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1 A new friend

1 Presentation

Listen and read. Where is Gavin from?

2 Comprehension

Read the dialogue again. Are these sentences true (T) or false (F)? Correct the false sentences.

F. They’re in Ghana.
1. Gavin’s mum and dad are in Wales at the moment. (T)
2. Gavin’s mum and dad work for an aid agency. (F)
3. There’s a really good library in Gavin’s village. (T)
4. Harry does karate every weekend. (F)
5. Gavin is very good at badminton. (F)

Anna Yeah, it’s OK, I guess. The shops are good. I use the library a lot – I borrow CDs and DVDs as well as books.
Gavin In my village there’s only a mobile library. It’s a small bus and it comes to our village once a week. It doesn’t have any CDs or DVDs and the books are ancient!
Harry And the leisure centre’s brilliant here. I do karate every weekend and Jess and I play badminton there quite often.
Gavin Really? I’m learning how to play badminton at the moment. I’m not very good, though!
Jess Well, come along with us next Wednesday night!
Gavin OK, that would be great, thanks!

Real English

Yeah loads of It’s OK, I guess. lines ancient there
Grammar spot

Present simple and present continuous

Present simple
They often travel for their work.
I use the library a lot.
Do you like our lovely town, then?

Present continuous
He’s staying with us for a couple of months.
I’m staying at Anna’s house.
What are your mum and dad doing there?

Grammar practice

Complete these sentences with the correct form of the verb in brackets. Use the present simple or the present continuous.

1. I usually (walk) to school but today I (take) the bus because it (rain).
2. My brother (sleep) on the sofa at the moment.
3. We (play) football at the weekends.
4. I (have) a Geography class every Tuesday.
5. We (learn) about Wales at the moment.
6. My mum and dad usually (not see) my gran at the weekend, but they (visit) her today because it’s her birthday.
7. A: (read) your magazine? B: No, this is mine. Yours is on the table.

Speaking

a. Look at these questions and write answers about yourself.
   1. I’m studying English!
   2. What are you doing at the moment?
   3. Where do you live?
   4. What sports do you like?
   5. What book are you reading at the moment?
   6. What’s your favourite subject at school?
   7. What are you learning about in Geography or History?

b. Work in pairs. Find out about your partner. Ask the questions and make notes.
   What are you doing at the moment?
   I’m studying English!

7. Check your English

Choose the correct word from the box to complete this email from Gavin.

sitting  |  going  |  leisure centre  |  doing  |  are  |  play

Hi Mum and Dad
How are you? I’m sitting in front of Anna’s computer at the moment. Anna’s going some shopping in town.
I really like Guildford. It’s got a brilliant leisure centre with a big swimming pool and five badminton courts. Anna’s friends, Harry and Jess, are going badminton there once a week. They’re really friendly and they’re going to my school. What are you doing at the moment? Is it very hot today? Send me an email!!
Gavin xx
2 Amazing inventions

1 Presentation

Listen and read. What do you think? Which is Rudolph’s most amazing invention?

2 Comprehension

Look at the list. Who is going to do each activity?

1. Rudolph and Jude

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<th>Characters</th>
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<tr>
<td>Have lunch with Uncle</td>
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<td>Bernard</td>
<td></td>
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<tr>
<td>Do homework</td>
<td>Rudolph</td>
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<td>Go swimming</td>
<td>Vincent, Rudolph</td>
</tr>
<tr>
<td>Play football</td>
<td>Martha, Rudolph</td>
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Rudolph: Hi Jude. I’ve got a new plan for today. I’m going to spend the day in bed!

Vincent: What are you going to do after lunch, Rudolph?
Rudolph: I’m going to do my homework and then I’m meeting Sadie at the swimming pool at three o’clock.
Vincent: But you can’t swim, Rudolph!
Rudolph: Not a problem! I’m going to wear my special inflatable goggles!

Martha: Look at the time! It’s nine o’clock already! Come on, Vincent. Helga’s playing football at quarter past nine.
Vincent: OK. Rudolph, can you clear the table, please?
Rudolph: Sure …. Aagghhhh!
Grammar spot  
**going to**

I’m going to do my homework.  
We’re going to try out my amazing new invention.

Grammar practice

Look at Rudolph’s list of plans for tomorrow.  
Make sentences with going to.

1. He’s going to watch a film with Helga.

Vocabulary

Match the verbs in A to the nouns in B.

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<th>B</th>
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<tr>
<td>2 go</td>
<td>b a new invention</td>
</tr>
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<td>3 have</td>
<td>c swimming</td>
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<td>d homework</td>
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<td>5 spend</td>
<td>e lunch</td>
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<td>6 try</td>
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Grammar spot  
**present continuous**

Helga’s playing football at quarter past nine.  
We’re meeting Uncle Bernard at one o’clock.

Listening

2.22 Emma and Sam are playing the Memory game. Look at Emma’s diary and listen. What three mistakes does she make?

1. She’s not seeing the doctor at half past ten.  
She’s seeing the dentist.

Speaking

Play the Memory game with a partner. Write five times and five plans on a piece of paper. Exchange the paper with your partner. Now test your partner. Can they remember their plans?

When are you doing your homework?

Where are you meeting your friend?

What are you doing at six o’clock?

Check your English

Put the words into the correct order to make sentences about Rudolph’s plans for the day.

1. a’clock/park/He’s/ten/lude/at/meeting/at/the
2. new/They’re/to/out/try/his/invention/going
3. Uncle/lunch/He’s/one/of/his/Bernard/having/at/with/o’clock
4. the/He’s/pool/Sadie/swimming/meeting/at
5. going/inflatable/He’s/this/to/goggles/your
3 A walk in the country

1 Vocabulary

Look at the picture. Find these things.

field  fence  path  orchard  hedge  gate

2 Presentation

Presentation

a  Listen and read. Why did Tanya run into her school?

b  Listen to the last part of Tanya’s story and answer the questions below.

1 Did the police find anything in the orchard?
2 What is Tanya going to do next week?
3 What do you think? What did Tanya really see in the orchard?

Grammar spot

Past simple and past continuous

Past simple
She ran through the orchard and stopped.

Past continuous
The sun was shining.

Grammar page 98
**Grammar practice**

Complete the answers to these questions with the correct form of the verb in brackets. Use the past simple or past continuous.

1. The sun was shining.
   1. What was the weather like last Thursday? The sun (shine) _____.
   2. What were the cows doing? They (run away) _____.
   3. How did Tanya get into the apple orchard? She (open) ____ a gate.
   4. What was she thinking about in the orchard? She (think about) ____ her first lesson.
   5. What did she do when she got to school? She (show) ____ her photo to a teacher.
   6. What did the teacher do? He immediately (phone) ____ the police.

**Writing**

Write a story about an unusual country walk. Write about these things:
- What was the weather like? Was the sun shining or was it raining?
- Where did you go?
- What were you thinking about?
- What were you listening to?
- What did you see?
- What happened next?

**Check your English**

Choose the correct form, past simple or past continuous, to complete these sentences.

1. heard/was doing/while
   1. I heard/was hearing a very loud noise while I did/was doing my homework last night.
   2. The sun shone/was shining and the birds sang/were singing.
   3. We climbed/were climbing over the fence and then ran/were running into the garden.
   4. When I got/was getting home, I showed/was showing the letter to my dad.
   5. I was reading/read a book when Jenny was ringing/rang.

**Speaking**

a. Invent your own country walk and draw a map. Use the map in Activity 4 as a model. Include some of these features:
   - field
   - orchard
   - gate
   - fence
   - hedge
   - path

b. Now describe your walk to your partner. Can your partner trace your walk on your map?

   Yesterday I walked from … to …
   At the end of the field there was …
   … was on the other side of …. I climbed over … and walked through ….
4 The middle of nowhere

1 Reading

a Would you like to live on a very small island? Listen and read about Cameron’s life. Do you think his life is fun, boring, interesting or exciting?

b Match these words from the article with the definitions.

1 mainland a a large boat that transports people
2 puffin b something very expensive and special
3 ferry c a bird that can swim
4 parcel d the main part of a country
5 luxury e a type of lorry
6 truck f a large package

c Read the article again and answer the questions.

1 How many people live on the island?
2 What time does Cameron get up in the morning?
3 How long does Cameron’s journey to school take?
4 How does the supermarket deliver food to the island?
5 How did Cameron’s dad break his leg?
2 Speaking
   a  Work in pairs. Read the article again and write five more questions. Start your questions with these words.
      How many …
      What time …
      Why …
      When …
      Where …
   b  Now work with another pair. Ask and answer your questions.
      How many sheep are there on the island?
      About 1800.

3 Listening
   2.22 Listen to Cameron. Which of these things does he not do at weekends?
   1  visits friends
   2  goes swimming
   3  watches the puffins
   4  surfs the Internet
   5  fixes the farm machinery
   6  goes shopping

4 Writing
   a  What is your town like? Write some notes.
      1  List the places in your town.
      swimming pool, theatre, four cafés, …
      2  Which are your favourite places?
      3  How often do you go to your favourite places?
         every day/once/twice a week/every month
   b  Use your notes to write about your town.

Picture crossword

Look at the picture clues and complete the crossword.

Across
   1
   6
   5

Down
   2
   4
   3
   7
   8

I live in Minsk in Belarus. It’s a big city and there are lots of shops, cafés and parks. My favourite place is the swimming pool. I go there twice a week …
Check you can do these things.

1 I can use the present simple to describe what I usually do and the present continuous to describe what I’m doing now.

Put the verbs in brackets into the correct form, present simple or present continuous.

Gavin and his family usually 1 ____ (live) in a village in Wales, but at the moment he 2 ____ (stay) with his aunt in Guildford. His mum and dad 3 ____ (travel) a lot for their work and they 4 ____ (help) cocoa bean farmers in Ghana at the moment. Gavin 5 ____ (like) Guildford because it’s got lots of shops and a great leisure centre. He 6 ____ (learn) to play badminton at the moment but he’s not very good!

2 I can use descriptive adjectives.

Choose the correct adjective to complete each sentence.

1 Our village is massive/tiny. Only 50 people live here and it’s got two small shops.
2 A: Look at that horse!
   B: It’s not a horse, it’s a huge/lovely dog!
3 My mum doesn’t like our car. It’s ancient/great and it doesn’t work very well.
4 A: Did you enjoy the party?
   B: Yes, it was tiny/brilliant!
5 There’s a huge/ancient shopping centre in our town. It opened last year and it’s got 85 shops.
6 Thank you for the present. It’s ancient/lovely.

3 I can use the present continuous and going to to talk about future plans.

a Look at the diary and use the present continuous to describe Marta’s arrangements for tomorrow.

At 9 am Marta’s phoning Billy.
At 9.30 she’s …

b Use going to to write sentences about your plans for the weekend.

On Saturday morning, I’m going to …
On Saturday afternoon,
On Saturday evening,
On Sunday morning,
On Sunday afternoon,
4 I know some verb/noun collocations.
Use the correct verb from the box to complete the text.

go  try out  do  spend  have

I’ve got some exciting plans for tomorrow. I’m going to 1_____ the day at my friend Alan’s house. We’re going to 2_____ swimming in the morning and then we’re going to 3_____ lunch with Alan’s uncle. After lunch, we’re going to 4_____ Alan’s new invention – an inflatable surfboard! In the afternoon I’m going to 5_____ my homework.

5 I know vocabulary for things in the country.
Match these words to the pictures.

field  fence  path  orchard  hedge  gate

1  2  3  4  5  6

6 I can tell a story in the past with past simple for completed actions and past continuous for continuing situations.
Can you remember the story about Tanya? Use the verbs in the box to complete the story.

1 saw

Tanya Fletcher 1_____ a strange animal as she 2_____ to school. The sun 3_____ and it was a beautiful autumn day, so Tanya 4_____ to walk to school. She 5_____ that the cows 6_____ away from something. Then she 7_____ into the apple orchard. Suddenly she 8_____ a strange noise. She 9_____ to the fence between the orchard and her school. She 10_____ back at the trees. There was a strange animal in the orchard.
Are you a town person or a country person?
Answer these questions about yourself and find out!

1. What's your favourite place to relax?
   a. a field with a beautiful view
   b. a park with a football pitch and a tennis court
   c. a shopping centre

2. What do you usually do at the weekend?
   a. go for a long walk
   b. play in the garden
   c. go to the leisure centre

3. What are you reading at the moment?
   a. a book about wildlife
   b. an adventure novel
   c. a science fiction story

4. What's your favourite item of clothing?
   a. wellington boots
   b. jeans
   c. a designer jacket

5. Where's your mobile phone?
   a. What's a mobile phone?
   b. It's in my bag.
   c. I can't answer that question now. I'm on the phone.

6. What's your ideal home?
   a. a farm
   b. a house with a big garden
   c. a city apartment

7. What did you do yesterday?
   a. It was raining and I watched the birds from my window.
   b. It was raining and so I watched TV.
   c. It was raining and I took the bus to the cinema.

8. You've won 100 euros. How are you going to spend the money?
   a. I'm going to buy a tent and go camping on the beach.
   b. I'm going to go to a theme park.
   c. I'm going to go sightseeing in the city.
Look at Isla’s FactFile about Edinburgh. Why is it her favourite city?

City FactFile

Edinburgh is my favourite city. It’s got some amazing historical buildings, wonderful shops and cool cafes. There are also some beautiful beaches which are five kilometres away from the city centre.

Some important places to visit in Edinburgh:

- **Edinburgh Castle.** This castle is in the middle of the city. Some parts of it are more than 900 years old.
- **Princes Street.** All the best shops are in Princes Street, including the famous Edinburgh department store, Jenners.
- **The Scottish Parliament.** This is a new building which opened in 2004. Some people don’t like it, but I think it’s a fantastic building.
- **Botanical Gardens.** This is a huge park with lots of different trees, plants and flowers from all around the world.

Isla

2 Write about your favourite city or town. Write at least four interesting things. You can use these ideas.

- an important historical building
- a beautiful park
- a famous shop
- an interesting museum
- a monument or statue
- a sports stadium

Use pictures from magazines or draw pictures to illustrate your City FactFile.
5 Confessions

1 Presentation

a 1.12 Listen and read Gavin's answers to the questionnaire. What are two things Gavin didn't do when he was a little kid?

Confessions

What were you like when you were a little kid ...?

1. Did you use to be a fussy eater?
   Yes, I used to be a very fussy eater. I used to hate everything except sweets and chocolate.

2. Did you use to walk in your sleep?
   Yes, I did. My parents used to find me in the kitchen in the middle of the night. Once they even found me in the garden.

3. Did you use to cry a lot?
   No, I didn't use to cry a lot. My mum says I was a very happy baby.

4. Did you use to play hide and seek?
   Yes, and here's a really embarrassing confession - I still do, but only with my little sister.

5. Did you use to be scared of the dark?
   Yes, I was really scared of the dark. My parents used to leave my bedroom light on and the door open.

6. Did you use to believe in ghosts?
   No, I didn't. I used to read lots of ghost stories but I wasn't scared.

b 1.17 Listen again. How would you answer the questionnaire? You don't have to tell your classmates your answers!

Yes, I did.

Grammar spot

used to

Did you use to be a fussy eater?
I used to be a very fussy eater.
I didn't use to cry a lot.

Grammar page 99
2 Grammar practice
   a Write your own questionnaire. Use these or your own ideas:

   When you were a little kid...
   1 Did you use to play...?
   2 Did you use to be...?
   3 Did you use to watch... on TV?
   4 Did you use to like...?
   5 Did you use to go to...?
   6 Did you use to draw...?

   b Work with a classmate. Ask your questions. Answer with Yes, I did. or No, I didn’t.
   When you were a little kid, did you use to play hide and seek? Yes, I did.

3 Listening and speaking
   a 1.13 Listen to this interview with Alex. How did Alex’s parents feel about her walking in her sleep?

   b 1.13 Listen again. Work with a classmate. Then answer these questions.
   1 How old was Alex when she used to walk in her sleep?
   2 Where did her parents use to find her?
   3 Did they wake her up?
   4 Did Alex remember walking in her sleep the next day?
   5 Does she walk in her sleep now?

4 Pronunciation
   1.14 Listen and repeat the sentences. Notice that we pronounce use to and used to in the same way /juːst tʊ/.
   1 Did you use to walk in your sleep?
   2 I used to walk in my sleep.
   3 I didn’t use to walk in my sleep.

5 My English file
   Compare yourself now with a few years ago. How have you changed? Use these or your own ideas. Write true sentences.
   - clothes
   - music
   - books
   - hobbies
   - colours
   - TV
   - films
   - sport
   - personality
   - appearance
   - food

   Then and now
<table>
<thead>
<tr>
<th>A few years ago</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport: I used to go swimming.</td>
<td>Now I play football.</td>
</tr>
<tr>
<td>Appearance: I used to be short.</td>
<td>Now I’m tall.</td>
</tr>
<tr>
<td>Music: I used to like pop.</td>
<td>Now I like rock.</td>
</tr>
</tbody>
</table>

5 Check your English
   a Complete with use to or used to and an appropriate verb.
   1 Tom used to be sad. Now he’s very happy.
   1 Tom _____ sad. Now he’s very happy.
   2 I didn’t _____ coffee. Now I like it very much.
   3 A: Did you _____ to school?
      B: Yes, but now I cycle.
   4 Susan didn’t _____ my friend, but now I like her a lot.
   5 We _____ in the park, but now we meet in the mall.
   6 A: Did you _____ to bed early?
      B: Yes, but now I stay up late.

   b Make true sentences about yourself.
   I used to hate coffee, but now I really like it.
   1 I used to hate _____, but now I really like it.
   2 I didn’t use to go _____, but now I go a lot.
   3 I used to watch _____, but now I never watch it.
   4 I didn’t use to listen to _____, but now I listen to it all the time.
   5 I used to play _____, but now I don’t play it anymore.
   6 I used to believe in _____, but I don’t anymore.
6 At the shopping centre

1 Vocabulary
   a Look at the picture. Can you find someone who looks ...?
     worried c worried angry upset excited relieved tired pleased full
   b 1.19 Listen and check.

2 Presentation
   a 1.18 Listen and read. Can you find the people in the picture? Write your answers.
   b
   1 They've just had a meal.
   2 He's lost his mobile phone.
   3 She's just bought some new clothes.
   4 They've just seen a film.
   5 She's run all the way to the shopping centre.
   6 They've just had an argument.
   7 He's heard some bad news.
   8 She's just found her purse.

3 Grammar practice
   What has happened? Work with a classmate. Point to the people in Activity 2 and ask and answer with
   What's happened? They've / He's/She's ...

   Grammar spot
   Present perfect
   They've just had a meal.
   He's lost his mobile phone.
   She's just bought some new clothes.
4 Listening

Look at the picture in Activity 2 and listen. Then match the sentences in A with the sentences in B.

A
1. I've just bought a new dress.
2. We've just seen the new Batman film.
3. I've heard some bad news.
4. We've just had a delicious meal.
5. I've run all the way.
6. We've just had a big argument.
7. I've lost my mobile phone.
8. I've just found my purse.

B
a. Oh no! What happened?
b. What did you have?
c. Where was it?
d. What was it all about?
e. How much did you pay for it?
f. Where were you?
g. Was it any good?
h. When did you last use it?

5 Grammar spot
Present perfect and past simple

A: What's the matter?
B: I think I've lost my mobile. I can't find it anywhere.
A: Are you sure? When did you last use it?
B: I used it this morning or was it this afternoon?

Study Tip
Write your own tests to learn past participles. Fold back the answers and see if you can remember.

verb | past participle | answers
---|---|---
have - h | had | lost, bought, seen
lose - l | lost |
buy - b | bought |
see - s | seen |

6 Game
Mime game. Choose one of these words to mime. Can your classmates guess what you're miming?
worried, happy, angry, upset, excited, relieved, tired, pleased, full

Are you excited?
No, I'm not.

7 Check your English

a. Use the prompts and the verbs in brackets to make present perfect sentences.
1. I've lost my gloves.
2. I've lost my gloves. (lose)
3. I've lost my gloves. (see)
4. My parents just had a big meal. (have)
5. My sister just bought a new mobile phone. (buy)
6. My best friend just heard some good news. (hear)
7. I just passed my exam. (pass)

b. Think of a past simple follow-up question for one of the sentences above.
Where did you lose them?

b. Then listen and check.

A: I've lost my gloves.
B: Where did you lose them?
A: On the bus.
B: Have you phoned the bus company?
A: No, I haven't.
B: Were they expensive?
A: Yes, they were.
7 Surprise birthday party

1 Presentation

a 1.20 Listen and read. The Glooms are preparing a surprise birthday party. Who is the party for?

1 Martha Hurry up, everyone. He’ll be home in a few minutes. Look, I’ve already decorated the cake and I’ve made the sandwiches. Have you blown up all the balloons yet, Rudolph?

Rudolph No, not yet. But don’t worry, Mum. This is the last one.

2 Martha How are you doing?
Mandy Fine, Mum. We’ve already lit the candles and we’ve nearly put up the banner.

Martha Excellent. But what about the carpet?

Helga Sorry, Mum. I haven’t vacuumed the carpet yet because Sam and Pam haven’t finished putting away their toys.

Martha Okay. Now let’s see. What else is on the list?

Helga Oh, yes! What about the presents?

Rudolph Don’t worry, Mum. I’ve already wrapped them. Look they’re here.

Martha Wonderful. Well done.

b 1.20 Listen again. Have the Glooms done all the jobs?

Martha Get ready everyone…

Everyone Happy birthday Vincent!!

Real English

How are you doing? Wonderful.

Excellent.

Well done.
2 Comprehension
Look at Activity 1. Decide if the sentences are true (T) or false (F).
1 T
In Picture 1...
1 Martha has already decorated the cake.
2 She hasn’t made the sandwiches yet.
3 Rudolph has already blown up all the balloons.
In Picture 2...
4 Mandy and Helga haven’t lit the candles yet.
5 They’ve already put up the banner.
6 Helga hasn’t vacuumed the carpet yet.
7 Rudolph hasn’t wrapped the presents yet.

3 Vocabulary
Match the verbs in A with the nouns in B to make phrases.
1 put up the banner

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>put up</td>
<td>a the presents</td>
</tr>
<tr>
<td>decorate</td>
<td>b the carpet</td>
</tr>
<tr>
<td>put away</td>
<td>c the sandwiches</td>
</tr>
<tr>
<td>blow up</td>
<td>d the candles</td>
</tr>
<tr>
<td>vacuum</td>
<td>e the cake</td>
</tr>
<tr>
<td>make</td>
<td>f the balloons</td>
</tr>
<tr>
<td>wrap</td>
<td>g the banner</td>
</tr>
<tr>
<td>light</td>
<td>h the toys</td>
</tr>
</tbody>
</table>

1 cleaned your teeth
2 spent some money
3 had a snack
4 spoken to your friends
5 used your mobile phone
6 answered a question
7 been in a car, a bus or a train
8 laughed

4 Speaking
a Look at the list. Which of the things have you already done today? Which haven’t you done yet?
b Now work with a classmate. Tell them what you have already done and what you haven’t done yet. Make true sentences with already or yet.

I’ve already cleaned my teeth.
I haven’t spent any money yet.

5 Writing
a Allan is very active and Lara is very lazy. Write more sentences about them with He’s already... and She hasn’t ... yet.

b Read your sentences to a classmate.

6 Check your English
Look at the picture of Jim’s room and his ‘to do’ list. Write sentences with He’s already ... and He hasn’t ... yet.

1 He hasn’t made his bed yet.

To do
1 Make bed
2 Vacuum carpet
3 Put up posters
4 Wrap present
5 Put away clothes
6 Clean mirror
8 Cara’s story

1 Reading
a 1.21 Listen and read Cara’s story. Where did she use to live? Where does she live now?

Everything has changed in my life. I used to live in the Dominican Republic, but now I live in Atlanta in the USA. I used to speak Spanish all the time and go to a small primary school near my home in Santo Domingo. Now I speak English and go to a big high school with over 1000 students.

Three years ago, my mom and dad decided to move to the USA. At first I felt very sad because I had to say goodbye to all my friends. I also felt scared because I was going to go to a new school and speak a different language. But, by the time we went to the airport to start our journey, I was really excited. First, we took a plane to Miami and then took another plane to Atlanta.

The first few days in my new home in Atlanta were terrible. I didn’t have anything to do. I was bored. I didn’t understand what people were saying. I felt homesick and I missed my friends. But then I started school and I didn’t have time to feel sorry for myself. At first, I sat by myself at school because I couldn’t communicate with anybody. I knew I had to learn English fast. So I asked my teacher to help me and I studied a lot.

Now I’ve been in Atlanta for two years and everything is fine. I’ve got new friends and even a pet dog called Brownie. I like my new home and love my school. I’m happy with my new life in the United States.

b Read Cara’s story again and then answer the questions.
1 What language did she use to speak?
2 Why did she feel sad?
3 When did she feel homesick?
4 Who did she ask to help her?
5 How long has she been in Atlanta?
6 How does she feel now?
Listening

1.22 Listen to an interview with Cara. Then answer the questions.

1. No, she hasn't.

1 Has she gone back to visit her family and friends in the Dominican Republic?
2. Would she like to go back for a holiday?
3. What does Cara miss?
4. How long did it take her to learn English?
5. Does she speak English all the time now?
6. Does she like living in the USA?

b 1.22 Listen again. Then add more information to your answers with these words:

- grandparents
- miss
- friends and family
- pancakes and eggs
- Dominican food
- new friends
- learning a new language
- wonderful country
- tropical fruit

She hasn’t gone back to visit. But her grandparents came to visit them.

Speaking

a. You are journalists and are going to interview Cara. Write at least five questions to ask her.

- What is your name?
- Where do you live?
- Where did you used to live?
- What is your favourite food?
- Was it difficult to learn English?

b. Choose someone in your class to play Cara and hold a press conference. Take notes on her answers.

Hello. What is your name? Cara.
Where do you live? In ...

Writing

Now pretend you are Cara and finish writing her diary entry. You can use the words in the box to help you as well as the notes you took from Activity 3.

English Spanish Dominican Republic Santo Domingo Atlanta Miami airport high school primary school homesick Brownie teacher

Dear Diary,
I’m very happy today. So much has changed in my life. I used to ...

True or false game

Write four sentences about yourself with I've already ... and I haven't ... yet. Make two true sentences and two false sentences. Don't show your classmates.

I've already finished my homework.
I haven't had lunch yet.

Can your classmates guess which sentences are true and which are false?

I've already finished my homework. False.
That's right. I haven't done my Maths homework yet.
Check you can do these things.

1. I can talk about what people used to or didn’t use to do.
   a. Complete the sentences with used/use to and words from the box.
      When Gavin was a little kid …
      
      cry walk be play believe be

      1. He ____ scared of the dark.
      2. He ____ hide and seek.
      3. He didn’t ____ a lot.
      4. He ____ in his sleep.
      5. He didn’t ____ in ghosts.
      6. He ____ a fussy eater.

   b. Now complete the dialogue with did, use and used.
      A: 1. ____ you ____ go to bed early when you were little?
      B: Yes, I 2. ____ 3. ____ to go to bed at 7pm. What about you? 4. ____ you ____ to go to bed early?
      A: No, I didn’t 5. ____ to go to bed early. I 6. ____ to go to bed really late and I always 7. ____ to be tired at school.

2. I know words which describe how people feel.
   Find eight adjectives in this word square.
   
   | k e z j i j t s c h n u e |
   | q t a r e l i e v e d p x |
   | f i e a f e r o g f u l l |
   | r e p n a d e v t a p s t |
   | p l e a s e d y b w s h d |
   | a b e n n c s j h m e j e |
   | h u c g u x e x c i t e d |
   | g w o r r i e d r t o s q |
   | s f o y m l r c i m e k y |

26
3 I can talk about things that have recently happened.
Answer these questions by putting the words in brackets in the correct order.

She has just found her purse.

1 Why is she relieved?
   (just/she/her purse/found/has)

2 Why is she pleased?
   (some/new clothes/has/she/bought)

3 Why are they excited?
   (have/a film/just/they/seen)

4 Why are they full?
   (had/have/a meal/just/they)

5 Why is he worried?
   (has/his mobile phone/lost/has)

6 Why is she so tired?
   (all the way to/she/the shopping centre/un/has)

7 Why is he upset?
   (some/bad news/has/he/heard)

8 Why are they angry?
   (an argument/just/have/had/they)

4 I can use the present perfect with the past simple.
Make three more short dialogues with these sentences.

I've just bought some new jeans. They cost £19.
How much did they cost?

I lost them on the bus. They cost £19.
I've just bought some new jeans. How long did it take you?

I've just finished my homework. Where did you lose them?
What did you have?

I had soup. I've just had dinner. It took me an hour.
I've just lost my keys. How much did they cost?

5 I know how to use already and yet with the present perfect.
Complete the dialogues with already or yet.

1 A: Let's watch this film.
   B: No, I've already seen it.

2 A: Why haven't you done your homework already?
   B: I've just come home from school.

3 A: Is this a new coat?
   B: Yes, I haven't worn it yet.

4 A: Where's Jack?
   B: He's already gone to bed. He was very tired.

Extra reading
Turn to page 92 and read an extract from Robin Hood.
Photo caption quiz

Complete this quiz in teams. Match the captions with the pictures.

a) We've just scored a goal.
b) The summer sales have started.
c) We've passed.
d) It has just started raining.
e) I've missed the train.
f) We've lost the game.
g) Look! Grandpa's just got off the train.
h) I've just seen a dog.
i) Where has that waiter gone?
j) The teacher has just gone out of the classroom.
Mini project

1 Read Mia’s poster comparing what she was like when she was ten with what she is like now. What do you think are the biggest changes?

THEN AND NOW

<table>
<thead>
<tr>
<th>Then</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to have long hair.</td>
<td>Now I’ve got shorter hair.</td>
</tr>
<tr>
<td>I used to eat a lot of pizza.</td>
<td>Now I eat fish and meat and vegetables.</td>
</tr>
<tr>
<td>I used to watch a lot of TV.</td>
<td>Now I hang out with my friends.</td>
</tr>
<tr>
<td>I used to wear dresses and trousers.</td>
<td>Now I usually wear skirts or jeans.</td>
</tr>
<tr>
<td>I used to like light colours.</td>
<td>Now I like dark colours.</td>
</tr>
<tr>
<td>I used to be shy and quiet.</td>
<td>Now I’m more talkative.</td>
</tr>
</tbody>
</table>

Mia

2 Make a poster comparing yourself when you were younger with yourself now. Try and illustrate it with photos.
9 If you read the manual

1 Presentation

1.23 Listen and read. Does Gavin know how to use his computer program?

Harry  Hi Gavin, what are you doing?
Gavin  Well, my uncle gave me this brilliant web design program for my birthday and I want to set up my own blog. Then, if I have any exciting news, I'll put it on my blog. But the program isn't working.
Jess   Gavin ... have you read the manual?
Gavin  ... err ... 
Jess   If you read the manual, you'll understand how to use the program. Let me have a look. Right. Open the program and click on 'new design'.
Gavin  Hang on. Wow, yes! Look at that! OK, I like this template. Now what do I do?
Anna  Let me have a look. If you select 'font' from the main menu, you'll see a range of different fonts and colours.
Gavin  OK. No, wait a moment, it isn't working. Nothing's happening.
Jess   Gavin, stop clicking on everything! If you don't calm down, the computer will crash!
Gavin  Alright. Sorry. Unless you say it's OK, I won't touch the mouse.
Harry  Gavin, can I make a suggestion?
Gavin  Yes, sure, what?
Harry  You'll have a really cool blog if you let Anna and Jess design it. I think they know more about computers than you.
Gavin  Hmm, OK, maybe!

2 Comprehension

Match the phrases in A to the phrases in B to make sentences about Gavin's situation.

A       B
1.      a. he'll have a really cool blog.
2.      b. the computer will crash.
3.      c. he won't touch the mouse.
4.      d. if he reads the manual.

He will understand how to use the program,
if he doesn't calm down,
Unless Jess says it's OK,
if he lets Anna and Jess design it,
3 Vocabulary

Find the words in **bold** in the dialogue to match these definitions.

1. mouse
   - You use this to point to things on your computer screen.
2. To push a button on your mouse.
3. A book that explains how something works.
4. The size and style of letters on a computer screen or on paper.
5. When a computer stops working.
6. A prepared design for your computer.

4 Grammar practice

a. Use the correct form of the verbs in brackets to complete these sentences.

1. If you **use** this template, your blog **will look** good.
2. If you **not read** the manual, you **not understand** how this works.
3. If you **ask** Jess, she **help** you.
4. Unless you **hurry up**, you **not finish** the blog today.
5. Unless you **be careful**, the computer **crash**.

b. Now listen and check.

5 Pronunciation

a. **1.25** Listen to this tongue twister.

   If Kate's computer crashes constantly, will Wendy work out why by Wednesday?

b. **1.26** Listen again and repeat. How fast can you say it?

6 Writing and speaking

a. Complete these sentences with your own ideas.

   1. If I wake up early tomorrow, …
   2. If I send an email to my friend, …
   3. If I don't feel well at the weekend, …
   4. If my teacher isn't at school tomorrow, …
   5. If I have enough money, …

b. Work in pairs. Ask and answer to find out your partner's ideas.

   What will you do if you wake up early tomorrow?

   *I'll go swimming. What will you do?*

   *I'll …*

7 Check your English

a. Match the phrases in A with the phrases in B to make complete sentences.

   If I'm hungry later, I'll make a sandwich.

   A
   1. If I'm hungry later, …
   2. If Sarah doesn't reply to my email, …
   3. Unless you walk faster, …
   4. If Ben has enough money, …

   B
   a. he'll buy a computer next month.
   b. we'll be late for the party.
   c. I'll make a sandwich.
   d. I'll phone her.

b. Write the *if* clauses to complete these sentences. Use your own ideas.

   1. If …, I'll go to bed late tonight.
   2. If …, I'll play football tomorrow.
   3. If …, I'll buy a new pair of trainers.
10 Are you a techno wizard?

1 Vocabulary
1.27 Look at the pictures in the quiz. Can you find these things?
   - mobile phone
   - games console
   - MP3 player
   - flat-screen TV
   - video camera

2 Presentation
2.8 Listen and read the quiz. Write down answers about yourself on a piece of paper.

What kind of person are you?

Are you ...

a) a techno wizard?

b) a sports freak?

c) a fashion fiend?

Answer the questions below and find out!

1 If I saw a ghost, I'd ...
   a) film it on my video camera.
   b) play a game of badminton with it.
   c) admire its clothes.

2 If I lost my mobile phone ...
   a) I'd get another one immediately.
   b) I wouldn't notice. I don't phone my friends – I run to their house.
   c) I'd be upset. It was the same colour as my coat!

3 If I met Bill Gates, I'd say ...
   a) 'You're my hero!'
   b) 'Would you like a game of tennis?'
   c) 'You need a new jacket.'

4 If I won 5,000 euros, I'd buy ...
   a) an amazing games console.
   b) a bicycle, a tennis racket, a pair of skis and twenty pairs of trainers.
   c) clothes and shoes.

5 If I were the headteacher at my school, I'd ...
   a) put a flat-screen TV in every classroom.
   b) build a swimming pool in the main hall.
   c) design a cool new school uniform.

6 If I got stuck in a lift, I'd ...
   a) listen to my MP3 player.
   b) climb out of the top of the lift and escape.
   c) design a pair of trousers using the carpet in the lift.

b Ask and answer to find out about a classmate.

What would you do if you saw a ghost?  I’d film it on my video camera.
3 Grammar practice
Choose the correct verb pairs from the box to complete these sentences in the second conditional.

- cycle/be  
- meet/ask  
- have/buy  
- give/spend  
- lose/feel

1. If I ___ five hundred Euros, I ___ a designer jacket.
2. If I ___ to school every day, I ___ very fit.
3. If my parents ___ me some money for my birthday, I ___ it on a computer game.
4. If my friend ___ my mobile phone, I ___ very upset.
5. If I ___ Usain Bolt, I ___ for his autograph.

6 Writing and speaking
a. What would you do in these situations? Write sentences using the second conditional.
   1. If I were a rock star, I'd buy a big house.

b. Work in pairs. Ask and answer to find out what your friends would do. Did you have the same ideas?

What would you do if you were a rock star?

If I were a rock star, I'd buy a big house.

7 Check your English
a. Use the prompts to write second conditional sentences.
   1. If I won €10,000, I'd buy my own zoo.
   2. If I find some money in the street, I'd buy my own zoo.
   3. If I live in England, I speak English very well.
   4. If I have an aeroplane, I fly over the top of Mount Everest.
   5. If I meet Cristiano Ronaldo, I say 'You're a great football player'.

b. Match the words in A to their descriptions in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>flat-screen TV</td>
<td>a. You listen to music on this.</td>
</tr>
<tr>
<td>video recorder</td>
<td>b. You watch TV or films on this.</td>
</tr>
<tr>
<td>MP3 player</td>
<td>c. You make films with this.</td>
</tr>
<tr>
<td>mobile phone</td>
<td>d. You play games on this.</td>
</tr>
<tr>
<td>games console</td>
<td>e. You use this to talk to your friends.</td>
</tr>
</tbody>
</table>

5 Song
Find the song 'If I Had $1,000,000' on page 90.
11 There may be rocket cars ...

1 Presentation

a 1.3 Listen and read. Who thinks what about the future? Write Aggie or Sunil.
1 In the future, we may live in a simpler way and we might not use a lot of modern technology.
2 In the future, technology may be much more advanced, but people might not be very healthy.

Visions of the future

Today we’re looking at the future and asking our readers to make some predictions about what may and what may not happen in the future.

Aggie, aged 14

I think that in the future there will be much faster cars. They might fly through the air like rockets. The roads may be busier in the future, but I think there might be fewer accidents. Children won’t go to school because they will learn at home. There may be online classrooms and children might use webcams to communicate with their teachers. Or we might have robot teachers!

There might be problems with fitness because people may do everything through their computers. Global warming may get worse and this might cause more natural disasters like hurricanes.

Sunil, aged 15

I think that people may turn against technology in the future. They will form small communities and live a simpler eco-friendly way of life. In these communities, people might grow their own food and make their own clothes. They will talk to their neighbours and learn more about their local area.

In my vision of the future, life may be simpler, but we might miss the good things about technology. It may be more difficult to find out information without the Internet!

b What do you think? Whose vision of the future do you prefer – Aggie’s or Sunil’s? Why?

2 Comprehension

Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

Aggie thinks that …
1 … there may be online classrooms. (T)
2 … there might be more accidents in the future. (T)
3 … children might have robot teachers. (T)

Sunil thinks that …
4 … people may not like technology in the future. (T)
5 … people might not talk to their neighbours. (T)
6 … it may be difficult to find out information. (T)
3 Vocabulary
Use these words from the article to complete the sentences below.

- eco-friendly
- global warming
- hurricane
- local

1. Many people believe that pollution causes ______.

2. These bags are ______ because they are made of paper and I can recycle them.

3. The food at our ______ shop is much more expensive than the food at the supermarket.

4. The ______ in New Orleans in 2006 destroyed many houses and killed a lot of people.

4 Grammar practice
Read Aggie's part of the article again and use may/might to answer these questions.

1. Cars may use ordinary roads or they might fly through the air like rockets.

   1. How may cars travel in the future?
   2. What may the classrooms be like?
   3. How might children communicate with their teacher?
   4. Why may there be fitness problems in the future?
   5. What might cause hurricanes in the future?

5 Writing

a. What is your vision of the future? Write notes about your ideas for these things. Think of good and bad things.
   - How might we travel in the future?
   - What might the classrooms of the future look like?
   - What gadgets may change our lives at home?
   - Will we be healthy or unhealthy in the future?

b. Now write sentences about your vision of the future. Put the sentences under Good! or Bad!

   **Good!**
   We may have eco-friendly ______ cars in the future.

   **Bad!**

6 Grammar spot
may or might

The roads may be busier in the future.
Global warming may get worse.
People might grow their own food.

7 Speaking
a. Work in teams of 3 or 4. Make a presentation to the class about your vision of the future. You can use your ideas from Activity 5.

b. Hold a class vote. Which group's vision of the future do you like best?

8 Check your English
Use may or might and the words in the box to complete these sentences.

- information
- eco-friendly
- global warming
- technology

1. We ______ live in ______ houses in the future. They ______ use advanced ______ to produce light and warmth.

2. I think ______ get worse and there ______ be more natural disasters.

3. In the future, our school ______ buy a lot more new computers and then we ______ use the Internet during class to find out ______.
12 Young inventors

1 Reading

a Listen and read about the three inventions. What is special about their inventors?

Three Amazing Inventions

K K Gregory and the Wristies
K K Gregory from Bedford, Massachusetts was ten years old when she was playing outside in the snow. She noticed that her arms were getting very cold. She didn’t want to wear gloves. If you wear gloves, it’s difficult to use your fingers. So she designed a long glove without fingers – the Wristies. With the Wristies, your hands and wrists stay warm and it is still easy to use your fingers. The Wristies are made from a light, warm material and they are now very popular in cold countries.

Keagan Bolibol and the Problem Pad
If your homework had lots of mistakes and looked very messy, your teacher would probably give you a low mark. But with the Problem Pad, you can just wipe off any mistakes in your work and write it again. You might work out the answers to problems lots of times and your homework will still look neat. Keagan Bolibol from Washington State was ten years old when she thought of the Problem Pad. It is a portable whiteboard – similar to the one in a classroom, but you can carry it with you in your bag.

Ashfold School and the Speed Searcher
If you lost your favourite trainers or your mobile phone, you’d be very upset. Now you don’t have to worry. Four boys from Ashfold School in England have invented a clever gadget, the Speed Searcher. You put a tiny computer chip onto your favourite thing, for example, your tennis racket. Then, when you want to find the tennis racket, you use a special computer program. The program has a plan of your house on it. A flashing red light on the plan shows where the tennis racket is.

b Read the article again. Write W (Wristies), P (Problem Pad) or S (Speed Searcher) for each sentence below.

1 It helps you find your things.
2 You use this outside.
3 This is something that you wear.
4 You can do your homework on this.
5 It uses a computer.
6 You can carry this in your schoolbag.
2 Speaking
a Work with two or three classmates. You are going to think of a new invention. Look at these questions and discuss your ideas.
1 What kind of invention is it?
   • Is it something to wear?
   • Is it a game?
   • Is it a piece of sports equipment?
   • Is it something for school?
2 Why is your invention special?
   • What might it do?
   • Why is it different?
   • Who may use it?
3 How will you make it?
   • What materials do you need?

b Now present your ideas to the rest of the class. Use diagrams or draw pictures to help you.

Our invention is an amazing piece of sports equipment. It's called the 'Lazy Ball' and it's for people who don't like exercise! You might use it when you are reading, using the computer or watching TV. ... 

3 Listening
1.34 Look at the poster and listen to this interview with Oliver Bond, a young inventor. Then answer the questions below.

If it rains, you will see perfectly with these amazing SpecWipe glasses! The tiny wipers on the glasses clear away the rain.

SpecWipes are on sale for only £45 at most supermarkets or you can buy them online.

1 How old is Oliver?
2 What was he doing when he first had his idea?
3 What was the weather like?
4 How many SpecWipes has he sold?

4 Writing
a Look at Oliver's poster again and answer these questions.
1 Why are SpecWipes a good idea?
2 How much do they cost?
3 Where can you buy SpecWipes?

b Now, in your groups, design a poster for your invention from Activity 2. Make sure you include information about where to buy your product, how much it costs, and why it is a good idea.

Word search
Find six words in the grid and write them under the correct heading below.

computers  natural disasters  gadgets

h u e n a t  p
t f u d g i r l
w c n e u u i y d w
s a d o f
r g a
m e s
o
x e i p t r g d a
a c r k t m u s e o
g
m a l r r c t u h d y

cy d o e r b s d b e a
Check you can do these things.

1 I can use the first conditional to talk about the consequences of actions.
   a Match the phrases in A to the phrases in B to make sentences.
      A                         B
      1 If I go out in the rain, a you’ll get it tomorrow.
      2 Unless you read the manual, b I won’t go shopping tomorrow.
      3 If I send this letter today, c you won’t understand how to use the program.
      4 If I spend all my money today, d I’ll get wet.

b Use the prompts to write these sentences.
   1 If you eat a lot of chocolate you feel sick
   2 He phone you tomorrow if he not receive your email tonight
   3 We not play football this afternoon if it rain
   4 If you cycle to school every day you get fit

2 I know computer vocabulary.
   Unjumble the words to complete the sentences.
   1 We use a (s e m o u) ______ to point at things on a computer screen.
   2 We use a (n u a l m a) ______ to explain how to use a program.
   3 To (k l c i c) ______ on something, we push a button on the mouse.
   4 The size and shape of the letters in a document is called the (n o f t) ______.
   5 When a computer (s h c a r s e) ______, it stops working.
   6 A (m e t l a p t e) ______ is a prepared design for webpages and documents.

3 I know the names of five gadgets.
   Write the names of these things under the pictures.

   1 m___i___ p___n___
   2 a___s c___o___
   3 ___3 p_____
   4 __l___s__e__n__V
   5 v___e__ c___e__
4 I can use the second conditional to talk about hypothetical situations.
   Complete the sentences with the correct form of the verbs in brackets.
   1 If I ___ (win) a million euros, I ___ (buy) a football team.
   2 If she ___ (have) a computer, she ___ (send) you an email.
   3 If my mum ___ (have) a car, she ___ (drive) us to school every day.
   4 If we ___ (buy) a dog, I ___ (take) it for a walk every day.
   5 If I ___ (know) the answer, I ___ (tell) you.

5 I can use may and might to speculate about the future.
   Make sentences with may or might to describe Katie's thoughts about the future.
Game: What if ...?

To play this game you will need:
- a dice
- three or four counters

![Dice image]

Play in groups of three or four. Throw the dice and move your counter. Answer the question in the circle. If you can’t think of an answer, miss a turn. If you land on an orange circle, follow the instructions.

START HERE
What would you do if ...

- ... your friend didn’t invite you to his/her party?
- ... you saw a ghost?
- ... you met your favourite singer?
- ... you lost your homework?
- ... you broke your mum’s computer?
- ... you found a purse with €100 on the street?
- ... your school closed for a month?
- ... you got lost in the jungle?
- ... you found a big spider in the bath!
Mini project

1. Look at Daniel's poster about his favourite possession. Why does his sister laugh at it?

My favourite possession

- What is it?
  - My favourite possession is my blue hat.

- Where did you get it?
  - I bought it from a clothes shop in Prague.

- How old is it?
  - It's four years old.

- Why do you like it?
  - My sister laughs at my hat because it's not very fashionable, but I really like it! It's really comfortable and in the winter it keeps me really warm.

  Daniel

2. Write about your two favourite possessions. Answer these questions:
   - What is it?
   - Where did you get it?
   - How old is it?
   - Why do you like it?

Include a photo or draw a picture of your favourite possessions.
13 The cake

1 Vocabulary

Find these things in the picture. crumbs cake strawberries slice plate

2 Presentation

a Listen and read. Why didn’t Tom eat two slices of cake in the afternoon?

I ate the last few crumbs of cake and said, ‘Delicious! Thanks Mum.’

My mum smiled proudly and said, ‘I’m glad you liked it.’

My mum cooks well, but the cake she made today was really good: chocolate gateau with strawberries on top. Wow, what a cake! However, my mum likes making cakes, but she doesn’t like eating them. Sometimes I can’t understand my mum.

My dad was finishing his slice ofgateau when he sighed happily and said, ‘That was good - very good.’ There were two slices of cake left on the plate. I looked at them greedily and I was just starting to ask my mum, ‘Can I have another…’ when my dad said quickly, ‘No, let’s have the rest of the cake tomorrow. We’ll enjoy it even more then.’

My dad looked at me suspiciously, stood up, picked up the plate and said, ‘I’ll put the cake in the refrigerator for tomorrow.’ I looked at my dad and thought, ‘Why doesn’t he want more cake now? He loves cake. How can he wait until tomorrow?’ Sometimes I can’t understand my dad either.

I played computer games and watched TV happily for the rest of the day and didn’t think about the cake again until about eleven o’clock that night. I was in bed and was trying to sleep, but every time I closed my eyes all I thought about was the cake. And the more I thought about the cake, the more I thought, ‘I’m hungry. I have to have my second slice of cake tonight!’

I got out of bed quietly and opened my bedroom door. All the lights were off. ‘Good. Mum and Dad are asleep,’ I thought. I walked to the kitchen and opened the door slowly. The light was off, but I saw my father. He was sitting at the table in the dark eating his second slice of chocolate gateau! He looked up at me guiltily and said, ‘Would you like your second slice now, too?’

b Listen again. Then choose the correct phrase to make true sentences.

1 Tom’s mother likes eating cakes/making cakes.
2 Tom wanted/didn’t want a second slice of cake.
3 Tom’s father wanted/didn’t want to save the cake for tomorrow.
4 Tom and his father had their second slice of cake that night/the next day.
3 Grammar practice
What are these people doing? Complete the sentences with these adverbs.

well guiltyly suspiciously quickly quietly

1 He's playing well.

2 He's running _____.

3 She's walking _____.

4 He's looking _____ at his mother.

5 She's looking _____ at the man.

4 Listening and pronunciation
a 1.37 How are they speaking? Listen carefully and match the adverb to the picture.

angrily shyly sadly excitedly politely proudly

1 2 3 4

b 1.38 Listen and check.

c 1.39 Listen again. Try to say the sentences with the same intonation.

I passed the exam.

5 Game
Work with your classmates. Do these things.
1 Look at someone suspiciously.
2 Imagine a cake and look at it greedily.
3 Pick up something from your desk quickly.
4 Put it down slowly.
5 Look at your teacher guiltily.
6 Stand up quietly.
7 Smile proudly.
8 Draw something on the board well.

6 Check your English
How do you do things? Complete the sentences with adverbs.

I speak English well.

1 I speak English _____.
2 I walk to school _____.
3 I run _____.
4 In a library, I speak _____.
5 I cook _____.
14 The story of chocolate

1 Vocabulary
Match these phrases with the pictures.
put into sacks — E
put into sacks  pour into chocolate bar shapes
cut open  leave in the shade  spread out
load onto ships  wrap into banana leaves
put into boxes  add milk and sugar

2 Presentation
a Chocolate is made from cocoa beans. Read the text below about how chocolate is made. The text is in the wrong order. Work with your classmates. Put the story into the right order.
1 2 3 4 5 6 7 8 9

When the chocolate bars are dry, they are put into boxes. Then they are taken to the shops.

When the beans are dry, they are put into large sacks.

Cocoa pods grow on trees. When they are ripe, they are picked by farmers. Then, the cocoa pods are cut open with a big knife.

Then the beans are taken out of the banana leaves and they are spread out in the sun to dry.

After it is mixed, the liquid chocolate is poured into chocolate bar shapes.

The cocoa beans are taken out of the pods and wrapped in banana leaves.

b Listen to the story and check.
3 Comprehension
Choose the correct answer.

1 What is chocolate made from?
   a Cocoa pods
   b Cocoa beans
   c Cocoa trees

2 Where are the cocoa pods picked and cut open?
   a At the port
   b At the chocolate factory
   c On the farm

3 How long are the cocoa beans left in the shade?
   a Two or three days
   b One week
   c About 10 days

4 Where are the cocoa beans roasted and turned into liquid?
   a At the port
   b On the farm
   c At the chocolate factory

5 What is added to the cocoa liquid to make chocolate?
   a Bananas
   b Milk and sugar
   c Cocoa pods

Grammar practice
Look at the pictures in Activity 2. Make sentences with the present passive of the verb in brackets.

Milk and sugar are added.

1 Milk and sugar (add)
2 The banana leaves/in the shade (leave)
3 The sacks/onto ships (load)
4 The chocolate bars/into boxes (put)
5 The beans/into large sacks (put)
6 The cocoa pods/open (cut)
7 The beans/out in the sun (spread)
8 The liquid chocolate/into chocolate bar shapes (pour)
9 The cocoa beans/in banana leaves (wrap)

Grammar spot
Present passive
Chocolate is made from cocoa beans. The liquid chocolate is poured into chocolate bar shapes. The cocoa beans are taken out of the pod.

Grammar page 101

5 Speaking
a Work with a partner. Look at the quiz and discuss the answers.

QUIZ

1 What is a lorry used for? They are used for ...
   a cutting things
   b transporting things
   c making things

2 Where are instructions found? They are found in ...
   a a manual
   b a mouse
   c a font

3 Where are apple trees grown? They are grown in ...
   a an orchard
   b a leisure centre
   c a field

4 Where is money kept? It's kept in a ...
   a tent
   b glove
   c purse

5 When are Wellington boots worn? They are worn in ...
   a sunny weather
   b dry weather
   c wet weather

b Listen to the answers. How many did you and your partner get correct?

6 Writing
a Write three quiz questions about how things are made or used. Use the present passive.

What are sacks used for? They are used for ...
   a writing things
   b carrying things
   c mending things

b Then ask your classmates to answer your questions.

7 Check your English
a Put the words in order to make sentences.
1 are picked/from/cocoa pods/cocoa trees
2 cutting/a knife/for/things/is used
3 to the port/cocoa beans/are taken/in sacks

b Make sentences using these verbs.
1 _____ is/are made of _____
2 _____ is/are used for _____
3 _____ is/are grown in _____.
15 Reporter

1 Vocabulary
Find these people and things in the picture:
- ambulance
- policewoman
- tow truck
- bus driver
- bus passengers

2 Presentation
a 1.43 Listen and read. Whose fault was the accident?

Harry
Did you see what happened?

Eyewitness
Yes, a car crashed into the back of the bus. There was broken glass everywhere on the road.

Was anyone killed?

No, no one was killed. But two passengers on the bus were injured.

Were they taken to hospital?

Yes, they were taken to hospital by ambulance.

What about the car driver? Was he injured?

Eyewitness
No, he wasn’t.

Did the police come?

b 1.43 Listen again. Then read with a classmate.

3 Comprehension
Look at the picture and read the text again. Are these sentences true (T) or false (F)?

1 A bus crashed into a car. T
2 No one was injured. F
3 The bus was stopping. T
4 The car wasn’t damaged. T
Grammar spot
Past passive
Was anyone injured?
They were taken to hospital.
He was questioned by the police.

Grammar page 101

Grammar practice
Use the prompts and the past passive to make sentences.

Two passengers on the bus were injured.
1 Two passengers on the bus/injure
2 They/take/to hospital by ambulance
3 The car driver/injure
4 The car driver/arrest
5 He/question by the police
6 The car/tow away by a truck

My English file
Have you ever seen an accident? Write an interview. Use these questions to help you. Invent an accident if you haven't seen one.

What happened?
Was anyone injured?
Did anyone call the police?
Was anyone arrested?
Was anyone questioned by the police?
Was anything badly damaged?

A: What happened?
B: A boy on his bike crashed into another bike.
A: Was the boy riding fast?
B: Yes, he was.
A: Was anyone injured? ...

Grammar spot
Indefinite pronouns
Was anything badly damaged?
Was anyone injured?
No one was killed.
Someone called the police.
There was broken glass everywhere.

Listening
a Look at the picture. What is the news story about?

b 1.44 Listen. Complete the article with the words in the box.

were rescued were damaged
were closed were taken
spent were flooded were evacuated

Over sixty people 1 ___ from the village of Chulmleigh in Devon last night when their homes 2 ___. Many homes 3 ___ and all roads to the village 4 ___. There was so much water in some places that two people 5 ___ by boat. Most people from the village 6 ___ to Tiverton and 7 ___ the night in a social centre.

Check your English
Can you remember Harry’s news story? Choose the correct verb and find the rest of the sentences in the box below.

1 A car was crashed/crashed into the back of the bus ...
2 Two passengers were injured/injured and were taken/took ...
3 The police were coming/came a few minutes later ...
4 The police were questioned/questioned the car driver ...
5 The car was badly damaged/badly damaged ...

a ... and was towed away by a tow truck.
b ... to hospital by ambulance.
c ... and they took his name and address.
d ... and closed the road.
e ... outside the school yesterday morning.
1. The Great Wall of China is one of the longest structures in the world and is 6700 kilometres long. It was started in around 400 BC and it took over 2000 years to complete. Why was it built?
   a. To stop animals coming into China
   b. To protect the northern frontier of China
   c. To stop people leaving China

2. John Lennon, Paul McCartney, George Harrison and Ringo Starr were once the most famous musicians in the world. They broke up in 1970 shortly after recording one of their greatest hits ‘Let It Be’. What was their band called?
   a. The Who
   b. The Rolling Stones
   c. The Beatles

3. On 20 July 1969 the Apollo 11 Lunar Module landed on the Moon. At 9.56 pm American astronaut, Neil Armstrong became the first human being to step onto the Moon. What did he say?
   a. ‘This is an important day in history.’
   b. ‘That’s one small step for a man, one giant leap for mankind.’
   c. ‘I want to live here.’

4. Platypuses are found in Australia and Tasmania. They are mammals and feed their young with milk. However, they also do one thing that most other mammals in the world don’t do. What is it?
   a. They swim
   b. They fly
   c. They lay eggs

5. Truffles are a type of mushroom and are very expensive. One small truffle can cost over €100. People use dogs to find them and chefs use them in cooking. Where are they found?
   a. Under the ground
   b. On trees
   c. In the sea
2 Listening
1.46 Listen and check your answers to the quiz. How many did you get right?

3 Speaking
a 1.47 Listen to these questions. Find the answers in the quiz in Activity 1.
1 How long is the Great Wall of China?
2 How long did it take to complete?
3 What was the name of one of The Beatles' greatest hits?
4 When did they break up?
5 When did the Apollo 11 Lunar Module land on the Moon?
6 What happened at 9.56 pm?
7 Where are platypuses found?
8 What kind of animals are they?
9 How much can a small truffle cost?
10 What are they used in?

b Work with a classmate. Close your books and take it in turns to ask and answer the questions.

How long is the Great Wall of China?
6700 kilometres.

4 Writing
a Think of a subject for a class General Knowledge Quiz. Write at least three facts about your subject and then write a question. Don't show your classmates.

Ice hockey is one of the fastest sports in the world. It is played in many countries. Russia, Canada, Czech Republic, Slovakia, Sweden, Finland and the USA have some of the best teams. How many players play on a team?

a Seven
b Eleven
c Five

b Now take it in turns to ask your questions. Write the answers to your classmate's questions. You get one point for every correct answer. The player with the most points is the winner.

Charades
Write an adverb of manner on a piece of paper. Don't show your classmates.

angrily

Then hand the piece of paper to a classmate. Your classmate has to mime the adverb for the rest of the class to guess.

Here are some adverbs you can use:
well badly greedily guiltily suspiciously happily quickly slowly quietly loudly proudly angrily shyly excitedly politely

Are you standing angrily?
Correct!
Check you can do these things.

1. I can use adverbs of manner to describe how people do things.
   Find the people in the picture and complete the text with adverbs from the box.
   
   [Box with adverbs: quickly, angrily, slowly, suspiciously, greedily, excitedly]
   
   The two boys are talking **quickly**. The policewoman is looking **angrily** at the two boys.
   The young girl is walking **slowly**. The boy on the bench is eating the burger **excitedly**.
   Two girls are cycling **suspiciously**. The old man is shouting **greedily** at them.

2. I know these verbs which are used to describe processes.
   Match the pictures to the verbs in the box.
   
   [Box with verbs: pour, wrap, roast, mix, pick]
   
   a. [Image of food in oven] **roast**
   b. [Image of flower] **pick**
   c. [Image of food being steamed] **pour**
   d. [Image of paper being folded] **wrap**
   e. [Image of pot being cooked] **mix**
3 I can use the present passive to describe a process.
Complete the story about how chocolate is made using the present passive of the verbs in the brackets.

1 are cut

Cocoa pods are picked from the trees. Then, they 1 (cut) open with a big knife.

The cocoa beans 2 (take) out of the pods and wrapped in banana leaves.

Then the banana leaves 3 (leave) in the shade for one week.

The beans 4 (take) out of the banana leaves and then spread out in the sun to dry.

When the beans are dry, they 5 (put) into large sacks.

The sacks are taken to the port and 6 (load) onto ships. Then the beans are taken to chocolate factories all over the world.

When the cocoa beans arrive at the chocolate factory, the beans 7 (roast). Then they are turned into liquid. Next, milk and sugar 8 (add) and the liquid 9 (mix).

Then the liquid chocolate is 10 (pour) into chocolate bar shapes.

When the chocolate bars are dry, they 11 (put) into boxes. Then they are taken to the shops.

4 I know these verbs which are related to accidents.
Match the verbs in the box with the action in the pictures.

- rescue
- close
- tow
- flood
- crash
- arrest

1 2 3 4 5 6

5 I can use the past passive to talk about a past situation.

a Can you remember Harry's news story? Use the prompts to make sentences using the past passive.

1 No one was killed.

1 no one/kill
2 two passengers/injure
3 hospital/two bus passengers/take/to
4 car driver/not injure
5 the road/close/police
6 the car driver/question/by police
7 the car/badly/damage
8 the car/tow away

Extra reading

Turn to page 94 and read an extract from The Count of Monte Cristo.
Memory game

a  1.48 A detective has to have a good memory. How good is your memory? Listen to the questions. You have three minutes to look at the picture.

1 Is there anyone coming into the hotel?
2 Is there a clock anywhere in the picture?
3 What time is it?
4 Is there anything in the policeman's hand?
5 Is there a bride anywhere in the picture?
6 Is there anything in her hand?
7 What colour are the flowers?
8 Is there anyone laughing?
9 Is there anything in the boy's hand?
10 Is there anything in the girl's hand?
11 How many umbrellas are there in the picture?
12 Where are they?
13 Is there anything on the waitress's tray?
14 What colour is the waitress's uniform?
15 How many suitcases are in the picture?
16 Is there anyone making a phone call?
17 Is there anyone going out of the hotel?
18 Is there a slice of cake anywhere in the picture?
19 Is there anyone coming out of the lift?
20 Is there a dog anywhere in the picture?

b  1.48 Now close your books. Work with a small group of classmates. Listen to the questions again and write your answers.

1 Yes, there is. A policeman is coming into the hotel.

C  1.49 Listen and check your answers. The group with the most correct answers is the winner.
Mini project

1. Read Jack's quiz. Can you complete the sentences?

Who did what? quiz

- Wolfgang Amadeus Mozart
- the Chinese
- Leonardo da Vinci
- William Shakespeare
- Marie and Pierre Curie
- Frank Gehry

1. The Mona Lisa was painted by ...
2. Hamlet was written by ...
3. Fireworks were invented by ...
4. Radium was discovered by ...
5. The Guggenheim Museum in Bilbao was designed by ...
6. The Magic Flute was composed by ...

2. Write your own quiz with these verbs:
   sung, painted, invented, won, discovered, written, designed, composed, made

3. Ask your classmates to write answers to your quiz.
17 Saturday morning chores

1 Picture search

2.21 Last Saturday morning, Super Sue had to do all her chores by 12 o’clock. Listen and find the chores in Picture 1.
1 Make the bed.
2 Take the plates and mugs to the kitchen.
3 Put away her clothes.
4 Close the drawers.
5 Clean the window.
6 Mend the shelves.
7 Empty the bin.
8 Tidy the desk.

2 Presentation

a 2.02 Listen and read the questions. Look at Picture 2. How many chores had Sue done by 12 o’clock?

1 Yes, she had.
1 Had Sue made the bed by 12 o’clock?
2 Had she taken the plates and mugs to the kitchen?
3 Had she put away her clothes?
4 Had she closed the drawers?
5 Had she cleaned the windows?
6 Had Sue mended the shelves?
7 Had she emptied the bin?
8 Had she tidied her desk?

b 2.03 Listen and check your answers.

Grammar spot
Past perfect

Had she made the bed? Yes, she had.
Had she emptied the bin? No, she hadn’t.
She had made the bed.
She hadn’t emptied the bin.
3 Grammar practice
   a What had Sue done by 12 o'clock? Complete the sentences with the past perfect.
      1 She had made the bed.
      2 She hadn't tidied the desk.
      1 She _____ the bed.
      2 She _____ the desk.
      3 She _____ the plates and mugs to the kitchen.
      4 She _____ her clothes.
      5 She _____ the drawers.
      6 She _____ the window.
      7 She _____ the shelves.
      8 She _____ the bin.

   b 2.04 Listen and check.

4 Speaking
   a 2.05 What had you done by half past seven this morning? Listen and think about your answers.
      1 I'd woken up. I hadn't woken up.
      2 I'd cleaned my teeth. I hadn't cleaned my teeth.
      3 I'd eaten breakfast. I hadn't eaten breakfast.
      4 I'd left home to come to school. I hadn't left home.
      5 I'd arrived at school. I hadn't arrived at school.

   b Now work with a classmate. Tell your classmate what you had or hadn't done by half past seven this morning.

   I'd woken up.

5 Game
   a Work with a classmate. Look at the pictures and find more things that had changed. Write your ideas using the words in the box.

   I knew immediately someone had been in my office when I got back there last night. Someone had opened a drawer. Someone had ...

   sat put emptied taken drunk closed switched off
   used opened eaten

   the typewriter some water the bin the shelf
   a drawer a sweet the desk on the chair
   the light a book the cupboard door

   b 2.06 Now listen and check. The winner is the team with the most correct sentences.

6 Check your English
   Write two things you had done by the time your first lesson started today and two things you hadn't done. Use I had ... or I hadn't ....

   1 I had spoken to my classmates.
   2 I hadn't seen my best friend.
18 The sword in the stone

1 Vocabulary
   a 2.07 Listen and find these people and things in the pictures.
      stone knight churchyard armour sword tournament inn

2 Presentation
   a 2.08 Listen and read. Use the pictures to help you understand.

1  No, I should be king.
   King Uther had died and everyone wanted to be the new king. Merlin was worried because he wanted a young boy called Arthur to be king. He had to think of a plan quickly.

2  Take this sword from the stone and you are our new King.
   Merlin took the knights to a churchyard and gave them a challenge. All the knights tried, but they couldn’t take the sword out of the stone.

3  Arthur, run to the inn and fetch my sword.
   Yes, brother.
   Merlin then invited all the knights in England to a tournament. They all had to wear armour and have a sword, but one young knight, Sir Kay, had forgotten his sword.

4  Arthur ran to the inn, but he couldn’t open the door. Someone had locked it. He was very worried. He had to find a sword for his brother. Then he looked around and saw the sword in the stone.

5  Sir Kay and his father were amazed when they saw Arthur with the sword. How had Arthur taken the sword out of the stone?

b Read again. In the last part, why had Arthur’s brother and father knelt down in front of him?

56
3 Comprehension
Work with a classmate. Find the answers to these questions in the story.

**Why was Merlin worried?**

Because he wanted Arthur to be king.

1. In Picture 1...
   Why was Merlin worried?
2. In Picture 2...
   What was Merin's challenge?
3. In Picture 3...
   What had Sir Kay forgotten?
4. In Picture 4...
   Why couldn't Arthur get into the inn?
5. In Picture 5...
   Why were Sir Kay and his father amazed?
6. In Picture 6...
   What could Arthur do easily?

6 Listening

a. Look at the questions and listen.
1. When was Wolfgang born?
2. What could he do by the age of three?
3. What could he do by the time he was four?
4. Where did Wolfgang's father write the difficult piece of music?
5. How long did it take Wolfgang to learn it?
6. Where was his first public concert?

b. Listen again. Then answer the questions with the words in the box.

He was born on 27th January 1756.

Wolfgang's older sister's notebook
half an hour play notes on the harpsichord
27th January 1756 University of Salzburg
play the violin and the organ read music

7 Writing

Use the information from your answers in Activity 6 to write a paragraph about Wolfgang Amadeus Mozart.

Wolfgang Amadeus Mozart was born on 27 January 1756. His father Leopold was a music teacher. ...

8 Song

Find the song While We're Young on page 91.

9 Check your English

a. Write three things you could do when you were five.
   1. I could read.

b. Write three things you had to do last weekend.
   1. I had to tidy my room.

5 Pronunciation

a. Listen and practise saying these words.

knight kneeling sword wrong half talk
biscuit guess crumb climbing ghost hour
watch listen Wednesday handsome

b. Listen and repeat again. What is special about the letters in red?
I've got a very talented family. Look at my sister Helga. She's such a good artist. I wish I could draw as well as her. And the twins, they're amazing. They're brilliant at computer games. I wish I played computer games as well as they do. And my brother Rudolph has invented some amazing things. I wish I had a talent for invention. And my aunt and uncle are also amazing. Listen to them. Cynthia's such a good pianist and Bernard sings like an angel. I wish I was musical. And my grandparents know so much about the world. They've been everywhere. I wish I knew more about the world. And look at my mum and dad. They're such good cooks. I wish I wasn't such a bad cook.

And then there's me. I'm the writer in the family. And this is my first novel.

Grammar spot
*wish + past simple*

- I wish I could draw well.
- I wish I had a talent for invention.
- I wish I wasn't such a bad cook.
Grammar practice

a Use *I wish* and the verb in brackets to complete Mandy’s wishes.

1 (be) musical
2 (have) a talent for invention
3 (know) more about the world
4 (not be) such a bad cook
5 (can) draw well
6 (play) computer games well

b Which wish would you choose? Tell your classmates.

Writing

a Match these wishes to the headings in the survey.

1 Appearance
2 I wish I was taller.
3 I wish I had some new trainers.
4 I wish I could drive.
5 I wish I had a bigger bedroom.
6 I wish I wasn’t so shy.
7 I wish I could play tennis.
8 I wish I didn’t have to get up so early.
9 I wish I knew more English words.

Grammar spot

so, such

so + adjective/adverb
They’re *so* musical.
My grandparents know *so* much about the world.

such + noun
She’s *such* a good artist.
Cynthia’s *such* a good pianist.

Grammar practice

Complete with *so* or *such*.

1 My brother is *so* good at football.
2 It was *so* a horrible day yesterday.
3 I had *such* a bad headache this morning.
4 I had to get up *so* early this morning.
5 You’re *such* a good singer.
6 My best friend is *so* funny.

Study tip

Remembering new words and phrases
Write the new word or phrase you want to remember in a true sentence about yourself.

*I’m a talented skateboarder.
I sing like a frog.
I’m not musical.*

Check your English

a Look at the sentences and turn them into wishes.

1 I haven’t got a mobile phone.
2 I don’t know how to play chess.
3 I can’t ski.
4 I have to tidy my room every week.
5 I’m hungry.
6 I’m not musical.

b Make these sentences stronger with *so* and *such*.

1 *I’m so* tired.
2 He is *a good* dog.
3 It is *a rainy* day.
4 I got *wet in the rain.*
5 We had *a bad meal.*
6 My team played *well.*
The wish

Reading

The pictures show the legend of King Midas. Match the pictures to the parts of the story.

1. The pictures show the legend of King Midas. Match the pictures to the parts of the story.

A. After he had turned everything in his palace to gold, Midas was thirsty and hungry. So he sat at his golden table on his golden chair and his servants brought him a cup of wine and some bread. But when the king touched the cup, the wine turned to gold. And when he touched the bread, it also turned to gold and he couldn't eat it.

B. Dionysus gave King Midas his wish and the king ran quickly around his palace turning everything to gold. Then he ran into the palace gardens and touched his favourite apple tree and it also turned into gold. The king looked at the golden tree and the golden apples and thought, 'Now I'm the happiest man in the world.'

C. Then his servants brought him bread and water. The king touched the cup and this time the water didn't turn to gold. He then picked up a piece of bread and again it didn't turn to gold. The king then drank the water and ate the bread and smiled. 'Now I am the happiest man in the world,' he said to his servants.

D. After two days Midas was so thirsty and hungry. He couldn't eat or drink because everything he touched turned to gold. Dionysus felt sorry for the king and said, 'Go to the river Pactolus and bathe in the water.' The king went to the river and bathed in the water and his wish was washed away.

E. A long time ago, Dionysus asked King Midas what he wished for. Midas thought, 'I want to be the happiest man in the world. What can I wish for?' Then he thought of an idea and said to Dionysus, 'I wish I could turn everything to gold.'

b 2:34 Now listen and check. Then answer these questions about King Midas.
1. What did King Midas wish for?
2. What made him the happiest man in the world?
Listening

Listen to this interview with King Midas. Then answer the questions.

1. Who gave King Midas his wish?
2. Why did he want to turn everything to gold?
3. What happened to his favourite apple tree?
4. Why did Dionysus feel sorry for King Midas?
5. What did he tell King Midas to do?
6. Why was King Midas happy at the end of the story?

Writing

a. Work with your classmates and discuss King Midas's answers to these questions. Write them down.
1. What was your wish?
2. What happened when you touched things in your palace?
3. What did you touch in the garden?
4. Were you happy?
5. Why couldn't you eat or drink?
6. How many days did you not eat or drink?
7. Why did you bathe in the river?
8. What did you ask your servants to bring you after you had bathed in the water?
9. How did you feel after you had eaten the bread and drunk the wine?

b. Then read out your answers. Write the answers on the board.

I wished I could turn everything I touched to gold.

Speaking

Choose one of your classmates to be King Midas. Then take it in turns to ask questions to the king. Use the questions in Activity 3 and also your own questions.

Who gave you the wish?  Why did he give you a wish?

Dionysus  Because he ...

Categories

Play the category game. Play around the class. You have two chances to change the category if you can't think of a word with the next letter of the alphabet. After your two chances, you are 'out'.

The winner is the last one in the game.
Check you can do these things.

1. I can use the past perfect to talk about things that had happened by a time in the past.
   a. What Saturday morning chores had Super Sue done by 12pm? Make questions with the past perfect.
      1 Had she made the bed?
      2 Make the bed.
      3 Take the plates and mugs to the kitchen.
      4 Put away her clothes.
      5 Close the drawers.

   b. Now look at the picture. Then ask and answer the questions.
      Had she made the bed? Yes, she had.

2. I know some irregular past participles.
   Fill in the table with the past participle of the verbs.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>drunk</td>
</tr>
<tr>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>get</td>
<td></td>
</tr>
<tr>
<td>leave</td>
<td></td>
</tr>
<tr>
<td>make</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
</tr>
<tr>
<td>wake</td>
<td></td>
</tr>
</tbody>
</table>

3. I know the story of the Sword in the stone.
   Tell the story. Use the initial letters to help you.

   King Uther had d_____ 1 and everyone wanted to be the new king. Merlin was w_____ 2 because he wanted a young boy called Arthur to be king.
   Merlin t_____ 3 the knights to a churchyard and gave them a challenge. All the knights tried, but they couldn’t take the sword out of the s_____ 4.
   Merlin then i_____ 5 all the knights in England to a t_____ 6. They all had to wear a_____ 7 and have a sword, but one young knight, Sir Kay, had f_____ 8 his sword.
   Arthur ran to the i_____ 9 to fetch his brother’s sword, but he couldn’t open the door. He h_____ 10 to find a s_____ 11 for his brother. Then he looked around and saw the sword in the stone.
   Sir Kay and his father were a_____ 12 when they saw Arthur with the sword. How had Arthur t_____ 13 the sword f_____ 14 the stone?

   They w_____ 15 back to the churchyard and Arthur put the sword back into the stone and then t_____ 16 it out again e_____ 17.
4 I know how to use past modals *could* and *had to*. Complete the sentences with *could* and *had to*.
1. *By the time Mozart was four he could play the violin.*
   1. By the time Mozart was four he *could* play the violin.
2. Marie *did* chores yesterday.
3. Bobby *studied* English last night.
4. The knights *pulled* the sword out of the stone.
5. John *rode* a bike when he was three.

5 I can make wishes using *wish* and the past simple.
Can you remember Mandy's six wishes? Make sentences with *I wish* and the past simple.

"I wish I *could* draw as well as Helga.

1. can/draw as well as Helga
2. play/computer games as well as the twins
3. have/a talent for invention
4. be/musical
5. know/more about the world
6. be not/such a bad cook

6 I know how to use *so* and *such*.
Choose the correct word.
1. Yesterday's homework was *so/such* hard.
2. I'm *so/such* a bad singer.
3. My sister has *so/such* a good mobile phone.
4. I'm *so/such* happy.
1. **Mime game**
Choose a verb from the box to mime or act out.
Can your classmates guess the word?
rescue tidy crash put away mend argue wake up
fetch pull kneel pick up spread out pour

2. **Picture puzzle**
What are things called? Unjumble the letters. Use the pictures to help you.

- **1. rcdwso**
- **2. degeh**
- **3. aegms iceoons**
- **4. pocilreteh**
- **5. necef**
- **6. rteytpiewr**
- **7. stegggo**
- **8. subcrm**
- **9. oocca ebash**
3 Word pyramid
Complete the pyramid with the words in the box.

1 Animal  __________
2 School    __________
3 Sports    __________
4 Meals     __________
5 Occupations __________
6 Places     __________
7 Feelings   __________

hospital excited dinner pianist farm cricket homework upset church library suspicious factory artist lunch badminton breakfast relieved cinema exam pleased cook scared cow karate snack writer singer proud

4 Connections
Match the words in A with the pictures in B. Use the initials to help you. Write a phrase.

1 empty the bin

1 empty  a the l__
2 spend    b a c__
3 wrap     c a b__
4 vacuum   d a q__
5 blow up  e a p__
6 decorate f m__
7 tow away g the b__
8 answer   h the c__
9 switch off i a c__

Mini project
1 Read Doug's interview. What do you know about Robin Hood?

Interview with Robin Hood
Where did you live?
I lived in Sherwood Forest in England.

What were you good at?
I was good at shooting with a bow and arrow.

Who was your enemy?
The Sheriff of Nottingham.

Why was he your enemy?
He was very cruel and he took money from poor people.

What did you do?
I robbed the Sheriff of Nottingham and gave the money back to the poor people.

Did you do this on your own?
No, I had lots of friends. I called them my Merry Men.

What colour clothes did you wear?
Green – so the Sheriff of Nottingham’s soldiers couldn’t see us in the forest.

2 Write an interview with a famous character from a book or film.

3 Read your classmate’s interviews.
21 An innocent man

1 Presentation
2.16 Listen and read the article. Choose the best summary of the story.

a A man tried to break into his own house.
b The police arrested a quiet burglar.
c A burglar’s neighbour called the police.

Police in Leicester apologised this morning after they arrested an innocent man.

PC Trudge was driving past Paul Indigo’s house last night, when he saw a man on a ladder by the side of the house. ‘I shouted at the man,’ said PC Trudge, ‘but he didn’t reply.’ So PC Trudge arrested him for burglary and took him to the cells at the police station. But later Mr Indigo said that it was his house. He told PC Trudge that he had taken his dog for a walk and had lost his keys. He said that he hadn’t come down the ladder because he hadn’t heard PC Trudge.

Mr Indigo’s neighbour, Mavis Bucket, later found the keys in her front garden. She told our reporter that Mr Indigo was a very quiet man but also rather forgetful. She said that he had lost his keys several times before. Mr Indigo said that he was trying to become more organised.

2 Vocabulary
The words in column A all appear in the article. Match the words in A to the definitions in B.

A       B
1 arrest a police officer
2 apologise b not guilty of a crime
3 PC c stealing from someone’s house
4 innocent d say that you are sorry
5 burglary e small rooms for prisoners
6 cells f take someone to a police station

3 Comprehension
Read the article again. Are the sentences true (T) or false (F)?
1 PC Trudge was climbing a ladder.
2 Mr Indigo was a burglar.
3 Mr Indigo had lost his keys.
4 Mrs Bucket found the keys.
5 Mr Indigo had never lost his keys before.
6 Mr Indigo is trying to become more organised.
Grammar spot
Direct and reported speech

Direct speech
'It's my house.'
'I've lost my keys.'

Reported speech
Mr Indigo said that it was his house.
He told PC Trudge that he had lost his keys.

Grammar practice
This is what Mr Indigo said to the police. Find reported speech sentences from the article to match the sentences below.
1 Mr Indigo said that it was his house.
2 'It's my house.'
3 'I took my dog for a walk.'
4 'I didn't hear PC Trudge.'
5 'I'm trying to become more organised.'

Listening
a 218 Now listen to the rest of the interview and complete the sentences below.
Reporter Really?
Mrs Bucket Yes. And he always 1 me with my 2 . Last year he 3 three beautiful 4 trees in my garden for me.
Reporter Has he lived here a long time?
Mrs Bucket Oh, let me see ... Yes, he's 5 here for 6 years. Before that he 7 in 8 . He 9 English in a school in Lisbon. And next year he's 10 to Italy. I 11 very sad when Mr Indigo goes. He's such a lovely man!

Writing
Use the information from Activity 6 to write the second part of the report.
Mrs Bucket said that Mr Indigo always helped her with her garden ...

Check your English
Choose the correct words to make reported speech sentences.
1 He said that he had lost his keys again.
1 'I have lost my keys again.'
He said that he had/has lost his keys again.
2 'Sarah helped me.'
He told me that Sarah had helped/helped him.
3 'We're going to Spain.'
They said that they were/are going to Spain.
4 'Paul has lived in London for twelve years.'
She said that Paul has/had lived in London for twelve years.
5 'I eat breakfast every morning.'
She said that she ate/eats breakfast every morning.
22 An argument

1 Presentation
   a  2.19 Listen and read. Where are Harry and Gavin?

   Gavin Hi Harry, you’re late.
   Harry Yeah, sorry Gavin, I’ve just had a really big argument with my mum.
   Gavin What about?
   Harry Well, first she asked me if I’d tidied my room and of course ...
   Gavin ... of course you hadn’t!
   Harry Exactly! So she was really annoyed with me about that. She told me that I couldn’t have any pocket money this week.
   Gavin Oh dear.
   Harry And then she asked if I’d done my homework yet, and I told her that I hadn’t. She asked if I was doing it tonight, so I explained that I was seeing you tonight.
   Gavin Uh oh! Don’t blame it on me!
   Harry Yeah, well, she asked me where we were meeting, and I told her outside the cinema.
   Gavin OK.
   Harry So then she asked me what film we were going to see, and I replied that it was the new Matt Damon film and ...
   Gavin And?
   Harry’s mum And, I decided to come with you. I love Matt Damon. And Harry, you’re going to get up at 6 am tomorrow morning and tidy your room and do your homework!

   b  2.19 Listen again. Then read the dialogue with a classmate.

2 Comprehension
   Read the dialogue again. Are these sentences true (T) or false (F)? Correct the false sentences.
   1 Harry is late because he had to tidy his room.  
   2 Harry will get his pocket money this week.  
   3 Harry is going to do his homework tonight. 
   4 Harry’s mum is going to see the film with Harry and Gavin.  
   5 Harry is going to get up early tomorrow morning.
Grammar practice

a Use the information from the dialogue in Activity 1 to complete this conversation between Harry and his mum.

1 Harry, have you tidied your room?
Mum Harry, have/had you tidied your room?
Harry Er, sorry, no I haven’t.
Mum Oh Harry, really!! Well, you can’t have any pocket money this week.
Harry Oh no!
Mum And what about your homework? Have/had you done your homework yet?
Harry Um. No, not yet.
Mum Are you doing it tonight?
Harry Oh, I can’t do it tonight, Mum. I’m seeing Gavin tonight.
Mum Where are you meeting him?
Harry Outside the cinema.
Mum So, what film are/were you going to see?
Harry It’s the new Matt Damon film.
Mum The new Matt Damon film! Oooh, I love Matt Damon. I’m coming with you!
Harry Oh, Mum!

b 2.20 Listen and check.

Speaking

Work in pairs. Role play an argument!

Student A: You are Mum/Dad. You are angry because your son/daughter is late back from school. Ask questions to find out where he/she was.

Student B: You are the son/daughter. You are late back from school. Think of reasons why.

Why are you so late?

Sorry, Mum. I missed the bus.

Why did you miss the bus?

Writing

Now write an email about the argument in Activity 5.

Hi Ben,
How are you? I’m in a bad mood today. I had an argument with my mum. She asked me why I was so late. I said that …

Check your English

Choose the correct words to complete these sentences.

1 Harry’s mum asked/told him if he had tidied his room.
2 She asked if he had done/did his homework.
3 She asked what he was doing/does tonight.
4 Harry explained/told that he was going to the cinema with Gavin.
5 She replied that him/she was coming too.
23 How to beat the bullies

1 Vocabulary
2.23 Listen. Match the verbs with the pictures.
- trip someone up
- laugh at someone
- tease someone
- shout at someone
- steal something

1. Some boys tried to get money from this person. Sandy/Rashid/Jim
2. One boy laughed at this person on the way to school. Sandy/Rashid/Jim
3. Some girls stole things from this person. Sandy/Rashid/Jim

2 Presentation
2.24 Listen and read. Who had these problems? Choose the correct name.

Sandy
When we moved house, I started at a new school. I didn’t have any friends because I was very shy. Then a couple of girls started to steal things from me. It was just small stuff, but it was really horrible. Fortunately, the teacher caught them one morning and they got into a lot of trouble. She told them to return my stuff and she watched them carefully for the next few weeks. After that things got much better.

Rashid
My problems were on the school bus. There was one boy who really hated me. He always tried to trip me up and laughed at me. One day I told my dad what had happened. Then I asked my dad to come on the school bus with me. He spoke to the bus driver and told him to watch out for me. Now everything is fine.

Jim
I hated break time at school. The same group of boys always teased me. Sometimes they shouted horrible things at me. I tried to hide from them, but it was impossible. They asked me to give them money and they told me to do their homework. Finally, I spoke to my older brother, Frank, about it. The next day Frank told them not to bully me. They never bothered me again.
3 Comprehension
Read the article again and answer the questions.
1. Why didn’t Sandy have any friends?
2. Why did the girls get into trouble?
3. Why did Rashid tell his dad about his problems?
4. What did his dad do?
5. Why did Jim hate break time?
6. Who helped Jim?

4 Grammar practice
Use the correct form of the verbs in brackets to complete Penny’s story.
1. I told them not to tease me.
Some boys at school started to tease me because I’m very tall for my age. I told them not to tease me, but they didn’t listen. My dad told them not to tell me and ignore them. I asked my dad to come on the school bus with me.

Grammar spot
Reporting commands and requests
Frank told them not to bully me.
They told me to do their homework.
I asked my dad to come on the school bus with me.

Grammar page 102-103

5 Listening
a. Look at the picture story. Match the sentences to the pictures.

1. I asked my teacher to help me. He told the bullies to stop.
2. At break the boys kicked a football at me. I asked them to stop.
3. I asked school. I was good at Maths but some boys teased me.
4. Now I’ve got lots of friends and the bullies teased me alone.

b. 2.29 Now listen to Richard and fill in the missing words.
c. 2.29 Listen again and check.

6 Writing
Design an anti-bullying poster. Include the following information:
- What do bullies do?
(tell a friend/talk to them)
- What can you do if you are bullied?
(tell a teacher/talk to your mum or dad)

Say no to bullies!
Bullies can...
- shout at you
- tease you
- steal your things
But you can stop the bullies!

7 Check your English
Report the instructions. (say in their own words)
1. ‘You should talk to your teacher.’
   She told me to...
2. ‘Don’t laugh at her.’
   He told them...
3. ‘Please walk to school with me.’
   She asked her dad...
4. ‘Give us your phone!’
   They asked me...
Barack Obama became the first African-American President of the USA on 20 January 2009. He is one of the most powerful people in the world. But his early life was quite difficult. He was born in 1961 in Hawaii. His mother was from Kansas in the United States. His father was from Kenya. When Obama was just two years old, his father returned to Kenya. Obama only ever saw his father again once, when Barack was ten years old.

Obama's mother remarried and in 1967 the family moved to Indonesia. Obama lived in Indonesia for four years. Then his mother wanted him to go to school in the USA, so he went to live with his grandparents in Hawaii. However, although he enjoyed school, he had his first experience of racism there. When he was just ten years old, a boy asked him if his father ate people!

Obama's mother got divorced from her second husband and returned to Hawaii in 1972. In a speech in 2008, Obama said that he was proud of his mother because she had looked after him on her own. As he got older, he started to ask more questions about his identity. He went to a good school, but sometimes it was strange for him because there were very few black students there. He got into trouble at high school. His mother talked to him and told him to work harder.

He listened to her advice, worked hard and went to Occidental College in Los Angeles in 1979 and then Columbia University in New York in 1981. Barack Obama didn't have an easy childhood, and sometimes he had problems at school, but he didn't give up. For many people, Barack Obama is a symbol of the American dream.

b Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.
1. Obama's father died when Obama was ten years old.
2. Obama moved back to Hawaii in 1971 because his mother wanted him to go to school there.
4. Obama had some problems at high school.
5. Obama went to university in Hawaii.

c Can you remember? Try to complete the timeline below without looking at the article. Then read the article to check your answers.

1961 Barack Obama was born.
1963 Barack's father... 
1967 Barack's family... 
1971 Barack's mother... 
1972 Barack's mother... 
1979 Barack... 
1981 Barack... 
2009 Barack Obama became the first African-American President of the USA.
2 Speaking

a. Write a timeline for the important dates in your life.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>I was born.</td>
</tr>
<tr>
<td>2001</td>
<td>My family moved to Madrid.</td>
</tr>
<tr>
<td>2003</td>
<td>I fell off my bike and broke my leg.</td>
</tr>
<tr>
<td>2005</td>
<td>I went to Cyprus on holiday.</td>
</tr>
<tr>
<td>2008</td>
<td>My grandfather died.</td>
</tr>
<tr>
<td>2009</td>
<td>My father got a new job.</td>
</tr>
</tbody>
</table>

b. Write the dates again on another piece of paper. Swap the dates with a partner. Look at your partner's dates. Ask and answer questions.

3 Listening

a. JK Rowling is the author of the Harry Potter books. Listen to these facts about her early life and complete the timeline.

- 1965 JK Rowling was born.
- 1971 She wrote her first story. It was about a 3-year-old girl. Her family moved to Wales.
- 1976 She started Wyedean School.
- 1983 She went to 4th year in Exeter, where she studied 5 subjects.
- 6th year she had the idea for the first Harry Potter book on a 7-hour train journey from Manchester to 8th year.
- 1992 She got 9th year.
- 1993 She had a daughter, Jessica, and she got 10th year.
- 11th year Harry Potter and the Philosopher's Stone was published.

b. Listen again and check.

4 Writing

Use your timeline from Activity 2 to write an article about yourself.

I was born in 1996. In 2001, my family moved to Madrid. Then, ...

Study tip

Try to learn at least ten new English words every week. Use different ways of learning the words:

- draw pictures
- write the words lots of times on a piece of paper
- say the words aloud every morning and every evening
- make up a story with the new words in it.

Who said what?

Look at the reported speech sentences in column A and match them to the people in column B.

A
1. She asked me where my homework was.
2. He told me to cross the road at the pedestrian crossing.
3. He asked me where my ticket was.
4. He asked me to open my mouth.
5. She asked me what food and drink I wanted.
6. She told me that she was going to arrest me.
7. He told me to switch it off and then on again.
8. She told me to take the medicine three times a day.

B
a. computer expert
b. doctor
c. dentist
d. ticket inspector
e. teacher
f. waitress
g. traffic warden
h. police officer
Review

Check you can do these things.

1 I can report what people say.
   a Put these reported speech sentences into direct speech.
      1 I saw a strange man outside my house.
         ‘I ______.’
      2 He said he was going to move to Russia.
         ‘I ______.’
      3 Sarah said that she was doing her homework.
         ‘I ______.’
      4 He said he lived in a small house in the country.
         ‘I ______.’
      5 They said they didn’t want to go shopping.
         ‘We ______.’
      6 Bill said he was trying to learn how to play the guitar.
         ‘I ______.’

   b Put these direct speech sentences into reported speech.
      1 ‘We haven’t spoken to our neighbours for three weeks.’
         They said ______.
      2 ‘She doesn’t like dogs but she likes cats.’
         He said ______.
      3 ‘I sent you an email yesterday.’
         She told me that ______.
      4 ‘We are having lunch at our uncle’s house.’
         They said ______.
      5 ‘I can ride a horse but I can’t ride a bike.’
         He said ______.
      6 ‘They didn’t take his bag.’
         She said ______.

2 I know words connected with crime.

Find five ‘crime’ words in the word grid.

```
  w i n n o c e n t
  h e n a i e f l n
  a b u r g l a r y
  l l y r f l i n i
  s h t e h s i s p
  r o j s e z p c t
  i w t l l g o t
```
3 I can report what people ask.
Can you remember what Harry's mum asked him? Look at the speech bubbles and write reported questions.
1 Harry's mum asked him if he'd tidied his room.

Have you tidied your room?
1 Harry's mum asked him _____.

Have you done your homework?
2 She asked him _____.

Where are you meeting Gavin?
4 She asked him _____.

Are you going to do your homework tonight?
3 She asked him _____.

What film are you going to see?
5 She asked him _____.

4 I know words for things that bullies do.
Complete the verbs below each picture.

1 s____ t a____ someone
2 r____ p someone u____
3 t____ s____ someone

4 l____ g____ someone
5 t____ l something

5 I can report instructions and requests.
Use the prompts to write sentences in reported speech.
1 He told me to give him my bag.
1 he/tell/me/give him/my bag.
2 she/ask/me/help her/with her homework.
3 she/tell/us/be quiet/in the library.
4 my dad/tell/me/talk/to the teacher/about my problems.
5 my friends/ask/me/walk/to the park/with them.

Extra reading
Turn to page 96 and read an extract from The Secret Garden.
**Murder at Muldoon Manor**

Listen and read. What are the names of the three suspects?

**Narrator**
Last night there was a murder at Muldoon Manor. Someone shot Lord Muldoon as he was getting ready for bed. Inspector Spark and Constable Sparrow are discussing the case.

**Spark**
Right, Constable Sparrow. Have you interviewed all the suspects?

**Sparrow**
Yes, Inspector Spark, I have. There are three suspects and I've spoken to all of them.

**Spark**
And what did they have to say?

**Sparrow**
First of all, I spoke to Rosie, the cook. I asked her what she was doing at eleven o'clock last night. She said that she was doing the washing-up.

**Spark**
Doing the washing-up. Mmm hmm. And does she have an alibi?

**Sparrow**
Yes, sir, she does. That's my second suspect, John Muldoon.

**Spark**

**Sparrow**
That's right. Well John Muldoon told me that he was in the kitchen last night between half past ten and half past eleven.

**Spark**
And what was he doing there?

**Sparrow**
He said that he was chatting to Rosie.

**Spark**
Really! Chatting to the cook. Tell me, Sparrow, how old is Rosie?

**Sparrow**
Oh, she's in her early twenties. She's a very pretty young lady. I think John Muldoon is rather keen on young Rosie, sir.

**Spark**
Quite. Hmm. Now what about that third suspect?

**Sparrow**
Old Ben Grundy. He's the gardener. He told me that he was already in bed at eleven o'clock.

**Spark**
Was he asleep?

**Sparrow**
No, sir, he wasn't asleep. He said he was listening to the radio. He told me that he had heard a loud bang at exactly eleven o'clock last night.

**Spark**
And how was he so sure of the time?

**Sparrow**
Ah, well, he said that the eleven o'clock news had just started on the radio.

**Spark**
Interesting. So... what's your theory, Sparrow? Who's telling the truth? Who shot Lord Muldoon?
Mini project

1 Read Sarah’s survey. How would you answer the questions?

Do teenagers watch too much TV?

- Yes, they watch too much TV. 24 students
- No, I think the amount is about right. 18 students
- No, they should watch more TV!! 6 students

I asked forty-eight students in my school for their opinion on the question ‘Do teenagers watch too much TV?’

Twenty-four students said that they thought teenagers watched too much TV.
Eighteen students said that they thought the amount was about right.
Six students said that they thought teenagers should watch more TV.

Sarah

2 Now make up your own survey. Think of a question to ask your classmates.
- make a note of their answers
- draw a bar chart to show the results
- write sentences to explain the bar chart

Glossary

murder  - the crime of killing someone
to shoot  - to hit someone with a bullet from a gun
suspect  - a person who might be guilty of a crime
alibi  - a way to show that you aren’t guilty of a crime

b Work in pairs. What do you think? Who shot Lord Muldoon?

c 29 Now listen and read the last part of the play. Did you guess correctly?

Sparrow  - Well Inspector, it’s not difficult to guess. It was John Muldoon and Rosie Fletcher. They wanted to get married. But Lord Muldoon said that they couldn’t. He didn’t want his son to marry a cook.

Spark  - So they shot Lord Muldoon and then they said that they were in the kitchen at the time of the murder.

Sparrow  - Yes, sir.

Ben  - No, you’re wrong. You’re both wrong.

Spark  - What? Who are you?

Ben  - I’m Ben Grundy. I’m the gardener and Rosie is my daughter. She and John didn’t kill Lord Muldoon. It was me. I was so angry with Lord Muldoon. He said that my beautiful daughter wasn’t good enough for his family! So I shot him.
25 Summer holiday plans

1 Presentation

Listen and read the dialogue. Match the friends to the pictures of holiday places below.

Harry Just two weeks to go until the summer holidays!
Anna What are your plans?
Harry Well, my mum and dad both love learning about history and archaeology, so we’re going to visit an archaeological dig in Suffolk for a couple of weeks.
Jess You’re kidding me! You are going to spend two weeks digging in mud with a load of archaeologists?
Harry It’s quite fun, actually. I like doing outdoor stuff. And in the evenings we’re going to have barbecues together and stay up late...
Anna Well, I hate camping. I wouldn’t like to spend my holiday in a tent in the mud.
Harry So what are you doing in the holidays?
Anna Jess and I are going to visit my cousin Tania in Newquay, Cornwall. We all really enjoy hanging out on the beach and we want to learn how to surf.

Gavin Now, you see, I don’t mind surfing but I don’t like spending hours on the beach. I get bored. I’m going to Ghana and staying with Mum and Dad at a cocoa bean plantation.
Jess Wow!
Gavin I know! It’ll be great to see Mum and Dad again, of course. I hope to visit Accra and the Aburi mountains and I’d like to look around the plantation.
Harry Do you think there’s space in your suitcase for three friends? Ghana sounds more exciting than a campsite in Suffolk.
Anna ... or even a beach in Cornwall!
Gavin Sorry, guys! I’m travelling alone.

2 Comprehension

Read the dialogue again. Who ... 
1 ... loves learning about history?
2 ... likes doing outdoor stuff?
3 ... hates camping?
4 ... is going to learn how to surf?
5 ... would like to look around a plantation?

Real English

You’re kidding me!
a load of ...
actually
you see, ...
Sorry, guys!
Grammar spot
Gerunds and infinitives

Gerunds
They love learning about history.
I hate camping.
We all enjoy hanging out on the beach.

Infinitives
I'd like to look around the plantation.
We want to learn how to surf.
I hope to visit Acera.

Grammar practice
Choose the correct option to complete these sentences.

1. Anna and Jess want to visit/visiting Anna's cousin in Cornwall.
2. Harry enjoys to camp/camping.
3. Gavin wouldn't like to spend/spending hours on the beach.
4. Harry's parents would like to study/studying archaeology.
5. Harry hates to stay/staying indoors during the summer.

Listening
a. Listen to Anna and Jess. Which places does Anna want to visit on her holiday to Cornwall?

- The beach in Newquay
- Tate, St Ives
- Shops in Penzance
- The Savoy cinema in Penzance

b. Listen again and complete these notes about Anna's plans.

Anna's holiday plans...
1. She hopes ___ on the beach.
2. She hates ___ museums and art galleries.
3. She would like ___ Penzance for the day.
4. She likes ___ films.
5. She wants ___ Kate Winslet film.

Pronunciation
/ɪ/ or /ɪː/

a. Listen. Which word do you hear?
1. ran/rang
2. thin/thing
3. win/wing
4. sun/sung
5. kin/king

b. Listen again and repeat the words.

Speaking

like: skiing, eating good food
hate: sitting on the beach
hope to: learn how to snowboard
would like to: visit my aunt in the mountains

b. Work in pairs. Ask and answer to find out about your partner's plans.

What would you like to do on holiday?

I'd like to visit my aunt in the mountains.

Check your English
Use the correct form of the verbs in the box to complete these sentences.

swim, spend, have, camp, visit, fly

1. I don't want ___ hours in a museum.
2. Katie enjoys ___ and she bought a new tent last year.
3. My mum and dad would like ___ to Paris in the summer.
4. We hope ___ our friends in Greece soon.
5. Henry hates ____, so he doesn't want ___ a beach holiday.
26 Words from around the world

1 Presentation
a Work with a classmate. Complete the quiz.

Definitions quiz
Match the definitions to the pictures.

- A didgeridoo
- A curry
- A doggy bag
- A kilt
- A samovar
- A fjord

- A An American expression for a bag or a box which you take home from a restaurant, containing the food you did not finish eating.
- B A traditional Scottish skirt that is worn by men.
- C Actors who work in the Indian film industry.
- D A long narrow section of sea between high rocks which is found especially on the coast of Norway.
- E An Indian meal that is made of meat, fish or vegetables cooked in a hot spicy sauce and usually served with rice.
- F Guards at the Tower of London who wear a red uniform and black hat.
- G A large metal container which is used in Russia for making tea.
- H A traditional Australian musical instrument which you blow into.

b Listen to the answers. How many did you get right?

2 Comprehension
a Listen and think about your answers.
1 Where can you see beefeaters in London?
2 Do people ask for doggy bags in your country?
3 Which country is famous for its fjords?
4 Have you ever seen a Bollywood film?
5 Do people use samovars to make tea in your country?
6 Have you ever heard a didgeridoo?
7 Have you ever had a curry?
8 Have you ever seen a man wearing a kilt?

b Then ask and answer the questions with a classmate.

Grammar spot
Relative pronouns: who, which

Actors who work in the Indian film industry.
A traditional Scottish skirt which is worn by men.

You can also use that instead of which.
A traditional Scottish skirt that is worn by men.
3 Grammar practice
Match the words in A with the words in B and make definitions with who and which.

1 Pocket money is money which you get from your parents every week.

A
1 Pocket money is money
2 An instructor is someone
3 Chores are jobs
4 A fussy person is someone
5 A burglar is someone

B
a you get from your parents every week.
b breaks into a building.
c you do in the house to help your parents.
d is only happy when they get things they like or want.
e shows you how to do things.

5 Vocabulary
Work in small teams. Read the definitions. What are the words? Use the initial letters to help you. Write your answers.

1 Armour
1 Metal clothing which soldiers wore in the past. A____
2 Someone who travels in a train, ship, plane, car, bus, etc. but is not the driver. A p____
3 A book which has instructions in it on how to do things. A m____
4 Someone who flies into space in a spacecraft. An a____
5 Someone who cooks, cleans and does other work in someone else's home. A s____

6 Check your English
Complete the clues with who or which. Then complete the crossword.

1 A person ____ comes from Australia.
2 A person ____ is only happy when he or she gets what she wants.
3 A meal ____ you have in the morning.
4 Something ____ you wear over your eyes when you go swimming.
5 Someone ____ brings you food in a restaurant.
6 Someone ____ you go to if you have a problem with your teeth.
7 Someone ____ thinks of new machines.
8 A boat ____ transports people and cars across a river or a sea.
9 Something ____ you wear over your face to hide it.

Study tip
Use a dictionary to help you understand difficult words.

pocket money noun [U] British money that parents regularly give to their children

4 Speaking

a (239) Listen to Harry, Jess and Anna playing the True or False game.

I know a boy who can speak three languages.

Yes, you're right.

b Write four sentences with who/which. Make two sentences true and two false. Don't show your classmates.

I know a boy who can wiggle his ears.
I've seen a dog which has only got three legs.
I've got a neighbour who is over 100 years old.
I've been to a cinema which has twenty screens.

c Now play the game. Read out your sentences. Can your classmates guess if they are true or false?
**27 Stories and legends**

**1 Presentation**

a. 236. Listen and read. Find answers to these questions.

1. Who thought of the idea of the wooden horse?
2. Who designed the horse?
3. Who built the horse?
4. Who pulled the horse to the city of Troy?

---

**The Trojan Horse**

The Greeks were at war with the Trojans. The Greeks had waited outside the city of Troy for ten long years. They were tired of the war and wanted to go home to Greece. Then one day the Greek King, Odysseus, had an idea.

Odysseus spoke to an architect called Epeius and asked him to design a giant wooden horse. Odysseus then ordered his slaves to build the horse in the forest. When the horse was finished, Odysseus ordered his soldiers to pull the horse to the city. The Greeks did this very quietly at night so the Trojans couldn’t hear or see what they were doing.

The next morning the Trojans were amazed to see the giant wooden horse outside their city gates. Then they saw the Greek ships sailing away and thought that the war was over. The Trojans began to celebrate and pulled the giant horse into the city. They thought the horse was a gift left for them by the Greeks.

That night a secret door opened at the front of the giant horse, and Odysseus and twenty-nine of his best soldiers climbed out of it. They then opened the city gates and the rest of the Greek army entered Troy. The Greeks had won the war.

---

b. Work with a classmate and ask and answer the questions in Part a.

**2 Vocabulary**

Read again and find these words. Do you understand or can you guess their meaning?

- war
- architect
- design
- giant
- ordered
- slaves
- celebrate
- gift
- secret
- army

---

**Grammar spot**

Subject and object questions

**Asking about the subject**

Who thought of the idea of the wooden horse?

**Asking about the object**

Who did Odysseus ask to design the horse?
Grammar practice

a. Choose the correct word.
1. Who did Odysseus asked/ask to design the horse?
2. Who designed/design the horse?
3. Who did Odysseus ordered/order to build the horse?
4. Who built/build the horse?
5. Who did Odysseus ordered/order to pull the horse to the city?
6. Who pulled/pull the horse to the city?

b. Work with a classmate and ask and answer the questions.

Who did Odysseus ask to design the horse?  
Epeius.

Listening and reading

a. Work in a small team. Listen and read the quiz. Discuss your answers.

Stories and legends quiz

1. Who shot this arrow?
   A. Don Quixote  B. Robin Hood  C. William Tell
2. Who did the Genie give three wishes to?
   A. Goliath  B. Aladdin  C. Count Dracula
3. Who slept in a coffin during the day?
   A. Count Dracula  B. Robin Hood  C. Frankenstein
4. Who did Don Quixote think the windmills were?
   A. Monsters  B. Giants  C. Soldiers
5. Who did David kill?
   A. Odysseus  B. Goliath  C. William Tell
6. Who created this monster?
   A. Count Dracula  B. Superman  C. Frankenstein

b. Listen to the answers. How many did you get correct?

Writing

a. Choose a character from a story or legend you know. Write some interview questions to ask this person. Make sure you know the answers.

David
Why did you choose the sling and not the sword?
Who did you fight?

b. Give your questions to a classmate and interview each other. You play your character.

Song

Find the song Just the Way You Are on page 91.

Check your English

a. Write true answers to these questions.
1. Who spoke to you today?
2. Who did you speak to today?
3. Who asked you a question today?
4. Who did you ask a question to today?

b. Make questions to follow the statements.
1. Who spoke to you?
2. Someone spoke to me. Who...
3. He said something. What...
4. Someone helped me. Who...
5. She gave me something. What...
6. Something made a noise. What...
7. He helped someone. Who...
8. He wrote something. What...
9. Someone wrote to me. Who...
10. Something fell on the floor. What...
28 The 10,000km train journey

1 Reading

a 2.40 Listen and read Katy's blog. Look at the map. Which route did she take?

My Trans-Siberian Express blog  posted by: Katy Freeman

Day 1 The train
I met Lena, my Russian e-pal, and her mum, Darya, at Yaroslavl station in Moscow at 8.00 pm. We got on a beautiful train called the ‘Rossiya’. This train will take us nearly 10,000 kilometres over the next eight days. Lena, Darya and I are sharing a compartment* with another passenger Olga, who's from Moscow. She's travelling to Beijing to visit her aunt. Olga wanted to practice her English so we all chatted until one o'clock in the morning!

Days 2 and 3 On the way to Novosibirsk
Yesterday we passed through Perm and Yekaterinburg. The train stopped at Yekaterinburg for about fifteen minutes, and Lena bought some blinis. Blinis are small pancakes which are usually eaten with fish and sour cream. Delicious! Today we're travelling through Omsk and Novosibirsk. Novosibirsk is the biggest city in Siberia, with a population of more than one million people. Olga told me that she hopes to study computer science at Akademgorodok University – 20 kilometres south of Novosibirsk.

Days 4 and 5 We're now in Irkutsk!
We've travelled over 5,000 kilometres and we've passed through five time zones. I've met some really interesting people, too. Yesterday, in the restaurant car, I met a woman who's travelling all the way to Tokyo, Japan! She doesn't like flying, so she always travels by train or boat. When she gets to Vladivostok, she's going to take a ferry to Fushiki in Japan. Then she's taking another train from Fushiki to Tokyo. Crazy!

Days 6 and 7 Ulan Ude and Khabarovsk
From Irkutsk we travelled to Ulan Ude – the centre of Buddhism* in Russia. Here we said goodbye to Olga, who is taking the Trans-Mongolian train from Ulan-Ude to Beijing. We arrived at Khabarovsk this afternoon. Khabarovsk is just 50 kilometres away from China and I bought some Chinese noodles for lunch from a kiosk on the station. Yum!

Day 8 We've made it!
We arrived at Vladivostok, our final destination, this morning. We're staying here for two nights and then we're flying back to Moscow. It's been a wonderful journey and we've met some fantastic people on the Trans-Siberian Express.

b Read the blog again. Write the correct place for each sentence below.

1 Moscow
2 This is the biggest city in Siberia.
3 Olga wants to study here.
4 You can get a ferry from Vladivostok to this place in Japan.
5 Katy ate Chinese food here.
6 Olga left the Trans-Siberian train here.
Speaking

a. Work in pairs. Choose one day from the blog. Write three questions about that day.

Day 1
1. When did Lena, Darya and Katy arrive at the station?
2. Who did they share their compartment with?
3. ...

b. Now ask and answer your questions.

When did Lena, Darya and Katy arrive at the station in Moscow?
Nine o'clock in the morning.
No, it was eight o'clock in the evening.

Listening

a. 2.41 Listen to Gavin telling Harry about his trip to Ghana. Answer the questions below.

1. Who took Gavin to the airport?
2. Who did Gavin sit next to on the plane?
3. What is the Global English programme?
4. Did Gavin watch a film on the plane?
5. Who met Gavin at the airport?

b. 2.41 Listen again and check.

Writing

Now write about a journey that you have taken. It could be a journey to visit a friend in another town or another country. Think about these things:
- How did you travel?
- Who did you travel with?
- Did you see anything unusual on your journey?
- What did you enjoy doing on your journey?
- What time did you leave and when did you arrive at your destination?

Example:

Last week I went to Brighton to visit my grandmother. I travelled with my friend Joe. I got on the train at Victoria Station in London. I saw a big crowd of football fans who were waiting for a train to Portsmouth.

Geography quiz

Work in teams. These places are all in your Hot Spot Student’s Book. Can you remember where they are? Use the map to help you.
Write the country for each place. The first team to write all the countries correctly is the winner!

- Guildford – England
- Salzburg
- The Hebrides – Scotland
- Fushiki
- Novosibirsk – Russia
- Kansas
- Accra
- Exeter
Review

Check you can do these things.

1 I can talk about likes and dislikes with gerunds and infinitives.
   a Choose the correct verb from the box to complete each sentence.

<table>
<thead>
<tr>
<th></th>
<th>to go</th>
<th>cycling</th>
<th>listening</th>
<th>playing</th>
<th>to spend</th>
<th>swimming</th>
<th>to watch</th>
<th>getting</th>
</tr>
</thead>
</table>

1 I enjoy ______ football and tennis.
2 My parents want ______ their holiday in Wales.
3 Suzie hopes ______ to university next year.
4 James hates ______. He doesn’t like ______ wet!
5 I don’t mind ______, but I don’t like busy roads.
6 We’d like ______ a film tonight.
7 My brother loves ______ to music.

b Complete these sentences about yourself.
1 I love ...
2 I hate ...
3 I want to ...
4 I hope to ...
5 I don’t mind ...

2 I know words from around the world.
   a Match the words to the correct picture.

kilt beefeaters didgeridoo Bollywood actor curry

b Match these words to the countries.
1 fjord a America
2 samovar b India
3 doggy bag c Russia
4 Bollywood actor d Norway

3 I can use the relative pronouns who and which.
   Choose the correct word in these sentences.
1 This is a chair which/who my grandfather made.
2 He’s the man which/who stole my bag!
3 The house which/who is opposite the park used to be a shop.
4 The girl which/who is wearing the pink dress is Joe’s cousin.
5 This is the book which/who my uncle gave me for my tenth birthday.
6 Nora and Mary are the girls from my school which/who appeared in Pop Idol last week.
4. I can write definitions.
Match the sentence halves and make definitions with who or which.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Armour is metal clothing ...</td>
<td>a ... travels in a train, ship, plane, car, bus, etc, but is not the driver.</td>
</tr>
<tr>
<td>2 A manual is a book ...</td>
<td>b ... soldiers wore in the past.</td>
</tr>
<tr>
<td>3 A servant is someone ...</td>
<td>c ... is the manager of a school.</td>
</tr>
<tr>
<td>4 An astronaut is a person ...</td>
<td>d ... has instructions on how to do things.</td>
</tr>
<tr>
<td>5 A passenger is someone ...</td>
<td>e ... cooks, cleans and does other chores in someone else's house.</td>
</tr>
<tr>
<td>6 A headteacher is a teacher ...</td>
<td>f ... flies into space in a spacecraft.</td>
</tr>
</tbody>
</table>

5. I know the story of the Trojan horse.
Use the words in the box to complete the story.

amazed won King secret war climbed gift soldiers army wooden ships opened

The Greeks were at 1 ___ with the Trojans. They had waited outside the city of Troy for ten years and now they wanted to go home. The Greek 2 ___, Odysseus, had an idea. He told his slaves to build a giant 3 ___ horse in the forest. Then the 4 ___ pulled the horse to the city at night.

The next morning, the Trojans were 5 ___ to see the giant horse outside their city. They saw the Greek 6 ___ sailing away and they thought that the horse was a 7 ___ from the Greeks. They pulled it into the city.

That night, a 8 ___ door opened at the front of the horse and Odysseus and his soldiers 9 ___ out of it. They 10 ___ the gates of the city and the rest of the Greek 11 ___ entered Troy. The Greeks had 12 ___ the war.

6. I can ask subject and object questions.
Use the prompts to make questions for these answers.

1. What do you eat for breakfast?
   A. What/you/eat/for breakfast?  B. I eat eggs and toast for breakfast.

2. What colour/zebras?
   A. What colour/zebras?  B. Zebras are black and white.

3. When/you/get up?
   A. When/you/get up?  B. I get up at half past seven.

4. Who/wrote/Romeo and Juliet?
   A. Who/wrote/Romeo and Juliet?  B. Shakespeare wrote Romeo and Juliet.

5. Who/you/walk to school with?
   A. Who/you/walk to school with?  B. I walk to school with my friend Gemma.
Extra special

Hot Spot end of book quiz

1. Play this game in teams.
2. Write your answers to the questions.
3. You can’t remember? Don’t worry. You can look in your book!
4. The first team with 15 correct answers is the winner.

1. Why was Gavin staying with his cousin?
2. What does Rudolph’s invention help him do?
3. What four habits did Gavin use to have?
4. Whose birthday party were the Glooms preparing for?
5. Can you remember why Anna and Jess are reading this manual?
6. How many slices of this cake did Tom have?
7. What kind of beans are these and what are they used for?
8. What was Harry interviewing this woman about?
9. What do platypuses do which makes them special?
10. Who pulled the sword out of the stone?
11 What was this king's name and why was he so sad?

12 Why did PC Trudge arrest this innocent man?

13 Where was Barack Obama born?

14 What is the name of this musical instrument?

15 Why did Odysseus build this horse?

---

**Mini project**

1 Read Tessa's country quiz. Can you guess the right answers?

---

**Brazil**

1 **What is the population?**
   - A 18 million
   - B 183 million
   - C 83 million

2 **What is the main language?**
   - A Spanish
   - B Brazilian
   - C Portuguese

3 **What music is Brazil famous for?**
   - A samba
   - B rock
   - C hip hop

4 **What is the capital city?**
   - A Rio de Janeiro
   - B Sao Paulo
   - C Brasilia

5 **What are the two Brazilians Kaká and Pelé famous for?**
   - A politics
   - B football
   - C cinema

---

2 Write a quiz about a country you are interested in.

3 Ask your classmates to complete your quiz.
IF I HAD $1,000,000

If I had $1,000,000, (if I had $1,000,000)
I'd buy you a house (I would buy you a house)
If I had $1,000,000, (if I had $1,000,000)
I'd buy you furniture for your house
(maybe a nice chesterfield or an ottoman)
If I had $1,000,000, (if I had $1,000,000)
I'd buy you a K-Car (a nice Reliant automobile)
If I had $1,000,000, I'd buy your love.

If I had $1,000,000, I'd build a tree fort in our yard.
If I had $1,000,000, you could help, it wouldn't be that hard.
If I had $1,000,000, maybe we could put a refrigerator in there.
(Wouldn't that be fabulous?)

If I had $1,000,000, (if I had $1,000,000)
I'd buy you a fur coat (but not a real fur coat that's cruel)
If I had $1,000,000, (if I had $1,000,000)
I'd buy you an exotic pet (like a llama or an emu)
If I had $1,000,000, (if I had $1,000,000)
I'd buy you John Merrick's remains (all them crazy elephant bones)
If I had $1,000,000, I'd buy your love

If I had $1,000,000 we wouldn't have to walk to the store
If I had $1,000,000 we'd take a limousine 'cause it costs more
If I had $1,000,000 we wouldn't have to eat Kraft Dinner.
(But we would!)

If I had $1,000,000, (if I had $1,000,000)
I'd buy you a green dress (but not a real green dress, that's cruel)
If I had $1,000,000, (if I had $1,000,000)
I'd buy you some art (a Picasso or a Garfunkel)
If I had $1,000,000, (if I had $1,000,000)
I'd buy you a monkey (haven't you always wanted a monkey?)
If I had $1,000,000, I'd buy your love

If I had $1,000,000, if I had $1,000,000
If I had $1,000,000, if I had $1,000,000
I'd be rich.
While We're Young

I'm sitting in the third desk from the right
Daydreaming about my life
And wondering if I'll ever need a day of Chemistry
Far away drawing road maps in the sand
So tired of making plans
I'm praying my dreams wait for me.

And I can hear my mother say, 'Baby take your time'
But I can't wait another day, just to live my life.

[Chorus]
While we're young I don't want to wait
too long to get where I'm going
Yeah
While we're young all that I want to do
is anything I want to
Want to

Wonder why I ever got out of bed
Can't relate to a word my teacher says
And I might lose my head if I ever hear
That some day speech again
Is it me or is time standing still?
I just can't wait until you and me can get this party started.

And I can hear my father say, 'Baby take your time'
Yeah
But I can't wait another day, just to live my life
Oh yeah yeah.

[Chorus]
While we're young I don't want to wait
too long to get where I'm going
Yeah
While we're young all that I want to do
is anything I want to
Want to

I know I might make a mess of things
Is it crazy to want to jump right in?
I think I'm ready to sink or swim baby
Wrong or right, I'm living my life.

Na na na na na na na
Na na na na na na na
Na na na na na na na

[Chorus]
While we're young I don't want to wait
too long to get where I'm going
Yeah
While we're young all that I want to do
is anything I want to
Want to

Just The Way You Are

You're not the perfect one for me
You're nothing you don't want to be
And I don't see how we go good together
You like your Xbox 360; you like projection DVD
And I don't see how we go good together.

[Chorus]
There's something in your smile that makes me like you
And it feels all right to me
There's something in your eyes that I can feel,
Like you're seeing straight into my heart
There's something in your vibe and I don't get it,
But you don't have to try hard,
I like you just the way you are.

I think you're living in a dream
And how you make me want to scream
And I don't see how we go good together.
You're not my Mr. Right for sure
I've always wanted so much more than I could need
But here we are together.

[Chorus]
There's something in your smile that makes me like you
And it feels all right to me
There's something in your eyes that I can feel,
Like you're seeing straight into my heart
There's something in your vibe and I don't get it,
But you don't have to try hard,
I like you just the way you are.

Like you're seeing straight into my heart
And I'm liking you more and more
Like you're seeing straight into my heart
And I'm liking you more and more.

Cause there's something in your eyes that makes me like you
And your vibe it really gets me
Cause you see me just the way I am.

[Chorus]
There's something in your smile that makes me like you
And it feels all right to me
There's something in your eyes that I can feel,
Like you're seeing straight into my heart
There's something in your vibe and I don't get it,
But you don't have to try hard,
I like you just the way you are.

Just the way you are,
It makes me like you and it feels all right to me.
There's something in your eyes that I can feel,
Like you're seeing straight into my heart
There's something in your vibe and I don't get it,
But you don't have to try hard,
I like you just the way you are.
The crowd went silent as William of London stepped forward and pulled back the blue hood of his cloak. William took careful aim. He shot an arrow and hit the bull's eye, but he did not hit very near to its centre.

'A good shot,' said the Sheriff, 'but Gilbert can do better. Hurrah for Gilbert!' 'Hurrah for Gilbert!' they shouted.

Then Gilbert stepped forward. He drew back his bow and took careful aim. The arrow hit the centre of the bull's eye.

'The crowd went wild. 'Gilbert! Gilbert!' they shouted.

'He has won,' said the Sheriff. 'My champion archer has won. He is better than Robin Hood.'

When the beggar stepped forward to take his shot, the crowd were not watching him. They were talking excitedly about Gilbert.

'Slowly, the beggar drew back his bow. Then he took careful aim with his one good eye and shot his arrow.

'Suddenly the crowd stopped talking. Something strange had happened. Everyone was looking at the target. Then a knight came towards the Sheriff.

'Gilbert's arrow is broken, my lord,' he said. 'The stranger's arrow has split Gilbert's arrow. It has gone right through to the very centre of the bull's eye.'

The crowd had gone quiet. The Sheriff was not pleased, but he tried to smile. He raised the prize in his hand and showed it to the crowd. It was an arrow made of pure gold, a golden arrow.

'Come forward,' said the Sheriff to the beggar. 'I need good archers and I invite you to join my army. You can eat my meat, drink my ale and live under my roof. What do you say about that?'

The beggar stood up straight and looked at the sheriff. 'I say no, sir,' he said. 'For I am my own man. I have no need of a lord and master.'

Then the beggar took the golden arrow from the Sheriff and held it up to show the crowd. The people cheered.

'You are a very rude beggar,' said the Sheriff. 'Get out of Nottingham now, or you will be whipped for your rudeness.'

The beggar turned and disappeared into the crowd. He held the golden arrow high above his head.

The Sheriff was so angry that he forgot about Robin Hood. He called for his horse and rode quickly back to the castle.

That evening, the Sheriff ate a great meal with his favourite knights.

'I expected Robin Hood to come to the contest,' he told the knights, 'but he is not brave enough to show his face in Nottingham.'
Comprehension

Listen and read the text carefully. Are the sentences true (T) or false (F)?

a. William's arrow is closer to the bull's eye than Gilbert's arrow.
T
b. The people in the crowd all stopped talking when the beggar started to shoot.
T
c. The Sheriff asked the beggar to work for him.
F
d. The Sheriff was angry because the beggar stole the golden arrow.
F
e. Robin Hood sent a message to the Sheriff.
F

Project work

Work in groups of three or four. Write a script and act out the story of Robin Hood and the archery contest.

Suddenly there was a noise. An arrow had hit the castle's wooden ceiling.
'Where did that arrow come from?' asked the Sheriff.
'It came through the window, my lord,' answered his steward. 'There is a piece of paper tied to it.'
'Quick, give the paper to me!' said the Sheriff. He tore the paper from the arrow. It was a message.

_We eat and drink in Sherwood, for today_ 
The Sheriff gave a golden prize away.

Robin Hood — the beggar

The Sheriff's face turned red and he ate no more that night, but the outlaws in Sherwood Forest shared a great feast.
The Count of Monte Cristo

1 Before you read

a Read the background information below.

'The Count of Monte Cristo' was written by Alexandre Dumas between 1844 and 1845. It is the story of a man who is sent to prison even though he is innocent. He escapes from prison, finds some treasure and then starts to look for the men who put him into prison. It's an exciting adventure story, but also an interesting historical novel because it tells us a lot about France during an important time in French history.

b Can you think of any other famous books or films about prisons?

Dantès was now twenty-five years old. He was very thin and very dirty. His clothes were torn and his hair and beard were long. He had hoped and prayed to be free. But this did not happen.

One day he looked at his supper. There were a few pieces of bad meat and a small piece of dry bread on his plate. He was already extremely hungry. But he did not eat.

'From today,' he said, 'I'll throw my food out of the window. If I don't eat, I'll die. Then my terrible life here will end.'

But one evening, Dantès heard a noise in the wall of his cell. KNOCK, KNOCK, KNOCK. He heard the knocking sound for nearly three hours, then it stopped. What had made this sound? Several hours later, the knocking began again. It was nearer now. Suddenly the jailer came into the cell and gave Dantès his breakfast. Dantès quickly began to talk. He spoke louder and louder. He was afraid that the jailer would hear the knocking in the wall. But after a minute the jailer left. He thought that Dantès was mad. The noise continued and it became louder.

'It's another prisoner,' thought Dantès. 'Is he trying to make a tunnel so that he can escape? Or is it someone working in the next cell?'

He picked up his plate and knocked it against the wall. Immediately, the sound in the wall stopped. Dantès waited.

'If the knocking starts again, it will be a workman,' he thought. 'But if a prisoner is making the noise, my knock will frighten him. He'll wait until everyone is asleep before he hits the wall of his cell again.'

There was silence. The noise did not begin again.

Three days later, Dantès heard sounds again. Was someone digging a tunnel? He had to help! Dantès looked at the stones in the wall of his cell. If he dug out the cement which was around the stones, he could remove them. But he needed tools. What could he use? Then he had an idea.

He picked up his water jug from the table and dropped it on the stone floor. The jug broke into several pieces. Dantès took two or three of the sharpest pieces and hid them in his bed. When the jailer came again, Dantès spoke to him.
Comprehension

2.43 Listen and read the text carefully. Then answer the questions.

a Why did Dantès decide to stop eating his food?
b Why did Dantès talk very loudly when the jailer came into his cell?
c What happened when Dantès knocked his plate against the cell wall?
d What did Dantès use as a tool to remove the stones in his cell wall?
e Where could Dantès easily dig out the cement in the wall?

Project work

Dantès escapes from prison. Design a poster to help the prison officials find him.

- What does the prisoner look like?
- Is he dangerous?
- What reward is there for information about the prisoner?

'I dropped the water jug when I was drinking,'

The jailer was angry. 'Be more careful,' he said. He brought Dantès another jug, but he did not take away the broken pieces.

After the jailer left, Dantès began to work on the wall. A broken piece of the jug was a good tool. He began to work on the wall behind his bed. Near the floor of the cell, the cement between the stones was old and soft. Dantès could dig out the cement easily. After many hours, Dantès had dug out the cement from a few of the smaller stones. These stones were now loose. Soon he would be able to pull them out of the wall.
The Secret Garden

1 Before you read
a Read the background information below.
Frances Hodgson Burnett wrote ‘The Secret Garden’ in 1911. It is about a young girl, Mary. Her parents die so she goes to live in her uncle’s house. She discovers a secret garden behind a wall and starts to bring the garden back to life. But there is also a secret inside her uncle’s house. In this part of the story, Mary discovers the secret inside the house.

b Can you think of any books or stories from your country about children discovering secrets?

Mary fell asleep feeling excited about the morning. But in the night she was woken by the sound of heavy rain. It was beating against her window and the wind was whistling around the house. Mary felt miserable and angry. Now she wouldn’t be able to go to the garden in the morning.

She could not go to sleep again. After she had been lying awake for about an hour, she suddenly sat up in bed. She had heard something.

‘That’s not the noise of the wind,’ she said in a loud whisper. ‘It’s that crying I heard before, when I first arrived here.’

She listened for a few minutes, and she became more and more sure. She got out of bed and stood up.

‘I am going to find out what it is,’ she said.

She followed the noise of the crying along the corridors, her heart beating loudly. At last she came to a door with a light coming from underneath. The crying was coming from inside.

Mary pushed the door open and stepped inside a large room. There was lots of beautiful old furniture in the room. A fire was burning gently. There was also a big bed. And on the bed a boy was lying, crying miserably.

The boy had a sharp white face with big grey eyes and lots of hair. He looked up at Mary and his eyes opened wide.

‘Who are you?’ he said in a half-frightened whisper. ‘Are you a ghost?’

‘No, I’m not,’ answered Mary. ‘Are you?’

‘No,’ the boy replied after a moment or so. Mary thought that he looked ill.

‘I am Colin. Colin Craven. Who are you?’

‘I am Mary Lennox. Mr Craven is my uncle.’

‘He is my father,’ said the boy.

‘Your father!’ gasped Mary. ‘No one ever told me he had a boy!’

‘Come here,’ said Colin, watching her carefully with a worried face. Mary came close to the bed. The boy put out his hand and touched her arm.

‘Where do you come from?’ he asked.

‘From my room,’ said Mary. ‘I heard someone crying. I wanted to see who it was. Why were you crying?’

‘Because I couldn’t go to sleep,’ said Colin. ‘Tell me your name again.’

‘Mary Lennox. Did no one tell you that I live here now?’

‘No,’ the boy answered. ‘They were probably afraid to tell me. I don’t let people see me or talk about me.’

‘Why?’ asked Mary.
2 Comprehension

Listen and read the text carefully. Then answer the questions.

a Why did Mary feel angry when she woke up in the night?
b Why did Mary get out of bed?
c How did Mary find the boy's room?
d Why was Mary surprised to find out that the boy was her uncle's son?
e Why didn't the boy let people see him?

3 Discussion

Work in groups of three or four. Think of a secret place and write a short description of it. Include a drawing of your secret place.

"Because I'm always ill. I'm always having to lie down. My father won't let people talk about me either. If I live, I may be a hunchback, but I shan't live."

"Oh, what a strange house this is!" said Mary. "Everything is secret. Rooms are locked up and gardens are locked up. What about you? Have you been locked up too?"

"No," replied Colin. "I stay here because I don't want to go out."
Grammar summary

1. Present simple and present continuous
We use the present simple to talk about things that happen repeatedly.

I play computer games every evening.

We use the present continuous to talk about things that are happening at or around the moment we speak.

What are you doing? I'm playing a computer game.

Check your grammar
Make three sentences about what you are going to do and three things you are not going to do this evening.

I'm going to bed early.

I'm not going to meet my friends.

Check your grammar
Invent a holiday. Use the prompts to make questions about your holiday. Then answer the questions.

1. When are you leaving? I'm leaving on Saturday.

2. When/where do you leave?

3. Where do you go?

4. How long do you stay?

5. How do you get there?

6. When do you come back home?

3. Past continuous and past simple
We use the past continuous to describe a past scene or situation, and the past simple for past events and actions.

It was 4.15 last Monday and I was walking home from school. It was raining. Suddenly I heard someone calling my name. I turned around and saw my friend Steve.

Check your grammar
Complete with the correct form: past continuous or the past simple.

1. was getting

It was 8 o'clock in the evening and it got dark. I was doing my homework when suddenly I heard a noise. I stood up and walked to the door and opened it. It was my dog! He was sitting in front of my door.
**4 Used to**
We use used to + infinitive to talk about past habits and things that are no longer true.

- I used to hate spinach. Now I like it a lot.
- Did you use to live in the country?
  - Yes, I did. Now I live in the city.
- I didn’t use to get up early, but now I do.

Affirmative and negative sentences:

<table>
<thead>
<tr>
<th>I</th>
<th>used to</th>
<th>hate spinach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>did not use to</td>
<td></td>
</tr>
<tr>
<td>He/She/It</td>
<td>used to</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>did not use to</td>
<td></td>
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<tr>
<td>You</td>
<td></td>
<td></td>
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<tr>
<td>They</td>
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Short form:
She didn’t use to hate spinach.

Questions:

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</tr>
<tr>
<td>they</td>
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</tr>
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</table>

Short answers:
Did she use to hate spinach?
Yes, she did. / No, she didn’t.

Notice: we use used to in affirmative sentences and use to in negative sentences and questions.

**Check your grammar**
Make three true sentences with I used to, and three true sentences with I didn’t use to. Use these words:

- live, watch, play, go, hate, buy

- I used to watch cartoons.
- I didn’t use to buy sweets.

**5 Present perfect and past simple**
We use the past simple when we are talking about a definite time in the past. We often use past time words like last summer, yesterday with the past simple.

- I lost my keys yesterday.

We use the present perfect when talking about an indefinite time in the past and can see the result at the present time.

- I’ve lost my keys.

We sometimes use just with the present perfect when something has happened recently.

- She has just woken up.

We use already with the present perfect to emphasise something has happened before now.

- Have you read this?
  - Yes, I’ve already read it.

We use yet with the present perfect when something hasn’t happened but is expected to happen in the future.

- I haven’t read it yet.

**Check your grammar**
Choose the correct words.

A 4 Have you done/Did you do your homework yet?
- Yes, I’ve finished/didn’t finish it.
  - How much has/did it cost?
B 5 I haven’t finished/didn’t finish it yet.
- No, I have started/didn’t start it yesterday but I’ve still got a lot to do.
6 First and second conditionals
We use the first conditional to talk about possible present or future situations and events.

if I go shopping, I’ll buy some food.

If she doesn’t study, she won’t pass the exam.

They’ll win if they score another goal.

If + present simple will + infinitive
If I go shopping, I’ll buy some food

You can start the sentence with the main clause:

I’ll buy some food if I go shopping.

We can also make conditional sentences with unless:

If she doesn’t study, she won’t pass the exam.

Unless she studies, she won’t pass the exam.

We use the second conditional to talk about unreal present or future situations.

If he had lots of money, he would buy a boat.

(He hasn’t got lots of money.)

If I didn’t feel so tired, I’d come out with you.

(I do feel tired.)

I wouldn’t be so late for school, if I’d got up earlier.

(I am late.)

Check your grammar
Match the words in A with the words in B to make first conditional sentences.

A
1. If you’re hungry,
2. You won’t catch the train
3. If I don’t see you tonight,
4. You’ll catch a cold
5. We won’t win the game
6. If I fail the exam,

B
a. Unless you leave now.
b. My parents will be very angry.
c. If you don’t wear warmer clothes.
d. Unless we play better.
e. I’ll phone you tomorrow.
f. You’ll find some food in the fridge.

Check your grammar
Use the prompts to make sentences about yourself using the second conditional.

1. If I had a lot of money, I’d/wouldn’t ...
2. I would be happier if I ...
3. If I weren’t so busy, I’d/wouldn’t ...
4. I wouldn’t be so tired if I ...
5. If I were a scientist, I’d/wouldn’t ...

7 Adverbs of manner
We use adverbs of manner to describe how something happens.

He’s walking slowly.

They are playing well.

She’s speaking quietly.

We form most adverbs by adding -ly to the adjective.

slow ——> slowly

Words ending in a consonant +y drop the -y and add -ily.

happy ——> happily

Words ending in -le change the -le to -ly.

horrible ——> horribly

Note the adverb of good is well.

We use some words as both adjectives and adverbs.

I’m a fast runner. ——> I run fast.

He’s a hard worker. ——> He works hard.
Check your grammar
Choose the correct word.
1 She speaks English good/well.
2 He’s a good/well swimmer.
3 Are you happy/happily?
4 They are playing happy/happily together.
5 She smiled shy/shyly.
6 I’m not shy/shyly.
7 It was a very exciting/excitedly film.
8 ‘Let’s go now,’ I said exciting/excitedly.

8 Passive
We use the passive when we do not know or when it is not important who or what does or did something.

We form the present passive with is/are + past participle.

The liquid is mixed to make liquid chocolate.

We form the past passive with was/were + past participle.

The bus driver wasn’t injured.

The bus passengers were taken to hospital.

Compare the active and passive forms:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
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<tbody>
<tr>
<td>They put the chocolate bars into boxes.</td>
<td>The chocolate bars are put into boxes.</td>
</tr>
<tr>
<td>The police questioned the car driver.</td>
<td>The car driver was questioned.</td>
</tr>
</tbody>
</table>

Notice how by is used to say who or what does or did something.

The sacks are taken to the port by lorries.

He was questioned by the police.

Check your grammar
Use the prompts to make present passive questions and answers. Then match the questions in A to the answers in B.

A
1 What/chocolate/make/from?
2 Where/cocoa beans/grow?
3 What/the beans/wrap/in?
4 How/the cocoa beans/dry?
5 Where/the sacks of beans/take?

B
a They/take/to the port.
b It/make/cocoa beans.
c They/wrap/in banana leaves.
d They/leave/in the sun.
e They/grow/in Ghana.

Check your grammar
Choose the correct words.
1 The road close/was closed by the police.
2 The police closed/was closed the road.
3 I broke/was broken my leg in the accident.
4 My leg broke/was broken in the accident.
5 The woman rescue/was rescued by the fireman.
6 The fireman rescued/was rescued the woman.
9 Past perfect

We use the past perfect to talk about things which had happened before the past time we are already talking about.

I was angry because someone had come into room.

Had they taken anything?

Check your grammar

Complete the sentences with the past perfect form of the verb in brackets.

1 I didn’t go to the party because they hadn’t invited me.
2 He knew the story because he had seen the film before.
3 Our parents were angry because we hadn’t tidied our room.
4 I was so hungry because I had eaten a big breakfast.
5 Julia remembered my phone number because she had written it down.
6 They were late for school because they had missed the bus.

Affirmative sentences:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
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<tr>
<td>She</td>
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<td>It</td>
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<tr>
<td>We</td>
<td>We</td>
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<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
</tr>
</tbody>
</table>

had moved
’d moved

Negative sentences:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
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<tr>
<td>She</td>
<td>She</td>
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<td>It</td>
<td>It</td>
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<tr>
<td>We</td>
<td>We</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
</tr>
</tbody>
</table>

had not come
hadn’t come

Questions and short answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had moved?</td>
<td>Yes, she had.</td>
</tr>
<tr>
<td>Had come?</td>
<td>No, it hadn’t.</td>
</tr>
<tr>
<td>‘I’m hungry.’</td>
<td>I said that I was hungry.</td>
</tr>
<tr>
<td>‘You played well.’</td>
<td>He told me that I had played well.</td>
</tr>
</tbody>
</table>

10 Wish

We use wish + past simple to express regret about the present and say we would like things to be different.

I wish I had lots of money.  (I do not have lots of money.)

My best friend wishes she could speak Italian.  (She does not speak Italian.)

We often use were instead of was after wish.

I wish I was/were famous.

Check your grammar

Make true sentences about yourself. Use the verbs in brackets.

1 I wish I didn’t have to clean my room today.
2 I wish I knew
3 I wish I had
4 I wish I wasn’t
5 I wish I played
6 I wish I was

11 Direct and reported speech

Compare direct and reported speech.

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I’m hungry.’</td>
<td>I said that I was hungry.</td>
</tr>
<tr>
<td>‘You played well.’</td>
<td>He told me that I had played well.</td>
</tr>
</tbody>
</table>

Notice we use quotation marks (’...’ or “...”) in direct speech.
### Reporting statements

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>am, is, are</em></td>
<td><em>was, were</em></td>
</tr>
<tr>
<td><em>We are happy.</em></td>
<td>They told me that they <em>were</em> happy.</td>
</tr>
<tr>
<td><em>I'm not going to play.</em></td>
<td>She said that she <em>wasn't going to</em> play.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I don't live in London.</em></td>
<td>She said that she <em>didn't live</em> in London.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present continuous</th>
<th>Past continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I'm doing my homework.</em></td>
<td>He said that he <em>was doing</em> his homework.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past simple/Present perfect</th>
<th>Past perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>We went home.</em></td>
<td>They said that they <em>had gone</em> home.</td>
</tr>
<tr>
<td><em>I've lost my pen.</em></td>
<td>She told me that she <em>had lost</em> her pen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>can, will, may</th>
<th>could, would, might</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I can't swim.</em></td>
<td>He told me he <em>couldn't</em> swim.</td>
</tr>
</tbody>
</table>

### Reporting commands and requests

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Close the door.</em></td>
<td>He told Maria to <em>close</em> the door.</td>
</tr>
<tr>
<td><em>Don't open your books.</em></td>
<td>The teacher <em>told us not to open</em> our books.</td>
</tr>
<tr>
<td><em>Could you pass the book?</em></td>
<td>I asked her to <em>pass</em> the book.</td>
</tr>
</tbody>
</table>

Notice we often report orders and requests with the structure verb + object + to + infinitive.

### Check your grammar

**Look at the sentences in A. Then complete the reported speech in B.**

1. *You told me that I would like the food.*
   - **A**
     1. *You will like the food.*
     2. *We have enough money.*
     3. *You can swim in the lake.*
     4. *I know the way.*
     5. *I've been before.*
     6. *It won't rain.*
     7. *I'm going to bring some food.*

   **B**
   1. *You told me that I ___ the food.*
   2. *You said that we ___ enough money.*
   3. *You told me that I ___ in the lake.*
   4. *You said that you ___ the way.*
   5. *You told me that you ___ before.*
   6. *You said that it ___ rain.*
   7. *You told me that you ___ some food.*

### Check your grammar

You met a girl and asked her lots of questions. What did you ask her? Complete the reported questions with the words in the box.

1. *I asked her how old she was.*

   **Could knew were had been had to lived liked was**

1. *I asked her how old she ___.*
2. *I asked her whether she ___ pizza.*
3. *I asked her where she ___.*
4. *I asked her if she ___ play a musical instrument.*
5. *I asked her whether she ___ shopping.*
6. *I asked her what her hobbies ___.*
7. *I asked her if she ___ my friends.*
8. *I asked her when she ___ go home.*
12 Relative pronouns who and which

Who and which are used in defining relative clauses to tell us what person or thing the speaker is talking about.

I've got a friend who is really good at skiing.

I spoke to the girl who won the competition.

Did you see the car which crashed into the bus?

A kilt is a skirt which is traditionally worn by Scottish men.

Notice we use who when talking about people and which when talking about things.

Also notice we can use that instead of which to talk about things.

Did you see the car that crashed into the bus?

Check your grammar

Use who or which and match the phrases in A with the phrases in B to make sentences.

1 I can't find the pen which fell off my desk.

A
1 I can't find the pen ...  
2 That's the policeman ...  
3 I don't like music ...  
4 An eye-witness is someone ...  
5 An ambulance is a vehicle ...  
6 A passenger is someone ...  

B
a ... sees a crime or an accident.  
b ... is too loud.  
c ... takes people to hospital.  
d ... travels on a bus, train, plane or boat.  
e ... fell off my desk.  
f ... arrested the robber.

13 Subject and object questions

We can use who to ask about the subject or the object.

Who is helping Colin?

Alice is helping Colin.

Asking about the subject:

Who phoned Mr Thomas?  
Joe phoned Mr Thomas.

Who wants to speak to the teacher?  
Sue wants to speak to the teacher.

Note when we ask about the subject we do not use do, does, or did.

Asking about the object:

Who is Alice helping?  
Alice is helping Colin.

Who did Joe phone?  
Joe phoned Mr Thomas.

Who does Sue want to speak to?  
Sue wants to speak to the teacher.

Note when we ask about the object we use do, does and did.

Also note do, does and did are not used with the present continuous.

Check your grammar

Write questions to find out who someone is in the sentences below.

1 Who wrote to you?

2 Who did Penny write to?

1 Someone wrote to me.

2 Penny wrote to someone.

3 Mary likes someone.

4 Someone likes me.

5 They want to see someone.

6 I want to see someone.

7 Someone phoned us.

8 I phoned someone.
## Irregular verbs

<table>
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<tr>
<th>Present simple</th>
<th>Past simple</th>
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<th>Past simple</th>
<th>Past participle</th>
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<td>write</td>
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</tbody>
</table>
Word lists

Module 1

Lesson 1
aid agency (ˈeɪd əˈdʒesnɪ)  ancient (ˈeɪnt(ə)nt)  badminton (ˈbædmɪntən)  borrow (ˈbɔːr)  brilliant (ˈbrɪljənt)  church (tʃɜːtʃ)  cinema (ˈsɪnəmə)  cousin (ˈkʌzn)  exciting (ɪkˈsætɪŋ)  great (ɡreɪt)  huge (hjuːdʒ)  karate (kəˈrɑːti)  leisure centre (ˈlɪʒə ˈsentə)  library (ˈlaɪbrəri)  lovely (ˈlʌvli)  massive (ˈmæsɪv)  post office (ˈpəʊstˌɒfɪs)  pub (pʌb)  theatre (ˈθɪətə)  tiny (ˈtaɪni)  village (ˈvɪlɪdʒ)

Lesson 2
amazing (əˈmeɪzɪŋ)  clear the table (ˈkliər ðə ˈteɪbl)  goggles (ˈgɒgəlz)  inflatable (ɪnˈflɛtəbl)  invention (ɪnˈvɛnʃən)  plan (plæn)  rollerblades (ˈrɔləblɛz)  spend (spend)  try out (traiˈaʊt)

Lesson 3
bird (bɜːd)  cows (kɔʊz)  decide (dɪˈsaɪd)  different (ˈdɪfrənt)  fence (fɛns)  field (fiːld)  gate (geɪt)  hedge (heɪdʒ)  immediately (ɪˈmiːdiətli)  noise (nɔɪz)  orchard (ɔrˈtʃɑːd)  path (paθ)  realize (rɪˈaɪz)  show (ʃəʊ)  sound (saʊnd)  strange (streɪndʒ)  take a photo (teɪk əˈfəʊtə)  wave (wɛv)

Lesson 4
break a leg (breɪk əˈleg)  chicken (ˈtʃɪkən)  colony (ˈkɒlni)  deliver (dɪˈlɪvər)  design websites (dɪˈzaɪnˌwelbaɪts)  duck (dʌk)  ferry (ˈfɛri)  farm (fɔːm)  helicopter (ˈhɛlɪkəptə)  hospital (ˈhɒspɪtəl)  journey (ˈdʒɜːnɪ)  luxury (ˈlʌkʒəri)  mainland (ˈmeɪnlənd)  middle of nowhere (ˈmiːdl ɔv ˈnɔːrweɪ)  order online (ˈɔr dunlaɪn)  parcel (ˈpɑːsəl)  postman (ˌpəʊstmən)  puffin (ˈpʌfɪn)  run (rʌn)  scenery (ˈsɛnəri)  sheep (ʃiːp)  storm (stɔːm)  travelling (trəˈvɜːlɪŋ)  truck (trʌk)
Module 2

Lesson 5
believe in (bɪˈliːv ,ɪn)  
collection (kəˈlekJən)  
cry (kraɪ)  
eating (ˈeɪtɪŋ)  
embarrassing (ɪmˈbɛrəsɪŋ)  
except (ɪkˈskɛpt)  
fussy (ˈfʌsi)  
guest (ɡest)  
leave a light on (liːv ə laɪt ɒn)  
scared of the dark (ˈskeəd əv dɑː ,dɑːk)  
walk in your sleep (ˈwɔːk ɪn ˈʃliːp)  

Lesson 6
angry (ˈæŋri)  
argument (ərˈgjuːmənt)  
excited (ɪkˈsaɪtɪd)  
find (fænd)  
full (of food) (fʊl (av fʊd))  
hear bad news (hiː bæd njuːz)  
lose (luːz)  
pleased (pliːzd)  
purse (pɜːs)  
relieved (rɪˈlɪvd)  
tired (ˈtɜːd)  
upset (ʌpˈset)  
worried (ˈwɔːrid)  

Lesson 7
balloons (ˈbæluːnz)  
banner (ˈbænə)  
blow up (blɔʊ ˈʌp)  
carpet (ˈkærpet)  
clean teeth (kliːn ˈtiːθ)  
decorate (dɪˈkərɪt)  
laugh (lɑːf)  
make (meik)  
mirror (ˈmɪrə)  
put away (pʊt ˈæweɪ)  
put up (pʊt ˈʌp)  
wrap (rɔrp)  
set the table (set də ˈteɪbl)  
spend (money) (spend ,ˈmʌni)  
vacuum (ˈvækjʊum)  

Lesson 8
communicate (kəˈmjuːnɪkeɪt)  
high school (ˈhætˌskjuːl)  
homesick (ˈhəʊmˌsɪk)  
language (ˈlæŋgwɪdʒ)  
pancake (ˈpænˌkeɪk)  
primary school (prɪˈmeɪriˌskjuːl)  
rice (rɪs)  
terrible (ˈterəbl)  
use to (ˈjʊzˌtuː)  

Module 3

Lesson 9
blog (blog)  
calm down (ˈkæm ˈdaʊn)  
casserole (ˈkæsər,roʊl)  
click (klaɪk (knk))  
computer program (kəmˈpjuːtə prəˈɡraʊm)  
constantly (ˈkɒnstæntli)  
-crash (krɑʃ)  
font (fɒnt)  
get something to work (get ˈsʌmbəʊ tə ˈwɜːk)  
main menu (ˈmeɪn ˈmenjuː)  
make a suggestion (meik ə sə ˈdʒestʃ(ə)n)  
manual (ˈmænjuəl)  
mouse (mɔʊs)  
range (rɪnɡ)  
template (ˈtem,pleɪt)  
touch (tætʃ)  
unless (ənˈliːz)  
web design (web dɪˈzain)  
work out (an answer) (ˈwɜːk əˈaʊt)  

Lesson 10
admire (ədˈmaɪər)  
aliens (ˈæliənz)  
games console (ˈɡeɪmzˌkɒnsəʊl)  
MP3 player (em piː ˈbreɪˌpleɪə)  
flat-screen TV (ˈflætˌskrɪn tɛvɪ)  
video camera (ˈvɪdɪəˌkæməˌrə)  
wizard (ˈwɪzdəd)
fiend (frend)  film (v) (film)  freak (n) (frisk)  get stuck (get 'stʌk)  go for a bike ride (gəʊ fər 'baɪk ɹaɪd)  hard (look hard for sth) (hɑrd)  headteacher (he'edˌtiːtʃə)  hero (hiərəʊ)  lift (lɪft)  main hall (meɪn 'hɑːl)  mobile phone (moʊbɪl 'fəʊn)  North Pole (nɔːθ 'pɔːl)  president (prɛzɪdənt)  rock star (rɔk 'stɑː)  swimming pool (ˈswɪmɪŋ pʊl)  uniform (jʊnɪfɔrm)  

Lesson 12
answer (ənˈɑːnsə)  carry (ˈkærɪ)  clever (ˈklevə)  flash (ˈflæʃ)  gadget (ˈɡædʒɪt)  get cold (get 'kɔld)  glove (ɡləv)  make sure (meɪk ˈʃʊər)  material (ˈməʊtrɪəl)  messy (ˈmesi)  neat (niːt)  portable (ˈpɔrtəbəl)  problem (ˈprɔbəm)  outside (əu'taʊəd)  snow (snəʊ)  stay warm (ˈstɛr ˈwɔːm)  tennis racket (ˈtenɪs ˈrɛktə)  whiteboard (ˈwɜːtəbɔːd)  wipe off (wip ˈɒf)  

Module 4
Lesson 13
cake (kεrk)  crumb (ˈkrʌmb)  gateau (ˈɡeɪtəʊ)  greedy (ˈɡrɛdi)  guilty (ˈɡɪlti)  plate (pleɪt)  strawberry (ˈstrɔːbəri)  proud (prɔʊd)  shy (ʃai)  sigh (sai)  slice (ˈslaɪs)  suspiciously (ˈspərɪfsli)  well (adv) (wel)  

Lesson 14
cocoa beans (ˈkɔʊkəʊ ˈbiːnz)  cocoa pod (ˈkɔʊkəʊ ˈpɒd)  dry (v) (dri)  liquid (ˈlɪkwɪd)  factory (ˈfæktərɪ)  port (pɔːt) (pɔːt (ˈpɔːt))  ripe (rɪp)  roast (roʊst)
Module 5

Lesson 15

ambulance (æmbjulans)
arrest (ə'rest)
centre (ˈsentə)
crash (kraʃ)
damage (ˈdemidʒ)
fault (fɔlt)
flood (flɔd)
hospital (ˈhɒspɪtl)
injure (ˈɪndʒə)
kill (in car crash) (kɪl)
passenger (ˈpæsɪndʒə)
policewoman (pəˈlɪstjuːmən)
question (ˈkwɛstʃən)
reporter (rɪˈpɔːtə)
rescue (rɪˈskjuː)
seat belt (ˈsiːt bɛlt)
tow truck (təʊˈtræk)
travel (ˈtreɪl)
stop (stɒp)
tow away (təʊ əˈwei)

Lesson 16

break up (breɪk ˈʌp)
chef (chef)
complete (kəmˈpli:t)
frontier (ˈfræntiə)
hit (hɪt)
human being (ˈhjuːmən ˈbiːɪŋ)
lay (eggs) (let (eggs))
leap (liːp)
lunar (ˈluːnər)
mammal (ˈmæməl)
mankind (mənˈkænd)
mushroom (ˈmjuːʃəm)
recording (rɪˈkɔːrdɪŋ)
platypus (ˈplætiːpəs)
protect (prəˈtektn)
structure (ˈstrʌktʃə)
truffle (ˈtrafl)
wall (wɔl)
young (jʌŋ)

Lesson 17

bin (bin)
desk (desk)
drawers (ˈd्रərz)
empty (ˈempti)
mug (mʌg)
shelf (ʃelf)
switch off (swɪtʃ ˈɒf)
typewriter (taɪpˌraɪtə)

Lesson 18

amazed (əˈmeɪzd)
challenge (ˈtʃælɪndʒ)
chuchard (ˈtʃʊʃərd)
fetch (fetʃ)
forget (fəˈget)
in (ɪn)
invite (ɪnˈvɪtə)
king (kɪŋ)
kneel (dov) (nɪə (dov))
knight (nait)
lock (lɔk)
stone (stəʊn)
sword (sɔ:d)
tournament (ˈtʊənəmənt)
try (trai)
turn round (tɜrn ˈrəʊnd)

Lesson 19

angel (əˈndʒəl)
artist (ˈɑːtɪst)
cook (kʊk)
draw (draː)
frog (fɾɒɡ)
invent (ɪnˈvent)
musical (ˈmjuːzɪkl)
new (njuːl)
pianist (ˈpiːənɪst)
sing (sɪŋ)
talent (ˈteɪlənt)
writer (ˈraɪtə)
Lesson 20
- bathe (bæθ(ə))
- bring (brij)
- feel sorry for someone (fɪl 'sɔri fɔ 'samwən)
- garden (gɑrdn)
- gold (gɔld)
- golden (gɔld(ə)n)
- palace (pælɪs)
- servant (sərv(ə)nt)
- touch (tʃʊtʃ)
- turn into (tɜrn 'ɪntə)
- wash away (wɔf 'əwei)
- wine (wain)
- wish (wɪʃ)

Module 6

Lesson 21
- apologise (ə'polə,dʒaɪz)
- arrest (ə'rest)
- break into (breik 'ɪntu)
- burglar (bɜrlər)
- burglary (bɜr'gləri)
- cells (sels)
- forgetful (fə'getfl)
- innocent (ɪ'nəs(ə)nt)
- ladder (lædə)
- organise (ə'ɔrɡənaɪz)
- PC (pi: 'sɪt)
- police station (pə'liːs ,steɪʃn)
- several (ˈsɛv(ə)ral)

Lesson 22
- annoyed (ə'nɔɪd)
- argument (ə'ɡərment)
- ask (ɑsk)
- decided (dɪ'saɪdɪd)
- do homework (duː 'hɔməwɔrk)
- exactly (ɪɡ'zæktli)
- messy (ˈmesi)
- mood (mʊd)
- pocket money (ˈpɒkt ,mənɪ)
- reply (rɪpəli)
- tidy (ˈtaɪdɪ)

Lesson 23
- after-school club (ə'tʃɔrskjuːkl kləb)
- bother (ˈboðə)
- break time (breɪk 'taɪm)
- bully (ˈbʌli)
- bullying (bʌlɪŋ)
- carefully (ˈkeəflɪ)
- catch (kætʃ)
- fortunately (fətʃənətli)
- get better (get 'bɛtə)
- get into trouble (get ,ɪntu 'trʌbl)
- hide (haid)
- laugh (at someone) (lɔf (at 'samwən))
- move house (mʌv 'hauz)
- return (something) (rɪ'tɜrn (ˈsʌmθɪŋ))
- shout (at someone) (ʃaut (at 'samwən))
- steal (something) (stiəl (ˈsʌmθɪŋ))
- tease (someone) (tiːz (ˈsamwən))
- trip (someone) up (trip (ˈsamwən) up)

Lesson 24
- be born (biː 'bɔrn)
- black (blæk)
- childhood (ˈtaɪldˌhɑd)
- divorce (dɪvəs)
- dream (drɪm)
- give up (gɪv 'ʌp)
- identity (aɪˈdɛntəti)
- look after (lʊk 'əftə)
- own (əʊn)
- powerful (ˈpauəfl)
- proud (praʊd)
- racism (rə'rɑsɪz(ə)m)
- remarry (rɪrɪ'marɪ)
- return (rɪ'tɜrn)
- symbol (ˈsɪmbəl)
- trouble (ˈtrʌbl)
Module 7

Lesson 25
alone (əˈloun)
archaeology (əˈkɑːliˈɑːdʒi)
barbecue (ˈbɑːbɪˌkjʊr) 
beach (bi:tʃ)
campsite (ˈkæmpˌsaɪt)
dig (dɪg)
couple (ˈkʌpl)
fun (fʌn)
gallery (ˈɡæləri)
history (ˈhɪstəri)
hope (ˈhɔp)
mud (mʌd)
outdoor (ˈauˈtɔr) 
plantation (ˈplænˌteɪʃn)
space (spɛs)
stay up (ˈsteɪˈʌp)
stuff (stʌf)
suitcase (ˈsɪtʃˈkeɪs)
surf (sɜːf)

Lesson 26
beefeater (biˈfiːtər) 
Bollywood (ˈbolɪwʊd)
coast (ˈkɔːst)
curry (ˈkəri)
didgeridoo (dɪdʒəˌriːdu) 
doggy bag (ˈdɒgbiˌbæɡ)
expression (ɪksˈpresʃn)
fjord (ˈfɪərd)
industry (ˈɪndəstri)
kilt (kɪlt)
narrow (ˈnærəʊ)
section (ˈsektʃn)
samovar (ˈsəməvɑr)

Lesson 27
architect (ˈɑːktɪkˈtekst)
army (ˈɑːmi)
arrow (ˈɑːroʊ)
celebrate (ˈsɛlrəˌbreɪt)
coffin (ˈkɒfɪn)
design (dɪˈzæn) 
genie (dʒiˈni)
giant (adj) (ˈdʒaɪənt)
gift (gift) 
order (v) (ˈɔrdər)
pull (v) (pʊl)
secret (ˈsɛkrət)
slave (ˈslɛv)
sling (sling)
war (n) (ˈwɔːr)
windmill (ˈwɪndˌmɪl)
wooden (ˈwʊdən)

Lesson 28
blini (ˈblɪnɪ)
compartment (ˈkæmpɑrˈtment)
fantastic (fənˈtæstɪk)
destination (ˌdestɪˈneɪʃn)
express (ɪkˈspres)
impressive (ɪmˈpresɪv)
journey (ˈdʒɜːni)
kiosk (ˈkɪəsk)
noodles (nəʊdls)
pass through (pɑs ˈθruː)
population (ˌpɒpjuˈleɪʃn)
time zone (ˈtaɪm ˈzoʊn)
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