

TRẦN CAO BỘI NGỌC (Chủ biên) – VŨ VĂN XUÂN – TRẦN NGUYỄN THUY THOẠI LAN



# TIẾNG ANH 7

# Friends

# Plus

Student Book



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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



**OXFORD**  
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*(Bản in thử)*



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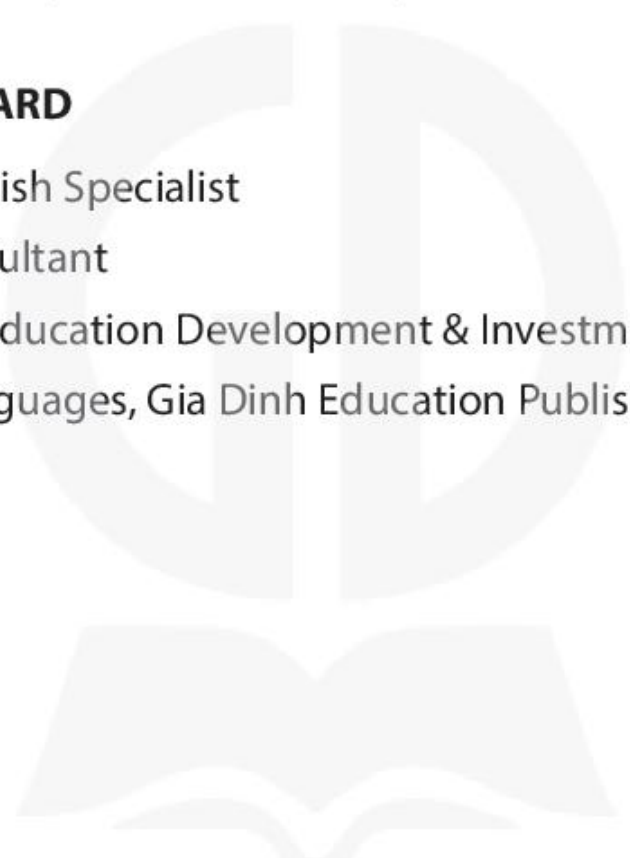
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*Hãy bảo quản, giữ gìn Sách giáo khoa để dành tặng  
các em học sinh lớp sau.*

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# Lời nói đầu

Sách **Tiếng Anh 7 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 7 Friends Plus – Student Book** bám sát các chủ điểm, chủ đề kiến thức ngôn ngữ trong chương trình; cung cấp cho học sinh các kĩ 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 lí 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: **My time; Communication; The past; In the picture; Achieve; Survival; Music; I believe I can fly**. Mỗi bài học đều có các hoạt động nhằm rèn luyện các kĩ 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, kĩ 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



# BOOKMAP

| UNIT                                   | VOCABULARY                                                                                                                  |                                                                                                                                                                                         | LANGUAGE FOCUS                                                                                                                             |                                                                                                                                                        |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Starter Unit</b>                    | p6 Family<br><i>brother, father, husband, etc.</i><br><b>Key phrases:</b> Asking about families                             |                                                                                                                                                                                         | p7 <i>be</i><br>Possessive adjectives<br>Possessive pronouns<br>Articles                                                                   |                                                                                                                                                        |
|                                        |                                                                                                                             |                                                                                                                                                                                         |                                                                                                                                            |                                                                                                                                                        |
| UNIT                                   | VOCABULARY                                                                                                                  | READING                                                                                                                                                                                 | LANGUAGE FOCUS                                                                                                                             | VOCABULARY AND LISTENING                                                                                                                               |
| <b>1</b><br><b>My time</b>             | p10 Where we spend time<br><i>at school, at the shops, etc.</i><br><b>Key phrases:</b> How you spend time                   | p12 Screen time<br><b>Vocabulary plus:</b> <i>allow, ban, let, etc.</i><br><b>Study strategy:</b> Skimming for gist                                                                     | p13 Present simple: affirmative and negative<br><b>Pronunciation:</b> Third person -s                                                      | p14 Free time activities<br><i>watch TV, listen to music, meet friends, etc.</i>                                                                       |
| CLIL: Maths: Data and charts p18       |                                                                                                                             | Puzzles and games p19                                                                                                                                                                   |                                                                                                                                            |                                                                                                                                                        |
| <b>2</b><br><b>Communication</b>       | p20 Communication<br><i>email, letter, card, etc.</i><br><b>Key phrases:</b> Comparing answers                              | p22 Emojis<br><b>Vocabulary plus:</b> <i>colourful, funny, international, etc.</i>                                                                                                      | p23 Present continuous: affirmative and negative<br><b>Study strategy:</b> Finding spelling rules<br><b>Pronunciation:</b> Sentence stress | p24 On the phone<br><i>be engaged, call back, hang up, etc.</i>                                                                                        |
| Culture: English is all around p28     |                                                                                                                             | Puzzles and games p29                                                                                                                                                                   |                                                                                                                                            |                                                                                                                                                        |
| PROGRESS REVIEW 1 p30                  |                                                                                                                             |                                                                                                                                                                                         |                                                                                                                                            |                                                                                                                                                        |
| <b>3</b><br><b>The past</b>            | p34 People and places<br><i>poor, popular, brilliant, brave, etc.</i><br><b>Key phrases:</b> Likes and dislikes             | p36 Museum exhibits<br><b>Vocabulary plus:</b> <i>museum, building, exhibition, etc.</i>                                                                                                | p37 <i>was, were there was, there were</i>                                                                                                 | p38 Common verbs<br><i>stay, help, visit, see, etc.</i><br><b>Pronunciation:</b> Regular past simple verbs                                             |
| Culture: Thanksgiving p42              |                                                                                                                             | Puzzles and games p43                                                                                                                                                                   |                                                                                                                                            |                                                                                                                                                        |
| <b>4</b><br><b>In the picture</b>      | p44 Actions and movement<br><i>hold, stand in, jump up, sit on, etc.</i><br><b>Key phrases:</b> Describing a photo          | p46 A moment in time<br><b>Vocabulary plus:</b> <i>ice-cream sticks, success, start-up, etc.</i><br><b>Study strategy:</b> Predicting content<br><b>Language point:</b> <i>Although</i> | p47 Past continuous: affirmative and negative                                                                                              | p48 Adjectives and adverbs<br><i>slow / slowly, brave / bravely, good / well, etc.</i>                                                                 |
| CLIL: The history of animation p52     |                                                                                                                             | Puzzles and games p53                                                                                                                                                                   |                                                                                                                                            |                                                                                                                                                        |
| PROGRESS REVIEW 2 p54                  |                                                                                                                             |                                                                                                                                                                                         |                                                                                                                                            |                                                                                                                                                        |
| <b>5</b><br><b>Achieve</b>             | p58 Units of measurement<br><i>billion, century, decade, etc.</i><br><b>Key phrases:</b> Guessing and estimating            | p60 Meals for medals<br><b>Vocabulary plus:</b> <i>scrambled, soft-boiled, nutrients, etc.</i>                                                                                          | p61 Making comparisons                                                                                                                     | p62 Jobs and skills<br><i>programmer, professor, inventor, etc.</i><br><b>Pronunciation:</b> /ə/ in jobs                                               |
| CLIL: Science: Average speed p66       |                                                                                                                             | Puzzles and games p67                                                                                                                                                                   |                                                                                                                                            |                                                                                                                                                        |
| <b>6</b><br><b>Survival</b>            | p68 Survival verbs<br><i>build, find, follow, climb, etc.</i><br><b>Key phrases:</b> Ability                                | p70 Jungle challenge<br><b>Vocabulary plus:</b> <i>competitive, fit, bossy, etc.</i>                                                                                                    | p71 <i>will</i> and <i>won't</i> in the first conditional<br><b>Study strategy:</b> Speaking clearly                                       | p72 Survival equipment<br><i>compass, first-aid kit, map, etc.</i>                                                                                     |
| CLIL: Technology: GPS and survival p76 |                                                                                                                             | Puzzles and games p77                                                                                                                                                                   |                                                                                                                                            |                                                                                                                                                        |
| PROGRESS REVIEW 3 p78                  |                                                                                                                             |                                                                                                                                                                                         |                                                                                                                                            |                                                                                                                                                        |
| <b>7</b><br><b>Music</b>               | p82 Music and instruments<br><i>rap, samba, lyrics, etc.</i><br><b>Key phrases:</b> Talking about music                     | p84 A song<br><b>Vocabulary plus:</b> <i>reality, hit, star, etc.</i>                                                                                                                   | p85 <i>be going to, will</i> and <i>be going to</i><br><b>Study strategy:</b> Remembering grammar                                          | p86 Star qualities: adjectives and nouns<br><i>ambition / ambitious, charm / charming, energy / energetic, etc.</i><br><b>Pronunciation:</b> Syllables |
| Culture: A young entrepreneur p90      |                                                                                                                             | Puzzles and games p91                                                                                                                                                                   |                                                                                                                                            |                                                                                                                                                        |
| <b>8</b><br><b>I believe I can fly</b> | p92 Future vehicles<br><i>economical, spacious, self-driving, etc.</i><br><b>Key phrases:</b> Talking about future vehicles | p94 No limit<br><b>Vocabulary plus:</b> <i>fossil fuels, lossless, renewable, etc.</i>                                                                                                  | p95 Connecting ideas<br><b>Pronunciation:</b> Consonant clusters                                                                           | p96 Boarding time<br><i>yellow sign, gate, shuttle, etc.</i><br><b>Study strategy:</b> Gaining details                                                 |
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| PROGRESS REVIEW 4 p102                 |                                                                                                                             |                                                                                                                                                                                         |                                                                                                                                            |                                                                                                                                                        |



| VOCABULARY                                                                                                                                                           |  | LANGUAGE FOCUS                                                                                    |                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| p8 School<br>book, class, exercise, etc.<br>Prepositions of time                                                                                                     |  | p9 have got<br>there's, there are                                                                 |                                                                                                                                                            |
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| p15 Present simple: questions                                                                                                                                        |  | p16 Thinking of things to do<br>Key phrases: Making and responding to suggestions (1)             | p17 A profile for a web page<br>Key phrases: Expressing likes and preferences<br>Language point: Linkers                                                   |
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| p73 must and should<br>Pronunciation: /ʌ/ in must and silent /t/ in mustn't                                                                                          |  | p74 Giving instructions<br>Key phrases: Giving instructions and safety information                | p75 A blog<br>Key phrases: Giving advice<br>Language point: Imperatives                                                                                    |
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# Starter unit

## VOCABULARY • Family

I can talk about my family.

### FUNNY family PHOTOS



1 .....  
Lucy



7 .....  
8 .....



9 .....  
10 .....

Hi. My name's Lucy and these are some of my favourite funny family photos ...

This is me with my **sister** Hannah. We're twins – I'm the one with the blue hair.

**Uncle** Matt, his wife Melanie and my cousins Joanne (the small one) and John in their new house in London. 😊

My older sister is twenty-two and her **husband** is Italian. This is her cute baby **son**, my **nephew** Nico.

This is my **dad** Michael and my brother Luke. They aren't crazy. They're *Star Wars* fans.

My **grandfather** Tony isn't very happy. His new **grandson** is a bit smelly sometimes.

And finally – my mum Sally – she's a real star!!

1 Read the notes about Lucy's photos. Match the names in the notes with people 1–10 in the photos.

2 1.02 Read the text again and match the words in **blue** in the text with eight opposite words from the box. Then listen and check.

brother – sister

aunt ~~brother~~ child cousin daughter  
granddaughter grandmother mum  
niece partner twin wife

3 Write names for 1–6.

Hannah's dad Michael

1 Hannah's mum .....

2 Melanie's husband .....

3 Michael and Sally's son .....

#### Remember!

##### Possessive 's

Michael's son

My grandparents' house

Lucy and Hannah's mum

#### KEY PHRASES

##### Asking about families

Have you got ... ? – Yes, I have. / No, I haven't.

What's ... name? – It's ...

How old is ... ? – He's / She's ...

Where's ... from? – He's / She's from ...

4 **USE IT!** Ask and answer the questions. Use the Key Phrases to help you. Then change the words in **blue** to invent new questions.

1 Have you got any **brothers** and **sisters**?

2 What's your **mum's** name?

3 How old is your **dad**?

4 Where's your **grandfather** from?

5 Have you got a **cousin**?

How old is he / she?

4 John's sister .....

5 Nico's grandfather .....

6 Nico's aunts ..... and .....



## be

- 1 Look for examples of the verb *be* in the text on page 6. How many examples can you find? Compare with your partner.

### Affirmative ✓

I'm the one ...

### Negative ✕

Tony isn't very happy.

- 2 Write true sentences using affirmative and negative forms of *be*.

- I ..... from Nha Trang.
- We ..... in Việt Nam.
- It ..... Monday morning.
- Lucy's photos ..... funny.
- These sentences ..... difficult.
- I ..... good at photography.

- 3 Complete the questions and answers.

Are you a *Star Wars* fan?

Yes, I am. No, I'm not.

- 1 ..... **blue** your favourite colour?

Yes, ..... No, .....

- 2 ..... your friends interested in **football**?

Yes, ..... No, .....

- 3 ..... your dad a **teacher**?

Yes, ..... No, .....

- 4 Make new questions. Change the words in **blue** in exercise 3. Ask your partner.

## Possessive pronouns and possessive adjectives

- 5 Complete the table with possessive adjectives and possessive pronouns.

| Subject pronouns | Possessive adjectives | Possessive pronouns |
|------------------|-----------------------|---------------------|
| I                |                       |                     |
| you              |                       |                     |
| he               |                       |                     |
| she              |                       |                     |
| we               |                       |                     |
| they             |                       |                     |

- 6 Complete the dialogue with the correct subject pronouns, possessive adjectives and possessive pronouns.

Mr Watts Hi. What's <sup>1</sup> ..... name?

Sophie I'm Sophie.

Mr Watts Sophie, <sup>2</sup> ..... 'm your teacher. <sup>3</sup> ..... name is Watts and these are two of your new classmates. <sup>4</sup> ..... names are Eva and Rick.

Sophie Hi!

Eva Hi, Sophie. Come with us. You see, the other classes are on the first floor but <sup>5</sup> ..... is on the second floor.



Rick This is your first day, right? Don't worry about Mr. Watts. <sup>6</sup> ..... 's OK but his wife is our geography teacher, and she's very strict.

Eva Here we are! Sophie, this is your desk. <sup>7</sup> ..... is next to yours. We can be best friends.

Rick Hey! <sup>8</sup> ..... isn't only yours. She can be my best friend, too.

Sophie Thanks so much for being nice to me.

## Articles

- 7 Fill in the blanks with *a, an, the* or zero article.

- ..... principal of my school is very friendly.
- We are going to have ..... English test tomorrow.
- Are you interested in ..... physics or ..... English?
- Danny wanted ..... bicycle for his last birthday.
- It takes Olivia ..... hour to get to work every day.
- What's ..... highest mountain in your country?

- 8 **USE IT!** Ask and answer the questions about your classroom, using articles (*a, an, the* or zero articles).

What's that on the wall?

It's a clock.



# S VOCABULARY AND LISTENING • School

I can talk about timetables.

- Mark** Excuse me, is this the **science lab**\*?
- Jenny** Erm, no, there aren't any science labs in this block. You're the new boy, right? We haven't got science this morning.
- Mark** Oh. What have we got now? I haven't got my **timetable**.
- Susan** Here, take this. I've got a spare copy.
- Mark** Thanks. Ah, OK. We've got **maths** now.
- Jenny** Yeah. Who have we got for maths this year?
- Susan** Mr Waldron. That means a lot of **homework** and **tests**. And there's a new **history** teacher, look.
- Mark** How many **teachers** are there here?
- Jenny** I don't know. A lot. There are a thousand **students** here.
- Mark** A thousand and one, including me. Mmm – double history on Friday afternoon. That's tough.
- Susan** Yes. Welcome to our world!

\*lab (laboratory) = a special room in school where you learn science



## Remember!

a thousand = 1,000  
a thousand and one = 1,001

- 1** 1.03 Read and listen to the dialogue. Then complete the table with the words in **blue** in the dialogue. Add more words to the table.

| Subjects | Other words |
|----------|-------------|
| science  | lab         |
|          |             |
|          |             |

- 3** **USE IT!** Talk about your timetable using the prepositions of time.

I've got biology at 9:45 on Tuesday.  
I've got a break at 11:00 every day.

- 2** Check the meaning of the words in **blue** and choose the correct words. Then write sentences about your school.

- The music **room** / **exercise** is always cold.
- Miss Atkins is our new English **notebook** / **teacher**.
- Geography **exams** / **rooms** are always difficult.
- I haven't got French **teacher** / **homework** today.
- It's on page 36 of the maths **book** / **class**.
- Your history **notes** / **timetables** are very neat.

|       | MONDAY  | TUESDAY    | WEDNESDAY |
|-------|---------|------------|-----------|
| 09:45 | Maths   | Biology    | History   |
| 10:30 |         | Geography  |           |
| 11:00 | Break   | Break      | Break     |
| 11:45 | Art     | Literature | Languages |
| 12:30 | Physics |            | Physics   |



# S

## LANGUAGE FOCUS • *have got* • *there's, there are*

I can talk about my school and school subjects.

### *have got*

- 1 Look at the examples from the dialogue on page 8. What are the *he / she / it* forms of the words in bold?

#### Affirmative

1 We've **got** maths now.

#### Negative

2 I haven't **got** my timetable.

#### Questions

3 What **have** we **got** now?

- 2 Look at the photos. Complete the sentences with the correct forms of *have got*.

May and Orla *have got* school ties. ✓

1 Conor ..... a school tie. ✗

2 He ..... a laptop. ✓

3 May and Orla ..... backpacks. ✓

4 They ..... laptops. ✗

5 They ..... good marks. ✗

6 Conor ..... a very good mark. ✓



May and Orla



Conor

- 3 Write six questions with the correct forms of *have got* and the words in the boxes. Then work in pairs. Ask and answer your questions.

you  
your friends  
your teacher  
this class  
the school  
this book

interesting  
nice  
good  
difficult  
modern  
old

science lab  
marks  
furniture  
classrooms  
exercises  
teachers  
posters

### *there's, there are*

- 4 Complete the sentences. Then check your answers in the dialogue on page 8. When do we use *any*?

1 There ..... a new history teacher.

2 There ..... a thousand students here.

3 How many teachers ..... there here?

4 There ..... science labs in this block.

- 5 Complete the quiz with *there are, is there or are there*. Then answer the questions.

## Subjects Quiz

1 How many countries ..... in ASEAN?

2 ..... a president in your country?

3 ..... fifteen players in a football team. True or False?

4 ..... any numbers smaller than zero?

5 ..... oxygen in water?

- 6 Complete the text with the correct forms of *be* and *have got*.

Our school

In our school there are about a thousand students. There <sup>1</sup> ..... thirty

classrooms and there <sup>2</sup> ..... a big sports field next to the school.

There <sup>3</sup> ..... only boys here.

There <sup>4</sup> ..... any girls. The school

<sup>5</sup> ..... a new science lab, but we

<sup>6</sup> ..... a computer lab and there

<sup>7</sup> ..... many computers in the classes.

I like the school because there <sup>8</sup> ..... a good atmosphere.

- 7 USE IT! Write a short paragraph (60 – 80 words) about your school using *there's, there are, has got* and *have got*.



# 1

# My time

## VOCABULARY • Where we spend time

I can talk about how I spend my time.



CLIL p18



Extra listening and speaking p106



Song p114

**THINK!** What are your favourite places? Where do you spend most of your time?

**1** 1.04 Match the phrases in the box with places 1–12 in the picture. Listen and check.

at school at the shops in bed in fast-food restaurants  
in the car in the countryside in the park in the playground on the bus  
on the phone in front of the TV in your room

**2** Complete the sentences below so that they are true for you. Use words from exercise 1.

I love being in *bed*.

1 I like being .....

3 I don't always like being .....

2 I don't mind being ..... 4 I sometimes hate being .....





# THE TIME OF YOUR LIFE

Where do people spend their time around the world?

According to some research, a person needs between 5-6 / 7-9 / 10-11 hours <sup>1</sup> ..... In the UK, however, a lot of people sleep for just 6 ½ hours.



**A SLEEP**

Students in China are <sup>3</sup> ..... from 7.30 a.m. until 5 p.m. and in northern China some children have classes 5 / 6 / 7 days a week. Before starting the day, students exercise <sup>4</sup> ..... In Shanghai, China, students spend 7 / 12 / 14 hours a week doing homework – that's two hours every evening.



**C STUDY**



**B TRAVEL**

São Paulo in Brazil has a large number of cars. Students can spend 5 / 20 / 40 minutes <sup>2</sup> ..... on a five-kilometre journey to school.

In France people spend more than two hours a day having breakfast, lunch and dinner. In the USA people only spend 17 / 67 / 127 minutes a day eating. Americans spend more time than other people <sup>5</sup> .....

**D EATING**



**E IN TOWN**

French people like shopping. They spend the most time <sup>6</sup> .....



**F RELAXING**

Americans spend most time <sup>7</sup> ..... and on their computers. In total, teenagers there spend 50 / 100 / 150 hours a week in front of screens.

**3** Complete the *Time of your life* quiz with words from exercise 1. Then choose the correct option in **blue** and compare your answers.

**4** 1.05 Watch or listen. Who likes seeing friends at the weekend: Amelia, Elijah, or Renee? Who goes to school by bus: Harry, Lily, or Darius?



**5** 1.05 Read the key phrases. Watch or listen again and complete them.

## KEY PHRASES

### How you spend time

I spend all of my time <sup>1</sup> .....  
I spend too much time <sup>2</sup> .....  
We spend most of our time <sup>3</sup> .....  
I spend a bit of time <sup>4</sup> .....  
I don't spend a lot of time <sup>5</sup> .....  
Do you spend much time <sup>6</sup> .....?  
I don't spend more than <sup>7</sup> .....  
I don't spend any time <sup>8</sup> .....

**6** **USE IT!** Ask and answer the questions. Use some of the key phrases.

- 1 How much time do you spend travelling to school?
- 2 How much time do you spend at school?
- 3 How much time do you spend in your room?
- 4 Do you spend much time in front of the TV?

I don't spend much time travelling to school. Only about fifteen minutes.

## Remember!

in bed, in the playground  
at home, at the shops, at school  
in front of the TV  
on the bus  
alone, online, indoors, outdoors

## Finished?

Complete the Key Phrases with information that is true for you.



1

READING • Screen time

I can read comments and opinions, and understand the main ideas.

**THINK!** How much time do you spend in front of your computer screen every day?

# Friends Forum

Main forum > Help and advice > Family Rules > Screen time

Post reply

Log in

**Typho**  
The rule in our family is – no phones at the table. My dad **bans** phones when we're eating together at home or in a restaurant.

**Serzh98**  
New Member  
Our family rules? I'm not allowed to have a computer in my room, but my parents **let** my sister have a PC because 'she's older and she studies more'. But she doesn't!!!

**Sam15**  
My mum doesn't **allow** TVs, computers or phones in our rooms. But anyway, I just want to sleep in my bedroom!

**Maya**  
I don't watch much TV, except a bit on YouTube. But my nan\* watches TV a lot. So anyone can spend time in front of screens. 😊  
\* nan = grandmother

**Messifan**  
I do a lot of sport outside. So my mum allows me to play video games.

**Typho**  
Ooh, my parents only let me play video games when I finish my homework. But I have A LOT of homework so I hardly ever play. 😞

**1** Read the Study Strategy. Then read the forum quickly. Which two people are not happy with the rules at home?

## STUDY STRATEGY

### Skimming for gist

- Read the text quickly to understand the general idea.
- Read the text again to understand specific information.

**2 VOCABULARY PLUS** Use a dictionary to check the meaning of the words in **blue** in the text.

**3**  1.06 Read and listen to the forum and answer the questions.

Who...

- 1 ... doesn't allow his family to use phones during family meals?
- 2 ... allows their daughter to have a computer in her room?
- 3 ... doesn't let her daughter watch TV in her bedroom?
- 4 ... spends a lot of time watching TV?
- 5 ... allows their son to play video games after he finishes his homework?
- 6 ... lets her son play video games because he plays outside, too?

**4**  **USE IT!** Work in pairs. Do you think Typho's dad is right to ban phones at meal times? When do your parents let you use the computer?



## 1

## LANGUAGE FOCUS • Present simple: affirmative and negative

I can write about habits and facts.

- 1 Complete the sentences with the words in the box. Then check your answers in the forum on page 12.

doesn't ~~don't~~ don't  
studies want watches

We ~~don't~~ use our phones.

- 1 She's older and she ..... more.
- 2 But she ..... study!
- 3 I ..... watch much TV.
- 4 I just ..... to sleep in my bedroom!
- 5 My nan ..... TV a lot.

- 2 Complete the Rules with five words from the box.

doesn't don't end habits  
routines start

## RULES

- 1 We use the present simple to talk about facts, ..... and .....
- 2 Affirmative verbs ..... with -s / es in *he / she / it* forms.
- 3 Negative forms use ..... + infinitive without *to* after *I / you / we / they*.
- 4 Negative forms use ..... + infinitive without *to* after *he / she / it*.

- 3 Choose the correct words.

Some students finish / finishes school at 5 p.m.

- 1 My mum ~~don't~~ / doesn't like games.
- 2 She ~~don't~~ / doesn't play much.
- 3 Mark study / studies a lot.
- 4 His friends ~~don't~~ / doesn't work much.
- 5 My friends and I watch / watches films on my computer.

## Remember!

## Spelling Rules

spend – spends  
study – studies  
watch – watches

- 4  1.07 **PRONUNCIATION** Third person -s  
Listen. Then practise the examples.

| /s/    | /z/  | /ɪz/     |
|--------|------|----------|
| sleeps | says | finishes |

- 5  1.08 Listen to eight more verbs and add them to the table in exercise 4. Practise saying them.

- 6 Complete the text with the correct form of the verbs in brackets.

Messifan



I like (like) my brother, but I <sup>1</sup> ..... (think) he has a problem. He <sup>2</sup> ..... (not sleep) much at weekends because he <sup>3</sup> ..... (play) video games all day and <sup>4</sup> ..... (watch) TV all night. His friends <sup>5</sup> ..... (not see) him very often because he <sup>6</sup> ..... (stay) in his room and he <sup>7</sup> ..... (not go) outside. He <sup>8</sup> ..... (speak) to us on his mobile phone when he's hungry. I <sup>9</sup> ..... (not know) if this is normal. Please help!

- 7  **USE IT!** Write true and false sentences using the words in the boxes. Use affirmative and negative forms. Compare with your partner.

I  
My mum  
My dad  
My friends  
My teacher  
Most people

study like  
use live  
play speak  
go sleep  
watch let  
spend eat

English  
TV  
video games  
the phone  
bedroom  
outside  
classroom  
playground

I spend a lot of time on the phone.

My mum doesn't play video games.

## Finished?

Write sentences about your screen time: what your parents let you do, and what they don't allow you to do.



## 1

## VOCABULARY AND LISTENING • Free time activities

I can understand people when they talk about their hobbies.

**THINK!** How do you relax when you are not at school?

## Free time questionnaire

Do you spend your time at home in front of a screen or in bed? Maybe you're creative and you like making things? Or maybe you like going out and doing things with friends?

Answer the questions and score:

3 = often

2 = sometimes

1 = never

Then add up your totals.

## BEING ALONE

How often do you ... ?

watch TV ☐

stay in bed late ☐

..... online ☐

listen to music ☐

..... things ☐

YOUR SCORE 

## BEING CREATIVE

How often do you ... ?

..... videos ☐

..... or paint a picture ☐

..... an instrument ☐

..... or write stories ☐

..... cakes ☐

YOUR SCORE 

## GOING OUT

How often do you ... ?

..... friends ☐

..... shopping ☐

..... dancing ☐

..... sport ☐

..... to the cinema ☐

YOUR SCORE 

- 1 1.09 Complete the phrases in the questionnaire with the verbs in the box. Then listen and check.

bake blog collect do draw go (x4)  
make meet play stay

- 2 Do the questionnaire. Do you like being alone, being creative, or going out? Compare your answers with your partner's.

- 3 1.10 Look at the photos of Abbie and Niall. What are their hobbies? Which hobby is relaxing?

- 4 1.10 Listen again and answer the questions.

- Where does Abbie buy the trainers and paints?
- Why does Abbie like painting?
- What do Abbie's friends think of the trainers?
- Does Niall write the stories for his videos?
- How do his friends help with the videos?
- How often does he make the videos?

- 5 **USE IT!** Work in pairs. Which hobby do you prefer: Abbie's or Niall's? Why?





## 1

## LANGUAGE FOCUS • Present simple: questions

I can ask and answer questions about free time activities.

- 1 Complete the questions and answers with **do**, **don't**, **does** and **doesn't**. Then choose the correct words in rules 1–4.

Do her friends like the trainers?

Yes, they <sup>1</sup> ..... /  
No, they <sup>2</sup> .....

<sup>3</sup> ..... Niall write stories?

Yes, he <sup>4</sup> ..... /  
No, he <sup>5</sup> .....

- 2 Complete the questions using the present simple form of the verbs in brackets.

Do you blog about your life? (blog)

- 1 ..... you and your friends ..... videos? (make)
- 2 ..... you ..... your friends after school? (meet)
- 3 ..... your best friend ..... near you? (live)
- 4 ..... you ..... things? (collect)
- 5 ..... your dad ..... in bed late? (stay)
- 6 ..... people in your class ..... a lot? (talk)

- 3 Ask and answer the questions from exercise 2. Use **do**, **don't**, **does** and **doesn't** in your answers.

Do you blog about your life?

No, I don't. I take photos and put them on Instagram.

- 4 Complete the questions with the words in the box. Then practise in pairs.

~~Do you ever~~ How often What When  
Where Who Why

Do you ever go to the cinema?

Yes, I do. I love watching films.

- 1 ..... do you go?  
Not often – about once a month.
- 2 ..... do you go with?  
My best friend, and sometimes my sister.
- 3 ..... do you go?  
To the cinema in town.
- 4 ..... do you go?  
Usually on Saturday afternoons.
- 5 ..... do you watch?  
Scary films!
- 6 ..... do you watch scary films?  
Because my friend loves them.

## RULES

- 1 We use **is** / **do** to make questions with ordinary verbs with **I** / **you** / **we** / **they**.
- 2 We use **do** / **does** to make questions with ordinary verbs with **he** / **she** / **it**.
- 3 In short answers using ordinary verbs, we say **Yes, I am** / **do** and **No, I'm not** / **don't**.
- 4 In short answers using ordinary verbs, we say **Yes, he is** / **does** and **No, she isn't** / **doesn't**.

- 5 **USE IT!** Work in pairs. Ask questions using words from boxes A and B. Find out different things about your partner.

A  
What  
Where  
How often  
Do you ever  
What time  
Who  
When

B  
meet friends  
phone  
study  
write stories  
watch  
do sport  
bake  
play an instrument  
go dancing

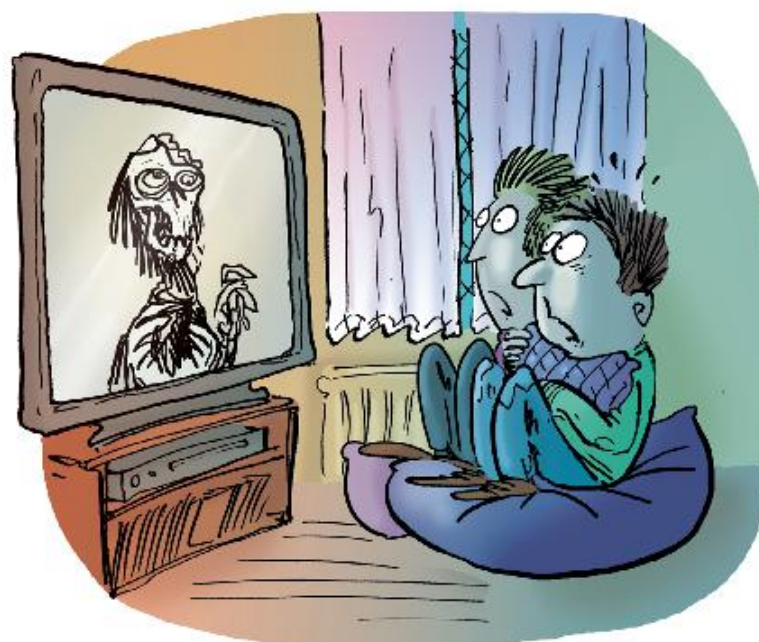
What do you watch on TV?

Me, too!

I usually watch films.

## Finished?

Write questions about a hobby to ask someone in your class. Use the question words in exercise 5.





# 1

## SPEAKING • Thinking of things to do

I can make and respond to suggestions.

**THINK!** What can you do in your town at the weekend?

- Jamie What are you doing today?  
 Lisa Nothing much. <sup>1</sup>.....  
 Jamie I don't want to stay at home all day. It's boring.  
 Lisa Well, what do you want to do?  
 Jamie I don't know. I just want to go out.  
 Lisa <sup>2</sup>..... We can take a sandwich.  
 Jamie It's really cold. <sup>3</sup>..... when it's cold.  
 Lisa Mmm. Well, I don't want to play computer games all day.  
 Jamie <sup>4</sup>..... There's a new café on the High Street. They say it's very good.  
 Lisa <sup>5</sup>..... We can go to the shopping centre, too.  
 Jamie I don't know about the shopping centre, but the café sounds good. <sup>6</sup>..... and then get the bus into town.  
 Lisa OK.



- 1** 1.11 Complete the dialogue with the key phrases. Then watch or listen and check. What do Lisa and Jamie decide to do?

### KEY PHRASES

#### Making and responding to suggestions (1)

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1 Shall we do something?           | <input checked="" type="checkbox"/> S |
| 2 That sounds like a good idea.    | <input type="checkbox"/>              |
| 3 Let's finish our homework now.   | <input type="checkbox"/>              |
| 4 How about going into town?       | <input type="checkbox"/>              |
| 5 Why don't we go for a bike ride? | <input type="checkbox"/>              |
| 6 I don't feel like cycling.       | <input type="checkbox"/>              |

- 2** Which key phrases are for making suggestions and which are for responding to suggestions? Write S (suggestion) or R (response).

- 3** Work in pairs. Practise the dialogue.

- 4** 1.12 Choose the correct phrases in the mini-dialogues. Listen and check. Then practise them with your partner.

- A Let's / Why do something different.  
B OK. What do you want / feel to do?
- A Why don't we / We'll go to the cinema? There's a good film on this week.  
B That's like / sounds like a good idea.
- A How about going / go for a walk?  
B No thanks. I don't really like / feel like going for a walk.
- A What shall we doing / do?  
B Nothing. I'm happy here on the sofa.

- 5** **USE IT!** Work in pairs. Practise a new dialogue using the key phrases and at least two ideas from pictures A–D below.

Shall we play football?

How about watching a film?

I don't feel like playing football. It's hot.

That sounds like a good idea! Which film do you want to watch?





## 1

## WRITING • A profile for a web page

I can write about myself using *and*, *also* and *too*.

**THINK!** What do you do in and around your hometown at the weekend?

## This is me

Hi. My name's Quỳnh Anh and I live in District 5, Hồ Chí Minh City. This is how I like spending my time:



## PLACES

I spend a lot of time at my house, but I also like meeting friends downtown. We usually go to the shopping centre or the cinema.

## SPORTS AND HOBBIES

I love badminton and I play twice a week. I'm also into athletics. I play the piano, too, but I don't always enjoy practising.

## ON SCREEN

I'm not really bothered about TV, but I enjoy watching music videos. Really, I prefer watching funny programmes on YouTube. I'm not a big video games fan.

## MUSIC

I like listening to most music, but I'm not mad about Justin Bieber! I hate listening to him. Sorry – he annoys me!

**BACK TO TOP**

- 1 Read the profile and find three things which Quỳnh Anh likes.
- 2 Complete the Key Phrases with words from Quỳnh Anh's profile.

## KEY PHRASES

## Expressing likes and preferences

- 1 I like .....
- 2 I enjoy .....
- 3 I prefer .....
- 4 I hate .....
- 5 I'm not really bothered about .....
- 6 I'm (not) a big ..... fan.
- 7 I'm not mad about .....
- 8 I'm also into .....

- 3 Write true sentences about yourself using the key phrases in exercise 2.

## Language point: Linkers

- 4 Find *and*, *also* and *too* in the profile. Are they in affirmative or negative sentences? Where is each word in the sentence?

- 5 Complete the sentences using *and*, *also* and *too*.

- 1 I like swimming ..... I like playing tennis.
- 2 I eat meat ..... I eat fish .....
- 3 I play the piano. I ..... play the violin.

- 6 **USE IT!** Follow the steps in the Writing Guide. Ask and answer the questions for part B with your partner.

## WRITING GUIDE

## A TASK

Write a personal profile for a web page. Explain how you like spending your time.

## B THINK AND PLAN

- 1 What's your name and where do you live?
- 2 Where do you like spending your time?
- 3 Who do you like spending your time with?
- 4 How do you spend your screen time?
- 5 What sports and hobbies do you like?
- 6 What music do and don't you like?

## C WRITE

Copy the headings from Quỳnh Anh's profile. Then write your profile (60 – 80 words) in your notebook. Include some of the key phrases.

## D CHECK

Can you join any sentences with linkers?

- 4 I love being in the countryside ..... I love being in the park .....
- 5 I meet friends at the weekend ..... I ..... listen to music.



- 1 Check the meaning of the words in the box and match them with A–E in the charts.

bar chart   pie chart   data chart  
y-axis   x-axis

- 2  1.13 Read and listen to the text. What information does the pie chart NOT give?
- 3 Study the charts. Then choose the correct words in the reports.

### Homework time

<sup>1</sup>Most / **A small number of** students do no homework at all. Nearly <sup>2</sup>**a quarter / half of** the students do between two and three hours of homework. More than half of the students do more than <sup>3</sup>**three / four** hours of homework a week.

### Video games time

<sup>4</sup>Under / **Over** 30 students never play video games. More than half of the students spend over <sup>5</sup>**three / four** hours playing video games. Nearly <sup>6</sup>**one hundred / two hundred** students spend between two and three hours playing video games every week.

- 4  **USE IT!** Draw a bar chart for the data in the chart below.

| Watching TV (hours / week) | Number of students |
|----------------------------|--------------------|
| 0                          | 1                  |
| 1–4                        | 5                  |
| 4–8                        | 12                 |
| 8–12                       | 8                  |
| 12 and over                | 6                  |

## Study and free time survey

Do you spend more time doing homework or playing video games? A lot of students think that they spend more time doing homework. But is this true? My class did a survey to check. In the survey, we asked students the number of hours they spend doing homework and playing video games every week. There are 800 students in our school. We asked all the students two questions:

*How many hours do you spend doing homework every week?*

*How many hours do you spend playing video games every week?*

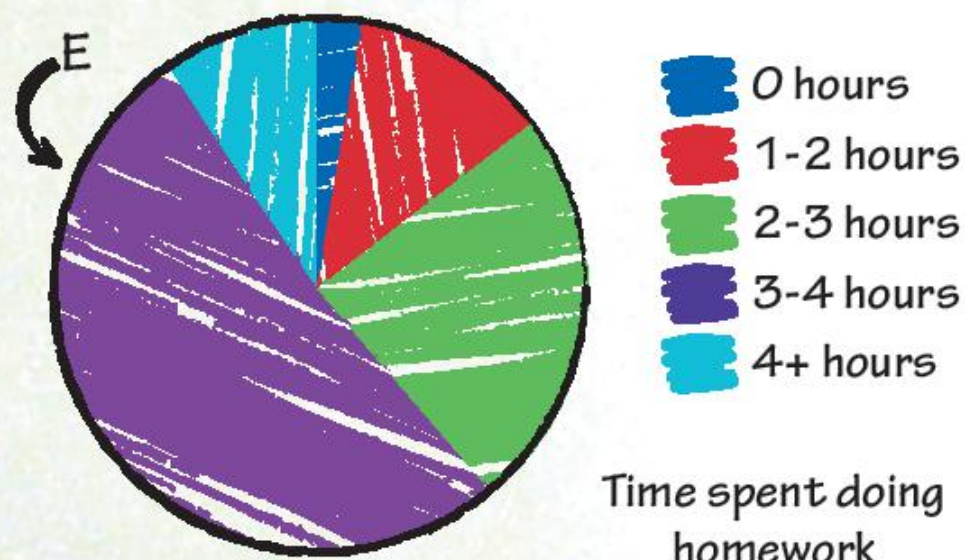
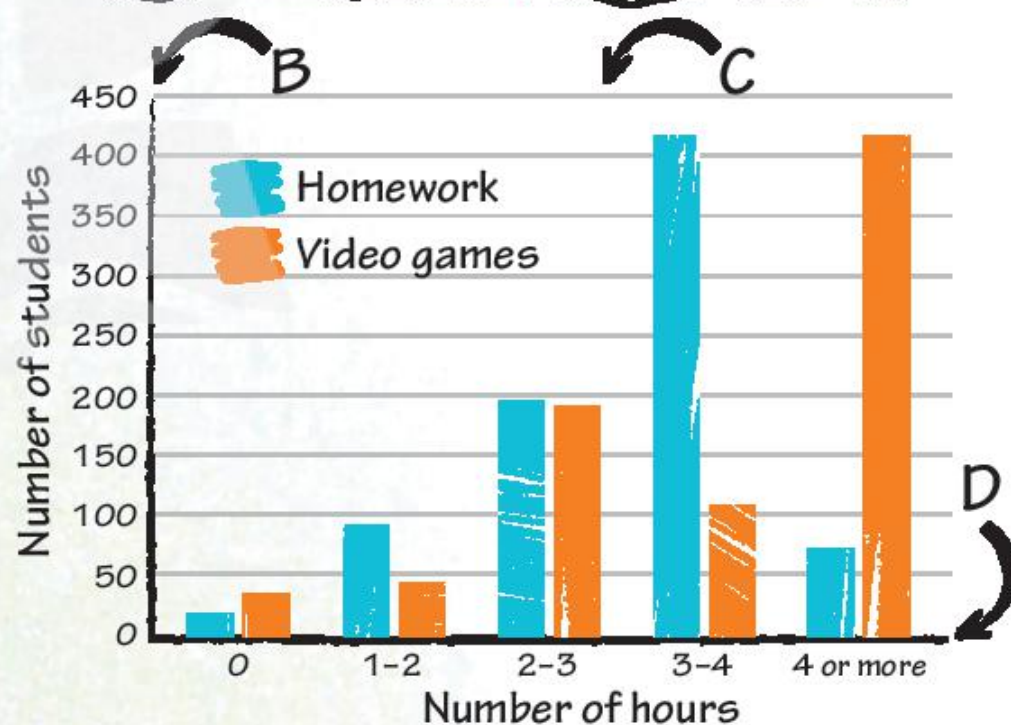
We presented the data in three different charts. Here are the results.

A

| Homework (hours / week) | Number of students |
|-------------------------|--------------------|
| 0                       | 21                 |
| 1–2                     | 93                 |
| 2–3                     | 196                |
| 3–4                     | 415                |
| 4 or more               | 75                 |

| Video games (hours / week) | Number of students |
|----------------------------|--------------------|
| 0                          | 37                 |





# 1

## PUZZLES AND GAMES



**1 FIND THE PREPOSITION.** Work in groups. Look at the pictures and say where the person is. Use *at*, *in* and *on*. Find the four pictures that use the same preposition.



**3 Find nine more free time activities in the puzzle.** Use two squares for each one.

*go shopping*

|           |           |          |        |         |
|-----------|-----------|----------|--------|---------|
| go        | meet      | dancing  | online | watch   |
| listen to | a picture | shopping | do     | sport   |
| go        | TV        | write    | go     | paint   |
| cakes     | friends   | music    | bake   | stories |

**4 MAKE SENTENCES.** Work in groups. Follow the instructions.

- Make eight sentences using words or phrases from the box and free time activities from exercise 3.
- Take turns reading your sentences out.
- Decide if the other team's sentence is correct. Your teacher can help. Each correct sentence gets one point.
- The team with the most points wins.

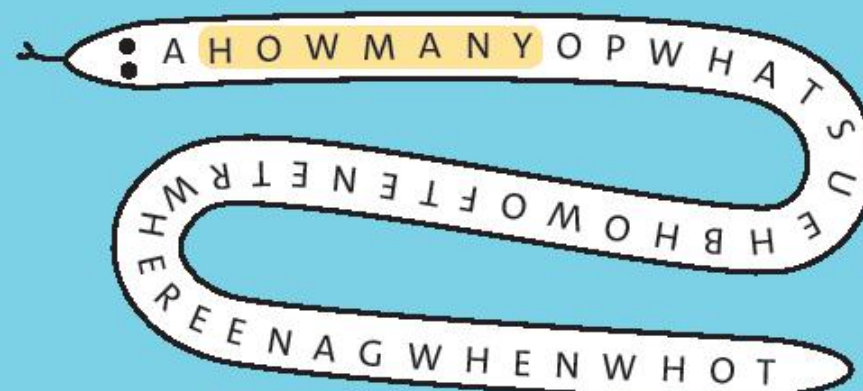
never almost never sometimes often  
usually always twice a week  
every day once a month

**2 GUESS THE FAMOUS PERSON.** Work in pairs. Follow the instructions.

- In pairs, write five clues about a famous person using present simple affirmative and negative sentences.
- Read your sentences, one sentence at a time, to another pair.
- The first pair to guess the famous person wins.



**5 WORDSNAKE.** Work in pairs. Find the question words and complete the questions. Ask and answer the questions.



How *many* languages does your mother speak?

- ..... time do you get up on Saturdays?
- ..... do you go to the cinema?
- ..... does your uncle live?
- ..... do you do your homework?
- ..... do you talk to on the phone the most often?



# 2 Communication

## VOCABULARY • Communication

I can talk about how I communicate today.

 Culture p28  
 Extra listening and speaking p107

**THINK!** Name five different ways that you communicate with other people.

-  1.14 Match the words in **blue** in the communication survey with pictures A–J. Listen and check.
- Do the survey and compare your answers with your partner's.

### COMMUNICATION SURVEY

The way we communicate is changing. That's a fact. But how? Please take our survey so we can find out.

How often do you ...

- have **face-to-face conversations** with friends? ☐
- send a **text message**? ☐
- send an **email**? ☐
- send a **letter** or **card**? ☐
- call someone from a **mobile phone**? ☐
- call someone from a **landline**? ☐
- use **instant messaging**? ☐
- use **video chat**? ☐
- use **symbols** like **emoticons** and **emojis** in messages? ☐
- Post messages on **social media**? ☐

**Write your score**

All the time 4   Often 3   Sometimes 2   Never 1

A



B



C



D



E



F



G

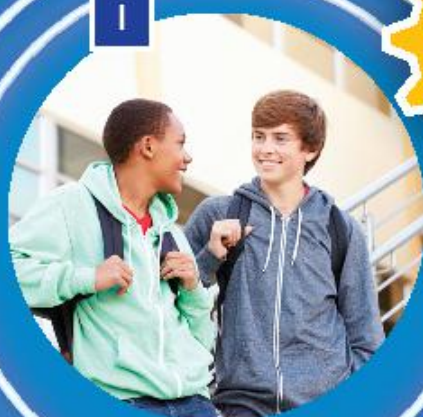




## FACT FILE

COMMUNICATION MINUTES TO:

|              |                                                                                     |                  |
|--------------|-------------------------------------------------------------------------------------|------------------|
| Voice        |  | Young people 3%  |
|              |  | Adults 20%       |
| Email        |  | Young people 2%  |
|              |  | Adults 33%       |
| Social media |  | Young people 94% |
|              |  | Adults 39%       |



3 Read the fact file. Complete the statements about communication habits with the words in the box.

hardly any   most   much less  
much more

- Adults spend ..... time using email to communicate than young people.
- Compared to adults, young people spend ..... communication time talking on the phone.
- Young people spend ..... communication time on emails.
- Young people spend ..... of their communication time on social media.

4   1.15 Watch or listen. Who meets their friends the most: Rebecca and Harry, or Steve?



5   1.15 Watch or listen again and put the key phrases in the order you hear them. Which phrases do you not hear?

### KEY PHRASES

#### Comparing answers

- |                    |                          |                       |                          |
|--------------------|--------------------------|-----------------------|--------------------------|
| a. What about you? | <input type="checkbox"/> | e. Not really.        | <input type="checkbox"/> |
| b. Of course.      | <input type="checkbox"/> | f. I'm surprised!     | <input type="checkbox"/> |
| c. Of course not.  | <input type="checkbox"/> | g. Me, too.           | <input type="checkbox"/> |
| d. Really?         | <input type="checkbox"/> | h. I'm not surprised. | <input type="checkbox"/> |
|                    |                          | i. Neither am I.      | <input type="checkbox"/> |

6  **USE IT!** Work in pairs. Take turns discussing the fact file. Use the key phrases and the questions below.

- In your family, do the adults speak on the phone more than you?
- Do you prefer to text or talk?
- Do you use emails very much?
- Do you spend most of your communication time on social media?

### Finished?

Write a paragraph describing the time you and your family spend communicating.



**THINK!** Why do people use emoticons?

# Look!

## I'm speaking emoji 😊

- 1 Sitting on the sofa, Anna is sending Lucy an instant message. But Anna isn't using real words or writing real sentences. Like other young people, they're communicating with small, **colourful** pictures – emojis.
- 2 You can find **creative** emoji T-shirts, posters, videos, stories and songs. Emojis are everywhere, but where are they from and why are they so popular?
- 3 The emoji inventor, Shigetaka Kurita, is from Japan, and 'emoji' in Japanese means picture (e) and letter (moji). Now over a thousand emojis with different skin colours show people and ideas from many cultures, not only Japan. They are becoming a truly **international** language.
- 4 Emojis and emoticons can show our feelings. When we aren't speaking face-to-face, it's important to see if a message is sad, silly, **funny** or happy. So emojis are **useful**, but they mostly add a bit of fun and colour to our lives. We really love them.



- 1** Read the article. Which of topics A–E are in the text? Put the topics in order.

- |                           |                          |
|---------------------------|--------------------------|
| A Emojis to communicate   | <input type="checkbox"/> |
| B Fashion in Japan        | <input type="checkbox"/> |
| C Emojis in everyday life | <input type="checkbox"/> |
| D Emojis and emotions     | <input type="checkbox"/> |
| E Where emojis are from   | <input type="checkbox"/> |



- 2**  1.16 Read and listen to the article. Write *True* or *False*.

- 1 Lucy is reading a message made of emoticons.
- 2 There are emojis on clothes.
- 3 Emojis show only Japanese culture.
- 4 The people and faces in the new emojis use a lot more colours.
- 5 Emojis don't help with communication.

## Emoji fact file

First used: 1999, Japan

Why: easy to send in phone messages

Original number of emojis: 176

Number of emojis now: more than 1,200

Most popular emoji:



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

- 4 USE IT!** Work in pairs. Do you like emojis? Why / Why not?



# 2

## LANGUAGE FOCUS • Present continuous: affirmative and negative

I can describe what's happening in a picture.

- 1 Complete the sentences with the words in the box. Check your answers in the text on page 22. Then choose the correct words in the Rules.

are becoming   aren't speaking  
is sending   isn't using

- 1 Anna ..... Lucy an instant message.
- 2 Anna ..... real words.
- 3 They ..... a truly international language.
- 4 We ..... face-to-face.

- 2 Read the Study Strategy. Then write the *-ing* form of the verbs. Check your answers in the text on page 22.

- |                |               |
|----------------|---------------|
| 1 become ..... | 4 speak ..... |
| 2 use .....    | 5 sit .....   |
| 3 send .....   | 6 write ..... |

### STUDY STRATEGY

#### Finding spelling rules

Sometimes the final letter of a verb can show you how to spell the continuous form.

- Look at verbs that end in *-e*. Do you keep or delete the *-e* before you add *-ing*?
- Look at verbs that end in a short vowel and then a consonant. What letter is added before *-ing*?

- 3 Look at picture A. Complete sentences 1–5 using affirmative and negative forms of the present continuous.

- 1 A man, a woman and a dog ..... (sit) in a boat.
- 2 The man ..... (have) a conversation.
- 3 The woman ..... (listen).
- 4 She ..... (sleep).
- 5 The dog ..... (point) to a sign.



### RULES

- 1 We use the present continuous to talk about **things happening now / habits**.
- 2 We make the present continuous with the verb **do / be** and the **-ing / base** form of a verb.
- 3 We don't usually use some verbs in the present continuous. Two of these are **be / live** and **make / have (possession)**.

### 4 1.17 PRONUNCIATION Sentence stress

When we speak, we often put stress on content words. Content words carry important information.

LINDA is DANCING.

PETER is READING a STORY.

We don't put stress on structure words. Structure words make a sentence grammatically correct. For example, *am - is - are* are structure words in the present continuous tense.

**Read and highlight the words we put stress on. Then listen and check.**

- 1 They aren't having a fantastic holiday!
- 2 The man is helping the dog.
- 3 The dog is swimming.
- 4 The woman isn't sleeping.
- 5 The man is speaking on the phone.



- 5 **USE IT!** Look at picture B. Read the sentences from exercise 4. Say if the sentences are True or False.

#### Finished?

Find another picture in this book and describe it to your partner.



# 2

## VOCABULARY AND LISTENING • On the phone

I can understand and use telephone language.

**THINK!** Which person do you phone most often? Who do you text most often?

- 1 1.18 Listen and match phrases A–H with what you hear (1–8). Listen again and check.

- |                       |                                     |                       |                          |
|-----------------------|-------------------------------------|-----------------------|--------------------------|
| A be engaged / busy   | <input type="checkbox"/>            | E hang up             | <input type="checkbox"/> |
| B call back           | <input type="checkbox"/>            | F leave a voicemail   | <input type="checkbox"/> |
| C dial a number       | <input checked="" type="checkbox"/> | G put on speakerphone | <input type="checkbox"/> |
| D download a ringtone | <input type="checkbox"/>            | H send a text message | <input type="checkbox"/> |



- 2 1.19 Match 1–6 with a–f. Listen and check.

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1 I'm afraid ...                 | a. I haven't got any credit.        |
| 2 His phone's ringing, ...       | b. ... but he's not answering.      |
| 3 Wait! Wait! Please, ...        | c. Can you speak up?                |
| 4 Sorry, I can't hear you.       | d. ... you've got the wrong number. |
| 5 Oh, I need to top up my phone. | e. ... don't hang up.               |
| 6 Hello, is that Susan?          | f. No, it's Janet.                  |



David's mum



David



Ollie



Janet

- 3 1.20 Listen to three conversations. Write who says phrases 1–6 in exercise 2.

- 4 **USE IT!** Work in pairs. Imagine you are in the following situations. Think of your answers and then explain your reasons to your partner.

- You are in town with friends. Your mum calls you. Do you ...
  - answer your phone?
  - pretend you can't hear it?
  - answer, but say that the line is bad and hang up?
- You are talking to a friend on the phone in a public place. Your friend can't hear you. Do you ...
  - explain that the line is bad, hang up and call later?
  - continue the call and speak up?
  - hang up and send a message?
- You send an instant message to a friend with important news. Your friend doesn't answer. Do you ...
  - forget about it and wait for your friend's response?
  - think your friend is ignoring you and feel angry?
  - call to tell your friend to look at the message?



Andrew's grandma



Anthony





## 2

## LANGUAGE FOCUS • Present continuous: questions

## • Present simple and present continuous

I can write about what is happening now, and what happens regularly.

## Present continuous: questions

- 1 Match questions 1–4 with answers a–d. Then choose the correct words in rules 1–2.

- 1 Are the boys watching TV?
  - 2 What are they chatting about?
  - 3 Is Becky answering questions?
  - 4 What's she doing with her mum?
- a. She's cooking.
  - b. Yes, she is.
  - c. They're chatting about sport.
  - d. No, they aren't.

## RULES

- 1 In the present continuous we make questions using the verb *be / do / have*.
- 2 We make short answers with a pronoun, like *I, we*, etc., and the verb *be / do / have*.

## 2 1.21 PRONUNCIATION Diphthongs

Listen. Choose the words whose underlined part is pronounced differently from that of the others.

- |         |        |        |          |
|---------|--------|--------|----------|
| 1 break | steak  | great  | pear     |
| 2 sound | shout  | ground | shoulder |
| 3 bear  | clear  | hear   | near     |
| 4 choir | choice | noise  | oil      |
| 5 hair  | fail   | lair   | fair     |

- 3 Order the words to make questions. Then ask and answer the questions with your partner.

- 1 you / are / listening to / your teacher / ?
- 2 your teacher / what / doing / is / ?
- 3 speaking / the person next to you / is / ?
- 4 are / you / near a window / sitting / ?
- 5 are / talking a lot / the people in your class / ?
- 6 what / thinking / are / you / ?

- 4 Read the examples and then complete the Rules.

*I often listen to music on my phone.*

*I'm listening to a great song at the moment.*

## RULES

- 1 We use the present ..... for actions in progress.
- 2 We use the present ..... for routines or repeated actions.

## Present simple and present continuous

- 5 Complete the interview with the present simple or present continuous form of the verbs.

## ANIMAL COMMUNICATION



Dr Wenger, what's your job exactly? What do you do?

I study animal communication.

And what <sup>1</sup> ..... (you / study) at the moment?

At the moment I <sup>2</sup> ..... (work) with scientists in Miami. We <sup>3</sup> ..... (study) dolphins.

Yes, these photos are interesting. What

<sup>4</sup> ..... (you / do) in this photo?

We <sup>5</sup> ..... (listen) to the sounds of the dolphins. They usually <sup>6</sup> ..... (make) different sounds when they are happy and when they're sad.

The second photo is great.

<sup>7</sup> ..... (they play)?

Yes, they often <sup>8</sup> ..... (play). It's another type of communication.

Very interesting. Thanks, Dr Wenger.



- 6 USE IT! Write present simple and present continuous questions using the words in the box and your own ideas. Then ask and answer the questions with your partner.

are does phone what you  
your sister call get bad reception  
hang up how often talk to  
the wrong number when where who  
why your brother your parents

## Finished?

Write questions about people in your class.



## 2

## SPEAKING • Making plans over the phone

I can make plans with friends.

**THINK!** When you want to tell friends something important, do you phone or text?

Anna Hello?

Mike Hi, Anna. It's Mike.

Anna Hi there. How are things?

Mike Good. Are you <sup>1</sup>.....?

Anna Yes. Why?

Mike Well, I'm <sup>2</sup>..... with Sally in town. We're thinking of going to the <sup>3</sup>..... Are you interested?

Anna I'd like to come, but I can't right now.

Mike What <sup>4</sup>.....?

Anna I'm waiting to Skype my <sup>5</sup>..... in Canada. What time's the <sup>6</sup>.....?

Mike It's at four o'clock.

Anna Oh, that's OK. I can make it at four. That's lots of time to Skype and then get the <sup>7</sup>..... into town.

Mike Cool! Text me when you're on the bus.

Anna OK. See you later.



Anna

- 1** 1.22 Complete the dialogue with the phrases in the box. Then watch or listen and check. What does Mike want to do? Why can't Anna meet Mike now?

are you doing at home bus  
cinema cousin film having coffee

- 2** 1.22 Read the Key Phrases. Cover the dialogue and try to remember who says the phrases, Anna or Mike. Which key phrases are not used? Watch or listen again and check.

## KEY PHRASES

## Making plans

- 1 We're thinking of going to the cinema. ☐
- 2 Are you interested? ☐
- 3 I can't right now. ☐
- 4 I can't make it. ☐
- 5 I'm not sure. ☐
- 6 Nothing special. ☐
- 7 I can make it at four. ☐
- 8 Text me when you're on the bus. ☐

- 3** Work in pairs. Practise the dialogue.

- 4** 1.23 Put the dialogue in the correct order. Listen and check. Then practise it with your partner.

- ☐ A Oh, right. Text me later when you're free, OK?
- ☐ A Bye.
- ☒ 1 A We're thinking of playing football. Are you interested?
- ☐ A Why? What are you doing?
- ☐ B I can't right now. Maybe later.
- ☐ B OK then. Bye.
- ☐ B Nothing special. I'm doing my homework.

- 5** **USE IT!** Work in pairs. Read the situation. Practise a new dialogue using the key phrases and the dialogue in exercise 1 to help you.

**Student A:** Phone student B and ask if he / she's interested in going shopping.

**Student B:** Ask student A for details and say that you aren't sure: you're playing video games at the moment, and you're winning. Ask if you can go another time.



## 2

## WRITING • A report on a survey

I can use *but* and *however* to contrast results.

**THINK!** What is your favourite song in English? Do you listen to many songs in English?

## Language survey: Report

These are the results of our survey on using foreign languages. The results are from interviews with eight people in our class of thirteen, so more than half of the class.

## Learning and speaking

Everybody in the group is learning a second language and a few people speak more than two languages. One or two people are thinking of studying languages in the future, but nobody in the group speaks English outside class.

## Internet and social media

Half of the people in the group visit websites which are in other languages. However, less than half of the survey group post comments or messages online in another language.

## Communication survey: questions

Are you learning a second language at the moment?

Do you speak more than two languages?

Do you ever speak English outside class?

Do you ever visit websites that are in another language?

Do you ever post comments or messages in another language?

Do you ever listen to English songs?

Do you watch films or TV programmes in another language?

**1** Read the language survey report. How many people are there in the class? How many people watch TV programmes in another language?

**2** Complete the Key Phrases from the text. Which key phrases are followed by a verb in the singular form?

## KEY PHRASES

## Numbers of people

Everybody <sup>1</sup>..... group

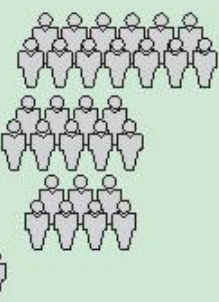
More than half <sup>2</sup>.....

Half <sup>3</sup>..... in the group

<sup>4</sup>..... than half

A <sup>5</sup>..... people

<sup>6</sup>..... in the group speaks English.



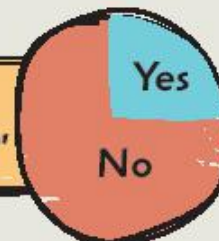
## Language point: Contrasting ideas

**3** Find the words *but* and *however* in the survey. Do they come at the beginning, middle or end of a sentence?

## Other media

Everybody in the group listens to English songs, but only a few people watch TV programmes or films in other languages.

'Do you post comments online in another language?'



## 4 Match 1–4 with a–d.

- |                                                       |                                                       |
|-------------------------------------------------------|-------------------------------------------------------|
| 1 Everybody speaks English in class, but ...          | a. only a few people read in a second language.       |
| 2 Everybody reads in their own language. However, ... | b. songs in English are more difficult to understand. |
| 3 Everybody listens to songs in English. However, ... | c. everybody is learning English.                     |
| 4 A few people know three languages, but ...          | d. nobody speaks English outside class.               |

5 **USE IT!** Follow the steps in the Writing Guide.

## WRITING GUIDE

## A TASK

Do another survey with the questions in the communication survey and in about 60 – 80 words, write a report about the results.

## B THINK AND PLAN

- 1 Ask the questions in your survey and make a note of the results.
- 2 Decide which of the phrases in the language point you need to use.

## C WRITE

Paragraph 1: Introduction

Paragraph 2: Question topics

- Learning and speaking
- Internet and social media
- Other media

## D CHECK

- expressions of quantity
- *but* and *however*
- the layout and neatness of your report



## ENGLISH PROFICIENCY INDEX

People often talk about English as a *lingua franca*. More than 350 million people around the world speak English as their first language and over 900 million speak it as a second language.

Education First (EF) is an international education company in the USA. It produced English Proficiency Index (EPI) in 2011. It ranks how well non-native English speakers can speak the language in their countries.

In the most recent edition of the EF index for the Asian region, Singapore ranks 1<sup>st</sup> – its EPI score is 611. Second is the Philippines with an EPI score of 562. Việt Nam ranks 13<sup>th</sup> with an EPI score of 473.

In Việt Nam, the development of most aspects requires better English. More people are interested in learning English. Hopefully, the EPI in Việt Nam will be higher in the years to come.



DO YOU SPEAK  
ENGLISH?



- 1 1.24 Read and listen to the text and complete the table.

| Ranks in Asia | EPI score | Countries       |
|---------------|-----------|-----------------|
| 1             | .....     | .....           |
| .....         | .....     | the Philippines |
| .....         | 473       | .....           |

- 2 Read the text again and write *True* or *False*.

- More than a billion people speak English in the world.
- EF produced the first EPI in 2020.
- Recently, the EPI score of Việt Nam is higher than that of the Philippines.
- With an EPI score of 611, Singapore ranks the first in the world.
- More and more Vietnamese people enjoy learning English.

- 3 **YOUR CULTURE** Work in groups. Ask and answer the questions with a partner.

- When do you often speak English?
- Do you speak English with your parents?
- What do you use English for?
- How well do you think you speak English?
- Do you intend to study abroad? Where? Do people there speak English?

- 4 **USE IT!** Use your answers from exercise 3 to write a text (60–80 words) describing your use of English in daily life.



## PUZZLES AND GAMES

**1** Complete the puzzle with words about communication. Then use the letters in the blue boxes to make a mystery word.

[illegible]

**2 SENTENCE RACE.** Work in groups. Order the words to make present continuous sentences. Score three points for finishing first. Score one point for each correct sentence.

still / for / She's / bus / waiting / the / school  
She's still waiting for the school bus.

- 1 isn't / very / maths / Our / teacher / well / feeling / today
- 2 his / playing / Jake / and / park / brother / in / the / are / football
- 3 phone's / His / answering / ringing / he / but / isn't
- 4 living / My / aren't / us / now / grandparents / with
- 5 my / working / I'm / landline / afraid / moment / the / isn't / at

**3** Look at the mobile phone key pad. Use the code to write phone language verbs.

(c) = consonant  
(v) = vowel

3(c) 4(v) 2(v) 5(c) = dial



- 1 7(c) 3(v) 6(c) 3(c)
- 2 8(c) 6(v) 7(c) 8(v) 7(c)
- 3 3(c) 6(v) 9(c) 6(c) 5(c) 6(v) 2(v) 3(c)
- 4 4(c) 2(v) 6(c) 4(c) 8(v) 7(c)
- 5 7(c) 8(v) 8(c)
- 6 7(c) 7(c) 3(v) 2(v) 5(c) 8(v) 7(c)
- 7 5(c) 3(v) 2(v) 8(c) 3(v)

**4 WHO'S WHO?** Work in pairs. Follow the instructions.

- **Student A:** Cover Picture B. Ask present continuous questions to find out where the people in the list are and what they're doing. Write their names on Picture A.
- **Student B:** Answer Student A's questions. Don't give extra information!

### What's Dan doing?

Where's he sitting?

Is he wearing a ... ?

Julie  
Dan  
Thomas  
Lena  
Ben  
Katherine



**5** Work in groups. Talk about each other following the instructions.

- Take it in turns to toss a coin.
- If the coin lands on 'heads', say a present simple sentence about someone in your class.
- If the coin lands on 'tails', say a present continuous sentence about someone in your class.

Maria speaks three languages.

Lucas is speaking to the teacher.



## 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 Where we spend time

#### 1 Choose the best answer.

- 'Where is Gemma?' 'She's ..... the playground with her sister.'  
a. on                      b. in                      c. under
- 'Where is Quang?' 'He's ..... bed upstairs.'  
a. in                      b. at                      c. next to
- 'Hello. Is your mum there?' 'Yes, she's here but she's ..... the phone to her sister.'  
a. at                      b. in                      c. on
- 'Has your brother got his friends ..... his room?' 'No, they aren't here now.'  
a. in                      b. between                      c. on
- 'Dad is late? Where is he?' 'He's ..... the shops in town.'  
a. on                      b. with                      c. at
- 'Where's your home?' 'It's ..... the countryside about 10 km from here.'  
a. at                      b. above                      c. in

I can talk about where I spend my time.

**MY EVALUATION**



### LANGUAGE FOCUS Present simple: affirmative and negative

#### 3 Complete the sentences using the affirmative (✓) or negative (✗) form of the present simple.

|                  | Sam | Nick and Lucy |
|------------------|-----|---------------|
| play video games | ✗   | ✓             |
| study German     | ✓   | ✗             |
| finish homework  | ✓   | ✗             |

- Sam ..... video games.
- Nick and Lucy ..... video games at home.
- Sam ..... German at school.
- Nick and Lucy ..... German.
- Sam ..... his homework.
- Nick and Lucy ..... their homework every night.

I can write about habits and facts.

**MY EVALUATION**



### READING Screen time

#### 2 Choose the correct words.

- My mum and dad only **ban** / **let** / **allow** me play video games at the weekend. It's not fair!
- Our dad **allows** / **bans** / **lets** us to watch TV in the evening.
- My mum **lets** / **bans** / **allows** mobile phones at the dinner table. She hates them!
- Our parents don't **let** / **allow** / **ban** TVs in our rooms. We watch TV together downstairs.
- My sister **lets** / **bans** / **allows** me use her computer. She's very kind. I really like her!

I can read comments and opinions, and understand the main ideas.

**MY EVALUATION**



### VOCABULARY AND LISTENING Free time activities

#### 4 1.25 Listen and put a tick (✓) next to Eva's hobbies.

##### Eva's hobbies

I really enjoy ...

- ☐ doing a lot of sport.
- ☐ staying in bed very late.
- ☐ blogging.
- ☐ baking cakes with my friends.
- ☐ collecting different things.
- ☐ going to the cinema in town.
- ☐ going dancing with my sister.
- ☐ listening to music in bed.

I can understand people when they talk about their hobbies.

**MY EVALUATION**







## LANGUAGE FOCUS Present simple: questions

### 5 Write questions using the present simple.

- 1 where / you / go / at the weekend ?  
.....
- 2 you / meet / your friends in town ?  
.....
- 3 your brother / make / videos ?  
.....
- 4 your parents / listen / to music ?  
.....
- 5 your cousin / do / martial arts ?  
.....
- 6 when / your friends / watch / TV ?  
.....
- 7 where / your sister / go / to the cinema ?  
.....
- 8 how often / you / stay / in bed late ?  
.....

I can ask and answer about free time activities.

MY EVALUATION



## SPEAKING Thinking of things to do

### 6 Choose the correct words.

- Maya Hey, Grace. What are you doing this afternoon?
- Grace Nothing really. <sup>1</sup>Will / Shall / Do we do something together?
- Maya Yeah. I <sup>2</sup>don't / doesn't / aren't want to watch TV all afternoon. It's boring!
- Grace What do you <sup>3</sup>go / know / want to do?
- Maya I don't know.
- Grace Why <sup>4</sup>don't / doesn't / not we go swimming?
- Maya I don't <sup>5</sup>know / want / feel like going swimming. It's cold today.
- Grace I know! How about <sup>6</sup>baking / bake / bakes a cake?
- Maya That sounds <sup>7</sup>as / like / of a good idea!
- Grace <sup>8</sup>Let / Let's / Let us start now.

I can make and respond to suggestions.

MY EVALUATION



## WRITING A profile for a web page

### 7 Complete the text with the words and phrases.

about watching a lot of time also  
don't enjoy not a big really bothered  
spending my time too

Myprofile.com

Hi! I'm Trung and this is how I like <sup>1</sup>.....

Places

I spend <sup>2</sup>..... at my cousin's house. I <sup>3</sup>..... like meeting my friends in the park.

Sports and hobbies

I love sport and I play football twice a week. I play the guitar, <sup>4</sup>....., but I <sup>5</sup>..... practising.

On screen

I'm not <sup>6</sup>..... about watching videos on YouTube, but I love playing video games.

I'm not mad <sup>7</sup>..... TV.

Music

I enjoy listening to music, but I'm <sup>8</sup>..... boy band fan. I hate listening to them!

I can write about myself using *and*, *also* and *too*.

MY EVALUATION





## VOCABULARY Communication

**8** Match the words from A with the clues from B.

| A              | B                                                                           |
|----------------|-----------------------------------------------------------------------------|
| 1 conversation | a. A smiley face or a small picture you put in an email                     |
| 2 card         | b. When you talk to somebody on your phone or computer and you can see them |
| 3 landline     | c. When you talk to somebody face-to-face                                   |
| 4 letter       | d. A short message you send with your mobile                                |
| 5 text message | e. A symbol like this :) or this :(                                         |
| 6 video chat   | f. Something you send to a person on their birthday or a special day        |
| 7 symbol       | g. A type of phone that isn't a mobile                                      |
| 8 emoji        | h. A message you write on some paper and put in an envelope                 |

I can talk about how I communicate today.

MY EVALUATION 😞 😐 😊 😄

## READING Emojis

**9** Fill in the blanks with the words in the box.

international      useful      creative  
colorful      funny

- Nick is a very ..... person. He likes writing, singing and drawing.
- Your brother is very .....  
I always laugh when I read his posts on social media.
- Emojis are an ..... language.
- I like ..... photos. I don't like black and white pictures.
- Emojis are ..... People communicate different ideas with them.

I can identify the main topics in an article.

MY EVALUATION 😞 😐 😊 😄

## LANGUAGE FOCUS Present continuous: affirmative and negative

**10** Write affirmative (✓) or negative (✗) sentences using the present continuous.

- my cousin / study / English and German ✓  
.....
- I / have / my lunch ✓  
.....
- you / read / your book ✗  
.....
- Quang and Mai / use / video chat ✓  
.....
- my friend / do / that difficult homework ✗  
.....
- we / swim / in the sea ✗  
.....

I can describe what's happening.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY AND LISTENING On the phone

**11**  1.26 Listen to Anna making some phone calls. Match calls 1–6 with situations a–f.

Anna ...

- ☐ hasn't got any credit and needs to top up.
- ☐ speaks to a different person and needs to call back.
- ☐ needs to speak up.
- ☐ can't speak to her friend. Her phone is engaged.
- ☐ has got the wrong number.
- ☐ leaves voicemail.



I can understand and use telephone language.

MY EVALUATION 😞 😐 😊 😄



## LANGUAGE FOCUS Present continuous: questions; Present simple and present continuous

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

- 1 We ..... (not have) homework on Tuesdays.
- 2 Jo and Clare ..... (do) the exam now.
- 3 Where's Ilya? ..... he ..... (listen) to some music in his room?
- 4 I always ..... (go) to bed at 9:30.
- 5 Hoa is on her laptop now. She ..... (not help) with the housework.
- 6 What time ..... you ..... (start) school every morning?

I can write about what's happening now, and what happens regularly.

MY EVALUATION 😞 😐 😊 😄

## SPEAKING Making plans over the phone

**13** Complete the phone conversation then practise with your partner.

Are you interested?  
How are things?  
Text me when you arrive.  
What time is the match?  
What are you doing?

- Mark Hi, Andy. It's Mark.  
Andy Oh, hi! <sup>1</sup>.....  
Mark Good, thanks. Are you at home?  
Andy Yes. Why?  
Mark I'm walking into town with Ben. We are thinking of going to that football match. <sup>2</sup>.....  
Andy I can't right now.  
Mark <sup>3</sup>.....  
Andy Nothing special. I'm helping my dad clean the car. <sup>4</sup>.....  
Mark At 3:00.  
Andy Oh, 3.00? That's OK. The car is nearly finished.  
Mark OK! <sup>5</sup>.....

I can make plans with friends.

MY EVALUATION 😞 😐 😊 😄

## WRITING A report on a survey

**14** Put the paragraphs in the correct order.



**A**

In the survey, almost everyone is studying for the school exams next week. However, a few of them do not seem to be ready.

**B**

In the previous exams, all the 20 students passed the exams, but only 6 of them got high grades.

**C**

Most of the students study for two hours every night, but some students spend only one hour. Our school exams are often harder than others. However, only a few students in our class feel worried about them. Why? Maybe they are good students.

**D**

The students may be good. However, they should try their best not only to pass the exams but also to surpass themselves.

**E**

These are the results of our survey on exam preparation. There are 26 students in our class, but the results are from interviews with 20 of them.

I can use *but* and *however* to contrast results.

MY EVALUATION 😞 😐 😊 😄



# 3 The past

## VOCABULARY • People and places

I can express what I like and don't like.

Culture p42

Extra listening and speaking p108

Song p115

**THINK!** How many years are there in a century?  
How many centuries are there in a millennium?

**1** Look at *A short history of the Millennium* and complete the timeline with paragraphs A–E.

**A** Writers William Shakespeare and Miguel de Cervantes died on the same day in England and Spain.

**B** In the 1920s, astronomer Edwin Hubble discovered that there were many galaxies beyond the Milky Way.

**C** Traders transported 6 million slaves from Africa between 1701 and 1800. William Wilberforce fought against slavery.

**2**  1.27 Complete the short history with the correct **blue** adjectives. Listen and check.

**3** Think of people, places and events that you know in Việt Nam. Use the adjectives from the short history to describe them.

**D** During the Hundred Years War between France and England, Joan of Arc (1412–1430) led the French army to great victories.

**E** 1325: The Aztecs built Tenochtitlan, which later became Mexico City. Aztec symbols were part of Aztec culture.



## A SHORT HISTORY OF THE MILLENNIUM

11<sup>th</sup> CENTURIES

12<sup>th</sup>

13<sup>th</sup>

14<sup>th</sup>

15<sup>th</sup>

About 1000 Viking Leif Erikson visited America five hundred years before Columbus. He called it Vinland.

This is so  
<sup>1</sup>boring / exciting!

About 1134 The first European universities were in Bologna, Oxford, Paris and Salamanca. Only VIPS and <sup>2</sup>poor / rich people could study at university.

Between 1206 and 1227, Genghis Khan invaded countries in Asia and Europe and left almost 40 million people <sup>3</sup>dead / alive.

This is  
<sup>4</sup>familiar / uncommon!

She's <sup>5</sup>awful / brave!



# PEOPLE FROM THE PAST

## Short interviews



### 1 Where do you live?

I live in Tenochtitlan. It's OK here. You can see a lot of familiar symbols on the walls of our temples, our palaces, and so on. They will tell you about our culture and our way of life. (Aztec)



### 2 Who do you admire?

I really admire Joan of Arc. She's just a young girl, but she controls an enormous army. (French soldier)



### 3 What game or activity do you like?

I'm really into writing plays. It's very exciting to see actors performing one of my plays. (Shakespeare)



### 4 What don't you like?

I really don't like losing battles. It's terrible. (Joan of Arc)



### 5 What's your favourite invention?

I really love the telescope. It's a very useful invention. (Edwin Hubble)

4 Read *People from the past*. Find five adjectives from *A short history of the Millennium*.

5 1.28 Watch or listen to the people. Which question from the interview does each person answer?



6 1.28 Watch or listen again and complete the Key Phrases.

## KEY PHRASES

### Likes and dislikes

I really love <sup>1</sup>.....  
I really (don't) like <sup>2</sup>.....  
I quite like <sup>3</sup>.....  
I really admire <sup>4</sup>.....  
I'm really into <sup>5</sup>.....  
It's OK / exciting / terrible!

7 **USE IT!** Read the interview questions again and think of your answers. Then ask your partner. Use some of the key phrases. Remember to ask 'Why?'

Who do you admire?

I really like Taylor Swift. Her songs are great, and she does good things with her money.

### Finished?

Write about events from history in your country.

16<sup>th</sup>

17<sup>th</sup>

18<sup>th</sup>

19<sup>th</sup>

20<sup>th</sup>

This is <sup>6</sup>useful / useless!

1500  
Leonardo da Vinci invented a flying machine. His other inventions included a parachute and a helicopter, but he couldn't test them.

What do you think of my book?

It's <sup>7</sup>brilliant / terrible.

No SLAVES

Slavery is <sup>8</sup>cruel / kind!

Victoria became Queen of the UK in 1837. She ruled for 63 years and seven months. She was very <sup>9</sup>popular / unpopular.

Wow! The universe is <sup>10</sup>enormous / tiny.



**THINK!** Think of an exciting place and a boring place for a school trip.

## Seeing History

What was the last **museum** you were at? Was it good? What was your favourite **exhibit**? Send us your reports of the best things to see on holiday this year.



**Mai**

Last week I was with my friends in the History Museum of Hồ Chí Minh City. There was an interesting royal clothing **exhibition** from the Nguyễn Dynasty (1802 – 1945). The clothes looked expensive and fancy but I'm sure they weren't comfortable at all.



**1** Look at the photos on this page. Answer the questions. Then read the reports and check your answers.

- 1 What are the objects in the photos?
- 2 How old do you think the Bluebird is?
- 3 Can you think of words to describe the objects in the photos?

**2** 1.29 Read and listen to the reports. Complete the sentences with the information from the text.

- 1 The exhibition of ..... was in the History Museum of Hồ Chí Minh City.
- 2 The clothes were expensive but .....
- 3 Tim was happy with the food in the ..... at the .....
- 4 ..... and ..... are both types of dinosaur.
- 5 The ..... wasn't a very interesting place.
- 6 ..... was a very fast car in the ..... Museum.



**Tim**

Our last school trip to the Natural History Museum wasn't boring but surprising. The **building** was beautiful, the food in the café was brilliant and the exhibits were really interesting. The most popular were the dinosaurs. The Diplodocus was 26 metres long. And the Tyrannosaurus Rex got 15-centimetre-long teeth.



**Jess**

My school trip to a farm was terrible. There weren't any exciting animals and the café wasn't very good. But it was great fun at the National Motor Museum last week. There were many cars and motorbikes in the **collection**. Bluebird, the fastest car in 1964 was my favourite. Was it strange? – Yes, it was very big and long.



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

**4 USE IT!** Work in pairs. Which of the museums on the website do you think is the most interesting? Where is it? What is in it?



**was, were**

- 1** Complete the sentences with *was*, *were*, *wasn't* and *weren't*. Then check your answers in the text on page 36.

- Last week I ..... with my friends in the History Museum of Hồ Chí Minh City.
- The clothes ..... comfortable at all.
- The school trip to the Natural History Museum ..... boring.
- The exhibits ..... really interesting.
- ..... Bluebird strange?  
Yes, it ..... very big and long.

- 2** Look at the sentences in exercise 1. Then complete the Rules using the correct form of *was* and *were*.

**RULES**

- In affirmative sentences, we use *was* or .....
- In negative sentences, we use ..... or *weren't*.
- In *yes / no* questions, we use ..... / *were* + subject + phrase.
- In short answers, we use *yes / no* + pronoun + ..... / *wasn't* or *were / weren't*.

- 3** Complete the sentences with *was*, *were*, *wasn't* and *weren't*.

Mai and her friends *were* in the History Museum of Hồ Chí Minh City last week. ✓

- The clothing exhibition ..... boring. ✗
- Bluebird ..... a motorbike. ✗
- The Nguyễn Dynasty ..... from 1802 to 1945. ✓
- ..... the Natural History Museum interesting? Yes, it ..... ✓
- ..... the dinosaurs unpopular? No, they ..... ✗

- 4** Write questions and short answers for the sentences in exercise 3.

Were Mai and her friends in the History Museum of Hồ Chí Minh City last week?

Yes, they were.

**there was, there were**

- 5** Choose the correct words.

- There *was* / *were* a car from 1964.
- There *was* / *were* lots and lots of cars.
- There *wasn't* / *weren't* a good café.
- There *wasn't* / *weren't* any exciting animals.

- 6** Write sentences about an event in your town / city last year. Use *There was* and *There were*. Think about:

the place   the date   the number of people  
music   famous people

It was in the town centre. It was in May last year ...



- 7 USE IT!** Write questions with *was* and *were* and the words in the box. Then ask and answer the questions with your partner.

When   Where   Who   What

- ..... you at 8 o'clock this morning?
- ..... your first teacher?
- ..... Lê Quý Đôn?
- ..... your last English test?
- ..... your first visit to a museum?
- ..... the last SEA Games?

Where were you at 8 o'clock this morning?

I was on the bus.

**Finished?**

Write quiz questions about the museum on the website you know.



**THINK!** You're a time traveller. Where in a past time do you want to go? Why?

## My Time Travels

I <sup>1</sup>**stayed** / **met** a boy and <sup>2</sup>**helped** / **visited** him with his homework.



I <sup>3</sup>**explored** / **came** my town and <sup>4</sup>**gave** / **saw** my school.



I <sup>5</sup>**travelled** / **saw** to Egypt and <sup>6</sup>**visited** / **met** the Pyramids.



I <sup>7</sup>**met** / **stayed** for three hours in Brazil and <sup>8</sup>**gave** / **watched** a football match.



I <sup>9</sup>**went** / **saw** to the year 1990 and I <sup>10</sup>**found** / **ate** my grandparents.



The dinosaurs <sup>11</sup>**met** / **looked** unfriendly, so I <sup>12</sup>**saw** / **took** a photo and <sup>13</sup>**came** / **felt** home quickly.



I <sup>14</sup>**had** / **got** lunch with Queen Victoria in London and I <sup>15</sup>**met** / **gave** her a photo.



I <sup>16</sup>**felt** / **had** sick on the journey to the moon, so I <sup>17</sup>**visited** / **left** after an hour.



1 1.30 Read Jade's time travel diary. Choose the correct verbs. Then listen and check.

2 1.31 Find the past forms of these verbs in the diary. Which verbs are irregular? Listen and check.

come eat explore feel find get give  
go have help leave look meet  
see stay take travel visit watch

come – came

3 1.32 **PRONUNCIATION** Regular past simple verbs Listen and repeat the verbs.

| /t/    | /d/    | /ɪd/    |
|--------|--------|---------|
| helped | stayed | visited |
|        |        |         |

4 1.33 Listen to eight more verbs and add them to the table in exercise 3. Practise saying them.

5 1.34 Listen to Jade's time travel diary. Put pictures A–H in the correct order.

6 **USE IT!** Work in pairs. Describe a journey using five of the verbs in exercise 2.

I travelled to Phú Quốc with my parents last summer. We stayed ...





## 3

## LANGUAGE FOCUS • Past simple: affirmative, negative and questions; regular and irregular verbs

I can describe recent past events in my personal life.

## Past simple

1 Choose the correct option a or b. Then check your answers in the text on page 38.

- 1 Where did Jade see the Pyramids?  
a. In Egypt                      b. In Rome
- 2 The dinosaurs looked ...  
a. friendly.                      b. unfriendly.
- 3 She ... dinner with Queen Victoria in London.  
a. had                              b. didn't have
- 4 Did Jade watch a football match in Brazil?  
a. Yes, she did.                      b. No, she didn't.

2 Study the sentences in exercise 1. Then choose the correct words in the Rules.

## RULES

- 1 The past simple form of a verb is **the same / different** for all persons.
- 2 In negative sentences, we use *didn't* + the **base / past simple** form of the verb.
- 3 In questions, we use (question word) *did* + subject + the **base / past simple** form of the verb.

3 Order the words to make sentences and questions.

- 1 her grandparents / talk / Jade / did / to / ?
- 2 you / rice / do / noodles / or / like / ?
- 3 visited / Jim / summer / Nha Trang / last
- 4 meet / your / where / parents / did / ?
- 5 we / yesterday / play / didn't / football

4  1.35 **PRONUNCIATION** Rhythm and intonation

When we put stress on a word, it has a strong beat.

When we don't put stress on a word, it has a weak beat.

Mary was **here** yesterday. (• - • •)

The voice falls on the final stressed syllable of a group of words (falling intonation), common in wh-questions.

Where was Mary **yesterday**? (- - - \)

The voice rises at the last syllable of the last word (rising intonation) in yes / no questions.

Was Mary **here** yesterday? (- - - /)

We use fall-rise intonation when we are not sure.

Do you like tea or **coffee**? (- - - / - \)

Read the sentences in exercise 3, paying attention to the rhythm and intonation. Listen and check.

5 Read the Study Strategy. Follow instructions 1–3.

## STUDY STRATEGY

## Learning irregular verbs

- 1 Find ten past tense verbs in exercise 1 on page 38.
- 2 When you find a new verb, check the irregular verbs list on page 127. Then add the verb to your list.
- 3 Memorise five irregular verbs every week.

## Regular and irregular verbs

6 Complete the text with the past simple form of the verbs in brackets.

## A disappointing day

Last Saturday I **went** (go) to a football match with friends. We <sup>1</sup>..... (travel) by bus and the journey <sup>2</sup>..... (take) two hours. We <sup>3</sup>..... (arrive) late, so we <sup>4</sup>..... (not have) time for lunch. After half an hour it <sup>5</sup>..... (start) to rain. I <sup>6</sup>..... (not have) a coat so I <sup>7</sup>..... (get) very wet. Our team <sup>8</sup>..... (not play) well. They <sup>9</sup>..... (lose) 5–0. It <sup>10</sup>..... (not be) a very good day.



7  **USE IT!** Work in pairs. Ask and answer about your recent past events.

Did you have pizza last night?

No, I didn't. I had phở.

## Finished?

Imagine you went back in time. Write a description of where you went, what you did, and who and what you saw.



### 3 SPEAKING • Your weekend

I can give my opinion on past events.

**THINK!** Say three things you did last weekend. Did you have fun?

- Sarah Hey, Mark. <sup>1</sup>How / What was your weekend?
- Mark Not bad, thanks. I played football and I got a haircut. What do you think?
- Sarah It looks great. Very cool. I got a haircut, too.
- Mark When?
- Sarah Two weeks <sup>2</sup>before / ago. But nobody noticed.
- Mark Oh dear. So, what about you? What did you <sup>3</sup>go / do?
- Sarah Well, I stayed at my friend Jenny's house on Saturday night.
- Mark Oh, right. How was that?
- Sarah It wasn't <sup>4</sup>bad / brilliant. Jenny was sick so I didn't sleep much and I was too tired to go out on Sunday.
- Mark Bad luck! I met some <sup>5</sup>family / friends for a picnic on Sunday.
- Sarah Really? What <sup>6</sup>was / were it like?
- Mark It was fun.
- Sarah Oh, you had a much better weekend. Can I come out with you next time?



**4** 1.37 **Cover the dialogue and the Key Phrases. Complete the mini-dialogues. Listen and check. Practise them with your partner.**

- 1 A How <sup>1</sup>..... weekend?  
B Not <sup>2</sup>..... I went shopping on Saturday. I bought these headphones.  
<sup>3</sup>..... think?  
A <sup>4</sup>..... cool.
- 2 A What <sup>5</sup>..... at the weekend?  
B Well, I went to the cinema on Saturday evening. I saw *The Fast and the Furious*.  
A <sup>6</sup>..... like?  
B <sup>7</sup>..... brilliant, to be honest.

**1** 1.36 **Choose the correct words in the dialogue. Then watch or listen and check. What did Mark do? Did Sarah have a good weekend?**

**2** 1.36 **Cover the dialogue and complete the Key Phrases. Watch or listen again and check.**

#### KEY PHRASES

##### Asking for and giving opinions

How was <sup>1</sup>.....?

Not <sup>2</sup>....., thanks.

What <sup>3</sup>..... think?

It looks <sup>4</sup>..... Very <sup>5</sup>.....

How <sup>6</sup>..... that?

It wasn't <sup>7</sup>.....

What was it <sup>8</sup>.....?

It was <sup>9</sup>.....

**3** **Practise the dialogue with your partner.**

**5** **USE IT!** Work in pairs. Read the situation. Practise a new dialogue about your weekend using the Key Phrases.

**Student A:** Tell student B about your weekend. You did something different each day and enjoyed your weekend.

**Student B:** You only did one thing at the weekend. It wasn't great. Tell student A why.

How was your weekend?

Not bad, thanks.

What did you do?

I went to a football match on Saturday.



### 3 WRITING • A special event

I can order events in the past using sequencing words.

**THINK!** What special days or events do you celebrate with your friends and family?

'Tell us about a memorable event in your life and you can win a new smartphone.'

#### My family's party

I'll never forget last July. That's when my big sister and her boyfriend decided to get married, and my parents had a fantastic party at our house to celebrate.

First, my mum and I went shopping for food and drink. At six o'clock, my sister's friends arrived for the party. At seven o'clock, my dad started the barbecue in the garden and after that we cooked potatoes and burgers. It was a very warm night. We ate the food and then Dad started the firework display – that was a great surprise. Finally, at about eleven o'clock, everyone went home. There were about twenty people and we all had a good time. Only our dog didn't enjoy the party. He stayed in the house – he didn't like the noise of the fireworks! It was a great evening and I was really happy.

Jack

1 Read the text. Why did Jack's parents have a party? Who did not enjoy the party?

2 Complete the Key Phrases with words from the text.

#### KEY PHRASES

##### Describing an event

I will never forget <sup>1</sup> .....  
There were about <sup>2</sup> ..... people.  
<sup>3</sup> ..... had a good time.  
It was a great <sup>4</sup> .....

#### Language point: Sequencing

3 Read the text again and find the sequencing words.

first after that then finally

4 Look at the sequencing words in bold and put sentences A–E in the correct order. Which word describes the beginning of an event, and which word describes the end?

**Best party ever!!**

- A At 8 o'clock my friends arrived. ☐
- B Finally all my friends went home. ☐
- C First my mum and I prepared food and drink for the party. ☐
- D I opened my presents and **then** we had something to eat. ☐
- E After that everybody danced. ☐

5 **USE IT!** Follow the steps in the Writing Guide. Ask and answer the questions for part B with your partner.

#### WRITING GUIDE

##### A TASK

In about 60 – 80 words, write three paragraphs about one of these events:

- A wedding • Tet holiday • A party

##### B THINK AND PLAN

- 1 What and when was the event?
- 2 What happened first?
- 3 What happened after that?
- 4 How many people were there?
- 5 How did you feel after the event?

##### C WRITE

Paragraph 1: Introduction

I'll never forget ...

Paragraph 2: Event

First ... After that ... Then ... Finally ...

Paragraph 3: Conclusion

It was a great evening.

##### D CHECK

- Past simple forms
- Sequencing words: *first, after that, then, finally*



- 1 Check the meaning of the words in the box. Then look at the pictures and answer the questions.

turkey pumpkin corn  
harvest hunt settler

- What is happening in picture A? What are people eating?
- When did the event in picture B take place?  
a. 1500    b. 1621    c. 1756

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

## Thanksgiving Day

Americans celebrate the Thanksgiving holiday on the fourth Thursday of November. Families meet for a special meal including turkey, corn, potatoes and pumpkin pie – a popular dessert. Then families do activities together or watch TV.

The Thanksgiving festival celebrates the first harvest of the Pilgrims – a group of religious settlers. In September 1620, they left England for America on a ship – the Mayflower. That winter, when they arrived, they were very cold and didn't have enough food. So half of them died. A Native American leader, Squanto, visited the settlers. His people showed the settlers how to grow corn and vegetables and how to hunt animals for food.

In autumn 1621, after a good harvest, the Pilgrims held a big celebration to thank God. They invited the Native Americans. For three days, they ate together. Also, they played games, sang songs and danced. It was the start of a long tradition.



- 3 Read the text again and answer the questions.

- What do people eat on Thanksgiving Day?
- Where did the Pilgrims arrive in 1620?
- Why did many settlers die in the first winter?
- How did they learn to grow food?
- Who went to the first Thanksgiving meal?

- 4  **YOUR CULTURE** Choose a festival in your hometown / city. Then ask and answer the questions with your partner.

- When is the festival?
- Where is it?
- What do people celebrate?
- How do they celebrate it?
- Do people have special food?
- Do they do special activities?

- 5  **USE IT!** Write a short description (35 – 50 words) of a festival in Việt Nam. Use your answers in exercise 4 to help you.



- 1** Use the code to find the first and last letters of adjectives about people and places. Write the adjectives, then match them with their opposites.

|   | A | E | I | O | U |
|---|---|---|---|---|---|
| # | a | g | m | s | y |
| & | b | h | n | t | z |
| ? | c | i | o | u |   |
| * | d | j | p | v |   |
| % | e | k | q | w |   |
| @ | f | l | r | x |   |

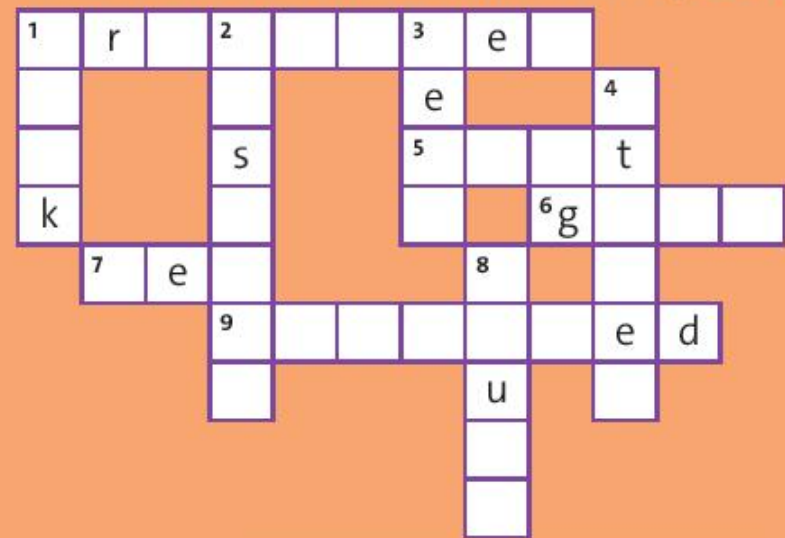
I\* I@ P \_\_\_\_\_ R = poor      cruel  
 1 A& E# \_\_\_\_\_ = \_\_\_\_\_      dead  
 2 O& U# \_\_\_\_\_ = \_\_\_\_\_      enormous  
 3 E% A\* \_\_\_\_\_ = \_\_\_\_\_      exciting  
 4 O? E@ \_\_\_\_\_ = \_\_\_\_\_      rich  
 5 A# A% \_\_\_\_\_ = \_\_\_\_\_      useless

- 2** **MEMORY GAME.** Work in groups. Follow the instructions.

- Look at the pictures for 20 seconds. Close your books.
- Take it in turns to say what objects there were, using *There was / There were*.  
*There was a football. There were two books.*
- The winner is the last player who can remember something.



- 3** Complete the crossword with the past tense of the verbs in the 'Across' and 'Down' spaces.



➔ **Across**  
 explore feel give meet travel

⬇ **Down**  
 find leave take stay visit

- 4** **TELLING A STORY.** Work in teams. Follow the instructions.

- Each person chooses a verb from the box and writes it down.

come explore find feel get give  
 go have help leave meet see  
 stay look take travel visit watch

- One person in each team reads the sentence below out loud, and adds another part to the sentence, using his / her verb from the box.

Yesterday I found a time machine and I travelled back in time.

Yesterday I found a time machine, I travelled back in time, and I saw a dinosaur.

- The next person in the team repeats the sentences and adds another part, using his / her verb from the box.

Yesterday I found a time machine, I travelled back in time, I saw a dinosaur, and I visited Galileo in Italy.

- The story continues until everyone uses their verbs, or until it becomes impossible to remember the story.
- In pairs, now try to remember the complete sentence and write down as much as possible.



# 4 In the picture

VOCABULARY • Actions and movement

I can describe a photograph.



CLIL p52



Extra listening and speaking p109

**THINK!** Do you have a favourite photo on your phone?  
Why is it your favourite?

- 1 1.39 Match pictures 1–10 with the verbs in the box. Then listen and check.

climb up hang from hold jump up  
kick lie on sit on stand in pick up walk on



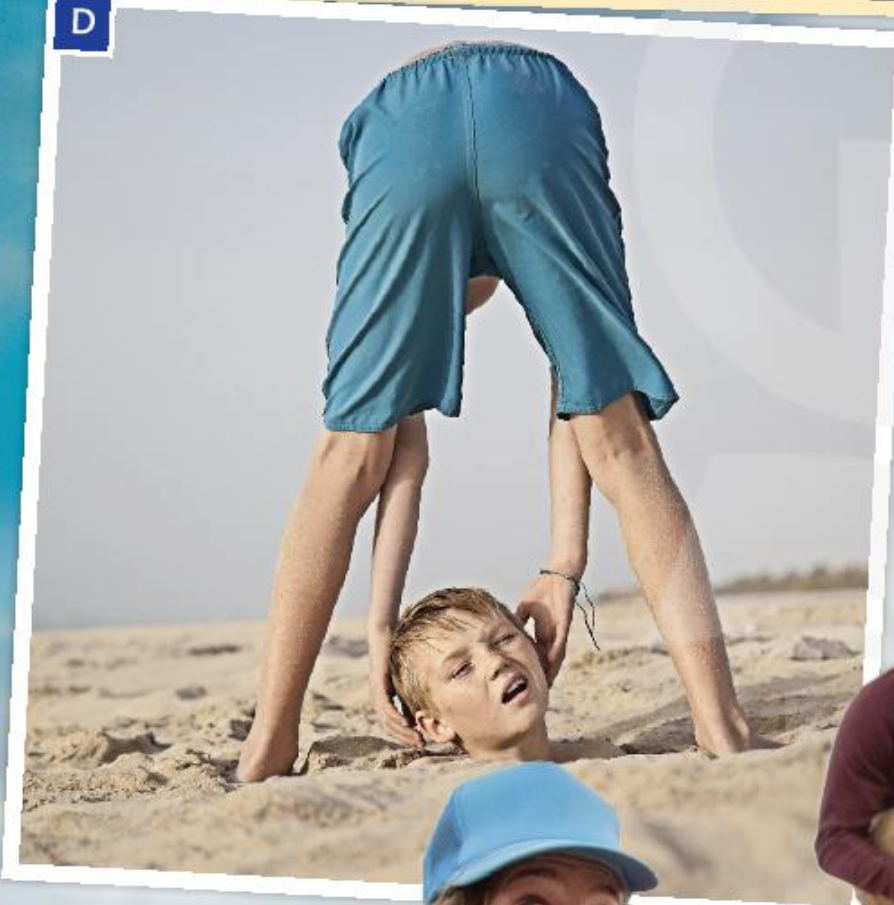
- 2 Read the descriptions of four photos in the observation test and match descriptions 1–4 with four photos from A–F. Then choose the correct verbs in **blue**.

## OBSERVATION TEST

- This is brilliant. The boy is on the beach and he's **picking up** / **sitting on** his head, which is **hanging from** / **lying on** the sand.
- They're in the desert, or somewhere very hot. The woman is wearing a hat and there's a tiny man on it. He's **standing in** / **walking on** the hat.
- The man is **climbing up** / **kicking** the dinosaur. He's very brave because he's really small and the dinosaur is enormous and very angry!
- The man is in a park and he's **climbing up** / **holding** a really small woman in his hand. She's wearing a white dress. Are they getting married?







3 1.40 Watch or listen. Which photos are the speakers describing?



4 1.40 Watch or listen again. Which of the key phrases do you hear? Who says them?

### KEY PHRASES

#### Describing a photo

In the middle

In front of

Behind

On the left / On the right

At the top / At the bottom

In the foreground / In the background

5 **USE IT!** Work in a group. Use the Key Phrases to create your own photograph.

#### **Remember!**

#### Affirmative imperatives

Stand there.

Sit here.

Move behind it.

Maria, stand here in the foreground. Hold this cup.  
David and Juan, sit on the chairs at the back, so it looks like you're standing in the cup.

#### **Finished?**

Think of your favourite photo on your phone. Describe it to your group.



E



## 4

## READING • A moment in time

I can predict what an article is about using the title and photos.

**THINK!** What should you do with rubbish?

# WHAT SHOULD YOU DO WITH RUBBISH?



I happened to see this 6-year-old girl in Chiang Mai, Thailand. She wasn't playing with the toy. She was making it with **ice-cream sticks**. The toy was still simple, but it was a **success** for such a little girl. She still wanted to make more and more toys. While I was taking some photos of the toys, she was smiling nicely. What a clever girl!

(Chiang Mai, Thailand)



I went to a café in Thân Văn Nhiếp Street, District 2 on a beautiful Sunday morning. The café was full when I got there. Some people were making **decorations** from old tyres and bottles. They were talking but they were working very hard too. **Although** their business was different, it was meaningful to the environment. Their **start-up** seemed to be a **success story**.

(Hô Chí Minh City, Việt Nam)

- 1 Read the Study Strategy. Then use the strategy to do exercise 2.

## STUDY STRATEGY

### Predicting content

Before you read a text:

- 1 Look at the title and the photos. Can you guess the topic?
- 2 Read the text to see if your ideas are right.

- 2 Look at the photos. What are the people doing? Why are they doing it? Which countries are they in? Read the texts and check.

- 3 1.41 Read and listen to the text. Write **True or False**. Explain your answers.

- 1 The 6-year-old girl in Chiang Mai, Thailand made some toys with ice-cream sticks.
- 2 According to the photographer, the toy was good.

- 4 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in **blue** in the text.

**Language point: Although**

- 5 Find the word **although** in the second text. What is it used for?

Their business was different, but it was meaningful to the environment.

→ **Although** their business was different, it was meaningful to the environment.

- 6 Combine the two sentences using **although** and **but**.

1 She is a little girl. She is helpful.

2 Many collectors want to own her toys. She does not want to sell them.

- 7 **USE IT!** Work in pairs. Do you think that recycling can change the world? Can you think of an idea to make toys from rubbish?

- 3 The café was empty.
- 4 Some people were relaxing with decorations.
- 5 The writer liked the café with recycled decorations.





- 1 Complete the sentences with the words in the box. Then check your answers in the text on page 46.

was wasn't were weren't

- The little girl ..... smiling nicely.
- She ..... playing with the toy.
- She ..... making toys with ice-cream sticks.
- Some people ..... singing.
- They ..... making decorations from tyres and bottles.

- 2 Look at the sentences in exercise 1. Then choose the correct words in the Rules.

### RULES

- We use the past continuous to talk about **a finished action / an action in progress** in the past.
- We form the past continuous with **did / was (were)** and the **-ing / base** form of a verb.
- We form the negative of the past continuous with **wasn't (weren't) / didn't** and the **base / -ing** form of a verb.

- 3 Complete the text using the past continuous form of the verbs in brackets.

Photographer David Slater<sup>1</sup> .....  
(visit) Sulawesi, an island in Indonesia.  
He<sup>2</sup> .....  
(photograph) the monkeys there and they<sup>3</sup> ..... (jump) all over his camera and camera bag. One of the bravest monkeys<sup>4</sup> ..... (play) with the camera, and it took a photo. The monkey took over 100 photos that day, but the one that became a classic was this photo: the monkey<sup>5</sup> ..... (smile) when he took the selfie.



- 4 Write true sentences about today. Use the affirmative or negative form of the past continuous.

I / sleep / at 8.30 a.m.

I ~~wasn't sleeping~~ at 8.30 a.m.

1 my dad / work / 9 a.m.

2 my friends / walk / to school at 8 a.m.

3 it / rain / early this morning

4 I / ride / my bike / at 8.15 a.m.

5 My family / sleep / at 5 a.m.

- 5 **USE IT!** Work in pairs. Look at the photo and imagine you saw the event. Describe what was happening. Use the questions to help you.



- Where did the event happen?
- What were you doing when you saw this?
- What were the children doing?
- What was the girl in blue T-shirt doing?

### Finished?

Finish the monkey's story:  
'I was sitting in a tree in Indonesia one day ...'



## 4

## VOCABULARY AND LISTENING • Adjectives and adverbs

I can listen to someone describing photos, and understand the main ideas.

**THINK!** What photographs do you prefer: people, places or sport? Why?

## Expert tips

## How to take better photos

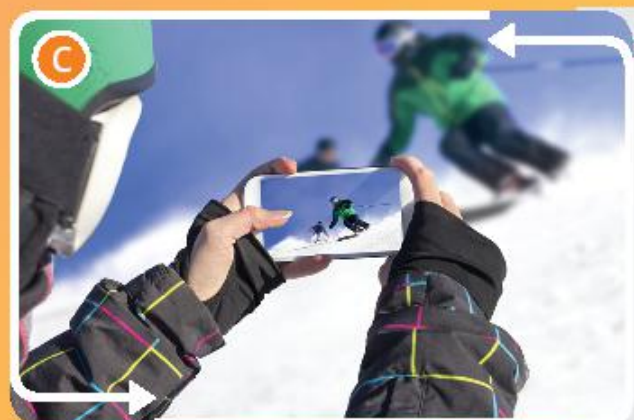


It isn't <sup>1</sup>easy / brave to photograph wild animals because they are <sup>2</sup>slow / fast. You need to be very <sup>3</sup>happy / patient. Find a <sup>4</sup>comfortable / careful place and sit <sup>5</sup>badly / quietly.

Remember, it's <sup>6</sup>polite / rude to take photos of people you don't know. Most people will <sup>7</sup>happily / rudely say yes if you ask <sup>8</sup>politely / well for permission.



Holiday photos are often <sup>12</sup>bad / slow, so if you want to take a <sup>13</sup>good / quiet photo, think <sup>14</sup>creatively / comfortably and choose unusual angles.



When people are doing sports, they don't move <sup>9</sup>slowly / patiently, so choose <sup>10</sup>carefully / bravely where you stand. For dangerous sports, the photographer needs to be <sup>11</sup>creative / slow and good at the sport, too.



**1** 1.42 Read the texts and choose the correct words. Listen and check.

**2** Complete the table with the adjectives and adverbs in exercise 1.

| Adjectives | Adverbs |
|------------|---------|
| bad        | badly   |
|            |         |
|            |         |
|            |         |

**3** 1.43 Listen to a photographer explaining how he took these photos. Put photos A–D in the order you hear.

**4** 1.43 Listen again and answer the questions.

- What was the squirrel doing in photo A?
- In photo B, why was the photographer in Asia?
- In photo C, was the photographer skiing?
- Where was the photographer in photo C?
- In photo D, was the photographer standing in the boat?

**Remember!**

| Adjectives | Adverbs |
|------------|---------|
| fast       | fast    |
| good       | well    |

**5** **USE IT!** Work in pairs. Say how you can do the activities in the box. Use adverbs from exercise 2.

learn vocabulary   read   sing  
speak to your teacher   swim

I can swim fast.



## 4

## LANGUAGE FOCUS • Past continuous: questions

## • Past simple and past continuous

I can talk about travel.

## Past continuous: questions

1 Match questions 1–4 with answers a–d. Then complete the rule.

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1 Was the squirrel eating flowers? | a. No, it wasn't.              |
| 2 Were the two men posing?         | b. Steve's friend.             |
| 3 What were the men doing?         | c. Yes, they were.             |
| 4 Who was skiing?                  | d. They were using a computer. |

## RULE

We form past continuous questions with:  
(question word) + <sup>1</sup>..... or <sup>2</sup>.....  
+ subject + -ing form.

2 Write questions and answers using the past continuous.

the men / ride / horses ? X

Were the men riding horses? No, they weren't.

- 1 the squirrel / eat / nuts ? ✓  
2 where / your friends / travel this time last year? (in Canada)  
3 what / you / do / last night at 8 p.m. ?  
(watch TV)  
4 Maria / swim / in a river ? X  
5 who / you / talk to / after class yesterday ?  
(Mary)

3  1.44 **PRONUNCIATION** Word stress in questions

Listen. Which words are stressed in each phrase? Listen again and repeat.

- 1 Were you sleeping at 7 a.m. yesterday?  
2 Was your mum listening to music at 8 p.m. last night?  
3 What were you doing on Sunday morning?  
4 Who were you talking to before class this morning?

4 Work in pairs. Ask and answer the questions from exercise 3. Make true answers.

Were you sleeping at 7 a.m. yesterday?

Yes, I was.



## Past simple and past continuous

5 Study the sentences. Then complete the Rules with *past simple* and *past continuous*.

I saw this squirrel while I was photographing flowers in a park.

I was photographing flowers when I saw this squirrel.

## RULES

- 1 We use the <sup>1</sup>..... for longer actions in progress and the <sup>2</sup>..... for shorter actions.  
2 We often use *when* before the <sup>3</sup>..... and *while* before the <sup>4</sup>.....

6 Complete the sentences using the past simple and past continuous form of the verbs in brackets.

We saw (see) the Pyramids while we were visiting (visit) Egypt.

- 1 I ..... (take) photos of my friend while we ..... (cycle).  
2 She ..... (climb) when she ..... (have) an accident.  
3 We ..... (take) photos of elephants while we ..... (travel) across Đắk Lắk.  
4 My parents ..... (not sleep) when I ..... (get) home late last night.

7  **USE IT!** Work in pairs. Imagine you travelled around the world. Talk about things you did using the past simple and past continuous. Use the ideas in the table and your own ideas.

I saw a tiger while I was visiting India.

|                                                     |       |                       |
|-----------------------------------------------------|-------|-----------------------|
| buy<br>climb<br>eat<br>meet<br>see<br>speak<br>take | while | stay<br>visit<br>work |
|-----------------------------------------------------|-------|-----------------------|

## Finished?

Imagine you travelled around Việt Nam. Write a diary (60 – 80 words) about what you did.



# 4

## SPEAKING • Expressing interest

I can show that I'm interested in a topic.

**THINK!** Describe the last photo you took on your phone.

- Amelia Hey, these are good photos, Julie. Did you take them?
- Julie Yes. My new phone takes really good photos. What <sup>1</sup> ..... of this one?
- Amelia I like it. That one's really good.
- Julie Yeah, I'm pleased with it. I was very lucky.
- Amelia But the poor guy wasn't lucky! Where <sup>2</sup> ..... when you took it?
- Julie I <sup>3</sup> ..... on a wall by the road. He <sup>4</sup> ..... while he <sup>5</sup> ..... past me.
- Amelia Well, it's an amazing photo. Was it near here?
- Julie No, it was a cycling race near Bristol. I went with my brother.
- Amelia Really? Did he take part in the race?
- Julie You're kidding! He doesn't even ride a bike.
- Amelia Well, it's an amazing photo. I'm impressed!
- Julie That's really kind of you. Thanks.



**4** Imagine that you took this photo. Think about your answers to these questions.

- 1 Where were you?
- 2 Why were you there?
- 3 What were the people doing?



**1** Complete the dialogue with the phrases in the box. Then watch or listen and check. What happened in Julie's photo? Where was Julie when she took the photo?

do you think   fell off   was cycling  
was sitting   were you

**2** Look at the Key Phrases. Cover the dialogue and try to remember who says the phrases, Amelia or Julie. Watch or listen again and check.

### KEY PHRASES

#### Expressing interest

|                        |                            |
|------------------------|----------------------------|
| That one's brilliant.  | You're kidding!            |
| It's an amazing photo. | I'm impressed.             |
| Really?                | That's really kind of you. |

**3** Work in pairs. Practise the dialogue.

**5** **USE IT!** Work in pairs. Prepare a new dialogue. Use the key phrases and your ideas from exercise 4. Then practise your dialogue.

Did you take this photo?

Yes. What do you think of it?



## 4

## WRITING • The story of a rescue

I can write a description of an event using linking words.

**THINK!** When do animals need humans to help them?



## An exciting rescue

I took this photo while we were on a safari holiday in Kenya last February. It was an amazing rescue and I was lucky to see it.

It happened while we were taking photos of wild animals. We were driving slowly when we saw a bulldozer. There was a group of people and they were looking at something. There was an elephant. It was in a mud hole and it couldn't get out. The elephant wasn't moving, but it was alive. A bulldozer was breaking the sides of the hole. As soon as it was possible, the elephant climbed out. After a few minutes, it walked away.

The elephant was very lucky to be alive after twelve hours in the hole. The rescuers were very pleased and one of them posted a video of the rescue online.

- 1 Read the story. Where was the rescue? What was the writer doing?
- 2 Complete the key phrases from the text in your notebook. Then read the text and check your answers.

### KEY PHRASES

#### Describing events in a photo

I took this photo while <sup>1</sup>...

It was an amazing <sup>2</sup>...

I was lucky to <sup>3</sup>...

It happened while <sup>4</sup>...

There was a group of people and <sup>5</sup>...

### Language point: Linking words

- 3 Read the text again and find the linking words: *after, as soon as, when, while*.
- 4 Choose the correct linking words.
  - 1 I saw a bear **when** / **while** I was walking in the forest.
  - 2 **As soon as** / **While** I saw it, I climbed a tree.
  - 3 It ran away **while** / **when** my friends arrived.
  - 4 **After a few minutes** / **As soon as**, I climbed down.
- 5  **USE IT!** Follow the steps in the Writing Guide.

### WRITING GUIDE

#### A TASK

Imagine that you took the photo of a fire rescue. Write a story (60 – 80 words) with the title *An amazing rescue*.

#### B THINK AND PLAN

- 1 When and where did the rescue happen?
- 2 What happened to the people in the photo?
- 3 Why was the rescue difficult?
- 4 How did the rescue end?

#### C WRITE

Paragraph 1: Introduction

I took this photo ...

Paragraph 2: The people and the rescue

There was / There were ...

Paragraph 3: The end and your opinion

The rescuers ...

#### D CHECK

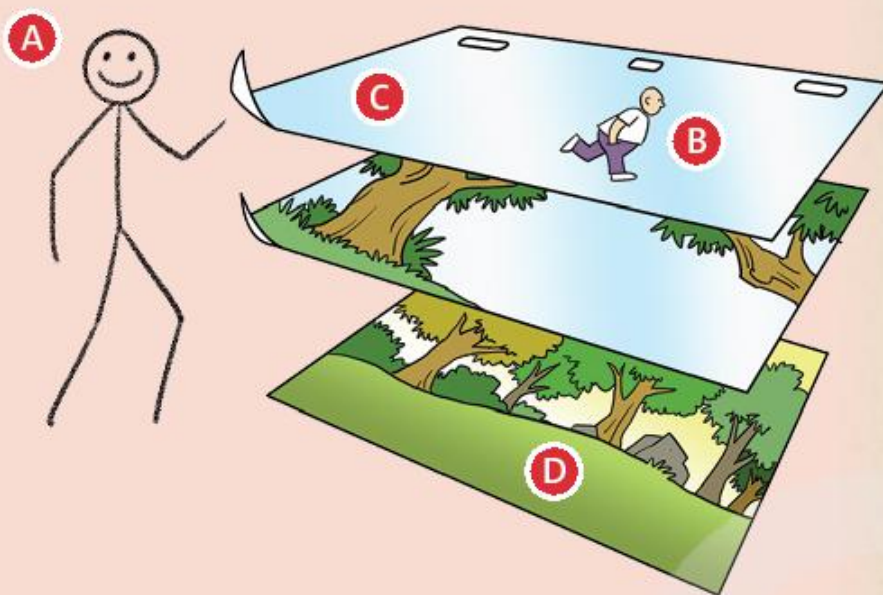
- *when, while, as soon as, after*
- *There was / There were*
- Past simple and past continuous verbs





- 1 Check the meaning of the words in the box. Then match them with the pictures.

cel character backgrounds stick figure



- 2 1.46 Read and listen to the text. Match headings a–d with paragraphs 1–4.

- Stop-motion animation
- Computer animation
- Early animation
- Hand-drawn animation

- 3 Read the text again and answer the questions.

- What did the zoopraxiscope do?
- When did the Lumière brothers make the cinematograph?
- What technique did they use to make *King Kong* in 1933?
- Which studio made the first cartoon with sound?
- When did film-makers start using computers for special effects?
- What is the name of the first CGI feature film?

- 4 **USE IT!** Research the making of your favourite animated film. Prepare a short presentation (60 – 80 words) on the film. Include this information:

- Which film-makers and studios worked on the film?
- What animation techniques did they use?
- Was it a blockbuster?
- What do you like about it?

Give your presentation to the class.

## The history of animation

- 1 In the 1880s, Eadweard Muybridge invented the zoopraxiscope. This machine took photographs of moving things. This was the earliest form of animation.

- 2 In 1895, the Lumière brothers invented the cinematograph. Early film-makers used it to make stop-motion animation. With this technique, they made *King Kong* in 1933.

- 3 In the 1920s, Walt Disney began to use 'hand-drawn animation'. Artists drew the pictures onto transparent pieces of plastic, or **cels**. The film-makers put the cels on painted **backgrounds** and photographed them one at a time. In 1928, Disney studios introduced the **character** of Mickey Mouse in the first cartoon with sound, *Steamboat Willie*.

- 4 In the 1960s, people started using computer animation. At first, computers could only make simple **stick figures** move on films, but by the 1990s, studios used realistic computer-generated imagery (CGI) for special effects. Soon, they were producing completely computer-animated films; *Toy Story* (1995) was the first fully CGI cartoon.





## 4 PUZZLES AND GAMES

### 1 ONE-MINUTE RACE. Work in pairs. Follow the instructions.

- **Student A:** Describe as many verbs in the list as you can in one minute. You must not speak but you can draw or act.
- **Student B:** Close your book and guess the verbs and prepositions. Say the answers.
- The student who guesses the most in one minute is the winner.

climb up   hang from   jump up  
lie on   pick up   sit on  
stand in   walk on

### 2 WHO DID IT? Someone took a famous painting from the National Gallery in London yesterday. Work in pairs and read the notes. Which person is not in the pictures? This is the person who took the painting.



- Sally was meeting her son after school.
- Brian was taking photos outside in Trafalgar Square.
- Lucy and Jill were having lunch in the gallery café.
- Stephen wasn't working yesterday - he was at home. He wasn't well.
- Joe was in his taxi, driving two customers to Victoria train station.
- Mr Jacobs and Mrs Shaw weren't in their office yesterday - they were guiding the children through the museum.
- Jenny was working in her office.



### 3 WORK IN PAIRS. Find the past continuous questions about the people in exercise 2.

Think of some answers to the questions.

What Jill about? feeling yesterday  
How Stephen was? was America  
Why calling? Lucy talking and were  
What Jill about? feeling yesterday  
How Stephen was? was America  
Why calling? Lucy talking and were

### 4 Find nine more adverbs.

|     |       |       |          |      |
|-----|-------|-------|----------|------|
| fa  | eas   | polit | bly      | tly  |
| ely | fully | quie  | ll       | care |
| hap | we    | avely | st       | pily |
| bad | ily   | ly    | comforta | br   |

fast

### 5 Find five verbs in the grid. Each verb is in a different colour. Change them to past simple and past continuous to complete the sentences.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| t | w | h | r | a | p |
| s | a | h | a | v | a |
| v | p | t | e | e | c |
| h | e | e | n | e | l |

- 1 As soon as the accident....., we called the police.
- 2 We met a lot of interesting people while we.....
- 3 The two men were fishing when they..... the shark.
- 4 Someone stole my MP3 player while I..... a shower.
- 5 Tom was playing computer games and his sister..... TV.



## 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 People and places

#### 1 Choose the best option.

- Bến Thành market is always a/an ..... destination for foreigner.  
a. boring      b. familiar      c. awful
- I really like my mum because she's always ..... to me.  
a. kind      b. scary      c. confident
- I'm mad about long films – they're sometimes slow and .....  
a. interesting      b. rich      c. boring
- My sister doesn't like very strong coffee. She thinks it's .....  
a. brave      b. terrible      c. sweet
- In Việt Nam, it is not ..... for kids as well as adults to celebrate Mid-Autumn festivals.  
a. uncommon      b. familiar      c. usual
- Our grandfather isn't scared of anything. He's a very ..... man.  
a. old      b. brave      c. strong

I can express what I like and don't like.

**MY EVALUATION**



### READING Museum exhibits

#### 2 Complete the sentences with the words.

~~museum~~      buildings      collection  
exhibit      exhibition

- The oldest ..... museum ..... in the world is the Ashmolean in Oxford.
- The National Gallery in London is very famous. It's got a ..... of more than 2,300 paintings!
  - There's an ..... of Pablo Picasso's paintings at the art gallery. It's brilliant!
  - My favourite ..... at the War Remnants Museum in Hồ Chí Minh City is the Patton tank.
  - I want to visit the Taj Mahal in India and the Colosseum in Rome – I love interesting old .....

I can use photos to help me understand a text.

**MY EVALUATION**



### LANGUAGE FOCUS *was, were; there was, there were*

#### 3 Write sentences using the affirmative (✓), negative (X) or question (?) form of *was* or *were*.

- the tour / very interesting ✓

- the tunnels / really old ✓

- what / the name of the tour ?

- the visit to the old town / very long X

- the tour guide / good ?

- our teacher / with us on the trip ✓

- the tourists / scared of the dark X

- your friends / at the museum too ?

I can write about significant events in the past.

**MY EVALUATION**



### VOCABULARY AND LISTENING

#### Common verbs

#### 4 1.47 Listen to Lily and Ann talking about a travel programme. Match 1–6 with a–f.

- |                     |                          |
|---------------------|--------------------------|
| 1 He explored       | a. some animals.         |
| 2 He visited        | b. South America.        |
| 3 He met            | c. his school friend.    |
| 4 He stayed in      | d. an older man.         |
| 5 He took photos of | e. the mountains.        |
| 6 He helped         | f. two other travellers. |

I can describe a journey.

**MY EVALUATION**







## LANGUAGE FOCUS Past simple: affirmative, negative and questions; regular and irregular verbs

### 5 Complete the sentences using the affirmative, negative or question form of the past simple.

- 1 I ..... (go) to the cinema on Saturday, but I ..... (not enjoy) the film.
- 2 ..... you ..... (take) any good photos on holiday?
- 3 We ..... (play) volleyball yesterday, but we ..... (not win) the match.
- 4 Thanh ..... (travel) to New York, but he ..... (not visit) the Statue of Liberty.
- 5 What time ..... David ..... (get up) this morning?
- 6 They ..... (come) to the party, but they ..... (not see) any of their friends.
- 7 ..... Ann and Emma ..... (find) their money?
- 8 Why ..... she ..... (leave) the class early?

I can describe recent past events in my personal life.

MY EVALUATION



## SPEAKING Your weekend

### 6 Choose the correct words.

- George Hey, Peter. <sup>1</sup>..... was your weekend?
- Peter <sup>2</sup>..... bad, thanks. I played volleyball and then I went shopping. I bought this red sports bag. What do you <sup>3</sup>.....?
- George It <sup>4</sup>..... really cool. I got a new bag, too.
- Peter When was that?
- George Three weeks <sup>5</sup>..... But nobody noticed.
- Peter Oh no! What about you? What did you <sup>6</sup>..... at the weekend?
- George I went to a football match.
- Peter Oh, right. What <sup>7</sup>..... it like?
- George It wasn't <sup>8</sup>..... My team lost 7-0 and I missed the bus on the way home.
- Peter Oh dear!
- George Yeah. I think you had a much better weekend!

## WRITING A special event

### 7 Complete the text with the words. There are two extra words.

At Finally First forget fun remember  
that Then time was were weren't

## A special day

I will never <sup>1</sup>..... my older sister's eighteenth birthday barbecue at our house. <sup>2</sup>....., my mum prepared a lot of nice food. <sup>3</sup>..... 6 o'clock all the guests arrived for the party.

<sup>4</sup>..... my dad lit the barbecue in the garden and after <sup>5</sup>..... he started to cook the food.

At 7 o'clock, we all ate in the garden. It <sup>6</sup>..... a nice, warm evening, so we <sup>7</sup>..... cold. We all laughed and talked for a long time. <sup>8</sup>....., at about 10 o'clock, everyone went home.

There <sup>9</sup>..... thirty people at the barbecue and we all had a great <sup>10</sup>..... It was a lovely party and we all felt very happy.



I can order events in the past using sequencing words.

MY EVALUATION



- |               |           |              |
|---------------|-----------|--------------|
| 1 a. What     | b. How    | c. Why       |
| 2 a. Isn't    | b. No     | c. Not       |
| 3 a. thinking | b. think  | c. thinks    |
| 4 a. looks    | b. look   | c. looked    |
| 5 a. before   | b. ago    | c. early     |
| 6 a. go       | b. happen | c. do        |
| 7 a. was      | b. were   | c. is        |
| 8 a. horrible | b. cruel  | c. brilliant |

I can give my opinion on past events.

MY EVALUATION





## VOCABULARY Actions and movement

### 8 Complete the words.

- 1 In the foreground of the photo, my dad is s\_\_\_\_\_g o\_\_\_\_\_ his mountain bike.
- 2 My friend Nga is p\_\_\_\_\_ u\_\_\_\_\_ a beach ball in this holiday picture.
- 3 In my favourite funny video, a little boy is j\_\_\_\_\_g u\_\_\_\_\_ with his baby sister.
- 4 Is Denis k\_\_\_\_\_g a ball in that old picture?
- 5 In this photo, a man is h\_\_\_\_\_g f\_\_\_\_\_ a tree.
- 6 On the front of this postcard, some people are w\_\_\_\_\_g o\_\_\_\_\_ the beach.
- 7 My aunt and uncle are c\_\_\_\_\_g u\_\_\_\_\_ a mountain in their holiday video.
- 8 What are you h\_\_\_\_\_g in your left hand in that photo?

I can describe a photograph.

MY EVALUATION



## READING A moment in time

### 9 Fill in the blank with one word in the box.

success    Although    ice-cream sticks  
start-up    decorations

- 1 The girl made toys from .....
- 2 The toys were simple, but it was a ..... for such a little girl.
- 3 Some people made ..... from old car tires and bottles.
- 4 ..... their business was different, it was meaningful.
- 5 Their ..... seemed to be a success story.

I can predict what an article is about using the title and photos.

MY EVALUATION



## LANGUAGE FOCUS Past continuous: affirmative and negative

### 10 Write sentences using the affirmative (✓) or negative (✗) form of the past continuous.

- 1 we / play volleyball / at 10:30 ✓  
.....
- 2 it / rain / yesterday morning ✗  
.....
- 3 you / listen / in class / today ✗  
.....
- 4 the monkeys / hang from a tree ✓  
.....
- 5 I / watch / that film / earlier ✗  
.....
- 6 Thanh / write / a letter / at 5:00 ✓  
.....

I can describe what was happening when a photograph was taken.

MY EVALUATION



## VOCABULARY AND LISTENING Adjectives and adverbs

### 11 1.48 Listen to the photography teacher speaking to the students. Complete the sentences with adjectives or adverbs.

- 1 So don't forget, you need to hold the camera ..... at all times.
- 2 Always move ..... with the camera.
- 3 When you take photos of people, you need to be very .....
- 4 It's important to speak to people ..... and wait ..... until they're ready.
- 5 Remember to be ..... when you take photos of groups of people.
- 6 The people weren't smiling ..... and they weren't standing in one group.

I can listen to someone describing photos, and understand the main ideas.

MY EVALUATION





## LANGUAGE FOCUS Past continuous: questions; Past simple and past continuous

### 12 Write past continuous questions.

- ..... (your dad / smile) in the holiday photo?
- Where ..... (they / go) when I saw them yesterday?
- ..... (it / rain) on the first day of the trip?
- ..... (we / visit) Rome this time last week?
- Who ..... (you / sit) next to on the plane?
- What ..... (she / say) about the trip earlier?

### 13 Complete the sentences using the past continuous or past simple form of the verbs.

- We ..... (eat) in a restaurant in Hollywood when we ..... (see) that famous film star.
- Hoa ..... (lose) her camera while she ..... (travel) in South America.
- It ..... (snow) when they ..... (arrive) in Paris.
- They ..... (stop) in Oxford while they ..... (drive) across the UK.
- He ..... (walk) through the museum when he ..... (meet) an old friend.
- You ..... (take) a wonderful photo while we ..... (stay) in Egypt.

I can talk about travel.

MY EVALUATION



## SPEAKING Expressing interest

### 14 Complete the dialogue then practise with your partner.

That's really kind of you.  
What do you think of it?  
I was standing on the beach.  
I'm impressed.  
But what were those guys doing?

- Paul Did you take this photo, Vicky?  
Vicky Yes. <sup>1</sup>.....  
Paul It's a fantastic photo. <sup>2</sup>.....  
Vicky They were jumping to the sea from a big rock.  
Paul Really? Where were you when you took it?  
Vicky <sup>3</sup>.....  
Paul Did you have a go?  
Vicky You're kidding!  
Paul Well, it's an amazing photo.  
<sup>4</sup>.....  
Vicky <sup>5</sup>..... Thanks.

I can show that I'm interested in a topic.

MY EVALUATION



## WRITING The story of a rescue

### 15 Put the paragraphs in the suitable order.

- A** After a few minutes, the horse started to eat some food.
- B** As soon as possible, some rescuers came and helped the horse out of the river.
- C** I took this interesting photo while I was staying with my aunt last April. It was an amazing rescue.
- D** They were looking at something in the water. It was a horse. It wasn't moving much, but it was alive. It was standing in the river and it couldn't get out.
- E** It happened while we were visiting a small village. We were walking along near the river when we saw a group of people.

I can write a description of an event using linking words.

MY EVALUATION





# 5 Achieve

## VOCABULARY • Units of measurement

I can make guesses and indicate when I'm not sure.

CLIL p66

Extra listening and speaking p110

Song p116

**THINK!** Where can you find information about world records?

- 1**  1.49 Complete lists 1–3 with the words in the box. Put the time and number words in order. Then listen and check.

billion century day decade fraction  
half hour hundred kilo kilometre  
metre millennium million minute  
week month quarter second  
thousand ton year

- 1 Time: *millennium* (longest), ...  
2 Numbers: *billion* (biggest), ...  
3 Measurements: *ton*, ...

- 2**  1.50 Complete the *Amazing Achievements* text with words from exercise 1. Then listen and check.

- 3**  1.51 Listen and repeat numbers 1–5.

1 1.6      3 1,005      5 1,253,871  
2 235      4 23,608

- 4**  1.52 Say numbers 6–10. Listen and check.

6 9.25      9 82,359  
7 555      10 9,999,999  
8 9,001

## AMAZING ACHIEVEMENTS

### AGE

Jeanne Calment (1875–1997) lived 122 years and 164 <sup>1</sup>.....

### HEIGHT

Thirteen-year-old Malavath Poorna from India climbed Mount Everest (8,848 <sup>2</sup>.....) in 2014.

### DISTANCE

In 1970 three American astronauts travelled more than four hundred <sup>3</sup>..... kilometres from Earth, around the moon, and back to Earth again.

### RAP

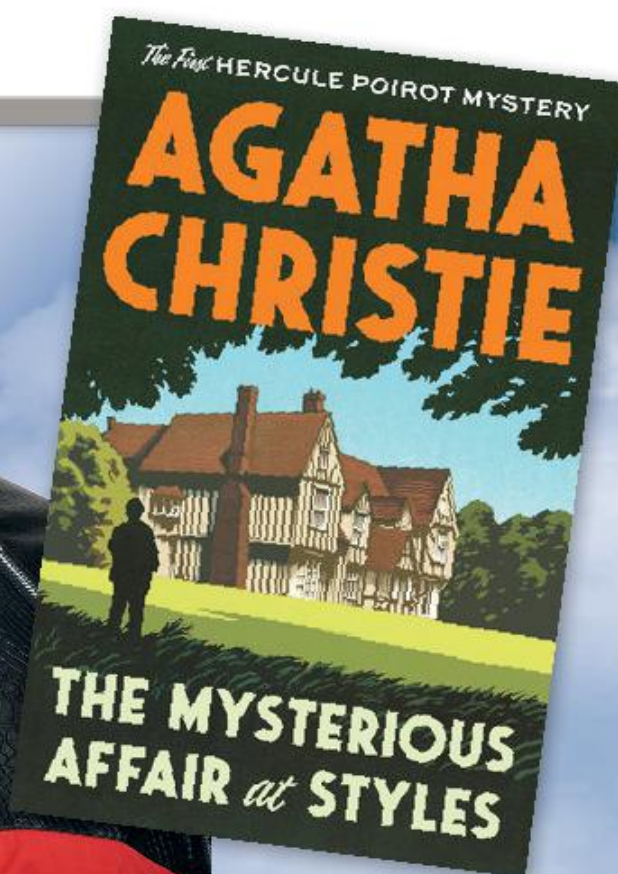
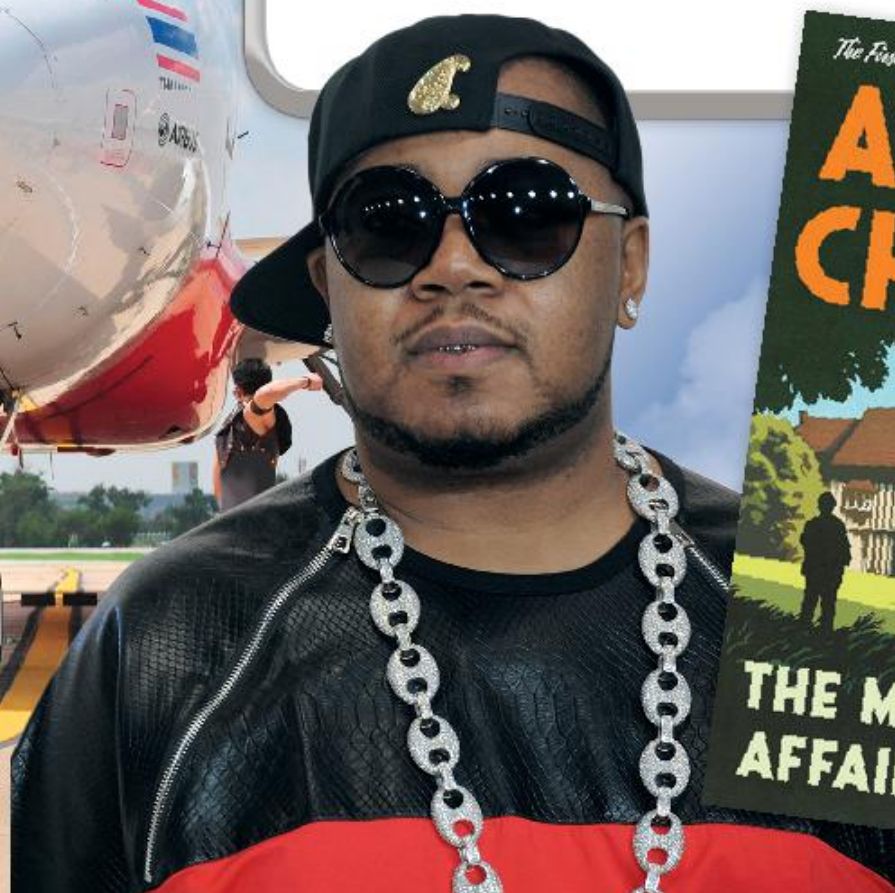
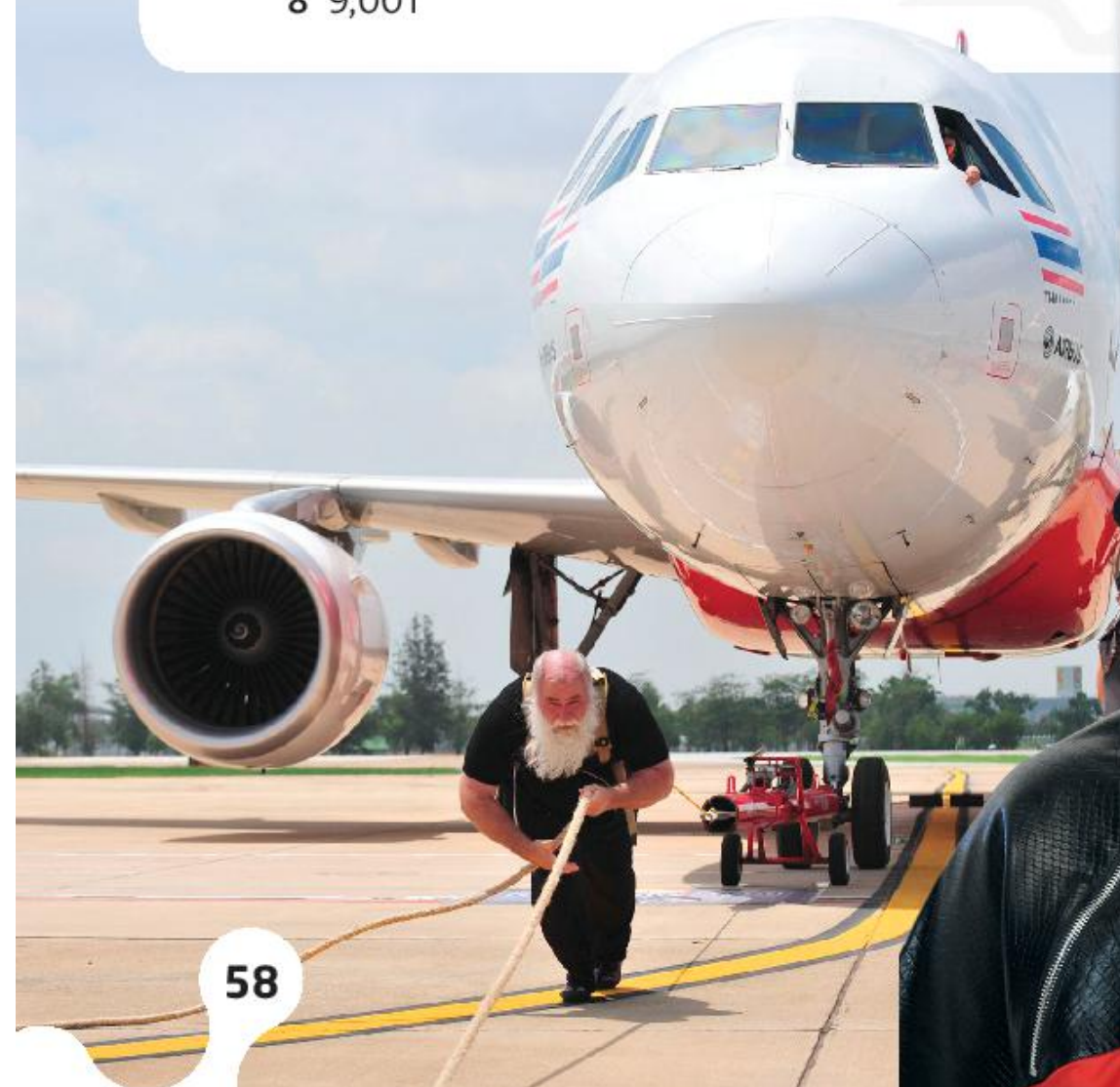
Chicago rapper Twista can rap an incredible 280 words a <sup>4</sup>..... That's almost five words every <sup>5</sup>.....

### FOOD

Takeru Kobayashi once ate 110 hot dogs in ten <sup>6</sup>.....

### BOOKS

Agatha Christie was one of the most popular writers in history, selling more than two <sup>7</sup>..... books.





### FILMS

Jennifer Lawrence is the most successful film actress of the last <sup>8</sup>..... The first *Hunger Games* film made more than 864 <sup>9</sup>..... dollars.

### SPORT

Paula Radcliffe finished a 42.195-<sup>10</sup>..... marathon in two hours, 15 minutes and 25 <sup>11</sup>.....

### MONEY

One of the world's richest people is Warren Buffett. His wealth is approximately 96 <sup>12</sup>..... dollars.

### SKILL

Nancy Siefker shot an arrow 6.09 <sup>13</sup>..... – using her feet!

### STRENGTH

Kevin Fast pulled a 55-<sup>14</sup>..... aeroplane.

### ENDURANCE

Wimm Hoff spent 1 <sup>15</sup>....., 42 minutes and 22 seconds covered in snow. Brrrr!



- 5 1.53 Look at the list of questions. Then watch or listen to people guessing the answers. Which of the questions do they answer?



- 1 How long does a butterfly live?
- 2 How many people live in Việt Nam?
- 3 How much does an elephant weigh?
- 4 How fast can the world's fastest car go?
- 5 How many minutes are there in a lifetime?
- 6 How tall is the world's smallest person?
- 7 How many countries and languages are there in the world?

- 6 1.53 Watch or listen again. Read the Key Phrases. Which of the phrases do you hear each person say?

### KEY PHRASES

#### Guessing and estimating

|                     |                        |
|---------------------|------------------------|
| Have a guess!       | I've no idea.          |
| Any ideas?          | I guess / I reckon ... |
| What do you reckon? | Probably / Maybe.      |
| I know that one.    | Around / About ...     |
| I don't know.       |                        |

- 7 **USE IT!** Work in groups. Guess the answers to some of the questions in exercise 5. Use the key phrases.

How long does a butterfly live? Any ideas?

I've no idea.

Have a guess!

OK, I'd say maybe two months.

### Finished?

Write more questions like the ones in exercise 5. Ask the group your questions to see if anyone knows the answers.



5

## READING • Meals for medals

I can guess words in a text I don't know by looking at the context.

**THINK!** What do you eat to have the best performance?

## CAN I BECOME A BODYBUILDER?

Yes, you can. You should practise bodybuilding regularly and have a good diet like this:

- **Breakfast:** scrambled eggs, and vegetables
- **Snack:** whey protein shake, soft-boiled eggs
- **Lunch:** grilled chicken breast, mixed greens, and baked sweet potato
- **Snack:** hard-boiled eggs and carrot sticks
- **Dinner:** fish, green beans with brown rice

Just follow our instructions and you won't look different from a famous bodybuilder.



## CAN I JUMP AS HIGH AS NBA\* STARS?



No, you cannot if you do not eat as many calories as them. A basketball player needs between 2,500 and 5,000 calories per day. Bananas contain helpful nutrients that make the body feel full of energy. Each banana, on average, contains 30g of carbohydrates, and about 0.01g of vitamin C. Especially, bananas are a rich source of potassium, about 0.4g of each. Potassium reduces a sudden pain in muscles. That is why a wise basketball player often enjoys a banana before or during the game.



\***NBA** (The National Basketball Association): a professional basketball league in North America

- 1** Read the text quickly. The following words may be new to you. What do you think they mean? Compare your ideas with a partner's.

bodybuilder calories  
carbohydrates average contains muscle

- 2** 1.54 Read and listen to the text and answer the questions.

- 1 What should you do to become a bodybuilder?
- 2 What can you eat most when you practise bodybuilding?
- 3 How many calories does a basketball player need a day?
- 4 Why are bananas good for basketball players?
- 5 What do you think about the title of the text – Meals for medals?

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

- 4 USE IT!** Work in pairs. Do you think a good diet can bring you medals?



## 5

## LANGUAGE FOCUS • Making comparisons

I can compare sporting achievements.

## 1 Complete the sentences with the words from the reading text on page 60.

- 1 You should practise bodybuilding regularly and have a good diet ..... this.
- 2 You won't look ..... a famous bodybuilder.
- 3 Can I jump ..... NBA stars?
- 4 You cannot if you do not eat ..... calories ..... them.

2 Look again at exercise 1, then complete the rules with *like, different from, as ... as*.

## RULES

- 1 We can use ..... to show something that is **similar** to something else.
- 2 We can use ..... to show something that is **not similar** to something else.
- 3 We can use ..... to express comparison of equality.
- 4 We also use ..... before and after *many / much* + noun.

## 3 Look at the information about the athletes. Then complete sentences 1–5 using comparative forms of the adjectives.

Florence / Archie (fast)  
 Florence was faster than Archie.

- 1 Archie / Carl (fast)
- 2 Carl / Florence (heavy)
- 3 Carl / Archie (good)
- 4 Archie / Florence (tall)
- 5 Archie / Carl (short)

4 Complete the sentences with *like, different from, as ... as*.

- 1 Mandy doesn't play tennis ..... well ..... her sister.
- 2 This art museum is definitely ..... the history museum.
- 3 Do you think learning Spanish is ..... difficult ..... learning German?
- 4 That big animal over there looks ..... an elephant.
- 5 Lan is 1.62 metres tall, but I'm 1.70 metres tall. Her height is ..... mine.

## 5 USE IT! Work in pairs. Compare opinions about the things in box B using comparative and superlative forms of the adjectives in box A.

I think that Manchester United is a better team than Manchester City.

Really? I think Arsenal is the best team.

A bad boring dangerous exciting  
 good healthy horrible intelligent  
 interesting scary tasty unhealthy

B animal city food game month  
 person on TV programme subject team

## Finished?

Make comparisons between two famous athletes you know well. Then compare with a partner.

SPORTING ACHIEVEMENTS  
OLYMPIC GREATS

## ARCHIE HAHN

(1.67 m, 64 kg)



GOLD MEDALS

EVENTS

100 METRE RECORD

60m, 100m, 200m

11.0 seconds  
(1904)

## FLORENCE GRIFFITH

(1.70 m, 57 kg)



GOLD MEDALS

EVENTS

100 METRE RECORD

100m, 200m, relays

10.54 seconds  
(1988)

## CARL LEWIS

(1.88 m, 80 kg)



GOLD MEDALS

EVENTS

100 METRE RECORD

100m, 200m,  
 relays, long jump  
 9.86 seconds  
 (1991)



# 5

## VOCABULARY AND LISTENING • Jobs and skills

I can understand people talking about skills.

**THINK!** At what ages can most people talk, walk, count, spell their name, read, write?  
When could you first speak English?

# Genius!

### Grace Hopper

A mathematics <sup>1</sup>expert / <sup>2</sup>artist and computer <sup>3</sup>programmer / <sup>4</sup>winner. She was also a university <sup>5</sup>inventor / <sup>6</sup>professor.



### Marie Curie

The <sup>7</sup>artist / <sup>8</sup>scientist who discovered radium. First female <sup>9</sup>winner / <sup>10</sup>writer of the Nobel prize for physics.



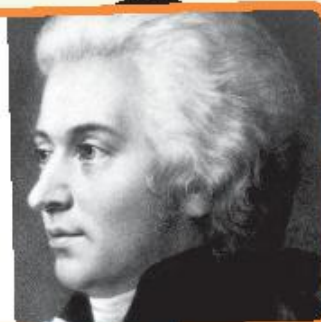
### Judit Polgár

Number one female <sup>11</sup>genius / <sup>12</sup>player in the world from the age of twelve, and the best female chess player in history. She beat the world <sup>13</sup>champion / <sup>14</sup>winner, Garry Kasparov, in 2002.



### Wolfgang Amadeus Mozart

A talented <sup>15</sup>musician / <sup>16</sup>scientist and <sup>17</sup>composer / <sup>18</sup>programmer.



### Charles Dickens

One of the greatest <sup>19</sup>champions / <sup>20</sup>writers in the English language.



### Leonardo da Vinci

A <sup>21</sup>mathematician / <sup>22</sup>champion, scientist, inventor and artist. Leonardo was a <sup>23</sup>genius / <sup>24</sup>player with many different talents.



1 1.55 Choose the correct bold words in the texts. Listen and check.

2 1.56 **PRONUNCIATION** /ə/ in jobs  
Listen to the jobs. Then listen again and repeat.

- |              |            |
|--------------|------------|
| 1 programmer | 5 writer   |
| 2 professor  | 6 player   |
| 3 inventor   | 7 composer |
| 4 teacher    |            |

3 1.57 Listen to more jobs and skills. Find the words you hear in the text in exercise 1. Listen again and repeat the words.

4 1.58 Listen to part of the programme and write **True or False**.

- Clare isn't very good at maths.
- Mozart couldn't compose music when he was eight.
- Most children can read when they're six.
- Leonardo da Vinci wasn't very good at spelling.
- Kieron Williamson had £22,000 from his art when he was ten.

5 **USE IT!** Work in pairs. Use comparative and superlative forms of the adjectives in the box to compare jobs.

boring difficult easy exciting  
good interesting useful

I think it's probably interesting to be a writer.

I agree with Dani, but I think it's probably more useful to be a scientist.

TV3

### The Day Today

8-9.00 p.m.

In this week's programme –  
Child prodigies



62 Achieve



Ability: *can* and *could*

1 Change the words in bold from affirmative to negative, or negative to affirmative, to make sentences.

- 1 Most children **can** read until they're six.
- 2 Mozart **couldn't** compose music when he was five.

2 Look at the sentences in exercise 1 again and choose the correct words in the Rules.

## RULES

- 1 We use *can* to talk about the present / past and *could* to talk about the present / past.
- 2 We use a base form **with** / **without** to after *can* and *could*.
- 3 The *he / she / it* form of *can* is *can* / *cans*.
- 4 The negative forms are ***don't can*** and ***didn't can*** / ***can't*** and ***couldn't***.
- 5 We use / ***don't use do*** and ***did*** to make questions with *can* and *could*. For example:  
At what age *can* most people talk?  
When *could* you first speak English?

3 Complete the text with affirmative and negative forms of *can* and *could*.



## William Sidis Supergenius

Most people can't read until they're six and they <sup>1</sup>..... usually speak one, two or maybe three languages as children. William Sidis was born in 1898, and when he was eighteen months old, he <sup>2</sup>..... read. Before he was eight he wrote four books and <sup>3</sup>..... speak eight languages. William was a genius with a very high IQ, but in the end he lived a lonely life. He went to university at eleven, but he <sup>4</sup>..... make friends and was very unhappy. William died in 1944. Prodigies <sup>5</sup>..... do special or amazing things, but they <sup>6</sup>..... always find a place in society. Life is sometimes difficult when you're different.

Questions with *How ... ?*

4 Match 1–6 with a–f to make questions. Can you remember the answers? Ask and answer the questions with your partner.

- |             |                                               |
|-------------|-----------------------------------------------|
| 1 How much  | a. should a bodybuilder have eggs per day?    |
| 2 How fast  | b. potassium does a banana contain?           |
| 3 How high  | c. words can Twista rap in a minute?          |
| 4 How often | d. was William Sidis when he started reading? |
| 5 How many  | e. is Mount Everest?                          |
| 6 How old   | f. could Carl Lewis run?                      |



5 **USE IT!** Make questions with *How ... ?* and the words in the table. Then ask and answer the questions with your partner.

|         |            |                                   |
|---------|------------|-----------------------------------|
| How ... | high       | words can you say in ten seconds? |
|         | far        | can you keep your eyes open?      |
|         | many       | is your teacher?                  |
|         | strict     | are you?                          |
|         | tall       | is your town in winter?           |
|         | often      | does a burger cost?               |
|         | cold / hot | are you late for school?          |
|         | much       | can you run and swim?             |
|         | long       | can you jump?                     |

How high can you jump?

Just over a metre, I think.

**Finished?**

Write sentences about things you couldn't do in the past, but that you can do now.



## 5

## SPEAKING • Making and responding to suggestions

I can give advice to help people.

**THINK!** What can you do best: sing, dance, or play an instrument? How can you get better?

- Kim That's <sup>1</sup>awful / amazing, Joe. When did you learn how to dance like that?
- Joe I had lessons at my old school. Do you like dancing?
- Kim I love it, but I'm no good. I really want to learn to dance <sup>2</sup>salsa / guitar.
- Joe Yeah?
- Kim What's the best way to learn?
- Joe It's probably best to <sup>3</sup>leave / have lessons. I'm sure there are lots of salsa classes.
- Kim Yeah, but I haven't got any <sup>4</sup>money / time for lessons.
- Joe Well, you can watch videos on YouTube.
- Kim I suppose so. But I need people to dance with. You can't dance salsa alone!
- Joe Well, you can find a <sup>5</sup>teacher / friend to learn with you.
- Kim That's a good idea ...
- Joe I'd like to learn salsa.
- Kim Really?
- Joe Yeah. It looks <sup>6</sup>fun / weird.
- Kim Great!



- 4** **Work in pairs. Look at ideas 1–5. Take turns giving and responding to advice for each situation.**

Things to do this year ...

- 1 cook really well
- 2 get really fit
- 3 meet new friends
- 4 make my teacher happy
- 5 train my brain

What's the best way to cook really well?

Well, the best thing to do is to get some cooking lessons.

Yes, I suppose so.

Or you can learn from books and cook a lot.

That's a good idea.

- 1** 1.59 **Choose the correct words in the dialogue. Then watch or listen and check. What does Kim want to learn?**

- 2** 1.59 **Cover the dialogue and complete the Key Phrases. Watch or listen again and check.**

## KEY PHRASES

## Making and responding to suggestions (2)

What's the best way <sup>1</sup>.....?It's probably best to <sup>2</sup>.....You can <sup>3</sup>.....Yeah, but <sup>4</sup>..... I suppose <sup>5</sup>..... That's a <sup>6</sup>..... 

Great!

- 3** **Work in pairs. Practise the dialogue.**

- 5** **USE IT!** Work in pairs. Read the situation. Practise a new dialogue using the Key Phrases and the dialogue in exercise 1 to help you.

**Student A:** You want to make some money so that you can buy something cool. Ask student B for advice – he / she recently saved money and bought a new tennis racket.

**Student B:** You saved money and bought a new tennis racket. Student A wants to know the best way to save money. Give student A some advice and ask him / her what he / she wants to buy.



## 5

## WRITING • A biographical web page

I can order information in a biography using paragraphs and topic sentences.

**THINK!** What famous people from the past do you admire?

## Achievements

## Agatha Christie

<sup>1</sup>Agatha Christie was a British writer. She was born in England in 1890 and died there in 1976.

<sup>2</sup>She first started writing when she was sixteen. Later, when she was a nurse, she had the idea for a detective story and she published her first novel in 1920. She was a very shy person, so she was happier to stay in and write than to meet people.

<sup>3</sup>Agatha Christie eventually became one of the most popular writers in history.

She wrote more than sixty novels, as well as plays and poetry, and sold more than two billion books. There are translations of her books in more than 100 languages. People love her work because the characters and the mysteries are so interesting.



- 1** Read the biography. How old was Agatha Christie when she published her first novel? Why are her books popular?

### Language point: Paragraphs and topic sentences

- 2** Match the **blue** first line of each paragraph (1–3) with the subject of the paragraph (a–c).

a. Early career                      c. Life  
b. Achievements

- 3** Read the Study Strategy. Then read the list of questions. Read the biography again and add more questions to the list.

## STUDY STRATEGY

## Selecting information

There's a lot of information about people on the internet. You need to decide what information to use for a biography.

**Tip:** Make a list of questions about the person you're writing about.

## Life

What did Agatha Christie do?  
Where was she born?  
Where did she die?

## Achievements

## Early career

When did she first start writing?

- 4** Think of a famous or successful person from the past. Make a list of questions about them. Use the questions in exercise 3 to help you.

- 5** In your notebook, complete the Key Phrases with words from the text.

## KEY PHRASES

## Staging information

She first started <sup>1</sup> ...

<sup>2</sup> ... eventually <sup>3</sup> ...

People love her work because <sup>4</sup> ...

- 6**  **USE IT!** Follow the steps in the Writing Guide.

## WRITING GUIDE

## A TASK

Think about your person from exercise 4. Find information about the person and write a short biography (60 – 80 words) for an 'Achievements' web page.

## B THINK AND PLAN

Find answers to your list of questions from exercise 4.

## C WRITE

Look at your notes and the sections in the model text and decide what information you want to include in each section:

- Life
- Early career
- Achievements

Then write the biography in your notebook. Include the key phrases.

## D CHECK

- Comparative and superlative adjectives



# 5

## CLIL • Science: Average speed

I can calculate speed using distance and time.

1 Read the text and answer questions 1–4.



In the 200m freestyle, swimmers must swim four lengths of the pool. The pool is 50m long. The table below shows the time that it took four swimmers to complete each length.

| Length number | 1  | 2  | 3  | 4  | Total number of seconds |
|---------------|----|----|----|----|-------------------------|
| Name          |    |    |    |    |                         |
| Fields        | 40 | 41 | 39 | 41 | 161                     |
| Gomez         | 40 | 37 | 36 | 39 | 152                     |
| Jones         | 39 | 42 | 40 | 38 | 159                     |
| O'Hara        | 38 | 37 | 39 | 37 | 151                     |

- Who had the fastest length?
- Who had the slowest length?
- Who finished first?
- Who finished last?



2 Check the meaning of the words in the box. Then read the equations and answer questions 1–2.

distance time average speed  
calculate equation

The winner of the race is the person who has the fastest average speed.

To calculate average speed, you need the following equation:

$$\frac{\text{distance}}{\text{time}} = \text{average speed}$$

distance: the race was 200m.

time: Fields completed the 200m in 161 seconds.

So, average speed:

$$\frac{200}{161} = 1.24 \text{ metres a second (m/s)}$$

To calculate average speed in kilometres an hour (km/h), use this equation:

$$\text{average speed in m/s} \times 3.6 = \text{average speed in km/h.}$$

- Look again at the table in exercise 1. Calculate the average speed of Gomez, Jones and O'Hara in m/s.
- Now calculate the average speed of all the swimmers in km/h.

3 **USE IT!** Read the sentences and find each average speed in km/h.

- In 2014 Dennis Kimetto completed the Berlin Marathon in 2 hours, 2 minutes and 57 seconds (2.05 hours). The marathon was 42.19 kilometres.
- In 2014 Dame Sarah Storey completed the 3 kilometre para-cycling track race in 3 hours, 32 minutes and 5 seconds (3.54 hours).
- In 2015, Lewis Hamilton drove one lap (5.3 kilometres) in the Australian Grand Prix in 1 minute, 30 seconds.
- In 2014 Sarah Sjöström swam the 50m butterfly in 24.43 seconds.





### 1 Order the letters to find times, numbers and measurements.

nyrtuce century



### 2 SENTENCE RACES. Work in two groups. Follow the instructions.

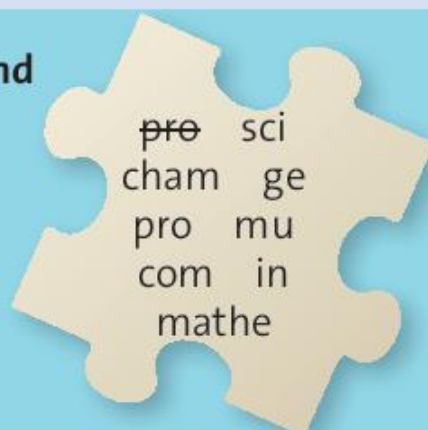
- For each sentence, the teacher chooses *comparative* or *superlative* and picks an adjective from the box.
- In your team, make a sentence with the comparative or superlative adjective that your teacher chooses.
- Send someone from your team to write your sentence on the board.
- The first team to write their sentence on the board wins a point. The winning team is the first to score four points.

comparative superlative

big dangerous tiny exciting good  
scary far intelligent horrible slow

### 3 Join the puzzle pieces to find the jobs and skills.

programmer



### 4 TALK ABOUT ... Work in groups of four. You need a dice. Take turns rolling the die and answering the question with the same number. If you get the same number twice, roll again.

What can you do now that you couldn't do three years ago?

Who in your family can play a musical instrument?



Could you ride a bike or swim when you were five years old? What (else) could you do when you were five?

Name something people couldn't do a hundred years ago.

Can you count backwards from 30 to 1 in 30 seconds? (Try it!)

Can you stand on one leg for sixty seconds? (Try it!)

### 5 TEAM QUIZ. Work in two groups. Follow the instructions.

- Write five quiz questions for the other team, starting with *How*. Use the ideas in the box. Make sure you can answer your own questions!
- Take turns asking and answering the questions. Score a point for each correct answer.

How many ... ? How much ... ? How fast ... ?  
How big ... ? How often ... ? How high ... ?  
How far ... ? How small ... ? How hot ... ?

How many students are there in our school?

How often is there a full moon?



# 6 Survival

## VOCABULARY • Survival verbs

I can talk about what I can do in a challenging situation.



CLIL p76



Extra listening and speaking p111

**THINK!** You are lost in the jungle. Name three problems you face.

**1** 2.02 Read the *Survival Game* and complete phrases 1–14. Then listen and check.

- |                    |                         |
|--------------------|-------------------------|
| 1 ..... all plants | 8 ..... a fire          |
| 2 ..... still      | 9 ..... a noise         |
| 3 ..... a shelter  | 10 ..... at night       |
| 4 ..... a tree     | 11 ..... fruit          |
| 5 ..... the sun    | 12 ..... away           |
| 6 ..... the river  | 13 ..... where you are  |
| 7 ..... cool       | 14 ..... drinking water |

**2** 2.03 Read the rules. Then play the Survival Game in teams. Listen and check after each question.

## RULES

Your team starts with three lives. Answer question 1, then listen to the correct answer. Add one life for a correct answer and take away one life for an incorrect answer. The team with the most lives is the winner.

# SURVIVAL GAME

YOU'RE LOST IN THE JUNGLE WITH FRIENDS.  
HOW LONG WILL YOU SURVIVE?

## START

**1** What do you do first?

- A Find drinking water.
- B Build a shelter for the night.
- C Charge your phone batteries.

*Tip: Think about what your body needs most.*

**2** What is the safest type of water to drink?

- A River water
- B Sea water
- C Rainwater

*Tip: Think about where the water comes from.*

**3** You're hungry. What's safe to eat in the jungle?

- A You can pick fruit and eat it.
- B Watch what the monkeys eat and copy them.
- C Avoid all plants in the jungle.

*Tip: Think about what the animals in the jungle eat.*



7 It's very hot in the jungle. What is the best way to keep cool?

- A Only travel in the early morning and late afternoon.
- B Drink some water from the river until you feel cooler.
- C Take your shirt off and wear sandals.

Tip: Think about the animals and insects that live in the jungle.

6 You think there is a village to the west. How do you find your way to the village?

- A Look at the birds. They always fly from east to west.
- B Look for the moon. It's always in the north at midnight.
- C Use the sun. Its position will help you to decide.

Tip: Think about where the sun is in the morning and evening.

5 There's a snake on your backpack. What do you do?

- A Make a noise and throw your boot at it.
- B Be quiet and stand still. It'll get bored and go away.
- C Leave your backpack and run away.

Tip: Some snakes can move very fast.

4 It's getting dark. What do you do?

- A Light a fire and sleep next to it.
- B Climb a tree and sleep on a branch.
- C Move at night because it's cooler.

Tip: Some dangerous animals sleep in the daytime and hunt for food at night.

8 How will you get out of the jungle?

- A Stay where you are and hope that someone finds you.
- B Follow the river if you can find one.
- C Use an app on your phone for directions.

Tip: Think about where people often live.

3  2.04 Watch or listen. Which survival skills in the game are the people discussing?



4  2.04 Watch or listen again and complete the Key Phrases.

### KEY PHRASES

#### Ability

Are you good at <sup>1</sup>..... ?  
I'm (no) good at <sup>2</sup>.....  
Can you <sup>3</sup>..... ?  
How do you <sup>4</sup>..... ?  
Definitely not! / I've no idea!  
I can (probably / definitely) <sup>5</sup>.....  
I (don't) think so. / I doubt it.

5  **USE IT!** Study the Key Phrases. Then ask and answer the questions about your survival skills with your partner. Use the phrases in exercise 1 and your own ideas.

Can you make a fire?

No, I don't think so. How about you?

I doubt it.

### Finished?

Write a five-question survival quiz to ask the class.



**THINK!** What personal qualities do you need to survive in the wild? Why?

# STAY ALIVE

## 6 people, 16 days, no limits

Two teams of three people will face a sixteen-day jungle adventure in Steve Grant's new survival show. They'll live without comforts, and they won't have contact with the outside world. Which team will win the £1m prize? At the end of the challenge, Steve will decide!



### Meet the teams

#### Team 1: The Reds

Tom Woods is **fit** and learns fast. He's a good swimmer. Weak points: He always thinks he's right. He isn't practical. *If he works with the others, he'll do OK.*



**Survival rating: \***

Jenny Frome is brave – she once hunted crocodiles. Weak points: She is **reserved** and likes to be alone. *If she doesn't do anything stupid, she'll do very well.*



**Survival rating: \*\*\*\***

Peter Quinn is **competitive** and likes a challenge. Weak points: He acts before he thinks. He isn't good in water. *He will need to work hard if he wants to survive.*



**Survival rating: \***

**1** Look at the text. What type of text is it? What type of information do you think will be in the text? Then read and check.

- a personal blog
- an advertisement for a TV programme
- a newspaper article

#### Team 2: The Blues

Tina Brent is a leader, and she can make decisions. Weak points: She has no experience in the wild. She's a bit **bossy** and doesn't listen to others. *She will need luck to get to the end.*



**Survival rating: \*\***

Ted Wilson is **clever**, and he thinks before he acts. Weak points: He doesn't like snakes. He's very shy. *He won't go far if he doesn't take any risks.*



**Survival rating: \*\***

Sophie Jenkins sailed solo around Britain. She's very **friendly**. Weak points: Her physical fitness. She doesn't eat meat. *If she changes her eating habits, she'll go a long way.*



**Survival rating: \*\*\***

**2** 2.05 Read and listen to the text and complete the sentences with the name of a team member.

- ..... has the best survival rating.
- ..... and ..... are the weakest contestants.
- ..... needs to face his fear of snakes.
- ..... probably won't hunt animals for food.
- ..... needs to listen to other people.
- ..... will decide which team wins.

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

**4** **USE IT!** Work in pairs. Which team do you think will win the challenge?



## 6

LANGUAGE FOCUS • *will* and *won't* in the first conditional

I can talk about actions and their results.

1 Match 1–5 with a–e to make sentences. Then match the sentences with the people in the text on page 70.

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1 If she changes her eating habits,  | a. if he doesn't take any risks.   |
| 2 He won't go far                    | b. if he wants to survive.         |
| 3 If she doesn't do anything stupid, | c. she'll go a long way.           |
| 4 He will need to work hard          | d. if she wants to get to the end? |
| 5 Who will need luck                 | e. she'll do very well.            |

2 Complete the Rules with *action* or *result*.

## RULES

- We use the first conditional to talk about an action and the result of this action in the future.
- We describe the ..... with *if* + the present simple.
- We describe the ..... with *will* + base form.
- The sentence can start with the ..... or the result.

3 Choose the correct words.

- I **use** / **'ll use** my phone to get directions if I get lost.
- If you **take** / **'ll take** warm clothes, you won't get cold.
- If we find mushrooms on our walk, we **don't pick** / **won't pick** them.
- Will you pick apples if you **find** / **will find** any on your walk?
- What **will** / **does** the team leader say if we **get** / **will get** lost?
- If he **drinks** / **'ll drink** that dirty water, he **is** / **'ll be** ill.

4 Order the words to make questions.

- if / is / you / Will / on Saturday / go out / sunny / it / ?
- you / stay / rains / at home / it / tonight / Will / if / ?
- will / early / if / your homework / you / What / do / finish / you / ?
- get / your parents / a bad school report / if / be / you / Will / angry / ?
- will / you / money / get / What / buy / for your birthday / if / you / ?

5 Look at the picture and match 1–5 with a–e to make sentences.



- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1 If she brings her phone,            | a. insects will bite her feet. |
| 2 If she brings water,                | b. she'll be sick.             |
| 3 If she brings sandals,              | c. it won't work.              |
| 4 If she brings warm clothes,         | d. she'll be too hot.          |
| 5 If she eats fruit she doesn't know, | e. she won't be thirsty.       |

6 **USE IT!** Read the Study Strategy. Work in pairs. Ask and answer the questions in exercise 4. Give some details.

## STUDY STRATEGY

## Speaking clearly

- Read the question before you speak.
- Practise saying the question quietly. Memorise it.
- Look at your partner when you speak.

Will you go out if it's sunny on Saturday?

Yes, I will. I'll go to the park. What about you?

If it's sunny, I'll go to the beach.

## Finished?

Invent a new team member for the *Stay Alive* programme.



## 6

## VOCABULARY AND LISTENING • Survival equipment

I can predict some of the things I'll hear.

**THINK!** You're lost in the desert. What is your first priority?

- 1  2.06 Match objects 1–11 in the picture with the words in the box. Then listen and check.

compass first-aid kit knife lighter  
map mirror rope sleeping bag tent  
torch water bottle

- 2 Read the introduction to *Desert Challenge*. Which objects in exercise 1 will people probably need on a desert trek?

- 3  2.07 Listen to Kay Freeman talking about the survival course she went on. Which equipment from exercise 1 does she say is useful?



- 4  2.07 Read the questions. Then listen again and choose the correct answers.

- 1 To go on the Desert Challenge course, ...
  - a. you must be under thirteen.
  - b. you must see a doctor.
  - c. you should come with a friend.
- 2 You must take a lot of water because ...
  - a. you'll need it for cooking.
  - b. you'll get very thirsty.
  - c. you won't find any in the desert.
- 3 When it gets hot, ...
  - a. you mustn't take your clothes off.
  - b. you should wear shorts and a T-shirt.
  - c. you should drink a lot of water.
- 4 If you get lost, ...
  - a. you should wait for help to arrive.
  - b. you should use your mirror to signal for help.
  - c. you should use your map to get out of the desert.

- 5  **USE IT!** Work in pairs. Say which objects from exercise 1 are the most useful for survival in this situation and why. Agree on five objects.

You are planning a two-day trek in Cát Tiên National Park. You are going to camp in the forest.

Our first priority is a water bottle.

Yes, I agree. And we'll also need a tent.

# Desert Challenge

Desert Challenge is a tough desert survival course for over-thirteen-year-olds. Participants will spend five days in the desert with experienced guides. The challenge will test your survival skills and you will learn about the desert environment. At the end of the course, participants will receive the Desert Challenge Award. To join the challenge you must be fit and you must prepare very carefully.





## 6

LANGUAGE FOCUS • *must* and *should*

I can make rules and give advice.

- 1 Look at these sentences about Kay Freeman's Desert Challenge on page 72. Write *True* or *False*.

- 1 You must be fit to go on the Desert Challenge.
- 2 You mustn't leave the group.
- 3 You should take a map.
- 4 You shouldn't wear shorts and a T-shirt.

- 2 Study the sentences in exercise 1 and complete the Rules with *must*, *mustn't*, *should* and *shouldn't*.

## RULES

- 1 We use ..... and ..... to give advice.
- 2 We use ..... and ..... to talk about a strong obligation.

- 3 Correct the mistakes in the sentences.

- 1 You must to have a medical certificate. X
- 2 He should works harder. X
- 3 We should not to camp near a river. X
- 4 They don't must take their dog. X

- 4 Choose the correct words.

- 1 You **should** / **must** watch this film. It's very good.
- 2 We **should** / **must** wear uniforms at our school.
- 3 You **shouldn't** / **mustn't** take dogs into the park. It isn't allowed.
- 4 You **shouldn't** / **mustn't** buy that T-shirt. It's expensive.
- 5 You **should** / **must** wear a hat. It's very sunny.
- 6 You **shouldn't** / **mustn't** pick flowers here. That's the rule.

- 5 Look at the signs. Write sentences with *should*, *shouldn't*, *must* and *mustn't* and the prompts.

wear / hat

You should wear a hat.

- 1 bring / water
- 2 make / fire
- 3 use / sunscreen
- 4 come / between 11 a.m. and 3 p.m.
- 5 swim / red flag
- 6 touch / jellyfish
- 7 bring / your dog

- 6  2.08 **PRONUNCIATION** /ʌ/ in *must*, and silent *t* in *mustn't* Listen to the sentences. Then listen again and repeat.

- 1 You mustn't make a fire.
- 2 You must stay here.
- 3 You mustn't wear shorts.
- 4 You must be quiet.

- 7  **USE IT!** Work in pairs. Give advice and make rules for your school. Use the ideas in the box and your own ideas. Then compare your ideas with another pair's.

arrive on time be polite to teachers  
bring a pet do your homework eat in class  
run in the corridors shout in the library  
wear jewellery work hard

You shouldn't wear jewellery.

You mustn't bring your pet!

**Finished?**

A friend is going on a forest challenge. Write a paragraph (60 – 80 words) to give him / her some advice. Use the objects in exercise 1 (page 72) and what you remember from the listening in exercise 3 (page 72).

**SAFETY ON THE BEACH**



## 6

## SPEAKING • Giving instructions

I can give instructions and safety information.

**THINK!** What types of sport and activities can you do at school? What about places outside school?

- Mark So, is this my bike?
- Amy Yes, it is. And here's your safety vest.
- Mark A safety vest? Really?
- Amy Yes! And make sure that you <sup>1</sup>..... it when you're on your bike. Every time.
- Mark OK. Can you check my helmet? It feels too <sup>2</sup>.....
- Amy Let's see. Yes, it's fine. It needs to be secure. It's important to protect your <sup>3</sup>.....
- Mark You won't go too <sup>4</sup>.....?
- Amy Don't worry. We'll go <sup>5</sup>..... . Try not to be nervous or you won't enjoy it.
- Mark OK.
- Amy Just remember to stay with the group. You'll be fine if you follow my instructions. Are we ready?
- Mark Yes.
- Amy Let's go, then. <sup>6</sup>..... me.



- 1** 2.09 Complete the dialogue with the words in the box. Then watch or listen and check. Which two items of safety equipment does Mark need?

fast follow head slowly  
small wear

- 2** 2.09 Read the key phrases. Cover the dialogue and complete them with one word. Watch or listen again and check.

## KEY PHRASES

## Giving instructions and safety information

Make <sup>1</sup>..... that ...  
I / You / It need(s) <sup>2</sup>.....  
It's <sup>3</sup>..... to ...  
Don't <sup>4</sup>.....  
Try (not) <sup>5</sup>.....  
Remember <sup>6</sup>.....  
You'll be fine <sup>7</sup>.....

- 3** Work in pairs. Practise the dialogue.



- 4** 2.10 Put the dialogue in the correct order. Listen and check. Then practise it with your partner.

- A You'll be fine if you follow me. ☐
- A Let's see. It's fine. Your helmet needs to be secure. OK, are you ready? ☐
- A It's important to check your equipment first, Becky. Is your helmet OK? ☒
- A Don't worry. Just go slowly and remember to relax and use your legs. ☐
- B Erm, yes, I think so. I'm nervous. ☐
- B That's a very big rock! What if I fall? ☐
- B It isn't very comfortable. It feels very small. ☐

- 5** **USE IT!** Work in pairs. Practise a new dialogue for the situation using the Key Phrases and the dialogue in exercise 1 to help you.

**Student A:** You are going to go on a mountain bike trip in the countryside. Ask the instructor to check your equipment. Tell him / her that you are a little scared of cycling in the countryside and ask for instructions.

**Student B:** You are an instructor at an activity centre and you are taking a group of students on a mountain bike trip in the countryside. Check student A's equipment. Ask if he / she is OK and if he / she has any questions or doubts.



**THINK!** Which part of the school day do you like the most? Why?

*How to survive  
at school*



CAO THANH

School is a big part of life, so why not enjoy it? Here are my tips for surviving school.

- Friends are important, but keep away from 'problem people'. If you're friendly and positive, people will like you.
- It's a good idea to join clubs. You'll have more fun.
- Stay confident, and only do what is right for you.
- Dress well. You can look cool in your uniform!
- Don't get behind with your work. You should pay attention in class and do your homework.
- It's important to arrive on time for lessons.
- Don't panic! If you need help, ask your teachers.

**1** Read Thanh's blog. Who is the information in this blog for? What advice does Thanh give about school work?

**2** Complete the Key Phrases with words from the blog.

### KEY PHRASES

#### Giving advice

It's a good idea to <sup>1</sup>.....

You should <sup>2</sup>.....

It's important to <sup>3</sup>.....

If you need help, <sup>4</sup>.....

### Language point: Imperatives

**3** Cover the text. Can you remember the advice? Complete the sentences. Then read the text and check your answers.

#### Affirmative ✓

1 ..... confident.

2 ..... well.

#### Negative X

3 Don't ..... behind with work.

4 Don't .....!

**4** Complete the imperative sentences with the verbs in the box.

arrive be organise worry

- 1 Don't ..... afraid to say what you think.
- 2 Don't ..... about 'problem people'.
- 3 ..... your study time.
- 4 Don't ..... late for lessons.

**5** **USE IT!** Follow the steps in the Writing Guide.

### WRITING GUIDE

#### A TASK

Write a blog (60 – 80 words) for students with the title *How to survive homework*.

#### B THINK AND PLAN

- 1 What problems do students have with homework?
- 2 When should you do it?
- 3 What can you do if it is very difficult?
- 4 Where can you get help?
- 5 What about weekends?

#### C WRITE

Practical advice

It's a good idea to ...

Problems

You should ... if ...

#### D CHECK

- Your use of imperatives
- *should* and *shouldn't*
- First conditional



- 1  2.11 Check the meaning of the words in the box. Then read and complete the text with the words from the box. Listen and check.

applications  
receiver speed track

- 2 Read the text again and match 1–6 with a–f.

- 1 The USA developed GPS
  - 2 Millions of people
  - 3 The system needs to be
  - 4 You must know which way
  - 5 To track your movement, you should
  - 6 Smartphones now have
- a. can now use GPS.
  - b. you are moving to survive.
  - c. lots of ways to help people survive.
  - d. find your position at different points in time.
  - e. for soldiers to use in war.
  - f. in contact with satellites in space.

- 3 Read the text again and answer the questions.

- 1 When did the USA invent GPS?
- 2 What can anyone use GPS for?
- 3 How does GPS provide information on your speed and direction?
- 4 What four things must explorers carry to survive?

- 4  **USE IT!** Invent a new smartphone application. Say what it does, and write instructions for how to use it. Tell your class about your application. Vote for the most interesting one.

If you use my application, you'll ...

To use it, you must ... and ...

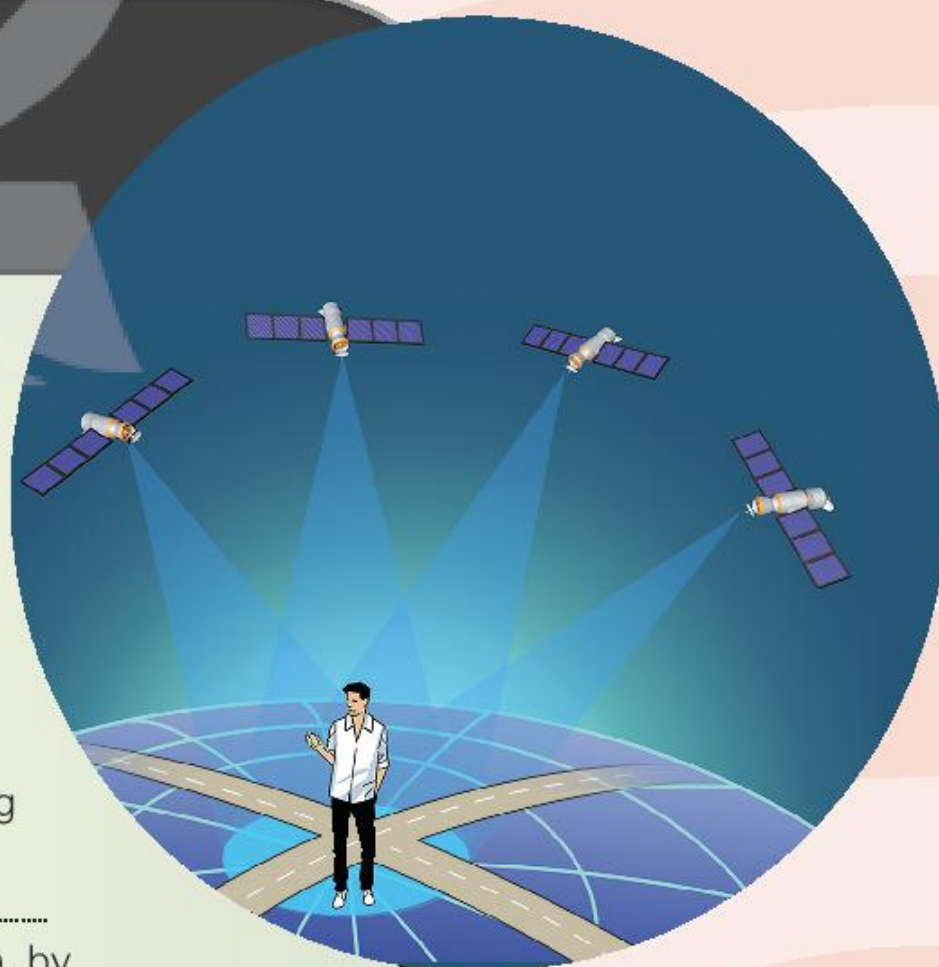
You should / shouldn't ...

The USA invented the Global Positioning System (GPS) in the 1970s. At first, it was a military project, but now anyone can use the system to find out exactly their locations, and <sup>1</sup>..... their movements.

For GPS to work, your <sup>2</sup>..... (or smartphone) must be in contact with four or more satellites in space. Then it uses the data to calculate the exact time and position on Earth.

However, it is not enough for survival situations (escaping the jungles or deserts) because you must know your direction (which way you are moving) and your <sup>3</sup>..... (how fast you are moving). GPS provides this information, by tracking your position over time.

For modern explorers, a smartphone and GPS are as important as a compass, torch and map. With the right <sup>4</sup>....., your smartphone will help you survive.





- 1** Find seven verbs in the grid. Each verb is in a different colour. Then use the verbs to complete the phrases about survival.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Ⓡ | B | P | K | F | Ⓢ |
| O | E | F | L | S | I |
| C | U | T | Ⓝ | I | L |
| I | A | L | G | E | I |
| L | P | K | N | N | H |
| D | O | T | D | D | W |

run away

- 1 ..... drinking water
- 2 ..... cool
- 3 ..... a shelter
- 4 ..... a fire
- 5 ..... fruit
- 6 ..... still
- 7 ..... the river

- 2** WHAT'S IN THE TENT? Work in groups. Add vowels (a, e, i and o) to find the survival equipment. The first group to find all the equipment wins.



- 3** WHAT'S IN YOUR BAG?

Work in pairs.  
Follow the instructions.

Object 1. You use it to see in the dark.

A torch!

- You are planning a trip to the jungle. You can take a tent and five objects from exercise 2. You can also choose one extra object that isn't in exercise 2.
- Work with another pair. Give clues to guess what's in your bag.
- Explain why you choose your extra object.

- 4** CONDITIONAL CHAIN. Work in two groups and follow the instructions.



If I go to the jungle, I'll take ...

- One person in each team writes down the sentence above on a clean piece of paper, and completes it. He / She passes the paper with the sentence to the next person in the team.  
*If I go to the jungle, I'll take my backpack.*
- The next person in your team writes another sentence, using the last part of the first sentence. He / She passes the paper to the next person.  
*If I take my backpack, I'll pack some water.*
- The third person writes another sentence, using the last part of the previous sentence. He / She passes the paper to the next person.  
*If I pack some water, I won't be thirsty.*
- The game continues until you can't think how to finish the sentence and the chain is broken. The winner is the team who can make the most sentences.
- Start another chain and continue the game. This time, don't write the sentences, but say them.

If I go to the desert, I'll take ...

- 5** GUESS THE PLACE. Work in small groups. Follow the instructions.

- Choose a place from the box. Write four sentences to give advice about the place. Use *must*, *mustn't*, *should* and *shouldn't*.
- Read your sentences to the class, but don't tell them the place. The class guesses the place.

Sentence 1. When you go to this place, you must be quiet.

Is it a library?

No! Sentence 2. You mustn't use your mobile phone or take photos.

A museum?

No! Sentence 3 ...



## 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 Units of measurement

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

century fraction million kilo kilometre  
metres month quarter seconds millennium

- 'What is the population of Việt Nam?'  
'I guess it's more than 98 ..... people.'
- 'What's the hottest ..... in your country?' 'I know that one. It's July, or perhaps August.'
- 'What is 25% as a .....?' 'We think it's a .....
- 'How far is the station from here?' 'It isn't very far. I'd say it's only about a .....
- 'Why was the year 2000 important?' 'It was the start of the new .....
- 'What do we need to make this big cake?'  
'I reckon we need about a ..... of sugar.'
- 'How fast can you run 100 .....?'  
'I can usually run it in 17 .....
- 'When was the artist Vincent Van Gogh born?' 'Maybe it was in the 19<sup>th</sup> ..... but I'm not sure.'

I can make guesses and indicate when I'm not sure.

**MY EVALUATION**

### READING Meals for medals

**2** Complete the words.

- Bo\_\_ bu\_\_\_\_\_ should have a good diet.
- E\_\_ should be in a body builder's breakfast and snacks.
- Many ca\_\_\_\_\_ should be in a basketballer's meals.
- They often eat bananas because of their good nu\_\_\_\_\_.
- Bananas have potassium and it re\_\_\_\_\_ a sudden pain in muscles.

I can guess words in a text I don't know by looking at the context.

**MY EVALUATION**

### LANGUAGE FOCUS Making comparisons

**3** Complete the sentences by making comparisons.

- This book about football stars is similar ..... the book I bought last week.
- That volleyball player was amazing. He was ..... (fast) as a tiger.
- The seats in this stadium are great. They are ..... (comfortable) than our chairs.
- Robbie gets up late and he never does any sport. He's ..... (lazy) person I know.
- The new swimming pool is very large. It's different ..... the old pool.
- This race is very difficult. It's not ..... (easy) as the long race last year.
- That match is bad! It doesn't attract ..... (many) viewers as the one I saw.

I can make comparisons.

**MY EVALUATION**

### VOCABULARY AND LISTENING Jobs and skills

**4** 2.12 Listen to the radio programme. Then tick (✓) the boxes.

What was Jacques Cousteau?

- ☐ an expert in the underwater world
- ☐ a mathematician
- ☐ an inventor
- ☐ a scientist
- ☐ a composer
- ☐ a writer
- ☐ an artist
- ☐ a photographer



Jacques Cousteau in an aqua lung

I can understand people talking about skills.

**MY EVALUATION**





## LANGUAGE FOCUS Ability: *can* and *could*; Questions with *How ... ?*

**5** Complete the sentences using *can*, *can't*, *could* or *couldn't*.

- ..... that child prodigy play the piano when she was two?
- The boy on TV now ..... remember 1,000 different numbers – he's amazing!
- My little sister ..... write any words at the moment, but she can read easy sentences.
- We ..... play tennis when we were ten, but we're good at it now.
- That famous artist ..... paint well at an early age.
- How many languages ..... your cousin speak now?

**6** Complete the questions with *How* and the words in the box.

far many much old rich tall

- '..... books do you read every year?' 'Over forty. I'm a child prodigy!'
- '..... can you run in an hour?' 'About six kilometres.'
- '..... are you now?' 'I'm one metre seventy.'
- '..... homework do you do?' 'Quite a lot!'
- '..... is Adam?' 'He's fourteen.'
- '..... is that young film star?' 'I don't know, but he's got more money than me!'

I can talk about prodigies.

MY EVALUATION



## SPEAKING Making and responding to suggestions

**7** Complete the dialogue and practice with your partner.

|                       |                     |
|-----------------------|---------------------|
| That's a good idea.   | What's the best way |
| It's probably best to | Even better!        |
| Well, you can         | Yeah, but           |

Tina This *phở* is amazing, Mai! When did you learn how to cook like that?



## WRITING A biographical web page

**8** Order the words to make sentences. Then match the sentences with the questions below.

### Enid Blyton

- British / writer / was / Enid Blyton / a
- born / was / 1897 / England / in / She / in
- sixteen / when / was / she / writing / She first / started
- became / Enid Blyton / eventually / the / famous / most / of / writer / children's stories
- loved / People / her work / were / her mysteries / because / exciting / so

- A Who was Enid Blyton?  
B What did she become?  
C Where was she born?  
D Why were her books popular?  
E When did she first start writing?

☐  
☐  
☐  
☐  
☐

I can write a biographical web page.

MY EVALUATION



- Mai My mum showed me how to make *phở* about six months ago.
- Tina I love Vietnamese cooking, but I'm no good. <sup>1</sup>..... to learn?
- Mai <sup>2</sup>..... learn from somebody in your family.
- Tina <sup>3</sup>..... nobody in my family can make Vietnamese food.
- Mai <sup>4</sup>..... watch videos online.
- Tina I suppose so.
- Mai Or you can have some cooking lessons.
- Tina <sup>5</sup>.....
- Mai Or perhaps I can teach you and we can eat *phở* together!
- Tina <sup>6</sup>.....

I can give advice to help people.

MY EVALUATION





## VOCABULARY Survival verbs

**9** Complete the sentences with the words in the box.

avoid build climb find pick  
run stand use

- 1 Before it's dark, you need to ..... a new shelter with branches.
- 2 If you see a big bear, try to ..... still.
- 3 If you're afraid, you can ..... up a tree.
- 4 Look for a river if you want to ..... some drinking water.
- 5 You can always ..... away quickly from animals.
- 6 Don't ..... strange fruit.
- 7 If you ..... the sun, you can find out where you are. You don't need a map!
- 8 Remember to ..... all dangerous plants.

I can talk about what I can do in a challenging situation.

MY EVALUATION



## READING Jungle challenge

**10** Complete the personality adjectives in the text.

If you want to do well on a TV survival programme, you need the right personal qualities. First of all, it's important to want to win – you need to be <sup>1</sup>..... It also helps if you're <sup>2</sup>..... – because you need to climb trees and run away from crocodiles! It's useful to be intelligent, creative and <sup>3</sup>..... Don't forget to work in a team and listen to others – nobody likes a <sup>4</sup>..... person! If people like you, they will help you, so don't be too quiet and <sup>5</sup>..... It's always important to be <sup>6</sup>.....!

I can identify text types and predict the content.

MY EVALUATION



## LANGUAGE FOCUS will and won't in the first conditional

**11** Complete the sentences with the correct form of the verbs.

- 1 If she ..... (eat) that dangerous fruit, she ..... (feel) very ill.
- 2 I ..... (stay) in the shelter if it ..... (rain).
- 3 If they ..... (not work) hard, they ..... (not win) the survival competition.
- 4 We ..... (not get) cold if we ..... (take) warm coats.
- 5 If he ..... (see) a lion, he ..... (be) afraid.
- 6 Charlie ..... (get) better if he ..... (drink) some water.
- 7 If you ..... (finish) your homework in time, ..... (you / watch) that adventure programme on TV?
- 8 What ..... (we / do) if we ..... (lose) our map?

I can talk about actions and their results.

MY EVALUATION



## VOCABULARY AND LISTENING Survival equipment

**12** 2.13 Listen to the conversation between Alex and his dad. Complete the sentences below.

Alex ...

- 1 has got two ..... in his bag.
- 2 has got a new .....
- 3 hasn't got a .....
- 4 needs to buy a .....
- 5 doesn't want to take a .....
- 6 can't put the big ..... in his bag.

I can predict some of the things I'll hear.

MY EVALUATION





## LANGUAGE FOCUS *must* and *should*

**13** Complete the sentences with *must*, *mustn't*, *should* or *shouldn't*.

- 1 We ..... swim in the sea today. The weather is very bad and there's a red flag.
- 2 The exams are finished now. You ..... relax and have a nice time with your friends.
- 3 You ..... eat in the library. That's the rule.
- 4 We ..... arrive on time for lessons every day. It's very important.
- 5 You ..... go to bed late. It isn't a good idea.
- 6 We ..... cycle to school every day. It's cheaper than the bus.
- 7 You ..... buy that book. It isn't very good.

I can make rules and give advice.

MY EVALUATION



## SPEAKING Giving instructions

**14** Complete the dialogue with the phrases. There is one extra phrase.

make sure that    I need    You'll be fine  
it's important to    Try not to    Remember to

**Instructor** Hi! Welcome to the climbing wall. There are a few important things to say before you start. Firstly, <sup>1</sup>..... watch some climbing videos on YouTube. They're useful.

**Ethan** Cool. <sup>2</sup>..... to do that.

**Instructor** Then, <sup>3</sup>..... you always wear a helmet when you're here.

**Ethan** OK. I'll put my helmet on now.

**Instructor** And keep away from other climbers below you on the wall. <sup>4</sup>..... kick their hands.

**Ethan** OK, but what do you think will happen if I fall?

**Instructor** Don't worry, you won't fall. We use ropes. <sup>5</sup>..... if you climb with ropes.

I can give instructions and safety information.

MY EVALUATION



## WRITING A blog

**15** Put the paragraphs in the suitable order.



**A**

You should start studying early for the exams. Don't wait until the last minute! If you need help with anything, you should speak to your teacher.

**B**

On the day of the exam, it's important to arrive early. You don't want to be late. Don't panic if you find some questions difficult! If you read them again, you'll understand them.

**C**

Exams are a big part of life and here are my tips for surviving them.

**D**

Always pay attention in class and listen to the teacher. It's a good idea to write careful notes in lessons. They'll be useful when you want to revise.

I can write an advice blog using imperatives.

MY EVALUATION





# 7 Music

## VOCABULARY • Music and instruments

I can talk about what music I like and don't like.

 Culture p90

 Extra listening and speaking p112

 Song p117

**THINK!** How many musical instruments can you write down in 60 seconds?

- 1**  2.14 Read the music quiz. Then add the **blue** words to the categories in the table. Listen and check.

| Types of music | Musical instruments | Other words |
|----------------|---------------------|-------------|
| classical      | piano               | fans        |
|                |                     |             |

- 2** Do the music quiz and compare your answers with your partner's.



The invention of the **piano** and **violin** changed the sounds of **classical** music. Violins become popular in the ...  
a. 6<sup>th</sup> century. b. 16<sup>th</sup> century. c. 20<sup>th</sup> century.

## MUSIC QUIZ

**Traditional** music is played with traditional instruments like these **drums**. **Salsa** and **samba** are two types of traditional music. They're from ...

- a. the Caribbean and Brazil.  
b. Australia.  
c. Europe.



**Rock** is harder, louder music than pop. Some 1970s bands were famous for their crazy clothes and angry **lyrics**. Their music was called ...

- a. punk rock. b. soft rock.  
c. rebel rock.



**Pop** became big in the 1960s. These are **fans** at a Beatles **concert** in the 1960s. The Beatles had more number one **hits** than any other pop **band**. The word 'pop' is from ...  
a. popcorn. b. population.  
c. popular.





5

Hard rock and heavy metal have very loud vocals, guitars and bass. There's a type of heavy metal called ...

- black metal.
- hot metal.
- chilli metal.



6

The first hip-hop and rap came from DJs in ...

- London.
- Rio de Janeiro.
- New York.

- 3 2.15 Watch or listen. What type of music does each person listen to, and what do they think of the music they hear? Complete the 'Type of music' column and draw a symbol for each name in the 'Opinion' column.



like



dislike

| Name      | Type of music | Opinion | Words and phrases |
|-----------|---------------|---------|-------------------|
| 1 Elijah  | reggaeton     |         | .....             |
| 2 Rebecca | .....         | .....   | .....             |
| 3 Lily    | .....         | .....   | .....             |
| 4 Harry   | .....         | .....   | .....             |
| 5 Renee   | .....         | .....   | .....             |

- 4 2.15 Watch or listen again. Which of the key phrases do you hear? Fill in the 'Words and phrases' column in exercise 3.

### KEY PHRASES

#### Talking about music

What do you think of this song?  
 It sounds (like) ...  
 It's / It isn't very catchy.  
 I'm (not) into heavy metal.  
 It's got a good beat / rhythm.  
 It's / It isn't a good one for dancing to.  
 It's a bit too heavy / slow / weird for me.  
 I like / don't like the vocals / lyrics / guitar.  
 There's a really cool video for this / that.

- 5 2.16 **USE IT!** Listen to three pieces of music. Answer questions 1–3 for each piece.
- What type of music is it?
  - What instruments do you hear?
  - What do you think of the music?

### Finished?

Write (40 – 60 words) about your favourite piece of music. What type of music is it? How does it sound? Why do you like it?



# 7 READING • A song

I can understand the writer's point of view.

**THINK!** Do you ever sing or learn song lyrics? What song lyrics do you like?



**Sam**

Hey – I'm working on a new song. No title yet ...

**Laila** [Chorus] *This is my dream now and dreams can come true  
I'm going to be famous – that's all I want to do*

**Laila** This is my dream, I'm going to make it one day  
I don't care what it costs, no I don't care how I pay  
I'm not gonna think about the wrongs and rights  
Just wanna see my name up there in the **bright** lights  
Give me the drums, guitar, keyboard and bass  
Cos I've got the look, the **voice**; I've got the face  
[Chorus] *This is my dream now ...*

**Sam** Well you say that's your dream, but I say that it's insanity  
Wake up a second now and take a look at the **reality**  
You'll pay the price, you say, but just what price will you pay?  
Listen, I can tell you things in real life ain't so easy  
Sing a song a thousand times until it's a **hit**  
At first the words mean somethin' but in the end you won't believe it  
Feel like a million dollars while you're singin' that song  
But you'll only be a **star** until the next fool comes along  
[Chorus] *This is my dream now ...*



**RR**

Cool! Good message.



**Tank2**

Erm ... what message?



**Lil'Tina**

I think it's about all those kids who only want fame.



**Sam**

Yeah. They think they'll be happy, but the music business is TOUGH.



**Jan**

Why be negative? You had dreams once Sam!



**Sam**

True!



**Lil'Tina**

It'll be a big hit, Sam. Love it.



**Sam**

Thanks! No music yet but we're going to have cool keyboard and bass.

**1** Read the song lyrics and answer the questions with **Laila** or **Sam**.

- Who has a positive view about Laila's future in music?
- Who thinks that Laila won't do well?

**2** 2.17 Read and listen to the song and the comments again. Write **True** or **False**. Explain your answers with lines from the song.

I think it's true / false because ... says ...

- Laila thinks that fame is more important than other things.
- She doesn't think that she's got much talent.
- Sam thinks that Laila doesn't understand the music business.
- The story in the song is the same as Sam's life.
- Sam isn't going to write music for the song because it's a rap.

## Remember!

gonna = going to  
wanna = want to  
cos = because  
ain't = am not, isn't, aren't,  
hasn't, haven't

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

**4** **USE IT!** What lines from the song do you like or dislike? Why? Can you think of a title for the song?



*be going to*

- 1 Complete the sentences and check your answers on page 84. Then choose the correct words in the rule.

- ..... going to be famous.
- I'm ..... going ..... think about the wrongs and the rights.
- ..... going to ..... cool keyboard and bass.

## RULE

We use *be going to* when we <sup>4</sup>make predictions / talk about plans and intentions.

- 2 Study the information and complete the sentences.

## The Plan!

|                   | Laila | Sam |
|-------------------|-------|-----|
| Change the lyrics | X     | ✓   |
| Write the music   | ✓     | X   |
| Go on TV          | X     | ✓   |
| Make a video      | ✓     | ✓   |
| Do a pop version  | X     | X   |

Laila isn't going to change the lyrics.

Sam is going to change the lyrics.

- Sam ..... the music.
- Laila ..... the music.
- She ..... on TV.
- Sam and Laila ..... a video.
- They ..... a pop version.

- 3 Write sentences about your plans and your friends' plans. Use affirmative and negative forms of *be going to* and the ideas in the table.

I'm not going to sing in class today.

|                   |                                   |
|-------------------|-----------------------------------|
| I                 | sing in class today               |
| My friends and I  | become a DJ                       |
| One of my friends | go to music class this week       |
|                   | be in a band one day              |
|                   | become rich and famous            |
|                   | listen to some music this evening |
|                   | learn to play the drums           |

*will* and *be going to*

- 4 Look at the examples. Which sentence is a plan and which is a prediction?

We're going to have cool keyboard and bass.  
It'll be a big hit!

- 5 Complete sentences with *be going to* (for plans and intentions) or *will* (for predictions) and the verbs in brackets.



Laila – 8:16 PM

So, here's the good news. The concert is on Saturday, so we <sup>1</sup>..... (practise) on Monday and Tuesday. I think it <sup>2</sup>..... (be) fun. People <sup>3</sup>..... (like) the show because we <sup>4</sup>..... (spend) a lot of money on lights and musicians. The band is from New York. I'm sure that they <sup>5</sup>..... (enjoy) England. I <sup>6</sup>..... (take) them to London. We <sup>7</sup>..... (stay) in a nice hotel.

- 6 Work in pairs. Read the Study Strategy. Then write examples of two plans and two predictions. Tell your partner about them.

## STUDY STRATEGY

## Remembering grammar

- When you learn a new grammar rule, write example sentences in your notebook.
- Memorise your sentences and test yourself every week.

- 7 **USE IT!** Imagine that you are forming a band with some friends. Make notes about your plans and predictions for the band. Then tell the class. Use ideas from exercise 3 and your own ideas.

Khang is going to play the drums.

We aren't going to practise every day, but we'll definitely have a lot of fans.

## Finished?

Write some predictions and plans or intentions for next year.



**THINK!** What talent shows are there on TV in Việt Nam? Do you watch them?



**1** 2.18 Check the meaning of the adjectives in **blue**. Then choose the correct word in each sentence. Listen and check.

- 1 **Ambitious** / **Strong** people want to do well.
- 2 If you're good at something, you're **talented** / **famous**.
- 3 When you're nice to people, you're **kind** / **successful**.
- 4 **Energetic** / **Charming** people aren't usually tired.
- 5 **Confident** / **Weak** people feel positive about their skills.

**2** 2.19 **PRONUNCIATION Syllables** Listen to the adjectives and repeat. How many syllables are there in each word? Mark the syllables.

a|maz|ing ambitious charming  
confident energetic famous kind  
strong successful talented weak

**3** 2.20 Match the adjectives in **blue** from exercise 1 with the nouns in the table. Listen and check.

| Noun       | Adjective |
|------------|-----------|
| ambition   | ambitious |
| charm      |           |
| confidence |           |
| energy     |           |
| fame       |           |
| kindness   |           |
| strength   |           |
| success    |           |
| talent     |           |
| weakness   |           |

**4** 2.21 Listen to an extract from *The You Factor*. Which contestant gets the highest score, Jason or Kiera?

**5** 2.21 Listen again. Complete the judges' notes.

| 1 Jason | He's got talent<br>He's very <sup>1</sup> .....                                                     | He needs <sup>2</sup> .....<br>If he's <sup>3</sup> .....<br>he'll be <sup>4</sup> ..... |
|---------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 2 Kiera | <sup>5</sup> ..... is her<br>biggest <sup>6</sup> .....<br>She's got a lot of<br><sup>7</sup> ..... | Her voice is<br><sup>8</sup> .....                                                       |

**6** **USE IT!** Work in pairs. What qualities do you need to do different jobs?

doctor drummer farmer judge  
teacher TV presenter

I think you need to be kind to be a doctor.

I don't think that's important. I think a doctor needs confidence.





## 7

LANGUAGE FOCUS • *be going to*: questions • Present continuous for future arrangements

I can talk about future arrangements.

*be going to*: questions

- 1 Order the words to make questions. Then match questions 1–4 with four answers from a–f.

- 1 are / what / we / do / going / to / ?
- 2 you / are / work / with me / to / going / ?
- 3 to / give her / we / are / what score / going / ?
- 4 to the final / go / she / is / to / going / ?

- a. Nine.
- b. We're going to work.
- c. Yes, she is.
- d. Yes, I'm going.
- e. No, we aren't.
- f. Yes, I am.

- 2 Imagine you and a friend are organising a trip to the final of *The You Factor*. Write questions for 1–6. Then ask your partner.

- 1 How / we / travel ?
- 2 Where / we / stay ?
- 3 we / be / on TV ?
- 4 How much money / you / take ?
- 5 your parents / go ?
- 6 the final / be / on TV ?

## Present continuous for future arrangements

- 3 Match sentences 1–5 with rules a–c.

- 1 We're on the train and we're travelling to Dublin.
- 2 You're coming to the final next week.
- 3 What are you doing?
- 4 What are you going to do when you leave school?
- 5 What are you doing after school?

## RULES

- a. We use the present continuous when we talk about actions in progress. (See page 23.)
- b. We also use the present continuous when we talk about arrangements in the future. We often use a time expression, e.g. *tomorrow*, *at the weekend*, etc.
- c. We use *be going to* when we talk about future plans and intentions.

- 4 Complete the dialogue with the present continuous form of the verbs in the box. Which sentence is an action in progress and which is an arrangement for the future?

1 Action in progress

ask do feel go revise ~~sing~~ think

Son You sound happy, Mum. Why are you singing?

Mum I<sup>1</sup> ..... very happy.

Son That's nice. <sup>2</sup> ..... we ..... anything on Saturday?

Mum Yes! You <sup>3</sup> ..... for your exams, remember? Why <sup>4</sup> ..... you ..... ?

Son Because Rob's <sup>5</sup> ..... to a concert on Saturday and he invited me. Is that OK? Mum? You're very quiet.

Mum Mmm. I <sup>6</sup> .....

Son Oh no – don't think! Just say yes ... please!

- 5 **USE IT!** Work in pairs. Ask and answer questions using phrases from the boxes. Use the present continuous.

Are you doing anything ...  
What's happening ...  
Are you busy ...

... tomorrow?  
... in the holidays?  
... after this lesson?  
... next weekend?  
... this evening?

Are you doing anything this evening?

No, not much. I'm doing my homework and then just watching TV. What about you?

**Finished?**

Imagine you're in a band and you're going on *The You Factor* in two weeks. Write sentences about your future arrangements to prepare.





## 7 SPEAKING • Organising an event

I can offer to help other people.

**THINK!** Imagine you are helping to organise an event at your school. What can you do to tell everyone that it is happening?

Amelia Hey, Dan.  
 Dan Hi, Amelia. You look busy. What <sup>1</sup> ..... ?  
 Amelia There's going to be a talent competition in school and I'm helping to organise it.  
 Dan Really? When <sup>2</sup> ..... ?  
 Amelia At the end of the month. We've got lots of singers and <sup>3</sup> .....  
 Dan Oh, great!  
 Amelia <sup>4</sup> ....., but it's hard work – I've got all these posters to put up, and ...  
 Dan Hold on! Do you want me to do that? I can do it after school tomorrow.  
 Amelia That would be great, <sup>5</sup> .....  
 Dan Can I do anything else to help?  
 Amelia Well, we still need help with the food and drink. If I give you a list, can you get some <sup>6</sup> ..... from the <sup>7</sup> ..... ?  
 Dan Sure, no problem. I can do that.  
 Amelia Great. We're meeting tomorrow after school to check everything, if you want to come along.  
 Dan OK. See you then.



**4** **Work in pairs. Look at situations 1–5. Take turns offering to help in each situation. Use the Key Phrases.**

- 1 You must sell fifty music concert tickets.
- 2 You're having problems with your homework.
- 3 You can't play chess.
- 4 Sophie didn't invite me to her party.
- 5 It's really hot in here.

Look – I've got all of these tickets to sell.

I'll sell some tickets if you want.

That would be great, thanks.

**5** **USE IT!** Work in pairs. Read the situations. Practise a new dialogue using the Key Phrases and the dialogue in exercise 1 to help you.

**Student A:** You're helping to organise a barbecue and cooking competition at your school and you have a lot to do: music, food and posters.

**Student B:** Ask what you can do to help. Offer to do something else, too.

**Student A:** You're helping to organise a mini sports tournament at your school and you have a lot to do: tickets, posters and snacks.

**Student B:** Ask what you can do to help. Offer to do something else, too.

**1** 2.22 Complete the dialogue with the missing words or phrases. Then watch or listen and check. What two things does Dan offer to do?

**2** 2.22 Read the Key Phrases. Cover the dialogue and try to remember the orders that Dan and Amelia say them. Watch or listen again and check.

### KEY PHRASES

#### Offering to help

We need help with (the food and drink).  
 Do you want me to do that?  
 I can do that.  
 Can I do anything else to help?  
 Sure, no problem.  
 That would be great.

**3** **Work in pairs. Practise the dialogue.**



# 7 WRITING • Song reviews

I can write a review of a song using pronouns.

**THINK!** What's your favourite song? Why do you like it?

## THE REVIEW SITE

**Title / Band:** *We are the world*  
by Michael Jackson and Lionel Richie

**Reviewer:** Mia ★★★★★

*We are the world* raised more than \$60 million for African famine victims in 1985. Jackson wrote it with Lionel Richie for weeks. Many famous singers joined this music video. **They** showed their compassion, sympathy and humanity. I like Michael Jackson's songs a lot. His songs have usually got good melodies and the lyrics are really interesting. For **me**, this song is the best of **his**.

**Title / Band:** *Trống cơm*  
(Vietnamese folk song)

**Reviewer:** Paul ★★★★★

*Trống cơm* is a folk song from the Red River Delta. Foreign tourists like the song very much when they visit Việt Nam. Do not pay attention to its lyrics because the beats are more important. If you like dancing, **you** will love **this**. **I** often dance to it cheerfully. **It** sounds happy.

- 1 Read the reviews. Which song has great singers? Which song belongs to Việt Nam?
- 2 Complete the key phrases with words from the text.

### KEY PHRASES

#### Reviewing songs

I like <sup>1</sup>.....  
His songs have usually got <sup>2</sup>.....  
The lyrics are <sup>3</sup>.....  
This song is <sup>4</sup>.....  
If you like dancing, <sup>5</sup>.....  
I often dance <sup>6</sup>.....  
It sounds <sup>7</sup>.....

### Language point: Pronouns

- 3 Find the **blue** words in the reviews and say what they refer to.

it      the song

1 they .....

2 me .....

3 his .....

- 4 Replace the **blue** phrases with five pronouns from the box.

he her hers it my she their them they

- 1 The song is OK, but **the song** isn't fantastic.
- 2 One Direction? I really can't listen to **One Direction**.
- 3 Taylor Swift has got a lot of fans and **her fans** are cool.
- 4 John Newman sings on Calvin Harris's song. **John Newman and Calvin Harris** are brilliant.
- 5 My brother is really into Calvin Harris. **My brother** is a big fan.

- 5  **USE IT!** Follow the steps in the Writing Guide.

### WRITING GUIDE

#### A TASK

Think of two songs you like and write short reviews (60 – 80 words) of them.

#### B THINK AND PLAN

- 1 Who wrote the song?
- 2 What kind of music is it?
- 3 What do you like about the artist, music and lyrics?
- 4 What will fans and other people think about the song?
- 5 Will it be a hit, in your opinion?

#### C WRITE

Read the model text again and look at your notes. Then write your review and include some of the key phrases. Exchange your reviews with other people.

#### D CHECK

- References
- Capital letters
- *will* for prediction
- Pronouns

4 you .....

5 this .....

6 I .....

7 It .....



- 1  2.23 Read the text. Who is Jamal Edwards and why is he famous today? Read and listen to the text and check your answers.

## A SUCCESS STORY

Jamal Edwards is the boss of a music YouTube channel, and he even received an **award** from the Queen for his services to music. So, what's his story?

Jamal was born in England in 1990. At sixteen, with a video camera, he uploaded a video of **foxes** and received 1,000 visits! Soon he wanted to combine his love of filming with his passion for grime – a type of hip hop music.

Jamal began filming some grime artists when they were **performing** in the street and at concerts. After his posts, thousands of people watched and downloaded the videos.

In 2007 he created his own online TV station, SBTv. First, he added live concerts and interviews with musicians to grime music videos. Later, he started including different types of music to attract more **viewers**. The **strategy** worked, and today, SBTv is very popular among young people.



- 2 Match the **blue** words in the text with definitions 1–5.

- 1 people who watch videos or TV
- 2 playing music and/or singing for people
- 3 wild animals that are similar to dogs
- 4 a plan
- 5 a prize or medal for an important achievement

- 3 Read the text again and answer the questions.

- 1 Why did Jamal receive an award?
- 2 What were Jamal's two hobbies when he was sixteen?
- 3 Why were Jamal's grime videos successful?
- 4 Why did Jamal decide to create his own TV station?
- 5 What did Jamal do to increase the number of SBTv viewers?

- 4  **YOUR CULTURE** Write about a young entrepreneur in Việt Nam. Complete the table and use the internet to help you.

|                                 |  |
|---------------------------------|--|
| Name:                           |  |
| From:                           |  |
| Born:                           |  |
| Business:                       |  |
| How he / she became successful: |  |

- 5  **USE IT!** Work in pairs. Tell your partner about your young entrepreneur in exercise 4.





- 1 Find nine more music words. Then put them in the correct list.



| Musical instruments | Types of music |
|---------------------|----------------|
| piano               |                |
|                     |                |
|                     |                |
|                     |                |
|                     |                |

- 2 ALI'S WEEK. Look at the pictures in Ali's diary for next week. Follow the instructions.

- Tell your partner what Ali is and isn't going to do.
- Cover the diary and change partners. Test your new partner: ask what Ali is going to do at certain times and days next week.

What's Ali going to do on Tuesday morning?

- Make a diary for Ali for the week after next. Draw different activities for each day.
- Show your pictures to a new partner for them to guess what he's going to do that week.



- 3 Use the code to write nouns and adjectives in the correct column.

| 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 |
| ⊕ | * | ♥ | ✱ | ● | ♣ | ◇ | ⇒ | ! | ↻ | ■ | † | ♫ |

|   |              | Nouns | Adjectives |
|---|--------------|-------|------------|
|   | ♠▶★●         | charm |            |
| 1 | *⊕*⊕*⊕*⊕*⊕*  |       | .....      |
| 2 | ♠*⊕*⊕*⊕*⊕*⊕* | ..... |            |
| 3 | ↻⇒*⊕*⊕*⊕*    | ..... |            |
| 4 | ⊕★*⊕*        | ..... |            |
| 5 | ↻*★*         |       | .....      |
| 6 | ★◆⇒*⊕*⊕*⊕*   |       | .....      |

- 4 SCHOOL TRIP ARRANGEMENTS. Work in pairs. Work out the right order for the school trip and then ask and answer questions about the trip.

What time is the coach leaving?

What are we doing at 2 o'clock?

- 7:30 Go to see a musical.  
 9:30 Coach picks up students from the theatre.  
 12:30 Arrive back at school.  
 14:00 Visit the Natural History Museum.  
 17:30 Coach leaves school.  
 19:30 Have lunch in a rooftop restaurant.

### My plans for next week

|           | Monday                                                                                 | Tuesday                                                                                 | Wednesday                                                                               | Thursday                                                                                | Friday                                                                                  |
|-----------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Morning   |  ✓ |  ✓ |                                                                                         |  ✓ |                                                                                         |
| Afternoon |  ✓ |  ✓ |  ✗ |  ✓ |  ✓ |
| Evening   |  ✓ |  ✗ |  ✓ |  ✓ |  ✓ |



# 8 I BELIEVE I CAN FLY

## VOCABULARY • Future vehicles

I can talk about future means of transport



Culture p100



Extra listening and speaking p113

**THINK!** Can you name some future means of transport?

- 1 Read the descriptions and match them with six photos A–F.



A



B

1

People always dream of flying by themselves, and this flying car may be their choice. It is **economical** because it runs on solar energy.

2

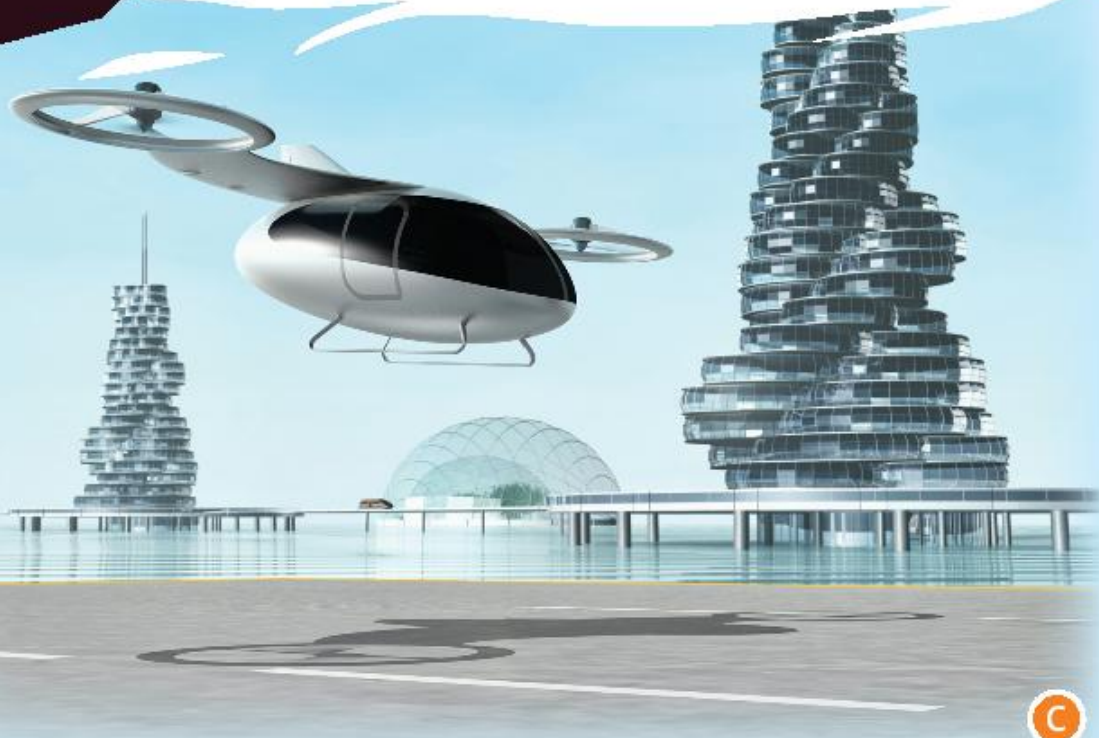
If you cannot drive, it is a **wonderful** way to fly like a bird. This jetpack uses an engine with two fans to lift you off the ground.

3

Maybe policemen want to have it as soon as possible because it is **fast** and it can avoid traffic jams. Fans help this flying motorbike stay in the air.

4

This amphibious bus can run on water and land. In countries with a lot of rivers and canals like Việt Nam, it is a **convenient** way to travel.



C



D





E

5

Many countries are starting to use tunnel buses. It is **spacious** enough to carry many passengers and it travels quickly during rush hours.

6

**Self-driving** cars may be your option when you do not want to drive. You can work on the way to your office or relax on the way home.



F

2 2.24 Find the name for each means of transport. Listen and check.

3 Read the description from exercise 1 again. Choose the word in **blue** with the correct definition.

- |                           |                     |
|---------------------------|---------------------|
| 1 without drivers         | <b>self-driving</b> |
| 2 moving quickly          | .....               |
| 3 suitable for your needs | .....               |
| 4 very large              | .....               |
| 5 saving money            | .....               |
| 6 extremely good          | .....               |

4 2.25 Listen to the dialogue. What future means of transport are they talking about?

5 **USE IT!** Work in pairs. Talk about a future means of transport. Use the key phrases.

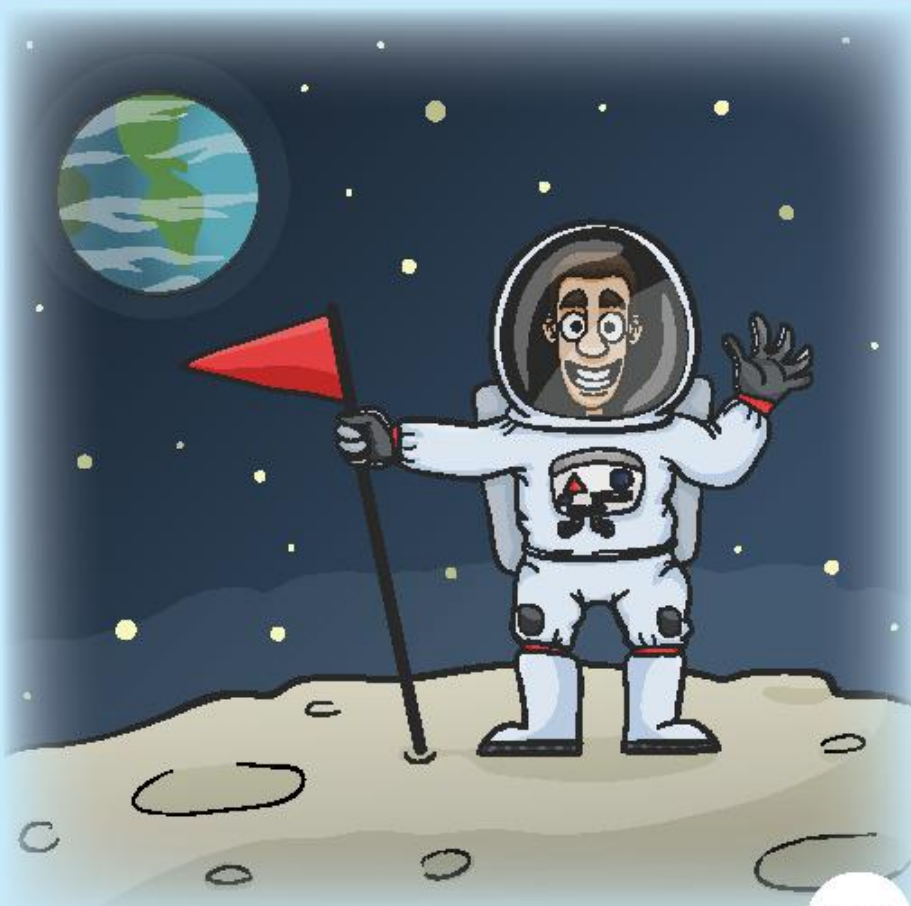
### KEY PHRASES

#### Talking about future vehicles

They say that ...  
I believe I can ...  
I think I can ...  
I can save enough money to afford ...

### Finished?

Write a paragraph (60 – 80 words) describing your trip to the moon. (How do you go? How do you feel? Do you like it? ...)





**THINK!** Do you need oil or coal in the future?

# NOTHING TO LOSE



We use **fossil fuels** in our daily life, but they are limited and cause pollution. A lot of scientists are working hard to look for some **lossless** and **environmentally friendly** sources of energy.

Solar energy is not new to us because we use it to dry things every day. Solar panels catch sun rays and change them into electricity. We know that it is **renewable** because the sun never stops producing sunlight.



Wind power is also an old source of energy. In the past, explorers used wind for sailing their ships to distant lands. A single windmill can pump water and generate electricity. To get much more power all at once, people install lots of giant **wind turbines** on **wind farms**.

If we stop using fossil fuels, our planet will be greener. There is nothing to lose when we use solar energy or wind power.

- 1** Look at the pictures, then read the text quickly. What is the main idea? Circle one of the options below.

A Fossil fuels  
B Green sources of energy

- 2**  2.26 Listen and read the text. Complete each sentence with **ONE** word.

- 1 ..... fuels are limited, and they cause pollution.
- 2 Solar energy is ..... because the sun never stops producing sunlight.
- 3 They install giant wind ..... to get much more power all at once.
- 4 Our planet will be ..... if we stop using fossil fuels.
- 5 There is no ..... to solar energy and wind power.

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

- 4**  **USE IT!** Work in groups. Ask and answer the questions. Which do you prefer, solar energy or wind power? Why / Why not?



**1 Fill in the blanks with the words from the text on page 94.**

- 1 Solar energy is renewable ..... the sun never stops producing sunlight.
- 2 Solar panels catch sun rays ..... change them into electricity.
- 3 We use fossil fuels in our daily life, ..... they are limited and cause pollution.
- 4 There is nothing to lose when we use solar energy ..... wind power.

**2 Look at the sentences in exercise 1 and choose the correct words in the Rules.**

### RULES

We use *because*, *and*, *but* and *or* to connect ideas.

We use

- ..... for giving additional information.
- ..... for giving different information.
- ..... for giving choices.
- ..... for giving reasons.

**3 Look at pages 27 and 46 again, then fill in the blanks with 3 different words: *Although*, *however* and *but*.**

- 1 We use fossil fuels in our daily life, ..... they are limited and cause pollution.
- 2 We use fossil fuels in our daily life; ....., they are limited and cause pollution.
- 3 ..... we use fossil fuels in our daily life, they are limited and cause pollution.

### REMEMBER

The English language has various ways to link ideas. When you connect ideas, you can use **more than one word** but the **positions of the words** are different.

**4 Rewrite the sentences with the words in the brackets.**

- 1 We should stop using fossil fuels. They cause pollution. (... because ...)  
.....
- 2 We should choose solar energy. Otherwise, we should choose wind power. (... or ...)  
.....
- 3 Wind power is renewable. It is safe. (... and ...)  
.....
- 4 Nuclear power is unlimited. It is unsafe. (, but ...)  
.....
- 5 Nuclear power is unlimited. It is unsafe. (; however, ...)  
.....

**5  2.27 PRONUNCIATION Consonant clusters**

A consonant cluster is a group of two or more consonant sounds that are pronounced together with no vowel sound between them.

**Listen and circle the words with consonant clusters.**

- |             |         |          |           |
|-------------|---------|----------|-----------|
| 1 scientist | listen  | cyclist  | fasten    |
| 2 single    | singer  | triangle | ringer    |
| 3 climber   | plumber | member   | timber    |
| 4 school    | science | scale    | scissors  |
| 5 changing  | singing | bringing | challenge |

**6  USE IT! Work in pairs. One gives two ideas, and the other connects them.**





## 8

## VOCABULARY AND LISTENING • Boarding time

I can listen to specific information.

**THINK!** What should you look at when you are going to fly?**1**  2.28 Fill in the blanks with these words. Listen and check.

yellow sign

departure information board

gate

shuttle

**2**  2.29 Listen and answer these questions.

- 1 Where do Mike and Jane go?
- 2 What does Mike want to visit?

**STUDY STRATEGY****Gaining details**

- 1 Listen and write down the numbers you hear.
- 2 Try to write down the nouns before the numbers you hear.

**3**  2.29 Read the Study Strategy. Listen again and complete the table below.

| Flight number | Departure time | Terminal | Gate |
|---------------|----------------|----------|------|
|               |                |          |      |
|               |                |          |      |
|               |                |          |      |

**4**  2.29 Listen to the dialogue again and complete the sentences.

- 1 Mike and Jane are going to .....
- 2 They are looking for their flight .....
- 3 They fly with .....
- 4 Their flight departs at .....
- 5 They are going to catch the airport ..... to Terminal 1 and walk to Gate 34.

**5**  **USE IT!** Work in pairs. Imagine you are at the airport and you are going to Hà Nội. Make your own dialogue.

What's the first thing you want to see when you get to Hà Nội?

Hồ Chí Minh Mausoleum.  
I really like it.



## Infinitives

## 1 Choose ONE option to complete the sentence.

- 1 I really want (to see / see) Bến Thành Market and the War Remnants Museum.
- 2 Which gate do we need (go / to go) to?
- 3 We (have to / have) go to Gate 34, Terminal 1.
- 4 We must (to catch / catch) the shuttle to Terminal 1.

## 2 Look at the sentences in exercise 1 and complete the Rules.

## RULES

The infinitive is the basic form of a verb.  
We can use it with *to* or without *to*.

We use infinitives

- ..... after ordinary verbs like *want*, *need* and others.
- ..... after modal verbs like *must*, *should* and others.

## 3 Complete the sentences with the correct form of the verbs in the brackets.

- 1 Do you want ..... with me? (go out)
- 2 Can you ..... me? (help)
- 3 Would you like ..... with me? (dance)
- 4 They must ..... hard. (work)
- 5 You shouldn't ..... late. (stay up)
- 6 You don't need ..... this exercise. (do)
- 7 You don't have to ..... her phone. (answer)
- 8 We must ..... helmets while riding a motorbike. (wear)

## Remember!

## Typical mistakes

English learners often have mistakes like these:

- We ~~haven't to go~~ to school on Sundays. (don't have to go)
- He/ She ~~hasn't to wear~~ uniforms. (doesn't have to wear)

## 4 Write the negative and interrogative forms of these affirmative sentences.

- 1 Susan has to get up early.  
..... ?
- 2 Peter has to do five exercises.  
..... ?
- 3 They have to wear ties at work.  
..... ?
- 4 People have to wear masks at public places.  
..... ?

## Quantifiers

5 Fill in the blanks with *some*, *any* or *a lot of* / *lots of*.

## Remember!

We use *lots of* / *a lot of* with countable and uncountable nouns.

- 1 Let's stop and get ..... gasoline at the gas station.
- 2 There are ..... cars on the street, so they cause traffic jams every day.
- 3 If we don't use ..... fossil fuels, our environment won't be polluted.
- 4 People use ..... solar panels to replace non-renewable sources of energy.

6 USE IT! Work in pairs. Tell the other what you *want to do*, *need to do* and *must do* when you go home every day.

## Finished?

Think of more sentences using infinitives with *to* or without *to*.



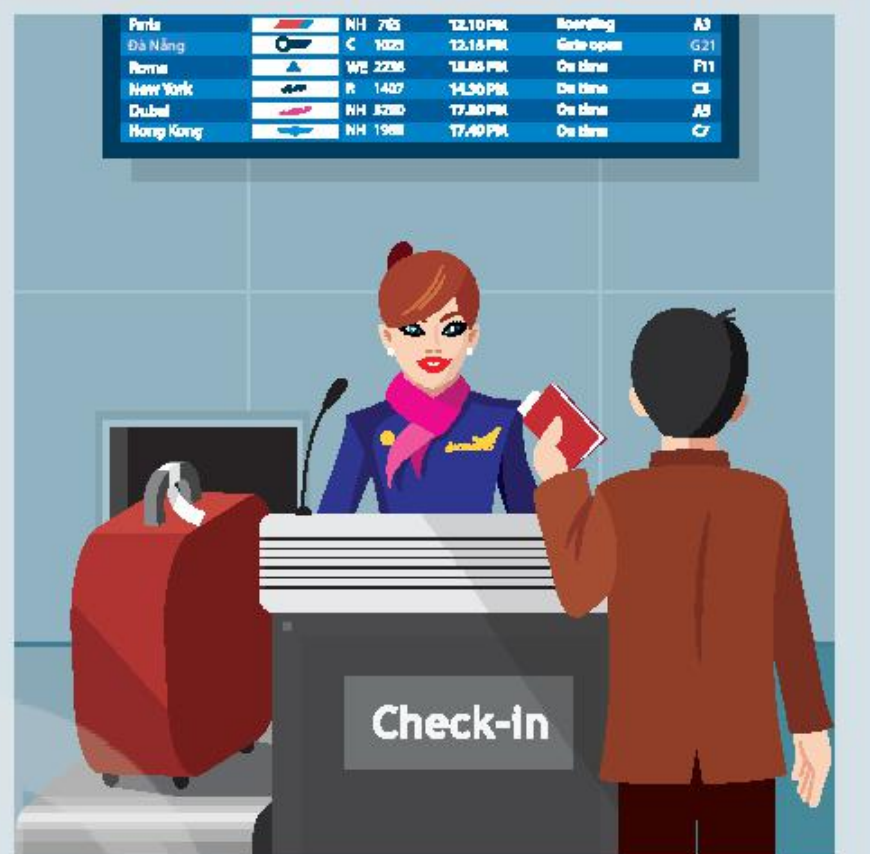
## 8

## SPEAKING • At the airport check-in

I can do the check-in at the airport.

**THINK!** You are at an international airport. How can you do the check-in?

- Agent Good afternoon, where are you flying to?  
 Matsui Good afternoon. I am flying to Đà Nẵng, Việt Nam.  
 Agent Can I see your ticket?  
 Matsui Here you are.  
 Agent How many people are travelling?  
 Matsui My son and I. He is under two.  
 Agent Can I have your <sup>1</sup>..... and his birth <sup>2</sup>.....?  
 Matsui Sure. Here they are.  
 Agent Would you like an <sup>3</sup>..... seat?  
 Matsui I would be very happy.  
 Agent OK. Your seat is <sup>4</sup>.....  
 Matsui Wonderful, thanks. Is it possible to check in the <sup>5</sup>.....?  
 Agent Sure, what are you checking in?  
 Matsui Just this suitcase and my backpack.  
 Agent Let's put them on the scale, one at a time, please.  
 Matsui Sure. And by the way, I will <sup>6</sup>..... in Singapore. Do I have to pick up my luggage there?  
 Agent No, you will pick them up at Đà Nẵng International Airport. Here is your <sup>7</sup>..... Please be at Gate 21 at least 45 minutes before the <sup>8</sup>.....  
 Matsui Thank you for your help.  
 Agent You're welcome. Have a nice flight!



3 Work in pairs. Practise the dialogue.

4 Work in pairs. Rearrange the dialogue, then practise it.

- Here is your boarding pass. Be at Gate 12 at least 30 minutes before the departure time.
- We're flying to Phú Quốc.
- Sure. Here it is.
- Thanks for your help.
- No. I've got only a small handbag.
- Where are you flying to?
- Are you checking in any bags?
- It's my pleasure. Have a nice flight!
- Can I have your passport, please?

5 **USE IT!** Work in pairs. Prepare a dialogue for the following situation. Use the key phrases. Then change roles.

## KEY PHRASES

## Check-in at the airport

- What's wrong with you? ☐
- Where are you flying to? ☒
- Can I have your passport(s)? ☐
- What would you like? ☐
- Would you like a window/ an aisle seat? ☐
- What are you checking in? ☐
- Have you got any luggage? ☐
- Have a nice flight! ☐
- Have a good plane! ☐

**Student A** (a passenger): You are going to fly, but you forget your passport.**Student B** (a check-in agent): You will change another flight for him / her.



## 8

## WRITING • Emails

I can write a narrative email using *because* and *so*.

**THINK!** What kinds of accidents can happen to skiers?



< Inbox

Hi Matt,

Thanks for your email. How's it going? What are you going to do this weekend?

Guess what? I cannot go out with you at least in the next 6 weeks. I had an accident yesterday. What a bad luck! I broke my leg while I was skiing. It was snowing, **so** I couldn't see. I hit a tree terribly. My dad called the rescue services **because** my left leg really hurt. They arrived quickly and took me to the nearest hospital by helicopter. I had an operation last night. Now I am lying in bed with my leg in the air, **so** I cannot move. I'm really bored.

Take care and write back soon,

Clare

**1** Read the email. What happened to Clare? Why can't she go out?

**2** Study the Key Phrases. Which phrases go at the beginning and which go at the end of an email?

## KEY PHRASES

## Informal expressions

- 1 Thanks for your email.
- 2 How's it going?
- 3 Guess what?
- 4 Take care and write back soon.

## Language point: Reason and result

**3** Look at the words in **blue** in the text. Which word introduces a reason? Which one introduces a result?

**4** Complete the sentences with *because* or *so*.

- 1 I can't play football today ..... I've sprained my ankle.
- 2 I cut my hand badly today ..... my mum took me to hospital.
- 3 I fell off my bike ..... now I have a big bruise on my arm.
- 4 I couldn't see ..... I wasn't wearing my glasses.
- 5 I'm bored ..... my computer isn't working.

**5** **USE IT!** Follow the steps in the Writing Guide.

## WRITING GUIDE

## A TASK

Imagine that you had an accident while you were camping by the sea. Write an email (60 – 80 words) to a friend.

## B THINK AND PLAN

- 1 What has happened and where are you now?
- 2 Where were you and who were you with?
- 3 What were you doing when you had the accident?
- 4 What is the result of the accident?
- 5 How do you feel now?

## C WRITE

## Paragraph 1: Introduction

Greetings and a polite question

## Paragraph 2: Description of the accident

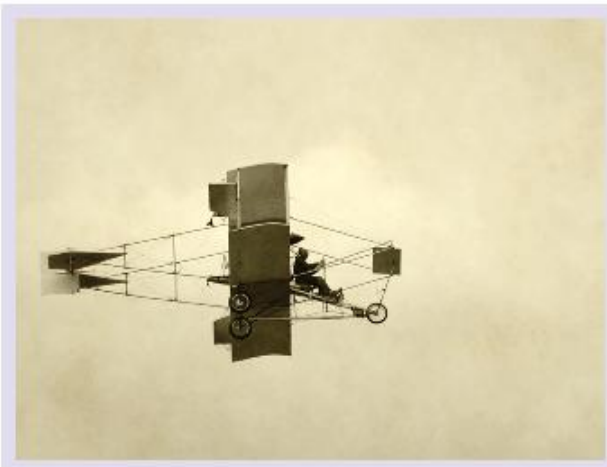
## Paragraph 3: Conclusion

Ending your email politely

## D CHECK

- Informal expressions
- *because* and *so*
- Tenses





## HIGH FLYERS

In 2003, the world celebrated the 100<sup>th</sup> anniversary of the first aircraft. Orville and Wilbur Wright in the USA **came up with** the first **heavier-than-air** plane. It took them more than 4 years to make their idea come true. Its historic 12-second flight on December 17<sup>th</sup>, 1903 was the starting point of the world aviation.

In 1908, Léon Delagrange became the first air passenger when he flew with French pilot Henri Farman in Paris. Six years later, on January 1<sup>st</sup>, the **first scheduled air** service operated between St. Petersburg in Russia and Tampa in Florida, the USA. From here on aviation started to develop very fast.

Aviation becomes a popular means of transport. **Innovations** in material and engine-making technology help make lighter, stronger and safer kinds of planes. Travelling by air is more **affordable**. People can fly anywhere like a bird.

### 1 2.31 Read and listen to the text. Write dates before the following statements.

- ..... The world celebrated the 100<sup>th</sup> anniversary of the first heavier-than-air craft.
- ..... The first airplane took off.
- ..... Léon Delagrange became the first flight passenger.
- ..... The first scheduled air service began.

### 2 Match the words in blue in the text with definitions.

- 1 Weighing more than the air
- 2 Becoming cheaper and cheaper
- 3 Produce something
- 4 New ideas or methods
- 5 A routine air transport service according to a timetable

### 3 Read the text again and answer the questions.

- 1 Who made the first airplane?
- 2 Who was the first air passenger?
- 3 How long did the first flight on December 17, 1903 last?
- 4 What was the first airway?
- 5 Why is travelling by air cheaper now?

### 4 YOUR CULTURE Work in groups to complete the table. Use the following questions to help you.

- Where do you often go on your holidays?
- How do you go there?
- How long does it take?
- How much do you spend on the fares?

| Destination | Means of transport | Duration | Fares |
|-------------|--------------------|----------|-------|
|             |                    |          |       |

### 5 USE IT! Work in pairs. Plan a flight for your holiday. Use the following phrases.

- ... and I are going to spend our holiday in ...
- We will fly ...
- The plane takes off at ... and lands at ...
- It takes us ...
- We hope ...



# 8

## PUZZLES AND GAMES

### 1 A BOARD GAME. Work in groups. Follow the instructions.



- Each player chooses a different colour to start on.
- Take turns tossing a coin. If the coin lands on 'heads', move one square clockwise. If the coin lands on 'tails', move two squares.
- Match your means of transport with a verb, then make a true sentence, for example: A car runs on the street.
- The winner is the first player to reach their start colour.

|         |                             |      |       |
|---------|-----------------------------|------|-------|
| car     | helicopter                  | boat | bus   |
| bicycle | to run<br>to fly<br>to sail |      | taxi  |
| plane   | balloon                     | ship | ferry |

### 2 Order the blocks of letters to complete the sentences.

- (My ■ br) (s ■ to ■ b) (new ■ c) (other ■ w)  
(uy ■ a) (ant) (ar.)
- (He ■ sto) (o ■ bu) (offee.) (y ■ a ■ c)  
(pped ■ t)
- (She ■ i) (o ■ p) (ination.) (s ■ st)  
(ass ■ t) (udying ■ h) (he ■ exam) (ard ■ t)

### 3 Circle the correct answer.

- What causes pollution?  
a. coal                      b. power                      c. hydro power                      d. solar energy
- What lasts forever?  
a. coal                      b. petrol                      c. wind power                      d. natural gas
- What is from the sun?  
a. wind power                      b. hydro power                      c. solar energy                      d. nuclear power
- What does not need turbines?  
a. wind power                      b. hydro power                      c. solar energy                      d. nuclear power

### 4 FIND SOMEONE WHO ... Walk around the classroom and ask questions. Write a different name for each question.

*Find someone who wants to ...*

win a prize.



feel better.



stay up all night.



try horse riding.



try an unusual food.



ride on a roller coaster.



### 5 GUESS WHO? Work in groups. Follow the instructions.

- On a piece of paper, each student completes the sentence below and folds it in two.
- Mix up the group's pieces of paper and each student takes one.
- Takes turns reading out the sentences and guessing who wrote them.



I would like to ... because I ...



## 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 Music and instruments

**1** Complete the sentences with the words in the box. There are two extra words.

band drums fans hit lyrics  
views violin rap

- Can you play the ..... or the piano?
- Is this music by your favourite pop .....
- How many ..... were at the concert?
- Do you know the ..... to this song?
- Is Tim playing the ..... or the keyboard?
- How many ..... did the online video have?

I can talk about what music I like and don't like.

**MY EVALUATION**



### READING A song

**2** Complete the words.

- Everybody loves this song. It's going to be a big h..... this summer.
- I'd like to be a pop star. I want to see my name up there in the b..... lights.
- Tom thinks he'll be famous soon. He needs to wake up and take a look at the r.....!
- That young singer has an amazing v..... and she can dance well. She's going to be a s.....!

I can understand the writer's point of view.

**MY EVALUATION**



### LANGUAGE FOCUS will and be going to

**3** Write sentences with *be going to*.

- I / write / a new song  
.....
- we / learn / a musical instrument  
.....

**4** Choose the correct words.

- We're going to / We'll see Taylor Swift in concert. I bought the tickets on Tuesday.
- I'm sure you're going to / you'll like the show.
- David will / is going to play some new music later. He wrote it for this concert.
- I imagine there'll / there's going to be a lot of people at the festival.
- We like that singer, but our prediction is that he won't / isn't going to be famous.
- My sister has got a new guitar and she's going to / she'll learn to play it.

I can talk about plans and predictions for the future.

**MY EVALUATION**



### VOCABULARY AND LISTENING Star qualities: adjectives and nouns

**5** 2.32 Listen to *Young Musician of the Year*. One of the judges is talking about the three contestants: Ibrahim, Hannah and Nathan. Write *True or False*.

Ibrahim ...

- needs to be a lot more confident. ....
- plays the guitar with energy. ....
- has only got one weakness. ....

Hannah ...

- isn't very ambitious. ....
- had success at the end of last week's programme. ....

Nathan ...

- is very charming. ....
- has got one important strength. ....
- will be famous. ....

I can take notes to help me understand important facts.

**MY EVALUATION**



- Lana Del Rey / not sing / her big hit  
.....

- they / watch / a One Direction video  
.....





## LANGUAGE FOCUS *be going to*: questions; Present continuous for future arrangements

### 6 Write questions with *be going to*.

- 1 '..... (you / play) basketball after school?'  
'Yes, I am. We've got a match.'
- 2 '..... (your brother / get) tickets for that hip-hop band?'  
'No, he isn't.'
- 3 '..... (we / listen to) that song again?'  
'Yes, we are. It's fantastic!'
- 4 '..... (Emily / sell) her violin?'  
'Yes, she is. She doesn't play it now.'
- 5 'What book ..... (you / read) this summer?'  
'*The Hunger Games*.'
- 6 'Where ..... (Anya / stay) on holiday?'  
'In a nice hotel in Turkey.'

### 7 Complete the dialogue about future arrangements using the present continuous.

- Betty What <sup>1</sup>..... (you / do) this weekend?
- Caroline <sup>2</sup>..... (I / not do) anything special. What about you?
- Betty <sup>3</sup>..... (I / travel) to London to see a show with my cousins. <sup>4</sup>..... (my mum / come), too.
- Caroline Where <sup>5</sup>..... (you / meet) them?
- Betty Outside the theatre. <sup>6</sup>..... (we / spend) the evening with them and <sup>7</sup>..... (we / have) dinner together after the show. Then <sup>8</sup>..... (they / drive) us home later.
- Caroline That sounds great.

I can talk about future arrangements.

MY EVALUATION 😞 😐 😊 😄

## SPEAKING Organising an event

### 8 Complete the dialogue then practise with your partner.

we need help with ..... What are you doing?  
Do you want me to do that? There's going to be  
I can do that. Can I do anything else to help?

- Jack Hello, Lily.
- Lily Hi, Jack. You look very busy.
- Jack <sup>1</sup>.....
- Jack <sup>2</sup>..... a concert at school and I'm helping with it. There's a lot of work. I've got all these tickets to sell.
- Lily <sup>3</sup>.....
- Jack That would be great.
- Lily <sup>4</sup>.....
- Jack Well, <sup>5</sup>..... the posters. If I give you some posters, can you put them up?
- Lily Sure, no problem. <sup>6</sup>.....

I can offer to help other people.

MY EVALUATION 😞 😐 😊 😄

## WRITING Song reviews

### 9 Order the words to make sentences.

Title / Band: 'Rather Be' by Clean Bandit (feat. Jess Glynn)

- 1 you're / If / catchy / into / pop music, you'll / song. / love / this
- 2 you / like / If / it, / you'll / dance to / want / to / it! / definitely
- 3 are / The / all / love. / lyrics / about
- 4 The / amazing voice. / song / Jess Glynn's / off with / starts
- 5 because / It / includes / doesn't sound / it / other pop music / classical music, / too. / the same as
- 6 for some people / doesn't work / the fusion of / I think / classical and pop music, but / really / it. / like / I



I can write a review of a song using pronouns.

MY EVALUATION 😞 😐 😊 😄



## VOCABULARY Future vehicles

### 10 Complete the sentences with the vehicles.

- 1 This ..... can help you walk and fly like a bird.
- 2 You can take this ..... from District 1 to Thủ Đức city. It runs on water and land.
- 3 Look! Small cars are running safely under the .....
- 4 ..... and ..... may be your best choice if you want to fly.
- 5 A ..... can give you more time to work on the way to your office or to relax on the way home.

I can talk about future means a transport.

MY EVALUATION 😞 😐 😊 😄

## READING Nothing to lose

### 11 Complete each sentence with two words.

- 1 ..... are limited and cause pollution.
- 2 ..... is not new to us because we use it every day.
- 3 ..... catch the sunrays and change them into electricity.
- 4 In the past, sailors used ..... to sail their ships to different areas.
- 5 Both solar energy and wind power are ..... sources of energy.

I can identify the main idea in a text.

MY EVALUATION 😞 😐 😊 😄

## LANGUAGE FOCUS Connecting ideas

### 12 Write sentences using *because*, *and*, *but*, or.

- 1 You / I / should use / solar energy.  
.....
- 2 Olga / will visit / Egypt / Elsa won't.  
.....
- 3 They / stayed at home / they wanted / avoid Covid-19.  
.....
- 4 'Would you like tea / coffee?' 'Either.'  
.....
- 5 Study hard / you'll fail the exam.  
.....
- 6 I saw / her brother / I not see her father.  
.....

I can link the ideas.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY AND LISTENING

### Boarding time

### 13 2.33 Listen to an announcement at the Nội Bài Airport and fill in the blanks with pieces of specific information.

This is the pre-boarding announcement for flight <sup>1</sup> ..... to Hồ Chí Minh City. We are now inviting those passengers with <sup>2</sup> ..... and any passengers requiring special <sup>3</sup> ..... , to begin boarding at this time. Please have your boarding <sup>4</sup> ..... and identification ready. Regular boarding will begin in approximately <sup>5</sup> ..... minutes' time. Thank you.

I can listen for specific information.

MY EVALUATION 😞 😐 😊 😄



## LANGUAGE FOCUS Infinitives

### 14 Write *to* or *X* before the verbs.

- I really want ..... go out.
- She must ..... try her best.
- Do you need ..... stay?
- We don't have ..... pay in cash.
- Would you like ..... dance?
- You cannot ..... do the test.
- They shouldn't ..... eat much sugar.
- Did you want ..... find your pen?

### 15 Use *some*, *any* or *a lot of / lots of* to complete the sentences.

- Jane doesn't have ..... cash for that expensive dress.
- Are there ..... solar panels on the roof of this building?
- I would like ..... hot chocolate milk and an orange please.
- He's got ..... money in his wallet because he won a lottery.
- ..... of the windmills are broken, so they are replacing them.
- There are ..... skyscrapers in Dubai.

I can use quantifiers to express quantity and infinitives with *to* or without *to*.

MY EVALUATION 😞 😐 😊 😄

## SPEAKING At the airport check-in

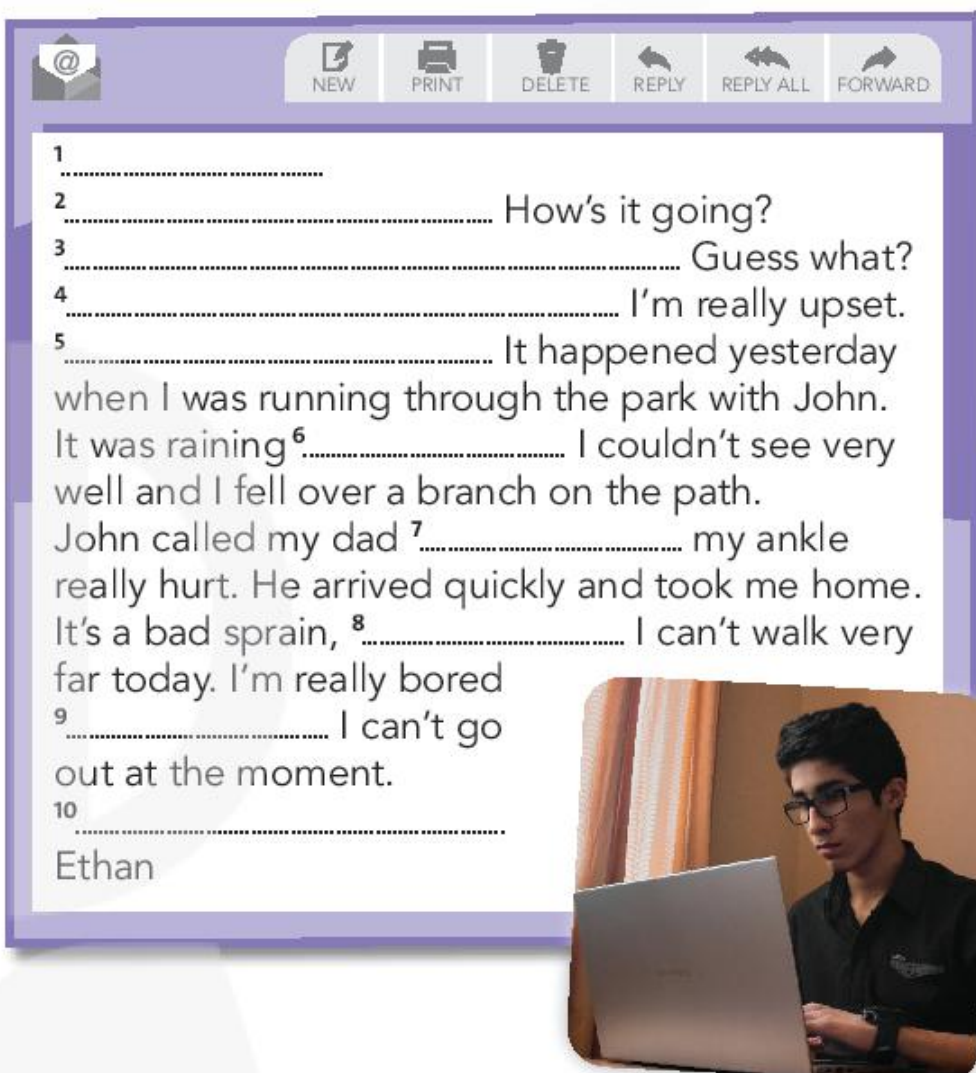
### 16 Choose the correct words.

- Agent Good afternoon! 1..... are you flying to today?
- Danh I'm flying to Nha Trang.
- Agent May I see your passport please?
- Danh Yes, sure. Here you are.
- Agent Are you 2..... any bags?
- Danh Just this one. Would you please mark this bag as 'fragile'?
- Agent OK, no problem. Well, this bag is overweight. 3..... pay extra for this.
- Danh 4..... is this fee?
- Agent 320,000 VND.
- Danh OK. Here you are.
- Agent Here is your boarding pass. Your seat number is 26E. Your flight leaves from gate 15A and begins boarding 5..... 15:20. Have a nice 6.....
- Danh Thanks.

## WRITING Emails

### 17 Complete the text with the phrases. There are two extra phrases.

because (x2) Dear Maria Hi Maria  
I've had some bad luck. I've had some good luck.  
I've sprained my ankle. Write back soon.  
so (x2) Thanks for your email.  
Have you done anything interesting?



1 .....  
2 ..... How's it going?  
3 ..... Guess what?  
4 ..... I'm really upset.  
5 ..... It happened yesterday when I was running through the park with John. It was raining 6..... I couldn't see very well and I fell over a branch on the path. John called my dad 7..... my ankle really hurt. He arrived quickly and took me home. It's a bad sprain, 8..... I can't walk very far today. I'm really bored 9..... I can't go out at the moment.  
10 .....  
Ethan

I can write a narrative email using *because* and *so*.

MY EVALUATION 😞 😐 😊 😄

- |               |             |             |
|---------------|-------------|-------------|
| 1 a. Where    | b. What     | c. How      |
| 2 a. making   | b. doing    | c. checking |
| 3 a. You've   | b. You're   | c. You'll   |
| 4 a. How much | b. How many | c. How long |
| 5 a. in       | b. at       | c. by       |
| 6 a. seat     | b. flight   | c. gift     |

I can do the check-in at the airport.

MY EVALUATION 😞 😐 😊 😄



- 1  3.02 Fill in the blank with *play, do, go* or *watch*. Then listen and check.

- 1 play football
- 2 ..... aerobics
- 3 ..... television
- 4 ..... the drums
- 5 ..... swimming
- 6 ..... jogging
- 7 ..... films
- 8 ..... the piano
- 9 ..... badminton
- 10 ..... gymnastics

- 2  3.03 Listen to a dialogue between two friends. Which phrases from exercise 1 do you hear?



- 3  3.03 Listen to the dialogue again and answer the questions.

- 1 Why doesn't Emily often watch television?
- 2 What is her hobby?
- 3 When does Tina play the piano?
- 4 How often does Emily practise the piano?

- 4  3.03 Complete the Key Phrases with the words in the box. Then listen to the dialogue again and check.

normally often sometimes usually

### KEY PHRASES

#### Talk about personal interests

I play the piano.

I do, too.

How <sup>1</sup> ..... do you practise?

Most afternoons, <sup>2</sup> .....

<sup>3</sup> ..... it's hard to find time.

I <sup>4</sup> ..... practise once or twice a week.

- 5  3.04 Listen and fill in the dialogue with the correct phrases. There are two extra phrases. Then practise the dialogue.

How far I do  
What do you do enough time  
What about any interest

- Tim <sup>1</sup> ..... when you're not studying?
- John Well, I sometimes go swimming.
- Tim Really? <sup>2</sup> ....., too!
- John How often do you swim?
- Tim I swim most evenings, usually.  
<sup>3</sup> ..... you?
- John Once or twice a week. I haven't got  
<sup>4</sup> ..... to go more than that.
- Tim I know what you mean. It's hard to find the time. I'm going swimming this evening.
- John Me too! See you at the swimming pool!

- 6  **USE IT!** Work in pairs. Ask and answer about your personal interests using the Key Phrases.

What do you do when you're not studying?

I often do aerobics.



## 2 *Options*

### EXTRA LISTENING AND SPEAKING • Can I take a message?

I can leave a phone message for someone.

- 1 Match types of information 1–5 with details a–e.

|                |                      |
|----------------|----------------------|
| 1 phone number | a. 34 Eastfield Road |
| 2 time         | b. 0791324058        |
| 3 date         | c. 1.40 p.m.         |
| 4 price        | d. 23 March          |
| 5 address      | e. £46.50            |

- 2  3.05 Listen and write what you hear. Then listen again and repeat.

- 3  3.06 Listen to a telephone conversation and message. Which numbers from exercise 1 do you hear?



- 4  3.06 Listen to the telephone conversation and message again and answer the questions.

- Where is Sophie's dad when Dave phones?
- What message does Sophie take?
- Where are Dave and Alex going this afternoon?
- What time does Alex need to be at Oliver's house?

- 5  3.06 Listen again and choose the correct words in the Key Phrases.

#### KEY PHRASES

##### Leaving a message

Can I <sup>1</sup> speak / talk to your dad, please?  
 He's <sup>2</sup> away / out at the moment.  
 Can I <sup>3</sup> leave / take a message?  
 Can you ask him to <sup>4</sup> call / phone me?

- 6  3.07 Read the message and listen to the dialogue. Then practise the dialogue with a partner.

Luke, Daniel called.  
 He's meeting the  
 girls at 8.00 p.m.  
 at the cinema.

Luke's mum Hello.  
 Daniel Hi, it's Daniel here. Can I speak to Luke, please?  
 Luke's mum Sorry, he's out at the moment. Can I take a message?  
 Daniel Yes, please. Can you tell him that I'm meeting the girls at eight o'clock at the cinema?  
 Luke's mum OK, meeting the girls ... eight o'clock ... cinema.  
 Daniel That's right.  
 Luke's mum OK, I'll give him the message.  
 Daniel Thanks. Bye.  
 Luke's mum Bye.

- 7  **USE IT!** Work in pairs. Prepare telephone conversations using the information in the messages below and the Key Phrases. Then practise your conversations with your partner.

Luke, Emily called.  
 She's having a party  
 on Saturday 11 October  
 - 86 Camden Road.

Luke, Jack called.  
 The tickets for  
 the concert cost  
 £90.75.



# 3

**Options**

## EXTRA LISTENING AND SPEAKING • A special event

I can talk about an event in the past.



- 1** 3.08 Listen to people talking about a wedding. Match speakers 1–4 with the things in photos A–D.

1 Liam                      3 Harry  
2 Emma                    4 Ruby

- 2** 3.09 Listen to Megan talking about a wedding. Which of the things in the box does she talk about?

clothes   place   Lily's parents   music  
presents   food   people   drinks

- 3** 3.09 Listen to the conversation again and write *True* or *False*. Correct the false sentences.

- 1 The wedding was last Saturday.
- 2 There were a hundred people at the wedding.
- 3 Megan sat next to Dan at dinner.
- 4 The wedding was in a room in a big hotel.
- 5 Megan gave Lily and Dan some money as a wedding present.

### KEY PHRASES

#### Asking about an event

Did you have a good time?  
Were there many people?  
What did you give them for a present?  
What was (the food) like?  
Why didn't you go to ... ?

- 4** 3.10 Complete the dialogue with the key phrases. Listen and check. Then listen again and repeat the dialogue.

Pete Hi, Sam. <sup>1</sup> ..... Jack's party?

Sam I couldn't come. It was my brother's wedding.

Pete Oh, I forgot about that.  
<sup>2</sup> .....

Sam Yeah. I had a great time!

Pete <sup>3</sup> .....

Sam Yes, there were about 100 people. I met Jack's sister, Ruby. She's cool.

Pete I don't know her. <sup>4</sup> .....

Sam Really good. There were lots of different types of food.

Pete <sup>5</sup> .....

Sam My mum and dad gave them a coffee machine. They really liked it!

- 5** **USE IT!** Work in pairs. Look at the diary extract. Prepare and practise a new dialogue using the information in the diary, and the dialogue in exercise 4. Use the Key Phrases.

Jan went to Sophie's birthday party on Saturday. I couldn't go. It was my cousin Lucy's wedding! She married Steve.

The wedding was amazing. About 200 people were there. I met Steve's brother, Mark. He was really friendly. The food was amazing and the music was good. I gave Lucy and Steve a camera and they loved it!



# 4

## Options

### EXTRA LISTENING AND SPEAKING • Finding things

I can talk about where things are in a room.



- 1 3.11 Look at the picture of Malaya and Anya's bedroom. Match objects A–I in the picture with the words in the box. Listen and check.

basket cuddly toy drawer laptop  
pillow poster rug sheets shelves

- 2 3.12 Listen to eight false statements about the picture. Correct the sentences.

1 'The pillows are under the beds.'  
The pillows are on the beds.

- 3 3.13 Listen to Malaya and Anya and number key phrases a–d in the order you hear them.

#### KEY PHRASES

##### Finding things

- a. That's the wrong one. ☐  
b. Look, here's ... ! ☐  
c. Here it is! ☐  
d. Is this what you're looking for? ☐

- 4 3.13 Listen to the conversation again and answer the questions.

- What are the girls looking for?
- Why does Anya need the book today?
- Where does Anya usually put her book?
- Where does she do her homework?
- Where does Anya find the book?

- 5 3.14 Look at the photo of Adam's bedroom and listen. Then practise the dialogue with a partner.



Mum What's wrong?  
Adam I can't find my phone.  
Mum Is it under those magazines on your table?  
Adam No, it isn't.  
Mum Look, here's a mobile phone! Is this what you're looking for?  
Adam No, that's the wrong one. That's my old one.  
Mum What about your school bag? Is it in there?  
Adam No, it isn't. Oh, here it is! It's on the bed.

- 6 **USE IT!** Work in pairs and look at Adam's bedroom again. Imagine you can't find one of the objects in the box. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.

football homework notebook  
laptop shirt





- 1 Match the words in the box with devices A–H in the pictures.

battery charger camera e-book  
headphones laptop MP3 player  
smartphone radio

- 2 3.15 Listen to a conversation in a shop. What device is Tim complaining about?

- 3 3.15 Listen to the conversation again and write *True* or *False*. Correct the false sentences.

- 1 Tim isn't happy with his new laptop.
- 2 It's faster than his old laptop.
- 3 He can't watch videos on it.
- 4 He wants to change the battery.
- 5 The manager can't change the laptop.
- 6 She sells Tim a new battery.

### KEY PHRASES

#### Complaining and apologising

How can I help you?  
I'd like to make a complaint.  
I'm afraid we can't change it.  
It doesn't work.  
I'm terribly sorry about that.  
There's something wrong with it.

- 4 3.16 Complete the dialogue with the key phrases. Listen and check. Then listen again and repeat the dialogue.

Manager Good afternoon.

1 .....?

Molly 2 ..... I bought this mobile phone here last week and 3 ..... I can't make phone calls.

Manager I see. 4 .....

Molly I would like to change it for a different one.

Manager 5 .....

Molly But 6 .....!

Manager OK, I'll see what we can do.

- 5 **USE IT!** Work in pairs. You have a problem with a device and you are making a complaint. Prepare and practise a new dialogue using the ideas below or your own ideas. Use the model dialogue and the key phrases.

Your new camera is broken.

You bought the wrong battery charger for your mobile phone.

Your new radio makes a funny noise.

You can't go on the internet with your new mobile phone.

You can't download many books on your new e-book.





- 1 Check the meaning of the topics in the box. Then match four of the topics with photos A–D.

school uniform   school lunches  
 skipping classes   exam pressure   bullying  
 homework   class size   sports   cheating  
 school trips   school clubs

- 2 3.17 Listen to an interview with two students, Will and Olivia. Which four topics about school life from exercise 1 do they mention?

- 3 3.17 Listen to the interview again and write Will or Olivia next to the opinions.

- 1 Cheating is not a big problem. ....
- 2 Students shouldn't take mobile phones into exams. ....
- 3 Cyber bullying is a serious problem. ....
- 4 There should be more school trips to help with studies. ....
- 5 Classes should be smaller. ....

- 4 3.17 Complete the Key Phrases, then listen again and check.

### KEY PHRASES

#### Opinions

Do you think there's a problem with <sup>1</sup>..... at school?

Not <sup>2</sup>.....

I disagree <sup>3</sup>.....

Yes, <sup>4</sup>.....

How can <sup>5</sup>..... improve?

We should definitely have <sup>6</sup>.....

- 5 3.18 Complete the dialogue with the key phrases. Listen and check. Then practise the dialogue with a partner.

Sally <sup>1</sup>..... skipping classes at school?

Dan <sup>2</sup>..... A few students go into town, but not many. What about school uniforms? Do you think we should have one?

Sally Yes, <sup>3</sup>..... a uniform.

Dan I agree with that. If everyone wears the same thing it makes us all the same.

Sally Yes, <sup>4</sup>..... And our uniform is easy to wear.

Dan I think sport is a problem. We should have more classes.

Sally <sup>5</sup>..... with that. I don't want any more! <sup>6</sup>..... improve?

Dan School lunches aren't very good. I think there should be more choice.

- 6 **USE IT!** Work in pairs. Prepare and practise a new dialogue using ideas about your school. Use the topics in exercise 1, the dialogue in exercise 5 and the key phrases.



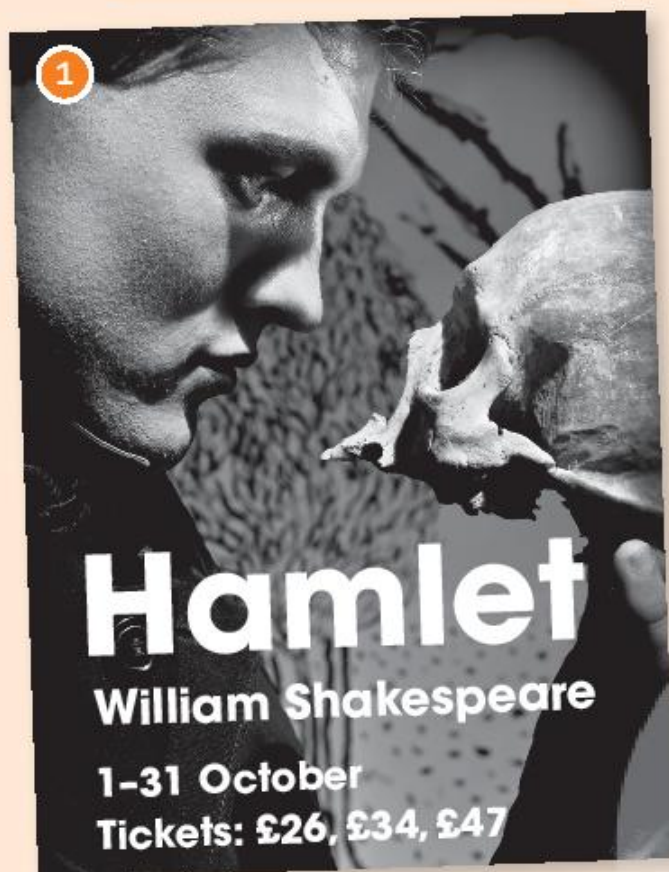
# 7 Options

## EXTRA LISTENING AND SPEAKING • Buying tickets

I can buy tickets for a play, a concert or a musical.

- 1 Match posters 1–3 with the types of show in the box.

musical concert play



- 2 3.19 Look at the posters and listen to the conversation. Which type of show does Will decide to buy tickets for?

- 3 3.19 Listen to the conversation again. Correct the words in bold in the Key Phrases.

### KEY PHRASES

#### Buying tickets

Can I have two <sup>1</sup> seats for ..., please?  
Where would you like to sit: front, <sup>2</sup> centre or back?  
That's seats ... and ... in <sup>3</sup> line ...  
That's <sup>4</sup> \$... altogether, please.

- 4 3.19 Listen again, and complete the ticket with the correct information.

### THEATRE TICKET



Show: <sup>1</sup> .....  
Date: <sup>2</sup> ..... November  
Seats: <sup>3</sup> ..... <sup>4</sup> .....  
Row: <sup>5</sup> .....  
Total price: <sup>6</sup> .....

- 5 3.20 Listen and write the numbers and letters you hear. Then listen and repeat.

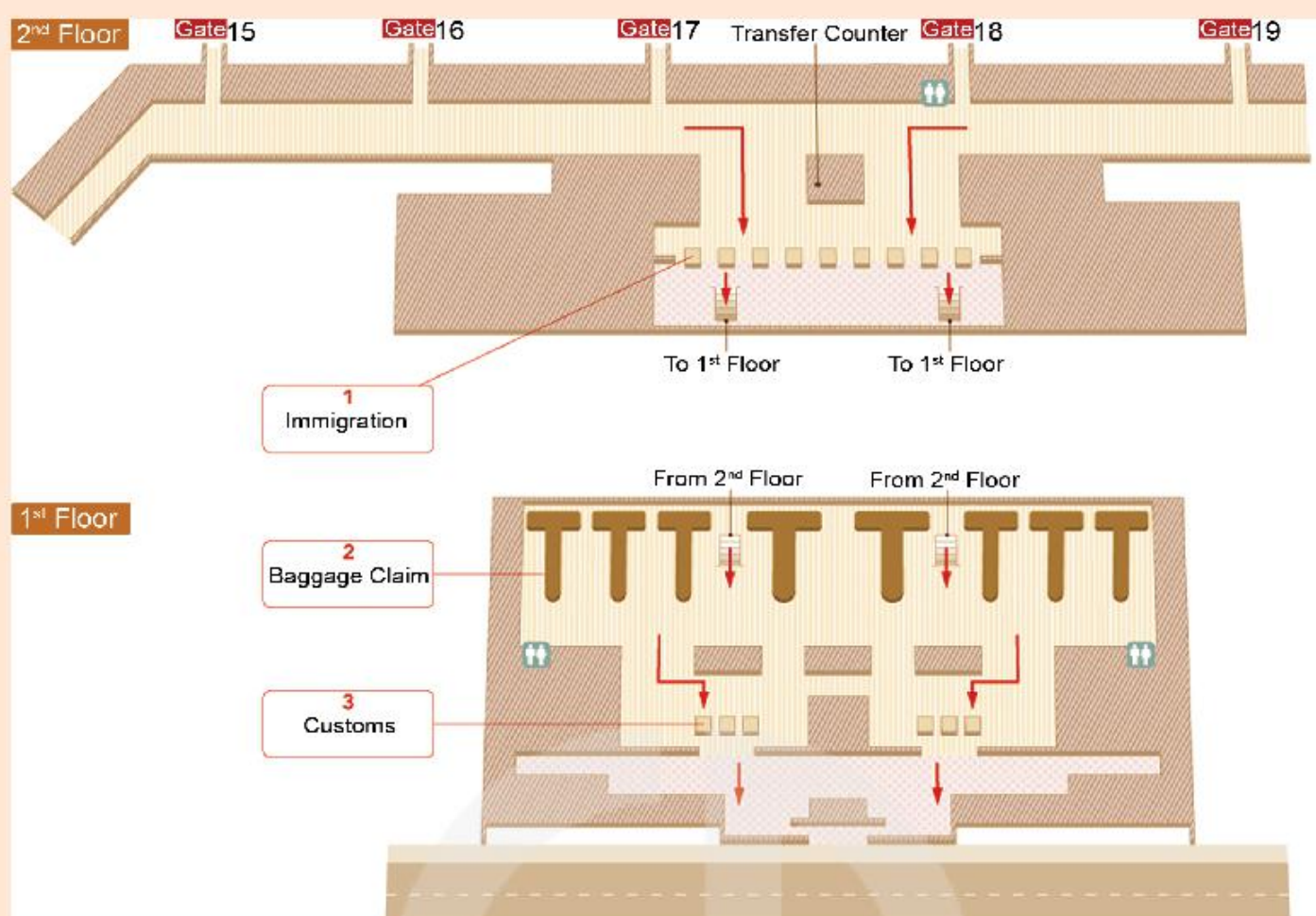
1 9, 10, R

- 6 3.21 Complete the dialogue with words from the Key Phrases. Listen and check. Then practise the dialogue.

Anna <sup>1</sup> ..... three tickets for Hamlet, please?  
Clerk Certainly. Which date?  
Anna 22 October.  
Clerk <sup>2</sup> ..... to sit: front, middle or back?  
Anna Middle, please.  
Clerk Certainly. <sup>3</sup> ..... 31, 32 and 33 in row M. They're £34 each.  
Anna Great!  
Clerk That's £102 <sup>4</sup> ....., please.  
Anna Here you are.  
Clerk Thanks. Enjoy the show.

- 7 **USE IT!** Work in pairs. Look at the posters and choose a show. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 6.





- 1 3.22 Match words 1–6 with the words in the box to form compound nouns. Then listen and check.

boarding area office clearance counter

- |                        |                       |
|------------------------|-----------------------|
| 1 customs .....        | 4 immigration .....   |
| 2 ..... gates          | 5 transfer .....      |
| 3 first / second ..... | 6 baggage claim ..... |

- 2 3.23 Look at the map of an airport and answer the following questions. Then listen and check.

- On what floor is the immigration clearance?
- On what floor is the baggage claim area?
- On what floor is the transfer counter?
- On what floor is the boarding gates?
- On what floor is the customs office?

- 3 3.24 Complete the Key Phrases with the words in the box. Then listen to the dialogue and check.

where on turn between

### KEY PHRASES

#### Giving directions

- Do you know <sup>1</sup>..... the ... is?  
<sup>2</sup>..... the left ...  
<sup>3</sup>..... Gate 17 and Gate 18.  
<sup>4</sup>..... left ...

- 4 3.24 Listen to the dialogue between Alex and the immigration officer again. Choose the correct words in the dialogue. Then practise it.

I.O. Good morning. Where are you from?

Alex Good morning. I'm from <sup>1</sup>the UK / the USA. Do you know where the transfer counter is? I'm flying to <sup>2</sup>Penang / Bintan, Malaysia. This is my first flight.

I.O. It's on this floor, on the left, between Gate 17 and Gate 18.

Alex Can I go to the baggage claim area? I would like to take my baggage.

I.O. Oh, no. You mustn't <sup>3</sup>clean / clear the immigration. Your baggage is following you to Malaysia.

Alex Thank you. Where can I stay now?

I.O. You are welcome. Please, turn <sup>4</sup>left / right over there and you'll see some benches. Here is your passport. Enjoy your flight.

Alex Thanks a lot. Bye.

- 5 **USE IT!** Work in pairs. Imagine that you are at Gate 19 and you want to take your baggage. Ask for and give directions using the Key Phrases.



## song

## A good idea

You're <sup>1</sup> asleep / awake in bed, and your mum says

'Why don't you get up and go to school?'  
You go on the bus – your friends talk a lot  
So you listen to music on your phone.  
In class, at the back you're talking to your friends

And your teacher tells you off again

You think:

'I often just want to go home  
I always want to stay in bed  
And be alone.

Sitting on the sofa,  
In front of the <sup>2</sup> TV / computer  
Is a good idea for me  
Sounds like a great idea to me.'

You see your dad in town, and he says to you  
'How about going for a walk?'

Then you go out to a <sup>3</sup> restaurant / café and eat fast food

And he says 'Let's finish your homework'  
But you don't really feel like studying now –  
You prefer playing video games.

Then next <sup>4</sup> month / week you're on holiday.  
You always love being on holiday.  
What will you do on holiday?  
You feel like doing everything!

You get up <sup>5</sup> late / early and your mum says,  
'Why don't you go out to the park?'  
So you get your things, and you call your friends

And you play sports all <sup>6</sup> afternoon / morning  
Your dad wants to go out to the cinema  
So you run home from the park, and you go in the <sup>7</sup> car / bus.

And you think:

'I always want to stay awake!  
I love to be with friends  
And my family!  
I want to play all <sup>8</sup> night / day  
I never want to sleep.  
Sounds like a good idea to me  
Yeah, that's a great idea for me'



- 3.25 Look at the activities in the pictures. Listen to the song. Which activity is not in the song?
- 3.25 Look at the song lyrics and choose the correct words. Then listen again and check.
- Match 1–5 with a–e to make sentences about the person in the song.
 

|                               |                          |
|-------------------------------|--------------------------|
| 1 He listens to music         | a. stay awake all night. |
| 2 He eats fast food           | b. on the bus.           |
| 3 On holiday, he wants to     | c. to stay in bed.       |
| 4 He plays sports in the park | d. in a café.            |
| 5 On school days, he wants    | e. with his friends.     |
- Look at the sentences from the song. Write True or False. Correct the false sentences.  
I go to school by car.  
False. He goes to school by bus.
  - I sit at the front in class.
  - My mum wakes me up on school days.
  - The holidays start tomorrow.
  - I like playing video games.
  - I get up late on holiday.
- USE IT! Work in pairs. Find out which sentences in exercise 4 are true for your partner. Use the question words in the box. How many things about your partner are the same as the singer?

How do you ... ? Where do ... ?  
Does your mum / dad ... ? Do you ... ?  
How often do ... ? When do ... ?





## song



## Before I met you

Here is my history in a song  
Where I <sup>1</sup>....., what I found  
What went right and what went wrong  
It's my story in a song, before I met you.

A When I was young it was exciting  
We <sup>2</sup>..... round the world  
We found amazing places  
And I <sup>3</sup>..... brave when we explored.  
Some were small, some were big  
Some were lonely, a few <sup>4</sup>..... horrible  
But when my dad said 'Let's go!' I was never bored.

Here is my history in a song  
Where I went, what I <sup>5</sup>.....  
What went right and what went wrong  
It's my story in a song, before I met you.

B In the year 2010,  
We <sup>6</sup>..... some friends  
We <sup>7</sup>..... in an ancient castle  
Built by a rich and cruel queen  
We <sup>8</sup>..... some scary rooms  
We learned some awful secrets  
But I wasn't scared, I was happy  
We <sup>9</sup>..... some exciting things.

C But the best day of my life  
Was last summer when I <sup>10</sup>..... you.  
There are lots of brilliant places  
I want to take you to.  
It was the best day, the best day  
The best day I ever knew.  
The story of my life, when I met you.

1 3.26 Look at the picture and listen to the song. Which verse – A, B, or C – does the picture match?

2 3.26 Complete the song with the words in the box. Then listen again and check.

explored felt found met saw  
stayed travelled visited went were

3 Complete the sentences with words from the song.

- When I was ....., I travelled around the world.
- We visited amazing places and I was never .....
- In 2010, I stayed in a ..... with some friends.
- A rich and cruel ..... built the castle.
- We explored some scary .....
- The ..... day of my life was when I met you.

4 Find words in the song with opposite meanings to these words.

- kind .....
- boring .....
- unhappy .....
- poor .....
- wrong .....
- old .....

5 USE IT! Work in pairs. Ask and answer the questions.

- What amazing places did you visit when you were younger?
- What exciting things did you do or see last summer?
- What was the best day of your life? Why?

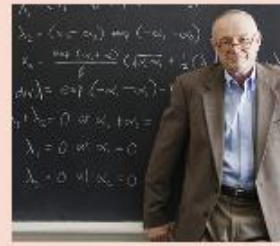


## song

## How long?

- A ☐ I could climb the highest mountain  
Be the best in the world at chess  
Who's the most intelligent scientist?  
Come on – I'll give you one guess.
- B ☐ Yeah, it's me, it's me  
I'm a winner.  
I can do anything I want  
Be a professor, a composer, or an artist  
I'm better than the rest  
I'm the number one.
- C ☐ How long does it take to be an expert?  
What do you reckon?  
I've no idea  
Could I become a genius in a month  
Or never in a million years?
- D ☐ Yeah, it's me, it's me  
I'm a winner  
I can do anything I want  
An inventor, a programmer, a writer  
I'm better than the rest  
I'm the number one
- E ☐ Could I run 100 metres  
In ten seconds or less?  
Who's the best rapper  
and an ever better dancer?  
Come on – have a guess.
- F ☐ How long does it take to be a champion?  
What do you reckon?  
Have you any idea?  
Could I become a winner in a decade  
Or can I do it in half a year?

## 1 Look at the people in the pictures. What are their professions?



1 a professor



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....

## 2 3.27 Listen to the song. Put the verses in the correct order.

## 3 3.27 Listen to the song again. Which profession from exercise 1 is not in the song?

## 4 Complete the sentences with words from the song.

- 1 An ..... is someone who knows a lot about a subject.
- 2 ..... means 'clever'.
- 3 A ..... is ten years.
- 4 A ..... writes computer programmes.
- 5 An ..... creates new things.
- 6 ..... is a game for two people with black and white pieces.

## 5 USE IT! Work in pairs. Ask and answer the questions.

- 1 Can you play chess / compose music / dance?
- 2 What could you do when you were six?
- 3 How fast can you run 100 metres?



## song

### When will you be famous?

I need a band with <sup>1</sup>piano, bass and drums  
Vocals and guitar  
I need confidence and ambition  
Before I can go far.

I need to <sup>2</sup>work every day  
And write some lyrics for a song  
Find a place we can perform  
And some <sup>3</sup>friends to sing along.

When are you going to be <sup>4</sup>successful?  
When will you be a success?  
When you have 10,000 fans  
And you're better than the rest  
Everybody will really love you  
Your videos will have a <sup>5</sup>thousand views  
When the DJs are playing your music  
And everything you do is in the news.

If you like rock and pop,  
You'll love the music we play  
It's energetic and <sup>6</sup>fast.  
We're going to a concert on <sup>7</sup>Sunday  
To hand out leaflets to the crowd.  
It'll be hard work but we can do that  
We've got the talent and the <sup>8</sup>ambition.  
We'll be going to the top  
We're confident – we will.

Yes, you're going to be famous  
Yes, you'll be a success  
You'll have 10,000 fans  
And be better than the rest  
Everybody will really love you  
And your videos will have a million views  
The DJs are playing your music  
And you're always in the news.

- 1 Look at the pictures of three bands. What type of music do they play? What instruments can you see?



- 2  3.28 Listen to the song. Which band in the pictures is the song about?
- 3  3.28 Look at the song and correct the words in blue. Then listen again and check.
- 4 Look at the sentences about the song. Write **True or False**. Correct the false sentences.
- 1 She needs talent and ambition to succeed.
  - 2 She should write the music for a song.
  - 3 They'll have 10,000 fans when they're famous.
  - 4 The fans are playing their music.
  - 5 They're confident they'll be famous.
- 5  **USE IT!** Work in pairs. Answer the questions.
- 1 Have you got confidence and ambition?
  - 2 What does a band need to get to the top?
  - 3 Would you like to be famous? Why / Why not?





## be

| Affirmative         |                    | Negative                |                        |
|---------------------|--------------------|-------------------------|------------------------|
| Full form           | Short form         | Full form               | Short form             |
| I am                | I'm                | I am not                | I'm not                |
| He / She / It is    | He / She / It's    | He / She / It is not    | He / She / It isn't    |
| You / We / They are | You / We / They're | You / We / They are not | You / We / They aren't |

We can't leave subject pronouns out of a sentence.

*It's a good idea.* ~~Is a good idea.~~

In spoken and informal written English, we use short forms.

| Questions                  | Short answers             |                             |
|----------------------------|---------------------------|-----------------------------|
|                            | Affirmative               | Negative                    |
| Am I happy?                | Yes, I am.                | No, I'm not.                |
| Is he / she / it happy?    | Yes, he / she / it is.    | No, he / she / it isn't.    |
| Are you / we / they happy? | Yes, you / we / they are. | No, you / we / they aren't. |

We use short forms in negative (but not affirmative) short answers.

*'Is she Turkish?' 'No, she isn't.'* ~~'Yes, she's.'~~

Question words go before the verb *be*.

*Where are they from?* ~~They are from where?~~

## Usage

We use the verb *be* to give and ask about personal information.

*I'm Esin and I'm thirteen. Are you from Prague?*

## Possessive adjectives, possessive pronouns

| Subject pronouns | Possessive adjectives | Possessive pronouns   |
|------------------|-----------------------|-----------------------|
| I                | my                    | mine                  |
| he / she / it    | his / her / its       | his / hers / its      |
| you / we / they  | your / our / their    | yours / ours / theirs |

## Possessive adjectives

### Usage

Possessive adjectives show that something belongs to a person.

*That is Harry's bag. That is his bag.*

## Possessive pronouns

### Usage

We use possessive pronouns in place of a full noun phrase to avoid repeating words.

*Whose car is this? Is it yours?* ~~Is it your car?~~

## Articles

### Usage

We use *a / an* to talk about something for the first time.

*There's a book on the table.*

We use *the* when we mention something again.

*The book is about history.*

We use zero articles to talk about things in general.

*I like books.*

## have got

| Affirmative                         | Negative                           |
|-------------------------------------|------------------------------------|
| I've got a pen.                     | I haven't got a pen.               |
| He's / She's / It's got a pen.      | He / She / It hasn't got a pen.    |
| You've / We've / They've got a pen. | You / We / They haven't got a pen. |

In spoken and informal written English, we use short forms.

| Questions                       | Short answers              |                              |
|---------------------------------|----------------------------|------------------------------|
|                                 | Affirmative                | Negative                     |
| Have I got a pen?               | Yes, I have.               | No, I haven't.               |
| Has he / she / it got a pen?    | Yes, he / she / it has.    | No, he / she / it hasn't.    |
| Have you / we / they got a pen? | Yes, you / we / they have. | No, you / we / they haven't. |

We make short answers with *have*, but without *got*.

*Yes, I have.* ~~Yes, I have got.~~

## Usage

We use *have got* to talk about possession, family relationships and things that we need to do.

*I've got a history book. They've got a maths exam.*

## there's, there are

|             | Singular                      | Plural                      |
|-------------|-------------------------------|-----------------------------|
| Affirmative | There's a computer lab.       | There are two new students. |
| Negative    | There isn't a sports field.   | There aren't any new boys.  |
| Questions   | Is there an exam on Thursday? | Are there any new teachers? |

In spoken and informal written English, we use short forms. However, there is no short form of *there are*.

*There are notes in the notebook.* ~~There're notes in the notebook.~~

## Usage

We use *there's / there are* to say what we know does or doesn't exist. We also use it to say what we can or can't see.





## Present simple: affirmative and negative

| Affirmative                                                                                  | Negative                                                                                                        |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| I stay in bed late.<br>He / She / It stays in bed late.<br>You / We / They stay in bed late. | I don't stay in bed late.<br>He / She / It doesn't stay in bed late.<br>You / We / They don't stay in bed late. |

The affirmative form is the base form of the verb (infinitive without *to*). To make the third person singular (*he, she, it*), we add *-s*. Some verbs take *-ies*

|                                                          |                                                                                                       |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Most verbs</b>                                        | add <i>-s</i><br>meet → meets play → plays<br>spend → spends stay → stays                             |
| <b>Verbs ending in a consonant + <i>-y</i></b>           | drop the <i>y</i> and add <i>-ies</i><br>carry → carries copy → copies<br>fly → flies study → studies |
| <b>Verbs ending in <i>o, ch, sh, x</i> and <i>ss</i></b> | add <i>-es</i><br>go → goes watch → watches<br>finish → finishes fix → fixes<br>miss → misses         |

We make the negative form with *do not* or *does not* and the base form of the verb.

In spoken and informal written English, we use short forms in the negative.

*She does not draw.* → *She doesn't draw.*

*We do not bake.* → *We don't bake.*

### Usage

We use the present simple

- to describe things which happen regularly or all the time.  
*We finish school at 3:30.*  
*My cousin plays video games every day.*  
*I don't spend a lot of time on my phone.*
- to describe permanent situations.  
*My aunt comes from Australia.*  
*We live in the countryside.*  
*Esin and Fatma speak Turkish and German.*
- to give opinions.  
*I like football and basketball.*  
*We think this TV programme is interesting.*  
*I don't like fast-food restaurants.*

We often use the present simple with adverbs of frequency.

*He always does his homework.*

*You never stay in bed late.*

100% —————→ 0%  
always usually often sometimes never

Adverbs of frequency describe how often something happens.

*He is often late for school.*

*I've always got my phone with me.*

*They don't usually play video games.*

Adverbs of frequency go in a different position with *be*, *have got* and all other verbs e.g. *play*, *watch* or *stay*.

|                    | Verb                                            | Position                                                                                               |
|--------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Affirmative</b> | <i>be</i><br><i>have got</i><br>other verbs     | after the verb<br>between <i>have</i> and <i>got</i><br>before the verb                                |
| <b>Negative</b>    | <i>be</i><br><i>have got</i><br>other verbs     | after the verb<br>between <i>have</i> and <i>got</i><br>between <i>don't / doesn't</i><br>and the verb |
| <b>Questions</b>   | <i>be</i><br><i>have got</i><br><br>other verbs | after the subject<br>between the subject<br>and <i>got</i><br>before the verb                          |

## Present simple: questions

| Questions                          | Short answers            |                            |
|------------------------------------|--------------------------|----------------------------|
|                                    | <b>Affirmative</b>       | <b>Negative</b>            |
| Do I collect things?               | Yes, I do.               | No, I don't.               |
| Does he / she / it collect things? | Yes, he / she / it does. | No, he / she / it doesn't. |
| Do you / we / they collect things? | Yes, you / we / they do. | No, you / we / they don't. |

We make the question form with *Do* or *Does* plus 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.

The question words *Who*, *What*, *When*, *Why*, *How*, *How often*, *How much* and *What time* go before *do / does*.

*What time do you finish school?*

*Where does Pavel live?*

*How often do they go to the park?*





## Present continuous: affirmative and negative

| Affirmative                                                             | Negative                                                                            |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| I'm talking.<br>He / She / It's talking.<br>You / We / They're talking. | I'm not talking.<br>He / She / It isn't talking.<br>You / We / They aren't talking. |

We make the affirmative form of the present continuous with the verb *be* and the *-ing* form of the main verb.

We make the negative form with the verb *be* plus *not* and the *-ing* form of the main verb.

In spoken and informal written English, we use short forms.

I am writing. → I'm writing.

He isn't talking.

## Present continuous: questions

| Questions                    | Short answers             |                             |
|------------------------------|---------------------------|-----------------------------|
|                              | Affirmative               | Negative                    |
| Am I texting?                | Yes, I am.                | No, I'm not.                |
| Is he / she / it texting?    | Yes, he / she / it is.    | No, he / she / it isn't.    |
| Are you / we / they texting? | Yes, you / we / they are. | No, you / we / they aren't. |

We make the question form by inverting the verb *be* and the *-ing* form of the main verb.

We make short answers with the verb *be* without the *-ing* form of the main verb.

We don't use short forms in affirmative short answers.

'Are you studying?' 'Yes, I am.' ~~'Yes, I'm.'~~

'Is Selin watching TV?' 'Yes, she is.' ~~'Yes, she's.'~~

'Are we doing this exercise?' 'Yes, we are.' ~~'Yes, we're.'~~

Question words go before the verb *be*.

What are you talking about?

Who are you messaging?

Why are they laughing?

Where's Lenka going?

## Present simple and present continuous

### Usage

We use the present continuous to talk about an action in progress. We use it for things which are happening now or around now. We often use time expressions like *now*, *right now* or *at the moment* with the present continuous.

'Is Alicia doing her homework now?' 'Yes, she is.'

'Where's Osman right now?' 'He's chatting online.'

They're studying for their history exam at the moment.

We use the present simple to talk about routine or repeated actions. We often use adverbs of frequency like *always*, *usually*, *often*, *sometimes* or *never* with the present simple.

Do you often post messages on social media?

She always watches that TV programme.

Ollie sometimes uses instant messaging.

I never send emails.

There are some verbs (stative verbs) which we don't normally use in the continuous form because they describe states which are true, not actions in progress. These include: *understand*, *know*, *believe*, *think*, *mean*, *like*, *dislike*, *love*, *hate*, *want* and *prefer*.

We don't understand this question.

~~We aren't understanding this question.~~

What does that word mean?

~~What is that word meaning?~~

I like your new mobile phone.

~~I'm liking your new mobile phone.~~

Do you want a coffee?

~~Are you wanting a coffee?~~





### was, were

| Affirmative                                                            | Negative                                                                         |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| I was brave.<br>He / She / It was right.<br>You / We / They were rich. | I wasn't scared.<br>He / She / It wasn't wrong.<br>You / We / They weren't poor. |

The past simple affirmative form of the verb *be* is *was* or *were*.

*The trip was good. We were in the museum.*

The past simple negative form is *was not* or *were not*. We usually use the short forms *wasn't* or *weren't*.

*Life wasn't easy in the past. The tunnels weren't big.*

| Questions                                                                                   | Short answers                                                        |                                                                            |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------|
| Was I scared?<br>Was he / she / it in the tunnel?<br>Were you / we / they with the teacher? | Affirmative                                                          | Negative                                                                   |
|                                                                                             | Yes, I was.<br>Yes, he / she / it was.<br>Yes, you / we / they were. | No, I wasn't.<br>No, he / she / it wasn't.<br>No, you / we / they weren't. |

We make the question form with *was* or *were* plus subject.

*Was the tour good? Were you in the castle?*

Question words go at the beginning of questions.

*Who was your guide on the trip?*

We make short answers with subject plus *was*, *were*, *wasn't* or *weren't*.

*Was Richard in Paris last month? No, he wasn't.*

*Were they interested in the tunnels? Yes, they were.*

### there was, there were

|             | Singular                            | Plural                                        |
|-------------|-------------------------------------|-----------------------------------------------|
| Affirmative | There was a very dark tunnel.       | There were a lot of visitors at the castle.   |
| Negative    | There wasn't a light in the tunnel. | There weren't any ghosts in the old building. |

*There was* and *there were* are the past simple forms of *there is* and *there are*. *There wasn't* and *there weren't* are the negative forms.

*There was a lovely café at the museum.*

*There weren't any good books about the tunnels.*

We make the question form by inverting *was* / *were* and *there*.

*Was there any information? There was any information?*

### Usage

We use *there was* and *there were* to describe what existed in the past.

### Past simple: affirmative, negative and questions, regular and irregular verbs

| Affirmative                                                               | Negative                                                |
|---------------------------------------------------------------------------|---------------------------------------------------------|
| I / You / He / She / It / We / They visited Paris.                        | I / You / He / She / It / We / They didn't visit Paris. |
| Questions                                                                 |                                                         |
| Did I / you / he / she / it / we / they study the book about time travel? |                                                         |
| Short answers                                                             |                                                         |
| Affirmative                                                               | Negative                                                |
| Yes, I / you / he / she / it / we / they did.                             | No, I / you / he / she / it / we / they didn't.         |

The past simple has only got one form.

*I went to Paris. You went to Istanbul. She went to Cairo.*

We make the affirmative form of past simple regular verbs by adding *-ed* to the base form of the verb.

*My brother helped me with my homework last night.*

Note the spelling rules for regular verbs:

| Most verbs                               | add <i>-ed</i><br>look → looked   play → played                                 |
|------------------------------------------|---------------------------------------------------------------------------------|
| Verbs ending in <i>-e</i>                | add <i>-d</i><br>arrive → arrived   live → lived                                |
| Verbs ending in vowel + single consonant | double the consonant and add <i>-ed</i><br>stop → stopped<br>travel → travelled |

We make the negative form with *did not* plus base form of the verb. We usually use the short form *didn't*.

*They didn't lose that important football match.*

We make the question form with *did* plus base form.

*Did you talk to the teacher after school?*

Question words go at the beginning of questions.

*What did you watch on TV last night?*

We make short answers with subject plus *did* or *didn't*.

*Did you like the school trip? Yes, I did.*

### Usage

We use the past simple to talk about finished actions in the past and actions which happened at a specific time. We often use specific time references with the past simple such as *yesterday*, *last week*, *on Thursday*, *in 2014*, *two days ago*.

*He watched a film about time travel yesterday.*





### Past continuous: affirmative and negative

| Affirmative                                                                   | Negative                                                                               |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| I was jumping.<br>He / She / It was jumping.<br>You / We / They were jumping. | I wasn't jumping.<br>He / She / It wasn't jumping.<br>You / We / They weren't jumping. |

We make the affirmative form of the past continuous with *was* or *were* and the *-ing* form of the main verb.

We make the negative form by putting *not* between *was* or *were* and the *-ing* form of the main verb.

In spoken and informal written English, we use the short forms *wasn't* and *weren't*.

### Past continuous: questions

| Questions                      | Short answers              |                              |
|--------------------------------|----------------------------|------------------------------|
|                                | Affirmative                | Negative                     |
| Was I climbing?                | Yes, I was.                | No, I wasn't.                |
| Was he / she / it climbing?    | Yes, he / she / it was.    | No, he / she / it wasn't.    |
| Were you / we / they climbing? | Yes, you / we / they were. | No, you / we / they weren't. |

We make short answers with the subject and *was* or *were*, without the *-ing* form of the main verb.

*Were you walking to school at 8.00? Yes, I was.*

*Was Selin standing in that photo? No, she wasn't.*

*Were they running on Friday? Yes, they were.*

Question words go before the verb *was* or *were*.

*What were we doing on Saturday morning?*

*Where was Artem walking this afternoon?*

#### Usage

We use the past continuous to talk about actions in progress at a point in the past. We often use expressions to show the point of time, such as *at* or *on* (plus a time) or *when* (plus a past simple action).

*It was raining at two o'clock this morning.*

*What were they doing on Friday evening?*

*You weren't listening to the photographer when he said 'smile'.*

### Past simple and past continuous

#### Usage

We often use the past continuous to describe an action in progress which was interrupted.

*She was walking into town when she met her friends.*

We use the past continuous for the longer action in progress (*was walking*). We use the past simple (*met*) for the shorter action which interrupts the longer one.

We often use *when* before the past simple and *while* before the past continuous.

*They were travelling across Africa when they took the photo.*

*They took the photo while they were travelling across Africa.*

### Adjectives and adverbs

|                                |                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------|
| Most adjectives                | add <i>-ly</i><br>polite → politely   slow → slowly<br>quiet → quietly                   |
| Adjectives ending in <i>-y</i> | drop <i>-y</i> and add <i>-ily</i><br>happy → happily   easy → easily<br>angry → angrily |
| The same as the adjective      | hard → hard   fast → fast                                                                |
| Irregular                      | good → well                                                                              |

#### Usage

We use adjectives to describe nouns.

*Mike is a polite boy.*

We use adverbs to describe verbs.

*Mike speaks politely.*





## Making comparisons

### Usage

We use comparison of equality to highlight the equality or inequality between two things, people or actions.

*She is (not) as tall as her brother.*

We use comparative adjectives to compare two people or things.

*Nuran is taller than Fatma.*

*The shoes are more expensive than the trainers.*

We use superlative adjectives to say that a person or thing has the greatest amount of a characteristic, compared to everything else in a group of three or more.

*She's the most successful singer in the world.*

We use *different from* to compare two or more items. *Different* means not the same.

*Adam is so different from his brother.*

We use *like* to express the similarity. We use a noun or pronoun after it.

*My sister is like my mother.*

## Ability: can and could

| can                                                                 |                                                                    |
|---------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Affirmative</b><br>I / You / He / She / It / We / They can swim. | <b>Negative</b><br>I / You / He / She / It / We / They can't swim. |
| <b>Questions</b><br>Can Jana swim?                                  | <b>Short answers</b><br>Yes, she can. / No, she can't.             |

| could                                                                  |                                                                        |
|------------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>Affirmative</b><br>I / You / He / She / It / We / They could dance. | <b>Negative</b><br>I / You / He / She / It / We / They couldn't dance. |
| <b>Questions</b><br>Could they dance?                                  | <b>Short answers</b><br>Yes, they could. / No, they couldn't.          |

*Can* and *could* each have only one form. They do not change with different subjects.

*He can play the piano. She can make videos.*

~~*He cans play the piano. She cans make videos.*~~

We use *can / could* plus base form of the main verb (without *to*).

*You can speak English. She could run 5km.*

~~*You can to speak English. She could to run 5km.*~~

The negative forms of *can* and *could* are *cannot* and *could not*. However, in spoken and informal written English, we use the short forms *can't* and *couldn't*.

*Ann can't cook. ~~Ann doesn't can cook.~~*

*I couldn't play tennis. ~~I didn't can play tennis.~~*

As with *can* and *could*, the main verb takes the base form.

*We can't bake cakes. ~~We can't to bake cakes.~~*

*They couldn't understand the website.*

~~*They couldn't to understand the website.*~~

### Usage

*Can* and *could* describe the ability to do something.

*I can make a pizza.*

*He could read when he was four.*

*Can* describes the ability to do something in the present.

*They can speak German now.*

*Could* describes the ability to do something in the past.

*She could ride a horse when she was six.*

## Questions with How ... ?

To make questions with *how*, we use *how* + *often*, *much / many*, or an adjective.

*How often do you go shopping?*

*How much coffee do you drink?*

*How many older students do you know?*

*How high is that mountain?*

### Usage

We use questions with *how* when we want to know the frequency, measurement or quantity of something.

*How much chocolate do you eat?*

*How many cousins have you got?*

*How far can you swim?*

*How strict are your parents?*

We use *often* with *how* to ask about frequency.

*How often do you practise the piano?*

~~*How usually / rarely do you practise the piano?*~~





## will and won't

| Affirmative                                            |                                                |
|--------------------------------------------------------|------------------------------------------------|
| I / You / He / She / It / We / They'll climb the tree. |                                                |
| Negative                                               |                                                |
| I / You / He / She / It / We / They won't stay still.  |                                                |
| Questions                                              |                                                |
| Will I / you / he / she / it / we / they find water?   |                                                |
| Short answers                                          |                                                |
| Affirmative                                            | Negative                                       |
| Yes, I / you / he / she / it / we / they will.         | No, I / you / he / she / it / we / they won't. |

We make the affirmative form with *will* plus base form of the main verb.

*The desert will be hot in the day.*

We make the negative form with *won't* plus base form.

*We won't lie in the sun.*

We make the question form with *will* plus subject plus base form. Question words like *What*, *Where* or *When* go at the beginning of the question.

*Will you light a fire? Where will we find food?*

We make short answers with *will* and *won't*.

*Will you help me? Yes, I will.*

### Usage

We use *will* to talk about future predictions.

## will and won't in the first conditional

| Action                                                                                         | Result                                                                              |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| If I climb a tree,<br>If he / she / it eats the fruit,<br>If you / we / they follow the river, | I'll be safe.<br>he / she / it'll feel ill.<br>you / we / they'll find the village. |
| Result                                                                                         | Action                                                                              |
| I'll be safe                                                                                   | if I climb a tree.                                                                  |

We make the first conditional with two clauses: the action clause (*if* clause) with the present simple and the result clause (main clause) with *will*.

Conditional sentences can start with the action:

*If you light a fire, you'll feel warmer.*

or with the result:

*You'll feel warmer if you light a fire.*

We can use the negative form in the action, the result, or both parts of the sentence.

*We won't win the challenge if we get lost in the trees.*

*If he doesn't have a compass, he'll get lost.*

*If we don't make a big noise, we won't find help.*

We make first conditional questions with *will* before the subject in the result clause.

*Will you help me if I carry your bag?*

~~*Do you help me ...?*~~

*If I carry your bag, will you help me?*

~~*If I will carry your bag ...*~~

### Usage

We use the first conditional to predict the result of an action. We use it to talk about things we think might happen in the future and things we think are possible.

## must and should

| must                                                                         |                                                                            |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Affirmative                                                                  | Negative                                                                   |
| I / You / He / She / It / We / They must be fit to go on the adventure trip. | I / You / He / She / It / We / They mustn't leave the camp after dark.     |
| should                                                                       |                                                                            |
| Affirmative                                                                  | Negative                                                                   |
| I / You / He / She / It / We / They should wear warm clothes.                | I / You / He / She / It / We / They shouldn't drink all the water at once. |

*Must* and *should* each have only one form. They do not change with different subjects.

*Henry must be careful with the knife.*

~~*Henry musts be careful with the knife.*~~

*She should take a sleeping bag.*

~~*She shoulds take a sleeping bag.*~~

We use *must* / *should* plus base form of the main verb.

*You must listen now. They should sit here.*

~~*You must to listen now. They should to sit here.*~~

The negative forms of *must* and *should* are *must not* and *should not*. In spoken and informal written English, we use the short forms *mustn't* and *shouldn't*.

As with *must* and *should*, the main verb takes the base form.

*We mustn't touch this. ~~We mustn't to touch this.~~*

*You shouldn't drink that. ~~You shouldn't to drink that.~~*

### Usage

*Should* is for giving advice and recommendations.

*You should take a first-aid kit with you. It's a good idea.*

*You shouldn't buy that torch. It's expensive.*

*Must* is for talking about strong obligations.

*You must wear shoes in the jungle. It's really important.*

*You mustn't eat those leaves. They're very bad for you.*





## be going to

| Affirmative                                                                                  | Negative                                                                                                 |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| I'm going to start.<br>He / She / It's going to start.<br>You / We / They're going to start. | I'm not going to start.<br>He / She / It isn't going to start.<br>You / We / They aren't going to start. |

We make *be going to* with the auxiliary verb *be* plus *going to* plus the base form of the main verb. *Be* changes with the subject.

*We're going to listen to some Brazilian music.*

*He's going to win the talent show.*

We make the negative with the negative form of *be*.

*I'm not going to watch the concert on TV.*

*They aren't going to dance to that song.*

### Usage

We use *be going to* to talk about a definite plan to do (or not to do) something in the future.

*She's going to learn the guitar next year.*

*We're going to play the piano later.*

*She isn't going to buy tickets for the show.*

## will and be going to

### Usage

We use *be going to* to talk about definite future plans which we have decided. We use *will* to talk about predictions for the future.

Plan: *I'm going to meet my friend at the concert.*

*We're going to sit near the front.*

Prediction: *I think the concert will be exciting. The band will definitely play some new songs.*

## be going to: questions

| Questions                           | Short answers                       |                             |
|-------------------------------------|-------------------------------------|-----------------------------|
|                                     | Affirmative                         | Negative                    |
| Am I going to start?                | Yes, I am.                          | No, I'm not.                |
| Is he / she / it going to start?    | Yes, he / she / it is.              | No, he / she / it isn't.    |
| Are you / we / they going to start? | Yes, you / we / they are.           | No, you / we / they aren't. |
|                                     | Answers                             |                             |
| Where is she going to stand?        | She's going to stand in the middle. |                             |
| What are we going to sing?          | We're going to sing a folk song.    |                             |

To make questions with *be going to*, we put *be* before the subject.

*Is he going to start a new band?*

*Are you going to learn the drums?*

*Are we going to see that famous singer?*

Question words such as *When*, *Where* or *Who* go at the beginning of the question.

*When is the show going to start?*

*Where are you going to stand at the concert?*

*Who are you going to sit with at the show?*

We use the verb *be* (without *going to*) for short answers.

*'Are you going to learn the violin?' 'No, I'm not.'*

We don't use short forms for positive short answers.

*'Is he going to play the keyboards?' 'Yes, he is.'*

~~'Yes, he's.'~~

## Present continuous for future arrangements

### Usage

We use the present continuous for future arrangements to describe future events that we have decided and fixed.

*I'm meeting my friends this evening.*

~~I will meet my friends this evening.~~

*They're playing a concert in Istanbul in August.*

~~They play a concert in Istanbul in August.~~

We often use the present continuous for future arrangements with a time expression.

*I'm cooking dinner at 7.00.*

*We're seeing Alexander on Friday.*

*They're playing tennis after school.*





## Connecting ideas

| Conjunctions                                         | Adverbs                                             |
|------------------------------------------------------|-----------------------------------------------------|
| He is rich, <b>but</b> he never helps others.        | He is rich; <b>however</b> , he never helps others. |
| She passed the exam <b>because</b> she studied hard. |                                                     |
| Laura is intelligent <b>and</b> funny.               |                                                     |
| We can go by bus <b>or</b> train.                    |                                                     |

### Usage

We can connect two or more ideas (two words, two phrases or two clauses)

*She can speak Japanese and English.*  
*We want a car, a house and a farm.*  
*They want a good product and a good service.*  
*He can dance and she can, too.*

We often use conjunctions (*and, but, or, so, although, because ...*) to connect ideas.

*It rained, so we stay home.*  
*You can drink either coffee or tea.*  
*Study hard, or you will fail the exam.*

We can sometimes use adverbs (*however, otherwise, moreover ...*) to connect ideas. They have the same meanings as some conjunctions, but they have different ways to write in English.

*The song sounds good, but it is too long.*  
*The song sounds good; however, it is too long.*

## Full infinitives and bare infinitives

| Full infinitives                                    | Bare infinitives                           |
|-----------------------------------------------------|--------------------------------------------|
| to + base form of the verb<br>(to be, to dance ...) | base form of the verb<br>(dance, have ...) |

The infinitive is the basic form of a verb, without an inflection binding it to a particular subject or tense.

*He can dance. (He can dances.)*  
*I came to see you. (I came to saw you.)*

The infinitive has two forms. The full infinitive goes with *to*, and the bare infinitive goes without *to*.

*You should stay.*  
*I don't want to go.*

### Usage

We must use *to* + base form of the verb after some certain verbs.

*I want to sing.*  
*Would you like to drink Coke?*

We also use *to* + base form of the verb to show our purpose.

*They do not come here to make friends.*  
*They come here to make money.*

We use the base form of the verb after all modal verbs.

*We can get good marks.*  
*She had better not talk.*

English learners often make mistakes with *have to, has to, had to, used to*.

*She used to study here.*  
 → *She didn't use to study here.*  
 (~~*She used not to study here.*~~)

## Quantifiers

Use *some, any, a lot of* and *lots of* with plural countable nouns and uncountable nouns.

Use *some* in affirmative sentences for an undefined small amount of something.  
*The girl has got some oranges.*

Use *any* in negative sentences and questions.

*There isn't any cheese in the fridge.*  
*Are there any eggs in the dish?*

Use *a lot of* and *lots of* in affirmative sentences for a large quantity of something.

*There's a lot of chicken for dinner.*  
*There are lots of sweets in this shop.*



# IRREGULAR VERBS

| Infinitive        | Past simple                          | Past participle                 |                        |
|-------------------|--------------------------------------|---------------------------------|------------------------|
| be /biː, bɪ/      | was /wɒz, wəz/, were /wɜː(r), wə(r)/ | been /biːn/                     | là, thì ...            |
| become /bɪ'kʌm/   | became /bɪ'keɪm/                     | become /bɪ'kʌm/                 | trở nên, trở thành     |
| begin /bɪ'ɡɪn/    | began /bɪ'ɡæn/                       | begun /bɪ'ɡʌn/                  | bắt đầu                |
| break /breɪk/     | broke /brəʊk/                        | broken /'brəʊkən/               | làm vỡ, làm gãy        |
| build /bɪld/      | built /bɪlt/                         | built /bɪlt/                    | xây, cất               |
| buy /baɪ/         | bought /bɔːt/                        | bought /bɔːt/                   | mua                    |
| can /kæn/         | could /kʊd/                          |                                 | có thể, biết (làm gì)  |
| catch /kæʃ/       | caught /kɔːt/                        | caught /kɔːt/                   | bắt, đón               |
| come /kʌm/        | came /keɪm/                          | come /kʌm/                      | đến                    |
| do /duː/          | did /dɪd/                            | done /dʌn/                      | làm                    |
| drink /drɪŋk/     | drank /dræŋk/                        | drunk /drʌŋk/                   | uống                   |
| eat /iːt/         | ate /eɪt/ /et/                       | eaten /'iːtn/                   | ăn                     |
| fall /fɔːl/       | fell /fel/                           | fallen /'fɔː.lən/               | ngã                    |
| feel /fiːl/       | felt /felt/                          | felt /felt/                     | cảm thấy               |
| find /faɪnd/      | found /faʊnd/                        | found /faʊnd/                   | phát hiện, tìm thấy    |
| fly /flaɪ/        | flew /fluː/                          | flown /fləʊn/                   | bay                    |
| get /get/         | got /ɡɒt/                            | got /ɡɒt/                       | có được, lấy được      |
| get up /,get 'ʌp/ | got up /,ɡɒt 'ʌp/                    | got up /,ɡɒt 'ʌp/               | thức dậy               |
| give /ɡɪv/        | gave /geɪv/                          | given /'ɡɪvn/                   | cho, tặng              |
| go /ɡəʊ/          | went /went/                          | gone /ɡɒn/                      | đi                     |
| have /hæv/        | had /həd/                            | had /həd/                       | có                     |
| hide /haɪd/       | hid /hɪd/                            | hidden /'hɪdn/                  | che giấu               |
| hold /həʊld/      | held /held/                          | held /held/                     | tổ chức                |
| know /nəʊ/        | knew /njuː/                          | known /nəʊn/                    | biết                   |
| learn /lɜːn/      | learnt /learned /lɜːnt/ /lɜːnd/      | learnt /learned /lɜːnt/ /lɜːnd/ | học                    |
| leave /liːv/      | left /left/                          | left /left/                     | để lại, bỏ đi, đi khỏi |
| lose /luːz/       | lost /lɒst/                          | lost /lɒst/                     | mất, thua              |
| make /meɪk/       | made /meɪd/                          | made /meɪd/                     | làm ra                 |
| meet /miːt/       | met /met/                            | met /met/                       | gặp gỡ                 |
| read /riːd/       | read /red/                           | read /red/                      | đọc                    |
| run /rʌn/         | ran /ræn/                            | run /rʌn/                       | chạy                   |
| say /seɪ/         | said /sed/                           | said /sed/                      | nói ra                 |
| see /siː/         | saw /sɔː/                            | seen /siːn/                     | xem, hiểu, nhận thấy   |
| send /send/       | sent /sent/                          | sent /sent/                     | gửi                    |
| sit /sɪt/         | sat /sæt/                            | sat /sæt/                       | ngồi                   |
| sleep /sliːp/     | slept /slept/                        | slept /slept/                   | ngủ                    |
| speak /spiːk/     | spoke /spəʊk/                        | spoken /'spəʊkən/               | nói (ngôn ngữ ...)     |
| spend /spend/     | spent /spent/                        | spent /spent/                   | chi tiêu, dành ra      |
| swim /swɪm/       | swam /swæm/                          | swum /swʌm/                     | bơi                    |
| take /teɪk/       | took /tʊk/                           | taken /'teɪkən/                 | cầm, giữ lấy           |
| teach /tiːʃ/      | taught /tɔːt/                        | taught /tɔːt/                   | dạy (học)              |
| tell /tel/        | told /təʊld/                         | told /təʊld/                    | kể (cho ai nghe)       |
| think /θɪŋk/      | thought /θɔːt/                       | thought /θɔːt/                  | suy nghĩ, nghĩ         |
| wear /weə(r)/     | wore /wɔː(r)/                        | worn /wɔːn/                     | mặc, đội               |
| write /raɪt/      | wrote /rəʊt/                         | written /'rɪtn/                 | viết                   |



British English Pronunciation

American English pronunciation

## PROPER NAMES

### STARTER

**Spain (n)** /speɪn/ /speɪn/ a country in western Europe

### UNIT 1

**China** /ˈtʃaɪnə/ /ˈtʃaɪnə/ an eastern Asian country

**Glasgow** /ˈglɑːzgəʊ/ /ˈglæzɡəʊ/ a city in west-central Scotland

**São Paulo** /,sau ˈpaulou/ /,sau ˈpaulou/ a municipality in Brazil

**Shanghai** /,ʃæŋˈhaɪ/ /,ʃæŋˈhaɪ/ a big city in China

### UNIT 2

**Shigetaka Kurita** /ʃɪgetaka kʊrita/ /ʃɪgetaka kʊrita/ a Japanese interface designer

**Singapore** /,sɪŋəˈpɔː(r)/ /ˈsɪŋəpɔːr/ a small country in southeast Asia

**the Philippines** /ˈfɪlɪpiːnz/ /ˈfɪlɪpiːnz/ a country of islands in southeast Asia

### UNIT 3

**Aztecs** /ˈæzteks/ /ˈæzteks/ a nomadic tribe in northern Mexico, arrived in Mesoamerica around the beginning of the 13th century

**Bologna** /bəˈləʊnjə/ /bəˈləʊnjə/ a city in Northern Italy

**Christopher Columbus** /ˌkrɪstəfə kəˈlʌmbəs/ /ˌkrɪstəfər kəˈlʌmbəs/ (1451 – 1506) the Italian explorer who was the first European to discover America in 1492

**Diplodocus** /drɪˈplɒdəkəs/ /ˌdɪpləˈdɒkəs/ /drɪˈplɑːdəkəs/ /ˌdɪpləˈdɒkəs/ a very large dinosaur with a long thin neck and tail

**Edwin Hubble** /ˌedwɪn ˈhʌbl/ /ˌedwɪn ˈhʌbl/ (1889 – 1953) a US astronomer

**Egypt** /ˈiːdʒɪpt/ /ˈiːdʒɪpt/ a country in North Africa

**European (a)** /ˌjʊərəˈpiːən/ /ˌjʊərəˈpiːən/ of or connected with Europe

**Genghis Khan** /ˌɡɛŋɡɪs ˈkɑːn/ /ˌdʒɛŋɡɪs ˈkɑːn/ /ˌɡɛŋɡɪs ˈkɑːn/ /ˌdʒɛŋɡɪs ˈkɑːn/ (1158 – 1227), the founder of the Mongol Empire

**Japan (n)** /dʒəˈpæn/ /dʒəˈpæn/ a country of islands in eastern Asia

**Joan of Arc/ Jeanne d'Arc** /ˈʒɑn dɑrk/ /ˈʒɑn dɑrk/ (1412 – 1431) the national heroine of France

**Leif Erikson** /lef eˈrɪksən/ /lef eˈrɪksən/ (970 – 1020), an explorer from Iceland, came to America before Columbus

**Leonardo da Vinci** /ˈliːəʊnɑː(r)dəʊ dɑ vɪntʃi/ /ˈliːəʊnɑː(r)dəʊ dɑ vɪntʃi/ an Italian polymath

**Miguel de Cervantes** /mɪˈɡel də sərˈvantez/ /mɪˈɡel də sərˈvantez/ (1547 – 1616), a Spanish novelist and playwright

**Milky Way** /ˌmɪlki ˈweɪ/ /ˌmɪlki ˈweɪ/ a band of light across the night sky made up of a huge number of stars

**Native American (or American Indian)** /ˌneɪtɪv əˈmerɪkən/ /ˌneɪtɪv əˈmerɪkən/ connected with any of the races of people living in America

**Oxford** /ˈɒksfəd/ /ˈɑːksfəd/ a city in southern England, west of London

**Paris** /ˈpærɪs/ /ˈpærɪs/ the capital of France

**Pilgrim** /ˈpɪlɡrɪm/ /ˈpɪlɡrɪm/ the English people who sailed to America in 1620 and started a colony in Massachusetts

**Queen Victoria** /ˌkwɪːn vɪkˈtɔːriə/ /ˌkwɪːn vɪkˈtɔːriə/ (1819 – 1901), the British Queen from 1837 to 1901

**Salamanca** /ˌsæləˈmæŋkə/ /ˌsæləˈmæŋkə/ a city situated in western Spain

**Tenochtitlan** /tenɔːtʃˈtɪtlən/ /tenɔːtʃˈtɪtlən/ the historic center of Mexico city

**Thanksgiving** /ˌθæŋksˈɡrɪvɪŋ/ /ˌθæŋksˈɡrɪvɪŋ/ a public holiday in the USA and in Canada

**the Victoria and Albert Museum** /ðə vɪkˈtɔːriə ən ˈælbət mɪˈjuːziəm/ /ðə vɪkˈtɔːriə ən ˈælbət mɪˈjuːziəm/ Britain's national museum of art and design, in South Kensington, London

**Tyrannosaurus Rex** /taɪˌrænəˈsɔːrəs/ /taɪˌrænəˈsɔːrəs/ a very large dinosaur

**Viking (also Norse)** /ˈvaɪkɪŋ/ /ˈvaɪkɪŋ/ a race of Scandinavian people

**William Shakespeare** /ˌwɪljəm ˈʃeɪkspɪə(r)/ (1564 – 1616), the greatest writer in English

**William Wilberforce** /ˌwɪljəm ˈwɪlbəfɔːs/ (1759 – 1833), an English politician

### UNIT 4

**Auguste Lumière & Louis Lumière** /ˈɔːɡast ˈluːmiɛər/ /ˈluːɪs ˈluːmiɛər/ /ˈɔːɡast ˈluːmiˈɛər/ /ˈluːɪs ˈluːmiɛər/ manufacturers of photography equipment

**Eadweard Muybridge** /ˌedwəd ˈmaɪbrɪdʒ/ /ˌedwəd ˈmaɪbrɪdʒ/ (1830 – 1904), a US photographer, born in England

**Kenya** /ˈkenjə/ /ˈkenjə/ a country in East Africa

**Sulawesi** /ˌsuːləˈweɪsi/ /ˌsuːləˈweɪsi/ one of the four Greater Sunda Islands, governed by Indonesia

### UNIT 5

**Agatha Christie** /ˌæɡəθə ˈkrɪsti/ /ˌæɡəθə ˈkrɪsti/ (1890 – 1976), one of the most successful English authors of detective stories

**Archie Hann** UK /ˈɑːki hən/ /ˈɑːki hən/ (September 14, 1880 – January 21, 1955), an American sprinter in the early 20th century

**Carl Lewis** /kɑːl ˈluːɪs/ /kɑːl ˈluːɪs/ (born July 1, 1961), an American former track and field athlete

**Charles Dickens** /ˌtʃɑːlz ˈdɪkɪnz/ /ˌtʃɑːrlz ˈdɪkɪnz/ (1812 – 70), an English writer of novels



**Chicago** /ʃiˈkɑːgəʊ/ /ʃiˈkɑːgəʊ/ the third largest US city  
**Dame Sarah Storey** /deɪm ˈseərə ˈstɔːri/ /deɪm ˈseərə ˈstɔːri/ a British Paralympic cyclist  
**Dennis Kimetto** /ˈdenɪs kɪˈmetəʊ/ /ˈdenɪs kɪˈmetou/ a Kenyan long distance runner  
**Florence Griffith** /ˈflɒrəns ˈgrɪfɪθ/ /ˈflɒrəns ˈgrɪfɪθ/ (December 21, 1959 – September 21, 1998), an American track and field athlete  
**Grace Hopper** /greɪs ˈhɒpə(r)/ /greɪs ˈhɑːpər/ (December 9, 1906 – January 1, 1992), an American computer scientist  
**Jeanne Calment** French /ʒan kalmɑ̃/ /ʒan kalmɑ̃/ (21 February 1875 – 4 August 1997), the oldest human in the world  
**Jennifer Lawrence** /ˈdʒenɪfə(r) ˈlɒrəns/ /ˈdʒenɪfər ˈlɔːrəns/ Jennifer Shrader Lawrence (born August 15, 1990), an American actress  
**Judit Polgár** /ˈjʊdɪ ˈpəʊlɡɑː/ /ˈjʊdɪ ˈpəʊlɡɑː/ (born 23 July 1976), a Hungarian chess player  
**Kevin Fast** /ˈkeɪn fɑːst/ /ˈkeɪn fɑːst/ a Canadian strongman. Kevin Fast sets record for heaviest sleigh pulled  
**Lewis Hamilton** /ˈluːɪs ˈhæmltən/ /ˈluːɪs ˈhæmltən/ a British racing driver  
**Malavath Purna (Purna)** /məˈlɑːvə ˈpʊənə/ /məˈlɑːvə ˈpʊənə/ (born 10 June 2000), an Indian mountaineer  
**Marie Curie** /məˈriː ˈkjuəri/ /məˈriː ˈkjuəri/ a Polish and naturalised-French physicist and chemist  
**Mount Everest** /ˈev.ər.ɪst/ /ˈev.ə.rɪst/ the highest mountain on earth, situated on the border between Nepal and Tibet in the west of China  
**Nancy Siefker** /ˈnænsɪ ˈsiːfkə(r)/ /ˈnænsɪ ˈsiːfkə(r)/ an American woman shot an arrow with her feet to a record distance of 20 ft.  
**Paula Radcliffe** /ˈpɔːlə ˈrɑːdclɪf/ /ˈpɔːlə ˈrɑːdclɪf/ (born 17 December 1973), a former British long-distance runner  
**Sarah Sjöström** /ˈseərə ˈsəʊstrəʊm/ /ˈseərə ˈsəʊstrəʊm/ a Swedish swimmer  
**Takeru Kobayashi** /ˈtakeru kəʊˈbeɪʃɪ/ /ˈtakeru kəʊˈbeɪʃɪ/ a Japanese competitive eater  
**Twista** /ˈtwɪstə/ /ˈtwɪstə/ (born November 27, 1973), an American rapper  
**Kieron Williamson** /ˈkɪrən ˈwɪlɪəmsən/ /ˈkɪrən ˈwɪlɪəmsən/ (born 4 August 2002), a watercolour, oil and pastel artist from Holt, Norfolk in England  
**William Sidis** /ˈwɪljəm ˈsaɪdɪs/ /ˈwɪljəm ˈsaɪdɪs/ (April 1, 1898 – July 17, 1944), an American child prodigy with exceptional skills  
**Wimm Hoff** /ˈwɪm hæʊf/ /ˈwɪm hɒf/ (born 20 April 1959), also known as The Iceman, is a Dutch extreme athlete  
**Wolfgang Amadeus Mozart** /ˈwʊfgaŋ amaˈdeɪəs ˈmɔʊts/ /ˈwʊfgaŋ amaˈdeɪəs ˈmouts/ (27 January 1756 – 5 December 1791), a prolific and influential Austrian composer

## UNIT 7

**Rio de Janeiro** /ˈriːəʊ də ʒəˈneərəʊ/ /ˈriːəʊ di ʒəˈneərəʊ/ the second-most populous city in Brazil  
**the Beatles** /ðə ˈbiːtlz/ /ðə ˈbiːtlz/ a famous British pop group in the 1960s

## UNIT 8

**Henri Farman** /ˈhenri ˈfɑːmən/ /ˈhenri ˈfɑːmən/ (26 May 1874 – 17 July 1958), an Anglo-French aviator and aircraft designer  
**Léon Delagrange** /ˈleɪən ˈdɛləɡrɑːnʒ/ /ˈleɪən ˈdɛləɡrɑːnʒ/ (13 March 1872 – 4 January 1910), a pioneering French aviator and sculptor  
**St Petersburg** /ˈsæŋkt prɪˈtə(r)zbɜːg/ /ˈsæŋkt prɪˈtə(r)zbɜːg/ the second-largest city in Russia  
**Orville Wright** /ˈɔːvɪl ˈraɪt/ /ˈɔːvɪl ˈraɪt/ (August 19, 1871 – January 30, 1948)  
**Wilbur Wright** /ˈwɪlbə(r) ˈraɪt/ /ˈwɪlbər ˈraɪt/ (April 16, 1867 – May 30, 1912); The Wright brothers were two American aviation pioneers.

## STARTER

**atmosphere (n)** /ˈætmosfɪər/ /ˈætmosfɪr/ the feeling or mood of a place or situation: *bầu không khí*  
**science lab (n)** /ˈsaɪəns læb/ /ˈsaɪəns læb/ science laboratory: *phòng thí nghiệm*  
**smelly (a)** /ˈsmeli/ /ˈsmeli/ having an unpleasant smell: *bốc mùi*

## UNIT 1

**athletics (n)** /æθˈletɪks/ /æθˈletɪks/ sports like running, jumping, and throwing: *môn điền kinh*  
**ban (v)** /bæn/ /bæn/ refuse to allow something officially: *ngăn cấm*  
**bar chart (n)** /ˈbɑː tʃɑːt/ /ˈbɑːr tʃɑːrt/ a type of graph using rectangles: *biểu đồ hình khối*  
**bothered (a)** /ˈbɒðəd/ /ˈbɑːðəd/ worried: *phiền toái, bức*  
**creative (adj)** /kriˈeɪtɪv/ /kriˈeɪtɪv/ producing or using original and unusual ideas: *có tính sáng tạo*  
**data chart (n)** /ˈdɜːtə tʃɑːt/ /ˈdɜːtə tʃɑːrt/ a graph to show the relation between two sets of information or changeable amounts: *biểu đồ dữ liệu*  
**except (pre)** /ɪkˈsept/ /ɪkˈsept/ not including; but not: *ngoại trừ*  
**gist (n)** /dʒɪst/ /dʒɪst/ main idea: *đại ý, ý chính*  
**hardly ever (adv)** /ˈhɑːdli ˈevər/ /ˈhɑːdli ˈevər/ never: *không bao giờ*  
**mad (a)** /mæd/ /mæd/ love someone or something too much: *cuồng, hâm mộ quá mức*  
**pie chart (n)** /ˈpaɪ tʃɑːt/ /ˈpaɪ tʃɑːrt/ a circle with parts to show how we divide a total amount: *biểu đồ hình tròn*  
**profile (n)** /ˈprəʊfaɪl/ /ˈprəʊfaɪl/ a short description of someone's life: *tiểu sử sơ lược*



**questionnaire (n)** /ˌkwɛstʃəˈneər/ /ˌkwɛstʃəˈner/ a list of questions: *bảng câu hỏi khảo sát*  
**rule (n)** /ru:l/ /ru:l/ an accepted principle or instruction: *quy định, nội quy*  
**research (n)** /rɪˈsɜ:tʃ/ /rɪˈsə:rtʃ/ a careful study of a subject: *sự nghiên cứu*  
**skim (v)** /skɪm/ /skɪm/ to read quickly to understand the main points: *đọc lướt*  
**sound (v)** /saʊnd/ /saʊnd/ seem: *nghe có vẻ, có lẽ*  
**x-axis (n)** /ˈeks,æksɪs/ /ˈeks,æksɪs/ the line of figures from left to right on a graph: *trục x, trục hoành*  
**y-axis (n)** /ˈwaɪ,æksɪs/ /ˈwaɪ,æksɪs/ the line of figures from top to bottom on a graph: *trục y, trục tung*

## UNIT 2

**aspect (n)** /ˈæspekt/ /ˈæspekt/ one part of a situation, problem, subject, etc.: *mặt, khía cạnh*  
**code (n)** /kəʊd/ /kəʊd/ a message in secret form: *bảng mã*  
**comment (n)** /ˈkɒment/ /ˈkɑ:ment/ what you say or write that expresses your opinion: *lời bình luận*  
**communicate (v)** /kəˈmjʊ:nɪkeɪt/ /kəˈmjʊ:nəkeɪt/ to share information with others by speaking, writing, moving your body, or using other signals: *giao tiếp, liên lạc*  
**credit (n)** /ˈkredit/ /ˈkredit/ money in your account: *tiền trong tài khoản*  
**emoji (n)** /iˈməʊdʒi/ /iˈmɒdʒi/ a digital image that is added to a message: *kí tự dạng hình ảnh*  
**emoticon (n)** /iˈməʊtɪkɒn/ /iˈmɒtəkɑ:n/ a sideways image of face formed by symbols: *chuỗi kí tự biểu thị trạng thái khuôn mặt*  
**hang up (v)** /ˈhæŋ ʌp/ /ˈhæŋ ʌp/ to end a phone conversation: *gác máy điện thoại*  
**index (n)** /ˈɪndeks/ /ˈɪndeks/ a system of numbers used for comparing values of things that change according to each other: *chỉ số*  
**instant (a)** /ˈɪnstənt/ /ˈɪnstənt/ happening immediately, without any delay: *cấp tốc, nhanh gọn*  
**inventor (n)** /ɪnˈventər/ /ɪnˈventər/ someone who designs or creates something that did not exist before: *nhà phát minh*  
**line (n)** /laɪn/ /laɪn/ a connection to a phone system: *đường truyền*  
**lingua franca (n)** /ˌlɪŋgwə ˈfræŋkə/ /ˌlɪŋgwə ˈfræŋkə/ a language for communication between people who speak different languages: *ngôn ngữ chung*  
**media (n)** /ˈmi:diə/ /ˈmi:diə/ the internet, newspapers, magazines, television, etc.: *truyền thông*  
**proficiency (n)** /prəˈfɪʃənsi/ /prəˈfɪʃənsi/ great skill, ability, and experience: *sự thông thạo*  
**rank (v)** /ræŋk/ /ræŋk/ have a position higher or lower than others: *xếp hạng*  
**speak up (v)** /ˈspi:k ʌp/ /ˈspi:k ʌp/ to speak in a louder voice so that people can hear you: *nói to lên*  
**survey (n)** /ˈsɜ:veɪ/ /ˈsə:rveɪ/ an examination of opinions, behaviour, etc.: *cuộc khảo sát*  
**top up (v)** /ˈtɒp ʌp/ /ˈtɑ:p ʌp/ to pay more money so that you can make more calls: *nạp tiền vào tài khoản điện thoại*

## UNIT 3

**admire (v)** /ədˈmaɪər/ /ədˈmaɪr/ to find someone or something attractive: *ngưỡng mộ*  
**astronomer (n)** /əˈstrɒnəmə/ /əˈstrɑ:nəmə/ someone who studies astronomy: *nhà thiên văn học*  
**battle (n)** /ˈbætəl/ /ˈbætɪ/ a fight between armed forces: *trận chiến, cuộc chiến*  
**brilliant (a)** /ˈbrɪljənt/ /ˈbrɪljənt/ very good: *tuyệt vời*  
**celebrate (v)** /ˈseləbreɪt/ /ˈseləbreɪt/ enjoy an occasion: *ăn mừng*  
**cruel (a)** /ˈkru:əl/ /ˈkru:əl/ extremely unkind and unpleasant: *độc ác*  
**enormous (a)** /ɪˈnɔ:məs/ /əˈnɔ:rməs/ extremely large or great: *to lớn, vĩ đại*  
**exhibit (n)** /ɪgˈzɪbɪt/ /ɪgˈzɪbɪt/ an object that is shown in a museum, etc.: *đồ triển lãm*  
**exhibition (n)** /ˌeksɪˈbɪʃən/ /ˌeksəˈbɪʃən/ an event at which objects are shown to the public: *cuộc triển lãm*  
**fantastic (a)** /fænˈtæstɪk/ /fænˈtæstɪk/ extremely good: *tuyệt vời*  
**galaxy (n)** /ˈgæləksi/ /ˈgæləksi/ one of the independent groups of stars: *thiên hà*  
**invade (v)** /ɪnˈveɪd/ /ɪnˈveɪd/ to enter a country by force with large numbers of soldiers in order to take possession of it: *xâm lược*  
**invention (n)** /ɪnˈvenʃən/ /ɪnˈvenʃən/ something that has never been made before: *phát minh*  
**memorable (a)** /ˈmemərəbəl/ /ˈmemərəbəl/ worth remembering: *đáng nhớ*  
**parachute (n)** /ˈpærəʃu:t/ /ˈperəʃu:t/ a large piece of special cloth that is fastened to a person or thing that is dropped from an aircraft: *dù (để nhảy dù)*  
**rule (v)** /ru:l/ /ru:l/ to control something such as a country: *trị vì, lãnh đạo*  
**settler (n)** /ˈsetlər/ /ˈsetlər/ a person who arrives in a new place in order to live there and use the land: *người khai hoang, người nhập cư*  
**slave (n)** /sleɪv/ /sleɪv/ a person who is legally owned by someone else and has to work for that person: *người nô lệ*  
**slavery (n)** /ˈsleɪvəri/ /ˈsleɪvəri/ the activity of legally owning other people who are forced to work for or obey you: *chế độ nô lệ*  
**telescope (n)** /ˈtelɪskəʊp/ /ˈteləskəʊp/ a cylinder-shaped device for making objects that are far look closer and larger: *kính viễn vọng*  
**universe (n)** /ˈju:nɪvɜ:s/ /ˈju:nəvɜ:rs/ the world, or the world that you are familiar with: *thế giới*  
**victory (n)** /ˈvɪktəri/ /ˈvɪktəri/ an occasion when you win a game or a war: *chiến thắng*



## UNIT 4

**amazing (a)** /ə'meɪzɪŋ/ /ə'meɪzɪŋ/ very good: *tuyệt đẹp*  
**angle (n)** /'æŋɡəl/ /'æŋɡəl/ a position from which something is looked at: *góc nhìn (để chụp ảnh)*  
**animation (n)** /,æni'meɪʃən/ /,æni'meɪʃən/ the process of making films in which drawings, models, etc seem to move: *kỹ thuật làm phim hoạt hình*  
**blockbuster (n)** /'blɒk,bʌstər/ /'blɒk,bʌs.tər/ a book or film that is very successful: *phim bom tấn*  
**bulldozer (a)** /'bʊl,dəʊzər/ /'bʊl,dəʊzər/ a heavy vehicle with a large blade in front, used for pushing earth and stones away: *xe máy ủi*  
**cel (n)** /sel/ /sel/ a transparent sheet of similar film material, where we can draw something: *tấm phim trong suốt (để vẽ tranh hoạt hình)*  
**computer-generated imagery** /kəm,pju:tə dʒenəreɪtɪd 'ɪmɪdʒəri/ /kəm,pju:tə dʒenəreɪtɪd 'ɪmɪdʒəri/ the process of using computers to create pictures or characters in film and television: *quá trình dựng phim bằng máy tính*  
**exciting (a)** /ɪk'saɪtɪŋ/ /ɪk'saɪtɪŋ/ making something dramatic: *đầy kịch tính*  
**hand-drawn animation (n)** /'hændrɔ:n æni'meɪʃən/ /'hændrɔ:n æni'meɪʃən/ an animation technique in which each frame is drawn by hand: *kỹ thuật quay phim hoạt hình qua tranh vẽ*  
**impressed (a)** /ɪm'prest/ /ɪm'prest/ in admiration for someone or something: *có ấn tượng*  
**observation (n)** /,ɒbzə'veɪʃən/ /,ɒbzə'veɪʃən/ the act of observing something or someone: *sự quan sát*  
**permission (n)** /pə'mɪʃən/ /pə'mɪʃən/ If someone give you permission to do something, you can do it: *sự cho phép*  
**realistic (a)** /,rɪə'lɪstɪk/ /,rɪə'lɪstɪk/ seeming to exist or be happening in fact: *thực tế*  
**rescue (n)** /'reskjʊ:/ /'reskjʊ:/ the act of helping someone or something out of a dangerous or unpleasant situation: *việc giải cứu*  
**start-up (n)** /'stɑ:tʌp/ /'stɑ:tʌp/ a new small business: *doanh nghiệp khởi nghiệp*  
**stick figure (n)** /'stɪk ,fɪɡər/ /'stɪk ,fɪɡjər/ a simple picture of a person: *hình người que*  
**stop-motion animation (n)** /stɒp ,məʊʃən æni'meɪʃən/ /stɑ:p ,məʊʃən æni'meɪʃən/ an animation technique in which they film an object and move it slightly between each frame: *kỹ thuật quay phim hoạt hình*  
**studio (n)** /'stju:diəʊ/ /'stju:diəʊ/ a room with special equipment where television or radio programmes or music recordings are made: *phòng ghi âm, quay phim, chụp ảnh*  
**success story (n)** /sək'ses ,stɔ:ri/ /sək'ses stɔ:ri/ something or someone that achieves great success: *người thành công*  
**technique (n)** /tek'ni:k/ /tek'ni:k/ a way of doing an activity that needs skill: *kỹ thuật*  
**transparent (a)** /træn'spærənt/ /træn'spærənt/ If a thing is transparent, you see through it clearly: *trong suốt*

**zoopraxiscope (n)** /zu:'præksɪskəʊp/ /zu:'præksɪskəʊp/ an early device for displaying moving images: *máy chiếu phim*

## UNIT 5

**astronaut (n)** /'æstrənɔ:t/ /'æstrənɔ:t/ spaceman, cosmonaut: *nhà du hành vũ trụ*  
**average (n)** /'ævərɪdʒ/ /'ævərɪdʒ/ the result you get by adding amounts together and dividing the total by the number of amounts: *mức trung bình*  
**baked (a)** /beɪkt/ /beɪkt/ cooked inside an oven: *đồ nướng bỏ lò*  
**biographical (a)** /,baɪə'græfɪkəl/ /,baɪə'græfɪkəl/ about someone's life: *thuộc về tiểu sử*  
**bodybuilder (n)** /'bɒdi,bɪldər/ /'bɑ:di,bɪldər/ someone exercising to make their muscles bigger: *người tập thể hình*  
**bodybuilding (n)** /'bɒdi,bɪldɪŋ/ /'bɑ:di,bɪldɪŋ/ special exercises that make your muscles bigger: *môn thể dục thể hình*  
**breast (n)** /brest/ /brest/ the front part of a bird's body: *ức (gà, vịt...)*  
**calorie (n)** /'kæləri/ /'kæləri/ a unit of energy, often used as a measurement of the amount of energy that food provides: *đơn vị đo giá trị năng lượng của thực phẩm, calo*  
**carbohydrate (n)** /,kɑ:bəʊ'haɪdreɪt/ /,kɑ:rboʊ'haɪdreɪt/ one of substances that provide the body with energy: *hidratcacbon, chất bột đường*  
**compose (v)** /kəm'pəʊz/ /kəm'pəʊz/ to produce music, poetry, or formal writing: *sáng tác*  
**composer (n)** /kəm'pəʊzər/ /kəm'pəʊzər/ a person who writes music: *nhà soạn nhạc*  
**decade (n)** /'dekeɪd/ /dek'eɪd/ /'dekeɪd/ /dek'eɪd/ a period of 10 years: *thập niên*  
**detective story (n)** /drɪ'tektɪv 'stɔ:ri/ /drɪ'tektɪv 'stɔ:ri/ a story with information about crimes and the person responsible for them: *truyện trinh thám*  
**equation (n)** /'kweɪʃən/ /'kweɪʃən/ a mathematical statement in which you show that two amounts are equal using mathematical symbols: *phương trình toán học*  
**expert (n)** /'ekspɜ:t/ /'ekspɜ:t/ a person with a high level of knowledge or skill relating to a particular subject or activity: *nhà thông thái, chuyên gia*  
**fraction (n)** /'frækʃən/ /'frækʃən/ a number that results from dividing one whole number by another: *phân số*  
**genius (n)** /'dʒi:niəs/ /'dʒi:niəs/ a person of great and rare natural ability or skill: *thiên tài*  
**grilled (a)** /grɪld/ /grɪld/ cooked on a metal frame over fire: *đồ nướng vỉ*  
**hard-boiled eggs (n)** /,ha:d'bɔɪld 'egz/ /,ha:rd'bɔɪld 'egz/ boiled eggs with solid yellow yolks: *trứng luộc chín*  
**muscle (n)** /'mʌsəl/ /'mʌsəl/ one of many tissues in the body that can tighten and relax to produce movement: *cơ bắp, sợi cơ*  
**nutrient (n)** /'nju:triənt/ /'nu:triənt/ any substance that plants or animals need to live: *đưỡng chất*



**para-cycling (n)** /'pærə 'saɪklɪŋ/ /'perə 'saɪklɪŋ/ the sport of cycling adapted for cyclists who have various disabilities: *môn đua xe dành cho người khuyết tật*

**potassium (n)** /pə'tæsiəm/ /pə'tæsiəm/ a silver-white chemical element that is used in the production of soap, glass, and fertilizers: *nguyên tố ka-li (k), chất kiềm*

**protein (n)** /'prəʊti:n/ /'prəʊti:n/ one of the many substances found in food such as meat, cheese, fish, or eggs: *chất đạm*

**publish (v)** /'pʌblɪʃ/ /'pʌblɪʃ/ to produce and sell a book, magazine, or newspaper: *xuất bản*

**reduce (v)** /rɪ'dʒu:s/ /rɪ'dʒu:s/ to make something become smaller in size: *giảm nhẹ*

**scrambled eggs (n)** /,skræmbəld 'egz/ /,skræmbəld 'egz/ eggs mixed with a little milk and mixed again as they are being fried: *món trứng quậy*

**shake (n) (also milkshake)** /ʃeɪk/ /ʃeɪk/ a drink with milk, ice cream and a flavour such as fruit or chocolate: *đồ uống có sữa, kem và hương liệu*

**soft-boiled eggs (n)** /,sɒft'boɪld 'egz/ /,sɒft'boɪld 'egz/ boiled eggs with soft yellow yolks: *trứng lòng đào*

**speed (n)** /spi:d/ /spi:d/ how fast something moves: *vận tốc*

**translation (n)** /trænz'leɪʃən/ /trænz'leɪʃən/ /trænz'leɪʃən/ /trænz'leɪʃən/ a work in another language: *bản dịch*

**weird (a)** /wiəd/ /wiəd/ very strange and unusual, unexpected, or not natural: *huyền bí, khác lạ*

**whhey (n)** /wei/ /wei/ the liquid part of milk that is separated from the solid curds during the process of making cheese: *nước dạng sữa*

## UNIT 6

**application (n)** /,æplɪ'keɪʃən/ /,æplə'keɪʃən/ a computer program: *ứng dụng, phần mềm*

**avoid (v)** /ə'vɔɪd/ /ə'vɔɪd/ to stay away from someone or something: *tránh xa*

**bossy (a)** /'bɒsi/ /'bɒsi/ a bossy person is always telling people what to do: *hống hách, hách dịch*

**challenging (a)** /'tʃælɪndʒɪŋ/ /'tʃælɪndʒɪŋ/ hard, difficult: *đầy thách thức*

**charge (v)** /tʃɑ:dʒ/ /tʃɑ:rdʒ/ to put electricity into a battery:  *nạp điện, sạc*

**compass (n)** /'kʌmpəs/ /'kʌmpəs/ a device for finding direction with a needle: *la bàn*

**competitive (a)** /kəm'petɪtɪv/ /kəm'petətɪv/ involving competition: *có tính cạnh tranh*

**experienced (a)** /ɪk'spɪəriənst/ /ɪk'spɪəriənst/ having skill or knowledge: *có kinh nghiệm*

**first-aid kit (n)** /fɜ:st 'eɪd ,kɪt/ /fɜ:st 'eɪd ,kɪt/ a box or bag containing basic medical equipment: *túi /hộp sơ cứu*

**fit (a)** /fɪt/ /fɪt/ healthy and strong: *khỏe mạnh*

**GPS (n)** /,dʒi:pi:'es/ /,dʒi:pi:'es/ global positioning system: *hệ thống định vị*

**imperative (n)** /ɪm'perətɪv/ /ɪm'perətɪv/ the form of a verb that is used for giving orders: *dạng mệnh lệnh*

**military (a)** /'mɪlɪtəri/ /'mɪlətəri/ relating to or belonging to the armed forces: *thuộc về quân sự*

**panic (v)** /'pænik/ /'pænik/ to suddenly feel so worried or frightened: *hoảng sợ*

**practical (a)** /'præktɪkəl/ /'præktɪkəl/ relating to experience, real situations, or actions: *thực tế, thực dụng*

**problem people (n)** /'prɒbləm 'pi:pəl/ /'pra:bləm 'pi:pəl/ naughty students: *học sinh chưa ngoan*

**quality (n)** /'kwɒləti/ /'kwa:ləti/ a characteristic or feature of someone: *phẩm chất*

**reserved (a)** /rɪ'zɜ:vɪd/ /rɪ'zɜ:vɪd/ reserved people do not talk about their thoughts: *kín tiếng, dè dặt*

**safety vest (n)** /'seɪfti vest/ /'seɪfti vest/ the clothes you wear to keep yourself safe: *áo bảo hộ*

**satellite (n)** /'sætələɪt/ /'sætələɪt/ a device sent up into space to travel around the earth, used for collecting information: *vệ tinh nhân tạo (sử dụng cho viễn thông)*

**shelter (n)** /'ʃeltər/ /'ʃeltər/ a building designed to give protection: *nơi trú ẩn*

**solo (adv)** /'səʊləʊ/ /'səʊləʊ/ alone: *một mình*

**stay alive (v)** /steɪ ə'laɪv/ /steɪ ə'laɪv/ survive: *sống sót*

**stay confident (v)** /steɪ 'kɒnfɪdənt/ /steɪ 'kɒnfədənt/ to show your being certain of your abilities: *tỏ ra tự tin*

**survival (n)** /sə'vaɪvəl/ /sə'vaɪvəl/ the fact of a person continuing to live or exist: *sự sống sót, sinh tồn*

**survive (v)** /sə'vaɪv/ /sə'vaɪv/ to continue to live or exist: *sống sót, sinh tồn*

**take risks (v)** /'teɪk risks/ /'teɪk risks/ to do something despite a chance of a bad result: *liều lĩnh, mạo hiểm*

**tough (a)** /tʌf/ /tʌf/ strong; not easily broken or made weaker: *khắc nghiệt*

**track (v)** /træk/ /træk/ to follow a person or animal by looking for proof: *theo dõi, truy lùng*

## UNIT 7

**ambitious (a)** /æm'bɪʃəs/ /æm'bɪʃəs/ having a strong wish to be successful: *có tham vọng*

**bass (n)** /beɪs/ /beɪs/ (also base guitar) an electric guitar that plays very low notes: *đàn ghita điện có nốt rất thấp*

**charming (a)** /'tʃɑ:mɪŋ/ /'tʃɑ:rmɪŋ/ pleasant and attractive: *duyên dáng, yêu kiều*

**chorus (n)** /'kɔ:rəs/ /'kɔ:rəs/ part of a song that is repeated several times: *điệp khúc*

**classical music (n)** /,klæsɪkəl 'mju:zɪk/ /,klæsɪkəl 'mju:zɪk/ a long, formal and tradition type of music: *nhạc cổ điển*

**concert (n)** /'kɒnsət/ /'kɒnsət/ a performance of music: *buổi ca nhạc*

**DJ (n)** /,di:'dʒeɪ/ /,di:'dʒeɪ/ a disc jockey: *người chỉnh nhạc*

**energetic (a)** /,enə'dʒetɪk/ /,enə'dʒetɪk/ having or involving a lot of energy: *tràn đầy năng lượng*

**fusion (n)** /'fju:ʒən/ /'fju:ʒən/ an occasion when two or more things join: *sự pha trộn*



**hard rock (n)** /ˈhɑːd ˈrɒk/ /ˈhɑːrd ˈrɑːk/ a type of rock music with a strong beat in which drums and electric guitars are played very loudly: *một thể loại nhạc rock*

**heavy metal (n)** /ˈhevi ˈmetəl/ /ˈhevi ˈmetəl/ a style of rock music with a strong beat, played very loudly using electric guitars: *một thể loại nhạc rock*

**keyboard (n)** /ˈkiːbɔːd/ /ˈkiːbɔːrd/ an electronic musical instrument similar to a piano: *đàn phím điện tử*

**lyrics (n)** /ˈlɪːrɪks/ /ˈlɪrɪks/ the words of a song: *lời bài hát, ca từ*

**obviously (adv)** /ˈɒbviəsli/ /ˈɑːbviəsli/ in a way that is easy to understand or see: *một cách rõ ràng, một cách hiển nhiên*

**pop (n)** /pɒp/ /pɑːp/ modern popular music: *nhạc trẻ, nhạc nhẹ*

**reality (n)** /riˈæləti/ /riˈæləti/ the state of things as they are: *thực tế*

**reggaeton (n)** /ˌregəˈtɒn/ /ˌreg ɛrˈtoun/ a type of popular music that has its sound derived from Jamaica reggae with a strong influence of hip hop: *nhạc reggae pha hip hop*

**review (n)** /rɪˈvjuː/ /rɪˈvjuː/ the act of considering something again in order to make changes to it, give an opinion of it or study it: *bài phê bình, phản hồi*

**rhythm (n)** /ˈrɪðəm/ /ˈrɪðəm/ a strong pattern of sounds, words, or musical notes: *nhịp điệu*

**rock (n)** /rɒk/ /rɑːk/ a type of popular music with a strong, loud beat that is played with electric guitars and drums: *nhạc rock*

**sound (n)** /saʊnd/ /saʊnd/ the particular quality of the music: *chất âm, âm sắc*

**start off (v)** /ˈstɑːt ɒf/ /ˈstɑːrt ɒf/ to begin by doing something: *mở đầu*

**traditional music (n)** /trəˈdɪʃənəl ˈmjuːzɪk/ /trəˈdɪʃənəl ˈmjuːzɪk/ a type of music of a group of people or society for a long time without changing: *nhạc dân tộc, cổ truyền*

**vocal (n)** /ˈvəʊkəl/ /ˈvəʊkəl/ the singing in a piece of popular music: *tiếng hát*

## UNIT 8

**affordable (a)** /əˈfɔːdəbəl/ /əˈfɔːrdəbəl/ not expensive, easy to pay for: *giá cả hợp lý*

**aisle (n)** /aɪl/ /aɪl/ a long, narrow space between rows of seats in an aircraft, cinema, or church: *lối đi giữa các hàng ghế trên máy bay*

**amphibious (a)** /æmˈfɪbiəs/ /æmˈfɪbiəs/ relating to vehicles that operate both on land and in water: *(xe) lội nước*

**anniversary (n)** /ˌænɪˈvɜːsəri/ /ˌænəˈvɜːsəri/ the day on which an important event happened: *ngày kỷ niệm*

**aviation (n)** /ˌeɪviˈeɪʃən/ /ˌeɪviˈeɪʃən/ the activity of flying aircraft: *ngành hàng không*

**birth certificate (n)** /ˈbɜːθ sərˌtɪfɪkət/ /ˈbɜːθ sərˌtɪfɪkət/ a document recording a baby's birth including such information as name, time, place, and parents: *giấy khai sinh*

**boarding (n)** /ˈbɔːdɪŋ/ /ˈbɔːrdɪŋ/ getting on an aircraft or a ship: *việc lên tàu, lên máy bay*

**convenient (a)** /kənˈviːniənt/ /kənˈviːniənt/ suitable for your purposes and needs and causing the least difficulty: *tiện lợi*

**departure (n)** /dɪˈpɑːtʃər/ /dɪˈpɑːrtʃər/ the fact of a person or vehicle, etc. leaving somewhere: *sự xuất phát, khởi hành*

**economical (a)** /ˌiːkəˈnɒmɪkəl/ /ekəˈnɒmɪkəl/ /ˌiːkəˈnɑːmɪkəl/ /ekəˈnɑːmɪkəl/ not using a lot of fuel, money, etc.: *có tính tiết kiệm*

**environmentally friendly (a)** /ɪnvaɪrənˌmentəli ˈfrendli/ /ɪnvaɪrənˌmentəli ˈfrendli/ not harmful to the environment: *thân thiện với môi trường*

**flyer (n)** /ˈflaɪər/ /ˈflaɪər/ a person travelling by air: *hành khách đi máy bay*

**fossil fuel (n)** /ˈfɒsəl ˌfjuəl/ /ˈfɑːsəl ˌfjuəl/ fuels formed underground from plant and animal remains millions of years ago:  *nhiên liệu hoá thạch*

**giant (a)** /ˈdʒaɪənt/ /ˈdʒaɪənt/ extremely large: *khổng lồ*

**innovation (n)** /ˌɪnəˈveɪʃən/ /ˌɪnəˈveɪʃən/ (the use of) a new idea or method: *sự cải tiến*

**lossless (a)** /ˈlɒsləs/ /ˈlɑːsləs/ not involving the loss of something: *không mất đi*

**passport (n)** /ˈpɑːspɔːt/ /ˈpæspɔːrt/ an official document containing personal information and usually a photograph that allows a person to travel to foreign countries and to prove who they are: *hộ chiếu*

**renewable (a)** /rɪˈnjuːəbəl/ /rɪˈnuːəbəl/ renewable substances can be used and easily replaced: *tái tạo được*

**service (n)** /ˈsɜːvɪs/ /ˈsɜːvɪs/ the act of dealing with customers: *dịch vụ*

**shuttle (n)** /ˈʃʌtəl/ /ˈʃʌtl/ a vehicle or aircraft that travels regularly between two places: *tàu/ xe con thoi*

**skier (n)** /ˈskiːər/ /ˈskiːər/ a person skiing: *người trượt tuyết*

**solar panel (n)** /ˌsəʊlə ˈpænəl/ /ˌsəʊlə ˈpænəl/ a device that changes energy from the sun into electricity: *tấm pin mặt trời*

**spacious (a)** /ˈspeɪʃəs/ /ˈspeɪʃəs/ large and with a lot of space: *rộng rãi*

**terminal (n)** /ˈtɜːmɪnəl/ /ˈtɜːmənəl/ the area or building at a station, airport, or port that is used by passengers leaving or arriving by train, aircraft, or ship: *nhà ga, trạm*

**transit (v)** /ˈtrænzɪt/ /ˈtrænzɪt/ to move goods or people from one place to another: *quá cảnh*

**vehicle (n)** /ˈviːkəl/ /ˈviːkəl/ a machine, usually with wheels and an engine, used for transporting people or goods, especially on land: *xe cộ*

**wind farm (n)** /ˈwɪnd ˌfɑːm/ /ˈwɪnd ˌfɑːrm/ a group of wind turbines for producing electricity: *nhà máy điện gió*

**wind turbine (n)** /ˈwɪnd ˌtɜːbaɪn/ /ˈwɪnd ˌtɜːbaɪn/ a tall structure with blades that are blown round by the wind and produce power to make electricity: *tua-bin gió*



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