

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



TIẾNG ANH 6

Friends

Plus

Student Book



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

OXFORD

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

Lời nói đầu

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

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

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

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Starter unit

VOCABULARY • Free time

I can talk about my hobbies and interests.

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

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



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

KEY PHRASES

Talking about hobbies and interests

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

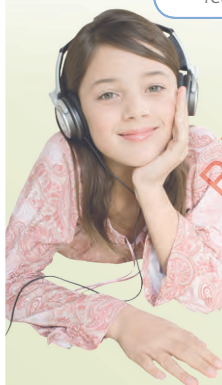
- 4 Write six sentences about your interests. Use the Key Phrases in exercise 3 and the words in exercise 1.

I'm into sport.
I'm not good at music.

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

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

photography skateboarding cooking sport
reading music video games chatting



Hi!

Hi! I'm Kate. I'm twelve and I'm from Oxford in the UK.

I'm into sport and I'm good at basketball. Apart from

sport, I like ¹ and ² online. I'm not interested in shopping.

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

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

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

I'm into sport.

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





LANGUAGE FOCUS • be: affirmative and negative

• Subject pronouns and possessive adjectives • Object pronouns

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

be: affirmative and negative

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

isn't aren't they he not



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

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

Kate is interested in sport.

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

Subject pronouns and possessive adjectives

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

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

- 4 Replace the words in blue with subject pronouns.

Marc is from Paris. He is from Paris.

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

Object pronouns

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

it me them us you him her you

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

Pronunciation: Word stress

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

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

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

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

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





VOCABULARY • Prepositions and everyday objects

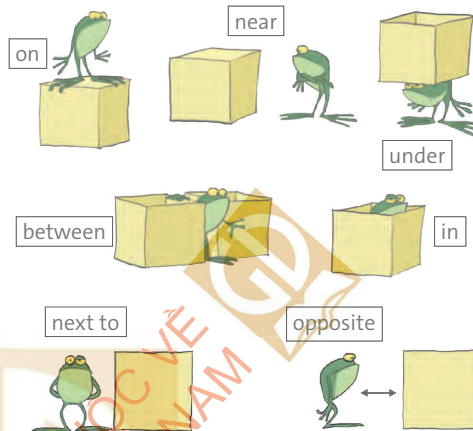
I can say where things are.

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

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



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



- 1 The dictionaries are the shelf.
- 2 The teacher's mobile is the drawer.
- 3 The laptop is the speakers.
- 4 The students' chairs are their desks.
- 5 The poster is the teacher's table.
- 6 Harry's coat is his chair.
- 7 Eva's bag is her desk.
- 8 The clock is the board.
- 9 The board is the students' desks.
- 10 Harry's pen is his notebook.

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

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

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

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



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

I can ask questions about where people and things are.

Possessive 's

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

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

RULES

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

be: questions

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

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

Mum Hi, Charlie.

Charlie Oh, hi, Mum.

Are you at work?

Mum No, I'm not.

I'm at home.

Where are you?

Charlie I'm at school,

Mum! It's 12 p.m.

Mum Oh, yes. OK. Are you in class?

Charlie No, why? Are you OK?

Mum Yes, I'm fine. But Charlie—

where is my laptop?

Charlie Ah ... yes. Look in the drawer

under the TV. Is it there?

Mum Yes, it is. And the speakers?

Where are the speakers, Charlie?

Charlie Mmm. Good question. Erm ... are

they in the drawer?

Mum No, they aren't.

Charlie Erm ... OK. Are they in my room?

Mum MY speakers in YOUR room ... ?

Yes, they are. Charlie ... !

Charlie OK, Mum. Bye!



- 3 Read the dialogue again and complete the table.

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

Possessive pronouns

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

ours his theirs hers yours

Possessive adjective	Possessive pronoun
my	mine
his	1
her	2
our	3
your	4
their	5

- 5 Write phrases with possessive pronouns.

- This is my pen. This is **mine**.
- This is his book.
- This is her desk.
- This is our table.
- This is your bag.
- This is their dictionary.

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

Are you with Lionel Messi?

No, I'm not.

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



VOCABULARY • Basic adjectives

I can describe things.

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

unpopular bad new cheap
horrible boring fast big

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

... in your pocket?

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

... on your desk?

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

... in your bag?

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



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

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

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

Mexico City is a really big place.

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

KEY PHRASES

Adverbs of degree

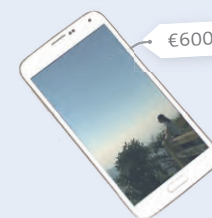
It isn't very expensive.

It's quite expensive.



It's very expensive.

It's really expensive.



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

Mexico City is a really big place.

My city is really old.

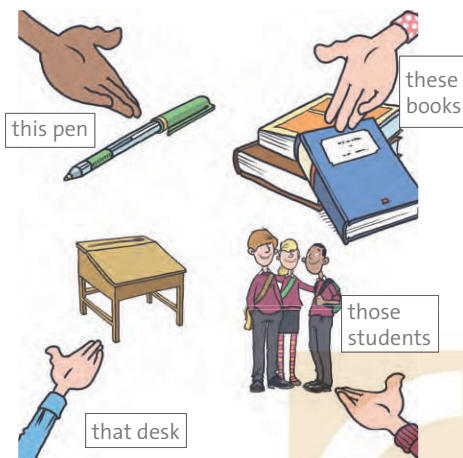


LANGUAGE FOCUS • *this, that, these, those* • *have got*

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

this, that, these, those

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



- 2 Choose the correct words.

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

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

Ben It's Father's Day tomorrow. ¹..... you got a present for Dad?

Maria Yes, I ²..... I've got this book about cooking.

Ben Oh, that's nice. I ³..... got a present.

Maria No? That's OK – we ⁴..... got an hour in town. ⁵..... Dad got a good pen?

Ben Yes, he ⁶.....

Maria Erm... OK, I ⁷..... got an idea. Look – these mobile phone covers aren't very expensive.

Ben Mmm. Dad hasn't got a mobile cover.

Maria They ⁸..... got really nice ones in this shop.

Ben Thanks, Maria. That's a really good idea.

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

A Have you got a present for ... ?

B No, I haven't.

A Has he / she got a ... ?

B Yes, he / she has. OR No, he / she hasn't.

A Look, they've got a really nice one in this shop.

B Thanks! That's a really good idea.

have got

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

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



VOCABULARY • Countries and nationalities

I can talk about where people and things are from.

1 1.10 Match the countries with the continents.

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

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

1 The USA American

4 Write true and false information for 1–5.

Brad Pitt is an American sports star. (False)

Ferraris are Italian. (True)

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

2 ... is the (nationality) capital.

3 The (nationality) flag is ...

4 ... is / are (nationality).

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

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

Brad Pitt is an American sports star.

No, that's false.

Ferraris are Italian.

Yes, that's true.

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

1

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



2

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



3

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



4

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



5

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



6

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





LANGUAGE FOCUS • Question words: *Where ... ?*, *What ... ?*, *Who ... ?*

• Conjunctions: *and*, *or*, *but*

I can ask questions and write an email about myself.

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

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

- Where's Neymar Junior from?
- What's a taco?
- Who's Usain Bolt?



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

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

know sure right you think

KEY PHRASES

Thinking of answers

- I he / she / it's ...
- And ?
- I'm not
- Yes, that's
- I don't

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

- 4 Read the email and answer the questions.

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

International friends

Hi. My name's Beth. I'm eleven years old **and** I'm from Boston in the USA. I've got two brothers and a sister and we're students at Cranville High School in Boston. I'm into music and sport, especially basketball. My favourite team is the Boston Celtics. I'm interested in cooking. What are your hobbies and interests? Email **or** message me in English or Spanish, please. I speak a little Italian, **but** I'm not very good at it. Bye for now! Beth

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

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

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

KEY PHRASES

Writing about yourself

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

1

Towns and cities

VOCABULARY • Places in a town or city

I can talk about places in a town or city.

CLIL p22

Extra listening and speaking p110

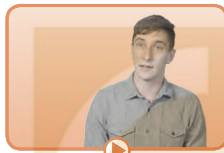
Song p118

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

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

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

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



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

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

At the British ¹, there are fourteen million books!

LONDON GUIDE

Regent's ² is a beautiful green area.

The Savoy is a very famous ³

Nelson's Column is a tall ⁴ in the middle of Trafalgar ⁵

Harrods is a very famous ⁶

Victoria ⁷ — London buses stop here.

Covent Garden — go shopping in the ⁸s.

The IMAX ⁹ — watch a 3D film here.



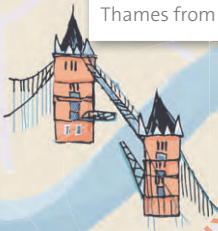
New Malden, eat interesting Korean food in the ¹⁰s here.



King's Cross ¹¹
– take a train here.



The West End is London's ¹² district.



Tower ¹³
– see the River Thames from here.



KEY PHRASES

Talking about places

There's a / an ...

There are some ...

My favourite place is ...

There isn't a / an ...

There aren't any ...

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

There's a good Korean restaurant near my house.

There are some interesting monuments here.

Finished?

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

The Shard is London's new and very tall ¹⁴



1 READING • A description of a cruise ship

I can predict the content of a text from photos.

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

on a cruise ship in a city by the sea



City on the Sea

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

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

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



climbing wall

Central Park

- 1 Look at the photos. What do you think are the answers to questions 1–3? Read and check.
 - 1 Is there a school and a library on the ship?
 - 2 Are there any swimming pools?
 - 3 How many cafés and restaurants are there on the ship?

SKILLS STRATEGY

How to answer specific questions about a text:

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

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

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

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

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

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

I can ask and answer questions about places.

1 Complete the questions. Then choose the correct answers.

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

2 Choose the correct words in the Rules.

RULES

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

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

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

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

- 1 any trees in your town or city?
- 2 a park or a sports centre?
- 3 swimming pools are there?
- 4 any exciting places for young people?
- 5 people live in your town or city?

Definite and zero article

5 Choose the correct words in the Rules.

RULES

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

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

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



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

Are there any swimming pools?

Yes, there are.

How many swimming pools are there?

There are three.

Finished?

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



1 VOCABULARY AND LISTENING • Comparing places and things

I can understand people comparing places and things.

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

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

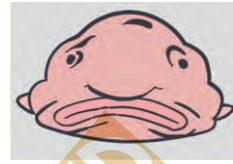
dirty unfriendly old quiet pretty safe



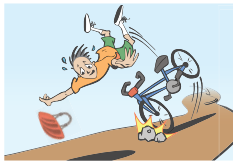
1 clean



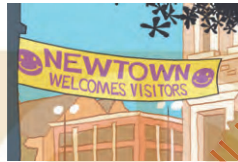
2 noisy



3 ugly



4 dangerous



5 friendly



6 modern

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

This window is clean.
Cars are noisy.

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

New York restaurants cafés schools
trains the park buses and bikes

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

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

- 5 Think of three places that you like in your town or city and three places that you don't like. Write sentences and say why you like or dislike them.
I like the park. It's quiet and pretty.

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

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

Around the town – Street interviews

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



1 LANGUAGE FOCUS • Comparative adjectives

I can compare places and things.

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

Short adjectives			Long adjectives	
	Adjective	Comparative	Adjective	Comparative
Regular	quiet	quieter	dangerous	more dangerous
End in -e	clean, slow		modern, expensive	
End in consonant + y	nice, safe			
End in consonant + vowel + consonant	friendly, pretty			
	big, hot			



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

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

New York is **bigger** than Washington.

1 It's / here / than / in my country. (expensive)

2 The weather today / is / than / it was

yesterday. (bad)

3 Why / is / this class / than / the other class?

(quiet)

4 Are / the buildings / in New York / than / the

buildings in Oxford? (modern)

5 This house / is / than / that house. (pretty)

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

1 a. sea b. square c. star d. cinemas

2 a. cabin b. comfortable c. café d. cinema

3 a. trees b. plants c. sports d. shops

4 a. work b. swimming c. twenty d. answer

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

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

3 1.17 PRONUNCIATION: /ə/ sound in comparatives

Listen and repeat the examples.

1 cleaner

2 safer

3 It's nicer than New York.

4 I think Gino's is cheaper than Luigi's.

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

1 a. cleaner b. woman c. mother d. man

2 a. nicer b. safer c. about d. any

3 a. cheaper b. bigger c. compete d. tutor

4 a. larger b. enter c. grammar d. verb

KEY PHRASES

Comparing opinions

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

I think Hội An is prettier than Hà Nội.

Really? I think Hà Nội is prettier.

Finished?

Make puzzle sentences about objects or places using comparative adjectives.

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

1 SPEAKING • Asking and saying where places are

I can ask and say where places are.

THINK! You are a tourist in a new town. Where do you look for information and directions?

Woman Excuse me. ¹..... the bus station here?
Chris Erm ... have you got a map? Yes, look, we're here and ²..... is in North Street.
Woman Oh, OK. How far is it from here?
Chris It's about ten minutes on foot.
Woman Right, thanks. And are there ³..... around here?
Chris No, but there are some shops in the high street. That's ⁴..... by bus from here.
Woman That's great. Thanks for your help.
Chris You're welcome.



- 1 1.18 Complete the dialogue with the phrases in the box. Then watch or listen and check. Are Chris and the woman from the same town?

any shops the bus station
Are we near five minutes

- 2 1.18 Watch or listen again. Then practise the dialogue in pairs.

- 3 Read the Study Strategy and follow the instructions.

STUDY STRATEGY

Learning the Key Phrases

It's a good idea to practise the Key Phrases, so that you can remember them.

- Practise the Key Phrases with a partner.
- Close your book and try to write them. How many can you remember?

KEY PHRASES

Asking and saying where places are

A Excuse me. Are we near the ... here?
B Yes, look, we're here.
A How far is it / the ... from here?
B It's about ... minutes on foot / by bus.
A Thanks for your help.
B You're welcome.

- 4 Work in pairs. Practise mini-dialogues with *How far ... ?* and places 1–4.

- 1 the bus station 3 the cinema
2 the market 4 the next town

Excuse me. How far is the bus station from here?

It's about ten minutes on foot.

Thanks for your help.

You're welcome.

- 5 **USE IT!** Work in pairs. Look at the situation and prepare a new dialogue. Use the dialogue in exercise 1 to help you.

Student A

You are a newcomer in your town or city. You want to go to the market. You are outside your school. Ask Student B where the market is.

Student B

Tell Student A where the market is.

1 WRITING • A description of a town or city

I can write a description of a town or city.

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

buildings a zoo amusement parks shopping malls factories



HỒ CHÍ MINH CITY

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

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

KEY PHRASES

Describing a town or city

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

Language Point: Position of adjectives and Compound sentences

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

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

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

Now order the words to make sentences.

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

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

WRITING GUIDE

A TASK

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

B THINK AND PLAN

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

C WRITE

Note: Write only ONE paragraph.

... is a town / city in ...
It's got
It's ... and the people ...
There are ... and ...
... are nice places ...
I sometimes ...

D CHECK

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

1

CLIL • Geography: Reading a map

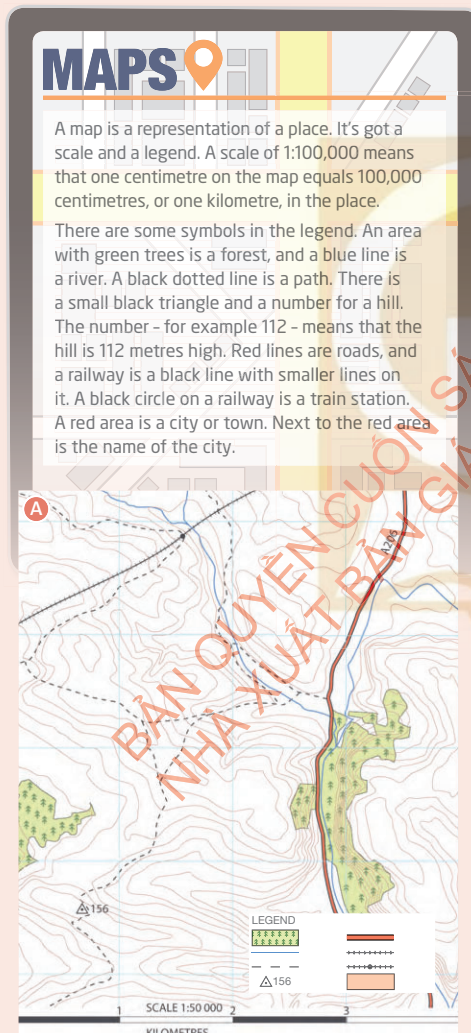
I can ask and answer questions about a map.

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

path hill railway forest river road



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



- Look at map A and choose the correct words.

The scale is ¹1:100,000 / 1:50,000. There are a lot of ²paths / railways on this map, and there's one ³hill / forest. It is ⁴246 / 156 metres high. There's also a big ⁵town / road and a ⁶train station / city on the map.

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

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

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

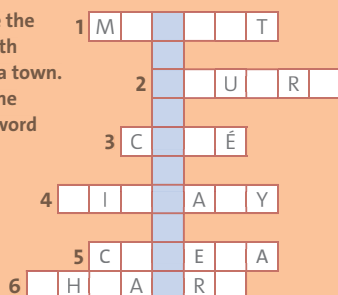


Extract from Bà Nà Hills Mountain Resort Guide map

1 Options

PUZZLES AND GAMES

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



2 GUESS THE SENTENCE. Follow the instructions.

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

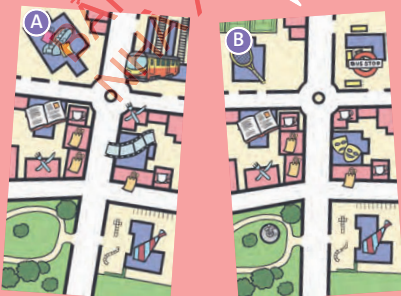
3 SPOT THE DIFFERENCE. Work in pairs. Student A looks at map A. Student B looks at map B. Ask and answer questions to find six differences.

Is there a ... on your map?

Yes, there is.

How many ... are there on your map?

There are ...



4 Find the adjectives in the puzzles.



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

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

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

older

Bingo!

2 Days

VOCABULARY • Daily routines

I can talk about my daily routines.

CLIL p32

Extra listening and speaking p111

THINK! What's your favourite day? Why?

1 **1.20** Complete the table with the verbs in **blue** in the *Days and Nights Quiz*. Then listen and check.

2 Read the *Days and Nights Quiz*. Are the sentences **True or False**? Compare with a partner using the Key Phrases.

KEY PHRASES

Comparing answers

What have you got for number 1?

I think it's true / false.

What about you?

What do you think?

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



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

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

sometimes never always
usually often normally

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

DAYS AND NIGHTS

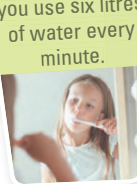
Quiz

True or False?



GOOD MORNING

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



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



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



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



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



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



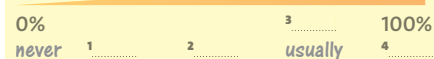
My daily routines

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



Language Point: Adverbs of frequency

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



RULES

Adverbs of frequency come ...

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

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

I always get up at 5.30 a.m.

I think it's false.

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

Finished?

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



GOOD EVENING

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



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

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



GOOD NIGHT

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



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



- 12 Small babies usually sleep 20 hours a day.

2

READING • A busy day

I can understand the general idea of a text.

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

The Radfords with sixteen of their children in 2012

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

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

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

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

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

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

SKILLS STRATEGY

How to predict the meanings of words:

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

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

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

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

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

2

LANGUAGE FOCUS • Present simple: affirmative and negative

I can use the present simple to talk about routines.

Present simple: affirmative

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

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

SPELLING RULES

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

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

2 Choose the correct verbs.

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

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

- 1 relaxes

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

- a. relaxes b. finishes c. studies d. boxes
- a. goes b. does c. watches d. toes
- a. aches b. watches c. beaches d. matches
- a. washes b. wishes c. makes d. witches
- a. takes b. makes c. aches d. watches

Present simple: negative

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

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

RULES

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



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

Tom and Mina wash the dishes.

Vicky doesn't wash the car.

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

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

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

Finished?

Write five true sentences about your partner.

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

2

VOCABULARY AND LISTENING • Special days

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

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



HAPPY DAYS!

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

Do you ever ... ?

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



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

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

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

STUDY STRATEGY

Preparing to listen

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

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



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

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

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

Do you ever sing songs?

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

Tết

Vietnamese Lunar New Year

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

2

LANGUAGE FOCUS • Present simple: questions • Simple sentences

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

Present simple: questions

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

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

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

RULES

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



2 Choose the correct words.

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

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

KEY PHRASES

Time expressions

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

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



Simple sentences

5 Choose the correct word.

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

Choose and tick (✓) the simple sentences.

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

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

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

What do you do at the weekend?

I usually visit friends and watch TV.

Finished?

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

2 SPEAKING • Making plans and suggestions

I can make plans and suggestions.

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

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



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

Special days at Highfield School
 Come with your family! All welcome.

International Day Saturday 11 th		
Morning dance competition cooking class		
Lunch barbecue		
Afternoon culture quiz music concert		
Evening disco		
Family Fun Day Saturday 25 th		
Morning family sports face painting		
Lunch barbecue		
Afternoon costume competition mini zoo		
Evening fireworks		

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

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

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

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

KEY PHRASES

Making plans and suggestions

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

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

Vista Cinema

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



2

WRITING • A special day

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

THINK! What is your favourite special day or celebration?

THE NOTTING HILL CARNIVAL

By Tamsin Lucas

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



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

celebration parade costume

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

- 2** Read the description. Where and when is the carnival? What do people do?
3 Look at the text and complete the Key Phrases.

KEY PHRASES

Talking about a celebration

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

Language Point: **also**

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

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

WRITING GUIDE

A TASK

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

B THINK AND PLAN

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

C WRITE

Note: Write only ONE paragraph.

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

D CHECK

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

2 CLIL • Geography: Time zones

I can talk about time zones.

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

longitude Prime Meridian
Greenwich Mean Time east west
north south

Time zones

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

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



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



32 CLIL

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

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

- 3 Look at the clocks and answer the questions.



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

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

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

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

I'm in Hà Nội.

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

It's 8 p.m.

2

Options

PUZZLES AND GAMES



1 Look at the code and write the sentences.

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

R ZODZBH SZEY YIVZPUZHG.

I always have breakfast.

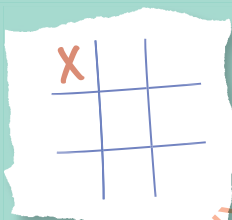
1 R TVG FK ZG HRC.

2 R HLNVRNVH TL GL HXSLLO LM ULLG.

3 NB NFN WLVMHG DZGXS GE.

4 DV IVOZC ZUGVI WRMMVI.

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



You don't play video games.

Yes, that's true.

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

never sometimes often
usually always

I

sometimes

go

to

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

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



1 wear crazy clothes



2 give a gift



3 play an instrument



4 wear a party hat



5 wear a costume



6 play an instrument



7 wear a party hat



8 wear a costume

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

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

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

Where do you live?

I live in Ankara.

PROGRESS REVIEW 1

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



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

VOCABULARY Places in a town or city

1 Complete the words in the text.

Our town is very good for food! There's a nice Turkish ¹r _____ and an Italian ²c _____ too.
If you like sport, there's a ³s _____ c _____, and there's a nice ⁴p _____ – it's a good place for football.
There's a three-star ⁵h _____ for visitors to the town. And there's a small ⁶c _____ with new films every week, but there isn't a ⁷t _____.
There's a very good ⁸s _____ in our town – I'm a student there and I'm very happy!

I can talk about places in a town or city.

MY EVALUATION

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

3 Write questions and short answers.

- 1 a big cinema in your area? / no _____
- 2 any interesting monuments in this town? / yes _____
- 3 a quiet park near the station? / yes _____
- 4 any small shops in that street? / no _____
- 5 how many cafes near here? / three _____
- 6 how many students in Anna's class? / thirty _____

I can ask and answer questions about places.

MY EVALUATION

READING A description of a cruise ship

2 Choose the correct answers.

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

I can predict the content of a text.

MY EVALUATION

VOCABULARY AND LISTENING

Comparing places

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

- | | |
|--|--------------|
| A | B |
| 1 ☐ school | a. quiet |
| 2 ☐ library | b. pretty |
| 3 ☐ shops | c. dangerous |
| 4 ☐ square | d. clean |
| 5 ☐ climbing wall | e. noisy |
| 6 ☐ swimming pool | f. modern |

I can understand people comparing places.

MY EVALUATION





LANGUAGE FOCUS Comparative adjectives

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

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

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

I can compare things.

MY EVALUATION 😊 😊 😊 😊

SPEAKING Asking and saying where places are

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

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

I can ask and say where places are.

MY EVALUATION 😊 😊 😊 😊

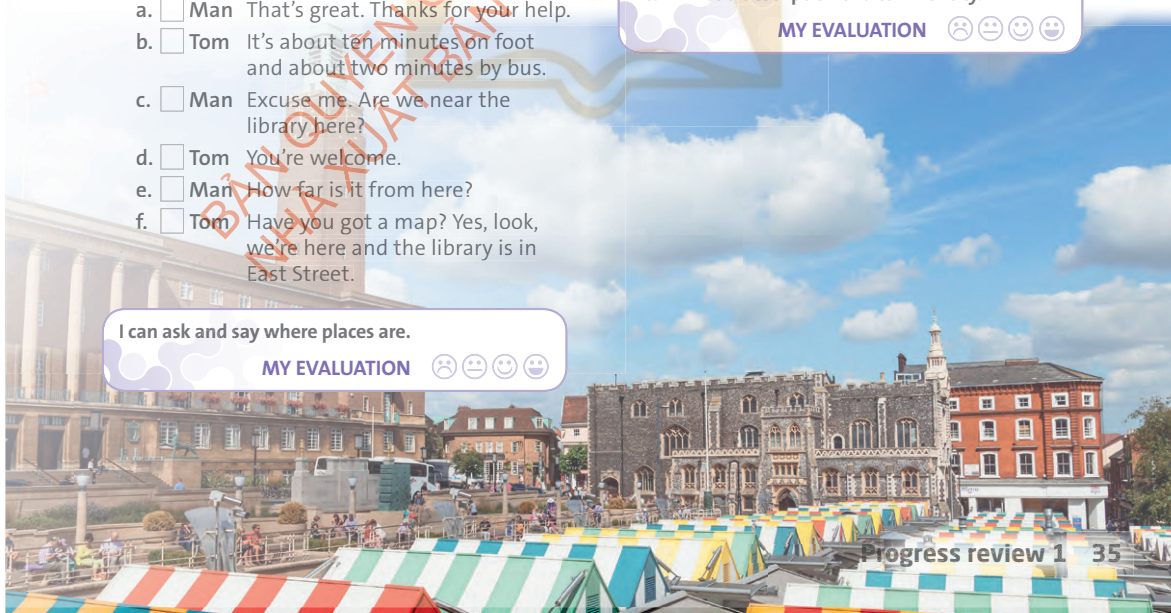
WRITING A description of a town or city

7 Order the words to make sentences.

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

I can write a description of a town or city.

MY EVALUATION 😊 😊 😊 😊



VOCABULARY Daily routines

8 Complete the sentences with the words.

brush chat get go have help
relax study wash watch

- I up at 6.15 every morning.
- I breakfast at 7.00.
- After breakfast, I always my teeth and my face.
- My sister and I to school by bus.
- After school I with my friends – we sometimes talk for hours!
- I always my parents with the housework.
- In my bedroom, I at my desk with all my school books.
- Before bed, I usually on the sofa and I sometimes TV.

I can talk about my daily routines.

MY EVALUATION 😊 😊 😊 😊

READING My family

9 Complete the words in the text.

My name is David and I'm from a big family – I've got three sisters and five ¹b ! But my parents are from small families – my ²m has only got one younger sister called Mary – she's my favourite ³a ! And my ⁴f has got an older sister – Jane. My grandparents are American, but they live in London. My ⁵g is from Boston – she's really nice. And my ⁶g is from New York – he's a lot of fun.

I can understand the general idea of text.

MY EVALUATION 😊 😊 😊 😊

LANGUAGE FOCUS Present simple: affirmative and negative

10 Make the negative sentences affirmative and the affirmative sentences negative.

- I don't like cooking. ✓
.....
- We don't play football every afternoon. ✓
.....
- She doesn't wash the car. ✓
.....
- They help with the housework. ✗
.....
- My brother studies in the evenings. ✗
.....
- You play video games. ✗
.....

I can use the present simple to talk about facts and routines.

MY EVALUATION 😊 😊 😊 😊

VOCABULARY AND LISTENING Special days

11 1.28 Listen and draw lines from names 1–6 to people a–f in the picture.

- 1 Dad 2 Emma 3 Grace



- 4 Holly 5 Mum 6 Richard

I can understand an interview about a celebration.

MY EVALUATION 😊 😊 😊 😊

LANGUAGE FOCUS Present simple: questions

12 Read the email and write the questions.

Hi Maria,

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

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

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

Those are all my questions for now!

See you soon,

Lily

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

MY EVALUATION 😊 😊 😊 😊

SPEAKING Making plans and suggestions

13 Complete the dialogue with the phrases.

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

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

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

I can make plans and suggestions.

MY EVALUATION 😊 😊 😊 😊

WRITING A special day

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

also breakfast but chat day
 expensive housework like play streets

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

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

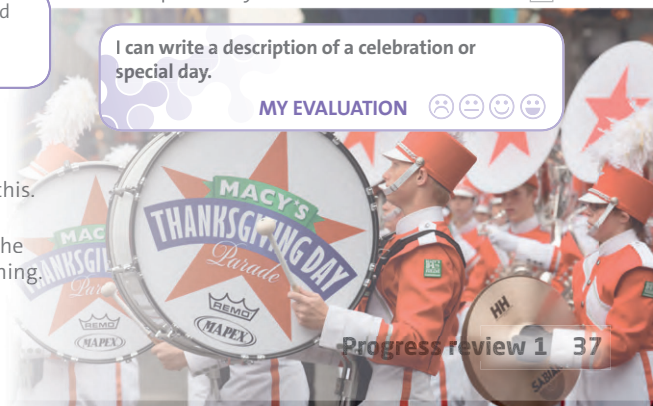
We don't usually go in the parade, but we always watch it. We also dance because we ⁵ the music and the songs.

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

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

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

MY EVALUATION 😊 😊 😊 😊



3

Wild life

VOCABULARY • Animals

I can ask and answer about animals.

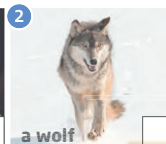
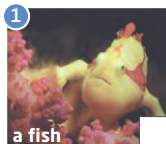
CLIL p46

Extra listening and speaking p112

Song p119

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

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



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

KEY PHRASES

Identifying things

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

- 3 1.30 **PRONUNCIATION: Sentence stress**

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

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

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

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

Creature close-ups

How many animals can you name?

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



4 **5** **6** **7** **8** **9** **10** **11**

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

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

“

Does it live in water, or on land?
It lives on land and in water.

Has it got wings / legs / a tail?
It's got legs and a tail.

How many legs has it got? Four.

Is it bigger or smaller than a dog?
It's bigger than a dog.

Does it eat other animals? Yes, it does.

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

Is it dangerous? Yes, it is.

What colour is it? Green and brown.

”

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

Does it live in water or on land? It lives in water.

Finished?

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

3 READING • The ugliest animals? I can read for specific information.

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

eagle gorilla frog spider bat crocodile



BLOBFISH

we love you!

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

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

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

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



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

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

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

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

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

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

3 LANGUAGE FOCUS • Superlative adjectives

I can use superlative adjectives to talk about my country.

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

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

- 2 Complete the text using the superlative form of the adjectives in brackets.

STUDY STRATEGY

Improving your grammar

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

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

good bad boring pretty nice horrible

film star animal team friend place food

I think the *best* football team is Arsenal.

In my opinion, the *most horrible* animals are spiders.

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

- May to September
- July
- January
- December to April
- Mây Bặc
- Delacour's Langur

Finished?

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

CÚC PHƯƠNG NATIONAL PARK

When is the best time to visit?

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

Are there any mountains?

Yes. There are many limestone mountains. The ⁵..... (high) peak is Mây Bặc with 648 metres above sea level.

What animals can I see?

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



Wild life 41

3 VOCABULARY AND LISTENING • Amazing animals

I can understand a podcast about animal skills.

THINK! Name three fast-running animals.

Animal skills quiz

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



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

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

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

- 2 **Work in pairs. Answer questions 1–6 in the quiz.**

- 3 **1.35** Listen to a podcast about the animals in the quiz and check your answers. How many correct answers have you got?

SKILLS STRATEGY

How to do the listening quiz:

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

- 4 **1.35** Read the Skills Strategy and listen again. What two extra pieces of information do you hear? Choose from a–d.

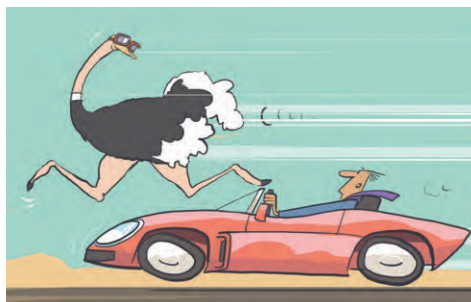
- a. Scorpions are intelligent.
- b. Some of the smallest scorpions are the most dangerous.
- c. Ostriches are the heaviest, fastest, and tallest birds.
- d. Some monkeys can speak.

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

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

Finished?

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



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

I can talk about abilities.

can for ability

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

An eagle ¹ see a small animal from a great distance.
Ostriches ² fly.
³ a scorpion kill a human? Yes, it
⁴ / No, it ⁵
⁶ elephants hear with their ears and their feet? Yes, they ⁷ / No, they
⁸

RULES

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

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

Parrot I'm very intelligent. I ¹ can speak five languages.
Snake ² you speak human languages?
Parrot Yes, I ³ Can you speak many languages?
Snake No, I ⁴ but I ⁵ eat animals which are bigger than me.
Parrot Oh!



might

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

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

RULES

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

Questions with How ... ?

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

far long tall heavy fast many

... is a new baby?

How heavy is a new baby?

- ... can the fastest person run?
- ... countries are there in the world?
- ... is an adult giraffe?
- ... is an adult crocodile?
- ... is the North Pole from the South Pole?

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

KEY PHRASES

Estimating

A new baby is usually between 2.5 and 4.5 kilos.
Gorillas can grow to around 250 kilos.
Camels can survive about six months without water.

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

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

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

How far can you swim?

I can swim about 100 metres.

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

Finished?

Invent more questions for the quiz in exercise 4.

3 SPEAKING • Asking for permission

I can ask for permission to do things.

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

at home in a shop in a park at school

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



1 Look at the photo. What is the situation?

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

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

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

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

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

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

KEY PHRASES

Requesting permission

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

Giving permission

Yes, of course you can.

Refusing permission

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

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

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

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

Can I ... ?

Is it OK ... ?

3

WRITING • Animals in danger

I can write an information leaflet about animals in danger and give examples.

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

LET'S PROTECT ...

The Philippine eagle

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



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

farming pollution hunting fishing

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

KEY PHRASES

Describing animals in danger

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

Language Point: Giving examples

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

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

WRITING GUIDE

A TASK

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

B THINK AND PLAN

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

C WRITE

Note: Write only **ONE** paragraph.

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

D CHECK

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



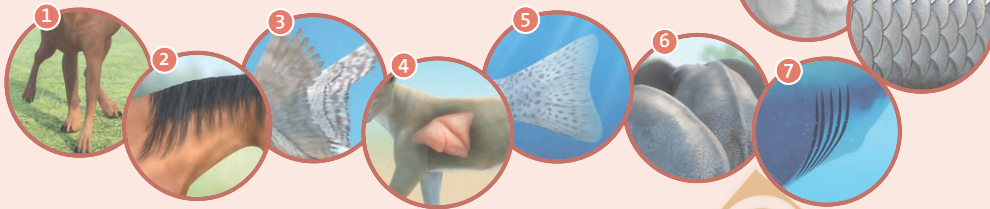
3

CLIL • Natural science: Animals

I can talk about the different animal groups.

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

feathers scales legs hair wings lungs fins backbones gills



- 2 138 Read and listen to the text. Check your answers in exercise 1.

- 3 Read the text again and answer the questions.

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

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

crocodile shark camel eagle

- 1 Does it feed its babies milk?
Yes. It's a mammal. No. Go to number 2.

- 2 Has it got feathers and wings?
Yes. It's a bird. No. Go to number 3.

- 3 Has it got fins?
Yes. It's a fish. No. Go to number 4.

- 4 Has it got scales?
Yes. It's a reptile. No. It's an amphibian.

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

Vertebrates

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

Fish

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

Mammals

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

Birds

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

Amphibians

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

Reptiles

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



3

Options

PUZZLES AND GAMES



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

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

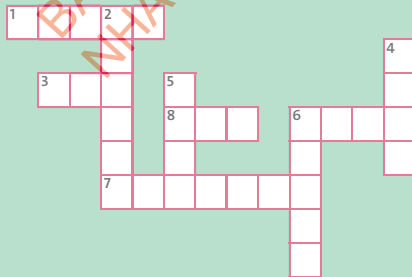
colourful - butterfly, fish, bag, notebook

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

big fast dangerous heavy
intelligent rare pretty ugly



4 Read the clues and complete the crossword.



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

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

What am I?

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

What am I?

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

What am I?

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

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

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

- 1 Gorillas don't often trees.
- 3 Ostriches can't fly but, they can fast.
- 6 My dog loves water – it can very well.
- 7 We can't for a long time if we don't drink water.
- 8 Golden eagles rabbits and other small animals.
- 2 American black bears sleep for a long time in the coldest of the year.
- 4 Elephants usually have their feet on the ground – they can't
- 5 Cats have good ears – they can better than humans.
- 6 It is easier to survive in a foreign country if you the language.

4

Learning world

VOCABULARY • School subjects

I can talk about my school and school subjects.

Culture p56

Extra listening and speaking p113

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

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

art English geography Spanish history
PE¹ science ICT² maths

¹Physical Education ²Information and Communication Technology

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



School QUESTIONNAIRE

1



Are you good at _____?



2

When's our next _____ exam?

3



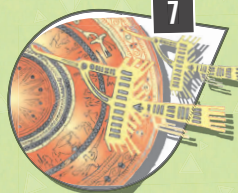
Are you a / an
genius?

6



Do you study other
languages, like _____?

7



Have you got
homework today?

8



Do you think that our
textbook is interesting?

CHOIR
SIGN-UP

Daisy :)

James

Millie

JAN

Satish

SUMMER TRIP

(Pin your photos here!)



4

Is your
notebook organised?

5

Have we got a / an
class tomorrow?

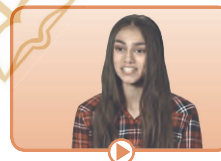
9

How many
teachers are there in
the school?

3 1.40

Watch or listen and answer the questions.

- 1 Why does Georgia like Wednesday?
- 2 What language does Ben prefer?



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

KEY PHRASES

Talking about school subjects

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

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

I'm really good at maths.

Me too!

I'm OK at maths.

Finished?

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

4 READING • Schools project

I can identify the writer's opinion.

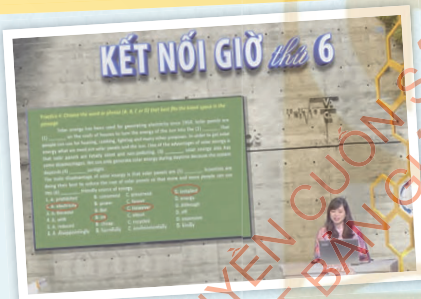
THINK! What do you like about your school?

WORLD CLASS!

A PROJECT BY LIAM MURPHY



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



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



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



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

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

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

- 4 **USE IT!** Work in groups. Which school in exercise 1 do you think is the most interesting? Why? What type of school do you go to?

4

LANGUAGE FOCUS • Present continuous: affirmative and negative

I can talk about things happening now.

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

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

RULES

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

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

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

SPELLING RULES

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

- 3  1.42 Listen to the sounds. Match the people in column A with the actions in column B. Then write sentences using the present continuous.

A young child is speaking to his mother.

- | | |
|-----------------|---------------------------------|
| A | B |
| 1 A young child | a. (watch) TV. |
| 2 Two women | b. (have) dinner. |
| 3 Two men | c. (run) in the park. |
| 4 A girl | d. (speak) to his mother. |
| 5 A boy | e. (look) for a mosquito. |
| 6 A man | f. (play) a musical instrument. |

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



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

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

Do you want to **come to my house?**

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

Finished?

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

4

VOCABULARY AND LISTENING • Verbs: Studying a language

I can listen to interviews about learning a language.

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

vocabulary grammar pronunciation reading listening speaking writing

Are you a **SUPER** language student?

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

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



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

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

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

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

Italian Kanji English Arabic Russian

Interviews: Learning languages

Interviews with Londoners who are learning languages.



1 Mario

2 Mark and Peter

3 Hannah

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

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

STUDY STRATEGY

Thinking about learning

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

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

I do these things



I revise before an exam.

I don't do these things



I don't listen to English when I'm out of school.

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

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

4 LANGUAGE FOCUS • Present continuous: questions

• Present continuous and present simple

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

Present continuous: questions

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

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

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

do work study sit wear look at

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

Where are you sitting?

I'm sitting in the classroom.

Present continuous and present simple

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

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

Present simple: Routines or repeated actions

We sometimes do projects.

...

Present continuous: Actions happening now

We're doing a project today.

...

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

Charlotte is a music student. She
1 (practise)
every day, but at the moment she
2 (relax).



Pat is a footballer. He
3 (play)
football five days a week, but today he
4 (play)
basketball.



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



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

listen to wear read sit speak
watch think about

What do you usually wear?

I usually wear ...

What are you wearing now?

I'm wearing ...

Finished?

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

4

SPEAKING • Asking for help when you're studying

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

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

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



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

How do you spell 'gorilla'?

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

4 PRONUNCIATION: Consonant clusters

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

- 1 a. swim b. swing c. **s**word d. sweet
- 2 a. **s**chool b. **S**chilling c. **s**cheme d. scholar
- 3 a. **m**ember b. **a**mbler c. **c**limber d. December
- 4 a. **s**cene b. **s**carf c. **s**can d. **s**core
- 5 a. **h**unger b. **f**inger c. **a**nger d. **s**inger

SKILLS STRATEGY

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

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

KEY PHRASES

Asking for help with languages

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

2 Complete the table with the letters in the box. Then listen and check.

A E G I J N U V X

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

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

A Can you help me with something, please?

B ...

A How do you say ... in English?

B ...

A Can you say that again, please?

B ...

A How do you spell that?

B ...

A Great. Thanks, ...

4 WRITING • An email about your school

I can write an informal email about my school.

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

Hi Ela,

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

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

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

Write soon,

Danny



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

2 Complete the Key Phrases with words in the email.

KEY PHRASES

Giving information about your school

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

Language Point: so

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

I like languages, so I study French.

- 1 I'm learning some Spanish words
- 2 I've got two bikes
- 3 There's a history exam tomorrow
- 4 There aren't any classes this afternoon

- a. we can go and play football.
- b. I'm revising now.
- c. I need a dictionary.
- d. you can use one of them.

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

WRITING GUIDE

A TASK

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

B THINK AND PLAN

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

C WRITE

Hi/ Hey ...

Step 1: The reason you write
I'm happy that ...

Step 2: The information you mention
... is a small / medium-sized / large school ...

Classes are ...
Some subjects are

Others ...

Step 3: The information you need

Here's ...

Send me ...

Write soon,

...

D CHECK

- present simple
- giving examples
- so

4

CULTURE • Digital learning

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

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

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

I can still learn

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

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

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

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



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

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

- 3 YOUR CULTURE Answer the questions.

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

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

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

Digital learning is good for ...
It is good because ...
It becomes more and more popular because ...
However, it cannot replace schools because ...

- Compare your ideas with other groups!