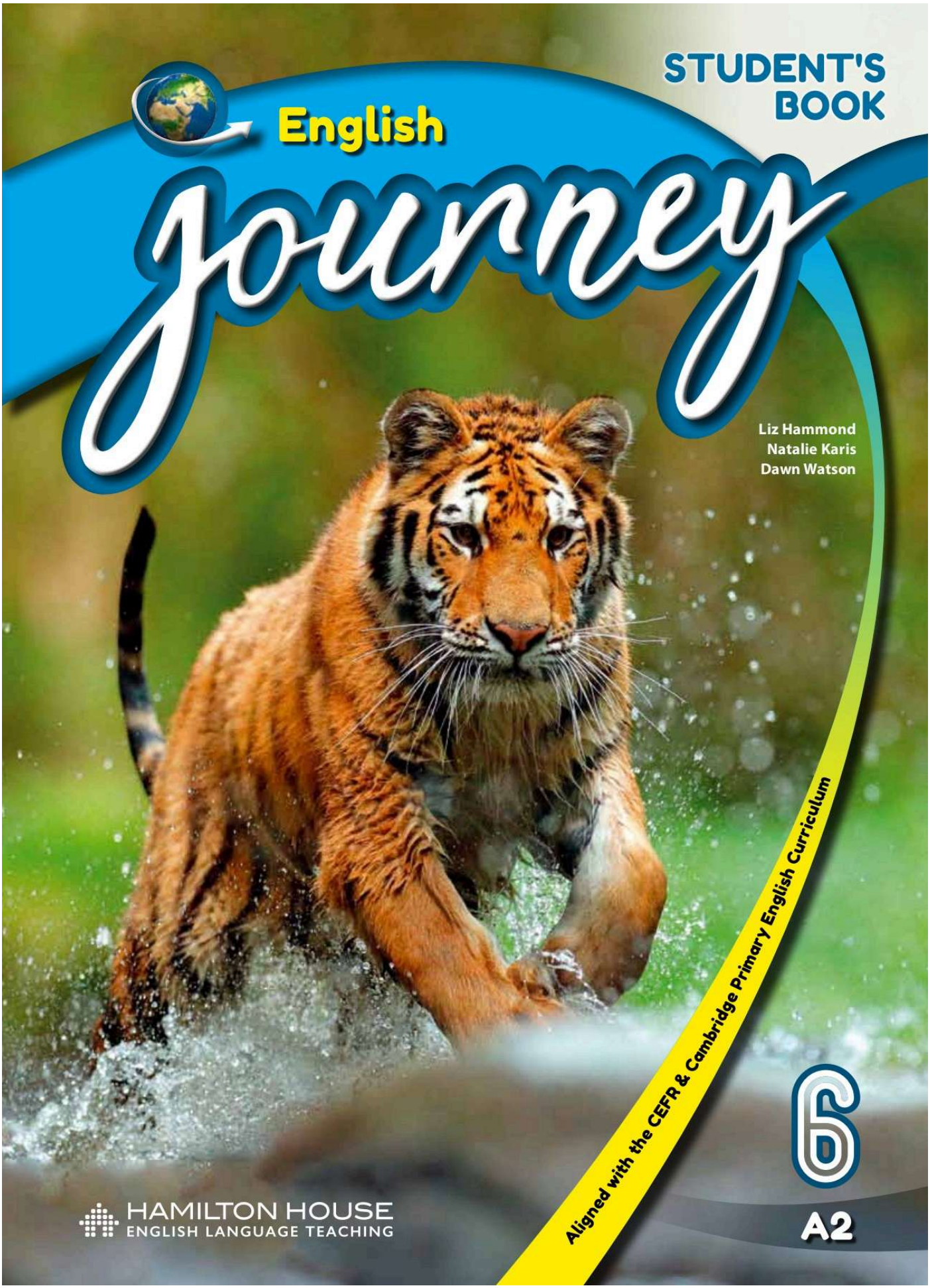
STUDENT'S BOOK
English
journey
Liz Hammond
Natalie Karis
Dawn Watson
Aligned with the CEFR & Cambridge Primary English Curriculum
6
A2
HAMILTON HOUSE
ENGLISH LANGUAGE TEACHING

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| | | | |

# 1 This Is Me!

**1** Look at all the pictures on this page. Three of the people have something in common. What is it? What do you know about it?

DVD 1 Watch this short video about being left-handed. Can you think of any other difficulties left-handed people have?

## Reading

**1** **Work with a partner. What do these words mean? Which words describe you best? Tell your partner.**

artistic brave careful clever cool creative friendly funny
honest kind logical naughty practical quiet sweet

**2** **Answer the questions below. Then read the article. Were you right? After you check your answers, do the quiz.**

- What are logical people good at?
- What are creative people good at?

# Do you have one brain... or two?

It's a strange question, but it is easy to answer ... you have only one brain. However, the brain has two parts – the right brain and the left brain. The left brain controls the right side of the body, and the right brain controls the left side of the body.

Nerves connect them, but the two parts of the brain are responsible for different abilities.

In general, the left brain is logical. This means that it understands details, facts, words and language, maths and science; it can see order, it can make plans and it's practical.

The right brain is creative. This means that it uses feelings and imagination; it understands symbols and pictures, art and music. It helps us to understand a person's tone of voice when they are speaking.

The parts of the brain often work together. For example, the left brain helps us to understand the words we hear, but the right brain helps us to understand how someone is feeling when they say them.

*Are you a left-brained student or a right-brained student?*

*Do the quiz and find out!*

1 Which exercise do you prefer?
  A Solve a maths equation
  B Write a story about a cat that helps a boy

2 When you get dressed in the morning, what do you put on?
  A The clothes you have ready from last night
  B Anything that smells OK

3 You have two homework tasks. What do you do?
  A Finish one and then do the next one
  B Do a little bit of one; when you get bored, start the next one

4 In the school play, who do you want to be?
  A the director
  B the main actor or actress

5 For a multiple-choice test, what do you do?
  A Look at the choices and find the right answer easily
  B Think too much and become confused every time

6 You watch a sad film in class. What happens?
  A You don't cry.
  B You cry a little.

**3** **Read the article and the quiz again, and answer the questions.**

**Questions 1 and 2 are about the article.**

1 The right side of the brain
- **A** is joined to the left side.
- **B** is better than the left side.
- **C** is more important than the left side.
- **D** is responsible for the same abilities as the left.

2 What is true about the left brain and right brain?
- **A** They have two parts each.
- **B** We need both of them to do some things.
- **C** We only use one or the other.
- **D** One side has more abilities than the other.

**Questions 3 and 4 are about the quiz.**

3 A left-brained person probably
- **A** can't play computer games.
- **B** hasn't got any clean clothes.
- **C** doesn't enjoy writing stories.
- **D** doesn't like telling people what to do.

4 A right-brained person probably
- **A** doesn't know anything about maths.
- **B** can't finish what they start sometimes.
- **C** fails all multiple-choice tests.
- **D** isn't interested in visiting museums.

7 You are on holiday in Europe and you have to choose. Which do you visit?
- A a science and technology museum
- B a 2,000 year-old temple

8 It's your little brother's birthday. What present do you buy him?
- A a toy car
- B colouring pencils

9 When you want to persuade your parents, what do you do?
- A use facts
- B use imagination

10 Which punishment is worse?
- A You cannot play computer games for a week.
- B You cannot talk to your friends for a week.

*Now add up how many As and Bs you scored and find out what kind of student you are.*
*Mainly As? This means you are a left-brained student.*
*Mainly Bs? This means you are a right-brained student.*

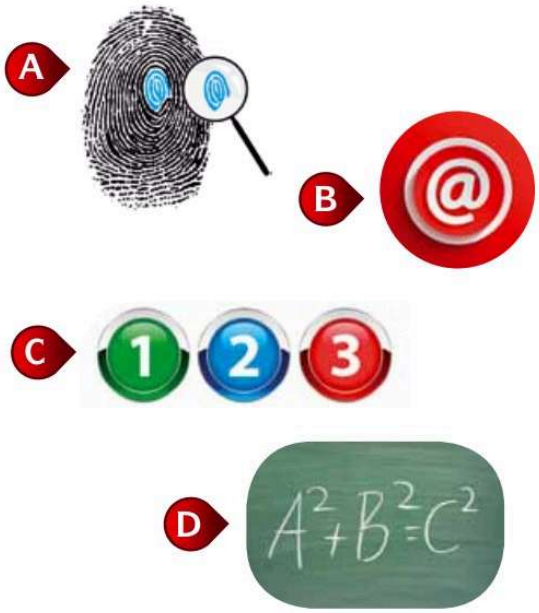
**DOWNLOAD**

For multiple-choice questions, the correct answer usually says the same thing as the text, but it uses different words. Read the answer choices and look for words and ideas with similar meanings in the text.

**Question 5 is about the article and the quiz.**

5 Which is an example of the two parts of the brain working together?
- **A** You are a great singer and you can dance really well too.
- **B** You explain to your friend very clearly how to do a maths question.
- **C** You always do your homework and it is very neat.
- **D** You are organising a party and you design the invitations.

**4** **What do the pictures show? Match them to the questions.**




1 Which picture shows **order**? ☐
2 Which picture is **a symbol**? ☐
3 Which picture shows **a detail**? ☐
4 Which picture is **an equation**? ☐

**5** **Read this puzzle. Do you know the answer?**

Mary's mum has four children. The first child is called April. The second is May. The third is June. What is the name of the fourth child?

# Vocabulary 1

**1 Match the adjectives to their opposites. Then write a sentence in your notebook using each one.**

| | |
|---|---|
| **1** amazing | **a** easy |
| **2** boring | **b** interesting |
| **3** difficult | **c** old |
| **4** fast | **d** poor |
| **5** hard | **e** slow |
| **6** modern | **f** soft |
| **7** rich | **g** normal |
| **8** right | **h** wrong |

**2 Complete the text with these words.**

**beautiful** **famous** **lucky** **practical** **special** **strange**

## Being left-handed

Are you left-handed? Most people are not. In fact, only 10% of all people are left-handed. There are good and bad things about being left-handed.

Left-handers have some [1] _____ problems.

- Western writing goes from left to right. When left-handed people write, they have to turn their hand in a [2] _____ way so they can write without touching the ink from the pen.
- Some everyday objects like scissors are for right-handed people. Left-handers have to use [3] _____ scissors just for them.

But it isn't all bad news.

- Left-handed tennis player are [4] _____ because right-handed tennis players don't have a lot of experience playing left-handers.
- Left-handers are often very creative people. Many artists are left-handed and they make [5] _____ things. Leonardo da Vinci and Michelangelo are two very [6] _____ left-handed artists.

Finally, there's a day for left-handers to celebrate. It's called International Left Handers Day and it's on August 13th every year.

**3 What do you call people or things from these countries? Can you think of something famous from these countries?**

| | | | |
|---|---|---|---|
| **1** Italy | → _____ | → _____ | |
| **2** Spain | → _____ | → _____ | |
| **3** China | → _____ | → _____ | |
| **4** Brazil | → _____ | → _____ | |
| **5** Greece | → _____ | → _____ | |
| **6** Britain | → _____ | → _____ | |
| **7** Germany | → _____ | → _____ | |
| **8** Japan | → _____ | → _____ | |
| **9** Egypt | → _____ | → _____ | |

# Grammar 1 Present simple & present continuous

**1 Read about the uses of the present simple and present continuous.**

**Present simple**

- habits and things that happen regularly
  *Our German teacher never **gives** us homework for the weekend.*
- things that are always or usually true
  *I **help** my mum with the boring housework.*
- permanent situations
  *My best friend **has** long black hair and beautiful blue eyes.*
- facts and general truths
  *Snow **falls** in the winter.*
- timetables and future programmed events
  *The concert **starts** at seven o'clock.*

**Time expressions:** adverbs of frequency *(always, usually, never, etc), every day/week/month/year, in the morning/afternoon/evening, at night, at the weekend, on Saturday, on Fridays, in (the) winter/summer, in July, once/twice/three times a week/month/year,* etc

**Present continuous**

- something that is happening now, at this moment
  *Wendy and Paul **are watching** an interesting TV programme.*
- temporary situations
  *My brother **is working** at a café this summer.*
- future plans and arrangements
  *I **am going** to a special party tonight.*

**Time expressions:** *now, right now, at the moment, today/tonight, these days, this week, at present, nowadays, for now,* etc

**2 Do we use the present simple or the present continuous when we talk about what we do every day?** _____

Read 1.1-1.2 of the Grammar Reference before you do the tasks.

**3 Complete the sentences. Use the present simple.**

1 I _____ (love) summers in Greece. It _____ (usually be) very hot.
2 Jenny _____ (not ride) her bike to school every day. She _____ (often walk).
3 _____ (Michael / play) football every weekend?
4 Hurry! The last tram _____ at eleven o'clock. (leave)
5 _____ difficult computer games? (you / like)

**4 Complete the sentences. Use the present continuous.**

1 Dad _____ (not read) his Spanish newspaper now.
2 I _____ (stay) with my grandparents in their modern flat this summer.
3 My friends and I _____ (not meet) at the park this afternoon.
4 _____ (Mum / make) us a chocolate cake right now?
5 I _____ (not do) my art project at the moment.

**5 Circle the correct words.**

Dear Cathy,

My name is Sophia and I'm your new pen pal. I [1] **live / am living** in Italy and I [2] **am / am being** thirteen years old. I [3] **don't have / am not having** any brothers or sisters, but I have a cat. His name is Toni, from Rigatoni! We [4] **go / are going** to the park every day and play. I [5] **am throwing / throw** a ball and Toni [6] **chases / is chasing** it and [7] **brings / is bringing** it back. It's a lot of fun! [8] **Do you have / Are you having** any pets?

At the weekend, I usually [9] **am spending / spend** time with my best friend, Carla. Sometimes we [10] **meet / are meeting** at the square. We [11] **sit / are sitting** at a café and have something to drink or eat, but I [12] **don't meet / am not meeting** her this weekend because she and her parents [13] **visit / are visiting** her grandma. But that's OK because my cousin [14] **arrives/ is arriving** from Milan on Saturday morning. I can't wait! We [15] **have always / always have** an amazing time together. What [16] **do you do / are you doing** at the weekend?

Write soon,

Sophia

# Vocabulary 2

## Word Formation

**1** **Complete the table.**

| Noun | Adjective | |
|---|---|---|
| art | 1 | |
| boredom | 2 | / 3 |
| care | 4 | |
| creation | 5 | |
| fun | 6 | |
| interest | 7 | / 8 |
| logic | 9 | |
| organise | 10 | |

**2** **Now complete the texts with some of the words from 1.**

**Left-brained students**

You think clearly because you are very [1] _____. Your desk is always tidy. You can answer questions quickly. You can listen to a long lesson and you are [2] _____ in learning. In history, you can remember dates. In maths, you enjoy solving equations. You like science very much. In English, you understand grammar well and you are [3] _____ when you write; you don't make mistakes.

**Advice:** Don't be afraid to draw, sing and be [4] _____.

**Right-brained students**

It's [5] _____ for you when teachers talk too much – you want to go to sleep! You take notes, but then you lose them. You are [6] _____ – you like to write stories, draw pictures, or play music. You are [7] _____ and people laugh with you. You love mystery stories. When you are studying, you listen to music. In history, you like to explore what happened in the past. You are unhappy in maths class and bored in science class. In English, you like writing essays.

**Advice:** Try to be more [8] _____, so you don't lose things.

## Prepositions

**3** **Circle the correct words.**

1 Which side of the brain is responsible **for** / **to** musical ability?
2 Helen isn't very interested **with** / **in** science or maths.
3 I am surprised **about** / **by** the mark for my maths test.
4 Tim is bad **at** / **in** art – he can't draw very well.
5 One side of the brain is different **on** / **to** the other side.
6 The students are excited **about** / **for** the trip to the museum.
7 Do you have a lot **on** / **in** common with your friends?

## Collocations & Expressions

**4** **Complete the sentences with *do* or *make*.**

1 Try not to _____ mistakes when you write an essay.
2 I have got a lot of homework to _____ tonight.
3 Can you _____ me a favour, please?
4 Chris is funny; he can _____ me laugh all the time.
5 I don't want to _____ the science test today!
6 Let's _____ a list of everything we need for the party.

# Grammar 2 Stative verbs

**1 Read about stative verbs.**

Stative verbs describe states and not actions. We do not usually use them in continuous tenses, even when we want to talk about something that is happening now. Here are some common stative verbs:

- sense verbs: *feel, hear, see, smell, taste*
- thinking verbs: *know, notice, realise, remember, think, understand*
- verbs that express emotions: *dislike, hate, like, love, not mind, prefer*
- other verbs: *appear (= seem), be, believe, belong, cost, forget, have (= own), hope, look (= seem), mean, need, own, seem, sound, want*

*My mum **needs** a holiday.*
*I **don't understand** this strange writing.*

Some verbs have two meanings: one that describes an action and one that describes a state. When these verbs describe actions, we can use them in continuous tenses.
Compare:
**1a** *Michael **looks** bored.* (= has the appearance)
**1b** *They **are looking** out of the window.* (= action of watching something)
**2a** *I **have** lots of pens.* (= own)
**2b** *We're **having** dinner at the moment.* (= the action of eating)

**2 Read these sentences. Which one uses the verb *see* to describe a state and which one uses it to describe an action? Write S for state or A for action.**

1 I'm seeing an old friend this afternoon. _____
2 Do you see that funny man over there? _____

Read 1.3 of the Grammar Reference before you do the tasks.

**3 Complete the dialogue. Use the present simple or the present continuous.**

**Ben:** What's wrong Lyn? You [1] _____ (seem) confused.
**Lyn:** I [2] _____ (go) to Tony's birthday party tomorrow night, but I [3] _____ (not know) what to buy him.
**Ben:** Well ... you could buy him a CD; most people [4] _____ (love) music!
**Lyn:** Oh, that's a good idea and CDs [5] _____ (not cost) very much nowadays. What [6] _____ (you / buy) him?
**Ben:** I [7] _____ (get) him a case for his new mobile phone.
**Lyn:** His new mobile phone?
**Ben:** Yes, his parents [8] _____ (give) him a new mobile phone for his birthday.
**Lyn:** That [9] _____ (sound) expensive!
**Ben:** Yes, it does, but he [10] _____ (need) one because his old one [11] _____ (not work) at all these days.
**Lyn:** Lucky Tony! [12] _____ (you / want) to go shopping now?
**Ben:** Yes, let's go!

**4 Complete both sentences with the correct form of the verb. Use the present simple and the present continuous.**

**1 taste**
**a** This apple pie _____ really good; do you want to try some?
**b** I _____ the sauce because it might need more salt.

**2 look**
**a** What _____ (you) at? Don't you know it's rude to stare?
**b** You _____ tired Mum; maybe you should have a rest.

**3 have**
**a** Tanya _____ a lot of strange things.
**b** We _____ lunch early today because we're all hungry.

**4 think**
**a** My parents _____ of buying a new car.
**b** I _____ you are an amazing person.

**5 be**
**a** This _____ a very interesting book.
**b** Bobby _____ very naughty today.

# Listening

**1** **Look at these three pictures. What appears in each picture?**

A

B

C

**2** **Read the conversation that goes with the pictures in 1 and underline any of the places shown in the pictures. How many places did you underline?**

**Man:** Don't forget to take your gloves with you. It's freezing outside.
**Girl:** OK Dad, but I don't remember where I left them.
**Man:** Did you look on your desk?
**Girl:** Yes, but they aren't there. Maybe I left them in your car yesterday.
**Man:** Why don't you go and have a look then? Oh, hold on, they're over there, on top of your school bag.
**Girl:** Thanks, Dad!

**3** **Now read the question and listen to the conversation. Which picture in 1 answers the question correctly? Circle A, B or C.**

**Where did the girl leave her gloves?**

**DOWNLOAD**

In this kind of task, read the question and look at the pictures before the recording starts. The conversation you hear will probably mention all three answer choices. This means you must listen very carefully so that you can answer the question correctly.

**4** **You will hear five short conversations. There is one question for each conversation. For each question, choose the right answer (A, B or C).**

**1 What instrument does the girl's mother complain about?**

A

B

C

**2 What time does the boy wake up for school?**

A

B

C

**3 Which picture are they looking at?**

A

B

C

**4 Which after-school activity do the boys have in common?**

A

B

C

**5 What is Wendy's hair like now?**

A

B

C

# Speaking

**1 Ask and answer the questions with a partner.**

- How do you spend your free time?
- What do you have in common with your best friend?
- What characteristics do you look for in a friend?

**2 Sometimes you need to agree or disagree with what someone is saying. Read these short conversations and decide if B is agreeing or disagreeing with A. Write 'Yes, I agree' or 'No, I disagree'.**

1 **A**: I think that it's very important for a friend to be funny. What do you think?
**B:** _____. It's great fun to be around somebody who makes you laugh.

2 **A**: In my opinion, a friend has to be honest with you? Do you agree?
**B:** _____ because everybody wants to know the truth.

3 **A**: All teenagers who are rich are difficult to be with. What's your opinion?
**B:** _____. That may be true for some rich teenagers, but I don't believe they are all difficult.

**3 Underline the questions in 2 that A used to ask whether B agreed or disagreed with their opinion.**

**4 Work with a partner. Here are some photographs of teenagers who have different characteristics. First, talk to each other about how important it is for a teenager to have these characteristics. Then decide which two characteristics you think are the most important. Use the phrases in the Language Bank to help you.**

**DOWNLOAD**

When you have a conversation with someone, listen carefully to what your partner says before you reply. You can use a variety of phrases to agree or disagree with what they say.

**5 Work in pairs to discuss these questions.**

- What are some negative characteristics that some teenagers have?
- Do you think it's possible to be friends with somebody who is very different to you? Why?/Why not?
- Would you like to change anything about your character? What?

**LANGUAGE BANK**

**Asking for somebody's opinion**
What's your opinion?
What do you think?
Do you agree?

**Agreeing with somebody's opinion**
I (completely) agree with you ...
Yes, I think you're right because ...

**Disagreeing with somebody's opinion**
I'm afraid I don't agree ...
Well, that may be true, but ...

# Writing

**Email: Writing about yourself**

When you write to someone for the first time, it is important that you tell them all about yourself: what you look like, who your friends and family are and what you do in your free time. Use the present simple tense with adverbs of frequency and time expressions to say what you do and how often you do it.

**1 Put these sentences in the correct order to make a paragraph.**

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

a We usually play football in the park and we sometimes go to the cinema.
b I'm never at home at the weekends.
c On Sundays I always spend time with my family.
d We often visit my grandparents or we all go out for lunch.
e On Saturdays I always go out with my friends.
f We rarely stay at home.

**2 Now circle all the adverbs of frequency and underline the time expressions in the sentences in 1.**

**3 Read this writing task and tick six pieces of information that you could include in your email.**

You have seen this announcement in your school magazine:

> Do you want to make friends from around the world?
> Write an email giving information about yourself, your friends and family, and what you do in your free time.
> We will find a friend for you!

Write your email. (100-150 words)

☐ my age
☐ my mum and dad
☐ my teachers
☐ my friends
☐ the holidays
☐ my house
☐ my appearance
☐ my hobbies
☐ my brothers and sisters
☐ the weather

**4 Read this email that was written in answer to the writing task in 3. Circle all the adverbs of frequency and underline the time expressions.**

From: Samantha Blundell

Hi there!

My name is Samantha and I'm fourteen years old. I'm tall and I've got short fair hair and blue eyes. I'm English and I live in London with my parents and my sister Kay. She's eight and she's very naughty! My mum is a teacher and my dad makes websites. He's very creative.

I've got lots of friends, but my best friend is Jamie. We're in the same class and we spend a lot of time together. She's very kind, and she's funny too! We usually go shopping on Saturdays, and we sometimes stay the night at each other's houses.

I love swimming! I'm in the school swimming team. We practise every day, and we often have competitions at the weekend. We rarely win, but it doesn't matter. We keep fit and we always have lots of fun!

What about you? Tell me all about yourself!

Bye for now,

Samantha

**5** **The writer uses adjectives to describe both appearance and personality. This helps the reader to find out more about the writer and their friends and family. Find the adjectives in the email and write them in the correct column in the table below. Do you know any other adjectives which describe appearance and personality? Add them to the table.**

| Appearance | Personality |
|---|---|
| | |

**6** **The writer begins the email with *Hi there!* and ends with *Bye for now!*. Look at the beginnings and endings in the Language Bank. Which ones are used to begin an email (B) and which ones are used to end an email (E)?**

**7** **Read this writing task. Then use the plan and the Language Bank to help you write your email. When you have finished your email, check your work carefully.**

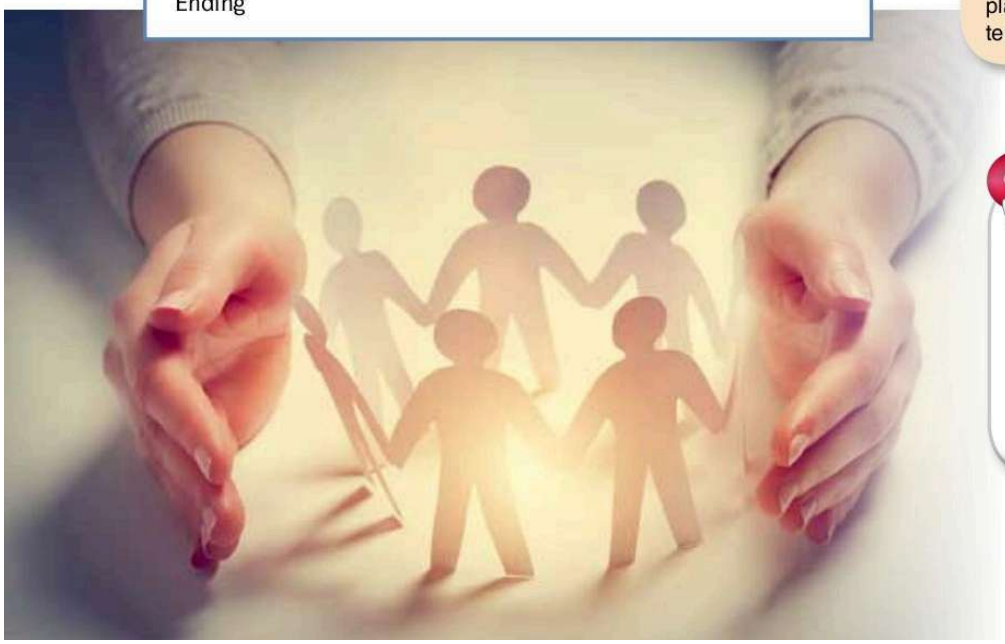
You have seen this announcement in an international magazine for teenagers:

> Make new friends from different countries!
> We will find a friend for you – just write an email about you, your family and your friends. Don't forget to mention your hobbies!

Write your email. (100-150 words)

**Plan**

Beginning
Paragraph 1: Write about yourself and your family
Paragraph 2: Write about your friends
Paragraph 3: Write about your hobbies
Ending



## LANGUAGE BANK

**Beginnings & endings**
Bye for now! ☐
Dear …, ☐
Hi …, ☐
Hi there! ☐
Take care. ☐
Write back soon. ☐

**Adverbs of frequency**
always
usually
often
sometimes
rarely
never

**Time expressions**
at the weekend
every day/week/month
on Saturdays/Sundays

**Adjectives for appearance**
blue/green/brown eyes
fair ≠ dark (hair)
long ≠ short (hair)

**Adjectives for personality**
artistic
clever
creative
friendly
funny
kind
naughty
sweet

**Hobbies**
be in the swimming/chess/football team
go out ≠ stay at home
go shopping/to the cinema/to a friend's house
keep fit
play football/basketball/volleyball/tennis

## DOWNLOAD

Remember to use the present simple tense with adverbs of frequency and time expressions. Use adjectives to describe appearance and personality. Don't forget to use suitable phrases to begin and end your email.

# 1 Reload

## Vocabulary

**Choose the correct answers.**

1 I can see that Jimmy's very ___, because his drawings are beautiful!
   a logical
   b artistic
   c strange

2 Julia is very ___; she can always make me laugh.
   a funny
   b boring
   c lucky

3 The shop manager is responsible ___ the safety of all her staff.
   a for
   b by
   c to

4 Max didn't find the exam ___ today; in fact, he thought it was quite easy.
   a interesting
   b normal
   c difficult

5 I often forget to buy the things I need because I never ___ a list.
   a make
   b go
   c do

6 I didn't do well in my test yesterday; I got most of the questions ___.
   a special
   b poor
   c wrong

7 The children are very excited ___ their school trip tomorrow.
   a about
   b in
   c for

8 Shona was happy to ___ her dad a favour because he always helps her with her homework.
   a have
   b do
   c make

9 When you write an essay, you must be ___ with your spelling.
   a careful
   b practical
   c creative

10 The person who lives in that big house must be very ___.
   a modern
   b rich
   c slow

## Grammar

**Choose the correct answers.**

1 Janice ___ her sister with the cleaning every weekend.
   a is helping
   b helps
   c are helping

2 ___ skiing with the school this March?
   a You're going
   b Do you go
   c Are you going

3 'Does Shelley want to go out tonight or tomorrow?'
   'She says she ___. You choose.'
   a doesn't mind
   b isn't minding
   c don't mind

4 'Hey, Danielle. Let's go to the park!'
   'I can't. I'm doing my homework ___.'
   a every day
   b right now
   c always

5 'Where are you at the moment, Paul?'
   'We ___ through the town centre.'
   a drive
   b are driving
   c driving

6 '___ every weekend?'
   'No, only one weekend each month.'
   a Are you working
   b You are working
   c Do you work

7 Many young people ___ at home until they get married.
   a live
   b lives
   c are living

8 'Is this your coat?'
   'No, I think it ___ to James.'
   a often belongs
   b is belonging
   c belongs

9 People usually ___ tired after they have been on a long journey.
   a looks
   b look
   c are looking

10 We visit Grandma in hospital ___.
   a this evening
   b twice a week
   c usually

# English Journey 6

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