique /juː'niːk/ (adj) = the only one of

its kind
wear /weə/ (v) = to have clothes on

3g (p. 54)

aunt /ɑːnt/ (n) = your father's/mother's sister, or your uncle's wife
brother /brʌðə/ (n) = your parents' son
cousin /kʌzən/ (n) = the child of your aunt and uncle
daughter /dɔːtə/ (n) = sb's female child
divorced /dɪvɔːst/ (adj) = not married any more
family /fæməli/ (n) = parents and children



family tree /fæməli triː/ (n) =
father /fɑːðə/ (n) = a male parent
granddaughter /grænˌdɔːtə/ (n) = the daughter of sb's son/daughter
grandfather /grændfɑːðə/ (n) = your father's/mother's father
grandmother /grænˌmʌðə/ (n) = your father's/mother's mother
grandparent /grænpeərənt/ (n) = a grandfather or grandmother
grandson /grændsʌn/ (n) = the son of sb's son/daughter
hair /heə/ (n) = the fine threads on your head
husband /hʌzbənd/ (n) = the man that a woman is married to
married /mærɪd/ (adj) = having a husband/wife
mother /mʌðə/ (n) = a female parent
nephew /nefjuː/ (n) = your brother's/sister's son
niece /niːs/ (n) = your brother's/sister's daughter
only child /ˌəʊnli ˈtʃaɪld/ (n) = a child with no brothers or sisters
pretty /prɪti/ (adj) = beautiful
single /sɪŋgəl/ (adj) = unmarried
sister /sɪstə/ (n) = your parent's daughter
son /sʌn/ (n) = sb's male child
twin /twɪn/ (n) = each of the two children born at the same time
uncle /ʌŋkəl/ (n) = your father's/mother's brother, or your aunt's husband
who /huː/ (question word)
whose /huːz/ (question word)
wife /waɪf/ (n) = the woman that a man is married to

3h (p. 55)

block /blɒk/ (n) = four city streets that form an area of buildings
decide /dɪsaɪd/ (v) = to make up your mind
housework /haʊswɜːk/ (n) = cleaning, washing, etc in the house
how many /haʊ meni/ (question word)
ICT /ˌaɪ siː tiː/ (n) = Information and Computer Technology
interesting /ɪntrəstɪŋ/ (adj) = that attracts your attention
learn /lɜːn/ (v) = to gain knowledge
musical instrument /ˌmjuːzɪkəl ˈɪnstrəmənt/ (n) = a piano, a guitar, etc
P.E. /ˌpiː ˈiː/ (n) = Physical Education (physical exercise as a school lesson)
pool /puːl/ (n) = a hole with water for swimming
primary school /praɪməri skuːl/ (n) = the education that pupils get from the age of 5 till the age of 11
request /rɪkwest/ (n) = asking for sth politely
skiing /skiːɪŋ/ (n) = moving on snow or water using skiis
snowboarding /snəʊbɔːdɪŋ/ (n) = going down snowy slopes using a narrow board
teacher /tiːtʃə/ (n) = sb who gives lessons to pupils and students at school
tiring /taɪərɪŋ/ (adj) = making you feel that you need to rest

3i (p. 56)

alligator /ælɪgeɪtə/ (n) = a type of crocodile
backbone /bækbəʊn/ (n) = the row of bones in the middle of the back
bird /bɜːd/ (n) =



blood /blʌd/ (n) = the red liquid in the body
cold /kəʊld/ (adj) = with a low temperature
crocodile /krɒkədaɪl/ (n) =



dinosaur /daɪnəsɔː/ (n) =
dry /draɪ/ (adj) = (of weather) without rain
exist /ɪgzɪst/ (v) = to live
hot /hɒt/ (adj) = with high temperature
iguana /ɪgwɑːnə/ (n) =



insect /ɪnsekt/ (n) = a fly, a bee, etc
Komodo dragon /kəˌməʊdəʊ drægən/ (n)
large (large – larger – largest) /lɑːdʒ/ (adj) = big
length /leŋθ/ (n) = how long sth is
lie in the sun (phr) = to relax in a shiny place
lizard /lɪzəd/ (n) =



mammal /mæməl/ (n) = an animal that has babies, not eggs
meat /miːt/ (n) = animals eaten as food
plant /plɑːnt/ (n) = a flower, a tree, etc
poisonous /pɔɪzənəs/ (adj) = containing poison
reptile /reptaɪl/ (n) = a snake, a lizard, etc
snake /sneɪk/ (n) =



tiger snake /taɪgə sneɪk/ (n) = a type of snake
tortoise /tɔːtəs/ (n) =



turtle /tɜːtəl/ (n) = a type of tortoise that lives in the sea
vegetable /vedʒtəbəl/ (n) = a carrot, a pepper, a lettuce, etc
warm /wɔːm/ (adj) = fairly hot
well-known /ˌwel ˈnəʊn/ (adj) = famous

Language Review 3 (p. 57)

adapt (to) /əˈdæpt/ (v) = to change your behaviour according to a situation
air /eə/ (n) = what we breathe
difficulty /ˈdɪfɪkəlti/ (n) = a problem
endangered species /ɪnˌdeɪndʒəd ˈspiːʃiːz/ (n) = a type of animal or plant that may stop existing
land /lænd/ (n) = a country
live /lɪv/ (v) = to exist
mammal /ˈmæməl/ (n) = an animal that has babies, not eggs
risky /ˈrɪski/ (adj) = dangerous
stay /steɪ/ (v) = to not leave

Module 4

4 (p. 61)

activity /ækˈtɪvɪti/ (n) = a thing that people do to enjoy themselves
autumn /ˈɔːtəm/ (n) = the season between summer and winter
boiling hot /ˈbɔɪlɪŋ ˈhɒt/ (adj) = very hot
celebration /ˌselɪˈbreɪʃən/ (n) = a party
chilly /ˈtʃɪli/ (adj) = almost cold
climate /ˈklaɪmət/ (n) = the typical weather in a place
clothes /kləʊðz/ (adj) = what we wear
cloudy /ˈklaʊdi/ (adj) = with many clouds
cold /kəʊld/ (adj) = with a low temperature
drink /drɪŋk/ (n) = a lemonade, a whisky, etc
festival /ˈfestəvəl/ (n) = a number of artistic events
foggy /ˈfɒgi/ (adj) = (of weather) having a thick cloud
freezing cold /ˌfriːzɪŋ ˈkəʊld/ (adj) = very cold
holiday /ˈhɒlədeɪ/ (n) = vacation
market /ˈmɑːkɪt/ (n) = a place where people can buy things
product /ˈprɒdʌkt/ (n) = sth made in a factory and sold
rainy /ˈreɪni/ (adj) = with a lot of rain
season /ˈsiːzən/ (n) = each of the four periods of a year
snack /snæk/ (n) = a quick simple meal
snowy /ˈsnəʊi/ (adj) = with a lot of snow
spring /sprɪŋ/ (n) = the season between winter and summer
summer /ˈsʌmə/ (n) = the hottest season
sunny /ˈsʌni/ (adj) = with a lot of sun
warm /wɔːm/ (adj) = almost hot
weather /ˈweðə/ (n) = sun, rain, temperature, etc in a place
windy /ˈwɪndi/ (adj) = with a lot of wind
winter /ˈwɪntə/ (n) = the coldest season

4a (pp. 62-63)

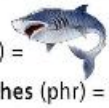
city centre /ˌsɪti ˈsentə/ (n) = downtown
coach /kəʊtʃ/ (n) = a bus for long journeys
crafts /krɑːfts/ (pl n) = making things, e.g. baskets, cups, etc, with your hands
eat local dishes (phr) = to eat the specialities of a place
flea market /ˈfliː ˌmɑːkɪt/ (n) = a place where you can buy used things
fort /fɔːt/ (n) = a strong building for the protection of a place
greetings /ˈgriːtɪŋz/ (pl n) = writing 'hello' in a letter
guide /gaɪd/ (n) = a person who shows you the way to a place
hike /haɪk/ (v) = to walk
I can't wait. (phr) = I am very excited about sth.
It's a pity. (phr) = It's a shame.
route /ruːt/ (n) = the way from one place to another
shop for souvenirs (phr) = to buy things from a foreign place to remember it
sight /saɪt/ (n) = a tourist attraction
sightsee /ˈsaɪtsiː/ (v) = to visit interesting places
snow-capped mountain (phr) = a mountain covered with snow at the top
souvenir /ˌsuːvəˈnɪə/ (n) = sth that you buy from a foreign place to remember it
sunbathe /ˈsʌnbeɪð/ (v) = to lie in the sun
swim /swɪm/ (v) = to move in the water with your arms and legs
tour /tʊə/ (n) = a holiday trip visiting many places
volcano /vɒlˈkeɪnəʊ/ (n) = a mountain from which hot melted rock from inside the earth sometimes bursts

4b (pp. 64-65)

Any ideas? (phr)
bag /bæg/ (n) = 
boots /buːts/ (pl n) = 
cap /kæp/ (n) = 
coat /kəʊt/ (n) = 
dress /dres/ (n) = 
expensive /ɪkˈspensɪv/ (adj) = costing a lot of money
flat shoes /ˌflæt ˈʃuːz/ (pl n) = 
glove /glʌv/ (n) = 
gorgeous /ˈgɔːdʒəs/ (adj) = beautiful
guess /ges/ (v) = to try to think of an answer
half-price /ˌhɑːf ˈpraɪs/ (adj) = 50% off
hat /hæt/ (n) = 
high heels /ˌhaɪ ˈhiːlz/ (pl n) = 
I guess you're right. (phr) = I think you're right.
jeans /dʒiːnz/ (pl n) = 
leggings /ˈleɡɪŋz/ (pl n) = 
look for /lʊk fɔ/ (phr v) = to search for
match /mætʃ/ (v) = to look attractive together
present /ˈprezənt/ (n) = a gift
sandals /ˈsændlz/ (pl n) = 
scarf (pl: scarves) /skɑːf/ (n) = 
school uniform /ˌskuːl ˈjuːnɪfɔːm/ (n) = a set of clothes that all children have to wear at school
shirt /ʃɜːt/ (n) = 
shorts /ʃɔːts/ (pl n) = a pair of short trousers

skirt /skɜːt/ (n) = 
sock /sɒk/ (n) = 
success /səkˈses/ (n) = achievement
sunglasses /ˈsʌnˌglɑːsɪz/ (pl n) = 
sweatshirt /ˈswetʃɜːt/ (n) = 
tie /taɪ/ (n) = 
together /təˈgeðə/ (adv) = many people as a group doing sth
top /tɒp/ (n) = a peak
trainers /ˈtreɪnəz/ (pl n) = 
trousers /ˈtraʊzəz/ (pl n) = 
T-shirt /ˈtiː ʃɜːt/ (n) = 
umbrella /ʌmˈbrelə/ (n) = 
wear /weə/ (v) = to have clothes on

4c (p. 66)

a variety of (phr) = a number of similar things
accessories /əkˈsesərɪz/ (pl n) = scarves, belts, gloves, etc
amusement park /əˈmjuːzmənt pɑːk/ (n) = a theme park
appear /əˈpɪə/ (v) = to start to exist
aquarium /əˈkweərɪəm/ (n) = a place where people can see fish
big (big – bigger – biggest) /bɪg/ (adj) = not small
book tickets (phr) = to reserve tickets
dinosaur /ˈdaɪnəsɔː/ (n) = 
dish /dɪʃ/ (n) = a type of food
electronics /ɪˌlekˈtrɒnɪks/ (pl n) = electronic things
food court /fuːd kɔːt/ (n) = an area in a mall with restaurants
get tired of (phr) = to become bored of
have lunch (phr) = to have a meal in the middle of the day
hold /həʊld/ (v) = to have
indoor /ˈɪndɔː/ (adj) = being inside a building
million /ˈmɪljən/ (number) = 1,000,000
roller coaster /ˈrəʊlə ˌkəʊstə/ (n) = a very fast train in an amusement park that goes up and down steep slopes
screen /skriːn/ (n) = a flat glass surface where we can see pictures or words
sea creature /ˈsiː ˌkriːtʃə/ (n) = an animal that lives in the sea
see sharks (phr) = to watch sharks
serve /sɜːv/ (v) = to offer food and drinks
shark /ʃɑːk/ (n) = 
shop for clothes (phr) = to go to the shops to buy clothes
shopping mall /ˈʃɒpɪŋ mɔːl/ (n) = a large shopping area with shops and restaurants
skyscraper /ˈskaɪˌskreɪpə/ (n) = a very tall modern building
stay in a hotel (phr) = to live in a hotel for some time
tired (of) /taɪəd/ (adj) = bored (of)
toy /tɔɪ/ (n) = a ball, a doll, etc
travel agent /ˈtrævəl ˌeɪdʒənt/ (n) = sb who arranges people's holidays
visit a museum (phr)
watch a film (phr)

4d (p. 67)

Anything else? (phr) = What else?
Can I have a cola, please? (phr)
cashier /kæˈʃɪə/ (n) = sb who gets money from customers in a shop
change /tʃeɪndʒ/ (n) = the money you get back when you pay for sth with more money than it costs
customer /ˈkʌstəmə/ (n) = sb who buys goods from a shop
Here you are. (phr)
Here's your change. (phr)
ice cream cornet /aɪskriːm kɔːnɪt/ (n) = 
I'd like a ... (phr)
Of course. (phr) = Sure.
slice /slaɪs/ (n) = a flat piece of bread, cheese, meat, etc
Thanks. (phr) = Thank you.
What can I get you? (phr) = What would you like to have?

4e (pp. 68-69)

animal /ˈænɪməl/ (n) = a cat, a horse, a tiger, etc
antique /ænˈtiːk/ (n) = an old piece of furniture
at the moment (phr) = now
bin /bɪn/ (n) = a container where we put rubbish
can /kæn/ (n) = a metal container for food or drink
choose /tʃuːz/ (v) = to pick
classmate /ˈklɑːsmeɪt/ (n) = sb who is in the same class as you
clothes /kləʊðz/ (pl n) = what we wear
colourful /ˈkʌləfəl/ (adj) = with lots of colours
delicacy /ˈdelɪkəsi/ (n) = special food
delicious /dɪˈlɪʃəs/ (adj) = tasty
easy /ˈiːzi/ (adj) = not difficult
empty /ˈempti/ (adj) = with nothing inside
fish /fɪʃ/ (n) = 
flower /ˈflaʊə/ (n) = 
follow a map (phr) = to read a map to find your way
food stall /fuːd stɔːl/ (n) = a place in an open area that sells food
fried /fraɪd/ (adj) = cooked in hot oil
fruit /fruːt/ (n) = an apple, an orange, etc
get lost (phr) = to lose your way
insect /ˈɪnsekt/ (n) = a fly, a bee, etc
jewellery /ˈdʒuːəlri/ (n) = rings, necklaces, etc
language /ˈlæŋgwɪdʒ/ (n) = all the words we use when we speak and write
local /ˈləʊkəl/ (n) = a person who lives in a specific area
market /ˈmɑːkɪt/ (n) = a place where people can buy things

meat /miːt/ (n) = animals eaten as food
mountain /ˈmaʊntən/ (n) = a high area of land
pet /pet/ (n) = an animal that you keep in the home
pineapple juice /ˈpaɪnæpəl ˌdʒuːs/ (n) = 
pottery /ˈpɒtəri/ (n) = things made from soil and water
ride /raɪd/ (v) = to travel on a horse or bicycle
speak a language (phr) = to talk in English, French, etc
stall /stɔːl/ (n) = a table where food and drinks are offered
take photographs (phr) = to take pictures
throw /θrəʊ/ (v) = to push sth in the air
tool /tuːl/ (n) = a piece of equipment that you hold in your hand to do sth
tortilla /tɔːˈtiːjə/ (n) = Mexican bread
traditional costume /trəˈdɪʃənəl ˈkɒstjuːm/ (n) = the national dress of a country
vegetable /ˈvedʒtəbəl/ (n) = a carrot, a pepper, a lettuce, etc

4f (pp. 70-71)

apple /ˈæpəl/ (n) = 
available /əˈveɪləbəl/ (adj) = that can be used
baked /beɪkt/ (adj) = cooked in the oven
banana /bəˈnɑːnə/ (n) = 
bean /biːn/ (n) = 
beef /biːf/ (n) = the meat of a cow
bowl /bəʊl/ (n) = 
bread /bred/ (n) = 
breakfast spread /ˈbrekfəst ˌspred/ (n) = soft food that you put on bread slices
butter /ˈbʌtə/ (n) = soft white/yellow food made from milk
cabbage /ˈkæbɪdʒ/ (n) = 
carrot /ˈkærət/ (n) = 
cauliflower /ˈkɒlɪflaʊə/ (n) = 
cereal /ˈsɪəriəl/ (n) = muesli
cheese /tʃiːz/ (n) = 

cherry /ˈtʃeri/ (n) = 
chicken /ˈtʃɪkən/ (n) = 
coffee /ˈkɒfi/ (n) = 
creamy /ˈkriːmi/ (adj) = being smooth like cream
dairy product /ˈdeəri ˌprɒdʌkt/ (n) = food made from milk
egg /eg/ (n) = 
eggplant /ˈegplɑːnt/ (n) = 
essential /ɪˈsenʃəl/ (adj) = necessary
fresh /freʃ/ (adj) = (of food) made recently
fried /fraɪd/ (adj) = cooked in hot oil
grapes /greɪps/ (pl n) = 
important /ɪmˈpɔːtənt/ (adj) = significant
include /ɪnˈkluːd/ (v) = to put in a set/group/category
lettuce /ˈletɪs/ (n) = 
manners /ˈmænəz/ (pl n) = polite behaviour
milk /mɪlk/ (n) = what we get from cows/goats and drink
mushroom /ˈmʌʃrʊm/ (n) = 
need /niːd/ (v) = it's necessary for you
next /nekst/ (adj) = the following
onion /ˈʌnjən/ (n) = 
orange /ˈɒrɪndʒ/ (n) = 
orange juice /ˈɒrɪndʒ dʒuːs/ (n) = 
other /ˈʌðə/ (det) = different
pasta /ˈpæstə/ (n) = spaghetti
pepper /ˈpepə/ (n) = 
pot /pɒt/ (n) = 
prepare /prɪˈpeə/ (v) = to get ready
rice /raɪs/ (n) = 
salmon /ˈsæmən/ (n) = a type of pink fish
scrambled eggs /skræmbəld egz/ (pl n) = mixed eggs cooked in a pan
sliced /slaɪst/ (adj) = cut in slices
steamed rice /ˌstiːmd ˈraɪs/ (n) = rice cooked over boiling water
strong /strɒŋ/ (adj) = having a lot of flavour
sugar /ˈʃʊgə/ (n) = what we put in food and drinks to make them sweet
tea /tiː/ (n) = 

toast /təʊst/ (n) = heated bread
tomato /təˈmɑːtəʊ/ (n) = 
traditional /trəˈdɪʃənəl/ (adj) = existing for a long time without changing
water /ˈwɔːtə/ (n) = 
watermelon /ˈwɔːtəmelən/ (n) = 
yoghurt /ˈjɒgət/ (n) = 

4g (p. 72)

advert /ˈædvɜːt/ (n) = (advertisement) an announcement in a newspaper about a product, a job or an event
crown the queen (phr) = to put a crown on the queen's head
Do you feel like (doing sth)? (phr) = Would you like (to do sth)?
fireworks display /ˈfaɪəwɜːks dɪspleɪ/ (n) = a show with colourful lights exploding in the sky
Great idea! (phr) = Super!
I'd rather not. Let's ... instead. (phr)
paint your face (phr) = to put colours on your face
parade /pəˈreɪd/ (n) = a procession of people
Shall we ...? (phr) = What about ...?
Sure, why not! (phr) = Of course!
That sounds good! (phr) = Good idea!

4h (p. 73)

bonfire /ˈbɒnfaɪə/ (n) = an outdoor fire
festival /ˈfestəvəl/ (n) = a number of artistic events
light /laɪt/ (v) = to make sth brighter and more visible
postcard /ˈpəʊstkɑːd/ (n) = a card with a picture of a monument or landscape on one side
wonderful /ˈwʌndəfəl/ (adj) = fantastic

4i (p. 74)

below freezing (phr) = (of temperature) below 0°C
characterise /ˈkærɪktəraɪz/ (v) = to describe

climate /ˈklaɪmət/ (n) = the typical weather in a place
dark /dɑːk/ (adj) = black
desert /ˈdezət/ (n) = a large area of land without water or trees
drop /drɒp/ (v) = to become less
dry /draɪ/ (adj) = (of weather) without rain
exist /ɪgˈzɪst/ (v) = to live
hold (in) /həʊld/ (v) = to keep (in)
last /lɑːst/ (v) = to continue to exist for some time
low /ləʊ/ (adj) = below the usual level
midnight sun /ˌmɪdnaɪt ˈsʌn/ (n) = the sun that you can see at night
period /ˈpɪəriəd/ (n) = some time
reach /riːtʃ/ (v) = to get to
shine /ʃaɪn/ (v) = to produce light
survive /səˈvaɪv/ (v) = to continue to exist
temperature /ˈtemprətʃə/ (n) = how hot or cold a place is
tundra /ˈtʌndrə/ (n) = a cold place without trees

Module 5

5 (p. 79)

ancient civilization /ˌeɪnʃənt sɪvəlaɪˈzeɪʃən/ (n) = a well-developed society of the past
aquarium /əˈkweərɪəm/ (n) = a place where people can see fish
beach /biːtʃ/ (n) = a place with sand by the sea
childhood /ˈtʃaɪldhʊd/ (n) = the period when you are a child
fast food restaurant /ˌfɑːst ˈfuːd ˌrestərɒnt/ (n) = a place where you can eat burgers, chips, etc
figure /ˈfɪgə/ (n) = an important person
gym /dʒɪm/ (n) = a place where you can work out
library /ˈlaɪbrəri/ (n) = a place with a collection of books that you can read or borrow
memory /ˈmeməri/ (n) = the ability to remember
opera house /ˈɒpərə haʊs/ (n) = a theatre for musical plays
park /pɑːk/ (n) = an open area with plants where people can walk and play
past /pɑːst/ (n) = a period of time many years ago
personal /ˈpɜːsənəl/ (adj) = belonging or relating to one particular person
pool /puːl/ (n) = a hole with water for swimming
recommend /ˌrekəˈmend/ (v) = to suggest
supermarket /ˈsuːpəmɑːkɪt/ (n) = a large place where you can buy food, clothing, toiletries, cleaning products, etc
theatre /ˈθɪətə/ (n) = a place where you can watch a performance
zoo /zuː/ (n) = a place where people can see different animals

5a (pp. 80-81)

ancient /ˈeɪnʃənt/ (adj) = from a very long time ago
baker's /ˈbeɪkəz/ (n) = a place where you can buy bread, cakes, etc
block of flats (phr) = a large building with many apartments
bookshop /ˈbʊkʃɒp/ (n) = a place where you can buy books
busy /ˈbɪzi/ (adj) = active
café /ˈkæfeɪ/ (n) = a place where you can have a coffee
car park /ˈkɑː pɑːk/ (n) = a place where people can park their cars
centre /ˈsentə/ (n) = downtown
city /ˈsɪti/ (n) = a big town
clothes shop /ˈkləʊðz ʃɒp/ (n) = a place where you can buy clothes
department store /dɪˈpɑːtmənt stɔː/ (n) = a large shop with many different parts
empty /ˈempti/ (adj) = having nothing inside
fortress /ˈfɔːtrɪs/ (n) = a large strong building used for protecting a place from attack
full (of) /fʊl/ (adj) = complete
grocer's /ˈgrəʊsəz/ (n) = a small supermarket
hospital /ˈhɒspɪtl/ (n) = a medical centre
hotel /həʊˈtel/ (n) = a place where you can pay to eat and sleep
large /lɑːdʒ/ (adj) = big
lucky /ˈlʌki/ (adj) = fortunate
marketplace /ˈmɑːkɪtpleɪs/ (n) = a place where people buy things
metal /ˈmetəl/ (n) = a substance such as iron and gold
modern /ˈmɒdn/ (adj) = not old
mud /mʌd/ (n) = soft wet earth
museum /mjuːˈziəm/ (n) = a place where you can see statues
narrow /ˈnærəʊ/ (adj) = not wide
official /əˈfɪʃəl/ (n) = sb who has a position of authority
post office /ˈpəʊst ˌɒfɪs/ (n) = a place where you can buy stamps
pottery /ˈpɒtəri/ (n) = things made from soil and water
region /ˈriːdʒən/ (n) = area
restaurant /ˈrestərɒnt/ (n) = a place where you can pay and eat
small /smɔːl/ (adj) = not big
street /striːt/ (n) = a road
temple /ˈtempəl/ (n) = a building to worship gods in
theatre /ˈθɪətə/ (n) = a place where you can watch a play
trader /ˈtreɪdə/ (n) = sb whose job is to buy and sell goods
unlucky /ʌnˈlʌki/ (adj) = having bad luck
watchtower /ˈwɒtʃˌtaʊə/ (n) = gives the person a good view of the area around the place they are guarding
wide /waɪd/ (adj) = not narrow
workshop /ˈwɜːkʃɒp/ (n) = a building with machines used for making or repairing things

5b (pp. 82-83)

admire /ədˈmaɪə/ (v) = to find sb/sth attractive and pleasant to look at

aeroplane /ˈeərəpleɪn/ (n) = 

along /əˈlɒŋ/ (prep) = from the one end of a line to the other

artist /ˈɑːtɪst/ (n) = a painter, a musician, a sculptor

attend /əˈtend/ (v) = to go to (an event, school)

bank /bæŋk/ (n) = a building where people can keep their money

boat /bəʊt/ (n) = 

brick /brɪk/ (n) = a hard block for building houses

build /bɪld/ (v) = to construct

century /ˈsentʃəri/ (n) = a period of a hundred years

civilization /ˌsɪvəlaɪˈzeɪʃən/ (n) = a well-developed society

control /kənˈtrəʊl/ (v) = to be in charge

design /dɪˈzaɪn/ (v) = to make a drawing of a building, machine, etc

discover /dɪsˈkʌvə/ (v) = to find

empire /ˈempaɪə/ (n) = a huge area under one ruler

farmer /ˈfɑːmə/ (n) = sb who owns a farm

fish /fɪʃ/ (v) = to try to catch fish

gigantic /dʒaɪˈgæntɪk/ (adj) = very big

goods /gʊdz/ (pl n) = products

hieroglyphics /ˌhaɪərəˈglɪfɪks/ (pl n) = 

hunt (for) /hʌnt/ (v) = to chase animals for food

hurry /ˈhʌri/ (v) = to rush

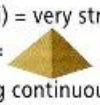
lost city (phr) = a city that doesn't exist any more

mud /mʌd/ (n) = soft wet earth

phone /fəʊn/ (v) = to call sb on the telephone

play board games (phr) = to play chess, Monopoly, etc

powerful /ˈpaʊəfəl/ (adj) = very strong

pyramid /ˈpɪrəmɪd/ (n) = 

river /ˈrɪvə/ (n) = a long continuous flow of water

rule /ruːl/ (v) = to be in charge of a country

sail /seɪl/ (v) = to control a boat, a ship, etc through the water

sailor /ˈseɪlə/ (n) = sb who works on a ship

stone /stəʊn/ (n) = a hard material we use to build houses

study /ˈstʌdi/ (v) = to go to school/ university

trader /ˈtreɪdə/ (n) = sb who buys and sells things

transport /trænˈspɔːt/ (v) = to move sb/sth from one place to another

travel by plane (phr) = to go from one place to another by air

wealthy /ˈwelθi/ (adj) = very rich

5c (p. 84)

band /bænd/ (n) = a group of musicians who play popular music

cheap /tʃiːp/ (adj) = not costing much money

colourful /ˈkʌləfəl/ (adj) = with lots of colours

craze /kreɪz/ (n) = an object/activity that is very popular for a short time

crazy (about) /ˈkreɪzi/ (adj) = liking sb/sth very much

dance hall /dɑːns hɔːl/ (n) = a large room where people paid to dance in the past

enjoy /ɪnˈdʒɔɪ/ (v) = to have fun

enthusiastic (about) /ɪnˌθjuːziˈæstɪk/ (adj) = keen, eager

fad /fæd/ (n) = a craze

fashion /ˈfæʃən/ (n) = a style of clothing that is popular

fashionable /ˈfæʃnəbəl/ (adj) = popular

floral /ˈflɔːrəl/ (adj) = with images of flowers on it

hippy style (phr) = the fashion in the 1960s (i.e. floral clothing and long hair)

hit /hɪt/ (n) = a song, a film, etc that is very successful

latest fashions /ˈleɪtəst ˈfæʃənz/ (pl n) = the most recent designs

live /laɪv/ (adj) = not recorded

mini-skirt /ˈmɪni skɜːt/ (n) = a short skirt

moon /muːn/ (n) = the round object that goes around the Earth

popular /ˈpɒpjələ/ (adj) = liked by a lot of people

print /prɪnt/ (n) = a design on clothes

radio /ˈreɪdiəʊ/ (n) = a gadget you listen to music on

recent /ˈriːsənt/ (adj) = latest

shocked /ʃɒkt/ (adj) = very surprised and upset

spy film /ˈspaɪ fɪlm/ (n) = a film with secret agents

station /ˈsteɪʃən/ (n) = a channel

teenager /ˈtiːneɪdʒə/ (n) = sb who is between 13 and 19 years old

5d (p. 85)

all /ɔːl/ (det) = everyone

around here (phr) = somewhere not far away

at weekends (phr) = on Saturday and Sunday

beach /biːtʃ/ (n) = a place with sand by the sea

boring /ˈbɔːrɪŋ/ (adj) = dull

deliver /dɪˈlɪvə/ (v) = to go to sb's house and give them sth

dialogue /ˈdaɪəlɒg/ (n) = a conversation

Did you like it? (phr)

Do you miss all that? (phr)

fancy dress /ˈfænsi ˈdres/ (n) = clothes that you wear at a Carnival party

farm /fɑːm/ (n) = an area for growing crops or keeping animals

How was that? (phr)

It sounds like ... (phr) = It seems like ...

miss /mɪs/ (v) = to fail to do, see or notice sth

outside /aʊtˈsaɪd/ (adv) = not inside a place

parent /ˈpeərənt/ (n) = a father or mother

sea /siː/ (n) = the salty water that covers most of the earth's surface

sheep /ʃiːp/ (n) = a farm animal with thick curly hair (wool)

5e (pp. 86-87)

alphabetical /ælfəˈbetɪkəl/ (adj) = in the order of the letters of the alphabet

amazing /əˈmeɪzɪŋ/ (adj) = astonishing

ancient /ˈeɪnʃənt/ (adj) = from a very long time ago

archaeologist /ɑːkiˈɒlədʒɪst/ (n) = sb who studies the civilisations of the past

architecture /ɑːkɪtektʃə/ (n) = the art of designing buildings

astronomer /əstrɒnəmə/ (n) = a scientist who studies the stars and planets

believe /bɪˈliːv/ (v) = to think that sth is true

bridge /brɪdʒ/ (n) = a structure over a river, railway or road where people or vehicles can cross

builder /ˈbɪldə/ (n) = sb who erects buildings

certain /ˈsɜːtn/ (adj) = definite

clever /ˈklevə/ (adj) = intelligent

cocoa /ˈkəʊkəʊ/ (n) = a substance for making chocolate

construct /kənˈstrʌkt/ (v) = to build

corn /kɔːn/ (n) =

culture /ˈkʌltʃə/ (n) = the beliefs and arts of a civilisation

date back (to) /deɪt ˈbæk/ (phr v) = to exist since (a date in the past)

destroy /dɪˈstrɔɪ/ (v) = to damage

dictionary /ˈdɪkʃənəri/ (n) = a book with a list of words explained in another language

discover /dɪsˈkʌvə/ (v) = to find

earthquake /ˈɜːθkweɪk/ (n) = a sudden violent movement of the earth's surface

emperor /ˈempərə/ (n) = the ruler of an empire

exactly /ɪgˈzæktli/ (adv) = precisely

farmer /ˈfɑːmə/ (n) = (sb) who owns a farm

field /fiːld/ (n) = an area of grass

fountain /ˈfaʊntən/ (n) =

grow /grəʊ/ (v) = to develop

high /haɪ/ (adv) = a long way up

history /ˈhɪstəri/ (n) = the events of the past

leave (leave – left – left) /liːv/ (v) = to go away from a place

mountain /ˈmaʊntən/ (n) = a high land area that may have snow at the top

palace /ˈpæləs/ (n) = a building where kings and queens live

potato /pəˈteɪtəʊ/ (n) = a round vegetable with brown skin

related (to) /rɪˈleɪtɪd/ (adj) = connected (with)

running water /rʌnɪŋ ˈwɔːtə/ (n) = tap water

scientist /ˈsaɪəntɪst/ (n) = a doctor, a physicist, a chemist, etc

site /saɪt/ (n) = a place

stone /stəʊn/ (n) = a hard material we use to build houses

storage room /stɔːrɪdʒ ruːm/ (n) = a place where you keep things that you don't use

suddenly /ˈsʌdnli/ (adv) = quickly and unexpectedly

survive /səˈvaɪv/ (v) = to continue to exist

temple /ˈtempəl/ (n) = place of worship

terraced /ˈterəst/ (adj) = (of houses) in a row

thick /θɪk/ (adj) = (of clothes) warm

thin /θɪn/ (adj) = not thick

ugly /ˈʌgli/ (adj) = unattractive

wall /wɔːl/ (n) = each of the sides of a room

weak /wiːk/ (adj) = not strong

5f (pp. 88-89)

achievement /əˈtʃiːvmənt/ (n) = accomplishment

admiral /ˈædmərəl/ (n) = a high-ranking naval officer

agree /əˈgriː/ (v) = to say 'yes' to what sb said

approval /əˈpruːvəl/ (n) = acceptance

attack /əˈtæk/ (n) = a violent act to hurt sb

attack /əˈtæk/ (v) = to try to hurt sb using violence

autobiography /ɔːtəbaɪɒgrəfi/ (n) = the story of your life

bury /ˈberi/ (v) = to put a dead body into the ground

climb /klaɪm/ (v) = to go up using your hands and feet

coast /kəʊst/ (n) = the land next to the sea

colony /ˈkɒləni/ (n) = a country under the political rule of another country

control /kənˈtrəʊl/ (v) = to be in charge

crew /kruː/ (n) = all the people who work on a ship

debt /det/ (n) = money that you owe sb

defeat /dɪˈfiːt/ (v) = to beat sb

die /daɪ/ (v) = to stop living

disagree /dɪsəˈgriː/ (v) = to have a different opinion from sb else

disrupt /dɪsˈrʌpt/ (v) = to stop sth from continuing

entire /ɪnˈtaɪə/ (adj) = whole, complete

essay /ˈeseɪ/ (n) = a composition

explorer /ɪkˈsplɔːrə/ (n) = sb who goes to an unknown place to find out about it

fear /fɪə/ (v) = to be afraid of

found a colony (phr) = to start a colony

glory /ˈglɔːri/ (n) = honour and praise

gold /gəʊld/ (n) = a yellow-coloured metal for making jewellery

hero /ˈhɪərəʊ/ (n) = a good brave character

ill /ɪl/ (adj) = sick

invasion /ɪnveɪʒən/ (n) = an army entering a foreign country by force
invent /ɪn'vent/ (v) = to create sth new
invincible /ɪn'vɪnsəbəl/ (adj) = unbeatable
jewels /dʒuːəlz/ (pl n) = valuable stones
knight /naɪt/ (n) = a man who used to fight on a horse
lead /liːd/ (v) = to guide
mad /mæd/ (adj) = crazy
manage /'mænɪdʒ/ (v) = to succeed in sth difficult
merciless /'mɜːsɪləs/ (adj) = cruel
mighty /'maɪti/ (adj) = great
military leader /'mɪlɪtəri liːdə/ (n) = sb who controls an army
move /muːv/ (v) = to change place or position
navigator /'nævɪgeɪtə/ (n) = an officer who controls a ship
navy /'neɪvi/ (n) = an army that fights at sea
novel /'novəl/ (n) = a long story with imaginary characters and events
pay off /peɪ 'ɒf/ (phr v) = to be successful after some time
pirate /'paɪərət/ (n) = a sailor who attacks other ships
power /'paʊə/ (n) = the ability to control people
prince /prɪns/ (n) = a king's son
proud (proud – prouder – proudest) /praʊd/ (adj) = pleased about sth you have done or have
queen /kwiːn/ (n) = a woman from a royal family who rules a country
refer /rɪ'fɜː/ (v) = to speak about sb/sth
reign /reɪn/ (n) = the period when sb is a king/queen
retire /rɪ'taɪə/ (v) = to stop working because of old age
rule /ruːl/ (n) = what you must or mustn't do
sail /seɪl/ (v) = to control a boat, a ship, etc through the water
secret /'siːkrət/ (adj) = not known by many people
silver /'sɪlvə/ (n) = a light grey metal for making jewellery, coins, etc
steal /stiːl/ (v) = to take sth from sb without permission
successful /sək'sesfəl/ (adj) = having the results that you wanted
supernatural /suːpə'nætʃərəl/ (adj) = impossible to explain
talented /'tæləntəd/ (adj) = gifted
terrifying /'terəfaɪɪŋ/ (adj) = very frightening
terrorise /'terəraɪz/ (v) = to frighten people
tomb /tuːm/ (n) = a stone structure where a dead person is buried
treasure /'treʒə/ (n) = valuable object(s)
tsar /tsɑː/ (n) = a Russian ruler
villain /'vɪlən/ (n) = the bad character in a story
voyage /'vɔɪɪdʒ/ (n) = a journey by sea

5g (p. 90)

action /'ækʃən/ (n) = exciting and important things happening in a film
adventure /əd'ventʃə/ (n) = an event full of excitement, action and danger
amazing /ə'meɪzɪŋ/ (adj) = astonishing
animated /'ænəmeɪtəd/ (adj) = moving images (for films)
boring /'bɔːrɪŋ/ (adj) = dull
comedy /'kɒmədi/ (n) = an amusing play/film
depressing /dɪ'presɪŋ/ (adj) = making you feel sad
exciting /ɪk'saɪtɪŋ/ (adj) = making you feel happy
fantasy /'fæntəsi/ (n) = a film based on imagination
frightening /'fraɪtnɪŋ/ (adj) = causing fear
funny /'fʌni/ (adj) = causing laughter
horror film /'hɒrə fɪlm/ (n) = a very frightening film
I didn't like it. (phr)
I find it hard to ... (phr)
I loved it. (phr)
I quite liked it. (phr)
interesting /'ɪntrəstɪŋ/ (adj) = attracting your attention
It was boring/tiring/frightening, etc. (phr)
It was great/amazing/fantastic, etc. (phr)
match /mætʃ/ (v) = to look attractive together
musical /'mjuːzɪkəl/ (n) = a play/film with singing and dancing
only /'əʊnli/ (adv) = nothing/nobody else except this
romance /rəʊ'mæns/ (n) = a love story
sad /sæd/ (adj) = unhappy
scary /'skeəri/ (adj) = frightening
science fiction /saɪəns 'fɪkʃən/ (n) = imaginary stories about the future
superhero /'suːpəhɪərəʊ/ (n) = a character in a story who has super powers
thriller /'θrɪlə/ (n) = a book/film about a crime
type /taɪp/ (n) = a kind
western /'westən/ (n) = a film with cowboys

5h (p. 91)

3D /θriː 'diː/ (adj)
actor /'æktə/ (n) = a performer (man)
alien /'eɪlɪən/ (adj) = of creatures from another planet
amusing /ə'mjuːzɪŋ/ (adj) = funny
awful /'ɔːfəl/ (adj) = terrible
computer generated (phr) = produced on a computer
confusing /kən'fjuːzɪŋ/ (adj) = difficult to understand
Don't miss it. (phr)
dull /dʌl/ (adj) = boring
ex- /eks/ (prefix) = former
How about you? (phr)
human /'hjuːmən/ (adj) = of people
It's a bore to watch. (phr)
It's a must-see. (phr) = Don't miss it.
marine /mə'riːn/ (n) = a soldier on a ship
mind /maɪnd/ (n) = the ability to think
native /'neɪtɪv/ (adj) = local

planet /plænət/ (n) = each of the objects that go around the Sun
plot /plɒt/ (n) = a story-line
recommendation /rekəmendeɪʃən/ (n) = a suggestion
star /stɑː/ (v) = to be the protagonist in a play/film
survive /səˈvaɪv/ (v) = to continue to exist
terrible /terəbəl/ (adj) = horrible, awful
thrilling /θrɪlɪŋ/ (adj) = extremely exciting
You'll love it. (phr)
You should see it. (phr) = Don't miss it.

5i (p. 92)

animal skin /ænəməl skɪn/ (n) = the covering of an animal's body
arrive /əraɪv/ (v) = to reach
bring (bring – brought – brought) /brɪŋ/ (v) = to come to a place and give sb sth
buffalo /bʌfələʊ/ (n) = a type of large cow
canoe /kəˈnuː/ (n) = a type of boat
continent /kɒntɪnənt/ (n) = Europe, Africa, etc
crop /krɒp/ (n) = wheat, rice, etc grown in fields
Earth /ɜːθ/ (n) = the planet where we live
environment /ɪnˈvaɪərənmənt/ (n) = the natural world around us
grow (grow – grew – grown) /grəʊ/ (v) = to develop
housework /haʊswɜːk/ (n) = cleaning, washing, etc in the house
hunting /hʌntɪŋ/ (n) = chasing and killing animals for food
look after /lʊk ɑftə/ (phr v) = to take care of
modern /mɒdn/ (adj) = new
native /neɪtɪv/ (adj) = local
on foot (phr) = walking
place /pleɪs/ (n) = an area
protect /prətekt/ (v) = to keep sb/sth safe
pull /pʊl/ (v) = to take sth out of a place with your hands
respect /rɪspekt/ (v) = to have a good opinion of sb/sth
sled /sled/ (n) =
teepee /tiːpiː/ (n) =
trading /treɪdɪŋ/ (n) = buying and selling
transport /trænspɔːt/ (n) = taking people or things from one place to another in vehicles
tribe /traɪb/ (n) = a group of people of the same race and customs
wooden /wʊdn/ (adj) = made of wood

Language Review 5 (p. 93)

airport /eəpɔːt/ (n) = the place where aeroplanes land and take off
business /bɪznəs/ (n) = making money by buying and selling goods
coast /kəʊst/ (n) = the land next to the sea
cottage /kɒtɪdʒ/ (n) = a small house in the country
discuss /dɪˈskʌs/ (v) = to talk about
electricity /ɪlekˈtrɪsəti/ (n) = electric power
ferry boat /feri bəʊt/ (n) = a boat for carrying people and cars
guesthouse /gesthaʊs/ (n) = a small hotel
in fact (phr) = actually
politics /pɒlətɪks/ (n) = beliefs about a country
structure /strʌktʃə/ (n) = a building
tourist /tʊərɪst/ (n) = sb who travels for pleasure
worship /wɜːʃɪp/ (v) = to show respect for a god

Module 6

6 (p. 97)

accident /æksədənt/ (n) = a car crash, a plane crash, etc
body language /bɒdi læŋgwɪdʒ/ (n) = using movements to say sth
camper van /kæmpə væn/ (n) = a large car with beds and cooking facilities
charity /tʃærəti/ (n) = an organisation that helps people in need
cycle /saɪkəl/ (v) = to ride a bicycle
double-decker bus /dʌbəl dekə bʌs/ (n) =
drive /draɪv/ (v) = to control a car
experience /ɪkspɪərɪəns/ (n) = gained knowledge or skill
fly /flaɪ/ (v) = to travel by air
gesture /dʒestʃə/ (n) = a movement of your hands/head to say sth
go camping (phr) = to go on holiday in a tent
helicopter /helɪkɒptə/ (n) =
injury /ɪndʒəri/ (n) = physical harm to the body
means of transport (phr) = buses, trains, planes, etc
open-top /əʊpən tɒp/ (adj) = without a roof
overseas /əʊvəˈsiːz/ (adv) = abroad
quad bike /kwɒd baɪk/ (n) = a type of bike
sail /seɪl/ (v) = to control a boat, a ship, etc through the water
technology /teknɒlədʒi/ (n) = new machines and gadgets
volunteer /vɒlənˈtɪə/ (n) = sb who does helpful work without pay
volunteer /vɒlənˈtɪə/ (v) = to do helpful work without pay
yacht /jɒt/ (n) = a type of boat with sails or an engine

6a (pp. 98-99)

active /æktɪv/ (adj) = (of a volcano) likely to erupt soon
ancient ruins /eɪnʃənt ruːɪnz/ (n) = what is left of historic buildings
brilliant /brɪljənt/ (adj) = wonderful
camel /kæməl/ (n) =
clear /klɪə/ (adj) = clean
climate /klaɪmət/ (n) = the typical weather in a place

climb /klaɪm/ (v) = to go up using your hands and feet
coastline /'kəʊstlaɪn/ (n) = seashore
definitely /'defənətli/ (adv) = certainly
dive /daɪv/ (v) = to go under the surface of the sea, a lake, etc
explore /ɪk'splɔː/ (v) = to look around
ferry ride /'feri raɪd/ (n) = a trip on a ferry boat
forget /fə'get/ (v) = to not remember
go bungee jumping (phr) = to do a bungee jump
highlands /'haɪləndz/ (pl n) = an area with many mountains
highlight /'haɪlaɪt/ (n) = the most important part
history comes to life (phr)
ice climbing /aɪs 'klaɪmɪŋ/ (n) = a sport in which one climbs icefalls
jump /dʒʌmp/ (v) = to push yourself up in the air
make a dream come true (phr) = to manage to do/get sth that you wanted very much
mountain /'maʊntən/ (n) = a high land area that may have snow at the top
plane /pleɪn/ (n) = an aeroplane
pretty /'prɪti/ (adv) = quite
ride /raɪd/ (v) = to sit on a horse or bicycle and control its movement
river cruise /'rɪvə kruːz/ (n) = a journey on a river for pleasure
shark /ʃɑːk/ (n) =
ski /skiː/ (v) =
skyline /'skaɪlaɪn/ (n) = the line where the sky meets mountains or buildings
source /sɔːs/ (n) = a person, thing or place that you get sth from
trip /trɪp/ (n) = a short journey
try /traɪ/ (v) = to attempt
volcano /vɒl'keɪnəʊ/ (n) =

6b (pp. 100-101)
bike /baɪk/ (n) =
blond(e) /blɒnd/ (adj) = with yellow hair
boat /bəʊt/ (n) =
bouquet /bʊ'keɪ/ (n) = a bunch of flowers
bun /bʌn/ (n) = hair fastened on top of a woman's head
bus /bʌs/ (n) =
cable car /'keɪbəl kɑː/ (n) =
canoe /kə'nuː/ (n) =
car /kɑː/ (n) =
coach /kəʊtʃ/ (n) = a bus for long journeys
elderly /'eldəli/ (adj) = old
ferry /'feri/ (n) = a boat for carrying people and cars
get off /get 'ɒf/ (phr v) = to walk off a bus, train, etc
get on /get 'ɒn/ (phr v) = to walk onto a bus, train, etc
ghost /gəʊst/ (n) = a dead person's spirit
gondola /'gɒndələ/ (n) = a long narrow boat for travelling on canals in Venice
helicopter /'helɪkɒptə/ (n) =
look /lʊk/ (n) = an expression that you make with your eyes
lorry /'lɒri/ (n) =
lost in thought (phr) = thinking deeply
old-fashioned /əʊld 'fæʃənd/ (adj) = not modern
on board (phr) = on a boat/train/aircraft
puzzled /'pʌzəld/ (adj) = confused
raft /rɑːft/ (n) =
receptionist /rɪ'sepʃənɪst/ (n) = a person in a hotel who welcomes people and gives them their rooms
scooter /'skuːtə/ (n) = a small motorbike
ship /ʃɪp/ (n) =
still /stɪl/ (adj) = not moving
suit /suːt/ (n) = a jacket and trousers
taxi /'tæksi/ (n) =
train /treɪn/ (n)=
tram /træm/ (n) =
van /væn/ (n) =
wear my hair (phr) = to have my hair in a style
weird /wɪəd/ (adj) = strange

6c (p. 102)
accept /ək'sept/ (v) = to say 'yes'
aid programme /eɪd 'prəʊgræm/ (n) = a plan to help people
allow /ə'laʊ/ (v) = to let
change /tʃeɪndʒ/ (n) = things getting different
charity /'tʃærəti/ (n) = an organisation that helps people in need
donation /dəʊ'neɪʃən/ (n) = money/goods given to help people
experience /ɪk'spɪəriəns/ (n) = gained knowledge or skill
field /fiːld/ (n) = an area of grass
foreign /'fɒrən/ (adj) = from another country
fulfilment /fʊl'fɪlmənt/ (n) = feeling happy with your life
hand in hand (phr) = holding each other's hand
host community /həʊst kə'mjuːnəti/ (n) = a group of people that you live with as a guest for some time
join /dʒɔɪn/ (v) = to connect
long-term /ˌlɒŋ 'tɜːm/ (adj) = continuing for a long time in the future
medicine /'medsən/ (n) = a substance for curing an illness
organise /'ɔːgənaɪz/ (v) = to arrange
overseas /ˌəʊvə'siːz/ (adv) = abroad
participate (in) /pɑː'tɪsəpeɪt/ (v) = to take part
positive /'pɒzətɪv/ (adj) = optimistic
rebuild /ˌriː'bɪld/ (v) = to build again
search /sɜːtʃ/ (v) = to look for
service /'sɜːvɪs/ (n) = help offered by a business
the homeless /ðə 'həʊmləs/ (n) = people with no home
unforgettable /ˌʌnfə'getəbəl/ (adj) = that you will never forget
unskilled /ˌʌn'skɪld/ (adj) = with no special work skills
voluntary /'vɒləntəri/ (adj) = offering helpful work without pay
volunteer /ˌvɒlən'tɪə/ (v) = to do helpful work without pay

6d (p. 103)

attend /ə'tend/ (v) = to go to
care for /'keə fɔ/ (phr v) = to look after
collect /kə'lekt/ (v) = to pick up
disabled /dɪs'eɪbəld/ (adj) = handicapped
donate /dəʊ'neɪt/ (v) = to give money/goods to help people
fundraising event /'fʌndreɪzɪŋ ɪ,vent/ (n) = an event for collecting money to help people
How does this sound to you? (phr) = What do you think of this?
I'm free on ... (phr)
I'm interested in ... (phr)
look after /,lʊk 'ɑːftə/ (phr v) = to take care of
race /reɪs/ (n) = a competition to see who is the fastest
raffle ticket /'ræfəl ˌtɪkət/ (n) = a ticket in a competition that can win prizes
shelter /'ʃeltə/ (n) = a safe place
We could use someone to ... (phr)
What's your availability? (phr)
You can start on ... if you like. (phr)

6e (pp. 104-105)

application /,æplɪ'keɪʃən/ (n) = asking for sth in writing
awkward /'ɔːkwəd/ (adj) = not relaxed
delighted /dɪ'laɪtəd/ (adj) = pleased
driving mode /'draɪvɪŋ ˌməʊd/ (n) = the way that a GPS receiver works when it is in a car
embarrassing /ɪm'bærəsɪŋ/ (adj) = causing shame
enter /'entə/ (v) = to get into
forum /'fɔːrəm/ (n) = a TV programme where people discuss sth important
gadget /'gædʒɪt/ (n) = a small useful device
GPS receiver /ˌdʒiː piː 'es rɪ,siːvə/ (n) = a gadget for showing your exact position
I can't wait. (phr) = I am very excited about sth.
laptop /'læptɒp/ (n) = a small computer that you can carry with you
laugh /lɑːf/ (v) = to make sounds when you smile to show that you are amused
lecture /'lekʧə/ (n) = a university lesson
menu /'menjuː/ (n) = a list of all kinds of food in a restaurant
mobile phone /ˌməʊbaɪl 'fəʊn/ (n) = a telephone that you can carry with you
MP3 player /ˌem piː 'θriː ˌpleɪə/ (n) = a gadget that stores and plays music
online /ɒn'laɪn/ (adv) = connected to the Internet
profile picture /'prəʊfaɪl ˌpɪkʧə/ (n) = a picture that shows a side of sb's head
quiz show /'kwɪz ʃəʊ/ (n) = a game show
recycle /ˌriː'saɪkəl/ (v) = to process used things so that they can be used again
reply /rɪ'plaɪ/ (n) = an answer
scratch /skræʧ/ (v) = to rub the skin with the nails
situation /ˌsɪʧʊ'eɪʃən/ (n) = a condition
smack-bang /ˌsmæk 'bæŋ/ (adv) = exactly
smartphone /'smɑːtfəʊn/ (n) = a mobile phone that can work as a computer
social networking /'səʊʃəl ˌnetwɜːkɪŋ/ (n) = meeting people with the same interests as yours
spot /spɒt/ (n) = a place
square /skweə/ (n) = an open area in a city with buildings around
stupid /'stjuːpɪd/ (adj) = foolish, silly
tablet computer /'tæblət kəm,pjuːtə/ (n) = a small portable computer
technology /tek'nɒlədʒi/ (n) = new machines and gadgets
text message /'tekst ˌmesɪʤ/ (n) = an SMS
try out /ˌtraɪ 'aʊt/ (phr v) = to test sth
turn off /ˌtɜːn 'ɒf/ (phr v) = to switch off
video game console /'vɪdiəʊ geɪm ˌkɒnsəʊl/ (n) = machine you play video with

6f (pp. 106-107)

advice /əd'vaɪs/ (n) = opinion about sth that sb should do
anger /'æŋgə/ (n) = feeling angry
appreciate /ə'priːʃieɪt/ (v) = to recognise the value/importance of sth
avoid /ə'vɔɪd/ (v) = to try not to do sth
blow your nose (phr) = to clean your nose
body language /'bɒdi ˌlæŋgwɪʤ/ (n) = using movements to say sth
burp /bɜːp/ (v) = to loudly force air from the stomach through the mouth
cheek /ʧiːk/ (n) = each of the two soft parts of the face under the eyes
comfortable /'kʌmftəbəl/ (adj) = cosy
confused /kən'fjuːzd/ (adj) = puzzled
disrespectful /ˌdɪsrɪ'spektfəl/ (adj) = not respecting
etiquette /'etɪket/ (n) = rules for polite behaviour
firm /fɜːm/ (adj) = tight and strong
fist /fɪst/ (n) = a closed hand
funeral /'fjuːnərəl/ (n) = a ceremony for burying a dead person
generous /'ʤenərəs/ (adj) = wanting to give money to help people
gift /gɪft/ (n) = a present
globe /gləʊb/ (n) = the Earth
greet /griːt/ (v) = to say 'hello' to sb
grip /grɪp/ (n) = holding sth tightly
ground /graʊnd/ (n) = the surface of the Earth
handshake /'hændʃeɪk/ (n) = greeting sb by offering your hand
host /həʊst/ (n) = sb who gives a party
index finger /'ɪndeks ˌfɪŋgə/ (n) = the finger next to the thumb
insult /'ɪnsʌlt/ (n) = a rude remark
jealousy /'ʤeləsi/ (n) = wanting sth that sb else has

kiss /kɪs/ (v) = to touch sb with the lips
loosen /'luːsən/ (v) = to make sth less tight
make eye contact (phr) = to look at sb directly in the eyes
nod your head (phr) = to move the head up and down to say 'yes'
obliged /ə'blaɪdʒd/ (adj) = having to do sth
point (at) /pɔɪnt/ (v) = to show sb/sth with the finger
polite /pə'laɪt/ (adj) = kind
purse your lips (phr) = to make a circle with your lips to show doubt
respect /rɪ'spekt/ (n) = having a good opinion of sb
rude /ruːd/ (adj) = impolite
secrecy /'siːkrəsi/ (n) = keeping sth secret
shake hands (phr) = to greet sb by holding their right hand and moving it
side to side (phr) = to move left to right
sign /saɪn/ (n) = evidence, indication
smile /smaɪl/ (v) = to turn up your mouth to show you are happy
social etiquette /səʊʃəl 'etɪket/ (n) = rules for polite behaviour
sole /səʊl/ (n) = the bottom part of the foot
stranger /'streɪndʒə/ (n) = an unknown person
strength /streŋθ/ (n) = physical energy
thoughtful /'θɔːtfəl/ (adj) = thinking of how you can make people happy
thumb /θʌm/ (n) = the short thick finger on the side of the hand

6g (p. 108)
ailment /'eɪlmənt/ (n) = an illness
ankle /'æŋkəl/ (n) = the joint connecting the foot with the leg
aspirin /'æsprɪn/ (n) = a drug that reduces pain
bandage /'bændɪdʒ/ (n) = a soft material for protecting wounds
cold /kəʊld/ (n) = a common illness that you usually get in winter
cream /kriːm/ (n) = a substance for skin (e.g. to heal or protect it)
cut /kʌt/ (v) = to make into smaller pieces
dentist /'dentɪst/ (n) = a doctor for the teeth
fever /'fiːvə/ (n) = having a temperature
finger /'fɪŋgə/ (n) = each of the long thin parts of the hand
flu /fluː/ (n) = an illness similar to a bad cold
headache /'hedeɪk/ (n) = a pain in the head
injury /'ɪndʒəri/ (n) = physical harm to sb's body
lie down /ˌlaɪ 'daʊn/ (phr v) = to put yourself flat on a bed/on the floor
minor /'maɪnə/ (adj) = not serious
nosebleed /'nəʊzbliːd/ (n) = blood flowing from the nose
overeat /ˌəʊvər'iːt/ (v) = to eat too much
put on /pʊt 'ɒn/ (phr v) = to cover your body with clothes
ruin /'ruːɪn/ (v) = to destroy
sore throat /sɔː 'θrəʊt/ (n) = a pain in the throat
sprain /spreɪn/ (v) = to injure a joint (an ankle, a wrist, etc)
stomach ache /'stʌmək eɪk/ (n) = a pain in the stomach
sunburn /'sʌnbɜːn/ (n) = painful skin from sitting in the sun for too long
symptom /'sɪmptəm/ (n) = a sign that you have a particular illness
temperature /'temprətʃə/ (n) = how hot or cold a place is
toothache /'tuːθeɪk/ (n) = a pain in a tooth
twist /twɪst/ (v) = to injure a joint (an ankle, a wrist, etc)
wrist /rɪst/ (n) = the joint connecting the hand with the arm

6h (p. 109)
bear /beə/ (n) = a large wild animal
campsite /'kæmpsaɪt/ (n) = a place where people can camp
coyote /kɔɪ'əʊti/ (n) = a wild dog
crowded /'kraʊdəd/ (adj) = full of people
drag /dræg/ (v) = to pull
drop /drɒp/ (v) = to become less
end up with /end 'ʌp wɪð/ (phr v) = to result in sth bad
firewood /'faɪəwʊd/ (n) = wood for making a fire
flow /fləʊ/ (v) = to move continuously
freeze /friːz/ (v) = to stand still
hike /haɪk/ (v) = to walk
in sight (phr) = in a place that you can see
incident /'ɪnsədənt/ (n) = an event/ occurence
pick (sb) up /pɪk 'ʌp/ (phr v) = to collect (sb)
ranger /'reɪndʒə/ (n) = sb who looks after a forest
relaxation /ˌriːlæk'seɪʃən/ (n) = rest
rustling /'rʌslɪŋ/ (n) = the sound that leaves make when the wind passes through them
scream /skriːm/ (v) = to make a loud noise because you feel scared, angry, excited, etc
sequence /'siːkwəns/ (n) = a series of events
set up /ˌset 'ʌp/ (phr v) = to put up
tent /tent/ (n) = a portable shelter you can camp in
thud /θʌd/ (n) = the low sound that sth heavy makes when it hits sth else
trip /trɪp/ (v) = to hit sth with your foot and fall
wilderness /'wɪldənəs/ (n) = a natural area

6i (p. 110)
antenna /æn'tenə/ (n) = a gadget that sends/receives mobile phone/ radio signals
base station /'beɪs ˌsteɪʃən/ (n) = a device for communication between mobile phones
cell /sel/ (n) = the smallest part of every living thing

channel /ʧænl/ (n) = a television/radio station
communicate /kəˈmjuːnɪkeɪt/ (v) = to be in contact with
connect /kəˈnekt/ (v) = to join, to bring together
cover /ˈkʌvə/ (v) = to put sth over sth else
disguise /dɪsˈgaɪz/ (v) = to change the appearance so people don't recognise sb/sth
frequency /ˈfriːkwənsi/ (n) = how often sth happens
get through /get ˈθruː/ (phr v) = to deal with a difficult situation
hide /haɪd/ (v) = to keep sth out of view
keep an eye out (phr) = to watch carefully
keep in touch (phr) = to not lose contact
manage /ˈmænɪʤ/ (v) = to accomplish
network /ˈnetwɜːk/ (n) = a system of roads/lines connected to each other
notice /ˈnəʊtɪs/ (v) = to realise that sb/sth is there
radio wave /ˈreɪdɪəʊ ˌweɪv/ (n) = how sound travels
sophisticated /səˈfɪstɪkeɪtəd/ (adj) = very modern
tower /taʊə/ (n) = a tall narrow building, sometimes part of a castle
transmit /trænsˈmɪt/ (v) = to send out signals electronically
user /ˈjuːzə/ (n) = sb who uses sth
visible /ˈvɪzəbəl/ (adj) = that you can see
walkie-talkie /ˌwɔːki ˈtɔːki/ (n) = each of the two gadgets that two people use to speak to each other from a distance

Language Review 6 (p. 111)
behave /bɪˈheɪv/ (v) = to act in a particular way
cultural /ˈkʌlʧərəl/ (adj) = relating to the arts
gently /ʤentli/ (adv) = kindly and carefully

Irregular Verbs

Infinitive	Past	Past Participle
be /bi/	was /wɒz/	been /bɪn/
bear /beə/	bore /bɔː/	born(e) /bɔːn/
beat /biːt/	beat /biːt/	beaten /biːtn/
become /bɪkʌm/	became /bɪkeɪm/	become /bɪkʌm/
begin /bɪgɪn/	began /bɪgæn/	begun /bɪgʌn/
bite /baɪt/	bit /bɪt/	bitten /bɪtn/
blow /bləʊ/	blew /bluː/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜːn/	burnt (burned) /bɜːnt (bɜːnd)/	burnt (burned) /bɜːnt (bɜːnd)/
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
can /kæn/	could /kʊd/	(been able to) /bɪn eɪbl̩ tə/
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/
choose /tʃuːz/	chose /tʃəʊz/	chosen /tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
deal /diːl/	dealt /delt/	dealt /delt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
dream /driːm/	dreamt (dreamed) /dremt (driːmd)/	dreamt (dreamed) /dremt (driːmd)/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /drɪvn/
eat /iːt/	ate /eɪt/	eaten /iːtn/
fall /fɔːl/	fell /fel/	fallen /fɔːlən/
feed /fiːd/	fed /fed/	fed /fed/
feel /fiːl/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forbid /fəbɪd/	forbade /fəbæd/	forbidden /fəbɪdn/
forget /fəget/	forgot /fəgɒt/	forgotten /fəgɒtn/
forgive /fəgɪv/	forgave /fəgeɪv/	forgiven /fəgɪvn/
freeze /friːz/	froze /frəʊz/	frozen /frəʊzn/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə/	heard /hɜːd/	heard /hɜːd/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/
keep /kiːp/	kept /kept/	kept /kept/
know /nəʊ/	knew /njuː/	known /nəʊn/

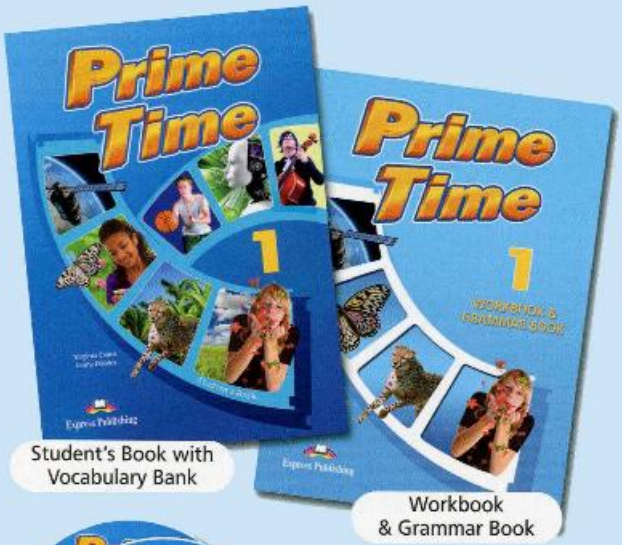
Infinitive	Past	Past Participle
lead /liːd/	led /led/	led /led/
learn /lɜːn/	learnt (learned) /lɜːnt (lɜːnd)/	learnt (learned) /lɜːnt (lɜːnd)/
leave /liːv/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
light /laɪt/	lit /lɪt/	lit /lɪt/
lose /luːz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /miːn/	meant /ment/	meant /ment/
meet /miːt/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /riːd/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /rɪzn/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
sew /səʊ/	sewed /səʊd/	sewn /səʊn/
shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sliːp/	slept /slept/	slept /slept/
smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
speak /spiːk/	spoke /spəʊk/	spoken /spəʊkən/
spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /stiːl/	stole /stəʊl/	stolen /stəʊlən/
stick /stɪk/	stuck /stʌk/	stuck /stʌk/
sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
swear /sweə/	swore /swɔː/	sworn /swɔːn/
sweep /swiːp/	swept /swept/	swept /swept/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /teɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/
tear /teə/	tore /tɔː/	torn /tɔːn/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ʌndəstænd/	understood /ʌndəstʊd/	understood /ʌndəstʊd/
wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /rɪtn/

Prime Time

Syllabus based on Common European Framework

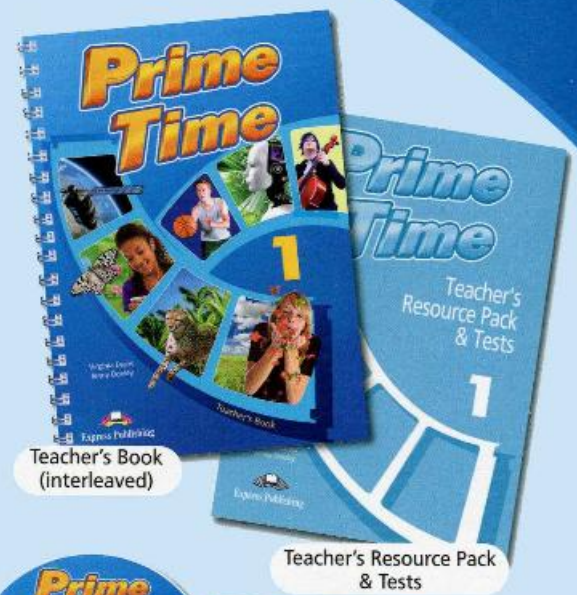
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Prime Time 1 is a modular course at CEF level A1/A2. The course combines active learning with a variety of lively topics presented in six themed modules.



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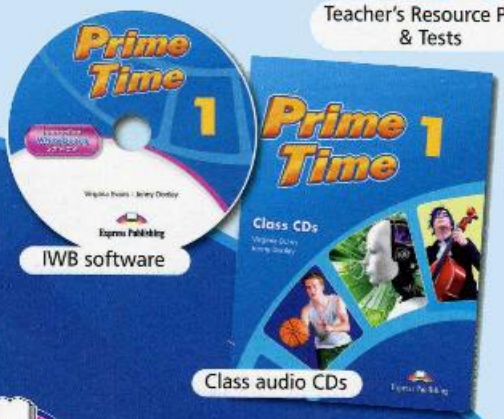
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