

TRẦN CAO BỘI NGỌC (Chủ biên) – VŨ VĂN XUÂN



# TIẾNG ANH 6

# Friends

# Plus

Student Book



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

OXFORD

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**Friends**  
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**OXFORD**  
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### **VIỆT NAM PROJECT TEAM**

- Mr. Nguyễn Đức Thái, Chairman of the Management Board, VEPH
- Mr. Hoàng Lê Bách, General Director, VEPH

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*Hãy bảo quản, giữ gìn Sách giáo khoa để dành tặng các em học sinh lớp sau.*

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# Lời nói đầu

Sách **Tiếng Anh 6 Friends Plus – Student Book** do Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh cấp Trung học cơ sở (ban hành theo *Thông tư số 32/2018/TT-BGDĐT*, ngày 26 tháng 12 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo).

Sách **Tiếng Anh 6 Friends Plus – Student Book** bám sát các chủ đề, chủ điểm kiến thức ngôn ngữ trong chương trình; cung cấp cho học sinh các kỹ năng cần thiết để tự tin giao tiếp bằng tiếng Anh; đáp ứng nhu cầu đánh giá quá trình học tập của học sinh theo định hướng phát triển năng lực. Mỗi bài học có từng mục tiêu cụ thể với các hoạt động học tập được tổ chức sao cho vừa đáp ứng yêu cầu của khung chương trình vừa phù hợp với đặc điểm tâm lý lứa tuổi của học sinh trung học cơ sở; ở cuối mỗi bài đều có các câu đố, trò chơi và bài hát tạo động lực và hứng thú cho học sinh tham gia học tập.

Sách gồm một bài ôn tập củng cố kiến thức đã học (**Starter Unit**) và tám đơn vị bài học chính: **Towns and cities; Days; Wild life; Learning world; Food and health; Sports; Growing up; Going away**. Mỗi bài học đều có các hoạt động nhằm rèn luyện các kỹ năng Nghe – Nói – Đọc – Viết; phát triển vốn từ vựng; củng cố và nâng cao kiến thức ngữ pháp... giúp học sinh tích hợp kiến thức, kỹ năng giao tiếp bằng tiếng Anh với những kiến thức cơ bản về văn hoá, xã hội; nâng cao tầm hiểu biết, sống hoà nhập vào môi trường xung quanh với tinh thần yêu thiên nhiên, yêu con người, yêu xã hội; góp phần đào tạo học sinh trở thành những công dân phát triển toàn diện.

NHÓM TÁC GIẢ

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# Starter unit

## VOCABULARY • Free time

I can talk about my hobbies and interests.

- 1 1.02 Match the words in the box with pictures 1–15. Then listen and check.

video games music art reading  
watching TV films animals cooking  
skateboarding cycling photography sport  
shopping chatting online meeting friends



- 2 1.03 Read and complete the text with the words in the box. Then read, listen and check your answers.

photography skateboarding cooking sport  
reading music video games chatting



**Hi!**

Hi! I'm Kate. I'm twelve and I'm from Oxford in the UK. I'm into sport and I'm good at basketball. Apart from

sport, I like <sup>1</sup>..... and <sup>2</sup>..... online. I'm not interested in shopping.

This is **my** brother Jack. Jack isn't into sport. He's into <sup>3</sup>..... and **his** favourites are football games. Jack isn't on **his** computer twenty-four hours a day – he and **his** friends like <sup>4</sup>....., but they aren't very good!

**Our** parents, Jen and Ed, like books and they're into <sup>5</sup>..... **My** mum is interested in <sup>6</sup>..... and **her** photos are really good. **Our** mum and dad are good at <sup>7</sup>..... Italian food is **their** favourite.

And you and **your** family? What are **your** hobbies and interests?

- 3 1.04 Look at the Key Phrases and listen. What do the people say? Complete the phrases.

### KEY PHRASES

Talking about hobbies and interests

+	-
1 I'm interested in .....	2 I'm not interested in .....
3 I'm into .....	4 I'm not into .....
5 I like .....	6 I don't like .....
7 I'm good at .....	8 I'm not good at .....
9 My favourite .....	
is / are .....	

- 4 Write six sentences about your interests. Use the Key Phrases in exercise 3 and the words in exercise 1.

I'm into sport.

I'm not good at music.

- 5 **USE IT!** Work in pairs. Compare your interests in exercise 4.

I'm into sport.

Oh, I don't like sport. I like reading.



# S LANGUAGE FOCUS • *be*: affirmative and negative

• Subject pronouns and possessive adjectives • Object pronouns

I can use the verb *be* and introduce people.

## be: affirmative and negative

1 Complete the table with the words in the box. Then check your answers in the text on page 6.

isn't aren't they he not



Affirmative	
I'm	from Oxford.
You're	twelve.
1.....'s / She's / It's	into video games.
We're / You're / 2.....'re	
Negative	
I'm 3.....	interested in shopping.
You aren't	very good.
He / She / It 4.....	into sport.
We / You / They 5.....	

2 Write true sentences. Use affirmative and negative forms of the verb *be*.

- Kate ~~is~~ interested in sport.
- Zebras ..... animals.
  - Oxford ..... in Brazil.
  - My friends ..... twelve.
  - The name of this book ..... *Friends Plus*.
  - I ..... interested in video games.
  - I ..... from Đà Nẵng.

## Subject pronouns and possessive adjectives

3 Complete the table with the words in blue in the text on page 6.

Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	my	we	4.....
you	1.....	you	5.....
he	2.....	they	6.....
she	3.....		
it	its		

4 Replace the words in blue with subject pronouns.

- Marc is from Paris. He is from Paris.
- This book is good.
  - Jen and Ed are from the UK.
  - Anya and I are friends.
  - You and Mick are brothers.

## Object pronouns

5 Match the object pronouns in the box with the subject pronouns.

it me them us you him her you

- I - me you - 1..... it - 2..... he - 3.....  
 she - 4..... we - 5..... you - 6.....  
 they - 7.....

## Pronunciation: Word stress

6 Circle the word that differs from the other three in the position of primary stress.

- a. arrive    b. begin    c. answer    d. machine
- a. visit    b. enter    c. under    d. about
- a. along    b. papaya    c. across    d. into
- a. Brazil    b. Japan    c. China    d. Korea
- a. happen    b. final    c. living    d. alive
- a. alarm    b. college    c. mistake    d. cartoon
- a. again    b. above    c. really    d. alike
- a. computer    b. beautiful  
c. continuous    d. deliver
- a. Vietnamese    b. Japanese  
c. Cambodia    d. Indonesia

7 **USE IT!** Work in pairs. Talk about you and your interests. Use ideas from exercise 1, page 6. Then change pairs and say something about your first partner.

I'm eleven. I'm into cycling with my brother. I'm not very good at art.

Nam is eleven. He's into cycling with his brother. He isn't very good at art.





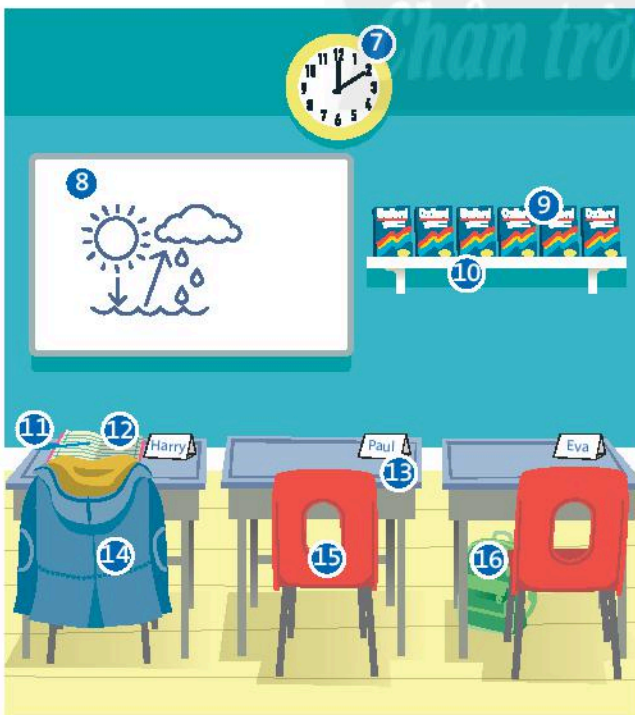
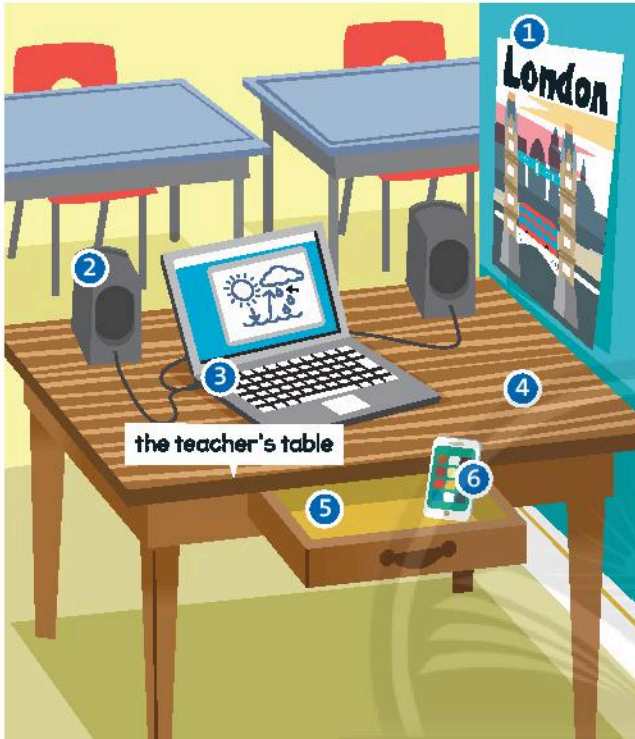
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## VOCABULARY • Prepositions and everyday objects

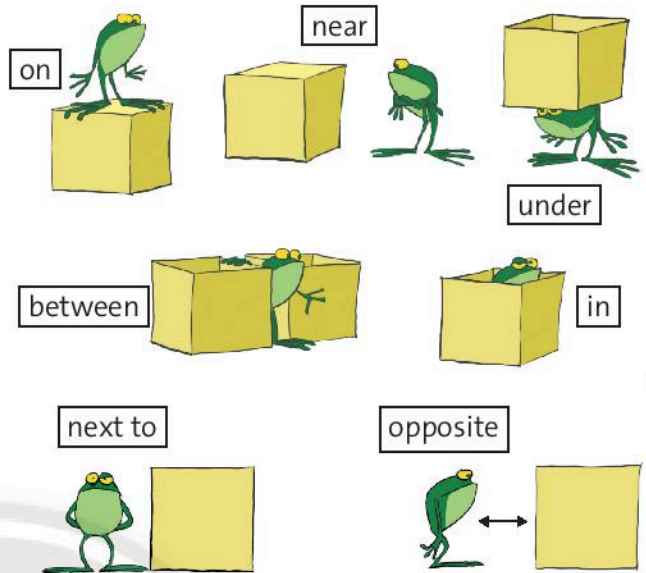
I can say where things are.

- 1 1.05 Match the words in the box with 1–16 in the pictures. Then listen and check.

table drawer mobile phone poster  
laptop speaker desk coat bag  
chair notebook pen shelf board  
dictionaries clock



- 2 1.06 Study the prepositions. Then complete the sentences with the prepositions. Listen and check.



- The dictionaries are ..... the shelf.
- The teacher's mobile is ..... the drawer.
- The laptop is ..... the speakers.
- The students' chairs are ..... their desks.
- The poster is ..... the teacher's table.
- Harry's coat is ..... his chair.
- Eva's bag is ..... her desk.
- The clock is ..... the board.
- The board is ..... the students' desks.
- Harry's pen is ..... his notebook.

- 3 Draw a desk and four other objects. Write sentences about your picture.

In my picture, a laptop is on the desk. A bag is next to the laptop ...

- 4 **USE IT!** Work in pairs. Read your sentences in exercise 3 to your partner. Listen and draw your partner's picture.

In my picture, a laptop is on the desk.  
A bag is next to the laptop ...

# S LANGUAGE FOCUS • Possessive 's • be: questions • Possessive pronouns

I can ask questions about where people and things are.

## Possessive 's

1 Look at the examples and complete the Rules with *singular* and *plural*.

- the teacher's mobile
- Harry's bag
- the students' chairs

**RULES**

- 1 We use 's for possession with ..... words.
- 2 we use s' for possession with ..... words.

## be: questions

2 1.07 Read and listen to the text. Choose the correct answers.

- 1 Charlie's mum is at home / at work.
- 2 Her laptop is in the drawer / on the TV.
- 3 Her speakers are in Charlie's room / her room.

Mum Hi, Charlie.  
 Charlie Oh, hi, Mum.  
 Are you at work?  
 Mum No, I'm not.  
 I'm at home.  
 Where are you?  
 Charlie I'm at school,  
 Mum! It's 12 p.m.  
 Mum Oh, yes. OK. Are you in class?  
 Charlie No, why? Are you OK?  
 Mum Yes, I'm fine. But Charlie –  
 where is my laptop?  
 Charlie Ah ... yes. Look in the drawer  
 under the TV. Is it there?  
 Mum Yes, it is. And the speakers?  
 Where are the speakers, Charlie?  
 Charlie Mmm. Good question. Erm ... are  
 they in the drawer?  
 Mum No, they aren't.  
 Charlie Erm ... OK. Are they in my room?  
 Mum MY speakers in YOUR room ... ?  
 Yes, they are. Charlie ... !  
 Charlie OK, Mum. Bye!



3 Read the dialogue again and complete the table.

Questions		Short answers
Am I	in class? at home?	Yes, I am. / No, <sup>3</sup> .....
<sup>1</sup> ..... he / she / it		Yes, it <sup>4</sup> ..... / No, it isn't.
<sup>2</sup> ..... you / we / they		Yes, they are. / No, they <sup>5</sup> .....

## Possessive pronouns

4 Match the possessive pronouns in the box with the possessive adjectives.

ours his theirs hers yours

Possessive adjective	Possessive pronoun
my	mine
his	<sup>1</sup> .....
her	<sup>2</sup> .....
our	<sup>3</sup> .....
your	<sup>4</sup> .....
their	<sup>5</sup> .....

5 Write phrases with possessive pronouns.

- 1 This is my pen. This is *mine*.
- 2 This is his book.
- 3 This is her desk.
- 4 This is our table.
- 5 This is your bag.
- 6 This is their dictionary.

6 **USE IT!** Work in pairs. Look at the table below. Choose a person, a city and a place. Then ask questions to find out your partner's information.

Are you with Lionel Messi?  
 No, I'm not.

Person	City	Place
Lionel Messi	Rio	at school
Taylor Swift	New York	in town
Kristen Stewart	London	at home
Robert Downey Jr.	Cairo	at the shops

**1** 1.08 Read the text. Match the words in blue with their opposites in the box. Then listen and check.

unpopular bad new cheap  
horrible boring fast big

**2** Read the text again and choose the correct answers.

- 1 Has Paul's mobile got a good camera?  
a. Yes, it has.                      b. No, it hasn't.
- 2 Have Ben's cousins got a parrot?  
a. Yes, they have.                  b. No, they haven't.
- 3 Has Maria got a present for her dad?  
a. Yes, she has.                      b. No, she hasn't.

**3** Study the Key Phrases. Write eight sentences about the things in the table. Use your ideas and the Key Phrases.

Mexico City is a really big place.

TV programme	Place	Person	Game or film
popular	big	nice	expensive
boring	horrible	popular	fast
good	old	interesting	new

**KEY PHRASES**

**Adverbs of degree**

It isn't very expensive.                      It's quite expensive.




It's very expensive.                          It's really expensive.




**4** **USE IT!** Work in pairs. Compare your sentences in exercise 3.

Mexico City is a really big place.

My city is really old.

## Send us your photos! What have you got ...

**... in your pocket?**

I've got money, a pen, my ID card for school (that photo isn't very nice!) and my mobile phone. It's old and slow now and it hasn't got a good camera. I want a new mobile, but they're expensive. 😞 (Paul)

**... on your desk?**

I've got books, one or two old video games, and these mini speakers. They're small, but they're really good. 😊 And I've got a photo of my cousins in Australia. They've got a pet parrot. His name's Sinbad and he's really popular with my cousins' friends. We haven't got a pet. 😞 (Ben)

**... in your bag?**

I've got my books for school, my mobile and I've got this present for my dad. He hasn't got this book. It's about cooking and it's very interesting (if you like cooking!). 😊 (Maria)



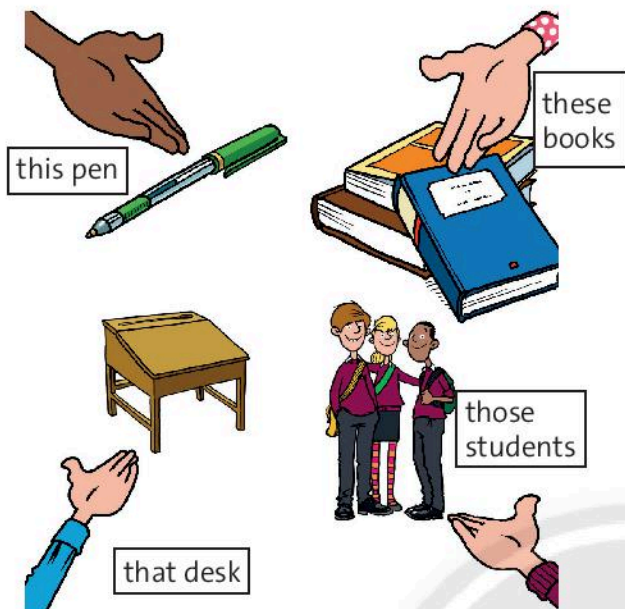
# S

## LANGUAGE FOCUS • this, that, these, those • have got

I can ask and answer questions about presents with *have got*.

### this, that, these, those

1 Study the pictures. What is the difference between *this / that* and *these / those*?



2 Choose the correct words.

- 1 That / These cousins are in Australia now.
- 2 Is this / those your pen under the teacher's chair?
- 3 This / These present is nice.
- 4 These / That is Maria's dad, Bill.
- 5 Is this / Are those books on my desk yours?

4 1.09 Complete the dialogue with the correct forms of *have got*. Then listen and check.

- Ben It's Father's Day tomorrow. <sup>1</sup>..... you got a present for Dad?
- Maria Yes, I <sup>2</sup>..... I've got this book about cooking.
- Ben Oh, that's nice. I <sup>3</sup>..... got a present.
- Maria No? That's OK – we <sup>4</sup>..... got an hour in town. <sup>5</sup>..... Dad got a good pen?
- Ben Yes, he <sup>6</sup>.....
- Maria Erm... OK, I <sup>7</sup>..... got an idea. Look – these mobile phone covers aren't very expensive.
- Ben Mmm. Dad hasn't got a mobile cover.
- Maria They <sup>8</sup>..... got really nice ones in this shop.
- Ben Thanks, Maria. That's a really good idea.

5 USE IT! Work in pairs. Look at the mini-dialogue. Prepare and practise new dialogues. Use your friends' names and the ideas in the pictures.

- A Have you got a present for ... ?
- B No, I haven't.
- A Has he / she got a ... ?
- B Yes, he / she has. OR No, he / she hasn't.
- A Look, they've got a really nice one in this shop.
- B Thanks! That's a really good idea.

### have got

3 Look at the text and exercise 2 on page 10 again. Complete the table.



Affirmative			
I / You / We / They	<sup>1</sup> .....	got	a mobile.
He / She / It	's		a pet.
Negative			
I / You / We / They	<sup>2</sup> .....	got	a mobile.
He / She / It	<sup>3</sup> .....		a pet.
Questions			
Have	I / you / we / they	got	a mobile?
<sup>4</sup> .....	he / she / it		a pet?
Short answers			
Yes, I / you / we / they have.	No, I / you / we / they		
Yes, he / she / it has.	<sup>5</sup> .....		No, he / she / it hasn't.



# S

## VOCABULARY • Countries and nationalities

I can talk about where people and things are from.

1 1.10 Match the countries with the continents.

	COUNTRIES	CONTINENTS
1	Canada	Africa
2	Egypt	America
3	Italy	Asia
4	Japan	Australasia
5	Morocco	Europe
6	New Zealand	
7	Spain	
8	Thailand	
9	The Philippines	
10	The UK	
11	The USA	
12	Việt Nam	

2 Check the meanings of the words in blue. Then choose the correct words in the quiz.



1

People from the UK are **British** / **American**.



3

Rafael Nadal is a **Spanish** / **Canadian** sports star.



5

Tom Yum is **Thai** / **Italian** food.

The dollar is the **British** / **Australian** currency.



2

The **Vietnamese** / **Japanese** flag is red and yellow.



4

Cairo is the **Egyptian** / **Moroccan** capital.



6

3 Write nationalities for the countries in exercise 1. Use words from the quiz in exercise 2.

1 The USA **American**

4 Write true and false information for 1–5.

Brad Pitt is an **American** sports star. (False)

Ferraris are **Italian**. (True)

1 ... is a / an (nationality) star.

2 ... is the (nationality) capital.

3 The (nationality) flag is ...

4 ... is / are (nationality).

5 The ... is the (nationality) currency.

5 **USE IT!** Work in pairs. Compare your sentences in exercise 4. Say if you think they are true or false.

Brad Pitt is an **American** sports star.

No, that's false.

Ferraris are **Italian**.

Yes, that's true.

**S LANGUAGE FOCUS** • Question words: *Where ... ?, What ... ?, Who ... ?*  
 • Conjunctions: *and, or, but*  
 I can ask questions and write an email about myself.

**Question words: *Where ... ?, What ... ?, Who ... ?***

**1** Check the meanings of the bold words in examples 1–3. Then answer the questions. Compare with a partner.

- 1 **Where's** Neymar Junior from?
- 2 **What's** a taco?
- 3 **Who's** Usain Bolt?



**Conjunctions: *and, or, but***

**4** Read the email and answer the questions.

- 1 Is Beth from Spain?
- 2 What are her interests?
- 3 Which words in the email have got capital letters? Why?
- 4 What are the meanings of the words in **blue**?

**International friends**

Hi. My name's Beth. I'm eleven years old **and** I'm from Boston in the USA. I've got two brothers and a sister and we're students at Cranville High School in Boston. I'm into music and sport, especially basketball. My favourite team is the Boston Celtics. I'm interested in cooking. What are your hobbies and interests?

Email **or** message me in English or Spanish, please. I speak a little Italian, **but** I'm not very good at it.

Bye for now!  
Beth

**2** 1.11 Listen to two people talking about the questions in exercise 1. Are their answers right or wrong?

**3** 1.11 Listen again and complete the Key Phrases. Use the words in the box.

know sure right you think

**5** Complete the sentences with *and, or* and *but*.

- 1 Is her name Beth ..... Bess?
- 2 I speak English ..... Japanese.
- 3 I've got a laptop, ..... I haven't got any speakers.
- 4 Are you from the UK ..... the USA?

**6** **USE IT!** Write an email for the *International friends* website. Write about you and your family, your interests and the languages you speak. Use the Key Phrases and the model text.

**KEY PHRASES**

**Thinking of answers**

- 1 I ..... he / she / it's ...
- 2 And ..... ?
- 3 I'm not .....
- 4 Yes, that's .....
- 5 I don't .....

**KEY PHRASES**

**Writing about yourself**

I'm a student at ...  
 I'm into ... , especially ...  
 Email or message me in ...  
 I speak / study ...  
 Bye for now!

# 1 Towns and cities

## VOCABULARY • Places in a town or city

I can talk about places in a town or city.

CLIL p22

Extra listening and speaking p110

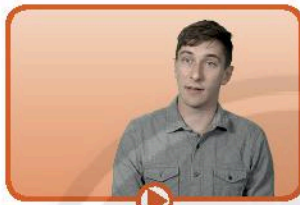
Song p118

**THINK!** What famous places are there in your town or city?

- 1 1.12 Match the words in the box with places 1–14 on the map of London below. There are six extra words. Then listen and check.

square restaurant school office building  
train station bridge café theatre  
sports centre library bus station cinema  
shop park shoppingcentre market  
monument hotel flat street

- 2 1.13 Watch or listen. Which places from exercise 1 do the people mention?



- 3 1.13 Watch or listen again and complete the sentences.

- 1 There isn't a ..... here.
- 2 There are some ..... in the city, too.
- 3 There's an old .....
- 4 There's a .....
- 5 There aren't any good ..... here.

At the British <sup>1</sup> ....., there are fourteen million books!

## LONDON GUIDE

Regent's <sup>2</sup> ..... is a beautiful green area.

The Savoy is a very famous <sup>3</sup> .....

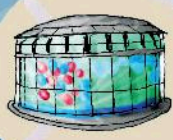
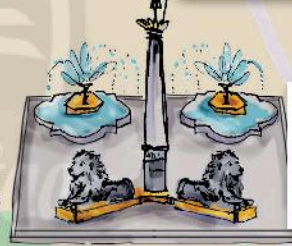
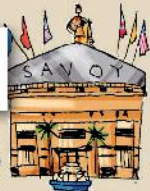
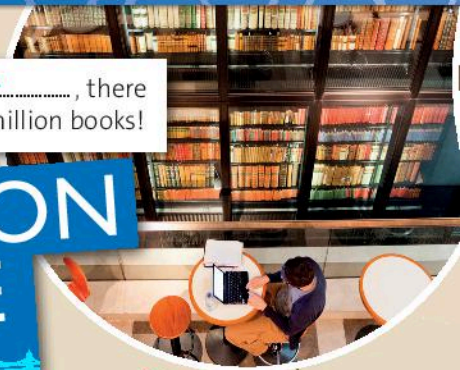
Nelson's Column is a tall <sup>4</sup> ..... in the middle of Trafalgar <sup>5</sup> .....

Harrods is a very famous <sup>6</sup> .....

Victoria <sup>7</sup> ..... – London buses stop here.

Covent Garden – go shopping in the <sup>8</sup> .....

The IMAX <sup>9</sup> ..... – watch a 3D film here.





**New Malden**, eat interesting Korean food in the <sup>10</sup>.....s here.

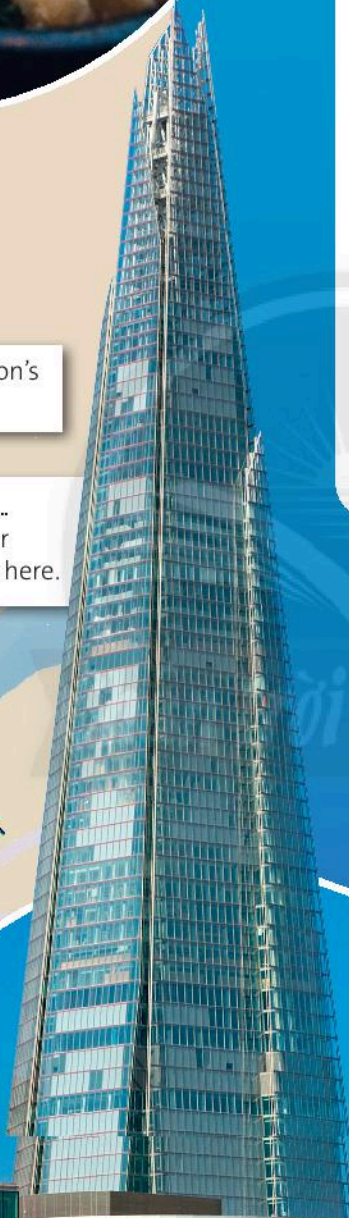
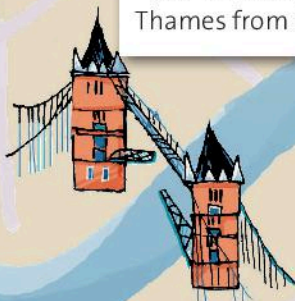


**King's Cross** <sup>11</sup>.....  
– take a train here.



**The West End** is London's <sup>12</sup>..... district.

**Tower** <sup>13</sup>.....  
– see the River Thames from here.



### KEY PHRASES

#### Talking about places

There's a / an ...

There are some ...

My favourite place is ...

There isn't a / an ...

There aren't any ...

**4** **USE IT!** Work in pairs. Talk about places in your town or city. Use the Key Phrases.

There's a good Korean restaurant near my house.

There are some interesting monuments here.

#### Finished?

What are the good and bad things about your town or city? Write sentences.

**The Shard** is London's new and very tall <sup>14</sup>.....





# 1 READING • A description of a cruise ship

I can predict the content of a text from photos.

**THINK!** Where do you think is a good place for a holiday? Why?

on a cruise ship in a city by the sea



climbing wall



## City on the Sea

Imagine a five-star hotel with **fantastic** food and **comfortable** rooms. Imagine a square, shops, cinemas and theatres. Imagine all of these things on one very big ship: *Oasis of the Seas*.

More than 2,000 people work on *Oasis of the Seas*, and there are **cabins** for 6,360 **passengers**. That's a lot of people, and they eat a lot of food in the ship's twenty cafés and restaurants. There are 250 **chefs**!

It's the first ship with a park. It's called Central Park and it's got fifty real trees and 12,000 plants. If you like sports, there are also five **swimming pools** and there's an exciting sports area with a **climbing wall**. If you prefer reading, there's a library, but relax - there isn't a school on the ship!



Central Park


**1** Look at the photos. What do you think are the answers to questions 1–3? Read and check.

- 1 Is there a school and a library on the ship?
- 2 Are there any swimming pools?
- 3 How many cafés and restaurants are there on the ship?

### SKILLS STRATEGY


**How to answer specific questions about a text:**

- First, identify the key word(s) in the question.
- Next, scan the text for the key word(s).
- Finally, you can find the correct answer in the sentence that has got the key word(s).

**2**  1.14 Read the Skills Strategy. Then read and listen to the text and answer the questions.

- 1 What's the name of the ship?
- 2 How many people work on the ship?
- 3 How many chefs are there on the ship?
- 4 Is it the only ship with a park?
- 5 What's in the sports area?

**3 VOCABULARY PLUS** Use a dictionary to check the meanings of the words in **blue** in the text.

**4**  **USE IT!** Work in pairs. Is the *Oasis of the Seas* a good place for a holiday? Why / Why not?

# 1 LANGUAGE FOCUS • *Is there ... ? , Are there ... ? , How many ... ?* • *Definite and zero article*

I can ask and answer questions about places.

1 Complete the questions. Then choose the correct answers.

- ..... there a school on the ship?  
a. Yes, there is.      b. No, there isn't.
- ..... there any swimming pools?  
a. Yes, there are.      b. No, there aren't.
- How many cafés and restaurants ..... there on the ship?  
a. Yes, there are.      b. There are twenty.

2 Choose the correct words in the Rules.



## RULES

- We use *some / any* in questions.
- We use *Yes, there is* and *No, there isn't* with singular nouns / plural nouns.
- We use *Yes, there are* and *No, there aren't* with singular nouns / plural nouns.
- We use *How many ... ?* with singular nouns / plural nouns.

3 Match 1–6 with a–f to make questions. Then write answers about your town or city.

- |                 |                          |
|-----------------|--------------------------|
| 1 Is there a    | a. people are there?     |
| 2 Are there     | b. a good school?        |
| 3 Is there an   | c. sports centre?        |
| 4 How many      | d. bridges?              |
| 5 Is there      | e. old part?             |
| 6 Are there any | f. any five-star hotels? |

4 Complete the questions with *Is there ... ? , Are there ... ?* and *How many ... ?*. Then ask and answer the questions with a partner.

- ..... any trees in your town or city?
- ..... a park or a sports centre?
- ..... swimming pools are there?
- ..... any exciting places for young people?
- ..... people live in your town or city?

## Definite and zero article

5 Choose the correct words in the Rules.

### RULES

We use *a / the* to talk about one particular thing. We use *some / zero article* to talk about things in general.

6 Complete the sentences with *the* or  $\emptyset$ .

- There are lots of things to do on ..... cruise ship.
- I go running in ..... park near my house.
- I think ..... climbing is an exciting sport.
- My dad likes cooking ..... Italian food.
- There are lots of boats at ..... Cái Răng floating market.



7 **USE IT!** Work in groups. Ask and answer about an amusement park in your town / city. Use *Is there ... ? , Are there ... ?* and *How many ... ?*.

Are there any swimming pools?

Yes, there are.

How many swimming pools are there?

There are three.

### Finished?

Write a description of your amusement park in exercise 7. Use the prepositions in the Starter unit.



# 1

## VOCABULARY AND LISTENING • Comparing places and things

I can understand people comparing places and things.

**THINK!** Do you like modern or old places? Why?

1 1.15 Match adjectives 1–6 with their opposites in the box. Then listen and check.

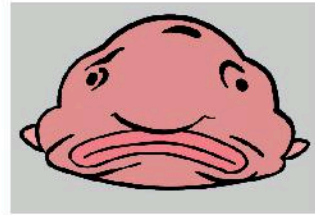
dirty unfriendly old quiet pretty safe



1 clean .....



2 noisy .....



3 ugly .....



4 dangerous .....



5 friendly .....



6 modern .....

2 Write sentences for the adjectives in exercise 1. Then compare with a partner.

*This window is clean.  
Cars are noisy.*

3 1.16 Listen to four street interviews in a radio programme. What do the people talk about? Choose four topics from the box and match them to the people.

New York restaurants cafés schools  
trains the park buses and bikes

4 1.16 Listen again and write **True** or **False**.

- 1 Emma thinks that the shopping centre is cleaner than the park.
- 2 Lukas thinks that the bus is slower than his bike.
- 3 Lukas thinks that buses are more dangerous than bikes.
- 4 Dwayne thinks that Oxford is nicer and older than his city.
- 5 Harriet thinks that Gino's pizzas are bigger and better.
- 6 Chloe thinks that Gino's is friendlier.

5 Think of three places that you like in your town or city and three places that you don't like. Write sentences and say why you like or dislike them.

*I like the park. It's quiet and pretty.*

6 **USE IT!** Work in groups. Compare your sentences in exercise 5. Which places does your group like and dislike? Compare with other groups.

*We like the park because it's quiet and pretty.*

### Around the town – Street interviews

This week's topic: What's your favourite place in town?



# 1 LANGUAGE FOCUS • Comparative adjectives

I can compare places and things.

1 Write the comparative form of the adjectives in the table.

Short adjectives			Long adjectives	
Regular	Adjective quiet	Comparative quieter	Adjective dangerous	Comparative more dangerous
End in -e	clean, slow	....., .....	modern, expensive	....., .....
End in consonant + y	nice, safe	....., .....		
End in consonant + vowel + consonant	friendly, pretty	....., .....		
	big, hot	....., .....		
			Irregular	
			Adjective bad	Comparative worse
			good	.....
			far	further / farther



2 Write sentences using the correct comparative form of the adjectives in brackets. How do you say **than** in your language?

New York / is / than / Washington. (big)  
New York is **bigger** than Washington.

- It's / here / than / in my country. (expensive)
- The weather today / is / than / it was yesterday. (bad)
- Why / is / this class / than / the other class? (quiet)
- Are / the buildings / in New York / than / the buildings in Oxford? (modern)
- This house / is / than / that house. (pretty)

4 Read *City on the Sea* (page 16) again. You may discover some letters pronounced differently in different words. Now indicate the word whose **bold part** differs from the other three in pronunciation.

- a. sea    b. square    c. star    d. cinemas
- a. cabin    b. comfortable    c. café    d. cinema
- a. trees    b. plants    c. sports    d. shops
- a. **work**    b. **swimming**    c. **twenty**    d. answer

5 **USE IT!** Work in pairs. Compare your opinions about some of the things in the box. Use the Key Phrases and comparative adjectives.

two cities    two sports teams    two shops  
two restaurants or cafés    two TV programmes  
two video games    two streets    two people

3 **1.17 PRONUNCIATION: /ə/ sound in comparatives**

Listen and repeat the examples.

- cleaner
- safer
- It's nicer than New York.
- I think Gino's is cheaper than Luigi's.

Now indicate the word whose **bold part** differs from the other three in pronunciation.

- a. cleaner    b. woman    c. mother    d. man
- a. nicer    b. safer    c. **about**    d. any
- a. cheaper    b. bigger    c. compete    d. tutor
- a. larger    b. enter    c. grammar    d. verb

## KEY PHRASES

### Comparing opinions

I think ... Yes, you're right. Really? I think ...

I think Hội An is prettier than Hà Nội.

Really? I think Hà Nội is prettier.

### Finished?

Make puzzle sentences about objects or places using comparative adjectives.

It's faster than a car, but slower than a plane. (a train)



# 1 WRITING • A description of a town or city

I can write a description of a town or city.

**THINK!** Check the meanings of the words in the box. Which has your town or city got?

buildings a zoo amusement parks shopping malls factories

## HỒ CHÍ MINH CITY



Hồ Chí Minh City is in the south of Việt Nam. It's got a population of about 9,000,000 in 2019. It's very modern and the people are really friendly. There are many good amusement parks, shopping malls and buildings here. Vũng Tàu, Phan Thiết and Đà Lạt are some quite nice places not far from Hồ Chí Minh City. I sometimes visit these cities for holidays, but Hồ Chí Minh City is more interesting.

- 1 Read the description of Hồ Chí Minh City. Which words in the THINK! exercise are in the text?
- 2 Complete the Key Phrases with words from the text.

### KEY PHRASES

#### Describing a town or city

- 1 It's in the north / ..... / west / east / centre of .....
- 2 It's got a population of about .....
- 3 It's very ..... and the people are .....
- 4 There are ..... and .....
- 5 I ..... but .....

### Language Point: Position of adjectives and Compound sentences

- 3 Look at the phrases in blue in the text. Then underline the correct words.
  - 1 When an adjective and a noun are together, the adjective is **before** / **after** the noun.
  - 2 We use *really, very* and *quite* **before** / **after** an adjective.
- 4 Compound sentences.
 

Look at the underlined sentences in the text. Then circle the correct words.

  - 1 We use *and* to join **similar** / **opposite** independent clauses in a compound sentence.
  - 2 We use *but* to join **similar** / **opposite** independent clauses in a compound sentence.

Now order the words to make sentences.

- 3 old town / 152,160 / Hội An Town / and / is / got / a population / it's / of about / an
- 4 sometimes / stays in Hà Nội / Mr Nam / but / in Hồ Chí Minh City / lives / he

**5 USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Write a description of a town or a city that you like for a website.

#### B THINK AND PLAN

- 1 Where is the town / city? How big is it?
- 2 How is the town / city? How are the people?
- 3 What are there in the town / city?
- 4 Are there any nice places near the town / city?
- 5 What do you think about the town / city?

#### C WRITE

**Note:** Write only ONE paragraph.

... is a town / city in ...

It's got .....

It's ... and the people ...

There are ... and ...

... are nice places ...

I sometimes ...

#### D CHECK

- *there is, there are*
- position of adjectives
- adverbs (*quite, very, really*)
- *and, but*
- comparative forms

# 1 CLIL • Geography: Reading a map

I can ask and answer questions about a map.

- 1 Check the meanings of the words in the box and match them with symbols 1–6. Read the text and check your answers.

path hill railway forest river road



- 2 1.19 Read and listen to the text. What other symbols are on a map?

- 3 Look at map A and choose the correct words.

The scale is <sup>1</sup>1:100,000 / 1:50,000. There are a lot of <sup>2</sup>paths / railways on this map, and there's one <sup>3</sup>hill / forest. It is <sup>4</sup>246 / 156 metres high. There's also a big <sup>5</sup>town / road and a <sup>6</sup>train station / city on the map.

- 4 Look at part of the guide map of Bà Nà Hills Mountain Resort and answer the questions.

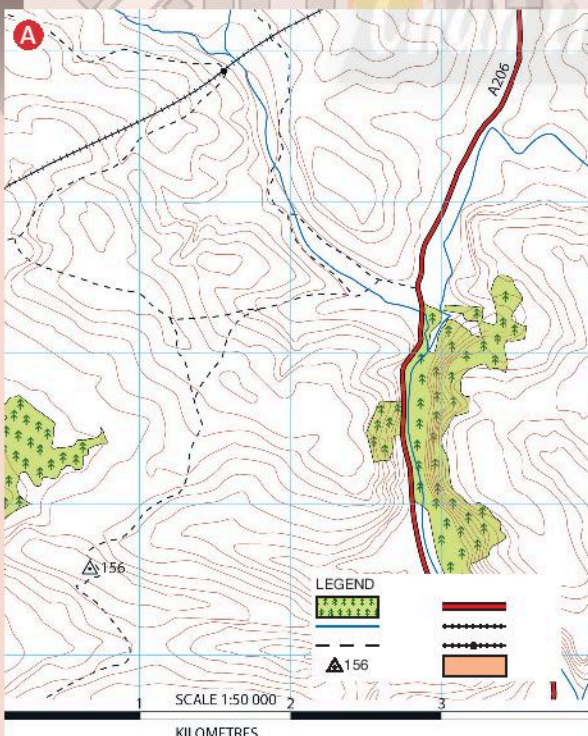
- How many cable car stations are there in the resort?
- Can you find a restaurant in the Fantasy Park?
- Which cable car line doesn't cross the Mơ River?

- 5 **USE IT!** Work in pairs. Draw a map of a place you know or an imaginary place. Then take turns asking and answering about your map.

## MAPS

A map is a representation of a place. It's got a scale and a legend. A scale of 1:100,000 means that one centimetre on the map equals 100,000 centimetres, or one kilometre, in the place.

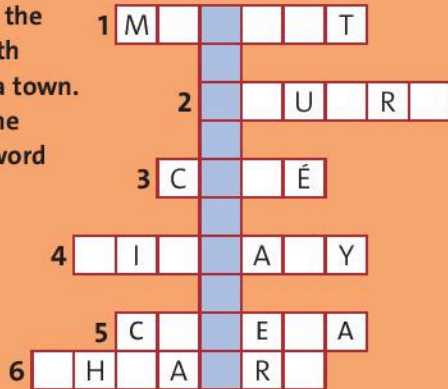
There are some symbols in the legend. An area with green trees is a forest, and a blue line is a river. A black dotted line is a path. There is a small black triangle and a number for a hill. The number - for example 112 - means that the hill is 112 metres high. Red lines are roads, and a railway is a black line with smaller lines on it. A black circle on a railway is a train station. A red area is a city or town. Next to the red area is the name of the city.



Extract from Bà Nà Hills Mountain Resort Guide map



1 Complete the puzzle with places in a town. What is the mystery word in grey?



2 GUESS THE SENTENCE. Follow the instructions.

- Think of a sentence about your town or city with *there's* or *there are*.
- One student goes to the board and writes the first letters of each word in a sentence, for example,  
T... i... a b... s... c... i... m... c...  
(*There is a big shopping centre in my city.*)
- Take turns guessing the words.
- The winner is the first student to guess the whole sentence. He or she then goes to the board and writes his or her sentence.

3 SPOT THE DIFFERENCE. Work in pairs. Student A looks at map A. Student B looks at map B. Ask and answer questions to find six differences.

Is there a ... on your map?

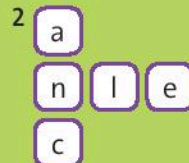
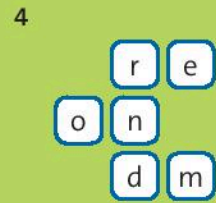
Yes, there is.

How many ... are there on your map?

There are ...



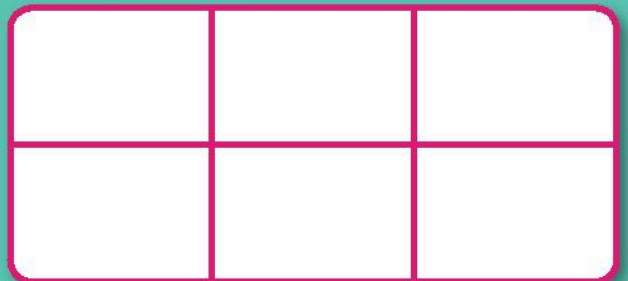
4 Find the adjectives in the puzzles.



5 COMPARATIVES BINGO. Work in groups of four. Follow the instructions.

- One person is the game leader.
- Choose six adjectives from the words in the box. Then write the comparative forms in the bingo table.
- The game leader says the comparative forms of the adjectives in the box.
- Listen and tick the comparatives you hear.
- The first person to tick all the words in their bingo table says 'Bingo!'.

friendly quiet clean pretty old  
dangerous dirty ugly small big  
bad exciting



older

Bingo!



# 2 Days

VOCABULARY • Daily routines  
I can talk about my daily routines.

CLIL p32

Extra listening and speaking p111

**THINK!** What's your favourite day? Why?

- 1** 1.20 Complete the table with the verbs in blue in the Days and Nights Quiz. Then listen and check.
- 2** Read the Days and Nights Quiz. Are the sentences True or False? Compare with a partner using the Key Phrases.

1 Start / finish the day get up	2 Eat	3 Travel	4 Free time	5 Work and study

## KEY PHRASES

### Comparing answers

What have you got for number 1?  
I think it's true / false.  
What about you?  
What do you think?

- 3** 1.21 Watch or listen. Which verbs in exercise 1 do the people mention?



- 4** 1.21 Check the meanings of the words in the box. Then watch or listen again and complete the sentences.

sometimes never always  
usually often normally

- 1 My work..... starts early.
- 2 I..... have breakfast.
- 3 I'm..... late for school.
- 4 The children..... go to bed at about 9.
- 5 I..... go to bed before 11.
- 6 I..... watch TV or play video games.

# DAYS AND NIGHTS Quiz

## True or False?



### GOOD MORNING

**1** When you brush your teeth and wash your face you use six litres of water every minute.



**2** People who have breakfast are happier and study better.



**3** In the USA, most children go to school by bus.



**4** A lot of students in Japan have classes on Saturday and Sunday morning.



### GOOD AFTERNOON

**5** British students usually have lunch at home between 12 p.m. and 1 p.m.



**6** More than 50% of students in the USA watch TV when they do their homework.



## My daily routines

- 1 I get up at 7.30 a.m.
- 2 I have a big breakfast.
- 3 I do my homework in the morning.
- 4 I go to school by bike or on foot.
- 5 I watch TV after school.
- 6 I'm on the sofa all day.
- 7 I help with the housework.
- 8 I chat online after dinner.
- 9 I'm in bed before 10 p.m.



## Language Point: Adverbs of frequency

- 5 Complete the chart with the words in the box in exercise 4. Then choose the correct words in Rules 1–2.



### RULES

Adverbs of frequency come ...

- 1 before / after the verb *be*.
- 2 before / after other verbs.

- 6 **USE IT!** Write four true and two false sentences about your routines. Then work in pairs and listen to your partner's sentences. Say if you think they are true or false.

I always get up at 5.30 a.m.

I think it's false.

Yes, it is. / No, it's true!

### Finished?

Imagine that you are your favourite celebrity. Write sentences about your daily routines.



### GOOD EVENING

- 7 75% of American parents say that their children **help with the housework**.



- 8 Most British people **have dinner** between 6 p.m. and 7 p.m.



- 9 To **relax** when they **get home**, more adults than teenagers **play video games**.



- 10 77% of British people **chat online** every day.



### GOOD NIGHT

- 11 People in England **go to bed** when you **get up**. 11 p.m. in London = 6 a.m. in Hà Nội.



- 12 Small babies usually **sleep** 20 hours a day.



## 2 READING • A busy day

I can understand the general idea of a text.

**THINK!** Have you got a big family? How many people live in your house?



The Radfords with sixteen of their children in 2012

Sue and Noel Radford have got 22 **sons** and **daughters** and they've also got six **grandchildren**. It's a big family, and they're very organised.

Noel gets up at 4.45 a.m., has breakfast and goes to work. The children get up at 6.45 a.m.

Sue works at home. Her older daughter sometimes helps with the housework. The younger children don't help. They watch TV with their **brothers** and **sisters**. Sue doesn't watch TV a lot. The Radfords don't usually go to restaurants because it's expensive.

The young children normally go to bed at 7 p.m., the older ones at 8 p.m. or 9 p.m. and their **parents** go to bed just before 10 p.m.

**1** Look at the photo. Choose and write a title a–c for the text. Then read the text and check your idea.

- Big family, big problems
- An easy life for the Radfords
- Happy house

### SKILLS STRATEGY

How to predict the meanings of words:

- First, look at the context.
- Then, scan the text to find the meanings of the words, for example, this text is about family members. When you find out the meaning of one family member, it will be easier to work out the rest.

**2** 1.22 Read the Skills Strategy. Then read and listen to the text and choose the correct words.

- 1 Noel has breakfast / doesn't have breakfast with his family.
- 2 The younger children help / don't help their older sister.
- 3 They have dinner at a restaurant / at home.
- 4 The parents often / always go to bed after the older children go to bed.

**3 VOCABULARY PLUS** Use a dictionary to check the meanings of the words in blue in the text.

**4** **USE IT!** Work in groups. Talk about the Radfords and your daily routines. What are the differences?

# 2

## LANGUAGE FOCUS • Present simple: affirmative and negative

I can use the present simple to talk about routines.

### Present simple: affirmative

#### 1 Compare the sentences. Then match a–d with Spelling Rules 1–4.

- a. I **study** a lot. / Her older daughter **studies** hard.
- b. We **have** breakfast at 7.30 a.m. / He **has** breakfast at 5.30 a.m.
- c. My brother and I **go** to school. / He **goes** to work.
- d. I **get up** at 7 a.m. / Noel **gets up** at 4.45 a.m.

### SPELLING RULES

We use the present simple when we talk about facts and routines. The verbs for *he, she* and *it* end differently:

- 1 We add *-s* to most verbs: *play* → *plays*.
- 2 We add *-es* when a verb ends with *-o, -ch, -s, -sh, -x* or *-z*.
- 3 We remove *-y* and add *-ies* when a verb ends with a consonant + *y*.
- 4 We use *has* instead of *have*.

#### 2 Choose the correct verbs.

- 1 You **go** / **goes** to bed at 9.30 p.m.
- 2 My parents **relaxes** / **relax** in the evening.
- 3 My teacher **speaks** / **speak** four languages.
- 4 Our English class **finish** / **finishes** at 3 p.m.
- 5 I **has** / **have** lunch at home.
- 6 My sister **studies** / **study** at the weekend.

#### 3 1.23 PRONUNCIATION: Third person -s Listen to the third person form of the verbs and repeat. Which verbs end with an /ɪz/ sound?

- 1 *relaxes*

Now indicate the word whose bold part differs from the other three in pronunciation.

- 1 a. **relaxes**    b. **finishes**    c. **studies**    d. **boxes**
- 2 a. **goes**    b. **does**    c. **watches**    d. **toes**
- 3 a. **aches**    b. **watches**    c. **beaches**    d. **matches**
- 4 a. **washes**    b. **wishes**    c. **makes**    d. **witches**
- 5 a. **takes**    b. **makes**    c. **aches**    d. **watches**

### Present simple: negative

#### 4 Complete the examples from the text on page 26. Then choose the correct words in Rules 1–3.

- 1 The younger children .....  
2 Sue ..... TV a lot.
- 3 The Radfords ..... usually ..... to restaurants.

### RULES

- 1 We use *don't / doesn't* after *he, she* and *it* to make negative sentences.
- 2 We use *don't / doesn't* after *I, you, we* and *they* to make negative sentences.
- 3 In negative sentences, the main verb *sometimes / never* ends with an *-s*.



#### 5 Look at the information in the table. Write affirmative and negative sentences about the people.

Tom and Mina wash the dishes.

Vicky *doesn't* wash the car.

	Tom	Vicky	Mina
wash the dishes 	✓	✗	✓
wash the car 	✓	✗	✓
sit on the sofa a lot 	✓	✓	✗
make breakfast 	✗	✗	✓
watch TV a lot 	✗	✓	✗

#### 6 USE IT! Work in pairs. What does each person in your family do at home? Tell your partner. Use some of the verbs from pages 24–25 and exercise 5 (page 25) with adverbs of frequency.

My brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

#### Finished?

Write five true sentences about your partner.

Long's brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

# 2

## VOCABULARY AND LISTENING • Special days

I can understand the main ideas in an interview about a celebration.

**THINK!** What are the most important celebrations in your country?



### HAPPY DAYS!

When it's a special day and you want to **celebrate**, what do you do?

Do you ever ... ?

- 1 ..... songs, ..... music or .....
- 2 ..... or ..... crazy clothes or costumes
- 3 ..... presents to people
- 4 ..... with your family or friends
- 5 ..... people or ..... people to your house
- 6 ..... a special family meal



**1** Complete the questionnaire with the words in the box.

sing dance play ~~celebrate~~ wear have  
give visit go out invite make

**2** Read the Study Strategy. Then look at exercise 3. What is the radio programme about? What topics or words do you need to listen for?

### STUDY STRATEGY

#### Preparing to listen

- Read the listening questions carefully before listening.
- Look at the title of the text and the photos to help you predict what to hear.

**3** **1.24** Read the introduction to the radio programme. Then listen. In what order do they mention the objects in the photos?

**4** **1.24** Listen again and write **True** or **False**.

- 1 People give money as a present at Lunar New Year.
- 2 People eat a lot before Lunar New Year.
- 3 People eat lots of meat at Lunar New Year.
- 4 The grandmother invites all the family to a big meal.
- 5 The lion only stops at some restaurants.

**5** **USE IT!** Work in groups. Ask and answer the questions in the *Happy Days!* questionnaire in exercise 1. Use adverbs of frequency in your answers.

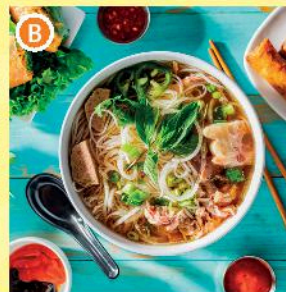
Do you ever sing songs?

Yes, sometimes. /  
No, not usually. / No, never!

### Tết

## Vietnamese Lunar New Year

Radio presenter Zoe Muller talks to people about Vietnamese Lunar New Year celebrations in London.



## Present simple: questions

## 1 Match questions 1–5 with answers a–e. Then choose the correct words in Rules 1–4.

- 1 What presents do you prefer?
- 2 Where do you eat?
- 3 Who does she invite?
- 4 Does the lion stop at all of the restaurants?
- 5 Do you like fireworks?

- a. No, I don't.
- b. I prefer lucky money.
- c. At my grandmother's house.
- d. Yes, it does.
- e. All the family.

## RULES

- 1 We use **do** and **does** / **are** and **is** when we make present simple questions with ordinary verbs.
- 2 We **add** / **don't add** -s to the *he, she* and *it* forms of ordinary verbs in questions.
- 3 We put question words (*Where, What, Who, When, etc.*) at the **beginning** / **end** of the question.
- 4 We use forms of **be** / **do** in short answers with ordinary verbs.



## 2 Choose the correct words.

- 1 **Do** / **Does** you get up at 6 a.m.?
- 2 Who **are** / **do** you see at the weekend?
- 3 **Does** / **Do** your dad watch TV in the evening?
- 4 What do you **has** / **have** for breakfast on weekdays?
- 5 Where **is** / **does** your family go in the holidays?

## 3 Look at exercise 2. Complete the Key Phrases. Add more words to the list.

## KEY PHRASES

## Time expressions

- 1 ..... the holidays / the summer / the evening / ...
- 2 ..... 6 a.m. / 2.30 p.m. / ...
- 3 ..... weekdays / Monday / Tuesday ...
- 4 ..... the weekend, New Year ...

## 4 Work in pairs. Have a question competition. Write questions with words from the grid. How many questions can you make in five minutes?

CELEBRATE	GO TO BED	LIVE
LIKE	YOU	Do
WHERE	YOUR PARENTS	HELP AT HOME
YOUR BEST FRIEND	WHEN	YOUR TEACHER
DOES	COOKING	HOW OFTEN

## Simple sentences

## 5 Choose the correct word.

A simple sentence consists of **one** / **two** independent clause(s).

Choose and tick (✓) the simple sentences.

- 1 I prefer lucky money. \_\_\_\_\_
- 2 I like reading, but she likes chatting online. \_\_\_\_\_
- 3 She loves oranges but hates apples. \_\_\_\_\_
- 4 She and I eat apples. \_\_\_\_\_
- 5 She plays football, and he likes it. \_\_\_\_\_

## 6 USE IT! Work in pairs. Complete questions 1–7 with time expressions from the Key Phrases. Ask and answer the questions.

- 1 What ... do ... ?
- 2 Who ... go out with ... ?
- 3 What time ... get up / go to bed ... ?
- 4 What TV programmes ... your dad watch ... ?
- 5 When ... do your homework ... ?
- 6 How ... your mum relax ... ?
- 7 Where ... go ... ?

What do you do at the weekend?

I usually visit friends and watch TV.

## Finished?

Write six questions for an interview with your favourite celebrity. Then act out your interview with a partner.

# 2

## SPEAKING • Making plans and suggestions

I can make plans and suggestions.

**THINK!** What do you usually do with your friends at the weekend?

Daisy Hi. It's International Day at the school on Saturday.  
 Gareth Oh yes. What's on?  
 Daisy A lot of things. Look!  
 Gareth Mmm. What do you want to do?  
 Daisy Well, I'm not really interested in the <sup>1</sup>.....  
 Gareth No? I like the sound of the <sup>2</sup>..... in the afternoon.  
 Daisy Right, and what about the <sup>3</sup>.....?  
 Gareth Yes, OK. Let's go to the <sup>4</sup>..... and the concert. Then we can go to the <sup>5</sup>..... in the evening.  
 Daisy OK. Great.



Gareth



Daisy

**1** Look at the programme for *Special days at Highfield School*. Check any new words. Which activities interest you? Which don't interest you?

### Special days at Highfield School

Come with your family! All welcome.

<b>International Day</b> Saturday 11 <sup>th</sup>		
<b>Morning</b> dance competition cooking class		
<b>Lunch</b> barbecue		
<b>Afternoon</b> culture quiz music concert		
<b>Evening</b> disco		

<b>Family Fun Day</b> Saturday 25 <sup>th</sup>	
<b>Morning</b> family sports face painting	
<b>Lunch</b> barbecue	
<b>Afternoon</b> costume competition mini zoo	
<b>Evening</b> fireworks	

**3** 1.25 Watch or listen again. Then practise the dialogue.

**4** Study the Key Phrases. Then complete the mini-dialogue. Use some of the ideas from the Family Fun Day programme in exercise 1.

- A It's Family Fun Day at the school on Saturday. What do you .....?  
 B I like the ..... of the .....  
 A Right, and what about the .....?  
 B OK. Let's go to the ..... and the .....

### KEY PHRASES

#### Making plans and suggestions

What's on?  
 What do you want to do / see?  
 I'm not really interested in (the) ...  
 I like the sound of (the) ...  
 What about (the) ... ?  
 Let's go to (the) ...

**5** **USE IT!** Work in pairs. Look at the cinema programme. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the Key Phrases.

Saturday	The Hunger Sports Part One	2 p.m.
25 <sup>th</sup>	Ocean Paradise	2 p.m.
	Beautiful Life	2.15 p.m.
	Ironwoman	2.30 p.m.

**2** 1.25 Watch or listen and complete the dialogue. What do Daisy and Gareth decide to do?



## 2 WRITING • A special day

I can write a description of a celebration or special day.

**THINK!** What is your favourite special day or celebration?

# THE NOTTING HILL CARNIVAL

By Tamsin Lucas

You can enjoy the Notting Hill Carnival in London every August. Local people celebrate Caribbean culture on this festival. There are big parades in the streets. There's **also** Caribbean food. People wear colourful costumes. They **also** play music and dance. It's noisy, but it's **also** friendly. I don't usually wear a costume, but I always watch the parades and dances. I like this celebration because it's a lot of fun.



**1** Check the meanings of the words in the box. Then describe the photo using the words.

celebration parade costume

**2** Read the description. Where and when is the carnival? What do people do?

**3** Look at the text and complete the Key Phrases.

### KEY PHRASES

#### Talking about a celebration

- 1 You can enjoy .....
- 2 Local people celebrate .....
- 3 There are ..... in the street.
- 4 It's a lot of .....

### Language Point: *also*

**4** Look at the words in **blue** in the text. How do you say **also** in your language? Then choose the correct words.

- 1 We buy presents. **We have also** / **We also have** a family meal.
- 2 There are fireworks. **There's also** / **There also is** a concert.
- 3 I like school, but I **also like** / **I like also** the holidays.
- 4 My birthday is in April. My sister's birthday **also is** / **is also** in April.

**5** **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Write a description of a celebration or special day in your town or country for a website.

#### B THINK AND PLAN

- 1 What's the celebration?
- 2 When and where is it?
- 3 What do people do?
- 4 What do you usually do?
- 5 What do you like or dislike about it?

#### C WRITE

**Note:** Write only **ONE** paragraph.

You can enjoy ...  
Local people celebrate ...  
There is / There are ...  
They ...  
It's ...  
I don't usually / usually ...

#### D CHECK

- present simple
- position of *also*
- position of adverbs of frequency



# 2 CLIL • Geography: Time zones

I can talk about time zones.

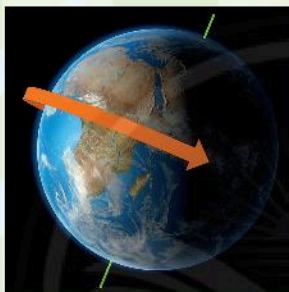
- 1 Check the meanings of the words in the box. Read the text and match the words to numbers 1–7 on the map.

longitude Prime Meridian  
Greenwich Mean Time east west  
north south

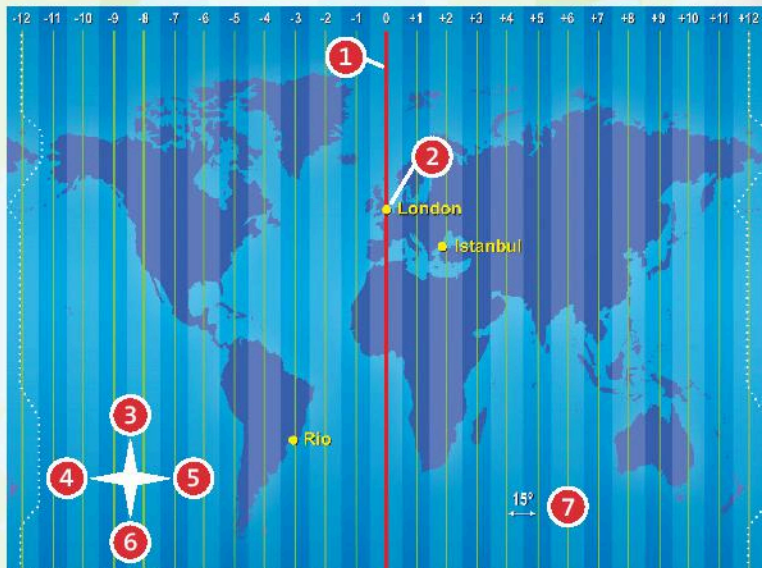
## Time zones

Time zones help us know what time it is in different parts of the world. This is because when the Earth rotates, the sun shines on only one part of the Earth, so when it's the morning in your country, it's night-time in another country.

The Earth has got twenty-four time zones. The lines for each time zone go from north to south. These are called lines of longitude. The line on the map at 0° longitude is called the Prime Meridian. This line goes through Greenwich, in London. The time there is called Greenwich Mean Time (GMT).



The Earth rotates 15° of longitude every hour ( $24 \times 15^\circ = 360^\circ$ ). Places east of the Prime Meridian are ahead of GMT. For example, Istanbul is about 30° east of the Prime Meridian, so the time there is GMT plus two hours. Places west of the Prime Meridian are behind GMT. For example, Rio is about 45° west of the Prime Meridian, so the time there is GMT minus three hours. So when it is 12 p.m. in London, it is 2 p.m. in Istanbul and 9 a.m. in Rio.



- 2 1.26 Read and listen to the text and write True or False. Correct the false sentences.

- 1 Lines of longitude go from east to west.
- 2 The Prime Meridian is the name of a time zone.
- 3 Greenwich is a part of London.
- 4 The time in places west of the Prime Meridian is ahead of GMT.

- 3 Look at the clocks and answer the questions.



- 1 In which countries are cities 1–6?
- 2 Is New York ahead of or behind GMT?
- 3 How many hours ahead of GMT is Hà Nội?
- 4 How many hours behind GMT is Brasilia?
- 5 If it's 12 p.m. in London, what time is it in Brisbane?
- 6 You are in New York at 9 p.m. Is it a good idea to call your friend in London? Why / Why not?

- 4 USE IT! Work in pairs. Complete the table. Then ask and answer questions about the time in the different cities.

City	GMT + / -	Time
London	–	1 p.m.
Tokyo	+ 9 hours	
Mexico City		8 a.m.
Sydney		11 p.m.
Rio	– 3 hours	
Hà Nội	+ 7 hours	

Hi! I'm in London. Where are you?

I'm in Hà Nội.

It's 1 p.m. in London. What's the time in Hà Nội?

It's 8 p.m.



1 Look at the code and write the sentences.

Z	Y	X	W	V	U	T	S	R	Q	P	O	N
a	b	c	d	e	f	g	h	i	j	k	l	m
M	L	K	J	I	H	G	F	E	D	C	B	A
n	o	p	q	r	s	t	u	v	w	x	y	z

R ZODZBH SZEY YIVZPUZHG.  
I always have breakfast.

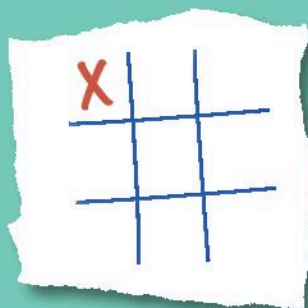
1 R TVG FK ZG HRC.

2 R HLNVGRNVH TL GL HXS LLO LM ULLG.

3 NB NFN WLVMHG DZGXS GE.

4 DV IVOZC ZUGVI WRMMVI.

2 SENTENCE NOUGHTS AND CROSSES. Work in pairs. One of you is a nought (O) and the other is a cross (X). Take turns saying sentences about your partner. Use the present simple affirmative or negative. If your sentence is true, write a O or a X in the table.



You don't play video games.

Yes, that's true.

3 THE LONGEST SENTENCE. Work in two teams. Each student says a word to make a team sentence. Use the adverbs of frequency in the box. Which team can make the longest sentence?

never sometimes often  
usually always

I

sometimes

go

to

4 Find eight verbs about celebrations in the grid. Each verb is in a different colour. Then match the verbs to pictures 1-8.

W	V	P	M	G	E	I	H	A	I
V	A	S	A	L	K	D	E	V	E
C	I	A	R	E	P	C	O	T	R
C	A	R	A	Y	A	S	E	Z	S
Y	T	M	N	L	P	C	E	E	L
B	O	E	F	C	U	A	T	U	C
S	S	H	M	M	I	E	I	A	R
L	E	E	S	I	L	A	N	M	T
T	E	E	A	S	Y	S	C	L	E



wear crazy clothes



5 TRUE OR FALSE GAME. Work in pairs. Take turns asking and answering questions. Follow the instructions.

- Student A: Write five present simple questions for Student B to answer. Use the words in the box to help you. Ask Student B your questions.
- Student B: Answer Student A's questions. Give a true answer to four questions and a false answer to one.
- Student A: Say which answer you think is false.

Where What Who When How  
do like work speak help  
play eat live

Where do you live?

I live in Ankara.

# PROGRESS REVIEW 1

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

## VOCABULARY Places in a town or city

### 1 Complete the words in the text.

Our town is very good for food! There's a nice Turkish <sup>1</sup>r \_\_\_\_\_ and an Italian <sup>2</sup>c \_\_\_\_\_ too.

If you like sport, there's a <sup>3</sup>s \_\_\_\_\_ c \_\_\_\_\_, and there's a nice <sup>4</sup>p \_\_\_\_\_ – it's a good place for football.

There's a three-star <sup>5</sup>h \_\_\_\_\_ for visitors to the town. And there's a small <sup>6</sup>c \_\_\_\_\_ with new films every week, but there isn't a <sup>7</sup>t \_\_\_\_\_.

There's a very good <sup>8</sup>s \_\_\_\_\_ in our town – I'm a student there and I'm very happy!

I can talk about places in a town or city.

**MY EVALUATION**



## LANGUAGE FOCUS *Is there ... ?*, *Are there ... ?*, *How many ... ?*

### 3 Write questions and short answers.

- a big cinema in your area? / no  
.....
- any interesting monuments in this town? / yes  
.....
- a quiet park near the station? / yes  
.....
- any small shops in that street? / no  
.....
- how many cafés near here? / three  
.....
- how many students in Anna's class? / thirty  
.....

I can ask and answer questions about places.

**MY EVALUATION**



## READING A description of a cruise ship

### 2 Choose the correct answers.

- The new ship has got a ..... with a lot of books.  
a. cabin b. library c. swimming pool
- The ..... on the ship prepare very good food.  
a. chefs b. passengers c. tourists
- The sports centre has got a big climbing wall. It's very ..... – I like it!  
a. comfortable b. horrible c. exciting
- The passengers all have got rooms called .....  
a. cabins b. shops c. swimming pools
- The people on the ship like the food. It's .....!  
a. horrible b. comfortable c. fantastic
- 'Is there a sports centre?' 'No, but there are five nice .....'  
a. swimming pools b. cabins c. passengers

I can predict the content of a text.

**MY EVALUATION**



## VOCABULARY AND LISTENING

### Comparing places

### 4 1.27 Lucy is a new student at a school. Listen to Lucy talking to her teacher. Match the places in A with the adjectives in B.

- |  |              |
|--|--------------|
| A  | B            |
| 1 <input type="checkbox"/> school        | a. quiet     |
| 2 <input type="checkbox"/> library       | b. pretty    |
| 3 <input type="checkbox"/> shops         | c. dangerous |
| 4 <input type="checkbox"/> square        | d. clean     |
| 5 <input type="checkbox"/> climbing wall | e. noisy     |
| 6 <input type="checkbox"/> swimming pool | f. modern    |



I can understand people comparing places.

**MY EVALUATION**





### LANGUAGE FOCUS Comparative adjectives

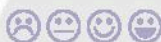
**5 Choose the correct words and write them on the lines.**

My school is smaller <sup>1</sup>..... the school in the next town but I think my school is <sup>2</sup>.....! The students at my school are <sup>3</sup>..... and the buildings are <sup>4</sup>..... modern. There's a fantastic swimming pool too – it's <sup>5</sup>..... than the pool at the sports centre in town and it's <sup>6</sup>..... too!

- 1 a. to                      b. than                      c. of
- 2 a. better                b. well                      c. like
- 3 a. not friendly        b. friendlier              c. unfriendly
- 4 a. many                b. a lot                      c. more
- 5 a. bigger                b. big                        c. more big
- 6 a. cleaning            b. more clean            c. cleaner

I can compare things.

MY EVALUATION



### SPEAKING Asking and saying where places are

**6 Put the dialogue in the correct order. Number the sentences.**

- a.  Man That's great. Thanks for your help.
- b.  Tom It's about ten minutes on foot and about two minutes by bus.
- c.  Man Excuse me. Are we near the library here?
- d.  Tom You're welcome.
- e.  Man How far is it from here?
- f.  Tom Have you got a map? Yes, look, we're here and the library is in East Street.

I can ask and say where places are.

MY EVALUATION



### WRITING A description of a town or city

**7 Order the words to make sentences.**

- 1 is / Norwich / interesting / city / a / very  
.....  
.....
- 2 east / of / it's / the / England / in  
.....  
.....
- 3 population / got / of / a / 200,000 / it's / about  
.....  
.....
- 4 favourite / castle / place / my / the / is  
.....  
.....
- 5 fantastic / are / there / shops / some  
.....  
.....
- 6 market / good / a / too / there's  
.....  
.....
- 7 only / it's / thirty-five / from / kilometres / sea / the  
.....  
.....
- 8 exciting / it's / place / an  
.....  
.....

I can write a description of a town or city.

MY EVALUATION





**LANGUAGE FOCUS Present simple: questions**

**12 Read the email and write the questions.**

Hi Maria,

I've got a lot of questions for you! <sup>1</sup>.....  
 ..... (what time / you / get up / ?)  
 I usually get up at 6 a.m. – that's very early!  
 And <sup>2</sup>..... (you / have /  
 a big breakfast / ?) I only have bread and  
 orange juice.

What about your sister, Anna? <sup>3</sup>.....  
 ..... (she / help / at home / ?) My  
 sister never helps with the housework! And  
<sup>4</sup>..... (Anna / study /  
 a lot / ?) My sister is always in the library with  
 her friends.

And what about your parents? <sup>5</sup>.....  
 (when / they / get home from work / ?) My  
 parents get home at 5.30. <sup>6</sup>.....  
 (your parents / watch TV / in the evening / ?)  
 My mum and dad love American films!

Those are all my questions for now!  
 See you soon,  
 Lily

**I can ask and answer questions about routines and free time.**

MY EVALUATION 😞 😐 😊 😄

**SPEAKING Making plans and suggestions**

**13 Complete the dialogue with the phrases.**

I like the sound I'm not really interested  
 Let's go what about  
 What do you want What's on?

Ben There's a family fun day in town on Sunday.  
 Jack Oh yes. <sup>1</sup>.....  
 Ben Lots of different things. Look at this.  
 Jack <sup>2</sup>..... to do?  
 Ben Well, <sup>3</sup>..... in the cooking competition in the morning.

Jack No? But <sup>4</sup>..... of the sports quiz in the afternoon.  
 Ben Right, and <sup>5</sup>..... the barbecue at 6 p.m.?  
 Jack Yes, OK. <sup>6</sup>..... to the barbecue. Then we can go to the fireworks in the evening.  
 Ben OK. Great.

**I can make plans and suggestions.**

MY EVALUATION 😞 😐 😊 😄

**WRITING A special day**

**14 Complete the text with the words. There are five extra words.**

also breakfast but chat day  
 expensive housework like play streets

Every November in the USA, there's a big celebration called Thanksgiving Day. On this special <sup>1</sup>..... American people give thanks for what they have.

In many cities, there are big parades in the <sup>2</sup>..... and there's great food too. People make nice costumes for the parades. They also sing, dance and <sup>3</sup>..... music. It's noisy but it's <sup>4</sup>..... very exciting.

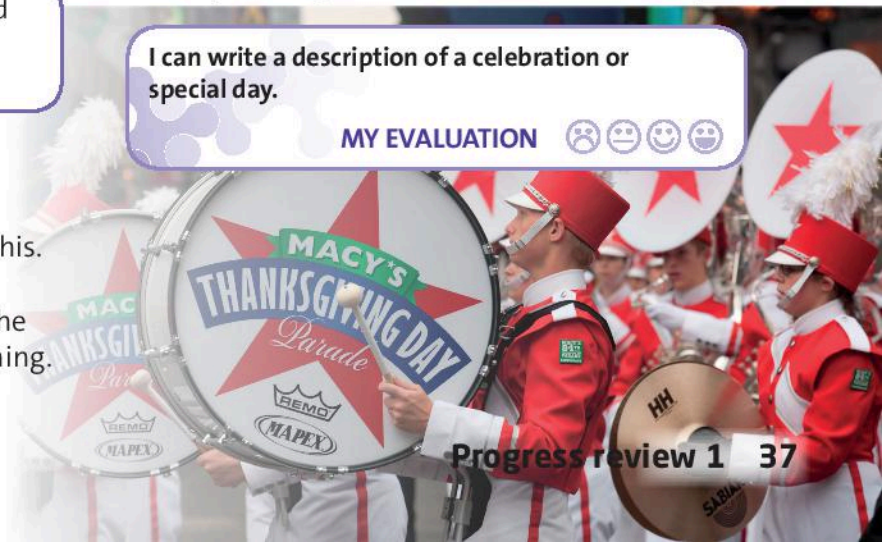
We don't usually go in the parade, but we always watch it. We also dance because we <sup>5</sup>..... the music and the songs.

**15 Choose the best title for the text. Tick (✓) one box.**

- A celebration at school in the USA
- Birthday celebrations in the USA
- A special day in the USA

**I can write a description of a celebration or special day.**

MY EVALUATION 😞 😐 😊 😄



# 3 Wild life

VOCABULARY • Animals  
I can ask and answer about animals.

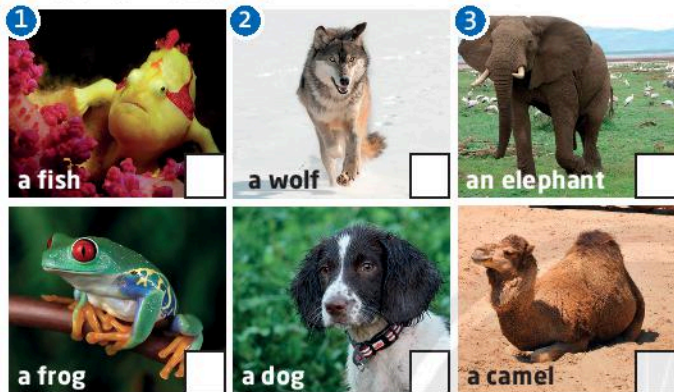
CLIL p46

Extra listening and speaking p112

Song p119

**THINK!** How many animals can you name in thirty seconds?

- 1 1.29 Look at the photos and watch or listen to three conversations. Which animal is correct for each conversation?



- 2 1.29 Watch or listen again and complete the Key Phrases.

## KEY PHRASES

### Identifying things

- 1 What do you think ..... ?
- 2 ..... no idea.
- 3 It looks like a / an .....
- 4 It sounds like a / an .....
- 5 Maybe it's a / an .....

### 3 1.30 PRONUNCIATION: Sentence stress

Look at the questions and sentences. Listen and repeat. Underline the stressed words.

- |  |                                 |
|--|---------------------------------|
| 1 <u>What</u> do you <u>think</u> it <u>is</u> ? | 3 It sounds like a <u>cat</u> . |
| 2 It looks like a <u>camel</u> .                 | 4 Is it a <u>dog</u> ?          |
|  | 5 Maybe it's a <u>giraffe</u> . |

- 4 1.31 Play the Creature close-ups game. Follow the instructions. Then listen and check.

ostrich butterfly frog bear snake bat  
eagle gorilla panda whale rat crocodile  
octopus fish elephant rabbit

# Creature close-ups

How many animals can you name?

- Work in teams.
- Take turns identifying the animals. Use animal names in the box in exercise 4.
- Use the Key Phrases.





4



5



6



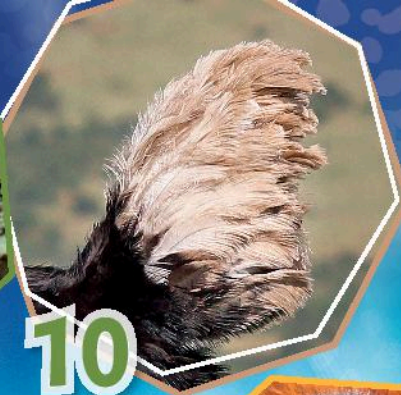
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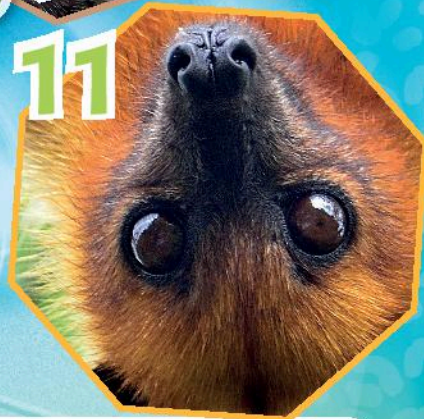
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10



11

5  1.32 Listen and identify the animal sounds. Compare your ideas with a partner's. Use the Key Phrases.

6 Look at the questions and check the meanings of the words in blue. What do you think the animal is?



Does it live in water, or on land?

It lives on land and in water.

Has it got wings / legs / a tail?

It's got legs and a tail.

How many legs has it got? Four.

Is it bigger or smaller than a dog?

It's bigger than a dog.


Does it eat other animals? Yes, it does.

Does it live in this country? Yes, it does.

Is it dangerous? Yes, it is.

What colour is it? Green and brown.



7  USE IT! Work in pairs. Play a guessing game. Think of an animal in exercise 4. Ask questions to identify your partner's animal.

Does it live in water or on land?

It lives in water.

**Finished?**

Look at the animals in exercise 4. Which animals live in water, on land or both?



## 3

## READING • The ugliest animals?

I can read for specific information.

**THINK!** Look at the animals in the box. Which animals do you think are ugly?

eagle gorilla frog spider bat crocodile

**BLOBFISH**

we love you!

The blobfish isn't the most **beautiful** or **common** fish on the planet. It has a **dull** colour and you don't usually see it because it lives 1,000 metres under the seas near Australia.

But now through magazines and the internet, the blobfish is famous because people say that it's the ugliest animal in the world.

Every year, thousands of species of animals become extinct. We often see information about the biggest, the most interesting, the most beautiful and the most **colourful**, such as whales, butterflies or pandas. The weirdest or ugliest animals also need our help.

Are they really ugly? No, they're interesting and **rare**. The best idea is to protect all animals.



**1** Check the meanings of the words in **blue** in sentences 1–3. Then read the text. Which sentences does the writer agree with?

- 1 It's important to **protect** all animals because they are all interesting.
- 2 It's best to protect the beautiful **species**, not the ugly ones.
- 3 A lot of species **become extinct** every year. Animals in **danger** need our **help**.

**2**  1.33 Read and listen to the text and write **True or False**.

- 1 The blobfish is quite rare.
- 2 The blobfish sometimes lives in rivers.
- 3 The blobfish is well-known through magazines and the internet.
- 4 There's a lot of information about pandas, but not whales.

**3 VOCABULARY PLUS** Use a dictionary to check the meanings of the words in **blue** in the text.

**4**  **USE IT!** Work in pairs. Do you know the names of any animals in danger? Do you think which ones are ugly and which ones are beautiful?

# 3 LANGUAGE FOCUS • Superlative adjectives

I can use superlative adjectives to talk about my country.

1 Write the superlative form of the adjectives in the table.

Short adjectives		
Regular	Adjective dull, weird, slow	Superlative the <i>dullest</i> , ....., .....
End in -e	rare, safe	....., .....
End in consonant + y	ugly, pretty	....., .....
End in consonant + vowel + consonant	big, hot	....., .....
Long adjectives		
Adjective colourful common expensive	Superlative the <i>most colourful</i> ..... .....	
Irregular		
Adjective bad good far	Superlative the <i>worst</i> ..... the <i>furthest</i> / the <i>farthest</i>	

## STUDY STRATEGY

### Improving your grammar

Inventing sentences is a good way to remember grammar rules and improve your grammar.

3 Read the Study Strategy. Then write five sentences with your ideas. Use the adjectives and the topics in the boxes. Compare with a partner.

- good bad boring pretty nice horrible
- film star animal team friend place food

I think the best football team is Arsenal.  
In my opinion, the most horrible animals are spiders.

4 USE IT! Work in pairs. Read the text in exercise 2 again. Ask and answer questions with superlative adjectives for clues 1 – 6.

- 1 May to September
- 2 July
- 3 January
- 4 December to April
- 5 Mây Bạc
- 6 Delacour's Langur

### Finished?

Write sentences about another national park in your country using the questions in exercise 4.

# CÚC PHƯƠNG NATIONAL PARK

### When is the best time to visit?

The <sup>1</sup>..... (hot) season is from May to September. The <sup>2</sup>..... (warm) month is July with an average maximum temperature of 33°C. The <sup>3</sup>..... (cold) month is January with an average maximum temperature of 19°C. The <sup>4</sup>..... (good) time to explore Cúc Phương National Park is the dry season, from December to April.

### Are there any mountains?

Yes. There are many limestone mountains. The <sup>5</sup>..... (high) peak is Mây Bạc with 648 metres above sea level.

### What animals can I see?

There are more than 300 species of birds and 135 mammal species. The <sup>6</sup>..... (interesting) animal is the Delacour's Langur, one of the rarest primates on earth.



# 3

## VOCABULARY AND LISTENING • Amazing animals

I can understand a podcast about animal skills.

**THINK!** Name three fast-running animals.

### Animal skills quiz

Some animals are fast, some are big and strong. Some are intelligent, some are dangerous. What do you know about animals and their skills?



- 1 Can elephants <sup>1</sup>..... with their ears and their feet?
  - a. Yes, they can.
  - b. No, they can't.
  - c. Some can and some can't.
- 2 How big can a gorilla <sup>2</sup>.....?
  - a. 150 kilos
  - b. 200 kilos
  - c. 250 kilos
- 3 Some scorpions are dangerous. Can a scorpion <sup>3</sup>..... a human?
  - a. Yes, it can.
  - b. No, it can't.
  - c. Some can and some can't.
- 4 Camels don't <sup>4</sup>..... a lot of water. How many months can a camel <sup>5</sup>..... without water?
  - a. Three months
  - b. Six months
  - c. Nine months
- 5 How far can an eagle <sup>6</sup>.....? It can <sup>7</sup>..... a small animal from a distance of
  - a. 500 metres.
  - b. one kilometre.
  - c. more than one kilometre.
- 6 Ostriches can't <sup>8</sup>....., but how fast can they <sup>9</sup>.....?
  - a. Six kilometres an hour
  - b. Sixteen kilometres an hour
  - c. Sixty-five kilometres an hour

- 1 1.34 **Check the meanings of the verbs in the box. Look at the quiz and complete the questions with eight of the verbs. Listen and check your answers.**

swim drink hear communicate fly jump survive kill climb grow move run see (x2)

- 2 **Work in pairs. Answer questions 1–6 in the quiz.**
- 3 1.35 **Listen to a podcast about the animals in the quiz and check your answers. How many correct answers have you got?**

- 5 **USE IT!** **Work in pairs. Ask and answer the questions about the animals in unit 3. Who can answer the most questions?**

- 1 Which animal moves very quickly?
- 2 Which animal doesn't run, fly or swim?
- 3 Which animal jumps and swims?
- 4 Which animal doesn't grow bigger than this book?
- 5 Which animal doesn't drink a lot of water?
- 6 Which animal climbs better than a gorilla?

### SKILLS STRATEGY

**How to do the listening quiz:**

- First, read all the questions and options.
- Next, predict the general meaning of the text.
- Then, focus on the detail you need and then choose the correct option.

- 4 1.35 **Read the Skills Strategy and listen again. What two extra pieces of information do you hear? Choose from a–d.**
- a. Scorpions are intelligent.
  - b. Some of the smallest scorpions are the most dangerous.
  - c. Ostriches are the heaviest, fastest, and tallest birds.
  - d. Some monkeys can speak.

### Finished?

**Look at exercise 5 again and write more questions using the verbs in exercise 1 and the animals in unit 3.**



# 3 LANGUAGE FOCUS • can for ability • might • Questions with How ... ?

I can talk about abilities.

## can for ability

1 Complete the examples from the quiz on page 42. Then choose the correct answers in Rules 1–4.

An eagle <sup>1</sup>..... see a small animal from a great distance.

Ostriches <sup>2</sup>..... fly.

<sup>3</sup>..... a scorpion kill a human? Yes, it

<sup>4</sup>..... / No, it <sup>5</sup>.....

<sup>6</sup>..... elephants hear with their ears and their feet? Yes, they <sup>7</sup>..... / No, they

<sup>8</sup>.....



### RULES

- We use *can* / *can't* in affirmative sentences.
- We use *can* / *can't* in negative sentences.
- We use *do* and *does* / *can* and *can't* in questions and short answers.
- The *he* / *she* / *it* forms of *can* are different / the same.

2 Complete the dialogue with *can* and *can't*.

Parrot I'm very intelligent. I <sup>1</sup>can speak five languages.

Snake <sup>2</sup>..... you speak human languages?

Parrot Yes, I <sup>3</sup>..... . Can you speak many languages?

Snake No, I <sup>4</sup>..... , but I <sup>5</sup>..... eat animals which are bigger than me.

Parrot Oh!



## might

3 Look at the examples of sentences with *might*. Then choose the correct answers in the Rules.

Be careful, it's a scorpion. It might be dangerous.  
We might see a bear in the national park.

### RULES

We use *might* when we know / don't know if something is true.  
The *he* / *she* / *it* forms of *might* are different / the same.

## Questions with How ... ?

4 1.36 Complete the quiz questions with the words in the box. Then listen and check.

far long tall ~~heavy~~ fast many

... is a new baby?

How *heavy* is a new baby?

1 ... can the fastest person run?

2 ... countries are there in the world?

3 ... is an adult giraffe?

4 ... is an adult crocodile?

5 ... is the North Pole from the South Pole?

5 Look at the Key Phrases. Answer the questions in exercise 4 with the information in the box. Use the Key Phrases. Then compare with a partner.

### KEY PHRASES

#### Estimating

A new baby is usually **between** 2.5 and 4.5 kilos.

Gorillas can grow to **around** 250 kilos.

Camels can survive **about** six months without water.

2.5 and 4.5 kilos 44 kilometres an hour  
5 and 6 metres 4 metres 195  
20,014 kilometres

I think that a new baby is *between* 2.5 and 4.5 kilos.

6 USE IT! Ask and answer questions with *How ... ?*. Find people in the class with the same answers as yours.

How far can you swim?

I can swim about 100 metres.

How far ... ? How tall ... ?  
How fast ... ? How many ... ?

### Finished?

Invent more questions for the quiz in exercise 4.

# 3

## SPEAKING • Asking for permission

I can ask for permission to do things.

**THINK!** Look at the places in the box. Where do you usually ask for permission?

at home in a shop in a park at school

Lottie Dad.  
 Dad Yes?  
 Lottie Is it OK if I <sup>1</sup> .....?  
 Dad No, I'm afraid you can't.  
 Lottie But Dad, why not? <sup>2</sup> .....  
 Dad I'm sorry, but <sup>3</sup> .....  
 Lottie Oh, OK. Can I <sup>4</sup> ....., then?  
 Dad Yes, of course you can.  
 Lottie Great. Thanks, Dad.



**1** Look at the photo. What is the situation?

**2** 1.37 Watch or listen and complete the dialogue with the phrases in the box. Check your answer to exercise 1. When can Lottie watch the TV programme?

It's really good watch TV later  
 watch that wildlife programme on TV  
 it's time for dinner

**3** Look at the dialogue again. Match phrases a–d with 1–4 in the dialogue to create a new situation. Then practise the dialogue.

- a. I think you've got homework
- b. go to the cinema with Hana
- c. go at the weekend
- d. There's a really good film

**4** Match a–f with 1–3 in the Key Phrases. There is more than one correct answer.

- a. you're always on the computer
- b. watch TV
- c. it's late and you've got school tomorrow
- d. go to a friend's house
- e. use the computer
- f. you need to help with the housework now

### KEY PHRASES

#### Requesting permission

- 1 Is it OK if I / we ..... ?
- 2 Can I / we / you ..... ?

#### Giving permission

Yes, of course you can.

#### Refusing permission

- No, I'm afraid you can't.
- 3 I'm sorry, but ..... .

**5** Work in pairs. Make mini-dialogues with the situations in exercise 4 and the Key Phrases.

**6** USE IT! Work in pairs. Look at the situation. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the Key Phrases.

You want to use the computer in your classroom. Ask your teacher for permission.

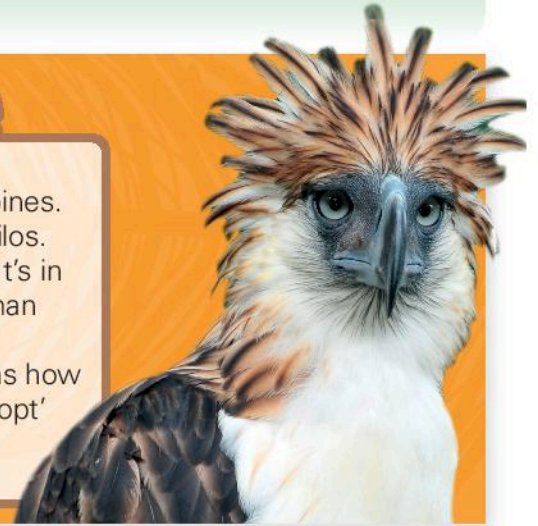


**THINK!** Look at the animals on pages 38 and 39. Which animals are in danger? Which animals do you want to protect?

LET'S PROTECT ...

## The Philippine eagle

The Philippine eagle lives in the forests of the Philippines. Adult birds can be one metre long and weigh eight kilos. It eats small animals **such as** snakes, bats, and rats. It's in danger now and it's rare. The biggest problem is human activity **like** farming. You can find information on the website of the Philippine Eagle Foundation. It explains how to protect the eagle. **For example**, it's possible to 'adopt' an eagle.



- 1** Check the meanings of the words in the box. Which of these do you think is a problem for the Philippine eagle? Read the information leaflet and check.

farming pollution hunting fishing

- 2** Read the text again. Why is the Philippine eagle special? What kinds of animals does it eat?
- 3** Complete the Key Phrases with words from the text.

### KEY PHRASES

#### Describing animals in danger

- 1 They can weigh / grow to / be .....
- 2 It eats ..... such as .....
- 3 It's ..... now.
- 4 You can find information .....

### Language Point: Giving examples

- 4** Look at the phrases in **blue** in the text. Which can we use at the start of a sentence? Which has a comma (,) after it?
- 5** Complete the sentences. Use *such as*, *like*, *For example* and your own ideas.
- 1 I like big animals ... .
  - 2 In my country you can visit beautiful places ... .
  - 3 You can help some animals in danger. ... , you can ... or ... .

- 6**  **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Find information about the Galapagos penguin or an animal in danger in Việt Nam. Write an information leaflet about it.

#### B THINK AND PLAN

- 1 Where does it live? What does it eat?
- 2 How rare is the animal?
- 3 Why is it in danger?
- 4 Where can we find information about it?
- 5 How can we help to protect it?

#### C WRITE

**Note:** Write *only ONE paragraph*.

The ... lives ...      The biggest problem is ...  
 It can ... and ...      You can find ...  
 It eats ...      For example, ...  
 It is in ...

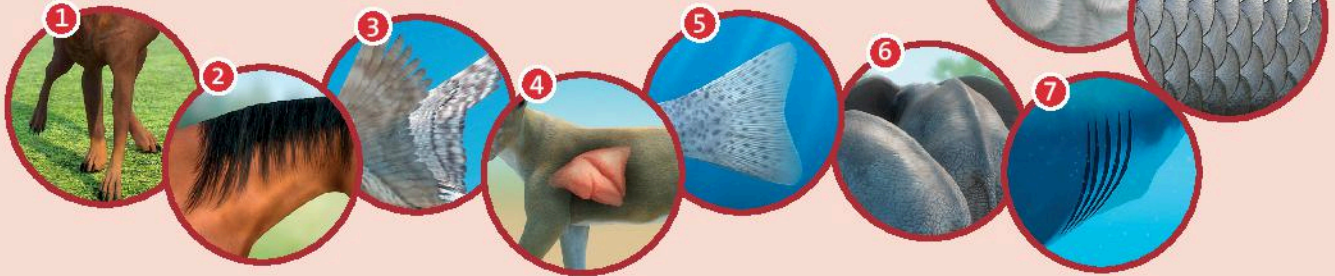
#### D CHECK

- superlative forms
- giving examples
- *can / can't*



- 1 Check the meanings of the words in the box and match them with pictures 1–9. Then complete the text with the correct words.

feathers scales legs hair wings lungs fins backbones gills



- 2 1.38 Read and listen to the text. Check your answers in exercise 1.

- 3 Read the text again and answer the questions.

- 1 Which type of animal doesn't live on land?
- 2 Which types of animals have got scales?
- 3 Which type of animal hasn't got lungs when it's young?
- 4 Which type of animal feeds its babies milk?
- 5 Which type of animal is different when it's older?

- 4 Which group are these animals from? Use the information to classify them.

crocodile shark camel eagle

- 1 Does it feed its babies milk?  
**Yes.** It's a mammal. **No.** Go to number 2.
- 2 Has it got feathers and wings?  
**Yes.** It's a bird. **No.** Go to number 3.
- 3 Has it got fins?  
**Yes.** It's a fish. **No.** Go to number 4.
- 4 Has it got scales?  
**Yes.** It's a reptile. **No.** It's an amphibian.

- 5 **USE IT!** Work in groups. Think of an animal. Ask and answer the questions in exercise 4 and your own questions. Guess the animals.

## Vertebrates

Vertebrates are animals with **backbones**. The following groups are the different types of vertebrates.

### Fish



Fish are cold-blooded animals and they live in water. They have got scales and <sup>1</sup>..... They haven't got lungs. They have got <sup>2</sup>..... instead.

### Mammals



All mammals are warm-blooded and they feed their babies milk. Most mammals live on land, for example, humans and dogs. However, some mammals, like whales, live in water, but they haven't got gills. Mammals have all got <sup>3</sup>.....

### Birds



Birds live on land, but some of them look for food in the water. They have got <sup>4</sup>....., two legs and two <sup>5</sup>..... Some birds, like ostriches and kiwis, can't fly. All birds lay eggs.

### Amphibians



When amphibians are young, they live in water and they haven't got lungs. When they are adult, they have got lungs and four <sup>6</sup>..... – for example, frogs and toads.

### Reptiles



Most reptiles live on land. They have got lungs and <sup>7</sup>....., but not gills. They haven't got any wings or feathers and they haven't got any <sup>8</sup>..... They are cold-blooded animals and many of them live in warm places.





**1 ANIMAL ART.** Work in groups of three. Take turns drawing and guessing animals from unit 3. One student draws an animal for the other two students. The first student to guess the correct animal wins a point. The winner is the student with the most points.

**2 ADJECTIVE RACE.** Work in teams. The teacher says an adjective from page 40. How many things can you write for each adjective in thirty seconds? You get one point for each thing. The team with the most points wins.

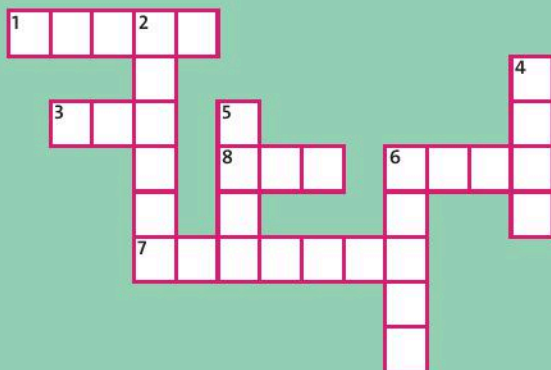
colourful - butterfly, fish, bag, notebook

**3 STAND IN ORDER.** Work in groups. Each student chooses an animal from page 38. Write your animal on a piece of paper. Look at the adjectives in the box. One person says a superlative, for example, 'the fastest!'. Stand in order, with the fastest animal on the left. Then repeat the activity with a different adjective.

big fast dangerous heavy  
intelligent rare pretty ugly



**4 Read the clues and complete the crossword.**



**5 WHAT AM I?** Work in pairs. Put the words in order to make sentences. Can you guess the animals?

- 1**
- 1 legs / eight / got / I've.
  - 2 quite / big / I'm.
  - 3 I / swim / can.

What am I?

- 2**
- 1 a / from / I'm / bird / Africa / large.
  - 2 run / can / I / fast.
  - 3 can't / fly / I.

What am I?

- 3**
- 1 dangerous / a / very I'm / animal.
  - 2 got / big / I've / mouth very / a.
  - 3 green / and / long / I'm.

What am I?

**6 ASK ME A QUESTION!** Work in pairs. Follow the instructions.

- One of you is Student A and the other is Student B.
- Toss a coin. If the coin lands on 'heads', Student A asks a question. If the coin lands on 'tails', Student B asks a question. Use the words in the box for the questions. The first student to ask five questions is the winner.

How far ... ? How tall ... ?  
How fast ... ? How many ... ?

- ➔
- 1 Gorillas don't often ..... trees.
  - 3 Ostriches can't fly but, they can ..... fast.
  - 6 My dog loves water – it can ..... very well.
  - 7 We can't ..... for a long time if we don't drink water.
  - 8 Golden eagles ..... rabbits and other small animals.

- ➔
- 2 American black bears sleep for a long time in the coldest ..... of the year.
  - 4 Elephants usually have their feet on the ground – they can't .....
  - 5 Cats have good ears – they can ..... better than humans.
  - 6 It is easier to survive in a foreign country if you ..... the language.




# 4 Learning world


## VOCABULARY • School subjects

I can talk about my school and school subjects.

 Culture p56


 Extra listening and speaking p113

**THINK!** How many lessons have you got today? When are your break times? Is today an easy day or a difficult day for you?

**1**  1.39 Look at pictures 1–9. Then complete the questions with the words in the box. Listen and check your answers.

art English geography Spanish history  
PE<sup>1</sup> science ICT<sup>2</sup> maths

<sup>1</sup>Physical Education <sup>2</sup>Information and Communication Technology

**2**  Work in pairs. Ask and answer the questions in the School questionnaire.



## School QUESTIONNAIRE



Are you good at ..... ?



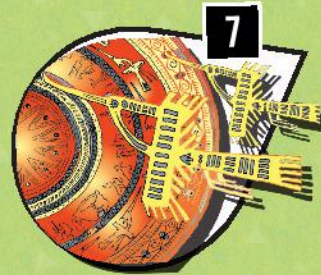
When's our next ..... exam?



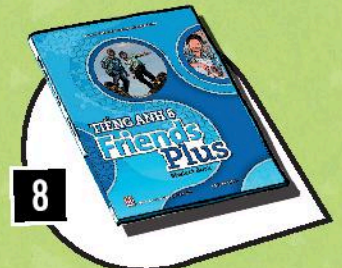
Are you a / an .....  
genius?



Do you study other languages, like ..... ?



Have you got .....  
homework today?



Do you think that our .....  
textbook is interesting?

CHOIR  
SIGN-UP

*Daisy* :)

*James*

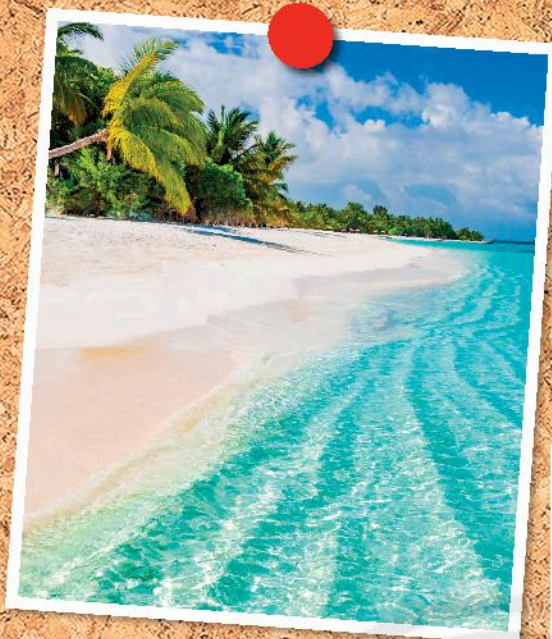
*Millie*

*JAN*

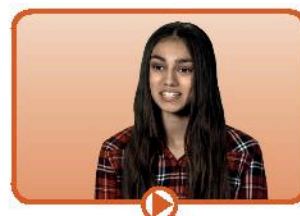
*Satish*

# SUMMER TRIP

(Pin your photos here!)



- 3** 1.40  
**Watch or listen and answer the questions.**  
 1 Why does Georgia like Wednesday?  
 2 What language does Ben prefer?



- 4** 1.40 **Watch or listen again and complete the Key Phrases.**

## KEY PHRASES

### Talking about school subjects

- 1 I've got no / a bit of / loads of (maths) homework.
- 2 Our (art) teacher is / isn't very / quite strict.
- 3 I'm great / not great at .....
- 4 I'm really good at .....
- 5 I enjoy .....
- 6 I'm OK at .....
- 7 I prefer .....

- 5** **USE IT!** Complete the Key Phrases so that they are true for you. Then compare with your partner.

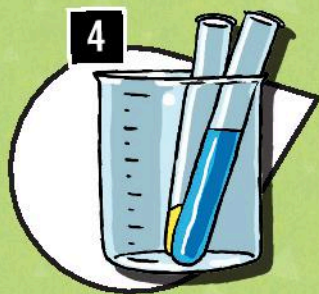
I'm really good at maths.

Me too!

I'm OK at maths.

### Finished?

Write two text messages to a friend. Invent a very good day at school and a very bad day at school.



Is your  
**notebook** organised?



Have we got a / an  
**class** tomorrow?



How many  
**teachers** are there in  
 the school?

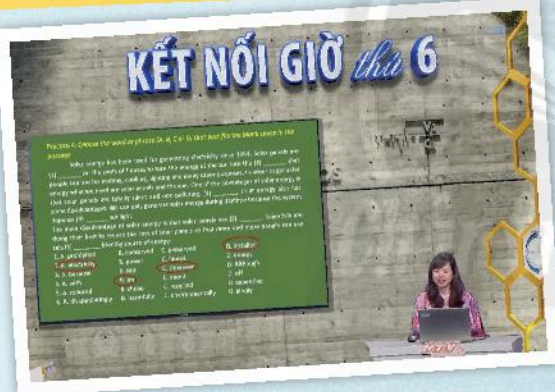
**THINK!** What do you like about your school?

# WORLD CLASS!

A PROJECT BY LIAM MURPHY



This is a geography class in Bangladesh. It isn't a traditional **primary school** – these students are studying on a 'boat school'. It's a great idea because transport can be a big problem here when there's a lot of rain. The boat isn't moving at the moment, but at the start and the end of the day, it goes along the river to the students' villages.



Look! What is the teacher doing? She is teaching English, but she is not at a school. Her students are staying at home and learning lessons on television. In Hồ Chí Minh City, Việt Nam, students can have such lessons on the channel of HTV Key. It is another learning way for them – **digital learning**.



Eton College is one of Britain's oldest and most expensive **private schools** and it looks like the students are wearing Britain's oldest, most expensive uniforms! Not very practical! They're walking to a lesson. This is a **boarding school** – students study, eat and sleep here.



This is my **secondary school** in Ireland. We're having a dance class and it's a lot of fun. There are a lot of traditional dances in Ireland. I'm not dancing – I'm watching the dancers. Our teachers are playing the musical instruments.

- 1 Read the project. Where are the schools? Is the writer positive or negative about them?
- 2 1.41 Read and listen to the project and answer the questions.
  - 1 When is transport a problem in Bangladesh?
  - 2 What is a boarding school?
  - 3 What is another learning way for Vietnamese students?

- 3 **VOCABULARY PLUS** Use a dictionary to check the meanings of the words in **blue** in the text.
- 4 **USE IT!** Work in groups. Which school in exercise 1 do you think is the most interesting? Why? What type of school do you go to?

# 4 LANGUAGE FOCUS • Present continuous: affirmative and negative

I can talk about things happening now.

1 Complete the examples from the text on page 50. Then choose the correct words in Rules 1–3.

- 1 These students ..... studying.
- 2 The boat ..... moving.
- 3 Her students ..... at home and ..... the lessons on television.
- 4 I'm ..... the dancers.

## RULES

- 1 The present continuous talks about things happening now / a routine.
- 2 We form the present continuous with the verb *be / do*.
- 3 We add *-s / -ing* to the main verb.



2 What are the present continuous forms of verbs 1–5? Read the Spelling Rules and match the verbs to Rules 1–3.

- |        |         |
|--------|---------|
| 1 wear | 4 dance |
| 2 have | 5 sit   |
| 3 do   |         |

## SPELLING RULES

- 1 Most verbs: + *-ing*  
*study* → *studying*  
*eat* → *eating*  
*play* → *playing*
- 2 Verbs ending in *e*: remove *e* + *-ing*  
*move* → *moving*  
*take* → *taking*  
*practise* → *practising*
- 3 Verbs ending in vowel + consonant: double final consonant + *-ing*  
*chat* → *chatting*  
*plan* → *planning*  
*stop* → *stopping*

3 1.42 Listen to the sounds. Match the people in column A with the actions in column B. Then write sentences using the present continuous. A young child is speaking to his mother.

- |  |  |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> <li>1 A young child</li> <li>2 Two women</li> <li>3 Two men</li> <li>4 A girl</li> <li>5 A boy</li> <li>6 A man</li> </ol> | <p>B</p> <ol style="list-style-type: none"> <li>a. (watch) TV.</li> <li>b. (have) dinner.</li> <li>c. (run) in the park.</li> <li>d. (speak) to his mother.</li> <li>e. (look) for a mosquito.</li> <li>f. (play) a musical instrument.</li> </ol> |
|--|--|

4 Find six differences between the pictures. Write three affirmative and three negative sentences about picture B. Use the present continuous.



5 USE IT! Work in pairs. Invent three mini-dialogues with the situations in the box or your own ideas. Which dialogue is the best?

come to my house / have lunch with ... /  
 teach me to ...  
 go to the cinema / chat with ... / talk about ...  
 go shopping / visit ... / show me ...  
 ... ? / ... ? / ... ?

Do you want to *come to my house*?

Oh, sorry, I can't at the moment.  
 I'm *having lunch with Taylor Swift* and  
*she's teaching me to sing*.

## Finished?

Write affirmative and negative sentences using the present continuous about you and other people in the class.

# 4

## VOCABULARY AND LISTENING • Verbs: Studying a language

I can listen to interviews about learning a language.

**THINK!** Do you like learning languages? Look at the things in the box. What things do you like and dislike?

vocabulary grammar pronunciation reading listening speaking writing

### Are you a **SUPER** language student?

Answer the questions. Score 1 point for every YES answer. Then look at the key.

- Do you ever **listen to** English when you're out of school?
- Do you **know** the alphabet? Can you **spell** your name in English?
- Do you **check** words in a dictionary or a wordlist?
- Do you **repeat** a new word if you want to **learn** it?
- Do you ever **practise** your pronunciation?
- Do you **revise** before an exam?
- Do you **ask questions** when you don't **understand**?
- Do you usually **concentrate** when you do your homework?
- Do you **make notes** about grammar or **write** new vocabulary in your notebook?
- Do you ever **read** books, articles or comics in English?

**Key:**  
 0-3 Not brilliant! How can you improve?  
 4-7 Quite good, but you can probably improve.  
 8+ Well done! That's a very good score.

1 1.43 Look at the quiz. Check the meanings of the verbs in blue. Match questions 1-10 to pictures a-j. Then listen and check.

2 Work in pairs. Ask and answer the questions in exercise 1. Then check your scores in the key.

3 1.44 Read the introduction. Then listen to the interviews. What are the people learning? Use the languages in the box.

Italian Kanji English Arabic Russian

4 1.44 Listen again and answer the questions for Mario, Mark and Hannah.

- What is he / she doing now?
- What does he / she think is difficult?

### STUDY STRATEGY

#### Thinking about learning

Thinking about how you learn can help you to learn better.

### Interviews: Learning languages

Interviews with Londoners who are learning languages.



1 Mario .....

2 Mark and Peter .....

3 Hannah .....

5 Read the Study Strategy. Then make a table with your answers in exercise 2. What good and bad learning strategies have you got?

I do these things	I don't do these things
I revise before an exam.	I don't listen to English when I'm out of school.

6 **USE IT!** Work in pairs. Compare the answers in your table in exercise 5.

I revise before an exam, but I don't listen to English when I'm out of school.

# 4 LANGUAGE FOCUS • Present continuous: questions

## • Present continuous and present simple

I can ask people about their routines and what they're doing now.

### Present continuous: questions

1 Look at the sentences. What are the *he / she* and *they* forms of each question and answer?

- Are you learning English? Yes, I am.
- What are you doing now? I'm watching TV.
- Are you learning the same language?  
No, we aren't.

2 Work in pairs. Ask and answer questions with words from the columns and the verbs in the box. Use the present continuous.

do work study sit wear look at

What		the teacher	
Where	is	your friend	...?
Why	are	you	
Who		your parents	

Where are you sitting?

I'm sitting in the classroom.

### Present continuous and present simple

3 Complete the table with sentences 3–6. Which time expressions do we use with a) the present simple, and b) the present continuous?

- We sometimes do projects.
- We're doing a project today.
- I usually check new words.
- I'm checking a new word at the moment.
- They always wear uniforms.
- They're wearing their uniforms now.

Present simple: Routines or repeated actions

We sometimes do projects.

.....  
...

Present continuous: Actions happening now

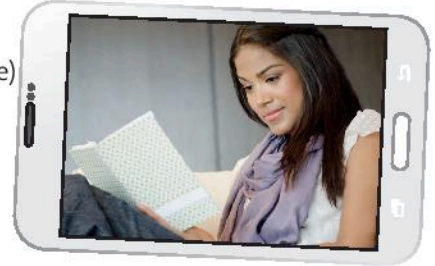
We're doing a project today.

.....  
...

4 Look at the photos and complete the sentences. Use the present simple or the present continuous.

Charlotte is a music student. She

- ..... (practise) every day, but at the moment she
- ..... (relax).



Pat is a footballer. He

- ..... (play) football five days a week, but today he
- ..... (play) basketball.



Melanie <sup>5</sup>..... (chat) in Spanish with a tourist now, but she usually <sup>6</sup>..... (speak) English.



5 USE IT! Work in groups. Imagine that one of you is a lottery winner. Ask and answer questions about *now* and *usually*. Use the present simple and the present continuous forms of the verbs in the box.

listen to wear read sit speak  
watch think about

What do you usually wear?

I usually wear ...

What are you wearing now?

I'm wearing ...

**Finished?**

Find three more photos from this book. Write questions and answers about them using the present continuous.

# 4

## SPEAKING • Asking for help when you're studying

I can ask for help when I'm studying languages.

**THINK!** What can you do if you can't remember a word in English?

Jasmine Hi, Zac. What are you doing?  
 Zac Oh, I'm revising. We've got a **French exam tomorrow**. Remember?  
 Jasmine Oh yes.  
 Zac You're good at **French**, Jasmine.  
 1 .....  
 Jasmine Yeah, sure.  
 Zac 2 .....  
 'tomorrow' in French?  
 Jasmine Erm ... it's 'demain'.  
 Zac Sorry? 3 .....  
 Jasmine Yes, it's 'demain.'  
 Zac 4 .....  
 Jasmine **D-E-M-A-I-N**.  
 Zac Great. Thanks, Jasmine.



**3** Say the alphabet. Then work in pairs. Ask your partner to spell words from units 1–3.

How do you spell 'gorilla'?

G - O - R - I - double L - A.

**1** 1.45 Complete the dialogue with the Key Phrases. Then watch or listen and check. What word can't Zac remember?

### KEY PHRASES

#### Asking for help with languages

How do you spell that?  
 How do you say ... ?  
 Can you say that again, please?  
 Can you help me with something, please?

**2** 1.46 **PRONUNCIATION: The alphabet**  
 Complete the table with the letters in the box.  
 Then listen and check.

A E G I J N U V X

/eɪ/	A, H, <sup>1</sup> ....., K
/i:/	B, C, D, <sup>2</sup> ....., <sup>3</sup> ....., P, T, <sup>4</sup> .....
/e/	F, L, M, <sup>5</sup> ....., S, <sup>6</sup> ....., Z
/ɑɪ/	<sup>7</sup> ....., Y
/əʊ/	O
/ju:/	Q, <sup>8</sup> ....., W
/ɑ:/	R

### 4 PRONUNCIATION: Consonant clusters

Indicate the word whose bold part differs from the other three in pronunciation.

- a. swim    b. swing    c. sword    d. sweet
- a. school    b. Schilling    c. scheme    d. scholar
- a. member    b. amber    c. climber    d. December
- a. scene    b. scarf    c. scan    d. score
- a. hunger    b. finger    c. anger    d. singer

### SKILLS STRATEGY

Read the Key Phrases and choose which role you will take. When talking with your partner, you should take turns speaking and listening.

**5** **USE IT!** Read the Skills Strategy and then work in pairs. Prepare a new dialogue using the chart below to help you. Practise the new dialogue. One of you is A, the other is B. Then change roles.

A Can you help me with something, please?

B ...

A How do you say ... in English?

B ...

A Can you say that again, please?

B ...

A How do you spell that?

B ...

A Great. Thanks, ...

## 4 WRITING • An email about your school

I can write an informal email about my school.

**THINK!** What do you know about schools in other countries?

Hi Ela,

I'm happy that you can study here next month. Here's some information for you.

Clonakilty Community College is a medium-sized school with about 500 students. It's in Clonakilty, Ireland. Classes are from 9 a.m. to 4 p.m. Some subjects are compulsory like maths and English. Others are optional. I like languages, so I study French.

Here's a photo of my classmates. Send me a photo of yours.

Write soon,

Danny



**1** Read the email. How many students are there in Danny's school? Is Danny's school very different from your school?

**2** Complete the Key Phrases with words in the email.

### KEY PHRASES

#### Giving information about your school

- 1 I'm ..... that .....
- 2 It's a small / ..... / big school.
- 3 Some subjects are compulsory like .....
- 4 Others are .....
- 5 Here's a ..... of .....
- 6 Send me .....

### Language Point: so

**3** Study the examples. Then match 1–4 with a–d and write sentences with **so**.

*I like languages, so I study French.*

- 1 I'm learning some Spanish words
  - 2 I've got two bikes
  - 3 There's a history exam tomorrow
  - 4 There aren't any classes this afternoon
- a. we can go and play football.
  - b. I'm revising now.
  - c. I need a dictionary.
  - d. you can use one of them.

**4** **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

A student from a different country is visiting your school in three weeks. Write an email and give him some information about your school.

#### B THINK AND PLAN

- 1 Who is the visitor and when is the visit?
- 2 How big is your school?
- 3 Where is your school?
- 4 When are the lessons? What are the subjects?
- 5 What is in the photo you are emailing?

#### C WRITE

*Hi/ Hey ...*

**Step 1:** The reason you write

*I'm happy that ...*

**Step 2:** The information you mention

*... is a small / medium-sized / large school ...*

*Classes are ...*

*Some subjects are ....*

*Others ...*

**Step 3:** The information you need

*Here's ...*

*Send me ...*

*Write soon,*

*...*

#### D CHECK

- present simple
- giving examples
- so



## 4

**CULTURE • Digital learning**

I can discuss the positive and negative things about digital learning.

- 1 Look at the first photo and answer the questions. Then read the text and check your answers.

- 1 Where is Ben?
- 2 What is he doing?

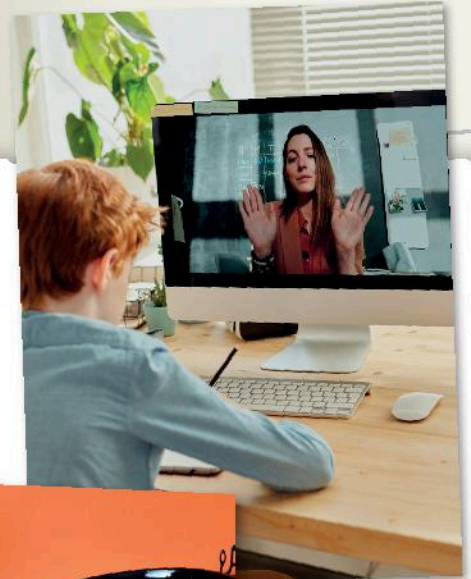
## I can still learn


Most children between five and eighteen in Britain must go to school. But the situation is different for me. I play tennis and I must practise a lot, and I often go to other countries to play in tournaments. How can I still learn? Luckily, digital learning helps me.

When I am absent from school, I do online courses. Computers help me with the subjects, and I can learn at my own speed. When there is no tournament, I come back to school and I can do the tests easily. My friends also help me if I have any problems.

This new learning way makes me happy and keeps me up with\* my friends. I can still learn when I am not at school. That is why digital learning becomes more and more popular.

\* keep up with: to do whatever is necessary to stay level or equal with someone or something




- 2  1.47 Read and listen to the text and answer the questions.

- 1 Why is Ben sometimes absent from school?
- 2 What helps Ben to keep learning?
- 3 Does Ben still go to school?
- 4 Can Ben pass the tests at school?
- 5 In your opinion, who often does online courses when he or she is absent from school?

3 **YOUR CULTURE** Answer the questions.

- 1 At what age do children usually start school in your country?
- 2 At what age can you leave school?
- 3 Can children in your country do online courses?

- 4  **USE IT!** Work in groups. Discuss the topic: *Is digital learning useful? Why?* Follow the instructions.

- Work in pairs and write the positive things about digital learning.
- Join another pair and discuss in your groups. Use some of the expressions in the box.

Digital learning is good for ...

It is good because ...

It becomes more and more popular because ...

However, it cannot replace schools because ...

- Compare your ideas with other groups'.



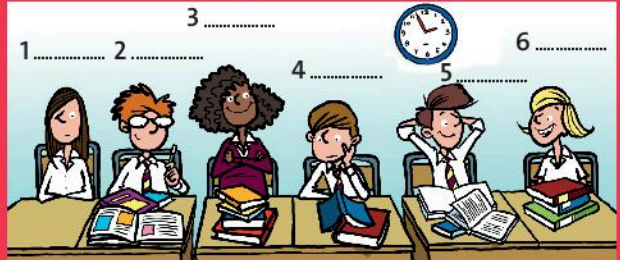
1 Use the code to write the school subjects. Then put the subjects in order from your favourite (1) to your least favourite (10).

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
♣	★	♥	✱	●	♣	◇	⇒	!	↻	■	✕	♪

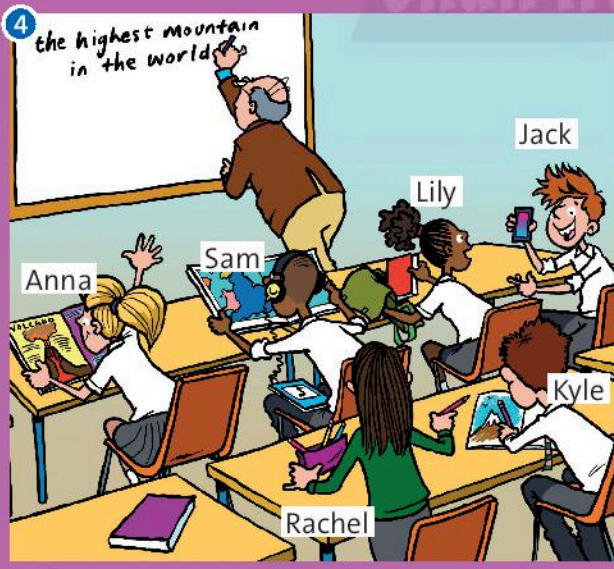
- 1 ▶★◆▶♣ maths                      6 ⇒◆◆
- 2 ♣♠⇒\*♣\*                              7 ◆\*♣\*●♥★▶\*
- 3 ♥\*
- 4 \*♣\*+⇒♣▶
- 5 ★●◆

3 Look at the picture. Read the sentences and write the names of the students in the picture.

- John is wearing glasses.
- Emma is chatting to Dan.
- Joe is between Dan and Sally.
- Dan is sitting under the clock.
- There aren't any books on Becky's desk.



2 ROCK, PAPER, SCISSORS. Work in pairs. Look at pictures 1–4 and play the game. The loser says two sentences about picture 4, one in the present continuous affirmative and one in the present continuous negative.



The teacher is writing on the board.      Lily and Jack aren't watching TV.

4 Find seven more verbs about studying a language.

S	T	R	E	V	I	S	E	L	U
P	K	L	N	U	F	Y	R	O	N
R	N	O	C	H	E	C	K	T	D
A	O	D	T	A	S	W	O	H	E
C	W	R	E	L	I	J	R	W	R
T	R	E	D	R	S	I	P	G	S
I	S	P	F	O	G	U	R	I	T
S	P	E	L	L	D	B	H	R	A
E	J	A	I	A	L	E	A	R	N
M	I	T	G	L	A	H	O	N	D

5 MIME GAME. Work in groups of three. Write ten sentences on pieces of paper. Use the present continuous, for example, I'm having lunch. One student takes a piece of paper and mimes the sentence. The other students ask questions to guess the sentence. The first student to guess the correct sentence mimes the next sentence.

- Are you having dinner?      No, I'm not.
- Are you having lunch?      Yes, I am!

## PROGRESS REVIEW 2

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

### VOCABULARY Animals

#### 1 Complete the words in the sentences.

- 'What do you think this animal is? It's got long ears and a white tail.' 'It's a **r**\_\_\_\_\_.'
- 'This small creature lives in and out of the water. It can jump.' 'It's a **f**\_\_\_\_\_!'
- 'The animal has got eight arms and it lives in the water.' 'Is it an **o**\_\_\_\_\_?'
- 'What is this animal? It lives in a hot place and it can walk far without water.' 'It's a **c**\_\_\_\_\_.'
- 'We think this creature is beautiful. It can fly.' 'Is it a **b**\_\_\_\_\_?'
- 'These creatures live only in the water. They can swim fast.' 'They're **f**\_\_\_\_\_.'

**I can talk about animals.**

**MY EVALUATION**



### READING The ugliest animals?

#### 2 Choose the correct words and complete the text.

##### Mountain gorillas

There are only about 900 gorillas now in the world and they are one of the <sup>1</sup>..... animals in Africa. For many people, the gorillas aren't pretty or <sup>2</sup>..... – some people say they have <sup>3</sup>..... faces. It's true, they are a <sup>4</sup>..... colour – black or grey – and they aren't <sup>5</sup>..... creatures like butterflies.

But they are some of the most interesting animals in the world. If we protect these amazing creatures, they can become <sup>6</sup>..... again.



- |                  |                |                   |
|------------------|----------------|-------------------|
| 1 a. rarest      | b. most common | c. most colourful |
| 2 a. common      | b. dull        | c. beautiful      |
| 3 a. colourful   | b. ugly        | c. rare           |
| 4 a. beautiful   | b. rare        | c. dull           |
| 5 a. dull        | b. colourful   | c. ugly           |
| 6 a. more common | b. rarer       | c. uglier         |

**I can read for specific information.**

**MY EVALUATION**



### LANGUAGE FOCUS Superlative adjectives

#### 3 Complete the sentences with a superlative adjective.

- This village isn't noisy. It's one of ..... (quiet) places in our country.
- I like that Italian restaurant – they have ..... (big) pizzas in town!
- The museum in our capital city is fantastic. It's one of ..... (interesting) museums in the world.
- They never go to that swimming pool. It's ..... (bad) swimming pool in the area.
- This office building is horrible. It's ..... (ugly) building in the city.
- 'Do you like this park?' 'Yes, it's one of ..... (beautiful) parks in the country.'
- There are a lot of rats in the world – they are one of ..... (common) animals.
- We like that American actor. He is ..... (good) actor in Hollywood.

**I can use superlative adjectives.**

**MY EVALUATION**



### VOCABULARY AND LISTENING Amazing animals

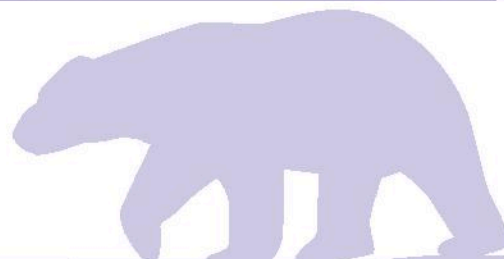
#### 4 1.48 Listen to the radio programme about polar bears. Write *True* or *False*.

Polar bears can ...

- grow to 290 kilos .....
- see colours .....
- jump two or more metres out of the water .....
- run up to fourteen kilometres an hour .....
- swim for days .....
- survive a year without food .....

**I can understand a programme about animal skills.**

**MY EVALUATION**





### LANGUAGE FOCUS *can* for ability • Questions with *How ... ?*

5 Write questions and short answers with *can*.

	Freddie	Anna and Kate
swim	x	✓
speak French	✓	x
play basketball	x	✓

- Freddie / swim / ?  
.....  
.....
- Anna and Kate / swim / ?  
.....  
.....
- Freddie / speak French / ?  
.....  
.....
- Anna and Kate / speak French / ?  
.....  
.....
- Freddie / play basketball / ?  
.....  
.....
- Anna and Kate / play basketball / ?  
.....  
.....

I can talk about abilities.

MY EVALUATION 😞 😐 😊 😄

6 Complete the questions with *How* and one of the words.

far fast heavy many rare tall

- '..... can a whale swim?' 'Thousands of kilometres.'
- '..... is your older brother?' 'One metre eighty-five.'
- '..... can a wolf run?' 'Sixty kilometres an hour.'
- '..... is an ostrich?' 'More than 100 kilos.'
- '..... pandas are there in the zoo?' 'Two.'
- '..... are these animals?' 'There are only fifty in the world now.'

I can make questions with *How*.

MY EVALUATION 😞 😐 😊 😄

### SPEAKING Asking for permission

7 Complete the dialogue with the words. There are five extra words.

afraid but do can can't I  
OK or she Thanks weekend

- Helen Mum.  
Mum Yes, Helen?  
Helen Is it <sup>1</sup>..... if I go to Sarah's house for an hour?  
Mum No, I'm <sup>2</sup>..... you can't.  
Helen But Mum, why not? Her house isn't far.  
Mum I'm sorry, <sup>3</sup>..... it's late and you've got school tomorrow.  
Helen Oh, OK. Can <sup>4</sup>..... go to her house on Saturday then?  
Mum Yes, of course you <sup>5</sup>.....  
Helen Great. <sup>6</sup>....., Mum.

I can ask for permission to do things.

MY EVALUATION 😞 😐 😊 😄

### WRITING Animals in danger

8 Order the words to make sentences.

- live / pandas / the mountains / of / in / China  
Pandas .....
- 160 kilos / adult pandas / weigh / to / up / can  
Adult pandas .....
- in / panda / now / danger / is / the  
The .....
- creatures / one / it's / rarest / the / in / of / world / the  
It's .....
- is / problem / worst / the / human activity / like / farming  
The .....
- can / you / information / get / websites / from / as / such / Save the Panda!  
You .....

I can write about animals in danger.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY School subjects



9 Look at the photos. Complete the sentences with school subjects or school words.

- 1 I like **s** \_\_\_\_\_.
- 2 This is my school **n** \_\_\_\_\_.
- 3 We love **g** \_\_\_\_\_.
- 4 She's good at **m** \_\_\_\_\_.
- 5 **H** \_\_\_\_\_ is my favourite subject.
- 6 **I** \_\_\_\_\_ is interesting.

I can talk about my school and school subjects.

MY EVALUATION 😞 😐 😊 😄

## READING Schools project

10 Choose the correct word.

- 1 Our project is about a special ..... school. It goes along the river.  
a. private    b. primary    c. boat
- 2 That's a ..... school. Students live there.  
a. boarding    b. private    c. primary
- 3 The school in the photo is a very expensive ..... school for older students.  
a. boat    b. private    c. primary
- 4 This is a ..... school. Young children come here every day.  
a. primary    b. secondary    c. boarding
- 5 These students here are over eleven years old. It's a ..... school.  
a. primary    b. boat    c. secondary

I can describe a school.

MY EVALUATION 😞 😐 😊 😄

## LANGUAGE FOCUS Present continuous: affirmative and negative

11 Write affirmative or negative sentences using the present continuous.

- 1 I / study / two languages ✓  
.....
- 2 the students / wear / school uniforms ✗  
.....
- 3 he / chat / to his best friend ✓  
.....
- 4 she / run / for the school bus ✗  
.....
- 5 we / have / a break from the lesson ✓  
.....
- 6 I / learn / a musical instrument ✗  
.....

I can talk about things happening now.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY AND LISTENING

### Verbs: Studying a language

12 1.49 Listen to Jack talking about his learning strategies and tick (✓) the correct boxes.

My learning strategies – Jack Thompson

- 1  write vocabulary in a notebook
- 2  repeat new words
- 3  practise pronunciation
- 4  check words in a dictionary
- 5  ask questions in class
- 6  read comics
- 7  listen to songs
- 8  concentrate at home

I can listen to interviews about learning a language.

MY EVALUATION 😞 😐 😊 😄

**LANGUAGE FOCUS Present continuous: questions**

**13 Order the words to make questions.**

- students / those / having / are / break / a / ?  
.....  
.....
- words / are / we / new / these / learning / ?  
.....  
.....
- making / Eva / some / is / notes / ?  
.....  
.....
- you / running / why / school / to / are / ?  
.....  
.....
- are / animals / where / going / those / ?  
.....  
.....
- what / Robert / doing / now / is / ?  
.....  
.....

**I can describe what is happening.**  
MY EVALUATION 😞 😐 😊 😄

**14 Complete the sentences using the present continuous or present simple form of the verbs.**

do go like not listen not live  
revise swim

- My dad often ..... in the sea when it's hot.
- We've got an exam tomorrow, so we ..... now.
- '..... you ..... history?'  
'Yes, it's my favourite subject.'
- Tom and Dan ..... in our street. Their house is in the next town.
- 'James is in his bedroom.' '..... he ..... his homework?'
- Yasmin ..... to school by train every day.
- David has got his phone in his hand. He ..... to the teacher at the moment.

**I can ask people about their routines and what they're doing now.**  
MY EVALUATION 😞 😐 😊 😄

**SPEAKING Asking for help when you're studying**

**15 Read the dialogue and choose the best answer.**

Write a letter (A–D) for each answer.

Luke Hi Ben. <sup>1</sup>.....  
Ben Oh, I'm reading my French notes. You're good at French. <sup>2</sup>.....  
Luke Car? It's 'voiture'.  
Ben Sorry? <sup>3</sup>.....  
Luke Yes, it's 'voiture'.  
Ben <sup>4</sup>.....  
Luke V-O-I-T-U-R-E.  
Ben Great. Thanks, Luke.

- A How do you spell that?  
B What are you doing?  
C How do you say 'car' in French?  
D Can you say that again, please?

**I can ask for help when I'm studying languages.**  
MY EVALUATION 😞 😐 😊 😄

**WRITING An email about your school**

**16 Complete the text with the words. There are five extra words.**

about big break compulsory finish  
happy look old optional so this write

Hi Ivan,  
I'm very <sup>1</sup>..... that you can come to Scotland and visit our school next week. Firrhill High School is a <sup>2</sup>..... school with 1,200 students. My house is in the centre of Leith, <sup>3</sup>..... I go to school on foot. Classes here always start at 8.30 and <sup>4</sup>..... at 3.30. There's a <sup>5</sup>..... at 10.30 and lunch is at 12.45. Some subjects like English and maths are <sup>6</sup>..... We need to study them. Other subjects like languages are <sup>7</sup>..... I like languages so I study Spanish and German.  
Write soon,  
Jamie

**I can write an email about my school.**  
MY EVALUATION 😞 😐 😊 😄

# 5 Food and health

## VOCABULARY • Food

I can talk about the food I like and dislike.

CLIL p70

Extra listening and speaking p114

Song p120

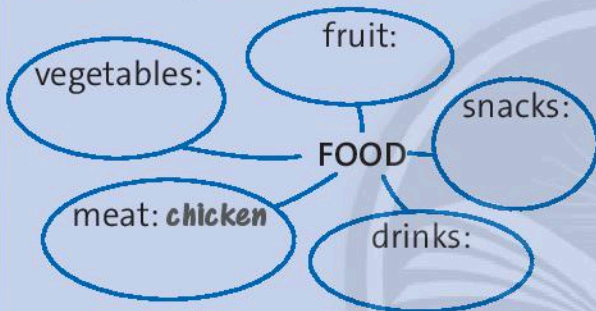
**THINK!** How many types of food can you name in 30 seconds?

- 2.02 Look at the photos in *School food*. Choose the correct words in the texts. Listen and check your answers.
- Read the Study Strategy. Then copy and complete the word web with words in exercise 1. Think of more words to add to the web.

### STUDY STRATEGY

#### Organising and remembering vocabulary

A word web is a good way to organise and remember vocabulary. You can add new words to your web when you learn them.



# SCHOOL FOOD

This is what people are saying about their school lunches around the world. Which ones do you like best?



### SOUTH AFRICA

I'm making a <sup>1</sup>sandwich / **burger** for my lunchbox. I've also got an <sup>2</sup>apple / **egg** and some <sup>3</sup>water / **juice**.



### INDIA

It's normal to eat with your hands here. We're vegetarians, so there isn't any <sup>4</sup>fruit / **meat** with our <sup>5</sup>pasta / **rice**.



### THE UK

I have pizza and <sup>6</sup>chips / **rice** today with <sup>7</sup>pasta / **beans**. There are <sup>8</sup>eggs / **vegetables**, but I don't like them.



### VIỆT NAM

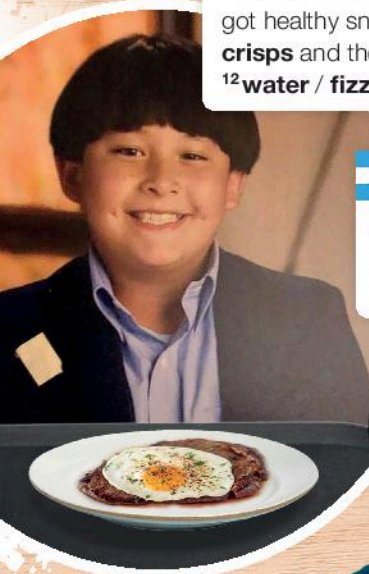
We often have <sup>9</sup>rice / **bread** with meat and vegetables for lunch at school. We really enjoy our time eating together.





### THE USA

Vending machines in schools here don't sell crisps and <sup>10</sup>sweets / chips now. They've got healthy snacks like <sup>11</sup>nuts / crisps and they sell juice, not <sup>12</sup>water / fizzy drinks.



 **ARGENTINA**  
Our school lunches are quite healthy. Today we have meat with <sup>13</sup>chips / egg. My favourite!



### AUSTRALIA


I'm having fish and chips with some <sup>14</sup>salad / pasta and <sup>15</sup>bread / cheese. Tasty!




 **SPAIN**  
I really like the menu today – <sup>16</sup>rice / pasta, <sup>17</sup>chicken / pizza pieces and salad, yoghurt, bread and <sup>18</sup>juice / water.




 **JAPAN**  
Students here help to serve the food and we clean the tables! Today we're serving <sup>19</sup>soup / juice.

**3**  **2.03 PRONUNCIATION: Short and long vowels /ɪ/ and /i:/** Listen and repeat the words. Then listen to six more words and complete the table.

/ɪ/ (short vowel)	/i:/ (long vowel)
fish	beans
fizzy	meat

**4**  **2.04** Watch or listen. What food do the students like?




**5**  **2.04** Watch or listen again and complete the Key Phrases with examples that the students talk about.

**KEY PHRASES**

Likes and dislikes

- I love ..... 😊
- I (quite / really) like ..... 😊
- I don't mind ..... 😊
- I (really) don't like ..... 😞
- I hate ..... 😞

**6**  **USE IT!** Work in groups. Ask and answer questions using the Key Phrases and the words in the box.

chips burgers sweets nuts fizzy drinks  
vegetables juice salad crisps sandwiches

Do you like burgers?

Yes. I really like burgers.

**Finished?**  
Invent a perfect school lunch and a horrible school lunch.



**THINK!** Look at the photo. What do you know about sumo wrestlers?

## The sports interview ...

# SUMO STYLE

**Those sumo wrestlers are big! How much do they weigh?**

Most top wrestlers weigh more than 140 kilos. The heaviest are around 190 kilos.

**Is it a popular sport?**

Well, there aren't many sumo wrestlers these days. It isn't a healthy lifestyle.

(1) .....

They get up early and **train** from 5 a.m. until about 1 p.m.

**What do they have for breakfast?**

They don't have breakfast – so they're very hungry at lunchtime and they eat a lot!

(2) .....

They have a special **dish** called *chankonabe*. There's a lot of meat or fish in *chankonabe* and there are also a lot of vegetables.

(3) .....

Well, it's full of **vitamins** and there isn't much fat in it, but they eat **enormous** quantities – sometimes six or seven **bowls** – and then maybe five bowls of rice.

**But they exercise a lot.**

Yes, but not after meals. After lunch they sleep, then they get up and eat more *chankonabe*.

(4) .....

Yes, some eggs, salads, some **desserts** maybe; but always *chankonabe*. So, if you want to be sumo size, eat and sleep a lot. If not, maybe do sports which are healthier!



**1** Read the text. Complete the interview with questions a–d.

- What do they have for lunch?
- Do they ever eat any different foods?
- What's their typical day?
- Is it healthy?

### SKILLS STRATEGY

**How to do the gap filling exercise:**

- First, look at the photo and scan the interview for gist.
- Next, read the four sentences and scan the interview to find the answer to the first gap.
- After that, work through finding answers to the gaps in turn.
- Finally, check that all the sentences make sense.

**2** 2.05 Read the Skills Strategy. Then listen to the text again and complete the summary with five of the words in the box.

eat is before healthy mornings  
sleep isn't after unhealthy afternoons

The lifestyle of sumo wrestlers <sup>1</sup>..... normal.  
The food which they eat is <sup>2</sup>....., but they  
<sup>3</sup>..... a lot. They also sleep a lot in the  
<sup>4</sup>..... and they don't exercise <sup>5</sup>..... meals.

**3 VOCABULARY PLUS** Use a dictionary to check the meanings of the words in **blue** in the text.

**4** **USE IT!** Work in pairs. Do you think a sumo wrestler's life is interesting? Why / Why not? What is your favourite dish?

# 5 LANGUAGE FOCUS • Countable and uncountable nouns

• *some, any, much, many* and *a lot of*

I can talk about food and meals.

- 1 Find examples of the words below in the texts on pages 62 and 63. Which are countable (c) and which are uncountable (u)? Add the words to Rules 1–2.

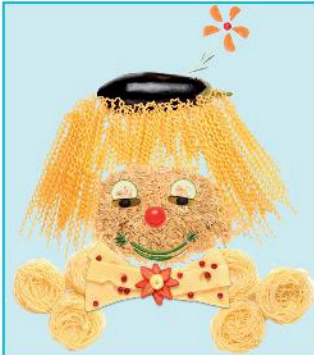
apple juice egg bread pasta  
sweet water snack

## RULES

- With countable nouns, we use *a* or *an* and plural forms: *an apple / apples, ..... / ..... / ..... / .....*
- With uncountable nouns, we don't use *a, an* or plural forms: *juice, ....., ....., .....*

- 2 Look at the pictures and complete the sentences.

meat crisps ~~pasta~~ rice vegetables  
cheese pears ~~grapes~~



Uncountable

Countable

How **much** ... ?

There's **a lot of** pasta.

There's **some**<sup>1</sup> .....

There **isn't much**<sup>2</sup> .....

There **isn't any**<sup>3</sup> .....

How **many** ... ?

There **are a lot of**<sup>4</sup> .....

There **are some**<sup>5</sup> .....

There **aren't many** grapes.

There **aren't any**<sup>6</sup> .....

- 3 Look at the sentences in exercise 2 and choose the correct words in Rules 1–3.

## RULES

- We use *much / many* with uncountable nouns.
- We use *much / many* with countable nouns.
- We often use *any, much* and *many* in questions and negative / affirmative sentences.
- We use *some, any* and *a lot of* with countable and uncountable nouns.

- 4 Complete questions 1–5 with *much* and *many*. Then choose the correct words in the answers.

# Food facts

- How ..... meat do vegetarians eat? They don't eat **any / much / many** meat.
- How ..... vitamins are there in white rice? There aren't **many / much / some** vitamins in white rice.
- How ..... fat is there in chocolate? There's **a lot of / much / many** fat in chocolate.
- How ..... fruit is there in fizzy drinks? There isn't usually **much / many / some** fruit in fizzy drinks.
- How ..... people can't eat nuts? There are **some / much / any** people who can't eat nuts.

- 5 **USE IT!** What do you usually eat and drink every week? Complete the sentences. Then compare with other people in the class. Are they the same or different?

- I eat some .....
- I never eat any .....
- I don't eat many / much .....
- I drink a lot of .....
- I don't drink much .....
- I never drink any .....

I eat *some* vegetables every day. What about you?

I don't eat *many* vegetables, but I eat an apple every day.

## Finished?

You invite three friends for a celebration at your house. Write a shopping list for the food and drink you want to buy.

**THINK!** What can you do if you want to be healthy?

sit on the sofa play video games eat vegetables drink fizzy drinks drink juice or water exercise

# Health quiz

1

It's 6 p.m. and you're really hungry. What's best?

- Eat some snacks.
- Don't eat. Wait for dinner.
- Go to a restaurant before dinner.



2

You're thirsty. What drink is the healthiest?

- water
- juice
- cola



3

Your temperature is 39°C.

Are you ill?

- No, you're well. Go to a doctor now!
- Yes, you're very ill. Go home and go to bed.
- You aren't well. Go home and go to bed.



4

You can run 100 metres in eleven seconds. Are you ... ?

- unfit
- normal
- really fit



5

You can't sleep and you're tired every morning. What's best?

- Don't go to bed late.
- Eat a lot before you go to bed.
- Don't go to school. Sleep more.



6

What is a couch\* potato?

- a vegetable
- a person who is very lazy and stays on the sofa a lot
- a person who is very hungry



\*couch = sofa

- Check the meanings of the words in the box. Then complete the definitions with five of the words.

active unhealthy unfit well hungry  
fit full tired lazy healthy #

You go to hospital if you're ill.

- A / An ..... person does a lot of activities.
- When you're ....., you want to eat.
- Good food and good habits are .....
- A / An ..... person exercises a lot.
- When you don't sleep, you're .....

- 2.06 What are the opposites of the adjectives in sentences 1–4 in exercise 1? Use the words in the box. Listen and check.

ill – well

- Work in pairs. Look at the *Health quiz* and choose the best answer a, b or c.

- Read the *Health check questionnaire* and answer the questions.

## Health check questionnaire – are you fit and healthy?

- Do you think you're active or lazy?
- How many hours do you usually sleep?
- Do you prefer sitting on the sofa or going out?
- Do you usually eat healthy food?
- What do you eat if you're really hungry?
- Do you like doing sports?
- How far can you run?
- Are you lazy at weekends?

- 2.07 Listen to three interviews. Which questions a–h in exercise 4 does each person answer?

1 Charlie – a, ...    2 Conor    3 Fran

- 2.07 Listen again and answer the questions.

- How many hours does Charlie normally sleep?
- Is Charlie a couch potato? Why / Why not?
- Why is Conor really tired?
- What sports does Fran do?
- What healthy and unhealthy food does she eat?

- USE IT! Work in pairs. Ask and answer the questions in the *Health check questionnaire*. Who is fitter and healthier?

# 5 LANGUAGE FOCUS • Verb + -ing • Imperatives • should / shouldn't

I can talk about likes and dislikes and give advice / instructions.

## Verb + -ing

1 Look at the examples. Then answer the questions in Rules 1–2.

Do you prefer sitting on the sofa or going out?  
I like playing video games, but I also like going out.  
I like running and swimming.

### RULES

- 1 What form of verb comes after *like*, *prefer*, *hate* and *don't mind*?
- 2 What is the spelling of the *-ing* forms of the verbs *run*, *sit* and *swim*?



2 Think of two things that you love doing, two things that you don't mind doing and three things that you hate doing. Write sentences and then compare in a group to find out about your friends' likes and dislikes.

I love eating pizza.

Really? I love swimming in the sea.

## Imperatives

3 Look at the examples of imperatives. How do we make the negative form? Find examples in the *Health quiz* on page 66.

Eat some snacks.  
Wait for dinner.

4 Add more classroom rules with DOs and DON'Ts using imperatives.

DOS	DON'TS
1. Pay attention in class.	1. Don't come to school late.
2. Keep the classroom clean.	2. Don't litter in class.
3. Use kind words.	3. Don't cheat in the exam.

5 Complete the sentences with the affirmative and negative imperative forms of the verbs in the box.

drink visit ask play go eat



1 ..... this before August 2020.

2 ..... this place.



3 ..... this water.

4 ..... right here.

## should / shouldn't

6 Look at the examples. Then choose the correct answers to complete the Rules.

You should eat more vegetables.  
You shouldn't go to bed late.  
She shouldn't be lazy at school.

### RULES

We use *should / shouldn't* to give advice / give an instruction.  
The *he / she / it* forms of *should / shouldn't* are different / the same.

7 Your friend wants to be healthy. Complete the advice using *should / shouldn't*.

- 1 stay up / late  
You shouldn't stay up late.
- 2 eat / fruit and vegetables
- 3 do / exercise
- 4 drink / fizzy drinks
- 5 sit / on the sofa all day

8 USE IT! Work in groups. Compare your advice in exercise 7. Who has got the best advice?

What's the best advice for a friend who wants to be healthy?

My advice is exercise, don't go to bed late and you should eat healthy food.

### Finished?

Write five important rules for your class. Use imperative forms.

# 5

## SPEAKING • In a café

I can order food and drink in a café.

**THINK!** What is your favourite restaurant or café? What kind of food and drink do you usually eat there?

Waitress Hi there, can I help you?  
 Aaron Yes, can I have a cheese sandwich, please?  
 Waitress Sure. Would you like salad or chips with that?  
 Aaron Erm ... chips, please.  
 Waitress Dessert?  
 Aaron No, thanks.  
 Waitress Anything else?  
 Aaron Oh yes, I'll have a cola, please.  
 Waitress OK. That's ..... , please.  
 Aaron ..... Here you are.  
 Waitress Thank you.



**3** 2.09 Read and say the prices. Listen and check.

- |          |          |         |
|----------|----------|---------|
| 1 £2.25  | 2 €1.00  | 3 €0.50 |
| 4 \$3.85 | 5 \$7.20 | 6 £0.99 |

**1** Complete the menu with the words in the box. Which things on the menu do you like or dislike?

burger juice chicken chips cheese

### GLOSSARY

\$ = dollar(s) and cents    £ = pound(s) and pence  
 € = euro(s) and cents

**4** 2.10 Read the dialogue, look at the menu and calculate the total price. Then watch or listen and check. Is Aaron's meal very healthy?

**5** Look at the dialogue and complete these Key Phrases. Then practise the dialogue with a partner. Use different items from the menu in exercise 1.

## TODAY'S MENU

### TASTY LAMB BURGER

plain £4.50  
 with <sup>1</sup>c..... £5.00



#### Sandwiches

<sup>2</sup>c..... £2.80  
 cheese £2.50

#### EXTRAS

+ <sup>3</sup>c..... £1.20  
 + salad £1.50

#### VEGETARIAN OPTIONS

vegetarian lasagne £4.45  
 vegetarian <sup>4</sup>b..... £4.00

#### Drinks

<sup>5</sup>j..... £1.80  
 cola £1.80  
 mineral water £0.90

**DESSERTS**  
 All desserts  
**£2.25**

### KEY PHRASES

#### Ordering food

- ..... I help you?
- Can I ....., please?
- Would you ..... (with that)?
- ..... else?
- I'll ....., please.
- ....., please.

**6** **USE IT!** Work in pairs. Prepare and practise two dialogues using the Key Phrases and the situations below. Use the menu in exercise 1.

**Situation A:** You're very hungry and you love desserts! You've got £10.

**Situation B:** You're a vegetarian and you don't like cola. You've got £6.

**2** 2.08 Listen and say the prices.

- |         |                         |
|---------|-------------------------|
| 1 £4.50 | four pounds fifty       |
| 2 £1.00 | one pound               |
| 3 £1.20 | one pound twenty        |
| 4 £4.95 | four pounds ninety-five |
| 5 £0.80 | eighty pence            |

# 5

## WRITING • A food blog

I can write a food blog using sequencing words.

**THINK!** Who cooks in your family? What do they usually cook? Do you like cooking?

### Sally's

### EASY MENU BLOG



Hi. Here's my menu for today.

**First**, I eat some nuts.

**Next**, I've got these fun egg salads for the starter.

**Then**, the main course is mini pizzas with tuna, red pepper and olives. Simple ingredients but great!

**Finally**, my favourite: dessert! It's hot fruit with ice cream. Chop fruit, cook it with sugar and serve with ice cream. So yummy!

Enjoy your meal! Join me tomorrow for another menu.

### GLOSSARY

tuna red pepper olives ingredients  
chop starter main course dessert

- 1 Check the meanings of the words in the glossary. Then read Sally's blog. What does she have for the starter? What is her favourite part of the meal?
- 2 Complete the Key Phrases with words from Sally's blog.

### KEY PHRASES

#### Writing a food blog

- 1 ..... ingredients but ..... !
- 2 So ..... !
- 3 Enjoy your ..... !
- 4 Join me ..... .

### Language Point: Sequencing

- 3 Look at the words and phrases in blue in the blog. Which two have the same meaning?
- 4 Order pictures and sentences a-d. Then complete the sentences with the words in exercise 3.

*Chả giò / Nem rán / Vietnamese spring rolls*

- ....., place the filling on a rice paper and fold.
- ....., mix the ingredients together.
- ....., serve with dipping sauce and vegetables.
- ....., deep fry the rolls in oil.

- 5 **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Write a food blog.

#### B THINK AND PLAN

- 1 What is the name of your blog?
- 2 What is on your menu?
- 3 What are the ingredients?
- 4 How often do you write your blog?

#### C WRITE

Write your blog. Look at the model text again for ideas. Use photos if possible.

#### D CHECK

- presentation of blog
- grammar
- sequencing

a



b



c



d



- 1 2.11 Check the meanings of the words in the box and complete the text. Read and listen to the text and check your answers.

water minerals fat (x2) protein  
vitamins diseases carbohydrates

## Nutrients in food

There are six main types of nutrients.

1 ..... makes you strong. There is a lot of this in meat, fish, milk, eggs, beans and nuts.

2 ..... give us energy. There are a lot of these in bread, pasta, rice and potatoes.



3 ..... are important nutrients in the food we eat and you can find them in different types of food. People who don't get many of these in their food can get 4 .....

5 ..... are important for strong teeth and bones. You can find them in meat, fish, milk, vegetables and nuts.

This nutrient has got the most energy and is good for our skin and hair. The 6 ..... in food such as butter, chocolate, chips, burgers and crisps is unhealthy, but the 7 ..... in food like olive oil, nuts and some fish is healthy.



8 ..... is also a very important nutrient. You can't live for more than one or two days without it. There's a lot of this in fruit, vegetables and juice, too.



- 2 Read the text again. Are the sentences *True* or *False*?

- 1 There isn't any protein in beans.
- 2 You can get diseases if you don't eat a lot of vitamins.
- 3 Minerals are good for healthy teeth.
- 4 Carbohydrates have got the most energy.
- 5 Some types of fat are good for you.
- 6 There isn't any water in vegetables.

- 3 Read the sentences and write the names of the food in the text.

- 1 It's got animal fat in it. It's from milk. We put it on bread.
- 2 It's got vegetable fat in it. It's in a bottle. We put it on salads. It's very healthy.
- 3 It's got a lot of protein in it. It's white. We drink it.
- 4 These have got a lot of protein. You can cook them or eat them in a salad. They can be different colours.
- 5 It's brown and very sweet. It's delicious, but it's got a lot of fat.

- 4 Look at the picture of the dinner plate. What nutrients are there in the five food groups?



- 5 USE IT! Work in pairs. What do you eat every day? Ask and answer questions with your partner to complete the table. Then use the information to draw a dinner plate for your partner. Who eats the healthiest food?

	Group 1: Fruits and vegetables	Group 2: Bread, pasta, etc.	Group 3: Meat, fish, etc.	Group 4: Fat	Group 5: Milk, cheese, yoghurt, etc.
..... (name)	an apple, some green beans	some bread, some potatoes			
..... (name)					

What kind of fruit do you eat every day?

I eat an apple.



**1 GUESS THE FOOD.** Work in pairs. Look at the words in the box. One student chooses a word and makes a sentence about it. The other student listens and guesses the food.

burger pasta raisins meat juice  
sweets rice vegetables nuts crisps  
cheese pear olives tuna

It's got bread and meat. It's unhealthy.

Burger?

**2 MEMORY GAME.** Play in groups. Make sentences with *a, an, a lot of, some* and *many*. Follow the instructions.

- Student A says, 'In my kitchen, there's a lot of pasta.'
- Student B says, 'In my kitchen, there's a lot of pasta and an apple.'
- Who can remember everybody's words?

**3 Find five adjectives about health on the plates. Write the words.**

1 elhayth

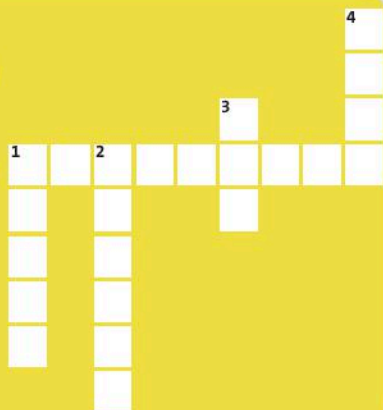
2 ullf

3 lewl

4 eviact

5 fti

**4 Complete the crossword with the opposites of the adjectives from exercise 3.**



**5 Follow the lines and complete the sentences with the verb + -ing.**



Sue

1



Mel

2



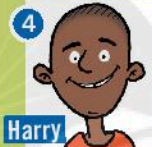
David

3



Sophia

4

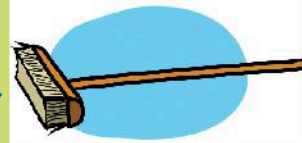
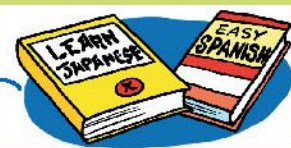


Harry

5



Rob and Steve



Sue likes eating pizza.

- 1 Mel enjoys .....
- 2 David doesn't like .....
- 3 Sophia really likes .....
- 4 Harry doesn't mind .....
- 5 Rob and Steve love .....

**6 THE 'PLEASE' GAME.** Work in groups. Follow the instructions.

- One student gives instructions to the other students using imperatives.
- If you hear 'please', do the action. If you don't hear 'please', don't do the action!
- If you make a mistake, you are out of the game. The winner is the last student in the game.



# 6 Sports


## VOCABULARY • Sports

I can ask and answer about different sports.

Culture p80

Extra listening and speaking p115

**THINK!** What sports are popular in your country?

- 1  2.12 Match the words in the box with pictures 1–16. Then listen and check. Which sports do you like?

football basketball tennis wrestling  
athletics rugby volleyball  
gymnastics hockey climbing golf sailing  
swimming skiing cycling horse-riding



- 2 Check the meanings of the words in **blue** in the Sports quiz. Then do the quiz in pairs or teams.

# SPORTS QUIZ

HOW MUCH DO YOU KNOW ABOUT SPORT?

DO THE QUIZ. SCORE ONE POINT

FOR EVERY CORRECT ANSWER.

THEN LOOK AT THE KEY.

- 1 Can you name an American basketball **player**?

- 2 Which country are these hockey **fans** from?

- 4 What's the most famous cycling **race** in the world?

- 3 What is the longest event in an athletics **competition**?



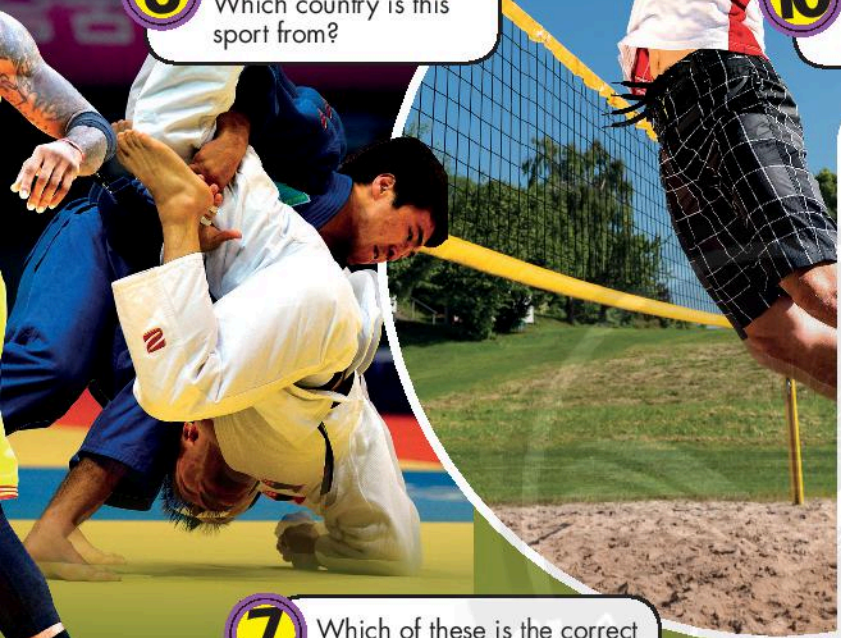


**5** In which city is the biggest football **stadium** in Europe?

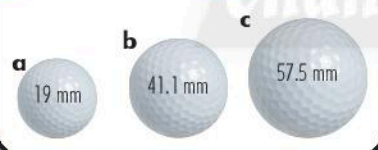
**9** How long is an **Olympic** swimming pool?

**6** Here's a judo **champion**. Which country is this sport from?

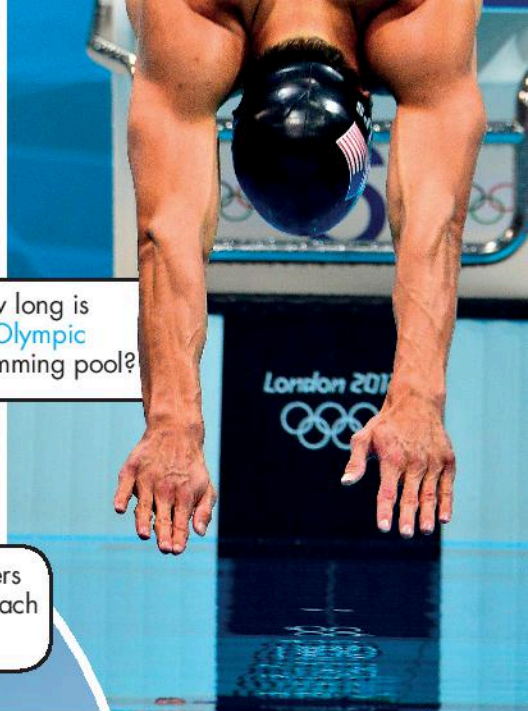
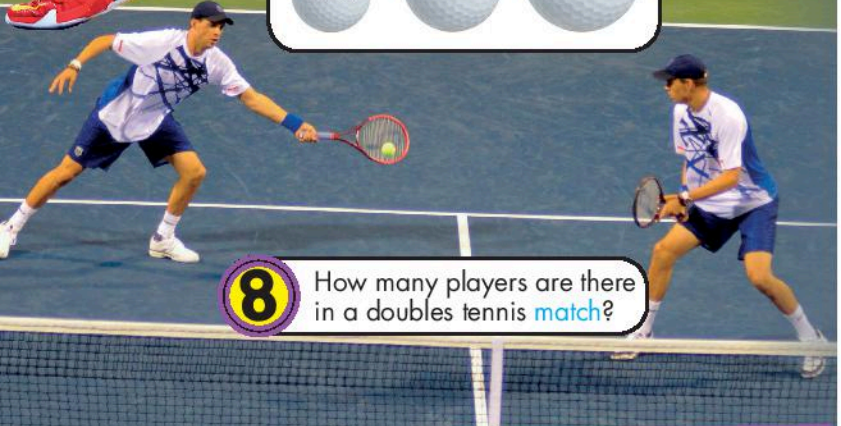
**10** How many players are there in a beach volleyball **team**?



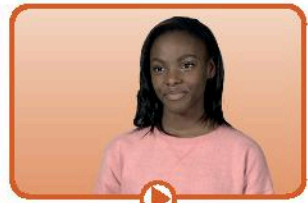
**7** Which of these is the correct size for a golf **ball**: a, b or c?



**8** How many players are there in a doubles tennis **match**?



**3** 2.13 Watch or listen and answer the questions.



- 1 Does **Liane** do any sports?
- 2 What sport does **Lewis** watch on TV?
- 3 Are there any sports **Ray** wants to try?

**4** 2.13 Watch or listen again and complete the Key Phrases.

**KEY PHRASES**

Talking about sports

- 1 I'm in a ..... club.
- 2 I (don't) enjoy .....
- 3 I'm in the ..... team.
- 4 I'm a ..... fan.
- 5 I want to try .....

**5** **USE IT!** Work in groups. Find out who is sports crazy. Change the words in **blue** in exercise 3 and ask and answer the questions. Use the Key Phrases.

Do you do any sports?

Yes, I enjoy playing basketball. I'm in the school team. And you?

**KEY:**  
 0-3 Mmm. Sport isn't your favourite thing, right?  
 4-6 Not bad, but not great!  
 7-9 Very good. Almost a champion!  
 10 Excellent! You're officially sports crazy!

**Finished?**  
 Write more quiz questions.

## 6

## READING • The Olympics then and now

I can read for specific information.

**THINK!** When and where are the next Olympic Games?  
Which sport in the box is NOT in the Olympics?

cricket sailing rugby golf football

## OLYMPICS TIMELINE

1896

The first modern Olympic Games were in Greece. There were silver medals for winners and bronze medals for second place. There weren't any gold medals.

1916

In 1916, 1940 and 1944, there weren't any games because of war.

1920

There wasn't an Olympic flag until 1920. The flag of every country in the world has got one of the five Olympic colours in it.

1936

Twelve-year-old swimmer Inge Sorensen from Denmark was the youngest medallist in Olympic history.

1960

Abebe Bikila from Ethiopia was the first African to win a gold medal after running a marathon without shoes.

2016

There were two new events in Rio in 2016 – golf and rugby were the first new events in nearly 100 years.

2020

In 2020, there was a global problem and they moved the games to 2021.



1 Read the text. What sports does it mention?

2 2.14 Read and listen to the text and write *True* or *False*.

- 1 There were gold medals in the first Olympic Games.
- 2 There weren't any games in 1916.
- 3 Inge Sorensen was a swimmer from Ethiopia.
- 4 Abebe Bikila was a marathon runner.
- 5 Golf and rugby were Olympic sports for the first time in 2012.

3 **VOCABULARY PLUS** Use a dictionary to check the meanings of the words in blue in the text.

4 **USE IT!** Work in pairs. Which piece of information in the text do you think is the most interesting? What sports do you like watching in the Olympics?

# 6 LANGUAGE FOCUS • *there was(n't), there were(n't)* • *was(n't), were(n't)*

I can talk about past events.

## *there was(n't), there were(n't)*

1 Complete the examples from the text on page 74. Then choose the correct words in the Rules.

- ..... two new events in Rio in 2016.
- ..... an Olympic flag until 1920.

### RULES

- We use *there was* and *there wasn't* with singular / plural nouns.
- We use *there were* and *there weren't* with singular / plural nouns.

2 Complete the text with affirmative and negative forms of *there was* and *there were*.

#### The first marathon

2,500 years ago <sup>1</sup>..... a war between Greece and Persia and <sup>2</sup>..... a lot of battles. <sup>3</sup>..... a big battle in a place called Marathon, which the Greeks won\*. This was important news, but <sup>4</sup>..... any internet and <sup>5</sup>..... any telephones. So a man called Pheidippides ran\* to Athens with news of the battle. He ran about forty-one kilometres. <sup>6</sup>..... any good roads, so it was a difficult journey. When he arrived in Athens, he died.

\*won = past of win, ran = past of run.



3 Complete the sentences with affirmative and negative forms of *there was* and *there were*.

Use *many*, *any* or *a / an*.

2,500 years ago ...

- ... rich footballers.
- ... chariot races.
- ... country called Persia.
- ... sport called skateboarding.
- ... messengers.
- ... iPads.

4 **USE IT!** Work in pairs. Compare your sentences in exercise 3.

## *was(n't), were(n't)*

5 Complete the sentences about the *Olympics timeline* text on page 74. Then complete the rule.

- There ..... silver medals for winners.
- Inge Sorenson ..... the youngest medallist.
- Abebe Bikila from Ethiopia ..... the first African to win a gold medal.
- Golf ..... an Olympic sport until 2016.
- There ..... any games in 2020.

### RULE

*was* and *were* are the past forms of .....  
The negative forms of *was* and *were* are .....  
and .....

6 Complete the sentences with *was* and *were* and your own ideas.

- I ..... born in ..... I was born in Hồ Chí Minh City.
- When I ..... younger, my favourite sport .....
  - The number one song last week .....
  - My first words .....
  - My favourite films last year .....
  - My favourite day last week .....
  - When I ..... younger, my hobbies .....
  - My last meal .....

7 **USE IT!** Work in groups. Compare your sentences in exercise 6.

### Finished?

Think of more differences between life 100 years ago and now. Use *there was*, *there were*, *was* and *were*.



## 6

## VOCABULARY AND LISTENING • X Games: Regular and irregular verbs

I can understand specific information in a programme about the X Games.

**THINK!** What sports are difficult and dangerous? Are these sports popular in your country?

# X GAMES SUPERSTARS

Sports in the X Games are always exciting and often dangerous. The games **started** in 1995 when 500,000 fans **travelled** to Newport in the USA and **watched** sports like BMX, skateboarding and motocross.

Our programme today looks at two skateboarders who **decided** to learn to skateboard when they were very young. They **competed** in the X Games and **became** big stars – Tom Schaar, the youngest gold medallist in the history of the games, and Alana Smith, the youngest silver medallist.

- She / He **learned** to skate when she / he was .....  
a. four      b. seven      c. nine
- She / He first **went** to the X Games in .....  
a. Barcelona      b. Miami      c. Shanghai
- She / He **did** a trick called .....  
a. 900      b. 1080      c. 540 McTwist
- She / He **won** an X Games medal when she / he was .....  
a. ten      b. twelve      c. fourteen



- 1 2.15 Check the meanings of verbs 1–10. Then read the text and sentences 1–4. Match verbs 1–10 with the past simple forms in blue. Listen and check.

- |          |           |
|----------|-----------|
| 1 learn  | 6 become  |
| 2 start  | 7 watch   |
| 3 go     | 8 do      |
| 4 win    | 9 compete |
| 5 travel | 10 decide |

- 2 2.16 Listen to information about Alana Smith and Tom Schaar. From column A, choose who is talking. From column B, choose where they are.

- | A                       | B                     |
|-------------------------|-----------------------|
| 1 parents talking       | 4 at school           |
| 2 sports fans talking   | 5 at the X Games Asia |
| 3 Alana and Tom talking | 6 on a TV programme   |

- 3 2.16 Listen again and look at sentences 1–4 in the text. Choose the correct answers for Alana and then for Tom.

- 4 **USE IT!** Complete the questions with the correct form of the verbs in the box. Then ask and answer with a partner.

do learn become win travel compete

- What sports do you want to ..... ?
- Where do you want to ..... ?
- Do you want to ..... a star? Why / Why not?
- Do you prefer ..... or ..... in competitions? Why?
- Can you ..... any dangerous sports?

# 6 LANGUAGE FOCUS • Past simple: affirmative • Past time expressions

I can ask and answer about events in the past.

## Past simple: affirmative

1 Look at the examples and complete Rules 1–3 with **have got** or **haven't got**.

**compete** (regular)

I **competed** in the Olympics.

They **competed** in the X Games.

**win** (irregular)

She **won** an X Games medal.

We **won** at the X Games.



### RULES

- 1 Regular verbs ..... past simple forms ending in **-ed**.
- 2 Irregular verbs ..... past simple forms ending in **-ed**.
- 3 Verbs in the past simple ..... the same form for *I, you, he, she, it, we* and *they*.

2 Read the Study Strategy. Then complete the *Young sports superstars* text with the past simple form of the verbs in **blue**.

### STUDY STRATEGY

#### Learning irregular verbs

It's important to check the past simple forms of verbs and learn the irregular ones. Put the verbs in groups of ten and try learning a different group every week.

3 2.17 **PRONUNCIATION: -ed endings**

Listen and repeat the words. Which letters come before the **-ed** ending in list 3?

- 1 /t/ practised, watched
- 2 /d/ travelled, played
- 3 /ɪd/ started, decided

## Past time expressions

4 Look at the examples and answer the questions.

1 How do you say the words in **blue** in your language?

2 Do we put *ago* before or after a past time expression?

He **first** competed **when he was** twelve.

She **last** competed in 1981.

He was on this programme two years **ago**.

### KEY PHRASES

#### Past time expressions

last Tuesday / weekend / week / year / August

in August / 2014

on Friday / Sunday

when I was ten

ten minutes / two weeks / a month ago

5 **USE IT!** Write sentences using the past simple and the Key Phrases. Then compare with other people in the class. Are any of your sentences the same?

I last (play) sport ...

I last **played** sport on Saturday.

1 I first (watch) the Olympics ...

2 I last (do) my English homework ...

3 I first (come) to this school ...

4 I first (swim) in a pool ...

5 I last (see) a good film ...

### Finished?

Write true and false statements about your life. Use the verbs on this page.

## YOUNG SPORTS SUPERSTARS

### PHAN THỊ HÀ THANH

Phan Thị Hà Thanh<sup>1</sup> ..... (**start**) gymnastics when she was six. She<sup>2</sup> ..... (**go**) to an athletic training centre in Hải Phòng. In 2011, she was the first Vietnamese gymnast who<sup>3</sup> ..... (**win**) a world medal for Việt Nam and she<sup>4</sup> ..... (**compete**) in the Olympic Games in 2012 and 2016.



### MARTIN ODEGAARD

Martin Odegaard, from Norway,  
<sup>5</sup> ..... (**become**) a professional  
footballer at fifteen and <sup>6</sup> .....  
(**score**) great goals for his club. He  
first <sup>7</sup> ..... (**play**) international  
football before he was sixteen.  
A lot of famous clubs were interested  
in him and he <sup>8</sup> ..... (**train**)  
with some of them. Finally, in 2015,  
Real Madrid <sup>9</sup> ..... (**give**) him a  
contract.



# 6

## SPEAKING • Last weekend

I can talk about what I did at the weekend.

**THINK!** Think of three answers for the question 'How was your weekend?'.

Alfie Hey, Lois. How are things?  
 Lois Oh hi, Alfie. Good, thanks. How <sup>1</sup>..... your weekend?  
 Alfie It <sup>2</sup>..... great, thanks. I <sup>3</sup>..... to a football match on Saturday.  
 Lois Really? <sup>4</sup>..... it good?  
 Alfie Yes, it was brilliant. There <sup>5</sup>..... a lot of goals. United <sup>6</sup>..... 3–2 in the end.  
 Lois That's good news! Who <sup>7</sup>..... you with?  
 Alfie My brother. Why don't you come next time?  
 Lois Sure. Why not? Text me when you're going, OK?  
 Alfie OK then. Bye, Lois.  
 Lois Bye.



**1** 2.18 Complete the dialogue. Then watch or listen and check. Why was Alfie happy on Saturday?

**2** 2.18 Look at the Key Phrases. Cover the dialogue and try to complete the Key Phrases. Then watch or listen and check.

**4** Work in pairs. Practise mini-dialogues using the phrases in exercises 2 and 3.

How was your weekend?

It was cool. I ...

**5** **USE IT!** Work in pairs. Look at the pictures. Imagine that you went to a football match or basketball game last weekend. Prepare and practise new dialogues with the phrases in exercises 2 and 3.

### KEY PHRASES

#### Talking about the weekend

- 1 ..... was your weekend?
- 2 ..... good / bad news!
- 3 ..... were you with?
- 4 ..... don't you come next time?
- 5 Sure, ..... not?
- 6 Text me ..... you're going.

**3** 2.19 Look at the phrases. Then listen to three mini-dialogues. Which phrases do you hear?

It was It wasn't	brilliant. cool. OK. great.	I went ...	to a concert. on a trip. to a tennis match. to the cinema on Saturday. to a restaurant with my parents.
---------------------	--------------------------------------	---------------	---

The	music place(s) players food game film	was wasn't were weren't	(really)	bad. boring. nice. amazing. strange. interesting. terrible.
-----	--	----------------------------------	----------	---



# 6

## WRITING • A sports star

I can write a profile of a sports star using paragraphs.

**THINK!** Name five famous international sports stars. Who is the most famous sports star in your country? What is his / her sport?

# Usain Bolt

- 1 Usain Bolt is an athlete from Jamaica. He was born on 21<sup>st</sup> August 1986 in Sherwood Content. He lives in Kingston now.
- 2 Bolt first competed in sprint races as a schoolboy. At sixteen, he became the youngest ever world junior champion for 200 metres.
- 3 Bolt broke world records in 100- and 200-metre races. He also won gold medals at the Olympics in Beijing and London. He's one of the most successful athletes.



- 1 Read the profile. Where was Usain Bolt born? When was his first world champion?
- 2 Look at the Key Phrases. Which phrases do we use in paragraphs 1–3? Read the profile again and check.

### KEY PHRASES

#### Profile of a sports star

- 1 He/ She is from .....
- 2 He/ She was born .....
- 3 He/ She competed in .....
- 4 He / She won .....
- 5 He / She broke .....
- 6 He / She is one of the .....


### Language Point: Paragraphs

- 3 Read the text again. Match three topics from a–e with paragraphs 1–3.
  - a. His life now
  - b. Greatest moments
  - c. Basic information
  - d. Problems
  - e. Early career

### SKILLS STRATEGY

#### A profile should contain three paragraphs:

- Introduce the person (their name, place of birth, birthday and where they live).
- Write about the important events in their early life.
- Write about their most significant achievements. Finally, add a general comment as a summary.

- 4  **USE IT!** Read the Skills Strategy. Then follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Write a profile of a sports star for a website.

#### B THINK AND PLAN

- 1 Think of a sports star who you like.
- 2 Find information about the person and choose the most important points.
- 3 Make notes using the Key Phrases and the paragraph titles in exercise 3.

#### C WRITE

Write the profile using your notes.

#### D CHECK

- past simple verb forms
- past time expressions
- paragraphs




## 6

## CULTURE • Football vs. basketball

I can understand a text about football and basketball.

## 1 Match the words in the box with 1–5.


fan    basketball player  
stadium    captain    teams

2  2.20 Read and listen to the text. Then answer the questions.

- 1 When did the Vietnam Football Federation begin?
- 2 What competitions does the team play in?
- 3 Where is the Mỹ Đình stadium?
- 4 Can you only watch football at Mỹ Đình?
- 5 Is basketball a new sport in Việt Nam?
- 6 How did lots of people watch the 2019 basketball competition?
- 7 What other things can you see at basketball games?

## 3 YOUR CULTURE Answer the questions. Use the internet to help you find the information you need.

- 1 Can you name three national football players or basketball players?
- 2 Where and when is the next match for the national football team?
- 3 Where does the national basketball team train?
- 4 Do you play basketball or football at school?
- 5 What skills do you need to be good at football? What skills do you need for basketball?

4  USE IT! Prepare and practise an interview with a famous sports star. Follow the instructions.

- Work in pairs. One of you is a famous sports star and the other is an interviewer.
- Prepare some questions and answers.
- Act out the interview in class.

# TWO

## national teams

Football (or soccer) is the most popular sport in Việt Nam. In 1989, the Vietnam Football Federation began, and in 1991, the national team started to play in international games. The team now plays in competitions such as the FIFA World Cup and the AFC Asian Cup.

The national team plays at the Mỹ Đình stadium in Hà Nội. There are athletics events here as well as football matches. You can even go to music concerts!

Basketball is quite a new sport in Việt Nam. In 2019, the national championship was in Hồ Chí Minh City. The games were on the internet so everyone could enjoy them. The competitions are fast and fun, and there is music and dancing before and after the game.



1 Use the grid to find the first and last letters of sports 1–8. Then write the sports.

	A	E	I	O	U
P	a	g	m	s	y
T	b	h	n	t	z
G	c	i	o	u	
S	d	j	p	v	
M	e	k	q	w	
B	f	l	r	x	



- PE BA  
 gf = golf  
 1 BA BE  
 2 PA PO  
 3 TE PU  
 4 BI PU  
 5 PE PO  
 6 SO BE  
 7 SE GI  
 8 TO PO

2 SPORT ART. Work in groups. Write the names of the sports on page 72 on pieces of paper. One student takes a piece of paper and draws the sport. The others guess. The winner is the person who guesses the most sports.

3 MEMORY GAME. Work in pairs. Follow the instructions.

- Put four to eight objects on your desk.
- Look at the objects for ten seconds and remember them.
- One student closes his / her eyes.
- The other student takes the objects from the desk and hides them.
- The student opens his / her eyes and says what object(s) was / were on the desk using *there was / there were*. For example, *There was a pen. There was a ruler. There were three books. There was an apple.* The student gets a point for every correct sentence.
- Repeat the game with different objects. Who can get the most points?

4 Join the letters to find regular and irregular past simple forms.

- |        |       |
|--------|-------|
| STA    | NT    |
| 1 WE   | ETED  |
| 2 W    | RTED  |
| 3 TRAV | ID    |
| 4 BEC  | RNED  |
| 5 LEA  | IDED  |
| 6 WAT  | ON    |
| 7 D    | AME   |
| 8 COMP | CHED  |
| 9 DEC  | ELLED |

5 Complete the sentences. Then write the past simple form of the missing verbs in the puzzle. Then use the letters in the grey boxes to make a mystery word.

	W	O	N	
1				
2				
3				
4				
5				
6				
7				

France *won* the football World Cup in 2018.  
 The mystery word is .....

- 1 Phan Thị Hà Thanh ..... born in Việt Nam.
- 2 Usain Bolt ..... the world record in Beijing.
- 3 Pheidippides ..... from Marathon to Athens.
- 4 Nguyễn Thị Ánh Viên ..... 3 gold medals at the SEA Games 27.
- 5 My dad ..... to the match on Saturday.
- 6 I ..... all my homework last night.
- 7 The 2016 Olympics ..... in Rio.



## PROGRESS REVIEW 3

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

### VOCABULARY Food

1 Complete the words in the texts.



#### What's your favourite food?



Kai

My favourite meal is breakfast. I like all the different food you can have! I often have an <sup>1</sup>e\_\_ with some <sup>2</sup>b\_\_\_\_\_ and I usually drink some cold <sup>3</sup>j\_\_\_\_\_ with that. A good breakfast is the best start to the day!



Jasmine

I like healthy food. I love eating <sup>4</sup>f\_\_\_\_\_, for example, grapes or a nice <sup>5</sup>a\_\_\_\_\_. For lunch, I often have a <sup>6</sup>s\_\_\_\_\_ with cucumber and a lot of other things in it. If I make a pizza, I put a lot of <sup>7</sup>v\_\_\_\_\_ on it and of course, some <sup>8</sup>c\_\_\_\_\_. I don't like unhealthy fast food such as <sup>9</sup>b\_\_\_\_\_ and <sup>10</sup>c\_\_\_\_\_.

I can talk about food I like and dislike.

**MY EVALUATION** 😞 😐 😊 😄

### READING Sumo style

2 Complete the text with the words.

bowls desserts  
dish enormous train vitamins

Japanese sumo wrestlers have a very different lifestyle to most people. Many sumo wrestlers are <sup>1</sup>\_\_\_\_\_ – some of them weigh around 190 kilos! They also have to get up very early and <sup>2</sup>\_\_\_\_\_ a lot. They always eat a special <sup>3</sup>\_\_\_\_\_ – it's called *chankonabe*. They often eat six or seven <sup>4</sup>\_\_\_\_\_ of it in one meal! It's quite healthy because there are a lot of <sup>5</sup>\_\_\_\_\_ in it and there isn't much fat. They don't only eat *chankonabe* – they have different things such as eggs, salads and <sup>6</sup>\_\_\_\_\_ too.

I can summarise a text.

**MY EVALUATION** 😞 😐 😊 😄

### LANGUAGE FOCUS *some, any, much, many* and *a lot of* + countable and uncountable nouns

3 Choose the correct words.

- There aren't..... sweets in this bag.  
a. some      b. much      c. many
- I haven't got..... cheese with my burger.  
a. any      b. some      c. many
- My sister eats..... unhealthy snacks.  
a. much      b. a lot of      c. any
- There isn't..... soup in your bowl.  
a. some      b. much      c. many
- Are there..... nice dishes on the menu?  
a. any      b. much      c. a lot
- We've got..... nice black grapes.  
a. some      b. any      c. much

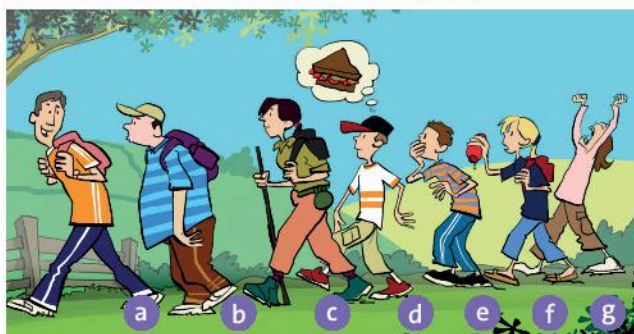
I can talk about food and meals.

**MY EVALUATION** 😞 😐 😊 😄

### VOCABULARY AND LISTENING Adjectives: Health

4 2.21 Listen and draw lines from names 1–7 to people a–g in the picture.

1 Dad      2 David      3 Helen      4 Kate



5 Paul      6 Sarah      7 Tom

I can understand specific information.

**MY EVALUATION** 😞 😐 😊 😄



## LANGUAGE FOCUS Verb + -ing

### 5 Write sentences using the verbs.

- 1 My sister ..... in the park. (love, play)
- 2 Artem always ..... at 6 a.m. (hate, get up)
- 3 Nuran and Osman ..... at home. (like, help)
- 4 I ..... in the centre of town. (don't mind, live)
- 5 We ..... for the bus. (not like, run)
- 6 For lunch, Ann ..... sandwiches. (prefer, eat)
- 7 Freddie ..... in cold water. (not like, swim)
- 8 I ..... homework. (don't mind, do)

I can talk about likes and dislikes.

MY EVALUATION



## SPEAKING In a café

### 6 Put the dialogue in the correct order. Number the sentences.

- Waitress Would you like chips or salad with your burger?
- Ellen Here you are.
- Waitress Hi there. Can I help you?
- Ellen Erm ... salad, please.
- Waitress OK. That's seven pounds, please.
- 6 Ellen Yes, I'll have a cola, please.
- Waitress Thank you.
- Ellen Yes, can I have a lamb burger, please?
- Waitress Anything else?

I can order food and drink in a café.

MY EVALUATION




## WRITING A food blog

### 7 Choose the correct words and complete the text.

**David's  
Menu  
Blog**

**new ideas from  
around the world**



7<sup>th</sup> September 2020

Hi. Here are some new ideas for an Indian menu.

1 ....., I've got some small Indian snacks. They're really nice and 2 .....

3 ..... that, there's an Indian yoghurt and cucumber dish – it's called **raita**. You can have it with bread. I love making this and it's easy 4 .....

Next is the main course. Today, it's a hot vegetable curry with rice. It looks good and it tastes 5 .....

6 ....., my favourite – dessert! It's Indian ice cream – **kulfi** – with fruit. This is easy because it hasn't got 7 ..... ingredients. Chop some fruit and serve with the ice cream. Mmm! Delicious!

8 ..... your meal! Join me next week for another great menu.

- |               |           |              |
|---------------|-----------|--------------|
| 1 a. Then     | b. Next   | c. First     |
| 2 a. terrible | b. tasty  | c. horrible  |
| 3 a. Next     | b. First  | c. After     |
| 4 a. to make  | b. making | c. make      |
| 5 a. fun      | b. great  | c. difficult |
| 6 a. After    | b. First  | c. Finally   |
| 7 a. any      | b. many   | c. some      |
| 8 a. Enjoy    | b. Like   | c. Have      |

I can write a food blog using sequencing words.

MY EVALUATION



## VOCABULARY Sports

### 8 Complete the words.

- 1 There are eleven players on a h..... team.
- 2 The 100-metre and 200-metre races are a..... events.
- 3 Manchester United is a famous football t.....
- 4 The O..... Games take place every four years.
- 5 The Tour de France is a famous c..... race.
- 6 Wimbledon is a famous tennis c..... in London.
- 7 S..... is a good sport to do in the mountains when it's snowing.
- 8 The World Cup is a famous f..... competition.

I can talk about different sports.

MY EVALUATION



## READING The Olympics then and now

### 9 Complete the sentences with the correct form of the words.

- 1 He's got a gold medal. He was a ..... at the last Olympic Games. (medal)
- 2 She was the first person in the marathon. She was the ..... (win)
- 3 I wasn't in the race. I was only a ..... (spectate)
- 4 Usain Bolt was the most famous ..... in the Olympic 100-metre race. (compete)
- 5 She's the best ..... in Australia. (swim)

I can read for specific information.

MY EVALUATION



## LANGUAGE FOCUS *there was(n't), there were(n't) • was(n't), were(n't)*

### 10 Complete the sentences with the words.

There was    There wasn't    There were  
There weren't    was    wasn't    were    weren't

- 1 ..... many fans at the match on Saturday. Only five or six.
- 2 They don't like sport so they ..... interested in the golf on TV last night.
- 3 My favourite football player at the World Cup ..... Mesut Özil.
- 4 ..... five hundred runners in the marathon.
- 5 ..... a really exciting film at the cinema last week.
- 6 We ..... very happy on our fantastic holiday in August.
- 7 ..... a train station in this town 300 years ago.
- 8 James was ill, so he ..... in the race.

I can talk about past events.

MY EVALUATION



## VOCABULARY AND LISTENING X Games

### 11 2.22 Listen and write *True or False*.

Hannah Burton ...

- 1 won the silver medal last night .....
- 2 did one very difficult trick last night .....
- 3 started to snowboard at the age of fifteen .....
- 4 became interested in the sport on holiday .....
- 5 learned to snowboard in two months .....
- 6 did gymnastics when she was younger .....

I can understand a programme about the X Games.

MY EVALUATION



**LANGUAGE FOCUS Past simple:**  
**affirmative • Past time expressions**

**12** Complete the sentences using the past simple form of the verbs.

become compete score  
swim travel watch

- I ..... that TV programme about the New York Marathon last night.
- We ..... in the sea yesterday. It was cold.
- My brother ..... to Japan last year.
- That tennis player first ..... famous two years ago.
- You ..... a goal yesterday! That's great!
- I ..... in a tennis competition last year.

**I can talk about events in the past.**

**MY EVALUATION** 😞 😐 😊 😄

**SPEAKING Last weekend**

**13** Complete the dialogue with the words. There are four extra words.

bad don't good go hello how  
news not was went were when with

- Jamie** Hi Luke. <sup>1</sup> ..... are things?  
**Luke** Hey, Jamie. Great, thanks. How  
<sup>2</sup> ..... your weekend?  
**Jamie** It was brilliant, thanks. I  
<sup>3</sup> ..... to an ice hockey  
match on Sunday.  
**Luke** Really? Was it <sup>4</sup> ..... ?  
**Jamie** Yes, it was amazing. There  
<sup>5</sup> ..... a lot of goals.  
Brighton Tigers won 7–6 in the end.  
**Luke** That's good <sup>6</sup> ..... ! Who  
were you <sup>7</sup> ..... ?  
**Jamie** My dad. Why <sup>8</sup> ..... you  
come next time?  
**Luke** Yes. Why not? Text me <sup>9</sup> .....  
you're going.

**I can talk about what I did at the weekend.**

**MY EVALUATION** 😞 😐 😊 😄

**WRITING A sports star**

**14** Order the words to make sentences.

- name / Andy Murray's / is / full / Andrew Baron Murray  
 Andy Murray's .....
- player / tennis / he's / a / Scotland / from  
 He's .....
- born / he / 15<sup>th</sup> May 1987 / was / on  
 He .....
- first / Murray / competed / in / tennis  
 matches / when / at / he / school / was  
 Murray .....
- age / seventeen / at / of / won / the Junior US  
 Open / he / the  
 At .....
- won / medal / gold / a / he / the Olympics / at  
 He .....
- one / the / successful / most / British /  
 players / tennis / he's / of  
 He's .....

**I can write a profile of a sports star for a website.**

**MY EVALUATION** 😞 😐 😊 😄



# 7 Growing up

VOCABULARY • Describing people  
I can describe people.

CLIL p94

Extra listening and speaking p116

Song p121

**THINK!** Which famous people do you like? Why?

**1** Complete 1–6 with the words in the box.

moustache round red long green short

**2** 2.23 Listen and repeat the words in exercise 1. Which words describe you?

I'm short and slim. My hair is ...

**3** 2.24 **PRONUNCIATION: Diphthongs**

Listen. Which word is the odd one out?

- 1 /aɪ/ light, height, hair, quite
- 2 /aʊ/ round, brown, board, mouth
- 3 /ɪə/ height, beard, ear, we're
- 4 /eə/ their, bald, fair, hair

## MAKE YOUR OWN AVATAR

### HEIGHT AND BUILD

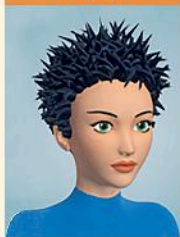


tall average height 1. ....



overweight average build slim

### HAIR



2. .... short curly spiky straight bald



black grey dark brown light brown 3. .... blonde

### FACE AND EYES



4. .... square thin



blue brown 5. .... grey

### OTHER FEATURES



glasses beard sunglasses 6. ....



4 2.25 Look at photos a–g. Listen. Which photos are the people talking about?

5 2.25 Listen again. Which key phrases does Lewis use?

### KEY PHRASES

#### Guessing answers

I think it's ...

I'm not sure.

I don't think it's ...

Maybe / Perhaps it's ...

I'm sure it's ...

6 **USE IT!** Choose the correct words in descriptions 1–7. Then match the descriptions to photos a–g and name the famous people. Compare with a partner using the Key Phrases.

I think description 1 is ...

I'm not sure. I don't think it's ...

1 As a child this singer had **straight** / **curly** hair. Now her hair sometimes looks very different!

2 This musician has short, **straight** / **curly** black hair.

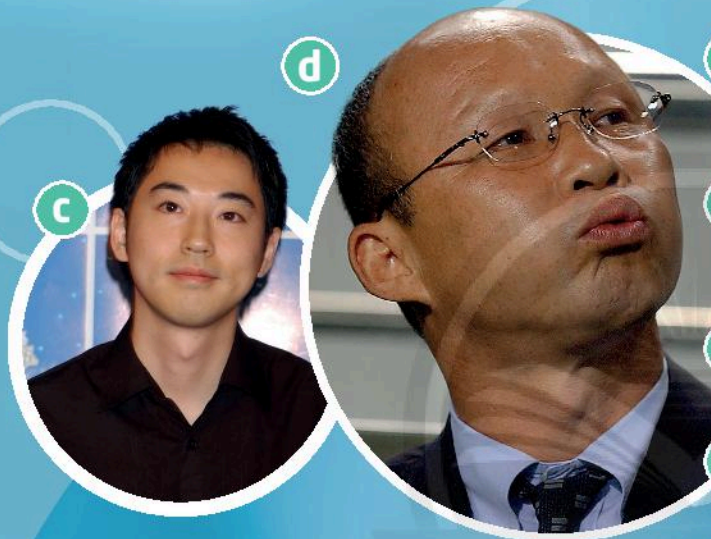
3 This actor has sometimes got **sunglasses** / **a moustache** in films. In real life, he's also got glasses.

4 This actor had **long** / **short**, straight, dark brown hair in this film. She's got long hair now, too!

5 This sports coach is bald now and he has **a beard** / **glasses**.

6 This actor had long **black** / **red** hair when he was young. Now he has long hair and a beard.

7 This actor was in her first film at the age of eleven when she had long, **light** / **dark** brown hair.



### Finished?

Write a description of a friend in the class.



Emma Watson



Keanu Reeves



Park Hang-seo



Yiruma



Johnny Depp



Angelina Jolie



Lady Gaga



## 7 READING • Childhood photos

I can understand the general idea of a text.

**THINK!** Did you look very different last week and five years ago? How?

### A LIFE IN PHOTOS

On 23 January 1996, Munish Bansal **took** a photo of his new baby daughter Suman.

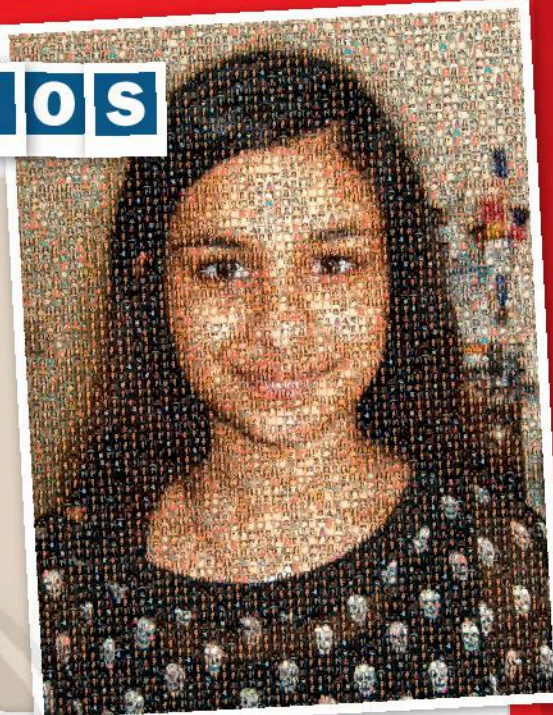
Every day after that, Munish took another photo of his daughter, sometimes in the morning, sometimes in the afternoon.

Sometimes Suman was tired or sad and she didn't want to look at the camera, but she was usually happy.

From one day to the next Suman didn't change a lot, but every year she **grew** or **changed** a little.

On her eighteenth birthday, 6,575 days after she was born, Munish took a photo of his daughter as usual. But in this photo, she was an adult.

Munish **collected** all of the 6,575 photos, **made** one big picture from them, and **gave** it to her as a present.




**1** Look at the picture. What is special about it?  
Read and check your answer.

- Munish made the picture when his daughter was eight years old.
- Munish took 6,575 days to make the picture of his daughter.
- Munish made the picture from 6,575 photos of his daughter.

**2**  2.26 Read and listen to the text and write **True or False**.

- Munish didn't take photos when Suman was sad.
- Munish took a photo of his daughter at a different time every day.
- Suman is quite different in the photos from one day to the next.
- Suman was an adult when she received the present.

**3 VOCABULARY PLUS** Check the meanings of the words in **blue** in the text.

**4**  **USE IT!** Work in groups. What do you think of Munish's special picture? Has your family got a lot of photos?

# 7 LANGUAGE FOCUS • Past simple: affirmative and negative

I can talk about situations and events in the past.

## Past simple: affirmative and negative

1 Study the examples. Find other examples of the negative form in the text. How do we form the past simple negative? Read the Rule to check.

She had glasses.  
She **didn't** have glasses.

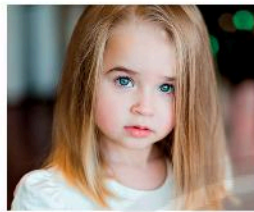


### RULE

To form the past simple negative of an ordinary verb, we use *didn't* + verb in the base form.

2 Write the opposite forms of the sentences.

She had curly hair when she was a baby.  
She **didn't** have curly hair when she was a baby.



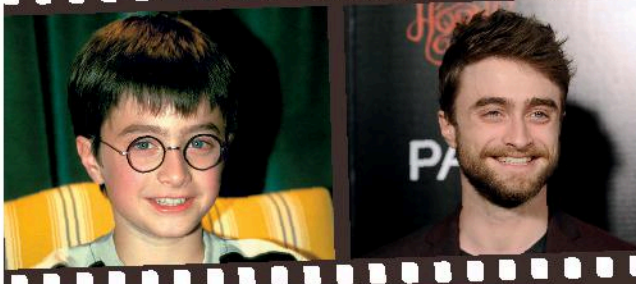
- 1 I read a book last night.
- 2 My brother didn't start a new school last year.
- 3 We played basketball yesterday.
- 4 My cousin gave me a present for my birthday.
- 5 I didn't like playing football when I was young.
- 6 My best friend didn't go on holiday last year.

3 Complete the text with the affirmative or negative form of the verbs.

## A life in film

Between the ages of ten and twenty, Daniel Radcliffe <sup>1</sup>..... (act) in eight Harry Potter films. In that time he <sup>2</sup>..... (not make) other films and he <sup>3</sup>..... (not go) to school. A tutor <sup>4</sup>..... (give) special classes to all of the actors.

Sometimes very young actors have problems because their lives aren't normal, but Daniel <sup>5</sup>..... (not have) a bad time. He <sup>6</sup>..... (love) the job and <sup>7</sup>..... (have) a lot of friends and fun.



4 Complete the conversation with the correct form of the verbs in the box.

start have want not like  
love get not have

- Jack Look at these old photos! You look very young.
- Hannah Yes, I was five in that photo. I <sup>1</sup>..... blond hair when I was young.
- Jack It isn't blonde now, it's light brown.
- Hannah It was curly too. My mum <sup>2</sup>..... it, but I <sup>3</sup>..... it! I <sup>4</sup>..... straight hair like my friends.
- Jack I think curly hair is great!
- Hannah I <sup>5</sup>..... glasses when I was five. I <sup>6</sup>..... them when I was seven.
- Jack I <sup>7</sup>..... wearing glasses when I was seven, too!

5 Write about your experiences. Use the affirmative or negative form of the verbs.

- 1 ... (live) in another city when I was younger.
- 2 ... (have) different colour hair when I was a baby.
- 3 ... (like) sweets when I was young.
- 4 ... (go) to another country last year.
- 5 ... (see) a good film last month.
- 6 ... (watch) sport on TV last night.
- 7 ... (play) video games last weekend.
- 8 ... (visit) my grandparents in January.
- 9 ... (eat) soup yesterday.

6 USE IT! Work in pairs. Compare your sentences in exercise 5.

I lived in another city when I was younger.

Me, too! I lived in B n Tre.

Really? I didn't. I lived here.

### Finished?

Write about what you did last weekend.

# 7 VOCABULARY AND LISTENING • Life events

I can listen for specific biographical information.

**THINK!** Do you know any very tall people? What are the good and bad things about being very tall?

## Robert Wadlow: The Gentle Giant

### The story of the tallest man who ever lived

**When was he born?**

In February <sup>1</sup>..... in Alton, Illinois, in the USA.

**Where did he grow up and go to school?**

In Alton.

**Did he have any brothers and sisters?**

Yes, he did. He was the oldest of five children. He had <sup>2</sup>..... and <sup>3</sup>..... They were all a <sup>4</sup>..... height.

**At what age did he leave school?**

He left school when he was <sup>5</sup>.....

**Did he go to university?**

Yes, he did, but he left and he didn't get a qualification.

**How did he become famous?**

He appeared in a circus.

**What did people call him?**

People called him the Giant of Illinois or the Gentle Giant because he <sup>6</sup>..... very quietly.

**Where did he get a job?**

He got a job with the shoe company that made his special shoes.

**Did he get married and have children?**

No, he didn't.

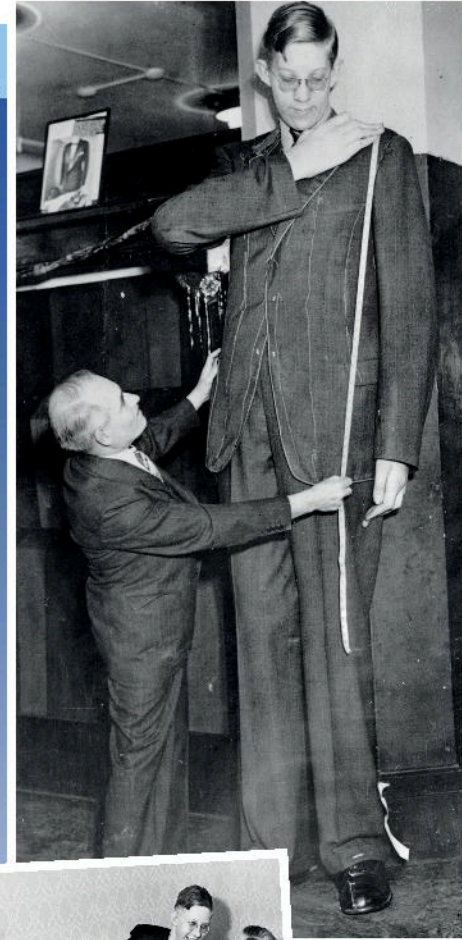
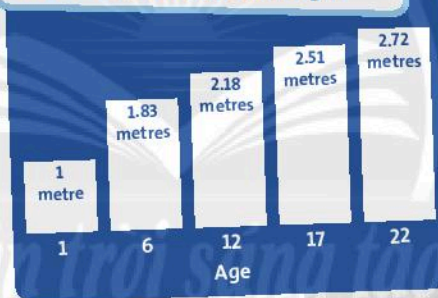
**Did he travel much?**

Yes, he did. He visited <sup>7</sup>..... different towns in the USA when he travelled for the shoe company.

**When did he die?**

He died at the age of <sup>8</sup>..... because of a problem with one of his <sup>9</sup>.....

Robert Wadlow: age and height



**1** 2.27 Read the text about Robert Wadlow and check the meanings of the phrases in blue. Write the past simple form of the verbs. Listen and check.

grow up – grew up

**2** 2.28 Do you think people in the USA liked or disliked Robert? Listen to a podcast about him and check your answer.

### SKILLS STRATEGY

Before you listen again, you should

- read the sentences with the gaps.
- try to predict what the gaps will be.
- listen to the recording while reading the text.
- write down the answers.

**3** 2.28 Read the Skills Strategy. Then listen again and complete 1–9 in the text.

**4** Write sentences about a person in your family. Use the past simple form of the verbs in the text. He grew up in Huế.

**5** **USE IT!** Work in pairs. Compare your sentences in exercise 4.

My dad grew up in Huế.

Really? My dad grew up in Istanbul.

# 7 LANGUAGE FOCUS • Past simple: questions

I can ask questions about events in the past.

- 1 Look at the questions about Robert Wadlow in the text on page 90 again and complete the table. Which word is in all of the questions?

Question word	Auxiliary verb	Subject	Main verb	Other words
–	1.....	he	2.....	any brothers and sisters?
–	Did	3.....	go to	university?
4.....	did	he	become	famous?
What	did	5.....	call	him?
When	6.....	he	7.....?	



- 4 Look at the paragraph. Complete the parts in blue with your ideas. Then work in pairs. Ask questions (a maximum of twenty) to find the information in your partner's paragraph. You can only answer 'Yes, I did' or 'No, I didn't'.

Last weekend I went to (a famous city) and went to the cinema with (a famous actor / actress). Then we had dinner with (a famous sports star) and we talked and danced for (two / three / four) hours.

Did you go to London?

No, I didn't.

- 2 Order the words to make past simple questions. There is one extra word in each sentence.

- here / you / did / do / grow up / ?
- where / what / live / did / he / ?
- does / he / get a job / did / ?
- how / travel / did / they / travels / ?
- did / finished / when / he / finish / ?

- 3 Read the information about the Vietnamese scholar Lê Quý Đôn. Write questions using the words in blue.

## LÊ QUÝ ĐÔN: A Vietnamese Scholar



- He lived in the 18<sup>th</sup> century. (When ... ?)
- He was a poet, a scholar, and a government official. (Who ... ?)
- In 1760, Lê Quý Đôn went to China as an ambassador. (Where ... ?)
- Yes, he was the principal of the National University situated in the Văn Miếu in Hà Nội. (Was ... ?)
- No. He had many works of the old Vietnamese literature. (Did ... ?)
- He passed away in 1784 when he was 58 years old. (How ... ?)
- In many places in Việt Nam, they name major schools after him. (What ... ?)

- 5 USE IT! Complete the questions with the past simple form of the verbs. Then ask and answer the questions with a partner.

- (you / live) here when you were younger?
- What (you / do) last weekend?
- When (you / last / go) to the cinema?
- What film (you / see)?
- Who (you / go) with?
- (you / do) any sports last weekend?
- (you / play) any video games yesterday?
- (you / have fun) on your last holiday?

### Finished?

What is the longest question that you can make using the past simple?



# 7 SPEAKING • Role-play: an interview with a famous person

I can role-play an interview with a famous person.

**THINK!** Imagine that you can interview your favourite singer or actor. What questions do you want to ask?

**Interviewer** Hi. It's great to meet you. I've got a few questions for you, if that's OK.  
**Pop star** Sure. Go ahead.  
**Interviewer** Great. So, when did you decide to become a singer?  
**Pop star** Good question. <sup>1</sup> .....  
**Interviewer** Really? How old were you?  
**Pop star** <sup>2</sup> .....  
**Interviewer** That's interesting. Where did you go to school?  
**Pop star** Erm, in Texas at first, but then we moved to New York.  
**Interviewer** Cool! Did you enjoy living there?  
**Pop star** Sure. <sup>3</sup> .....  
**Interviewer** OK. One more question. What was the most exciting moment in your career?  
**Pop star** Mmm. That's a difficult one. <sup>4</sup> .....  
**Interviewer** Ah yes, of course. That was great. Thanks for your time.  
**Pop star** You're welcome.



**3** Practise the dialogue with a partner.

**4** Read the Study Strategy. Look at the situation and then think of some follow-up questions for 1–5 in the table.

## STUDY STRATEGY

### Improving your speaking

You can have more interesting conversations in English if you:

- react to what people say.
- ask them questions to find out more information.

*I went to England when I was young.*

Really?	1 Why ... ?
That's interesting.	2 When ... ?
Cool!	3 Where ... ?
Yes, of course.	4 What ... ?
	5 ... ?

**1** 2.29 Complete the dialogue with sentences a–d. Then watch or listen and check. Where is the pop star from?

- Oh, about ten, I think.
- I guess it was when I sang with Beyoncé last year.
- I decided when I was at school.
- It was quite exciting to be in a big city.

**2** 2.29 Look at the Key Phrases. Which does the interviewer use and which does the pop star use? Then watch or listen and check your answers.

## KEY PHRASES

### Doing an interview

- I've got a few questions for you, if that's OK.
- Sure. Go ahead.
- Good question!
- One more question.
- That's a difficult one.
- Thanks for your time.

**5** **USE IT!** Work in pairs. Prepare and practise interviews with a famous person. Use the Key Phrases, the Study Strategy and ideas from the list below.

## Interview questions

- When did you become a ... ?
- When did you get married to ... ?
- What did you look like when you were ... ?
- How did you feel when ... ?
- When did you first ... ?

## 7 WRITING • A description of a person

I can describe a person's physical appearance and behaviour.

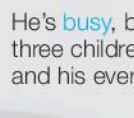
**THINK!** Who is your favourite celebrity? Can you describe him / her?

# Chris Hemsworth



Chris Hemsworth is a **famous** Australian actor. He's **best known** for his roles in the films *Thor* and *Snow White and the Huntsman*.

He's very **tall** (1.90 metres), **strong** and **good-looking**. Chris has got **fair hair** and **blue eyes**. He's sometimes got a **beard** and a **moustache**.



He's **busy**, but he **spends lots of time outdoors** with his three children. He becomes a **superhero** in both films and his everyday life!

**1** Read the article and look at the words in **blue**. What do we use them for?

**2** Complete the Key Phrases with words in the description.

### KEY PHRASES

#### A description of a person

- 1 He / She is a ..... actor.
- 2 He / She is ..... for .....
- 3 He / She is ....., ..... and .....
- 4 He / She's got .....
- 5 He / She is ..... but he / she .....
- 6 He / She becomes a .....

**4** Rewrite the text with the correct punctuation.

jennifer lawrence is an american actor she was born in kentucky she is tall and shes got blonde hair and blue eyes jennifers most famous role was a girl called katniss everdeen in the hunger games

**5** **USE IT!** Follow the steps in the writing guide.

### Language Point: Punctuation

**3** Match 1–7 with a–g to complete the sentences.

*We use*

- 1 an exclamation mark (!)
  - 2 a question mark (?)
  - 3 a capital letter (A, B, C, ...)
  - 4 a comma (,)
  - 5 an apostrophe (') (for example, *we're*, *Susan's*)
  - 6 a full stop (.)
  - 7 words in italics (for example, *Thor*, *Coco*)
- a. at the beginning of a sentence and with names, countries, nationalities and names of books, films and songs.
  - b. in lists and for pauses.
  - c. at the end of a sentence.
  - d. at the end of a question.
  - e. when we say the title of a book, film or song.
  - f. for an exclamation or an imperative.
  - g. in short forms and to show possession.

### WRITING GUIDE

#### A TASK

Write a description of your favourite celebrity.

#### B THINK AND PLAN

- 1 Which person do you want to describe?
- 2 Who is he / she? What is he / she famous for?
- 3 What does he / she look like?
- 4 How does he / she behave?

#### C WRITE

Write a description of a person. Use the right adjectives, nouns and verbs to describe his / her appearance and behaviour.

#### D CHECK

- word order in descriptions
- meanings of adjectives, nouns and verbs
- punctuation

- 1** Check the meanings of the words in the box and complete the sentences.

pipe      sleep out  
the dark      run away

- We got up when it was 3 a.m., so we left the campsite in .....
- We wanted to ..... because there were a lot of insects near the river.
- Smoking a ..... is bad for your health.
- If you ..... in summer, you can look at the stars in the night sky.

## THE ADVENTURES OF TOM SAWYER

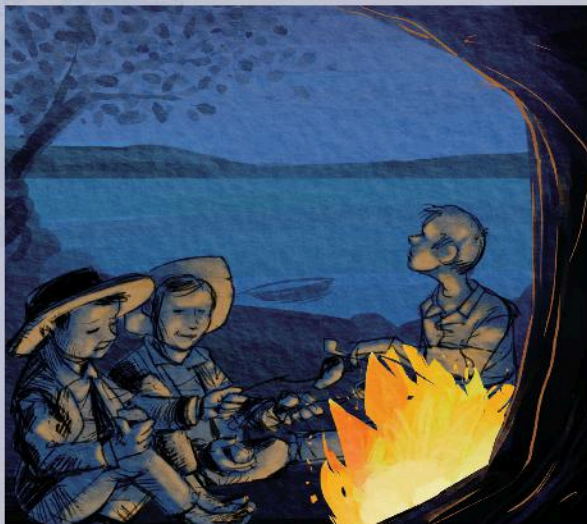
Summer came, and there was no school. Tom didn't want to think about Muff Potter and Injun Joe, but it wasn't easy. At night, in bed, he saw Joe's face in the dark, and he couldn't sleep.

One hot summer day he and Joe Harper were down by the Mississippi River. They fished and talked.

"Let's get away from here!" - said Tom.

"Let's go and do something exciting somewhere."

"OK", said Joe. "But what? And where?"



- 2** Read the text. Then answer the questions.

- Why couldn't Tom sleep?
- Why did Tom want to go to Jackson's Island?
- How many boys went to the island?
- Where did they make a fire?
- What did they think of their dinner?

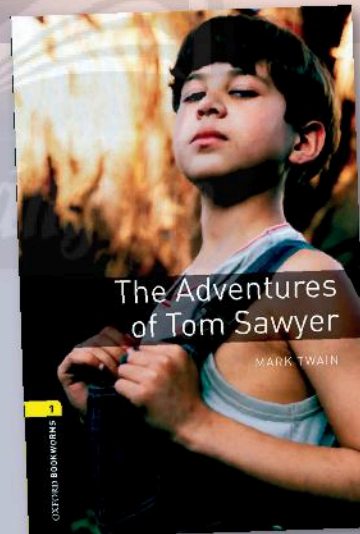
- 3** 2.30 Read and listen to the text. Find a person or place for sentences 1–4.

- Someone Tom didn't like .....
- A place with boats .....
- The place where the boys went to sleep out .....
- Tom and Joe's friend .....

- 4** **USE IT!** Work in pairs. What did Tom and his friends do the next day? Write a short paragraph. Then compare with another pair.

The next day the boys got up at 8 a.m.

Then they ...



"Let's run away. Let's sleep out under the trees on Jackson's Island, a desert island," said Tom. "Let's ask Huck Finn, get something to eat and don't let anyone else know."

That night three boys in a small boat went down to Jackson's Island. They had some bread and some meat, and Huck had his pipe, too. They cooked the meat over the fire and had the best dinner in the world. Soon they stopped talking, their eyes closed and they slept.



**1** Read the sentences and complete the table. Then draw the men's faces.

Rob wears glasses.  
 The man with long hair has got a moustache.  
 Simon's hair is brown and curly.  
 Neil has got brown eyes.  
 The man with blue eyes has got a square face.  
 The man with a beard isn't next to the man with glasses.  
 The man with spiky hair has grey eyes and is on the right.  
 Neil and Rob have got thin faces.  
 The man with blonde hair wears glasses.  
 The man with black hair is between Simon and Rob.

	Simon	Neil	Rob
Hair colour			
Hair style			
Eyes			
Face			
Other			glasses



**2** PAST SIMPLE TENNIS. Play in pairs. Follow the instructions.

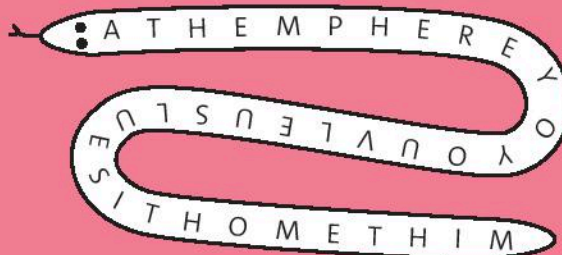
Student A: Say a verb to Student B.

Student B: Say the past simple form of the verb. Then say a different verb to Student A.

eat

ate

**3** WORDSNAKE. Find seven object pronouns.



**4** Unscramble the words to find five life events.

egt drmiera    get married

- 1 egt a ojb .....
- 2 rwgo pu .....
- 3 eevla loshoc .....
- 4 og ot syniurvtei .....
- 5 avhe dilercnh .....

**5** FIND SOMEONE WHO ... . Walk around the class and ask questions. Write a different name for each question.

Find someone who ...

		Name
1	ate pizza yesterday.	
2	went to bed at midnight last weekend.	
3	didn't go to the cinema last month.	
4	played video games yesterday.	
5	didn't have long hair two years ago.	
6	lived in another city when they were younger.	
7	read a good book last year.	

Did you eat pizza yesterday?

Yes, I did.



# 8 Going away

VOCABULARY • Means of transport  
I can talk about means of transport.

Culture p104

Extra listening and speaking p117

**THINK!** How do you travel when you go on holiday?

ship trolleybus boat tram subway train  
plane cable car bus train ferry

**1**  2.31 Look and match photos 1 - 10 with the words in the box. Listen and check.

**2** Which means of transport have you got in your country?



# TRAVEL QUIZ

**1** If you cross a channel or a river, which means do you choose?  
**a.** a train **b.** a ship **c.** a ferry

**2** If you travel between hills and mountains, which means do you choose?  
**a.** cable car  
**b.** tram  
**c.** bus

**3** Trolleybuses and trams cannot move without .....  
**a.** petrol  
**b.** coal  
**c.** electricity

**4** You cannot see a ..... on a street.  
**a.** bus **b.** subway train **c.** tram

**5** A ..... can travel between continents.  
**a.** cable car **b.** plane **c.** boat

**6** A ..... can travel in a small river.  
**a.** ship  
**b.** boat  
**c.** bus

**7** The first ..... system in the world is The London Underground.  
**a.** ferry **b.** subway **c.** bus

**8** A trolleybus travels on streets while a ..... travels on railways.  
**a.** bus **b.** tram **c.** boat


**3** Work in pairs. Do the *Travel Quiz* and compare your answers.

**4**   2.32 Listen and complete the Key Phrases.

## KEY PHRASES

### Talking about means of transport

- 1 I love / like going on .....
- 2 When you go away, you should choose a suitable .....
- 3 You should choose a ..... when you travel in a river.
- 4 You should go by ..... when you go to another country.
- 5 You can avoid traffic jams when you go by .....

**5**  **USE IT!** Work in groups. Imagine that you are going on holiday. Choose holiday A or B. Which means of transport should you choose? Why?

Holiday A:  
You are in Việt Nam and you want to go to Bangkok, Thailand.



Holiday B:  
You are in Việt Nam and you want to go to Moscow, Russia.



### Finished?

Think of more means of transport you often see in your town or your countryside. Make a list.



**THINK!** What do you normally do in the summer holidays?



HOME ABOUT US CLASSES

## Class news

What are you going to do this summer? This week some of the students in Class 6A write about their summer plans.

I'm going to spend a week in Paris! I'm so excited! We're going to travel by train. I bought a guidebook last week and Paris looks really **cool**, but very **expensive**.  
Ciara

I'm not going away. **Boring!** Some of my friends are going to learn how to play tennis with the **new** sports teacher. I'm going to join them. And we're going to have a drink after each tennis class.  
Martin

I'm going to visit some caves in Hạ Long Bay. It is in Quảng Ninh Province, Việt Nam. Hạ Long Bay is a natural wonder of the world. I'm going to explore Sừng Sốt Cave and Thiên Cung Cave with my Vietnamese friends. It is **magnificent** inside the caves, and we can take **awesome** photos together.  
Jason



Post your comments now.

**1** Read the text and write C (Ciara), M (Martin) or J (Jason).

*This person ...*

- 1 bought a guidebook last week. ....
- 2 isn't going to go away this summer. ....
- 3 has got Vietnamese friends. ....
- 4 is going to have a drink with friends. ....
- 5 is going to explore some caves. ....
- 6 is going to spend time in an expensive city. ....

**2** 2.33 Read and listen to the text and write *True* or *False*.

- 1 Ciara is going to Paris next week.
- 2 Martin plans to teach some of his new friends how to play tennis.
- 3 Jason likes to take amazing photos with his friends.

**3 VOCABULARY PLUS** Use a dictionary to check the meanings of the adjectives in **blue** in the text.

**4** **USE IT!** Work in groups. Which holiday do you prefer, Ciara's, Martin's or Jason's? Why? Where did you go on your last holiday? What did you do?

# 8 LANGUAGE FOCUS • *be going to*: affirmative, negative and questions

## • *will* and *won't*

I can talk about future plans and intentions.



- 1 Look at the text on page 98 again and complete the examples. Then choose the correct words in Rules 1–2.
- 1 We're ..... travel by train.
  - 2 I ..... going away.
  - 3 What ..... you going to do this summer?

### RULES

- 1 We use *be going to* to talk about present / future plans and intentions.
- 2 We make questions with *be / do* + pronoun or noun + *going to* + verb.

- 2 Complete the sentences with the affirmative or negative form of *be going to* and the verbs in brackets.

- I'm *going to see* (see) a film at the cinema. ✓  
 They *aren't going to go* (go) to school tomorrow. X
- 1 You ..... (visit) your grandparents tomorrow. ✓
  - 2 They ..... (travel) by train. X
  - 3 Lily ..... (buy) a guidebook for Hà Nội. ✓
  - 4 I ..... (take) my phone or my tablet. X
  - 5 We ..... (stay) in a modern hotel. ✓
  - 6 Pavel ..... (study) Vietnamese next year. X

- 3 2.34 **PRONUNCIATION: Question stress and rhythm** Listen and repeat the questions. Underline the stressed words in each question.

Where are you going to stay?

- 1 Are you going to buy a torch?
- 2 What are we going to see?
- 3 How is she going to travel?
- 4 Are we going to stay in a tent?

- 4 Look at the examples and complete Rules 1–4.

- 1 Lydia **will** feel tired but happy.
- 2 It'll be hot and sunny.
- 3 I **won't** be very hungry.
- 4 **Will** there be many cyclists?  
Yes, there **will**. / No, there **won't**.
- 5 What **will** the weather be like?

### RULES

- 1 We use ..... to make affirmative sentences about future predictions. The short form is .....
- 2 We use *will not* for negative sentences. The short form is .....
- 3 In questions, we use ..... + noun / pronoun + verb.
- 4 In short answers, we use *Yes / No* + pronoun + ..... / .....

- 5 Nick and his family are going to move from London to Australia. Write questions and answers about his future.

Nick / like / Australia? ✓

Will Nick like Australia? Yes, he will.

- 1 Nick's family / live / in a big house? X
- 2 Nick / make / many new friends? ✓
- 3 Nick / learn / a new language? X
- 4 be / hot and sunny / in December? ✓
- 5 Nick's family / have a barbecue on the beach / in January? ✓
- 6 Nick's friends in London / visit / him next summer? X



- 6 **USE IT!** Work in pairs. Make five predictions about your partner's future. Say if you agree or not.

I think you'll go to university.

No, I don't think I will.

I don't think you'll write a book.

I think I will.

### Finished?

Write predictions about your future.

# 8

## VOCABULARY AND LISTENING • Weather conditions

I can ask and answer about the weather.

**THINK!** Do you like hot or cold weather? How many different types of weather can you say in English?

### Extreme weather around the world

#### The wettest place

Mawsynram in India is one of the wettest places in the world. This small <sup>1</sup>..... village in India gets about 12,000 millimetres of rain every year.

#### The hottest place

Death Valley in California is the hottest place in the USA. The highest temperature ever was 56.7°C in 1913! Although it can be really <sup>2</sup>....., it can also be very <sup>3</sup>..... at night, with temperatures below 0°C.



#### The coldest place

Vostok Station in Antarctica is probably the coldest place on Earth. The lowest temperature ever was -89.2°C in 1983! Antarctica is the <sup>4</sup>..... continent at the South Pole, with about 87% of the world's ice. It can also be very <sup>5</sup>..... The strongest wind ever was 327 kilometres an hour in 1972.

#### The foggiest place

The foggiest place in the world is Argentina in Canada. About 200 days every year are <sup>6</sup>..... Newfoundland can also be very <sup>7</sup>....., with a lot of thunder and lightning.

- 1 2.35 Check the meanings of the words in the box. What words can you match to photos 1–4? Listen and check.

sunny cold foggy windy icy snowy  
hot rainy cloudy stormy

- 2 Complete the texts with some of the words in exercise 1.

- 3 2.36 Listen to an interview with explorer Stephanie Lowe. What do you think she is going to do in Antarctica? Listen and check your answer.

- 4 Read the Study Strategy. Then read the questions in exercise 5 carefully. Are there any answers you can guess now?

#### STUDY STRATEGY

##### Guessing answers before listening:

- Before listening, read the questions carefully.
- See how many answers you can guess.

- 5 2.36 Listen again and choose the correct answers.

- Stephanie is also a ...
  - teacher
  - photographer
  - doctor
- 98% of Antarctica is ...
  - ice
  - snow
  - water
- In Antarctica Stephanie will see ...
  - polar bears
  - polar bears and penguins
  - penguins and whales
- The weather in November will be ...
  - sunny, windy and cold
  - sunny and cold
  - cold and rainy
- The temperature will be about ...
  - 13°C
  - 33°C
  - 30°C
- She'll communicate with her friends and family with a special ...
  - mobile phone
  - laptop
  - radio



- 6 **USE IT!** Work in pairs. Choose a city for your next summer holiday. Ask and answer questions about the weather of that city. Use the phrases in the box and the words in exercise 1.

in spring / summer / autumn / winter  
last weekend today yesterday

What's the weather like today?

It's hot and sunny.

- 1 Study the examples in the table. In your notebook, complete the Rules with **condition** and **result**.

Condition	Result
If you go to a café today, If we don't leave soon,	you'll have a great time. we'll be late.
Result	Condition
You'll have a great time We'll be late	if you go to a café today. if we don't leave soon.
Questions	
Will you leave me alone If it rains,	if I tell you? what will we do?

### RULES

- We use the first conditional to talk about a condition in the future and the result of this condition.
- We describe the ..... with *if* + present simple.
- We describe the ..... with *will* + infinitive.
- The sentence can start with the ..... or the result. If it starts with the result, we don't use a comma.
- We never use *If* + *will*: ~~If you will go, I'll be happy.~~ X

- 2 Choose the correct words.

🔋 📶 📶 📶 📶

### SUPERSTITIONS FROM AROUND THE WORLD

- 1 If it rains when someone moves house, they **'re** / **'ll be** rich. (Iceland)
- 2 If you **'re** / **'ll be** the seventh son of a seventh son, you'll have special powers. (Ireland)
- 3 Your money will disappear if you **put** / **will put** your wallet on the floor. (Brazil)
- 4 If you **see** / **will see** a spider in your house, people **visit** / **will visit** you. (Turkey)
- 5 You **'ll lose** / **lose** your memory if you **have** / **'ll have** a haircut before an exam. (Việt Nam)

- 3 The first conditional sentence is a kind of complex sentence. A complex sentence has ONE independent clause and at least one dependent clause.

- If you go to school today ... (dependent clause)
- ..., you will meet an interesting person. (independent clause)

Now put I.C (independent clause) or D.C (dependent clause) into the brackets.

- These persons will be very positive and patient (\_\_\_) if you are friendly and polite to them (\_\_\_).
- If you listen to this person (\_\_\_), you will learn a lot (\_\_\_).
- You won't learn anything (\_\_\_) unless you listen to him (\_\_\_).

### REMEMBER

- One independent clause → Simple sentence
- At least two independent clauses → Compound sentence
- One independent clause and at least one dependent clause → Complex sentence

- 4 **USE IT!** Work in pairs. Ask and answer first conditional questions. Use *what*, *where* and *who*, the words in the box and your own ideas.

do / finish your homework early tonight?  
go / sunny at the weekend?  
meet / go to the park later?  
buy / go shopping tomorrow?

What will you do if you finish your homework early tonight?

If I finish it early, I'll go out and meet some friends.

### Finished?

What horoscope sign is your partner? In your notebook, write a horoscope prediction for him or her.

# 8

## SPEAKING • Offers and promises

I can make offers and promises.

**THINK!** Look at the photo of Zoe and Aaron. What do you think they are talking about?

- Zoe Look! It says it'll be <sup>1</sup>..... this weekend. Let's go to the beach.
- Aaron That's a good idea! Let's take <sup>2</sup>.....
- Zoe Cool! I can bring some pizza.
- Aaron I can make some sandwiches.
- Zoe Great! I'll ask Hannah to bring some <sup>3</sup>.....
- Aaron Right. I'll text Jim and see if he wants to come, too.
- Zoe Let's meet at <sup>4</sup>..... at 9 a.m. My mum can drive us to the beach.
- Aaron OK. I'll be at your house at nine.
- Zoe Don't be late, Aaron, and don't forget the sandwiches ... and the sun cream!
- Aaron I won't ... I promise.



- 1** 2.37 Read the Skills Strategy. Then watch or listen and complete the dialogue with the words in the box. Who are they going to invite?

### SKILLS STRATEGY

Before you watch or listen, you should

- read the words in the box.
- try to predict which words will fill the gaps.

a picnic drinks hot and sunny my house

- 2** 2.37 Watch or listen again. Which key phrases are for making offers and which are for making promises? Write O (offers) or P (promises). Then practise the dialogue with a partner.

### KEY PHRASES

**Making offers and promises**

- 1 I can bring (some pizza). .....
- 2 I can make (some sandwiches). .....
- 3 I'll ask (Hannah) to (bring some drinks). .....
- 4 I'll text (Jim) and see if (he) wants to come too. ....
- 5 My (mum) can drive us to the beach. ....
- 6 I'll be (at your house at nine). .....
- 7 I won't ..... I promise. ....

- 3** 2.38 Choose the correct responses in the mini-dialogues. Listen and check.

- 1 A It'll be cold and wet on Saturday. Let's stay at home.  
B Good idea! I'll ask Naomi to come too. / I promise.
- 2 A It'll be rainy tomorrow. Why don't you come to my house in the afternoon?  
B Great! I'll be there at three. / I won't.
- 3 A It'll be hot and sunny tomorrow afternoon. Let's have a barbecue.  
B Cool! I can bring some chicken. / I can play football.
- 4 A Let's meet outside the sports centre at 8 p.m. Don't be late!  
B OK. I'll / won't be late ... I promise.

- 4** **USE IT!** Work in pairs. Look at the situations and choose A or B. Prepare and practise a new dialogue. Use the Key Phrases and the dialogue in exercise 1 to help you.

**Situation A:** It will be cold and rainy this weekend. You want to watch a DVD with some friends.

**Situation B:** It will be hot and sunny this weekend. You want to go to the park.


# 8

## WRITING • A postcard

I can write a postcard about my visit.

**THINK!** Imagine you are going on a trip to another city. What interesting things are there to do?

Dear Mum and Dad,  
 I'm having a great time here!  
 My friends, Giang, Minh, and I are visiting Hoàn Kiếm Lake. They are going to take me to West Lake because we want to go boating and enjoy *bánh tôm*, a speciality in Hà Nội. It's cool and wet because it's in autumn. I will see you again in 3 days. I miss you so much.  
 Love,  
 Adele

  
 to: Susan & Ken  
 32 Park Street  
 London  
 UK



**1** Read the postcard. Where is Adele from? Where is she now? What is she doing?

**2** Complete the Key Phrases. Then look at the postcard and check your answers.

### KEY PHRASES

#### Writing a postcard about your visit


- 1 I'm having .....
- 2 I'm ..... with my friends.
- 3 I'm going to .....
- 4 It's .....
- 5 I will .....

### Language Point: because

**3** Study the example. Match sentences 1–5 with reasons a–e. Then combine the sentences using *because*.

It's cool and wet *because* it's in autumn.

- 1 I hope it will be hot tomorrow.
  - 2 We're going to pack our suitcases.
  - 3 My brother wants to buy a guidebook.
  - 4 Samir lives in France.
  - 5 We're going to take our waterproofs.
- a. His dad works there.
  - b. We're going to go away tomorrow.
  - c. It will be rainy on Saturday.
  - d. He's going to travel to Japan in the summer.
  - e. I want to go to the beach.

**4**  **USE IT!** Follow the steps in the writing guide.

### WRITING GUIDE

#### A TASK

Imagine you are visiting a city. Think about what you are doing and going to do. Write a postcard to your parents or your friends.

#### B THINK AND PLAN

- 1 Who are you writing to?
- 2 How do you feel?
- 3 What are you doing and going to do? Why?
- 4 What is the weather like? Why?
- 5 What will you do next?

#### C WRITE

**Step 1:** Start your postcard

Dear ...,

**Step 2:** Talk about your activities

I'm ...

I'm going to ...

I will ...

**Step 3:** End your writing nicely

I miss ...

Love,

<your name>

#### D CHECK

- *be going to* and *will*
- *because*
- spelling and punctuation



# 8

## CULTURE • Theme parks in Japan

I can talk about theme parks and rides.

- 1 Check the meanings of the words in the box. Then look at photos 1–4. What can you see in the photos?

cosplay   thrill ride  
water ride   rollercoaster



- 2 What places can you find in a theme park? Read the text and check your answers.

- 3 2.39 Read and listen to the text and answer the questions.

- 1 How many theme parks are there in Japan?
- 2 When did Tokyo Disneyland open?
- 3 Are theme park rides dangerous?
- 4 What kind of ride can be scary?
- 5 What can you do at Edo Wonderland?
- 6 What other things can you do at theme parks?

- 4 **YOUR CULTURE** Write about a theme park in your country. Use the internet to help you find the information you need.

Name of theme park	
Location	
Opening hours	
Best part	
Other things you can do	

- 5 **USE IT!** Work in pairs. Tell your partner about your theme park in exercise 4.

# Theme parks, Japan

Theme parks are very popular in Japan and there are more than 100 parks with lots of things to see and do. Tokyo Disneyland opened in 1983. It was the first Disney theme park outside the US.

The rides at modern Japanese theme parks are fast and exciting – but they are very safe. The bravest people can go on the ‘thrill rides’ – these are scary rides that use a lot of expensive technology.

Other theme parks in Japan are about the Japanese way of life. For example, at Edo Wonderland Nikko Edomura, you can dress up in historical clothes and visit attractions such as a Ninja Trick Maze.

Theme parks have more than just rides and rollercoasters. There are also shops, cafés, restaurants, shows and concerts.





**1** How do you travel on your holiday? Add vowel(s) (A, E, I, O or U) to the words in the bus. Then write the words.



**2** Work in pairs. Use the code to complete the weather forecast. Then use the code to write a weather forecast for your partner.

1	2	3	4	5	6	7	8	9
Y	S	O	C	N	R	L	I	D

1MR3T2 YMR0TS - stormy  
 It will be 9734<sup>1</sup>....., 158A6<sup>2</sup>.....  
 and 1958W<sup>3</sup>..... tomorrow morning  
 and it will be 155U2<sup>4</sup>..... in the  
 afternoon.

**3** A BOARD GAME. Work in pairs. You need a dice. Take turns rolling the dice and moving from START to FINISH. If you land on a blue, red or green square, follow the instructions in the coloured box.

If you land on a **green** square, roll the dice again and answer a question with *will / won't*:

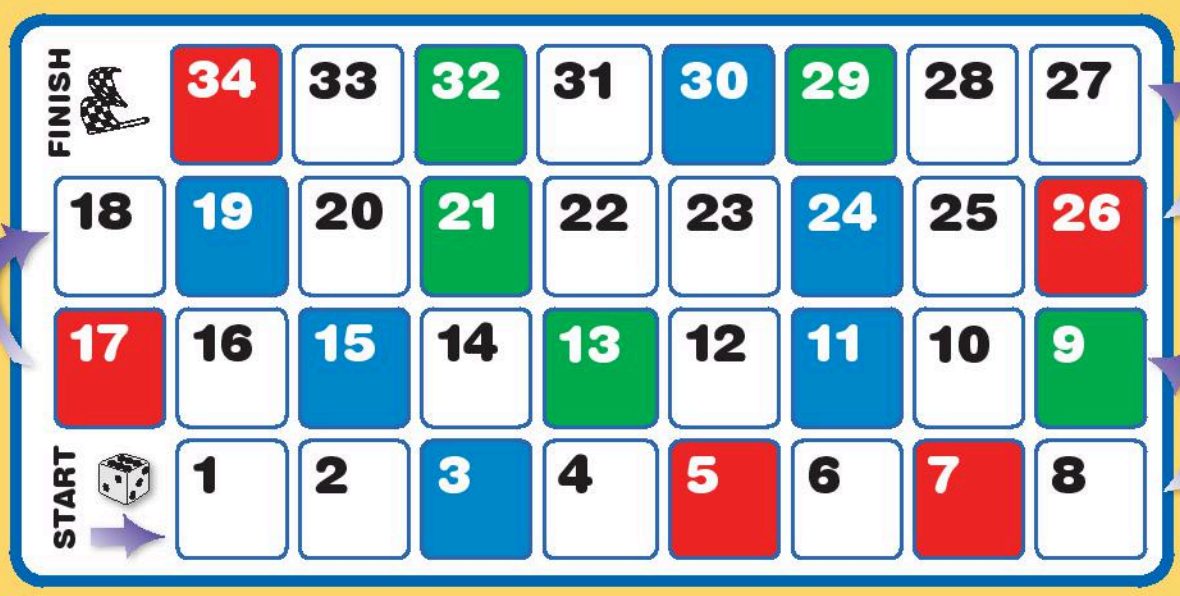
- = Where will you live when you're thirty?
- = How many languages will you speak when you're twenty-five?
- = Will you be famous in the future?
- = How many countries will you visit in your life?
- = What will you do when you're sixty-five?
- = What will the weather be like tomorrow?

If you land on a **blue** square, roll the dice again and answer a question with *be going to*:

- = What are you going to do after school today?
- = What time are you going to get up tomorrow?
- = Are you going to go on holiday this year?
- = Is your teacher going to give you any homework today?
- = What are you going to do this weekend?
- = How are you going to go home today?

If you land on a **red** square, roll the dice again and follow the instructions:

- = go back five spaces
- = miss a turn
- = go back to the start
- = miss a turn
- = go back to the start
- = miss a turn



## PROGRESS REVIEW 4

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

### VOCABULARY Describing people

#### 1 Complete the words.

- My uncle is average h \_\_\_\_\_. He isn't very t \_\_\_\_\_.
- My hair wasn't straight and dark when I was young. It was c \_\_\_\_\_ and b \_\_\_\_\_.
- Our grandmother had g \_\_\_\_\_ eyes and l \_\_\_\_\_ brown hair.
- 'What colour is your dad's hair?' 'He hasn't got any hair now – he's b \_\_\_\_\_. But his hair was bl \_\_\_\_\_ before.'
- Tony does a lot of exercise. He isn't o \_\_\_\_\_ – he's s \_\_\_\_\_.
- My mum's face is quite r \_\_\_\_\_. She's got some new g \_\_\_\_\_ for reading.

I can describe people.

**MY EVALUATION**



### LANGUAGE FOCUS Past simple: affirmative and negative

#### 3 Write affirmative and negative sentences using the past simple.

- I / see / a nice photo of you  
.....
- we / not enjoy / that boring film  
.....
- she / teach / her grandmother about computers  
.....
- you / eat / a big pizza last night  
.....
- he / not read / that old book  
.....

I can talk about situations and events in the past.

**MY EVALUATION**



### READING Childhood photos

#### 2 Complete the sentences using the past simple form of the verbs.

change collect have give  
grow make take

- When the girl was young she ..... big brown eyes and dark hair.
- Her father ..... a photo of her every day.
- Every year, the girl ..... bigger and she ..... a little.
- He ..... all the photos and he ..... an enormous picture from them.
- He ..... the big picture to his daughter.

I can understand the general idea of a text.

**MY EVALUATION**



### VOCABULARY AND LISTENING Life events

#### 4 2.40 Listen and choose the correct answers.

- Where was Jeanne Calment born? She was born in the ..... of France.  
a. north      b. south      c. east
- Why was she an amazing person?  
She was special because she was the ..... person who ever lived.  
a. tallest      b. richest      c. oldest
- What type of food did she eat a lot?  
She ate a lot of .....  
a. pasta      b. crisps      c. chocolate
- What did she appear in? She appeared in a film about .....  
a. a singer      b. an artist      c. a teacher
- When did she die? In .....  
a. 1995      b. 1996      c. 1997

I can understand a podcast about an amazing person.

**MY EVALUATION**





### LANGUAGE FOCUS Past simple: questions

#### 5 Complete the questions using the words.

Anna / play you / eat you / listen  
you / revise your friends / watch your sister / go

- 1 What ..... for breakfast today?
- 2 ..... for this exam?
- 3 ..... basketball after school?
- 4 What ..... on TV in the evening?
- 5 When ..... to bed last night?
- 6 ..... to a good song earlier?

I can ask questions about events in the past.

MY EVALUATION 😞 😐 😊 😄

### SPEAKING Role-play: an interview with a famous person

#### 6 Read the dialogue and choose the best answer. Write a letter (A–H) for each answer. There are two extra answers.

- Layla Hi. It's good to meet you. <sup>1</sup>.....
- Jake <sup>2</sup>.....
- Layla When did you decide to become an actor?
- Jake <sup>3</sup>..... I decided when I was at school.
- Layla Cool! Where did you go to school?
- Jake In San Francisco.
- Layla <sup>4</sup>..... What was your most interesting film role?
- Jake <sup>5</sup>..... I think it was the boy in *Last Train*.
- Layla That was great. <sup>6</sup>.....

- A Good question!
- B When did you learn to sing?
- C I've got a few questions for you, if that's OK.
- D One more question.
- E Do you like travelling?
- F Thanks for your time.
- G Sure. Go ahead.
- H That's a difficult one.

I can role-play an interview with a famous person.

MY EVALUATION 😞 😐 😊 😄

### WRITING Description of a person

#### 7 Complete the questions and answers with the words.

anything apparently become big  
eyes exactly grew grow key life  
singing tall well won

### Taylor Swift FAQ

What's Taylor Swift like in real <sup>1</sup>.....?  
She's quite <sup>2</sup>..... (one metre eighty)  
and she's got blonde hair and blue  
<sup>3</sup>.....

Where <sup>4</sup>..... did she <sup>5</sup>.....  
up?

She <sup>6</sup>..... up in Pennsylvania in the  
east of the USA, but she moved to Nashville  
Tennessee at the age of fourteen.

Did she study to <sup>7</sup>..... a singer?  
Yes, she had <sup>8</sup>..... and acting lessons  
when she was young.

When did she really 'make it' <sup>9</sup>.....?  
She became <sup>10</sup>..... known in 2006  
at the age of sixteen, when she was successful  
with the song called *Tim McGraw*.

Were there any other  
<sup>11</sup>..... moments in  
her career?

She <sup>12</sup>..... four  
Grammy awards in 2010.  
She has now got many other  
awards too.

Do we know <sup>13</sup>.....  
about her hobbies?

<sup>14</sup>....., she likes cooking  
and dancing.



I can describe a person.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY Means of transport

### 8 Read the clue and write the object.

bicycle ferry cable car taxi  
spaceship truck helicopter

- When you go in a group, you should take it. ....
- This helps you cross a river or a channel. ....
- This helps you travel between hills or mountains. ....
- This can take off vertically. ....
- This helps you do exercise and relax. ....
- This sends people into space. ....
- This carries things away. ....

I can talk about means of transport.

MY EVALUATION 😞 😐 😊 😄

## READING Summer holidays

### 9 Choose the correct words.

- This summer we're going to stay in a five-star hotel! It's **awesome** / cold / boring!
- I don't want to visit that old museum with my parents. It looks really **cool** / new / boring.
- We're going to explore Fansipan peak. The scenery there is **new** / magnificent / expensive.
- Ed is going to swim in the **boring** / expensive / **new** swimming pool – it opened last week and it's really cheap.
- We want to visit that small skatepark – people say it's fantastic and really **cool** / huge / cold.
- My holiday is in Switzerland. It isn't a cheap country. It's very **expensive** / new / cool.

I can read for detailed information.

MY EVALUATION 😞 😐 😊 😄

## LANGUAGE FOCUS *be going to*: affirmative, negative and questions

### 10 Complete the sentences using the correct form of *be going to* and the verb.

- I ..... (see) him later.
- My friends ..... (travel) to Italy this summer.
- Ella ..... (not take) a trolleybus on holiday.
- ..... (you / go) by boat to Cần Thơ?

I can talk about future plans and intentions.

MY EVALUATION 😞 😐 😊 😄

## LANGUAGE FOCUS *will and won't*

### 11 Complete the sentences using the correct form of *will* and one of the verbs.

not be eat tell need

- You ..... a good sleeping bag on your trip to Scotland. It's cold at night.
- It ..... very sunny tomorrow.
- ..... you ..... them?
- What food ..... we ..... in Italy?

I can make predictions about the future.

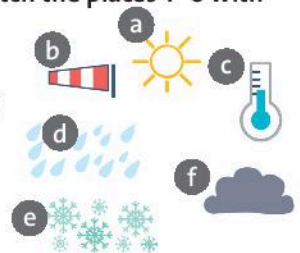
MY EVALUATION 😞 😐 😊 😄

## VOCABULARY AND LISTENING

### Weather conditions

### 12 2.41 Listen and match the places 1–6 with pictures a–f.

- Scotland
- north of Scotland
- north of England
- Wales
- west of England
- London



I can understand a weather forecast.

MY EVALUATION 😞 😐 😊 😄

**LANGUAGE FOCUS First conditional**

**13** Complete the first conditional sentences with the correct form of the verbs.

- 1 If I ..... (see) Julia, I ..... (invite) her to my party.
- 2 Our parents ..... (not be) happy if we ..... (be) late again.
- 3 If he ..... (have) time, he ..... (come) with us.
- 4 What ..... (you / do) if you ..... (miss) the train?

**I can talk about real possibilities in the future.**

**MY EVALUATION** 😞 😐 😊 😄

**SPEAKING Offers and promises**

**14** Choose the correct words and write them on the lines.

- Ruby It'll be hot on Sunday. Let's go to the swimming pool and take a picnic.
- Kate That's a good idea. I <sup>1</sup> ..... bring some chicken and a salad.
- Ruby Cool! I can <sup>2</sup> ..... some sandwiches.
- Kate I <sup>3</sup> ..... Ann to bring some crisps.
- Ruby I'll phone Jessica and <sup>4</sup> ..... if she wants to come too.
- Kate Let's meet at my flat at 11. My mum can <sup>5</sup> ..... us to the swimming pool.
- Ruby Great. I <sup>6</sup> ..... at your flat at 11.

- |              |           |          |
|--------------|-----------|----------|
| 1 a. can't   | b. won't  | c. can   |
| 2 a. have    | b. make   | c. carry |
| 3 a. 'll ask | b. ask    | c. asked |
| 4 a. listen  | b. see    | c. know  |
| 5 a. move    | b. visit  | c. drive |
| 6 a. be      | b. 'll be | c. 'm    |

**I can make offers and promises.**

**MY EVALUATION** 😞 😐 😊 😄

**WRITING A postcard**

**15** Read the postcard and complete the text. Write one word on each line.

Hi Hoa,  
I'm really excited to tell you about my visit to York. It's great!

We're going to visit the big train museum there and then take a boat on the River Ouse. I hope it <sup>1</sup> ..... rain! After that, we're going to go <sup>2</sup> ..... in some old streets called The Shambles – the shops there are awesome!

On Sunday, the <sup>3</sup> ..... will be sunny, so I am <sup>4</sup> ..... to the beach or to have a picnic in the garden with my new friends.

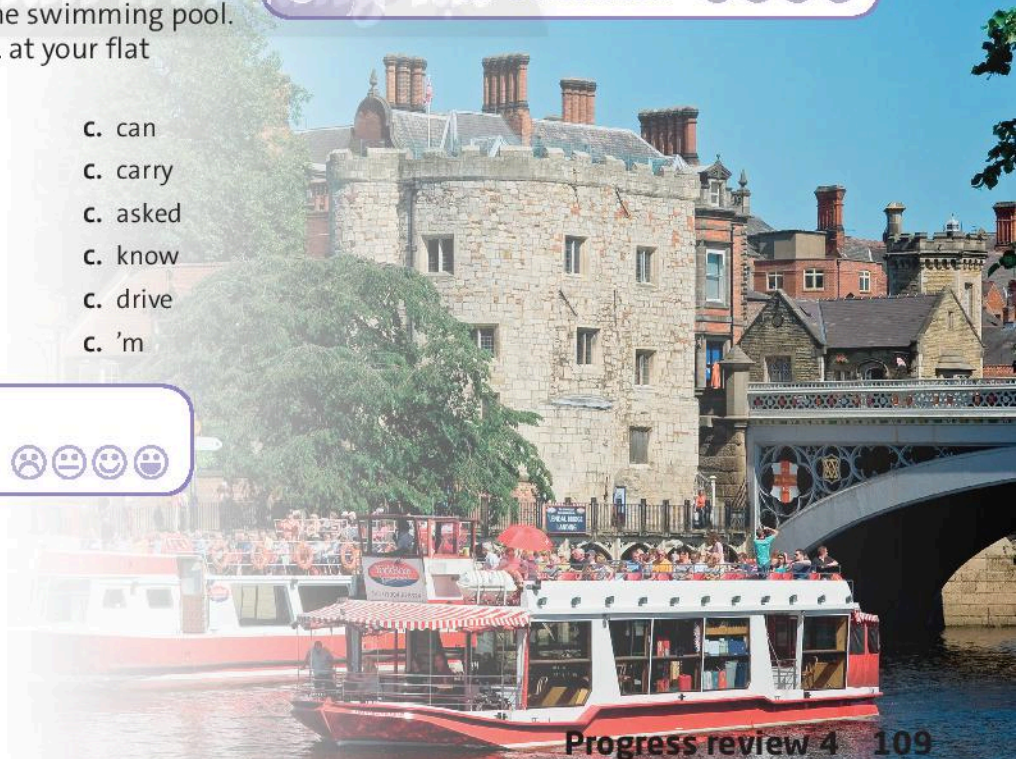
<sup>5</sup> ..... to see you next week!

Bye for now!

Thank

**I can write a postcard about my visit.**

**MY EVALUATION** 😞 😐 😊 😄



1 **3.02** Listen to the dialogue and write the correct answers.

- 1 What's your first name?  
Mary.....
- 2 What's your surname?  
Green.....
- 3 Where are you from?  
Australia.....
- 4 When's your birthday?  
It's in July.....
- 5 How old are you?  
Twelve.....
- 6 Have you got any brothers or sisters?  
Yes, I've got three brothers.....

2 **3.03** Study the Key Phrases. Then listen to a conversation about a new student and tick (✓) the questions you hear.



KEY PHRASES

Asking for personal information

- 1 What's your first name?
- 2 What's your surname?
- 3 How old are you?
- 4 Where are you from?
- 5 When's your birthday?
- 6 What's (your town) like?
- 7 Have you got any brothers or sisters?

3 **3.03** Listen to the conversation again and complete the table about Tobias.

1 Age	
2 Where from	
3 What (town) like	
4 What (house in Brighton) like	
5 Brothers or sisters	
6 Brothers' or sisters' names	

4 **3.04** Listen and repeat the dialogue.

Sara Hello. I'm Sara. What's your name?  
 Lili Lili. I'm the new girl.  
 Sara Welcome to Manchester, Lili!  
 Lili Thanks.  
 Sara How old are you?  
 Lili I'm eleven.  
 Sara Where are you from?  
 Lili I'm from Hà Nội in Việt Nam. My mum's Vietnamese and my dad's English.  
 Sara Cool! What's Hà Nội like?  
 Lili It's very big and really noisy!  
 Sara Have you got any brothers or sisters?  
 Lili I've got one brother and one sister.

5 **USE IT!** Work in pairs. Imagine one of you is a new student from another country. Choose person A or B. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 4.



Name	Eriko Yamada	Liam Turner
Age	eleven	twelve
Where from	Tokyo, Japan	Witney, England
What (town) like	modern, noisy, exciting	small, quiet, safe
Brothers or sisters	one brother	three sisters

I can tell the time and say when I do things.

**1 Match the clocks with the times in the box.**

quarter past nine    twenty to twelve    five past seven    twenty-five past two  
 quarter to eleven    ten to two    half past six    three o'clock



**2** 3.05 Listen and write the times you hear. Then listen and repeat.

1 10.20

**3** 3.06 Listen to a phone conversation. How many sports does Vicky ask about?

**4** 3.06 Study the Key Phrases. Then listen to the conversation again and complete the timetable.

**KEY PHRASES**

**Talking about timetables**

What time does the swimming pool open / close?

What time does it start / finish?

At eight o'clock.

From quarter to five to quarter past six on Monday.

	MONDAY	TUESDAY	WEDNESDAY
Swimming pool	9.45 a.m. 8 p.m.	10.30 a.m. 1 .....	9.45 a.m. 8 p.m.
Judo			2 .....
3 .....	4.45 p.m. 4 .....		6 p.m.

**5** 3.07 Listen and repeat the dialogue.

Alex                      What time's the swimming pool open on Wednesday?

Receptionist        It's open from quarter to ten to eight o'clock.

Alex                      When's basketball?

Receptionist        It's on Tuesday at quarter to four.

Alex                      What time does it finish?

Receptionist        It finishes at quarter past five.

**6** **USE IT!** Work in pairs. Look at the poster. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 5.

**ARE YOU INTERESTED IN FOOTBALL?**

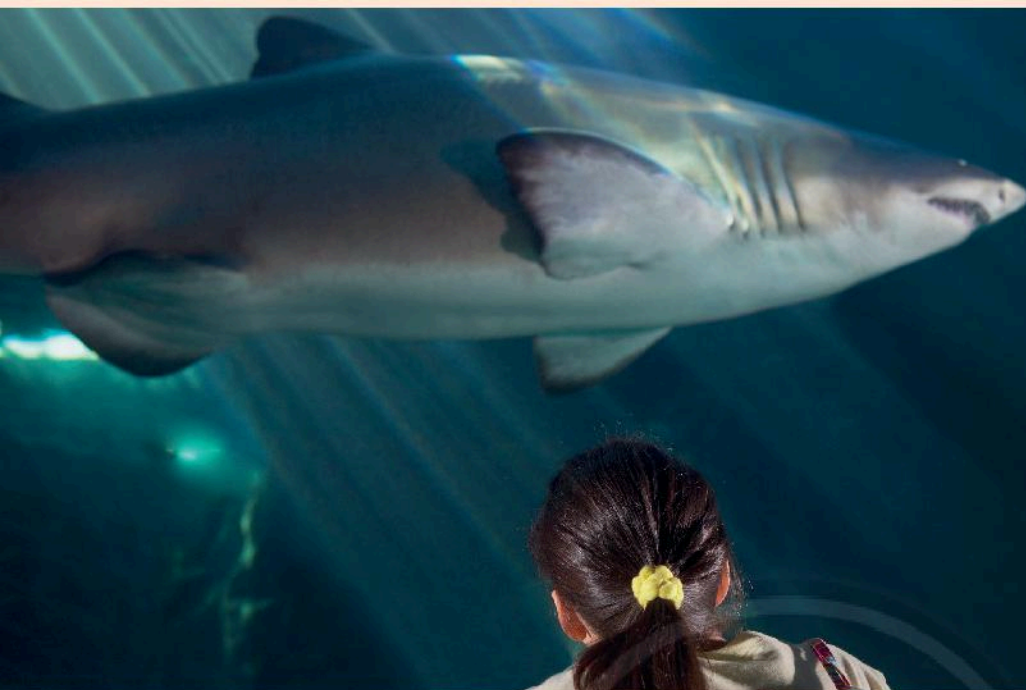
Then come and play football at Hoa Lư Sports Centre!

Contact us for more information. 1





## 1 Look at the photo. Where is Holly?



## 2 3.08 Listen to the dialogue and check your answer in exercise 1. Which animal does Holly like best?

- Holly Hello.
- Dylan Hey, Holly. It's Dylan.
- Holly **Hi there.** How are you?
- Dylan **Fine, thanks.** Where are you now?
- Holly **I'm at the aquarium with Aisha.**
- Dylan Really? Is it good there?
- Holly **Yeah, it's great!** There are a lot of different types of fish, but the sharks are the most interesting.
- Dylan Oh, you can see sharks there? Cool! Do you want to meet later?
- Holly **Yeah. That sounds good.**
- Dylan OK, great! Give me a call.
- Holly **Sure.** See you later.

## 3 3.08 Match the Key Phrases with the responses in blue in the dialogue. Then listen again and practise the dialogue.

## KEY PHRASES

## Talking on the phone

- |                              |                     |
|------------------------------|---------------------|
| 1 Do you want to meet later? | 4 It's (Dylan).     |
| 2 Where are you now?         | 5 Is it good there? |
| 3 Give me a call.            | 6 How are you?      |

## 4 3.09 Complete the mini-dialogue with the Key Phrases. Listen and check. Then practise the mini-dialogue.

- Steve Hi, Anna. <sup>1</sup>..... Steve.
- Anna Hi there! <sup>2</sup>..... ?
- Steve I'm at the skateboard park with Mo.
- Anna Really? <sup>3</sup>..... ?
- Steve Yeah, it's fun. <sup>4</sup>..... ?
- Anna OK. <sup>5</sup>.....
- Steve Sure. See you later.

## 5 USE IT! Work in pairs. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 2. Use the ideas in the box or your own ideas.

shopping centre café park  
sports centre friend's house



1 Match pictures 1–6 with the words in the box.

rucksack folder laptop uniform scissors whiteboard



2 3.10 Study the Key Phrases. Then listen to the conversation and complete the table.

KEY PHRASES

Comparing pictures

What can you see (on the wall)?  
 Is there a / an ... in your picture?  
 How many (pens) are there?  
 What colour is / are the ... ?  
 What is / are the (teacher / students) doing / wearing?  
 In my picture there's a / an ... / there are / aren't some / any ...

	Joe's picture	Ellie's picture
Number of students	1 .....	2 .....
Whiteboard?	3 .....	4 .....
Things on the wall	5 .....	6 .....

3 3.10 Listen again. Read the sentences and write E (Ellie's picture) or J (Joe's picture).

- There's a teacher in this person's picture.
- A student is listening to music in this person's picture.
- The students are chatting in this person's picture.
- The students aren't wearing uniforms in this person's picture.
- There's a poster of a giraffe in this person's picture.
- There's one window in this person's picture.

4 3.11 Listen and repeat the dialogue.

Holly What can you see in your picture?  
 Lidia I can see a clock, three posters and a whiteboard on the wall.  
 Holly Is there a window?  
 Lidia No, there isn't.  
 Holly How many students are there?  
 Lidia There are five students.  
 Holly What are the students wearing in your picture?  
 Lidia They're wearing school uniforms.  
 Holly OK, now it's your turn. Ask me some questions about my picture.

5 USE IT! Work in pairs. One student looks at picture A and the other looks at picture B. Ask and answer questions using the Key Phrases. What are the differences in picture B?



## 1 Study the Key Phrases. Then say weights 1–6.

## KEY PHRASES

## Saying weights

100 g = a / one hundred grams

325 g = three hundred and twenty-five grams

675 g = six hundred and seventy-five grams

1 kg = a / one kilo

 $\frac{1}{2}$  kg = half a kilo $2\frac{1}{2}$  kg = two and a half kilos $\frac{1}{4}$  kg = a quarter of a kilo

1 650 g


4  $3\frac{1}{2}$  kg

2 2 kg

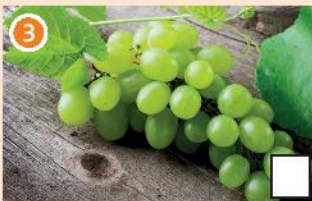

5 5 kg

3 100 g

6 500 g

2  3.12 Listen and write the weights you hear. Then listen and repeat.1  $\frac{3}{4}$  kg3  3.13 Match the fruit to photos 1–8. Then listen to Emma shopping at the market. Tick (✓) the things she buys.

green beans strawberries tomatoes  
pears apples grapes bananas oranges

4  3.13 Study the Key Phrases. Listen to the conversation again and write True or False. Correct the false sentences.

## KEY PHRASES

## Buying things at the market

Good morning. What would you like?

How much is / are ... ?

It's / They are ...

I'd like ... , please.

Is that everything?

How much is that?

- 1 Emma wants to make a fruit salad.
- 2 First she wants half a kilo of apples.
- 3 The strawberries are cheap.
- 4 One pear costs 40p.
- 5 Emma buys some green apples.
- 6 Emma also wants three oranges.
- 7 The shopping costs £7.55.

5  3.14 Listen and repeat the dialogue.

Woman Good morning. What would you like?

George I'd like a kilo of pears, please.

Woman They're £1.75 a kilo.

George That's fine. Can I have three red peppers, please?

Woman Sure. Here you are.

George Thanks.

Woman Anything else?

George Yes. 250 grams of green beans.

Woman OK, here you go. Is that everything?

George Yes, thanks. How much is that?

Woman That's £4.30, please.

George Here you are.

Woman Thanks. Bye!

George Bye.

6  USE IT! Work in pairs. Imagine you want to buy the fruit in the picture. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 5.

# 6

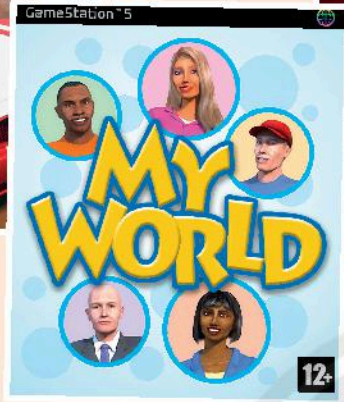
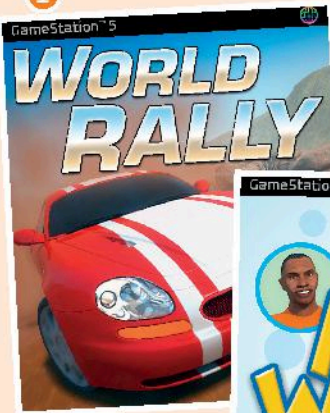
**Options**

## EXTRA LISTENING AND SPEAKING • Talking about video games

I can talk about video games.

### 1 Match the games with the categories in the box.

sport strategy driving and racing  
action and adventure simulation



### 2 3.15 Study the Key Phrases. Then listen to a conversation about video games and complete the table.

#### KEY PHRASES

##### Talking about video games

What do / did you think of it?  
It is / was fun / great / exciting.  
It is / was boring / complicated / terrible / violent.  
What's your score for it?  
8/10 = eight out of ten

	Elsa's game	Finn's game	Chen's game
Title	<i>My World</i>	3 .....	5 .....
Opinion	1 .....	4 .....	terrible
Score	2 .....	8/10	6 .....

### 3 3.15 Listen again. Choose the correct words.

- In Elsa's game the players are **helpers / designers**.
- Elsa was bored after one **hour / day**.
- Finn's game has got very **good / bad** graphics.
- You **create / drive** cars in Finn's game.
- In Chen's game the **characters / rules** are complicated.

### 4 3.16 Listen and repeat the dialogue.

Sanjay Which game did you play?  
Steph I played *Goal*. It's a football game.  
Sanjay What did you think of it?  
Steph It was great. You play football for a top team.  
Sanjay What's your score for it?  
Steph Nine out of ten.


### 5 USE IT! Work in pairs. Tell your partner about a video game that you like. Use the Key Phrases and the questions in the box to help you.

What's the name of the game?  
What type of game is it?  
What do you do in the game?  
What do you think of it?



**1** Look at photos A–C. Match the photos with the activities.

- 1 a school trip
- 2 a family reunion
- 3 an after-school club

**2**  3.17 Study the Key Phrases. Listen and complete the sentences about photo A with the correct names.

Amy Jack Beth

### KEY PHRASES

#### Talking about a photo

at the back in the middle next to  
on the left on the right

- 1 ..... is in the middle.
- 2 ..... is next to Amy.
- 3 ..... is on the right.



**3**  3.17 Listen again and answer the questions.

- 1 Why wasn't Mark in the photo?
- 2 What did they make?
- 3 Who made the best cake?
- 4 Who took the photo?

**4**  3.18 Look at photo B. Listen and repeat the dialogue.

Mark Hey Suzi. I've got a good photo. It's from our school trip last year.

Suzi Who's that on the left with the long curly hair?


Mark That's Kirsten. She's in Grade 6. She's great at climbing.

Suzi Is that you in the middle?

Mark Yes. Why?

Suzi I didn't recognise you! And who's that on the right?

Mark That's Ben. I love his new glasses.

**5**  USE IT! Work in pairs. Look at photo C. Imagine this is your family. Then ask and answer questions using the Key Phrases.

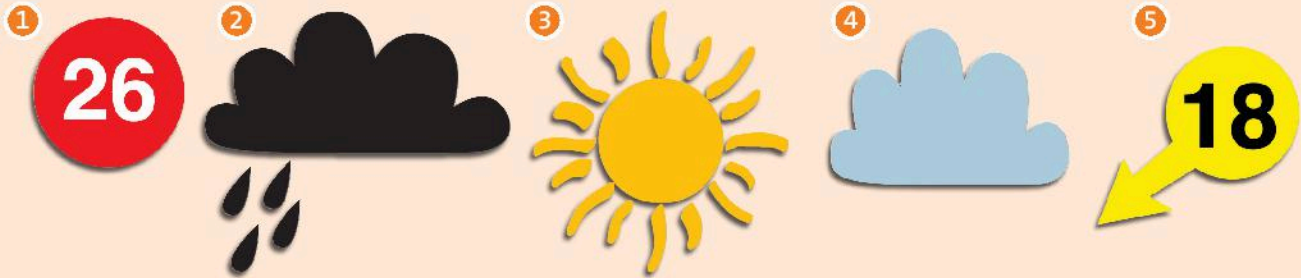
Who's the woman in the middle?

That's my grandma. She's a great cook.



## 1 Match symbols 1–5 with the words in the box.

sun cloud temperature wind rain



## 2 3.19 Study the Key Phrases. Then listen to the weather forecast and complete the table with the information.

## KEY PHRASES

## Talking about the weather

What will the weather be like (tomorrow)?  
 There'll be some (rain).  
 in the north / south / east / west  
 on the north coast  
 twenty-two degrees (22°C)

	Edinburgh	London	Brighton
Type of weather	1 .....	3 .....	5 .....
Temperature	2 .....	4 .....	6 .....

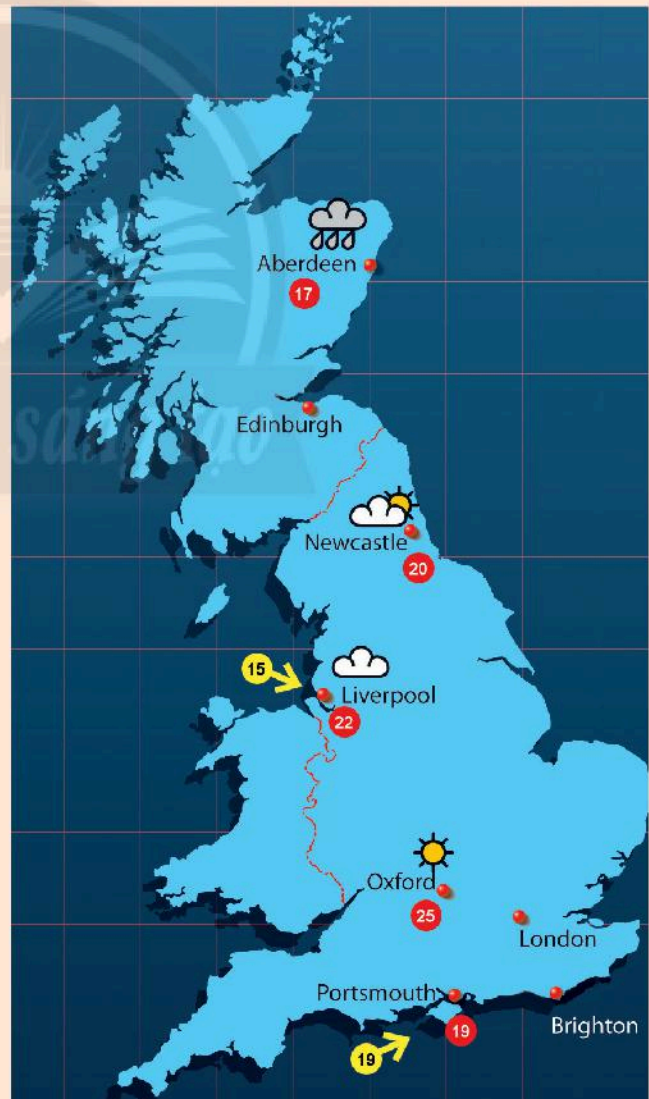
## 3 3.19 Listen again and answer the questions.

- 1 What's the weather like today?
- 2 What day of the week is the weather forecast for?
- 3 What will the weather be like near Aberdeen?
- 4 What month is it?
- 5 Why is it cooler on the south coast?

## 4 3.20 Listen and repeat the dialogue.

- Anita I'm going to be in Brighton at the weekend. What will the weather be like?  
 Sam I think it'll be sunny.  
 Anita What about the temperature?  
 Sam It'll be about twenty degrees.  
 Anita Will it be windy?  
 Sam Yes, it will.

## 5 USE IT! Work in pairs. Look at the map. Prepare and practise a new dialogue using the Key Phrases and the dialogue in exercise 4.



SONG 

## I'm the King

I walk down the street from the library  
to the square.

I go past the school – I'm <sup>1</sup>popular /welcome  
there.

I take a bus at the station,  
And the shops are where  
I see my friends and all the people there.

I'm the king, I'm the king,  
In my <sup>2</sup>city / town I'm the king.  
Is there a hotel? Yes.

A pool? Yes.

A cinema? Yes.

A school? Yes.

My city is cool, and I'm no fool: I'm the king.

In my city it's friendly and <sup>3</sup>clean / green.  
There's a park and a market and I live in  
between.

I walk or take the bus;

I cycle while I sing

In my city (here's the thing)

I'm the king.

There's a really <sup>4</sup>nice / old park where we go  
and play.

My friends are very noisy, so I don't stay.

I go to the café for a cup of tea.

It's <sup>5</sup>cheaper / better than the restaurant,  
and that's great for me.

I'm the king, I'm the king,

In my city I'm the king.

Is there a castle? Yes.

A <sup>6</sup>zoo / beach? Yes.

Any factories? Yes.

Things to do? Yes.

My city is cool, and I'm no fool: I'm the king.

Come to my city: come and look –

From the <sup>7</sup>station / café to my house, it's  
ten minutes on foot.

Take the coach or take the train –

There are a lot of good things,

And in my city (now you sing)


I'm the king.

## GLOSSARY

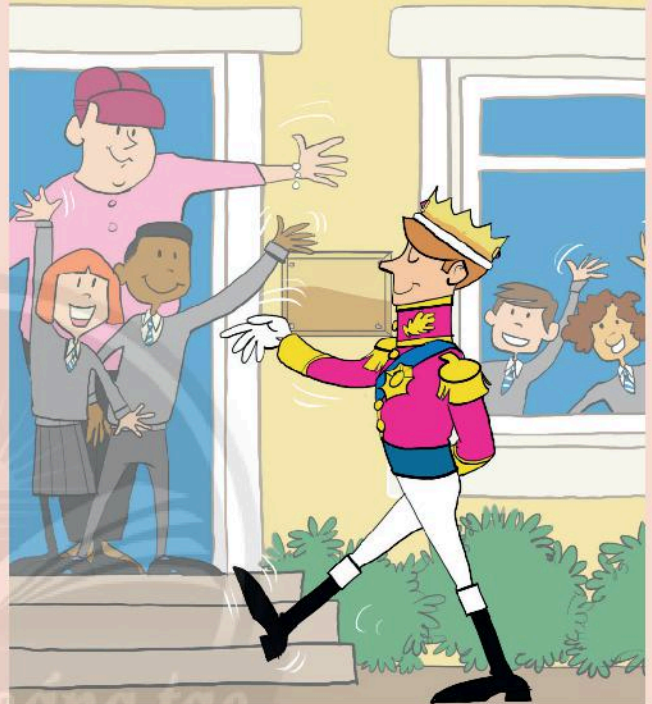
fool: a person who is not intelligent

coach (in the UK): a bus that goes between cities

1  3.21 Listen to the song. How many places are mentioned?

2  3.21 Listen again and choose the correct words in the song.

3 Match phrases 1–5 with phrases a–e to make sentences about the song. Which sentence matches the picture?




- |                       |                   |
|-----------------------|-------------------|
| 1 I'm popular         | a. is friendly.   |
| 2 The station is near | b. my house.      |
| 3 There's a park      | c. at the school. |
| 4 My city             | d. fool.          |
| 5 I'm no              | e. where we play. |

4 Look at the song again. Are the sentences True or False? Correct the false sentences.

I take a bus to the square.

False. I walk to the square.

- I see my friends at the shops.
- I live between the market and the park.
- My friends are quiet.
- Tea is cheaper in the restaurant.
- I walk from the station to my house.

5  USE IT! Work in pairs. Ask your partner about his / her ideal town or city. How many of your ideas are the same? Use *Is there ... ?*, *Are there ... ?* and *How many ... ?*.

**song**

**I Can Tell You**

I can tell you what I know.  
Where is a good place to go?  
I can tell you what's dangerous,  
Like how big can a gorilla <sup>1</sup>.....?

Can a scorpion <sup>2</sup>..... a man?  
Which animals live on land?  
How far can an eagle see?  
You can find out if you listen to me.

The smallest scorpions can kill a man.  
Gorillas can grow to 250 kilos.  
An eagle is small, but it can <sup>3</sup>.....  
About a kilometre further than me.  
Ostriches are the tallest birds.  
A whale is the biggest mammal in the world.  
A lion is beautiful, but it isn't tame.  
How many animals can you name?

Errrr, elephant, eagle, camel, panda.  
I like butterflies, mmmm oh. And a  
Spider, a snake: they can <sup>4</sup>..... a frog,  
A gorilla, an ostrich – how about a dog?

I can tell you what I know.  
How far is the North from the South Pole?  
I can tell you something interesting,  
Like which animal can <sup>5</sup>..... and swim.

What has got wings, legs and a tail?  
What <sup>6</sup>..... in a shell, but isn't a snail?  
How heavy is a human baby?  
You can find out if you listen to me.

From pole to pole is over twenty thousand  
kilometres.

A frog can jump and <sup>7</sup>.....  
A tortoise has got a shell and feet as well,  
And a parrot's got a tail, legs and wings.

A baby weighs up to four and a half kilos.  
A mouse is smaller than an elephant's toes.  
A camel can <sup>8</sup>..... six months without a  
drink.

How many animals do you know – can you  
think?

Errrr penguin, starfish, a mouse and a bat,  
Hedgehog, crocodile – and what about a cat?  
Scorpion, dolphin, a monkey and a rat,  
An octopus and a fish, how many is that?

**1** 3.22 Match the animals in the box with photos 1–12. Listen to the song. Which animal is not in the song?

hedgehog dolphin scorpion eagle  
lion tiger mouse starfish whale  
tortoise parrot gorilla



1 ..... 2 ..... 3 ..... 4 .....



5 ..... 6 ..... 7 ..... 8 .....



9 ..... 10 ..... 11 ..... 12 .....

**2** 3.22 Complete the song with the words in the box. Then listen again and check.

survive lives jump kill eat  
swim grow see

**3** Answer the questions with animals from the song.

- Which animal is the biggest mammal?
- Which animal is the tallest bird?
- Which animal has got a shell?
- Which animal can see very far?
- Which animal can survive with very little water?
- Which two animals eat frogs?

**4** **USE IT!** Work in pairs. Follow the instructions.

- One student chooses an animal in exercise 1.
- The other student asks questions to find the name of the animal. He / She can only ask ten questions.
- The other student can only answer 'Yes' or 'No'.

Is this animal big?

Yes.

Can it swim?

No.



## SONG

## Delicious

- a. I like cooking lunch,  
But I'm sometimes very lazy.  
Would you like a sandwich?  
I can make something tasty.
- b. Do you prefer sitting on the sofa  
And playing video games?  
I love running and swimming,  
And I hope you like the same.
- Mmm delicious – what's your favourite?  
Mmm delicious – what do you want to eat?  
Tell me what you really like,  
And you can have breakfast with me.
- c. First I have some eggs.  
I eat some every day.  
Next I drink a lot of juice,  
And after that I say:
- d. We can go to a restaurant  
And choose a healthy snack.  
I'll have a salad; you'll have pasta,  
And then we can walk back.
- Mmm delicious – what's your favourite?  
Mmm delicious – what do you want to eat?  
Tell me what you really like,  
And you can have lunch with me.
- e. I'm usually fit and healthy:  
I exercise a lot.  
Then I enjoy my breakfast –  
I like it when it's hot.
- f. I love eating pasta,  
but I don't eat much meat.  
What are the things  
You usually eat?
- Mmm delicious – what's your favourite?  
Mmm delicious – what do you want to eat?  
Tell me what you really like;  
And you can have dinner with me.

- 1 Look at the picture. What different types of food can you see?



- 2 3.23 Listen to the song. Put the verses in the correct order.
- 3 3.23 Listen to the song again. Which foods in exercise 1 are mentioned in the song?
- 4 Are the sentences about the singer *True* or *False*?  
Correct the *false* sentences.
- 5 Choose the correct words in the box for sentences 1–6.

tasty snack breakfast healthy  
pasta juice

- You drink this. It's fruity.
- A kind of food, for example, spaghetti and lasagne
- The first meal of the day
- A word that means the same as *delicious*
- Something small to eat between meals
- Food that is good for you is ...

- 6 **USE IT!** Work in pairs. Ask and answer the questions.
- Which meal do you prefer: breakfast, lunch or dinner? Why?
  - Do you prefer eating healthy or unhealthy food? Why?
  - What snacks do you usually eat?
  - What food is popular in your country?

SONG 

The Story of Your Life

This is the story, the story of your life.  
Who, what, when, how and where.  
Where did you live, and when did you leave there?  
The story of your life.

Where did you live when you were young?  
When you were <sup>1</sup>at school did you have fun?  
I've got more questions – here's a difficult one:  
What did you look like when you were young?

I lived in a <sup>2</sup>town when I was young.  
We <sup>3</sup>walked to the beach for holiday fun.  
I had red hair and my eyes were blue.  
I was slim with glasses when I left school.  
When I grew up I was very <sup>4</sup>short.  
I had a <sup>5</sup>beard, but I wasn't bald.  
Ask another question, but don't take too long  
Because I don't think this is a very good song.  
A very good song.

This is the story, the story of your life.  
Who, what, when, how and where.  
Where did you live, and when did you leave there?  
The story of your life.

Did you go to university when you <sup>6</sup>finished school?  
Did you get a job? Was it fun?  
I've got more questions – here's another one:  
What did you want to <sup>7</sup>do when you were young?

When I left school, I <sup>8</sup>found a job,  
I didn't <sup>9</sup>work much, but I learned a lot.  
I <sup>10</sup>tried to be in a football team  
And be on TV playing a lot of sport.  
Ask another question,  
A more interesting one,  
Because I don't think this is a very good song.  
A very good song.




1  3.24 Look at the picture and listen to the song. Which boy is in the song?

2  3.24 Look at the song and correct the words in blue. Then listen again and check.

3 Match phrases 1–5 with phrases a–e to make questions.

- |                      |                                 |
|----------------------|---------------------------------|
| 1 Where did you      | a. friend when you were nine?   |
| 2 What did you look  | b. come to school this morning? |
| 3 Who was your best  | c. like when you were seven?    |
| 4 How did you        | d. live when you were young?    |
| 5 When did you start | e. learning English?            |

4 Answer the questions in exercise 3. Compare with a partner.

5  USE IT! Work in pairs. Imagine you are sixty years old. Talk about The Story of Your Life with the ideas in the box or your own ideas. Who has got the most interesting life?

I was born in ... I grew up in ...  
When I was young, I ... When I left school, I ...  
I wanted to be a / an ... My first job was ...



**be: affirmative and negative**

Affirmative		Negative	
Full form	Short form	Full form	Short form
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

The verb *be* is after the subject (*I, he, she, you ...*)  
*I am twelve. He is from Berlin.*

To make the negative form, add *not* after the verb.  
*She is not good at art. We are not into shopping.*

In spoken or informal written English we use the short forms.

*She isn't good at art. We aren't into shopping.*

**Subject pronouns and possessive adjectives**

Subject pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

**Usage**

We use subject pronouns in place of names (*Jessica, Melisa, Tom ...*) or nouns (*book, photo, friend ...*). We use them when we know the person or thing we are talking about.

*Jessica is from London. She's from London.*  
*This book is good. It's good.*

Remember: Subject pronouns cannot be left out of a sentence.

*She's from Oxford. NOT ~~is from Oxford.~~*

Possessive adjectives show that something belongs to a person. We use them when we know the person or thing we are talking about.

*Dan is a good friend. His house is next to my house.*  
*Ann and Paul are interested in photography.*  
*Their photos are really good.*

**Possessive 's**

For singular nouns, add *'s* to the noun.

*Mark's room the student's pen*

For plural nouns, add *'*.  
*the teachers' desks*

For irregular plural nouns, add *'s*.  
*the children's teacher*

**Usage**

The possessive *'s* shows that something belongs to a person.

*Richard's book the girls' chairs*

**be: questions**

Questions	Short answers	
	Affirmative	Negative
Am I ... ?	Yes, I am.	No, I'm not.
Are you ... ?	Yes, you are.	No, you aren't.
Is he ... ?	Yes, he is.	No, he isn't.
Is she ... ?	Yes, she is.	No, she isn't.
Is it ... ?	Yes, it is.	No, it isn't.
Are we ... ?	Yes, we are.	No, we aren't.
Are you ... ?	Yes, you are.	No, you aren't.
Are they ... ?	Yes, they are.	No, they aren't.

In *yes / no* questions, the verb *be* is the first word of the sentence before the subject.

*Are you into cycling?*

In spoken or informal written English, we use the short forms of negative short answers.

*Is he twelve? No, he isn't.*

Remember: There is no short form of affirmative short answers.

*Are you into sport? Yes, I am. NOT ~~Yes, I'm.~~*

**Usage**

We use the verb *be* for personal information – ages, names, jobs and nationalities, and with *be interested in*, *be into* and *be good at*.

*They're teachers. They're interested in art.*  
*He's fourteen. He's good at sport.*  
*We aren't from Oxford.*  
*She isn't Italian.*



**this, that, these, those**

Singular	Plural
This is my brother Oscar.	These are my friends Lola and Erin.
That's a cool bag.	Those are nice photos.

Use *this* and *these* for things that are close to the person who is speaking.

Use *that* and *those* for things that are further away from the person who is speaking.

**have got**

Affirmative	Negative
I've got a pen. You've got a pen.	I haven't got a pen. You haven't got a pen.
He's got a pen. She's got a pen. It's got a pen.	He hasn't got a pen. She hasn't got a pen. It hasn't got a pen.
We've got a pen. You've got a pen. They've got a pen.	We haven't got a pen. You haven't got a pen. They haven't got a pen.

We make the affirmative form with the subject plus *have got* or *has got*.

To make the negative form, use the subject plus *have not got* or *has not got*.

In spoken or informal written English, we use the short forms *'ve got*, *'s got*, *haven't got* and *hasn't got*.

Questions	Short answers	
	Affirmative	Negative
Have I got a pen? Have you got a pen?	Yes, I have. Yes, you have.	No, I haven't. No, you haven't.
Has he got a pen? Has she got a pen? Has it got a pen?	Yes, he has. Yes, she has. Yes, it has.	No, he hasn't. No, she hasn't. No, it hasn't.
Have we got a pen? Have you got a pen? Have they got a pen?	Yes, we have. Yes, you have. Yes, they have.	No, we haven't. No, you haven't. No, they haven't.

We make questions with *have / has* plus subject plus *got*.

We make short answers with *have*, but without *got*.

Yes, I have. NOT ~~Yes, I have got.~~

Note that we do not make questions and negative forms with *do / does* or *don't / doesn't*.

Have you got a notebook? NOT ~~Do you have got a notebook?~~

He hasn't got a sister. NOT ~~He doesn't have got a sister.~~

**Usage**

We use *have got* to talk about possession. It is also used to talk about our families.

We've got a good dictionary.

Ella hasn't got a pencil in her bag.

Have you got a laptop? No, I haven't.

I've got two brothers and a sister.

Has Jessica got a sister? Yes, she has. Her name's Emily.

Have you got a brother or sister at this school? Yes, I have. My sister is in class 8B.

**Question words: Where ... ?, What ... ?, Who ... ?**

Where's your friend from?

What's the capital of France?

Who's the president of their country?

Use the question words *Where*, *What*, *Who* at the beginning of questions to ask about specific information.

In informal and spoken English we often contract the verb *be* with question words *Where*, *What* and *Who*.

Who's your favourite teacher?

What's her name?

Where's your classroom?

**Conjunctions: and, or, but**

To join words and sentences, use *and*.

I've got a pen and a notebook.

He's twelve and he's from London.

To talk about alternatives, use *or*.

Is his name Rory or Billy?

The mobile phone is under the table or under the bed.

To show contrast, use *but*.

He's into music, but he isn't interested in art.

Amy is five, but she's very good at reading.



### there's, there are + a, an, some and any

	Affirmative	Short form
<b>Singular</b>	There is a / an ...	There's a / an ...
<b>Plural</b>	There are some ...	–

We use *there is* with *a / an* and singular nouns and *there are* with plural nouns.

*There is a market in my town.*

*There's an interesting monument near the station.*

*There are some parks in this area.*

In spoken or informal written English, we use the short form *there's*. *There are* does not have a short form.

	Negative	Short form
<b>Singular</b>	There is not a / an ...	There isn't a / an ...
<b>Plural</b>	There are not any ...	There aren't any ...

To make the negative form, use *there is not* with singular nouns and *there are not* with plural nouns.

In spoken or informal written English, we use the short forms *there isn't* and *there aren't*. We use *any* with plural nouns.

*There isn't a cinema near here.*

*There aren't any good cafés in this street.*

### Usage

We use *there is / there are* to express the existence or absence of someone or something.

*There's a new hotel in our city.*

*There are some nice flats near the school.*

*There aren't any Chinese restaurants in my town.*

*Is there a shopping centre? No, there isn't.*

### Is there ... ?, Are there ... ?, How many ... ?

Questions	Short answers	
	Affirmative	Negative
Is there a / an ... ?	Yes, there is.	No, there isn't.
Are there any ... ?	Yes, there are.	No, there aren't.
How many ... are there?	Four.	

We use the question form *Is there* with *a / an* and a singular noun.

*Is there a theatre in your area?*

*Is there an Indian restaurant near here?*

We use *Are there* with *any* and a plural noun.

*Are there any interesting places for young people?*

In negative short answers, we often use the short forms *isn't* and *aren't*.

*No, there isn't.*

*No, there aren't.*

When asking about a specific number of people or things, use *How many ... are there?*

*How many cinemas are there? (There are) two.*

### Comparative adjectives

#### Short adjectives

<b>Regular</b>	add <i>-er</i> old → older
<b>End in -e</b>	add <i>-r</i> safe → safer
<b>End in consonant + y</b>	remove <i>-y</i> and add <i>-ier</i> pretty → prettier
<b>End in consonant + vowel + consonant</b>	double consonant and add <i>-er</i> big → bigger

#### Long adjectives

dangerous → more dangerous

#### Irregular adjectives

good → better

bad → worse

far → further / farther

### Usage

We use comparative adjectives to compare things, places or people. The comparative adjective goes before *than*.

*This park is quieter than that park.*

*My school is more modern than your school.*

*Are those office buildings bigger than the station?*

*This small café is nicer than Luigi's restaurant.*

*Is the book better than the new film?*

*He's noisier than his brother.*

*Is your town more interesting than my town?*



## Present simple: affirmative and negative

Affirmative	Negative
I help at home. You help at home.	I don't help at home. You don't help at home.
He helps at home. She helps at home. It helps at home.	He doesn't help at home. She doesn't help at home. It doesn't help at home.
We help at home. You help at home. They help at home.	We don't help at home. You don't help at home. They don't help at home.

The affirmative form is the base form of the verb (infinitive without *to*). To make the third person singular (*he / she / it*), add *-s* or *-es*, or for verbs ending in *-y*, remove *-y* and add *-ies*.

I sing	she sings
you go	he goes
we study	he studies

To make the negative form, use *do not* or *does not* plus the base form of the verb.

In spoken or informal written English, we use the short forms *don't* or *doesn't*.

*I don't get home late.*  
*He doesn't get home late.*

## Present simple: questions

Questions	Short answers	
	Affirmative	Negative
Do I wash the car? Do you wash the car?	Yes, I do. Yes, you do.	No, I don't. No, you don't.
Does he wash the car? Does she wash the car? Does it wash the car?	Yes, he does. Yes, she does. Yes, it does.	No, he doesn't. No, she doesn't. No, it doesn't.
Do we wash the car? Do you wash the car? Do they wash the car?	Yes, we do. Yes, you do. Yes, they do.	No, we don't. No, you don't. No, they don't.

*Do they play video games? Yes, they do.*  
*Do you watch TV a lot? No, I don't.*

To make the question form, use *do* or *does* plus the subject plus the base form of the verb.

We make short answers with *do* or *does* in the affirmative and *don't* or *doesn't* in the negative.

Question word	Auxiliary verb	Subject	Verb
What	does	she	play?
Where	do	you	study?
When	does	Harry	get up?
Who	do	they	like?
What time	does	the film	start?
How often	do	you	watch TV?

Put question words at the beginning of the question.

*Where does he work?*

Remember to include the auxiliary verb *do / does* in questions.

*Where do you live?* NOT ~~*Where you live?*~~

## Usage

We use the present simple:

- to talk and ask questions about habits, routines and things that happen regularly.  
*What time do you get up?*  
*Fatma eats breakfast at 8 a.m.*
- to describe things that are always true, or almost always true.  
*I live in Kiev. My teacher doesn't speak French.*
- to talk about what we think, feel or like.  
*Do you like Turkish music? We love Italian food.*

## Adverbs of frequency

always	●●●●●
normally, usually	●●●●○
often	●●●○○
sometimes	●●○○○
rarely	●○○○○
never	○○○○○

In sentences with *be*, adverbs of frequency go after the verb *be*.

*Robert is always friendly.*

However, with all other verbs, adverbs of frequency go before the verb.

*They often help with the housework.*

In questions, adverbs of frequency always go after the subject.

*Do you usually wash your face in the morning?*

*Are your brothers always noisy?*

## Usage

We use adverbs of frequency to describe how often we do something.



## Superlative adjectives

### Short adjectives

<b>Regular</b>	add <i>-est</i> cold → the coldest
<b>End in -e</b>	add <i>-st</i> strange → the strangest
<b>End in consonant +y</b>	change <i>y</i> → <i>i</i> and add <i>-est</i> noisy → the noisiest
<b>End in consonant + vowel + consonant</b>	double consonant and add <i>-est</i> hot → the hottest

### Long adjectives

colourful → the most colourful

### Irregular adjectives

good → the best

bad → the worst

far → the furthest / the farthest

## Usage

We use superlative adjectives to compare three or more things, places or people. To make superlatives, put *the* before the adjective, and add *-est* to the adjective, or *most* before longer adjectives.

The South Pole is one of the coldest places in the world.

What is the hottest part of your country?

The mountain gorilla is one of the rarest animals in Africa.

The blobfish is one of the most interesting creatures in the sea.

London Zoo is the best zoo in the UK.

January is the worst month to visit this country.

This is the furthest town from the capital city.

Remember: *the* always goes before the superlative.

These giraffes are the most beautiful animals in the National Park. NOT ~~These giraffes are most beautiful animals in the National Park.~~

Where is the highest mountain in this area? NOT

~~Where is highest mountain in this area?~~

## can for ability and permission

To make the affirmative form of *can*, use the subject plus *can* plus the base form of the verb. *Can* has the same form for *I*, *you*, *she*, *he*, *it*, *we*, *you* and *they*.

I can play basketball. She can speak English.

Bears can swim.

We make the negative form with the subject plus *can't* (*cannot*) plus the base form of the verb.

In spoken and informal written English, we often use the short form *can't*.

Adam can't run very fast.

Ostriches can't fly.

We make questions with *can* plus the subject plus the base form of the verb.

Can you play a musical instrument?

Can camels survive in cold places?

Remember: Always use the base form of the verb with *can*, not the full infinitive.

Rabbits can run fast. NOT ~~Rabbits can to run fast.~~

Remember: Never use the auxiliary verb *do* / *does* in questions with *can*.

Can you dance? NOT ~~Do you can dance?~~

## Usage

*Can* is used to express ability and permission.

## Ability

I can speak French and German.

Can your sister swim? Yes, she can.

Can you play tennis? No, I can't.

Can your older brothers speak French? Yes, they can.

## Permission

Can I watch that new programme on TV?

Yes, you can.

Can we go to the theatre tomorrow?

No, you can't.

## Questions with How ... ?

To make questions with *How*, use *How* plus an adjective or adverb plus a verb.

How heavy is a crocodile?

How fast can an ostrich run?

How far is the station from here?

How long is this wildlife programme?

Use *How many ... ?* to ask about the number of things.

How many pandas are there in China?

How many elephants are there in this zoo?



## Present continuous: affirmative and negative

Affirmative	Negative
I'm studying. You're studying.	I'm not studying. You aren't studying.
He's studying. She's studying. It's studying.	He isn't studying. She isn't studying. It isn't studying.
We're studying. You're studying. They're studying.	We aren't studying. You aren't studying. They aren't studying.

We make the affirmative form of the present continuous with the verb *be* and the *-ing* form of the verb.

- I'm looking at my English dictionary.
- Fatma is speaking to the teacher.
- We're learning about life in Thailand.
- You're doing a difficult science question.

To make the negative form, use the verb *be* plus *not* and the *-ing* form of the verb.

In spoken or informal written English, we use short forms in both the affirmative and the negative.

- I'm reading the notes.
- He isn't listening to his friend.
- They aren't doing their homework.

## Spelling Rules

With the majority of verbs: add *-ing*.

- watch → watching      check → checking
- play → playing        eat → eating

With verbs that end in *-e*: remove *-e* and add *-ing*.

- revise → revising      have → having
- move → moving        make → making

With verbs that end in vowel + single consonant:

- double the consonant and add *-ing*.
- sit → sitting            swim → swimming
- run → running        get up → getting up

## Present continuous: questions

Questions	Short answers	
	Affirmative	Negative
Am I listening?	Yes, I am.	No, I'm not.
Are you listening?	Yes, you are.	No, you aren't.
Is he listening?	Yes, he is.	No, he isn't.
Is she listening?	Yes, she is.	No, she isn't.
Is it listening?	Yes, it is.	No, it isn't.
Are we listening?	Yes, we are.	No, we aren't.
Are you listening?	Yes, you are.	No, you aren't.
Are they listening?	Yes, they are.	No, they aren't.

To make the question form, invert the verb *be* and the *-ing* form.

- Am I sitting here?
- Is Alex playing football?
- Are you checking the answer to that question?
- What are we studying?
- Where are those students going?

We make short answers with the verb *be* only, without the *-ing* form.

- Are you learning Japanese? No, I'm not.
- Is Selin doing an exam? Yes, she is.
- Are they finishing their homework? No, they aren't.

## Present continuous and present simple

### Usage

We use the present continuous to talk about actions in progress. We often use it with words and phrases like *at the moment*, *now* or *today*.

- Our teacher is speaking English now.
- They're watching a video in class today.
- Pavel and Tomas aren't concentrating at the moment.
- Are we making notes from this book now?

We use the present simple to talk about routines or repeated actions. We often use it with words and phrases like *always*, *usually*, *normally*, *often*, *sometimes*, *never*, *every day* or *every Friday*.

- He gets the bus to school every day.
- I always get up at 7.00.
- They don't usually help with the housework.
- Do you play football every Saturday?

Note that there are some verbs (stative verbs) which we don't usually use in the continuous form. These include: *understand*, *know*, *think*, *like*, *love*, *hate* and *want*.

- I like history and art. NOT ~~I'm liking history and art.~~
- I know the answer. NOT ~~I'm knowing the answer.~~





### **some, any, much, many and a lot of + countable and uncountable nouns**

Countable nouns have a singular and a plural form.

apple apples

Use *a / an* with singular countable nouns.

a pear an apple

Countable nouns have a plural form.

The apple is in the bag.

The apples are in the bag.

Uncountable nouns don't have a plural form.

The soup is very healthy. NOT ~~The soups are very healthy.~~

Use *the* or zero article with uncountable nouns. Don't use *a / an* or numbers.

meat, rice, the bread, the pasta

NOT ~~a meat, a rice, two breads, three pastas~~

Use *some, any* and *a lot of* with plural countable nouns and uncountable nouns.

Use *some* in affirmative sentences for an undefined amount of something.

I've got some grapes.

There's some pasta for lunch today.

Use *a lot of* in affirmative sentences for a large quantity of something.

There are a lot of sweets in this shop.

There's a lot of chicken for dinner.

Use *any* in negative sentences and questions.

There aren't any vegetables in this dish.

There isn't any soup on the menu.

Is there any cheese in that burger?

Use *much* in negative sentences with uncountable nouns.

There isn't much bread in the shop.

Use *many* in negative sentences with plural countable nouns.

There aren't many chips in the bowl.

Use *not much* and *not many* for a small amount of something.

There isn't much unhealthy food at our school.

There aren't many sandwiches in the lunchbox.

### **Verb + -ing**

After the verbs *like, love, prefer, hate* and *don't mind*, we use the *-ing* form of the verb.

Subject	Verb	-ing form
I	like	cooking. studying.
You	don't like	
He	doesn't hate	chatting. swimming. running.
She	loves	
It	likes	
You	prefer	playing games. singing. waiting.
We	hate	
They	don't mind	

Be careful with the spelling of the *-ing* form. Check the Spelling Rules on page 127.

### **Usage**

We can use *like, love, prefer, hate* and *don't mind + -ing* to talk about everyday things that we like or don't like.

My sister loves running and playing basketball.

My brother prefers eating healthy food.

Do you like doing sport?

### **Imperatives**

Affirmative	Negative
Eat healthy snacks.	Don't eat unhealthy food.
Go to bed early.	Don't go to bed late.
Be quiet.	Don't be noisy.

The imperative form is the base form of the verb. There is only one form of the verb for the singular and plural.

Be active! Cycle to school every day.

Go to the doctor. You're very ill.

To make the negative form of the imperative, use *don't* and the base form.

Don't eat a lot of sweets or unhealthy snacks.

### **Usage**

We use the affirmative form of the imperative to give advice, instructions and orders.

Drink more water. Read the questions. Sit down.

We use the negative form of the imperative to express prohibition.

Don't eat before dinner. Don't get up late. Don't talk in class.



## there was(n't), there were(n't)

Affirmative	Negative
<b>Singular</b> There was a stadium.	There wasn't a swimming pool.
<b>Plural</b> There were a lot of spectators.	There weren't any swimmers.

*There was* and *there were* are the past simple forms of *there is* and *there are*. We use *there was* with singular forms and *there were* with plural forms. *There wasn't* and *there weren't* are the negative forms.

- There was a big battle here 2,000 years ago.*
- There were different events in the Olympics.*
- There wasn't a cinema here before.*
- There weren't many cars thirty years ago.*

## was(n't), were(n't)

Affirmative	Negative
I was hungry. You were hungry. He / She / It was hungry. We / You / They were hungry.	I wasn't thirsty. You weren't thirsty. He / She / It wasn't thirsty. We / You / They weren't thirsty.

The past simple affirmative form of the verb *be* is *was* or *were*.

- I was very quiet in class.*
- We were tired after the game of football.*

The past simple negative form is *was not* or *were not*. We usually use the contractions *wasn't* or *weren't*.

- I wasn't very fit last year.*
- We weren't in the library yesterday morning.*

## Past simple: affirmative

Regular	Irregular
I played volleyball. You played basketball.	I won a competition. You won a gold medal.
He / She / It played rugby.	He / She / It won a match.
We / You / They played hockey.	We / You / They won a medal.

We make the affirmative form of past simple regular verbs by adding *-ed* to the base form of the verb. Note that the past simple has only one form for all persons of the verb.

- I played football. You played golf. She played tennis.*
- Irregular verbs each have their own past simple form.
- |             |           |             |
|-------------|-----------|-------------|
| come → came | do → did  | go → went   |
| run → ran   | see → saw | swim → swam |
| win → won   |           |             |

## Usage

We use the past simple to talk about finished actions in the past and actions that happened at a specific time.

- We watched that football match last week.*
- She won an Olympic medal in 2016.*

## Spelling Rules: past simple affirmative

With the majority of verbs, add *-ed*.

- watch → watched
- check → checked

With verbs that end in *-e*, add *-d*.

- like → liked
- live → lived

With verbs that end in a vowel + single consonant, double the consonant and add *-ed*.

- stop → stopped
- travel → travelled

## Past time expressions

We can use the past simple with a number of time expressions:

- last week / month / year / weekend / Monday*
- in the 18<sup>th</sup> century*
- in 1995 / July 1825*
- yesterday*
- four days / three weeks / 200 years ago*

The time expressions usually go at the end of a sentence or phrase, but they can also go at the beginning.

- We visited London last year.*
- Last year, we visited London.*



## Object pronouns

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

I live near Peter. I live near him.

The teacher said 'hello' to my brother and me. The teacher said 'hello' to us.

Note that for things we use *it* (singular) or *them* (plural).

You're into football. You're good at it.

I love volleyball and tennis. I'm good at them.

He lives next to the cinema. He lives next to it.

They live near the shops. They live near them.

## Usage

We use object pronouns in place of names or nouns. We use them after verbs and prepositions.

## Past simple: affirmative and negative

Affirmative	Negative
I looked at the photos. You liked that actor.	I didn't look at the photos. You didn't like that actor.
He / She / It saw the film.	He / She / It didn't see the film.
We / You / They made a special picture.	We / You / They didn't make a special picture.

To make the affirmative form of past simple regular verbs, add *-ed* to the base form of the verb. Irregular verbs each have their own past simple form.

We make the negative form of both regular and irregular verbs with *did not* plus the base form. We usually use the contraction *didn't*.

I didn't watch that Harry Potter film on Monday.

She didn't go to the film festival.

Remember: use *didn't* to make the past simple negative.

I didn't see that famous actor on TV last night. NOT ~~I not saw that famous actor on TV last night.~~

But don't use *didn't* in negatives with *be*.

That film wasn't very good. We weren't interested in the story.

## Past simple: questions

Auxiliary verb	Subject	Verb
Did	I / you / he / she / it / we / you / they	like the book? watch the film? see the actor? win the race?

We make the question form with the auxiliary verb *did* plus the base form of the verb.

Did you play a video game last night?

Did he listen to that radio programme?

Did she take the photo?

Did they finish the book?

Question word	Auxiliary verb	Subject	Verb
What Where When Who What time How often	did	I / you / he / she / it / we / you / they	help? play? visit? study? teach?

Question words go at the beginning of questions.

Where did the film director go to school?

Why did she make that film?

How many Oscars did they win?

When did you first see the new film?

Remember: don't use *did* in questions with *be*.

Was she interested in that film director?

Were you at the cinema yesterday?

We make short answers with the auxiliary verb only.

'Did you see the film?' 'Yes, we did.'

'Did they enjoy the programme?' 'Yes, they did.'

'Did Sara like this book?' 'No, she didn't.'

'Did you know that actor's name?' 'No, I didn't.'

## Usage

Use the past simple to describe events which happened at a specific point in the past. For this reason, sentences in the past simple often include a time phrase such as: *yesterday*, *in 2014*, *two weeks ago*, *last year*.

I saw her five minutes ago.

We made this picture yesterday.

I took that photo in 2014.

He won the Oscar last year.



**be going to: affirmative, negative and questions**

Affirmative	Negative
I'm going to swim. You're going to swim.	I'm not going to run. You aren't going to run.
He's going to swim. She's going to swim. It's going to swim.	He isn't going to run. She isn't going to run. It isn't going to run.
We're going to swim. You're going to swim. They're going to swim.	We aren't going to run. You aren't going to run. They aren't going to run.

We make the affirmative form with the verb *be* and *going to* plus the base form of the verb.

*We're going to buy a guidebook on holiday.*

To make the negative form, use the negative form of the verb *be* and *going to* plus the base form.

*They aren't going to use a phrase book.*

In spoken or informal written English, use short forms.

*He's going to take insect spray.*

Questions	Short answers	
	Affirmative	Negative
Am I going to cook? Are you going to cook?	Yes, I am. Yes, you are.	No, I'm not. No, you aren't.
Is he going to cook? Is she going to cook? Is it going to cook?	Yes, he is. Yes, she is. Yes, it is.	No, he isn't. No, she isn't. No, it isn't.
Are we going to cook? Are you going to cook? Are they going to cook?	Yes, we are. Yes, you are. Yes, they are.	No, we aren't. No, you aren't. No, they aren't.

To make questions, invert the *be* and the *-ing* form. Then add the base form of the verb. Question words like *What*, *Where* or *When* go at the beginning of the question.

*Is your brother going to travel to South America?*

*Are we going to visit some museums on our trip?*

*What are you going to do in Berlin?*

*Where is your friend going to go on holiday?*

For short answers, use the verb *be* without *going to*.

*Are you going to walk in the mountains? Yes, I am.*

**Usage**

We use *be going to* to talk about plans and intentions in the future. We often use it for things we planned to do before the moment of speaking.

**will and won't**

Affirmative		
I / You / He / She / It / We / You / They will stay here.		
Negative		
I / You / He / She / It / We / You / They won't get wet.		
Questions	Short answers	
Will I / you / he / she / it / we / you / they stay?	Affirmative	Negative
	Yes, I / you / he / she / it / we / you / they will.	No, I / you / he / she / it / we / you / they won't.

We make the affirmative form with *will* plus the base form of the verb.

*The weather will be cold and rainy tomorrow.*

To make the negative form, use *won't* plus the base form of the verb.

*We won't go to the beach.*

In spoken or informal English, we use short forms.

*She'll watch a DVD at home.*

We make the question form with *will* plus subject plus the base form. Question words like *What*, *Where* or *When* go at the beginning of the question.

*Where will you live when you're older?*

We make short answers with *will*.

*Will she be famous in the future? Yes, she will!*

**Usage**

We use *will* for future predictions and for offers, promises and things we decide to do at the moment of speaking.

**First conditional**

Condition	Result
If you go to the café, If you don't hurry up,	you'll see Paul. you'll miss the train.
Result	Condition
You'll see Paul We won't catch the train	if you go to the café. if we don't leave soon.
Questions	
If the weather is nice, What will we do	will you go to the beach? if it rains?

We use the first conditional to talk about a condition and the result of this condition. You can start the sentence with the condition or the result.

Use *if* + present simple in the condition clause, and *will* / *won't* + infinitive in the result clause.

*If it's sunny at the weekend, I'll go to the park.*

*I won't go to the park if it rains at the weekend.*

British English Pronunciation

American English pronunciation

### PROPER NAMES

**Abebe Bikila** /ə'bi:bi: bi:'ki:lə:/ /ə'bi:bi'ki:lə/ an Ethiopian marathon runner

**Africa** /'æf.rɪ.kə/ /'æf.rɪ.kə/ the continent that is to the south of the Mediterranean Sea, to the east of the Atlantic Ocean, and to the west of the Indian Ocean

**Alana Smith** /ə'lænə smɪθ/ /ə'lænə smɪθ/ an American skateboarder

**Alton** /'æltən/ /'ɔltən/ a city on the Mississippi River in Illinois, in the US

**America** /ə'mer.ɪ.kə/ /ə'mer.ɪ.kə/ (also the Americas): the fourth largest continent

**Angelina Jolie** /ændʒə'li:nə 'dʒəʊli:/ /ændʒə'li:nə 'dʒəʊ'li/ an American actor

**Antarctica (n)** /,ænt'ɑ:ktɪkə/ /,ænt'ɑ:ktɪkə/ a continent in the Southern Hemisphere

**Arabic** /'ærəbɪk/ /'ærəbɪk/ the language of Arab people

**Argentina** /,ɑ:dʒən'ti:nə/ /,ɑ:r'dʒɛntʃə/ a Canadian seaport in Newfoundland

**Argentina** /,ɑ:dʒən'ti:nə/ /,ɑ:r'dʒɛn'ti:nə/ a country in South America

**Asia** /'eɪzə/ /'eɪzə/ the continent that is to the east of Europe, the west of the Pacific Ocean, and the north of the Indian Ocean

**Athens** /'æθɪnz/ /'æθɒnz/ the capital of Greece

**Australasia** /,ɔstrə'leɪzə/ /,ɔ:stɹə'leɪzə/ the continent and islands to the east of the Indian Ocean, the west of the Pacific Ocean, and the south of Asia

**Australia** /ə'streɪli:ə/ /ə'streɪljə/ a large island country and continent in the south-west Pacific Ocean

**Bangladesh** /,bæŋglə'de:ʃ/ /'bæŋlə'de:ʃ/ a country in South Asia

**Barcelona** /,bɑ:sri'ləʊnə/ /,bɑ:rs'loʊnə/ a famous city in Spain

**Beyoncé** /bi:'jɒnsɛi/ /bi:'jɒn'sei/ an American singer

**Boston** /'bɒstən/ /'bɒstən/ the capital and largest city in the US state of Massachusetts

**Brad Pitt** /'bræd pɪt/ /'bræd pɪt/ an American actor

**Brasilia** /brə'zɪl jə/ /brə'zɪl jə/ the federal capital of Brazil

**Brazil** /brə'zɪl/ /brə'zɪl/ a country in South America

**Brighton** /'braɪtən/ /'braɪtən/ a large coastal town in England

**Brisbane** /'brɪz beɪn/ /'brɪzbeɪn/ a seaport in and the capital of Queensland, Australia

**Cairo** /'kaɪrou/ /'kaɪrou/ the capital of Egypt

**California** /,kælə'fɔ:nɪə/ /,kælə'fɔ:njə/ a state in the west of the US

**Canada** /'kænədə/ /'kænədə/ a large country in the northern half of North America

**Caribbean** /,kærɪ'bi:ən/ /kə'rɪbiən/ from the region of the Caribbean Sea and its islands

**Central Park** /'sentrəl pɑ:k/ /'sentrəl pɑ:k/ the large park in the middle of Manhattan in New York City

**China** /'tʃaɪnə/ /'tʃaɪnə/ a country in eastern Asia

**Chris Hemsworth** /krɪs'hɛmzwɜ:θ/ /krɪs'hɛmzwɜ:θ/ an Australian actor

**Clonakilty** /'klɒnə'kɪlti/ /kloʊnə'kɪlti/ a town in County Cork, Ireland

**Covent Garden** /'kɒvənt 'gɑ:dn/ /'kɒvənt 'gɑ:dn/ a fashionable area in central London, England

**Daniel Radcliffe** /'dænjəl 'rædklɪf/ /'dænjəl 'rædklɪf/ an English actor

**Death Valley** /deθ'væli/ /deθ'væli/ a desert in the US states of California and Nevada

**Edinburgh** /'edɪnbərə/ /'edɒnbərəʊ/ the capital city of Scotland

**Edo Wonderland** /edəʊ'wʌndə'lænd/ /edəʊ'wʌndə'lænd/ a Japanese cultural theme park, in Nikko, Japan

**Egypt** /'i:ʒɪpt/ /'i:ʒɪpt/ a country in North Africa

**Emma Watson** /'emə'wɒtsən/ /'emə'wɒtsən/ an English actor

**Eton College** /'i:tən 'kɒlɪdʒ/ /'i:tən 'kɒlɪdʒ/ a public school for boys in Berkshire, England

**Europe** /'jʊərəp/ /'jʊərəp/ the continent that is to the east of the Atlantic Ocean, to the north of the Mediterranean, and to the west of Asia

**France** /'frɑ:ns/ /'fræns/ a country in Europe

**Greece** /gri:s/ /grɪs/ a country in Southeast Europe

**Greenwich** /'ɡrenɪtʃ/ /'ɡrenɪtʃ/ a town in South East London, England

**Harrods** /'hærədz/ /'herədz/ a large, fashionable and expensive department store

**Illinois** /,ɪlɪ'nɔɪ/ /,ɪlɪ'nɔɪ/ a state in the US Midwest

**India** /'ɪndiə/ /'ɪndiə/ a country in southern Asia

**Inge Sorensen** /'ɪŋgə'sɔ:rensən/ /'ɪŋgə'sɔ:rensən/ a Danish swimmer who won a medal in the 1936 Olympics in Berlin

**Ireland** /'aɪələnd/ /'aɪərlənd/ a province of the United Kingdom occupying the north-east part of Ireland

**Istanbul** /'ɪs tən,bʊl/ /'ɪs tən,bʊl/ a port in northwestern Turkey

**Italian** /'ɪtæliən/ /'ɪtæliən/ (a person) from Italy

**Italy** /'ɪtəli/ /'ɪtəli/ a country in southern Europe

**Jackson's Island** /'dʒæksənz'aɪlənd/ /'dʒæksənz'aɪlənd/ a fictional island on the Mississippi River in The Adventures of Tom Sawyer

**Jamaica** /dʒə'meɪkə/ /dʒə'meɪkə/ a large island country in the Caribbean

**Japan** /dʒə'pæn/ /dʒə'pæn/ a country consisting of a group of islands in eastern Asia

**Jennifer Lawrence** /'dʒenəfər'lɔ:rəns/ /'dʒenəfər'lɔ:rəns/ an American actor

**Johnny Depp** /'dʒɒni,dɛp/ /'dʒɒni dɛp/ an American actor

**Keanu Reeves** /ki:'ɑ:nu: rɪ:vz/ /ki:'ɑ:nu rɪvz/ an American actor

**Kingston** /'kɪŋstən/ /'kɪŋstən/ the capital of Jamaica

**Lady Gaga** /'leɪdi'gɑ:gə/ /'leɪdi gɑ:gə/ an American singer

**Lionel Messi** /'laɪən(r)'mesi/ /'laɪənəl'mesi/ a famous

Argentinian footballer

**London** /'lʌndən/ /'lʌndən/ the capital of England

**Marathon** /'mərəθən/ /'mɛrə,θən/ an historic town in Greece

**Martin Odegaard** /'mɑ:tɪn'ɔ:dgɑ:d/ /'mɑ:tən'ɔ:dgɑ:d/ a Norwegian footballer

**Mawsynram** /'mɔ:sɪnræm/ /'mɔ:sɪnræm/ a village in India; the wettest place on Earth

**Mexico City** /'meksɪkəʊ sɪtɪ/ /'meksɪkəʊ sɪtɪ/ the capital and largest city of Mexico

**Miami** /maɪ'æmi/ /maɪ'æmi/ a city in Florida, in the US

**Mississippi** /,mɪsə'sɪpi/ /,mɪsɪ'sɪpi/ a state in the south of the US

**Morocco** /mɔ'rɒkəʊ/ /mɔ'rɑ:kəʊ/ a country in North Africa

**Nelson's Column** /'nelznz'kɒləm/ /'nelznz'kɒləm/ a tall column with a statue of Lord Nelson in the middle of Trafalgar Square, London

**New York** /nju:'jɔ:k/ /nu'jɔ:k/ a city in the US

**Newfoundland** /nju:(:)'faʊndlənd/ /'nu:fəndlənd/ an island in the Canadian province of Newfoundland and Labrador

**Newport** /nju:'jɔ:k/ /nu'jɔ:k/ a city in South Wales

**Neymar** /'neɪmɑ:/ /'neɪmɑ:/ a famous Brazilian footballer

**Nikko** /'ni:kəʊ/ /'nikəʊ/ a city in Tochigi Prefecture, Japan

**North Pole** /,nɔ:θ'pəʊl/ /,nɔ:θ'pəʊl/ the point on the surface of the earth that is furthest north

**Norway** /'nɔ:wei/ /'nɔ:r,wei/ a country in northern Europe

**Notting Hill** /'nɒtɪŋ hɪl/ /'nɑtɪŋ hɪl/ an area of London, England, famous for the Notting Hill Festival

**Olympics** /ə'lɪmpɪks/ /ə'lɪmpɪks/ an international sports festival held every four years in a different country

**Oxford** /'ɒksfəd/ /'ɒksfɔ:d/ a historic university city in England

**Paris** /'pærɪs/ /'perɪs/ the capital of France

**Park Hang-seo** /pɑ:k hæŋ-'sɔ:/ /pɑ:k hæŋ-'sɔ:/ a South Korean football manager (manager of the Việt Nam national team)

**Persia** /'pɜ:ʃə/ /'pɜ:ʒə/ the old name for the country of Iran

**Rafael Nadal** /ræfai'æl na'da:l/ /ræfai'æl na'dal/ a famous Spanish tennis player

**Rio** /'ri:əʊ/ /'ri:əʊ/ short for Rio de Janeiro, the capital of Brazil

**Robert Downey Jr.** /'rɒbət 'daʊnee 'dʒu:njə/ /'rɒbət 'daʊni'dʒʊnjə/ an American actor

**Robert Wadlow** /'rɒbət 'wɒ,dləʊ/ /'rɒbət 'wɑ,dləʊ/ the tallest man in history

**Russian** /'rʌʃn/ /'rʌʃn/ (a person) from Russia

**Scotland** /'skɒtlənd/ /'skɑtlənd/ a country in the northernmost part of the UK

**Shanghai** /ʃæŋ'hai/ /'ʃæŋ'hai/ a large city in China

**South Africa** /səʊθ 'æfrɪkə/ /səʊθ 'æfrəkə/ the country at the southern tip of Africa

**South Pole** /,səʊθ 'pəʊl/ /,səʊθ 'pəʊl/ the point of the earth that is furthest south

**Spain** /speɪn/ /speɪn/ a country in south-western Europe

**Spanish** /'spæniʃ/ /'spæniʃ/ from or connected with Spain

**Sydney** /'sɪdni/ /'sɪdni/ a city in Australia

**Taylor Swift** /'teɪlə swɪft/ /'teɪlə swɪft/ an American singer

**Texas** /'teksəs/ /'teksəs/ a state in the US

**the IMAX** /ði 'aɪ,mæks/ /ði 'aɪ,mæks/ a cinema which allows you to watch films on very large screens

**the Mississippi River** /ðə ,mɪsə'sɪpi 'rɪvə/ /ðə ,mɪsɪ'sɪpi 'rɪvər/ the second-longest river in the US

**the Philippines** /ðə 'fɪlɪ,pɪ:nz/ /ðə 'fɪlə,pɪnz/ a country consisting of a group of islands in South East Asia

**The Savoy** /ðə sə'vɔɪ/ /ðə sə'vɔɪ/ a very comfortable and expensive hotel in London, England

**The Shard** /ðə ʃɑ:d/ /ðə ʃɑ:d/ a skyscraper and the tallest building in the UK

**the UK** /ðə ,ju: 'keɪ/ /ðə ,ju: 'keɪ/ a country off the north-western coast of mainland Europe consisting of England, Scotland, Wales and Northern Ireland

**the USA** /ðə ,ju: es 'eɪ/ /ðə ,ju: es 'eɪ/ a large country in North America consisting of 50 states and the District of Columbia

**the West End** /ðə west end/ /ðə west end/ the theatre district of London

**Tokyo** /'təʊkiəʊ/ /'təʊki,əʊ/ the capital of Japan

**Tokyo Disneyland** /'təʊkiəʊ 'dɪzni:lænd/ /'təʊki,əʊ 'dɪzni,lænd/ the first Disney amusement park to be built outside the US, in Japan

**Tom Schaar** /'tɒm ʃɑ:/ /'tɒm ʃɑ:/ an American professional skateboarder

**Turkey** /'tɜ:ki/ /'tɜ:ki/ a country in western Asia and south-eastern Europe

**Usain Bolt** /u:'seɪn bəʊlt/ /u:'seɪn bəʊlt/ a famous Jamaican sprinter (fast runner)

**Wales** /weɪlz/ /weɪlz/ a country in the west of the United Kingdom

**Washington** /'wɒʃɪŋtən/ /'wɒʃɪŋtən/ a state in the US

**Witney** /'wɪtni:/ /'wɪtni/ a historic market town near to Oxford, England

**Yiruma** /ji'rumæ:/ /ji:'ru:mæ:/ a South Korean pianist and composer

**York** /jɔ:k/ /jɔ:k/ a city in the UK

## STARTER UNIT

**continent (n)** /'kɒntɪnənt/ /'kɑ:ntɪnənt/ one of the seven main areas of land in the world, for example Africa, Asia or Europe: *lục địa, châu lục*

**capital (n)** /'kæpɪtl/ /'kæpɪtl/ the most important city in a country, where the government is: *thủ đô*

**cover (n)** /'kʌvə(r)/ /'kʌvər/ a thing that you put over another thing, for example to keep it safe: *vật che phủ, ốp lưng (điện thoại), bìa sách...*

**currency (n)** /'kʌrənsi/ /'kɜ:rənsi/ the money that a country uses: *hệ thống tiền tệ*

**dictionary (n)** /'dɪkʃənri/ /'dɪkʃənəri/ a book that gives words from A to Z and explains what each word means: *từ điển*

**especially (adv)** /ɪ'speʃəli/ /ɪ'speʃəli/ more than usual or more than others: *đặt biệt, nhất là*

**ID card (n)** /,aɪ 'di:kɑ:d/ /,aɪ 'di:kɑ:rd/ a card with a person's name, date of birth, photograph, etc. on it that proves who they are: *thẻ căn cước, giấy chứng minh*

**interested (adj)** /'ɪntrəstɪd/ /'ɪntrəstɪd/ wanting to know more about somebody or something: *quan tâm đến*

**interesting (adj)** /'ɪntrəstɪŋ/ /'ɪntrəstɪŋ/ A person or thing that is interesting makes you want to know more about them: *thú vị*

**nationality (n)** /,næʃə'næləti/ /,næʃə'næləti/ the state of belonging to a certain country: *quốc tịch*

**photography (n)** /fə'tɒgrəfi/ /fə'tɑ:grəfi/ taking photographs:  *nhiếp ảnh*

**speaker (n)** /'spi:kə(r)/ /'spi:kər/ a piece of electrical equipment for playing recorded sound: *loa*

**tom yum (n)** /,tɒm 'jʌm/ /,tɒm 'jɑ:m/ a spicy soup from Thailand, usually cooked with prawns: *món tom yum*

**unpopular (adj)** /ʌn'pɒpjələ(r)/ /ʌn'pɑ:pjələ(r)/ not liked by many people; not popular: *không được nhiều người ưa chuộng*

## UNIT 1

**cabin (n)** /'kæbɪn/ /'kæbɪn/ a small bedroom on a ship: *buồng nhỏ / khoang trên tàu thủy, máy bay*

**chef (n)** /ʃeɪ/ /ʃef/ a professional cook, especially the head cook in a hotel or restaurant: *bếp trưởng*

**climbing wall (n)** /'klaɪmɪŋ wɔ:l/ /'klaɪmɪŋ wɔ:l/ a wall with parts to hold onto, usually inside a building, for people to practise climbing on: *tường leo (dùng cho môn leo núi trong nhà)*

**cruise ship (n)** /'kru:z ʃɪp/ /'kru:z ʃɪp/ a large ship on which you visit different places, especially as a holiday/vacation: *tàu du lịch trên biển*

**description (n)** /dɪ'skrɪpʃn/ /dɪ'skrɪpʃn/ words that tell what somebody or something is like or what happened: *văn miêu tả*

**flat (n)** /flæt/ /flæt/ a group of rooms for living in, usually on one floor of a house or big building: *căn hộ*

**modern (adj)** /'mɒdn/ /'mɑ:dərn/ of the present time or recent times; of the kind that is usual now: *hiện đại*

**monument (n)** /'mɒnjumənt/ /'mɑ:njʌmənt/ a thing that is built to help people remember a person or something that happened: *đài tưởng niệm*

**old part (n)** /'əʊld pɑ:t/ /'oʊld pɑ:rt/ an area of a town or city which is older than the rest: *khu phố cổ*

**population (n)** /,pɒpjʊ'leɪʃn/ /,pɑ:pju'leɪʃn/ the number of people who live in a place: *dân số*

**square (n)** /skweə(r)/ /skwer/ an open space in a town with buildings around it: *quảng trường*

**tourist (n)** /'tuərɪst/ /'tʊrɪst/ a person who visits a place on holiday: *du khách*

**transport (n)** /'trænspɔ:t/ /'trænspɔ:rt/ a way of carrying people or things from one place to another: *sự vận chuyển*

## UNIT 2

**add (v)** /æd/ /æd/ to put something with something else: *thêm vào*  
**barbecue (n)** /'bɑ:bɪkju:/ /'bɑ:bɪkju:/ a party where you cook food on a fire outside: *tiệc nướng ngoài trời*  
**carnival (n)** /'kɑ:nɪvl/ /'kɑ:nɪvl/ a public festival that takes place in the streets with music and dancing: *lễ hội âm nhạc đường phố*  
**celebrate (n)** /'selɪbreɪt/ /'selɪbreɪt/ to do something to show that you are happy for a special reason or because it is a special day: *tổ chức lễ kỉ niệm*  
**celebration (n)** /,selɪ'breɪʃn/ /,selɪ'breɪʃn/ a time when you enjoy yourself because you have a special reason to be happy: *lễ kỉ niệm*  
**celebrity (n)** /sə'lebrəti/ /sə'lebrəti/ a famous person: *người nổi tiếng*  
**culture quiz (n)** /'kʌltʃə kwɪz/ /'kʌltʃə kwɪz/ a competition or game in which people answer questions about customs, art, books, religion, etc: *cuộc thi tìm hiểu về văn hóa*  
**general (adj)** /'dʒenrəl/ /'dʒenrəl/ not in detail: *chung, phổ biến*  
**international (adj)** /,ɪntə'næʃnəl/ /,ɪntə'næʃnəl/ between different countries: *mang tính quốc tế*  
**mini (adj)** /'mi:ni/ /'mi:ni/ very small: *rất nhỏ*  
**organised (adj)** /'ɔ:ɡənəɪzd/ /'ɔ:ɡənəɪzd/ with everything planned or arranged: *có trật tự, có sẵn nắp*  
**parent (n)** /'peərənt/ /'peərənt/ a mother or father: *cha / mẹ*  
**polar bear (n)** /'pəʊlə beə(r)/ /'pəʊlə beə(r)/ a white bear that lives near the North Pole: *gấu Bắc Cực*  
**relax (v)** /rɪ'læks/ /rɪ'læks/ to rest and be calm; to become less worried or angry: *thư giãn*  
**welcome (adj)** /'welkəm/ /'welkəm/ If somebody or something is welcome, you are happy to see them or it: *được chào đón*

## UNIT 3

**adopt (v)** /ə'dɒpt/ /ə'dɑ:pt/ to take the child of another person into your family and treat them as your own child by law: *nhận làm con nuôi*  
**amazing (adj)** /ə'meɪzɪŋ/ /ə'meɪzɪŋ/ If something is amazing, it surprises you very much and is difficult to believe: *kinh ngạc*  
**around (adv)** /ə'raʊnd/ /ə'raʊnd/ a little more or less than; a little before or after: *khoảng chừng, xấp xỉ*  
**article (n)** /'ɑ:tɪkl/ /'ɑ:rtɪkl/ a piece of writing in a newspaper or magazine: *bài báo*  
**become extinct (verb phrase)** /bɪ,kʌm ɪk'stɪŋkt/ /bɪ,kʌm ɪk'stɪŋkt/ to be no longer in existence: *tuyệt chủng*  
**close-up (n)** /'kləʊs ʌp/ /'kləʊs ʌp/ a photograph, or picture in a film/movie, taken very close to somebody/something so that it shows a lot of detail: *chân cảnh*  
**common (adj)** /'kɒmən/ /'kɑ:mən/ happening often or found in many places: *phổ biến, chung chung*  
**communicate (v)** /kə'mju:nɪkeɪt/ /kə'mju:nɪkeɪt/ to share and exchange information, ideas or feelings with somebody: *giao tiếp*  
**creature (n)** /'kri:tʃə(r)/ /'kri:tʃə(r)/ any living thing that is not a plant, etc: *sinh vật*  
**danger (n)** /'deɪndʒə(r)/ /'deɪndʒə(r)/ the possibility that something bad may happen: *mối nguy hiểm*  
**Delacour's Langur (n)** /'deləkɔ:z 'læŋgə(r)/ /'deləkɔ:z 'læŋgə(r)/ a type of medium-sized monkey with a long tail that lives in northern Việt Nam: *vượn đen hông trắng*  
**dull (adj)** /dʌl/ /dʌl/ not interesting or exciting: *chán ngắt, buồn tẻ*  
**leaflet (n)** /'li:flət/ /'li:flət/ a piece of paper with writing on it that gives information about something: *tờ rơi quảng cáo*

**like (prep)** /laɪk/ /laɪk/ the same as somebody or something: *giống, giống như*  
**national park (n)** /,næʃnəl 'pɑ:k/ /,næʃnəl 'pɑ:rk/ a large area of beautiful land that is protected by the government so that people can enjoy it: *công viên quốc gia*  
**option (n)** /'ɒpʃn/ /'ɑ:pʃn/ a thing that you can choose: *tùy chọn*  
**pollution (n)** /pə'lu:ʃn/ /pə'lu:ʃn/ the action of making the air, rivers, etc. dirty and dangerous: *sự ô nhiễm*  
**protect (v)** /prə'tekt/ /prə'tekt/ to keep somebody or something safe: *bảo vệ*  
**rare (adj)** /reə(r)/ /reə(r)/ If something is rare, you do not find or see it often: *hiếm, ít có*  
**situation (n)** /,sɪtʃu'eɪʃn/ /,sɪtʃu'eɪʃn/ the things that are happening in a certain place or at a certain time: *trình hình, hoàn cảnh*  
**species (n)** /'spi:ʃi:z/ /'spi:ʃi:z/ a group of animals or plants that are the same and can breed to make new animals or plants together: *loài*  
**such as (phrase)** /'sʌtʃ əz/ /'sʌtʃ əz/ words that you use to give an example: *như là*  
**survive (v)** /sə'vaɪv/ /sə'vaɪv/ to continue to live in or after a difficult or dangerous time: *sống sót*  
**weird (adj)** /weɪd/ /weɪd/ very strange: *kì lạ, khác thường*  
**weigh (v)** /wei/ /wei/ to measure how heavy somebody or something is using a machine (called scales): *cân nặng*  
**wildlife (n)** /'waɪldlaɪf/ /'waɪldlaɪf/ animals and plants in nature: *động thực vật hoang dã*

## UNIT 4

**boarding school (n)** /'bɔ:rdɪŋ sku:l/ /'bɔ:rdɪŋ sku:l/ a school where the pupils live: *trường nội trú*  
**check (v)** /tʃek/ /tʃek/ to look at something to see that it is right, good or safe: *kiểm tra*  
**compulsory (adj)** /kəm'pʌlsəri/ /kəm'pʌlsəri/ If something is compulsory, you must do it: *bắt buộc*  
**concentrate (v)** /'kɒnsntreɪt/ /'kɑ:nsntreɪt/ to give all your attention to something: *tập trung*  
**digital learning (n)** /'dɪdʒɪtl 'lɜ:nɪŋ/ /'dɪdʒɪtl 'lɜ:rnɪŋ/ any type of learning that is accompanied by digital technology: *học tập bằng công nghệ số*  
**genius (n)** /'dʒi:niəs/ /'dʒi:niəs/ a very clever person: *thiên tài*  
**grammar (n)** /'græmə(r)/ /'græmə(r)/ the rules that tell you how to put words together when you speak or write: *ngữ pháp*  
**ICT (Information and Communication Technology) (n)** /aɪ si: 'ti:z/, /,ɪnfə'meɪʃn ən kə,mju:nɪ,keɪʃn tek'nɒlədʒi/ /aɪ si: 'ti:z/, /,ɪnfə'meɪʃn ən kə,mju:nɪ,keɪʃn tek'nɑ:lədʒi/ the abbreviation for 'information and communications technology' (the study of the use of computers, the internet, video, and other technology as a subject at school): *môn Tin học*  
**lottery (n)** /'lɒtəri/ /'lɑ:təri/ a game where you buy a ticket with numbers on it. You win money if your numbers are chosen: *trò chơi xổ số*  
**medium-sized (adj)** /'mi:diəm saɪzd/ /'mi:diəm saɪzd/ of average size: *cỡ vừa*  
**mime (v)** /maɪm/ /maɪm/ to tell a story or to tell somebody something by moving your face, hands and body, without speaking: *diễn kịch câm*  
**PE (Physical Education) (n)** /,pi: 'i:z/, /,fɪzɪkl edʒu'keɪʃn/ /,pi: 'i:z/, /,fɪzɪkl edʒu'keɪʃn/ the abbreviation for 'physical education' (sport and exercise that is taught in schools): *môn Giáo dục thể chất*  
**practical (adj)** /'præktɪkl/ /'præktɪkl/ something that is real and useful: *thực tế*

**practise (v)** /'præktɪs/ /'præktɪs/ to do something many times so that you will do it well: *thực hành*

**private school (n)** /'praɪvət 'sku:l/ /'praɪvət 'sku:l/ a school that receives no money from the government and where the education of the students is paid for by their parents: *trường tư thục*

**project (n)** /'prɒdʒekt/ /'prɑ:dʒekt/ a big plan to do something: *dự án*

**secondary school (n)** /'sekəndri sku:l/ /'sekəndəri sku:l/ a school for young people between the ages of 11 and 14: *trường trung học cơ sở*

**strict (adj)** /strikt/ /strikt/ If you are strict, you make people do what you want and do not allow them to behave badly: *ng nghiêm khắt*

**textbook (n)** /'tekstbʊk/ /'tekstbʊk/ a book that teaches you about something: *sách giáo khoa*

**traditional (adj)** /trə'dɪʃənəl/ /trə'dɪʃənəl/ being part of the beliefs, customs or way of life of a particular group of people, that have not changed for a long time: *truyền thống*

## UNIT 5

**active (adj)** /'æktɪv/ /'æktɪv/ If you are active, you are always busy and able to do a lot of things: *năng động, tích cực*

**blog (n)** /blɒg/ /blɔ:ɡ/ a personal record that somebody puts on their website saying what they do every day and what they think about things: *nhật kí trên mạng*

**cent (n)** /sent/ /sent/ a small coin that people use in many countries around the world. There are 100 cents in a dollar or a euro: *đồng xu Mỹ hoặc Châu Âu*

**chop (v)** /tʃɒp/ /tʃɑ:p/ to cut something into pieces with a knife, etc: *chẻ ra*

**couch potato (n)** /'kaʊtʃ pə'tetəʊ/ /'kaʊtʃ pə'tetəʊ/ a person who spends a lot of time sitting and watching TV: *người nghiện truyền hình*

**dollar (n)** /'dɒlə(r)/ /'dɑ:lə(r)/ a unit of money that people use in the US, Canada, Australia and some other countries. There are 100 cents in a dollar: *đồng đô la*

**enormous (adj)** /ɪ'nɔ:məs/ /ɪ'nɔ:məs/ very big: *khổng lồ, đồ sộ*

**euro (n)** /'jʊərəʊ/ /'jʊrəʊ/ a unit of money that is used in many countries of the European Union: *đồng euro*

**finally (adv)** /'faɪnəli/ /'faɪnəli/ after a long time: *cuối cùng, rất cuối*

**fit (adj)** /fɪt/ /fɪt/ to be the right shape and size for somebody/ something: *gọn gàng (cơ thể)*

**fizzy drink (n)** /'fɪzi 'drɪŋk/ /'fɪzi 'drɪŋk/ a drink which has bubbles of gas in it: *đồ uống sủi bọt có ga*

**habit (n)** /'hæbɪt/ /'hæbɪt/ something that you do very often: *thói quen*

**health (n)** /helθ/ /helθ/ the condition of your body: *sức khỏe*

**healthy (adj)** /'helθi/ /'helθi/ well; not often ill: *khỏe mạnh*

**ingredient (n)** /ɪn'ɡri:diənt/ /ɪn'ɡri:diənt/ one of the things that you put in when you make something to eat: *nguyên liệu*

**lamb (n)** /læm/ /læm/ meat from a lamb: *thịt cừu non*

**lasagne (n)** /lə'zænjə/ /lə'zæ:njə/ an Italian dish made from layers of lasagne, finely chopped meat and/or vegetables and white sauce: *món mì Ý lasagne*

**lifestyle (n)** /'laɪfstɑɪl/ /'laɪfstɑɪl/ the way that you live: *lối sống*

**main course (n)** /,meɪn 'kɔ:s/ /,meɪn 'kɔ:rs/ the main dish of the meal: *món chính (trong một bữa ăn)*

**mind (v)** /maɪnd/ /maɪnd/ to feel unhappy or angry about something: *bận tâm*

**mineral water (n)** /'mɪnərəl wɔ:tə(r)/ /'mɪnərəl wɔ:tə(r)/ water with minerals in it, that comes from the ground: *nước khoáng*

**nut (n)** /nʌt/ /nʌt/ small hard fruit with very hard shell that grows on trees: *quả hạch (các loại quả có vỏ cứng)*

**olive (n)** /'ɒlɪv/ /'ɑ:lɪv/ a small green or black fruit, that people eat or make into oil: *quả ô-liu*

**pence (n)** /pens/ /pens/ plural of penny, a small British coin. There are 100 pence in a pound: *đồng xu Anh*

**pepper (n)** /'pepə(r)/ /'pepə(r)/ a red, green or yellow vegetable that is almost empty inside: *quả ớt chuông*

**pound (n)** /paʊnd/ /paʊnd/ a unit of money that people use in Britain: *đồng bảng Anh*

**serve (v)** /sɜ:v/ /sɜ:rv/ to give food or drink to somebody: *phục vụ*

**starter (n)** /'stɑ:tə(r)/ /'stɑ:rtə(r)/ a small amount of food that you eat as the first part of a meal: *món khai vị*

**sumo wrestler (n)** /'su:məʊ reslə(r)/ /'su:məʊ reslə(r)/ somebody who does a Japanese style of wrestling, in which the people taking part are extremely large: *đô vật su-mô (Nhật bản)*

**tasty (adj)** /'teɪsti/ /'teɪsti/ good to eat: *ngon, vừa ăn*

**train (v)** /treɪn/ /treɪn/ to teach a person or an animal to do something: *huấn luyện*

**tuna (n)** /'tju:nə/ /'tu:nə/ a large fish that lives in the sea and that you can eat: *cá ngừ*

**typical (adj)** /'tɪpɪkl/ /'tɪpɪkl/ Something that is typical is a good example of its kind: *điển hình*

**unfit (adj)** /ʌn'fɪt/ /ʌn'fɪt/ not good enough or not right for something: *không phù hợp*

**vegetarian (n)** /,vedʒə'teəriən/ /,vedʒə'teəriən/ a person who does not eat meat or fish: *người ăn chay*

**vending machine (n)** /'vendɪŋ məʃi:n/ /'vendɪŋ məʃi:n/ a machine from which you can buy drinks, cigarettes, etc by putting coins in it: *máy bán hàng tự động*

**vitamin (n)** /'vɪtəmin/ /'vaɪtəmin/ one of the things in food that you need to be healthy: *vi-ta-min*

## UNIT 6

**athlete (n)** /'æθli:t/ /'æθli:t/ a person who is good at sports like running or jumping, especially one who takes part in sports competitions: *vận động viên điền kinh*

**athletics (n)** /æθ'letɪks/ /æθ'letɪks/ sports like running, jumping and throwing: *môn điền kinh*

**battle (n)** /'bætl/ a fight between armies in a war: *trận đánh, chiến trận*

**break a record (verb phrase)** /,breɪk ə'rekɔ:d/ /,breɪk ə'rekɔ:d/ to achieve the highest score or biggest achievement for doing something: *phá kỉ lục*

**brilliant (adj)** /'brɪliənt/ /'brɪliənt/ extremely clever or impressive: *kiệt xuất, tuyệt vời*

**bronze medal (n)** /brɒnz 'medl/ /brɑ:nz 'medl/ a disk-shaped prize made of or covered with bronze that is given to a person or team that is third in a competition: *huy chương đồng*

**career (n)** /kə'rɪə(r)/ /kə'rɪə(r)/ a job that you learn to do and then do for many years: *sự nghiệp*

**champion (n)** /'tʃæmpiən/ /'tʃæmpiən/ a person who is the best at a sport or game: *nhà vô địch*

**compete (v)** /kəm'pi:t/ /kəm'pi:t/ to try to win a race or a competition: *thi đấu*

**competitor (n)** /kəm'petɪtə(r)/ /kəm'petɪtə(r)/ a person who is trying to win a competition: *đấu thủ*

**event (n)** /ɪ'vent/ /ɪ'vent/ one of the races or competitions in a sports programme: *môn thi đấu*

**gold medal (adj)** /gəʊld 'medl/ /gəʊld 'medl/ a disk-shaped prize made of or covered with gold that is given to a person or team that wins a competition: *huy chương vàng*



**gymnastics (n)** /dʒɪm'næstɪks/ /dʒɪm'næstɪks/ physical exercises, often using special equipment, that develop and show the body's strength and ability to move and bend easily, often done as a sport in competitions: *môn thể dục dụng cụ*  
**marathon (n)** /'mærəθɒn/ /'mærəθɑ:n/ a very long race when people run about 42 kilometres: *cuộc chạy đua đường dài*  
**medallist (n)** /'medəlɪst/ /'medəlɪst/ a person who has won a medal, especially in sport: *người được tặng thưởng huy chương*  
**messenger (n)** /'mesɪndʒə(r)/ /'mesɪndʒər/ a person who brings a message: *sứ giả*  
**moment (n)** /'məʊmənt/ /'moumənt/ a very short time: *khoảnh khắc*  
**rugby (n)** /'rʌɡbi/ /'rʌɡbi/ a game played by two teams of 13 or 15 players, using an oval ball which may be kicked or carried: *môn bóng bầu dục*  
**spectator (n)** /spek'teɪtə(r)/ /'spekteɪtər/ a person who is watching an event, especially a sports event: *khán giả (xem thể thao)*  
**sprint (n)** /sprɪnt/ /sprɪnt/ to run a short distance very fast: *môn chạy nước rút*  
**war (n)** /wɔ:(r)/ /wɔ:r/ a situation in which two or more countries or groups of people fight against each other over a period of time: *chiến tranh, cuộc chiến*  
**wrestling (n)** /'reslɪŋ/ /'reslɪŋ/ a sport in which two people fight and try to throw each other to the ground: *môn đấu vật*

## UNIT 7

**actor (n)** /'æktə(r)/ /'æktər/ a man or woman who acts in plays, films or television programmes: *diễn viên*  
**avatar (n)** /'ævətɑ:(r)/ /'ævətɑ:r/ a picture of a person or an animal that represents a particular computer user, on a computer screen: *ảnh đại diện (trên máy tính, điện thoại)*  
**average (adj)** /'ævərɪdʒ/ /'ævərɪdʒ/ normal or usual: *trung bình*  
**bald (adj)** /bɔ:ld/ /bɔ:ld/ with no hair or not much hair: *hói (đầu)*  
**campsite (n)** /'kæmpsaɪt/ /'kæmpsaɪt/ a place where you can stay in a tent: *nơi cắm trại*  
**exactly (adv)** /ɪg'zæktli/ /ɪg'zæktli/ in every way or detail: *chính xác*  
**gentle (adj)** /'dʒentl/ /'dʒentl/ quiet and kind: *lịch thiệp*  
**get a qualification (verb phrase)** /,get ə ,kwɒlɪfɪ'keɪʃn/ /,get ə ,kwa:lɪfɪ'keɪʃn/ to pass an exam or course of study in a skill or academic subject: *lấy bằng*  
**giant (n)** /'dʒaɪənt/ /'dʒaɪənt/ (in stories) a very big tall person: *người khổng lồ*  
**height (n)** /haɪt/ /haɪt/ how far it is from the bottom to the top of somebody or something: *độ cao*  
**key moment (n)** /,ki:'məʊmənt/ /,ki:'moumənt/ a short amount of time in which something important happens: *giây phút long trọng, giờ phút thiêng liêng*  
**list (n)** /lɪst/ /lɪst/ a lot of names or other things that you write or say, one after another: *danh sách*  
**logical order (n)** /,lɒdʒɪkl 'ɔ:də(r)/ /,lɔ:dʒɪkl 'ɔ:rdər/ people or things in an order which makes sense: *trật tự hợp lý*  
**omit (v)** /ə'mɪt/ /ə'mɪt/ to not include something: *bỏ qua*  
**overweight (adj)** /,əʊvə'weɪt/ /,əʊvər'weɪt/ too heavy or fat: *thừa cân*  
**react (v)** /rɪ'ækt/ /rɪ'ækt/ to say or do something because something has happened: *phản ứng*  
**slim (adj)** /slɪm/ /slɪm/ thin, but not too thin: *mảnh khảnh, thon thả*  
**spiky (adj)** /'spaɪki/ /'spaɪki/ having sharp points: *(tóc) đầu đinh*  
**surfing (n)** /'sɜ:flɪŋ/ /'sɜ:rfɪŋ/ the sport of riding on waves while standing on a surfboard: *môn lướt sóng*

**tutor (n)** /'tju:tə(r)/ /'tu:tər/ a teacher who teaches one person or a small group: *gia sư*  
**university (n)** /,ju:nɪ'vɜ:səti/ /,ju:nɪ'vɜ:rsəti/ a place of higher education: *trường đại học*

## UNIT 8

**awesome** /'ɔ:səʊm/ /'ɑ:səʊm/ causing feelings of great admiration, respect, or fear: *tuyệt vời*  
**cable car (n)** /'keɪbəl ,kɑ:(r)/ /'keɪbəl ,kɑ:r/ a vehicle that hangs from and is moved by a cable and transports people up steep slopes: *xe cáp treo*  
**Cool! (adj)** /ku:l/ /ku:l/ People say Cool! to show that they think something is a good idea.: *Ý kiến hay đấy!*  
**cyclist (n)** /'saɪklɪst/ /'saɪklɪst/ a person who rides a bicycle: *người đi xe đạp*  
**ferry (n)** /'feri/ /'feri/ a boat or ship for taking passengers and often vehicles across an area of water, especially as a regular service: *phà*  
**guidebook (n)** /'gaɪdbʊk/ /'gaɪdbʊk/ a book that gives information about a place for travellers or tourists: *sách hướng dẫn*  
**huge (adj)** /hju:dʒ/ /hju:dʒ/ very big: *khổng lồ*  
**icy (adj)** /'aɪsi/ /'aɪsi/ covered with ice: *phủ đầy băng*  
**magnificent** /mæg'nɪf.ɪ.sənt/ /mæg'nɪf.ə.sənt/ very good, beautiful, or deserving to be admired: *lộng lẫy, gây xúc động*  
**outdoor (adj)** /'aʊtdɔ:(r)/ /'aʊtdɔ:r/ happening, existing or used outside a building: *ngoài trời*  
**plan (n)** /plæn/ /plæn/ something that you have decided to do and how you are going to do it: *kế hoạch*  
**post a comment (verb phrase)** /,pəʊst ə 'kɒment/ /,pəʊst ə 'kɑ:ment/ write a short comment in reply to an article or post on the internet: *đăng tải một bình luận*  
**probably (adv)** /'prɒbəbli/ /'prɑ:bəbli/ almost certainly: *hầu như chắc chắn*  
**promise (v)** /'prɒmɪs/ /'pra:mɪs/ to say that you will certainly do or not do something: *hứa hẹn*  
**subway train (n)** /'sʌbweɪ treɪn/ /'sʌbweɪ treɪn/ an electric train travels through tunnels below ground: *xe điện ngầm*  
**tram (n)** /'træm/ /'træm/ an electric vehicle usually in cities that goes along metal tracks in the road: *xe điện*  
**trolleybus (n)** /'trɒləbʌs/ /'trɑ:lɪbʌs/ a bus driven by electricity from a cable above the street: *xe điện bánh hơi (không có đường ray)*

## CLIL

## UNIT 1

**imaginary (adj)** /ɪ'mædʒɪnəri/ /ɪ'mædʒɪneri/ not real; only in your mind: *tưởng tượng, không có thật*  
**legend (n)** /'ledʒənd/ /'ledʒənd/ an old story that is perhaps not true: *huyền thoại*  
**representation (n)** /,reprɪzen'teɪʃn/ /,reprɪzen'teɪʃn/ the way that somebody/something is shown or described; something that shows or describes something: *sự đại diện, sự tượng trưng*  
**scale (n)** /skeɪl/ /skeɪl/ how distances are shown on a map: *tỉ lệ (trên bản đồ)*  
**symbol (n)** /'sɪmbl/ /'sɪmbl/ a mark, sign or picture that has a special meaning: *biểu tượng*

## UNIT 2

**Greenwich Mean Time (GMT) (n)** /,ɡrenɪtʃ 'mi:n taɪm/ /,ɡrenɪtʃ 'mi:n taɪm/ the time at Greenwich, Greater London, that world time zones are based on: *thời gian theo kinh tuyến gốc Greenwich*

**longitude (n)** /'lɒŋɡɪtʃu:d/ /'lɑ:ndʒətu:d/ the distance of a place east or west of the Greenwich meridian, measured in degrees: *kinh độ*

**Prime Meridian (n)** /praɪm mə'ri:d.i.ən/ /praɪm mə'ri:d.i.ən/ the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured: *đường kinh tuyến gốc*

**rotate (v)** /rəʊ'teɪt/ /'rəʊteɪt/ to move or turn around a central fixed point: *quay, xoay quanh*

**time zone (n)** /'taɪm zəʊn/ /'taɪm zəʊn/ one of the 24 areas that the world is divided into, each with its own time that is one hour earlier than that of the time zone immediately to the east: *múi giờ*

### UNIT 3

**amphibian (n)** /æm'fɪbiən/ /æm'fɪbiən/ an animal that can live both on land and in water: *động vật lưỡng cư*

**backbone (n)** /'bækboʊn/ /'bækboʊn/ the line of bones down the back of your body: *xương sống*

**cold-blooded (adj)** /'kəʊld 'blʌdɪd/ /'kəʊld 'blʌdɪd/ having a blood temperature that changes with the temperature of the surroundings: (*động vật*) *máu lạnh*

**feather (n)** /'feðə(r)/ /'feðə(r)/ one of the light, soft things that grow in a bird's skin and cover its body: *lông vũ*

**fin (n)** /fɪn/ /fɪn/ one of the thin flat parts on a fish that help it to swim: *vây (cá)*

**gill (n)** /ɡɪl/ /ɡɪl/ the part on each side of a fish that it breathes through: *mang (cá)*

**lay eggs (verb phrase)** /leɪ 'egz/ /leɪ 'egz/ to produce an egg (the young of animals such as birds, insects, fish, etc.): *đẻ trứng*

**lung (n)** /lʌŋ/ /lʌŋ/ one of the two parts inside your body that you use for breathing: *lá phổi*

**mammal (n)** /'mæml/ /'mæml/ any animal that drinks milk from its mother's body when it is young: *động vật có vú*

**reptile (n)** /'reptail/ /'reptail/ any animal with cold blood that lays eggs. Snakes are reptiles: *động vật bò sát*

**scale (n)** /skeɪl/ /skeɪl/ one of the flat hard things that cover the body of animals like fish and snakes: *vảy (cá, rắn...)*

**vertebrate (n)** /'vɜ:tɪbrət/ /'vɜ:tɪbrət/ an animal, bird or fish that has a backbone: *động vật có xương sống*

**warm-blooded (adj)** /'wɔ:m 'blʌdɪd/ /'wɔ:m 'blʌdɪd/ (used about animals) having a blood temperature that does not change if the temperature of the surroundings changes: (*động vật*) *máu nóng*

### UNIT 5

**carbohydrate (n)** /'kɑ:bəʊ'hɑ:dreɪt/ /'kɑ:rboʊ'hɑ:dreɪt/ one of the substances in food, for example sugar, that gives your body energy: *hidratcacbon (chất bột đường)*

**disease (n)** /dɪ'zi:z/ /dɪ'zi:z/ an illness, especially one that you can catch from another person: *bệnh tật*

**energy (n)** /'enədʒi/ /'enədʒi/ the ability to be active without getting tired: *năng lượng*

**minerals (n)** /'mɪnərəlz/ /'mɪnərəlz/ substances that are naturally present in some food and drink and in the human body and are essential for good health: *khoáng chất*

**protein (n)** /'prəʊti:n/ /'prəʊti:n/ a substance in foods such as meat, fish and beans. Protein helps you to grow and stay healthy: *chất đạm*

### UNIT 7

**pipe (n)** /paɪp/ /paɪp/ a tube with a small bowl at one end that is used for smoking tobacco: *tẩu thuốc, ống điếu*

**sleep out (phr v)** /sli:p 'aʊt/ /sli:p 'aʊt/ to sleep outside, for example, in a tent: *ngủ ngoài trời*

## CULTURE

### UNIT 4

**homeschooled (adj)** /'həʊm'sku:lɪd/ /'həʊm'sku:lɪd/ educated at home, not in a school: *học tại nhà*

**lonely (adj)** /'ləʊnli/ /'ləʊnli/ unhappy because you have no friends or people to talk to: *cô đơn, cô độc*

**negative (adj)** /'negətɪv/ /'negətɪv/ bad or harmful: *tiêu cực*

**positive (adj)** /'pɒzətɪv/ /'pɒzətɪv/ effective, useful: *tích cực*

**speed (n)** /spi:d/ /spi:d/ the rate at which somebody or something moves: *tốc độ*

**work out (verb phrase)** /wɜ:k 'aʊt/ /wɜ:rk 'aʊt/ to train the body by physical exercise: *luyện tập thể dục*

### UNIT 6

**championship (n)** /'tʃæmpɪənʃɪp/ /'tʃæmpɪənʃɪp/ a competition to find the best player or team in a particular sport: *giải vô địch*

### UNIT 8

**especially (adv)** /ɪ'speʃəli/ /ɪ'speʃəli/ more than usual or more than others: *đặc biệt là*

**rollercoaster (n)** /'rəʊləkəʊstə(r)/ /'rəʊlərkəʊstə(r)/ a track at a fairground that goes up and down very steep slopes and that people ride on in a small train for fun and excitement: *tàu lượn cao tốc (trong công viên)*

**scary (adj)** /'skeəri/ /'skerɪ/ frightening: *rùng rợn, kinh hoàng*

**technology (n)** /tek'nɒlədʒi/ /tek'nɑ:lədʒi/ knowing about science and about how things work, and using this to build and make things: *công nghệ*

**thrill ride (n)** /'θrɪl raɪd/ /'θrɪl raɪd/ a ride at an amusement park that makes you feel very excited and frightened at the same time: *trò chơi cảm giác mạnh ở công viên giải trí*

**water ride (n)** /'wɔ:tə(r) raɪd/ /'wɔ:tə(r) raɪd/ a ride at an amusement park which involves water: *trò chơi trượt nước ở công viên giải trí*

## EXTRA LISTENING AND SPEAKING

### UNIT 2

**contact (v)** /'kɒntækt/ /'kɑ:ntækt/ to telephone or write to somebody, or go to see them: *liên hệ*

### UNIT 3

**aquarium (n)** /ə'kwɛəriəm/ /ə'kwɛəriəm/ a building where people can go to see fish and other water animals: *viện hải dương học, công viên thủy sinh*

**shark (n)** /ʃɑ:k/ /ʃɑ:rk/ a big fish that lives in the sea. Some sharks have sharp teeth and are dangerous: *con cá mập*

**type (n)** /taɪp/ /taɪp/ a group of things that are the same in some way: *loại, kiểu, nhóm*

### UNIT 4

**folder (n)** /'fəʊldə(r)/ /'fəʊldə(r)/ a cover made of cardboard or plastic for keeping papers in: *bìa kẹp hồ sơ*

### UNIT 5

**fruit salad (n)** /'fru:t 'sæləd/ /'fru:t 'sæləd/ a cold dessert consisting of small pieces of different types of fruit: *nộm hoa quả*

**gram (n)** /græm/ /græm/ a measure of weight. There are 1000 grams in a kilogram: *gam (đơn vị trọng lượng)*

**green bean (n)** /,grɪ:n 'bi:nz/ /,grɪ:n 'bi:nz/ a type of bean which is a long thin green pod, cooked and eaten whole as a vegetable: *đậu que*

## UNIT 6

**action (adj)** /'ækʃn/ /'ækʃn/ doing things, especially for a particular purpose: *hành động*

**character (n)** /'kærəktə(r)/ /'kærəktə(r)/ a person in a book, play or film: *nhân vật*

**complicated (adj)** /'kɒmplɪkeɪtɪd/ /'kɑ:mplɪkeɪtɪd/ difficult to understand because it has a lot of different parts: *phức tạp*

**create (v)** /kri:'eɪt/ /kri:'eɪt/ to make something happen or exist: *tạo ra, sáng tạo*

**graphics (n)** /'græfɪks/ /'græfɪks/ drawings, pictures and diagrams, especially those which are produced by a computer: *đồ họa*

**simulation (n)** /,sɪmjʊ'leɪʃn/ /,sɪmjʊ'leɪʃn/ a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality: *sự giả vờ, sự bắt chước*

**strategy (n)** /'strætədʒi/ /'strætədʒi/ a plan; planning: *chiến lược*

**violent (adj)** /'vaɪələnt/ /'vaɪələnt/ strong and dangerous; causing physical harm: *dữ dội, mãnh liệt*

## UNIT 7

**recognise (v)** /'rekəɡnaɪz/ /'rekəɡnaɪz/ to know again somebody or something that you have seen or heard before: *nhận ra, chấp nhận*

## UNIT 8

**coast (n)** /kəʊst/ /kəʊst/ the part of the land that is next to the sea: *vùng duyên hải, ven biển*

**degree (n)** /dɪ'ɡri:/ /dɪ'ɡri:/ a measurement of temperature: *độ (đơn vị đo nhiệt)*

**weather forecast (n)** /'weðə ,fɔ:kəst/ /'weðə ,fɔ:rkæst/ a description, for example on the radio or television, of what the weather will be like tomorrow or for the next few days: *dự báo thời tiết*

## SONG

## UNIT 1

**coach (n)** /kəʊtʃ/ /kəʊtʃ/ a person who trains a person or team in a sport: *huấn luyện viên*

**fool (n)** /fu:l/ /fu:l/ a person who is silly or who does something silly: *người thiếu khôn ngoan*

**waitress (n)** /'weɪtrəs/ /'weɪtrəs/ a woman who brings food and drink to your table in a restaurant: *nữ bồi bàn*

## UNIT 3

**hedgehog (n)** /'hedʒhɒg/ /'hedʒhɔ:g/ a small animal covered with sharp hairs (called prickles): *con nhím*

**starfish (n)** /'stɑ:fɪʃ/ /'stɑ:rɪfɪʃ/ a flat sea animal in the shape of a star with five or more arms: *con sao biển*

**tame (adj)** /teɪm/ /teɪm/ A tame animal is not wild and is not afraid of people: *thuần hóa, chế ngự*

## UNIT 5

**delicious (adj)** /dɪ'lɪʃəs/ /dɪ'lɪʃəs/ having a very nice taste or smell: *ngon lành*



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