

SECOND EDITION

Super Practice Book

5

# SUPER PRACTICE


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# Past simple revision



## Language focus

Use the **past simple** to talk about something that happened in the past at a specific time.

We **had** a Science test on Monday.

Regular verbs in the past simple are verbs which end in **ed**, such as **loved**, **used** and **played**. They are the same for every person: **I, you, he, she, it, we, you, they**.

Irregular verbs in the past simple do not end in **ed**.

My parents **went** to the supermarket and **bought** olives, apples and yoghurt.

The past simple of **go** is **went** not **goed**. Irregular verbs in the past simple have forms that you have to learn individually, but the forms are the same for every person.

The negative is formed with **did + not**:

I **didn't** go to the park. I went to the sports centre.

The past simple of **be** is **was / were**. The negative forms are **wasn't / weren't**.

## 1 Order the sentences to tell the story of what Burak did yesterday.

- a He went to town to meet his friends.
- b She won both games.
- c He had toast for breakfast.
- d In the evening, he played chess with his sister.
- e They watched a film called *The Scientist*.
- f He got up early.
- g They had a milkshake, then went to the cinema.
- h It was funny.

1



**2 Write the verbs in the positive and negative form of the past simple.**

1 have had / didn't have  
 2 be \_\_\_\_\_ / \_\_\_\_\_  
 3 keep \_\_\_\_\_ / \_\_\_\_\_  
 4 call \_\_\_\_\_ / \_\_\_\_\_  
 5 say \_\_\_\_\_ / \_\_\_\_\_

6 put \_\_\_\_\_ / \_\_\_\_\_  
 7 give \_\_\_\_\_ / \_\_\_\_\_  
 8 mix \_\_\_\_\_ / \_\_\_\_\_  
 9 stay \_\_\_\_\_ / \_\_\_\_\_  
 10 watch \_\_\_\_\_ / \_\_\_\_\_

**3 Complete the text. Use verbs from Activity 2.**

Hi, Marta

We (1) had to do an experiment in our Science lesson today. We (2) \_\_\_\_\_ on gloves and aprons. 'It's very important to be safe in the lab,' (3) \_\_\_\_\_ Mr Torres. We also (4) \_\_\_\_\_ on goggles. Mr Torres (5) \_\_\_\_\_ each of us a beaker – they are bigger than test tubes – and three special liquids. We (6) \_\_\_\_\_ the three liquids together and then we (7) \_\_\_\_\_ them. The liquids (8) \_\_\_\_\_ the same colour: they changed colour from blue to white to grey to orange to blue. They (9) \_\_\_\_\_ changing colour for a few minutes. It (10) \_\_\_\_\_ brilliant! It's called The Briggs–Rauscher reaction.

I think I would like to be a scientist now.

How are you, Marta?

Cesc

**4 There are six mistakes in the email. The first one is given. Find, circle and correct the other five.**

Hi, Cesc

Thanks for your email. The experiment sounds great!

We've got a new teacher for Chemistry. Our last teacher leaves after a huge explosion in his laboratory. Our new teacher is called Miss Calvo. We have our first lesson with her last week. It is really interesting. She tells us her ideas. She said, 'Chemistry is the science of change.' Then she give us some instructions for next week. Our homework is to read through them and think about them. We're going to do our first experiment in the next lesson!

By the way, I liked the photo you send me. You look really good in the goggles and apron!

I think I'd like to be a scientist too!

Marta

1 leaves / left  
 2 \_\_\_\_\_ / \_\_\_\_\_

3 \_\_\_\_\_ / \_\_\_\_\_  
 4 \_\_\_\_\_ / \_\_\_\_\_

5 \_\_\_\_\_ / \_\_\_\_\_  
 6 \_\_\_\_\_ / \_\_\_\_\_

# Past simple questions revision



## Language focus

Use **past simple questions** to ask someone about something that happened at a specific time in the past.

*What did you do for the History of Science project?*

Questions and answers with past simple are formed with **did + infinitive** and **did + not + infinitive**.

**Did you have** a good weekend?      Yes, I **did**. I went to my cousin's birthday party.

The forms are the same for every person: **I, you, he, she, it, we, you, they**.

Question words – **why, when, where**, etc. – go before **did** in the question.

**Where did** you go at the weekend?      We went to the theatre.

Questions with **was / were** are not formed with **did**. We say *Were you at home yesterday?* not *Did you be at home yesterday?* or *Did you was at home yesterday?*

## 1 Correct the questions.

1 How were your Science class today?

How was your Science class today?

2 Did you watched the football match last night?

3 Where you went last Sunday?

4 What present did you got for your sister's birthday?

5 Was you tired this morning?

6 Do you went on holiday last year?

**2** Complete the questions with *did*, *was* or *were*.

- 1 What did you do at the weekend?
- 2 Where \_\_\_\_\_ you go on your last family holiday?
- 3 \_\_\_\_\_ you watch a film last night?
- 4 What \_\_\_\_\_ the last book you read?
- 5 \_\_\_\_\_ you do any homework yesterday?
- 6 \_\_\_\_\_ all your friends at school on Monday?

**3** Match the questions from Activity 2 with the answers below.

- a It was *The Hobbit*. I love fantasy stories.
- b My friends and I played basketball in the park. It was fun.
- c Yes. I did two hours of Science. I've got a test next week.
- d We went to the beach. My grandparents have a house there.
- e No, Julio wasn't there. I think he had a cold.
- f No, I didn't. I played video games instead.

☐

☒ 1

☐

☐

☐

☐

**4** Complete the questions with *what*, *when*, *where* or *who*.

- 1 What time did you get up on Saturday?
- 2 \_\_\_\_\_ did you have for breakfast?
- 3 \_\_\_\_\_ did you do that day?
- 4 \_\_\_\_\_ did you meet?
- 5 \_\_\_\_\_ did you go?
- 6 \_\_\_\_\_ did you come home?

**5** Answer the questions from Activity 4.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



# Reading: a biography

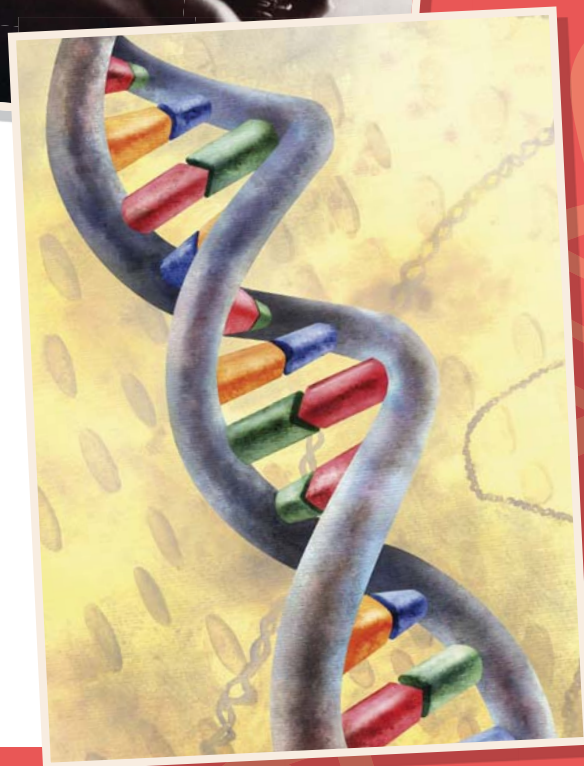
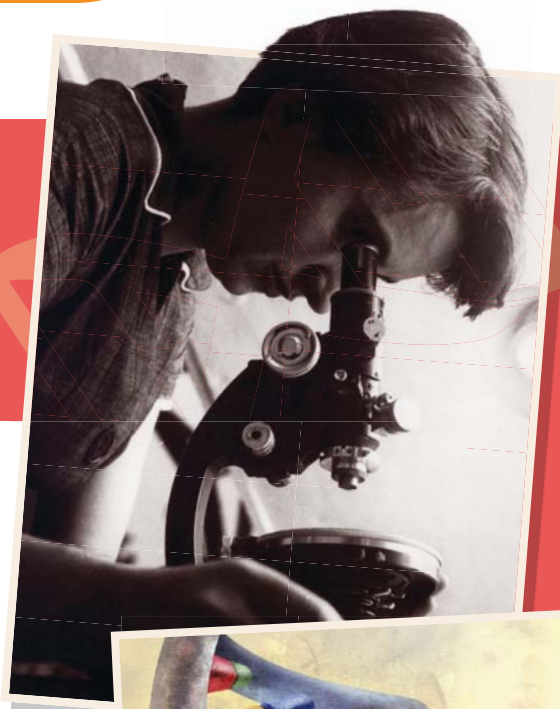
1 Read the biography. Answer the questions.

## ROSALIND FRANKLIN

**At Cambridge University in the 1950s, Francis Crick and James Watson became famous for their discovery of the structure of deoxyribonucleic acid (DNA). DNA carries the genetic information that is passed from parent to child, but Crick and Watson were not the only people who helped discover its structure.**

Born in London in 1920, Rosalind Franklin studied Chemistry at Cambridge University. After graduating, she worked in Paris and then moved to King's College London. It was at King's College that she began working on DNA with a scientist called Maurice Wilkins. They used x-ray photographs to study the structure of DNA. Wilkins showed Franklin's work to Crick and Watson and they used it to help them in their research at Cambridge. In 1953, Crick and Watson published news of their discovery. It was one of the great moments of 20th-century science.

Rosalind Franklin died in 1958, four years before Crick, Watson and Wilkins received a Nobel prize for their discovery of the structure of DNA. It was only many years later that people recognised the importance of Franklin's work.



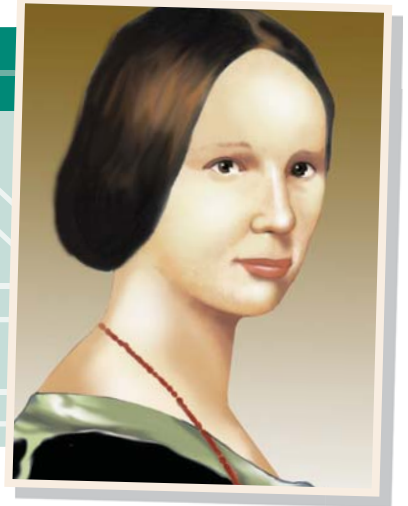
- 1 What university did Francis Crick and James Watson work at in the 1950s? Cambridge
- 2 What subject did Franklin study at university? \_\_\_\_\_
- 3 Where did Franklin go after her time in Cambridge? \_\_\_\_\_
- 4 Who did Franklin work with at King's College London? \_\_\_\_\_
- 5 When did Crick and Watson tell the world about their discovery? \_\_\_\_\_
- 6 When did Crick, Watson and Wilkins win their Nobel prize? \_\_\_\_\_

- 1 Complete the fact file with the words and phrases in the box.

A type of early computer ~~The famous poet Lord Byron~~  
London, 1815 The inventor Charles Babbage 1852 She wrote a program for it.

## ADA LOVELACE, THE FIRST COMPUTER PROGRAMMER

- 1 Who was her father? The famous poet Lord Byron
- 2 Where and when was she born? \_\_\_\_\_
- 3 Who did she work with? \_\_\_\_\_
- 4 What did he design? \_\_\_\_\_
- 5 What work did she do for his invention? \_\_\_\_\_
- 6 When did she die? \_\_\_\_\_



## Help with Writing

Biographies can help us understand other times and places. The biography of Rosalind Franklin, for example, makes us think about how hard it was for women to be recognised for their achievements. It also makes us ask whether things are different now.

- 2 You are going to write a biography of Ada Lovelace. Use the biography of Rosalind Franklin and the fact file in Activity 1 to help you.

### A BIOGRAPHY OF ADA LOVELACE

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Listening: science and scientists

1  01 Listen and number the pictures.



2  02 Listen to the conversations. Circle the correct answers.

- |   |   |
|---|---|
| <p>1 What happened at school?<br/> <b>a</b> The experiment worked.<br/> <b>b</b> The experiment didn't work.</p> <p>2 Where did Jill's dad put her Science book?<br/> <b>a</b> On the shelf in her room.<br/> <b>b</b> On the desk in her room.</p> <p>3 What did Jack think of the Science test?<br/> <b>a</b> That it was easy and he did OK.<br/> <b>b</b> That it was difficult but he did OK.</p> <p>4 What did Sophie think of the film?<br/> <b>a</b> She really liked it.<br/> <b>b</b> She thought that it was boring.</p> | <p>5 Did Oscar go to the Science Museum?<br/> <b>a</b> Yes, he did.<br/> <b>b</b> No, he didn't.</p> <p>6 Which project did Helen do last week?<br/> <b>a</b> Science.<br/> <b>b</b> Maths.</p> |
|---|---|



- 1 Work with a friend. Read the fact file. Then choose your questions and ask and answer.

## ISAAC NEWTON (1643–1727)

**Born:** England

**Jobs:** scientist, mathematician, astronomer

**Worked at:** the University of Cambridge

**Discovered:**

- the laws of gravity
- that light is made up of different colours

**Described:** the three laws of motion

**Died:** England



### STUDENT A

- When and where was Isaac Newton born?
- Where did he work?
- What did he discover?

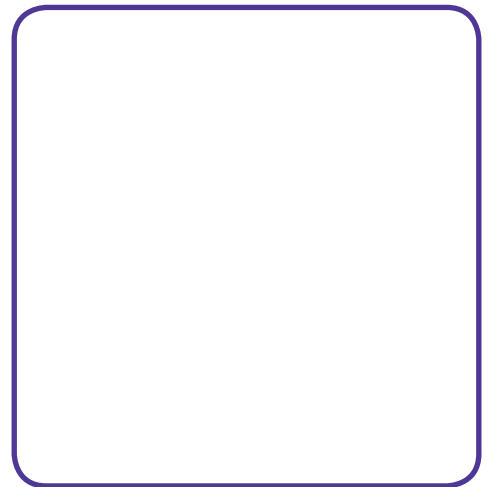
### STUDENT B

- What jobs did Isaac Newton have?
- What did he describe?
- When and where did he die?

- 2 Read about Mary Anning. Choose one of her underlined discoveries and draw a picture of it. Use your imagination!

### *Mary Anning: the world's greatest fossil hunter*

Mary was born in England in 1799. When she was a child, Mary looked for fossils on the beach with her dad and brother. They collected them and then sold them. When Mary was 12, she uncovered a long skeleton. It belonged to an ancient creature. Scientists named it ichthyosaur – meaning 'fish lizard'. As an adult, Mary discovered fossils of many more creatures, for example the pterodactyl (a flying reptile) and the plesiosaur (a sea creature with a very long neck). Mary died in England in 1847.



- 3 Work with a friend. Talk about your picture.

What did you draw?

I drew a pterodactyl – a flying reptile.

Why did you choose a pterodactyl?

I liked the idea that it flew.

# 1

# Past continuous revision

What **were you doing** when the earthquake struck?

I **was having** lunch at home.

## Language focus

Use the **past continuous** to talk about events that were happening at a particular moment in the past. Form the past continuous with **was / were + verb + ing**.

*I / he / she **was watching** a film about Pompeii.*

*We / you / they **were watching** a play in the theatre.*

Yes/No questions are formed with **was / were + verb + ing**.

**Were you feeling** all right yesterday afternoon? *Yes, I was. / No, I wasn't.*

Form 'Wh' questions by putting **where, what, why**, etc., before **was / were + verb + ing**.

**What were you doing** yesterday at two o'clock?

## 1 Circle the correct verb forms.

It was Monday morning and we were (1) listening / *listened* to a story in our Ancient History class. 'And then,' said Miss Kremer, who (2) *were* / *was* standing in front of the long window, 'Vesuvius erupted and the people of the beautiful city of—' She stopped and turned her head. 'Miss Kremer,' said Martyn, 'is that the fire alarm?' It was. We left our bags in the room and followed our teacher to the emergency exit. Smoke was (3) *came* / *coming* up the corridor. Outside, we could see what (4) *was* / *were* happening. The Assembly Hall was on fire! Teachers (5) *were* / *was* running around. The firefighters arrived really quickly and worked hard. They couldn't save the Assembly Hall, but the most important thing was that everyone was safe. For the next few days, it was all we could talk about. 'What were you doing when you (6) *heard* / *hearing* the alarm?' we asked, excited to tell our stories again, all thoughts of Vesuvius and the people of Pompeii forgotten.



**2 Complete the sentences with a verb from the box in the past continuous form.**

listen   ~~sit~~   do   rise   shout   tell

**Judith** Tom said there was a fire at your school. What happened?

**Daniella** Yes, it was incredible! We (1) were sitting in Miss Kremer's class ...

**Judith** What (2) \_\_\_\_\_ you \_\_\_\_\_?

**Daniella** We (3) \_\_\_\_\_ to the story of Vesuvius. Miss Kremer  
(4) \_\_\_\_\_ us about the famous volcano when the fire alarm went off!

**Judith** What happened next?

**Daniella** We went outside with all the other students and stood in our groups. All the teachers were there. They (5) \_\_\_\_\_, 'Move away from the building quickly! Move away, please!' The smoke (6) \_\_\_\_\_ above the Assembly Hall.

**3 Correct the sentences.**

1 My parents were drove when they saw the accident.

My parents were driving when they saw the accident.

2 When the storm came, I am walking through the park.

3 What was you doing last night at six o'clock?

4 When the lights went out, I were doing my homework.

5 I was watch a film when the fire started.

6 We was having dinner when we heard the news.

**4 Answer the questions.**

1 What were you doing at 9 o'clock this morning? \_\_\_\_\_

2 What were you doing yesterday morning at 10 o'clock? \_\_\_\_\_

3 What were you doing two days ago at 4pm? \_\_\_\_\_

4 What were you doing a week ago at 7 o'clock in the evening? \_\_\_\_\_

5 What were you doing four days ago at lunchtime? \_\_\_\_\_

# Two simultaneous actions with *while*



**While** I was reading a book, Jack was listening to music.

## Language focus

Words such as **and** and **but** are **conjunctions**. They connect words, phrases and parts of a sentence. **While** is a conjunction. Use it to talk about two actions happening simultaneously (which means 'at the same time').

**While** I was chatting to my friend, my dog was running after a ball.

## 1 Correct the sentences.

1 While I were doing my homework, my brothers were watching a film.

While I was doing my homework, my brothers were watching a film.

2 While my father was writing an email, my sister is talking on the phone.

3 While I play a computer game, my mother was making a cup of tea.

4 While was Jane swimming, we were playing tennis on the beach.

5 While I am studying for my Science test, my friends were at the cinema.

6 While Marco and Otto are watching the football match, I was reading a book.

**2** Complete the sentences with a verb from the box in the past continuous form.

talk drink cut play ~~read~~ sleep

- 1 While I was reading about volcanoes, Mum was painting.
- 2 While Mum was doing that, our cat \_\_\_\_\_ soundly under a tree.
- 3 While the cat was doing that, my brother and sister \_\_\_\_\_ football.
- 4 While my brother and sister were doing that, Grandma \_\_\_\_\_ a cup of tea.
- 5 While Grandma was doing that, Grandpa \_\_\_\_\_ to Uncle Caspar.
- 6 While Grandpa was doing that, Dad \_\_\_\_\_ the grass.

**3** Make sentences using the information in the table.

While	I	watch a film	my brother	sleep
	my friends	play basketball	my grandma	read a book
	my teacher	send a text message	I	wash the dishes
	my sister	play computer games	my friend	drink a glass of water
	my mum and dad	sit in the garden	my dog	play the guitar
	my cousin	eat a sandwich	my grandpa	run in the garden

- 1 While I was playing basketball, my dog was running in the garden.

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**4** Write sentences with *while* using the following verbs: *play, watch, do, eat, study, read*.

- 1 While I was reading about a flood, my friend was reading about an avalanche.

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

# Reading: a story

1 Read the story. Answer the questions.

## *The day the* **MOUNTAIN EXPLODED**

It began as a beautiful day. The sun was shining, the sky was blue. Everything was quiet and peaceful in the old town where Katerina lived with her family. Their town was popular with visitors, who came to see its temples and theatres, its columns and fountains, all of which were almost 2,000 years old. Tourists also enjoyed the sight of the horses and carts, which were still used in the centre of the town.

Katerina came from a family of merchants who sold fruit and vegetables in the market in the main square. The house the family lived in was small for eight people, but it was clean and its windows, which faced the street, were always filled with vases of beautiful flowers. It was a simple life, but a good one.

The people of the town couldn't remember the last eruption. The volcano, which rose above the town to the east, was not something that most people thought about. However, in the days before the disaster, one old man was thinking about it. 'It's going to explode,' said Constantine, who spent his days sitting on the steps of the theatre in the main square. While the people of the town were buying food, he was pointing to the top of the volcano, from which smoke was rising. 'Look,' he said. 'It's going to explode.' The people were too busy with their lives to pay attention to what Constantine was saying. When the volcano erupted two days later, ash and lava covered everything and everyone in the town – everyone, that is, apart from Katerina and her family, the only people who listened to Constantine's warning. While the ash was falling upon the town, they were watching from a town in the mountains many, many miles away, sad to see what was happening, but glad to be safe.



1 How old were the temples and theatres in the town?

almost 2,000 years old

2 What did Katerina's family sell?

3 Where did Katerina's family sell their produce?

4 How many people were there in Katerina's family?

5 Who warned the people about the volcano?

6 Who listened to the warning about the volcano?

## 1

- I can't believe it.

## Help with Writing

When you write a story, think about how you order the information. For example, at the beginning of paragraph 3 we read, ‘The people of the town couldn’t remember the last eruption.’ It is only in the next sentence that we read the word ‘volcano’. Organising sentences in this way makes the information more surprising for the reader.

2

- what you took with you (e.g. food, clothes, books)
- what you thought when you were watching the volcano erupt
- what Constantine and people in your family said.



# Listening: natural disasters

1  03 Listen to Leo's story about his grandpa. Are sentences 1–6 true or false?

1 Leo's grandpa was working in the United States.

☒

2 Leo's grandpa was thirty years old in 1980.

☐

3 He was interested in a volcano called Mount St Helens.

☐

4 Before the volcano erupted, there were many earthquakes.

☐

5 When the volcano erupted, Leo's grandpa was walking to his car.

☐

6 He took lots of photos of the volcano eruption.

☐

2  04 Listen to Sara's story. Complete the sentences with one word.

1 Sara's town has got a new museum.

2 Sara was there at the weekend. She was with her \_\_\_\_\_.

3 There were Greek and Roman \_\_\_\_\_. They were 2,000 years old.

4 Sara liked some \_\_\_\_\_ from an ancient Greek temple.

5 Sara was taking a photo of a Greek \_\_\_\_\_ when the earthquake started.

6 People covered their heads with their arms because \_\_\_\_\_ were falling to the floor.



**1** Look at the photos. Play the guessing game.

I was at home. I was reading my book. It was raining heavily outside. Suddenly, water came into the kitchen!

There was a flood!



earthquake



volcano eruption



tornado



tsunami



flood



fire

**2** Choose a natural disaster from Activity 1. Imagine it happened in your town. Write answers. Then practise.

- 1 When was it? \_\_\_\_\_
- 2 Where were you? \_\_\_\_\_
- 3 What were you doing? \_\_\_\_\_
- 4 Who was with you? \_\_\_\_\_
- 5 What happened? \_\_\_\_\_
- 6 What did you do? \_\_\_\_\_

**3** Work with a friend. Tell your stories. Use your answers from Activity 2.

## Help with Speaking

When you tell a story, you don't need to talk about everything that happened. Talk about the most important things, and let your friend listen to you. Give your friend time to imagine the events in your story.

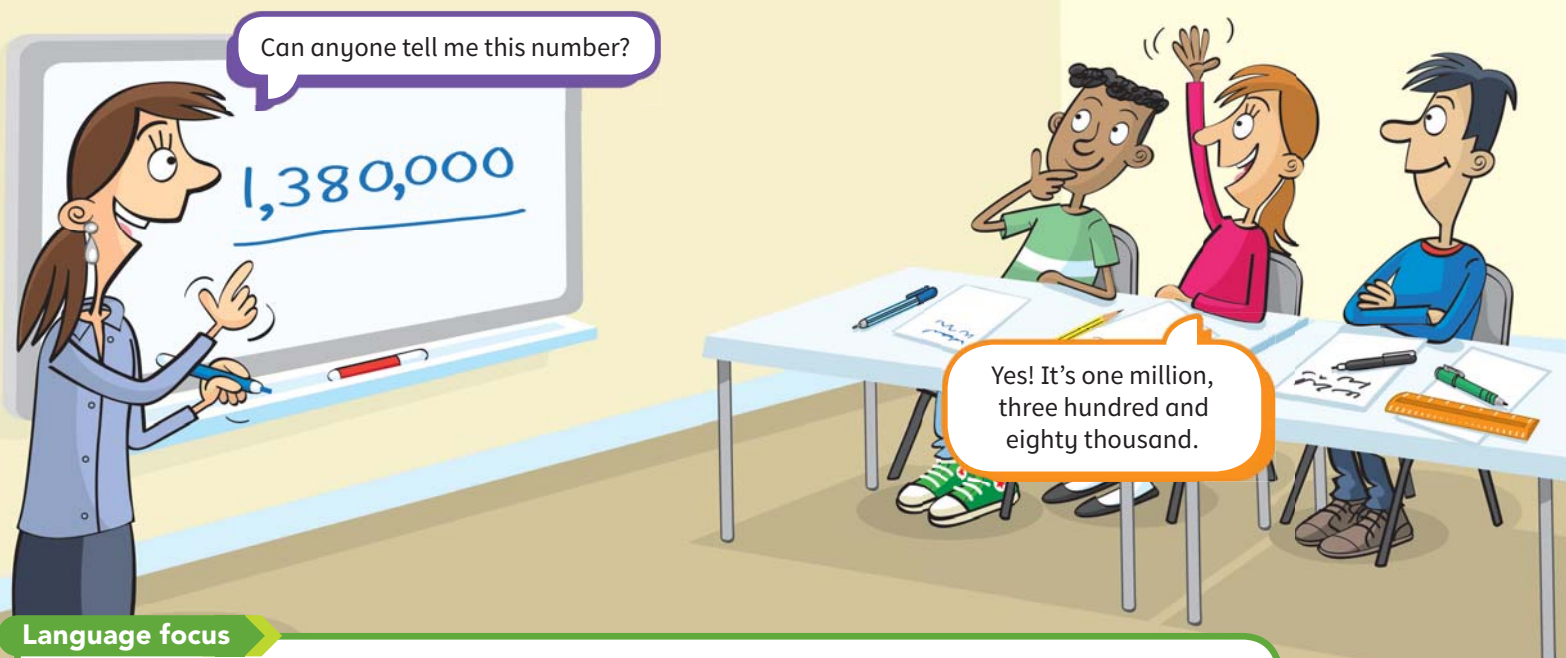
It was a Saturday morning. I was in the garden. I was playing football with my brother. Suddenly, we smelled smoke. We looked up and saw that the smoke was coming from the volcano ...





# 2

## Numbers 100–5,000,000



### Language focus

The **number system** is organised in tens:

1    10    100    1,000    10,000

Each number in the list above is ten times larger than the previous one.

When we write numerals, we use commas when there are four or more digits. For example, there is no comma in 300, but there is a comma in 3,000. To find the place to put the comma, count three spaces to the left from the end of the number. Place commas after every three digits:

3,000    30,000    3,000,000

When we write numbers as words, we do not use commas with round numbers.

40,000: *forty thousand* not *forty, thousand*

When we write numbers as words, we add a hyphen to compound numbers between 21 and 99.

442: *four hundred and forty-two*    6,363: *six thousand, three hundred and sixty-three*

### 1 Add the missing numbers to the sequences.

1	500	5,000	50,000	<u>500,000</u>
2	1,000	10,000	_____	1,000,000
3	2,000	20,000	200,000	_____
4	300	3,000	30,000	_____
5	6	60	_____	6,000
6	80	800	8,000	_____



**2 Match the numbers with the words.**

- |             |  |
|-------------|--|
| 1 300       | a three hundred and eighty-six thousand, four hundred and twenty-two |
| 2 2,500     | b seventy-eight thousand, three hundred and twenty-eight             |
| 3 11,350    | c two thousand, five hundred   |
| 4 78,328    | d three hundred  |
| 5 386,422   | e four million, five hundred thousand                                |
| 6 4,500,000 | f eleven thousand, three hundred and fifty                           |

**3 Write the numbers.**

- 1 one hundred and eighty-two
- 2 four thousand, six hundred and seventy
- 3 seventy-five thousand
- 4 one hundred and ten thousand, eight hundred and forty
- 5 three hundred and ten thousand, four hundred and forty-two
- 6 eight hundred and twenty thousand, one hundred and three
- 7 two million
- 8 four million, nine hundred and eighty-nine thousand, nine hundred and ninety-nine

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**4 Write the words.**

# The Numbers Quiz

- 1 There are about 800,000 eight hundred thousand people living in Guyana in South America.
- 2 Around 2,000,000 \_\_\_\_\_ people live in Manaus, the biggest city in the state of Amazonas.
- 3 Giant anteaters eat about 35,000 \_\_\_\_\_ ants and termites every day.
- 4 There are about 15,000 \_\_\_\_\_ jaguars left in the wild.
- 5 Around 150 \_\_\_\_\_ different ethnic groups live in the Congo Basin in central Africa.
- 6 The Amazon River is about 6,400 \_\_\_\_\_ km long.

# Have to / Had to revision



## Language focus

Use **have to** / **had to** to talk about something that somebody else tells you to do.

We **had to** take lots of water with us on the trip. Mr Mathews said it was very important.

Do I / you / we / they **have to** go? Yes, I / you / we / they do.

No, I / you / we / they don't.

Does he / she **have to** do it?

Yes, he / she does.

No, he / she doesn't.

## 1 Match the questions with the answers.

1 Do you have to help your parents at home?

2 Do you have to do homework every night?

3 Does your brother have to tidy his room?

4 Do you have to go shopping with your parents?

5 Do you have to wear a uniform to school?

6 Does your sister have to make her bed?

a No, I don't. They usually go with my older brother and sister.

b Yes, she does. My parents always say, 'Your room is messy. Please tidy it.'

c No, he doesn't. My parents don't mind if our rooms are untidy.

d Yes, I do. I have to wash up and tidy my room.

e We had to wear one last year, but it's changed now.

f I usually have to do some studying Monday to Friday, but not at the weekend.

## 2 Correct the sentences.

1 Last week, I have to study hard.

Last week, I had to study hard.

2 Do you has to tidy your room?

3 My parents have get up very early every morning.

4 My sister have to take the dog for a walk before school.

5 Last night, I had to wrote a story for my English class.

6 My brothers doesn't have to help in the kitchen. They have to clean the bathroom.

7 Yesterday, I had tidy my room. It took ages!

8 I have to help cook dinner, but I haven't to wash up.

9 We don't has to get up early tomorrow. It's Saturday.

10 Do your parents have to working at the weekend?

## 3 What do you have to do at home? Write four sentences.

1

2

3

4

## 4 What did you have to do at school last week? Write four sentences.

1

2

3

4



# Reading: a tourism advertisement

- 1 Read the advertisement. Write *t* (true) or *f* (false). Correct the false sentences.

## THE AMAZON RAINFOREST RIVER TOUR!

### THE ADVENTURE OF A LIFETIME

The world's most famous river is waiting for you. You have to travel on the Amazon once in your life. More than 5,000 tourists have enjoyed our river tour, with many people coming back to do it all over again!

You stay for three nights in a beautiful log cabin near the river. All meals are included. Each day we go out on the boat to explore a different part of the river, travelling under huge hanging branches and by enormous creepers, and looking into deep pools. You might see monkeys, sloths and anteaters, and even anacondas and jaguars! Sometimes, we go so close to the toucans, we can almost touch their beaks!

For just £4,000 we will fly you to Manaus, take you into the Amazon and guide you every step of the way.

For further information visit [www.rainforestrivertour.com](http://www.rainforestrivertour.com)



- 1 More than 50,000 tourists have enjoyed the tour.

☒ *f* More than 5,000 tourists have enjoyed the tour.

- 2 Some people go on the tour more than once.

☐

- 3 The trip is not for four nights.

☐

- 4 Accommodation is far from the river.

☐

- 5 Tourists go out on the river every day.

☐

- 6 Flights are not included in the price.

☐

**1** Order the words to make phrases used in advertisements for holidays.

- 1** on / tour / wonderful / come / our / .

Come on our wonderful tour.

- 2 for / waiting / are / what / you / ?

- 3 up / today / sign / .

- 4 holiday / the / of / lifetime / a / it's / .

- 5 of / thousands / customers / satisfied / .

## Help with Writing

Advertisements often use the language of obligation as a way of making people want to do something. Notice how the advert for the Amazon Rainforest River Tour uses the sentence 'You have to travel on the Amazon once in your life.'

**2** Write an advertisement for a tour of a place in your country where people can see different animals. Use the advertisement for the Amazon Rainforest River Tour to help you. Include the following information:

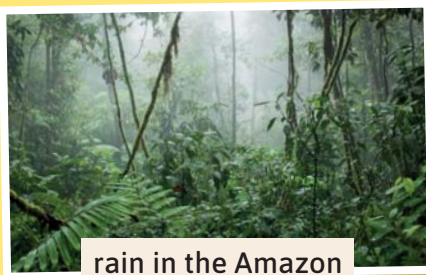
- where the place is
- what is special or interesting about it
- what activities you can do there
- which animals you can see there
- the cost of the trip.

# Listening: jungle adventure

- 1  05 Listen to the conversation. Circle the correct words.

## DID YOU KNOW ... ?

- 1 The Amazon rainforest gets between 150 / 1,500 and 3,000 millimetres of rain every year.
- 2 A bristlecone pine in California is more than 500 / 4,800 years old!
- 3 A green anaconda can weigh more than 200 / 300 kilograms.
- 4 There are about 400,000 / 40,000 types of beetle in the world.
- 5 Spider monkeys live in the Amazon rainforest and have got long tails – these can be up to 90 / 190 centimetres long!
- 6 There are about 12,000 / 10,000 types of ant on our planet.



rain in the Amazon



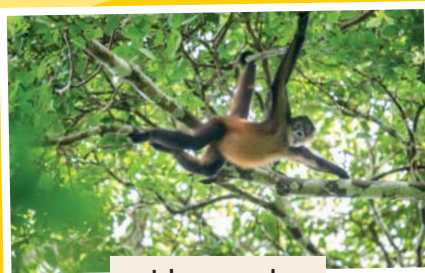
bristlecone pine



green anaconda



beetle



spider monkey



ants

- 2  06 What does Alex have to do before his trip? Listen and tick ☒ or cross ☐.



- |                          |                               |                                     |
|--------------------------|-------------------------------|-------------------------------------|
| <input type="checkbox"/> | I have to ...                 |                                     |
| <input type="checkbox"/> | pack my things                | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | have a shower and get dressed | <input type="checkbox"/>            |
| <input type="checkbox"/> | make breakfast                | <input type="checkbox"/>            |
| <input type="checkbox"/> | take my boots                 | <input type="checkbox"/>            |
| <input type="checkbox"/> | pack the car                  | <input type="checkbox"/>            |
| <input type="checkbox"/> | wash and dry the dishes       | <input type="checkbox"/>            |
| <input type="checkbox"/> | tidy my room                  | <input type="checkbox"/>            |



- 1** Work with a friend. Imagine you are going to the Amazon rainforest. Tick ☒ what you have to take with you. Then say why.

boots	<input checked="" type="checkbox"/>	mosquito repellent	<input type="checkbox"/>
a football	<input type="checkbox"/>	computer games	<input type="checkbox"/>
food and water	<input type="checkbox"/>	sun cream	<input type="checkbox"/>
shirts with long sleeves	<input type="checkbox"/>	a backpack	<input type="checkbox"/>
a hat	<input type="checkbox"/>	a kite	<input type="checkbox"/>

We have to take boots with us.

Why?

Because there are dangerous snakes around!

- 2** With your friend, think of four more things to add to the list in Activity 1.

Let's take a camera with us.

Good idea! We can take some nice photos.

- 3** With your friend, choose five things you would like to do on your trip to the Amazon. Use the ideas below and your ideas.

I'd like to swim in the river. What about you?

I don't want to do that. We have to be careful. There are anacondas in the river!

look for tarantulas

see jaguars

see toucans

see anacondas

go on a boat on the river

meet people who live in the rainforest

swim in the river

take hundreds of photos

# 3

## Going to revision



### Language focus

Use **going to + infinitive** for plans and predictions.

Who is **going to win** the football league?

#### Plans

I'm **going to study** hard all weekend. I've got exams next week.

We're **going to plan** a surprise party for Dad's birthday.

#### Predictions

It's **going to rain**. Look at those clouds!

I didn't sleep very well last night. I'm **going to be** tired today.

**1** Complete the blog post with the verbs from the box.

see ~~be~~ have play come visit

HOME | ABOUT | BLOG | GALLERY | CONTACT



This weekend is going to **(1)** be amazing. We've got so many plans! On Friday, Osman, Noelia and I are going to a concert. Who are we going to **(2)** \_\_\_\_\_? Yes, that's right! The Marvin's! My favourite band. Tom can't come because he's going to **(3)** \_\_\_\_\_ his cousins, but he and I are going to **(4)** \_\_\_\_\_ in a doubles tennis competition on Saturday. Mum and Dad are going to **(5)** \_\_\_\_\_ and watch us play. They're very excited. On Sunday, we're going to **(6)** \_\_\_\_\_ a meal in a new restaurant by the river. It's to celebrate my sister's 12th birthday! What a weekend!



**2 Write the following sentences in the negative form.**

- 1 We're going to play basketball. We're not going to play basketball.
- 2 I'm going to buy a new guitar. \_\_\_\_\_
- 3 My brother's going to study Maths at university. \_\_\_\_\_
- 4 My mum's going to start her new job soon. \_\_\_\_\_
- 5 My friends and I are going to watch the final of the Champions League. \_\_\_\_\_
- 6 My dad's going to make a cake with my sister. \_\_\_\_\_
- 7 My cousins are going to spend a week in Buenos Aires. \_\_\_\_\_
- 8 We're going to visit my grandparents in Istanbul. \_\_\_\_\_
- 9 I'm going to study Arabic next year. \_\_\_\_\_
- 10 My sister's going to start her driving lessons tomorrow. \_\_\_\_\_

**3 Order the questions.**

- 1 going / do / your / friend / weekend / to / what / at / is / best / the / ?  
What is your best friend going to do at the weekend?
- 2 tonight / you / what / going / do / to / are / ?  
\_\_\_\_\_
- 3 you / holiday / to / where / for / your / go / summer / going / are / ?  
\_\_\_\_\_
- 4 next / languages / in / school / you / what / are / study / to / going / year / ?  
\_\_\_\_\_
- 5 at / weekend / the / you / going / friends / to / which / meet / are / ?  
\_\_\_\_\_
- 6 family / special / when / going / is / meal / your / have / to / a / ?  
\_\_\_\_\_

**4 Answer the questions from Activity 3.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

# Time: *past* and *to* the hour



## Language focus

Use **past** and **to** to talk about the time.

*It's ten **past** five* (meaning 'It's ten minutes past the hour of five o'clock, or 5.10').

*It's twenty **to** seven* (meaning 'It's twenty minutes before the hour of seven o'clock, or 6.40').

In informal spoken English, it is common to use abbreviated forms like 'it's ten past' or 'it's twenty to', if the people you are talking to have a general idea of what time it is.

**1** Write the times using *past* and *to*.

**1** 10.50 *It's ten to eleven.* \_\_\_\_\_

**2** 9.05 \_\_\_\_\_

**3** 7.40 \_\_\_\_\_

**4** 12.10 \_\_\_\_\_

**5** 4.50 \_\_\_\_\_

**6** 3.20 \_\_\_\_\_

## 2 Correct the times.

1 6.40 It's twenty past six. It's twenty to seven.

2 8.10 It's five past eight. \_\_\_\_\_

3 3.05 It's five to three. \_\_\_\_\_

4 1.20 It's twenty to one. \_\_\_\_\_

5 2.50 It's five to three. \_\_\_\_\_

6 8.20 It's ten past eight. \_\_\_\_\_

## 3 Write the underlined times in words.

Malcolm had a problem with time. 'Oh, no!' he would say when he woke up. 'It's (1) 7.20! I'm going to be late for school!' 'It's (2) 8.10, Malcolm!' his teacher would say. 'Why can't you get here on time?'

Malcolm was late for everything. He missed the great new science-fiction film because he got to the cinema at (3) 6.40 – 40 minutes late! He was late for the final match of the football season. 'Malcolm,' the coach said, 'it's (4) 3.20! The match started 20 minutes ago!' 'Sorry,' said Malcolm. He said 'sorry' rather a lot. He said 'sorry' to Miss Morgan, the dentist. 'Your appointment was for (5) 4.50, Malcolm, not (6) 5.10.'

He said 'sorry' to Mr Nadal, the doctor. 'Your appointment was for (7) 12.40, Malcolm, not (8) 1.05.'

Malcolm loved birthday parties and decided to organise one in his favourite café to celebrate his 13th birthday. 'Come at (9) 7.20,' he told all his friends. 'OK, Malcolm,' his friends said. 'We'll be there!' But no one arrived. Malcolm waited in the café. Ten minutes, twenty minutes, thirty minutes ... Where was everyone? 'Surprise!' said his friends when they finally arrived. 'But it's (10) 8.05!' said Malcolm. 'You're 45 minutes late!' 'Now you know how it feels,' said his friend Jenny, smiling. Malcolm was never late again.

1 twenty past seven

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

## 4 Answer the questions.

1 What time do you get up in the week? \_\_\_\_\_

2 What time do you start school? \_\_\_\_\_

3 What time do you come home from school? \_\_\_\_\_




4 What time do you do your homework? \_\_\_\_\_

5 What time do you get up at the weekend? \_\_\_\_\_

6 What time do you go to bed? \_\_\_\_\_

# Reading: an email

1 Read the email. Complete the fact file.



chen@chinamail.com

The Marvins Concert!

Hi, Chen

How are you? I hope the Spanish exam went well. I've got a question: what are you doing on Friday? Osman, Karl and I are going to see The Marvins. Do you know them? They're a great rock band. You can watch some of their videos on YouTube.

Would you like to come to the concert with us? We're going to meet at the bus station at twenty to six. It takes half an hour to get to the theatre. The show is going to start at ten past seven. It will be great, Chen.

The Marvins have a lot of fans and they are a lot of fun. It will be really busy on stage. The band has got six backing singers as well as three dancers! Marvin will be in the spotlight; he's the lead singer. Jay plays the electric guitar, Kelly plays the bass guitar and the drummer is called Sal. Her drum kit is bright orange – I love it! Osman says he wants to work for the band as a bodyguard in the future!

Let me know if you'd like to come on Friday. I hope you are well.

Best wishes,

Noelia



Day of the concert	Friday
Time of the concert	
Meeting where?	
Who is going?	
Members of the band	





# Listening: music

- 1  07 Listen to the interview. Answer the questions.



- 1 When is Chris Frank going to start recording his new album?

Next week.

- 2 What is he going to call it?

- 3 What music genre is the album going to be?

- 4 What is Chris going to learn this year?

- 5 When Chris isn't on tour, what time does he usually get up?

- 6 When Chris isn't on tour, what time does he usually go to bed?

- 2  08 Listen to the conversation. Complete the sentences.

- 1 Jake and Daisy are going to a concert.

- 2 They are going to leave at \_\_\_\_\_.

- 3 The concert is going to start at \_\_\_\_\_.

- 4 They are going to have \_\_\_\_\_ before the show.

- 5 Daisy's cousin is a \_\_\_\_\_ in the band.

- 6 Daisy isn't going to go on the \_\_\_\_\_ and dance.



- 1 Work with a friend. Choose one poster each. Make questions about your concert using the words in the box. Then ask and answer.

who / see? where? time / start?  
time / finish? how much / tickets?

Who are you going to see?

I'm going to see The Bodyguards.

*Come and see*  
**THE BODYGUARDS**  
at the Old Football Stadium!

**STUDENT A**

**When:** this Saturday  
**Start time:** 6.20  
**Finish time:** 7.20  
**Tickets:** £10



**DON'T MISS**  
**THE ROCKING CLOCKS**  
at the Spotlight Theatre!

**STUDENT B**

**WHEN:** this Sunday  
**START TIME:** 12.15  
**FINISH TIME:** 1.30  
**TICKETS:** £13



- 2 Design a poster for a concert you want to see. Include the information on the left and your own ideas.

- name of the band
- place and day of the concert
- time the concert starts
- time the concert finishes
- price of the tickets



- 3 Show your poster to a friend. Talk about your plans.

On Friday, I'm going to see Submarine Jazz. The musicians play underwater! The concert starts at quarter to six and it finishes at half past seven. It's going to be at the Blue Sports Centre and the tickets are £15. What about you?



## 4

## Ordinal numbers

When is your birthday?



It's the **third** of December.

## Language focus

Use **ordinal numbers** to talk about the position of something or someone in a series, such as dates or competitors in a race.

*My brother finished **second** in the 200 metres at the school championships.*

*When is your birthday? It's on the **fourth** of June.*

Numbers used for a quantity of something are called **cardinal numbers**.

<u>Cardinal number</u>	<u>Ordinal number</u>	<u>Cardinal number</u>	<u>Ordinal number</u>
1	<b>first</b>	4	<b>fourth</b>
2	<b>second</b>	5	<b>fifth</b>
3	<b>third</b>	6	<b>sixth</b>

In general, ordinal numbers are formed by adding **th** to the cardinal number: **ten – tenth**.

**First, second and third** are exceptions and do not follow the **th** rule.

The ordinal for eight is **eighth**, not **eighthth**.

The ordinal for nine is **ninth**, not **nineth**.

The ordinal for twelve is **twelfth**, not **twelveth**.

In a compound cardinal, use a hyphen, e.g. **thirty-third**.

If a cardinal number ends in **y**, change the **y** to an **i** and then add **eth**.

twenty **twentieth**      thirty **thirtieth**      forty **fortieth**

## 1 Write the ordinal numbers.

1 7 seventh

3 22 \_\_\_\_\_

5 38 \_\_\_\_\_

2 15 \_\_\_\_\_

4 31 \_\_\_\_\_

6 44 \_\_\_\_\_



**2** Write the dates with ordinal numbers.

- |             |                             |               |       |
|-------------|-----------------------------|---------------|-------|
| 1 3 January | <u>the third of January</u> | 4 23 February | _____ |
| 2 5 May     | _____                       | 5 8 November  | _____ |
| 3 29 July   | _____                       | 6 30 August   | _____ |

**3** Replace the underlined phrases with dates written in full.

Hi, Grandma

I've got so much to tell you! On (1) 2 March, Florence won her school swimming championship. She was brilliant! (2) The next day, my football team got to the final of the Morley Cup. The match will be on (3) 4 May. I can't wait. On (4) the day after the final, I'm going on a school trip to Amsterdam.

Don't forget all the birthdays coming up, Grandma! It's Florence's on (5) 25 April. Mine is (6) three days later!

Love, Sophia

- |         |                            |         |
|---------|----------------------------|---------|
| 1 _____ | <u>the second of March</u> | 4 _____ |
| 2 _____ | _____                      | 5 _____ |
| 3 _____ | _____                      | 6 _____ |

**4** Complete your diary. Write one activity for each day.

● MAY

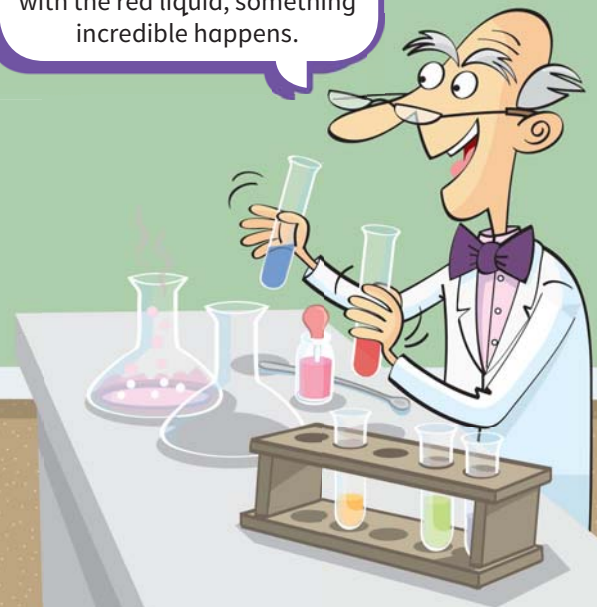
● 7 Monday	
● 8 Tuesday	
● 9 Wednesday	
● 10 Thursday	
● 11 Friday	
● 12 Saturday	
● 13 Sunday	

**5** Answer the questions.

- |  |       |
|--|-------|
| 1 What are you doing on the eighth of May?     | _____ |
| 2 What are you doing on the tenth of May?      | _____ |
| 3 What are you doing on the twelfth of May?    | _____ |
| 4 What are you doing on the thirteenth of May? | _____ |

# Zero conditional

**If you mix** the blue liquid with the red liquid, something incredible happens.



## Language focus

Use the **zero conditional** to talk about things that are always true. The zero conditional tells us that if one thing happens, another thing always happens as a result.

This is the form of the sentence: **if + present simple + present simple**:

**If you mix** red and blue, **you get** purple.

### 1 Correct the sentences.

1 If Mum can't go for a run in the morning, she feel unhappy.

If Mum can't go for a run in the morning, she feels unhappy.

2 If my brother enjoying a film, he talks about it for hours.

3 If you doesn't exercise, you put on weight.

4 If you standing in the rain, you get wet.

5 If Sam ran in the summer, he gets very hot.

6 If I travel by car, I felt sick.

## 2 Choose the correct option to complete the sentences.

- 1 If babies are hungry,
  - a they are crying.
  - b they cry.**
  - c they cried.
- 2 If you mix hydrogen and oxygen,
  - a you get water.
  - b you got water.
  - c you're getting water.
- 3 If students are late for class,
  - a Mr Marks gets angry.
  - b Mr Marks get angry.
  - c Mr Marks got angry.
- 4 If plants don't get enough water,
  - a it dies.
  - b they died.
  - c they die.
- 5 If we don't drink,
  - a we've got thirsty.
  - b we got thirsty.
  - c we get thirsty.



## 3 Complete the text with the verbs from the box.

do go think put need know feel ask

My name is Benjamin and I worry about things. I try not to, but I worry about everything. Going to bed, for example. If I (1) go to bed early, I can't go to sleep. If I go to bed late, I (2) \_\_\_\_\_ tired the next day. If I am in bed at exactly the right time, I (3) \_\_\_\_\_, 'Is this exactly the right time?' I worry about my schoolwork too. If I (4) \_\_\_\_\_ one hour of homework every night, I (5) \_\_\_\_\_ myself, 'Was that enough?' If I do two hours of homework, I say, 'Mum, I think I've done too much homework tonight.' I never know what is the right thing to do because I am a worrier. 'Oh, what a beautiful day,' my friends say in the springtime when the weather gets warmer. 'If it's really sunny,' I say to myself, 'I (6) \_\_\_\_\_ to put sun cream on, but if I (7) \_\_\_\_\_ sun cream on, I get it in my eyes.' 'Oh, Benjamin,' my friends say. 'Why do you worry about everything so much?' 'I don't know,' I say. 'If I don't worry about things, I don't (8) \_\_\_\_\_ what else to do.'

## 4 Complete the sentences.

- 1 If you exercise, you feel better.
- 2 If you read lots of good books, \_\_\_\_\_
- 3 If you catch a cold, \_\_\_\_\_
- 4 If you don't get enough sleep, \_\_\_\_\_
- 5 If you eat a balanced diet, \_\_\_\_\_
- 6 If you keep to a routine, \_\_\_\_\_
- 7 If you eat too much, \_\_\_\_\_
- 8 If you work too hard, \_\_\_\_\_

# Reading: an invitation

1 Read the invitation. Answer the questions.

## You are invited to **JANA'S 12TH BIRTHDAY PARTY**

*If you're free, come and join us!*

### WHEN

Saturday 1st May, between 2pm and 6pm

### WHERE

The Hong Kong Space Restaurant in the High Street, where the waiters are robots and nobody eats with a knife and fork!

### WHAT WE'LL EAT

There'll be delicious Chinese food for everyone, practice at eating with chopsticks and special Chinese biscuits to take home.

RSVP Samantha (Jana's mum) at [sam@homemail.com](mailto:sam@homemail.com)



- 1 How old will Jana be?
- 2 When is the party?
- 3 Where is the party?
- 4 What is the party for?
- 5 What is different about the restaurant?
- 6 If people want to go to the party, who can they contact?

12



**1** Complete the table with information about you.

<b>Date of birthday</b>	
<b>Games you like playing at parties</b>	
<b>Music you like listening to at parties</b>	
<b>What you enjoy eating at parties</b>	
<b>What you enjoy drinking at parties</b>	

## Help with Writing

When we write invitations, we often include the initialism 'RSVP' at the end, followed by a name and contact details. RSVP stands for the French expression 'Répondez s'il vous plaît', which means 'Please reply'.

**2** Imagine it is your birthday next week. Use the information in Activity 1 and the invitation to Jana's party to help you write an invitation to your birthday party.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The paper has rounded corners and is set against a dark background. There are approximately 20 lines visible on the page.

# Listening: food in space

**1**  **09** Listen. Are sentences 1–6 true or false?

- 1 Polly went into space in the summer.
- 2 Polly has been to space three times.
- 3 Polly's birthday is on the last day of July.
- 4 Some waiters in Cosmic are robots.
- 5 Polly went for a space walk on the 1st of August.
- 6 Polly had a pizza sweet for lunch on the 2nd of August.

t



C

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**2**  **10** Listen and write C (Cosmic) or S (Solar).

- 1 This restaurant is in a hotel.
- 2 In this restaurant, people eat sweets that taste like real food.
- 3 If you are eating in this restaurant, you don't need a knife, a fork or a spoon.
- 4 This restaurant is the newest in space.
- 5 You can't eat in this restaurant before the 3rd of May.
- 6 If you want to finish your dinner quickly, go to this restaurant.
- 7 If you want to enjoy a nice view, go to this restaurant.
- 8 If you book a table here before the end of April, you'll get something special.



1 Look at the photos. Play the guessing game. Use the words from the box and your ideas.

a spoon    dessert  
a waiter/waitress    chopsticks  
a knife and a fork

If you have this, you need a knife and a fork.

Yes, it is!

Is it number 2, a steak?



Chinese food



a steak



chicken soup



a restaurant



strawberries



biscuits

2 Choose and tick ☒ a starter, a main course and a dessert from the Solar menu. Talk to a friend. Are any of your choices the same?

What did you choose for your starter?

I chose biscuit soup. What about you?

## Help with Speaking

When you speak, try to use the new words that you have learned. You remember words more easily when you use them!

3 Work with a friend. Order your meals from Activity 2.

Hello. What would you like for your starter?

I'd like the biscuit soup, please.

Of course. And for your main course?

Can I have the chocolate pizza, please?

## OUR SOLAR MENU

### SOLAR starters

☐ biscuit soup

☐ strawberry soup

### SOLAR main courses

☐ chocolate pizza

☐ lemonade salad

### SOLAR desserts

☐ cheese ice cream

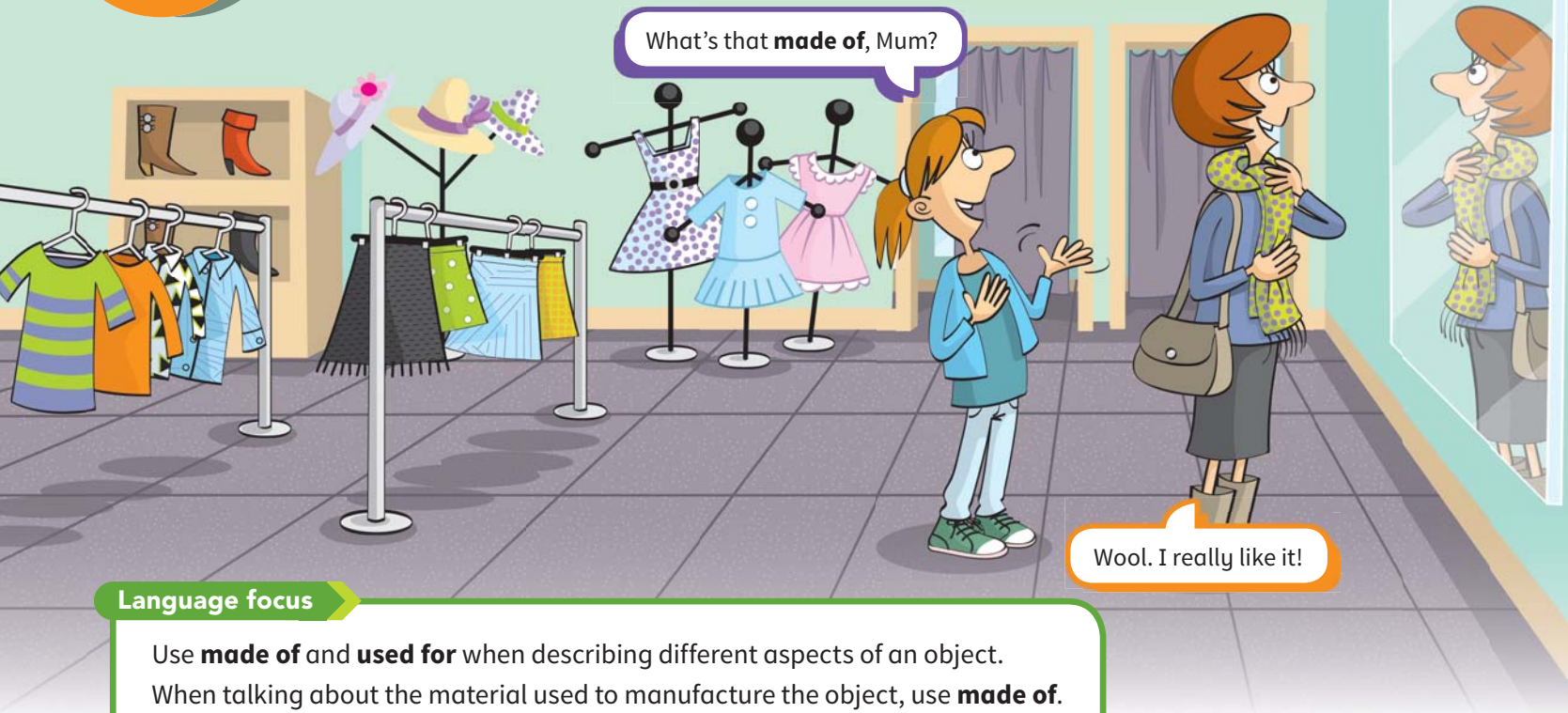
☐ egg cake





# 5

## Be made of ... / Be used for ...



### Language focus

Use **made of** and **used for** when describing different aspects of an object.  
When talking about the material used to manufacture the object, use **made of**.

*These trousers are **made of** cotton.*

When talking about the function of an object, use **used for**.

*Scarves are **used for** keeping your neck warm in cold weather.*

Use **made of** with various materials: **made of** wool / plastic / glass / cotton.

Use **used for** + verb + ing: **used for** keeping things in / keeping food cold.

### 1 Complete the sentences with the words and phrases from the box.

making music   ~~leather~~   protecting your eyes   glass  
cutting things   plastic   metal   opening and closing doors

- 1 Shoes are made of leather .
- 2 Guitars are used for \_\_\_\_\_ .
- 3 Sunglasses are used for \_\_\_\_\_ .
- 4 Knives are made of \_\_\_\_\_ .
- 5 Supermarket bags are made of \_\_\_\_\_ .
- 6 Keys are used for \_\_\_\_\_ .
- 7 Windows are made of wood and \_\_\_\_\_ .
- 8 Scissors are used for \_\_\_\_\_ .



## 2 Match the objects with the descriptions.

- 1 This is made of plastic and metal. It's used for making a type of hot drink.
- 2 This is made of leather and metal. It's used for keeping your trousers up.
- 3 This is made of metal and cloth. It's used for keeping you dry in wet weather.
- 4 This is made of metal and glass. It's used for looking at your reflection.
- 5 These are made of wool or cotton. They are used for keeping your feet warm.
- 6 This is made of wood and glass. It's used for storing things such as cups and bowls.

e  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 3 Correct the sentences.

- 1 Pens is made of plastic.  
Pens are made of plastic.
- 2 Vases are use for putting flowers in.  
\_\_\_\_\_
- 3 Woolly hats are using for keeping your head warm in winter.  
\_\_\_\_\_
- 4 Saddles are make of leather.  
\_\_\_\_\_
- 5 Pencils made of wood.  
\_\_\_\_\_
- 6 Tables are used putting things on.  
\_\_\_\_\_
- 7 T-shirts are often makes of cotton.  
\_\_\_\_\_
- 8 Flash drives are used of storing data.  
\_\_\_\_\_

## 4 Complete each sentence with a suitable word.

- 1 Chairs are made of \_\_\_\_\_.
- 2 Bags are used for \_\_\_\_\_.
- 3 Spoons are used for \_\_\_\_\_.
- 4 Shirts are made of \_\_\_\_\_.
- 5 Gloves are made of \_\_\_\_\_.
- 6 Pencils are used for \_\_\_\_\_.

# Possessive apostrophes



The boy's boots are made of real leather.

## Language focus

Use **possessive apostrophes** to talk about things that belong to a particular person. *Is this Mum's hat?*

If a noun is plural, the apostrophe goes after the **s**.

*The girls' badges* (meaning the badges of more than one girl).

If referring to someone whose name ends in **s**, you can either add an apostrophe after the **s** or add an apostrophe and another **s**.

*James' car* or *James's car*.

## 1 Put the words in the correct order to make sentences.

1 full / Esra's / of / books / is / house / .

Esra's house is full of books.

2 brother / know / do / Jon's / you / ?

3 new / bike / Mum's / like / I / really / .

4 hat / Alex's / is / where / ?

5 is / broken / racket / Javi's / tennis / .

6 of / gold / made / is / Tom's / badge / .

7 called / Sheriff / is / Ana's / cat / .

8 the / wardrobe / in / is / Hasan's / jacket / .

## 2 Add possessive apostrophes.

- 1 Kates smartphone was very expensive.

Kate's smartphone was very expensive.

- 2 Carlas brothers are much older than her.

- 3 Michaels dog is very friendly.

- 4 My grandparents house is very small.

- 5 My parents car needs to be repaired.

- 6 Williams piano is very old, but he loves it.

- 7 My sisters bedrooms are on the second floor of the house.

- 8 Mums computer is better than mine.

## 3 Read the information and choose the correct sentence.

- 1 Sam says, 'I've got two brothers. They are very tall.'

☒ a The boy's brothers are tall.

b The boys' brothers are tall.

- 2 Martina says, 'I've got two sisters. One of them has got a red scarf.'

a The girl's sister has got a red scarf.

b The girl's sisters have got red scarves.

- 3 Lola says, 'My friends have all got new phones.'

a The girl's friends have got new phones.

b The girl's friend has got a new phone.

- 4 Mark and Jack say, 'Our History teacher wears big glasses.'

a The boy's teacher wears big glasses.

b The boys' teacher wears big glasses.

- 5 Alana says, 'My dogs like playing with the ball.'

a The girl's dogs like playing with the ball.

b The girls' dog likes playing with the ball.

- 6 Alice and Cathy say, 'Our town is a nice place.'

a The girl's town is a nice place.

b The girls' town is a nice place.

## 4 Write sentences about your friends and family using the possessive apostrophe.

1

2

3

4

# Reading: classified advertisements

1 Read the classified advertisements. Match the objects with the information.

## FOR SALE

**PAIR OF BOOTS.** Made of fake leather! In very good condition. Beautiful design. Only been worn a few times.  
**£25. Tel: 642 332.**

**ACOUSTIC GUITAR.** Made of rosewood. Only been played at home. Not been used for playing in concerts. In excellent condition.  
**£250. Tel: 771 162.**

**SHERIFF'S COSTUME.** Perfect for dressing-up parties! Set includes toy pistol, badge, handcuffs and a sheriff's hat.  
**£50. Great price! Tel: 502 789.**

**ELECTRIC GUITAR.** Incredible instrument, made of glass! Only one ever made. Never been played.  
**£1,000. Tel: 444 109.**

**BEAUTIFUL WOODEN WAGON.** Made of mahogany. Carved by hand. Ten centimetres in height. In perfect condition.  
**£80. Tel: 887 521.**

**SADDLE.** Made of the finest leather. Has been used, but still in good condition.  
**£30. Tel: 887 442.**

- 1 pair of boots     f
- 2 acoustic guitar
- 3 sheriff's costume
- 4 electric guitar
- 5 wagon
- 6 saddle

- a the smallest object
- b a set of several objects
- c not been used out of the house
- d the most expensive object
- e made of leather
- f the cheapest object



**1** Rewrite 1–6 so that they are similar to phrases used in classified advertisements.

1 It's made of wood.

Made of wood.

2 It's in perfect condition.

3 A bike and a helmet.

4 Piano. It has not been used much.

5 A beautiful scarf. It's made of wool.

6 Telephone: 443 172.

## Help with Writing

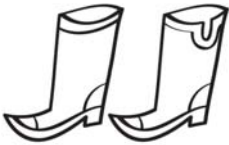




We write classified advertisements by using a special abbreviated style. This means that we include only the most important information. We usually leave out the verb **be**, auxiliary verbs such as **have** and the articles, **a** / **an** and **the**.

**2** Write a classified advertisement for some items you would like to sell. Use the examples on the Reading page to help you. Include the following information:

- what each item is
- what each item is made of
- how much each item costs
- a telephone number.

# Listening: sheriffs and robbers

1  11 Listen and write the colours.

What did they wear?	Big John Warren	Bison Bill
1 	brown	black
2 		
3 		
4 		
5 		

2  12 Listen to the story. Circle the correct answers.

- What were Bella Three-trees' boots made of?
  - Brown leather.
  - b** Black leather.
- What did Bella use the bottle for?
  - Holding cold tea.
  - b** Holding cold coffee.
- Which word describes the robbers' horses?
  - a** Fast.
  - b** Slow.
- What did Bella use her rope for?
  - a** Tying her horse.
  - b** Stealing things.
- What did Bella steal?
  - a** Only things made of glass.
  - b** Some things made of glass and other things made of metal.
- Who was Grey Shelly?
  - a** The sheriff's horse.
  - b** Bella's horse.



1 Play the description game. Use the words below the pictures.

Sheriff Brown.

Sheriff Brown's bottle is made of glass. It's used for holding water.



Sheriff Brown

bottle  
saddle



Sheriff Holliday

badge  
wagon



Sheriff Drew

rope  
barrel



Sheriff Brady

holster  
handcuffs

2 Draw a picture of a sheriff. Talk about your picture.

This is Sheriff Henry Adams. Henry's badge is made of silver and his boots are made of leather. He's wearing ...

3 Show your picture to a friend. Ask and answer.

What is the sheriff holding?


He's holding a pair of metal handcuffs.

What are they used for?

They're used for taking robbers to jail.

## 6

## Should / Shouldn't



You **should** take an umbrella, Poppy. I think it's going to rain later.

## Language focus

Use **should** / **shouldn't** to give someone advice, make suggestions or talk about the right thing to do in a particular situation.

You **should** drink more water on hot days.

**Should** and **shouldn't** are followed by the **infinitive without to**.

You **should study** really hard for the Spanish exam, not ~~You should to study~~ really hard for the Spanish exam.

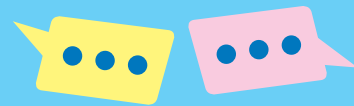
1 Complete the sentences with *should* or *shouldn't*.

- 1 You shouldn't be rude to your sister.
- 2 You \_\_\_\_\_ go out without a coat and scarf. It's really cold today.
- 3 You've got a big day of exams tomorrow. You \_\_\_\_\_ go to bed early and get a good night's sleep.
- 4 If your foot hurts, you \_\_\_\_\_ play football this afternoon.
- 5 It's really sunny today. You \_\_\_\_\_ put some sun cream on.
- 6 If you go to Turkey, you \_\_\_\_\_ visit Izmir. It's a beautiful place.
- 7 You \_\_\_\_\_ exercise a few times a week.
- 8 You \_\_\_\_\_ eat too many chocolates. You'll feel sick.



2 Circle the correct verb.

## To learn a language well ...



- 1 You should / shouldn't let it become boring. Enjoy yourself!
- 2 You should / shouldn't be afraid to make mistakes.
- 3 You should / shouldn't watch films and listen to songs in the language.
- 4 You should / shouldn't read a lot.
- 5 You should / shouldn't take every opportunity to speak to people.
- 6 You should / shouldn't wait until you're ready to speak. Speak from the beginning!
- 7 You should / shouldn't focus on only one skill. You need to practise listening as well as speaking, writing and reading.
- 8 You should / shouldn't do a little bit with the language every day, e.g. speak to people, read a book, do some grammar, listen to some songs.

3 Complete the postcard with the verbs from the box.

walk hear ~~come~~ meet learn eat

Dear Mia,

You should (1) come to Turkey! It's a fantastic country. We are all having a great time.

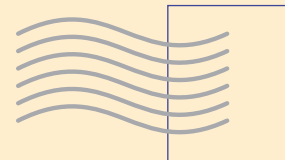
I think everyone should (2) \_\_\_\_\_ a bit of the language of the place they are visiting. Dad and I spent a couple of weeks learning some Turkish phrases. You should (3) \_\_\_\_\_ Dad's pronunciation! Everyone laughs, but they really help us! They are really friendly.

One thing: you shouldn't (4) \_\_\_\_\_ around in the summer without sun cream and a hat. It gets very, very hot! But you should (5) \_\_\_\_\_ lots and lots of the food. Turkish food is amazing!

We'll be home next week. We should (6) \_\_\_\_\_ up. I want to know all about your trip to Berlin.

Hope you are well.

Love Frank



Mia Rojas  
2 Calle de Guillermo Rolland  
28013 Madrid  
Spain

# Could I ... ? / Do you mind if I ... ?



Could I try on these jeans, please?

## Language focus

Use **Could I ... ?** / **Do you mind if I ... ?** as a polite way of asking someone if you can do something.

**Could I** try on this T-shirt, please? **Do you mind if I** try on this hat?

In formal settings, such as in a shop, a common response to questions beginning with **Do you mind ...** is **Not at all**, but you will also hear **No problem** or **Of course**.

### 1 Match the two parts to make questions.

- |                           |                                 |
|---------------------------|---------------------------------|
| 1 Could you show me where | a me later?                     |
| 2 Do you mind if          | b the computer room is, please? |
| 3 Could I buy             | c me how to get to the park?    |
| 4 Could you call          | d I borrow this book?           |
| 5 Could you tell          | e if I try this on?             |
| 6 Do you mind             | f this phone, please?           |

**2** Complete the questions with the words from the box.

try if tell ~~have~~ mind Could Do show

- 1 Could I have this postcard, please?
- 2 Do you \_\_\_\_\_ if I close the window?
- 3 Could you \_\_\_\_\_ me your new laptop?
- 4 \_\_\_\_\_ I use your phone for a moment, please?
- 5 \_\_\_\_\_ you mind if I look at your computer games?
- 6 Could I \_\_\_\_\_ on these shoes, please?
- 7 Could you \_\_\_\_\_ me where the library is, please?
- 8 Do you mind \_\_\_\_\_ I get some milk?

**3** Match the questions from Activity 2 with the answers below.

- a Of course not. We can play one if you like. \_\_\_\_\_
- b Of course. You're very near. See the tower over there? It's right next door. \_\_\_\_\_
- c Of course. Would you like a stamp as well? 1 \_\_\_\_\_
- d Yes. Is yours not working? \_\_\_\_\_
- e Of course. If you need a bigger pair, let me know. \_\_\_\_\_
- f Not at all. It is a bit cold in here. \_\_\_\_\_
- g Of course not. The glasses are in the cupboard. \_\_\_\_\_
- h Of course. Just let me finish this email. \_\_\_\_\_

**4** You are visiting a friend's house for the first time. Ask your friend's parents questions using *Could I ... ?* or *Do you mind if I ... ?*

- 1 Could I have a glass of water,  
please?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



# Reading: a travel diary

- 1 Read the travel diary. Write *t* (true) or *f* (false). Correct the false sentences.

## JOE'S TRAVEL DIARY ✈️

### 12th June

Day One in Seville. What a city! At the hotel, the manager said, 'You should take care with the weather. It gets very hot here.' I'm glad we listened to him. It was 38 degrees this afternoon. We went for a walk in Maria Luisa Park before dinner and I had a hat, sunglasses and lots of sun cream on. It was so hot!

### 13th June

Day Two. We walked all around the old parts of the city today. We lost the map in a café, but it was much more fun when we didn't know where we were going. Dad, Mum and my sisters took lots of photographs.

### 14th June

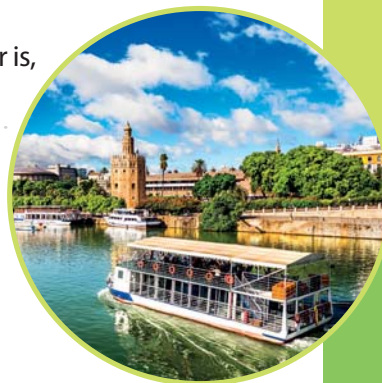
Day Three in sunny Seville! We went on a boat trip today, down the River Guadalquivir. 'Do you mind if we sit here?' Mum asked a family at the front of the boat. They didn't. We spent the day with them. They are from Australia and today was their last day. We had a good time together.

### 15th June

Day Four. A great day! We visited the Alcázar of Seville and the Plaza de España. I practised my Spanish a lot today. I said, 'Could you tell us where the Giralda Tower is, please?' But they didn't understand my Spanish, so I asked again in English!

### 16th June

Day Five. Our last day in the city. We all bought souvenirs. Dad bought some plates and a comb, Mum bought a basket, I bought a Spanish flag and both my sisters bought pyjamas. We had a last walk around this afternoon, then took a taxi to the airport. When we get home, I'm going to say one thing to all of my friends: 'You should go to Seville!'



- 1 On Day One, they bought souvenirs.

☒ f

They bought souvenirs on Day Five.

- 2 The family used their cameras a lot on Day Two.

☐

- 3 On Day Three, they met a family from another country.

☐

- 4 They went to the park on Day Four.

☐

- 5 On Day Five, Joe's mum bought a flag.

☐



**1** Answer the questions.

- 1** Which countries would you most like to travel to?

- ## 2 Who would you like to travel with?

- 3** What are your favourite things to do when you visit new places?

- #### 4 What do you not enjoy doing on trips?

- 5** What souvenirs do you like to buy when you go to a new place?

## Help with Writing

When writing a diary entry, do not include every detail of what happened on a particular day, only the most important details. Create an impression of the day, not a minute-by-minute account of it.


**2** Imagine you are on holiday in one of the following cities:

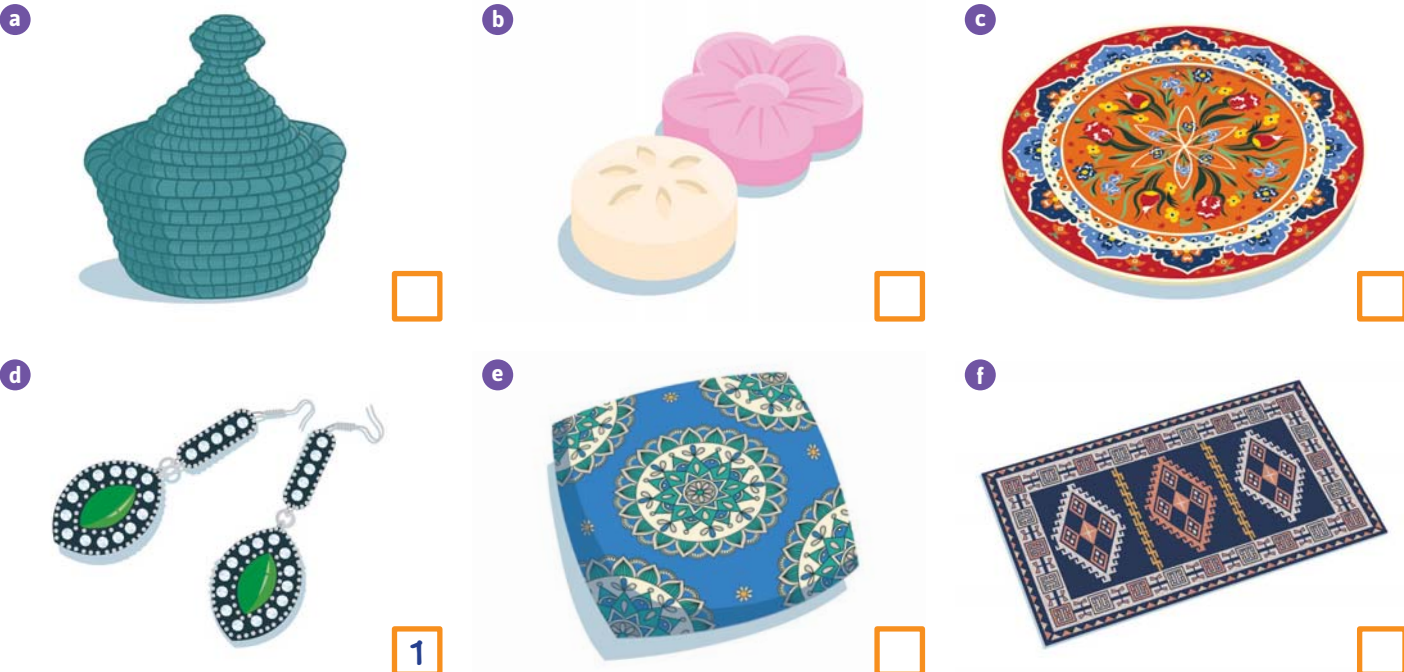
- New York
- London
- Paris
- Istanbul
- Madrid
- Beijing

**Write a travel diary about the things you have seen and done on your trip. Use Joe's travel diary and your answers to the questions in Activity 1 to help you.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

# Listening: souvenirs and holidays

1  13 Listen and number the pictures.



2  14 Listen to the conversations. Complete the sentences with one word.

- 1 The girl likes the earrings on the wall.
- 2 The boy wants to buy a                                 .
- 3 The boy doesn't think they should buy their dad a                                 .
- 4 The girl thinks the                                  are expensive.
- 5 The boy can't see any blue                                  in the shop.
- 6 The girl is going to see other                                  before she buys some.





- 1** Work with a friend. Imagine you are on holiday in Istanbul. Say which things from the box you should or shouldn't buy and why. Think of more things.

a guidebook to Istanbul   T-shirts   sunglasses  
a Turkish carpet   a basket   a map of the city centre

We should buy a guidebook. It's got information about the best sights to see.

I agree. We shouldn't buy ...

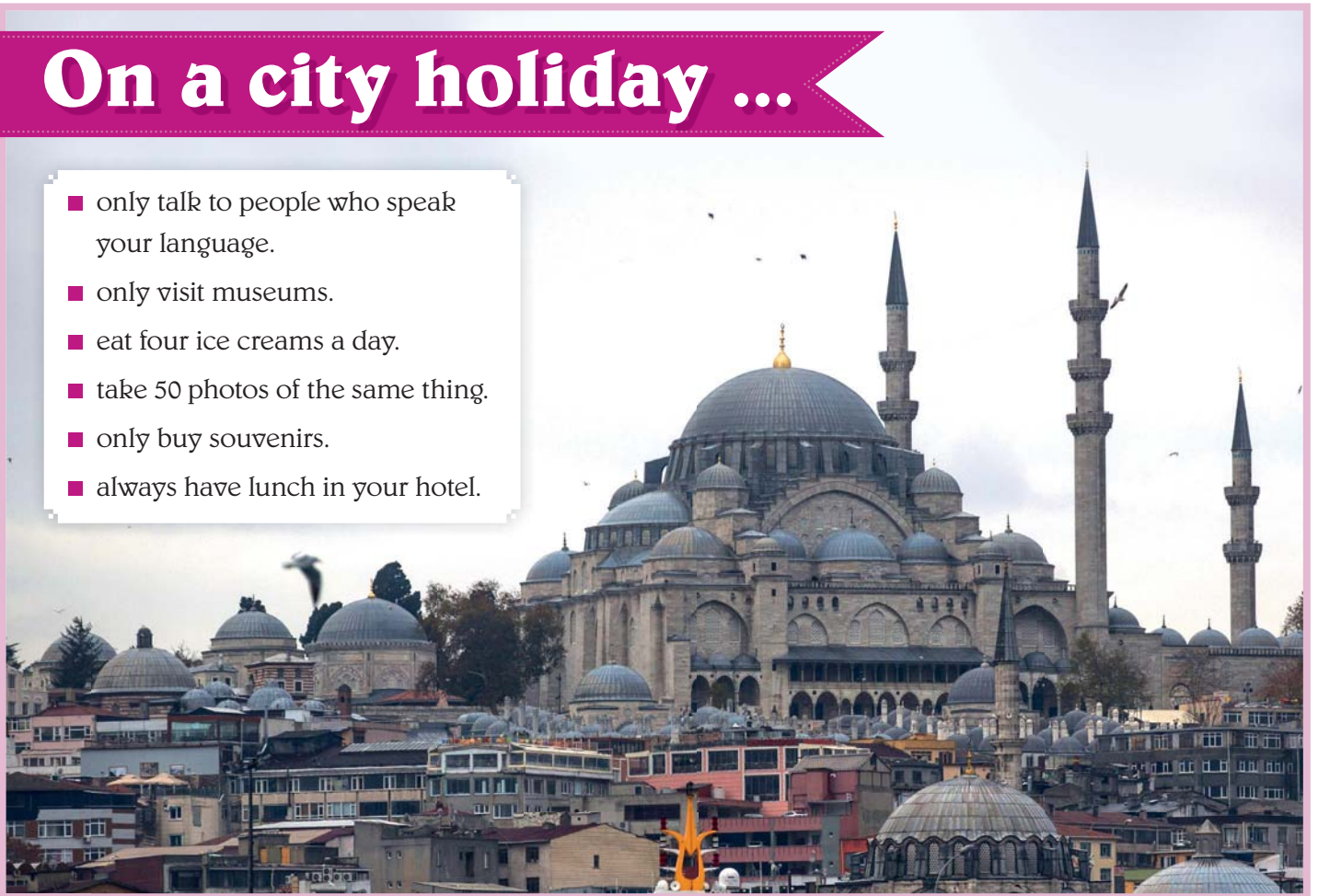
- 2** With your friend, look at these tips for a city holiday. Can you correct them?

We shouldn't only talk to people who speak our language.

Yes, you're right. We should try to talk to people who speak another language.

## On a city holiday ...

- only talk to people who speak your language.
- only visit museums.
- eat four ice creams a day.
- take 50 photos of the same thing.
- only buy souvenirs.
- always have lunch in your hotel.



- 3** With your friend, plan a holiday. Choose a city that you know. Where should you go and what should you do there?

I think we should go to Valencia.

Good idea! We should visit ...

# 7

## Will for offers and promises



### Language focus

We can use **will** / **'ll** to make offers and promises. **Will** / **'ll** is followed by the **infinitive without to**.

#### Offers

*I'm hungry. **I'll make** you a sandwich.*

*That computer looks really heavy. **I'll help** you carry it.*

*I'm thirsty. **I'll get** you a glass of water.*

#### Promises

*I know I didn't do very well in my exams this time, but **I'll work** hard and do better next time.*

***I'll give** the game back next week.*

***I'll phone** you tomorrow.*

### 1 Correct the underlined parts of the sentences using **will** / **'ll**.

1 Don't worry, she'll practises every day. She wants to be in the school orchestra.

she'll practise

2 You look hot. I open the window.

3 Don't worry about the shopping. I'll did it.

4 I promise I'll going to sleep at nine o'clock every night.

5 I'm make lunch when we get home.

6 Don't wait for the bus. I'll took you home.



## 2 Complete the text with the verbs from the box.

use wash do take tidy make ~~stop~~

My friend Alina is always making promises. 'I'll (1) stop eating so much chocolate,' she says. 'I'll only (2) \_\_\_\_\_ the internet for one hour every day. I'll (3) \_\_\_\_\_ two hours of homework every night when I come home.' 'Yes, Alina,' I say. At home, she says, 'I'll (4) \_\_\_\_\_ my room every Saturday morning, I'll (5) \_\_\_\_\_ the dishes every night after dinner and I'll (6) \_\_\_\_\_ Zoom for a walk in the morning before school.' Alina really does want to do the things she says, but she finds it much easier to say them than to do them. That's why I said to her, 'Alina, will you make me one very special promise?' 'Of course!' she said. 'I love making promises.' 'Good,' I said. 'Make me this promise, then: that you'll never (7) \_\_\_\_\_ any more promises.'

## 3 Circle the correct verb forms to complete the dialogue.

**Maggie** Do we (1) know / will know who is bringing what for the picnic tomorrow?

**Clare** I'll (2) bring / brought water and juice.

**Daniel** I'll (3) makes / make some sandwiches tomorrow morning before we go. Cheese and ham, OK?

**Maggie** Good idea. I'll (4) baking / bake a chocolate cake this afternoon.

**Daniel** I'll (5) text / texted Lana and Ceren later to find out if they are coming.

**Clare** I'll (6) go / goes online to check the weather forecast.

**Maggie** All right. If it rains, we can have the picnic at my house.

## 4 Make offers using will / 'll.

1 Your dad would like you to help him in the kitchen.

I'll help him.

2 Your mum says she can't find her keys.

3 Your sister says it's cold in the house.

4 Your brother doesn't know how to do his English homework.

5 Your grandma is tired. She wants some things from the shop.

6 Your best friend's tablet computer isn't working.

# Present perfect with *just*



## Language focus

Use **present perfect** with **just** to talk about something you did a short time ago.

*Would you like a sandwich? No, thanks. **I've just eaten.***

Form these phrases in the following way: **has / have + just + past participle.**

***She's just gone out. He's just spoken to them.***

## 1 Order the words to make sentences.

- 1 just / Alicia's / lunch / finished / .
- 2 from / work / back / got / Mum's / just / .
- 3 message / text / a / had / Paul's / just / .
- 4 story / heard / just / the / Dad's / .
- 5 a / just / walk / for / dog / the / Sam's / taken / .
- 6 exam / my / had / results / I've / just / .
- 7 just / home / Tara's / got / .
- 8 History / just / project / her / Sue's / finished / .

Alicia's just finished lunch.

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---

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## 2 Correct the sentences.

1 I've just saw the photo you sent me. It's really funny!

I've just seen the photo you sent me. It's really funny!

2 Alma just finishing her Science homework.

3 Grandma's just get on the bus.

4 Sorry, I just broken the vase.

5 My brother have just seen that film. He loved it!

6 My sister's just went to bed. She was really tired.

## 3 Rewrite the sentences with *just* and the present perfect.

1 Jack had a drink a moment ago.

Jack's just had a drink.

2 Mum saw him two minutes ago.

3 Dad and Grandma went out not long ago.

4 I ate something a moment ago.

5 We came back a few minutes ago.

6 My friends heard the news a couple of minutes ago.

## 4 Write a second sentence with *just* and the present perfect to explain the first sentence.

1 I'm sleepy.

I've just woken up.

2 I'm not thirsty.

3 He's very happy.

4 They're not happy.

5 She's really tired.

6 I'm full.





# Reading: a letter

## 1 Read the letter. Order the information.



Dear Aunt Susan,

I've just received your letter. Thank you for it.

I really enjoyed reading it. I will keep writing letters to you, I promise! I know you think I'm going to get bored, but I won't. Lots of my friends

talk about how much they want to turn the internet off or put their phones away. I don't think older people know how much younger people like some of the older, slower ways of doing things. Anyway, I will keep writing!

Dad, Mum and I had a great time on Saturday. We went out for a meal in an Italian restaurant and then we went to the theatre. We saw Shakespeare's 'A Midsummer Night's Dream'. It was brilliant. There were candles all around the stage and they gave a very special light. There were so many people in the audience! Hundreds and hundreds.

There was a musician playing the lute - what a beautiful instrument - and he spoke to the audience at the beginning and between the acts. The actors were great. Mum said that actors today sometimes do Shakespeare plays dressed in modern clothes, but these actors were all wearing the sort of wigs, tights, masks and costumes of Shakespeare's time.

I was very excited on the way home. I texted all my friends, 'I've just seen a great play!' and then I told Mum and Dad that I wanted to be a theatre director. When we got home, Dad found a copy of 'A Midsummer Night's Dream' on the shelf. I read half of it before I went to bed!

Would you like to come to the next play we see, Aunt Susan?

Write soon.

Best wishes

Ciaron

- a Ciaron texted his friends.
- b Ciaron received a letter from his Aunt Susan.
- c Ciaron went out for a meal.
- d Ciaron started reading *A Midsummer Night's Dream*.
- e Ciaron told his parents he wanted to be a theatre director.
- f Ciaron went to the theatre.

1



6 you / right / all / everything / with / is / ?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Listening: at the theatre

**1**  **15** Listen to the conversation. Circle the correct answers.



- 1 How many tickets does Lucy want?  
☒ a Two.                      b Three.
- 2 Which Shakespeare play does Lucy want to see?  
 a *King Lear*.                      b *Romeo and Juliet*.
- 3 What time does she want to see the play?  
 a At 2.30.                      b At 7.30.
- 4 How much are the tickets?  
 a They're £25.                      b They're £35.
- 5 Who is going to pay for the tickets?  
 a Lucy's dad.                      b Lucy's mum.
- 6 What costumes will the actors wear?  
 a Modern clothes.                      b Wigs, tights and masks from Shakespeare's time.

**2**  **16** Listen. Are sentences 1–6 true or false?

- 1 Lucy has just arrived at the theatre.
- 2 The play started twenty minutes ago.
- 3 Tom has just gone past the park.
- 4 Lucy will wait for Tom inside the theatre.
- 5 Tom's sister saw the play on Monday.
- 6 Tom has just seen one of the actors from the play.

t



**1** Work with a friend. Choose one play each. Ask and answer the questions about it.

- What is your play called?
- What time does it start?
- What is it about?
- How much are the tickets?

**Stratfordtheatre.com**

***The Mask of Antaro*** When a theatre director sees Antaro wearing an old mask, he gives him a part in his new play. But Antaro is a terrible actor. Will he tell the director his secret? This comedy is on for three weeks. **Starts at 7.00. Tickets: £10**

***Victoria's Albert*** Victoria was queen of the UK from 1837 to 1901. This history play tells us about the queen's love for her husband, Prince Albert. He died in 1861 when he was 42. See *Victoria's Albert* until the end of December. **Starts at 7.30. Tickets: £12**

***The Last Sword*** Whoever takes the last sword from the Castle of Muldeen will become the strongest person in the world. But what will be lost by those who fight to get the sword? This tragedy is on for two weeks. **Starts at 6.45. Tickets: £15**

## Help with Speaking

When you are speaking, if you want to use a word but don't know what it is in English, try to describe it. Perhaps your friend knows it!

**2** With your friend, choose a play from Activity 1 that you want to see. Make arrangements. Talk about:

- what you are going to see
- who is going to buy the tickets
- where you are going to meet
- when you are going to meet.

Let's see *The Last Sword*. It sounds great. I like tragedies. What about you?

I think *The Last Sword* is a good idea. I'll buy the tickets.

**3** Work with a different friend. Talk about your plans from Activity 2.

On Saturday, Yusuf and I are going to see *The Last Sword*. Yusuf is going to buy the tickets and I ...

## 8

## First conditional



## Language focus

Use **if clauses** to talk about something that is a possibility in the future.

**If I finish** my homework in time, **I'll go** to the cinema.

This kind of conditional sentence is called the **first conditional** and we use it to say that when one thing happens, another thing becomes a possibility. These sentences are formed in the following way:

**If + present simple + will + infinitive without to**

## 1 Match the two parts of the sentences.

- |                                       |  |
|---------------------------------------|--|
| 1 If we have robots in the home,      | a I'll teach you some chords.          |
| 2 If you want to learn to play piano, | b we'll go out on our sled.            |
| 3 If you're hungry,                   | c our lives will be easier.            |
| 4 If you want to go to the concert,   | d I'll buy the tickets this afternoon. |
| 5 If it snows,                        | e we'll visit the Hagia Sophia.        |
| 6 If we go to Istanbul,               | f I'll make you something to eat.      |



## 2 Circle the correct verb forms to complete the text.

I like thinking about the future. You know, if this happens, that will (1) happen / happens. Well, maybe it won't happen, but I like dreaming about things. If I (2) *will go* / go to university one day, I'll meet lots of people. And if I (3) *meets* / meet lots of people, I'll go to lots of places with them. And if I go to lots of places with them, I (4) *learn* / will learn all about the world. And if I learn all about the world, I'll (5) *understand* / understood things better than I do now. I think like that, you see. But when I stop, I wonder if it's true. Perhaps it's not a great idea to spend all your time dreaming of the future. But if I don't do that, what will I (6) *do* / doing?

## 3 Complete the dialogue with the verbs from the box in the correct form.

do rain be (x2) ~~go~~ dance plan see

**Mira** What are we going to do in the summer?

**Sami** Lots of things! If it's hot, we'll (1) go to Las Palmas Beach.

**Mira** And if it (2) \_\_\_\_\_ too busy there, we'll go to the Arco Iris Pool.

**Sami** Great idea! And if there (3) \_\_\_\_\_ too many people there, we'll go to the park.

**Mira** If we go to the park, we'll (4) \_\_\_\_\_ The Rockets. They're playing at the music festival this year.

**Sami** Oh, yes!

**Mira** And if we see The Rockets, we'll (5) \_\_\_\_\_ all afternoon.

**Sami** We will! I love their music.

**Mira** If it's wet, what will we (6) \_\_\_\_\_?

**Sami** Good question. Read? Watch TV? Go online?

**Mira** I know. If it (7) \_\_\_\_\_, we'll (8) \_\_\_\_\_ next summer!

## 4 Complete the sentences using *will* / *'ll*.

# My Summer Holiday Plans

1 If it rains, we'll go to the cinema.

2 If it's sunny, \_\_\_\_\_

3 If I visit my cousins, \_\_\_\_\_

4 If we go on holiday, \_\_\_\_\_

5 If I stay at my grandparents' house, \_\_\_\_\_

6 If we stay at home, \_\_\_\_\_

# What if ... ?



## Language focus

Use **What if ... ?** to ask someone what will happen in the future as a consequence of another thing happening.

*I'm looking forward to going to the beach on Saturday, but **what if** it rains?*

### 1 Make questions.

- 1 late / we're / if / what / ?
- 2 snows / what / it / if / ?
- 3 computer / breaks / the / if / what / ?
- 4 at / if / home / not / what / they're / ?
- 5 pass / exam / don't / we / what / the / if / ?
- 6 the / don't / have / if / what / one / they / right / ?

What if we're late?

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## 2 Match the questions with the answers.

- |                                      |  |
|--------------------------------------|--|
| 1 What if it rains?                  | a We won't! We've got the best team!   |
| 2 What if we haven't got any bread?  | b Don't worry. We'll take an umbrella. |
| 3 What if we miss the bus?           | c We'll catch the train.               |
| 4 What if Jon's out?                 | d We'll watch the concert online.      |
| 5 What if there are no tickets left? | e I'll go to the shop.                 |
| 6 What if we lose the match?         | f We'll call him.                      |

## 3 Complete the dialogues with the words from the box.

do he go if What ~~like~~

- 1 **Lou** Let's have a surprise party for Sena's birthday.  
**Mika** What if she doesn't like it?  
**Lou** Of course she will. She loves surprises!
- 2 **Rachel** Let's go to see that show at the Old Theatre.  
**Selin** \_\_\_\_\_ if it isn't very good?  
**Rachel** We'll leave in the interval!
- 3 **Li** Let's go to the cinema this afternoon.  
**Lucia** What \_\_\_\_\_ there's nothing on?  
**Li** Don't worry. We'll do something else.
- 4 **David** Let's go round to Hal's house.  
**Kadir** What if \_\_\_\_\_ isn't there?  
**David** We'll go to see Elena.
- 5 **Mark** Let's finish that Maths homework.  
**Paul** What if we can't \_\_\_\_\_ it?  
**Mark** I'll ask my sister to help us.
- 6 **Carmen** Let's go to that new café for cakes.  
**Chan** What if the cakes aren't very nice?  
**Carmen** We'll \_\_\_\_\_ to a different café!

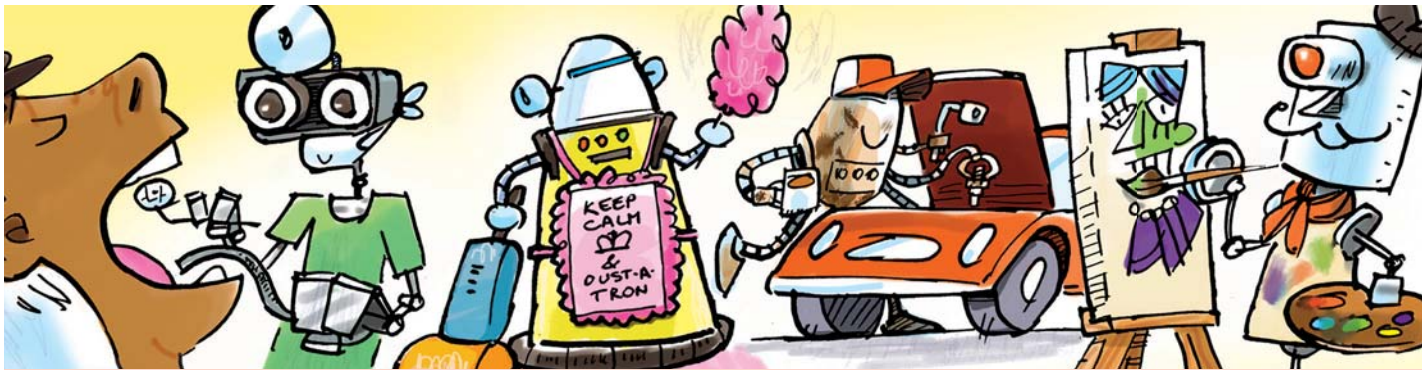


## 4 Write questions with *What if*.

- |                              |                             |
|------------------------------|-----------------------------|
| 1 Let's go to the park.      | <u>What if it's closed?</u> |
| 2 Let's make a pizza.        | _____                       |
| 3 Let's play tennis.         | _____                       |
| 4 Let's play computer games. | _____                       |
| 5 Let's go to the beach.     | _____                       |

# Reading: a newspaper article

**1** Read the newspaper article. Complete the sentences.



The Weekly Report | 10th April

# NEWS // ROBOTS OF THE FUTURE

**T**he Cyborg Factory in Berlin makes robots. At the moment they are very expensive to produce and very expensive to buy, but Helga Weber, the factory's chief engineer, believes we are at the beginning of a consumer revolution. 'If you believe what all the experts say,' she says, 'in the future robots will be everywhere. They will be cheaper to make and buy. These robots will do many of the things that people do now. If you have a problem with your teeth, for example, you'll go to a robot dentist who will be programmed to check your teeth and tell you if they are OK. Robot cleaners will clean our houses, while robot engineers will design and build the world around us.'

At present, the Cyborg Factory only manufactures robot mechanics for the car industry, but things are beginning to change. 'We're working on a design for robot farmers at the moment. The demand is growing in the world of agriculture for robots who can be programmed to do the same task again and again.'

The factory is impressive. It's on an enormous site in the west of Berlin and employs over 2,000 people. Will all of these people have jobs in the future? Helga laughs. 'Who knows?' she says. 'Maybe we will all be replaced. My colleagues think there will be robot businessmen and -women, robot computer programmers, even robot artists and robot police officers.' Thankfully, in the course of our conversation, Helga did not say whether there would ever be robot journalists.

- 1 The company is called the Cyborg Factory.
- 2 It is located in \_\_\_\_\_.
- 3 Helga Weber is the chief \_\_\_\_\_.
- 4 The company produces only robot \_\_\_\_\_ at present.
- 5 At the moment, it is working on a design for robot \_\_\_\_\_.
- 6 Over \_\_\_\_\_ people work for the company.



**1** Complete the table with the information from the box.

Tokyo, Japan   ~~Robots for Art~~   robot artists   Kondo Taka  
 multinational companies, rich businessmen and -women  
 'If you tell the robot what kind of painting you want, it will do exactly what you ask.'

<b>Name of the company</b>	Robots for Art
<b>Location</b>	
<b>What it produces</b>	
<b>Who buys the robots?</b>	
<b>Name of the chief engineer</b>	
<b>What the chief engineer says</b>	

## Help with Writing

When writing an article, put the most important information at the very beginning. You should not make readers wait long to find out exactly what the feature is about.

**2** Imagine you write for the newspaper *The Weekly Report*. Write an article about Robots for Art using the notes you made in Activity 1 and the article on the Reading page to help you. Include the following information:

- a title for the newspaper article
- the name and location of the company
- what the robots can do and who buys them
- who the chief engineer is and what she says.

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# Listening: the robot exhibition

- 1  17 Listen to the conversation at a robot exhibition. Answer the questions.



1 What does Holly's mum do?

She's an engineer.

2 What does Holly's dad do?

3 What does Holly want to be?

4 What does Greg want to be?

5 What is the exhibition called?

6 Where can you press buttons on the robots?

- 2  18 Listen. Complete the instructions on how to use the robot.

## HOW TO USE THE 28QAZ

You can call her (1) Betty.

If you press the purple button, she will

(2) \_\_\_\_\_ and (3) \_\_\_\_\_  
the dishes for you.

She will become an (4) \_\_\_\_\_ if  
you press the pink button.

If you press the black button, she will be your  
car (5) \_\_\_\_\_.

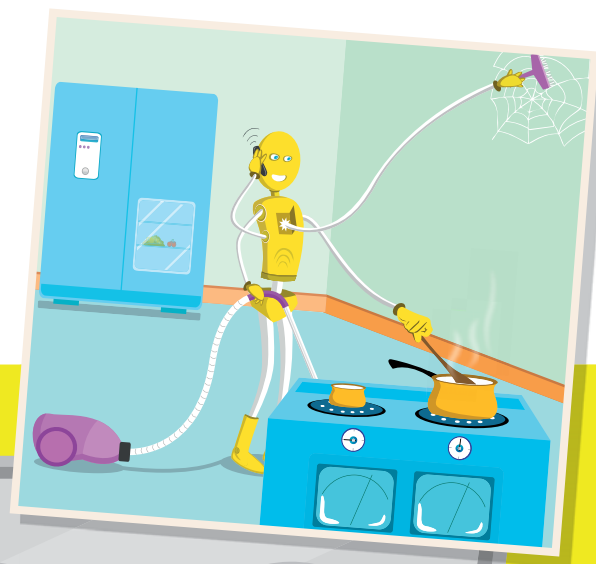
If you want to turn off your robot, press the  
(6) \_\_\_\_\_ button.



**1** Talk about the robot. Play the guessing game.

If you press this button, the robot will do your homework.

It's the blue button.



take the dog  
for a walk

do your homework

clean the  
bathroom

do the shopping

make breakfast  
for you

**2** Work with a friend. Look at the jobs in the box. Imagine that robots will do these jobs in the future. Ask and answer.

cleaner mechanic dentist farmer teacher doctor

What if there are robot cleaners in the future?

If there are robot cleaners, people won't ...

**3** Work with a different friend. Talk about your ideas in Activity 2. Are any of them the same?

Maria and I think that if there are robot cleaners, people won't have to clean their homes any more. They will have more time to do other things.

# 9

## Present perfect with *already* and *yet*



My sister loves travelling. **She's already been** to Egypt, Turkey, the USA, Kenya, the UK, Spain, Italy and Australia. Amazing!

### Language focus

Use **present perfect** with **already** to talk about actions which have happened before now. **Already** means 'before now' or 'before this time'.

This is the form of the sentence: **has / have + already + past participle**

***I've already seen*** the new Star Wars film.

**Already** is also used to express surprise that something has happened so soon.

*Jane is only ten, but she has **already** won twenty swimming competitions.*

Use **present perfect** with **yet** to talk about actions which haven't happened up to now. **Yet** means 'up to now' or 'up to this moment in time'.

This is the form of the sentence: **hasn't / haven't + past participle + yet**

***I haven't seen*** the new Star Wars film **yet**.

### 1 Write the past participles.

- 1 be been
- 2 go \_\_\_\_\_
- 3 do \_\_\_\_\_
- 4 have \_\_\_\_\_
- 5 see \_\_\_\_\_

- 6 make \_\_\_\_\_
- 7 write \_\_\_\_\_
- 8 read \_\_\_\_\_
- 9 learn \_\_\_\_\_
- 10 eat \_\_\_\_\_



**2 Complete the sentences with the past participles from Activity 1 and *yet* or *already*.**

- 1 My parents have travelled all over the world, but they haven't been to New Zealand yet.
- 2 Neil is incredible! He's \_\_\_\_\_ English, Spanish, Chinese and Arabic.
- 3 What a week! We've \_\_\_\_\_ exams in French, Geography and Science.
- 4 I haven't \_\_\_\_\_ the cake \_\_\_\_\_. Would you like to help me?
- 5 I don't want anything, thanks. I've \_\_\_\_\_ lunch.
- 6 Joby's \_\_\_\_\_ out. He decided to go earlier than planned.
- 7 I haven't \_\_\_\_\_ that new cartoon about pirates \_\_\_\_\_.
- 8 Hannah's \_\_\_\_\_ half of her story for the English class.
- 9 Sorry, I can't come to the park now. I haven't \_\_\_\_\_ my homework \_\_\_\_\_.
- 10 I've just finished reading *The Lord of the Rings* trilogy, but my sister hasn't \_\_\_\_\_ the first book \_\_\_\_\_.

**3 Complete the text with the verbs from the box in the correct form and *yet* or *already*.**

think go write break read ~~have~~

Mr Hannon said, 'Write about your experiences for homework.' I said, 'Mr Hannon, I'm only twelve. I don't think I've (1) had any experiences yet.' Mr Hannon laughed. 'Of course you have,' he said. 'Have a think about it.'

I've (2) \_\_\_\_\_ about it, and I guess I have had some experiences. For example, I've (3) \_\_\_\_\_ my right leg twice, but I hope I don't do it a third time. Oh, and I've (4) \_\_\_\_\_ to the moon. I went last Wednesday, but only in a dream.

I've (5) \_\_\_\_\_ 114 books (yes, I am counting) and I've (6) \_\_\_\_\_ four stories about a sad mouse called Richard, and the local newspaper has published them all. 'Well,' said Mr Hannon when I showed him my homework. 'You see? You've already experienced a lot. You just had to think about it.'

**4 Write about your experiences.**

- 1 I've already \_\_\_\_\_.
- 2 I've already \_\_\_\_\_.
- 3 I've already \_\_\_\_\_.
- 4 I've already \_\_\_\_\_.
- 5 I haven't \_\_\_\_\_ yet.
- 6 I haven't \_\_\_\_\_ yet.
- 7 I haven't \_\_\_\_\_ yet.
- 8 I haven't \_\_\_\_\_ yet.

# Have you ... yet?

**Have you** finished your homework **yet**, Orla? We're going to have dinner soon.

## Language focus

Use **Have you ... yet?** to ask someone if they have done something at some point up to the present moment.

**Have you** finished your History project **yet**?

### 1 Make questions.

1 that / yet / you / read / have / book / ?

Have you read that book yet?

2 the / film / yet / have / you / seen / ?

3 yet / song / heard / that / you / have / ?

4 Chinese / your / yet / you / have / lessons / started / ?

5 anything / you / have / had / to / yet / eat / ?

6 card / yet / a / Dad / bought / birthday / have / you / ?

7 that / game / played / yet / new / computer / you / have / ?

8 you / kitchen / cleaned / the / have / yet / ?

**2** Complete the questions with the verbs from the box in the correct form.

go walk ~~feed~~ wash do phone tidy make

- 1 Have you fed the cat yet?
- 2 Have you \_\_\_\_\_ your English project yet?
- 3 Have you \_\_\_\_\_ shopping yet?
- 4 Have you \_\_\_\_\_ the breakfast yet?
- 5 Have you \_\_\_\_\_ the dishes yet?
- 6 Have you \_\_\_\_\_ the dog yet?
- 7 Have you \_\_\_\_\_ your room yet?
- 8 Have you \_\_\_\_\_ your sister yet?

**3** Match the answers with the questions from Activity 2.

- a Yes, I have. I've put everything away! \_\_\_\_\_
- b Yes, I have. Come down – your toast is going cold! \_\_\_\_\_
- c No, I haven't. I'll do them now. \_\_\_\_\_
- d Yes, I have. But she didn't answer. \_\_\_\_\_
- e Yes, I have. Haven't you seen her? She's covered in mud! \_\_\_\_\_
- f No, I haven't. I'm going to the market after lunch. \_\_\_\_\_
- g Yes, I have. He was so hungry, he jumped up at me! 1 \_\_\_\_\_
- h No, I haven't. It's quite hard. I'm going to talk to Mum about it later. \_\_\_\_\_

**4** Complete the text with *have*, *haven't*, *already* and *yet*.

My mum and dad ask me the same questions every day. They begin, (1) ' Have you' and finish with (2) ' \_\_\_\_\_ ?' The usual one is, (3) ' \_\_\_\_\_ you tidied your room (4) \_\_\_\_\_ ?' but their second favourite question is, (5) ' \_\_\_\_\_ you done your homework (6) \_\_\_\_\_ ?' My usual answer is, 'No, I (7) \_\_\_\_\_ ,' but sometimes I say, 'Yes, I (8) \_\_\_\_\_ ,' and then they are very happy with me.



# Reading: a postcard

1 Read the postcard. Write *t* (true) or *f* (false). Correct the false sentences.

Dear Mum and Dad,

Day three! We've already been to Buckingham Palace, Tower Bridge and the British Museum.

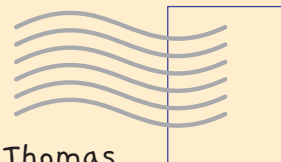
Yesterday we went to the National Maritime Museum! It's enormous! We saw old sails and masts and thousands of model ships with beautiful portholes and lifeboats.

The exhibits I was most interested in were the barometers. Did you know that sailors began to use them in the 18th century?

Tomorrow, we're going on the London Eye!

Love,

Gareth



Mr and Mrs Thomas

52 Park Street

Cardiff

South Wales

CF10 1NS

UK



1 Gareth is on the third day of his trip.

☒ *t*

2 Gareth's not been to Buckingham Palace yet.

☐

3 Gareth's already been to the British Museum.

☐

4 Gareth has already been to Tower Bridge.

☐

5 Gareth didn't see the barometers at the National Maritime Museum.

☐

6 Gareth hasn't been on the London Eye yet.

☐



**1** Match 1–5 with a–e to make common ways of signing off a postcard.

- |            |             |
|------------|-------------|
| 1 With     | a of love   |
| 2 Lots     | b wishes    |
| 3 Love     | c were here |
| 4 Wish you | d from      |
| 5 Best     | e love      |

## Help with Writing

Postcards tend to follow a certain structure: we say where we are, what we have done, what we are going to do, and then we sign off.

**2** Imagine that you are on a trip to London with your school. Write a postcard to your parents. Tell them about your trip. Use Gareth's postcard to help you. Include the following information:

- what you have already seen and done
- what you haven't done yet.

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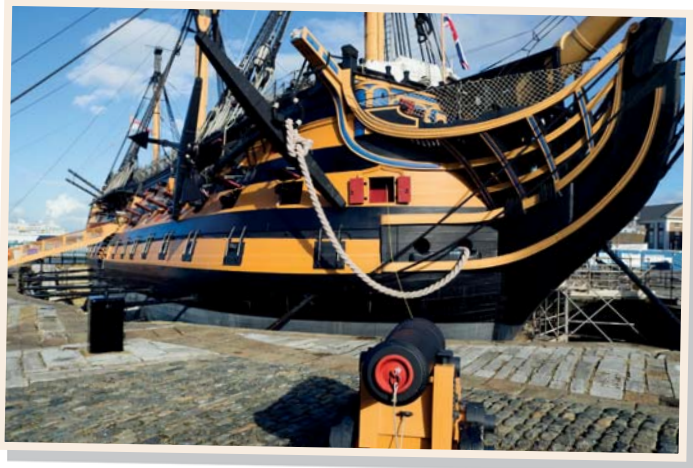
# Listening: on board ship

1



Listen to the conversation.  
Complete the sentences.

- 1 The ship where Eve and her dad are is a museum.
- 2 Eve and her dad can see where the \_\_\_\_\_ stood.
- 3 When sailors sailed the ship, there were \_\_\_\_\_ on board.
- 4 Eve and her dad have already seen the \_\_\_\_\_, the \_\_\_\_\_ and the old \_\_\_\_\_.
- 5 Now, they are going to find the \_\_\_\_\_.
- 6 Eve's dad sees a rat under the \_\_\_\_\_, but it's made of plastic.



2



Listen to the conversation. Circle the correct words and phrases.

- 1 There will / won't be shops on board.
- 2 Robert *has already packed his clothes* / *hasn't packed his clothes yet*.
- 3 Robert *hasn't got any* / *has got some* ebooks on his phone.
- 4 Robert's mum *has already been on a ship* / *hasn't been on a ship yet*.
- 5 Robert's grandpa was a sailor for *twenty years* / *more than twenty years*.
- 6 Robert's *grandpa* / *dad* visited thirty-five countries.



1 Talk about the captain. Play the memory game.

Has Mary May visited India yet?

Yes, she has.

How many times has she been to India?

She's been to India ten times.



## THE ANCHOR JUNE ISSUE

### SAILOR OF THE MONTH

Captain Mary May, from Scotland

#### Countries visited

India (ten times)  
Turkey (five times)  
Australia (three times)  
Argentina (twice)

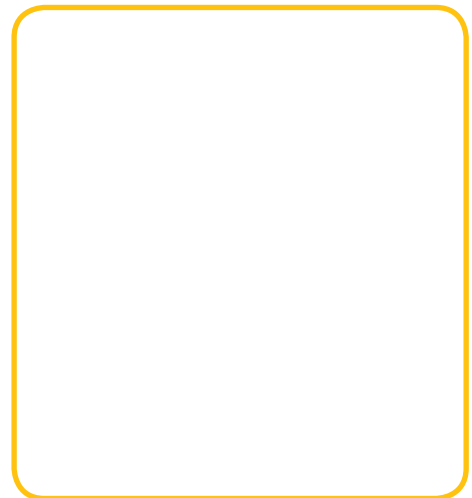
#### Countries not visited

Egypt  
Mexico  
China  
Colombia



2 Draw a picture of a captain. Complete and practise.

This is Captain \_\_\_\_\_.  
He's/She's from \_\_\_\_\_.  
He's/She's \_\_\_\_\_ years old and has already visited  
many countries.  
He's/She's been to \_\_\_\_\_,  
and \_\_\_\_\_. He/She hasn't visited  
\_\_\_\_\_,  
or \_\_\_\_\_ yet.



3 Talk about your captain.

This is Captain Jack Smith. He's from the USA. He's thirty-five years old and ...

# Audioscripts

## Welcome Unit page 10



- Miss Bell** OK, class. We're going to do some experiments today. Let's get the things that we need. Where are the goggles?
- Jane** They were on the shelf yesterday, Miss Bell. We didn't need them.
- Miss Bell** Ah, right. There they are. Thank you, Jane. Now, the test tubes. Did you use them with Mr White yesterday?
- Boy** No, we didn't.
- Miss Bell** OK. So the test tubes are in the cupboard. What about the aprons?
- Jane** We put the aprons back in the drawer after yesterday's experiment.
- Miss Bell** Great! You are a tidy class! OK, so that's goggles, test tubes and aprons. Now, what's next ... Let's see ... Oh, yes – gloves!
- Boy** We threw them away yesterday, Miss Bell. They're in the bin. We need new gloves.
- Miss Bell** Yes, of course. Let's get new gloves then. And the last thing is the instructions for today's experiment. Hmm ... Where did I put them?
- Samantha** Er ... Miss Bell?
- Miss Bell** Yes, Samantha?
- Samantha** You're holding them.
- Miss Bell** Am I? Oh, yes – here they are! Thank you. Now, look at my desk, everyone. Can you see this blue liquid here? Well, we're going to ...



- 1 **Mum** How was your day, Max?  
**Max** It was ... er ... interesting.  
**Mum** Why? What happened?  
**Max** Well, we did an experiment with Miss Bell, and it went wrong. There was an explosion.  
**Mum** An explosion?!  
**Max** Don't worry, Mum. It was only a small one!
- 2 **Jill** Dad, where did you put my book?  
**Dad** Which book, Jill?  
**Jill** My Science book. We've got a test tomorrow.  
**Dad** Oh, I put it on the shelf in your room. Next to your desk.  
**Jill** Great! Thanks, Dad.

- 3 **Man** Hi, Jack. How was the Science test?  
**Jack** It wasn't easy.  
**Man** Well, Science can be a difficult subject.  
**Jack** Well, the Science tests are always difficult, but I think I did OK in this one. There were lots of questions about Isaac Newton and I knew the answers.  
**Man** Well done!
- 4 **George** Hello, Sophie. Did you watch the film last night?  
**Sophie** The one about the scientist? Yes, I watched it. It was great! Did you like it, George?  
**George** Not really.  
**Sophie** Oh! Why not?  
**George** Well, I thought it was a bit boring.
- 5 **Katy** Hi, Oscar. How was your weekend?  
**Oscar** Really good, thanks, Katy. How was yours?  
**Katy** Mine was good too, but we didn't go to the Science Museum in the end.  
**Oscar** Oh! Why not?  
**Katy** My parents were busy. What did you do this weekend, Oscar?  
**Oscar** I went to the Science Museum!  
**Katy** Really!?
- 6 **Dad** Hi, Helen! You look happy.  
**Helen** I am, Dad!  
**Dad** Why?  
**Helen** Mr Mason liked my project!  
**Dad** The Maths one?  
**Helen** No, the Science one. We did the Maths project last week.

## Unit 1 page 18



- Teacher** OK, Leo. It's your turn. Please tell us the story about your grandpa.
- Leo** My grandpa's story is incredible. He was in the middle of a natural disaster! It was 1980 and Grandpa was working in the USA. He was a young man then – he was only twenty. Grandpa was living in the State of Washington. He was working near a volcano called Mount St Helens. While Grandpa was working there, he became interested in the volcano. He thought it was going to erupt again. For months before the eruption, there were lots of earthquakes! But when Mount St Helens finally erupted, it was still a shock. When it happened, Grandpa was in his car. He heard the loud noise, stopped the car and looked behind him. In the distance, he saw the smoke rising into

the air. He took one photo, then got back in his car and drove away. Lots of people died that day, but my grandpa was very lucky. I hope I'm never near a volcano when one erupts!



Hello! Guess what? At the weekend I lived through an earthquake! Yes, that's right – an earthquake. On Saturday, I went to my town's new museum: it's full of objects from Greek and Roman history. I went there with my family – Mum, Dad and my brother Henry. We were having a great time. We saw old statues from 2,000 years ago! There were beautiful columns from an ancient Greek temple, too. There was a lot to enjoy. Then, I remember I was taking a photo of a Greek fountain when suddenly the earth started moving! 'It's an earthquake!' Mum shouted. 'Quick! Run!' We all ran to the corner of the room and everyone covered their heads with their arms. Vases – lots of vases – were falling to the floor on the other side of the room! We were very scared. But just when the lights went out, the shaking stopped. It was over!

## Unit 2 page 26



- Lily** Hey, Ben. Look at these amazing facts! Did you know that it rains a lot in the Amazon rainforest?
- Ben** Well, that's why it's called a rainforest, Lily!
- Lily** Haha, that's true. Well, it says here that every year the Amazon rainforest gets between 1,500 and 3,000 millimetres of rain!
- Ben** Between 1,500 and 3,000 millimetres? That is a lot of water!
- Lily** Look at this photo, Ben. This tree is a bristlecone pine tree. It's in the White Mountains of California.
- Ben** In the USA?
- Lily** That's right. How old is the oldest tree of this type? Have a guess!
- Ben** Hmm ... I don't know ... 500 years old?
- Lily** Much older! More than 4,800 years old!
- Ben** Wow! That's almost 5,000! Amazing!
- Lily** Do you know the green anaconda?
- Ben** Yes, it's a snake. They live in South America.
- Lily** That's right. It can weigh around 227 kilograms!
- Ben** 227 kilos? That's a heavy snake!
- Lily** This fact is incredible.
- Ben** Go on.



- Lily** Did you know that there are about 400,000 types of beetle?
- Ben** I can't believe it. Does it say 400 or 40,000?
- Lily** 400,000. That's one quarter of all the animal species in the world!
- Ben** Oh, look – spider monkeys. They're great! What does it say about them?
- Lily** They've got really long tails. They use them to climb from tree to tree.
- Ben** How long are their tails?
- Lily** They can be up to 90 centimetres long – that's almost one metre!
- Ben** Wow!
- Lily** OK. Here's the last fact. You know there are millions of ants in the Amazon rainforest?
- Ben** Yes. Well, ants are everywhere!
- Lily** That's right. Now, how many different types of ant are there in the world?
- Ben** Er ... 10,000?
- Lily** You were close! 12,000. There are 12,000 different types of ant.
- Ben** That's a lot! I don't like ants!



- Dad** Come on, Alex! It's time to get up! We have to do lots of things.
- Alex** Oh, can I stay in bed a little, Dad? What time is it?
- Dad** It's time to pack, Alex. We're flying to Brazil later today. Remember?
- Alex** OK. What do we have to do?
- Dad** Right. First, you have to pack your things. After that, you have to have a shower and get dressed.
- Alex** OK. What about breakfast?
- Dad** I have to make breakfast. We're going to have it just before we go.
- Alex** Sounds good. Oh, Dad, do I have to take my boots with me?
- Dad** Yes, good thinking. We need boots for the jungle. Listen, Alex: after breakfast, Mum and I have to pack the car. Can you wash the dishes and dry them, please?
- Alex** Dad!
- Dad** Come on, Alex!
- Alex** OK. I can do that. But do I also have to tidy my room before we go?
- Dad** No. You don't have to tidy your room.
- Alex** Great! Thanks, Dad!

## Unit 3 page 34



- Cass** With me on *Music Hour* today is the singer Chris Frank. Hi, Chris.
- Chris** Hi, Cass. Thanks for having me on the show.
- Cass** Pleasure! Now, we asked your fans to send us some questions for you. They sent us hundreds! Here's the first one: when are you going to start recording your new album?
- Chris** Next week!
- Cass** That's very soon! Have you got a name for your album?
- Chris** Yes, it's *Spotlight*. It's going to be a different music genre this time: jazz!
- Cass** Jazz is different! OK. Another question: are you going to do anything new this year?
- Chris** Yes! I'm going to learn to play the bass guitar, Cass.
- Cass** Sounds great! You can play the bass guitar on your next album! Right. I've got two more questions here: when you're not on tour, what time do you usually get up?
- Chris** Ha! Very late! I usually get up at about twenty past nine!
- Cass** And what time do you go to bed?
- Chris** Hmm ... I don't go to bed late when I'm not on tour. At half past eleven, usually.
- Cass** That's late, Chris!
- Chris** Not for me, Cass. When I'm on tour, I go to bed at about two o'clock in the morning!



- Daisy** Are you going to the concert on Saturday, Jake?
- Jake** Yes, I am, Daisy. But I don't know how I'm going to get there.
- Daisy** My dad is going to drive me and my sister. Would you like to come with us?
- Jake** Yes, please!
- Daisy** Great! We're going to leave at twenty to six, so come to my house at five-thirty.
- Jake** OK! What time does the show start?
- Daisy** At quarter past seven. Do you want go for pizza before it starts? My sister wants to do that.
- Jake** Can we get pizza at the theatre, then?
- Daisy** Yes, there are going to be lots of food stalls outside.
- Jake** Sounds great!
- Daisy** I know. Hey, guess what? I know someone in the band.

- Jake** Really?
- Daisy** Yes. My cousin. She's one of the backing singers.
- Jake** That's amazing!
- Daisy** She wants me to go on the stage and be one of the dancers!
- Jake** No way! Are you going to do it?
- Daisy** No, I'm not!
- Jake** Oh, go on, Daisy. You are a rock star!

## Unit 4 page 42



My grandma tells me that when she was young, only astronauts went into space. Everything's different now! In the summer, I went into space for the weekend with my family. It was our third time! We stayed at the Galaxy Space Hotel, near the moon. It's an amazing place! We arrived at the hotel on Friday the 31st of July. This was a special day for me: it was my birthday! That night, we had dinner in the hotel's restaurant. It's called Cosmic and I love it: all the waiters there are robots! For dinner, we had the 'Cosmic space menu'. The food was delicious! The day after my birthday – Saturday the 1st of August – we went for a space walk, then we had a pizza sweet for lunch. That was the last pizza sweet that I had. In the evening, we looked at the stars. On Sunday the 2nd of August, we came back home. It was a very short trip, but do you know what? We're going back in December for my dad's birthday!



These days, tourists often come to space to try 'space food'. Many go to the Cosmic restaurant at the Galaxy Space Hotel. If you choose Cosmic, you eat sweets that taste like real food. You don't need salt or pepper. And there aren't any napkins, knives, forks or spoons. You just have to put a sweet in your mouth. Yes, a sweet! 'Wow,' people say, 'this sweet tastes just like a hamburger!' Yes, people like Cosmic, but ... we think they're going to enjoy Solar even more. Solar is the newest restaurant in space and it opens on Saturday the 3rd of May. If you like real food, come to Solar. Really, who wants to eat a chicken sandwich in a sweet when you can eat a real chicken sandwich? There's another problem with Cosmic, of course. If you eat your dinner in a sweet, you finish it in one minute. Here at Solar, we like to take our time and enjoy our food. After all, we've got the best view in the universe! What are you waiting for? Give us a call and book your table at Solar now! If you book a table before the 30th of April, you get a free space strawberry milkshake. The Solar experience is different. Why don't you come and try it?

## Unit 5 page 50



In the days of the old West, in the town of Random Creek, there were two sheriffs: Big John Warren and Bison Bill. They both wanted to be the most important person around, so Big John Warren and Bison Bill always made sure they looked different. John wore boots made of brown leather. Bill wore boots made of black leather. John's scarf was blue, Bill's scarf was red. Of course, both men had a pistol, which they kept in a holster, but John's holster was made of grey leather while Bill's holster was made of brown leather. Even their hats were different. Bill's was yellow, John's was white. Now, Big John Warren and Bison Bill's job was to catch robbers and send them to jail. But Random Creek's jails were always empty. Do you know why? Well, Big John Warren and Bison Bill spent all their time thinking about how they could be better than each other! While Big John Warren chose a silver badge and Bison Bill chose a golden one, the robbers stole from the good people of Random Creek and they got away with it!



It was a cold night in Silver Town and Bella Three-trees, the famous robber, was standing at the top of the town. Dressed like the night, from her black leather boots to her black leather hat, she was ready to steal again. She took a bottle tied to her saddle and drank from it. The bottle had cold black coffee in it – her favourite. 'That's better,' she said, wiping her mouth on her shirt sleeve. Then she patted her new horse and said, 'Let's go rob people.' Now, the other robbers of Silver Town were very good. They rode in on their horses and stole things before the sheriffs knew they were there. The robbers' horses were quick, you see. But Bella Three-trees was the best robber around. She used a piece of rope with a loop at the end. She threw it over something that she wanted to steal, then pulled it back to her. Bella stole bottles made of glass and pistols made of metal. But that night in Silver Town, everything went wrong. Outside the jail, Bella's horse went up on her back legs and Bella fell to the ground. Lights went on in the jailhouse. Sheriff Cat B. Thompson walked outside. 'Well, well, well,' she said. 'Look who it is. I've got a nice cell for you in the jail, Bella. But before I take you there, I'm going to feed my horse, Grey Shelly. This isn't Random Creek,' said Sheriff Thompson. 'We know just how to catch robbers here in Silver Town.'

## Unit 6 page 58



- 1 **Charlie** This market is fantastic, Alice!  
**Alice** I know! I love Istanbul!  
**Charlie** Me too. Oh, look what's over there!  
**Alice** Earrings! Great! I need some new earrings.
- 2 **Alice** Charlie! Come over here. Look at this carpet.

**Charlie** Wow! It's amazing! It's the perfect carpet for our living room. Should we ask Mum and Dad to buy it?

**Alice** Well, it's very expensive ... OK, let's ask them.

- 3 **Charlie** Alice, could you help me, please?

**Alice** Yes, of course.

**Charlie** I can't reach that basket on the wall. Could you get it, please?

**Alice** Yes, there you are. It's a lovely basket!

**Charlie** Yes. Thanks, Alice!

- 4 **Alice** Mmm ... What a nice smell!

**Charlie** What are you talking about, Alice?

**Alice** The soap on this stall. Can't you smell it?

**Charlie** Oh, yes. But I don't think it smells very nice!

- 5 **Alice** Look at this, Charlie. Do you like it?

**Charlie** Yes, it's a beautiful plate.

**Alice** I want to buy it!

**Charlie** Hmm ... You shouldn't buy a plate. What are you going to use it for?

**Alice** For my lunch!

- 6 **Charlie** How about this one, Alice?

**Alice** Really?

**Charlie** Don't you like it?

**Alice** I prefer this cushion, Charlie. What do you think?



- 1 **Man** Good morning. Can I help you?  
**Girl** Yes, please. Could I have a look at those earrings on the wall?  
**Man** Yes, of course. One moment, please.
- 2 **Boy** Do you mind if I ask you a question?  
**Woman** Not at all. How can I help you?  
**Boy** Are these the only flags you've got?  
**Woman** Oh, no! We've got a lot more flags. Come this way.
- 3 **Grace** Peter, what about this for Dad?  
**Peter** Are you joking, Grace?  
**Grace** Of course not. It's the most beautiful comb in the market.  
**Peter** Yes, it's very nice. But Dad hasn't got any hair!
- 4 **Girl** Hello. Could I try these on, please?  
**Man** Yes, of course. Here you are.  
**Girl** They look great. But they're expensive. Have you got any other pairs?  
**Man** No, I'm sorry. They are the only sunglasses in the shop.
- 5 **Boy** Excuse me. Do you mind if I pick this up?  
**Man** Not at all. But please be careful with it.  
**Boy** Yes, of course.

**Man** Do you like it?

**Boy** Yes, I do. But I'd like a blue one.

**Man** No problem. I'll check if we have any blue cups.

- 6 **Girl** Could I buy these ones, please?

**Woman** Yes, of course. But these aren't the only ones in the shop.

**Girl** Really?

**Woman** There are more rings in the other room. Would you like to see them before you buy these?

**Girl** Yes, sure!

## Unit 7 page 66



- John** Hello, Stratford Theatre. This is John speaking. How can I help you?
- Girl** Good morning. I'd like to buy two tickets for *Romeo and Juliet*, please. We've just tried to buy them on your website, but it didn't work.
- John** Oh, don't worry. I'll help you. Which day would you like to see *King Lear*?
- Girl** I want to see *Romeo and Juliet*.
- John** Oh, I'm sorry. We've got both shows on at the moment. When would you like to see *Romeo and Juliet*?
- Girl** This Saturday.
- John** At half past two?
- Girl** No, at half past seven, please.
- John** OK. I'll check if we have any tickets left. One moment ... Let me see ... Yes, we've got some tickets left. And you wanted two, right?
- Girl** Yes, that's right.
- John** OK. That'll be £25 then, please. I'll need some credit card information. Could I talk to your mum or dad?
- Girl** Of course. My dad's going to pay for the tickets. Oh, but I've got a question: will the actors wear modern costumes?
- John** No, they won't. They'll wear wigs, tights and special masks – exactly like in Shakespeare's time. You'll love it!
- Girl** It sounds amazing! Thanks for your help. I'll get my dad now. Dad! I've just ordered the tickets!



- Lucy** Hello ... Tom? Can you hear me?
- Tom** Yes, hi, Lucy.
- Lucy** I've just arrived at the theatre. Where are you?
- Tom** I'm on the bus.
- Lucy** You're joking! Tom, the play starts in twenty minutes!
- Tom** Don't worry. I'll be there. We're not far away.
- Lucy** Are you sure?

**Tom** Yes, we've just gone past the park, so we should be there in about five minutes. Where shall I meet you?

**Lucy** Hmm ... I'll wait inside, next to the place where you can buy chocolate and drinks.

**Tom** OK. I'll see you there soon!

**Lucy** Great. I can't wait to see the play, Tom!

**Tom** It'll be amazing. My sister loved it.

**Lucy** When did she see it?

**Tom** On Monday. She went with my mum.

**Lucy** I don't believe it!

**Tom** She did! They went on—

**Lucy** No, I mean I've just seen one of the actors from the play.

**Tom** Really? Who?

**Lucy** It's Romeo. I don't know his real name. He's wearing tights and a wig. He's talking to some people in the corner.

**Tom** Why don't you say hello to him?

**Lucy** Yes! And I'll ask him for a selfie!

## Unit 8 page 74



**Greg** What do you want to do when you're older, Holly? Do you want to be an engineer like your mum? Or a computer programmer like your dad?

**Holly** Hmm ... well, I don't want to be an engineer or a computer programmer. I'd like to be a businesswoman.

**Greg** A businesswoman?

**Holly** Yes. I've got an idea for my own company.

**Greg** What is it?

**Holly** I can't tell you yet!

**Greg** Oh, go on, Holly, please!

**Holly** No, you'll have to wait. But what about you, Greg? Let me guess: a footballer!

**Greg** Well, that would be great, but I'm not that good. I want to be a designer.

**Holly** Really? What do you want to design?

**Greg** Clothes. Look, if you tell me about your company, I'll show you some of my designs.

**Holly** Hmm ... I'll think about it.

**Greg** OK. You know, if this exhibition is right, there won't be any jobs for us, Holly. What if the robots take them all?

**Holly** I'm not sure they will, Greg. The exhibition's name is Robot Jobs, right? That means it has to show us the things that robots will do. But perhaps jobs won't change very much.

**Greg** Let's hope you're right! Oh, look, Holly. This place is called the Orange Room. We can press buttons on the robots here. Let's go in!



Hello, everyone. Thanks for coming to the Robot Jobs exhibition today, and welcome to the Orange Room! I'd like to show you one of the most interesting robots in our exhibition now. She's called the 28QAZ, but we prefer to call her Betty. You can program Betty to be many things – she's amazing! For example, you can ask her to be your home assistant. If you press the purple button, Betty will do all the daily tasks at home. That's right: you'll never have to wash or dry the dishes again! If you press the pink button, your robot will become an artist. You can ask her to paint anything you like, from people to places. Look, Betty paints so quickly – and isn't that beautiful? If you press the black button, Betty will become a mechanic. This means you'll never have to worry about your car. But what if you press the grey button? Let me show you. If you press the grey button, Betty will— Oh, no! What's happening? Hmm ... It's not working. Oh, come on, Betty! No! It's turned off. No, no, don't go, everyone! Please, please, come back! It'll be OK in a moment ...

## Unit 9 page 82



**Eve** Wow! Are you sure that this is a real ship, Dad?

**Dad** Of course! It's a museum now, but a long time ago, people sailed this ship around the world.

**Eve** That's amazing! Look, Dad. This is where the captain stood.

**Dad** That's right. The captain stood here.

**Eve** Imagine being a sailor and sailing this ship around the world. Months and months at sea. In the wind and rain. With rats on board, too! Argh!

**Dad** Haha! Not easy, Eve!

**Eve** What shall we look at next?

**Dad** Well, we've already seen the cabins and looked through the portholes. Hmm ... have we seen the old barometers yet?

**Eve** Yes, we have. We saw the old barometers at the beginning, remember?

**Dad** Oh, yes.

**Eve** I know! We haven't seen the lifeboats yet. Come on! Let's find them.

**Dad** Great idea. The lifeboats should be near the— Argh!

**Eve** What's wrong, Dad?

**Dad** I've just seen a rat!

**Eve** A rat? Where?

**Dad** There! Look – under the mast.

**Eve** OK, Dad. There's a rat under the mast. But it's made of plastic!



**Mum** OK, I know it's boring, Robert, but I don't want to get on board and find out that we've forgotten something important. When we're in the middle of the sea, it won't be so easy to buy things.

**Robert** But there will be shops on the ship, right, Mum?

**Mum** Well, there will be some shops on the ship, but it's better to bring the things that we need.

**Robert** OK, Mum.

**Mum** Right. Let's do a quick check, then. Have you packed your clothes yet?

**Robert** Of course I have! I packed my clothes first.

**Mum** Great. You've packed your clothes. What about books? Have you packed any books yet?

**Robert** Well, I haven't packed any books yet, but I've already got some ebooks on my phone.

**Mum** That's a good plan. Ebooks aren't heavy! Now, have you put your—

**Robert** Mum?

**Mum** Yes, Robert?

**Robert** Have you been on a ship before?

**Mum** Yes, I have. Your dad and I sailed around the South Pacific before you were born.

**Robert** That sounds exciting!

**Mum** It was. But Grandpa's the real sailor in the family. He was a sailor for twenty-five years.

**Robert** Wow! Twenty-five years is a long time! Where did he go?

**Mum** Oh, everywhere. He visited thirty-five countries. He took your dad on some of his trips, you know.

**Robert** That's amazing!

**Mum** OK, let's get back to the check. We've already talked about clothes and books. Now, what about ...

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