

CAMBRIDGE



SHAPE IT!

IT'S YOUR WORLD

GRADE 7

Claire Thacker and Stuart Cochrane
with Andrew Reid and Daniel Vincent

STUDENT BOOK AS THE MAIN
FOREIGN LANGUAGE

AZERBAIJAN EDITION

Better
Learning



AZƏRBAYCAN RESPUBLİKASININ DÖVLƏT HİMNİ

Musiqisi *Üzeyir Hacıbəylinin,*
sözləri *Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırız!
Səndən ötrü qan tökməyə cümlə qadiriz!
Üçrəngli bayrağınla məsud yaşa!

Minlərlə can qurban oldu,
Sinən hər bə meydan oldu!
Hüququndan keçən əsgər,
Hərə bir qəhrəman oldu!

Sən olasan gülüstan,
Sənə hər an can qurban!
Sənə min bir məhəbbət
Sinəmdə tutmuş məkan!

Namusunu hifz etməyə,
Bayrağını yüksəltməyə
Cümlə gənclər müştəqdir!
Şanlı Vətən! Şanlı Vətən!
Azərbaycan! Azərbaycan!



HEYDAR ALIYEV
THE NATIONAL LEADER OF THE AZERBAIJANI NATION

Learn
English

SHAPE IT!

STUDENT BOOK
AZERBAIJAN EDITION

as the main foreign language for the 7th
grades of general secondary schools

Please, send your inquiries, comments and
suggestions to us at the following email
address: derslik@edu.gov.az
We thank you for the cooperation.

GRADE 7

Claire Thacker and Stuart Cochrane
with Andrew Reid and Daniel Vincent



CAMBRIDGE

CONTENTS

	Vocabulary	Grammar in Action	Reading
Welcome Unit Welcome! p4	Free Time and Hobbies p4 Sports p4 Personal Possessions p7	Simple Present p6 Adverbs of Frequency p6 Love, Like, Don't Mind, Hate + -ing Have p8 Have p8	A Blog Post: Thoughts for Today p5
Unit 1 What are you watching? p10	TV Shows p11 Making Movies p14	Present Continuous p13 Simple Present and Present Continuous p15 Adverbs of Manner p15	Tweets: Crazy About TV p12 An Online Article: Magical Pictures: From Manga to Anime p18 Indian Movies p18
Unit Review p20, Finished? p118			
Unit 2 How was the past different? p22	The Weather p23 Useful Objects p26	Simple Past p25 There Was/Were p27	Diary Extracts: The Oregon Trail p24
Unit Review p32, Finished? p119			
Unit 3 What do stories teach us? p34	Adjectives of Feeling p35 Prepositions of Movement p38	Past Continuous: Affirmative and Negative p37 Past Continuous: Questions p39 Simple Past and Past Continuous p39	A Fable: The Monkey as King p36 A Turkish Fairy Tale: The Boy Who Found Fear p42 A Bee's Story p42
Unit Review p44, Finished? p120			
Unit 4 What do you value most? p46	Money Verbs p47 Caring Jobs p50	Could p49 Comparative and Superlative Adjectives p49 Too, Too Much, Too Many (Not) Enough + Noun p51 p51	A Newspaper Article: A Different Life p48
Unit Review p56, Finished? p121			
Unit 5 What is your dream house? p58	Furniture p59 Household Chores p62	(Not) As ... As, (Not) ... Enough p61 Have To p63	A Magazine Article: Amazing Homes p60 An Encyclopedia Entry: Life in an Inuit Igloo p66 Living in a Ger p66
Unit Review p68, Finished? p122			
Unit 6 How can I stay safe? p70	Accidents and Injuries p71 Parts of the Body p74	Should/Shouldn't and Must/Must not p73 Zero Conditional and First Conditional p75	An Online Article: Dangers at the Beach p72
Unit Review p80, Finished? p123			
Unit 7 Are you connected? p82	Communication and Technology p83 Getting Around p86	Present Perfect: Affirmative and Negative p85 Will/Won't, May, and Might p87 Infinitives of Purpose p87	A Magazine Article: Smartphones and Us p84 An Article: One Morning in the High-Tech Capital of the World p90 Hello, Robots! p90
Unit Review p92, Finished? p124			
Unit 8 What is success? p94	Exceptional Jobs and Qualities p95 Phrasal Verbs: Achievement p98	Present Perfect for Experience p97 Reflexive Pronouns p99 Indefinite Pronouns p99	Online Comments: Teenagers Taking the World by Storm p96
Unit Review p104, Finished? p125			
Unit 9 How do you express yourself? p106	Musical Instruments and Genres p107 Dance Styles p110	Going To Will and Going To p109 Present Continuous for Future p111 Simple Present for Future p111	An Events Guide: What's on at the Waterside p108 A Travel Article: Festival de Jerez: A Flamenco Heaven p114 The Schuhplattler p114
Unit Review p116, Finished? p118			
Vocabulary Bank p127-136 Pronunciation p137-138 Irregular Verbs p139			

Listening		Speaking and Pronunciation		Writing	Project	Learn to Learn	
A Conversation	p7			A Personal Profile	p9		Verb and Noun Phrases p4 Making Vocabulary Cards p7
A Guided Tour	p14	Asking for and Giving Opinions p16 🕒 Everyday English p16 Contractions: <i>To Be</i> p141		A Description of a Celebrity	p17	Culture Project: An Infographic	Using Real Examples p11 Listening for Specific Information p14 Understanding New Words p19 Learn to ... Organize Your Notebook p21
A Radio Show	p26	Talking About Your Weekend p28 🕒 Everyday English p28 <i>/t/, /d/, and /ɪd/</i> p141		An Account of a Journey	p29	History Project: A Museum Display p30 <i>How to Give Feedback</i> p30 Extra Reading: The Legend of El Dorado	Word Families (1) p23 Categorizing p26 Learn to ... Guess the Meaning of New Words p33
A Radio Phone-in	p38	Telling an Anecdote p40 🕒 Everyday English p40 Word Stress in Adjectives p141		A Story	p41	Culture Project: A Comic Strip	Personalizing p35 Using Your Knowledge p38 Phrasal Verbs p43 Learn to ... Guess the Meaning of New Words p45
Job Profiles	p50	Making Requests p52 🕒 Everyday English p52 <i>-er Ending Sounds</i> p141		An Opinion Essay	p53	Social Studies Project: A Poster p54 <i>How to Agree as a Group</i> p54 Extra Reading: The Best Things in Life Are (Almost) Free	Similar Words p47 Identifying Key Information p50 Learn to ... Organize Your Homework p57
Street Interviews	p62	Discussing a Photo p64 🕒 Everyday English p64 <i>Have: /f/ vs /v/</i> p141		A Description of a House	p65	Culture Project: A Poster	Using Spidergrams p59 Answering Multiple-Choice Questions p62 Word Families (2) p67 Learn to ... Use a Memory Journey p69
A Radio Interview	p74	Making Suggestions p76 🕒 Everyday English p76 <i>/ʌ/ and /ʊ/</i> p142		A Blog Post	p77	Science Project: An Information Pamphlet p78 <i>How to Work in Groups</i> p78 Extra Reading: Small But Deadly	Using Places to Remember Words p71 Using Pictures to Predict a Story p74 Learn to ... Give Useful Opinions p78 About Your Partner's English p81
A Radio Interview	p86	Giving Instructions p88 🕒 Everyday English p88 <i>The Letter i</i> p142		An Article	p89	Culture Project: A 3-D Room Plan	Collocations p83 Recognizing Opinions p86 Words that Describe Sounds p91 Learn to ... Make and Use Flashcards p93
A Talk	p98	An Interview p100 🕒 Everyday English p100 <i>Intonation in Questions</i> p142		A Competition Entry	p101	Technology Project: A Timeline p102 <i>How to Manage Your Time</i> p102 Extra Reading: Philo Farnsworth: A Big Influence on the Small Screen	Word Formation: People Words p95 Taking Notes p98 Learn to ... Make a Vocabulary Study Plan p105
A Discussion	p110	Making Polite Refusals p112 🕒 Everyday English p112 <i>Sentence Stress</i> p142		A Review	p113	Culture Project: A Web Page	Stress Patterns p107 Distinguishing Between Speakers p110 Referencing p115 Learn to ... Practice Your English During Vacation p117

WELCOME!

LEARN TO LEARN

Verb and Noun Phrases

We often use verbs and nouns together to make different phrases. Learn them together.

VOCABULARY

Free Time and Hobbies

1 Match verbs 1-10 with the words in the box to make phrases. Listen, check, and repeat.

- | | | |
|-----------------|----------------|----------|
| a bike ride | cookies/videos | online |
| a blog | friends | photos |
| an instrument | music | shopping |
| books/magazines | | |

- | | |
|-------------------------------|-------------------|
| 1 read <u>books/magazines</u> | 6 listen to _____ |
| 2 chat _____ | 7 make _____ |
| 3 go _____ | 8 play _____ |
| 4 go for _____ | 9 take _____ |
| 5 hang out with _____ | 10 write _____ |

2 Listen and write the activities from Exercise 1.

- | | |
|-----------------------------|---------|
| 1 <u>play an instrument</u> | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | |

Sports

3 Match the words with the pictures (1-8). Circle the two sports that aren't in the pictures. Listen, check, and repeat.

- | | | | |
|------------|-------------------------------------|-----------------|--------------------------|
| basketball | <input type="checkbox"/> | swimming | <input type="checkbox"/> |
| gymnastics | <input checked="" type="checkbox"/> | table tennis | <input type="checkbox"/> |
| hockey | <input type="checkbox"/> | track and field | <input type="checkbox"/> |
| rugby | <input type="checkbox"/> | volleyball | <input type="checkbox"/> |
| sailing | <input type="checkbox"/> | windsurfing | <input type="checkbox"/> |

4 Complete the list with nouns from Exercises 1 and 3.

Verb	Noun
take	<u>photos,</u>
go	_____
make	_____
write	_____
read	_____

Use It!

5 Discuss the questions.

- 1 What is your favorite sport to watch on TV?
- 2 What is your favorite sport to do?
- 3 What isn't a good sport to do on your own?

Explore It!

Is the sentence T (true) or F (false)?

Rugby is popular in many countries. It is the only sport in Exercise 3 that is not in the Summer Olympic Games.

Find another interesting fact about sports and write a question for your partner to answer.



READING

A Blog Post

1 Look at the photos in the blog post. What do you want to know about the people?

 2 Listen as you read the blog post. Do you learn the information you wanted to know in Exercise 1?

3 Find words in the blog post that mean:

- 1 doing a lot of things busy
- 2 difficult _____
- 3 making you a little angry _____
- 4 very bad _____
- 5 easy to understand _____

4 Read the blog post again and write the names of the people. Who ...

- 1 is a busy person? Rosie
- 2 are Rosie's brother and sister?

- 3 likes computer magazines and computer games?

- 4 is not a good singer?

- 5 are Rosie's best friends?

- 6 thinks Rosie's blog is very good?

Voice It!

- 5 Discuss the questions.
- 1 Are you like any of the people in Rosie's blog? If so, who and why?
 - 2 Do you read blogs? Why / Why not?
 - 3 What's your favorite blog? What's it about?

THOUGHTS FOR TODAY

Rosie Wilson

Hi everyone! Today, my blog is all about my hobbies, family, and friends. I'm always busy! So, what do I do?

I go swimming three mornings a week. I always get up at 5:30 a.m. 😓. It's tough, but swimming is my favorite thing (after my blog – obviously!).



My Big Brother, Dan

He plays computer games, and he sometimes reads magazines (computer game ones!). He plays soccer every day with his friends, but he doesn't leave the house! 😞

My Annoying Little Sister, Nora

She often does her homework and listens to music at the same time. Does she sing, too? Yes, she does – but she's a terrible singer! 😞



Best Friends Forever: Sara and Fatima ❤️❤️❤️

I don't see them during the week because we don't go to the same school. That isn't a problem because we usually hang out together on the weekend. They love taking selfies, and they post Snapchat stories every day!

What about you? Do you often read my blog? How do you spend your free time? **Let me know!**

COMMENTS:

Jody I read your blog in my free time. It's awesome!

GRAMMAR IN ACTION

Simple Present



Watch video S.1
What does Zara do on the bus?
What does the vlogger do in the morning?

	I/You/We/They	He/She/It
+	I read your blog in my free time.	She ³ _____ her homework.
-	We ¹ <u>don't</u> go to the same school.	He ⁴ _____ leave the house.
?	² _____ you read my blog? Yes, I do . / No, I don't .	⁵ _____ she sing , too? Yes, she ⁶ _____. / No, she doesn't .

1 Complete the examples in the chart above. Use the blog post on page 5 to help you.

2 Write simple present sentences.

- Rosie / get up / at 5:30 a.m. three mornings a week.
Rosie gets up at 5:30 a.m. three mornings a week.
- Dan / play / computer games.

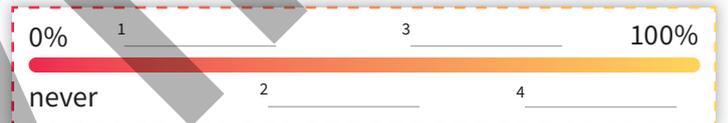
3 Rosie / not listen / to music when she / do / her homework. _____

4 Sara and Fatima / not see / Rosie during the week. _____

Adverbs of Frequency

Rosie is **always** busy.
Dan **sometimes** reads magazines.
Nora **often** listens to music when she does her homework.
Rosie **usually** hangs out with friends on the weekend.

4 Complete the timeline with the adverbs of frequency in the chart above.



3 Complete the blog post with the simple present form of the verbs. Then listen and check.

I ¹ like (like) my new school.
I ² _____ (not know) all the students yet, but I ³ _____ (sit) next to a boy named Jorge in English class. He ⁴ _____ (play) basketball every day, but he ⁵ _____ (not like) other sports.
⁶ _____ you _____ (get) a lot of homework? Our teachers ⁷ _____ (not give) us a lot. I ⁸ _____ (go) to homework club on Wednesdays. Some of the older students ⁹ _____ (help) us. They're nice. After homework club, I ¹⁰ _____ (not get) home until about 6:30 p.m.

5 Rewrite the sentences with the words in parentheses.

- I'm late for school. (never)
I'm never late for school.
- I do my homework on the weekend. (always)
- Do you go shopping with friends? (sometimes)
- I'm tired after school. (often)
- Do you take photos with your phone? (usually)

Use It!

6 Discuss the sentences in Exercise 5. Are they true for you?

Are you always late for school?

No, I'm never late for school!

VOCABULARY AND LISTENING

Personal Possessions



1 Match the words with the photos. Listen, check, and repeat.

bus pass	<input type="checkbox"/>	money	<input type="checkbox"/>
camera	<input type="checkbox"/>	passport	<input type="checkbox"/>
headphones	<input type="checkbox"/>	phone	<input type="checkbox"/>
keys	<input type="checkbox"/>	portable charger	<input type="checkbox"/>
laptop	<input type="checkbox"/>	tablet	<input checked="" type="checkbox"/>

2 Complete the sentences with words from Exercise 1.

- Where are my keys? I can't open the door.
- Martin is always late. Can I borrow your _____ to text him?
- You can't go to France without your _____.
- I want to take good photos. I need a nice _____.
- That music is very loud. Use your _____.

Use It!

5 Describe a possession from Exercise 1 for your partner to guess. Think about:

- when and where you use it
- what you use it for

I use it every day. I always keep it in my bag. I use it to get to school.

Is it your bus pass?

A Conversation

6 Listen to the conversation. **Circle** the club Alex wants to go to.

- a the coding club b the photography club

7 Listen again and **circle** the correct answers.

- Emma goes to the ... club.
a coding **b** photography
- Alex ... taking photos.
a likes b doesn't like
- Alex has a ...
a tablet. b laptop.
- Mr. Adams ...
a is a good teacher. b knows Bill Gates.
- In her free time, Libby writes ...
a a blog. b computer programs.

Voice It!

8 Do you go to any school clubs? Which ones? What school club would you like to go to?

LEARN TO LEARN

Making Vocabulary Cards

Make vocabulary cards to help you learn new words. Draw a picture on one side and write the word on the other.

3 Make your own vocabulary cards for the words in Exercise 1.

4 Test a partner. Show your cards. Can your partner say the words in English?

GRAMMAR IN ACTION

Love, Like, Don't Mind, Hate + -ing



Watch video S.2
What two things does James hate?
What three things does he love?

I love ¹helping people.
Emma likes ²us the new cameras.
Alex and Libby like ³writ computer programs.

- Complete the words in the chart above.
- Write the sentences with the correct form of the verbs in parentheses.
 - Emma likes meeting (meet) new people.
 - Alex doesn't like _____ (take) photos.
 - Libby doesn't mind _____ (help) Alex.
 - Mr. Adams loves _____ (tell) stories.
- Complete the blog post with the correct form of the verbs in the boxes.

love 😊😊😊 like 😊 not mind 😊
not like 😞 hate 😞😞😞

do get up help listen speak

Jack 😊 ¹likes listening to music.
Mic Lowry is his favorite band.
He 😞😞😞 ²_____ early.
He 😊😊😊 ³_____ English, even in our French class!
I 😞 ⁴_____ my math homework, but Jack
😊 ⁵_____ me.

Use It!

- Think of five sentences using *love*, *like*, *don't mind*, and *hate*. Does your partner agree with you?

I don't mind cleaning the kitchen.

I hate doing it!

To Have

I/You/We/They	He/She/It
We ¹ have two new cameras.	She has a new camera.
I don't have a map of the school.	Alex doesn't ³ _____ a map of the school.
Do you have your own laptop?	⁴ _____ he have his own laptop?
Yes, I do . / No, I ² _____.	Yes, he ⁵ _____. / No, he doesn't .

- Complete the examples in the chart above.
- Complete the sentences with the correct form of *to have*.
 - Alex doesn't have his own laptop. ✗
 - Alex _____ a tablet. ✓
 - They _____ a lot of laptops at the club. ✓
 - Libby _____ her own computer. ✓
 - She _____ much free time. ✗



- Complete the text with the correct form of *to have*. Then listen and check.

We ¹have a new student in our class. Her name's Paola. What
²_____ we _____ in common? A lot! She
³_____ brown hair and blue eyes – just like me!
⁴_____ she _____ any brothers and sisters? Yes, she ⁵_____
_____. She ⁶_____ two little sisters, just like me.
She ⁷_____ any brothers. We ⁸_____ the same phones and headphones! We ⁹_____ school today because it's a holiday. I'd like to call Paola – but I ¹⁰_____
_____ her phone number. It's annoying!

Use It!

- Ask and answer questions using *to have*.

Do you have any brothers or sisters?

WRITING

A Personal Profile



1 Look at the photo. What does Ernesto like doing? Read his profile and check.

1 Hi! 🙋 My name's Ernesto Mendes and I'm 14 years old. I'm from Vancouver in Canada. I live with my mom and dad, my grandma, and my cat. My cat's name is Tiger 🐱. My best friends are Joel and Ruby.

2 My favorite free-time activity is gymnastics. I train every day. Training starts at 6:00 a.m. 😓. It's tough because I hate getting up early, but I love practicing.

3 I also like going for bike rides on my own. I have a new bike, and I usually go for a bike ride after school. I don't have much free time, but I always hang out with my friends on the weekend. We often go to Joel's place because he has a swimming pool.

2 Read the profile again. Answer the questions.

- 1 Where is Ernesto from?
He's from Vancouver in Canada.
- 2 Why does Ernesto get up early?

- 3 What does he like doing on his own?

- 4 What does he do on the weekend?

3 Look at the *Useful Language* box. Find and underline examples of apostrophes and commas in the profile. Match them with the correct use and write them in the box.

Useful Language

We use apostrophes:

- for contractions / short forms: name's
- to show possession: My cat's name

We use commas to indicate a pause:

my mom and dad, my grandma, and my cat

4 Rewrite the sentences with commas and apostrophes in the correct places.

- 1 Were from South Africa.
We're from South Africa.
- 2 Whats your history teachers name?

- 3 That isnt my tablet.

- 4 I have a cat three horses and a parrot!

- 5 My sisters friends very noisy!

PLAN

5 Plan your own personal profile. Take notes for each paragraph.

- 1 You, your family, and friends:

- 2 Your favorite free-time activity:
 - what it is, where and how often you do it_____
- 3 Other free-time activities:
 - what you like doing on your own or with friends
 - when and where you do the activities_____

WRITE

6 Write your profile. Remember to include three paragraphs, the information in Exercise 5, the simple present, adverbs of frequency, *love*, etc. + *-ing*, and *to have*.

CHECK

- 7 Do you ...
- describe you, your family, and friends?
 - describe your favorite free-time activity?
 - describe other things you like doing?
 - use apostrophes and commas correctly?

1

What are you watching?

LEARNING OUTCOMES

I can ...

- understand Tweets, a guided tour, and a text about Japanese manga and anime
- talk about TV shows and making movies
- write a description of my favorite internet or TV personality
- understand how to use the present continuous and simple present, and adverbs of manner
- ask for and give opinions
- use real examples, listen for specific information, understand new words, and organize your notebook

Start It!

- 1 Look at the photo. What is the boy doing?
- 2 Before you watch, where do you watch TV shows?
- 3 What did John Logie Baird build? Watch and check.
- 4 How do you think TV changed the world?



Watch video 1.1



Grammar in Action 1.2



Grammar in Action 1.3



Everyday English 1.4



Globetrotters 1.5

VOCABULARY

TV Shows

1.01 **1** Match eight of the TV shows in the box with the photos. **Circle** the four shows that aren't in the photos. Listen, check, and repeat.

cartoon	<input type="checkbox"/>	reality show	<input type="checkbox"/>
comedy	<input type="checkbox"/>	soap opera	<input checked="" type="checkbox"/>
cooking show	<input type="checkbox"/>	sports show	<input type="checkbox"/>
documentary	<input type="checkbox"/>	streaming series	<input type="checkbox"/>
drama	<input type="checkbox"/>	talk show	<input type="checkbox"/>
game show	<input type="checkbox"/>	the news	<input type="checkbox"/>

2 Match the sentences with TV shows from Exercise 1.

- 1 "Put your potatoes in a pan and add some salt."
cooking show
- 2 "They're coming! We need to get out of here."

- 3 "Giant pandas are in danger. There are only about 1,800 left."

- 4 "We have some really interesting guests on tonight's show."

- 5 "Can they score in the last minute?"

- 6 "Today: A hurricane hits the city."

1.02 **3** Listen. Write the shows the people talk about.

- | | |
|-----------------|---------|
| 1 <u>comedy</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

LEARN TO LEARN

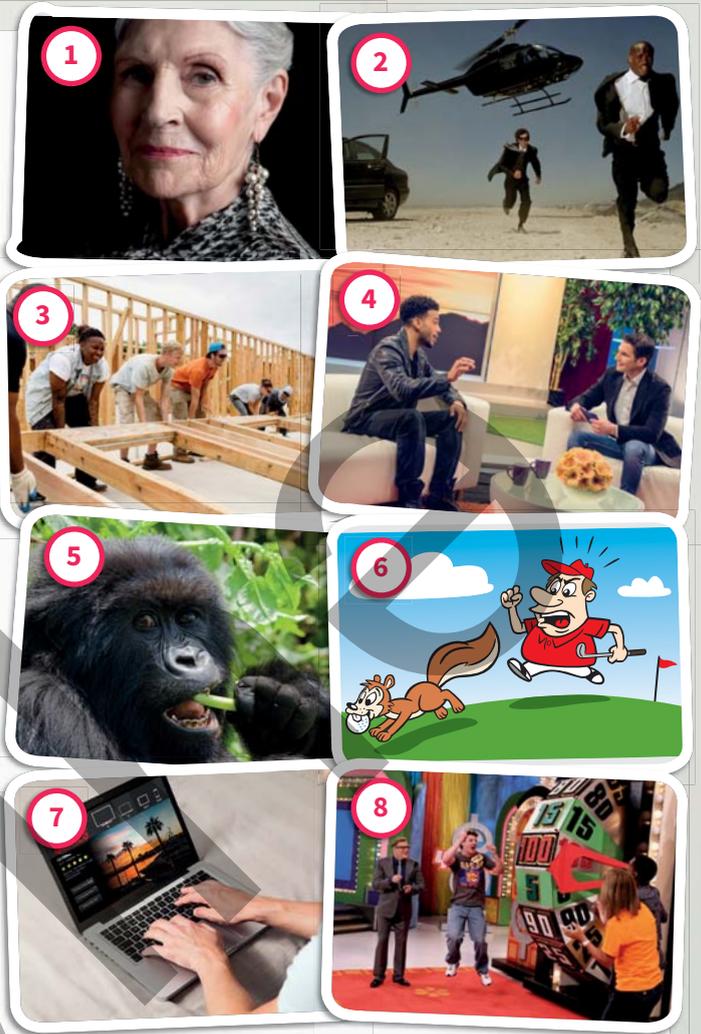
Using Real Examples

When you learn vocabulary, think of examples to help you remember it.

- 4 Think of an example of each type of TV show in Exercise 1.
- 5 Ask about your partner's TV shows. Can you guess what they are?

What type of show is it?

A sports show.



Use It!

6 Complete the sentences so they are true for you. Tell your partner.

- 1 I love watching _____
- 2 My family often watches _____
- 3 My favorite TV show is _____
- 4 I hate _____

Explore It!

Guess the correct answer.

Which country in the world watches the most TV?



- a Poland b U.S.A. c Japan

Find an interesting fact about TV. Then write a question for your partner to answer.

READING

Tweets

1 Look at the pictures and titles. What do you think the Tweets are about?

1.03 2 Read the Tweets. Match the people with the TV shows. Then listen and check.

- | | |
|---------|----------------------|
| 1 Jack | a a comedy |
| 2 Holly | b the news |
| 3 Rory | c a streaming series |

3 Check (✓) the correct column.

	Jack	Holly	Rory
1 likes different TV shows from their friend			
2 does media studies			
3 is with a friend now			
4 talks about a friend in a different place			

4 Match the words with the definitions.

average episode season subscribe

- one individual show in a series _____
- typical, normal _____
- arrange to pay and receive something regularly _____
- a period in which a show appears regularly on TV _____

Voice It!

5 Imagine you are watching a famous event from history on the news. Discuss the questions.

- Where are you?
- Who or what can you see?
- How many people are there?
- How do you feel?



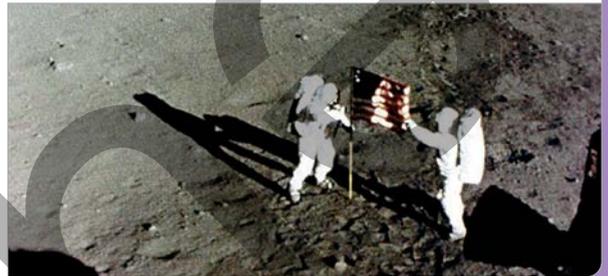
Crazy about TV @crazyabouttv

Apart from sleeping, the average teenager spends more time in front of a television than doing any other free-time activity! So ... are you watching TV right now? Where are you watching it and who with? We want to know! Tweet us and send us your photos. #crazyaboutTV



JackLong @JLo-o-o-ng

I'm learning about the history of TV in media studies this week. So for homework, I'm traveling back to 1969 to watch the news about Neil Armstrong, the first person on the moon.



Crazy about TV @crazyabouttv

@JLo-o-o-ng Amazing! Neil Armstrong and Buzz Aldrin are walking on the moon. Around 530 million people are watching them with you. We're over the moon, too! #crazyaboutTV



Holly Bardsley @HBards

At the moment, I'm sitting in my bedroom with my best friend @superfanz. We're watching our favorite streaming series, *Stranger Things*, on my new tablet. We're super fans and this episode is so scary! 🤯



Crazy about TV @crazyabouttv

@HBards Here's a cool fact for you. More than 100 million people around the world subscribe to Netflix, and you're one of them. Do you want to know about the next season of *Stranger Things*? 🤔 Just ask us! Spoiler alert! 🚫 #crazyaboutTV



Rory Green @RoryG

I'm waiting for my favorite comedy to start, so I'm taking a selfie and I'm messaging my friend @laughingboi 😊 at the same time! He isn't watching TV – he's listening to music. He doesn't like comedies.



Crazy about TV @crazyabouttv

@RoryG Believe it or not, if you're an average American teenager, you probably send about 128 instant messages a day! #crazyaboutTV

Finished? p118 Ex. 1

GRAMMAR IN ACTION

Present Continuous



Watch video 1.2
What are Ben and Nick doing?
What two things is the vlogger doing?

	I	He/She/It	We/You/They
+	I'm sitting in my bedroom.	He ^{1's} listening to music.	Neil Armstrong and Buzz Aldrin ³ walking on the moon.
-	I'm not sitting in class.	He ² watching TV.	We aren't watching the news.
?	Am I listening to music? Yes, I am . / No, I'm not .	Is Rory's friend listening to music? Yes, he is . / No, he isn't .	⁴ Are you watching TV right now? Where ⁵ are you watching it?

> Pronunciation p137

Get It Right!

We don't usually use some verbs with the present continuous. For example, **know, understand, like, love, prefer, remember**.

Do you understand me? **NOT** *Are you understanding me?*

- Complete the examples in the chart above. Use the Tweets on page 12 to help you.
- Write sentences with the present continuous.
 - Jack / watch TV / with 530 million other people.
Jack is watching TV with 530 million other people.
 - Holly and her friend / not sit / in the library.

 - Holly and her friend / watch / a streaming series now.

 - Rory / not watch / his favorite comedy at the moment.

- Complete the blog with present continuous verbs.

This week I ^{1'm researching} (research) my favorite subject – TV! I'm very happy because I ² _____ (not do) it on my own. I ³ _____ (prepare) a presentation with my friend Saul.

At the moment, Saul ⁴ _____ (not talk) to me. He ⁵ _____ (watch) a new online series, and he ⁶ _____ (take) notes. I'm tired right now, so I ⁷ _____ (take) a break. But we ⁸ really _____ (enjoy) this project.



- Complete the conversation with the present continuous form of the verbs. Then listen and check.

call do give interview
study talk watch

ROSA What ¹ *are you doing* right now, Toni?
TONI I ² _____ to you.
ROSA Ha, ha. Very funny. ³ _____ you _____ for the math test?
TONI No, I ⁴ _____ a talk show. Why ⁵ _____ you _____ me?
ROSA Well, this math homework ⁶ _____ me a headache. Can you help me?
TONI Sorry, Rosa. I can't talk now. They ⁷ _____ Ed Sheeran. I'll call you back, OK? Bye.
ROSA Great. Thanks a lot, Toni.

Use It!

- Write questions. Then ask and answer with a partner.
 - what / you / wear?
What are you wearing? _____
 - what / your teacher / do / right now?

 - where / your best friend / sit / today?

What are you wearing? I'm wearing ...

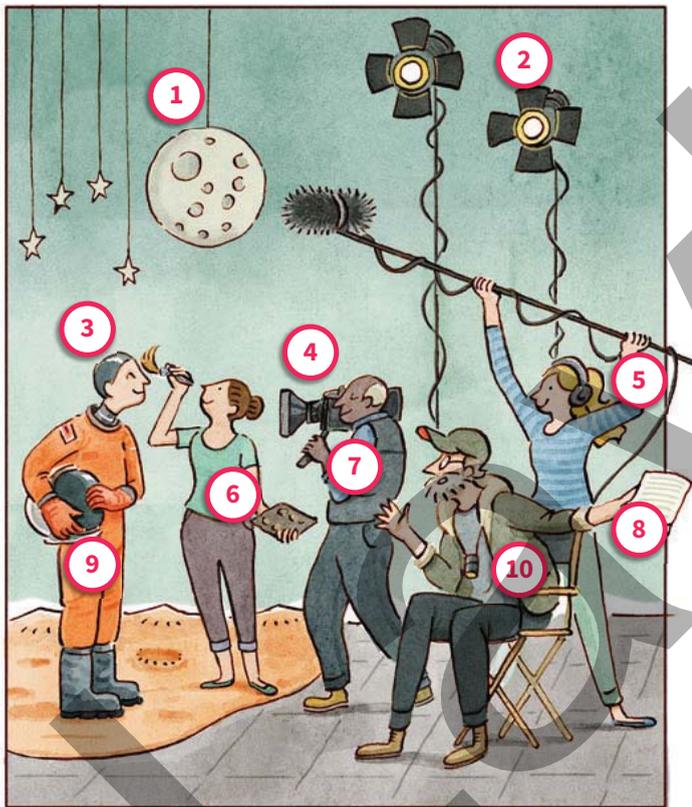
Finished? p118 Ex. 2

VOCABULARY AND LISTENING

Making Movies

1 Match the words with the people and things in the picture. Listen, check, and repeat.

actor	<input type="checkbox"/>	lights	<input type="checkbox"/>
camera operator	<input type="checkbox"/>	makeup artist	<input type="checkbox"/>
costume	<input type="checkbox"/>	script	<input type="checkbox"/>
(digital) camera	<input type="checkbox"/>	set	<input checked="" type="checkbox"/>
director	<input type="checkbox"/>	sound engineer	<input type="checkbox"/>



2 Circle the correct word in each sentence.

- It's too dark. We need extra lights / cameras.
- They're building the *director* / *set* this week.
- We can't start filming – the main *operator* / *actor* isn't here.
- Who is writing the *script* / *lights*?
- I'm not wearing that *costume* / *camera*. No way!
- We can't hear the voices very well. Where's the *makeup artist* / *sound engineer*?

Use It!

3 Choose a job from Exercise 1 and describe what you're doing. Can your partner guess the job?

I'm sitting in my chair. I'm talking to the actors, and I'm looking at the set.

A Guided Tour

4 Look at the photos. Where do you think you can see these things? What are they?



5 Listen and circle Matt's favorite movie.
a *Thor* b *Avatar* c *The Lord of the Rings*

LEARN TO LEARN

Listening for Specific Information

Check what type of answer you need (a number, a name, a place, a job, etc.) before you listen.

6 Read the questions in Exercise 7. Write the type of answer you think you need to listen for.

- | | |
|------------------|---------|
| 1 <u>a place</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

7 Listen again and answer the questions.

- Where does Matt live? Wellington
- How many people visit movie locations in New Zealand each year? _____
- What is Clara's job? _____
- Where do the students go first? _____
- How tall are some of the bigatures? _____
- What is Martin's job? _____

Voice It!

8 What is on your dream movie studio tour?

GRAMMAR IN ACTION

Simple Present and Present Continuous



Watch video 1.3
What is he doing?
Describe two tips
he gives.

Simple Present	Present Continuous
More than 3 million people 1 _____ locations for movies here every year.	Today, I 2 _____ a movie workshop with my media studies class.
Time expressions: <i>always, sometimes, never, every day/week, etc.</i>	Time expressions: <i>(right) now, at the moment, today, this morning, etc.</i>

- Complete the examples in the chart above with the correct form of **visit**.
- Circle** the correct verbs.
 - Matt lives / is living in Wellington.
 - They wait / are waiting for their tour guide.
 - Martin works / is working hard today.
 - Martin always uses / is using a digital camera.

3 Complete the text with the correct form of the verbs in parentheses. Then listen and check.

Media studies 1 is (be) my favorite subject at school. I 2 _____ (love) it! This week, we 3 _____ (study) the history of film. We 4 _____ (learn) all about talkies, CGI, and lots more! I 5 _____ (not know) much about it. It 6 _____ (take) a long time and a lot of people to make a movie.

Sorry! Time to go! My little brother 7 _____ (make) a lot of noise downstairs. I think he 8 _____ (watch) his favorite comedy with my mom and dad.

They all 9 _____ (love) it, and they always 10 _____ (laugh) a lot! 😂

What 11 _____ you _____ (do) at school this week?



Use It!

4 Write sentences with the verbs and time expressions. Use the correct tense.

do / sometimes drive / now watch / always

- We / sports shows on the weekend.
We always watch sports shows on the weekend.
- They / their homework together.

- My parents / me to the gym.

Adverbs of Manner

If I'm not explaining 1 clearly (clear), let me know!

Talk 2 _____ (quiet), please.

He's working 3 _____ (hard) today.

- Complete the examples in the chart above with the correct form of the words in parentheses.
- Write the adverbs for adjectives 1-6. **Circle** the ones that don't use **-ly**.

1 nice _____	4 loud _____
2 fast _____	5 happy _____
3 beautiful _____	6 good _____

Use It!

7 Write questions. Use the simple present or present continuous and the adverb form of the adjectives.

- you / always / make / new friends? (easy)
Do you always make friends easily?
- you / speak / English / today? (good)

- your math teacher / explain / everything? (clear)

- you / work / this term? (hard)

8 Ask and answer the questions in Exercise 7.

Finished? p118 Ex. 3

SPEAKING

Asking for and Giving Opinions

 **1** Listen to the conversation.
1.10 Does Eva like the show?



EVA What are you doing?
ALEX I'm watching the second episode of this new comedy series.
EVA But it's lunchtime.
ALEX I'm not having lunch today. Lunch can wait.
EVA So, what ¹*do you think of* the show?
ALEX I love it! Do you like comedies?
EVA No, I don't. I'm not ²_____ them. I ³_____ documentaries and dramas.
ALEX Everyone's watching this one. It's really cool! Why don't you watch it with me?
EVA I'm not sure.
ALEX I think you'll really like it.
EVA OK. Let's see.
ALEX Well? What do you think of it?
EVA Actually, it's ⁴_____!

 **2** Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

I prefer watching ...
 I'm not really into it/them.
 It's great / good / not bad / awful.
 What do you think of ... ?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 1.4
Everyday English

Actually ... It's really cool!
 Let's see. Well?

4 Complete the conversations with the *Everyday English* phrases.

- 1** **A** This actor is great, isn't he?
B _____, I don't really like him.
2 **A** _____? Do you like the show?
B Yes, I do. _____!
3 **A** Come with us to the gym on Saturday.
B Maybe, but I'm not sure. _____.

PLAN

5 With your partner, choose two TV shows to talk about. Take notes about them.

Which shows? _____

What do you think of them?

Why? _____

SPEAK

6 Practice a conversation with your partner, asking for and giving opinions about TV shows. Remember to use the simple present and present continuous, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

Which shows? _____

What do they think of them?

Why? _____

WRITING

A Description of a Celebrity

1 Look at the photo. What is the woman holding? Read the description and find the answer.

2 Match topics a–c with paragraphs 1–3.

- a Why I like this person
- b An introduction to the person and her show
- c Typical episodes in the show

3 Read Lidia's description again. Are the sentences **T** (true) or **F** (false)?

Rosanna Pansino ...

- 1 is from the U.S.A. ___
- 2 has a game show on the Internet. ___
- 3 likes trying other people's recipes. ___
- 4 makes unusual cakes. ___

4 Find and underline examples of **and**, **but**, and **or** in Lidia's description. Complete the *Useful Language* box.

Useful Language

We use ¹ _____ to add similar information.

We use ² _____ to show different information.

We use ³ _____ when there is a choice of two or more things.

5 **Circle** the correct word.

- 1 I don't like making cakes, *or* / **but** I love eating them!
- 2 Ryan Higa is my favorite internet star, *and* / *but* I often watch his videos.
- 3 Do you prefer watching comedies *and* / *or* soap operas?
- 4 Lots of people love talk shows, *and* / *but* I think they're boring.

My Favorite Internet Star

By Lidia Suarez



- 1 Rosanna Pansino is my favorite internet star. She's an American actor, but she also has a cooking show – *Nerdy Nummies*. She bakes fantastic cakes. I love the show and trying her recipes. She has more than 10 million subscribers, and every month her show gets 75 million views.
- 2 In each episode, she explains how to make her cakes. But they aren't normal cakes! They look like characters or objects from TV shows, video games, movies, or books. This week, she's making Batman cakes.
- 3 I like her because she's a great cook and because she makes the videos herself, too. She uses her own computer, camera, and lights. She always explains her recipes clearly. They're easy to follow and the cakes taste great!

PLAN

6 Plan a description of your favorite internet or TV personality. Take notes for three paragraphs.

- 1 Who the person is: _____
What they do: _____
- 2 What they do in each episode: _____
What they are doing in this week's episode: _____
- 3 Why I like this person and the show: _____

WRITE

7 Write your description. Remember to include three paragraphs, the correct present tenses, adverbs, and **and**, **but**, and **or**.

CHECK

8 Do you ...

- use sentences with *and*, *but*, and *or*?
- give information about what the person usually does and is doing now?
- explain why you like the person?



AROUND THE WORLD

READING

An Online Article

1 Look at the photos. What kinds of movies can you see? What country are the movies from?

2 Read the article and check your answers.

3 Read the article again. Answer the questions.

- 1 What is the difference between anime and manga?
- 2 How are manga comics different outside of Japan?
- 3 Why does the article mention *Howl's Moving Castle* and *Ponyo*?
- 4 Who is Hayao Miyazaki?
- 5 What does the number 170,000 refer to?



Globetrotters

Watch video 1.5
Bollywood

How many movies does India produce a year?

- Where does the name Bollywood come from?
- How many different movies can actors be in at the same time?

Voice It!

4 Discuss the questions.

- 1 Teamwork is an important part of making a movie. Why?
- 2 What skills do you need to work as a team?
- 3 What teamwork skills do you have?

Magical Pictures – from Manga to Anime

Are you familiar with *anime*? *Anime* usually refers to Japanese animated cartoons. They often use *manga* (comic book) characters and stories. Manga and anime have a style that is popular around the world, with series such as *Naruto* and *Dragon Ball Z*.

People read Japanese manga comics from right to left. Outside of Japan, some printers change the direction of reading on the page so people can read the stories from left to right.

You may already like anime! Do you like *Howl's Moving Castle* (2004) or *Ponyo* (2008)? Studio Ghibli, an animation studio in Tokyo, Japan, produced these movies. The director, Hayao Miyazaki, is famous for beautiful anime movies. A single movie can take up to eight years and thousands of hours to produce! But what is the process like?

First, screenwriters develop a script for the story. Then they think about the characters. What do they look like? What are their personalities like? What do we learn about the characters in the story? What do they learn about themselves?



Hayao Miyazaki

After this, concept artists draw the characters, their expressions, and their clothes. Next, storyboard artists use the script to **sketch a storyboard**. A storyboard shows all the important **scenes** in the movie. Voice actors read the characters' lines in a recording studio, and animators draw the characters and the **backgrounds**. To animate a scene, they make tiny changes to each picture. When they play the **frames** as a video, the characters come alive. It requires a lot of pictures. The movie *Ponyo* has 170,000 frames, and artists animated every scene by hand, not with a computer. The final result is a movie that people everywhere can experience and enjoy.

LEARN TO LEARN

Understanding New Words

Don't worry if you don't understand some words. First, try to get a general understanding of the article. Then guess the meaning of the new words.

- 5 Look at the words in bold in the article. Try to guess their meaning. Then check in a dictionary.
 - Look at the words before and after the word.
 - Think of similar words in your language.
 - Look at any pictures to help you understand.
 - Look for other examples of the word in the article.
- 6 Think of your own sentences with the new words. Say each sentence, but don't say the new word. Can your partner guess it?

Explore It!

Guess the correct answer.

Spirited Away is a famous Studio Ghibli film. The location for the movie is in ...

a Taiwan. b Tokyo. c Seoul.

Find three more interesting facts about animated movies. Choose your favorite fact and write a question for your partner.



1 REVIEW

VOCABULARY

- The TV shows are wrong. Write the correct ones.
 - My little sister loves soap operas. Her favorite character is SpongeBob _____
 - That new documentary is so exciting, and it's only the second episode! _____
 - This sports show is about dolphins. _____
 - My little brother watches a comedy show with colorful characters and drawings every morning. _____
 - Only one person can win the car and the money on this drama. _____
- Write the TV and movie words for the definitions.
 - clothes that actors wear in movies _____
 - a person who changes the actors' appearance _____
 - the words for a movie _____
 - the place where they film a TV show _____
 - the person who tells actors what to do _____

GRAMMAR IN ACTION

- Complete the conversation with the present continuous form of the verbs.



- HASAN** Hey, Yusuf. Are you at home?
- YUSUF** Yes, I ¹ _____ (watch) last night's music show. Where ² _____ you _____ (call) from?
- HASAN** I ³ _____ (stand) outside the house. I don't have my keys.
- YUSUF** Call Mom.
- HASAN** I ⁴ _____ (call) you because Mom ⁵ _____ (not answer) her phone. Where are you?
- YUSUF** I ⁶ _____ (sit) in the backyard. The sun ⁷ _____ (shine), the birds ⁸ _____ (sing).
- HASAN** Yusuf, can you let me in, please? NOW!

- Complete the sentences with the simple present or present continuous.
 - The actor _____ the script at the moment. (not read)
 - _____ you usually _____ your friends after school? (meet)
 - The students _____ for their drama exam this week. (study)
 - Simon always _____ TV after school. (watch)
- Rewrite the sentences with adverbs of manner.
 - The children are talking in the library. (quiet) _____
 - Are you writing in your notebooks? (careful) _____
 - The teacher is explaining the activity. (clear) _____
 - We're studying for our exams. (hard) _____
- Complete Kim's blog with the simple present, present continuous, and adverbs of manner.

My friend Sabina often ¹ _____ (come) to my place on Saturday afternoons, and we ² _____ (listen) to music together. This Saturday is different. My dad ³ _____ (drive) us to a movie premiere. There's a lot of traffic, so we ⁴ _____ (not move) ⁵ _____ (quick). I usually ⁶ _____ (write) my blog on Saturday evening in my bedroom, but today I ⁷ _____ (type) it ⁸ _____ (slow) on my phone in the car!



Self-Assessment

- | | | | |
|--|----|---|---|
| I can talk about TV shows. | ☹️ | 😐 | 😊 |
| I can talk about making movies. | ☹️ | 😐 | 😊 |
| I can use the simple present and present continuous. | ☹️ | 😐 | 😊 |
| I can use adverbs of manner. | ☹️ | 😐 | 😊 |



LEARN TO ... ORGANIZE YOUR NOTEBOOK

When you organize your notebook, it helps you to study better.

7 Ask and answer with a partner.

- 1 What do you usually write in your notebook?
- 2 How often do you use your notebook when you study at home?
- 3 How can you organize your notebook better?

8 Look at Irina's notebook. Match the tips (1-5) with a-e.

- 1 Divide your notebook into sections so that you can find things quickly.
- 2 Use different color pens for different things (for example, adjectives can be red, numbers can be green).
- 3 **Highlight** or **underline** important notes, words, and facts.
- 4 When you write a text, make a plan on the left and then write on the right.
- 5 Write all your homework notes (what page, what exercise) in the same place so that you don't forget what you have to do.

9 Look at the tips in Irina's notebook again. Complete the sentences.

- 1 Highlighting and underlining help you see the _____ information.
- 2 You can use the _____ on the left when you're writing.
- 3 The _____ notes help you remember what to do at home.
- 4 You can use different color pens for _____ things. It's your choice!
- 5 You can find notes quickly when you use different _____.



10 Follow the plan to organize your notebook.

- 1 Divide your notebook into sections.
- 2 Choose different color pens for your notes.
- 3 Get a highlighter for important information (or you can **underline** it instead).
- 4 Start using your notebook today!

11 Discuss with a partner. What other notebook sections can you think of? How can they help you learn?

notes

Plan

Paragraph 1

El Rubius

Real name: Rubén Doblas Gundersen

The **number 1** internet star in Spain

33 million subscribers

Paragraph 2

Each episode: plays games, talks about **funny** things

This episode: He's chatting with some of his subscribers

Paragraph 3

Why I like him: He's **funny**, he always makes **cool** videos

Don't forget to use:

and, or, but

vocabulary

homework

grammar

My Favorite Internet Star
by Irina Volkov

El Rubius is my favorite internet star, and the most popular internet star in Spain. He has more than 33 million subscribers. His real name is ...





CULTURE PROJECT

An Infographic

An infographic is a poster with simple illustrations to present information in a clear and memorable way.

How to Make an Infographic

Remember to think about the following ideas.

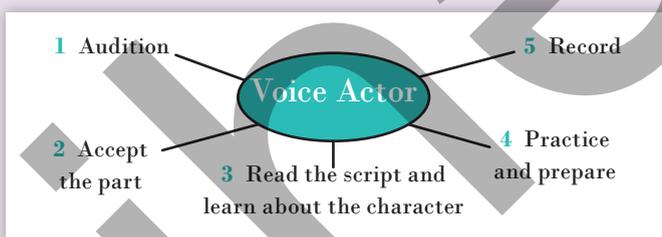
- Think about the information you want to present.
- Research facts and take notes. Choose information that you find interesting.
- Select simple images that attract the reader's attention and illustrate the information clearly.
- Think about how to combine the images and the text. Present short facts around the page instead of one large paragraph.

PLAN

- 1 Work in groups. Choose a job related to making movies. Use an idea from the box or your own idea.

animator camera operator concept artist director
screenwriter special effects technician stunt double

Research information about your job. How do you get the job? What actions do you do in the job? Organize the information in steps.



- Work as a group to brainstorm images for the infographic. The images should make it easy to follow the sequence of the steps.
- Plan where the text and images should go on the page.
- Illustrate the infographic and add the text. You can do this on paper or on a computer.

PRESENT

- 2 Present your infographic to the class. Remember to include simple images that fit with the information in the text. Make sure to include interesting facts and follow the tips from *How to Make an Infographic*.

CHECK

- 3 Listen to your classmates' presentations. Then answer and discuss the questions.

Which is your favorite infographic?

What job does it present? What are the steps?

How do the images make the text interesting and easy to understand?

What Does a Voice Actor Do?



1 Do an audition.

In an audition, you read some lines for a casting director. If you are a good match for the part ...



2 Accept the part.

You accept the part and sign a contract. Then it's time to start working ...



3 Read the script and learn about the character.

You read the script – the whole movie script – and learn all about the character. For animated movies, you may see sketches of the character.



4 Practice and prepare.

You practice your lines and do acting exercises.



5 Read your lines at the recording studio.

You record your lines at the studio. Voice actors say their lines many, many times!



2

How was the past different?

LEARNING OUTCOMES

I can ...

- understand texts about journeys and lives in the past
- ask and answer questions about the weekend
- write an account of a journey
- understand how to use the simple past, *there was/were*, and *a, an, some*, and *any*
- talk about the weather and useful objects
- use word families, categorize vocabulary, and guess the meaning of new words
- give feedback and design a museum display

Start It!

- 1 Look at the photo. How old do you think the artwork is? Why?
- 2 Before you watch, what do you know about the ancient Egyptians?
- 3 What did the Egyptians use to make boats? Watch and check.
- 4 Name three things you would like to see in Egypt.



Watch video 2.1



p25

Grammar in Action 2.2



p27

Grammar in Action 2.3



p28

Everyday English 2.4

VOCABULARY

The Weather

1 What is the weather like in the photos? **Circle** the weather words that aren't in the photos. Listen, check, and repeat.

cloudy cold dry foggy hot
icy rainy snowy stormy
sunny warm wet windy

- 1 dry, hot, and sunny
- 2 _____
- 3 _____
- 4 _____
- 5 _____

2 Complete the sentences with adjectives from Exercise 1.

- 1 It's today. cloudy
- 2 Is it all year? _____
- 3 August is usually . _____
- 4 We love weather! _____
- 5 It isn't . It's . _____



LEARN TO LEARN

Word Families (1)

Build your vocabulary by learning words from the same family. Many adjectives ending in -y come from a noun.

3 Write the adjective forms.

- 1 cloud cloudy
- 2 fog _____
- 3 ice _____
- 4 rain _____
- 5 snow _____
- 6 storm _____
- 7 sun _____
- 8 wind _____

Use It!

4 Complete the sentences with your own ideas. Tell your partner.

- 1 When it's foggy, it's difficult to _____.
- 2 In hot, sunny weather, I always wear _____.
- 3 On wet days, I hate _____.
- 4 I think cold, snowy weather is _____.

Explore

Is the sentence **T** (true) or **F** (false)?

Snow isn't always white – sometimes there is pink snow in the Sierra Nevada mountains in the U.S.A.

Find another interesting fact about the weather.



READING

Diary Extracts

1 Look at the photos. What do you think the girl is writing about?

 2 Read the text. Check your answer to Exercise 1.

3 Read the text again and find these things:

- 1 two American states _____
- 2 two types of furniture _____
- 3 four weather adjectives _____
- 4 two musical instruments _____
- 5 two animals _____

4 Match the **highlighted** words with the definitions.

- 1 a long trip to another place _____
- 2 wet and dirty after rain _____
- 3 a difficult task _____
- 4 not deep _____
- 5 vehicles with four wheels to transport heavy things _____
- 6 large animals like cows that can pull heavy things _____

5 Complete the sentences with words from the text.

- 1 People on the Oregon Trail were called _____.
- 2 Oregon is on the _____ coast of the U.S.A.
- 3 The adults and children didn't usually travel in the _____.
- 4 Louisa traveled across the country with her _____.
- 5 One of Louisa's brothers played the _____.

Voice It!

- 6 Discuss the questions.
- 1 Do you think diaries are important? Why or why not?
 - 2 What challenges do you face each day?

 **Finished?** p119 Ex. 1

The Oregon Trail



Between 1843 and 1869, more than 500,000 pioneers left their homes in the east of the U.S.A. to travel more than 3,000 km west to Oregon and California. Some people wanted to find gold and others wanted to start a new life.

The pioneers used **wagons** to cross the country. They took things like tables, chairs, tents, and food – and also things they loved, like pianos! **Oxen** pulled the heavy wagons, but the adults and children usually walked or rode horses. The journey took between four and six months.



Louisa, age 14

Louisa Evans made the **journey** with her parents and two brothers, Samuel and Jesse. These are extracts from her diary.

April 8, 1850

I got up at 5:30 a.m. with Mother, and we made johnnycakes for breakfast. Then we cleaned up the wagon and we left at 7 a.m. We didn't stop until 5 p.m. After dinner, Samuel played his violin, and we sang songs and danced. It was a warm, dry day.

May 1, 1850

Last night it was cold and rainy, and my clothes got wet. I didn't sleep well, and I felt tired all day. It wasn't easy to walk on the **muddy** ground. We didn't travel far today, and we faced a new **challenge**: a river. It was high because of the rain and it looked dangerous. Did we cross it? Yes, we did. We found a **shallow** part and walked across. We were lucky, but other people weren't.

GRAMMAR IN ACTION

Simple Past



Watch video 2.2
How did she travel?
What happened on the way back?

	Other Verbs	To Be	
	I/You/He/She/It/We/They	I/He/She/It	You/We/They
+	I got up at 5:30 a.m.	It was cold and rainy.	We ⁴ _____ lucky.
-	We didn't stop until 5 p.m.	It ² _____ easy to walk.	Other people weren't lucky.
?	Did we cross it? Yes, we ¹ <u>did</u> . / No, we didn't.	Was it a hot day? Yes, it ³ _____. / No, it wasn't .	Were all the people lucky? Yes, they were . / No, they ⁵ _____.

> Pronunciation p137

1 Complete the examples in the chart above. Use the text on page 24 to help you.

2 Rewrite the sentences in the simple past.

1 More than 500,000 people leave the east coast.

More than 500,000 people left the east coast.

2 The journey takes between four and six months.

3 April 8 is a warm, dry day.

4 They don't stop until 5 p.m.

3 Complete the text with the simple past form of the verbs. Then listen and check.

On September 6, 1620, 102 people ¹ left (leave) England to travel 4,500 km to North America. They (not agree)

² _____ with some of the religious views in Europe at that time, so they (decide) ³ _____

to start a new life.

They ⁴ _____ (travel) on a ship called

the *Mayflower*, and the journey ⁵ _____ (take) 66 days.

The first half of the journey ⁶ _____ (go) well. Then the

weather ⁷ _____ (change), and it (be)

⁸ _____ very cold and stormy. People got sick and some

of them ⁹ _____ (not survive).

In December, they ¹⁰ _____ (arrive) in Plymouth Bay.

They ¹¹ _____ (not know) anything about this new land,

but the local Wampanoag people (help) ¹² _____ them find food and build houses.



4 Put the words in the correct order to make questions. Then ask and answer.

1 last / your friends / you / see / Did / weekend / ?

Did you see your friends last weekend?

2 you / did / after school / What / yesterday / do / ?

3 night / Were / asleep / at 10:30 p.m. / last / you / ?

4 any homework / your English teacher / Did / last week / give / you / ?

5 Was / hot / yesterday / the weather / ?

Use It!

5 Think of questions to interview Louisa or a person from the *Mayflower* about their journey. Use the ideas below or your own ideas.

new friends the challenges the date
the food the other people the weather

6 Take turns asking and answering your questions.

When did you leave?

I left on April 2 with my family.

Finished? p119 Ex. 2

VOCABULARY AND LISTENING

Useful Objects

1 Match the words with the pictures. Listen, check, and repeat.

blanket	<input type="checkbox"/>	hairbrush	<input type="checkbox"/>	plate	<input type="checkbox"/>
bowl	<input type="checkbox"/>	knife	<input type="checkbox"/>	scissors	<input type="checkbox"/>
comb	<input type="checkbox"/>	lamp	<input type="checkbox"/>	spoon	<input type="checkbox"/>
cup	<input type="checkbox"/>	mirror	<input type="checkbox"/>	toothbrush	<input type="checkbox"/>
fork	<input checked="" type="checkbox"/>	pillow	<input type="checkbox"/>		



2 Listen. Write the objects the people are using.

- | | |
|---------------------|---------|
| 1 <u>toothbrush</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

LEARN TO LEARN

Categorizing

Recording new words in groups in your notebook can help you remember them.

3 Write the words in Exercise 1 in the chart. Can you add any more words?

Appearance	<u>comb,</u>
Bedtime	<u>blanket,</u>
Meals	<u>bowl,</u>

Use It!

4 Choose an object in Exercise 1. Ask questions to guess your partner's object.

Do you use it every day?

Yes, I do.

A Radio Show

5 Listen to an interview about a discovery from the Bronze Age. What can you see in the photo?



6 Listen again and complete the text.

This is the Egtved Girl. She's ¹ 3,000 years old. Archaeologists found her body in ² _____, in Egtved, a small village in southern ³ _____. We know she died in ⁴ _____ BCE when she was between 16 and ⁵ _____ years old. And we know she died in the ⁶ _____ because there were some summer flowers with her body.

GRAMMAR IN ACTION

There Was/Were



Watch video 2.3
Was the Viking Age peaceful?
Were there any coins in the exhibition?

	Singular	Plural
+	There was an exhibition in Copenhagen.	There ³ _____ some summer flowers.
-	There ¹ _____ any information about clothes.	There weren't any plates.
?	Was there a blanket? Yes, there ² _____. / No, there wasn't .	Were there any other things? Yes, there were . / No, there ⁴ _____.

1 Complete the examples in the chart above with **was**, **wasn't**, **were**, or **weren't**.

5 Write and **circle** to complete the sentences. Then answer the quiz.

Get It Right!

We use **some** and **any** with plural countable nouns and uncountable nouns.

some/any plates **NOT** *some/any plate*
some/any information **NOT** *an information*

2 Correct the sentences about the Egtved girl.

1 There wasn't an exhibition about the Egtved girl.

There was an exhibition about the Egtved girl.

2 There weren't any flowers with her body.

3 There weren't any useful objects with her body.

4 There was a hairbrush.

5 There weren't a lot of travelers in northern Europe.

3 Ask and answer about the information in Exercise 2.

Was there an exhibition about the Egtved girl?

Yes, there was.

4 **Circle** the correct words.

1 There were **some** / any students at the talk.

2 There was *an* / **some** interesting exhibition last week.

3 There weren't *some* / any audio guides.

4 Was there *some* / any snow in the mountains?

5 There wasn't *a* / any documentary on TV last night.

DID YOU KNOW ... ?

1 There *were* ✓ **some** / any humans in ... 250,000 years ago.

a Portugal b Africa

2 There _____ ✗ *a* / an alphabet with letters in ... society.

a Aztec b Roman

3 There _____ ✓ **some** / any university courses for students in ... in 1095.

a Paris b Oxford

4 There _____ ✗ **some** / any ... for eating food in ancient Greece.

a forks b knives

5 There _____ ✓ *a* / **some** famous Roman ... named Apicius.

a emperor b cook

6 Discuss your answers to the quiz. Then listen and check.

Use It!

7 In pairs, choose a photo from Units 1 and 2 and look at it for one minute. Close your books. What can you remember?

Were there any clouds in the sky?

Yes, there were. There were some white clouds.

Finished? p119 Ex. 3

SPEAKING

Talking About Your Weekend



1 Listen to the conversation.
Why was Andy in the country?



CARLA Hi Andy. ¹How was your weekend?
ANDY ²_____ OK, thanks.
CARLA What ³_____?
ANDY I went to the country for my grandpa's 70th birthday.
CARLA Cool! What ⁴_____ like?
ANDY It was cold, wet, and windy.
CARLA That's a shame. ⁵_____?
ANDY We stayed on my grandpa's farm.
CARLA What was it like?
ANDY Well, there wasn't any Wi-Fi, and there were a lot of noisy sheep outside.
CARLA Really?
ANDY Yes, really. That region has more sheep than people.
CARLA Wow. You learn something new every day!
ANDY What ⁶_____? What did you do?
CARLA Nothing much. I watched TV and made some cupcakes.
ANDY Sounds good!

4 Which *Everyday English* phrase do we use to respond to ...

- 1 negative news? _____
- 2 interesting facts? _____
- 3 positive news? _____
- 4 a question? _____

2 Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

How was your weekend?	What did you do?
It was (OK/good/great/amazing/awful), thanks.	What was the weather like?
What about you?	Where did you stay?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 2.4 Everyday English

Nothing much. Sounds good!
That's a shame.
You learn something new every day!

PLAN

5 Think about something you did in the past, and take notes.

Where you went: _____
 What you did: _____
 The weather: _____
 Any problems you had: _____

SPEAK

6 Practice a conversation with your partner about what you did. Remember to use the simple past and *there was/were*, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and take notes.

Where they went: _____
 What they did: _____
 The weather: _____
 Any problems they had: _____

WRITING

An Account of a Journey

1 Look at the photos. Where do you think the man wanted to go? Read the account and check your answer.

A Difficult Journey

Fridtjof Nansen was a Norwegian explorer. He wanted to be the first person to reach the North Pole. He set off on June 24, 1893, from Oslo on a ship with 12 men.

At first, things went well, but by November, the weather was foggy and icy. The ship moved slowly through the ice for a year. Then Nansen and another man, Johansen, decided to cross the ice on skis.

The two men left the ship in March 1895, but there were a lot of problems. They couldn't reach the Pole and turned south. The weather was warm, so the ice melted, and it was difficult to travel. They built a shelter and waited there for eight months.

Finally, on June 17, a British explorer found them.

They arrived home safely on August 13, 1896.



2 Read the account again. Are the sentences **T** (true) or **F** (false)?

- 1 Nansen left Norway in June 1893. ___
- 2 He started the journey on his own. ___
- 3 The weather was bad in November. ___
- 4 Nansen and Johansen didn't have any problems. ___
- 5 Nansen was the first person to reach the North Pole. ___
- 6 Nansen returned to Norway one year after he left. ___

3 Read the phrases in the **Useful Language** box. In what order do they appear in the account?

Useful Language

- | | |
|--|--|
| <input type="checkbox"/> At first, ... | <input type="checkbox"/> (He) set off on ... |
| <input type="checkbox"/> Finally, ... | <input type="checkbox"/> There were a lot of problems. |

4 Put the sentences in the correct order (1-4).

- a Finally, we arrived back safely at 9 p.m.
- b 1 We set off from home early one morning.
- c At first, we made good progress.
- d There were a lot of problems.

PLAN

5 Plan an account of a journey. Take notes for four paragraphs.

- 1 Who made the journey: _____
When it started: _____
- 2 The first part of the journey: _____
The weather: _____
- 3 How the journey continued: _____
Any problems: _____
- 4 The end of the journey: _____

WRITE

6 Write your account. Remember to include the simple past, **there was/were**, and phrases from the **Useful Language** box.

CHECK

- 7 Do you ...
- use the simple past to talk about the past?
 - explain what the journey was like?
 - put the events in the correct order?



HISTORY PROJECT

A Museum Display

1 Discuss the questions.

- 1 What museums do you know?
- 2 What can you see in them?
- 3 What makes a museum interesting?

2 Read the texts. Then read the sentences and write **S** (scissors), **M** (mirror), **L** (lamp), or **B** (bowl).

- 1 The way of making this object is the same today as it was in the 1600s. S
- 2 It's black, but you can see things in it. _____
- 3 Only rich people had objects like this. _____
- 4 This type of object first appeared in Egypt. _____
- 5 There was probably water in this. _____
- 6 This object had two uses. _____
- 7 It took a long time to find this object after a natural disaster. _____
- 8 This had connections with weather. _____

3 Read the texts again. Underline the information with the correct colors.

name of object year or time period
location material use

How to Give Feedback

4 Read the tips about giving feedback. Then listen to the conversation. What kind of display are Sophie and Leo talking about?

- 1 Read the text.
- 2 Talk about the things you like or find interesting.
- 3 Point out possible problems:
 - Is any important information missing?
 - Is the information in a logical order?
 - Is anything unclear?
- 4 Make suggestions for improving the text.

5 Listen again. Answer the questions.

- 1 What event are they at?

- 2 Whose display did they like?

- 3 What did they like about it?

- 4 What information was missing?

- 5 How did Oliver respond to the feedback? What is he going to do?

USEFUL OBJECTS DISPLAY

SCISSORS, STEEL, AND IRON, 1628

Yi County, Anhui Province, China

The ancient Egyptians invented scissors, and today scissors are one of the most common objects in a home. This is one of the first pairs of scissors from Zhang Sijia's shop. Zhang Sijia opened the first scissors shop in China in 1628. He made all of the scissors by hand and followed the same 72 steps to make them. Customers bought the scissors to cut cloth, plants, and even metal. There is still a scissors factory in Hangzhou, China, and the workers use the same process today as in the 1600s.



MIRROR, OBSIDIAN, AROUND 4,000 BCE

Çatalhöyük, South-Central Türkiye

Archaeologists found this mirror in Çatalhöyük. It was one of the first cities in the world, and 8,000 people lived there. The mirror is made from a special black stone called obsidian, and it was one of the first mirrors in the world. People used these mirrors to look at themselves and also to look at the sun.



LAMP, BRONZE, 79 CE

Pompeii, Southern Italy

Archaeologists found this oil lamp in the ancient city of Pompeii in 1752, but it is much older than that. A volcanic eruption destroyed Pompeii in 79 CE. This oil lamp is in the shape of a dolphin, and it is made of bronze. Bronze objects were expensive, so this lamp probably belonged to a rich family. People needed oil lamps to light rooms and hallways at night.



TLALOC BOWL, TERRACOTTA, 3RD-8TH CENTURY

Veracruz, Mexico



This bowl was probably for holding water. The face shows one of the faces of the Aztec figure Tlaloc, from ancient Central Mexico. People believed he sent good rain when he was happy to help plants grow, and he sent bad rain and storms when he was unhappy.

PLAN

- 6 Work in groups. Choose four historical objects. Then complete the steps below.
 - Decide on the object that each group will present.
 - Write a short text to use in the display.
 - Draw a picture of your object.
 - Read each other's texts and give feedback.
 - Make any changes or improvements.
 - Work in your group and make your display.

PRESENT

- 7 Put your display on your classroom wall. Remember to follow the tips in **How to Give Feedback**, and include correct facts, photos or pictures, and an attractive design.

CHECK

- 8 Look at your classmates' displays. Do they explain the four historical objects well? Give feedback to other groups on their displays.

2 REVIEW

VOCABULARY

1 Complete the sentences with the adjective form of the nouns in the box.

cloud fog ice rain storm wind

- I don't like it when it's _____ because it's dark and noisy.
- It's dangerous to drive when it's _____ and you can't see well.
- Take an umbrella. It's _____ today.
- It's _____ outside. The trees are moving.
- It's _____ today, so we can't sunbathe.
- Watch out! It's _____ outside. Don't slip.

2 Complete the sentences.

- I need a _____ to stir my drink.
- I have a _____, so I can read in bed.
- You can use a _____ or a _____ to make your hair look better.
- Do you have any _____ to cut this paper?
- I slept on my friend's sofa last night without a _____ or a _____!

GRAMMAR IN ACTION

3 Complete the text with the simple past.

Meriwether Lewis ¹ _____ (want) to explore more of North America in the early 1800s. He and William Clark ² _____ (leave) on May 14, 1804, to go to the west of Mississippi. It ³ _____ (not be) an easy journey. They ⁴ _____ (meet) a lot of people, but they ⁵ _____ (not speak) their language. At times, they ⁶ _____ (not have) enough food, and it ⁷ _____ (be) difficult to survive. After two years and more than 13,000 km, the men finally ⁸ _____ (complete) their journey in September 1806.



4 Complete the review with *there was(n't)* or *there were(n't)* and *a, an, some, or any*.

I went to my local museum last week.

- ✓ ¹ _____ amazing exhibition about Egypt.
- ✓ ² _____ amazing things to see, like bronze mirrors and beautiful necklaces.
- ✓ ³ _____ board game called Senet. It was so much fun to play.
- X ⁴ _____ Egyptian mummies!
- X ⁵ _____ café. I was hungry.
- ? ⁶ _____ good exhibitions in your town last week?

5 Complete the conversation with simple past verbs or *there was(n't)/were(n't)*. Circle *a, an, some, or any*.

CHLOE What ¹ _____ you _____ (do) on the weekend?

MAX I ² _____ (go) to my grandma's town. ³ _____ ⁴ *a / an* outdoor film festival.

CHLOE Cool! ⁵ _____ you _____ (watch) ⁶ *some / any* movies?

MAX Yes, I ⁷ _____. ⁸ _____ ⁹ *some / any* excellent movies, but the weather ¹⁰ _____ (be) rainy.

CHLOE Oh, no. When ¹¹ _____ you _____ (get) home?

MAX This morning.

CHLOE You ¹² _____ (not text) me.

MAX I know. ¹³ _____ ¹⁴ *a / any* problem with my phone.



Self-Assessment

I can talk about the weather. 😞 😐 😊

I can talk about useful objects. 😞 😐 😊

I can use the simple past. 😞 😐 😊

I can use *there was/were*. 😞 😐 😊



LEARN TO ... GUESS THE MEANING OF NEW WORDS

When you don't know a word, the beginning of the word, the end of the word, and the rest of the sentence can help you guess the meaning.

- 6 **Circle** the answer that is true for you. Compare and discuss your answer with a partner.
When I see a word I don't know, I usually ...
 - 1 guess the meaning from the rest of the sentence.
 - 2 see if I can understand part of the word.
 - 3 ask the teacher what it means.
 - 4 look in a dictionary.
 - 5 write it in my notebook.
- 7 Read the text. Then tell your partner three things that surprise you.



Last February, I went on a field trip to Oregon. The weather was very **unusual** for that time of year. Normally, it's wet and windy, but it didn't rain once! It was a little cold, so we wore jackets or sweaters every day.

Our bus set off very early on the first day, at about 5:15 a.m. The campground was over 320 km away, and it took almost four hours. We couldn't take phones or tablets with us, so we chatted and played games instead.

When we saw the campground for the first time, we were really happy. There was a small store, and a room with table tennis and a TV. We hung out there in the evenings.

We did a lot of enjoyable activities. We went hiking and sailing, and I tried windsurfing for the first time. My favorite activity was survival skills. We collected wood in the forest, and then we built a small shelter. Clara and Ben saw some spiders and **ran away** – they hate things like spiders and bugs. In the evening, we cooked over a campfire. That night, we didn't sleep in a cabin. We slept in tents, and I shared a tent with my best friends.

It was an **unforgettable** experience, and I was very sad to leave.

SHAPE IT!

- 8 Read the text again. Discuss the questions about each of the words in bold with a partner. Take notes in your notebook.
 - 1 Is the word a noun, verb, or adjective?
 - 2 What clues about the meaning can you find in the text?
 - 3 Do any parts of the word give you clues to the meaning?
 - 4 What do you think the word means?

Check the meanings of the words in a dictionary or with your teacher. Did the questions in Exercise 3 help you guess correctly?

I think "unusual" is an adjective.

"Unusual" describes the weather. The text says "Normally it's wet and windy, but it didn't rain once!"

Yes. It starts with "un-" which means "not."

I think "unusual" means "not usual."

Unit 2

Communication

TALKING ABOUT YOUR LAST VACATION

Student A

- 1 Ask your partner questions about their last vacation to complete the sentences.

My partner's last vacation was _____
 _____ . (*good, bad, etc.*)

My partner went to _____ .

My partner went there with _____
 _____ .

The weather was _____ .

My partner stayed in _____ .

My partner _____
 _____ . (*Activities?, Problems?, etc.*)

Useful Language

Questions

How was your last vacation?
 Where did you go/stay?
 Who did you go there with?
 What was the weather like?
 What did you do?
 Were there any problems?

Showing Interest

Cool! Really? Wow!
 Sounds good!
 That's a shame.

- 2 Answer your partner's questions about your last vacation. You can give true information or you can invent it. Use the *Useful Language* below.



Useful Language

It was (*OK/good/great/amazing/awful*), thanks.
 I went to ...
 I went there with ...
 It was (*hot/warm/cold/sunny/cloudy/rainy*).
 I stayed (*at a hotel/at my uncle's house*).

TALKING ABOUT YOUR LAST VACATION

Student B

- 1 Answer your partner's questions about your last vacation. You can give true information or you can invent it. Use the *Useful Language* below.



Useful Language

It was (*OK/good/great/amazing/awful*), thanks.
 I went to ...
 I went there with ...
 It was (*hot/warm/cold/sunny/cloudy/rainy*).
 I stayed (*at a hotel/at my uncle's house*).

- 2 Ask your partner questions about their last vacation to complete the sentences.

My partner's last vacation was _____
 _____ . (*good, bad, etc.*)

My partner went to _____ .

My partner went there with _____
 _____ .

The weather was _____ .

My partner stayed in _____ .

My partner _____
 _____ . (*Activities?, Problems?, etc.*)

Useful Language

Questions

How was your last vacation?
 Where did you go/stay?
 Who did you go there with?
 What was the weather like?
 What did you do?
 Were there any problems?

Showing Interest

Cool! Really? Wow!
 Sounds good!
 That's a shame.



1 Look at the title and picture and discuss the questions.

- 1 Have you heard of El Dorado?
- 2 What and where do you think it is?



2 Read the text. Check your answers to Exercise 1.

3 Complete the sentences with years.

- 1 1520s – Spanish conquistadors first heard about the Muisca people.
- 2 _____ – Sir Walter Raleigh failed to find El Dorado.
- 3 _____ – They searched Lake Guatavita for gold.
- 4 _____ – They first went to look for “El Dorado.”
- 5 _____ – Alexander von Humboldt proved the site at Lake Parime did not exist.



4 Why did the Europeans want to explore and control the Americas? Discuss with a partner.

5 Match the words in **bold** with the definitions.

- 1 a long search for something that may not exist or is difficult to find _____
- 2 a small flat boat, often made of wood _____
- 3 a traditional story _____
- 4 a fight during a war, usually to take control of a place _____
- 5 Spanish soldiers who went to new countries to take the land _____

Explore It!



Guess the correct answer.

People once believed there was gold worth ... in Lake Guatavita.

- a \$1 million b \$50 million c \$300 million

Find another interesting fact about a legend. Then write a question for your partner to answer.



The Legend of El Dorado



In the 1500s, Europeans were discovering and trying to take control of the Americas. In the 1520s, Spanish **conquistadors** heard about the Muisca people, who lived in what is now Colombia.

The stories suggested that the Muisca had a huge amount of gold. When they chose a new chief, they covered him in gold and sailed him on a **raft** into the middle of Lake Guatavita. The chief put all the gold into the lake as a gift for the gods.

In 1537, the Spanish decided to look for the chief, who they named “El Dorado,” but without success. Then in 1545, they looked for gold in Lake Guatavita. They discovered a few objects, and they became sure that there was a whole city of gold somewhere in the Amazon jungle. People started to refer to the golden city as El Dorado.

Many people looked for El Dorado over the centuries. These included the British explorer Sir Walter Raleigh. In 1617, on his second expedition to South America, he fought a **battle** with the Spanish on the Orinoco River, as both the British and the Spanish searched for El Dorado. The British king was unhappy about this conflict and executed Raleigh on his return.

The **myth** of El Dorado continued to grow. Maps in the seventeenth and eighteenth centuries even showed the city next to a legendary lake, Lake Parime. But nobody ever found it, and in 1803 the German explorer Alexander von Humboldt disproved the existence of this site.

After hundreds of failed expeditions, people finally realized that El Dorado never existed. The phrase “looking for El Dorado” means to go on a hopeless **quest**.

3

What do stories teach us?

LEARNING OUTCOMES

I can ...

- understand a fable and a traditional fairy tale
- tell an anecdote and express interest
- write a story
- understand how to use the past continuous and simple past
- talk about feelings and use prepositions of movement
- personalize sentences to remember new words, use my knowledge, use phrasal verbs, and guess the meaning of new words



Start It!

- 1 Look at the photo. What is the boy doing?
- 2 Before you watch, what do you think people did in their free time in the past?
- 3 What did storytellers do? Watch and check.
- 4 What's your favorite story? Do you know where it came from?



Watch video 3.1



p37

Grammar in Action 3.2



p39

Grammar in Action 3.3



p40

Everyday English 3.4



p42

Globetrotters 3.5

VOCABULARY

Adjectives of Feeling

1 **3.01** Circle the adjectives to describe the people in the photos. Listen, check, and repeat.



1 angry / bored



2 embarrassed / tired



3 surprised / worried



4 lonely / tired



5 afraid / upset



6 excited / nervous

Pronunciation p137

- 2** Complete the sentences with adjectives from Exercise 1.
- 1 Sam's afraid of dogs, so he doesn't want to walk through the park.
 - 2 I felt so _____ when I dropped the glasses. My face went red.
 - 3 I'm _____ about my exams. What should I do?
 - 4 It's Ana's birthday! She's very _____.
 - 5 I'm _____. This documentary isn't very interesting.

LEARN TO LEARN

Personalizing

You can write a sentence that is true for you to help you remember new words.

I often feel tired in the evening.

- 3** Write a personal sentence for six of the adjectives from Exercise 1.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

- 4** Read your sentences aloud, but don't say the adjectives. Can your partner guess the adjectives?

I feel ... when I forget someone's name.

Embarrassed?

Use It!

- 5** Choose an adjective from Exercise 1 and tell your partner about a time when you felt like that. Ask questions to find out more.

I felt angry when my brother took my bike because he didn't ask me.

When did that happen?

Explore It!

Guess the correct answer.

If you have didaskaleinophobia, you are afraid of ...

a cheese. b spiders. c school.



READING

A Fable

1 Read the introduction and discuss the questions.

- 1 What is special about fables?
- 2 Why do you think Aesop's stories are still important today?

Aesop's Fables

Aesop was a writer from ancient Greece. He wrote a lot of short stories called fables. Fables usually have a moral message. The main characters are often animals, but they act like humans.

2 Read the fable. Circle the best title.

3.04

- a The Fox's Dance b The Monkey as King

One day, all the animals from the jungle were sitting in a circle. They felt excited because this was the day to choose their new king.

The animals took turns giving speeches about why they wanted to be king. When the fox was giving his speech, a lot of the other animals were getting bored, and they weren't listening. Then it was the monkey's turn, but he didn't give a speech. He danced, made silly faces, and made the other animals laugh. They decided to make the monkey king.

The fox knew it was a bad decision, and he was angry. The monkey didn't have the right qualities to be a good king. He decided to play a trick on the monkey. "I have a present for you!" he said. "Follow me." The monkey followed him. All the animals were watching.

As they were walking through the jungle, the fox pointed toward a tree. "Look at all those bananas!" he said. As the monkey was running to the tree, he fell into a trap. "Help! Help!" he shouted. He wasn't dancing now.

"How can the monkey take care of us and be our king?" asked the fox. "He can't even take care of himself." The animals realized that they were wrong. "You are our king now," they told the fox. "You are clever and you can protect us."



3 Find words in the story that mean:

- 1 a warm place with a lot of trees and other plants _____
- 2 not clever or sensible _____
- 3 something that people give you on a special occasion _____
- 4 a hole in the ground to catch animals or people _____
- 5 to keep people safe _____

4 EXAM Circle the correct answers.

- 1 What did the animals take turns doing?
A giving speeches
B telling jokes
C looking for food
- 2 Who didn't give a speech?
A the fox
B the monkey
C the bear
- 3 Why did the animals choose the monkey to be their king?
A He danced and made them laugh.
B He was the best animal.
C He found food for them.
- 4 What happened at the end?
A The fox gave bananas to the monkey.
B The monkey played a trick on the animals.
C The fox became the king.

Voice It!

5 Discuss the questions.

- 1 What is the moral of the story?
- 2 What do you think a good leader needs?
- 3 Which other fables do you know?

Finished? p120 Ex. 1

GRAMMAR IN ACTION

Past Continuous: Affirmative and Negative



Watch video 3.2
Why was Sophia's first vlog bad?
How many people follow her?

	I/He/She/It	You/We/They
+	The fox ¹ <u>was</u> giving his speech.	The animals ³ _____ sitting in a circle.
-	He ² _____ dancing .	They weren't ⁴ listen _____.

1 Complete the examples in the chart above. Use the story on page 36 to help you.

2 Complete the sentences with **was/were** or **wasn't/weren't**.

- The animals weren't standing in a circle. They were sitting.
- The fox wasn't quiet. He _____ giving a speech.
- The animals _____ watching each other. They were watching the fox and the monkey.
- The monkey _____ walking to the tree. He was running.

4 Complete the sentences with the past continuous form of the verbs in the box.

make not live not work
read take travel watch

- At 9 p.m. last night, I was reading a book.
- Leo _____ selfies this morning.
- Esma _____ a cake when I called.
- My parents _____ at 10 p.m. last night. They _____ TV.
- Sandra _____ at home this time last year. She _____ around the world!

3.05 3 Complete the story with the past continuous form of the verbs. Then listen and check.

One day, a hare ¹ was telling (tell) the other animals how fast he could run. At that moment, a tortoise ² _____ (walk) past. He heard the hare, and he offered to race him.

The race began. At first, the hare ³ _____ (run) very fast and the tortoise ⁴ _____ (go) very slowly. The hare was soon near the end of the race. The other animals ⁵ _____ (not watch), so he decided to stop for a rest. He soon fell asleep. The tortoise continued to walk slowly while the hare ⁶ _____ (sleep).

Finally, just as the tortoise ⁷ _____ (finish) the race, the hare woke up. The tortoise was the winner!

The moral of the story is: don't be too sure that something is easy. Sometimes things are more difficult than you think.



Use It!

5 Think of true sentences about things you were doing at these times. Use the activities in the box or your own ideas.

- at ... o'clock yesterday morning/afternoon/evening
- at ... o'clock last Monday/Tuesday
- this time two days/months/years ago
- this time last week/month/year

chat with friends do my homework get up
go to bed have breakfast/lunch/dinner
play basketball / computer games
walk home / to school sleep

6 Compare your sentences with a partner.

At eight o'clock yesterday morning, I was walking to school. What about you?

I wasn't walking to school. I was brushing my teeth.

Finished? p120 Ex. 2

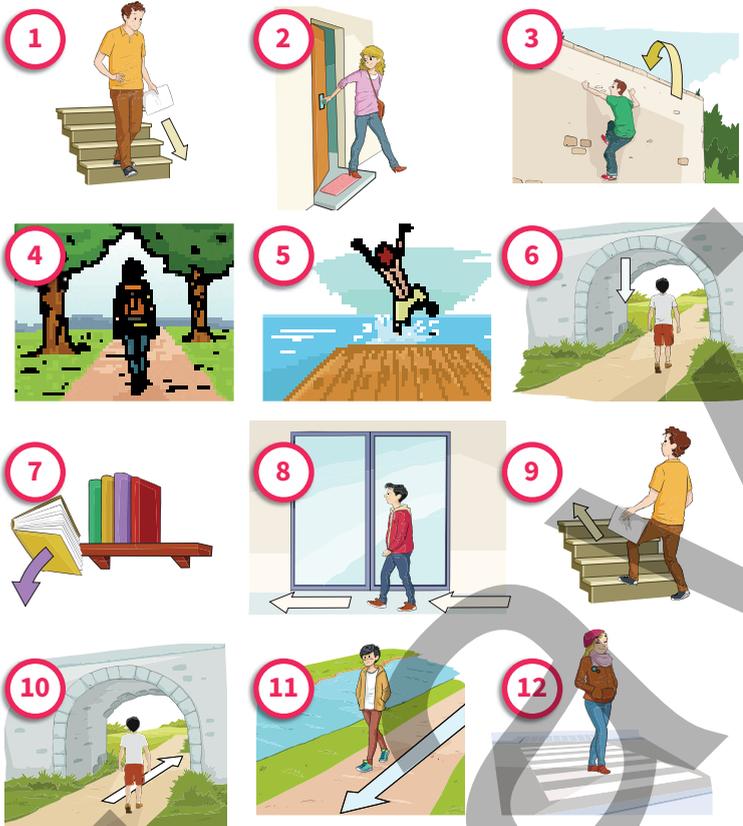
VOCABULARY AND LISTENING

Prepositions of Movement

1 Match the prepositions with the pictures. Listen, check, and repeat.

3.06

across	<input type="checkbox"/>	into	<input type="checkbox"/>	past	<input type="checkbox"/>
along	<input type="checkbox"/>	off	<input type="checkbox"/>	through	<input type="checkbox"/>
between	<input type="checkbox"/>	out of	<input type="checkbox"/>	under	<input type="checkbox"/>
down	<input checked="" type="checkbox"/>	over	<input type="checkbox"/>	up	<input type="checkbox"/>



2 Circle the correct prepositions. Then listen and check.

3.07

- Be careful! Don't fall over / down the stairs.
- Who is that coming out of / under Bruno's house? Is it Carla?
- Let's jump into / up the water together! Are you ready?
- Don't cross the road through / between those cars. It's dangerous.
- Why don't we swim across / off the lake to the other side? It isn't far.
- Laura walked along / past me without saying hello.

Use It!

3 In your notebook, write about your trip to school today using prepositions from Exercise 1. Compare with a partner.

First, I went out of my house. Then I walked down the street and over the bridge.

A Radio Phone-in

LEARN TO LEARN

Using your Knowledge

Before you listen, think about what you already know about the topic and words you might hear.

4 Look at the photos and think about words you might hear.



5 Listen to Melissa's story. How many of your words from Exercise 4 do you hear?

3.08

6 Listen again and put the events in the correct order.

3.08

- A boy fell into the lake in the park.
- A photographer was taking a photo of Clayton's wife.
- Clayton and his wife were in a park.
- Clayton Cook got married.
- Clayton jumped into the water and rescued the boy.
- Some children started shouting.

7 Close your book. Take turns telling the story. Can you remember the events in order?

GRAMMAR IN ACTION

Past Continuous: Questions



Watch video 3.3
 What were they doing in the country?
 What was her sister holding?

I/He/She/It	You/We/They
Was he wearing his wedding clothes?	³ _____ the children standing close to the lake?
Yes, he ¹ _____ . / No, he ² _____ .	Yes, they ⁴ _____ . / No, they weren't.

1 Complete the examples in the chart above.

3.09 **2** Write the conversations using the past continuous form of the verbs. Then listen and check.

1 **A** you / TV at 8 p.m. last night? (watch)
 Were you watching TV at 8 p.m. last night?

B ✓
 Yes, I was.

2 **A** What / you / yesterday? (wear)

B jeans and a hoodie

3 **A** your brother / at 5 p.m. yesterday? (chat online)

B ✗ play basketball

4 **A** Where / Alice and her family / in 2017? (live)

B in Mexico City

Simple Past and Past Continuous

When Clayton **jumped** into the water, he ¹ _____ (wear) his wedding clothes.

While the photographer ² _____ (prepare) his camera, Clayton **noticed** three children.

3 Complete the examples in the chart above with the correct form of the verbs in parentheses.

Get It Right!

We can use **when**, **while**, and **as** + past continuous for a longer action in progress.

We use the simple past for a short action that interrupts a longer action in the past continuous.



3.10 **4** Complete the text with the simple past or past continuous. Then listen and check.

I ¹ **was walking** (walk) to the bus stop one afternoon when I ² _____ (fall) down on the icy street. I ³ _____ (carry) a heavy bag with all my school things, and I ⁴ _____ (break) my glasses. I ⁵ _____ (feel) very embarrassed. Other people ⁶ _____ (wait) for the bus, but they ⁷ _____ (not help) me. However, one woman ⁸ _____ (pick up) my bag and glasses, and she ⁹ _____ (find) an empty seat for me. While I ¹⁰ _____ (sit) there, she ¹¹ _____ (clean) my face and gave me some water. But when I ¹² _____ (look) for her a few minutes later, there was no one there.

Use It!

5 Work in pairs. Continue and finish the story below. Use the simple past and past continuous.

While I was walking to school this morning, I saw ...

Finished? p120 Ex. 3

SPEAKING

Telling an Anecdote

1 Listen to the conversation. Who is the story about, and what was the person doing?

DAVID ¹ *Guess what happened* yesterday.

LAURA No idea. What?

DAVID Well, it didn't happen to me.

² _____
Adrian.

LAURA Go on.

DAVID He was at the new shopping mall.

LAURA You're kidding! ³ _____
a shopping mall? He hates shopping.

DAVID He was looking for new sneakers.

LAURA ⁴ _____

DAVID Yes, really. Now please stop interrupting. While he was looking at the sneakers, someone bumped into him.

LAURA Who was it?

DAVID It was LeBron James!

LAURA No way! ⁵ _____

DAVID I know.

LAURA Did he take a photo?

DAVID No, he didn't. He was too embarrassed.

Can you believe it?

LAURA What a great story!



DAVID

LAURA



3 Look at the **Everyday English** box. Find and underline the phrases in the conversation.



Watch video 3.4
Everyday English

Go on. No idea. What a great story!
You're kidding!

4 Which **Everyday English** phrases do you use when you ...

- 1 don't know? _____
- 2 hear something surprising? _____
- 3 want someone to continue? _____
- 4 liked someone's story? _____

PLAN

5 Think of something funny or unusual that happened, and take notes.

Who it happened to: _____

What the person was doing when it happened: _____

What happened: _____

SPEAK

6 Practice telling your anecdote to your partner. Remember to use the simple past and past continuous, vocabulary from this unit, and phrases from the **Useful Language** and **Everyday English** boxes.

CHECK

7 Work with another pair. Listen to one of their anecdotes and complete the notes.

Who the story happened to: _____

What the person was doing when it happened: _____

What happened: _____

2 Complete the conversation with the phrases from the **Useful Language** box. Then listen and check.

Useful Language

Guess what happened (yesterday).

It happened to ...

Really?

That's amazing/incredible!

What was (he) doing (at) ... ?

WRITING

A Story

- 1 Look at the photo. What do you think Alison's story is about? Read the story and check your answers.



A Silly Story By Alison Dunmire

Last Sunday, I was feeling bored and decided to ride my bike. I went to the garage to get it, but it wasn't there! At first, I thought maybe it was in the yard. I was looking for it outside when Mom came out and said, "If you left it outside, maybe someone stole it." I was really angry.

The next day, while I was walking to school, I saw a bike exactly like mine in front of the supermarket. I didn't have time to investigate. In the afternoon, I was busy and forgot all about it. The next morning, the bike was still there! I took a look, and it was my bike – with my bike lock on it and everything!

Suddenly, I remembered! I was riding home last week when it started to rain, so I decided to leave my bike at the supermarket!

- 2 Read the story again and answer the questions.

- 1 When did the events in the story happen?

- 2 Where did Alison look for her bike?

- 3 Where was the bike?

- 4 Did someone steal it? What really happened?

- 3 Complete the sentences in the Useful Language box with time and sequencing phrases from the story.

Useful Language

- 1 _____, I was feeling bored.
- 2 _____, I thought it was outside.
- 3 _____, I saw a bike exactly like mine.
- 4 _____, I was busy and forgot all about it.
- 5 _____, the bike was still there!
- 6 _____, I remembered!

PLAN

- 4 Plan a story about a time when something interesting, funny, or scary happened to you. Take notes for three paragraphs.

- 1 What was happening before the main events started:

What happened first: _____
- 2 The main events of the story: _____
- 3 What happened in the end: _____

WRITE

- 5 Write your story. Remember to include time and sequencing phrases, the simple past and past continuous, and vocabulary from this unit.

CHECK

- 6 Do you ...
- use phrases from the *Useful Language* box?
 - explain the main events?
 - explain what happened in the end?



READING

A Turkish Fairy Tale

1 Look at the pictures. What is happening in each picture? What do you think the story is about?

2 Read the fairy tale. Put the pictures in the order of the story.



3 Read the fairy tale again. Answer the questions in your notebook.

- 1 Why did the boy start his journey?
- 2 How did he feel when he started the journey?
- 3 What did the ogre try to do?
- 4 What did the boy do when he heard the people on the ship?



Globetrotters

Watch video 3.5
A Bee's Story

- Where are bees very busy?
- What is honey used for?
- Who did artists in the 18th century paint?

Voice It!

4 Discuss the questions.

- 1 How does the boy face fear in the story?
- 2 What causes fear? How can it affect your life?
- 3 How can fear be good?

The Boy Who Found Fear

Once upon a time, a woman and her son lived in a small house in a forest. They didn't have any neighbors, and the lonely boy stayed at home with his mother every day.

One winter's evening, they were having dinner when a storm started. The wind blew the door open and the mother said, "Close the door. I feel fear."

"What is fear?" asked the boy.

"Fear is when you feel afraid," she replied.

"I don't understand. I want to find fear."

So the next morning, the boy set off confidently. While he was looking for fear, he met a lot of different people and he faced a lot of challenges. First, there was a group of robbers. They made him do dangerous and difficult things, but he wasn't afraid. He continued his journey.

LEARN TO LEARN

Phrasal Verbs

A phrasal verb is a verb + a small word like **for** or **on**. They have a special meaning that is different from the verb on its own.

5 Find phrasal verbs in the story that mean:

- | | |
|-----------------------------|----------------------------|
| 1 to start a journey _____ | 4 to arrive or reach _____ |
| 2 to try to find _____ | 5 to continue _____ |
| 3 to find by accident _____ | |

6 Complete the sentences with the phrasal verbs in Exercise 5.

- Are we all ready to go? Let's _____ now before it gets too hot.
- A** I don't think it's a good idea to _____ in the dark.
B OK. Let's camp here for the night.
- Can you help me _____ my phone? I don't know where it is.
- A** How long did it take you to _____ the beach?
B Ages! It was really far away.
- While I was doing some research, I _____ this photo of our street in 1885.

Next, he came across an angry ogre who tried to attack him, but the boy ran away. After that, he got to the ocean. There was a terrible storm, and he saw a ship in great danger. The people on the ship were terrified, and they were shouting for help, so he jumped into the water and saved them. He wasn't afraid at all.

He went on until finally he got to a city. There were people everywhere, and it was very busy. One man told the boy that the people were sad because their king was dead, but today they were choosing a new king. Just then, three beautiful doves flew down from a tower, and they sat on the boy's head. The people were excited. "This is the sign! You are our king!"

At that moment, he saw into the future: he was the king, he was trying to make everyone happy, but the people were angry. And he suddenly realized what fear was, and he was afraid.

Explore It!

Is the sentence **T** (true) or **F** (false)?

The story of *Cinderella* first appeared in a Chinese book around the year 850.

Find another interesting fact about a fairy tale.
Write a question for your partner to answer.



3 REVIEW

VOCABULARY

1 Complete the sentences with the adjectives.

afraid embarrassed surprised
tired upset

- Elsa looks _____ and she's crying.
- I can't believe I won! I'm really _____.
- My dad is _____ of heights. He hates being in very tall buildings.
- I forgot David's birthday. I was so _____!
- I'm really _____. I didn't sleep much.

2 Complete the story with the prepositions.

across between down into
out of through under up

Tiger the cat went ¹ _____ the front door and walked ² _____ the road ³ _____ two cars. He went ⁴ _____ the park and climbed ⁵ _____ a tree. Then a mouse appeared. "Lunch!" thought Tiger. He climbed ⁶ _____ the tree and followed it. The mouse ran ⁷ _____ the grass and then disappeared ⁸ _____ a rock. "Maybe I'll have lunch at home today," said Tiger.



GRAMMAR IN ACTION

3 What was happening at 10:30 a.m. yesterday? Write two sentences in the past continuous.

- it / not snow – rain

- I / not study – sleep

- Alex / not read / a book – listen / to music

- Eva and Helen / not talk – have / a snack

4 Write past continuous questions. Then match them with the answers (a-d).

- you / wear / jeans / yesterday?

 - Lidia / work / at 10 p.m. last night?

 - where / they / go / last Saturday at 7 p.m.?

 - what / I / do / an hour ago?

- a They were going to the movies.
b Yes, she was.
c You were taking photos.
d Yes, I was.

5 Complete the text with the simple past or past continuous form of the verbs.

Suzanne Collins ¹ _____ (work) in television when she ² _____ (meet) children's author James Proimos. After talking with him, she ³ _____ (decide) to try writing books, too. She ⁴ _____ (think) about the story of Alice in Wonderland when she ⁵ _____ (have) the idea for her first novel, Gregor the Overlander. She ⁶ _____ (want) to change Alice's story to a modern adventure, set in a city. The book was very successful, and she ⁷ _____ (write) four more books about Gregor. The series ⁸ _____ (win) a lot of prizes. While she ⁹ _____ (write) the series, she also ¹⁰ _____ (complete) a picture book for children. Now she is most famous for her Hunger Games books and movies.



Self-Assessment

- I can use adjectives to talk about feelings. 😞 😐 😊
- I can use prepositions to talk about movement. 😞 😐 😊
- I can use the past continuous in sentences and questions. 😞 😐 😊
- I can use the simple past and past continuous together. 😞 😐 😊



LEARN TO ... GUESS THE MEANING OF NEW WORDS

You can help your partner learn vocabulary by writing sentences with missing words for them to guess.

- 6 Erin writes sentences with missing words for a friend to guess. Can you guess what the words are? Discuss with a partner.

OK, the first one. Is it an adjective?

Yes, it is.

Is it "happy"?

No. Try again!



1 I was _____ because my soccer team was winning.

2 The plane flew _____ the city.

3 The boy felt _____ when he called his teacher "Mom."

- 7 Choose five words from the box. Write five sentences with missing words like the sentences in Exercise 1.

between bored jungle nervous protect
surprised tired trap under worried

1 _____

2 _____

3 _____

4 _____

5 _____



- 8 Show your sentences to your partner. Can they guess the missing words?

- 9 Close your book. Take turns saying the five words you chose in Exercise 2. Can your partner remember your sentences?

The word was "bored."
What was the sentence?

"I feel bored when" No, sorry, can you help me?

OK. It starts, "I was bored because ..."

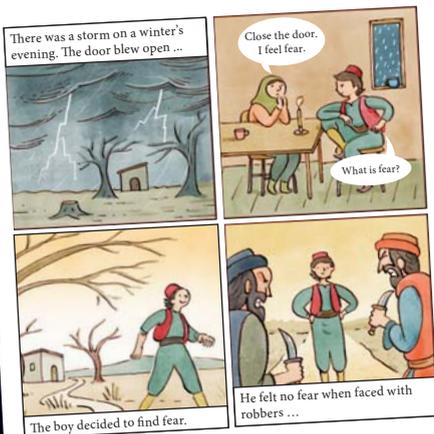
I remember! "I was bored because ..."



CULTURE PROJECT

A Comic Strip

A comic strip tells a story through both words and pictures.



How to Make a Comic Strip

Remember to think about the following ideas.

- Pull out the key events in the story.
- Put these events into the correct sequence.
- Think of an image for each of the events.
- Decide if you are going to draw in black and white or color. Draw your images.
- Add any text in speech bubbles or on panels at the top or bottom.
- Remember, you don't have to be a great artist!

PLAN

- 1 Work in groups. Choose a traditional story from around the world. Read and get to know the story. Take notes on the key events. Then complete the steps.

Key Events

Boy and his mom live in forest
 Storm one evening
 Boy asks mom about fear
 Boy leaves house and meets group of robbers
 Boy meets angry ogre

Boy rescues people on ship
 Boy arrives in a city
 Man tells boy they are chasing a new king
 Three doves sit on boy's head
 Boy becomes king
 Boy understands fear

- Agree in your group what the key events in the story are.
- Brainstorm how you can represent the key events in images. Don't use more than 12 images.
- Make a template for your page with the correct number of frames.
- Draw the images.
- Work in your group to put the comic strip together.

PRESENT

- 2 Present your comic strip to the class. Remember to include all the key events in the story. Make sure to put the pictures in the correct order, and follow the tips in *How to Make a Comic Strip*.

CHECK

- 3 Look at your classmates' comic strips. Then answer and discuss the questions.

What is your favorite comic strip? Why?

What is the story about?

How do the pictures help to tell the story?

THE BOY WHO FOUND FEAR

There was a storm on a winter's evening. The door blew open ...



The boy decided to find fear.



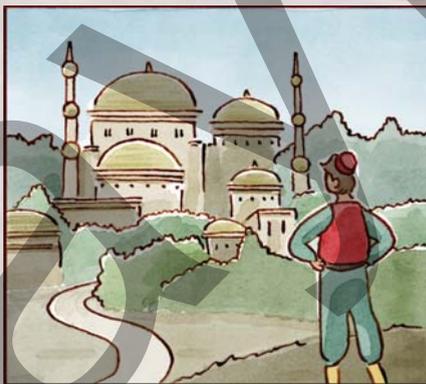
He felt no fear when faced with robbers ...



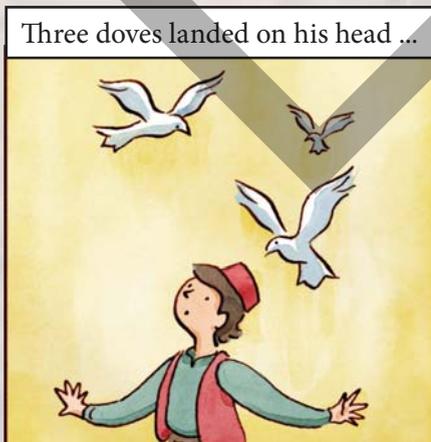
... or when faced with an angry ogre.



He felt no fear saving people from a terrible storm.



At last, he arrived at a city.



and the people chose the boy to be their king.



where the people were angry.



4

What do you value most?

LEARNING OUTCOMES

I can ...

- understand texts about money and caring jobs
- make and respond to requests
- write an opinion essay
- understand how to use *could*, comparative and superlative adjectives, *too*, *too much*, *too many*, and *(not) enough* + noun
- talk about money and caring jobs
- remember similar words, identify key information, and organize my homework
- reach agreement as a group and make a poster

Start It!

- 1 Look at the photo. How does the boy feel?
- 2 Before you watch, how do you help other people?
- 3 How can helping others be good for you? Watch and check.
- 4 Which of the ways to help in the video do you like best?



Watch video 4.1



Grammar in Action 4.2



Grammar in Action 4.3



Everyday English 4.4

VOCABULARY

Money Verbs

1 Look at the verbs in bold. Then match the sentences with the photos.

- 1 Don't worry. I can **pay** for you, too. **g**
- 2 He **spends** all his money on video games. He should **save** it for something he needs.
- 3 Friendships don't **cost** money. They're free!
- 4 I want to **earn** money. Can I wash your car?
- 5 I **owe** my friend \$50. I can **sell** my bike.
- 6 **A** Could you **lend** me some money?
- B** How much do you want to **borrow**?
- 7 I want to **change** this money, please.



4.01 **2** Listen to the verbs in Exercise 1 and repeat.

4.02 **3** Listen and write the correct verb from Exercise 1 for each situation. Sometimes there is more than one possible answer.

- 1 pay _____ 4 _____
- 2 _____ 5 _____
- 3 _____

LEARN TO LEARN

Similar Words

Many words have similar meanings. Think of ways to help you understand the differences.

You lend money to someone (it's yours).

You borrow money from someone (it isn't yours).

4 Look at these pairs of verbs. Think of more ways to remember the different meanings.

spend / buy earn / win

5 Compare with a partner. How does your partner remember the meanings?

Use It!

6 Complete the sentences in your notebook with your own ideas. Tell your partner.

- 1 A good way to earn money is to ...
- 2 The last time I borrowed money was ...
- 3 I spend most of my money on ...

Explore



Is the sentence (true) or (false)?

In Zimbabwe, there was a \$100 trillion bill. At that time, bread cost \$300 billion.

Find another interesting fact about money. Then write a question for your partner.

READING

A Newspaper Article

- 1 Look at the photos. What do you think the man did?
- 2 Skim the article and choose the correct summary.
 - a A man sold his home and bought an RV to travel around the world for three years.
 - b A man lived without money for three years.



3 Read the article and answer the questions.

- 1 Where did Mark live after he sold his own home?

- 2 How did he use his laptop without electricity?

- 3 Which three things were difficult for him at first?

- 4 What did he buy after his time without money?

Voice It!

- 4 Imagine you can interview Mark Boyle after his three years without money. Write questions to ask him using the ideas below.

Family and friends: _____

Clothes: _____

Food: _____

Work: _____

Travel: _____

- 5 Take turns being Mark Boyle and the interviewer and do the interview.

How often did you see your family?

When did you see your friends?

Finished? p121 Ex. 1

A Different Life

Can you imagine living for a day without money? Mark Boyle, from Ireland, did that for three years.

Mark had a good job and he earned a lot of money. One day, a friend challenged him to live without money. Mark decided he could change his life and do it.

First, he sold his houseboat, and he went to live in an RV on a farm. He kept his laptop and cell phone – he knew he could use solar power to charge them. He couldn't make any calls, but he could receive them.



The first few months were the worst – simple things were more difficult than before. Mark couldn't buy food, take a shower, or travel easily. But he soon found his own food – usually vegetables, fruit, and other plants. He made a stove to cook outside, and he collected wood to use as fuel. He washed in a river, and he used plants to clean himself. He even made his own toothpaste! He walked or cycled everywhere, so he was fitter and healthier than he was before.

So, was life without money better for Mark than life with money? Yes, it was. He was happier than before, and the best thing was that he felt



more alive. He also discovered that friendship is more important than money.

The biggest and most difficult decision for Mark was to return to a life with money. After three years without money, what was the first thing he bought? A pair of sneakers from a thrift store!

GRAMMAR IN ACTION

Could



Watch video 4.2
 Could she buy a horse?
 Could she draw horses?

+	He ¹ <u>could</u> change his life.
-	He ² _____ make any calls.
?	Could he live without money? Yes, he ³ _____. / No, he ⁴ _____.

1 Complete the examples in the chart. Use the article on page 48 to help you.

2 Complete the sentences with **could** or **couldn't** and the verbs in parentheses. Check your answers in the article.

- Mark could receive calls on his phone. (receive)
- He _____ food. (buy)
- He _____ his laptop with solar power. (charge)
- He _____ a shower. (take)

Use It!

3 Complete the sentences. Use **could** or **couldn't** and the ideas in the box.

buy my own clothes
 make my own lunch
 ride a bike use a laptop

- When I was five, I _____
- When my grandparents were young, they _____
- A year ago, I _____

4 Ask and answer with a partner.

Could you buy your own clothes when you were five?

Comparative and Superlative Adjectives

	Adjective	Comparative	Superlative
Short Adjective	fit	¹ <u>fitter</u>	the fittest
	happy	² _____	the happiest
Long Adjective	important	³ _____	the most important
	difficult	⁴ _____	the most difficult
Irregular Adjective	good	⁵ _____	the best
	bad	worse	⁶ _____

5 Complete the examples in the chart above. Use the article on page 48 to help you.



Get It Right!

We use **than**, not **that**, to compare two things.

My sister is fitter than me. NOT My sister is fitter that me.

6 Complete the sentences with the comparative or superlative form of the adjectives.

- Life for Mark without money was better (good) than before.
- _____ (good) thing was that he felt more alive.
- _____ (difficult) decision was to return to a life with money.



7 Complete the text with the comparative or superlative form of the adjectives. Then listen and check.

It's the fourth Friday in November and it's Black Friday. It's the busiest (busy) shopping day of the year. Things are ² _____ (cheap) than usual today. Shoppers can get ³ _____ (good) prices for ⁴ _____ (late) gadgets or ⁵ _____ (stylish) sneakers. In my opinion, Black Friday is ⁶ _____ (bad) day of the year. People seem to be ⁷ _____ (interested) in shopping than anything else! I think we could all be ⁸ _____ (happy) without spending money all the time.



Use It!

8 Choose a topic from the box or use your own. Discuss with a partner. Use comparatives and superlatives.

math / history / science
 market / shopping mall / online shopping

History is more difficult than ... but ... is the most difficult.



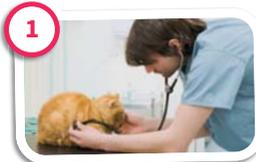
Finished? p121 Ex. 2

VOCABULARY AND LISTENING

Caring Jobs

1 Match eight jobs with the photos. Circle the jobs that aren't in the photos. Listen, check, and repeat.

caregiver	<input type="checkbox"/>	paramedic	<input type="checkbox"/>
firefighter	<input type="checkbox"/>	police officer	<input type="checkbox"/>
garbage collector	<input type="checkbox"/>	preschool teacher	<input type="checkbox"/>
lawyer	<input type="checkbox"/>	surgeon	<input type="checkbox"/>
lifeguard	<input type="checkbox"/>	vet	<input checked="" type="checkbox"/>
nurse	<input type="checkbox"/>	volunteer	<input type="checkbox"/>



Pronunciation p137

2 Write which person you need in these situations.

- You're at the swimming pool. Your friend has a problem. lifeguard
- There's a fire at your school. _____
- Your grandma needs help at home. _____
- Your cat has a problem with its eye. _____
- Your friend is in the hospital. This person is doing an operation on them. _____

Use It!

3 Work with a partner. Discuss the questions.

- What do the jobs in Exercise 1 have in common?
- Which people in these jobs do you see every week?
- Which job would you like to do?

Job Profiles

4 What do you think are the best and worst things about doing a caring job? Discuss with a partner.

5 **EXAM** Listen to the job profiles and match the speakers with their jobs. There are two extra jobs.

- | | | | |
|-----------|-------|-------------|----------|
| Speaker 1 | _____ | a lifeguard | d nurse |
| Speaker 2 | _____ | b paramedic | e vet |
| Speaker 3 | _____ | c volunteer | f lawyer |
| Speaker 4 | _____ | | |

LEARN TO LEARN

Identifying Key Information

When you are matching people with information, check key words before you listen. This helps you to focus on the information you need.

6 Read the questions in Exercise 7. Circle the key words you need to listen for.

7 Listen again. Write 1, 2, 3, or 4.

- Who ...
- usually takes care of dogs and cats? _____
 - wants people to follow rules? _____
 - collects clothing and blankets? _____
 - drives an ambulance? _____
 - only works during the summer? _____
 - serves meals to people? _____

8 Imagine you have one of the jobs in Exercise 1. In your notebook, write five sentences about your day. Read your sentences aloud, but don't say the job. Can your partner guess?

I sometimes work all night.

Are you a nurse?

GRAMMAR IN ACTION

Too, Too Much, Too Many



Watch video 4.3
Say three reasons why some people don't volunteer.
How does volunteering help the vlogger at school?

Too + Adjective	Too Much + Uncountable Noun	Too Many + Plural Countable Noun
I'm too ¹ _____ to have lunch.	Some kids make too much ² _____.	I have too many ³ _____.

1 Complete the examples in the chart above with the words in the box.

busy clothes noise

2 Read the sentences about the people you listened to on page 50. Circle the correct words.

- The hours were too / too much / too many long in the paramedic's last job.
- The volunteer thinks people own too / too much / too many books.
- Sometimes the pool is too / too much / too many noisy for the lifeguard.
- The vet spends too / too much / too many time at work.

3 Complete the questionnaire with **too**, **too much**, or **too many**.

All About You!

Do you have ...

1 too much homework this week?

2 _____ clothes?

Do you ...

3 spend _____ money on clothes?

4 buy _____ snacks?

Are you ...

5 _____ busy to listen to your friends?

6 _____ young to drive a car?

Use It!

4 Work with a partner. Ask and answer the questions in Exercise 3.

(Not) Enough + Noun

I can't volunteer. I don't have ¹ _____ (time).	He can invite 20 people. He has ² _____ (chairs).
--	--

5 Complete the examples in the chart above with the words in parentheses and **enough**.

4.09 6 Complete the text with the words in the box. Then listen and check.

enough chairs enough space enough time
too many animals too many people
too much information too noisy too young

I'm ¹ too young to have a full-time job, but every Saturday I'm a volunteer with a local vet. I help the receptionist when she doesn't have ² _____ to do everything. Last week, there were ³ _____ in the waiting room - we didn't have ⁴ _____ for them to sit on! Sometimes it gets ⁵ _____ for me, especially when there are ⁶ _____ and there isn't ⁷ _____ in the waiting room.

The best thing: I love animals and I can spend all day with them! 😊

The worst thing: Sometimes there's ⁸ _____ for me, and I don't understand it all.

Use It!

7 Imagine a day doing your dream job. Take notes. Then compare with a partner.

- What the job is: _____
- The best thing: _____
- The worst thing: _____

My dream job is to be a firefighter.
It's an exciting job, but it can be dangerous.

Finished? p121 Ex. 3

SPEAKING

Making Requests

1 Listen to the conversation. Who lends Rita some money?



BILLY Hey, Rita. What's up? You look worried.
RITA I am. ¹ Could you do me a favor?
BILLY ² _____ . What do you need?
RITA ³ _____ lending me \$20?
BILLY Oh. ⁴ _____ . I spent too much money on the weekend.
RITA OK, no problem. What about you, Greg?
GREG Maybe. What's it for?
RITA I want to buy a bag for Maisie's birthday. There's a really cute one that I want to get her, but I don't have enough money.
GREG When's her birthday?
RITA Yesterday! Please, Greg.
GREG ⁵ _____ , since you asked so nicely. There you go.
RITA Thanks, Greg. You're the best! I owe you one.
GREG Actually, you owe me 20!



2 Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

Could you do me a favor?
 I'm sorry, I can't.
 It depends.
 Sure.
 Would you mind ...ing ... ?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 4.4
Everyday English

cute I owe you one.
 There you go. What's up?

4 Complete the conversations with the *Everyday English* phrases.

- A _____ , Kate?
 B I need a favor.
- A Thanks for paying. _____ .
 B Any time.
- A Can I borrow your phone for a second?
 B Sure. _____ .
- Look at that little dog! It's so _____ .

PLAN

5 Work in groups of three. One person wants to borrow something. One friend can't lend it, but the other can. Take notes.

What the person wants to borrow and why:

Why one friend can't lend it: _____

SPEAK

6 Practice a conversation making requests in your group. Remember to use (*not*) *enough* and *too, too much, too many*, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another group. Listen to their conversation and complete the notes.

What the person wanted to borrow and why:

Why one friend couldn't lend it: _____

WRITING

An Opinion Essay

1 Read Min-Seo's essay. Does she agree with the statement?

Professional sports stars earn too much money. Do you agree?

By Lim Min-Seo

- 1 Nowadays, sports stars can earn a lot of money. Some basketball players earn more than \$40 million every year. In my opinion, this is too much.
- 2 First of all, sports stars work less than other people. They only entertain people for a short time each week. Also, they have long vacations.
- 3 Personally, I think that other jobs are more important. For example, nurses, like my dad, save lives. I also think it's easier to live without sports or sports stars than to live without nurses and firefighters.
- 4 In conclusion, I believe that some sports stars earn too much money, and people with important life-saving jobs don't earn enough. We need to find a better and fairer way to pay those people more.



2 Circle the correct words.

- 1 According to Min-Seo, sports stars earn *enough* / *too much* money.
- 2 Min-Seo thinks sports stars *help* / *entertain* people.
- 3 In Min-Seo's opinion, sports stars have *more* / *less* important jobs than firefighters.
- 4 It is *easier* / *more difficult* to live without nurses than without sports stars.
- 5 People with life-saving jobs *don't earn enough* / *earn too much* money.

3 Complete the phrases in the *Useful Language* box.

Useful Language

- | | |
|-------------------------|------------------|
| 1 _____ opinion, | 4 In _____, |
| 2 _____ of all, | 5 I _____ (that) |
| 3 _____, I think (that) | |

4 Put the words in the correct order.

- 1 need / less / think / Personally, / we / homework / I / that _____
- 2 students / homework / In / too much / have / opinion, / my _____
- 3 work / all, / enough / in class / do / we / of / First _____

PLAN

5 Plan your own opinion essay. Choose one of these topics and take notes for four paragraphs in your notebook.

- Pop stars earn too much money.
 - Money can't buy happiness.
- 1 Introduce the topic and give your opinion.
 - 2 Give a reason for your opinion.
 - 3 Give a second reason.
 - 4 Summarize your opinion.

WRITE

6 Write your opinion essay. Remember to include (*not*) *enough* and *too, too much, too many*, and phrases from the *Useful Language* box.

CHECK

- 7 Do you ...
- have four paragraphs?
 - give reasons for your opinions?
 - summarize your opinion at the end?



SOCIAL STUDIES PROJECT

A Poster

1 What is the purpose of the poster? Read and check (✓).

- a to encourage more people to use a local park
- b to ask for more volunteers to clean the park
- c to tell people about a charity event

2 Read the poster again. Under which heading can you find this information?

- 1 the place for the activity Where?
- 2 the type of activity _____
- 3 the people organizing the activity _____
- 4 the reasons it is a useful thing to do _____
- 5 the time and place to meet _____
- 6 why volunteers enjoy the activity _____

How to Agree as a Group

3 Read the tips on how to agree as a group. Put them in the best order.

- a Ask other people for their opinions.
- b Make a decision as a group. Check that everyone agrees.
- c Introduce the decision you need to make.
- d Give your own opinion politely.
- e Interrupt politely if you want to comment.
- f Summarize all the opinions.



4 Listen to the students. Write *Y* (Yusuf), *L* (Lara), or *T* (Thiago).

Who ...

- 1 suggests ideas (two people)? _____
- 2 interrupts politely? _____
- 3 asks other people for their opinion and summarizes the opinions? _____

Could you be a volunteer with us?

Do you have enough time to help us? All ages are welcome.

Don't give us your money – give us your time!



Together we can make our park better!

Your Community Needs You!



WHAT?

Help us to make the park a cleaner space for the whole community.

WHERE?

Greenhill Park

WHO?

We have a team of five volunteers, but there's too much work for us. We need more volunteers.

WHEN?

10 a.m. every Saturday.
Meet at the park café.

WHY?

It helps your community! There aren't enough people using the park. We want more people to use it.

WHAT ARE THE BENEFITS?

We need only an hour of your time once a week. You can get fitter and have fun. It's one of the best ways to make new friends and make a difference!

PLAN

- 5** Work in groups. Plan a poster for a volunteer project. Follow the steps below.
- Choose one of these ideas for a volunteer project, or use your own idea.

Teaching older people how to use the latest gadgets.

Helping at an after-school or local sports club for younger students.

Working in an animal shelter.

- Think of what you can say to inform and attract volunteers.
- Organize your material under headings.
- Add photos to create an attractive design.

PRESENT

- 6** Display your poster on your classroom wall. Remember to include photos and useful information for volunteers, and to follow the tips in *How to Agree as a Group*.

CHECK

- 7** Look at your classmates' posters. Would you like to work on their projects? Discuss in your group and then vote on the best poster.

4 REVIEW

VOCABULARY

1 Complete the conversations with the pairs of verbs in the box.

borrow / owe pay / lend spend / save sell / earn

- 1 **A** Can you _____ me \$5 for coffee?
B Don't worry. I can _____ for yours.
- 2 **A** Those people _____ hats at the market.
B Yes, but they don't _____ much money.
- 3 **A** Should I _____ my money for the future?
B No! Why don't you _____ it now? Let's go shopping.
- 4 **A** Could I _____ some money for the bus?
B Sure, but you now _____ me \$5!

2 Read the descriptions and write the correct job.

- 1 I give my free time to help people. I don't earn any money, but I love my job. _____
- 2 I have a difficult job in a hospital. I'm not a normal doctor or a nurse. _____
- 3 I keep our community safe. I can arrest people who are breaking the law. _____
- 4 I treat very sick people at home and then take them to the hospital. _____

GRAMMAR IN ACTION

3 Complete the quiz with the comparative or superlative form of the adjectives. Then decide if the sentences are *T* (true) or *F* (false).

- 1 Basketball players are usually _____ than soccer players. (tall) _____
- 2 _____ place on Earth is in Antarctica. (dry) _____
- 3 Chris Hemsworth is _____ than Chris Evans. (old) _____
- 4 The Istanbul Cevahir shopping mall is _____ in the world. (big) _____
- 5 A hippo is _____ than a lion. (dangerous) _____
- 6 New York is _____ city to live in. (expensive) _____

4 Put the words in the correct order.

1 lifeguard / you're / too / be / young / to / a

2 a / money / I / soda / to / don't / have / enough / buy

3 room / there / too / people / were / the / many / in

4 much / week / I / last / spent / too / money

5 Complete the blog with *too* + adjective, *too much* / *too many* or *enough*, or a comparative or superlative adjective.

All About Denise



Appearance She's ¹ _____ (tall) than me, and she has ² _____ (long) hair. So, I'm ³ _____ (short) than her in two ways!

Personality She always makes me laugh. She's the ⁴ _____ (funny) and ⁵ _____ (happy) person I know!

Sports Denise's favorite sport is basketball. Unfortunately, she can't get into the school team because there are ⁶ _____ good players, so she only plays for fun.

Jobs She wants to be a firefighter. She's ⁷ _____ (brave) than me – I think that job is ⁸ _____ (dangerous). There are a lot more things to say about Denise, but I don't have ⁹ _____ time now. I have ¹⁰ _____ homework.



Self-Assessment

I can talk about money.



I can talk about caring jobs.



I can use *could* and *couldn't*.



I can use comparative and superlative adjectives.



I can use *too*, *too much*, *too many*, and *(not) enough*.





LEARN TO ... ORGANIZE YOUR HOMEWORK

When you organize your homework, you study and use your time better.

- 6 Do the quiz. Find out your score. Do you agree with what it says about you? Discuss the results with a partner.

Homework Superstar?

Knowing What to Do

When your teacher gives you homework, do you...

- a write it in your notebook or homework planner?
- b write it on your hand?
- c listen but then forget?

Organizing Your Time

When do you do your homework?

- a After school or on the weekend.
- b Sometimes after school, sometimes before.
- c Always while I'm having breakfast!

Deciding What Comes First

You have too much homework and not enough time. Do you...

- a do the most important things first?
- b do the easiest things first?
- c look at your books but never start?

Concentrating

While you're doing your homework, do you...

- a put your phone on silent?
- b try not to look at your phone?
- c spend a lot of time checking your phone?

Results

a = 2 points b = 1 point c = 0 points

6-8: You're a superstar! You organize your homework well.

3-5: Not bad! You try to organize your homework, but our advice can help.

0-2: Oh, no! You really need our advice!

- 7 Complete Esma's homework planner with the words in the box.

difficult first For when? Homework hours Notes Other things Subject

Date	1 _____	2 _____	3 _____	4 _____
Mon Feb. 11	English	Page 27, Exercise 4	Mon Feb. 18	😊 Nice and easy!
Tues Feb. 12	Science	Label the parts of plants.	Thurs Feb. 14	It's ⁵ _____ - ask Jo for help.
Wed Feb. 13	History Math	Page 36 Study for the test.	Thurs Feb. 14 Fri Feb. 15	Do math ⁶ _____ - there's a LOT to study!
Thurs Feb. 14	English	Write story.	Tues Feb. 19	I need about two ⁷ _____.
Fri Feb. 15		No homework!		
⁸ _____: Remember Zoe's party on Saturday afternoon! 😊				



- 8 Copy Esma's design for a homework planner in your notebook, using the same headings. Then complete the planner with your homework for next week.

Unit 4

Communication

MAKING REQUESTS

Student A

- 1 Ask your partner the following favors. Use the *Useful Language* below.



- 1 lend me your camera



- 2 help me with my homework



- 3 go to the store with me

Useful Language
Could you do me a favor?
Would you mind ... ing ... ?
Thanks, I owe you one.
Please, it's really important!

- 2 Listen to your partner's requests. Reply positively or negatively to each one. Give a reason if you answer negatively. Use the *Useful Language* below.

Useful Language
Sure.
It depends.
I'm sorry, I can't.

MAKING REQUESTS

Student B

- 1 Listen to your partner's requests. Reply positively or negatively to each one. Give a reason if you answer negatively. Use the *Useful Language* below.

Useful Language
Sure.
It depends.
I'm sorry, I can't.

- 2 Ask your partner the following favors. Use the *Useful Language* below.



- 1 lend me your bike



- 2 make lunch



- 3 buy me ice cream

Useful Language
Could you do me a favor?
Would you mind ... ing ... ?
Thanks, I owe you one.
Please, it's really important!



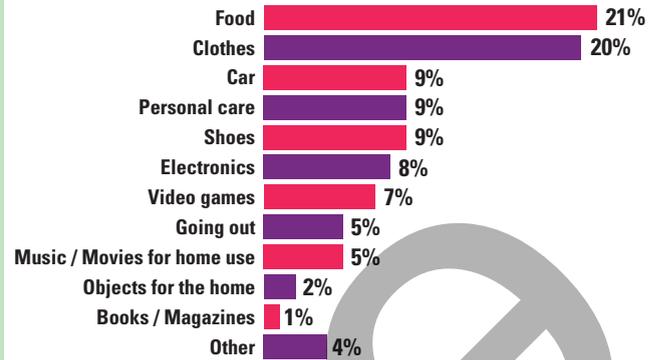
The Best Things in Life Are (Almost) Free

There is no doubt that money is **essential** to daily life. People earn money to buy food, pay the **bills**, or save for something special like a vacation or a present. Life becomes extremely difficult for people when there isn't enough money for their basic needs.

However, many people spend too much money on items they do not need. Marketing and advertising **encourage** people to buy an enormous range of products and services, and these days, with 24-hour internet access, it is easier than ever to spend money at the touch of a button.



How American teenagers spend their money, according to a recent survey



Some people believe that consuming so much is unhealthy, and we should make an effort to find interests that do not cost anything at all. If you want to do this, there are a number of options, and a good way to start is by looking at local websites. There are many free events for local communities, and you just need to select an activity that interests you. You could choose from music, dance, sports, art, tourism, walking, and many, many more.

Of course, you need access to a computer or phone to check a website. That costs money, but if it helps you to save money in the long run, then it is a good **investment**. Why not take a look today? It may be the first step in reducing your spending and starting a new low-cost life.

1 Discuss the questions.

- 1 Why do we need money?
- 2 What kinds of things can we do in our free time without money?

2 Read the article. Are your ideas from Exercise 1 mentioned?

3 Are the sentences *T* (true) or *F* (false)?

- 1 People need money for their basic needs. T
- 2 Teenagers don't need vacations or presents.
- 3 U.S. teenagers spend less than a quarter of their money on clothes.
- 4 We can use technology to find free events.
- 5 If you want to save money, you sometimes have to spend a little first.

4 Complete the sentences with the words in bold.

- 1 I bought a cheap phone to save money, but it was a bad **investment** because it broke and I had to buy a new one.
- 2 That video game isn't an **investment** item. I think you should save your money.
- 3 Please don't **encourage** Ben to buy any more sneakers. He already has plenty of pairs.
- 4 Lisa has almost no money left each month after she pays the **bill**.

Explore It!



Guess the correct answer.

The average U.S. household spends more money on ... than on food.

- a transportation b entertainment c healthcare

Find another interesting fact about spending in your country. Then write a question for your partner to answer.



5

What is your dream house?

LEARNING OUTCOMES

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use (*not*) *as* + adjective + *as*, (*not*) + adjective + *enough*, and *have to* / *don't have to*
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions, use word families, and a memory journey

Start It!

- 1 Look at the photo. Would you like to live in this house?
- 2 Before you watch, where do you live?
- 3 Why did people build homes in mountains? Watch and check.
- 4 What other unusual homes are there?



Watch video 5.1



Grammar in Action 5.2



Grammar in Action 5.3



Everyday English 5.4



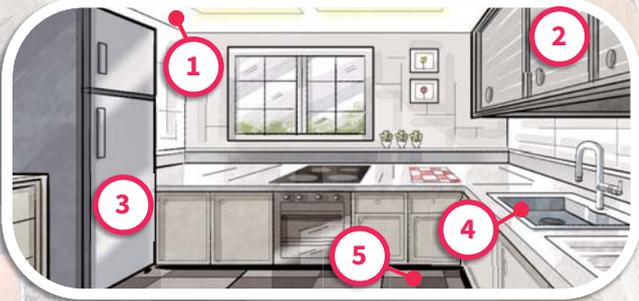
Globetrotters 5.5

VOCABULARY

Furniture

1 Match the words in the box with 1–13 in the pictures. Listen, check, and repeat.

armchair	<input type="checkbox"/>	floor	<input type="checkbox"/>
bookcase	<input type="checkbox"/>	fridge	<input type="checkbox"/>
carpet	<input type="checkbox"/>	picture	<input type="checkbox"/>
ceiling	<input checked="" type="checkbox"/>	shelves	<input type="checkbox"/>
chest of drawers	<input type="checkbox"/>	sink	<input type="checkbox"/>
cupboard	<input type="checkbox"/>	wardrobe	<input type="checkbox"/>
desk	<input type="checkbox"/>		



2 Listen and match the speakers (1–4) with the rooms in the box. There is one extra room.

bathroom	<input type="checkbox"/>	kitchen	<input type="checkbox"/>	study	<input type="checkbox"/>
bedroom	<input type="checkbox"/>	living room	<input type="checkbox"/>		

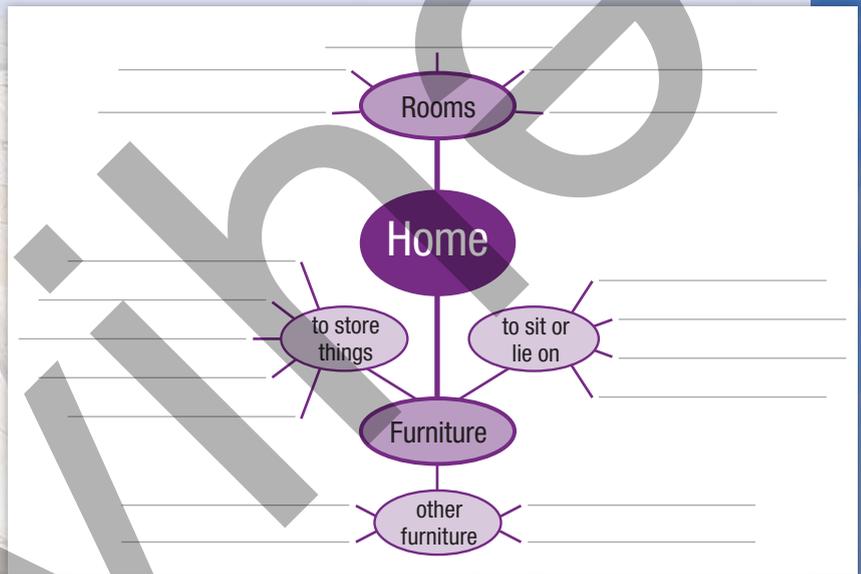
3 Listen again and **circle** the words in Exercise 1 that you hear.

LEARN TO LEARN

Using Spidergrams

Recording words in different ways will help you remember them. One way is to create spidergrams.

4 Complete the spidergram using words from Exercises 1 and 2 and your own ideas.



Use It!

5 Describe the furniture in a room in your home. Your partner listens and draws the room.

My bedroom has a wardrobe, a chest of drawers, and two pictures on the wall ...

Explore

Guess the correct answer.

The oldest bookcases in the world are ... years old.

a 200 b 400 c 600

Find another interesting fact about furniture.

Then write a question for your partner.



OPTIONAL READING

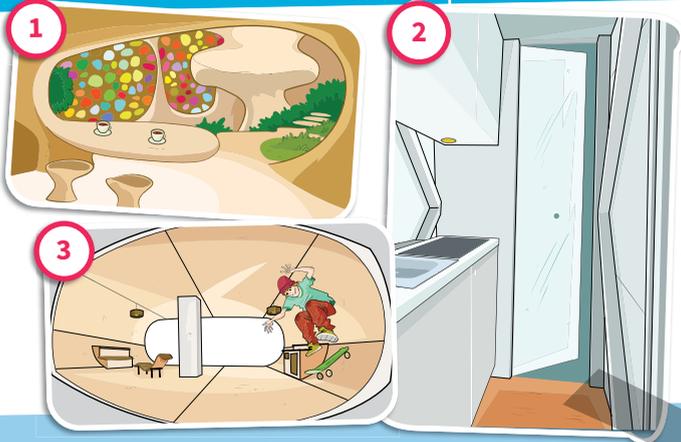
A Magazine Article

- 1 Look at the pictures. Discuss the questions.
 - 1 What's unusual about these homes?
 - 2 Who do you think lives in them?

-  **2** Read the article. Match the pictures with the houses.

Amazing Homes

Everyone's home is special, but some homes are really amazing...



Keret House, Poland

A Polish architect designed this house for an Israeli author. **It's** in a space between two apartment buildings in Warsaw. To enter the house, you climb through a trap door in the floor of the living room. The living room is wide enough for a large armchair! There's a tiny bathroom upstairs and a tiny kitchen with a sink and a fridge ... but you need to stand in another room to open **it!**

Nautilus House, Mexico

Nautilus House isn't as tiny as Keret House, but it's also very strange. Its owners – a Mexican couple and their two children – thought ordinary houses weren't close enough to nature. **They** wanted their home to feel like a beautiful, colorful shell. Everything in Nautilus House is curved: the floors, the ceilings, and, of course, all the furniture.

The PAS House, U.S.A.

Lots of kids love skateboarding, but not many kids are as crazy about **it** as Pierre André Senizergues. Senizergues learned to skateboard at school in France and later became the world champion. He designed the PAS House as a dream home for skateboarders. You can skate in every room. You can even skate on the furniture **there**, and your mom won't yell at you!

- 3 Read the article again and correct the sentences.
 - 1 The entrance to Keret House is through the kitchen.
The entrance to Keret House is through the living room.
 - 2 Five people live in Nautilus House.

 - 3 The rooms in Nautilus House have straight walls.

 - 4 The PAS House is in France.

 - 5 An architect had the idea for the PAS House.

- 4 Look at the words **highlighted** in the text. What do they refer to? **Circle** the correct answers.

- 1 a Polish architect / Keret House
- 2 the fridge / the sink
- 3 ordinary houses / the owners
- 4 the PAS house / skateboarding
- 5 the PAS House / France

- 5 Match the words with the definitions.

- | | |
|----------------------|----------------------------------|
| 1 architect | a a home for a sea animal |
| 2 author | b a door in the floor |
| 3 apartment building | c a writer |
| 4 trap door | d not straight |
| 5 shell | e a building with homes in it |
| 6 curved | f a person who designs buildings |

 **Voice It!**

- 6 Discuss the questions.
 - 1 Which house do you like most?
 - 2 Why do you like it?
 - 3 Do you know any other unusual houses? Describe them.

GRAMMAR IN ACTION

(Not) As ... As, (Not) ... Enough



Watch video 5.2
What's wrong with bedroom 1? Why does the vlogger prefer bedroom 3?

	(Not) As + Adjective + As	(Not) Adjective + Enough
+	The back of the house is only ¹ _____ (wide) a large armchair.	The living room is ³ _____ (wide) for a small sofa.
-	Nautilus House isn't / is not ² _____ (tiny) Keret House.	They thought ordinary houses weren't / were not ⁴ _____ (close) to nature.

1 Complete the examples in the chart above with **as ... as** or **enough** and the words in parentheses. Use the article on page 60 to help you.

2 Circle the correct words. Check your answers in the article on page 60.

- Keret House is *(isn't)* as wide as other houses in Warsaw.
- It's / It's not large enough for a kitchen.
- The owners of Nautilus House think that straight walls are / are not as interesting as curved walls.

Get It Right!

We never put adjectives after **enough**.

I'm not tall enough. **NOT** *I'm not enough tall.*

3 Complete the sentences with **as ... as** or **enough** and the adjective in parentheses.

- My bedroom isn't *as big as* my sister's. (big)
- I'm not _____ to reach the top shelf. (tall)
- Is this sofa _____ for three people? (wide)
- That phone is _____ a laptop! (expensive)

4 Complete the second sentence so that it has the same meaning as the first. Use **(not) as ... as** or **enough** and the adjective in parentheses.

- We can't put a sofa in this small room.
This room *isn't large enough* for a sofa. (large)
- My room is neater than my sister's room.
My sister's room _____ mine. (neat)
- A microwave is quicker than a stove.
A stove _____ a microwave. (quick)
- Enes is 18 now, so he can drive a car.
Enes _____ to drive a car. (old)

5.04 Complete the text using **as ... as** or **enough** and the adjectives in parentheses. Then listen and check.

Kids' toys aren't cheap these days, but not many toys are ¹ *as expensive as* (expensive) the Astolat Dollhouse Castle. It's ² _____ (tall) a small Christmas tree and ³ _____ (heavy) a horse.



The castle was the idea of an American artist, Elaine Diehl, and it took 13 years to build. It isn't really a toy. It's a work of art, and it's ⁴ _____ (good) to be in a museum.

The furniture is ⁵ _____ (small) to fit in your hand, and it's ⁶ _____ (beautiful) the furniture in a real palace. The tiny sofas and beds are ⁷ _____ (soft) the real things. The books on the shelves aren't ⁸ _____ (large) to read, but they have real pages. One thing that isn't small is the price - over \$8 million! Are you ⁹ _____ (rich) to buy it?

Use It!

6 In your notebook, write one true sentence and one false sentence about places in the world with **(not) as ... as** or **(not) ... enough**.

The Amazon River is as long as the Nile River.

7 Say your sentences. Can your partner guess which sentence is true?

Finished? p122 Ex. 1, 2

VOCABULARY AND LISTENING

Household Chores

1 Match the phrases in the box with the pictures.
5.05 Listen, check, and repeat.

do the dishes	<input type="checkbox"/>	make the bed	<input type="checkbox"/>	1
do the ironing	<input type="checkbox"/>	mop the floor	<input type="checkbox"/>	
do the laundry	<input type="checkbox"/>	sweep the floor	<input type="checkbox"/>	
dust (the furniture)	<input type="checkbox"/>	vacuum (the carpet)	<input type="checkbox"/>	
load/empty the dishwasher	<input type="checkbox"/>			



2 Complete the note with verbs from Exercise 1.
5.06 Then listen and check.

Hi kids. Can you please help with some things around the house while I'm out?

Ollie: Please ¹ mop the floor and ² _____ the dishwasher with the plates and cups from breakfast. Can you also ³ _____ the furniture in the living room, please, and ⁴ _____ the carpet?

Mia: ⁵ _____ your bed and ⁶ _____ the floor in your bedroom. Then can you please ⁷ _____ the ironing for me?

Thanks, kids. I'll see you this evening. Love, Dad

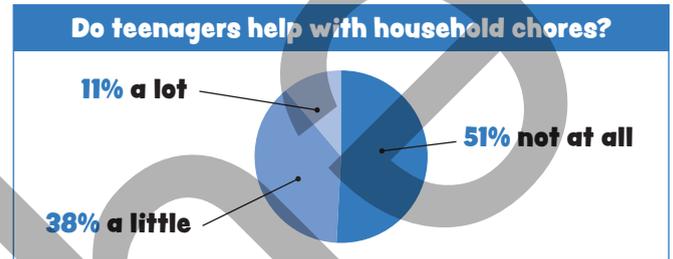
Use It!

3 How often do you do the chores in Exercise 1? Compare with your partner.

I do the dishes every day!

Street Interviews

4 Look at the results of a survey in the UK. Does the information surprise you?



LEARN TO LEARN

Answering Multiple-Choice Questions

Before you listen, read the questions and options carefully, and try to guess the answers.

5 Read the questions in Exercise 6. Discuss with a partner which answers are probably wrong.

6 **EXAM** You will hear some people talk about doing chores. Listen and circle the correct answers.
5.07

- What does Cindy do in the kitchen?
 - A She cooks dinner.
 - B She loads the dishwasher.
 - C She does the dishes.
- When do Kim and her sister do household chores?
 - A every morning
 - B on the weekend
 - C during school vacations
- What doesn't Kim like?
 - A cleaning the bathroom
 - B vacuuming the living room
 - C practicing the piano
- When Adam does the ironing, what else does he like doing?
 - A listening to music
 - B moving around
 - C doing his homework

GRAMMAR IN ACTION

Have To



Watch video 5.3
How does Syd from Brazil help in the restaurant?
What does Harumi have to clean?

	I/You/We/They	He/She/It
+	I ¹ _____ clean the kitchen.	He has to make his bed.
-	I don't have to load the dishwasher.	He ³ _____ do much.
?	² _____ you _____ do the dishes? Yes, I do . / No, I don't .	Does Jake have to help? Yes, he does . / No, he ⁴ _____.

> Pronunciation p137-138

1 Complete the examples in the chart above with the correct form of **have to** / **don't have to**.

2 Complete the sentences with the correct form of **have to**.

- Cindy has to (+) clean the kitchen.
- Kim and Maisie _____ (+) do a lot of homework.
- They _____ (-) do housework on school days.
- Jake _____ (-) help a lot.
- Adam _____ (+) do the ironing.

3 Circle the correct answer.

- I ... do the gardening this weekend because my parents are on vacation.
a has to b doesn't have to
c have to
- ... to do a lot of homework on weekends?
a Does you have b Do you has
c Do you have
- We ... go to school on Monday because it's a national holiday.
a don't have to b have to
c doesn't have to
- Dad ... do the cooking in the evenings because Mom works then.
a has to b doesn't have to
c have to

4 Complete the sentences with the correct form of **have to** and a verb from the box.

do help go work

- The children don't have to go to school in summer.
- Sam _____ with chores because he's only four.
- I _____ the ironing on Saturdays, and it's so boring.
- _____ your mom _____ on weekends?

5 Complete the text with the correct form of **have to** and the verbs in parentheses. Then listen and check.

¹ Do you have to help (help) with the housework?
² _____ you _____ (make) your bed or clean the kitchen? Martha Pinter and her brother, Ben, ³ _____ (do) more than most young people their age. They live on a farm in Queensland, Australia, and the whole family ⁴ _____ (share) the work. Martha ⁵ _____ (get up) early to milk the cows. In spring, she also ⁶ _____ (take) care of the new lambs – that's her favorite job. Ben ⁷ _____ (collect) the hens' eggs before breakfast. But Martha and Ben ⁸ _____ (not catch) the bus to school every day. There isn't a school near their farm, so they ⁹ _____ (have) all their lessons at home.



Use It!

6 Think of questions to ask your partner using **have to**. Ask and answer your questions.

Does your dad have to do the ironing on the weekend?

No, he doesn't. I have to do it!

Finished? p122 Ex. 3

SPEAKING

Discussing a Photo

1 Listen to the conversation. Who likes the room more, Oscar or Nina?

OSCAR Hey, Nina. Look at this photo – it’s Liam’s bedroom in his new house.



NINA Oh! It looks big enough for two people. Does he have to share it?

OSCAR No, it’s all his. Actually, it isn’t as big as it looks. There’s a large mirror in the ¹background, so it looks bigger.

NINA Oh, yes, I see. ²_____ thing on the wall?

OSCAR It’s a clock. What do you think of the color of the walls?

NINA Hmm. I’m not convinced.

OSCAR Really? I think it looks awesome! I don’t think much of those curtains, though.

NINA: Me neither. And what’s that ³_____ the bottom? Is it a carpet?

OSCAR Yes, I think so. I like it. And I love those pictures ⁴_____ the left.

NINA Me too. They look great.

2 Complete the conversation with phrases from the **Useful Language** box. Then listen and check.

Useful Language

at the bottom/top in the background
on the left/right What’s that ... ?

3 Look at the **Everyday English** box. Find and underline the phrases in the conversation.



Watch video 5.4 Everyday English

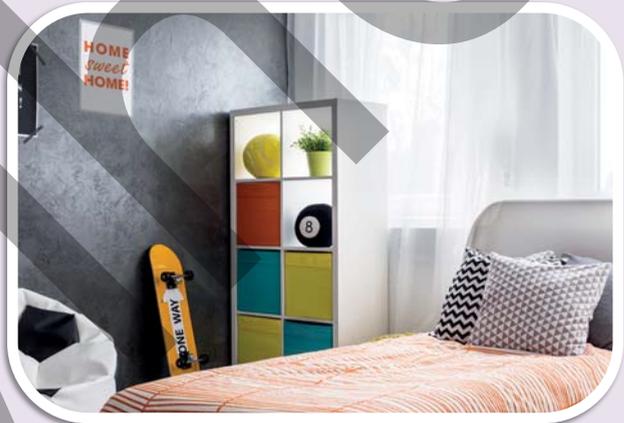
I’m not convinced.
It looks awesome!
Me neither.
Me too.

4 Match the phrases in the **Everyday English** box with the phrases that mean the same.

- I feel the same way (after a positive statement). _____
- I feel the same way (after a negative statement). _____
- I don’t think I like it. _____
- It looks great. _____

PLAN

5 Write about a room. Take notes about the photo below or your own photo.



Who the room belongs to: _____

What is in it: _____

SPEAK

6 Practice discussing your room with your partner. Remember to use adjectives with **(not) as ... as** and **enough**, **have to / don’t have to**, vocabulary from this unit, and phrases from the **Useful Language** and **Everyday English** boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

Who the room belongs to: _____

What is in it: _____

WRITING

A Description of a House

8 Read Olivia's description of her dream house. Match the topics a–c with paragraphs 1–3.

- a What does the house have?
- b Where is the house?
- c What is the best thing about the house?

Describe Your Dream House and Win a Digital Camera!



- 1 I'd like to tell you about my dream house. It's near the beach on a sunny island. It has to be near the ocean because I love swimming.
- 2 The house has big windows and a fantastic view of the ocean. There's a lovely yard, too. It's large enough for people to play outdoor games, and it also has a swimming pool. As well as a pool, there's a skatepark. Inside the house, there's a huge fish tank. It's full of beautiful tropical fish.
- 3 But the really special thing about my house is the technology. There are robots in every room. I think they're as intelligent as humans. They cook the meals and do the dishes. They make my bed, and they vacuum the living room as well. I don't have to do any chores.

Olivia Reed (13), Newcastle

9 Find and underline the *Useful Language* phrases in the description. Answer the questions.

- 1 Which go at the end of a sentence? _____, _____
- 2 Which goes before a noun? _____
- 3 Which often goes before a verb? _____

Useful Language

also as well as well as too

PLAN

10 Plan a description of your own dream house. Take notes for three paragraphs.

- 1 Where your house is: _____
- 2 What rooms, furniture, and other things it has: _____
- 3 What the best thing in the house is: _____

WRITE

11 Write your description. Remember to include adjectives with (*not*) *as ... as*, *enough*, *have to* / *don't have to*, and phrases from the *Useful Language* box.

CHECK

- 12 Do you ...
- have three paragraphs?
 - describe what the house has?
 - describe one special thing in the house?

 Finished? p122 Ex. 4



READING

An Encyclopedia Entry

1 Look at the photos of homes on page 67. Where are these homes? What do you know about them?

2 Read the entry. Check your answers.

3 Read the entry again. Match headings a–e with paragraphs 1–5.

- a Why Use Igloos?
- b Keeping Warm
- c Who Are the Inuit?
- d Life Inside an Igloo
- e How to Build an Igloo



Globetrotters

Watch video 5.5
Living in a Ger

- What does “ger” mean in Mongolian?
- Would you like to live in a ger?

Voice It!

4 Discuss the questions.

- 1 Nomadic people have temporary houses, so “home” isn’t a permanent building in a place. How else can people define “home”?
- 2 Besides your house, how do you define “home”?
- 3 How can you appreciate and celebrate your home?

LIFE IN AN INUIT IGLOO



- 1 The Inuit are the native people of the Arctic Circle. Today, they usually live in modern houses in small villages. Until recently, however, they still used their famous houses made of snow – igloos.
- 2 The Arctic isn’t warm enough to farm, so the Inuit had a nomadic life. This means they traveled during the year to find food. Every winter and summer, the Inuit traveled thousands of kilometers across the frozen Arctic ocean. All nomads have to make temporary homes while they travel, and in summer, the Inuit lived in tents made from animal skins, called *tupiqs*. Igloos were their traditional winter homes.
- 3 Snow is a perfect material for building. It’s as light as wood and easy to cut. The snow has to be dry and hard enough to make good blocks because wet snow doesn’t have the strength an igloo needs. The Inuit make a dome shape by putting the snow blocks in a spiral. This is quick to build and creates a very strong structure.
- 4 The heat inside an igloo comes from people’s bodies only, but this is warm enough to keep the igloo comfortable. This is because snow is a good insulator. In other words, it keeps the cold out and the warmth in. The entrance is a tunnel that goes under the walls. The heavy, cold air always stays in the tunnel and the light, warm air stays in the igloo.
- 5 Igloos don’t have windows, but there are small holes in the walls. These let in clean air and let out dangerous smoke from the small oil lamps. Traditionally, the Inuit didn’t have any furniture, but a platform of snow just below the ceiling provided a simple sofa and bed in the warmest part of the igloo. Inuit families spent all winter in small igloos with no furniture, no bathroom ... and no Internet. Just imagine that!

Word Families (2)

Many nouns have a related adjective. We usually form the related adjective or noun by adding extra letters. We sometimes need to change other letters, too.

Noun	Adjective	Extra Letters
beauty	beautiful	-ful
truth	true	-th

5 Complete the chart. Use the encyclopedia entry to help you.

Noun	tradition	² _____	comfort	⁴ _____	danger
Adjective	¹ <u>traditional</u>	strong	³ _____	warm	⁵ _____

6 Complete the sentences with the correct form of the words in parentheses. Use the extra letters in the box.

-ful -ic -ly -ous -th

- My neighbor isn't very *friendly*. (friend)
- Andy's room is full of photos of _____ people. (fame)
- Nadir found a _____ website for his homework. (help)
- Ava's yard is the _____ of a soccer field! (long)
- My sister runs a lot. She's really _____. (athlete)



Explore It!



Guess the correct answer.

The Inuit live in Canada, Alaska, and ...

a Iceland. **b** Greenland. **c** Norway.

Find three more interesting facts about the Inuit. Choose your favorite fact and write a question for your partner.



5 REVIEW

VOCABULARY

1 Complete the sentences.

- 1 The _____ on my walls are full of books.
- 2 This room needs some nice _____ on the walls.
- 3 Can you put this milk back in the _____ please?
- 4 I do all my homework at the kitchen table because I don't have a _____ in my room.
- 5 We painted the _____ blue. Look up!
- 6 There's a lovely, soft _____ on the floor.

2 Complete the "to do" list from John's mom.

- Please clean your bedroom and make your

1 _____ 

- After breakfast, load the ² _____ 

- Please do the ³ _____ , but don't do the

⁴ _____  ! I'll do that when I get home.

GRAMMAR IN ACTION

3 Complete Katy's email with *as ... as* or *enough* and the adjective in parentheses.

Hi Lily,

I'm living in a new house. It isn't ¹ _____ (large) our old one, but it's ² _____ (big) for all of us, and we love it. We're in the middle of the country, but the nearest town is ³ _____ (close) to go shopping or to the movies. We have a big yard. It isn't ⁴ _____ (beautiful) yours, but I like it! Anyway, it's ⁵ _____ (good) for our pet rabbit. He's ⁶ _____ (happy) a baby, running around in the sunshine.

Write soon with your news.

Katy



4 Complete the conversation. Use the words in parentheses with *as ... as*, *enough* or the correct form of *have to / don't have to*.

RENA Have you seen Bianca's new house? She told me it isn't ¹ _____ (nice) her old one.

MIKE Really? The yard's amazing. It's ² _____ (large) a soccer field!

RENA Wow!

MIKE Well maybe it's not that big. But it's ³ _____ (big) to play soccer, anyway.

RENA So why isn't she ⁴ _____ (happy) she was in her old house?

MIKE Because now she ⁵ _____ (share) her room with her little sister.

RENA I have a little sister, so I know how she feels! ⁶ _____ she still _____ (take) the bus to school?

MIKE No, her new house is ⁷ _____ (close) for her to walk. She and her sister are pleased because they ⁸ _____ (wake up) as early as before.



Self-Assessment

I can talk about rooms and furniture in a home.



I can talk about household chores.



I can use (*not*) *as* + adjective + *as*.



I can use (*not*) adjective + *enough*.



I can use *have to / don't have to*.





LEARN TO ... USE A MEMORY JOURNEY

A memory journey connects images with words. It can help you remember lists of vocabulary.

- 5** Imagine you're going to use a memory journey to learn the words in the box for a test. Put steps a-d in order.

awesome beautiful dangerous
famous traditional warm

- a Imagine walking around your house, looking at those pieces of furniture.
- b Think of an image for each word you need to learn, and put it with one of the pieces of furniture. Be creative!
- c Think of six pieces of furniture in your house, for example, the shelves in your bedroom, the living room carpet, the kitchen sink.
- d Think of your house.

- 6** Read the example memory journey below. Which steps are included from Exercise 1? Discuss with a partner.

First, I walk through the front door and into the living room. My dad and brother are having an awesome game of soccer on the carpet. Then I go into the kitchen. I see a famous singer cleaning the sink. After that, I go up to my bedroom. There's a dangerous snake on one of the shelves. Next ...

- 7** Follow the steps in Exercise 1 to make your own memory journey for the words in the box.

- 8** Describe your memory journey to your partner. Who has the strangest or funniest images?



SHAPE IT!

- 9** Use rooms and objects in your school to make a memory journey for the words in the box.

comfortable curved friendly
helpful nervous strong

- 10** Close your book. Can you remember the words from Exercise 5? Describe your memory journey to your partner.



CULTURE PROJECT

A Poster



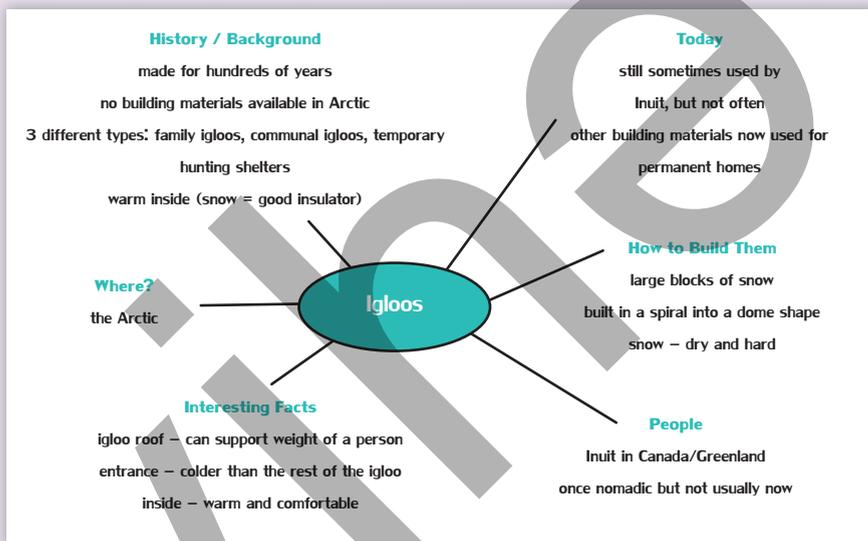
How to Design a Poster

Remember to think about the following ideas.

- Organize your information and remember to select the most interesting ideas.
- Include a short but interesting title for your poster.
- Give your poster a border to make it more attractive.
- Include photos, maps, and drawings.
- Make sure your handwriting is clear and use bright colors if possible.
- Check your grammar, spelling, and punctuation before you finish.

PLAN

- 1 Work in groups. Choose an unusual traditional home from around the world, for example, mud huts in Burkina Faso; stilt houses in Thailand; caves near Granada, Spain. Find information about this type of home and make a spidergram. Then complete the steps.



- Decide who will prepare each section.
- Plan the design of your poster.
- Prepare your own section. Use photos, maps, drawings, etc.
- Give your section to someone in your group to check.
- Work in your group to put the whole poster together.

PRESENT

- 2 Present your poster to the class. Remember to include facts about the home from your spidergram. Make sure to include photos, maps, and drawings, and follow the tips in *How to Design a Poster*.

CHECK

- 3 Look at your classmates' posters. Then answer and discuss the questions.

Which is your favorite poster? Why?

Who lives in the type of home shown in the poster?

What is unusual or interesting about this type of home?

Igloos: Warm Homes of Ice

History



An igloo is a small house made of snow. The Inuit people in the Arctic started making igloos hundreds of years ago. There were three different types: family igloos, communal igloos, and temporary homes used for hunting. The Inuit made igloos from snow because there were no other building materials available in the Arctic. Although snow is cold, igloos are warm homes because the air trapped in compact snow works as an insulator.

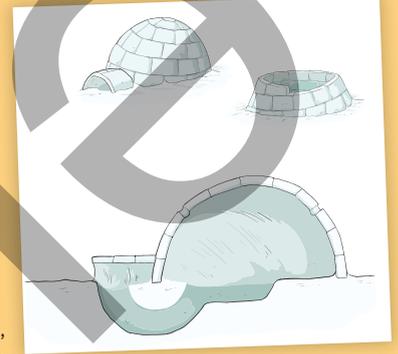
Where?

The Inuit people live in the Arctic.



How to Build Them

The Inuit make igloos from large blocks of snow. They put the blocks in a large circle and then keep adding blocks in a continuous spiral to make a dome shape. To enter an igloo, you go through a tunnel which is lower than the rest of the home. The Inuit build the tunnel in this way because the cold air stays in the tunnel, and this makes the rest of the home warmer. The snow has to be dry and hard to make a good igloo.



People



The Inuit who made igloos are from northern Canada and Greenland. They used to be nomadic people, but this way of life has mostly disappeared.

Interesting Facts

- The word *igloo* comes from the Inuit word *iglu*, which means "house."
- A well-built igloo can support the weight of a person standing on its roof.
- Even if it is freezing outside, it is warm and comfortable inside an igloo.

Today

The Inuit people still sometimes use igloos, but not often. Today, most Inuit live in permanent homes made of different construction materials. However, other traditional parts of the Inuit culture, including mythology, storytelling, and the use of native languages, continue to be strong.



6

How can I stay safe?

LEARNING OUTCOMES

I can ...

- understand texts about dangers at the beach and in the desert
- make suggestions
- write a blog post
- understand how to use *should/shouldn't*, *must/must not*, the zero conditional, and the first conditional
- talk about accidents and injuries and parts of the body
- use places to remember words, use pictures to predict a story, and give opinions about your partner's English
- work in a group and make an information pamphlet

Start It!

- 1 Look at the photo. What dangerous thing can you see?
- 2 Before you watch, when do you not have your phone with you?
- 3 Where are there special smartphone lanes? Watch and check.
- 4 Do you use your phone while walking down the street?



Watch video 6.1



p73

Grammar in Action 6.2



p75

Grammar in Action 6.3



p76

Everyday English 6.4

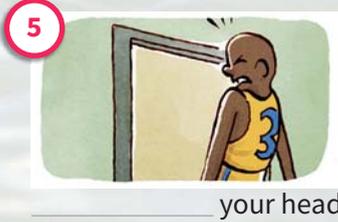
VOCABULARY

Accidents and Injuries

1 Complete the phrases with the words in the box. Listen, check, and repeat.

6.01

break bruise burn cut fall off get bitten
get stung hit scratch slip sprain trip over



Get It Right!

We usually use words like **my, your, his, her** when we talk about parts of the body.

*I hit **my** head. Did Lisa burn **her** hand?*

2 Listen. Write the accidents and injuries from Exercise 1 that you can hear.

6.02

- 1 _____ 4 _____
2 _____ 5 _____
3 _____

LEARN TO LEARN

Using Places to Remember Words

It can help you to remember new words if you think of where they might happen.

3 Think of a place where each accident in Exercise 1 might happen.

trip over a chair – in the classroom

4 Test your partner. Say a place that you thought of in Exercise 3. Your partner guesses the accident or injury you thought of.

The kitchen.

Cut your finger?

Use It!

5 Think about a time when one of the accidents or injuries happened to you or someone you know. Tell your partner about it.

My sister sprained her ankle last month.

How did that happen?

Explore It!

Is the sentence **T** (true) or **F** (false)?

All bees can sting.

Find another interesting fact about an animal that bites or stings. Then write a question for your partner to answer.



READING

An Online Article

- 1 Check the meaning of the words in the box. Can you see some of these things in the photos?

animals that sting broken glass large waves
quicksand rip currents shark attack

- 2 Read the article. Which danger in Exercise 1 is not in the article?

- 3 Find words in the article that mean ...

- 1 difficult to find (para. 1) _____
- 2 quickly (para. 2) _____
- 3 something dangerous from an animal (para. 4) _____
- 4 move your body to get free (para. 5) _____
- 5 when the ocean goes in and out at different times of the day (para. 5) _____

- 4 Are the sentences **T** (true) or **F** (false)?

- 1 Some beaches are more dangerous than others. ____
- 2 Rip currents move away from the beach. ____
- 3 Crocodiles don't live near the ocean. ____
- 4 The blue-ringed octopus is a large and ugly animal. ____
- 5 One blue-ringed octopus can kill a lot of people. ____
- 6 All British beaches are safe. ____

Voice It!

- 5 Discuss the questions.

- 1 What other dangers at the beach can you think of?
- 2 What other dangerous places do some people like to visit? Why do they go there?

Finished? p123

DANGERS AT THE BEACH

Beaches promise sun, sand, and fun and are usually safe places to go, but accidents can happen. You can slip and break your leg, or step on some glass and cut your foot. Ouch! Some beaches around the world have hidden dangers, however, and you should take extra care.



AUSTRALIA

Everyone knows that huge sharks sometimes swim near Australian beaches, and crocodiles can also come very near. You must always be careful. Never swim when there isn't a lifeguard on the beach.



HAWAII

It's great for surfing, but beaches in Hawaii also have dangerous rip currents. Rip currents happen when water moves swiftly away from the beach. They are difficult to see and can move very fast.

They can take people far out to sea, so swimmers must not try to swim against them. Instead, they should swim sideways along the beach until they get to safer waters.



Sharks and crocodiles aren't the only danger on Australia's beaches. The beautiful Australian blue-ringed octopus, for example, is as small as your hand. But you must not go near them. They have enough venom to kill ten people!

UK

The sand can be as unsafe as the ocean, and on some British beaches it can kill! Dangerous quicksand is full of water, and it's very easy for people to sink in it. You shouldn't kick or struggle. You must move very slowly and carefully to get out before the tide comes in!



GRAMMAR IN ACTION

Should/Shouldn't and Must/Must not



Watch video 6.2
What should you do if you get burnt?
What should you do with a sprained ankle?

	Should for Advice	Must for Strong Advice or a Rule
+	You ¹ <u>should</u> take extra care.	You ³ _____ always be careful.
-	You ² _____ kick or struggle.	Swimmers ⁴ _____ try to swim against them.

> Pronunciation p138

1 Complete the examples in the chart above with **should/shouldn't** or **must/must not**. Use the article on page 72 to help you.

2 Correct the sentences about the article on page 72.

1 You shouldn't wear sandals on the beach.

You should wear sandals on the beach.

2 In a rip current, you must swim toward the beach.

3 You should swim near the blue-ringed octopus.

4 In quicksand, you should kick and jump to get out.

3 Circle the correct words.

1 You *should* / *shouldn't* swim here. The water isn't clean.

2 You *must* / *must not* speak while you're doing an exam.

3 I think everyone *should* / *must* play a sport. Exercise is good for you.

4 You *must* / *should* wear a seatbelt in the car. It's the law.

5 I think you *should* / *must* learn to speak another language.

6 You *shouldn't* / *must not* go outside in shorts. It's cold today.

6.07 4 Complete the teacher's message with **should/shouldn't** or **must/must not**. Then listen and check.

Mrs. Harrison <jharrison@WGhighschool.org>

To: All students

Subject: Cycling

Hi everyone,

Now that spring is here, I think you ¹ should all think about walking or cycling to school if you can.

Cycling is fun and healthy, but you ² _____ be careful. For example, you ³ _____ ride when the weather is bad, and you ⁴ _____ wear a helmet. That's extremely important. However, you also ⁵ _____ forget that there are rules on the road for cyclists, and you ⁶ _____ learn these rules.

The school website has some good advice, such as which clothes you ⁷ _____ wear when riding your bike, and I think all cyclists ⁸ _____ read it carefully.

One more thing: we need to know which students are cycling to school, so you ⁹ _____ tell Mrs. Jones if you plan to ride your bike. That's a school rule, so you ¹⁰ _____ forget!



Use It!

5 In your notebook, write rules and advice for staying safe while doing these activities.

ice skating mountain biking rock climbing surfing

6 Read your rules and advice to your partner, but don't say the activities. Can your partner guess them?

You should wear a wetsuit to do this. But you must not do it in bad weather. What is it?

Surfing?

Finished? p123 Ex. 2

VOCABULARY AND LISTENING

Parts of the Body

1 Match the words in the box with 1-12 in the photo. Listen, check, and repeat.

cheek	<input type="checkbox"/>	forehead	<input checked="" type="checkbox"/>	shoulder	<input type="checkbox"/>
chest	<input type="checkbox"/>	heel	<input type="checkbox"/>	teeth	<input type="checkbox"/>
chin	<input type="checkbox"/>	knee	<input type="checkbox"/>	toe	<input type="checkbox"/>
elbow	<input type="checkbox"/>	neck	<input type="checkbox"/>	wrist	<input type="checkbox"/>



2 Complete the sentences with words from Exercise 1.

- Your wrist is between your hand and your arm.
- People have ten fingers and ten _____.
- Children have 20 _____ and adults have 32.
- Your _____ is just above your eyes.
- Your _____ is in the middle of your leg.
- Your _____ is at the top of your arm.

Use It!

3 Point to a part of the body from Exercise 1. Name the part your partner points to.

A Radio Interview



LEARN TO LEARN

Using Pictures to Predict a Story

Before you listen, look carefully at any pictures and use them to imagine a story.

4 Look at the pictures in Exercise 6. With your partner, choose one picture from each set of three and use them to make a story.

5 Listen to the interview. What parts of your story were the same?

6 Listen again. Circle the correct answers.

1 What job does Pam do?

a



b



c



2 What was Jamie doing before his accident?

a



b



c



3 What did Jamie do?

a



b



c



4 What injuries did Jamie get?

a



b



c



7 Work with your partner to tell Jamie's story. Use the pictures to help you.

8 **EXAM** Look again at the pictures in Exercise 6. Write Jamie's story in your notebook. Use 35 words or more.

GRAMMAR IN ACTION

Zero Conditional and First Conditional



Watch video 6.3
How can you fall off a skateboard safely?
Is this a good way to fall?

Zero Conditional		First Conditional	
Action/Situation	Result	3 _____	5 _____
When a crocodile gets you,	that's the end!	If you swim in safe places,	you won't be in any danger.
1 _____ <i>Result</i> _____	2 _____	4 _____	6 _____
A croc sometimes opens its mouth	if you hit it in the eye.	You won't see any crocodiles	if you're on vacation in Spain.

1 Complete the headings in the chart above with **Action/Situation** or **Result**.

2 Match 1-5 with a-e. Then complete the results with the correct form of the verb in parentheses.

- 1 When people aren't careful, a
 - 2 If you don't go near a crocodile, _____
 - 3 If a crocodile grabs you, _____
 - 4 When a crocodile wants to cool down, _____
 - 5 If a crocodile loses a tooth, _____
- a accidents happen (happen).
b it _____ (try) to pull you under the water.
c another one _____ (grow).
d it _____ probably _____ (ignore) you.
e it _____ (open) its mouth.

6.10 3 Complete the email with the correct form of the verbs in parentheses. Then listen and check.

So you're going to visit Queensland. Great idea! If you ¹ like (like) beaches and forests, you ² _____ (love) Port Douglas. It's amazing. It usually ³ _____ (take) about an hour to get there if you ⁴ _____ (take) a bus from the airport. Buses are frequent, so if you ⁵ _____ (miss) one, you ⁶ _____ (not have) a long wait. Of course, if you ⁷ _____ (not mind) spending more money, there ⁸ _____ (be) always taxis at the airport, too! If you ⁹ _____ (visit) Four Mile Beach, you ¹⁰ _____ (have) a great time surfing. But be careful! If you ¹¹ _____ (not see) anyone else in the water, it probably ¹² _____ (mean) there are sharks or jellyfish in the ocean! Have fun and take care!

4 Complete the information about the Amazon jungle. Use the words in the box.

go have hide run away

Snakes
Snakes ¹ _____ if they hear people coming.
Most snake venom isn't fatal if you ² _____ straight to the hospital.

Bigger Animals

You probably won't see any jaguars because they ³ _____ when they feel threatened. However, if a jaguar ⁴ _____ young cubs, it is more dangerous.



5 Imagine you're planning a jungle vacation. Write what you will do if the following things happen.

- 1 If I see a snake on the path, I'll wait for it to go away.
- 2 If I'm very hot and I find a river, _____
- 3 If I get bitten by a spider, _____
- 4 If I get lost, _____

Use It!

6 Say the second half of your sentences from Exercise 5. Can your partner guess the first half?

I'll look for a river to follow.

If I get lost?

Finished? p123 Ex. 3

SPEAKING

Making Suggestions

1 Listen to the conversation. Who knows more about mountain bikes, Dan or Hayley?



DAN Awesome mountain bike, Hayley.

HAYLEY Thanks, Dan.

DAN I'd like to get one, too. Do you think I should buy one online?

HAYLEY Not really. Some online stores aren't reliable. Their bikes aren't very safe. Anyway, ¹make sure you don't buy one without trying it first. ²try The Bike Shack in town? They're really good.

DAN OK. I'll have a go at it.

HAYLEY And ³buy a good helmet, too. You can really hurt yourself if you fall off, so you must not ride without one.

DAN Good idea. I think I should find some buddies to ride with, too. What do you think?

HAYLEY Sure. ⁴joining my bike club? We go out every weekend.

DAN Yeah! Good job, Hayley. I'll do that.

2 Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

How about ...ing ... ? Why don't you ... ?
 Make sure you don't ... You should definitely ...

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 6.4 Everyday English

Awesome buddies
 I'll have a go at it. Good job

4 Complete the sentences with the *Everyday English* phrases.

- _____ snowboard, Maya!
- Skateboarding? That sounds hard, but _____
- You remembered your camera! _____, Beth!
- That's Alfie. He's one of my surfing _____.

PLAN

5 Work in pairs. Choose a sport and think of advice for someone trying it for the first time. Take notes.

What you should or must do: _____

What you shouldn't or must not do: _____

SPEAK

6 Practice a conversation asking for and giving advice about the sport. Remember to use *should/shouldn't* and *must/must not*, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

What you should or must do: _____

What you shouldn't or must not do: _____

The best suggestion: _____

WRITING

A Blog Post

1 Look at the photo. What do you think the blog post is about? Read it and check.

MATT'S BLOG

Thanks for all your comments on my posts. Here are my answers to your questions.

1

There are cheap boards, but it's best to avoid them. If you want a good board, you need to spend more. I'd say at least \$100. Also, make sure you get the right size deck. If you have small feet, you'll need a narrow deck. If it's too wide, you won't be able to control the board.

2

Yes! When you're a beginner, accidents happen. That's why you need a helmet. It must be a proper skateboarder's helmet, and it must be the right size. If it moves when you shake your head, it's too big.

3

If you ask me, the street is too dangerous. A skatepark is the best place, but if there isn't one near you, any park will be good.

That's all for now. Have fun, but stay safe!



2 Match questions a–c with paragraphs 1–3.

- a Can I skate in the street?
- b What board should I buy?
- c Should I wear a helmet?

3 Read the blog post again. Which of these opinions does Matt have?

- 1 Cheap skateboards aren't very good.
- 2 You won't get a good skateboard for less than \$100.
- 3 For some people, narrow skateboards are best.
- 4 Your helmet shouldn't move when you wear it.
- 5 The only safe place for skateboarding is a skatepark.

4 Complete the phrases in the *Useful Language* box with words that Matt uses for giving advice.

Useful Language

- | | |
|--------------|-------------------|
| 1 _____ say | 3 _____ why |
| 2 _____ sure | If you 4 _____ me |

5 Complete the sentences with the *Useful Language* phrases.

- 1 If you fall off a board, you can really hurt your head. _____ skateboarders wear helmets.
- 2 If _____, all skateboarders should wear knee and elbow pads as well.
- 3 _____ you keep your board in good condition.
- 4 Many people skate on their own, but _____ it's more fun and safer to skate with friends.

PLAN

6 Plan a blog post to give safety advice. Choose an activity and think of three questions about doing it safely. Take notes for the answers.

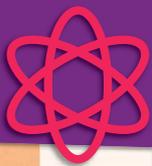
- 1 _____
- 2 _____
- 3 _____

WRITE

7 Write your blog post. Remember to include an introduction, three questions and answers, an ending, and phrases from the *Useful Language* box.

CHECK

- 8 Do you ...
- answer each question?
 - use *should/shouldn't* and *must/must not*?
 - use vocabulary from this unit?



An Information Pamphlet

1 Look at the information pamphlet. What is it about?

- a The dangers of the desert
- b How animals live in the desert

2 Read the pamphlet again. Are the sentences **T** (true) or **F** (false)?

- 1 All deserts are hot and dry. F
- 2 Birds can help you in the desert.
- 3 If you drink water, you won't get heat cramps.
- 4 A *haboob* is a desert animal.
- 5 You shouldn't wear sandals in the desert.
- 6 Scorpions live in dark places.

3 Complete the chart. Put the five dangers in the desert in the correct groups.

Desert Animals	Desert Weather	Our Bodies in the Desert
		thirst

How to Work in Groups



4 Listen and decide which student worked in these ways. Write **J** (John), **I** (Isla), or **P** (Poppy).

- 1 The group decided what the different jobs were for the project. Each person did a different job.
- 2 The group shared the writing on the project. Each person wrote a different section.
- 3 Each person worked alone first. Then they chose different sections of each person's work to make their poster.



5 Which of the ways of working do you think is best? Why? Share your ideas with a partner.

Desert Survival

Fact File

- ❖ A desert is a place with less than 250 mm of rain per year.
- ❖ Around 30% of the land on the Earth is desert.
- ❖ Only 20% of deserts are sandy. Some have snow.
- ❖ Highest temperature in a desert: 56.7°C (Death Valley, U.S.A.)
- ❖ Lowest temperature in a desert: -89.2°C (Antarctica)

Deserts are extremely big, extremely dry, and extremely dangerous! If you are lost in one, here are some of the dangers you should know about.



Thirst

What's the danger?

You can't live without water for more than three days.

What should you do?

Walk slowly and rest often. If you don't, you'll lose a lot of water as sweat.

Drink a little and often.

If you see birds, follow them. They'll take you to the nearest water.

Heat Cramps

What's the danger?

As well as water, your body needs salt. When you sweat, you lose a lot of salt. If you lose too much, your legs and arms will begin to hurt. This is called heat cramp, and in the desert it can be dangerous.

What should you do?

Make sure you carry salt tablets with you. They can save your life!



Sandstorms

What's the danger?

When it gets windy in the desert,

sandstorms happen. In Arabic, these huge walls of sand are called haboob. They are sometimes more than a kilometer high and can move at 40 kilometers per hour.

What should you do?

If a haboob is coming, you must hide.

Sandstorms usually last for a few minutes, but sometimes they last three hours!



Snakes

What's the danger?

If you're in the Arizona Desert and you hear a rattle, it's probably a

rattlesnake, and its bite can kill.

What should you do?

Wear strong boots, not sandals. If you see a snake, move carefully away. If it bites you, you must find a doctor as soon as you can.



Scorpions

What's the danger?

There are 2,000 different types of scorpions and 30 of them can kill.

What should you do?

Scorpions live under rocks, so you should be careful where you put your hands!



PLAN

6 Work in groups to plan an information pamphlet. Choose a remote place. Then follow the steps below.

- Decide how your group will work together.
- Decide on the sections your information pamphlet will include.
- Decide what images and diagrams you could include.
- Make a first draft of your pamphlet.
- Share your first draft with another group to get their feedback.

PRESENT

7 Display your information pamphlet on your classroom wall. Remember to include different sections, interesting facts and pictures, and the tips in *How to Work in Groups*.

CHECK

8 Ask different groups how they worked. Did they work in the same way as you? Who worked in a group best?

6 REVIEW

VOCABULARY

1 Circle the correct words.

- Sue touched a hot pan and *burned / sprained* her fingers.
- Juan *slipped / scratched* on some ice.
- Jane *bruised / fell off* her bike.
- Andy got *bitten / stung* by a bee.
- Masha *fell off / tripped over* a plant in the garden.
- I *cut / broke* my finger with a knife.

2 Match the words in the box with the descriptions. You can use the words more than once.

cheek chin elbow forehead
heel knee shoulder toe wrist

- We have two or more of these.

- These are parts of your arm.

- These are parts of your leg and foot.

- These are parts of your face.

GRAMMAR IN ACTION

3 Complete the sentences with *should/shouldn't* or *must/must not* and the verbs in the box.

sleep stay talk wear

- You _____ a seatbelt in the car.
- You _____ in the sun too long.
- You _____ for eight hours at night.
- You _____ on your phone while you're riding a bike.

4 Complete the sentences with the zero or first conditional.

- If you _____ (not be) more careful, you _____ (have) an accident.
- When Gina _____ (go) skateboarding, she always _____ (wear) a helmet.
- If someone _____ (break) a leg, it _____ (hurt) a lot.
- If the weather _____ (get) worse, the climbers _____ (be) stuck on the mountain.
- Snakes _____ usually _____ (not bite) you if you _____ (not disturb) them.

5 Circle the best words to complete the notes.

Stay Safe in the Forest

Before you go, you ¹*should / shouldn't* tell someone where you're going. If you get lost, it ²*is / will be* easier to find you.

You ³*must / must not* take a map. If you ⁴*don't / won't* follow a map, you'll probably get lost.



You ⁵*shouldn't / must not* eat mushrooms. Some are very dangerous – if you ⁶*eat / will eat* them, you can get extremely sick.

You ⁷*should / shouldn't* run away from a bear. If you stay calm and walk away slowly, you ⁸*will be / are* OK.



Self-Assessment

I can talk about accidents and injuries.



I can talk about parts of the body.



I can use *should/shouldn't* and *must/must not*.



I can use the zero conditional and first conditional.





LEARN TO ... GIVE USEFUL OPINIONS ABOUT YOUR PARTNER'S ENGLISH

Be polite when you give opinions about your partner's English. You can help each other improve.

6 Read the advice about how to give useful opinions. Complete the advice with *should* or *shouldn't*.

What you ¹ _____ do to help your partner improve their English

You ² _____ ...

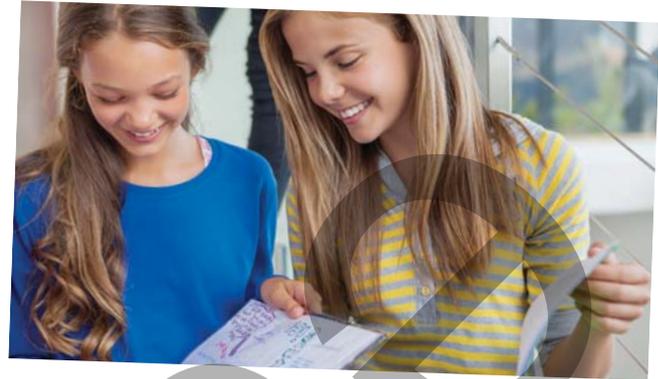
- a say what you think in a mean way.
- b talk about your partner's personality.
- c say that something is better or worse than it is.

You ³ _____ ...

- d say what you think, but also be nice.
- e say positive things.
- f give ideas for how your partner can improve.

7 Match 1–6 with the advice (a–f) in Exercise 1.

- 1 Well done! You're a really interesting person.
- 2 That wasn't your best English, but I know you can do better.
- 3 That was the worst presentation ever!
- 4 You made some mistakes with the first conditional. Why don't you study the grammar from the unit again?
- 5 You used a lot of adjectives to describe things. That was really nice!
- 6 Your English was awful!



8 Invent a story about an accident. Use one word or phrase from each box, and think about the answers to the questions below.

crocodile knife mirror
scissors snake

break cut get bitten hit slip

- What were you doing when the accident happened?
- What happened?
- How did you feel?
- Did anybody help you?
- What happened then?
- What should people do to avoid a similar accident?

9 Take turns telling your stories. While your partner is speaking, think about what they do well and how they can improve.



10 Give three helpful opinions about your partner's English. Use the phrases in the box.

I liked the way you ...
Why don't you ... ?
You made some mistakes with ...
You used ... That was nice!

Unit 6

Communication

MAKING SUGGESTIONS

Student A

- 1 You want to do the following things. Ask your partner for suggestions. Respond positively or negatively to what your partner says using the *Useful Language* below. Start the conversation with:

I want to What do you think?



- 1 give my mom a nice present



- 2 improve my English



- 3 start a blog

Useful Language
Awesome
I'll have a go at it
Good job
Thanks, but I'm not sure about that.

- 2 Listen to your partner's ideas and make suggestions using the *Useful Language* below.

Useful Language
How about ... ing ...?
Why don't you ...?
You should definitely ...
Make sure you don't ...

MAKING SUGGESTIONS

Student B

- 1 Listen to your partner's ideas and make suggestions using the *Useful Language* below.

Useful Language
How about ... ing ...?
Why don't you ...?
You should definitely ...
Make sure you don't ...

- 2 You want to do the following things. Ask your partner for suggestions. Respond positively or negatively to what your partner says using the *Useful Language* below. Start the conversation with:

I want to What do you think?



- 1 do something special for my birthday

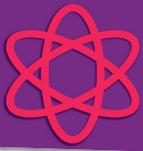


- 2 decorate my bedroom



- 3 make a vlog

Useful Language
Awesome
I'll have a go at it.
Good job
Thanks, but I'm not sure about that.



Small but deadly

Imagine you are trekking through a rainforest. You're amazed at the rich variety of wildlife, although you're nervous about meeting a jaguar or a boa constrictor. Suddenly, you see something bright and yellow on a plant. You move closer and realize that it is a tiny frog. "Frogs aren't dangerous," you think, and you hold out your hand ...

Stop! The animal in front of you is *Phyllobates terribilis*, or the golden poison frog. It is the most poisonous land animal in the world.

The golden poison frog is an amphibian that lives in the rainforests of Colombia. It is only about 5 cm long and weighs less than 25 grams. It is a **carnivore**, and it eats ants, beetles, and centipedes that only live in the rainforest. Scientists believe this specific diet produces the poison that the frogs secrete from their backs. If a human touches a golden poison frog, it can cause **swelling**, nausea, paralysis, or even death.



Incredibly, these frogs may also be good for humans. Scientists are investigating how they can use frog poisons in medicines to treat heart conditions. However, **deforestation** and pollution mean the golden poison frog is in danger. If we do not protect the tropical rainforests, this beautiful but **deadly** animal will soon disappear.

So, if you see one of these creatures in the jungle, keep your distance and leave it alone. Then you will both stay safe.

1 Look at the title and photo. What information can you guess about this frog?

6.13 2 Read the article. Were your ideas correct?

3 Complete the fact file about the golden poison frog.

SCIENTIFIC NAME:	1	<u>Phyllobates terribilis</u>
TYPE OF ANIMAL:	2	_____
SIZE:	3	_____
WEIGHT:	4	_____
DIET:	5	_____
HOME:	6	_____

4 Complete the sentences.

1 The golden poison frog can hurt people if _____

2 It can help people because _____

5 Complete the sentences with the words in bold.

1 This snake has a _____ bite. It can kill you.

2 There was _____ on his toe where he was stung. His toe was bigger than usual.

3 Because of _____, a lot of animals have lost their homes.

4 An animal that eats meat (for example, a cat) is a _____.

Explore It!

Guess the correct answer.

The golden poison frog has enough poison to kill ...

- a a cat.
- b 20,000 mice.
- c an elephant.

Find another interesting fact about a dangerous animal. Then write a question for your partner to answer.



7

Are you connected?

LEARNING OUTCOMES

I can ...

- understand texts about technology
- give instructions to explain how to use something
- write an article
- understand how to use the present perfect: affirmative and negative, *will/won't*, *may*, *might*, and infinitives of purpose
- talk about and describe technology and transportation
- use collocations, recognize opinions, use words that describe sounds, and make and use flashcards.

Start It!

- 1 Look at the photo. What type of car is it?
- 2 Before you watch, what technology have you used today?
- 3 Who planned the first programmable computer? Watch and check.
- 4 Which technology would be most difficult to live without?



Watch video 7.1



p85

Grammar in Action 7.2



p87

Grammar in Action 7.3



p88

Everyday English 7.4



p90

Globetrotters 7.5

VOCABULARY

Communication and Technology

1 Match the words in the box with 1-11 in the picture. Listen, check, and repeat.
7.01

app	<input type="checkbox"/>	emoji	<input type="checkbox"/>	software	<input type="checkbox"/>
chip	<input type="checkbox"/>	message	<input type="checkbox"/>	upload	<input checked="" type="checkbox"/>
device	<input type="checkbox"/>	screen	<input type="checkbox"/>	video chat	<input type="checkbox"/>
download	<input type="checkbox"/>	social media	<input type="checkbox"/>		

2 Complete the sentences with words from Exercise 1. Then listen and check.
7.02

- 1 My phone fell out of my pocket this morning and the screen broke.
- 2 I can't do a _____ with you right now. I don't have a camera on my laptop.
- 3 Most of my friends _____ photos to _____ sites like Instagram.
- 4 Look at this _____ – it's great for practicing new English words. Why don't you _____ it, too?

Pronunciation p138

LEARN TO LEARN

Collocations

Some words are often used together – we call these collocations. Learn them as phrases.

3 Complete these collocations with words from Exercise 1. There is sometimes more than one possible answer.

- 1 _____ software
- 2 use a messaging _____
- 3 electronic _____
- 4 send a _____
- 5 computer _____
- 6 _____ photos

4 Take turns starting and finishing the collocations you made in Exercise 3.

Send a ...

Send a message?



Use It!

5 Use words from Exercise 1 to write three sentences about you or people you know.

1 *My brother has a lot of apps on his phone.*

- 2 _____
- 3 _____
- 4 _____

6 Compare your sentences.

I spend about three hours a day in front of a screen.

I only spend about two hours.

Explore It!

Is the sentence **T** (true) or **F** (false)?

People with nomophobia feel scared when they don't have their phone with them.

Find another interesting fact about technology. Then write a question for your partner to answer.



READING

A Magazine Article

1 Look at the photos. What do you think the article is about?



2 Read the article and check your answer.

7.06



Smartphones and Us

Noah Smith investigates how smartphones have changed our lives.

In 1994, the IBM Simon arrived. It was a small computer that made calls! OK, it weighed half a kilogram and it didn't have a camera, but it was technically a smartphone. Today's devices are smaller, faster, and more fun. Nearly 3 billion people own one, and they have transformed our lives.

○○○ Communication

Smartphone technology has given us many ways to communicate, but the most popular is messaging. Users of one very well-known app, for example, send 60 billion messages every day!

And then there's video. Once, video calls were science fiction – they still are for my grandparents – but for my generation, video chats have become completely normal.

○○○ Entertainment

Gaming apps let us play our favorite games anywhere, anytime on our phones – and that's usually the real reason why my sister hasn't done her homework! She isn't alone. About 200 million people in the U.S.A. play online games, and globally the industry is worth billions of dollars. Personally, I'd rather listen to my favorite bands. Smartphones are great for that, too!

○○○ Sharing

Smartphones haven't made us nicer people, but together with social media, they've made it easier for us to have hundreds of "friends." Around 2.5 billion of us have created social media profiles. We post status updates, upload our photos, and share videos. Many of us have shared our whole lives online. Which reminds me – I haven't updated my status today!



3 Read the article again. Write what the numbers refer to.

- 1 half a kilogram _____
- 2 nearly 3 billion _____
- 3 60 billion _____
- 4 about 200 million _____
- 5 2.5 billion _____

4 **EXAM** Circle the correct answers.

- 1 What couldn't computers do before 1994?
A make calls B send emails C save documents
- 2 What was unusual about the IBM Simon compared to modern devices?
A It was smaller and faster.
B It had an excellent camera.
C It weighed half a kilogram.
- 3 What is the most popular form of smartphone communication?
A phone calls B messages C video chats
- 4 What does Noah's sister enjoy doing?
A playing games B sharing photos
C listening to music



5 Complete the words for the numbers. Then listen and check.

7.07

- 1 1,000,000,000,000 = one trillion
- 2 1,000,000,000 = one _____
- 3 1,000,000 = one _____
- 4 1,000 = one _____
- 5 100 = one _____

Voice It!

6 Do you agree with the statements below? Discuss with your partner, using the phrases in the box.

I strongly agree. I agree. I'm not sure.
I disagree. I strongly disagree.

- 1 People use their smartphones too much.
- 2 Children under ten shouldn't have a smartphone.
- 3 There should be no smartphones in schools.
- 4 I couldn't live without a smartphone.



Finished? p124 Ex. 1

GRAMMAR IN ACTION

Present Perfect: Affirmative and Negative



Watch video 7.2
Name two things Sophia has learned.
What's the best thing that the vlog has given her?

	I/You/We/They	He/She/It
+	Smartphones ¹ _____ transformed our lives.	Technology ³ _____ given us many ways to communicate.
-	Smartphones ² _____ made us nicer people.	My sister ⁴ _____ done her homework.

1 Complete the examples in the chart above with the correct form of **have (not)**. Use the article on page 84 to help you.

2 Complete the sentences with the present perfect form of the verbs in parentheses.

- Smartphones *have changed* our lives. (change)
- They _____ easier to carry. (become)
- Smartphone technology _____ more interesting. (become)
- Smartphones _____ it possible to communicate with more people. (make)
- Noah _____ his online status. (not update)

7.08 3 Complete the conversation with the present perfect form of the verbs. Then listen and check.

ask find leave look lose
not charge not hear not see put

- JACK** What's wrong, Kim?
KIM I ¹ *'ve lost* my phone. Do you know where it is?
JACK No, I don't. I ² _____ it ring, either. Maybe it's in your coat pocket.
KIM I ³ _____ in all my pockets. It's not there.
JACK Maybe you ⁴ _____ it in Mom's car.
KIM No, I don't think so. I used it this afternoon, but I can't remember where I left it.
JACK Maybe Mom ⁵ _____ it somewhere.
KIM No, I ⁶ _____ her and she says she ⁷ _____ it. Jack, can you call me?
JACK I think so. I ⁸ _____ my phone, but I think it has enough power left. Hang on ... OK, I'm calling you ...
KIM Here, look! I ⁹ _____ it. It was in my bag all the time.

4 Answer the questions with present perfect sentences. Use the words in the boxes.

break buy forget

password screen tablets



- Why can't Orla use her laptop?

- Why are Elena and Ruby so happy?

- Why is Andrey upset?

Use It!

5 Write three sentences about what you have or haven't done today. Use the ideas in the box.

chat / on social media check / my emails
upload / a photo watch / TV

- I've watched TV.* _____
- _____
- _____
- _____

6 Tell your partner about the things you've done.

I haven't uploaded a photo, but I've played my favorite computer game.

Finished? p124 Ex. 2

VOCABULARY AND LISTENING

Getting Around

1 Complete the phrases with the verbs in the box. Listen, check, and repeat.

catch/take get into get off get on
get out of go by go-on



go on
foot

a train

tram



a plane

a car

a taxi

a bus

Get It Right!

We use **take** and **catch** with planes and with public transportation. But we can't say *catch a taxi*.

We **get on** and **off** public transportation or a bike. But we **get into** and **out of** a car.

We use **go by** with all transportation. But we say **go on foot**, not *go-by-foot*.

2 Complete the sentences with verbs from Exercise 1.

- I'm *getting off* this bus at the next stop.
- My dad has _____ a taxi to the airport.
- Yesterday we _____ to the island _____ ferry.
- I bought my ticket from the driver when I _____ the bus.
- Don't forget to turn off the lights before you _____ the car.

Use It!

3 Tell your partner about two different ways to get to these places from your home.

your school a town in your country New York

To get to school, I can go on foot to the bus stop and then catch a bus. Or I can go by bike.

A Radio Interview

4 Look at the forms of transportation in Exercise 5. Will we use them in the future? Discuss with a partner.

5 Listen to the radio interview. Put the forms of transportation in the order you hear them (1-3).



LEARN TO LEARN

Recognizing Opinions

It's important to understand the difference between facts and opinions. When people give an opinion, they often begin with phrases like these:

In my view ... In my opinion ... I (don't) think ...

6 Listen again. Which of these opinions does the professor have?

- Flying cars aren't the answer to traffic jams.
- There will be a lot of flying cars soon.
- People won't use jetpacks to get to work.
- The hyperloop is just science fiction.
- The hyperloop will change our lives.

GRAMMAR IN ACTION

Will/Won't, May, and Might



Watch video 7.3
What won't James be in ten years' time?
How will he make the vlog look better?

	Certain Predictions	Uncertain Predictions
+	It ¹ _____ really change our lives.	We may have jetpacks one day just for fun. We might see hyperloops between big cities.
-	We ² _____ see a lot of flying cars.	They ³ _____ not be useful for getting to work. We might not need to wait much longer.

1 Complete the examples in the chart above.

2 Are these predictions **C** (certain) or **U** (uncertain)?

- Cars might be less noisy. U
- Every family will have a flying car.
- Fifty years from now, children may go to school by jetpack.
- Jetpacks won't be very useful for most people.
- Everyone will travel by hyperloop.
- Some people might not want to travel on a hyperloop.

3 Listen to Danielle talking about transportation in the future. Which of the predictions in Exercise 2 does she make?



Use It!

4 Complete the sentences about the future with **will/won't** or **may/might (not)**. Then compare your opinions in pairs.

- People _____ have their own airplanes.
- People _____ go to work by bike.
- We _____ need smartphones.
- We _____ use paper.
- There _____ be books and magazines.

Infinitives of Purpose

To + Infinitive

A lot of us catch a bus¹ _____ (go) to work.
² _____ (solve) the problem, we should invent flying cars.
It takes a lot of energy³ _____ (lift) a person off the ground.

5 Complete the examples in the chart above with the correct form of the words in parentheses.

6 Match 1–5 with a–e.

- | | |
|---------------------------|--------------------------|
| 1 Can I borrow your phone | a to have lunch? |
| 2 Is there a printer | b to check your emails. |
| 3 You can use my laptop | c to make a call? |
| 4 Why don't we stop | d we decided to fly. |
| 5 To get there sooner, | e to print these photos? |

Use It!

7 Complete the sentences with your own ideas and tell your partner.

- I went to _____ to _____

- I bought a _____ to _____

- I took a _____ to _____

I went to Chicago to visit my cousin last summer.

Finished? p124 Ex. 3

SPEAKING

Giving Instructions

1 Listen to the conversation. What is Tom explaining to his dad?

- a How to take a photo
- b How to record a video



TOM



DAD



TOM So, Dad, before ¹*you start*, switch the camera to video mode. Have you done that?

DAD Like this?

TOM Yes, that's right. It needs to be in video mode to record a video. Now, look at this little screen.

DAD I can't see anything.

TOM Ah. Remember ² _____ put your hand in front of the camera!

DAD Is this better?

TOM Not quite. Look, you need to keep your fingers here. That's it. Now, do you see this button?

DAD This one?

TOM No, not that one. This one here. It's ³ _____ that it's turned on if you want to record sound. Oh, and ⁴ _____ sure that the light is red. That means you're recording. Got it?

DAD Yes, I think so. Thanks, Tom!

2 Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

- Before you start, ...
- It's really important that ...
- Make sure that ...
- Remember (not) to ...

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 7.4
Everyday English

Got it? Like this?
Not quite. That's it.

4 Match the phrases in the *Everyday English* box with their meanings.

- 1 That's right. _____
- 2 Do you understand? _____
- 3 This way? _____
- 4 Not exactly. _____

PLAN

5 Work in pairs. Plan some instructions for using an electronic device. Write your ideas below.

What you are teaching people to do:

The steps that are needed to use the device:

- 1 _____
- 2 _____
- 3 _____
- 4 _____

SPEAK

6 Work in pairs. Practice a conversation giving instructions for your device. Remember to use infinitives of purpose, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

What are the instructions for?

Are the instructions clear? _____

WRITING

An Article

1 What are the students in the photo doing? What technology do you use at school?



2 Read the article. Underline the modern technology words it mentions.

School Technology

1 Teaching has changed a lot. For instance, in the past, teachers used blackboards, and children wrote everything with pen and paper. What's more, the only technology in classrooms was a TV or perhaps a cassette player.

2 Today, in contrast, teachers use a lot of technology. For example, most classrooms have Wi-Fi. In addition, teachers use interactive whiteboards, and children use tablets to do exercises or play games. With technology such as video chat, classes can work with students in another country. This makes learning easier and more fun.

3 Some people think that robots might teach students one day. However, I don't think that will happen. Teachers help us learn things, but they take care of us, too. Robots can't do that. The technology may change over time, but the best teachers will always be real people.

3 Read the article again. Are the sentences **T** (true) or **F** (false)?

- 1 In the past, there was a lot of technology in the classroom. ___
- 2 It's normal now for classrooms to be connected to the Internet. ___
- 3 Today, students chat with their classmates using video chat. ___
- 4 Robots will replace teachers. ___

Useful Language

Giving examples:

For instance, For example, such as

Adding more information:

In addition, What's more,

4 Read the phrases in the *Useful Language* box. Then **circle** the correct words.

- 1 Tablets are often cheaper than laptops. *What's more, / For example,* they're easier to carry.
- 2 The first cell phones could only make calls. *In addition, / For instance,* they were huge.
- 3 In the future, schools might use technology *such as / what's more* 3-D printing.

PLAN

5 Plan an article about technology in the home. Think about cooking, cleaning, and entertainment. Take notes for three paragraphs.

- 1 Technology at home in the past: _____
- 2 Technology at home today: _____
- 3 Predictions for the future: _____

WRITE

6 Write your article. Remember to include three paragraphs, past and present tenses, predictions with *will/won't* and *may/might (not)*, and phrases from the *Useful Language* box.

CHECK

7 Do you ...

- describe technology in the past?
- describe technology in the present?
- make certain and uncertain predictions for the future?

Finished? p124 Ex. 4



AROUND THE WORLD

READING

An Article

1 Look at the photos on page 91. Where do you think this is? What is happening in each photo?



2 Read the article. Match photos a–e with paragraphs 1–5.

3 Answer the questions.

- 1 Where does Seo-yun keep her smartphone at night? *Next to her bed.*
- 2 What are her two ways of getting to school?

- 3 How does Seo-yun pay for her bus journey?

- 4 What are the other passengers doing on the bus?



Globetrotters

Watch video 7.5
Hello, Robots!

- What things do you use robots for?
- What is an android?
- What do you think the future of robots will be?

Voice It!

4 Discuss the questions.

- 1 How does Seo-yun’s family use technology to connect with the world?
- 2 How does technology improve human connection?
- 3 What are its negative effects?

One Morning in the High-Tech Capital of the World

1 6:30 a.m.

An alarm buzzes and Seo-yun’s phone wakes her up for another day in Seoul, the world’s “tech capital.” In the bathroom, she tells the voice-activated shower to start. Water gushes from the shower, but it’s too cold. “Warmer, please!” Seo-yun calls out.

2 7:20 a.m.

In the kitchen, Dad makes breakfast. While they wait, Seo-yun and her sister, Ji-woo, watch cartoons on the “family hub” – a huge tablet screen built into the fridge door. They hear a “ping” from Seo-yun’s phone – one of her friends has sent a message. Will she go to school on foot or take the bus? Seo-yun asks the family’s voice-activated device to check for rain while she checks her travel app to see what the traffic is like.

3 8:00 a.m.

Seo-yun has decided to take the bus. There’s a beep as she swipes her phone over a sensor when she gets on, and then she takes a seat. On the way, she reads an online comic, and she puts in earphones to enjoy all the bangs, crashes, and other sound effects without disturbing other passengers. She doesn’t need to worry, though. They’re all glued to their screens, too!

4 8:10 a.m.

Seo-yun’s mom has taken the KTX bullet train to meet colleagues in Busan. The train roars between the two cities at nearly 300 kph. During the journey, she has a video chat with her boss. The journey may soon be much quicker. The government wants to build a new kind of train line called a hyperloop, with trains that zoom along at 1,000 kph.

5 8:20 a.m.

Ji-woo has arrived at school, and the teacher’s robot helper, iRobi, comes to Ji-woo with a whir of electric wheels. iRobi marks her attendance and uses face recognition to check her mood. “Excited?” asks iRobi. Of course. Today Ji-woo might have a gymnastics class with Genibo, the school’s robot dog. That’s education – Korean style!

LEARN TO LEARN

Words that Describe Sounds

There are many English words that sound similar to the sounds they describe.

5 Find words in the article for these sounds.

- 1 three sounds that a smartphone makes (paras 1, 2, and 3) *buzzes* _____
- 2 the sound of water coming out fast (para. 1) _____
- 3 two loud sounds when one thing hits another (para. 3) _____
- 4 the sound of a machine working quietly (para. 5) _____

6 Work in pairs. Say the words in the box and discuss what sounds you think they describe. Then use a dictionary to check.

crack hiccup hiss meow pop splash woof



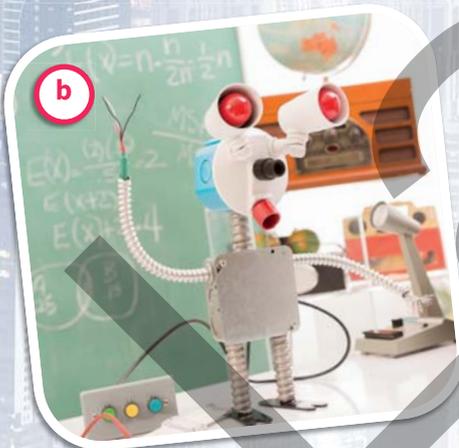
Explore It!

Guess the correct answer.

South Korea has the world's fastest ...

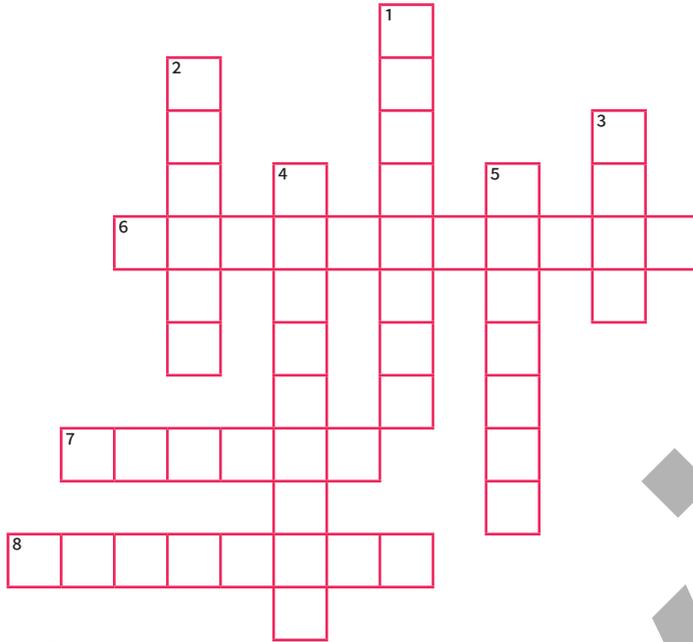
a internet speeds. **b** trains. **c** ferries.

Find another interesting fact about South Korea. Then write a question for your partner to answer.



VOCABULARY

1 Complete the crossword.



Across

- 6 Facebook and Instagram are examples of this.
- 7 A general word for an electronic gadget.
- 8 All the programs that tell a computer what to do.

Down

- 1 Take a file, photo, video, etc. from the Internet and put it onto your device.
- 2 Put a file from your device onto the Internet.
- 3 The “brain” inside your computer or phone.
- 4 This is when you see and talk to someone using your computer or phone.
- 5 A short text that you send to someone.

2 Circle the correct words.

- 1 Eva *caught / went by* the bus outside the bank.
- 2 Jo traveled from Boston to New York *on / by* train.
- 3 Nina went to the library *by / on* foot.
- 4 Zehra got *off / out* the tram at the last stop.
- 5 Luke *took / caught* a taxi from home and got *out / off* at the airport.

GRAMMAR IN ACTION

3 Complete the sentences with the present perfect form of the verbs in parentheses.

- 1 How annoying! My phone is on silent and I just realized that I _____ five calls. (miss)
- 2 You don't need to call a taxi. I _____ one with this app. (book)
- 3 I don't know what Dina's brother looks like. She _____ any photos of him. (not share)
- 4 I _____ their new album. I heard it isn't very good. (not download)

4 Circle the correct answers.

- 1 The bus ... leave at 10:02 exactly. It's never late.
a may b will c won't
- 2 They ... be able to do it, but they're trying.
a can't b might c may not
- 3 Hamza bought some tools ... his bike.
a fix b to fix c for fix
- 4 We don't have enough ink ... the photos.
a to print b for to print c for print

Self-Assessment

I can talk about communication and technology.



I can talk about getting around.



I can use the present perfect to make affirmative and negative sentences and questions.



I can use *will/won't*, *may*, and *might* to make predictions.



I can use *to* + infinitive to talk about purpose.

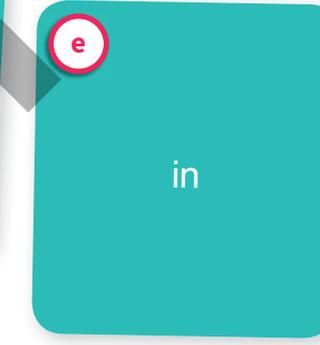
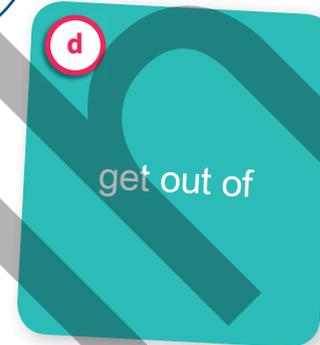
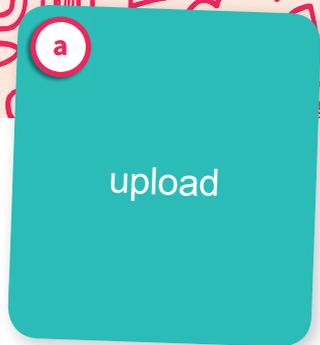
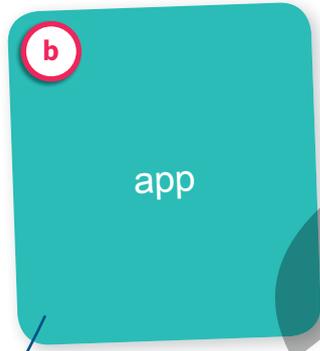




LEARN TO ... MAKE AND USE FLASHCARDS

You can use flashcards to learn collocations and phrases with prepositions.

5 Match the front and back of the flashcards.



6 Match the flashcards in Exercise 1 with the different types of flashcard a-c below.

- a a phrase with the preposition missing
- b a collocation with one word missing
- c opposite collocations with one of them missing

7 Choose five collocations or phrases with prepositions from Unit 7. Use them to make the different types of flashcards in Exercise 2.

8 Show the front of your flashcards from Exercise 3 to your partner. Can they guess what is on the back of each flashcard?

Mobile ... Voice-activated ...

No, it begins with the letter "e."

Electronic device?

Yes! That's right!

9 Discuss the questions with your partner. Which are ...

- 1 easier to make: flashcards with phrases with prepositions or flashcards with collocations?
- 2 easier to remember with flashcards: phrases with prepositions or collocations?

Our Ideal Classroom

Our classroom will have a large TV screen so we can have a video chat with our friends in schools in other countries. We will be able to speak so many languages!

The sink will be voice activated. We will be able to wash our hands by giving the sink simple instructions, for example: *Start! Warmer! Colder!*



The fridge in our classroom will have a built-in tablet where we can go online. We will also be able to leave our food and drinks in it and get them when we feel hungry or thirsty.

iRobi will be able to take attendance and organize on-screen lessons so our teacher will have more time with us individually!

There will be a device to check exams. We will scan our exams and the computer will give us our grades in two seconds – and they will always be good grades!

8

What is success?

LEARNING OUTCOMES

I can ...

- understand comments on a webpage and a talk about a young inventor
- answer questions in a job interview
- write a competition entry
- understand how to use present perfect for experience, and reflexive and indefinite pronouns
- talk about exceptional jobs and qualities, and achievements
- form people words, take notes, and make a vocabulary study plan
- manage my time and create a timeline

Start It!

- 1 Look at the photo. What did the girl and her mother do?
- 2 Before you watch, think of three great human achievements.
- 3 Why do people say fire is a great human achievement? Watch and check.
- 4 Think of three personal achievements for you.



Watch video 8.1



Grammar in
Action 8.2

p97



Grammar in
Action 8.3

p99



Everyday
English 8.4

p100

VOCABULARY

Exceptional Jobs and Qualities

8.01 **1** Match the jobs with the photos. Listen, check, and repeat.

- | | | | |
|---------------|-------------------------------------|---------------|--------------------------|
| athlete | <input type="checkbox"/> | inventor | <input type="checkbox"/> |
| businessman/ | | mathematician | <input type="checkbox"/> |
| businesswoman | <input type="checkbox"/> | scientist | <input type="checkbox"/> |
| composer | <input type="checkbox"/> | writer | <input type="checkbox"/> |
| engineer | <input checked="" type="checkbox"/> | | |



8.02 **2** **Circle** the correct words. Then listen and check.

- Athletes like runners and swimmers have incredible *creativity* / *strength*.
- The scientist Albert Einstein was famous for his great *intelligence* / *strength*.
- At just four years old, Mozart showed a lot of *skill* / *determination* as a composer.
- J. K. Rowling's *creativity* / *intelligence* as a writer made her famous around the world.
- Ada Lovelace was an English mathematician. Her *talent* / *creativity* for math helped to make the modern computer possible.
- The inventor Thomas Edison worked with a lot of *determination* / *talent* over many years to make his light bulb work.

LEARN TO LEARN

Word Formation: People Words

To form nouns to describe people, we often add extra letters to a verb or a noun. We sometimes need to change other letters.

3 Complete the chart with words from Exercise 1.

Verb / Noun	Suffix	People Word
invent	-or	1 <u>inventor</u>
compose		2 _____
write	-er	3 _____
mathematics	-ian	4 _____
science	-ist	5 _____
business	-man	6 _____
	-woman	7 _____

4 Test your partner. Ask who ... ?

Who writes music?

A composer.

Use It!

5 Choose three jobs from Exercise 1. Take notes about the special qualities the jobs need.

- _____
- _____
- _____

6 Discuss your ideas.

I think a writer needs a lot of talent and creativity.

Explore It!

Guess the correct answer.

How old was Louis Braille when he invented his famous alphabet for the blind?

a 10 b 15 c 25

Find another interesting fact about an amazing achievement. Then write a question for your partner to answer.



READING

Online Comments

- 1 Look at the photos and discuss the questions.
 - 1 Are the people successful?
 - 2 What do you need to be successful in these areas?

- 2  8.03 Read the online comments. In which area is each person successful?



Teenagers Taking the World by Storm

Yesterday's article about teenagers' achievements has made a big impression. We've never had so many comments!

 1 Krtin Nithyanandam is only 17, but the intelligence and creativity of this British teen are amazing. He hasn't been to college, but he's done laboratory research into Alzheimer's disease and is the inventor of a new test for it. He's worked with Cambridge University scientists and has won awards. Genius!
smartypants 11 m ago

 2 Have you ever heard of Mikaila Ulmer? This Texas kid has won one of the U.S.A.'s most famous game shows, has made a fortune, and has even met the president. She started a lemonade business and entered a TV competition for entrepreneurs. She won and made a deal worth millions of dollars. I haven't tried her lemonade, but it's called BeeSweet. Mikaila gives money to charities that protect bees, and she's even written a book. For a 13-year-old businesswoman, she's doing pretty well!
Marion_T 56 m ago

 3 We've heard about some incredible prodigies, but how about Alma Deutscher? She's an incredible 12-year-old musician from England. Home-schooled, Alma started playing the piano at two and showed talent even then. She's given concerts all over the world, and she's also a composer. She's composed pieces for whole orchestras and has even written an opera. I'm doing my best to learn the violin, so when I saw Alma on television, I was amazed. With all that skill, I wonder ... has she ever played a wrong note? I doubt it!
Bowfrog 1h 10 m ago

- 3  EXAM Read the comments again. Then mark (✓) the correct column.

Who ...	Krtin	Mikaila	Alma
1 is only 12 years old?			✓
2 is 17 years old?			
3 invented a medical test?			
4 sold lemonade?			
5 plays the piano?			
6 helps protect bees?			

- 4 Find and underline phrases in the comments with **do** or **make**. Complete the chart with two more examples for each.

Do	Make
laboratory research	a big impression

Voice It!

- 5 Discuss the questions.
 - 1 Who do you think has had the most effect on people's lives: Krtin, Mikaila, or Alma? Why?
 - 2 Do you know of another young person who has achieved a lot?

 Finished? p125 Ex. 1

GRAMMAR IN ACTION

Present Perfect for Experience



Watch video 8.2
Has Joann ever lost an art competition?
Which countries has Joann been to?

	I/We/You/They	He/She/It
+	We've heard about some incredible prodigies.	He's worked with Cambridge University scientists.
-	I haven't tried her lemonade. We've ¹ <u>never</u> had so many comments.	He hasn't been to college.
?	Have you ² _____ heard of Mikaila Ulmer? Yes, I have . / No, I haven't .	Has she ³ _____ played a wrong note? Yes, she has . / No, she hasn't .

Pronunciation p138

1 Complete the examples in the chart above with **ever** or **never**. Use the online comments on page 96 to help you.

Get It Right!

We use an affirmative verb with **never**.

I've never played golf. NOT I haven't never played golf.

8.06 **2** Maya Flynn is cycling around the world for charity. Complete the interview with the present perfect form of the verbs. Then listen and check.

PAUL How far ¹ have you cycled (you / cycle), Maya?

MAYA ² _____ (I / ride) 15,000 km so far.
I have another 12,000 to go!

PAUL How many countries ³ _____
(you / cross)?

MAYA ⁴ _____ (I / be) to three continents so far, and ⁵ _____ (I / visit) 12 countries.

PAUL ⁶ _____ (you / have) any funny experiences along the way?

MAYA Well, an emu chased me in the Australian outback.
⁷ _____ (I / never experience) that before!

PAUL No, not many people have! And how ⁸ _____
(your bicycle / be)?

MAYA ⁹ _____ (it / not have) any problems at all. It's a great bike.

PAUL So how much money ¹⁰ _____
(you / make)?

MAYA ¹¹ _____ (I / not reach) my target, but ¹² _____ (I / make) \$30,000 so far.

PAUL That's amazing! Good luck with the rest of your journey.

3 Write questions and short answers about the people in the online comments on page 96.

1 Krtin / work / in a laboratory?

Has Krtin worked in a laboratory?

Yes, he has.

2 Mikaila and Alma / be / to college?

3 Marion_T / try / BeeSweet lemonade?

4 Bowfrog / hear / Alma play?

Use It!

4 Use the words in the box and write questions with the present perfect and **ever** in your notebooks.

be on TV climb a mountain
perform in a concert raise money for charity
win a competition win a race

5 Ask and answer your questions.

Have you ever won a competition?

Yes, I have. I won an art competition in elementary school.

Finished? p125 Ex. 2

VOCABULARY AND LISTENING

Phrasal Verbs: Achievement

1 Listen and repeat the verbs in the box. Complete the sentences with the correct form of the verbs. Then match them with the pictures.

come up with give up
keep up with look up to set up
show off take part in work out

- 1 The professor was so happy when he finally came up with the answer! **g**
- 2 Marcus loves to _____ charity races.
- 3 Martha is nearly at the top. She isn't going to _____ now!
- 4 The others can't _____ Grandma.
- 5 My brother _____ his own business when he was ten.
- 6 Thalia really _____ her mom. She wants to be just like her one day.
- 7 The math problem is hard to _____.
- 8 Aiden likes _____ on the court!



Use It!

2 Use phrasal verbs from Exercise 1 to write three examples from your own life. Compare with a partner.

- 1 _____
- 2 _____
- 3 _____

I wasn't very good at the piano, but I didn't give up.

A Talk

3 Discuss the questions.

- 1 What is the girl doing? 2 What is difficult for her?



4 Listen to a talk. Were your ideas right?

LEARN TO LEARN

Taking Notes

Write key words when you listen. Then use your notes to remember the ideas that you heard.

5 Listen again and take notes for each heading.

Personal details

¹Ann Makosinski – inventor – Canadian

(parents Polish/Filipino)

Her flashlight – how it works

2 _____

Why she thought of the idea

3 _____

Her achievements

4 _____

Her E-Drink mug – how it works

5 _____

6 Explain how Ann's inventions work. Use your notes from Exercise 5.

GRAMMAR IN ACTION

Reflexive Pronouns



Watch video 8.3
What skill should everyone learn?
Who does the vlogger say that everyone should know?

Singular	I → ¹ myself	you → yourself	he → himself	she → ⁴ _____	it → itself
Plural	we → ² _____	you → ³ _____	they → themselves		

1 Complete the examples in the chart above.

2 Complete the sentences about the talk on page 98 with reflexive pronouns.

- Ann taught *herself* the science she needed.
- Ann's flashlight switches _____ off.
- Ann made the flashlight _____.
- Her inventions don't need batteries. They power _____ in other ways.
- If we believe in _____, we can achieve anything.

3 Match 1–6 with a–f. Then listen and check.

- I surprised c
 - John and I introduced _____
 - Jane, make sure that you take care of _____
 - Mike has taught _____
 - You and Vicky should make _____
 - Stan and Ollie prepared _____
- a ourselves to the new neighbors.
b themselves well for the match.
c myself when I did so well on my exams.
d yourselves some sandwiches for lunch.
e himself Spanish and French.
f yourself while I'm away.

Use It!

4 Discuss the questions.

- Have you taught yourself a skill? What?
- How do you reward yourself when you've done something good?
- Where do you imagine yourself ten years from now?

I taught myself to swim when I was eight.

Indefinite Pronouns

People	Things	Places
someone (somebody)	¹ _____	somewhere
everyone (everybody)	everything	³ _____
no one (nobody)	² _____	nowhere
anyone (anybody)	anything	⁴ _____

Ann Makosinski is **someone** I really look up to.
Anything is possible.
No one has thought of these ideas before.

5 Complete the columns in the chart above.

6 **Circle** the correct words in the article. Then listen and check.

TEENAGER SAILS INTO RECORD BOOKS

Dutch teenager Laura Dekker has become the youngest person ever to sail solo around the world. Laura is only 16 years old. No one / *Anyone* so young has achieved this before. Sailing is ²*something* / *nothing* her whole family is crazy about, and Laura learned ³*anything* / *everything* she knows about it from her parents. By the time she was 13, there wasn't ⁴*anywhere* / *nowhere* she couldn't sail by herself. ⁵*Everyone* / *Someone* has a dream, and Laura's achievement shows that ⁶*something* / *nothing* is impossible if you want it enough.



Use It!

7 Complete the sentences. Then compare with your partner.

Everyone in my family likes _____
I don't know anyone who has _____
Something I really want to do is _____
_____ is somewhere I want to visit one day.

Finished? p125 Ex. 3

SPEAKING

An Interview

1 Listen to the conversation. What does Angie want to do?

- a learn to cook very well
- b organize a team



JO So, Angie, why do you want to join our training program?

ANGIE Well, ¹I'm *passionate about* food. I've taught myself a lot about it, but the training will give me the chance to learn new skills.

JO So have you ever worked in a kitchen?

ANGIE Yes, ²_____ working in a restaurant. My grandparents run a restaurant, and I help them on weekends.

JO Oh, really? And what skills have you developed?

ANGIE ³_____ cooking. But the main thing is ⁴_____ be a good team player.

JO That's interesting. Tell me more.

ANGIE Well, I also help the wait staff, you know. We take orders from customers and that kind of thing.

2 Complete the conversation with the phrases from the Useful Language box. Then listen and check.

Useful Language

- I've learned the basics of ...
- I'm passionate about ...
- I've had plenty of experience ...
- I've learned how to ...

3 Look at the Everyday English box. Find and underline the phrases in the conversation.



Watch video 8.4
Everyday English

Tell me more. _____ that kind of thing
the main thing is _____ you know

4 Match the Everyday English phrases with their uses.

You want to ...

- 1 get more information. _____
- 2 refer to similar examples. _____
- 3 say your most important point. _____
- 4 check the person understands. _____

PLAN

5 Work with a partner. In your notebook, take notes on questions to ask in a job interview for one of these jobs.

computer programmer fashion designer
gardener photographer zookeeper

SPEAK

6 Practice the interview with your partner. Remember to use the present perfect to talk about experiences, vocabulary from this unit, and phrases from the Useful Language and Everyday English boxes.

CHECK

7 Work with another pair. Listen to their interview and complete the notes.

What questions did the interviewer ask?

What experience does the interviewee have?

Should the person get the job? _____

WRITING

A Competition Entry

1 Read the advertisement. What sort of competition is this? What is the prize?

2 Read Ajani's competition entry. What has he achieved?

My name is Ajani. My family came to the UK from Afghanistan when I was seven.

My greatest achievement is learning English. When I first arrived, I couldn't understand anyone. At school, I couldn't read or write, and everything was very difficult. However, after a lot of effort, I've managed to learn English. I've even won a national story-writing competition.

How did I do it? First of all, I had a wonderful teacher named Mrs. Connor. She helped me to develop my writing skills. But I also taught myself. I've read plenty of books in English, I've watched a lot of lessons on the Internet, and I've practiced speaking with friends.

If you want to learn a language, my advice to you is to believe in yourself and never give up.



3 Read Ajani's entry again. Are the sentences T (true) or F (false)?

- 1 Ajani is not from England. ___
- 2 He came to the UK by himself. ___
- 3 He still doesn't speak much English. ___
- 4 He speaks English when he's with friends. ___
- 5 He thinks you need determination to succeed. ___

Useful Language

- | | |
|-----------------------|-------------------------|
| after a lot of effort | My advice to you is ... |
| How did I do it? | my greatest achievement |

4 Rewrite the sentences using the phrases in the Useful Language box. You might need to write two sentences.

- 1 I think you should get a teacher. _____
- 2 The team worked hard and won the prize. _____
- 3 Do you want to know how I learned to fly a plane? _____
- 4 Learning French was the best thing I have done. _____

PLAN

5 Plan your own competition entry. In your notebook, take notes for four paragraphs about one of your achievements.

- 1 Introduce yourself.
- 2 Explain the achievement.
- 3 Explain how you achieved it.
- 4 Give advice for other people.

WRITE

6 Write your competition entry. Remember to include the present perfect, reflexive pronouns, vocabulary from this unit, and phrases from the Useful Language box.

CHECK

- 7 Do you ...
- have four paragraphs?
 - explain your achievement clearly?
 - give useful advice?



TECHNOLOGY PROJECT

A Timeline

1 Read texts 1–6 on the timeline quickly. Then match them with the pictures (A–F).

1 C 2 3 4 5 6

2 For each question, choose the correct inventor. Some questions have more than one answer.

Which inventor or inventors ...

- | | |
|--|------------------------------------|
| 1 worked with a brother? <u>d, f</u> | a Eilmer of Malmesbury |
| 2 studied how birds fly? _____ | b Leonardo da Vinci |
| 3 had an accident? _____ | c Denis Bolor |
| 4 wasn't European? _____ | d Joseph-Michel Montgolfier |
| 5 didn't fly the machine himself? _____ | e Jules Giffard |
| 6 designed an aircraft with an engine? _____ | f Orville Wright |

How to Manage Your Time

3 Look at some ideas to think about before you start a project. Mark (✓) the ideas connected to planning your time.

- a** Decide on a topic for the project.
- b** Think about all the tasks you need to do in the time available.
- c** Prioritize tasks – decide what's most and least important.
- d** Include some extra time.
- e** Decide who will do what.
- f** Set long-term deadlines.
- g** Set short-term deadlines.
- h** Review your project regularly to see if you are keeping to your deadlines.



4 Listen to two students planning a project. Which ideas in Exercise 3 do they talk about?

1

Eilmer of Malmesbury, England, has had a great idea. He ties himself to a pair of wings and jumps off the top of a tower. Eilmer flies for 200 meters. No one has ever flown so far. However, Eilmer hasn't thought about the landing! He hurts himself badly, but also gets himself a place in the history books.

1010

4

French businessman Joseph-Michel Montgolfier and his brother, Jacques-Étienne, have invented the world's first hot-air balloon. Now they make a second flight with passengers. But they don't put themselves on board. The three lucky passengers are a hen, a duck, and a sheep!

1783

5

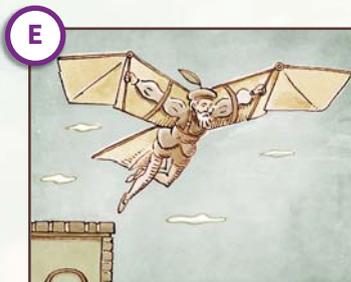
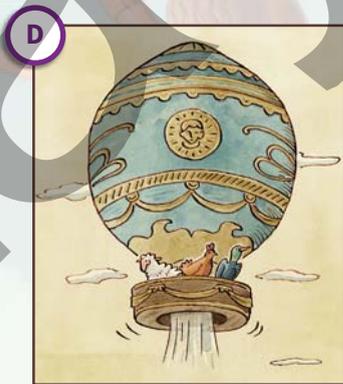
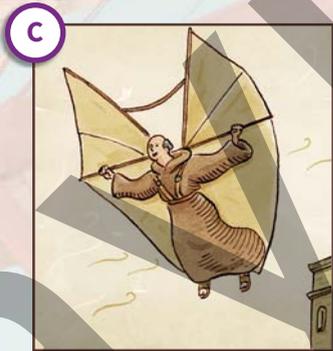
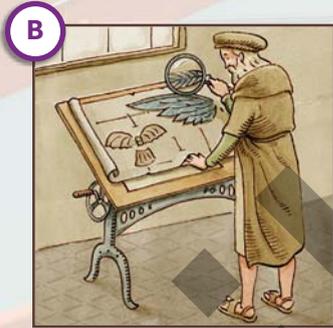
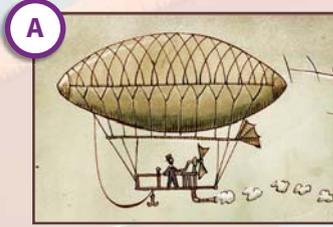
French engineer Jules Giffard connects a steam engine to a huge balloon. It's the first "airship." People have never seen anything like it before. It's the first aircraft that someone can steer. However, the first time Giffard sets off in his airship, it flies around in circles. He can't steer it against the strong Paris winds!

1852

HIGH (AND NOT SO HIGH) ACHIEVERS

THE EARLY HISTORY OF FLIGHT

2 The brilliant Italian scientist and inventor Leonardo da Vinci has looked into how birds fly. Using his discoveries, he designs the world's first flying machine – the Ornithopter. But he has the intelligence not to try it himself! Later, other people try out similar designs, but no one gets very far.



PLAN

5 Work in groups. Plan a timeline. Choose one of the inventions in the box or choose your own. Then complete the steps below.

the Internet the bicycle
the computer the skyscraper

- Decide what tasks you need to do to complete your timeline and how long each will take.
- Set long-term and short-term deadlines and include some extra time.
- Decide who will do each task.
- Research the information you need.
- Find or make pictures for your timeline.

PRESENT

6 Display your timeline on the classroom wall. Remember to include important dates, people and events, interesting pictures, and the tips in **How to Manage Your Time**.

CHECK

7 Look at your classmates' timelines. Which ones have interesting facts? Discuss in your group.

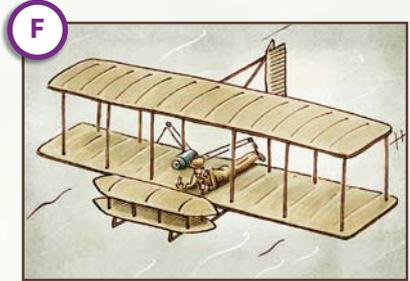
1485

3 Frenchman Denis Bolor has come up with his own flying machine that uses wings with springs. Poor Bolor tries to show off his idea and kills himself when the springs break.

1536

6 It's 10:35 a.m. on December 17. American engineer Orville Wright has lifted himself into the air. He's flying the Wright Flyer, a motor-powered airplane he designed with his brother Wilbur. Orville keeps the Flyer in the air for 12 seconds and travels 37 meters. It isn't a long-distance flight, but it has changed the world forever.

1903



8 REVIEW

VOCABULARY

- 1 Complete the sentences with the words for jobs and qualities.**
- 1 She's going to succeed. She's got plenty of d_____.
 - 2 You need a lot of s_____ to be a concert pianist.
 - 3 C_____ is important if you want to be a good designer.
 - 4 I don't have enough s_____ in my arms to do rock climbing.
 - 5 Nick has written some brilliant songs. I think he'll be a professional c_____.
 - 6 I am terrible at math. I could never be a m_____!
 - 7 I could be an i_____. I have a lot of ideas for new machines.

- 2 Complete the sentences with words from both boxes. Use the correct form of the verbs. Use some words more than once.**

come give keep set work

out up with

- 1 I did ballet for three years, but I _____ because I wasn't good at it.
- 2 Mira is running too fast for me. I can't _____ her.
- 3 We'll need to arrive early to _____ our cookie table at the market.
- 4 Do you know the answer? I can't _____ it _____.
- 5 Amol has _____ a brilliant idea for our team project.

GRAMMAR IN ACTION

- 3 Complete the questions with ever and the verbs in the box. Then write the short answers.**

have ride see try visit

- 1 A _____ you _____ a snake?
B _____, I saw one in our yard.
- 2 A _____ your brother _____ an accident in his car?
B _____, He's a very careful driver.
- 3 A _____ your parents _____ the U.S.A.?
B _____, They went there six years ago.
- 4 A _____ you _____ to invent something?
B _____, but it wasn't successful!
- 5 A _____ Fiona _____ a horse?
B _____, Unfortunately, she fell off!

- 4 Circle the correct words.**

- 1 Dan set up a business *themselves / himself*.
- 2 We built our house *myself / ourselves*.
- 3 You won't achieve *anything / anywhere* if you don't try.
- 4 This computer has taught *itself / myself* to play chess.
- 5 Is there *no one / anyone* who knows Patrick's address?



Self-Assessment

I can talk about exceptional jobs and qualities.



I can use phrasal verbs to talk about achievement.



I can use the present perfect to talk about experiences.



I can use reflexive pronouns.



I can use indefinite pronouns.





LEARN TO ... MAKE A VOCABULARY STUDY PLAN

You can learn vocabulary better by studying it more than once. A study plan can help you do this.

5 Do the quiz. Circle your answers and find out your score.

Do you need a vocabulary study plan?
FIND OUT!

Do you ...

- write new vocabulary in your notebook?
always / sometimes / never
- use flashcards to learn vocabulary?
always / sometimes / never
- look at your vocabulary notes when you do your homework?
always / sometimes / never
- study your vocabulary notes before a test?
always / sometimes / never
- study your vocabulary notes more than three times a week?
always / sometimes / never

Results

always = 2 points sometimes = 1 point never = 0 point

8–10: Well done! You study vocabulary well, but why not try a new study plan?

4–7: Not bad, but a study plan can help you.

0–3: Oh, no! You really need a study plan!

7 Ask your partner the quiz questions. Underline their answers.

8 Compare scores with your partner. Do you both agree with what it says about you?

9 Match 1–3 with a–c. Which sentence surprises you most? Discuss with your partner.

1 We remember vocabulary better when we study it once and _____

2 When you use flashcards to learn vocabulary, _____

3 It's necessary to see, hear, or say a word _____

a 17 times before we remember it well.

b then a few days later (but not the next day).

c you remember it better.

10 Make a list of eight words from this unit that you want to learn. Make flashcards.

SHAPE IT!

6 Follow steps 1–4 to make a 10-day vocabulary study plan.

- Write the dates on the plan, starting with tomorrow's date.
- On the shaded days, test yourself with your flashcards from Exercise 5.
- When you finish studying each day, write "Yes!" in the "Done?" box.
- On day 11, answer the question and circle "a lot" or "a little."

Day	1	2	3	4	5	6	7	8	9	10	11
Date											How much has the plan helped me learn vocabulary?
Done?											

Unit 8

Communication

AN INTERVIEW

Student A

1 You are going for an interview for a job as a sales assistant in a clothing store. Your partner is the interviewer. Answer his/her questions. Before you start, think about these questions. Use the *Useful Language* below.



- Why do you want this job?
- Have you ever worked in a clothing store?
- What useful skills do you have?
- What personal qualities make you good for this job?
- Do you have any questions?

Useful Language

I'm passionate about ...
I've had plenty of/some/no experience ...
I've learned the basics of ...
I've learned how to ...

2 You need a babysitter for your two small children. You are going to interview your partner for the job. Before you start, think of questions to ask him/her. Use the *Useful Language* below.



Useful Language

Why do you want to work as a babysitter?
Have you ever worked with children?
Have you ever worked as a babysitter?
Why are you a good person for this job?
Tell me more.
That's interesting.
Do you have any questions?

AN INTERVIEW

Student B

1 Your partner wants to work as a sales assistant in your clothing store. You are going to interview him/her. Before you start, think of questions to ask him/her. Use the *Useful Language* below.



Useful Language

Why do you want to work here?
Have you ever worked in a store?
Have you ever worked in a clothing store?
Why are you a good person for this job?
Tell me more.
That's interesting.
Do you have any questions?

2 You are going for an interview for a job as a babysitter. Your partner is the interviewer. Answer his/her questions. Before you start, think about these questions. Use the *Useful Language* below.

- Why do you want this job?
- Have you ever worked as a babysitter?
- What useful skills have you got?
- What personal qualities make you good for this job?
- Do you have any questions?



Useful Language

I'm passionate about ...
I've had plenty of/some/no experience ...
I've learned the basics of ...
I've learned how to ...



TECHNOLOGY

1 Look at the photos. Do you know what the invention is and who invented it?



2 Read the article. Check your answers to Exercise 1.

3 Put the events in order.

- a 1 Farnsworth entered invention competitions.
- b He went to college.
- c He had an idea while he was working on his family's farm.
- d Businesses took up his ideas.
- e He produced the first version of a fully electronic television.
- f He had to get a job.

4 Imagine you're going to spend 24 hours without looking at any type of screen. How can you spend your time? Discuss your ideas with a partner.

5 Match the words in bold with the definitions.

- 1 plants that farmers grow _____
- 2 change slowly over a long time _____
- 3 stop doing something before you have completely finished _____
- 4 first example of an invention _____

Explore It!

Guess the correct statement.

- a After his invention, Philo Farnsworth had a television in every room of his house.
- b Philo Farnsworth became one of the first television news presenters.
- c Philo Farnsworth didn't like television and didn't allow his family to watch it.

Find another interesting fact about television. Then write a question for your partner to answer.



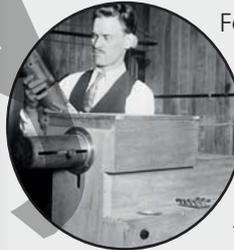
Philo Farnsworth:

A Big Influence on the Small Screen

The television is probably the world's most popular form of entertainment. On average, people around the world watch three hours of television per day, and in Europe and North America, it is closer to four hours. But who is responsible for this amazing invention?



It isn't an easy question to answer because, over the years, different people developed different types of televisions. One of these was Philo Farnsworth, a farmer's son from Utah in the U.S.A. He built the first all-electronic TV set. This young man's creativity and determination made a big difference in the development of the small screen.



Farnsworth was always interested in inventions. As a young teenager, he took part in invention competitions and made mechanical gadgets that helped with household chores. In 1921, at the age of 15, he came up with the basic idea for a totally electronic

television. He was looking at the parallel lines of **crops** on his family's farm when he realized that he could separate images into parallel lines of light, which he could transform into television images.

Farnsworth was a brilliant student and started college, but he was forced to **drop out** and work after his father died. However, he continued to work on his invention. Finally, in 1928, he finalized his **prototype** TV. His invention continued to **evolve** and improve, and throughout his career, different companies produced different versions of it. The television continues to evolve quickly – today's flat-screen smart TVs will surely look old-fashioned to future generations.

9

How do you express yourself?

LEARNING OUTCOMES

I can ...

- understand texts about music
- make polite refusals
- write a review
- understand how to use *going to*, *will*, the present continuous for the future, and the simple present for the future
- talk about and describe musical instruments and genres, and dance styles
- recognize stress patterns, distinguish between speakers, use referencing, and practice your English during vacation

Start It!

- 1 Look at the photo. What do you think the man is doing?
- 2 Before you watch, how does music make you feel?
- 3 How do people who can't hear enjoy music? Watch and check.
- 4 What instruments do you play or do you want to play?



Watch video 9.1



p109

Grammar in Action 9.2



p111

Grammar in Action 9.3



p112

Everyday English 9.4



p114

Globetrotters 9.5

VOCABULARY

Musical Instruments and Genres

1 Match the words in the boxes with the genres (1-6) and musical instruments (7-14) in the pictures. Listen, check, and repeat.

classical hip-hop reggae
folk jazz rock

bass microphone
drums saxophone
guitar trumpet
keyboard violin



2 How many other musical instruments and genres can you think of?

Get It Right!

We say **play football, tennis, golf**, etc.
And we also say **play the piano, the guitar, the trumpet**, etc.

LEARN TO LEARN

Stress Patterns

It's important to learn which syllable is stressed when you learn a new word.

3 Complete the chart with the words in Exercise 1. Then listen and check. Can you add one more word to some groups?

0	folk,
Oo	
oO	
Ooo	classical,
ooO	

4 Take turns clapping the rhythm of a word from Exercise 1. Your partner guesses the word.

Use It!

5 Discuss the questions.

- 1 What kind of music do you like listening to?
- 2 Can you or your friends or family play a musical instrument? Which one?
- 3 Which instruments do you like the sound of?

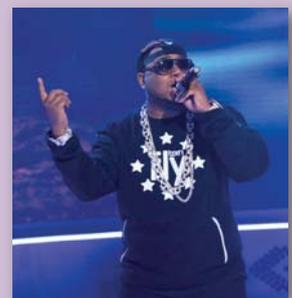
Explore It!

Guess the correct answer.

Chicago rapper Twista is one of the fastest rappers in the world. What's the fastest he can rap?

- a 10 syllables per second
- b 20 syllables per second
- c 30 syllables per second

Find another interesting fact about music. Then write a question for your partner to answer.



READING

An Events Guide

1 Look at the photos of four musicians. What kind of music do you think they play?

9.03 2 Read the events guide. Match musicians 1–4 with the genres that they are going to perform.

blues	<input type="checkbox"/>	pop	<input type="checkbox"/>
country	<input type="checkbox"/>	raga	<input type="checkbox"/>

3 Match concerts A–D with these features. Sometimes there is more than one concert.

- 1 A has only one performer
- 2 _____ includes an electronic instrument
- 3 _____ is free for some people
- 4 _____ has more than two performers
- 5 _____ includes a violin
- 6 _____ starts before eight o'clock
- 7 _____ is cheaper for college students
- 8 _____ starts the latest

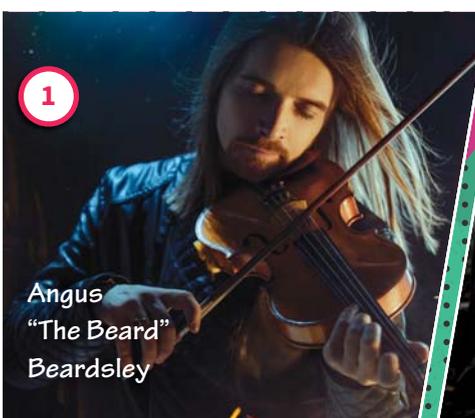
4 Find adjectives in the guide that mean ...

- 1 alone _____ *solo*
- 2 very excited _____
- 3 famous _____
- 4 very unusual _____
- 5 surprising _____
- 6 talented _____

Voice It!

5 Put the concerts in the events guide in order from most interesting to least interesting. Explain your choices to your partner.

Finished? p126 Ex. 1



WATERSIDE ARTS CENTER

What's on at the Waterside

A Tuesday 8 p.m.
Bunny Scraggs
 \$8.00, \$3.00 (student discount)
 We think this show will surprise reggae fans. The Dubster Brothers' bassist also plays blues piano, and he's going to share that talent tonight. In this solo performance, Bunny's going to play and sing his favorite blues classics. However, if you want to hear some of the Dubster Brothers' hits, we're sure Bunny won't disappoint!

C Saturday 7:30 p.m.
Dr Jay and the Rodeo Band
 \$10.00, \$4.00 (student discount)
 For one night only, hip-hop artist Dr. Jay is going to lead country favorites the Rodeo Band (Helen Smith on banjo and vocals, Liam Jones on double bass, Lucy-Anne Flynn on violin). Are you really going to miss this unique event? We're sure you won't want to!

B Thursday 7 p.m.
Janet Glyndebourne and the Donuts
 \$5, no charge for under 16s
 We're thrilled to welcome Janet Glyndebourne to Waterside. However, the well-known opera star isn't going to sing Mozart. Instead, she's going to join Kim Green on synthesizer and Bod on percussion, and they're going to play a concert of pure pop. We're sure it will be a great evening!

D Sunday 9:30 p.m.
Angus Beardsley Plays Raga
 \$15.00, \$7.00
 Rock legends Axel Heads have announced that they aren't going to tour again. Their fans will miss them, but we have some unexpected news! The band's bass player, Angus "The Beard" Beardsley, is also a gifted violinist. On Saturday he's going to team up with sitar player Jagjit Rakha to perform Indian raga. But is "The Beard" going to sing in Hindi, too? Come and find out!

GRAMMAR IN ACTION

Going To



Watch video 9.2
Which music festival is Fiona going to?
What music is Evita going to listen to?

	I/He/She/It	You/We/They
+	He ¹ <i>is going to</i> share that talent tonight.	They ³ _____ play a concert of pure pop.
-	Janet isn't going to sing Mozart.	Axel Heads ⁴ _____ tour again.
?	² _____ "The Beard" _____ sing in Hindi?	Are you really going to miss this unique event?

1 Complete the examples in the chart above with the correct form of **going to**. Use the events guide on page 108 to help you.

2 Complete the sentences about the events guide with the correct form of **going to**.

- The concerts *aren't going to start* (not start) before 7 p.m.
- Two concerts _____ (take) place on the weekend.
- Bunny Scraggs _____ (play) blues piano.
- Janet Glyndebourne _____ (not perform) classical music.

3 Complete the conversation with the correct form of **going to**. Then listen and check.

- AMY Hi, Josh. ¹ *Are you going to go* (you / go) out tomorrow evening?
- JOSH No, ² _____ (I / stay) at home and watch a movie. What about you?
- AMY Yeah. Dr. Jay is at the Waterside. ³ _____ (I / not miss) that.
- JOSH Wow! Really?
- AMY Yeah, really. ⁴ _____ (I / buy) my ticket this morning.
- JOSH Hmm. Sounds interesting. ⁵ _____ (Aneta / join) you?
- AMY No! ⁶ _____ (she / not come). She can't stand Dr. Jay. Why don't you come?
- JOSH OK, you've convinced me. But how ⁷ _____ (we / get) there?
- ⁸ _____ (we / not walk), are we?
- AMY ⁹ _____ (my dad / give) us a ride.

Will and Going To

Get It Right!

We often use **will** for predictions and **going to** for intentions.

*We're sure it **will** be a great evening.*

*Bunny **is going to** play his favorite blues classics.*

4 Decide if these sentences are **P** (predictions) or **I** (intentions). Then complete the sentences and check your answers on page 108.

- We think this show will surprise reggae fans. P
- We're sure Bunny _____ disappoint! _____
- She _____ join Kim Green. _____
- Dr. Jay _____ lead the Rodeo Band. _____

5 Complete Lia's message to Max. Use the verbs in the box with **going to** or **will**.

be buy fail go like not be able play

Hey Max. ¹ Are you and Mo *going to go* to Jo's party? I think it ² _____ fun. Jo's brother has a band, and they ³ _____ at the party. I'm sure you ⁴ _____ them.

⁵ _____ you _____ tickets for the Z Men concert? I probably ⁶ _____ to go. We have a test that week, and I ⁷ _____ it if I don't study.

Use It!

6 Tell your partner about your intentions and predictions for the weekend.

Finished? p126 Ex. 2

VOCABULARY AND LISTENING

Dance Styles

1 Match the words in the box with the photos. Listen, check, and repeat.

ballet dancing	<input type="checkbox"/>	modern dance	<input type="checkbox"/>
ballroom dancing	<input checked="" type="checkbox"/>	salsa dancing	<input type="checkbox"/>
breakdancing	<input type="checkbox"/>	swing	<input type="checkbox"/>
disco dancing	<input type="checkbox"/>	tap dancing	<input type="checkbox"/>
folk dance	<input type="checkbox"/>	Zumba	<input type="checkbox"/>

Use It!

- 2** Discuss the dance styles in Exercise 1.
- 1 What type of music accompanies the styles?
 - 2 What do people usually wear for these styles?
 - 3 Which dance style do you think looks best? Why?

A Discussion

- 3** Listen to a conversation between four students. What are they talking about?
- a a show they have seen
 - b a show they are planning

LEARN TO LEARN

Distinguishing Between Speakers
When you listen to a group of people speaking, but you cannot see them, it can be difficult to understand who says what. For each person, consider these things:

- Are they male or female?
- Are they old or young?
- Do they say any names?

4 **EXAM** Listen again and match the people with the tasks. There are two extra tasks.

- | | | |
|----------|-----|------------------------|
| | a | recording the show |
| 1 Imogen | ___ | b meeting the dancers |
| 2 Marta | ___ | c writing the program |
| 3 Adam | ___ | d organizing the music |
| 4 Jack | ___ | e selling tickets |
| | f | putting out the seats |



Voice It!

- 5** Discuss the questions.
- 1 Have you ever helped organize a school show or a similar event?
 - 2 What do you think is the most difficult part of organizing a show?

GRAMMAR IN ACTION

Present Continuous for Future



Watch video 9.3
What is Paulo doing on Saturday night?
What time does the movie begin?

Present Continuous for Future Plans

I ¹ _____ **writing** the program.
I ² _____ **not doing** anything on Friday afternoon.
³ _____ you **recording** the show, Adam?

> Pronunciation p138

- Complete the examples in the chart above.
- Listen again to the conversation between Imogen and her friends on page 110. Correct the sentences.
 - The teachers are having a party on Friday afternoon.
They aren't having a party. They're having a meeting.
 - Ten dance groups are performing.

 - Jack is recording the show on his phone.

Complete Lilia's post with the present continuous form of the verbs in the box. Then listen and check.

bring come leave meet not do perform play return

Thank you, New Haven! You were a fabulous audience last night! We ¹ *re returning* in April, so I hope we'll see some of you again. Later today, we ² _____ for Hartford. We ³ _____ a new play there called *The Bell*, and I ⁴ _____ a girl who has the power to see the future. Hey, Hartford! If you ⁵ _____ anything on Friday night, come along. Guess who ⁶ _____ to see us on our first night – Jennifer Lawrence! She ⁷ _____ some friends, and we ⁸ _____ them backstage after the performance. Wow!



Simple Present for Future

Simple Present for Scheduled Events

It ¹ _____ (begin) at seven-thirty.
The doors ² _____ (open) until seven o'clock.
What time ³ _____ the show _____ (start)?

- Complete the examples in the chart above with the correct form of the verbs in parentheses.
- Complete sentences 1–4 using the simple present for the future.

DANCE-FEST

Barnsley Dance Festival, Saturday, June 21

12:30–2:00: African Beat Workshop
Learn traditional African dances.

3:00–4:00: The Langley Dance School
Watch the world's favorite ballet, Swan Lake.

6:15–7:00: Tarantella Talk
Gianna Romano gives a talk about one of Italy's most famous dances.

7:30–9:00: The Bronx River Combo
See this New York street dance group doing hip-hop, krumping, and more.

end last ~~start~~ take

- The festival *starts* at lunchtime.
- African Beat _____ place first.
- The ballet _____ for more than an hour.
- The Bronx River Combo's performance _____ until 9 p.m.

Use It!

- Ask and answer the questions about each event at Dance-Fest.
 - What time does it start and end?
 - What is happening in the event?

Finished? p126 Ex. 3

SPEAKING

Making Polite Refusals

 **1** Listen to the conversation. What event is Harry going to? Why can't Jess go?



HARRY



JESS

HARRY Hi, Jess. I'm going to book tickets for the jazz festival on Saturday. ¹ Do you feel like coming along?

JESS ² _____ my cousin Helen's visiting me, and I'll be with her all day long.

HARRY ³ _____ join us if she wants.

JESS That's really nice of you, Harry, but Helen can't stand jazz!

HARRY Oh, that's too bad. Look, they're playing for two nights. What are you up to on Friday?

⁴ _____ come then instead?

JESS Hmm. What time does it start?

HARRY 7:30.

JESS Oh, that's no good either, Harry. I have a guitar lesson and it starts at 7:15.

HARRY OK. Never mind, Jess. Maybe another time.

JESS Sure. ⁵ _____ . I'm sure it'll be a great concert.

 **2** Complete the conversation with phrases from the *Useful Language* box. Then listen and check.

Useful Language

Do you feel like ...? I'd love to, but ...
 (She's) welcome to ... Thanks for asking, though
 Would you like to ...?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 9.4
Everyday English

all day long Never mind. That's no good.
 That's too bad. What are you up to?

4 Match the phrases in the *Everyday English* box with their meanings.

- 1 That isn't convenient. _____
- 2 It doesn't matter. _____
- 3 for the whole day _____
- 4 That's sad. _____
- 5 What plans do you have? _____

PLAN

5 Work with a partner. Think of an event to go to and reasons why one of you can't go.

SPEAK

6 In pairs, practice a conversation making polite refusals. Remember to use *going to*, *will*, the simple present and present continuous, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

What event do they talk about?

Why can't one of them go?

WRITING

A Review

- 1 Read the review quickly. Which dance styles can you see in this show?



“Hiptet” – A New Dance Experience!

Crash Dance Crew is a dance group from London. Their show, City Dreams, tells the story of three teenagers who have come to the city to make a new life for themselves. The show is a unique mix of hip-hop and ballet called hiptet. Three musicians on keyboards, vocals, and turntable play a mix of rap and electro funk. It's an action-packed story, but there are some very funny moments, too. The costumes

are colorful, and I was impressed by the music. However, the highlight of the show is the dancing. The mix of styles works well. On the downside, tickets are expensive and there's no student discount.

Crash Dance Crew play at the Miami Olympia Theater next week. After that, they're touring other cities in the U.S.A. All in all, if you love dance, this superb show is a must-see.

- 2 Read the review again and correct these sentences.

- 1 The performers are from Miami.
The performers are from London.
- 2 An orchestra plays the music for the show.

- 3 The writer liked the music most.

- 4 Tickets are cheaper for students.

- 5 The show is only happening in Miami.

- 3 In a review, it's a good idea to use lots of adjectives. Find and underline all the adjectives in the dance show review. Discuss with a partner what they describe.
- 4 Find and underline the *Useful Language* phrases in the review. Then match them with phrases a–e.

Useful Language

- ¹All in all
- ²If you love (dance), this (show) is a must-see.
- ³I was impressed by ...
- ⁴On the downside
- ⁵The highlight of the show is ...

- a The best part is
- b I loved
- c It's disappointing that
- d In summary
- e Fans of (dance) will love this

PLAN

- 5 Plan a review of a concert or show you have seen. Take notes for three paragraphs in your notebook.

- 1 A general description of the show
- 2 Details about the dancing, music, costumes, etc. and your opinions of them
- 3 A summary of your opinion of the show

WRITE

- 6 Write your review. Remember to give your opinions and to include adjectives, the simple present to describe the show, and phrases from the *Useful Language* box.

CHECK

- 7 Do you ...
- use three paragraphs?
 - say what you liked and didn't like?
 - summarize your opinions at the end?



AROUND THE WORLD

READING

A Travel Article

1 Look at the photo of the dance on page 115. Discuss the questions.

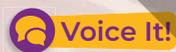
- 1 What do you know about this dance?
- 2 What more would you like to know about it?



2 Read the article. Does it mention any of your ideas from Exercise 1?

3 Read the article again and answer the questions in your notebook.

- 1 How long does the Festival de Jerez last? Two weeks
- 2 Who goes to the festival?
- 3 What can you do at the festival?
- 4 What traditions does flamenco come from?
- 5 When did performers start using guitars?
- 6 What mistake do people often make about flamenco?
- 7 What part of a flamenco performance can the audience take part in?



4 Discuss the questions.

- 1 Folk dance is a form of cultural expression. Is folk dance an important part of your culture?
- 2 How is cultural expression important for a community?



Globetrotters

Watch video 9.5
The Schuhplattler

- Which dances from other countries do you know?
- Where is the *Schuhplattler* dance from?

Festival de Jerez: A Flamenco Heaven

by Dan Phillips

Every year, the Spanish city of Jerez puts on a festival of flamenco dance that lasts for two wonderful weeks. For me and flamenco fans around the world, ¹it's the highlight of the year. People from over 30 different countries will show up here, all crazy about flamenco.

Every day, there are performances of flamenco. ²Some take place in the beautiful Villamarta Theater, but most happen in the small flamenco clubs all around Jerez, known as peñas. And if you're interested in taking it up yourself, the greatest flamenco teachers from around the world are going to give classes.

The festival begins on February 23 and ends on March 10. Don't miss out!

SOME HISTORY

Flamenco is typically Spanish, but it has a long international history. Over five centuries ago, the Roma came to Europe from India and brought their traditional music. ³Their traditions mixed with local traditions from the south of Spain and ⁴those of Jewish and North African immigrants, and the result was flamenco.

The 19th century was the "golden age" of flamenco. The first flamenco schools opened ⁵then, in Seville, Cádiz, and Jerez. Performers began to use guitars, and dance became more important. Flamenco became the art we know today.

A GUIDE FOR BEGINNERS

Instruments: The two most important of ⁶these are the guitar and the castanets, but you might see performances with trumpets, violins, or even a whole orchestra.

Songs: People often think that flamenco is only dancing. In fact, the songs, called cante, are the real heart of it. The words are often by Spain's most famous poets.

Dance: Zapateado is the dance that flamenco dancers do. They stamp their feet and click their castanets in fast, complicated rhythms. Nobody nods off during a flamenco concert!

Jaleo: This is the hand-clapping and shouting that make flamenco so exciting. The clapping, called palmas, is much more difficult than it looks. But anyone can join in the shouting, so don't be shy!

Referencing

Writers often use words such as *this* and *that* to refer back to something they have already mentioned in the text.

5 What do underlined words 1–6 in the article refer to?

- | | |
|-----------------------|---------|
| 1 <u>the festival</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

6 Find and underline six phrasal verbs in the article with the verbs below. Complete the sentences using the correct form.

join miss nod put show take

- Buy tickets early so you don't miss out.
- My mom _____ flamenco guitar last year.
- They _____ the biggest concerts in the Villamarta Theater.
- This music is so boring – it's making me _____.
- We _____ late and couldn't get into the concert.
- Would you like to _____ the dance with us?

Explore It!



Guess the correct answer.

Jerez is also home to a world-famous ... school.

- a rock climbing b horseback riding
c film

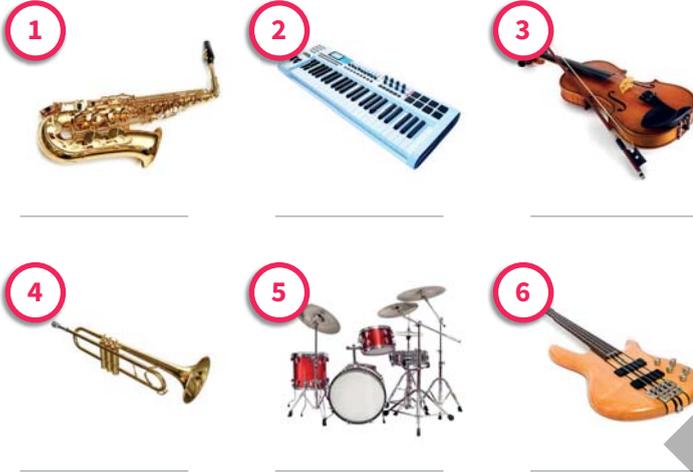
Find three more interesting facts about Spanish traditions. Choose your favorite fact and write a question for your partner to answer.



9 REVIEW

VOCABULARY

1 Write the names of the musical instruments.



2 Complete the dance styles.

- 1 F_____ dances are old, traditional dances.
- 2 Couples usually wear formal clothes for b_____ dancing.
- 3 You can hear a dancer's steps when they're t_____ dancing.
- 4 B_____ dancing is a street dance that often goes with hip-hop music.
- 5 People need to train for years to become professional b_____ dancers.

GRAMMAR IN ACTION

3 Complete the sentences with the verbs in the box. Use the correct form of *going to* or *will*.

be enjoy learn meet not be
not visit show tour

- 1 My favorite band _____ the U.S.A., but they probably _____ my town.
- 2 Erin thinks we _____ able to learn these dance steps, but we _____ her that we can.
- 3 James has decided he _____ the piano, and I think he _____ it.
- 4 I _____ Rosie at the salsa class, but I'm sure she _____ late, as usual!

4 Complete the sentences with the simple present or present continuous form of the verbs.

- 1 Adriana _____ (bring) her guitar to the party on Saturday.
- 2 We need to hurry. The show _____ (start) in five minutes.
- 3 Leyla and Jeb _____ (not come) to the theater tomorrow. They have too much homework.
- 4 There's a bus that _____ (get) to the concert hall at 7:15.
- 5 The concert _____ (not end) until 11 o'clock. That's pretty late.
- 6 What _____ you _____ (do) tomorrow night? Do you want to come to my concert?



Self-Assessment

I can talk about musical instruments and genres.



I can talk about dance styles.



I can use *will* and *going to* to talk about predictions and intentions.



I can use the present continuous and the simple present to talk about future plans and scheduled events.





LEARN TO ... PRACTICE YOUR ENGLISH DURING VACATION

It's important to practice English during vacation, especially when the vacation is long.

5 Read the conversation between Ali and Gunay. Then **circle** the correct answers.

ALI Two months without English classes!



GUNAY But if we don't practice, we'll forget everything.

ALI I don't want that! We've learned a lot this year.

GUNAY Well, why don't we make a list of things we can do in English during the vacation?

ALI That's a great idea!

- They're speaking ... the school year.
a during b at the end of
- They don't want to ... their English.
a forget b use
- They're going to ...
a ask for help. b think of ways to practice.

6 Ali and Gunay begin their list. What do ideas 1-6 practice? Write **S** (speaking), **L** (listening), **R** (reading), or **W** (writing).

Things to Do in English over the Summer	
1	Podcasts (easy ones on English online) <u> L </u>
2	Keep a scrapbook of places we visit. <u> </u> , <u> </u>
3	Change the language of our phone apps to English. <u> </u>
4	Pay attention to station and airport announcements in English when we travel. <u> </u>
5	Send messages to each other in English! <u> </u> , <u> </u>
6	Help a tourist who speaks English. <u> </u> , <u> </u>
7	<u> </u>
8	<u> </u>
9	<u> </u>
10	<u> </u>

7 Work in pairs. Think of four more ways to practice English during vacation – one for speaking, listening, reading, and writing. Write them in Ali and Gunay's list (7-10).



8 Make a plan for practicing English during vacation.

- Choose four of the ten ideas from the list and write them under "Ideas" in the chart.
- Decide when or how often you are going to do these things. Complete the chart.

	Ideas	When? / How Often?
Speaking	Record a voice message for my aunt in English.	Once a week.
Listening	Listen to airport announcements.	When I fly to see my cousin.
Speaking	<u> </u>	<u> </u>
Listening	<u> </u>	<u> </u>
Reading	<u> </u>	<u> </u>
Writing	<u> </u>	<u> </u>

9 Tell your partner what you're going to do. Are there any things you can do together?

For speaking, I'm going to record a voice message for my aunt once a week.

Why don't you record one for me, too? Then I can send you one back!

Great idea! That will help our listening as well!



CULTURE PROJECT

A Webpage



We all use webpages every day. But have you ever thought about designing one?

How to Design a Webpage

Remember to think about the following ideas.

- Choose an interesting and relevant name for your webpage.
- Make sure your webpage is attractive and well designed, with photos and useful descriptions of events.
- Think about what a visitor will want to know about the festival. Make sure all the necessary information is included, but don't give too much detail.
- Organize the information you want to include under headings.
- Include maps and other useful information such as how to get there, accommodation, etc.

PLAN

1 Work in groups. Choose a festival from around the world and find information about it. Then complete the steps.

- Write the name of the festival.
- Decide what information you want to include in your festival webpage. Then make a spidergram.



- Find an online template for your webpage.
- Organize your information and decide who will prepare each section.
- Prepare your section. Use photos, maps, and drawings.
- Give your section to someone in your group to check.
- Work in your group to put the webpage together.

PRESENT

2 Present your webpage to the class. Answer any questions your classmates have. Remember to include the different categories of information about the festival. Make sure to use photos, maps, and drawings, and follow the tips in *How to Design a Webpage*.

CHECK

3 Look at your classmates' webpages. Then answer and discuss the questions.

Which festival is the most interesting? Why?

How is the information organized on the webpage?

What else would you like to know about the festival?

Fabulous Flamenco: the Jerez Festival

Jerez de la Frontera, Andalucia, Spain

February 23 – March 10

Introduction

The Jerez Festival is an annual international festival which celebrates flamenco music and dance. People come from all over the world to this festival, which is the most important flamenco festival in the world.



History

The city of Jerez de la Frontera has been an important center for flamenco culture for centuries. Flamenco music is part of the culture of southern Spain but includes a mixture of North African, Roma, and Jewish influences.

Festival Events

Flamenco performances will take place every day in many places in the city: in theaters, tablaos or small flamenco clubs, and even local bars. The best dancers, singers, and musicians from around the world perform during the festival.

You will be able to go to classes on flamenco culture or to learn Flamenco dancing.

Where to Stay

Jerez has a large range of accommodation, from small hostels to large international hotels.

Getting There

Jerez has an international airport and a train station.



1 FINISHED?

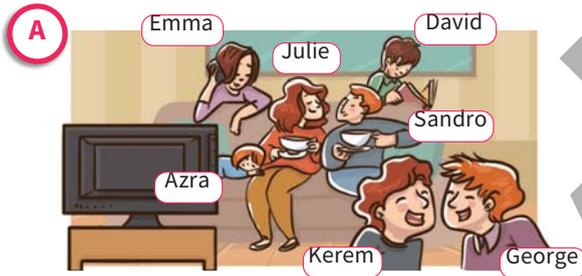
A	B	C	D	E	F	G	H	I	J	K	L	M
◆	♥	☞	◀	→	♻	○	✱	★	☎	♣	📎	✳
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
→	◇	✕	⊕	❄	✈	❄	✈	✉	●	✂	Ⓢ	▶

1 What do they like watching?
Use the code and write the TV shows.

- 1 Miriam ✈ ✕ ◇ ❄ ❄ ✈ ✈ ✱ ◇ ● ✈ sports shows
- 2 Ahmed ✈ ◇ ◆ ✕ ◇ ✕ → ❄ ◆ ✈
- 3 Lidia and Ryan ☞ ◇ ◇ ♣ ★ → ○ ✈ ✱ ◇ ● ✈
- 4 Mya's parents ❄ ✱ → → → → ● ✈
- 5 Sara's brother ☞ ◆ ❄ ❄ ◇ ◇ → ✈

2 Write sentences about four more differences.

In A, Emma is talking on her phone. In B, she's listening to music.



- 1 _____
- 2 _____
- 3 _____
- 4 _____

3 Read the clues and write the adverbs.

- 1 The director is shouting at the actors. Usually he's very quiet! How is he speaking? loudly
- 2 I'm reading this book and it's taking me a long time. How am I reading? _____
- 3 My teacher says I'm a good student! How am I doing? _____
- 4 I'm very busy. I want to do all my homework before lunchtime. How am I working? _____
- 5 I always understand my science teacher. How does she explain things? _____

4 Complete the puzzle and find the mystery word.

1	c	o	s	t	u	m	e
2							
			3				
4							
			5				
6							



2 FINISHED?

1 Circle eight weather words.

P	E	T	V	W	A	R	M	C
S	H	O	C	E	G	H	K	L
N	D	H	O	T	O	I	R	O
O	F	E	L	O	L	C	U	U
W	I	N	D	Y	P	Y	I	D
Y	P	P	O	S	U	N	N	Y

2 Put the letters in order to find eight simple past verbs. Then write the infinitive form of the verbs.

1 hottguh

2 tea

3 masw

thought-think

4 rakdn

5 aderh

6 koto

3 Find four sentences in the grid by connecting the words. You can move in any direction: → ← ↑ ↓ ↖ ↗ ↘ ↙.

There	→ weren't	There	were	a	kitchen
were	any ↓	in	a	some	There
There	students	sofa	the	was	children
wasn't	in	wallet.	classroom.	a	in
the	any	room.	the	nice	the
a	living	money	in	park.	some

4 Look at the box for one minute. Then cover it and write all the useful objects you can remember.

fork,



3 FINISHED?

1 Circle the letters and write the adjectives of feeling.

1	w	x	c
	s	o	d
	y	r	e
	e	r	i

worried

2	e	o	l
	r	n	s
	l	e	r
	y	s	v

3	u	s	u
	n	e	o
	t	r	v
	i	d	e

4	e	d	r
	y	i	f
	r	g	a
	o	n	s

5	e	l	u
	u	s	p
	m	e	r
	t	b	a

2 Look at the picture for one minute. Then close your book and write sentences about what the people were doing at 7 a.m.

Tilly and Milly were sitting up in their beds.



3 Find all the words in the same color to make five questions. Then write and answer the questions in your notebook.

What were you doing at 10 p.m. last night? I was ...

What	Did you go	selfies	at 10 p.m.
Were you	two days ago	were you sitting	yesterday
shopping	were you doing	with friends	for an exam
How many	last Saturday	did you take	in your last class
Who	studying	next to	last night

4 Complete 1-8 with prepositions of movement. Then put the letters in circles in order to find out what ice cream Milo had (9).

Milo went ¹ o u t o f his house. He walked ² o the street, and he walked ³ o the bus stop. Then he went ⁴ o the road. He walked ⁵ o the steps, and he went ⁶ o the bridge. Then he went ⁷ o the steps on the other side and ⁸ o the park. Finally, he stopped to buy some ⁹ o butter ice cream!



4 FINISHED?

1 Circle ten money verbs.

A	O	S	E	L	L	C	N	J	D
W	C	O	F	R	E	A	S	V	O
B	O	R	R	O	W	Y	P	Y	C
S	S	Y	G	W	R	P	E	U	H
C	T	E	H	E	A	R	N	I	A
P	L	P	N	H	N	T	D	S	N
D	S	A	V	E	W	M	R	N	G
N	V	Y	D	P	L	E	N	D	E

2 Read the information and complete the chart about famous shopping malls.

- The West Edmonton Mall is 27 years older than the Dubai Mall.
- The West Edmonton Mall is 12,000 m² smaller than the Dubai Mall.
- The Dubai Mall is the biggest. It has 870 more stores/departments than Harrods.
- The Dubai Mall is the most popular. It has 39 million more shoppers per year than Harrods.

	West Edmonton Mall, Canada	Dubai Mall, UAE	Harrods, UK
Opened	¹ 1981	2008	1849
Size	490,000 m ²	² _____	20,000 m ²
Shoppers per year	32 million	54 million	⁴ _____
Stores or departments	more than 800	³ _____	330

3 What's the problem? Write sentences with *too*, *too much*, *too many*, and *(not) enough*.



There are too many people.



4 What are these people's jobs? What are they doing in the photos? Write sentences.



They're firefighters. They're putting out a fire.



5 FINISHED?

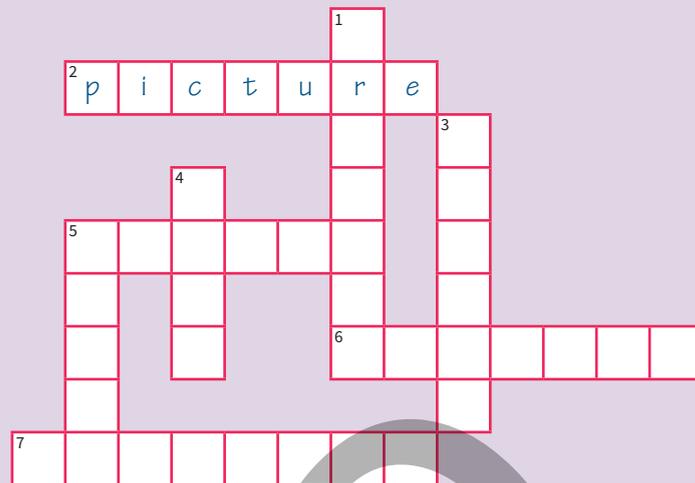
1 Read the clues and complete the crossword.

Across

- 2 There's a nice *picture* of a mountain on the wall.
- 5 It's best to put milk and cheese in the _____.
- 6 My room is full of _____ with books on them.
- 7 Grandpa is relaxing in his favorite _____.

Down

- 1 I put the keys in the chest of _____.
- 3 I need to vacuum the _____ because there is dirt on it!
- 4 I don't have a dishwasher. I wash the dishes in the _____.
- 5 Please don't leave your dirty clothes all over the _____.



2 Complete the clues with *as ... as* or *enough* and the adjectives in parentheses. Then think of answers for the clues.

- 1 I'm *as tall as* (tall) a wardrobe and *wide enough* (wide) for lots of books. What am I? *a bookcase*
- 2 I'm _____ (comfortable) a sofa, but I'm not _____ (large) for two people. What am I? _____
- 3 I'm _____ (soft) a blanket, but I'm _____ (big) to cover the room. What am I? _____
- 4 I'm _____ (long and wide) the floor, but you aren't _____ (tall) to touch me. What am I? _____

3 Find four more phrases in the chart. Are they things you have to do or don't have to do? Write four sentences.

drink	a lot of	water
eat	TV shows	at school
watch	hard	every night
work	enough	chocolate
sleep	for eight hours	for five hours

I have to drink enough water.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 Look at the pictures. Then find and circle six household chores.



redoing the ironing

loading the dishwasher ring doing the dishes permaking your bed lad cleaning the bathroom nonavacuuming the stairs in

6 FINISHED?

1 Six accidents happened at the campsite yesterday. Complete the words. Then use the letters in circles to find the boy's name.

- 1 A boy got s t u n g by some bees.
 - 2 His father _____ his head on a tree.
 - 3 His friend _____ over a ball.
 - 4 His little sister _____ off her bike.
 - 5 His cousin _____ his ankle.
 - 6 His big sister _____ her hair.
- The boy's name is _____.



2 Read the rules and write the places.

1 You must pay before you get on. You shouldn't talk to the driver. If someone old gets on, you should give them your seat. abus

2 You must not use your phone and you shouldn't talk to your friends during the show. If you want something to eat or drink, you should buy it before you go in. _____

3 You must not take big bottles of liquid. You must take your computer and tablet out of your bag. You shouldn't arrive late, in case it takes a long time. _____

4 You must not make a fire. You should look out for dangerous animals, and you shouldn't eat any plants that you don't know. You shouldn't leave any trash. _____

3 Write the answer to these riddles.

1 If you're very rich, you need this. If you're very poor, you have this. If you eat or drink this, you won't live long. What is it?
nothing

2 If there are three apples and you take away two, how many will you have? _____

3 If Mary's mother's children are named April and May, what is her other child named?

4 If I get wet, you'll get dry. What am I?

5 If you don't break this, you won't be able to use it. What is it? _____

4 Write the parts of the body you can see in these photos.



chin



7 FINISHED?

1 Circle the letters and write the technology words.

1

y	v	b
e	r	a
s	o	w
h	f	t

software

2

d	o	b
f	w	f
l	n	l
d	a	o

3

t	d	e
a	e	v
s	c	i
j	e	p

4

h	d	a
n	u	o
l	p	l
w	v	q

5

h	m	e
e	g	s
n	a	s
e	g	p

2 Put the letters in order to complete sentences 1-4. Then put the blue letters in order to complete sentence 5.



1 Someone has taken her laptop. (ntk**ae**)

2 He hasn't _____ his phone. (cge**hard**)

3 They've _____ their tablet. (to**ls**)

4 She's _____ the screen on her phone. (sde**hmas**)

5 No one _____ a good day!

3 In your opinion, will we have these things in the future? Write sentences using *will/won't*, *might*, or *may* and the infinitive.

1 flying cars – take us on vacation

We might have flying cars to take us on vacation.

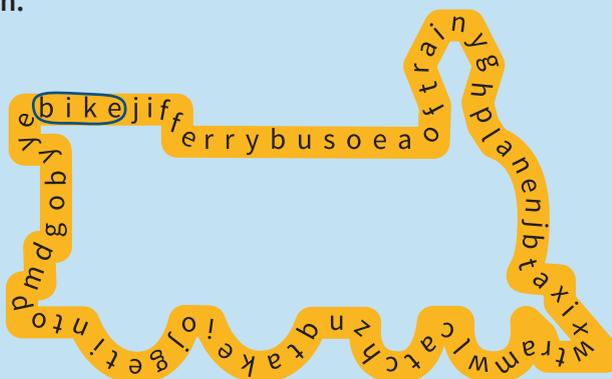
2 3-D printers – make furniture at home

3 hoverboards – get around town

4 hologram teachers – teach us at home

5 translator headsets – understand and speak any language

4 Circle seven types of transportation and four transportation verbs in the train.



8 FINISHED?



1 Who needs the things in the pictures? Write the jobs in the puzzle. What's the mystery word?



1	w	r	i	t	e	r						
2					v							
3												
4												
5												
6												
7												



2 Use the code to complete the questions. Then write the answers.

A	B	C	D	E	F	G	H	I	J	K	L	M
◆	♥	☘	☾	⦿	♻️	⊙	✳️	★	☎️	♣️	✍️	⚡
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
➡️	♦️	✖️	⊕	❄️	✈️	❄️	⚡	✉️	✂️	⌚	➡️	

1 ✉️✈️✈️✈️✈️✈️✈️❄️✳️⦿⚡♣️
Have you ever *visited the UK*?

2 ❄️❄️❄️❄️❄️❄️➡️◆♥♦️♣️
Have you ever _____?

3 ✈️⦿⦿⦿➡️◆➡️⦿✍️✖️✳️❄️❄️
Have you ever _____?

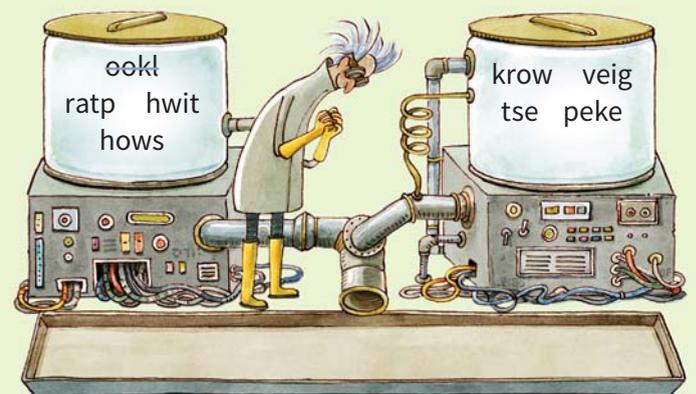
4 ⚡❄️❄️◆➡️⌚♦️➡️➡️♻️◆✳️✳️✳️✳️✳️✳️✳️✳️
Have you ever _____?

3 Circle six reflexive pronouns and eight indefinite pronouns.

l	y	o	u	r	s	e	l	f	s	w	i	e	x	c
t	k	o	s	o	m	e	o	n	e	b	v	i	v	q
o	e	s	e	v	e	r	y	o	n	e	v	s	a	v
m	y	s	e	l	f	a	e	c	r	d	e	j	b	q
t	s	h	u	o	e	y	n	a	v	r	e	v	m	n
h	m	e	n	u	o	t	g	y	e	t	t	q	e	o
e	p	r	a	r	t	w	o	h	t	e	h	r	y	t
m	w	s	n	s	z	k	w	w	a	h	e	g	r	h
s	f	e	y	e	s	o	m	e	t	h	i	n	g	i
e	m	l	w	l	n	a	w	i	w	g	w	n	u	n
l	c	f	h	v	d	e	l	y	t	w	i	e	g	g
v	o	h	e	e	z	e	r	r	p	s	s	v	s	h
e	o	j	r	s	v	e	k	y	g	y	e	u	m	f
s	s	g	e	v	v	d	p	b	b	x	n	l	b	g
e	h	t	h	e	h	i	m	s	e	l	f	h	f	t

4 Put the letters in the inventor's machine in order to complete the phrasal verbs.

- | | | | | | | |
|---|-------|-------|-------|---|-------|---------|
| 1 | look | up | to | 5 | _____ | up |
| 2 | take | _____ | in | 6 | _____ | up |
| 3 | come | up | _____ | 7 | _____ | up with |
| 4 | _____ | out | | 8 | _____ | off |



9 FINISHED?

1 Look at the photos. Write the missing instruments and the genre of music you think they are playing.



1 saxophone _____
 jazz _____

2 Follow the lines and write sentences about what the people are and aren't going to do.

Danny / buy

Danny isn't going to buy a keyboard.
 He's going to buy a guitar.

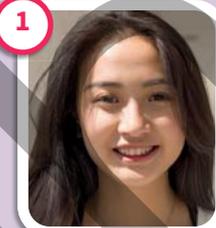
Chloe / play

Pablo / take up

Olivia and Leo / learn



3 Use the code. Write Sophie and Matt's secret plans for the weekend.



K'o oggvkpi oa htkgpfu qp Ucvwtfca
 gxgpkpi, cpf yg'tg iqkpi vq ugg c
 oqxkg cv vjg vjgcvgt.

I'm meeting my friends on Saturday



Dgp cpf K ctg iqkpi vq c tqem
 eqpegtv kp Ejkeciq. Qwt vtckp
 ngcxgu cv vjtgg q'enqem.

C	D	E	F	G	H	I	J	K	L	M	N	O
A	B	C	D	E	F	G	H	I	J	K	L	M
P	Q	R	S	T	U	V	W	X	Y	Z	A	B
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

4 Circle five music genres and five dance styles.

B	A	L	L	E	T	D	A	N	C	I	N	G	E	O	D	O	G	J	W	A	E	M	U
J	T	A	P	D	A	N	C	I	N	G	L	A	C	I	S	S	A	L	C	B	J	N	Y
Z	A	G	U	R	U	G	N	I	C	N	A	D	K	A	E	R	B	V	Y	M	I	L	F
S	G	Z	E	O	W	O	G	Q	F	P	B	X	H	W	S	W	I	N	G	U	U	L	O
Q	G	V	Z	C	L	E	S	E	L	F	M	R	A	R	Z	T	J	Y	K	Z	F	F	L
K	P	B	M	K	G	Q	F	O	R	Y	B	S	X	I	V	B	K	S	O	N	C	O	K

WELCOME VOCABULARY BANK

Free Time and Hobbies

chat online
download songs
go shopping
go for a bike ride
hang out with friends

listen to music
make cookies/videos
play an instrument
read books/
magazines

take photos
write a blog

Sports

basketball
gymnastics
hockey
rugby
sailing

swimming
table tennis
track and field
volleyball
windsurfing

1 Correct the verbs in these sentences.

- 1 Do you want to ~~play~~ _____ swimming with us?
- 2 My mom often ~~makes~~ _____ shopping on Saturday.
- 3 We ~~go~~ _____ basketball at school.
- 4 I usually ~~do~~ _____ photos with my phone.
- 5 Does your brother ~~play~~ _____ track and field?

Personal Possessions



bus pass



camera



headphones



keys



laptop



money



passport



phone



portable charger



tablet

2 Are the sentences *T* (true) or *F* (false)?

- 1 You need a passport to make cookies. _____
- 2 You use a camera to download songs. _____
- 3 You can use headphones to listen to music. _____
- 4 You use a portable charger to write a blog. _____
- 5 You can use your laptop to chat online. _____
- 6 You can use your phone to read books. _____



LEARN TO LEARN

Making Vocabulary Flashcards

Make vocabulary flashcards to help you learn new words. Draw a picture on one side and write the word on the other.

- 3 Use the flashcards you made in class. Take turns picking up a flashcard, looking at the picture, and naming the thing. Ask your partner questions about the things they have.

Bus pass. Do you have a bus pass?

Yes, I do.

Where is it?

It's ...

1 VOCABULARY BANK

TV Shows



cartoon



comedy



cooking show



documentary



drama



game show



reality show



soap opera



sports show



streaming series



talk show



the news

1 Complete the chart so it is true for you. Discuss with your partner.

	Name of Show	Type of Show
I love		
I like		
I don't mind		
I hate		

I love MasterChef Junior. It's a cooking show.

Me too! I watch it every week.

I like Futurama. It's a cartoon.

I hate it. It's boring, but my brother watches it.

Making Movies

actor	(digital) camera	director	makeup artist	set
camera operator	costume	lights	script	sound engineer

2 Who or what are these people talking about? Write the correct making movies words.

- 1 She can make a 30-year-old actor look like an old man. _____
- 2 The actors look amazing when they wear these! _____
- 3 The conversations between the girl and her mother are very realistic. _____
- 4 He's so good at his job. You can hear every noise the animals make. _____
- 5 She sometimes tells the actors to speak louder. _____

LEARN TO LEARN

Look, Cover, Remember

Use the look, cover, remember technique to help you learn new vocabulary.

3 Look at the words for making movies for one minute. Then close your book. Write the words you can remember in your notebook. Compare with a partner.

2 VOCABULARY BANK

The Weather



cloudy



cold



dry



foggy



hot



icy



rainy



snowy



stormy



sunny



warm

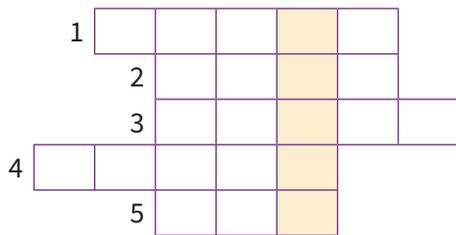


wet



windy

1 Complete the puzzle and find the mystery word.



- 1 We can go skiing when it's _____.
 - 2 Water that falls from the sky is _____.
 - 3 We can go to the beach when the weather is _____.
 - 4 A gray or white thing in the sky is a _____.
 - 5 A place is _____ when it doesn't rain.
- The mystery word is _____.

Useful Objects

- | | | | | |
|---------|-----------|--------|----------|------------|
| blanket | cup | knife | pillow | spoon |
| bowl | fork | lamp | plate | toothbrush |
| comb | hairbrush | mirror | scissors | |

2 Circle the correct word.

- 1 I used a *spoon* / *knife* / *fork* to cut the meat.
- 2 He put his head on the *pillow* / *lamp* / *blanket*.
- 3 Can you put these cookies on a *bowl* / *cup* / *plate*, please?
- 4 I need to brush my teeth. Where's my *comb* / *hairbrush* / *toothbrush*?
- 5 Anna looked at her hair in the *mirror* / *lamp* / *scissors*.



LEARN TO LEARN

Connecting Words with Places

When you learn new words, think of places where you can use them. This will help you remember them.

3 Write the useful objects you can usually find in these places.

- 1 bedroom: _____
- 2 kitchen: _____
- 3 bathroom: _____

3 VOCABULARY BANK

Adjectives of Feeling



afraid



angry



bored



embarrassed



excited



lonely



nervous



surprised



tired



upset



worried

1 Write the correct adjective to describe how these people are feeling.

- 1 Dad wants to go to bed. He really needs to sleep. _____
- 2 I don't like this club because we do the same things every week. _____
- 3 Sasha is crying because she lost her phone. _____
- 4 All his friends go to a different school. _____
- 5 Did you really see Katie this morning? I thought she was in New York! _____

Prepositions of Movement

across between into out of past under
 along down off over through up

2 Match 1-5 with a-e.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Mom was angry when she found dirty clothes under 2 Polly was afraid to walk through 3 I was very excited when I took the present out of 4 Chloe was embarrassed when she fell off 5 Dad was worried because the children had to go across | <ol style="list-style-type: none"> a her bike. b its box. c my brother's bed. d a busy street. e the woods. |
|---|--|

LEARN TO LEARN

Practice New Words in Context

Try to practice new words in sentences you often use. This will help you remember them.

3 Choose four prepositions and write four sentences that are true for you. Then tell your partner.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

My bus goes past the swimming pool on the way to school.

4 VOCABULARY BANK

Money Verbs

borrow	cost	lend	pay	sell
change	earn	owe	save	spend

1 Complete the sentences with the money verbs. Sometimes there is more than one possible answer. Ask and answer with a partner.

- Who _____ for your phone?
- Do you usually _____ all your pocket money?
- Do you do any jobs to _____ money?
- Do you ever _____ money from your friends?
- How much does a good laptop _____?

Caring Jobs



caregiver



firefighter



garbage collector



lawyer



lifeguard



nurse



paramedic



police officer



preschool teacher



surgeon



vet



volunteer

2 Are the sentences *T* (true) or *F* (false)?

- Caregivers help old and sick people. ____
- Paramedics usually take care of animals. ____
- Lifeguards often work at big soccer matches. ____
- Nurses often work in hospitals. ____
- Lawyers are people who work, but don't earn money. ____

LEARN TO LEARN

Stress Patterns

Knowing the stress pattern of a word can help you pronounce it and understand it when people say it.

3 Circle the correct stress pattern for each word.

- firefighter ooO Ooo oOo
- paramedic ooOo Oooo oOoo
- police officer oO ooo oo Ooo oo ooO
- volunteer ooO oOo Ooo
- garbage collector oo Ooo oO ooo Oo ooo

5 VOCABULARY BANK

Furniture



armchair



bookcase



carpet



ceiling



chest of drawers



cupboard



desk



floor



fridge



picture



shelves



sink



wardrobe

1 Circle eight items of furniture.

sinkwerpicturemokfloordcupboardaltceilinguicarpetbitbookcasepumwardrobeas

Household Chores

do the dishes
do the ironing
do the laundry

dust (the furniture)
load/empty the dishwasher
make the bed

mop the floor
sweep the floor
vacuum (the carpet)

2 Cover the list of household chores. Circle the correct words.

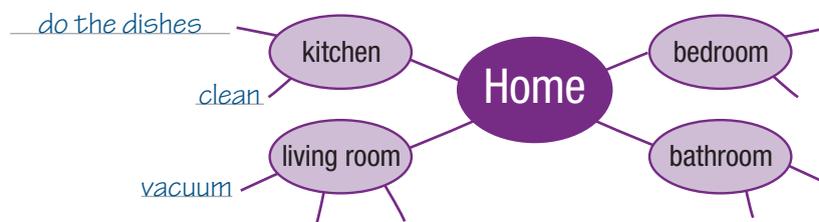
- 1 Could you do the *bed* / *carpet* / *dishes*, please?
- 2 Ben helped me load the *dishwasher* / *cupboards* / *bookcase*.
- 3 I make my *ironing* / *bed* / *washing* every morning.
- 4 We really need to dust the *furniture* / *bed* / *kitchen*.
- 5 She usually vacuums the *fridge* / *carpet* / *cupboard* once a week.

LEARN TO LEARN

Using Spidergrams

Creating spidergrams can help you to remember new words that are related.

3 Complete the spidergram with verbs for household chores. Some chores can go with more than one room.



6 VOCABULARY BANK

Accidents and Injuries

break (your leg)
bruise (your leg)
burn (your hand)

cut (your finger)
fall off (your horse)
get bitten (by a mosquito)

get stung (by a bee)
hit (your head)
scratch (your arm)

slip
sprain (your ankle)
trip over (a chair)

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

1 his / my / dad / stove / burned / hand / the / on

2 broke / horse / fell / her / and / her / leg / off / Lena

3 Sara / tripped / sprained / and / ankle / her

4 hit / his / cupboard / on / a / Dan / door / head

5 neck / my / I / stung / on / by / a / got / bee

Parts of the Body



cheek



chest



chin



elbow



forehead



heel



knee



neck



shoulder



teeth



toe



wrist

2 Underline the incorrect word.

1 You can break your cheek / toe / wrist.

2 You can sprain your wrist / ankle / forehead.

3 You can get bitten on your elbow / teeth / shoulder.

4 Your neck / chin / forehead is part of your face.

5 Your heel / toe / knee is part of your foot.

6 Your shoulder / wrist / chest is part of your arm.



LEARN TO LEARN

Making a Picture Dictionary

Drawing and labeling pictures helps you remember new vocabulary.

- 3 Close your book. Draw a person in your notebook. Label the parts of the body. Then check to see if you have remembered all the words.

7 VOCABULARY BANK

Communication and Technology

app chip device download emoji message screen social media software upload video chat

1 Match 1-5 with a-e.

- | | |
|-------------------------------|--|
| 1 I sent Julia a message | a with her cousin. |
| 2 Ibrahim downloaded an app | b the photos from our trip. |
| 3 I'm going to upload | c because she left her keys at my house. |
| 4 Bella had a long video chat | d to show she was joking. |
| 5 She added an emoji | e to help him learn English words. |

Getting Around



catch/take
(a plane)



get into / take
(a taxi)



get off
(a bus)



get on
(a train)



get out of
(a car)



go by
(tram)



go on foot

2 Look at the photos of people getting around. How often do you do these things? Complete the chart. Then compare with a partner.

Every day	
Often	
Sometimes	
Never	

LEARN TO LEARN

Collocations

Some words are often used together – we call these collocations. Learn them as phrases.

3 Underline and correct a mistake in each sentence. There is sometimes more than one possible answer.

- | | |
|---|--|
| 1 You should get out of the bus near the museum.
_____ | 4 They went by a plane to Japan.
_____ |
| 2 Dad goes to work on train.
_____ | 5 Get in the train at Portland station.
_____ |
| 3 We got on a taxi and went to the airport.
_____ | |

8 VOCABULARY BANK

Exceptional Jobs and Qualities



athlete



businessman/
businesswoman



composer



engineer

creativity
determination
intelligence
skill
strength
talent



inventor



mathematician



scientist



writer

1 Choose two exceptional jobs you think you would be good at and two you think you would be bad at. Write the qualities each job needs. Compare with a partner.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Phrasal Verbs: Achievement

come up with keep up with set up take part in
give up look up to show off work out

2 Complete the sentences with the phrasal verbs.

- 1 Jack _____ his older brother, who is an amazing mathematician.
- 2 My math homework was very difficult, and in the end I had to _____.
- 3 Yesterday my sister _____ a great idea for earning money.
- 4 Sophia walks very quickly. I can't _____ her.
- 5 My grandfather _____ this business in 1960.

LEARN TO LEARN

Personalizing Vocabulary

When you learn new words, use them in sentences to talk about your life. This will help you remember them.

3 Choose three of the phrasal verbs for achievement and write sentences about people you know. Compare with a partner.

- 1 _____
- 2 _____
- 3 _____

My cousin is a businesswoman, and she set up a business with her friend.

I took part in my school play last year.

9 VOCABULARY BANK

Musical Instruments and Genres

classical
folk
hip-hop

jazz
reggae
rock

bass
drums
guitar

keyboard
microphone
saxophone

trumpet
violin

1 What am I? Write the musical instrument.

- 1 I'm round and you hit me with sticks. _____
- 2 I make the singer sound louder. _____
- 3 I have black and white parts that you press with your fingers. _____
- 4 I'm not big, but I'm very loud. You blow air into me. _____
- 5 I have four strings. You hold me against your neck. _____

Dance Styles



ballet dancing



ballroom dancing



breakdancing



disco dancing



folk dance



modern dance



salsa dancing



swing



tap dancing



Zumba

2 Are the sentences *T* (true) or *F* (false)?

- 1 You do ballroom dancing with a partner. _____
- 2 Breakdancing is a slow type of dance. _____
- 3 Folk music is often used for disco dancing. _____
- 4 You need special shoes for ballet dancing. _____
- 5 Tap dancing makes a noise on the floor. _____

LEARN TO LEARN

Visualizing

Thinking of an image to go with new words can help you remember their meaning. The more unusual the image, the better!

- 3 Think of a strange or funny image for each of the dance styles. Tell your partner your ideas. Whose ideas are the most unusual?

PRONUNCIATION

UNIT 1

Contractions: To Be

1 Listen and repeat.

- I am** sitting in my bedroom. > **I'm** sitting in my bedroom.
- He is** taking a selfie. > **He's** taking a selfie.
- You are** walking on the moon. > **You're** walking on the moon.
- We are** listening to music. > **We're** listening to music.

2 Listen and **circle** the option you hear. Practice saying the sentences.

- They are** / They're listening to music.
- She is / She's reading a blog.
- He is / He's skiing in France.
- You are / You're watching TV.
- It is / It's eating.

UNIT 2

/t/, /d/, and /ɪd/

1 Listen and repeat.

- /t/ walked 2 /d/ lived 3 /ɪd/ wanted

2 Write the verbs in the correct column.

agreed arrived changed cooked
decided helped looked
survived traveled wanted

1 /t/ or /d/	2 /ɪd/
agreed,	

3 Listen and check.

UNIT 3

Word Stress in Adjectives

1 How many syllables do these adjectives have?

- | | | | | | |
|---------|-------------------------------------|-----------|--------------------------|--------|--------------------------|
| afraid | <input checked="" type="checkbox"/> | angry | <input type="checkbox"/> | bored | <input type="checkbox"/> |
| nervous | <input type="checkbox"/> | excited | <input type="checkbox"/> | lonely | <input type="checkbox"/> |
| upset | <input type="checkbox"/> | surprised | <input type="checkbox"/> | tired | <input type="checkbox"/> |

2 Listen and check.

3 Match the words in Exercise 1 with their stress patterns. Complete the chart.

1 oO	2 Oo	3 oOo	4 O
afraid			

4 Listen and repeat the sentences.

- Sam's afraid of dogs.
- My best friend is very upset.
- I'm worried about exams.
- I studied all night and I'm very tired.
- I feel embarrassed when I forget someone's name.

UNIT 4

-er Ending Sounds

1 Listen and repeat.

- | | | |
|------|-------------------|------------------|
| /ər/ | garbage collector | preshool teacher |
| | fitter | better |

2 Listen and repeat the sentences.

- My sister's a firefighter.
- The teacher is happier than the actor.
- Life is better when you're healthier.

UNIT 5

Have: /f/ vs /v/

1 Listen and **circle** the option you hear: /f/ or /v/.

- Jenny and Peter **have** to make their beds every day. /f/ / /v/
- I **have** a new bed. /f/ / /v/
- George and Helen **have** to make dinner every Saturday. /f/ / /v/
- Tom doesn't **have** to help in the house. /f/ / /v/
- Do you **have** an extra pencil? /f/ / /v/
- Sam and Dan don't **have** to do much. /f/ / /v/

- 2** Listen and repeat the sentences.
- 1 I **have** to do the gardening this weekend.
 - 2 My brothers **have** a really big wardrobe.
 - 3 We don't **have** to go to school on Monday.
 - 4 We **have** a bookcase in the living room.
 - 5 Does Jake **have** to do the dishes?

UNIT 6

/ʌ/ and /ʊ/

- 1** Listen and repeat.
- 1 /ʌ/ must must not
 - 2 /ʊ/ should cook full

2 Write the words in the correct column.

brother could cousin cut foot put stung	
1 /ʌ/	2 /ʊ/
brother,	

- 3** Listen, check, and repeat.
- 4** Listen and repeat the sentences.
- 1 She cut her foot, but she couldn't call her cousin.
 - 2 I must put some books in the cupboard.

UNIT 7

The Letter i

- 1** Listen and repeat.
- 1 /i/ chip film kick
 - 2 /aɪ/ like online hi
- 2** Write the words in the correct column.

bike device Internet online printer video Wi-Fi will write	
1 /i/	2 /aɪ/
Internet,	

- 3** Listen, check, and repeat.

- 4** Listen and repeat the sentences.
- 1 James can't get Wi-Fi, so he doesn't have Internet.
 - 2 I can watch videos online on my new device.

UNIT 8

Intonation in Questions

- 1** Listen and repeat.
- 1 Was Mozart a scientist?
 - 2 Where do you live?
 - 3 Have you cycled 100 kilometers?
 - 4 What did you do last night?
- 2** Circle the question endings where Nick's voice goes up. Underline the endings where it goes down.
- NICK** How long have you been a teacher?
- MR. K** Well, Nick. It's been 20 years now.
- NICK** Really? That's a long time! Do you like it?
- MR. K** Yes, but some days are harder than others.
- NICK** What do you like best about it?
- MR. K** The best thing is seeing students improve.
- NICK** That's great. Do you think you'll be a teacher for the next 20 years?
- MR. K** Well, I hope so!

- 3** Listen, check, and repeat.

UNIT 9

Sentence Stress

- 1** How many syllables do these sentences have? Underline the words you think are stressed.
- 1 We're going to play jazz.
 - 2 We'll buy a new guitar.
 - 3 Is Jake playing the drums?
 - 4 We're going to a free concert.

- 2** Listen, check, and repeat.
- 3** Clap the rhythm of these sentences.
- 1 She often sings in a band.
 - 2 Is the piano your favorite instrument?
 - 3 The concert starts at eight o'clock.
 - 4 Adam is organizing the music.

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept

Infinitive	Past Simple	Past Participle
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467
Avenida Paulista, 807 conjunto 2315, 01311–915, Sao Paulo, Brasil
Torre de los Parques, Colonia Tlacoquemecatl del Valle, Mexico City, CP 03200, Mexico

Cambridge University Press & Assessment is a department of the University of Cambridge.

We share the University’s mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108847025

©Cambridge University Press & Assessment 2025

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press & Assessment.

First published 2025

40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20

Printed in Poland by Opolgraf

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-84702-5 Shape it! Student’s Book Grade 7

Shape It! Grade 7 as the the main language Azerbaijan Edition Additional resources for this publication at www.cambridge.org/shapeit

Cambridge University Press & Assessment has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press & Assessment does not guarantee the accuracy of such information thereafter.



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Shaftesbury Road, Cambridge CB2 8EA, Birləşmiş Krallıq
One Liberty Plaza, 20-ci mərtəbə, Nyu York, NY 10006, ABŞ
477 Williamstown Road, Port Melbourne, VIC 3207, Avstraliya
314–321, 3-cü mərtəbə, Plot 3, Splendor Forum, Jasola Rayon Mərkəzi, Yeni Delhi – 110025, Hindistan
103 Penang Road, #05–06/07, Visioncrest Commercial, Singapur 238467
Avenida Paulista, 807 conjunto 2315, 01311–915, Sao Paulo, Brazilya
Torre de los Parques, Colonia Tlacoquemecatl del Valle, Mexico City, CP 03200, Meksika

Cambridge University Press & Assessment Kembric Universitenin bir şöbəsidir.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Nəşrə haqqında məlumat: www.cambridge.org/9781108847025

©Cambridge University Press & Assessment 2025

Distributed by Edumedia-Azerbaijan LLC

Bu nəşr müəllif hüququna malikdir. Qanunla müəyyən edilmiş istisnalara və müddəalara uyğun olaraq müvafiq lisenziya müqavilələrinin heç bir hissəsinin təkrar istehsalı Cambridge University Press & Assessment - in yazılı icazəsi olmadan həyata keçirilə bilməz.

İlk nəşr 2025

40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20

Printed in Poland by Opolgraf

Polşada, Opolgraf mətbəəsində çap olunub.

Bu nəşr üçün kataloq qeydi Britaniya Kitabxanasında mövcuddur.

ISBN 978-1-108-84702-5 Shape it! Student's Book Grade 7

Shape It! Grade 7 as the the main language Azerbaijan Edition Additional resources for this publication at www.cambridge.org/shapeit

Shape It! Student's Book as the main foreign language Azerbaijan edition Cambridge University Press & Assessment bu nəşrdə istinad edilən xarici və ya üçüncü tərəf internet saytları üçün URL-lərin davamlılığı və ya düzgünlüyünə görə məsuliyyət daşımır və belə veb saytlardakı hər hansı məzmunun dəqiq və ya uyğun olduğuna və ya qalacağına zəmanət vermir. Qiymətlər, səyahət cədvəlləri və bu işdə verilən digər faktiki mövzularla bağlı məlumatlar ilk çap zamanı doğrudur, lakin Cambridge University Press & Assessment bundan sonra bütün məlumatların doğruluğuna zəmanət vermir.

ACKNOWLEDGEMENTS

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Key: **CLIL** = Content and Language Integrated Learning, **F** = Finished, **WU** = Welcome Unit, **U** = Unit, **VB** = Vocabulary Bank

Text

U4: Text about Mark Boyle. Copyright © Mark Boyle. Reproduced with kind permission of Jessica Woollard.

Photography

The following photographs are sourced from Getty Images:

WU: Photo and Co/DigitalVision; bubaone/DigitalVision Vectors; TongSur/DigitalVision Vectors; appleuzr/DigitalVision Vectors; cnythzl/DigitalVision Vectors; VOISIN/PHANIE/Passage; Image Source/DigitalVision; Image Source/Image Source; Fgorgun/iStock/Getty Images Plus; MachineHeadz/iStock/Getty Images Plus; luismmolina/E+; Ian Dikhtiar/EyeEm; SensorSpot/E+; pbombaert/Moment; ABBPhoto/iStock/Getty Images Plus; momokey/iStock/Getty Images Plus; Frederick Bass; Creative Crop/DigitalVision; Richard Newstead/Moment; Terri Lee-Shield Photography/iStock/Getty Images Plus; Nathan Stirk/Getty Images Sport; **U1:** JGI/Tom Grill; moodboard - Mike Watson/Brand X Pictures; Devon Strong/Stone/Getty Images Plus; Roberto Westbrook; vm/E+; WLDavies/E+; ARTPUPPY/DigitalVision Vectors; Daviles/iStock/Getty Images Plus; Cliff Lipson/CBS Photo Archive/CBS; Newton Daly/DigitalVision; Jasmin Merdan/Moment; ullstein bild Dtl./ullstein bild; dmbaker/iStock/Getty Images Plus; Westend61; LajosRepasi/iStock/Getty Images Plus; ildarss/iStock/Getty Images Plus; Kcris Ramos/Moment Unreleased; George Konig/Hulton Archive; Mims/Room; Juanmonino/iStock/Getty Images Plus; J Carter Rinaldi/FilmMagic; portishead1/E+; The Asahi Shimbun; liangpv/DigitalVision Vectors; Nigel Killeen/Moment; NurPhoto; Wibowo Rusli/iStock/Getty Images Plus; Nicola Katie/E+; 4x6/DigitalVision Vectors; A-Digit/DigitalVision Vectors; davidf/E+; mocoo/iStock/Getty Images Plus; **U2:** Hisham Ibrahim/Photodisc; Frantois Marclay/Moment; Mitchell Funk/iStock/Getty Images Plus; Westend61; Tim Graham/Getty Images News; Pacific Press/LightRocket; AnnaFrajtova/iStock/Getty Images Plus; Archive Holdings Inc./Archive Photos; bradwieland/iStock/Getty Images Plus; DEA PICTURE LIBRARY/De Agostini; Shalom Ormsby Images Inc/DigitalVision; Juanmonino/E+; jiduha/iStock/Getty Images Plus; Bettmann; Print Collector/Hulton Archive; Charly_Morlock/iStock/Getty Images Plus; Fotosearch/Archive Photos; stellalevi/E+; mocoo/iStock/Getty

Images Plus; Steve Mason/Photodisc; James Mahan/iStock/Getty Images Plus; **U3:** Image_Source_/iStock/Getty Images Plus; Jose Luis Pelaez Inc/DigitalVision; Neustockimages/E+; Betsie Van Der Meer/DigitalVision; Steve Debenport/E+; Shinyfamily/iStock/Getty Images Plus; gawrav/E+; Rob Lewine; GK Hart/Vikki Hart/Stone; ozgurdonmaz/iStock/Getty Images Plus; songdech17/iStock/Getty Images Plus; Zelma Brezinska/EyeEm/EyeEm; HEX; KidStock/Blend Images; ersinkisacik/E+; Truitt Rogers/Photolibrary/Getty Images Plus; T2 Images/Cultura; tomertu/iStock/Getty Images Plus; DNY59/E+; Sergiy1975/iStock/Getty Images Plus; Alberto E. Rodriguez/Getty Images Entertainment; mocoo/iStock/Getty Images Plus; Maica/iStock/Getty Images Plus; **U4:** Fuse/Corbis; jessicaphoto/iStock Unreleased; mtreasure/iStock/Getty Images Plus; Laetizia Haessig/EyeEm; GCShutter/E+; heshphoto/Image Source; Chuvashov Maxim/Image Source; RUSS ROHDE/iStock/Getty Images Plus; Oliver Helbig/EyeEm/EyeEm; Matt Cardy/Getty Images News; Sally Anscombe/Moment; John Gress/Corbis Historical; John Wood Photography/iStock/Getty Images Plus; RichLegg/E+; Bill Stormont/iStock/Getty Images Plus; Asanka Brendon Ratnayake/iStock/Getty Images Plus; kali9/E+; Wavebreakmedia/iStock/Getty Images Plus; Thamrongpat Theerathamakorn/EyeEm; fotostorm/iStock/Getty Images Plus; Razvan/iStock/Getty Images Plus; Gregory Shamus/Getty Images Sport; Alexander Puell/Moment/Getty Images Plus; Agata Kryn/EyeEm; RoschetzkylstockPhoto/iStock/Getty Images Plus; dolgachov/iStock/Getty Images Plus; ColorBlind Images/The Image Bank/Getty Images Plus; mocoo/iStock/Getty Images Plus; Sladic/iStock/Getty Images Plus; **U5:** David Santiago Garcia/Aurora; Martine Roch/Moment; Cristiano Gala/iStock/Getty Images Plus; Ryan McVay/DigitalVision; Martin Poole/DigitalVision; Sporrer/Rupp/Cultura; Mark Hunt; Martin Konopka/EyeEm; urbazon/E+; Jonathan Gelber; CasarsaGuru/E+; Comstock/Stockbyte; PhotoAlto/Jerome Gorin/PhotoAlto Agency RF Collections; Jose Luis Pelaez Inc/DigitalVision; Grosshans Grosshans/EyeEm; KatarzynaBialasiewicz/iStock/Getty Images Plus; Alvis Uptis/Photographer's Choice RF; ra-photos/E+; Paul Almasy/Corbis Historical; Johner Images/Brand X Pictures; Klaus Mellenthin/Westend61; ihorga/iStock/Getty Images Plus; Yvette Cardozo/Photolibrary; Himsyah Inchakep/EyeEm; mocoo/iStock/Getty Images Plus; Richard Newstead/Moment; Cavan Images; andresr/E+; mocoo/iStock/Getty Images Plus; **U6:** Barcroft Media/Barcroft Media; Viktoria Rodriguez/EyeEm; maerzkind/iStock/Getty Images Plus; Gordon Scammell/LOOP IMAGES/Corbis Documentary; James Gritz/Photodisc; T. Eidenweil/imageBROKER; vandervelden/iStock/Getty Images Plus; micheldenijns/Getty Images/iStockphoto; Fotofeeling/Westend61; Robert Niedring/MITO images; Hill Street Studios/DigitalVision; Westend61; moodboard/Getty Images Plus; Jef Wodniack/iStock/Getty Images Plus; Anton Petrus/Moment; Pavliha/E+; SteveMcsweeny/iStock/Getty Images Plus; Frans

Lemmens/Corbis Unreleased; JuhaHuiskonen/E+; David Fettes/iStock/Getty Images Plus; mocoo/iStock/Getty Images Plus; ONOKY - Brooke Auchincloss; **U7:** metamorworks/iStock/Getty Images Plus; PhotoAlto/Frederic Cirou/PhotoAlto Agency RF Collections; Dan Hallman/iStock/Getty Images Plus; Maskot/Maskot; AntonioFrancois/iStock/Getty Images Plus; Liam Norris/iStock/Getty Images Plus; VLIET/iStock Unreleased; Johner Images; Mike Harrington/DigitalVision; uniquely india; Javier Pierini/Stockbyte; THEPALMER/E+; Donald Iain Smith; SolStock/E+; dmbaker/iStock/Getty Images Plus; Bedrin-Alexander/iStock/Getty Images Plus; Maskot; fstop123/iStock/Getty Images Plus; Mongkol Chuewong/Moment; Steve Vidler/SuperStock; LeoPatrizi/E+; Wavebreakmedia Ltd/Lightwavemedia; SeanPavonePhoto/iStock/Getty Images Plus; Junior Gonzalez; monsitj/iStock/Getty Images Plus; mocoo/iStock/Getty Images Plus; **U8:** Caiaimage/Sam Edwards; Halfpoint Images/Moment; Hero Images/Hero Images; LightFieldStudios/iStock/Getty Images Plus; Jovo Marjanovic/EyeEm/EyeEm; Ariel Skelley/DigitalVision; FangXiaNuo/E+; Diverse Images/Universal Images Group; Hill Street Studios/DigitalVision; Westend61/Brand X Pictures; Morjachka/iStock/Getty Images Plus; Kristine Joy Tropicales/Moment Open; South China Morning Post; digitalskillet/iStock/Getty Images Plus; Bloom Productions/iStock/Getty Images Plus; Gary Bennett/EyeEm/EyeEm; Denis Goujon/EyeEm/EyeEm; mocoo/iStock/Getty Images Plus; **U9:** Guylain Doyle/Lonely Planet Images/Getty Images Plus; Bennett Raglin/BET/Getty Images Entertainment; D-Keine/E+; HEX; Lane Oatey/Blue Jean Images; Claudiad/E+; Nigel Roddis/Getty Images News; suteishi/E+; George Shelley/Corbis; Tim Graham/The Image Bank/Getty Images Plus; Stephanie Nantel/Moment; jonya/E+; Peathegee Inc; Kike Calvo/Universal Images Group; FatCamera/iStock/Getty Images Plus; StephanHoerold/E+; Hill Street Studios/Blend Images; Tony Anderson/The Image Bank; drbimages/iStock/Getty Images Plus; Jon Feingersh Photography Inc/DigitalVision; Urilux/E+; harrastaja/E+; 8213erika/iStock/Getty Images Plus; Elizabeth Fernandez/Moment; Education Images/Universal Images Group; Neil Farrin/AWL Images; Christian Jakubaszek/Getty Images Entertainment; Prisma Bildagentur/Universal Images Group; Lebedinski/iStock/Getty Images Plus; carlosbezz/iStock/Getty Images Plus; J-Elgaard/iStock/Getty Images Plus; sihuo0860371/iStock/Getty Images Plus; Jonathan Kitchen/Photographer's Choice RF; RapidEye/E+; mocoo/iStock/Getty Images Plus; Valeriy_G/iStock/Getty Images Plus. **CLIL2:** Alfredo Maiquez/Lonely Planet Images/Getty Images Plus; Adam Woolfitt/roberthardingclaffra/iStock/Getty Images Plus; **CLIL4:** JGI/Jamie Grill; **CLIL6:** Bjorn Holland/Photodisc; Malven/E+; Doug88888/Moment Open; Anakrubah/iStock/Getty Images Plus; **CLIL8:** Bettmann; Underwood Archives/Archive Photos; robbin0919/iStock/Getty Images Plus; **F4:** Francisco Goncalves/Moment Open; Nor Hashikin Rohani/

EyeEm; The Good Brigade/DigitalVision; Mike Kemp; Glowimages; Ariel Skelley/DigitalVision; Hero Images; UpperCut Images; **F6:** PhotoAlto/Milena Boniek/PhotoAlto Agency RF Collections; Ken Reid/iStock/Getty Images Plus; mediaphotos/iStock/Getty Images Plus; fotostorm/iStock/Getty Images Plus; BananaStock/BananaStock; uniquely india; **F8:** Manita Charoenpru/EyeEm/EyeEm; Dorling Kindersley/Dorling Kindersley; alle12/E+; Selektor/iStock/Getty Images Plus; mbbirdy/E+; richcano/E+; krisanapong detraphiphat/Moment; **F9:** Ryan McVay/Photodisc; Arthur Baensch/Corbis/Getty Images Plus; moodboard/iStock/Getty Images Plus; skyneshier/E+; shironosov/iStock/Getty Images Plus; ddukkang/iStock/Getty Images Plus; grandriver/E+; **VB1:** yogysic/DigitalVision Vectors; simonkr/E+; Kondo Photography/Cultura; Thomas Barwick/DigitalVision; amygdala_imagery/iStock Unreleased; GoodLifeStudio/E+; Michael Cogliantry/The Image Bank/Getty Images Plus; scyther5/iStock/Getty Images Plus; GoodLifeStudio/E+; Caspar Benson; Caiaimage/Chris Ryan; Tashi-Delek/E+; **VB2:** Tobias Ackeborn/Moment; Westend61; cinoby/E+; Bobby Sanderson/EyeEm; Ian Spanier/Image Source; JianGang Wang/iStock Unreleased; Matt Mawson/Moment; Alex Potemkin/E+; Australian Land, City, People Scape Photographer/Moment; Maskot; Johner Images - Fridh, Conny/Brand X Pictures; Douglas Sacha/Moment Open; Maya Karkalicheva/Moment; **VB3:** eelnoiva/iStock/Getty Images Plus; Westend61; J-Elgaard/E+; laflor/E+; andresr/E+; Image Source; AaronAmat/iStock/Getty Images Plus; Wavebreakmedia/iStock/Getty Images Plus; GoodLifeStudio/iStock/Getty Images Plus; Shoji Fujita/DigitalVision; Slonov/E+; **VB4:** damircudic/E+; Chris Ryan/OJO Images; Ken Seet/Corbis/VCG; shapecharge/iStock/Getty Images Plus; Tashi-Delek/E+; kali9/E+; PeopleImages/E+; Sean Justice/Stockbyte; skyneshier/E+; Hero Images; **VB5:** PaulMaguire/iStock/Getty Images Plus; Connel_Design/iStock/Getty Images Plus; Thomas Hauser/EyeEm; RonFullHD/iStock/Getty Images Plus; Serg_Velusceac/iStock/Getty Images Plus; Tuayai/iStock/Getty Images Plus; Brian Klutch/DigitalVision; cla78/iStock/Getty Images Plus; JazzIRT/E+; Antenna; Image Source; JoeGough/iStock/Getty Images Plus; Csondy/E+; **VB6:** PhotoAlto/Frederic Cirou; blackred/iStock/Getty Images Plus; Westend61; Praiwan Wasanruk/iStock/Getty Images Plus; Image Source; smerindo_schultzpax/Moment; Michael Interisano/Perspectives/Getty Images Plus; PhotoAlto/Ale Ventura; Squaredpixels/iStock/Getty Images Plus; ImagesBazaar; Kenny Williamson/Moment; eugeneseergeev/iStock/Getty Images Plus; **VB7:** Erik Isakson; damircudic/E+; BrankoPhoto/E+; Ronnie Kaufman/DigitalVision; Caiaimage/Chris Ryan; IpekMorel/iStock Editorial/Getty Images Plus; Westend61; **VB8:** Yuri_Arcurs/E+; AJ_Watt/E+; oonal/E+; Hill Street Studios/DigitalVision; kali9/E+; Luis Diaz Devesa/Moment; **VB9:** Erik Isakson/Corbis; Ayakovlev/iStock/Getty Images Plus; Homer Sykes/The Image Bank/Getty Images Plus; Brauns/E+; GoodLifeStudio/E+;

Niyaz_Tavkaev/iStock/Getty Images Plus; joshblake/E+; FatCamera/E+.

The following photographs are sourced from other libraries/sources.

SU: Currency Images are courtesy of the Bureau of Engraving and Printing.

Icons: Prithvi/Noun Project; Agni/Noun Project; mikicon/Noun Project; Baboon designs US/Noun Project; Tanguy Keryhuel; FR/Noun Project; Icons Bazaar/Noun Project; Adrien Coquet, FR/Noun Project; Vectors Market/Noun Project; TukTuk Design/Noun Project; iconsphere, ID/Noun Project; i cons, US/Noun Project; kim Eriksson/Noun Project; Delwar Hossain, BD/Noun Project; Kirby Wu, TW/Noun Project; Magicon, HU/Noun Project; Baboon designs, US/Noun Project.

U1-7: Carboxylase/Shutterstock.

Illustration

U1: Oliver Flores; **U2:** Jose Rubio; Mark Duffin, **U3:** Oliver Flores; Antonio Cuesta; Oliver Flores; **U5:** Jose Rubio; Antonio Cuesta; **U6:** Oliver Flores; Alex Herrerias; **U7:** Antonio Cuesta; Alex Herrerias; Jose Rubio; **U8:** Jose Rubio; Oliver Flores; **U9:** Oliver Flores; **F1:** Alex Herrerias; **F2:** Jose Rubio; **F3:** Antonio Cuesta; **F5:** Jose Rubio; **F6:** Alex Herrerias; **F7:** Alex Herrerias; **F8:** Oliver Flores; **F9:** Alex Herrerias.

The following illustrations are sourced from other sources:

U5: Illustration based on the image, *Nautilus House*. Copyright © Arquitectura Orgánica. Reproduced with kind permission; Illustration based on the image, *The PAS House*. Copyright © PAS House – skatestudyhouse.com. Reproduced with kind permission; Illustration based on the image, *The Keret House*. Copyright © Polish Modern Art Foundation/Bartek Warzecha. Reproduced with kind permission.

Video Clips

The following stills are sourced from Getty Images.

U1: Daily Herald Archive/SSPL/Hulton Archive; MicrovOne/iStock/Getty Images Plus; **U2:** Merlinus74/Creatas Video+; **U3:** OmniMovi Ltd/Corbis Video; simonkr/Creatas Video; **U4:** The Lighthouse Film Co, Inc./Lighthouse Films; **U5:** junlongyang/Moment/Getty Images Plus; Fondation GoodPlanet/Yann Arthus-Bertrand; **U6:** konstantynov/Creatas Video+; **U7:** Alexandria Day/Getty Images Editorial Footage; Sky News/Film Image Partner; **U8:** Silverwell Films/Archive Films: Editorial; **U9:** kali9/Creatas Video; Do Diligence Inc./Image Bank Film.

Cover design and illustrations: Collaborate Agency

Video production by Lucentum Digital.

Audio Recordings: Eastern Sky Studios

Typesetting: Aphik, S.A. de C.V.

Contributing authors: Daniel Vincent, Liz Walter, and Kate Woodford

Versioner: Suzanne Harris

American English Consultant: Multimodal Media

Freelance Editors: Sue Costello, Meredith Levy, Jacqueline French, and

Cara Norris-Ramirez

Adapted by: Content –

Ulkar Babayeva

Shahana Ahmadli

Madina Taibova

Aygun Isgandarova

Eldaniz Khojazada

Design –

The authors and editors would like to thank all the teachers and consultants who have contributed to the development of the course, in particular:

Mexico: Ana Belem Duran; Nelly Marina Elizalde; Julio Andrés Franco Del Campo; Nimbe García Haro; Raoul Josset Paquette; Adriana Maldonado Torres; Ana Edith Ramos Ramírez

Brazil: Beatriz Affonso; Alessandra Bautista; Ana Carolina De Luca; Esdras Fattobene; Maria Claudia Ferreira; Itana Lins; Maria Helena Meyer; Valéria Moraes Novoa; Odinéia Morandi; Regina Pedroso De Araujo; Andrea Perina; Simone Rodrigues; Jacqueline Saback; Clíce Sales; Sílvia Teles

Turkey: Belgün Akçelik; Peggy Alptekin; Hayri Arslan; Ayşe Aylin Kündüroğlu;

Nihan Çalışkan; Selin Dinçkal Erkenci; Bengü Özbek; Saliha Şimşek

Ümumi təhsil müəssisələrinin 7-ci sinifləri üçün İngilis dili (əsas xarici dil) fənni üzrə dərslik. Hesab-nəşriyyat həcmi: 18,5.

Fiziki çap vərəqi: 20.5. Səhifə sayı: 128. Kəsimdən sonra:

225 × 285. Şrift və ölçü: Helvetica, Avenir, Laca, Abolition, Brink, DIN2014, American Captain, 10pt. Ofset çapı. Sifariş 0394. Tiraj: 2 300. Pulsuz. Bakı – 2025

Əlyazmanın yığıma verildiyi və çapa imzalandığı tarix: 17.10.2025

Çap məhsulunu uyğunlaşdıran:

Azərbaycan Respublikasının Təhsil İnstitutu
(Bakı ş., A.Cəlilov küç., 96).

Çap məhsulunu istehsal edən:

“CN Poliqrax” MMC (Bakı şəhəri, Abşeron rayonu, Novxanı qəsəbəsi, İlqar Mirzəyev küçəsi).

SHAPE IT!

Pulsuz

IT'S YOUR WORLD

With *Shape It!* you will develop the confidence and competencies you need to pave your own path in an ever-evolving global landscape.

Shape It! will help you:

- Become a more independent learner using the Cambridge Life Competencies Framework.
- Practice the skills to work effectively with others on collaborative projects.
- Get inspired by global, cross-curricular topics and over 40 videos per level.
- Grow into a confident, collaborative learner with a unit structure that gradually builds knowledge and language, culminating in a personalized project.

For Students:

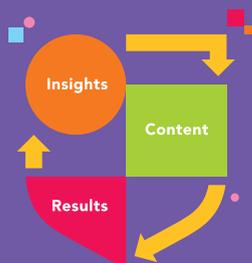
- Student's Book
- Student's Book Video Files
- Student's Book Audio Files
- Workbook
- Workbook Audio Files

For Teachers:

- Teacher's Book
- Audio Files
- Video Files



SHAPE IT!	CEFR
	B1+
	B1
Grade 7	A2
	A1+



What is Better Learning?

It's a continuous cycle where our insights shape content that drives results.

Better Learning Building brighter futures together

Find out more at: cambridge.org/betterlearning



CAMBRIDGE
UNIVERSITY PRESS
cambridge.org

ISBN 978-1-108-84702-5



9 781108 847025 >