Võ Đại Phúc (Tổng Chủ biên kiêm Chủ biên)
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Tiếng Anh

Right on! 7

Student's Book



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

Express Publishing

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Preface

Tiếng Anh 7 Right on! is a textbook based on the latest English curriculum of the Ministry of Education and Training. The book is specially designed to enable students to develop the skills they need to face the challenges of the 21st century.

Tiếng Anh 7 Right on! consists of six units. Each unit contains *Vocabulary*, *Grammar*, *Reading*, *Listening*, *Speaking (Everyday English)*, and *Writing* sections, along with *Culture Spot*, *CLIL*, *Projects*, *Presentation Skills*, *Values*, *Progress Check* and *Songs* sections. All *Reading* texts are accompanied by theme-related videos. *Grammar* features language presented in context with engaging practice activities. In addition, *Think!* exercises aim to develop students' critical thinking skills. *Study Skills* sections help students become autonomous learners while *Research* tasks aim to develop students' information and communication technology skills. There are also a variety of tasks that promote collaboration and creativity. *Going Green* section aims to raise students' awareness towards the environment. *Culture* section aims to familiarise students with the culture of English-speaking countries. For every three units, there is a *Review* section.

We wish to thank the Board of Assessment from the Ministry of Education and Training for reviewing *Tiếng Anh 7 Right on!* and providing valuable insights into how to bring the book to perfection.

Symbols

Key to symbols used in the Student's Book

 to indicate that students are encouraged to answer the exercises in writing using a pencil

 audio



videos thematically linked to the theme of the text they accompany

 pairwork

 groupwork

 words to be explained using the context each appears in



grammar explanations or vocabulary items

 research



suggestions to help students become autonomous learners



sections to develop students' critical thinking skills



short texts to give students information of the culture of their country, and develop cross-cultural awareness



sections to help students develop critical thinking skills and values



sections that link the themes of the unit to a subject from the school curriculum

Scope and Sequence

UNITS	Vocabulary	Grammar	Reading
pp. 6-11	• Countries & Nationalities • Numbers • Family members • Clothes • Days of the week – months – seasons • School subjects	• *to be* • Subject/Object personal pronouns – Possessive adjectives – Possessive pronouns • *can* • *have got* • Possession • Plurals • *this/these – that/those* • Prepositions of place – *there is/there are* • Question words	
1 My world pp. 12-25 Progress Check 1 pp. 26-27	• Appearance • Free-time activities & Hobbies • Character • Cultural etiquette in the UK	• Present Simple • Adverbs of frequency • Prepositions of time • Present Continuous	• *Being 13* • *Antonio's Backpacking Blog* • Culture Spot: Cultural Etiquette in Vietnam
2 Fit for life pp. 28-41 Progress Check 2 pp. 42-43	• Sports/Activities & Equipment • Food & Food categories • Activities in sports events • Health problems	• Past Simple • *used to* • Quantifiers	• *Giang's Sports Blog* • *School Sports Day in the UK* • Culture Spot: The Ho Chi Minh City Marathon
3 Arts & Music pp. 44-57 Progress Check 3 pp. 58-59	• Festivals & Activities • Types of entertainment • Areas in a theatre • Types of music • Things to do at festivals/celebrations • Musical instruments	• *will – be going to* – Present Continuous – Present Simple (future meaning) • Conditional (type 1) • Definite/Indefinite articles – Zero article	• *That's Entertainment!* • Maria's Blog/*Strawberry Festival* • Culture Spot: Hương Pagoda Festival
Review (Units 1-3) pp. 60-61			
4 All things high-tech pp. 62-75 Progress Check 4 pp. 76-77	• Devices • High-tech jobs • Computers • Video/PC/Mobile games	• Modals • infinitive (*to*-infinitive, infinitive without *to*) • *-ing* form	• *Droids at Work* • *Video Games* • Culture Spot: PC games in Vietnam
5 Travel & Transportation pp. 78-91 Progress Check 5 pp. 92-93	• Shops & Services • Transportation in the future • Travel & Transport • Wonders of the World	• Comparative • Superlative • *as ... as, not so/as ... as, much* • *like/the same as/ different from*	• *London* • Postcards • Culture Spot: Cyclos in Vietnam
6 Be green pp. 94-107 Progress Check 6 pp. 108-109	• The environment • School green activities • Recycling • Volunteer tasks	• Tense revision • *and/or/but* • *so/because* • *although/however*	• *Flying the Green Flag* • *Volunteering in Yosemite National Park* • Culture Spot: Phong Nha-Kẻ Bàng National Park
Review (Units 1-6) pp. 110-111			

Songs (pp. 112-114) Writing (pp. 115-121) Going Green (pp. 122-133) Culture (pp. 134-139) Wordlist (pp. 140-142) Pronunciation (p. 143)

Listening	Speaking	Writing
	• Telling the time • Asking personal questions	
Dialogues (R/W statements; multiple matching)	• Describing a person • Expressing likes/dislikes • Pronunciation: Sentence stress	• A paragraph about free-time activities/hobbies • A blog comment
• Monologues/ Dialogues (multiple matching; question answering) • An announcement (gap filling)	• Making suggestions • Agreeing/Disagreeing • Giving advice • Ordering at the school canteen • Presenting an event • Pronunciation: /w/, /v/ – Intonation & Rhythm	• A blog comment about your favourite sport • A paragraph about an event
• A message (multiple choice) • A dialogue (multiple matching) • An announcement (gap filling)	• Making suggestions – Accepting/Refusing • Buying tickets for a performance • Pronunciation: /ɪ/, /iː/, /ɔʊ/, /aʊ/	• A poster • An email of invitation
• Monologues (note taking) • An announcement (R/W statements)	• Making predictions • Giving instructions • Expressing preferences • Pronunciation: Intonation in questions	• A paragraph about a film with a robot/robots • A letter about a competition
• Dialogues (identifying location; R/W statements) • A presentation (gap filling)	• Asking for/Giving directions • Buying tickets for transport • Pronunciation: Consonant clusters	• Tweets about getting around • A postcard
• A dialogue (matching) • A monologue (R/W statements) • An announcement (multiple choice)	• Making suggestions • Asking for suggestions – Agreeing/Disagreeing • Pronunciation: Word stress	• A poster • A diary entry

CLIL

UNIT 1 (Citizenship): A Rainbow of People! p. 24
UNIT 2 (Science): Medicine in the Kitchen p. 40
UNIT 3 (Music): Musical Instruments p. 56
UNIT 4 (ICT): Internet Safety Tips p. 74
UNIT 5 (Citizenship): How to preserve our sites p. 90
UNIT 6 (PSHE): Community Service p. 106

Projects

UNIT 1 International Friendship Day (poster) p. 25
UNIT 2 Sports in Vietnam (poster) p. 41
UNIT 3 A traditional musical instrument (poster) p. 57
UNIT 4 Dos & Don'ts of using smartphones (leaflet) p. 75
UNIT 5 Wonders of Vietnam (brochure) p. 91
UNIT 6 Environment Day (poster) p. 107

Presentation Skills

UNIT 1 Be a good friend p. 25
UNIT 2 Sports in Vietnam p. 41
UNIT 3 A traditional musical instrument p. 57
UNIT 4 Smartphone etiquette p. 75
UNIT 5 Wonders of Vietnam p. 91
UNIT 6 How to protect the environment p. 107

Values

UNIT 1 Friendship p. 25
UNIT 2 Fitness p. 41
UNIT 3 Music appreciation p. 57
UNIT 4 Online etiquette p. 75
UNIT 5 Responsibility p. 91
UNIT 6 Environment protection p. 107

Welcome back



Countries & Nationalities

1 **Look at the pictures, read the texts and write the nationalities.**



1 Mary is American.
2 Juan and Marta are _____.
3 Laura is _____.
4 Toby is _____.
5 Cẩm is _____.
6 Bruna is _____.
Where are you from? _____.

2 **Choose a person in Exercise 1 and present him/her to your partner.**

Numbers

3 **Write the numbers in words in your notebook.**



4 **Which floor are these people on? Write the numbers in words.**

1 John (29th) twenty-ninth
2 Tony (12th) _____
3 Sue (45th) _____
4 Pat (57th) _____
5 Phil (70th) _____
6 Claire (1st) _____

to be

5 **Complete the questions, then answer them.**



1 Are you from Spain? (✗ – Argentina)
No, I'm not. I'm from Argentina.

2 ____ your best friend from Vietnam? (✓) _____

3 ____ your parents teachers? (✗ – doctors)
_____

4 ____ your mum forty? (✓) _____

5 ____ you twelve? (✓) _____

6 ____ your favourite colour red? (✗ – blue)
_____

Subject/Object personal pronouns – Possessive adjectives – Possessive pronouns

Subject pronouns	I	you	he	she	it	we	you	they
Object pronouns	me	you	him	her	it	us	you	them
Possessive adjectives	my	your	his	her	its	our	your	their
Possessive pronouns	mine	yours	his	hers	–	ours	yours	theirs

6 **Choose the correct option.**

1 A: Is this **your/yours** jacket?
B: No, it isn't **my/mine**. It's **her/hers** jacket. **My/Mine** is the blue one. Do **you/your** want **it/its**?

2 A: Are these **their/theirs** gloves?
B: Yes, **they/them** are. Where are **my/mine** gloves? I can't find **their/them**.

3 A: **I/My** think this is **us/our** classroom.
B: No, **it/its** isn't. This is **their/theirs** classroom. **Our/Ours** is room A2.

can

7 **Fill in each gap with *can* or *can't*.**



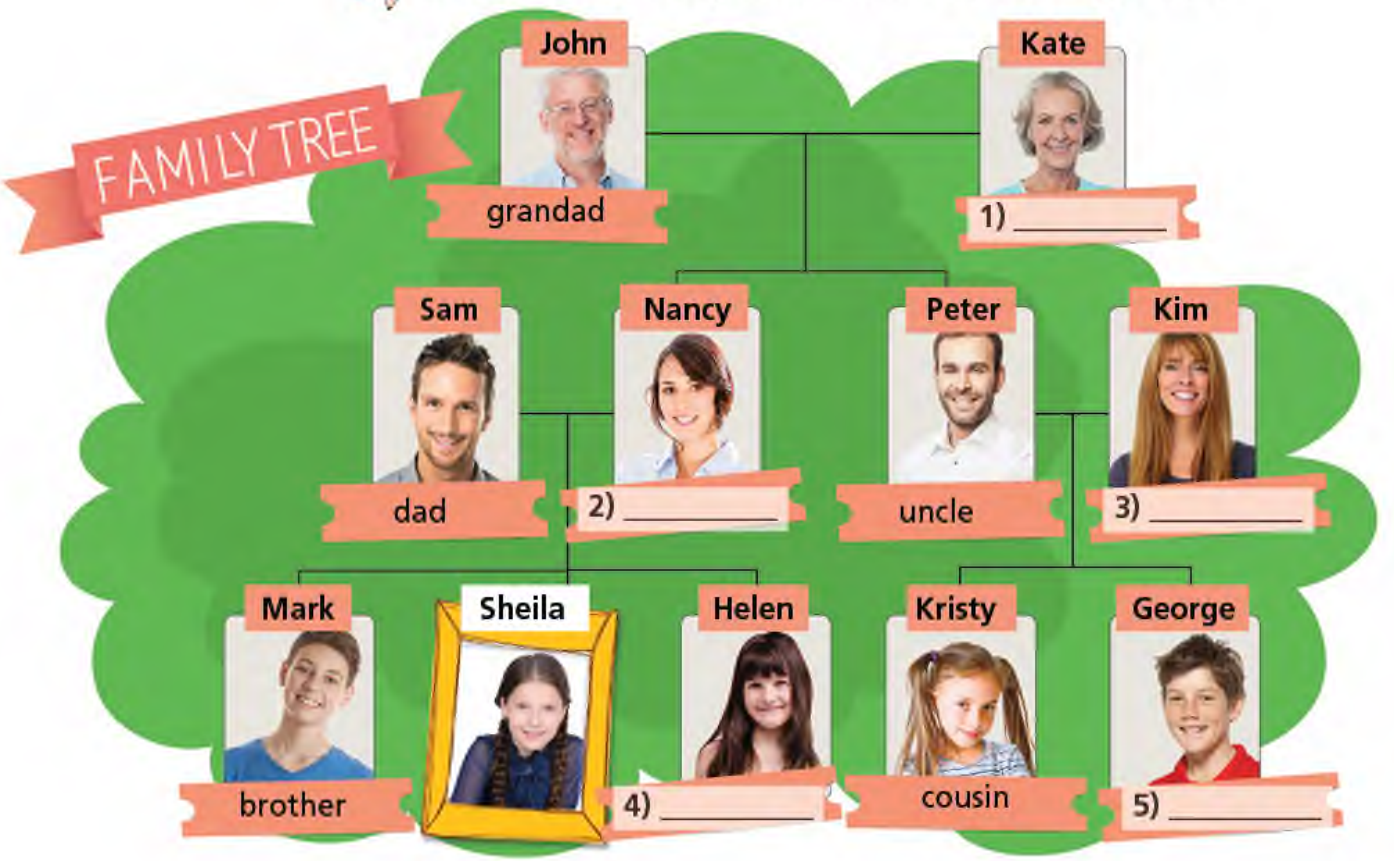
Hi, I'm George, I **1)** can (✓) play tennis and I **2)** _____ (✓) ride a bike but I **3)** _____ (✗) do martial arts. My friends, John and Sam, **4)** _____ (✗) do gymnastics, but they **5)** _____ (✓) play basketball. My sister, Mary, **6)** _____ (✗) play football very well. **7)** _____ you do martial arts?

Send

8 **Tell your partner about what you can do and what you can't do.**

Family members

9 Look at Sheila's family tree and write the missing words.



have got

10 a) Look at the family tree in Exercise 9 and fill in each gap with *have got*, *has got*, *haven't got* or *hasn't got*.

1 John and Kate _____ four children.
2 Nancy and Sam _____ a nephew, George, and a niece, Kristy.
3 Kristy _____ three cousins.
4 Mark _____ two brothers.
5 Sheila and Helen _____ a brother.
6 Peter _____ a brother.

Note!

nephew – niece

George is Nancy's nephew.
Kristy is Nancy's niece.

b) Complete the questions, then answer them.

1 _____ John _____ a wife? Yes, _____ .
2 _____ Sam and Nancy _____ three children? _____ .
3 _____ Kim _____ two daughters? _____ .
4 _____ John and Kate _____ four grandchildren? _____ .

11 Draw your family tree and talk about your family.

Possession

12 **Look at the family tree in Exercise 9 and choose the correct option.**



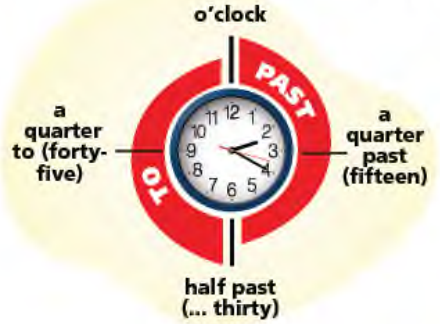
1 Peter is **Kims/Kim's** husband. He's **Kristy's and George's/Kristy and George's** dad.
2 Kristy and George are **John and Kate's/John's and Kate's** grandchildren.
3 Mark is **Sheila's and Helen's/Sheila and Helen's** brother.
4 Mark and George are cousins. The **boys'/boy's** grandparents are John and Kate.
5 Sheila and Helen are sisters. The **girls'/girl's** parents are Sam and Nancy.

Plurals

13 **Write the plurals. Compare with your partner.**

1 book – _____
2 woman – _____
3 glass – _____
4 foot – _____
5 watch – _____
6 brush – _____
7 potato – _____
8 baby – _____

Telling the time



14 **Write the times in two ways as in the example in your notebook.**



It's twenty past twelve.
It's twelve twenty.



15 **What time do you** *get up*? *have breakfast*? *go to school*? *come back home*? *have lunch*? *do your homework*? *have dinner*? *go to bed*?

this/these – that/those – Clothes

16 **Fill in each gap with** *this*, *these*, *that* **or** *those* **and choose the correct option.**




1 _____ is a **dress/shirt** and _____ is a **T-shirt/jacket**.




2 _____ is a **belt/scarf** and _____ are **shorts/trousers**.




3 _____ are **gloves/leggings** and _____ are **boots/trainers**.

Prepositions of place – *there is/there are*

17 **Look at the picture and choose the correct option.**



1 There's a big window **next to/between** the two lamps **behind/beyond** the sofa.
2 There are two pictures **on/in** the wall.
3 There's a carpet **above/under** the coffee tables.

18 **Look at the picture. Fill in each gap with *Is there* or *Are there*. Then answer the questions.**



1 _____ a bedside cabinet next to the bed?
Yes, _____.
2 _____ pillows on the bed? _____.
3 _____ a desk next to the bookcase?
_____.
4 _____ a teddy bear on the bedside cabinet?
_____.
5 _____ books on the desk? _____.

19 **Talk to your partner about your favourite room in your house.**

Days of the week – months – seasons

20 **Write the missing days and months.**

Days: Sunday, **1)** _____, **2)** _____, Wednesday, **3)** _____, Friday, Saturday

Months: January, **4)** _____, March, April, **5)** _____, **6)** _____, July, **7)** _____, September, **8)** _____, November, **9)** _____

21 **Write the correct seasons under the pictures.**






1 _____ 2 _____ 3 _____ 4 _____

School subjects

22 a) **Choose the correct school subject.**

Bảo's favourite school subjects are  **1) maths/music** and 

2) science/geography. He's good at  **3) art/history,** but he isn't good at  **4) PE/English.**

b) **What are your favourite school subjects? Tell your partner.**

My favourite school subjects are English and science.

Question words – Asking personal questions

23 a) **Match each question word (1-7) with the correct answer (a-g).**



Who?	1	a	It's 222-2222.
Whose?	2	b	Minh.
When/birthday?	3	c	I'm 14 years old.
Where?	4	d	Maths.
Which? Maths or art?	5	e	I'm from Vietnam.
How (old)?	6	f	2nd January.
What/phone number?	7	g	My brother's.

b) **Complete the gaps with the correct question word. Then answer the questions about yourself.**

1 _____'s your name? _____ .
2 _____ old are you? _____ .
3 _____ are you from? _____ .
4 _____'s your telephone number? _____ .
5 _____ is your birthday? _____ .
6 _____ is your best friend? _____ .

c) **Ask and answer the questions with your partner.**

1 My world

Video

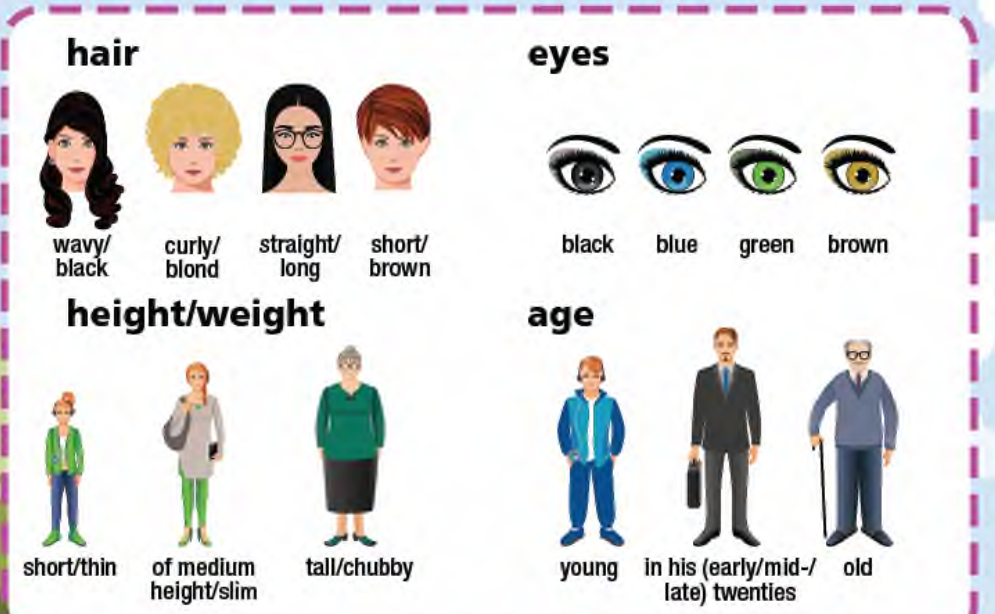
What's in this unit?

- **Vocabulary**
  - Appearance
  - Free-time activities & Hobbies
  - Character
  - Cultural etiquette in the UK
- **Grammar**
  - Present Simple
  - Adverbs of frequency
  - Prepositions of time
  - Present Continuous
- **Reading**
  - *Being 13* (article – matching)
  - *Antonio's Backpacking Blog* (blog – R/W/DS statements)
- **Listening**
  - Dialogues (R/W statements; multiple matching)
- **Speaking**
  - Describing a person
  - Expressing likes/ dislikes
- **Writing**
  - A paragraph about free-time activities/ hobbies
  - A blog comment
- **CLIL (Citizenship):** A Rainbow of People!
- **Culture Spot:** Cultural Etiquette in Vietnam
- **Values:** Friendship

Vocabulary

Appearance

1 1.2 **Listen and repeat.**





2 **Look at the picture. Write the answers for these questions in your notebook.**

Who's wearing ...

1 blue shorts and trainers?
2 a red top and gloves?
3 a red and black shirt?
4 a black and white T-shirt?
5 a black suit and high heels?

3 **Use the words in Exercise 1 to describe the people in the picture as in the example.**

Chris is young, short and thin with short straight fair hair. He's wearing a grey T-shirt, blue shorts and green and black trainers.

Listening

4 1.3 **Listen to Tim describing his best friend. Decide if the statements are *R* (right) or *W* (wrong).**

1 Bob is in his early twenties. ☐
2 He is of medium height. ☐
3 He's got wavy black hair and blue eyes. ☐

Ken
John
Jane
Sue
Keith
Anna

Game!

Choose a person in the picture and describe him/her. Make three mistakes. Your partner corrects them.

A: Chris is tall and thin with short curly fair hair. He's wearing a T-shirt and jeans.
B: Chris is short and thin with short straight fair hair. He's wearing a T-shirt and shorts.

1a • Reading



Reading

Video

1 **Read the interview quickly. Find the names of *two sports* and *a pet*.**

Being 13



What's life like for 13-year-olds? In this issue, TEENS talks to Filip, a boy from Zagreb, Croatia.

1 When does school start and finish?
8:45 a.m. to 2:45 p.m., Monday to Friday.

Do you get homework?
Yes, I do. After school, I take a break, then I do my homework.

2 What are your hobbies?
I play football and volleyball. This Saturday, I'm playing for my school football team. I also enjoy computer games.

3 Who is your favourite famous person?
Lionel Messi. He's short with short black hair and a beard. He's from Argentina and a great footballer.

4 Where do you live?
In a four-bedroom flat with my parents, sister, grandparents and our cat.

Do you argue with your parents?
My parents respect my hobbies and opinions. Sometimes, we argue about me playing computer games too often.

5 What do you like about being 13?
I've got a really nice family and a lot of good friends.

What do you worry about?
I worry about my future. I don't know what job I want to do.





- *issue*
- *beard*
- *respect*
- *opinion*
- *argue*
- *worry*

2 1.4 **Listen and read the interview. Then match the five sections (1-5) to the headings in the list. One heading is extra.**

- Food _____
- School life _____
- Feelings _____
- Idol _____
- House & Home _____
- Hobbies & Free time _____

3 **Answer the questions in your notebook.**

1 How many days a week does Filip go to school?
2 What does Filip do in his free time?
3 Who is Lionel Messi?
4 How many members are there in Filip's family?
5 What does Filip worry about?

4 Think **Make notes under the headings in Exercise 2 about Filip, then about you. How similar/different is your lifestyle to his? Tell the class.**

Vocabulary

Free-time activities & Hobbies

5 a) **Label the pictures with the words in the list.**

• play sports • watch TV series/videos • read books/magazines
• surf the Net • listen to music • play video/computer games

b) 1.5 **Listen and check.**


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____

Prepositions

6 **Choose the correct preposition. Check in your dictionary.**

1 I'm exercising **in/at** the moment.
2 We always argue **for/about** me watching TV too much.
3 I'm good **in/at** sports.

Speaking

7 **The table shows activities/hobbies students in Filip's class like doing in their free time. Look and make sentences as in the example.**

In Filip's class, 86% (eighty-six per cent) like surfing the Net in their free time.
In Filip's class, 70% (seventy per cent) like playing video games in their free time.

surf the Net	86%
play video games	70%
listen to music	50%
play sports	57%
watch TV series/videos	43%
read books/magazines	32%

Name: _____
Age: _____
What are your favourite free-time activities/hobbies? Tick (✓).

1 _____ ☐
2 _____ ☐
3 _____ ☐
4 _____ ☐
5 _____ ☐
6 _____ ☐

Writing

8 **Give the list to your classmates and each will tick (✓) the activities they do in their free time. In groups of four, study all the answers and write a short paragraph (about 60-80 words) about your findings. Use the sentences in Exercise 7 to help you.**

1b • Grammar



Present Simple

affirmative	negative
I/ You **walk.** He/ She/ It **walks.** We/ You/ They **walk.**	I/ You **do not walk/ don't walk.** He/ She/ It **does not walk/ doesn't walk.** We/ You/ They **do not walk/ don't walk.**
interrogative	**short answers**
Do I/ you **walk?** **Does** he/ she/ it **walk?** **Do** we/ you/ they **walk?**	**Yes,** you/ I **do. / No,** you/ I **don't.** **Yes,** he/ she/ it **does. / No,** he/ she/ it **doesn't.** **Yes,** you/ we/ they **do. / No,** you/ we/ they **don't.**

We use the **Present Simple** to talk about:

- habits and routines.
  They walk to school every day. (habit) He leaves home at 7:00. (routine)
- general states and facts.
  He speaks English. (general state) Water boils at 100°C. (fact)
- timetables. The film starts at 6:00.

***Wh*-questions**

Wh-word + auxiliary verb + subject + main verb?

When does your English lesson start?

NOTE: *Who/What* + main verb + object? (to refer to the subject of the verb)

Who works here?

Time adverbs and expressions: *every day/morning/weekend, often, always, never, on Mondays, once/twice a week/month*, etc.

Spelling Rules

3rd person singular

- We form the third person singular (*he/ she/ it*) by adding *-s* to the end of most verbs.
  I play – she plays
- verbs ending in *-s, -sh, -ch, -x* or *-o*: add *-es*
  I kiss – he kisses,
  I wash – he washes,
  I watch – he watches,
  I mix – he mixes,
  I go – he goes
- verbs ending in a **consonant** + *-y*: drop the *-y* and take *-ies*
  I study – she studies,
  I try – she tries
- verbs ending in a **vowel** + *-y*: take *-s*
  I play – she plays

Pronunciation

- /s/ after unvoiced sounds
  cooks /kʊks/
- /z/ after voiced sounds
  reads /ri:dz/
- /ɪz/ after sounds like /s/, /ʃ/, /tʃ/, /dʒ/ or /z/
  watches /wɒtʃɪz/

1 **Write the 3rd person singular then read them aloud.**

1 miss misses 3 cry _____ 5 wait _____ 7 match _____
2 do _____ 4 rain _____ 6 ride _____ 8 buy _____

2 **Put the verbs in brackets into the correct form of the *Present Simple*.**

1 Mr Todd teaches **(teach)** maths.
2 Eva _____ **(not/sing)** very well.
3 When _____ **(you/go)** to the shopping centre?
4 _____ **(your mum/work)** on Saturdays?
5 I _____ **(not/speak)** Spanish very well.

3 **Put the verbs in brackets into the *Present Simple*. Then fill in each gap with *do/does* or *don't/doesn't*.**

A: 1) Does your brother play **(your brother/play)** sports?
B: No, he 2) _____ . He usually 3) _____ **(go)** to the cinema at the weekend or 4) _____ **(surf)** the Net. What 5) _____ **(you/do)** at the weekend?
A: I watch TV series. 6) _____ **(you/watch)** TV series?
B: No, I 7) _____ . I 8) _____ **(find)** them boring! I 9) _____ **(read)** books and magazines, though.

Note!

Adverbs of frequency tell us how often something happens. They go **before** the main verb but **after** the verb ***to be***.

They are:

100% always
usually
often
sometimes
seldom/rarely
0% never

4 Form complete questions. Then ask and answer.

1 How often / you / eat pizza?
A: How often do you eat pizza?
B: I usually eat pizza twice a month.
2 How often / your mum / surf the Net?
3 How often / you / go to bed late?
4 How often / you / read books?
5 How often / your dad / go shopping?

Prepositions of time

at + time, periods of time, festivities (at 12:00, at night, at the weekend, at Easter)
in + months, years, centuries, seasons, parts of the day (in June, in 2004, in the 11th century, in summer, in the evening)
on + days, dates, specific periods of time/days (on Tuesday, on 6th April, on New Year's Day, on Monday mornings)

5 Put the verbs into the *Present Simple* and fill in each gap with *on*, *in* or *at* as in the example.

1 John loves **(love)** swimming at the beach in summer.
2 I _____ **(not/get up)** _____ 7 o'clock _____ the weekend.
3 Her birthday _____ **(be)** _____ 2nd August.
4 Mark _____ **(not/eat)** lunch at school _____ noon.
5 _____ **(you/play)** football _____ Mondays?

6 Put the verbs in brackets into the *Present Simple* and put the adverbs of frequency in the correct position, then fill in the other gaps with *at*, *in*, or *on*.

David's blog



Website | Blog | E-mail

My day

1) On weekdays, I 2) always get up **(always/get up)** 3) ____ 7 o'clock. I have breakfast with my parents, then Dad 4) _____ **(drive)** me to school. I 5) _____ **(never/be)** late. We have lessons and then I 6) _____ **(go)** back home. 7) ____ summer, I walk home with my friend Ivan, but 8) ____ winter we 9) _____ **(often/catch)** the bus because it's cold! 10) ____ the evening, my parents and I 11) _____ **(have)** dinner and then I 12) _____ **(usually/read)** a book. I go to bed 13) ____ 10 o'clock 14) ____ night.

7 Form complete questions. Then ask and answer.

1 what time / you / go to school?
A: What time do you go to school?
B: At 7:00 in the morning.
2 your dad / cook dinner / every evening?
3 how often / you / play / computer games?
4 your parents / exercise?
5 when / your best friend / watch TV?

1c • Vocabulary

Character

1 1.6 **Listen and repeat.**

1 
cheerful

2 
selfish

3 
generous

4 
popular

5 
talkative

6 
bossy

7 
energetic

8 
honest

9 
impatient

Study Skills

Learning idioms helps us sound more natural.

Note!

Character idioms

as cold as ice → not showing any emotion
two-faced → dishonest
smart cookie → clever

Make sentences using the idioms above. Are there similar idioms in your language?

2 **Write the adjectives (1-9) in Exercise 1 to match their justifications (a-i). Check in your dictionary.**

a _____ : hates waiting for things/people
b _____ : tells people what to do
c _____ : talks a lot
d _____ : smiles a lot
e _____ : likes giving people things
f _____ : only cares about himself/herself
g _____ : lots of people like him/her
h _____ : does a lot of things
i _____ : always tells the truth

Listening

3 1.7 **Listen and match the people to the character adjectives.**

Helen	1	a	selfish
Greg	2	b	cheerful
Andy	3	c	honest

4 **Use the adjectives in Exercise 2 to talk about your friends and family members as in the example.**

A: What is your best friend like?
B: He's cheerful. He smiles a lot.

Everyday English • 1d

Describing a person

1 a) Read the dialogue. Which teacher (A or B) are Jessica and Rita talking about?

b) Complete the dialogue. Use the sentences in the list. One sentence is extra. Is the dialogue formal or informal?



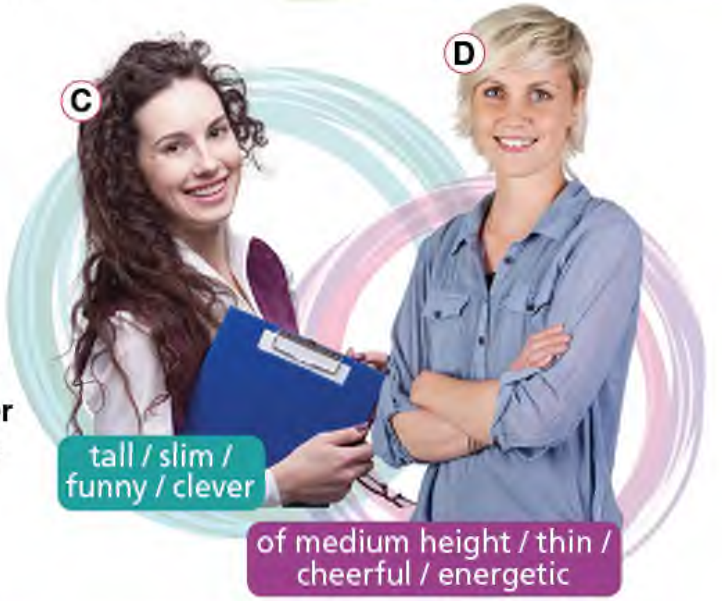
Jessica The new teacher in our school is great!
Rita Really? 1) _____
Jessica Well, he's of medium height and he's quite slim.
Rita Oh, really? 2) _____
Jessica No, it's dark actually!
Rita 3) _____
Jessica He's quite cheerful and very popular already! Look! He's chatting with Mr Prosser.
Rita 4) _____
Jessica That's right.

A Is his hair fair?
B What does he look like?
C How old is he?
D What's he like?
E Is he the one with a short beard and a moustache?

2 1.8 Listen, read and check.

3 Take roles and read the dialogue in Exercise 1 aloud. What does the new teacher look like? What is he like?

4 Act out a similar dialogue. Describe teacher C or D using the dialogue in Exercise 1 as a model.



Informal style
- everyday language
  e.g. Really?
- short verb forms
  e.g. He's tall.

Formal style
- formal language & linkers
  e.g. In addition, it seems that ...
- full verb forms
  e.g. He is tall.

Pronunciation Sentence stress

1.9 Listen and repeat. Which words are stressed in each sentence? Underline them and practise saying them with a partner.

1 He's of medium height and he's quite slim.
2 The new teacher in our school is great!
3 She's tall and thin with long straight brown hair.

Sentence stress is stress on certain words within a sentence.
e.g. He is honest and generous.



Present Continuous

affirmative	negative
I **am eating** now.	I **am not eating/ 'm not eating** now.
You **are eating** now.	You **are not eating/ aren't eating** now.
He/ She/ It **is eating** now.	He/ She/ It **is not eating/ isn't eating** now.
We/ You/ They **are eating** now.	We/ You/ They **are not eating/ aren't eating** now.
interrogative	**short answers**
Am I eating now?	**Yes**, you **are**. / **No**, you aren't.
Are you **eating** now?	**Yes**, I **am**. / **No**, I'm **not**.
Is he/ she/ it **eating** now?	**Yes**, he/ she/ it **is**. / No, he/ she/ it **isn't**.
Are we/ you/ they **eating** now?	**Yes**, you/ we/ they **are**. / **No**, you/ we/ they **aren't**.

We use the **Present Continuous** to talk about:

- actions happening now/around the time of speaking.
  He's studying now. They are living with me these days.
- temporary situations. He is working at a café for the summer.
- fixed future arrangements. We're travelling to London tomorrow.

***Wh*-questions**

Wh-word + auxiliary verb + subject + main verb?

What are you doing now?

NOTE: ***Who/What*** + auxiliary verb + main verb + object? (to refer to the subject of the verb)

Who is cooking lunch?

Time adverbs and expressions: *now, at the moment, at present, tonight, these days*, etc.

Spelling Rules

***-ing* ending**

- most verbs: + ***-ing***
  talk → talking
- verbs ending in consonant + ***-e***: ~~***-e***~~ + ***-ing***
  come → coming
- verbs ending in consonant + vowel + ***-l***: double the final ***-l*** + ***-ing***
  travel → travelling
- verbs ending in ***-ie***: drop ~~***-ie***~~ and add ***-y*** + ***-ing***
  lie → lying
- verbs ending in a stressed vowel between two consonants: double the last consonant + ***-ing***
  run → running

1 **Write the verbs in the *-ing* form.**

1 play	playing	5 walk	_____	9 dance	_____
2 sing	_____	6 take	_____	10 read	_____
3 shop	_____	7 swim	_____	11 stop	_____
4 sleep	_____	8 run	_____	12 cycle	_____

2 **Complete the gaps with the Present Continuous form of the verbs in brackets.**

1 They _____ are coming _____ **(come)** with us tonight.
2 I _____ **(meet)** George for lunch tomorrow.
3 What _____ **(you/listen to)**?
4 Jenny _____ **(not/cook)** at the moment.
5 _____ **(you/leave)** for school now?

3 **Put the verbs in brackets into the *Present Continuous*.**



Hi Mary,
Greetings from Hanoi! I **1)** _am having_ **(have)** a great time here. Right now, we **2)** _____ **(drink)** some homemade lemonade. It's a beautiful day. The sun **3)** _____ **(shine)**. My aunt **4)** _____ **(not/work)** today. She **5)** _____ **(help)** her mum in the kitchen at the moment. They **6)** _____ **(make)** us noodles for dinner. What **7** _____ **(you/do)** now? I hope you **8)** _____ **(enjoy)** your weekend. **9)** _____ **(it/rain)** in London now?
Write soon.
Tiên

Note!

Some verbs don't have continuous forms because they describe a state rather than an action (***want, like, love, hate, know, believe, need***, etc.).
e.g. She knows him. (NOT: ~~*She's knowing him*~~.)

4 **Put the verbs in brackets into the *Present Simple* or the *Present Continuous*. Then practise the dialogue with your partner.**

A Hi Mary. You **1)** look **(look)** nice in your new jeans.
B Thanks. Who **2)** _____ **(you/wait)** for?
A Anna. We **3)** _____ **(go)** to a school music performance.
B What time **4)** _____ **(it/start)**?
A At 5:00, I **5)** _____ **(think)**, but I **6)** _____ **(not/be)** sure exactly. Anna **7)** _____ **(know)**.
B How long **8)** _____ **(it/last)**?
A An hour and a half.
B **9)** _____ **(you/want)** to come to my house afterwards?
A Thanks, but I can't. I **10)** _____ **(meet)** Sheila for dinner.
B That's OK. Have a nice time.
A Thanks, same to you.

5 **Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.**



Compose | Inbox | Trash

Search

Hi Monica,
What **1)** are you doing **(you/do)** these days? I **2)** _____ **(stay)** in Scotland at the moment for a summer course. Lessons **3)** _____ **(start)** at 8:30 every morning and **4)** _____ **(finish)** at 4:00. I **5)** _____ **(learn)** lots of new things every day. This week, I **6)** _____ **(try)** Highland dancing. It's fun, but I **7)** _____ **(not/think)** I'm very good at it!
There are lots of nice people here, like my new friend, Kirsty. She's got long red hair and she **8)** _____ **(enjoy)** playing sports like me. We **9)** _____ **(play)** basketball at 6:00 p.m. today. Tomorrow, we **10)** _____ **(go)** to an amusement park. I can't wait!
Talk soon.
Becky

Send

6 **Tell your partner about *what you are doing these days, what you are doing now* and *what you are doing later today*.**

These days I am studying hard for my guitar exam. I have a very busy schedule. I go to school at 7:30 in the morning and finish at 3:30. ...

If • Skills

Video

Website | Home | E-mail

search

Antonio's Backpacking Blog

Hi guys! I'm starting my backpacking journey in Spain. At the moment, I'm staying in Madrid, and everyone is very friendly – a bit too friendly for me, to be honest! In Spain, hugging someone when you meet them or say goodbye is normal, but I'm from Poland and in my country we only hug our family and close friends. What about you?



@mia2003 Great post, Antonio! I'm Mia from Australia, and here we often give the thumbs up to show everything is OK. Not in Thailand, though. Giving the thumbs up there is rude.

@andy123 Hi, Antonio! I'm Andy from the UK, and here we nod our heads to say 'yes' and shake them to say 'no'. But when I visit my cousins in Bulgaria, it's the opposite. It's important to know a bit of the local language, so people can always understand you!






Like

- *backpacking*
- *hug*
- *rude*
- *thumbs up*
- *nod*
- *shake*
- *local*

Reading

1 **Look at the pictures. What do these gestures mean to you? What do you think the blog post is about?**
1.10 **Listen and read to find out.**

2 **Read the blog again. Decide if the statements are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Antonio is in Madrid right now. ☐
2 In Spain, people only hug their family and close friends. ☐
3 Mia goes on holiday to Thailand every year. ☐
4 The thumbs up means 'zero' in Thailand. ☐
5 In Bulgaria, nodding your head means 'yes'. ☐

3 **Replace the words in red below with the words/phrases from the blog.**

1 The people in Madrid are this. _____
2 In Australia, giving the thumbs up shows this. _____
3 He has got cousins in Bulgaria. _____
4 It's important to know a bit of this when you travel. _____

4 Think **What do the gestures in the text mean in your country?**

Vocabulary

Cultural etiquette in the UK

5 a) 1.11 **Listen and repeat.**



shake hands – greet



curl your index finger – ask somebody to come to you



point – show something or somebody



cross your fingers – wish for luck



thumbs up – show everything is good



tap nose – tell somebody to keep something secret

b) What do these gestures mean in the UK? Make sentences.

In the UK, people shake hands to greet someone.



Culture Spot

In Vietnam, people shake hands or bow their heads slightly or just smile to greet each other.



How do people in the USA / UK greet each other? Are there any special gestures they use?

Speaking

6 Think **Which of the gestures in Exercise 5a mean the same in your country?**

Listening

7 1.12 **Listen to Sam and Jessica talking about Jessica's holiday to Germany. Decide if the statements are *R* (right) or *W* (wrong).**

In Germany, ...

1 crossing your fingers means you are wishing for luck. ☐
2 the thumbs up gesture means everything is OK. ☐
3 people use their thumb to show the number 1. ☐
4 putting your hands in your pockets means you feel confused. ☐

Writing (a blog comment)

8 **Imagine you're on holiday in Italy. Write a comment on Phil's blog on page 116 (about 60-80 words). *Greet the blogger, introduce yourself, describe a gesture* and *say what it means in Italy and in your country*.**

See Writing 1 p. 116

1 • CLIL (Citizenship)

Video

1 **Look at the picture and read the title of the text and the headings in Exercise 2. What do you expect to read about?**
1.13 **Listen and read to find out.**

A Rainbow of People!

by Tony Moore

1 ☐
You are at a restaurant, but there's only one thing on the menu to eat. You go to the cinema, but it only ever shows the same film. Does it sound like fun?

2 ☐
At school, you all start and finish at the same time. You do the same lessons. You wear the same uniform. But that doesn't mean there are no differences!

3 ☐
Some students are good at schoolwork, some are good at sports. Some are tall and some are short. Some have got dark hair, but others have fair hair. Some walk around while others use a wheelchair.

4 ☐
The world is full of differences, but this makes it wonderful. Red, orange, yellow, green, blue, indigo and violet are all lovely colours, but they can make a rainbow when they stand together in the sky. Being different together gives life colour.



- *wheelchair*
- *indigo*

2 **Read again and match the headings to the paragraphs. Look for key words to help you do the task.**

A Better together
B Contrasts
C The same but different
D A boring world

3 Think **What is the author's purpose: *to answer*? *to persuade*? *to inform*? Is the information in the text useful to you? Why?**

4 Think **Think of a friend of yours. Tell the class three ways you are the same and three ways you are different.**

Project Time 1

1 Are you a good friend? Take the quiz to find out.



BFF Quiz

You're friends, but are you 'Best Friends Forever'? Take our quiz and see!

		Yes	No
1	Do you know your friend's favourite actor/actress?	✓	✗
2	Do you often fight with your friend?	✓	✗
3	Do you listen to your friend's problems?	✓	✗
4	Do you do things just to make your friend happy?	✓	✗
5	Do you know how to make your friend laugh?	✓	✗
6	Does your friend cry in front of you?	✓	✗
7	Do you always tell the truth to your friend?	✓	✗
8	Do you keep your friend's secrets?	✓	✗

8-7 ✓s = BFFs 5-6 ✓s = good friends 3-4 ✓s = just friends 1-2 ✓s = needs work!

2 It's International Friendship Day. Find a good quote and prepare a poster for the class. Use the key words *friendship quotes*.

3 Think What makes a good friend? Put the ideas in the list under the headings. Add two more of your own.

- helps you • lies to you • cares about you
- is fun to be with • makes you sad • is there for you
- doesn't share their things • listens to your problems

A good friend...	A bad friend...

Presentation Skills

4 Use the ideas in Exercise 3 to prepare and give a presentation on how to be a good friend.



VALUES

Friendship

5 Think "A friend in need is a friend indeed." Discuss in groups.

See Song Section p. 112

1 • Progress Check

Vocabulary

1 **Look at the picture and choose the correct option.**



This is Steve. He's fifteen years old. He's 1) **tall/long** and 2) **thin/chubby**. He's got short, 3) **straight/wavy**, 4) **black/blond** hair, blue eyes, a big nose and full lips. He's usually 5) **bossy/cheerful**, but today he's very 6) **impatient/generous** because he is 7) **caring/waiting** for his friend. He and his best friend Jim always 8) **go/play** basketball together 9) **at/in** 6:00 p.m. 10) **on/in** Wednesdays, but Jim is late today.

10 x 1 = 10

2 **Match the words to form phrases.**

go	1	a	the Net
early	2	b	height
surf	3	c	twenties
computer	4	d	shopping
medium	5	e	games

5 x 1 = 5

3 **Complete the gaps with *shake*, *tap*, *point*, *hug* and *cross*.**

1 In the UK, people _____ their nose to tell somebody to keep something secret.
2 Some people _____ their fingers for luck in the UK.
3 I always _____ my grandma when I see her because I love her very much.
4 It's polite to _____ hands when you meet someone for the first time.
5 Please don't _____ at people with your finger.

5 x 1 = 5

Grammar

4 **Choose the correct option.**

1 Kate **wears/is wearing** a lovely dress today.
2 Where do you usually **go/going** on holiday **on/in** the summer?
3 What **are/do** the children playing in the garden?
4 We **don't/aren't** go to the mall **at/on** Saturday mornings.
5 I **am never/never am** late for school.

7 x 2 = 14

5 **Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.**

On weekdays, Jeremy 1) _____ **(wake)** up at 7:00 a.m. He 2) _____ **(get)** dressed and 3) _____ **(have)** breakfast before going to school. After school, he 4) _____ **(do)** his homework and then, he 5) _____ **(watch)** TV. Today is Saturday. Jeremy 6) _____ **(not/go)** to school. He and his friends 7) _____ **(play)** ice hockey. Jeremy 8) _____ **(love)** ice hockey. He also 9) _____ **(train)** with his team twice a week. They 10) _____ **(play)** in the championship next week.



10 x 1 = 10

Listening

6 1.14 **Listen and match the people (1-6) to the character adjectives (a-h).**

Mr Franklin	1	a	cheerful
Josh	2	b	generous
Kim	3	c	popular
Roger	4	d	talkative
Cybil	5	e	honest
Giorgio	6	f	impatient
		g	energetic
		h	bossy

5 x 2 = 10

Reading

7 **Read the blog post and replace the words in red with the words from the text.**

Lara's Blog Back



Hi! I'm Lara and I'm 13 years old. I'm from Canada, but I'm in England now. Let's meet my family!

My dad, Adam, is 40 years old. He's tall and chubby. Dad's got a big smile and he's always happy. My mum's name's Karen. She's 39 years old. She's slim and of medium height with blue eyes and long, straight, blond hair. My brother, Dylan, is 17 years old. He's tall and thin with black, curly hair. My sister, Jade, is six. She's got big, brown eyes and straight, brown hair. She is cute.

England's great because my grandma, grandad, aunt, uncle and cousin are here. My dad's English, so all his family are in England.

What about your family?

POST A COMMENT

1 Lara is from there. _____

2 Her hair is blond. _____

3 She's six years old. _____

4 His hair is black and curly.

_____

5 He is chubby. _____

6 They live in England.

_____

6 x 3 = 18

Everyday English

8 **Complete the dialogue with sentences (a-e).**

a What's she like?
b Let's go and meet her now!
c Is she the one in the red T-shirt and jeans?
d What does she look like?
e The new girl in our school is great!

A Hi Carrie! **1)** _____
B Really? **2)** _____
A Well, she's tall and slim.
B **3)** _____ Is she friendly?
A Yes, she is. She's very energetic, too.
B **4)** _____
A That's right. **5)** _____

5 x 2 = 10

Writing

9 **Write a blog post about your favourite free-time activities and hobbies (about 60-80 words).**

18 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about appearance ☆☆☆
- talk about free-time activities & hobbies ☆☆☆
- talk about character ☆☆☆
- talk about cultural etiquette in the UK ☆☆☆

Reading
- match headings to paragraphs ☆☆☆
- identify detail (R/W/DS statements) ☆☆☆

Listening
- listen for detail (R/W statements) ☆☆☆
- listen for key information (multiple matching) ☆☆☆

Speaking
- describe a person ☆☆☆

Writing
- write a paragraph about free-time activities/hobbies ☆☆☆
- write a blog comment ☆☆☆

2 Fit for life

Video

What's in this unit?

- **Vocabulary**
  - Sports/Activities & Equipment
  - Food & Food categories
  - Activities in sports events
  - Health problems
- **Grammar**
  - Past Simple
  - *used to*
  - Quantifiers
- **Reading**
  - *Giang's sports blog* (blog – question answering, R/W statements)
  - *School Sports Day in the UK* (article – multiple choice)
- **Listening**
  - Monologues/Dialogues (multiple matching; question answering)
  - An announcement (gap filling)
- **Speaking**
  - Making suggestions
  - Agreeing/Disagreeing
  - Giving advice
  - Ordering at the school canteen
  - Presenting an event
- **Writing**
  - A blog comment about your favourite sport
  - A paragraph about an event
- **CLIL (Science):** Medicine in the Kitchen
- **Culture Spot:** The Ho Chi Minh City Marathon
- **Values:** Fitness



Vocabulary

Sports/Activities & Equipment

1 1.15 **Match the words (1-9) to the letters (A-I). Listen and check.**

1	A mat	6	rollerblades
2	helmet	7	hoop
3	flippers	8	snorkel
4	boxing gloves	9	punchbag
5	wetsuit		

2 **Write the sports/activities (1-5) under the correct heading.**

do	play	go
_____	_____	_____
_____	_____	_____
_____	_____	_____







Listening

3 1.16 **Listen and match the people (1-3) to the sports/activities (A-D) they are doing now. There is one extra word.**

Tony and Ben	1	A kickboxing
Lucy	2	B yoga
Helen and Alice	3	C basketball
		D rollerblading

Note!

Making suggestions
- Why don't we + verb ...?
- Shall we + verb ...?
- Let's + verb ... .

Speaking

Making suggestions

4 **Act out dialogues as in the example.**

A: Why don't we do yoga?
B: That's a great idea.
A: Get your mat and I'll meet you in 5 minutes.

2a • Reading

Reading

1 Look at the pictures. Which sport do they show? What do you know about this sport?

1.17 Listen and read the text.

Video

GIANG'S SPORTS BLOG

CONTACT | PROFILE | PHOTOS | HOME



Hi everyone! Do you enjoy sports? I didn't like PE lessons in primary school, but I started going to taekwondo classes last year and I love it! During my first lesson, I found out that taekwondo is a Korean martial art and it's about 2,000 years old.

Taekwondo takes place in a dojang* and we wear a special uniform. We also wear a belt and its colour shows what level we are. I had a white belt when I started, but now I have a green one. One day, I want to have a black belt like my teacher.

In taekwondo competitions, we wear a helmet and pads for protection. Two people fight each other and we get points for kicks and punches. However, we are always polite to the person we are fighting because, more than anything, taekwondo is about respect.

What about you? What sport do you do?

* training hall



• *martial art* • *level*
• *pad* • *protection*
• *punch* • *respect*

2 Read the text. Fill in the table with the information from the text.

Name	Origin	Equipment

3 Read the text again. Decide if the statements are *R* (right) or *W* (wrong).

1 Giang started taekwondo lessons last year. ☐
2 Taekwondo is a new martial art. ☐
3 Giang's teacher has got a black belt. ☐
4 Taekwondo teaches us respect. ☐

4 Think Name other martial arts you know. Would you like to try them? Why? Tell your partner.

5 Collect information about a martial art you know and make notes under the headings *name*, *origin* and *equipment*. Prepare a presentation to the class.

Reading • 2a

Vocabulary
School sports/activities

6 1.18 **Listen and repeat. Which are *outdoor sports*? *indoor sports*? *both*? Make sentences as in the example.**













Jogging is an outdoor sport.

Prepositions

7 **Choose the correct preposition. Then answer the questions.**

1 Are you interested **in/at** kickboxing?
2 What sports are you good **of/at**?
3 Do you take part **with/in** competitions?
4 What are the benefits **to/of** playing team sports?

Speaking (agreeing/disagreeing)

8 **Discuss your favourite school sports activities as in the example.**

A: I like playing table tennis.
B: So do I. It's fun.

A: I don't like taekwondo. It's dangerous.
B: I don't think so. It's exciting. I like it.

Like
It's ...
✓ fun.
✓ exciting.
✓ thrilling.
✓ relaxing.
✓ amazing.

Don't like
It's ...
✗ boring.
✗ dangerous.
✗ tiring.
✗ stressful.
✗ dull.

Note!

Agreeing
- So do I.
- That's true.
- I agree.

Disagreeing
- I don't think so.
- I'm afraid I disagree.
- I'm not so sure about that.

Writing (a blog comment)

9 **Think of your favourite sport and make notes in your notebook under the headings *name of sport*, *place*, *number of players*, *equipment*, *aim* and *how to play it*. Use your notes to write a blog comment on Giang's blog (about 60-80 words).**

2b • Grammar



Past Simple

We use the **Past Simple** for actions:

- that started and finished in the past.
  She had lunch an hour ago. He didn't come to the party last Friday.
- happening one after the other in the past.
  He woke up, got dressed and had breakfast.

affirmative	negative	interrogative	short answers
I/ You **ate.**	I/ You **did not eat/ didn't eat.**	**Did** I/ you **eat?**	**Yes,** you/ I **did.** **No,** you/ I **didn't.**
He/ She/ It **ate.**	He/ She/ It **did not eat/ didn't eat.**	**Did** he/ she/ it **eat?**	**Yes,** he/ she/ it **did.** **No,** he/ she/ it **didn't.**
We/ You/ They **ate.**	We/ You/ They **did not eat/ didn't eat.**	**Did** we/ you/ they **eat?**	**Yes,** you/ we/ they **did.** **No,** you/ we/ they **didn't.**

***Wh*-questions**
Wh*-word + *did + subject + main verb?
Who did you talk to?
NOTE: ***Who/What*** + main verb + object? (to refer to the subject of the verb)
Who talked to you?
Time adverbs and expressions: *yesterday, last night/week/month/year, two years ago*, etc.

Spelling Rules

***-ed* ending regular verbs**

- verbs ending in ***-e***: add ***-d***
  arrive → arrived
- verbs ending in consonant + ***-y***: change ***-y*** to ***-i*** and add ***-ed***
  study → studied
- verbs ending in vowel + ***-y***: add ***-ed***
  play → played
- verbs ending in consonant + vowel ***-l***: double the final ***l*** and add ***-ed***
  travel → travelled
- verbs ending in a consonant after a stressed vowel: double the consonant and add ***-ed***
  stop → stopped

Pronunciation

/ɪd/ after the sounds /t/, /d/
wanted, ended

/t/ after the sounds /f/, /k/, /p/, /s/, /ʃ/, /tʃ/
liked, watched

/d/ after all the other sounds
played, smiled

1 **Write the verbs in the *Past Simple* in the correct column.**

• add • pass • work • need • live • sign • stay • taste

/ɪd/	/t/	/d/

2 **Complete the sentences. Use the verbs from the list in the *Past Simple affirmative*.**

• win • ~~run~~ • meet • finish • take

1 Paula's very fit – she ran the marathon last year.
2 She _____ third.
3 She _____ a medal for running.
4 She _____ lots of famous sports people during the event.
5 She _____ a lot of photos of them. They're on her blog.

3 **Put the verbs in brackets in the *Past Simple negative* or *interrogative*. Then complete the answers with *did* or *didn't*.**

1 Mary didn't have **(not/have)** a beach holiday last year.
2 _____ **(she/try)** kickboxing? Yes, she _____.
3 _____ **(they/stay)** at a hotel? Yes, they _____.
4 They _____ **(not/play)** basketball yesterday.
5 _____ **(her parents/go)** jogging? No, they _____.

4 **Use the words in brackets to write questions in your notebook as in the example. Read them aloud.**

1 She played football yesterday. **(What?)**
What did she do yesterday?
2 They did yoga in the gym last Friday. **(Where?)**
3 He went to the stadium on foot last Saturday. **(How?)**
4 We had basketball practice yesterday afternoon. **(When?)**
5 Sally went jogging with Mary yesterday morning. **(Who?)**



5 **Put the verbs in brackets into the *Past Simple*. Which verbs are regular? Which are irregular?**

COMPANY PORTFOLIO SERVICES CONTACTS

Last week, my family **1)** _____ **(visit)** the Wizarding World of Harry Potter theme park at Universal Orlando Resort in Orlando.
We **2)** _____ **(leave)** for the park early in the morning. Once we **3)** _____ **(arrive)**, we **4)** _____ **(rush)** to Hogwarts Castle. Then, I **5)** _____ **(go)** on all the rides at the park and my sister **6)** _____ **(watch)** the show at Ollivanders Wand Shop. At the end of the day, we **7)** _____ **(eat)** at The Three Broomsticks restaurant.
It **8)** _____ **(be)** a wonderful day.

Posted by: Tom, 12 December at 2:15 p.m.

6 **Form complete questions. Then use the blog in Exercise 5 to answer them.**

1 Tom and his family / go / London / last summer
A: Did Tom and his family go to London last summer?
B: No, they didn't. They went to Orlando.
2 they / visit / Universal Studios
3 Tom's sister / go / on all the rides at the park
4 they / have / dinner / at their hotel

7 **Ask and answer questions to find out what your partner did last weekend. Use the phrases in the list and your own ideas.**

• play football • watch TV • meet your friends • visit your aunt
• see a film • read a book • go swimming • go to the cinema

A: Did you play football last Saturday?
B: No, I didn't. I stayed home and did my homework. What about you?
A: I went to the mall to buy some new trainers. Did you visit your aunt on Sunday?
B: Yes, we did. We had lunch together. What did you do?
A: I went to the cinema with my parents.

2C • Vocabulary

fruit & vegetables

_____

_____

carbohydrates
(grains, sugar, etc.)

_____

_____

proteins
(meat, poultry, dairy products, etc.)

_____

_____

fats
(butter, oil, etc.)

_____

_____

Food & Food categories

1 Look at the pictures. List the foods/drinks under the categories.
1.19 Listen and check.



2 Look at the foods/drinks in Exercise 1. Which are countable nouns and which are uncountable nouns?

3 a) Sally is training for a basketball match and needs to eat healthily. What does she have (✓) every day? Look and say as in the example.

Sally has a glass of milk and cereal for breakfast.

b) What do you have for *breakfast*, *lunch*, *dinner* and a *snack*?

Note!

- We can count countable nouns. They have a singular and a plural form. e.g. one apple – two apples – three apples, etc.
- We cannot count uncountable nouns. They don't have a singular or a plural form. e.g. coffee, cheese, etc.

Listening

4 1.20 Listen to a dialogue about healthy eating habits. What advice does Ann give Bob? Take notes and tell the class.

Giving advice

5 Use the language in the box to give advice about healthy eating habits as in the example.



A: Do you like burgers?
B: Yes, a lot. I have one almost every evening.
A: Well, you shouldn't eat too many burgers. They contain too much fat. Why don't you have some salad instead? It's healthier.
B: I guess you are right.

Note!

Giving advice

- You should/ shouldn't + verb ... .
- It's a good idea to + verb ... .
- Why don't you + verb ...?

Everyday English • 2d

Ordering at the school canteen

1 Read the dialogue and fill in the gaps with the sentences (A-G). Two sentences are extra.

Woman Hello, Dan. **1)** _____

Dan Let's see. I'd like chicken and potatoes, please.

Woman OK. Would you like carrots or salad with that?

Dan **2)** _____

Woman You're hungry today! **3)** _____ We've got apple pie or ice cream.

Dan Ice cream, please!

Woman OK. **4)** _____

Dan A glass of orange juice, please.

Woman So, that's chicken and potatoes with carrots and salad, ice cream and a glass of orange juice. **5)** _____

Dan Here you are.

Woman Thank you.

A How about dessert?
B What would you like today?
C That's £6.00, please.
D That's all.
E A small portion of each, please.
F Anything to drink?
G Please take a seat.

Note!

Intonation is the rise and fall of the speaker's voice in speaking.

Rhythm is the combination of stressed and unstressed words in sentences.

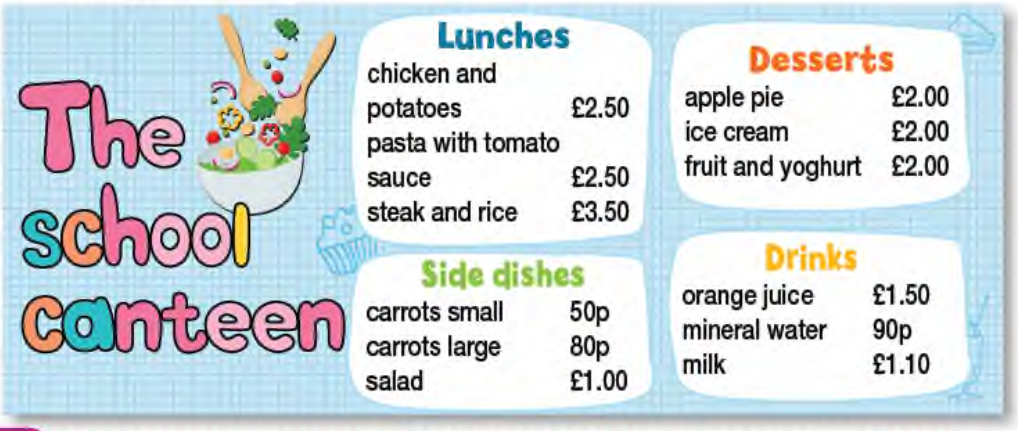
Note!

We use ***would like*** to make a polite offer/request.
e.g. Would you like sauce? Yes, please./ No, thank you.
I'd like some water, please.
Compare: Do you want to eat ...? (informal)

2 1.21 Listen and check your answers. What do you notice about the speakers' intonation and rhythm?

3 Take roles and read the dialogue in Exercise 1 aloud. Then say what Dan ordered.

4 Imagine you are in the school canteen. Use the menu to act out a dialogue similar to the one in Exercise 1. Mind your intonation and rhythm.



Note!

Saying prices

£1 = a/one pound
1p = a/one penny
10p = ten pence

Pronunciation /w/, /v/

1.22 Listen and repeat. Think of more words with the same sounds. Practise saying them with a partner.

/w/ what, would, water, waiter

/v/ very, vegetables, valley, village

2e • Grammar



used to

We use ***used to*** to talk about things that happened regularly in the past, but they don't happen anymore.

affirmative	negative	interrogative
I **used to walk** to school.	I **didn't use to go** to school by bus.	**Did** he **use to go** to school with his friends? No, he **didn't**.
		What **did** you **use to do** when you were a child? I **used to play** with my dolls.

We can use the **Past Simple** instead of ***used to*** with no difference in meaning to talk about past habits.

She used to eat meat more often when she was younger.
She ate meat more often when she was younger.

Note!

We don't use ***used to*** for actions that happened at a stated time in the past.
e.g. I went to football practice yesterday.
(NOT: *I ~~used to go~~ to football practice yesterday.*)

1 **Choose the correct option. Sometimes, both options are correct.**

1 Marko **used to go/went** snorkelling every summer but now he's too busy.
2 Mary didn't **use/used** to play tennis when she was at college.
3 Jane **left/used to leave** for the gym an hour ago.
4 Every summer, we **used to go/went** swimming.
5 Did Jenny **use/used** to play basketball when she was a kid?
6 The sports centre **used to move/moved** to a new location.
7 I didn't **use/used** to go jogging when I was a kid.
8 My parents **used to buy/bought** me a new racquet last week.

2 **Write what James used to/didn't use to do when he was six.**

1 live in a village (✓) James used to live in a village.
2 wear glasses (✗) _____
3 read comic books (✓) _____
4 spend summers at the seaside (✓) _____
5 go sailing (✗) _____
6 play video games (✗) _____
7 ride a bike (✓) _____
8 study French (✗) _____

3 **What did your partner use to do when he/she was six? Ask to find out, then tell the class.**

A: Did you use to go to the cinema?
B: No, I didn't. I used to watch cartoons on TV.

Grammar • 2e



Quantifiers

	C	UC	+	–	?	Examples
some	✓	✓	✓			I want **some** apples. I need **some** milk.
any	✓	✓		✓	✓	There aren't **any** carrots. Is there **any** juice?
a lot of/ lots of	✓	✓	✓	✓	✓	There are **a lot of** burgers. There isn't **a lot of** cheese. Is there **lots of** ice cream?
many	✓			✓	✓	There aren't **many** apples. Are there **many** oranges?
much		✓		✓	✓	There isn't **much** sugar. Is there **much** butter?
How many	✓				✓	**How many** lemons do you want?
How much		✓			✓	**How much** milk is there?
few	✓		✓			There are **few** apples. (not many; not enough)
a few	✓		✓		✓	There are **a few** eggs, so we can make an omelette. Are there **a few** eggs? (some)
little		✓	✓			There is **little** butter. (not much; not enough)
a little		✓	✓		✓	There is **a little** soup if you want. Is there **a little** soup? (some)

Countable nouns (C), Uncountable nouns (UC)
Affirmative form (+), Negative form (–), Interrogative form (?)

Note!

Some can be used in interrogative form as an offer, a request or a suggestion.
Would you like **some** water?
Can you get me **some** orange juice?
Let's have **some** biscuits.

Note!

Many/much are usually used in negative and interrogative forms, but ***too many/too much*** are used in affirmative form.
There isn't **much** milk for breakfast.
Do you drink **much** water every day?
There are **too many** apples in the basket.
There is **too much** oil in the salad.

4 **Choose the correct option.**

1 We've got **a lot/many/much/few** of cheese.
2 How **lot/many/much/a little** cucumbers are there in the fridge?
3 There is **lots/some/a few/little** of rice in the bowl.
4 Is there **few/little/lots/any** pizza left?
5 There's **too much/too many/a lot/a few** sugar in my tea.
6 How **many/little/much/few** juice is there in the carton?
7 There isn't **many/much/little/some** coffee in the pot.

5 **Fill in each gap with the correct quantifier.**

1 A: How ___many___ bananas are there in the fruit bowl?
B: Not _____. Just a _____.
2 A: There's _____ of cheese in the fridge.
B: Let's make _____ cheese sandwiches for dinner, then.
3 A: How _____ chicken do you need for the salad?
B: Not _____. Just a _____.
4 A: Don't give me too _____ potatoes – I'm not very hungry.
B: That's OK. There aren't _____ anyway.

6 **Choose the correct option. Then answer the questions about you.**

1 **How much/How many** milk do you drink every day?
2 Do you drink **a lot of/a few** water every day?
3 How **many/much** vegetables do you eat every day?
4 Does your diet contain **many/much** fruit?
5 Do you eat **some/lots of** fast food?

2f • Skills

Reading



1 **Look at the pictures and read the title of the text. What would you like to know about school sports day in the UK? Write two questions.**
1.23 **Listen and read the text. Does it answer your questions?**

Video

SCHOOL SPORTS DAY IN THE UK

by Harry Jones

Every June in the UK, each school takes part in school sports day. This year, we held ours on 28th June. There were no lessons. We were all outside on the playing field.

The students were in many teams. We wore shorts and T-shirts in our team colour. We had events, like the 100-metre race but there were other games, too! I liked the three-legged race. You tie one leg to your partner's and run. We also had sack races. You stand in a potato sack and hop to the finish line. This year I won!

There were races for our teachers and parents, too! This year, my science teacher won the teachers' race. My dad didn't take part in the parents' race. He said he had a headache, but I think that was an excuse! My team didn't win this year, but we had a lot of fun.



three-legged race





sack race

- *playing field*
- *race* • *tie*
- *sack*
- *finish line*
- *headache*
- *excuse*

2 **Read the text again. For questions (1-5), choose the correct answer (A, B or C).**

1 Harry's school sports day is _____.
A in fields **B** after lessons **C** end of June

2 You run the three-legged race _____.
A in a team **B** in pairs **C** on your own

3 The school races are for _____.
A students only **B** students, teachers and parents
C students and teachers

4 Harry believes his father _____.
A wasn't really ill **B** wanted to compete **C** wasn't well

5 Harry and his team _____.
A won the sack race **B** won their teacher's **C** had a great time

3 Think **Do you find this event interesting? Why? Why not?**

Vocabulary
Activities in sports events

4 1.24 **Listen and repeat.**



1 relay



2 high jump



3 long jump



4 tug of war



5 team building game

5 **Which of these activities would you like to take part in on our school sports day?**



Culture Spot

The Ho Chi Minh City Marathon is one of the biggest marathons in Vietnam. It takes place every year at the beginning of the new year.



What are some of the sports events that take place in the UK?

Speaking

6 **Read the text again and make notes under the headings *name of event*, *place*, *date* and *activities*. Present the event to the class.**

Listening

7 1.25 **Listen to an announcement about a school sports day and fill in the gaps (1-5) in the poster.**

Cherrywood School Sports Day

Wednesday, **1)** _____ June
Events start at **2)** _____ .
3) _____ different events
Medal presentation: **4)** _____
champion Paul Abbott
Special prize from Taylor's
5) _____ Shop

Writing (A paragraph about an event)

8 **You attended a special sports event at your school. Write a paragraph describing it (about 60-80 words). Include *its name, the place, the date* and *the activities.***

See Writing 2 p. 117

2 • CLIL (Science)

1 1.26 **Look at the pictures. Listen and repeat.**


1 a headache


2 a sore throat


3 a stomach ache


4 a temperature


5 a cough

2 **Read the title of the article and look at the pictures. What medicine can someone find in the kitchen?**

Video

Medicine in the kitchen

We all feel sick sometimes. Luckily, lots of things in your kitchen can make you feel better.



Do you usually feel unpleasant in your head? Drink some lemon juice with warm water to stop your **1)**_____.

For a **2)**_____, drink some ginger tea. It's healthy and good for your stomach.

Honey can help a **3)**_____. Add a teaspoon of honey to hot water and drink. It's good for your throat.

When you've got a **4)**_____, drink a cup of mint tea to help reduce body temperature.

Chocolate has the same ingredients in it as cough syrup, so it can stop a terrible **5)**_____. Sounds great, right?

The things in our kitchen cupboards can help us a lot – but remember, always check with a doctor first.







- *ingredient*
- *cough syrup*

3 **Read the article again and complete it with the words in Exercise 1.** 1.27 **Listen and check.**

4 **Think** **What is the author's purpose: *to answer*? *to persuade*? *to inform*? Is the information in the text useful to you? Why?**

5 **Which medicine in the article did you know about? Do you know any other medicine in the kitchen? Tell your partner.**

Project Time 2

1 Collect information about one of the following popular sports in your country. Create a poster, using the following headings to help you.

Name	Type	Where to play it	Rules	Equipment
	indoor outdoor	field beach	number of players scores/time	ball stick



Presentation Skills

2 Use the poster in Exercise 1 to give a presentation to the class.

My favourite sport is .... It ...
- helps me feel good.
- helps me meet new people.
- keeps me fit.
- helps me forget about my worries.
- teaches me to respect others.



VALUES

Fitness

3 Read the list. Which statements are true for you? Can you think of any other benefits?

4 Think Why should people play a sport? Tell the class.

See Song Section p. 112

2 Progress Check

Vocabulary

1 **Complete the sentences with *do*, *play* or *go* and one of the words in the list.**

• helmet • wetsuit • boxing gloves
• hoop • mat

1 When you _____ rollerblading, you need rollerblades and a _____ .
2 When you _____ basketball, you need a ball and a _____ .
3 When you _____ yoga, you need a _____ .
4 When you _____ snorkelling, you need flippers, a snorkel and a _____ .
5 When you _____ kickboxing, you need a punchbag and _____ .

5 x 2 = 10

2 **Fill in each gap with *sore*, *temperature*, *stomach ache*, *cough* or *headache*.**

1 Penny has got a cold and a _____ .
2 Steve ate too many sweets and now he has got a _____ .
3 Ann has got a _____ throat. It hurts when she swallows.
4 Mike has got a _____ . He worked on his computer too much.
5 Jane has got a _____ . Her forehead is really hot.

5 x 2 = 10

Grammar

3 **Choose the correct option.**

1 How **many/much** milk do we have?
2 I need to buy **some/any** bread at the supermarket.
3 There are only **little/few** grapes left.
4 We don't have **some/any** orange juice for breakfast.
5 Can I have **some/much** water, please?
6 There are **lot/lots** of strawberries in the fridge.

6 x 1 = 6

4 **Put the verbs in brackets into the *Past Simple*.**

1 _____ **(where/you/see)** the poster about sports day?
2 I _____ **(go)** to the British Museum last Sunday.
3 _____ **(who/run)** in a marathon last week?
4 The children _____ **(not/want)** to go to the cinema.
5 When _____ **(she/leave)**? An hour ago.
6 Who _____ **(Jane/watch)** the race with? Susan.
7 _____ **(when/Sam/lose)** his bag?
8 She _____ **(fall)** off a ladder last week.

8 x 2 = 16

5 **Choose the correct option.**

1 He **used to/used** play tennis at college.
2 Did they **use/used** to walk to school?
3 We **used to go/went** to basketball practice yesterday.
4 Sandra didn't **use/used** to play badminton.

4 x 1 = 4

Everyday English

6 **Match the sentences to make exchanges.**

1 Would you like carrots with that?
2 Hello. What would you like today?
3 That's £5, please.
4 How about dessert?
5 Anything to drink?

a I'd like steak and rice, please.
b Here you are.
c Yes, a large portion, please.
d Fruit and yoghurt, please.
e A bottle of mineral water, please.

5 x 2 = 10

Reading

7 **Read the text and decide if the statements are *R* (right) or *W* (wrong).**

BLOG

A **glass** of ..**water**, please!



Hi, I'm Alex. I used to drink lots of fizzy drinks like cola and soda, but last year I changed my habit. I started drinking lots of water because it is important to our bodies.

Our bodies are about 60% water. That means we have more water than bone. When we exercise, our bodies lose up to 10% of their water. We need to drink more to replace that water and perform well. Drinking water also helps our brain work better. Also, our skin looks brighter and our body temperature stays the same even on a hot day, all because of the water inside us.

So how much water should we drink? Most experts suggest around eight glasses a day. Other drinks such as tea, milk and fresh fruit juice are OK too. What about you? Do you drink enough water?

Post a comment

1 Alex started drinking fizzy drinks last year. ☐
2 Our bodies have more bone than water. ☐
3 We lose a lot of our water when we exercise. ☐
4 Our skin doesn't change when we drink water. ☐
5 Experts think eight glasses of water per day is too much. ☐

5 x 3 = 15

Listening

8 1.28 **Listen to a radio advertisement and fill in the gaps (1-5) in the advert.**

Now Open! Croft Sports Centre

- Indoor and **1)** _____ sports
- Learn **2)** _____ from a famous sportsperson
- Special membership is £ **3)** _____ a year.
- Members must be over **4)** _____ years old.
- Close to Bute **5)** _____

5 x 2 = 10

Writing

9 **You attended a special sports event at your school. Write a paragraph describing it (about 60-80 words). Include *its name, the place, the date* and *the activities*.**

19 points
TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about sports/activities & equipment ☆☆☆
- talk about food & food categories ☆☆☆
- talk about activities in sports events ☆☆☆
- talk about health problems ☆☆☆

Reading
- read for specific information (question answering; R/W statements; multiple choice questions) ☆☆☆

Listening
- listen for specific information (multiple matching; question answering; gap filling) ☆☆☆

Speaking
- make suggestions ☆☆☆
- agree/disagree ☆☆☆
- give advice ☆☆☆
- order at the school canteen ☆☆☆
- present an event ☆☆☆

Writing
- write a blog comment about my favourite sport ☆☆☆
- write a paragraph about an event ☆☆☆

3 Arts & Music

Video

What's in this unit?

- **Vocabulary**
  - Festivals & Activities
  - Types of entertainment
  - Areas in a theatre
  - Types of music
  - Things to do at festivals/ celebrations
  - Musical instruments
- **Grammar**
  - *will – be going to* – Present Continuous – Present Simple (future meaning)
  - Conditional (type 1)
  - Definite/Indefinite articles – Zero article
- **Reading**
  - *That's entertainment!* (advert – multiple matching)
  - *Maria's Blog/Strawberry Festival* (blog & advert – matching, question answering)
- **Listening**
  - A message (multiple choice)
  - A dialogue (multiple matching)
  - An announcement (gap filling)
- **Speaking**
  - Making suggestions – Accepting/Refusing
  - Buying tickets for a performance
- **Writing**
  - A poster
  - An email of invitation
- **CLIL (Music):** Musical Instruments
- **Culture Spot:** Hương Pagoda Festival
- **Values:** Music appreciation

FESTIVALS in the UK and IRELAND



1 Edinburgh Art Festival
Edinburgh, Scotland – July



2 The London Film Festival
London, England – October



3 The Hay Festival
Hay-on-Wye, Wales – May-June

Vocabulary

Festivals & Activities

1 1.28 **Listen and repeat. Which of the festivals in the pictures is a *book festival*? *folk festival*? *film festival*? *art festival*? *music festival*? Tell the class.**

Edinburgh Art Festival is an art festival.





4 Glastonbury Festival
Pilton, England – June



5 The Dalriada Festival
Glenarm, Northern Ireland – July

Making suggestions
- Do you fancy + verb-*ing* ...?
- Why don't we + verb ...?
- Let's + verb ... .
- How about + verb-*ing* ...?

Accepting/Refusing
- You can count me in.
- I'd love to go.
- (I think) I'll give it a miss.
- It's not my cup of tea.

2 1.30 **Listen and repeat. Which of the activities in the list can you do at the festivals in the pictures? Write sentences in your notebook.**

- watch film premieres
- see traditional dance performances
- find second-hand books
- see art exhibitions
- see live performances of popular groups

At Edinburgh Art Festival, you can see art exhibitions.

Listening

3 1.31 **Listen to Tom's message to Mary. For questions (1-3), choose the correct answer (A, B or C).**

1 Where does Tom want to go this Saturday?
A to an art festival **B** to a music festival **C** to a film festival

2 Where does it take place?
A at the local cinema **B** at the local stadium **C** at school

3 What time does it start?
A 10:30 a.m. **B** 12:30 p.m. **C** 1:30 p.m.

Speaking

4 **A friend wants to attend one of the festivals in the pictures. Suggest one to him/her. Use your answers in Exercises 1 and 2 to give him/her information about it as in the example.**

A: Do you fancy going to **Edinburgh Art Festival**?
B: What kind of festival is it?
A: It's an **art festival**.
B: Where and when does it take place?
A: It takes place in **Edinburgh** in **Scotland** in **July**.
B: What can you do there?
A: You can **see art exhibitions**.
B: You can count me in.

3a Reading

Reading

1 **What can people do to have fun in New York City?**
1.32 **Listen and read to find out.**

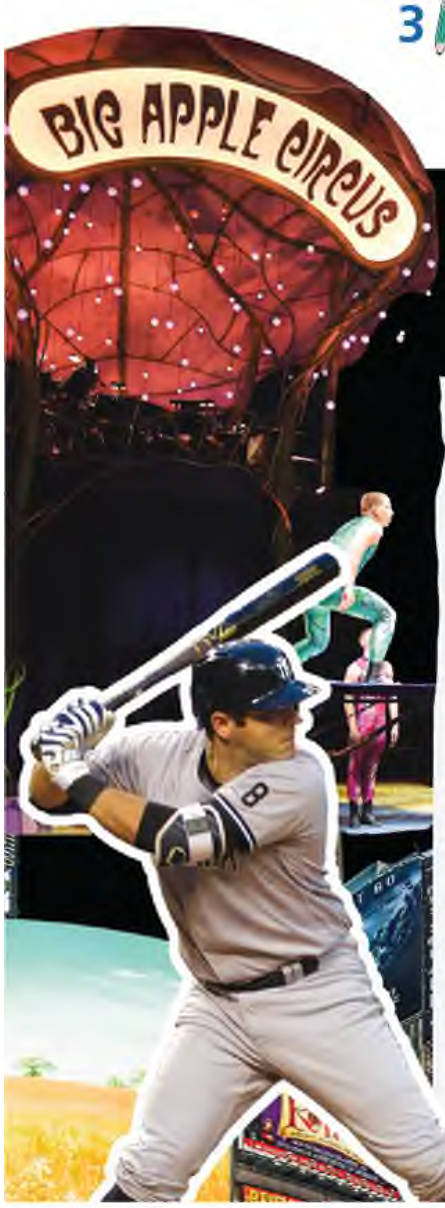
2 **Read the advert again. Choose the correct places from the text to answer the questions.**

In which place can you ...

1 watch an acrobats' performance? _____
2 see a show with singing and dancing? _____
3 buy a souvenir? _____
4 see ancient Greek statues? _____

3 **What do these numbers refer to?**

• 8.5 million _____ • 500 _____ • five _____
• 52,000 _____ • 41 _____



That's ENTERTAINMENT!

Video

New York City, USA has got a population of over 8.5 million. There are five areas – Manhattan, Brooklyn, Queens, The Bronx and Staten Island – with lots to see and do.

Do you like theatre? Then you'll love Manhattan's Broadway. There are 41 theatres, each with over 500 seats. The best musicals and plays in the world start on Broadway!

If you're looking for something different, visit the Onassis Cultural Centre. At this exhibition centre, you can see works of art from ancient Greece up until now.

New York is famous for its baseball team, the Yankees, so don't miss a game at the Yankee Stadium. It holds 52,000 people! Pick up a souvenir at the Yankee Stadium shop to remember your visit.

In the Big Apple Circus, you can see acrobats fly across the stage. There are also special shows for people with hearing and sight problems.

• *population* • *musical* • *acrobat* • *hearing* • *sight*

4 Think **What would you like to do at New York City? Why? Tell your partner.**

Vocabulary

Types of entertainment

5 a) 1.33 **Listen and repeat.**









b) Think **What are your favourite types of entertainment? Why? Tell your partner.**

My favourite types of entertainment are ... because ... .





Prepositions

6 **Choose the correct preposition. Then answer the questions.**

1 What place is popular **in/with** teens in your area?
2 What is your city famous **for/on**?
3 Are you fond **in/of** visiting the theatre?
4 What works of art are **on/at** display in museums in your country?

Speaking

7 Think **What are some famous places in your city? Think about *the name and the location of the place, what you can do there* and *interesting facts*. Present the places to the class.**

Saigon Opera House is at the heart of Ho Chi Minh City. The building is very impressive. There are statues at the entrance and the auditorium has got 468 seats. The place is a venue for cultural entertainment activities.


Saigon Opera House, Ho Chi Minh City, Vietnam

Writing (a poster)

8 **Collect information, then prepare a poster about famous places around the world. Use the poster to present the places to the class.**

3b Grammar



will – *be going to* – Present Continuous – Present Simple (future meaning)

We use ***will*** for:
- on-the-spot decisions. I'm tired. I won't watch TV.
- predictions based on what we think, believe or imagine with the verbs ***think, believe, hope, know,*** etc. I think I will stay in tonight.
- promises. I'll call you when I get there.
- offers. I'll fix this for you.

We use ***be going to*** for:
- future predictions based on what we know or see.
  Look at the sky! It's going to rain today.
- future plans & intentions.
  I'm going to buy the tickets tomorrow.

We use the **Present Continuous** for fixed future arrangements.
Mike and I are seeing a film this Saturday evening.

We use the **Present Simple** for **timetables and schedules.**
The plane lands at 7:30.

Time adverbs and expressions: *tomorrow, next week/month/year, soon,* etc.

1 **Use *will* or *won't* and the verbs in brackets to complete the gaps.**

1 A: Will it rain **(it/rain)** tomorrow?
  B: No, and it _____ **(not/be)** cold, either.
2 A: Tom thinks we _____ **(not/need)** smartphones in the future.
  B: Really? What _____ **(we/use)** instead?
3 A: I hope my sister _____ **(buy)** new headphones next month.
  B: What _____ **(she/do)** with her old ones?
4 A: I'm very busy today. I _____ **(not/be able)** to get the tickets.
  B: Don't worry. I _____ **(get)** them on my way home.
5 A: I can't find the way to the theatre.
  B: I _____ **(show)** you.

2 **Ask and answer using the prompts and *will* or *won't*.**

1 people / live in 3D-printed houses / in the future?
  A: Will people live in 3D-printed houses in the future?
  B: No, they won't.
2 everyone / speak the same language / in 100 years?
3 people / grow their own food / in the future?
4 people / work from home / in the future?
5 people / have cinemas at home / in the future?

Grammar • 3b

3 **Complete the sentences. Use the affirmative or negative form of *be going to* and the verbs in the list.**

• be • watch • travel • buy • ~~ride~~ • rain

1 Tom isn't going to ride his bike. (✗)
2 Lisa _____ a new film. (✓)
3 It _____. Look at the dark clouds. (✓)
4 Mike _____ to Scotland by train. (✗)
5 Tomorrow, Brian and Edith _____ their tickets for the festival. (✓)



4 **Ask and answer using *be going to* and the prompts below.**

1 you / watch the fashion show this Saturday?
A: Are you going to watch the fashion show this Saturday?
B: No, I'm not. / Yes, I am.
2 your dad / take part in the sports match / tomorrow?
3 you mum / go jogging / this weekend?
4 you and your sister (brother) / watch TV / tonight?
5 your friends / play football / next weekend?

5 **Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.**

1 Ella is meeting **(meet)** Colin this afternoon.
2 Tony _____ **(come)** over this evening to go to the concert.
3 The bus _____ **(leave)** from Town Square at 8:15.
4 The train _____ **(not/stop)** at that station on Sundays.
5 I _____ **(go)** to the opera with my best friend tomorrow.

6 **Choose the correct option.**

1 My parents **are buying/are going to buy** a new piano next month.
2 The performance **starts/will start** at 9:30.
3 Ben **won't/isn't going to** study Drama. He doesn't want to work as an actor.
4 Some people believe we **will/are going to** have flying cars in the future.
5 Ann and Jane **aren't going/don't go** to the fashion show tonight.

7 **Tell your partner two things** *you are/aren't doing this weekend, you are/aren't going to do this month.*

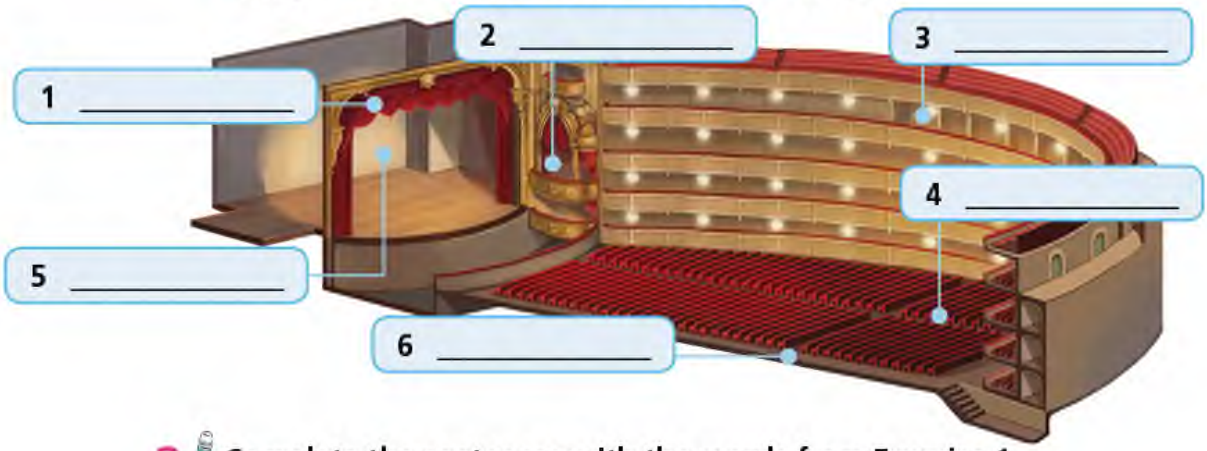
8 **Think** **What will 2060 be like? Think about** *transportation, housing, jobs, food, entertainment* **and** *education.* **Tell the class.**

3c • Vocabulary

Areas in a theatre

1 **Label the places in a theatre (1-6) with the words in the list.**
1.34 **Listen and check, then repeat.**

• stage • row • aisle • box • curtain • balcony



2 **Complete the sentences with the words from Exercise 1.**

1 The _____ came down at the end of the play.
2 Our seats are in _____ D.
3 The Queen watched the play from the royal _____ .
4 The actors walked out onto the _____ .
5 There weren't enough seats, so the audience stood in the _____ .
6 I don't like seats in the _____ . I like ones in the main floor.

Types of music



3 1.35 **Listen to the five musical extracts. Which types of music below can you hear?**

• rock _____ • classical _____ • rap _____ • hip hop _____
• pop _____ • jazz _____ • opera _____

Listening

4 1.36 **Listen to a dialogue and match the people to their favourite type of music. Two types are extra.**

Sue 1	a hip hop
Hans 2	b jazz
Danny 3	c pop
	d classical
	e rock

5 **Think** **Which is your favourite/least favourite type of music? Why? Tell your partner using the adjectives *fast*, *slow*, *exciting*, *boring*, *relaxing*, *happy* or *sad*.**

I like hip hop because it's happy.
I don't like classical music because it's boring.

Everyday English • 3d

Buying tickets for a performance

1 a) **The sentences below are from a dialogue between a ticket clerk *(TC)* and a customer *(C)*. Who says each sentence?**

- Is that for the 2:30 p.m. performance or the 7:30 p.m.? _____
- Can I have the ones next to the aisle, please? _____
- They're £45 each, so that's £90, please. _____
- Cash, please. _____

b) **Complete the dialogue with the sentences (A-E) in the list.** 1.37 **Listen and check.**



Clerk Good morning. **1)** _____

Alice I'd like two tickets for this Friday for *The Phantom of the Opera*, please.

Clerk Is that for the 2:30 p.m. performance or the 7:30 p.m.?

Alice The later show, please.

Clerk Let me see ... . **2)** _____

Alice I see. What about the one at 2:30 p.m. then?

Clerk **3)** _____ Yes, there are just four seats left; two at the back and two in the middle next to the aisle, row M.

Alice Can I have the ones next to the aisle, please?

Clerk Certainly.

Alice **4)** _____

Clerk They're £45 each, so that's £90, please. **5)** _____

Alice Cash, please.

Clerk OK. Here are your tickets. Enjoy the show!

A Let me check.
B How much are the tickets?
C How can I help you?
D Will you pay in cash or by card?
E I'm sorry, but it's sold out.

2 **Read the dialogue again. What is Alice going to watch? Which performance and seats does she get tickets for?**

3 **Take roles and read the dialogue in Exercise 1 aloud. Mind your intonation and rhythm.**

4 **Imagine you want to attend the performance in the poster. Act out a dialogue similar to the one in Exercise 1.**



Pronunciation /ɪ/, /iː/, /əʊ/, /aʊ/

1.38 **Listen and repeat. Think of more words with the same sounds. Practise saying them with a partner.**

/ɪ/	kick, hit	/əʊ/	show, boat
/iː/	seat, see	/aʊ/	mouth, loud

3e. Grammar



Conditional (type 1)

If + Present Simple, ***will/won't*** + infinitive without ***to***

***if*-clause** (possible condition) **main clause** (result)

- We use the **conditional type 1** (real present) for something real or likely to happen in the present or future.
  If you like roller coasters, you will enjoy the new amusement park.
- We also use it to make offers and promises.
  If you finish your homework, I will take you to the cinema.

When the if-clause comes before the main clause, we need a comma between them.
If we leave now, we will be at the theatre on time.
We will be at the theatre on time if we leave now.

Note!

We can use ***unless*** instead of ***if ... not*** in the ***if***-clause of type 1 conditional. The verb after ***unless*** is always in the affirmative.
e.g. If he doesn't find tickets to the festival, he won't go. / Unless he finds tickets to the festival, he won't go.

1 **Complete the sentences with the correct form of the verbs in brackets.**

1 A: Tickets for the festival are £100 each!
B: Yes, but you will save **(save)** 50% if you book **(book)** online.
2 A: The performance starts at 7:30 a.m.
B: Unless we _____ **(catch)** the 6 o'clock train, we _____ **(be)** late for the performance.
3 A: There's a concert this weekend. If we _____ **(go)**, we _____ **(see)** our favourite singer.
B: Great. Let's book tickets now.
4 A: Hurry up, Fiona. The play starts in 10 minutes. If we _____ **(be)** late, we _____ **(miss)** the first part.
B: OK. I'm ready.

2 **Read the statements and use the phrases in brackets to make type 1 conditional sentences in your notebook.**

1 I don't want to eat my dinner. (you / be / hungry / during / ballet)
If you don't eat your dinner, you'll be hungry during the ballet.
2 They don't want to go to bed. (they / be tired / during / dance show / tomorrow)
3 He doesn't want to leave now. (he / miss / film)
4 She doesn't want to take a taxi. (she / late / sports match)
5 We don't have the tickets for the concert. (we / stay / at home)

3 **Rewrite the sentences in Exercise 2 into your notebook using *unless*.**
Unless you eat your dinner, you'll be hungry during the ballet.

4 **Continue the story.**
A: If I have some free time, I'll listen to music.
B: If I listen to music, I'll feel relaxed.
A: If I feel relaxed,...

Grammar • 3e

Definite/Indefinite articles – Zero article

We use ***a/an***
- with singular countable nouns when we talk about something for the first time. I eat a banana. He eats an apple.
- before somebody's job. My mom is a chef.

We use ***the***
- with singular or plural nouns when we talk about something again. I booked a room in a hotel. The room costs £50 per night.
- with unique objects/things (the Sun), unique landmarks (the Eiffel Tower).
- with some countries (the United States, The United Kingdom), hotels (the Ritz), museums (the British Museum), cinemas/theatres (the Tivoli).

We don't use ***a/an*** and ***the***
- when we are making generalisations: I don't like classical music.
- with streets (Henry Street), cities (New York), most other countries (Spain), continents (Asia).



5 **Fill in each gap with *a/an*, *the* or – (zero article).**

1 A: Are you staying at _____ hotel in _____ Paris?
B: Yes. It's _____ L'amour Hotel on the banks of the River Seine.

2 A: Are you going to _____ Vietnam this year?
B: No. We're going to _____ Switzerland. We're staying in _____ hotel in the Alps.

3 A: We're going to _____ Mimosa tonight to see _____ action film. Would you like to come?
B: Really? I don't like _____ action films.

4 A: We're having _____ amazing time in _____ Dublin. Today, we're visiting _____ National Museum.
B: Make sure you visit Phoenix Park. It's _____ largest park in _____ Europe.

5 A: Where exactly is _____ Taj Mahal?
B: It's in _____ Asia. Actually, it is in _____ Agra in _____ India.

6 A: There are no clouds in _____ sky tonight.
B: Yes, we can see _____ Moon clearly. It's beautiful.

6 **Play in two teams. Make sentences using the names below. Each correct sentence gets one point. The team with the most points is the winner.**

• Sun • Vietnam • Parthenon, Athens • Europe • Hanoi
• Eiffel Tower • Ho Chi Minh City • Central Park
• Hạ Long Bay • Vietnam Tuồng Theatre

The Earth goes round the Sun.

3f • Skills

Video

Search

Blog | Photos | About

Hi guys! I'm Maria and I'm going to visit the Strawberry Festival this June. It lasts three days. It's a big festival with lots of things to see and do. I'll go there with my best friend and her family. We're going to leave in the morning and come back late at night. At the festival, we're going to watch some live bands and eat lots of strawberries! We're also going to take part in the Kids' Strawberry Race. I'm sure it'll be fun!
What about you?

Post a comment below



Maria's BLOG

Join us at the 17th annual
Strawberry Festival



There's going to be:
- live bands
- lots of dancing
- face painting
- lots of strawberry treats
- Kids' Strawberry Race
- a fireworks display

and much more ...

From 17th June to 19th June at Rachel Park from 9:00 a.m. to 11:00 p.m.

Buy your tickets today!
For more information, visit www.strawfest.co.uk.



Reading

- *take part in*
- *face painting*
- *treat*

1 **Look at the texts. How are they related?**

2 1.39 **Listen and read the blog entry. Match the phrases (1-3) to the phrases (a-c) to make correct sentences.**

The Strawberry Festival is 1	a in the morning.
They are going to leave 2	b live bands.
They are going to watch 3	c in June.



3 **Answer the questions.**

1 When is the Strawberry Festival?

_____

2 How long does it take place?

_____



3 Who is Maria going to visit the festival with?

_____

4 What is Maria going to take part in?

_____

5 Is the festival free?

_____

4 Think **What would you like to do at the Strawberry Festival? Why? Tell your partner.**

I would like to ... because ... .

Vocabulary
Things to do at festivals/celebrations

5 1.40 **Listen and repeat.**


1 eat a traditional meal


2 wear traditional clothes


3 play games


4 listen to a band


5 watch a fireworks display


6 paint your face



Culture Spot

Hương Pagoda Festival is a famous festival in Vietnam. People celebrate it from the 6th of the first month to the 6th of the third month in Lunar New Year at Hương Pagoda in Hanoi. People visit the pagoda to pray for themselves and their family.



What festivals do people celebrate in the UK? What do people do to celebrate them?

Speaking

6 **Think of a festival in your country or in other countries. Use the phrases from Exercise 5 and your own ideas to talk about it.**

In London, people celebrate Notting Hill Carnival every August. They wear traditional clothes, listen to bands and dance to music.

Inviting
- Do you fancy coming ...?
- Why don't you come ...?
- Would you like to come ...?

Listening

7 1.41 **Listen and complete the poster below.**



Come celebrate the
Dessert Festival

Saturday, 14th **1)** _____ from 10:00 a.m. to 11:00 p.m. in West Park

This year, we're going to have so much for you to see and do, such as

- lots of live **2)** _____
- face painting for children
- pie-eating **3)** _____
- a fireworks display and much more ...

When you get hungry, you can have **4)** _____, ice cream, biscuits and more from one of our many dessert stalls.



Ticket prices
£ **5)** _____ (for adults), £7 (for children)

For more information or to book your tickets, visit our website at www.sthfestival.co.uk.

Writing (an email of invitation)

8 **You are planning to go to a festival. Write an email to your best friend inviting him/her to join you (about 60-80 words). Include *its name, the date, the place, what to do* and *what to see*.**

See Writing 3 p. 118

3 • CLIL (Music)

Video

1 **Look at the pictures of the musical instruments.**
1.42 **Listen and repeat.**

MUSICAL INSTRUMENTS

Most instruments fit inside four main categories.



1 saxophone

WOODWIND instruments look like a pipe with finger holes or keys. To play them, you blow air through them and place your fingers over these holes or keys.



2 guitar

STRING instruments have strings. To play them, you can use a bow to strike or pluck the strings.



3 trumpet

BRASS instruments are long tubes of brass, wood or shell. To play a brass instrument, you must vibrate your lips as you blow air into it. The air goes into a tube. You can make different sounds by pressing keys or sliding a part of the instrument.



5 piano

PERCUSSION instruments are instruments you can play by hitting or shaking them. We use them to keep the rhythm or make special sounds.

The piano can be either a string instrument (because it has strings) or a percussion instrument (because you hit it).



4 drums

- *woodwind* • *blow air*
- *string* • *bow* • *strike*
- *pluck* • *brass* • *vibrate*
- *slide* • *percussion*

2 **Which musical instrument can be a string or a percussion instrument?**
1.43 **Listen and read to find out.**

3 **Read the text again. Choose the correct musical instruments from the text to answer the questions.**

Which type of musical instrument …

1 keeps the rhythm? _____
2 sometimes needs a bow to play it? _____
3 sometimes looks like a pipe with holes? _____
4 do you play by vibrating your lips? _____

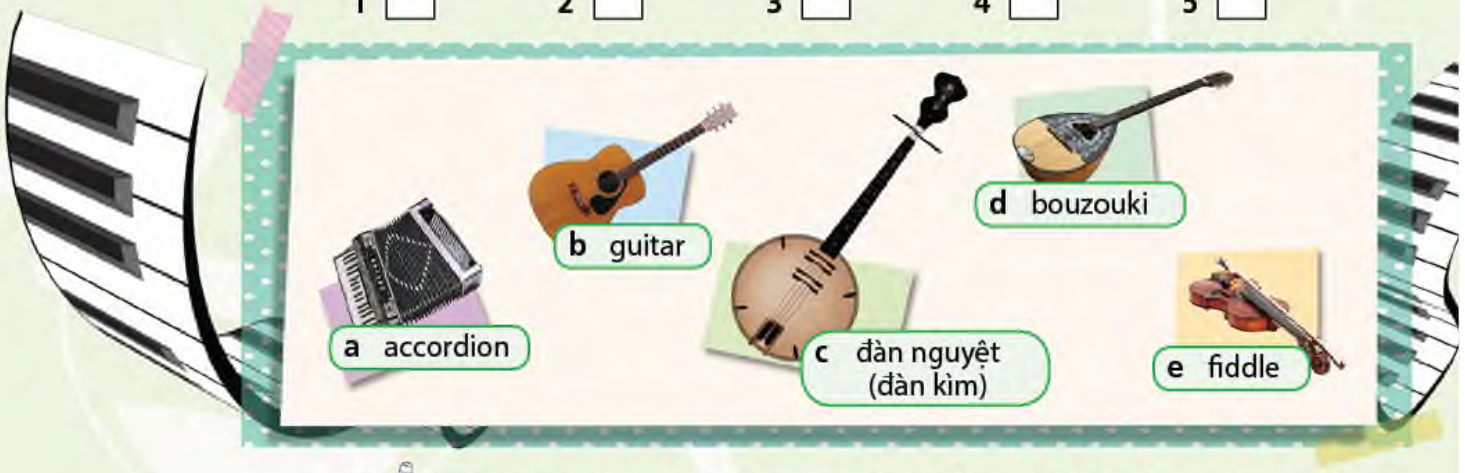
Design your own homemade musical instruments. Present them to the class.



Project Time 3

1 a) 1.44 **Listen to the music extracts (1-5). Match them to the musical instruments (a-e) below.**

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐



b) **Match the countries (1-5) to their traditional musical instruments (a-e).**

1 ☐ Spain
2 ☐ Greece
3 ☐ Ireland
4 ☐ France
5 ☐ Vietnam

2 **Collect information about a traditional musical instrument in your country or other countries under the headings *name*, *type*, *description* and *other facts*. Create a poster.**

Presentation Skills

3 **Use the poster in Exercise 2 to give a presentation about a traditional musical instrument.**

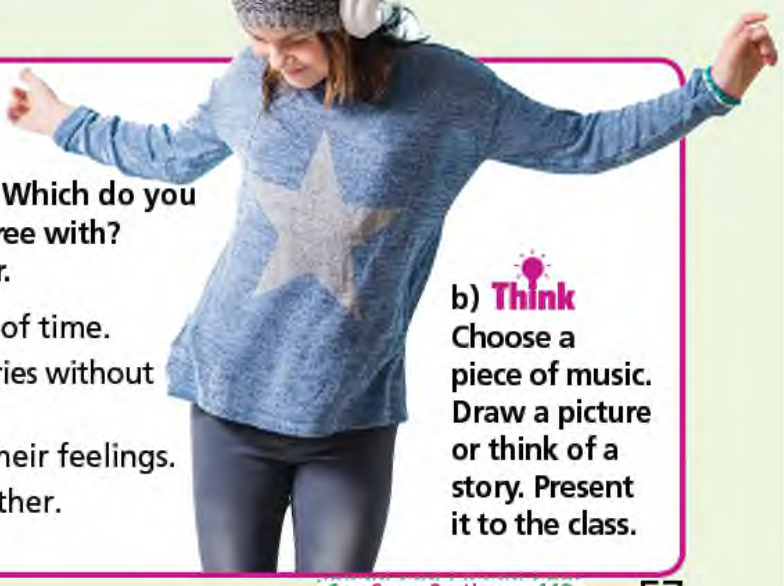


VALUES

Music appreciation

4 a) **Read the statements. Which do you agree with? Which do you disagree with? Why? Discuss with your partner.**

1 Listening to music is a waste of time.
2 Music helps people create stories without words.
3 Music helps people express their feelings.
4 Music can bring people together.
5 Music is just noise.



b) **Think** **Choose a piece of music. Draw a picture or think of a story. Present it to the class.**

See Song Section p. 113

3 Progress Check

Vocabulary

1 **What type of entertainment each person is talking about? Choose from the list.**

• sports match • play • ballet • film
• fashion show • concert

1 We are going to watch football.
2 The band was great. I loved it.
3 I love action ones.
4 The story was wonderful and all the dancers were amazing.
5 I often go to the theatre to watch one.
6 All the models' clothes were fantastic.

6 x 1 = 6

2 **Fill in each gap with *balcony*, *hip hop*, *row*, *curtain*, *stage*, *paint*, *aisle* or *display*.**

1 We had a great view of the actors on the _____ .
2 The _____ goes up and the play starts.
3 My seat is in _____ A.
4 He doesn't like sitting on the _____ because he's afraid of heights.
5 We can't leave the theatre yet; the _____ is full of people.
6 I like listening to _____ .
7 The fireworks _____ starts at 7:00.
8 You do want to _____ your face?

8 x 1 = 8

Grammar

3 **Choose the correct option.**

1 We **book/are going to book** the tickets online tonight.
2 It's hot. I **will open/am opening** the window.
3 I think we **won't go/aren't going** to the opera this evening.
4 They **are leaving/leave** tomorrow evening at 8:30 by car.
5 **Are you going to help/Will you help** me paint my face? – Sure.

5 x 2 = 10

4 **Choose the correct option.**

1 If you come, you **will meet/meet** Jane.
2 **The/–** Oxford Street is always very busy.
3 **If/Unless** it rains, we won't go to the concert.
4 **The/–** Silver Pagoda is in Cambodia.
5 If you **will finish/finish** your project, we'll go to the cinema.
6 **The/–** British Museum is in London.
7 We'll go to **–/the** Rex to watch a film tonight.
8 **The/–** Argentina is a country in South America.
9 If she **doesn't/won't** call, we'll go without her.
10 **The/–** Parthenon is in Athens, Greece.

10 x 1 = 10

Everyday English

5 **Match the sentences to make exchanges.**

How can I help you? 1
What about the one tomorrow at 2:30 p.m.? 2
How much are the tickets? 3
Will you pay in cash or by card? 4
Is that for the 5 p.m. show or 8 p.m.? 5

a They're £50 each.
b I'd like two tickets for *The Lion King* at 7:30, please.
c Yes, there are two seats in row F.
d Cash, please.
e The later show, please.

5 x 3 = 15

Reading

6 **Read the text. Decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**

Trung's blog



Hello bloggers!

There are many festivals in my country, Vietnam. Next week, I'm going to Huế Festival. It is a famous cultural festival in Vietnam. It began in 2000 and people celebrate it every two years in April in Huế.

During the festival, there are lots of cultural events such as Huế Poetry Festival, street arts performances and the dialogue of drums and percussion instruments. We are going to watch the opening ceremony. Several art groups from Vietnam and other countries are going to perform. We'll also attend various shows like kite flying, boat races and street performances.

Huế Festival is a famous festival to celebrate my country's traditional and cultural values. If you come to Vietnam, don't forget to take part in this festival.

See my posts next week.

Post a comment

1 Huế Festival is an annual event. ☐
2 The festival lasts a month. ☐
3 Only art groups from Vietnam are going to perform in the opening ceremony. ☐
4 Trung will see the street performances. ☐
5 Huế Festival is a celebration of Vietnamese culture. ☐

5 x 4 = 20

Writing

7 **Write an email to your friend inviting him/her to join you at a festival in your country (about 60-80 words).**

15 points

Listening

8 1.45 **Listen to Julia and Ben discussing weekend activities. For questions (1-4), choose the correct answer (A, B or C).**

1 What did Ben do last night?
A He watched TV.
B He went to a concert.
C He went to a fashion show.

2 What time does the dance show start?
A 4:30 B 5:00 C 8:00

3 Who is going to drive the car?
A Julia's brother B Julia's dad
C Julia's mum

4 How much did Julia's brother pay for the show?
A £50 B £30 C £20

4 x 4 = 16

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about festivals & activities ☆☆☆
- talk about types of entertainment ☆☆☆
- talk about areas in a theatre ☆☆☆
- talk about types of music & musical instruments ☆☆☆
- talk about things to do at festivals/celebrations ☆☆☆

Reading
- read for specific information (multiple matching) ☆☆☆
- identify detail (matching; question answering) ☆☆☆

Listening
- listen for detail (multiple choice; multiple matching) ☆☆☆
- listen for key information (gap filling) ☆☆☆

Speaking
- make suggestions – accept/refuse ☆☆☆
- buy tickets for a performance ☆☆☆

Writing
- write a poster ☆☆☆
- write an email of invitation ☆☆☆

Review (Units 1–3)

Vocabulary

1 **Choose the most appropriate option.**

1 She's got long ____ black hair.
A mid B chubby C wavy

2 He hates waiting for things. He is ____.
A cheerful B impatient C bossy

3 You need ____ to go snorkelling.
A rollerblades
B punch bag
C flippers

4 Tony has got a sore ____.
A cough B throat C ache

5 Tony is in his ____ thirties.
A short B early C long

6 He liked the fireworks ____.
A display B clothes C band

7 I am ____. I like giving people things.
A generous B talkative C popular

8 I like ____ hop because it's happy.
A jazz B hip C rock

9 In the UK, people ____ hands to greet each other.
A curl B shake C point

10 There was a dance ____ in the evening with people in colourful clothes.
A premiere B exhibition
C performance

11 We need a ____ to play basketball.
A hoop B mat C helmet

12 He doesn't weigh much. He is ____.
A slim B short C curly

13 I'm sitting for my exams this Monday, so ____ your fingers.
A point B cross C tap

14 Butter is rich in ____.
A carbs B protein C fat

15 Our seats were in ____ A.
A stage B aisle C row

16 She felt ____ to see her most favourite aunt after so many years.
A sad B surprised C shy

17 How often do you ____ video games?
A surf B go C play

18 Please buy me some orange ____, Kim!
A dairy B juice C grain

19 He likes ____ the Net.
A going B doing C surfing

20 Do you take part ____ competitions?
A at B in C on

Grammar

2 **Choose the most appropriate option.**

1 How ____ sugar do you need?
A much B lot C many

2 She hasn't got ____ ice cream.
A many B much C little

3 Jane didn't ____ the questions.
A answer B answering
C answered

4 He ____ go to the cinema once a month when he was at university.
A used B use to C used to

5 ____ she get up at 7:30?
A Do B Does C Is

6 Unless we explain what happened, they ____ very angry.
A were B are C will be

7 Where did you stay when you visited ____ London?
A the B — C a

8 If we ____ the 8 o'clock bus, we will be there on time.
A catching B catched C catch

9 We always go to the beach ____ the summer.
A at B on C in

10 There's ____ butter in the fridge.
A lots of B many C few

11 She ____ an hour ago.
A leave B is leaving C left

12 My birthday is _____ 14th September.
A in B on C at

13 Trung didn't _____ go to amusement parks.
A used to B using to C use to

14 Is Peter _____ with you these days?
A live B lives C living

15 _____ you meet Anna last week?
A Do B Does C Did

16 The train _____ at 7:00 a.m.
A arrives B arriving
C will arrive

17 If you _____ the tickets today, you will get 10% discount.
A will buy B buy C bought

18 _____ you post photos on social media every day?
A Does B Doing C Do

19 I have the money, so I am going _____ a new camera.
A to buy B buying C buy

20 Have you got _____ sugar?
A any B many C few

Listening

3 1.46 **Listen to Walter talking about an experience he had. For questions (1-3), choose the best answer (A, B or C).**

1 Walter went to Spain ____ .
A by plane
B with his parents and sister
C in the spring

2 Walter's dad booked a hotel ____ .
A through his friend
B by phone
C online

3 They didn't stay at the hotel because ____ .
A it was full
B Walter's mum didn't confirm the booking
C the manager was impolite

Reading

4 **Read the text. Decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**

Laura's Adventure to Amazon

Monday
We landed in the capital city, Quito, in Ecuador this morning. It was hot. We got on the coach to the town of Coca by the River Napo. There, we met the other students. They were from all over the world.

Tuesday
In the morning, it rained when we woke up, but it stopped shortly after breakfast! We went down to the river and got into our kayaks. There were tall trees all around us. Squirrels, monkeys and parrots watched us from the trees. It was amazing!

Wednesday
It was foggy this morning, but we went ahead with our day as planned. We stopped at a village. The people there offered us gifts and told us stories around a campfire.

Thursday
Today, we got up at 5:00 a.m. It was very windy and cool. We packed our bags and left the village at 7:00 a.m. Right now, we are flying back home.

1 Laura travelled to Ecuador by plane. ☐
2 There were 15 students in the group. ☐
3 They went down a river in a boat. ☐
4 They stayed at a village for a day. ☐
5 Laura left Ecuador at noon. ☐

Writing

5 **Imagine you attended a festival in your country last week. Write an email to your English e-friend about it (about 60-80 words).**

4 All things high-tech

What's in this unit?

- **Vocabulary**
  - Devices
  - High-tech jobs
  - Computers
  - Video/PC/Mobile games
- **Grammar**
  - Modals
  - infinitive (*to*-infinitive, infinitive without *to*)
  - *-ing* form
- **Reading**
  - *Droids at Work* (article – multiple choice)
  - *Video games* (blog entries – multiple matching)
- **Listening**
  - Monologues (note taking)
  - An announcement (R/W statements)
- **Speaking**
  - Making predictions
  - Giving instructions
  - Expressing preferences
- **Writing**
  - A paragraph about a film with a robot/ robots
  - A letter about a competition
- **CLIL (ICT):** Internet Safety Tips
- **Culture Spot:** PC games in Vietnam
- **Values:** Online etiquette



Video

1 _____

I can send messages.



I can take photos.



2 _____



3 _____

I can listen to music.



Vocabulary

Devices

1 **Label the pictures.**

2.1 **Listen and check.**

- tablet
- games console
- smartphone
- drone
- virtual reality headset
- MP3 player







2 **Which of the devices in the pictures have you got? How do you use them? Choose from the ideas below.**

- ~~play games~~
- call friends
- send text messages
- read books
- listen to music
- watch films
- video chat with friends/relatives
- take photos from the air
- interact with 3D objects & play virtual reality games

I've got a games console. I play games with my friends.

Listening

3 **Which of the devices in Exercise 1 has Danny got?**

2.2 **Listen and write in your notebook.**

Speaking

Making predictions

4 **Think** **Which devices do you think will/won't be around in 20 years? Give reasons.**

4a • Reading

Video

DROIDS at Work

When we think of droids, one film series comes to mind – George Lucas' *Star Wars*!



C-3PO is a droid. He tells others how they should behave when they meet aliens from different planets. C-3PO can speak over 7 million different languages. People sometimes get angry with him because he talks a lot. It's not his fault, though – they programmed him that way!



R2-D2 is C-3PO's best friend. R2-D2 is a droid, too. He works on spaceships as a mechanic. He repairs things, projects 3D photographs and puts out fires. He sometimes flies with pilots on dangerous missions. He's small, but he isn't afraid.



BB-8 and R2-D2 are both small droids. BB-8 is round, though. He can do the same things that R2-D2 can, but his shape means he can roll around quickly. This is very useful for BB-8 because he often needs to get out of trouble fast!

Reading

1 2.3 **Listen to the music and look at the pictures. What images come to mind?**

2 **Read through the text. What different types of droids are there?** 2.4 **Listen and read to find out.**

3 **Read the text again. For questions (1-3), choose the correct answer (A, B or C).**

1 What does C-3PO do?
A gives others advice B teaches others languages
C programmes other droids

2 R2-D2 and BB-8 _____ .
A often break things B aren't allowed in space
C make things work again

3 What makes BB-8 different to R2-D2?
A his job B his shape C his character



- *behave* • *alien*
- *fault* • *put out*
- *mission* • *trouble*

4 Think **Which droid seems to be the most interesting to you?**

Prepositions

5 **Choose the correct preposition.**

1 What comes **in/to** mind when you listen to this piece of music?
2 People often get angry **of/with** him because he talks a lot.
3 C-3PO works **on/at** spaceships.



Vocabulary

High-tech jobs

6 2.5 **Listen and repeat.**


A IT technician


B engineer


C mechanic


D game designer


E pilot


F photographer

7 **Match the sentences (1-6) to the jobs (A-F) in Exercise 6, then make sentences as in the example.**

1	C	I repair cars.	
2		I fly planes.	
3		I repair software.	
4		I take photos.	
5		I design games for computers.	
6		I design buildings.	

A mechanic repairs cars.

Study Skills

Asking for repetition/ clarification

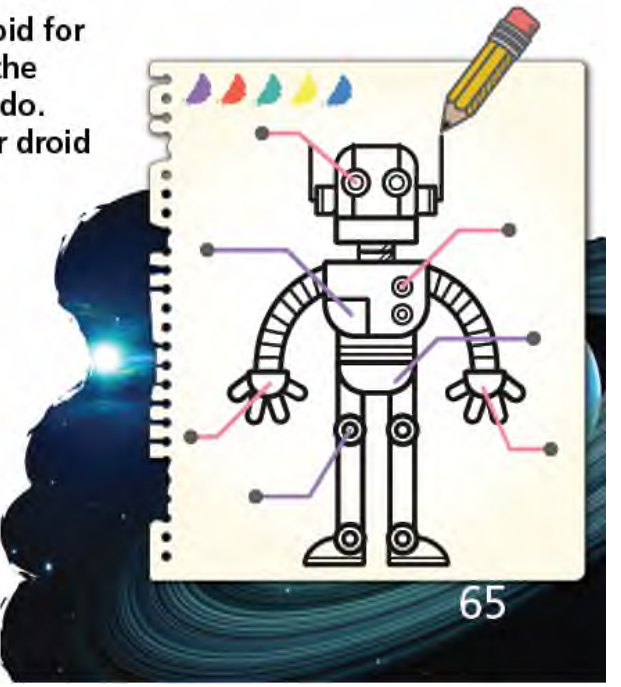
While working in pairs or groups, ask for clarification if you don't understand something.

- Excuse me! Can you repeat this?
- I'm afraid I don't understand. Can you explain it, please?

8 **Think** **Which of the jobs in Exercise 6 will/won't be in the future? What jobs do you think will be the best jobs of the future? Tell the class.**

Speaking

9 **Think** **Design your own droid for a science-fiction film. Decide what the droid will look like and what it can do. Give the droid a name. Present your droid to the class.**



Writing (a paragraph)

10 **Find another film with a robot/robots. Write a paragraph about it (about 60-80 words). Include *the name of the film, the name(s) of the robot(s)* and *what it/they can do.***

4b • Grammar



Modals

Permission *(can)*
Can I go out? (Is it OK if ... ? – polite)
You can enter the room. (You have permission to.)
You can't stay here. (You don't have permission to.)

Prohibition *(mustn't)*
You mustn't touch the exhibits. (It's against the rules.)

Obligation *(must/have to)*
I must respect my parents. (It's my obligation. I say so.)
I have to wear a uniform at school. (It's the rule. The headmaster says so.)

Necessity/Lack of necessity *(have to)*
You have to be here on time. (It's necessary.)
You don't have to come to the meeting. (It isn't necessary.)

Advice/Recommendation *(should)*
You should drink more water. (I advise you to.)
You shouldn't drink too many fizzy drinks. (I advise you not to.)

1 **Fill in each gap with the correct modal verb.**

1 We ___have to___ be at the exhibition before 9:00 a.m. (It is our obligation. The leader says so.)
2 You _____ play computer games too much. (I advise you not to.)
3 You _____ enter the computer lab. (You don't have permission.)
4 You _____ use cell phones in class. (It's against the rules.)
5 _____ I leave class early today? I have a stomach ache. (Is it OK if ...)
6 We _____ respect our teachers. (It's our obligation. I say so.)
7 You _____ cook tonight. We'll eat out! (It isn't necessary.)

2 **Choose the correct option.**

1 A: I'm going shopping later. I want to buy a new tablet.
B: You **should/can** go to the new mall. It's great.
2 A: Do you spend too much time in front of the screen?
B: Yes, the doctor says I **must/have to** stop using my computer that much.
3 A: Is it OK to wait here?
B: Sorry, you **don't have to/can't**. Please wait outside.
4 A: The computer class starts at 7:00.
B: We **don't have to/mustn't** be late.
5 A: You **mustn't/don't have to** buy tickets. Entrance is free.
B: Really?
6 A: You **don't have to/mustn't** enter the computer lab.
B: I'm sorry. I didn't see the sign.

3 **Rewrite the sentences using the correct modal verbs.**

1 You **have permission to** go.
You can go.

2 **It's against the rules to** eat in the computer lab.

3 **Is it OK if** I take some pictures?

4 **It's our obligation to** respect the rules.

5 **I advise you not to** eat too much fast food.

6 **It's not necessary to** call Mark.

7 **It's the rule to** wear gloves in the lab.

8 **I advise you to** go jogging every day.



4 **Complete the sentences. Then practise with your partner.**

1 I can _____ .
2 I can't _____ .
3 Can I _____ ?
4 I must _____ .
5 I mustn't _____ .
6 I have to _____ .
7 I don't have to _____ .
8 I should _____ .
9 I shouldn't _____ .

5 **Talk about rules at your home and school. Use** *can/can't, should/shouldn't, must/mustn't* **or** *have to/don't have to.*

A: I have to go to bed before 10 p.m.
B: I can go to bed a bit late at the weekend.

A: We mustn't talk when the teacher is giving lessons.
B: We can ask questions when we don't understand something.

4c • Vocabulary

Computers

1 **Match the pictures (1-7) to the words in the list (A-G).**
2.6 **Listen and check, then repeat.**

- A screen
- B tower
- C mouse
- D router
- E speakers
- F keyboard
- G USB flash drive



2 **Complete the sentences with the words from Exercise 1.**

1 You need a _____ to connect to the Internet.
2 To choose an item on the _____, you must click on it with your _____.
3 Most of the important parts of a computer are in a _____.
4 Please copy the files to my _____.
5 I can't listen to the song; my _____ don't work.
6 Use your _____ to type in your homework.

Listening

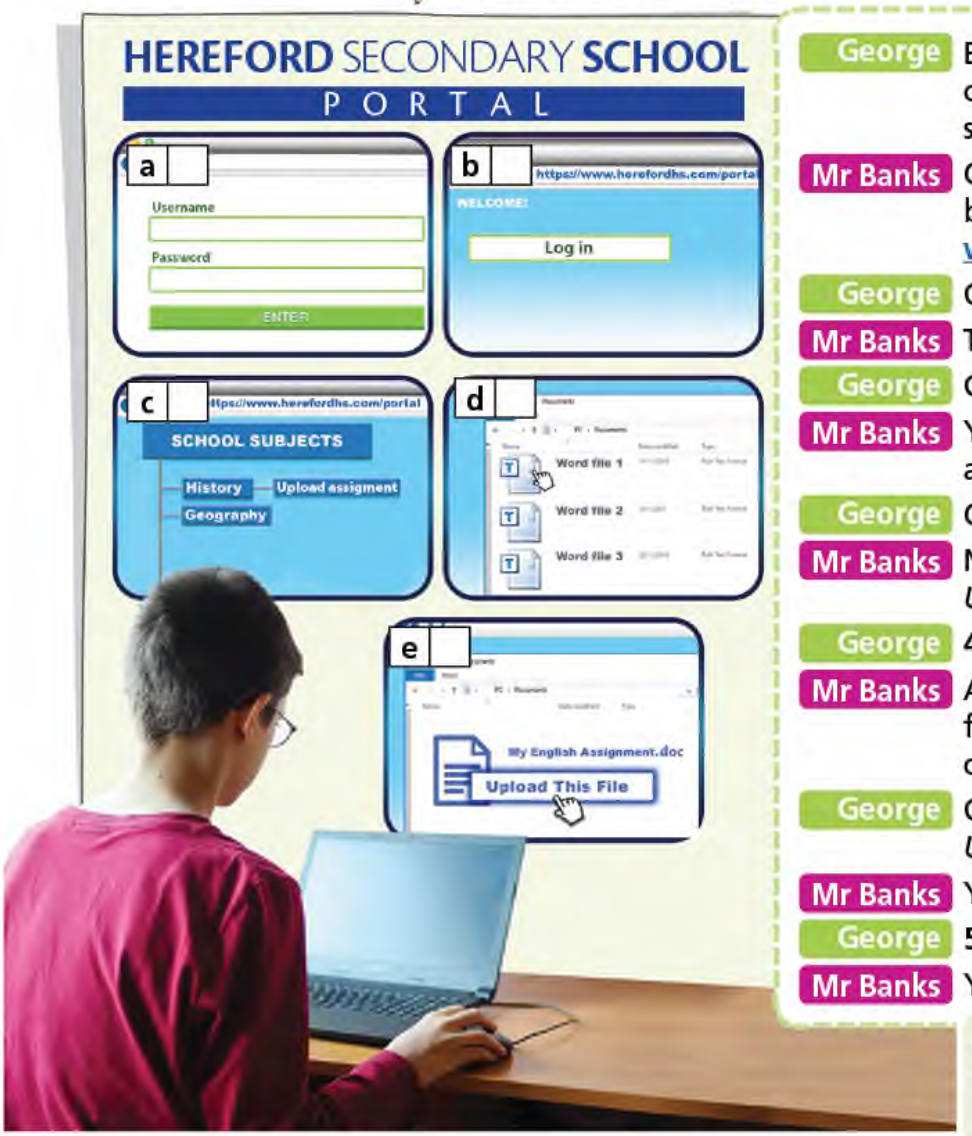
3 **What's wrong with Helen's computer?**
2.7 **Listen and write in your notebook.**

4 **Have you got a computer at home? Which of the parts above has it got? Tell your partner.**

Everyday English • 4d

Giving instructions

1 **Complete the dialogue. Use the sentences (A-E).**



George Excuse me, Mr Banks. I'm afraid I can't upload my assignment to the school portal. **1)** _____

Mr Banks Of course. First, open your Internet browser and go to www.herefordhs.com/portal.

George OK. **2)** _____

Mr Banks Then click on where it says *Log in*.

George Got it! **3)** _____

Mr Banks Yes, exactly! Type in your username and password. Then click *Enter*.

George OK. What's next?

Mr Banks Now, choose *History* and click on *Upload assignment*.

George **4)** _____

Mr Banks Almost. Now open the window, find your file, click on it, then click on *Open*.

George OK. Then on the browser I click on *Upload this file*, right?

Mr Banks Yes, your file is now on the portal.

George **5)** _____

Mr Banks You're welcome, George.

A What do I do then?
B Is that all?
C Could you help me?
D That's where I sign in, right?
E All right. Thank you very much, Mr Banks.

2 2.8 **Listen and check. Then put pictures (a-e) in the correct order. Compare with your partner.**

3 **Look at the pictures (a-e) and act out the dialogue. Mind your intonation and rhythm.**

Pronunciation Intonation in questions

2.9 **Listen and repeat. Then practise saying them with a partner. Mind the intonation.**

What are you doing?
Can you fix it?
Is everything OK?
When can you help me?
How do you do this?
Do you need any help?
Where can I put this?
Are you ready?

***Wh*-questions**
↘ falling intonation

***Yes/No* questions**
↗ rising intonation

4e • Grammar

infinitive (*to*-infinitive, infinitive without *to*)

We use ***to*-infinitive** after:

- ***would love, would like***, etc.
  I'd love to go shopping with you.
- the verbs ***agree, ask, decide, hope, manage, need, promise, want***, etc.
  We decided to spend a day at the exhibition.

We use **infinitive without *to*** after **modals** (***can, could, must***, etc.)
She can do it.





1 **Put the verbs in brackets into *to*-infinitive or infinitive without *to*.**

1 A: Where is John?
B: In his office. Paul asked him to send **(send)** some emails.

2 A: I'd love _____ **(see)** the new computer shop.
B: We could _____ **(go)** there together if you like.

3 A: Did you enjoy your visit to the science museum?
B: Yes, I managed _____ **(take)** some great photos.

4 A: We hope _____ **(meet)** the IT teacher this morning.
B: Can I _____ **(join)** you?

5 A: Would you like _____ **(go)** to the computer shop with me?
B: I'm not sure, I need _____ **(study)** for my exams.

6 A: I want _____ **(buy)** *Modern Warfare* for Tony.
B: Really? I think he can't _____ **(play)** computer games like that.

2 **Complete the sentences. Then practise with your partner.**

1 I'd like _____.
2 I decided _____.
3 I promised _____.
4 I can _____.
5 I want _____.
6 I agreed _____.
7 I managed _____.
8 I hope _____.

Grammar • 4e



-ing form

We use the ***-ing*** form after:

- the verbs ***like, love, dislike, hate, enjoy, prefer, fancy***, etc.
  I enjoy posting videos on social media.
- the verb ***go*** when we talk about activities.
  Mary goes swimming every Saturday.

3 **Put the verbs in brackets into *to*-infinitive, infinitive without *to* or *-ing* form.**

1 A: Would you like to watch **(watch)** a film on TV?
B: Not really.
2 A: Are you going _____ **(shop)** this weekend?
B: No, I'm not.
3 A: You shouldn't _____ **(get)** upset about the broken USB flash drive.
B: I just hate _____ **(lose)** files, though.
4 A: I'm waiting for my new computer.
B: I hope you'll manage _____ **(install)** all the programmes you need.
5 A: Can you _____ **(show)** me how to connect the TV to the laptop?
B: Not now. I'm doing my homework.

4 **Put the verbs in brackets into *to*-infinitive, infinitive without *to* or *-ing* form.**

1 She loves _____ **(chat)** with her friends online.
2 She managed _____ **(download)** the files.
3 He decided _____ **(study)** computer engineering.
4 Do you fancy _____ **(come)** with us to the museum?
5 How can I _____ **(help)** you?
6 I hate _____ **(listen)** to classical music.
7 I can't _____ **(fix)** this laptop.
8 I promised _____ **(give)** Ann a new mouse on her birthday.

5 **Use these words to continue the story.**

• love • couldn't • would like • go • want • ask • can • hate • manage

S1: My best friend, Tony, loves playing computer games.
S2: Last Friday he couldn't go out, so ...

VIDEO GAMES

Video



Hey, everyone! It's my birthday today and my parents bought me the latest role-playing game. My favourite video game character, Link, looks like an elf. In the game, a princess is in danger, so Link has to rescue her. Along the way, he fights with monsters and collects magic items. Link doesn't talk a lot or have special powers, but he's clever and brave. Tell me about your favourite video game character.

Posted by: Finlay_17, 3/7, 12:12



Happy birthday, Finlay! I'm crazy about Sonic, a character in a platform game. He is a blue hedgehog and can run really fast! In the game, he has to collect gold rings. There are lots of traps in his way, so he has to jump over them. I like him because he never gives up.

Posted by: SallyB_16, 3/7, 17:53

• *elf* • *rescue*
• *hedgehog* • *trap*

Reading

1 **Do you play video/PC/mobile games? Where do you play them: *on a games console*? *on a computer/laptop*? *on a smartphone/tablet*? Tell your partner.**

2 **Look at the pictures. Do you know who these characters are? What special characteristics does each one have?**
2.10 **Listen and read to find out.**



3 **Read the text again and decide whether each sentence (1-6) is about Link or Sonic. Write *L* (Link) or *S* (Sonic).**

1 He jumps over things a lot.	☐	4 He is a hedgehog.	☐
2 He isn't afraid.	☐	5 He is clever.	☐
3 He moves very fast.	☐	6 He collects rings.	☐

4 **Think Compare the two characters in the text in Exercise 2. Which character seems more fun to you? Why? Tell your partner.**



Vocabulary
Video/PC/Mobile games

5 2.11 **Listen and repeat.**


1 action/adventure


2 problem-solving


3 sports



4 simulation


5 strategy


6 platform

6 **Talk about the types of games in Exercise 5 as in the example.**

A: Do you like strategy games?
B: No, I don't. I think they're difficult/boring/easy.
A: How about sports games?
B: I'm crazy about them. They're fun/cool/interesting.



Culture Spot

Peaceful Days is a farming simulation PC game. Nhật Nguyễn developed it. In this game, you can raise animals, interact with town folks, and take part in interesting festivals.



Name a popular video/PC/mobile game in the UK.

Listening

7 2.12 **Listen to an announcement about a competition and decide if the sentences (1-4) are *R* (right) or *W* (wrong).**

1 The competition is on Sunday. ☐
2 The shop opens at 10:30 a.m. ☐
3 People can dress as video game characters. ☐
4 The competition starts at 11:00 a.m. ☐
5 The first prize is a games console. ☐



Speaking

8 2.12 **Listen to the recording in Exercise 7 again and take notes. Use your answers in Exercise 7 and your notes to ask and answer questions about the competition.**

Writing (a letter about a competition)

9 **Your school is holding a science competition. Write a letter to your friend explaining the rules and how to participate in it (about 60-80 words).**

See Writing 4 p. 119

4 • CLIL (ICT)

Video

1 **What do we need to do to stay safe on the Internet?**
2.13 **Listen and read to find out.**

Internet Safety Tips

Device advice
Make sure your device has anti-virus software and keep it up to date. Use your anti-virus software to scan your device regularly.

Signing in and signing out
For your email account, you need to choose a username and password. Make sure you have a strong password and keep it secret! Always make sure you sign out when you use a public computer.

Stranger danger
Never open emails from unknown people online. They could contain viruses. Also, never give out your personal information online (e.g. your real name and address).

Shopping online
Only shop at Internet shops with a padlock icon beside the web address. This means that the site is safe. To be extra safe, don't click on links to online shops. Instead, type in the address yourself. Then, you can know it's not a scam site.



2 **Read the text again and complete the sentences.**

1 It's important to install _____ .
2 Your password must be _____ .
3 Some emails can be unsafe because they _____ _____ .
4 When you want to visit an online shop, you should _____ .

- *anti-virus software*
- *up to date*
- *padlock*
- *scam site*

3 **List the ideas in the text under the headings *Dos* and *Don'ts* in your notebook. Tell the class.**

4 Think **What did you know about Internet safety? What did you learn from the text? How can these tips help you? Write a few sentences in your notebook. Tell your partner.**

Project Time 4

1 **Read the sentences about smartphone etiquette. Which sentences are true for you and which are not?**



1. I use headphones when I am listening to music in public.
2. I turn off my smartphone in cinemas.
3. I always answer my smartphone while I am walking or riding my bike.
4. I am polite in messages and comments.
5. I ask people before I put photos of them online.
6. I never give out someone's phone number without asking.
7. I talk loudly on my smartphone on public transport.
8. I take photos of people in public without asking.

2 **Use the ideas in Exercise 1 to create a leaflet about the Dos and Don'ts of using smartphones. Use photos or drawings.**

Presentation Skills

3 **Collect more information about smartphone etiquette. Prepare and give the class a presentation. Think about:**

- *answering texts/messages*
- *sending texts/messages late at night*
- *the sounds your smartphone makes*
- *places where you shouldn't use your smartphone (library, classroom, etc.)*

VALUES

Online etiquette

4 **Use the verbs to complete the sentences.**

• keep • download
• be • post

5 **Think** **Are you a good digital citizen? Give examples.**



See Song Section p. 113

4 • Progress Check

Vocabulary

1 **Fill in each gap with *mechanic*, *text*, *repairs*, *photographer*, *console*, *designer*, *reality* or *tablet*.**

1 An IT technician _____ software.
2 He reads books on his _____ .
3 I don't send _____ messages.
4 We play games on our games _____ .
5 A _____ repairs cars.
6 Mary works as a game _____ .
7 I love taking photos. I want to become a _____ .
8 His dad bought him a virtual _____ headset.

8 x 1 = 8

2 **Fill in each gap with *speakers*, *router*, *keyboard*, *screen* or *drive*.**

1 My _____ don't work; I can't listen to music.
2 To choose a file on the _____, you must click on it.
3 You need a _____ to write on your computer.
4 We connect to the Internet with a _____ .
5 I've got a USB flash _____ .

5 x 2 = 10

Grammar

3 **Put the verbs in brackets into the *to*-infinitive, infinitive without *to* or *-ing* form.**

1 Would you like _____ **(see)** it?
2 She decided _____ **(join)** the game competition.
3 He agreed _____ **(share)** the computer with me.
4 You mustn't _____ **(tell)** lies.
5 He can't _____ **(learn)** to drive.
6 I love _____ **(surf)** online.
7 I'd like _____ **(go)** out tonight.
8 She wants _____ **(get)** a laptop.
9 I hate _____ **(listen)** to jazz music.
10 He promised _____ **(help)** me.

10 x 1 = 10

4 **Choose the correct option.**

1 We **have to/must** pay attention in class. Our teacher says so.
2 Jane **can/has to** go to the bank. She needs some money.
3 We **don't have to/mustn't** go to school today. It's Sunday.
4 You **don't have to/mustn't** touch that. It's forbidden.
5 I **must/can** learn more about computers. I want to become an IT technician.
6 You **should/shouldn't** spend too much time in front of a computer screen. It's not good for your eyes.
7 **Can/Should** I have some tea, please?
8 **Can/Must** you help me send this email?
9 Your keyboard is too old. You **should/shouldn't** buy a new one.
10 Mary **must/can't** come to the party. She isn't feeling well.

10 x 1 = 10

Listening

5 2.14 **Listen to an announcement and decide if the statements (1-5) are *R* (right) or *W* (wrong).**

1 DigiFan is a video game shop. ☐
2 There is a competition to design a new computer game. ☐
3 They will announce the winner on 31st August. ☐
4 People can send their entries by email or post. ☐
5 They can also hand in their entries at newsagents across the country. ☐

5 x 3 = 15

Writing

6 **Use the information in Exercise 5 to write an email to your friend. Tell him/her about the competition, explain the rules and suggest creating a character together (about 60-80 words).**

17 points

Everyday English

7 **Complete the dialogue. Use sentences (a-e).**

a Got it!
b Could you help me print the worksheets for homework?
c What's next?
d Thank you, Mr Aston.
e What do I do then?

A Excuse me, Mr Aston. **1)** _____
B Sure. First, open your Internet browser and go to the electronic classroom.
A OK. **2)** _____
B Then click on where it says *Log in*.
A **3)** _____ That's where I sign in.
B Yes, exactly! Now click *Enter*.
A OK. **4)** _____
B Now choose *Year 7* and click on *my name*. Open the file with today's date on it and select *File* and then *Print*.
A **5)** _____
B You're welcome, Mary.

5 x 2 = 10

Reading

8 **Read the entries and decide if the statements (1-5) are *R* (right) or *W* (wrong).**



Posted by:
Sally_Oldman05
18:33 23/6

My parents bought me a new smartphone for my birthday and I use it all the time. I have it in my bedroom at night and it's the first thing I look at when I wake up. I didn't think it was a problem, until it broke one day and I asked someone to repair it. I noticed that not having it really affected my behaviour. I got upset and angry with my friends. I felt a lot better when I got it back. Does this happen to you? What should I do?

+ Send



Posted by:
Paul_D
20:17 24/6

You're not alone, Sally. Just a couple of hours without my smartphone used to make me worried and nervous. So, I decided to do more exercise outside (without my phone, of course) and I made sure I didn't have my smartphone in my bedroom at night. I'm fitter and happier now. Hope this helps.

+ Send

1 Sally got a smartphone on her birthday. ☐
2 Sally doesn't use her smartphone a lot. ☐
3 Sally thinks not having a smartphone makes her behave badly. ☐
4 Paul can't live without his smartphone. ☐
5 Paul feels better now. ☐

5 x 4 = 20
TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about devices & computers ☆☆☆
- talk about high-tech jobs ☆☆☆
- talk about video/PC/mobile games ☆☆☆

Reading
- read for specific information (multiple choice; multiple matching) ☆☆☆

Listening
- listen for detail (note taking) ☆☆☆
- listen for specific information (R/W statements) ☆☆☆

Speaking
- make predictions ☆☆☆
- give instructions ☆☆☆
- express preferences ☆☆☆
- give a presentation on smartphone etiquette ☆☆☆

Writing
- write a paragraph about a film with a robot/robots ☆☆☆
- write a letter about a competition ☆☆☆

5 Travel & Transportation

What's in this unit?

- **Vocabulary**
  - Shops & Services
  - Transportation in the future
  - Travel & Transport
  - Wonders of the world
- **Grammar**
  - Comparative
  - Superlative
  - *as ... as, not so/as ... as, much*
  - *like/the same as/ different from*
- **Reading**
  - *London* (tweets – matching)
  - Postcards (multiple matching)
- **Listening**
  - Dialogues (identifying location; R/W statements)
  - A presentation (gap filling)
- **Speaking**
  - Asking for/Giving directions
  - Buying tickets for transport
- **Writing**
  - Tweets about getting around
  - A postcard
- **CLIL (Citizenship):** How to preserve our sites
- **Culture Spot:** Cyclos in Vietnam
- **Values:** Responsibility

Video



Vocabulary

Shops & Services

1 **a) Look at the map.**
2.15 **Listen and repeat. Which are shops? Which are services?**

b) Which shops/services are there in your area? Tell the class.

2 **Look at the map again. Where can you:**

buy *a magazine?/a stamp?/ flowers?/meat?/cheese?/ bread?/a teddy bear?*
have *dinner?/lessons?*
play *with your friends?*
keep *your money?*

You can buy a magazine at the newsagent's.





Prepositions of movement









Listening

3 2.16 **Listen to Ann giving directions to John and look at the map on pages 78-79. Where does he want to go?**

Giving directions
- Go up/down/ along (a road).
- Turn left.
- Turn right.
- Take the first/ second, etc., left/right.

Speaking

Asking for/Giving directions

4 **Use prepositions of movement, the phrases in the box and the map to give directions from:**

- the pet shop to the bookshop
- the toy shop to the hospital
- the cinema to the bank
- the butcher's to the school
- the clothes shop to the newsagent's

A: Could you tell me how to get to the bookshop, please?
B: Certainly. First, go up High Street and turn left into Ash Street. The bookshop is on your right opposite the supermarket.

5a • Reading

Listening & Reading

1 2.17 **Listen and read the text quickly and find five means of transport. What kind of text is this?**



- *double-decker bus*
- *landmark*
- *environmentally-friendly*
- *cable car*
- *sights* • *cruise*
- *check out*
- *tourist attraction*

2 **Match people's names (1-5) with the means of transport (a-e) they used.**

Sally	1	a	helicopter
Dan	2	b	boat
Alfie	3	c	double-decker bus
Bobby	4	d	bike
Lily	5	e	cable car

3 **Think** **Which means of transport would you like to use to see London? Why? Tell your partner.**

Vocabulary
Transportation in the future

4 2.18 **Listen and repeat. Which of the means of transport exist nowadays?**


1 hoverboard


2 self-driving bus


3 Hyperloop train


4 flying taxi


5 hoverbike


6 electric car



Culture Spot

A great way to explore Hanoi is going on a tour on a cyclo.



What are some popular means of transport tourists prefer while in London?

Speaking

5 **What will transportation be in the future? Discuss.**

A: I think there will be self-driving buses for people to go to work.
B: I agree. I also think there will be flying taxis and electric cars.

Prepositions

6 **Choose the correct preposition.**

1 I think people will go to work **by/in** hoverbike in the future.
2 We decided to go to the post office **by/on** foot.
3 Who was **in/at** the car with John?

Writing (a tweet)

7 **Read the *Note!* box. Find examples in the text in Exercise 1. Use abbreviations to complete the gaps.**

1 I'm having a _____ time!
2 Morning _____ . I'm on holiday!
3 _____ , a cruise is the best!
4 Need advice. Please _____ .
5 That's all from me! _____ .

Note!

Abbreviations
ppl = people
BFN = Bye for now
gr8 = great
IMO = In my opinion
TMB = Text me back
2 = to/two

8 **Imagine you went on holiday in your country's capital city. In groups, write tweets about how to get around like the ones in Exercise 1. Use abbreviations.**

5b • Grammar



Comparative

We use the comparative form to compare two people/things or two groups of people/things.

Short adjectives: adjective + *-er* + *than* (+ noun)
The museum is older than the library.

Long adjectives: *more/less* + adjective + *than* (+ noun)
Los Angeles is more crowded than New York.

Irregular forms: *good* – *better*, *bad* – *worse*, *much/many* – *more*, *little* – *less*
The weather today is better than it was yesterday.

Spelling Rules

- one-syllable adjectives + *-er*
  long – longer
- *-e* + *r*
  nice – nicer
- one-syllable adjectives ending in consonant + vowel + consonant: double the last consonant + *-er*
  thin – thinner
- two-syllable adjectives ending in consonant + *-y*: *-y* + *-ier*
  happy – happier

1 **Choose the correct option.**

1 Brown Street is busier **than/from** Main Street these days.
2 This coat is much **more nice/nicer** than that one.
3 To me, hoverboards are **more interesting/interesting** than scooters.
4 The food in Ben's Café is **tastier/more tasty** than the food in Stella's.
5 There is **little/less** traffic in the countryside than in the city.
6 This museum is **worse/bad** than the one we visited last week.

2 **Look at the table and compare the places.**





crowded	✓✓	✓
big	✓✓	✓
sunny	✓	✓✓
tall buildings	✓✓	✓
cheap	✓	✓✓
old	✓	✓✓

A: Hội An is crowded.
B: Yes, but Hanoi is more crowded than Hội An.

3 **Use the headings in the table in Exercise 2 to compare the place you live with another one in Vietnam.**



Superlative

We use the superlative form to compare one person/thing or a group of people/things to several others.

Short adjectives: *the* + adjective + *-est* (+ noun) + *of/in*
The mall is **the biggest** building **in** the city.

Long adjectives: *the* + *most* + adjective (+ noun) + *of/in*
Mumbai in India is **the most crowded** city **in** the world.

Irregular forms: *good* – ***the best***, *bad* – ***the worst***, *much/many* – ***the most***, *little* – ***the least***
That was **the worst** holiday.

Spelling Rules

- one-syllable adjectives + ***-est***
  long – longest
- ***-e* + *st***
  nice – nicest
- one-syllable adjectives ending in consonant + vowel + consonant: double the last consonant + ***-est***
  thin – thinnest
- two-syllable adjectives ending in consonant + ***-y***: ***-y* + *-iest***
  happy – happiest

4 **Write the superlative forms.**



1 Mỹ Khê is one of _____ **(beautiful)** beaches in Vietnam.
2 The Atacama Desert is one of _____ **(dry)** places on Earth.
3 The River Nile is one of _____ **(long)** rivers on Earth.
4 The Amazon Rainforest is one of _____ **(big)** rainforests in the world.
5 Iguazu Falls is one of the _____ **(impressive)** waterfalls in the world.

5 **Choose the correct option.**

1 Is the Burj Khalifa the **taller/tallest** building in the world?
2 This department store is the **busiest/most busy** shop in town.
3 Our waiter was the **most cheerful/cheerful** in the restaurant.
4 This is the **better/best** hotel in the city.
5 The metro is **faster/the fastest** way to travel around the city.

6 **Put the adjectives in brackets into the correct comparative or superlative form. Add any necessary words.**

1 Paris is the largest **(large)** city in France.
2 I find museums _____ **(interesting)** than art galleries.
3 The Parthenon is _____ **(popular)** tourist attraction in Athens.
4 You always choose _____ **(expensive)** clothes.
5 Where is _____ **(long)** bridge in the world?

7 **Talk about places in your city/town. Use the comparative or superlative forms.**

Landmark 81 is the tallest building in Ho Chi Minh City.

5c • Vocabulary

Travel & Transport

1 **Look at the map. Where can you see it? What can you see?**

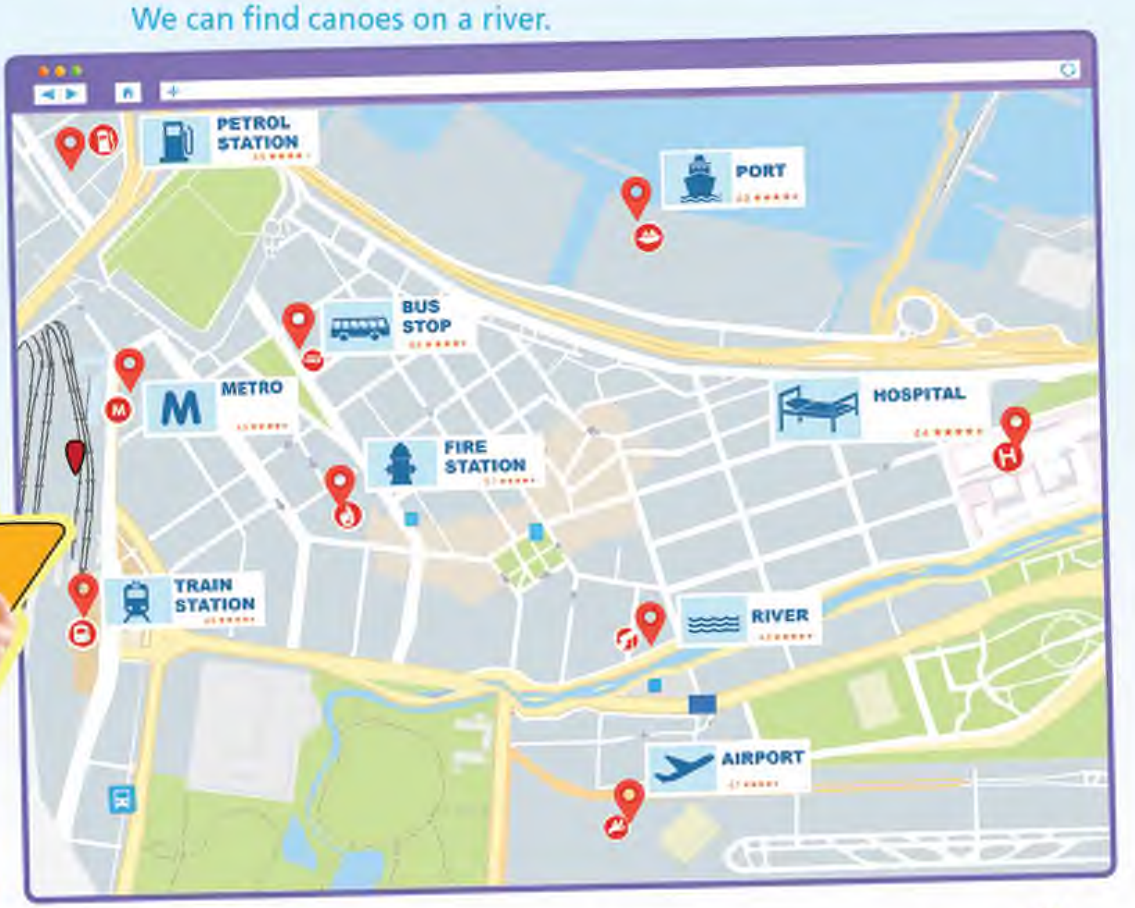
2 2.19 **Listen and repeat. In which of the places on the map you can find...**

• ~~canoes?~~ • helicopters? • trucks? • vans? • cruise ships? • buses? • trams? • express trains? • fire engines? • underground trains? • ambulances?

We can find canoes on a river.







Note!

In English we use:
- ***at*** to give a general location.
  e.g. We are at the airport now.
- ***in*** to give a specific location (especially inside a building).
  e.g. There is a duty-free shop in the airport.
- ***by*** + **bus/taxi,** etc. **BUT** on foot

3 **Choose the correct option. Check in your dictionary.**



1 Oh no! I **lost/missed** the train.
2 He **got/went** on the bus and sat by the window.
3 He often **drives/takes** a taxi to work.
4 He doesn't know how to **ride/fly** a plane.
5 A plane is **taking/sailing** off.



Listening

4 2.20 **Listen to a dialogue and decide if the statements are *R* (right) or *W* (wrong).**

1 Mark is with Sheila. ☐
2 The village is far from the nearest town. ☐
3 There is a bus to the village. ☐
4 Mark's uncle drives a van. ☐

Everyday English • 5d

Buying tickets for transport

1 a) **The sentences below are from a dialogue between a ticket agent (TA) and a customer (C). Who says each sentence?**

1 Can you please tell me what time the next train to Bath is? ☐
2 How long is the trip? ☐
3 Can I have two tickets for the fastest one? ☐
4 Single or return? ☐
5 Can I pay by credit card? ☐
6 Have a nice journey. ☐

b) 2.21 **Listen, read and check.**

2 **Read the dialogue again. Where is Sue going? How much are the tickets? Is the dialogue formal or informal?**

Departures to York

11:00
slow train duration: 3 hours
single: £22, return: £40

11:45
express train duration: 2 hours 10 minutes
single: £30, return: £54

Sue Hi. Can you please tell me what time the next train to Bath is?
TA It's at 8:15, but it's slower than the express train at 8:45.
Sue How long is the trip?
TA The 8:15 train takes about two hours. The express train is quicker; the journey is about 90 minutes.
Sue OK. Can I have two tickets for the fastest one?
TA That's two adult tickets for the 8:45 to Bath, right?
Sue Yes, please.
TA Single or return?
Sue Single, please.
TA Just a moment. … They're £20 per person, so that will be £40, please.
Sue Great. Can I pay by credit card?
TA Sure. Here are your tickets. Have a nice journey.
Sue Thank you.

3 **Take roles and read the dialogue aloud. Mind your intonation and rhythm.**

4 **Act out a similar dialogue. Use the dialogue in Exercise 2 as a model and the information in the table *Departures to York*. Mind your intonation and rhythm.**

Pronunciation Consonant clusters

2.22 **Listen and repeat. Circle the consonant clusters. Practise saying them with a partner.**

- credit
- station
- scooter
- fly
- slim
- fruit
- ground
- price
- close

A **consonant cluster** is a group of consonants in a word without a vowel between them. We can hear all consonants when we pronounce them, e.g. street, flower

5e • Grammar



as ... as, not so/as ... as, much

- ***as ... as:*** for two people, animals, things, etc. that are the same
  His car is as expensive as yours.
- ***not so/as ... as:*** for two people, animals, things, etc. that aren't the same
  Her house isn't so/as big as yours.
- ***much* + comparative:** make comparative stronger
  Planes are much faster than cars.

1 **Choose the correct option.**

1 Windsor Castle is as famous **as/than** Buckingham Palace.
2 Cities are **as busy/busier** than the countryside.
3 The village is not **so/much** noisy as the city centre.
4 His car is as fast **much/as** mine.
5 This café is **much/as** bigger than the one next to the park.

2 **Complete the sentences using** *as ... as* **or** *not so/as ... as.*

1 Trains are fast. Planes are faster than trains.
Trains aren't _____as fast as_____ planes.
2 Cities are noisy. Villages are quieter than cities.
Villages aren't _____ cities.
3 Mike is 13 years old. Anna is 13 years old, too.
Mike is _____ Anna.
4 The jeans are £10. The dress costs £15.
The jeans aren't _____ the dress.
5 About 9 million people lived in Ho Chi Minh City in 2019.
About 8 million people lived in Hanoi in 2019.
In 2019, Hanoi wasn't _____ Ho Chi Minh City.

3 **Form complete sentences using** *much* **+ comparative.**

1 London / beautiful / Paris to me
London is much more beautiful than Paris to me.
2 the department store / large / the clothes shop
_____
3 the stadium / big / the post office
_____
4 the Eiffel Tower / tall / the Statue of Liberty
_____
5 cruise ships / big / canoes
_____

4 **Compare places in your town/city with your partner. Use** *as ... as, not so/as ... as* **or** *much* **+ comparative.**

A: Our school is much bigger than the library.
B: The library isn't as old as the hospital.



like/the same as/different from

We use ***like, the same as*** and ***different from*** to compare two or more people, animals, things, etc. We often use ***like, the same as*** and ***different from*** with ***be, look, feel, sound, taste, seem***, etc.

- ***like*** means 'similar to'.
  This shirt feels like cotton. It's very soft.
- ***different from*** means 'not the same'.
  My shoes are different from yours. Mine are blue. Yours are red.
- ***the same as*** means that someone or something is exactly like someone else or something else.
  Your dress is the same as mine. We bought them at the same shop.

5 **Choose the correct option.**

1 The new restaurant is **the same as/different from** the old one. They both serve Italian food.
2 It looks **like/different from** it's going to rain. Let's take a taxi.
3 Cruises are **the same as/different from** bus tours. Cruises take place on water, but bus tours take place on land.
4 You look **like/different from** a princess in this dress. Let's buy it.
5 Andy's eyes are **different from/the same as** her mum's. They both have got big blue eyes.
6 Marie's new toy shop is **like/different from** her old one. It is much bigger than her old one.

6 **Complete the gaps with** *like, the same as* **or** *different from*.

1 Your opinion is _____ mine. I agree with you.
2 A café is _____ a restaurant. Cafés mainly serve drinks and snacks, but restaurants serve meals.
3 Mr Smith seems _____ a good teacher. His students really like him.
4 Grey's Avenue is _____ Amber Street. There are lots of shops on Grey's Avenue, but Amber Street is mainly houses.
5 It's September but it feels _____ a cold winter's day. Let's go home and get warm!
6 They didn't change any things in the house. It is _____ it used to be.

7 **Use** *like, the same as* **or** *different from* **to make sentences about people, things or places in the area you live in.**

A: The waiter at the café next to my house is like a friend. I see him every day and we always have a chat.
B: This book is the same as the one I lost last month.
A: Our town is different from the suburbs. It is bigger and noisier than the suburbs.

5f • Skills

Listening & Reading

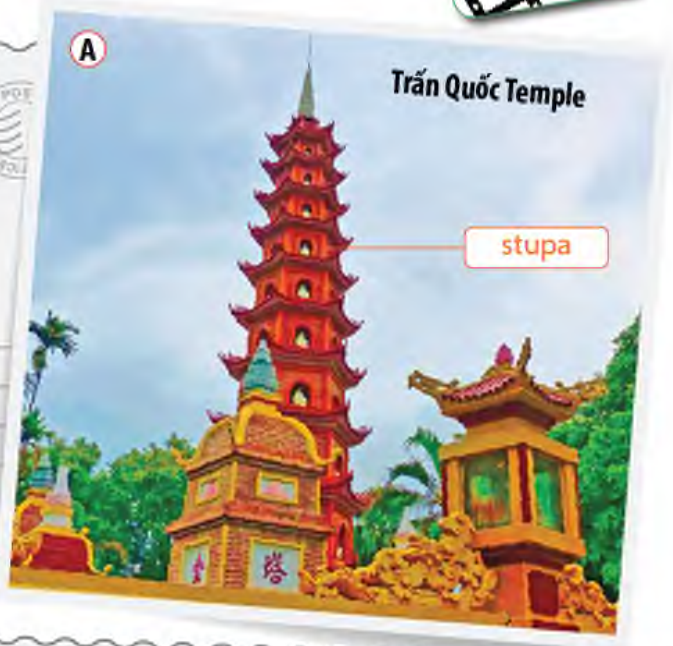


1 **Look at the monuments in the pictures. Where is each?**
2.23 **Listen and read to find out.**

Video

Hi Steve,
Greetings from Hanoi, Vietnam. Today we are visiting Trấn Quốc Temple. It's one of the oldest temples in Hanoi. It's on the bank of the West Lake. The most special building of this temple is the high stupa that you can see from far away. It's got 11 floors. Each floor has got six gates. Figures of Amitabha guard the gates. I think it's one of the most impressive monuments in Hanoi.
Talk soon.
Lyn







Hi Max,
Greetings from Athens, Greece. Today, we are visiting the Parthenon. It's 2,500 years old. This building sits on top of a hill, the Acropolis, and from there you have the best view of Athens. The Acropolis Museum is next to the Acropolis. There, you can see all the statues from the Parthenon. We are going to visit that, too. I'll tell you all about it when I get back.
See you soon.
Hugo



- *bank*
- *guard*
- *stupa*
- *monument*
- *statue*

2 **Read the postcards again. Which monument, A or B ...**

1 has a lot of floors? ☐
2 has a museum nearby? ☐
3 is on the bank of a lake? ☐
4 gives you a great view of the city? ☐

3 **Ask questions based on the texts.**

A: Where is Lyn?
B: She's in Hanoi, Vietnam.
A: What is she doing today?
B: She's visiting Trấn Quốc Temple.

Vocabulary
Wonders of the World

4 2.24 **Listen and repeat. Which wonder is the oldest?**


1 Taj Mahal – Agra, India – 1648 – mausoleum


2 Colosseum – Italy – 70 C.E. – stadium


3 Petra – Jordan – 3rd century B.C.E. – city


4 Great Pyramid of Giza – Egypt – 2580–2560 B.C.E. – tomb


5 Chichen Itza – Mexico – 400 C.E. – Mayan city


6 Sigiriya – Sri Lanka – 5th century – fortress

Speaking

5 **Use the information in Exercise 4 to talk about the wonders as in the example.**

The Taj Mahal is a mausoleum in Agra, India. People built it in 1648.

Listening

6 2.25 **Listen to a presentation and complete the gaps.**

Machu Picchu is in **1)** _____ in South America. It is an ancient **2)** _____ and it dates from 1450. An American historian discovered it in **3)** _____. Today, around **4)** _____ people visit it every year.



Writing (a postcard)

7 **Imagine you are on holiday visiting a wonder. Write a postcard to your English penfriend (about 60-80 words). Include *where you are, the information about the wonder* and *when you are coming back*.**

See Writing 5 p. 120

5 • CLIL (Citizenship)

Video **1** How can we preserve ancient wonders?
2.26 Listen and read to find out.

How to preserve our sites

It's very sad when people damage a place of natural beauty or an ancient monument. Sometimes they may do this without knowing. To make sure this isn't you, follow these rules.









LEAVE EVERYTHING AS YOU FIND IT.
Scientists can learn more about the past when objects stay where they are. Never take anything away from historic sites, even a stone.

DON'T TOUCH DISPLAYS.
Natural oils on your hands can damage them.

WATCH WHERE YOU REST.
Don't touch or write on any walls. Treat ancient wonders carefully because you can easily damage them.

PAY YOUR FEES.
It may not seem like much, but your entrance fee helps support important work. It also helps keep the site in a good condition.

DON'T SPOIL THE PATH.
Stay on the paths to protect the soil around them. Once stepped on, this can take years to regrow.

- *ancient*
- *preserve*
- *display*
- *damage*
- *support*
- *path*
- *soil*

2 Replace the words in red with the words from the text.

1 You mustn't remove anything from them. _____
2 Those on our hands can damage historic buildings. _____
3 Do not write on them. _____
4 Paying it helps keep the site in a good condition. _____
5 If we stay on them, we protect the soil around the sites. _____

3 Use the text to tell the class how to protect our sites.

4 Collect more information on how to protect wonders. Prepare a presentation for the class.

Project Time 5

1 **Collect information about wonders in your country. Create a brochure.**

Wonders of Vietnam: St. Joseph's Cathedral, Hanoi

St. Joseph's Cathedral in Hanoi is a must-see. People built this church in the 19th century. They used bricks and plaster.



Presentation Skills

2 **Use your research in Exercise 1 to prepare and give a presentation about wonders in your country to a group of exchange students visiting your school.**

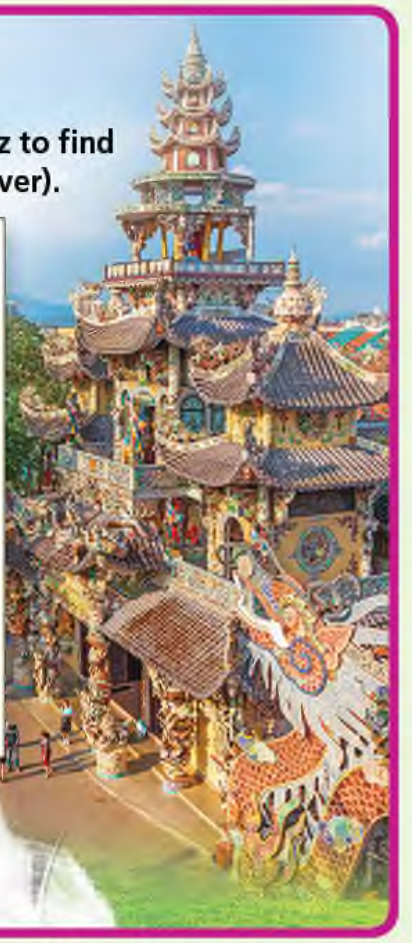
VALUES

Responsibility

3 **Do you visit places with respect? Do the quiz to find out. Use *A* (Always), *B* (Sometimes) or *C* (Never).**

1 I don't enter places that are closed. ____
2 I wear the right clothing to respect the culture. ____
3 I don't spend too long looking at one thing so other visitors can see it too. ____
4 I wear the right shoes not to damage the ground. ____
5 I don't sit on part of the monument to take photos. ____
6 I don't touch ancient vases or statues. ____
7 I don't take anything away from a site with me. ____
8 I put litter in the bin. ____

Mostly As: You're a responsible traveller. Well done!
Mostly Bs: Not bad, but think about how you can become a better traveller.
Mostly Cs: Oh no! You need to try harder to become a responsible traveller.



4 **Prepare a poster about showing your respect when you visit places. Use the ideas in the quiz as well as your own. Present the poster to the class.**

See Song Section p. 114

5 • Progress Check

Vocabulary

1 **Choose the correct option.**

1 We went on a **train/cruise** down the river.
2 The cruise ship is **taking off/sailing**.
3 We **missed/lost** the last bus home.
4 He keeps his money in the **toy shop/bank**.
5 Did you see all the tourist **attractions/wonders**?

5 x 2 = 10

2 **Fill in each gap with *guard*, *stadium*, *mausoleum*, *tomb* or *statues*.**

1 The Taj Mahal is a _____ in India.
2 There are lots of _____ in the museum.
3 The Great Pyramid of Giza in Egypt is a _____ for Pharaohs.
4 The stupa in Trấn Quốc Temple has got six gates. Figures of Amitabha _____ them.
5 The Colosseum is an ancient _____ in Italy.

5 x 2 = 10

Grammar

3 **Choose the correct option.**

1 The cathedral is older **than/from** the museum.
2 Which is the **taller/tallest** building in your city?
3 Kerry is **like/different from** a sister to me. She always takes care of me.
4 This building isn't **as/more** beautiful as the one we visited yesterday.
5 Đà Lạt is **the same as/different from** Nha Trang. Đà Lạt is cold. Nha Trang is hot.

5 x 2 = 10

4 **Complete the gaps with the correct comparative or superlative forms of the adjectives in brackets.**

1 Spain is _____ **(sunny)** country in Europe.
2 This year, 21st December will be _____ _____ **(short)** day of the year.
3 Their new house is _____ **(large)** than their old house.
4 Ho Chi Minh City is _____ **(crowded)** than Đà Nẵng.
5 I thought Barcelona was as _____ _____ **(beautiful)** as Rome.
6 I think summer is _____ **(good)** time of year to visit Croatia.
7 A holiday in the countryside is _____ **(relaxing)** than one in the city.
8 It's _____ **(easy)** to book flights online than going to a travel agent.
9 Which is _____ **(popular)** restaurant in the town?
10 Dubai is much _____ **(hot)** than Hanoi.

10 x 1 = 10

Listening

5 2.27 **Listen and decide if the statements are *R* (right) or *W* (wrong).**

1 Malta is in the Mediterranean Sea. ☐
2 The package holiday lasts a week. ☐
3 The Seaside Inn is 300 metres from a beach. ☐
4 Valletta is 7,000 years old. ☐
5 The price doesn't include food. ☐

5 x 3 = 15



Reading

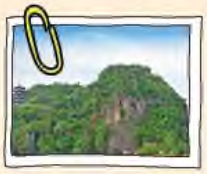
6 **Read the itinerary and replace the words in red with the words from the text.**

Tour Vietnam

Join our tour and discover beautiful Vietnam.



Days 1-3: Ho Chi Minh City is the biggest city in Vietnam. We will visit temples, museums, pagodas, parks and do some shopping. We will also explore the Củ Chi Tunnels and learn more about Vietnam's history.



Days 4-6: Đà Nẵng is a large city in Vietnam. We will explore the Marble Mountains from here.



Days 7-9: Hội An is a city on Vietnam's central coast. We will visit its famous Ancient Town and canals.



Days 10-12: The Imperial City of Huế in central Vietnam was once the capital city. We will visit beautiful palaces and temples and the Purple Forbidden City.



Days 13-15: Hạ Long Bay with its beautiful rock formations is an amazing wonder of the world. We will enjoy amazing natural beauty and go scuba diving, hiking and rock climbing.

1 You can learn more about Vietnam's history **there**. _____

2 You can see **them** in Hội An. _____

3 **These** mountains are in Đà Nẵng. _____

4 **It** isn't Vietnam's capital city any more. _____

5 There are rock formations **there**. _____

5 x 4 = 20

Writing

7 **You are visiting an ancient wonder in your country. Write a postcard to your English penfriend about your visit and the wonder (about 60-80 words).**

17 points

Everyday English

8 **Complete the dialogue with sentences (a-d).**

a How much is it?
b I'd like a ticket to Brighton, please, for tomorrow afternoon.
c Have a nice journey.
d Will that be single or return?

A Hello! **1)** _____
B Right. **2)** _____
A Return, please.
B OK. There is a coach at 4:30, but it's slower than the one at 6:00 o'clock.
A I'll take a ticket for the fastest one. **3)** _____
B It's £37.
A Great. Here you are.
B Here is your ticket. **4)** _____
A Thank you.

4 x 2 = 8
TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about shops & services ☆☆☆
- talk about transportation in the future ☆☆☆
- talk about travel & transport ☆☆☆
- talk about wonders of the world ☆☆☆

Reading
- identify detail (matching) ☆☆☆
- identify key information (multiple matching) ☆☆☆

Listening
- listen for specific information (R/W statements; identifying location) ☆☆☆
- listen for key information (gap filling) ☆☆☆

Speaking
- ask for/give directions ☆☆☆
- buy a ticket ☆☆☆

Writing
- write a tweet ☆☆☆
- write a postcard ☆☆☆

6 Be green

What's in this unit?

- **Vocabulary**
  - The environment
  - School green activities
  - Recycling
  - Volunteer tasks
- **Grammar**
  - Tense revision
  - *and/or/but*
  - *so/because*
  - *although/however*
- **Reading**
  - *Flying the Green Flag* (blog entries – R/W/DS statements)
  - *Volunteering in Yosemite National Park* (diary entries – multiple choice)
- **Listening**
  - A dialogue (matching)
  - A monologue (R/W statements)
  - An announcement (multiple choice)
- **Speaking**
  - Making suggestions
  - Asking for suggestions – Agreeing/Disagreeing
- **Writing**
  - A poster
  - A diary entry
- **CLIL (PSHE):** Community Service
- **Culture Spot:** Phong Nha-Kẻ Bàng National Park
- **Values:** Environment protection



Vocabulary

The environment

1 **Match the problems to the solutions.**
2.28 **Listen and check.**

2 **Make sentences as in the example. Use *reduce* or *save*.**

If we walk or ride a bike, we can reduce air pollution.

Video

Solutions

We can do it!



Listening

3 **What does each person decide to do?**
2.29 **Listen and match.**

Julie 1	a reduce use of plastic
Susan 2	b plant trees
Max 3	c ride a bike

6a • Reading

Video

mail | about | info | news | more

Lauren's Blog

Flying the Green Flag



Blog entry

Hi everyone! Today, my school received a Green Flag! We got it from Eco-Schools, an international organisation. It promotes eco-friendly schools. Last year, we installed recycling bins in the school corridors and each classroom has energy-efficient bulbs. Also, every Friday is 'Travel Smart Day', we walk or ride bicycles to school. Does anyone else go to an Eco-School?

Monday 14/05 12:11

Comment by Tina_TEXAS, USA, 14

Welcome to the club, Lauren! My school's an Eco-School, too! We're very proud of our Green Flag. We use an outdoor classroom on sunny days to save on electricity, and in Art class we create art from recycled materials.

Monday 14/05 19:13

Comment by Ricky_PAISLEY, SCOTLAND, 13

Congratulations! I attend an Eco-School, too. We use food waste from the canteen to make compost. Then we use the compost to help grow organic vegetables in our greenhouse.

Tuesday 15/05 17:34

Reading

- *install*
- *energy-efficient bulb*
- *recycled materials*
- *compost* • *organic*
- *greenhouse*

1 **Read the text quickly. Find all the words in the blog related to school areas.**

2 2.30 **Listen and read the blog. Decide if the statements (1-5) are *R* (right), *W* (wrong) or *DS* (doesn't say). Correct the wrong statements.**

1 Eco-Schools didn't give a Green Flag to Lauren's school. ☐
2 There are Eco-Schools in countries around the world. ☐
3 In Lauren's school, they walk to school on Fridays. ☐
4 In Tina's school, they study outside on sunny days. ☐
5 All the food in the canteen in Ricky's school is organic. ☐

3 **Think** **Compare the schools in the blog with your school.**

Vocabulary
School green activities

4 **Fill in each gap with *organise*, *build*, *create*, *start*, *grow* or *do*.**
2.31 **Listen and check.**













5 **Use the ideas in Exercise 4 to make suggestions about green activities at your school as in the example. Use the language in the box.**

A: How about starting a recycling club?
B: That's a great idea!

Making suggestions
- How/What about + verb-*ing*?
- Why don't we + verb …?
- We could + verb … .
- Let's + verb … .

Prepositions

6 **Choose the correct preposition.**

Walk to School Plan

Do you live close **1) in/by**? Then why not walk to school instead of travelling here **2) on/by** car? We're starting a Walk to School plan and we want everyone to join in! The first day of the plan will be **3) in/on** Friday. For more information, talk **4) to/for** Mr Richards.



Speaking & Writing

7 **What can you do to make your school more eco-friendly? Think of five things and prepare a poster and present it to the class.**

6b • Grammar



Tense revision

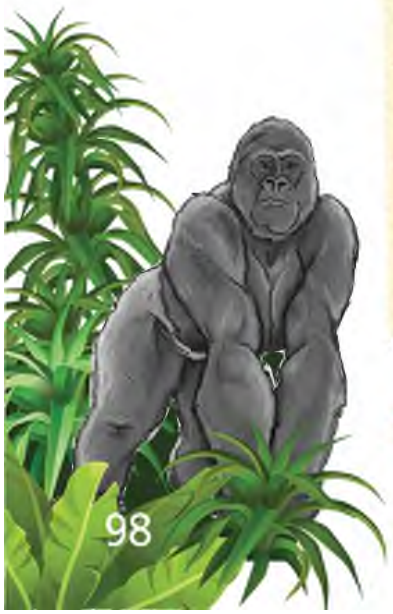
Present Simple
We use the **Present Simple** for habits, routines and timetables. I go to Environment Club every week. (habits and routines) Our meeting starts at 4:00. (timetables)
Present Continuous
We use the **Present Continuous** for actions happening now or around the time of speaking or fixed arrangements in near future. He is planting trees now. We're cleaning up the beach tomorrow.
Past Simple
We use the **Past Simple** for completed actions that happened at a specific time in the past. He put out the rubbish yesterday afternoon.
Future Simple
We use the **Future Simple (will)** for making predictions about what we think will happen in the future. People won't use plastic in the future.
Be going to
We use ***be going to*** for future plans. He's going to volunteer in the Amazon next summer.

1 **Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.**

1 I _walk_ **(walk)** to school every day.
2 _____ **(you/go)** to the clean-up day tomorrow?
3 Jim _____ **(build)** a birdhouse now.
4 We _____ **(not/have)** an English lesson on Wednesdays.
5 They _____ **(not/do)** any environmental projects at the moment.

2 **Put the verbs in brackets into the *Past Simple*.**

Dian Fossey (1932 – 1985) **1)** _was_ **(be)** from the USA. She first **2)** _____ **(go)** to Africa in 1963, and she **3)** _____ **(fall)** in love with mountain gorillas, an endangered species in Rwanda. She **4)** _____ **(decide)** to save them. Her work **5)** _____ **(help)** many mountain gorillas, but it also **6)** _____ **(make)** some people angry because they **7)** _____ **(not/want)** to save the gorillas. Some of these people **8)** _____ **(want)** to stop Dian, so they **9)** _____ **(kill)** her. Her death **10)** _____ **(not/stop)** her good work, it continues today with the Dian Fossey Gorilla Fund International.



3 **Ask and answer questions based on the text.**

A: Where was Dian Fossey from?
B: She was from the USA. When did she first go to Africa?

4 **Use the verbs in brackets and *will/won't* or *be going to* to complete the gaps.**

1 A: The air in this city is so dirty!
B: Yes, and I think air pollution _____will get_____ **(get)** worse in the future.

2 A: _____ **(you/recycle)** those plastic bottles?
B: No, I'm saving them to create art.

3 A: Mike _____ **(not/start)** university in September.
B: I know. He decided to work with endangered animals instead.

4 A: I can't wait to go on the school camping trip tomorrow.
B: I hope it _____ **(not/rain).**

5 A: What are you planning to do next summer?
B: I _____ **(spend)** a month in the rainforest.

5 **Complete the gaps with the correct tense of the verbs in brackets.**



Search

Compose
Inbox
Trash

Hi Bella!

1) _____Did you have_____ **(you/have)** a nice time in Vietnam last week? We 2) _____ **(not/go)** to France in the end because my dad had a problem at work. He 3) _____ **(work)** in a big office and there 4) _____ **(be)** a fire there last Sunday, so he had to stay and clear up the mess. It's OK, though, because my parents 5) _____ **(plan)** a great trip for us right now – to the Amazon rainforest!

I'm so excited! We 6) _____ **(leave)** on Monday morning! We 7) _____ **(spend)** 10 days trekking through the jungle with a guide and we 8) _____ **(see)** all sorts of amazing plants, animals and birds. I hope I 9) _____ **(manage)** to take some good photos! I 10) _____ **(call)** you when I get back – I promise!

Katie

Send

6 **Take turns to tell a story about a holiday you went on last year. Use a variety of tenses.**

A: Last summer we went on holiday to Phong Nha-Kẻ Bàng National Park.
B: When we were ...

6c • Vocabulary

Recycling

1 2.32 **Listen and repeat.**



2 **Put the items in Exercise 1 into the correct recycling bins. Say sentences as in the example.**



We can put yoghurt pots, jam jars and cans of cola into the plastic, metal & glass recycling bin.

Listening

3 2.33 **Listen and decide if the statements (1-5) are *R* (right) or *W* (wrong).**

1 Each house has four bins. ☐
2 The council collects the green box every week. ☐
3 You can't recycle jam jars and yoghurt pots. ☐
4 You can bring batteries to supermarkets. ☐
5 They collect the brown box every week. ☐

4 **Design a poster to encourage people to recycle the rubbish.**

Asking for suggestions
Agreeing/Disagreeing

1 a) 2.34 **Listen and read the dialogue. What are Amelia's suggestions?**

b) Which phrases/sentences do we use *to ask for suggestions? to agree? to disagree?*



Dan It's Environment Day at school next Friday. What shall we do?

Amelia We could **1)** encourage everyone to walk or ride their bikes to school.

Dan I don't think so. I think **2)** most people already walk to school.

Amelia How about **3)** planting trees around the edge of the school field?

Dan What a good idea! How can we organise it?

Amelia Well, first we'll have to ask for permission from the head teacher. Then, we'll have to **4)** buy the trees.

Dan I don't know about that. **5)** That will be very expensive. Maybe we can **6)** visit some local gardening centres and ask them to donate small trees.

Amelia You're right. That's a great plan!

2 **Read the dialogue aloud. Mind your intonation and rhythm.**

3 **Act out a dialogue similar to the one in Exercise 1. Use the prompts below for the underlined phrases/sentences. Mind the sentence stress.**



Recycling Week

1 encourage everyone to recycle at home
2 most people already recycle at home
3 putting recycling bins around the school
4 buy big bins to put outside the school
5 people won't use them
6 put small bins in each classroom for paper and big bins for plastic and metal around the school

Pronunciation Word stress

2.35 **Listen and underline the stressed syllables. Then practise saying them with a partner.**

- yoghurt
- magazine
- banana
- compost
- plastic
- batteries
- permission
- ticket
- classroom
- cola

6e • Grammar



and/or/but

- We use ***and*** to add information or join similar ideas.
  Big cities are crowded and they are noisy.
- We use ***or*** to suggest an alternative.
  You can walk to the park or you can take the bus.
- We use ***but*** to join opposing ideas.
  Plastic bags are useful, but they are not eco-friendly.

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

1 My school organised an environment day ___ we grew organic fruit and vegetables.
2 He went to the animal shelter, ___ it wasn't open.
3 We can ride our bikes to school ___ we can use public transportation.
4 He wants to build a birdhouse, ___ he doesn't know how to do it.
5 He collected all the empty plastic bottles ___ his parents took them to the recycling centre.

so/because

- We use ***so*** to express a result.
  It was raining, so we couldn't plant trees. (with a comma)
  (reason) → (result)
- We use ***because*** to express a reason.
  We couldn't plant trees because it was raining. (without a comma)
  (result) ← (reason)
  Because it was raining, we couldn't plant trees. (with a comma)
  (reason) → (result)

Note!

In writing and speaking, we often use linking words to connect one sentence or idea with another. Some common linking words are ***and, or, but, so, because, although, however***, etc.

2 **Rewrite the sentences using the words in brackets.**

1 The beach was dirty. They decided to clean it. **(so)**
The beach was dirty, so they decided to clean it.
2 The animal shelter is close to her house. She walks there. **(so)**
_____
3 There is air pollution. There are too many cars on the streets. **(because)**
_____
4 There are too many endangered animals. We need to create national parks. **(so)**
_____
5 The park is clean now. We organized a clean-up day. **(because)**
_____

3 **Start a sentence. Your partner completes it using *so* or *because*.**

A: People cut down trees,...
B: People cut down trees, so our forests are in danger.

Grammar • 6e



although/however

We use ***although*** and ***however*** to express contrast.

- We use ***although*** to connect two clauses in a sentence.
  Although he was tired, he continued working. (with a comma)
  He continued working **although** he was tired. (without a comma)
- We use ***however*** to connect two sentences.
  He was tired. **However,** he continued working. (with a comma)

4 **Join the sentences using the words in brackets.**

1 They left on time. They missed the train. **(however)**
They left on time. However, they missed the train.

2 He visited the gift shop. He didn't buy anything. **(although)**
_____

3 I want to keep a cat. My parents don't agree. **(however)**
_____

4 It will rain. They will go camping. **(although)**
_____

5 It was a very nice jumper. It was too expensive. **(however)**
_____

5 **Fill in each gap with** *and*, *or*, *but*, *so*, *because*, *although* **or** *however*.

1 _____ we have got recycling bins outside our houses, we can't put batteries in them.
2 She didn't want to use her car, _____ she went to the food bank on foot.
3 They didn't come to the beach _____ it rained.
4 Fiona wanted to join the local animal shelter. _____, she couldn't be there in the afternoons.
5 The street was full of rubbish, _____ they decided to clean it.
6 I went camping with my classmates last weekend _____ we had a great time.
7 Liam lives in a big city, _____ he loves the life in the countryside.
8 We're free this morning. Let's go for a walk _____ we can play badminton in the park.

6 **Start or say a sentence. Your partner continues using** *although* **or** *however*.

A: Tony continued working ...
B: Tony continued working although it was late.

6f • Skills

Video



VOLUNTEERING in YOSEMITE NATIONAL PARK

Wendy Roberts is back from a holiday in Yosemite National Park in California, USA. Here are some parts from her diary.

Monday
I arrived in Groveland. I joined up with the other people in the group; they're from all over the world! We're staying in a hotel tonight, but tomorrow morning we're heading into the park.

Tuesday
This morning, we entered the park and set up our tents. Our campsite's in a valley on the bank of the Merced River. We all have to tidy our tents, and it's my job to do the washing-up in the river and help in the kitchen! In the afternoon, we walked to Yosemite Falls where we picked up litter.

Wednesday
Today, we went up the river in kayaks. We saw black bears and deer. We took photos of spots around the park. Scientists compare them every year to spot environmental problems.

- *set up*
- *valley*
- *spot*

Reading & Speaking



1 2.36 **Listen to the sounds. Where are you? What can you see? How do you feel?**

2 **What tasks can volunteers do when they visit Yosemite National Park?**
2.37 **Listen and read to find out.**

3 **Read the text. For questions (1-4), choose the correct answer (A, B or C).**

1 The people in Wendy's group _____ .
A are from different countries **B** were old friends of hers
C met each other for the first time

2 The campsite where Wendy stayed _____ .
A was at the edge of a river **B** was deep in the park
C was on the other side of the valley

3 Wendy did the washing-up _____ .
A in her tent **B** in the kitchen **C** in the river

4 Wendy used a camera to photograph _____ .
A wild animals **B** her group **C** the park

4 Think **What makes Wendy an eco-teen? Tell your partner.**

Vocabulary
Volunteer tasks

5 2.38 **Listen and repeat.**


1 set up tents


2 clear trails


3 do the washing-up


4 pick up litter


5 repair fences and signs


6 do the laundry

Speaking

6 **Which of volunteer tasks in Exercise 5 are chores? Which activities can help the environment/wildlife? Tell your partner.**

Setting up tents is a chore.



Culture Spot

Phong Nha-Kẻ Bàng National Park in Vietnam is a UNESCO World Heritage Site. It is home to the world's largest cave, Sơn Đoòng Cave. There are tall mountains, underground rivers, historic sites and forests.



Which is the largest national park in the UK?

Listening

7 2.39 **Listen to an announcement. For questions (1-4), choose the correct answer (A, B or C).**

1 The volunteering holiday is for people _____.
A 14-18 years old B over 15 C over 18

2 Volunteers sleep in tents for _____.
A 15 nights B 5 nights C 3 nights

3 The volunteers won't _____.
A pick up litter B clear trails C repair fences and signs

4 Volunteers don't have to bring _____.
A walking boots B a raincoat C camping equipment

Writing (a diary entry)

8 **Imagine you went on a volunteering holiday to a national park. Write a diary entry about your experiences there (about 60-80 words). Include *the name and the location of the park, what you saw/did* and *your feelings*.**

See Writing 6 p. 121

6 • CLIL (PSHE)

Video

1 **What can you do to help the environment in your daily life? Read through to find out.**

COMMUNITY SERVICE

It is a good idea to do things that benefit others. You don't get paid but you volunteer to help the community. Here are some community service ideas.

- Plant trees.



- Collect litter **1)** _____ parks.
- Plant vegetables and donate them **2)** _____ a local food bank or prepare meals for the homeless.



- Have an Environment Day at school with plays and talks **3)** _____ the environment.
- Do the shopping **4)** _____ your elderly neighbours.



- Volunteer at the local animal shelter.



- Collect toys and stuffed animals and give them to kids in hospitals.



- Take part **5)** _____ clean-up days.

There is so much you can do to help your community. Why not start today?

- *donate*
- *the homeless*
- *elderly*
- *animal shelter*

Study Skills

Text completion

Pay attention to words before/ after each gap. They will help you do the task.

2 **Read the text and fill in the missing prepositions.** 2.40 **Listen and check.**

3 Think **What is the purpose of the text:** *to answer*? *to persuade*? *to inform*? **Is it helpful for you? Why?**

4 **Decide on some community service activities. Present your ideas to the class. Then, the class decides on the best ten ones.**

Project Time 6

1 It's Environment Day at your school. Create a poster about what we can do to protect the environment.



Presentation Skills

2 Use the poster in Exercise 1 to give a presentation to the class.

VALUES

Environment protection

3 Think Explain the quote.

4 It's Earth Day at your school. Think of activities to celebrate it, *e.g. plant trees, watch documentaries, create green art,* etc. The class selects three of the ideas.



See Song Section p. 114

6 Progress Check

Vocabulary

1 **Fill in each gap with *deforestation*, *pollution*, *endangered*, *plastic* or *organic*.**

1 Air _____ is a serious problem in big cities.
2 We can plant trees to help reduce _____ .
3 Use paper bags and cloth bags to reduce _____ pollution.
4 Growing _____ fruit and vegetables can save the environment.
5 We need to protect the habitats of _____ animals.

5 x 1 = 5

2 **Choose the correct option.**

1 Students **did/created** works of art.
2 Ted had to **pick up/set up** the tents.
3 James **organised/started** a clean-up day last month.
4 They **build/grow** their own fruit.
5 Help me to **repair/clear** the fence.

5 x 1 = 5

Grammar

3 **Choose the correct option.**

1 We're not going to the park **because/so** it's cold.
2 We should walk **but/or** we should ride our bikes to school.
3 He's tired. **Although/However,** he won't stop.
4 I will plant trees **so/and** you will pick up litter.
5 We can give our old toys to children in hospital, **so/and** they will feel happy.
6 He arrived late **although/however** he left early.
7 He wanted to help the community, **so/because** he joined a recycling club.
8 They couldn't pick up all the litter, **because/so** we helped them.

8 x 1 = 8

4 **Choose the correct option.**

1 They **cut/are cutting** down thousands of trees every week.
2 Millions of people **visit/visited** the forest every year.
3 They **didn't collect/won't collect** the rubbish last night.
4 We **took/are taking** part in the clean-up day last Sunday.
5 **I'm volunteering/volunteered** at a national park next summer.

5 x 2 = 10

5 **Put the verbs in brackets into the correct tense.**

1 John _____ **(work)** at the animal shelter two years ago.
2 Sally _____ **(go)** to the food bank last Monday.
3 This restaurant usually _____ **(prepare)** meals for the homeless.
4 John _____ **(plant)** trees now.
5 Anita _____ **(give)** her toys to kids in the local hospital next Monday.

5 x 3 = 15

Listening

6 2.41 **Listen to some information about Earth Day at a secondary school. For questions (1-4), choose the correct answer (A, B or C).**

1 When is the school going to celebrate Earth Day?
A on Friday **B** on Saturday
C all weekend

2 When will Earth Day activities start?
A at 9:00 **B** at noon **C** at 1:30

3 Who is Brian Howard?
A an art teacher
B a weather forecaster
C a scientist on the TV

4 What don't the students need to bring?
A work gloves **B** plastic bottles
C glue

4 x 3 = 12

Reading

7 **Read the text. Decide if the statements are *R* (right), *W* (wrong) or *DS* (doesn't say).**

Tony's Travel Blog

E-mail | Website | Home

Hi everyone! We visited Cát Bà National Park yesterday. It's close to Hạ Long Bay and it has got an amazing rainforest. We went hiking on a number of trails and paths. The park is home to 32 species of mammals, including golden-headed langurs. This is one of the most endangered animals in Vietnam and on Earth. I didn't see one, but our guide took us on a hike to the top of Ngự Lâm Peak. The views were fantastic. We walked the 9km trail to the village of Việt Hải. The hike wasn't an easy one but we had hiking shoes, raincoats and lots of water with us. We saw macaques, deer, civets and squirrels. Cát Bà National Park is a World Heritage Site. I hope you can visit it one day! Check out my photos.

Like and Subscribe



1 Cát Bà National Park is in northern Vietnam. ☐
2 There is a rainforest there. ☐
3 Cát Bà National Park is home to lots of animals. ☐
4 Tony didn't go up to the top of Ngự Lâm Peak. ☐
5 The hike to Việt Hải is difficult. ☐

5 x 3 = 15

Everyday English

8 **Match the sentences to make exchanges.**

What shall we do? 1	a What a good idea!
How about planting some trees at the park? 2	b I'm not sure. Buying trees would be expensive.
How can we organize it? 3	c We could buy some bins.
Then, we need to buy some trees. 4	d You're right. Our local radio station will do this for free.
Maybe we can ask people to donate small trees. 5	e Well, first we need to ask for permission from the local council.

5 x 2 = 10

Writing

9 **Imagine you visited a place of natural beauty in your country or another country. Write a diary entry about your experiences there (about 60-80 words). Include *the name and the location of the place, what activities you did* and *your feelings*.**

20 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about the environment ☆☆☆
- talk about school green activities ☆☆☆
- talk about recycling ☆☆☆
- talk about volunteer tasks ☆☆☆

Reading
- identify detail (R/W/DS statements) ☆☆☆
- read for specific information (multiple choice) ☆☆☆
- complete an article (open cloze) ☆☆☆

Listening
- listen for detail (matching; R/W statements) ☆☆☆
- listen for specific information (multiple choice) ☆☆☆

Speaking
- make suggestions ☆☆☆
- ask for suggestions – agree/disagree ☆☆☆

Writing
- create a poster ☆☆☆
- write a diary entry ☆☆☆

Review (Units 1–6)

Vocabulary

1 **Choose the most appropriate option.**

1 Let's go to the department ___ .
A pet shop B post C store

2 You can keep your money in a ___ .
A bank B café C hospital

3 Are there ___ trains in your country?
A van B truck C express

4 You should have a strong ___ and keep it secret.
A password B padlock C username

5 He ___ for the local animal shelter.
A builds B collects C volunteers

6 I ___ games for computers.
A design B fly C treat

7 Everyone likes Trung. He is very ___ .
A popular B impatient C selfish

8 Hurry up or you will ___ the bus.
A miss B lose C sail

9 She went to the ___ shop to buy a teddy bear.
A pet B toy C florist's

10 We must protect endangered ___ .
A compost B animals C plastic

11 Save your files on a USB flash ___ .
A drive B screen C tower

12 He repairs cars. He is a ___ .
A engineer B pilot C mechanic

13 I don't like ___ shows.
A chats B fashion C film

14 My dad bought me a new virtual ___ headset.
A player B reality C console

15 All the actors walked out onto the ___ .
A stage B aisle C box

16 We will ___ fences and signs.
A do B pick C repair

17 We grow ___ vegetables in our garden.
A recycled B organic C clean-up

18 Put the banana ___ in the correct recycling bin.
A skins B cores C pots

19 We should ___ national parks.
A recycle B reuse C create

20 He had got a ___ because he played computer games too much.
A cough B temperature C headache

Grammar

2 **Choose the most appropriate option.**

1 How ___ butter did you buy?
A much B many C lots

2 ___ it was cold, they went for a walk.
A However B Although C But

3 This is the ___ popular florist's in town.
A most B more C much

4 He is ___ than me at maths.
A best B good C better

5 I'd love ___ your family.
A meeting B to meet C meet

6 We ___ wear a uniform at school; it's the rule.
A might B can C have to

7 Do you fancy ___ PC games with me?
A play B playing C to play

8 If we ___ now, we will catch the last train back home.
A leave B left C will leave

9 You ___ exercise. It's good for you.
A can't B mustn't C should

10 That was the ___ film ever.
A worst B bad C worse

11 I want ___ an ambulance.
A to call B call C calling

12 We went to the theatre ___ Friday.
A in B on C at

13 ___ I have some water, please?
A Must B Can C Should

14 Is Paul ___ dinner now?
A cooking B cooked C cooks

15 Can I have ___ milk, please?
A every B any C some

16 She was sad, ___ she didn't tell us why.
A but B so C although

17 Olivia is taller ___ me.
A of B than C from

18 ___ you go to the cinema last weekend?
A Does B Did C Do

19 She is ___ from her sister.
A different B like C as

20 They left early. ___, they didn't arrive at work on time.
A However B So C Although

Listening

3 2.42 **Listen to Tom presenting a wonder and complete the gaps.**



Name: Hạ Long Bay, Vietnam
Distance from Hanoi: 1) _____
Number of islands: 2) _____
Animals: squirrels and 3) _____
Number of visitors per year: 4) _____

Reading

4 **Read the text. Decide if the statements are *R* (right), *W* (wrong) or *DS* (doesn't say).**

Tom's Travel Blog

mail about new more

Hi everyone! I'm back from Hispaniola, an island in the Caribbean shared between the Dominican Republic and Haiti. I stayed in Jaragua National Park in the Dominican Republic.
There are 16 national parks and protected areas in the Dominican Republic. The Jaragua National Park isn't as popular as some of the other national parks, but I prefer quieter places. Jaragua is on the coast, so part of the park is on land and part of it is at sea.
While I was there, I saw a rhinoceros iguana. I love reptiles and I know all about this endangered species. They're shy, but they are powerful when they need to protect themselves. I tried to take a photo of it, but I dropped my camera. The iguana heard the noise and hid in the rocks. At least, I got to see one! Next time I go, I'll be more careful.

Like



1 Hispaniola is the capital of the Dominican Republic. ☐
2 Haiti doesn't have any national parks. ☐
3 Jaragua doesn't get as many tourists as other national parks. ☐
4 Tom got a great photo of a rhinoceros iguana. ☐
5 Tom plans to go back to the Dominican Republic. ☐

Writing

5 **Imagine you are on holiday. Write an email to your English e-friend about it (about 60-80 words).**

SONGS

Video



1 3.1 Listen to the song and fill in each gap with one of these adjectives: *cultural, cheerful, colourful, enjoyable.* Then sing along.



2 Think How is the saying related to the song?

Our World of Difference

Your world, my world,
Wonderful!
Different countries, different cities,
1) _____*!*
Light people, dark people,
Beautiful!
North, south, east, west,
2) _____*!*
Our wonderful world of difference
With all its colours and shapes,
Our wonderful world of difference,
Where all of us have a place!

Your world, my world,
Wonderful!
Sweet tastes, sour tastes,
3) _____*!*
Happy places, happy faces,
4) _____*!*
Young people, old people,
Respectful!

Unit 1

1 Read the title of the song. Think of five words you expect to appear in the song and write them down in your notebook.

2 3.2 Listen to the song. Which words in your list in Exercise 1 are in the song? Then sing along.

3 Think Write another verse for the song.

Video

Fit and healthy





Your body is amazing
It's not just a machine
Make sure you take good care of it
And keep it fit, fit, fit
The checklist for your body
Is good sleep and exercise
And when it's time to eat a meal
Eat well, eat fresh, eat wise
Play a sport or hit the gym
Feeling healthy, fit and slim
Doing exercise is the best
But don't forget to rest, rest, rest
Get in shape, you're number one
Health is best for everyone
Hit the streets, go for a run
Being healthy's fun, fun, fun

Unit 2

SONGS

Video

1 **The words/phrases below are from the song. What is the song about?**

• laughter • friends • enjoy • party atmosphere
• celebrate • fun • music • dance • games
• food • cheer • fireworks

3.3 **Listen and read to find out.**

2 **According to the song, what makes a good party?**

3 Think **Give the song a title.**



The sound of laughter fills the air
Now all our friends are here
So let's relax and all enjoy
The party atmosphere

The time is right, we're feeling great
So come on, everyone
It's party time, let's celebrate
Let's all have lots of fun

The lights are shining everywhere
So colourful and bright
Let's listen to the music play
And dance all through the night

We've got lots of games to play
And lots of food to try
Later we can watch and cheer
As fireworks fill the sky

Unit 3

Video

1 **Write down ten verbs related to technology in your notebook.**

2 3.4 **Listen to the song. Which of the verbs in your list appear in the song? Then sing along.**

3 Think **Imagine you had no devices for a day. What would it be like?**



Connected

Tech,…tech,…tech,…
Tech-no,…techno,…techno,
Techno-lo,… Technolo,…
Technolo-gy,… Technology!

With technology, you can:
Click it, share it, send it, play it
Scan it, make it, watch it, stream it.
But don't forget to update it.

With technology, you can:
Save it, read it, keep it, post it
Print it, solve it, love it, like it.
You can always stay connected.

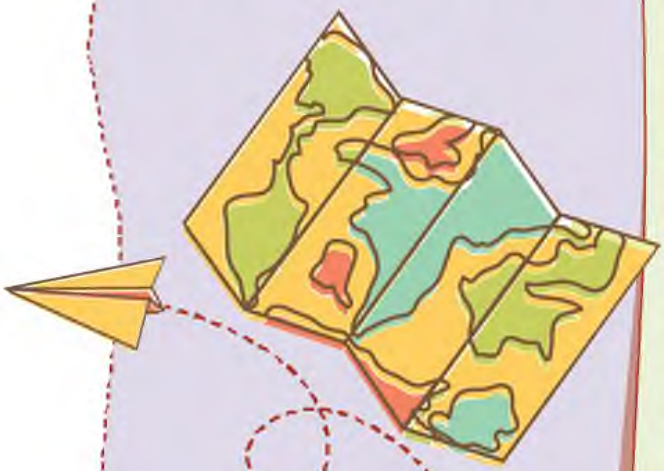
With technology, you can:
Print it, solve it, love it, like it
Install it and upload it.
But remember! Don't delete it!

Unit 4

SONGS

1 3.5 **Listen and fill in the missing words. Then sing along.**

2 **Think** **According to the song, what is holiday time? Is it the same to you?**



Video

OUT and AROUND

Holiday time is nearly here
I'll do what I do every 1) _____ –
I'll take a look out and around
And put my 2) _____ on foreign ground!

I'll get on a 3) _____ one sunny day,
And I'll travel somewhere far away.
I'll travel over land and 4) _____
And visit places dear to me!

Some take the bus, some take the 5) _____
But when I leave I'll take the plane!
I want to enjoy the sun, 6) _____ and sand,
Go east or west to exotic lands!

Get to the airport, find the gate,
Holiday time, I just can't 7) _____!
People to meet and places to see,
Lots of adventures 8) _____ for me!

Unit 5

1 3.6 **Listen to the song and choose the correct word. Then sing along.**

2 **Think** **Draw or find a picture to illustrate the song. Present your picture to the class. Explain what it means.**

Video

SAVE the EARTH

Save the Earth, our world, our 1) **house/home**
Save the Earth, there's 2) **just/only** one!
We've got to clean up everywhere
All it 3) **takes/needs** is a little care!

Reduce the pollution in the air,
Everybody 4) **has/needs** to be aware.
Don't take the 5) **car/bus**, it's best to walk,
Or ride your bike to school or work.

Beautiful trees are being 6) **cut/burnt** down,
So our green forests are turning brown.
Don't 7) **throw/waste** so much precious paper,
8) **Use/Save** it and reuse it later.

Animals 9) **need/want** attention, too.
And that is up to me and you,
Stop over-fishing in our 10) **lakes/seas**,
Stop hunting – save our creatures, please!

Unit 6

Writing

1 A blog comment (p. 116)

2 A paragraph about an event (p. 117)

3 An email of invitation (p. 118)

4 A letter about a competition (p. 119)

5 A postcard (p. 120)

6 A diary entry (p. 121)

1 A blog comment

1 **Read the task. Underline the key words. For the statements (1-3), choose the correct option.**

This is part of a blog entry.

Phil's Blog

Hi everyone! I'm on holiday in Sicily, Italy, and I'm having a great time! It's very different from my home country, the UK. For example, in the UK, we nod our heads to say 'yes', but in Sicily, nodding your head once means no! Some gestures mean different things in different countries. Do you know any gestures like that?

Write a blog comment answering Phil's question (about 60-80 words).

1 You are going to write a **comment/letter** on a blog entry.
2 You are going to write about a **holiday/gesture**.
3 You are going to write about **60-80/80-100** words.

Model analysis

2 **Read the model. How does the writer start/end the comment?**

Hi Phil! This is Monica from the USA. Great blog! In my country, giving the thumbs up means everything is OK, but in Germany, where my mum is from, it just means the number 1! When I'm there, I can't use the thumbs up to show something is good – I have to remember my German and say it instead! Looking forward to your next post.



3 **Replace the underlined sentences with the sentences below in your notebook.**

1 Can't wait for your next blog entry.
2 I really enjoy reading your posts.

Writing Tip **Error correction**

When you finish your piece of writing, check it for spelling, punctuation and grammar mistakes.

4 **Read the extract from a blog entry and correct two grammar mistakes, two punctuation mistakes and two spelling mistakes.**

In my country, we look at our watchs to show we are bored. Even if you aren't having a watch, you can still look at your wrist to let peeple know you are bored. In germany, however, you show you am bored by putting your hands in your pockets?

5 **Fill in each gap with *shake*, *thumbs up*, *wish*, or *curl*.**

1 In Asia, it's rude to _____ your index finger to ask somebody to come to you.
2 In Australia, the _____ means everything is OK.
3 It's polite to _____ hands when you greet someone.
4 Don't cross your fingers to _____ for luck in Vietnam. It's very rude!

Your turn

6 ***Brainstorming:*** **Read the task in Exercise 1. Use ideas from Exercise 5 to make notes under the headings *gesture, what it means in my country* and *what it means in another country*.**

7 **Use your notes in Exercise 6 and the phrases/sentences from the Useful Language box to comment on Phil's blog entry.**

Useful Language

Introducing yourself/Greeting blogger
- Hey ...! • This is ... from ... . • Fantastic/ Great blog! • Big fan of your blog!

Closing remarks
- Can't wait for your next post.
- Looking forward to your next post.

A paragraph about an event • 2

1 **Read the task. Underline the key words, then complete the sentences.**

> You attended a special sports event at your school. Write a paragraph describing it (about 60-80 words). Include *its name, the place, the date* and *the activities.*

1 You should write _____ .
2 It is for an _____ .
3 It should be about _____ .
4 You have to write between _____ _____ .

Model analysis

2 **Read the model. Copy the spidergram into your notebook and complete it with information from the model.**





Last week, I attended the Little Olympics. It was a fantastic event! It took place on our huge school playing field on Friday, 24th June. The day started with an amazing parade. Then, we competed in Olympic sports. My favourite was the team race at the end – the whole school gathered around the track to cheer the runners on. The Little Olympics was great! Everyone came together and had a lot of fun.



Writing Tip **Using adjectives**

We can use a variety of adjectives to make our description more interesting to the reader.

3 **Which adjective does the writer use to describe *the event*? *the school playing field*? *the parade*?**

4 **Fill in each gap with *amazing*, *peaceful*, *small* or *hot*.**

1 My school sports day was a(n) _____ event because there were only 50 students at my school.
2 It was in July, so it was on a(n) _____ day.
3 The gymnastics competition was my favourite part – the students did _____ tricks!
4 Last year, the taekwondo club did a show. It was very _____ and everyone was quiet while we watched it.

Your turn

5 *Brainstorming:* **Copy the spidergram in Exercise 2 into your notebook. Complete it with information about a special sports event at your school.**

6 **Use your notes in Exercise 5 and the phrases from the Useful Language box to write a paragraph about a special sports event at your school.**

Useful Language

Event
• sports event • end of school year celebration • basketball tournament, etc.

Place
• at the school playground/local swimming pool/basketball court/gym, etc.

Date
• in May/June, etc. • just before the school closed for the summer holidays

Activities
• play basketball • compete with other schools • have a contest

3 An email of invitation

1 **Read the task. Underline the key words and answer the questions.**

You are planning to go to a festival. Write an email to your best friend inviting him/her to join you (about 60-80 words). Include *its name, the date, the place, what to do* and *what to see*.

1 What are you going to write?
2 Who are you going to write to?
3 What information are you going to include?
4 How many words are you going to write?

Model analysis

2 **Read the model. Copy the spidergram into your notebook and complete it with information from the email.**





Writing Tip **Opening/Closing remarks in emails/letters**

When we write informal emails/letters, we start greeting our friend, then write our opening remarks. We end our email/letter with our closing remarks and sign off using our first name. We use informal language, contractions and the imperative.

3 **Find the opening and closing remarks in Fiona's letter in Exercise 2.**

4 **Read the following sentences. Which are *opening remarks*? *closing remarks*?**

1 How are you?
2 See you there.
3 How are things?
4 Can't wait to see you.
5 Write back.

Your turn

5 *Brainstorming:* **Copy the spidergram in Exercise 2 into your notebook and then complete it with information about a festival you are going to attend.**

6 **Use your notes in Exercise 4 and the phrases/sentences from the Useful Language box to write your email of invitation.**

Useful Language

Opening remarks
- Hi/Hello ...!/How are things?/How are you?/ How's everything?

Reason for writing/name/date/place of festival
- I'm planning to go to ... . Do you fancy coming ...? • It's going to be on/at/next ... .
- It takes place on/in/from ... to ... .
- I hope you'll join me.
- Would you like to ...?/Why don't you come?

Closing remarks
- Be there! • Make sure you don't miss it.
- Do come! • Can't wait to see you.
- Hope you can make it. • See you there.

A letter about a competition • 4

1 **Read the task. Underline the key words and answer the questions.**

Your school is holding a science competition. Write a letter to your friend explaining the rules and how to participate in it (about 60-80 words).

1 What are you going to write?
2 Who is going to read it?
3 What is it going to be about?
4 How many words are you going to write?

Model analysis

2 **Read the model. Copy the spidergram into your notebook and complete it with information from the letter.**

Hi Tom,

How are things? I know you enjoy designing robots, so I thought you would like to take part in the competition at my school. It's on Saturday 9th May and you have to be there by 10 o'clock. You have to design a robot. It can be any shape or size, but it must be able to move forwards and backwards, turn corners and lift 500 g. Do you want to participate? I can get a form for you from our science teacher, Mr Benson.

Write back.

Lucy





Writing Tip **Editing your work**

Always check your writing before you give it to your teacher. Check for any mistakes in spelling, punctuation, grammar, etc.

3 **Read Harry's letter and correct two spelling mistakes, two punctuation mistakes and three grammar mistakes.**

Hi Josip,

How are you. Do you want come to a cool event with me? It's at PinPals in Satuday 14th June from 9:00 till 5:00, but we must be there by 10:30. We can win video games, T-shirts and even a games consale. We can buy snacks all day and there'll also is music from local bands. Looking forward to hearing from you?

Harry

Your turn

4 *Brainstorming:* **Copy the spidergram from Exercise 2 into your notebook. Complete it with information about a science competition at your school.**

5 **Use your notes in Exercise 4 and the phrases/sentences from the Useful Language box to write a letter to your friend telling him/her about a science competition at your school.**

Useful Language

Opening remarks
- How are things? • How are you?
- Sorry I didn't write to you earlier.

When & Where
- It's on (date) at (place).
- It's taking place at (place) on (date).

What you have to design
- You have to design ... .
- The theme of the competition is ... .

Rules
- You must/mustn't ... .
- Your design has to ... .

How to participate
- You must apply online/fill in a form.
- You don't have to apply to participate./You can just turn up.

Closing remarks
- Write back. • Talk to you later.
- Looking forward to hearing from you.

5 A postcard

1 **Read the task. Underline the key words and answer the questions.**

> Imagine you are on holiday visiting a wonder. Write a postcard to your English penfriend (about 60-80 words). Include *where you are, the information about the wonder* and *when you are coming back.*

1 What are you going to write?
2 Who is going to read it?
3 What is it going to be about?
4 How many words are you going to write about?

Model analysis

2 **Read the model. Which adjectives does Sam use to describe**
- ***the temple*?**
- ***the gardens*?**
- ***the bell*?**



Hi Mark,
Greetings from Huế, Vietnam. Weather's great. Visiting Thiên Mụ Temple today. This beautiful temple is on the north bank of the Hương River and dates back to 1601. Phước Duyên Tower is the most striking feature of the pagoda and has got seven levels. There are amazing gardens there. To the west of the tower, there is a pavilion with a giant bronze bell. You can hear it from 10 km away. Coming back next Monday!
Talk soon.
Sam

A Mark Oakley
B 14 Green Hill Street
C Bournemouth
D BH1 1 AA
E UK



Writing Tip **Writing addresses**

To write the address of the person, we include the person's full name, house number and street name, town/city, postcode and country (if we are sending the postcard from another country).

3 **Look at Mark's address. Match the letters (A-E) to the numbers (1-5).**

1 ☐ country
2 ☐ his full name
3 ☐ postcode
4 ☐ house number & street name
5 ☐ town/city

Writing Tip **Writing postcards**

When we write postcards, we can:
- omit **subject pronouns.** Miss you. (I miss you.)
- omit the **subject pronouns** and **the verb *to be*** **from Present Continuous sentences.** Thinking of you. (I'm thinking of you.)
- omit **articles.** Weather's hot. (The weather's hot.)

4 **Rewrite the sentences by omitting words in your notebook.**

1 We're having a lovely time.
2 The hotel is fantastic!
3 I can't wait to see you.
4 We're going to be back on the 6th.
5 The food is delicious!

Your turn

5 *Brainstorming:* **Imagine you are visiting a wonder. Make notes in your notebook under the headings *where you are, information about the wonder* and *when you are coming back*.**

6 **Use your notes in Exercise 5 and the phrases/sentences from the Useful Language box to write your postcard.**

Useful Language

Starting a postcard
- Hi/Hello ...

Where you are writing from/who with/how long
- Greetings from ... ./I'm in ... with ... for ... days/weeks. • I'm/We're here in ... with ... for ... days/weeks.

Describing the wonder
- It's a (beautiful/ancient, etc. pagoda/city/temple, etc.). • It dates back to ... .
- There are (gardens/statues, etc.)

Ending a postcard
- Talk to you soon. • See you when I get back.

A diary entry • 6

1 **Read the task. Underline the key words and answer the questions.**

Imagine you went on a volunteering holiday to a national park. Write a diary entry about your experiences there (about 60-80 words). Include *the name and the location of the park, what you saw/did* and *your feelings.*

1 What are you going to write?
2 What is it going to be about?
3 What are you going to include?
4 How many words are you going to write?

Model analysis

2 **Read the model and complete the table.**

Dear Diary,
Last weekend, I went to Howletts national park in Kent. It was amazing! I saw a lot of animals there, but my favourite animals were the giraffes. I knew giraffes are tall, but I was still surprised about how tall they actually were! I picked up litter and fed the animals. I had a wonderful time! I was sad when it was time to go home, but I felt happy that I went there and helped. I can't wait to go again!



Julia

Name & Location	
What saw/did	
Feelings	

Writing Tip **Describing feelings**

When you write a diary entry, describe your feelings. This makes it more personal.

3 **How did Julia feel about her trip to the national park? Why?**

4 **Fill in each gap with *nervous*, *scared*, *interesting*, *sad* or *bored*.**

1 I felt _____ when I saw the lions – I'm terrified of them!
2 I felt _____ when we left the national park because I wanted more time there.
3 When I held the snake, I felt _____ at first, but then I relaxed.
4 I was _____ in the campsite; there was nothing interesting to see.
5 My volunteering holiday to the national park was _____ because I learnt many things about animals.

Your turn

5 *Brainstorming:* **Imagine you went on a volunteering holiday to a national park. Copy the table in Exercise 2 into your notebook. Complete it with information about your experiences there.**

6 **Use your notes in Exercise 5 and the phrases/sentences from the Useful Language box to write a diary entry.**

Useful Language

Name & Location
- Hey, I had a great day yesterday. I visited ... in ... .
- Yesterday, I visited ... in ... .

What saw/did
- I saw ... and ... .
- I went inside ... .
- I visited ... .
- My favourite ... .

Feelings
- I was happy/sad ... .

Going Green

BUYING NOTHING TO HELP THE EARTH

Buy Nothing Day is a special day to relax without spending any money at all. Just think how beneficial this would be both for you and, yes, the planet! Every time you don't buy anything, you're doing your part to lessen the bad effect you have on the natural environment.

So, what can you do on Buy Nothing Day?

1 Make a list of what you would normally buy in a day. Then cross off everything that is not absolutely necessary.

2 Plan a budget and stick to it. Don't spend your pocket money on things you don't need.

3 Use the things you already have at home to make something you would normally buy – maybe a loaf of bread or a birthday gift.

These suggestions may make you realise how much of your shopping is really just shopping because you can. Change your spending habits and change the world!



- *beneficial*
- *lessen*
- *budget*

1 Read the title of the text. What do you think it means? How can you help the Earth by buying nothing?

2 Read the text and match the subheadings (A-C) to the paragraphs (1-3).

A Stay with the Plan ☐ B Homemade is Better ☐

C Reduce Daily Expenses ☐

Video



3 Read the text again and decide if the statements are *R* (right), *W* (wrong) or *DS* (doesn't say).

1 Buy Nothing Day is about not buying things. ☐
2 Buying things is bad for the environment. ☐
3 We buy too many things we don't need. ☐
4 It is OK to make a list before you go shopping. ☐
5 A good way to avoid buying things is to reuse things you have. ☐
6 Changing the way you shop isn't good for the planet. ☐

4 What is the author's purpose: *to inform*? *to educate*? or *to entertain*?

5 Think Talk about your spending habits. What do you usually buy? What is your budget per week/month? What can you do to reduce your shopping?

6 What else can you do on Buy Nothing Day? Decide in groups. Present your ideas to the class.

Donate your old clothes to a local charity.

Project

7 Organise your own Buy Nothing Day. Set a date and follow all the steps in the text. Then write a short paragraph describing what you did and how it helped you to become an environmentally-friendly consumer.



1 **Read the title of the text. How can it be related to the pictures? Read and check.**



Video

Lean & Green

Did you know that you can get fit and help the planet **1)** _____ the same time? You'll look and feel great, and the Earth will thank you!



1 Walk **2)** _____ cycle, don't drive. Cars use fuel and send loads of dangerous gases into the air that we breathe. Walking and cycling are great exercise for your legs and your lungs.



2 Jog or run in the great outdoors. Using a running machine in a gym or at your house may **3)** _____ good exercise, but it may use up energy. Get a fantastic aerobic workout and enjoy nature as you complete your daily run or jog outside.



3 Work in the family garden. Planting will get arms toned and in shape in no time. Spreading compost on your plants and flowers means they'll need **4)** _____ water and you'll get a real all-over workout, **5)** _____ .

- *lungs*
- *toned*
- *in shape*
- *workout*

2 Read the text again. Fill in each gap with ONE appropriate word. Compare with your partner.

3 Read the text and say how you can get fit and help the environment at the same time.

4 Think Is your fitness programme green? What else can you do to get fit and help the environment at the same time? Discuss.

Giving advice
- You can ... .
- Why don't you ...?
- You can also ... .

5 Think Use the information in the text to advise your friend to follow a green fitness programme. Think about: *positive impact on the environment, how it will help your friend get fit.*



Video

TYPES OF ENERGY







- *hydro-electric power*
- *fossil fuel*
- *organic material*
- *geothermal source*
- *run out*
- *chemical*
- *convert*
- *generator*
- *turbine*

1 **Look at the pictures. Which energy resources can you see: *coal*? *oil*? *natural gas*? *petrol*? *wind power*? *solar power*? *hydro-electric power*?**

2 **Which of the energy resources in Exercise 1 are *renewable*? *non-renewable*? Read to check.**

3 **Answer the questions.**

1 What are fossil fuels?
2 Why using fossil fuels is not good for the environment?
3 What are renewable energy resources?
4 Why should we use renewable energy resources to produce electricity?
5 What can we do to save energy?

Coal, oil and natural gas are fossil fuels. Organic materials formed them over millions of years. Fossil fuels are non-renewable. We cannot replace them. When we burn fossil fuels, the chemical energy inside them becomes heat and light, but burning fossil fuels produces pollution.

Renewable energy resources include wind, waves, sunlight and geothermal sources. These resources will not run out and do not produce pollution.

Solar energy comes from sunlight. Nowadays we use solar cells to convert sunlight into electricity and solar panels to heat up water. We also use moving water such as waves to turn underwater generators, and turbines to generate electricity from the wind.

We should produce more of our electricity by using renewable energy resources so that fossil fuels won't end. We can also save energy. We can walk to school, wear warmer clothes and turn off lights and appliances when we don't need them.





4 **What can we do to save energy? Discuss. Think about *home heating and cooling, home appliances* and *water*. Use your answers to prepare a leaflet. Add pictures.**

5 **What is the future energy? Collect information. Tell the class.**

1 **Think** **Read the quotation below. Do you agree? How can it be related to the text? Read the text to check.**

> *"There is a sufficiency in the world for man's need but not for man's greed."*
>
> *Mohandas K. Gandhi*

Video

Where did you get that?



In 2019, in the UK, people throw away over 800,000 tonnes of clothing. While recycling cloth is a great start, it is **1)** _____ better for the environment if we actually reuse our old clothes first. Here are a **2)** _____ ways.

1 Before you decide to throw your favourite old white T-shirt in the rubbish, think about **3)** _____ you could change it yourself. Paint it, embroider it, stamp it, dye it, the options are limitless.



2 Now you don't **4)** _____ to say goodbye to your old blue jeans. Using the most basic sewing skills, a few buttons, ribbons and lace you can quickly make a fantastic denim handbag.

3 We all know that inexpensive high street fashion is the easiest **5)** _____ to update your wardrobe, but these clothes wear out very quickly. When you can, buy clothes that are high-quality or buy vintage clothes.





• *embroider* • *stamp* • *dye*
• *sewing* • *lace* • *vintage*

2 **Read the text again. Fill in each gap with ONE appropriate word. Compare with your partner.**

3 Match the subheadings (A-C) in the text to the paragraphs (1-3).

A Create a One-of-a-kind Fashion Accessory ☐

B Buy Smart ☐

C Get into Do-it-yourself Fashion ☐



4 How can we reuse clothes? Use the information in the text to tell the class. Compare with a partner.

5 How often do you go shopping for clothes? What do you usually do with your old clothes and shoes? Discuss with your partner.

Project

6 Tie-dye a T-shirt at home.

What you need

- a T-shirt (one that you no longer wear!)
- dye (any colour(s) you want)
- elastic bands
- rubber gloves



INSTRUCTIONS

1. Wash a white T-shirt in cold water and place it on a flat surface.
2. Tie knots in the T-shirt or twist parts of it and secure with elastic bands.
3. Prepare the dye according to the packet instructions (make sure you wear rubber gloves!). Place the T-shirt in the dye for 15-20 minutes.
4. Remove it from the dye and rinse in cold running water. Carefully untie the knots or remove the elastic bands and … WOW, you've got a new super-cool T-shirt!

DID YOU KNOW?

One 100% organic cotton T-shirt = approximately 12.2 kg of CO_2 sent into the atmosphere (to get to the shop where you bought it, the shirt has travelled about 23,000 kilometres + 34 kilowatt hours of energy has been used to make it)

One vintage T-shirt = 0 kg of CO_2!

1 **Read the title of the text. What do you think it means?**

Video

Follow the Footprint

Organisations, worried **1)** _____ the condition of our planet, came up with a way to measure how much damage we cause when we go about our daily activities. They call **2)** _____ measurement a 'footprint' and depending **3)** _____ our behaviour, our footprints can be all different sizes. So, let's see what you can do **4)** _____ have the smallest carbon footprint possible.

AT SCHOOL



- Get a reusable lunchbox.
- Reuse paper for notes and drawings.
- Use school supplies from last year.

GETTING AROUND



- Don't drive when you can walk.
- Ride your bike to school.
- Use public transportation.

WASTE NOT, WANT NOT



- Recycle.
- Fix things instead of throwing them **5)** _____.
- Reuse paper bags, water bottles and aluminium foil.

ELECTRICITY



- Turn **6)** _____ all the lights when you go out.
- Switch off air conditioners at night.
- Play outside, instead of surfing the Net indoors.

Your carbon footprint is the amount of carbon dioxide (CO_2) released in the air while you use electricity, use public transport, eat, buy clothes and other things. CO_2 causes global warming.

- *measurement* • *behaviour*
- *reusable* • *aluminium*
- *switch off*

2 **Read the text. Fill in each gap with ONE appropriate word. Compare with your partner.**



3 **Do the quiz. Then read the text and check your answers.**

1 A 'footprint' _____.
- **A** affects daily activities
- **B** measures CO_2
- **C** is usually one size

2 What shouldn't we use at school?
- **A** plastic lunch bags
- **B** note paper
- **C** old pens

3 Which is the 'greenest' way to get around?
- **A** on foot
- **B** by bus
- **C** by car

4 We can reduce waste by _____.
- **A** throwing things out
- **B** repairing things
- **C** reusing broken things

5 What can you do to save energy?
- **A** never use air conditioners
- **B** switch off lights when not in use
- **C** use your PC outside

4 **Look at the pictures and say what you can do to help the environment.**









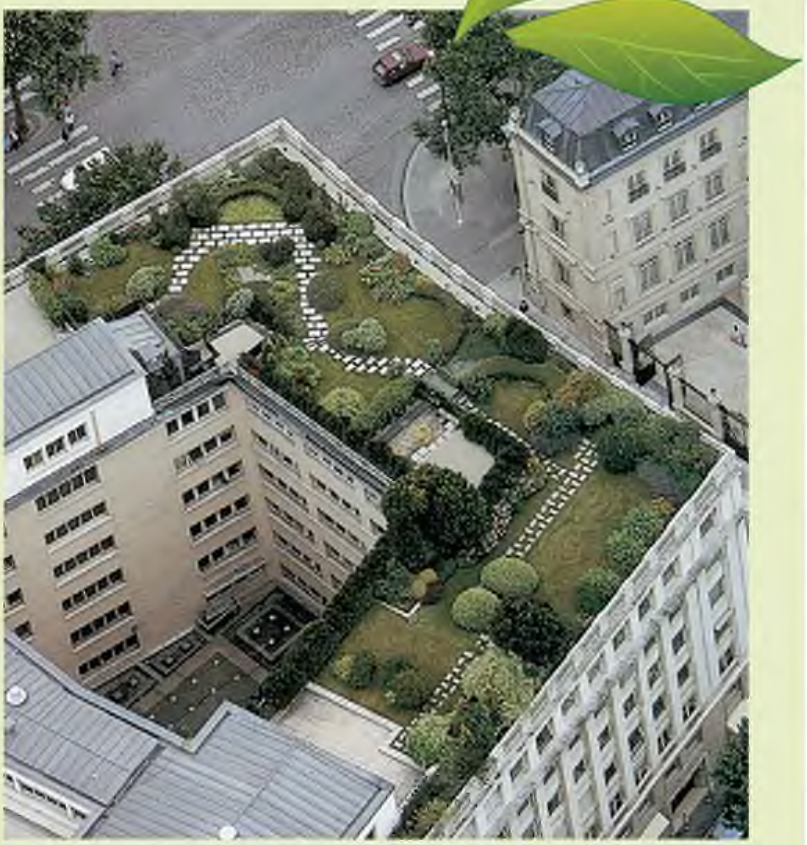
Picture A: Buy organic or locally produced vegetables.

5 **How big is your carbon footprint? Do you follow any of the tips in the text? Discuss with your partner.**

6 **Think** **What else can you do to help reduce your carbon footprint? Collect information. Give the class a presentation.**

Video

it's alive



What exactly are green roofs?

A green roof is a roof of a building covered in grass, flowers, or any other kinds of plants.

What's so great about green roofs?

They look fantastic; they are like small parks. They can reduce heating and cooling costs because they act as a kind of insulation for the building. Green roofs give wildlife a place to live in.

Are green roofs expensive to build?

Green roofs may be expensive, but with the money you save on heating and air-conditioning they pay for themselves in no time. And remember, even if you can't have a 'real' green roof at the moment, you can plant flowers or vegetables in pots on the roof of your house or block of flats.

- *cover*
- *insulation*
- *block of flats*

1 **Describe the picture. What is a green roof? How do you think green roofs help the environment? Discuss and read the text to find out.**

2 **Read the text and decide if the statements are *R* (right) or *W* (wrong).**

1 Green roofs are a new idea. ☐
2 A green roof can have flowers on it. ☐
3 Green roofs make cities more attractive. ☐
4 Green roofs affect the temperature of a building. ☐
5 Sometimes animals and insects live on green roofs. ☐
6 Green roofs are cheap to make. ☐

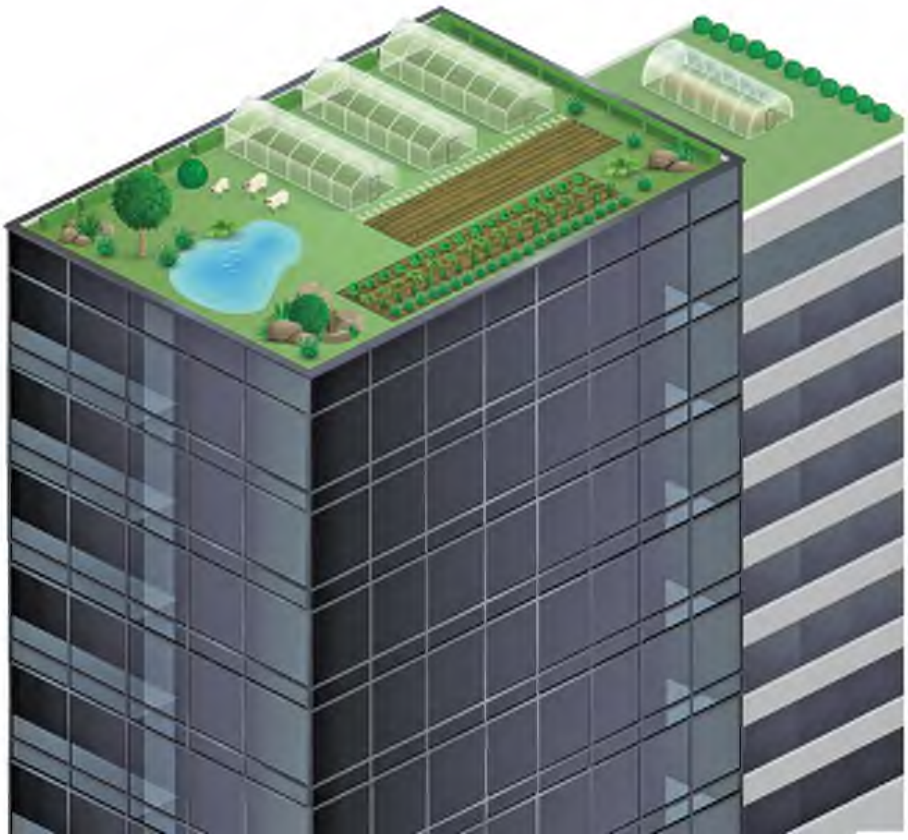
3 Think **What two things from the text impress you? Give reasons.**

4 **Discuss the advantages of having a green roof.**

Project

5 **Use the Internet and/or other available resources to find out more about green roofs. Create a leaflet and present it to the class. Include information about:**

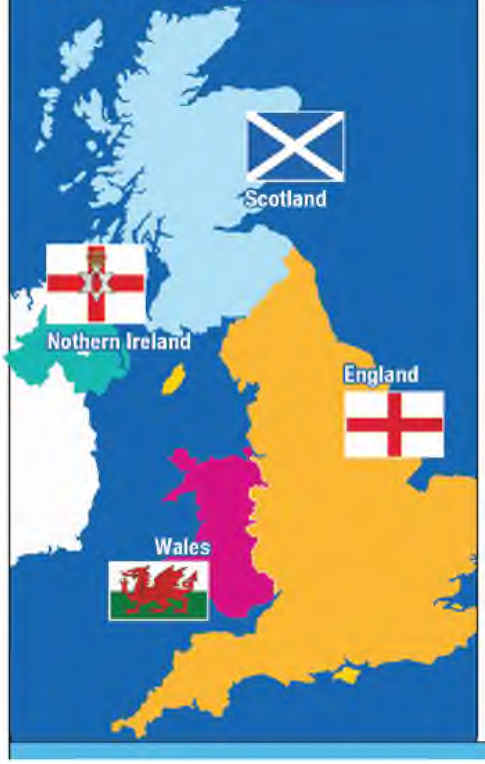
- what to plant
- how to maintain it
- advantages
- any disadvantages (e.g. use of insecticides, maintenance costs, etc.)
- any additional useful tips

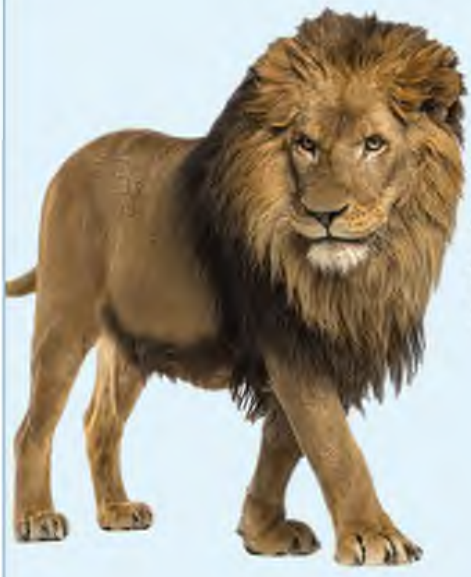


UK

QUICK FACTS

LOCATION: Europe
SIZE: over 240,000 km²
POPULATION: over 66 million people (in 2019)
CAPITAL CITY: London
MAIN LANGUAGE: English
CURRENCY: Pound (£)





Animals

The national animal of England is the lion. The national animal of Scotland is the unicorn. The national animal of Wales is the dragon. Northern Ireland doesn't have a national animal.



Sports

The national sport of England is cricket. In Scotland, the national sport is golf. Rugby is the national sport of Wales and football is the national sport of Northern Ireland.



1 **Which of the following sentences are true? Tick the correct answers.**
3.7 **Listen and read to check your answers.**

1 The population of the UK is 60 million. ☐
2 The currency in Britain is the pound. ☐
3 The national sport of Northern Ireland is rugby. ☐
4 Big Ben's original name was the Clock Tower. ☐
5 There are 96 stones in Stonehenge. ☐

search



Food

Traditional British food is fish and chips. It is a dish of fried fish in batter and fried potatoes in paper. The British breakfast is a meal of bacon, eggs, sausage, mushrooms, tomatoes, beans and bread.



Landmarks

Big Ben

Big Ben is the name for a 96-metre tall bell tower in London, England. They completed it in 1958. It has four faces and chimes every hour.

Stonehenge

Stonehenge is a circular group of huge stones in Southern England. It is about 5,000 years old. There are 93 stones there now.



Like

2 **Read the text and correct the statements.**

1 The national animal of the UK is the dragon. _____
2 The national sport of Scotland is cricket. _____
3 The British breakfast is a meal of bacon, eggs, sausage, mushrooms, potatoes, beans and bread. _____
4 The Big Ben is in Northern Ireland. _____
5 Stonehenge is in Wales. _____



3 **Do some Internet research and find out information about other landmarks in Scotland, Wales and Northern Ireland. Prepare a poster about them. You can use pictures to decorate your poster.**

AUSTRALIA

QUICK FACTS

LOCATION: Oceania
SIZE: over 7,692,000 km²
POPULATION: over 25 million people (in 2019)
CAPITAL CITY: Canberra
MAIN LANGUAGE: English
CURRENCY: Australian dollar





Animals

The national animals of Australia are the red kangaroo and the emu.



Sports

There is no national sport in Australia, but Australians love cricket, rugby and surfing.





1 **Which of the following sentences are true? Tick the correct answers.**
3.8 **Listen and read to check your answers.**

1 The population of Australia is less than 24 million. ☐
2 The capital city of Australia is Sydney. ☐
3 Australia's national sport is cricket. ☐
4 Uluru is a huge cave in Australia. ☐
5 Sydney Opera House opened in the 1970s. ☐

Food

When we think of Australian food, we think of barbecues and lamingtons. People cook meat, vegetables, fish and seafood on the barbecue. A lamington is a tasty sponge cake with chocolate and coconut pieces on the outside.



Landmarks

Uluru

Uluru, or Ayers Rock is a giant sandstone rock in the Australian outback. It is over 3 km long and is 348 metres tall. Uluru is very important in the Aboriginal people's 'Dreamtime' legends.





Sydney Opera House

Sydney Opera House first opened in 1973. It is beside the water at Sydney Harbour and is one of the most unusual looking buildings in the world. People can see performances such as ballets, plays and musicals here.

2 **Read the text again and answer the questions.**

1 What is Australia's currency? _____
2 What are Australia's national animals? _____
3 What has a lamington got on the outside? _____
4 How long is Uluru? _____
5 What can people do at Sydney Opera House? _____



3 **Do some Internet research and find out information about festive days in Australia. Prepare a poster about them. You can use pictures to decorate your poster.**

USA

QUICK FACTS

LOCATION: North America
SIZE: over 9,800,000 km²
POPULATION: over 327 million people (in 2019)
CAPITAL CITY: Washington, D.C.
MAIN LANGUAGE: English and Spanish (the USA does not have an official language)
CURRENCY: US dollar





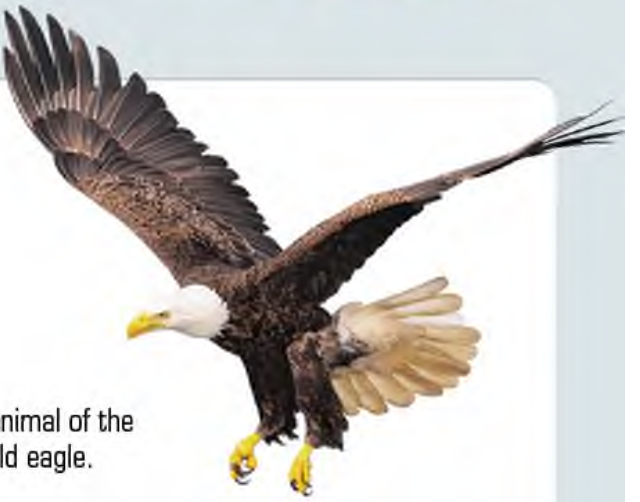


Sports

The national sport of the USA is baseball. Americans also love American football, basketball and ice hockey.



Animals



The national animal of the USA is the bald eagle.



1 **Which of the following sentences are true? Tick the correct answers.**
3.9 **Listen and read to check your answers.**

1 Over 300 million people live in the USA. ☐
2 The national sport of the USA is American football. ☐
3 Americans love ice cream. ☐
4 The White House is over 200 years old. ☐
5 Mount Rushmore is a mountain in North Dakota. ☐

Food



Americans love hamburgers and hot dogs. Apple pie is also a very popular dessert in the USA.
Hamburgers are ground meat with lettuce, tomato and bacon in a bread bun.
Hot dogs are sausages with onions, ketchup and mustard on top in a bread bun.
Apple pies are desserts with sugar, lemon, apples, butter, eggs and cinnamon.



Landmarks

The White House is in Washington D.C. and is over 200 years old. It is the home of the US president and his family.





Mount Rushmore is in South Dakota and is 5,725 feet above sea level! It has the faces of four US presidents on it: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.

2 **Read the text again and answer the following questions.**

1 What are the main languages in the USA? _____
2 What is the national animal of the USA? _____
3 What is a hot dog? _____
4 Who lives in the White House? _____
5 What can someone see on Mount Rushmore? _____



3 **Do some Internet research and find out information about natural landmarks in the USA. Prepare a poster. Present it to the class.**

Wordlist

Unit 1

chubby /ˈtʃʌbi/ (adj): mũm mĩm, phúng phính
curly /ˈkɜːli/ (adj): xoăn (tóc)
of medium height /əv ˌmiːdiəm ˈhaɪt/ (phr): có chiều cao trung bình
wavy /ˈweɪvi/ (adj): gợn sóng (tóc)

1a

argue /ˈɑːgjuː/ (v): tranh cãi
beard /bɪəd/ (n): râu
issue /ˈɪʃuː/ (n): chủ đề bàn luận
opinion /əˈpɪn.jən/ (n): quan điểm, ý kiến
respect /rɪˈspekt/ (v): tôn trọng
surf /sɜːf/ (v): lướt
worry /ˈwʌri/ (v): lo lắng

1c

bossy /ˈbɒsi/ (adj): hống hách, hay ra lệnh
cheerful /ˈtʃɪəfəl/ (adj): vui vẻ
energetic /ˌenəˈdʒetɪk/ (adj): mạnh mẽ, đầy năng lượng
generous /ˈdʒenərəs/ (adj): rộng rãi, phóng khoáng
honest /ˈɒnɪst/ (adj): chân thật, thành thật
impatient /ɪmˈpeɪʃənt/ (adj): thiếu kiên nhẫn, nóng vội
popular /ˈpɒpjələ/ (adj): nổi tiếng, được yêu thích
selfish /ˈselfɪʃ/ (adj): ích kỷ
talkative /ˈtɔːkətɪv/ (adj): hoạt ngôn, nói nhiều

1f

backpacking /ˈbækˌpækɪŋ/ (n): (du lịch) bụi
curl /kɜːl/ (v): làm cong, uốn cong
etiquette /ˈetɪket/ (n): quy tắc giao tiếp
gesture /ˈdʒestʃər/ (n): cử chỉ, điệu bộ
hug /hʌg/ (v/n): ôm/cái ôm
local /ˈləʊkəl/ (adj): thuộc về địa phương
nod /nɒd/ (v): gật (đầu)
rude /ruːd/ (adj): thô lỗ
shake /ʃeɪk/ (v): lắc (đầu)
shake hands /ʃeɪk hændz/ (phr): bắt tay
tap /tæp/ (v): gõ nhẹ, vỗ nhẹ
thumbs up /θʌmz ʌp/ (n): hành động giơ ngón tay cái lên

CLIL 1

indigo /ɪndɪgəʊ/ (n): màu chàm
wheelchair /ˈwiːltʃeə/ (n): xe lăn

Right on! 1

lie /laɪ/ (v): nói dối
tell the truth /ˌtel ðə ˈtruːθ/ (phr): nói sự thật

Unit 2

flippers /ˈflɪpəz/ (pl n): chân chèo
hoop /huːp/ (n): cái vòng (trong cái giỏ bóng rổ)
kickboxing /ˈkɪkˌbɒksɪŋ/ (n): môn quyền cước
mat /mæt/ (n): cái thảm
punchbag /ˈpʌntʃbæg/ (n): bao đấm bốc
rollerblades /ˈrəʊləbleɪdz/ (pl n): đôi giày trượt patin
rollerblading /ˈrəʊləˌbleɪdɪŋ/ (n): môn trượt patin
snorkel /ˈsnɔːkl/ (n): ống thở (trong môn lặn)
snorkelling /ˈsnɔːkəlɪŋ/ (n): môn lặn có dùng ống thở
wetsuit /ˈwetsuːt/ (n): bộ đồ lặn

2a

level /ˈlevəl/ (n): mức độ
martial art /ˌmɑːʃl ˈɑːt/ (n): môn võ thuật
pad /pæd/ (n): miếng đệm
protection /prəˈtekʃən/ (n): sự bảo vệ
punch /pʌntʃ/ (n): cú đấm
respect /rɪˈspekt/ (n): sự tôn trọng

2c

carbohydrate /ˌkɑːbəʊˈhaɪdreɪt/ (n): chất bột đường
dairy products /ˈdeəri ˌprɒdʌkts/ (pl n): các sản phẩm làm từ sữa
fat /fæt/ (n): mỡ, chất béo
poultry /ˈpəʊltri/ (n): thịt gia cầm
protein /ˈprəʊtiːn/ (n): chất đạm

2f

excuse /ɪkˈskjuːs/ (n): lý do, sự bào chữa, sự biện minh
finish line /ˈfɪnɪʃ laɪn/ (n): vạch đích (thể thao)
high jump /ˈhaɪ ˌdʒʌmp/ (n): môn nhảy cao
long jump /ˈlɒŋ ˌdʒʌmp/ (n): môn nhảy xa
playing field /ˈpleɪɪŋ fiːld/ (n): sân chơi thể thao
relay /ˌrɪˈleɪ/ (n): môn chạy tiếp sức
sack race /ˈsæk ˌreɪs/ (n): trò chơi nhảy bao bố
team building game /ˈtiːm ˌbɪl.dɪŋ geɪm/ (n): trò chơi kết nối đội nhóm
tie (sth to sth) /taɪ/ (v): cột, buộc
tug of war /ˌtʌg əv ˈwɔː/ (n): trò chơi kéo co

CLIL 2

cough /kɒf/ (n): bệnh ho
cough syrup /ˈkɒf ˌsɪrəp/ (n): siro chữa bệnh ho
headache /ˈhedeɪk/ (n): bệnh đau đầu
ingredient /ɪnˈgriːdiənt/ (n): thành phần
sore throat /ˌsɔː ˈθrəʊt/ (n): bệnh đau họng
stomach ache /ˈstʌmək ˌeɪk/ (n): bệnh đau dạ dày, đau bụng
temperature /ˈtemprətʃə/ (n): bệnh sốt

Unit 3

exhibition /ˌeksɪˈbɪʃən/ (n): triển lãm
folk festival /fəʊk ˈfestɪvəl/ (phr): lễ hội dân gian
performance /pəˈfɔːməns/ (n): buổi biểu diễn
premiere /ˈpremieə/ (n): buổi ra mắt/công chiếu (phim)
second-hand /ˌsekənd ˈhænd/ (adj): cũ, đã qua sử dụng

3a

acrobat /ˈækrəbæt/ (n): diễn viên nhào lộn (xiếc)
hearing /ˈhɪərɪŋ/ (n): thính lực
musical /ˈmjuːzɪkəl/ (n): vở nhạc kịch
population /ˌpɒpjəˈleɪʃən/ (n): dân số
sight /saɪt/ (n): thị lực

3c

aisle /aɪl/ (n): lối đi (trong nhà hát)
balcony /ˈbælkəni/ (n): ban công (trong nhà hát)
box /bɒks/ (n): lô (trong nhà hát)
curtain /ˈkɜːtən/ (n): màn, rèm (cửa/sân khấu)
row /rəʊ/ (n): hàng ghế, dãy ghế (trong nhà hát)
stage /steɪdʒ/ (n): sân khấu

3f

celebrate /ˈseləbreɪt/ (v): tổ chức lễ hội, lễ kỉ niệm
celebration /ˌselə ˈbreɪʃən/ (n): sự tổ chức lễ hội, lễ kỉ niệm
face painting /ˈfeɪs ˌpeɪntɪŋ/ (n): nghệ thuật vẽ trên mặt để hóa trang
fireworks display /ˈfaɪəwɜːks dɪˌspleɪ/ (n): trình diễn pháo hoa
take part in /ˌteɪk ˈpɑːt ɪn/ (phr): tham gia
treat /triːt/ (n): sự chiêu đãi

CLIL 3

blow air /ˌbləʊ ˈeə/ (phr): thổi hơi
bow /bəʊ/ (n): vĩ/cây kéo đàn (violin)
brass /brɑːs/ (n): bộ đồng (nhạc cụ)
percussion /pəːˈkʌʃn/ (n): bộ gõ (nhạc cụ)
pluck /plʌk/ (v): gảy, búng (dây đàn)
slide /slaɪd/ (v): trượt
strike /straɪk/ (v): đánh (dây đàn)
string /strɪŋ/ (n): bộ dây (nhạc cụ), dây
vibrate /vaɪˈbreɪt/ (v): làm cho rung
woodwind /wʊdwɪnd/ (n): bộ gỗ hơi (nhạc cụ)

Unit 4

drone /drəʊn/ (n): máy bay không người lái
games console /ˈgeɪmz kənˌsəʊl/ (n): máy chơi trò chơi điện tử
interact /ˌɪntərˈækt/ (v): tương tác
MP3 player /ˌem piː ˈθriː ˌpleɪə/ (n): máy nghe nhạc MP3
tablet /ˈtæblət/ (n): máy tính bảng
virtual reality headset /ˌvɜːtʃuəl riˈæləti ˌhedset/ (n): kính thực tế ảo

4a

alien /ˈeɪliən/ (n): người ngoài hành tinh
behave /bɪˈheɪv/ (v): cư xử
fault /fɔːlt/ (n): lỗi
game designer /ˈgeɪm dɪˌzaɪnə/ (n): người thiết kế trò chơi
IT technician /ˌaɪ ˈtiː tekˌnɪʃən/ (n): kỹ thuật viên công nghệ thông tin
mission /ˈmɪʃən/ (n): nhiệm vụ, sứ mệnh
photographer /fəˈtɒgrəfə/ (n): người chụp ảnh, nhiếp ảnh gia
put out (fires) /ˌpʊt ˈaʊt/ (phr v): dập tắt (lửa)
trouble /trʌbəl/ (n): tình trạng rắc rối

4c

keyboard /ˈkiːbɔːd/ (n): bàn phím
router /ˈruːtə/ (n): bộ định tuyến
screen /skriːn/ (n): màn hình
speakers /ˈspiːkəz/ (pl n): cặp loa phóng thanh
tower /ˈtaʊə/ (n): thùng máy tính (bao gồm vỏ máy và các phần bên trong)
USB flash drive /juː esˈ biː ˈflæʃ draɪv/ (n): ổ USB

4f

elf /elf/ (n): yêu tinh
hedgehog /ˈhedʒhɒg/ (n): con nhím châu Âu
platform game /ˈplætfɔːm ˌgeɪm/ (n): trò chơi đi cảnh
problem-solving game /ˈprɒbləm sɒlvɪŋ geɪm/ (n): trò chơi giải quyết vấn đề
rescue /ˈreskjuː/ (v): giải cứu
simulation game /ˌsɪmjuˈleɪʃən ˌgeɪm/ (n): trò chơi mô phỏng
strategy game /ˈstrætədʒi ˌgeɪm/ (n): trò chơi chiến lược
trap /træp/ (n): bẫy, chướng ngại vật

CLIL 4

anti-virus software /ˌænti ˈvaɪərəs ˈsɒftweə/ (n): phần mềm diệt vi-rút
padlock /ˈpædlɑːk/ (n): ổ khóa
scam site /skæm saɪt/ (n): trang web lừa đảo
up to date /ʌptəˈdeɪt/ (adj): cập nhật

Unit 5

baker's /ˈbeɪkəz/ (n): tiệm bánh
butcher's /ˈbʊtʃəz/ (n): cửa hàng thịt
chemist's /ˈkemɪsts/ (n): tiệm thuốc
department store /dɪˈpɑːtmənt ˌstɔː/ (n): trung tâm thương mại
florist's /ˈflɒrɪsts/ (n): cửa hàng bán hoa
newsagent's /ˈnjuːzˌeɪdʒənts/ (n): cửa hàng bán báo, tạp chí

5a

cable car /ˈkeɪbəl kɑː/ (n): cáp treo
check out /ˌtʃek ˈaʊt/ (phr v): tham quan
cruise /kruːz/ (n): chuyến dạo chơi trên thuyền
double-decker bus /ˌdʌbl ˈdekər bʌs/ (n): xe buýt hai tầng
electric car /iˈlektrɪk kɑː/ (phr): xe ô tô chạy bằng điện
environmentally-friendly /ɪnˌvaɪrənmentli ˈfrendli/ (adj): thân thiện với môi trường
flying taxi /ˈflaɪŋ ˈtæksi/ (phr): xe ta-xi bay
hoverbike /ˈhɒvəbaɪk/ (n): xe mô tô bay
hoverboard /ˈhɒvəbɔːd/ (n): ván trượt thăng bằng

Wordlist

Hyperloop train /ˈhaɪpəluːp treɪn/ (phr): tàu siêu tốc chạy bằng cảm ứng điện từ
landmark /ˈlændmɑːk/ (n): danh lam thắng cảnh
self-driving bus /ˌself ˈdraɪvɪŋ bʌs/ (phr): xe buýt tự lái
sights /saɪts/ (pl n): phong cảnh
tourist attraction /ˈtʊərɪst əˌtrækʃən/ (n): điểm tham quan du lịch

5c

ambulance /ˈæmbjələns/ (n): xe cứu thương
cruise ship /kruːz ʃɪp/ (n): du thuyền
express train /ɪkˌspres ˈtreɪn/ (n): tàu siêu tốc
fire engine /ˈfaɪər ˌendʒɪn/ (n): xe cứu hỏa
tram /træm/ (n): xe điện
truck /trʌk/ (n): xe tải lớn
underground train /ˌʌndəgraʊnd ˈtreɪn/ (n): tàu điện ngầm

5f

bank /bæŋk/ (n): bờ sông
fortress /ˈfɔːtrəs/ (n): pháo đài
guard /gɑːd/ (v): bảo vệ, canh gác
mausoleum /ˌmɔːzəˈliːəm/ (n): lăng mộ, lăng tẩm
monument /ˈmɒnjumənt/ (n): di tích, công trình kỉ niệm
statue /ˈstætʃuː/ (n): tượng đài
stupa /ˈstuːpə/ (n): phù đồ, bảo tháp (Phật giáo)
tomb /tuːm/ (n): mộ, nơi chôn cất
wonder /ˈwʌndə(r)/ (n): kì quan

CLIL 5

ancient /ˈeɪnʃənt/ (a): cổ xưa
damage /ˈdæmɪdʒ/ (v): gây tổn hại, phá hủy
display /dɪˈsplei/ (n): vật trưng bày
path /pɑːθ/ (n): đường nhỏ, đường mòn, lối đi
preserve /prɪˈzɜːv/ (v): bảo tồn
soil /sɔɪl/ (n): đất
support /səˈpɔːt/ (v): hỗ trợ, khuyến khích

Right on! 5

brick /brɪk/ (n): gạch
disturb /dɪˈstɜːb/ (v): quấy rầy, làm phiền
plaster /ˈplɑːstə/ (n): vữa

Unit 6

air pollution /ˈeə pəˌluːʃən/ (n): ô nhiễm không khí
create /kriˈeɪt/ (v): tạo ra
deforestation /diːˌfɒrɪˈsteɪʃən/ (n): việc phá rừng
endangered animals /ɪnˌdeɪndʒəd ˈænɪməlz/ (phr): những loài động vật đang gặp nguy hiểm
plastic pollution /ˈplæstɪk pəˌluːʃən/ (n): ô nhiễm rác thải nhựa
recycle /ˌriːˈsaɪkəl/ (v): tái chế
reduce /rɪˈdjuːs/ (v): giảm
reuse /ˌriːˈjuːz/ (v): tái sử dụng

6a

birdhouse /ˈbɜːdhaʊs/ (n): chòi chim, lồng chim lớn
compost /ˈkɒmpɒst/ (n): phân hữu cơ (làm từ rác tươi, lá cây...)
energy-efficient bulb /ˌenədʒi ɪˌfɪʃənt ˈbʌlb/ (phr): bóng đèn tiết kiệm năng lượng
greenhouse /ˈgriːnhaʊs/ (n): nhà kính
install /ɪnˈstɔːl/ (v): cài đặt, lắp đặt
organic /ɔːˈgænɪk/ (adj): hữu cơ
recycled materials /riːˌsaɪkəld məˈtɪəriəlz/ (phr): các vật liệu tái chế

6c

battery /ˈbætəri/ (n): cục pin
core /kɔː/ (n): lõi
yoghurt pot /ˈjɒgət pɒt/ (n): hũ sữa chua

6f

do the laundry /ˌduː ðə ˈlɔːndri/ (phr): giặt ủi
do the washing-up /ˌduː ðə wɒʃɪŋ ˈʌp/ (phr): rửa chén, rửa bát
fence /fens/ (n): hàng rào
pick up litter /pɪk ʌpˈlɪtər/ (phr): nhặt rác
set up tents /setʌp tents/ (phr): dựng lều
spot /spɒt/ (n): nơi, điểm
spot /spɒt/ (v): nhận ra, phát hiện
trail /treɪl/ (n): đường nhỏ, đường mòn
valley /ˈvæli/ (n): thung lũng
volunteer /ˌvɒlənˈtɪə/ (v/n): tình nguyện/tình nguyện viên

CLIL 6

donate /ˈdəʊneɪt/: quyên góp, cho, tặng
animal shelter /ˈænɪməl ˈʃeltər/ (n): trung tâm nhận nuôi động vật
elderly /ˈeldəli/ (adj): thuộc về người cao tuổi
the homeless /ðə ˈhəʊmləs/ (pl n): người vô gia cư

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔː/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑː/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
e	/ɪ/	eraser, email, equal
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ɜː/	girl, sir, skirt, shirt, bird
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/əʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/uː/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔː/	floor, door
u	/ɜː/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by
ea	/eə/	pear, wear, bear
	/ɪə/	ear, near, fear, hear, clear, year, dear
	/iː/	eat, each, heat, leave, clean, seat, neat, tea
	/ɜː/	earth, pearl, learn, search
ee	/iː/	keep, feed, free, tree, three, bee
	/ɪə/	cheer, deer
ei	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/ɔː/	court, bought, brought
au	/ɔː/	naughty, caught, taught

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly
m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy
sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

Rules of Punctuation

Capital letters

A capital letter is used:

- to begin a sentence.
  It is hot today.
- for days of the week, months and public holidays.
  Sunday, July, May Day, Bank Holiday, etc.
- for names of people and places.
  This is Marie and she's from Paris.
- for people's titles.
  Mr and Mrs Smith, Dr Sanders, Prince Harry, etc.
- for nationalities and languages.
  She is Italian.
  Can you speak Chinese?
  Note: The personal pronoun **I** is always a capital letter. Ben and I are cousins.

Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.
Leo is away on holiday. He's in Rome.

Comma (,)

A comma is used:

- to separate words in a list.
  There's lettuce, tomatoes, eggs and cheese in the salad.
- after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc.).
  For example, I like swimming and kayaking.
- when a complex sentence begins with an if-clause or other dependent clauses.
  If Stephen isn't there, leave a message for him.
  Note: No comma is used, however, when they follow the main clause.
- before the words *asked*, *said*, etc. when followed by direct speech.
  David said, "It was nice to see you again."

Question mark (?)

A question mark is used to end a direct question.
What time does her flight land?

Exclamation mark (!)

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc.).
You're so funny!
What a nice day!

Quotation marks (' ' " ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).
  "She got up, shouted 'I'm late' and ran out of the room," Adam said.
- Double quotes are used in direct speech to report the exact words someone said.
  "Evita called for you," Lucy told me.

Colon (:)

A colon is used to introduce a list.
To make an omelette, we need the following: eggs, milk, cheese, salt and pepper.

Brackets ( )

Brackets are used to separate extra information from the rest of the sentence.
The Taj Mahal (built between 1622 and 1653) is an amazing place to visit.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
  She's (= she is) cooking dinner.
  This shop opened in '89. (= 1989)
- before or after the possessive *-s* to show ownership or the relationship between people.
  Rob's dog, my mum's brother (singular noun + *'s*)
  the twins' parents (plural noun + *'*)
  the children's toys (irregular plural noun + *'s*)

American English – British English Guide

American English	British English
A	
airplane /'erpleɪn/	aeroplane /'eərəpleɪn/
anyplace/anywhere /'enipleɪs/'eniwer/	anywhere /'eniweə/
apartment /ə'pɑ:rtmənt/	flat /flæt/
B	
bathrobe /'bæθroʊb/	dressing gown /'dresɪŋ gaʊn/
bathtub /'bæθtʌb/	bath /bɑ:θ/
bill /bɪl/	banknote /'bæŋknəʊt/
billion /'bɪljən/ (= a thousand million)	billion /'bɪljən/ = a million million
busy (phone) /'bɪzi/	engaged (phone) /ɪn'geɪdʒd/
C	
cab /kæb/	taxi /'tæksi/
call /kɔ:l/	ring up/phone /ˌrɪŋ 'ʌp/fəʊn/
can /kæn/	tin /tɪn/
candy /'kændi/	sweets /swi:ts/
check /tʃek/	bill (restaurant) /bɪl/
closet /'klɑ:zət/	wardrobe /'wɔ:drəʊb/
connect (telephone) /kə'nekt/	put through /ˌpʊt 'θru:/
cookie /'kʊki/	biscuit /'bɪskɪt/
corn /kɔ:rn/	sweetcorn/maize /'swi:tkɔ:n/ meɪz/
crosswalk/pedestrian crossing /'krɔ:swɔ:k/pə,destriən 'krɔ:sɪŋ/	zebra crossing /ˌzebrə 'krɒsɪŋ/
D	
desk clerk /'desk klɜ:rk/	receptionist /rɪ'sepʃənɪst/
dessert /dɪ'zɜ:rt/	pudding/dessert/sweet /'pʊdɪŋ/dɪ'zɜ:t/swi:t/
downtown /ˌdaʊn'taʊn/	(city) centre /ˌsɪtɪ 'sentə/
drapes /dreɪps/	curtains /'kɜ:tənz/
drugstore/pharmacy /'drʌgstɔ:r/ 'fɑ:rməsi/	chemist's /'kemɪsts/
duplex /'du:pleks/	semi-detached /ˌsemi dɪ'tætʃt/
E	
eggplant /'egplænt/	aubergine /'əʊbəʒi:n/
elevator /'elɪveɪtər/	lift /lɪft/
F	
fall /fɔ:l/	autumn /'ɔ:təm/
faucet /'fɔ:sɪt/	tap /tæp/
first floor, second floor, etc. /ˌfɜ:rst 'flɔ:r/, /ˌsekənd 'flɔ:r/	ground floor, first floor, etc. /ˌgraʊnd 'flɔ:, ˌfɜ:st 'flɔ:/
flashlight /'flæʃlaɪt/	torch /tɔ:tʃ/
French fries /ˌfrentʃ 'fraɪz/	chips /tʃɪps/
front desk (hotel) /ˌfrʌnt 'desk/	reception /rɪ'sepʃən/
G	
garbage/trash /gɑ:rbɪdʒ/træʃ/	rubbish /'rʌbɪʃ/
garbage can /'gɑ:rbɪdʒ ˌkæn/	dustbin/bin /'dʌstbɪn/bɪn/
gas /gæs/	petrol /'petrəl/
gas station /'gæs ˌsteɪʃən/	petrol station/garage /'petrəl ˌsteɪʃən/'gærɪdʒ/
grade /greɪd/	class/year /klɑ:s/jɪə/
I	
intermission /ˌɪntər'mɪʃən/	interval /'ɪntəvl/
intersection /ˌɪntər'sekʃən/	crossroads /'krɒsrəʊdz/
J	
janitor /'dʒænətər/	caretaker/porter /'keəˌteɪkə/'pɔ:tə/
K	
kerosene /'kerəsi:n/	paraffin /'pærəfɪn/
L	
lawyer/attorney /'lɔ:jər/ə'tɜ:rni/	solicitor /sə'lɪsɪtə/
line /laɪn/	queue /kju:/
lost and found /ˌlɔ:st ən 'faʊnd/	lost property /ˌlɒst 'prɒpəti/
M	
mail /meɪl/	post /pəʊst/
make a reservation /ˌmeɪk ə ˌrezər'veɪʃən/	book /bʊk/
motorcycle /'məʊtərsaɪkl/	motorbike/motorcycle /'məʊtəbaɪk/'məʊtəsaɪkl/
movie /'mu:vi/	film /fɪlm/
movie theater /'mu:vi ˌθiətər/	cinema /'sɪnəmə/
N	
newscaster /'nu:zkæstər/	newsreader /'nju:zri:də/

American English	British English
O	
office (doctor's/dentist's) /'ɑ:fəs/	surgery /'sɜ:dʒəri/
one-way (ticket) /ˌwʌn 'weɪ/	single (ticket) /'sɪŋgəl/
overalls /'oʊvərɔ:lz/	dungarees /ˌdʌŋgə'ri:z/
P	
pants/trousers /pænts/'traʊzərz/	trousers /'traʊzəz/
pantyhose/nylons /'pæntihoʊz/ /'naɪlɑ:nz/	tights /taɪts/
parking lot /'pɑ:rkɪŋ lɑ:t/	car park /'kɑ: pɑ:k/
pavement /'peɪvmənt/	road surface /'rəʊd sɜ:fɪs/
pedestrian crossing /pə,destriən 'krɔ:sɪŋ/	zebra crossing /ˌzebrə 'krɒsɪŋ/
(potato) chips /(pə'teɪtoʊ) tʃɪps/	crisps /krɪsps/
public school /ˌpʌblɪk 'sku:l/	state school /steɪt ˌsku:l/
purse /pɜ:rs/	handbag /'hændbæg/
R	
railroad /'reɪlroʊd/	railway /'reɪlweɪ/
rest room /'rest rʊm/	toilet/cloakroom /'tɔɪlət/'klәʊkrʊm/
S	
salesclerk/salesgirl /'seɪlzklɜ:rk/ /'seɪlzgɜ:rl/	shop assistant /'ʃɒp ə,sɪstənt/
schedule /'skedʒu:l/	timetable /'taɪmteɪbəl/
sidewalk /'saɪdwɔ:k/	pavement /'peɪvmənt/
stand in line /ˌstænd ɪn 'laɪn/	queue /kju:/
store/shop /stɔ:r/ʃɑ:p/	shop /ʃɒp/
subway /'sʌbweɪ/	underground /'ʌndəgraʊnd/
T	
truck /trʌk/	lorry /'lɒri/
two weeks /ˌtu: 'wi:ks/	fortnight/two weeks /'fɔ:tnaɪt/ˌtu: 'wi:ks/
V	
vacation /veɪ'keɪʃən/	holiday(s) /'hɒlədeɪz/
vacuum (v) /'vækjʊm/	hoover /'hu:və/
vacuum cleaner /'vækjʊm kli:nər/	hoover /'hu:və/
vest /vest/	waistcoat /'weɪskəʊt/
W	
with (milk/cream in coffee) /wɪθ/	white /waɪt/
without (milk/cream in coffee)/black /wɪð'aʊt/blæk/	black /blæk/
Y	
yard /jɑ:rd/	garden /'gɑ:dən/
Z	
(pronounced /zi:/)	(pronounced /zed/)
zero /'zi:roʊ/	nought /nɔ:t/
zip code /'zɪp koʊd/	postcode /'pəʊstkəʊd/
Grammar	
He just went out./ He has just gone out.	He has just gone out.
Hello, is this Steve?	Hello, is that Steve?
Do you have a car?	Have you got a car?
Spelling	
aluminum /ə'lu:mɪnəm/	aluminium /ˌælə'mɪniəm/
analyze /'ænəlaɪz/	analyse /'ænəlaɪz/
center /'sentər/	centre /'sentə/
check (n) /tʃek/	cheque /tʃek/
color /'kʌlər/	colour /'kʌlə/
honor /'ɑ:nər/	honour /'ɒnə/
jewelry /'dʒu:əlri/	jewellery /'dʒu:əlri/
practice (n, v) /'præktɪs/	practice (n) /'præktɪs/ practise (v) /'præktɪs/
program /'prəʊgræm/	programme /'prəʊgræm/
realize /'rɪəlaɪz/	realise /'rɪəlaɪz/
tire /taɪr/	tyre /taɪə/
traveler /'trævələr/	traveller /'trævələ/
Expressions with prepositions and particles	
live on X street	live in X street
on a team	in a team
on the weekend	at the weekend
Monday through/to Friday	Monday to Friday

Irregular verbs

Infinitive	Past	Vietnamese meanings
be /biː/	was /wɒz/, were /wɜːr/	thì, là, ở, bị, được
bear /beə/	bore /bɔː/	mang, chịu đựng, sinh
beat /biːt/	beat /biːt/	đánh, đập
become /bɪ'kʌm/	became /bɪ'keɪm/	trở nên
begin /bɪ'gɪn/	began /bɪ'gæn/	bắt đầu
bite /baɪt/	bit /bɪt/	cắn
blow /bləʊ/	blew /bluː/	thổi
break /breɪk/	broke /brəʊk/	đập vỡ
bring /brɪŋ/	brought /brɔːt/	mang đến
build /bɪld/	built /bɪlt/	xây dựng
burn /bɜːn/	burnt (burned) /bɜːnt (bɜːnd)/	đốt, cháy
burst /bɜːst/	burst /bɜːst/	nổ, vỡ tung
buy /baɪ/	bought /bɔːt/	mua
can /kæn/	could /kʊd/	có thể
catch /kætʃ/	caught /kɔːt/	bắt, chụp
choose /tʃuːz/	chose /tʃəʊz/	chọn, lựa
come /kʌm/	came /keɪm/	đến, đi đến
cost /kɒst/	cost /kɒst/	có giá, tiêu tốn
cut /kʌt/	cut /kʌt/	cắt, chặt
deal /diːl/	dealt /delt/	giao thương
dig /dɪg/	dug /dʌg/	đào
do /duː/	did /dɪd/	làm
draw /drɔː/	drew /druː/	vẽ
dream /driːm/	dreamt (dreamed) /dremt (driːmd)/	mơ thấy
drink /drɪŋk/	drank /dræŋk/	uống
drive /draɪv/	drove /drəʊv/	lái xe
eat /iːt/	ate /eɪt/	ăn
fall /fɔːl/	fell /fel/	ngã, rơi
feed /fiːd/	fed /fed/	cho ăn, dùng thức ăn
feel /fiːl/	felt /felt/	cảm thấy
fight /faɪt/	fought /fɔːt/	chiến đấu
find /faɪnd/	found /faʊnd/	tìm thấy
fly /flaɪ/	flew /fluː/	bay
forbid /fə'bɪd/	forbade /fə'beɪd/	cấm đoán, cấm
forget /fə'get/	forgot /fə'gɒt/	quên
forgive /fə'gɪv/	forgave /fə'geɪv/	tha thứ
freeze /friːz/	froze /frəʊz/	(làm) đông lại
get /get/	got /gɒt/	có, được, nhận
give /gɪv/	gave /geɪv/	đưa, cho
go /gəʊ/	went /went/	đi
grow /grəʊ/	grew /gruː/	mọc, trồng
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	móc lên, treo lên
have /hæv/	had /hæd/	có
hear /hɪə/	heard /hɜːd/	nghe
hide /haɪd/	hid /hɪd/	giấu, trốn, nấp
hit /hɪt/	hit /hɪt/	đụng, đánh
hold /həʊld/	held /held/	cầm, nắm, tổ chức
hurt /hɜːt/	hurt /hɜːt/	làm đau
keep /kiːp/	kept /kept/	giữ
know /nəʊ/	knew /njuː/	biết
lay /leɪ/	laid /leɪd/	đặt, để
lead /liːd/	led /led/	dẫn dắt, lãnh đạo
learn /lɜːn/	learnt (learned) /lɜːnt (lɜːnd)/	học, được biết

Infinitive	Past	Vietnamese meanings
leave /liːv/	left /left/	ra đi, để lại
lend /lend/	lent /lent/	cho mượn, cho vay
let /let/	let /let/	cho phép, để cho
lie /laɪ/	lay /leɪ/	nằm
light /laɪt/	lit /lɪt/	thắp sáng
lose /luːz/	lost /lɒst/	làm mất, mất
make /meɪk/	made /meɪd/	chế tạo, sản xuất
mean /miːn/	meant /ment/	có nghĩa là
meet /miːt/	met /met/	gặp mặt
pay /peɪ/	paid /peɪd/	trả (tiền)
put /pʊt/	put /pʊt/	đặt, để
read /riːd/	read /red/	đọc
ride /raɪd/	rode /rəʊd/	lái xe, cưỡi
ring /rɪŋ/	rang /ræŋ/	rung chuông
rise /raɪz/	rose /rəʊz/	mọc, gia tăng
run /rʌn/	ran /ræn/	chạy
say /seɪ/	said /sed/	nói
see /siː/	saw /sɔː/	nhìn thấy
sell /sel/	sold /səʊld/	bán
send /send/	sent /sent/	gửi
set /set/	set /set/	bố trí, đặt, để
sew /səʊ/	sewed /səʊd/	may vá
shake /ʃeɪk/	shook /ʃʊk/	lay, lắc
shine /ʃaɪn/	shone /ʃɒn/	chiếu sáng
shoot /ʃuːt/	shot /ʃɒt/	bắn
show /ʃəʊ/	showed /ʃəʊd/	biểu lộ, chỉ ra, cho xem
shut /ʃʌt/	shut /ʃʌt/	đóng lại
sing /sɪŋ/	sang /sæŋ/	ca hát
sit /sɪt/	sat /sæt/	ngồi
sleep /sliːp/	slept /slept/	ngủ
smell /smel/	smelt (smelled) /smelt (smeld)/	ngửi, có mùi
speak /spiːk/	spoke /spəʊk/	nói
spell /spel/	spelt (spelled) /spelt (speld)/	đánh vần, phát âm
spend /spend/	spent /spent/	tiêu xài, trải qua
stand /stænd/	stood /stʊd/	đứng
steal /stiːl/	stole /stəʊl/	đánh cắp
stick /stɪk/	stuck /stʌk/	ghìm vào, đính
sting /stɪŋ/	stung /stʌŋ/	châm, chích, đốt
swear /sweə/	swore /swɔː/	tuyên thệ, thề
sweep /swiːp/	swept /swept/	quét
swim /swɪm/	swam /swæm/	bơi lội
take /teɪk/	took /tʊk/	cầm, lấy
teach /tiːtʃ/	taught /tɔːt/	dạy, giảng dạy
tear /teə/	tore /tɔː/	xé, làm rách
tell /tel/	told /təʊld/	kể, bảo
think /θɪŋk/	thought /θɔːt/	suy nghĩ
throw /θrəʊ/	threw /θruː/	ném, vứt
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	hiểu
wake /weɪk/	woke /wəʊk/	thức giấc
wear /weə/	wore /wɔː/	mặc
win /wɪn/	won /wʌn/	thắng, chiến thắng
write /raɪt/	wrote /rəʊt/	viết

Note

Note