

English World



Student's Book

7

A2+



MACMILLAN

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Unit	Reading	Reading comprehension	Working with words	Grammar
1 Magazines Page 7	<i>The portrait project</i> a magazine article including an interview	literal questions; gapfill; thinking skills; scanning; personal response	word classes; suffix <i>-tion</i> ; spelling: ss sounding <i>sh</i>	present tenses: present simple <i>They work for a magazine.</i> present continuous <i>Today they are reporting on a new project.</i>
2 City life Page 17	<i>The man at the fountain</i> a descriptive narrative	multiple choice; thinking skills; adjective recognition; scanning; personal response	present participle adjectives; prefixes and suffixes; spelling: doubling final consonant before suffixing	past tenses: past simple + past continuous <i>While Philippe was watching him, the man pointed his camera.</i> <i>while and when</i>
3 Life at the edge Page 27	<i>Endangered animals in the north</i> an information text	literal questions; meanings of headings; thinking skills; definitions; personal response	adjectives with suffixes <i>-al</i> and <i>-y</i> ; spelling: words with <i>ie</i> / <i>ei</i>	future: <i>will</i> predictions <i>In three days' time they will set out.</i> future: <i>going to</i> plans / intentions <i>They are going to count the otters.</i>
4 Advertisements Page 37	<i>Adventure sports centre</i> an advertisement	literal questions; adjective definitions; word choice; word classes; thinking skills; personal response	words ending <i>-ent</i> / <i>-ence</i> and <i>-ant</i> / <i>-ance</i> ; spelling: words with <i>ou</i> / <i>oo</i>	present perfect <i>He has recently broken his arm.</i> <i>She hasn't tried the vertical slide.</i>
5 Great lives Page 47	<i>Victoria, Queen of the United Kingdom</i> a biography	true/false questions; definitions; thinking skills; scanning; personal response	suffixes: <i>-ment</i> / <i>-ness</i> spelling: words with <i>gu</i>	comparative adjectives: <i>as ... as</i> , <i>not as ... as</i> , <i>-er than</i> <i>Victoria was not as free as other children.</i>
6 What a character! Page 57	<i>Mr Duffy's workshop</i> a description of a character	literal questions; noun phrases; thinking skills; words in context; personal response	words ending <i>-ate</i> ; word classes; spelling: words with silent <i>c</i>	articles: <i>a</i> , <i>an</i> , <i>the</i> , zero article <i>Flowers filled the courtyard. An old peach tree was in the corner. Near the tree was a door.</i>
7 This is what to do Page 67	<i>Ben and Bella's Brilliantly Healthy Beefburgers</i> a recipe with instructions	literal questions; discussion of writing style; matching/ordering sentences; personal response	past participle adjectives; prefix <i>pre-</i> ; spelling: words ending <i>-ture</i>	zero conditional <i>If you heat water to 100° Celsius, it boils.</i>
8 A point of view Page 77	<i>Wildlife World</i> a blog	true/false questions; style discussion; definitions; scanning; thinking skills; personal response	negative prefixes: <i>in-</i> / <i>im-</i> ; homophones; spelling: words with <i>ci</i> / <i>ti</i>	first conditional with <i>if</i> / <i>unless</i> <i>You will see different animals if you visit the zoo.</i> <i>Unless people are given information, they will go on visiting zoos.</i>
9 How the body works Page 87	<i>How we see</i> an explanatory text	literal questions; multiple choice; thinking skills; vocabulary; personal response	suffixes: <i>-ible</i> / <i>-able</i> ; gerunds; spelling: words ending <i>-sion</i>	the passive: present, past, present perfect, future <i>The eye is protected by the eyelid.</i> <i>The eye was / will be / has been damaged.</i>
10 Later that day ... Page 97	<i>A helping hand</i> a narrative story	true/false questions; thinking skills; vocabulary; synonyms and antonyms; personal response	extra information in clauses; suffix <i>-ous</i> ; spelling: words ending <i>-er</i> / <i>-re</i>	present perfect simple and continuous for / since <i>She has been interested in photography for a long time.</i> <i>She has been taking photos since her seventh birthday.</i>
11 Sports reports Page 107	<i>A match with a difference</i> a newspaper sports report	multiple choice; thinking skills; definitions; matching paragraphs to summaries; personal response	compound nouns; hyphenated words; spelling: words with <i>-tch</i>	reported speech <i>Someone shouted that the balloon was landing on the pitch.</i>
12 On stage Page 117	<i>Danger on the railway</i> a playscript based on a classic text	literal questions; thinking skills; synonyms; Who said it?; personal response	adverbial phrases; suffix <i>-ive</i> ; spelling: words with modified <i>a</i> after <i>w</i>	second conditional <i>If a train came along the line now, it would crash.</i>
Grammar extra pages 127–130		Project pages 131–135		

Grammar in use	Writing Individual writing (WB)	Listening and speaking
stative verbs <i>I live in ... / I go to ... school. / I like / I've got ...</i>	features of interviews SB: an interview with Holly WB: an interview with Ross	Conversation practice: introducing yourself Listening comprehension: a description of family members and the jobs they do Individual speaking (WB): talking about your family
used to <i>I used to go to school.</i>	features of descriptive writing SB: a square at night WB: a square in the rain	Conversation practice: first person memories: <i>I used to ...</i> Listening comprehension: a recount of childhood from a grandma Individual speaking (WB): a family member's childhood
present continuous for future events <i>I'm meeting my cousin in the morning.</i>	study skills note taking and drafting SB: a paragraph about the sea otter WB: a report about the giant panda	Conversation practice: plans for the week Listening comprehension: a description of a planned trip to London Individual speaking (WB): personal future plans
present perfect with <i>for, since, just and yet</i> <i>They've just scored.</i> <i>Have they won the match yet?</i> <i>Joe has been in the team for six weeks / since May.</i>	features of persuasive writing SB: handout for a basketball final WB: handout for a school competition	Conversation practice: a dialogue about tasks done / not done yet Listening comprehension: an interview with a basketball team captain Individual speaking (WB): talking about what you have done / haven't done this week
superlative adjectives; irregular comparative / superlative adjectives <i>good, better, best; bad, worse, worst</i>	features of biographies SB: a biography of Elizabeth I WB: a biography of a relative	Conversation practice: a personal dialogue about favourite things to do: <i>the most interesting, the best, etc.</i> Listening comprehension: an extract from a TV programme Individual speaking (WB): your best project
verb + <i>-ing</i> <i>I enjoy working.</i> verb + infinitive <i>I want to study.</i>	features of portraying character SB: a description of Mrs Duffy WB: a description of George	Conversation practice: a dialogue about future career plans: <i>I don't like working indoors. I want to be a mountain guide.</i> Listening comprehension: a monologue about future career plans Individual speaking (WB): future career plans
quantifiers with countable / uncountable nouns: <i>some, any, a lot of, lots of, much, many, a few, a little</i>	features of writing instructions SB: instructions for making fish burgers WB: instructions for making scrambled eggs	Conversation practice: a dialogue about things in local shops / shopping centre Listening comprehension: conversations from different shops Individual speaking (WB): talking about a favourite shop
modal verbs: <i>may, might, can, could, should, ought to, must</i> <i>We ought not to build on the open spaces.</i> <i>This park may be lost forever.</i>	features of expressing a point of view SB: an opinion of mobile phones WB: an opinion of homework	Conversation practice: talking about buildings Listening comprehension: a council's plans for new buildings Individual speaking (WB): talking about new buildings in your town or city
question tags <i>It's busy, isn't it?</i> <i>She doesn't look busy, does she?</i>	features of explanations SB: an explanation of how the lungs work WB: an explanation of getting ready and travelling to school	Conversation practice: a dialogue about a market Listening comprehension: an interview with a market stall holder Individual speaking (WB): talking about a local market or one visited elsewhere
present perfect with <i>ever / never</i> contrasted with past tense <i>Have you ever tried Morris dancing?</i> <i>I've never seen it.</i>	features of story plots SB: writing the next part of the narrative story WB: planning and writing a story with a simple plot	Conversation practice: a dialogue about festivals and celebrations around the world Listening comprehension: a conversation at a festival Individual speaking (WB): talking about a festival
defining relative clauses with <i>which, who, that, where, when</i> <i>There are some streets where cars are banned.</i>	features of newspapers and magazines SB: a newspaper sports report WB: a newspaper report about a person	Conversation practice: a dialogue about methods of transport Listening comprehension: train information announcements Individual speaking (WB): recounting a journey
modals: <i>have to, had to, don't have to, must, mustn't</i> <i>I had to edit the video.</i> <i>We must finish the project.</i> <i>We mustn't send it off late.</i>	features of playscripts SB: writing the play scene from a different viewpoint WB: writing the next scene of the play	Conversation practice: a dialogue about tasks to be done Listening comprehension: an email Individual speaking (WB): talking about past, present and future tasks

Introducing ...

Laura Hardy

age	15
lives in	West Hill, Hampton
brother	Jack, aged 12
school	West Hill Academy
interests/hobbies	computer technology, photography, films (with special effects)
likes	cartoon films, the internet (I love it!!)
dislikes	going to the dentist

Jack Hardy

age	12
lives in	West Hill, Hampton
sister	Laura, aged 15
school	West Hill Academy
interests/hobbies	swimming, music
likes	beach holidays, talking to people, Chinese food
dislikes	long car journeys, too much homework

Holly Carter



age	14
lives in	Hampton town centre
brother	Micky, aged 9
sisters	Nancy, aged 9; Tammy, aged 6
school	Central High School
interests/hobbies	design (especially clothes), doing puzzles and quizzes fashion, shopping
likes	
dislikes	cold weather (especially wet, cold weather), too much homework



Ross Lawrence



age	14
lives in	North Park, Hampton
brother	Harry, aged 16
sister	Amy, aged 10
school	North Park College
interests/hobbies	art, swimming, basketball
likes	animals (all of them but particularly my cat, Claws)
dislikes	zoos, people who are cruel to animals

The Language Lab

Look out for these characters throughout the course. They are there to help!



Magazines



1



Check-in

You can buy magazines about all kinds of different topics: sport, fashion, music, films and film stars, news and TV.

List the names of magazines that you know.

How often do you read a magazine? Which one?

Do you like it? Why? / Why not?

If you could read another magazine, what would it be?

You are going to read pages from a magazine for young people.

Reading

- A **magazine article** about the start of the *Portrait* project for school students. The article is set out in **columns**.
- The article includes an **interview**. The interview is set out like a **play**.

How is a play set out?

- These words are in the article.
**technology volunteer create session
construct imagination**

What do they mean? Check in your dictionary.

Vocabulary and spelling

- Learn words to do with working on a **group project**.
- Learn about words ending **-tion**.
- Learn about spelling **words with ss sounding sh**.

Have you ever done a project in a group?

What was it? Who did you work with?

Grammar

- Practise **present tenses**: present simple, present continuous.
- Practise verbs usually used in the **simple form**.
- Practise when to use **make** or **do**.

Writing

- Learn about the writing **features of an interview**.
- Compose **interview questions**.
- **Write an interview** using the questions.
- **Work out questions** and write an interview.

Listening

- Laura, Jack, Holly and Ross's discussion about planning their project.
- A **dialogue** in which Jack finds out about Ross.
- Ross **telling his new friends** about his family.

Have you met any new friends at school?

Speaking

- Talk to your friends; find out about them.
- Tell the class about **your family**.

How many people are there in your family at home?

Do you like... Art?



Technology?



Will Jones and Patsy Parker report on how these subjects meet in ...



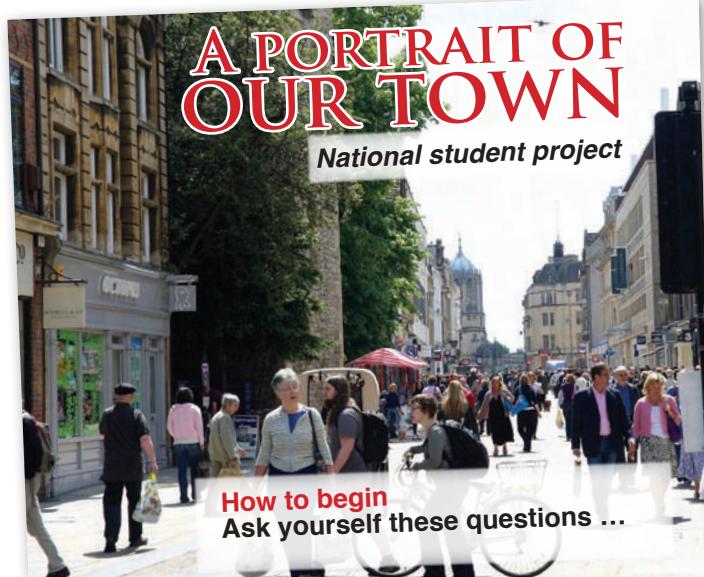
Professor John Brown is running the project.

The *portrait* project

City Hall was buzzing with excitement last week. More than fifty enthusiastic volunteers came for the start of a new arts and technology project for school students.

In the project, *A portrait of our town*, students create a portrait of the place where they live. Professor Brown of Hampton University explained to them, "You must decide what to tell people about your town. You could tell them about buildings and places or you could tell them about some of the people who live there. It's your chance, too, to give your own opinions. What is happening in your town now? How do you feel about it?"

The students were evidently motivated by the professor's questions. After the first session, there was a rush for the leaflets about the project. Groups of boys and girls began to discuss ideas.

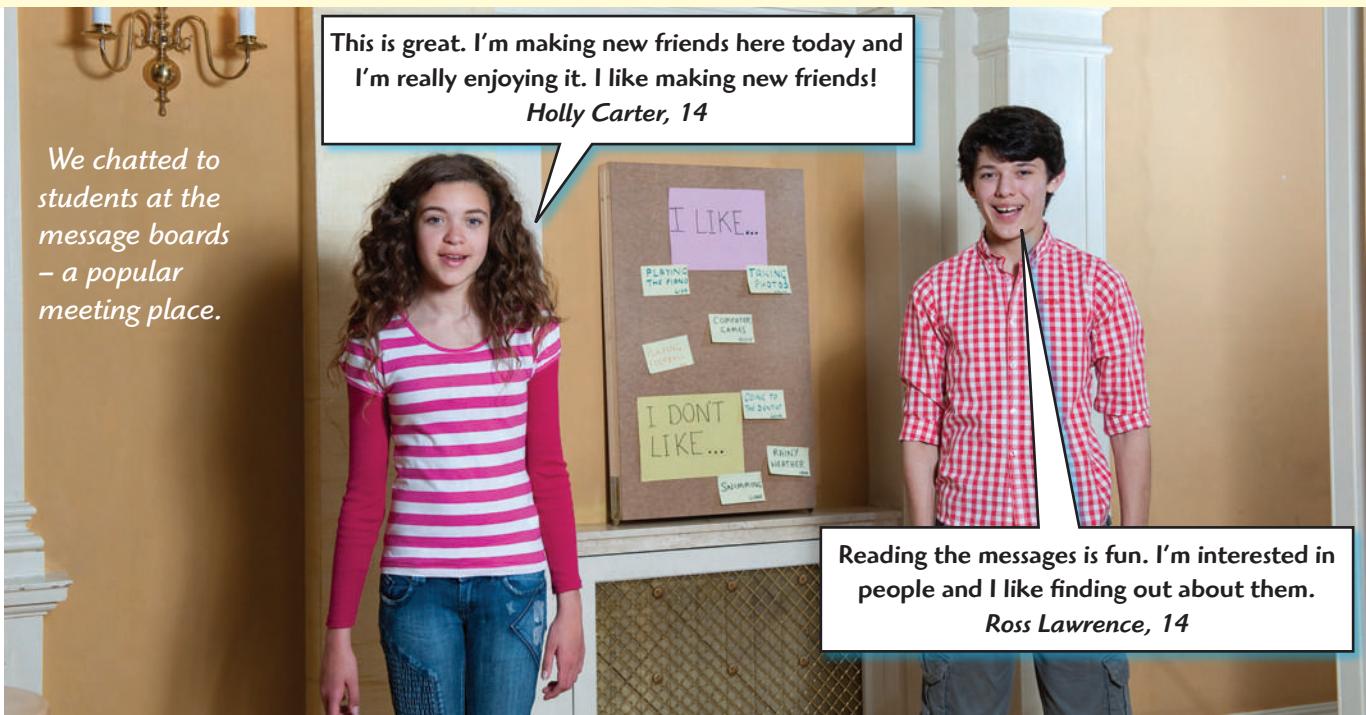


In the second session, Professor Brown talked about producing the portrait. "You can decide what to use," he explained, "film, photography, recordings of voices, sounds and music, different kinds of writing and art. The only limit on what you can do is your own imagination."

The students are aged from 12–16 and they come from different schools in all parts of the town. They are going to work in groups of 4–6. Most students met for the first time at City Hall. They had to choose who they would like to work with.

To help students to find out about each other, Professor Brown put up some message boards. One said *I like ...* Others said *I don't like ... I am interested in ...* Students were invited to respond by writing on pieces of paper and sticking them on the board.

While they were busy writing and reading responses, Professor Brown explained that students from all over the country are creating *Portraits*. Some of them live in very big cities. "But they don't have to include the whole city," he said. "They can construct a portrait of their part of it. It could be just their local neighbourhood."



Fifteen-year-old Laura Hardy is the first student who volunteered to take part in the project. She's the subject of this week's ...

Patsy Parker interview

Patsy: Why did you want to do this project, Laura?

Laura: I thought it sounded interesting. We're going to meet every week to work on the project. At the end of the year, we are going to present our finished portraits. I like creating things and I like looking at things and taking pictures of them.

Patsy: Are you interested in photography?

Laura: Yes, I am. I'm interested in film, too, and computers. I'm doing a computer animation project at school at the moment. I go to a computer club every Monday.

Patsy: Which school do you go to?

Laura: I go to West Hill Academy.

Patsy: Have you got any brothers or sisters?

Laura: Yes, I've got one brother, Jack. We go to the same school and he's here today, too ... somewhere, but I can't see him. He's probably looking at the message board or he's chatting to someone. He likes talking to people.

Patsy: What things do you like?

Laura: Cartoon films and surfing the internet.

Patsy: Do you have any dislikes?

Laura: Not really ... but I don't like going to the dentist much.

Patsy: Me neither!

Good luck to all the students working on the project. We'll tell you how they get on later in the year.

Reading comprehension

1 Answer these questions.

- 1 Which subjects come together in the new project?
- 2 Who are the writers of the magazine report?
- 3 Where did the group of volunteers meet?
- 4 Who is running the project?
- 5 What did Professor Brown tell the students they could use to create their portraits?
- 6 What age are the students who are doing this project?
- 7 How were students invited to respond to the message boards?
- 8 What could students who live in big cities do?
- 9 What did Ross say he was interested in?
- 10 How often does Laura go to a computer club?



2 Choose the correct word or phrase to complete each sentence.

portrait technology volunteer sessions present include get on

- 1 I'm a bit nervous because I'm going to _____ my project to the class today.
- 2 Ben was fed up because he didn't _____ well in the computer lesson.
- 3 My brother is studying _____ at the university.
- 4 A huge _____ of Grandfather is hanging in the hall.
- 5 The lesson was very long so the teacher divided it into two _____.
- 6 Our teacher said that we didn't _____ enough pictures in our project.
- 7 "Is there a _____ who can help me carry these books?" asked the teacher.

3 Think about the answers to these questions. Discuss your ideas.

- 1 Why do you think there was a rush to get leaflets about the project after the first session?
- 2 Why was Holly enjoying the sessions at City Hall?
- 3 Why do you think the interview with Laura is included in the report?
- 4 What two things does Laura think Jack is probably doing? What kind of person do you think Jack is?
- 5 Do you think Laura and Jack get on well together? How do you know?

4 Scan the text and find:

- 1 three words for places where people learn

- 2 two words that mean talk

- 3 three words that mean the same, or nearly the same, as make

Your views

- Do you like working in a group? Why? / Why not?
- What is the best project you have ever done?
- Did you do it on your own or with others?
- Why was it your best project?

Working with words

A Word classes

1 Read these words from the article, by Will Jones and Patsy Parker, then read all the questions. Write the answers.

present session get on technology
volunteer include portrait

If you aren't sure, check in your dictionary!



1 Which words are used as nouns?

2 Which words are used as verbs?

3 Which word is used as both a noun and a verb?

4 Which word is used as a verb in the report but is a noun when it is pronounced differently?

B Making new words

- A lot of words in English end with *-tion*. This ending sounds /ʃən/.

station nation

It's called the root word because it's the part that you start with.



The ending *-tion* can often be added to another word. This word is called the root word. Read these pairs of words and answer the questions.

root word	new word
invite	invitation
imagine	imagination
animate	animation
motivate	motivation
create	creation
produce	production
construct	construction
present	presentation



The endings of some verbs ending *-e* change when *-tion* is added.

1 What class of word is the root word?
2 What class of word is made by adding *-tion*?

2 Read the words in Activity 1 again. Which *-tion* words were in the report by Will Jones and Patsy Parker?



An ending that can be added to a word to make a new word is called a suffix.

C Spelling

ss sounding sh

- In some words double s sounds like sh. e.g. *session*.

There was a rush at the end of the session.

1 Read these words aloud then answer the questions.

discussion mission impression procession

1 Can you find a root word that means to talk about? _____

2 Look at the other words. Can you find a word inside one of them that means to push down? _____

2 Match each word in Activity 1 to the correct definition. Use your dictionary to help you.

1 the mark left on something by pressing on it

2 a talk between two or more people about something

3 a number of people walking forwards together

4 a task done by an individual or a group

Grammar

1

Read.

Will Jones and Patsy Parker are reporters. They **work** for 'Teen Talk', a popular magazine for young people. They **report** on all sorts of things, such as sport, fashion, music, books and films. They often **meet** interesting people and **interview** them.

Today Will and Patsy are at City Hall, where they **are reporting** on a new project called *A portrait of our town*. They **are interviewing** Professor John Brown, who **is running** the project. Professor Brown **teaches** English at Hampton University but he **is not teaching** today. He **is explaining** the *Portrait* project to Will and Patsy.



2 Answer these questions.

- 1 What do Will and Patsy do?
- 2 What do they report on?
- 3 Who do they often meet?
- 4 Who are Will and Patsy interviewing today?
- 5 Why are they interviewing Professor Brown?
- 6 Where does Professor Brown work?
- 7 What does he teach?
- 8 What is Professor Brown talking about with Will and Patsy?

3 Ask and answer. Use the present simple.

- 1 Which magazine – Will and Patsy – work for?
A: Which magazine do Will and Patsy work for?
B: They work for 'Teen Talk'.
- 2 Who – they – often – interview?
- 3 What – they – write about?
- 4 Patsy – report on fashion?
- 5 Who – they – meet?
- 6 Where – Professor Brown – teach?
- 7 he – teach – Russian?
- 8 What – he – teach?

4 Look at the picture above. Correct the sentences.

- 1 Professor Brown is interviewing the reporters.
- 2 Professor Brown is recording the interview.
- 3 The young reporters are speaking.
- 4 Will Jones is making notes.
- 5 Professor Brown is wearing glasses.

- 6 Professor Brown and Will are wearing jackets.

- 7 Patsy is holding the microphone.
- 8 Will is looking at Patsy.

5 Write and talk. Answer the questions. Then discuss your answers.

- 1 What do you do every day?
- 2 What do you often do at the weekend?
- 3 What do you never do?
- 4 What are you doing now?
- 5 What are you wearing today?
- 6 How are you feeling today?

Remember!

- Use the present simple for things that happen regularly.
Joe watches TV every day.
- Use the present continuous for things that are happening now.
At the moment he is watching his favourite programme.

- Think of some more sentences using the present simple and the present continuous.



1.02 Listen and read.

Ross: Well, where shall we start?
Holly: Shall we introduce ourselves?
Laura: Good idea. My name's Laura and this is my brother, Jack.
Ross: Hi. I'm Ross and this is Holly.
Laura: Hello! Nice to meet you.
Jack: I **think** this *Portrait* project is a great idea.
Laura: Me, too. It **sounds** brilliant.
Holly: What are we going to include? We should decide.
Ross: The river? Interesting buildings?
Jack: Famous people in the town? Our football team?
Laura: Let's make a list.
Holly: How can we all help?
Jack: Yes, what **do** we all **like** doing? I **mean**, what are we good at?
Laura: I **like** computers and photography. I've **got** a video camera.
Holly: Great! That's useful. We **need** equipment like that.
Ross: I'm good at art and I **love** sport.
Holly: Well, I **hate** sport. I **prefer** fashion and going shopping.
Laura: You could do something on the new shopping centre.
 It's the grand opening next week.
Holly: I **know!** I can't wait! All those new shops!
Jack: OK. Let's write down some ideas.
 Number 1: Shopping centre. What else?

City Hall
A Portrait of our town
 Session 2
 Form a group!
 Plan your project



2 Answer these questions.

- Where are the teenagers and what are they doing?
- What do Jack and Laura think of the project?
- What do they need to make?
- What does Laura like? What useful equipment has she got?
- What does Ross love?
- Who hates sport?

3 Complete the sentences with verbs from the box. Use the present simple.

think **sound** **like** **mean**
need **prefer** **know**

- The *Portrait* project _____ brilliant.
- Professor Brown _____ many interesting facts about the town.
- Laura _____ the project is brilliant.
- The girls _____ tennis but the boys _____ swimming.
- What _____ the word *imagination* _____?
- The teenagers _____ to plan their project.

4 Talk about it.

- What do you love and what do you hate?
- What do you want for your birthday?
- How many languages do you understand?
- Do you have any pets? Talk about them.
- What do you remember about being a child?
- What do you think about the *Portrait* project?

Remember!

There are some verbs which are normally only used in the simple form, e.g. *like*, *love*, *hate*, *want*, *understand*, *remember*, *need*, *prefer*, *know*, *mean*, *sound*, *think* (have an opinion), *have* (possession).

I know that man.

- Use some of the verbs to make sentences of your own.

Grammar extra p127

Features of interviews

In an **interview**, one person asks questions and the other one answers.

► The people in an interview

The person who asks the questions is the **interviewer**. The person who answers is the **interviewee**.

ACTIVITY

In the magazine article on page 9:

Who was the interviewer? _____

Who was the interviewee? _____

► Interview questions

The interviewer asks the interviewee for information. The questions often begin with question words:

What ...? When ...? Where ...? Which ...? Who ...? How ...?

ACTIVITY

Look at Jack's profile. There are eight pieces of information.

Write the question for each piece of information.

Profile

1	name: Jack
2	age: 12
3	lives in: West Hill, Hampton
4	sister: Laura, aged 15
5	school: West Hill Academy
6	interests: swimming music
7	likes: beach holidays talking to people Chinese food
8	dislikes: long car journeys too much homework



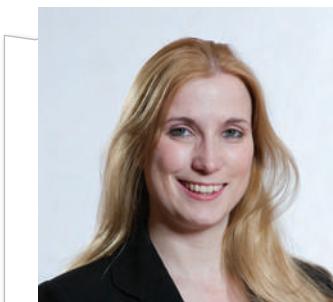
Questions

► Layout

An interview is **set out like a play**. Look at this extract from the magazine article.

The names of the interviewer and interviewee
are on the left.

The words that they say are on the right.



Patsy: Which school do you go to?
Laura: I go to West Hill Academy.
Patsy: Have you got any brothers or sisters?
Laura: Yes, I've got one brother, Jack.



Writing together

Patsy is interviewing Holly. As a class you are going to use the information below to write up the interview.



| Read Holly's personal profile.

name: Holly
age: 14
lives in: Hampton town centre
brother: Micky, aged 9
sisters: Nancy, aged 9;
Tammy, aged 6
school: Central High School
interests/hobbies: design (especially clothes),
doing puzzles and quizzes
likes: fashion, shopping
dislikes: cold weather (especially wet, cold
weather), too much homework



2 Things to think about.

For Patsy, the interviewer:

- Use the questions you wrote on page 14.
- Use the information in Holly's profile to write extra questions.
- Write the questions in full sentences.



What do you like designing?

For Holly, the interviewee:

- Use the information in Holly's profile to write her answers to Patsy's questions.
- You can use extra information about Holly in her answers. What did she say on pages 9 and 13?
- Write the answers in complete sentences.



I love ... I hate ...

Remember!

- Set out the interview like a play.
Patsy: *What's your name?*
Holly: *My name's ...*
- Use the question words on page 14.



3 Write the interview.

Individual writing

Conversation practice

1 Jack and Ross are talking. Look at the pictures and the words in the box. What do you think they are talking about?

live have got interested in good at like dislike



2 Listen to Jack and Ross. Were you right?

3 Listen again. In what way does Ross's family differ from Jack's? In what way are Jack's interests similar to Ross's?

4 Talk to your friends. Find out about each other. Start like this:
Do you live in an apartment or a house?

Listening comprehension

1 Listen to Ross talking about his family. Write the family members he mentions.

2 What are their jobs or what do they want to be? Listen again. Tick the correct pictures.



3 Talk about Ross's family.

Individual speaking

You are going to talk about your family.

WB p10